

# English

## АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие  
для 5 класса учреждений,  
обеспечивающих получение  
общего среднего образования,  
с русским языком обучения  
с повышенным уровнем  
изучения иностранного языка

С аудиоприложением (CD)

*Допущено  
Министерством образования  
Республики Беларусь*

5  
класс

Минск  
«Аверсэв»  
2012

УДК 811.111(075.3=161.1)  
ББК 81.2Англ-922  
А64

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**А64** **Английский язык** : учеб. пособие для 5 класса учреждений, обеспечивающих получение общ. сред. образования, с рус. яз. обучения с повыш. уровнем изучения иностр. яз. / Н. В. Юхнель [и др.]. — Минск : Аверсэв, 2012. — 286 с. : ил. — 1CD.

ISBN 978-985-529-566-3

ISBN 978-985-529-567-0 (CD)

Данное пособие состоит из двух частей («Student's Book 1» и «Student's Book 2») с аудиоприложением на CD-диске и является составной частью учебно-методического комплекса «Magic Tour» для 5 класса, в который также входят рабочая тетрадь и книга для учителя.

УДК 811.111(075.3=161.1)

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МАГІСТРАЦЫЯ

# Student's Book 1

# UNIT 1

## SUMMER MAGIC

### LESSON 1. Welcome to Our Magic Tour



#### SPEAKING

1. a) There are nine 'stops' on our magic tour. Look through the textbook. Complete the list of 'stops'. 1st – Summer Magic, 2nd – A Zoo in My ...  
b) Which is the most interesting one for you? Why?
2. There are three main characters in the textbook.  
a) Look at their photos. What can you say about these children?



Vasilyok



Rosie



Nick

- b) What questions can you ask to get more information about the children? Use the words in the bubbles for help.

WHO?

WHERE  
FROM?

WHAT?

NAME?

BIRTHDAY?

HOW OLD?

**LISTENING**

3. In summer the boys went to an international summer camp. They had an interview there and filled in registration forms.

- a) Look through the registration form. Find the other way to say
- how old you are,
  - when your birthday is,
  - what your address is.



b) Listen to their interviews. Fill in the registration form for the boys.

**INDIVIDUAL REGISTRATION FORM**

- |   |                             |
|---|-----------------------------|
| 1. FIRST NAME <i>Vasilyok</i>                 | 2. SURNAME <i>Grinevich</i> |
| 3. DATE OF BIRTH _____                        | 4. AGE _____                |
| 5. NATIONALITY _____                          | 6. COUNTRY _____            |
| 7. CONTACT ADDRESS (in capital letters) _____ |                             |
| 8. POST CODE _____                            | 9. PHONE No. _____          |
| 10. OTHER INFORMATION _____                   |                             |

c) Check the information with your classmates.

**GRAMMAR**

4. Listen again to some of the questions and answers from the interview.

- 1) What verbs are used in the sentences?
- 2) All these verb forms have one infinitive. What is it?





## SPEAKING

## 5. Play the game in groups.

a) Write one of each these things on a slip of paper.

- a name
- a place
- an age
- a job

b) Put the pieces of paper in four piles (names, jobs, places, ages).



c) Choose one piece of paper from each pile. Now you've got a new name, age, home country and a job. Ask questions about the other people and answer questions about yourself.

**Example:** A: *What's your name?*

B: *Cristina.*

A: *What's your job?*

B: *I'm a teacher.*

A: *Where are you from?*

B: *I'm from Poland.*

A: *How old are you?*

B: *I'm five.*

d) Have fun introducing the people in your group to your classmates.

**Example:** *This is Cristina. She's a teacher from Poland and she's five.*

6. a) Prepare a list of questions. Use the interview in the camp and the bubbles below to get more information.



b) Interview your teacher.

7. a) You work in an international summer camp. Interview a new boy / girl. Fill in the registration form for him / her.

b) Change roles.

# LESSON 2.

# A Camp Day



## VOCABULARY

1. Listen to the cassette. Match the descriptions with the pictures.



2. a) Read the names of the camps. Which of them is in Poland, which – in the USA?

1. WISCONSIN INTERNATIONAL SUMMER CAMP

2. PULAWY INTERNATIONAL SUMMER CAMP

b) Look through the programmes for the two camps (A and B). Match the camp names and the programmes.

Day	Morning	Afternoon	Evening
Sunday	Swimming	Board games	Singing
Monday	Hiking	Hiking	Films <b>A</b>
Tuesday	Ball games	Working in the garden	Disco & concert
Wednesday	Map reading	Forest walk	Picnic
Thursday	Fishing	Cooking (Polish food)	Board games
Friday	Swimming	Ball games	Camp fire
Saturday	Making presents	Visitors	Disco & concert

Day	Morning	Afternoon	Evening
Sunday	Swimming	Hiking	Putting up tents
Monday	Swimming	Board games	Ball games
Tuesday	Wisconsin parks	Fishing	American songs
Wednesday	Map reading	Mountain climbing	Mountain camp
Thursday	Lake trip	Board games	Sport games
Friday	Mountain walk	Drawing	Evening fishing
Saturday	Town trip	Favourite books	Camp fire

c) Would you like to go to the Polish camp or to the American camp? Why?

3. Play a guessing game in pairs. Choose a camp. Say what the children are doing. Let your classmates guess what day of the week it is.

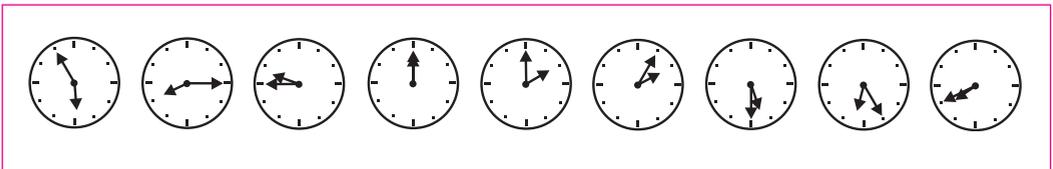
Example: S1: *The American camp. The children are swimming.* – S2: *It's Sunday morning.* – S1: *Well done! Your turn.*



LISTENING

4. a) Look at the clock and say what time it is now.

Example: *It's five to six in the morning.*



in the morning

in the afternoon

in the evening

b) Look through the time-table of the Polish camp. What day of the week is it in the camp? Use the camp programme for help.



c) Listen to the camp radio announcement. Look at the time-table. Fill in the missing times.

TIME-TABLE	
1. 7:45	Getting up
2. ???	Breakfast
3. 9:15	Clean-up time
4. 9:45	Fishing
5. ???	Lunch
6. 13:15	Sleeping time
7. 15:15	Cooking Polish food
8. ???	Dinner
9. 18:15	Board games
10. ???	Bedtime

5. Work in pairs. Look at the clock. Ask your partner what time it is now and what children in the camp are doing. Use the information from ex. 4.

Example: *What time is it now? – It's two o'clock in the afternoon.  
What are the children doing now? – They are sleeping now.*

07:35

08:45

10:00

11:25

13:00

14:05

15:15

17:45

18:40



## GRAMMAR

6. Fill in the Present Continuous box in your grammar chart.



## SPEAKING

7. In groups, decide on three or four camp activities that you like. Prepare a mime for each activity. Let your classmates from other groups guess.

Example: – *What am I doing? – You're putting up a tent.*

hiking camp fire put up tents trip board games

# LESSON 3. Summer Camps Are Always Fun



## PRONUNCIATION

1. a) Listen to the chant. Stamp the stressed syllables.



b) Listen and repeat. Learn the chant.

If you want to have a test,  
Camps in summer are the best.  
You can jump and swim and run.  
Summer camps are always fun.



If you want to have some rest,  
Swinging hammocks are the best.  
You can think or sleep or read,  
Summer camps are all you need.

c) What else do children do in summer camps?

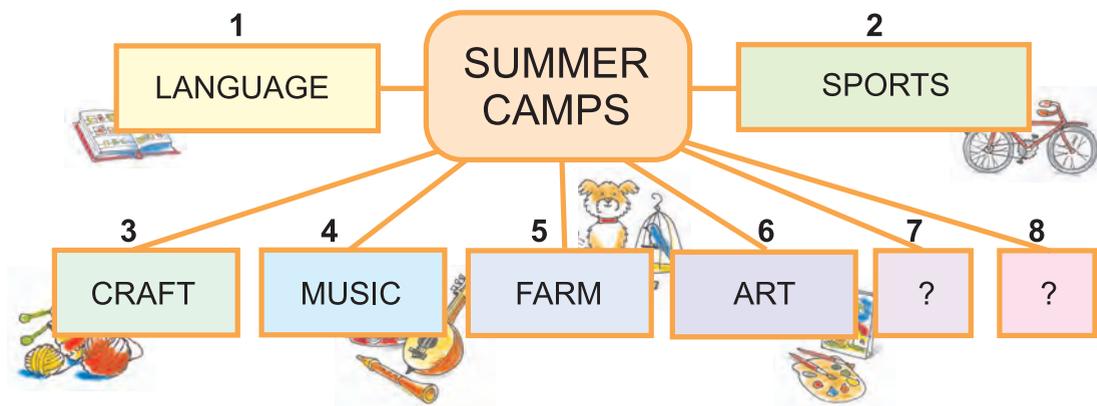


## VOCABULARY

2. a) Look at the diagram with names of summer camps. Say what other camps children can go to in summer.

b) Match the descriptions of the camps with their names in the diagram.

Example: A – 6



- A. Summer camp for those who like drawing. Beautiful nature. Drawing in the open air every day with professional painters.
- B. Summer camp for animal lovers. Life on a farm. Feeding animals.
- C. International camp for those who like English. English classes every day with teachers from Britain and the USA.
- D. Summer camp for children who like music, singing and dancing. Folk and pop music.
- E. Summer camp for those who like making things from wood, plastic, paper, metal and plasticine.



## LISTENING

3. Vasilyok learned about the summer camp in Poland from an advertisement in a newspaper (p. 14). Read and say what it tells us about.



4. a) Listen to Vasilyok speaking with Barbara. Does Barbara want to go to the camp?

language

✱ **INTERNATIONAL SUMMER CAMP IN PULAWY** ✱

A ONE-MONTH SUMMER CAMP FOR CHILDREN AGED 10–12 FROM ITALY, GERMANY, FRANCE, BELARUS and RUSSIA

**WHEN ?**

In summer, from the first Sunday in July

DAY HIKES, DAY TRIPS, SWIMMING, LANGUAGE GAMES, SPEAKING ENGLISH, SPORT AND BOARD GAMES, SINGING SONGS, POLISH FOOD

**WHAT ?**

b) Vasilyok made two mistakes when he was telling Barbara about the camp in Pulawy. Listen again and find the mistakes.

c) Use the bubbles to complete the questions.

d) Here are some lines from their conversation. Read and check yourselves.

- When does it begin?
- On the first Saturday in July.
- Well, and what do children do in a language camp?
- Lots of things. They have two English classes a day, they eat English food and have a lot of fun.

**G GRAMMAR**



5. Fill in the Present Simple box in your grammar chart.

6. a) In pairs unscramble the questions on the card the teacher has given you.

b) Check with another pair.

c) Work with your partner. Ask and answer the questions from the card.

**SPEAKING**

7. a) In pairs make your own advertisement for a summer camp. Use ex. 3 for help.

b) Change pairs. Invite your new partner to your summer camp.

# LESSON 4. Fairy Tales Around the Camp Fire



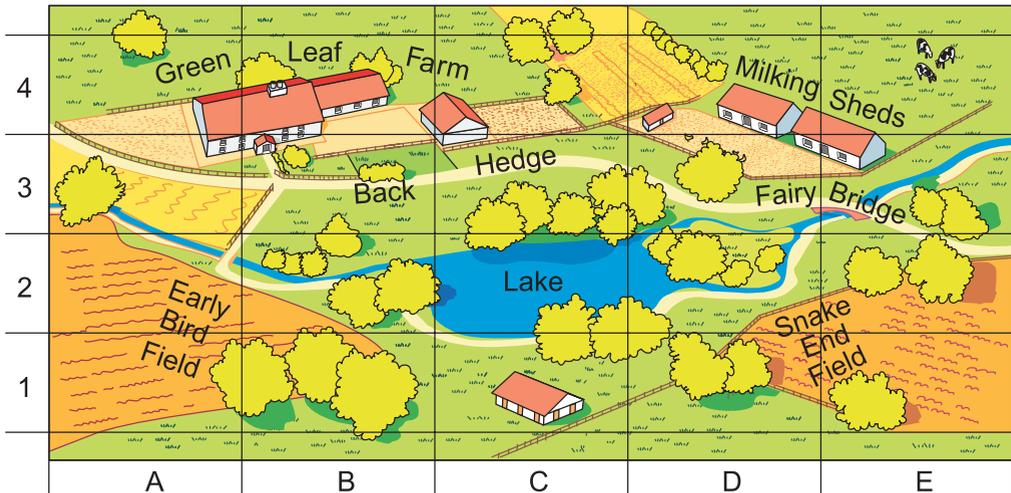
## READING

1. Look at the picture.  
What is the boy shouting?  
What does the man want to do?



1. Save
2. Shout

2. a) Look at the map. What are the coordinates of the lake?  
b) Read the text. In pairs fill in the missing words using coordinates.  
c) Get ready to answer the teacher's questions.



The evening is dark and warm. The children are sitting around a nice big camp fire. It is late, but nobody wants to go to bed. They want to hear a fairy tale from Brenda. "When I was seven I used to spend summer on a farm (C4) with my cousin Jane. One day we got up (A2) and saw

Mr. (C3) (D4) cows. After breakfast we went to the (C2) to feed geese. We saw a small green (B4) in the lake.

On the leaf was a little (A4) (D3). Jane caught the (E2) of the leaf and pulled it to the bank of the lake. “Oh, thank you”, the fairy said. She told us her story.

“I live under the (E3) and I stepped on the leaf to take some water. One end of the leaf was on the bridge, and the other one on the bank of the river, but a clumsy (неуклюжая) (D2) swam up and pushed the leaf into the water. I got down to the lake where you saved me. Thank you very much. I’ll never forget you.” “We’ll take you (B3) to your home,” I said and off we went with the fairy sitting in my hand. “You’re so kind,” said the fairy when we came up to the bridge, “that I want to give you both a holiday present”. She clapped her hands and we were as small as the fairy.

She clapped her hands again and a (B2) flew down and sat beside her.

“This is my friend. Her name is Polly. She will fly you round the farm on her back. When she lands, you must jump off quickly if you want to be big again. Have fun”, the fairy shouted to us as the bird began to fly, “and thank you for helping me.”



## GRAMMAR

3. a) Find all past verb forms in the text. Divide them into two groups. Why have you grouped them like this?



b) Put the *-ed* forms into three groups [ d ], [ t ], [ Id ]. Listen to the recording and check your answers.

[d]	[t]	[Id]
pulled	stepped	...

c) Match the verbs in list A with the Past Simple forms in list B.

## LIST A:

spend      get up      feed      go      fly  
 begin      say      swim      tell      catch      take

## LIST B:

caught      got up      spent      began  
 fed      flew      said  
 swam      told      went      took

4. a) Prepare five questions about the text.

**Example:** *Where did Brenda go after breakfast?*

b) In pairs ask your questions and answer your partner's.

5. a) Look at these three sentences. Which has a past form of the verb?

b) Fill in the Past Simple box in your grammar chart.

1. We went to the lake.
2. Did you go to the lake?
3. We didn't go to the lake.

Gr Focus



## SPEAKING

6. a) Write all the Past Simple verbs from the story up on the board. They should be in the order they appear in the text.

b) Work as a big group. Close the books. Tell the story about the fairy sentence by sentence using the verbs on the board.

c) Work in pairs. Tell the story to your partner. Change one fact. See if he / she can spot it.

save      shout

## LESSON 5.

## I Used to Be Nine ...

## G GRAMMAR

1. a) Listen to the chant and follow in the book.



b) Listen and repeat.

I used to be messy, but now I'm neat.  
 I used to like ice-cream, and candies, so sweet.  
 But now I'm clever, I eat only fruit,  
 And I no longer drop it on my Sunday suit.  
 I used to be afraid of spiders and mice,  
 But now I'm brave, though I don't like to fight.  
 I used to hate girls, but now we are friends.  
 I used to be nine, but now I'm ten.



c) Read the chant and answer the following questions.

1. Did the boy like ice-cream when he was nine? 2. Does he like it now? 3. Was he afraid of spiders and mice? 4. Is he afraid of them now?

d) Look at the pictures and say what you used to do when you were nine and what you do (not do) now.

Example: *When I was six I used to fight with my brother, but now we're friends.*

	NOW		NOW
I was six		I was six	
			

2. a) Look at Dani's picture. How old do you think she is in the picture? Where did she use to live? What kind of girl did she use to be? What did she use to do?

b) Read the text and check your predictions.

Hi, my name's Daniella. My friends call me Dani for short. I'm ten and I'm American. I live in New York, but when I was six I used to live on a farm in California with my parents and my sister. We used to have two horses. I wasn't afraid of them. They were nice and clever animals. In summer I used to ride a tricycle. I used to play hide-and-seek on the farm, but now I play leap-frog in the schoolyard.



I used to be afraid of water but now I go swimming in a swimming-pool. I used to go to school by bus, but now my mother takes me to school in a car. I used to ask my mum to help me with homework, but now I do it myself and help mother with housework. When I was six I used to fight with boys. Now we are friends. I used to go to my Granny's farm on holidays, but now I go to a summer camp.

3. a) Look through the chart. Do you remember what Dani used to be like when she was six? Copy the chart. Fill in the information about Dani.

Dani used to ...	But now she ...	Activity	I used to ...	But now I ...
live in California	lives in New York	live	live in Kiev	live in Minsk

b) Complete the chart with information about yourself.

c) Share information about changes in your life with your partner.

4. a) Play a guessing game. Write a sentence about changes in your life on a slip of paper.

**Example:** *When I was two I used to be afraid of dogs, but now I am very brave.*

- b) Put all the slips into a box. Choose one slip. Tell the class about the changes in your classmate's life. Don't say the classmate's name! Let the others guess.

When this girl was two, she used to be afraid of dogs, but now she is brave.



Is it Ann?



## WRITING

5. a) Write at least one sentence about changes. Use your imagination.

*I used to be a kitten, but now I'm a cat.  
I used to be a flower, but now I'm a garden.*

- b) Put all your sentences together and write them on the board. Read the poem.

used to      fight      be afraid of

## LESSON 6.

# When I Was a Child ...



### PRONUNCIATION

1. a) Read the poem. Work with a partner. Fill in the missing words from the boxes.

I used to dream of blue, blue ...  
I used to dream of ...  
I used to dream of flying ...  
I used to dream of ...

I used to dream of fairy ...  
Of dragons, kings and ...  
I used to dream of sunny ...  
Of warm and salty green ...

But all I want right now is a ...  
Who likes the things that I ...  
A good companion, helping ...  
Who's joyful, nice and kind ...

deserts  
sky  
kites  
presents

seas  
princes  
tales  
days

too  
friend  
do  
hand



b) Listen to the recording. Check your answers.

c) Listen and repeat.



### LISTENING



2. a) Listen to Dani's story about her life on a farm. Choose the best title for the story. Explain why this title is the best.

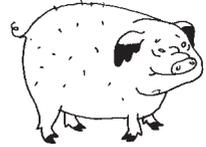
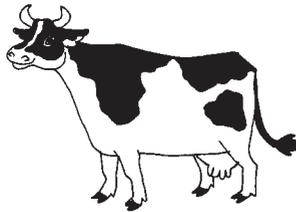
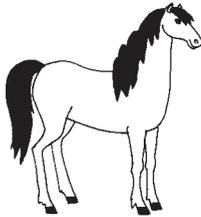
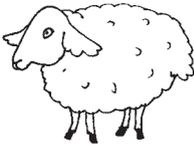
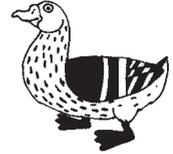
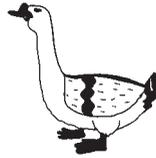
1. *Busy childhood*

2. *Childhood dreams*

3. *My favourite animals*

b) Listen to the text again. Look at the pictures. Ask your partner how many animals Dani used to have on the farm.

Example: *How many hens did Dani use to have?*



## READING

3. Do your parents tell you about their childhood? What do they tell you about it?  
 4. a) Read the conversation between Nick and his father. What kind of boy was Nick's Dad?

*N:* Dad, did you use to play computer games when you were my age?

*D:* We didn't have computers when I was your age. I used to read books and help my parents about the house.

*N:* Did you use to fight with other children?

*D:* No, I didn't. I used to be very friendly. I was an only child in the family, so I often stayed at home alone. I used to read in my room. I used to dream and do my homework. I never used to go out much. Every evening I used to study until I went to bed.

*N:* But Granny says you used to leave the house late at night to go swimming in the lake, and you used to steal apples from your friend's garden.

*D:* Sorry, son. It was long, long ago. I really don't remember all those things.

## b) Answer the questions.

1. Does Nick's Dad remember his childhood well?
2. Why do you think his father doesn't remember the bad things?
3. Do your parents remember about the bad things they used to do when they were your age?

## c) Act out the conversation between Nick and his father.



## SPEAKING

## 5. Imagine you are in the year 2030. Work in pairs.

You: a boy / a girl of ten-eleven.

Ask your Mum or Dad what their life was like 25 years ago.

Your classmate: the boy's / the girl's mother or father.

Say what you used to do when you were 10–11.

## 6. Take turns to show your childhood photos and talk about your childhood.



Look at me!  
I'm 3 in the photo. When I was three I used to play with my toys.



## WRITING

## 7. Look through the prompts. Write a few sentences about what you used to dream of / to do when you were younger. Use the poem in ex. 1 for help.

*I used to dream of...*

*I used to...*

*I used to dream...*

*But all I want right now is...*

## LESSON 7.

## What Are You Like?



## VOCABULARY

1. Read the description of the children. Say in one word what they are like. Use the words from the box.

**Example:** 1. *He thinks that the future is good. – He is optimistic.*

1. He thinks that the future is good. He is ... .
2. She is afraid to talk to people. She is ... .
3. He always tells other people what they must do. He is ... .
4. They help other people and make things better. They are ... .
5. He talks a lot. He is ... .
6. She has got a lot of friends. She is ... .
7. He likes sports. He is ... .
8. She makes a lot of noise in the lessons. She is ... .
9. He never panics. He is always quiet. He is ... .

*calm*

*friendly*

*talkative*

*sporty*

*shy*

*optimistic*

*helpful*

*noisy*

*bossy*

2. a) Look at the pictures. How old are the children? Where are they from?

b) Read the stories. Fill in the gaps with suitable adjectives from the box in ex. 1. What kind of children are they? What do they have in common?

*calm shy optimistic talkative*



Hello! My name's Barbara. I'm from Poland. I'll be twelve next June. I like pets. I've got two dogs, a cat and some fish. When I was very small, I used to play a lot. Now I like helping Mum. I think I'm very helpful. My teachers say that I'm \_\_\_1\_\_\_ because I shout a lot, but I think that I'm calm and shy. Last year I was at a farm camp and made a lot of friends. We are very \_\_\_2\_\_\_ and often write letters to each other. I'm going to a language camp next summer.

Hi! My name is Nick. I'm from Scotland. I'm ten. I like animals. My friends say that I am calm and friendly. I never used to fight with my classmates and I never fight with them now. I think I'm helpful, and optimistic. But my sister says that I'm \_\_\_3\_\_\_ because I always tell her and her friends what they must do. My Mum says I'm \_\_\_4\_\_\_ because I talk a lot. I also think that I'm sporty. Last year I was at a sports camp and I had a nice time there. My dream is to go to a language camp next summer.



**3. Match halves of the words in the chart to make adjectives. Write the words down. Are there any changes in spelling?**

talk	-ic	beauty	optimist	fun
-ative	sport	-y	help	-ly
friend	-ful	boss	noise	wonder



## SPEAKING

4. a) Fill in the questionnaire “What Are You Like?” Tick the right boxes.

WHAT ARE YOU LIKE?				
	<i>Very</i>	<i>Not very</i>	<i>Not at all</i>	<i>Classmates agree / disagree</i>
optimistic		✓		+
talkative	✓			-

b) Go around the classroom and check with your classmates. Put down  + if your classmates agree with you and  - if they don't agree with you.

**Example:** *You: I think I'm very talkative.*

*Your classmate: I agree with you. You are very talkative.*

*Or: I don't agree with you. You are not talkative at all.*

c) Report to the class what your friends think about you. Do you agree with them?

5. Play a guessing game.

**You:** describe one of your classmates.

**Your classmates:** guess who it is.

S1: It's a boy / girl.  
 Class: What's he / she like?  
 S1: He / She's very friendly.  
 S2: Is it ...?  
 S1: Yes, it's him / her. (To S2.)  
 Your turn.

sporty bossy helpful friendly noisy

## LESSON 8.

# Let's Go Hiking

### G GRAMMAR

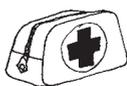
1. a) Read the words in the box and match them with the pictures.

b) Which of these things must you take and which of them should you take?

1. Tent 2. Backpack 3. Wellingtons 4. Torch 5. Waterproof jacket  
6. Compass 7. Matches 8. First-aid kit 9. Packed lunch 10. Trainers



A



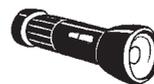
B



C



D



E



F



G



H



I



J

2. a) Read the leaflet on hiking and check your ideas.

### BEFORE YOUR HIKE



You should plan your hike very well. It's best to use a map. Your walk should be no more than four kilometres. If it's longer, you'll get tired. *Remember:* you must always have an adult (взрослый) with you and you must always tell someone about your route (маршрут). You must never go on a hike alone. Hiking makes you hungry and thirsty, so don't forget to take some food and drinking water. When on a hike, you should have a map, a compass, a torch and a first-aid kit with you. You should wear comfortable clothes.

In summer, a T-shirt and shorts will be fine but don't forget a waterproof jacket and wellingtons too. Strong shoes or trainers are OK, and you should never wear new shoes on a hike. The best way to carry things is in a backpack.

**DURING YOUR HIKE**



Children sometimes get lost on a hike. You must stay together with your group. You must never drink water from a river or a lake, or go swimming without an adult. Follow the countryside code: you mustn't make a camp fire in the forest, drop litter or cut down trees.

If you follow these tips and rules, you'll enjoy your hike.

b) Read the text again. Find in the text five tips and five rules for hiking. Fill in the chart.

Tips	Rules
You should .....	You must .....
You shouldn't .....	You mustn't .....

c) Which of the verbs in exercise 2b) express advice (совет) and which – rules (правила)?

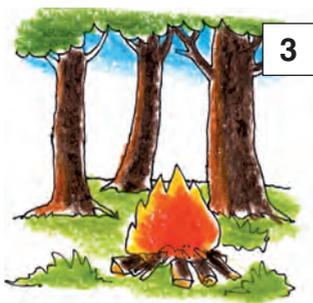
3. Look at the pictures. What would you say to the children – 'You shouldn't do that' or 'You mustn't do that!'?

1



2





## SPEAKING

4. a) Group work. You are travelling by bus in summer. Your bus stops in the middle of a thick forest. It can't move. The nearest village is 25 kilometres away across the forest. Look at the pictures of the things which are in the bus. How many kilograms can a boy or a girl of eleven carry on a 25 km march?

b) Discuss with your group what things you should take with you. Then make a list of them in order of importance.

**Example:** *I think we should take a tent.*

c) Present your decision to the class. Give your reason.

**Example:** *We think we must take a compass. We can lose our way without it.*



First-aid kit – 0.5 kg



Matches – 20 g



Backpack – 1.5 kg each



Soap – 100 g

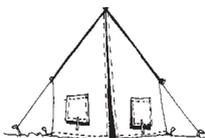


Waterproof jacket – 1 kg



Torch – 0.5 kg

Tent – 4 kg



Radio – 1.5 kg



Toothbrush – 20 g

**20 bottles of water – 20 kg**



Compass – 100 g



Lunch – 0.5 kg each



Penknife – 100 g

# LESSON 9. Good-bye, My Camp, Good-bye!



## PRONUNCIATION

1. a) Read the song “Good-bye, my camp!” Choose one word from each box to fill in the gap.



b) Listen to the song. Check your answers.

Four weeks ago we came here,  
Me and my friend, settled down.  
Now, me and my friend, we are leaving  
Going back to our cities and – (1) –.

clown  
brown  
towns



Good-bye, my friend, good-bye.  
Good-bye, my camp,  
Good-bye, my camp,  
Good-bye, my friend.

fun  
run  
son  
sun  
one

I hope we’ll meet again.  
We were so happy, so busy  
Thirty long days were such – (2)  
Saying good-bye isn’t easy.  
Thirty long days passed like one.

c) How do the children feel about leaving the camp? Why?

- A. They’re happy to leave the camp.  
B. They’re sorry to leave the camp.  
C. They’re both happy and sorry.



## LISTENING



2. a) On their last day in the camp children exchange their addresses. Listen to the conversation. Why is Vasilyok taking Nick’s address?

b) Listen to the conversation again. Write Nick's address. Use the envelope for help.

Name and surname	←	
House number and street name	←	
City with post code	←	
Country	←	



## SPEAKING

3. a) You want to send a letter to your friend in an English-speaking country. Isn't it a great idea to record your letter on a cassette? Prepare your letter. Use the notes below for help.

*Dear ...,*

*Thanks for your letter. I'm fine. How are things with you?*

*I'm .....*

*In summer I .....*

*I used to ....., but now I .....*

*I often / always / never / sometimes / .....*

*I like / don't like .....*

*Next summer I'll .....*

*I hope we'll meet again.*

*Bye, .....*

b) Work in pairs.

**You:** show your letter to your classmate; ask what you should add.

**Your partner:** says what your classmate should add.

**Example:** *I think you should tell your friend about your school.*

c) Record your letter. Use your classmate's advice.

# UNIT 2

## A ZOO IN MY SUITCASE

### LESSON 1.

### Faraway Places



#### LISTENING

 1. a) Nick is very proud today. His composition was the best. He is reading it to the class. Listen. What is his composition about?

b) Listen to Nick's composition again. What places and animals did he mention?

c) In the boxes below there are the names of animals and faraway places from the composition. Tell your partner the names of

- 1) places you know about,
- 2) places you don't know about,
- 3) animals you know about,
- 4) animals you don't know about.

elephants,  
giraffes,  
pandas,  
monkeys,  
kangaroos,  
koalas,  
cheetahs

Bora-Bora, Walla Walla, Singapore, Italy, Kyushu,  
Tahiti, Germany, France, China, Japan, Brazil, Spain,  
Scotland, Britain, India, Honolulu

2. a) Add more words to groups 1) and 3).

b) Which faraway places do you dream of?



## PRONUNCIATION

### 3. a) Listen and repeat.

China, Scotland, the Atlantic Ocean, Chile, Belarus, Great Britain, Brazil, Germany, Italy, Australia, the Indian Ocean, Africa, Asia, Europe, Kenya, North America, the USA, France, Russia, the Alps, South America, Tanzania, Canada, Japan, the Andes, Antarctica, Lithuania, the Himalayas, Latvia, Ukraine, Poland, Turkey, the Pacific Ocean, the Urals.

### b) Read out the names of

continents

countries

oceans

mountain ranges



## READING

### 4. a) Find the names of faraway places in the boxes on pages 33–34. Say where these places are.

**Example:** *Chile is in South America.*

b) In May Nick interviewed his classmates about their plans for the summer holidays. Here are the questions he asked: *Where would you like to go? Why?* Read their answers. Match the words and the places in the boxes. Complete the texts in the boxes. The first one is done for you.

**A**  
Ron: I've never been to the mountains. Now I'd like to go to Chile.

**B**  
Jane: I've never seen London. I'd like to go to ...

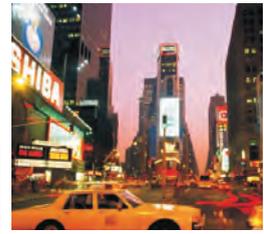
**C**  
Brenda: I've never visited my aunt in Krakow. I'd like to go to ...

**D**  
Sheila: I've never been to New York. I'd like to go to ...

Britain



America



South America



Poland



**E**

**Clare:** I've never seen the Black Sea. I'd like to go to ...

**F**

**Sue:** I've never travelled to Euro Disney. I'd like to go to ...

**G**

**Jack:** I've never been on safari. I'd like to go to ...

**H**

**Sam:** I've never seen a kangaroo. I'd like to go to ...

**Turkey****Africa****France****Australia****SPEAKING****5. Play the "Snowball" game.**

- Example:**
1. *I've never been to Kenya.*
  2. *I've never been to Kenya or France.*
  3. *I've never been to Kenya, France or Poland. ...*

seen – see  
 been – be  
 visited – visit  
 travelled – travel  
 dreamed – dream

**6. Speak about yourself. Say where you would like to go and why. Follow the example.**

**Example:** *I'd like to go to ... because I've never been/travelled to ...  
 I've never seen/visited ...*

**WRITING**

- 7. Write about your dreams on a slip of paper. Which faraway places do you dream of and why? Where have you never been? Where would you like to go? The teacher will read your dreams to the class. Guess whose dream the teacher has read.**

I dream of ... because ...  
 I've never been to / seen ...  
 ... I'd like to go to ...

## LESSON 2.

# A Ticket to Africa



### PRONUNCIATION

-  1. a) Listen to the rhyme. Tap the rhythm.  
b) Listen again. Repeat.  
c) Do you know any other words which begin with *gn* or *kn*?



I've never been to Africa.  
I haven't seen a gnu.  
Oh! There are so many things  
That I would like to do!

UNIT 2



### LISTENING

2. a) Have you ever been to Africa? Have you ever seen a gnu? Would you like to go to Africa one day? Imagine: you want to go to a faraway place. What do you do first? Look at the title of the lesson for help.
-  b) Listen to Nigel, Nick's friend, talking to a travel agent. Which countries from the box below do they speak about?



China, Singapore, Argentina, Peru, Brazil, Japan, Korea, India, Australia, Austria, Chile, Kenya, Vietnam

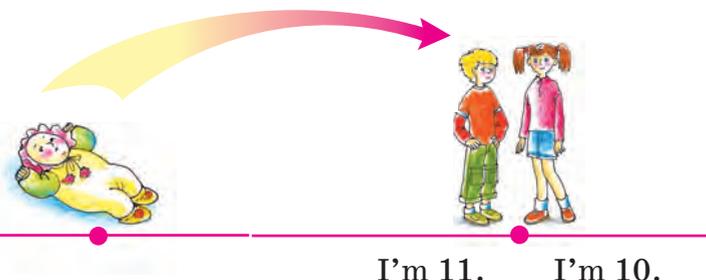
- c) Read some sentences from the conversation. Listen again. What do the underlined words mean?
1. Yes, I've already been to Brazil.
  2. I haven't been to Africa yet.
  3. Have you been to China yet?

already yet ever

## G GRAMMAR

### 3. a) Explain the scheme.

I've never been to Africa.  
(I haven't been to Africa yet.)



### b) Which of these sentences illustrate the scheme?

1. I've never travelled by train.
2. I haven't been to Chile yet.
3. I have a lot of questions to ask.
4. I've already seen a lion in the Zoo.
5. I have satellite TV at home.
6. Have you visited Brazil yet?
7. I've got a computer at home.
8. Have you ever been to South America?

c) Find more examples with the Present Perfect forms in lesson 1. Fill in *the Present Perfect box* of your grammar chart.



### 4. Nick interviewed his friends about their holiday plans.

What did they say?

Role-play the interviews in pairs. Change roles.

**Example:** *been/New York; travelled/America*

– Nick: **Have you ever been** to New York?

– Nick's friend: No, no. I've never **travelled** to America.

1. see/ kangaroo – be/ Australia
2. be/ Krakow – visit/ Poland
3. see/ the Himalayas – be/ the mountains
4. see/ panda – be/ the Zoo
5. travel/ Scotland – be/ Britain
6. see/ Big Ben – visit/ London
7. see/ giraffe – be/ Africa
8. visit/ Minsk – travel/ Belarus

5. a) What countries, capitals, cities and towns can you see on the map?



b) Which places have you already been to? Where haven't you been yet?

**Example:** *I've already been to Russia. I haven't been to Moscow yet.*

6. Write an entry in your Grammar Diary. Write about the animals you have already seen or haven't seen yet; and the places you have already been to or haven't been yet.

*I've already travelled to (been to, visited, seen) ...  
but I haven't ... yet.*

## LESSON 3.

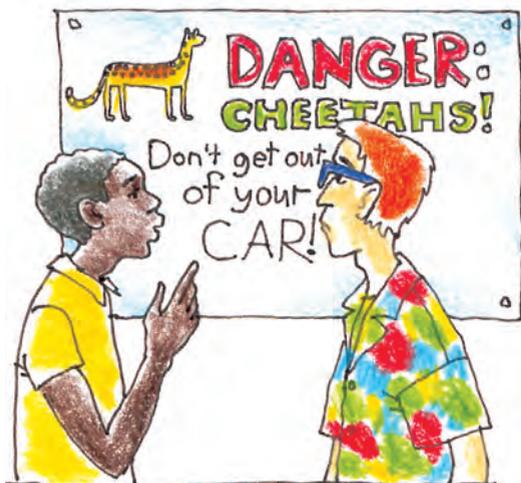
# Dangers of Wildlife



### VOCABULARY

UNIT 2

1. Look at the picture. Answer the questions.



Have you ever seen a cheetah?

Where do cheetahs live?

What do they feed on?

Why is the traveller in danger?

2. Look at the world map on pages 40–41. Name the animals that live in different places.

*Example: Bears live in the forests.*

3. a) How many animal names do you know? Compete in teams. The team, which runs out of animal names the first, loses the game.

b) Work in pairs. Group the animals you know according to where they live.

*Example: forest – wolves, bears, foxes, etc.*

4. In pairs play a guessing game.

You: Wolves live there.

Your classmate: It's the forest.

danger dangerous endangered cheetah desert

5. “Pack” the animals into the suitcases.

Example: *You can see bears in the forests of Europe.*



6. Some animals can be dangerous. They can kill people.

Other animals are in danger. People kill them.

These are endangered animals.

What animals can be dangerous?

What animals are endangered?

danger

danger + ous

en + danger + ed

Example: *Cheetahs are dangerous.*

*Elephants are endangered.*

*Cheetahs are endangered animals too.*

## WWF

World Wildlife Fund – is an international organization.

It helps wild animals in danger.



Panda  
as the symbol  
of WWF.





*The Arctic Ocean*

*The North Atlantic Ocean*

*The Pacific Ocean*

*The South Atlantic Ocean*

**NORTH  
AMERICA**

**SOUTH AMERICA**





## WRITING

7. a) Look at the pictures on pages 38 and 42.  
Who is more dangerous: people or animals?

b) Read the leaflet of the WWF.

Write a paragraph on why you would like to join the WWF.



People have hunted wild animals for ages. They have killed thousands of animals. It is time to save animals in danger. You can help. Would you like to join the WWF?

In which part of the world would you like to work for the WWF: in the ocean, in the desert, in the mountains, in the forest, on some islands, in the grasslands of Africa or America? What animals would you like to help?

*Are you a friend of the  
WWF?*

island grassland polar regions wildlife

## LESSON 4.

# Childhood Dreams

### G GRAMMAR

1. Nick's uncle – Mr. Rambler – a famous traveller, was arrested in Africa.

a) Read the cartoon. Why have the police arrested Mr. Rambler?

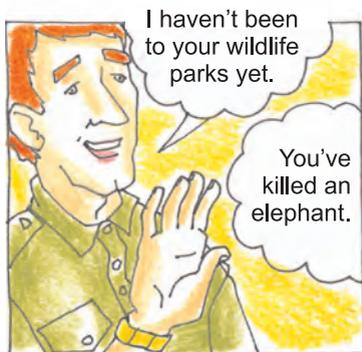


– You're Mr. Rambler, a hunter, aren't you?

– I am Mr. Rambler, but I'm not a hunter. I've come here for a photo safari.

– You're dangerous! You are a hunter. You've killed an elephant.

– No, I haven't. I haven't hunted for ages. In fact, I haven't hunted since 1994! I'm a traveller and I've worked for the World Wildlife Fund since 1996!



– People from many countries have hunted African animals for ages. They've always done it here, in Kenya, too. Elephants are endangered animals now. You killed an elephant in the wildlife park!

– Listen, I haven't been to your wildlife parks yet. I've dreamed of it since my childhood, but I've never visited them. This is true!

b) Read the cartoon again. Are the sentences below TRUE or FALSE?

1. Mr. Rambler has killed an elephant.
2. He has come to Africa to hunt.
3. He has never hunted.
4. He hasn't hunted for a long time.
5. People have hunted wild animals in Africa for many years.
6. He has never been to a wildlife park in Kenya.
7. Mr. Rambler has dreamed of visiting a wildlife park in Kenya since he was a child.



2. a) What does the Present Perfect form consist of?

b) What words are used with the it?



Mr. Rambler has dreamed of Kenya since his childhood.  
He has dreamed of it for many years.



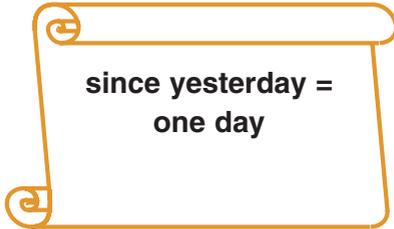
3. a) Complete these sentences about Nick.

Nick moved to Edinburgh in 1997.  
Now he lives in the capital.  
How long has he lived in Edinburgh?  
He has lived in Edinburgh for ... years.  
He has lived in Edinburgh since ...

b) Answer the questions about yourself.

How long have you lived in your town/village? Since when?

4. Complete the chart. The first line is done for you.



<i>since</i>	<i>for</i>
yesterday	one day
1997	-1-
-2-	ten minutes
my last birthday	-3-
-4-	five years
June	-5-
-6-	three weeks
I was born	-7-
-8-	half an hour

5. Change *for*-phrases to *since*-phrases and the other way round.

1. Mr. Rambler hasn't been to Tanzania since 1994.
2. I have lived in my home town since I was born.
3. She has been my classmate for 5 years.
4. Mr. Rambler has worked for the WWF since 1996.
5. They haven't travelled to Australia for ten years.

6. Write an entry in your Grammar Diary. Use the words and phrases below to write about yourself.

1. I haven't been to ... since ... .
2. I have(n't) ... for many years.
3. I have lived in ... for ... years (months).
4. I have(n't) ... since ... .
5. I've dreamed of ... since ... .

for (ages) since (my childhood)

# LESSON 5. Can I Ask You a Question?



## LISTENING

UNIT 2

1. a) Fill in the gaps with the words in the box.



b) Listen to the chant. Check yourself.

- Have you ever (1) Tahiti?
- Never, never! What a pity!
- Have you ever (2) to Chile?
- Never, never, never, really.
- Have you ever (3) far?
- Only once. We went by car.
- Have you ever wanted to?
- Since my childhood! This is true.



Have you ever ...?

Yes, I have.

No, I haven't.

c) Ask your partner the questions from the chant.



## SPEAKING

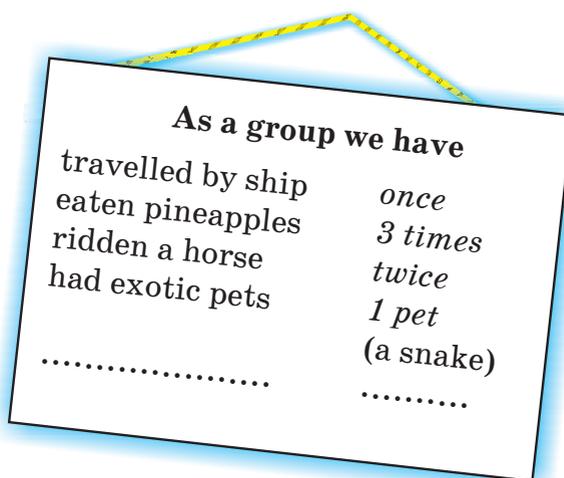
2. a) Do a survey. Use the list of questions below.

**Example:** *Have you ever fed a wild animal? – Yes, I have. / No, I haven't.*

If necessary, ask more questions: *How many times?* or *What animal?*

b) Put all the answers together and write them on the board or make a poster. Report to the class.

<b>Have you ever...</b>
been to Africa?
travelled by ship?
seen an animal in the wild?
touched a wild animal?
flown by plane?
had an exotic pet?
eaten pineapples?
ridden a horse?
fallen in love?
been in hospital?
driven a car?
climbed a mountain?
visited a king's palace?
spoken to an English person?
taken a photo of an animal?
travelled to a faraway place?



## **G** GRAMMAR

**3.** Which of the sentences below are questions? Why do you think so? Put the words in these sentences in the correct order.

- never, flown, by, he, plane, has
- on, the nose, the koala, has, touched, the girl
- Nelly, you, have, where, been
- Asia, they, haven't, visited, yet
- in, have, a wolf, seen, you, ever, the wild
- done, you, have, what
- countries, of, I, dreamed, exotic, always, have
- the grasslands, have, ever, you, of Africa, been, to

4. How do you ask questions with verbs in the Present Perfect tense?

Gr FOCUS

5. Play "Grammar Bingo".

a) Look through the card the teacher has given you. Make sure you know the meaning of all the words on the card. Use the Irregular Verbs table in your textbook to help you. Remember: you can't use the table during the game.

b) Play "Bingo".

## Bingo

The teacher calls out a verb, eg. 'to forget'. Look at your card. Do you have a sentence on your card with the 3rd form of the verb 'to forget'? If there is a sentence like 'Have you ever forgotten your name?' read it out. Then you should cross it out or cover it.

The person who covers or crosses out all the sentences on the card the first is the winner.



## WRITING

6. Mr. Rambler has come to your town / village. Continue the list of questions for an interview with the famous traveller.



1. What countries have you visited?
2. Have you ever been to Belovezhskaya Pushcha?
3. Have you ever seen a European bison?
4. Have you seen any dangerous animals? Which one is the most dangerous?
5. What animals have ...?

once twice three times

# LESSON 6. Getting Ready for Travelling



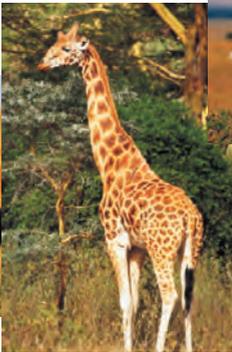
## PRONUNCIATION

### 1. Chants.



a) Some of the words in the chants are in bold type. Listen and say why.

- ① – I've **been** to **Kenya**.  
– **Where** have you **been**?!  
– I've **been** to **Africa**.  
– **Oh**, I see.



- ② – I've **seen** a **rhino**.  
– Have you **really** **seen** it?  
– **Of course** I **have**.  
In **Kenya**, in the **wild**.  
– **Oh!** You **haven't!**  
It's **been** my **dream!**

b) Listen and repeat. Mind the stress and the intonation.

c) Use the names of other countries and continents to practise chant 1.  
Use the other animals in the picture and practise chant 2.



## SPEAKING

### 2. Role-play a conversation between Mr. Rambler and a reporter.

**Student A** (a newspaper reporter): Ask Mr. Rambler five or more questions about his travels.

**Student B** (Mr. Rambler): Answer all the reporter's questions. Say why you work for the World Wildlife Fund.

## G GRAMMAR

3. a) Look through the texts in the bubbles. Why are the children packing?

b) Read the texts in the bubbles and answer the questions below.

1



**John:** Where's my camera?  
Oh, here it is. It goes into my suitcase.



**Mother:** John! Pack your camera, dear.

**John:** I've just packed it, Mum. Look, it's in my suitcase.

2



**Mother:** Have you finished packing, Jane?



**Jane:** Yes, I have. I've packed my suitcases and my bag. I'm ready to go now.

3



**Clare:** Now – the last thing:  
my favourite T-shirt.  
Packing is over! My bag is full!

**Father:** Have you packed all your things, Clare?



**Clare:** I've just finished packing. Oh, no! I can't take the elephant.

**Father:** What?! The elephant?! Is there a zoo in your suitcase?

**Clare:** My toy elephant, Mum! There's no room for it!

- 1) What has John packed? Where is his camera now? Did he pack it long ago?
- 2) Is Jane ready for travelling? How do you know?
- 3) What has Clare finished doing? Did it happen long ago? Has she packed all her things? What's the result?
- 4) I've just packed it – what does it mean? Choose the right explanation from the following.

- a) I packed it a long time ago.
- b) I packed it a very short time ago.
- c) I haven't packed it yet.



c) Add new information to your Grammar Chart.

#### 4. Play “Getting Ready for Travelling” game.

**You:** Read the sentence on your card – the thing you haven't done before travelling. (e.g: “You haven't watered the flowers yet.”) Don't read it out loud.

**Your classmates:** Ask you questions till they guess what you haven't done yet.

**Example:** *S1: Have you packed your suitcases yet?*

*S2: I've just done it. Or: I've just packed them.*



## WRITING

5. Write a Grammar Diary entry about your results in learning English. What have you done in this unit? How much have you done? Use the words and phrases in the boxes.

**Example:** *I've learnt to sing a song about faraway places.*

meet, learn, listen to,  
play, read(about), write, do,  
fill in

Mr. Rambler, grammar chart,  
new words, texts, songs, games,  
conversations, exercises,  
chants, names of animals,  
names of countries, ...

just

# LESSON 7.

# Animal World

UNIT 2

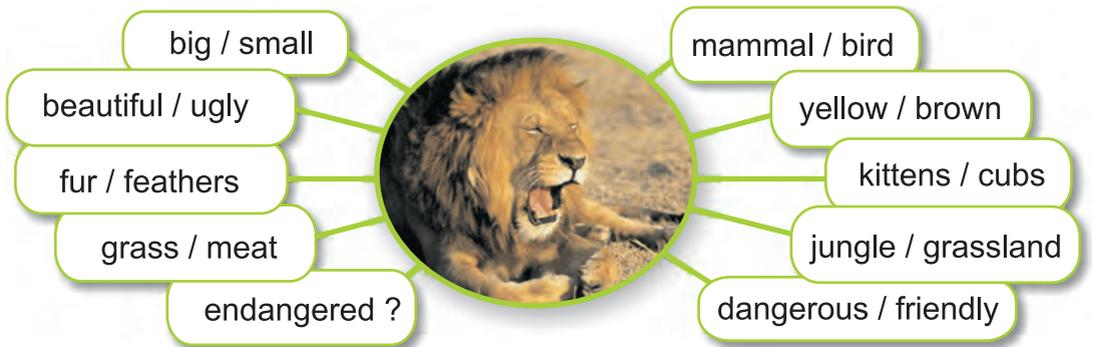
## G GRAMMAR

1. Have you ever heard a lion? Listen to the animal sounds. Say what animals you have just heard.

Example: *I think I've just heard a cuckoo.*

## READING

2. a) Use the word-web below to describe a lion.



b) Describe one of the animals you have just heard.

c) Describe a whale.

3. a) Look through the text about whales. There are four paragraphs in it. Choose the best title for each paragraph from the five titles the elephants are carrying.

Greenpeace is an international organization that helps animals.

whale mammal

Lions' brothers, fish's cousins

Greatest hunters

Bigger than dinosaurs

Enjoy your dinner, giant

Animals in danger

Do you know what animal is the biggest in the world? It's not one of the dinosaurs of long ago. It's an animal that is living right now. It is the blue whale. A blue whale is so long and wide that five elephants in a row could stand on its back.

Whales look like big fish. But whales aren't fish. They are mammals – whale babies drink their mothers' milk. They spend all their lives in water, but they need air, just as people do. If a whale stays under water too long, it dies.

Do all big whales eat big fish? No, some of the biggest of all the animals eat the smallest things in the ocean. Blue whales eat plankton, but other whales are meat-eaters: narwhals and bottle-nose whales eat fish and crabs, killer whales eat seals. Once there were many whales in the seas. But men have hunted the giants for years. They still kill whales for meat and oil. Now there aren't many whales left. People have killed almost all the big blue whales in the oceans. The whale is the biggest animal that has ever lived. It may soon be gone forever. Help save the whales.

**b) Read the statements. Label them TRUE, FALSE or DON'T KNOW.**

1. Blue whales are the largest animals in the world.
2. Blue whales are larger than the largest dinosaurs.
3. A blue whale is so long and wide that eight rhinoceroses in a row can stand on its back.
4. Mother whales feed their babies with milk.
5. Whales are helpless under water.
6. All whales eat small things like plankton or crabs.
7. Some whales are meat-eaters.
8. Whales are endangered animals.

**c) Talk in pairs. Ask your classmates: What can we do to save whales? Would you like to work for Greenpeace to help them?**



## SPEAKING

4. Play “Animal for a Day” game. Choose ‘It’ with the help of the counting rhyme in the box below.

**It:** Think of an animal. Imagine that you are this animal. To start the game, say what you have just done.

**Example:** *I’ve just jumped from one tree to another.*

Your classmates will ask you questions like:

- Do you live in trees?
- Do you feed your babies with milk?
- Can you fly?
- Are you a hunter?
- Do you like bananas?
- Are you a monkey?

The person who guesses the animal becomes ‘it’.

### COUNTING RHYME

Intery, mintery, cuttery corn,  
 Apple seed, briar thorn,  
 Wire briar, limber lock,  
 Three geese in a flock,  
 One flew east, one flew west,  
 One flew over the cuckoo’s  
 nest.

5. a) Choose an animal from the boxes below. Make notes in the form of a word-web. Get ready to describe the animal you have chosen.



giraffe



shark



cheetah



penguin



panda



tiger



mountain gorilla



eagle



leopard



dolphin

b) Describe the animal to your classmates. Let them guess the animal.

## LESSON 8.

# Reptiles, Mammals: Turtles, Camels



### PRONUNCIATION

1. a) Listen to the chant. How many stressed syllables are there in each line?

Have you ever travelled far  
By balloon, by train, by car?  
Have you ever had a pet?  
Have you seen a panda yet?  
In the wild or in the Zoo?  
Have you touched a kangaroo?  
Have you ever been to France?  
Have you seen an ostrich dance?  
Forest, grassland, desert, island,  
Reptiles, mammals: turtles, camels.



b) Listen and repeat. Mind the rhythm.

c) Ask your partner the questions from the chant.



### GRAMMAR

2. Listen to this radio quiz. Guess the animals.

**Example:** – *This is an animal that has strong legs. It's a bird but it cannot fly.*

– *It's an ostrich.*

.....  
have feathers, live in Australia, live in the ocean,  
like fish, can swim, cannot fly, eat grass,  
feed their babies with milk,  
are mammals, are reptiles ...  
.....

**3. Play the “Name Three” game. Use a counting rhyme to choose ‘It’.**

**Example:** *It: Name three animals that have fur. — S1: a lion, a tiger, a cheetah.*

**4. Nick is in his 5<sup>th</sup> year now. He is learning to speak in long sentences. Help Nick.**

**Example:** *A penguin is a bird. It cannot fly. —*



*A penguin is a bird that cannot fly.*

1. A lion is a grassland animal. It has long fur on its head.
  2. A camel is a desert animal. It lives in Africa and Asia.
  3. A cheetah is an African wild cat. It is the fastest land animal.
  4. Mammals are animals. They feed their babies with milk.
  5. A whale is a sea mammal. It is the largest of all the animals.
- 5. Look at the animals in the picture. Do they all live in the jungle?**
- a) Name the animals that live in the jungle and speak about the animals that don't belong.

**Example:** *A penguin is an animal that lives in the Polar Regions.*



b) Describe the animals in the picture. Use ex. 2 for help.

c) Which of the animals in the picture have you seen in the wild or in the Zoo?

6. a) What other interesting things have you done? Find someone who

b) Report your findings to the class.

has seen a bison in the wildlife park	has watched many TV programmes about animals	has read a lot about animals	has helped animals
has been on a photo safari	has taken photos of animals	has dreamed of becoming a vet	has travelled a lot around Belarus
has seen a kangaroo	has touched a wild animal	has fed a monkey	has had many pets

7. a) Play "Betting Game". Work in groups. Look through the list of sentences the teacher has given you. Only three of these sentences are grammatically correct. Put a tick against the sentences, which you think are correct.

**Example:** *All the people in our group have had many pets.* ✓

b) Check your guesses. How many of them were right?

c) Write all the wrong sentences correctly.

1. Mr. Rambler has travelled a lot around the world.
2. James used like pets when he was younger.
3. Look! Laura just came back from Australia.
4. An owl is a bird that can see well in the dark.
5. A tiger is an animal that has stripes on its body.
6. I have never been in Paris.
7. Whales are the most largest of all the animals on the Earth.
8. Has he already read the book?

# LESSON 9. In the Wild and in the Zoo



## READING

UNIT 2

1. Look at the doodle. There is an animal hidden in the picture. What animal can you see? What is it doing?

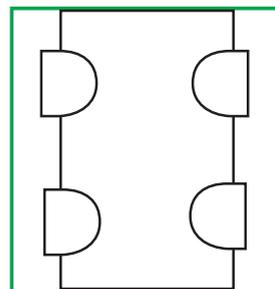
2. What do you know about the animal world?

a) Answer the questions.

1. What does the word *koala* mean?
2. How many European bison are there in the world?
3. What is the panda's favourite food?

b) Which question do you think is the most interesting one?

Find the text which answers your question. Check your guess.



3. Read the text and complete the chart below. Fill in the information from the text, which you have chosen.

place	size	food	characteristics	number	endangered?
Australia	...	...	slow helpless...	...	...

### A

Koalas are unique animals and very lovable too. These small animals live in Australia. The word *koala* means 'an animal that doesn't drink water'. They sleep in trees – eucalyptus trees, because eucalyptus leaves are their main food. You won't believe it but koalas sleep eighteen hours a day. What is very unusual indeed: koalas eat at night. Koalas are very funny animals. Unfortunately, there are only between 40,000 and 80,000 koalas left. People are destroying the forests and koalas are endangered animals now. The greatest dangers for koalas are cars and dogs. Koalas are very slow and helpless. Help save them!

## B

One of the most popular animals in the zoo is the panda. It is a very rare animal. Children and grown-ups wait for hours to see the panda eating and doing acrobatics. Pandas' favourite food is bamboo. Wild pandas live in China, in the areas where bamboo grows. Pandas are endangered animals because people are cutting down the forests where they live and can find food. There are only about 1000 pandas left in China. The International World Wildlife Fund – an organization that acts to protect nature – has adopted the panda as its symbol.

## C

The European bison lives in Belovezhskaya Pushcha in Belarus and in Poland. It used to live across Europe and Asia, from the Atlantic to the Pacific Oceans. Some hunters killed the last bison on February 9, 1921. But 56 animals survived in zoos and private game parks. Later they were moved to the wild.

The great-grandfathers of today's bison lived in India and then some herds moved to Europe, others – across a northern Pacific land bridge where they became the North American bison.



1

2



3

Now there are about 870 animals in the forests of Belarus and Poland. The bison is the biggest and strongest European animals. Some bison weigh up to 1000 kilograms. The bison is a grass-eating animal. It has some fur on its back. Have you seen a European bison in the wild?



## SPEAKING

4. a) Work in groups of three. Speak about your animal.

b) What new facts have you learned about the animal world? Report to the class.

5. Play “Animal Habits” game.

a) Imagine you are an animal.

Don't say which animal you are.

Complete the sentences in the box. Get ready to speak about yourself.

Go around the classroom, speak about yourself and find

- the most dangerous partner,
- the most suitable partner.

- I'm an animal that ...
- You've (never) seen me in the ...
- I'm ...
- I live in ...
- I've (never) killed/eaten/...
- My mother taught me to ...
  - During the day I ... and at night I ...
  - I eat ...
  - I don't eat ...
  - I'm (not) afraid of ...
  - ... is/are afraid of me.

b) Report to the class.

# UNIT 3

## MY FAIR LAND

### LESSON 1.

### A Country of Lakes



#### VOCABULARY

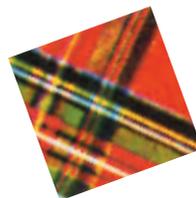
#### 1. a) Do the quiz on Scotland.

- 1) Scotland is a country of  
a) deserts, b) grasslands, c) lakes.
- 2) The population of Scotland is  
a) over 50 m people, b) 15 m people, c) over 5 m people.
- 3) The area of Scotland is  
a) about 80 thousand sq km, b) 70 thousand sq km,  
c) 700 thousand sq km.
- 4) Summer temperatures in Scotland are  
a) 25–30 °C, b) 8–10 °C, c) 15–18 °C.
- 5) The capital of Scotland is  
a) London, b) Edinburgh, c) Liverpool.
- 6) Scotland lies  
a) to the South of England,  
b) to the North of England,  
c) to the West of England.
- 7) Scotland is famous for  
a) tartans, b) bagpipe music, c) golden eagles.



b) Listen to Vasilyok's answers to the quiz questions on the show. Check yourselves.

c) Why do you think Vasilyok got the 1st prize?



## 2. a) Read Nick's letter. Does he like his country?

*Dear Vasilyok,*

*Thanks for your letter. It was good to hear from you. I still think about the great time we had at the summer camp in Poland. It is great you are doing a project about Scotland. Here is some information to help you and your friends.*

*Scotland is a small country but it is very beautiful. It lies to the North of England. It is smaller than England, but larger than Wales and Ireland. Scotland is a country of mountains, lakes (we call them lochs) and forests. Have you heard of Loch Ness, home of our famous monster? Ben Nevis is the highest mountain in Britain (1342 m) and in winter you can ski in the Highland region.*

*Now some statistics! The population of Scotland is over 5 million and the area is 78.8 thousand sq km. The capital is Edinburgh, but Glasgow is the biggest city. Summer temperatures are 15–18 °C but in winter it can be very cold, –10 °C in the North. We speak English, but with a Scottish accent.*

*Scotland is famous for golden eagles, tartans (you can see them on kilts) and bagpipe music... and it's the home of golf. I'm Scottish and I am very proud of my country!*

*Please write soon in English. I don't learn Belarusian or Russian at school. Tell me something about Belarus. You know I have never been to your country. And good luck with your project!*

*Best regards,  
Nick*

population area temperature capital

**b) Are the sentences below T (true) or F (false)?**

1. Five million people live in Scotland.
2. Its area is 78.8 thousand square kilometres.
3. It's very hot in Scotland in summer.
4. Scotland is to the north of England.
5. People all over the world know Scotland for tartans.
6. Minsk is the capital of Scotland.
7. Loch Ness is the home of a Scottish monster.
8. Scottish people speak Scottish.

**3. Find the odd one out.**

**Example:** *Belarus, Scotland, Moscow, Japan.*

*Moscow is the odd one out. It's a city but all the others are countries.*

1. Minsk, London, Grodno, Paris.
2. English, Belarusian, Polish, Scotland.
3. 20 sq km, 20 °C, -10 °C, 15 °C.
4. mountains, lakes, tartans, forests.



**SPEAKING**

4. a) The teacher has given you a card. Get ready to speak about the country on your card. Use the information in the chart.
- b) Work in pairs. Use the questions on the card to ask your partner about their country.
- c) Work in new pairs. Tell your new partner about your country. Answer your partner's questions.

be proud of    lie    be famous for

## LESSON 2.

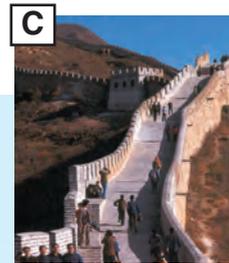
# Up, Up and Away



### LISTENING

1. a) Look at the pictures of places. Match them with the names of capitals.

Mexico-city Paris Washington Moscow Beijing Nairobi Minsk



Hi, I'm Mr. Burger.



Hi, I'm Miss Keino.

Hi, I'm Mrs. Chanel.

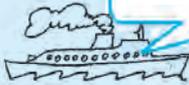


Hi, I'm Mr. Biao.



Hi, I'm Mr. Rodriguez.

Hi, I'm Mr. Vasilyev.



b) Where have the tourists come from? What transport did they travel by? Use the charts below.

Mr. Vasilyev		France.	He		balloon.
Mr. Biao		Mexico.	She		train.
Miss Keino	has come from	China.	She	came by	plane.
Mrs. Chanel		Russia.	She		car.
Mr. Burger		Kenya.	He		bus.
Mr. Rodriguez		America.	He		boat.

 2. a) Listen to part A and check yourselves.

b) Listen to part B. How was the trip?

**G** GRAMMAR



3. Answer the questions:

- a) Which is more comfortable: bicycle or boat?
- b) Which is faster: train or car?
- c) Which is more interesting: balloon or plane?
- d) Which is the fastest / most comfortable / most interesting transport?

4. How do we compare things?



 SPEAKING

5. Speak about yourself.

- 1. Have you ever been to America (China, Mexico, France, Kenya, Russia)?
- 2. What other countries have you been to?
- 3. What are these countries famous for?

4. What capitals have you visited?
5. Have you ever travelled by boat (by car, by train, by plane)?
6. Would you like to travel by balloon? Why?

6. a) Compare and describe the countries. Use the questions below.

Country	Population	Area	Temperature	Famous for
<b>RUSSIA</b>	about 150 m	about 17 m sq km	-1°-50° (winter) +1°+25° (summer)	Russian art, great writers
<b>AMERICA (the USA)</b>	about 265 m	about 10 m sq km	-18°+20° +16°+28°	Hollywood, skyscrapers
<b>CHINA</b>	about 1200 m	about 10 m sq km	-18°-30° +20°+28°	The Great Wall, silk
<b>FRANCE</b>	about 58 m	about 550 thousand sq km	+1°+10° +16°+24°	Paris, art, cheeses
<b>KENYA</b>	about 28 m	about 580 thousand sq km	+14°+24° +16°+28°	National wildlife parks
<b>MEXICO</b>	about 98 m	about 2 m sq km	+10°+25° +25°+35°	Indian pyramids, food

1. Which is the largest country? Which country has the biggest population?
2. Which country is larger: China or Russia? Mexico or France?
3. What are these countries famous for?
4. Which country has the coldest / hottest temperatures in winter?

b) Work in pairs. Describe a country. Let your classmate guess.

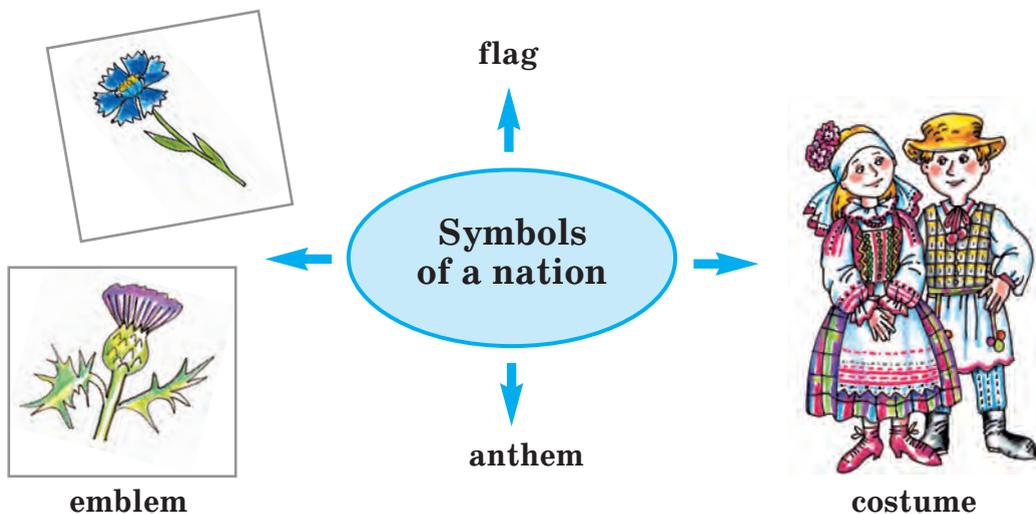
comfortable    tourist    transport

# LESSON 3. Every Country Has Its Symbols



## VOCABULARY

1. a) What national symbols do you know? Look at the diagram for help.



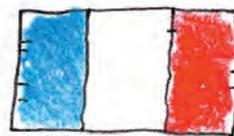
UNIT 3

b) What do you think the symbols of Belarus are? (What is Belarus famous for?)  
What colours are on the flag of Belarus?  
Can you sing the national anthem of Belarus?  
Can you describe the Belarusian national costume?

2. Read the texts.

a) What symbols do they describe?

① The tricolour ['trɪkələ] is the national flag of France. It has 3 stripes of three colours. The white colour on the flag is the colour of French Kings. The blue and the red colours are the colours of Paris, the capital of France. The flag has a long history. People in



1 century = 100 years

France first saw it during the Great French Revolution in July, 1789. In 1871 the Tricolour became the national flag of the country. It has been the national flag of France for more than a **century**.

The Marseillaise [ˌmɑːsəˈleɪz] is the national anthem (=the official national song) of France. It was written in the time of the French Revolution.

② Belarus also has its national symbols.

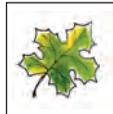
And it has other symbols, too. Belarus is famous for its **white storks**. People say, they are a symbol of good luck. The white colour is the symbol of peace [piːs]. The blouses and the shirts in the Belarusian national costume are white with beautiful red ornaments. The symbol of Belovezhskaya Pushcha is the **bison**, a very strong animal. And the symbol of Belarusian fields is the **cornflower** – a small blue flower. People sometimes call Belarus the blue-eyed country.

b) What colours do Belarus and France have in common? What are they symbols of?

3. Match the symbols with the places and definitions.

The maple leaf

A



is the symbol of Russia.

The white dove

B



is the symbol of Australia.

The kangaroo	C		is the emblem of peace in the world.
The red rose	D		is the national flag of America.
The Stars and Stripes	E		is the national emblem of England.
The birch tree	F		is the emblem of Canada.
“God Save the Queen”	G		is the national anthem of the UK.



## SPEAKING

### 4. Work in groups.

Design a flag, an emblem and a costume for a country called Dreamland.

Get ready to speak about the symbols of your Dreamland.



symbol emblem nation national anthem stripe

## LESSON 4.

# A Photo Album of Minsk



### VOCABULARY

1. a) Every capital has its symbol. Look at the symbols of some cities. Guess the names of the cities.



- b) Can a museum, park, tower, square, theatre, garden, castle, monument, avenue, river or factory be a symbol of a city / town / village?  
What is the symbol of the place where you live? What is the symbol of Minsk?

2. Read the text about Minsk from a tourist brochure. Check your ideas.

Have you ever been to Minsk? If you haven't, you must visit the capital of Belarus. It's a clean, green city that stands on the river Svisloch. Minsk is the largest city of Belarus with a population of about two million. It is one of the oldest cities, too. In 1967 Minsk had its 900th birthday. There are many beautiful **sights** in Minsk – parks and gardens, museums, cinemas, the famous Independence avenue.

sight visitor underground

What are the symbols of Minsk? Belarusian boys and girls would say that they are Cheluskinsi Park, Gorky Park and the Circus. Mums with babies will choose the Botanical Garden. Veterans will name the Pobeda (Victory) monument in Pobeda Square. Students would say that Minsk is famous for its cafes and discos. **Visitors** from Germany or Poland think that Minsk can be proud of its Opera and Ballet Theatre. For engineers and workers the true symbols of Minsk are the factories of the capital. People from other Belarusian towns and villages are sure that the Minsk **underground** is the best symbol of Minsk. It is so comfortable and it can take you to many places of interest in the city.

Come to Minsk to see with your own eyes the sights of this beautiful city. You will understand that the **hospitable**, kind and **hard-working** people are the true symbol of the capital. Welcome to Minsk!

### 3. a) What sights do these people often visit in Minsk?

- children
- old people
- young people
- tourists
- parents with their children

### b) Have you been to any of these places of interest?

### c) Do you agree that Belarusian people are hard-working and hospitable?

### 4. a) Look at the photos some visitors have taken in Minsk.

Where have they been? Complete the sentences below.



1. circus



2. theatre



3. underground

The first visitor . . .

The third visitor . . .

The second visitor . . .



b) Listen to the visitors speaking about their trip to Minsk.

How many sights have they seen? What sights? Choose from the lists.

1

- Gorky Park
- McDonalds
- Pobeda Square
- the Circus

2

- The Botanical Garden
- a tractor factory
- a shoe factory
- the underground

3

- the History Museum
- the Art Museum
- the Opera and Ballet Theatre
- Independence Avenue



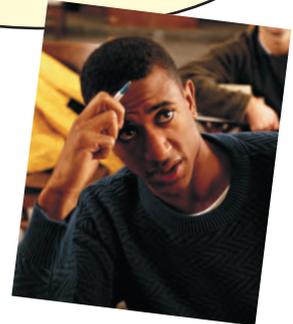
## SPEAKING

5. Work in three groups. Make a photo album of Minsk. Which places of interest would you like to take a picture of? Why?

children



visitors from another country



?

visitors from another planet

hospitable hard-working

# LESSON 5.

# Old Minsk



## VOCABULARY

1. a) Look at the photos. What buildings can you see?

b) Match the photos with the texts on the back of the photos.



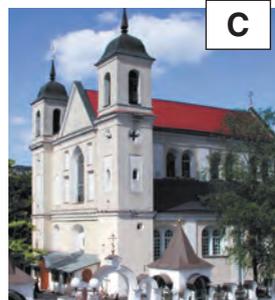
A

– *Svoboda Square*  
– *1642*

1



B



C

– *saw its first visitors in 1968*

2

– *Nemiga street*  
– *The oldest church in Minsk*  
– *1613*  
– *The Yellow Church*

3

– *Independence Square*  
– *was built in 1910*  
– *another name: The Red Church*

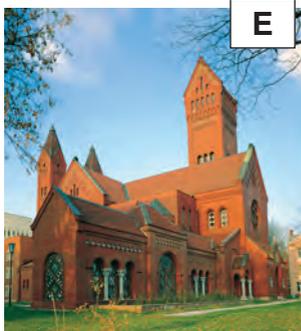
4



D

– *one of the oldest parts of Minsk*  
– *the 19th century*  
– *narrow streets, small squares*  
– *a suburb in the centre*

5



E

c) Mr. Rambler's album of old Minsk is called 'Ten Centuries'. Help him to sort out the photos and pictures.

Example: 1067 – the 11th century

## 2. Answer the questions.

1. How old are the sights in the photos?
2. Which building is older: The Red Church or The Yellow Church?
3. Which of the buildings is the oldest?
4. Where is the Cathedral of Saints Simon and Alena?
5. Where can we find the Church of Saints Pyotr and Pavel?
6. What building can we see in Svoboda Square?



## SPEAKING

### 3. a) Read the conversation. Find the places on the map. Where is the visitor?

A: ... How do I get to the Yellow Church?

B: Go straight on to the end of Komsomolskaya Street. Don't turn left or right there. Cross Nemiga Street and you'll see the Yellow Church.

A: ... Cross what?

B: Cross Nemiga Street.

A: ...

B: ...

Pardon.

Excuse me.

You're welcome.

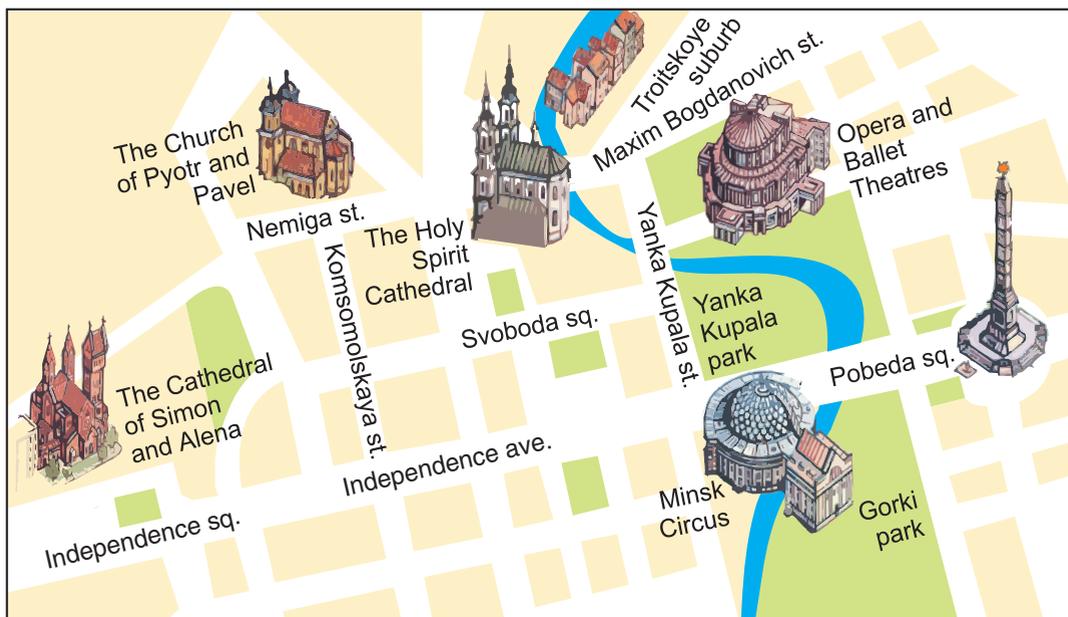
Thanks.



b) Use the words and phrases in the box to make the conversation more polite.

c) Listen to the conversation and check your ideas.

building church cathedral



4. Work in pairs. You are at the corner of Independence Avenue and Komsomolskaya Street.

a) You are a visitor in Minsk. Choose a place on the map. Ask your partner for directions.

b) Change roles.

The Cathedral of Pyotr and Pavel, the early 20th century



hotel suburb

## LESSON 6.

# News from Belarus



### LISTENING

1. Mr. Rambler has been to Minsk. What do you think he liked best? Why do you think so?



2. a) Listen to a conversation between Mr. Rambler and Nick. Check your guesses.

b) Listen again. Make notes.

Say what Mr. Rambler has seen and hasn't seen.

Where has he been in Minsk?

Where hasn't he been?



3. Read the conversations below and answer the questions.

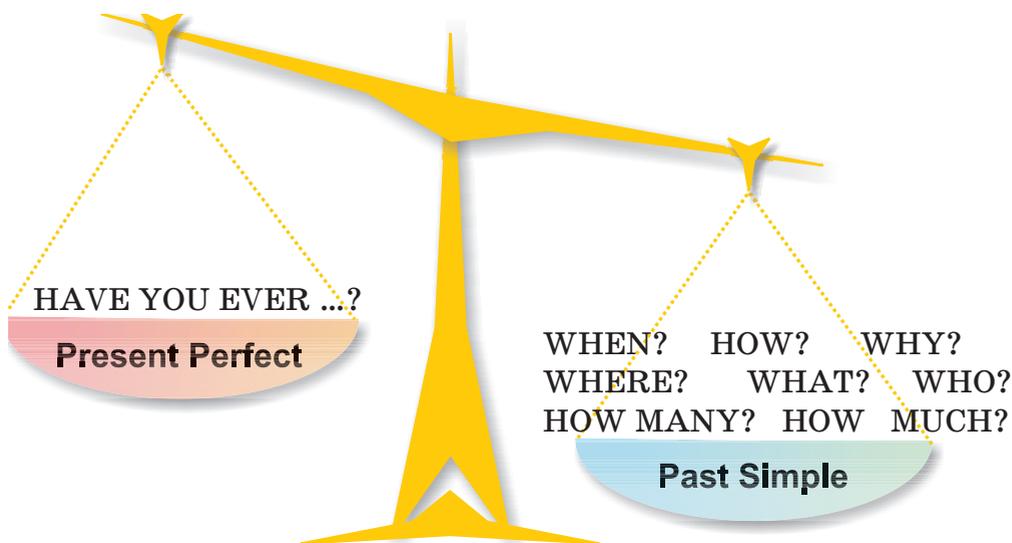
1

- Have you been to any museums?
- Yes, I have. I've been to the National Museum of History and Culture.
- When did you go there?
- I went there last week.

2

- And what about theatres? Have you visited any?
- Yes, I have. I've visited the Opera and Ballet theatre. I went there last Friday. I saw *Swan Lake*.
- What was it like?
- It was fantastic!

- Which sentence tells us the news?
- Which sentence gives us the details?
- What are the tenses we use a) to tell the news,  
b) to give the details?
- What are the words which go together with the Present Perfect and Past Simple?
- Why do you think one of the bowls in the picture below is heavier?



**4. a) Answer the questions about yourself.**

1. Have you ever travelled far?
2. Where did you go?
3. How did you get there?
4. When did you go there?
5. Did your family go with you?
6. Where did you stay?
7. What was the weather like?
8. What sights did you see?
9. Was the trip interesting? Why?



b) Work in pairs. Ask your partner about their trip. Answer your partner's questions. Say how you felt about the trip.

It was great!

I loved it!

It was  
fantastic!



## WRITING

5. a) Look through Mr. Rambler's postcard from Belarus.

Who is Gillian?

What do the crosses mean?

*opening words* →

*news* →

*details* →

*closing words* →

*Dear Gillian,  
I've already been to the Botanical Garden  
and I've taken some photos for you.*

*We went there last Sunday – Nick's friend  
Vasilyok, his family and I. It was wonderful!  
The garden was so quiet and beautiful! I was  
so sorry you weren't with us.*

*Say hello to Mum and Dad.*

*See you soon.*

*Love,*

*Andrew.*

*X X X X*

b) Write a holiday card to your friend.

# LESSON 7.

# Castles on the Map



## READING

1. a) Look at the map. What do the letters M and N mean?



UNIT 3

b) **Puzzle:** Vasilyok's father drives his car carefully. The speed is about 60 kph.  
It took him 2 hours to get to Nesvizh.

How far is Nesvizh from Minsk?

2. a) Look through the text and match the parts with the pictures.



1



2



3



4

b) Read the text and choose the title for every part of the text from this list.

1. The ghosts of the castle.
2. The country of castles.
3. The residence of the Radzivils.
4. The red brick castle.

In old times people called Belarus the country of castles. ■ There were 35–40 km. between the castles. Now there are many places in Belarus where we can still see old castles, churches and cathedrals.

A

Nesvizh lies in Minsk region. It is one of the oldest historical and cultural towns in Belarus. ■ From the 16th century it was the residence of a rich family — the Radzivils. There is a monument to Radzivil-Sirotka in the Roman Catholic church in Nesvizh.

B

The castle in Mir is older than the castle in Nesvizh. ■ It dates from the 15th century. There is no other castle in world like this one. The builders used red bricks for the castle. Since 1992 the castle in Mir has been a museum. This place is also famous for its beautiful park.

C

The castles are very interesting. ■ They are famous for their ghosts. The Nesvizh ghosts are the Black Dame and the Black Nun. The Black Nun likes to play tricks on people. The ghost can push someone or break a mirror. And the Black Dame still walks in the castle. It's the ghost of Barbara Radzivil.

D

c) Which parts of the text do these sentences belong to?

1. Radzivil-Sirotka built a castle there in 1583.
2. Mir castle is in Grodno region.
3. Every rich man used to have a castle.
4. Every castle has its history, legends and ghosts.

3. Answer the questions.

1. Have you ever been to Mir or Nesvizh?
2. When did you go there?
3. What did you see?
4. Did you like the trip? Why?
5. If you haven't been to Mir or Nesvizh, would you like to go there? Why?



The castle of Mir.



The castle of Nesvizh.



## WRITING

4. Think of three good reasons for visiting Mir and three good reasons for visiting Nesvizh. Write them down. Exchange your notes with your classmate. Do you have the same ideas about these famous places?



## SPEAKING

5. a) Work in pairs. Think of good reasons for visiting your town or village. Make notes.
- b) Compare your results with your classmates'. Who can find more reasons for a visit to the place where you live?

## LESSON 8.

# You Should Be Proud of Your Country



### PRONUNCIATION



1. a) Listen to the song. Find the stressed words.

b) Sing the song. Mind the rhythm.

- Where have you been?
- To New York and Beijing.
- Where have you been?
- To Canberra.

I've travelled far and wide.  
Now I'm happy, but I'm tired,  
I've travelled East and West,  
but home is better!

UNIT 3



### LISTENING

2. Do you like your town or village?

Are you proud of it?

Why are the people of Minsk proud of their city?



3. a) Listen to two guides talking to groups of tourists. Where are the tourists?

b) Listen again. How can you describe the guides? Why do you think so?

c) Complete the sentences from the guides' speech:

1. ... walk on the grass.
2. ... cross the street here.
3. ... use your cameras here.

4. ... visit the museum there.
5. ... ask me.





## SPEAKING

### 4. Make up as many true sentences as you can.



We

should  
shouldn't



be proud of our Motherland.  
be good to nature.  
build new cathedrals and churches.  
go camping in national parks.  
hunt animals in pushchas.  
pick flowers in the forests.  
be hard-working and hospitable.  
grow beautiful gardens.  
know the history of our country.  
cut down trees.  
keep national parks clean.  
kill endangered animals.  
make fires in the forests.  
leave litter in the parks.  
help animals and birds in winter.  
know our national symbols.  
save animals in danger.

5. Look at the pictures. There are two beautiful sights of Belarus in the pictures. Should we be proud of these places? Why?

a) Work in two groups. Speak about your sights. Use the bubbles below for help.

**GROUP 1**



the largest forest...

...wildlife...

...lies in...

...famous for...

...a nice place to study nature...

**GROUP 2**

...the largest lake  
(80 km large, 25 m deep)

...lies in...

thick forests around...

...a wonderful place  
for holidays...

...famous for...



b) Work in pairs. Tell your partner from the other group about the sights in your picture.

## LESSON 9.

# Travel Around Belarus



### SPEAKING

1. Would you like to travel around Belarus? Give your reasons.

2. a) Do the quiz.

1. Where is Belarus?

- a) in the centre of Asia
- b) in the centre of Europe
- c) to the west of Russia

2. What is the population of Belarus?

- a) about 5 million people
- b) about 10 million people
- c) 1.8 million people

3. What is the area of the country?

- a) 207.6 thousand sq km
- b) 442 thousand sq km
- c) 130 thousand sq km

4. How many regions are there in Belarus?

- a) 4
- b) 6
- c) 10

5. What are the colours of the national flag of Belarus?

- a) red and white
- b) red, blue and white
- c) red, green and white



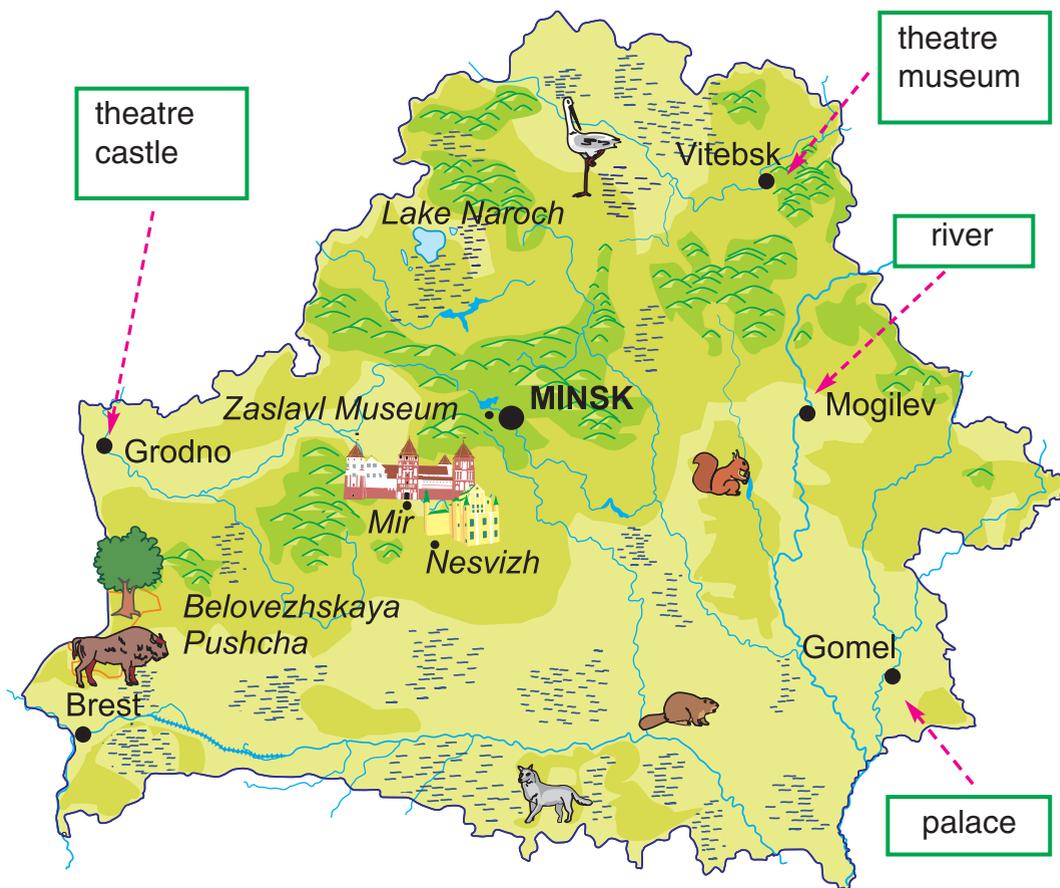
6. In which region is Mir?
- a) Minsk region
  - b) Brest region
  - c) Grodno region
7. When did Radzivil-Sirootka build his castle?
- a) the 16th century
  - b) the 15th century
  - c) the 11th century
8. Which lake is the largest in Belarus?
- a) Lake Svityaz
  - b) Lake Osveyskoye
  - c) Lake Naroch
9. Which is the longest river in the country?
- a) the Neman
  - b) the Dnieper
  - c) the Zapadnaya Dvina
10. In which city can we find the Victory monument?
- a) Vitebsk
  - b) Minsk
  - c) Brest
- b) Check your answers.

**3. Play “Tour Guides” game.**

a) In groups choose a good route to travel around the country. Remember that you are inviting your British friends too. Get ready to be hospitable guides for them.

b) Speak about the places of interest, national parks, famous people and national symbols of our country. Use the map and the words below.





We begin . . .

Next we'll come to . . .

First we'll go to . . .

Now we are . . .

Then we'll travel to . . .

Finally we'll come back to . . .

After that we'll visit . . .

# UNIT 4

## MAGIC KINGDOM

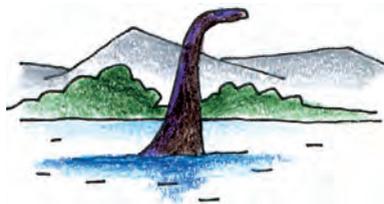
### LESSON 1.

### Myth or Reality?



#### VOCABULARY

1. a) Listen to this radio programme. What is it about?  
b) Listen and follow in the book. Guess the meaning of the words in bold.  
c) Read the script of the programme. Label the statements below the text T (true), F (false) or ? (don't know).



#### Myth or Reality?

Do you **believe** in ghosts and witches? Do you believe in terrible monsters? Some people do, some people don't.

Now, close your eyes. **Imagine** that you are in Scotland. You are standing near a beautiful lake. It is Loch Ness. Look, there's something **unusual** in the lake. What is it? It's coming nearer and nearer. Oh, my God! It's got a long neck, a small head and a large ugly body. It's **terrible**! It's a **monster**!

Don't worry! It's only your imagination (a dream). But people want to know what Nessie is. Is it a **myth or reality**?

What do you think?

1. Everyone believes in terrible monsters.
2. There is no monster in Loch Ness – people just imagine it.
3. Nessie is a terrible monster.
4. Nessie is an unusual fish.
5. Nessie is a myth.

- 6. Nessie is a reality.
- 7. Nessie is a mystery.

d) Do you believe in Nessie? Why? Answer the question in the text. Have you seen any unusual things?

2. Survey. Do you believe in ...



ghosts



UFOs



magicians



vampires



witches



white tigers



aliens



dinosaurs



monsters



yetis

No, I don't. It's a myth.

Yes, I do. It's a reality.



## LESSON 2.

# What Did You See?



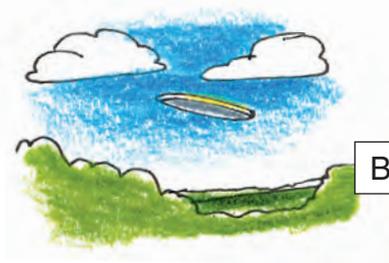
### LISTENING

1. Nick's father is a reporter. He has travelled to many faraway places to write about mysteries. Look at the pictures and answer the questions.

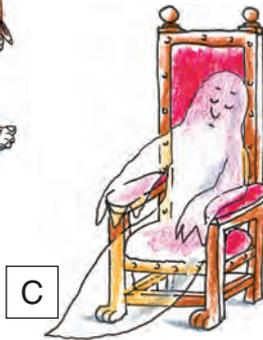
What can you see in the picture? What is happening?



A



B



C



D



2. a) Listen to Nick's father talking about three of these pictures. Match the stories and the pictures.

b) Listen again. Answer the questions:  
When did Nick's father see these things?  
Where was he at that time?

3. a) Match the sentences.

1. He saw Nessie.
2. He saw a UFO.
3. He saw Bigfoot.

- a. It was flying.
- b. It was swimming.
- c. It was smiling at him.
- d. It wasn't moving fast.
- e. It was crossing the river.

b) Make similar sentences about picture C in ex. 1.

# G GRAMMAR

 4. Listen to the chant. Answer the question below.

a) What were the animals doing when he saw them?

I went to the forest.  
And what did you see?  
I saw a big bear.  
He was looking at me.

I went to the river.  
And what did you see?  
I saw crocodiles.  
They were smiling at me.

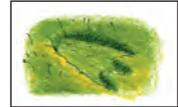
b) Listen and learn the chant.

5. The police have found **unusual footprints** near Loch Ness. The police know that they were left at 8 o'clock yesterday. Help the police to find out who left the footprints.

a) Who can you see in the pictures?

b) What were they doing at 8 o'clock yesterday?

Example: *The magician was reading a book.*



UNIT 4



20:00



c) Role-play the conversation between the policeman and each of the suspects.

Questions to ask: *What's your name? How old are you? Where do you live?  
What were you doing at 8 o'clock yesterday?*



## WRITING

6. a) Write what Nick was doing at that time yesterday.

Example: *At 6 o'clock yesterday he was getting up.*

8:00



14:00



16:00



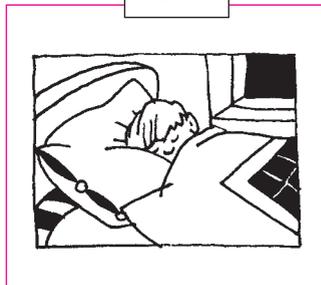
19:00



20:00



23:00



b) What were you doing at that time yesterday? Write a report.

**G** GRAMMAR

1. a) Steve and Max are the boys from Nick's favourite book. Steve finds a time machine and asks his friend Max to travel back in time. Read and say what happens to them?

"Now or never," I thought and turned on the time machine. It came to life. It was working all right. Then we heard a terrible sound. Louder. Louder. Suddenly it was dark, the machine stopped and I fell down.

It was all over. But where was I? Where was Max? A mystery! There were no lights, no sounds. I wanted to look around, but couldn't move my neck. I wanted to stand up, but couldn't move my legs. Then I heard: "Are you all right, Sir Robert?" I saw a stranger. He was wearing a brown shirt, green tights and boots. "Sure", I said, "but who are you?"

"Don't you know me? I'm Niles, Sir Robert. You have fallen off the horse. I think you've lost your memory".



Niles helped me up. I looked at my hands and legs. Imagine my surprise. I wasn't wearing my T-shirt, jeans and tennis shoes. I was wearing a metal shirt and tights. I looked like a knight. Believe it or not I was inside a knight's body: tall and strong!

“Where is Max? If I have the body of Sir Robert, Max could be here too. But what is he?” I began to look around with interest.

Unusual things were happening. The day was fine. The sun was shining in the blue sky. I was on a green grassy field. Not far from me there was a castle. And by my side I saw a white horse. It was eating grass. I was looking at the horse when I heard Max’s voice.

“Don’t be afraid”, he said. “I am with you”.

“But where are you?”

“I am your horse”...

b) Look through the text again. Compare the picture and the facts from the text.

**Example:** *The horse wasn’t drinking water. It was eating grass.*

2. a) Fill in the words to make questions about the text.

1. Was the machine ... all right?
2. ... was the stranger wearing?
3. Who ... wearing a metal shirt and tights?
4. Was Niles ... a T-shirt, jeans and tennis shoes?
5. What ... happening?
6. Was ... shining in the sky?
7. What was the horse ...?



b) Work in pairs. Ask and answer the questions.

3. Fill in your grammar chart for the Past Continuous.



4. Play “Believe it or not” game in pairs.

**You:** 1) Read the sentence on the card the teacher has given you.

2) Answer your classmate’s questions.

**Your classmate:** Asks you lots of questions, because she/he doesn’t believe you.

**Example:** S1: *I saw an alien in the shop yesterday.*

S2: *What ..... wearing? Was the ..... shining?*

*What .....doing? Were the people .....?*



## SPEAKING

5. Ask your classmates about the unusual things they have seen.

- Believe it or not, but I saw ...

- ... was/were ...ing.



- What/Who did you see ...?

- What was/were ... doing?

### I Met a Man

When I was going up the stair  
I met a man who wasn't there,  
He wasn't there again today,  
Oh, how I wish he'd go away!

## LESSON 4.

# Words of Magic



### PRONUNCIATION



1. a) Listen to children chanting. Match the magic words (= spells) and the pictures.



2. Rain, rain, go to Spain,  
Never more come back again.

UNIT 4

1. Innerty fenerty fickety fage,  
El dell dominage,  
Urky blurkey starry rock  
Black pudden white trout  
That shows you're out.



b) Listen and repeat the words of magic.

c) Do you know any magic spells in your language?



### VOCABULARY



2. a) Listen to the conversation between Nick and Liz. Answer the questions: Does Nick believe in magic? Why does he want to read the book?

b) Listen again. Follow in the book. Guess the meaning of the underlined words.

**Liz:** Yesterday mum was cleaning the house and she asked me to help her. And I found... What do you think I found?

**Nick:** I've no idea.

**Liz:** A magic book!

**Nick:** Abracadabra! I'm a witch. I'll put a spell on you and you will sleep for 10 years! Oh I'll turn Liz into a frog. Don't be silly. You don't believe in all those magicians, do you?

## Abracadabra!

**Liz:** No, no. Maybe it's not really magic, but it's full of wonderful things. It's a book of myths of different peoples of the world.

**Nick:** What's so interesting about it?

**Liz:** You know, these people had a lot of questions. But they couldn't answer them. They thought that gods lived everywhere, in the sea, in the forest, in the sky. If the god of the sea was angry there was a terrible wind. A god got up in the morning and the sun appeared in the sky. The god went to bed and the sun disappeared. The gods were stronger than people. Do you know what they did when they were angry? They punished people. They could turn them into terrible monsters.

**Nick:** Were the gods always angry with people?

**Liz:** Well, no. Sometimes they helped people. If people wanted to please the gods they gave them presents.

**Nick:** Sounds interesting. Have you read the book? Can I have a look at it?

**Liz:** Sure. But now, listen.

Magic, magic, magic spell,  
Working fast and working well,  
Gods will punish naughty children,  
Turn them into frogs and chickens,  
Water's hot and water's clear,  
Naughty children, disappear!

punish      turn into      appear/disappear

c) Read the conversation again. Complete the sentences below. Use the new words.

1. Liz found a book with ...
2. Long ago people believed in many ...
3. When the gods were angry, they ... people.
4. They could ... people ... terrible monsters.
5. The sun ... and ... in the sky thanks to the gods.
6. You can ... .. people with magic words.



Stonehenge



## SPEAKING

3. What do you know about magic? Answer the questions.

1. What magicians and witches do you know?
2. What can magicians and witches do?
3. What can they turn into? What can they turn people into?
4. Why did the gods punish people?
5. How did the gods punish people?

Sorry, I'm afraid, I can't help you.

Great! You can help me.

It's a pity, but you can't help me.

4. Play "Magicians" game.

You are a magician. You can do one unusual thing. But you have one problem, too.

The teacher has given you a card with information for the game.

- a) Find another magician who can help you with your problem.
- b) Help other magicians with their problems if you can.

god    put a spell on (someone)

## G GRAMMAR

1. a) Read these sentences from the legend of King Midas. Put them in logical order.

- 1) Midas's daughter became a golden statue.
- 2) Midas wanted to have a lot of gold.
- 3) Midas was not very happy to have his golden touch.
- 4) The young man gave Midas a golden touch.

b) Read the legend. Check your guesses.



Once upon a time there lived a king. His name was Midas. He loved gold very much and wanted to have more and more gold. There was only one thing he loved more than gold. That was his daughter.

One evening when Midas was counting his gold a young man appeared before him. Midas understood that the man was a magician. The young man said to Midas: "You are a happy man. You have all you want."

But Midas answered: "I'd like to be richer. I'd like to have a golden touch. I want everything I touch to turn into gold. Only then will I be happy".

The magician said his magic spell and gave King Midas the golden touch.

The next day King Midas got up early and ran into the garden. He touched a rose and it turned into a golden flower. The king was happy.

Then he came to breakfast. But he couldn't eat. Everything he touched turned into gold. He wanted to drink but the water turned into gold. The king became less happy.

Then his daughter came in. King Midas kissed her good morning and the girl also turned into a golden statue. Midas was very unhappy. “The gods have punished me because I liked gold so much.” King Midas was crying over his daughter when the same young man appeared and asked him: “Are you happy now, Midas?”

“No, I’m very unhappy. Gold isn’t everything. I have lost all that my heart really likes. I hate my golden touch. I used to dream of gold. But believe me: all I want right now is to have my daughter back.”

**c) Rosie liked the myth, but she couldn’t remember it very well. Correct the false statements.**

1. King Midas was a happy man.
  2. The king wanted to be a magician.
  3. King Midas touched things and they disappeared.
  4. When King Midas turned a rose into gold he was unhappy.
- 2. When Nick told the myth to his younger sister, she asked him many questions. Help Nick answer these questions. Use your imagination.**

1. Was the sun shining when King Midas met a magician?
2. Was it raining when King Midas met the magician a second time?
3. What was King Midas wearing when he met the magician?
4. What was the magician wearing when he appeared in front of Midas?
5. Were the birds singing when King Midas went into the garden?
6. What was King Midas’s daughter wearing when her father kissed her good morning?

**3. Answer the questions.**

- a) Who appeared when Midas was counting his gold?
- b) Who appeared when Midas was crying?



**4. Play “Magic Touch” game. Write a sentence like the one in the example. Cut your sentence into two parts. Put the parts into two different boxes. Mix the slips of paper in each box well. Draw a slip from each of the boxes. Put the two pieces together. Say: “Magic Touch.” Have fun reading your new sentences.**

**Example:** When I was looking out of the window, *I saw a black cat.*

## G GRAMMAR

### 1. a) Read a short poem about a dream. Do you believe it's true?

As I was walking down the road  
I saw two very funny toads  
With monkeys' heads and rabbits' ears;  
I said a spell – they disappeared.



### b) Answer the following questions.

What was he doing when he saw the toads?  
What did he do when he saw them?

### 2. Yesterday Nick's friends were discussing their unusual dreams. Put the verbs in brackets in the correct form.

- I (*walk*) along the street when a magician (*appear*) in front of me. When I (*see*) that he was Merlin I (*be*) afraid.
- I (*go*) to see my granny when a dragon (*appear*) from behind the bushes. When I (*see*) the dragon I (*stop*).
- I (*fly*) over the town when I (*see*) my own house and my parents. When I (*see*) them I (*say*) 'Hello'.
- We (*go*) to the seaside when our car (*stop*). When the car (*stop*) father (*get*) out of it to see what was wrong with it.



## READING

### 3. a) Nick also had a wonderful story to tell. Read it and say what happened to him.

Yesterday I went to bed late because I had an interesting book. When I opened my eyes I couldn't understand where I was. Everything around me was different. I was lying on a sofa, but it wasn't my sofa.

There were some red and blue sweets on a plate on a small table near the sofa. I took one. I was eating it when a terrible voice said: "Don't eat all the sweets". When I heard it I was afraid.

I wanted to leave the room. I was walking to the door when again I heard: “Don’t run”. When I came to the door I opened it a bit. I saw a kitchen and three women there. I couldn’t believe my eyes. There were witches and they looked terrible. They were wearing black dresses and hats. When I opened the door they were cooking and one of them was reading a spell from a magic spell book. At that moment they saw me and became very angry. “You know our secret, so we’ll punish you. We’ll put a spell on you.” They caught me, gave me some water to drink and I turned into a white mouse.

I wanted to run away. The witches were after me. They cried: “Catch him!” When I was running along the corridor I saw a cat. It was big, very big, a real monster. It was sleeping and making an unusual ringing noise. The noise was getting louder and louder. Then I heard loud ringing in my ears. It was ...

**b) Choose an ending and read the whole story to your partner. Change roles.**

It was a) the alarm clock



b) the school bell



c) a mosquito



**c) Listen and check.**

#### 4. Answer the questions.

1. What did Nick see when he opened his eyes?
2. Who did he see in his dream?
3. What did the witches do to Nick?
4. Did Nick dream in colour?
5. Was he happy to wake up?
6. Why do you think Nick had this dream?



#### SPEAKING

#### 5. Do you remember any strange dreams? Tell your partner about them.

Where were you? Who/what was there with you? What were you doing? What happened when you were doing it? How did you feel about it? Were you happy to wake up? Why?

## LESSON 7.

# Places and Legends



### READING

1. Vasilyok got a letter from Nick. He looked the names from the letter up in the encyclopedia. The names were King Arthur, Tintagel and Merlin. Match the names and the descriptions.

a famous king, he lived in Britain in the 5th century AD

A

a famous magician, he found a baby near the sea and later made him a king

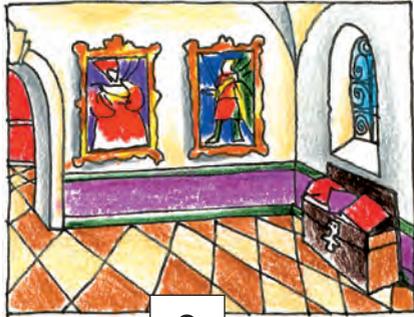
B

a place near the sea, Merlin found the future King Arthur there

C

2. Nick has also sent Vasilyok some photos and pictures. What can you see in them?

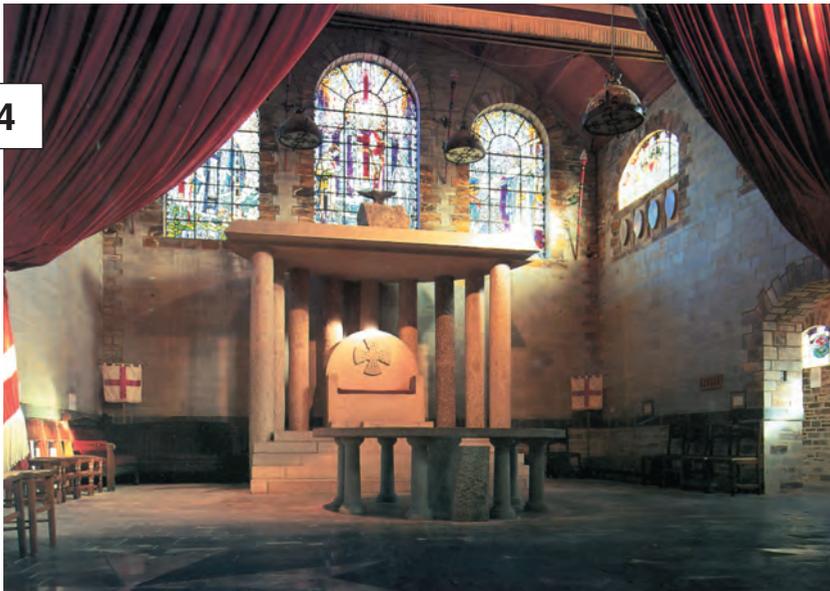




2



3



4

**3. a) Read a part of Nick's letter. Has Nick been to all the places in the pictures?**

We went to Tintagel. First of all we went to King Arthur's Hall. It was fantastic! When we came into the hall the teacher asked us to sit down. There were large pictures on the walls but we didn't have time to look at them. Then some smoke appeared. It was coming from the cor-

ner. It was getting darker and darker. We heard a voice. It was Merlin's voice! He told us about King Arthur.

Then we went to another hall. There we saw the Round Table with the names of the bravest knights in the land. Then we came up to a large stone chair. It was King Arthur's chair. I sat down on it and imagined I was Arthur. When I was sitting on the chair Nigel took a picture.

After that we went to the sea. First the teacher showed us Merlin's cave. When the tide is low you can come into the cave. When the tide is high there is no way out. I was so sorry we couldn't see the cave. When we were visiting Tintagel the tide was high, so we went to the old castle.

While we were climbing the hill we looked down. The people by the sea were so small. The weather was fine, the sea was blue and beautiful. When we got to the top we saw some ruins. They were the ruins of King Arthur's castle.

**b) Look through the letter again. Put the names of the places Nick visited in the correct order and match them with the pictures.**

**c) Describe what was happening at each of the places.**



## SPEAKING

**4. a) Interview your teacher about a visit to a famous place.**

Where did you go?

What was the weather like when you got there?

What was happening when you got there?

What did you see when you were there?

**b) Use the questions above to describe your visit to a famous place.**

**c) Work in groups. Tell your stories. Whose story is the most interesting?**

## LESSON 8.

# Why the Bat Sleeps in the Daytime



### LISTENING

1. Look at the picture. It describes a myth. What do you think the myth is about?

1. What animals can you see?
2. What are the people in the picture doing?
3. Can you tell the story?



2. a) Listen to the myth. Choose the best summary.

1. The god punished the bat because the bat wanted to sleep in the daytime.
2. The god punished the bat because his nest was hanging upside down.

3. The god punished the bat because he wanted to teach the bat a lesson.
4. The god punished the bat because he wasn't a bird.

b) Listen to the myth again. Answer the questions.

1. What is Yindingie [jɪn'dɪndʒɪ]?
2. What is Beerall ['bɪər'ɔ:l]?
3. Who taught all the living beings how to live?
4. What did the bat do while the god was teaching the birds?
5. What did the bat want from the god?
6. What did the god do with the bat?
7. Did the bat like hanging head down?
8. Why does the bat sleep in the daytime?

3. a) Look at the picture again. Is it easy to understand the myth from the picture?

b) There are words in the myth that help understanding. Read them.

1. the beginning

2. the middle

3. the ending

Once upon a time...

After a while...

And since then...

c) Put the words and phrases below into the 3 groups to use at the beginning, in the middle and at the end of the story.

Long-long ago...                      Then...  
 When...                      After that...  
 That's why...                      Way back...  
 Long ago and far away...

4. Use the words and phrases above to tell the story of the bat. Take it in turns to say one sentence each.
5. a) Read the story the teacher has given you. Get ready to tell this story to your classmates. Use the words and phrases from exercise 3.  
 b) Go around the classroom. Tell your story to your classmates. Whose story do you think is the most interesting?

## LESSON 9.

# Merry Christmas



### LISTENING

 1. a) Read the poem. Guess the name of the man.

While the kids were playing outside,  
Someone in red was taking a ride.



Can you guess who the old man was?  
It was the kids' best friend .....

b) Listen to the poem. Check your guess.

 2. a) Nick's friends spoke about Christmas.  
Listen to what they said.

1. What is the best thing about Christmas for you?
2. What is a carol?
3. Is Christmas dinner unusual?
4. Why do you put a stocking at the end of the bed?
5. How do you decorate a Christmas tree?
6. Do you always buy Christmas cards?



b) Listen again. Correct the mistakes.

1. On Christmas morning children can find their presents under the table.
2. At the end of the Christmas dinner people usually pull a Christmas cracker.

3. People don't like to make Christmas cards.
4. Children sing carols only at school.
5. Before Christmas children put out their shoes for presents.

c) What Christmas symbols and traditions can you name?



## SPEAKING

**3. Answer the questions about you and your country.**

1. Do you believe in Santa Claus? Is he a myth or reality?
2. Can you imagine Christmas without the Christmas tree and presents?
3. What do people eat for Christmas?
4. Do they sing carols?

**4. a) Read this Christmas story. Why was Christmas magic for Henry?**



It was cold in the village of Galgate. It was warm in the hearts of the people. Christmas was coming. The people of Galgate were getting Christmas cards, decorating the Christmas trees.

Naughty Elaine was walking home with her father. She wanted to have the best Christmas present in the village. Elaine closed her eyes. She imagined a new dress and pretty dolls under the Christmas tree.

Henry, the shoemaker, was sitting by the window. He was sad. "People are so happy at Christmas. They get presents. I won't get any presents. I haven't got any family or friends," he told his bird.

Then Maureen, the poor farmer, came to his shop and asked him to fix an old pair of shoes. She was crying when she said, "Please, help me. My little granddaughter Pat has no other shoes."



That night, when Henry was sleeping, he had a dream. An angel told him: "Christmas is magic. But kind-hearted people can make magic too."



Don't say spells, don't give rich presents. Be kind to people. What goes around comes around." Now Henry knew what to do.

Next morning he got up very early and started making boots. They were beautiful warm boots good for a princess. The boots were ready in four hours. He put them in the window and people went by and said:

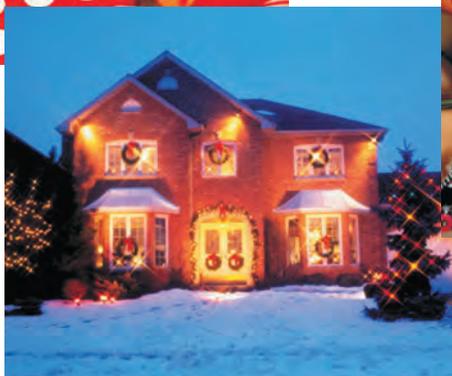
"These boots would be the finest present for any girl"

Elaine wanted to have the boots, but they were not for her. They were for the poor girl who was sitting at home and looking at the children playing in the snow. Henry ran to Maureen's house and gave little Pat the boots. He saw her happy eyes and he understood that he had the best Christmas present – a friend. Now he believed in Christmas magic.

b) In groups tell the story. You are Henry, Elaine, Pat or Maureen.

c) What good things can you do to people around you?

 5. Sing "We wish you a Merry Christmas".



# READING FOR PLEASURE

## UNIT 1

### Alexander, Who Used to Be Rich Last Sunday

*By Judith Viorist (adapted)*

It isn't fair that my brother Anthony has two dollars and three quarters and one dime and seven nickels and eighteen pennies.

It isn't fair that my brother Nicholas has one dollar and two quarters and five nickels and thirteen pennies.

A quarter is 25 cent, a dime is 10 cent, a nickel – 5 cent.  
Who's got more money: Anthony or Nickolas?

It isn't fair because what I've got is ... bus tokens (талоны на автобус).

Why is Alexander so unhappy?

And most of the time what I've mostly got is bus tokens.

And even when I'm very rich, I know that pretty soon what I'll have is ... bus tokens.

I know because I used to be rich, last Sunday.

Last Sunday Grandma Betty and Grandpa Louie came to visit from New Jersey.

They brought salmon (лосось) because my father likes to eat salmon. They brought plants because my mother likes to grow plants.

They brought a dollar for me and a dollar for Nick and a dollar for Anthony because – Mom says it isn't nice to say this because – we like money.

A lot. Especially me.

How did he get his dollar?

My father told me to put the dollar away to pay for the college.

He was kidding (= *he was joking*).

Anthony told me to use the dollar to go downtown to a store to buy a new face. Anthony stinks (= *he is extremely bad*).

Nicky said to take the dollar and bury it in the garden and in a week a dollar tree would grow.

Ha, ha, ha.

Mom said if I really want to buy a walkie-talkie, save my money. Saving money is hard.

What did the author's family recommend him to do with his money? Were they serious?

What did he do with his money?

Because last Sunday, when I used to be rich, I went to Pearson's Drug Store and got bubble gum. And after the gum stopped tasting good, I got more gum. And after that gum stopped tasting good, I got more gum. And even though I told my friend David I'd sell him all the gum in my mouth for a nickel, he still wouldn't buy it.

Good-bye, fifteen cents.

Last Sunday, when I used to be rich, I bet (поспорил) that I could hold my breath (задержать дыхание) till 300. Anthony won. I bet that I could jump from the top of the stoop (веранда) and land on my feet. Nicky won.

I bet that I could hide the purple marble (шарик) in my hand, and my mom would never guess which hand I was hiding it in.

I didn't know that moms made children pay.

Good-bye, another fifteen cents.

I absolutely was saving the rest of my money. I positively was saving the rest of my money. Except that Eddie called me up and said that he would rent (даст напрокат) me his snake for an hour. I always wanted to rent his snake for an hour.

Good-bye, twelve cents.

Anthony said when I'm ninety-nine I still won't have enough for a walkie-talkie. Nick said I'm too dumb (= *silly*) to be let loose (быть на

свободе). My father said there are certain words a boy can never say, no matter how ratty and mean (=bad) his brothers are being. My father fined (оштрафовал) me five cents each for saying them.

Good-bye, dime.

Last Sunday, when I used to be rich, by accident I flushed (смыл) a dime down the toilet. A nickel fell through a crack (щель) when I walked on my hands. I tried to get my nickel out with a butter knife and also my mother's scissors.

Good-bye, eight cents.

And the butter knife.

And the scissors.

What happened to the scissors and the butter knife?

Last Sunday when I used to be rich, I found this chocolate bar just sitting there and I ate it. How was I to know that it was Anthony's?

Why does he say 'good-bye' to eleven cents?

Would you buy anything at a garage sale? Would you buy a one-eyed bear?

Good-bye, eleven cents.

I absolutely was saving the rest of my money. I positively was saving my money. But then Nick did a magic trick that made my coins disappear (исчезнуть). He didn't know the trick to bring them back.

Good-bye, four cents.

Was Nickolas a good magician?

Anthony said that even when I'm 199, I still won't have enough for a walkie-talkie. Nick said that they should lock me in a cage. My father said that there are certain things a boy can never kick (выкинуть), no matter how ratty and mean his brothers are being. My father made me pay five cents for kicking it.

Good-bye, nickel.

Last Sunday when I used to be rich, Cathy around the corner had a garage sale (распродажа). I positively only went out to look. I looked at a half-melted (полусгоревшая) candle. I needed that candle. I looked at a bear with one eye. I needed that bear.

Good-bye, twenty cents.

Do you know why he wanted to put a tooth under his pillow?

I absolutely was saving the rest of my money. I positively was saving the rest of money. I absolutely positively was saving the rest of my money. Except that I needed to get some money to save.

I tried to make my tooth fall out – I could put it under my pillow (подушка) and get a quarter. No loose teeth.

I looked in Pearson telephone's booths for nickels and dimes that people sometimes forget.

No one forgot.

I brought some non-returnable bottles down to Friendly's Market. Friendly's Market wasn't very friendly.

I told my Grandma and Grandpa to come back soon.

Can you guess why?

Last Sunday, when I used to be rich, I used to have a dollar. I do not have a dollar any more. I've got this one-eyed bear. I've got this melted candle.

And ... some bus tokens.

- ❖ How do you get your pocket money?
- ❖ What do you usually do with your money?
- ❖ Are your parents happy about the way you spend your money?

- ❖ Do your grandparents often visit you?
- ❖ Do you often go to see them?
- ❖ What would be the best present for you from your grandparents?
- ❖ What present do you think your grandparents would like to get from you?

# UNIT 2

## A Thousand Pails of Water

What do you know about Japan?  
What animals live there?

Find all the colours in the story. Are there many?  
Have you ever seen a Japanese painting?  
Look at the painting on page 117.  
How many colours are there?



Yukio lived in the village where people fished and hunted whales.

“Why do you kill the whales, Father?” Yukio asked. “Toshi’s father works in the market and his hands have never been red with blood.”

“Hunting the whale is all I know,” his father answered. But Yukio did not understand.

Yukio went to his grandfather and asked again. “Why does my father kill the whales?”

“Your father does what he must do,” his grandfather said. “Let him be, little one, and ask your questions of the sea.”

So Yukio went to the sea. Crabs hurried from under his feet. Sea birds cried: “Bring us food!”

Then Yukio saw a whale. The water had brought him onto the rocks.

The whale is ‘large’. Find other words and phrases to describe the whale.

The large animal couldn’t swim, because the tide went out. The eye, as big as Yukio’s hand, looked at the boy helplessly. Yukio knew that the whale would not live long out of the sea, without water.

“I will help you, Sir,” he said.

But how? The whale was huge, like a temple.

Why does Yukio call the whale 'Sir'?

Why is the whale 'like a temple'?

What else can you compare a whale to?

Yukio ran to the water. Was the tide coming in or going out? In, he decided, because the water was climbing higher and higher. The sun was hot on Yukio's back as he stood there looking at the whale. Yukio filled his pail with water and threw it over the great head.

What was the weather like that day?

"You are so big and my pail is so small!" he cried. "But I will throw a thousand pails of water over you before I stop." Yukio made many trips to the sea for water, counting the pails: four on the body, four on the tail, three on the head of the grey giant. Yukio was tired, very tired, but he went back to the sea to fill his pail again. He knew he couldn't stop.

How many pails of water must you bring to help a whale?

"How many times have I already filled my pail?" he thought. He lost count. Then Yukio fell. He cried, and his tears went deep into the sand. A wave touched his feet. It said: "Get up and bring more water. I'm coming but I'm very slow."

Why do you think Yukio lost count?

Yukio filled his pail over and over. He fell again, but this time he didn't get up. Somebody lifted him.

"You have worked hard, little one. Now let us help." Yukio's grandfather lay him in the shade of one of the rocks. Yukio watched his grandfather throw his first pail of water and go for another.



Then Yukio heard the voices. His father and the village people were running to the sea. They had pails and anything that could hold water.

Some of the villagers took off their jackets and threw them into the water. Then they put their jackets on the whale's hot skin. Soon the whale was wet all over. Slowly the sea came closer and closer. At last the big tail was in the water. The village people ran back and forth carrying water, shouting to each other.

Who helped Yukio up? What word does the author use to say that? Do you know similar words in your language?

Find all the words in the text connected with the word 'water'.

"Thank you, Father," Yukio said, "for bringing the village to help."

His Father said: "You are strong and good. But to save a whale many hands must help."

Soon the whale was in the water. Then the water lifted him and he swam out to sea. The villagers watched the whale, they didn't say a word. Then they turned and walked back home. Yukio was falling asleep in the arms of his father. He thought: "I'm so tired. I've carried a thousand pails of water."

Why do you think the village people didn't say a word?

Do you think Yukio was happy when he was falling asleep? Why?



### THINGS TO THINK AND TALK ABOUT!

What other animals are in danger?

What can you do to help endangered animals?

Is it hard work to save animals?

Why do we need animals on our planet?

Have you ever helped an animal or saved an animal?

Tell your classmates about it.



# UNIT 3

## The Wheel on the School

*By Meindert De Jong*

Have you ever seen a stork?  
What do you know about storks?  
Read the beginning of this story  
and answer the questions in the boxes.

**Holland=  
the Netherlands**

Shora was a fishing village in Holland. It lay on the shore of the North Sea in Friesland. It had some houses and a church and a tower. In five of those houses lived the six children of Shora, so that is important. The six children of Shora all went to the same little school. There was Yella; he was the biggest of all the six. There was Eelka. He was slow but his mind was quick. There was Auka. He was a nice everyday boy. You could have fun with him. There was Pier and Dirk; they were twins. Pier liked what Dirk liked, and Dirk liked what Pier liked. They liked to be together. Then there was Lina. She was the only girl in the little Shora school. One girl and five boys.

Why did the six children live in five houses in Shora?  
Are the boys different? Describe them.

Of course, there was also a teacher – a man. Maybe to begin with we really should have started with Lina. Not because she was the only schoolgirl in Shora, but because she wrote a story about storks.

Would you like to be the only girl/boy in your school?  
Why?  
Why not?

There were no storks in Shora. Lina had written this story about storks herself – the teacher had not asked her to write it. Nobody in school had even thought about storks. But one day, right in the middle of the arithmetic lesson, Lina raised her hand and asked, “Teacher, may I read a little story? I wrote it myself. Lina called it a story, but it was really a composition. The teacher was so pleased that Lina had written a little piece herself that he stopped the arithmetic lesson and let Lina read her story. She began with the title and read on:

Why do you think Lina wrote the story?

Would your maths teacher let you read a story in the middle of a maths class?

Do storks bring good luck in Belarus, too?

### **Do you know about storks?**

Do you know about storks? Storks on your roof bring all kinds of good luck. I know this about storks; they are big and white and they have long, yellow bills and tall yellow legs. They build great messy nests, sometimes right on your roof. But when they build a nest on the roof of your house, they bring good luck to that house and to the whole village the house stands in. Storks do not sing. They make a noise like you do when you clap your hands when you feel happy and good. They clap their bills all the time except when they are hunting for frogs and little fishes and things. Then they are quiet. But on your roof they are noisy. But this is a happy noise, and I like happy noises. That is all I know about storks; but my aunt in the village of Nes knows a lot about storks. They come to build their nest right on her roof. But I do not know much about storks, because storks never come to Shora. They go to all the villages all around, but they never come to Shora. That is the most I know about storks, but if they came to Shora, I would know more about storks.

The teacher was very pleased with Lina's story. He asked the boys what they knew about storks but one by one they said they knew nothing. Then the teacher asked the children to think and think about storks.

Why does Lina want storks to come to Shora?  
Give three reasons.

What do you think will happen?

Look at the picture of the village of Shora and think of two reasons why storks didn't build their nests there.

Listen to the end of the story.

Check your predictions.

Find out why the teacher and the children put a big wheel on top of their school.



Shora

# UNIT 4

## The Bunyip of Berkeley's Creek

*By Jenny Wagner*

Late one night **something** moved in the black mud at the bottom of Berkeley's Creek.

The fish swam away, and the night birds in the trees hid their heads under their wings. When they looked again, something very large and very muddy was sitting on the bank.

“What am I?” **it** said. “What am I, what am I, what am I?” And the night birds quickly hid their heads under their wings again.

Why did the birds hide their heads under their wings again?

In the morning **the thing** was still sitting there, cleaning the mud off **itself** to see what was under the mud.

“What am I?” **it** was saying again and again. “What am I?”

A passing platypus helped with the problem. “You are a bunyip”, he said.

“Bunyip”, said the bunyip happily. “Bunyip”. Then **he** sat up straight and asked. “What do I look like?” But there was no platypus near him. “Am I good-looking?” asked the bunyip. “Am I?” But there was no answer, and the bunyip went on sitting there for a long time.



Then a wallaby came to drink at the creek.

“What do bunyips look like?” asked the bunyip.

“Terrible”, said the wallaby. “They have ugly feet, and feathers.”

“Fine, beautiful feathers”, said the bunyip hopefully.

“Terrible feathers”, said the wallaby, and finished her drink and hopped off.

“Handsome feet?” called the bunyip, but there was no answer. The bunyip sighed and walked off to find someone else.

Then he heard a noise in the bushes behind him, and suddenly an emu appeared. “Wait!” called the bunyip, running after him. “What do buniyps look like?”

Who did the bunyip meet in the bushes?

The emu stopped and thought for some time.

“They have fur”, he said at last, “and tails”.

“How many tails?” asked the bunyip.

“One for each bunyip”, replied the emu.

“Fine tails”, said the bunyip.

“Terrible tails”, said the emu. “And even more terrible fur.” And he disappeared in the distance.

The bunyip sadly walked along the creek. “Will you tell me what buniyps look like?” he asked every animal who would listen. But there was no answer.

Then he met a man. The man was busy with a notebook and a pencil, and did not look at the bunyip. “Sh”, he said, “I am busy”. The bunyip waited for a long time, and then he said very slowly and clearly, “Can you please tell me what buniyps look like?”

‘Yes’, said the man, without looking up. ‘Buniyps don’t look like anything.’

‘Like nothing?’ said the bunyip.

‘Like nothing at all’, said the man.

‘Are you sure?’ said the bunyip.

‘Quite sure’, said the man, and looked right through him. “There are no buniyps.”

What does the bunyip want to look like? How do the animals and the man see him? Is there any difference?



Have you ever asked the questions Bunyip asked? When was it?

The bunyip had a mirror. He could look into it.  
Why did the bunyip keep asking everybody?

Did the man believe in bunyips?

The bunyip was shocked. Then he sighed a long, deep sigh. “What a pity”, he said, “what a pity, what a pity”. And he walked slowly back to the creek. Then he fished his things out of the water, packed them in his bunyip bag, and walked away. No one saw him go.

The bunyip walked all day. At last he said “This will do. No one can see me here. I can be as good-looking as I like”. And he unpacked his bag, and put his bunyip comb and mirror on the sand. No one saw him and no one spoke to him.

But late at night, something moved in the black mud at the bottom of the small lake. The bunyip put his comb down in surprise, and looked. Something very large and very muddy was sitting on the bank.

“What am I?” it said. “What am I? What am I?”

The bunyip shouted happily: “You are a bunyip!” “Am I? Am I really?” asked the other bunyip; and then “What do I look like?”

“You look just like me”, said the bunyip happily. And he gave her his mirror to prove it.

Why does the author use the words *it*, *he* and *she* instead of the word *bunyip*?

Twice in the story the bunyip is happy. Why?

Do you think there are bunyips in Australia?  
Describe a bunyip. Draw your bunyip.  
Role-play the conversations.

# UNIT 2. Project Preparation

1. Look at the pictures. Find the names of the animals in the pictures. Check the pronunciation. Read the texts. Match the texts and the pictures. Add more animals to each group.



## **ARTHROPODES**

These animals have three or more pairs of legs, no skeleton, and hard coverings over their bodies.

## **MOLLUSCS**

These animals have soft bodies that are covered with strong shells. They have no skeletons.

## **BIRDS**

These animals come out of eggs with hard shells. They have feathers on their bodies.

## **REPTILES**

These animals have scaly skins. They are cold-blooded and are always born on land.

## **MAMMALS**

These are animals that drink milk when they are babies. They have hair on their bodies.

## **FISH**

These animals live in water. They have gills, scales and fins on their bodies.

## **AMPHIBIANS**

These animals have skeletons, are born in the water but can live on land.

- 2. Answer the questions:**
  - Which of these animals have you seen? – Have you read about them?
  - Have you been to a wildlife park? Have you ever been to the Zoo?
  - What is your favourite animal? Why?
  - You can see many animals all over the world. Where would you like to travel? Why?
  - Do you like animals?
  - What can we do to help them?
- 3. Describe two or three animals from any group. Say where they live, what they eat.**
- 4. Write about the animal(s) you have chosen. Use an outline or a mind-map to help you.**
- 5. Prepare to speak about the animals you have chosen.**
- 6. Get ready with some visuals. Use pictures from magazines and newspapers, photos.  
Don't forget about music and sounds.**
- 7. Make your presentation interactive. Ask your classmates questions. Welcome their questions.**

### **WHAT IS A GOOD PROJECT PRESENTATION?**

- ✓ The project is well prepared and interesting.
- ✓ The presenter doesn't read but speaks throughout the project.
- ✓ The presenter illustrates their project with pictures, photos, sounds, etc.
- ✓ The project isn't too big, it follows the project guidelines.
- ✓ The presenter sticks to the time allowed for their presentation.
- ✓ The presenter involves classmates in their presentation.

**GOOD LUCK!**

## UNIT 3. Project Preparation

Choose one of the projects. Work in groups. Tips for a good project see on page 128.

### GROUP ONE

Imagine that your pen-friends from Britain are coming to Belarus. You want to give them a short introduction to your country or region.

Speak about

- ❖ The area
- ❖ The population
- ❖ The capital
- ❖ The national symbols
- ❖ Things that the country/region is famous for
- ❖ Some interesting places to visit
- ❖ History
- ❖ Famous people

### GROUP TWO

Your home is your neighbourhood, too.

- ❖ Make a plan of the place (street) where you live
- ❖ Mark all the places of interest on your map
- ❖ Describe how you get to this or that place

### GROUP THREE

Make your own quiz.

- ❖ Write 10 questions
- ❖ Make prizes

## TIPS FOR A GOOD PROJECT

1. Make a map of Belarus.
2. Mark the regions, rivers, lakes, forests, cities and towns.
3. Label on your city/town plan:
  - a) streets
  - b) buildings
  - c) your house
  - d) places where you meet with your friends
4. Illustrate your project with pictures and photos.  
You can present your project as a poster.

# Student's Book 2

# UNIT 5

## AS BUSY AS A BEE

### LESSON 1.

### Hello, New Year!



#### READING

1. Listen to children speaking about different ways of celebrating the New Year in the world. Follow in the book. Where are the children from?



In Edinburgh, there are parties, music and dancing, parades and lots of fireworks. At 12 o'clock my friends and I joined our hands and sang "Auld Lang Syne". Some people were swimming in the fountain. We counted the last ten seconds: "Ten...nine...eight..." It was fun!

*Nick.*

I was sleeping at the time. We celebrate New Year between mid-January and mid-February. There is some noise on this day. A "dragon" (which looks like a lion) goes along the streets and people open their doors to welcome him.

*Chu Wen Deng.*



At midnight I was throwing broken kitchen things, old furniture from the window to the ground. It was cool! I enjoyed throwing the old troubles of the old year out.

*Marko.*



People of my country celebrate it at the end of October – beginning of November. We call it Diwali, the “Festival of lights”. Delhi is beautiful at this time. There are no sad people in the streets.

*Nuri.*



The happiest holiday of the year! My family had a big dinner. I didn't find any presents in my bedroom. I found some under the Christmas tree. Did you find any presents there?

*Vasilyok.*

Belarus Italy Great Britain China India

2. Work in pairs. Read the text again and complete the chart the teacher has given you.

## G GRAMMAR

3. a) Look at the underlined sentences in the text. When do we use “some”? When do we use “any” or “no”? Complete the rule.

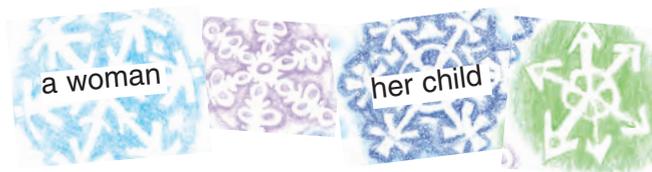
We use ... in affirmative statements. (+)

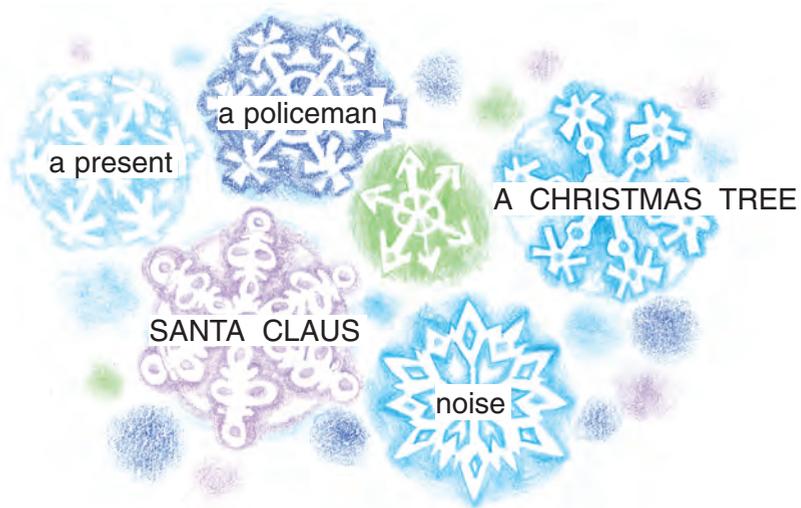
We use ... or ... in negative statements. (-)

We usually use ... in questions. (?)

b) Did you get any presents at New Year? Use *some*, *any* or *no*.

4. Match the words in the snowflakes with THINGS or PEOPLE (“BODIES”).





5. a) Look at the words in the box. How many new words can you build?

some	body
any	thing
no	

b) Look at the picture. Complete the description below with these words.



There isn't ... in the room. There is ... on the table. ... has cleaned the room. There isn't ... on the Christmas tree. There is ... on the floor. ... has broken the vase.

6. Play "Newspaper reporters" game in pairs.

**Student A:** You are a newspaper reporter. Interview your partner about his New Year holiday. Write five questions with "anything".

**Example:** *Did you do anything interesting?*

**Student B:** You are a famous person / an alien / a book character. Think about your New Year holiday. Answer your partner's questions.

# LESSON 2.

# Apron Calendar



## VOCABULARY

1. a) Listen and say what happened to Cinderella.

b) Listen to Cinderella's story again and follow in the book. Match actions with the pictures 1-10.



1

make the beds  
do the hoovering  
do the washing  
sweep the floor  
do the ironing

do the cooking  
tidy up  
lay the table  
do the dusting  
do the washing up



2



3



4



6



5



10



7



8



9

c) Say what you do about the house.

2. a) Read the story about Cinderella's cousin Dixie and answer the question at the end.

### An Apron Calendar

New Year's Day came and Dixie did not have a new calendar. "How can I know what day it is?" she asked her dog Pixie. "Oh, I know! I'll make seven aprons. I'll wear the blue one on Monday when I do the washing. Every Tuesday I do the ironing. The yellow one can be my ironing apron. When I tidy up on Wednesday I'll put the pink one on. For Thursday I will make a green apron. I usually do the dusting on Thursday. Friday is market day. I'll wear the purple one when I do the shopping. I'll wear the red one on Saturday to warn everyone to keep out of my way. I'm too busy then to stop and talk for I have to sweep the floor and do the Hoovering. The white one will be for Sunday. I'll do the cooking, lay the table and, of course, I may have somebody for tea."

Everything went well for a few days. Then one morning something strange happened. Dixie woke up, made her bed and went to the kitchen. But she couldn't find her nice aprons anywhere. "Has anybody seen them?" she asked. But nobody could help her. Suddenly Dixie looked under her bed and saw her dog Pixie. He was sleeping on her aprons. "Bad dog!" she cried. "You've mixed up my calendar!" Dixie was very unhappy.

Then somebody knocked at the door. It was the postman. Dixie went to the door, and what do you think he had for her?

- b) Pixie has mixed up Dixie's aprons. Talk in pairs. Help Dixie to find the right apron for each day of the week.

**Example:** *Dixie wears the blue apron on Monday when she does the washing.*

make the beds   do the washing   tidy up



c) What do you do every day?

**Example:** *On Monday I always do the dusting ...*



## SPEAKING

### 3. Role-play the situation in pairs.

**Student A:** You are mum / dad. Ask your son / daughter to do different things about the house until he / she agrees.

**Student B:** You are a son / daughter. Read the card the teacher has given to you. Agree to do this job only. Explain why you can't do the other housework.

Do the dusting, Kate.



Can I do it tomorrow, Mum? I'm very busy now.

do the ironing    do the dusting

## LESSON 3.

# New Year Resolutions



### VOCABULARY

1. a) Work in pairs. Match these verbs with the words in the box. How many word combinations have you got?

do

make

clean

wash

water

the cooking

the dusting

the beds

breakfast

the shoes

the washing up

the plants

a noise

the flowers

your homework

the floor

a mess

the shopping

the dishes

housework

the windows

the house

the clothes

- b) Talk in pairs. Who in your family does these things?

**Example:** – *Who in your family does the shopping?*

– *Usually my mum does the shopping but sometimes I buy milk.*

- c) What housework did you and your family do before the New Year?

2. Read the text in the box about a British tradition and answer the questions below.



In Britain people make *resolutions* before the New Year about what they plan to do or not to do in the coming year.

- What does *resolution* mean?
- Do you have the same tradition in your country?

 3. a) Listen to the song. What is it about? Who is singing?

b) Now listen again and follow in the book. Say which resolutions are Nick's and which are Rosie's.

### New Year Resolutions

I am going to do the Hoovering when I grow up,  
I am going to wash every dirty dish and cup,  
I am going to play football very late at night,  
I am going to help Mummy when she's very tired.

Resolutions, resolutions,  
Time to begin something new.  
Resolutions, resolutions,  
Time to get better for you.



I am going to do the tidying up and ironing,  
I am going to make a mess in the dining-room,  
I am going to do the shopping and to wash the clothes,  
I am going to cry when my Mummy calls me Rose.

Resolutions, resolutions,  
Time to begin something new.  
Resolutions, resolutions,  
Time to get better for you.

c) Sing together with Nick and Rosie.

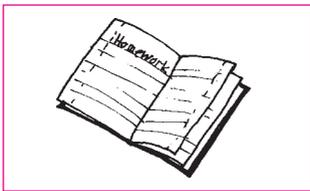
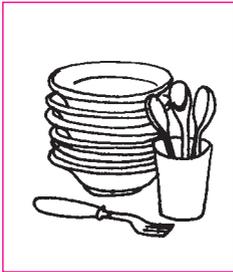
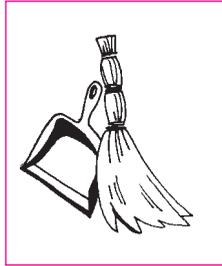
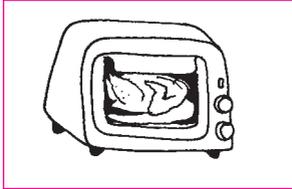
d) Check your memory.

Close the book and say what Rosie and Nick are going to do this year.

4. Talk in pairs. Are you going or not going to do these things next week?

Example: – Are you going to do the washing up next week?

– Yes, I'm. (No, I'm not.) I'm (not) going to do the washing up next week.



SPEAKING

5. Write your New Year resolutions. Talk to other students. Find out who has got the same resolutions.

## LESSON 4.

## Clever Machines



### VOCABULARY

1. Read the example and answer the questions below.

**Example:** *I usually do my homework from 4 to 6.  
I spend 2 hours doing my homework.*

How many hours do you usually spend doing your homework, watching TV, reading, listening to music, doing housework?

2. One hundred years ago people used to spend about 7 hours every day doing housework.

Look at the diagrams. Why do you think the situation has changed?



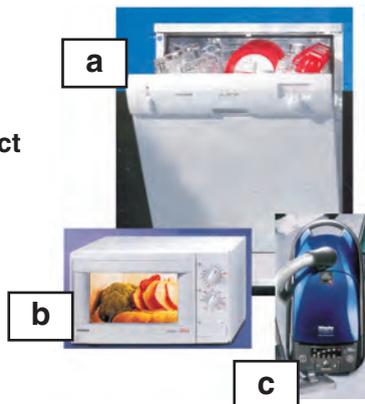
UNIT 5

3. What machines and gadgets do you know?

Do they help to do the housework?

a) Listen to the definitions and point to the correct pictures.

b) Match the pictures with the words in the box at the bottom of pp. 140–141.





4. Fill in the gaps with the names of the machines above.

1. You needn't wash the dishes. Just put them into the ... .
2. The carpets are dirty. Where's the ... ?
3. I'd like some coffee. Do you know how this ... works?
4. You can cook it in the ... or on the ... .
5. My mother washes clothes with the help of the ... .
6. The temperature in the ... is +4–6 °C.
7. Watch out! (Осторожно!) The ... is hot.

5. a) What are these machines and gadgets for? Write sentences.

**Example:** *A washing machine is for washing clothes.*

b) Play in pairs.

**Student A:** Read your sentence but don't name the machine.

**Example:** *It is for washing clothes.*

**Student B:** Guess what the machine is.

washing machine    Hoover    fridge    cooker    iron



## SPEAKING

6. Look at the picture. Do you like it? Why? Why not?  
Would you like to have this machine?

This machine will do half of your work.



OK. I'll take two.

7. Work in groups of three. Draw a machine for the year 3000. Make a presentation.



Describe your machine.  
(Is it big/ small/ light/ heavy?  
Can a baby/ an engineer/... use it?)



Say what it does, what it is for.



Say why people need it.  
(Today people spend ...)



Would you like to have it?  
Why/ why not?



dishwasher coffee-maker microwave oven spend



READING

1. a) They say that only six out of ten teenagers in Europe help their parents with housework. Is this good? Why? Why not? Do you like to help about the house?
- b) Answer the questions in the questionnaire and find out how helpful you are.

**1. Have you ever ironed your socks?**

- Yes, I always do it. (+2)
- I've tried but it didn't help. (+1)
- What is "ironed"? (0)

**2. What do you say to your mum when she does the washing up?**

- Shall I help you, Mum? (+2)
- Here are two more dirty cups. (+1)
- Could you give me some more chicken? (0)

**3. When do you make your bed?**

- Every morning. (+2)
- When my parents are very angry. (+1)
- Never. (0)

**4. What machine can help you to sweep the floor?**

- A Hoover. (+2)
- A washing machine. (+1)
- A fridge. (0)

**5. Where do people cook soup?**

- On the cooker. (+2)
- In the oven. (+1)
- In the supermarket. (0)

- c) How many points have you got? Listen to the comments. Are you happy with the results?



## LISTENING

 2. What does family cooperation mean? Do you think people in the family should help each other? Why? Why not?

a) Listen to the dialogue and say why mum is unhappy.

b) Listen again and say what the members of the family were doing when mum was in bed.



Mr. Bean



Liz



Ben

c) Mothers can do everything about the house, can't they?  
Is there any work only for mothers, fathers or children?



## SPEAKING

3. In groups play a computer game. It is called "Helping Hands". Here is your task:

**HOUSE:** A mess, an empty fridge.  
**FAMILY:** Dad Mum Son Daughter Baby Dog



**TASK:** Make the house clean and tidy.

ENTER

- |   |                                  |
|---|----------------------------------|
|  <b>Make</b>   | ⇒ <u>a list of things to do.</u> |
|  <b>Decide</b> | ⇒ <u>who will do what.</u>       |
|  <b>Do</b>     | ⇒ <u>report.</u>                 |

**EXAMPLE:** *Father will do the hoovering, ...*

Your group: Report.

Other groups: Check if you have done all the things about the house.

## LESSON 6.

# Look What You've Done!



### VOCABULARY

1. a) Look at the picture: Is the girl good at washing up?  
Why do you think so?

Mum, shall I wash the plates, too?



- b) Use the chart below to make sentences.

My friend	am	good	at	tidying up.
My parents	is	not very good		doing homework.
I	are	bad		cleaning the windows.

- c) What do you know about Nick and Rosie?

#### Who is/isn't good at ...

- cooking?
- playing football?
- singing?
- doing homework?
- playing hockey?
- helping mum about the house?

- d) Think what you are good at. Mix around. Share and compare.



## LISTENING

### 2. Rosie's friend Liz is telephoning her.

a) Listen to the dialogue and say what happened to Rosie.

b) In groups choose your roles (you are mum / dad or Nick / Rosie).

Listen to the dialogue again and answer these questions:

When was it?	Who did you see?
Where were you?	What was/were he/she/they doing?
What were you doing?	What happened?

c) Tell each other your stories.



## SPEAKING

### 3. Play "Accident" game. Take a dice and make up your accident story!

a) When was it?



your  
birthday



yesterday



the 8th  
of March



the New Year  
holiday



winter



2 days ago

b) Where were you?



the moon



London



home



Africa



school



Victory  
square

c) What were you doing?



do shopping



do homework



walk a dog



water flowers



make a mess



do the washing up

d) Who did you see?



mum



teacher



crocodile



Tom Cruise

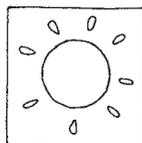


alien



dog

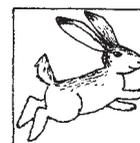
e) What was ... doing?



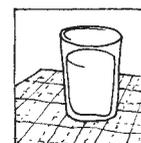
play in the sun



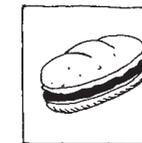
make coffee



run fast



drink milk



eat a sandwich



sit under the table

f) What happened?



break a vase



fall down



run away



fall asleep



ask: "Who are you?"



start dancing

Whose story is the funniest?

be good at something

## LESSON 7.

## Home Alone



### LISTENING

1. a) Are you always comfortable at home? Is your home safe? What is not safe in your flat? What can be dangerous?

b) Look at the picture and answer the girl's question.



Your parents aren't at home and the phone rings. What do you do?

SAFE  
≠  
DANGEROUS

Now listen to the correct answers. Were you right?

c) Now answer the boy's question.

Your parents aren't at home and the door bell rings. What do you do?



Listen. Are your answers correct?



### SPEAKING

2. Read the information in this poster. Do you know these things?

**There are 3 things you must know:**

1. The police phone number.
2. Your address and phone number.
3. Where your parents are and how to contact them.



- a) Write 5 things you mustn't do at home to be safe.
- b) Talk to your partner. What things are the most dangerous? Why?
- c) Discuss your results with your classmates.

3. a) Do you know who this boy is? Where did you see him? Why is he famous?  
 b) Read the text. Guess the meaning of the underlined words.



*Home Alone* is a funny film! Here is the story: the McCallister family go on holiday. Mr. and Mrs. McCallister are on the plane. Suddenly they realise that something is wrong. Where is their son Kevin?

ANSWER: He's at home – alone!

Kevin is quite happy. He does things he can't do when his parents are there. But the fun really begins when two bandits arrive. They break into the house.

But Kevin plays a lot of tricks on them and stops them.

- c) Imagine you are home alone. What do you do?

4. Talk in pairs. Have you ever had an accident at home? What happened?

**Student A:** Tell a real story or imagine a story about an accident at home. Use the words and phrases in the box.

It was ...  
 I was at home alone.  
 I was ...-ing when ...  
 Then ...  
 After that ...  
 Suddenly ...  
 Luckily (Hurray!), I (it) ...

**Student B:** Do you believe your partner's story? Tell your story.

safe

## LESSON 8.

# Mr. Hard-working



### LISTENING

1. a) Are you happy with the housework you do? Why? Why not?



b) Listen to Vasilyok and Nick talking about the things they do about the house. What problem has Nick got?

c) Now listen and follow in the book. Are the sentences after the text true or false?

- Hi, Vasilyok! How are you doing?
- Fine, thanks! How are you?
- Well, I'm OK. I've just had a fight with Rosie.
- Why? What's happened?
- She says I'm too bossy. But she doesn't want to

do anything about the house. She's so untidy and messy!

- Oh, sisters!

- Can you believe it? She's broken the Hoover, so now *I* sweep the floor every day.

- Why doesn't *she* do it?

- She isn't good at sweeping. She can't do anything! She can only walk the dog and water the flowers. And *I* do all the housework!

- Oh, I do a lot of housework too. Mum is always telling me to tidy up and do the dusting. But I hate dusting! It's so boring.

- Well, I think, dusting is OK. What I really dislike is washing! Rosie can't use the washing machine, so I have to put all these dirty clothes into it. Yuk!

- Oh, I never do the washing. My mum always does it and dad does the Hoovering. I only help with the washing up sometimes and go shopping every Saturday. I like shopping. It's fun.

- Oh, I think housework is horrible. I wish we had a robot at home.

- Yeah.



1. Nick's mum always does the washing.
2. Rosie doesn't do anything about the house.
3. Nick sweeps the floor every day.
4. Nick can't use the washing machine.
5. Vasilyok doesn't help about the house.

2. Talk in pairs. What do boys like and hate doing about the house?



## SPEAKING

3. Write 5 things you don't like doing about the house and 5 things you think are OK. Talk with your partner about them.

4. Work in pairs. Choose one card each. Talk on the telephone. Change roles.

You like to work about the house and do everything yourself. Your parents are very happy but all the time they ask you to go out and to have fun more.

**CARD 1**

You don't do anything about the house. Your granny does all the work about the house. She always asks you to help her with the housework.

**CARD 2**

You work hard. You do all the things Cinderella does and even more. You are very tired.

**CARD 3**

Your brother doesn't help you at all. Tell your friend about it. Ask him/her who does the housework in his/her family.

**CARD 4**

You think that housework is very boring. Your room is always in a mess because you never tidy up. You think it's OK but sometimes you feel uncomfortable when your friends come.

**CARD 5**

You are the real you. Talk about your family and the housework you do.

**CARD 6**

## LESSON 9.

# My Dream Room



### READING

1. a) Do you have a room of your own? Can you do anything you want there? Do you tidy up in your room?  
b) Read what Rosie wrote at school about her dream room and say which picture shows it.

### My Dream Room

My dream room is very big (I can even play football there) and I have got a TV in it. There is also a small fridge with a lot of ice-cream and Coca-Cola in it. On the walls I have got a lot of posters.

I spend a lot of time in my room. There I can do anything I want to do and nobody tells me to stop it. Sometimes my friends come into my room and we have parties with music and dancing. After the parties there is always a mess, but I have a robot which always tidies up when I sleep at night and even does the washing up.

My parents and my brother don't come into my room very often. But they are happy that it's always clean and tidy.



- c) In which paragraph does Rosie describe
- what she does in her room?
  - what her parents think about her room?
  - what she has in her room?



## SPEAKING

### 2. Read what British children say about their rooms. Which things could you say about your room?

The first thing I do when I come into my room is check that nobody came into it when I was out.

On the walls in my room I've got posters of pop-stars.

I hate it when my mum tidies up in my room.

On my shelves I've got a lot of things, for example a collection of small toys.

Sometimes I do my homework just lying on the floor in my room.

On my desk there is a terrible mess.

I've got more than five secret places in my room. If I want to hide something from my parents, I just put it in one of these places.



### 3. Read the "SPEAK BETTER" information and describe your dream room to your partner.

#### SPEAK BETTER

- Do not just describe your room. Say what you feel about it, what you like.
- See paragraphs in exercise 1c). They can help you to organise your speaking better.
- Make notes on what you are going to say.

# UNIT 6

## ARE YOU A FOODIE?

### LESSON 1.

### Favourite Food



#### VOCABULARY

1. Look at the pictures. These are the meals Vasilyok's family usually have.  
 a) Can you say which of them is breakfast / lunch / dinner / supper? Why do you think so? Do you like this food?

#### Breakfast

Sandwich  
 Juice  
 Eggs

#### Lunch

Cake  
 Fruit  
 Juice

#### Supper

Milk  
 Biscuits

#### Dinner

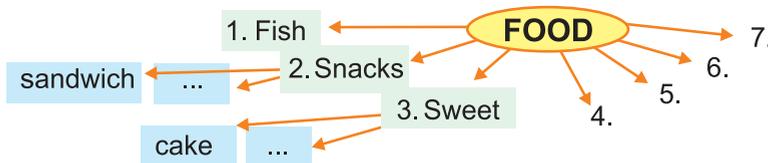
Soup  
 Juice  
 Potatoes  
 Chicken  
 Bread



- b) What else could Vasilyok eat for his meals?

2. a) Do you know the names for each type of food in the pictures? Complete the scheme.

- b) Give examples from the pictures above. What type of food do you like best? Why?



3. a) Listen to Robbin Bobbin. Look at the pictures on p. 154. What food does he like? What food does he hate?



cereal



pizza



sandwich



yoghurt



chicken



hamburger



tea



bacon



milkshake



peanuts



ham



crisps



spaghetti



ice-cream



milk

b) What about you? Have you got the same tastes?



## READING

4. In his letter to Vasilyok Nick wrote about his favourite food. Read the letter. What does he like? What does he hate?

*Dear Vasilyok,*

*You asked me about my favourite food. Well, I eat cereal or toast, bread with peanut butter and hot chocolate for breakfast. My Dad loves bacon and eggs in the morning. I usually take a ham sandwich to school. But we get a hot lunch there too. It's pizza and fried chicken or hamburgers. I love hamburgers.*

*There's also a food shop at my school. You can buy crisps, and sweets there. I often buy ice-cream there during a break.*

*At home I eat lots of different things – steak with potatoes, chicken or fish and chips. My Mum often makes fruit cake and green salad. I like chocolate milkshake. I don't like spaghetti. My family eat a lot of fruit and vegetable salads. But my favourite food is pizza. I know how to make it.*

*Love, Nick.*

5. Nick is coming on Sunday. Vasilyok is a hospitable boy. Help him make a Sunday menu. Copy the chart and complete it.

Breakfast	Lunch	Dinner
Tea		



## SPEAKING

6. a) In pairs, find out your partner's favourite fruit, vegetable, meat, soup, snack, sweet and drink and his / her three dislikes.

**Example:** 1. *What food do you like? – I love steak and ice-cream.*  
2. *What food do you hate? – I hate cabbage and fish.*

- b) In groups of four, compare your results. What are the food hits and food hates?

**Example:** *The food hits in our group are hamburgers, the food hates are porridge and onion.*

yoghurt cereal milkshake bacon steak peanuts ham crisps

## LESSON 2.

## At the Cafe



### LISTENING

 1. a) Listen to the song. What is the boy's favourite food?



I like green bananas and pink ice-cream.  
Wobbly jelly makes me scream.  
Buns and burgers are really cool  
But I like fish and chips best of all!



#### CHORUS:

*Fish and chips, yeah!*



*Fish and chips, yeah!*

*Makes me want to lick my lips*

*Eat them for breakfast, lunch and tea.*

*Fish and chips are for me.*



I like peanut butter on my bread  
Maybe honey or jam instead.  
I like spaghetti a little bit,  
But fish and chips are the hit!



b) Listen to the song again. You will hear the names of foods and drinks. Say what words you do not hear.

Bananas, ice-cream, jelly, bacon, buns, burgers, fish and chips, peanut butter, bread, honey, steak, spaghetti.

c) Sing the song together.

2. Play a guessing game. Use the phrases below.

**Example:** *It makes me scream.* – *Is it ice-cream?*

1. It is really cool!
2. I like it best of all!
3. It makes me scream!
4. It makes me want to lick my lips!
5. I like it a little bit.
6. It is the hit!

3. a) Look through the menus. Match them with the names of the cafes. Explain your choice.



ROBBIN BOBBIN



AT VITAMINS



- b) Listen to two conversations. What cafe are the people in?

- c) What does the waiter say?

- |                      |                                   |
|----------------------|-----------------------------------|
| 1. Can I help you?   | 4. Are you proud of your country? |
| 2. What's your name? | 5. Anything else?                 |
| 3. No, thank you.    | 6. Do you believe in aliens?      |

- d) Listen to the conversations again. Role-play them in groups of three.



## SPEAKING

4. Work in the same groups. Choose a cafe. Make up a conversation. Your classmates will guess what cafe you are in.

## LESSON 3.

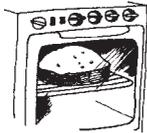
# Busy in the Kitchen



### VOCABULARY

1. a) Match the verbs in the table with the pictures.

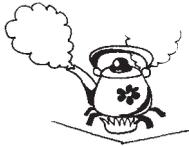
a



b



c



d



e



1. boil
2. bake
3. cut
4. mix
5. add

b) Say when you do these things. Use the words in the box.

1. I ... water when I want to make tea or coffee.
2. I ... milk to coffee when I want to make it white.
3. I ... milk, fruit and chocolate when I want to make a milkshake.
4. I ... meat when I want to make steak.
5. I ... a cake when I want to eat something sweet.

2. Vasilyok and Nick are going to make Belarusian *okroshka*. Look at the list of ingredients. Say what they need to make it.

**Example:** *To make okroshka, they need 200g of meat or ham.*

- 200g meat.
- Four cucumbers.
- Two onions.
- Two eggs.
- 150g sour cream (сметана).
- Two potatoes.
- Half a teaspoon salt.
- Half a teaspoon sugar.
- One litre *kvas*.



 **3. a) Listen to the conversation and say why *okroshka* is great in hot weather.**

*N:* What are you doing, Vasilyok?

*V:* I'm making *okroshka*. I must ... (1) some meat first. And we need *kvass*.

*N:* *Kvass*? What is it?

*V:* It's a drink made from bread, sugar and water.

*N:* Do you ... (2) bread to make *kvass*?

*V:* No, I don't ... (3) bread. And I don't make *kvass*. I buy it. Let's go and buy some *kvass*.

*Later.*

*N:* Can I help you?

*V:* Yes, please. ... (4) the meat, onions and cucumbers. Be careful not to ... (5) yourself.

*N:* I will. Have you already boiled the eggs?

*V:* Not yet. I'm just going to. Will you get me some sour cream from the fridge?

*N:* Yes, here you are.

*V:* Thanks. Now ... (6) the eggs, please.

*N:* Ready. What shall we do now?

*V:* We'll take meat, cucumbers, onions and eggs, and ... (7) some sour cream, salt, sugar and *kvass*, and then ... (8) mix everything carefully.

*N:* Is it ready now?

*V:* Oh, no! We must put *the okroshka* in the fridge and keep it for some time to make it cool.

*N:* Oh, no. I'm so hungry!

**b) Listen again and fill in the missing words.**

**c) Look through the list of ingredients and read the conversation. What did they forget to add?**

add    bake    boil

4. a) Add these sentences to the dialogue.

N: Oh, what about salt? Do we add any salt?

V: Yes, we've forgotten to add salt and sugar!

b) Act out the conversation with your partner. Check your answers.

5. Read the instructions for making *okroshka*. Reorder them. Begin with line 3.

1. Next, mix the meat, cucumbers, onions, potatoes and eggs.
2. Cut cucumbers and onions, add them to the eggs.
3. **First, boil 200g meat, two eggs and two potatoes.**
4. Cool *the okroshka* in the fridge before eating it.
5. Then, cut the boiled meat and potatoes.
6. Finally, add *kvas* and mix well.
7. Now, cut the eggs.
8. After mixing the vegetables with the meat, add the sugar, salt and sour cream and mix everything well again.



## WRITING

6. a) Write instructions for making a salad. Use the card the teacher has given you.

b) What is this salad good for:

- breakfast
- lunch
- or dinner?



cut

mix

## LESSON 4.

# The Story of Marmalade

### G GRAMMAR

1. a) Do you know what food is popular in Great Britain?

b) Look at the pictures below. Which of these foods are British?



spaghetti   tea   coffee   pizza   bacon   bananas   marmalade   chocolate

c) Can you guess what food the Queen likes best?

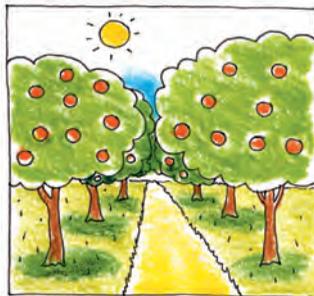
2. a) Look at the pictures. What do you think the story is about? What is marmalade made from?

b) Read the sentences, match them with the pictures.

a



b



c



d



e



f



g



h



i



1. The oranges are cooked with sugar and water.
2. The marmalade is served with toast, butter and tea.
3. Oranges come from Spain and Morocco. They are sour and are ready in February.
4. The royal cook buys the best oranges.
5. The fruits are brought to the UK.
6. The Queen is pleased.
7. They are sold in shops and in the markets.
8. The mixture is cooled in the fridge.
9. The marmalade is spread on toast.

**3. a) Answer the questions.**

1. What sorts of oranges are used to make marmalade?
2. Where are the oranges sold?
3. Who buys them?
4. What is added to oranges?
5. Is marmalade served cold or hot?
6. Is the Queen pleased?

**b) Tell the story of marmalade.**

**4. a) What is the difference between the sentences?**

1. They make marmalade from oranges. – Marmalade is made from oranges.
2. People add water to oranges to make marmalade. – Water is added to oranges to make marmalade.

**b) Fill in the Present Simple Passive box in your grammar chart.**



5. Complete the sentences with the Present Simple Passive of the verb in brackets.

Example: *Pizza is eaten (eat) in Italy.*

1. Apples (*not pick*) in May.
2. Peanut butter (*eat*) with bread.
3. Russian (*not speak*) in England.
4. Cheese (*make*) in Holland.
5. Bananas (*not grow*) in Belarus.
6. These books (*keep*) in this bookcase.
7. Chips (*not make*) from carrots.



WRITING

6. Look at the pictures and tell the story of an apple. Compare with your partner.

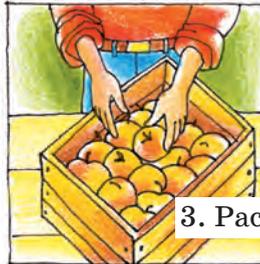
Example: *Apples are grown in an orchard (фруктовый сад) in summer.*



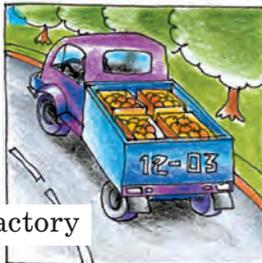
1. Grow/orchard



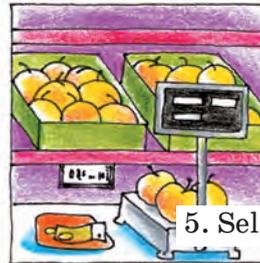
2. Pick/autumn



3. Pack/boxes



4. Take/factory



5. Sell/shop

sell   serve   spread marmalade

# LESSON 5. Are Potatoes Made from Chips?



## PRONUNCIATION

1. a) Look through the chant and find the funny sentences.



b) Listen to the chant and put these lines in order. Begin with line C.

c) Listen again and check your answers.

A. Sauce is made from red tomatoes, red tomatoes, red tomatoes.

B. Are tomatoes made from sauce? – No, they aren't. No, they aren't

**C. Are potatoes made of chips? – No, they aren't. No, they aren't.**

D. Do you like to eat tomatoes? – Yes, I do, but ketchup's better.

E. Is sweet white sugar made from sweets? – No, it isn't. No, it isn't.

F. Pizza's made from light white flour, light white flour, light white flour. 

G. Is white flour made from pizza? – No, it isn't. No, it isn't. 

H. Do you like both sweets and pizza? – Yes, I do. I often eat them.

I. Chips are made from big potatoes, big potatoes, big potatoes.

J. Sweets are made from sweet white sugar, sweet white sugar, sweet white sugar.   



## SPEAKING

2. Nick's Mum is going shopping.



a) Listen to the conversation in the shop. What does Nick's Mum buy?

b) Listen again. Say where the products are made.

**Example:** *The cheese is made in France.*

Juice Biscuits Chocolates  
Sweets Crisps Peanuts

Italy Poland Scotland  
England Germany France

flour

c) Listen to the conversation again. Which phrases do not belong?

*Nick's Mum:*

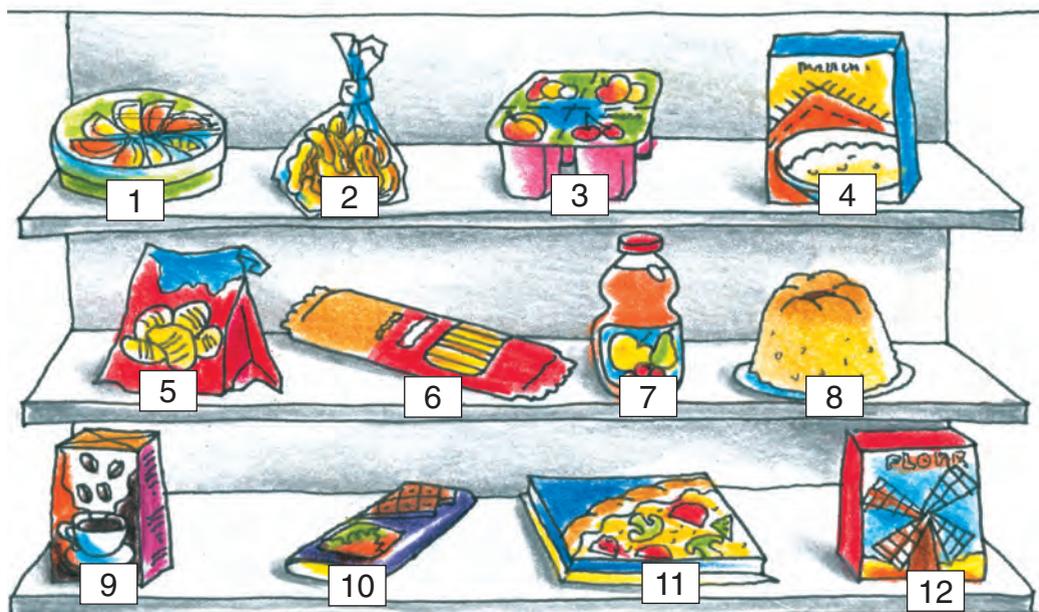
1. Excuse me.
2. Are they made in England?
3. Fine.
4. OK, I'll take them.
5. We've got lots of things.
6. Where are they made?

*Shop Assistant:*

1. How can I help you?
2. Over there.
3. Can I help you?
4. They are very tasty.
5. Are they made in France?
6. They are made in England.

3. You are getting ready for a party.

a) Look at the shelves. What can you buy in the shop?



b) The teacher has given you a card. Don't show your card to your partner. Complete the shopping list.

c) Role-play a conversation at the supermarket in pairs. Use ex. 2 for help.

You: Want to buy the things in the shopping list A.

Your partner: Is a shop assistant.

# LESSON 6.

# Making Pizza



## SPEAKING

1. a) What country is pizza from? What is it made from? Where is pizza eaten?  
b) Look through the list of pizzas. Have you eaten any of them?

### 1. Vegetariana

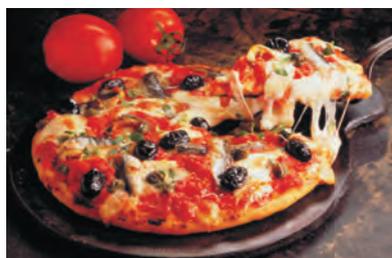
cheese  
onion  
tomatoes  
mushrooms  
red pepper  
ketchup

### 2. Four Seasons

cheese  
ham  
bacon  
red pepper  
mushrooms  
onion

### 3. Neapolitana

cheese  
ham  
onion  
red pepper  
ketchup  
tomatoes

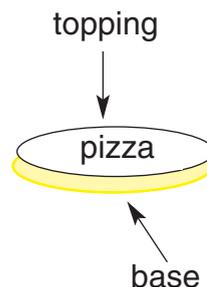


UNIT 6

2. a) Look through the ingredients for pizza toppings.  
Say which food you can count and which you cannot.  
b) Which of the following will you need for the pizza base?  
First name only countable ingredients, then uncountable.

milk pepper salt cheese eggs butter juice flour

- c) What do you start with: pizza base or pizza topping?



3. Vasilyok and Nick are going to make pizza.  
Here's what they've got in their fridge.



- a) Help them decide which pizza to cook.  
b) Check your partner's memory. Then change roles.

Student A closes his book. Student B keeps his book open.

**Example:** *A: Is there any milk?*  
*B: Yes, we've got some.*  
*A: Are there any tomatoes?*  
*B: No, there aren't. We haven't got any tomatoes.*



-  4. a) Look at the pizza ingredients in ex. 1. Listen to Vasilyok and Nick. What else do they need for the pizza?

b) Listen to the conversation again. Put the sentences in the correct order to describe the process of making pizza. Begin with sentence 3.

1. Bake the pizza in the oven for 40 minutes until cheese is golden brown.
2. Cut some cheese and spread over the tomatoes.
3. Cut some ham, an onion and red peppers and add some butter to the mixture.
4. Spread some tomato ketchup over the pizza base.
5. Cut tomatoes and place them on the pizza.
6. Spread the topping over the tomato ketchup.



## WRITING

5. Write a recipe for another pizza topping. Use the words from the box below.

first    then    after that    now    finally

## LESSON 7.

# Would You Like Some Fish and Chips?



### SPEAKING

#### 1. Read the dialogues and match them with the pictures.

1. I'm hungry. Is there anything to eat? – Help yourself to fish and chips.
2. I've just run two miles. I'm thirsty. – Would you like some water?
3. Could I have some salad? – Yes, of course. Here you are.
4. I'd like some ice-cream, please. – Fruit or chocolate?

a



b



c



d



#### 2. a) Choose the correct sentence and read it out.

**Example:** *Would you like / Do you like a cup of coffee? – Would you like a cup of coffee?*

1. – Would you like / Do you like a cup of coffee?  
– Yes, please. I'm very thirsty.

2. – Do you like / Would you like some chicken?  
– Yes, please.
3. – Would you like / Do you like some salad?  
– No, thanks. It's lovely, but I'm not hungry.
4. – Can I help you?  
– Yes, I like / I'd like some sweets.
5. – What food do you like?  
– I like / I'd like fish and chips.



Yes, please.

Would you like some cheese?



No, thank you.



b) Listen and check.

3. a) Fill in the gaps. Use the words and phrases in the box. You will have to use some of them more than once.

would you like   please   hungry   I'd like   thirsty   thanks

*N:* OK, everyone is here. It's six o'clock. We are going to have dinner now.

*A:* Great! I'm ... (1).

*N:* Help yourself to fish and chips. We've also got potato pancakes. You call them draniki, don't you? Would you like some?

*A:* Yes, ... (2). You are doing well in Belarusian.

*V:* What ... (3), Brenda?

*B:* ... (4) a piece of apple pie. It must be tasty.

*V:* Here you are. What about you Nick? What are you going to have?

*N:* Nothing, thanks.

*V:* ... (5) some fruit?

*N:* No, ... (6). I'm ... (7).

*V:* What ... (8) to drink? We've got some coke and orange juice.

*N:* Some orange juice, please.



b) Listen and check.



## PRONUNCIATION

 4. Listen to the sound [ dʒ ] at the end of *would*, *could* and the beginning of *you*. Repeat after the speaker.

1. Would you like some ice-cream?
2. Could you pass some bread?
3. Would you like to go to the zoo?
4. Could you help me, please?
5. Would you like to listen to music?
6. Could you chop the onion, please?
7. Would you like a glass of juice?
8. Could you bake a pie for Sunday?



5. Role-play the conversation in ex. 3.



## SPEAKING

6. Work as a whole class. You are at a Pot Luck party. Invite the guests to taste your dish.

Example:

*A: Would you like some pizza?*

*B: Yes, please. I'm hungry.*

*A: Would you like some pizza?*

*B: No, thank you. I'm not hungry. But I'd like some juice. I'm very thirsty.*



thirsty hungry

## LESSON 8.

# Planning a Party

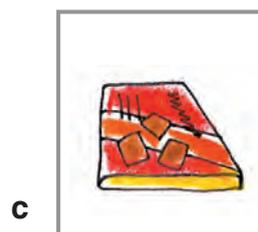


### SPEAKING

1. a) Match the expressions with the pictures.

1. a carton of juice
2. a packet of crisps
3. a bottle of coke

4. a piece of cake
5. a bar of chocolate



b) Answer the following questions in pairs.

How many cartons of juice do you buy a week?

How many bottles of coke can you drink at once?

How many bars of chocolate do you usually buy for your birthday party?

How many packets of crisps can you eat a day?

2. Vasilyok and Nick are going to have a party. Look at the plan for the party. Answer the questions on the next page.

## END-OF-WINTER PARTY



**DATE:** February, 27

**TIME:** 16:00 to 19:00

**NUMBER OF GUESTS:** 12

**WELCOME DRINK:** 16:00 – 16:15

**GAMES:** “Potato Race”, “Pass the Orange”

**PRIZES:** chocolate

**DINNER:** crisps, pizza, fish and chips, ham, coke, orange juice, tea,  
ice-cream, cake, fruit salad, vegetable salad, sweets.

**MUSIC CD** (Madonna, disco music)

**DANCING**

1. When is the party?
2. When does it start?
3. When does it finish?
4. How many guests will there be?
5. What are they going to eat and drink?
6. How many packets of crisps do you think they will buy?
7. How much coke and orange juice do you think they are going to buy?
8. How much chocolate will they buy for the prizes?
9. What are they going to do at the party?
10. What singers are they going to listen to?

bar carton packet

-  **3. Listen to Nick and Vasilyok discussing the plan of the party. Note down the changes.**



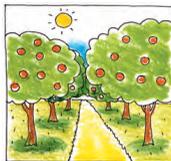
## WRITING

- 4. Work in groups of three to plan your party. Read the card the teacher has given you. Discuss with your friends the points below and write your party plan.**

- when and where you are going to have a party
- who you are going to invite
- what food you are going to make
- what music you are going to listen to
- what games you are going to play

### Pass the Orange

1. Everyone stands in a circle.
2. No one can use their hands during the game.
3. You hold an orange under your chin and try to pass it to the person on your right.
4. The person on your right tries to take the orange under his chin.
5. Any player who drops the orange is out.



## LESSON 9.

## Parties Are Fun



### SPEAKING

1. What kinds of parties do you know?
2. Look at the pictures. What kind of party is it? Why do you think so?
3. a) What are the children in the picture doing?  
b) Listen to the people at the party. Find them in the picture.
4. What have the children done to have this party?



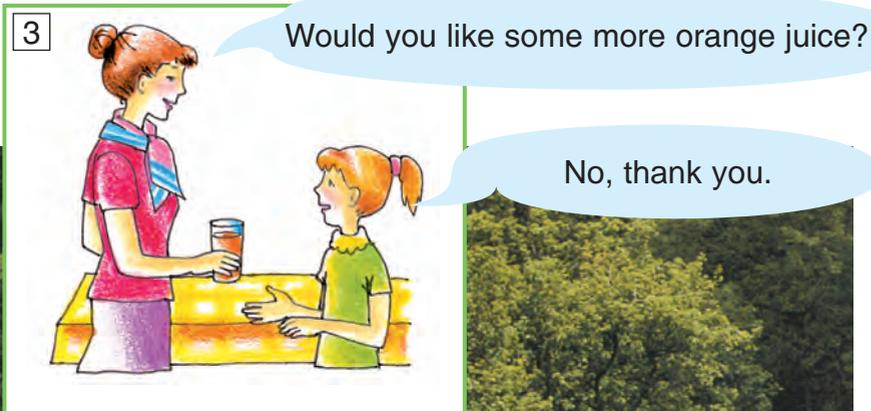
What's in this salad?



Do you eat 'draniki' in Britain?



No, we don't.  
But I think they are super!



Would you like something to eat?



## WRITING

5. a) Work in groups of three (A, B and C). Prepare for your party.

A: Write a programme.

B: Write a recipe for the party.

C: Write an invitation card.

b) Display your work in the classroom. Which party would you like to go to? Why?

# UNIT 7

## BELLS AND BREAKS

### LESSON 1.

### School Rules



#### VOCABULARY

**1. a) Look at the pictures. Say what the problem is in each picture.**



**A**

Stop fighting, boys. Calm down.

- You're late again, Brian.
- I'm sorry.

Open the door! Now!

Don't you know the rules, Steve?

Why don't you work hard?

- Where's your homework, Brian?
- Sorry, I haven't done it.



Don't throw your bubble-gum on the floor, Bob.



**B**

Look at your jeans. Why aren't you wearing your uniform, Sue?

Where were you yesterday, Rosie?

We were doing a test!

- Give me your daybook, Lucy.
- Sorry, I haven't got it.



**C**

**b) Listen to the recordings. Match them with the pictures.**

**c) Read the rules. Find a rule for each picture.**



**D**



**E**



**F**



**I**



**H**



**G**

## SCHOOL RULES

### Students must

- wear a uniform
- come on time
- come to every lesson
- always bring their daybooks, books and exercise-books
- do their homework
- behave well at school
- be polite
- keep the school clean and tidy
- follow the rules

## G GRAMMAR

2. a) Listen to what the people say. What is the difference between *must*, *should* and *have to*?



– You must follow the rules, Nick.



– You should follow the rules, son.



– I have to follow the rules.



– You must follow the rules, Mr. Campbell.

– You should follow the rules, John.



– I have to follow the rules.

b) Listen and repeat. Mind the intonation.

c) Work in groups of three (teacher / head-teacher, parent and student / teacher). Use the example above. Role-play the situations from ex. 1.



## SPEAKING

3. What do you have to do at your school? Do you like your school? Why?

4. Work in groups.

a) Write rules for the school of

- aliens
- magicians
- witches
- ghosts

b) Change groups. Decide whose holiday must be the longest. Why?

**You:** Tell your new partners what you have to do at your school.

**Your classmates:** Tell you about their schools.

uniform polite behave follow have to daybook

## LESSON 2.

## Do I Have To?

### **G** GRAMMAR

-  1. a) Listen to the chant. Choose the best title for it from the titles in the box.

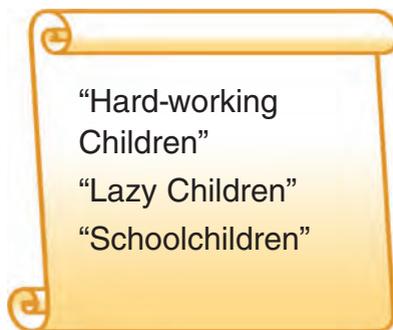
Come on, Nick, get out of bed!  
Oh, Mum, do I have to?  
Remember what the teacher said!  
Oh, Mum, do I have to?



Rosie, put on your coat and hat!  
Oh, Mum, do I have to?  
Brush your teeth and feed the cat.  
Oh, Mum, do I have to?



Do your homework, learn the rule.  
Oh, teacher, do we have to?  
Always do your best at school!  
Oh, teacher, do we have to?



b) Listen and repeat.

c) Role-play the chant in groups of four.

2. a) How do you ask questions with ‘have to’?

b) How do you give negative answers with ‘have to’?

3. Do teachers have to follow rules? Interview your teacher. Ask her / him what he has to do.

**Example:** *Do you have to get up early in the morning? – Yes, I do.  
Do you have to come to every lesson? – No, I don’t.*

get up early, do homework, behave well, keep the school clean and tidy, be polite, come on time, wear a uniform, come to every lesson, follow the rules, always bring your books and exercise-books to school, ...

Gr **FOCUS**

UNIT 7



## SPEAKING

4. Role-play the situation: You come from different schools. On the cards the teacher has given you there are your school rules.
- Ask your classmates about their school rules.
  - Report to the class.

### School No 1

### *RULES*

- ✓ Wear a uniform
- ✓ Come to school at 8.45 in the morning
- ✓ Bring your daybook, school books and exercise-books to school every day
- ✓ Do well at school
- ✓ Be polite
- ✓ Help younger students
- ✓ Do some sport
- ✓ Keep the school tidy and clean

### School No 2

### *RULES*

- Behave well in the lessons and during the breaks
- Work hard in your lesson
- Always do your homework
- Stay at school for lunch
- Keep your school books clean and tidy
- Follow the school rules

5. a) Work in pairs. Discuss the rules you have in your school. Make notes.
- Write your school rules.
  - Compare with another pair.

## LESSON 3.

# School Books



### VOCABULARY

#### 1. Nick is getting books for the school year.



a) Listen to Part A of his conversation with the librarian. Look at the bookshelf. How many books is Nick going to get this year? Which book doesn't Nick need?



b) Listen to Part B of the conversation. Answer the question:

What do children have to bring to their PE lesson?

c) Listen and repeat the names of the school subjects.

#### 2. a) Find the words that rhyme.

School books everywhere,  
Books on the table, books on the chair,  
I hope, I don't get books in my hair,  
Books, books everywhere.

Large books and small books  
And short books and tall books  
And red books and green books and  
blue.

Maths and Geography, Science and History,  
Music and Handicraft, too.

b) Sing the song.

P.E. Maths History Geography Science French Literature

3. a) What's your favourite / least favourite school subject?  
 b) Work in pairs. Interview your classmate.  
 c) Report to the class. Write the results on the board. What subjects are the favourite / least favourite ones in your class?
4. a) Do a survey. Choose a subject. Go around the classroom. Ask your classmates two questions:

Did you use to like History at the beginning of the school year?  
 Do you like History now?

b) Report to the class. Say how many people used to like 'your' subject and how many people still like it now.

**ПОНЕДЕЛЬНИК**

Математика	9
География	8
Музыка	9

5. a) Look at Vasilyok's daybook.  
 What subjects does he have on Monday?  
 What marks does Vasilyok get? Why?

b) What marks do you get? Why? Is it because you

- forget to do your homework?
- make a lot of mistakes?
- like to play more than work?
- spend a lot of time on the computer?
- spend a lot of time playing sports?
- never make mistakes?
- read a lot?
- like school?
- work hard?
- like to learn new things?



**WRITING**

6. a) Make two lists of subjects: the first – the subjects you had last year, the second – the subjects you have now.
- b) What subjects did you use to like when you were in the primary school? What subjects do you like now? Did you use to make many mistakes? Do you make many mistakes now? What marks did you use to get? What marks do you get now?
- c) Write: *I used to like / get / make... Now I like / get / make...*

Music Art Handicraft make mistakes get good / bad marks

## LESSON 4.

# Time to Go to School



### VOCABULARY

-  1. a) Listen to a part of a morning conversation between Nick and his mother. Does Nick want to go to school? Why?  
b) Read the text of the conversaton. Put it in the correct order.

A. Come on, Nick. What lessons do you have on your <u>timetable</u> today?
B. Breakfast is on the table. Hurry up, Nick, or you'll be late for school.
C. Oh, Nick. You used to like school. What's wrong with you?
D. Maths, English, Science, French and Geography. Six hours to spend at school. Why do we have to do so many <u>subjects</u> ? Nobody can learn everything and the <u>breaks</u> are so short. The lessons, though, are very long. They <u>last</u> 45 minutes. Can you imagine?
E. It's so boring! I never have time to talk to Jim. The <u>term</u> has just begun, but I'm already tired. It's a month till the holidays!
F. Yes, I can. I used to be a schoolgirl myself. It was so interesting to be a schoolgirl.
G. I don't care. It isn't much fun. Why do I have to get up so early? The bell rings at nine. Nine o'clock! Why do we have to start school so early?
H. Nothing's wrong with me. Maths is interesting, but it's <u>difficult</u> ; I sometimes make a lot of mistakes. Music is easy, but it's boring. I want to sleep in the Music lessons.

- c) Listen and check.  
d) Guess the meaning of the underlined words.

-  2. a) Read the rhyme. Insert the missing words from the box. There are more words there than you need.

- We don't like to go to school.
- Why? Oh, tell me why?
- We don't like to ... (1) rules.
- Why? Oh, tell me why?
- Rules are boring, rules are funny.
- Rules don't work, when ... (2) are sunny.

follow  
children  
forget  
days



- b) Learn the rhyme.

3. a) Look through the timetable.  
Which lessons do you think are

- interesting
- easy
- boring
- difficult for Nick.

Why do you think so?

- b) What about you? What lessons are interesting, easy, boring, difficult for you?

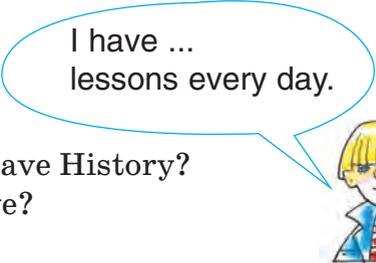
4. a) Look through Nick's timetable and the text of the conversation.  
What day of the week was it when Nick and his Mum were talking?

timetable last term break boring easy difficult do subjects

08.40 REGISTRATION					
08.45 ASSEMBLY					
	Monday	Tuesday	Wednesday	Thursday	Friday
09.00	1. Maths	1. English	1. Maths	1. Geography	1. English
09.40	break				
10.00	2. English	2. P. E.	2. English	2. Music	2. Maths
10.40	break				
11.00	3. History	3. Art	3. Science	3. History	3. Science
11.40	break				
12.00	4. Science	4. Art	4. Geography	4. English	4. French
12.40	lunch break				
13.55 REGISTRATION					
14.00	5. Geography	5. Literature	5. French	5. Handicraft	5. P. E.
14.40	break				
15.00	6. Games	6. Literature	6. French	6. Handicraft	6. Games

**b) Answer the questions.**

1. How long do the lessons last?
2. How long is the lunch break?
3. How many breaks does Nick have?
4. How many times a week does Nick have History?
5. How many lessons a day does he have?



**WRITING**

**5. a) Write your timetable.**

**b) Prepare to describe it to your English friend.**

## LESSON 5.

# School Uniform



### LISTENING

#### 1. Read this magazine page. Answer the questions.

Do the children have the same rules about uniform?  
What are they? What about your school?

Boys and girls at our school have to wear school uniforms. Our school colours are blue and grey. The girls can't wear trousers and the boys can't wear jeans...

Barbara. Fulford. UK

In Germany we don't wear uniforms at school...

Christoph.  
Bruggen, Germany

There is no school uniform in our school. But we have a dress code. We have to follow the rule: no jeans at school!

Olga. Belarus

We don't have to wear a school uniform. Everybody wears different clothes. I usually wear jeans and a sweater or a T-shirt...

Dani. Public School 41,  
New York

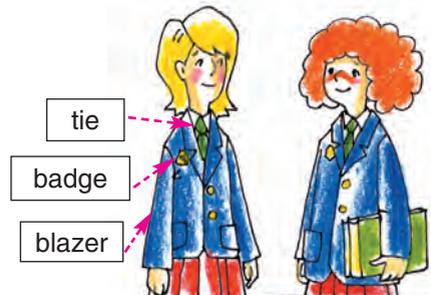
UNIT 7

#### 2. a) What do English children think about their school uniform?



Listen to Rosie talking about her uniform. Does she like it or not?

b) Listen to Rosie again. Are the following statements TRUE or FALSE?



1. Girls have to wear white blouses to school.
  2. Boys and girls have to wear a tie.
  3. Children can wear shoes of any colour they like to school.
  4. They have to wear a cap or a hat in class and in the street.
- c) Describe what English schoolboys and schoolgirls have to wear at school.



## READING

3. a) What is the Non-Uniform Day? When is it? Read this article from a children's newspaper to find it out.

### WEAR and CARE

Are you tired of your school uniform? You don't have to wear it for a day. And you can help other children. How? Friday 2 February is UNICEF National Non-Uniform Day. Schools all over the country will be helping school children in Tanzania. Ask your teacher to write for more information to UNICEF, London. Send a small sum of money to UNICEF and your head-teacher will say: "You can wear your favourite clothes for the day". So act smart and dress casual!

Give up your uniform for a day and help children in Tanzania.

**UNICEF – United Nations Children's Fund – an organization that helps children all over the world.**



b) Read the article again. Answer the questions.

1. Who can have a Non-Uniform Day?
2. What do schoolchildren have to do to help children in Tanzania?
3. Who organizes it?
4. How can they learn about the problems of children in Tanzania?
5. Do they have to wear a uniform on that day?
6. What can they wear on that day to school?
7. Why do you think schoolchildren in Britain do it?



## SPEAKING

4. Do you have to wear a uniform? What do you have to wear at school? Would you like to have a uniform?

5. Design your own school uniform:

- school uniform for girls
- school uniform for boys

item	colour
T-shirt	blue?
socks	
trainers	
.....	



## LESSON 6.

# Different Countries - Different Schools?



### READING

1. Look through the letters. Which is Vasilyok's letter and which is Nick's? Why do you think so?

*You asked me to write about my school.*

*I must tell you I like my school. It's a beautiful new building not far from the city centre. It has a swimming-pool and a garden. The teachers are great and the lessons are interesting. Of course some subjects are difficult for me. I don't get very good marks in languages – English and French. My Maths teacher says that I'm good at Mathematics. I like History too. But my favourite subject is Geography. We learn about new countries, read and talk about mountains and grasslands, oceans and forests. Do you like Geography?*

*I've got a good timetable. We go to school five days a week. The holidays are coming. Would you like to come to Britain in summer?*

*You asked me to tell you about my school.*

*Well, I like going to school. I can meet my friends there. We play a lot of football in P.E. lessons. You know how I love sports!*

*I usually get good marks, but sometimes I get bad marks too. I can't spell very well and I make many mistakes in my Russian. I'm very good at English and Belarusian. I like Maths*

*and Science. I'm not very good at Music, Art and Handicraft. School is great, but the breaks are too short and I hate our uniform.*

*You must come and see our computer room. I think it's the most interesting place in our school. Come to Minsk, we'll have fun!*

## 2. What do the boys have in common?

**Example:** *Vasilyok likes going to school. Nick likes his school too.*

## 3. Play a memory game. Close the books. The teacher will read you some sentences from the book. Listen and say whose letters they are from.

## 4. Answer the questions about your school.

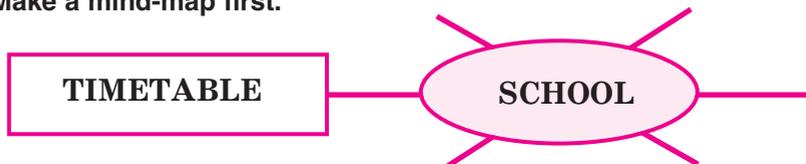
1. Do you like your school? Why?
2. Is the building of your school old or new?
3. Do you have a good timetable?
4. How many terms do you have?
5. Do the terms last long?
6. How many lessons a week/ a day do you have?
7. What lessons do you like? Why?
8. Do you get good marks at school?
9. Do you have to wear a uniform?



## SPEAKING

## 5. Prepare to speak about your school.

- a) Make a mind-map first.



- b) Think how you can describe your school.

c) Exchange your mind-maps.

You: Describe your school to your partner.

Your partner: Checks if you have spoken about everything.



## WRITING

6. Write to your pen-friend about your school. Use the mind-map and one of the proverbs.

Lost time is never found again.

Live and learn.

Learn young, learn fair.

Repetition is the mother of learning.

A little learning is a dangerous thing.

You never know what you can do till you try.

Work done, have your fun.

You asked me to tell you about my school.  
My school is ...

## LESSON 7.

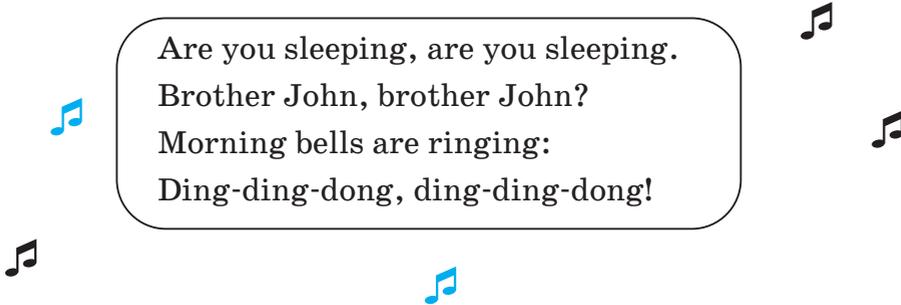
# Schools in Britain



### PRONUNCIATION

-  1. a) Listen to the song. Where do you think the morning bells are ringing?

Are you sleeping, are you sleeping.  
Brother John, brother John?  
Morning bells are ringing:  
Ding-ding-dong, ding-ding-dong!



- b) Listen and repeat. Mind the sound [ ɪ ].



### LISTENING

2. a) There are many types of schools in Britain.  
One of them is Eton, a famous school.  
Think what type of school it is.  
Answer the questions.



1. Who studies at Eton: boys, girls or boys and girls?
2. Is it a new or an old school?
3. Which famous people were students at Eton?
4. Is the school far from London?



- b) Listen to this interview with a student at Eton College.  
Check your predictions.

Match the interview with one of the pictures on these pages.



**3. Listen to the interview again. Correct the statements below.**

1. Eton is a famous girls' school in Britain.
2. It is not far from London, in Oxford.
3. Twelve British prime-ministers used to go to Eton.
4. The school is new and it has very few traditions.
5. The students of Eton wear a black-and-grey uniform.
6. The best student calls their names in alphabetical order.
7. Their lessons last 45 minutes.
8. They have thirteen lessons each week.
9. They have lunch in a building, which is called "King George".
10. On the 4th of June they have football matches.

**4. Match the beginnings and the endings.**

The students usually get up

They stand in front of the school

The lunch break starts

at 7.30.

at 12.30.

at 7.00.

at 8.00.

at 13.00.



## SPEAKING

### 5. Answer the questions.

1. What is the difference between the schools in the pictures?
2. Which school would you like to go to?
3. When do the children start school in your country?
4. Do they have to learn to read and write before they start school?
5. What about you; could you read and write before school?
6. What have you learned to do at school?



## WRITING

### 6. Write what you have learned to do and what you have learned about during your school years.

**Example:** *I've learned to read and to write.*

*I've learned about the history of my country.*

Lucy came home after her first day at school.

“What did you learn at school today?” her mother asked.

“Not enough,” Lucy said.

“We have to go again tomorrow.”



## LESSON 8.

## Doing English



### SPEAKING

1. Look at the pictures. Answer the questions.



Harry



Mike

1. Are the boys happy in both the pictures? Why?
2. Has Harry got a poor mark in Geography?
3. Has Mike made many mistakes in English?
4. Does Harry understand Geography well?
5. Which subject is difficult for Mike?

2. Read the opinions of some pupils. Do you agree with them?

a) History is boring.

b) English is a difficult subject.

c) There is nothing more boring than Music.

d) It is easy to get a good mark.

e) A difficult subject can't be interesting.

f) You make mistakes if you don't understand.

g) It is easy to have many subjects on the timetable.

 3. a) Listen to Nick and his classmates. Take notes. Be ready to say which subjects they like or hate and why.

b) What about you? Why do you like or dislike a subject?

4. What do you think about the things you do at school? Use the chart to make true sentences about yourself.

It is It isn't	easy difficult interesting boring	for me	to do sums.
			to write dictations.
			to do tests.
			to learn new words.
			to draw animals.
			to play ball games.
			to spell words correctly.
			to sing songs.
			to learn about the past.
			to learn about different countries in the world.
			to do experiments.
			to speak a foreign language.



5. a) Answer the questions.

1. What marks do you usually get in English?
2. What do you like about English?
3. Do you have any problems with English?
4. What is it difficult or boring for you to do?

**b) Read the old teacher's advice about learning English.  
What is better: to be optimistic or pessimistic about learning?**

You want to do well in English, don't you?

When you began to learn English, it was easy and interesting. You sang songs and played games. The teacher didn't give you much homework to do. You were proud of your English. You could say "My name's..." in English. It wasn't difficult. You knew very little and didn't make many mistakes.

Now you are older. You know more and you do not always do well in English. It's difficult for you to read. Sometimes you think you can't understand a word. And tenses and articles are terrible.

What can you do about it? Keep your eyes and ears open. Do your best, work hard in the lesson. Use your imagination. Ask questions if you don't understand some rules. Ask your teacher for more exercises. And remember: those who say "I can't", won't have anything, those who say "I'll try" will always get it.

**c) Match the halves of the sentences to get advice.**

- |                                      |  |
|--------------------------------------|--|
| 1. If you don't understand the rule  | a. do your best.                       |
| 2. If you want to get a good mark    | b. do some extra exercises.            |
| 3. If you make many mistakes         | c. ask your friends to help you.       |
| 4. If you think English is difficult | d. don't spend all your time outdoors. |

**d) What is the piece of advice you like best?**



**WRITING**

- 6. a) Design a questionnaire to interview grown-ups about how they learned English in their school days.**
- b) Interview your teacher. Write about her / his school days.**



## SPEAKING

-  1. a) Listen to the song. Say why school is cool. Can you add any other reasons?  
b) Sing the song to the music.

I think school is really cool,  
It's a lot of fun, 'cos every day  
We learn and we play,  
School is number one.



I like to write and I like to read,  
I'm getting good marks, I'm fine indeed.  
Teacher tells me that I'm doing well,  
I make no mistakes, 'cos now I can spell.

Monday, Tuesday, Wednesday,  
Thursday, Friday too.  
I can be with all my friends,  
Together we can learn hand in hand.



2. a) Look at the pictures. What country do you think these are?  
b) Speak about one of the schools in the pictures.

### I CAN SEE

- what uniform the children have
- what their school is like
- who their teacher is

### I CAN IMAGINE

- what their timetable is
- what subjects they do at school
- what marks they get
- what school rules they have
- what they can do during the breaks



### 3. Do a mini-project.

a) Work in groups. Get ready to describe your school. Speak about

- the timetable of your school
- the subjects you do there (how many, what, difficult/easy)
- the lessons (how many, how long, interesting/boring)
- school uniform
- school rules

b) Role-play your presentations. Decide who will speak about what.

- head-teacher
- student 1
- teacher 1
- student 2
- teacher 2

#### RULES

#### for PREPARATION and PRESENTATION

- You have 10 minutes to get ready.
- You have 5 minutes to present your project.
- One student speaks about one aspect of the school.

# UNIT 8

## WORLD OF WONDERS

### LESSON 1.

### Film, Film, Film !!!



#### SPEAKING

1. a) Do you really like films? Do you like cartoons? What films and cartoons do you like?

#### ARE YOU A FILM FAN?

1. What did the main character of *Briliantovaya Ruka* break?  
a) an arm    b) a hand    c) a head
2. How many people are there in the team of Ghostbusters?  
a) three    b) two    c) four
3. Who created Mickey Mouse?  
a) Steven Spielberg    b) Walt Disney    c) Jim Carey
4. Who played Terminator?  
a) Schwarzenegger    b) Stallone    c) Van Damm
5. In *The Little Mermaid*, Sebastian is?  
a) a dog    b) a fish    c) a crab
6. What is the place of *Titanic* tragedy?  
a) the Atlantic Ocean    b) the Pacific Ocean    c) the Indian Ocean



horror film    comedy    musical    action film    romantic film

## RESULTS

*How many did you get right?  
Give yourself a point for every correct answer.*

**6 points – You are the fan of fans!**

**3 to 5 points – You like watching films but you have other interests too!**

**Less than**

**2 points – You spend all your time on your homework!**

b) What's your favourite film? Why?



## VOCABULARY

2. a) Look at the picture stills from different films. Match the pictures with the names of the films.



a



b



c



d



e



f



g



h

1 horror film, 2 comedy, 3 musical, 4 action film, 5 romantic film,  
6 adventure film, 7 western, 8 cartoon

b) Listen to different sounds from the films and check your guesses.

3. You have probably seen lots of different films. Speak about the films that you know.

*Dracula*

*Titanic*

*Winnie-the-Pooh*

*Indiana Jones*

*Mission: Impossible 1*

*The Sound of Music*

*Ace Ventura*

*Hey! Cowboys!*

is

a cartoon.

a comedy.

an action film.

a western.

a horror film.

an adventure film.

a romantic film.

a musical.



4. Listen to Nick's letter to Vasilyok. Say what films Nick and his family like.

5. Do you know what types of films your classmates like?

Find out. Ask as many of your classmates as possible.

Note down the answers on a slip of paper.

**Example:** *Do you like horror films (comedies, musicals, adventure films, westerns, action films, romantic films, cartoons)?*

Mew-mew,  
do you like mew-sicals?



adventure film    western    cartoon

## LESSON 2.

## Film Fans

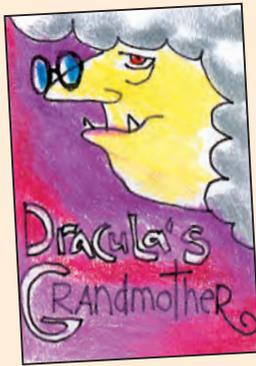


### LISTENING

1. Look at the posters on the page. Find the answers to the following questions:

1. What types of films are these?
2. Where and when are they on?
3. Who is in them?

A



2pm, 4pm, 6pm.  
*Mike Rogers*  
and *Nina Summons*  
The Odeon

B



1pm, 3pm, 5pm, 7pm.  
*Zak Fort and Fanny Price*  
The Star

C



11am  
1pm  
3pm  
The Focus

D



6pm, 8pm  
*Julia Simon*  
and *Frank Peat*  
Britannia



2. a) Do you remember what types of films Nick likes?  
Guess what types of films his friend Liz likes.

b) Listen and check your guesses.

c) Listen to the conversation again. Say

- where Nick and Liz are going,
- what they are going to see,
- when they are going to meet.

3. a) Complete the conversation below. Use the questions in the box.

*Nick:* Let's go to the cinema on Saturday.

*Liz:* Good idea! \_\_\_ (1) A western again?

*Nick:* No, it's an action film. Ghostbusters.

*Liz:* Great! I love them! \_\_\_ (2)

*Nick:* Sigourney Weaver.

*Liz:* Oh, I like her. \_\_\_ (3)

*Nick:* At the Odeon.

*Liz:* \_\_\_ (4)

*Nick:* On Saturday it starts at half past three, six or eight.

*Liz:* I think six o'clock is alright. \_\_\_ (5)

*Nick:* See you outside the cinema at ten to six on Saturday.

*Liz:* OK. See you there. Bye.

*Nick:* Bye.

Who's in it?

Where is it on?

What's on?

Where shall we meet? What time does it start?

b) Listen to the dialogue and check yourself.

4. Look at the posters of different films.

Which one would you choose to invite your friend to?

Choose one of the posters and invite your partner.

Use the conversation above for help.

Change the underlined words.



## SPEAKING

5. Choose a situation and talk to your partner.

Student A.

### Situation 1

You have a free evening tomorrow. You would like to go to the cinema to see *The Hook*. It's on at 5.30 p.m. Telephone your friend and ask him / her to go with you. Arrange your meeting.

Student B.

Your friend telephones you and invites you to go to the cinema. You are free tomorrow evening, so you can go. Ask your friend what is on, who's in the film and when it is. Arrange your meeting.

Student A.

### Situation 2

You are free in the afternoon on Sunday. You would like to go to the cinema to see *Jurassic Park* with Sam Neil. It's at two and at four o'clock. Telephone your friend and ask him / her to go with you. Discuss when and where you should meet.

Student B.

Your friend telephones you and invites you to go to the cinema on Sunday. You are free at the weekend and you would like to go. Ask your friend what is on, who's in the film and when it starts.

# LESSON 3. Exciting, Amusing and Touching!



## VOCABULARY

1. Read what the children say. Guess what the underlined words mean.



I like romantic films very much. My favourite film is *Titanic*. I think it's very touching, because Jack dies. I cried when I watched it.

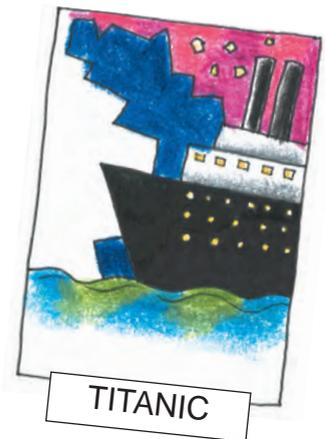


I like adventure films. They are exciting, because there are a lot of adventures in them. You never know what will happen next.



We like comedies most of all. They are very amusing. Something funny always happens with the characters.

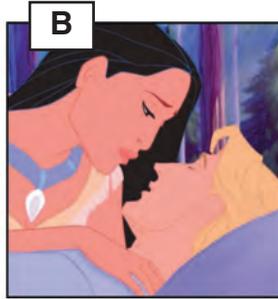
2. Say which films you think are exciting, boring, amusing, touching.



 3. a) Do you know the story of Pocahontas, a young Indian girl?

Listen to the three parts of the story and match them with the pictures.

b) Listen again and say which part is touching, amusing, exciting. Why?



Part ... is ... because Pocahontas and Captain are in love.

... Captain is going to die.  
... ..



## SPEAKING

4. Talk to your partner. Speak about the films that you think are exciting, touching, amusing. Explain why you think so.

Do you agree with your partner's likes and dislikes?



I agree.

I don't agree.



exciting   amusing   touching



## READING

1. Look at the poster. What type of film is it?
2. Match the words with their definitions.
 

1. take place	a) most important person in the film
2. the main character	b) happen
3. Read Nick's review for his school newspaper and study the information in the picture. Then, read the questions and answer them.

**Director:** George Lucas  
**Cast:** Mark Hammil,  
 Kerry Fisher,  
 Harrison Ford



*Star Wars* is an action film.

The story takes place in the future on a faraway planet. The main characters are: Luke Skywalker, Princess Leia and Darth Vader.

Luke lives on a faraway planet in the galaxy. He dreams of going to other planets. One day he gets a letter, which Princess Leia sent to her old friend. In the letter she asked for help. Luke decides to help the princess and his adventures begin. On his way he finds new friends – a brave pilot of a spaceship and two robots. You will love the robots. They are funny. They are really amusing. Together they fight Darth Vader – the bad character.

*Star Wars* is an exciting film for all the family! Don't miss it!

1. What type of film is *Star Wars*?
2. Who is the director?
3. Who plays in it?
4. Where does the story take place?
5. Who are the main characters?
6. What does Luke get one day?
7. Who does Luke want to find?
8. What does Nick think about the film?



## WRITING

4. a) Complete the paragraph. Use the information below.

exciting

touching

amusing

boring

**Type of film:** cartoon

**Place:** America

**Main characters:**

the American Indian Princess,  
Pocahontas;

Captain John Smith;

Chief Powhatan;

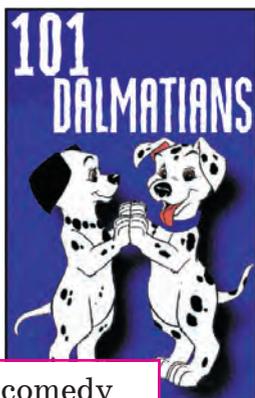
John Ratcliff, the evil Governor



*Pocahontas* is a touching cartoon.

The story takes place in .....

The main characters are the American Indian Princess .....  
..... and .....

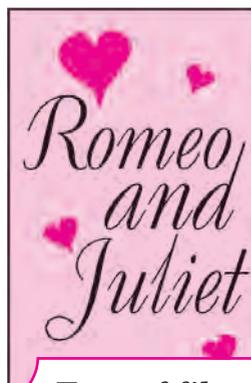


**Type of film:** comedy

**Place:** London

**Main characters:**

Cruella De Vil,  
Roger, Anita,  
Pongo and Perdy



**Type of film:** romantic

**Place:** Florida

**Main characters:** Romeo and  
Juliet, two people in love

b) Write a similar paragraph for one of the other films.

## 5. Prepare to be a film critic.

a) Match the question words and the parts of the review. Use ex. 3 to help you.

PARAGRAPH 1

PARAGRAPH 2

PARAGRAPH 3

PARAGRAPH 4

Who..?

Why..?

Where and when..?

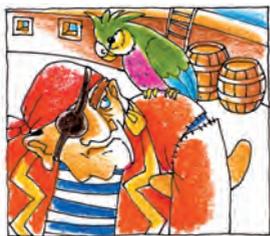
What..?

What type..?

b) Complete the questions. Write them down to use as a plan later.

## G GRAMMAR

1. Match the pictures and the books.



*Gulliver's Travels*

*Treasure Island*



2. a) Listen to the conversation. Say what the boys are going to do.

b) Listen again. Follow in the book. Answer the questions after the text.

Nick: Oh, hi! How are you?

Ben: Fine, thanks. And you?

Nick: Alright. What were you doing last night?

Ben: Why?

Nick: I called you at seven.

Ben: I went to the cinema. I watched *Labyrinth*.

Nick: Wow!!! What was it like?

Ben: Fantastic!

Nick: Where are you going now?

Ben: To the library.

Nick: To the library? Already? Have you read all the books you borrowed last time? We went there only a week ago, didn't we?

Ben: Oh, yes. Sure. The books were so interesting.

Nick: Did you borrow an adventure book or a book of myths?

Ben: I liked *Gulliver's Travels* most of all. It's an exciting adventure story.

Nick: Do you like adventure stories?

Ben: Oh, yes. They are my favourite. You like them too, don't you?

*Nick:* Yes. Very much. They can be fun, too.  
*Ben:* What's your favourite book?  
*Nick:* *Treasure Island*.  
*Ben:* Treasure what?  
*Nick:* Island. *Treasure Island*. You haven't read it, have you?  
*Ben:* No, not yet. Do you think I'd like it?  
*Nick:* Oh, yes. By the way. What are you going to do this evening?  
*Ben:* I don't know yet. Why?  
*Nick:* I'm going to watch a video. Would you like to come?  
*Ben:* I'd love to. Thanks. So, see you this evening.  
*Nick:* See you.

**Questions:**

1. Who went to the library?
2. Ben was sitting in the cinema at seven o'clock, wasn't he?
3. Is Ben going to the cinema or library?
4. What books does Ben like to read?
5. Have the boys watched the video yet?

**3. a) Put the underlined questions into four groups.**

**Why have you grouped them like this?**

**b) Find more examples for each group. Use ex. 1.**

**c) Label the groups. Use the diagram for help.**

**4. Make all types of questions about the following sentence.**

*The parrot is picking flowers.*

**5. a) Read the tongue-twister and add three more questions.**

The proud parrot

is picking



pansies

for the pirate's party.

**b) Learn the tongue-twister.**

YES/NO

OR

TAG

WH

1

2

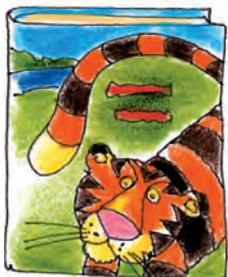
## LESSON 6.

# Books, Books Everywhere



### VOCABULARY

1. What types of books do you know? Look at the pictures and name some of the types of books.



2. Read the encyclopedia entry about fiction. What new types of books are mentioned?

**Fiction** is a story created from an author's imagination. Novels and short stories are the most popular forms of fiction. Fiction differs from biographies, history and other non-fiction, which is created from facts. The most popular form of fiction in the old times was the romance (love story). Detective stories, fairy tales, love stories, adventure stories are forms of fiction, too. Some people are also very fond of science fiction. These are stories about other planets, spaceships and travelling in space. Fantasy books are also popular with everyone. These are books about magic, strange creatures and imaginary worlds.

science fiction fantasy

**3. Read the lines from different books. Guess what type of books they are taken from.**

adventure book

fairy tale

detective

love story

science fiction

book about animals

fantasy

- a** Whatever you do, wherever you are, I will always be with you.
- b** Yesterday I heard a strange noise in the living-room. I went downstairs, opened the door and saw a man on the floor. He was dead.
- c** Once upon a time there lived a king and a queen. And they had a beautiful daughter...
- d** The fox was very funny. Everybody liked him at once.
- e** John always wanted to go to the Jungle. And now, sitting in the darkness by the fire, listening to different sounds, he was really happy.
- f** They decided to get their spaceship ready for the flight. They had only three hours to get to Oberon.
- g** “And who builds these houses?” Frodo asked. “Who lives in this troll-country?”

**4. Listen to Liz and Rosie talking with the librarian. What types of books do they like and what types of books don't they like?**

	historical books	adventure story	fairy tale	science fiction	detective story	fantasy	love story	story about animals
Liz								
Rosie								



## SPEAKING

### 5. Say what type of books you like and why.

I like ... because they make me dream.

the endings are usually good.

I like magic.

they make me think.

they give me goosebumps.

I like unusual characters.

they are exciting/touching/amusing.

I don't like ... because they are usually boring.

I don't sleep at night.

the characters are usually silly.

there are no pictures.

they are very long.



### 6. These are the questions the librarian asked Nick and Rosie.

a) What answers would you give to the librarian?

📖 What's your name?

📖 What types of books do you like?

📖 How old are you?

📖 Who's your favourite author?

📖 Where do you live?

📖 Who helps you to choose books?

📖 When did you last come to the library?

b) Role-play the conversation with the librarian. Use ex. 4 and 5 for help.

adventure book   fairy tale   detective   love story

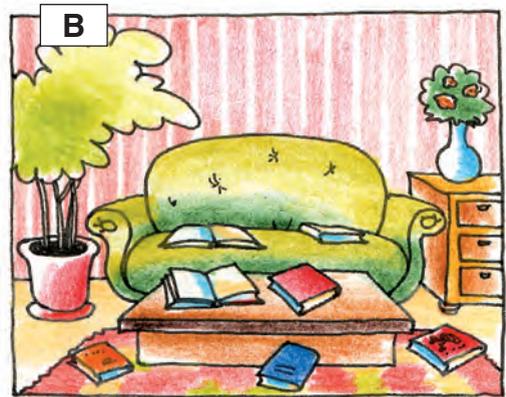
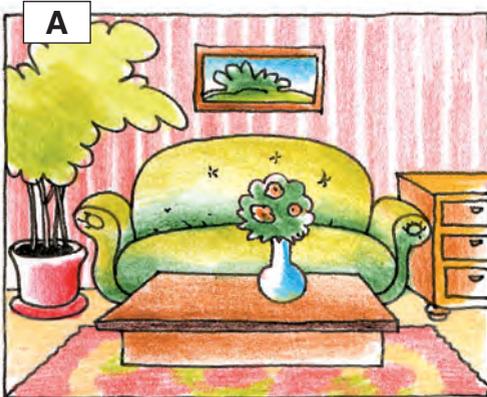
## LESSON 7.

## Peter Pan and Co



### SPEAKING

1. a) Look at the pictures of the two rooms. What do you think about the children who live in these rooms?



b) Listen to the song and say which room it describes.

c) Sing the song to the music.



### READING

2. Liz has written an article for the library she goes to. The article is about her favourite book character.

a) Read the article. Check if she has written

- ✓ the character's name
- ✓ the name of the book and the author's name
- ✓ about other books by this author
- ✓ any information about the character
- ✓ a description of the characters she likes in the same book
- ✓ any other comments

Who hasn't heard of Peter Pan? The main character from J.M. Barrie's novel *Peter Pan* is a young boy who lives in a magic place called Never-never land and can fly.

Peter Pan is tall. He is a good-looking boy. He has a very nice smile.

Peter Pan is kind. He always helps his friends. He is brave because he is not afraid of bad Captain Hook and his men. Peter Pan is also a good friend. He is not always a goody-goody and he can sometimes be naughty.

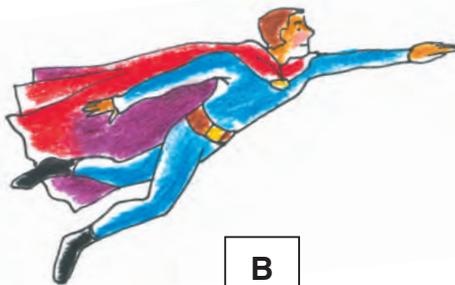
Peter Pan is my favourite character. You should read the book and you will meet one of the most popular characters in English fiction.

b) Which character in pictures A–C does the article describe? Which words and phrases make you think so?

c) Read the article again and answer the questions below.



A



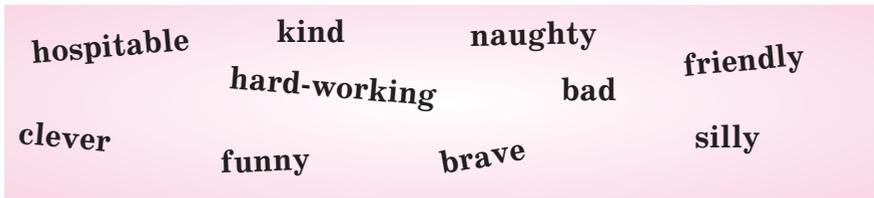
B



C

- 1) Who is Peter Pan?
- 2) What does he look like?
- 3) What kind of boy is he? What examples does Liz give?
- 4) What does Liz think about the character?

**3. Complete the sentences with the adjectives from the box.**



1. Sherlock Holmes is very ... . He knows the answers to all the questions.
2. Captain Hook is ... because he wants to kill Peter Pan.
3. Tom Sawyer is very ... . He likes to play tricks on people.
4. Mowgli is ... because he isn't afraid of Shere Khan.
5. Robin Hood is a very ... man. He helps other people.
6. Peppy is ... . There is always a smile on her face.
7. Cinderella is ... . She works all day and all night.
8. Leopold the cat is ... . He likes everybody.
9. Bilbo the Hobbit is ... . He likes guests very much.
10. Bazilio the Cat is ... . He has never said a clever thing and can't count.



**SPEAKING**

**4. What is your favourite character like?**

**5. Before Liz started writing her article, she wrote a plan. Study Liz's plan.**

Paragraph 1: general information (who the character is, title of the book)

Paragraph 2: what Peter Pan looks like (tall, good-looking, a smile, ...)

Paragraph 3: what Peter Pan is like (kind, helpful, brave, naughty, ...)

Paragraph 4: my comments (favourite character, popular, should read it)

**6. Make a plan to write about your favourite character. Describe the character. Let your partner guess.**

## LESSON 8.

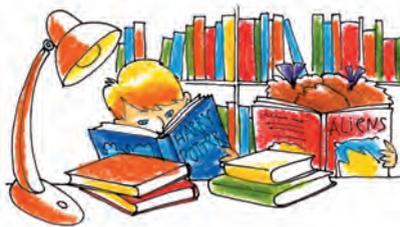
## Booklovers' Club



### SPEAKING

1. Look at the picture. Answer the questions.

- The children are in the cinema, aren't they?
- They are reading, aren't they?
- They have finished talking, haven't they?
- Nick has chosen a fantasy book, hasn't he?



2. a) Read the texts and make questions about the underlined sentences.

- Check your teacher's memory. Ask the questions you have made.
- Check yourselves. Work in pairs. Answer your partner's questions.

### LIFE

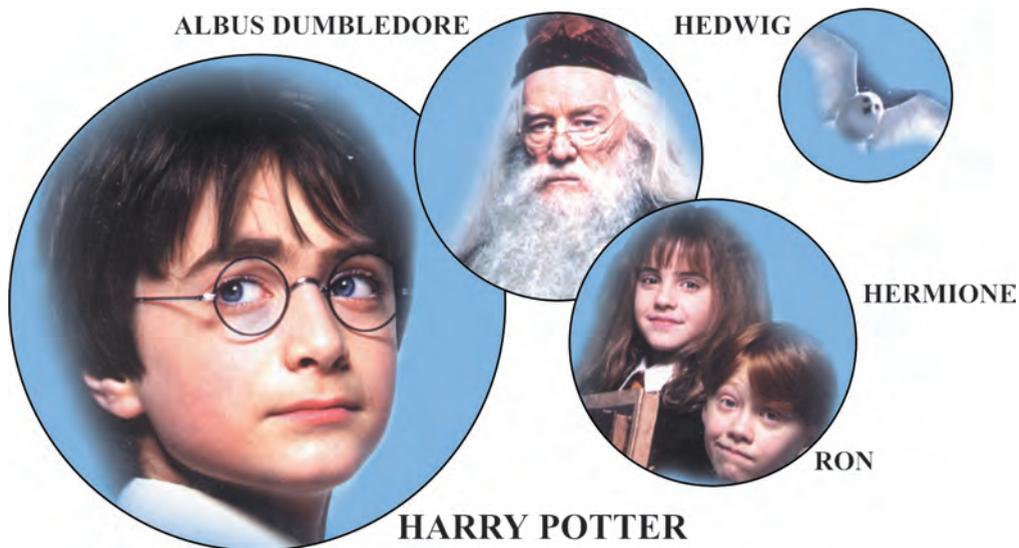
#### J. K. ROWLING AND HARRY POTTER

J. K. Rowling is the author of the very popular series of books about Harry Potter. She is a very good-looking woman with blond hair and a pleasant smile. She lives in Scotland with her daughter Jessica. She started writing at the age of six. J. K. Rowling likes comedies, TV shows, reading and travelling. She is terrible at sports but she gave her hero a talent for sports.

### BOOK

#### HARRY POTTER AND THE PHILOSOPHER'S STONE

Harry Potter is a wizard (волшебник). He thinks that he is a boy like you and me. He lives with his aunt, his uncle and his cousin. They hate Harry because he is a wizard. The bad wizard Voldemort killed Harry's parents, but his mother's love saved Harry. His real adventures start at Hogwarts (school for wizards). There he meets his friends Ron and Hermione and even Voldemort himself. Who will win? You have to read "Harry Potter and the Philosopher's Stone".



## FILM

### HARRY THE HERO

Now you can see the famous Harry Potter in cinemas. The film was out in November 2001. It has become one of the most popular films with children and their parents. The most famous actors were ready to play the smallest parts in this exciting fantasy film. The lucky ones are Alan Rickman (Professor Snape), Maggie Smith (Professor McGonagall) and Richard Harris (Albus Dumbledore). Together with Harry (Daniel Radcliff), Ron (Rupert Grint) and Hermione (Emma Watson) you will have a lot adventures. You will learn to play Quidditch (a popular wizard's game). Don't miss it!

3. a) Are there many books in your home library? Do you like reading?

b) Ask your classmates about books. Find out what authors, characters and books are your classmates' favourite ones. Speak about your favourites. Do your tastes differ? Report to the class.

## LESSON 9.

# One Day in a Fairy Tale

1. Look at the picture. How many characters can you see? Who are the characters? Is the picture funny? Why?

① Listen to the three descriptions of the picture. Choose the right one.



② Look at the picture. Play "I spy with my little eye something beginning with ..."



③ Read the description of a character on the card the teacher has given you. Guess the character. What type of book is he/she from?



④ Sherlock Holmes is looking for a criminal.



Do you remember that in Unit 2 somebody killed an elephant? I'm going to ask you some questions. What were you doing at 8 o'clock on October, 2nd?





⑧ Think of a character that you would like to be. Describe him/her. Let your classmates guess.



⑦ Neznaika is writing an encyclopedia about Fairy Country. He asks different questions. *Where does Mary Poppins live?* Complete his list of questions.



⑥ One character is hiding in the picture. Ask yes/no questions to guess who this character is.



⑤ Match the conversations on the cards with the pictures. Which characters are talking? Continue the conversations.

# UNIT 9

## HAVE A NICE HOLIDAY!

### LESSON 1.

### World of Hobbies



#### VOCABULARY

1. a) What is a hobby? Is it
  - a happy person who has free time for his / her interest?
  - an interesting book about hobbies?
  - an interest, something you like doing in your free time?b) What's your hobby? What do you like doing in your free time?  
c) Which of the hobbies you have spoken about are enjoyable?



keeping pets



taking photos



knitting



playing chess



making models



flying kites



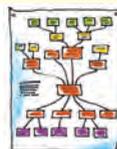
collecting things



painting



cycling



tracing a family tree



playing musical instruments



free diving

**Example:** *Making models is enjoyable.*

 **3. a)** Listen to children speaking about their hobbies. Match interviews and pictures.

**b)** Read the expressions below. Do you remember which hobbies they describe?

- can be dangerous
- is popular in France
- is an expensive hobby
- is for a future engineer
- is a difficult game
- is more interesting than drawing

**c)** Listen and check.

**d)** Speak about the other hobbies from the pictures.

**4. a)** The boy likes swimming very much. He says: 'I love swimming'. Place the words *love, like, hate* on the line below.

**Example:** *I hate boiled carrots. Or: I enjoy English lessons.*

 \_\_\_\_\_ **dislike** \_\_\_\_\_ **OK** \_\_\_\_\_ **enjoy** \_\_\_\_\_ 

**b)** What do you like, love, hate, dislike and enjoy doing?

What hobby, do you think, is OK?

I hate hunting.

I enjoy swimming.

I dislike knitting.

I like playing chess.

I think doing housework is OK.

I love learning languages!

**c)** Work in pairs. Interview each other. Make notes.

painting

collecting

making models

keeping pets

playing chess (musical instruments)

5. a) Look at the girl in the picture. What do you think she likes doing? Read the information in the chart below. Speak about the girl's likes and dislikes.

What do you think she likes doing?

	girl	your classmate
hates	hunting	...
dislikes	knitting	...
thinks it's OK	doing housework	...
likes	keeping pets	...
loves/enjoys	learning languages	...



b) Interview your classmate. Fill your classmate's answers in the chart above. Speak about their likes and dislikes.



## SPEAKING

6. Play "Reporters" game.

- Stand in two circles facing one another.
- Ask your partner No 1 the questions from ex. 4. Listen to your partner very attentively. Try to remember as much as you can.
- Answer your partner's questions.
- After a signal from the teacher the inner circle should move clockwise. They should stop after another signal.
- Tell your partner No 2 about partner No 1. Repeat stages d) and e) several times.

free diving   taking photos   knitting  
tracing a family tree   flying kites   enjoyable



## VOCABULARY

-  1. a) Listen to the Discovery channel programme. What is it about?  
 b) Listen and follow in the book. Match some of the words in bold with the definitions after the text.

People have always had fun. In year 45 BC (до нашей эры) Greeks enjoyed running races (бег наперегонки) and going to the theatre. More than two thousand years ago the children of Rome used to make toys and play blind man's buff (прятки). The people of Greece and China have always loved flying kites. Fairs (ярмарки) and theatre have been **popular** for hundreds of years.

Today, we still have fun doing all these things. But we have other ways of doing it in the 21st century too. We go diving. We like playing football, basketball and volleyball. We're good at jogging (бег трусцой) and aerobics. We go to zoos, parks and museums. We love **indoor** activities: watching TV and playing the computer.

Some people like **to take up** a new hobby now and then. Others trace their family tree for years. Children **are interested in** taking photos and travelling. They love swimming and camping in summer. In winter they enjoy **outdoor** sports – skiing and skating and indoor activities – reading books and making models.

Everyone has hobbies. Those who like **active** hobbies hate doing nothing. Such hobbies as mountain climbing can be dangerous. There are quiet hobbies – knitting, for example. Most schoolchildren have hobbies: girls and boys go to dancing classes or play musical instruments. They are interested in history or books about wildlife. Other kids have unusual hobbies like collecting phone cards. Some hobbies are **ideal** for just one person – knitting, collecting or tracing a family tree, for example. Others are great fun to do with a friend or a group. But whatever hobbies we have, we like having fun. We always have and we always will.

1) start; 2) the best for someone; 3) liked by many people; 4) not passive or quiet.

2. Read the sentences. Correct them if they are not true. Repeat them if they are true. Use the text for help.

A) People enjoyed active hobbies thousands of years ago.

B) Theatre has never been popular.

C) People don't play outdoor games now.

D) Nobody wants to take up new hobbies.

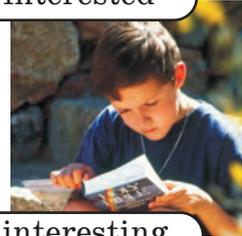
E) Knitting is an ideal quiet hobby for just one person.

F) Children are not interested in books about animals.

G) Watching TV is an indoor hobby.

interest + ed  
ing

interested



interesting

3. a) What hobbies are mentioned in the programme?

b) Work in pairs. Put all the hobbies from the programme into groups:

1. active

...

2. quiet

...

3. unusual

...

4. dangerous

...

5. indoor

...

6. outdoor

...

7. ideal for one person

...

8. fun to do with a friend or a group

...

c) Add all the other hobbies you can think of.

active popular take up (a hobby)

#### 4. Say which hobby is

the most active.  
the most dangerous.  
the most expensive.  
the funniest.  
the hobby that takes  
the most time.

the most interesting.  
the noisiest.  
the most boring.  
the quietest.  
the cheapest.



#### SPEAKING

#### 5. Work in pairs. Ask and answer the questions:

Which hobbies are still popular today? Which hobbies are popular with you?  
What are you interested in? What are you good at? Which are your favourite  
indoor and outdoor hobbies? Which hobby would you like to take up?



#### WRITING

#### 6. Your teachers are organizing a school summer camp. They'd like to make it interesting for you. Write your answers to the questions in the form.

1. What are you interested in?
2. What are you good at?
3. What do you like more: indoor or outdoor games?
4. Do you like active hobbies?
5. What hobby is ideal for you?
6. What hobby would you like to take up?



be interested in indoor outdoor ideal

## LESSON 3.

# Tell Me Why



### PRONUNCIATION

#### 1. a) Listen to the chant. How many people are talking?

Do you like sightseeing? – I like it! I love it!

Do you like cycling? – I think it's OK.

Do you like hunting? – I hate it! Just hate it!

Do you like sleeping? – Don't ask me again.

Do you like climbing? – I like it! I love it!

Do you like shopping? – I think it's OK.

Do you like housework? – I hate it! Just hate it!

Do you like homework? – Don't ask me again.



b) Listen to the chant again. Repeat after the speaker. Mind the intonation and the rhythm.

c) Practise the chant.

sightseeing    sunbathing    either



## SPEAKING

**2.** Look at the chart Nick filled in with the information about himself and his classmate. What does Nick like doing? What about his classmate?

a) Answer the questions below.

b) Interview your classmate. Make notes.

	Do you like...	you	your classmate
1	listening to music?	✓	✓
2	learning languages?	✓ (Russian)	✓ (Spanish)
3	taking photos?	✓	–
4	keeping pets?	✓ (a dog)	✓ (a cat)
5	collecting things?	–	✓ (stamps and coins)
6	sunbathing?	✓	– (dangerous)
7	housework?	–	–
8	free diving?	–	– (can't swim yet)
9	playing computer games?	✓ (dangerous)	✓
10	reading books?	✓ (about history)	✓ (about wildlife)
11	shopping?	–	–
12	writing letters?	✓ (e-mails)	✓ (to Spanish friends)

c) Report the results of your interview. Use the prompts below:

*I like ..., but my classmate doesn't like ...*

*I don't like ... and my friend doesn't like ... either.*

*I like ... and my classmate likes ... too.*

**3.** Do you like sightseeing? Why? Use the chart on p. 231 to make true sentences about yourself.

I	like dislike hate love enjoy	singhtseeing free diving shopping playing chess reading teenage magazines doing homework going to parties learning languages making “LEGO” models doing housework sunbathing flying kites	because	it’s  it isn’t	dangerous. interesting. boring. amusing. difficult. unusual. fun. enjoyable. great. wonderful. exciting. hard.
					

4. Going to parties is a great way to have fun. Imagine that you are at a party.

- Think of a name for yourself. Get ready to speak about your likes and dislikes.
- Mix around. Introduce yourself. Ask and answer questions.

**Example:** *Do you like ...? Why do you like ...?*

5. Play a guessing game.

**STEP 1**  Draw a card from several cards that the teacher has given you. Complete the sentence on the card.

**Example:** *I like watching films because ... – I like watching films because it’s enjoyable.*

**STEP 2**  Then change the sentence as shown.

**Example:** *I like watching films because it’s enjoyable. – I like it because it’s enjoyable.*

**STEP 3**  Say your sentence to the group. Let your classmates guess what “it” is.

**Example:** *Is it mountain climbing?*

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If you have guessed, you can take your classmate’s card. Collect cards and win!

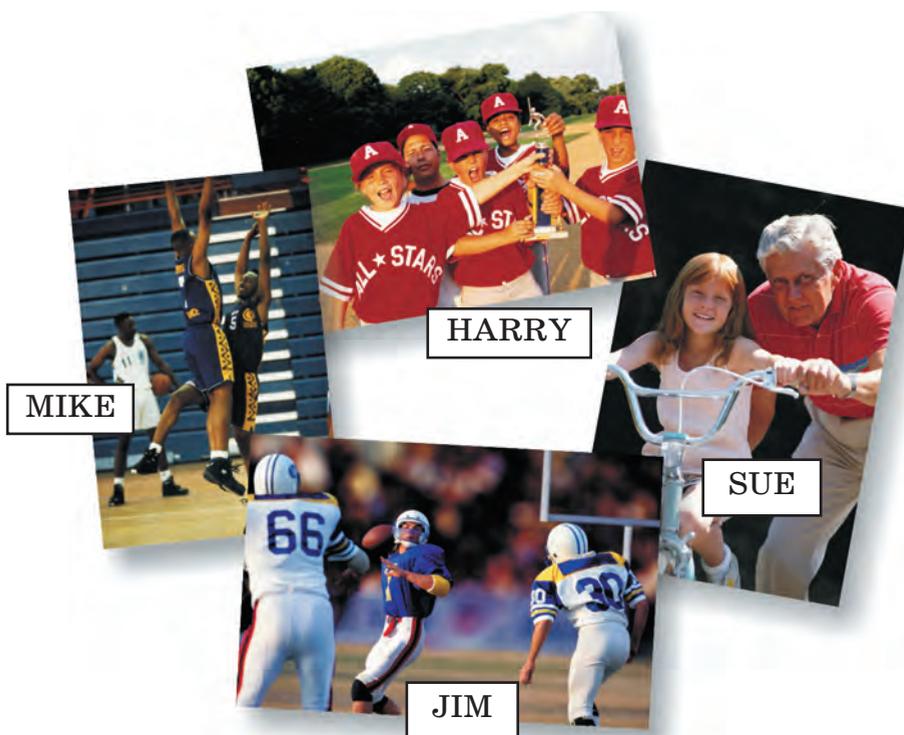
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# LESSON 4. Favourite Sports on Both Sides of the Ocean



## LISTENING

1. Vasilyok has just got photos and a cassette from his American friends. On the cassette his American friend Sue speaks about the things their family like doing. Look at the photos. What do the people like doing?



2. a) Listen to the cassette. Are they good at these sports?

Example: *He's good/ not very good at baseball.*



- b) Listen again. What else do they like doing?



## READING

3. Vasilyok's British friend, Nick has an interesting hobby – tracing his family tree.

a) This is a part of his family tree. How are the people in the picture related to Nick?

**Rosie McGregor** –  
playing hockey  
and football

**Nick McGregor** –  
camping, cook-  
ing, playing foot-  
ball

**Maureen  
McGregor** –  
listening to  
music,  
gardening

**Alexander  
McGregor** –  
golf,  
taking  
photos

**Gillian  
McGregor  
(Rambler)** –  
gardening,  
hill-walking,  
watching football

**Andrew  
Rambler** –  
travelling,  
saving animals,  
playing cricket,  
watching TV

**Fiona  
McGregor  
(Malcolm)** –  
cooking,  
gardening

**Duncan  
McGregor** –  
playing the  
bagpipes,  
golf

**William  
Rambler** –  
handicrafts,  
cricket

**Brenda  
Rambler  
(Mitchell)** –  
gardening, knit-  
ting

b) Answer the questions about Nick's family.

1. What is his father's father interested in?
2. What is his aunt interested in?
3. What are his second grandfather's hobbies?
4. What hobbies has his sister taken up?
5. What does his mother like doing?

6. What is Nick's favourite sport?
7. What is Nick's uncle's favourite sport?
8. What do most of the family like doing?
9. What sports are popular in the family?

My favourite sport is...



## SPEAKING

### 4. Compare countries and people.

What sports are popular in the USA and in Great Britain?

What sports are popular in France, in Italy, in other countries of the world?

What sports are popular in your country?

What sports are you interested in?

What sports are you good at?



### 5. Play a guessing game in teams.

The teacher has given you information about sport in a country.

Get ready to speak about this country.

Make notes. Use *'famous for, popular, interested in, like/don't like, good at'*, etc.

Let your classmates guess the country you are speaking about.

## LESSON 5.

# Riding Your Hobby Horse



### PRONUNCIATION

1. a) Look through the nursery rhyme. What sounds are often repeated?

Go, my little pony, go! Go! Go! Go!  
Go, my little pony, go! Go! Go! Go!  
Gallop, pony, gallop, go!  
Gallop, gallop, go!  
Go, my little pony, go! Go! Go! Go!



HOBBIN



b) Listen and repeat.

c) Find the words in the list below that have sound [əʊ] in them.

Telephone, road, forest, golf, ocean, something, coat, pony, going, strong, collecting, no, alone, lose, go.



### VOCABULARY

2. a) Read the texts below. Match the words in bold with their definitions.

Some people are not sure that they can do something really dangerous or difficult. These people should do some sports. Then they will believe in their talent. Sport will make them more **confident**.

Tracing your family tree is a very interesting hobby. It takes a lot of time, of course. You have to read a lot, to go to libraries. Sometimes you have to work for long hours to find one name or one date. So if you are not **patient** you shouldn't take up this hobby.

sure that you can do something

someone who can wait for a long time without getting angry

b) Say how hobbies can change you.

**Example:** *Tracing a family tree makes you patient.*

Painting	makes you	confident.
Mountain climbing		patient.
Playing football	helps you	strong.
Sightseeing		brave.
Knitting		to see beautiful things.
Collecting things		to understand art.
Doing housework		clever.
Reading books		hard-working.

 **3. a)** Listen to Grace talking about her hobby. Choose one picture to match her story.



**A**



**B**



**C**

b) Listen again. Follow in the book. Fill in the missing words.

**Reporter:** Grace loves ponies. Riding is her favourite hobby. She is very ... (1) at it. She ... (2) looking after her pony, which takes up a lot of time. Grace would like to ... (3) horses when she's older.

**Grace:** ... (4) is great if you like animals, but having a pony is not ... (5). Ponies have to be brushed and talked to, cleaned out and fed every

day. You also ... (6) ride them every day. You have to teach them a lot of things.

The best thing is to start by ... (7) to riding lessons. If you really enjoy it and think you have the time – and a place to keep it – you can think of buying a pony. Riding ponies can make you more ... (8) if you are shy. It makes you more ... (9) too. It can also help you not to lose your head in a ... (10) situation. Be careful! Falling off a pony is ... (11). If you are afraid of animals, this is not the right sport for you.

**c) Answer the questions.**

1. What are Grace's plans for the future?
2. What does she have to do every day?
3. Does she like having a pony?
4. Is she good at riding?
5. Why do you think she took up riding?
6. Is riding a good hobby for everyone?
7. Would you like to take up riding? Why?
8. What hobbies can change you for the better? How?



**WRITING**

**4. Writing Derby.** You have only 5 minutes for your writing race. Begin like this:

*The most enjoyable hobby in the world is...*

**confident patient**

## LESSON 6.

# Tomorrow, in Summer and Twenty Years from Now



### LISTENING

1. a) Read the short text below. Complete the sentence at the end of the text.

His full name is William Arthur Philip Louis Windsor. He has two nicknames, Wills and Wombat. He's very good-looking, with blond hair and blue eyes. He is tall and slim. He was born on June 21, 1982 at 9.03. He is left-handed. When he was a small boy, he used to say: "I'm going to be a fireman." His favourite drink is Cola. His favourite foods are venison (deer) and homegrown vegetables. He likes Cindy Crawford and Emma Bunton from the Spice Girls. Who is this British star? He isn't a pop-singer or an actor. He is ...

b) Listen to part A of the recording and check your guesses. What makes William different from other young people?

2. a) Look through Prince William's diary. Listen to part B of the recording. Match the times and the arrangements.

Opening exhibition	
1) 3–4 p.m.	a) meeting family for lunch
2) 6 p.m.	b) visiting hospital
3) 7–8 p.m.	c) going swimming
4) 1 p.m.	d) playing football
5) 10–12 a.m.	e) opening museum

b) Would you like to be a prince? Why?

 3. a) What do you think Prince William's hobbies are? Choose from the list below.

swimming      knitting      flying kites  
taking photos      fishing      skiing      tennis  
                         playing polo      watching films  
baseball      football      reading      drawing  
                         painting      tracing the family tree  
windsurfing      cycling      collecting badges  
                         collecting Chinese vases



b) Listen to part C and check yourselves.

## GRAMMAR

4. a) Think about your fixed arrangements for tomorrow. Make notes. Use ex. 2 as a model.

b) Talk in pairs. Answer your classmate's questions about them.

**Example:** – *What are you doing at 6 o'clock tomorrow?*  
                  – *I'm going to the library at 6 o'clock tomorrow.*

5. a) What are Prince William's plans for the future? Read his answer to a reporter. How can Prince William help people?

I'm going to help people just like my Mother did.



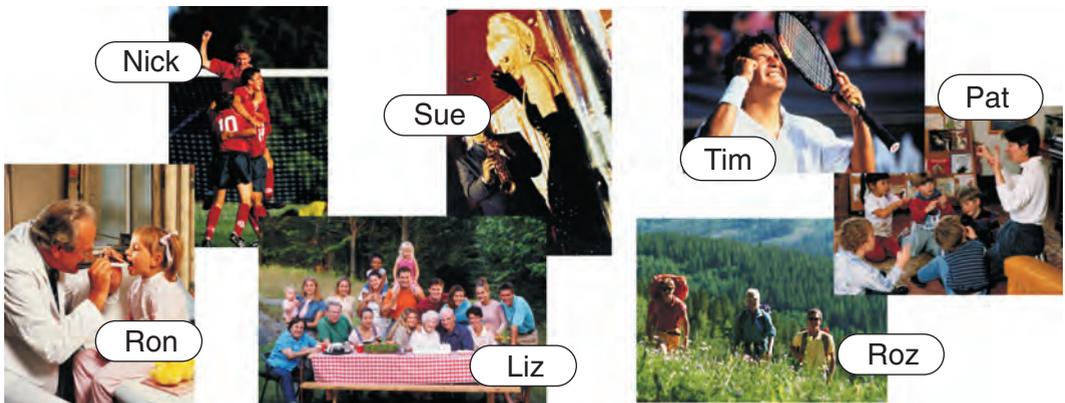
b) What good things are you going to do on holidays? Make your holiday resolutions.

c) Share them with your classmates.

**Example:** *I'm going to read ten books in summer.*

6. Prince William is sure he is going to be the King of England.

a) Say what these children think about their future? Follow the example.



**Example:** *Nick thinks he'll play a lot of football.*

play a lot of football, singer, doctor,  
tennis, big family, teacher, travel

b) Are you sure about your future? Speak about yourself.

**Example:** *I think I'll be a programmer and I think I'll play a lot of football.*



**WRITING**

7. The teacher will show you some photos of famous people.

a) Imagine what they are doing tomorrow, what they are going to do in summer and what they will possibly do in the future. Complete the sentences.

Tomorrow she/he is ... In summer she/he is going to ...  
I think in the future she/he will ...

b) Compare your predictions with what these people say about themselves.

## LESSON 7.

# Think About the Future



### PRONUNCIATION

**1. a) Read the chant. Fill in the blanks with the words from the box. There are more words in the box than you need.**

– **What are you doing tonight, after nine?**

– Well, after nine, if the weather is \_ (1)  
My friends and I – we are playing a game,  
Tim is defending the goal \_ (2)

– **What are you going to do in July?**

– Well, in July... Maybe, I'll \_ (3)  
Right to West Africa, to Timbuktu.  
– Great! I'm going to go there \_ (4)

– **When you grow up, do you know what you'll do?**

– When I grow up, I'll be taller. That's \_ (5).  
I'll be more patient and confident \_ (6).  
I'll help the animals in Timbuktu.

b) Listen to the chant. Check yourselves.

c) Practise the chant in pairs.

- 1) good, fine, rainy, time
- 2) the same, again, to stay, by train
- 3) cry, kite, fly, good-bye
- 4) flew, too, few, who
- 5) do, who, true, moo
- 6) threw, too, queue, true



### GRAMMAR

**2. Look at the pictures below and read the bubbles. Match the bubbles and the comments on p. 242.**

What are you doing tonight?

**A**

– I'm not sure yet.  
Maybe I'll go to the cinema.

**B**

I'm playing tennis with Nick.



– It's my birthday next week.  
I think **I'll have** a party.

C



Your castle is great, dear.

– I love building castles. You know, Mum,  
**I'm going to be** an architect.

D



- ▲ 1. He decides now. 2. She knows and Nick knows.  
3. She is not sure. She doesn't know yet. 4. She already knows.

3. a) Find more examples in ex. 1 to match the boxes above.  
b) Translate the examples into your language. Do the translations differ?
4. How do we speak about the future? Why do we use different ways of speaking about the future?
5. Fill in your Grammar Diary.
- a) Write true sentences about yourself. Use the underlined phrases and the structures in bold.

Gr **FOCUS**

Tonight after nine **I'm watching** football on TV.

**I'm going to learn to swim** in July.

When I grow up **I'll take up** an interesting hobby.

- b) Imagine you're your classmate. Write about your future.

**Example:** *Tonight after nine I'm playing a game of football.*

- c) Ask your classmate the questions from the poem. Check your guesses. Who knows their classmates well?

# LESSON 8. Holidays Are Coming, Hurray!



## PRONUNCIATION

1. a) Listen to the song. Tap the rhythm.

Holidays are coming, hurray!   
Holidays are coming, let's play!  
It's time for games and hobbies, for fun,  
Sightseeing and enjoying the sun.



What will you do on your holidays,  
my friend?  
Will you climb a mountain or sunbathe  
on yellow sand?  
What will I do? I'm going to enjoy  
June, July and August, I'll be a busy boy!

Holidays are coming, hurray!  
Holidays are coming, let's play!  
It's time for riding horses and bikes,  
Time for going out, for hikes.



What will you do on your holidays, my friend?  
Will you sleep till noon or will you travel to new lands?  
What will I do? I'll travel to Peru.  
I'm going to have fun and I'll be very busy too.



Holidays are coming, hurray!  
Holidays are coming, let's play!



b) Listen and repeat.

c) Practise the song in groups of three: a grown-up, a boy and a girl. Mind the rhythm. Change roles. Sing again.



## LISTENING



2. a) Liz's friend invites her to go out on Sunday, but Liz is very busy. Listen to their conversation. Fill in the chart like the one below.

b) Listen again and match the phrases and verb forms.

What about ...  
 Why don't we ...  
 How about ...  
 Shall we ...  
 Would you like ...  
 Let's ...

go  
 to go  
 going

time	activities
6 o'clock	getting up



## SPEAKING

3. Work in pairs. Make your own conversations. Use ex. 2.

**You:** Invite your partner to go out.

**Your partner:** Agrees to go out only after the fourth suggestion.

4. Nick is going to visit his Granny on holidays.

a) Look at the picture. What is Nick going to take with him?



I'm going to take...



b) What do you think he will do at his Granny's?

5. a) Talk in pairs. Ask and answer the questions about the coming holidays.

What do you like doing? What are you interested in?

What new hobby would you like to take up?

What do you think you will do on your holidays?

Will you have quiet or active holidays?  
What are you going to take with you?

When are you leaving?



b) Go around the classroom.

Share your holiday plans with other classmates.

Find someone who has similar holiday plans.

c) Report to the group.

6. Sing the 'Holiday' song together with your classmates again.

# LESSON 9. School Is Over! Oh, What Fun!



## SPEAKING

### 1. Find someone who:

spent last summer in the country	knows the English names of ten animals
would like to take up windsurfing	would like to go to another planet in summer
loves keeping pets	believes in aliens
has an enjoyable hobby	can speak three languages
wants to have a trip around the world	has done something to help nature
dislikes sunbathing	is good at taking photos
is interested in classical music	can't swim
has never spent a weekend in the country	used to hate eating carrots in his/her childhood
likes collecting things	has read a book in English
enjoys watching cartoons in English	never helps his parents about the house
is interested in history	

**2. Do you know your classmates well? Work first individually, then – in pairs.**

**a) Imagine you are your partner and complete the sentences.**

1. When I was six I used to ... .
2. The animal I like best is ... .
3. My favourite food is ... .
4. My favourite subject(s) is (are) ... .
5. My favourite book (film) is ... .
6. I like/love/dislike/hate housework.
7. I (don't) believe in aliens and other mysteries.
8. I like people that ... .
9. People like me because ... .
10. I dislike ... .
11. I enjoy ... .

**b) Now ask your classmate to check your guesses. Count the correct guesses. Can you say that you know your classmate well?**

**Example:** *What did you use to do when you were 6 years old?*

**3. a) Look through the board game on pp. 248–249. Write three or four questions for the “free question” squares.**

**Example:** *Do you believe in aliens?*

*Or: Have you ever seen an alien?*

Hi!  
I'm Zynh!



**b) Play the game in groups of three or four. Use a counting rhyme to choose who starts the game. Throw the dice and begin. You must speak on the topic in the square for half a minute. You can't make very long pauses. If you get on the “free question” square, be ready to answer your classmates' questions.**

▼ For the game you will need

<p><b>START</b></p>	<p>Our planet</p>	<p>A good film you have seen</p>
<p>Your favourite food</p>	<p>Your family</p>	<p>How you get to school</p>
<p>Your friend</p>	<p>Your favourite music</p>	<p>A good book you have read</p>
<p>A dream</p>	<p><b>FREE QUESTION</b></p>	<p>Your happiest moment in the last year</p>
<p>A country you are interested in</p>	<p>What you did last weekend</p>	<p>Your country</p>
<p><b>FINISH</b></p>	<p>Dangerous animals</p>	<p>Your room</p>

4. Play a memory game. Do you remember all the chants, poems, tongue-twisters, rhymes and songs from this book?

1) a dice, 2) counters, 3) a counting rhyme ▼

Endangered animals	FREE QUESTION	Your hobby
FREE QUESTION	Your plans for the week	FREE QUESTION
Something you don't like doing	FREE QUESTION	Something you are proud of
Your plans for the coming holidays	What you like doing in the evenings	Something dangerous
FREE QUESTION	Some interesting news	Your housework
Your favourite subject at school	FREE QUESTION	A game you like playing

Play the game in two teams. Take it in turns to sing a song or to recite a poem. Which team is the best?

# READING FOR PLEASURE

## UNIT 5

### Gregory Grasshopper Does the Spring-cleaning

What does “spring-cleaning” mean? What do you do when you spring-clean?

Has Gregory Grasshopper done anything?



My house is in a mess.

A

It was a lovely spring morning – a good morning to hop around. Gregory Grasshopper looked out of his flower house and said: “No, I must do the spring-cleaning. I haven’t done it for days and days. My house is in a mess.”

He was thinking what to start with when two his friends looked in, Wilbur Wasp and Belinda Butterfly. “Hello, Gregory,” said Wilbur.

“Coming out for a hop?” “No,” said Gregory. “I can’t. I really must do my spring-cleaning today.” So Wilbur and Belinda flew off into the sun. Gregory was sorry to say good-bye to them. At that time Bumble Bee and Lottie Ladybird looked in.

“Hello!” they said. “Coming out for a hop?” “No,” said Gregory.

“I must spring-clean today.”

Again he was thinking what to start with when Doctor Beetle

came into the house and asked, “Coming out for a hop? It’s a lovely day!” Poor Gregory. “I can’t,” he said sadly. “I must do my spring-cleaning. I really must.”



B



C

It's a lovely day!



D

So Doctor Beetle went off, and Gregory started.

He was doing the first sweeps when he saw the sun coming through the window. Gregory thought of his friends. They were playing outside, and he was working inside. It was too much. He took off his apron, and off he went. "I will spring-clean tomorrow," he decided.

It was lovely out in the sun, and Gregory hopped to a house that was near his flower home. He saw that a window of this house was open, and when he looked inside, this is what he saw...



So we did the cleaning for you.

F

In a room there was a table, and on the table there was the biggest, most tasty-looking cake in the world. "Look!" he said, "Someone has cut himself a big piece. There are so many crumbs\*! My friends and I can have a cake party!" He hopped in through the window and took all the crumbs. Then off he went home. But then when he was hopping home he thought, "Oh dear, I can't invite anybody to my house, I haven't spring-cleaned it." Gregory hopped sadly to his house. But what a surprise! He heard some voices coming from inside. He looked in and saw all his friends there – Doctor Beetle, Mr. Bumble Bee, Wilbur, Lottie and Belinda – and the room was looking lovely and clean. "You've done the spring-cleaning!" said Gregory. "That's right," buzzed Wilbur. "We did it. We were sorry for you and we came back to help you. But we couldn't find you anywhere. So we did the cleaning for you."

\**crumb* – крошка



E

Gregory didn't know what to say. Then he remembered the cake crumbs he was carrying. "Now we can have a lovely party," he said.



And what a lovely party  
they all had!

Match names of the insects with the pictures.

- |                       |                   |
|-----------------------|-------------------|
| ① Gregory Grasshopper | ④ Doctor Beetle   |
| ② Wilbur Wasp         | ⑤ Bumble Bee      |
| ③ Belinda Butterfly   | ⑥ Lottie Ladybird |

Who was the first to come to the flower house?

Why did the friends ask Gregory to come out for a hop?

What did Gregory see when he came home?

### Which summary is correct?

1. Gregory wasn't hard-working. He asked his friends to help him with spring-cleaning. He brought some crumbs to have a cake party with them.

2. Gregory wasn't hard-working. He was doing the spring-cleaning when his friends brought some crumbs to his flower house. They had a cake.

3. Gregory wasn't hard-working. When he went out his friends did the spring-cleaning for him. Gregory brought some crumbs to have a cake party with them.

What was every insect doing when Gregory was out?

# UNIT 6

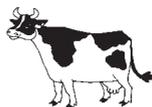
## The King's Breakfast

Listen and follow in the book. What is the King's favourite food?

The King asked the Queen, and  
The Queen asked the Dairymaid,  
“Could we have some butter for  
the Royal slice of bread?”  
The Queen asked the Dairymaid,  
The Dairymaid said: “Certainly,  
I'll go and tell the cow, now  
Before she goes to bed.”



The Dairymaid she curtsied,  
And went and told the Alderney:  
“Don't forget the butter for  
The Royal slice of bread.”



The Alderney said sleepily:  
“You'd better tell His Majesty.  
That many people nowadays  
Like marmalade instead.”



The Dairymaid said: “Fancy!”  
And went to Her Majesty.

Король – его величество  
Просил ее величество,  
Чтобы ее величество  
Спросила у молочницы:  
Нельзя ль доставить масла  
На завтрак королю.  
Придворная молочница  
Сказала: – Разумеется.  
Схожу, скажу корове.  
Покуда я не сплю!  
Придворная молочница  
Пошла к своей корове  
И говорит корове,  
Лежащей на полу:  
– Велели их величества  
Известное количество  
Отборнейшего масла  
Доставить к их столу!  
Ленивая корова  
Ответила спросонья:  
– Скажите их величествам,  
Что нынче очень многие  
Двуногие-безрогие,  
Предпочитают мармелад,  
А также пастилу!  
Придворная молочница  
Сказала: – Вы подумайте! –

She curtsied to the Queen, and  
She turned a little red.

“Excuse me, Your Majesty,  
For taking of the liberty,  
But marmalade is tasty if  
It’s very thickly spread.”



The Queen said: “Oh!”  
And went to His Majesty.  
“Talking of the butter for  
The Royal slice of bread,  
Many people think that  
Marmalade is nicer.  
Would you like to try a little  
Marmalade instead?”

The King said: “Bother!”  
And then he said: “Oh deary me.”  
The King sobbed: “Oh deary me,”  
And went back to bed.  
“Nobody,” he whimpered,  
“Could call me a fussy man.  
I *only* want a little bit  
Of butter for my bread.”

The Queen said: “There, there,”  
And went to the Dairymaid  
The Dairymaid said: “There, there,”  
And went to the shed.



The cow said: “There, there,

И тут же королеве  
Представила доклад.  
– Сто раз прошу прощения  
За это предложение,  
Но если вы намажете  
На тонкий ломтик хлеба  
Фруктовый мармелад, –  
Король, его величество,  
Наверно, будет рад!  
Тотчас же королева  
Пошла к его величеству  
И, будто между прочим,  
Сказала невпопад:  
– Ах, да, мой друг, по поводу  
Обещанного масла...  
Хотите ли попробовать  
На завтрак мармелад?  
Король ответил: – Глупости! –  
Король сказал: – О боже мой! –  
Король вздохнул: – О господи! –  
И снова лег в кровать.  
– Еще никто, – сказал он, –  
Никто меня на свете  
Не называл капризным...  
Просил я только масла  
На завтрак мне подать!  
На это королева сказала:  
– Ну, конечно! –  
И тут же приказала  
Молочницу позвать.  
Придворная молочница  
Сказала: – Ну, конечно! –  
И тут же побежала  
В коровий хлев опять.  
Придворная корова

I didn't really mean it,  
Here's milk for his porringer  
And butter for his bread."  
The Queen took the butter  
And brought it to His Majesty;



The King said: "Butter – eh?"  
And bounced out of bed.  
"Nobody," he said,  
As he kissed her tenderly,  
"Nobody," he said,  
As he slid down the banisters,  
"Nobody, my darling,  
Could call me a fussy man,  
*But I do like a little bit of butter  
for my bread.*"

a) Work in pairs. Read the original rhyme and the Russian translation. Find out the meaning of the underlined words and phrases.

b) Is the translation different from the original text?

Сказала: – В чем же дело?  
Я ничего дурного  
Сказать вам не хотела.  
Возьмите простокваши,  
И молока для каши,  
И сливочного масла  
Могу вам тоже дать!  
Придворная молочница  
Сказала:  
– Благодарствуйте! –  
И масло на подносе  
Послала королю.  
Король воскликнул:  
– Масло!  
Отличнейшее масло!  
Прекраснейшее масло!  
Я так его люблю!  
– Никто, никто, –  
Сказал он  
И вылез из кровати.  
– Никто, никто, –  
Сказал он,  
Спускаясь вниз в халате.  
– Никто, никто, –  
Сказал он,  
Намылив руки мылом.  
– Никто, никто, –  
Сказал он,  
Съезжая по перилам.  
– Никто не скажет, будто я  
Тиран и сумасброд,  
За то, что к чаю я люблю  
Хороший бутерброд!

Look through the rhyme. How many characters are there?  
Listen to the rhyme again. Prepare to act it out in groups.

Пер. С. Я. Маршак

# UNIT 7

## Leo and Charlie

Leo was the first one to see the turtle. They were driving to church when Leo shouted, “There’s a turtle!”

Leo’s father said something about turtle soup. Both his sisters cried when the animal showed his ugly head. But Leo loved it from the start. He named it Charlie.

The dogs at Leo’s house belonged more to Leo’s father than to anyone else, and the cat thought she belonged to no one but herself, so Leo was glad to have a pet for his own. He put Charlie in a box and thought that he was a happy boy.

What pets did the family have?

Leo loved Charlie very much and the turtle was kissed as if it were a baby. Leo liked to put Charlie on his shoulder under his left ear, just as one might carry a cat.

Leo was ten years old the year he found Charlie. He didn’t have many friends because he was slower than the rest. That was the way his father said it: “Slower than the rest”. Leo was slow in reading, slow in numbers, slow in everything in the classroom. As a result, in the fourth grade he was placed in a room with other children who were as slow as he. Leo thought he would never get over it. He saw no way to be happy after that.

But Charlie made Leo happy. Every day, Leo came home from school, took Charlie to the backyard to let him explore and told him about the things that had happened in the fifth grade.

Why did Leo feel so unhappy?

Charlie changed Leo’s life. How?

Then one day Leo decided to take Charlie to school.

Why did Leo take Charlie to school?

It was Prevent Forest Fires week and the whole school was making posters, watching nature films and doing projects. Each member of Leo’s class was to make a report about forest on Friday.

Leo was quiet about it on the bus to school. He took the box to his classroom and put it on the wide window sill beside the geraniums. The teacher came in and the day began.

In the middle of the morning, the forest reports began. One girl brought a lot of pictures of animals and explained that animals died in forest fires. The pictures were very small for everyone to see from his desk. Leo was bored.

Why was Leo bored?

Finally it was Leo's turn. He quietly walked up to the window sill and picked up the box. He put it on the teacher's desk.

"When somebody throws a match into a forest", Leo began, "he kills trees and birds and animals. Some animals, like deer, can run fast. But other animals" – he opened the box – "have no hope. They are too slow. They will die". He took out Charlie out of the box. "It isn't fair", he said, "for the slow ones."

Leo said much more. He talked about Charlie, explained what turtles were like, the things they enjoyed, what talents they had. He talked about Charlie the turtle and Charlie the friend. And everyone in the class loved turtles and hated forest fires. Leo's teacher had tears in her eyes.



How was Leo's project different from the others?

Did the teacher and the classmates like Leo's report?

That afternoon the whole school assembled in the gym to bring the special week to a close. A man in uniform made a speech. Then someone dressed up as a bear danced with two others dressed up as squirrels. Finally, the school principal stood up and began a long talk. Leo didn't listen to him. He thought about his home, about pictures, about Charlie. He didn't hear when someone called his name. Then he jumped when he heard, "Leo! It's you!" in his ear.

"What?" Leo asked, looking around in surprise.

"You won!" they were all saying. "Go on!"

Leo was given a prize. For the first time in his life. That night, in his room Leo felt proud. And for the first time in a long time, Leo felt fast.

Leo was a slow boy. Why did he feel fast?

What project would you do for Prevent Forest Fires week?

# UNIT 8

## The Riddles

By Bernard Wiseman

Riddle me, riddle me, riddle me this:

The more you feed it,  
The more it will grow high.  
But if you give it water,  
Then it will quickly die.

What could it be? Some kind of animal that lives without water? A desert plant? The answer is – fire.

That's a riddle, of course. An old, old riddle. Riddles are probably the oldest of all games. In old times, men who could make up and answer riddles were thought to be the best leaders and wisest men. People used riddles to teach their children many important facts of life. Almost everybody in the world plays the riddle game.

The Aborigines of Australia ask this riddle:

The strongest man cannot stand against me.  
I can knock him down, yet I do not hurt him.  
And he feels better because I have knocked him down!  
What am I?

The answer is – *sleep*.

Read a story about a bear and a moose that asked and answered riddles.

Boris the Bear met Morris the Moose.

“Do you like riddles?” Boris asked.

Morris asked, “**How do they taste?**”

Boris said, “You do not eat riddles.”

Morris asked, “**Do you drink them?**”

Why does Morris ask Boris these questions?  
Look at Boris' first question. It can help you.

Boris said, "You do not eat riddles. You do not drink riddles. You ask them. Listen – I will ask you a riddle."

Boris asked, "What has four feet..."

Morris yelled, "ME!"

"I haven't finished," Boris said.

"What has four feet and a tail..."

"ME!" Morris yelled.

"I haven't finished yet!" Boris cried. "Let me finish!"

Morris put a hoof over his mouth.

Boris asked, "What has four feet and a tail and flies?"

"ME!" Morris yelled. "I have four feet and a tail and flies come and sit on me all the time!"

"No, no!" Boris growled. "The answer is: a horse in a airplane! Here is another riddle. What kind of comb cannot comb hair?"



*Boris the Bear*

"Shouted, said, cried, yelled, growled" – that is how Morris and Boris spoke. Place these words on a line starting with 'said' – the most neutral word. Why do they yell, cry, shout, growl?

Why does Morris suddenly start speaking about flies?

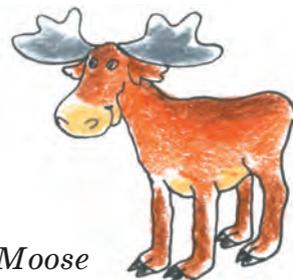
"I know!" Morris cried. "A broken comb!"

"NO! NO! NO!" Boris shouted. "The answer is: a honeycomb!"

"What is a honeycomb?" Morris asked.

Boris said, "It is a bee house. Don't you know anything?"

Morris said, "I know about riddles. You do not eat riddles. You do not drink riddles. You ASK riddles."



*Morris the Moose*



Boris said, “And you must answer them! Try to answer this riddle. What kind of bee does not sting?”

“I know!” cried Morris. “A friendly bee!”

“NO! NO!” Boris yelled.

Morris cried, “A sleeping bee!”

“NO! NO! NO!” Boris shouted. “The answer is: a beetle. Oh, you don’t know how to answer riddles. I am not going to ask you any more.”

Morris said, “You know how to answer riddles. Let me ask you riddles.”

“Go ahead,” said Boris. “Ask me riddles.”

Morris asked, “What has four feet and a tail and flies?”

Boris answered, “A horse in an airplane.”

“No! No!” Morris cried. “A Moose in an airplane!”

Boris yelled, “You mean a **HORSE!**”



Why is the word ASK printed out in capitals?

And what about some other words: NO!, ME, HORSE?

Which word would you print out in capitals in these sentences?

Morris said, “I mean a moose. I want a moose to get an airplane ride!”

Then Morris said, “Here is another riddle. What kind of comb cannot comb hair?”

Boris said, “A honeycomb.”

“No! No! No!” Morris cried. “The answer is: a bee comb.”

Boris asked, “What is a bee comb?” Morris said, “The comb the bee uses. It cannot comb hair, a bee has no hair!”

Are Morris’ answers to the riddles funny?

Boris shouted, “Oh, you don’t know anything about riddles! I am going home!”

A bird asked Morris, “What is he angry about?”  
“Riddles,” said Morris. “He does not like them.”

Is it really true?

You can easily divide the text into two parts. Where does the first part finish?

Who yells a lot in the first part? And in the second? Why?

Does Morris ever get angry?

Are you more like Boris or like Morris?

Who would make a better pupil at school: Boris or Morris?

Who has got a better sense of humour: Boris or Morris?

How would you describe Boris?

And Morris?

Choose from the list: *unfriendly, dangerous, happy, silly, angry, funny, clever, serious, friendly*. Add your own words.

Have you ever met anyone like Morris? Have you ever met anyone like Boris?

Would you like to make friends with Morris or Boris?

Translate the riddles from the story into your language. Are they funny?

Role-play the conversation in pairs.

Make a riddle: a) in English,

b) in your language.

Ask your classmates to answer it. Good luck!

# UNIT 9

## The Relatives Came

*By Cynthia Rylant*

What makes you happy? Choose from the list of things that can make people happy.

a good book

lots of birthday presents  
lots of money  
lots of friends

getting flowers as a present  
doing good things for others  
listening to music

watching an exciting film

a delicious cake

getting a good mark  
taking up a new hobby  
travelling to a faraway place  
saving a wild animal  
having a pet

your mother's 'good night'  
your teacher's praise

a bird's song

a kind word

a letter from a faraway friend

fine weather  
long holidays

a visit to relatives  
going to see your Granny

What makes the people in the story happy?

It was in the summer of the year when the relatives came. They came from Virginia. They left when their grapes were nearly purple. They had an old car and in it they put a lot of soda and some boxes of crackers and some sandwiches, and up they came from Virginia.

Is Virginia far from the place where the storyteller lives?

They left at four in the morning when it was dark, before even the birds started singing.

They drove all day and all night, and while they were travelling along they were looking at the strange houses and different mountains and they were thinking about Virginia – but they were thinking about us, too. Waiting for them.

Did many relatives come from Virginia?

So they drank up their soda pop and ate up their crackers and travelled all those miles until finally they pulled into our yard.

Then it was hugging time. Talk about hugging! Those relatives just passed us all around their car, pulling us against their wrinkled Virginia clothes, crying sometimes. They hugged us for hours.

Then it was into the house and so much laughing and shining faces and hugging in the doorways. You'd have to go through four different hugs to get from the kitchen to the front room. Those relatives! And finally, after a big supper there was quiet talk and we were in twos and threes through the house.

Did the relatives stay long?

Find at least 3 facts in the text that prove that.

There were no extra beds, so some relatives squeezed in with us and the rest slept on the floor, some with their arms thrown over the closest person, or some with an arm across one person and a leg across another. It was different, going to sleep with all that new breathing in the house.

The relatives stayed for weeks and weeks. They helped us in the garden and they fixed any broken things they could find.

They ate up all our strawberries and melons, they promised we could eat up all their grapes and peaches when we came to Virginia.

Is it hot in Virginia? Why do you think so?

But none of us thought about Virginia much. We were so busy hugging and eating and breathing together.

Finally, after a long time, the relatives bought some soda and headed back to Virginia at four o'clock in the morning. We stood in our pyjamas and waved them off in the dark. We watched the relatives disappear down the road, then we crawled back into our beds that felt too big and too quiet. We fell asleep.

And the relatives drove on, all day long and into the night, and while they travelled along they looked at the strange houses and different mountains and they thought about their dark purple grapes waiting at home in Virginia.

The relatives ate up all the strawberries and melons.  
Was the storyteller happy when they left?

But they thought about us, too. Missing them. And they missed us. And when they were finally home in Virginia, they crawled into their silent, soft beds and dreamed about the next summer.

Is it good to miss somebody? Can you be happy if you are missing somebody?

**hug** – обнимать, **wrinkled** – мятый, **extra** – лишний, **squeeze in** – втиснуться, **the rest** – остальные, **breathe** – дышать, **fix** – чинить, **melon** – дыня, **promise** – обещать, **wave** – махать, **crawl** – ползти, **miss someone** – скучать по кому-либо

Who is telling the story? Why do you think so?

Were the relatives happy to be back home?

Are you waiting for the summer? Are you going to see your relatives in holidays? What do you think you will do together? How many relatives do you have? Do you have relatives who live a long way from your hometown or village?

When did you last see them? What do you usually do when you visit your relatives? What do you eat? Where do you sleep? Do you hug your relatives when you see them after a long time? Do you say something nice to them?

a) Mark Twain, a famous American writer, the author of “Tom Sawyer”, used to say: “You can live a month on a good compliment.” Do you agree with him?

b) Play “Compliment Game”. Sit in a circle. Say something nice to the person who is sitting next to you. Remember: you must tell the truth.

**When you see your relatives next time,  
say something nice to them too.**

**HAVE A NICE HOLIDAY!**



# UNIT 6. Project Preparation

- 1 a) Make a plan of your party. Start by thinking about the kind of party you would like to have.

a hello party

a going-away party

a storybook party

an end-of-school party

a start-of-school party

a going-places party

a picnic party

a birthday party

- b) Think about the date, time, food and drinks, games, prizes, music and invitation list.

date:	games:
time:	prizes:
food:	music list:
drinks:	invitation list:

- 2 Make the party poster. Don't forget to write about:

- date and time
- guests
- place
- food and drinks
- activities

From .....

to .....

.....

.....

- 3 Invite your friend to the party. Make an invitation card. 
- 4 In groups, discuss what food you are going to eat. It depends on the party time. You may serve a meal or only snacks. Make the party menu.
- 5 In groups, discuss what games you are going to play. Invent your own party game. Play it with your classmates.
- 6 In groups, decide what song you are going to sing. Sing it with your classmates.



**b) Complete the sentences below.**

1. When I was six, I used to ...
2. Last summer I ...
3. When I was ...ing ...
4. I've never ...
5. I've always ...
6. I've already ...
7. I haven't ... yet.
8. This year I'd like to go to ...
9. I'm ...ing ...
10. I'm going to ...
11. I think I'll ...
12. I usually ...
13. I like / dislike / love / hate / enjoy ...ing ...
14. We should ...
15. We must ...
16. We have to ...

**c) Prepare to speak about your holiday plans. Use the notes you have made.**

- 3** Illustrate your project with pictures, photos, drawings. Use maps, travel brochures, albums. Don't forget about sounds and music.

# GRAMMAR

## PRESENT

<b>BE</b>	(I) <b>am</b>	I'm (I am) a student.
	(we, you, they) <b>are</b>	You're (you are) a student.
	(he, she, it) <b>is</b>	He's (he is) a student.

- + I'm a student. He's a student. You're a student.
- I am (I'm) not a teacher. He isn't a teacher.  
You aren't a student.
- ? Am I a student? Is he a student? Are you a student?

## PAST

<b>BE</b>	(I, he, she, it) <b>was</b>	I was happy.
	(we, you, they) <b>were</b>	We were happy.

- + He was happy. They were happy.
- He wasn't sad. They weren't sad.
- ? Was he happy? Were we sad?

He is / was a student •

Is / Was he a teacher ?

He is / was n't (not) a teacher •

## FUTURE

BE	(I, we) shall / will be	I'll be (shall / will be) 11 this year.
	(he, she, it, they, you) will be	He'll be (will be) 11 this year.

- + I'll be 11 this year. He'll be 11 this year.
- I shan't (won't) be 12 this year. He won't be 12 this year.
- ? Will you be 12 this year?

## PRESENT SIMPLE

usually, every day, often, sometimes, always

+	-
<p data-bbox="139 457 332 520"><b>S</b> <b>V</b><sub>(s)</sub></p> <p data-bbox="139 565 481 599">(I, we, you, they) write</p> <p data-bbox="139 642 410 676">(he, she, it) writes</p> <p data-bbox="139 719 486 787">I often write letters. He often writes letters.</p>	<p data-bbox="633 457 1097 520"><b>S</b> <b>do / does</b> <b>not n't</b> <b>V</b></p> <p data-bbox="653 565 1083 599">(I, we, you, they) don't write</p> <p data-bbox="653 642 1027 676">(he, she, it) doesn't write</p> <p data-bbox="653 719 1012 787">I don't write poems. He doesn't write poems.</p>

?
<p data-bbox="405 1004 869 1084"><b>do / does</b> <b>S</b> <b>V</b></p> <p data-bbox="416 1128 802 1200">do (I, we, they, you) write does (he, she, it) write</p> <p data-bbox="416 1248 825 1320">Do you often write letters? Does he often write letters?</p>

# PRESENT CONTINUOUS

now, at the moment

+	-
<p>(S)      am / is / are      Ving</p>	<p>(S)      am / is / are      not n't      Ving</p>
<p>(I) am writing (he, she, it) is writing (we, you, they) are writing</p> <p>I'm (I am) writing a letter now. He's (he is) writing a letter now.</p> <p>We're (we are) writing a letter now.</p>	<p>(I) am (I'm) not writing (he, she, it) is not (isn't) writing (we, you, they) are not (aren't) writing</p> <p>I am (I'm) not writing a poem now. He isn't (is not) writing a poem now.</p> <p>We aren't (are not) writing a poem now.</p>

?
<p>am / is / are      (S)      Ving</p>
<p>am (I) writing is (he, she, it) writing are (we, you, they) writing</p> <p>Am I writing a letter now? Is he writing a letter now? Are we writing a letter now?</p>

## PRESENT PERFECT

just, already, ever, yet, never

+

(S)      ▲ have / has      V3

(I, you, we, they) have written / opened  
(he, she, it) has written / opened

I've (I have) just written a letter.

He's (he has) just opened the parcel.

-

(S)      ▲ have / has      not n't      V3

(I, you, we, they) have not (haven't) written / opened  
(he, she, it) has not (hasn't) written / opened

I haven't (have not) written a letter yet.

He hasn't (has not) opened the parcel yet.

?

▲ have / has      (S)      V3

have (I, we, you, they) written / opened  
has (he, she, it) written / opened

Have you written a letter yet?  
Has he opened the parcel yet?

## PAST SIMPLE

yesterday, (two days) ago, last (year/month ...), in 1999

+	-
<p data-bbox="225 418 508 486">(S)      [V2]</p> <p data-bbox="238 520 457 606">write – wrote open – opened</p> <p data-bbox="141 640 566 683">He wrote a letter yesterday.</p> <p data-bbox="141 717 586 760">I opened the parcel last week.</p>	<p data-bbox="676 418 1165 486">(S)            [not n't]      [V1]</p> <p data-bbox="766 520 972 606">did not write did not open</p> <p data-bbox="669 640 1178 717">He didn't write a letter yesterday.</p> <p data-bbox="669 717 1178 794">He didn't open the parcel last week.</p>

?
<p data-bbox="425 1076 908 1161">      (S)      [V1]</p> <p data-bbox="431 1187 714 1221">did he write/open?</p> <p data-bbox="431 1263 908 1298">Did he write a letter yesterday?</p> <p data-bbox="431 1306 933 1340">Did he open the parcel yesterday?</p>

## PAST CONTINUOUS

then, at that moment, at 5 o'clock yesterday, when you came

**+**

(S)      was / were      **Ving**

(I, he, she, it) was writing  
(we, you, they) were writing

I was writing a letter at 5 o'clock yesterday.  
We were opening the parcel at that moment.

**-**

(S)      was / were      not n't      **Ving**

(I, he, she, it) was not (wasn't) writing  
(we, you, they) were not (weren't) writing

I wasn't (was not) writing a poem when you came.  
We weren't (were not) writing a poem then.

**?**

was / were      (S)      **V1**

was (I, he, she, it) writing  
were (we, you, they) writing

Was he writing a letter then?  
Were they writing a letter then?

## IRREGULAR VERBS

VERB (V1)	PAST TENSE (V2)	PAST PARTICIPLE (V3)
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept
knit	knitted, knit	knitted, knit
know	knew	known

VERB (V1)	PAST TENSE (V2)	PAST PARTICIPLE (V3)
lay	laid	laid
learn	learned, learnt	learned, learnt
leave	left	left
lie	lay	lain
lose	lost	lost
make	made	made
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
sing	sang	sung
sit	sat	sat
sleep	slept	slept
spend	spent	spent
spread	spread	spread
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

# VOCABULARY

## UNIT 1

1. **be afraid** [ə'freɪd] **of** бояться
2. **bossy** ['bɒsi] ведущий себя как командир / босс
3. **board game** [bɔ:d] настольная игра
4. **calm** [kɑ:m] спокойный
5. **camp fire** ['kæmp 'faɪə] лагерный костер
6. **fight** [faɪt] драться
7. **friendly** ['frendli] дружелюбный
8. **helpful** ['helpfʊl] полезный
9. **hiking** ['haɪkɪŋ] туризм
10. **language** ['læŋɡwɪdʒ] язык
11. **noisy** ['nɔɪzi] шумный
12. **optimistic** [ˌɒptɪ'mɪstɪk] оптимистичный
13. **put up a tent** [tent] ставить палатку
14. **save** [seɪv] спасать
15. **shout** [ʃaʊt] кричать
16. **shy** [ʃaɪ] застенчивый
17. **sporty** ['spɔ:tɪ] спортивный
18. **talkative** ['tɔ:kətɪv] разговорчивый
19. **trip** [trɪp] поездка
20. **used to (do smth)** имел обыкновение (делать что-л.)

## UNIT 2

21. **already** [ɔ:l'reɪdɪ] уже
22. **cheetah** ['tʃi:tə] гепард
23. **danger** ['deɪndʒə] опасность

24. **dangerous** [ˈdeɪndʒərəs] опасный
25. **desert** [ˈdezət] пустыня
26. **endangered** [ɪnˈdeɪndʒəd] находящийся под угрозой исчезновения
27. **ever** [ˈevə] когда-либо
28. **faraway** [ˈfɑːrəweɪ] далекий
29. **for (ages)** [fərˈeɪdʒɪz] в течение (долгих лет)
30. **grassland** [ˈgrɑːslænd] поросшие травами земли (*степи, прерии и т. д.*)
31. **island** [ˈaɪlənd] остров
32. **just** [dʒʌst] только что
33. **mammal** [ˈmæml] млекопитающее
34. **once** [wʌns] однажды, один раз
35. **polar regions** [ˈpəʊlə ˈriːdʒənz] полярные регионы
36. **since (my childhood)** [ˈsɪns maɪ ˈtʃaɪldhʊd] с (детства);  
с тех пор, как
37. **time** [ˈtaɪm] (**three times**) раз (три раза)
38. **twice** [twɑɪs] дважды, два раза
39. **whale** [weɪl] кит
40. **wildlife** [ˈwaɪldlaɪf] живая природа
41. **yet** [jet] еще

### UNIT 3

42. **anthem** [ˈæpθəm] гимн
43. **area** [ˈeəriə] площадь, пространство
44. **be famous** [ˈfeɪməs] **for** быть знаменитым
45. **be proud** [praʊd] **of** гордиться
46. **building** [ˈbɪldɪŋ] здание
47. **capital** [ˈkæpɪtl] столица
48. **cathedral** [kəˈθiːdrəl] собор
49. **church** [tʃɜːtʃ] церковь
50. **comfortable** [ˈkʌmfətəbl] удобный, уютный
51. **emblem** [ˈembləm] эмблема, герб

52. **hard-working** ['hɑ:d'wɜ:kɪŋ] трудолюбивый
53. **hospitable** ['hɒspɪtəbl] гостеприимный, радушный
54. **hotel** [həʊ'tel] гостиница, отель
55. **lie** [laɪ] лежать, располагаться
56. **nation** ['neɪʃn] нация, народ
57. **national** ['næʃənl] национальный
58. **population** [ˌpɒpjʊ'leɪʃn] население
59. **sight** [saɪt] достопримечательность
60. **stripe** [straɪp] полоса
61. **suburb** ['sʌbɜ:b] окраина, предместье
62. **symbol** ['sɪmbəl] символ
63. **temperature** ['temprətʃə] температура
64. **tourist** ['tuəɪst] турист
65. **transport** ['trænspɔ:t] транспорт
66. **underground** ['ʌndəgraʊnd] метро
67. **visitor** ['vɪzɪtə] посетитель, гость, приезжий, турист

#### UNIT 4

68. **appear** [ə'pɪə] появляться
69. **believe** [bɪ'li:v] верить
70. **disappear** [ˌdɪsə'pɪə] исчезать
71. **god** [gɒd] бог
72. **imagine** [ɪ'mædʒɪn] воображать, представлять
73. **mystery** ['mɪstəri] тайна, загадка
74. **myth** [mɪθ] миф
75. **punish** ['pʌnɪʃ] наказывать
76. **put a spell [spel] on (someone)** околдовывать (кого-л.)
77. **reality** [rɪ'ælɪti] реальность, действительность
78. **terrible** ['terəbl] ужасный
79. **turn into** [tɜ:n'ɪntə] превращать
80. **unusual** [ʌn'ju:ʒʊəl] необычный

## UNIT 5

81. **be good** [gʊd] **at smth** уметь делать что-л. хорошо
82. **coffee-maker** ['kɒfɪ,meɪkə] кофеварка
83. **cooker** ['kʊkə] плита
84. **dishwasher** ['dɪʃ,wɒʃə] посудомоечная машина
85. **do the cooking** ['kʊkɪŋ] готовить еду
86. **do the dusting** ['dʌstɪŋ] вытирать пыль
87. **do the hoovering** ['hu:vəɪŋ] пылесосить
88. **do the ironing** ['aɪənɪŋ] утюжить
89. **do the washing** ['wɒʃɪŋ] стирать
90. **do the washing up** ['wɒʃɪŋ'ʌp] мыть посуду
91. **fridge** [frɪdʒ] холодильник
92. **hoover** ['hu:və] пылесос
93. **iron** ['aɪən] утюг
94. **lay** [leɪ] **the table** накрывать на стол
95. **make** [meɪk] **the beds** [bedz] стелить постели
96. **microwave** ['maɪkrəʊweɪv] **oven** микроволновая печь
97. **safe** [seɪf] безопасный
98. **spend** [spend] проводить (*время*)
99. **sweep** [swi:p] **the floor** [flɔ:] подметать пол
100. **tidy up** ['taɪdɪ'ʌp] делать уборку
101. **washing machine** ['wɒʃɪŋ mə'ʃi:n] стиральная машина

## UNIT 6

102. **add** [æd] добавлять
103. **bacon** ['beɪkən] бекон
104. **bake** [beɪk] печь, выпекать
105. **bar** [bɑ:] плитка (*шоколада*)
106. **boil** [bɔɪl] кипятить, варить
107. **carton** ['kɑ:tɒn] упаковка (*сока*)
108. **cereal** ['sɪəriəl] блюдо из круп, злаков (*каша, хлопья*)

- 109. **crisps** [kɹɪspz] чипсы
- 110. **cut** [kʌt] резать
- 111. **flour** [ˈflaʊə] мука
- 112. **ham** [hæm] ветчина
- 113. **hungry** [ˈhʌŋɡri] голодный
- 114. **milkshake** [ˈmɪlkʃeɪk] молочный коктейль
- 115. **mix** [mɪks] смешивать
- 116. **packet** [ˈpækɪt] упаковка, пакет, пачка
- 117. **peanuts** [ˈpi:nʌts] арахис
- 118. **sell** [sel] продавать
- 119. **serve** [sɜ:v] подавать (*на стол*), обслуживать
- 120. **spread** [spred] намазывать
- 121. **steak** [steɪk] бифштекс
- 122. **thirsty** [ˈθɜ:sti] томимый жаждой, испытывающий жажду
- 123. **yoghurt** [ˈjɒɡət] йогурт

## UNIT 7

- 124. **Art** [ɑ:t] искусство, изобразительное искусство (*школьный предмет*)
- 125. **behave** [bɪˈheɪv] вести себя
- 126. **boring** [ˈbɔ:riŋ] скучный
- 127. **break** [breɪk] перерыв
- 128. **daybook** [ˈdeɪbʊk] дневник
- 129. **difficult** [ˈdɪfɪkəlt] трудный, сложный
- 130. **do subjects** [ˈsʌbdʒɪkts] изучать предметы
- 131. **easy** [ˈi:zi] легкий, несложный
- 132. **follow** [ˈfɒləʊ] следовать, идти следом
- 133. **French** [frentʃ] французский язык
- 134. **Geography** [dʒɪˈɒɡrəfi] география (*школьный предмет*)
- 135. **get good / bad marks** [mɑ:ks] получать хорошие / плохие отметки
- 136. **Handicraft** [ˈhændɪkra:ft] ремесло, ручная работа, трудовое обучение  
(*школьный предмет*)
- 137. **have to** [ˈhævətə] быть вынужденным

138. **History** [ˈhɪstəri] история (*школьный предмет*)
139. **last** [lɑːst] длиться
140. **Literature** [ˈlɪtərətʃə] литература (*школьный предмет*)
141. **make mistakes** [mɪˈsteɪks] делать ошибки
142. **Maths** [mæθs] математика (*школьный предмет*)
143. **Music** [ˈmjuːzɪk] музыка (*школьный предмет*)
144. **P.E.** [ˈpiː ˈiː] физкультура (*школьный предмет*)
145. **polite** [pəˈlaɪt] вежливый
146. **Science** [ˈsaɪəns] наука, основы естественных наук, вселенная (*школьный предмет*)
147. **term** [tɜːm] четверть
148. **timetable** [ˈtaɪmˌteɪbl̩] расписание
149. **uniform** [ˈjuːnɪfɔːm] школьная форма, униформа

## UNIT 8

150. **action** [ˈækʃn] **film** боевик
151. **adventure** [ədˈventʃə] **book** приключенческая книга
152. **adventure** [ədˈventʃə] **film** приключенческий фильм
153. **amusing** [əˈmjuːzɪŋ] забавный, занимательный
154. **cartoon** [kɑːˈtuːn] мультфильм
155. **comedy** [ˈkɒmədi] комедия
156. **detective** [dɪˈtektɪv] детектив
157. **exciting** [ɪkˈsaɪtɪŋ] волнующий, захватывающий
158. **fairy tale** [ˈfeəri teɪl] сказка
159. **fantasy** [ˈfæntəzi] фэнтези (*жанр фильма*)
160. **horror** [ˈhɒrə] **film** фильм ужасов
161. **love story** [ˈlʌv ˈstɔːri] рассказ (фильм) про любовь
162. **musical** [ˈmjuːzɪkl̩] мюзикл
163. **romantic** [rəˈmæntɪk] **film** фильм про любовь
164. **science fiction** [ˈsaɪəns ˈfɪkʃn] научная фантастика
165. **touching** [ˈtʌtʃɪŋ] трогательный
166. **western** [ˈwestən] вестерн

## UNIT 9

167. **active** [ˈæktɪv] активный
168. **be interested** [ˈɪntərəstɪd] **in** интересоваться (*чем-л.*)
169. **chess** [tʃes] шахматы
170. **collecting** [kəˈlektɪŋ] коллекционирование
171. **confident** [ˈkɒnfɪdənt] уверенный
172. **either** [ˈaɪðə] тоже (*в отрицательных предложениях*)
173. **enjoyable** [ɪnˈdʒɔɪəbl] приятный, доставляющий удовольствие
174. **flying** [ˈflaɪɪŋ] **kites** запуск воздушных змеев
175. **free diving** [ˌfriːˈdaɪvɪŋ] ныряние без акваланга
176. **ideal** [aɪˈdɪəl] идеальный
177. **indoor** [ˈɪndoː] 1) находящийся, происходящий в помещении;  
2) комнатный, домашний
178. **keeping pets** [ˈkiːpɪŋ ˈpets] содержание домашних животных
179. **kite** [kaɪt] воздушный змей
180. **knitting** [ˈnɪtɪŋ] вязание
181. **making models** [ˈmeɪkɪŋ ˈmɒdlz] изготовление моделей, моделирование
182. **outdoor** [ˈaʊtdɔː] находящийся или совершающийся на открытом воздухе
183. **painting** [ˈpeɪntɪŋ] живопись
184. **patient** [ˈpeɪʃnt] терпеливый
185. **musical instruments** [ˈmjuːzɪkəl ɪnstrəmənts] музыкальные инструменты
186. **popular** [ˈpɒpjələ] популярный
187. **sightseeing** [ˈsaɪtsiːɪŋ] осмотр достопримечательностей
188. **sunbathing** [ˈsʌnbæɪðɪŋ] загорание
189. **take up (a hobby)** [ˈhɒbi] браться за что-л., заниматься чем-л.
190. **taking photos** [ˈteɪkɪŋ ˈfəʊtəʊz] фотографирование, фотография
191. **trace** [treɪs] проследить, следить





UNIT 5

UNIT 6

UNIT 7

UNIT 8

UNIT 9

**Английский  
язык. 5 класс**  
Рабочая тетрадь

5-е издание

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Рабочая тетрадь является составной частью учебно-методического комплекса для 5 класса учреждений общего среднего образования.

Содержание материала в тетради строго соответствует последовательности разделов учебного пособия и является его важным дополнением для успешного изучения английского языка в гимназии.

*Рекомендовано Научно-методическим учреждением  
«Национальный институт образования»  
Министерства образования Республики Беларусь*