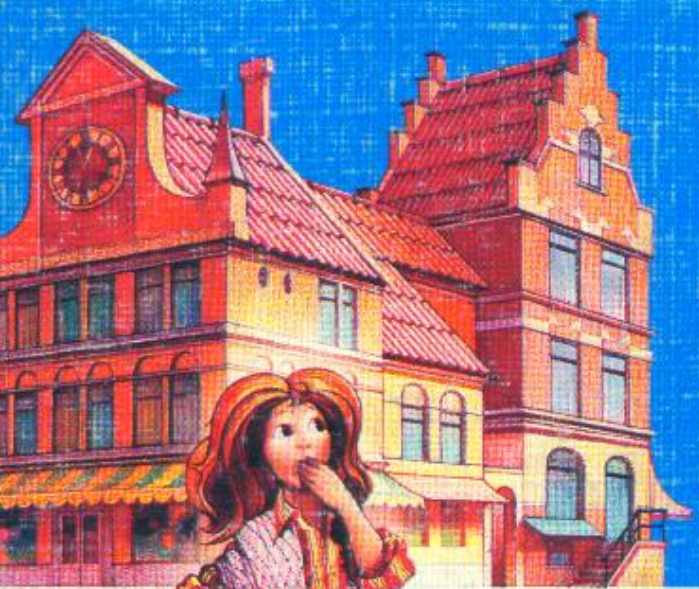


Five American schoolchildren check out a shabby book at the library for 7 days only. They quickly find that it accurately records every word they say. Not only does it record events, but it creates them. Before the friends know it, they are off on a series of exciting adventures.

Взяв в библиотеке всего лишь на одну неделю старую потертую книгу, пятеро американских школьников вдруг обнаруживают, что книга аккуратно записывает каждое сказанное ими слово. И более того, книга не просто описывает события их жизни, а сама создает их. Прежде чем друзья понимают, что происходит, они попадают в самые невероятные волшебные приключения.



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SEVEN-DAY MAGIC — СЕМЬ ДНЕЙ ВОЛШЕБСТВА



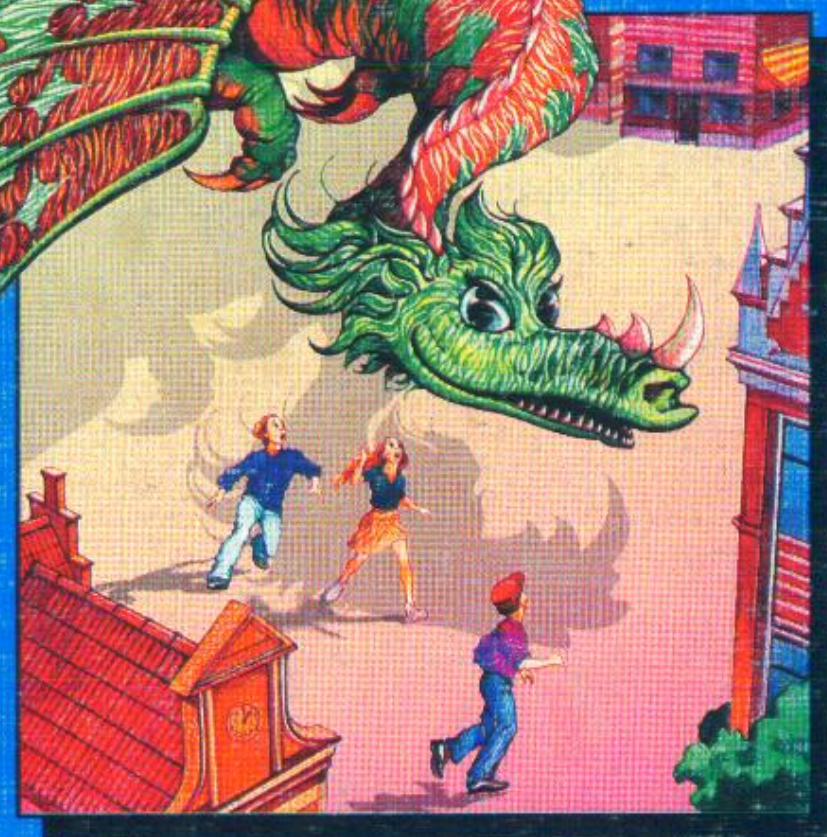
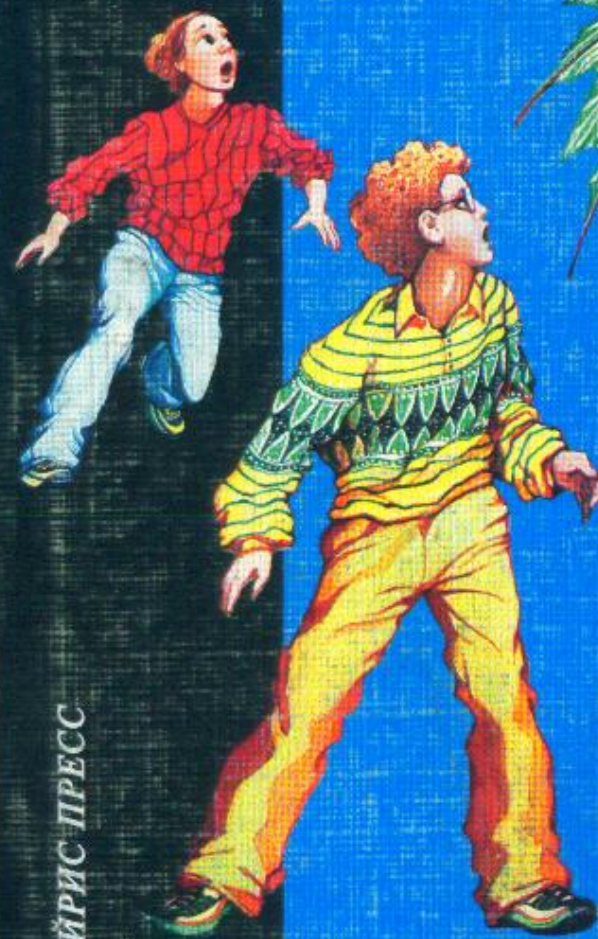
АНГЛИЙСКИЙ клуб

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Intermediate

Эдвард Игер

# Семь дней волшебства



Edward Eager

# Seven-Day Magic

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Intermediate



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Домашнее чтение

**Эдвард Игер**

**Семь дней  
волшебства**

*Адаптация текста,  
комментарий,  
упражнения, словарь  
И. П. Твердохлебовой*

МОСКВА



АЙРИС ПРЕСС

2004

УДК 373.167.1:811.111

ББК 81.2Англ-922

И26

Серия «Английский клуб» включает книги и учебные пособия, рассчитанные на пять этапов изучения английского языка: Elementary (для начинающих), Pre-Intermediate (для продолжающих первого уровня), Intermediate (для продолжающих второго уровня), Upper Intermediate (для продолжающих третьего уровня) и Advanced (для совершенствующихся).

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Книга представляет собой адаптацию сказочной повести известного американского писателя Эдварда Игера. Герои книги — обыкновенные американские школьники, которые из-за выбранной ими случайно в библиотеке старой книги попадают в целую череду волшебных приключений — с драконами, летающими домами, рыцарскими поединками, путешествиями в прошлое и будущее.

Книга содержит постраничный комментарий, задания коммуникативно-речевого характера, словарь и предназначена для школьников 6–8 классов школ с углубленным изучением английского языка, 9–10 классов средних школ, а также для широкого круга лиц, изучающих английский язык самостоятельно.

УДК 373.167.1:811.111

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# Seven-Day Magic





## Chapter 1 A VISIT TO THE LIBRARY

“The best kind of book,” said Barnaby<sup>1</sup>, “is a magic book.”  
“Naturally,” said John.

There was a silence, as all the children thought about Barnaby’s words.

There were five of them in front of the crowded bookshelves<sup>2</sup> of the library: Barnaby and his two sisters Abbie and little Fredericka, and their friends John and Susan.

“The best kind of magic book,” said Barnaby, “is when

<sup>1</sup> Произношение имен действующих лиц см. на стр. 248.

<sup>2</sup> **the crowded bookshelves** — переполненные книгами полки

it’s about ordinary people like us<sup>1</sup>, and then something happens and it’s magic.”

“Like when you find a coin<sup>2</sup>,” said Susan, “and you think it’s a nickel. And then you see that it isn’t a nickel — it’s a half-magic talisman.”

“Or you’re playing in the front yard<sup>3</sup> and somebody asks: ‘Is this the road to Butterfield?’” said Abbie.

“Only it isn’t at all — it’s the road to Oz<sup>4</sup>!” shrieked Fredericka, jiggling up and down excitedly<sup>5</sup>. “I have read *The Magic of Oz* and I like it very much”.

“The best kind of magic book,” said Barnaby again, “is a book where the magic has rules. And you must learn those rules. And if you remember the rules, you can make the magic work for you<sup>6</sup>. Only sometimes you forget them and then the magic works against you.”

Everybody began talking at the same time, trying to remember the best magic books they had ever read<sup>7</sup>.

“Listen! What kind of magic book do we want?” asked John.

<sup>1</sup> **about ordinary people like us** — про обычных (невыдуманных) людей, вроде нас

<sup>2</sup> **Like when you find a coin** — Вроде того как когда находишь монету

<sup>3</sup> **in the front yard** — в садике перед домом

<sup>4</sup> **it’s the road to Oz** — это дорога в волшебную страну Оз (Имеется в виду сказка американского писателя Ф. Баума «Чудеса страны Оз», которая широко известна в обработке А. Волкова под названием «Волшебник Изумрудного города».)

<sup>5</sup> **jiggling up and down excitedly** — подпрыгивая вверх и вниз от восторга

<sup>6</sup> **you can make the magic work for you** — вы можете заставить волшебную силу работать на вас (служить вам)

<sup>7</sup> **trying to remember the best magic books they had ever read** — стараясь припомнить самые лучшие волшебные книжки, которые они когда-либо читали

"A brand-new magic book<sup>1</sup>, specially made for us," said Barnaby.

"One about a lot of children," said Abbie.

"One about five children just like us," said Fredericka.

"And they're walking home from somewhere and the magic starts suddenly, before they know it<sup>2</sup>," said Susan.

"And they have to learn the rules<sup>3</sup> and make the magic work for them and not against them," said Barnaby.

The lady, who was sitting at the far end of the room, sighed and looked up. Then she put her hand to her head as if it ached<sup>4</sup>. "Please," she said. "Can't we have quiet?"

Miss Dowitcher, the librarian, came skimming across the room and addressed the children in a whisper<sup>5</sup>: "Are you ready to go, children? Have you found enough books to take?"

Of course they had not, for who has ever found enough books?

"Perhaps you have enough books till next Saturday," Miss Dowitcher said. "Line up now, and let me stamp the books."

The children lined up at the desk. The librarian began to stamp the date in their books<sup>6</sup>. It was then that Susan looked

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<sup>1</sup> **A brand-new magic book** — Совершенно новая волшебная книга

<sup>2</sup> **before they know it** — прежде чем они успеют сообразить, что к чему

<sup>3</sup> **they have to learn the rules** — они должны выучить правила

<sup>4</sup> **as if it ached** — как будто бы она болела (Своим жестом читательница хотела показать, что дети доставляют ей неудобство своими разговорами.)

<sup>5</sup> **skimming across the room and addressed the children in a whisper** — быстрым легким шагом подошла через читальный зал к детям и обратилась к ним шепотом

<sup>6</sup> **to stamp the date in their books came** — По правилам некоторых библиотек дата возврата книги проставляется специальным штампом в самой книге, а не записывается в карточке читателя.

back and saw a book that sat all by itself<sup>1</sup> at one end of the bottom shelf.

It was a thick red book, smallish and quite shabby<sup>2</sup>. The gold letters on its back were rubbed off, and Susan couldn't read the name of what it was. Still, it looked odd enough to be interesting and worn enough to have been enjoyed by countless generations<sup>3</sup>. On a sudden impulse she added it to the pile in her arms and took her place at the end of the line.

She thought Miss Dowitcher looked at her a bit strangely when she saw the red book, but "That's a seven-day book<sup>4</sup>" was all she said.

"Oh, we'll be through with it before that," said Susan.

"I wouldn't be too sure," remarked Miss Dowitcher, in rather a peculiar voice<sup>5</sup>.

Susan was surprised. "How strange," she thought, "the books that we must return in seven days are usually the newest ones<sup>6</sup>, and nobody can call this book new."

The librarian stamped the red book, and a minute later Susan and the other four children went out of the library into the bright, new-washed June morning.

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<sup>1</sup> **saw a book that sat all by itself** — увидела книгу, которая одиноко стояла

<sup>2</sup> **smallish and quite shabby** — небольшая и довольно потрепанная

<sup>3</sup> **it looked odd enough to be interesting and worn enough to have been enjoyed by countless generations** — она выглядела достаточно необычно, чтобы вызвать интерес, и достаточно потерто, что свидетельствовало об интересе к ней не одного поколения читателей, с которым они ее прочли

<sup>4</sup> **a seven-day book** — книга, которая выдается читателю только на семь дней

<sup>5</sup> **in rather a peculiar voice** — довольно странным голосом

<sup>6</sup> **the newest ones = the newest books** (Слово *one* часто заменяет существительное, которое уже упоминалось в начале предложения.)

They all lived in the same street, so they walked home together.

It was easy to guess that<sup>1</sup> the children belonged to two families. John and Susan were tall and light-haired and calm. Barnaby and Abbie and Fredericka were little and quick and dark.

Susan and John were in the same class, not because they were twins (John was a year older than his sister) but because when John was eight, he was very sick and missed a whole year of school. But that was long ago.

Now John was big and strong and played quarter-back<sup>2</sup> on the school football team. Susan was captain of the girls' basketball team, and they were both rather good at chess. In school-work their marks generally were good and sometimes excellent. Almost everybody liked them, that is why Susan and John were president and vice president of the fifth grade.

There was one sad thing about Susan and John: they had no parents. Their father and mother died the same year John was very sick. After that Grannie came to stay with them, but whether she was taking care of them or they were taking care of her was never quite clear. Susan and John often felt as if Grannie were the child and they were the grown-ups<sup>3</sup>. Grannie was like that. She was little and frail and older than most grandmothers and yet almost too energetic. And she was so unexpected in what she might do and often did. She liked to climb cherry trees or shovel snow off the walk in the dark of night. Sometimes she could do even more dangerous things like standing on a window-sill when she wanted to clean the windows. That's why<sup>4</sup> both her grandchildren hated to leave her alone<sup>5</sup> in the house.

<sup>1</sup> **It was easy to guess that** — Было не трудно догадаться, что  
<sup>2</sup> **played quarter-back** — был защитником в футбольной команде  
<sup>3</sup> **often felt as if Grannie were the child and they were the grown-ups** — у них часто было такое ощущение, что ребенком была бабушка, а взрослыми были они  
<sup>4</sup> **That's why** — Вот почему  
<sup>5</sup> **hated to leave her alone** — очень не любили оставлять ее одну

Sometimes one of them would miss a party sooner than have both of them go out for a whole evening<sup>1</sup> at the same time.

Grannie could think of doing something dangerous and unsuitable at any time.

Susan and John were glad when last summer Barnaby, Abbie, Fredericka and their parents moved into the little new house across the road. Barnaby turned out to be<sup>2</sup> in the same class with Susan and John, and they became great friends.

Barnaby was a person with ideas. The ideas Barnaby had weren't always good ones, but he had them one after another, all day long. And some of them were exciting.

Barnaby believed in magic. He believed that anything could happen, any minute, and that sometimes you could make things happen, if you tried hard enough<sup>3</sup>. And he could think up<sup>4</sup> wonderful games and ways to make the most boring things seem like fun.

But at the same time not everybody in class liked Barnaby as much as John and Susan, because he was stubborn and quick-tempered and impatient<sup>5</sup>. When he disagreed with people, he started arguments<sup>6</sup>. Susan sometimes tried to reason with Barnaby for his own good<sup>7</sup>. And other times John had to step in and defend him<sup>8</sup> when he got into fights with boys who were bigger than he was.

<sup>1</sup> **one of them would miss a party sooner than have both of them go out for a whole evening** — скорее один из них пропускал вечеринку, чем они оба уходили из дома на целый вечер

<sup>2</sup> **turned out to be** — оказался

<sup>3</sup> **if you tried hard enough** — если хорошенько постараться

<sup>4</sup> **could think up** — мог выдумывать

<sup>5</sup> **he was stubborn and quick-tempered and impatient** — он был упрямым, вспыльчивым и нетерпеливым

<sup>6</sup> **started arguments** — начинал спорить

<sup>7</sup> **tried to reason with Barnaby for his own good** — старалась урезонить Барнаби ради его же собственного блага

<sup>8</sup> **John had to step in and defend him** — Джону приходилось вступать и защищать его

There was one thing about Barnaby, even his enemies agreed — he had spunk<sup>1</sup>. He wasn't afraid of anybody. But he wasn't really at his best with his fists. He was more of a brain.

It was typical of him, Susan and John felt, to have an interesting and unusual name and to have sisters with interesting names, too, Abigail and Fredericka.

Barnaby liked his own name. He was proud of its differentness and would never answer to "Barney" or any other nickname. And Fredericka was just the same. People took their lives in their hands who dared to call her "Freddy."<sup>2</sup> Fredericka was the baby of the family<sup>3</sup> and her temper was just like Barnaby's. But his other sister, Abigail, was a quiet and friendly girl, with no temper at all<sup>4</sup>. And everybody called Abigail Abbie.

Barnaby and Abbie and Fredericka's father was a nice man. He was a singer on television, but not a famous one yet. Mostly you saw him as one of a quartet.

He was little and quick and dark like Barnaby, and when he was at home playing croquet<sup>5</sup> or badminton with the kids, he looked more like their brother than their father. But he wasn't at home so very often, because with three children to support, he had to go to New York every day to earn as much money as he could<sup>6</sup> by doing all kinds of different singing jobs.

Barnaby's mother used to be a dancer<sup>1</sup>, but now she worked at an office. She wanted to help her husband to keep the family. It was not easy because they had to make payments on their own house<sup>2</sup>. Their house was new and little, just large enough to hold a family of five<sup>3</sup>.

Susan and John's house across the road was big and old. Sometimes Susan thought it was too big for just her and John and Grannie.

So altogether it was wonderful for Susan and John when Barnaby moved into the little new house and they had a friend right at home, almost in the front yard. And then to have the friend who turned out to be a person with ideas was almost too good to be true.

One of the ideas Barnaby had was that Susan and John should get acquainted with<sup>4</sup> the public library. Up till then John and Susan hardly read anything at all, outside of school<sup>5</sup>.

But books were Barnaby's life blood, maybe because he was an author himself. He had a book of his own in his mind, and some of it down on paper, though he didn't like to talk about it or tell the others what it was.

Except that once he told Abbie a little about it, because she was a poet, or hoped to be, and would understand.

Most of the time when Barnaby wasn't having ideas or thinking about his own book, he was reading other people's. He read one a day, at least, and was anxious<sup>6</sup> that his friends should

<sup>1</sup> **he had spunk** — он был отважным

<sup>2</sup> **People took their lives in their hands who dared to call her "Freddy"**. — Люди, которые осмеливались назвать ее "Фредди", рисковали жизнью.

<sup>3</sup> **the baby of the family** — самая младшая в семье, любимица всей семьи

<sup>4</sup> **with no temper at all** — совершенно спокойная

<sup>5</sup> **croquet** ['krəʊkeɪ] — крокет, в Соединенных Штатах популярная детская игра; обычно в нее играют на лужайке перед домом

<sup>6</sup> **with three children to support, he had to go to New York every day to earn as much money as he could** — имея трех детей, которых он должен был обеспечивать, ему приходилось каждый день ездить в Нью-Йорк, чтобы заработать побольше денег

<sup>1</sup> **used to be a dancer** — когда-то была танцовщицей

<sup>2</sup> **they had to make payments on their own house** — они должны были оплачивать счета за собственный дом

<sup>3</sup> **to hold a family of five** — чтобы разместить семью из пяти человек

<sup>4</sup> **should get acquainted with** — должны познакомиться с (им следует познакомиться с)

<sup>5</sup> **hardly read anything at all, outside of school** — вряд ли что-либо читали вне школьной программы

<sup>6</sup> **was anxious** — страстно желал

do the same. It was Barnaby who suggested the idea<sup>1</sup> that Saturday was library day.

Each Saturday morning, as soon as breakfast was over, the five children would ride along<sup>2</sup> with Barnaby's mother on her way to the office and get off at the library corner.

Later, after an hour or two of rummaging and browsing<sup>3</sup>, they would come down the library steps and walk along the village street that turned into the curving country road home, reading as they went. And Barnaby had made a game of that, too. Each one got to read part of his most interesting-looking book out loud, and then the others were free to criticize.

This particular June morning started out no differently from the others.

## Chapter 2 THE MYSTERY OF THE BOOK

As the five children walked along the road home, Barnaby opened his top book hopefully and began chapter one. But after only a paragraph or two he leafed over to the back, glanced at the last pages, and shut the cover with a disgusted bang.

"I thought so," he said. "It calls itself *The Magic Door*, but there's not a bit of real magic in it anywhere! It's just about this boy that wishes to get along<sup>4</sup> with these other people by being

<sup>1</sup> **suggested the idea** — предложил идею

<sup>2</sup> **would ride along** — вместе отправлялись на машине (Глагол *would* + глагол, обозначающий действие, свидетельствуют о том, что это действие происходило в прошлом неоднократно. Сравните далее: **they would come down the library steps and walk along the village street**)

<sup>3</sup> **after an hour or two of rummaging and browsing** — после часа или двух часов поиска и перелистывания книг

<sup>4</sup> **to get along** — ладить, быть в хороших отношениях

friendly and stuff<sup>1</sup>. And the magic door is just the feeling of good fellowship or something<sup>2</sup>. Man, I despise a book like that!<sup>3</sup>"

And the others agreed with him. Usually the five children could spot a book like that a mile off, though. It wasn't very often that they got fooled.<sup>4</sup>

So then, of course, Fredericka opened her book and read about Ozma's birthday party from the end of *The Magic of Oz*, the way she almost always did. The others never minded listening<sup>5</sup> to this once again. It took them back to their own happy and carefree childhood.

When she finished, Barnaby looked around at the others. "Anybody else?"

Usually Susan was the last to answer. She wasn't a quick reader out loud and was afraid of stumbling over long words. But today she looked at the little old shabby-looking book on the top of her pile, and something made her change her mind<sup>6</sup>. "I've got this book here," she said. "What is it?" said Barnaby. "Who is it by?" "I don't know," said Susan. "It doesn't seem to say. I just kind of think it might be interesting."<sup>7</sup> And she opened the worn red cover and began to read.

<sup>1</sup> **and stuff** — и все такое (Барнаби говорит эмоционально, и в его речи часто встречаются сорные слова.)

<sup>2</sup> **feeling of good fellowship or something** — чувство дружбы или что-то вроде этого

<sup>3</sup> **Man, I despise a book like that!** — Боже, я терпеть не могу подобные книжки!

<sup>4</sup> **It wasn't very often that they got fooled.** — Им редко приходилось чувствовать себя одураченными.

<sup>5</sup> **never minded listening** — никогда не возражали против того, чтобы послушать

<sup>6</sup> **something made her change her mind** — что-то заставило ее передумать

<sup>7</sup> **It doesn't seem to say. I just kind of think it might be interesting.** — Здесь не сказано. Но мне почему-то кажется, что она может быть очень интересной.



These are the words that Susan read:

"The best kind of book," said Barnaby, "is a magic book."

"Naturally," said John.

There was a silence, as all the children thought about Barnaby's words.

There were five of them in front of the crowded bookshelves of the library: Barnaby and his two sisters Abbie and little Fredericka, and their friends John and Susan.

"The best kind of magic book," said Barnaby, "is when it's about ordinary people like us, and then something happens and it's magic." "Like when you find a coin," said Susan, "and you think it's a nickel. And then you see that it isn't a nickel — it's a half-magic talisman."

"Or you're playing in the front yard and somebody asks: 'Is this the road to Butterfield?'" said Abbie.

"Only it isn't at all — it's the road to Oz!" shrilled Fredericka, jiggling up and down excitedly...

Susan stopped reading and looked at the others.

"It can't be," said Barnaby.

"It is," said Susan. "It's about *us*! All of us, and every word we said!"

"Let's see", said Barnaby as he put out his hand and took the book, rather greedily Susan thought, and yet what of it<sup>1</sup>? That was no time to be worrying about manners, and Barnaby could read the fastest. He was reading fast now, turning page after page quickly.

"You're right," he said at last. "We're all in it."

"How could we be?" said John. "How did we get there without our knowing it?"

"I don't know," said Barnaby, "but we're there all right<sup>2</sup>. It tells about us, and our parents, and your Grannie, even.

---

<sup>1</sup> **yet what of it** — ну и что из этого?

<sup>2</sup> **but we're there all right** — но мы точно все там (Слова *all right* используются Барнаби для того, чтобы подтвердить правоту сказанного.)

And a lot more about me. It says that I am stubborn and unpopular and that John often has to defend me when I get into fights."

Barnaby went on reading and his face got very red.

"What does it say about me?" said Fredericka.

"It says you're quick-tempered too," said Barnaby.

"Well, I am," said Fredericka.

There was a silence. Everybody stopped walking and just stood there.

"What's happening?" said Abbie. "Do you suppose we're magic, suddenly?"

"Either we are," said John, "or that book is."

"I'm afraid of that book," said Fredericka.

"I don't like it," said Abbie. "Let's take it back and tell the librarian we don't want it."

"Do you suppose<sup>1</sup>," said Susan, "we're not really real at all but just characters in this book that somebody wrote?"

"I don't want to be not real," said Fredericka in a scared voice.

There was another silence.<sup>2</sup> Everybody looked at Barnaby. Barnaby thought a minute. Then he shook his head. "No," he said, "it can't be that. Because when the book tells about me and Abbie and Fredericka, it says we've just moved here. But I remember being me long before that."<sup>3</sup>

"Maybe that part of you was in another book," said Susan. She didn't mean to say it, but it just slipped out.<sup>4</sup>

Barnaby was fearless. "All right," he said.

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<sup>1</sup> **Do you suppose** — Ты предполагаешь

<sup>2</sup> **There was another silence.** — Опять наступило молчание.

<sup>3</sup> **But I remember being me long before that.** — Но я помню себя задолго до этого (Барнаби хочет подчеркнуть, что он всегда помнил себя реальным мальчиком, а не героем какой-то книжки.)

<sup>4</sup> **She didn't mean to say it, but it just slipped out.** — Она не хотела этого говорить, но слова сами по себе сорвались с языка.

“Suppose we *are* book characters?<sup>1</sup> Many interesting things happen to them. And here we have a whole book full of adventures and we’re just at the beginning!”

“What happens next?” said Fredericka, standing on tiptoe and trying to see over Barnaby’s shoulder<sup>2</sup> (only she was too little to reach).

“What happens at the end?” said Abbie. “That’s what I want to know!”

“How far did you get?” said Susan. “Did the girl Susan in the book find an old book in the library, too? Did she start reading out loud from it?”

“That’s where I stopped,” said Barnaby. It says here<sup>3</sup>:” Susan opened the worn red cover and began to read”.

“Just think<sup>4</sup>,” John said dreamily. “If we find a book about people like *us* and the people in the book find a book about people like *them*, and the people in *that* book find a book about people like ...”

“Don’t!<sup>5</sup>” cried Susan. “It’s like those awful arithmetic problems that go on and on.” She turned back to Barnaby. “What else does the book say? Is it taking down<sup>6</sup> everything we’re saying now, like a stenographer?”

“No,” said Barnaby. “It doesn’t say anything else. The page ends there.”

“Turn it over,” said Fredericka. “Look in the back<sup>7</sup>,” said Abbie.

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<sup>1</sup> **Suppose we *are* book characters?** — А что, если предположить, что мы действительно герои из книжки?

<sup>2</sup> **standing on tiptoe and trying to see over Barnaby’s shoulder** — стоя на цыпочках и стараясь разглядеть что-либо через плечо Барнаби

<sup>3</sup> **It says here** — Здесь говорится

<sup>4</sup> **Just think** — Только подумайте

<sup>5</sup> **Don’t!** — Не надо! Перестань!

<sup>6</sup> **Is it taking down** — Она записывает

<sup>7</sup> **Look in the back** — Загляни в конец (книги)

Barnaby tried. “I can’t,” he told them. “The pages do not turn. The whole rest of the book’s shut solid tight.<sup>1</sup>”

“I suppose that’s as much as it wants us to know,” said Abbie in a frightened voice. “And now I think some awful thing is going to happen<sup>2</sup>.”

“What awful thing?” said Fredericka. “I don’t know,” said Abbie. “Some awful thing. But the book doesn’t want to tell us.”

“Not necessarily<sup>3</sup>,” said Barnaby. And then even he caught his breath and looked around carefully. He was afraid too.

The children waited in silence.

But nothing happened. Nothing at all.<sup>4</sup>

The sun went on shining and the sky was just as blue as usual.

After a few minutes of this usualness<sup>5</sup> everybody felt much better. And soon the five children started walking along the road again.

“Of course,” said Barnaby, “I’m beginning to see it all.<sup>6</sup> Don’t you remember? We said we wanted a special magic book of our own.”

“You said that you wanted a book about five children just like us,” said Abbie and she pointed an accusing finger at<sup>7</sup> Fredericka.

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<sup>1</sup> **The whole rest of the book’s shut solid tight.** — Вся остальная часть книги была крепко-накрепко закрыта.

<sup>2</sup> **some awful thing is going to happen** — сейчас произойдет что-то ужасное

<sup>3</sup> **Not necessarily** — Совсем необязательно.

<sup>4</sup> **Nothing at all.** — Абсолютно ничего.

<sup>5</sup> **Usualness = all the usual things** — имеется в виду все привычное, что обычно окружало детей

<sup>6</sup> **I’m beginning to see it all.** — Я начинаю понимать, в чем тут дело.

<sup>7</sup> **pointed an accusing finger at** — с обвинением указав пальцем на

"No matter who said what," said Barnaby, "it looks as if we made a wish and our wish came true, somehow<sup>1</sup>." He turned to Susan. "Where did you find it in the first place?"

"On the bottom shelf of the fairy-tale section," she said, remembering.

Barnaby nodded excitedly. "It all adds up.<sup>2</sup> Think of it sitting there all those years, with the magic from all those other books dripping down onto it! It's probably soaked with magic powers by now.<sup>3</sup> It's probably been sitting there waiting for somebody to come along and make a wish in front of it.<sup>4</sup> And we came and wanted a magic story; so that's what it turned into."

"What kind of wish is that?" said Fredericka. "What good is a book about us? We know about us."

"We don't know what's coming next," said Barnaby. "We are only at the beginning."

"You mean," said Susan, "there's a whole book still going to happen to us?"

"That's what I think," said Barnaby. "But if it's all there in the book," said John, "why not use the magic and wish the book open? So we can read the next chapter and know what to expect?<sup>5</sup>"

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<sup>1</sup> **it looks as if we made a wish and our wish came true, somehow** — похоже, что мы как будто бы загадали желание и оно каким-то образом сбылось

<sup>2</sup> **It all adds up.** — Все сходится.

<sup>3</sup> **It's probably soaked with magic powers by now.** — Должно быть, сейчас она полностью пропитана волшебством (волшебными силами).

<sup>4</sup> **It's probably been sitting there waiting for somebody to come along and make a wish in front of it.** — Должно быть, она давно оставалась там на полке в одиночестве, поджидая, чтобы кто-нибудь подошел и загадал перед ней желание.

<sup>5</sup> **So we can read the next chapter and know what to expect?** — Выходит, что мы можем прочитать следующую главу и узнать, чего нам следует ожидать?

"I don't think it works like that," said Barnaby." Anyway, maybe there isn't any next chapter, yet. I think it's probably up to us to make more wishes and have them come true<sup>1</sup>. And then our adventures will fill up the pages of the next chapter in the book."

"Sort of<sup>2</sup> make up the book as we go along?" said Abbie. "You mean it's ours to use?"

"I understand it all now," said Susan. "This book is like a wishing ring<sup>3</sup> and we can make wishes about our next adventures!"

"Only mixed up with those things they have in offices," said Fredericka. "Those things you talk into."

"Dictaphones," said John.

"Whatever they're called<sup>4</sup>," said Fredericka.

"That's the idea," said Barnaby. "More or less."

Everyone thought about this.

"From now on," said John, "we must be very careful. First we must talk it out<sup>5</sup> and decide what kind of adventure we want."

"Yes. That's right. Don't anybody dare even think about wishing till we've talked it out.<sup>6</sup> We must make the magic work for us," said Susan.

"Susan, you're the one who found the book in the library, so you must tell us what adventure you want," said Barnaby.

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<sup>1</sup> **it's probably up to us to make more wishes and have them come true** — вероятно, мы сами должны загадать еще желания и постараться, чтобы они сбылись

<sup>2</sup> **Sort of** — вроде того, как будто

<sup>3</sup> **a wishing ring** — волшебное кольцо (кольцо, исполняющее желания)

<sup>4</sup> **Whatever they're called** — Все равно как они там называются

<sup>5</sup> **we must talk it out** — мы должны все обсудить

<sup>6</sup> **Don't anybody dare even think about wishing till we've talked it out.** — Пусть даже никто и подумать не посмеет о загадывании желания, прежде чем мы все хорошенько обсудим.

But Susan shook her head. "No, you go first<sup>1</sup>. You'll do it better."

"No, you must be the one."

"No, honestly, I'd rather.<sup>2</sup>"

"Oh, for heaven's sake<sup>3</sup>," said Fredericka. "If everybody else is too polite around here, let me!" And she put out her hand and snatched the book from Barnaby.

"Stop her, somebody!" cried Abbie. But it was too late. Fredericka was already talking very fast: "I wish to have a magic adventure, with wizards and witches and magic things in it, and I wish to have it right now, this minute, so we'll know for certain it's really our wish coming true and not just a coincidence<sup>4</sup>!"

Fredericka stopped. The children looked at each other and waited.

But nothing happened.

"Maybe the book didn't hear her," said Abbie.

"Maybe I'm supposed to kiss it or something<sup>5</sup>," said Fredericka.

"Maybe we're supposed to keep on walking<sup>6</sup>," said Barnaby. "The minute isn't up yet."

They kept on walking. Round a bend in the road<sup>7</sup> there was a house that they knew very well. It was a perfectly ordinary-looking house in a perfectly ordinary-looking garden, but it had an interesting sign by the driveway.

"SLOW<sup>1</sup>," warned the sign. "CATS, ET CETERA<sup>2</sup>."

In the past the five children had often stopped and waited by the driveway, in hope that something other than a cat would come out. But up till this second nothing had.<sup>3</sup>

At this second (which was the fifty-ninth second since Fredericka made her wish), something *did* come out<sup>4</sup>.

What came out was a dragon.<sup>5</sup>

<sup>1</sup> **you go first** — ты начинай первый

<sup>2</sup> **No, honestly, I'd rather.** — Нет, честно, я бы лучше не начинала.

<sup>3</sup> **for heaven's sake** — ради бога (Это разговорное выражение часто передает нетерпение говорящего.)

<sup>4</sup> **not just a coincidence** — а не простое совпадение

<sup>5</sup> **I'm supposed to kiss it or something** — мне следует поцеловать ее или сделать что-либо еще

<sup>6</sup> **we're supposed to keep on walking** — нам следует продолжать идти

<sup>7</sup> **Round a bend in the road** — За поворотом дороги

<sup>1</sup> **SLOW** — предупредительный дорожный указатель «Тихий ход»

<sup>2</sup> **ET CETERA** [it'setrə] — и тому подобное

<sup>3</sup> **But up till this second nothing had.** — Но до этой секунды ничто необычное еще никогда не появлялось.

<sup>4</sup> **something did come out** — и на самом деле кое-что появилось (*Did* усиливает значение глагола.)

<sup>5</sup> **What came out was a dragon.** — Появился дракон.



### Chapter 3 MAKING THE MAGIC WORK

The dragon was bright red all over, except for<sup>1</sup> its eyes, which were green. Its body was covered with scales.<sup>2</sup> When the children saw it, it was flying low over the driveway, puffing purple smoke out of its mouth<sup>3</sup>.

<sup>1</sup> **except for** — кроме

<sup>2</sup> **Its body was covered with scales.** — Его тело было покрыто чешуей.

<sup>3</sup> **puffing purple smoke out of its mouth** — выбрасывая из пасти клубы фиолетового дыма

Everybody stopped short<sup>1</sup>. They were scared. But Fredericka wasn't. She came forward and looked at the dragon with curiosity. And the dragon seemed just as curious as Fredericka<sup>2</sup>. It flew over her in hawklike<sup>3</sup> circles. For a moment their eyes met. Then it scooped her up<sup>4</sup> in its scaly claws and flew away with her, over the trees.

"Stop!" cried John and started to run in the direction it had taken.

"Do something!" cried Abbie to Barnaby. "Use the book! Wish!" She turned to Susan.

"Wait," said Barnaby. He was as pale as the others, but he was thinking hard<sup>5</sup>, all the same. "You'll never find it that way<sup>6</sup>," he called to John. "It is flying very fast. It must be flying over some other county by now."

John stopped running, because indeed he couldn't see the dragon (and Fredericka) any longer. And even the purple smoke now looked like a tiny cloud in the sky.

"And let's not make any more wishes without stopping to think," Barnaby went on. "Fredericka did that, and look what happened! But she asked for a magic adventure and her wish came true. I think the first thing to do now is<sup>7</sup> to find out whose dragon it is."

"Look!" said Susan and pointed up the driveway.

A ground-floor window of the house was open, and in it the children saw a face. The face looked surprised and was staring out at<sup>8</sup> the four children.

<sup>1</sup> **stopped short** — остановились как вкопанные

<sup>2</sup> **the dragon seemed just as curious as Fredericka** — казалось, что дракон проявлял к Фредерике не меньшее любопытство

<sup>3</sup> **hawklike** — подобно ястребу

<sup>4</sup> **scooped her up** — подхватил ее

<sup>5</sup> **he was thinking hard** — он напряженно думал

<sup>6</sup> **that way** — так, таким образом

<sup>7</sup> **the first thing to do now is** — первое, что мы сейчас должны сделать

<sup>8</sup> **was staring out at** — в изумлении смотрело из окна на

Abbie, usually so shy, ran right across the lawn and up to the face, and the others followed<sup>1</sup>.

"Was that your dragon?" she asked.

"Oh dear<sup>2</sup>," said the face. "Is *that* what it was? I was *afraid* that it was!"

"Well, you ought to be more careful!" Abbie scolded. "You let it get away, and now it's stolen my little sister!"

"Oh dear," said the face again. "I am so sorry." Now that<sup>3</sup> they were near the window, the four children could see that the face belonged to a little round gentleman with a bald head. He wore an old-fashioned long coat, a fancy vest<sup>4</sup>, an elegant tie and in his hand he had a tall silk hat<sup>5</sup>.

"I *am* sorry. Such a thing never happened before. I really don't know what went wrong", said the man. "I was practicing my tricks the way I always do<sup>6</sup> after breakfast. But when I put my hand into my hat to pull out a rabbit<sup>7</sup>, *something came out*, only it was something *else!*"

"It certainly was!" said John.

"I could feel it wasn't a rabbit," said the round gentleman, "but I didn't dare to look<sup>8</sup>. Then it went *whoosh*<sup>9</sup>, and flew away."

Barnaby turned to the others. "Do you understand what happened? Fredericka probably made her wish at that exact

minute, and that probably did it<sup>1</sup>. That's why a dragon flew out of the gentleman's hat."

"I'm sorry for your sister," said the round gentleman. "Still<sup>2</sup>, it shows I haven't lost my talent. I have not forgotten my tricks. I must say I am glad about it."

Barnaby looked at him. And he remembered the rest of<sup>3</sup> Fredericka's wish. "You must be a wizard," he said.

The round gentleman looked pleased. "How did you guess?<sup>4</sup> It is true that is my profession. I used to be a magician in vaudeville.<sup>5</sup> They called me The Great Oswaldo."

"What's Vaudeville?" whispered Abbie to Barnaby.

"It's a kind of show they used to have<sup>6</sup>, back before television," he whispered back.

"Oh," said Abbie. And she thought to herself: "Then he is not a real wizard, he is only a stage magician." Still, at a time like this, even a stage wizard was probably better than no wizard at all. And the round gentleman looked kind. So she said, "You'll help us, won't you? You'll find my sister for us?"

The round gentleman looked uncertain<sup>7</sup>. "Well, I'll *try*," he said. "Won't you come in?<sup>8</sup>" And he left the window.

<sup>1</sup> **and that probably did it** — вот что, вероятно, послужило всему причиной

<sup>2</sup> **Still** — Все же, тем не менее, однако

<sup>3</sup> **the rest of** — остальную часть

<sup>4</sup> **How did you guess?** — Как ты догадался?

<sup>5</sup> **I used to be a magician in vaudeville.** — Было время, когда я выступал в роли волшебника в водевиле. (Так в США называют вид эстрадного представления с песнями, танцами, пантомимой, фокусами и т. д.)

<sup>6</sup> **It's a kind of show they used to have** — Раньше было такое представление (Слово *they* здесь — неопределенно-личное местоимение и на русский язык не переводится.)

<sup>7</sup> **looked uncertain** — выглядел неуверенно, у него был неуверенный вид

<sup>8</sup> **Won't you come in?** — Не хотите ли пройти в дом? (Вопросительная форма будущего времени часто употребляется для выражения вежливой просьбы или приглашения.)

<sup>1</sup> **the others followed** — все остальные последовали за ней

<sup>2</sup> **Oh dear** — О боже праведный!

<sup>3</sup> **Now that** — Теперь, когда

<sup>4</sup> **a fancy vest** — жилет с причудливыми узорами

<sup>5</sup> **a tall silk hat** — атласный цилиндр

<sup>6</sup> **the way I always do** — точно так же, как я всегда это делаю

<sup>7</sup> **when I put my hand into my hat to pull out a rabbit** — когда я опустил руку в цилиндр, чтобы вытащить кролика

<sup>8</sup> **I didn't dare to look.** — Я не осмелился посмотреть.

<sup>9</sup> **went whoosh** — промелькнуло (Рассказчик использует звукоподражание.)

“Shall we?<sup>1</sup>” said Susan.

“Of course,” said Barnaby.

But when the round gentleman opened the door of the house, the four children hesitated<sup>2</sup>. The hall looked dark and spooky<sup>3</sup>, and strange sounds came from inside.

“Better not. He’s got more wild beasts!” warned John.

“Don’t be afraid,” said the round gentleman. “I haven’t any wild beasts in the house. I only have cats et cetera.” And he switched on the hall light.

The four children looked inside with interest. They saw a lot of cats and kittens in every corner of the hall. And the children knew now what the “et cetera” on the sign stood for<sup>4</sup>. The “et cetera” was kittens. Some of them sat on the stairs and stared through the banisters, others ran about and played in the hall.

“Aw!” said Abbie and ran to pick up the smallest and fluffiest<sup>5</sup>. And the other three children followed her into the hall. At that moment the front door opened and a woman came in.

“Who are all these?” she said. “So many feet on my good rugs and carpets! First it’s cats and now it’s children! As if cats weren’t enough!”

“It’s all right<sup>6</sup>, Mrs. Funk,” said the round gentleman. “These are my visitors. And this is Mrs. Funk, my landlady.” The landlady went away. “A good woman, but not much artistic temperament,” the round gentleman continued in a low voice “I’m afraid she doesn’t like cats and artists. And now, step this way, please!<sup>7</sup>”

<sup>1</sup> **Shall we?** = **Shall we come in?** — Ну как, войдем?

<sup>2</sup> **hesitated** — остановились в нерешительности

<sup>3</sup> **spooky** — наполненная призраками

<sup>4</sup> **stood for** — обозначали

<sup>5</sup> **the smallest and fluffiest** — самый маленький и самый пушистый

<sup>6</sup> **It’s all right** — зд. ничего страшного

<sup>7</sup> **step this way, please!** — проходите сюда, пожалуйста!

He went through a door at the end of the hall, and the four children followed. When they saw the room beyond the door, their eyes grew wide with wonder<sup>1</sup>.

It was a large room with many tables and shelves in it. And on every table and every shelf there were crystal balls and bottles of coloured liquid and jars of coloured powder and unusual jugs and retorts and spirit lamps. But what terrible disorder! Most of the bottles were overturned and most of the powder was spilled.<sup>2</sup> Cats and kittens moved among the remains<sup>3</sup>.

“I’m afraid we’re a little untidy this morning,” said the round gentleman. “I don’t know what Mrs. Funk would say.”

The four children thought they knew what she would say all too well.

The gentleman looked at the jars and bottles, at the cats and kittens, and shook his head. He had rather a helpless appearance.<sup>4</sup> “However,” he said, “we’ll see what we can do. I’m afraid I may be a bit rusty. It’s years now since my farewell appearance.<sup>5</sup> And I never found a lost girl, even in the old days. I’m not quite sure how it’s done<sup>6</sup>. I used to saw a lady in half at one time, but it’s not quite the same thing.”

“It certainly isn’t!” said Susan angrily.

“Let me try the hat trick again and see what comes out *this* time,” said the round gentleman.

<sup>1</sup> **their eyes grew wide with wonder** — у них глаза распахнулись от удивления

<sup>2</sup> **Most of the bottles were overturned and most of the powder was spilled.** — Большинство бутылок были опрокинуты и большая часть порошка рассыпана.

<sup>3</sup> **among the remains** — среди уцелевших вещей

<sup>4</sup> **He had rather a helpless appearance.** — Вид у него был достаточно беспомощным.

<sup>5</sup> **I’m afraid I may be a bit rusty. It’s years now since my farewell appearance.** — Боюсь, что я разучился. Уже прошло немало лет со времени моего последнего выхода на сцену.

<sup>6</sup> **how it’s done** — как это делается

But when he put his hand in the hat, what came out was not Fredericka and not even a white rabbit. What came out was the smallest kitten, who had left Abbie's shoulder and got into the hat when no one was looking<sup>1</sup>.

"Sorry," said the gentleman. "It didn't work.<sup>2</sup> I suppose it would be better to get the dragon back *into* the hat, wouldn't it? Or transform it into some more harmless form<sup>3</sup>. Where's my box of tricks?" He found a card index<sup>4</sup> and began looking through it. He read one card after another. At last he stopped and said: "Ah, here is the one I'll try. 'Transformations.' As I remember, it was always colourful."

He found a blue handkerchief in the litter<sup>5</sup> on the nearest table and drew it through a wooden ring. The transformation happened at once: the colour of the handkerchief changed from blue to red. But the dragon did not appear and Fredericka did not return.

"You're not trying<sup>6</sup>," said Abbie accusingly<sup>7</sup>. She was beginning to suspect that the round gentleman was not very good at magic tricks.

"I *am* trying," said the gentleman. "The third time is always the one that works." He looked around the room. "There's *this*," he said, picking up a bottle of purple liquid.

"What does it do?" asked John.

<sup>1</sup> **who had left Abbie's shoulder and got into the hat when no one was looking** — который уже успел соскочить с плеча Абби и незаметно (*дословно* когда никто не смотрел) забрался в цилиндр

<sup>2</sup> **It didn't work.** — Ничего не получилось.

<sup>3</sup> **into some more harmless form** — в какую-нибудь более безопасную форму

<sup>4</sup> **a card index** — картотека

<sup>5</sup> **in the litter** — среди разбитых и разбросанных вещей (*дословно* *litter* — мусор)

<sup>6</sup> **You're not trying** — Вы не стараетесь

<sup>7</sup> **accusingly** — обвинительным тоном

"I used to make a red flame with it<sup>1</sup>," said the round gentleman. "But this morning ... I am not sure. I think *anything* might happen!" And he emptied the bottle into a big cup<sup>2</sup>.

As he did so, Susan had an idea<sup>3</sup>. She felt sorry for the round gentleman and wanted to help him (to say nothing of Fredericka).

Susan wasn't sure yet just how the magic of the book worked. She knew that it could get them *into* adventures, but after that, did it just sit back and watch or would it help? "I shall try," she thought to herself. "Still, there is no harm in trying.<sup>4</sup>" So she held the book firmly in both hands and made a wish with all her might<sup>5</sup> that this time the magic would work for them successfully.

The round gentleman struck a match and lit the fluid in the cup. It made a red flame, all right.<sup>6</sup> But other things happened, too.

There was a whooshing noise<sup>7</sup>, like the noise of an airplane, and the house went up into the air.

"We're moving," said Barnaby. "Flying, I *think*:"

John ran to the window. "That's right, we're flying in the same direction as the dragon flew!"

"Oh dear," said the round gentleman. "It wasn't supposed to do *that*!<sup>8</sup>" His face turned pale<sup>9</sup>.

<sup>1</sup> **I used to make a red flame with it** — Когда-то я использовал его для того, чтобы извлекать красное пламя

<sup>2</sup> **emptied the bottle into a big cup** — полностью вылил содержимое бутылки в большую чашу

<sup>3</sup> **Susan had an idea** — Сюзен пришла в голову мысль

<sup>4</sup> **Still, there is no harm in trying.** — Во всяком случае, попытка не пытка (нет ничего страшного в том, чтобы попробовать).

<sup>5</sup> **with all her might** — изо всех сил

<sup>6</sup> **It made a red flame, all right.** — Красное-то пламя действительно получилось.

<sup>7</sup> **a whooshing noise** — свистящий звук (как от летящего быстро предмета)

<sup>8</sup> **It wasn't supposed to do that!** — Этого не должно было произойти!

<sup>9</sup> **turned pale** — побледнело



“What will Mrs. Funk say?”

What Mrs. Funk would say was soon made clear, as the next moment she appeared in the doorway.

“Mr. Oswaldo,” she said angrily, “you put this house down right this minute!”

The round gentleman shook his head. “I would if I could<sup>1</sup>,” he said, “but I can’t. I don’t know how to do it.”

“This,” said Mrs. Funk, “is the last straw<sup>2</sup>. Mama always said never rent to theatricals or they’d raise the roof<sup>3</sup>. If we ever get back, you will have to look for a new room!”

“I’m sorry,” said the round gentleman. But he didn’t look sorry. He was smiling. “Still, it’s a good trick, isn’t it? I didn’t know I had it in me!<sup>4</sup> I didn’t know I could be such a good magician.”

Susan said nothing. But she gave the book a grateful pat<sup>5</sup>.

Barnaby saw her do it<sup>6</sup>. Their eyes met, and he seemed to put two and two together<sup>7</sup>. He nodded to himself. Then he turned to the round gentleman.

“You keep it up<sup>8</sup>,” he said kindly. “You’re doing fine.”

<sup>1</sup> **I would if I could** — Я бы сделал это, если бы только мог

<sup>2</sup> **the last straw** — последняя капля, переполнившая чашу терпения (букв. последняя соломинка)

<sup>3</sup> **never rent to theatricals or they’d raise the roof** — никогда не сдавайте жилье людям из театра, иначе они крышу снесут (В данном случае в английском предложении получается каламбур, т.к. слова *raise the roof* буквально обозначают «поднимут крышу».)

<sup>4</sup> **I didn’t know I had it in me!** — Я и не предполагал, что был на такое способен!

<sup>5</sup> **gave the book a grateful pat** — с благодарностью похлопала по книжке

<sup>6</sup> **saw her do it** — заметил, как она это сделала

<sup>7</sup> **to put two and two together** — сделать выводы из имеющихся фактов, сообразить, смекнуть, понять, что к чему

<sup>8</sup> **You keep it up** — Продолжайте в том же духе (Так держать!)

## Chapter 4

### THE LAND OF THE DRAGON

When the dragon flew away with Fredericka, she thought: “My last hour has come.” But as the minutes went by and the dragon didn’t actually try to eat her, her hopes rose. Dragon stories in books sometimes had happy endings. “Maybe a prince will come and save me”, she thought, “or maybe Barnaby will.

With this thought she dared to look down<sup>1</sup>. The country below wasn’t modern Connecticut<sup>2</sup> any more. It had a fairy-tale look. There were high mountains covered with trees that looked more like fairy flowers and strange birds sang in them.

“Where am I?” she said in surprise.

“In a magic country, of course,” said the dragon, “in a fairy land. That was what you wished for, wasn’t it?”

Fredericka jumped (as well as she could<sup>3</sup> in the dragon’s claws). The dragon could talk! Then she took courage<sup>4</sup>. If the dragon could talk to her, perhaps it was a friendly dragon.

“Where are you taking me,” she asked cautiously<sup>5</sup>.

“To my cave, of course,” said the dragon.

“Why?” said Fredericka.

The dragon hesitated with the answer<sup>6</sup>. “For the usual purpose,” it said finally. “Let’s not talk about it.”

“You mean. ... ?” said Fredericka.

“You know,” said the dragon.

“Oh,” said Fredericka, in a small voice<sup>7</sup>. “Are you really going to eat me?”

<sup>1</sup> **dared to look down** — осмелилась посмотреть вниз

<sup>2</sup> **Connecticut** [kəˈnetɪkət] — Коннектикут, штат на северо-востоке Соединенных Штатов

<sup>3</sup> **as well as she could** — насколько ей это удалось

<sup>4</sup> **she took courage** — она набралась храбрости

<sup>5</sup> **cautiously** [ˈkɔːʃəsli] — осторожно

<sup>6</sup> **hesitated with the answer** — замешкался с ответом

<sup>7</sup> **in a small voice** — тоненьким голосом

"Of course. You know all about our diet, don't you?"

There was a pause.

"Why?" said Fredericka. "Why are you so mean?"

"Made that way. That's my nature," said the dragon, shrugging its wings<sup>1</sup>.

"Have you ever tried a vegetable diet?<sup>2</sup>" suggested Fredericka, "Trees might be tasty<sup>3</sup>."

The dragon shook its head. "No, I'm not a vegetarian," it said, "Food is meat and drink to me. Of course, I prefer princesses, but they are almost gone off the market lately<sup>4</sup>. I've never tried small girls before, but they must taste nice, too. I hope *you* will." And it gripped her tighter in its steely claws.<sup>5</sup>

"I won't," shouted Fredericka. "I won't taste nice!" And she made up her mind<sup>6</sup> that she would fight for her life.

But it wasn't easy to be brave in the claws of the dragon.

Fredericka wondered where Barnaby and the others were. "Why don't they come and save me? Why don't they make a new wish on the book?" And then she had a terrible thought: "What if the magic has gone out of the book? Shall I never see my family and friends and the real world again?"

And the dragon flew on.

Meanwhile<sup>7</sup>, a few miles back, Mrs. Funk's house was also flying in the same direction. And now Abbie, at the window, was looking down on the same fairy-tale landscape<sup>8</sup> Fredericka had observed a few minutes before.

<sup>1</sup> **shrugging its wings** — пожимая крыльями

<sup>2</sup> **Have you ever tried a vegetable diet?** — Ты никогда не пробовал стать вегетарианцем?

<sup>3</sup> **might be tasty** — могут оказаться вкусными

<sup>4</sup> **they are almost gone off the market lately** — они практически исчезли из предложения на рынке в последнее время

<sup>5</sup> **And it gripped her tighter in its steely claws.** — И он еще крепче сжал ее в своих стальных клешнях.

<sup>6</sup> **made up her mind** — решила

<sup>7</sup> **Meanwhile** — А тем временем

<sup>8</sup> **fairy-tale landscape** — сказочный пейзаж

"What country *is* it?" she wondered. "It can't be the magic land of Oz because it isn't green or emerald."

"I don't care for the look of it<sup>1</sup>," said Mrs. Funk as she came up to the window too. "There's no supermarket. I want to go home."

"It's too late," said Barnaby. "We're landing."

Through the window, right below their flying house, they suddenly saw a crowd of people, staring upwards.

John, Susan and the round gentleman joined the watchers at the window and a second later the house suddenly lost its balance and tipped forward on its face<sup>2</sup>.

"Everybody back!" cried Barnaby. "Stand one in each corner and two in the middle or we'll crash!"

The house righted itself<sup>3</sup> and it was just in time. There was a slight jar<sup>4</sup> and then the house landed safely.

There was a silence, but only for a moment. Then came a roaring sound from without.<sup>5</sup>

"The dragon!" cried Abbie in alarm<sup>6</sup>.

"No," said Barnaby. "It's the crowd of people outside. And I think they're cheering<sup>7</sup>."

"Come on," said John. And he and Barnaby and Susan and Abbie and the round gentleman made their way out of the house.

Outside they saw a meadow full of yellow primroses. Not far away there was an old-fashioned-looking village. A crowd of village people stood nearby, looking at them.

<sup>1</sup> **I don't care for the look of it** — Мне все равно, как она выглядит

<sup>2</sup> **tipped forward on its face** — накренился фасадом вперед

<sup>3</sup> **righted itself** — выпрямился

<sup>4</sup> **There was a slight jar** — Была небольшая вибрация

<sup>5</sup> **Then came a roaring sound from without.** — Затем снаружи раздался рев (ревуший звук).

<sup>6</sup> **in alarm** — в панике

<sup>7</sup> **they're cheering** — они с радостью приветствуют нас

"Hooray, hooray!" cried the people. "Welcome to our country! Have you come to kill the dragon and save us all?"

"Why, yes," said Barnaby. "At least I hope so."<sup>1</sup>

The head of the village<sup>2</sup> came nearer and looked them over. "Well," he said, "I am not sure you can do that. Many people have tried, but they were mostly princes. And they came on horseback, not in houses. None of them could kill the dragon. The dragon ate them all."

"It won't eat *us*," said Abbie, hoping that she spoke the truth. "We've brought our magic. We've brought a wizard, too!"

"Magician, please," corrected the round gentleman.

The head of the village looked at him. Then he looked beyond Mr. Oswaldo. "I see you've brought a witch, too," he said.

The four children looked back and saw Mrs. Funk who was just coming out of the house. So were the cats.<sup>3</sup> The cats looked mad. Some of them were arching their backs and hissing<sup>4</sup>. One of the cats was sitting on Mrs. Funk's shoulder, hissing very loudly. To say the truth<sup>5</sup>, the whole group looked like a picture from a book about witches.

"I am not a witch," said Mrs. Funk. "I am a respectable woman."

"Good," said the man. "You are a *good* witch, then. That's the best kind."

"And now," said Barnaby, trying to sound more courageous than he felt<sup>6</sup>, "lead us to your dragon." "It's over there,"

said the man. "Where?" cried all four children, jumping<sup>1</sup>. "Over there, in the cave," said the man, pointing. The four children looked where he pointed. Beyond the house there was a cave in the rock that they hadn't noticed before. Purple smoke was coming out of the cave's mouth. The children knew that the dragon was inside there.

"Do you think he's eaten her already?" Susan wondered.

"No," said a peasant in the crowd, "he hasn't. He always has his dinner at noon."

"Every mornings he goes hunting<sup>2</sup>," said another peasant. "It carries away a local girl and eats her up at twelve o'clock. There's a curse on us."<sup>3</sup>

"Only one thing can stop it," said a third peasant, "One day the Hero will come and kill the beast and then he will rule the country. This is the prophecy."<sup>4</sup>

"Today it has brought a girl that we don't know. She is not from our village," said a fifth.

"She is a stranger," agreed a sixth.

"So *that's* all right," said the seventh (and last) peasant. Abbie got very angry. "It is *not* all right!" she cried. "She is *not* a stranger! She's my little sister!" And before Barnaby could stop her, she ran to the cave.

"Fredericka!" she called loudly, "Fredericka!"

Within the cave Fredericka heard her sister's voice and began to struggle in the dragon's claws. "Help!" she called back. "Help!"

"Hush now<sup>5</sup>," said the dragon. "I never like it when girls scream. It spoils the taste of my dinner and upsets my digestion<sup>6</sup>, later."

<sup>1</sup> **At least I hope so.** — По крайней мере, я так надеюсь.

<sup>2</sup> **The head of the village** — зд. Деревенский староста

<sup>3</sup> **So were the cats.** = **The cats were also coming out.**

<sup>4</sup> **were arching their backs and hissing** — выгибали спину дугой и шипели

<sup>5</sup> **To say the truth** — По правде говоря

<sup>6</sup> **trying to sound more courageous than he felt** — стараясь говорить отважнее, чтобы не выдать свои чувства

<sup>1</sup> **jumping** — зд. вздрогнув

<sup>2</sup> **he goes hunting** — он отправляется на охоту

<sup>3</sup> **There's a curse on us.** — На нас лежит проклятие.

<sup>4</sup> **This is the prophecy** — Так гласит предсказание.

<sup>5</sup> **Hush now** — Ну-ка, замолчи

<sup>6</sup> **upsets my digestion** — вызывает расстройство желудка

"It *does?*" said Fredericka, considerably encouraged<sup>1</sup>.

And she screamed again, even louder.

"What a horrible sound! It must be eating her now!"<sup>2</sup> cried Susan and held her hands to her ears<sup>3</sup>.

"No," said the first man, "it isn't. It always has its dinner exactly at twelve o'clock. And it always eats in public - to frighten us."

John looked at his watch. "It's three minutes to twelve," he said.

"We must do something fast," said Barnaby, turning to the round gentleman.

"Oh dear," said the magician. "I don't believe I can! I am sorry."

But then the children heard a new voice. "Shame on you<sup>4</sup>, Mr. Oswaldo," it said. "It's the first time that your annoying magic can do some good, and you are backing out<sup>5</sup>. Don't you *dare* back out!"<sup>6</sup>

Everyone turned in surprise. It was Mrs. Funk.



## Chapter 5 FIGHTING THE DRAGON

"You must save that little girl," Mrs. Funk said. "If you don't save her now, you will have to look for a new room!"

"Well, I'll try," said the round gentleman, "but I doubt if I'll be much help<sup>1</sup>." "Of course you will," said Susan encouragingly<sup>2</sup>. "Because the book has helped us to meet you. And you, too," she said turning to Mrs. Funk.

<sup>1</sup> **I doubt if I'll be much help** — сомневаюсь, что от меня будет большой толк (большая польза)

<sup>2</sup> **encouragingly** — подбадривающим тоном

<sup>1</sup> **considerably encouraged** — значительно приободрившись

<sup>2</sup> **It must be eating her now!** — Он, должно быть, ее сейчас ест!

<sup>3</sup> **held her hands to her ears** — зажала уши руками

<sup>4</sup> **Shame on you** — Как вам не стыдно

<sup>5</sup> **you are backing out** — а вы идете на попятный

<sup>6</sup> **Don't you dare back out!** — И думать не смейте о том, чтобы сдаваться!

Mrs. Funk gave her a sharp look<sup>1</sup>. "What book?"

Susan looked at Barnaby, and Barnaby gave a little nod<sup>2</sup>  
"Well, you see we have this magic book," said Susan.

"We're not sure yet just how it works," said John.

"But it more or less<sup>3</sup> began the whole thing," said Barnaby.

"Let me see it," said Mrs. Funk and the round gentleman at the same time.

Susan started to answer. But at that moment the village bells chimed<sup>4</sup> and the clock struck noon time. The dragon appeared from the cave with little Fredericka in its claws. Then it flew up nearer to the crowd.

For the first time in their lives the children saw a dragon so near. Now as it paraded up and down<sup>5</sup>, displaying itself to the crowd, they saw its scaly scarlet sides and its huge horrible hungry jaws and its ugly tail. The children's hearts sank.<sup>6</sup>

"Don't just stand there. Do something!<sup>7</sup>" Fredericka called to her brother and sister and her friends from the dragon's claws.

"I will," cried Susan and she quickly handed the book to the round gentleman.

Now, dear readers, you must understand that the magic power of the book was different for different people. Each person found in it just what he or she wanted to find.

<sup>1</sup> **gave her a sharp look** — посмотрела на нее пронизывающим взглядом

<sup>2</sup> **gave a little nod** — одобительно кивнул головой

<sup>3</sup> **more or less** — в каком-то смысле

<sup>4</sup> **the village bells chimed** — в деревне прозвонили колокола

<sup>5</sup> **paraded up and down** — с важным видом передвигался взад и вперед (как на параде)

<sup>6</sup> **The children's hearts sank.** — У детей сердце ушло в пятки (дети были чрезвычайно напуганы видом дракона).

<sup>7</sup> **Do something!** — Делайте что-нибудь!

So for the five children it was a magic story with them in it<sup>1</sup>, but for the round gentleman it was something else again.

"*Wishful Ways for Wizards*<sup>2</sup>," he read, from the title page. "This is wonderful! I wish I had this book<sup>3</sup> when I was in vaudeville." He turned the book's pages, studying its contents<sup>4</sup>. "How to Turn Day to Night," "How to Tell Chalk from Cheese<sup>5</sup>," "One Hundred Easy Card Tricks!" he read.

"Don't just *skim*! Find the right place!<sup>6</sup>" called Fredericka.

"Certainly," said the round gentleman. He felt ashamed.<sup>7</sup> "I am sorry, I quite forgot. 'How to Shrink a Dragon.' I'm sure I saw it here somewhere. Now *where*. ... ?" He leafed through the pages again<sup>8</sup> but couldn't find the trick.

"Oh, let *me* find it!" said Mrs. Funk, taking the book from him. But of course, as soon as the book got into the housewife's hands, it became a different book again.

"*Helpful Hints for Housewives*<sup>9</sup>" she read. "How to Make a Plum-pudding..."

<sup>1</sup> **with them in it** — и действующими лицами были они сами

<sup>2</sup> **'Wishful Ways for Wizards'** — «Безошибочные способы исполнения желаний» (название книги)

<sup>3</sup> **I wish I had this book** — Как жаль, что у меня не было этой книги

<sup>4</sup> **studying its contents** — изучая ее содержание

<sup>5</sup> **'How to Tell Chalk from Cheese'** — Как отличить мел от сыра. В названии этого фокуса использовано выражение *to tell smth from smth* — отличать что-либо от чего-либо.

<sup>6</sup> **Don't just skim! Find the right place!** — Перестаньте просматривать всю книгу! Ищите нужное место!

<sup>7</sup> **He felt ashamed.** — Ему было стыдно (*дос.* он устыдился).

<sup>8</sup> **leafed through the pages again** — он вновь стал перелистывать страницы

<sup>9</sup> **'Helpful Hints for Housewives'** — «Полезные советы для домохозяйки» (название книги)

The dragon was annoyed by the interruption<sup>1</sup>. He glared<sup>2</sup> upon the book's title. "That isn't what it says," said the dragon. "It says, '*Dreadful Deeds for Dragons.*' And I want it!" It put Fredericka down on the ground, still keeping one claw on her, and stretched its other claw toward Mrs. Funk.

"Don't touch *me*, you nasty creature<sup>3</sup>, don't!" said Mrs. Funk, snatching the book away<sup>4</sup>. "You are not going to get it!"

The dragon shot out an angry tongue of flame and a cloud of smoke. Mrs. Funk quickly consulted the book. "To put out an oven fire, use salt<sup>5</sup>," she read. "That's what we need. Fetch the salt, somebody.<sup>6</sup>"

John ran into the house.

The dragon glared angrily at Mrs. Funk. "Do I have to eat you, too? Oh, very well!" And it opened its horrible mouth.

Then it hesitated. Mrs. Funk did not look tasty to eat<sup>7</sup>. Fredericka was much nicer, of course. Should he save her till last or eat her first, as an appetizer?<sup>8</sup>

But he who hesitates is often lost<sup>9</sup>.

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<sup>1</sup> **was annoyed by the interruption** — был раздражен тем, что его прервали

<sup>2</sup> **glared** — пристально посмотрел (от глагола *to glare* — пристально или свирепо смотреть)

<sup>3</sup> **you nasty creature** — ты мерзкое создание

<sup>4</sup> **snatching the book away** — поспешно убирая книгу прочь

<sup>5</sup> **To put out an oven fire, use salt** — Чтобы погасить пламя в духовке, используйте соль

<sup>6</sup> **Fetch the salt, somebody.** — Кто-нибудь пойдите и принесите соль.

<sup>7</sup> **did not look tasty to eat** — на вид была невкусная

<sup>8</sup> **Should he save her till last or eat her first, as an appetizer?** — Следовало ли ему оставить ее на потом или съесть ее сначала, на закуску?

<sup>9</sup> **he who hesitates is often lost** — пословица: «промедление смерти подобно» (букв. Кто колеблется — тот пропал.)

While the dragon was making up its mind<sup>1</sup>, John came running<sup>2</sup> out of the house with the salt box. Mrs. Funk took the salt box and shook it full in the dragon's face.

There was a hissing sound, and the dragon's fire went out.

The crowd cheered. Some people believed, that without its fire the dragon became harmless. But it was not true. Because, fire or no fire<sup>3</sup>, the dragon still had its teeth and claws. And to prove it, the dragon now showed all of them in a fit of anger<sup>4</sup>.

At the same time, something strange happened. The dragon began shrinking<sup>5</sup>. But not because of the salt, but because its pride was hurt<sup>6</sup>. Without its fire the dragon's belief in itself became very low. And since a dragon's belief in itself is part of a dragon's power, it becomes lower in the public eye<sup>7</sup>, also.

In this case the change made quite a difference. The dragon became much smaller and weaker than it was at the beginning. But it was not yet used to its new size<sup>8</sup>. It opened its mouth and snapped at<sup>9</sup> Mrs. Funk.

"Oh, no!" said Mrs. Funk, dodging it easily<sup>10</sup>. "You will

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<sup>1</sup> **While the dragon was making up its mind** — Пока дракон раздумывал

<sup>2</sup> **came running** — прибежал

<sup>3</sup> **fire or no fire** — извергал ли он пламя или нет

<sup>4</sup> **in a fit of anger** — в приступе гнева

<sup>5</sup> **began shrinking** — начал уменьшаться в размерах

<sup>6</sup> **its pride was hurt** — было задето его самолюбие

<sup>7</sup> **it becomes lower in the public eye** — она (сила, значимость дракона) уменьшается в глазах общественности (Эти слова имеют прямой и переносный смысл, т. к. на глазах у публики дракон стал уменьшаться в размерах.)

<sup>8</sup> **was not yet used to its new size** — еще не привык к своему новому размеру

<sup>9</sup> **snapped at** — щелкнул зубами на

<sup>10</sup> **dodging it easily** — с легкостью увернувшись от него

not bite *me!*" She consulted the book again. "For bites, stings, et cetera, use<sup>1</sup> ammonia," she read.

Barnaby did not wait to be asked<sup>2</sup> but ran into the house, and in a moment he was back with a bottle of ammonia from under the sink in the kitchen. Mrs. Funk took it from him and emptied the liquid in the direction of the dragon.

The dragon sneezed and coughed. And it shrank again. What a shame it was to get hurt by a domestic housewife!<sup>3</sup> Of course, it was not physically hurt. Its hurt went deeper<sup>4</sup> and it made the dragon feel small. And when a dragon feels small, it *is* small. And now it was about the size of a large dog.

The crowd cheered again.

"My turn now!" cried the round gentleman, dancing up and down with impatience<sup>5</sup>. "To Shrink a Dragon" — I know I saw it somewhere ..."

But the next turn proved to be the cats<sup>6</sup>.

When the dragon first came out of its cave, all the cats and kittens hid behind Mrs. Funk's skirt. Now, as the fumes from the ammonia came to their noses, they put back their ears, and came out. They were in no gentle mood<sup>7</sup> and hissed very

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<sup>1</sup> **for bites, stings, et cetera, use** — как средство от укусов, ожогов и проч., используйте

<sup>2</sup> **did not wait to be asked** — не стал дожидаться, пока его попросят

<sup>3</sup> **What a shame it was to get hurt by a domestic housewife!** — Какой невероятный стыд пострадать от простой домохозяйки!

<sup>4</sup> **it was not physically hurt. Its hurt went deeper** — ему не было физически больно (ему не был нанесен физический ущерб). Его боль (досада, обида) уходила значительно глубже

<sup>5</sup> **dancing up and down with impatience** — пританцовывая от нетерпения

<sup>6</sup> **the next turn proved to be the cats** — на самом деле следующая очередь оказалась за кошками

<sup>7</sup> **They were in no gentle mood** — Они были далеко не дружелюбно настроены

loudly. What they saw in front of them looked like a large (though unusually ugly) dog.

You may have heard that an elephant is afraid of a mouse. With dragons and cats it is very much the same.

When the dragon saw the cats coming it shrank in fear. And once it started shrinking, it couldn't seem to stop<sup>1</sup>.

It shrank from the size of a large collie to the size of a medium-sized poodle. The cats came up nearer and stood around it in a circle. The dragon took one look at them and shrank in fear again.

When it was no bigger in the size than a mouse the cats began to play with it as cats play with mice.

Fredericka stood up and stretched herself and looked down at the shrunken dragon. It was laughable to think of its eating her now<sup>2</sup>. At that very moment the smallest kitten jumped on the dragon and ate it up. Then it looked around with a surprised expression. Then it purred with happiness<sup>3</sup>.

The crowd cheered.

And now more people came from the village. They surrounded the round gentleman and Mrs. Funk, and they all cheered and some let off fireworks<sup>4</sup>.

"Three cheers<sup>5</sup> for the wonderful wizard Oswald! Three cheers for the respectable witch, too!" cried all the people. "Oh, Great Wizard Oswald, stay with us and rule the land forever!"

The round gentleman smiled and bowed and waved his hat. He was happy. And Mrs. Funk was enjoying the applause just as much as he was.

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<sup>1</sup> **it couldn't seem to stop** — казалось, что он не мог остановиться

<sup>2</sup> **It was laughable to think of its eating her now.** — Было смешно даже подумать о том, что он теперь мог ее съесть.

<sup>3</sup> **purred with happiness** — замурлыкал от удовольствия

<sup>4</sup> **some let off fireworks** — некоторые запускали фейерверки

<sup>5</sup> **Three cheers** — Ура, ура, ура (букв. троекратное «ура»)

“That wizard didn’t do a thing, really,” said Abbie to the others in a low voice. “Mrs. Funk and the cats did it all!”

“I guess that’s the way with wizards<sup>1</sup>,” said Barnaby. “They let the witches do the work and then take the credit<sup>2</sup>. It’s the same way in stories.”

“Why, yes,” said Fredericka. “Even the Wizard of Oz was a humbug<sup>3</sup>. Remember?”

Then she had an exciting thought. And the more she thought of the thought, the more exciting it was. “You know what?” she said. “This could *be* Oz, back in prehistory times.

Before the books tell about it. Nobody knows *what* it looked like, then. Mr. Oswaldo could even be the real Wizard of Oz. This could be how he got there in the first place. And we’re in it from the beginning!”

“But in the book the real Wizard tells Dorothy he came in a balloon,” objected Abbie<sup>4</sup>.

“Yes,” agreed Fredericka, “but in the book the real Wizard doesn’t always tell the truth. Think back.”

Everybody thought back.

Fredericka went up to the nearest cheering peasant and tapped him on the shoulder. “Please,” she said, “what country is this?”

“Up till now we called it Dragonland<sup>5</sup>,” said the peasant, “, but now we are going to change its name. We must think up something new. Perhaps we’ll call it Oswaldoland.”

“You see?” said Fredericka to the others. “It all works out.<sup>6</sup> First they’ll call it Oswaldoland, and then the name will get

<sup>1</sup> **I guess that’s the way with wizards** — Полагаю, что у волшебников всегда так и бывает

<sup>2</sup> **then take the credit** — присваивают успех себе

<sup>3</sup> **a humbug** — обманщик и хвастун

<sup>4</sup> **objected Abbie** — возразила Абби

<sup>5</sup> **Dragonland** [ˈdræɡənlənd] — страна Дракония; ниже **Oswaldoland** [ɒzˈwældəʊlənd] — страна Освальдия

<sup>6</sup> **It all works out.** — Все сходится.

shortened<sup>1</sup> and will become simply Oz. Anyway, I think now we know all about it. And we have become part of it from now on<sup>2</sup>.”

And all agreed.

“And now,” said Barnaby, “I guess it’s time to go home.”

“How do we *do* that?” said John.

“I’m not sure,” said Barnaby. He went up to Mrs. Funk and the round gentleman, and the other four followed. “Are you really going to stay and rule the country?” he asked.

“I must do as my public demands,” said the round gentleman. “They want me. Listen to them cheering. I’m always ready to please my audience.”

“I suppose I’ll have to stay, too,” said Mrs. Funk. “Somebody must keep the house in order!”

“They’ve offered us a lovely palace,” said the Wizard (if it was truly he).

“Thirty rooms!” said Mrs. Funk grimly. “Think of the dusting!”

“Could we have our book now?” said Susan. “We want take it home with us. Are you sure you’ll be all right here without it?”

“Just let me have one more quick look,” said the round gentleman. He studied the first three or four pages briefly. “There! That’ll give me enough new tricks to stay in business for years<sup>3</sup>!”

Susan offered Mrs. Funk a look at the book, but she refused.

“I won’t need it. I’ll just use my common sense.<sup>4</sup>”

“What method of travel are you planning to use?” the round gentleman asked the five children.

“We’re not quite sure,” said Susan.

<sup>1</sup> **the name will get shortened** — название сократится

<sup>2</sup> **we have become part of it from now on** — отныне мы стали ее частью

<sup>3</sup> **to stay in business for years** — чтобы оставаться при деле еще многие годы

<sup>4</sup> **I’ll just use my common sense.** — Я просто буду руководствоваться здравым смыслом.



"Vanishing cream<sup>1</sup>," said Mrs. Funk. "There's some on the little table in my bedroom." And Fredericka ran to fetch it.

"Shall we use the vanishing cream?" whispered Abbie. "What if we just *vanish* and don't turn up anywhere?<sup>2</sup>"

"Trust the book," said Barnaby. "It's done pretty well so far."<sup>3</sup>

And then Fredericka returned with the jar of vanishing cream, and Mrs. Funk rubbed a little on the forehead of each child. "I'm sure soon you'll be home", she said to them.

But Susan held the book tight and wished, too, just in case<sup>4</sup>.

You may wonder what vanishing feels like. The answer is that it feels like nothing at all. One second the five children were standing in a magic country. The next second they found themselves sitting on the front steps of Barnaby and Abbie and Fredericka's little white house in Connecticut.

"Back from the library already?" said Barnaby and Abbie and Fredericka's mother, on her way out. "You were quick." She gave the children a kind look, said good-bye and left for her office.

"I *don't feel* quick," said Abbie, "I feel as if I have been away for years."

"Anyway, we've had our first adventure," said Barnaby. "We'll start another one tomorrow. And it will be Susan's turn to make a wish."

Susan shook her head. "Tomorrow is Sunday."

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<sup>1</sup> **Vanishing cream** — Крем для лица, который быстро впитывается и исчезает. Именно это качество крема (его способность к быстрому исчезновению) Миссис Фанк предлагает использовать героям книги в качестве волшебного средства, для того чтобы быстро покинуть сказочную страну Оз.

<sup>2</sup> **What if we just *vanish* and don't turn up anywhere?** — А что, если мы просто исчезнем и нигде больше не объявимся?

<sup>3</sup> **It's done pretty well so far.** — До сих пор она нас еще не подвела.

<sup>4</sup> **just in case** — на всякий случай

"What of it?<sup>1</sup>" said Fredericka. "It's summer. There's no Sunday school."

"Even so," said Susan. "Magic's not a Sunday thing. Not that it's sinful or anything, I don't mean. But they just wouldn't mix."

"All right. We all need a rest. We'll start a new adventure on Monday," said Barnaby.

Everybody agreed that Susan should keep the book till Monday (better somewhere in a safe place). So Susan took the book and ran across the street to her own house and put the book away carefully in her top desk drawer.

As she turned round the familiar bend, she wondered whether she would see Mrs. Funk's house there or not. "I don't think it's there any more," she thought to herself. But to her surprise the house was still there, the same as always. The sign by the driveway was still there, too.

But when Susan came nearer, she saw that the sign didn't say, "Slow. Cats, et cetera" anymore.

The sign said, "For Sale<sup>2</sup>."

While Susan was looking at the sign, a woman came out on the porch next door.

"If you're looking for Mrs. Funk and Mr. Oswaldo," said the woman, "they've moved. All of a sudden, as ever was. And they do say," she went on, "that he's gone back into vaudeville<sup>3</sup>."

Susan thought of the round gentleman and his magic tricks and of Mrs. Funk and her housewifely witchcraft.

"Yes," she said slowly. "Yes, I think they *both* have. In a way."<sup>4</sup>

And she started walking home.

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<sup>1</sup> **What of it?** — И что из этого следует?

<sup>2</sup> **For Sale** — Продается (вывеска о продаже дома).

<sup>3</sup> **they do say "that he's gone back into vaudeville"** — говорят, что он вернулся к своим выступлениям в водевиле

<sup>4</sup> **I think they *both* have. In a way.** — Думаю, что они оба переехали. Если это можно так назвать.

## Chapter 6

### THE HALF-MAGIC TALISMAN

It was the third day that the five children had the red book. They all gathered on John and Susan's front porch<sup>1</sup>.

"This time no magic kingdoms," said Susan, "and no dragons." And the others (all but Fredericka, who, was ready to fight another dragon) agreed.

"No dragons," Susan repeated, "and no witches."

Fredericka looked very displeased. She knew that she couldn't do anything, as it was Susan's turn to make a wish.

"This time I want something different. When at first everything starts out real and sort of *daily*. Then when the magic comes it's more ..." She paused, seeking a word<sup>2</sup>.

"Of a contrast," suggested Barnaby.

There was a silence.

"Aren't you going to ask anything more?" said John.

"I don't want to know any more," said Susan. "I want us just to go about our business<sup>3</sup> and wait for whatever happens."

As it was quite boring just to sit and wait, the children did some useful jobs about the house. They washed up, swept the floor in the kitchen, dusted the rooms and even found a very hard jigsaw puzzle for Grannie in the attic. Then they got on the front porch together again.

"There are too many blue pieces in this puzzle," said Grannie from inside the house. "They can't all be sky or if they are, it's monotonous."

John and Susan went inside and helped their Grannie to start on another corner of the jigsaw puzzle, where some of the blue sky might be somebody's dress. Grannie looked pleased and the children knew that the puzzle would keep her busy for

<sup>1</sup> **front porch** — веранда

<sup>2</sup> **seeking a word** — стараясь найти подходящее слово

<sup>3</sup> **I want us just to go about our business** — Я хочу, чтобы мы просто занялись своими делами

half an hour, at least, and she would be out of harm's way<sup>1</sup>. With that settled<sup>2</sup>, John and Susan joined their friends and the five children left the porch and walked along the road to town as if it were any ordinary Monday<sup>3</sup>.

They passed Mrs. Funk's empty house and discussed where its former residents were now and what they were doing at this moment.

In Main Street<sup>4</sup> the children stopped and compared finances<sup>5</sup>. Susan had sixteen cents and Abbie had eleven. John took some money from his pocket: "I've got a dollar. You know I go cutting lawns, so that I can save up some money for college." "I have earned fifty cents this week by selling magazine subscriptions," said Barnaby. And the children knew that he was also working to save up money for his college education.

Still, twenty-seven cents was enough to buy sweets for all of them. So the candy store was the next stop.

But nothing magic happened there. It was only when they came out of the store and turned round the corner that Susan noticed the strangeness<sup>6</sup> first.

"The street's different," she said. "Look."

The others looked.

Instead of short, friendly Cherry Street, with its white houses and big trees, blocks of apartment houses<sup>7</sup> stretched far into the distance ahead.

"It's like a very big city," said John.

<sup>1</sup> **she would be out of harm's way** — она не попадет ни в какую неприятность

<sup>2</sup> **With that settled** — Решив данную проблему (задачу)

<sup>3</sup> **as if it were any ordinary Monday** — как будто это был самый обыкновенный понедельник

<sup>4</sup> **Main Street** — так в Америке называется главная улица, где располагаются основные магазины и банки, в Великобритании такие улицы носят название High Street

<sup>5</sup> **compared finances** — сравнили свои сбережения

<sup>6</sup> **the strangeness** — необычность

<sup>7</sup> **blocks of apartment houses** — кварталы многоквартирных домов

"We're somewhere else. It's the magic. It's beginning," said Susan with joy.

"Where do you suppose we are?"<sup>1</sup> said Fredericka.

"I saw a sign last week that said, 'Watch Our Town Grow,'" said Abbie. "Do you suppose it *did*? Do you suppose this is the future?" A high, awkward-looking windowless automobile drove past, honking a horn that said "Ah-oo-ga."

John shook his head. "It's the other way round. That car is a 1924 model," for he was one who knew about such things. "I don't know where we are, but we're in the past somewhere."

"It's familiar. I've seen this street before. In a book, I think," said Susan. "Only what one?" Then she stopped short and pointed up ahead.

On the nearest corner stood a little girl. She was rather a poor-looking little girl, but neat. She wore an old-fashioned apron over her dress, and her dark hair hung down her back in a ponytail. She was looking at something in her hand, something that gave a metallic glint<sup>2</sup>. On the sidewalk<sup>3</sup> nearby sat a fat baby with its thumb in its mouth.

"I *knew* it was a book!" whispered Susan excitedly. "It's the girl in the *Half Magic*<sup>4</sup> picture! It's the little girl in the last chapter who finds the talisman!"

"I always wanted to know what happened next!" said Abbie.

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<sup>1</sup> **Where do you suppose we are?** — А как ты полагаешь, где мы находимся?

<sup>2</sup> **gave a metallic glint** — поблескивало как металл

<sup>3</sup> **sidewalk** — так американцы называют тротуар; англичане используют другое слово — *pavement*

<sup>4</sup> **Half Magic** — «Чудеса наполовину», название известной детской книжки Э. Игера. Эта книга рассказывает о том, как дети нашли талисман, научились пользоваться им и с его помощью могли переноситься в прошлое (они даже побывали при дворе легендарного короля Артура). Волшебный талисман также исполнил и другие их желания. Главный секрет талисмана заключался в том, что каждое желание нужно было повторить дважды, иначе оно было исполнено только наполовину.

"In Oz we got there before the beginning," said Fredericka in amazement. "This time we're coming in after the end!"

"Hush," said Susan. "Be careful. Don't scare her."

But Fredericka ran forward. "Hello," she said. "Do you know what you have just found? You have just found a magic talisman!"

The little girl looked up with a smile. "Hello," she said. "I *thought* it might be that. But it doesn't work. I wished I could go into future times and meet some children there, but I'm still right where I started."

"But we *come* from future times!" said Abbie.

"You *do*?<sup>1</sup> Did my wish bring you?" said the little girl.

"I'm not sure," said Barnaby with a puzzled look<sup>2</sup>.

"You see, we've got a magic of our own," explained Susan, "and we wished at the same time."

"How *interesting*," said the little girl. "Maybe we sort of met in the middle."<sup>3</sup>

"Anyway, we're here," said Fredericka, "and that's the better half of *any* wish."

"Tell me about what it's like," said the little girl. "The future, I mean. Are there no more wars or poor people? Is everything perfect?"

The five children looked at each other.

"Not quite," said Barnaby. "Not just yet. But we're working on it."

"Could I go there and see?"<sup>4</sup> said the little girl.

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<sup>1</sup> **You do?** — *сокр. от* You do come from future times? — Вы в самом деле из будущего?

<sup>2</sup> **with a puzzled look** — при этом вид у него был озадаченный

<sup>3</sup> **Maybe we sort of met in the middle.** — Может быть, мы встретились где-то на полпути. (Девочка имеет в виду, что они встретились и не в будущем, и не в прошлом, а где-то посерединке.)

<sup>4</sup> **Could I go there and see?** — А нельзя ли мне отправиться туда и посмотреть? (Слово *could* употребляется для выражения просьбы в вежливой форме.)

"I'm not sure," said Barnaby. "Of course we'd be glad to see you, any time," said Susan quickly. "Perhaps if we make two wishes again at the same time..."

"Oh," said the little girl. She thought for a minute. "How does it work?"

"It's a wishing talisman," said Susan, "only it cuts wishes in two and only grants half of them<sup>1</sup>."

"Like if you wished you were in the middle of London Bridge," said Barnaby, "you might end up just in London somewhere, or you might end up on some other bridge *anywhere*."

The little girl held the talisman before her and addressed it firmly. "I want to go into the future," she said, "to the time and place these children come from, and I want them to come there with me. Twice," she added.

"That's very *good*," said Fredericka kindly.

But Susan held their own magic book tight in her hands and wished, too.

The next moment the five children and the little girl were sitting on John and Susan's front porch. But the little baby was not there. He had been left behind.<sup>2</sup>

"Is this the future?" said the little girl, looking around at white houses, green trees, grass. "It doesn't seem any different."

"That's because we're in the country," said Barnaby. "Nature stays pretty much the same. There have been lots of changes in the world, though."

"Cities are bigger," said Susan.

"Cars go faster," said Abbie.

"Planes fly higher," said John. "We're exploring outer space now. Of course, you can't see from here," he added, as the little girl looked at the sky expectantly<sup>3</sup>.

"What's that?" said the little girl, pointing upward.

<sup>1</sup> **grants half of them** — выполняет их наполовину

<sup>2</sup> **He had been left behind.** — Его оставили.

<sup>3</sup> **expectantly** — в ожидании увидеть что-либо необычное

Everyone looked where she pointed, and Susan gave a cry of horror<sup>1</sup>.

What "that" was was Grannie, sitting on the window-sill of John's gable room<sup>2</sup> and cleaning the window from outside.

"Hello," she greeted them. "That puzzle wasn't any good. It didn't come out."

"Stay right there," called John, in a voice he hoped was calm. "Don't move."

He ran inside, and Susan and Barnaby and Abbie and Fredericka followed.

If you have never had a grandmother like Grannie (and many have not), you may be wondering about her, and how so active and unexpected an old lady happened to have such calm, sensible grandchildren as Susan and John. In a way, that may be part of the reason. They had learned to remain calm, no matter what.<sup>3</sup>

But if you are thinking of Grannie as just an old lady, you are wrong. She was far more. She was capable of most unexpected tricks. As to exactly *what* she was, this is not the time or the place to say. That time will come.

It took five minutes and the combined arguments of all five children to persuade Grannie off the window sill<sup>4</sup> and into the house and downstairs. Then Susan found Grannie's knitting-box and gave it to her. Grannie finally made herself comfortable in the rocking armchair and began knitting.

"There!"<sup>5</sup> said Susan, coming out on the porch again with the others. "Excuse us for leaving you alone." Then she broke off<sup>6</sup>.

<sup>1</sup> **gave a cry of horror** — вскрикнула от ужаса

<sup>2</sup> **gable room** — комната под самой крышей

<sup>3</sup> **They had learned to remain calm, no matter what.** — Они научились оставаться спокойными, чтобы не происходило.

<sup>4</sup> **to persuade Grannie off the window sill** — чтобы уговорить бабушку слезть с подоконника

<sup>5</sup> **There!** — Ну вот!

<sup>6</sup> **broke off = stopped talking**

The little girl wasn't alone. A man *was* standing on the front lawn, and the little girl was staring at him in pale surprise<sup>1</sup>.

"Something terrible happened," she cried. "I suddenly remembered I left Baby sitting there on the sidewalk, back home! So I made a wish on the talisman, but it's all gone wrong<sup>2</sup>. Baby didn't come. *He* came instead!" And she pointed a finger of horror<sup>3</sup> at the man.

"You must have forgotten to say your wish twice<sup>4</sup>," said Susan. "Perhaps only half of your wish came true."

"Does he look like half a baby?" said the little girl.

The five children looked at the man and had to agree<sup>5</sup> that he did not. The man was big, and he wore a suit and a shirt and a tie and a hat. He looked, in short<sup>6</sup>, like a man. But that was at first glance.

As the five children went on looking, the man put his thumb in his mouth. And the little girl gave a cry.

"It *is* Baby! He *always* does that! But what's happened to him?"

"I think I see," said Barnaby. "It could be worse. Your talisman has brought him here half *grown* up!"

"About thirty-seven years old, I'd say," said John.

"Sure! He looks like a grown-up man, but the half of him that's inside is still just a baby! He has the mind of a baby!"

"This is awful!" said the little girl, looking at the baby-man. "I can't take him home again like that! Mother won't *want* him like that!"

<sup>1</sup> **was staring at him in pale surprise** — смотрела, уставившись на него, побледнев от изумления

<sup>2</sup> **but it's all gone wrong** — все получилось неправильно, все вышло не так

<sup>3</sup> **she pointed a finger of horror** — дрожащим от ужаса пальчиком она указала на

<sup>4</sup> **You must have forgotten to say your wish twice** — Должно быть, ты забыла повторить свое желание дважды.

<sup>5</sup> **and had to agree** — и им пришлось согласиться

<sup>6</sup> **in short** — одним словом, короче говоря

"It's very simple," said Fredericka. "All you do is, you make another wish."

"I can't" said the little girl. "When I saw *him*, I was so frightened that I dropped the talisman, and it rolled down the walk and he picked it up and put it in his pocket. And it's no use asking for it back.<sup>1</sup> Baby will never give *anything* back!"

She looked at the man, who was now sitting on the grass making a mud pie. Then she burst into tears<sup>2</sup>.

"Don't cry," said John. "We'll get it for you." "Let *me*," said Susan, as she was good at talking to babies. And, after all<sup>3</sup>, it was her turn at the magic.

Susan went up to the baby-man. "Naughty, naughty<sup>4</sup>," she said. "Baby mustn't touch. *Nasty* magic talisman.<sup>5</sup> What did Baby do with it? *Tell* Susan."

"How can I?" said the baby (or man). "I can't talk."

Then he looked surprised. "Who said that? Did *I* say that? Why<sup>6</sup>, I *can* talk!" he said. "Can I walk, too?" He got up and made a few steps. "I can *walk*!" he cried. "Look at me; I'm walking!"

"*Clever* baby!" said Susan. But the man (or baby) did not listen.

"This is wonderful! I can go anywhere I like!" he boasted. "No more big people carrying me around and telling me what to do! I'm free!" And he started for the gate<sup>7</sup>.

But the little girl barred the way<sup>8</sup>. "Wait! Stop!" she cried. "Don't you know me?"

<sup>1</sup> **And it's no use asking for it back.** — Бесплезно просить, чтобы он отдал его обратно.

<sup>2</sup> **burst into tears** — расплакалась

<sup>3</sup> **after all** — в конце концов

<sup>4</sup> **Naughty, naughty** — Ах как не хорошо

<sup>5</sup> **Nasty magic talisman.** — Какой непослушный волшебный талисман.

<sup>6</sup> **Why** — Надо же! (восклицание удивления)

<sup>7</sup> **started for the gate** — направился к калитке

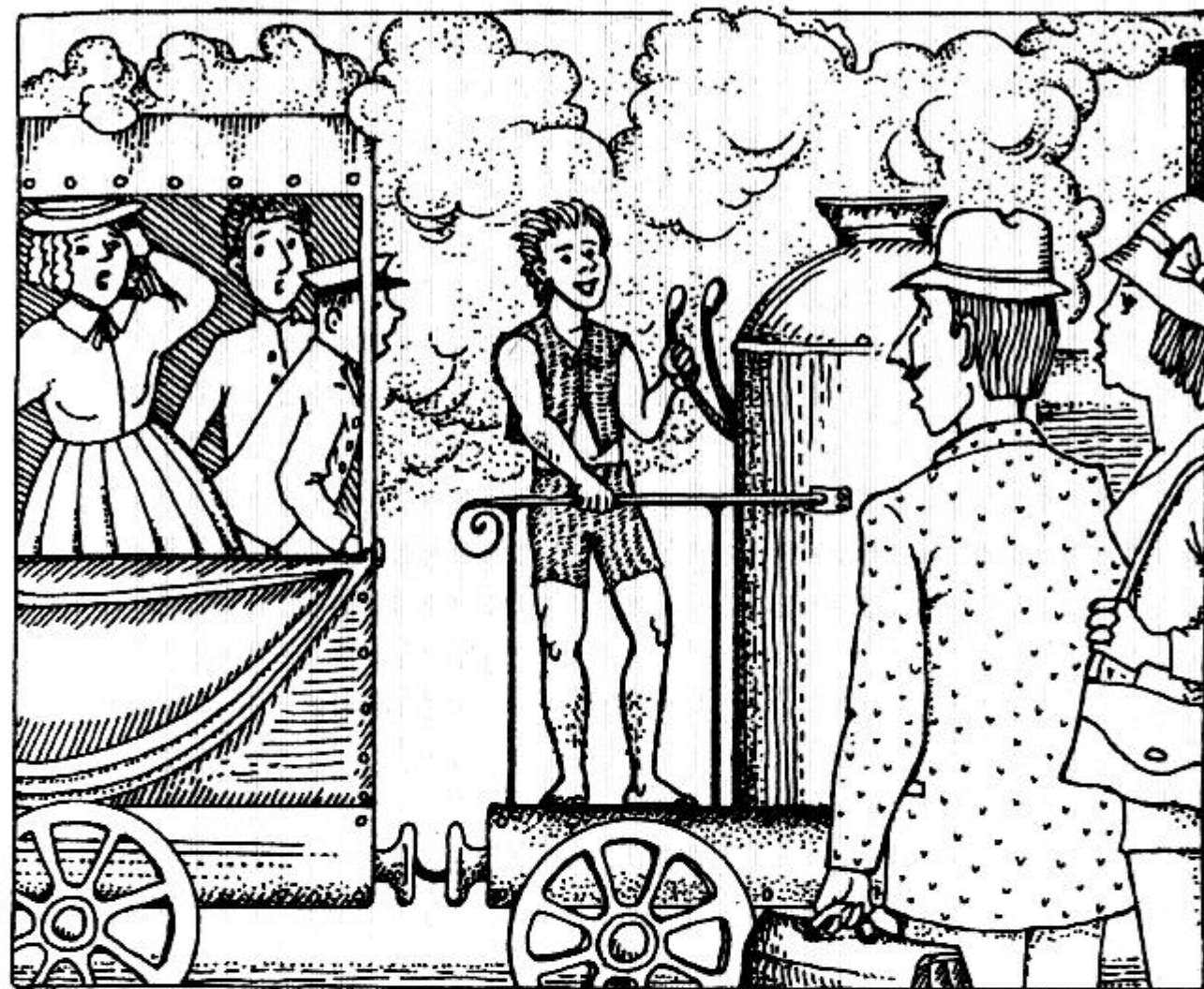
<sup>8</sup> **barred the way** — преградила ему путь

The baby-man looked down at her from his vast height. "Yes, I do," he said. "I know you now. You're that big one that keeps picking me up and carrying me away just when it's getting interesting and putting me to bed<sup>1</sup>. But never again! *From now on I'm bigger than you are. I can pick you up and carry you away!*"

And he did.<sup>2</sup>

"Put me down!" cried the little girl.

"Come back!" called the five children, running after them. But the baby-man paid no attention<sup>3</sup>.



## Chapter 7 THE MADDENED TRAIN

The man (or baby) was walking down the road in the opposite direction from town, toward the little country railroad station.

"Reach in its pocket! Find the talisman!" Barnaby shouted to the little girl.

"I can't! He's holding me very tight! I can't move!" the little girl called back. And after that no more words came from her<sup>1</sup>.

The five children looked at each other.

<sup>1</sup> **keeps picking me up and carrying me away just when it's getting interesting and putting me to bed** — постоянно берет меня на руки и уносит меня в тот самый момент, когда мне становится интересно, и укладывает меня спать

<sup>2</sup> **And he did.** — И на самом деле он так и сделал.

<sup>3</sup> **paid no attention** — не обращал никакого внимания

<sup>1</sup> **no more words came from her** — больше от нее не донеслось ни слова

"Shall we just let them go?" said Susan. "I suppose what happens now is really her adventure, in a way."

"Oh, no," said John. "It's ours, too. We helped them to get here. Besides, the baby doesn't know anything about the railroad. He can sit down on the tracks and play dandelion clocks in front of a coming train!"

There was no time to be lost. The children started running in the direction of the railway station again, this time up a steep hill.

"This is as bad as the dragon," said Fredericka between puffs. "Does somebody have to be kidnapped every time?"<sup>1</sup>

"Who would think a baby can be so revengeful?"<sup>2</sup> said Susan.

"Maybe it isn't," said Barnaby. "Maybe *all* babies feel like that, if they could express themselves<sup>3</sup>. Maybe they would *all* turn on us if they could!"<sup>4</sup>

The five children turned round a bend, and the station came into view. The little girl and the oversize baby were already standing on the platform.

"Oh dear," said Susan. "What if a train comes in?"

To their great horror, at that very moment a little two-car train was arriving at the station.

As there were two passengers on the platform, the engineer brought the train to a stop.

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<sup>1</sup> **Does somebody have to be kidnapped every time?** — Неужели так необходимо, чтобы каждый раз кого-нибудь похищали? (Фредерика вспоминает собственное неприятное похищение драконом.)

<sup>2</sup> **Who would think a baby can be so revengeful?** — И кто бы мог подумать, что ребенок может оказаться таким мстительным?

<sup>3</sup> **if they could express themselves** — если бы они смогли выразить словами то, что думают

<sup>4</sup> **Maybe they would *all* turn on us if they could!** — Может быть, они бы все выступили против нас, если бы им представился такой случай.

"What if they get on?" said Abbie.

"That baby can put the whole transportation system out of order! He is dangerous!" remarked Barnaby.

The man and the little girl got on the train.

Luckily the kind conductor saw five more children running up the hill towards the train and waited. The children got on the train too. The engineer gave a whistle and the train continued on its way to join the main line.

Traveling with a small child can be difficult at the best of times. When a child looks like a businessman of thirty-seven but has the heart and mind and soul of a one-year-old baby, it can be embarrassing to the point of tears. And the five children soon discovered it for themselves.

First the baby started to sing.

"What does the train say?

— Jiggle joggle jiggle joggle!<sup>1</sup>

What does the train say?

— Jiggle joggle jee!"

The lady sitting just behind the baby did not feel amused. "Really, sir," she said, tapping the baby on its manly shoulder, "if you must bring your children on public transport, can't you amuse them in some more quiet manner?"

The shameless infant<sup>2</sup> paid no attention and went on chanting<sup>3</sup>:

"Will the little baby go

Riding on the loco<sup>4</sup>?"

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<sup>1</sup> **jiggle joggle** [ˈdʒɪɡl ˈdʒɔɡl] — слова припева детской песенки, которые не имеют смысла, но по звуку напоминают стук колес; см. припев в следующей песенке

<sup>2</sup> **shameless infant** — не испытывающий стыда младенец

<sup>3</sup> **went on chanting** — продолжал распевать рифмовку

<sup>4</sup> **loco = locomotive**; в детском языке часто используются сокращения слов

Loky moky poky stoky  
Smoky choky chee!"

The lady tapped its shoulder again. "If you are not silent at once," she said, "I shall speak to the conductor!"

"Tickets, please," said the conductor, appearing in the aisle.

"Don't want any<sup>1</sup>," said the baby.

"Come, come, sir<sup>2</sup>," said the conductor.

"Come *where*?" said the baby, with interest. Suddenly it got down from its seat. "Shall we go for a walk now?"

"Certainly not!" said the conductor. "Pull yourself together, sir!<sup>3</sup> *Tickets, please!*<sup>4</sup>"

"Oh, all right," said the baby with a shrug<sup>5</sup>, taking some tickets from the conductor and putting them in its pocket.

"No, no, no. Give me *your* tickets!" said the conductor.

But the baby held the tickets back. As you remember, Baby never gave anything back.

The conductor mopped his brow. "Conductor," said the lady in the seat behind, "In my opinion this person is mentally disturbed<sup>6</sup> and no fit guardian for innocent children!"

"In *my* opinion," she continued, "he should be put off the train!"

<sup>1</sup> **Don't want any** = **I don't want any tickets.**

<sup>2</sup> **Come, come, sir** — Ну, ну, сэр (бросьте шутить); ребенок воспринимает это увещательное обращение буквально — как приглашение пойти куда-нибудь, погулять (см. реакцию ребенка).

<sup>3</sup> **Pull yourself together, sir!** — Возьмите себя в руки, сэр!

<sup>4</sup> **Tickets, please!** — Просьбу проводника предъявить билеты ребенок понимает по-своему, он решает, что проводник предлагает ему взять билет.

<sup>5</sup> **with a shrug** — пожав плечами

<sup>6</sup> **this person is mentally disturbed** — этот человек страдает умственным расстройством

"No, don't do that," said Abbie. "We'll watch over him better from now on," promised Barnaby. "We'll see that he behaves."

"He's not bad, really," said the little girl.

"Listen to the poor little things defending him!<sup>1</sup>" said the lady.

"We'll pay for the tickets, too," said John. "We've got a dollar and a half we earned, between us. Will that be enough?"

"Do you hear that?" cried the lady. "He makes these poor little children work to earn money for him!"

"Lowest of the low!" agreed another passenger.

"If you ask *me*," said a man in the seat ahead, "a father like that is nothing but a skunk<sup>2</sup>! He should be beaten up!"

"Oh stop! Oh don't! He's *not* our father!" cried Susan.

"I thought as much!" cried the lady in the seat behind. "He is probably a kidnapper! Conductor, arrest that man!"

"Now, now. Keep calm. Order, please," said the conductor. And he turned back to talk with the baby.

But at this moment the baby saw something at the far end of the car, and it pushed past the conductor and ran down the aisle. Barnaby tried to follow the baby, but the conductor was in his way. "What will this irresponsible baby do next?" the children thought.

What it did was stop at the water cooler. First it filled a paper cup with water and drank it. Then it started making more cups into paper aeroplanes and sailing them down the car<sup>3</sup>.

"Whee!" said the baby.

"Everybody stay where you are. I'll handle this," said the conductor. And he approached the water cooler.

<sup>1</sup> **Listen to the poor little things defending him!** — Вы только послушайте, как эти бедняжки защищают его!

<sup>2</sup> **a father like that is nothing but a skunk** — такого папашу кроме как подлецом не назовешь

<sup>3</sup> **sailing them down the car** — запускать их по салону поезда



"Aren't you ashamed?" he said. "Get hold of yourself.<sup>1</sup> Be a man."

The baby seemed to consider this advice.<sup>2</sup> "All right," it said. Then it took the conductor's cap off the conductor and put it on its own head.

The cap seemed to give it a new idea. "I want to drive the train," the baby-man announced. "I wish I could drive the train now!"

Because, of course, the talisman was still in the baby's pocket, but the baby didn't realize its magic power and didn't know how to handle it.

What happened next was exactly what you might expect. No sooner did the baby utter its wish than it vanished.<sup>3</sup> In its place appeared the driver of the train, looking around him in surprise.

"What does this mean, Formsby?" said the conductor seriously. "Why aren't you at your post?"

The driver looked around. "I don't know how it happened!" Then an expression of horror came over his face. "If I'm here," he said, "then *who is driving the train?*"

The conductor looked at the spot where the baby no longer stood. And he turned pale. "I don't know," he said, "but I have a good idea."

The complaining lady moved forward. "Do you mean to say," she cried, "that we are in the hands of that maniac? We're lost!"<sup>4</sup>

And indeed from the actions of the train at that moment, it did truly seem as if they might be in trouble.<sup>5</sup>

<sup>1</sup> **Get hold of yourself.** — Возьмите себя в руки.

<sup>2</sup> **The baby seemed to consider this advice.** — Казалось, что ребенок обдумал данный совет.

<sup>3</sup> **No sooner did the baby utter its wish than it vanished.** — Не успел ребенок произнести свое желание, как он тотчас же исчез.

<sup>4</sup> **We're lost!** — Мы пропали!

<sup>5</sup> **it did truly seem as if they might be in trouble** — на самом деле казалось, что они могли быть в беде

The train stopped and started, buckled and bumped, and halted and hopped. Then it got up speed and rushed past the next station without stopping. The people waiting on the platform looked after it in astonishment. Then the train reversed and shot past them again backwards, and this time the people's faces switched from right to left as if they were watching a tennis match.

The passengers on the train were horrified.

"Ladies and gentlemen," the conductor said, "a slight emergency seems to have arisen<sup>1</sup>. But there is no need to panic as yet. Keep your seats! Everything will be all right!"

And the conductor rushed toward the front of the train.

Barnaby and John and Susan and Abbie and Fredericka and the little girl followed him. Some other people joined them and there was quite a traffic jam<sup>2</sup> in the doorway.

"Out of the way," said the conductor kindly but grimly. "It's no use your trying to defend him anymore.<sup>3</sup> This is men's work."

"Don't hurt him," begged the little girl.

"If only you allow us to get to him first," pleaded Barnaby.

"If you are sorry for him so much," said the conductor, "you had better not watch<sup>4</sup>. This may be painful." And he pushed open the door.

At the controls of the train the baby pushed at this handle and pulled at that one. It might not be very good at it, but it was enjoying it to the full.<sup>5</sup>

<sup>1</sup> **a slight emergency seems to have arisen** — кажется, произошло какое-то чрезвычайное происшествие

<sup>2</sup> **there was quite a traffic jam** — образовалась самая настоящая давка

<sup>3</sup> **It's no use your trying to defend him anymore.** — И не пытайтесь продолжать защищать его, это бесполезно.

<sup>4</sup> **you had better not watch** — вам бы лучше избежать этого зрелища

<sup>5</sup> **It might not be very good at it, but it was enjoying it to the full.** — Возможно, он не очень умело это делал, но он получал от этого полнейшее удовольствие.

"Jiggle joggle," it sang. "Jiggle joggle jiggle joggle jiggle joggle jiggle joggle ..."

The conductor and the driver of the train went inside and closed in.

Susan and Abbie and even Fredericka closed their eyes. But Barnaby and John kept careful watch. So did the little girl. The conductor and the driver seized the surprised figure at the controls and started to fight. The scuffle was not a long one, though.

From the pocket of the baby-man something small and metallic flew forth and John quickly picked it up. He didn't need to wait for advice, he knew exactly how to deal with the maddened train. Considering the circumstances<sup>1</sup>, he did very well.

First he wished the baby were twice itself again. And in a second the conductor found himself struggling with a one-year-old baby who wriggled and giggled because of ticklishness<sup>2</sup>.

The conductor rubbed his eyes. So did the train driver. And the little girl ran forward and caught the baby up in her arms.

"Oh, Baby, Baby!" she cried. "Forgive me for leaving you behind, and I'll never, never forget you again!"

"Coo," said the baby. And it sucked its thumb.

"Good Heavens!<sup>3</sup> What next?" said the conductor.

Next John wished that he and his friends were home again. Immediately he and Susan and Barnaby and Abbie and Fredericka and the little girl and the baby found themselves sitting on the porch of the big white house.

"There," said John. "It's great to be home again."

"We have forgotten that poor train," said Susan.

<sup>1</sup> **Considering the circumstances** — Принимая во внимание все обстоятельства

<sup>2</sup> **wriggled and giggled because of ticklishness** — извивался и хихикал из-за щекотки

<sup>3</sup> **Good Heavens!** — Силы небесные!

"That's right!" said Fredericka "Nobody is driving it now. It'll go right to the end of the line and crash!"

"Or even if the driver got to the controls in time," said Abbie, "think of the effect on the passengers! They're probably all suffering from a shock!"

So John made another wish, and a second later all the passengers and the crew forgot their terrible adventure and the train peacefully continued its journey.

"And now may I have my talisman back, please?" said the little girl.

"What shall we do with it next? Where shall we go?" said Fredericka.

"I think," the little girl said, "if it's all the same to you<sup>1</sup>, Baby and I shall just go on by ourselves. I think we've had enough of the future."

"I'm sorry things got so wild," said Susan.

"It's been an unusual day," said Barnaby.

"All the same," said the little girl, "I think we'd better say good-bye<sup>2</sup>. Not that it hasn't been interesting," she added politely.

Everyone felt a bit disappointed as the adventure was over, but everyone, even Fredericka, could see the little girl's point of view. It was her talisman, at least for the moment. Let her use it in her own way while it lasted.

"But what will you wish? Where'll you go first?" Fredericka couldn't help asking<sup>3</sup>.

"First?" The little girl's eyes shone bright. "Well, first I think ..." She stopped. "Or perhaps ..." she began again, as another magic possibility flashed through her mind. Then her expression changed. "I think maybe first we'll go home and see

<sup>1</sup> **if it's all the same to you** — если вы не возражаете (букв. если вам все равно)

<sup>2</sup> **we'd better say good-bye** — мы лучше попрощаемся

<sup>3</sup> **couldn't help asking** — не могла удержаться, чтобы не спросить

Mother," she said. "And after that ..." She smiled a secret smile at the baby, and the baby smiled back. "After that, we'll see."

She tucked the baby under one arm and held the talisman before her in the other hand.

"Do you know the words to say<sup>1</sup>?" asked John.

"Oh, yes," the little girl assured him. "We know everything now, don't we, Baby? We won't make any mistakes from now on." And she made a wish for herself and the baby to have a safe journey home, and she made it twice.

"Good-bye," said Abbie, and a second later the little girl and the baby disappeared.

"We never found out that little girl's first name or about her home life or anything," said Susan, remembering.

"We never got to explore the past<sup>2</sup>," complained Fredericka.

There was a silence, as everyone thought about the mysteriousness of things in general and of magic in particular.

"Children," called Grannie from inside the house, "I seem to have lost my knitting. Come and help me!"

And the five children ran inside.

But the magic book was left on the porch.

## Chapter 8 GRANNIE'S DREAM

The children helped Grannie to find her knitting needles and for some time stayed with her while she knitted. Grannie was a great story teller and the children loved listening to her. She would often charm them with tales of<sup>3</sup> life on the old Dako-

<sup>1</sup> **the words to say** — слова, которые нужно произнести

<sup>2</sup> **We never got to explore the past** — Нам так и не удалось попасть в прошлое

<sup>3</sup> **would often charm them with tales of** — часто завораживала их рассказами о

ta plains<sup>1</sup>, and how when she was a young girl teaching at school, she lived all alone in a sod house<sup>2</sup>, and when she married Grandad, the neighbours moved his sod house two miles and joined it on to her house. Abbie was fond of this story and could never hear it too often<sup>3</sup>.

Later, while Grannie took her nap, the children went outside and played some games in the front yard.

And unbelievable as it may seem, no one remembered the magic book or thought about it.

What happened next is still a matter of mystery.

The next morning when the children got together with a feeling of joyful expectation of a new adventure, they couldn't find the book anywhere. It was missing.

Who could have taken it, and what might he have wished?<sup>4</sup>

A conference was called, and both houses were ransacked in vain<sup>5</sup>. The book, as Barnaby put it, remained a thing of the past<sup>6</sup>.

"It can't be," said Fredericka. "It isn't fair. We've hardly had our first magic taste, even."<sup>7</sup>

<sup>1</sup> **Dakota plains** — равнины Дакоты (Штаты Северная и Южная Дакота располагаются на Северо-Американских равнинах, некогда заселенных коренными индейскими племенами. Большую часть обоих штатов занимают плодородные прерии.)

<sup>2</sup> **a sod house** — домик, построенный из торфа (*sod* — амер. торф; в Брит. англ. в том же значении употребляется слово *turf*)

<sup>3</sup> **could never hear it too often** — могла без усталости слушать ее

<sup>4</sup> **Who could have taken it, and what might he have wished?** — Кто мог подобрать ее (книгу) и какое именно желание мог уже загадать?

<sup>5</sup> **both houses were ransacked in vain** — оба дома были с тщательностью перерыты в поисках книги, но безрезультатно.

<sup>6</sup> **remained a thing of the past** — канула в безвозвратное прошлое

<sup>7</sup> **We've hardly had our first magic taste, even.** — Мы даже не успели почувствовать, что такое волшебство. (букв. даже не распробовали)

“Who said magic was fair?” said Barnaby. “It almost never is. But I think it isn’t lost for good<sup>1</sup>. It’ll probably turn up in plain sight some moment when we least expect it.”

By common consent<sup>2</sup> the five children parted early after dinner and spent a quiet evening. Or at least it started out that way. Susan and John sat in their living room, and Susan hemmed a skirt while John fiddled with a crossword puzzle, and both of them were in very low spirits<sup>3</sup>. Grannie was no longer busy with her needlework, she sat across from them reading.

Grannie often read in the evenings. Mostly she read anything she could find about the West, not the Wild West<sup>4</sup> of television shows, but the real West she had known as a little girl, seventy or so years before.

When Grannie couldn’t find new books about the old West, she frequently borrowed some adventure books from Susan’s collection. Many of them reminded her of herself when she was in her prime<sup>5</sup>, she said.

Perhaps here is as good a place as any to explain about Grannie’s character a little more.

It wasn’t that she was childish or weak-minded. On the contrary. Her will was almost too strong. It was just that in her young days Grannie was a tomboy (even when she was teaching

<sup>1</sup> **for good** — навсегда

<sup>2</sup> **By common consent** — По общему согласию

<sup>3</sup> **were in very low spirits** — были в очень плохом настроении (букв. низко пали духом)

<sup>4</sup> **Wild West** — «Дикий Запад», освоенные позднее других западные штаты США, которые изображаются в ковбойских фильмах и приключенческих романах в приукрашенном виде как романтический край благородных храбрецов и отчаянных мстителей. Приключенческие фильмы с неизменными похищениями, погонями, перестрелками и проч. — так называемые «вестерны» — часто показываются по телевидению. (television show — телевизионная передача)

<sup>5</sup> **when she was in her prime** — в лучшие годы ее жизни

school, which she started at fifteen!) and she remained an active woman for fifty years after that, and now that she was old, she sometimes forgot that she was a tomboy and active no longer.

“I’m still the same, inside,” she explained, when Susan or John begged her to be careful and not climb trees or run or jump.

“I am sure Grannie was a wonderful little girl,” Susan often thought. “I am sure she was an exciting teacher to have. What a pity I didn’t know her then.”

Tonight as Grannie read, her eyes sparkled and she smiled to herself. Susan looked up from her work at what Grannie was reading. Her glance stayed fixed and her sewing fell from her lap and she cried out. John looked up, too, and saw what she was seeing<sup>1</sup>.

The book Grannie had in her hands was the familiar red book!

Grannie must have found it<sup>2</sup> on the porch and opened it and started to read, and got interested.

But if Barnaby’s idea was right and the magic book was different for each person, what was Grannie reading now? What made her eyes shine so and brought bright colour to her cheeks? A girlhood adventure of her own or of some other pioneer heroine<sup>3</sup>?

Then, just as Susan was trying to stammer out<sup>4</sup>, “What are you reading?” Grannie’s gaze left the page, and she stared

<sup>1</sup> **saw what she was seeing** — увидел то, что она видела в то мгновение (Как правило, глагол зрительного восприятия *to see* не употребляется в продолженном времени, но здесь автор делает это для более точной передачи эмоциональной напряженности момента.)

<sup>2</sup> **must have found it** — должно быть, нашла ее

<sup>3</sup> **pioneer heroine** — героиня времен первых открывателей (Женщина времен первых переселенцев, «пионеров», которые первыми осваивали земли дальнего Запада в 40–60-е годы XIX века.)

<sup>4</sup> **to stammer out** — произнести заикаясь

before her<sup>1</sup> with the unmistakable expression of a reader who is deep in thought about the adventures in the book and is about to make a wish to take an active part in them.

John's and Susan's thoughts were as one and their speed was even quicker. Together they ran across the room just in time to hear Grannie whisper something. They touched the book and added the words: "And take us along, too".

And the book did.

There was a whoosh<sup>2</sup>, and the colours of the room ran together and shot up like fireworks. In a second Susan and John found themselves on an open and windy and wintry plain. In front of them there was a little old-fashioned schoolhouse. But where was Grannie? They couldn't see her anywhere.

In front of the schoolhouse some children were playing Fox and Geese<sup>3</sup> in the hard, crusty snow that carpeted the ground. A tall girl with sparkling black eyes was leading the game. Next minute the game turned into a snowball fight, and the tall girl pitched snowballs<sup>4</sup> right and left, throwing hard and straight as any boy. Then at the height of the game, when she was victor over everyone else, the tall girl stopped throwing, went to the schoolhouse door, and swung a big hand bell. And Susan understood.

Not only was the tall girl the teacher, but the teacher was Grannie, back when she was in her prime!

And then the boys and girls started coming into the schoolhouse, and John and Susan came in after them.

There was only one room inside the school building and all the grades had their lessons there at the same time. The

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<sup>1</sup> **stared before her** — невидящим взглядом смотрела в пространство перед собой

<sup>2</sup> **There was a whoosh** — слово *whoosh* передает звук быстрого движения переносящего детей в другое время

<sup>3</sup> **Fox and Geese** — «Лиса и гуси», игра, в которой водящий старается поймать других, пока они перебегают с одного места на другое

<sup>4</sup> **pitched snowballs** — метко бросала снежки

boys sat in one row and the girls sat in another one (the smallest down front and the biggest ones in the back). The schoolhouse was heated by a small coal stove which stood next to the teacher's desk.

Susan and John found empty seats and sat down.

The first lesson of the day was spelling. Grannie began with the shortest words and the youngest children; so Susan's mind was free to wander. She thought about Barnaby and Abbie and Fredericka: "It isn't fair that they are far away and will miss whatever is about to happen. If Barnaby were here, he would have lots of ideas how to run everything.<sup>1</sup> But apparently the book wants this extra adventure to be just mine and John's and Grannie's".

Susan was thinking so hard about this that she forgot to pay attention to the spelling lesson. Suddenly she looked up. The tall girl who was really Grannie was standing at her side, looking down at her, and her black eyes snapped.

"Susan, are you daydreaming<sup>2</sup>?" she said sternly. "Rise and spell 'xanthophyll.'"

Susan stood up by her desk and blushed. She couldn't remember the look of the word. "I can't," she said. "I'm sorry."

Grannie's eyes stopped snapping and twinkled. "I couldn't, either, when I was your age," she said, "and it's not a word I've found occasion to use often, since. Still, every piece of knowledge is a piece of knowledge. X-a-n, zan; t-h-o, tho, zantho; p-h-y-double l, xanthophyll. Write it three times on the blackboard and you will remember."

Susan stepped to the blackboard and did as she was told. Grannie moved to the teacher's desk again, and Susan noticed that while she was holding the spelling book in her right hand,

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<sup>1</sup> **If Barnaby were here, he would have lots of ideas how to run everything.** — Если бы Барнаби был здесь, у него непременно возникло бы множество идей, как справиться со всей ситуацией.

<sup>2</sup> **are you daydreaming** — ты невнимательна (букв. грезишь наяву)

her left hand rested on another book, on the corner of the desk. It was a red book, smallish but plump, comfortable and shabby.

As Susan finished writing "xanthophyll" on the blackboard for the third time and turned to go back to her seat, she let her hand brush against the desk (and against the red book) and wished that Barnaby and the little girls would find their way into this adventure somehow.

The next lesson was arithmetic, and John was standing by his desk struggling to divide 264 by 12 when the door opened and three figures walked in. The three figures looked startled<sup>1</sup>, to say the least, and as if they weren't sure how or why they had come.

"Good morning," said Grannie from the teacher's desk. "You are new pupils, aren't you?"

"I guess so," said the largest figure.

"This is not a guessing game<sup>2</sup>," said Grannie sternly. "Say 'Yes, ma'am<sup>3</sup>.' What is your name?"

"Barnaby," said the figure, "and she's Abbie and she's Fredericka."

"Barnaby, Abigail, and Fredericka," said Grannie, "you may find seats. I shall not mark you tardy<sup>4</sup> since it is your first day, but be on time in future."

Fredericka found the last empty seat, down front. Susan moved over quickly and patted the place beside her, and Abbie, with a look of grateful recognition, slid into it. John was

<sup>1</sup> **looked startled** — выглядели перепуганными

<sup>2</sup> **a guessing game** — игра в отгадку; молодая учительница ответила каламбуром. т. к. глагол *to guess* имеет несколько значений: 1) думать, полагать (в этом значении его использовал Барнаби, см. строчку выше); 2) гадать, отгадывать.

<sup>3</sup> **ma'am** [mæm] = **madam** — сударыня (старомодное вежливое обращение к женщине)

<sup>4</sup> **I shall not mark you tardy** — Я не буду отмечать вас опоздавшими

still standing by his desk and was so surprised to see Barnaby that he made no move. But a boy called Clarence Oleson moved over and patted the place by *him*, and Barnaby took it. Susan's heart misgave her.<sup>1</sup> She did not trust Clarence Oleson's expression.

"Let's carry on, shall we?" said Grannie.

As John went on with his problem, Abbie whispered, "Where are we? What's happening?"

"It's the magic," Susan whispered back. "Grannie found the book and wished. She's the teacher, back when she was in her prime."

"Silence," said Grannie, in a very serious voice.

During recess, John and Susan and Barnaby and Abbie and Fredericka met in conference, and John and Susan told the others everything that had happened. And then Clarence Oleson came up to them.

"Well, are you called Barnaby because you were born in a barn?" he said laughing.

Barnaby's hands made fists<sup>2</sup>, and he moved toward Clarence. But John got between them.

"Lay off<sup>3</sup>," he said.

"I can take care of myself," Barnaby said angrily.

"I know you can," said John. "But not this time."

"Who asked *you*?" said Clarence. "Nobody is going to tell *me* what to do." And he reached past John to pull Barnaby's ear.

At that moment Grannie appeared in the schoolhouse door. Her eagle eye rested coldly on Clarence for a moment, but she said nothing and just rang her hand bell. Recess was over, and the children walked back inside.

After recess, Clarence's behavior was no better. The lesson was reading preparation, and Clarence kept pushing Barna-

<sup>1</sup> **Susan's heart misgave her.** — Сюзан сердцем почувствовала, что случится что-то неприятное.

<sup>2</sup> **made fists** — сжались в кулаки

<sup>3</sup> **Lay off** — Отстань, не задирайся

by sideways in his seat, till he was right at the edge. Then Clarence made a sudden movement, and Barnaby fell off the seat into the aisle.

Grannie looked up sharply at the sudden noise. Clarence was sitting far over on his own side by now, with an innocent expression on his face.

"Silence," said Grannie.

Barnaby got up and his hands made fists again. But he kept his control<sup>1</sup> and started to study once more.

Next Clarence secretly took out a pin and stuck Barnaby with it hard. That was the last straw<sup>2</sup>, and Barnaby hit him.

Clarence didn't expect the little newcomer to show fight<sup>3</sup> and was taken by surprise.

"Teacher," he screamed loudly, "he hit me!"

"Barnaby," said Grannie. "Come here."

Barnaby went there.

"Hold out your hand."

Barnaby held it out. Grannie produced a ruler and hit his hand three times, quite hard.

"There is to be no fighting in class," she said sternly. "Remember that."

Barnaby's face was white, but he kept his voice steady. "Yes, Teacher," he said.

"Good," she said. "And now..." and she produced an extremely large pin from her desk, "you may take this and stick Clarence with it."

The whole class gasped with horror<sup>4</sup>.

Barnaby looked at the pin. Then he looked at Clarence with distaste. "I can't do that," he said.

"Very well," said Grannie. "Then I shall!" And she advanced down the aisle<sup>1</sup>, pin in hand, as if she stepped down on the warpath<sup>2</sup>. At that moment Grannie presented a truly terrifying picture of justice<sup>3</sup>. Clarence was frightened.

"Please, Teacher, don't!" he cried. "I'm sorry, honest Teacher!"

Grannie (or Teacher) eyed him with contempt<sup>4</sup>. "So you can't take your own medicine<sup>5</sup>, eh?" she said. "In that case, hold out your hand." And she hit his hand four times with the ruler, harder than she had hit Barnaby's.

The children, who were watching the scene in horror, almost cheered.

"Silence!" said Grannie. "Barnaby, you may sit with John in future."

As the class quieted down, it was difficult not to notice a sound of wind rising outside. John, who was sitting by the window, half got up from his seat and raised his hand.

"Please, ma'am," he said. "There's a storm coming up."

It became very dark outside and the sound of the wind rose to a howl. It was one of the terrible sudden prairie blizzards coming.

"Children," said Grannie with quick decision, "School is over for today. There is time to get back to town. Go and get your coats."

Everyone ran to put on coats while Grannie put out the fire

<sup>1</sup> **advanced down the aisle** — быстрым шагом прошла по проходу в глубь класса

<sup>2</sup> **as if she stepped down on the warpath** — как будто бы она вступила на тропу войны

<sup>3</sup> **presented a truly terrifying picture of justice** — была похожа на воплощенную фигуру карающего правосудия

<sup>4</sup> **eyed him with contempt** — с презрением посмотрела на него

<sup>5</sup> **So you can't take your own medicine** — Значит, не любишь, когда тебе платят той же монетой (букв. не можешь проглотить свое же лекарство)

<sup>1</sup> **he kept his control** — сдержался

<sup>2</sup> **That was the last straw** — Это было уже слишком

<sup>3</sup> **didn't expect the little newcomer to show fight** — не ожидал, что маленький новичок станет с ним драться

<sup>4</sup> **gasped with horror** — от ужаса затаил дыхание

in the coal stove. When Grannie opened the door, the wind took Susan's breath away<sup>1</sup>. No one could see anything.

"All join hands and follow me," she said, taking Susan's hand in hers and turning toward town.

The children staggered on into whirling blackness<sup>2</sup> for what seemed like hours.

"I'm afraid we've lost the way," Grannie finally shouted. The wind carried her voice away, but Susan could just make out the words.

Suddenly Susan tripped and fell forward. She found herself in some dry place. "In here!" she called. "I've found a house!"

The others followed her. Grannie struck a match. They saw that they were inside an old sod house built into a bank.

"We must have turned the wrong way<sup>3</sup>. Now we're farther from town than ever," said Grannie.

"At least we're dry," said Fredericka.

"And warm," said Abbie, for inside the sod house it was surprisingly cozy.

"Maybe there is a lamp somewhere here," said John.

He and some of the other boys searched and found one lamp with a little oil in it. Grannie lit the lamp and counted noses<sup>4</sup>. All the children of the class were here and safe.

"But these storms last three or four days sometimes, don't they?" said Barnaby. "Did the person who left the lamp leave any food?"

Everyone searched again, but they found no food. For the moment they were dry and comparatively warm, but if the storm went on, how long could they last?

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<sup>1</sup> **the wind took Susan's breath away** — от ветра у Сюзен перехватило дыхание

<sup>2</sup> **staggered on into whirling blackness** — с трудом пробирались вперед сквозь бушующую темноту снежного бурана

<sup>3</sup> **must have turned the wrong way** — должно быть, мы неправильно свернули

<sup>4</sup> **counted noses** — пересчитала детей (по носам)

"Well," said Barnaby slowly, "I have an idea. I thought we might get lost<sup>1</sup>, and I brought this." Everybody saw that he was holding the hand bell from the schoolhouse.

The young teacher who was really Grannie looked from the bell to Barnaby with a peculiar expression, rather as if she didn't know whether to be angry or glad.

"Taking school property without permission is against the rules and you must be punished," she said finally, in a voice that was just as peculiar as her expression. "Hold out your hand."

Barnaby held out his hand.

The teacher who was Grannie looked around as if she wanted to find her ruler somewhere in the air. Then she slapped Barnaby's palm once with her own strong hand. Then she looked sorry.

"All the same<sup>2</sup>," she said, "it was a very good idea, and I should have thought of it myself<sup>3</sup>." And she shook Barnaby's hand warmly.

For fear of freezing the children took turns ringing the hand bell outside. When it was Susan's turn to ring it, at first she was frightened by the biting horrible wind. But she swung the hand bell bravely as hard as she could<sup>4</sup>. Then she listened. Was that a sound far away? She rang again and listened once more. The sound, if it was a sound, seemed nearer.

"It's my turn again now," said Barnaby, surprising her by appearing at her side and shouting in her ear.

"Listen," shouted Susan. She let Barnaby swing the hand bell this time. Then they both listened.

"Sleigh bells!" cried Barnaby. "Someone's coming! Better get inside in the warm and tell the others!"

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<sup>1</sup> **I thought we might get lost** — Что мы можем заблудиться

<sup>2</sup> **All the same** — Все равно

<sup>3</sup> **I should have thought of it myself** — мне самой следовало бы догадаться об этом

<sup>4</sup> **as hard as she could** — изо всех сил



"Sleigh bells!" Susan cried, running into the sod house. Now Grannie and the others crowded round the door, and everyone took turns ringing as loud and strong as each one could. Always when the hand bell stopped, the sleigh bells seemed closer.

At last a sleigh appeared and someone called, "Quick! Hop in!"

"Why!"<sup>1</sup> cried Grannie. "Carl Ingoldsby! What are you doing around here in this weather?"

Susan looked at John and John looked at Susan.

Carl Ingoldsby was the name of Grannie's husband, the grandfather Susan and John had never seen. He had died long ago. And yet here he was young and handsome and came to their rescue<sup>2</sup>!

"Save your breath and get in!" shouted Carl Ingoldsby.

And somehow Grannie and all the children crowded into the sleigh.

Carl Ingoldsby turned the horses, and they went trotting off into the whirling blackness. Apparently Carl Ingoldsby knew the way, even in a blinding snowstorm. Or perhaps the horses had a sense that would guide them home.

Whichever was true, before long the lights of the little town on the prairie showed ahead. Carl Ingoldsby seemed to know where each child in the school lived, and the sleigh stopped at house after house until only John and Susan and Barnaby and Abbie and Fredericka were left. And of course Grannie.

Susan was just wondering what would happen to *them* and whether they would be set down on a cold dark Main Street, to find their way home through the years to the future, when the horses dashed into the open doorway of a stable. She could see it was a stable because a lantern hung by the door, but once inside, it became dark again and Susan could hardly make out the forms of Grannie and Carl Ingoldsby, where they sat looking

at each other. Neither one made a move to get out of the sleigh.

"Thanks for the sleigh ride," said Grannie.

"Don't mention it," said Carl Ingoldsby. "Happy to oblige.<sup>1</sup> Anytime."

There was a silence.

"I suppose ..." Grannie's voice broke off and hesitated. "I suppose you saved all our lives, in a way."

"Oh, I don't know," said Carl Ingoldsby. "The storm might have stopped. Or somebody else might have found you."<sup>2</sup>

"Well, thanks anyway," said Grannie.

There was another silence.

"What," said Carl Ingoldsby, "if I ask you to ride home again someday?"

"Why not try asking," said Grannie, "and see?"

Carl Ingoldsby gave a chuckle. "Independent, aren't you?" he said.

"Yes," said Grannie. "I am."

"What," said Carl Ingoldsby, "if I ask you to ride home with me someday and *stay*?"

This time the silence lasted a long while. Susan's eyes were accustomed to the darkness of the stable now, and she could see that Carl Ingoldsby's arms were around the young Grannie, and she was not resisting. And Susan noticed something else.

All through the school day and all through the storm and the sleigh ride Grannie had held the magic book clutched in one hand. Now the book fell from her grasp as she put her hand up to touch Carl Ingoldsby's cheek.

And Susan picked it up.

As she said afterwards, anybody could tell the adventure was over.

<sup>1</sup> **Happy to oblige.** — Всегда рад быть к услугам.

<sup>2</sup> **might have stopped. Or somebody else might have found you** — мог прекратиться. Кто-нибудь еще мог бы найти вас.

<sup>1</sup> **Why!** — *зд.* восклицание удивления

<sup>2</sup> **came to their rescue** — пришел им на помощь

And of course once the book was in Susan's hands, it was no longer Grannie's true Western story and it became the old familiar magic book the five children knew so well. And Susan wished.

This time there was no whoosh, and the colours of the room didn't run together and shoot up like fireworks. Susan and John were at home in their living room, and there was Grannie, rocking and dozing in the chair across from them. A smile spread slowly over her face. "I must have been dreaming<sup>1</sup>," she said.

Susan and John felt very much the same. And yet if it had been a dream, how had the book come from Grannie's hands to Susan's, where it now sat safe and fat and red and mysterious?

Grannie was still smiling. "I was dreaming of your grandpa," she said. "He was a fine-looking man. Fine pair of hands with a team of horses, too. Fine man, generally." Then she struggled up from her chair. "Time for bed," she announced.

But at that moment the telephone rang. Susan got it.

"Oh good, you're back, too," said Barnaby's voice. "So are we."

"That was nice, wasn't it?" said Susan.

"Yes it was," said Barnaby.

There was a remembering pause.

"We'll be over early tomorrow with the book," Susan told him. "Is it your turn next or Abbie's?"

There was a pause. Then Barnaby's better nature won. "Ladies first," he said. "I'll go tell her." And he hung up.



## Chapter 9 THE GATE-CRASHERS<sup>1</sup>

When Barnaby came into Abbie's room, she was already in bed (for he had tiptoed downstairs<sup>2</sup> to the telephone in his stocking feet, after all the lights were out and their parents were asleep).

"It's your turn tomorrow," Barnaby whispered to his sister and went to his own room.

Abbie couldn't sleep. She stayed awake thinking for a

<sup>1</sup> **gate-crasher** ['geɪt,kræʃə] — разг. незваный гость, бесплатный зритель, «заяц»

<sup>2</sup> **had tiptoed downstairs** — спустился на цыпочках вниз

<sup>1</sup> **I must have been dreaming** — Должно быть, мне снился сон

long time. The adventure with Grannie had been the best yet, maybe because part of it had been serious as well as fun.

“What kind of wish should I have to make the adventure even better<sup>1</sup>? Where shall we go next?”

Abbie went over her favourite reading in her mind. “Shall I wish for an adventure from *Hiawatha*<sup>2</sup>?” No, Abbie had had enough of primitive America for a while. “Shall I wish for an adventure from *The Lady of the Lake*<sup>3</sup> or *The Eve of Saint Agnes*<sup>4</sup>?” But neither wildest Scotland nor romantic Italy seemed quite perfect for a day’s outing. Abbie somehow felt that Barnaby and John and Susan and even Fredericka would not appreciate a visit with the classic heroines of these.

And Abbie went on thinking dreamily of many other favourite books and characters. At last she fell asleep.

Wondering a lot about tomorrow the last thing at night often makes a person wake early and eager to begin it.

It was perfectly true for Abbie. On Wednesday morning she was up and around and down by half-past six<sup>5</sup>. She made her bed and ate her own breakfast and decided to prepare breakfast for her parents. So that when her mother came downstairs ten minutes later to get breakfast for her father, coffee and

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<sup>1</sup> **should I have to make the adventure even better** — мне следует загадать, чтобы сделать приключение еще интереснее

<sup>2</sup> *Hiawatha* [ˌhaɪəˈwɒθə] — «Песнь о Гайавате», эпическая поэма Генри Лонгфелло (Henry Longfellow, 1807–1882), основанная на легендах американских индейцев.

<sup>3</sup> *The Lady of the Lake* — «Дева озера», поэма шотландского поэта и писателя Вальтера Скотта (Sir Walter Scott, 1771–1832).

<sup>4</sup> *The Eve of Saint Agnes* — «Канун дня Святой Агнессы», поэма английского поэта-романтика Джона Китса (John Keats, 1795–1821).

<sup>5</sup> **she was up and around and down by half-past six** — к шести часам утра она уже проснулась, поднялась с постели, умылась и спустилась вниз (Как правило, в американских домах спальни, ванная и туалет находятся наверху, а кухня внизу.)

eggs were already bubbling on the stove, and the toast was in the toaster and the honey in the pot.

Abbie’s mother thanked her and said: “Dad is going to New York today. I am taking him to the station. You can come along on the ride to the station, if you like”. Abbie always liked to spend time with her Dad, for her father was a very special person to her, and indeed to all the family.

This morning, when he came into the kitchen all dressed up<sup>1</sup> in his city clothes, Abbie thought again how handsome he was. “How nice he is and what a beautiful voice he has! What a pity that the important television people don’t know it! Why don’t they give Dad solo parts to sing? Why does he always have to sing in the chorus, or a quartet? He is as good as any of the leading singers. He has studied singing for so many years!” Abbie looked at her father again. The next thought made her frown<sup>2</sup>: “Is it because Dad is not very tall to be the leading singer? How I wish that he could sing wonderful solo parts instead of singing in a quartet!” (But she did not have the book in her hands at the moment, as it was still at Susan’s house; so the wish did not count as a magic one.)

“If only the important television people could discover how wonderful my father is!” Abbie went on thinking, “Of course, if he were a solo singer, he would still have to work hard, but he would make more money and Mum wouldn’t have to work so hard selling houses and could stay home.”

This morning, as they stood on the station platform, Abbie thought to herself that he didn’t look too short to *her*. And she made one more try.

“Daddy, you know where the microphone is. Why don’t you just walk straight down to it and *sing*? Then everybody will *know* what a beautiful voice you have,” she said. “All right, I’ll remember that. Maybe I will,” said her father, smiling. But

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<sup>1</sup> **all dressed up** — нарядно одетый с ног до головы

<sup>2</sup> **The next thought made her frown** — Следующая мысль заставила ее нахмуриться

Abbie could tell from the loving note in his voice and the way he exchanged smiles with her mother that he was only humoring her<sup>1</sup>. And then the train came into the station. Her father kissed her and her mother good-bye<sup>2</sup> and went gallantly off, holding himself straight and looking as tall as he could, as if he were in front of the television cameras already.

But Abbie went on thinking about him all the way back to the little white house.

Barnaby and Fredericka were up by this time and busy with their own breakfast. Abbie helped them with washing up afterwards, but her mind wasn't on her work.

And then their mother went off to her office and Susan and John arrived. Susan handed over the magic book, and for the next half hour all four eager voices kept advising Abbie what to wish and how to wish it.

"Let's go see the Three Musketeers<sup>3</sup>," John suggested, and "The Hobbit<sup>4</sup>," shouted Fredericka. Apparently everyone was sure that the book preferred to take its lucky masters down the ways of *other* books and the children could have only book adventures.

But Abbie shook her head.

"All right, where *do* you want to go, then?" said Barnaby.

"To New York," said Abbie. "I want to go to New York and watch Daddy's television show."

"Oh, for heaven's sake<sup>5</sup>!" said Barnaby in disgust. "If *that's* all you want, why didn't you just go with Daddy on the train?"

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<sup>1</sup> **he was only humoring her** — он сказал это, чтобы успокоить ее

<sup>2</sup> **to kiss good-bye** — поцеловать на прощанье

<sup>3</sup> **the Three Musketeers** [ˌmʌski'tiəz] — Три мушкетера, герои одноименного романа французского писателя Александра Дюма (1802–1870).

<sup>4</sup> **The Hobbit** — Хоббит, герой одноименного романа английского писателя Дж. Толкиена (J.R.R. Tolkien, 1892–1973).

<sup>5</sup> **for heaven's sake** — ради бога

"He wouldn't have taken me<sup>1</sup>," said Abbie sadly. "He never will."

And that was true. Their father always said: "It is bad enough watching programs on the TV-set at home<sup>2</sup>, watching rehearsals may be much worse."

"Father will be angry if we do it," said Barnaby. "Besides, we can't. It wouldn't be a magic thing. There isn't much magic in a television rehearsal."

"I think television *is* magic," said Abbie, "or how do you explain it?"

Barnaby couldn't. He was not very good at science. "But the book only makes book magic," he objected.

"How do you know?" said Abbie. "We haven't *tried* anything else."

"I heard somebody say," put in Fredericka, "that someday pretty soon<sup>3</sup> there won't *be* any books. Television will take their place."

Everybody shuddered at this thought<sup>4</sup>.

"It won't," said Barnaby. "It can't replace books and reading."

"I know," said Abbie. "But that's still the wish I want. I want to see the rehearsal, and then I want to see the show."

She had another wish in mind, too, for later on, but she said nothing about it now.

John and Susan and Fredericka were looking at her with a new respect and as if they hardly recognized her. Abbie had never been so stubborn before.

"All right," said Barnaby. "It's on your own head.<sup>5</sup>"

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<sup>1</sup> **He wouldn't have taken me** — Он бы меня не взял

<sup>2</sup> **It is bad enough watching programs on the TV-set at home** — нет ничего хорошего в том, чтобы смотреть программы по телевизору дома

<sup>3</sup> **pretty soon** — совсем скоро

<sup>4</sup> **shuddered at this thought** — содрогнулись при этой мысли

<sup>5</sup> **It's on your own head.** — Ты за все головой отвечаешь.

So Abbie stood with the book in both hands, and everyone watched respectfully while she made her wish.

The next moment the five children were in the middle of the television show, in the middle of rehearsal.

Abbie's father always said that once you saw what went on behind the scenes at a television show, it was a wonder to you that anything ever came out on the air<sup>1</sup> at all.

The children looked around and understood how true the father's words were. In one corner dancers danced. In another singers sang. On the stage jugglers juggled and acrobats jumped. Several stars of stage and screen sat here and there, looking important<sup>2</sup> and waiting for their turn.

And around the studio, among the stars walked the director, talking every minute and giving orders. His secretary walked beside him taking down every golden word<sup>3</sup>.

Abbie wondered: "What if they notice us? What if they don't like our presense here? What if they turn us out?"

But luckily there were some child actors waiting to rehearse in one of the sketches, and she and Barnaby and John and Susan and Fredericka sat with them and tried to look like child actors, too.

Fredericka attempted to make friends with the child actors, but they were too busy combing their hair and complaining about their costumes and listening to their mothers' advice about how to steal the audience's attention<sup>4</sup> from the other child actors and made little reply<sup>5</sup>.

And then Abbie said "Hush" as her father appeared on the stage with some of the other singers. And even Fredericka stopped talking.

<sup>1</sup> **came out on the air** — выходило в эфир

<sup>2</sup> **looking important** — с важным видом

<sup>3</sup> **taking down every golden word** — записывая каждое драгоценное слово (букв. золотое)

<sup>4</sup> **to steal the audience's attention** — привлечь внимание зрителей

<sup>5</sup> **made little reply** — неохотно вступали в разговор

The number that they were rehearsing was a song by a famous rock'n'roll star. While the star sang (if you could call it that), four men singers swayed back and forth behind him and hummed nonsense words to the melody<sup>1</sup>. This is what is known in musical circles as a vocal background.

Looking at the stage, Abbie had to admit<sup>2</sup> that her father was the shortest man on it. But he looked the nicest, too.

And then, because one of the chords sounded wrong, the director told each man of the quartet to sing his part alone. The rock'n'roll star didn't like it because he had to wait. So he sat down and looked bored.

The words of the vocal background didn't make much sense<sup>3</sup>. This is what the four men had to sing in turn:

"Chickadee tidbit, chickadee tidbit,  
Skedaddle, skedaddle pow!"

When Abbie's father's turn came, his voice rolled out so deep and rich and true that her heart ached with love, and she thought: "Surely the important people must discover how wonderful he is right now, without any help from the magic at all."

But this did not happen. All the director said was, "O.K. Take it straight on from there."<sup>4</sup>

So Abbie held the magic book tight and wished the important part of her wish: "Let the important television people discover my father tonight, before the show is over." She made a little pause. "I'll let you know when," she whispered to the book.

<sup>1</sup> **swayed back and forth behind him and hummed nonsense words to the melody** — покачивались из стороны в сторону позади него и негромко напевали какие-то бессмысленные слова в такт музыке

<sup>2</sup> **had to admit** — пришлось признать

<sup>3</sup> **the words ... didn't make much sense** — в словах не было никакого смысла

<sup>4</sup> **Take it straight on from there.** — Вот так и продолжайте.

At that moment the director's assistant appeared in front of the group of children. "All right, kids, get up there," he said. "It's time for your bit now." And the child actors headed obediently towards the stage<sup>1</sup>.

"You, too," he added, as Abbie and the others remained in their seats. The five children looked at each other, shrugged<sup>2</sup>, and followed the child actors.

According to the sketch the child actors were expected to crowd around<sup>3</sup> the rock'n'roll star and ask him for his autograph. But Abbie and Barnaby and Fredericka and Susan and John had no interest in his autograph, or him either. They didn't know what to say or where to stand. And, besides, they were afraid that any minute Abbie's father, who was still on stage, would recognize them.

So they stayed as far away from the rock'n'roll star as they could. They tried to hide behind each other, but as the result only bumped into the other child actors and got in their way<sup>4</sup>.

The director of the studio saw the confusion and shouted: "What do you kids think you're doing up there?" He looked very angry. "No, I mean you. *You* five!" Then he started counting. "I didn't order that many kids. Those five must be gate-crashers. How did they get in here?"

Everyone in the studio now turned to look at the five children. And Abbie and Barnaby and Fredericka's father looked at them too. He looked, looked again in surprise, and started

<sup>1</sup> **headed obediently towards the stage** — послушно направились к сцене

<sup>2</sup> **shrugged** — пожали плечами

<sup>3</sup> **According to the sketch the child actors were expected to crowd around** — Согласно сценарию сценки, дети-актеры должны были окружить

<sup>4</sup> **bumped into the other child actors and got in their way** — наталкивались на других детей-актеров и путались у них под ногами

forward. Abbie held the book tight and begged it to help. "Help, oh, help!" And the book helped, in the simplest way it knew.

Abbie's father stopped short<sup>1</sup>, blinking. And the director said, "Where are they? Oh, they've gone. Good."

"What's up?"<sup>2</sup> whispered Fredericka.

"We're invisible, I *think*," said Abbie. "Invisible to *them*, I mean." (For they could still see each other perfectly well.)

"And now," said the director, "where was I?"<sup>3</sup> Then he sank into a chair. "It doesn't matter. I can't go on. Those kids have spoiled my mood. Let's have a break for dinner now. Everybody be back in one hour."

And the crowd of performers started leaving the studio.

Fredericka wanted to stay in the deserted television studio and have some fun. "We can broadcast from coast to coast. I'll do my scarf dance."

But Barnaby told her sternly that they'd caused enough trouble already, and they'd better leave the studio till the actual program began.

So the five children left the studio and wandered out into the streets of New York.

New York City has a magic of its own, even when you are not a child and not invisible. When you *are*, it is even better. And John and Susan and Barnaby and Abbie and Fredericka now tasted it to the full<sup>4</sup>.

They walked invisible along Broadway<sup>5</sup>, rode the subway to Forty-second Street<sup>6</sup>, changed trains, and rode back again.

<sup>1</sup> **stopped short** — замер на месте

<sup>2</sup> **What's up?** — Что случилось?

<sup>3</sup> **where was I?** — о чем это я говорил?

<sup>4</sup> **tasted it to the full** — хорошо это почувствовали (*букв.* вкусили этого вдоволь)

<sup>5</sup> **Broadway** ['brɔ:dweɪ] — Бродвей, улица в Нью-Йорке, где располагаются главные театры.

<sup>6</sup> **rode the subway to Forty-second Street** — прокатились на метро до 42-й улицы (где находятся многие театры города)

They walked a block across town and gazed upon the topless towers of Rockefeller Center<sup>1</sup>. They entered a doughnut shop<sup>2</sup> and invisibly ate doughnuts and paid for them with invisible hands.

During the stroll Abbie watched all the clocks they passed attentively as she wanted to get back in time for the show.

At last the five invisible figures entered the studio with the rest of the audience and took five seats in the front row.

Soon the grand super-spectacular transcontinental variety show<sup>3</sup> began.

At the beginning of the show Abbie's father stood in the back row. In the next two songs he was part of a group that sang vocal backgrounds out of range of the camera. Then the rock'n'roll star came onto the stage. He began his song, and Abbie's father and the three other men danced onto the stage behind him. Abbie waited till her father was right next to the star, so his face would surely show in the camera<sup>4</sup>. Then she looked at the book. "Now," she told it.

The next moment, on the great stage and in the living rooms of fifty million television fans throughout the country, a surprising scene took place.

The rock'n'roll star opened and closed his mouth, but no sound came from it. The four singers swayed behind him and their mouths made words, but no sound came from three of them, either.

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<sup>1</sup> **Rockefeller Center** — Центр Рокфеллера, большой комплекс зданий в Нью-Йорке, где расположены офисы, магазины и центры развлечений, названный в честь семьи крупных американских банкиров Рокфеллеров, которые вложили многие миллионы долларов в развитие медицины и создание университетов.

<sup>2</sup> **a doughnut shop** — кафе, где торгуют пончиками

<sup>3</sup> **grand super-spectacular transcontinental variety show** — великолепная зрелищная межконтинентальная эстрадная программа

<sup>4</sup> **would surely show in the camera** — несомненно, будет видно на экране (т.е. войдет в кадр)

Only Abbie's father's voice rang out over the nation<sup>1</sup>, sounding richer and truer than ever.

"Chickadee tidbit, chickadee tidbit,  
Skedaddle skedaddle pow!"

he sang. And again,

"Chickadee tidbit, chickadee tidbit,  
Skedaddle skedaddle pow!"

A look of surprise appeared on his face as he realized something unusual was happening, but he went on singing.

"Chickadee tidbit, chickadee tidbit ..."

Abbie's heart nearly burst with pride in him and in herself, too. He was her father and he was singing a solo on television at last. "Now the whole world will know how wonderful he is," she thought, "and I have done it!"

"Good girl!" whispered Barnaby in her ear, as he understood what her wish had been.

As for the studio audience, first the spectators gave a gasp of surprise. Then they began to laugh and applaud. And even when the show was over, the audience didn't seem to want to stop clapping<sup>2</sup>.

"That little fellow sang right out!" said the man behind Abbie. "He took his part good!"

"He was better than the star, if you ask me," said the woman next to him.

As for Abbie, she could hold herself back no longer<sup>3</sup>. She left her seat and ran right up the steps onto the stage. And the other four children followed her.

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<sup>1</sup> **rang out over the nation** — звонко раздавался над всей страной

<sup>2</sup> **the audience didn't seem to want to stop clapping** — казалось, что зрители не хотели прекращать аплодисменты

<sup>3</sup> **could hold herself back no longer** — больше не могла сдерживаться

Her father stood in the center of the stage, surrounded by the director and the star and what looked like a hundred other people. They were all talking at once and waving their arms. "They are all congratulating him on his success," thought Abbie with pride. And as she looked at his nice puzzled, modest face, she thought again: "What a wonderful father I have! And he is not too short at all.

And she ran straight toward him.

## Chapter 10 THE MAGIC THWARTS<sup>1</sup>

Abbie ran straight toward her father. Then she stopped.

The director and the star and all the other people weren't congratulating him. They were angry.

"You sang in the wrong place!" the director was shouting. "You spoiled the whole show!"

"I didn't," said Abbie's father. "I sang just the way we rehearsed it. Something must have gone wrong<sup>2</sup> with the microphone."

"Don't try to put the blame on me!" cried the engineer. "My microphones are perfect!"

"I'm ruined!" cried the great rock'n'roll star. "I'll sue the channel<sup>3</sup> and you worst of all! You've ruined my career!" He shook his fist in Abbie's father's face. "You'll hear from my lawyers in the morning." And he ran away.

The five children looked at each other. And Abbie could tell what each of them was thinking and she knew that they were right. "We've gone too far. And it's all my fault," she blamed herself.

<sup>1</sup> **thwarts** (от глагола *to thwart* [θwɔ:t] — разрушать планы, мешать исполнению желаний)

<sup>2</sup> **must have gone wrong** — должно быть, случилось

<sup>3</sup> **I'll sue the channel** — Я подам в суд на телеканал

"I don't think the audience noticed anything," their father was saying now. "They seemed to applaud a lot. I think maybe they liked it."

"Who cares if they liked it or not?" cried the director. "*They don't matter! You're fired<sup>1</sup> and you'll never work on this program again!*"

"Daddy!" Abbie couldn't help crying<sup>2</sup>.

And because when magic goes wrong, it often all goes wrong at once, suddenly she and Barnaby and Fredericka and Susan and John were invisible no longer, and her father and the director and all the others looked at them and saw them.

"You!" cried the director angrily. He turned on<sup>3</sup> Abbie's father again. "Are those *your* kids? This is the last straw! You smuggle your kids in here<sup>4</sup> and ruin the rehearsal, and then you sing in the wrong place and spoil the show! I'll see that you never work on *any* television network again!"

He went storming off into the wings<sup>5</sup>, and his followers followed him.

And now the other singers and actors crowded round Abbie's father and patted him on the back and asked him sympathetically: "What's the matter? What's happened?"

"I don't know," he said miserably. "I swear I wasn't wrong, but I guess I must have been."

The other actors departed, shaking their heads and looking sorry, which showed that their father was as well liked at work as he was at home. But this brought Abbie little comfort. She was clutching the book hard and pleading silently in her mind: "Let this all be only a dream! Let us all be back safely

<sup>1</sup> **You're fired** — Вы уволены

<sup>2</sup> **couldn't help crying** — не смогла удержаться, чтобы не закричать

<sup>3</sup> **turned on** — зд. с гневом набросился на

<sup>4</sup> **You smuggle your kids in here** — Вы тайком приводите своих детей сюда

<sup>5</sup> **into the wings** — за кулисы



home! Please, dear book, unmake the magic and don't let the awful thing happen."

But it didn't. She and Barnaby and the others stayed right where they were, and the awful thing was true.

Their father looked up and gave them a shaky smile.

"Hi, kids," he said. "How did you get here?"

Abbie opened her mouth but no words came out.

"We wanted to watch your rehearsal," said Barnaby, "so we got together and came in on the express." Which after all was nearly the truth, for the magic worked certainly quicker than any local. "I'm sorry. Dad," he said. "I guess we all are."

But his father didn't scold them one bit<sup>1</sup>, which somehow made it worse. "That's all right," he said. "If you wanted to watch me work, it's probably a good thing you came today. It may be the last chance you'll ever get. Did you buy return tickets?"

"No," said Barnaby truthfully.

"Can you take us home?" said John. "I'll mow lawns all week and pay you back." For if Barnaby's father was out of a job, every penny would count.

"So will I," said Barnaby, who hated mowing lawns above all things.

His father took out his commutation railroad ticket<sup>2</sup> and looked at it. "Six rides left<sup>3</sup>," he said. "That'll use *that* up. The way things look, maybe I won't have to buy another."

Then he seemed to decide that this was self-pitying and unworthy talk. Making a comic face, he threw an arm round Fredericka and an arm round Abbie and grinned at the other three. "Come along," he said. "Home's the best place at a time like this."

<sup>1</sup> **didn't scold them one bit** — нисколько их не ругал

<sup>2</sup> **commutation railroad ticket** — сезонный железнодорожный билет (Такой билет дает возможность ездить по железной дороге в любое время, но ограниченное количество раз.)

<sup>3</sup> **Six rides left** — Осталось шесть поездок

During the journey home Abbie's father smiled and made jokes and tried to entertain them. "Cheer up," he said. "It's not *your* fault."

And of course it *was*, but Abbie could never tell him so because he would never believe it.

When they finally got home Abbie went straight to her room. There were tears in her eyes, so she didn't want to upset her father.

Later on Barnaby stole in and sat on the foot of her bed in the dark. (Fredericka was young and heartless enough to be already asleep.)

"Don't feel too bad," he whispered. "You meant it for the best."

"That's no excuse," Abbie whispered back. "Who *doesn't* mean things for the best? It's the way the things work out that counts. I should have thought.<sup>1</sup>"

"I know what we'll do," Barnaby said. "You keep the book tomorrow and make another wish. I can give up my turn. I have no real wish at the moment. And I think John won't be against it, too."

"Thanks," said Abbie.

When he went away, she felt a little better but not better enough. She could hear her father and mother still talking downstairs about what they would do now and how they would make ends meet<sup>2</sup>. After a while she went into the hall and sat on the top step and listened.

"We'll get along<sup>3</sup>," her mother was saying. "Don't worry."

"I won't," said her father, but his voice said that he was. There was a silence.

"I nearly died when you sang out of turn," her mother said. "But it was good to hear you singing alone again." Then

<sup>1</sup> **I should have thought.** — Мне следовало бы подумать об этом раньше.

<sup>2</sup> **make ends meet** — сводить концы с концами

<sup>3</sup> **We'll get along** — Мы как-нибудь проживем

she chuckled. "And it *was* funny. You should have seen the expression on your face.<sup>1</sup>"

Her father laughed, too, and Abbie felt warm inside. That was the kind of people her mother and father were, people who could still laugh when life looked darkest. That was why she was sure they'd come out all right in the end, no matter how poor.

But she would do all she could to help. And she went back into her own room and begged the book to show its nicer side with her last waking thought.

The next morning she woke early, but Barnaby was up and dressed before her. He and Fredericka came running into Abbie's room and handed her the morning paper, folded back at the radio and television page.

"Read that," said Barnaby, pointing at a paragraph in the critic's column<sup>2</sup>.

Abbie read:

"Last night during a television concert program one charming moment occurred. The audience applauded with enjoyment when a member of the singing group suddenly went forward and presented an absurd solo at the wrong moment. The look of comic surprise on the face of the singer nearly convinced this reviewer that the carefully rehearsed episode was truly spontaneous."

"What does all that mean?" she wondered. "It means," said Barnaby, "that the critic liked it." "Oh," said Abbie. "Thanks," she added to the book. And she fetched a pair of scissors and cut the clipping out, and put it on the tray with the breakfast that she and Barnaby and Fredericka now prepared and served their father and mother in bed.

"Well," said their father when he had read the clipping, "that's something to put in my scrapbook<sup>3</sup>, anyway."

<sup>1</sup> **You should have seen the expression on your face.** — Если бы ты только видел, какое у тебя было выражение лица.

<sup>2</sup> **the critic's column** — раздел критических комментариев в газете

<sup>3</sup> **scrapbook** — специальная тетрадь или альбом, в котором артисты хранят вырезанные из газет и журналов отзывы о своих выступлениях

"Will it make a difference, Roy?" asked their mother.

"I shouldn't think so. I doubt if that director can read. And now," and he attacked his breakfast, "this is what I call luxury. I've been wanting a vacation for years.<sup>1</sup> After we finish this elegant breakfast, who's for a picnic at Candlewood Lake? You," he told their mother, "are staying home from the office today."

"Roy, I can't afford to<sup>2</sup>," said their mother. "And are you sure we can spare the gas<sup>3</sup>?"

"We aren't going to have any talk like that," said their father. "It's not pretty talk. I'll find some kind of job next week, but right now I'm going to get to know my family. I think they're worth it<sup>4</sup>."

"Can Susan and John come, too?" said Fredericka. "And Grannie?"

"Why not?" said their father. "They seem to be part of the family, too.<sup>5</sup>" And an hour later the little car left the driveway with eight people crammed into it somehow<sup>6</sup>.

Candlewood Lake proved all that could be desired. They caught plenty of fish and swam in the lake and Grannie found what she was sure was a copperhead snake<sup>7</sup> and hypnotized it with her stern pioneer gaze, so that it slunk away<sup>8</sup>. And altogether no one thought about last night at all, except that Abbie took the book along with her and from time to time threw it a meaningful glance.

<sup>1</sup> **I've been wanting a vacation for years.** — Мне столько лет хотелось иметь такой отпуск.

<sup>2</sup> **I can't afford to** — Я не могу себе этого позволить

<sup>3</sup> **we can spare the gas** — мы можем потратиться на бензин

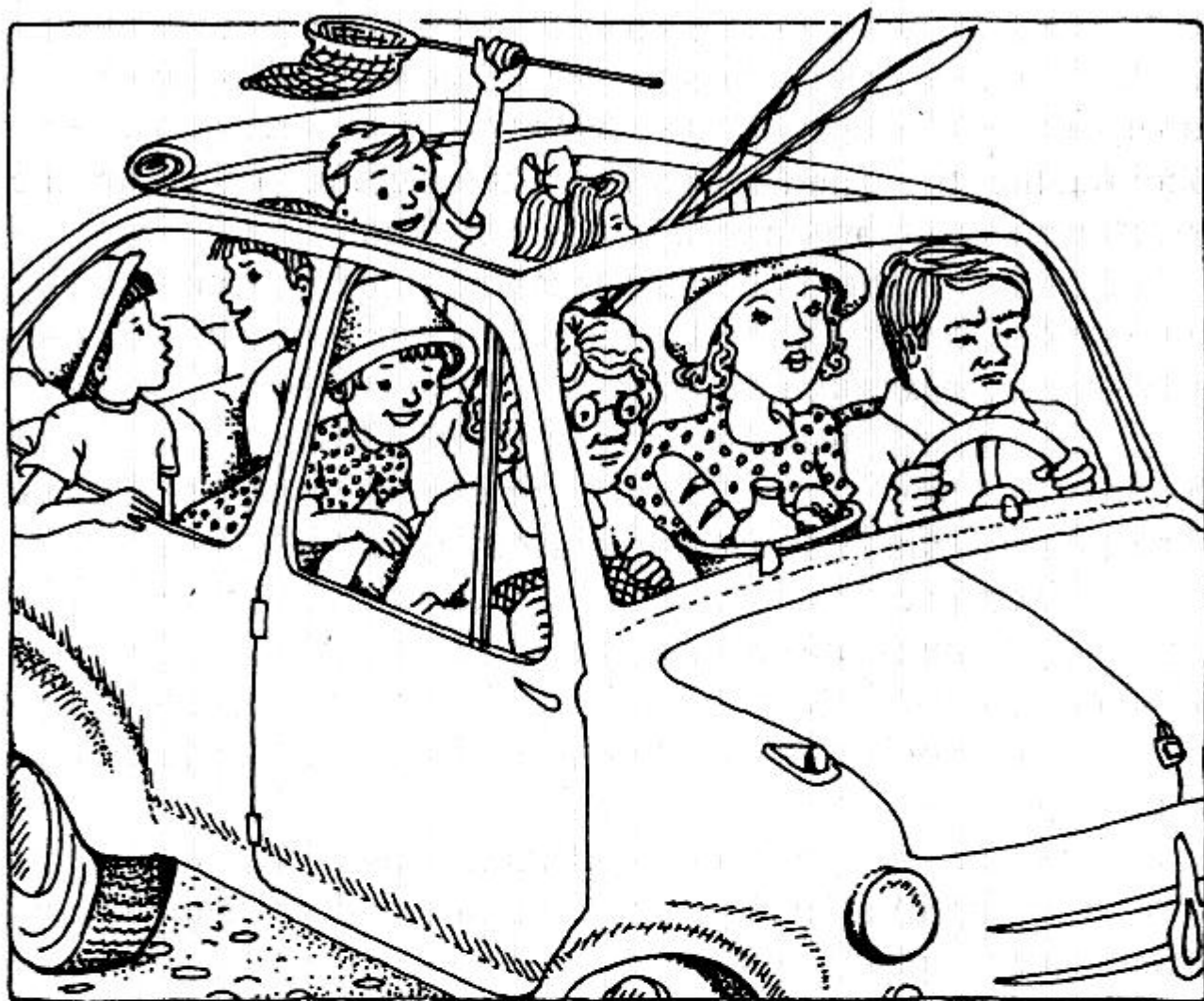
<sup>4</sup> **they're worth it** — они того заслуживают

<sup>5</sup> **They seem to be part of the family, too.** — Кажется, они тоже часть нашей семьи.

<sup>6</sup> **crammed into it somehow** — каким-то образом втиснувшись в нее (в маленькую машину)

<sup>7</sup> **a copperhead snake** — змея щитомордник

<sup>8</sup> **slunk away** — трусливо уползла



## Chapter 11 THE MAGIC WORKS FOR THEM, NOT AGAINST THEM

It was nearly dinnertime when the happy voyagers arrived back at the little white house, and the phone was ringing as they turned into the driveway. Abbie and Barnaby and Fredericka's father ran to answer it. Whoever was calling seemed to be talking non-stop, for their father kept listening and listening and saying nothing but an occasional "Oh," while his face grew more and more surprised every minute. When he finally hung up, he seemed incapable of speech. He merely stood staring at his family and his family stared at him.

"What was it?" said their mother at last.

"It's that director. He said they'd been trying to reach me all day<sup>1</sup>. It seems that I was the hit of the show. It seems every critic on every paper said the same thing, and people have been phoning the studio and some even sent telegrams. They want me to let bygones be bygones<sup>2</sup> and come back at twice

the salary, and they want to feature me by name<sup>3</sup> as guest star next week and have me sing 'Chickadee Tidbits' all over again. Only the songwriters are turning it into a whole big number."

"What did you say?" said their mother.

"I told him I would," said their father. "Only first I made him admit I didn't make a mistake last night."

"Then everything's going to be all right after all?" said Abbie. And she held the book very tight.

"Of course it won't last," said her father. "Crazy novelties<sup>4</sup> like this never do. But we ought to make a little money while it does."

"Maybe enough to buy that nice house that I was telling you about," said their mother. "The one that's a bargain<sup>5</sup> and really big enough."

And then the telephone rang again. It kept on ringing even after dinner. Sometimes it was long distance<sup>6</sup> and sometimes it was telegrams. Different television studios wanted the children's father to be a guest and sing "Chickadee Tidbits." A record company wanted him to make a record of "Chickadee Tidbits" right away<sup>7</sup>.

<sup>1</sup> **they'd been trying to reach me all day** — они весь день пытались связаться со мной

<sup>2</sup> **They want me to let bygones be bygones** — Они хотят, чтобы я не вспоминал прошлого (*посл.* Кто старое помянет, тому глаз вон; что было, то прошло.)

<sup>3</sup> **to feature me by name** — специально представить мою фамилию

<sup>4</sup> **Crazy novelties** — Безумные новшества

<sup>5</sup> **a bargain** — выгодная покупка

<sup>6</sup> **long distance** — междугородные звонки

<sup>7</sup> **right away** — незамедлительно, без промедления

But looking at her father Abbie understood that something made him feel unhappy.

"What's the matter?" she asked him, when they happened to be alone.

"Oh, nothing. It's just, I never minded singing nonsense when I was one of a group. I had to be a good musician to do that, and the harmony made the words sound better. But for a grown man to stand up all by himself in front of a lot of other grown-up people singing trash for a living all the rest of his days... Well, when I was young and hopeful and went to the Conservatory, I never thought I'd finally go down in history quite that way, that's all."

The telephone rang again.

"What was it?" said Abbie when her father had hung up because the expression on his face was even more peculiar.

"It was the songwriter from the show. He has written a new song for me. He has even sung it to me over the phone."

"How does it go?" said Abbie.

"It goes,

'Picallilli kumquat, picallilli kumquat,  
Pedunkle pedunkle eek!'"

said her father.

He caught Abbie's eye.<sup>1</sup> And they both started to laugh.

But that night in bed Abbie thought serious thoughts. When she found she was still thinking them in the morning, she left the house before any of the others were up and went for a walk. And she took the book with her. After all, Barnaby and John had given up their wishes and wouldn't and wouldn't be needing the magic. But may be she would.

As she walked she thought about her father and about the wish. Lots of good things were going to happen, in a money way, because of it. And yet Abbie wondered if her father were really going to be happy.

She knew that there was such a thing called human dignity, and it seemed to her that her father had always had quite a lot of this. Something told her that he would always go on having it. "But can a man keep his human dignity when he has to sing such nonsense as that 'Chickadee tidbit'? No, father must have something else to sing, a song that will be really good. I'd better try and write a poem about it!"

She thought maybe if she could make a poem about this and tell it to the book, the book might know the answer.

The fact is that Abbie was a poet, but she had not written many poems, as yet. The *thoughts* were there in her mind, but so far she could rarely bring them out of it and put them down on paper. Usually she wrote a line or two, and sometimes a whole verse, but that was all.

There was a particular place, where she liked to go to think out her poems. There was a sunny clearing<sup>1</sup> at the near end of the wood and a rocky glen<sup>2</sup> beyond, and if she couldn't find a line or two in the one place, she usually could in the other.

Today she walked down the road to a small clearing in the wood. As the grass was still dewy, she sat on a log at the edge of the clearing and took out the pencil and paper she had brought along with her, and wrote down the name of the poem: "Human dignity."

Then she sat and looked at the sun climbing higher in the sky and a brown butterfly on some orange weed and two birds in the tree and no words came. So she decided to try the rocky glen instead.

There was a big rock at the top of the glen where you could sit and look far down at the little stream below. It was a place for thinking important thoughts.

But today as Abbie approached the rock, she saw that a man was already sitting there. Furthermore<sup>3</sup>, the man had a

<sup>1</sup> a sunny clearing — солнечная полянка

<sup>2</sup> a rocky glen — долина, окруженная скалистыми горами

<sup>3</sup> Furthermore — И более того

<sup>1</sup> He caught Abbie's eye. — Он встретился взглядом с Абби.

pencil and paper and was writing. The man was so intent on his work that he didn't look up, even when she came quite near. He was small and untidy, with rather wild gray hair and large horn-rimmed spectacles<sup>1</sup>, and altogether he looked very much like the pictures of writers you sometimes see on the covers of books. This gave Abbie courage.

"Are you an author?" she said suddenly.

The man looked up. "More or less," he said. "I'm a poet," he added rather apologetically. "Does that count?"<sup>2</sup>

"Why, so am I!"<sup>3</sup> said Abbie, delighted.

"Good," said the man, and went on writing. But he didn't seem to mind Abbie's being there<sup>4</sup>; so she sat beside him on the rock, as one author by another.

"Do *you finish* many poems?" she asked after a bit.

"Yes," said the man, "I do."

"I don't," said Abbie.

"You will," said the man, "if you keep trying."

There was another pause. And since she couldn't concentrate on her own poem, Abbie looked at what the man was writing.

"That's not a poem," she said, "is it?"

The man looked at her. "What makes you think so?"

"It doesn't rhyme," said Abbie. "And the lines are all different lengths."

"It's a play," said the man. "It's my first play. But it's a poem, in a way<sup>5</sup>. It's an opera in a way, too. At least part of it has to be sung.<sup>6</sup> That's what makes it so hard."

<sup>1</sup> **horn-rimmed spectacles** — очки в роговой оправе

<sup>2</sup> **Does that count?** — Это имеет значение?

<sup>3</sup> **Why, so am I!** — Надо же и я тоже!

<sup>4</sup> **he didn't seem to mind Abbie's being there** — казалось, что присутствие Абби его несколько не беспокоило

<sup>5</sup> **in a way** — в некотором смысле

<sup>6</sup> **At least part of it has to be sung.** — По крайней мере, часть ее должна быть исполнена как опера. (букв. должна быть спета)

"To finish?" said Abbie.

"It *is* finished," said the man rather defensively. "I'm just polishing. No, I mean that's what makes it so hard, getting it on the stage."

Abbie nodded wisely. In her experience of the entertainment business, hopes were often blasted<sup>1</sup>.

"What's it about?" said Abbie.

"That's a good question," said the man. "You might say it's about modern times and what's wrong with them. Or you might say it's about a nice little man who's lost in a world of bombs and advertising and big business, and yet he won't give up. Or you might say it's about human dignity."

"*Really?*" Abbie beamed at him. "This *is* a coincidence.<sup>2</sup> That's what *my* poem's about, too!"

"Is it?" said the man, looking at her with new interest.

"I think it sounds like a wonderful play," said Abbie. "I don't see what you're worried about."

"Finding the right man to play the part, for one thing," said the man.

"You want some big star, I suppose," said Abbie.

"No, that's just what I *don't* want. I want somebody who's good, but people don't know about him yet. I've been looking at actors and listening to singers till I'm sick of the thought of them. I've even suffered through television shows. I saw a little man the other night who might almost do. He had the voice for it and the right face, too. Friendly-looking and lost and puzzled."

Abbie had an exciting thought. "Was he singing 'Chicka-dee Tidbits'?"

"Some trash or other.<sup>3</sup> I even thought of finding out his name and sending him the play to read. But he probably wouldn't understand a word of it. Probably just another mindless idiot."

<sup>1</sup> **hopes were often blasted** — надежды часто терпели крушение

<sup>2</sup> **This is a coincidence.** — Вот это совпадение.

<sup>3</sup> **Some trash or other.** — Что-то вроде подобной чепухи.

There was a silence. Abbie could hardly trust herself to speak. Finally she said, "Will you do me a favor?"

The interest went out of the man's face, and he looked tired and cross. "No," he said, "if you mean will I read your poem for you and tell you how to finish it, I will *not*. Students always ask me that, and it's something you have to figure out for yourself<sup>1</sup>."

"Of *course* I didn't mean that! I wouldn't let anyone else *touch* my poems or even look at them!"

It was the man's turn to be silent. When he spoke, his voice was gentle. "That shows you're a true poet," he said, "and I apologize. I see I misjudged you.<sup>2</sup> And now, what was the favor you were going to ask me?"

"If it isn't too much trouble<sup>3</sup>," said Abbie, "will you walk me home? I want you to meet my father."

Later that morning Abbie left her father and the famous man (for that is what he was and her father had recognized him right away) talking to each other in the living room and went out on the lawn, where Barnaby and John and Susan and Fredericka lay idly chatting.

"You've still got the book," said John. "I suppose we might as well take it back to the library, since the magic's all finished."

"Is it?" said Abbie.

"Barnaby asked me if I would give up my wish," said John, "and I said I would, and I guess it worked. Your father's going to be famous, singing 'Chickadee Tidbits,' and that's a pretty good happy ending. Nothing more will happen now."

"Won't it?" said Abbie.

<sup>1</sup> **you have to figure out for yourself** — ты должна решить для себя сама

<sup>2</sup> **I see I misjudged you.** — Я понимаю, что составил о тебе неправильное суждение (недооценил тебя).

<sup>3</sup> **If it isn't too much trouble** — Если вас это не сильно затруднит

"Only let's not walk to the library just yet," said Fredericka. "It's too hot."

"Who's the man with Father?" said Barnaby. "What are they doing?"

"I think they're talking business," said Abbie. "Daddy'll probably tell you all about it."

At that moment her father and the famous man came out on the porch.

"I still say you ought to think twice," the famous man was saying. "It'll be hard work, and it won't make you rich. You'd do far better with that 'Chickabiddy Itch,' or whatever it was."

"Let's forget about that," said Abbie's father.

"And I don't mind how hard it is. It'll be an honor to work with you, sir."

And they shook hands.

The famous man started down the walk and stopped near Abbie. "You've got a good father," he said. "And you" — he turned back to the porch — "have quite a daughter."

"I know it," said Abbie and her father at the same time.

"We shall meet again," said the famous man. And he walked away up the road.

Abbie's father came to her and stood looking down. And in spite of the mystified others, for a minute it was as if he and she were alone together on the lawn.

"I wonder if you know what you've done for me," he said. "You've brought me the biggest chance of my life, just when I thought it was too late. Do you know that man's probably the greatest living poet in this country? How did it happen? How did you find him?"

Abbie thought of all the things that had happened since the day before yesterday that she could never tell him because there were no words for some of them and the rest he wouldn't believe.

Then she looked around at the others and winked.

"I made a wish," she said.

## Chapter 12 THE QUARREL

That night after dinner Abbie's father read the play out loud to the whole family, and to John and Susan because they asked to be included.

Parts of it were exciting and funny. Other parts were hard for the children to follow<sup>1</sup> (though Barnaby claimed he understood every word<sup>2</sup>), but the poetry was so beautiful that Abbie felt humble<sup>3</sup>. Her father admitted to feeling humble<sup>4</sup>, too, at the thought of acting a character that was so long and complicated and demanding and rewarding.

"Are you sure you ought to do it, Roy?" Abbie's mother wondered.

"I'm sure," said Abbie's father, "that I ought to try."

And then everyone separated for bed.

But for the third night that week, Barnaby came tiptoeing into Abbie's room, after all the lights were out.

"I've been thinking," he said. "I promised to give up my wish if it'd help Father, and so did John. But how can we be sure we have to now? It was *your* wish that made that poet turn up. Maybe he'd have come along anyway<sup>5</sup> if John and I hadn't promised a thing. I don't think it'll do any harm to test the book and see if there's still some magic left."

"Maybe not," said Abbie. But when Barnaby had departed for his own room, she lay waking and doubtful. It seemed

<sup>1</sup> **were hard for the children to follow** — для детей были трудными для понимания

<sup>2</sup> **claimed he understood every word** — утверждал, что понял каждое слово

<sup>3</sup> **felt humble** — почувствовала свою незначительность

<sup>4</sup> **admitted to feeling humble** — признался, что ощутил скромность своих способностей

<sup>5</sup> **Maybe he'd have come along anyway** — Возможно, он все равно бы появился

suspiciously like double-dealing<sup>1</sup> to her. Still, who was she to say so? She had *had* her wish, and it had turned out in the end to be the best wish of all. But who could blame Barnaby for wanting a wish of his own before all magic failed?

Meanwhile, in the house across the street, John was having the same thought.

At breakfast-time next morning he hustled Susan through her oatmeal and they ran across the street, where Barnaby and Abbie and Fredericka were weeding the flower-bed, which was their every morning small duty.

Many hands made light work, and soon the flowers were free of the weeds and the five children sought the shade.

"Now," said Barnaby, and he and John started talking, both at once, each explaining his own idea. But since their ideas were exactly the same, the general sense came through<sup>2</sup>.

"How about it?" said Barnaby finally. "Shall we have a try?"

"Why not?" said Fredericka.

Abbie said nothing, but she felt troubled.

As for Susan, she was only half listening as she idly glanced through the book<sup>3</sup>, reviewing its colourful descriptions of their adventures in the past. Now she closed the cover, but it fell open again at the back flyleaf, and something caught her eye<sup>4</sup>. She looked closer. Then she looked up.

"We can't have any more wishes," she said. "You forgot. So did I. It's a seven-day book, and today's Saturday. It's due back<sup>5</sup> at the library right now."

"Then the magic's over," said Abbie.

"Not necessarily," said Barnaby. "I can have my wish, and *then* we will take it back. It will still be today."

<sup>1</sup> **double-dealing** — обман, двурушничество

<sup>2</sup> **came through** — стал понятен

<sup>3</sup> **idly glanced through the book** — неторопливо просматривала книгу

<sup>4</sup> **caught her eye** — привлекло ее внимание

<sup>5</sup> **It's due back** — Ее нужно вернуть

"What about me?" said John. "I haven't had my wish either"

"Oh, I almost forgot that," said Barnaby. "I didn't," said John. "I can have my wish, *too*, and then we can take the book back."

"Two wishes in the same day?" Susan was doubtful. "It might be awfully hard for it."

Barnaby had an idea and he said excitedly, "Why take it back at all? Till we're ready, I mean. We've kept books out overtime before this when they were due and we hadn't finished with them. We could club together<sup>1</sup> and pay the fine!"

Susan still looked doubtful, and Abbie thought it was time to speak.

"It will be wrong," she said. "I *know* it will. It will be against the rules of the magic, and you know what happens when somebody does *that*"

"That's usually the most exciting part," said Fredericka. "*Let's!*"

"Three against two," said Barnaby. "That's fair enough."<sup>2</sup>

He looked at Abbie. But what could Abbie say?

"All right, then," he went on. "We win. The book stays out till we're through with it. You won't mind if<sup>3</sup> I have my turn today, will you, old man? You can have yours tomorrow. I know just what I'm going to wish."

"Yes, I *do* mind<sup>4</sup>," said John with stubbornness. "I know just what *I'm* going to wish, *too*."

"Later," said Barnaby, holding out his hand for the book. But John got in his way<sup>5</sup>.

<sup>1</sup> **club together** — разг. скинуться

<sup>2</sup> **That's fair enough.** — Все по-честному.

<sup>3</sup> **You won't mind if** — Ты не будешь возражать, если

<sup>4</sup> **I do mind** — нет, я все-таки буду возражать (зд. вспомогательный глагол *do* служит усилительной частицей)

<sup>5</sup> **got in his way** — встал у него на пути

"Your family's had the book for the past three days," he said. "It's time *we* had a chance.<sup>1</sup> Besides, I'm older than you."

"But wait till you hear what my wish is," said Barnaby.

"I don't want to," said John. "You're always so sure your ideas are best. Well, maybe somebody else can have an idea for a change<sup>2</sup>!"

Abbie looked worriedly<sup>3</sup> from one to the other. "It's all going wrong," she said. "Let's change our minds before you start fighting. Remember last time!"

Once in the past John and Barnaby had had a fight<sup>4</sup>, and it had been awful, maybe because they were usually best friends, and when best friends fall out<sup>5</sup>, it is worse than any other quarrel. All their regard for each other seems to sour and turn to spite and meanness.<sup>6</sup> And the hurts that friends can do each other cut deeper and take longer to heal. What if they start fighting now? John and Barnaby were looking at each other in a way that reminded Abbie of that other awful time. John's face was red with anger. Barnaby was pale and he was smiling, but it was a dangerous smile. "You couldn't have an idea like this in a million years," Barnaby said tauntingly<sup>7</sup>.

"You are always boasting because you're too weak to do anything else!" said John.

To hear the word "weak" was too much for Barnaby, he simply couldn't stand it<sup>8</sup>. The smile seemed to freeze on his

<sup>1</sup> **It's time we had a chance.** — Нам давно пора воспользоваться своим шансом.

<sup>2</sup> **for a change** — для разнообразия

<sup>3</sup> **looked worriedly** — с тревогой смотрела

<sup>4</sup> **had had a fight** — подрались

<sup>5</sup> **fall out** — ссорятся

<sup>6</sup> **All their regard for each other seems to sour and turn to spite and meanness.** — Кажется, что все их уважение к друг другу пропадает и превращается в злобу и подлость.

<sup>7</sup> **tauntingly** ['tɔ:ntɪŋli] — насмешливо, язвительно

<sup>8</sup> **couldn't stand it** — не мог этого вытерпеть



face. "Where's that book?" he cried and grabbed the book rather roughly from Susan's hand.

"Don't push *my* sister!" cried John.

"He didn't," said Susan mildly, but John ignored her words.

"You give that back," he said and tried to grab the book from Barnaby.

"Stop them, somebody!" cried Abbie. "Let's take the book back to the library right now, before it's too late!"

But it already was.

The book was old and shabby. When each of the boys grabbed it for himself it suddenly gave way<sup>1</sup>. John was left holding a few torn-out pages<sup>2</sup> while Barnaby waved the rest of the book triumphantly before his eyes.

"Just for that," he cried, "I'm going alone. I don't need *any* of you! Good-bye!"

And he was gone<sup>3</sup>.

John looked stupidly at the piece of book in his hand. His face was pale now and not angry at all. "Gee<sup>4</sup>," he said. "I didn't mean *that* to happen. Why did I get so mad? What was the matter with me?"

"It's the magic," said Abbie. "It *wants* to go back to the library. When you said it couldn't, it made you get all horrible<sup>5</sup>."

"I know," said John. He felt very much ashamed of himself. "I could hear myself being awful, but I couldn't stop. I'm sorry." He looked at the torn pages in his hand. They were blank, except for the back flyleaf of the book, from which the library slip stared up at him ironically with today's date stamped on it.

<sup>1</sup> **it suddenly gave way** — она вдруг не выдержала и разорвалась

<sup>2</sup> **was left holding a few torn-out pages** — остался с несколькими вырванными страницами в руках

<sup>3</sup> **he was gone = he disappeared**

<sup>4</sup> **Gee** [dʒi:] — Вот так-так!

<sup>5</sup> **it made you get all horrible** — оно (волшебство) заставило вас сделаться ужасными

Susan saw this at the same time, and now it was her turn to utter a cry. "Oh!" she said. "You've got the *last* pages. That means Barnaby's off somewhere in the middle of some adventure with a magic book that hasn't got any ending! And *that* probably means his *adventure* won't have an ending and he'll never get out of it and come home again!"

"We'd better find him right away<sup>1</sup>," said John, all his anger forgotten in concern for<sup>2</sup> his friend. "Where can he be?"

"Somewhere in some book," said Fredericka. "Trust Barnaby!" But her smile was a shaky one.

As for Abbie, she was near tears, but she forced her mind to think. "Maybe *Robinson Crusoe*," she said. "Once, I remember, for a whole year he hardly read anything else."

"Well," said John, "Let's hope he is on Robinson Crusoe's island."

Everyone joined hands, and John made a wish on the few pages of the magic book that were left. And perhaps because the end of a book is its most important part in a way and a key to all that has gone before, the magic worked. The next instant<sup>3</sup> the four children found themselves standing on a rocky and beach-rimmed island<sup>4</sup> by a blue sea under a hot and cloudless sky.

Not far from them they saw a figure and recognized the familiar silhouette. It was dressed in a jacket and cap of goat-skin and carried an umbrella of the same material. Following it at a respectful distance was another figure, of native aspect. Otherwise, and in every direction, the island was uninhabited<sup>5</sup>. And the only extra footprints on the sand were the four children's own.

"He isn't here," said Susan.

<sup>1</sup> **We'd better (= we had better) find him right away** — нам нужно немедленно отправиться на поиски

<sup>2</sup> **in concern for** — в беспокойстве о друге

<sup>3</sup> **The next instant = the next moment**

<sup>4</sup> **beach-rimmed island** — окаймленный пляжами

<sup>5</sup> **uninhabited** — необитаем

“Unless he’s turned *into* one of them,” said Abbie, pointing at the distant figures. But this was nonsense. Robinson Crusoe and Friday are Robinson Crusoe and Friday forever and ever, and *no one* could take their place, magic or not. Barnaby was not on the island.

“Where shall we go next?” said John. “What has he been reading lately?<sup>1</sup> Who is his favourite writer now?”

“Dickens,” said Fredericka. “Ever since we saw that old movie of *David Copperfield*<sup>2</sup> on television, he’s been reading the set of Dickens’s Complete Works<sup>3</sup>. He says they’re worth it. I say they’re too long. Too sad, too.”

“Let’s try Dickens,” said John. Once more the four children joined hands. But first they rubbed their footprints out carefully so Robinson and Friday wouldn’t think that<sup>4</sup> there were ghosts on their beach. And *then* John wished.

The next moment the children happened to be in old London. It was Christmas Eve. The children’s breath smoked on the chilly air, and a few snow-flakes fell. Chimes rang and carol-singers sang carols.

“Humbug!<sup>5</sup>” muttered an old gentleman, emerging from his office. But “Merry Christmas!” said almost everyone to almost everyone else.

Inside the window of the nearest house a poor but happy family was finishing its Christmas pudding and drawing round the hearth<sup>6</sup>, where hot chestnuts cracked, while the father of the family poured holiday drinks from a jug.

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<sup>1</sup> **What has he been reading lately?** — Что он читал в последнее время?

<sup>2</sup> **David Copperfield** [ˈdeɪvɪd ˈkɒpəfi:ld] — «Дэвид Копперфилд», роман Чарльза Диккенса

<sup>3</sup> **he’s been reading the set of Dickens’s Complete Works** — он читает полное собрание сочинений Диккенса

<sup>4</sup> **wouldn’t think that** — чтобы не подумали, что

<sup>5</sup> **Humbug!** [ˈhʌmbʌg] — Все это чепуха!

<sup>6</sup> **drawing round the hearth** [hɑ:θ] — усаживались поближе к очагу

“God bless us every one<sup>1</sup>,” said the crippled son of the family, raising his cup.

But Barnaby was not among those at Tiny Tim’s Christmas dinner.

Inside the Old Curiosity Shop<sup>2</sup> across the street, where the four children ran to look next, Little Nell and her grandfather were hopefully packing for their long, wandering journey into the country.

But Barnaby was not among the other curiosities in the shop.

“This is no good,” said John. “That Dickens wrote about seventy books, didn’t he? We’ll never find the right one this way.”

“And maybe the right one isn’t Dickens at all,” said Abbie.

“You’re right. Just think of all the books he’s read from the library. He could be in any of them. And he’s taken out hundreds more than any of us. Lots that we’ve probably never heard of, even!”

“Wait,” said Abbie, for these words gave her an idea. “You remember,” she began slowly, “that book of his own that he’s working on?”

“Is there really one?” said John, “What is it about?”

“I don’t really know very much,” said Abbie. “All I know is, he calls it ‘Barnaby the Wanderer<sup>3</sup>’ and it’s about a boy sort of like Barnaby himself, except he goes wandering around on his own and has adventures all by himself. So you see the being alone part works out, too.”

“Where does he wander?” said Fredericka.

“All over the world, and I know he goes into the past, but not the future, because Barnaby said once he hasn’t worked that part out yet.”

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<sup>1</sup> **God bless us every one** — Да благословит господь каждого из нас

<sup>2</sup> **the Old Curiosity Shop** [ˌkjuəriˈɒsiti] — «Лавка древностей», роман Диккенса; его главные герои — маленькая Нелли и ее дедушка.

<sup>3</sup> **Barnaby the Wanderer** — Странствующий рыцарь Барнаби

"That's something," said John. "That narrows it down. He's somewhere in the present or the past, and he's somewhere in some country."

"Our book will know," said Abbie. "Just wish to be with him and let the magic figure out where<sup>1</sup>."

"But how can our book know about a book that's not finished yet, and it's still just in somebody's mind?" said Susan.

"I think," said Abbie, "that our book will know about everything."

"Let's try," said Fredericka.

For the third time the four children joined hands and for a third time John wished.

"We want to go after Barnaby the Wanderer," he told the magic, "wherever he's wandering."

And the magic took them there.



## Chapter 13 THE WANDERING KNIGHT

Barnaby the Wanderer was wandering along the road.

It was a good road to wander along<sup>1</sup> because *it* wandered *too*. It wandered all over the map and in and out of the centuries. Today, for example, when Barnaby only started the journey, he happened to be in Old Roman times where Julius Caesar was conquering the Gauls<sup>2</sup>. As the leader of one of the Roman

<sup>1</sup> let the magic figure out where — пусть волшебство само разберется, где

<sup>1</sup> It was a good road to wander along — По этой дороге было хорошо странствовать

<sup>2</sup> where Julius Caesar [ˌdʒuːljəsˈsiːzɹ] was conquering the Gauls [ɡɔːlz] — где Юлий Цезарь завоевывал галлов (I век до н.э.)

cohorts<sup>1</sup> had been seriously wounded<sup>2</sup>, Barnaby the Wanderer had to step in<sup>3</sup> and save the day. When the battle was over and won, Caesar wanted Barnaby to join his army and be second in command. But Barnaby the Wanderer had to say "No", no matter how hard people begged. He had to wander on and on.

Right now Barnaby was wandering up the hill into the Middle Ages — the Age of Chivalry<sup>4</sup>. He could tell it was the Age of Chivalry because of all the castles scattered here and there about the landscape. He could see brave knights riding in different directions on different quests<sup>5</sup>. But Barnaby the Wanderer was the most fearless knight among them. And soon he had a chance to prove it.

As he reached the top of the hill he saw a lady galloping toward him on a white horse.

She was trying to escape from a giant on a black horse. Barnaby the Wanderer recognized the giant well by sight. He was a particularly mean giant who made a habit of kidnapping ladies and taking them to a tower, where he married them and treated them in a Bluebeard manner<sup>6</sup>. But this time he had met his match<sup>7</sup>.

Barnaby the Wanderer drew his lance<sup>8</sup> and got ready for the fight. The lady stopped her horse and prepared to watch the fight with interest.

<sup>1</sup> **cohort** [ˈkəʊhɔ:t] — когорта, десятая часть римского легиона

<sup>2</sup> **had been seriously wounded** — был серьезно ранен

<sup>3</sup> **had to step in** — пришлось занять его место

<sup>4</sup> **the Age of Chivalry** [ˈʃɪvɪlɪ] — времена рыцарей (В средние века считалось, что рыцарей отличает смелость, честность, благородство, преданность, готовность защитить слабого, служение даме.)

<sup>5</sup> **quest** [kwɛst] — (в рыцарских романах) отъезд рыцаря на поиски приключений

<sup>6</sup> **treated them in a Bluebeard manner** — обращался с ними как Синяя Борода (Как известно, этот сказочный герой отличался жестокостью и имел обыкновение убивать своих жен.)

<sup>7</sup> **he had met his match** — он встретился с себе равным

<sup>8</sup> **drew his lance** — вскинул копьё

"Out of the way!" shouted the giant rudely from his vast height. "Your tiny lance would be but a mere pinprick<sup>1</sup> to such as me! Besides, you're too short to reach! Yah!"

Barnaby the Wanderer wasted no breath in answering back. His strength was as the strength of ten because he was Barnaby the Wanderer. With a mighty push he sent his lance vaulting into the air<sup>2</sup>. Its point entered the giant's throat in the space between helmet and breastplate, and he fell from the saddle and crashed to the ground. Barnaby the Wanderer pulled out his sword and cut off the giant's head. "Now the giant is harmless," said Barnaby triumphantly.

"Oh, thank you!" cried the lady. "Did you do this for love of me<sup>3</sup>?"

"No, I didn't," said Barnaby the Wanderer. "I did it to show that I could do it and because he deserved it." And mounting the giant's horse he rode off into the sunset.

"Stay with me," called the fine lady after him. But Barnaby the Wanderer didn't stay. He had to wander on and on. He had a rendezvous with destiny<sup>4</sup>.

As Barnaby rode on, he rather wished he had someone with him to talk to and maybe boast a little about recent events. He remembered some friends he used to have<sup>5</sup>, in another time and country, and wondered what they were doing now. "Probably they are wondering and worrying about *me*. Very well, let them worry... But I must follow my fate alone."

At that moment the sun went behind a cloud and a mist rose from the earth.

"This is unusual," thought Barnaby the Wanderer. "For me the sun always shines fair."

<sup>1</sup> **but a mere pinprick** [ˈpɪnpɪk] — не более чем укол булавкой

<sup>2</sup> **sent his lance vaulting into the air** — метнул свое копьё высоко в воздух

<sup>3</sup> **for love of me** — из любви ко мне

<sup>4</sup> **a rendezvous** [ˈrɒndɪvu:] **with destiny** — встреча с судьбой

<sup>5</sup> **he used to have** — которые у него некогда были

But this time it didn't. The mist grew thicker and thicker until Barnaby could hardly see anything around him. Suddenly the horse stopped and would go no farther<sup>1</sup>. It stood shivering and staring into the thick mist with fright.

Barnaby the Wanderer dismounted and tied the horse's reins to a bush. At least it *looked* like a bush *and felt* like a bush. With the mist growing ever thicker Barnaby was not sure what it really was.

"Where am I?" thought Barnaby the Wanderer.

But he wandered on, leaving the frightened horse behind him. He could see better on foot and closer to the ground. But still he wished he had not chosen to walk alone. Once again he thought of his sisters and friends and wished one or all of them were with him now. "It doesn't matter," he thought bravely. "I am Barnaby the Wanderer and I am not afraid of anything! I'll show them. Or if I never return, they will be sorry!"

The mist grew thicker and thicker and what made it nastier than most mists was that it had a voice. Yes! A strange, whispering, hissing voice. Barnaby the Wanderer stood still.

"Listen, listen, do not hasten.  
Enter not the Western postern<sup>2</sup>  
Where the ghastly cistern glistens<sup>3</sup>,  
Lest you learn the last, worst lesson<sup>4</sup>,"

whispered the mist.

<sup>1</sup> **would go no farther** — отказывалась двигаться дальше

<sup>2</sup> **postern** [ˈpəʊstɜ:n] — скрытый вход, потайная дверь

<sup>3</sup> **ghastly cistern glistens** [ˈgɑ:stliˈsɪstənˈglɪsnz] — сверкает страшный водоем

<sup>4</sup> **Lest you learn the last, worst lesson** — Чтоб не получить последний, самый страшный урок (В стихах, которые шепчет туман, все время повторяются слова с шипящими и свистящими звуками — [s], [st].)

"Humph!" said Barnaby the Wanderer aloud. "No mist can make me go back. I am Barnaby the Wanderer! No mist can frighten *me*."

"Me, mere, mirror!" shrieked a sudden voice in his ear, and then Barnaby heard witchlike laughter<sup>1</sup>. But when he reached out his hand, there was no one there.

Still, he knew where he was now, or thought he did. He was in a time that never was on land or sea. He was in that Grimm country<sup>2</sup> where witches are worse than ever was in Oz, and there are gloomy castles with thirteen clocks all stopped. He thought of other creepy legends and shivered.

Barnaby started walking again. Soon through the mist he saw an open gate in front of him. He hesitated. "Shall I go in?" he thought. Through the gate he saw a garden with a small pool in the middle. He remembered the warning of the mist: "Listen, listen, do not hasten..."

Barnaby the Wanderer didn't want to learn "the last worst lesson", but he was very much tempted to see<sup>3</sup> what was inside.

Barnaby entered the gate and came up to the pool. Never in any glass had he seen himself so clearly. Now for the first time he realized just how handsome and brilliant and wonderful he really was, more so even than he had always suspected.

"I am Barnaby the Wanderer! How handsome and how beautiful I am!" he cried in tones of glad discovery.

And he fell on his knees by the pool to look closer.

Then as he looked the image changed.

Written in the face in the pool he suddenly seemed to see all the unworthy thoughts he had ever had and all the bad things he had ever done, rude, inconsiderate things and careless, forgetful things and hasty, hotheaded, spiteful things. And the

<sup>1</sup> **witchlike laughter** — смех, похожий на смех ведьмы

<sup>2</sup> **Grimm country** — страна, созданная братьями-сказочниками Гримм

<sup>3</sup> **he was very much tempted to see** — ему не терпелось увидеть

face in the pool now seemed to him wicked and selfish and ugly beyond belief.

He tried to look away, but he couldn't. And he realized that he was under a magic spell and that the magic was stronger than he was.

In a panic he reached in his pocket for the book and said: "I wish to be anywhere else in the world rather than here. But best of all I wish to be home with my family and my friends!" Nothing happened. Except that<sup>1</sup> the face in the pool grew bigger and looked worse.

Then he remembered that one of the bad things he had done was to tear the magic book, and now the magic had probably left it and he was probably doomed to kneel here staring at his own ugliness forever<sup>2</sup>.

"I am Barnaby the Wanderer!" he cried, to reassure himself.

But that magic charm didn't work, either. And Barnaby the Wanderer knew despair<sup>3</sup>.

From despair to remorse is but a step.<sup>4</sup> He went over his worst deeds in his mind and regretted every one of them.

Then as the sun shone down and the face stared from the pool, all of the past events seemed to become unclear and run together in his brain. His head ached and even today's adventures were forgotten. When he tried to think of home, he couldn't remember where he lived or the names of his sisters.

"I am Barnaby the Wanderer!" he tried to say again. But he had forgotten the right words. "I am Barnaby the Barnaby"

<sup>1</sup> **Except that** — За исключением того, что

<sup>2</sup> **he was probably doomed to kneel here staring at his own ugliness forever** — по всей вероятности, он был обречен на то, чтобы вечно стоять здесь на коленях и смотреть на свою отвратительность

<sup>3</sup> **knew despair** [dis'peə] — узнал, что такое отчаяние

<sup>4</sup> **From despair to remorse** [ri'mɔ:s] **is but a step.** — От отчаяния до раскаяния всего лишь один шаг.

was what came out. And after that, "Barnaby, Barnaby, Barnaby" was all he could find to say. He thought it was someone's name, but he had forgotten whose.

The magic book slipped from his fingers and fell at the edge of the water. Barnaby stared at the face in the pool, but he couldn't remember whose face it was, or why he was looking at it.

And the water of the pool rose slowly and moved nearer and nearer to the magic book...

The magic brought the four children to the pool just in time. John ran forward and snatched the book up and put his few last pages into it. And now that the book was whole again, the spell was broken<sup>1</sup>, and Barnaby could look away from the face in the pool. He turned and saw and recognized them.

"You came," he said. "Thanks."

John put the two parts of the magic book into his hands. "Here," he said.

Barnaby looked at the book. Then he handed it back. "No," he said. His eyes were on John's. "Take it," he said. "It's all yours."<sup>2</sup>

And everything between them was said in those few words. There was a silence. Susan was watching John.

"Aren't you going to make a wish?" she asked. "It's your turn now. What was that adventure *you* wanted?"

"*The Three Musketeers*," said John slowly, "but now I don't know."

"Why do we need *them*?" said Fredericka, jiggling up and down on the edge of the pool. "They are always galloping on horseback to save somebody, and we've already saved Barnaby perfectly well by ourselves!"

"Don't!"<sup>3</sup> said Barnaby, in quick alarm. "Don't boast; it's dangerous. And come away from that pool before you look in."

<sup>1</sup> **the spell was broken** — злые чары были разрушены

<sup>2</sup> **It's all yours.** — Она полностью твоя.

<sup>3</sup> **Don't!** — Перестань!

He pulled his sister to a safe distance<sup>1</sup>; then he turned back to John.

"Wish *something*," he said. "I'll feel a lot better about everything if you do."

"All right," said John. "First of all I wish we were home."<sup>2</sup> And they were.

## Chapter 14

### THE LAST DAY OF ADVENTURE

"And now," said John, "the next thing to do is take that book back to the library."

There was a chorus of protest from the others. They were all sitting on the steps of the big white house.

"Why?" said the chorus.

"Because I think it's time," said John.

"Without any adventure of your own? It doesn't seem right<sup>3</sup>," said Susan. "In every book I ever read there was a wish for each one."

"Well," said John, "If I have a wish, then the magic can end and maybe never start up again. But if I don't make a wish and we take the book back, then there's still unfinished business<sup>4</sup>. And maybe someday the magic will come back."

Everyone gasped at the nobility of his self-sacrifice<sup>5</sup>.

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<sup>1</sup> He pulled his sister to a safe distance — Он оттащил свою сестру на безопасное расстояние

<sup>2</sup> First of all I wish we were home. — Прежде всего я желаю, чтобы мы оказались дома.

<sup>3</sup> It doesn't seem right — Кажется, так будет несправедливо

<sup>4</sup> there's still unfinished business — какое-то дело останется неоконченным

<sup>5</sup> gasped at the nobility of his self-sacrifice — открыли рот в изумлении от его благородства самопожертвования

"You mean we'll find the book again someday?" said Fredericka.

"Exactly!" said John.

This was an exciting idea and showed definitely that Barnaby was not the only one who could have these.

"Well," said John slowly again, "I'll tell you what we'll do. We'll take the book back, but we'll take it back *my way*."

"But first," said Susan, "wait till I get something."

She ran to fetch glue and Scotch tape and a needle and thread, and she and Abbie mended the damage the boys had done. And the book seemed so glad to be its full self again that the paper practically leaped to meet the glue and the needle. In the end it looked almost new.

"Now," said John. And he wished.

"What book are we part of now?" said Abbie a few seconds later, as the five children found themselves flying through the air with the ease of birds. It was pleasant and safe because all of them had wonderful strong wings.

"Lots of different ones," said Barnaby. "Flying comes into just about every magic book I ever read. It's just about everybody's first wish."

Fredericka, more daring than the others, attempted to loop the loop<sup>1</sup>, but she wasn't quite used to her wings yet and lost altitude<sup>2</sup> dangerously, nearly grazing the tops<sup>3</sup> of some tall trees.

The most exciting thing for the flying children was that nobody noticed them. It is surprising how few people *do* look up during the course of a day! Everybody went about his own business.

At the corner of Weed Street and Richmond Hill, John perched<sup>4</sup> in an oak tree, and the other four flocked<sup>5</sup> to nearby

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<sup>1</sup> attempted to loop the loop — попыталась сделать мертвую петлю

<sup>2</sup> lost altitude ['æltitju:d] — потеряла высоту

<sup>3</sup> nearly grazing the tops — практически задевая верхушки деревьев

<sup>4</sup> perched [pɜ:tʃt] — уселся (Так говорят о птицах, когда они усаживаются на высокие ветви деревьев.)

<sup>5</sup> flocked — стайкой устроились

branches, greatly to the annoyance of seven bird families of various species who were already nesting in the tree and who now all started complaining at the top of their voices of the crowded conditions.

"We change here<sup>1</sup>," said John. "I couldn't decide between wings and magic carpets; so I wished both."

At this moment their wings disappeared and their particular magic carpet arrived. The five children got on it. Riding the carpet was even more fun than flying and they enjoyed it very much, for it involved less of what tennis players call "form." All the five children had to do was sit and look around while the carpet moved swiftly in the air.

They landed safely on the library roof and got off the carpet.

There was a trap door in the roof and to their luck it was unlocked. John led the way<sup>2</sup> and the others followed. They went down a ladder and found themselves in the upper part of the library, where they had never been before because only grown-ups were allowed.

There were thousands of books on every side, ranged on shelves.

"Think of all those that we haven't read yet!" said Abbie.

"Maybe some of them have magic inside, too!" said Fredericka.

"All of them, I should think," said Barnaby, "one way or another."

They went down a staircase and through a door at the bottom to the main floor, and no one noticed or questioned them. But just outside the children's room they stood hesitating.

"I hate to say good-bye<sup>3</sup>," said Susan. And that was just what everybody thought.

"Maybe it's not for ever," said Abbie.

"If the magic ever comes back into our lives," said Barnaby to John, "you get first turn."

And the five children went into the children's room, Susan leading the way and carrying the book because it was she who had found it in the first place.

She thought Miss Dowitcher looked at her a bit strangely when she saw what the book was, but "Oh, that!" was all she said. "Did you enjoy it?"

"Yes," said Susan, "we did. But it got a little bit torn<sup>1</sup> just at the end, though."

Miss Dowitcher looked through the back pages. "I don't see where," she said.

And neither could Susan, now. The book had grown together and was its old plump, comfortable, shabby, but untrampled again. And Susan noticed something else about it.

As Miss Dowitcher laid the book aside on a pile of other books which she was going to put back on the shelves, Susan pushed Barnaby a little and Barnaby pushed Abbie and Abbie pushed John and John pushed Fredericka. And they all looked where Susan was looking.

On the book's spine<sup>2</sup>, where before the old gold lettering had been rubbed away<sup>3</sup>, new letters shone brightly.

*Seven-Day Magic*, the letters read.

"It's got a name now!" said John.

"And we made it," said Barnaby.

"Only it doesn't say who the author is," said Susan.

"That's because there wasn't room<sup>4</sup> to put all of us," said Fredericka.

"I wonder who'll take it out next," said Abbie. "And will it be a magic wishing book for them, *too*, or just a book of stories about *us*?"

<sup>1</sup> **it got a little bit torn** — она немного порвалась

<sup>2</sup> **spine** — корешок книги

<sup>3</sup> **where before the old gold lettering had been rubbed away** — где раньше старые золотые буквы были стерты

<sup>4</sup> **there wasn't room** — не было места

<sup>1</sup> **We change here** — Здесь мы делаем пересадку

<sup>2</sup> **led the way** — пошел впереди

<sup>3</sup> **I hate to say good-bye** — Мне так не хочется прощаться



The lady, who was sitting at the far end of the table, looked up and sighed. Then she put her hand to her head as if it ached. "Please," she said. "Can't we have quiet?"

The five children said good-bye to the librarian, went out of the library and walked along the village street that turned into the road home.

## Activities



# Chapter 1

## A VISIT TO THE LIBRARY



### Checking Comprehension

Make the right choice:

- 1) The children came to the library to \_\_\_\_\_? some books.  
a. return                      b. discuss                      c. borrow
- 2) All the children took \_\_\_\_\_? from the shelves.  
a. one book                      b. several books                      c. many
- 3) In order to stamp the date in the books the librarian asked the children to \_\_\_\_\_?  
a. line up  
b. put the books in piles  
c. leave the books on her desk
- 4) Susan had to return the red book back to the library in \_\_\_\_\_? days.  
a. five                      b. seven                      c. fourteen
- 5) The librarian addressed the children in a \_\_\_\_\_?  
a. loud voice                      b. quiet voice                      c. whisper



### Working with Vocabulary and Grammar

- 1 How well do you know the rules of reading? Which of the words in each line is the Odd One Out.

[e] best friend said temper shelf letter excellent newest  
 [aɪ] kind children five line pile bright climb find silence  
 [i:] team clean leave easy street read great keep seem reason  
 [æ] glad magic happen talisman stamp later perhaps naturally  
 [ɜ:] were work return where learn girl earn her year person

- 2 Focus on pronunciation. Practise reading some phrases from the chapter, paying attention to the pronunciation of the preposition 'of' — [əv].

kind *of* book

a pile *of* books

five *of* them  
 a family *of* five  
 captain *of* the basketball team

at the bottom *of* the shelf  
 at the end *of* the shelf  
 in front *of* the bookshelves

- 3 Read out the words with the stress on the second syllable.

against	always	before	begin	bottom
defend	enough	excellent	exciting	family
librarian	library	minute	payment	quartet
	remember	return	several	

- 4 Arrange the words below into four groups according to the following categories:

- 1) things to see in the library;
- 2) things to see in the street;
- 3) family;
- 4) sport.

bookshelf	front yard	quarter-back	road
librarian	grandmother	badminton	house
street	window-sill	kids	desk
brother	page	sister	team
baby	captain	basketball	chess
parents	croquet	father	office
mother	football	husband	

- 5 Give the plural for:

book, shelf, friend, coin, rule, child, singer, man, payment, page.

- 6 Match up the words with the opposite meaning.

1) to remember, to know	a) dark
2) to stop	b) to begin, to start
3) the top	c) magic
4) famous	d) to forget
5) bright	e) unknown
6) ordinary	f) the bottom

- 7 Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

волшебная книга	волшебный талисман
волшебная страна	произойти внезапно (неожиданно)
стопка книг	говорить одновременно
удивляться	убирать лопатой снег с дорожки
заботиться о ком-то	быть вспыльчивым и нетерпеливым
лазать по деревьям	гордиться чем-либо
прозвище	петь в квартете
зарабатывать деньги	обеспечивать семью
по крайней мере	

- 8 Complete the sentences. The words from the box can help you.

- 1) The children lived in two houses \_\_\_\_\_ the road.
- 2) In schoolwork the children's \_\_\_\_\_ were good and sometimes excellent.
- 3) Susan and John's Grannie could do something \_\_\_\_\_ at any time.
- 4) Some of Barnaby's ideas were very \_\_\_\_\_.
- 5) Barnaby often got into \_\_\_\_\_ because of his quick \_\_\_\_\_ exciting
- 6) Fredericka's father had a beautiful \_\_\_\_\_ and was a \_\_\_\_\_ on television.
- 7) Both parents had to work hard to \_\_\_\_\_ some money.

temper
singer
marks
voice
dangerous
across
fight
earn

- 9 Open the brackets to make the sentences complete.

John (to like) sport and (to be) a very good sportsman. He (to play) quarter-back on the school football team. He also (to enjoy) playing chess. His sister Susan (to be) good at chess too. Very often they (to play) chess together. Sometimes Susan (to come) home from school later than

John because she (to take) part in a basketball competition. Everybody at school (to know) that Susan (to be) captain of the girls' basketball team. John (to think) his sister was a very good basketball player.

- 10 Say what the underlined words mean.

- 1) Everybody began to talk at the same time.
- 2) The children lived in the same street.
- 3) John and Susan were in the same class at school.
- 4) Sometimes the children borrowed the same books from the library.
- 5) Barnaby read one book a day, at least, and was anxious that his friends should do the same.

- 11 Fill in the missing prepositions.

Susan and John lived \_\_\_\_\_ a big white house \_\_\_\_\_ their Grannie. The children had to take care \_\_\_\_\_ her, as their Grandmother was different \_\_\_\_\_ other grandmothers. She was full \_\_\_\_\_ energy and liked to do many unusual things. Some \_\_\_\_\_ the things she did were quite unsuitable \_\_\_\_\_ her age. The children thought she could do something dangerous \_\_\_\_\_ any time and very seldom left their Grannie alone \_\_\_\_\_ the house.

- 12 The words in the sentences below are jumbled up. Re-write the sentences, putting the words in the right order.

- 1) It / bright / was / morning / a / summer.
- 2) The / games / boy / many / knew / little.
- 3) Barnaby / bigger / got / boys / fights / into / with / often.
- 4) When / was / eight / John / he / very / was / ill.
- 5) The / old / grandmother / but / was / very / very / energetic.
- 6) Both / afraid / to / leave / grandchildren / were / her / alone.
- 7) Fredericka's / house / came / across / live / in / parents / to / the / the / street.

**13 Match up the two parts of the sentences.**

- |  |         |  |
|--|---------|--|
| 1) Barnaby could always think of something interesting | because | a) she could do something dangerous at any time.                     |
| 2) John was in the same class with his sister          |         | b) he was a boy with ideas.  |
| 3) The children lived with their Grannie               |         | c) it wasn't easy to keep the family of five.                        |
| 4) The children took care of their grandmother         |         | d) sometime ago he was ill and had to miss the whole year at school. |
| 5) Both parents had to work                            |         | e) their parents were dead.  |

**14 Translate the following sentences into Russian.**

- 1) If you remember the rules, you can make the magic work for you.
- 2) If you forget the rules, the magic can work against you.
- 3) They have to learn the rules and make the magic work for them and not against them.
- 4) The grandchildren had to take care of their old Grannie.
- 5) As the family was very big, the father had to work long hours to earn money.
- 6) The family had to make payments for their new house.
- 7) Though the house was very small the family had to pay much money for it.
- 8) The house was just large enough to hold a family of five.

**15 Translate the following sentences into English.**

- 1) Когда вы приходите в библиотеку, вам нужно говорить тихо.
- 2) Если ты не можешь найти книгу сам, ты можешь спросить библиотекаря.
- 3) Если в библиотеке много читателей, иногда приходится стоять в очереди.
- 4) Если ты берешь в библиотеке новую книгу, её нужно вернуть через семь дней.



**Discussing the Story**

**1 Say why the children:**

- a) did a lot of things together.
- b) came to the library in summer.
- c) began to talk in the library at the same time.
- d) believed the best kind of book was a magic book.
- e) thought it was important to remember the magic rules.

**2 Prove that the five friends:**

- a) were fond of reading.
- b) got very excited in their discussions.
- c) loved sport.
- d) often had wonderful time together.

**3 Add more details to these:**

- 1) Barnaby was a person with ideas.
- 2) Susan and John's grandmother was very energetic.
- 3) Fredericka was very much like her brother Barnaby.
- 4) Barnaby's two sisters had a different temper.
- 5) Barnaby had a secret.
- 6) Abbie's parents had to work hard.

**4 Explain why Susan and John:**

- were in one class
- were president and vice-president of the fifth grade
- lived with their grandmother
- took care of their grandmother
- were glad when a new family moved into the house across the road

**5 On behalf of one of the characters make a short talk on the topic:**

- My family
- My friends
- My friends' family

6 **Speak about the children's visit to the library on the part of:**

- a) Barnaby;
- b) Susan;
- c) the lady in the library;
- d) Miss Dowitcher.

7 **Discuss with your classmates whether:**

- Susan knew what kind of book she borrowed from the library
- Miss Dowitcher knew the red book very well
- the red book will turn out to be interesting to read or not

8 **Say what you think will happen in the next chapter.**

9 **Work in pairs/ small groups and act out the talk between:**

- a) Barnaby, John, Susan, Abbie and Frederica discussing the best kind of book;
- b) Miss Dowitcher and the children as they line up to have their books stamped;
- c) Miss Dowitcher and Susan.

10 **Agree or disagree. Try to give arguments in support of your opinion.**

Some useful expressions:

*in my opinion it's true/untrue...;*

*as I see it...;*

*I believe/ think/ guess...;*

*on the one hand..., but on the other hand...;*

*I quite agree with that.*

- 1) Usually grandmothers take care of their grandchildren.
- 2) Usually grandchildren take care of their grandparents.
- 3) It is nice to have friends living in the same street with you.
- 4) It's great luck to have a friend with ideas.
- 5) It's good when parents earn a lot of money.
- 6) It's wonderful when parents spend much time at work.
- 7) Books are like good friends.

11 **Talk to your classmates and find out:**

- if any of them has ever read a magic book
- where they found that book
- what kind of magic objects were there in that book
- what kind of magic things happened in that book
- what they liked about the book best of all
- whether they learned something important from that book
- whether they would recommend reading that book to their friends



### **Read and Write**

1 **When new readers come to the library Miss Dowitcher usually asks them to fill in the questionnaire. Look through the questionnaire and answer the questions.**

Dear Friend,

Welcome to our school library!

We would like to find out more about your reading interests, that's why we ask you to answer some questions.

*Do you like reading?*

*What kind of books do you like to read best of all?*

*What kind of books do you borrow from the library most often?*

*What was the last book you borrowed from the library?*

*Do you have a big collection of books at home?*

*How often do you plan to visit our library?*

*Do you want to borrow books in foreign languages?*

*Have you ever read a foreign book in the original?*

*Do you need help in finding books you need?*

*How long does it usually take you to read a book?*

*Do you always return books on time?*

*Do you know any library rules?*

Thank you for cooperation.

Your Senior Librarian,

Miss Dowitcher

- 2 Project work "Library rules". Working in small groups interview the librarian at your school library and find out about the library rules. Design small posters to illustrate these rules. Bring your posters in class, and decide which posters are the best. Display the best posters in the library.

## Chapter 2

### THE MYSTERY OF THE BOOK



#### Checking Comprehension

Make the right choice:

- 1) Each page of the red book told the children about \_\_\_\_\_.  
a. real people      b. themselves      c. the land of Oz
- 2) The characters in the book were \_\_\_\_\_ the five friends.  
a. older than  
b. younger than  
c. exactly the same as
- 3) When the children wanted to read the book further the pages \_\_\_\_\_.  
a. didn't turn      b. disappeared      c. opened easily
- 4) Abbie thought the red book was like a wishing \_\_\_\_\_.  
a. mirror      b. well      c. ring
- 5) The children stopped in front of the house because they saw a \_\_\_\_\_.  
a. black cat      b. old witch      c. strange sign



#### Working with Vocabulary and Grammar

- 1 How well do you know rules of reading? Which of the words in each line is the Odd One Out.

[ʌ] us just must front other full does once come  
[ɑ:] are far after last careful part start yard ask fast

[aɪ] right fight frightened bright sign thing find  
[aʊ] out how about now round slow found house around  
[ɔ:] small talk walk thought work more awful course before

- 2 Match up the rhyming pairs of words.

fight	land
hand	bright
kind	talk
much	earn
true	such
turn	find
walk	blue

- 3 Focus on word-stress. Which of the words below suit the following stress-pattern:

a) ●●	b) ●●●	c) ●●●	d) ●●●●
arithmetic	adventure	character	silence
problem	remember	dragon	library
suddenly	talisman	somebody	children
probably	hopefully	chapter	fellowship
childhood	unpopular	stenographer	

- 4 Arrange the verbs below into three groups according to their pronunciation in the Past Simple:

- 1) verbs ending in [t]
- 2) verbs ending in [d]
- 3) verbs ending in [ɪd]

ask	defend	end	fill
happen	like	look	play
remember	repeat	start	stop
talk	turn	wait	walk
want	wish	work	despise
suppose	snatch	point	nod
move	defend	mind	

5 The verbs below are in their Past Simple forms. Give the infinitive forms of the verbs and their translation into Russian.

became	began	came
cried	did	felt
forgot	found	got
had	heard	kept
knew	left	made
put	read	said
saw	shook	stood
thought	told	took
understood	went	wrote

6 Make up phrases with the words below and translate them into Russian. Several phrases with one verb are possible. Find sentences (at least six) with these phrases in Chapter 2.

find	a page
feel	around
learn	a wish
stop	one's head
turn	every word
look	better
get into	a coin
make	the rules
shake	reading
repeat	fight

7 Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

переворачивать страницы	герои книги
волшебное приключение	загадать желание
сбываться (о желании)	происходить с кем-либо
иметь вспыльчивый характер	попадать в драку
защищать кого-либо	быть осторожным
говорить испуганным голосом	бояться чего-либо
интересный знак	за поворотом дороги

8 Complete the sentences. The words from the box can help you.

- 1) Magic books are full of \_\_\_\_\_.
- 2) The children stopped talking and stood in \_\_\_\_\_.
- 3) The girl was afraid of the book and she spoke in a \_\_\_\_\_ voice.
- 4) Fredericka wished to have an adventure with \_\_\_\_\_ and \_\_\_\_\_.
- 5) It's difficult to know when magic starts, it always starts \_\_\_\_\_.
- 6) The children knew the house very well, but they have never seen the sign by the \_\_\_\_\_.

adventures
driveway
wizards
silence
frightened
witches
suddenly

9 Open the brackets to make the sentences complete.

The children (to be) surprised to find out that the book (to be) about them. They (to stop) walking and (to stand) in the middle of the road. Everyone (to want) to know what to do next. Little Fredericka (to be) so much afraid of the book, that she (to ask) the children to take it back to the library. She (not to want) to be a character in a book, she (to want) to be a real girl. But Barnaby (to think) the book (to be) full of adventures and they (to be) just at the beginning. He (to try) to read some more pages from the book, but the book (not to open). The pages (not to turn). The whole rest of the book (to be shut) solid tight. When Abbie (to see) it, she (to speak) in a frightened voice: "Some awful thing is going to happen." The children (to look) around and (to wait) in silence. But nothing (to happen).

10 Say what the underlined words mean.

- 1) The pages don't turn.
- 2) Turn the book over.
- 3) The boy began reading the book, turning page after page quickly.

- 4) The children turned round the corner of the street.
- 5) Susan turned to Barnaby.
- 6) It's your turn to make the wish.
- 7) None of the children spoke in turn. They all spoke at the same time.
- 8) Do you know the English proverb "One good turn deserves another"?

**11 Fill in the missing prepositions.**

Barnaby put \_\_\_\_\_ his hand and took the book. Then he began reading it, turning page \_\_\_\_\_ page. He went \_\_\_\_\_ reading it \_\_\_\_\_ some time. Everybody looked \_\_\_\_\_ Barnaby \_\_\_\_\_ silence. "You are right", he said \_\_\_\_\_ last. "We are all \_\_\_\_\_ it. The book tells \_\_\_\_\_ us, and our parents. It says that I think too much \_\_\_\_\_ myself, and that I have a quick temper and often get \_\_\_\_\_ fights." There was another minute \_\_\_\_\_ silence. Barnaby thought \_\_\_\_\_ a moment. Then he spoke again. "All right. What if we are book characters? Many interesting things happen \_\_\_\_\_ book characters. This book is full \_\_\_\_\_ adventures and we are just \_\_\_\_\_ the beginning." "But what will happen \_\_\_\_\_ the end?" asked Abbie.

**12 The words in the sentences below are jumbled up. Re-write the sentences, putting the words in the right order.**

- 1) Soon / road / children / started / the / five / along / the / again / walking.
- 2) We / book / said / that / we / a / magic / wanted.
- 3) Our / true / first / came / wish.
- 4) We / make / adventures / are / to / wishes / about / our / going / next.
- 5) I / wish / to / an / at / once / have / adventure.
- 6) Is / repeating / saying / the / every / book / word / we / are / now?
- 7) We / for / us / must / make / magic / the / work.

**13 Match up the two parts of the sentences.**

- |  |         |   |
|--|---------|---|
| <ol style="list-style-type: none"> <li>1) Barnaby's face became red</li> <li>2) Fredericka spoke in a scared voice</li> <li>3) The children thought hard</li> <li>4) The children stopped in silence</li> <li>5) The little girl didn't wait for her turn</li> <li>6) The pages didn't turn</li> </ol> | because | <ol style="list-style-type: none"> <li>a) they wanted to remember their own words.</li> <li>b) the book didn't open.</li> <li>c) he felt ashamed.</li> <li>d) she was quick-tempered.</li> <li>e) they were very much surprised.</li> <li>f) she was afraid of the book.</li> </ol> |
|--|---------|---|

**14 Translate the following sentences into Russian. Pay attention to the translation of the words in italics.**

- 1) Susan *stopped reading* and looked at the children.
- 2) Barnaby *began reading* the book very quickly.
- 3) Everybody *stopped walking*.
- 4) Soon the five children *started walking* along the road again.
- 5) With the magic book in her hands little Fredericka *began talking* very fast.
- 6) If nobody here wants to be the first, *let me!*
- 7) *Let's see* what the first page says.
- 8) *Let's take* the book back to the library!

**15 Translate the following sentences into English.**

- 1) Джону часто приходилось защищать своего младшего друга.
- 2) Из-за своего вспыльчивого характера Барнаби часто попадал в драки.
- 3) Когда Сюзанна закончила читать первые несколько страниц книги, она поняла, что все её друзья были героями книги.
- 4) Первая часть желания исполнилась.
- 5) Друзья поняли, что они в начале волшебного приключения.



- 6) Мы должны быть осмотрительными, и сначала нам нужно всё хорошенько обсудить.



## Discussing the Story

### 1 Say why in this chapter:

- Fredericka read a part from *The Magic of Oz*.
- Susan stopped reading the red book;
- Barnaby's face became red;
- Fredericka was afraid of the book;
- The children couldn't open the book at the end;
- John thought it was important to be careful.
- Barnaby didn't make the wish first.
- Susan didn't make the wish first.
- Little Fredericka snatched the book from Susan.

### 2 Prove that the five friends:

- did not know the secret of the book at first;
- wanted to understand the magic of the book;
- waited for something awful to happen;
- didn't want Fredericka to make the first wish.

### 3 Add more details to these:

- The book gave many details about the children.
- Susan compared John's plan with solving an arithmetic problem.
- Barnaby was the first to understand the mystery of the book.
- Abbie thought the book was like a wishing ring.

### 4 Explain why Barnaby:

- took the book from Susan to read
- tried to speak bravely
- thought they were at the beginning of some adventure
- believed in the magic of the book

- wanted Susan to make the next wish
- didn't stop Fredericka from making a wish

### 5 On behalf of one of the characters describe:

- what happened on the first few pages of the book
- what your impression of the book was
- how your friends felt about the book
- what you wanted to do about the book
- what you saw round the bend in the road

### 6 Speak about the magic book on the part of one of the characters. Use the following phrases:

*At first I thought \_\_\_\_\_ .*  
*Then I understood that \_\_\_\_\_ .*  
*I couldn't believe that \_\_\_\_\_ .*  
*I quite liked the idea that \_\_\_\_\_ .*  
*I paid attention to the fact that \_\_\_\_\_ .*  
*I wanted us to remember that \_\_\_\_\_ .*  
*I was/ wasn't sure that \_\_\_\_\_ .*

### 7 Discuss with your classmates whether:

- the children were happy to have the red book
- all the children wanted to be characters in the book
- the book really frightened the children
- the children were looking forward to an adventure
- the children knew what would happen next

### 8 Say whether you agree with Barnaby's opinion about the book *The Magic Door*? Was Barnaby right to say that there was not a bit of magic in his book? Can good fellowship be "a magic door" to something?

### 9 Work in pairs/ small groups and act out the scene:

- Barnaby, Susan, Abbie and Fredericka discuss the beginning of the book;

- b) Susan, John and Barnaby try to understand the secret of the magic book;
- c) Fredericka, Abbie protest against Barnaby's idea to go on reading the book.

**10 Agree or disagree. Try to give arguments in support of your opinion.**

Some useful expressions:

*in my opinion it's true/untrue ...;*

*as I see it ...;*

*I believe/ think/ guess ...;*

*on the one hand ..., but on the other hand ...;*

*I quite agree with that.*

- 1) Many interesting things happen to book characters.
- 2) Not all book characters are always pleasant.
- 3) Sometimes the reader likes the most unpleasant character in a book.
- 4) Very often the magic turns a bad character into a good one.
- 5) Quite often the magic turns a good character into a bad one.
- 6) The most interesting part of a book is always at the beginning.
- 7) Sometimes the reader wants to change the end of the book.

**11 Talk to your classmates and find out if any of them:**

- has read "*The Magic of Oz*"
- remembers who wrote that book
- remembers the characters in that book
- can describe a problem the characters had to solve
- can recall a situation when the magic worked for/against the main characters

 **Read and Write**

- 1 Try your hand at story writing. Write a passage (200 words) describing what the dragon saw from the window of the small house. Give a reason for what made the dragon leave the house.

- 2 **Project work "Dragons". Working in five groups find some information about dragons. Present the information you find out in the form of stories, articles, pictures or collages. Display your materials on a wall-paper or stand in class.**

	Task
<b>Group 1</b>	Find out which countries in the world use the dragon as their symbol. Why?
<b>Group 2</b>	Find out which part of Great Britain has a dragon on its flag. Why?
<b>Group 3</b>	Collect some information about dragons in Russian Folklore. What magic powers did dragons have? What usually happened to dragons in Russian folklore?
<b>Group 4</b>	Collect some information about dragons in modern fiction, films, cartoons and songs. What kind of character do modern dragons have? Are they always ugly and frightful?
<b>Group 5</b>	Collect some information about Dragon Festivals. In which countries are they celebrated? When are they celebrated? What usually happens during these festivals?

## Chapter 3 MAKING THE MAGIC WORK



### Checking Comprehension

Make the right choice:

- 1) The dragon appeared \_\_\_\_\_? \_\_\_\_\_ over the driveway.  
a. walking                      b. flying                      c. swimming
- 2) Fredericka was \_\_\_\_\_? \_\_\_\_\_ by the dragon.  
a. frightened                      b. carried away                      c. eaten up

- 3) The dragon flew away \_\_\_\_?\_\_\_\_ .  
 a. slowly                      b. quickly                      c. very fast
- 4) The round gentleman was \_\_\_\_?\_\_\_\_ .  
 a. a wizard  
 b. a clown  
 c. a stage magician
- 5) Mrs. Funk was a \_\_\_\_?\_\_\_\_ .  
 a. witch  
 b. landlady  
 c. vaudeville actress
- 6) The small house belonged to \_\_\_\_?\_\_\_\_ .  
 a. the dragon  
 b. the round gentleman  
 c. Mrs. Funk



### *Working with Vocabulary and Grammar*

- 1 **How well do you know the rules of reading? Which of the words in each line is the Odd One Out.**

[ə:] girl purple were her turn first your circle heard  
 [eə] there stairs air chair where here airplane  
 [ɪ] did will wish time trick crystal liquid  
 [aɪ] wild tight smile frighten ring sign behind  
 [əʊ] low over smoke both sorry nobody  
 [ð] their with mouth others these with  
 [θ] think nothing thought those through

- 2 **Match up the rhyming pairs of words.**

round	stick
scales	few
voice	wall
knew	fly
hall	choice
try	found
trick	nails

- 3 **Focus on word-stress. Which of the words below suit the following stress-pattern:**

a) ●●	b) ●●●	c) ●●	d) ●●●
adventure	afraid	animal	appear
behind	began	direction	disorder
dragon	gentleman	handkerchief	idea
inside	interest	magician	minute
moment	perhaps	retort	return
suddenly	suppose	suspect	visitor
window			

- 4 **Arrange the verbs below into three groups according to their pronunciation in the Past Simple:**

- 1) verbs ending in [t]
- 2) verbs ending in [d]
- 3) verbs ending in [ɪd]

change	continue	help	hope
listen	follow	belong	hesitate
switch	open	pick	step
transform	use	cover	want
scoop	spill	point	practice

- 5 **The verbs below are in their Past Simple forms. Give the infinitive forms of the verbs and their translation into Russian.**

broke	brought	caught	drew
flew	found	held	met
ran	sat	wore	

- 6 **In the words below two letters are missing. Which ones: bb, dd, ll, pp, rr, tt? Spell the words and arrange them in the alphabetical order.**

ki__en	sma__est	ha__
sto__ed	te__ible	mi__le
bo__le	ra__it	so__y

7 The letters of the words below are jumbled up. Work out what colours they are.

der	regen	labck	lube
with	pelurp	wolley	versil

8 Check how attentive you are. What colour were the following things and objects in the story? Without looking into the text write down your variant first. Then find the sentences with the same word combinations in Chapter 3 and read them aloud.

dragon	dragon's eyes	rabbit
powder	flame	smoke
liquid	handkerchief	hall

9 Match up the words with the opposite meaning.

1) to find	a) low
2) to switch on	b) behind
3) dark	c) to lose
4) inside	d) narrow
5) high	e) outside
6) loud	f) quiet
7) in front of	g) bright
8) broad	h) to switch off

10 Translate the following phrases into Russian. Find (at least seven) sentences with these phrases in Chapter 3 and copy them out.

to fly in circles	to fly away
to scoop smb up	to run after
to run about	to run (up)to
to come in	to come out
to get into	to get smth back
to switch on	to pick up
to go through	to go after
to look around	to look at
to look through	to look for

11 Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

пропавшая девочка	странные звуки
дикие животные	покрытый чешуёй
хрустальный шар	бутылка с цветной жидкостью
склянка с порошком	ужасный беспорядок
сидеть на ступеньках	показывать фокусы на сцене
деревянное кольцо	последний выход на сцену
протянуть через кольцо	говорить низким голосом
свистящий звук	в том же направлении
попасть в приключение	жалеть кого-либо
загадать желание	искать новую комнату

12 Complete the sentences. The words from the box can help you.

- 1) The dragon was covered with \_\_\_\_\_.
- 2) The dragon caught up the girl in its \_\_\_\_\_.
- 3) There were a lot of cats and kittens in every \_\_\_\_\_ of the hall.
- 4) The woman shouted loudly: "Oh, my good \_\_\_\_\_!"
- 5) Mr. Oswaldo wanted to get the dragon back or to \_\_\_\_\_ it into some other more \_\_\_\_\_ animal.
- 6) Susan held the magic book very \_\_\_\_\_ and made a wish.
- 7) The magician drew the \_\_\_\_\_ through a wooden ring and the \_\_\_\_\_ happened at once.

firmly
transform
transformation
handkerchief
claws
scales
carpets
corner
harmless

13 Say what the underlined words mean.

- 1) "Shall we?" asked Susan, turning to the rest.
- 2) The rest of the children came after Susan into the hall.
- 3) Some of the cats were resting on the stairs, others ran about and played.

- 4) The children spent the rest of the day in Mr. Oswaldo's house.
- 5) The magician did a lot of tricks without any rest.

**14 Fill in the missing prepositions.**

When the children came \_\_\_\_\_ the room they looked \_\_\_\_\_ it \_\_\_\_\_ surprise. It was a large room \_\_\_\_\_ many tables and shelves \_\_\_\_\_ it. \_\_\_\_\_ every table and \_\_\_\_\_ every shelf there were crystal balls and bottles \_\_\_\_\_ coloured liquid. "We must try to get the dragon \_\_\_\_\_ or transform it \_\_\_\_\_ some other animal," said the magician. He took his box \_\_\_\_\_ tricks and looked \_\_\_\_\_ the card index. He read one card \_\_\_\_\_ another. \_\_\_\_\_ last he found a card he liked. It said "Transformations" \_\_\_\_\_ it. He tried the trick but Fredericka didn't come \_\_\_\_\_. Finally, the magician took a jar \_\_\_\_\_ purple powder \_\_\_\_\_ the table. He put the purple powder \_\_\_\_\_ a cup. After that he brought a match \_\_\_\_\_ the purple powder \_\_\_\_\_ the cup. Suddenly everyone heard a loud noise like the noise \_\_\_\_\_ an airplane and \_\_\_\_\_ a moment the house was \_\_\_\_\_ the air.

**15 Translate the following sentences into Russian. Pay attention to the translation of the words in *italics*.**

- 1) The hall looked dark, and strange sounds *came from inside*.
- 2) These are my *visitors*. And this is Mrs Funk, my *landlady*.
- 3) The gentleman looked at the disorder in the room and *shook his head*.
- 4) Susan *felt sorry for* the round gentleman and wanted to help him.
- 5) If we ever get back, you *will have to look for* a new room.
- 6) "*I'm sorry*, but I can't put this house down," said the round gentleman. "*I'm sorry*, he said again, but this time he *didn't look sorry*."
- 7) *It's all right*, Mrs. Funk. These are my visitors.
- 8) Mr. Oswaldo, put this house down *right this minute!*

**16 Translate the following sentences into English.**

- 1) Маленькая девочка не боялась дракона.
- 2) Дракон летал кругами над головой девочки.
- 3) Дети были напуганы и выглядели бледно.
- 4) В прихожей было темно и из глубины дома доносились странные звуки.
- 5) В комнате был ужасный беспорядок.
- 6) Давайте-ка наведём порядок в комнате, и я постараюсь вам помочь.
- 7) Прошло много времени с тех пор, как мистер Освальдо показывал свои фокусы на сцене.
- 8) Для своего волшебства мистер Освальдо использовал различные цветные порошки и жидкости.
- 9) Девочка изо всех своих сил хотела, чтобы третье желание сбылось.
- 10) Попытка не пытка.



***Discussing the Story***

**1 Give answers to the questions:**

- 1) Why did the dragon frighten the children?
- 2) Why did Fredericka look at the dragon with great curiosity?
- 3) Why did Barnaby stop John from running after the dragon?
- 4) Why did the children go into the house?
- 5) Why was the little round man sure that something went wrong?
- 6) Why was the little man practicing tricks?
- 7) Why did the children think that the house was full of wild beasts?
- 8) Why did Abbie think that the man was not very good at tricks?
- 9) What made Susan take the magic book and make a wish?
- 10) Why didn't the magician look sorry when he couldn't bring the house down?

- 2 Prove that:**
- Mr. Oswaldo did not understand why things were going wrong;
  - the children wanted to be more careful about making a new wish;
  - the children didn't believe Mr. Oswaldo was a very good magician;
  - the children were very polite;
  - the cats and kittens in the house did not belong to Mrs. Funk;
  - Mrs. Funk was a very strict landlady.

**3 Add more details to these:**

- the dragon looked very colourful and frightening;
- the little man in the house looked like a wizard;
- not all the children knew what a vaudeville was;
- the little house was full of strange creatures and things;
- the hat trick didn't work;
- the house was up in the air.

**4 Explain why Mr. Oswaldo:**

- didn't come out from the house to greet the children
- practiced tricks every morning
- kept so many strange things in his house
- didn't keep all his things in order
- was a little scared of Mrs. Funk
- was eager to help the children

**5 On behalf of Mrs. Funk describe:**

- Mr. Oswaldo
- Mr. Oswaldo's room
- Mr. Oswaldo's visitors

**6 On behalf of one of the characters describe:**

- how the dragon caught up Fredericka

- the way Mr. Oswaldo tried to help you bring Fredericka back
- what you felt when the house flew up into the air

**7 Discuss with your classmates whether:**

- Fredericka was a brave girl
- the children were scared to enter Mr. Oswaldo's house
- Mr. Oswaldo had a clever idea how to get the little girl back
- the children had no doubt about the magic power of the book
- the children understood why the house went up into the air
- all the characters were happy to be in the flying house

**8 Say what you think will happen in the next chapter.**

**9 Work in pairs/ small groups and act out the scene:**

- Mr. Oswaldo brings the children into the house;
- Mrs. Funk meets the strangers in the house;
- the children ask Mr. Oswaldo questions about his magic things;
- Mr. Oswaldo apologizes that he can't bring the house down.

**10 Agree or disagree. Try to give arguments in support of your opinion.**

Some useful expressions:

*it may be true, but ...;*

*I believe/ think/ guess ...;*

*in my opinion it's true/untrue ...;*

*as I see it ...;*

*on the one hand ..., but on the other hand ...;*

*I quite agree with that.;*

*indeed, I have no doubt about it.*

- It's great fun to be a magician on stage.
- It's very easy to be a magician on stage.
- Sometimes magic gets stage performers into trouble.

- 4) One needs a lot of practice to become a skilled stage-magician.
- 5) A stage magician never lives in an ordinary house.
- 6) It's important for a magician to have a good reference book or a card index.
- 7) A stage magician must have a very inventive mind.

**11 Talk to your classmates and find out if any of them:**

- has been to the circus
- has seen magic tricks done on stage
- can recall the best trick they liked
- has tried to do a magic trick himself/herself
- would like to learn the art of magic tricks

 **Read and Write**

- 1 Some people like keeping a diary. Imagine that Mr. Oswaldo was one of them. What do you think he wrote in his diary about the morning when all his tricks went wrong? Write a page from Mr. Oswaldo's diary (250 words). Try to use the phrases below:

*at first I thought ...;*  
*then I understood that ...;*  
*I couldn't believe that ...;*  
*I quite liked the idea that ...;*  
*I paid attention to the fact that ...;*  
*I was/ wasn't sure that ...;*  
*finally, I tried to ...;*  
*as the result ... .*

- 2 "Transformations". Do you know how 'a dog' can become 'a cat'? Try Mr. Oswaldo's recipe and play a word-game with transformations.

**A Playing on your own.**

All you need is to write two words with the same number of letters, then by changing only one letter at a time in the first

word try to transform it into the second word. For example, 'dog' can be changed to 'cat' in four words as follows:

dog— cog— cot— cat

To start with, try to turn a 'cup' into a 'jar'; a 'hat' into a 'box' and a 'wood' into a 'park'.

**B Playing with a competitor.**

Choose two words with the same number of letters. Each player writes down the two words. He tries to change the first word into the second word by altering only one letter at a time and each time forming a new word.

It is easiest to begin with three or four letter words, but gradually as you feel quite practiced— you may try five or even six letter words.

The winner is the player who completes the changes using the fewest number of words.

## Chapter 4 THE LAND OF THE DRAGON



**Checking Comprehension**

**Make the right choice:**

- 1) Through the window of the house the children saw \_\_\_\_\_?  
 a. the dragon  
 b. a crowd of people  
 c. streets with shops
- 2) The house landed \_\_\_\_\_?  
 a. safely  
 b. falling on its face  
 c. with a terrible noise

- 3) The crowd of village people greeted the children with \_\_\_\_\_?  
 a. laughter      b. friendly cheers      c. cries of horror
- 4) The dragon lived in a \_\_\_\_\_?  
 a. palace      b. castle      c. cave
- 5) The dragon always had his dinner \_\_\_\_\_?  
 a. in the cave      b. in the dark      c. in public



### *Working with Vocabulary and Grammar*

- 1** How well do you know rules of reading? Which of the words in each line is the Odd One Out.

[eɪ] taste save brave strange away fairy maybe  
 [ɪə] really near ear fear clear cheer here there  
 [u:] do two you flew blue stood through beautiful  
 [ɒ] on off not from cough thought o'clock

- 2** Read out the words with the stress on the second syllable.

balance	courage	direction	exactly
horseback	magician	mountain	princess
shoulder	silence	stranger	suggest
surprise	upset	vegetable	vegetarian
village	window		

- 3** Arrange the words below into three groups according to the following categories:

- 1) things to see in the countryside
- 2) food and meals
- 3) time

bird	cave	day
diet	dinner	eat
field	flower	hour
late	meat	minute

moment	mountain	twelve o'clock
river	time	taste
tree	vegetable	vegetarian

- 4** Make up word combinations using the words from two columns below:

cheering	country
happy	diet
high	claws
horrible	ending
last	mountain
magic	noise
terrible	crowd
vegetable	hour
village	girl
young	people

- 5** Match up the words with the opposite meaning.

1) to rise	a) noise
2) to carry away	b) beginning
3) silence	c) pleasant
4) everything	d) beautiful
5) ending	e) to fall
6) last	f) dangerous
7) safe	g) first
8) awful	h) to bring back
9) annoying	i) sad
10) happy	j) nothing

- 6** Give the English equivalents for the words and phrases below. Find the sentences with them in the chapter and read them aloud.

пытаться	осмелеть
иметь что-либо в виду	пещера
наблюдатели	терять равновесие
благополучно приземлиться	сказочный пейзаж
направляться (идти по направлению к ...)	шипеть
	колдунья



крестьянин  
незнакомка  
ходить на охоту  
пищеварение  
идти на попятный

уважаемый  
указывать направление  
портить вкус  
вегетарианец

**7 Complete the sentences. The words from the box can help you.**

- 1) As the dragon did not try to eat Fredericka, her hopes \_\_\_\_\_.
- 2) Fredericka wished that a prince would come and \_\_\_\_\_ her.
- 3) The dragon was not on a \_\_\_\_\_ diet.
- 4) The little girl decided to \_\_\_\_\_ for her life.
- 5) Mrs. Funk's house was flying a few \_\_\_\_\_ back.
- 6) The \_\_\_\_\_ of village people came to greet the visitors.
- 7) Barnaby asked the head of the village to \_\_\_\_\_ them to the dragon.

miles  
vegetarian  
rose  
crowd  
save  
lead  
fight

**8 Give the second and the third forms of these verbs.**

to rise	to ea	to fight	to fly
to lead	to lose	to hold	to show
to hear	to sing	to sit	

**9 Open the brackets to make the sentences complete.**

A crowd of village people (to stand) outside. When the children (to come out) of the house, the crowd (to cheer) happily. They (to cry) "Hurrah, hurrah!" and "Welcome to our country!". The visitors (to understand) that the people (to be) quite friendly and (to want) to speak to them. The head of the village (to come) nearer and (to look) carefully at them. "Well," he (to say), "I (not to be) sure you can (to kill) the dragon". But the children (not to agree) with him.

**10 Say what the underlined words mean.**

- 1) Trees must taste nice.
- 2) It spoils the taste of my dinner.
- 3) Have you ever tried a vegetable diet?
- 4) "I have never tried small girls, but they must taste nice, too", said the dragon. "I won't taste nice," said Fredericka.
- 5) Barnaby tried not to show that he was a little afraid.
- 6) Many princes have tried to kill the dragon.

**11 Fill in the missing prepositions.**

The dragon had his cave \_\_\_\_\_ a mountain not far \_\_\_\_\_ the village. Every morning he went hunting but not \_\_\_\_\_ the forest. He went hunting \_\_\_\_\_ the village. He always carried a young girl \_\_\_\_\_ the village. When the dragon was about to eat someone, the village people always saw purple smoke coming \_\_\_\_\_ ... the cave. The dragon never ate his dinner \_\_\_\_\_ the cave, but had it \_\_\_\_\_ public \_\_\_\_\_ twelve o'clock.

**12 Match up the two parts of the sentences.**

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>1) Fredericka's hopes rose</li> <li>2) Barnaby asked everybody to stand in different corners of the flying house</li> <li>3) The village people thought Mrs. Funk was a witch</li> <li>4) The dragon did not eat vegetarian food</li> <li>5) The crowd cheered happily</li> </ol> | <p style="text-align: center;">because</p> | <ol style="list-style-type: none"> <li>the house lost its balance.</li> <li>the village people knew their visitors were special.</li> <li>the dragon didn't try to eat her while they were flying.</li> <li>she looked very much like one and had a cat on her shoulder.</li> <li>meat was his diet.</li> </ol> |
|--|--|---|

**13 Translate the following sentences into Russian.**

- 1) The country over which they were flying looked like a fairy-land.

- 2) The magic land looked very much different from the magic land of Oz.
- 3) The strange trees looked like flowers.
- 4) The girl hoped that her brother would find and save her.
- 5) At least she hoped so.
- 6) Suddenly the house lost its balance.
- 7) The crowd of people was cheering.
- 8) The whole group looked like a picture from a book about witches.
- 9) The children looked where the man pointed and saw the dragon's cave.
- 10) The girl began to struggle in the dragon's claws.

**14 Translate the following sentences into English.**

- 1) Многие храбрецы пытались убить дракона, но никто не смог убить его.
- 2) На плече у миссис Фанк сидела кошка. Кошка беспокоилась и громко шипела.
- 3) Из пещеры валил фиолетовый дым и раздавались ужасные крики.
- 4) Дракону не нравились громкие крики, потому что они портили вкус его еды.
- 5) Маленькая девочка решила сражаться за свою жизнь.
- 6) Волшебник опасался, что его волшебство недостаточно сильное, чтобы убить дракона.



***Discussing the Story***

**1 Say why in this chapter the village people:**

- a) were glad to see the strangers;
- b) were sure there was a witch among the strangers;
- c) didn't believe that the strangers could kill the dragon;
- d) knew the dragon's routine very well;
- e) felt calm about the dragon's dinner that day.

**2 Prove that the children:**

- a) were sure that the new land wasn't the magic land of Oz;

- b) were sure that they could kill the dragon;
- c) believed Mr. Oswaldo could help them ;
- d) didn't expect Mrs. Funk to criticize Mr. Oswaldo .

**3 Add more details to these:**

- 1) The new country looked like a fairy-land.
- 2) The dragon could speak.
- 3) The dragon was not a vegetarian.
- 4) Fredericka was in despair.
- 5) The house landed safely.
- 6) The village people were very much interested in the strangers.

**4 Explain why the dragon:**

- flew so far away
- had his cave close to a village
- refused to go on a vegetarian diet
- didn't like it when girls screamed
- always had his dinner in public

**5 On behalf of one of the children talk about:**

- the new land
- the village people
- what you have learned about the dragon from the people

**6 On behalf of the head of the village speak about:**

- a) the dragon;
- b) the life in the village;
- c) the meeting with the visitors from the flying house.

**7 Discuss with your classmates whether:**

- Fredericka believed that the dragon would not eat her
- the dragon could change his mean character

- Mr. Oswaldo was scared of the dragon
- Mr. Oswaldo had no magic in his power
- Mrs. Funk was ashamed of Mr. Oswaldo's words

**8 Say what you think will happen in the next chapter.**

**9 Work in pairs/ small groups and act out the talk between:**

- Fredericka and the dragon while they were still up in the air;
- Fredericka and the dragon when they were already in the cave;
- the children and the village people;
- the children, Mr. Oswaldo and Mrs. Funk at three minutes to twelve.

**10 Agree or disagree. Try to give arguments in support of your opinion.**

- Stories about dragons always have very sad endings.
- Stories about dragons sometimes have happy endings.
- In books dragons always live in caves.
- In books it is usually a prince who comes to fight a dragon and save the princess.
- In stories about dragons a prince often comes late to save the princess.
- In books dragons are very often fooled by people.

**11 Talk to your classmates and find out if any of them:**

- thinks that the dragon is not at all mean
- believes that the dragon is absolutely horrible
- knows what Fredericka should do next in order to fool the dragon
- knows a good trick to fool the dragon
- has ever read a book about a dragon with a happy ending
- has ever read a book about a dragon with a sad ending
- remembers what kind of forests, fields, mountains and rivers there were in the land of Oz

## **Read and Write**

The people in the village knew that the dragon lived strictly according to a schedule. Think and imagine what other activities, apart from hunting and eating, that schedule included. Here are two topics for your composition: 'The Dragon's Daily Routine', 'The Dragon's Weekly Routine'. Choose one topic and write a composition (250 words).

### **The Dragon's Daily Routine**

sunrise \_\_\_\_\_ .  
 a.m. \_\_\_\_\_ .  
 noon \_\_\_\_\_ .  
 p.m. \_\_\_\_\_ .  
 twilight \_\_\_\_\_ .  
 sunset \_\_\_\_\_ .  
 midnight \_\_\_\_\_ .

### **The Dragon's Weekly Routine**

Sunday \_\_\_\_\_ .  
 Monday \_\_\_\_\_ .  
 Tuesday \_\_\_\_\_ .  
 Wednesday \_\_\_\_\_ .  
 Thursday \_\_\_\_\_ .  
 Friday \_\_\_\_\_ .  
 Saturday \_\_\_\_\_ .

## **Chapter 5 FIGHTING THE DRAGON**

### **Checking Comprehension**

**Make the right choice:**

- The dragon flew up before the crowd looking very \_\_\_\_? \_\_\_\_ .  
 a. happy                      b. angry                      c. proud

- 2) Mrs. Funk put out the dragon's fire using \_\_\_\_?\_\_\_\_ .  
 a. salt  
 b. ammonia  
 c. vanishing cream
- 3) When the dragon saw the cats it \_\_\_\_?\_\_\_\_ .  
 a. laughed  
 b. roared  
 c. shrank with fear
- 4) The village people called \_\_\_\_?\_\_\_\_ the great wizard.  
 a. Mr. Oswaldo    b. Mrs. Funk    c. the cats
- 5) The village people invited Mr. Oswaldo to \_\_\_\_?\_\_\_\_ in their land.  
 a. live                      b. rule                      c. perform



### *Working with Vocabulary and Grammar*

- 1 **How well do you know the rules of reading? Which of the words in each line is the Odd One Out.**

[ɔ:] short claw more porch oven salt always vaudeville  
 [ɒ] top office tomorrow sorry story across gone  
 [dʒ] John magic just page grab change gentleman  
 [ŋ] thing long shrink holding think find making going  
 [w] what want will with which whole witch whispered

- 2 **Focus on word-stress. Which of the words below suit the following stress-pattern:**

a) ●●	b) ●●●	c) ●●	d) ●●●
across	ammonia	audience	because
bedroom	began	bookcase	carefully
country	hesitate	housewife	kitchen
library	loudly	moment	Monday
second	somebody	suddenly	Sunday
surprise	tomorrow	vanishing	vaudeville
whisper			

- 3 **Arrange the verbs below into three groups according to their pronunciation in the Past Simple:**

- 1) verbs ending in [t]
- 2) verbs ending in [d]
- 3) verbs ending in [ɪd]

call	change	follow	grab
hold	help	hesitate	land
look	open	plan	please
rest	return	rub	rule
save	seem	start	stay
talk	touch	turn	vanish
wait	wish	work	

- 4 **In the words below two letters are missing. Which ones: bb, dd, ff, ll, nn, pp, rr, ss, tt? Spell the words and arrange them in the alphabetical order.**

vi_ _age	ho_ _ible	ca_ _ed
di_ _erent	le_ _on	pla_ _ing
ru_ _ed	si_ _ing	tomo_ _ow
acro_ _	carefu_ _y	su_ _er
sti_ _	su_ _enly	

- 5 **The letters of the words below are jumbled up. Work out what they are.**

tenglenam	wherisp	venadretu	niecaude
auvidellev	pursrise	wayrived	tasitehe

- 6 **Match up the verbs with the opposite meaning.**

1) to look for	a) to hesitate
2) to stay	b) to grow
3) to be sure	c) to appear
4) to throw	d) to find
5) to shrink	e) to make sad
6) to remember	f) to leave
7) to vanish	g) to forget
8) to please	h) to grab

- 7 **Translate the following phrases into Russian. Find (at least seven) sentences with these phrases in Chapter 5 and copy them out.**

to look for	to look at
to look proud	to fly up
to put down	to put out
to make up one's mind	to come out
to come to	to come from
to go up to	to go away
to go back	to stand around in a circle
to hold tight	to run across
to take a walk	

- 8 **Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.**

искать	гордый
переворачивать страницы	найти нужную страницу
превращать день в ночь	хватать
гасить огонь	дотрагиваться до кого-либо
колебаться в решении	уменьшаться в размерах
гордость	кусаться
укусы	чихать
кашлять	прятаться
оставаться	править страной
позволять кому-либо делать что-либо	зрители
тереть / втирать	говорить шепотом
крыльцо	заканчиваться

- 9 **Match up the two parts of the sentences.**

1) If you don't save the girl at once	it will be Susan's turn.
2) If he doesn't find the right page	you will understand that it has changed.
3) If the cats smell ammonia	you will have to look for a new room.

- |   |                                      |
|---|--------------------------------------|
| 4) If the dragon hesitates              | he has gone back into vaudeville.    |
| 5) If you look at the sign by the house | he will not be able to do the trick. |
| 6) If you're looking for Mr. Oswaldo    | it will lose.                        |
| 7) If they make a new wish              | they will hiss very loudly.          |

- 10 **Open the brackets to make the sentences complete.**

When the dragon first (to come) out of his cave, all the cats and kittens (to hide) behind Mrs. Funk's skirt. But, as soon as the smell of ammonia (to reach) their noses, they all (to hiss) very loudly. Then they (to put back) their ears and (to come out). The cats (not to understand) that the animal in front of them (to be) a dragon. They (to think) it (to be) a big dog. As the cats (to come) hissing nearer, the dragon (to shrink) still more. The cats (to stand) around the dragon in a circle, and the dragon (to shrink) more and more. It (to be) terribly afraid of the cats and (to go on) shrinking till it (to be) no bigger than a mouse. The cats (to begin) to play with it as cats usually (to play) with mice. Then the smallest kitten (to jump) at it and (to eat) it up. That (to be) the end of the horrible dragon and the crowd of village people (to cheer) with joy.

- 11 **Say what the underlined words mean.**

- 1) "This magic book began the whole thing," said Barnaby.
- 2) The dragon tried to grab the book from Mrs. Funk.
- 3) The dragon began to shrink.
- 4) For a moment the dragon hesitated.
- 5) The dragon sneezed and coughed.
- 6) The next turn was the cats.
- 7) Mrs. Funk rubbed a little cream on the nose of each child.
- 8) At that moment a woman came out on the porch of the house.

**12 Fill in the missing prepositions.**

The dragon flew \_\_\_\_\_ before the crowd, looking very proud, and then it landed. The children looked \_\_\_\_\_ its horrible red scales and horrible green eyes. They felt frightened. They were afraid \_\_\_\_\_ the dragon's teeth and claws. But as something interesting started happening \_\_\_\_\_ the book, the dragon looked \_\_\_\_\_ it. Then the dragon put Fredericka down \_\_\_\_\_ the ground and, holding her \_\_\_\_\_ one claw, tried to grab the book \_\_\_\_\_ Mrs. Funk \_\_\_\_\_ its other claw. Mrs. Funk got very angry and didn't give the book \_\_\_\_\_ the dragon. As the result, the dragon opened its horrible mouth, and a cloud \_\_\_\_\_ red flame and smoke came \_\_\_\_\_ it.

**13 Translate the following sentences into Russian. Pay attention to the translation of the words in *italics*.**

- 1) We're not sure yet *just* how it works.
- 2) Don't *just* stand there. Do something.
- 3) Each person found in the magic book *just* what he wanted.
- 4) I am sure I have *just* seen something like 'How to Shrink a Dragon'.
- 5) "Oh, no!" cried Mrs. Funk, "*just* wait and see This will be a lesson to you".
- 6) I think this is *just* the beginning of his story!
- 7) And later that day, *just* before supper, Susan took a walk to the house across the street.

**14 Translate the following sentences into English.**

- 1) Часы пробили двенадцать, и ужасный дракон появился перед толпой.
- 2) Волшебник старался быстро переворачивать страницы книги, чтобы найти подходящий фокус.
- 3) Дракон постарался выхватить волшебную книгу из рук миссис Фанк.
- 4) Пока дракон раздумывал, Джон вернулся из домика с банкой соли.

- 5) Сначала дракон стал уменьшаться в размерах, потому что было задето его самолюбие, но потом он уменьшился ещё больше от страха.
- 6) Дракон уменьшился так сильно, что кошки начали играть с ним как с мышкой.
- 7) Ликующая толпа приветствовала мистера Освальдо как великого волшебника.
- 8) Как настоящий артист мистер Освальдо всегда был готов доставить удовольствие своим зрителям.



**Discussing the Story**

**1 Give answers to the questions:**

- 1) Why did the children want to tell Mr. Oswaldo and Mrs. Funk about the magic book?
- 2) Why did the children feel frightened when they saw the dragon again?
- 3) Why did the dragon look very proud?
- 4) Why did the book have different title for different people?
- 5) What trick did Mr. Oswaldo want do with the dragon?
- 6) Why did Mrs. Funk take the book from Mr. Oswaldo?
- 7) Why did the dragon get interested in the magic book?
- 8) Why did the dragon hesitate?
- 9) Why did the cats stop hiding behind Mr. Funk's skirt?
- 10) Why did the village people ask Mr. Oswaldo to stay in their country?
- 11) What did the children understand about Mr. Oswaldo?
- 12) Why was Fredericka sure that Oswaldoland was the magic land of Oz?
- 13) Why didn't the children start their next adventure on Sunday?

**2 Prove that:**

- a) the children had no time to finish their story about the magic book;
- b) Mr. Oswaldo changed his mind and decided to help;

- c) Mrs. Funk was a woman of action;
- d) the dragon was not horrible anymore;
- e) nobody at home noticed anything strange about the children;
- f) the children decided to take turns about their next wish;
- g) nobody in town knew the real story about Mr. Oswaldo and Mrs. Funk.

**3 Add more details to these:**

- 1) Mrs. Funk was surprised to learn about the book.
- 2) The dragon followed a strict diet.
- 3) Fredericka asked for help.
- 4) the dragon was not very quick with making up his mind.
- 5) the dragon shrank several times for different reasons.
- 6) Abbie didn't think that the cheering crowd was right about Mr. Oswaldo.
- 7) Mr. Oswaldo and Mrs. Funk liked the new land very much.

**4 Explain why:**

- Mrs. Funk was not afraid of the dragon
- the dragon began to shrink
- the smallest kitten was able to eat up the dragon
- the village people believed that Mr. Oswaldo was a great wizard
- Mr. Oswaldo decided to stay in the fairy-land
- Mrs. Funk decided to stay in the land without any shops
- Barnaby said that Susan would be the next to make the wish

**5 On behalf of the Great Wizard Oswaldo speak about:**

- the magic book
- the trick you wanted to do with the dragon
- the magic happenings in the green village
- your decision to stay in the magic land

**6 On behalf of one of the characters describe:**

- what happened at twelve o'clock
- how the children helped Mrs. Funk
- how the children got back home

**7 Discuss with your classmates whether:**

- Mr. Oswaldo really did nothing to kill the dragon
- Mrs. Funk and the cats only helped Mr. Oswaldo to transform the dragon
- the dragon shrank only because of the growing fear inside him
- the children acted as a team to save Fredericka
- their adventure looked like the beginning of the story '*The Magic of Oz*'
- Mrs. Funk and Mr. Oswaldo will be happy in the new land

**8 Say what you think will happen with Mrs. Funk and Mr. Oswaldo next.**

**9 Work in pairs/ small groups and act out the scene:**

- a) the children explain the magic of the book to Mrs. Funk and Mr. Oswaldo;
- b) Fredericka speaks to the dragon;
- c) Mrs. Funk speaks to the dragon;
- d) the village people thank Mr. Oswaldo;
- e) Fredericka speaks to the village people about the name of their country;
- f) the children discuss how to get back home;
- g) Susan talks to a woman from the house next door.

**10 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) Cats always fight with dogs.
- 2) He who hesitates is lost.
- 3) Wizards always let the witches do the work and then take the credit.

11 **Talk to your classmates and find out if any of them:**

- knows some practical household advice
- has ever used some practical household advice
- has learned anything new from Mrs. Funk's practical advice
- believes that Mrs. Funk was an unusual landlady
- believes that magic is sometimes hidden in usual things

 **Read and Write**

In this Chapter the children's first adventure came to an end. Do you think they enjoyed it? Do you think they will remember it? What moments of their first adventure were most scaring, difficult or, vice versa, surprising and happy? Try your hand at writing a short article (350 words) about the adventure for one of the characters. Read your article in class and make your friends guess on whose behalf you wrote it.

## Chapter 6 THE HALF-MAGIC TALISMAN

 **Checking Comprehension**

Make the right choice:

- 1) With the money the children had they bought \_\_\_\_\_.  
a. a jigsaw puzzle  
b. a strange-looking car  
c. some candy
- 2) The new adventure started as the children \_\_\_\_\_.  
a. woke up  
b. turned round the corner  
c. came into the candy shop

- 3) The little girl was looking at \_\_\_\_\_.  
a. a metal ball    b. a fat baby    c. a talisman
- 4) The little girl made a wish to see the \_\_\_\_\_.  
a. past  
b. future  
c. present in a far away country
- 5) The little baby became \_\_\_\_\_.  
a. grown up  
b. half grown up  
c. a grown-up man with the mind of a baby

 **Working with Vocabulary and Grammar**

- 1 **How well can you read words in transcription? Read the following words in transcription and write them down in the alphabetical order.**

[ˈgæðə]	[ˈsʌdn]	[enəˈdʒetɪk]
[ˈkændɪ]	[stɔ:]	[ˈfju:tʃə]
[θʌm]	[ˈtæɪlzmən]	[tʃeɪndʒ]
[ɪkˈsplɔ:]	[ˈdʒɪgsɔ:]	[əˈtenʃn]
[tɔ:k]	[ˈbeɪbɪ]	[ˈpʌzl]
[ˈmɪdl]	[maʊθ]	[ˈtrʌbl]
[ˈdrægən]		

- 2 **Read the words and compare the place of word stress in them with the place of word stress in their Russian equivalents. Is there any difference in the place of word stress in them? Which one?**

moment	model	automobile
metal	talisman	interest
minute	surprise	dragon

- 3 **Arrange the verbs below into three groups according to their pronunciation in the Past Simple:**

- 1) verbs ending in [t]
- 2) verbs ending in [d]
- 3) verbs ending in [ɪd]



agree	gather	turn	repeat
want	happen	help	wash
clean	walk	decide	stop
count	earn	save	wish
point	whisper	work	raise
explore	greet	drop	touch
pick	stare	stretch	suppose
add	remain	persuade	listen
boast	touch	roll	

4 The verbs below are in their Past Simple forms. Give the infinitive forms of the verbs and their translation into Russian.

spent	shook	hang	found	met
brought	forgot	left	wore	burst

5 Match up the words with the opposite meaning.

1) to raise	to look sad
2) inside	lazy
3) to smile	rich
4) to earn	to put down
5) energetic	peace
6) to find	to forget
7) poor	outside
8) war	to spend
9) to remember	a lot
10) a few	to lose

6 Give the Russian equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

to look displeased	to keep someone busy
to cut lawns	to sell subscriptions
to save up	to run forward
to explore outer space	to greet someone
to persuade smb to do smth	to make oneself comfortable
a rocking armchair	to wear a suit
at first glance	to pay attention

7 Open the brackets to make the sentences complete.

The children (to decide) to stay at home and wait. First they (to do) some work in John and Susan's house: they (to wash up) and (to clean) the rooms. After that they (to find) a very difficult jigsaw puzzle and (to give) it to their granny (to keep) her busy for half an hour at least. Then they (to leave) the house and (to walk) along the road to town. They (to get) to town safely and (to go) to buy some candy in a store at the corner of the Main Street. Nothing magic (to happen).

8 Say what the underlined words mean.

- 1) She was a poor-looking girl.
- 2) She had an old-fashioned apron over her dress.
- 3) Her hair hung down her back in a ponytail.
- 4) Every wish must be made twice.
- 5) She left her baby brother sitting there on the sidewalk.
- 5) The man in a suit sat on the grass making a mud pie.
- 6) He got up and made a few steps.

9 Fill in the missing prepositions.

As you remember, John and Susan had to take care \_\_\_\_\_ their grandmother. Very often their Grannie did things that were difficult \_\_\_\_\_ her. The children were afraid to leave her alone \_\_\_\_\_ the house, because she was very energetic and was capable \_\_\_\_\_ most unexpected things. Quite often she got \_\_\_\_\_ trouble. Most part of the day Grannie would sit \_\_\_\_\_ her rocking armchair reading a book or trying to work \_\_\_\_\_ a difficult jigsaw puzzle. Usually she was very good \_\_\_\_\_ working \_\_\_\_\_ puzzles.

10 The words in the sentences below are jumbled up. Re-write the sentences, putting the words in the right order.

- 1) It / magic /was /the /that /the /children /third/ day / had/ the /book.
- 2) Susan's / it / was / turn / to / the / wish / make.
- 3) A / high / passed / strange-looking / them / car.

- 4) Near / baby / her / a / fat / sat / on / sidewalk / the.
- 6) The / smile / little / looked / with / up / a / girl.
- 7) Sorry / left / alone / we / you.
- 8) Are / more / wars / there / no?
- 9) I / take / him / can't / home / like / that / again.
- 10) The / surprised / girl / was / so / the / that / talisman / she / dropped.

**11 Translate the following sentences into Russian.**

- 1) Let's not even think of magic.
- 2) Let's just go about our business and wait.
- 3) Let's go to town to buy some candy.
- 4) Let's make two wishes again at the same time.
- 5) Susan cried out in fright: Grannie was sitting on the window-sill of John's gable room and cleaning the window from outside.
- 6) Grannie was capable of most unexpected tricks.
- 7) The children put the grandmother down in her armchair and she went on with her jigsaw puzzle
- 8) The man was big, and he wore a suit and a shirt and a tie and a hat, but he kept his thumb in his mouth.
- 9) He looked like a grown-up man, but he still had the mind of a baby.
- 10) The baby-man picked up his sister and carried her away.

**12 Translate the following sentences into English.**

- 1) На этот раз дети договорились даже не думать о волшебстве.
- 2) Дети отправились в город, чтобы купить немного конфет.
- 3) Когда дети вышли из магазина конфет и повернули за угол, они оказались не в маленьком городке, а в большом городе.
- 4) Девочка подняла вверх свои талисман и загадала желание.
- 5) С 1924 года произошло много изменений: города выросли, машины стали ездить быстрее, а самолёты стали летать выше.

- 6) Ребенок подобрал волшебный талисман и положил его в карман. Было бесполезно просить его вернуть талисман назад.
- 7) Было странно смотреть, как взрослый человек сидит на траве и играет в куличики.



**Discussing the Story**

**1 Say why in this chapter:**

- a) the children agreed to have a different kind of adventure;
- b) Susan was sure that something unusual would happen;
- c) the children understood that the new adventure took them into the past;
- d) the five friends knew who the little girl was;
- e) the little girl thought her magic talisman didn't work;
- f) the little girl wanted to get into the future;
- g) the baby became a grown-up man with the mind of a baby;
- h) it was difficult for the children to make the baby-man listen to them;
- i) the baby-man decided to run away.

**2 Prove that the children:**

- a) were really good friends;
- b) were not afraid of housework;
- c) tried to make their Grannie's life more interesting;
- d) believed that saving up money was important;
- e) knew that their next adventure would be the continuation of the book they knew;
- f) didn't expect the baby to turn into a half-grown-up man;
- g) were eager to help the little girl.

**3 Add more details to these:**

- 1) The children went about their own business and waited.
- 2) The Main Street looked different.

- 3) Susan knew who the little girl was.
- 4) The country life in the future did not differ from the country-life in the past.
- 5) The city life in the future differed from the city-life in the past.
- 6) The little girl was so eager to get into the future that she forgot something very important.
- 7) The Grannie made the children worry about her.
- 8) The baby-man discovered a lot of new things.
- 9) The baby-man felt extremely happy.
- 10) The children were in despair.

**4 Explain why the baby:**

- got the magic talisman
- reused to give the talisman back
- became a grown-up with the mind of a child
- spoke in a rude manner to his sister
- paid no attention to the children's calls to come back

**5 On behalf of one of the children talk about:**

- the differences you noticed in the main street
- the little poor girl
- the secret of the magic talisman
- the transformations of the baby

**6 On behalf of the little girl speak about:**

- a) the day you met the five children;
- b) your wish to go into the future;
- c) your baby-brother's strange behaviour.

**7 Discuss with your classmates whether:**

- the new adventure was the trick of the magic book or the trick of the talisman
- the children were eager to tell the girl about the future

- it was necessary for the children to rush to help their Grannie
- the children were surprised to see a grown-up man sitting on the grass
- the children knew how to help the girl to get her talisman back
- the children understood what the baby-man hated most of all
- the baby-man was right to run away

**8 Say what you think will happen in the next chapter.**

**9 Work in pairs/ small groups and act out the talk between:**

- a) the children choosing what kind of adventure they would like next;
- b) the children making a discovery that the street has changed;
- c) the children and the little girl talking about the magic talisman;
- d) the children explaining to the little girl how different the future is from the past;
- e) Susan talking to the baby-man as she tried to get the talisman back.

**10 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) It's not easy to tell the future from the past without seeing things in the street.
- 2) It's difficult to make a child give anything he/she has back.
- 3) Children don't like to be told what to do all the time.
- 4) Children want some freedom in doing things they like.
- 5) Sometimes grown-ups behave like babies.
- 6) It's often interesting to discover what happens before or after in the book you read.

**11 Talk to your classmates and find out if any of them :**

- does similar things about the house as the children did
- has some pocket money for candy and chocolate

- earns some pocket money himself/herself
- saves up some money for something important

### **Read and Write**

When the children went to town they had some pocket money with them. Some were eager to spend that pocket money on sweets, but the others wanted to save it up. What would you do in a similar situation? Would you spend all your pocket money on candy, ice-cream, games or some other entertainment? Or would you rather save it up for the future? Give at least three good reasons in support of your opinion and write a letter to John describing your choice.

## Chapter 7 THE MADDENED TRAIN

### **Checking Comprehension**

Make the right choice:

- 1) The baby-man walked in the direction of \_\_\_\_\_.  
 a. a bus station  
 b. a railroad station  
 c. an underground station
- 2) The magic talisman was in \_\_\_\_\_ pocket.  
 a. the little girl's  
 b. Barnaby's  
 c. the baby-man's
- 3) When the conductor of the train saw five children running he \_\_\_\_\_.  
 a. stopped the train  
 b. waited  
 c. gave a loud whistle

- 4) When the baby-man got on the train he decided to \_\_\_\_\_.  
 a. sing  
 b. dance  
 c. talk to other passengers
- 5) The children tried to \_\_\_\_\_ the baby-man.  
 a. punish  
 b. defend  
 c. kidnap

### **Working with Vocabulary and Grammar**

- 1 **How well do you know rules of reading? Which of the words in each line is the Odd One Out.**

[aɪ] side aisle fright kind drive train right silent tight  
 [aʊ] down town shout loud should how around without  
 [əʊ] go low know home power road hold post moment  
 [ɒ] watch dollar want astonish horror spot order song  
 [ɔ:] walk saw call more pocket door your talk water thought

- 2 **Arrange the words below into three groups according to the following categories:**

- 1) location / direction
- 2) size
- 3) character
- 4) occupation

little	away	conductor
after	attentive	in front of
big	towards	small
singer	horrible	silly
behind	quiet	down
irresponsible	along	at the end
innocent	backwards	around
kidnapper	low	brave
kind	angry	driver

3 **Make up word combinations using the words from two columns:**

railroad	train
loud	sound
two-car	airplanes
one-year-old	seat
magic	cooler
pleasant	station
front	idea
paper	whistle
water	baby
new	power

4 **Match up the words with the opposite meaning.**

- |                     |                      |
|---------------------|----------------------|
| 1) to enjoy oneself | a) to be indifferent |
| 2) different        | b) down the aisle    |
| 3) loud             | c) clever            |
| 4) to be astonished | d) always            |
| 5) to stay          | e) to feel unhappy   |
| 6) up the aisle     | f) beautiful         |
| 7) to push          | g) the same          |
| 8) silly            | h) to pull           |
| 9) horrible         | i) to rush           |
| 10) never           | j) silent            |

5 **Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.**

отпускать кого-либо	похищать кого-либо
похититель	развлекать кого-либо
высадить кого-либо из поезда	управлять поездом
набирать скорость	защищать кого-либо
идти (вверх/вниз) по проходу	наблюдать за кем-либо
смотреть на кого-либо/что-либо в изумлении	годовалый ребёнок
цветочные часы (из одуванчика)	бумажный стаканчик
заставлять кого-либо работать	зарабатывать деньги
	тянуть

толкать	хватать
исчезать	появляться
волшебная сила	оставить рабочее место
получать удовольствие	все равно
в целом и в частности	

6 **Complete the sentences. The words from the box can help you.**

- 1) The train started with a loud \_\_\_\_\_.
- 2) The conductor came into the carriage to inspect some \_\_\_\_\_.
- 3) The baby-man thought of a wonderful way to \_\_\_\_\_ himself.
- 4) The passengers looked at the baby-man as if he were \_\_\_\_\_.
- 5) The children tried to \_\_\_\_\_ the baby-man.
- 6) Something interesting \_\_\_\_\_ the baby-man's attention.
- 7) The conductor asked the passenger to \_\_\_\_\_ himself together.

mad
attracted
tickets
whistle
amuse
pull
defend

7 **Arrange the verbs below into three groups according to their pronunciation in the Past Simple:**

- 1) verbs ending in [t]
- 2) verbs ending in [d]
- 3) verbs ending in [ɪd]

walk	look	defend	pay
consider	kidnap	arrest	talk
push	giggle	bump	pull
beg	follow	fill	explore
assure	flash	amuse	appear
remember	watch	rush	wait
turn	happen	halt	astonish
wriggle	stop	hop	travel
call	start	decide	enjoy
complain			

**8 Open the brackets to make the sentences complete.**

All the passengers in the train (to begin) to talk at once. It (to become) very noisy in the carriage and the conductor (not can) (to hear) anything. At the same time the conductor (to see) the baby rush somewhere past him. The baby-man (to run) along the aisle. The children (to want) to follow him but the conductor (to stand) in their way. Then the conductor (to go) down the aisle himself. Everybody (to watch) the baby-man who (to make) paper airplanes and (to throw) them up in the air. The conductor (to decide) to put an end to that.

**9 Say what the underlined words mean.**

- 1) The baby paid no attention and went on singing.
- 2) We'll pay for the tickets.
- 3) The engineer was astonished.
- 4) The people looked at the train in astonishment and fright.
- 5) The baby-man ran along the aisle.
- 5) The conductor went down the aisle to the water cooler.

**10 Fill in the missing prepositions.**

The baby thought \_\_\_\_\_ a moment. Then he took the conductor's cap \_\_\_\_\_ the conductor's head and put it \_\_\_\_\_ his own. The cap gave him a new idea. The talisman was still \_\_\_\_\_ the baby's pocket. The baby, of course, didn't know anything \_\_\_\_\_ its magic power. So, as soon as he pronounced his wish twice, he disappeared \_\_\_\_\_ the carriage. Instead \_\_\_\_\_ the baby appeared another man. It was the engineer who looked around \_\_\_\_\_ surprise. Then a look \_\_\_\_\_ horror came \_\_\_\_\_ his face. If he was \_\_\_\_\_ the carriage, who was driving the train then?

**11 The words in the sentences below are jumbled up. Re-write the sentences, putting the words in the right order.**

- 1) The / five / looked / at / each / children / other.

- 2) Why / somebody / be / time / kidnapped / must / every?
- 3) If / you / silent / at / once / are / not / I / should / to / speak / the / conductor.
- 4) Shall / go / for / we / a / walk / now?
- 5) He / and / drank / cup / with / water / filled / a / paper / it.
- 6) The / pocket / was / still / in / the / baby's / talisman.
- 7) Everything all will be right!

**12 Finish up the sentences.**

- 1) The children followed the baby-man and the little girl because \_\_\_\_\_.
- 2) The lady sitting behind the baby spoke to him angrily because \_\_\_\_\_.
- 3) The conductor came to the carriage because \_\_\_\_\_.
- 4) The baby-man knew nothing about tickets because \_\_\_\_\_.
- 5) The children were glad to give their money for the tickets because \_\_\_\_\_.
- 6) The baby-man liked the water cooler because \_\_\_\_\_.
- 7) The conductor didn't take his cap from the strange passenger because \_\_\_\_\_.
- 8) The train driver looked around in surprise because \_\_\_\_\_.
- 9) As soon as Jack picked up the magic talisman he acted fast because \_\_\_\_\_.
- 10) The little girl preferred to go home because \_\_\_\_\_.

**13 Translate the following sentences into English.**

- 1) Дети бежали по направлению к железнодорожной станции.
- 2) Все пассажиры обратили внимание на странного человека, который громко пел глупые песни.
- 3) Пассажиры считали, что молодой человек был сумасшедший и его следует снять с поезда.
- 4) Поезд набрал скорость и проехал мимо следующей станции без остановки.
- 5) Кондуктор попросил пассажиров сохранять порядок и спокойствие.

- 6) Люди на платформе смотрели на исчезающий поезд с испугом и изумлением.
- 7) Дети побежали вверх по проходу за кондуктором, чтобы защитить малыша.
- 8) В кабине малыш получал полное наслаждение от игры в вагоновожатого: он с радостью выдвигал и задвигал разные рукоятки и весело распевал песни.



## Discussing the Story

### 1 Say why in this chapter:

- a) the children followed the baby-man and the little girl to the railroad station;
- b) lady-passenger asked the baby-man to be more quiet;
- c) the baby-man took some tickets from the conductor;
- d) the passengers could not understand that the 'silly man' was only a baby;
- e) the baby-man was attracted by the water cooler;
- f) the magic talisman worked for the baby-man;
- g) the driver left his post.

### 2 Prove that the children:

- a) were worried about the baby-man and the little girl;
- b) thought the baby had a good reason to be revengeful;
- c) did not want to tell the truth about the baby-man to anyone;
- d) were in horror to discover that the baby-man was driving the train;
- e) could not get the magic talisman from the baby-man.

### 3 Add more details to these:

- 1) The five children looked at each other.
- 2) The engineer and the conductor wanted to have more passengers on the train.
- 3) The baby-man made the passengers angry.

- 4) The conductor wanted to keep order in the train.
- 5) The lady-passenger believed the man sitting in front of her was a mentally disturbed person.
- 6) The train driver knew nothing about the mad passenger.

### 4 Explain why the baby-man:

- began to sing songs
- did not have a ticket
- did not understand what the conductor meant to say
- looked very much as a mad man in the eyes of the passengers
- enjoyed driving the train to the full

### 5 Explain what went wrong in the following conversations:

1

**The conductor:** Tickets, please!

**The baby-man:** I don't want any tickets.

**The conductor:** Come, come, sir!

**The baby-man:** Come where? Shall we go for a walk now?

2

**The conductor:** Aren't you ashamed? Pull yourself together, sir! Be a man.

**The baby-man:** All right. *(He took the conductor's cap off the conductor's head and put it on his own).*

### 6 On behalf of one of the passengers speak about:

- a) the strange passenger;
- b) the group of children on the train;
- c) what you felt when you saw the train driver in the carriage;
- d) what happened in the driving cabin of the train.

### 7 Discuss with your classmates whether:

- the passengers were right in asking the conductor to put the strange man off the train

- the conductor did everything right
- the children were scared of travelling in the train driven by the baby-man
- the conductor could feel sorry for the baby-man

**8 Say what you think the baby will remember about his journey in the train best.**

**9 Work in pairs/ small groups and act out the talk between:**

- a) the baby-man and the lady-passenger;
- b) the conductor and the baby-man;
- c) several passengers, the children and the conductor.

**10 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) Travelling by train may be very enjoyable.
- 2) Travelling by train may be very boring.
- 3) Travelling by train may present difficulties for parents with little babies.
- 4) There are a lot of interesting things to see on the train.
- 5) Trainspotting used to be a favourite pastime for many children.
- 6) It's dangerous to sit on the railways.
- 7) There are a lot of books about trains.
- 8) Making a model-railway may be very entertaining.

**11 Talk to your classmates and find out if any of them:**

- agreed with the opinion of the lady-passenger about the baby-man
- believes that rude passengers should be taken off the train
- believes that passengers without tickets should be put off the train at once
- thinks that there should be special carriages on the trains for passengers

- traveling with small children
- thinks that there should be entertainment carriages on every train
- believes that special excursions should be organized into the driver's cabin

**12 Working in small groups discuss the statements below. Compare your opinions on the statements with those of other groups.**

- 1) Magic helped to turn the train adventure into a happy one.
- 2) In real life it's difficult to imagine a happy ending to a story like that.
- 3) People don't remember unpleasant happenings long.
- 4) There are a lot of interesting things to see in your own time, so there's no real need to travel into the future.
- 5) When traveling into the future one must consider a lot of things seriously.

### **Read and Write**

**A** The people in the train did not like the baby-man's behaviour, did they? What made their journey unpleasant? How should passengers behave, so that everyone's journey is pleasant. Working in small groups, discuss what rules should all the passengers follow in public transport. Write a mini-guide to a traveler on the train under the title "A Friendly Conductor's Mini-Guide to Passengers" (250 words).

**B** The little girl was happy to get back into her own time safely. She was happy to be with her baby-brother again. Do you believe that the magic adventure into the future has taught her something important? What was it? Write a short composition under the title "The Wisest Lesson from the Future" (250 words).



## Chapter 8 GRANNIE'S DREAM



### Checking Comprehension

Make the right choice:

- 1) The children knew that in her young days Grannie was a \_\_\_\_\_.  
a. naughty girl      b. heroine      c. tomboy
- 2) Grannie enjoyed reading \_\_\_\_\_ books.  
a. historic      b. adventure      c. cookery
- 3) In the new adventure the children found themselves first \_\_\_\_\_.  
a. on an open plain  
b. in a forest  
c. in a schoolhouse
- 4) The school house was heated by \_\_\_\_\_.  
a. central heating  
b. a coal stove  
c. a modern boiler
- 5) The boys and girls at school sat in \_\_\_\_\_.  
a. one row      b. two rows      c. mixed rows
- 6) The second lesson at school was \_\_\_\_\_.  
a. arithmetic      b. spelling      c. grammar



### Working with Vocabulary and Grammar

- 1 How well do you know the rules of reading? Which of the words in each line is the Odd One Out.

[i:] geese leading teacher seat scream breath please eagle  
[eɪ] game straight aisle plain grade lay raise sleigh wake  
[e] bell desk head went sternly spell recess weather edge  
[ɪ] wind lit swing ring listen pick wish live wild minute  
[ɪə] ear hear really idea nearer appear prairie here cheer

- 2 Focus on pronunciation. Practise reading some phrases from the chapter, paying attention to the weak sound [ə] in the word 'was' when it happens to be in the unstressed position in the sentence.

was a teacher — when she was a teacher  
was Grannie — the tall girl, who was really Grannie  
was spelling — The first lesson of the day was spelling.  
was thinking — Susan was thinking very hard  
was told — Susan stepped to the blackboard and did as she was told.  
was smiling — Grannie was smiling in her sleep.

**But!**

Not only was the tall girl the teacher, **but the teacher was** Grannie!  
That was nice, wasn't it? Yes' it was.

- 3 Focus on word-stress. Which of the words below suit the following stress-pattern:

a) ●●      b) ●●●      c) ●●      d) ●●●      e) ●●●●

attention	became	schoolhouse
schoolroom	snowball	began
blackboard	inside	beside
arithmetic (n)	justice	perhaps
angrily	prairie	permission
outside	minute	husband
silence	punish	around
adventure	telephone	recess
tomorrow	apparently	doorway

- 4 Practise reading the words with a double stress in transcription.

arithmetic (adj) [æɪrɪθ'metɪk]	armchair [ɑ:m'tʃeə]
fine-looking [faɪn'lʊkɪŋ]	grandfather ['grænd fɑ:ðə]
old-fashioned [əʊld'fæʃnd]	preparation [prepə'reɪʃn]
television [telɪ'vɪʒn]	understood [ʌndə'stʊd]

5 Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

вязать	спицы для вязания
чувство радостного ожидания	напрасно
сорванец	сиять / сверкать
на крыльце	детство девочки
героиня	выражение лица
смотреть в пространство невидящим взглядом / уставиться	открытая равнина
перестрелка снежками	старомодное здание
правописание	ручной колокол
делить одно число на другое	поднять руку
быть наказанным	наказание
брать что-либо без разрешения	справедливость
школьная собственность	торфяной домик
выключить лампу	зажечь спичку
по очереди	звонить в колокол
прийти на помощь	большие сани
	прогулка на санях

6 Complete the sentences. The words from the box can help you.

- 1) The schoolhouse looked small and \_\_\_\_\_.
- 2) Next to the teacher's desk there was a \_\_\_\_\_ in the schoolroom.
- 3) The children of all \_\_\_\_\_ studied in one schoolroom.
- 4) Susan didn't pay \_\_\_\_\_ to the spelling lesson.
- 5) The magic book lay on the \_\_\_\_\_ of the desk.
- 6) The strict teacher punished the children with a \_\_\_\_\_.
- 7) Through the storm the children saw a big \_\_\_\_\_.

stove
attention
ruler
sleigh
old-fashioned
corner
grades

7 Open the brackets to make the sentences complete.

The storm (to start) quite suddenly. First the children (to hear) the sound of the rising wind, then everything (to become) much darker both inside the room and outside. The teacher (to say) that the school (to be over) for the day and (to tell) the children (to put on) their coats. The children (to run) to put their coats quickly while the teacher (to put out) the fire in the stove. When they (to go out) of the schoolhouse, they (can) hardly (to see) anything. The children (to join) their hands and (to follow) the teacher.

8 Say what the underlined word means.

- 1) In her young days Grannie was a tomboy.
- 2) She sometimes forgot that she was no longer a tomboy.
- 3) The grandmother stared before her as if she was thinking deep.
- 4) The children wished to take part in the adventure.
- 5) "This is not a guessing game?" said the young teacher sternly.
- 6) The boy pushed Barnaby so hard that he fell off the seat into the aisle.
- 7) "You may take this pin and stick Clarence with it," said Grannie with a smile.
- 8) The horses with the sleigh ran into the open doorway of a stable.

9 The words in the sentences below are jumbled up. Re-write the sentences, putting the words in the right order.

- 1) You / spell / know / word / to / must / this / how.
- 2) The / surprised / three / figures / looked.
- 3) During / all / the / friends / met / the / recess / school / in / the / yard.
- 4) We / the / wrong / have / turned / way.
- 5) What / outside / in / you / such / weather / are / doing?
- 6) Is / to / a / phone / make / it / too / late / call?
- 7) Where / book / the / I / was / is / that / reading?

**10 Finish up the sentences.**

- 1) Grannie loved reading books about life in the West because \_\_\_\_\_.
- 2) Grannie often forgot that she was not a tomboy any longer because \_\_\_\_\_.
- 3) The children thought the red book was lost because \_\_\_\_\_.
- 4) The children were playing snowballs because \_\_\_\_\_.
- 5) The tall girl with bright black eyes rang the bell because \_\_\_\_\_.
- 6) Clarence stuck Barnaby with a pin because \_\_\_\_\_.
- 7) Barnaby didn't want to stick Clarence with a big pin because \_\_\_\_\_.
- 8) The teacher saw Clarence misbehave, but she didn't say anything because \_\_\_\_\_.
- 9) The children left their classes early that day because \_\_\_\_\_.
- 10) Carl Ingolsby was out in the terrible storm because \_\_\_\_\_.

**11 Translate the following sentences into Russian.**

- 1) The magic book was left on the porch.
- 2) At the height of the game the tall girl went to the schoolhouse door and swung a big hand bell.
- 3) Recess was over and the children walked back inside.
- 4) Grannie taught all grades at once.
- 5) As Susan was not paying attention, the teacher spoke to her in a sternly voice.
- 6) No fighting in class!
- 7) The punishment was to be hit four times with the ruler on the hand.
- 8) The teacher thanked the young man for the sleigh-ride.

**12 Translate the following sentences into English.**

- 1) Волшебная книга была потеряна!
- 2) Весь вечер Джон занимался разгадыванием кроссворда.
- 3) Глаза бабушки сияли, её щёки разругались, и она была готова прошептать волшебное желание.
- 4) Дети поспешили добавить свое пожелание отправиться в волшебное приключение с бабушкой.

- 5) Дети оказались на открытой равнине перед зданием старомодной школы.
- 6) Земля была покрыта снегом, и школьники играли в снежки.
- 7) В классе дети сидели за партами: мальчики в одном ряду, девочки в другом.
- 8) Джон старался быстро решить арифметическую задачку. Ему нужно было разделить 264 на 12.
- 9) Дети решили звонить в колокол по очереди.казалось, что звук поднимающегося ветра был сильнее звука колокола, но дети не оставляли надежды.
- 10) Молодой человек на санях был красивым и сильным. Он приехал, чтобы спасти детей и молодую учительницу от ужасной снежной бури.



**Discussing the Story**

**1 Say why in this chapter:**

- a) the children lose the magic book;
  - b) the children ransack both houses;
  - c) Grannie doesn't tell the children anything about the book she reads;
  - d) John and Susan run to touch the magic book.
- a) the children did not recognize their Grannie at once;
  - b) small and big children were in the same schoolroom;
  - c) Barnaby fell off his seat into the aisle;
  - d) Barnaby was punished;
  - e) Young Grannie-teacher punished Clarence;
  - f) everyone had to leave the school.

**2 Prove that:**

- a) the children knew that their Grannie had an unusual character;
- b) the children liked their Grannie in her prime;
- c) The children learned something new about their grandfather;

- d) Clarence Oleson behaved in a mean way;
- e) the coming snowstorm was quite heavy;
- f) Barnaby helped the children not to get lost in the storm.
- g) Grannie didn't know that her grandchildren made a wonderful adventure into her young days.

**3 Add more details to these:**

- 1) The grandmother used to tell the children a lot about her young days.
- 2) The children were sure that the book was lost.
- 3) The grandmother loved reading.
- 4) The children were eager to get into an adventure with their Grannie.
- 5) During the recess the schoolchildren were allowed to play outdoors.
- 6) The young teacher behaved differently in class.
- 7) Clarence Oleson did not behave friendly at all.
- 8) The young teacher looked a picture of justice.

**4 On behalf of Susan or John speak about the young days of Grannie.**

**5 On behalf of one of the children speak about:**

- a) The way you looked for the missing book;
- b) the lessons you had at school with the young Grannie;
- c) the storm;
- d) the way you were saved.

**6 Discuss with your classmates whether:**

- the school rules in the children's adventure are different from present day rules
- any of the school rules from the past seem to you most strange
- it's good when a teacher plays games with the schoolchildren between classes, and at the same time is strict during the lesson

- it's good to be in a class with children of different ages
- it's nice to have a friend like Clarence Oleson

**7 Say what you think the children liked most of all in their third adventure.**

**8 Work in pairs/ small groups and act out the talk between:**

- a) the teacher, Barnaby and Clarence during the third lesson;
- b) Barnaby, John and Clarence during the recess;
- c) Carl Ingoldsby and the young Grannie as they sat talking on the sleigh
- d) Barnaby and Susan as they talked on the telephone late at night.

**9 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) It's always useful to leave things in their right place.
- 2) Misplaced things are often lost for ever.
- 3) There's nothing more entertaining than a good book.

**10 Talk to your classmates and find out if any of them :**

- believes that grandparents like to talk about their young days
- thinks that there's always something exciting in grandparent's past
- agrees that it's sometimes difficult to imagine our grandparents young
- believes that people can easily go back to their prime days in their dreams
- believes that people can easily travel into the future in their dreams
- would like to make an adventure into the future
- would like to make an adventure into the past
- knows any secret about traveling into the future / past

## **Read and Write**

The following morning as Grannie woke up, she felt happy and was in a wonderful mood. She went around the house humming some pleasant tune and singing. But the words of the song were not known to the children. Suddenly, they understood that Grannie was singing her own song. The children liked it. Here are some words from it:

*In my dream I can fly far away  
In my dream I'm Queen of the day  
In my dream I can drive in a sleigh  
and be happy with you every day  
Because it's the magic of dreaming!*

Have you ever written a poem? Have you ever wanted to write one? Try your hand at writing a poem or some lyrics for a song. Let's borrow the topic from Grannie and call it: "Dreaming".

To start with just think how far away your dreams can take you, what interesting places you can visit in your dreams, what characters you may come across. How happy can your dreams make you? What magic things can happen in your dreams?

If your classmates like the idea of poem/song writing too, you may display your lyrics on a wall-paper or organize a concert of reading/singing them in class.

## **Chapter 9 GATE-CRASHERS**

### **Checking Comprehension**

**Make the right choice:**

- 1) Abbie made up her mind about the kind of adventure she wanted \_\_\_\_\_ her sleep.  
a. before                      b. during                      c. after

- 2) Abbie's father was \_\_\_\_\_ .  
a. a famous solo singer  
b. an important person on television  
c. a singer in a quartet
- 3) The children thought their book could make \_\_\_\_\_ .  
a. any magic  
b. only book magic  
c. magic about travelling
- 4) As soon as Abbie made a wish the children happened to be in the \_\_\_\_\_ .  
a. television studio  
b. middle of New York  
c. rehearsal room
- 5) The number Father had to rehearse was a song by a famous \_\_\_\_\_ .  
a. composer  
b. rock 'n' roll star  
c. actor



### **Working with Vocabulary and Grammar**

- 1 **How well can you read words in transcription? Read, spell and write down the following words:**

['peərənts]	[rɪ'hɜ:sl]	[steɪdʒ]
['ɔ:təgrɑ:f]	['ɔ:dʒəns]	['hænsəm]
[ə'plɔ:d]	[kən'grætfuleɪt]	[sək'ses]
['maɪkrəfəʊn]	[prɪ'peə]	

- 2 **Focus on word-stress. Which of the words in each line is the Odd One Out? Copy it out and show its stress-pattern.**

- a) middle shudder order actor invisible figure million program  
b) rehearse quartet remain applaud secretary success surprise  
c) discover director autograph rehearsal tomorrow adventure

3 **Make up word combinations using the words from two column below (more than one combination is possible):**

city	rehearsal
solo	voice
station	star
television	figure
beautiful	clothes
important	face
famous	platform
nonsense	people
invisible	words
pleasant	part

4 **Match up the words with the opposite meaning.**

1) to lie	a) important
2) to fall	b) orders
3) to prepare	c) a walk
4) to come	d) television
5) to make	e) talking
6) to watch	f) downstairs
7) to look	g) awake
8) to give	h) asleep
9) to stop	i) money
10) to take	j) breakfast

5 **Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.**

ходить на цыпочках	ценить / оценить что-либо
классическая героиня	готовить завтрак для кого-либо
спуститься вниз	вся семья
прекрасный человек	петь в квартете
петь в хоре	репетировать номер
сольный номер	ждать своей очереди
репетиция, сценка	бессмысленные слова
появиться на сцене	

просить автограф	стать невидимыми
пончики	войти в студию
отдавать распоряжения	зрители
аплодировать	окружать
поздравлять кого-либо с успехом	

6 **Complete the sentences. The words from the box can help you.**

- As soon as Abbie made her wish the five children were in the middle of a television \_\_\_\_\_.
- Some people were waiting for their turn to \_\_\_\_\_.
- A group of child actors were ready to perform in a \_\_\_\_\_.
- While the star sang the other four singers \_\_\_\_\_ back and forth behind him and sang some \_\_\_\_\_ words.
- The children saw Father among the singers in the \_\_\_\_\_.
- The audience greeted the new solo singer first with \_\_\_\_\_ then with \_\_\_\_\_.
- Abbie was sure that the director was happy with her father's performance and \_\_\_\_\_ him on his \_\_\_\_\_.

swayed
success
rehearsal
quartet
applause
congratulated
rehearse
nonsense
sketch
laughter

7 **Arrange the verbs below into three groups according to their pronunciation in the Past Simple:**

- verbs ending in [t]
- verbs ending in [d]
- verbs ending in [ɪd]

laugh	applaud	talk	wave
sway	pass	want	enter
add	remain	follow	order
turn	shout	kiss	appear
wait	rehearse	jump	dance

**8 Give the second and the third forms of these verbs.**

to stand      to begin      to ring      to understand  
to eat      to sing      to know      to let

**9 Open the brackets to make the sentences complete.**

As soon as Abbie (to make) her wish, the children (to happen) to be in the middle of the television studio. They (to look) around. There (to be) many actors, dancers, singers and jugglers on the stage. Everybody (to rehearse). Some faces (to look) familiar. Abbie (to be afraid) that the director of the studio (to turn) them out. The five friends (to find) a seat next to a small group of child actors. When the time of the children's sketch (to arrive), Abbie and her friends (to join) them and (to walk) on stage.

**10 Say what the underlined words mean.**

- 1) "We are invisible," said Abbie .
- 2) The children became invisible to the audience.
- 3) During the interval the friends decided to take an invisible walk through the streets of New York.
- 4) They ate invisibly a lot of doughnuts and paid for it with invisible hands.
- 5) At last the five invisible figures entered the studio and took five seats in the front row.

**11 Fill in the missing prepositions.**

As the quartet appeared \_\_\_\_\_ the stage the children stopped talking and looked \_\_\_\_\_ them \_\_\_\_\_ silence. The number they had to perform was a song written \_\_\_\_\_ a famous rock'n'roll star. While the star sang, the other four singers swayed \_\_\_\_\_ him and sang some nonsense words. Then the director asked each man \_\_\_\_\_ the quartet to sing his part alone. The director listened \_\_\_\_\_ them all, but didn't make any special remark. Abbie was disappointed that he paid very little attention \_\_\_\_\_ her father's voice.

**12 The words in the sentences below are jumbled up. Re-write the sentences, putting the words in the right order.**

- 1) When / came / was / ready / downstairs / the / her / parents / morning / coffee.
- 2) People / discover / now / how / wonderful / must / his / voice / is.
- 3) What / if / notice / they / us?
- 4) Everybody / at / shuddered / the / idea.
- 5) What / you / are / kids / doing / here?
- 6) The / rock'n'roll star / no / sound / came / from / opened / his / mouth / but / it.
- 7) Father / something / understood / happening / strange / was.

**13 Translate the following sentences into Russian.**

- 1) What a pity they don't let him sing solo parts!
- 2) What a pity he sings only in a quartet!
- 3) What a pity he has to rush to the station in the morning!
- 4) What a pity he has to come back home so late!
- 5) What a pity the important people do not notice his beautiful voice!

**14 Translate the following sentences into English.**

- 1) Абби мечтала о том, чтобы её папа стал знаменитым сольным певцом.
- 2) Папа считал, что телевизионные репетиции были неинтересны для его детей.
- 3) Дети спорили о том, сможет ли телевидение в скором будущем совершенно заменить книги.
- 4) Директор студии удивился, что в студии находятся дети, не занятые в репетиции: «Кто эти непрошенные гости?»
- 5) Дети стали невидимыми только для людей в студии, но друг друга они могли отлично видеть.
- 6) Зрители внимательно смотрели представление.
- 7) Необыкновенный номер программы заставил зрителей рассмеяться.



## Discussing the Story

### 1 Say why in this chapter:

- a) it took so long for Abbie to decide what wish to make;
- b) Abbie didn't go to New York with her father;
- c) the children were not sure that Abbie's idea was excellent;
- d) the children agreed with Abbie's idea of the new adventure in the end;
- e) there were so many people in the television studio that day;
- f) the children decided to hide when they were in the studio;
- g) the director didn't like the child actors' performance;
- h) the five children became invisible;
- i) the children didn't stay in the studio during the lunch break;
- j) the audience heard only Abbie's father sing;
- k) Abbie was sure her father was noticed by important people on television.

### 2 Prove that the children:

- a) read a lot;
- b) would gladly have another book adventure;
- c) didn't feel themselves at ease in the television studio;
- d) the book helped Abbie with its magic more than once.

### 3 Add more details to these:

- 1) Abbie did a lot of work about the house in the morning.
- 2) The mother didn't stay at home during the day.
- 3) The children had different ideas about the new adventure.
- 4) The television studio was very busy during the rehearsal.
- 5) The children enjoyed their invisible tour of New York.
- 6) The audience were very much surprised by the performance.
- 7) Abbie's father had a rich and beautiful voice.
- 8) The children were proud of Abbie.

### 4 Explain why Abbie:

- made her wish not about another book magic, but about real life
- wanted to change something in her father's career
- thought too often about her father's height
- liked television
- used the magic of the book several times

### 5 On behalf of the director of the television studio speak about:

- a) the rehearsal;
- b) the group of five gate-crashers;
- c) the show;
- d) the new talented singer.

### 6 Discuss with your classmates whether:

- the children liked the rehearsal
- the children did right in hiding from the father
- the children did anything wrong during their tour of New York
- Abbie's father would be glad to find out the truth about his success
- whether the magic of the book really worked

### 7 Say what you think will happen next in Father's career.

### 8 Work in pairs/ small groups and act out the talk between:

- a) Abbie and the children as they make the choice of a magic wish;
- b) the director of the studio and the five strangers;
- c) some members of the audience after the show.

### 9 Agree or disagree. Try to give arguments in support of your opinion.

- 1) Television is a clever technological invention.



## Chapter 10 THE MAGIC THWARTS

- 2) Television is magic.
- 3) Television may be very boring.
- 4) It's not easy to make a good television show.
- 5) Television helps people to become famous.
- 6) It's fun to see someone you know on television.
- 7) Taking part in a television show may be very entertaining.
- 8) Children spend more time watching television than reading books.
- 9) Television will soon take place of books.
- 10) Television can never take place of books.

### 10 Talk to your classmates and find out if any of them:

- believes that any job on television is interesting
- believes that it's easy to become a television presenter
- is of an opinion that television presenters should have good memory
- thinks that people should get special training in order to work on television
- thinks that there should be more entertainment (educational, documentary, game) programs on television
- believes that a tour to a television studio may be very interesting and educating

### Read and Write

Write a short report about the rehearsal for the television show and the amusing accident during the show for an imaginary TV-News program (250 words). It will be important to mention some facts: name of the studio, its location, people taking part in the rehearsal, what went well and what went wrong, the audience's reaction. Prepare to read your report in class. Decide which of your classmates turns out to be the best news presenter.



### Checking Comprehension

Make the right choice:

- 1) The director of the show did not \_\_\_\_\_ Abbie's father.  
a. shout at            b. congratulate        c. dismiss
- 2) The magic made the children \_\_\_\_\_ again.  
a. visible              b. invisible            c. happy
- 3) When Father saw the children he looked at them \_\_\_\_\_.  
a. angrily  
b. with a sad smile  
c. with a happy smile
- 4) The father travelled back home with his children because \_\_\_\_\_.  
a. he lost his job  
b. there were no more shows that week  
c. he had no flat in New York
- 5) The morning papers published a \_\_\_\_\_ paragraph about the concert.  
a. scandalous        b. pleasant            c. critical



### Working with Vocabulary and Grammar

- 1 How well can you read words in transcription? Read, spell and write down the following words in the alphabetical order:

[ə'riθmətik]	['ɜ:lɪ]	['wɪspə]
[æriθ'metɪk]	[kən'græʃjuleɪt]	['kʌntri]
[kə'riə]	['ɔ:diəns]	['nɒnsəns]
[ə'plɔ:d]	['vɪzɪbl]	[sə'praɪz]
[vɔɪs]	['peɪpə]	['bjʊ:təfʊl]

2 **Focus on pronunciation. Practise reading some phrases from the chapter, paying attention to the pronunciation of the preposition 'of' [əv]:**

one *of* the numbers  
 a singer *of* a quartet  
 a look *of* surprise the director *of* the studio  
 in the face *of* Abbie's father  
 the end *of* the rehearsal

3 **Focus on word-stress.**

Following the pattern ● ● find the way out of the Word-stress Maze.



actor	concert	perhaps
return	number	important
director	comic	program
surprise	paragraph	answer
laugh	whisper	children
secretary	nonsense	problem
voice	applaud	singer



4 **Arrange the words below into three groups according to the following categories:**

- 1) verbs of speaking
- 2) verbs of action
- 3) verbs of movement

run	stop	sing	shout
spoil	rehearse	say	answer
cry	tell	dismiss	go
follow	ask	leave	whisper
come	make	jokes	laugh
beg	wake	up	read
go	forward	applaud	hypnotize
catch	swim	prepare	

5 **Match up the words with the opposite meaning.**

- |                  |                |
|------------------|----------------|
| 1) to be wrong   | a) to shout    |
| 2) to give work  | b) sad         |
| 3) to laugh      | c) to be right |
| 4) to like       | d) to cry      |
| 5) to find       | e) to dismiss  |
| 6) to make jokes | f) to hate     |
| 7) to whisper    | g) to lose     |
| 8) funny         | h) to be angry |

6 **Give the English equivalents for the following words, paying attention to their spelling:**

лицо	первый	микрофон
отец	параграф	вперёд
телефон	далеко	пять

7 **Which letters are missing: ee ll nn pp rr ss tt? Insert the missing letters and copy the words into your notebook.**

a_ _laud	car_ _r	so_ _y	dismi_ _ed
unha_ _ily	fo_ _ow	ma_ _er	tomo_ _ow
wo_ _y	fu_ _y		

8 **Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.**

испортить представление	сломать чью-либо карьеру
увольнять кого-либо	потерять работу
последняя возможность	ненавидеть делать что-либо
подстригать газон	билет в оба конца
шутить	отказаться от своей очереди
беспокоиться	просить / умолять
сдерживать слёзы	развлекать кого-либо
найти работу	утренняя газета
критик	ножницы
ужасный	гипнотизировать
группа	спонтанный
эпизод	

9 Complete the sentences. The words from the box can help you.

- 1) The children came to New York to see the \_\_\_\_\_.
- 2) The director believed that the father had \_\_\_\_\_ the \_\_\_\_\_ show.
- 3) The rock'n'roll star shook his \_\_\_\_\_ in the face of the singer.
- 4) The appearance of the children in the studio was the last \_\_\_\_\_.
- 5) At the end of the day Abbie's father was \_\_\_\_\_ from the studio.
- 6) The father asked if the children had \_\_\_\_\_ tickets for the train.
- 7) John promised to cut \_\_\_\_\_ all week to pay the money back.

fist
lawns
straw
whole
rehearsal
return
spoiled
dismissed

10 Give the second and the third forms of these verbs.

to cut	to hear	to shake	to lose	to buy
to keep	to find	to wake up	to mean	to ring

11 Open the brackets to make the sentences complete.

As soon as the show (to be over) the director (to run up) to the quartet singer and (to start) shouting at him. The director (to be sure) that the singer (to spoil) the whole concert. The rock'n'roll star (to be angry) too. He (to shake) his fist in the singer's face and (to shout) that the man (to ruin) his career. In the middle of the scandal the director suddenly (to see) the children and that (to be) the last straw. Everybody in the studio (to hear) his angry voice as he (to dismiss) the poor singer: «You (to be dismissed)! You never (to work) in the studio again! I (to see) that you never (to work) in any television studio again!» Abbie (to feel) very unhappy. She (to think) her father (to lose) his job because of her magic wish.

12 Say what the underlined words mean.

- 1) Abbie stopped short.

- 2) Something went wrong with the microphone.
- 3) Everything has gone wrong.
- 4) The singer of the quartet sang at the wrong moment.
- 5) I can give up my turn.
- 6) You meant it for the best.
- 7) Who doesn't mean things for the best?
- 8) What does it all mean?

13 Fill in the missing prepositions.

That night, as Abbie lay \_\_\_\_\_ bed, she heard her parents talking \_\_\_\_\_ the next room. She sat \_\_\_\_\_ and listened. They were talking \_\_\_\_\_ the show. Her father's voice was worried as he didn't know how he and the whole family would manage \_\_\_\_\_ his job. But her mother tried to cheer him .... She was sure they would get along somehow. Then Abbie heard her parents laugh. The girl thought that if her parents could laugh \_\_\_\_\_ such a time everything should come \_\_\_\_\_ all right \_\_\_\_\_ the end. She lay \_\_\_\_\_ again and begged the magic book to help her father \_\_\_\_\_ such a difficult situation.

14 The words in the questions below are jumbled up. Re-write the sentences, putting the words in the right order.

- 1) How / you / can / that / say?
- 2) Are / your / those / children?
- 3) What / the / matter / is?
- 4) Did / you / return / tickets / buy?
- 5) Can / you / us / home / take?
- 6) Who / things / for / the / best / doesn't / mean?
- 7) What / next / shall / we / do?

15 Finish up the sentences.

- 1) The director did not congratulate the singer because \_\_\_\_\_.
- 2) The rock'n'roll star ran out of the studio because \_\_\_\_\_.
- 3) The children became visible because \_\_\_\_\_.
- 4) The director was not happy to see the children in the studio because \_\_\_\_\_.
- 5) The actors gathered around Abbie's father because \_\_\_\_\_.

- 6) The father was not at all angry to see the children because \_\_\_\_\_.
- 7) John offered to cut the lawns for the whole week because \_\_\_\_\_.
- 8) Barnaby decided to give up his turn to make a wish because \_\_\_\_\_.
- 9) The critics didn't write any bad comment about the show because \_\_\_\_\_.
- 10) Abbie could not understand what the critics meant because \_\_\_\_\_.

**16 Translate the following sentences into Russian.**

- 1) The director shouted that Abbie's father had spoiled the whole show.
- 2) Abbie's father was sure that something had gone wrong with the microphone.
- 3) The magic went wrong and the children became visible again.
- 4) This is the last straw.
- 5) The singer was dismissed.
- 6) The children didn't miss the chance to see the rehearsal.
- 7) John was ready to cut lawns all week to pay the money back.
- 8) Barnaby hated cutting lawns more than anything else in the world.
- 9) Mother understood that something had gone wrong in the studio, because her husband sang out of turn.
- 10) If they can laugh at such a time, everything must come out all right in the end.

**17 Translate the following sentences into English.**

- 1) Дети побежали к отцу, чтобы поздравить его с успехом.
- 2) Директор шоу уволил певца.
- 3) Карьера звезды была разрушена.
- 4) Все актёры собрались вокруг несчастного певца.
- 5) Актёры хотели знать, в чём было дело.
- 6) У детей не было обратных билетов на поезд.
- 7) Всю дорогу домой отец старался шутить, хотя дети понимали, что ему было не весело.

- 8) Абби не теряла надежду, что в конце концов волшебная книга ей поможет.
- 9) В утренней газете был целый параграф о забавном происшествии во время представления.
- 10) Критикам понравился номер программы комического певца из квартета.



**Discussing the Story**

**1 Say why in this chapter:**

- a) the director is very angry with Abbie's father;
- b) the rock'n'roll star is furious with Abbie's father;
- c) the children become visible again;
- d) the director is not happy to see the children at all;
- e) the actors gather around Abbie's father;
- f) the father is not angry with the children;
- g) the magic works against Abbie;
- h) the critics publish a favourable review about the show.

**2 Prove that:**

- a) Abbie was worried about her Dad very much;
- b) the children sympathized with Abbie's misluck;
- c) the director took action against Abbie's father;
- d) the people in the show liked Abbie's father;
- e) the people in the show felt sorry for Abbie's father.

**3 Add more details to these:**

- 1) The director was not congratulating the father.
- 2) The rock'n'roll star was extremely angry.
- 3) The father was sure he had done everything correctly.
- 4) The magic went wrong in the middle of the scandal.
- 5) The father didn't show it in any that he felt sad.
- 6) Abbie's mother could look at the brighter side of life.
- 7) The critics had a different opinion of the show than the director.
- 8) Abbie's father tried not to show his disappointment to his family.

**4 Explain why the magic thwarted. Say why it:**

- worked against Abbie's plans
- worked against Abbie's father
- didn't help the children to get back home

**5 On behalf of one of the actors speak about:**

- a) what happened in the studio after the show;
- b) what you think will happen with the quartet singer next;
- c) what you felt when you read the morning paper.

**6 Discuss with your classmates whether:**

- the director acted the right way when he dismissed the singer
- the actors could help their colleague in some way
- the children did right when they told Abbie's father nothing about the magic book
- Abbie had learned something new about her friends
- Abbie was proud of her parents
- Abbie lost her belief in the magic power of the book or not

**7 Work in pairs/ small groups and act out the talk between:**

- a) the father and the children in the studio;
- b) Abbie and Barnaby, as he gave up his turn;
- c) Abbie's parents in their room after the show;
- d) Abbie's parents before going on a picnic;
- e) Abbie, Barnaby and Fredericka, as they got the morning paper.

**8 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) When magic goes wrong, it often all goes wrong at once.
- 2) When something goes wrong it's better to be away from your friends.
- 3) Not many people can go through difficulties with a smile.
- 4) Only brave people can face difficulties with a smile.
- 5) It's great to be proud of your parents.

- 6) Parents are always proud of their children.
- 7) Home is the best place at difficult times.

**9 Talk to your classmates and find out if any of them :**

- has ever been in a difficult situation
- has turned for help to his/her friends
- has helped his/her friends in a difficult situation
- hates doing some work about the house
- would do any kind of work in order to help somebody he/she cares about



**Read and Write**

Abbie's father said: "Home is the best place at a time like this". What did he mean by these words? What makes home the best place in case of trouble? What makes home the best place in happy times? What if magic really helps Abbie's father and he becomes very famous? Would fans try to get his autograph and find out more about him then? What answer, do you think, Abbie's father would give in reply to the question "Do you really believe that there's no place like home?" (250 words).

**Chapter 11**  
**THE MAGIC WORKS FOR THEM,**  
**NOT AGAINST THEM**



**Checking Comprehension**

**2 Make the right choice:**

- 1) The father was \_\_\_\_\_?\_\_\_\_\_ to hear the director of the studio over the phone.  
a. happy                      b. surprised                      c. angry
- 2) The telephone conversation lasted \_\_\_\_\_?\_\_\_\_\_.  
a. a short time      b. very quickly      c. a long time

- 3) The last telephone call was from the \_\_\_\_? \_\_\_\_ .  
 a. rock' n' roll star  
 b. a song writer  
 c. a playwright
- 5) Abbie was good at \_\_\_\_? \_\_\_\_ writing.  
 a. poem                      b. song                      c. play
- 4) Abbie invited her new friend the poet home to \_\_\_\_? \_\_\_\_ .  
 a. have some tea.  
 b. read her poems.  
 c. meet her father.
- 6) The father \_\_\_\_? \_\_\_\_ that the man was the greatest living poet in the country.  
 a. knew                      b. didn't know                      c. guessed



### Working with Vocabulary and Grammar

- 1 How well can you read words in transcription? Read the following words aloud and write them down in the alphabetical order.

[ˈpɜːsn]	[ˈrekɔːd]	[kənˈs:vətɪ]	[ˈhju:mən]
[ˈdɪgnɪtɪ]	[əˈtenʃn]	[ˈkʌrɪdʒ]	[wɪŋk]
[ˈgræməfəʊn]	[ˈbɪznɪs]	[ˈwʌndəfʊl]	[vɔɪs]
[ɪkˈsaɪtɪŋ]	[ˈfeɪməs]	[ˈɒnə]	[bɪˈli:v]

- 2 Focus on word-stress. Which of the words below suit the following stress-pattern:

a) ●●    b) ●●    c) ●●●    d) ●●●    e) ●●●●

attentio	pape	studio
mistak	company	difficult
dignity	nonsense	important
picture	author	conservatory
beside	opera	question
business	gramophone	wonderful
interest	favour	recognize
honour	believe	around

- 3 Match up the words with their definitions.

1) to stare	a school of music or drama
2) to beg	known widely
3) to hang up	the quality that deserves respect
4) famous	meaningless words
5) nonsense	to look at someone in surprise
6) conservatory	to ask for smth with deep feeling
7) dignity	to finish the telephone conversation

- 4 Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

повесить трубку	закончить разговор по телефону
умолять	гвоздь программы
взрослый мужчина	принимать участие в программе
сдаваться	школа музыки и драмы
настоящий поэт	человеческое достоинство
честь	смелость, решительность
праздно болтать	чувствовать себя потерянным
обсуждать дела	подмигивать

- 5 Complete the sentences. The words from the box can help you.

- Every critic said that the comic singer was the \_\_\_\_ of the program .
- When the father \_\_\_\_ he couldn't say a word.
- The director was ready to pay him \_\_\_\_ as much
- The father didn't want to sing such nonsense for a \_\_\_\_ .
- Can a man \_\_\_\_ his human dignity when he has to sing such nonsense?
- Abbie asked the stranger for a \_\_\_\_ .
- The father thought it would be an \_\_\_\_ to work with the famous poet.

living
favour
hang up
honour
hit
twice
keep

**6 Arrange the verbs below into three groups according to their pronunciation in the Past Simple:**

- 1) verbs ending in [t]
- 2) verbs ending in [d]
- 3) verbs ending in [ɪd]

believe	wink	show	recognize	turn
finish	worry	play	try	watch
touch	enjoy	beg	want	stare
phone	laugh	start		

**7 Give the second and the third forms of these verbs. Find some sentences with them in the chapter.**

to find out	to let	to feel	to hang up
to stand	to ring	to give up	to put
to mean			

**8 Open the brackets to make the sentences complete.**

Abbie (to wake up) early in the morning and (to leave) the house before the others (to be up). She (to go) for a walk. As she (to walk) she (to think) about her father and about her wish. She (to want) her father (to find) a new job and (to make) a lot of money. But she (to be sure) that her father (to be) a man of dignity and (will not agree) to sing nonsense for a living. She (to decide) to write a poem about it.

**9 Use 'make' or 'do' in the following sentences.**

- 1) The singer didn't \_\_\_\_\_ any mistakes.
- 2) The next telephone call was from a company that \_\_\_\_\_ gramophone records.
- 3) Abbie asked the poet to \_\_\_\_\_ her a favour.
- 4) The famous man said: "It will be hard work, and it won't \_\_\_\_\_ you rich".
- 5) The poet was sure that the singer would \_\_\_\_\_ more money singing nonsense songs on stage.
- 6) Do you know what you have \_\_\_\_\_ for me?

**10 Fill in the missing prepositions.**

Abbie looked \_\_\_\_\_ the sun \_\_\_\_\_ the blue sky and \_\_\_\_\_ a little bird \_\_\_\_\_ the tree \_\_\_\_\_ her. But she couldn't think \_\_\_\_\_ any words. No words came \_\_\_\_\_ her mind. She got \_\_\_\_\_ and walked \_\_\_\_\_ a little hill \_\_\_\_\_ which she liked to sit when she wanted to think \_\_\_\_\_ important things. But as she came nearer she saw that somebody was already sitting there. The man also had a pencil and paper and he was writing. He paid no attention \_\_\_\_\_ her and did not even look .... He was a small man \_\_\_\_\_ gray hair, and he looked very much like the pictures \_\_\_\_\_ writers that you sometimes see \_\_\_\_\_ the covers \_\_\_\_\_ books.

**11 What is wrong in the sentences below? Spot the incorrect word order and re-write the sentences, putting the words in the right order.**

- 1) What it was?
- 2) And what you did say?
- 3) What the matter is, Daddy?
- 4) What your play is about?
- 5) Do you know what have you done for me?
- 6) How it happened?
- 7) Who the man with Father is?

**12 Finish up the sentences.**

- 1) The children stared at their father because \_\_\_\_\_ .
- 2) The director begged the singer to forgive him because \_\_\_\_\_ .
- 3) The telephone went on ringing because \_\_\_\_\_ .
- 4) The song writer from television phoned because \_\_\_\_\_ .
- 5) Barnaby and John had given up their wishes because \_\_\_\_\_ .
- 6) Abbie went for an early morning walk because \_\_\_\_\_ .
- 7) The stranger didn't tell Abbie that he was very famous because \_\_\_\_\_ .
- 8) Abbie felt excited about her idea because \_\_\_\_\_ .
- 9) At first the famous poet refused to do Abbie a favour because \_\_\_\_\_ .
- 10) The poet asked the father to think about the new job twice because \_\_\_\_\_ .

**13 Translate the following sentences into Russian.**

- 1) He stood staring at his family and his family stared at him.
- 2) Abbie was sure her father had a lot of human dignity.
- 3) Sometimes she wrote a line or two, but that was all.
- 4) The stranger paid no attention to the girl and didn't even look up.
- 5) It's a play. But it's a poem, in a way. It's an opera in a way too. Half of it must be sung.

**14 Translate the following sentences into English.**

- 1) Директор просит меня забыть всё, что он наговорил мне вчера.
- 2) Директор умолял певца вернуться на работу в студию.
- 3) Телефон звонил весь день.
- 4) Отец не хотел зарабатывать на жизнь пением ерунды.
- 5) Чувство человеческого достоинства заставило отца серьёзно задуматься над своим будущим.
- 6) Седоволосый незнакомец был похож на писателя с обложки книжки.
- 7) Вид незнакомца придал девочке храбрости, и она подошла и заговорила с ним.
- 8) Это была потрясающая мысль!
- 9) Поэт сказал, что работа в новой пьесе будет трудной, и, возможно, не принесёт певцу большого богатства.
- 10) Отец понимал, что работа будет трудной, но работать с таким известным поэтом для него была большая честь.



**Discussing the Story**

**1 Say why in this chapter:**

- a) the father feels sad after the director's phone call;
- b) Abbie and her father laugh at the new song the father got;
- c) Abbie's father doesn't like the idea of singing nonsense songs for a living;
- d) Abbie goes to the wood;
- e) Abbie decides to speak to a stranger in the wood;

- f) the poet tells the girl about his new play ;
- g) the poet thinks that Abbie is a true poet;
- h) the poet comes with Abbie to her house;
- i) Abbie's father decides to work with the poet;
- j) Abbie's father feels extremely happy.

**2 Prove that:**

- a) this time the director spoke in a very polite manner;
- b) the father was very much surprised to hear the director on the phone;
- c) Abbie's father was a man of dignity;
- d) Abbie was a curious and brave girl.

**3 Add more details to these:**

- 1) The critics thought very high of the father's performance.
- 2) Abbie's father became very famous in the country.
- 3) Abbie's father felt sad about the changes in his career.
- 4) Abbie's mother thought of the new opportunities for the family.
- 5) Abbie wanted to write a poem about her father.
- 6) There was a man with a pencil and paper on the hill.
- 7) The man's appearance gave Abbie courage.
- 8) Abbie's father and the poet talked about many things.

**4 Explain why the famous poet:**

- came to the wood
- refused to look at Abbie's poem
- told Abbie about the play he was writing
- wanted to meet the little man from the television show
- talked with Abbie's father for a long time
- told Abbie's father that he had 'not a bad daughter'

**5 On behalf of one of the children speak about:**

- a) the morning after the show;
- b) different offers the father received;



- c) the way the father felt in the morning;
- d) the visit of the famous poet to your house;
- e) the way the father felt in the evening.

**6 Discuss with your classmates whether:**

- the director really thought the father's performance was the hit of the show
- the father enjoyed his sudden popularity
- Abbie understood what made her father sad
- Abbie thought that her meeting with the famous poet was part of magic

**7 On behalf of Abbie speak about the person she met on the hill.**

**8 Work in pairs/ small groups and act out the talk between:**

- a) Abbie's father and the director on the phone;
- b) Abbie and her father after the song writer's telephone call;
- c) Abbie and the poet in the wood;
- d) Abbie's father and the famous poet in the living room.

**9 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) Sometimes popularity comes to actors overnight.
- 2) Some nonsense songs can be very popular with the audience.
- 3) The audience don't like serious performances on stage.
- 4) Talented people need a moment of solitude (уединение).
- 5) Talented people don't shout about their work.
- 6) Some people can change their decisions easily.
- 7) There are a lot of people who have strong principles.
- 8) The matter of dignity is more important than the matter of money.
- 9) Working only for money can make a person's life miserable.
- 10) Working for money can open great chances.

**10 Talk to your classmates and find out if any of them:**

- would like to meet a famous person
- would have courage to talk to a famous person
- would like to discuss some important matters with the famous person
- would like to ask a famous person for some advice
- has ever met a famous person
- has ever talked with a famous writer/poet/playwright
- would like to talk with a famous writer/poet/playwright
- would like to take part in some famous performance on stage

 **Read and Write**

It was great luck for Abbie to come across the famous poet in the wood, wasn't it? The little girl was happy to invite him home and make him meet her father. What do you think her greatest impression of the famous poet was? Write a short page from Abbie's diary describing her meeting with that famous man and her impressions about him (350 words).

## Chapter 12 THE QUARREL

 **Checking Comprehension**

**Make the right choice:**

- 1) Who hasn't made a wish yet?
  - a. Barnaby
  - b. John
  - c. John and Barnaby
- 2) The boys started a \_\_\_\_\_.
  - a. fight
  - b. quarrel
  - c. rehearsal

- 3) Barnaby wanted to make a wish for \_\_\_?\_\_\_ .  
 a. all his friends    b. himself    c. John
- 5) Barnaby's part of the book didn't have the \_\_\_?\_\_\_ .  
 a. beginning    b. middle    c. ending
- 4) Barnaby's favourite book was written by \_\_\_?\_\_\_ .  
 a. Charles Dickens  
 b. Daniel Defoe  
 c. Mark Twain
- 6) The children used the magic of the book \_\_\_?\_\_\_ times in order to find Barnaby.  
 a. three    b. four    c. five

- |          |             |            |         |
|----------|-------------|------------|---------|
| handsome | remember    | recognize  | oatmeal |
| general  | description | flyleaf    | island  |
| familiar | umbrella    | footprints | carol   |
| journey  | except      |            |         |

**3 Match up the words into pairs of synonyms.**

- |                |                                   |
|----------------|-----------------------------------|
| 1) duty        | to understand                     |
| 2) complicated | instant                           |
| 3) regard      | without people                    |
| 4) moment      | frosty                            |
| 5) to follow   | difficult                         |
| 6) uninhabited | respect                           |
| 7) chilly      | task                              |
| 8) to mutter   | hearth                            |
| 9) fireplace   | horrible                          |
| 10) awful      | to grumble in an indistinct voice |



**Working with Vocabulary and Grammar**

- 1** How well do you know rules of reading? Following only horizontal → and vertical ↓ lines, find the way out of the Sound-maze with the help of the sound [æ].

↓

magic	sand	umbrella	island
wander	shabby	blank	watch
world	army	grab	sword
author	carol	hand	panic
made	cap	want	jacket
place	began	crack	happen

→

- 2** Focus on word-stress. Which of the words below suit the following stress-pattern:

- |           |           |          |           |
|-----------|-----------|----------|-----------|
| a) ●●     | b) ●●     | c) ●●●   | d) ●●●    |
| quarrel   | dangerous | terrible | adventure |
| ending    | important | figure   | goatskin  |
| favourite | wanderer  | behind   | inside    |

- 4** Give the English equivalents for the words and phrases below. Find the sentences with them in the chapter and read them aloud.

- |                        |                               |
|------------------------|-------------------------------|
| ссориться              | обвинять / винить кого-либо в |
| ссора                  | чем-либо                      |
| хвастаться             | не обращать внимания на кого- |
| выхватить книгу        | либо                          |
| разорвать книгу        | ветхий / потрёпанный          |
| пустые страницы        | вырванные страницы            |
| уважение к друг другу  | терпеть что-либо, испытывать  |
| заставить задуматься   | чувство стыда                 |
| стереть следы на песке | библиотечный корешок          |
| взяться за руки        | странствовать                 |
| странствующий рыцарь   | беспокоиться о ком-либо       |

- 5** Which of the words suits the meaning of the sentence better? Make the right choice and translate the sentences from English into Russian.

- It was Abbie's wish that made the poet (turn on/ turn up).
- John thought it was his (turn/ chance) to make a wish.

- 3) The girl (held/held out) the magic book in her hands.
- 4) Barnaby (held/held out) his hand for the book.
- 5) John was (holding/holding out) a few torn-out pages.
- 6) John made a wish (holding/holding out) the few pages of the book that were left.

**6 Arrange the verbs below into three groups according to their pronunciation in the Past Simple:**

- 1) verbs ending in [t]
- 2) verbs ending in [d]
- 3) verbs ending in [ɪd]

turn	recognize	pack	quarrel
heal	smile	boast	wish
remember	grab	seem	stare
ignore	wave	stamp	hope
rush	join	hesitate	rub
smoke	worry	mutter	hustle
weed	promise	fail	blame

**7 Give the second and the third forms of these verbs. Find some sentences with them in the chapter.**

to freeze	to hold	to find	to feel
to tear	to lie	to sing	to cut
to ring			

**8 Open the brackets to make the sentences complete.**

The four children (to recognize) the figure standing not far from them at once. The figure (to be dressed) in a jacket and cap of goatskin. It (to carry) an umbrella of the same material. A few steps behind it they (to see) another dark figure. The other figure (to be dressed) also in goatskin. The two figures (to be) the only people on the island. The children (not to want) to lose any time. They (to join) their hands and (to make) a new wish. The next moment they (to hap-

pen to be) in a street of London at the time of Charles Dickens.

**9 Say what the underlined words mean.**

- 1) Do you mind if I have my turn today?
- 2) Let's change our minds before you start fighting.
- 3) How can our book know about a book that's not finished yet, and is still just in somebody's mind?

**10 Fill in the missing prepositions.**

When best friends fall \_\_\_\_\_, it is worse than any other quarrel. All the respect \_\_\_\_\_ each other disappears and turns \_\_\_\_\_ spite and meanness. John and Barnaby were looking \_\_\_\_\_ each other \_\_\_\_\_ no friendly way that reminded Abbie \_\_\_\_\_ that other awful time. John's face was red \_\_\_\_\_ anger. Barnaby's face was pale and there was a dangerous smile \_\_\_\_\_ it. Abbie felt worried and ashamed \_\_\_\_\_ both \_\_\_\_\_ them.

**11 What is wrong in the sentences below? Spot the incorrect word order and re-write the sentences, putting the words in the right order.**

- 1) Your family had has the book for the last three days.
- 2) Where that book is?
- 3) Give back the book at once!
- 4) What the matter with him was?
- 5) What it is about?
- 6) Do you know where does he wander?
- 7) Where we shall go next?

**12 Finish up the sentences.**

- 1) The two boys had a fight over the book because \_\_\_\_\_.
- 2) The book got torn because \_\_\_\_\_.
- 3) Barnaby wished for a new journey only for himself because \_\_\_\_\_.
- 4) It wasn't easy for the friends to guess where Barnaby was because \_\_\_\_\_.

- 5) The children didn't stay long in any of the books because \_\_\_\_\_.

**13 Translate the following sentences into Russian.**

- 1) I haven't had my wish either.
- 2) You are always so sure your ideas are best.
- 3) You are always boasting because you are too weak to do anything else.
- 4) Barnaby grabbed the book from Susan's hand.
- 5) The book was old and shabby.
- 6) When each of the boys grabbed the book it suddenly gave way.
- 7) For the third time the four friends joined hands and John made a wish.

**14 Translate the following sentences into English.**

1. Два друга начали говорить одновременно.
2. Каждый из друзей старался объяснить свою собственную идею.
3. Ссора друзей была ужасна.
4. Упрямство часто приводит к ссоре.
5. На острове Робинзона Крузо друзья увидели две знакомые фигуры.
6. Лондон в канун Рождества выглядел чудесно. Погода была морозная, и на землю медленно падали снежинки. Повсюду звучал звон колоколов, и дети пели рождественские песни.



**Discussing the Story**

**1 Say why in this chapter:**

- a) the children don't want to take the book to the library;
- b) Barnaby and John have a quarrel;
- c) Abbie is very much worried about her friends;
- d) Barnaby decides to have an adventure only for himself;

- e) the four friends are worried about Barnaby very much;
- f) the four friends can't easily find Barnaby in his adventure.

**2 Prove that:**

- a) Barnaby behaved in a very selfish way;
- b) none of the children could stop the fight between Barnaby and John;
- c) the children tried hard to find Barnaby in his adventure;
- d) Barnaby's reading interests were vast.

**3 Add more details to these:**

- 1) Abbie's father liked the new play very much.
- 2) Abbie understood that her poetry was still far from being good.
- 3) The children didn't want to break the library rules.
- 4) John and Barnaby didn't quarrel for the first time.
- 5) The children didn't find Barnaby in the company with Robinson Crusoe.
- 6) The children visited Charles Dickens's land, but Barnaby was not there.

**4 Explain why John:**

- didn't want Barnaby to make his wish first
- called Barnaby a boaster
- got into a fight with Barnaby
- felt ashamed of himself
- eagerly joined his friends in search of Barnaby

**5 On behalf of one of the children speak about:**

- a) how Saturday morning started;
- b) the places magic took you in search of Barnaby.

**6 Discuss with your classmates whether Barnaby was right in making a wish for himself only.**

**7 On behalf of Abbie speak about:**

- the evening of listening to the new play
- the night talk with Barnaby
- the morning duty in the garden
- the horrible quarrel between Barnaby and John
- London as they saw it on Christmas Eve
- the most exciting episode during the journey in search of Barnaby

**8 Work in pairs/ small groups and act out the talk between:**

- a) Abbie and her father as they finish reading the new play;
- b) Barnaby and John as they decide whose turn it is to make the wish;
- c) Abbie, Fredricka, Susan and John as they decide to look for Barnaby;
- d) Fredericka, Abbie and John as they talk about Barnaby's own book.

**9 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) Best friends never fight.
- 2) Sometimes best friends quarrel.
- 3) When best friends quarrel, it is worse than any other quarrel.

**10 Talk to your classmates and find out if any of them:**

- has read any of Barnaby's favourite books
- has recognized the characters the children saw in old London
- has a favourite character in any book by Charles Dickens
- believes that the most important thing in a book happens at the end
- would like to make a magic journey into any of these books: 'Robinson Crusoe', 'David Copperfield', or 'The Old Curiosity Shop'
- knows any Christmas traditions

 **Read and Write**

In this chapter you have learned that Barnaby is working on a book of his own. What kind of a book is it? What made Barnaby write such a book? Can you imagine what adventures happen to the main character of Barnaby's book? Describe one of his possible adventures (250 words).

## Chapter 13 THE WANDERING KNIGHT

 **Checking Comprehension**

**Make the right choice:**

- 1) In his adventure Barnaby got into a \_\_\_\_?\_\_\_\_ situation.  
a. funny  
b. pleasant  
c. frightening
- 2) Barnaby's first adventure happened in \_\_\_\_?\_\_\_\_.  
a. the Middle Ages  
b. Old Roman times  
c. the Age of Chivalry
- 3) Barnaby killed the wicked giant with a \_\_\_\_?\_\_\_\_.  
a. lance  
b. sword  
c. knife
- 4) Inside the misty garden there was a \_\_\_\_?\_\_\_\_.  
a. castle                      b. horse                      c. pool
- 5) The first reflection in the pool was \_\_\_\_?\_\_\_\_.  
a. ugly  
b. handsome  
c. stupid



## Working with Vocabulary and Grammar

- 1 How well do you know the rules of reading? In the Sound-maze below find the way out with the help of the words with the so-called silent letters. Remember that you can only follow horizontal → and vertical ↓ lines.

↓

island	knight	umbrella	magic
wander	castle	blank	watch
world	sight	fight	strength
saddle	jacket	sword	height
gallop	cap	want	whisper
place	voice	map	frighten

→

- 2 Focus on spelling and pronunciation. Read out some words from the chapter with the letters *c* and *ch*. Find the Odd One Out in the following lines:

- command, castle, scattered, century, discovery
- conquering, cohort, landscape, crash, Caesar
- magic, panic, recent, country, cloud, careless
- silence, distance, cistern, creepy, face, space
- chance, choose, ache, reach, change, charm

- 3 Focus on word-stress. Which of the words below suit the following stress-pattern:

a) ●●	b) ●●	c) ●●●	d) ●●●
command	century	wanderer	example
army	landscape	escape	direction
helmet	saddle	sunset	destiny
legend	suspect	unworthy	despair
regret	hasten	inside	courage
adventure	distance	suddenly	silence

perfectly      kidnap      tower      recent  
event          whisper      together

- 4 Match up the words with the opposite meaning.

- |                 |                 |
|-----------------|-----------------|
| 1. to win       | a) to hesitate  |
| 2. to rise      | b) to run away  |
| 3. to rush      | c) better       |
| 4. to wander    | d) ugly         |
| 5. to follow    | e) to lose      |
| 6. to remember  | f) to lead      |
| 7. worse        | g) hard         |
| 8. easy         | h) to fall down |
| 9. handsome     | i) to forget    |
| 10. to go after | j) to stay      |

- 5 Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

странствовать	странствующий рыцарь
возглавить армию	наблюдать за битвой
ехать верхом	преследовать кого-либо на лошади
закат	туман, становиться густым (о тумане)
судьба	подниматься (о тумане, воде)
привязать лошадь	скакать верхом на лошади
шептать, шипеть	беспокоиться о ком-либо
спешить	остановиться в нерешительности
упасть на колени	дрожать от холода или страха
предупреждение	злые чары / проклятие
мрачный замок	недостойные мысли
события	тревога
хвастаться	мушкетёр
спасать кого-либо	

- 6 Which of the words suits the meaning of the sentence better? Make the right choice and translate the sentences from English into Russian.

- Julius Caesar asked Barnaby to (lead/ lead away) one of his armies.

- 2) Barnaby took his little sister by the hand and (led/ led her away) from the pool.
- 3) The horse stopped and would go no (further/farther).
- 4) Barnaby the Wanderer (pulled/ pulled out) his sword and (cut/ cut off) the giant's head.
- 5) He (pulled / pulled out) his sister to a safe distance
- 6) The sun (went down/ went behind) a cloud and a mist (rose/raised) from the earth.

7 **Give the second and the third forms of these verbs. Find some sentences with them in the chapter.**

to win	to shine	to kneel	to feel
to tear	to break	to fight	to rise
to grow	to ride	to choose	to cut off

8 **Open the brackets to make the sentences complete.**

Barnaby (to dismount) the horse and (to tie) it to a bush. Then he (to wander) on. He (can see) better now as he (to be) closer to the ground. In a distance Barnaby (to see) an open gate which (to lead) to a garden. He (to hesitate) but in a moment (to continue, to walk). "What I (to do)? I (to go) in?", he (to think). At last, the brave knight (to enter) the garden and (to come up) to the pool in the middle of it.

9 **Say what the underlined words mean.**

- 1) He was a wanderer, he had to wander on and on.
- 2) As he reached the top of the hill he saw a lady on a white horse.
- 3) Besides, you are too short to reach!
- 4) When he reached out his hand, there was no one there.
- 5) In a panic he reached in his pocket for the book.
- 6) The mist began to rise from the ground.
- 7) The water in the pool rose slowly and moved nearer to the magic book.
- 8) He had forgotten the right words.

- 9) Right now Barnaby was wandering up the hill.
- 10) Now the book was whole again.

10 **Fill in the missing prepositions.**

When Barnaby wandered \_\_\_\_\_ the hill \_\_\_\_\_ the Middle Ages, he saw a lady galloping toward him \_\_\_\_\_ a white horse. But \_\_\_\_\_ her Barnaby saw a giant. The giant was following the fair lady \_\_\_\_\_ a black horse. The giant wanted to carry that lady \_\_\_\_\_ his castle and kill her. Very quickly Barnaby got ready \_\_\_\_\_ a fight \_\_\_\_\_ the giant. The young lady stopped her horse and watched the fight \_\_\_\_\_ interest. She was sure the noble knight fought \_\_\_\_\_ the love \_\_\_\_\_ her.

11 **What is wrong in the sentences below? Spot the incorrect word order and re-write the sentences, putting the words in the right order.**

- 1) The lady was to escape trying from a giant.
- 2) No mist make can me go back.
- 3) When he tried to think of home, he couldn't remember where lived he.
- 4) We have saved already Barnaby perfectly well without their help.
- 5) First of all I wish we home were.

12 **Finish up the sentences.**

- 1) Barnaby the Wanderer didn't lead the army of Romans because \_\_\_\_\_.
- 2) The giant always followed the ladies because \_\_\_\_\_.
- 3) Barnaby wanted to tell somebody about his adventures because \_\_\_\_\_.
- 4) Barnaby hesitated before coming into a garden because \_\_\_\_\_.
- 5) Barnaby liked the reflection of the face in the pool because \_\_\_\_\_.
- 6) John put the two parts of the magic book into Barnaby's hands because \_\_\_\_\_.

**13 Translate the following sentences into Russian.**

- 1) The road wandered all over the map and in and out of the centuries.
- 2) Julius Caesar wanted Barnaby to join his army and be second in command.
- 3) There were many castles scattered here and there about the landscape.
- 4) Barnaby the Wanderer saw a lady galloping toward him on a white horse.
- 5) The lady was trying to escape from a giant.
- 6) The brave knight killed the giant because he deserved it.
- 7) There was nobody he could boast to.
- 8) He stood shivering and staring into the thick mist with fright.
- 9) Suddenly Barnaby heard a strange, whispering, hissing voice.
- 10) Barnaby thought of other creepy legends and shivered.

**14 Translate the following sentences into English.**

- 1) Странствующий рыцарь Барнаби сначала отправился путешествовать во времена Древнего Рима.
- 2) Барнаби наблюдал за битвами между армией Юлия Цезаря и армией галлов.
- 3) Юлий Цезарь попросил Барнаби возглавить одну из его армий. Хотя это была большая честь, Барнаби отказался и отправился дальше странствовать.
- 4) Во время странствования по Средневековью молодому рыцарю пришлось сразиться с великаном.
- 5) Барнаби хотел похвастать о своих приключениях перед кем-либо, но никого рядом не было.



**Discussing the Story**

**1 Say why in this chapter Barnaby:**

- a) wishes for a moment that there was somebody with him;
- b) doesn't care if his friends worry about him or not;

- c) dismounts his horse;
- d) decides to enter the strange garden;
- e) can't get out of the magic adventure;
- f) says that boasting is dangerous;
- g) gives the magic book back to John.

**2 Prove that:**

- a) Barnaby's adventure was full of exciting things;
- b) Barnaby knew the laws of Chivalry;
- c) There were some frightening moments during Barnaby's journey;
- d) Barnaby understood that he had been wrong.

**3 Add more details to these:**

- 1) Barnaby made his magic journey through different ages;
- 2) The giant was very mean and wicked.
- 3) The fine lady stopped her horse and watched the fight;
- 4) Barnaby had to dismount his horse;
- 5) The reflection in the pool made a frightening impression on Barnaby;
- 6) The four children appeared in time to save their friend from danger.

**4 Explain why:**

- The magic book didn't help Barnaby
- John gave both parts of the book back to Barnaby
- Barnaby gave the book back to John
- Fredericka didn't want any adventure with the three Musketeers
- Barnaby asked John to make some wish

**5 On behalf of one of the children speak about:**

- a) the place you finally found Barnaby in;
- b) Barnaby's adventure in the Old Roman Times;
- c) Barnaby's adventure in the Middle Ages.



**6 Discuss with your classmates whether:**

- Barnaby was right in making a wish for himself only
- Barnaby really enjoyed travelling without his friends
- Barnaby got seriously scared during his magic journey
- Barnaby understood why the face in the pool changed
- the magic book has punished Barnaby

**7 On behalf of Barnaby speak about :**

- the fight with a giant
- the strange mist
- the small garden with a pool
- the most frightening episode during the journey

**8 Work in pairs/ small groups and act out the talk between:**

- a) Barnaby and Julius Caesar after the battle;
- b) Barnaby and the wicked Giant before their fight;
- c) Barnaby and his friends at the magic pool.

**9 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) Boasting may be very dangerous.
- 2) Curiosity may be very dangerous.

**10 Talk to your classmates and find out if any of them :**

- has read any books about the Age of Chivalry
- has read John's favourite book
- would like to make a magic journey into 'The Three Musketeers' and why?

 **Read and Write**

In this chapter Barnaby has got into a scaring situation, hasn't he? Was it a kind of punishment for him? Was it the

magic book that decided to punish him? What did the magic book want to punish Barnaby for? Did it happen because Barnaby had quarrelled with his best friend? Did it happen because he had boasted a lot in front of his friends? What do *you* think about it? Write down your opinion in the form of a letter to the author of the book. (150 words)

## Chapter 14 THE LAST DAY OF ADVENTURE



### Checking Comprehension

Make the right choice:

- 1) The children went to the library \_\_\_\_?\_\_\_\_
  - a. as usual
  - b. in a magic way
  - c. in an ordinary way
- 2) The children travelled to the library \_\_\_\_?\_\_\_\_.
  - a. by train
  - b. riding on horseback
  - c. flying through the air
- 3) The children made the second part of their journey \_\_\_\_?\_\_\_\_.
  - a. like birds
  - b. on a carpet
  - c. like invisible people
- 5) It was \_\_\_\_?\_\_\_\_ who gave the book back to Miss Dowitcher.
  - a. John
  - b. Abbie
  - c. Susan
- 4) Miss Dowitcher noticed that the book was \_\_\_\_?\_\_\_\_.
  - a. torn
  - b. missing a few pages
  - c. as good as new
- 6) The children were surprised to see the \_\_\_\_?\_\_\_\_ of the book.
  - a. name
  - b. name of the author
  - c. new cover



## Working with Vocabulary and Grammar

- 1 How well do you know the rules of reading? Following only horizontal → and vertical ↓ lines, find the way out of the Sound-maze with the help of the sound [əv].

↓

home	along	about	through
notice	both	follow	found
other	now	shone	enjoy
room	who	gold	know
story	book	torn	road
chorus	from	people	most

→

- 2 Focus on word-stress. Which of the words below suit the following stress-pattern:

a) ●●	b) ●●	c) ●●●	d) ●●●●
pleasant	interesting	because	carpet
arrive	letters	author	village
protest (n)	protest (v)	chorus	corridor
everybody	business	practically	ladder
complain	hesitate	noble	

- 3 Match up the words with the opposite meaning.

1) last	to borrow
2) magic	dangerous
3) chorus	first
4) to return	boring
5) pleasant	to leave
6) safe	ordinary
7) interesting	to follow
8) tired	solo
9) to arrive	full of energy
10) to lead the way	unpleasant

- 4 Give the English equivalents for the word combinations and phrases below. Find the sentences with them in the chapter and read them aloud.

хор возражений	сидеть на ступеньках
клей	пойти и принести что-либо
клейкая лента	иголка и нитка
чинить	портить
через мгновение	оказаться
мертвая петля	безопасно
крылья	ветви дерева
пересадка	волшебный ковёр
приземлиться	крыша
заметить что-либо	разрешать / позволять что-либо
лестница	приставная лестница
идти впереди	немного порваться
потрепанный	отложить книгу в сторону
стопка книг	корешок книги
вздыхать	прощаться

- 5 Complete the sentences. The words from the box can help you.

- The children were sitting on the \_\_\_\_\_ of the big \_\_\_\_\_ house.
- John started to speak very \_\_\_\_\_.
- A second later all the friends had \_\_\_\_\_ like birds.
- When they \_\_\_\_\_ tired they sat on the \_\_\_\_\_ of a big tree.
- The children got into the library through a \_\_\_\_\_ door on the \_\_\_\_\_.
- Miss Dowitcher didn't notice that the book was \_\_\_\_\_, because it wasn't \_\_\_\_\_ at all.

trap
steps
torn
slowly
branches
white
wings
roof
grew

- 6 Give the second and the third forms of these verbs. Find some sentences with them in the chapter.

to get on	to get torn	to get off	to shine
to lead	the way	to tear	

**7 Open the brackets to make the sentences complete.**

As soon as John (to make) his wish the children (to find) themselves up in the air. All of them (to have) wings like birds, so it (to be) quite pleasant and safe (to fly) through the air. The children (to think) that it (to be) so exciting. The most enjoyable thing (to be) that nobody (to notice) them. People (not to pay attention) to them as they (not to look up).

**8 Say what the underlined words mean.**

- 1) They found themselves before the door of the children's room.
- 2) There was no room on the back of the book to put all their names.
- 3) We'll take the book to the library in a magic way.
- 4) Susan led the way carrying the book.
- 5) They enjoyed riding the magic carpet.
- 6) Riding was even more fun than flying.

**9 Fill in the missing prepositions.**

The children landed \_\_\_\_\_ the library roof. They got \_\_\_\_\_ the carpet and looked around. There was a trap door \_\_\_\_\_ the roof and it was not locked. John led the way and the others went \_\_\_\_\_ him. For some time the children were walking down the steps and then \_\_\_\_\_ several corridors. All the corridors were full \_\_\_\_\_ books \_\_\_\_\_ bookshelves. At last they came \_\_\_\_\_ to the door \_\_\_\_\_ the children's room. There were not many people \_\_\_\_\_ the room. Miss Dowitcher was \_\_\_\_\_ her desk. When she saw what book Susan held \_\_\_\_\_ her, she gave the children a strange look.

**10 What is wrong in the sentences below? Spot the incorrect word order and re-write the sentences, putting the words in the right order.**

- 1) John thought was it time to take the book to the library.
- 2) John said could they take the book back in a magic way.
- 3) The most was interesting thing that nobody noticed them.

- 4) When John tired grew he sat down on a branch of a big tree.
- 5) Susan led the way because it was she who found had it on the shelf.
- 6) The children saw that the book a name had.
- 7) The children wondered who would take to read the book next.

**11 Finish up the sentences.**

- 1) The children shouted in a chorus of protest because \_\_\_\_\_.
- 2) John thought of a magic way to get to the library because \_\_\_\_\_.
- 3) The journey through the air was pleasant and safe because \_\_\_\_\_.
- 4) The children sat down on the branches of a big tree because \_\_\_\_\_.
- 5) John chose two ways of magic travelling through the air because \_\_\_\_\_.
- 6) The children didn't enter the library through the front door because \_\_\_\_\_.
- 7) John led the way as the children were walking down because \_\_\_\_\_.
- 8) Miss Dowitcher gave the children a strange look because \_\_\_\_\_.
- 9) Miss Dowitcher didn't see that the book was torn because \_\_\_\_\_.
- 10) The children felt sad to part with the book because \_\_\_\_\_.

**12 Translate the following sentences into Russian.**

- 1) The children met John's words with a chorus of protest.
- 2) John was not sure which was best, wings or magic carpet, so he wished both.
- 3) As soon as their wings disappeared, their magic carpet arrived.
- 4) The children landed on the library roof and got into the building through a trap door.
- 5) 'If the magic ever comes back into our lives', said Barnaby to John, 'you get first turn.'

- 6) Miss Dowitcher looked at the last pages of the book, but didn't notice anything wrong with it.
- 7) On the book's spine new gold letters shone brightly.
- 8) Will it be a magic wishing book for them too, or just a book of stories about us?

**13 Translate the following sentences into English.**

- 1) Последнее приключение пятёрки друзей оказалось удивительно интересным.
- 2) Было так здорово лететь над городом по воздуху.
- 3) Люди на земле не замечали летящих на крыльях детей, так как были заняты своими делами и не смотрели вверх.
- 4) Когда дети устали лететь на крыльях, они пересели на волшебный ковёр-самолёт.
- 5) Все дети верили, что их волшебные приключения закончились не навсегда.
- 6) Какой волшебная книга окажется для новых читателей?



**Discussing the Story**

**1 Say why in this chapter:**

- a) the children raise a chorus of protest;
- b) John chooses two magic ways of getting to the library;
- c) the children enjoy both journeys through the air;
- d) John leads the way from the roof down;
- e) Barnaby says that if ever magic comes back it will be John's turn to make the first wish;
- f) Miss Dowitcher gives the children a strange look;
- g) the book turns out to be not torn, but in perfect shape;
- h) the name of the book appears shining in gold letters;
- i) the children are sure that the story in the book is about their adventure;
- j) there is no author's name on the book's cover;
- k) the children wish to know who will get the book next.

**2 Prove that:**

- a) Barnaby doesn't believe that his choice is always the best;
- b) John has proved to be full of interesting ideas;
- c) the children enjoyed their last adventure;
- d) Susan was an honest girl;
- e) the children were excited to see the name of the book.

**3 Add more details to these:**

- 1) The children wanted John to make his wish.
- 2) Nobody noticed the children flying on wings through the air.
- 3) The children didn't know what John's second part of the wish was.
- 4) None of the children wanted to fly away on the carpet somewhere else.
- 5) Miss Dowitcher put the book away.
- 6) The children stared at the book.
- 7) The five children went home.

**4 Explain why John:**

- didn't take his friends on a magic journey into his favourite book
- chose a magic way of getting to the library
- landed on a branch of a tree
- made the carpet land on the roof of the library
- led his friends down the steps of the library

**5 On behalf of one of the children speak about:**

- a) the flight on bird wings through the air;
- b) the journey on a magic carpet;
- c) the way you got down to the library;
- d) the magic transformations of the book.

**6 Discuss with your classmates whether:**

- John's idea turned out to be very interesting to all the children

- Barnaby really enjoyed John's magic way of travelling
- Susan felt uneasy to hand the book back to the librarian
- the children expected any magic changes with the book in the library
- the librarian knew something about the book's magic power
- the children were really sure that their adventure was described in full in the magic book

**7 On behalf of Barnaby/Susan speak about:**

- John's idea of the last adventure
- the most exciting episode during the journey through the air
- what you've learned about the magic book

**8 Work in pairs/ small groups and act out the talk between:**

- a) John and his friends before the journey through the air;
- b) John and his friends while they are having a rest in a tree;
- c) John and his friends as they land on the roof of the library;
- d) John and his friends as they leave the library and walk back home.

**9 Agree or disagree. Try to give arguments in support of your opinion.**

- 1) It must be wonderful to have a chance of looking down on earth from the air.
- 2) The children were not at all scared about flying through the air.
- 3) Everybody thought that it was a pity to say good-bye to the book.
- 4) Sometimes it's nice to re-read the book you like.
- 5) Some books may become great friends.

**10 Talk to your classmates and find out if any of them :**

- has ever seen some pictures of cities which were taken from the air

- believes that an aero-picture presents objects on earth in a very special way
- would like to have a chance of flying over the town/ city district or village he/she lives in; explain why

 **Read and Write**

Describe what the children did in the library and what changes they noticed about the magic book since it happened to be in the hands of the librarian. Try your best not to miss any details. Use the following words in your description: *first, then, next, finally*. (120 words)

## Произношение имен действующих лиц

Abbie [ˈæbi]	John [dʒɒn]
Barnaby [ˈbɑ:nəbi]	Miss Dowitcher [ˈmɪs ˈdu:wɪtʃə]
Carl Ingoldsby [ˈkɑ:l ˈɪŋgəlzbi]	Mrs. Funk [ˈmɪsɪz ˈfʌŋk]
Clarence Oleson [ˈklærəns ˈəʊlsn]	Oswaldo [ɔzˈwældəʊ]
Formsby [ˈfɔ:mzbi]	Roy [rɔɪ]
Fredericka [ˌfrədəˈri:kə]	Susan [ˈsu:zn]

## Questions for the Final Discussion of the Book

1. Did you enjoy reading the book?
2. Which adventure did you find most interesting?
3. Which adventure took the children into the past?
4. Which adventure took the children into the future?
5. In which adventure did the children meet interesting book characters?
6. In which adventure did the children meet some famous historical figures?
7. Which adventure was most scaring?
8. Which adventure helped the children to know each other better?
9. Which adventure helped the children to know the members of their family better?
10. Which adventure helped the book character to change for the better?
11. Which of the characters did you like best?
12. Which of the characters would you like to have as a friend? Why?
13. Have you read many of the books the children talked about?
14. Which of the books mentioned by the children haven't you read yet?
15. Would you like to read any of them?
16. If you had a chance which book would you like to make your magic journey in? Why?
17. Do you believe that everybody can write a book?
18. Do you believe that reading broadens people's minds?
19. Do you believe that reading may help people to understand others better?
20. Do you believe that reading may help people change their lives?

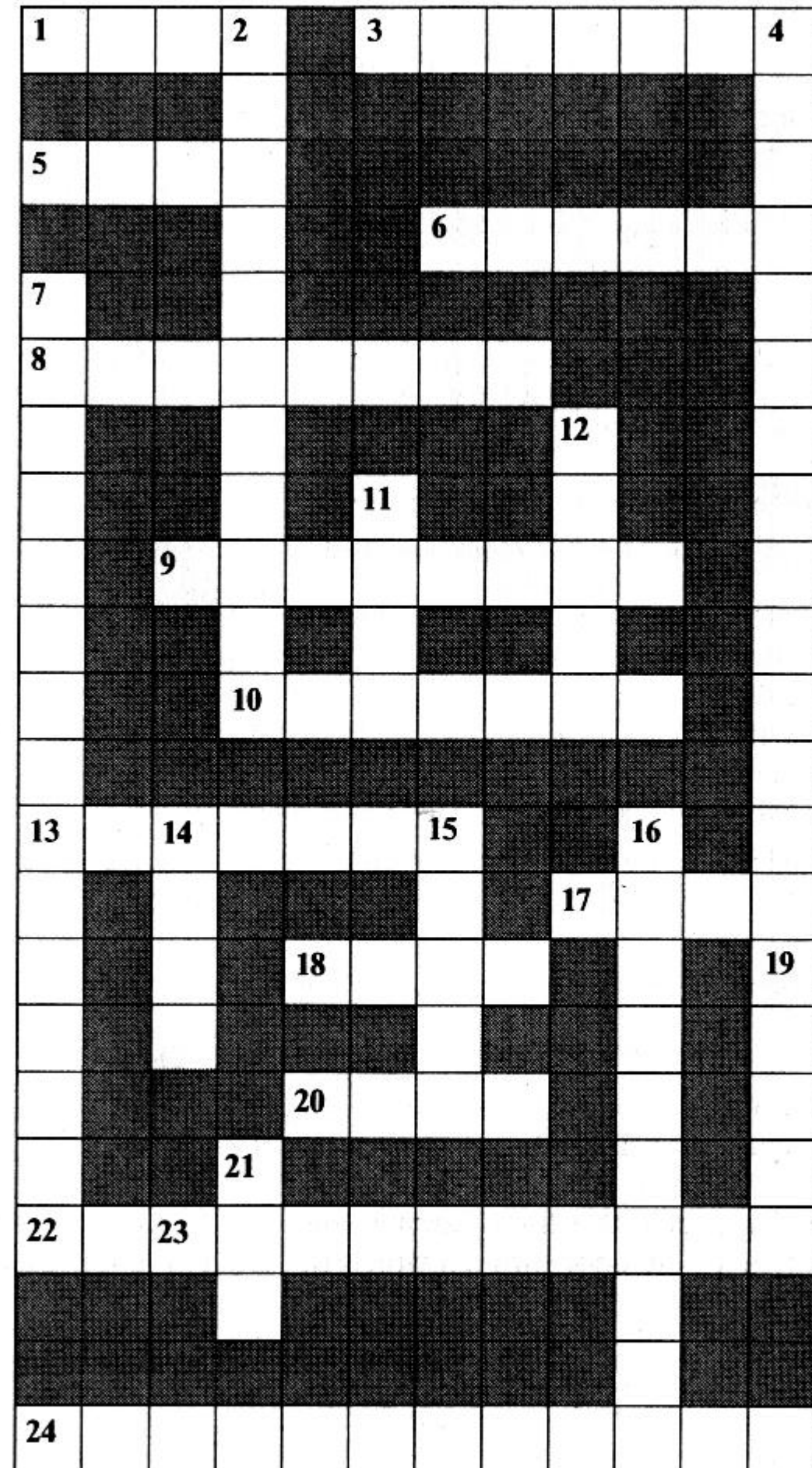
## Crossword Corner

### Across:

1. The part in the new show the director of the studio promised Abbie's father. (4)
3. The music group Abbie's father sang in. (7)
5. The first word on the warning sign by the driveway to Mrs. Funk's house on the day the magic began. (4)
6. The magic animal that carried Fredericka away. (6)
8. Something that helped the children to give a signal during the snowstorm. (8)
9. Mr. Oswaldo's profession on stage. (8)
10. The feature of human character Abbie wanted to write her poem about. (7)
13. Et cetera in Mr. Oswaldo's room. (7)
17. The building where the children and their teacher hid during the sudden prairie storm. (4)
18. The place where the dragon lived. (4)
20. The name of the woman who used a cookery book to fight the dragon. (4)
22. Every time one of the friends happened to be in danger, all the rest had to do it. (4)
23. The name of the diet the dragon had never used. (10)
24. The great surprise that the engineer of the train felt when he suddenly appeared in the car of the train. (12)

### Down:

2. The new name that the people of Dragonland chose for their country. (11)
4. The name of the last card in the box of tricks that Mr Oswaldo used. (15)
7. The characters from John's favourite book. (2 words 5+10)
11. Something that Barnaby's father could do well. (4)
12. The character with whom Barnaby the Wanderer had a fight. (5)
14. The type of the door through which the children got back to the library.
15. The number of days the children's adventure lasted. (5)
16. The show Mr. Oswaldo used to work in. (10)
19. The name of John's sister. (5)
21. The colour of the magic book. (3)



## LIST OF KEYS

### Keys to Chapters

#### *To Chapter 3:*

##### *Read and Write. Task 2. "Transformations"*

Возможные трансформации:

cup — cap — car — jar

hat — fat — fax — fox — box

wood — word — work — pork — park

#### *To Chapter 10:*

##### *Working with Vocabulary and Grammar. Task 3.*

actor — concert — number — comic — program — answer —  
children — problem — singer

#### *To Chapter 12:*

##### *Working with Vocabulary and Grammar. Task 1.*

magic — sand — shabby — blank — grab — hand — panic —  
jacket — happen

#### *To Chapter 13:*

##### *Working with Vocabulary and Grammar. Task 1.*

island — knight — castle — sight — fight — sword — height —  
whisper — frighten

#### *To Chapter 14:*

##### *Working with Vocabulary and Grammar. Task 1.*

home — notice — both — follow — shone — gold — know —  
road — most

## Key to the Crossword

### Across:

1. solo
3. quartet
5. slow
6. dragon
8. Hand-bell
9. magician
10. dignity
13. kittens
17. barn
18. cave
20. Funk
22. save
23. vegetarian
24. astonishment

### Down:

2. Oswaldoland
4. Transformations
7. Three Musketeers
11. sing
12. giant
14. trap
15. seven
16. Vaudeville
19. Susan
21. red



# VOCABULARY

## Принятые сокращения

*adj* adjective — прилагательное  
*adj predic* adjective predicative — предикативное употребление имени прилагательного  
*adv* adverb — наречие  
*cj* conjunction — союз  
*int* interjection — междометие  
*mod v* modal verb — модальный глагол  
*n* noun — существительное  
*num* numeral — числительное

*phr v* phrasal verb — фразовый глагол  
*pl* plural — множественное число  
*ppr* preposition — предлог  
*pron* pronoun — местоимение  
*refl pron* reflexive pronoun — возвратное местоимение  
*v* verb — глагол  
*амер.* — американизм  
*зд.* — здесь  
*см.* — смотри  
*тж.* — также

## А

**able** ['eɪbl] *adj* способный  
**be able (to)** мочь, быть в состоянии  
**about** [ə'baʊt] *ppr* о, об; *adv* около, приблизительно, кругом  
**above** [ə'baʊv] *ppr* над  
**accompany** [ə'kʌmpəni] *v* муз. сопровождать  
**acrobat** ['ækrəbæt] *n* акробат  
**across** [ə'krɒs] *ppr* через, поперек  
**actor** ['æktə] *n* актер  
**add** [æd] *v* добавлять  
**adventure** [ədventʃə] *n* приключение  
**afraid** [ə'freɪd] *adj predic* испуганный

**be afraid (of)** бояться  
**after** [ɑ:ftə] *ppr* после, за; вслед; *cj* после того как  
**afternoon** [ɑ:ftə'nu:n] *n* время после полудня  
**in the afternoon** днем  
**again** [ə'geɪn] *adv* опять, снова  
**against** [ə'geɪnst] *ppr* против, к  
**ago** [ə'gəʊ] *adv* тому назад  
**long ago** давно  
**agree** [ə'grɪ:] *v* соглашаться  
**air** [ɛə] *n* воздух  
**airplane** ['ɛəpleɪn] *n* самолет  
**aisle** [aɪl] *n* проход (между рядами, в вагоне, между партами в школе и т. п.)  
**alive** [ə'laɪv] *adj* живой

**all** [ɔ:l] *pron* весь, вся, всё, все  
**all at once** одновременно  
**all over** по всему пространству, поверхности  
**all right** хорошо, ладно  
**at all** вообще, совсем  
**almost** [ɔ:lməʊst] *adv* почти  
**alone** [ə'ləʊn] *adj* один, одна; сам, сама  
**along** [ə'lɒŋ] *ppr* вдоль, по; с собой, вместе  
**already** [ɔ:l'reɪdɪ] *adv* уже  
**also** [ɔ:lsəʊ] *adv* тоже, также  
**altogether** [ɔ:l'təgəðə] *adv* вполне; в общем  
**always** [ɔ:lwəz] *adv* всегда  
**ammonia** [ə'məʊnjə] *n* нашатырный спирт  
**among** [ə'mʌŋ] *ppr* среди  
**amuse** [ə'mju:z] *v* забавлять, развлекать  
**angrily** ['æŋgrɪli] *adv* сердито, гневно  
**angry** ['æŋgrɪ] *adj* сердитый  
**be angry** сердиться, рассердиться  
**animal** ['ænɪmə] *n* животное  
**announce** [ə'naʊns] *v* объявить, заявить  
**another** [ə'nʌðə] *pron* еще один, другой  
**answer** ['ɑ:nsə] *v* отвечать; *n* ответ  
**any** ['eni] *pron* какой-нибудь; никакой (в отрицат. предлож.).  
**anything** ['eniθɪŋ] *pron* что-нибудь; ничто, ничего (в отрицат. предлож.)

**anywhere** ['eniwɛə] *adv* где-нибудь, куда-нибудь; никуда (в отрицат. предлож.); везде; где угодно, куда угодно (в утвердит. предлож.)  
**appear** [ə'piə] *v* появляться  
**applaud** [ə'plɔ:d] *v* аплодировать  
**applause** [ə'plɔ:z] *n* аплодисменты, рукоплескания  
**apron** ['eɪprən] *n* передник, фартук  
**arch** [ɑ:tʃ] *v* изгибать(ся) дугой  
**arithmetic** [ə'riθmətik] *n* арифметика; *adj* арифметический [æriθ'metik]  
**arithmetic problem** арифметическая задача  
**arm** [ɑ:m] *n* рука (от кисти до плеча)  
**armchair** ['ɑ:m'tʃɛə] *n* кресло  
**army** ['ɑ:mi] *n* армия, войско  
**around** [ə'raʊnd] *ppr* вокруг, около, по  
**arrest** [ə'rest] *v* арестовать  
**arrive** [ə'raɪv] *v* прибыть, прийти  
**artist** ['ɑ:tɪst] *n* художник; артист  
**as** [æz] *adv* как; *cj* когда, так как  
**as... as** так же, как  
**as if** как будто  
**as soon as** как только  
**ashamed** [ə'ʃeɪmd] *adj predic* пристыженный  
**be ashamed** стыдиться чего-л.  
**ask** [ɑ:sk] *v* спрашивать, просить

**asleep** [ə'sli:p] *adj predic* спящий  
**be asleep** спать  
**fall asleep** заснуть  
**astonish** [əs'tɒnɪʃ] *v* удивлять, поражать  
**be astonished** удивляться, поражаться  
**astonishment** [əs'tɒnɪʃmənt] *n* удивление  
**at** [æt] *prep* в, на, при, за  
**ate** [et] *см.* eat  
**attention** [ə'tenʃn] *n* внимание  
**pay attention** обращать внимание  
**audience** [ˈɔ:dʒəns] *n* аудитория, публика, зрители  
**author** [ˈɔ:θə] *n* автор, писатель  
**autograph** [ˈɔ:təgrɑ:f] *n* автограф  
**away** [ə'weɪ] *adv* прочь (обозначает удаление)  
**awful** [ˈɔ:ful] *adj* ужасный

## В

**baby** [ˈbeɪbɪ] *n* ребенок, младенец, малыш  
**back** [bæk] *n* спина; корешок (книги); конец (книги); задние ряды (в классе); *a* задний; *adv* назад, обратно; в ответ; *v* (~out) уклоняться, идти на попятный  
**bad** [bæd] (**worse, worst**) *e* плохой, злой  
**badminton** [ˈbædmɪntən] *n* бадминтон (игра)

**balance** [ˈbæləns] *n* равновесие  
**bald** [bɔ:ld] *adj* лысый  
**ball** [bɔ:l] *n* мяч, шар  
**barn** [bɑ:n] *n* сарай  
**basketball** [ˈbɑ:skɪtbɔ:l] *n спорт.* баскетбол  
**basketball team** баскетбольная команда  
**battle** [ˈbætl] *n* битва, сражение  
**be** [bi:] (**was, were, been**) *v* быть, находиться, являться; *вспомогат. глагол*  
**beast** [bi:st] *n* зверь  
**beat** [bi:t] (**beat, beaten**) *v* бить; выбивать  
**beautiful** [ˈbju:təfʊl] *a* красивый  
**became** [bi'keɪm] *см.* become  
**because** [bi'kɔ:z] *сj* потому что, так как  
**become** [bi'kʌm] (**became, become**) *v* стать, становиться  
**bed** [bed] *n* кровать  
**before** [bi'fɔ:] *сj* прежде чем, перед (тем как), до  
**beg** [beg] *v* просить  
**began** [bi'gæn] *см.* begin  
**begin** [bi'gɪn] (**began, begun**) *v* начинать(ся)  
**beginning** [bi'gɪnɪŋ] *n* начало  
**begun** [bi'gʌn] *см.* begin  
**behind** [bi'haɪnd] *adv* сзади, позади; после, за  
**believe** [bi'li:v] *v* верить  
**bell** [bel] *n* колокольчик  
**hand-bell** колокольчик, звонок  
**belong** [bi'lɒŋ] *v* принадлежать  
**beside** [bi'saɪd] *prep* рядом с

**best** [best] *adj* лучший, наилучший (превосх. степень от good)  
**better** [ˈbetə] *adj, adv* лучше (сравнит. степень от good)  
**between** [bi'twi:n] *prep* между  
**big** [bɪg] *adj* большой; высокий  
**bird** [bɜ:d] *n* птица  
**bit** [bɪt] *n* кусок, отрывок  
**bite** [baɪt] (**bit, bitten**) *v* кусать; *n* укус  
**black** [blæk] *adj* черный  
**blackboard** [ˈblækbɔ:d] *n* классная доска  
**blank** [blæŋk] *adj* пустой, чистый; неисписанный (о бумаге)  
**blue** [blu:] *adj* голубой  
**boast** [bəʊst] *v* хвастать  
**bomb** [bɒm] *n* бомба  
**bookcase** [ˈbʊkkeɪs] *n* книжный шкаф  
**bookshelf** [ˈbʊkʃelf] *n* книжная полка (*pl* bookshelves)  
**born** [bɔ:n] *adj: be born* родиться  
**both** [bəʊθ] *pron* оба  
**both... and** и... и  
**bottle** [ˈbɒtl] *n* бутылка  
**bottom** [ˈbɒtəm] *n* дно; *adj* нижний  
**bought** [bɔ:t] *см.* buy  
**box** [bɒks] *n* ящик  
**branch** [brɑ:ntʃ] *n* ветка  
**brave** [breɪv] *adj* храбрый, смелый  
**bravely** [ˈbreɪvli] *adv* храбро  
**break** [breɪk] (**broke, broken**) *v* разбивать

**breakfast** [ˈbrekfəst] *n* завтрак  
**breath** [breθ] *n* дыхание  
**bright** [braɪt] *adj* яркий, ясный, светлый; *adv* ярко  
**bring** [brɪŋ] (**brought**) *v* принести, приводить  
**broad** [brɔ:d] *adj* широкий  
**broken** [ˈbrɔ:kən] *см.* break  
**brother** [ˈbrʌðə] *n* брат  
**brought** [brɔ:t] *см.* bring  
**business** [ˈbɪznɪs] *n* дело, предприятие  
**busy** [ˈbɪzi] *adj* занятой  
**keep busy** занять (кого-л.)  
**but** [bʌt] *сj* однако  
**buy** [baɪ] (**bought**) *v* покупать

## С

**cake** [keɪk] *n* пирожное  
**call** [kɔ:l] *v* звать, называть, обращаться  
**call back** откликнуться  
**call up** звонить по телефону  
**calm** [kɑ:m] *adj* спокойный, тихий  
**came** [keɪm] *см.* come  
**camera** [ˈkæmərə] *n* эд. телевизионная камера  
**can** [kæn] (**could**) *mod v* мочь, быть в состоянии  
**candy** [ˈkændi] *n* конфеты  
**cap** [kæp] *n* шапка, кепка, фуражка  
**capable** [ˈkeɪpəbl] *adj* способный  
**be capable of** быть способным на что-то  
**captain** [ˈkæptɪn] *n* капитан

**car** [kɑ:] *n* автомобиль; вагон  
**card** [kɑ:d] *n* карта (*игральная*);  
карточка  
**card index** картотека  
**care** [keə] *v* заботиться  
**take care (of)** заботиться (*о ком-л.*)  
**career** [kə'giə] *n* карьера  
**carefree** ['keəfri] *adj* беззаботный  
**careful** ['keəful] *adj* осторожный, внимательный  
**carefully** ['keəfuli] *adv* осторожно, внимательно  
**careless** ['keəlis] *adj* 1) небрежный; неаккуратный, невнимательный, неосторожный 2) легкомысленный, несерьезный 3) беззаботный, веселый  
**carol** ['kæɹəl] *n* веселая песнь; гимн (*обыкн. рождественский*)  
**carol-singers** ['kæɹəl 'siŋgəz] *n* исполнители рождественских гимнов  
**carpet** ['kɑ:pɪt] *n* ковер  
**carry** ['kæri] *v* нести  
**carry away** уносить  
**carry off** уносить, увозить  
**castle** ['kɑ:sl] *n* замок  
**cat** [kæt] *n* кошка  
**catch** [kætʃ] (**caught**) *v* поймать, схватить  
**caught** [kɔ:t] *см.* **catch**  
**cause** [kɔ:z] *v* вызывать, быть причиной  
**cause trouble** вызывать неприятности, навлекать беду

**cautiously** ['kɔ:ʃəslɪ] *adv* бережно, внимательно, заботливо  
**cave** [keiv] *n* пещера; логово (*дракона*)  
**cent** [sent] *n* цент (= 0,01 доллара)  
**centre** ['sentə] *n* центр  
**century** ['sentʃu ri] *n* век, столетие  
**certainly** ['sɜ:tnli] *adv* конечно, непременно, несомненно  
**chalk** [tʃɔ:k] *n* мел  
**chance** [tʃɑ:ns] *n* шанс, возможность  
**change** [tʃeɪndʒ] *n* перемена, изменение; *v* менять(ся); делать пересадку  
**change one's mind** передумать  
**for a change** для разнообразия  
**chapter** ['tʃæptə] *n* глава,  
**character** ['kærɪktə] *n* *лит.* герой, персонаж книги  
**charm** [tʃɑ:m] *n* 1) обаяние, особенная красота, очарование 2) чары **magic charm** волшебные чары 3) амулет  
*syn:* amulet, talisman  
**charm** [tʃɑ:m] *v* 1) очаровывать 2) заколдовывать; заклинать (*with*)  
**chat** [tʃæt] *n* дружеский разговор; беседа  
**chat** [tʃæt] *v* непринужденно болтать  
**cheek** [tʃi:k] *n* щека  
**cheer** [tʃiə] *v* ободрять; выкрикивать одобрительные приветствия, кричать «ура» и т. д.  
**cheese** [tʃi:z] *n* сыр

**cherry-tree** ['tʃerɪtri:] *n* вишня, вишневое дерево  
**chess** [tʃes] *n* шахматы  
**chestnut** ['tʃesnʌt] *n* каштан  
**child** [tʃaɪld] *n* дитя, ребенок (*pl children*)  
**childish** ['tʃaɪldɪʃ] *adj* 1) детский 2) несерьезный, ребяческий  
**children** ['tʃɪldrən] *см.* **child**  
**chilly** ['tʃɪli] *adj* холодный; прохладный (*о погоде*)  
**chimes** [tʃaɪmz] *n* перезвон, выбиваемая колоколами мелодия; звон курантов  
**choose** [tʃu:z] (*chose, chosen*) *v* выбирать, избирать; решать, решаться; предпочитать  
**chord** [kɔ:d] *n* аккорд  
**chorus** ['kɔ:rəs] *n* хор  
**Christmas dinner** ['krɪsməs 'dɪnə] *n* рождественский обед  
**Christmas Eve** ['krɪsməs 'i:v] *n* сочельник, канун Рождества  
**Christmas pudding** ['krɪsməs 'pu:dɪŋ] *n* рождественский пудинг  
**chuckle** ['tʃʌkl] *n* довольный смех; хихиканье **to have; let out, give a chuckle** — смеяться с довольным видом, хихикать  
**chuckle** ['tʃʌkl] *v* посмеиваться; хихикать  
**circle** ['sɜ:kl] *n* круг  
**circumstances** ['sɜ:kəmstənsɪz] *n* (*pl*) обстоятельства  
**claim** [kleɪm], *v* 1) требовать 2) претендовать, предъяв-

лять претензию, заявлять права на что-л. (*for*)  
**claw** [klɔ:] *n* коготь, лапа с когтями  
**clean** [kli:n] *adj* чистый, аккуратный; *v* чистить, мыть (*окна*)  
**clear** [kliə] *adj* 1) светлый, ясный 2) прозрачный 3) чистый 4) ясно слышимый, отчетливый 5) недвусмысленный, понятный, ясный  
**clearing** ['kliəriŋ] *n* поляна  
**clearly** ['kliəli] *adv* ясно; очевидно; несомненно; конечно  
**clever** ['klevə] *adj* умный  
**climb** [klaɪm] *v* подниматься, карабкаться  
**clipping** ['klɪpɪŋ] *n* газетная вырезка  
**clock** [klɒk] *n* часы (*стенные, башенные*)  
**close** [kləʊz] *v* закрывать(ся)  
**clothes** [kləʊðz] *n pl* платье, одежда  
**cloud** [klaʊd] *n* облако  
**cloudless** ['klaʊdlɪs] *adj* безоблачный, ясный  
**clutch** [klʌtʃ] *v* схватить; зажать; ухватить(ся) за что-л. (*at*)  
**coal** [kəʊl] *n* уголь  
**coast** [kəʊst] *n* морской берег, побережье  
**coat** [kəʊt] *n* пальто, пиджак, сюртук  
**coffee** ['kɒfi] *n* кофе  
**coin** [kɔɪn] *n* монета

**coincidence** [kəʊ'ɪnsɪdəns] *n* совпадение, случайное стечение обстоятельств  
**college** ['kɒlɪdʒ] *n* колледж, высшее учебное заведение  
**collie** ['kɒli] *n* колли, шотландская овчарка  
**colour** ['klɔ:lə] *n* цвет  
**coloured** ['klɔ:ləd] *a* окрашенный  
**colourful** ['klɔ:ləfʊl] *adj* красочный, яркий  
**come** [kʌm] (**came, come**) *v* приходить, прибывать  
**come along** пойдём!  
**come back** возвращаться  
**come in** входить; прибывать (*о поезде*)  
**come on** ну, живей  
**come true** сбываться (*о желании*)  
**come up** подходить  
**comfort** ['kʌmfət] *n* комфорт; *мн.* удобства; утешение  
**comfort** ['kʌmfət] *v* утешать; успокаивать  
**comfortable** ['kʌmfətəbl] *adj* удобный  
**comic** ['kɒmɪk] *adj* комический, смешной  
**command** [kə'mɑ:nd] *n* команда, приказ  
**command** [kə'mɑ:nd] *v* приказывать, командовать, управлять  
**common** ['kɒmən] *adj* общий; обыкновенный, простой, общепринятый, распространенный

**common sense** здравый смысл  
**companion** [kəm'pænjən] *n* товарищ, друг; спутник; попутчик  
**company** ['kʌmpəni] *n* компания  
**compare** [kəm'peə] *v* сравнивать, сличать  
**comparatively** [kəm'pærətɪvli] *adv* сравнительно; относительно  
**complain** [kəm'pleɪn] *v* жаловаться  
**complicated** [ˈkɒmplɪkeɪtɪd] *adj* запутанный; сложный  
**concentrate** [ˈkɒnsəntreɪt] *v* сосредоточивать(ся); концентрировать(ся), (~ on/upon — на чем-л.)  
**concern** [kən'sɜ:n] *n* забота, беспокойство; огорчение; интерес, участие  
**concert** [ˈkɒnsət] *n* концерт  
**condition** [kən'dɪʃn] *n* условие  
**conductor** [kən'dʌktə] *n* проводник (*вагона*)  
**conference** [ˈkɒnfərəns] *n* конференция; совещание  
**confusion** [kən'fju:zən] *n* смущение; волнение, замешательство, смятение; беспорядок, непорядок  
**congratulate** [kən'grætjuleɪt] *v* поздравлять  
**Connecticut** [kə'netɪkət] *n* Коннектикут (*штат в США*)  
**conquer** [ˈkɒŋkə] *v* завоевывать, покорять, подчинять; подавлять  
**conservatory** [kən'sə:vətɪri] *n* (*амер.*) консерватория

**consider** [kən'sɪdə] *v* взвешивать, обдумывать, продумывать  
**consult** [kən'sʌlt] *v* 1) советоваться; консультироваться 2) обсуждать, совещаться 3) справляться **to consult a dictionary** — справляться в словаре **to consult the book** — проверить по книге  
**contents** [ˈkɒntents] *n* содержимое, содержание  
**continue** [kən'tɪnju(:)] *v* продолжать  
**contrary** [ˈkɒntrəri] *n* нечто обратное, противоположное; противоположность **on the contrary** совсем напротив  
**control** [kən'trəʊl] *v* контролировать; сдерживать  
**control oneself** сдержаться  
**controls** [kən'treʊlz] рычаги управления  
**convince** [kən'vɪns] *v* убеждать, уверять в чем-л.  
**corner** [ˈkɔ:nə] *n* угол; отдел (*в газете*)  
**corridor** [ˈkɒrɪdɔ:] *n* коридор  
**costume** [ˈkɒstju:m] *n* костюм, одежда, платье  
**cough** [kɒf] *v* кашлять; *n* кашель  
**give a cough** кашлянуть  
**could** [kʊd] *см.* can  
**count** [kaʊnt] *v* считать  
**countless** [ˈkaʊntlɪs] *adj* бесчисленный, бесчисленный, многочисленный, несчетный  
**country** [ˈkʌntri] *n* страна; деревня, сельская местность

**courage** [ˈkʌrɪdʒ] *n* смелость, храбрость  
**courageous** [kə'reɪdʒəs] *adj* бесстрашный, мужественный, отважный, смелый, храбрый  
**course** [kɔ:s]: **of course** конечно  
**cover** [ˈkʌvə] *v* покрывать; *n* переплет, обложка (*книги*)  
**crack** [ˈkræk] *v* производить треск, шум, выстрел; щелкать (хлыстом) 2) давать трещину, трескаться; раскалываться(ся)  
**crash**<sup>1</sup> [kræʃ] *n* 1) грохот; треск 2) сильный удар при падении, столкновении 3) авария  
**crash**<sup>2</sup> [kræʃ] *v* падать, рушиться с треском, грохотом  
**cream** [kri:m] *n* крем  
**creepy** [ˈkri:pi] *adj* вызывающий мурашки, бросающий в дрожь  
**crew** [kru:] *n* экипаж (*судна*)  
**critic** [ˈkrɪtɪk] *n* критик  
**crippled** [ˈkrɪpld] *adj* хромой; увечный;  
**criticize** [ˈkrɪtɪsaɪz] *v* критиковать, осуждать, порицать  
**cross**<sup>1</sup> [krɒs] *adj* злой, раздраженный, сердитый  
**cross**<sup>2</sup> [krɒs] *v* пересекать; переходить (*через улицу и т. п.*); переправляться  
**crowd** [kraʊd] *n* толпа  
**crowded** [ˈkraʊdɪd] *adj* переполненный, перенаселенный  
**crusty** [ˈkrʌsti] *adj* покрытый коркой; жесткий, твердый

**cry** [kraɪ] *v* кричать, плакать; *n* крик  
**cry out** восклицать  
**give a cry** вскрикнуть  
**crystal** ['krɪstl] *n* кристалл, хрусталь; *a* кристальный, хрустальный  
**cup** [kʌp] *n* чашка  
**curiosity** [ˌkjʊəɪtɪ'zæti] *n* любопытство; любознательность  
**curious** ['kjʊəriəs] *adj* любопытный; любознательный, пытливый  
**curse** [kɜ:s] *n* проклятие; ругательство; *v* проклинать; ругаться  
**curving** ['kɜ:vɪŋ] *adj* кривой  
**cut** [kʌt] (**cut**) *v* резать, подрезать  
**cut off** обрезать, отрезать; отсека́ть; обрывать; прерывать  
**cut out** вырезать; прекратить что-л. делать

## D

**daddy** ['dædi] *n* папочка  
**damage** ['dæmɪdʒ] *n* урон, ущерб  
**dance** [da:ns] *v* танцевать  
**dancer** ['da:nsə] *n* танцор  
**dandelion** ['dændɪlaɪən] *n* одуванчик  
**danger** ['deɪndʒə] *n* опасность  
**dangerous** ['deɪndʒərəs] *adj* опасный  
**dangerously** ['deɪndʒərəsli] *adv* опасно  
**dare** [deə] *v* сметь, отваживаться;

ся; пренебрегать опасностью, рисковать  
**daring** ['deərɪŋ] *adj* отважный  
**dark** [da:k] *adj* темный, мрачный  
**dash** [dæʃ] *v* броситься, ринуться; мчаться, нестись  
**date** [deɪt] *n* дата  
**day** [deɪ] *n* день  
**daydreaming** ['deɪ'dri:mɪŋ] *n* видение, мечта  
**dead** [ded] *adj* мертвый  
**be dead** умереть  
**deal (with)** [di:l] *v* общаться, иметь дело (~ with — с кем-л.)  
**dear** [diə] *adj* дорогой  
**decide** [dɪ'saɪd] *v* решить  
**decision** [dɪ'sɪʒn] *n* решение  
**deed** [di:d] *n* действие, поступок  
**deep** [di:p] *adj* глубокий  
**deep in thought** (глубоко) задумавшийся, погруженный в размышления  
**defend** [dɪ'fend] *v* защищать  
**desk** [desk] *n* письменный стол; парта  
**despise** [dɪ'spaɪt] *v* презирать (for)  
**dewy** ['dju:ɪ] *adj* покрытый росой; росистый; влажный, мокрый, сырой  
**desk** [desk] *n* письменный стол; парта  
**despair** [dɪ'speə] *n* отчаяние; безысходность  
**dictaphone** ['dɪktəfəʊn] *n* диктофон  
**did** [dɪd] *см.* do  
**die** [daɪ] *v* умирать

**diet** ['daɪət] *n* диета, режим питания  
**difference** ['dɪfrəns] *n* разница; отличие, различие  
**different** ['dɪfrənt] *adj* разный, различный  
**difficult** ['dɪfɪkəlt] *adj* трудный  
**dignity** ['dɪgnɪti] *n* достоинство  
**dinner** ['dɪnə] *n* обед  
**direction** [dɪ'rekʃn] *n* направление  
**director** [dɪ'rektə] *n* директор  
**disagree with smb** [dɪsə'grɪ] расхо́диться во мнениях; не соглашаться (~ about/on/over — о чем-л.)  
**disappear** [ˌdɪsə'piə] *v* исчезать  
**discover** [dɪs'kʌvə] *v* узнавать, открывать, обнаруживать  
**disgust** [dɪs'gʌst] *n* отвращение, омерзение  
**dismiss** [dɪs'mɪs] *v* увольнять  
**dismount** [ˌdɪs'maʊnt] *v* спешиваться, слезать лошади  
**disorder** [dɪs'ɔ:də] *n* беспорядок  
**display** [dɪ'spleɪ] *v* показывать; демонстрировать; проявлять  
**displeased** [dɪs'pli:zd] *adj* недовольный чем-л.  
**distance** ['dɪstəns] *n* расстояние; дистанция (between; from; to)  
**distant** ['dɪstənt] *adj* дальний; далекий; отдаленный (from)  
**divide** [dɪ'vaɪd] *v* делить  
**do** [du:] (**did, done**) *v* делать, выполнять; *вспомогат. глагол*  
**do harm** причинять вред  
**dock** [dɒk], *v* док, *амер.* пристань

**dog** [dɒg] *n* собака  
**done** [dʌn] *см.* do  
**dollar** ['dɒlə] *n* доллар  
**doomed** [du:md] *adj* обреченный; осужденный  
**door** [dɔ:] *n* дверь  
**doorway** ['dɔ:weɪ] *n* дверной проем, вход в помещение  
**in the doorway** в дверях  
**doubt** [daʊt] *v* сомневаться, иметь сомнения; быть неуверенным, колебаться  
**doubt** [daʊt] *n* сомнение, неопределенность, колебание  
**doubtful** ['daʊtful] *adj* 1) полный сомнений; сомневающийся, колеблющийся (of) 2) неопределенный, неясный  
**doughnut** ['dəʊnʌt] *n* пончик; жареный пирожок  
**down** [daʊn] *adv* вниз, внизу  
**downstairs** [ˌdaʊn'steəz] *adj* расположенный в нижнем этаже *adv* вниз, внизу, ниже  
**dragon** ['dræɡən] *n* дракон  
**drink** [drɪŋk] (**drank, drunk**) *v* пить  
**drank** [dræŋk] *см.* drink  
**draw** [drɔ:] (**drew, drawn**) *v* тащить  
**draw out** вытащить  
**drawer** [drɔə] *n* ящик стола, **top desk drawer** верхний ящик стола  
**dreamily** ['dri:mɪli] *adv* мечтательно; как во сне  
**dreadful** ['dredful] *a* ужасный, отвратительный

**dream** [dri:m] *n* сон; *v* видеть сон; мечтать  
**dress** [dres] *n* платье; *v* одевать(ся)  
**drive** [draiv] (**drove, driven**) *v* ехать; вести (машину, поезд)  
**driveway** ['draivwei] *n* дорога, шоссе  
**drop** [drɒp] *v* уронить  
**drove** [drəʊv] *см.* **drive**  
**dry** [drai] *adj* сухой  
**due** [dju:] *adv* должный, надлежащий, соответствующий  
**during** ['djuəriŋ] *prep* в течение, во время  
**dust** [dʌst] *n* пыль  
**dusting** ['dʌstɪŋ] *n* вытирание пыли  
**duty** ['dju:ti] *n* долг, обязанность

## Е

**each** [i:tʃ] *pron* каждый  
**each other** друг друга  
**eager** ['i:gə] *adj* полный желания; сильно желающий, стремящийся  
**ear** [iə] *n* ухо  
**early** ['z:li] *adv* рано; *adj* ранний  
**earn** [z:n] *v* зарабатывать  
**ease** [i:z] *n* легкость, **with the of ease of birds** с легкостью птиц  
**easy** ['i:zi] *adj* легкий  
**eat** [i:t] (**ate, eaten**) *v* есть, съесть  
**eaten** ['i:tn] *см.* **eat**  
**edge** [edʒ] *n* край, кромка

**education** [ˌedʒu'keɪʃn] *n* образование  
**egg** [eg] *n* яйцо  
**effect** [ɪ'fekt] *n* действие, влияние; воздействие  
**elegant** ['elɪgənt] *adj* изысканный, изящный, тонкий, утонченный, элегантный  
**either** ['aɪðə] *adv* тоже, также (в отрицат. предлож.)  
**elephant** ['elɪfənt] *n* слон  
**else** [els] *adv* еще, кроме (с *неопред. и вопрос. местоимениями*)  
**eleven** [ɪ'levn] *num* одиннадцать  
**embarrassing** [ɪm'bærəsɪŋ] *adj* стеснительный; смущающий  
**emerald** ['emərəld] *n* изумруд; изумрудный цвет; *adj* изумрудный  
**emerge** [ɪ'mɜ:dʒ] *v* появляться; всплывать; выходить  
**emergency** [ɪ'mɜ:dʒənsɪ] *n* непредвиденный случай; крайняя необходимость; крайность  
**empty** ['emptɪ] *adj* пустой; свободный (о месте)  
**end** [end] *n* конец  
**in the end** в конце концов  
**end up** оканчивать(ся), прекращать(ся), обрывать(ся)  
**ending** ['endɪŋ] *n* конец  
**enemy** ['enɪmi] *n* враг; недруг, неприятель, противник  
**energetic** [ˌenə'dʒetɪk] *adj* энергичный  
**engineer** [ˌendʒɪ'nɪə] *n* инженер; машинист (поезда)

**enjoy** [ɪn'dʒɔɪ] *v* наслаждаться  
**enough** [ɪ'nʌf] *adv* достаточно  
**enter** ['entə] *v* входить  
**entertain** [ˌentə'teɪn] *v* занимать, развлекать  
**entertainment** [ˌentə'teɪnmənt] *n* развлечения, увеселения; эстрадный концерт  
**et cetera** [ɪt'setərə] и так далее, и прочее  
**escape** [ɪ'skeɪp] *v* бежать, совершать побег  
**even** ['i:vən] *adv* даже  
**event** [ɪ'vents] *n* событие, происшествие, случай  
**evening** ['i:vniŋ] *n* вечер  
**ever** ['evə] *adv* когда-нибудь, когда-либо; всегда; когда бы то ни было  
**for ever** навсегда  
**everybody** ['evri,bɒdi] *pron* каждый, все  
**everyone** ['evriwʌn] = **everybody**  
**everything** ['evriθɪŋ] *pron* все  
**everywhere** ['evriweə] *adv* всюду, везде  
**exact** [ɪg'zækt] *adj* точный; аккуратный; совершенно правильный; верный  
**exactly** [ɪg'zæktli] *adv* точно  
**excellent** ['eksələnt] *adj* отличный, превосходный  
**except** [ɪk'sept] *prep* исключая, кроме, за исключением  
**except for** за исключением; кроме  
**exchange** [ɪks'tʃeɪndʒ] *v* 1) обменивать 2) разменивать (деньги) 3) меняться

**excitedly** [ɪk'saɪtɪdli] *adv* взволнованно, возбужденно; напряженно  
**exciting** [ɪk'saɪtɪŋ] *adj* волнующий, захватывающий  
**expect** [ɪk'spekt] *v* 1) ждать, ожидать 2) рассчитывать, надеяться  
**expectation** [ˌekspek'teɪʃn] *n* ожидание, надежда  
**experience** [ɪk'spɪəriəns] *n* опыт (жизненный)  
**explain** [ɪks'pleɪn] *v* объяснять  
**explore** [ɪks'plɔ:] *v* исследовать, изучать  
**express** [ɪks'pres] *v* выразить (прямо, ясно)  
**expression** [ɪk'spreʃn] *n* выражение  
**extra** ['ekstrə] *adj* добавочный, дополнительный  
**to earn extra money** зарабатывать дополнительные деньги, подрабатывать  
**eye** [aɪ] *n* глаз

## F

**face** [feɪs] *n* лицо; морда (дракона); фасад (дома)  
**fail** [feɪl] *v* потерпеть неудачу; не иметь успеха (in)  
**fair** [feə] *adj* честный; справедливый, беспристрастный; законный  
**fairy-land** ['feəri'lænd] *n* сказочная, волшебная страна  
**fairy-tale** ['feəri'teɪl] *n* сказка  
**fall** [fɔ:l] (**fell, fallen**) *v* падать  
**fall asleep** засыпать

**fall out** выпадать, выпасть  
**family** ['fæmili] *n* семья  
**familiar** [fə'miljə] близкий, интимный; хорошо знакомый, привычный; обычный  
**famous** ['feiməs] *adj* знаменитый, известный  
**fan** [fæn] *n* энтузиаст, болельщик; любитель  
**fancy** ['fænsi] *adj* причудливый; фантастический; *v* воображать, представлять себе  
**far** [fɑ:] *adj* дальний, далекий; *adv* далеко  
**farther** ['fɑ:ðə] *adv* дальше (*сравнит. степень от far*)  
**fast** ['fɑ:st] *adv* быстро  
**fastest** ['fɑ:stəst] *превосх. ст. прилаг. fast*  
**fat** [fæt] *adj* толстый; жирный  
**fate** [feit] *n* судьба  
**father** ['fɑ:ðə] *n* отец  
**favour** ['feivə] *n* одолжение  
**favourite** ['feivərit] *adj* любимый  
**fearless** ['fiəlis] *adj* бесстрашный, неустрашимый; мужественный, смелый, храбрый  
**feel** [fi:l] (**felt**) *v* чувствовать  
**feel sorry** сожалеть  
**feet** [fi:t] *см. foot*  
**fell** [fel] *см. fall*  
**felt** [felt] *см. feel*  
**fetch** [fetʃ] *v* пойти и принести  
**few** [fju:] *adj* мало  
**a few** несколько  
**fiddle** ['fidl] *v* вертеть в руках, играть (~ with — чем-л.); **fiddle with a crossword puzzle** пытаться решить кроссворд

**field** [fi:ld] *n* поле  
**fifth** [fifθ] *adj* пятый  
**fight** [fait] (**fought**) *v* драться, бороться; *n* битва, драка  
**figure** ['figə] *n* фигура  
**fill (up)** [fil] *v* наполнить, заполнить  
**find** [faɪnd] (**found**) *v* находить  
**find oneself** оказаться, очутиться  
**find out** обнаружить, узнать  
**fine** [faɪn] штраф  
**to pay the fine** платить штраф  
**fine-looking** ['faɪn'lukɪŋ] *adj* привлекательный  
**finger** ['fɪŋgə] *n* палец  
**finish** ['fɪnɪʃ] *v* кончать  
**fireworks** ['faɪəwɜ:kz] *n pl* фейерверк  
**firmly** ['fɜ:mli] *adv* крепко, твердо  
**first** [fɜ:st] *adj* первый; *adv* сперва, сначала, впервые  
**at first** сначала  
**first of all** прежде всего  
**fish** [fɪʃ] *n* рыба  
**fishing** ['fɪʃɪŋ] *n* рыбная ловля  
**go fishing** ходить на рыбалку  
**fist** [fɪst] *n* кулак  
**fit** [fɪt] *adj* готовый, способный; в хорошей форме (о спортсмене); здоровый, сильный  
**flame** [fleɪm] *n* пламя  
**flash** [flæʃ] *v* сверкать; вспышивать; быстро промелькнуть, пронестись; осенить, прийти в голову; блеснуть (о догадке)  
**flew** [flu:] *см. fly*

**floor** [flɔ:] *n* пол  
**flower** ['flaʊə] *n* цветок  
**flower-bed** ['flaʊəbed] *n* цветочная клумба  
**fly** [flaɪ] (**flew, flown**) *v* летать  
**follow** [fɒləʊ] *v* следовать, идти за  
**food** [fu:d] *n* пища  
**foot** [fʊt] фут; нога (*ступня*) (*pl feet*)  
**football** ['fʊtbɔ:l] *n* футбол  
**footprints** ['fʊtprɪnts] *n* следы  
**for** [fɔ:] *ppr* для, за, на, в течение; *conj* ибо, так как, потому что  
**forehead** ['fɔ:ri:d] *n* лоб  
**forever** [fə'revə] *adv* навсегда  
**forget** [fə'get] (**forgot, forgotten**) *v* забывать  
**forgetful** [fə'getfʊl] *adj* забывчивый  
**forgotten** [fə'gɒtn] *см. forget*  
**form** [fɔ:m] *n* силуэт, очертания  
**former** ['fɔ:mə] *adj* бывший, давний, прежний, старый  
**forth** [fɔ:θ] *adv* вперед  
**back and forth** взад и вперед, туда и сюда  
**forward** ['fɔ:wəd] *adv* вперед  
**fox** [fɒks] *n* лисица  
**frail** [freɪl] *adj* ломкий, непрочный, хрупкий; болезненный, хилый  
**free** [fri:] *adj* свободный  
**friend** [frend] *n* друг  
**friendly** ['frendli] *adj* дружеский, дружелюбный  
**fright** [fraɪt] *n* страх, испуг  
**frighten** ['fraɪtn] *v* пугать

**frightened** ['fraɪtnd] *adj* испуганный  
**from** [frɒm] *ppr* от, из, с  
**front** [frʌnt] *n* фасад, передняя сторона; *a* передний  
**in front (of)** перед  
**frown** [fraʊn] 1) *n* сдвинутые брови; хмурый взгляд; выражение неодобрения 2) *v* хмурить брови; смотреть неодобрительно (*at, on, upon* — на); насупиться  
**fruit** [fru:t] *n* фрукты  
**full** [fʊl] *adj* полный  
**fume** [fju:m] *n* дым/пар с сильным запахом  
**fun** [fʌn] *n* удовольствие, забава  
**funny** ['fʌni] *adj* забавный, смешной  
**future** ['fju:tʃə] *n* будущее

## G

**gallant** ['gælənt] *adj* 1) доблестный, отважный, смелый, храбрый 2) величавый, прекрасный, привлекательный 3) галантный; внимательный  
**gallop** ['gæləp] *v* скакать галопом  
**game** [geɪm] *n* игра, развлечение  
**garden** ['gɑ:dn] *n* сад  
**gasp** ['gɑ:sp] *v* дышать с трудом, задыхаться; *n* затрудненное дыхание; удушье  
**gate** [geɪt] *n* ворота, калитка  
**gather** ['gæðə] *v* собирать(ся)  
**gave** [geɪv] *см. give*

**gaze** [geiz] *v* пристально глядеть (at, on, upon — на); вглядываться  
**geese** [gi:s] *см.* **goose**  
**general** ['dʒen(ə)rəl] *adj* общий, общего характера, всеобщий; генеральный  
**in general** в общем  
**general sense** общий смысл  
**generally** ['dʒen(ə)rəli] *adv* обычно, как правило; в целом; в общем смысле, вообще; большей частью  
**generation** [,dʒenə'reiʃ(ə)n] *n* поколение  
**gentle** ['dʒentl] *adj* мягкий, добрый; тихий, спокойный; кроткий (*о характере*)  
**gentleman** ['dʒentlmən] *n* джентльмен, господин  
**get** [get] (**got**) *v* получать, доставать; добираться, попадать; делаться, становиться  
**get along** обходиться  
**get away** удирать, выбираться  
**get back** возвращать(ся)  
**get into** входить  
**get into fights** лезть в драку  
**get off** сойти (*с лошади, с поезда*)  
**get on the train** садиться в поезд  
**get ready** готовить(ся)  
**get somebody out** вызволить  
**get up** вставать  
**ghost** [gəʊst] *n* привидение, призрак; дух  
**giant** ['dʒaɪənt] *n* великан  
**giggle** [gɪgl] *v* хихикать (at/over)

**girl** [gɜ:l] *n* девочка  
**give** [gɪv] (**gave, given**) *v* давать  
**give up** отказываться; сдаваться  
**given** ['gɪvn] *см.* **give**  
**glad** [glæd] *adj predic* довольный  
**be glad** радоваться  
**glance** [glɑ:ns] *n* быстрый взгляд, **at first glance** на первый взгляд  
**glance** [glɑ:ns] *v* мельком взглянуть (~ at — на); (~ over, through) бегло просмотреть  
**glare** [glɜ:] свирепо смотреть (at)  
**glass** [glɑ:s] *n* стекло; стакан  
**glen** [glen] *n* узкая горная долина  
**glint** [glɪnt] *v* сверкать; ярко блестеть  
**gloomy** ['glu:mi] *adj* мрачный; угрюмый; печальный  
**glue** [glu:] *n* клей  
**go** [gəʊ] (**went, gone**) *v* идти  
**be going** собираться, намереваться (*что-л. сделать*)  
**go along** идти вдоль, уходить  
**go away** уходить  
**go by** проходить (*мимо*)  
**go off** уходить  
**go on** идти вперед; продолжать  
**go out** выходить; погаснуть (*об огне*)  
**go up** подниматься  
**go wrong** разладиться, испортиться  
**goatskin** ['gəʊtskɪn] *n* козья шкура

**gold** [gəʊld] *n* золото; *adj* золотой  
**goldfish** ['gəʊldfɪʃ] *n* золотая рыбка (*pl.* без изм.)  
**gone** [gɒn] *см.* **go**  
**good** [gʊd] (**better, best**) *adj* хороший, *n* добро, толк  
**be good at** быть сильным, хорошо разбираться (в чём-л.)  
**good-bye** ['gʊd'baɪ] *int* до свидания  
**good-night** ['gʊd'naɪt] *int* спокойной ночи  
**goose** [gu:s] *n* гусь (*pl* geese)  
**grab** [græb] *v* схватить  
**grade** [greɪd] *n* класс (*в школе*)  
**grammar** ['græmə] *n* грамматика  
**gramophone** ['græməfəʊn] *n* патефон  
**grandfather** ['grænfɑ:ðə] *n* дедушка  
**grandmother** ['grænmʌðə] *n* бабушка  
**Grannie** ['græni] *n* ласк. бабушка, бабуля  
**grass** [grɑ:s] *n* трава  
**grateful** ['grɛɪtful] *adj* благодарный; признательный  
**gray** [greɪ] = grey *adj* серый  
**great** [greɪt] *adj* великий  
**greedily** ['greɪdɪli] *adv* жадно, с жадностью  
**green** [gri:n] *adj* зеленый  
**greet** [gri:t] *v* приветствовать  
**grim** [grɪm] *adj* грозный, жуткий, зловещий, мрачный, страшный

**grip** [grɪp] *v* схватить (~ on, onto); сжать  
**ground** [graʊnd] *n* земля, почва  
**ground-floor** первый этаж  
**group** [gru:p] *n* группа  
**grow** [grəʊ] (**grew, grown**) *v* расти; становиться  
**grow tired** уставать  
**grown up** ['grəʊn'ʌp] *adj* взрослый  
**guardian** ['gɑ:dʒən] *n* опекун; куратор, попечитель  
**guess** [ges] *v* догадываться  
**guest** [gest] *n* гость  
**guide** [gaɪd] *v* вести, быть чьим-л. проводником  
**guilty** ['gɪltɪ] *adj* виновный (~ of — в); виноватый

## Н

**habit** ['hæbɪt] *n* привычка  
**had** [hæd] *см.* **have**  
**hair** [heə] *n* волосы  
**half** [hɑ:f] *n* половина  
**half-back** ['hɑ:f'bæk] *n* спорт, полузащитник  
**hall** [hɔ:l] *n* передняя, зал, вестибюль  
**halt** [hɔ:lt] *n* привал; остановка  
**hand** [hænd] *n* рука (*кисть*)  
**handkerchief** ['hæŋkətʃɪf] *n* носовой платок  
**handle** ['hændl] *n* ручка, рукоятка  
**handsome** ['hænsəm] *adj* красивый  
**hang** [hæŋ] (**hung**) *v* висеть, вешать



**hang up** повесить телефонную трубку  
**happen** ['hæpən] *v* случаться, происходить  
**happy** ['hæpi] *adj* счастливый  
**hard** [hɑ:d] *adj* твердый, жесткий, тяжелый; *adv* тяжело, усиленно; напряженно  
**hardly** ['hɑ:dlɪ] *adv* едва, с трудом  
**harm** [hɑ:m] *n* зло, вред  
**harmless** ['hɑ:mlɪs] *adj* безобидный  
**harmony** ['hɑ:məni] *n* гармония  
**hasten** ['heɪsn] *v* спешить, торопиться  
**hasty** ['heɪsti] *adj* поспешный, быстрый  
**hat** [hæt] *n* шляпа  
**hat trick** фокус со шляпой (*в цирке*)  
**tall hat** цилиндр  
**hate** [heit] *v* ненавидеть  
**have** [hæv] (**had**) *v* иметь; получать; (*с инф.*) быть вынужденным (что-л. сделать)  
**head** [hed] *n* голова; глава  
**hear** [hiə] (**heard**) *v* слышать, услышать  
**heard** [hɜ:d] *см.* **hear**  
**heartless** ['hɑ:tlɪs] *adj* бессердечный, жестокий  
**heat** [hi:t] *n* жара; жар  
**be heated** подогреться  
**heavens** ['hevnz] *n* небеса  
**Good Heavens!** о боже! Силы небесные!  
**height** [hait] *n* высота, наивысшая точка

**at the height of the game** в разгар игры  
**held** [held] *см.* **hold**  
**hello** ['he'ləʊ] *int* алло! здорово!  
**helmet** ['helmit] *n* шлем  
**help** [help] *v* помогать; *n* помощь  
**helpless** ['helplɪs] *adj* беспомощный  
**hem** [hem] *v* подшивать  
**here** [hiə] *adv* сюда, здесь; вот  
**hero** ['hiərəʊ] *n* герой  
**heroine** ['hiərəʊn] *n* героиня, главное действующее лицо (романа, пьесы и т. п.)  
**herseli** [hə:'self] *pron* себе, себя, сама  
**hesitate** ['heziteit] *v* колебаться сомневаться, быть в нерешительности  
**hid** [hid] *см.* **hide**  
**hidden** ['hidn] *см.* **hide**  
**hide** [haid] (**hid, hidden**) *v* прятать(ся)  
**high** [haɪ] *adj* высокий  
**hill** [hɪl] *n* холм, пригорок  
**himself** [him'self] *pron* себе, себя, сам  
**hiss** [his] *v* шипеть  
**hissing** ['hɪsɪŋ] *n* шипение  
**hit** [hit] (**hit**) *v* ударить; *n* самое успешное выступление, «гвоздь» (*программы*)  
**hold** [həʊld] (**held**) *v* держать, удерживать  
**hold out** протянуть, вытянуть  
**home** [həʊm] *n* дом  
**honest** ['ɒnɪst] *adj* честный

**honestly** ['ɒnɪstli] *adv* честно, искренне, правдиво  
**honey** ['hʌni] *n* мед  
**honk** ['hɒŋk] *n* звук автомобильного гудка  
**honour** ['ɒnə] *n* честь  
**hooray** [hu'reɪ] *int* ура  
**hop** [hɒp] *v* прыгать, скакать на одной ноге  
**hope** [həʊp] *n* надежда; *v* надеяться  
**hopeful** [həʊpful] *adj* надеющийся  
**horn** [hɔ:n] *n* гудок, сирена автомобиля  
**horrible** ['hɒrɪbl] *adj* ужасный  
**horrify** ['hɒrɪfaɪ] *v* ужасать; страшить; шокировать  
**be horrified** испытывать страх  
**horror** ['hɒrə] *n* ужас  
**horse** [hɔ:s] *n* лошадь  
**horseback** ['hɔ:sbæk]: **on horseback** верхом на коне  
**hour** ['aʊə] *n* час  
**house** [haʊs] *n* дом  
**housewife** ['haʊswaɪf] *n* домашняя хозяйка  
**how** [haʊ] *adv* как  
**however** [haʊ'evə] *conj* однако, тем не менее, несмотря на  
**howl** [haʊl] *v* выть, завывать стонать (*о ветре*);  
**huge** [hju:ʒ] *adj* большой, гигантский, громадный, немалый, огромный  
**hum** [hʌm] *v* напевать с закрытым ртом, мурлыкать (*for, to*)  
**human** ['hju:mən] *adj* человеческий

**hundred** ['hʌndrəd] *num* сто  
**hung** [hʌŋ] *см.* **Hang**  
**hungry** ['hʌŋgrɪ] *adj* голодный; голодающий  
**hunt** [hʌnt] *v* охотиться  
**hurrah** [hu'ra:] *int* ура!  
**hurt** [hɜ:t] *v* причинять боль, вредить; обижать  
**husband** ['hʌzbənd] *n* муж  
**hush** [hʌʃ] *int* тише! тсс!  
**hustle** [hʌsl] *n* сутолока, толкотня; *v* суетиться, теснить(ся), толкать(ся)

## I

**idea** [aɪ'diə] *n* мысль, идея, понятие  
**idiot** ['ɪdiət] *n* идиот  
**idly** ['ɪdli] *adv* лениво; праздно  
**ignore** [ɪg'nɔ:] *v* игнорировать, пренебрегать, не придавать значения  
**if** [ɪf] *сj* если  
**ill** [ɪl] *adj* больной  
**image** ['ɪmɪdʒ] *n* образ; изображение; отражение (*в зеркале*)  
**immediately** [ɪ'mɪdiətli] *adv* немедленно, тотчас же  
**impatient** [ɪm'peɪʃ(ə)nt] *adj* нетерпеливый  
**important** [ɪm'pɔ:tənt] *adj* важный  
**impulse** ['ɪmpʌls] *n* побуждение, толчок, импульс  
**in** [ɪn] *prp* в, внутри; через  
**include** [ɪn'klu:d] *v* заключать, содержать в себе

**to be included** быть включенным

**inconsiderate** [ˌɪnkənˈsɪdərɪt] *adj* необдуманый, неосмотрительный, непродуманный, опрометчивый

**indeed** [ɪnˈdiːd] *adv* в самом деле, действительно

**innocent** [ˈɪnəs(ə)nt] *adj* невинный, чистый

**inside** [ˈɪnˈsaɪd] *adv* внутри, внутрь

**instead** [ɪnˈsted] *adv* вместо этого, взамен; (*of*) *prep* вместо

**interest** [ˈɪntrəst] *n* интерес

**interesting** [ˈɪntrəstɪŋ] *adj* интересный

**interval** [ˈɪntəvəl] *n* перерыв, промежуток

**into** [ˈɪntu] *prep* в, внутрь

**invisible** [ɪnˈvɪzəbl] *adj* невидимый

**invite** [ɪnˈvaɪt] *v* приглашать

**involve** [ɪnˈvɒlv] *v* вовлекать

**ironically** [aɪˈrɒnɪkəli] *adv* иронично

**irresponsible** [ˌɪrɪsˈpɒnsəbl] *adj* безответственный

**island** [ˈaɪlənd] *n* остров

**its** [ɪts] *pron* его, ее, свой

## J

**jacket** [ˈdʒækɪt] *n* куртка, жакет; шкура животного

**jar** [dʒɑː] *n* кувшин

**jaw** [dʒɔː] *n* челюсть

**jig** [dʒɪg] *v* танцевать джигу, быстро двигаться

**jig up and down** быстро двигаться вверх и вниз

**jigs w puzzle** [ˈdʒɪɡzɔːˈpʌzl] *n* игра-головоломка

**job** [dʒɒb] *n* работа

**join** [dʒɔɪn] *v* соединить(ся)

**join hands** братья за руки

**joke** [dʒəʊk] *n* шутка

**make jokes** шутить

**journey** [ˈdʒɜːni] *n* поездка, путешествие

**joy** [dʒɔɪ] *n* радость

**joyful** [ˈdʒɔɪfʊl] *adj* радостный

**jug** [dʒʌg] *n* кувшин

**juggle** [ˈdʒʌɡl] *v* жонглировать

**juggler** [ˈdʒʌɡlə] *n* жонглер

**jump** [dʒʌmp] *v* прыгать

**June** [dʒuːn] *n* июнь

**just** [dʒʌst] *adv* только что, как раз; именно; *разг.* просто

**just the same** всё равно

**justice** [ˈdʒʌstɪs] *n* правосудие, справедливость

## K

**keep** [kiːp] (**kept**) *v* держать, удерживать, сохранять; соблюдать; содержать

**keep back** удерживать

**keep calm** оставаться спокойным

**keep careful watch** внимательно следить

**keep on doing smth** продолжать делать что-либо

**keep the family** содержать семью

**kept** [kept] *см.* **keep**

**key** [kiː] *n* ключ

**kick** [kɪk] *v* толкать, ударять

**kid** [kɪd] *n* ребенок, малыш (*разг.*)

**kidnap** [ˈkɪdnæp] *v* украсть, похитить (*обычно ребенка*)

**kidnapper** [ˈkɪdnæpə] *n* похититель детей

**kill** [kɪl] *v* убить

**kind<sup>1</sup>** [kaɪnd] *n* вид, род, тип

**kind<sup>2</sup>** *adj* добрый

**kindly** [ˈkaɪndli] *adv* доброжелательно, любезно

**kingdom** [ˈkɪŋdəm] *n* королевство

**kiss** [kɪs] *v* целовать

**kiss good-bye** целовать на прощанье

**kitchen** [ˈkɪtʃɪn] *n* кухня

**kitten** [ˈkɪtn] *n* котенок

**knee** [niː] *n* колено

**kneel** [niːl] *v* становиться на колени

**knew** [njuː] *см.* **know**

**knight** [naɪt] *n* рыцарь

**knit** [nɪt] *v* вязать

**knitting needle** вязальная спица

**knitting-box** шкатулка для вязания

**know** [nəʊ] (**knew**, **known**) *v* знать, узнавать, понимать

**knowledge** [ˈnɒlɪdʒ] *n* знание

**known** [nəʊn] *см.* **know**

## L

**lace** [leɪs] *n* кружево

**ladder** [ˈlædə] *n* лестница

**lady** [ˈleɪdi] *n* дама

**laid** [leɪd] *v см.* **lay**

**lake** [leɪk] *n* озеро

**lamp** [læmp] *n* лампа

**lance** [lɑːns] *n* пика, копье

**land** [lænd] *n* земля, страна; *v* приземляться

**landlady** [ˈlændˌleɪdi] *n* квартирная хозяйка

**landscape** [ˈlændskeɪp] *n* вид, ландшафт, пейзаж

**lantern** [ˈlæntən] *n* фонарь

**large** [lɑːdʒ] *adj* большой

**last<sup>1</sup>** [lɑːst] *adj* последний, прошлый

**at last** наконец

**last night** вчера вечером

**last time** в прошлый раз

**last<sup>2</sup>** *v* продолжаться

**late** [leɪt] *adj* поздний; *adv* поздно

**laugh** [lɑːf] *v* смеяться

**laughable** [ˈlɑːfəbl] *adj* смешной; забавный, комический, курьезный, смехотворный

**lawn** [lɔːn] *n* лужайка, газон

**lawyer** [ˈlɔːjə] *n* юрист; адвокат

**lay** [leɪ] *см.* **lie**

**lay** [leɪ] (**laid**) *v* класть, положить

**lead** [liːd] (**led**) *v* вести (*за собой*)

**leading** [liːdɪŋ] *adj* ведущий, главный

**leading singer** ведущий певец, исполнитель главной партии

**leaf** [liːf] *v* перелистывать, листать (*over*)

**leap** [liːp] *v* прыгать

**learn** [lɜːn] (**learnt**) *v* учить(ся), узнавать

**least** [li:st] *adv.* **at least** по крайней мере  
**leave** [li:v] (**left**) *v* уходить; покидать, оставлять  
**leave smb alone** оставлять кого-либо в покое  
**leave behind** забывать (*где-л.*); оставлять позади, опережать  
**led** [led] *см.* **lead**  
**left**<sup>1</sup> [left] *см.* **leave**  
**left**<sup>2</sup> *adj* левый; *adv* налево  
**legend** ['ledʒənd] *n* легенда  
**length** ['leŋθ] *n* длина  
**less** [les] *adv* менее, меньше (*сравнит/ степень от little*)  
**lesson** ['lesn] *n* урок  
**lest** [lest] *сj* чтобы не, как бы не  
**let** [let] (**let**) *v* давать, позволять  
**let me** дайте-ка я  
**let out** выпускать  
**let us** давай(те)  
**letter** ['letə] *n* буква; письмо  
**librarian** [laɪ'brɛəriən] *n* библиотекарь  
**library** ['laɪbrəri] *n* библиотека  
**lie** [laɪ] (**lay, lain**) *v* лежать  
**life** [laɪf] *n* жизнь  
**light** [laɪt] *n* свет; *adj* светлый  
**light-haired** *adj* светловолосый  
**light** [laɪt] (**lit**) *v* зажигать  
**like** [laɪk] *v* любить, нравиться; *adj* похожий, подобный; *adv* подобно, как  
**look like** быть похожим; выглядеть как  
**line**<sup>1</sup> [laɪn] *n* очередь; *v* (**up**) выстраиваться в очередь  
**line**<sup>2</sup> *n* строка  
**liquid** ['lɪkwɪd] *n* жидкость

**listen** ['lɪsn] *v* слушать, прислушиваться  
**lit** [lɪt] *см.* **light**  
**litter** ['lɪtə] *n* мусор  
**little** ['lɪtl] *adj* маленький; *adv* немного, мало  
**a little** немного  
**live** [lɪv] *v* жить  
**living** ['lɪvɪŋ] *n* средства к существованию  
**living-room** ['lɪvɪŋrʊm] *n* столовая; общая комната  
**lobster** ['lɒbstə] *n* омар  
**local** ['ləʊkl] *adj* местный  
**locomotive** ['ləʊkə,məʊtɪv] *n* локомотив, паровоз  
**long** [lɒŋ] *adj* длинный; *adv* долго  
**long ago** много времени тому назад, давно  
**look** [lʊk] *v* смотреть; выглядеть  
**look after** заботиться  
**look around** оглядеться(ся)  
**look back** оглядываться назад  
**look for** искать  
**look in** заглянуть  
**look like** быть похожим  
**look over** осматривать  
**look through** просматривать  
**lose** [lu:z] (**lost**) *v* терять  
**lost** [lɒst] *см.* **lose**; *adj* потерянный, пропавший  
**get lost** сбиться с пути, заблудиться  
**lot** [lɒt] *n*: **a lot of** много, масса  
**lots of** множество, большое количество  
**loud** [laʊd] *adj* громкий  
**out loud** *adv* вслух  
**loudly** ['laʊdli] *adv* громко

**love** [lʌv] *n* любовь; *v* любить  
**lovely** ['lʌvli] *adj* привлекательный, милый  
**low** [ləʊ] *adj* низкий; тихий (*о голосе*); *adv* низко  
**in a low voice** тихо, вполголоса  
**luck** [lʌk] *n* удача  
**luckily** ['lʌkɪli] *adv* к счастью, по счастливой случайности  
**lucky** ['lʌklɪ] *adj* счастливый, удачный; благополучный, удачливый, успешный

## M

**mad** [mæd] *adj* сумасшедший  
**made** [meɪd] *см.* **make**  
**magazine** [ˌmæɡə'zi:n] *n* журнал  
**magic** ['mædʒɪk] *adj* волшебный; *n* волшебство; чары  
**magician** [mæ'dʒɪʃən] *n* маг, волшебник, фокусник  
**main** [meɪn] *adj* главный, основной  
**make** [meɪk] (**made**) *v* делать; (*с инф. без to*) заставлять  
**make the bed** убирать постель  
**make a wish** загадывать желание  
**make friends** подружиться  
**make jokes** шутить  
**make money** зарабатывать  
**make payments** выплачивать, вносить деньги  
**man** [mæn] *n* человек, мужчина  
**manly** ['mænli] *adj* мужественный, отважный, смелый, храбрый

**manner** ['mæpən] *n* манера (говорить, действовать); *pl* **manners** (хорошие) манеры; умение держать себя  
**many** ['mæni] *adv* много; *adj* многие  
**map** [mæp] *n* карта (*географическая*)  
**mark** [mɑ:k] *v* отмечать; *n* отметка  
**marry** ['mæri] *v* выйти замуж, жениться  
**master** ['mɑ:stə] *n* хозяин  
**match** [mætʃ] *n* спичка  
**material** [mə'tɪəriəl] *n* материал  
**matter** ['mætə] *v* дело  
**it doesn't matter** не важно  
**what is the matter?** в чем дело?  
**no matter who** не важно кто  
**may** [meɪ] *mod v* мочь  
**maybe** ['meɪbi:] *adv* может быть  
**meadow** ['medəʊ] *n* луг  
**mean** [mi:n] (**meant**) *v* значить, означать; иметь в виду, хотеть сказать; *adj* низкий, подлый, злой, нехороший  
**meanwhile** ['mi:nwaɪl] *adv* тем временем; между тем  
**meat** [mi:t] *n* мясо  
**medicine** ['medsɪn] *n* лекарство  
**medium-sized** ['mi:dʒəmsaɪzd] *adj* среднего размера  
**meet** [mi:t] (**met**) *v* встречать(ся)  
**make ends meet** сводить концы с концами  
**member** ['membə] *n* член  
**mention** ['menʃən] *v* упоминать  
**don't mention it** не стоит, пожалуйста

**mend** [mend] *v* чинить, исправлять  
**mere** [miə] *adj* простой; явный, сплошной  
**met** [met] *см.* meet  
**metal** ['metl] *n* металл  
**metallic** [mi'tælik] *adj* металлический  
**method** ['methəd] *n* метод, способ  
**mice** [maɪs] *см.* mouse  
**microphone** ['maɪkrəfəʊn] *n* микрофон  
**middle** ['mɪdl] *n* середина  
**in the middle** посередине  
**might** *past of* may  
**mighty** ['maɪti] *adj* могущественный, мощный  
**mildly** ['maɪldli] *adv* мягко, умеренно  
**mile** [maɪl] *n* миля (=1609 м)  
**million** ['mɪljən] *n* миллион  
**mind** [maɪnd] *n* ум, рассудок  
**make up one's mind** решиться  
**mindless** ['maɪndlɪs] *adj* глупый, бессмысленный  
**minute** ['mɪnɪt] *n* минута  
**mirror** ['mɪrə] *n* зеркало  
**misjudge** ['mɪs'dʒʌdʒ] *v* составить себе неправильное суждение; недооценивать  
**miss** [mɪs] *v* промахнуться, упустить  
**miss smb** скучать по кому-либо  
**mist** [mɪst] *n* туман  
**mistake** [mɪs'teɪk] *n* ошибка  
**mix** [mɪks] *v* смешивать  
**model** ['mɒdl] *n* модель, образец

**modern** ['mɒdn] *adj* современный  
**modest** ['mɒdɪst] *adj* скромный  
**moment** ['mɒmənt] *n* момент, мгновение  
**Monday** ['mʌndɪ] *n* понедельник  
**money** ['mʌni] *n* деньги  
**monotonous** [mə'nɒtnəs] *adj* монотонный; однообразный; однозвучный, однотонный, скучный  
**mor** [mɔ:p] *n* швабра; *v* вытирать; мыть пол шваброй  
**more** [mɔ:] *adv* более, еще (*сравнит. степень от much, many*)  
**more or less** более или менее  
**morning** ['mɔ:nɪŋ] *n* утро  
**most** [mɒst] *adj* наибольший; *adv* больше всего (*превосходн. степень от much, many*)  
**most of** большинство  
**most of all** больше всего  
**mostly** ['mɒstli] *adv* большей частью, главным образом  
**mother** ['mʌðə] *n* мать  
**mount** [maʊnt] *v* садиться на лошадь  
**mountain** ['maʊntɪn] *n* гора  
**mouse** [maʊs] *n* мышь (*pl* mice)  
**mouth** [maʊθ] *n* рот; вход (*в пещеру*)  
**move** [mu:v] *v* двигать(ся), передвигать(ся)  
**move over** подвинуться  
**move into** переехать  
**movie** ['mu:vi] *n* кинокартина, кинофильм, фильм  
**mow** [meʊ] *v* косить

**much** [mʌtʃ] *adj, adv* много; очень; гораздо (*при сравнении*)  
**mud** [mʌd] *n* грязь  
**mud cakes / mud pies** куличи из песка  
**murmur** ['mɜ:mə] приглушенный шум голосов; шепот  
**music** ['mju:zɪk] *n* музыка  
**musical** ['mju:zɪkəl] *n* мюзикл; *adj* музыкальный  
**musketeer** [ˌmʌskɪ'tiə] *n* мушкетер  
**must** [mʌst] *mod* *v* должен, должна, должно, должны  
**mutter** ['mʌtə] говорить тихо, невнятно; ворчать  
**myself** [maɪ'self] *pron* сам, себя, себе  
**mysterious** [mɪstɪəpiəs] *adj* таинственный; загадочный, непостижимый, неразгаданный

## N

**name** [neɪm] *n* имя, фамилия; название; *v* называть  
**nap** [næp] *n* дремота, короткий сон  
**take a nap** вздремнуть  
**narrow** ['næɹəʊ] *v* суживать(ся), уменьшать(ся)  
**nasty** ['nɑ:sti] *adj* отвратительный, мерзкий  
**native** ['neɪtɪv] *adj* местный  
**naturally** ['nætʃrəli] *adv* естественно  
**nature** ['neɪtʃə] *n* натура, природа  
**naughty** ['nɔ:ti] *adj* непослушный, капризный, шаловливый  
**near** [niə] *prp, adv* близко, около, рядом; *adj* близкий  
**nearby** ['niəbaɪ] *adv* вблизи; поблизости, около, возле, рядом  
**nearly** ['niəli] *adv* почти, практически  
**neat** [ni:t] *adj* чистый, аккуратный  
**necessarily** ['nesɪsəri:li] *adv* обязательно, непременно  
**need** [ni:d] *v* нуждаться  
**needle** ['ni:dl] *n* иголка  
**knitting needle** спица  
**needlework** ['ni:dlwɔ:k] *n* шитье, рукоделие  
**neighbour** ['neɪbə] *n* сосед  
**neighboring** ['neɪbərɪŋ] *adj* соседний, смежный  
**neither** ['ni:ðə] *conj* ни  
**nest** [nest] *n* гнездо; *v* гнездиться  
**never** ['nevə] *adv* никогда  
**newcomer** ['nju:kʌmə] вновь прибывший; незнакомец  
**next** [nekst] *adj* следующий; соседний; *adv* рядом; дальше  
**nice** [naɪs] *adj* милый, славный, хороший, приятный  
**nickel** ['nɪkl] *n* монета в 5 центов (= 0,05 доллара)  
**nickname** ['nɪkneɪm] *n* прозвище  
**night** [naɪt] *n* ночь  
**nobody** [nəʊbɒdi] *pron* никто  
**nod** [nɒd] *v* кивать (*головой*)  
**noise** [nɔɪz] *n* шум

**nonsense** [ˈnɒnsəns] *n* бессмыслица, чепуха, ерунда  
**noon** [nu:n] *n* полдень  
**at noon** в полдень  
**nose** [nəʊz] *n* нос  
**note** [nəʊt] *n* 1) муз нота 2) заметка, записка  
**nothing** [ˈnʌθɪŋ] *pron* ничто, ничего  
**notice** [ˈnəʊtɪs] *v* замечать  
**now** [naʊ] *adv* теперь, сейчас  
**number** [ˈnʌmbə] *n* номер

## О

**oak tree** [ˈoʊktri:] *n* дуб  
**oatmeal** [ˈoʊtmil] *n* еда из овсяных хлопьев  
**obediently** [əˈbi:djəntli] *adv* послушно, покорно  
**object** [əbˈdʒekt] *v* возражать, протестовать  
**observe** [əbˈzɜ:v] *v* наблюдать, замечать, следить  
**occasion** [əˈkeɪzən] *n* случай, возможность  
**occasional** [əˈkeɪzənəl] *adj* случайный, редкий  
**odd** [ɒd] *adj* необычный, странный  
**off** [ɒf] *adv* долой, прочь, от; *prep* с, от (*передает значение отделения, удаления*)  
**offer** [ˈɒfə] *n* предложение; *v* предлагать  
**office** [ˈɒfɪs] *n* учреждение, контора  
**often** [ˈɒ:fn] *adv* часто  
**oh** [əʊ] *int* о, ах, ой

**oil** [ɔɪl] *n* керосин  
**old** [əʊld] *adj* старый  
**old-fashioned** [ˈəʊldˈfæʃənd] *adj* устаревший, старомодный  
**on** [ɒn] *prep* на, по; в (*о днях недели*)  
**once** [wʌns] *adv* однажды, когда-то, некогда  
**at once** сразу, тотчас же, одновременно  
**one** [wʌn] *num* один; *pron* некто, кто-то (*используется вместо повторения существительного*)  
**only** [ˈəʊnli] *adv* только; (**the ~**) *adj* единственный  
**open** [ˈəʊpən] *v* открывать(ся), раскрывать(ся); *adj* открытый, раскрытый  
**opinion** [əˈpɪnjən] *n* взгляд, мнение, понятие, суждение  
**opposite** [ˈɒpəzɪt] *adj* расположенный, находящийся напротив, противоположный  
**or** [ɔ:] *conj* или  
**order** [ˈɔ:də] *n* порядок; приказание; *v* приказывать, заказывать  
**ordinary** [ˈɔ:dnəri] *adj* обычный, обыкновенный; ординарный; нормальный, обыденный, простой  
**other** [ˈʌðə] *adj* другой  
**otherwise** [ˈʌðəwaɪz] *adv* иначе, иным способом; иным образом; по-другому  
**ought** [ɔ:t] *v* модальный глагол выражает долженствование

**I ought to go there.** Мне бы следовало пойти туда.  
**ourselves** [ˌaʊəˈselvz] 1) *emph* сами 2) *refl pron* себя, себе  
**out (of)** [ˈaʊtəv] *prep* из; *adv* вне, наружу  
**outside** [ˈaʊtsaɪd] *adv* снаружи, на улице  
**on the outside** по виду  
**oven** [ˈʌvən] *n* печь  
**over** [ˈəʊvə] *prep* над, выше, по; по всей поверхности; *adv* указывает на окончание действия  
**be over** окончиться  
**own** [əʊn] *adj* собственный

## Р

**pack** [pæk] *v* упаковывать(ся), укладывать(ся)  
**page** [peɪdʒ] *n* страница  
**paid** [peɪd] *см.* pay  
**painful** [ˈpeɪnful] *adj* причиняющий боль, болезненный  
**pair** [peə] *n* пара  
**pale** [peɪl] *adj* бледный  
**palace** [ˈpælɪs] *n* дворец  
**palm** [pɑ:m] *n* ладонь  
**panic** [ˈpænik] *n* паника  
**paper** [ˈpeɪpə] *n* бумага; газета *сокр. от newspaper*; *adj* бумажный  
**paragraph** [ˈpærəgrɑ:f] *n* параграф; газетная заметка  
**parents** [ˈpeərənts] *n pl* родители  
**part** [pɑ:t] *n* часть; участие; роль; *v* расстаться  
**take part (in)** принимать участие (в чём-л.)

**particular** [pəˈtɪkjələ] *adj* необычный, особый  
**in particular** в особенности, в частности  
**particularly** [pəˈtɪkjələli] *adv* очень, особенно, подробно, детально  
**party** [ˈpɑ:ti] *n* вечеринка  
**pass** [pɑ:s] *v* проходить, проезжать (мимо)  
**passenger** [ˈpæsɪndʒə] *n* пассажир  
**past** [pɑ:st] *n* прошлое; прошедшее (время); *adv, prep* мимо  
**pat** [pæt] *v* похлопывать, шлепать  
**pause** [pɔ:z] *n* пауза, перерыв; *v* делать паузу, останавливаться  
**pay** [peɪ] (**paid**) *v* платить, заплатить  
**pay attention** обращать внимание  
**payment** [ˈpeɪmənt] *n* уплата, платеж, взнос  
**peasant** [ˈpezənt] *n* крестьянин  
**peculiar** [pɪˈkju:ljə] *adj* специфический, особенный  
**pencil** [ˈpensl] *n* карандаш  
**penny** [ˈpeni] *n* пенни; *ам.* монета в 1 цент  
**people** [ˈpi:pl] *n* люди, народ  
**perfect** [ˈpɜ:fɪkt] *adj* совершенный, идеальный, безупречный; безукоризненный  
**perfectly** [ˈpɜ:fɪktli] *adv* совершенно, вполне, отлично  
**performer** [pəˈfɔ:mə] *n* исполнитель

**perhaps** [pə'hæps] *adv* может быть, возможно  
**permission** [pə'mɪʃən] *n* разрешение  
**person** [ˈpɜːsn] *n* человек, лицо  
**phone** [fəʊn] = **telephone** *v* звонить по телефону  
**physically** [ˈfɪzɪkəli] *adv* физически  
**physics** [ˈfɪzɪks] *n* физика  
**pick up** [ˈpɪkʻʌp] *v* поднять (с земли); подхватить (на руки)  
**picnic** [ˈpɪknɪk] *n* пикник  
**picture** [ˈpɪktʃə] *n* картинка, иллюстрация  
**piece** [piːs] *n* кусок  
**pier** [pɪə] *n* пристань  
**pile** [paɪl] *n* куча; стопка (книг)  
**pin** [pɪn] *n* булавка  
**pinprick** [ˈpɪnpɪk] *n* булавочный укол; мелкая неприятность  
**pity** [ˈpɪti] *n* жалость, сожаление  
**what a pity** какая жалость  
**place** [pleɪs] *n* место  
**plain** [pleɪn] *n* равнина  
**plan** [plæn] *n* план; *v* планировать  
**plane** [pleɪn] *n* самолет  
**platform** [ˈplætfɔːm] *n* платформа, перрон  
**play** [pleɪ] *v* играть; *n* игра; пьеса  
**plead** [pliːd] *v* просить, умолять (~ with — кого-л.), (~ for — о чем-л.)  
**plenty** [ˈplenti] *n* 1) (из)обилие; благополучие, благосостояние, достаток 2) множество; избыток, масса

**pleasant** [ˈpleznt] *adj* приятный, милый, славный; *adv* приятно  
**please** [pliːz] *adv* пожалуйста, будьте добры; *v* доставлять удовольствие, угождать  
**pleasure** [ˈplezə] *n* удовольствие  
**plump** [plʌmp] *adj* полный, пухлый  
**plum-pudding** [ˈplʌmˈpuːdɪŋ] *n* рождественский пудинг; пудинг с изюмом  
**pocket** [ˈpɒkɪt] *n* карман  
**poem** [ˈpəʊɪm] *n* стихотворение  
**poet** [ˈpəʊɪt] *n* поэт  
**point** [pɔɪnt] *v* указывать (at)  
**polish** [ˈpɒlɪʃ] *v* полировать, шлифовать, наводить лоск  
**polite** [pəˈlaɪt] *adj* вежливый  
**politely** [pəˈlaɪtli] *adv* вежливо  
**ponytail** [ˈpəʊnɪteɪl] *n* женская прическа «конский хвост»  
**poodle** [ˈpuːdl] *n* пудель  
**pool** [puːl] *n* пруд, омут, заводь  
**poor-looking** [ˈpuːləʊkɪŋ] *adj* бедный на вид  
**porch** [pɔːtʃ] *n* крыльцо; веранда (амер.)  
**possession** [pəˈzefən] *n* собственность; имущество; *pl* пожитки  
**post** [pəʊst] *n* пост  
**pot** [pɒt] *n* горшок; котелок; банка; кружка  
**pour** [pɔː] *v* лить, наливать  
**powder** [ˈpaʊdə] *n* порошок  
**power** [ˈpaʊə] *n* сила, власть

**practically** [ˈpræktɪkəli] *adv* фактически, на деле, на практике  
**practise** [ˈpræktɪs] *v* упражняться, практиковать(ся)  
**prairie** [ˈpreɪəri] *n* прерия, степь  
**precious** [ˈpreʃəs] *adj* дорогой, дорогостоящий, драгоценный  
**prefer** [prɪˈfɜː] *v* выбирать, избирать, предпочитать  
**prepare** [prɪˈpreə] *v* приготовить  
**presence** [ˈprezns] *n* присутствие; наличие  
**present** [ˈpreznt] *adj* настоящий, нынешний; *n* настоящее (время)  
**be present** присутствовать  
**pride** [praɪd] *n* гордость, самолюбие  
**primrose** [ˈprɪmɹəʊz] *n* первоцвет, примула  
**prince** [prɪns] *n* принц  
**princess** [prɪnˈses] *n* принцесса  
**probably** [ˈprɒbəbli] *adv* вероятно  
**problem** [ˈprɒblem] *n* проблема, задача  
**profession** [prəˈfeʃn] *n* профессия  
**program** [ˈprəʊgræm] *n* программа  
**promise** [ˈprɒmɪs] *v* обещать, обязываться, давать обещание  
**protest** [ˈprəʊtest] *n* протест  
**proud** [praʊd] *adj* гордый  
**be proud (of)** гордиться  
**prove** [pruːv] *v* доказывать  
**public** [ˈpʌblɪk] *adj* публичный,

общественный; *n* публика, зрители  
**puff** [pʌf] *v* дымить, пускать клубы дыма  
**pull** [pul] *v* тащить, дергать  
**pull oneself together** взять себя в руки  
**punish** [ˈpʌnɪʃ] *v* наказывать  
**pupil** [ˈpjuːpl] *n* ученик  
**purple** [ˈpɜːpl] *adj* лиловый, багровый  
**purpose** [ˈpɜːpəs] *n* назначение, намерение  
**purr** [ˈpɜː] *n* мурлыканье; *v* мурлыкать  
**push** [pʊʃ] *v* толкать  
**push open** распахнуть  
**put** [put] (**put**) *v* положить, поставить  
**put down** спустить  
**put out** протянуть; потушить (огонь)  
**puzzle** [ˈpʌzl] *n* вопрос, ставящий в тупик; головоломка, загадка,  
**jigsaw puzzle** составная картинка-загадка  
**puzzled** [ˈpʌzld] *adj* озадаченный

## Q

**quarrel** [ˈkwɒrəl] *v* ссориться; *n* ссора  
**quartet** [kwɔːˈtet] *n* квартет  
**question** [ˈkwestʃn] *n* вопрос  
**quick** [kwɪk] *adj* быстрый; живой  
**quickly** [ˈkwɪkli] *adv* быстро

**quick-tempered** ['kwɪk'tempəd] *adj* горячий, вспыльчивый  
**quiet** ['kwaɪət] *adj* тихий  
**quietly** ['kwaɪətli] *adv* тихо  
**quite** [kwaɪt] *adv* совсем, совершенно

## R

**rabbit** ['ræbɪt] *n* кролик  
**radio** ['reɪdiəʊ] *n* радио  
**railroad** ['reɪlroʊd] *n* железная дорога (*амер.*)  
**railway station** ['reɪlweɪ'steɪʃn] железнодородная станция  
**raise** [reɪz] *v* поднимать  
**ran** [ræn] *см.* run  
**rang** [ræŋ] *см.* ring  
**range** [reɪndʒ] *n* радиус действия, диапазон  
**out of range of the camera** вне фокуса фотоаппарата  
**ransack** ['rænsæk] *v* искать; обыскивать (дом, комнату); рыться в поисках потерянного  
**rarely** ['reəli] *adv* нечасто, редко  
**rather** ['rɑ:ðə] *adv* лучше, охотнее, предпочтительно, скорее  
**reach** [ri:tʃ] *v* доставать; дотягиваться; брать (*часто reach for*)  
**read** [ri:d] (**read**) *v* читать  
**read** [red] *см.* read  
**reader** ['ri:də] *n* читатель  
**ready** ['redi] *adj* готовый  
**get ready** приготовить(ся)

**real** [riəl] *adj* настоящий, реальный  
**realize** ['riəlaɪz] *v* представлять себе; понимать (ясно, в деталях)  
**really** ['riəli] *adv* действительно, по-настоящему, на самом деле  
**reassure** [ˌriəʃʊə] *v* заверять, уверять, убеждать; успокаивать; утешать  
**recent** ['ri:snt] *adj* недавний, последний; новейший, новый, свежий, сегодняшний, современный  
**recess** [ri'ses] *n* большая перемена в школе (*амер.*)  
**recognition** [ˌrekəɡ'nɪʃn] *n* 1) узнавание; опознание; 2) признание; известность, популярность  
**recognize** ['rekəɡnaɪz] *v* узнавать, признавать  
**record** ['rekɔ:d] *n* пластинка  
**red** [red] *adj* красный  
**get red** покраснеть  
**refuse** [ri'fju:z] *v* 1) отвергать; 2) отказываться, отрицать  
**regard** [ri'gɑ:d] *n* почтение, уважение  
**regret** [ri'gret] *n* раскаяние, сожаление (*for smth.*) *v* сожалеть о чем-л., извиняться, просить прощения за что-л.  
**regretful** [ri'gretfʊl] *adj* 1) полный сожаления, опечаленный 2) раскаивающийся, полный раскаяния  
**rehearsal** [ri'hɜ:səl] *n* репетиция

**rehearse** [ri'hɜ:s] *v* репетировать  
**remain** [ri'meɪn] *v* оставаться  
**remains** [ri'meɪnz] *n pl* остаток; остатки  
**remark** [ri'mɑ:k] *n* замечание  
**to make no remark** ничего не сказать  
**to pass a remark** высказать свое мнение  
**remark** [ri'mɑ:k] *v* 1) замечать, наблюдать, обнаруживать, отмечать, подмечать 2) делать замечание, высказываться (~ *on*, *upon* — о чем-л.)  
**remember** [ri'membə] *v* помнить; вспоминать  
**remind** [ri'maɪnd] *v* напоминать  
**remind smb of** напоминать кому-либо о  
**remorse** [ri'mɔ:s] *n* угрызение совести; раскаяние  
**rent** [rent] *n* 1) квартирная плата 2) рента; *v* 1) брать в аренду, внаем 2) сдавать в аренду  
**repeat** [ri'pi:t] *v* повторять  
**report** [ri'pɔ:t] *n* 1) отчет (~ *on* — о); доклад, сообщение; *v* 1) сообщать; описывать, рассказывать 2) делать официальное сообщение; докладывать  
**report the conversation** передавать содержание разговора  
**resident** ['rezɪdənt] *n* постоянный житель

**resist** [ri'zɪst] *v* сопротивляться, бороться; противиться  
**respect** [ri'spekt] *n* почтение, уважение; *v* уважать; почитать, чтить  
**respectable** [ri'spektəbl] *adj* 1) почтенный, представительный; многоуважаемый, уважаемый 2) заслуживающий уважения  
**respectful** [ri'spektfʊl] *adj* почтительный; вежливый  
**rest**<sup>1</sup> [rest] *n* остаток, оставшая часть  
**rest**<sup>2</sup> *n* отдых; *v* отдыхать, покоиться  
**retort** [ri'tɔ:t] *n* 1) возражение; резкий ответ 2) остроумная реплика, находчивый ответ  
**return** [ri'tɜ:n] *v* вернуть(ся); *n* возвращение  
**return ticket** обратный билет  
**vengeful** [ri'vendʒfʊl] *adj* мстительный  
**reverse** [ri'vɜ:s] *v* поворачивать(ся) в противоположном направлении  
**review** [ri'vju:] *n* рецензия; *v* рецензировать, делать (критический) обзор  
**rewarding** [ri'wɔ:diŋ] *adj* заслуживающий, стоящий, ценный  
**rich** [ri:tʃ] *adj* богатый  
**ride** [raɪd] (**rode, ridden**) *v* ехать (*в поезде*); скакать (*на лошади*)  
**right** [raɪt] *adj* правый; правильный; нужный, подходящий; *adv* правильно, верно

**be all right** быть в порядке  
**be right** быть правым  
**that's right** верно, правильно  
**right now** прямо сейчас  
**right words** правильные слова  
**ring**<sup>1</sup> [rɪŋ] *n* кольцо  
**ring**<sup>2</sup> (rang, rung) *v* звонить  
**rise** [raɪz] (rose, risen) *v* подниматься  
**river** ['rɪvə] *n* река  
**road** [rəʊd] *n* дорога  
**roar** [rɔ:] *v* реветь, орать  
**roaring** ['rɔ:ɪŋ] *adj* бурный, шумный  
**rock** [rɒk] *n* 1) скала, утес 2) камень; булыжник *v* 1) качать(ся); 2) убаюкивать, укачивать  
**rode** [rəʊd] *см.* ride  
**romantic** [rəʊ'mæntɪk] *adj* романтический; романтический  
**roof** [ru:f] *n* крыша  
**room** [ru:m] *n* комната  
**rose** [rəʊz] *см.* rise  
**round** [raʊnd] *adv* вокруг; *adj* круглый  
**roughly** ['rʌfli] *adv* 1) грубо, небрежно 2) приблизительно  
**row** [rəʊ] *n* ряд  
**rub** [rʌb] *v* потереть  
**rub off** стереть  
**rude** [ru:d] *adj* грубый, оскорбительный; невоспитанный  
**rug** [rʌg] *n* ковер, коврик  
**ruin** [ruɪn] *v* разрушать, губить; (по)гибать  
**rule** [ru:l] *n* правило; *v* править, управлять

**rules of the magic** законы волшебства  
**ruler**<sup>1</sup> ['ru:lə] *n* правитель  
**ruler**<sup>2</sup> *n* линейка  
**run** [rʌn] (ran, run) *v* бегать, бежать  
**run about** бегать взад и вперед, резвиться  
**rush** [rʌʃ] *v* броситься  
**rusty** ['rʌsti] *adj* ржавый, заржавленный; запущенный

## S

**sad** [sæd] *adj* грустный, печальный  
**saddle** ['sædl] *n* седло  
**sadly** ['sædli] *adv* грустно, печально  
**safe** [seɪf] *adj* безопасный, благополучный  
**safely** ['seɪfli] *adv* благополучно  
**said** [sed] *см.* say  
**salary** ['sæləri] *n* заработная плата  
**sale** [seɪl] *n* продажа  
**salt** [sɔ:lt] *n* соль  
**same** [seɪm] *adj, pron* тот же самый, одинаковый, один и тот же, такой же  
**sand** [sænd] *n* песок  
**sang** [sæŋ] *см.* sing  
**sat** *см.* sit  
**Saturday** ['sætədi] *n* суббота  
**save** [seɪv] *v* спасать  
**save up** экономить, копить  
**saw** [sɔ:] *см.* see  
**say** [seɪ] (said) *v* говорить, сказать; гласить (о надписи)

**scale** [skeɪl] *n* чешуйка; *pl* чешуя  
**scaly** ['skeɪli] *adj* покрытый чешуей  
**scared** [skeəd] *adj* испуганный  
**to be scared** быть испуганным, бояться  
**scarf** [ska:f] *n* шарф  
**scarlet** [ska:lət] *adj* алый  
**scattered** ['skæɪtəd] *adj* разбросанный  
**scene** [si:n] *n* сцена, место действия  
**science** [saɪəns] *n* наука  
**school** [sku:l] *n* школа  
**schoolgirl** ['sku:lɜ:z:l] *n* школьница  
**schoolhouse** ['sku:lhaus] *n* школьное здание  
**schoolwork** ['sku:lwɜ:k] *n* учеба  
**scold** [skəʊld] *v* ругать; ворчать  
**scotch tape** [skɒtʃteɪp] *n* клейкая лента  
**scream** [skri:m] *v* визжать; орать  
**screen** [skri:n] *n* экран; кино  
**scuffle** ['skʌfl] *n* драка; *v* 1) драться 2) кое-как, наспех делать (что-л.)  
**sea** [si:] *n* море  
**seafood** ['si:fu:d] *n* еда из морепродуктов  
**seat** [si:t] *n* место, сиденье  
**second**<sup>1</sup> ['sekənd] *n* секунда  
**second**<sup>2</sup> ['sekənd] *adj* второй  
**secretary** ['sekɪtəri] *n* секретарь  
**section** ['sekʃn] *n* секция, отделение  
**see** [si:] (saw, seen) *v* видеть  
**I see** понимаю, ясно, понятно

**seem** [si:m] *v* казаться  
**seen** [si:n] *см.* see  
**seize** [si:z] *v* схватить, хватать  
**self** [self] *n* собственная личность, сам  
**selfish** ['selfɪʃ] *adj* эгоистичный  
**self-pitying** [,self'pɪtɪŋ] *adj* проявляющий жалость к себе  
**sell** [sel] *v* продавать  
**selling** ['selɪŋ] *n* передача; отпуск, продажа  
**send** [send] (sent, sent) *v* посылать  
**sense** [sens] *n* чувство  
**sensible** ['sensɪbl] *adj* благоразумный, здравомыслящий  
**serious** ['siəriəs] *adj* вдумчивый, серьезный  
**seventy** ['sevntɪ] *num* семьдесят  
**several** ['sevrəl] *pron* несколько  
**sewing** ['seɪvɪŋ] *n* шитье  
**shabby** ['ʃæbi] *adj* потрепанный  
**shade** [ʃeɪd] *n* тень  
**shake** [ʃeɪk] (shook, shaken) *v* трясти(сь), качать(ся)  
**shake hands** пожать друг другу руки  
**shaky** ['ʃeɪki] *adj* нестабильный, нетвердый, шаткий; дрожащий  
**shame** [ʃeɪm] *n* стыд, позор  
**shameless** ['ʃeɪmlɪs] *adj* бесстыдный, низкий  
**share** [ʃeə] *v* делить(ся)  
**shelf** [ʃelf] *n* полка; *pl* shelves [ʃelvz] полки  
**shine** [ʃaɪn] (shone) *v* сиять, блестеть  
**ship** [ʃɪp] *n* корабль



**shirt** [ʃə:t] *n* рубашка  
**shiver** [ˈʃɪvə] *v* дрожать, вздра-  
гивать; тряситься;  
**shock** [ʃɒk] *n* удар, толчок; со-  
трясение; потрясение  
**shone** [ʃɒn] *см.* **shine**  
**shook** [ʃʊk] *см.* **shake**  
**shop** [ʃɒp] *n* лавка, магазин  
**short** [ʃɔ:t] *adj* короткий, не-  
большой  
**shovel** [ˈʃʌvl] *v* копать, рыть  
**should** [ʃʊd] *mod v* должен бы  
**shoulder** [ˈʃəʊldə] *n* плечо  
**shout** [ʃaʊt] *v* кричать; *n* крик  
**show** [ʃəʊ] (**showed, shown**) *v*  
показывать; *n* представление  
**shrank** [ʃræŋk] *см.* **shrink**  
**shriek** [ʃri:k] *v* пронзительно  
кричать, визжать *n* пронзи-  
тельный крик, визг  
**shrill** [ʃrɪl] *v* пронизывающий,  
резкий крик  
**shrink** [ʃrɪŋk] (**shrank, shrunk**) *v*  
сокращать(ся); уменьшать(ся);  
сжаться  
**shrug** [ʃrʌg] *v* пожимать (пле-  
чами)  
**shudder** [ˈʃadə] *v* содрогнуться  
**shut** [ʃʌt] *v* закрывать(ся), за-  
пирать(ся), затворять(ся)  
**shy** [ʃaɪ] *adj* застенчивый, роб-  
кий; осторожный, нерешительный,  
**sick** [sɪk] *adj* больной  
**I'm sick (of)** мне надоело  
**side** [saɪd] *n* сторона; склон  
(горы)  
**sidewalk** [ˈsaɪdwɔ:k] *n* тротуар  
(амер.)

**sigh** вздыхать  
**sign** [saɪn] *n* надпись, вывес-  
ка; дорожный знак  
**sight** [saɪt] *n* 1) поле зрения **to**  
**come in sight** появиться; **to**  
**lose sight of** потерять из виду;  
**out of my sight!** прочь с глаз  
моих! 2) взгляд; рассматри-  
вание **at first sight** с первого  
взгляда **to know by sight** знать  
только в лицо  
**silence** [ˈsaɪləns] *n* молчание,  
тишина; молчать! (приказание)  
**silent** [ˈsaɪlənt] *adj* молчаливый  
**be silent** молчать  
**silk** [sɪlk] *n* шелк  
**silhouette** [ˌsɪlu(:)'et] *n* силуэт  
**simple** [ˈsɪmpl] *adj* простой  
**since** [sɪns] *adv* с тех пор; *с* с  
тех пор как  
**sing** [sɪŋ] (**sang, sung**) *v* петь  
**sinful** [ˈsɪnfʊl] *adj* греховный,  
грешный  
**singer** [ˈsɪŋə] *n* певец  
**sink** [ˈsɪŋk] (**sank, sunk**) *v* то-  
нуть (о корабле и т. п.); по-  
гружаться  
**sir** [sə:] *n* сэръ, сударь (часто  
почтительное обращение млад-  
шего к старшему)  
**sister** [ˈsɪstə] *n* сестра  
**sit** [sɪt] (**sat**) *v* сидеть; стоять (о  
книге)  
**sketch** [stetʃ] *n* *театр* скетч,  
короткая пьеса  
**skim** [skɪm] *v* поверхностно зна-  
комиться (с чем-л.), бегло  
просматривать (книгу и т. п.)  
(~ through, over) листать

**skirt** [skɜ:t] *n* юбка  
**sky** [skaɪ] *n* небо  
**sleep** [sli:p] (**slept**) *v* спать; *n* сон  
**sleigh** [sleɪ] *n* сани  
**sleigh-bell** [ˈsleɪ,bel] *n* бубенчик  
**sleigh-ride** [ˈsleɪ'raɪd] *n* прогул-  
ка на санях  
**slide** [slaɪd] (**slid, slid**) *v* 1) сколь-  
зить 2) кататься по льду  
**slip** [slɪp] *v* выскользнуть, slip  
from his fingers выскользнуть  
из рук; соскользнуть (*тж.*  
slip off); ускользнуть (*тж.*  
slip away)  
**slip** [slɪp] *n* листок, бланк;  
**library slip** библиотечная кар-  
точка (*регистрационная и т. п.*)  
**slow** [sləʊ] *adj* медленный  
**slow!** тихий ход, осторожно  
**slowly** [ˈsləʊli] *adv* медленно  
**small** [smɔ:l] *adj* маленький,  
небольшой  
**smallish** [ˈsmɔ:lɪʃ] *adj* мень-  
ший, чем надо  
**smell** [smel] *n* запах  
**smile** [smɪl] *n* улыбаться; *n*  
улыбка  
**smoke** [sməʊk] *n* дым  
**smuggle** [ˈsmʌgl] *v* провозить  
контрабандой (*обычн. in, out,*  
through); тайно проносить  
**snap** [snæp] *v* щелкать (зуба-  
ми, пальцами)  
**snatch** [snætʃ] *v* 1) хватать(ся),  
ухватить(ся) (at) 2) сры-  
вать, вырывать (*тж. snatch*  
away, snatch from, snatch  
out, snatch up)  
**sneeze** [sni:z] *v* чихать

**snow** [snəʊ] *n* снег  
**snowball** [ˈsnəʊbɔ:l] *n* снежок  
**snow-flake** [ˈsnəʊfleɪk] *n* сне-  
жинка; *pl* хлопья снега  
**so** [səʊ] *adv* так, итак; *с* и,  
поэтому, так что, так чтобы  
**solo** [ˈsəʊləʊ] *n* соло, сольный  
номер  
**some** [sʌm] *pron* несколько,  
некоторое количество, неко-  
торые  
**somebody** [ˈsʌmbədi] *pron* кто-  
то; кто-нибудь  
**somehow** [ˈsʌmhaʊ] *adv* поче-  
му-то, как-то  
**something** [ˈsʌmθɪŋ] *pron* что-  
то, нечто, что-нибудь  
**sometimes** [ˈsʌmtaɪmz] *adv* иног-  
да  
**song** [sɒŋ] *n* песня  
**soon** [su:n] *adv* скоро, вскоре  
**as soon as** как только  
**sorry** [ˈsɒri] *adj, predic* огорчен-  
ный  
**be sorry for somebody** жалеть  
кого-л.  
**I am sorry** мне очень жаль,  
простите  
**soul** [səʊl] *n* дух, душа  
**sound** [saʊnd] *n* звук  
**space** [speɪs] *n* 1) пространство  
2) расстояние; протяжение  
3) место, площадь  
**outer space** космос  
**sparkle** [ˈspɑ:kəl] *n* 1) искорка  
2) блеск, сверкание *v* 1) ис-  
криться; сверкать 2) играть,  
искриться 3) быть оживлен-  
ным; блистать

**sparkling** [ˈspa:kliŋ] *adj* блестящий, искрящийся, сверкающий  
**special** [ˈspeʃ(ə)l] *adj* специальный; особый  
**specially** [ˈspeʃəli] *adv* 1) специально 2) особенно, в особенности, больше всего  
**species** [ˈspi:ʃi:z] 1) биол. вид 2) род; порода  
**spectacular** [spekˈtækjələ] *adj* 1) импозантный, эффектный 2) захватывающий  
**spectator** [spekˈteɪtə] *n* 1) зритель 2) наблюдатель, очевидец, свидетель  
**speed** [spi:d] *n* скорость  
**spell** [spel] *v* правильно писать слово; произносить слово по буквам  
**spell** [spel] *n* заклинание, чары; колдовство  
**spell was broken** чары были разрушены  
**to be under a magic spell** быть околдованным  
**spelling** [ˈspeliŋ] *n* правописание, орфография  
**spelling-book** [ˈspeliŋ,bʊk] *n* сборник упражнений по правописанию  
**spelling lesson** урок правописания  
**spend** [spend] (**spent**) *v* тратить; проводить (*время*)  
**spill** [spil] проливать(ся), разливать(ся), расплескивать(ся); рассыпать(ся)  
**spirit-lamp** [ˈspɪrɪtlæmp] *n* спиртовка

**spiteful** [ˈspaɪtful] *adj* злобный, злой, ожесточенный  
**spoil** [spɔɪl] *v* портить  
**spontaneous** [spɒnˈteɪnjəs] *adj* самопроизвольный, спонтанный  
**spot** [spɒt] *n* место; пятно  
**stable** [ˈsteɪbl] *n* конюшня  
**stage** [steɪdʒ] *n* сцена  
**stagger** [ˈstæɡə] *v* шататься; идти шатаясь  
**stamp** [stæmp] *v* проштамповать, поставить штамп  
**stand** [stænd] (**stood**) *v* стоять; выдержать, вытерпеть  
**standard** [ˈstændəd] *adj* стандартный, обыкновенный, обычный  
**star** [stɑ:] *n* звезда; знаменитый артист  
**stare** [stɛə] *v* пристально смотреть; таращить глаза  
**start** [stɑ:t] *v* начинать(ся), отправляться, трогаться с места; *n* начало  
**station** [ˈsteɪʃn] *n* станция  
**stay** [steɪ] *v* находиться, оставаться  
**steady** [ˈstedɪ] *int* осторожно!, спокойно!  
**steal** [sti:l] (**stole, stolen**) *v* красть, украсть  
**steep** [sti:p] *adj* крутой  
**stenographer** [stəˈnɒɡrəfə] *n* стенографист(ка)  
**step** [step] *n* ступенька; шаг; *v* шагать, идти  
**sternly** [ˈstɜ:nli] *adv* строго, сурово

**stick**<sup>1</sup> [stɪk] (**stuck**) *v* слипаться, прилипнуть  
**get stuck** застрять  
**stick**<sup>2</sup> [stɪk] (**stuck**) *v* втыкать; уколоть  
**still** [stɪl] *adv* (все) еще, все-таки  
**stocking** [ˈstɒkɪŋ] *n* чулок  
**stolen** [ˈstəʊlən] *см.* steal  
**stone** [stəʊn] *n* камень; *adj* каменный  
**stood** [stʊd] *см.* stand  
**stop** [stɒp] *v* переставать, прекращаться, останавливаться(ся)  
**stop short** остановиться сразу, внезапно  
**store** [stɔ:] *n* магазин (*амер.*)  
**storm** [stɔ:m] *n* буря, буря  
**story** [ˈstɔ:ri] *n* история, рассказ, предание, сказка  
**straight** [streɪt] *adj* неизогнутый, прямой  
**strange** [streɪndʒ] *adj* странный, удивительный; чужой  
**strange-looking** [ˈstreɪndʒ,lʊkɪŋ] *adj* странный на вид  
**strangely** [ˈstreɪndʒli] *adv* странно  
**straw** [strɔ:] *n* соломинка  
**strength** [streŋθ] *n* сила  
**stretch** [stretʃ] *v* растягивать(ся), вытягивать(ся); удлинять; тянуть(ся)  
**to stretch oneself** потягиваться  
**street** [stri:t] *n* улица  
**strike** [straɪk] (**struck**) *v* ударить

**strike a match** зажигать спичку  
**stroll** [ˈstrɔ:l] *n* прогулка; *v* бродить, гулять, прогуливаться  
**strong** [strɒŋ] *adj* сильный  
**struck** [ˈstrʌk] *см.* strike  
**struggle** [ˈstrʌɡl] *v* бороться, биться  
**stubborn** [ˈstʌbən] *adj* неподатливый, упрямый  
**stubbornness** [ˈstʌbənɪs] *n* упрямство  
**stuck** [stʌk] *см.* stick  
**studio** [stju:ˈdiəʊ] *n* студия; телестудия  
**stupid** [ˈstju:pɪd] *adj* глупый, тупой, бестолковый; дурацкий  
**success** [səkˈses] *n* успех  
**successful** [səkˈsesfʊl] *adj* благополучный, счастливый, удачный, успешный  
**such** [sʌtʃ] *adj* такой  
**such... as** такой, как  
**suck** [sʌk] *v* сосать; всасывать  
**sudden** [ˈsʌdn] *adj* внезапный  
**suddenly** [ˈsʌdnli] *adv* вдруг, внезапно  
**suffer** [ˈsʌfə] *v* страдать  
**suffering** [ˈsʌf(ə)rɪŋ] *n* страдание; *adj* страдающий  
**suit** [sju:t] *n* костюм  
**suggest** [səˈdʒest] *v* предлагать, советовать  
**summer** [ˈsʌmə] *n* лето  
**sun** [sʌn] *n* солнце  
**Sunday** [ˈsʌndɪ] *n* воскресенье  
**sung** [sʌŋ] *см.* Sing

**sunset** [ˈsʌnsət] *n* заход солнца; закат  
**supermarket** [ˈsju:pə,mɑ:kɪt] *n* большой магазин самообслуживания, универсам  
**supper** [ˈsʌpə] *n* ужин  
**sure** [ʃʊə] *adj* уверенный  
**be sure** быть уверенным  
**surprise** [səˈpraɪz] *v* удивлять, поражать; *n* удивление  
**be surprised** удивиться  
**support** [səˈpɔ:t] *n* поддержка; *v* поддерживать; содействовать, способствовать  
**suppose** [səˈpəʊz] *v* думать, полагать, предполагать  
**surround** [səˈraʊnd] *v* окружать; обступать  
**suspect** [səsˈpekt] *v* подозревать  
**suspicious** [səsˈpɪʃəs] *adj* подозрительный  
**sway** [sweɪ] *v* качаться, покачиваться  
**swiftly** [ˈswɪftli] *adv* плавно  
**swing** [swɪŋ] *v* (swung) качать(ся), колебать(ся); размахивать  
**switch** [ˈswɪtʃ] *v* переключать;  
**switch on** включать; **switch off** выключать  
**sword** [sɔ:d] *n* меч  
**sympathetic** [ˌsɪmpəˈθetɪk] *adv* сочувственно

## T

**table** [ˈteɪbl] *n* стол  
**tail** [teɪl] *n* хвост

**take** [teɪk] (**took, taken**) *v* взять, брать; вести, отводить, отвозить; занимать (*место, время*)  
**take care (of)** заботиться  
**take down** записывать  
**take off** снимать  
**take out** вынимать  
**take back** возвращать  
**take place** происходить  
**take turns** делать что-л. по очереди, сменяться  
**taken** [ˈteɪkən] *см.* **take**  
**talent** [ˈtælənt] *n* дар, дарование, талант  
**talisman** [ˈtælɪzmən] *n* талисман  
**talk** [tɔ:k] *n* разговор; беседа; *v* говорить; разговаривать (~ about, of — о чем-л.; ~ with — с кем-л.)  
**talk business** говорить о делах  
**tall** [tɔ:l] *adj* высокий  
**tap** [tæp] *v* стучать, постукивать, обстукивать; хлопать  
**to tap on the shoulder** похлопать по плечу  
**taste** [teɪst] *n* вкус; *v* иметь вкус  
**taste nice** быть вкусным  
**tasty** [ˈteɪsti] *adj* вкусный  
**taught** [tɔ:t] *см.* **teach**  
**teach** [ti:tʃ] (**taught**) *v* преподавать, учить  
**team** [ti:m] *n* команда (*спортивная*)  
**tear**<sup>1</sup> [tɛə] (**tore, torn**) *v* рвать  
**tear**<sup>2</sup> [tiə] *n* слеза  
**teeth** [ti:θ] *см.* **tooth**  
**telephone** [ˈtelɪfəʊn] *n* телефон  
**television** [ˈtelɪvɪʒn] *n* телевидение

**tell** [tel] (**told**) *v* сказать; рассказывать, сообщать  
**temper** [ˈtempə] *n* нрав, характер  
**temperament** [ˈtempərəmənt] *n* темперамент, характер  
**tempt** [tempt] *v* соблазнять, искушать; привлекать, притягивать  
**terrible** [ˈterɪbl] *adj* ужасный  
**terribly** [ˈterɪbli] *adv* ужасно  
**than** [ðæn] *сj* чем (*при сравнении*)  
**thank** [θæŋk] *v* благодарить  
**thank you!** спасибо!  
**that** [ðæt] *pron* тот, та, то; *сj* что  
**their** [ðeə] *pron* их  
**them** [θem] *pron* их, им  
**themselves** [θəmˈselvz] *pron* себя, себе  
**then** [ðen] *adv* тогда, потом, затем; в таком случае  
**there** [ðeə] *adv* там  
**these** [ði:z] *pron pl* эти  
**they** [ðeɪ] *pron* они (*о людях, животных, предметах и т. п.*)  
**thick** [θɪk] *adj* толстый; густой  
**thing** [θɪŋ] *n* вещь  
**think** [θɪŋk] (**thought**) *v* думать  
**think of a plan** обдумать план  
**third** [θɜ:d] *num* третий  
**this** [ðɪs] *pron* этот, эта, это; вот  
**those** [ðəʊz] *pron pl* те  
**though** [ðəʊ] *сj* 1) хотя, несмотря на 2) даже, если бы, хотя бы  
**thought** [θɔ:t] *n* мысль; *см.* **think**  
**thousand** [ˈθaʊzənd] *num* тысяча

**thread** [θred] *n* нитка; нить  
**throat** [θrəʊt] *n* глотка, горло  
**threw** [θru:] *см.* **throw**  
**through** [θru:] *ppr* через, сквозь, по  
**throughout** [θru:ˈaʊt] *adv* 1) во всех отношениях; совершенно 2) повсюду; на всем протяжении  
**throw** [θrəʊ] (**threw, thrown**) *v* бросать, швырять; плеснуть  
**thumb** [θʌm] *n* большой палец  
**ticket** [ˈtɪkɪt] *n* билет  
**tie** [taɪ] *n* галстук  
**tight** [taɪt] *adj* тесный, крепкий; *adv* крепко  
**till** [tɪl] *сj* до тех пор пока; *ppr* до  
**time** [taɪm] *n* время; раз  
**in time** вовремя  
**on time** по расписанию  
**this time** на этот раз  
**tiny** [ˈtaɪni] *adj* очень маленький, крошечный  
**tiptoe** [ˈtɪptəʊ] *n* кончики пальцев ног, цыпочки; *v* 1) ходить на цыпочках 2) красться, подкрадываться, пробираться  
**tired** [ˈtaɪəd] *adj* усталый, утомленный; изнуренный  
**title** [ˈtaɪtl] *adj* титульный  
**title page** титульный лист  
**toast** [təʊst] *n* ломтик хлеба, подрумяненный на огне; гренок; тост  
**toaster** [ˈtəʊstə] *n* прибор для поджаривания гренков, тостер

**today** [tə'deɪ] *adv* сегодня  
**toe** [təʊ] *n* 1) палец на ноге (у человека, животного, птицы) 2) носок (ноги, башмака, чулка)  
**together** [tə'geðzə] *adv* вместе  
**told** [təʊld] *см.* **tell**  
**tomboy** ['tɒmbɔɪ] *n* девочка с мальчишескими ухватками, сорванец; девчонка-сорванец  
**tomorrow** [tə'mɒrəʊ] *adv* завтра  
**tongue** [tʌŋ] *n* язык  
**tonight** [tə'naɪt] *adv* сегодня вечером  
**too** [tu:] *adv* слишком; также  
**took** [tʊk] *см.* **take**  
**top** [tɒp] *n* верхушка; *adj* верхний  
**torn** [tɔ:n] *см.* **tear**<sup>1</sup>  
**torn-out** вырванный  
**touch** [tʌtʃ] *v* трогать, прикасаться  
**towards** [tə'wɔ:dz] *prep* к, по направлению к  
**tower** ['taʊə] *n* 1) башня; вышка 2) крепость, цитадель  
**town** [taʊn] *n* город  
**track** [træk] *n ж.д.* рельсовый путь  
**train** [treɪn] *n* поезд  
**transform** ['trænsfɔ:m] *v* превращать, трансформировать  
**transformation** [,trænsfə'meɪʃn] *n* превращение, трансформации  
**trash** [træʃ] *n амер.* отбросы, хлам; мусор; макулатура  
**trap** [træp] *n* люк  
**trap door** опускающаяся дверь

**tray** [treɪ] *n* поднос  
**travel** ['trævl] *v* путешествовать  
**treat** [tri:t] *v* обращаться, обращаться; относиться  
**tree** [tri:] *n* дерево  
**trick** ['trɪk] *n* трюк, фокус  
**do tricks** показывать фокусы  
**trip** [trɪp] *n* путешествие; поездка, рейс, экскурсия  
**triumphant** [traɪ'ʌmfənt] *adj* победный, победоносный, триумфальный  
**trot off** [trɒt ɒf] *v* удалиться рысью  
**trouble** ['trʌbl] *n* беда, неприятность  
**get into trouble** попасть в беду  
**true** [tru:] *adj* верный, правильный  
**come true** осуществиться  
**too good to be true** слишком хороший  
**trust** [trʌst] *n* вера, доверие; *v* доверять(ся); полагаться (*на кого-л.*)  
**truth** [tru:θ] *n* правда; истина  
**tell the truth** говорить правду  
**truthfully** ['tru:θfʊli] *adv* правдиво  
**try** [traɪ] *v* пытаться, стараться, пробовать; испытывать  
**turn**<sup>1</sup> [tɜ:n] *n* очередь  
**in turn** по очереди  
**take turns** делать по очереди  
**turn**<sup>2</sup> *v* поворачивать(ся); превращать(ся); становиться, делаться  
**turn back** повернуть(ся) назад; прогнать

**turn on** включить (*свет, мотор*)  
**turn out** выключить; выгнать  
**turn over** перевернуться  
**turn red** покраснеть  
**turn into** свернуть, повернуть на  
**turn out to be** оказаться  
**turn pale** побледнеть  
**turn up** появиться  
**T. V.** ['ti:'vi:] = **television**  
**T. V. set** ['ti:'vi:'set] *n* телевизор  
**twice** [twais] *adv* дважды  
**twinkle** ['twɪŋkl] *v* мерцать, сверкать  
**two** [tu:] *num* два  
**typical** [tɪpɪkəl] *adj* типичный (*of smb*)

## U

**ugliness** ['ʌɡlɪnis] *n* уродство; некрасивая внешность  
**ugly** ['ʌɡli] *adj* безобразный, уродливый  
**unbelievable** [,ʌnbɪ'li:vəbl] *adj* невероятный, неправдоподобный  
**umbrella** [ʌm'brɛlə] *n* зонт  
**uncertain** [ʌn'sɜ:tn] *adj* неуверенный; колеблющийся, находящийся в нерешительности; сомневающийся  
**unclear** [ʌn'kliə] *adj* малопонятный, непонятный, неясный, туманный  
**understand** [ˌʌndə'stænd] (**understood**) *v* понимать

**unexpected** [ˌʌnɪks'pektɪd] *adj* неожиданный, непредвиденный; внезапный, непредсказуемый, нечаянный  
**understood** [ˌʌndə'stʊd] *см.* **understand**  
**unhappily** [ʌn'hæpɪli] *adv* несчастливо; убитым голосом  
**unless** [ən'les] *conj* если не; пока не  
**unlocked** [ʌn'lɒkt] *adj* незапертый на ключ  
**unmistakable** [ˌʌnmɪs'teɪkəbl] *adj* безошибочный, несомненный, очевидный, ясный  
**unpopular** [ʌn'pɒpjʊlə] *adj* непопулярный, не пользующийся любовью (~ *with* — у кого-л.)  
**unsuitable** [ʌn'sju:təbl] *adj* неподобающий, неподходящий  
**untidy** [ʌn'taɪdi] *adj* неопрятный, неаккуратный; в беспорядке (о комнате)  
**until** [tɪl] *conj* (до тех пор) пока (не)  
**unusual** [ʌn'ju:zʊəl] *adj* необыкновенный; необычный, странный; редкий  
**unworthy** [ʌn'wɜ:ði] *adj* недостойный (~ *of* — чего-л.)  
**up** [ʌp] *adv* наверху, вверх (*указывает на переход из горизонтального в вертикальное положение или на приближение*)  
**be up** встать с постели, подняться  
**come up** подойти  
**sit up** приподняться и сесть в кровати

**upper** [ˈʌpə] *adj* верхний  
**upset** [ʌpˈset] *v* 1) опрокидывать(ся) 2) расстраивать, нарушать (порядок и т. п.) 3) расстраивать, огорчать, выводить из душевного равновесия  
**upstairs** [ˈʌpˈsteəz] *adv* вверх (по лестнице), наверх; наверху, в верхнем этаже  
**upwards** [ˈʌpwədz] *adv* вверх  
**us** [ʌs] *pron* нам, нас  
**use** [ju:z] *v* употреблять, использовать, пускать в ход; [ju:s] *n* польза, толк  
**be of use** быть полезным  
**useful** [ˈju:sfʊl] *adj* полезный, пригодный  
**usually** [ˈju:ʒuəli] *adv* обычно  
**utter** [ˈʌtə] *v* издавать (звук); произносить

## V

**vacation** [vəˈkeɪʃ(ə)n] *n* каникулы, отпуск  
**vain** [veɪn] *adj* тщетный; напрасный  
**in vain** напрасно, глупо  
**vanish** [ˈvæniʃ] *v* исчезать  
**various** [ˈvɛəriəs] *adj* различный, разный  
**vast** [vɑ:st] *adj* обширный, громадный; безбрежный, крупный, пространственный  
**vaudeville** [ˈvɔ:dvɪl] *n* эстрадное представление (*амер.*)  
**vegetables** [ˈvedʒɪtəblz] *n pl* овощи

**vegetarian** [ˌvedʒɪˈtɛəriən] *n* вегетарианец (*человек, питающийся овощами*)  
**verse** [vɜ:s] *n* поэзия, стихи  
**very** [ˈveri] *adv* очень  
**vice-president** [ˌvaɪs ˈprezɪdənt] *n* вице-президент, заместитель президента  
**view** [vju:] *n* вид; пейзаж  
**village** [ˈvɪlɪdʒ] *n* деревня  
**visible** [ˈvɪzəbl] *adj* видимый  
**visitor** [ˈvɪzɪtə] *n* посетитель, гость  
**vocal background** *n* вокальное сопровождение  
**voice** [vɔɪs] *n* голос  
**voyager** [ˈvɔɪədʒə] *n* мореплаватель

## W

**wait** [weɪt] (**for**) *v* ждать, ожидать кого-л., чего-л.  
**wake** [weɪk] (**woke, woken**) *v* будить; просыпаться  
**wake up** будить  
**walk** [wɔ:k] *v* ходить, гулять; *n* прогулка  
**wander** [ˈwɒndə] *v* бродить, странствовать  
**wanderer** [ˈwɒndəgə] *n* странник, странствующий рыцарь  
**want** [wɒnt] *v* хотеть  
**war** [wɔ:] *n* война  
**warm** [wɔ:m] *adj* теплый  
**warn** [wɔ:n] *v* предупреждать; предостерегать (*of*)  
**warning** [ˈwɔ:nɪŋ] *n* предупреждение; предостережение

**was** [wɒz] *см. be*  
**wash** [wɒʃ] *v* мыть(ся)  
**wash up** мыть посуду  
**waste** [weɪst] *n* обрезки, отходы, отходы  
**watch** [wɒtʃ] *n* часы; *v* наблюдать, следить  
**water** [ˈwɔ:tə] *n* вода  
**water cooler** [ˈwɔ:tə ˈku:lə] *n* бак с охлажденной питьевой водой  
**wave** [weɪv] *v* махать  
**way** [weɪ] *n* путь, дорога; способ, манера  
**weak** [wi:k] *adj* слабый  
**weak-minded** [ˌwi:k ˈmaɪndɪd] *adj* слабоумный  
**wear** [weə] (**wore, worn**) *v* носить (одежду), быть одетым в  
**worn enough** достаточно изношенный  
**weather** [ˈweðə] *n* погода  
**weed** [wi:d] *n* сорная трава, сорняк  
**week** [wi:k] *n* неделя  
**welcome** [ˈwelkəm] *n* приветствие; *v* приветствовать; добро пожаловать (*обращение*)  
**well**<sup>1</sup> [wel] *adv* хорошо; *adj* здоровый  
**be well** быть здоровым  
**well**<sup>2</sup> *int* ладно, ну, итак, ну что же  
**were** [wɛ:] *см. be*  
**West** [west] *n* запад  
**what** [wɒt] *pron* что, что такое; то, что; какой  
**whatever** [wɒtˈevə] *adj* какой бы ни, любой

**wherever** [weəˈevə] *сj* где бы ни; куда бы ни  
**whether** [ˈweðə] *сj* ли  
**when** [wen] *adv, сj* когда  
**where** [weə] *adv, сj* где; куда  
**which** [wɪtʃ] *pron* который, какой  
**while** [waɪl] *сj* пока, в то время как; тогда как  
**whirling** [ˈwɜ:lɪŋ] *n* кружение, верчение, вращение; *adj* кружащийся, вращающийся  
**whisper** [ˈwɪspə] *v* шептать; *n* шепот  
**in a whisper** шепотом  
**whistle** [ˈwɪsl] *n* свисток; *v* свистеть  
**white** [waɪt] *adj* белый  
**who** [hu:] *pron* кто  
**whole** [həʊl] *adj* целый, весь  
**whose** [hu:z] *pron* чей  
**why** [waɪ] *adv* почему  
**wicked** [ˈwɪkɪd] *adj* злой, нехороший, испорченный  
**wide** [waɪd] *adj* широкий  
**wild** [waɪld] *adj* дикий  
**things got so wild** дела вышли из-под контроля  
**win** [wɪn] *v* (**won, won**) выиграть; победить, одержать победу  
**wind** [wɪnd] *n* ветер  
**window** [ˈwɪndəʊ] *n* окно  
**window-sill** [ˈwɪndəʊsɪl] *n* подоконник  
**windy** [ˈwɪndɪ] *adj* ветреный; обдуваемый ветром  
**wing** [wɪŋ] *n* крыло  
**wink** [wɪŋk] *v* подмигнуть

**wintry** ['wɪntri] *adj* зимний; холодный  
**wise** [waɪz] *adj* мудрый; благоразумный, глубокий, премудрый  
**wish** [wɪʃ] *n* желание; *v* желать  
**wishing ring** ['wɪʃɪŋ, rɪŋ] *n* волшебное кольцо (кольцо, исполняющее желания)  
**witch** [wɪtʃ] *n* ведьма, колдунья  
**witchcraft** ['wɪtʃkra:ft] *n* колдовство; черная магия  
**with** [wɪð] *prp* с  
**without** [wɪðaʊt] *prp* без  
**wizard** ['wɪzəd] *n* колдун, чародей  
**woke** [wəʊk] *см.* wake  
**wonder** ['wʌdə] *v* 1) удивляться (at) 2) интересоваться; желать знать  
**wonder** ['wʌdə] *n* чудо; нечто удивительное  
**woman** ['wʊmən] *n* женщина  
**wonderful** ['wʌdəfʊl] *adj* удивительный, замечательный  
**wonderfully** ['wʌdəfʊli] *adv* замечательно, удивительно  
**wood** [wʊd] *n* лесок, роща  
**wooden** ['wʊdn] *adj* деревянный  
**word** [wɜ:d] *n* слово  
**wore** [wɜ:] *см.* wear  
**work** [wɜ:k] *v* работать; действовать; *n* работа  
**world** [wɜ:ld] *n* мир  
**all over the world** по всему миру  
**worried** ['wʌrɪd] *adj* озабоченный, обеспокоенный

**worry** ['wʌrɪ] *v* беспокоиться, тревожиться  
**worse** [wɜ:s] *adj* хуже (*сравнит. степень от bad*)  
**worth** [wɜ:θ] *adj* стоящий; заслуживающий  
**worth attention** заслуживающий внимания  
**would** [wʊd] *вспомогат. глагол* служит для образования условного наклонения  
**wriggle** ['rɪgl] *v* извиваться; изгибаться  
**write** [raɪt] (**wrote, written**) *v* писать  
**writer** ['raɪtə] *n* писатель  
**written** ['rɪtn] *см.* write  
**wrong** [rɒŋ] *adj* неправильный, ошибочный  
**be wrong** ошибаться  
**go wrong** разладиться  
**wrote** [rəʊt] *см.* write

## Y

**yacht** [jɒt] *n* яхта  
**yard** [jɑ:d] *n* двор  
**year** [jɜ:] *n* год  
**yellow** ['jeləʊ] *adj* желтый  
**yesterday** ['jestədi] *adv* вчера  
**yet** [jet] *adv* еще, до сих пор  
**you** [ju:] *pron* вы, ты  
**young** [jʌŋ] *adj* молодой  
**yourself** [jɜ:'self] *pron* себя, сам, сами

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