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Эдвард Игер НЕДЕЛЯ ЧУДЕС • Edward Eager SEVEN-DAY MAGIC

Домашнее чтение

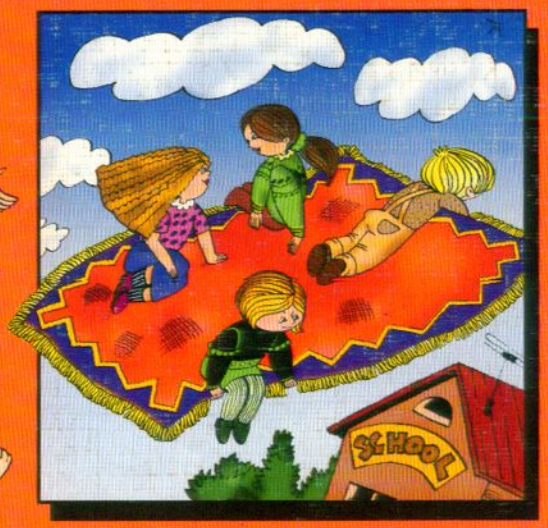
Pre-Intermediate

АЙРИС ПРЕСС

Английский клуб

Edward Eager

SEVEN-DAY MAGIC



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МОСКВА
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2005

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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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В основу адаптации положена известная повесть-сказка современного американского детского писателя Эдварда Игера «Неделя чудес». В книге рассказывается о захватывающих приключениях пятерых американских школьников, которые, возвращаясь из библиотеки домой, попадают в самую настоящую сказку — с чудесными превращениями и драконами, с путешествиями в прошлое и будущее.

Книга содержит постраничный комментарий, упражнения для отработки и закрепления навыков речевой деятельности, словарь и предназначена широкому кругу лиц, изучающих английский язык самостоятельно или под руководством преподавателя.

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Seven-Day Magic

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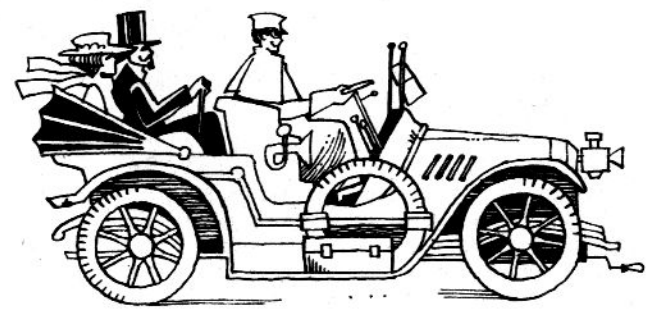


1

THE CHILDREN TAKE A BOOK AT THE LIBRARY

"The best kind of book," said Barnaby[1], "is a magic book."

"Of course," said John.

The children were in the library. There were five of them in front of the bookshelves, Barnaby and Abbie and their little sister Fredericka. And their friends John and Susan.

---

[1] Произношение имен действующих лиц см. на стр. 199.

"The best kind of magic book," said Barnaby, "is a book about real people like us[1]. And then, suddenly, something happens — and it's magic."

"Like when you find a coin," said Susan, "and you think that it's a nickel. And then you see that it isn't a nickel, — it's a magic talisman."

"Or you are playing in the front yard[2]," said Abbie, "and somebody asks you: 'Is this the road to Butterfield[3]?'"

"Only it isn't the road to Butterfield but to the magic land of Oz[4]," cried little Fredericka. "I have read *The Magic of Oz*, I know how it happens."

"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[5]. But sometimes you forget them and then the magic works against you."

Everybody began to talk at the same time.

"Wait a minute," said John. "What kind of magic book do you want?"

---

[1] **about real people like us** — про настоящих (невыдуманных) людей, вроде нас (как мы); ср. ниже: **like when you find a coin** — вроде того как когда находишь монету

[2] **front yard** — так в небольших городах и поселках США называется участок земли перед домом, где обычно расположен садик или площадка для игр; буквально эти слова означают «передний двор», но при переводе лучше говорить просто «перед домом»

[3] **Butterfield** — Баттерфилд (название местности)

[4] **to the magic land of Oz** — в волшебную страну Оз (имеется в виду сказка американского писателя Ф. Баума «Чудеса страны Оз», которая выходила у нас в сокращенном издании на английском языке и широко известна в обработке А. Волкова под названием «Волшебник Изумрудного города»)

[5] **you can make the magic work for you** — вы можете заставить волшебную силу работать на вас (служить вам); глагол *to make* в сочетании с инфинитивом означает «заставлять»

"A book about five children just like us," said Fredericka.

"And they are walking home from the library and the magic starts suddenly, before they know it[1]," said Susan.

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

During the conversation each of the children took several books from the shelves.

Miss Downs, the librarian, said: "Are you ready to go, children? Perhaps that's enough till next Saturday. Line up now, and let me stamp the books."[2]

They lined up at the desk. The librarian began to stamp the date in their books.

Then Susan looked back and saw a book that sat by itself[3] at one end of the bottom shelf.

It was a thick red book, not very big and quite old. The gold letters on its back were rubbed off[4], so Susan could not read the name of the book. Why she took the book from the shelf she could not say. She put it on the pile of books in her arms and took her place at the end of the line.

When Miss Downs saw the red book she said: "That's a seven-day book[5]."

Susan was surprised. "How strange," she thought, "the books, which you must return in seven days, are always the newest ones[6]. And nobody can call *this* book new."

---

[1] **before they know it** — прежде чем они успеют сообразить, что к чему

[2] По правилам некоторых библиотек, вместо того чтобы записывать название выданной книги в карточке, в самой книге ставят специальный штамп с указанием того дня, в который книгу нужно возвратить.

[3] **that sat by itself** — которая одиноко стояла

[4] **were rubbed off** — были стерты

[5] **a seven-day book** — книга, которая выдается только на одну неделю

[6] **the newest ones** = the newest books (слово *one* часто заменяет существительное, которое уже упоминалось в начале предложения)

The librarian stamped the red book. A minute later Susan and the other four children went out of the library.

It was a bright summer morning. The children lived in the same street, so they walked home together.

John and Susan were brother and sister. John was a year older than Susan was, but they were in the same class at school, because when John was eight, he was very ill and could not go to school for a whole year.

But that was a long time ago. Now John was big and strong and played half-back[1] on the school football team. Susan was captain of the girls' basketball team. And they were both very good at chess[2]. In schoolwork their marks were good and sometimes excellent.

Susan and John had no parents. Their father and mother were dead. The children lived with their grandmother in a big white house.

It is usually grandmothers that take care of the children[3], but Susan and John's Grannie was not like other grandmothers. They had to take care of *her*, because she was very old but very energetic. She liked to climb trees or stand on a window-sill when she wanted to clean the windows, and both her grandchildren were afraid to leave her alone in the house. She could do something dangerous at any time.

That's why[4] John and Susan were so glad when Barnaby, Abbie, Fredericka and their parents came to live[5] in the house across the street. Barnaby was in the same class with Susan and John, and they became great friends.

---

[1] **half-back** — полузащитник

[2] **were ... very good at chess** — хорошо играли в шахматы

[3] **it is usually grandmothers that take care of the children** — обычно как раз бабушки присматривают за детьми

[4] **That's why** — Вот почему

[5] **came to live** — поселились

Barnaby was a boy with ideas. They were not always good ones, but he had them one after another, and some of them were very exciting. He knew many games, and could always think of something interesting to do[1]. It is true that he had a quick temper[2] and very often got into fights[3] with boys who were bigger than he was. He wasn't afraid of anybody, but he was not very strong, and John sometimes had to defend him.

Fredericka was the baby of the family[4] and her temper was just like Barnaby's. But his other sister, Abbie, was a quiet and friendly girl.

Their father was a very nice man. He had a beautiful voice and he was a singer on television. But he was not a famous singer yet because he sang only in a quartet. He was a small man, quick and dark like Barnaby, and he looked very young[5]. When he was at home playing badminton with his children he looked more like their brother than their father. But he was not often at home. As his family was large (there were five of them), he had to go to New York every day to earn as much money as he could[6].

Their mother worked at an office. She wanted to help her husband to keep the family. It was not so easy because the family had to make payments on their new house. They had to pay much money though the house was very small, just large enough for a family of five.

---

[1] **could always think of something interesting to do** — всегда умел придумать какое-нибудь интересное занятие

[2] **he had a quick temper** — он был очень вспыльчив

[3] **got into fights** — ввязывался в драку

[4] **the baby of the family** — самая младшая в семье, любимица всей семьи

[5] **he looked very young** — он выглядел очень молодо (ср. ниже: **he looked more like their brother** — он больше был похож на их брата)

[6] **to earn as much money as he could** — чтобы заработать побольше денег

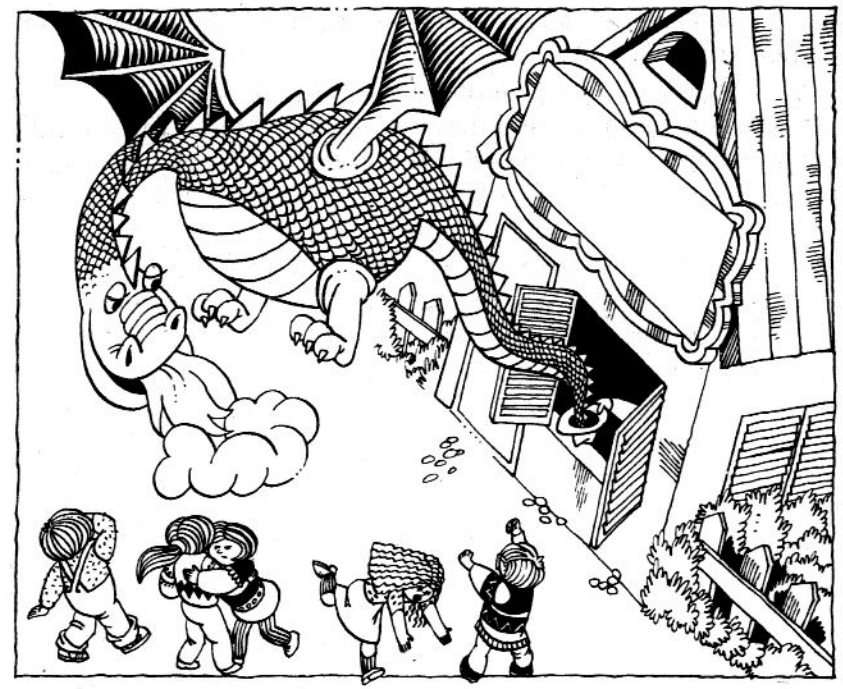
As the five children walked along the road home Susan opened her red book.

"What is it?" said Barnaby. "Who is it by?[1]"

"I don't know," said Susan. "It doesn't say.[2] But I think it must be interesting." She looked at the first page and began to read.

[1] **Who is it by?** — Кто ее написал? Кто автор?

[2] **It doesn't say.** — Здесь не сказано.



2

THE MAGIC BEGINS

These are the words that Susan read:

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

'Of course,' said John.

'The best kind of magic book,' said Barnaby, 'is a book about real people like us. And then, suddenly, something happens — and it's magic.'

'Like when you find a coin,' said Susan, 'and you think that it's a nickel. And then you see that it isn't a nickel, — it's a magic talisman.'

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

'Only it isn't the road to Butterfield but to the magic land of Oz,' cried little Fredericka. 'I've read *The Magic of Oz*, I know how it happens.'"

Susan stopped reading[1] and looked at the other children.

"It can't be," said Barnaby.

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

"Let's see," said Barnaby. He put out his hand and took the book. Then he began reading it, turning page after page quickly.

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

He went on reading. "The book tells about us, and our parents, and your Grannie even. And it says a lot about me. It says that I think too much of myself[2], and that I have a quick temper, so that John has to defend me when I get into fights."

Barnaby's face was very red now.

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

"It says that you are quick-tempered too," said Barnaby.

"That's true," said Fredericka, "I am."

There was a silence. Everybody stopped walking[3] and just stood there.

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

"I don't like it," said Abbie. "Let's take it back to the library and tell Miss Downs we don't want it[4]."

"Do you think," said Susan, "that we are not real people, but only characters in this book that somebody wrote?"

---

[1] **stopped reading** — перестала читать

[2] **I think too much of myself** — я слишком много воображаю о себе

[3] **everybody stopped walking** — все остановились

[4] **and tell Miss Downs we don't want it** — и скажем мисс Даунз, что она (книга) нам не нужна (в английском языке союзы *that, which, who* в значении «который» часто опускаются)

"I don't *want* to be not real," said Fredericka. "I am afraid..."

There was another silence.[1] Everybody looked at Barnaby. Barnaby thought a minute. Then he shook his head.

"All right," said Barnaby. "What if we *are* book characters? Many interesting things happen to book characters. This book is full of adventures and we are just at the beginning."

"What will happen next?[2]" said Fredericka.

"What will happen at the *end*?" said Abbie. "That's what I want to know."

"How far did you get?[3]" said Susan. "Did the girl Susan in the book find an old book in the library, too? Did she begin to read it?"

"That's where I stopped," said Barnaby. "It says here[4]: 'She looked at the first page and began to read.'"

"Just think[5]," said John. "It 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![6]" cried Susan. "It's like those arithmetic problems, that go on and on and on[7]..." She turned to Barnaby. "What comes next? Is the book repeating every word we're saying now? What else does it say?"

"It doesn't say anything," said Barnaby. "The page ends there."

"Turn it over," said Fredericka.

"Look in the back[8]," said Abbie.

---

[1] **There was another silence.** — Опять наступило молчание.

[2] **What will happen next?** — Что произойдет дальше?

[3] **How far did you get?** — До какого места ты дочитал?

[4] **It says here** — Тут говорится

[5] **Just think** — Только подумайте

[6] **Don't!**— Не надо! Перестань!

[7] **that go on and on and on** — которым нет конца, которые все продолжаются и продолжаются

[8] **Look in the back** — Загляни в конец

Barnaby tried. "No," he said, "I can't. The pages don't turn. The whole rest of the book doesn't open."

"And now," said Abbie in a frightened voice, "some awful thing is going to happen[1]."

"What awful thing?" said Fredericka.

"I don't know," said Abbie. "Some awful thing must happen soon that we don't know about. The book does not want to tell us. That's what I think."

"I don't think so," said Barnaby bravely. But even he said nothing more[2]. He was afraid too.

The children looked around and waited in silence.

But nothing happened. Nothing at all.[3]

The sun was just as bright[4] and the sky was just as blue.

Everybody felt much better.[5] And soon the five children started walking along the road again.

"Of course," said Barnaby, "I'm beginning to see it all[6]. Don't you remember? We said that we wanted a magic book... We made a wish and our wish came true.[7] What else did we wish for? Do you remember what you said, Susan?"

"'The children in the book are walking home from the library and the magic starts suddenly, before they know it,'" said Susan. "Those were my words, I think."

---

[1] **some awful thing is going to happen** — сейчас произойдет что-нибудь ужасное (*to be going* с инфинитивом имеет значение «собираться», «намереваться», а также передает значение близкого будущего)

[2] **said nothing more** — больше ничего не сказал

[3] **Nothing at all.** — Абсолютно ничего.

[4] **The sun was just as bright** — Солнце светило так же ярко (как и раньше)

[5] **Everybody felt much better**. — Все приободрились. (*букв.* почувствовали себя гораздо лучше)

[6] **to see it all** — понимать, в чем тут дело

[7] **We made a wish and our wish came true.** — Мы высказали желание, и наше желание сбылось (осуществилось).

"Well," said Barnaby, "*that* part came true. And then I said something like this: 'The people in the book must learn the rules of the magic and make it work for them and not against them.' I think that's what we must do now. We must make the magic work for us."

"Do you think," said Susan, "that everything that is in the book is going to happen to us?"

"That's what I think," said Barnaby.

"How interesting!" cried Abbie, "I understand it all now. This book is like a wishing ring[1]. We're going to make wishes about our next adventures. And then our ventures will fill up the pages of the next chapter in the book."

"That's right," said Barnaby.

"Every day we shall make a wish about our next adventure," said Susan.

"Yes," said John. "Only we must be very careful. First we must talk it out[2] and decide what kind of adventure we want."

"That's right," said Barnaby. "Susan, you found the book in the library, so you tell us first what adventure you want."

"No," said Susan, "*you* must go first. You'll do it better. You always have ideas."

"Oh, well[3]," said Fredericka, "if nobody here wants to be the first, let *me*[4]!" And she put out her hand and took the book from Barnaby.

"Stop her, stop her!" cried Abbie. But it was too late. Fredericka was already talking[5] very fast: "I wish to have a magic adventure, with wizards and witches and other magic

---

[1] **a wishing ring** — волшебное кольцо (кольцо, исполняющее желания)

[2] **talk it out** — обсудить это

[3] **Oh, well** — *зд.* Ну, что ж

[4] **let me** = let me be the first — дайте-ка я, давайте я буду первая

[5] **was already talking** — уже говорила

things in it, and I wish to have it at once, it must happen this minute..."

The children looked at each other and waited.

But nothing happened. "Maybe the book didn't hear her," said Abbie.

"Come on," said Barnaby. "Let's go! The minute isn't up yet."[1]

They started walking. Round a bend in the road[2] they saw a house that they knew very well. It was a small house in a small garden. But now it had an interesting sign by the driveway.

"SLOW!" said the sign. "CATS ET CETERA."[3]

The children stopped in front of the house and waited for something to come out[4]: a cat or something else. It was the fifty-ninth second since Fredericka made her wish. And something *did* come out.[5] What came out was a dragon.[6]

---

[1] **Come on ... The minute isn't up yet.** — Ну, пошли... Минута еще не кончилась.

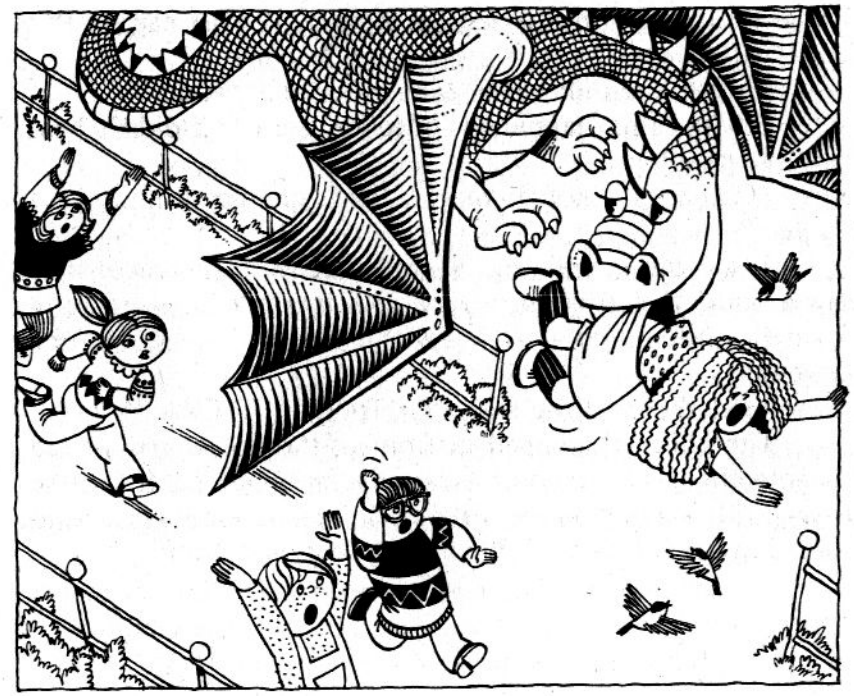
[2] **Round a bend in the road** — За поворотом дороги

[3] **slow** — тихий ход (обычная для дорожных указателей надпись); **et cetera** [et'set(ə)rə] — и тому подобное

[4] **waited for something to come out** — стали ждать, чтобы оттуда что-нибудь появилось

[5] **And something *did* come out.** — И в самом деле кое-что появилось. (*did* усиливает значение глагола)

[6] **What came out was a dragon.** — Появился дракон.



3

THE DRAGON

The dragon was bright red. It was covered with scales.[1] Its eyes were green. Now it was flying low[2] over the driveway. Purple smoke was coming out of its mouth.

Everybody was frightened. But Fredericka wasn't. She looked at the dragon with interest. The dragon, too, looked with interest at Fredericka. It flew round and round her in circles. For a moment their eyes met. Then it suddenly caught her up in its claws and flew away with her, over the trees.

---

[1] **It was covered with scales.** — Он был покрыт чешуей.

[2] **it was flying low** — он низко летел

"Stop!" cried John and started to run after the dragon.

"Do something!" cried Abbie to Barnaby. "Use the book! Make a wish!" She turned to Susan.

"Wait," said Barnaby. He was as pale as the others, but he was thinking hard[1]. "Stop, John! You will never catch the dragon that way[2]. It is flying very fast. It must be flying over some other country by this time.[3]"

John stopped running because he saw that Barnaby was right. They could not see the dragon or Fredericka any longer.[4] And the purple smoke now looked like a small cloud in the sky.

"We must think first, and then make a wish," said Barnaby. "Fredericka made a wish without thinking[5] and look what happened! She asked for a magic adventure and her wish came true. Before we start looking for her we must know whose dragon it is."

"Look," said Susan and pointed to the house. One of the windows of the house was open and in it the children saw a face which looked surprised. Abbie ran up to the window and the others ran after her.

"Was that your dragon?" she asked.

"Oh, dear![6]" said the face, "*was* it a dragon? I was *afraid* that it was."

"Well, you must be more careful," said Abbie. "You let it get away[7], and now it has stolen my little sister!"

"Oh, dear," said the face again, "I am so sorry!"

---

[1] **he was thinking hard** — он напряженно думал

[2] **that way** — так, таким образом

[3] **It must be flying ... by this time.** — Он, должно быть, сейчас уже летит... .

[4] **They could not see ... any longer.** — Они больше не видели... .

[5] **without thinking** — не подумав

[6] **Oh, dear!** — Боже мой! (*восклицание, выражающее изумление*)

[7] **You let it get away** — Вы его упустили

Now that[1] the children were near the window they could see that the face belonged to a little round gentleman with a bald head. He wore a long coat and a bright tie, and he had a tall silk hat[2] in his hand.

"I'm sorry," he said again. "I don't know how it happened. Such a thing never happened before. I always practise my tricks after breakfast. But today something went wrong[3]. When I put my hand into this hat to take out a rabbit... *something* did come out, only it wasn't a rabbit, it was something *else*!"

"That's right," said Barnaby, "it *was* something else!"

"I knew that it wasn't a rabbit," said the round gentleman, "but I was afraid to look. And then all at once[4] it went up and flew away."

Barnaby turned to the others. "Do you see what happened?" he said. "Fredericka made her wish just at the moment[5], and that's why a dragon flew out of the gentleman's hat."

"I'm sorry for your sister," said the round gentleman. "but at the same time it shows I have not forgotten my tricks. I must say I am glad of it."

Barnaby looked at him. And he remembered the second part of Fredericka's wish. "You must be a wizard," he said.

The round gentleman looked pleased. "How did you know?" he said. "You are quite right. That is my profession. I was a magician in vaudeville[6]. They called me The Great Oswaldo."

"What is vaudeville?" whispered Abbie to Barnaby.

---

[1] **Now that** — Теперь, когда

[2] **a tall silk hat** — атласный цилиндр

[3] **something went wrong** — что-то получилось не так

[4] **all at once** — вдруг

[5] **just at the moment** — как раз в этот момент

[6] **vaudeville** [ˈvəʊdəvɪl] — так в США называют вид эстрадного представления с пантомимой, танцами, фокусами и т.д.

"It's a kind of show they had in the old days[1], 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, he does tricks on the stage." But the round gentleman looked kind, so she said to him: "Will you help us? Will you find my sister for us?"

The round gentleman thought for some time. "Well, I'll *try*," he said at last. "Will you come in, please?[2]"

"Shall we?[3]" asked Susan, turning to the rest.

"Of course," said Barnaby.

But when the round gentleman opened the door of the house, the four children stopped. The hall looked dark, and strange sounds came from inside.

"What's that?" said John. "Have you any wild beasts there?"

"Don't be afraid," said the round gentleman. "I haven't any wild beasts in the house. I only have cats et cetera."

He turned on the light, and the children saw a lot of cats and kittens in every corner of the hall. And the children now knew what the "et cetera" on the sign was. The "et cetera" was kittens. Some of them sat on the stairs, others ran about and played in the hall.

"Oh," said Abbie and ran to pick up the smallest kitten. The rest of the children[4] came after her into the hall. At that moment a door opened, and a woman came in.

"Who are all these?" she said. "So many feet on my good carpets! First it is cats, and now children!"

---

[1] **It's a kind of show they had in the old days** — Было такое представление в старину (*they* — *зд.* неопределенно-личное местоимение и на русский язык не переводится)

[2] **Will you come in, please?** — Входите, пожалуйста! (вопросительная форма будущего времени часто употребляется для выражения вежливой просьбы)

[3] **Shall we?** = Shall we come in? — Ну как, войдем?

[4] **The rest of the children** — Остальные дети

"It's all right[1], Mrs. Funk," said the round gentleman. "These are my visitors. And this is Mrs. Funk, my landlady," he said to the children. "She is a good woman," he continued in a low voice. "A very good woman, but I'm afraid she does not like cats and artists. And now, step this way[2], please!"

He went through a door at the end of the hall, and the four children went after him one by one[3].

When they saw the room behind the door they looked around it in surprise. It was a large room with many tables in it. On the walls there were a lot of shelves. On every table and on every shelf there were crystal balls and bottles of coloured liquids and jars of coloured powders, and retorts and spirit lamps. But what terrible disorder! Many of the bottles and jars were broken[4]. The coloured powders and the coloured liquids covered the tables and shelves. And a lot of cats and kittens played in the middle of the room.

"I'm afraid my things are not in very good order this morning," said the round gentleman. "I hope Mrs. Funk will not be very angry, I think she will say nothing about it."

The children did not think so, but of course *they* said nothing to the round gentleman.

The gentleman looked at the jars and bottles, at the cats and kittens on the floor, and shook his head. Then he said: "Now we'll see what we can do. Let's make some order in this room and I'll try to help you. But it is many years now since[5] I did tricks on the stage. And even in the old days I never found a lost girl. But I'll try."

The children listened to him in silence.

---

[1] **It's all right** — *зд.* Ничего страшного

[2] **step this way** — пройдите сюда

[3] **one by one** — один за другим

[4] **were broken** — были разбиты

[5] **But it is many years now since** — Однако уже много лет прошло с тех пор как

"First, let me try the hat trick again," said the round gentleman, "and we'll see what comes out *this* time."

But when he put his hand in the hat, what came out was not Fredericka[1] and not even a white rabbit. What came out was the smallest kitten that had got into the hat when nobody was looking[2].

"Sorry," said the round gentleman, "perhaps it's no use[3] to make things come out of the hat. We must try to get the dragon back[4] *into* the hat. Or transform it into some other animal. Where is my box of tricks?" He found a card index[5] and began to look through the cards.

He read one card after another. At last he said: "Ah, here's a card that says 'TRANSFORMATIONS'. But it has only one trick in it. All right, I'll try it!"

On the nearest table, among the bottles and jars, he found a blue handkerchief and a wooden ring. He drew the handkerchief through the wooden ring. A transformation took place at once[6]: The colour of the handkerchief changed from blue to red. But Fredericka did not return.

"You are not really trying[7]," said Abbie. She thought that perhaps the round man was not very good at tricks.

"I *am* trying," said the gentleman. He looked around the room. "Let's try *this*," he said and took a jar of purple powder from the table.

"What is it?" said John. "What does it do?"

---

[1] **what came out was not Fredericka** — появилась вовсе не Фредерика

[2] **that had got into the hat when nobody was looking** — который незаметно (*букв.* когда никто не видел) забрался в цилиндр

[3] **it's no use** — бесполезно, не стоит

[4] **to get the dragon back** — загнать дракона обратно

[5] **a card index** — картотека, ящик с карточками, расставленными в алфавитном порядке

[6] **took place at once** — произошло немедленно

[7] **You are not really trying** — Вы не стараетесь по-настоящему

"I used to make a red flame with it[1]," said the round gentleman. "But this morning... I'm not sure. I think *anything* may happen now." And he put the purple powder into a cup.

As he did so, Susan had an idea[2].

She was not sure just how[3] the magic of the book worked. She knew that it could get them into adventures, but could it help them after that? "I'll try," she thought. She felt sorry for the round gentleman and wanted to help him (to say nothing of Fredericka[4]). So she held the book tight[5] with both hands and made a wish: "I want to have Fredericka back."

The round gentleman brought a match to the purple powder in the cup. It made a red flame all right.[6] But other things happened too.

There was a loud noise like the noise of an airplane... and in a moment the house was up in the air.

"We're flying!" cried Barnaby.

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

"Oh, dear," said the round gentleman, "what will Mrs. Funk say? She likes to have order in her house and I don't think she will like flying in it[7]."

The next moment Mrs. Funk was in the room.

"Mr. Oswaldo," she said angrily, "put this house down right this minute[8]!"

---

[1] **I used to make a red flame with it** — Когда-то с его помощью у меня получалось красное пламя

[2] **Susan had an idea** — Сюзен пришла в голову мысль

[3] **just how** — каким именно образом

[4] **to say nothing of Fredericka** — не говоря уж о Фредерике

[5] **she held the book tight** — она крепко сжала книгу

[6] **It made a red flame all right.** — Красное-то пламя действительно получилось.

[7] **I don't think she will like flying in it** — вряд ли ей понравится летать вместе с домом

[8] **right this minute** — сию же минуту

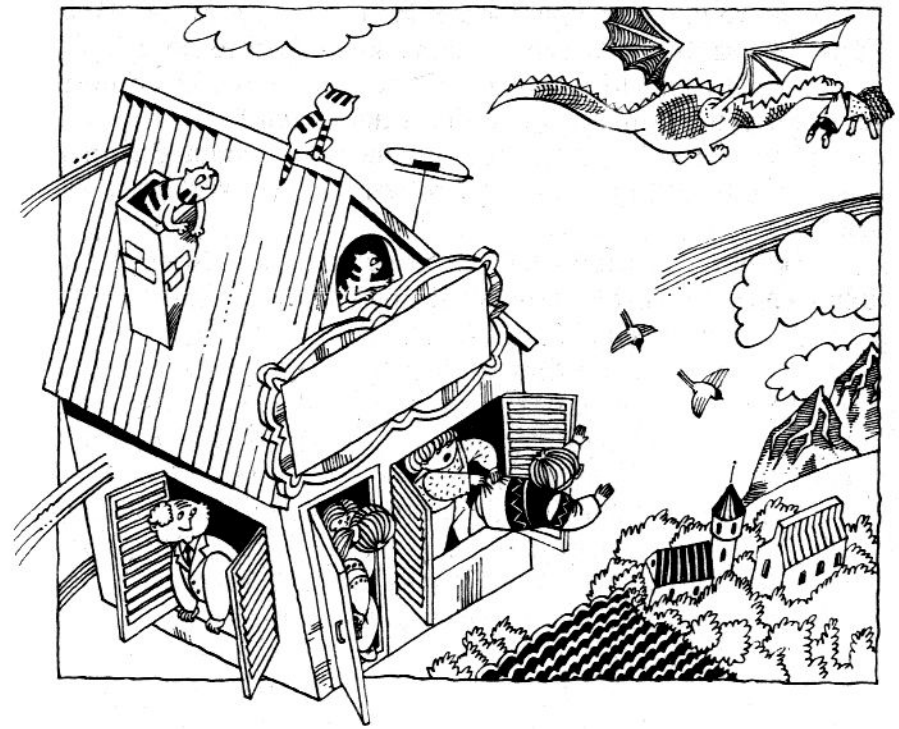
The round gentleman shook his head. "I'm sorry, Mrs. Funk," he said, "but I can't. I don't know how to do it."

"This," said Mrs. Funk, "is the last straw[1]. If we ever get back, you will have to look for a new room."

"I'm sorry," said the round gentleman again. But this time he did not look sorry. There was a broad smile on his face.

"Don't yon think that was a good trick?" he said. "I didn't know I was able to do such things. I didn't know I was such a good magician."

[1] **the last straw** — последняя капля, переполнившая чашу терпения (*букв.* последняя соломинка)



4

FREDERICKA AND 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 did not try to eat her, her hopes rose. In books stories about dragons sometimes had happy endings. "Maybe a prince will come and save me," she thought, "or maybe Barnaby will."

She looked down. The country over which they were flying looked like fairy-land. On the sides of the high mountains she saw strange trees that looked like flowers. Everything looked strange. Strange birds sang in the strange trees. There was a strange river that looked black. It was awful!

"Where am I?" said Fredericka.

"In a magic country, of course," said the dragon, "in a fairy-land. You wished for that!"

Fredericka jumped (as well as she could[1] in the dragon's claws). The dragon could talk! Then she took courage[2]. If the dragon could talk to her, it was perhaps a friendly dragon.

"Where are you taking me?" she asked.

"To my cave, of course," said the dragon.

"Why?" said Fredericka.

The dragon gave a cough[3]. "Let's not talk about it," it said. "Don't you know why dragons carry away young girls?"

"Are you really going to eat me?" said Fredericka.

"Of course," said the dragon. "You know all about our diet.[4]"

"Oh," said Fredericka in a small voice[5].

There was a silence.

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

"I'm mean because I'm mean," said the dragon. "That's my nature."

"Have you ever tried a vegetable diet?" said Fredericka. "Trees must taste nice[6]."

The dragon shook its head. "No," it said. "I'm not a vegetarian. Meat is my diet. Of course, I like princesses best, but they are hard to get[7] in these days. I've never tried small girls, but they must taste nice, too. I hope *you* will."

"I *won't*," said Fredericka, "I won't taste nice." And she thought, "I will fight. When the time comes I will fight for my life."

---

[1] **as well as she could** — насколько ей это удалось

[2] **she took courage** — она набралась храбрости, осмелела

[3] **gave a cough** [kɒf] — кашлянул

[4] **You know all about our diet** ['daɪət]. — Ты же отлично знаешь, какой у нас режим питания.

[5] **in a small voice** — тоненьким голоском

[6] **must taste nice** — должно быть, вкусные

[7] **they are hard to get** — их трудно достать

But it wasn't easy to be brave.

"Where is Barnaby?" she thought. "Where is my big brother? Why doesn't he come and save me? Where are all the rest? Shall I never see my family? Shall I never see my friends?"

But the dragon flew on and on[1].

At the same time Mrs. Funk's house was flying in the same direction, a few miles back[2].

Abbie looked down through the window.

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

At this moment Mrs. Funk came up to the window. "I don't like the place," she said, "There are no shops near. I want to go home."

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

He was quite right. It was too late to go home. Through the window they could see a crowd of people on the ground who stood looking up at the sky.

Everybody was at the window and the house suddenly lost its balance and almost fell on its face.

"Everybody back![3]" cried Barnaby. "Stand one in each corner and two in the middle!"

It was just in time[4]. The house landed safely.

There was a silence, but only for a moment. And then they heard a terrible noise.

"The dragon!" cried Abbie.

"No," said Barnaby. "It's the crowd of people outside. I think they are cheering."

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

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[1] **flew on and on** — летел дальше и дальше

[2] **a few miles back** — отставая на несколько миль

[3] **Everybody back!** — Всем отойти назад!

[4] **just in time** — как раз вóвремя

of the house[1]. Outside they saw a green field and a village not far away. A crowd of village people stood looking at them.

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

"Oh, yes," said Barnaby. "At least I hope so."

The head of the village[2] came nearer and looked them over.

"Well," he said, "I'm not sure you can do that. Many people have tried, but they were mostly princes, and they came on horseback, not in houses. And nobody could kill the dragon. The dragon ate them all."

"I hope we'll do better[3]," said Abbie. "We've brought our magic. We've brought a magician!"

The man looked at Mr. Oswaldo. Then he looked at what was behind the round gentleman.

"I see you've brought a witch, too," he said.

The four children looked back and saw Mrs. Funk coming out of the house. The cats were also coming out, one after another. One of them was sitting on Mrs. Funk's shoulder, hissing loudly. And really the whole group looked like a picture from a book about witches.

"I'm not a witch," said Mrs. Funk angrily. "I'm an honest woman."

"All right," said the man, "you are a *good* witch, then. That's the best kind."

"And now," said Barnaby bravely (he tried not to show that he was a little afraid), "lead us to the dragon."

"There it is," said the man.

"Where?" cried all four children jumping[4].

"Over there[5], in the cave," said the man and pointed.

---

[1] **made their way out of the house** — выбрались из дома

[2] **The head of the village** — *зд.* Деревенский староста

[3] **we'll do better** — у нас это выйдет лучше

[4] **jumping** — *зд.* вздрогнув

[5] **Over there** — Вон там

The children looked where he pointed. In a mountain not far from the village there was a cave. Purple smoke was coming out of the cave.

"Look," said Susan, do you think the dragon has eaten her already?"

"No," said another man in the crowd. "It always has dinner at 12 o'clock."

"Every morning it goes hunting[1]," said a third man. "It carries away a young girl from the village and eats her at twelve o'clock."

Then a fourth man said: "We know this: the dragon will come and carry away a young girl every day till the Hero comes. And when the Hero comes and kills the dragon, he will rule the country."

"Today it brought a girl that we don't know," said a fifth. "She is not from our village. So *that's* all right.[2]"

Abbie was very angry. "It is *not* all right!" she cried. "She is my little sister!"

And before Barnaby could stop her, she ran to the cave.

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

Inside the cave Fredericka heard her sister's voice. She began to struggle in the dragon's claws.

"Help!" she called back, "help!"

"Hush now[3]," said the dragon. "I don't like it when girls scream. It spoils the taste of my dinner. I don't like to eat them when they scream."

"Oh, you don't?[4]" cried Fredericka. And she screamed again, even louder.

"What a terrible sound! It must be eating her *now*![5]" cried Susan and held her hands to her ears[6].

---

[1] **it goes hunting** — он отправляется на охоту

[2] **So *that's* all right.** — Так что это еще ничего.

[3] **Hush now** — Ну-ка, замолчи

[4] **Oh, you don't (like it)?** — Ах вот как, тебе не нравится?

[5] **It must be eating her *now*!** — Он, наверное, ее уже ест!

[6] **held her hands to her ears**— зажала уши руками

"No," said the first man, "it isn't. It always has its dinner at twelve o'clock. And it always eats in public[1] — to frighten us."

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

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

"Oh, dear," said the magician, "I'm sorry, but I'm afraid I *can't* do anything to help her."

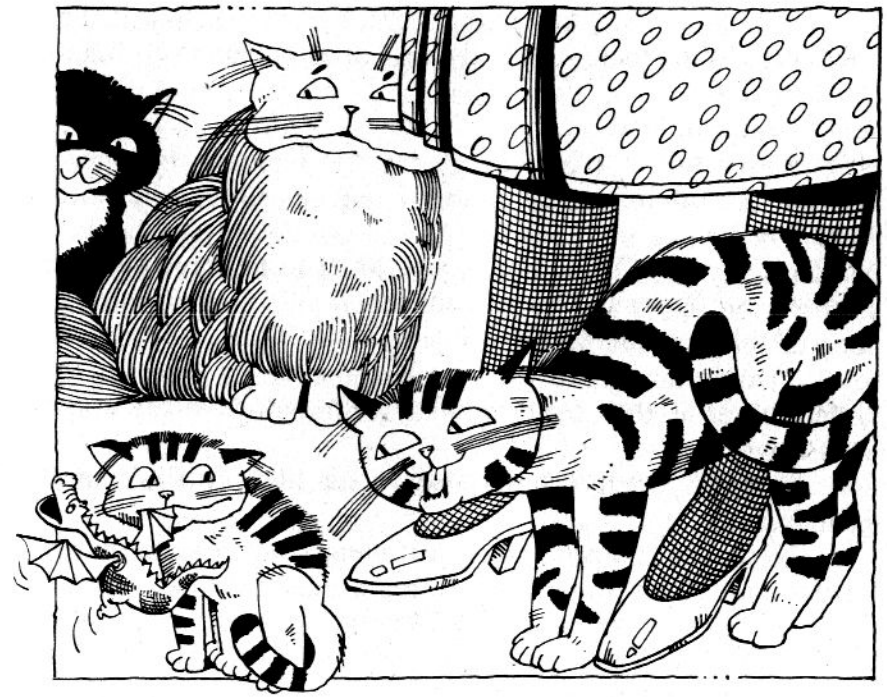
And then the children heard a new voice. "Shame on you[2], Mr. Oswaldo," said the voice, "shame on you! It's the first time that your magic can do some good, and you are backing out[3]."

Everyone turned in surprise. It was Mrs. Funk's voice.

[1] **in public** — на людях, всенародно

[2] **Shame on you** — Как вам не стыдно

[3] **and you are backing out** — а вы идете на попятный



5

MRS. FUNK FIGHTS THE DRAGON

"You must save that little girl," she said. "If you don't save her at once, you will have to look for a new room."

"Well, I'll *try*," said the round gentleman, "but I'm not sure I'll be much help[1]."

"Of course you will," said Susan, "because the book has helped us to meet you. And you, too," she said to Mrs. Funk.

Mrs. Funk looked at her in surprise. "What book?" she said.

Susan looked at Barnaby, and Barnaby looked at Susan. "Well, you see we have this magic book," said Susan.

[1] **I'll be much help** — что от меня будет большой прок

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

"But it began the whole thing," said Barnaby.

"Let me see it," said Mrs. Funk and the round gentleman together.

Susan started to answer. But at that moment the village clock struck twelve and the dragon came out of the cave, with little Fredericka in its claws. It flew up before the crowd, looking very proud[1], and then landed. The children saw its horrible red scales and its horrible green eyes and its horrible long tail. They were frightened.

"Don't just stand there.[2] *Do* something," Fredericka called to her brother and sister and her friends from the dragon's claws.

"I will," cried Susan and gave the book to the round gentleman.

Now, dear readers, you must understand that the magic of the book was different for different persons. Each person found in it just what he wanted. For the five children it was a magic story, with themselves in it[3]. But for Mr. Oswaldo it was something else again.

"*One Thousand Tricks for Magicians*," he read. That was the name of the book this time. "Very good! I'm sorry I didn't have this book when I was in vaudeville." He began to turn the pages of the book one after the other. "Trick Number One: 'How to Turn Day into Night'. Trick Number Two: 'How to Turn Chalk into Cheese'. And here we have 'One Hundred Easy Card Tricks'!"

"Those tricks won't help me," called Fredericka, "find the right page[4]!"

---

[1] **looking very proud** — с очень гордым видом

[2] **Don't just stand there.** — Не стойте же сложа руки. (*букв.* просто так)

[3] **with themselves in it** — и действующими лицами были они сами

[4] **the right page** — нужную страницу

"Of course," said the round gentleman, "I'm sorry, I quite forgot. I'm sure I have just seen something like[1] 'How to Shrink a Dragon'. But I can't find it now." And he began to turn the pages again.

"Oh, let *me* find it," cried Mrs. Funk.

But of course, as soon as[2] the book got into the hands of a housewife, it became a different book again.

"*The Housewife's Friend*," she read and opened the book. "'How to Make a Cake'..."

The dragon also looked at the book.

"Now let *me* have it," it said, "I want to see what it says."

Here the dragon put Fredericka down on the ground and, holding her with one claw[3], tried to grab the book from Mrs. Funk with its other claw.

"Don't touch *me*, you nasty thing[4], don't!" cried Mrs. Funk. "I'm not going to give you the book!"

"Shall I have to eat you too?" said the dragon and opened its horrible mouth. Red flame and a cloud of smoke came out of it.

"Oh, no!" cried Mrs. Funk, "just wait and see[5]... This will be a lesson to you!"

She opened the book again and found the right page.

And she read: "'How to Put Out an Oven Fire. Use salt...' That's what we want! Bring the salt from the kitchen, somebody!"

John ran into the house.

The dragon opened its horrible mouth again. Then it hesitated. Mrs. Funk did not look nice to eat[6]... Fredericka was much nicer, of course.

---

[1] **something like** — что-то вроде

[2] **as soon as** — как только

[3] **holding her with one claw** — придерживая ее одной лапой

[4] **you nasty thing** — мерзкое ты создание

[5] **just wait and see** — ну, погоди же

[6] **did not look nice to eat** — на вид была невкусная

But he who hesitates is lost[1].

While the dragon was making up its mind[2], John came running[3] out of the house with the salt box.

Mrs. Funk threw the salt in the dragon's face and the dragon's fire went out at once.

The crowd cheered.

But fire or no fire[4], the dragon still had its teeth and claws. And it opened its horrible mouth again. But nobody was afraid of it now. The dragon was shrinking[5] because its pride was hurt[6]. And now it was much smaller than before. It opened its mouth again, but it was now too weak to bite.

"Oh, no!" cried Mrs. Funk again, "you are not going to bite *me*! Oh, no!"

She opened the book again. "'For bites[7] use ammonia,'" she read.

This time Barnaby did not wait, but ran into the house at once. In a moment he was back with a bottle of ammonia from the shelf in the kitchen. Mrs. Funk took the bottle from Barnaby and threw the liquid at the dragon.

The dragon sneezed and coughed, coughed and sneezed. And it shrank again. It was now no bigger than a dog.

"Hurrah, hurrah," the crowd cheered.

"It's my turn now," said the round gentleman. But the next turn was not his. The next turn was the cats'.

When the dragon first came out of its cave, all the cats and kittens hid behind Mrs. Funk's long skirt. Now, as the smell of ammonia came to their noses, they all hissed very loudly. Then they put back their ears and came out.

---

[1] **he who hesitates is lost** — *посл.* «промедление смерти подобно» (*букв.* кто колеблется — тот пропал)

[2] **While the dragon was making up its mind** — Пока дракон раздумывал

[3] **came running** — выбежал

[4] **But fire or no fire** — Но извергал он пламя или нет

[5] **The dragon was shrinking** — Дракон уменьшался в размерах

[6] **its pride was hurt** — было задето его самолюбие

[7] **For bites** — Как средство от укусов

When they saw the dragon they did not know it was a dragon. They thought it was a large dog. And you know how cats and dogs fight. You have heard perhaps that an elephant is afraid of a mouse. With dragons and cats it is very much the same[1]. Dragons are afraid of cats' claws.

When the dragon saw the cats it shrank still more. The cats stood around the dragon in a circle, and the dragon shrank more and more. Now it shrank from fear, it was afraid of the cats.

When it was no bigger than a mouse the cats began to play with it as cats play with mice. Then the smallest kitten jumped at it and ate it up.

The crowd cheered.

And now more people came from the village. They stood in a circle around Mr. Oswaldo and Mrs. Funk.

"Three cheers[2] for the great wizard Oswaldo," they cried. "Three cheers for the good witch, too! Oh, Great Wizard Oswaldo, stay with us and rule the country!"

The round gentleman smiled and smiled. And you could see[3] that Mrs. Funk was very happy too.

"That wizard didn't do anything, really," Abbie said in a low voice to Fredericka. "Mrs. Funk and the cats did it all."

"I think that's the way with wizards[4]," said Barnaby. "They let the witches do the work and then say they did it themselves. Do you remember the Wizard of Oz?"

"Oh," said Fredericka, "I think this is just the beginning of his story! The part which wasn't in *The Magic of Oz*. And this could be how he got there first.[5] How interesting!"

---

[1] **it is very much the same** — происходит примерно то же самое

[2] **Three cheers** — Троекратное «ура»

[3] **you could see** — было ясно

[4] **that's the way with wizards** — у волшебников всегда так бывает

[5] **And this could be how he got there first.** — И, может быть, именно так он впервые туда и попал. (История о том, как волшебник попал в страну Оз, известна только с его собственных слов — повествование начинается позднее.)

Fredericka went up to the nearest man in the crowd, "Please," she said, "what country is this?"

"Up till now[1] we called it Dragonland[2]," said the man. "But now we're going to change its name. We must think of a new name. Perhaps we'll call it Oswaldoland."

"You see?" said Fredericka to the others. "It all works out![3] First they'll call it Oswaldoland, and then Oz for short[4]. Now we know all about it!"

"Well," said Barnaby, "I think it's time to go home."

"How shall 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 coming home with us," he said, "or are you going to stay here and rule the country?"

"1 think I'll stay and rule the country," said the round gentleman. "I'm always ready to please my audience."

"I think I'll stay here too," said Mrs. Funk. "Somebody must keep the house in order."

"Can we have our book now?" said Susan. "We'll take it home with us."

"And how are you planning to get home?" the round gentleman asked the five children.

"We're not quite sure," said Susan.

"Vanishing cream[5]," said Mrs. Funk quickly. "There is a jar of it on the little shelf in my bedroom."

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[1] **Up till now** — До сих пор

[2] **Dragonland** [ˈdrægənlənd] — страна Дракония; ниже **Oswaldoland** [ɒzˈwældəʊlənd] — страна Освальдия

[3] **It all works out!** — Все получается!

[4] **for short** — сокращенно, для краткости

[5] Автор шутливо предлагает в качестве волшебного средства крем для лица, который быстро впитывается в кожу и исчезает (отсюда его название *vanishing cream* — «исчезающий крем»). Это же название можно перевести иначе: «крем, помогающий исчезнуть», то есть именно то, что нужно нашим героям.

Fredericka ran into the house.

"Shall we use the vanishing cream?" whispered Abbie. "What if we vanish altogether?[1] And don't get *anywhere*?"

"Don't be afraid," Barnaby whispered back. "The book is our friend, it will help us, I'm sure."

And then Fredericka returned with the jar of vanishing cream and Mrs. Funk rubbed a little cream on the nose of each child.

But Susan held the book tight with both hands and made a wish: "I wish to got home safely at once."

There was no time to get frightened. One second the five children were standing in a magic country, the next second they were sitting on the front steps of Barnaby and Abbie and Fredericka's little white house.

"Are you back from the library already?" said Barnaby and Abbie and Fredericka's mother, coming out of the door. "You were quick."

She said good-bye to the children and went to her office. Abbie shook her head and said:

"It seems to me that I have been away from home for years[2]."

"On Monday we shall have a new adventure. It's Susan's turn to make a wish on Monday," said Barnaby. "Tomorrow will be Sunday, we'll rest tomorrow. We all need a rest."

"Today's adventure is over," said John. "Let's read about it in the book now." He took the book from Susan and began to read. But Susan took it back from him and said: "I'm going home now and I am taking the book with me."

She ran across the street to her house and put the book carefully on the top of the bookcase.

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[1] **What if we vanish altogether?** — А что, если мы исчезнем насовсем?

[2] **that I have been away from home for years** — что я не была дома много лет

And later that day, just before supper, she took a walk to Mrs. Funk's house. "I don't think I shall find it," she said to herself. "I don't think it's there any more."

But to her surprise the house was still there, the same as ever[1]. The sign by the driveway was still there, too.

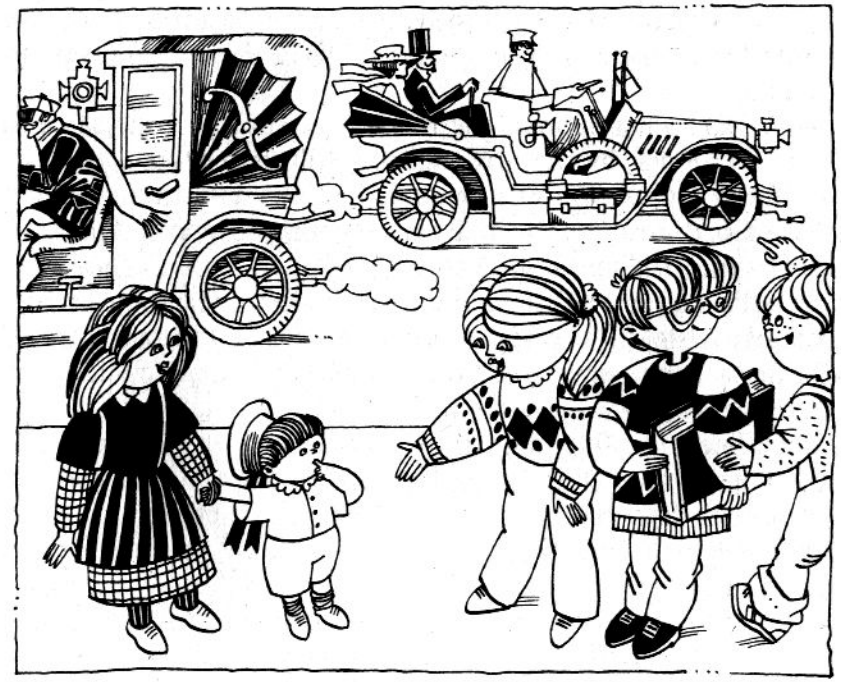
But when Susan came nearer, she saw that the sign didn't say "SLOW! CATS ET CETERA" any more...

The sign said, "FOR SALE[2]".

At that moment a woman came out on the porch of the house across the street. "If you're looking for Mrs. Funk and Mr. Oswaldo," she said, "they've gone away quite suddenly. And people say," she went on, "that he's gone back into vaudeville."

[1] **the same as ever** — точно такой же, как и раньше

[2] **for sale** — продается



6

A BABY OR A MAN

"This time no magic lands," said Susan, "and no dragons[1]." And the other children agreed.

It was the third day that the five children had the magic book. They all gathered on John and Susan's front porch[2]. It was Monday and Susan's turn to make a wish.

[1] **no magic lands ... and no dragons** — никаких волшебных стран ... и никаких драконов

[2] **front porch** (*амер.*) — передняя веранда, через которую проходят в дом

"No dragons," she repeated, "and no witches. Let's not even *think* of magic. I want something more real and not so sudden."

"But what is your wish?" said John.

"I don't know," said Susan. "Let us just go about our business[1] and wait. I'm sure something is going to happen."

So Barnaby and Abbie and Fredericka helped John and Susan to wash up[2] and clean the house. After that they gave Grannie a very hard jigsaw puzzle[3], to keep her busy for half an hour al least. You remember that they had to take care of Grannie all the time, because she was very energetic and often got into trouble[4].

Then the five children said good-bye to Grannie, left the house and walked along the road to town. Susan had the book with her. But nothing happened, and they got to town quite safely. When they came to Main Street[5] they decided to buy some candy.

They stopped and counted their money. Susan had sixteen cents and Abbie had eleven. John said: "I have a dollar which I have earned for cutting lawns[6]. Barnaby has fifty cents which he has earned for helping his neighbour in the garden. But we can't spend this money on candy. We have to save up to go to college some day[7]."

Still twenty-seven cents was enough to buy some candy for everybody. So the candy store was the next stop.

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[1] **Let us just go about our business** — Займемся лучше своими делами

[2] **to wash up** — вымыть посуду

[3] **jigsaw puzzle** — игра-головоломка, где требуется сложить распиленные кусочки дерева так, чтобы они составили заранее заданную картинку

[4] **got into trouble** — попадала в беду

[5] **Main Street** — Главная улица

[6] **for cutting lawns** — за стрижку газонов

[7] **some day** — когда-нибудь

Nothing magic happened there. But when they came out of the store and turned the corner[1] Susan saw something strange.

"The street is different," she said. "Look."

The others looked.

"Yes, the street is different," said Abbie. "It is a long street of big houses that we have never seen before."

"It's not our town. It's like a big city," said John.

"We're in a different place," said Susan. "It's the magic. It's beginning. It's nice when it begins like this[2], not so suddenly. That's just what I wished."

"Where do you think we are?[3]" said Fredericka.

"Maybe we are in the *future*?" said Abbie.

A very strange-looking high car passed them at that moment and John shook his head.

"No, it isn't the future. This car is a 1924 model.[4] I've seen such cars in Grannie's old books. I don't know where we are, but these must be old times. We're in the past, not in the future."

"I've seen this street before, in some book, I'm sure," said Susan. "Only what book?"

Then she stopped short[5] and pointed at a little girl who stood on the nearest corner.

She was a poor-looking girl, but very clean. She had an old-fashioned apron over her dress, and her dark hair hung down her back. The girl was looking at something in her hand, something that looked like a metal ball. On the sidewalk near her sat a fat baby with its thumb in its mouth.

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[1] **turned the corner** —завернули за угол

[2] **like this** — вот так

[3] **Where do you think we are?** — Как ты думаешь, где мы находимся?

[4] **This car is a 1924 model.** — Это автомобиль образца 1924 года.

[5] **she stopped short** — она остановилась на полуслове

"I *knew* it was a book," whispered Susan. "It's the girl in the picture in the last chapter of *Half Magic*[1]! Remember?[2] It's the little girl who found the talisman."

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

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

"Hush," said Susan, "be careful. Don't frighten her."

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

The little girl looked up with a smile. "Hello," she said. "I know it is a talisman. But I think it doesn't work."

"Yes, it does[3]," said Barnaby. "Only it works this way[4]. Yon make your wish and somebody else must make the same wish at the same time. So every wish must be made twice."

"I'm afraid it doesn't work at all," said the little girl. "I wished to go into future times and meet some children there, but I am still where I was."

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

"Is that so?" said the little girl. "Did my wish bring you?"

"I'm not sure," said Barnaby. "Perhaps our wish brought you."

"You see," said Susan, "we've got a magic book and we made a wish at the same time."

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[1] ***Half Magic*** — «Чудеса наполовину», название еще одной детской книжки Э. Игера, которая была написана раньше «Недели чудес» и, как считает автор, хорошо известна юным читателям. В этой книге шла речь о том, как дети нашли волшебный талисман, который мог переносить их в прошлое и исполнять разные другие желания, но с условием: каждое желание нужно было повторить дважды, иначе оно исполнялось только наполовину.

[2] **Remember?** = Do you remember? (сокращенная форма вопроса)

[3] **Yes, it does** — Нет, действует (обратите внимание на то, что слово *yes* иногда приходится переводить русским «нет», если один собеседник возражает другому)

[4] **this way** — вот как

"How interesting!" said the little girl. "You made a wish and I made a wish. I wanted to see the future, and you wanted to see the past. So maybe we met in the middle? Tell me about the future! What is it like?[1] Are there no more wars? Are there no more poor people? Is everybody happy?"

The five children looked at each other.

"Not quite," said Barnaby, "not yet. But we're working on it[2]."

"Can I go there and see?" said the little girl. "May I come with you?"

"I'm not sure," said Barnaby again.

"Of course we'd like to have you[3]," said Susan quickly. "Perhaps if we again make two wishes at the same time —"

"Yes, let us do it!" said the little girl. She raised her talisman and said: "I want to go into the future. And these children must come there with me."

Susan raised her magic book and made a wish too.

The next moment the five children and the little girl from the book were on John and Susan's front porch. But the children forgot all about the baby. It was left behind.[4]

"Is this the future?" said the little girl, looking around at the white houses, the green trees and the grass. "It doesn't look any different[5] from *our* times."

"That's because we're in the country," said Barnaby. "Nature doesn't change much. But there have been many changes in the world since 1924[6]."

"Cities are bigger," said Susan.

"Cars go faster," said Abbie.

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[1] **What is it like?** — Какое оно?

[2] **we're working on it** — мы стараемся, чтоб это было так

[3] **we'd like** (= we should like) **to have you** — нам бы очень хотелось взять тебя с собой

[4] **It was left behind.** — Его забыли взять.

[5] **It doesn't look any different** — На вид оно нисколько не отличается

[6] **there have been many changes ... since 1924** — с 1924 года ... многое изменилось

"Airplanes fly higher," said John. "We are exploring outer space now. Of course, you can't see anything from here," he added, as the little girl looked at the sky with interest.

"What's that?" said the little and pointed up. Everybody looked where she pointed, and Susan cried out in fright.

"That" was Grannie, sitting on the window-sill and cleaning the window from the outside[1].

"Hello," she greeted them. "Where have yon been? I can't do anything with my jigsaw puzzle. It doesn't come out."

The children were terribly frightened. Grannie was so old and it was so easy to fall down.

"Stay where you are," John called to her. "Don't move!"

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

As you remember, Grannie always did things that were too difficult for her. That's why John and Susan were afraid to leave her alone in the house. It took them five minutes to have Grannie off the window-sill.[2] They put her down in her armchair and she went on with her jigsaw puzzle.

"There![3]" said Susan, when they came back to the porch. "Sorry we left you alone." Then she stopped short.

The little girl wasn't alone. A big man was sitting on the grass in front of the house and the little girl was looking at him in surprise.

"Something terrible has happened," she cried. "I suddenly remembered I left my baby brother[4] sitting there on the sidewalk. So I made a wish... But something has gone wrong[5] with my talisman. Baby didn't come. *He* came instead!" And she pointed at the man in horror.

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[1] **from the outside** — снаружи

[2] **It took them five minutes to have Grainie off the window-sill.** — У них ушло пять минут на то, чтобы снять бабушку с подоконника.

[3] **There!** — Ну вот!

[4] **my baby brother** — моего братишку (в дальнейшем он называется просто *Baby* — малыш)

[5] **something has gone wrong** — что-то разладилось

"Perhaps you forgot to say your wish twice," said Susan. "Perhaps this is only a *half* of your wish."

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

The five children looked al the man and had to agree that he did not. The man was big, and he wore a suit and a shirt and a tie and a hat. In a word[1], he looked like a man.

Bul as the five children went on looking[2], the man put his thumb in his mouth. And the little girl gave a cry[3].

"It *is* Baby! He *always* does that! Bul what has happened to him?"

"I think I see," said Barnaby. "I think your talisman has brought him here half *grown up*[4]!"

"About thirty-seven years old," said John.

"That's right," said Barnaby. "He looks like a grown-up man, but he still 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[5]!"

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

"I can't," said the little girl. "When I saw *him*, I was so surprised that I dropped my talisman. He picked it up and put it in his pocket. And it's no use asking for it back[6]. Baby will never give *anything* back!"

She looked al the man, who was still sitting on the grass making mud cakes. Then she began to cry.

"Don't cry," said John. "We'll find a way to help you."

"Let *me*," said Susan. She was good at talking to babies.[7]

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[1] **In a word** — Одним словом

[2] **went on looking** — продолжали глядеть (на него)

[3] **gave a cry** — воскликнула

[4] **half grown up** — выросшим наполовину

[5] **like that** — в таком виде

[6] **it's no use asking for it back**— бесполезно просить, чтобы он отдал его обратно

[7] **She was good at talking to babies.** — Она хорошо умела разговаривать с маленькими детьми.

She went up to the baby-man. "Baby, Baby," she said, "where is that magic thing? It's nasty. Baby mustn't touch it. 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? Oh, then I *can* talk!" he cried. "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) paid no attention[1].

"This is wonderful! I can go where I like[2]!" he cried. "Nobody will carry me around and tell me what to do! I'm free!" And he ran toward the gate.

But the little girl stood in his way[3]. "Wait! Stop!" she cried. "What are you doing? Where are you going? Don't you know me?[4]"

The baby looked down at her (he was much taller now than she was).

"Yes, I do," he said. "I know you now. You're the one[5] that always picks me up and carries me away and puts me to bed just when it's getting interesting[6]. But that is over now! Now I'm bigger than you are. I can pick *you* up and carry *you* away!"

And he did.[7]

"Put me down!" cried the little girl.

"Come back!" called the five children, running to the gate.

But he paid no attention.

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[1] **paid no attention** — не обратил на нее никакого внимания

[2] **where I like** — куда угодно

[3] **stood in his way** — преградила ему дорогу

[4] **Don't you know me?** — Разве ты меня не узнаешь?

[5] **You're the one** — Ты та самая

[6] **just when it's getting interesting** — как раз когда начинается что-нибудь интересное

[7] **And he did.** — Так он и сделал.

7

IN THE TRAIN

The man (or baby) was walking down the road[1] away from town, in the direction of a little railroad station.

"Try to get the talisman out of his pocket!" Barnaby shouted after the little girl.

"I can't! He is holding me tight, my hands are not free," the little girl called back.

And after that no more words came from her[2].

The five children looked at each other.

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[1] **down the road** — по дороге

[2] **no more words came from her** — больше не донеслось ни слова

"Shall we just let them go?" said Susan.

"Oh, no," said John, "that baby doesn't know what a railroad is. He may sit and play in front of a coming train. So we'd better run[1] and try to help the little girl."

And the children started for[2] the railroad station.

"This is as bad as the dragon[3]," said Fredericka. "Why must somebody be kidnapped every time?[4]"

When the children came to the station the little girl and the big baby were already on the platform.

"Oh, dear," cried Susan, "a train is coming in, look!"

The engineer[5] saw a man with a little girl on the platform and stopped the train.

"What if they get on the train?" said Abbie.

They got on.

But the conductor saw five more children running towards the train and waited. The children got on the train too.

There was a loud whistle, and the little two-car train[6] started again.

It is always difficult to travel with a small child, but when the child looks like a man of thirty-seven and is as silly as a one-year-old baby, it can be horrible.

First the baby decided to sing. So he began:

"What does the train say?
— Jiggle joggle jiggle joggle![7]

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[1] **we'd better run** (= we had better run) — надо бежать

[2] **started for** — направились к

[3] **This is as bad as the dragon** — Все это не лучше, чем дракон

[4] **Why must somebody be kidnapped every time?** — Почему обязательно нужно, чтоб каждый раз кого-нибудь похищали? (Фредерика вспоминает собственное приключение с драконом.)

[5] **The engineer** — *зд.* Машинист

[6] **two-car train** — поезд, состоящий из двух вагонов

[7] **jiggle joggle** — припев детской песенки: бессмысленные слова, подражающие стуку колес; похожий припев и в следующей песенке

What does the train say?
— Jiggle joggle jee!"

The lady sitting behind the baby said to him angrily:

"Can't you amuse your children in a more quiet way? You are not at home!"

The baby paid no attention and went on singing:

"Will the little baby go
Riding on the locomo?[1]
Loky moky poky stoky
Smoky choky chee!"

"If you are not silent at once," said the lady again, "I shall speak to the conductor!"

"Tickets, please[2]," said the conductor appearing in the doorway.

"I don't want any tickets," said the baby.

"Come, come, sir[3]," said the conductor.

"Come *where*?" said the baby with interest. Then suddenly he got down from his seat. "Shall we go for a walk now?"

"Of course not!" said the conductor. "Pull yourself together[4]," sir! *Tickets*, please!"

"Oh, all right," said the baby, taking some tickets from the conductor's hand and putting them in his pocket.

"No, no, no! Give me *your* tickets!" said the conductor. But, as you remember, Baby never gave anything back.

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[1] **Will the little baby go riding on the locomo** [ˌləʊkəˈməʊ]**?** — А наш малыш поедет на поезде? (**Locomo** = locomotive; в детском языке часто встречаются сокращенные слова)

[2] Проводник просит предъявить билеты; но его слова можно понять и по-другому — Малыш решает, что проводник хочет дать ему билет.

[3] **Come, come, sir** — Ну, ну, сэр (бросьте шутить); Малыш принимает это увещевательное обращение буквально — как приглашение куда-то пойти, погулять

[4] **Pull yourself together** — Возьмите себя в руки

"Conductor," said the lady in the seat behind. "I'm sure that this person is mad. He should be put off the train.[1] His children should be taken from him. He can't look after them."

"No, don't do that, please," said Abbie.

"We'll watch him better," said Barnaby.

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

"Listen to the poor little things defending him![2]" said the lady.

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

"Do you hear that?" cried the lady. "He makes these poor little children work to earn money for him! And calls himself a father, too!"

"If you ask *me*[3]," said the man in the seat in front of them, "a father like that should be beaten up[4]!"

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

"I thought as much![5]" cried the lady in the seat behind. "He is a kidnapper[6]! Conductor, arrest that man!"

Everybody began to talk at once.

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

But at that moment the baby saw something at the end of the car. He pushed back the conductor and ran along the

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[1] **He should be put off the train.** — Его нужно высадить из поезда.

[2] **Listen to the poor little things defending him!** — Послушайте только, как эти бедняжечки его защищают!

[3] **If you ask *me*** — Если хотите знать мое мнение

[4] **a father like that should be beaten up** — такого папашу надо бы отлупить, как следует

[5] **I thought as much!** — Так я и думала!

[6] **a kidnapper** — похититель детей (в газетах США часто описываются случаи похищения детей: их крадут у богатых родителей, чтобы потом потребовать за них выкуп)

aisle. Barnaby wanted to follow him but the conductor stood in his way.

The baby-man stopped at the water cooler[1]. First he filled a paper cup with water and drank it. Then he began to make other cups into paper airplanes and throw them up in the air.

"Everybody stay where you are! I'll have to do something to stop this," said the conductor. And he went down the aisle to the water cooler.

"Aren't you ashamed?" he said. "Pull yourself together. Be a man."

The baby thought for a moment. "All right," he said. Then he took the conductor's cap off the conductor's head and put it on his own.

The cap gave him a new idea. "I want to drive the train," he cried, "I want to do it *now*!"

"I have been afraid of that all the time," thought Barnaby.

The talisman was still in the baby's pocket. The baby, of course, didn't know its magic power. And, as soon as he said that, he disappeared. In his place appeared another man. It was the engineer, he looked around in surprise.

"What does all this mean, Formsby?" asked the conductor in astonishment. "Why did you leave your post?"

The engineer too was astonished. "I didn't," he cried. "Or did I?" He looked around. "Oh, yes, it seems that I did[2]! But I don't know how it happened!" Then a look of horror came into his face.

"If I'm here," he said, "Then *who is driving the train*?"

The conductor looked at the spot whore the baby no longer stood. He turned pale.[3]

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[1] **water cooler** — бачок с кипяченой водой, который обычно находится в вагоне; там же имеются картонные стаканчики для питья

[2] **it seems that I did** — кажется, так и есть

[3] **He turned pale.** — Он побледнел.

"I don't know," he said in a low voice, "but I have an idea[1] that we are in the hands of a mad person..."

"We're lost![2]" cried the lady.

The train started and stopped... Then it got up speed[3] and rushed past the next station without stopping[4]. The people waiting on the platform looked after it in astonishment.

Then the train stopped and in a moment rushed back. This time the waiting people looked at it in astonishment and fright.

The conductor was pale but brave. "Ladies and gentlemen," he said, "order, please! Keep your seats. No panic, please! Everything will be all right!"

The conductor went up the aisle[5]. Barnaby and John and Susan and Abbie and Fredericka and the little girl followed him.

"Out of the way[6]," said the conductor to them. "This is enough. You're not going to defend him any more."

"Be kind to him," begged the little girl.

"You had better not watch[7]," said the conductor, "if you are so sorry for him." And he opened the door.

The children saw the baby who was enjoying himself to the full[8]. He pushed and pulled different handles and sang a song.

"Jiggle joggle," he sang. "Jiggle joggle jiggle joggle jiggle joggle jiggle joggle..."

The conductor and the engineer came up to him and stood at each side of him.

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[1] **I have an idea** — мне кажется

[2] **We're lost!** — Мы пропали!

[3] **got up speed** — набрал скорость

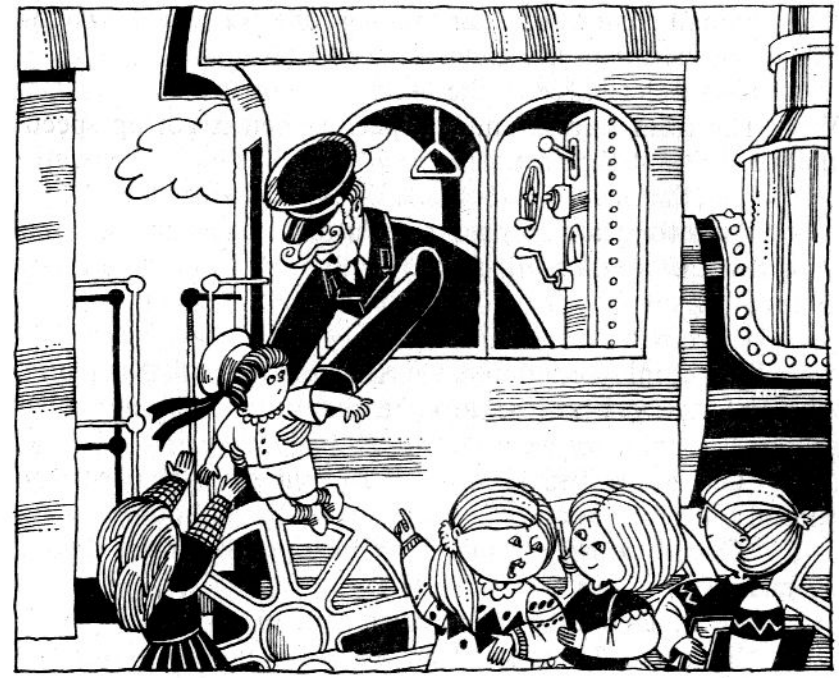
[4] **without stopping** — не останавливаясь

[5] **went up the aisle** — прошел по вагону вперед (к голове поезда)

[6] **Out of the way** — Уйдите с дороги

[7] **You had better not watch** — Лучше не смотрите

[8] **was enjoying himself to the full** — наслаждался вовсю



8

OH, BABY, BABY!

Susan and Abbie and even Fredericka closed their eyes. But Barnaby and John and the little girl watched everything that happened.

The conductor and the engineer caught the baby's arms[1] and held them tight. The baby was surprised and began to struggle.

The struggle was not a long one. Something small and metallic flew out of the baby's pocket and fell on the floor.

---

[1] **caught the baby's arms**—схватили малыша за руки

The children rushed for it and it was John who picked it up[1]. It was the talisman of course.

John was quick but careful. He remembered it was a half magic talisman, and when he made his wish he didn't forget the word "twice". He said:

"Let the baby-man become *twice* a baby again!"

The astonished conductor suddenly found himself struggling[2] with a one-year-old baby.

The baby said "Coo,"[3] and smiled and looked quite happy.

The conductor and the passengers rubbed their eyes. And the little girl ran forward and caught the baby up in her arms.

"Oh, Baby, Baby," she cried. "I'm so sorry I left you behind on the sidewalk. I'll never, never forget you again!"

"Coo," said the baby. And he put his thumb in his mouth.

"Good Heavens![4]" said the conductor.

"What next?[5]" said the passengers.

Next John wished to be home again, together with the rest of the children. In a moment he and Susan and Barnaby and Abbie and Fredericka and the little girl and the baby found themselves on the porch of the big white house.

"There![6]" said John. "I'm glad we're home again."

"We have forgotten one thing," said Susan. "That poor train! Nobody is driving it now!"

So John made another wish, and in a second the engineer, the conductor and all the passengers forgot their terrible

---

[1] **it was John who picked it up** — подобрал его Джон (оборот *it was ... who* подчеркивает подлежащее)

[2] **found himself struggling** — обнаружил, что борется

[3] **The baby said "Coo"** [ku:] — Малыш загулькал

[4] **Good Heavens!** — Силы небесные!

[5] **What next?** — Интересно, что будет дальше?

[6] **There!** — Ну вот!

adventure and the train started again. The children heard its loud whistle as it went past.

"And now may I have my talisman back, please?" said the little girl.

"What shall we do with it next?" said Fredericka. "Where shall we go?"

"I think," said the little girl, "if it's all the same to you[1], Baby and I will say good-bye. I think we've had enough of the future[2]."

"I'm sorry," said Susan. "It has been a hard day. But it isn't always like this, you know."

"Oh, it has been very interesting, thank you," said the girl politely, "but all the same it's time to go."

"But what will you wish?" said Fredericka. "Where will you go first?"

"First?" said the little girl. "I think first we'll go and see Mother[3]."

She took the baby under one arm and held the talisman before her in the other hand.

"Do you know the words to say[4]?" asked John.

"Oh, yes," answered the little girl. "We know everything, don't we, Baby[5]? We won't make any mistakes from now on[6]. We won't go into the future any more..." And she made a wish to get safely home, and she made it twice.

"Good-bye," said Abbie, and just at that second the little girl and the baby disappeared.

---

[1] **if it's all the same to you** — если вы не возражаете (*букв.* если вам все равно)

[2] **we've had enough of the future** — будущим мы сыты по горло

[3] **first we'll go and see Mother** — прежде всего мы отправимся к маме

[4] **the words to say** — слова, которые надо произнести

[5] **don't we, Baby** — правда, Малыш

[6] **from now on** — с этого момента, отныне

"I'm sorry we didn't ask the little girl's name," said Fredericka. "We don't know anything about her family or her home life."

"Well," said John, "let us hope she'll be all right and won't make any more mistakes."

"Children!" called Grannie from inside the house, "come and help me to find my knitting needle."

And the five children ran inside.

But the magic book was left on the porch.

They helped Grannie to find her knitting needle. Then Grannie sat down with her knitting and told them stories of how she taught school[1] when she was a young girl and lived all alone in a small house on the old Dakota plains[2].

Later on some friends of John's and Susan's came to see them, and they played some interesting games, and nobody remembered the magic book or thought about it.

And then Barnaby and Abbie and Fredericka's father came home from New York and brought tickets for everybody to go to a concert. During the concert Susan whispered to Barnaby: "Have you got the magic book?"

Barnaby said something and Susan thought that he nodded "Yes". But she was wrong[3]. He nodded his head all right, but it was in time to the music[4], and what he said was "No."

After the concert everybody went home. Susan was sure that Barnaby had the hook and Barnaby thought that Susan had it.

And both of them were wrong.

---

[1] **taught school** — преподавала в школе, была школьной учительницей

[2] **Dakota** [dəˈkəʊtə] **plains** — Дакота, равнина в северной центральной части США, на территории которой расположены два штата — Северная Дакота и Южная Дакота

[3] **she was wrong** — она ошибалась

[4] **He nodded his head all right, but it was in time to the music** — Головой-то он действительно кивнул, но кивал он в такт музыке

The next morning Susan woke up early. "Today will be Barnaby's adventure," she thought. "It is his turn to make a wish. When he comes he will think of something interesting."

But time passed and nobody came.

Across the street in the little white house Barnaby was waiting for Susan and John. "Why doesn't Susan bring the book?" he thought. "She had it yesterday. It's my turn to make a wish." But Susan didn't come.

"Where is everybody?" said Fredericka. "What about the magic?[1]" But Barnaby didn't answer, he was angry.

And so the morning passed. Susan decided that Barnaby wanted his adventure for himself and had no wish to invite anybody else to take part in it. Barnaby decided that John and Susan wanted to keep the magic book and have one more adventure, without telling anybody about it. Both families spent the day at home, and it was only late in the afternoon that Susan went out for a walk and saw Barnaby across the road.

They looked at each other.

"Where is the book?" these were the words they both said at the same time.

And it all came out[2]. The book was lost! It was no longer on the porch. The children looked everywhere, asked everybody, but it remained, as Barnaby said, "a thing of the past"[3]. So they decided that they had lost the book in the street.

But they still had some hope. The book was magic. Maybe it could find its way back. Maybe if they only waited for some time...

The five children parted early after dinner and spent a quiet evening. Susan and John sat in their living-room. John was busy with a jigsaw puzzle. Susan was doing some needlework[4]. Grannie sat at the table reading.

---

[1] **What about the magic?** — А как же с чудесами?

[2] **it all came out** — все выяснилось

[3] **it remained ... "a thing of the past"** — она отошла ... «в безвозвратное прошлое»

[4] **was doing some needlework** — занималась рукоделием

Grannie often read in the evenings. She read everything she could find about the West. Not the Wild West of television shows[1], but the real West that she knew as a little girl. It was about seventy years ago. She liked to remember her young days.

In her young days Grannie was a tomboy. She was a tomboy even when she taught school, and she started teaching at fifteen! And she was a very active woman for fifty years after that, and now that she was old, she sometimes forgot that she was no longer a tomboy.

"I am still the same, inside," she explained when Susan or John begged her to be careful and not to climb trees or run or jump.

"I'm sure Grannie was a wonderful teacher," Susan often thought. "I'm sorry I did not know her then."

This evening as Grannie read her eyes shone and she smiled to herself.

"What is she reading?" thought Susan. She looked at the book in Grannie's hands and nearly cried out. It was the old red book that Susan knew so well!

"Grannie must have found it[2] on the porch!" thought Susan. "And then she opened it and started to read and found it interesting..."

But if it was true that the magic book was different for each person, what was Grannie reading now? What made her eyes shine? What brought colour to her cheeks?[3] An adventure of her own young days or of some other heroine of pioneer times[1]?

John also looked at the book. Then he looked at Susan. Their eyes met and the same idea came into their heads.

Grannie was not reading any more; she was staring before her[2], like a reader who is thinking about the adventures in his book and is going to wish to take part in them.

John and Susan ran across the room just in time to hear Grannie whisper something. They touched the book and said: "And take us along, too.[3]"

---

[1] **Wild West** — «Дикий Запад», освоенные позднее других западные штаты США, которые изображаются в ковбойских фильмах и приключенческих романах в приукрашенном и пошло-романтическом виде как край отчаянных храбрецов и благородных мстителей. Фильмы с похищениями, погонями и т. д. — так называемые «вестерны» — часто показываются по телевидению (**television show** — телевизионная передача)

[2] **must have found it** — наверное, нашла ее

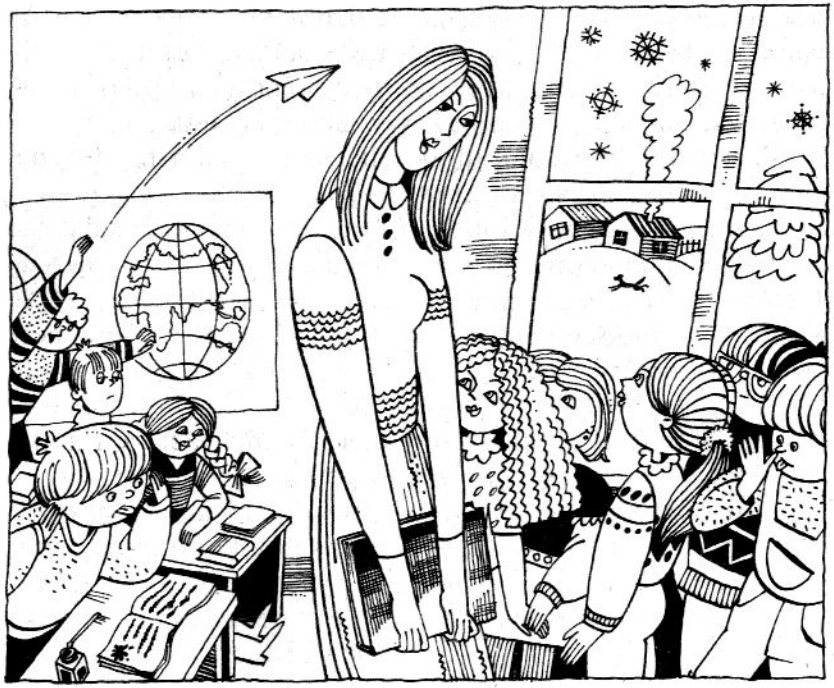
[3] **What brought colour to her cheeks?** — Что заставило ее щеки разрумяниться?

---

[1] **pioneer times** — так в США называют времена первых переселенцев («пионеров»), осваивавших Дальний Запад в 40-х—60-х годах позапрошлого века

[2] **she was staring before her** — она смотрела в пространство невидящим взглядом

[3] **And take us along, too.** — Возьми и нас с собой.



9

YOUNG GRANNIE

The next moment they found themselves on an open plain in front of an old-fashioned one-room schoolhouse[1]

But where was Grannie? They did not see her at first.

Some children were playing Fox and Geese[2] in the snow that covered the ground. A tall girl with bright black eyes was

[1] **one-room schoolhouse** — школа, состоящая всего из одной классной комнаты, где обучаются одновременно все классы, по нескольку человек в каждом

[2] **Fox and Geese** — «Лиса и гуси», игра, в которой один из играющих старается поймать других, пока они перебегают с места на место

leading the game[1]. The next minute the game became a snowball fight. The tall girl threw snowballs right and left, fast and straight like a boy. Then suddenly she stopped, went to the schoolhouse door, and rang a big hand-bell. And Susan understood.

Not only was the tall girl the teacher, but the teacher was Grannie! Grannie in her young days!

Susan looked at John, and he nodded his head. And then the boys and girls went into the schoolhouse one by one. John and Susan followed them.

Inside the schoolroom was a stove by the teacher's desk and two rows of desks and seats. The boys sat in one row and the girls in the other. The smallest children sat near the teacher's desk and the biggest ones in the back. Grannie, when she was a teacher, taught all grades at once.

Susan and John found two empty seats and sat down.

The first lesson of the day was spelling. Grannie began with the shortest words for the youngest children.

Susan was sorry that Barnaby and Abbie and Fredericka could not see Grannie as she was now. Susan was thinking so hard about it that she forgot to pay attention to the spelling lesson. Suddenly she looked up. The tall girl, who was really Grannie, was at her desk looking down at her. Her black eyes were angry.

"Susan, you are not paying attention[2]," she said sternly. "Rise and spell *xanthophyll.*"[3]

Susan stood up and turned red. "I can't," she said. "I'm sorry."

"Of course," said young Grannie, "we don't use this word very often, but still you must know how to spell it. *X-a-*

[1] **was leading the game** — руководила игрой

[2] **you are not paying attention** — ты невнимательна

[3] В виде наказания учительница велит Сюзен написать очень трудное слово — **xanthophyll** [ˈzænθəfɪl] (ксантофилл, вещество желтого цвета, остающееся в осенних листьях, потерявших свою зеленую окраску — хлорофилл).

n, t-h-o, p-h-y-l-l. Write it three times on the blackboard and you will remember."

Susan went up to the blackboard and did as she was told[1]. Grannie moved to the teacher's desk again. The spelling book was in her right hand, and she put her left hand on another book that lay on the corner of the desk. It was a small book with a red cover. A book that Susan knew so well. It was their magic book!

Susan finished writing *xanthophyll* on the blackboard and turned to go back to her seat. As she passed by the teacher's desk she touched the magic book and made a wish: "Let Barnaby and the girls find their way[2] into this adventure."

The next lesson was arithmetic. John was standing by his desk trying to divide 264 by 12 when the door opened and three figures walked in. The three figures looked surprised. It was clear they did not know how or why they were there.

"Good morning," said Grannie from the teacher's desk, "Are you new pupils?"

"I think so," said the largest figure.

"What do you mean, you *think* so?" said Grannie sternly. "Say 'Yes, ma'am[3].' What is your name?"

"Barnaby," said the figure, "and this is Abbie and this is Fredericka."

"Barnaby, Abbie, and Fredericka," said Grannie, "you may come and sit down. I shall not mark you late[4] because it is your first day. But be on time[5] in future."

---

[1] **did as she was told** — выполнила распоряжение (*букв.* сделала, как ей велели)

[2] **Let Barnaby and the girls find their way** — Пусть Барнаби и девочки как-нибудь проберутся

[3] **ma'am** [mæm] = madam — сударыня (старомодное вежливое обращение к женщине)

[4] **I shall not mark you late** — Я не буду записывать вам замечание за опоздание

[5] **be on time** — являйтесь вовремя (по расписанию)

Fredericka found the last empty seat in the front. Susan moved over quickly and pointed at the place beside her. Abbie came and sat down. A boy called Clarence Oleson moved over and Barnaby sat down beside him.

As John went on with his arithmetic problem, Abbie whispered, "Where are we? What's happening?"

"It's the magic," Susan whispered back. "Grannie found the book and made a wish to go back, to the times when she was a teacher. That's when she was young."

"Silence," said Grannie sternly.

After that, nothing was said until recess.

During recess, John and Susan and Barnaby and Abbie and Fredericka met in the school yard. John and Susan told the others their story. Then Clarence Oleson came up to them.

"Are you called Barnaby because you were born in a barn[1]?" he said laughing.

Barnaby's hands made fists[2], and he moved toward Clarence. But John got between them. "Steady[3]," he said.

"I can take care of myself," said Barnaby 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 pulled Barnaby's ear.

At that moment Grannie appeared in the schoolhouse door. She looked at Clarence, but didn't say a word. She rang her handbell. Recess was over, and the children walked back inside.

The next lesson was grammar. Suddenly Clarence pushed Barnaby so hard that he fell off the seat into the aisle.

"Silence," said Grannie sternly.

Barnaby got up and his hands made fists again. But he controlled himself[4] and said nothing.

---

[1] **you were born in a barn** — ты родился в сарае (первый слог имени *Barnaby* — *barn* — значит «сарай»)

[2] **made fists** — сжались в кулаки

[3] **Steady** — *зд.* Спокойно

[4] **controlled himself** — сдержался

Next Clarence took out a pin and stuck Barnaby with it hard. That was the last straw[1], and Barnaby bit him.

"Teacher[2]," screamed Clarence, "he hit me!"

"Barnaby," said Grannie. "Come here."

Barnaby went there.

"Hold out your hand."

Barnaby hold it out. Grannie took a ruler from her desk and hit his hand three times, quite hard.

"No fighting in class," she said sternly. "Remember that."

Barnaby's face was white, but he controlled himself. "Yes, ma'am," he said.

"Good," said Grannie with a smile. "And now..." she took a very large pin from her desk, "you may take this and stick Clarence with it."

Barnaby looked at the pin. Then he looked at Clarence. "I can't do that," he said.

"Very well," said Grannie. "Then I shall!" And she walked down the aisle[3], with the pin in her hand. Tall and straight, with her black eyes angry and bright, she looked a picture of justice[4]. Clarence was frightened.

"Please, Teacher, don't!" he cried. "I'm sorry. I'm very sorry, Teacher!"

Grannie (or Teacher) looked down al him angrily. "So you can't take your own medicine[5], eh?" she said. "Well, then

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[1] См. прим. 1 на стр. 24.

[2] Обращение *teacher*, вместо более правильного обращения к учительнице по фамилии (например, *Miss Smith* или просто *Miss*), чаще встречается в речи маленьких, не слишком воспитанных школьников.

[3] **walked down the aisle** — пошла по проходу (между рядами)

[4] **she looked a picture of justice** — она была похожа на воплощенное правосудие

[5] **So you can't take your own medicine** — Значит, не любишь, когда тебе платят той же монетой (*букв.* не можешь проглотить свое же лекарство)

hold out your hand." And she hit his hand four times with the ruler.

"Now, silence," said Grannie. "Barnaby, you may go and sit with John."

John, who was listening to the sound of the rising wind, got up from his seat, and raised his hand.

"Please[1], ma'am," he said. "There's a storm coming up.[2]"

Yes, it was one of those terrible sudden prairie storms that Susan had read about[3]. It became quite dark in the room and the noise of the wind was loud.

"Children," said Grannie quickly. "School is over for today. There is time to get back home yet. Go and get your coats."

The children ran to put on their coats. When Grannie opened the door the wind took Susan's breath away[4]. Nobody could see anything.

"All join hands and follow me[5]," said Grannie, taking Susan's hand.

The children walked in silence for a long time. "I'm afraid we've lost the way!" Grannie shouted at last. The wind carried her voice away.

Suddenly Susan fell forward through something, and understood at once that it was an open door.

"Here," she called, "come here! I've found a house!"

Grannie struck a match. They saw that they were inside an old barn, quite empty.

---

[1] В начале обращения слово *please* близко к русскому «извините, пожалуйста».

[2] **There's a storm coming up.** — Надвигается буран.

[3] **that Susan had read about** — о которых Сюзен читала

[4] **the wind took Susan's breath away** — у Сюзен от ветра перехватило дыхание

[5] **All join hands and follow me** — Все возьмитесь за руки и идите за мной

"We have turned the wrong way," said Grannie. "Now we are farther from town than before."

"At least we're dry," said Fredericka.

"And warm," said Abbie.

"Maybe there is a lamp here," said John. The children looked everywhere and found a lamp with a little oil in it.

Grannie lit the lamp and counted noses[1]. 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?"

The children looked in every corner, but no food was found.

"I have an idea," said Barnaby slowly. "You see, I thought we might get lost[2], so I brought the hand-bell from the schoolhouse. We can ring it and perhaps somebody will hear us."

The young teacher who was really Grannie looked both angry and glad[3].

"You've taken the bell from the school without permission. So you must be punished," she said. "Hold out your hand."

Barnaby held out his hand.

The teacher who was Grannie looked around. But of course she could not find her ruler. So she struck his hand once with her own strong hand. Then she looked sorry.

"All the same[4]," she said, "it was a very good idea to bring that bell. Now everybody stay inside and I'm going outside to ring the bell."

"Can't I ring?" said Barnaby.

---

[1] **counted noses** — пересчитала детей (по носам)

[2] **we might get lost** — что мы можем заблудиться

[3] **looked both angry and glad** — вид у нее был одновременно и сердитый и довольный

[4] **All the same** — Все равно

"We can ring the bell in turn[1]," said John. And in the end that is what they did: they took turns. Everybody rang the bell for five minutes.

When it was Susan's turn to ring the bell at first she was frightened by the cold and the horrible noise of the wind. But she stood outside bravely and rang the bell as hard as she could[2]. Then she listened. Was that a sound, far away? She rang again and listened once more. The sound, if it was a sound, came nearer.

At that moment Barnaby came out and shouted in her ear, "It's my turn now!"

"Listen!" shouted Susan. She let Barnaby ring the bell, then they both listened.

"Sleigh bells!" cried Barnaby. "Somebody is coming! Sleigh bells! Go inside and tell the others!"

At last through the storm they saw a big sleigh, a little darker than the snow around it. Then somebody called: "Quick! Jump in!"

"Why," cried Grannie, "it's Carl Ingoldsby! What are *you* doing outside in this weather?"

Carl Ingoldsby was the name of Grannie's husband, Susan and John's grandfather. He had died long ago in the West. And yet here he was, young and strong and alive, and was going to help them.

Grannie and all the children got into the sleigh and Carl Ingoldsby drove them to town.

He knew where each child lived. The sleigh stopped at house after house[3]. At last only John and Susan and Barnaby and Abbie and Fredericka were left[4]. And of course Grannie.

---

[1] **in turn** — по очереди (ниже: **they took turns** — они звонили по очереди, сменяя друг друга)

[2] **rang the bell as hard as she could** — звонила изо всех сил (*букв.* так усердно, как только могла)

[3] **at house after house** — у одного дома за другим

[4] **were left** — остались

"I'd like to know[1]," thought Susan, "what will happen to us! How shall we find our way home from the past to the present?"

At that moment the horses with the sleigh ran into the open doorway of a stable.

It was dark but Susan could see the forms of Grannie and Carl Ingoldsby. They sat in the sleigh looking at each other.

"Thank you for the sleigh-ride[2]," said Grannie at last.

"Don't mention it[3]," said Carl Ingoldsby.

There was a silence.

"You saved our lives," said Grannie slowly.

"Oh, I don't know," said Carl Ingoldsby. "Well... I'm happy if that is so."

There was another silence.

"What," said Carl Ingoldsby, "what if I asked you[4] to ride home again some day?"

"Well," said Grannie, "try to ask me, and you will see."

"What," said Carl Ingoldsby again, "what if I asked you to ride home with me some day and *stay* there?"

This time the silence lasted longer. It was dark in the stable, but Susan could see that Carl Ingoldsby's arms were around the young Grannie and that she was not angry with him for that.

And Susan noticed something else. The magic book was not in Grannie's hand any more. It was on the floor of the stable.

Susan ran and picked up the book. Anybody could say that the adventure was over. And Susan made a wish.

The dark stable became darker. In a moment Susan found herself in their living-room at home. There was John and there was Grannie asleep in her armchair.

---

[1] **I'd like** (= I should like) **to know** — Хотела бы я знать

[2] **for the sleigh-ride** — за то, что прокатили нас на санях

[3] **Don't mention it** — Пожалуйста, не стоит (обычный ответ на *thank you*)

[4] **what if I asked you** — а что, если бы я вас пригласил

As Susan watched, Grannie woke up. She smiled and said: "I had such a nice dream... I was dreaming of your grandfather. He was a fine-looking man. And a good man, too." Then she got up from her chair.

"It's time for bed," she said. "Where's the book that I was reading?"

Susan went to the bookshelf and took down a book of stories about the Wild West.

"You mean this one?"

Grannie took the book. "It will do.[1] It's not the one I was reading[2] but it'll do." And she went to her bedroom.

As soon as Grannie left the living room John asked Susan: "Do you think Barnaby and the others got back too? Maybe they also think it was a dream. Shall we call them up?"

"No, it's too late," said Susan. "Their father goes to bed early when he has a big television show next day. The telephone bell will wake him."

But at that moment their own telephone rang. Susan got there first.

"Oh good, you're back, too," said Barnaby's voice.

"That was nice, wasn't it?[3]" said Susan.

"Yes, it was," said Barnaby.

"We'll come to your place early tomorrow with the book," said Susan. "Is it your turn to make a wish or Abbie's?"

There was a silence. Then Barnaby said: "Ladies first[4], you know. I'll go and tell her."

When Susan looked in to say good-night, Grannie was smiling in her sleep.

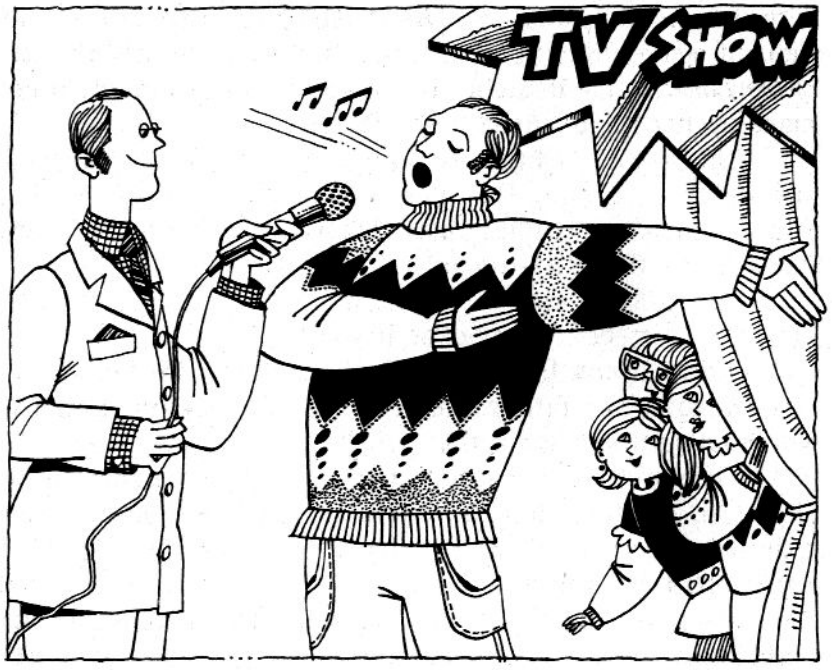
---

[1] **It will do.** — Подойдет.

[2] **It's not the one I was reading** — Это не та книга, которую я читала

[3] **That was nice, wasn't it?**— Здóрово было, правда?

[4] **Ladies first** — английская поговорка: дамы в первую очередь, дамам оказывается предпочтение



10

THE REHEARSAL

When Barnaby came into Abbie's room, she was already in bed. It was late, all the lights were out[1] and their parents were asleep.

"Your turn tomorrow," he whispered, and went to his own room.

After he left Abbie lay awake for a long time. "What kind of wish shall I make tomorrow?" thought Abbie. "Shall I

[1] **all the lights were out** — свет везде был потушен

wish for[1] an adventure from *Hiawatha*[2]?" After some time she thought again: "Shall I wish for an adventure from *The Lady of the Lake*[3]?" She thought of many other books but could not make up her mind[4]. At last, she fell asleep.

She was up at half past six the next morning, made her bed and went down to the kitchen to prepare breakfast for her father. When her mother came downstairs ten minutes later, the coffee and eggs were ready.

"Thank you, dear," said her mother. "You may come to the station with Daddy and me if you like."

Abbie always liked to go to the station with her father. She thought her father was a wonderful person, and the whole family thought so too.

This morning, when he came down to the kitchen in his city clothes, Abbie thought how nice and handsome he was. "And what a beautiful voice he has!" she was thinking. "What a pity[5] that the important television people don't know it! What a pity they don't let him sing solo parts! If only they let Father sing solos he will make more money. And if he makes more money Mother won't have to work at her office. And if Father becomes a solo singer he won't have to work such long hours[6]. He won't have to rush to the station so early in the morning and come home so late in the evening. What a pity he must sing in a quartet! He has such a beautiful voice and he

[1] **Shall I wish for** — Не загадать ли мне

[2] ***Hiawatha*** [ˌhaɪəˈwɒθə] — «Песнь о Гайавате», эпическая поэма Генри Лонгфелло (1807—1882), основанная на легендах американских индейцев

[3] ***The Lady of the Lake*** — «Дева озера», поэма Вальтера Скотта (1771—1832)

[4] **but could not make up her mind** — но не могла решить (которую выбрать)

[5] **What a pity** — Как жаль

[6] **he won't have to work such long hours** — рабочий день у него не будет такой длинный

has studied singing for so many years! Maybe that's because he is not very tall, and he says they like tall men in television shows."

This morning as they stood on the station platform Abbie thought to herself that he didn't look too short to *her*. And she said:

"Daddy, you know where the microphone is. Why don't you just walk straight up to it and *sing*? If you do, everybody will know what a beautiful voice you have."

"All right, I'll remember that. Maybe I will," said her father, smiling. Then the train came into the station. Abbie's father kissed her and her mother good-bye[1] and got on the train.

Abbie went on thinking about him all the way back to their little white house. She gave Fredericka and Barnaby their breakfast, and she helped Fredericka to make her bed. But she was thinking only about her father and his beautiful voice.

When her mother went off to her office Susan and John arrived.

Susan gave Abbie the magic book and the five children began talking about their next adventure.

"Let's go and see the Three Musketeers[2]," said John, and Fredericka named another book that she liked. They thought that their book could make only *book* magic because it was a book itself. But Abbie shook her head.

"All right, where do you want to go, then[3]?" said Barnaby.

"To New York," said Abbie. "I want to go to New York and watch Daddy's television show."

---

[1] **to kiss good-bye** — поцеловать па прощанье

[2] **the Three Musketeers** [ˌmʌskɪˈtɪəz] — три мушкетера, герои одноименного романа французского писателя Александра Дюма (1802—1870)

[3] **then** — *зд.* в таком случае

"Good Heavens[1]," cried Barnaby. "If *that* is all you want, why didn't you just go with Daddy on the train?"

"He never takes me," said Abbie sadly. "He never will."

And that was true. Their father always said: "It's enough to watch television at home. To watch the rehearsals is much worse."

"Father will be angry with us," said Barnaby. "And there is not 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 physics. "But the book only makes *book* magic!" he said.

"How do you know?" said Abbie. "We haven't *tried* anything else."

"People say that some day there won't be any books," said Fredericka. "Television will take their place."

Everybody shuddered at the idea[2].

"It won't," said Barnaby. "It can never take the place of books."

"I know," said Abbie. "But still I want to see the rehearsal, and then I want to see the show."

She had another wish in mind too, but she did not say anything about it now.

"All right," said Barnaby.

So Abbie stood with the book in both hands, and everyone watched her while she made her wish.

The next moment the five children were in the middle of the television studio, in the middle of a rehearsal.

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[3] and waiting for their turn.

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[1] См. прим. 4 на стр. 54

[2] **shuddered at the idea** — содрогнулись при мысли об этом

[3] **looking important** — с важным видом

And around the studio, among the stars, walked the director, talking all the time and giving orders. His secretary walked beside him taking down every word he said[1].

Abbie thought: "What if they notice us? What if they turn us out?"

But then she saw some child actors[2] waiting for their turn to rehearse in one of the sketches. So Abbie and John and Barnaby and Susan and Fredericka sat with them and tried to look like child actors too.

And then Abbie said "hush" as her father appeared on the stage with some other singers. And even Fredericka stopped talking.

The number they had to rehearse was a song by a famous rock'n'roll star[3]. While the star sang (if you could call it singing), the other four singers swayed back and forth[4] behind him and sang some nonsense words.

Abbie looked at the stage and saw that her father was the shortest man on it. But he looked the nicest, too.

And then the director told each man of the quartet to sing his part alone. The rock'n'roll star did not like it at all because he had to sit and wait.

These were the words the quartet had to sing:

"Chickadee tidbit, chickadee tidbit,
Skedaddle, skedaddle pow!"

But when Abbie's father's turn came, his voice was so rich and beautiful that she thought: "The important television people must discover now how wonderful he is, without any help from the magic at all."

But this did not happen. The director only nodded his head and said, "O.K.[5]"

---

[1] **taking down every word he said** — записывая каждое его слово

[2] **child actors** — дети, участвующие в представлении

[3] **rock'n'roll** [ˌrɒk(ə)nˈrəʊl] **star** — звезда рок-н-ролла

[4] **swayed back and forth** — покачивались из стороны в сторону (в такт музыке)

[5] **O.K.** [əʊˈkeɪ] — Ладно, пойдет

So Abbie held her book tight and whispered her wish:

"Let the important people of television discover my father tonight, before the show is over. I'll let you know when," she told the book.

At that moment the director came up. "Well, kids, get up there," he said to the child actors. "It's time for your bit now."

"You, too," he added, as Abbie and the others remained in their seats. Our friends looked at each other, and followed the child actors.

Their part was to gather around 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. They did not know what to say or where to stand. They were also afraid of Abbie's father, who was still on the stage.

So they stayed as far away from the rock'n'roll star as they could. They hid behind each other and got in the way of[1] the child actors.

"What are you kids doing here?" the director suddenly shouted. "You *five*!" Then he counted his actors and said: "I didn't order so many kids. How did these five get in here?"

And everybody in the studio now turned to look at the five children. And Abbie and Barnaby and Fredericka's father looked at them too. Then he looked again in surprise and was going to say something, but Abbie held her book tight and whispered, "Help, oh, help!"

And the book did.[2]

Abbie's father had no time to say anything, because the director shouted: "Where are they? Oh, they've gone. That's good!"

"What's up?[3]" whispered Fredericka.

---

[1] **got in the way of...** — путались под ногами у...

[2] **And the book did.** — И книга помогла.

[3] **What's up?** — Что произошло?

"We are invisible, I think," said Abbie. "Invisible to *them*." (The children could still see each other quite well.)

While the people at the television studio had dinner, Abbie and the others decided to take an invisible walk through the streets of New York City. That was great fun. They even entered a candy store, ate a lot of candy and paid for it with invisible hands.

Abbie looked at all the clocks they passed, because she wanted to get back to the studio in time to see the evening show.

At last five invisible figures entered the studio with the rest of the audience and took five seats in the front row.

Soon the show began. The rock'n'roll star started singing his song. Abbie's father and the three other men swayed behind him. Then they came forward. "Now," thought Abbie, "Father's face will show in the camera[1]." She looked at the book.

"*Now*," she whispered.

The next moment fifty million people who sat in their homes watching the show, saw the wonderful things which took place on the great stage.

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 were open too. But no sound came from three of them, either[2].

Only Abbie's father's voice rang out over the country[3] and it was rich and beautiful, more beautiful than ever.

"Chickadee tidbit, chickadee tidbit,

[1] **will show in the camera** — будет видно на экране (т. е. попадет в кадр)

[2] **no sound came from three of them, either** — и от троих из них тоже не доносилось ни единого звука

[3] **rang out over the country** — разливался по всей стране

Skedaddle skedaddle pow!"

he sang. And again,

"Chickadee tidbit, chickadee tidbit,

Skedaddle skedaddle pow!"

A look of surprise appeared on his face. He understood that something strange was happening but he could not stop singing and went on and on.

"Chickadee tidbit, chickadee tidbit..."

Abbie was happy and proud. 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.

The rest of the audience were surprised at first. Then they began to laugh and applaud. They did not stop applauding till the end of the program.

"That little man has a very nice voice," said the man behind Abbie.

"He was better than the star, if you ask *me*," said the woman next to him.

Abbie could hold herself back no longer[1]. She left her seat and ran up the steps to the stage. The other four were not far behind her.

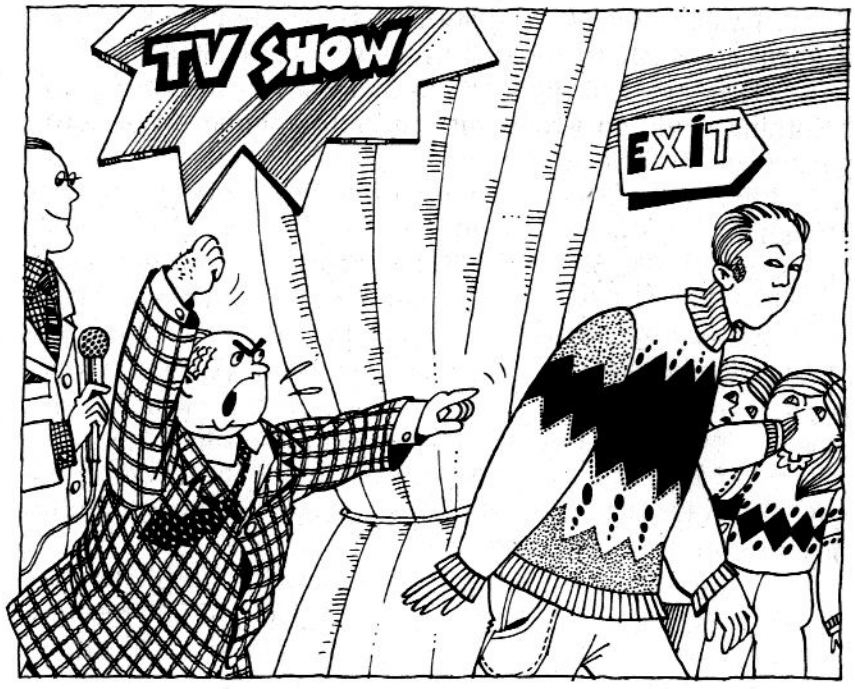
Her father stood in the centre of the stage. The director and the star and other people were talking to him. They were all talking at once[2] and waving their arms.

"They are congratulating him on his success[3]," thought Abbie. And as she looked at his nice, pleasant face, she thought again: "What a wonderful father I have! And he is not too short at all!"

[1] **could hold herself back no longer** — больше не могла сдерживаться

[2] **at once** — *зд.* одновременно

[3] **on his success** — с успехом



11

DID THE MAGIC WORK AGAINST THEM?

Abbie ran straight toward her father. Then she stopped short.

Something was wrong.[1] The director and the star and all the other people were not congratulating him. They were angry.

"You sang in the wrong place!" the director shouted. "You spoiled the whole show!"

[1] **Something was wrong.** — Что-то было неладно. (Ср. ниже: **in the wrong place** — не там, где нужно было; **something has gone wrong with the microphone** — микрофон испортился.)

"I didn't!" said Abbie's father. "I sang it just as we rehearsed it. Perhaps something has gone wrong with the microphone."

"How can you say that?" the director answered angrily. "Nothing could go wrong with my microphone. My microphones are the best in the country!"

"You've ruined my career!" cried the rock'n'roll star. "You shall have to answer for this! Do you hear?" He shook his fist in the face of Abbie's father. "You've ruined my career and you will be sorry!" And he ran out of the studio.

The five children looked at each other. Barnaby did not say: "I told you so[1]," but Abbie could see what he was thinking and she knew that he was right. "Everything has gone wrong," she thought. "I have gone too far. I have spoiled the whole thing."

"I don't think the audience noticed anything," their father said to the director. "They applauded a lot. I think maybe they liked it."

"I don't care if they liked it or not[2]," cried the director angrily. "You are dismissed and you will never work in this studio again!"

"Daddy!" cried Abbie, unhappily.

But when magic goes wrong, it often all goes wrong at once. Suddenly the five children became visible again, and Abbie's father and the director and all the others looked at them and saw them.

"*You!*" cried the director angrily. Then he turned on Abbie's father again[3]. "Are those *your* children? This is the last straw! First you bring your kids in here and spoil the rehearsal! Then you sing in the wrong place and spoil the show! I'll see that you never work in *any* television studio again![4]"

[1] **I told you so** — Я же тебе говорил

[2] **I don't care if they liked it or not** — А мне все равно, понравилось им или нет

[3] **he turned on Abbie's father again** — он опять набросился на отца Эбби

[4] **I'll see that you never work in *any* television studio again!** — Уж я позабочусь о том, чтобы ни одна телестудия не принимала вас на работу!

He went away, still shouting, and his secretary followed him. Now all the other singers and actors gathered around Abbie's father and asked him what the matter was.

"I don't know," he said unhappily. "I'm sure I sang all that nonsense just as we rehearsed it."

The other actors left, shaking their heads and looking sorry. "They like Daddy," thought Abbie, "but they can't help him." She held the book tight and whispered: "Help us, my father has lost his job."

Her father looked up at them and gave them a sad smile[1].

"Hello, kids," he said, "how did you get here?"

Abbie opened her mouth, but no words came out.

"We wanted to watch the rehearsal," said Barnaby, "and so we came. I'm sorry, Dad. We all are very sorry."

But his father was not angry at all. (And it made the whole thing worse[2].) "That's all right[3]," he said. "If you wanted to watch the rehearsal, it's a good thing you came today. It was perhaps your last chance. Did you buy return tickets?"

"No," said Barnaby truthfully.

"Can you take us home?" said John. "I'll cut lawns all week and pay you back." He knew that if Barnaby's father was out of his job[4], every cent was important.

"So will I[5]," said Barnaby, who hated cutting lawns more than anything else in the world.

His father threw an arm round Fredericka[6] and an arm round Abbie. He smiled at the other three. "Come along," he said. "Home is the best place at a time like this."

---

[1] **and gave them a sad smile** — и печально им улыбнулся

[2] **it made the whole thing worse** — от этого им было еще хуже

[3] **That's all right** — Ничего

[4] **was out of his job** — потерял работу

[5] **So will I** — И я тоже

[6] **threw an arm round Fredericka** — обнял одной рукой Фредерику

All the way home Abbie's father smiled and made jokes. Abbie wanted to cry, but she kept back her tears[1]. She wanted to be as brave as her father was. Before the children went to bed Barnaby came up to Abbie and whispered:

"Don't feel too bad. You meant it for the best.[2]"

"Who *doesn't*?[3]" Abbie answered unhappily. "Who doesn't mean things for the best? The whole problem is how they work out."

"You keep the book tomorrow," Barnaby told her, "and make one more wish. I can give up my turn. I have no wishes, really."

"Thanks," said Abbie.

That night, when Abbie lay in bed, she heard her father and mother talking in the next room. She sat up and listened.

"We'll get along[4]," said her mother. "We'll make ends meet.[5] Don't worry."

"All right, I won't worry," said her father, but his voice said he was worried.

"When I watched TV and you sang out of turn[6] I understood that something was wrong," her mother said. "But it was good to hear you singing alone. And it was funny. What a face you had! You looked so much surprised..."

She laughed and Abbie's father laughed too. Abbie was glad they were laughing. They could still laugh when life looked so dark, and that was the important thing.

"If they can laugh at such a time," she thought, "everything must come out all right in the end. But I should like to help them. Oh, how I should like to help them!"

---

[1] **she kept back her tears** — она сдерживала слезы

[2] **You meant it for the best.** — Ты же хотела сделать как лучше.

[3] **Who *doesn't*?** — А кто вообще этого не хочет?

[4] **We'll get along** — Как-нибудь проживем

[5] **We'll make ends meet.** — Сведем концы с концами.

[6] **you sang out of turn** — ты запел не к месту (*букв.* вне очереди)

She lay down again and begged the magic book to help her father to find a job.

The next morning she woke early, but Barnaby was up and dressed[1] before her. He and Fredericka came running into Abbie's room and gave her the morning paper, open on the radio and television page.

"Read that," said Barnaby, pointing at a paragraph in the critic's corner[2].

Abbie read:

"Last night during a concert program on television we really enjoyed one of the numbers. It was the number where a singer of a quartet suddenly went forward and sang a nonsense solo at the wrong moment. We enjoyed both his beautiful voice and[3] the look of comic surprise on his face..."

"What does it all mean?" asked Abbie.

"It means," said Barnaby, "that the critic liked it."

"Oh," said Abbie to Barnaby. "Thank you," she whispered to the book.

And then the telephone rang.

[1] **was up and dressed** — уже успел встать и одеться

[2] **the critic's corner** — критический отдел в газете

[3] **both ... and** — не только..., но и

12

THE MAGIC WORKS FOR THEM, NOT AGAINST THEM

It took their father a long time[1] to hear everything that the person at the other end[2] had to say. His face became more and more surprised and he only said "Oh!" several times. When at last he hung up he could not say a word. He stood staring at his family and his family stared at him.

"What was it?" said their mother at last.

[1] **It took their father a long time** — Отцу понадобилось много времени

[2] **at the other end** — на другом конце провода

"It was the director of the studio. He says I was the hit of the show[1]. He says that every critic on every paper said the same thing. People are phoning[2] to the studio all the time, to say how much they enjoyed my singing. Some even sent telegrams... And now the director begs me to forget everything he said last night. He begs me to come back to the studio. He is ready to pay me twice as much[3]. He says he will let me sing solos."

"And what did *you* say?" said their mother.

"I agreed," answered their father. "Only first I made him say that I didn't make any mistake last night."

And then the telephone rang again.

It rang again and again all the morning and went on ringing even after dinner. Different television studios asked Abbie's father to take part in their programs. A company that made gramophone records wanted to make a record of "Chickadee Tidbits".

"They say they will pay me a lot of money for that song," said Abbie's father unhappily.

"What's the matter, Daddy?[4]" asked Abbie, who was alone in the room with him at the moment.

"Oh, nothing," he said. "Only, you see, I could sing nonsense when I was one of a group. But it is going to be very difficult for a grown-up man to stand up alone in front of a lot of other grown-up people and sing,

'Chickadee tidbit, chickadee tidbit,
Skedaddle skedaddle pow!'

It is not easy to sing such nonsense for a living all the rest of one's days[5]. When I was young I went to the Conservatory. I hoped to sing something good one day."

---

[1] **the hit of the show** — гвоздь программы

[2] **are phoning** = are telephoning (разговорное сокращение)

[3] **twice as much** — вдвое больше

[4] **What's the matter, Daddy?** — В чем дело, папочка?

[5] **for a living all the rest of one's days** — и зарабатывать этим на хлеб до конца жизни

The telephone rang again.

"What was it?" asked Abbie when her father hung up.

"It was a song writer from television, he has written a new song for me. He even sang it to me over the telephone."

"How does it go?[1]" said Abbie.

"It goes like this," said her father:

"'Picalilli kumquat, picalilli kumquat,
Pedunkle pedunkle eek!'"[2]

He caught Abbie's eye.[3] And they both started laughing. But that night in bed Abbie thought sad thoughts.

She woke up early in the morning and left the house before the others were up. She went for a walk. And she took the magic book with her. Barnaby and John had given up their wishes[4] and told her she could have the book for one more day.

As Abbie walked she thought about her father and about the wish.

"Father is going to have a job," she thought. "He will make a lot of money. And everybody will see him on television, so everybody will know what a good singer he is. But what about his human dignity?[5]" (Abbie knew that there was such a thing, and she was sure her father had a lot of human dignity.) "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[6] about it!"

---

[1] **How does it go?** — Как она поется?

[2] Бессвязный набор слов, напоминающий первую нечаянно прославившуюся «песенку».

[3] **He caught Abbie's eye.** — Он перехватил взгляд Эбби.

[4] **had given up their wishes** — отказались загадывать желания

[5] **But what about his human dignity?** — А как же его человеческое достоинство?

[6] **I'd better try and write a poem** — Напишу-ка я лучше стихотворение

Now you must know that Abbie was a poet. That means the *thoughts* were always in her mind, but somehow she could not put them down on paper. Sometimes she wrote a line or two, but that was all.

So she walked down the road to a small wood where she usually went when she wanted to write a poem. She sat down on the grass. Then she took out the pencil and paper she had with her and wrote down the name of the poem: *Human Dignity.*

Then she looked at the sun in the blue sky and at a little bird in the tree before her... But no words came. She got up and walked to a little hill on which she liked to sit when she wanted to think about important things. But this morning when 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 to her and did not even look up. He was a small man with gray hair, and he looked very much like the pictures of writers that you sometimes see on the covers of books. This gave Abbie courage.

"Are you an author?" she said.

The man looked up. "More or less," he said. "I'm a poet."

"So am I![1]" cried Abbie.

"Good," said the man and went on writing. That gave Abbie more courage. She sat down beside him and looked at what he was writing.

"That's not a poem," she said, "is it?[2]"

"It's a play," said the man. "But it's a poem, in a way[3]. It's an opera in a way too. Half of it must be sung. That's why it's so difficult to get it on the stage[4]."

---

[1] **So am I!** — И я тоже!

[2] **That's not a poem, ... is it?** — Это ведь не стихотворение, ... правда?

[3] **in a way** — некоторым образом

[4] **to get it on the stage**—добиться ее постановки (*букв.* продвинуть ее на сцену)

"Why?" asked Abbie with interest. "What is it about?"

"That's a good question," said the man. "It's about a nice little man who feels lost in a world of bombs and big business[1]. But he has courage. He won't give up![2] It's a play about human dignity."

"*Really?*" Abbie laughed happily. "How wonderful! That's what *my* poem is about, too! Only I haven't finished it yet."

"Is it?" said the man looking at her with some interest.

"I think it must be a wonderful play," said Abbie. "I don't see what you're worried about."

"Well, in the first place[3], I can't find the right man to play the part," said the poet.

"You want some big star, I'm sure," said Abbie.

"No, that's just what I *don't* want. I want somebody who has a good voice, but people don't know about him yet. I've looked at so many actors and listened to so many singers that I'm sick of them[4]. I've even watched television shows. I saw a little man in one of the programs who could do[5]. He had the right voice and the right face..."

Abbie had an exciting thought. "Was he singing 'Chickadee tidbits'?"

"Yes, some nonsense like that," said the poet. "I even wanted to find out his name and to send him my play to read... But I'm afraid he won't understand a word of it. I'm afraid he is just an idiot, like all these actors."

There was a silence. Then Abbie said: "Will you do me a favour[6], please?"

---

[1] **big business** — крупный капитал

[2] **He won't give up!** — Он не желает сдаваться!

[3] **in the first place** — во-первых

[4] **I'm sick of them** — они мне опротивели

[5] **who could do** — который мог бы подойти

[6] **Will you do me a favour** — Сделайте мне, пожалуйста, одолжение

The interest went out of the man's face. "No," he said. "If you are going to ask me to read your poem and tell you how to finish it, I will not."

"Of course I didn't mean that!" cried Abbie. "I never let anybody else touch my poems or even *look* at them!"

"I'm sorry," said the man. "That shows you are a true poet. So what was the favour you were going to ask me?"

"Oh," said Abbie, "will you walk home with me to meet my father[1]?"

Later that morning Abbie left her father and her new friend the poet in the living-room. They had to talk about many things. The man really was a famous author and Abbie's father had recognized him at once[2]. Abbie went out on the porch to meet Barnaby and the other children.

"Who is the man with Father?" said Barnaby when Abbie came out. "What are they doing?"

"I think they're talking business[3]," said Abbie. "Daddy will tell you all about it."

At that moment her father and the poet came out on the porch.

"You'd better think twice[4]," the famous man said, "it will be hard work, and it won't make you rich. You will get much more money singing that 'Chickadee tidbit...'"

"Let's forget about that," said Abbie's father. "No matter how hard the work is[5] it will be an honour to work with you, sir."

And they shook hands.

As the famous man walked away he stopped near Abbie.

[1] **to meet my father** — чтобы познакомиться с моим папой

[2] **had recognized him at once** — узнал его сразу же

[3] **they're talking business** — у них деловой разговор

[4] **You'd better think twice** — Лучше подумайте еще раз

[5] **No matter how hard the work is** — Как ни трудна будет работа

"You've got a good father," he said to Abbie. "And you," he turned to Abbie's father, "you have not a bad 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. He had the play in his hands.

"Do you know what you have done for me?" he said. "You've brought me the biggest chance of my life[1], just when I thought it was too late. That man is the greatest living poet in this country[2]. I can't believe it yet," he went on. "How did it happen? How did you find him?"

Abbie could not tell him anything, he would not believe her[3].

So she looked around at the others and winked.

"I made a wish," she said.

[1] **You've brought me the biggest chance of my life** — Ты принесла мне самую большую удачу в моей жизни

[2] **the greatest living poet in this country** — величайший из ныне живущих поэтов нашей страны

[3] **he would not believe her** — он бы ей не поверил

13

THE LAST DAY OF MAGIC

"We can't have any more wishes," said Susan next morning. "It's a seven-day book, and today is Saturday. We must return the book to the library."

"Then the magic is over," said Abbie.

"I haven't had my wish," said Barnaby. "I am going to have my wish first, and then we can take the book back. It will still be today."

"What about me?[1]" said John. "I haven't had my wish either."

[1] **What about me?** — А как же я?

"Oh, I forgot that," said Barnaby.

"But I didn't," said John. "I want to have my wish, *too*, and then we can take it back."

"Two wishes in the same day?" said Susan. "Won't it be hard for the book?"

"Let me have *my* wish first," said Barnaby and held out his hand for the book.

"Your family has had the book for the last three days," said John. "And I'm older than you," he added and held out *his* hand for the book.

"But wait till you hear what my wish *is*," said Barnaby.

"I don't want to[1]," said John. "You're always so sure your ideas are best. Well, maybe somebody else can also have an idea!"

Abbie looked from one to the other. She was worried[2]. Once in the past John and Barnaby had had a fight[3]. It was terrible, maybe because they were the best of friends. And when best friends quarrel, it is worse than any other quarrel. What if they start fighting now? They were looking angrily at each other. John's face was red, Barnaby was pale. And he was smiling, but it was a dangerous smile.

"You couldn't have an idea like this," he said, "in a million years."

"You are always boasting because you are too weak to do anything else!" said John.

This was too much. Barnaby simply couldn't stand it[4].

"Where is that book?" he cried and grabbed the magic book from Susan's hand.

"Don't push *my* sister!" cried John.

[1] **I don't want to** = I don't want to hear it (частица *to* в конце предложения заменяет инфинитив с относящимися к нему словами)

[2] **was worried** — была встревожена

[3] **had had a fight** — подрались

[4] **couldn't stand it** — не мог этого вытерпеть

"He didn't," said Susan, but John paid no attention to her.

"Give it back at once," he said and tried to grab the book from Barnaby.

"Stop them, somebody," cried Abbie. "Let's take the book back to the library 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[1]... Now John was holding a few torn-out pages, while Barnaby had the rest of the book in his hand.

"I'm going alone!" he cried. "I don't want any of you! I've made my wish. Good-bye!"

And he disappeared.

John looked in surprise at the pages in his hand. They were blank pages. His face was pale now and worried.

"I didn't want *that*," said John. "Why did I get so angry? What was the matter with me?"

"It's the magic," said Abbie. "It wanted to go back to the library. But where is Barnaby? What's going to happen to him?"

"I'm afraid that Barnaby is in the middle of some *adventure*," said Susan. "John has got the last pages, so Barnaby's magic book hasn't got any ending. Maybe Barnaby's *adventure* also has no ending, and he will never get out of it and will never come home again!"

"We'd better find him right away[2]," said John. "Where can he be?"

"In some book, I'm sure," said Fredericka.

Abbie was worried. She wanted to cry. But she controlled herself.

"Maybe *Robinson Crusoe*," she said. "Once, I remember, he read nothing else for a whole year."

---

[1] **it suddenly gave way** — она вдруг не выдержала и разорвалась

[2] **We'd better** (= we had better) **find him right away** — Нужно немедленно отправиться на поиски

"Well," said John, "let's hope he is on Robinson Crusoe's island."

He made a wish holding the few pages of the book that were left. And perhaps because the end of a book is its most important part, the magic worked. The next moment the children found themselves on an island by a blue sea, under a blue sky.

They recognized the figure standing not far from them. The figure was dressed in a jacket and cap of goatskin. It carried an umbrella of the same material. A few steps behind it they saw another dark figure, also dressed in goatskin. There was nobody else on the island.

"He isn't here," said Susan.

No, he wasn't there. Robinson Crusoe and Friday were the only[1] people on the island.

"Where shall we go next?" said John. "Who is his favourite author now?"

"Dickens," said Fredericka. "Since we saw *David Copperfield*[2] on television he can't read anything else."

"Let's try Dickens," said John. The children joined hands and he made a wish again.

The next moment they were in a street of London and looked through the window inside the Old Curiosity Shop[3]. Little Nell and her grandfather were gathering their things and getting ready to go away[4]. But Barnaby was not there.

"This is not the right way to look for him," said John. "Dickens wrote about seventy books, didn't he? We'll never find the right one[5], with Barnaby in it."

---

[1] **the only** — единственные

[2] ***David Copperfield*** [ˈdeɪvɪd ˈkɒpəfiːld] — «Давид Копперфильд», роман Чарльза Диккенса

[3] ***The Old Curiosity*** [ˌkjʊ(ə)rɪˈɒsɪtɪ] ***Shop*** — «Лавка древностей», роман Диккенса; его главные герои — маленькая Нелли и ее дедушка

[4] **were ... getting ready to go away** — собирались, готовились к отъезду

[5] **the right one** — нужную книгу

"And maybe the right one isn't the book by Dickens at all," said Abbie. "Do you know that Barnaby is writing a book himself?"

"What is it about?" said John.

"He didn't tell me very much," said Abbie. "All I know is that he calls it *Barnaby the Wanderer*[1]. It's about a boy, very much like Barnaby himself. He wanders from place to place and has different adventures all by himself[2]."

"Where does he wander?" asked Fredericka.

"All over the world[3]," said Abbie. "Sometimes he goes into the past..."

"Our book will know," said Abbie. "We must wish to be with him and let the magic book take us there."

"Yes, let's try," said Fredericka.

For the third time the four of them joined hands and John made a wish: "We want to go after Barnaby the Wanderer," he said.

Barnaby the Wanderer was wandering along the road. It was a good road to wander along[4], because it wandered too. It wandered all over the map and all over the centuries.

Barnaby began with the Old Roman Times[5] and watched the battle between the armies of Julius Caesar and the Gauls[6]. Caesar begged Barnaby to lead one of his armies, but Barnaby said "No". He was Barnaby the Wanderer and he had to wander on.

---

[1] ***Barnaby the Wanderer*** — «Странствующий рыцарь Барнаби»

[2] **all by himself** — в полном одиночестве

[3] **All over the world** — По всему свету

[4] **It was a good road to wander along** — По этой дороге хорошо было странствовать

[5] **with the Old Roman** [ˈrəʊmən] **Times** — со времен Древнего Рима

[6] **the armies of Julius Caesar** [ˈdʒuːljəs ˈsiːzə] **and the Gauls** [gɔːlz] — армии Юлия Цезаря и галлов (Юлий Цезарь завоевал древнюю Галлию в I веке до н. э.)

Now he wandered up the hill into the Middle Ages[1].

There were castles here and there and he could see brave knights riding in different directions. But Barnaby the Wanderer was the bravest of all. When Barnaby came to the top of the hill he saw a lady galloping toward him on a white horse. A giant was following her on a black horse. Barnaby recognized the giant. His pictures could be seen in different books of fairy-tales. This giant was always following ladies, carrying them off to his castle, marrying them and then killing them.

Barnaby the Wanderer got ready to fight the giant. The lady got ready to watch the fight with interest.

"Out of my way![2]" shouted the giant. But Barnaby the Wanderer raised his sword and rushed at the giant. The fight did not last long. Barnaby the Wanderer cut off the giant's head with his sword. And it took him only a minute to do it.

"Oh, thank you!" cried the lady on the white horse. "Did you do it for love of me[3]?"

"No, I didn't!" said Barnaby the Wanderer. "I did it to show that I could do it and also because the giant was so wicked." He got on the giant's black horse and galloped off.

"Stay with me," called the lady after him. But Barnaby the Wanderer did not stay with her. He was a wanderer, he had to wander on and on[4].

As he rode on he began to feel sorry that there was nobody to talk to[5] and maybe boast a little about his last adventure. He remembered his sisters and his friends.

"What are they doing now?" he thought. "Maybe they are worrying about me. Very well, let them worry..."

At this moment the sun went behind a cloud and a mist began to rise from the ground.

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[1] **Middle Ages** [ˈeɪdʒɪz] — Средние века

[2] **Out of my way!** — Прочь с дороги!

[3] **for love of me** — из любви ко мне

[4] **on and on** — все дальше и дальше

[5] **to talk to** — с кем можно было бы поговорить

"This is strange," thought Barnaby the Wanderer.

The mist grew thicker and thicker, and soon Barnaby could see almost nothing around him. Suddenly the horse stopped short and stood looking into the thick mist with frightened eyes.

Barnaby the Wanderer got off and tied the horse to a tree. In the mist it didn't look like a tree. Was it a tree or was it something else? He wasn't sure.

"Where am I?" thought Barnaby the Wanderer. But he wandered on, leaving his frightened horse behind him. He could see better now because he was on the ground.

"Nothing will frighten me. Nothing will make me go back," he thought. But he was alone in that strange place and he did not like it. Again he thought of the friends whom he had left behind. If only he could see one or all of them now!

"It doesn't matter[1]," he thought bravely. "I'm Barnaby the Wanderer. I'll show them! And if I never return, they will be sorry!"

The mist grew thicker and thicker, and suddenly Barnaby heard a voice. A strange, whispering, hissing voice. It was the voice of the mist.

Barnaby the Wanderer listened.

"Listen, listen, do not hasten,
Lest you learn your last worst lesson[2]..."

whispered the mist.

"Humph![3]" said Barnaby the Wanderer loudly. "No mist can frighten *me*. No mist can make me go back. I am Barnaby the Wanderer."

---

[1] **It doesn't matter** — Неважно

[2] **Lest you learn your last worst lesson** — Чтоб не получить последний, самый страшный урок (в стихах, которые шепчет туман, все время повторяются шипящие и свистящие звуки — [s], [st])

[3] **Humph!** — восклицание, выражающее пренебрежение, что-то вроде «Пф!»

He started walking again. As he walked on he began to see better. Soon he saw an open gate in front of him. Through the gate he saw a garden with a small pool in the middle.

He hesitated. "Shall I go in?" he thought. He remembered the whisper of the mist: "Listen, listen, do not hasten..."

Barnaby the Wanderer didn't want to learn "the last worst lesson". But he wanted to see what was inside.

"Just one look," he thought, "perhaps there are goldfish in the pool."

At that moment, for the first time, he remembered the magic book and put his hand in his pocket to see if it was still there. It was. That gave him courage, and he went forward.

He entered the gate and came up to the pool. There were no goldfish in the pool, only water. But the water in that pool was very clear and bright, clearer and brighter than any water he had ever seen before.

Then he saw his own face in the water. The face smiled up at him. "How handsome, how wonderful I am!" he thought. He fell on his knees by the pool to see better.

Then as he looked and looked at his face in the water it began to change. Soon it became a different face. It was mean and wicked and not pleasant at all. All the bad words he had ever said and all the bad things he had ever done[1] were written on that face.

He tried to look away but he couldn't. Something held his eyes there. In a panic he took the magic book out of his pocket and said: "I wish to be in some other place now. I wish to be home with my family and friends!"

Nothing happened. Only the face in the water grew bigger and looked worse. It was also magic, and it was stronger than the magic in the book.

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[1] **All the bad words he had ever said and all the bad things he had ever done** — Все плохое, что он когда-либо сказал или сделал

Then he remembered that one of the bad things he had done was to tear the magic book. "Maybe all magic has gone out of it now," he thought, "and I'll have to stay here and stare at the face in the water for the rest of my days[1]."

He was terribly frightened. He tried to think of home, but he could not remember where he lived. He couldn't even remember the names of his sisters.

"I am Barnaby the Wanderer," he tried to say. But he did not remember the right words. "I am Barnaby the Barnaby," was all that came out[2]. He did not even remember whose name it was. The magic book fell from his fingers and lay on the ground by the pool. Barnaby stared into the eyes of the face in the water. He did not know whose face it was.

And the water of the pool rose slowly and came nearer and nearer to the magic book...

The magic brought the four children to the pool just in time. John ran forward, picked up the book and put the few last pages into it. And now the book was whole again. The magic that held Barnaby was broken and he could look away from the face in the water. He turned and saw and recognized the four children.

"You came," he said. "Thanks.[3]"

John put the two parts of the book into Barnaby's hands.

"Here," he said.

Barnaby looked at the book. Then he returned it to John.

"No," he said. His eyes were on John's. "Take it," he said. "It's all yours.[4]"

And everything between them was said in those few words.

[1] **for the rest of my days** — до конца жизни

[2] **was all that came out** — вот и все, что он сумел выговорить

[3] **Thanks.** = Thank you. (разговорное сокращение)

[4] **It's all yours.** — Она твоя.

There was a silence. Susan was watching John.

"Aren't you going to make a wish?" she asked. "It's your turn now. What adventure did you want?"

"*The Three Musketeers,*" said John slowly, "but now I don't know."

"Do you still want them?" cried Fredericka. "They are always galloping on horseback to save somebody, and we have already saved Barnaby without their help."

"Don't![1]" cried Barnaby quickly. "Don't boast, it's dangerous. And come away from the pool before you look in." He took his little sister by the hand and led her away from the pool. Then he turned back to John.

"Wish something," he said. "I'll feel much better if you make a wish."

"All right," said John. "First of all I wish we were home[2]."

And they were.

[1] **Don't!** — Перестань! Не надо хвастать!

[2] **I wish we were home** — желаю, чтобы мы оказались дома

14

THE LAST ADVENTURE

"And now," said John, "the next thing to do is[1] to take that book 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.

"But *you* haven't made *your* wish yet," said Susan.

[1] **the next thing to do is** — теперь нам предстоит (*букв.* следующее, что нужно сделать, это)

"Well," said John slowly, "I'll tell you what we'll do. We'll take the book to the library, but we'll take it back in a magic way."

And he made a wish,

A second later the five children found themselves flying through the air. It was pleasant and safe because they all had wings like birds.

The most interesting thing was that nobody noticed them. People just didn't look up! Everybody went about his own business.

When John grew tired he sat down on a branch of a big tree. The other four sat down on the branches of the same tree.

"We change here[1]," said John. "I wasn't sure which was best, wings or a magic carpet, so I wished both."

At this moment their wings disappeared and their magic carpet arrived. The five children got on it. They enjoyed riding on a magic carpet even more than flying on wings.

They landed on the library roof and got off the carpet. There was a trap door in the roof and it was open. John led the way[2] and the others followed. They went down through several corridors full of books on bookshelves.

"It's a pity to say good-bye," said Susan. And that was just what everybody thought.

"But maybe it's not for ever," said Abbie.

"If the magic ever comes back into our lives," said Barnaby to John, "you get the first turn."

At last they found themselves before the door of the children's room. Susan led the way carrying the book because it was she who had found it[3] on the shelf.

[1] **We change here** — Здесь у нас пересадка

[2] **John led the way** — Джон пошел впереди

[3] **it was she who had found it** — именно она обнаружила книгу

She thought Miss Downs gave her a strange look[1] when she saw what book it was. But she only said: "Oh, *that*! Did you enjoy it?"

"Yes," said Susan, "we did. But it got a little bit torn[2] just at the end."

Miss Downs looked al the last pages. "I don't see where," she said. And it was true, you couldn't see it now. But Susan noticed something else. As Miss Downs put the book on the 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 back new gold letters shone brightly. And the children read: *Seven-Day Magic.*

"It has 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 was no room[3] on the back to put all our names," said Fredericka.

"I'd like to know who will take it out next[4]," said Abbie. "Will it be a magic wishing book for them too, or just a book of stories about *us*?"

"Children," said Miss Downs, "don't talk here. Are you ready to go? Then good-bye."

The five children said good-bye, went out of the library and walked along the village street that turned into the road home.

---

[1] **She thought Miss Downs gave her a strange look** — Ей показалось, что мисс Даунз посмотрела на нее как-то странно

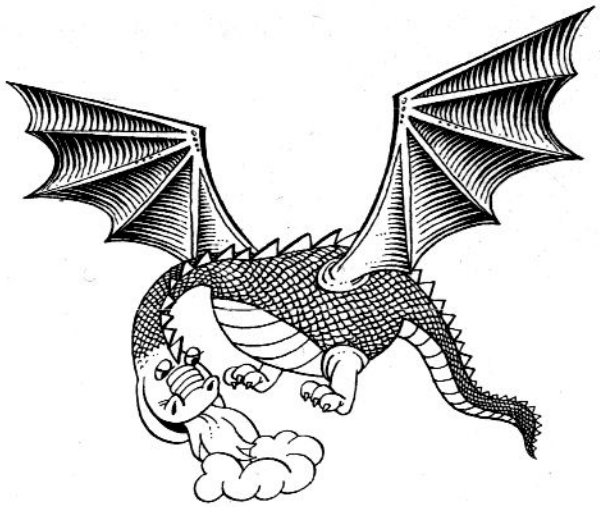
[2] **it got a little bit torn** — она немножечко порвалась

[3] **there was no room** — не нашлось места

[4] **who will take it out next** — кто теперь возьмет ее из библиотеки

Activities

•



ACTIVITIES

1. The Children Take a Book at the Library

Checking Comprehension

1 Make the right choice.

1) Five children were standing in front of the (house, library, bookshelves).
2) The children were talking about (a magic book, a book of fairy-tales, an adventure book).
3) It was (Barnaby, Susan, Abbie, John, Fredericka) who took a magic book.
4) The cover of the magic book was (yellow, red, green, golden).
5) (John and Susan, Barnaby and Susan) were brother and sister.
6) (Susan, Abbie, Fredericka) was captain of the girls' basketball team.
7) (Susan, John, Fredericka and Abbie) had no parents.
8) Susan and John had to take care of their (little brother, grandmother, little sister).
9) Barnaby, Abbie and Fredericka lived with their (grandmother, parents, father).
10) (Barnaby, John, Susan) knew many games.
11) (Fredericka, Barnaby, John, Susan) had a quick temper.
12) The baby of the family was (Susan, Fredericka, Abbie).
13) (John and Susan, Barnaby and Fredericka and Abbie) lived in a big white house.

14) (Barnaby's, John's, Fredericka's, Susan's, Abbie's) father was a singer.
15) (Susan's, Abbie's, Fredericka's, Barnaby's, John's) mother worked at an office.

2 Say whether these statements are true or false. Correct the false ones.

1) There were four children in the library.
2) All the five children were brothers and sisters.
3) They had no parents.
4) Susan and John had to look after their grandmother because she was ill.
5) The five children lived in the same house.
6) The five children were in the same class.
7) The seven-day book was a magic book.
8) The five children played on the school basketball team.
9) The children liked magic books where magic had rules.
10) Abbie had a quick temper.

3 Answer the following questions.

1) What were the names of the children?
2) Where were they?
3) What kind of books did they like to read?
4) Who had a brother, a sister, two sisters?
5) Who had a quick temper?
6) Who was quiet and friendly?
7) Who often got into fights?
8) Who had exciting ideas?
9) Who was the baby of the family?
10) Who was big and strong?
11) Who was captain of the basketball team?

12) Who played half-back on the school football team?
13) Who was good at chess?
14) Who had two sisters?
15) Who had no parents?
16) Who had a grandmother?
17) Whose father was a singer?
18) Whose mother worked at an office?
19) Who took a thick red book from the library?
20) What kind of book was it?

Working with Vocabulary and Grammar

1 Say what the italicized words mean.

1) When something suddenly *happens* – it is *magic.*
2) If you *forget* the magic *rules* the magic works *against* you.
3) During the *conversation* the children took several books from the *shelves.*
4) The children *lined up* at the desk so that the librarian could *stamp the date* in their books.
5) Susan put the red book on *the pile* of books in her hands.
6) John and Susan *had to take care of* their grandmother.
7) Their grandmother liked *to climb trees.*
8) Barnaby was a boy with many *exciting ideas.*
9) Barnaby was not very strong and John often had *to defend* him.
10) Susan and John *were good at chess.*
11) The family had *to make payments* on the new house.
12) She wanted to help her husband *to keep the family.*

2 Match up the words in the columns to make word combinations.

quick	team
magic	ideas
exciting	temper
quiet	book
beautiful	girl
same	voice
football	class

3 Learn the following word combinations. Use them in the situations from the chapter.

to keep the family	to take care of somebody
to make payments	to climb trees
to earn money	to leave somebody alone
to get into fights	to look young
to be good at chess	to defend somebody

Discussing the Text

1 Say why:

1) the children came to the library.
2) Barnaby thought that the best kind of magic book was the book where the magic had rules.
3) Susan could not read the name of the red book.
4) Susan was surprised that the red book looked old.
5) the children walked home from the library together.
6) John could not go to school when he was eight.
7) John and Susan lived with their grandmother.
8) John and Susan had to take care of their grandmother.

9) Barnaby often got into fights.
10) John sometimes had to defend Barnaby.
11) Barnady's father was not famous.
12) Banaby's father was not often at home.
13) Barnaby's mother had to work.
14) the children did not know the author of the red book.

2 Prove that:

1) the five children were good friends.
2) they liked to read books.

3 Add more details to the following.

1) Susan saw a book that sat by itself.
2) Barnaby liked books where magic had rules.
3) Susan could not read the name of the red book.
4) The children walked home together.
5) John was a year older than Susan was but they were in the same class.
6) John and Susan had to take care of their grandmother.

4 Imagine that you are:

John. Say why:
a) you have to defend Barnaby.
b) you are in the same class with Susan.
Susan. Say why you have to take care of your Grannie.
Barnaby. Say why you often get into fights.
Abbie. Say why you seldom see your father.

5 Make up and act out a conversation between:

1) the five children at the library.
2) the librarian and Susan.

6 Answer the following questions.

1) What do you think about books in general?
2) Do you like to read books?
3) What kind of books do you like to read? Why?
4) Do you take books from a library or do you have your home library? Do you take books from your friends?
5) Do you read books every day, at weekends, on holidays or only when you have nothing else to do?
6) Do you like to read books yourself or do you like to listen to your parents reading?
7) How old were you when you began reading books yourself? Do you remember the first book you read?

2. The Magic Begins

Checking Comprehension

1 Make the right choice.

1) (Susan, Abbie, Fredericka, John, Barnaby) was the first to begin reading the book.
2) The beginning of the book was (strange, interesting, about all of them).
3) (Abbie, John, Fredericka, Barnaby, Susan) were afraid of the book.
4) (John, Abbie, Fredericka, Susan, Barnaby) wanted to take the book back to the library.

5) (Barnaby, Susan, John) said that the book was full of adventures.
6) The children were (happy, surprised, afraid) that the book repeated their words.
7) The children (understood, were afraid to know, tried to know) how the book worked.
8) (John, Barnaby, Fredericka, Susan, Abbie) was the first to make a wish.
9) The first wish came true (next day, in a second, that very minute).
10) The children saw a house with an interesting sign (on the door, by the driveway, on the roof).

2 Put the sentences in the right order.

1) The children knew that the book was about them.
2) This is what Susan read.
3) Barnaby did not like what the book said about him.
4) They saw a house with a strange sign.
5) The children were walking home and the magic started suddenly.
6) The pages of the book did not turn.
7) Then Barnaby took the book and read.
8) The book repeated their words.
9) Fredericka took the book and made her first wish.
10) It was a dragon that came out of the house.

3 Answer the following questions.

1) What was strange about the red book?
2) What frightened the children?
3) Did the children understand how the book worked? Say what they understood about the book.
4) Who made the first wish? What was it?
5) Did it come true? In what way?

6) Did the children like what the book said about them?

📖 *Working with Vocabulary and Grammar*

1 Say what the italicized words mean.

1) The book says that you are *quick-tempered.*
2) Many interesting things happen *to book characters.*
3) This book is *full of adventures.*
4) *The whole rest of the book* doesn't open.
5) The children *made a wish* and their wish *came true.*
6) We must *make the magic work for us.*
7) Our adventures will *fill up the pages* of the next chapter of the book.
8) We must *be* very *careful.*
9) I wish to have a magic adventure with *wizards and witches.*
10) The house had a strange *sign* by the *driveway.*

2 Match up the two parts of the sentences.

1) Fredericka is afraid	a) to find the book about people like them.
2) Abbie wants to know	b) because she doesn't want to be not real.
3) Barnaby likes the books	c) which are full of adventures.
4) Susan doesn't like	d) what will happen at the end.
5) John would like	e) arithmetic problems that go on and on.

3 Fill in the missing prepositions.

1) She stopped reading and looked ___ the other children.
2) Barnaby read the book turning page ___ page quickly.
3) The book said that he thought too much ___ himself.
4) Barnaby had a quick temper and he often got ___ fights.
5) The children were afraid ___ the book.
6) Many interesting things happen ___ book characters.
7) The book is full ___ adventures.
8) The children could not look ___ the back ___ the book.
9) The children started walking ___ the road again.
10) We must make the magic work ___, not ___ us.
11) Our adventures will fill up the pages ___ the next chapters ___ the book.
12) The house had an interesting sign ___ the driveway.

4 Complete the sentences according to the model.

Model: If Barnaby has **a quick temper** he is **quick-tempered**.

1) If you have **a kind heart** you are ... .
2) If you have **long legs** you are ... .
3) If you have **a long nose** you are ... .
4) If you have **a round face** you are ... .
5) If you have **broad shoulders** you are ... .
6) If you have **short hair** you are ... .
7) If you have **blue eyes** you are ... .
(You can go on with your own examples)

Discussing the Text

1 Say why:

1) the children were frightened.
2) Barnaby's face was red.
3) the book repeated the children's words.
4) Fredericka was the first to make a wish.
5) the dragon came out.

2 Prove that:

1) the children had a magic book.
2) the children were afraid at first.
3) the book began to work.

3 Add more details to the following.

1) "The book tells about us," said Barnaby.
2) The children were frightened and looked at Barnaby.
3) The children now knew that everything that was in the book was going to happen to them.
4) Fredericka took the book from Barnaby.
5) The children saw a house. They knew it very well.

4 Imagine that you are:

Susan. Say what you found strange about the book.
Barnaby. Say why you thought that the book was about you and your friends.
John. Say why you thought that everybody must be careful with the book.

Abbie. Say why you thought that the book was like a wishing ring.
Fredericka. Say why you wanted to be the first to make a wish.

5 Make up and act out a conversation between the five children:

1) when they read in the book about themselves.
2) when they began to see what the book was like.

6 Imagine that you have a magic book in your hands. Make you first wish.

3. The Dragon

Checking Comprehension

1 Put the sentences in the right order.

1) The dragon was flying over the driveway.
2) Everything in the next room was in disorder.
3) The children saw a face in the window.
4) A very small kitten came out of the hat.
5) The round gentleman tried another trick with a handkerchief.
6) The dragon caught Fredericka in its claws and flew away.
7) There were a lot of cats and kittens in every corner of the hall.
8) Mrs. Funk was not happy to see the children in the hall.
9) Suddenly the children saw that they were flying.
10) The round gentleman was glad that he was still a good magician.

2 Answer the following questions.

1) What happened after Fredericka made a wish?
2) What was the first thing the children did?
3) Who stopped them from running?
4) What idea did Barnaby have?
5) What did the children see in the window of the house?
6) What did the gentleman look like? What was he wearing?
7) What was the round gentleman doing when Fredericka made a wish?
8) Was the round gentleman a wizard?
9) What did the children see in the house?
10) What was Mrs. Funk?
11) What did she think of the round gentleman's tricks?
12) What did the children see in the room behind the door?
13) What came out of the hat trick?
14) What came out of the jar with purple powder?
15) What made the house fly in the air?
16) How did Mrs. Funk feel about it?
17) How did The Great Oswaldo feel about what he had done?

📖 *Working with Vocabulary and Grammar*

1 Translate the following sentences into Russian.

1) Purple smoke was coming out of its mouth.
2) The dragon flew round and round her in circles.
3) Suddenly he caught her up in its claws and flew away with her.
4) The purple smoke looked like a small cloud in the sky.
5) The dragon has stolen my little sister.

6) The face belonged to a little round gentleman with a bald head.
7) The round gentleman looked pleased.
8) I haven't any wild beasts in the house.
9) Abbie ran to pick up the smallest kitten.
10) Let's make some order in the room.
11) We must try to get the dragon back into the hat or transform it into some other animal.
12) He drew a handkerchief through a wooden ring.

3 Say which word doesn't go with the others and why.

1) dragon, wizard, witch, magician
2) purple, red, green, wooden
3) hat, coat, tie, handkerchief
4) smoke, cloud, sun, fog
5) look for, look around, look at, look kind
6) forget, remember, think, trick
7) round, silk, long, short
8) head, face, bald, hand
9) door, window, house, floor
10) steal, fly, beast, transform

4 Fill in the missing prepositions.

1) The dragon was covered ___ scales.
2) It looked ___ Fredericka ___ interest.
3) The dragon caught her up ___ its claws and flew away ___ her ___ the trees
4) The face belonged ___ a round gentleman ___ a bald head.
5) The round gentleman asked them to come ___.
6) When the round gentleman turned ___ the light the children saw a lot ___ cats and kittens ___ every corner __ the room.

7) "She is a good woman," he said ___ a low voice.
8) A lot ___ cats and kittens played ___ the middle ___ the room.
9) The round gentleman did tricks ___ the stage.
10) The children listened ___ him ___ silence.
11) The Great Oswaldo found a card index and looked ___ the cards.
12) He drew the handkerchief ___ the wooden ring, and the handkerchief changed its colour ___ blue ___ red.

Discussing the Text

1 Say why:

1) everybody except Fredericka was frightened when the dragon appeared.
2) the children stopped running after the dragon.
3) the face in the window looked surprised.
4) strange sounds came from inside the house.
5) the children were surprised when they saw the round gentleman's room.
6) the round gentleman looked through his card index.
7) the house was up in the air.
8) Mrs. Funk was angry.
9) there was a broad smile on the round gentleman's face.

2 Prove that:

1) the dragon looked frightening.
2) Fredericka's wish came true.
3) Barnaby had clever ideas.
4) the round gentleman looked strange.

5) he knew many tricks.
6) his tricks worked.
7) his room looked strange.
8) he liked his work.
9) he was a kind man.
10) he was still a good magician.

3 Add more details to the following.

1) The dragon was flying lower and lower.
2) He was a very strange man.
3) The children had never seen such a room.
4) The Great Oswaldo brought a match to the powder.
5) Mrs. Funk looked angry.
6) This time The Great Oswaldo was not sorry.

4 Imagine that you are:

The Great Oswaldo. Say what tricks you can do.
Barnaby. Say why Fredericka flew away in the dragon's claws.
Mrs. Funk. Say what you think of The Great Oswaldo's tricks.

5 Make up and act out a conversation between:

1) the children and The Great Oswaldo.
2) Mrs. Funk and The Great Oswaldo.

6 Answer the following questions.

1) Have you ever seen any tricks like those in this chapter? If you have, say where it was, who the magician was.

2) Can you explain any of the tricks?
3) Do you think one should be very clever to become a magician or practice can make a magician of anyone?
4) Have you ever tried to do any tricks? Did they work?
5) What do you know about modern magicians? Are they popular now?

4. Fredericka and the Dragon

Checking Comprehension

1 Make the right choice.

1) Fredericka hoped that (a prince, Barnaby, her father) would come to save her.
2) The country over which she was flying looked (beautiful, strange, funny).
3) Fredericka decided (to be quiet, to scream, to fight for her life).
4) The house suddenly lost its balance and almost fell (on its roof, on one side, on its face).
5) The crowd of people on the ground was (shouting, singing, cheering).
6) The village people thought that those in the house came (to kill the dragon and save them, to visit them, to have a look at them).
7) The dragon took Fredericka (to a cave, to a strange house, to a river).
8) The dragon ate its dinner at (ten o'clock, eleven o'clock, twelve o'clock).
9) When Fredericka was inside the cave she heard (her brother's, her sister's, her friend's) voice.

10) The magician (didn't want, didn't know how, was afraid) to save Fredericka.

2 Answer the following questions.

1) What did Fredericka see when she looked down?
2) What did she ask the dragon?
3) What was the dragon going to do with Fredericka?
4) Where was he carrying her?
5) Where did Mrs. Funk's house land?
6) What did the place look like?
7) Who did they see on the ground?
8) What did the village people tell them about the dragon?
9) What did the group from the house look like?
10) Did the magician know how to save Fredericka?
11) What was Mrs. Funk's reaction when Mr. Oswaldo said he couldn't help Fredericka?

Working with Vocabulary and Grammar

1 Say what the italicized words mean.

1) The country they were flying over looked like *a fairyland.*
2) I am *mean* because I am *mean.* That's *my nature.*
3) The dragon was not *a vegetarian.* Meat was his *diet.*
4) When the time comes I will *fight for my life.*
5) The house *lost its balance* and almost *fell on its face.*
6) The people on the ground *were cheering.*
7) The children looked where the man *pointed* and saw *a cave* in a mountain. *Purple smoke* was coming out of the cave.
8) As the minutes *went by* and the dragon didn't try to eat her Fredericka's *hopes rose.*

2 **Make the sentences complete with the words and word combinations from the box using them in an appropriate from. Some of them are to be used more than once.**

to look at	to look for
to look around	to look surprised
to look pleased	to look kind
to look dark	to look for

1) The hall _____ .
2) You will have to _____ a new room.
3) They saw a face that _____ .
4) There was a broad smile on his face and he didn't _____ this time.
5) She _____ the dragon with interest.
6) Before we start _____ her we must know whose dragon it is.
7) The round gentleman _____ .
8) They _____ the room in surprise.
9) The round gentleman _____ the jars and bottles.
10) The round gentleman _____ .

3 **Match up the words in the columns to make word combinations. Use them in the situations from the chapter.**

mean	land
terrible	noise
magic	dragon
green	witch
honest	woman
purple	smoke
round	field
good	gentleman

4 **Find in the text the sentences in which the following expressions are used. Use these expressions in sentences of your own.**

to fall on one's face
to lose balance
to kill the dragon
to rule the country
to spoil the taste
to do good
to take courage

Discussing the Text

1 **Say why:**

1) Fredericka's hopes rose.
2) Fredericka took courage.
3) the dragon was mean.
4) Mrs. Funk didn't like the place where they landed.
5) the village people welcomed the visitors.
6) the head of the village took Mrs. Funk for a witch.
7) Fredericka screamed louder and louder.
8) Mrs. Funk surprised everybody.

2 **Prove that:**

1) Fredericka did not lose hope.
2) the village people were afraid of the dragon.
3) the village people were happy to see the visitors.
4) Fredericka fought for her life.
5) the dragon was dangerous.
6) Mrs. Funk was a kind woman.

3 Add more details to the following.

1) Fredericka looked down.
2) Fredericka knew that the dragon was going to eat her.
3) Everybody looked down through the window.
4) The head of the village came nearer and looked them over.
5) Mrs. Funk came out of the house.
6) Fredericka heard her sister's voice.
7) It was three minutes to twelve.

4 Imagine that you are:

Fredericka. Say:
a) what you felt when you were flying with the dragon.
b) what you saw down below.

The head of the village. Say why the village people couldn't fight the dragon.

Mr. Oswaldo. Say why you were not sure that your magic could save Fredericka.

John. Say what happened that day and what you felt about that.

5 Make up and act out a conversation between:

1) Fredericka and the dragon.
2) the head of the village and Mr. Oswaldo.
3) one of the village people and Mrs. Funk.
4) Mrs. Funk and Mr. Oswaldo.

5. Mrs. Funk Fights the Dragon

Checking Comprehension

1 Complete the sentences.

1) Susan thinks that the book helped the children to meet ... .
2) The village clock struck twelve and the dragon ... .
3) Each person found in the book what ... .
4) For the round gentleman the book was full of ... .
5) For Mrs. Funk the book turned into ... .
6) The dragon was holding Fredericka with one claw because ... .
7) John ran into the house and ... .
8) As soon as Mrs. Funk threw the salt into the dragon's face ... .
9) The dragon was shrinking because ... .
10) When Barnaby was back with a bottle of ammonia Mrs. Funk ... .
11) The dragon was afraid of cats and it ... .
12) The smallest kitten jumped at the dragon and ... .
13) The village people were so happy that they asked ... .
14) The round gentleman decided to please his audience and ... .
15) When Fredericka brought a jar of vanishing cream ... .
16) The children had no time to get frightened ... .
17) Later that day Susan walked to Mrs. Funk's house and ... .
18) The woman who came out of Mrs. Funk's house ... .

2 Answer the following questions.

1) How did Mrs. Funk and Mr. Oswaldo know about the magic book?
2) What happened when the clock struck twelve?
3) What was the book for Mr. Oswaldo? For Mrs. Funk?
4) How did the book help Mrs. Funk to put out the dragon's fire?
5) What made the dragon shrink?
6) What happened to the dragon in the end?
7) What did the village people offer to Mr. Oswaldo?
8) What was his reaction to that offer?
9) In what way did the children return home?
10) How long did it take them to get home?
11) What happened to Mrs. Funk and her house?

📖 *Working with Vocabulary and Grammar*

1 Say what the italicized words mean.

1) "The book began *the whole thing*," said Barnaby.
2) I have just seen something like "How *to shrink* a dragon."
3) The dragon *hesitated*. But he who *hesitates is lost*.
4) And she read: "How to *put out* an oven fire."
5) The dragon's fire *went out* at once.
6) The dragon *sneezed and coughed*, coughed and sneezed, and it *shrank* again.
7) Now that the *smells of ammonia* came to their noses the cats *hissed* very loudly.
8) The dragon *shrank from fear*, it was afraid of the cats.
9) The smallest kitten jumped at it and *ate it up*.

10) The people stood *in a circle* around Mr. Oswaldo and Mrs. Funk.
11) Great Wizard Oswaldo, stay with us and *rule the country*.
12) "I think *it is time* to go home."
13) I am always ready *to please my audience*.
14) Somebody must *keep the house in order*.
15) Mrs. Funk *rubbed* a little cream on the nose of each child.

2 Fill in the missing forms of the verbs.

begin		
	struck	
		flown
understand		
	found	
		forgotten
shrink		
	held	
		given
eat		
	drank	
		thrown
hurt		
	took	
		hidden
bite		
	let	
		felt
fall		
	kept	

3 Put the words in the right order to make questions and then answer them.

1) did, why, Mrs. Funk, surprise, in, Susan, at, look
2) strike, the, clock, when, did, village
3) dragon, land, the, did, where
4) the, Susan, whom, did, give, book
5) Mr. Oswaldo, about, read, what, did, book, the, in
6) book, dragon, did, the, look, at, the
7) going, Mrs. Funk, was, the, give, book, to, dragon, to, the
8) want, dragon, Mrs. Funk, to, did, the, eat
9) who, salt, dragon's, threw, face, the, the, in
10) rule, stay, country, to, Mr. Oswaldo, did, the

4 Match up the words in the columns to make phrases. Use them in the situations from the chapter.

to grab	day into night
to make	the salt
to turn	the house
to shrink	the book
to find	a cake
to throw	the right page
to rule	the country
to eat up	the dragon
to change	a dragon
to keep	the name

Discussing the Text

1 Say why:

1) Mr. Oswaldo was not sure that he could save Fredericka.

2) the dragon looked proud.
3) the book was different for different people.
4) the dragon wanted to see the book.
5) the dragon didn't eat Mrs. Funk.
6) the dragon was shrinking.
7) the cats and kittens hid behind Mrs. Funk's long skirt.
8) the cats began to play with the dragon.
9) the village people were going to change the country's name.
10) Mrs. Funk rubbed a little cream on the children's noses.
11) Susan was surprised when she saw Mrs. Funk's house.

2 Prove that:

1) the dragon looked horrible.
2) the book was different for different people.
3) the dragon turned into a helpless animal.
4) the village people liked Mr. Oswaldo.
5) Mrs. Funk was a brave woman.
6) the children were away from home for a short time.

3 Add more details to the following.

1) The village clock struck twelve.
2) Each person found different things in the book.
3) The dragon put Fredericka down on the ground.
4) Mr. Funk found the right page in the book.
5) The dragon was shrinking and shrinking.
6) The village people stood in a circle around Mr. Oswaldo and Mrs. Funk.
7) We called it "Dragonland" till now.
8) There was no time to get frightened.

4 Imagine that you are:

Mr. Oswaldo. Say why:
a) you were not sure that you might help Fredericka.
b) you decided to stay in that country.

Mrs. Funk. Say why:
a) you fought for Fredericka.
b) you knew how to fight the dragon.

Fredericka. Say what you felt when you were in the dragon's claws.

One of the village people. Say why you wanted Mr. Oswaldo to rule your country.

5 Make up and act out a conversation between:

1) Susan and Mrs. Funk (about the book).
2) Mrs. Funk and the dragon.
3) Mr. Oswaldo and the head of the village.
4) the five children, Mr. Oswaldo and Mrs. Funk (about the children's way home).

6 What do you think?

1) Who do you think acted like a true magician in this chapter? Why?
2) Do you think Fredericka was right when she said that Oz was the short name of Oswaldoland?

6. A Baby or a Man?

Checking Comprehension

1 Make the right choice.

1) It was (Susan's, John's, Barnaby's) turn to make a wish.
2) The girl was from (the past, the future, another town).
3) In her hands the girl had (a magic book, a magic ring, a talisman).
4) The girl and the children made (one wish after another, the same wish, two different wishes).
5) The five children and the girl found themselves (on John and Susan's front porch, in a strange street, in Barnaby's house).
6) They saw Grannie sitting on (the window-sill, the roof, the porch).
7) The big man had the mind of (a grown-up man, a baby, a half grown-up man).
8) The baby was (taller than, as tall as) his sister.

2 Answer the following questions.

1) Whose turn was it to make a wish on Monday?
2) What sort of magic did Susan want?
3) Who helped whom about the house?
4) Where did the children go after that?
5) Who spent money on candy? How much?
6) Who saved the money and why?
7) What was strange about the street when the children came out of the store?
8) Where did the children find themselves?

9) What was strange about the girl they saw on the corner?
10) What sort of wish did the girl make?
11) What was unusual about the girl's talisman?
12) What helped the children and the girl to meet?
13) What changes had been there since 1924?
14) What frightened the children?
15) What happened to the baby?
16) Why did the girl think that the man who sat on the grass was her baby brother?
17) How did the baby-man feel about his transformation?
18) What did the baby-man do?

Working with Vocabulary and Grammar

1 Say what the italicized words mean.

1) It was Susan's *turn* to make a wish.
2) Something *is going to* happen.
3) They gave her a new puzzle *to keep her busy.*
4) The children decided to buy some *candy.*
5) She was *a poor-looking* girl.
6) She had an *old-fashioned apron* over her dress.
7) A fat baby had a *thumb* in his mouth.
8) She *raised* her talisman and made a wish.
9) We *are exploring outer space* now.
10) Susan looked up and cried *in fright.*
11) Her baby brother was sitting on the *sidewalk.*
12) She *stopped short.*
13) He looked *like a grown-up* man.
14) The baby was sitting on the grass making *mud cakes.*

2 Fill in the missing prepositions or adverbs.

1) They gave Grannie a puzzle to keep her busy ___ half an hour ___ least.
2) She was very energetic and often got ___ trouble.
3) They walked ___ the road ___ town.
4) The children spent twenty-seven cents ___ candy.
5) We are ___ the past, not ___ the future.
6) She pointed ___ a little girl standing ___ the corner.
7) The girl had an old-fashioned apron ___ her dress.
8) Her dark hair hung ___ her back.
9) The girl was looking ___ something ___ her hand.
10) Somebody else must make the same wish ___ the same time.
11) The next moment the five children and the girl ___ the book were ___ John and Susan's front porch.
12) Nature doesn't change much ___ the country.
13) The little girl looked ___ the sky ___interest.
14) They put Grannie ___ ___ her armchair and she went ___ ___ her jigsaw puzzle.
15) A big man was sitting ___ the grass ___ ___ ___ the house and the little girl was looking ___ him ___ surprise.
16) The baby picked ___ the talisman and put it ___ his pocket.
17) Susan was good ___ talking ___ babies.
18) The baby was so big that he could pick ___ the little girl and carry her ___ .

3 Make up sentences about yourself or your parents or friends using the following phrases.

1) it is (was) my (his, her, their) turn to do something
2) to go about one's business
3) to keep somebody busy

4) to take care of somebody
5) to get into trouble
6) to spend money on something (somebody)
7) to turn the corner
8) to wash up
9) with a smile (interest)
10) to do something at the same time
11) to leave something (somebody) behind
12) to go on with something
13) to give a cry
14) to make mud cakes
15) to be good at (doing) something
16) to pay attention to somebody (something)

Discussing the Text

1 Say why:

1) John and Susan gave Grannie a jigsaw puzzle.
2) the children went to town.
3) John and Barnaby could not spend their money on candy.
4) the street looked different when the children came out of the store.
5) the five children and the little girl found themselves on John and Susan's front porch.
6) the children were terribly frightened when they saw Grannie.
7) Susan stopped short when she returned to the porch.
8) the baby looked like a grown-up man.
9) the girl couldn't make another wish.
10) the baby paid no attention to his sister's words.

2 Prove that:

1) Grannie often frightened the children.
2) John and Barnaby sometimes earned money.
3) the talisman worked.
4) the baby-man had the mind of a baby.
5) the little girl took care of her baby brother.

3 Add more details to the following.

1) It was Susan's turn to make a wish.
2) The children went to town.
3) The little girl looked strange.
4) The street looked different.
5) Susan and the little girl made a wish at the same time.
6) The little girl was in horror when she saw her baby brother.
7) Susan went up to the baby-man.

4 Imagine that you are:

The little girl. Speak about your adventures in this chapter.
John. Say what made you think that you were in the past.
Susan. Say what your wish was and how it worked.
Barnaby. Say what you felt about the baby-man.
Fredericka, Abbie. Say what you thought of your new adventures..

5 Make up and act out a conversation between:

1) John and Susan (about Susan's wish).
2) Susan and John (when counting money).
3) Susan and John (on seeing a strange street).

4) Fredericka and the little girl (about the talisman).
5) Susan and the little girl (about making a wish at the same time).
6) one of the children and the little girl.
7) Grannie and John.
8) one of the children and the girl (about the baby-man).
9) Susan and the baby-man.
10) the little girl and the baby-man.

7. In the Train

Checking Comprehension

1 Make the right choice.

1) The baby was walking (in the direction of, away from) the railroad station.
2) The children started for the railroad station (to stop the baby, to help the little girl, to take the train).
3) The train was very short. It was a (three-, two-, four-) car train.
4) On the train the baby began (shouting, singing, running around).
5) The passengers were (surprised, afraid, happy) to see the baby-man.
6) Some of the passengers thought that the baby-man was (a conductor, a kidnapper, a driver).
7) The baby-man threw paper airplanes (at the passengers, at the conductor, up in the air).
8) The conductor (liked, was annoyed with) the baby's tricks.

9) The baby put the conductor's cap (on Barnaby, on one of the passengers, on his own head).
10) The engineer was (surprised, in horror, sorry) to know that he had left his post.
11) The people on the platform were (frightened, astonished, laughing).
12) The baby pushed and pulled different handles and (shouted, sang a song, laughed).

2 Say whether these statements are true or false. Correct the false ones.

1) The big baby was carrying the girl to the train.
2) The five children were in time to get on the train.
3) The baby made the passengers on the train laugh at him.
4) The conductor gave the baby a ticket and he put it in his pocket.
5) The passenger thought that the baby-man was a good father.
6) The baby amused everybody with his singing.
7) When the baby threw airplanes the conductor tried to catch them.
8) The engineer let the baby-man drive the train.
9) The baby enjoyed himself to the full pushing and pulling different handles.
10) The train stopped at the next station and the baby-driver left the train.

3 Complete the sentences.

1) The children ran after the baby because ... .
2) When the children came to the train ... .
3) The children got on the train because ... .
4) The lady was angry with the baby because ... .

5) The baby didn't give the ticket back to the conductor because ... .
6) The little girl defended the baby because ... .
7) The lady on the train thought that the big baby was a kidnapper because ... .
8) The conductor went down the aisle to the water cooler because ... .
9) A look of horror came to the engineer's face because ... .
10) The conductor turned pale when ... .
11) The waiting people on the platform looked astonished when ... .

Working with Vocabulary and Grammar

1 Say what the italicized words mean.

1) The baby was walking *in the direction* of a railroad station.
2) He is holding my hands *tight*, they are not *free*.
3) The little girl and the big baby *got on the train*.
4) Can you *amuse* your children in a more *quiet way*?
5) A conductor *appeared in the doorway*.
6) He can't *look after* his children.
7) Will a dollar and a half *be enough*?
8) We *earned* that money.
9) The baby pushed back the conductor and ran along *the aisle*.
10) The conductor stood *in his way*.
11) Aren't you *ashamed*?
12) The cap *gave him a new idea*. I want to *drive* a train.
13) As soon as he said that he *disappeared*.
14) Why did you *leave the post*? asked the conductor *in astonishment*.

15) *A look of horror* came into his face.
16) Ladies and gentlemen, *keep your seats*!
17) The baby *pushed and pulled* different *handles*.
18) The conductor and the engineer stood *at each side* of him.

2 Find in the text the English for:

крепко держать кого-либо; достать что-либо из кармана; приближающийся поезд; направиться к чему-либо; сесть в поезд; оглядеться; трудно; ужасно; взять себя в руки; высадить кого-либо из поезда; заботиться о ком-либо; как вам не стыдно; волшебная сила; страшно изумиться; выражение ужаса; побледнеть; смотреть вслед; оставаться на своих местах; все будет в порядке; уйдите с дороги.

3 What is the opposite? Match up the words in the columns.

to appear	to go
to come	to get off
to get on	to forget
to pull	to put on
to put in	to turn red
to give	to close
to remember	to sit
to earn	to find
to arrest	to free
to begin	to spend
to throw	to stop
to take off	to push
to turn pale	to take
to lose	to take out
to open	to disappear
to stand	to catch

4 These are the answers. What are the questions?

1) No, her hands were not free.
2) For the railroad station.
3) The engineer stopped the train.
4) Yes, they got on the train.
5) It was a little two-car train.
6) Yes, it was horrible to travel with the baby.
7) He was singing loudly.
8) Because he never gave anything back.
9) They thought he was a bad father.
10) He threw them up in the air.
11) Because he was as silly as a one-year-old baby.

Discussing the Text

1 Say why:

1) the children ran after the baby.
2) the children got on the train.
3) the conductor waited.
4) the lady on the train was angry.
5) the baby made paper airplanes.
6) the baby disappeared.
7) the engineer appeared in the car.
8) the conductor turned pale.
9) the engineer was in horror.
10) the five children followed the conductor.
11) the baby was enjoying himself to the full.

2 Prove that:

1) the big baby was as silly as a one-year-old baby.
2) the children were really afraid.

3) the baby was enjoying himself.
4) some of the passengers were angry.
5) the passengers took the big baby for the children's father.

3 Add more details to the following.

1) When the children came to the station the little girl and the big baby were already on the platform.
2) It is difficult to travel with a small child.
3) The baby paid no attention to what the lady said.
4) The cap gave him a new idea.
5) The talisman was still in the baby's pocket.
6) The conductor was pale but brave.

4 Imagine that you are:

The conductor. Say what happened on the train.
The engineer. Say why you left your post.
The man on the train. Say why you think such father should be beaten up.
Barnaby. Say why you said "I have been afraid of that all the time."

5 Make up and act out a conversation between:

1) the children defending the big baby and the passengers.
2) the conductor and the engineer.

8. Oh, Baby, Baby!

Checking Comprehension

1 Say whether these statements are true or false. Correct the false ones.

1) The conductor and the engineer didn't know what to do with the big baby.
2) It was Barnaby who picked up the talisman and made a wish.
3) The baby's transformation frightened everybody.
4) Susan wished to be home again together with the rest of the children.
5) The little girl and her baby brother returned to their home in Kansas.
6) The magic book was lost.
7) The next day all the children went to the zoo.
8) When Grannie was young she liked doing needlework.
9) Grannie found the magic book and decided to make a wish.
10) John and Susan wanted to take part in Grannie's adventures.

2 Answer the following questions.

1) What did the conductor and the engineer do to the baby?
2) What did John pick up from the floor?
3) What was John's wish?
4) Did it work all right? Why?
5) How did the conductor and the passengers take it?
6) What was John's next wish?

7) Where did all the children find themselves?
8) What happened to the engineer and the passengers?
9) What happened to the little girl and her baby brother?
10) Did the little girl like the future? Why do you think so?
11) What sort of stories did Grannie tell the children?
12) Who took the children to the concert? What happened to the book?
13) Whose turn was it to make another wish?
14) Did Barnaby make a wish?
15) How did the children spend the next day?
16) What did Grannie like to do in the evenings?
17) What was Grannie like when she was young?
18) Where was the book?
19) How did Grannie look when she was reading the red book?
20) What was John and Susan's wish?

Working with Vocabulary and Grammar

1 Say what the italicized words mean.

1) The baby was surprised and began *to struggle.*
2) The conductor and the passengers *rubbed their eyes.*
3) The children helped Grannie to find her *knitting needle.*
4) Both of them were *wrong.*
5) Susan thought Barnaby had no wish *to invite* anybody *to take part in* his adventure.
6) Barnaby said that the book *remained* "*a thing of the past*".
7) The five children *parted* after dinner.
8) Grannie was *a tomboy* in her young days.
9) Susan thought that he *nodded* "Yes".

2 Match up the words in the columns.

a) words with the same or very close meaning:

to struggle	to run
to rush	to stop and hold
to pick up	to fight
to beg	to forget to bring or take
to catch	to lift and hold
to leave behind	to ask for
terrible	beautiful
hard	energetic
active	horrible
wonderful	difficult

b) words with the opposite meaning:

to part	to cry
to forget	to open
to close	to meet
to start	to remember
to whisper	to stop
quick	old
careful	careless
loud	slow
young	low
wrong	last
next	right
lost	future
past	found
back	front
same	different

3 Report in indirect speech.

1) "I am sorry I left you behind on the sidewalk. I will never forget you again," cried the girl.
2) "I am glad we are home again," said John.
3) "May I have my talisman back, please," asked the girl.
4) "Where shall we go?" said Fredericka.
5) "I think we've had enough of the future," said the little girl.
6) "What will you wish? Where will you go first?" said Fredericka.
7) "I am sorry we didn't ask the little girl's name," said Fredericka.
8) "Do you know the words to say?" asked John.
9) "What is she reading?" thought Susan.
10) "Children!" called Grannie. "Come and help me to find my knitting needle."

Discussing the Text

1 Say why:

1) the conductor and the engineer caught the baby's arms and held them tight.
2) John was careful making a wish.
3) the conductor and the passengers rubbed their eyes.
4) John had another wish.
5) the little girl and the baby disappeared.
6) the magic book got lost.
7) Barnaby was angry.
8) Grannie smiled to herself when she read the red book.
9) John and Susan ran across the room to touch the book.

2 Prove that:

1) the conductor and the passengers were astonished.
2) the children wanted to return home.
3) the little girl was not very happy in the future.
4) Susan and Barnaby didn't understand each other.
5) John made three wishes.

3 Add more details to the following.

1) The struggle was not long.
2) The little girl ran up to the baby.
3) The little girl made a wish.
4) The magic book was left on the porch.
5) Barnaby was angry.
6) In her young days Grannie was a tomboy.
7) Grannie was not reading any more.

4 Imagine that you are:

The conductor. Say what astonished you.
Barnaby. Say why you were angry.
Fredericka. Say how you spent the next day after returning home.
Susan. Say what changes you noticed in Grannie when she was reading the book.
John. Say what Grannie told you about her young days.

5 Make up and act out a conversation between:

1) Fredericka and the little girl.
2) John and the little girl.
3) the five children and the little girl (on parting).
4) Barnaby and Susan (about the lost book).

5) Susan and Grannie (Susan asks Grannie about her young days).

6 Speak about yourself.

1) Would you like to travel to the past or to the future?
2) Why would you like to travel there?
3) Who or what would you like to see in the past or in the future?

9. Young Grannie

Checking Comprehension

1 Say who:

1) made a wish this time.
2) was leading the game.
3) rang a big hand-bell.
4) sat near the teacher's desk.
5) sat in the back.
6) took two empty seats.
7) could not spell the word.
8) touched the magic book and made a wish.
9) came in when John was standing by the desk trying to divide 264 by 12.
10) tried to defend Barnaby during the recess.
11) stuck Barnaby with a pin.
12) fell off the seat into the aisle.
13) had to control himself.
14) looked like a picture of justice.
15) couldn't take his own medicine.

16) led the children in the snow storm.
17) took the bell from the school.
18) rang the bell in turn.
19) drove the children to town.
20) was smiling in her sleep.

2 Answer the following questions.

1) Where did John and Susan find themselves?
2) What were the children in the schoolyard doing?
3) Who was leading the game?
4) What was the schoolroom like?
5) What did the children do at the spelling lesson?
6) How did Barnaby, Fredericka, and Abbie find their way to that school?
7) What did the children do at the arithmetic lesson?
8) Where did the new children find seats?
9) What happened during the recess?
10) Why did Barnaby hit Clarence?
11) In what way did the teacher punish both of the boys?
12) How did the children find themselves in the barn?
13) Who saved the children? How did he find them?
14) In what way did the five children find their way from the past to the present?
15) How did Susan and John know that Barnaby, Fredericka, and Abbie were at home too?

Working with Vocabulary and Grammar

1 Say what the italicized words mean.

1) Grannie taught all *grades* at once.
2) They found two *empty* seats and sat down.

3) At the *spelling* lesson the children *spelt* difficult words.
4) John tried to *divide 264 by 12.*
5) "No fighting in class," she said *sternly.*
6) Barnaby did not want to *stick* Clarence *with a pin.*
7) The horses with a *sleigh* ran into the open doorway of a *stable.*

3 Match up the words in the columns to make as many new words as possible. All these words can be found in the text of the chapter.

Model: black+board=blackboard
hand+bell=hand-bell
school+house=schoolhouse

old	yard
school	bell
snow	house
black	bells
hand	room
sleigh	fashioned
living	ball
bed	board
	ride

4 Make up sentences about the characters of the book using the word combinations from the box.

to throw snowballs	to control oneself
to cover the ground	to strike a match
to nod one's head	to make fists
to pull somebody's ear	to save somebody's life
to ring the hand-bell	to stick somebody with a pin

5 Match up the two parts of the sentences.

1) Susan turned	a) to put on their coats.
2) The children ran	b) who came to save them.
3) She took a book of stories	c) to make a wish.
4) Here was their grandfather	d) to go back to her seat.
5) Susan picked up the book	e) to read it before going to bed.
6) Grannie took the ruler	f) to get home.
7) There was no time	g) to stick Clarence.
8) She hold out a large pin to him	h) to hit his hands.
9) Barnaby made fists	i) to pay attention to the spelling.
10) John got between them	j) to hit Clarence.
11) She made her write the word three times on the blackboard	k) to stop them from fighting.
12) Susan was all in her thoughts	l) to remember its spelling.

Discussing the Text

1 Say why:

1) John and Susan found themselves in front of an old-fashioned school.
2) Grannie, when she was a teacher, taught all grades at once.
3) Susan had to spell the word on the blackboard.

4) Fredericka, Abbie, and Barnaby were late for the lesson.
5) Grannie punished Clarence and Barnaby.
6) Grannie told the children to join hands and follow her.
7) Grannie counted noses.
8) the children rang the hand-bell.
9) Carl Ingoldsby drove the sleigh.
10) Susan and John did not call Fredericka, Abbie, and Barnaby.

2 Prove that:

1) the five children travelled to the past.
2) Grannie was a stern teacher.
3) Grannie was a just teacher.
4) Barnaby had a kind heart.
5) the storm was terrible.
6) Carl Ingoldsby saved the children.

3 Add more details to the following.

1) John and Susan followed the children to the schoolroom.
2) The first lesson was spelling.
3) Susan did not pay attention to the spelling lesson.
4) Susan touched the book on the teacher's desk and made a wish.
5) After arithmetic there was recess.
6) The next lesson was grammar.
7) Barnaby looked at the pin.
8) It became quite dark in the room.
9) The children looked in every corner.
10) Susan and Barnaby listened.
11) The magic book was on the floor of the stable.

4 Imagine that you are:

Grannie. Say what dream you had that night.
Susan. Say why you did not pay attention to the spelling lesson.
John. Describe one of the lessons in that school.
Barnaby. Say why you took the hand-bell from the school.
Clarence. Say why you found fault with (придирался) Barnaby.

5 Make up and act out a conversation between:

1) the teacher and Susan.
2) the teacher and Barnaby (when he was late).
3) Barnaby, Clarence, and John.
4) the teacher, Barnaby, and Clarence.
5) the teacher and Barnaby (about the hand-bell).
6) the teacher and Carl Ingoldsby.
7) Susan and Grannie.
8) John, Susan, and Barnaby (before going to bed).

6 What do you think?

1) Do you think Grannie was a good teacher?
2) Would you like to have a teacher like Grannie used to be in her young days? Why?
3) What do you like in the young Grannie? What don't you like? Why?

10. The Rehearsal

Checking Comprehension

1 Put the sentences in the right order to make a plan of the chapter.

1) Abbie and the other children go on thinking of their next adventure.
2) The rehearsal begins.
3) The rock'n'roll star gives his autographs.
4) Wonderful things take place on the great stage.
5) Abbie thinks what wish to make.
6) The children find themselves in the middle of the studio.
7) Abbie makes her wish.
8) Father and Mother take Abbie to the station.
9) Father is in the centre of the stage.
10) The children are invisible.

2 Answer the following questions. Prove your point of view with some facts from the text.

1) Did Abbie help the family about the house?
2) Did Abbie know what a good singer her father was?
3) Did the children like books more than television?
4) Were there many different actors at the rehearsal?
5) Did Abbie want her father to become famous?
6) Were the children afraid that Father could see them?
7) Did the children become invisible?
8) Did the magic book work well?
9) Did Father have a really beautiful voice?
10) Was Abbie happy and proud when she heard her father singing?

🕮 *Working with Vocabulary and Grammar*

1 Translate the following sentences into Russian.

1) There is not much magic in a television rehearsal.
2) "But the book only makes *book* magic," said Barnaby.
3) They saw some child actors waiting for their turn to rehearse in one of the sketches.
4) "The important people must discover how wonderful he is without any help of the magic at all."
5) They decided to take an invisible walk through the streets of New York City.
6) While the star sang (if you could call it singing) the other four singers swayed back and forth behind him and sang some nonsense words.

2 Complete the sentences using the words and word combinations from the box in an appropriate from.

to be in bed
to be asleep
to lie awake
to fall asleep
to walk straight
to take the place of
to wait for one's turn
to give orders
to have no interest in
to take an invisible walk

1) The director walked around the studio and _____ .
2) Some child actors _____ to rehearse in one of the sketches.
3) The five children _____ the rock'n'roll star's autograph.

4) Abbie _____ but she could not sleep.
5) She _____ and thought of the wish she was going to make.
6) It was late and their parents _____ .
7) Abbie thought of many adventure books but she could not make up her mind; and at last she _____ .
8) Abbie wanted her father _____ to the microphone and sing so that everybody could hear his beautiful voice.
9) The children decided _____ through the streets of New York City.
10) The children believed that television can never _____ books.

3 Fill in *make* or *do*. Use the right tense form.

1) Abbie got up early, ____ her bed, and went to the kitchen to _____ breakfast for her father.
2) Did the five children have to _____ much housework?
3) Abbie thought and thought but could not _____ up her mind.
4) She wanted to _____ something good for her father.
5) When the children _____ a wish they had to say it twice.
6) "If Father sing solos he will _____ more money," thought Abbie.

4 Match up the nouns in the columns to make as many word combinations as possible.

city	clothes
television	people
solo	partsinger

child	show
nonsense	rehearsal
candy	studio
front	actor
	word
	store
	row

5 Open the brackets putting the verbs in the right tense form.

1) If the important television people (to know) Father they (to let) him sing solos.
2) If they (to let) Father sing solos he (to make) more money.
3) If Father (to make) more money Mother (not have to work) in her office.
4) If Mother (not have to work) in her office we (to see) more of her.
5) If Father (to become) a solo singer he (not to work) such long hours.
6) If Father (not to work) such long hours he (not have to rush) to the station so early in the morning.
7) If Father and Mother (not to be) so busy they (to spend) more time with their children.

Discussing the Text

1 Say why:

1) Abbie was up so early in the morning.
2) Father didn't make much money.
3) Abbie thought only about her father that morning.
4) Father never took his children to the studio.

5) everybody shuddered at the idea that television could take the place of books.
6) the five children sat with the child actors.
7) the five children became invisible.
8) Abbie was happy and proud.

2 Prove that:

1) Abbie helped her mother about the house.
2) Abbie loved her father dearly.
3) Abbie liked reading.
4) Father had a beautiful voice.
5) the five children were afraid of the director.
6) everybody at the studio was very busy.

3 Add more details to the following.

1) Abbie could not fall asleep for a long time.
2) Abbie thought that her father was a wonderful person.
3) The next moment the five children were in the middle of the rehearsal.
4) Everybody in the studio turned to look at the five children.
5) The children decided to take an invisible walk.
6) The next moment wonderful things took place on the great stage.

4 Imagine that you are:

The director. Say what happened in the studio.
Father. Say if that day was unusual.
Abbie. Say what made you feel happy and proud.
Fredericka. Say if you believe that some day television will take the place of books.

5 Make up and act out a conversation between:

1) Fredericka and her father.
2) the director and the rock'n'roll star.
3) Abbie and Barnaby.

6 What do you think?

1) Which gives you more information – books or television? Why?
2) Do you spend more time on reading books or watching television? Why?
3) Do you think that some day we won't need books, that television will take their place? Give reasons for your answer.

11. Did the Magic Work against Them?

Checking Comprehension

1 Say whether these statements are true or false. Correct the false ones.

1) All the people in the studio were congratulating Father.
2) The rock'n'roll star shook Father's hand.
3) The director said that Father was dismissed.
4) The director wanted Father to work for some other studio.
5) The children did not have money for return tickets.
6) Barnaby wanted to make a wish the next day.

7) Mother and Father felt very unhappy.
8) The next morning all the newspapers criticized Father.

2 Answer the following questions.

1) What made the director angry with Father?
2) What made the rock'n'roll star angry with Father?
3) What made the children visible again?
4) What made Father sad?
5) What made the other actors feel sorry for Father?
6) What made Abbie so unhappy?
7) What made Abbie beg the magic book to help her father?
8) What made Abbie think that the book had helped her father?

Working with Vocabulary and Grammar

1 Translate the following sentences into Russian.

1) You have ruined my career!
2) He shook his fist in the face of Abbie's father.
3) I have gone too far. I have spoiled the whole thing.
4) The audience applauded a lot.
5) You are dismissed.
6) When magic goes wrong it often all goes wrong at once.
7) Did you buy return tickets?
8) I'll cut lawns all week and pay you back.
9) Home is the best place at a time like this.
10) Everything must come out all right in the end.

2 Fill in the missing prepositions and adverbs.

1) Something was wrong ___ the microphone.
2) The rock'n'roll star shook his fist ___ the face ___ Abbie's father.
3) He ran ___ ___ the studio.
4) If they can laugh ____ such a time everything will come ___ all right ___ the end.
5) Barnaby was ___ and dressed ____ her.
6) He pointed ___ a paragraph ___ the critic's corner.
7) There was a concert program ___ television.
8) A singer ___ a quartet went ___ and sang a nonsense solo ___ the wrong moment.
9) The people enjoyed his beautiful voice and the look ___ comic surprise ___ his face.

3 Report the sentences in indirect speech.

1) "You sang in the wrong place!" the director shouted.
2) "You have ruined my career!" cried the rock'n'roll star.
3) "I don't care if they liked it or not," cried the director.
4) "Are those your children?" he asked Father.
5) "Hello kids," he said. "How did you get here?"
6) "Can you take us home?" said John.
7) "You keep the book tomorrow," Barnaby told her.
8) "We'll get along," said her mother. "We'll make ends meet."
9) "All right, I won't worry," said her father.
10) "What does it all mean?" asked Abbie.

Discussing the Text

1 Say why:

1) the director dismissed Father.
2) the rock'n'roll star ran out of the studio.
3) Abbie thought it was her fault.
4) Father was not angry with the children.
5) Abby thought the other actors liked her father.
6) the children did not have return tickets.
7) Father and Mother laughed when life looked so dark.
8) John and Fredericka ran into Abbie's room early in the morning.

2 Prove that:

1) nobody was congratulating Father.
2) the director was very angry with Father.
3) the rock'n'roll star was also angry with Father.
4) the children were unhappy.
5) Mother and Father hid their feelings.
6) Father impressed the public.

3 Add more details to the following.

1) Abbie saw that something was wrong.
2) When magic goes wrong, it often all goes wrong at once.
3) Father was not angry at all.
4) Abbie heard her father and mother talking in the next room.
5) Barnaby pointed at a paragraph in the critic's corner.

4 Imagine that you are:

The director. Say why you were so angry.
Father. Say what you think of the events of that day.
Abbie. Say what you felt that day.
Mother. Say what you felt when you heard your husband singing solo.

5 Make up and act out a conversation between:

1) Father and the director.
2) Abbie and Barnaby.
3) Father and Mother.

12. The Magic Works for Them, Not against Them

Checking Comprehension

1 Say who:

1) was the first to ring up Father.
2) called Father the hit of the show.
3) wanted to pay Father twice as much.
4) recognized that Father had made no mistake.
5) asked Father to take part in their programs.
6) sang a song for Father over the telephone.
7) gave up their wishes.
8) was a poet.
9) asked for a favour.
10) wanted somebody with a good voice.
11) brought Father the biggest chance of his life.

2 Say what:

1) the director told Father over the telephone.
2) Father thought about the director's offer.
3) made Father think hard over all the offers.
4) made Abbie go for a walk to the wood.
5) the name of the poem Abbie was going to write was.
6) gave Abbie courage to start a talk with an unknown man.
7) the poet was writing about.
8) Abbie asked the poet for.
9) the poet offered Father.
10) that offer was for Father.

Working with Vocabulary and Grammar

1 Translate the following sentences into Russian.

1) When her father hung up Abbie came up to him.
2) That means the thoughts were always in her mind, but somehow she could not put them down on paper.
3) I can't find the right man to play the part.
4) The interest went out of the man's face.
5) No matter how hard the work is, it will be an honour to work with you, sir.
6) She looked around at the others and winked.

2 Match up the words in the columns to make word combinations. Use them in sentences of your own.

sad	dignity
human	hair
small	sky

blue	things
important	thoughts
grey	question
good	work
wonderful	play
true	poet
famous	records
hard	wood
gramophone	author

3 Fill in *make* or *let*. Use the right tense form.

1) The director said he would ___ Father sing solos.
2) Father ___ the director say that he did not ___any mistake that night.
3) Abbie couldn't ___ herself write a word of the poem.
4) The poet was afraid that Abbie would ___ him read her poem.
5) Abbie never ___ anybody touch her poems or look at them.
6) Abbie was sure that her father would ___ a lot of money.
7) "This work won't ___ you rich," said the famous man.
8) Abbie could not ___ her father know how she had found the man.

4 Fill in the blanks with the words and phrases from the box. Pay attention to the from of the verbs.

to enjoy
to take part in
to sing for a living
to give up

to feel lost
to play the part
to make rich

1) The poet said he couldn't find the right man ____ ___ in his play.
2) He knew that this work ___not ___him ___ but he also knew that it was the chance of his life.
3) He realized that he wouldn't be able to ___ that nonsense ___ ___ ___ for the rest of his life.
4) The company wanted him to ___ ___ __ all their programs.
5) Many people _____ his singing.
6) His play was about a man who ___ ___ in the world of business but who did not want to ___ __.

Discussing the Text

1 Say why:

1) the telephone rang all day long.
2) Abbie went for a walk.
3) the famous poet couldn't find the right man for his play.
4) Abbie asked the poet for a favour.
5) meeting with the poet meant so much for Father.

2 Prove that:

1) Father became popular.
2) Abbie was not an ordinary girl.
3) Father was the right man for the poet.
4) Abbie knew what her father needed.

3 Add more details to the following.

1) The telephone did not stop ringing.
2) Abbie went for a walk.
3) The man looked at Abbie with some interest.
4) Abbie had an exciting thought.
5) Father recognized the man at once.
6) Father came up to Abbie.

4 Imagine that you are:

Abbie. Say:
a) how you met that famous man.
b) how you managed to bring him to see your father.
The poet. Say:
a) what your poem was about.
b) what you thought of Abbie's father.
Father. Say:
a) what the dream of your life was.
b) what the meeting with the poet meant for you.

5 Make up and act out a conversation between:

1) Abbie and the poet.
2) Father and the poet.
3) Abbie and Barnaby.
4) Abbie and her father.

6 Speak about yourself.

1) What do you understand by "human dignity"? What tells you that a person has human dignity?
2) Could you do useless work for good money for the rest of your life? Why?

13. The Last Day of Magic

Checking Comprehension

1 Say whether these statements are true or false. Correct the false ones.

1) It was Barnaby's turn to make a wish.
2) There was a dangerous smile on John's face.
3) John's words hurt Barnaby.
4) The book gave way when John grabbed it.
5) Barnaby grabbed the end of the book and disappeared.
6) The children found Barnaby on the island talking to Friday.
7) The book was torn and the children couldn't make their wish.
8) Barnaby began with the Middle Ages.
9) Barnaby cut off the giant's head and galloped with the lady on the white horse.
10) Through the mist Barnaby heard a voice which frightened him very much.
11) Barnaby did not hesitate and looked into the pool.
12) The more Barnaby looked at the face in the pool the more he liked it.
13) The magic was broken and Barnaby could look away from the face in the pool but he couldn't recognize his friends.
14) Barnaby realized that it was dangerous to boast.

2 Put the sentences in the right order.

1) Suddenly Barnaby heard a voice.
2) Barnaby recognized his friends.

3) Barnaby saw brave knights riding in different directions.
4) Barnaby the Wanderer got ready to fight the giant.
5) The children joined hands and made a wish.
6) Barnaby made a wish and disappeared.
7) He looked into the pool and saw his own face there.
8) He couldn't look away, something held him.
9) The children were just in time to save Barnaby.

3 Answer the following questions.

1) Whose turn was it to make a wish?
2) What made Barnaby and John quarrel?
3) What made John worried?
4) Where did the children try to find Barnaby?
5) Where did Barnaby begin his wandering?
6) What happened to Barnaby in the Middle Ages?
7) What made Barnaby remember his sisters and friends when he was in the Middle Ages?
8) What was the voice of the mist whispering?
9) What was strange about the pool in the garden?
10) What made Barnaby terribly frightened?
11) Where did the magic bring the four children?
12) What lesson did Barnaby learn?

Working with Vocabulary and Grammar

1 Translate the following sentences into Russian.

1) When the best friends quarrel it is worse than any other quarrel.
2) You couldn't have an idea like this in a million years.
3) John was holding a few torn-out pages, while Barnaby had the rest of the book in his hand.
4) Where is Barnaby? What is going to happen to him?

5) I am afraid that Barnaby is in the middle of some adventure.
6) The road wandered all over the map and all over the centuries.
7) The giant was always following ladies, carrying them off to his castle, marrying them, and then killing them.
8) Barnaby the Wanderer raised his sword and rushed at the giant.
9) It took him only a minute to cut off the giant's head.
10) He got on the giant's black horse and galloped off.
11) Barnaby the Wanderer got off and tied the horse to a tree.
12) That gave him courage and he went forward.

2 Match each noun with its attribute (attributes) to make word combinations and use them in the situations from the text.

place	dangerous
eyes	shabby
smile	blank
face	pale
book	important
pages	favourite
look	frightened
voice	worried
water	strange
part	hissing
author	worst
lesson	clear
	wicked
	handsome

3 Fill in the missing forms of the verbs.

tear		
	rose	
		left
grow		
	began	
		held
write		
	did	
		gone
fall		

4 Arrange the words in the right order to make sentences.

1) knees, to, better, he, on, by, pool, the, see, his, fell.
2) am, how, handsome, wonderful, how, I!
3) me, frighten, nothing, will.
4) way, of, out, my!
5) this, right, is, the, to, not, way, for, look, him.
6) about, it, is, what?
7) does, wander, he, where?
8) shall, next, where, we, go?
9) push, sister, don't, my!
10) have, me, first, let, my, wish.

Discussing the Text

1 Say why:

1) John and Barnaby began to quarrel.
2) the magic book gave way.

3) Barnaby disappeared.
4) the children looked for Barnaby on Robinson Crusoe's island and in the Old Curiosity Shop.
5) the children went after Barnaby the Wanderer.
6) Barnaby was sorry that nobody could see him after his adventure with the giant.
7) Barnaby got off the horse.
8) Barnaby's face in the water changed.
9) the magic book did not help Barnaby.
10) the children managed to save Barnaby.

2 Prove that:

1) Barnaby enjoyed reading.
2) Barnaby enjoyed wandering.
3) the children were worried about Barnaby.
4) Barnaby had a good lesson.
5) Barnaby and John became friends again.

3 Add more details to the following.

1) Once in the past John and Barnaby had had a fight.
2) The book was old and shabby.
3) The children made the third wish.
4) Barnaby began with the Old Roman Times.
5) Then he wandered into the Middle Ages.
6) He left the frightened horse behind him.
7) Barnaby saw a different face.
8) The magic brought the four children to the pool.

4 Imagine that you are:

John. Say why you thought that it was your turn to make a wish.

Barnaby. Say:
a) why you chose your adventures in the past.
b) what lesson you were taught.
Abbie. Say how you and your friends looked for Barnaby.

5 Make up and act out a conversation between:

1) John and Barnaby.
2) John, Abbie, and Fredericka (after Barnaby disappeared).
3) Julius Caesar and Barnaby the Wanderer.
4) Barnaby the Wanderer and the lady.
5) Barnaby the Wanderer and the voice of the mist.
6) John and Barnaby (by the pool).

6 Speak about yourself.

What would you do if there were a magic mirror or a pool with magic water in which you could see all the bad words you have ever said and all the bad things you have ever done written on your face? Begin like this: I would (я бы) + infinitive (without *to*).

14. The Last Adventure

Checking Comprehension

1 Answer the following questions.

1) Where were the children sitting?
2) Who made a wish?

3) In what way was John going to take the book back to the library?
4) Where did the children find themselves a second later?
5) What happened when John grew tired?
6) What happened when their wings disappeared?
7) Where did the children land?
8) What was Miss Downs' reaction when Susan gave her the book?
9) What changes took place with the book?
10) Where did the children go after the library?

Working with Vocabulary and Grammar

1 Translate the following sentences into Russian.

1) It was pleasant and safe because they all had wings like birds.
2) People didn't look up. Everybody went about his own business.
3) When John got tired he sat down on a branch of a big tree.
4) They landed on the library roof and got off the carpet.
5) There was a trap door on the roof.
6) Maybe it was not for ever.

2 Make the following sentences complete.

1) The children were protesting because ... .
2) Their flying was pleasant and safe because ... .
3) Nobody noticed them because ... .
4) The children changed because ... .
5) John led the way because ... .
6) Then Susan led the way because ... .

7) Miss Downs did not see the torn pages because ... .
8) The book did not say who the author was because ... .

3 Say which word doesn't go with the others and why.

1) bird, fly, carpet, wing
2) page, library, book, cover
3) pile, river, hill, mountain
4) push, corridor, book, shelf
5) last, stare, look, smile
6) author, poet, danger, actor
7) sit, run, walk, move
8) back, land, top, front
9) street, road, river, hill
10) poem, aisle, story, song

Discussing the Text

1 Say why:

1) the children were protesting when John wanted to take the book to the library.
2) the children were flying like birds.
3) Miss Downs didn't see where the book got torn.
4) new gold letters shone brightly on the cover of the book.
5) there was no author's name on the cover of the book.

2 Prove that:

1) the children were sorry to part with the book.
2) the children took the book back to the library in a magic way.
3) the book was magic.

3 Add more details to the following.

1) And John made a wish.
2) Soon John grew tired.
3) They landed on the library roof.
4) At last they found themselves before the door of the children's room.
5) Miss Downs looked at the last pages.
6) On the book's cover new gold letters shone brightly.

4 Imagine that you are:

John. Say why you made that wish.
Susan. Say what you felt when flying.
Abbie. Say what you saw down below.

5 Make up and act out a conversation between:

1) Susan and John (before John made a wish).
2) Susan and Miss Downs.

6 Answer the following questions.

1) Do you think all the five children made their wishes?
2) Do you remember who was the first, the second, and so on to make a wish?
3) Who made more than one wish? Why?
4) Which adventure did you like best? Why?
5) Which of the children do you like best? Why?
6) Which of them would you like to make friends with? Why?

Vocabulary

Принятые сокращения

a adjective — прилагательное
a predic adjective predicative — предикативное употребление имени прилагательного
adv adverb — наречие
cj conjunction — союз
int interjection — междометие
n noun — имя существительное
num numeral — числительное
pl plural — множественное число
prep preposition — предлог
pron pronoun — местоимение
v verb — глагол
амер. — американский, употребительно в США
зд. — здесь
ласк. — ласкательно
лит. — литературоведение
муз. — музыка
разг. — разговорное слово, выражение
см. — смотри
спорт. — физкультура и спорт
театр. — театроведение

A

able [ˈeɪb(ə)l] *a* способный
be able (to) мочь, быть в состоянии
about [əˈbaʊt] *prep* о, об; *adv* около, приблизительно, кругом
above [əˈbʌv] *prep* над
accompany [əˈkʌmp(ə)nɪ] *v муз.* аккомпанировать
acrobat [ˈækrəbæt] *n* акробат
across [əˈkrɒs] *prep* через, поперек
actor [ˈæktə] *n* актер
add [æd] *v* добавлять
adventure [ədˈventʃə] *n* приключение
afraid [əˈfreɪd] *a predic* испуганный
be afraid (of) бояться
after [ˈɑ:ftə] *prep* после, за; вслед; *cj* после того как
afternoon [ˌɑ:ftəˈnu:n] *n* время после полудни
in the afternoon днем
again [əˈge(ɪ)n] *adv* опять, снова
against [əˈge(ɪ)nst] *prep* против, к
ago [əˈgəʊ] *adv* тому назад **long ago** давно
agree [əˈgri:] *v* соглашаться
air [eə] *n* воздух
airplane [ˈeəpleɪn] *n* самолет
aisle [aɪl] *n* проход *(между рядами в вагоне, между партами в школе и т. п.)*
alive [əˈlaɪv] *a* 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 [ˈɔ:lməʊst] *adv* почти
alone [əˈləʊn] *a* один, одна; сам, сама
along [əˈlɒŋ] *prep* вдоль, по; с собой, вместе
already [ɔ:lˈredɪ] *adv* уже
also [ˈɔ:lsəʊ] *adv* тоже, также
altogether [ˌɔ:ltəˈgeðə] *adv* вполне; в общем
always [ˈɔ:lw(e)ɪz] *adv* всегда
ammonia [əˈməʊnɪə] *n* нашатырный спирт
among [əˈmʌŋ] *prep* среди
amuse [əˈmju:z] *v* забавлять, развлекать
angrily [ˈæŋgrɪlɪ] *adv* сердито, гневно
angry [ˈæŋgrɪ] *a* сердитый
be angry сердиться, рассердиться
animal [ˈænɪm(ə)l] *n* животное
announce [əˈnaʊns] *v* объявить, заявить
another [əˈnʌðə] *pron* еще один, другой
answer [ˈɑ:nsə] *v* отвечать; *n* ответ
any [ˈenɪ] *pron* какой-нибудь; никакой *(в отрицат. предлож.)*
anything [ˈenɪθɪŋ] *pron* что-нибудь; ничто, ничего *(в отрицат. предлож.)*
anywhere [ˈenɪweə] *adv* где-нибудь, куда-нибудь; никуда *(в отрицат. предлож.)*; везде; где угодно, куда угодно *(в утвердит. предлож.)*
appear [əˈpɪə] *v* появляться
applaud [əˈplɔ:d] *v* аплодировать
applause [əˈplɔ:z] *n* аплодисменты, рукоплескания
apron [ˈeɪprən] *n* передник, фартук
arch [ɑ:tʃ] *v* изгибать(ся) дугой
arithmetic [əˈrɪθmətɪk] *n* арифметика; *a* арифметический
arithmetic problem арифметическая задача
arm [ɑ:m] *n* рука *(от кисти до плеча)*
armchair [ˈɑ:mtʃeə] *n* кресло
army [ˈɑ:mɪ] *n* армия, войско
around [əˈraʊnd] *prep* вокруг, около
arrest [əˈrest] *v* арестовать
arrive [əˈraɪv] *v* прибыть, прийти
artist [ˈɑ: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 [əˈʃeɪmd] *a predic* пристыженный
be ashamed стыдиться чего-л.
ask [ɑ:sk] *v* спрашивать, просить
asleep [əˈsli:p] *a predic* спящий
be asleep спать
fall asleep заснуть
astonish [əˈstɒnɪʃ] *v* удивлять, поражать
be astonished удивляться, поражаться
astonishment [əˈstɒnɪʃmənt] *n* удивление
at [æt] *prep* в, на, при, за
ate [et] *см.* **eat**
attention [əˈtenʃ(ə)n] *n* внимание

pay attention обращать внимание
audience [ˈɔːdɪəns] *n* аудитория, публика, зрители
author [ˈɔːθə] *n* автор, писатель
autograph [ˈɔːtəgrɑːf] *n* автограф
away [əˈweɪ] *adv* прочь *(обозначает удаление)*
awful [ˈɔːf(ə)l] *a* ужасный

B

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)** *a* плохой, злой
badminton [ˈbædmɪnt(ə)n] *n* бадминтон *(игра)*
balance [ˈbæləns] *n* равновесие
bald [bɔːld] *a* лысый
ball [bɔːl] *n* мяч, шар
barn [bɑːn] *n* сарай
battle [ˈbætl] *n* сражение
beast [biːst] *n* зверь
beat [biːt] **(beat, beaten)** *v* бить, выбивать
beautiful [ˈbjuːtɪf(ə)l] *a* красивый
because [bɪˈkɒz] *cj* потому что, так как
become [bɪˈkʌm] **(became, become)** *v* стать, становиться
before [bɪˈfɔː] *cj* перед (тем как), до, прежде чем
beg [beg] *v* просить
begin [bɪˈgɪn] **(began, begun)** *v* начинать(ся)
beginning [bɪˈgɪnɪŋ] *n* начало
behind [bɪˈhaɪnd] *adv* сзади, позади; после, за
believe [bɪˈliːv] *v* верить
bell [bel] *n* колокольчик
hand-bell колокольчик, звонок
belong [bɪˈlɒŋ] *v* принадлежать
beside [bɪˈsaɪd] *prep* рядом с
best [best] *a* лучший, наилучший *(превосх. степень от* **good***)*
better [ˈbetə] *a, adv* лучше *(сравнит. степень от* **good***)*
between [bɪˈtwiːn] *prep* между
big [bɪg] *a* большой; высокий
bird [bɜːd] *n* птица
bit [bɪt] *n* кусок, отрывок
bite [baɪt] **(bit, bitten)** *v* кусать; *n* укус
black [blæk] *a* черный
blackboard [ˈblækbɔːd] *n* классная доска
blank [blæŋk] *a* пустой, чистый; неисписанный *(о бумаге)*
blue [bluː] *a* голубой
boast [bəʊst] *v* хвастать
bomb [bɒm] *n* бомба
bookcase [ˈbʊkkeɪs] *n* книжный шкаф
bookshelf [ˈbʊkʃelf] *n* книжная полка *(pl* **bookshelves***)*
born [bɔːn] *a:* **be born** родиться
both [bəʊθ] *pron* оба
both ... and и... и
bottle [ˈbɒtl] *n* бутылка
bottom [ˈbɒtəm] *n* дно; *a* нижний
bought [bɔːt] *см.* **buy**

box [bɒks] *n* ящик
branch [brɑːntʃ] *n* ветка
brave [breɪv] *a* храбрый, смелый
bravely [ˈbreɪvlɪ] *adv* храбро
break [breɪk] **(broke, broken)** *v* разбивать
breakfast [ˈbrekfəst] *n* завтрак
breath [breθ] *n* дыхание
bright [braɪt] *a* яркий, ясный, светлый; *adv* ярко
bring [brɪŋ] **(brought)** *v* приносить, приводить
broad [brɔːd] *a* широкий
broken [ˈbrəʊkən] *см.* **break**
brother [ˈbrʌðə] *n* брат
brought [brɔːt] *см.* **bring**
business [ˈbɪznɪs] *n* дело, предприятие
busy [ˈbɪzɪ] *a* занятой
keep busy занять (кого-л.)
but [bʌt] *cj* однако
buy [baɪ] **(bought)** *v* покупать

C

cake [keɪk] *n* пирожное
call [kɔːl] *v* звать, называть, обращаться
call back откликнуться
call up звонить по телефону
came [keɪm] *см.* **come**
camera [ˈkæm(ə)rə] *n зд.* телевизионная камера
can [kæn] **(could)** *v* мочь, быть в состоянии
candy [ˈkændɪ] *n* конфеты
cap [kæp] *n* шапка, кепка, фуражка
captain [ˈkæptɪn] *n* капитан
car [kɑː] *n* автомобиль; вагон
card [kɑːd] *n* карта *(игральная)*; карточка
card index картотека
care [keə] *v* заботиться
take care (of) заботиться (о ком-л.)
career [kəˈrɪə] *n* карьера
careful [ˈkeəf(ə)l] *a* осторожный, внимательный
carpet [ˈkɑːpɪt] *n* ковер
carry [ˈkærɪ] *v* нести
carry away уносить
carry off уносить, увозить
castle [ˈkɑːs(ə)l] *n* замок
cat [kæt] *n* кошка
catch [kætʃ] **(caught)** *v* поймать, схватить
caught [kɔːt] *см.* **catch**
cave [keɪv] *n* пещера; логово *(дракона)*
cent [sent] *n* цент (= 0,01 доллара)
centre [ˈsentə] *n* центр
century [ˈsentʃərɪ] *n* век, столетие
chalk [tʃɔːk] *n* мел
chance [tʃɑːns] *n* шанс, возможность
change [tʃeɪndʒ] *n* перемена, изменение; *v* менять(ся); делать пересадку
chapter [ˈtʃæptə] *n* глава
character [ˈkærɪktə] *n лит.* герой, персонаж книги
cheek [tʃiːk] *n* щека
cheer [tʃɪə] *v* ободрять; выкрикивать одобрительные приветствия, кричать ура и т. д.

cheese [tʃi:z] *n* сыр
chess [tʃes] *n* шахматы
child [tʃaɪld] *n* дитя, ребенок *(pl* **children***)*
children [ˈtʃɪldrən] *см.* **child**
chorus [ˈkɔ:rəs] *n* хор
circle [ˈsɜ:k(ə)l] *n* круг
claw [klɔ:] *n* коготь, лапа с когтями
clean [kli:n] *a* чистый, аккуратный; *v* чистить, мыть *(окна)*
clever [ˈklevə] *a* умный
climb [klaɪm] *v* подниматься, карабкаться
clock [klɒk] *n* часы *(стенные, башенные)*
close [kləʊs] *v* закрывать(ся)
clothes [kləʊ(ð)z] *n pl* платье, одежда
cloud [klaʊd] *n* облако
coat [kəʊt] *n* пальто, пиджак, сюртук
coffee [ˈkɒfɪ] *n* кофе
coin [kɔɪn] *n* монета
college [ˈkɒlɪdʒ] *n* колледж, высшее учебное заведение
colour [ˈkʌlə] *n* цвет
coloured [ˈkʌləd] *a* окрашенный
come [kʌm](**came, come**) *v* приходить, прибывать
come along пойдем!
come back возвращаться
come in входить; прибывать *(о поезде)*
come on ну, живей
come true сбываться *(о желании)*
come up подходить
comic [ˈkɒmɪk] *a* комический, смешной
company [ˈkʌmpənɪ] *n* компания
concert [ˈkɒnsət] *n* концерт
conductor [kənˈdʌktə] *n* проводник *(вагона)*
congratulate [kənˈgrætjʊleɪt] *v* поздравлять
conservatory [kənˈsɜ:vət(ə)rɪ] *n* консерватория
continue [kənˈtɪnju:] *v* продолжать
control [kənˈtrəʊl] *v* контролировать; сдерживать
control oneself сдерживать себя
corner [ˈkɔ:nə] *n* угол; отдел *(в газете)*
corridor [ˈkɒrɪdɔ:] *n* коридор
cough [kɒf] *v* кашлять; *n* кашель
give a cough кашлянуть
could [kʊd] *см.* **can**
count [kaʊnt] *v* считать
country [ˈkʌntrɪ] *n* страна; деревня, сельская местность
courage [ˈkʌrɪdʒ] *n* смелость, храбрость
course [kɔ:s] : **of course** конечно
cover [ˈkʌvə] *v* покрывать; *n* переплет, обложка *(книги)*
cream [kri:m] *n* крем
critic [ˈkrɪtɪk] *n* критик
crowd [kraʊd] *n* толпа
cry [kraɪ] *v* кричать, плакать; *n* крик
cry out восклицать
crystal [ˈkrɪstl] *n* кристалл, хрусталь; *a* кристальный, хрустальный
cup [kʌp] *n* чашка
cut [kʌt] **(cut)** *v* резать, подрезать

D

daddy [ˈdædɪ] *n* папочка
dance [dɑ:ns] *v* танцевать
dancer [ˈdɑ:nsə] *n* танцор
danger [ˈdeɪndʒə] *n* опасность
dangerous [ˈdeɪndʒərəs] *a* опасный
dark [dɑ:k] *a* темный, мрачный
date [deɪt] *n* дата
day [deɪ] *n* день
dead [ded] *a* мертвый
be dead умереть
dear [dɪə] *a* дорогой
decide [dɪˈsaɪd] *v* решить
defend [dɪˈfend] *v* защищать
desk [desk] *n* письменный стол; парта
did [dɪd] *см.* **do**
die [daɪ] *v* умирать
diet [ˈdaɪət] *n* диета, режим питания
different [ˈdɪf(ə)rənt] *a* разный, различный
difficult [ˈdɪfɪk(ə)lt] *a* трудный
dignity [ˈdɪgnɪtɪ] *n* достоинство
dinner [ˈdɪnə] *n* обед
direction [d(a)ɪˈrekʃ(ə)n] *n* направление
director [d(a)ɪˈrektə] *n* директор
disappear [ˌdɪsəˈpɪə] *v* исчезать
discover [dɪsˈkʌvə] *v* узнавать, открывать, обнаруживать
dismiss [dɪsˈmɪs] *v* увольнять
disorder [dɪsˈɔ:də] *n* беспорядок
divide [dɪˈvaɪd] *v* делить
do [du:] **(did, done)** *v* делать, выполнять
dog [dɒg] *n* собака
done [dʌn] *см.* **do**
door [dɔ:] *n* дверь
doorway [ˈdɔ:weɪ] *n* дверной проем, вход в помещение
in the doorway в дверях
down [daʊn] *adv* вниз, внизу
dragon [ˈdrægən] *n* дракон
drank [dræŋk] *см.* **drink**
draw [drɔ:] **(drew, drawn)** *v* тащить
draw out вытащить
dreadful [ˈdredf(ə)l] *a* ужасный, отвратительный
dream [dri:m] *n* сон; *v* видеть сон; мечтать
dress [dres] *n* платье; *v* одевать(ся)
drink [drɪŋk] **(drank, drunk)** *v* пить
drive [draɪv] **(drove, driven)** *v* ехать; вести *(машину, поезд)*
driveway [ˈdraɪvweɪ] *n* дорога, шоссе
drop [drɒp] *v* уронить
drove [drəʊv] *см.* **drive**
dry [draɪ] *a* сухой
during [ˈdjʊərɪŋ] *prep* в течение, во время

E

each [i:tʃ] *pron* каждый
each other друг друга
ear [ɪə] *n* ухо
early [ˈɜ:lɪ] *adv* рано; *a* ранний
earn [ɜ:n] *v* зарабатывать
easy [ˈi:zɪ] *a* легкий
eat [i:t] **(ate, eaten)** *v* есть, съесть
eaten [ˈi:tn] *см.* **eat**
egg [eg] *n* яйцо

either [ˈaɪðə] *adv* тоже, также *(в отрицат. предлож.)*
elephant [ˈelɪfənt] *n* слон
else [els] *pron* другой; *adv* еще, кроме
empty [ˈemptɪ] *a* пустой; свободный *(о месте)*
end [end] *n* конец
  in the end в конце концов
ending [ˈendɪŋ] *n* конец, окончание
energetic [ˌenəˈdʒetɪk] *a* энергичный
engineer [ˌendʒɪˈnɪə] *n* инженер; машинист *(поезда)*
enjoy [ɪnˈdʒɔɪ] *v* наслаждаться
enough [ɪˈnʌf] *adv* достаточно
enter [ˈentə] *v* входить
et cetera [etˈset(ə)rə] и так далее, и прочее
even [ˈi:v(ə)n] *adv* даже
evening [ˈi:vnɪŋ] *n* вечер
ever [ˈevə] *adv* когда-нибудь, когда-либо; всегда; когда бы то ни было
  for ever навсегда
everybody [ˈevrɪbɒdɪ] *pron* каждый, все
everyone [ˈevrɪwʌn] = **everybody**
everywhere [ˈevrɪweə] *adv* всюду, везде
excellent [ˈeks(ə)lənt] *a* отличный, превосходный
exciting [ɪkˈsaɪtɪŋ] *a* волнующий, захватывающий
explain [ɪkˈspleɪn] *v* объяснять
explore [ɪkˈsplɔ:] *v* исследовать, изучать
eye [aɪ] *n* глаз

F

face [feɪs] *n* лицо; морда *(дракона)*; фасад *(дома)*
fairy-land [ˈfe(ə)rɪlænd] *n* сказочная, волшебная страна
fairy-tale [ˈfe(ə)rɪteɪl] *n* сказка
fall [fɔ:l] **(fell, fallen)** *v* падать
  fall asleep засыпать
family [ˈfæm(ə)lɪ] *n* семья
famous [ˈfeɪməs] *a* знаменитый, известный
far [fɑ:] *a* дальний, далекий; *adv* далеко
farther [ˈfɑ:ðə] *adv* дальше *(сравнит. степень от* **far***)*
fast [fɑ:st] *adv* быстро
fat [fæt] *a* толстый; жирный
father [ˈfɑ:ðə] *n* отец
favour [ˈfeɪvə] *n* одолжение
favourite [ˈfeɪv(ə)rɪt] *a* любимый
feel [fi:l] **(felt)** *v* чувствовать
  feel sorry сожалеть
feet [fi:t] *см.* **foot**
fell [fel] *см.* **fall**
felt [felt] *см.* **feel**
few [fju:] *a* мало
  a few несколько
field [fi:ld] *n* поле
fight [faɪt] **(fought)** *v* драться, бороться; *n* битва, драка
figure [ˈfɪgə] *n* фигура
fill [fɪl] **(up)** *v* наполнить, заполнить
find [faɪnd] **(found)** *v* находить
  find oneself оказаться, очутиться
  find out обнаружить, узнать

fine-looking [ˈfaɪn ˈlʊkɪŋ] *a* привлекательный
finger [ˈfɪŋgə] *n* палец
finish [ˈfɪnɪʃ] *v* кончать
first [fɜ:st] *num* первый; *adv* сперва, сначала, впервые
  at first сначала
  first of all прежде всего
fish [fɪʃ] *n* рыба
fist [fɪst] *n* кулак
flame [fleɪm] *n* пламя
flew [flu:] *см.* **fly**
floor [flɔ:] *n* пол
flower [ˈflaʊə] *n* цветок
fly [flaɪ] **(flew, flown)** *v* летать
follow [ˈfɒləʊ] *v* следовать, идти за
food [fu:d] *n* пища
foot [fʊt] *n* фут; нога *(ступня) (pl* **feet***)*
football [ˈfʊtbɔ:l] *n* футбол
for [fɔ:] *prep* для, за, на, в течение; *cj* ибо, так как, потому что
forehead [ˈfɒrɪd, ˈfɔ:hed] *n* лоб
forget [fəˈget] **(forgot, forgotten)** *v* забывать
form [fɔ:m] *n* силуэт, очертания
forth [fɔ:θ] *adv* вперед
  back and forth взад и вперед, туда и сюда
forward [ˈfɔ:wəd] *adv* вперед
fox [fɒks] *n* лисица
free [fri:] *a* свободный
friend [frend] *n* друг
friendly [ˈfrendlɪ] *a* дружеский, дружелюбный
fright [fraɪt] *n* страх, испуг
frighten [ˈfraɪtn] *v* пугать
frightened [ˈfraɪtnd] *a* испуганный

from [frɒm] *prep* от, из, с
front [frʌnt] *n* фасад, передняя сторона; *a* передний
  in front (of) перед
fruit [fru:t] *n* фрукты
full [fʊl] *a* полный
funny [ˈfʌnɪ] *a* забавный, смешной
future [ˈfju:tʃə] *n* будущее

G

gallop [ˈgæləp] *v* скакать галопом
game [geɪm] *n* игра, развлечение
garden [ˈgɑ:dn] *n* сад
gate [geɪt] *n* калитка
gather [ˈgæðə] *v* собирать(ся)
gave [geɪv] *см.* **give**
geese [gi:s] *см.* **goose**
gentleman [ˈdʒentlmən] *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
giant [ˈdʒaɪənt] *n* великан
give [gɪv] **(gave, given)** *v* давать

give up отказываться; сдаваться
given [ˈgɪv(ə)n] *см.* **give**
glad [glæd] *a predic* довольный
be glad радоваться
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 [ˈgəʊtskɪn] *n* козья шкура
gold [gəʊld] *n* золото; *a* золотой
goldfish [ˈgəʊldˌfɪʃ] *n* золотая рыбка
gone [gɒn] *см.* **go**
good [gʊd] **(better, best)** *a* хороший; *n* добро, толк
be good at быть сильным, хорошо разбираться (в чем-л.)
good-bye [gʊdˈbaɪ] *int* до свидания
good-night [ˈgʊdˈnaɪt] *int* спокойной ночи
goose [guːs] *n* гусь (*pl* **geese**)
grab [græb] *v* схватить
grade [greɪd] *n* класс *(в школе)*
grammar [ˈgræmə] *n* грамматика
gramophone [ˈgræməfəʊn] *n* патефон
grandfather [ˈgrænd ˌfɑːðə] *n* дедушка
grandmother [ˈgræn ˌmʌðə] *n* бабушка
Grannie [ˈgrænɪ] *n ласк.* бабушка, бабуля
grass [grɑːs] *n* трава
great [greɪt] *a* великий
green [griːn] *a* зеленый
greet [griːt] *v* приветствовать
ground [graʊnd] *n* земля, почва
group [gruːp] *n* группа
grow [grəʊ] **(grew, grown)** *v* расти; становиться
grow tired уставать
grown up [ˌgrəʊnˈʌp] *a* взрослый
guess [ges] *v* догадываться

H

had [hæd] *см.* **have**
hair [heə] *n* волосы
half [hɑːf] *n* половина
half-back [ˈhɑːfbæk] *n спорт.* полузащитник
hall [hɔːl] *n* передняя, зал, вестибюль
hand [hænd] *n* рука *(кисть)*
handkerchief [ˈhæŋkətʃɪf] *n* носовой платок
handle [ˈhændl] *n* ручка, рукоятка
handsome [ˈhæns(ə)m] *a* красивый
hang [hæŋ] **(hung)** *v* висеть, вешать
hang up повесить телефонную трубку
happen [ˈhæpən] *v* случаться, происходить
happy [ˈhæpɪ] *a* счастливый

hard [hɑːd] *a* твердый, жесткий, тяжелый; *adv* тяжело, усиленно; напряженно
hasten [ˈheɪs(ə)n] *v* спешить, торопиться
hat [hæt] *n* шляпа
hate [heɪt] *v* ненавидеть
have [hæv] **(had)** *v* иметь; получать; *(с инф.)* быть вынужденным (что-л. сделать)
head [hed] *n* голова; глава
hear [hɪə] **(heard)** *v* слышать, услышать
heavens [ˈhev(ə)nz] *n* небеса **Good Heavens!** о боже! силы небесные!
held [held] *см.* **hold**
help [help] *v* помогать; *n* помощь
here [hɪə] *adv* сюда, здесь; вот
hero [ˈhɪ(ə)rəʊ] *n* герой
herself [(h)əˈself] *pron* себе, себя, сама
hesitate [ˈhezɪteɪt] *v* колебаться
hid [hɪd] *см.* **hide**
hidden [hɪdn] *см.* **hide**
hide [haɪd] **(hid, hidden)** *v* прятать(ся)
high [haɪ] *a* высокий
hill [hɪl] *n* холм, пригорок
himself [(h)ɪmˈself] *pron* себе, себя, сам
hiss [hɪs] *v* шипеть
hit[1] [hɪt] **(hit)** *v* ударить
hit[2] *n* самое успешное выступление, «гвоздь» (программы)
hold [həʊld] **(held)** *v* держать, удерживать
hold out протянуть, вытянуть
home [həʊm] *n* дом
honest [ˈɒnɪst] *a* честный
honour [ˈɒnə] *n* честь
hope [həʊp] *n* надежда; *v* надеяться
horrible [ˈhɒrəb(ə)l] *a* ужасный
horror [ˈhɒrə] *n* ужас
horse [hɔːs] *n* лошадь
horseback [ˈhɔːsbæk] : **on horseback** верхом на коне
hour [ˈaʊə] *n* час
house [haʊs] *n* дом
housewife [ˈhaʊswaɪf] *n* домашняя хозяйка
how [haʊ] *adv* как
human [ˈhjuːmən] *a* человеческий
hundred [ˈhʌndrəd] *num* сто
hung [hʌŋ] *см.* **hang**
hunt [hʌnt] *v* охотиться
hurrah [hʊˈrɑː] *int* ура!
hurt [hɜːt] *v* причинять боль; обижать
husband [ˈhʌzbənd] *n* муж
hush [hʌʃ] *int* тише! тсс!

I

idea [aɪˈdɪə] *n* мысль, понятие
idiot [ˈɪdɪət] *n* идиот
if [ɪf] *cj* если
ill [ɪl] *a* больной
important [ɪmˈpɔːt(ə)nt] *a* важный
in [ɪn] *prep* в, внутри; через
inside [ɪnˈsaɪd] *adv* внутри, внутрь
instead [ɪnˈsted] *adv* вместо этого, взамен
interest [ˈɪntrɪst] *n* интерес

interesting [ˈɪntrɪstɪŋ] *a* интересный
interval [ˈɪntəv(ə)l] *n* перерыв, промежуток
into [ˈɪntu:] *prep* в, внутрь
invisible [ɪnˈvɪzəb(ə)l] *a* невидимый
invite [ˈɪnvaɪt] *v* приглашать
island [ˈaɪlənd] *n* остров

J

jacket [ˈdʒækɪt] *n* куртка, жакет; шкура животного
jar [dʒɑ:] *n* кувшин
jigsaw puzzle [ˈdʒɪgsɔ:ˌpʌz(ə)l] *n* игра-головоломка
job [dʒɒb] *n* работа
join [dʒɔɪn] *v* соединить(ся)
  join hands браться за руки
joke [dʒəʊk] *n* шутка
  make jokes шутить
juggle [ˈdʒʌg(ə)l] *v* жонглировать
juggler [ˈdʒʌglə] *n* жонглер
jump [dʒʌmp] *v* прыгать
just [dʒʌst] *adv* только что, как раз; именно; *разг.* просто
justice [ˈdʒʌstɪs] *n* правосудие, справедливость

K

keep [ki:p] **(kept)** держать, удерживать, сохранять; соблюдать; содержать
  keep back удерживать
kept [kept] *см.* **keep**
kid [kɪd] *n* ребенок, малыш *(разг.)*
kidnap [ˈkɪdnæp] *v* украсть, похитить *(обычно ребенка)*
kidnapper [ˈkɪdnæpə] *n* похититель детей
kill [kɪl] *v* убить
kind[1] [kaɪnd] *n* вид, род, тип
kind[2] *a* добрый
kiss [kɪs] *v* целовать
  kiss good-bye целовать на прощанье
kitchen [ˈkɪtʃɪn] *n* кухня
kitten [ˈkɪtn] *n* котенок
knee [ni:] *n* колено
knew [nju:] *см.* **know**
knight [naɪt] *n* рыцарь
knit [nɪt] *v* вязать
  knitting needle [ˈnɪtɪŋˌni:dl] вязальная спица
know [nəʊ] **(knew, known)** *v* знать, узнавать, понимать
knowledge [ˈnɒlɪdʒ] *n* знание
known [nəʊn] *см.* **know**

L

lady [ˈleɪdɪ] *n* дама
lake [leɪk] *n* озеро
lamp [læmp] *n* лампа
land [lænd] *n* земля, страна; *v* приземляться
landlady [ˈlænˌleɪdɪ] *n* квартирная хозяйка
large [la:dʒ] *a* большой
last[1] [lɑ:st] *a* последний, прошлый
  at last наконец
  last night вчера вечером
last[2] *v* продолжаться
late [leɪt] *a* поздний; *adv* поздно

laugh [lɑ:f] *v* смеяться
lawn [lɔ:n] *n* лужайка, газон
lay [leɪ] *см.* **lie**
lead [li:d] **(led)** *v* вести (за собой)
learn [lɜ:n] **(learnt)** *v* учить(ся), узнавать
least [li:st] *adv:* **at least** по крайней мере
leave [li:v] **(left)** *v* уходить; покидать, оставлять
led [led] *см.* **lead**
left[1] [left] *см.* **leave**
left[2] *a* левый; *adv* налево
less [les] *adv* менее, меньше
lesson [ˈlesn] *n* урок
lest [lest] *cj* чтобы не, как бы не
let [let] **(let)** *v* давать, позволять
  let me дайте-ка я
  let out выпускать
  let us давай(те)
letter [ˈletə] *n* буква; письмо
librarian [laɪˈbreərɪən] *n* библиотекарь
library [ˈlaɪbr(ə)rɪ] *n* библиотека
lie [laɪ] **(lay, lain)** *v* лежать
life [laɪf] *n* жизнь
light[1] [laɪt] *n* свет; *a* светлый
light[2] **(lit)** *v* зажигать
like[1] [laɪk] *v* любить, нравиться
like[2] *a* похожий, подобный; *adv* подобно, как
  look like быть похожим; выглядеть как
line[1] [laɪn] *n* очередь; *v* **(up)** выстраиваться в очередь
line[2] *n* строка
liquid [ˈlɪkwɪd] *n* жидкость
listen [ˈlɪs(ə)n] *v* слушать, прислушиваться
lit [lɪt] *см.* **light**
little [ˈlɪtl] *a* маленький; *adv* немного, мало
  a little немного
live [lɪv] *v* жить
living [ˈlɪvɪŋ] *n* средства к существованию
living-room [ˈlɪvɪŋru:m] *n* столовая; общая комната
locomotive [ˈləʊkəˌməʊtɪv] *n* локомотив, паровоз
long [lɒŋ] *a* длинный; *adv* долго
  long ago много времени тому назад, давно
look [lʊk] *v* смотреть; выглядеть
  look after заботиться
  look around оглядеть(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**; *a* потерянный, пропавший
  get lost сбиться с пути, заблудиться
lot [lɒt] *n* : **a lot of** много, масса
loud [laʊd] *a* громкий
loudly [ˈlaʊdlɪ] *adv* громко
love [lʌv] *n* любовь; *v* любить
low [ləʊ] *a* низкий; тихий *(о голосе)*; *adv* низко
  in a low voice тихо, вполголоса

M

mad [mæd] *a* сумасшедший
made [meɪd] *см.* **make**
magic [ˈmædʒɪk] *n* волшебный; *n* волшебство; чары
magician [məˈdʒɪʃ(ə)n] *n* маг, волшебник, фокусник
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 [ˈmæn] *n* человек, мужчина
many [ˈmenɪ] *a* много, многие
map [mæp] *n* карта *(географическая)*
mark [mɑ:k] *v* отмечать; *n* отметка
marry [ˈmærɪ] *v* выйти замуж, жениться
match [mætʃ] *n* спичка
material [məˈtɪ(ə)rɪəl] *n* материал
matter [ˈmætə] *n* дело
  it doesn't matter неважно
  what is the matter? в чем дело?
may [meɪ] *v* мочь
maybe [ˈmeɪbɪ] *adv* может быть
mean[1] [mi:n] **(meant)** *v* значить, означать; иметь в виду, хотеть сказать
mean[2] *a* низкий, подлый, злой, нехороший
meat [mi:t] *n* мясо
medicine [ˈmeds(ə)n] *n* лекарство
meet [mi:t] **(met)** *v* встречать(ся)
  make ends meet сводить концы с концами
member [ˈmembə] *n* член
mention [ˈmenʃ(ə)n] *v* упоминать
  don't mention it не стоит, пожалуйста
met [met] *см.* **meet**
metal [ˈmetl] *n* металл
metallic [mɪˈtælɪk] *a* металлический
mice [maɪs] *см.* **mouse**
microphone [ˈmaɪkrəfəʊn] *n* микрофон
middle [ˈmɪdl] *n* середина
  in the middle посередине
mile [maɪl] *n* миля
mind [maɪnd] *n* ум, рассудок
  make up one's mind решить(ся)
minute [ˈmɪnɪt] *n* минута
mist [mɪst] *n* туман
mistake [mɪˈsteɪk] *n* ошибка
model [ˈmɒdl] *n* модель, образец
moment [ˈməʊmənt] *n* момент, мгновение
Monday [ˈmʌndɪ] *n* понедельник
money [ˈmʌnɪ] *n* деньги
more [mɔ:] *adv* более, еще *(сравнит. степень от* **much, many***)*
morning [ˈmɔ:nɪŋ] *n* утро
most [məʊst] *adv* больше всего *(превосходн. степень от* **much, many***)*
  most of all больше всего
mostly [ˈməʊstlɪ] *adv* большей частью, главным образом
mother [ˈmʌðə] *n* мать
mountain [ˈmaʊntɪn] *n* гора

mouse [maʊs] *n* мышь *(pl* **mice***)*
mouth[1] [maʊθ] *n* рот
mouth[2] *n* вход *(в пещеру)*
move [mu:v] *v* двигать(ся), передвигать(ся)
  move over подвинуться
much [mʌtʃ] *adv* много; очень; гораздо *(при сравнении)*
mud [mʌd] *n* грязь
  mud cakes куличи из песка
music [ˈmju:zɪk] *n* музыка
musketeer [ˌmʌskɪˈtɪə] *n* мушкетер
must [mʌst] *v* должен, должна, должно, должны
myself [maɪˈself] *pron* сам, себя, себе

N

name [neɪm] *n* имя, фамилия; название; *v* называть
nasty [ˈnɑ:stɪ] *a* отвратительный, мерзкий
nature [ˈneɪtʃə] *n* натура, природа
near [nɪə] *prep, adv* близко, около, рядом; *a* близкий
need [ni:d] *v* нуждаться
needle [ˈni:dl] *n* иголка
  knitting needle спица
needlework [ˈni:dlwɜ:k] *n* шитье; рукоделие
neighbour [ˈneɪbə] *n* сосед
never [ˈnevə] *adv* никогда
next [nekst] *a* следующий; соседний; *adv* рядом; дальше
nice [naɪs] *a* милый, славный, хороший, приятный
nickel [ˈnɪk(ə)l] *n* монета в 5 центов (= 0,05 доллара)
night [naɪt] *n* ночь
nobody [ˈnəʊbədɪ] *pron* никто
nod [nɒd] *v* кивать *(головой)*
noise [nɔɪz] *n* шум
nonsense [ˈnɒns(ə)ns] *n* бессмыслица, чепуха, ерунда
nose [nəʊz] *n* нос
nothing [ˈnʌθɪŋ] *pron* ничто, ничего
notice [ˈnəʊtɪs] *v* замечать
now [naʊ] *adv* теперь, сейчас
number [ˈnʌmbə] *n* номер

O

off [ɒf] *adv* долой, прочь, от; *prep* с, от; *передает значение отделения, удаления*
office [ˈɒfɪs] *n* учреждение, контора
often [ˈɒf(t)ən] *adv* часто
oh [əʊ] *int* о, ах, ой
oil [ɔɪl] *n* керосин
old [əʊld] *a* старый
old-fashioned [ˌəʊld ˈfæʃ(ə)nd] *a* устаревший, старомодный
once [wʌns] *adv* однажды, когда-то, некогда
  at once сразу, тотчас же, одновременно
only [ˈəʊnlɪ] *adv* только; **(the)** *a* единственный
open [ˈəʊpən] *v* открывать(ся), раскрывать(ся); *a* открытый, раскрытый
or [ɔ:] *cj* или

order [ˈɔ:də] *n* порядок; приказание; *v* приказывать, заказывать
other [ˈʌðə] *a* другой
out (of) [ˈaʊtəv] *prep* из; *adv* вне, наружу
outside [aʊtˈsaɪd] *adv* снаружи, на улице
on the outside по виду
oven [ˈʌv(ə)n] *n* печь
over [ˈəʊvə] *prep* над, выше, по; по всей поверхности; *adv* указывает на окончание действия
be over окончиться
own [əʊn] *a* собственный

P

page [peɪdʒ] *n* страница
paid [peɪd] *см.* **pay**
pair [peə] *n* пара
pale [peɪl] *a* бледный
panic [ˈpænɪk] *n* паника
paper [ˈpeɪpə] *n* бумага; газета *(сокр. от* **newspaper***)*; *a* бумажный
paragraph [ˈpærəgrɑ:f] *n* параграф; газетная заметка
parents [ˈpe(ə)rənts] *n* родители
part [pɑ:t] *n* часть; участие; роль; *v* расстаться
take part (in) принимать участие (в чем-л.)
pass [pɑ:s] *v* проходить, проезжать (мимо)
passenger [ˈpæsɪndʒə] *n* пассажир
past[1] [pɑ:st] *n* прошлое; прошедшее (время)
past[2] *adv, prep* мимо
pay [peɪ] **(paid)** *v* платить, заплатить
pay attention обращать внимание
payment [ˈpeɪmənt] *n* уплата, платеж, взнос
pencil [ˈpens(ə)l] *n* карандаш
people [ˈpi:p(ə)l] *n* люди, народ
perhaps [pəˈhæps] *adv* может быть, возможно
permission [pəˈmɪʃ(ə)n] *n* разрешение
person [ˈpɜ:s(ə)n] *n* человек, лицо
phone [fəʊn] = **telephone** *v* звонить по телефону
physics [ˈfɪzɪks] *n* физика
pick up [ˈpɪkˈʌp] *v* поднять *(с земли);* подхватить *(на руки)*
picture [ˈpɪktʃə] *n* картинка, иллюстрация
piece [pi:s] *n* кусок
pile [paɪl] *n* куча; стопка *(книг)*
pin [pɪn] *n* булавка
pity [ˈpɪtɪ] *n* жалость, сожаление
what a pity какая жалость
place [pleɪs] *n* место
plain [pleɪn] *n* равнина
plan [plæn] *n* план; *v* планировать
platform [ˈplætfɔ:m] *n* платформа, перрон
play [pleɪ] *v* играть; *n* игра; пьеса
pleasant [ˈplez(ə)nt] *a* приятный, милый, славный; *adv* приятно
please [pli:z] *adv* пожалуйста, будьте добры; *v* доставлять удовольствие, угождать
pleasure [ˈpleʒə] *n* удовольствие
pocket [ˈpɒkɪt] *n* карман

poem [ˈpəʊɪm] *n* стихотворение
poet [ˈpəʊɪt] *n* поэт
point [pɔɪnt] *v* указывать
polite [pəˈlaɪt] *a* вежливый
pool [pu:l] *n* пруд, омут, заводь
poor-looking [ˈpʊəlʊkɪŋ] *a* бедный на вид
porch [pɔ:tʃ] *n* крыльцо; веранда *(амер.)*
post [pəʊst] *n* пост
powder [ˈpaʊdə] *n* порошок
power [ˈpaʊə] *n* сила, власть
practise [ˈpræktɪs] *v* упражняться, практиковать(ся)
prairie [ˈpre(ə)rɪ] *n* прерия, степь
prepare [prɪˈpeə] *v* приготовить
present [ˈprez(ə)nt] *a* настоящий, нынешний; *n* настоящее (время)
be present присутствовать
pride [praɪd] *n* гордость, самолюбие
prince [prɪns] *n* принц
princess [prɪnˈses] *n* принцесса
problem [ˈprɒbləm] *n* проблема, задача
profession [prəˈfeʃ(ə)n] *n* профессия
program [ˈprəʊgræm] *n* программа
protest [ˈprəʊtest] *n* протест
proud [praʊd] *a* гордый
be proud гордиться
public [ˈpʌblɪk] *a* публичный, общественный; *n* публика, зрители
pull [pʊl] *v* тащить, дергать
pull oneself together взять себя в руки
punish [ˈpʌnɪʃ] *v* наказывать
pupil [ˈpju:p(ə)l] *n* ученик
purple [ˈpɜ:p(ə)l] *a* лиловый, багровый
push [pʊʃ] *v* толкать
push open распахнуть
put [pʊt] **(put)** *v* положить, поставить
put down спустить
put out протянуть; потушить *(огонь)*

Q

quarrel [ˈkwɒrəl] *v* ссориться; *n* ссора
quartet [kwɔ:ˈtet] *n* квартет
question [ˈkwestʃ(ə)n] *n* вопрос
quick [kwɪk] *a* быстрый; *adv* живой
quickly [ˈkwɪklɪ] *adv* быстро
quick-tempered [ˌkwɪkˈtempəd] *a* горячий, вспыльчивый
quiet [ˈkwaɪət] *a* тихий
quietly [ˈkwaɪətlɪ] *adv* тихо
quite [kwaɪt] *adv* совсем, совершенно

R

rabbit [ˈræbɪt] *n* кролик
radio [ˈreɪdɪəʊ] *n* радио
railroad [ˈreɪlrəʊd] *n* железная дорога *(амер.)*
raise [reɪz] *v* поднимать
ran [ræn] *см.* **run**
rang [ræŋ] *см.* **ring**
read [ri:d] **(read)** *v* читать

reader [ˈriːdə] *n* читатель
ready [ˈredɪ] *a* готовый
  get ready приготовить(ся)
real [rɪəl] *a* настоящий, реальный
really [ˈrɪ(ə)lɪ] *a* действительно, по-настоящему, на самом деле
recess [rɪˈses] *n* большая перемена в школе *(амер.)*
recognize [ˈrekəgnaɪz] *v* узнавать, признавать
record [ˈrekɔːd] *n* пластинка
red [red] *a* красный
rehearsal [rɪˈhɜːs(ə)l] *n* репетиция
rehearse [rɪˈhɜːs] *v* репетировать
remain [rɪˈmeɪn] *v* оставаться
remember [rɪˈmembə] *v* помнить; вспоминать
repeat [rɪˈpiːt] *v* повторить
rest[1] [rest] *n* остаток, остальная часть
rest[2] *n* отдых; *v* отдыхать, покоиться
return [rɪˈtɜːn] *v* вернуть(ся); *n* возвращение
  return ticket обратный билет
rich [rɪtʃ] *a* богатый
ride [raɪd] **(rode, ridden)** *v* ехать *(в поезде)*; скакать *(на лошади)*
right [raɪt] *a* правый; правильный; нужный, подходящий; *adv* правильно, верно
  be all right быть в порядке
  be right быть правым
  that's right верно, правильно
ring[1] [rɪŋ] *n* кольцо
ring[2] **(rang, rung)** *v* звонить
rise [raɪz] **(rose, risen)** *v* подниматься
river [ˈrɪvə] *n* река
road [rəʊd] *n* дорога
roar [rɔː] *v* реветь, орать
rode [rəʊd] *см.* **ride**
roof [ruːf] *n* крыша
room [ruːm] *n* комната
rose [rəʊz] *см.* **rise**
round [raʊnd] *adv* вокруг; *a* круглый
row [rəʊ] *n* ряд
rub [rʌb] *v* потереть
  rub off стереть
ruin [ˈruːɪn] *v* разрушать, губить; (по)гибнуть
rule [ruːl] *n* правило; *v* править, управлять
ruler [ˈruːlə] *n* правитель; линейка
run [rʌn] **(ran, run)** *v* бегать, бежать
  run about бегать взад и вперед, резвиться
rush [rʌʃ] *v* броситься

S

sad [sæd] *a* грустный, печальный
sadly [ˈsædlɪ] *adv* грустно, печально
safe [seɪf] *a* безопасный, благополучный
safely [ˈseɪflɪ] *adv* благополучно
said [sed] *см.* **say**
sale [seɪl] *n* продажа
salt [sɔːlt] *n* соль
same [seɪm] *a, pron* тот же самый, одинаковый, один и тот же, такой же
sang [sæŋ] *см.* **sing**
sat [sæt] *см.* **sit**

Saturday [ˈsætədɪ] *n* суббота
save [seɪv] *v* спасать
  save up экономить, копить
saw [sɔː] *см.* **see**
say [seɪ] **(said)** *v* говорить, сказать; гласить *(о надписи)*
scale [skeɪl] *n* чешуйка; чешуя
school [skuːl] *n* школа
schoolgirl [ˈskuːlgɜːl] *n* школьница
schoolhouse [ˈskuːlhaʊs] *n* школьное здание
schoolwork [ˈskuːlwɜːk] *n* учеба
scream [skriːm] *v* визжать; орать
screen [skriːn] *n* экран; кино
sea [siː] *n* море
seat [siːt] *n* место, сиденье
second[1] [ˈsekənd] *n* секунда
second[2] *a* второй
secretary [ˈsekrət(ə)rɪ] *n* секретарь
section [ˈsekʃ(ə)n] *n* секция, отделение
see [siː] **(saw, seen)** *v* видеть
  I see понимаю, ясно, понятно
seem [siːm] *v* казаться
seen [siːn] *см.* **see**
seventy [ˈsev(ə)ntɪ] *num* семьдесят
several [ˈsev(ə)rəl] *pron* несколько
shake [ʃeɪk] **(shook, shaken)** *v* трясти(сь), качать(ся)
  shake hands пожать друг другу руки
shame [ʃeɪm] *n* стыд, позор
shelf [ʃelf] *n* полка
shine [ʃaɪn] **(shone)** *v* сиять, блестеть
shirt [ʃɜːt] *n* рубашка
shone [ʃəʊn] *см.* **shine**
shook [ʃʊk] *см.* **shake**
shop [ʃɒp] *n* магазин
short [ʃɔːt] *a* короткий, небольшой
should [ʃʊd] *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**
shrink [ʃrɪŋk] **(shrank, shrunk)** *v* сокращать(ся); уменьшать(ся); съежиться
shudder [ˈʃʌdə] *v* содрогнуться
sick [sɪk] *a* больной
  I'm sick (of) мне надоело
side [saɪd] *n* сторона; склон *(горы)*
sidewalk [ˈsaɪdwɔːk] *n* тротуар *(амер.)*
sign [saɪn] *n* надпись, вывеска; дорожный знак
silence [ˈsaɪləns] *n* молчание, тишина; молчать! *(приказание)*
silent [ˈsaɪlənt] *a* молчаливый
  be silent молчать
silk [sɪlk] *n* шелк
simple [ˈsɪmp(ə)l] *a* простой
since [sɪns] *adv* с тех пор; *cj* с тех пор как
sing [sɪŋ] **(sang, sung)** *v* петь
singer [ˈsɪŋə] *n* певец
sir [sɜː, sə] *n* сэр, сударь *(часто почтительное обращение младшего к старшему)*
sister [ˈsɪstə] *n* сестра
sit [sɪt] **(sat)** *v* сидеть; стоять *(о книге)*
sketch [sketʃ] *n театр.* скетч, короткая пьеса

skirt [skɜ:t] *n* юбка
sky [skaɪ] *n* небо
sleep [sli:p] **(slept)** *v* спать; *n* сон
sleigh [sleɪ] *n* сани
sleigh-bell [ˈsleɪˌbel] *n* бубенчик
sleigh-ride [ˈsleɪˈraɪd] *n* прогулка на санях
slow [sləʊ] *a* медленный
slow! тихий ход, осторожно
slowly [ˈsləʊlɪ] *adv* медленно
small [smɔ:l] *a* маленький, небольшой
smell [smel] *n* запах
smile [smaɪl] *v* улыбаться; *n* улыбка
smoke [sməʊk] *n* дым
snap [snæp] *v* щелкать *(зубами)*
sneeze [sni:z] *v* чихать
snow [snəʊ] *n* снег
snowball [ˈsnəʊbɔ:l] *n* снежок
solo [ˈsəʊləʊ] *n* соло, сольный номер
some [sʌm] *pron* несколько, некоторое количество
somebody [ˈsʌmbədɪ] *pron* кто-то; кто-нибудь
somehow [ˈsʌmhaʊ] *adv* почему-то, как-то
something [ˈsʌmθɪŋ] *pron* что-то, нечто, что-нибудь
sometimes [ˈsʌmtaɪmz] *adv* иногда
song [sɒŋ] *n* песня
soon [su:n] *adv* скоро, вскоре
as soon as как только
sorry [ˈsɒrɪ] *a predic* огорченный
be sorry for somebody жалеть кого-л.
I am sorry мне очень жаль, простите
sound [saʊnd] *n* звук
space [speɪs] *n* пространство
outer space космос
speed [spi:d] *n* скорость
spell [spel] *v* правильно писать слово; произносить слово по буквам
spelling [ˈspelɪŋ] *n* правописание, орфография
spelling-book [ˈspelɪŋbʊk] *n* сборник упражнений по правописанию
spend [spend] **(spent)** *v* тратить; проводить *(время)*
spoil [spɔɪl] *v* портить
spot [spɒt] *n* место; пятно
stable [ˈsteɪb(ə)l] *n* конюшня
stage [steɪdʒ] *n* сцена
stamp [stæmp] *v* проштамповать, поставить штамп
stand [stænd] **(stood)** *v* стоять; выдержать, вытерпеть
standard [ˈstændəd] *a* стандартный, обыкновенный, обычный
star [stɑ:] *n* звезда; знаменитый артист
stare [steə] *v* пристально смотреть; таращить глаза
start [stɑ:t] *v* начинать(ся), отправляться, трогаться с места; *n* начало
station [ˈsteɪʃ(ə)n] *n* станция
stay [steɪ] *v* находиться, оставаться
steady [ˈstedɪ] *int* осторожно, спокойно
steal [sti:l] **(stole, stolen)** *v* красть, украсть

step [step] *n* ступенька; шаг; *v* шагать, идти
sternly [ˈstɜ:nlɪ] *adv* строго, сурово
stick¹ [stɪk] **(stuck)** *v* слипаться, прилипать
get stuck застрять
stick² **(stuck)** *v* втыкать; уколоть
still [stɪl] *adv* (все) еще, все-таки
stolen [ˈstəʊlən] *см.* **steal**
stone [stəʊn] *n* камень; *a* каменный
stood [stʊd] *см.* **stand**
stop [stɒp] *v* переставать, прекращать(ся), останавливать(ся)
stop short остановиться сразу, внезапно
store [stɔ:] *n* магазин *(амер.)*
storm [stɔ:m] *n* буря, буран
story [ˈstɔ:rɪ] *n* история, рассказ, предание, сказка
strange [streɪndʒ] *a* странный, удивительный; чужой
strange-looking [ˈstreɪndʒˌlʊkɪŋ] *a* странный на вид
strangely [ˈstreɪndʒlɪ] *adv* странно
straw [strɔ:] *n* соломинка
street [stri:t] *n* улица
strike [straɪk] **(struck)** *v* ударить
strike a match зажигать спичку
strong [strɒŋ] *a* сильный
struck [strʌk] *см.* **strike**
struggle [ˈstrʌg(ə)l] *v* бороться, биться
stuck [stʌk] *см.* **stick**
studio [ˈstju:dɪəʊ] *n* студия; телестудия
success [səkˈses] *n* успех
such [sʌtʃ] *a* такой
such ... as такой ... как
sudden [ˈsʌd(ə)n] *a* внезапный
suddenly [ˈsʌd(ə)nlɪ] *adv* вдруг, внезапно
suit [s(j)u:t] *n* костюм
summer [ˈsʌmə] *n* лето
sun [sʌn] *n* солнце
Sunday [ˈsʌndɪ] *n* воскресенье
sung [sʌŋ] *см.* **sing**
supper [ˈsʌpə] *n* ужин
sure [ʃʊə] *a* уверенный
be sure быть уверенным
surprise [səˈpraɪz] *v* удивлять, поражать; *n* удивление
be surprised удивиться
sway [sweɪ] *v* качаться, покачиваться
sword [sɔ:d] *n* меч

T

table [ˈteɪb(ə)l] *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 place происходить
take turns делать что-л. по очереди, сменяться
taken [ˈteɪkən] *см.* **take**
talisman [ˈtælɪzmən] *n* талисман
tall [tɔ:l] *a* высокий
taste [teɪst] *n* вкус; *v* иметь вкус
taste nice быть вкусным

taught [tɔ:t] *см.* **teach**
teach [ti:tʃ] **(taught)** *v* преподавать, учить
team [ti:m] *n* команда *(спортивная)*
tear [teə] **(tore, torn)** *v* рвать
tear [tɪə] *n* слеза
teeth [ti:θ] *см.* **tooth**
telephone [ˈtelɪfəʊn] *n* телефон
television [ˈtelɪˌvɪʒ(ə)n] *n* телевидение
tell [tel] **(told)** *v* сказать; рассказывать, сообщать
temper [ˈtempə] *n* нрав, характер
terrible [ˈterəb(ə)l] *a* ужасный
terribly [ˈterəblɪ] *adv* ужасно
than [ðæn] *cj* чем *(при сравнении)*
thank [θæŋk] *v* благодарить
  thank you! спасибо!
that [ðæt] *pron* тот, та, то; *cj* что
their [ðeə] *pron* их
them [ðem] *pron* их, им
themselves [ðəmˈselvz] *pron* себя, себе
then [ðen] *adv* тогда, потом, затем; в таком случае
there [ðeə] *adv* там
these [ði:z] *pron pl* эти
thick [θɪk] *a* 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; тот
those [ðəʊz] *pron pl* те
thought [θɔ:t] *n* мысль; *см.* **think**
thousand [ˈθaʊz(ə)nd] *num* тысяча
threw [θru:] *см.* **throw**
through [θru:] *prep* через, сквозь, по
throw [θrəʊ] **(threw, thrown)** *v* бросать, швырять: плеснуть
thumb [θʌm] *n* большой палец (руки)
ticket [ˈtɪkɪt] *n* билет
tie [taɪ] *n* галстук
tight [taɪt] *a* тесный, крепкий; *adv* крепко
till [tɪl] *cj* до тех пор пока; *prep* до
time [taɪm] *n* время; раз
  in time вовремя
  on time по расписанию
  this time на этот раз
title [ˈtaɪtl] *a* титульный *(лист)*
today [təˈdeɪ] *adv* сегодня
together [təˈgeðə] *adv* вместе
told [təʊld] *см.* **tell**
tomboy [ˈtɒmbɔɪ] *n* девчонка-сорванец
tomorrow [təˈmɒrəʊ] *adv* завтра
too[1] [tu:] *adv* слишком
too[2] *adv* также
took [tʊk] *см.* **take**
top [tɒp] *n* верхушка; *a* верхний
torn [tɔ:n] *см.* **tear**[1]
  torn-out вырванный
touch [tʌtʃ] *v* трогать, прикасаться
town [taʊn] *n* город
train [treɪn] *n* поезд
transform [trænsˈfɔ:m] *v* превращать, трансформировать
transformation [ˌtrænsfəˈmeɪʃ(ə)n] *n* превращение, трансформация
trap [træp] *n* люк
  trap door опускная дверь
travel [ˈtræv(ə)l] *v* путешествовать
tree [tri:] *n* дерево
trick [trɪk] *n* трюк, фокус

  do tricks показывать фокусы
trouble [ˈtrʌb(ə)l] *n* беда, неприятность
  get into trouble попасть в беду
true [tru:] *a* верный, правильный
  come true осуществиться
truthfully [ˈtru:θf(ə)lɪ] *adv* правдиво
try [traɪ] *v* пытаться, стараться, пробовать; испытывать
turn[1] [tɜ:n] *n* очередь
  in turn по очереди
turn[2] *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
T. V. [ˈti:ˈvi:] = **television**
T. V. set [ˈti:ˈvi:ˈset] *n* телевизор
twice [twaɪs] *adv* дважды
two [tu:] *num* два

U

umbrella [ʌmˈbrelə] *n* зонт
understand [ˌʌndəˈstænd] **(understood)** *v* понимать
unhappily [ʌnˈhæpɪlɪ] *adv* несчастливо; убитым голосом
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
us [ʌs] *pron* нам, нас
use [ju:z] *v* употреблять, использовать, пускать в ход; [ju:s] *n* польза, толк
  be of use быть полезным
usually [ˈju:ʒʊəlɪ] *adv* обычно

V

vanish [ˈvænɪʃ] *v* исчезать
vaudeville [ˈvəʊdəvɪl] *n* эстрадное представление *(амер.)*
vegetables [ˈvedʒ(ɪ)təb(ə)lz] *n pl* овощи
vegetarian [ˌvedʒɪˈte(ə)rɪən] *n* вегетарианец *(человек, питающийся овощами)*
very [ˈverɪ] *adv* очень
  very much очень
village [ˈvɪlɪdʒ] *n* деревня
visible [ˈvɪzəb(ə)l] *a* видимый
visitor [ˈvɪzɪtə] *n* посетитель, гость
voice [vɔɪs] *n* голос

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 [ˈwɒnd(ə)rə] *n* странник, странствующий рыцарь
want [wɒnt] *v* хотеть
warm [wɔ:m] *a* теплый
was [wɒz] *см.* **be**
wash [wɒʃ] *v* мыть(ся)
watch[1] [wɒtʃ] *n* часы
watch[2] *v* наблюдать, следить
water [ˈwɔ:tə] *n* вода
wave [weɪv] *v* махать
way [weɪ] *n* путь, дорога; способ, манера
weak [wi:k] *a* слабый
wear [weə] **(wore, worn)** *v* носить (одежду); быть одетым в
weather [ˈweðə] *n* погода
week [wi:k] *n* неделя
welcome [ˈwelkəm] *n* приветствие; *v* приветствовать; *int* добро пожаловать *(обращение)*
well[1] [wel] *adv* хорошо; *a* здоровый
be well быть здоровым
well[2] *int* ладно, ну, итак, ну что же
were [wɜ:] *см.* **be**
West [west] *n* запад
what [wɒt] *pron* что, что такое; то, что; какой
when [wen] *adv, cj* когда
where [weə] *adv, cj* где; куда
which [wɪtʃ] *pron* который, какой
while [waɪl] *cj* пока, в то время как; тогда как
whisper [ˈwɪspə] *v* шептать; *n* шепот
whistle [ˈwɪs(ə)l] *n* свисток; *v* свистеть
white [waɪt] *a* белый
whole [həʊl] *a* целый, весь
whose [hu:z] *pron* чей
why [waɪ] *adv* почему
wicked [ˈwɪkɪd] *a* злой, нехороший, испорченный
wild [waɪld] *a* дикий
wind [wɪnd] *n* ветер
window [ˈwɪndəʊ] *n* окно
window-sill [ˈwɪndəʊsɪl] *n* подоконник
wing [wɪŋ] *n* крыло
wink [wɪŋk] *v* подмигнуть
wish [wɪʃ] *n* желание; *v* желать
wishing ring [ˈwɪʃɪŋ ˌrɪŋ] *n* волшебное кольцо (кольцо, исполняющее желания)
witch [wɪtʃ] *n* ведьма, колдунья
with [wɪð] *prep* с
without [wɪˈðaʊt] *prep* без
wizard [ˈwɪzəd] *n* колдун, чародей
woke [wəʊk] *см.* **wake**
woman [ˈwʊmən] *n* женщина
wonderful [ˈwʌndəf(ə)l] *a* удивительный, замечательный
wonderfully [ˈwʌndəf(ə)lɪ] *adv* замечательно, удивительно
wood [wʊd] *n* лесок, роща
wooden [ˈwʊdn] *a* деревянный
word [wɜ:d] *n* слово
wore [wɔ:] *см.* **wear**
work [wɜ:k] *v* работать; действовать; *n* работа
world [wɜ:ld] *n* мир
worried [ˈwʌrɪd] *a* озабоченный, обеспокоенный
worry [ˈwʌrɪ] *v* беспокоиться, тревожиться

worse [wɜ:s] *a* хуже *(сравнит. степень от* **bad***)*
would [wʊd] *вспомогат. глагол; служит для образования условного наклонения*
write [raɪt] **(wrote, written)** *v* писать
writer [ˈraɪtə] *n* писатель
wrong [rɒŋ] *a* неправильный, ошибочный
be wrong ошибаться
go wrong разладиться
wrote [rəʊt] *см.* **write**

Y

yard [jɑ:d] *n* двор
year [jɪə, jɜ:] *n* год
yesterday [ˈjestədɪ] *adv* вчера
yet [jet] *adv* еще, до сих пор
you [ju:] *pron* ты, вы
young [jʌŋ] *a* молодой
yourself [jɔ:ˈself] *pron* себя, сам, сами

Произношение имен действующих лиц

Abbie [ˈæbɪ]
Barnaby [ˈbɑ:nəbɪ]
Carl Ingoldsby [ˈkɑ:l ˈɪŋgəldzbɪ]
Clarence Oleson [ˈklærəns ˈəʊlsn]
Formsby [ˈfɔ:mzbɪ]
Fredericka [ˌfredəˈri:kə]
John [dʒɒn]
Miss Downs [ˈmɪs ˈdaʊnz]
Mrs. Funk [ˈmɪsɪz ˈfʌŋk]
Oswaldo [ɒzˈwældəʊ]
Susan [ˈsu:z(ə)n]

Contents

Seven-Day Magic • 3

1. The Children Take a Book at the Library 5
2. The Magic Begins 11
3. The Dragon 17
4. Fredericka and the Dragon 25
5. Mrs. Funk Fights the Dragon 31
6. A Baby or a Man 39
7. In the Train 47
8. Oh, Baby, Baby! 53
9. Young Grannie 60
10. The Rehearsal 70
11. Did the Magic Work against Them? 78
12. The Magic Works for Them, Not against Them 83
13. The Last Day of Magic 90
14. The Last Adventure 100

Activities • 105

Vocabulary 176
Произношение имен действующих лиц 199

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