

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для 6 класса учреждений,
обеспечивающих получение общего
среднего образования,
с русским языком обучения
(повышенный уровень)

С аудиоприложением (CD)

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Авторы:

Н. В. Юхнель, Е. Г. Наумова, Н. В. Матюш, А. В. Трясучёва,
Т. Е. Лабода, А. Л. Гуськов, Э. В. Бушуева

Рецензенты:

заведующий кафедрой английского языка Витебского государственного университета им. П. М. Машерова, кандидат педагогических наук, доцент *Л. И. Бобылева*; методист учебно-методического отдела УО «Гродненский государственный областной институт повышения квалификации и переподготовки руководящих работников и специалистов образования» *Г. К. Новицкая*

Консультанты:

директор Центра международного образования колледжа имени Св. Марка и Св. Джона (Плимут, Великобритания) *Род Болито*; проректор по учебной работе Минского государственного лингвистического университета, кандидат педагогических наук, профессор *П. К. Бабинская*

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Юхнель Наталья Валентиновна
Наумова Елена Георгиевна
Матюш Нина Васильевна и др.

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E-mail: info@aversev.by; www.aversev.by

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MAGIC TOUR

Student's Book 1

UNIT 1

NEAREST AND DEAREST

LESSON 1.

They Are Back!



SPEAKING

1. a) Look at the picture. The family have just come back from their summer holidays. Where did they go? Why do you think so?

Rosie
McGregor

Duncan
McGregor

Gillian
McGregor

Alexander
McGregor



Fiona
McGregor

Andrew
Rambler

Nick
McGregor

b) Work in pairs. Do you know the people in the picture? Match the names in the boxes with the people. Talk about them in pairs. (Ask your teacher for help.)

Example: *Rosie is Nick's sister.*

2. Copy this chart into your notebook or use the one the teacher will give you.

	PAST		PRESENT		FUTURE
	used to	has been to	can	likes	?
Nick					

a) Look at the picture in ex. 1 again. Fill in the fourth column of the chart about Nick, Rosie and mum.



b) Listen to Nick, Rosie and mum speaking and fill in the rest of the chart. Compare your chart with your classmate's.

3. Work in pairs.

Student A: a) Read the information about Alexander McGregor and fill in the chart for Dad.

Alexander McGregor is a reporter. He travels around the world a lot to take interviews. For example, last year he went to Loch Ness and even saw a monster. He is married and has two children. This summer he went to New Zealand with his family. Mr. McGregor can play golf, and is good at photography. He loves watching TV; westerns and comedies are his favourites. He also likes swimming. When he was a teenager, he sometimes left the house at night to go swimming in the lake.

- b) Answer your partner's questions.
- c) Ask student B questions about Mr. Rambler and fill in the chart for him.

Example: *What does he like doing?*

Student B: Open page 95.

- 4.** a) Look through the contents of the books.
Which unit do you think is the most interesting? Why?
Report to the class.
- b) Find out some information about our characters' future.
Look through the books and find answers to these questions (shout out your answers):
- a. Who will visit Nick in Edinburgh? (*Unit 5*)
 - b. Who will buy a new blouse? (*Unit 3*)
 - c. Who will go to the post office? (*Unit 4*)
 - d. Who is going to write a book? (*Unit 7*)
 - e. Who will find the time machine? (*Unit 6*)
 - f. Who will take part in the London Marathon? (*Unit 9*)
- c) What are your and your family's plans for this school year?



I think I'll...

I think we'll...



married

LESSON 2.

What Do You Do?



VOCABULARY

1. a) Look at the list of jobs. Do you know all the words? Ask your teacher for definitions.

a reporter

a pilot

a vet

a librarian

a shop-assistant

a designer

a fisherman

a driver

a chef

a nurse

a police officer

a musician

a carpenter

a housewife

a traveller

a secretary

a programmer

a dentist

a businessman

a postman

a scientist

a farmer

a student

an engineer

b) Write out all the jobs that people in your family and other people you know do.

c) Underline the jobs you think are exciting.

Circle the jobs you would never like to do.

(Put brackets) around the well-paid jobs.

~~Cross out~~ the jobs you think are boring.

✓ Tick the jobs you think you'll be good at.

d) Compare your answers in pairs. Does your partner think the same?



GRAMMAR

2. Look at the pictures and answer the questions below.



WHO



What's his job?

What does he usually do?

A postman is a person who brings letters and newspapers to your house.

3. Which jobs from the list (ex. 1) match these definitions?

- a. – a person who does experiments.
- b. – someone who works in the country with animals or plants.
- c. – a person who cooks in a restaurant.
- d. – a person who makes things from wood.
- e. – a person who helps a doctor in a hospital.
- f. – someone who does office work, such as typing letters, answering phone calls, etc.

4. Write 3 more definitions of the jobs people do. Work in groups. Can your classmates guess the jobs?

5. Look at these pictures and answer the questions below.

Example: *Which one is the nurse?*

– The nurse is the one who is wearing a white uniform.



Which one is a businessman?

Which one is a traveller?

Which one is a housewife?

Which one is a scientist?

Which one is a teacher?

Which one is a librarian?

6. Play “I spy”.

Start like this: *I spy with my little eye someone who is wearing black shoes/ looking at the teacher, ...*

Can your classmates guess who you are describing?

scientist designer housewife carpenter programmer

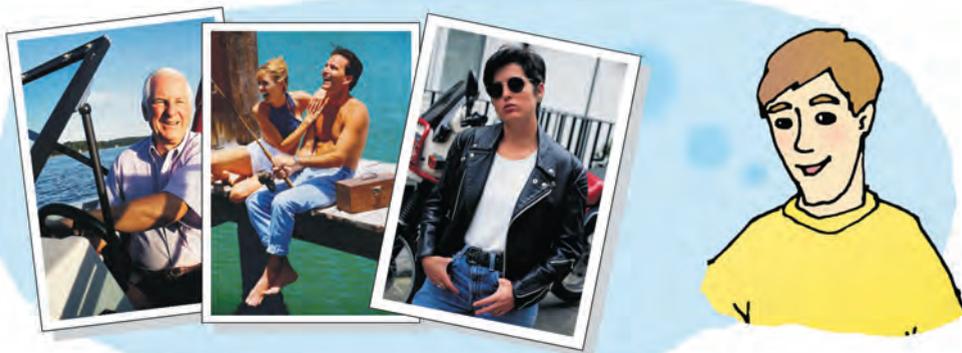
LESSON 3.

Old Photos



LISTENING

1. a) Look at these pictures. Where do you think they are taken from?



b) Dad, Rosie and Nick are looking through the family album. Listen and say what Rosie would like to do when she grows up.

c) Listen again. Who are the people in the pictures? Take notes while listening. What do they do?



GRAMMAR

2. a) Look at the sentences from the conversation and answer the questions below:

- A. This is the man I met in New Zealand.
- B. A scientist is someone who does experiments.
- C. They are the friends I used to be at university with.
- D. And this is the girl I used to like.

- 1) Can you understand all 4 sentences?
- 2) What sentence is different from the others in form?
- 3) What word can you put before I in sentences A, C, D?
- 4) Is sentence B correct without WHO?

b) Work out the rule.

c) Write the rule in your Grammar Diary.

3. Work in pairs. Read the story Mr. Rambler told Nick and Rosie. a) Who of the characters is the most successful? b) Which sentences can be used without WHO?



When I was a student, I had three very close friends. Their names were Billy, Will and William. Can you believe it? All three of them were Bills! We all studied History and Geography. One day one Bill, who was interested in wildlife and geography, told us that he didn't want to study any more and decided to be a vet. The second Bill, who was good at sports, was tired of studies too, so he decided to be a professional sportsman. The last

Bill, who wasn't very hard-working and didn't study very hard, decided to stop studying and start his own business. When all my friends left university, I wanted to do the same. But the teacher, who I liked very much, told me to find my own place in this life, so I continued my studies. And here I am now – a famous traveller! Well, do you want to know what happened to my friends? The Bill who was interested in wildlife became a farmer. The second one, who was a sportsman, became a brilliant baseball player. And the last one, who didn't like to study, lost all his money one day and now works as a taxi-driver in London.



4. Play a guessing game. Tell your classmates what you would like to do when you grow up. Don't give the name of the job. Start like this: *I'd like to be someone who...*

LESSON 4.

Mums or Dads?



SPEAKING

1. Look at the picture Rosie drew when she was 4.
Who is it in the picture?
Why do you think so?



2. a) Read this rhyme. Is there anything unusual about it?

This is the father, short and stout (*крепкий*),
And this is the mother with children all about,
And this is the brother, tall you see,
And this is the sister with her dolly on her knee,
This is the baby, still to grow,
And here is the family all in a row.

b) Read the rhyme again. Beat the rhythm with a pencil.

c) Who is more important in the family? Why do you think so?

3. Read some of the most typical phrases British children hear from their parents.

Don't play with
your food!

Eat your
vegetables!

Don't point,
it's not polite.

Don't speak with
your mouth full.

Sit up straight!

Take your elbows
off the table.



What are your parents' typical phrases? How do they tell you off?

4. a) Kids in Britain were asked to write definitions of mums and dads. Read the definitions. Which of them are about mums? Which are about dads?

A mum/dad

- is a person who is always there for you.
- is someone who is brilliant at maths and sciences and always helps you with homework.
- is a person who wants the first child to be a boy, but loves daughters more.
- is someone who tells you off when you are lazy or messy.
- is a person who never forgets about your homework and is sometimes a bit bossy.
- is a person who is very important and always busy at work.
- is someone you love very much but sometimes don't listen to and get into trouble.
- is someone who is just like you: hates housework and loves playing computer games.
- is a person who makes me smile when I'm shy or sad and is always helpful and friendly.
- is someone I'd like to become when I grow up.

b) Work in pairs. Discuss your ideas. Use phrases in the box for help.



c) Now listen and check.

d) Are these definitions true for your mum and dad? Why?

I think ..., because ...
In my opinion ...
I'm sure that ...
Yes, that's right.
I'm afraid you are wrong.
I don't think that's right.



WRITING

5. Write three definitions of somebody in your family. Can your partner guess who these definitions are about?

tell off

LESSON 5.

What's in a Name?



PRONUNCIATION

1. a) Read this poem. How many people are there in the family?

There was a man,	And she had a cat,
And his name was Dob,	Called Chitterabob.
Who had a wife,	Bob, says Dob;
And her name was Mob.	Chitterabob, says Mob.
And he had a dog,	Bob was Dob's dog,
And he called it Bob,	Chitterabob was Mob's cat.

b) What sound is repeated in this poem many times? Give examples of other words with this sound.



READING

2. a) Read this text. Is it about first names or family names?

1. There are many reasons why parents give their children their names. You may be named after one of your parents, or another relative. You may have a saint's [sents] name. Or you may be named after a famous person or place. The Pilgrims sailed from England to America nearly 400 years ago. A number of children were born during the voyage. One of them was named *Oceanus*. Can you guess why?

2. In Greece, first names are so important that people have name days instead of birthdays. Every person is named after a saint, and each saint has a special day.

3. Long ago, people had only one name. Many people believed that their names were magical. If you knew someone's name, you had power [ˈpaʊə] over him. So people kept their names secret. Instead of their real names, they used nicknames or false names. A person in Iceland is called by his or her first name. For example, Icelanders are listed in the telephone book by their first names not their last names.

4. The English name John means "gift (=present) of God". Theodore, from Greek, has the same meaning. The English name Thomas means "twin". The Japanese name Ichiko means "number one

child”. The name Kuma means “younger” in the language of the Ashanti people of Ghana in Africa. The East Indian name Dhan means “little rice plant”.

And what does your name mean?

b) Each of these sentences begins one of the paragraphs of the text above. Read the text again and say where these 4 sentences will fit.

- A. In some countries first names are more important than last names.
- B. People have probably always had names.
- C. Most names have a meaning.
- D. When a baby is born, its family gives it an important gift – its first name.

probably = maybe

Check in pairs.

3. In English-speaking countries people who know each other well often use shortened names instead of full names. Ben is short for Benjamin in English. Answer these questions about full and shortened names.

- 1. What’s the shortened name of Shakespeare?
- 2. What’s the shortened name of the Queen of Britain?
- 3. What’s the full name of Sawyer from Mark Twain’s book?
- 4. What are the full names of Nick and Rosie?
- 5. What are the shortened names of their parents?

 **4. Rosie is speaking about her name. Listen and follow in the book.**

My name is Rose McGregor. Mum **called me** Rose because when I was born I was very beautiful. So, I **was named after** a flower. I **used to dislike** my name, but now I **don’t mind**. The shortened name for Rose is Rosie. All my **friends call me** Rosie. When dad is angry with me, he calls me Rosemary, I don’t know why.



**What’s the equivalent of your name in English?
What can you say about your name?**

LESSON 6. The Name of the Millennium



READING

1. Work in pairs. What do you know about Shakespeare? Write as many facts as possible.

Example: *Shakespeare's name was William.*

2. a) Read this text and say where it was taken from.

- an encyclopaedia
- a teenage magazine
- a newspaper

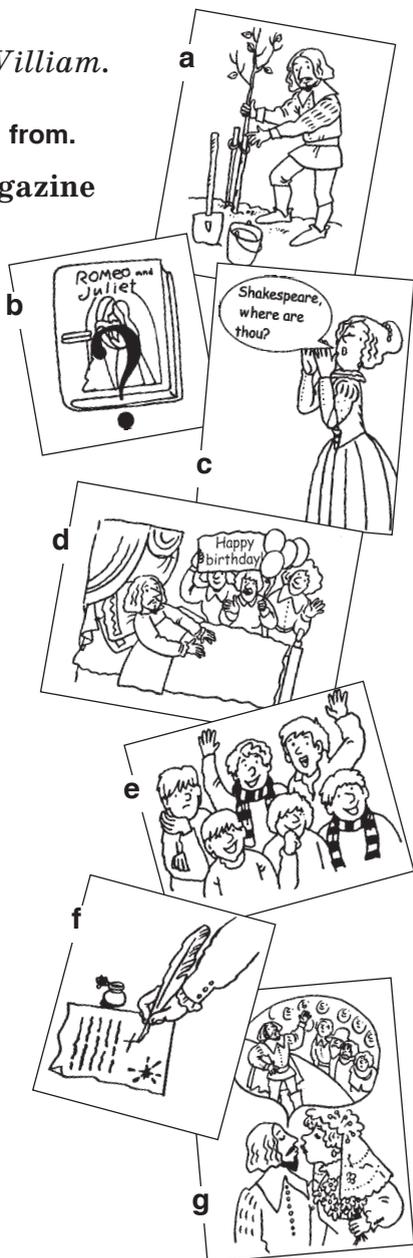
Everything you need to know about SHAKESPEARE

1. Shakespeare was born on 23 April 1564. He died when he was 52 exactly on 23 April 1616. What a terrible 52nd birthday!

2. When Shakespeare finished school, he worked with his father as a glove maker. He married Anne Hathaway and they lived in Stratford-upon-Avon (a small town about two days from London by horse) for about seven years. Then, Shakespeare went to live in London, because he wanted to be an actor and write plays. Maybe he was bored.

3. In those days people loved going to the theatre as much as people love watching football matches today. His first play *Henry IV* was a huge hit.

4. People thought Shakespeare was a bad actor but they loved his plays. When he was in London, he wrote 37 plays. His wife stayed in Stratford looking after their children. She probably never saw his plays.



5. In 1612 Shakespeare went back to Stratford-upon-Avon to live. He bought a new house and started gardening.

6. However, there are some people who think that William Shakespeare didn't write all those great plays. Why? Well, there are lots of reasons. Here are a few: people in Stratford knew William Shakespeare as a glove maker not a playwright, he left no manuscripts in his will and copies of Shakespeare's signature show his handwriting wasn't very good!

7. If Shakespeare didn't write all those great plays, who did?

GLOSSARY

a play – an acted story, a drama

a playwright – a person who writes plays

a manuscript – a book or a document written by hand

a will – a document, in which you say what you want to happen to your things when you die

a signature – your name written by hand on a document

b) Read the text again and match the pictures with the paragraphs.

3. Check your memory. Don't look at the text. What do these numbers refer to?

23, 52, 37, 1564, 1612, 1616

What do these names refer to?

Anne Hathaway, Henry IV, Stratford-upon-Avon, London

Who do these jobs refer to?

glove maker, playwright, actor

4. a) Write out all the verbs. What tense is used in the text?

b) Work in groups. Practise "non-stop" chain-retelling in your group. Use the verbs you have written out as the plan.

huge



VOCABULARY

-  1. a) Listen to what Mrs. Brown says about her family and say what her problem is.
b) What should the parents do to solve their problem?

-  2. Read and listen to the story and say why the children had a fight.

“Children!” came a cry from the kitchen as Mum was entering the house with huge bags. **“Give me a hand!”**

“Cool! Mum’s been shopping!” cried Timmy. **“What’s for eats, Mum?”**

“Yeah. **Did you get my fave sweets?**” asked his sister, Emily.

“I’ve been to the travel agent – not the supermarket,” smiled Mum. “These are holiday brochures.”

“Wow! **Brill!**” Emily shouted. “Can we go abroad?”

“Camping in France!” suggested Timmy, **the action boy of the family.**

“No way!” cried Emily **the couch potato.**

“We’ll look through the brochures till we find somewhere that we will all like,” said Mum. “I want to shop and there’ll have to be a golf course nearby for Dad.”

* * *

“Got it!” yelled Timmy ten minutes later. “An adventure holiday with its own shopping and sports centre.”

“Yuk!” Emily wasn’t happy. “Where is it?”

“Oh!” said Timmy sadly. “The Yorkshire Dales.”

“Huh! I’m dying of excitement.” Emily turned up her nose sarcastically.

“Stop picking on me!” shouted Timmy.

“I *did* have something more fashionable in mind,” said Mum dreamily, “like Paris or Milan...”

Emily brightened. “Yeah! **I’m with you, Mum! Somewhere hot ’n’ sunny.**”

When Mum left the room to prepare the evening meal, Emily pushed the brochures aside. “We won’t need these,” she said.

Timmy grabbed them back. “Who says?”

get on

couch potato

pick on smb

“Mum! She wants to go to an exotic place!”

“Well, Dad still has to decide!” cried Timmy. “And he’ll want to see them!”

“No he won’t!” At that Emily grabbed the brochures again, pulling Timmy over at the same time.

“Oh, my hand!” Timmy was crying sitting on the floor.

Emily was very sorry. But as she tried to help her brother, Timmy called, “Get off! I hate you!”

Hearing the noise, Mum ran into the room. “What on earth...?” she began – then, when she saw Timmy’s swollen hand, “We’d better get that X-rayed.”

* * *

All the way to the hospital, Emily was saying how sorry she was, explaining that she hadn’t meant to pull Timmy over. And when a doctor said Timmy’s wrist was broken and he’d be in plaster for weeks, Emily **burst into tears**. “Oh, I’m so sorry. Now you’ll miss the school sports. No wonder you hate me!” she cried.

“Don’t be silly,” Timmy smiled bravely. “I don’t really hate you! I know you are sorry. **I love you, Sis.**”

3. a) Match these phrases from the text with their meaning.

- a. Give me a hand!
- b. couch potato
- c. Stop picking on me!
- d. I’m with you
- e. burst into tears

- I agree with you.
- Stop teasing me!
- Help me!
- started crying
- lazy, passive person

b) Explain what the other phrases in bold mean.



SPEAKING

4. Work in pairs. Discuss the following questions.

1. Who is the couch potato in your family? Who’s the action person?
2. Does anybody in your family pick on you? Do you all get on well?
3. Who can burst into tears in your family if you pick on them?
4. Do you help your parents when they ask you to give them a hand?

5. What do you think happened next between Timmy and Emily?



LISTENING

1. a) In this picture there are two famous American actresses. They are young, but they have acted in more than 50 films and series. They are twins, but there are differences between them. Have you seen any of their films?



- b) Look through the questions below. Listen to the interview with the Olson sisters and say which question the interviewer hasn't asked.

1. When were you born?

2. Are there any other differences between you?

3. When do you study?

4. What do you like doing in your free time?

5. Do you do any sports?

6. Have you ever been abroad?

7. Do you, girls, get on well?

8. Do you spend much time with your family?

9. Do you enjoy your work?

10. What would you like to do before you grow up?

c) Work in pairs.

Student A: Listen to the interview again and make notes about Ashley.

Student B: Listen to the interview again and make notes about Mary-Kate.

d) Compare the information you've got. Are there any differences between Ashley and Mary-Kate? Compare your answers with another pair.

2. Work in pairs.

Student A: You are a reporter. Interview one of the Olson sisters.

Student B: You are one of the Olson sisters. Answer the interviewer's questions.

3. a) When you talk to somebody, you usually react to what people are saying. For example, you say: *Right!* or *Oh, really?* What other ways to react do you know?



b) Listen to the interview again and write down all the interviewer's reactions.

c) Read the sentences below. Are they good news or bad news?

I've lost my keys.

I've got a good mark!

I've just come back from New Zealand.

My sister has got married!

I haven't done my homework.

My mum has made a huge chocolate cake.

d) Write 3 more sentences about something good and something sad that has happened to you.

e) Tell the news to your partner. Listen to his/her reaction.

4. a) Work in pairs. Choose some questions from ex. 1 to interview your partner.

b) Ask him/her about their life and experiences.

LESSON 9.

We Are the World



SPEAKING

1. Do you know your “school family” – your classmates well?

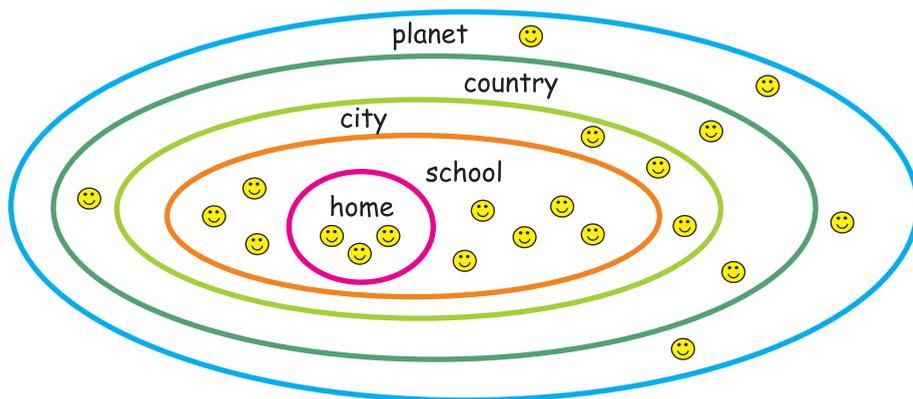
a) Walk around the classroom and find someone who:

1. is good at drawing.
2. likes horror films.
3. is optimistic.
4. believes in ghosts.
5. is famous for their results in sports.
6. never makes mistakes.
7. has been to Russia.
8. can bake a cake.
9. used to be messy.
10. went to a party last week.
11. was asleep at 7 a.m. today.
12. is wearing a ring on his/her finger.
13. has to tidy up at home every Saturday.
14. is often told off.
15. is interested in wildlife.

Make notes.

b) Report to the class.

2. a) Look at the diagram Nick has drawn. Can you explain what it means?





- b) Listen to Nick explaining what this diagram means. Were your guesses correct?
- c) Draw a diagram which is true for you.
- d) Work in groups. Explain what your diagram means. Do you have the same diagrams?
3. a) Talk in pairs. Would you like to travel all over the world? Why / why not?
- b) Read the poem and give at least 3 reasons why the author wants to travel around the world.

FACE TO FACE

I'd like to go around the world,
And get a chance to see
The boys and girls of other lands
And let them all see me.

I'd like to meet them face to face,
And get to know their names.
I'd like to sit and talk with them
And learn to play their games.

I'd like to visit their homes,
Their family life to share.
I'd like to taste the food they eat,
And see the clothes they wear.

I'd like to get to know them well
Before my journey's end;
For only when you know someone
Can he become your friend.

And so, someday, I'd like to go
Around the world and see
The boys and girls of other lands
And let them all see me.

- c) What would you like to show children from another country? What would you tell them about Belarus?

UNIT 2

WELCOME TO THE PARTY

LESSON 1.

Let's Celebrate!



VOCABULARY



- There are lots of times when we can have a party. What do we need to have a good party?
 - When do we have parties?
 - How do you feel at parties? Can they be boring? Why?
- Look through the names of the parties and choose the funniest one.
 - Match the names of the parties and their descriptions.

1. a tea party	a. a gathering at which tea is drunk
2. a garden party	b. people enjoy listening to music
3. a music party	c. someone is new to your class or your town
4. a birthday party	

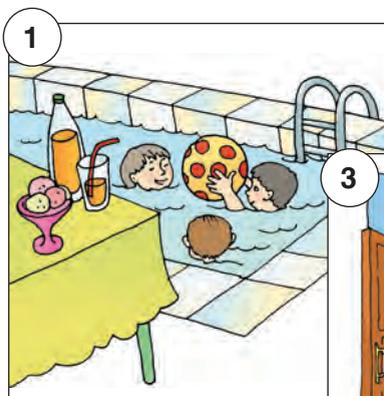
5. a welcome party
 6. a going-away party
 7. a holiday party
 8. a barbecue party
 9. a picnic party
 10. a fancy dress party
 11. a going places party
 12. a do-it-yourself party
 13. a when I grow-up party
 14. a skating party
 15. a pyjama party
- d. to show that the day is very important
 - e. everyone takes food to a nice place in the country
 - f. people come dressed as film or book characters
 - g. you go to the Zoo, a museum, a ball game
 - h. everyone does a craft project at the party
 - i. everyone is dressed in adult clothes
 - j. for those who like sport
 - k. children show their beautiful pyjamas
 - l. for people who enjoy flowers / a party outside the house
 - m. we get presents
 - n. we are sorry to say good-bye to somebody
 - o. meat or fish is prepared over an open fire

c) Do you have any more party ideas?

d) What parties are popular in your country?

3. Look at the pictures.

a) Give names to the parties.



b) Look through the party ideas in ex. 2 and 3. What party would you like to go and why?

 4. Listen to the boy's story.

- What party does he describe? Was the party interesting or boring?
- Listen again and say what activities the children had. Make notes while listening.
- Compare your list with the list below. What's wrong?

Before

decorated the room
invited the teacher
made a cake
played games

At the party

got prizes
got lots of presents
had an idea
celebrated

5. What questions was Nick asked? Read the answers and make questions. Use the words in brackets.

- I celebrate it in November. (*When?*)
- I decorate it with autumn leaves and balloons. (*What ... with?*)
- I usually invite all my classmates. (*Who?*)
- Yes, I do. I always remember to send invitations. (*Yes/No?*)
- Yes, I do. I sometimes forget to open the presents during the party. (*Yes/No?*)
- I love having guests. (*Yes/No?*)
- No, never. I never forget about my friend's birthday. (*Yes/No?*)

6. a) Work in pairs. Choose a party and make a list of things you can do at this party. Keep the name of the party you've chosen a secret.

b) Read your list to your classmates. Let your classmates guess what kind of party it is.



forget remember guest invite celebrate decorate decide

LESSON 2. I've Got a Date to Celebrate



SPEAKING

1. a) Interview your teacher about the party she / he is going to have in October.
b) Make a calendar of your most important dates. Say what kind of party you're going to have on these days.

January, 27 <i>surprise party</i>	February	March	April	May	June
July	August	September <i>hello party</i>	October	November	December, 31 <i>fancy dress party</i>

- c) Work in pairs. Share your plans with your partner.

Example: *I'm going to have a surprise party on 27th January because it's my friend's birthday.*

2. Discuss the party ideas in groups of four.

- The best party times and days.
- Decorations.
- Activities.
- Food and drinks.
- Things to remember.
- Guests you'd like to invite.

3. Work in pairs. Here are some tips for organizing a party. Read and say which of them you always (often, sometimes, never) follow.

a) You should choose a day when most of your guests can come.

b) A good rule is to invite one or two guests for each candle on your birthday cake.

c) Weekends and holidays are the best party days. None of your guests will be too busy.

d) You should set a time limit so that no one will get tired before the party is over.

e) Remember, most boys and girls don't like to eat unusual food. So try to get food all the children will like.

f) When the party is over don't forget to say *good-bye* and *thank you for coming* to each guest.

g) Decorate your room with balloons.

h) Say *hello* to your guests at the door and *thank you* for any presents.

i) Clean up after the party.

j) When you plan the games mix active and quiet games.

k) Play with your presents after the guests have left.

l) After the party you can give each guest a balloon to take home.

m) Before you make a guest list, you should decide how many children to invite.

n) Plan to spend about 10 or 15 minutes opening presents.

o) Don't celebrate with people you don't like.

4. Match every tip with the right heading.



5. Pair work.

Think of one more party tip.

Report to the class and vote for the best party tip.

surprise

LESSON 3.

Party Invitations



LISTENING

1. How do you usually invite guests?
2. Next week Nick is having a fancy dress party. His guests will put on fancy dress to look like animals.



- a) Listen to Nick's telephone conversation. Say if his friend is coming to the party.
- b) Listen again. Fill in the blanks in the invitation.

Dear ...(1),

You are invited to the fancy dress party
in our ...(2) on 17 ...(3) at ...(4) p.m.

The theme of the party is "My(5)".

See you then. Bye!



- c) If you were going to Nick's party, what animal would you like to be?



READING

3. Read the conversations in the bubbles.

- Where can we invite friends?
- How do people invite somebody to this or that place?
- Choose a reason why someone can't go (from the list).

– Let's go to the cinema!
Harry Potter is on.
– Oh, I'm not going, sorry.

I don't feel well.

My father is taking me to
a football match.

– Let's go for a walk.
The weather is so fine.
– OK. Where shall we go?
– To the park, I think.

– Shall we go to the Zoo?
– That's great! I like looking
at animals.

– How about going to the com-
puter club?
– I can't come, I'm afraid.

– Why don't we go to the disco?
– That's a good idea! Thanks,
I'm coming.

– We are having a party next
Sunday. Can you come?
– Thank you for the invitation.
But I can't I'm afraid.

I have to go to the dentist.

My Granny has invited
me to a pool party.

I'm really very busy.

I've already seen it twice.

I'm helping my Mum with
the spring cleaning.

My Mum wants me to stay
at home.

I'm reading a book and
can't put it down.

I'm going to the Zoo
with my younger sister.



SPEAKING

4. a) Think:

- where you can invite your friend.
- why you can't go.

b) Role-play the conversation.

You: Invite your friend to go out.

Your partner: Agree to go only after the fourth invitation.

c) Change roles.

LESSON 4.

Birthday Gifts



LISTENING



1. Answer the questions.

- Do you have any idea what present it is?
- What gifts do you like to get and to give?

2. Nick and Rosie are trying to find a present for their friend.



- a) Listen to the conversation and say why a game is a good idea.
- b) Listen again and make a list of presents they are talking about.

gift

3. a) How do you decide what present to give to your friend?
b) Discuss with your partner what present you're going to give to your friend.
Make up dialogues. Use the box for help.

collect like be interested in be good at



SPEAKING

4. a) When you go to a birthday party, you bring a gift for the birthday child.
What else do you bring?

People in Britain and America send lots of cards.
The custom of giving birthday cards
began in England
about 100 years ago.

- b) Listen to your teacher, follow her/his instructions and make a birthday card.
c) Read some typical examples of birthday greetings. Choose the greeting
you like best and write it inside your card or use your own ideas.

You're # 1,
So have fun
on your special day!
Happy Birthday



*To a special boy/girl
Be nice each day the
whole year through!*

Have fun on your birthday.

You're

GR-R-REAT!

Wishing you beautiful moments.

To make this a beautiful day!

*All the best!
Good luck!
I wish you health and happiness.*

HOPE YOUR DAY
IS SPECIAL
BECAUSE YOU ARE.

5. a) Role-play the situation.

You: Present your card to your partner and explain why you've decided to give him/her this gift.

Your partner: Say how happy you are with the gift.

b) Change roles.

Super!

Fantastic!

It's just what I wanted!

What a beautiful present!

6. Look at the pictures. What do you think the girl decided to do with so many presents?

Has your dream come true?

Many times.



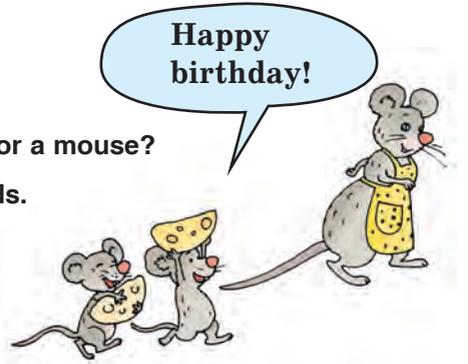
LESSON 5.

How Do You Do It?

G GRAMMAR

1. a) Describe your ideal present.
b) What do you think is the best present for a mouse?
c) Read the poem. Fill in the missing words.

The mouse is small and really ...
I think it's thin, 'cos it's on a diet.
From corner to corner it ... runs
Followed by furry daughters and sons.



- d) Listen and check.
e) Learn the rhyme.

quietly
quiet

2. a) Look at the pictures and say what they are doing and how. You may choose the adverbs from the box for help.

Example: (A) *The tortoise is running slowly.*

A



B



C



D



E



F



G



H



kindly seriously happily quickly sadly slowly
 noisily badly clumsily beautifully proudly
 brightly loudly wonderfully

b) Name the adjectives using the adverbs from the box above.

Example: *kindly* – *kind*.

REMEMBER: well → good, fast → fast, hard → hard

3. What do adjectives describe?

What do adverbs describe?



4. Choose the right word.

- I think he’s a *good/well* singer.
- I like my room because it’s so *nice/nicely*.
- He behaved very *bad/badly* at the party.
- Walk *quick/quickly*.
- The story was so *kind/kindly*.

5. Game “Find someone who...”

a) Interview your classmates about how they do the things.

Example: – *How do you decorate your room?*
 – *Wonderfully.*

b) Put the results of your survey to fill in the chart on the blackboard.

	sings	dances	speaks	walks	behaves
Sasha	noisily				

c) Look at the blackboard and write the same about yourself.



READING

1. Read the extract from *Mary Poppins* by P.L.Travers (*Laughing Gas*) and answer the questions:

- What are the children's names?
- What is Mr. Wigg's name?
- Whose uncle is he?
- Is he polite?
- Why didn't he invite Mary Poppins to his birthday party?
- Is Mr. Wigg really sad he hasn't invited any guests? Is he happy or sad?
- What kind of man is he?

"Come in! Come in! And welcome!" called a loud cheery voice from inside. Jane's heart was pitter-pattering with excitement.

"He is in!" she signalled to Michael with a look. Mary Poppins opened the door and pushed them in front of her. A large cheerful room lay before them. At one end of it a fire was burning brightly and in the centre stood a large table laid for tea – four cups and saucers, piles of bread and butter, coconut cakes and a large plum cake.

"Well, this is indeed a Pleasure," a huge voice greeted them, and Jane and Michael looked round to see whose voice it was. He was nowhere to be seen. The room looked empty. Then they heard Mary Poppins saying crossly (=angrily):

"Oh, Uncle Albert – not again? It's not your birthday, is it?"

And as she spoke she looked up at the ceiling. Jane and Michael looked up too and to their surprise saw a round, fat, bald man who was hanging in the air without holding on to anything.

"My dear," said Mr. Wigg, smiling down at the children and Mary Poppins. "I'm very sorry, but I'm afraid it's my birthday."

"Tch, tch, tch!" said Mary Poppins.

"I only remembered last night and there was no time then to send you a postcard asking you to come another day. Terrible, isn't it?" he said looking down at Jane and Michael.

"I can see you're rather surprised," said Mr. Wigg. "And indeed, I'd better explain, I think," Mr. Wigg went on calmly. "You see, it's

this way. I'm a cheerful sort of man and I enjoy laughing. I can laugh at nearly everything, I can."

And with that Mr. Wigg began to shake with laughter at the thought of his own cheerfulness.

"Uncle Albert!" said Mary Poppins angrily and Mr. Wigg stopped laughing.

"Oh, sorry, my dear. Where was I?"

2. a) How do you know that Mary Poppins was angry with her uncle?

b) Find the word family of the word *cheery* in the text.

c) Match these words with the words in the box.



d) Describe Mr. Wigg. Use the following: *was full of, had, was, lived*.

3. a) Work in pairs. Discuss the following questions with your partner.

- Why do you think Mr. Wigg was laughing all the time?
- Was it a usual party? Why?
- What was on the table?
- What do you usually buy or cook for your guests?
- How do you greet your guests?
- Do you play any games at your parties?
- What are your favourite party games?



b) Play this party game. Use a counting rhyme to choose "It".

You: ask "It" any questions you like.

It: must answer all the questions with the word *sausages* and must keep a straight face. If "It" fails to keep a straight face, the student who made him laugh becomes "It".

cheerful

LESSON 7. I Think You're Wonderful!



SPEAKING

1. Answer the questions.

- How often do you pay compliments?
- What do you usually say?

2. Liz is a birthday girl. She is having her birthday party. She invited a lot of guests to her party.



a) Listen to the conversations and say how many guests have come. Do you remember their names?

b) Listen again. Match the words in the bubbles with the conversations.

A

– Many happy returns of the day!



B

– Thank you for coming.



C

– Have a wonderful party!



D

– It's so nice of you!



E

– What a pleasant surprise!



F

– This is the game I've always dreamed of!



G

– I've no idea.



H

– Nice to meet you!



I

– You look beautiful.



J

– I haven't seen you for ages.



K

– Meet my cousin.



3. a) What will you say if:

- you meet a birthday child.
- you want to introduce your friend to your parents.
- you get a present.
- you meet a friend of yours you haven't seen for a long time.
- you want to wish someone a great time.
- you can't answer someone's questions.
- you're happy to meet somebody.
- you're surprised to see somebody / to get something.



b) Listen and check.

c) Listen and repeat.

4. a) Work in pairs. Role-play one of the following situations.

• You have come to your friend's surprise party. You've bought a present and some flowers. Your friend is very happy.

• You meet your friend's mother at the party. She wishes you a lot of fun.

• Your friend has given you a present. You're very surprised to get a pet as a present. You thank your friend.

• Your friend has come from Australia. You're very happy to meet him. You want to know how he is.

b) Change roles. Role-play another situation.

5. a) Look through the words of the song "I think you're wonderful!" and answer the questions.

- What does the word "wanna" mean?
- What makes the author want to say something nice in return?



b) Listen to the song and sing together with the music.

I think you're wonderful!
When somebody says that to me,
I feel wonderful as wonderful can be!
It makes me wanna say
The same thing to somebody too
And, by the way, I'm willing to say,
I think you're wonderful – too!



pleasant

return

guinea pig



WRITING

1. Liz celebrated her birthday yesterday.

a) Read what her guests say about the party. Were all of them happy? Why? Why not?

1. I've never had so much fun in my life.

2. I liked the food very much.

3. I've made a new friend. She sings wonderfully.

4. I was so tired of dancing and singing.

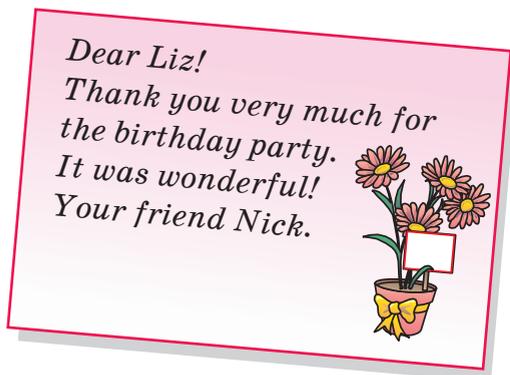
5. I was introduced to Liz's mother. She looks young.

6. Yes, Mum, it was OK. But to tell you the truth the board game was boring.

7. Sue and I were playing with the guinea pig the whole evening.

b) Do you like birthday parties? How do you usually thank the birthday boy or girl after the party?

2. a) The friends are writing thank-you cards to Liz. Here's one of the cards. Read it and answer the questions on the right.

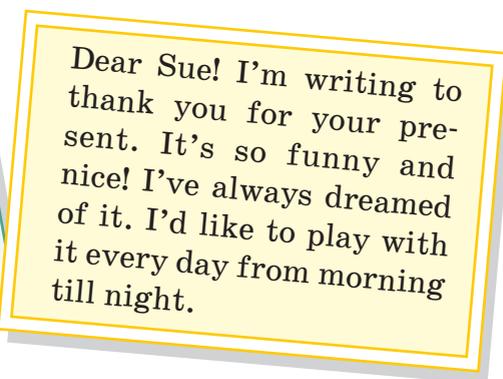


Who is it written to?

Why?

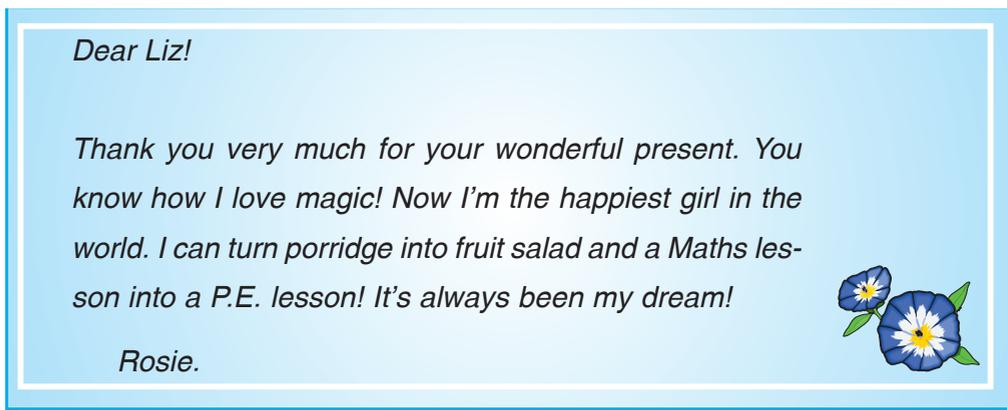
Who is writing?

- b) Read two other thank-you cards and say what is wrong with them.



- c) What do the children thank their friends for?

3. Read the thank-you card. What present did Rosie get?





PRONUNCIATION

4. There are the “magic words” to start a game from the book “Magic Spells”, Rosie’s present.

- Find the words with the sounds [i:] and [ɪ].
- Listen to the words and check your answers.
- Listen to the counting rhyme and repeat.



day

ruffily

BENA

kadena

COMBINAY

EX BLOWS

RUFFILY

KADASKA

Bena, kadena, kadaska, day,
Ruffily, ruffily, combinay,
Ex blows,
Something goes,
Out goes tissaly.

5. Imagine that yesterday was your birthday.

- You have got a present. (It’s on the card the teacher has given you.)

Write a thank-you letter to your friend for the present.

Write politely how useful / helpful / interesting / ... the present is. Don’t mention what it is.

- Read out your thank-you card.

Let your classmates guess what present you got.



SPEAKING

1. Imagine you are having a party. Answer the questions and collect the symbols.



1. Where are you having the party?

- In the classroom 
- At somebody's house 
- Outside 

2. Who's coming to your party?

- Just your friends and classmates 
- Classmates and teachers 
- Classmates 

3. What are you decorating the room with?

- Paper flowers 
- Balloons 
- Posters and balloons 

4. What are you wearing to the party?

- Everyday clothes 
- Costumes of evil spirits 
- Fancy dress 

5. What music are you having at your party?

- Rock music 
- Disco music 
- Classical music 

6. What food are you having?

- Crisps and Cola 
- Fruit 
- Tea and cakes 

7. What entertainments are you having?

- Party games 
- Dancing 
- Sports games 

2. Look through the questions again. Would you like to add anything else? Make a list of things to remember before having a party.

3. Work in groups.

a) Take a card from your teacher. You're in charge of one of the party "ingredients". Make a questionnaire for a survey to find out your classmates' likes and dislikes.

b) Mix around. Interview your classmates. Take notes.

c) Go back to your small groups. Discuss the results.

d) Report to the class what the ideal party for your classmates is.

4. You're having a musical interval at a party. Sing the song "I think you're wonderful!" and other songs.

Party ingredients:

1. place
2. decorations
3.

UNIT 3

SHOPPING FEVER

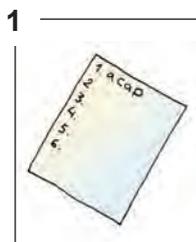
LESSON 1. Shopping - the New Science



VOCABULARY

1. Match the sentences with the pictures.

- Mr. Miles is a very good shopper.
- He always makes a shopping list.
- Next he goes window-shopping.
- Then he tries different caps on.
- And after that he buys one.



2. a) Look through this magazine article. How many paragraphs are there?

b) Read the article quickly. Find out in which paragraph:

- there are a lot of facts.
- advice is given.
- the topic is introduced.
- a question is answered.

Do you know that when you buy new clothes it is not because you want them or like them? You buy something because a team of specialists has helped you to decide what you want. Psychologists [saɪ'kɒlədʒɪsts] and designers have worked together with the shop owners to make a nice comfortable shopping atmosphere. You, the shopper, then feel comfortable enough to spend, spend, spend!

Shoppers in Britain spend 64 million every day on clothes. British teenage shoppers spend 3 times more than their mums and dads. It's not really surprising when you know that 63 per cent of teenagers surveyed recently said that they *loved* shopping – but it's not just the young women – 63 per cent of young men under 20 said they enjoyed shopping too.

Why do so many of us love to shop? Many shoppers like to meet up with their friends, go window-shopping, check out the shops, try on the clothes or have a burger for lunch. In short, spend time in a positive, exciting atmosphere in which you feel at home. This means that shop managers have to use different tricks to attract people into their shops. There is much more chance that teenagers will buy something once they are inside the shop. For example, if shops play music and have lights like a club, teenagers will be happy to visit the shop.

So, watch out! Always make a shopping list if you are going to buy more than two things. Think twice before you go out to buy that new dress or a pair of the latest trainers. You could think you know what you want, but it seems that it is managers and psychologists who decide for you!

c) Read again. Which facts in the article surprise you most?

3. Find words in the text that mean the following:

- put on and take off clothes to see if you like them,
- a person who is 13–19 years old,
- a note you make not to forget what to buy,
- a person who goes shopping,
- asked about their opinion.

4. a) Fill in the gaps with the words from the vocabulary box at the bottom of the page. Change the form of the word if necessary.

1. I think that a clever ... always makes a ... before buying something new.
2. In my opinion you shouldn't buy clothes without ... them
3. I love ... because designers decorate shop windows beautifully.

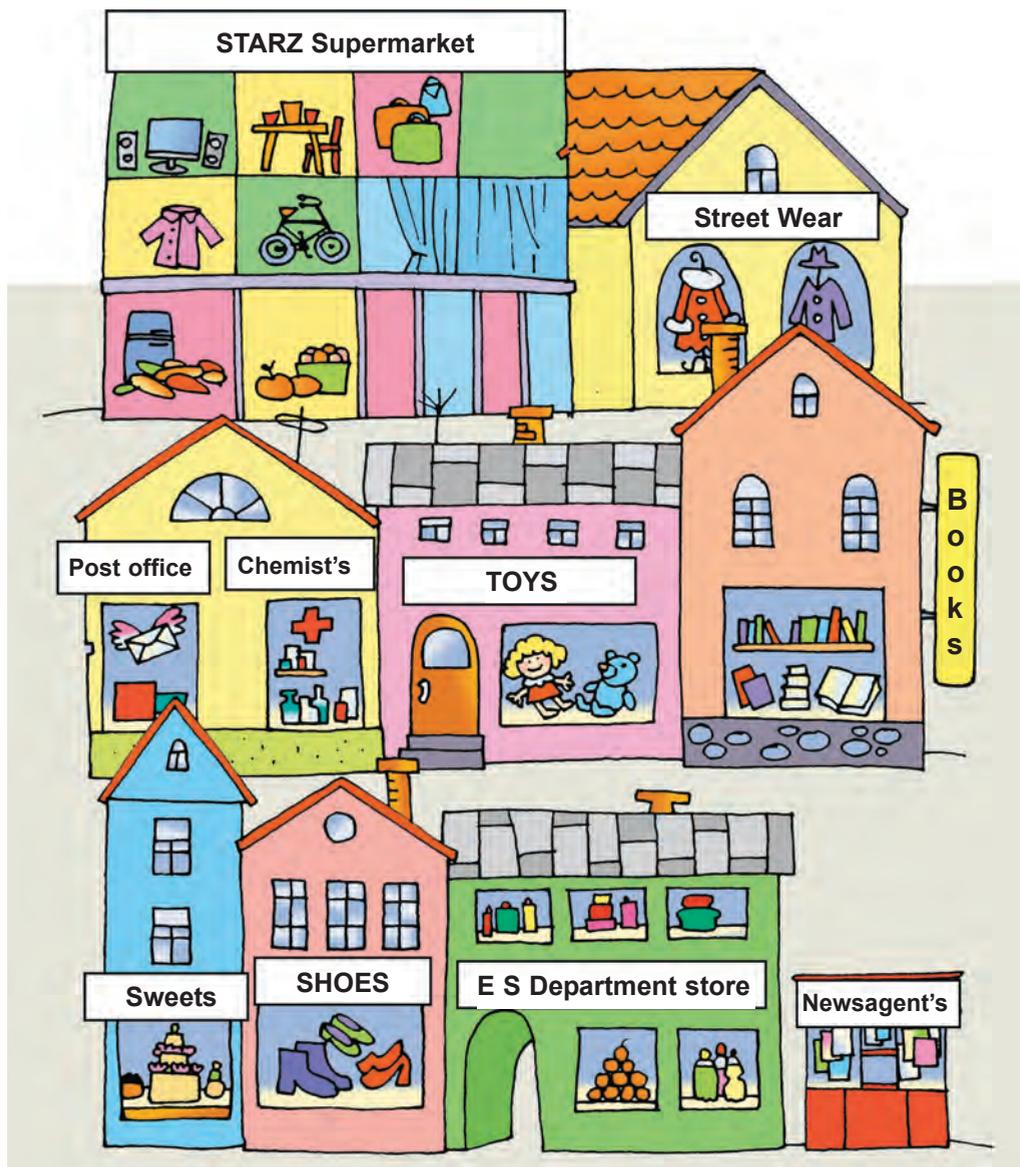
b) Work in pairs. Do you agree with these statements?

shopper window-shopping try on shopping list



VOCABULARY

1. a) Look at the picture. What shops can you see?
- b) Work in pairs. What things are sold in these shops?





LISTENING

2. a) Look through this shopping list. In which shops in the picture (ex. 1) can you buy the things from the list?



1. vitamins
2. a bottle of milk
3. a jar of marmalade
4. 2 strawberry lollipops
5. a pair of slippers
6. a pair of brown shoes (for Nick)
7. 10 postcards
8. a football
9. a new red hat (for the party)
10. a beautiful blue dress (for Rosie)
11. a calendar

- b) Who do you think wrote this shopping list? Why do you think so?

-  3. a) Listen to the first part of the conversation. Check your guesses.

- b) Listen to the rest of the conversation.

What things from the shopping list has the shopper already bought?
Take notes while listening.

- c) Compare your notes with your partner.

Which things hasn't the shopper bought yet?

- d) Listen to the whole conversation again.

Where did the shopper buy the things? Take notes.

Example: *a jar of marmalade – supermarket.*



SPEAKING

4. Read what Rosie wrote about shopping. Which shops has she been to?

“I’ve been to many shops. I love window-shopping, but very often I buy things myself. I’ve been to the supermarket many times – alone and with mum. We usually buy something to eat there. I’ve been to our sweetshop once. I bought two kilos of sweets there. It was fantastic! And I’ve been to the library, too. But that’s not a shop, you know. You can’t buy books there, you can only borrow them for some time.”

5. a) Work in groups of three. Which shops have you been to? What did you buy there?

b) Change your groups. Share the information you’ve got with your new partners.

6. a) Look through the shopping list again.

Why did grandma write vitamins

Number 1 in her list?

Why are slippers and shoes connected?

Why is a calendar the last thing on the list?

b) Work in pairs. Imagine you’ve got some money.

Ask your teacher how much!

What will you buy?

Make a shopping list together.

Read it out.



chemist’s

newsagent’s

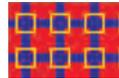
department store

LESSON 3. You Are What You Wear



VOCABULARY

1. Are you wearing anything **STRIPED** or **CHECKED** today?
What is it?



2. Work in pairs. Look at the pictures from catalogues and answer the questions below.

1



skirt
beige/brown/pink
Small/Medium
£15.95

sweatshirt
green/black/beige
Small/Medium
£14.95

blouse (+top)
white/black
S/M/L
£25.95



5



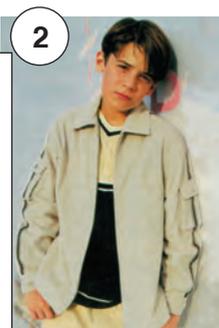
shirt
grey-pink/grey-blue
S/M/L £19.95

skirt
pink/blue
S/M/L £14.95

tights
white/blue
S/M/L £2.95

shoes
green/grey
S/M £19.95

2



jacket
beige/green/grey
Small/Medium/Large
£34.95

pullover
beige/black
M/L
£19.95

4



jacket
black
S/M/L £49.95

trousers
black/blue
S/M/L £14.95

6



hat
black/white/blue
S/M/L £4.95

sweatshirt
green/beige/black
S/M/L £14.95

belt £2.95

jeans
blue
M/L £19.95

trainers
green/black
S/M/L £22.95

- What clothes are smart/ old-fashioned/ messy?
- What clothes would you wear:
 - at a party?
 - in the evening at home?
 - on a cold day in winter?
 - on the beach?
 - at school?

 **3. a) Listen to two friends discussing one of the pictures above. Say which picture they are discussing and why you think so.**

b) Listen again. Follow in the book. Fill in the names of items of clothing.

- ...

- What a beautiful checked ... (1) the girl is wearing! Look! And her white ... (2) are very smart.

- Are they? I don't really like her ... (3). It's old-fashioned, and it should be longer, I think. But the ... (4) she's wearing is nice. And her ... (5) are fantastic! I'd like to have a pair of those

c) What do the girls like and dislike in the picture? Do you agree with them? Why / why not?

4. Work in pairs. What clothes in the pictures do adjectives in the box describe?

short cheap expensive beautiful dark messy striped
 tidy checked summer smart pink black and white
 formal fantastic boring everyday old-fashioned long
 bright baggy tight

5. a) Work in groups of three. Talk about the other pictures. Say what you like and what you don't like about the clothes. Explain why.

b) Tell your partner what one thing from the catalogue you would like to buy. Your partner will report to the class. Is what he / she is saying correct?

baggy smart old-fashioned striped checked tight belt

LESSON 4.

Party Clothes



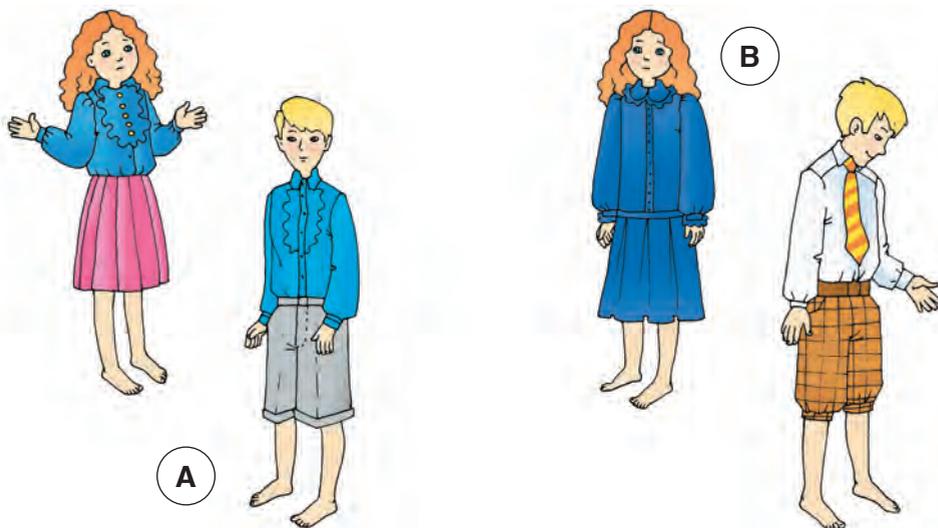
LISTENING

1. Work in pairs. Check your memory. Make a list of things that granny bought in lesson 2. Check with another pair.



2. a) Granny came to visit her grandchildren. Listen and say why Nick and Rosie are unhappy.

b) Listen again and say which pictures of Nick and Rosie are correct.



c) Who says these words? Use “G” for Granny, “N” for Nick and “R” for Rosie.

1. It's too beautiful.
2. All these clothes are fantastic, but they are too expensive.
3. This dress is too long for a school party, Gran.
4. The shirt is too white. And I'm too messy to wear it.
5. I'm not good enough to wear it.
6. It's too smart, and too expensive, and too traditional.
7. I don't think I'm thin enough for this lovely dress.
8. I think I'm too old-fashioned to buy clothes for you.

Check with your classmate.

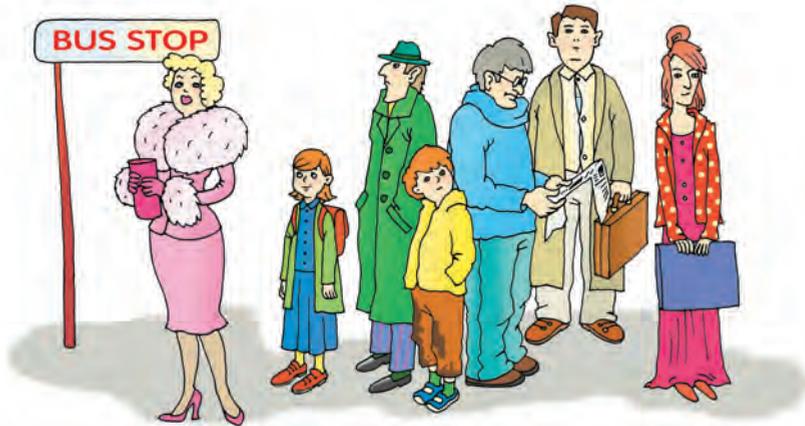
d) Do you like the clothes that Granny bought for Nick and Rosie? Why didn't Nick and Rosie tell Grandma that they didn't like her presents? What would you do and say if someone bought you the clothes you dislike?



GRAMMAR

3. Read the sentences in ex. 2c again. Make a rule about using *too* and *enough*. Write the rule and examples in your Grammar Diary.
4. Write what the problems with people's clothes are.

Example: *The boy's trousers are too dirty.*



5. Rewrite the advice about clothes using *too* and *enough*.

Example: *Let's not stay at home. It's very hot.*

It's too hot to stay at home.

too strong
strong enough

1. Don't wear a T-shirt. It's cold outside.
 2. You can't wear this dress to school. It's very smart.
 3. You can't buy five pairs of trainers. You are not very rich.
 4. You can't buy this suit. It's expensive.
 5. Don't try these jeans on. They are short.
 6. You can buy these long trousers. You are tall.
6. Work in pairs. Look at the pictures from catalogues in lesson 3. Say what clothes you don't like. Explain why you don't like them. Use *too ...* and *not ... enough*.

Example: *I don't like this skirt because it's too short.*

LESSON 5.

It Suits You



VOCABULARY



1. Listen to a conversation in a shop.

- Who are speaking? What are the people doing?
- These sentences are taken from the conversation. Match them with the words in the box.

Mum: It doesn't fit well.

Rosie: Does it suit me?

Nick: Wow! It matches your eyes perfectly!

SIZE
COLOUR
GENERAL LOOK

- Listen again and check your answers.

2. Work in pairs. Answer the questions below.

- What colours do you think match Rosie's, Nick's, Vasilyok's eyes? What colours match your eyes?
- What suits you more: sports clothes or smart clothes, jeans or trousers?
- Do you like clothes that are close fitting or baggy?

3. Work in groups of three. Role-play a conversation following the guidelines.

SHOP-ASSISTANT

• OFFER YOUR HELP

Can I help you?
Do you need any help?
Would you like some help?

• RESPOND

I'm not sure.
Yes. Here you are.
Try this/these on.

CUSTOMER

• AGREE OR DISAGREE

Yes, please. Can I try ... on?
No, thank you. I'm just looking.

• ASK A FRIEND FOR OPINION

Do you like it/them?
What do you think of it?
Does it / Do they suit me/fit well?

• ASK FOR SOMETHING ELSE

Have you got it/them in size.../another colour/shorter/...?

• MAKE A DECISION

I'm afraid it's/they're too small/short/expensive/...
It doesn't/they don't fit very well/suit me. Sorry.
I think, I'll buy it/them.

FRIEND

• GIVE YOUR COMMENT

I think it's too small/long/...
It is/they are wonderful!

It/they match(es) your...
Try another colour/size/...



SPEAKING

4. Later in the afternoon Rosie went for a walk in her new blouse. This is what she heard from different people.

a) Did they all like her new blouse?

– Hello, Rosie! Look at you!
You look great!
– Thank you, Mr. Robinson.

– Hi, Rosie! Don't you
look beautiful today?!
– Thank you, Jessica.

– Good afternoon,
Mr. Biggs! How are you?
– Fine, thanks. Your
blouse is so smart, Rosie.

– Good afternoon,
Mrs. Smith!
– Hello, Rosie! What a nice
blouse you're wearing!
– Oh, thank you.

– Hi, Rosie! Your blouse
is fantastic! It matches
your eyes perfectly!

b) How did people tell Rosie that she looked nice? Which compliment do you like best?

5. Write more compliments for your classmates. Walk around the classroom. Compliment your classmates on their clothes and look. Thank them for their compliments.

suit match fit

LESSON 6.

I've Been Waiting



GRAMMAR

-  1. a) Liz and Rosie are going out tonight. Listen to their conversation. How does Liz feel at the beginning and at the end of the talk? Choose from the box:

proud happy unhappy tired sad angry

- b) Listen again and follow in the book. Why does Liz feel like this?

Liz: Rosie! What are you doing here? I've been waiting for you for hours!

Rosie: I'm sorry, Liz. I've been trying on these clothes for two hours. And I haven't decided yet.

Liz: You've been doing it for ages. Come on! Decide!

Rosie: Well, I'm not sure. I have already found a blouse for the party and I need to choose a matching skirt. But I'm not sure about the colour.

Liz: What about this checked one?

Rosie: Oh, no. It's too long.

Liz: No. Not at all. It suits you. You look just wonderful!

Rosie: All right, then. I'll wear it.

Liz: Brilliant! It'll match your blouse very well.



- c) How long do you think Rosie has been trying on clothes?

2. a) Look at the underlined parts of the sentences in ex. 1. How do you think you can divide them into two groups? Write them down into two columns.

- b) Read the whole sentences. What's true for each of them:

FINISHED ACTION

or

UNFINISHED ACTION ?

Label the columns.

c) Fill in the gaps in these sentences with *the Present Perfect* or *the Present Perfect Continuous*.

1. If an action has just finished, we use ... tense.
2. We use ... tense when an action is unfinished.



d) Fill in your Grammar Chart for the Present Perfect Continuous.

3. Rosie is writing about her classmates in her diary. Help her to write some more entries.

- *Mike has been collecting toy cars for 3 months.*
- *John...*

MIKE



collect/3 months

JOHN



read/a year

BRIDGET



wearing/2 days

SIMON



eat/6 minutes

CHRISTAL



do/35 minutes

BARBARA



collect/3 years

4. a) Fill in the gaps in these conversations using words in the green box.

- Do you play the piano?
- Yes, I do, but not very well.
- How long have you been playing?
- ... (1)
- How many lessons have you had?
- ... (2)



since I was 10

for 2 months

once 16

234 for 3 years



- Can you ski?
- Yes, I can.
- How long have you been skiing?
- ... (3)
- How many times have you been on a skiing holiday?
- ... (4)

- Do you collect stickers?
- Yes, I do.
- How long have you been collecting them?
- ... (5)
- How many of them have you got in your collection?
- ... (6)



b) Role-play a similar dialogue with your partner.

LESSON 7.

Christmas Shopping



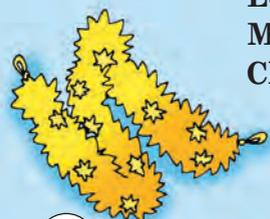
LISTENING

1. a) When do you start Christmas shopping? When do you think shopping fever (лихорадка) in Great Britain begins? Can you explain this?
b) Look at the picture. What do you know about Christmas sales? Do you have sales in your country? Do you buy things in the sales?



2. a) Listen to the poem and follow in the book. What does the shopper look like? Why?

Shopping, shopping, Christmas shopping
Mums are hurrying – running, hopping.
Presents, boxes everywhere,
Cards and crackers, teddy-bears,
Lots of useless pretty things:
Candles, tinsel, golden rings,
I've been doing shopping too.
Look at me: you'll see it's true:
Messy clothes and messy hair –
Christmas, Christmas everywhere.



b) Match the pictures and the words in the poem.

c) Work in pairs. Read the poem together. What does it tell you about Christmas time?

 3. a) Listen to what people in the street say about their feelings two weeks before Christmas. Match what people say with the people in the pictures.



b) Listen again and match the two columns:

ACTIVITY

TIME

- a) shopping
- b) waiting
- c) walking
- d) snowing

- 1. for the whole week
- 2. since early in the morning
- 3. for more than 2 hours
- 4. since summer

c) What 3 questions did the people in the street answer? Listen again to the first person speaking and check your answers.

4. Look at the pictures and answer the questions below.

Example: *Why is the room messy?*

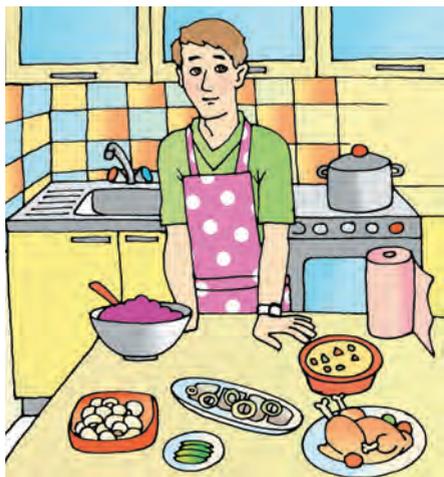
Nick has been playing football.



Why is the room messy?



Why are Rosie's clothes dirty?



Why is dad tired?



Why are the children hot?



SPEAKING

5. Walk around the class. Interview your classmates. Use questions from ex. 3c.



READING

1. Do you like reading magazines? What information about famous people is interesting for readers?

Work in pairs. Make a list of questions to interview a famous person about shopping for clothes.



2. a) One of the most promising British models Lionel Woods has been interviewed for “Dress” magazine. Read the interview and check how many of your questions have been answered.

1. If I go window-shopping, I almost always buy something in the end, but I’m not a shopaholic. I’m always looking for that special something, and if it catches my eye, I just have to buy it. And I’m a sales fan! I do buy a lot in the sales. It’s so exciting when you’ve bought something fantastic at half price.

2. It’s my job to look good, so it’s quite a lot of money.

3. I usually do my shopping in London. Sometimes the designers I work with give a shirt or a jacket to me as a present.

4. I’d say smart. But I love street clothes too, and often mix them with designer clothes.

5. Some very smart designer jeans. Actually, I’m wearing them now.

6. I prefer to buy clothes myself, but very often my mum buys a sweater or a scarf for me. And I don’t mind it at all.

7. Of course, I have. I’ve got a few of them at the back of my wardrobe and from time to time I take things to Oxfam shops.

8. My favourite buy in the last year is my striped brown suit. I like it because it makes me look smart and I think the colour matches my eyes. I usually wear it with a black shirt and matching shoes. Whenever I wear that, I get a lot of compliments.
9. I never go anywhere without my sunglasses and my swimming shorts.
10. Yes, I've bought two pairs of gloves and a beautiful silk scarf for my mum, a pair of trainers for my younger brother and a smart shirt for dad.

b) Read the interview again and match the questions below with Lionel's answers.

- A. What kind of shopper are you, Lionel?
- B. Have you already done your Christmas shopping?
- C. That's brilliant! What's the best thing in your wardrobe?
- D. Where do you buy your clothes?
- E. Can you describe your style to the readers?
- F. What was the last thing you bought?
- G. How much do you spend on clothes?
- H. They look great on you, Lionel! Have you ever made any shopping mistakes?
- I. What do you always pack in your suitcase?
- J. Do you always buy clothes yourself?

c) Which of Lionel's answers are true for you?
Discuss with your partner.



SPEAKING

- 3. a) Interview your teacher about his/her shopping habits and clothes.**
b) Interview your partner. Take notes during the interview.

LESSON 9.

Are You a Shopaholic?



READING

1. What is a shopaholic? Where does the name come from?
2. a) Look at the rules of this board game. Are they in the correct order?
b) Reorder them.
3. Play the “Are you a shopaholic?” game.

Are you a shopaholic?

1. Count how much money you've got left.
2. Each player has got £100.
3. Play with your partner(s).
4. To play this game you need a dice and some counters.
5. When you get into a shop roll the dice.

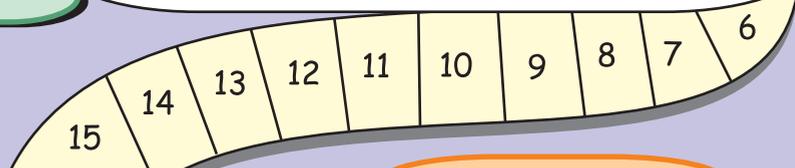
START



CAFE

You go in and have:

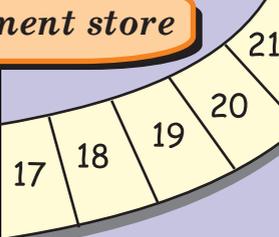
- 5
- just two strawberry ice-creams. £2 each. You are on a diet.
 - a steak and chips (£3).
 - fish and chips, and a big piece of apple pie (£5 altogether).



16 **Department store**

You try on:

- 10 T-shirts. They are just right. And they are on sale. You buy 3. They cost £30.
- a checked sweater, but it doesn't fit well.
- a belt. It matches your trousers, so you buy it. It costs £20.



22 23 24 25

Newsagent's 26

You buy:

-  2 newspapers for dad. They cost £1 each.
-  10 envelopes and a pen (£5).
-  2 magazines and a poster. You spend £10.

27

You try on some shoes. 31

-  They are fantastic. Buy them (£35).
-  They are not big enough.
-  They are the wrong colour, so you buy a pair of sandals. You pay £20.

30 29 28

shoeshop

32

You buy: 36

-  10 lollipops for you and your friends. They cost 50 p. each.
-  a box of chocolates (£4).
-  a kilo of chocolate biscuits, a jar of marmalade and 3 chewing gums (£14).

33 34 35

sweetshop

37

You buy: 40

-  a toy piano for your baby sister (£25).
-  a teddy bear, that you really like (£4).
-  nothing. You are too big to buy anything in a toy shop.

38 39

toy shop

4. a) Discuss the results with your partner(s).

- How much money have you spent?
- How much have you got left?
- Who in your group has spent most?
- Which shops have you been to?
- What have you bought?
- Do you like everything you've bought? Why / why not?
- What's the best thing you've bought?

b) Report to the class. Start like this: *My partner has spent...*

c) Who is a shopaholic in your class? Is it really true? Why / why not?

UNIT 4

LET'S KEEP IN TOUCH

LESSON 1.

Ways of Communication

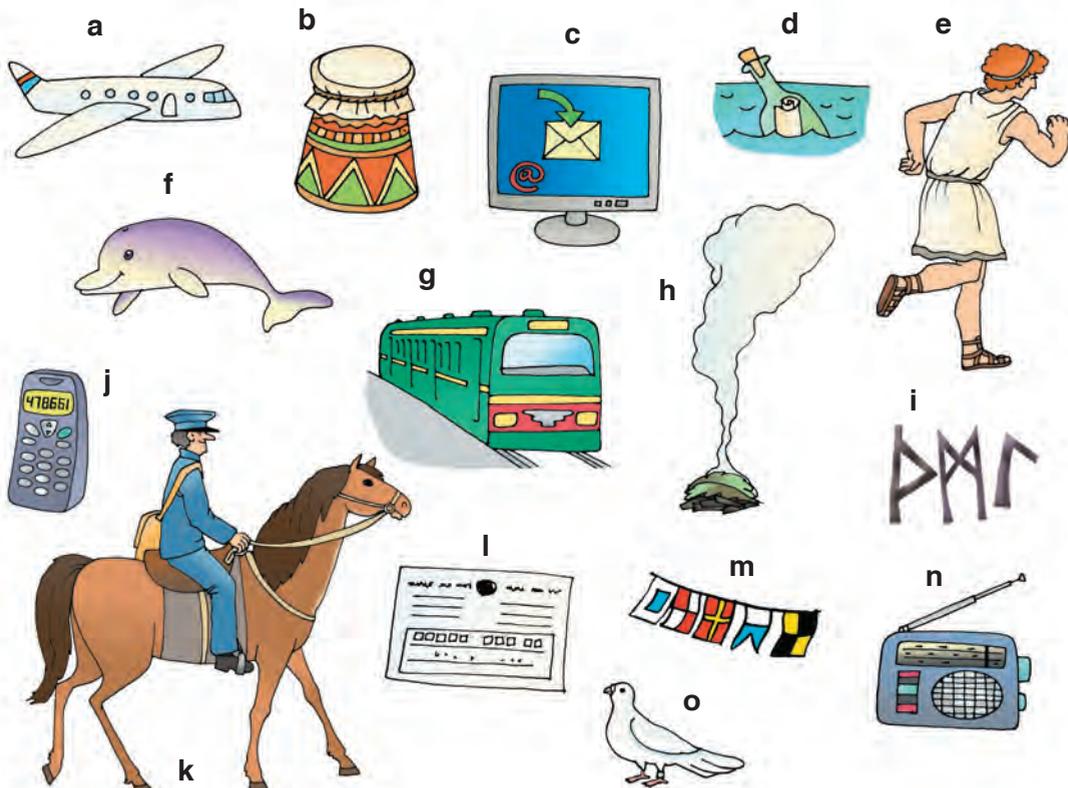


VOCABULARY

1. You are in the Museum of Communication.



a) Listen to the history of communication and say which picture does not belong.



b) Listen again and put the pictures in the order they are mentioned.

c) Do you remember the history of communication well? Let's check. Answer the questions in pairs. Check with your teacher.

1. How did people use fires to send messages?
2. What did they throw into the sea to deliver their message?
3. What did they use picture symbols for?
4. Why did they use birds?
5. How did ships communicate with each other?
6. What transport have people used to deliver messages?
7. Why did radio and telephone make people happier?
8. How can you use your computer to communicate?
9. What are drums used for in Africa nowadays?



2. What is the slowest

the fastest

the most romantic

the oldest

the most unusual

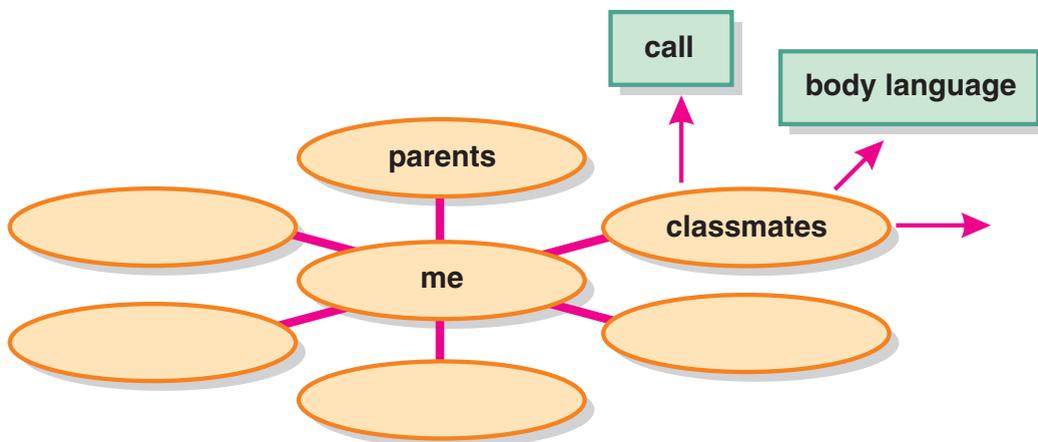
way of communication?

the funniest

the most modern

3. Who do you communicate with? How do you keep in touch?

a) Make a mind-map.

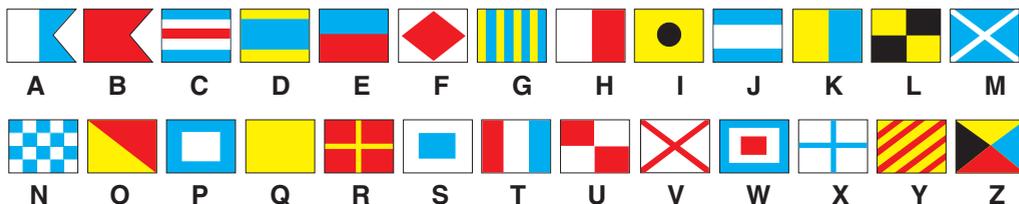


b) Explain your mind-map to your partner. Compare your mind-maps.

4. Are you a sociable person? Share answers to the questions below with your partner.

- Do you keep in touch with many people?
- How often do you send letters or messages?
- How often do you get letters and messages?
- Who delivers your mail to you?
- How would you like to keep in touch?
- How do pupils communicate in a lesson?
- Do you leave messages for members of your family when you go out?
- Do you think you are a sociable person?

Use the flag code to read the message.



WRITING

5. a) Write a message to your teacher about the way of communication you find the best. Remember: you are short of time – you've got only 3 minutes. Start with:

I think that the best way of communication is ... because ...

b) What is the most popular way of communication in your class?

communicate send deliver message mail signal code
sociable postal keep in touch

LESSON 2.

Letters in the Mail



VOCABULARY

1. Match the pictures and the instructions for mailing a letter.

1. Write a letter.
2. Put the letter in an envelope.
3. Seal the envelope.
4. Write the address on the envelope.
5. Stick a stamp in the corner.
6. Go to the nearest letter-box.
7. Post the letter.

2. In the National Postal Museum in Bath the process of working with mail is described. Read the text and put the steps after it in the correct order.

You post your letter and forget about it. But the post office sends your letter on a long journey with the help of people, machines, cars, trains, ships and planes.

Let's follow the letter in its way. First postal workers collect letters from the letter-boxes. The post is usually collected 2 or 3 times a day. Then special vans take it to sorting offices. Now they use different machines to sort letters. The mail goes from machine to machine. The first machine sorts the letters according to the size of the envelopes. Then another machine turns them so that they are all looking in one direction.

The next machine puts a postmark on the stamp. The information on the mark has the date, time and place of posting. The next machine

can read postcodes and sorts them according to the postcode. After that trains, lorries, planes and boats take the mail to other parts of the country or even the world. At the destination (*место назначения*) postal workers get the mail and sort it by hand. Then the postmen walk or drive or ride a bicycle and bring mail to our houses.

1. The letters are sorted by size.
2. The mail is collected.
3. The stamp is marked.
4. The mail is brought to our houses.
5. The mail is taken to post offices by land, air or sea.
6. The postcode is read.
7. The letter is posted.
8. The mail is sorted by hand.
9. The mail is taken to sorting offices.

3. Work in pairs. Answer the questions. Do you have a lot in common?

- a) When is mail brought to you?
- b) Do you send many letters a week?
- c) Is there a letter-box near your house?
- d) Where do you go if you want to send a letter?
- e) Where do you buy envelopes and stamps?
- f) Where do you write the sender's address – on the back of the envelope or in the left-hand corner?
- g) How many stamps do you usually stick on an envelope?
- h) How often is the post collected where you live?



WRITING

4. Describe how newspapers are delivered in your country. Use the diagram.



envelope post stick letter-box collect sort

LESSON 3.

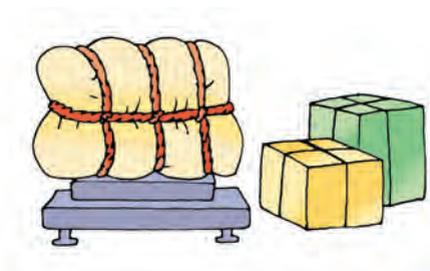
Service with a Smile



VOCABULARY

1. Nick's family are getting ready for Christmas. Look at the note Mother left for Nick. What has he already done? What hasn't he done yet?

1. Buy envelopes.
2. Buy Christmas cards.
3. Wrap presents.
4. Post letters.
5. Pack a parcel for Vasilyok.
6. Send the parcel.



2. Look at Nick's parcel to Vasilyok. Do you think:

- a) it looks good enough?
- b) he will have to repack it?
- c) it is overweight – too heavy?

What present do you think Nick is sending to Vasilyok?

3. a) Listen to a conversation with the postal worker. Check your guesses.

- b) Listen again. Answer the questions:

- Who
- a) bought the books?
 - b) wrapped the books?
 - c) brought the parcel?
 - d) packed the gift?
 - e) repacked the gift?
 - f) weighed the parcel?
 - g) reweighed the parcel?
 - h) wrote 'PP' on the parcel?
 - i) ticked the 'GIFT' box?
 - j) thanked the post office worker for the service?



- c) Take turns to tell the story of the gift. Begin like this:

S1: First Nick bought some books. S2: Then he...

4. a) Look through the box with phrases. Which of them did the postman use?

- I'm afraid it's overweight. It's too heavy.
- I'm sorry, but... Stop talking. Go away now.
- I'll do it for you. You must do it. You're welcome.
- Never pack parcels again.



b) Listen and follow in the book. Check your guesses.

- I'd like to send some books to my friend in Belarus, please.
- You can send your parcel from our post office. Is it a gift to your friend?
- Yes, it's a gift.
- Can I have a look at your books, please?
- You see, I've already packed them. It's a small packet. Here they are.
- I'm afraid you'll have to repack them. Let me help you. Here it is. The parcel looks much better now, doesn't it? I think the books are too heavy for a small packet. Have you weighed them?
- I weighed them at home. They're two kilos.
- I'm sorry, we'll have to reweigh them.
- OK, no problem.
- I'm afraid the books are a little overweight to go as a small packet. You'll have to send them as a parcel.
- All right. How much does it cost to send them by airmail to Belarus?
- I think we can make it cheaper for you. Write 'PRINTED PAPERS' in the left-hand corner and tick the box 'GIFT' in the form.
- Prin-ted pa-pers... And a tick... Thank you very much for your help.
- You're welcome.

5. Act out the conversation at the post office.



SPEAKING

6. Role-play the conversation between Nick and the post office worker.

Nick: You want to send a box with a Christmas cake to your cousin in New Zealand.

Post office worker: You are very polite, but: 1) Nick's gift is too heavy for a small packet. 2) You can't send food to New Zealand.

re(pack) (re)weigh overweight parcel service

LESSON 4.

Stamps to Swap



READING

1. What can you see in these pictures?



2. Do you collect anything? What do you collect? Do you know any people who have collections? What would you like to collect? Why?

3. a) Look through the text in the box. What secret does it have?

b) Read the text in the box and fill in the gaps.

A _____ collector at the beginning of the 1840s had no problem in getting an example of every different _____ in the world. After all there were only two! Because 1840 was the year the first _____ – the Penny Black – appeared, and it changed the way people sent letters. The Penny Black was very popular, but it had a very short life. And in 1841 the Penny Red replaced it. Other countries soon adopted the idea. Brazil was the first country to do so in 1843. In 10 years _____s were in use in most countries of the world. The success of the Penny Black was so great that 68 million Penny Blacks were sold in 1840. So the first _____ is neither rare, nor expensive. Today collectors can buy one for £150.

c) Are these sentences true or false?

1. It was difficult to get stamps at the beginning of the 1840s.
2. There were 150 kinds of stamps in 1840s.
3. The Penny Red appeared earlier than the Penny Black.
4. The Penny Black lived only for a year.
5. In Brazil 68 million stamps were sold in 10 years.
6. The first stamp is cheap enough for collectors to buy it.



LISTENING



4. a) Listen to two people talking about a collectors' club. What club is it?

b) Listen to part A again and name the things the members of the club can get and do through the club.

Do you want to be a detective? Join our club.



I don't collect in themes.



1. learn new facts about stamps
2. get your collection going
3. get new stamps
4. buy envelopes
5. send secret messages
6. get Stamp magazines
7. take part in competitions and other activities
8. get puzzles
9. swap stamps
10. get a free collecting kit

c) Listen to part B again and answer the questions in the box.

1. What stamps does the girl collect?
2. Where does she keep her collection?
3. How often does she get mail?
4. What does she like best about the Club?



d) Would you like to join Stamp Detectives? Why? Why not?



SPEAKING

5. Play the “Swapping Game”.

- a) Listen to the rules.
- b) Swap with your classmates. Follow the rules.
- c) Get ready to advertise your new collection.

Let's swap.
 What will you give me if I give you ... ?
 I'd like to swap
 It's a deal. It's no deal.

join swap

LESSON 5. The World of Languages



READING

1. Can you speak any foreign languages? What can you say?
2. a) Listen to people of different nationalities saying 'Hello' in their languages. Name the languages.
b) Listen again. Match the words you hear with the words in the boxes.

1. Chinese

2. Polish

3. English

4. French

5. Belarusian

6. Swedish

7. Turkish

8. Arabic

9. Italian

3. Do the quiz.

- a) How many languages are there in the world?
- b) When did people make the first alphabet?
- c) How many alphabets are there in the world?
- d) How many letters are there in the shortest / longest alphabet?
- e) What alphabet was used to make your alphabet?
- f) In what way is Arabic different from other languages?
- g) How many symbols is written Chinese made of?

4. a) Read this page from a children's encyclopaedia and check your answers.

Scientists think that there are about four thousand languages in the world. It's difficult to answer when and how language appeared. We only know that about five and a half thousand years ago people began to use symbols to write down their language. Thousands of years ago people who lived in ancient Egypt used picture symbols called hieroglyphs (*иероглифы*).

Today there are about 65 alphabets in the world. The shortest alphabet is used in the Solomon Islands and has only 11 letters. But in the longest alphabet there are 65 letters.

The Cyrillic alphabet appeared in the 900s. Two brother saints Cyril and Methodius used the Greek alphabet to make it. Their alphabet is used today in Belarus, Bulgaria, Russia and some other countries.

Arabic is the main language of many nations. It is used for radio and TV news, in theatre and films. The Arabic alphabet has 28 symbols and the language is written from right to left!

There are seven forms of spoken Chinese. Written Chinese does not have an alphabet of letters. It is made up of about 50,000 picture symbols. Each symbol stands for a word or a part of a word. Chinese children have to learn how to write thousands of symbols.

b) Have you learned anything new? Do you know more about languages?

c) Work in groups. Discuss English, Belarusian and Russian and the alphabets used in them. Talk about 1) the number of letters; 2) how the words are written.

5. Look through the chart. It shows the number of people who speak the world's main languages.

a) Reorder them from the most widely spoken down to the least widely spoken. What is the most widely spoken language in the world?

	Language	Number of speakers	Countries where it is spoken
1.	Arabic	208 mln	The Middle East, Northern Africa
2.	Chinese	907 mln	China
3.	English	485 mln	Great Britain, the USA, Canada and many others
4.	French	123 mln	France, Canada, Switzerland
5.	German	119 mln	Germany, Austria, Switzerland
6.	Hindi	383 mln	India
7.	Russian	293 mln	Russia
8.	Spanish	362 mln	Spain, Peru, Chile, Mexico, Argentina and some other countries in Central and South America

b) In how many countries is each of the languages spoken? How many people speak it?



SPEAKING

6. a) Discuss the questions in pairs. What languages are used in your country, family? What languages do you / the people you know speak? What languages are taught in your school / town? What foreign languages would you like to speak? Why?

b) Report to the class.

foreign

LESSON 6.

It's Good to Talk



SPEAKING

1. How many telephone numbers do you remember? Write down the telephone numbers you often use.

You: Dictate the numbers to your partner.



Your partner: Ask for more details. Use the words in the bubbles.

WHAT?

WHOSE?

WHEN?

HOW OFTEN?

2. a) Two names in this telephone directory are in wrong places. Which of them? Explain why.
b) Play in pairs.

You: Say a number. (Only once.)

Your partner: Says whose number it is.

1. Adams, Brian	546875
2. Bolitho, Rod	545857
3. Carlton, Mary	495847
4. Churchill, Tony	438725
5. Chatsworth, Clare	829833
6. Defoe, Daniel	892835
7. Forrester, Susan	648036
8. Hutchinson, Tom	460837
9. Gardener, Annie	751671
10. Mitchell, Brenda	751661

3. a) Look at the pictures. What can you see in them?



- b) Listen to the conversation. Put the pictures in the correct order.

a



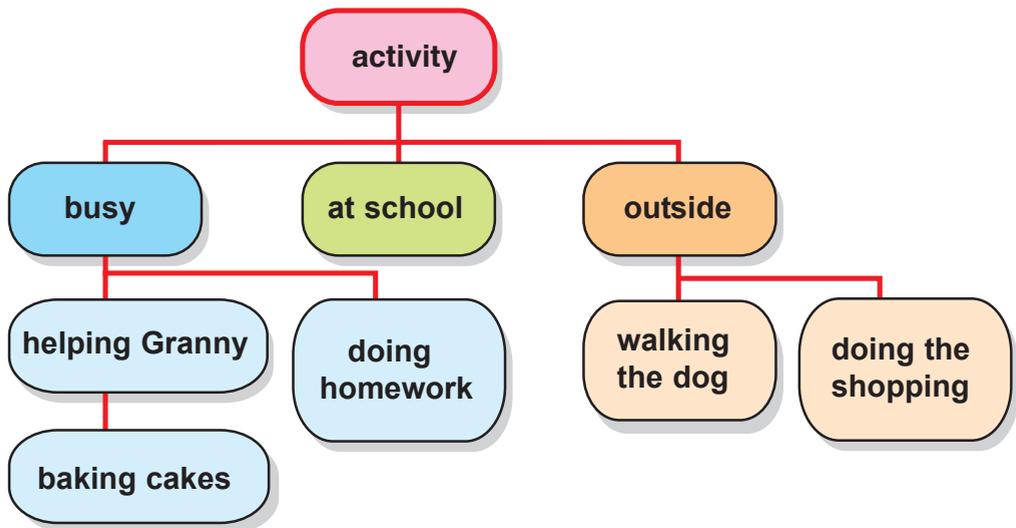
b



c



c) Role-play your conversations. Use the scheme.



4. a) Match the pictures and the words.

AMBULANCE

POLICE

EMERGENCY

FIRE BRIGADE



a



b



c

b) The emergency number in Britain is 999. In the USA it's 911. Do you know the emergency numbers in your country?

 **5. a) Listen to this telephone conversation. Is it an emergency call?**

b) Listen again and follow in the book. Find the differences.

- 999. Emergency Services. Fire, police or ambulance?
- It's an emergency. Help me, please.
- Why are you calling?
- There is some smoke coming from the kitchen.
- Wait. I'm putting you through to the Fire Emergency Service.
- Fire Emergency Service. What do you want?
- There is some smoke coming from the kitchen.
- What's your name, please?
- I'm Pat Cunningham.
- And your address...
- 23, Beech Street.
- How old are you?
- I'm six.
- Are your parents at home now?
- No, they aren't. My Granny's in. But she can't help me, she's too old. Help me, please.
- OK. Stop crying now! We'll be there to help you in 5 minutes.
- Come quickly!

Please, hurry!
What's the matter?
Just a minute...
How can I help you?
Don't worry.

c) Choose from the words and phrases in the box to make the conversation correct. Practise the conversation with your partner.

6. Role-play your emergency phone calls.

Situation 1: You're Rosie. The people who live next door to you have gone on holiday. But you can see a stranger in their kitchen.

Situation 2: You're Liz. There is an old lady living next door to you. You have just walked past her back door and there are some milk bottles there. Why isn't she picking up her milk? Has anything happened to her?

ambulance

emergency

LESSON 7.

E-mail or Snail-mail

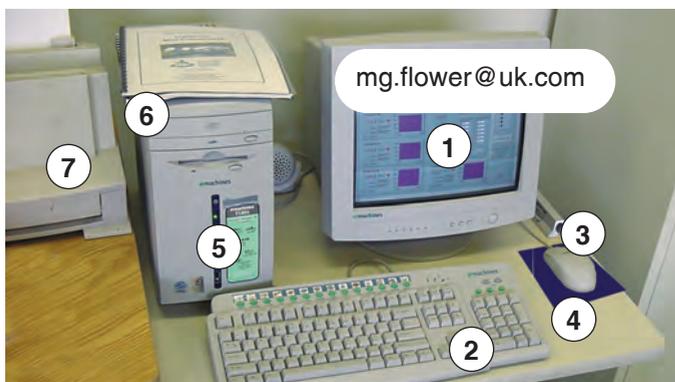


SPEAKING

1. How long did it take to deliver a message from Belarus to Britain in the 16th century? And in the 18th century? How long does it take to deliver a letter from Belarus to Britain by airmail now? And by land? How long does it take to send an e-mail to your friend in Britain?

Example: *It takes ... hours/days/minutes/seconds to deliver/get/send ...*

2. a) Look at the computer. Match the computer parts with the words.



- a. the keyboard
- b. the mouse
- c. the monitor
- d. the disc drive
- e. the modem
- f. the printer
- g. the mouse pad

b) Memory game: you have one minute to learn the names of all the computer parts. Check with your partner.

3. a) What can people use computers for? Discuss with your partner.

playing games
typing up texts
communicating in real time
listening to music
learning English
getting mail
finding information
finding new friends
writing books
drawing pictures

sending messages
reading newspapers
and magazines
buying things
making programmes
making music
watching films
changing photos
playing sports
enjoying nature

b) What do you use your computer for?



WRITING

4. a) Look through the e-mail. What is unusual about it?

Hi, Vasilyok.
 How r u?
 I'm l-o. It's Monday and I have nothing exciting 2 do.
 Rosie is very ☹. B4 t she got a :-D e-mail from our cousin in New Zealand. Rosie says hello 2 U.
 R u OK?
 Send lol 2 your parents.
 C u in summer.
 Nick.

b) Use the code to read the message.

r – are ☺ – happy l-o – bored 8o – surprised c – see
 t – tea 2 – to/two u – you lol – lots of love
 >-(– angry ☹ – sad b4 – before :-D – funny X-mas – Christmas

5. Use the code to rewrite the message below.

Hi, Nick.
 I'm fine. How are you? I was surprised when I opened your e-mail. But now I can write funny messages too.
 Yesterday I was sad and bored. I didn't know what to give my parents for Christmas. Now I'm OK. I know what present to buy for them. They love green tea. I'm going to buy some delicious tea for both of them. But I must do it before New Year shopping starts.
 Say hello to Rosie.
 Lots of love,
 Vasilyok.

6. a) Read the e-mail address on the computer in ex. 2. Whose address is it? Why do you think so?

b) Think of your e-mail address. It can only be written in English.

7. Write your own e-mail message to a friend. Use the code.

LESSON 8.

Wrapped in Love



SPEAKING

1. a) What presents do people usually give and get for Christmas? What present would you like for this Christmas?
- b) Read the texts in the pictures. Do the boys believe in Santa?
- c) Look at picture A. How old do you think the boy is? What way of communication is he going to use?
- d) Look at picture B. What has the boy already got? What does he want? Why do you think he is asking for these things? What means of communication is he going to use?
- e) Do you believe in Santa Claus? Why? Why not?
- f) You can communicate information by phone, in letters, in e-mails. How can you communicate your feelings?

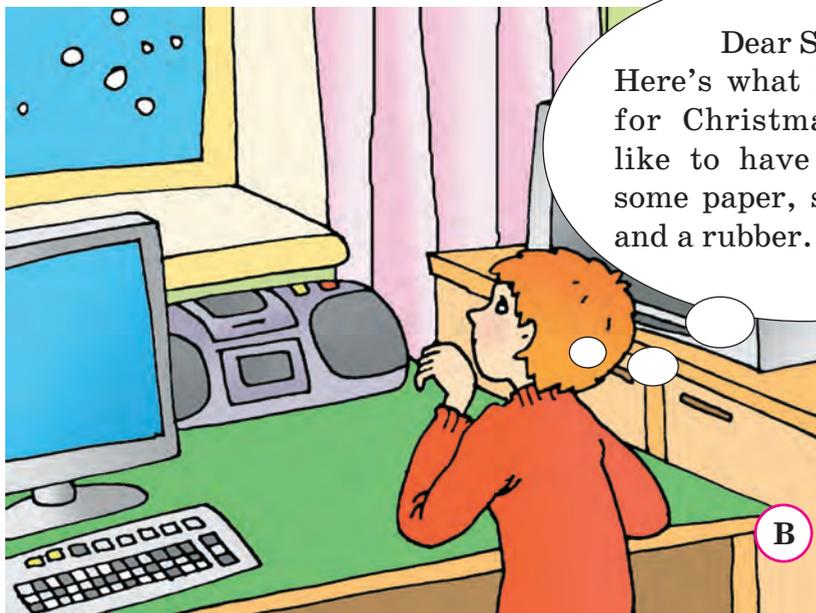
Dear God,
For Christmas I would like:

- a computer
- a mountain bike
- a pet (dog)
- a pair of skis
- a camera
- health for all my family

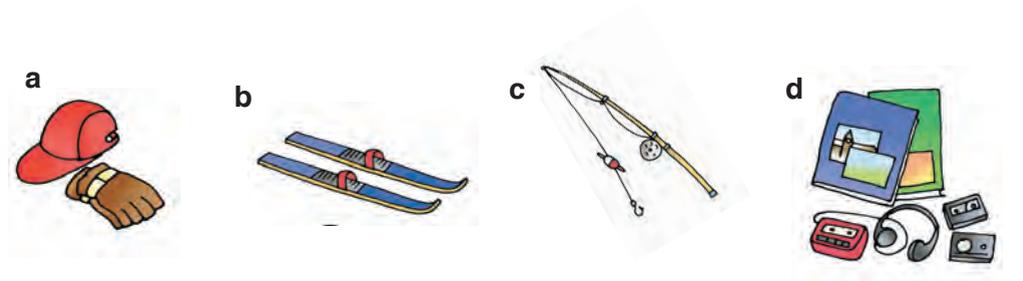
If I can't have all of these,
can I please have the last
one?

P.S. I know there is no
Santa Claus.

A



2. a) Look at the pictures. Say where the children are from. What presents do you think they would like to have?



b) Listen to this Christmas story. Did the children get the presents they were hoping for? Why?

c) Listen again. What presents did the children hope to get? What presents did they get?



SPEAKING

3. Find someone to swap your Christmas present with.

special

LESSON 9.

For and Against



PRONUNCIATION

1. a) Read the poem. Where do the words in the box go?

ELETELEPHONY

Once there was an elephant
Who tried to use the ...
No! No! I mean the ...
Who tried to use the telephone.
(Dear me, I'm not certain quite,
That even now I've got it right.)

However it was, he got his trunk
Entangled in the ...;
The more he tried to get it free,
The louder buzzed the ...
(I think I'd better stop the song
Of ... and)

Laura E. Richards

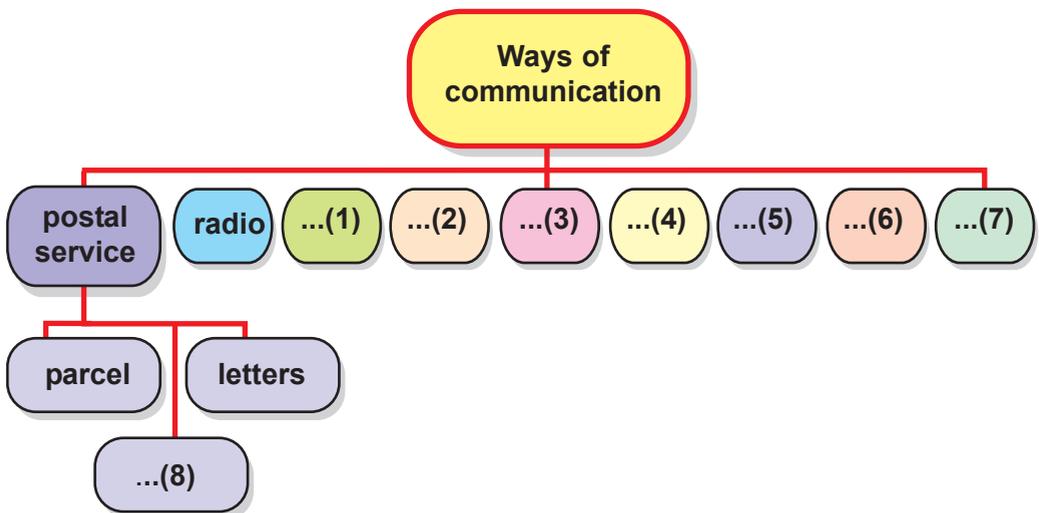
telephee telephant telephong elephone elephop telephunk



b) Listen and check.

c) Listen and repeat.

2. What ways of keeping in touch do you know? Make a mind-map.



3. a) What is the most convenient way of communication?

the least convenient – less convenient – convenient – more convenient – the most convenient

b) Compare the ways of communication. Use the adjectives in the box. Follow the example.

Example: *Talking on the telephone is faster than sending mail.
Talking on the telephone is more convenient than sending mail.*

enjoyable boring easy cheap interesting good



SPEAKING

4. Role-play. People who work in different areas of communication are having a conference titled *The best way of communication*.

a) Read the rules of fair play. Fill in 'never' or 'always'.

RULES OF FAIR PLAY

- 1 ___ listen to other speakers
- 2 ___ interrupt others in the middle of the sentence
- 3 ___ be bossy
- 4 ___ attack the problem, not the person
- 5 ___ be polite



b) Put the phrases for the role-play in three groups. Explain your choice.

I'm sorry, but
I think you're wrong.

You're right!

That's true.

I don't think
you're right.

I disagree / don't
agree with you.

Oh, I don't know.

I agree with you.

I'm certain that...

I'm not quite certain that...

c) Work in groups. Read the card the teacher has given you. Discuss arguments 'for' your way of communication and 'against' other ways of keeping in touch. Make notes.

d) Role-play the conference. Who has more arguments?

convenient

certain

Christmas Lesson



READING

1. When do people celebrate Christmas in your country? When do they celebrate it in Britain? How do people celebrate Christmas?



2. a) Look through the song. What is it about?

b) Read the lyrics. Match the 12 days of Christmas with the pictures.

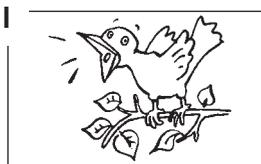
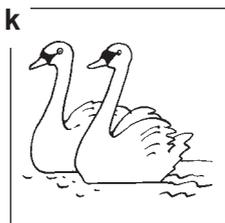
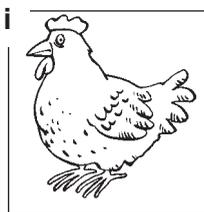
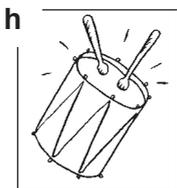
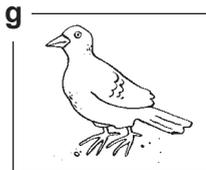
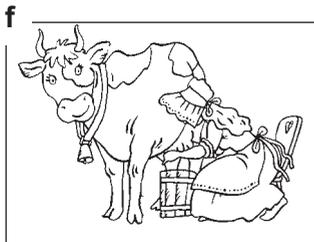
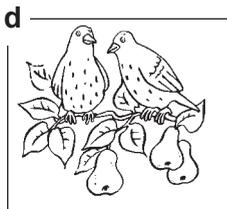
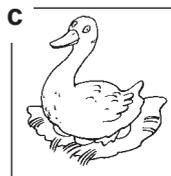
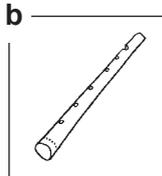
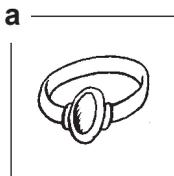
On the ... day of
Christmas,
My true love gave to me

Twelve drummers drum-
ming,

Eleven pipers piping,
Ten lords a-leaping,
Nine ladies dancing,
Eight maids a-milking,
Seven swans a-swimming,

Six geese a-laying,
Five gold rings,
Four calling birds,
Three French hens,
Two turtledoves,

And a partridge in a pear tree.



c) Sing the song.

3. Do this CHRISTMAS QUIZ.



1. After red and green what are the two most popular Christmas colours?

- a. red and yellow b. silver and gold c. white and black
d. orange and violet



2. What food is often left out for Santa?

- a. nuts b. a pudding c. a turkey d. cookies



3. What is the most popular treetop ornament?



- a. a star b. an angel c. a ball d. a cracker

4. How many pipers piping did my true love give to me?

- a. 11 b. 12 c. 10 d. 6



5. Which country started the tradition of exchanging gifts?

- a. Germany b. China c. Egypt d. Italy



6. Which state of the USA has a city named Santa Claus?

- a. Alaska b. Louisiana c. Maine d. Colorado



7. What colour is Santa's belt?

- a. red b. white c. black d. no belt at all



8. What are Santa's little helpers and toy builders called?

- a. elves b. hobbits c. Jawas d. Munchkins



9. What is the name of the red-nosed reindeer?

- a. Scroodge b. Rudolph c. Ernie d. Snowy



10. When is Boxing Day?

- a. January 1 b. December 31 c. December 26
d. December 25



Additional Material to UNIT 1

Lesson 1

3. Information for Student B.

Student B: a) Read the information about Mr. Rambler and fill in the chart.

Mr. Rambler is a traveller. He is not married. He likes travelling very much. He has been to many places and seen many things. Two years ago he went on a photo safari in Kenya. He's been to Belarus, New Zealand, Tanzania, and many other countries. His hobby is sport. He loves watching football and can play cricket very well. He used to smoke, but he stopped smoking more than 5 years ago.

b) Answer your partner's questions.

c) Ask Student A questions about Alexander McGregor and fill in the chart.

Example: *What does he like doing?*

My Terrible Sister

1. Make a list of terrible things the little girl does to make her sister angry.

2. Make a list of funny things the girl's little sister does.

My sister is two and she's too much of a baby,
She's always getting in my way.
She makes a lot of noise and breaks my favourite toys,
I wish she'd leave me on my own to play.

3. How old do you think the elder girl is?

My sister is two and she's too much of a nuisance,
She kicks me hard and sometimes pulls my hair.
And when I shout, "Clear off!" I'm the one who gets told off –
She gets a hug and kiss, which isn't fair.

4. Why do the girl's parents tell the older one off, not the little girl?

My sister is two and she's too clumsy.
Don't you think it's time she went to bed?
I know it's still the morning, but I'm sure I saw
her yawning,
I'll go and get a pillow for her head.



My sister is two and she thinks she's grown up,
She's always wearing boots that are too large.
She's trying to look older but her gumboots trip
her over
And she shouts at me and stamps when I'm in
charge.

My sister is two and she's too messy,
She covers all my books with paint and glue.
Mum says it is her age, I'd like to put her in a cage,
My terrible sister who's two.



5. Does she hate her little sister?

Me and My Brother

1. What's dad's typical phrase? Have you ever heard it from your parents?

Me and my brother, we sit up in bed doing my dad's sayings.

I go to bed first and I'm just dozing off

and I hear a funny voice going:

"Never let me see you doing this again,"

and it's my brother poking his finger out just like my dad going

"Never let me see you doing this again."

And so I join in and we're both going:

"Never let me see you doing this again."



So what happens next time I get into trouble and my dad's telling me off?

He's going: "Never let me see you doing this again."

So I'm looking up at my dad going, "Sorry, Dad, sorry," and I suddenly see my brother's big red face poking out from behind my dad. And while my dad is poking me with his finger in time with the words:
"Never let me see you doing this again," there's my brother doing just the same behind my dad's back just where I can see him and he's saying the words as well with his mouth without making a sound. So I start laughing. But my dad's not stupid. He knows something is going on. So he looks round and there's my brother with his finger poking out just like my dad and I'm standing there laughing. Oh no, then we get into REALLY BIG TROUBLE.

2. Role-play the episode when dad is telling off one of the boys.

3. Which poem do you like best? Why?

4. Write a list of upside-down rules for your little sister / brother.

Example:

If you want to be terrible:

– Wake me up at 5 in the morning...





UNIT 2

The Family Dog

By Judy Blume

1. Have you ever won a prize at a party? What was it? Isn't it nice to get an animal as a prize? What names are the best for pets (dogs, cats, parrots, tortoises, guinea pigs, rabbits, goldfish...)? Read the first sentence in the text. Try to guess what Dribble is. Do you think it's a good name for a pet?

I won Dribble at Jimmy Fargo's birthday party. All the other guys had to take home goldfish in little plastic bags. I won him because I guessed there were three hundred and forty-eight jellybeans in Mrs. Fargo's jar. Really, there were four hundred and twenty-three, she told us later. Still, my guess was closest. "Peter Warren Hatcher is the big winner!" Mrs. Fargo announced.

Have you ever eaten jellybeans? What are they like?

Was Dribble a prize in a sport or a guessing game? Try to explain how to play this game.

At first I felt bad that I didn't get a goldfish too. Then Jimmy handed me a glass bowl. Inside there was some water and three rocks. A tiny green turtle was sleeping on the biggest rock. All the other guys looked at their goldfish. I knew what they were thinking. They wished they could have tiny green turtles too.



**What's the difference between a turtle and a tortoise?
Would you like to have a goldfish or a turtle as a prize?
Why?**

I named my turtle Dribble while I was walking home from Jimmy's party. I live at 25 West 68th Street. It's an old apartment (=flat) building. But it's got one of the best elevators (=lift) in New York City. There are mirrors all around. There's a soft bench to sit on if you're too tired to stand. The elevator operator's name is Henry Bevelheimer. He lets us call him Henry because Bevelheimer's very hard to say.

Our apartment's on the twelfth floor. But I don't have to tell Henry. He already knows. He knows everybody in the building. He's that smart! He even knows I'm eleven and in the sixth grade.

I showed him Dribble right away. “I won him at a birthday party,” I said.

Henry smiled. “Your mother’s going to be surprised.”

Henry was right. My mother was really surprised. Her mouth opened when I said, “Just look at what I won at Jimmy Fargo’s birthday party.” I held up my tiny green turtle.

“I’ve already named him ... Dribble! Isn’t that a great name for a turtle?”

My mother made a face. “I don’t like the way he smells,” she said. “What do you mean?” I asked. I put my nose right down close to him. I didn’t smell anything but turtle. *So Dribble smells like turtle, I thought. Well, that’s what he is.*

Peter’s mother didn’t like the name of the turtle, did she?

“And I’m not going to take care of him either,” my mother added.

“Of course you’re not,” I told her. “He’s my turtle. And I’m the one who’s going to take care of him.”

“You’re going to change his water and clean out his bowl and feed him and all of that?” she asked.

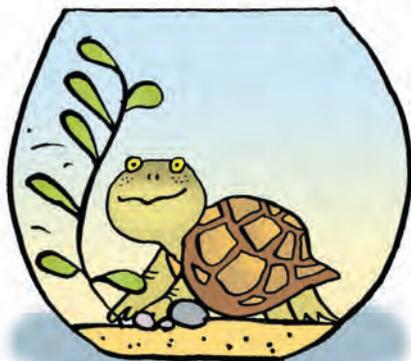
“Yes,” I said. “And even more. I’m going to see to it that he’s happy!”

This time my mother made a funny noise. Like a groan.

How was Peter going to take care of Dribble?

Is it easy to pet a turtle? Why not?

I went into my bedroom. I put Dribble on top of my dresser. I tried to pet him and tell him he would be happy living with me. But it isn't easy to pet a turtle. They aren't soft and furry and they don't lick you or anything.



2. Listen to the second part of the story. Say:

- if the members of Peter's family liked Dribble or not.
- if Peter wanted anybody else to pet Dribble.
- why Peter's brother was the biggest problem for him.

3. If you won a turtle how would you pet it? What name would you give to your turtle?



UNIT 3

The Family

1. Look through the fairy-tale and say which famous story it reminds you of.
2. What fairy-tales do you know? Make a list with your partner.
3. What's the magic number in fairy-tales?
4. Work in pairs. Find where in the story the magic number appears.

Once upon a time there was a family who lived in a little house in a big city. There was a Great Big Father with a great big voice, and a Middle-Sized Mother with a middle-sized voice, and a Little Wee (=small) Baby with a little wee voice.

One morning the Family had Coke for breakfast. The Mother said, "This coke is too cold to drink. Let us go shopping until it gets warmer."

So the Family went shopping in the city.

While they were gone, along came a little girl named Dreadlocks. Seeing the little house, she wondered who lived there, so she knocked at the door. No one answered, so she knocked again. Still no one answered, so Dreadlocks opened the door and walked in.

There before her, in the little room, she saw a table set for three. There was a great big can of coca-cola, a middle-sized can, and a little wee can. She sipped from the great big can of cola. “Oh, this is too cold!” she said.

Then she drank a little from the middle-sized can of cola. “Oh, this is too fizzy!”

Then she tasted the cola in the little wee can. “Oh, this is just right!” she said, and drank it all up.

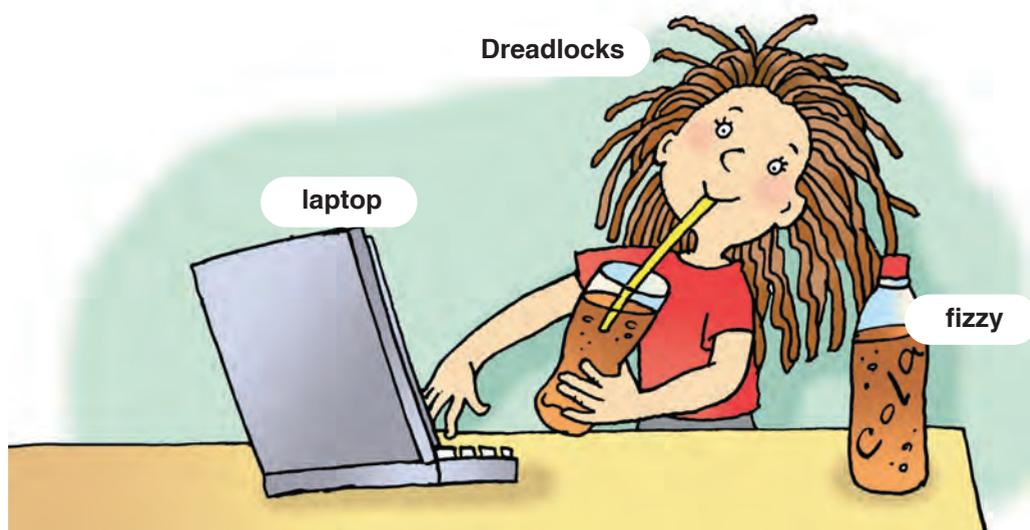
She went into another room. There she saw three computers. There was a great big computer, and a middle-sized computer, and a little wee laptop.

Dreadlocks switched on the great big computer. “Oh, this is too slow!” she said.

Then she switched on the middle-sized computer. “Oh, this is too old-fashioned!” she said.

Then she tried the little wee laptop. “Oh, this is just right!” she shouted. And she started playing her favourite game.

By this time the Family thought their cola would be warm enough, so they returned from their shopping tour.



When the Great Big Father saw his can half-full, he said in his great big voice:

“Someone has been drinking my coke!”

When the Middle-Sized Mother saw her can was half-empty, she said in her middle-sized voice:

“Someone has been drinking my coke!”

And the little wee baby, seeing his can empty, said in his little wee voice:

“Someone has been drinking my coke and has drunk it all up!”

Then the Family went into the next room. As soon as the Great Big Father saw his computer switched on, he said in his great big voice:

“Someone has been playing on my computer!”

When the Middle-Sized Mother saw her computer switched on, she said in her middle-sized voice:

“Someone has been playing on my computer!”

And when the Little Wee Baby looked at his laptop, he cried in his little wee voice:

“Someone has been playing on my computer – and there she is!”

Now Dreadlocks was so busy playing, the great big voice of the Great Big Father was only like the roaring (рев) of the wind. And the middle-sized voice of the Middle-Sized Mother was like someone speaking in her game. But when she heard the little wee voice of the Little Wee Baby she jumped up at once.

When she saw the Family looking at her, she jumped to her feet, ran across the room, and jumped out of the low window. Then she ran along the streets as fast as her legs could carry her. Whatever happened to her, I do not know, but the Family never saw her again.

The end

5. Work in pairs. Answer the questions below:

- Why were the family angry?
- Is Dreadlocks a polite girl?
- What did she do wrong?

6. Role-play the story in groups of four.



UNIT 4

Strange Joke

After Agatha Christie

1. Read the first part of the story and answer the questions in the boxes.

“And this is Miss Marple. If she can’t help you, nobody will,” said Jane Helier, introducing an elderly woman to two young people, a dark girl, Charmain by name and a fair-haired man, Edward Rossiter.

“We are pleased to meet you”, said Charmain, but there was doubt (*сомнение*) in her eyes.

“Darling,” said Jane, “help them please. It will be easy for you.”

Miss Marple turned her blue eyes toward Mr. Rossiter. “Won’t you tell me what all this is about?”

Describe Miss Marple.

What did Charmain and Edward think about her at the beginning?

“The story starts with Uncle Matthew, uncle – or rather great-great-uncle to both of us. Edward and I were his only relatives. He was fond of (*любил*) us. Well, he died last March and left everything he had to us. The point is that ‘everything’ turned out to be practically nothing at all. And if we don’t find Uncle Matthew’s money, we shall have to sell Ansteys – that is the family place.” This is what Charmain told Miss Marple about their problem.

“It’s like this, you see. As Uncle Matthew grew older, he didn’t believe anybody. He had a friend who lost his money in a bank, and another friend was ruined by his lawyer (*разорен своим адвокатом*). So Uncle Matthew kept saying: “Don’t believe the bank. Don’t believe anybody. Keep your money in a box under your bed or buried (*закопаными*) in the garden. And when he died he left hardly anything though he was rich. So we think that he has buried it somewhere,” added Edward.

“From time to time he took large sums of money and nobody knows what he did with them. But it could be that he bought gold and buried it.”

Miss Marple got interested in the story of Charmain and Edward. “He didn’t say anything before he died, did he? Leave no paper? No letter?”

“No he didn’t. He looked at us and smiled. His last words were ‘You’ll be OK’ and then – he died... Poor old Uncle Matthew. Could you help us, Miss Marple?”

What kind of man was Uncle Matthew?

“It’s difficult to say. I didn’t know your uncle, or what sort of man he was. And I don’t know the house and the garden.”

Charmain and Edward invited Miss Marple to their house and showed her everything: the house and the garden around it and Uncle Matthew’s room with a lot of papers on his desk. Miss Marple spent some time at the table methodically looking through all the documents. When she finished, she sat looking in front of her for some minutes. “Well, I believe I know what sort of man your uncle was. Just like my Uncle Henry, very fond of playing tricks (*подшучивать*) on children. He didn’t have any children himself.” And Miss Marple continued to talk happily of her Uncle Henry. Behind her back Charmain made a sign (*знак*) to Edward. It said, “She’s ga-ga (*сумасшедшая*).” Edward soon got tired of that. “It’s been very kind of you to come and try to help us. I’ll get a car and take you to the station...”

Why did Miss Marple start talking about her Uncle Henry?

“But we have to find the money. And we haven’t started it yet. We just have to decide where your Uncle Matthew has hidden the money. It should be very simple. So I think your uncle had a secret drawer (*ящик*),” said Miss Marple.

“But you can’t put gold in the secret drawer.”

“Oh, no, no, of course not. But maybe it’s not gold?”

“But he used to say...”

“So did my uncle. But they could be diamonds (*бриллианты*).”

“Well, Miss Marple, but we looked in all the secret drawers.”

“That was clever of you. But let’s see. The desk is exactly like my Uncle Henry’s desk. It’s only of different colour.” With these words Miss Marple took a hairpin (*шпилька*) and with a little difficulty pulled a pack of old letters from a secret drawer.

Do you keep anything in a secret drawer or in some other secret place?

“Great! Miss Marple! Oh, but it’s only a cooking recipe and love letters.”

“How interesting! This letter is from Hawaii. And this is from Mauritius. Love letters are interesting. They may explain why Uncle Matthew never married. What do you think?”

“Do you think it’s a code of some kind?” asked Edward.

“But why is the cooking recipe in the secret drawer? Oh, I know. The invisible ink (*невидимые чернила*)! Let’s heat it,” said Charmain.

“Well, well, dear. It’s too complex (*сложно*). I think your uncle was a very simple man. I think the letters are important. See – the envelopes are old, but the letters were written much later.”

What was there in Uncle Matthew’s secret drawer?

“Do you think he wrote these letters himself? Then there was no woman. It must be a code.”

“Oh, don’t make it so difficult. He just had his little joke. The letters could not belong to the envelopes because the postmark is 1851. That explains everything.”

“But not to me.”

Did the young people change their minds later? Have you changed yours? Describe Miss Marple now.

2. a) Can you explain everything?

b) Read the second part of the story. Check your ideas.

“Well you see, my great nephew is a stamp collector. Knows everything about stamps. It was he who told me about expensive stamps. I remember he mentioned a 1851 blue 2 cent. It was worth £25,000, I believe. I think the other stamps are just as valuable (*ценны*). No doubt your uncle bought expensive stamps and was careful to ‘cover his tracks’ (*замести следы*) as they say in detective stories.”

Edward sat down and buried his face in hands.

“Oh what’s the matter?” asked Charmain.

“Nothing. It’s only the awful thought that without Miss Marple we would burn (*сожгли*) these letters.”

“Oh that’s just what these old gentlemen who are fond of their jokes never realize (*понимают*). My uncle Henry, I remember, sent a favourite niece a five-pound note for a Christmas present. He put it inside a Christmas card and glued the card together and wrote on it ‘Love and best wishes. Afraid this is all I can give this year.’ The poor girl threw it straight into the fire. She was so upset (*расстроена*). So then of course he had to give her another.”

Edward said: “Miss Marple, I’m going to get a bottle of champagne (*шампанское*) and we’ll drink to the health of your uncle Henry.”

PROJECT. Unit 2

PARTY

Group 1

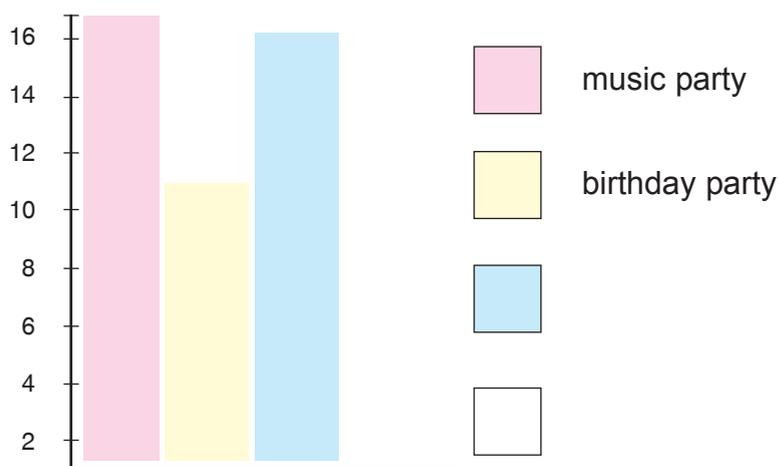


I. Conduct a survey “Your favourite party”. Interview:

- your classmates
- students of a senior class
- students of a junior class
- teachers
- relatives

	birthday party	music party	Halloween party
classmates	5	...	...
Ss of a senior class	2	...	...
Ss of a junior class	5	...	...
teachers	3	...	...
relatives	2	...	...
...
In my / our survey 17 people like birthday parties, 10 people like ...			

Build a diagram to show your results.



Group 2



II. You're going to have a Halloween party. Write your party-planner's check list.

- Before the party.
- At the party.
- After the party.

Group 3



III. Collect information about your school holiday parties.

Use photographs and pictures.

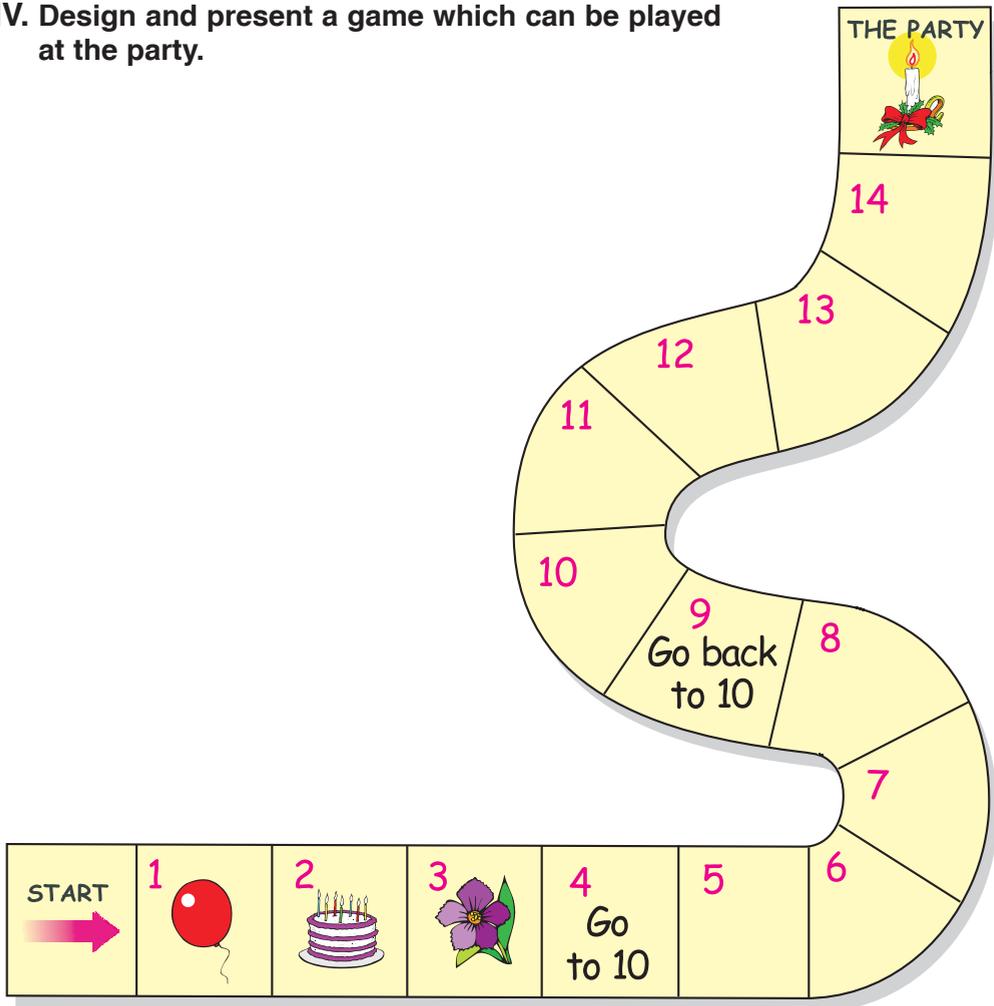
Get ready to describe them.

Example: *In this picture we were dancing at the New Year party.*

Group 4



IV. Design and present a game which can be played at the party.



Choose one of the mini-projects and prepare a presentation.
Do it individually or with your classmate.

TECHNICAL

Student's Book 2

UNIT 5

A BIRD'S-EYE VIEW

LESSON 1.

Souvenirs from Britain



VOCABULARY

1. a) What do people usually bring back from their travels? Do you buy souvenirs when you are away from home? Why? What souvenirs can visitors bring back from Belarus?
b) Vasilyok's teacher has brought some souvenirs from Britain. Describe the souvenirs. Why do you think there are four of them?



A



B



C



D

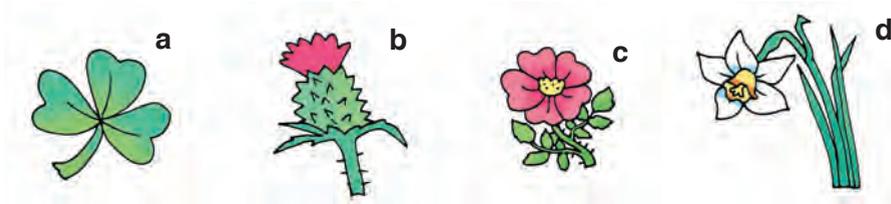
2. a) Listen to part A of the conversation in the classroom. Check yourselves.
b) Listen to the rest of the conversation. What are they talking about? Why do they stop talking?



3. a) Listen to part B and match the souvenirs and the labels. Explain the colours of the labels. 



b) Listen to part C. Match the countries and their symbols.



c) Listen to part D. Find the flags of each part of the UK.

1



2



3



4



4. a) Change the phrases in italics for names of plants from ex. 3.

b) Match the beginnings and the endings of the sentences.

BEGINNINGS

1. Show me the Scotsman
2. Show me the Englishman
3. And show me the true-hearted son of old Ireland

a) who doesn't like the place where the *small plant with three green leaves on each stem* (стебель) grows.

b) who doesn't like the *wild plant with prickly* (колючий) *leaves and purple or white furry* (пушистый) *flowers*.

c) who doesn't like the *flower that has a pleasant smell* (приятный запах), *and is usually red, pink, white or yellow*.

ENDINGS



- c) Listen and check. Does the song tell us about all parts of the UK?
- d) Sing the song.



SPEAKING

5. Work in pairs. Make sure you can answer the questions below.

- a) How many parts is the UK made up of? Which is the largest of them?
- b) Is the daffodil or the thistle the symbol of Wales?
- c) Is the shamrock the symbol of Scotland or Northern Ireland?
- d) What are the colours of the British national flag?
- e) How many crosses are there on the flag of the UK?
- f) How many parts is your country made of?
- g) What are the symbols of Belarus?
- h) What are the colours of your national flag?
- i) Can you describe the Belarusian national costume?



Union Jack – the flag of the UK.

- 6. Compete in 4 teams – Shamrock, Thistle, Rose and Daffodil. Close your books. Answer the questions above. Get one point for each correct answer.
- 7. You are at a European youth meeting. There are young people from Wales, Scotland, England, Northern Ireland, Belarus and other countries there. Choose a country to represent. You have 60 seconds to speak about its symbols and to present the symbolic souvenir you have brought from home.

souvenir shamrock thistle daffodil cross

LESSON 2.

The Best of Britain



VOCABULARY

1. Vasilyok's teacher has also brought a video back from Britain.

a) Look at the four stills from the film. What can you see on them? Which parts of the UK do you think they show?



A



B



C



D



b) Listen to the soundtrack to the film and check your guesses.

2. a) Which parts of the UK do you think these words and phrases describe? Match the words and phrases below with pictures A–E.

full of natural beauty
sandy beaches
beautiful landscape
calm and cool lochs
covered with snow
full of traditions
the British way of life
important cathedrals
world-famous crafts



famous for its historic past
covered with green grass
washed by clear seas
surrounded by warm seas
the local language is spoken
mild climate
traditional sports games
hospitable people



b) Listen to the soundtrack and check yourselves.

landscape surround climate mild tradition

3. Are the statements below true or false? Work in pairs to decide.

- a) The landscape of Britain is boring.
- b) The British climate is mild.
- c) Britain is surrounded by other countries.
- d) You can find important cathedrals and churches only in London.
- e) There are very few historic monuments in Britain.
- f) Britain is famous for its natural beauty and old traditions.
- g) Local people in Scotland and Ireland speak only English.
- h) Traditions are very important for the British way of life.



GRAMMAR

4. Answer the questions using the words in brackets.

- 1. Do many tourists come to Britain? (*is visited*)
- 2. Where is the 'garden of England'? (*is called, are grown*)
- 3. Does it snow in the mountains of Wales? (*are covered with*)
- 4. What language do people in Scotland speak? (*is spoken*)
- 5. Are there many seas around the country? (*is surrounded by / is washed by*)
- 6. Do they make world-famous crafts and clothes in Scotland? (*are made*)
- 7. Do many people know about the beautiful mountains and lakes of Wales? (*are known all over the world*)
- 8. Why is the green colour a symbol of Northern Ireland? (*is covered*)



SPEAKING

5. In the card the teacher has given you, some information is missing.

On your own: fill in the facts and figures you know.

In pairs: ask your classmate about the things you don't know.

In groups of four: share the information with your classmates.

As a big group: Choose any part of the UK to speak about. Give three or four facts, but don't say the name of the country. Let your classmates guess.

important historic local beauty cover

LESSON 3.

Home, Sweet Home



SPEAKING

1. Read the dictionary entries and match the words in bold and the pictures.

Palm [pɑ:m] a tropical tree which is very tall and has large leaves at the top.

Pine [paɪn] a tall evergreen tree that grows in colder parts of the world.

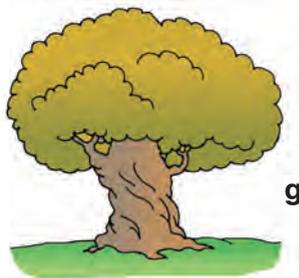
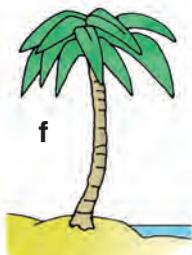
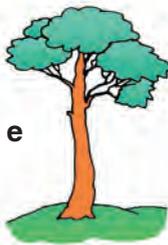
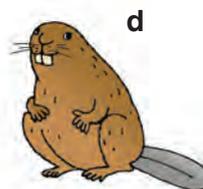
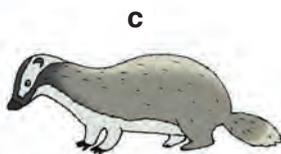
Badger ['bædʒə] an animal with black and white fur that lives in holes in the ground, and is active at night.

Deer [diə] a large grass-eating animal with long antlers that can run very fast.

Oak [əʊk] a large tree with hard wood, common in Northern countries.

Birch [bɜ:tʃ] a light-coloured forest tree common in Northern countries; one of the symbols of Russia.

Beaver ['bi:və] a water and land animal with thick fur and a wide flat tail, which works hard cutting down trees with its teeth.



4. Help Nick to prepare a presentation on New Zealand for his classmates. Work in pairs. Make notes. Use the words in the box for help.

is washed by

is surrounded by

is made of

is known for

is famous for

is visited by

are grown

is covered with

landscape

climate

temperatures

local



New Zealand is a country where most of the people came from the UK in the 19th and 20th centuries.



Information on New Zealand

T 8–13 July, 16–23 January

population — 3,560,000

area — 268,812 square km

many tourists

mountains

kiwi — fruit, kiwi — bird,

deer, sheep, cows

local people — the Maori

					
				kiwi — fruit	kiwi — bird

5. a) Work in pairs. Pair 1: Compare New Zealand and Britain.
 Pair 2: Compare Belarus and New Zealand.
- b) Work in groups. Report the results to the other pair. Are the three countries very different or do they have anything in common?



READING

1. Nick has sent Vasilyok a leaflet advertising trips to Britain. What senses are mentioned on its first page? Which of them is the most important for you?
- a) Look through the texts (A–E) and match them with the titles from the first page (I–V). Explain your choice.



A. In Madame Tussaud’s museum in London you can see the most famous people in the world – music and film stars, kings and queens, writers and sportsmen. Madame Tussaud made her first wax figure in the 18th century.

The Museum named after her is now one of the most popular places of interest in London. Don’t miss it! You can see Michael Gorbachov and Princess Diana, Marylyn Monroe and the Beatles there. But they are not real people. They are figures made of wax.

B. No part of the UK is farther than 100 miles from the sea. Many houses in the country have a sea view. The British used to live from fishing for centuries. Everywhere you go you can smell the sea or ... fish and chips with salt and vinegar – the traditional British meal. You must try the dish – it’s tasty and filling. Remember to give some to the seabirds.

C. Tea in the morning, tea in the afternoon, tea between the meals, tea before bedtime, and to go with the tea – delicious cakes. One of the best recipes – the Lakeland lemon cake – is so easy a child can make it. You only need some flour, butter, sugar, eggs, milk, lemon and spices. Enjoy your treat!

D. Stratford-upon-Avon is the birthplace of William Shakespeare, the playwright who wrote ‘Romeo and Juliet’ and many other great plays. In the house where the great writer was born you can touch the wooden doors, tables, beds and chairs. The 160 plants in the picturesque garden around the house, the town of Stratford help you feel the atmosphere of the time. Don’t forget to write in the Visitors’ Book – people from all over the world have already been here and touched the historic past.

E. Each country of the UK has its symbols. Among them are musical instruments. The harp is the music symbol of Wales; the violin is popular in Ireland. Scotland is famous for the bagpipes which Scottish soldiers used to play. They were most popular in Queen Victoria’s time – she liked a piper to play outside her window to wake her up in the morning. When you are in Edinburgh, look out for a piper playing the bagpipes in the street.

b) Read the texts and complete the sentences.

1. Queen Victoria used to get up to the sound of the _(1).
2. Shakespeare’s house is _(2) by a garden. 3. Fish and chips is a traditional dish not only for people, but for _(3) too. 4. The _(4) in Madame Tussaud’s Museum are made of wax. 5. The main ingredient of the famous Lakeland cake is _(5).

c) Which piece of advice from the leaflet would you like to follow? Why?

2. You are getting ready to make an advertising leaflet about Belarus. Think what you can HEAR, SEE, FEEL or TOUCH, SMELL and TASTE in your country. Work in pairs. Make a mind-map. Compare with another pair.

figure

leaflet

feel

smell

taste

LESSON 5. There Was Once a Young Man...



PRONUNCIATION

1. a) Read the limericks and fill in the missing words from the box.

There was once a young man named Fred.

Who had eyes in the back of his

When asked where he was ... ,

'I've no way of knowing,

But I know where I've been to', he said.

going

Ness

head

York

There was a young monster in

Which liked to eat soup with a fork.

People cried, "What a mess!

You must go to Loch ...!

We use forks to eat pork here in York."



b) Listen and check. What are the words which rhyme?



GRAMMAR

2. a) Look at the words in bold in the poems. Why are they different?

b) Read the examples and work out the rule for how to make one long sentence out of two short ones.

Can you use 'that' instead of 'who' and 'which'?

1. Shakespeare is a playwright. The British are proud of **him**.

Shakespeare is a playwright **who** the British are proud of.

2. The bagpipe is a musical instrument. **It** is popular in Scotland.

The bagpipe is a musical instrument **which** is popular in Scotland.

3. A limerick is a short funny poem. **It** came from Ireland.

A limerick is a short funny poem **that** came from Ireland.

c) Explain the scheme:

WHO –   **WHICH** –   **THAT** –    

d) Can you omit 'that', 'who' and 'which' without changing the meaning?

3. Are you an optimist or a pessimist? Do the quiz to find out.

a) Work in pairs. Make sentences with 'who' or 'which'. Which is true – a) or b)?

Example: *I think vets are people who help animals when they are ill.*

1) Vets / people

- a) give animals awful medicine.
- b) help animals when they are ill.

2) A postman / a person

- a) brings bad news for you.
- b) brings Christmas postcards.

3) A tiger / an animal

- a) can be dangerous.
- b) looks very beautiful with its stripes.

4) A teacher / someone

- a) corrects your mistakes and gives you bad marks.
- b) helps you to learn.

5) The UK is a country

- a) I will never visit.
- b) is visited by millions of tourists.

b) Compare your results with another pair.

4. Do you prefer people who are optimistic or pessimistic? Speak about your likes and dislikes.

I like/
don't like

people
who

are always optimistic, never make mistakes, talk too much, are only interested in money, laugh a lot, can make a good joke, have interesting hobbies, love animals, always talk about themselves, help other people, can speak English well, know a lot, ...

5. Play a guessing game in pairs.

Example: – *Can you tell me the name of a country in Europe which is made up of six regions?*
– *It's Belarus.*
– *Well done! Your turn.*

Information for student A.

an animal / cuts trees with its teeth
the ocean / makes the climate of Britain mild
the tree / is the symbol of Russia
the month / starts the year
the city / is the capital of Wales

(Keys: beaver, the Atlantic Ocean, birch, January, Cardiff)

Information for student B on page 254.

6. a) Put these sentences together. Use 'who' or 'which'.

- | | |
|---|---|
| 1. The UK is a country | a) were born in Wales. |
| 2. Shakespeare is the playwright | b) is famous for its art festivals. |
| 3. Edinburgh is a city | c) wrote 'Hamlet'. |
| 4. Northern Ireland is a part of the UK | d) is made up of four parts. |
| 5. The Welsh are the people | e) is spoken in the West and North of Scotland. |
| 6. Scottish Gaelic is a language | f) has a population of 1.5 million people. |

b) Check with your classmate. Take turns.



WRITING

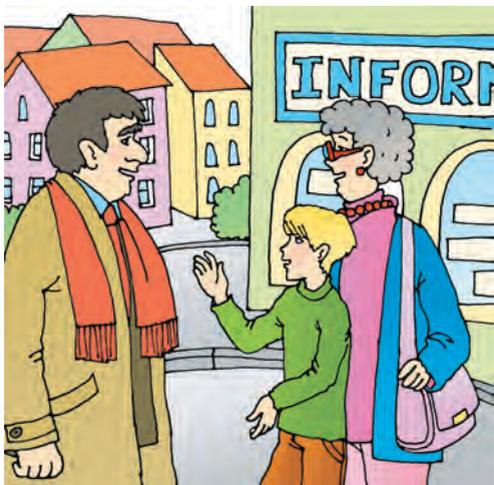
7. Write questions for a quiz on the UK. Use 'who' and 'which'.

Example: *What's the name of the city which is the capital of Wales?*

LESSON 6. The Athens of the North

G GRAMMAR

1. a) Rosie took some photos of her Granny and Nick in Edinburgh. Look at the photos and say where Granny and Nick are and what is happening.



b) Listen to their conversations. Check your guesses. Match the conversations with the pictures.

-  2. a) Listen again. What is Granny asking for all the time? Why?
 b) Does Nick repeat the visitor's question word for word? Do the visitors repeat too?
 c) Read two questions from the conversations. Which do you prefer? Why?
 – *Could you tell me what time it is now, dear? – What's the time?*
3. Read the sentences below. Look at the words which are underlined and marked. Work out the rule for asking indirect questions.

Where is Princes Street? (*direct question*)
 Do you know where Princes Street is? (*indirect question*)

Can you speak English?
 I wonder if you can speak English.
 Do you like Edinburgh?
 I'd like to know if you like Edinburgh.



4. a) You are a visitor to Britain. Change these questions into more polite ones.

1. Is Edinburgh or Glasgow the capital of Scotland?
2. Where is the monument to Sir Walter Scott?
3. Why is Edinburgh called the Athens of the North?
4. How far is Edinburgh from London?
5. What is Edinburgh famous for?
6. Do people speak English in Scotland?

b) Work in pairs. Take turns to ask and answer the questions. Use the lesson page for help. Ask your teacher if necessary.

I wonder
I'd like to know
I want to know
Do you know

when, what, why, who, where,
 if



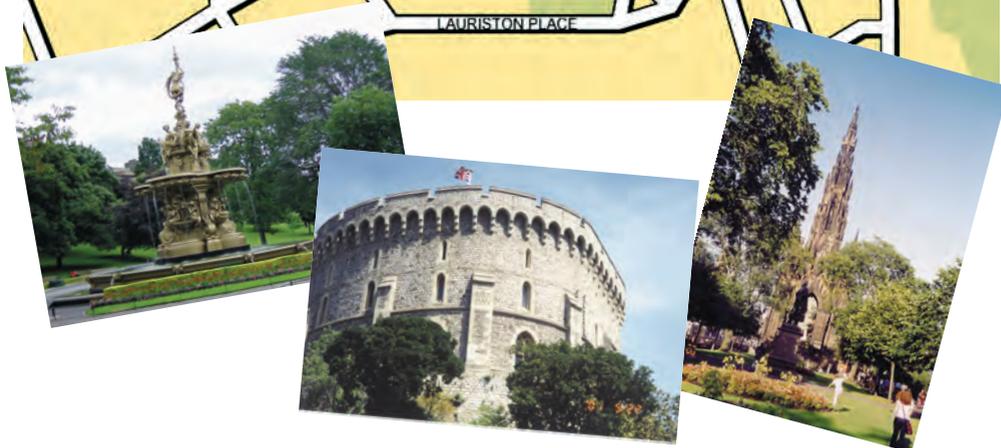


SPEAKING

5. In groups of three (Granny, Nick and a visitor) role-play asking for directions and information in Edinburgh. Use the map of the city centre for help.

HOW TO or WHERE TO

- 1) get to the castle from Princes street
- 2) listen to some bagpipe music
- 3) buy some souvenirs in Edinburgh
- 4) get to the central bus station



LESSON 7.

London Sightseeing Tour



LISTENING

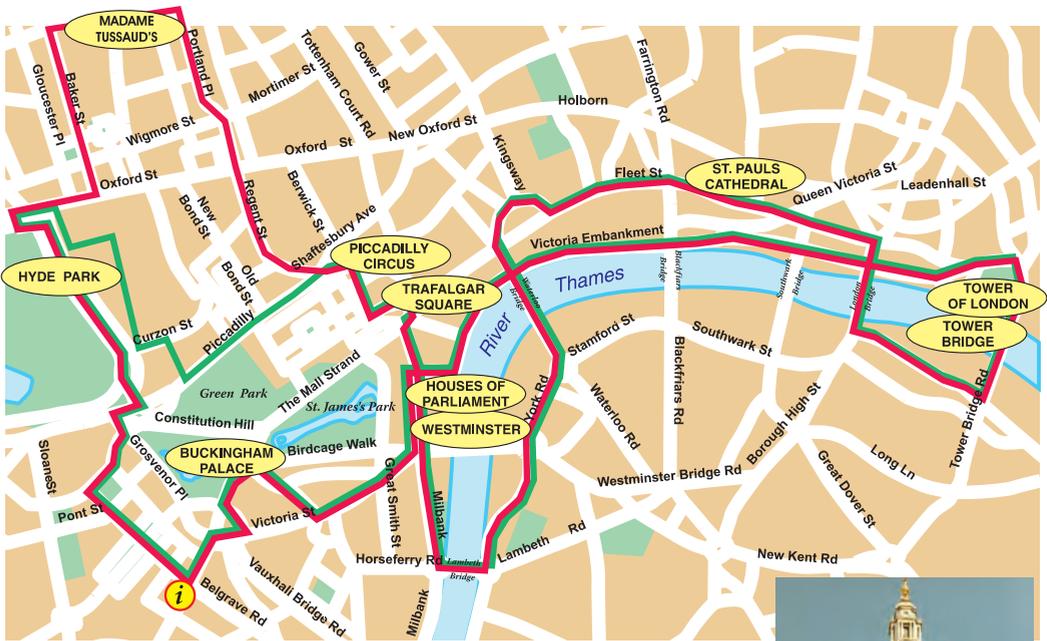
1. Nick is at the Information centre. He's talking to Rosie on the phone.



a) Listen to their conversation and say why Rosie isn't in London now.

b) Listen again and say how many sights Nick is going to see.

c) Listen again. Look at the map and find the sights Nick is going to see. Say if he is going to take *The Original Tour* or *Madame Tussaud's Tour*. Why do you think so?



The Tower of London



Hyde Park



St. Paul's Cathedral



READING

2. a) Look quickly through the descriptions of the most important London sights and match them with the pictures.



Big Ben and the Houses of Parliament



Trafalgar Square



Piccadilly Circus



Madame Tussaud's Museum

A. The most famous bridge over the River Thames. There is a museum inside.

B. A large Church where the coronations of many kings and queens took place.

C. A cathedral built by the famous architect Sir Christopher Wren, where an earlier cathedral used to be before the Great Fire of London in 1666.

D. Now a museum, it used to be a prison (*тюрьма*), the Royal residence and a treasure house (*сокровищница*).

E. The official London home of the Queen. The Palace with 600 rooms is open to the public in summer, when the Queen is on holiday.

F. A popular London park with Speaker's Corner where you can say anything you like to the public.

G. London's most famous square with a column named after Admiral Nelson who won the battle of Trafalgar. The square is surrounded by many famous buildings.



Buckingham Palace

H. The Palace of Westminster, as the Houses of Parliament are officially known stands beside Westminster Abbey, by the Thames. The clock tower, 98 m high, is known throughout the world as Big Ben. Big Ben is in fact the tower bell, which weighs 14 tonnes.



Westminster Abbey

I. This famous museum is found in Marylebone Road, near Baker Street. The wax figures are all life-size. Open daily.

J. A famous square surrounded by souvenir shops and places to eat, from where Piccadilly runs to Hyde Park Corner.



Tower Bridge

b) Read the texts again. Find the place which

- is full of shops and restaurants,
- has a monument in the centre,
- is important for the Royal family,
- is always open to the public,
- is good for saying what you want,
- is open to tourists when the Queen is away,
- is in fact a palace,
- is a rebuilt cathedral,
- has a museum inside,
- used to be a dangerous place.



SPEAKING

3. Work in pairs. Plan your and your classmate's day in London. Discuss what sights you would like to see and why. Make a shortlist of places of interest to see in one day. Which tour would you take? Share and compare.

LESSON 8.

In and Around London



SPEAKING

1. a) Play in teams. Name as many London attractions as you can.
b) Rank the attractions.
c) Make a survey. Find out which attraction is No 1 for your group.

sight = place of interest
= attraction



READING

2. Nick wants to take a bus tour around London.
 - a) Look through the leaflet and find out what information you can't get from it.
 - working times
 - where to buy tickets
 - contact phones
 - prices

THE ORIGINAL SIGHTSEEING TOUR

ENGLISH LIVE GUIDES AND EIGHT DIFFERENT LANGUAGE COMMENTARIES



- o Commentaire en Francais
- o Commento in Italiano
- o Deutsche Ansage
- o Nederlands commentaar
- o Svensk Guidning
- o Commentario Espanol
- o 日本語で録音された解説
- o Комментарий на русском языке



Welcome to the tour information

- ‘Hop-on Hop-off’ service
- four tours for the price of one
- English live commentary
- daily departures from every stop
summer: 09.00–19.00 every six minutes; winter: 10.00–17.00 every 15 minutes
- fast entry tickets to the best London Attractions

Where to buy tickets information

- on the bus
- from any London Tourist Information Centre
- from your hotel
- from any Tour Agent



Tel: 0207 877 1722

b) What languages are the commentaries in? Work in pairs. Use the flags and the information in the leaflet to answer the question. Choose the languages from the box.

Japanese French German Italian Spanish Polish
Russian Dutch Swedish

attraction

3. a) An American tourist is looking for information about London Attractions. Reorder the telephone conversation. Begin with A.

- A. Popular Attractions. How can I help you?
- B. You're welcome. Bye.
- C. Then you should go to Madame Tussaud's first. You can see her wax figure there. Then, I'm afraid you'll have to go outside London – to Northampton. There's an exhibition called 'Diana: a celebration' there.
- D. Would you like to make a note of the telephone number, please: 01604 770107.
- E. I'd like to know which London attraction is the most popular.
- F. I'm from the States. I'm not very good at British history, you know, but I really liked Princess Diana.
- G. Thanks a lot. I will. Can you tell me how I can get more information about the exhibition?
- H. It's a difficult question, you know. There are many, in fact, which are popular with the public. What are you interested in: history, art, famous people or the Royal family?
- I. Thank you very much. Bye.



- b) Listen and check.
- c) Act out the conversation.

4. Role-play the conversations between the information clerk and a tourist:

- a) Student A: You've learned about the famous London Eye. You'd like to enjoy it with your family.
Student B: You work at the Popular Attractions. Information about your attraction is at the end of the book (p. 254).
- b) Student A: You're interested in William Shakespeare's plays and in the theatre. You want to know more about the famous Globe Theatre in London.
Student B: You work at the Popular Attractions. Information about your attraction is at the end of the book (p. 254).

LESSON 9. Places to See, Things to Do



READING

1. a) Look through the text below. Where can you find it:

- ✓ in a newspaper?
- ✓ in a children's book?
- ✓ in an encyclopaedia?
- ✓ in a tourist leaflet?

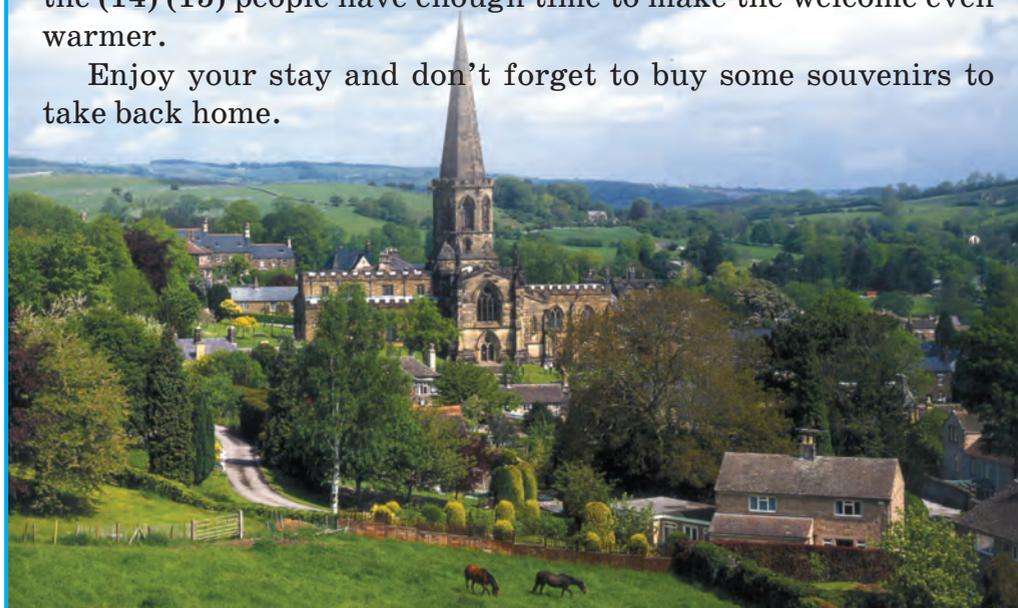
b) Look through the text again. What do you think is wrong with it?

Welcome to Britain, dear visitor!

You will see that beyond London the (1) landscape varies from (2) hills of Southern England through the Midlands and East England to the (3) mountains of Scotland and Wales and (4) (5) lakes of Northern Ireland and Scotland. Warm seas surround the islands. The South of England has some popular (6) beaches.

Wherever you go, there are many (7) places for (8) walks. The pubs are famous for their (9) (10) food and drinks. Britain is proud of its (11) traditions. London is an (12) attraction of course, but outside the (13) capital city you will find much more – the (14) (15) people have enough time to make the welcome even warmer.

Enjoy your stay and don't forget to buy some souvenirs to take back home.



2. a) Use the adjectives in the box to make the text more enjoyable to read.

green snow-covered blue busy sandy beautiful
kind-hearted hospitable enjoyable local delicious exciting
cool historic fantastic

b) Compare the results with your partner's.

3. a) Where can you find the following short text? Use ex. 1 for help.

...Belarus is made up of six regions. It is surrounded by other countries – Russia, Poland, Latvia, Lithuania and Ukraine. Belarus is known all over the world for its people. The fields and forests of the country are covered with snow in winter and green grass in summer. The climate of Belarus is continental...

b) Compare your version of the text from ex. 1 and the text from ex. 3. What are the differences between the texts? Think of your ideas to complete the list below:

- the first text addresses the reader directly (*dear visitor, you can see, wherever you go*)
- instead of active verb forms, the second text uses ...
- ...

4. a) Change the text in ex. 3 to make it good for a tourist leaflet.

b) Compare with your classmates' results.



WRITING

5. Work in pairs. Write a similar text for a leaflet on Belarus. Make it interesting to read. Write about places to see, things to do and souvenirs you can get in our country. Use the mind-map (Lesson 4).

UNIT 6

DIGGING UP IN THE PAST

LESSON 1.

The Viking York



VOCABULARY

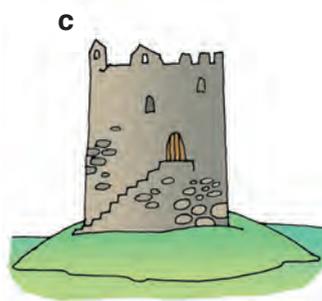
1. What is the job of people who study the past? Is this job interesting? Why?



2. Nick and Rosie went on a school excursion to an old English city – York. Listen to their guide and say why this city is famous.



3. Listen again and match the words to the pictures.



1. grave
2. ruins
3. Viking
4. skeleton
5. treasures



4. Now read the text below and find the words that mean the following:

- a) to learn, to discover;
- b) to come somewhere to stay and live;
- c) to stop living;
- d) to put a dead body into the earth;
- e) to try to find something;
- f) very old;
- g) going far down;
- h) very big.

Hello, children. My name is Peter Hestory. I'm an archaeologist. My job is to find out how people lived in the past. Archaeologists are like detectives. We look for things buried in the earth and then try to see a picture of what happened a long time ago.



So welcome to York, which used to be one of the largest, richest and most famous cities in Britain. People in the 10th century knew it as the capital of the North of England. It was a famous trading post¹ – people from all over Britain came here to buy and sell things. The men and women who lived here were Vikings, they came from Norway and Denmark and settled in Britain in the years after 800 AD.

AD (Anno Domini)
= our era

Viking York has now disappeared. Most of the city's buildings were made of wood and archaeologists have found some of them deep below the streets and buildings of the modern city. You can also see the huge ruins of an ancient castle here. We have found some graves too. When Vikings died, they were buried with the things that were very dear to them, which they thought they could take with them to the next world. In this grave we found a skeleton of a rich woman who died more than a thousand years ago. Can you see these treasures: coins, silver and gold? This woman was very rich.

¹trading post – торговый пост (фактория)

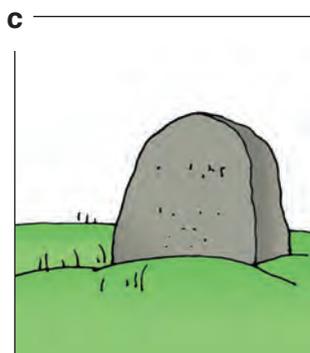
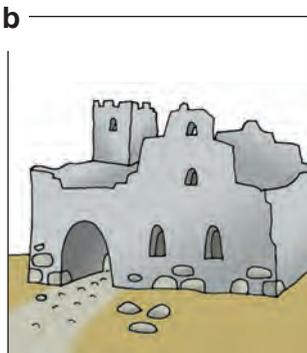
5. How much have you learnt about ancient York? Check yourself.

1. What does Peter do?
2. Who were the Vikings?
3. Why did Viking York disappear?
4. Where have the archaeologists found the ancient houses?
5. What else did they find?



SPEAKING

6. Look at the pictures and say what happened to Rosie and Nick.



treasure Viking grave skeleton archaeologist bury
settle deep ancient

LESSON 2.

The Time Machine



LISTENING



1. Look at the pictures. What do you think happened next? Listen to the conversation and say which pictures do not match with the text.

a



b



c



d



2. a) Listen to the story again. Are the sentences true or false?

1. The pyramids are houses where the Egyptians lived.
2. The Pyramids were built for the kings.
3. People who looked for treasures in the pyramids became rich.

b) Would you like to visit ancient Egypt? Why?



SPEAKING

3. a) Work in groups. Read the text (A, B or C) about Ancient Egypt.

TEXT A

People in Ancient Egypt believed in a magic animal that had a man's head and the body of a lion – Sphinx.

The stone monument of the Great Sphinx stands 20 m high, near the pyramids at Giza. The Sphinx was built 4,500 years ago.



TEXT B



Pharaohs were sometimes buried inside stone pyramids – huge buildings that were built by people of Ancient Egypt. The pyramids were big so that people could see how great their kings (pharaohs) were. The biggest pyramid, the Great Pyramid, is still standing in Giza, near Cairo, the modern capital of Egypt.

TEXT C

One of the youngest pharaohs in Ancient Egypt was Tutankhamen (he became king at the age of twelve). King Tutankhamen died at only 18 years old. He was buried in a grave in the valley of the Kings, near the ancient city of Thebes. This gold mask was found among the treasures in Tutankhamen's grave.



b) Share the new facts with your friends.

4. Role-play. Use the phrases in the box below to help you.

I'd like...	How can I help you?
I wonder...	How about?
I'd like to know...	Do you know...?
I want to know...	We have a special trip to...

Student A: You are a tourist. You'd like to travel in time. You want the best tour. Decide whether or not to accept the offer.

Student B: You are a travel agent and an Egypt fan. Your trips to ancient Egypt are the best. Do your best to sell this trip. Use ex. 3.

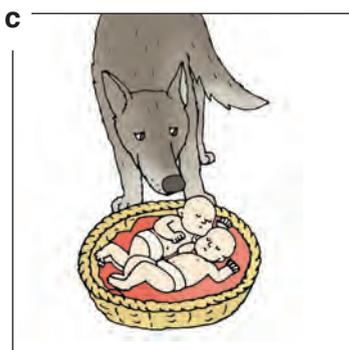
LESSON 3.

Ancient Rome



GRAMMAR

1. a) Look at the pictures. Read the sentences and match them with the pictures.



1. Rome was founded by two twins, Romulus and Remus.
2. They were born into a very poor family.
3. Their parents had no money to feed them, so the twins were left in the forest.
4. In the forest they were found by a wolf.
5. The brothers were fed by the wolf together with her cubs.
6. Later they were found by a shepherd.

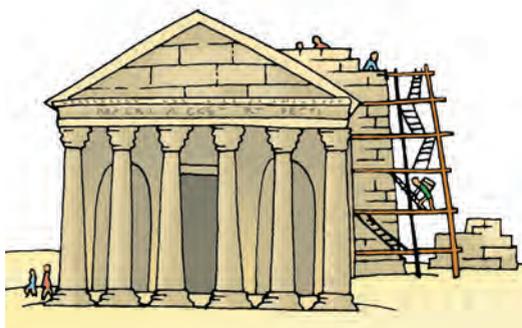
found – founded – founded

b) Check your memory. Answer the questions.

1. Who was Rome founded by?
2. Why were the brothers left in the forest?
3. How were the twins fed?
4. Who found them later?

find – found – found

2. a) Read the sentences and say if they refer to the present or to the past.



The Pantheon was built more than twenty centuries ago.



Today the Pantheon is visited by thousands of tourists each month.

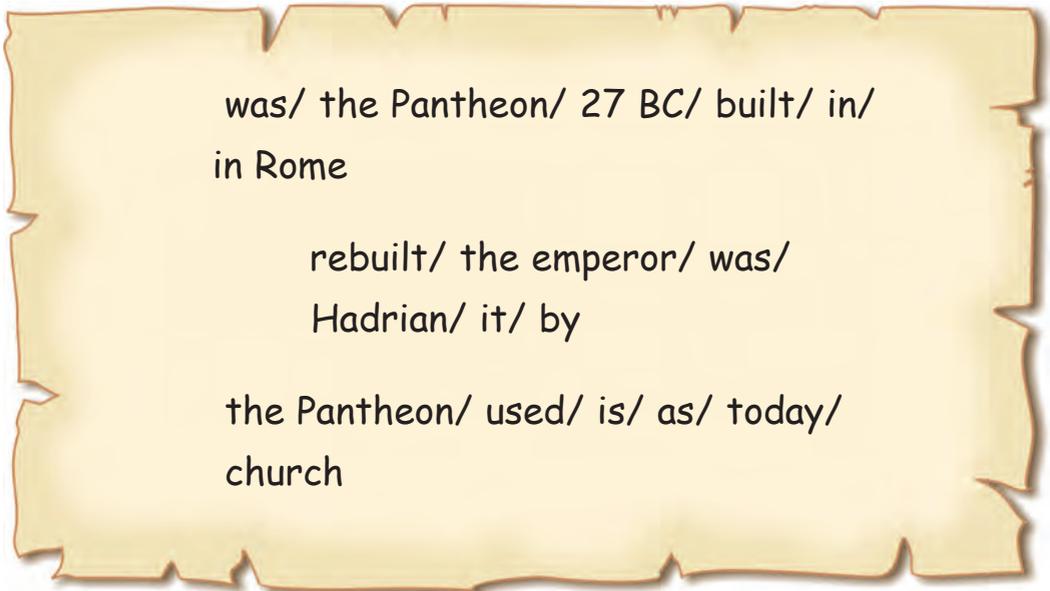
b) Answer the questions.

1. Who built the Pantheon?
2. Who visits it every month?
3. Why can you answer the second question and not the first?
4. What have you learnt about the usage of Past Passive in English?



c) Fill in your Grammar Chart.

- 3. In the history lesson on Rome Rosie wrote a secret note to her friend. Can you break her code?**



- 4. Use the cards the teacher has given you.**
Make a story about your memorial.
Use the information to answer the teacher's questions.

found



READING

1. Listen to the poem. Follow in your book. What does it tell us about these huge animals?

Deep in the jungle,
 Long-long ago,
 There lived a dino-dino,
 Dino-no.
 There lived a lizard,
 Huge and slow,
 Shy and ugly,
 Dino-no.

Deep in the jungle
 Long-long ago
 There grew some palm-trees
 All in a row.
 Poor clumsy dino
 All in a go,
 Broke three hundred trees
 With his right foot toe.

2. a) What do you know about dinosaurs? Decide whether the following statements are true or false.

1. The word dinosaur means “huge fish”.
2. Dinosaurs lived on all the continents.
3. Dinosaurs died out because there was nothing more to eat on the Earth.
4. Some dinosaurs had feathers.
5. People and dinosaurs lived at the same time.



- b) Read the text and check your ideas.

The word dinosaur comes from *dinosauria*, which means “terrible lizards”. The oldest-known dinosaur skeletons were found in Argentina and Brazil. They are about 230 million years old. Scientists believe that these **huge** animals lived on all the continents. At the beginning of the age of dinosaurs, the continents we know now were arranged together as a single supercontinent. During the 165 million years that dinosaurs lived on the Earth, this supercontinent slowly broke apart. Dinosaurs **died out** about 65 million years ago. There are a lot of theories why this happened. A lot of scientists believe that the main reason was a huge meteorite, which fell down on the planet.

Dinosaurs were of different colours and sizes. Some of them even had feathers! There were also kinds of dinosaurs that could fly. They are believed to be the relatives of birds. Some kinds of these animals ate grass and plants, others – meat or fish.

Did people and dinosaurs live at the same time? No. After dinosaurs died out nearly 65 million years passed before people appeared on the Earth. However, some small animals were **alive** at the time of dinosaurs.

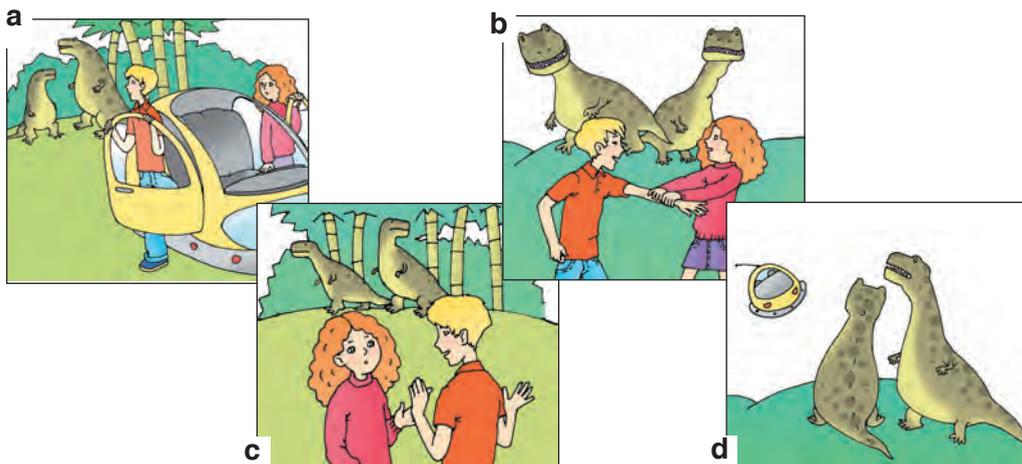
c) Guess the meaning of the words in bold.

 3. Nick and Rosie travelled 70 million years back into the past. Listen to what Rosie is telling her friend. Is she telling the truth?



SPEAKING

4. Look at the pictures. Make up a story about what really happened to Nick and Rosie.



5. a) Why do you think dinosaurs died out?
- b) Would you like them to be alive today?
- c) What other animals are dying out on our planet? Why? What can we do about it?

die out alive

LESSON 5.

Wonderful Inventions



GRAMMAR

-  1. a) Nick and Rosie went to the England of the past. They met a girl there. Listen to their conversation and guess what year they are in.
b) Listen to the conversation again and match the halves of the sentences.

- | | |
|------------------|---|
| 1) The telephone | a) will be invented by a Russian scientist. |
| 2) The radio | b) was introduced in 1876. |
| 3) The computer | c) will be invented in America. |

2. a) Do the sentences in ex. 1b) refer to the past or to the future?

- b) Fill in the Grammar Chart.



3. Nick made more notes about different inventions for the girl. Guess what he told her.

- compact disk players / introduced / in 1982 / will be.
- in 1938 / invented / the ballpoint pen / will be.
- the pop-up toaster / in 1926 / invented / will be.
- will be / the computer floppy disk / in 1970 / introduced.
- the vacuum cleaner / in 1901 / will be / invented.

4. a) Why didn't the girl believe that Nick and Rosie came from the future? Do you know anything about the Seven Wonders of the World?

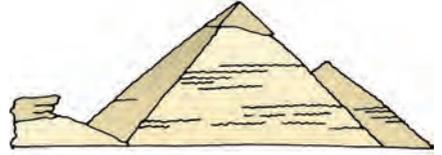
b) Read the texts about some of them and match the sentences with the pictures.



a



b



c

1. The Pyramids of Egypt were built around 2680 BC. Of all the ancient wonders of the world, only the pyramids are standing.

2. The Hanging Gardens of Babylon were built in what is now Iraq around 600 BC to please the queen.

3. The Statue of Zeus was 40 feet high. It was made of gold. It was located in Olympia, Greece.



SPEAKING

local →
to be located

5. Think of a future wonder. Tell your classmates about it. Use the following question as a plan.

1. Where will it be located?
2. When will it be started?
3. What will it be made of?
4. How long will it take to build it?
5. What will it be called?
6. What will it be famous for?

invent

LESSON 6.

Fact or Fiction



LISTENING

1. a) Look at the pictures. What do you know about this castle? Share your ideas with your partner.



- b) Who is the lady in the picture? What do you know about her?



2. a) Look through the names. Do you recognise any of them? Listen to the legend and say which names were mentioned in it.



Francisk Skorina
Mikola Husovsky
Michael Radziwill Chorny
The White Lady
Kshishtof Radziwill Sirootka
Michael Radziwill Rudy
Semeon Polotsky
Euphrosinya Polotskaya
Stanislaw Radziwill
Zhyhimont August
The Black Lady

b) Listen to the legend again and note down as much information about the characters as possible.

3. As you know legends do not always tell the whole truth. Look through the real facts and find the differences.

Zhyhimont August was the Prince of the Great Lithuanian Duchy and the heir to the Polish throne.

Barbara Radziwill was a Belarusian Princess but not of royal blood.

Michael Radziwill Chorny and Michael Radziwill Rudy wanted their sister to marry Zhyhimont.

In 1543 Zhyhimont August married Barbara Radziwill.

Zhyhimont and Barbara became the King and the Queen of Poland.

Barbara Radziwill died very young of a serious illness.

Soon after Barbara's death Zhyhimont married again.



SPEAKING

4. Nick and Rosie decided to find out more about the history of Belarus. They remembered that Vasilyok had told them something interesting about the castle of Nesvizh. Unfortunately they pressed the wrong button and got to the 18th century. There they met the ghost of Barbara. They decided to interview her.

In groups of three act out the conversation.

Did you really ... ?





READING

1. Do you read newspapers? What kind of articles do you usually read? Would you read an article with the following headline:

SENSATIONAL DISCOVERY

What do you think it is going to be about?

2. a) Read the article and check your guesses.

Archaeologists in Nesvizh have discovered a large grave from the 17th century. They believe that an important person of that time was buried in it because in the ruins they found a skeleton of a woman.

Many stories about Barbara Radziwill come from that area, and everyone is asking the same question: might this be the grave of the famous Belarusian Princess? A gold ring was found in the grave among other treasures. The same ring can be seen on Barbara's finger in her famous portrait.

The archaeologists have to work slowly and carefully, so it may be months before they know the answer. Will the truth ever be discovered?

Maria Brylska

- b) Do you believe Barbara Radziwill was buried in this grave? Why/Why not?

3. Read the article again and answer the questions:

- a) Which paragraph is about the place and the time of the discovery?
- b) Which paragraph is about the mysteries?
- c) Which paragraph gives the conclusion?

A topic sentence is a sentence which says in brief what the paragraph is about.

4. Find the topic sentences.



WRITING

5. Match the pictures with the headlines.

1

A Dinosaur's Tooth
Discovered in Belarus

2

*Pharaoh's Secret Chamber
Opened*

3

The Black Lady Follows
the Farmers



6. Write your article. Use one of the headlines and pictures. Questions in ex. 3 will guide you.

discover discovery



READING

1. What do archaeologists do? Do you remember what archaeologists found in York? Would you like to be an archaeologist? Why?
2. Read the sentences. Can you guess the meaning of the words in bold?
 - a) This horror story is a bit **creepy**. It's too late to read it, I won't sleep at night.
 - b) Indians are **native** people of Central America.
 - c) You can find a lot of interesting things at the **dig site** where archaeologists work.
 - d) Indians used **clay pots** to cook food.
3. a) Look through the story very quickly. Where is the dig site situated? Look at the map and find the place.
b) Read the story of the Chase family. What did the Chases find?

A Family That Digs Together

Digging in a creepy grave is not a typical pastime for a 9-year-old boy, but it's routine for Aubrey Chase, his brother Adrian, 11, and his sister Elyse, 6. Their parents, Arlen and Diane, are archaeologists. They spend two months a year exploring the ruins of an ancient city called Caracol (*carahcoal*) in Belize, Central America.

Caracol was built more than 2,000 years ago by the Maya, a native people of Central America and Mexico. It is one of the largest Mayan cities ever found.

The kids work with their parents at the dig site every day after morning lessons. The three have found pieces of clay pots. "They're really good at putting the pieces



together,” says their mom. “It’s like a jigsaw puzzle for them.” The kids take part in almost all activities.

The Chases have made many fascinating discoveries at Caracol. Not long ago they found two new graves and a monument. They understood that they had walked by the monument many times before – it looked like a large stone. Diane and Arlen looked at it more carefully and saw an image of a person inside the moon sign. They think the symbol may tell a Mayan myth. The Chase family comes back to Florida every spring. The stars and the Mayan secrets are always waiting quietly when the Chases return the next year.

4. Look through the sentences. Are they true or false? Why?

1. A typical way to spend time for a 9-year-old boy is digging up in the past.
2. Caracol was built many years ago by the Indians.
3. Aubrey, Adrian and Elyse don’t go to school at all.
4. The kids don’t help their parents at the dig site.
5. Arlen and Diane found a message in the grave.



WRITING

5. Aubrey, Adrian and Elyse found a coded message in one of the graves. The Mayans addressed it to the people of the future. Decode and read the message. Were their guesses right?

De arfr iendw edonotkn owwh oyoua reandwh atyearitiswhenyo
ureadthism essageourpe oplearedyingo utandourchildrenwill
notk nowwhattheworl dwillbeinmanyc enturieswewantto
believeth atpeople ofthefuture willfindthew aytogetridofm anyill
nessesfromwhic hourpeopleare dyingwealsobeli evethattherewi
llbeflyin ghorsesan dpeoplewillh eareach otherevenift heyare
faraw ayfromon eanotherwe alsohopethattherew illbe
peaceallovertheworldt hatpeoplewil lnotkillpeoplelikewedi d

6. Work in groups. Think of the things that will be invented, discovered, used, etc. in future. Write a message to the people who will live in the next century.

LESSON 9.

History Game



SPEAKING

1. Play this game in two groups (A and B). The group that gives a full answer on all the questions is the winner.

What do archaeologists do?



Why did York disappear?



What do you know about the Great Sphinx?



What do you know about the history of Rome?



Name at least three wonders of the world and say all what you know about them.



Where and with whom did Barbara Radziwill live?



Why did Barbara die?





When was Caracol built?



Who were the Vikings?



What was there in the Vikings' graves?



What do you know about King Tutankhamen?



What do you know about dinosaurs?



Name three important inventions and say all what you know about them.



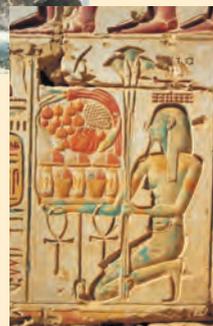
Who was Zhyhimont?



What did Zhyhimont do after Barbara's death?



Who were the Maya people?



UNIT 7

HANDMADE



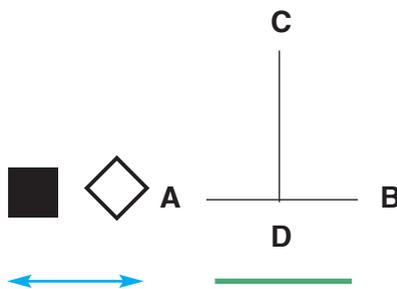
LESSON 1.

As Good as Gold

G GRAMMAR

1. Do you believe your eyes? Look at the pictures. Answer the questions.

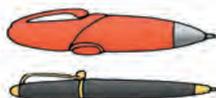
1. Is the black one bigger than the white one?
2. Is AB shorter than CD?
3. Is the blue one longer than the green one?



2. Look at the pictures and compare the objects.

Example: *The black pen is as long as the red one. / The black pen is not as large as the red one.*

a



b



c



d



e



3. In groups of four, compare your age, appearance and clothes with your friends'.

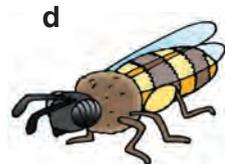
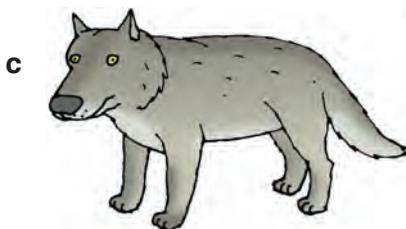
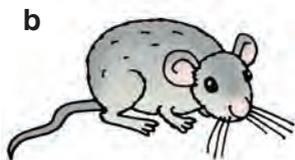
Example: *I'm as old as Nick. / I'm not as tall as Nick.*

4. Read the text. What is a simile? In the text find the similes, which describe you best.

There are a lot of similes in the English language. Similes are the phrases using "as - as -" structure. In these phrases people or things are compared with animals, vegetables, nature and so on. If a man is not afraid of anything, we can say: "He is **as brave as a lion**." If a person is very quiet, people usually say about him: "He is **as gentle as a lamb**." or "She is **as quiet as a mouse**." If two boys or girls are twins, we can say: "They are **as like as two peas**." (*peas – горошины*.) A person who is very calm is **as cool as a cucumber**. When a person often changes his mind, people usually say about him: "He is **as changeable as the weather**". A person who is always kind and soft is usually called **as soft as butter**. If a person is very beautiful, we usually say: "She's **as pretty as a picture**." If a student behaves well and works hard at school, teachers say: "She or he is **as good as gold**." Are you as good as gold?

5. Work in pairs. Complete the sentences using the pictures.

1. Bill hasn't eaten for two days. He's as hungry as a
2. Fred hasn't got money. He's as poor as a church
3. Jane has got a ten in English. She is as happy as a
4. My sister does so many things that she's always as busy as a



6. Look at these examples. Fill in the gaps in the table to make the rules.

1. I am as tall as my father.

2. I am not as lucky as my friend.



To compare two things we use **as + adjective + ...**

a) to say that things are the same we use ... **good ...**

b) to say things are different we use ... **as good as ...**



SPEAKING

7. a) Work in groups. Fill in the chart the teacher has given you for yourself.

b) Make a survey. Interview your group-mates. Find out how they feel in the following situations.

Example: *How do you feel when your mum is angry with you? –
I feel as gentle as a lamb.*

- when you are with a girl/boy you really like;
- when your mum is angry with you;
- when your brother/sister picks on you;
- when you have a lot of homework to do;
- when somebody says you are wonderful;
- when you have no money;
- when your teacher says you've done well in the lesson.

c) Report to the class if boys and girls in your group feel the same or different.



GRAMMAR

1. a) Read the rhyme and fill in the gaps with “do” or “make”.

What will you do?
 What will you make?
 I'll ... my best
 I'll ... a cake.



b) Listen to the rhyme and check your answers.

c) Listen and repeat.



2. a) Listen to the conversation. Are Nick and Rosie as good as gold?

b) Listen to the conversation again. Fill in the gaps with *do* or *make*. Mind *doing* and *making*.

Mother: Come on, children. Let's __ (1) the beds first.

Nick: OK, Mum. Then we'll ask Dad to __ (2) a chocolate cake for us.

Dad: Yes, sure. But I'm afraid to __ (3) a mistake and use salt instead of sugar this time.

Rosie: I hate __ (4)ing work about the house when I'm on holiday. One thing I love about the holidays is that I don't have to __ (5) any homework.

Dad: But you will have to. You didn't __ (6) well at school this year. Now, please __ (7) me a favour and __ (8) a cup of coffee for me.

Rosie: But I can't. I hate __ (9)ing kitchen work.

Dad: Please, don't __ (10) so much noise and finish your bed!

Nick: Daddy, let's __ (11) some changes in my room. I want to __ (12) a shelf for my CDs.

Dad: OK, we'll __ (13) it after breakfast. By the way, would you like to __ (14) a bird-house for our garden?

Nick: I'd love to. I like __ (15) things from wood.

c) Role-play the conversation.

3. a) Look at the pictures. Read the conversations under the pictures.



- What are you *doing*, Nick?
- I'm *making a plane*.
- Why don't you *do your homework*?
- I don't want to.
- But you aren't *doing very well* at school.



- What are you *making*, Fred?
- A chair.
- You're *doing a good job*, but why don't you *make some changes* to the legs?
- I'll *make* if you *do your best* and give me some ideas.

b) Find more examples with *do* and *make* in ex. 2.

Write them out in two columns.

c) Can you explain the difference between *do* and *make*?

d) Which of the verbs is used to speak about a process? Which one is used to speak about a result?



WRITING

4. a) Are you as good as gold? Why? Why not?

b) Make a list of things to do to be as good as gold.

c) Compare the list with your partner's.



SPEAKING

5. a) Look through the list of activities.
Which of them do you like doing?

b) Interview your partner.
Make notes of his/her answers.

Example: – *Do you like doing your homework?*

– *Oh, yes I do. / Sometimes I do and sometimes I don't. / I don't like doing it.*

Activities	You	Your partner
do your homework		
make breakfast		
do work about the house		
make your bed		
make changes in your room		
do grammar exercises		
make dresses for your dolls		
make noise in the lessons		
make friends with girls/boys		
make things from wood/metal/paper		
make a plane		

c) Change pairs and tell your second partner about your first partner's preferences.

LESSON 3. You Can Make It Yourself!



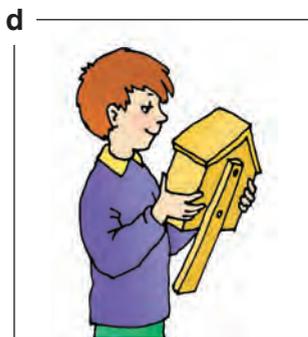
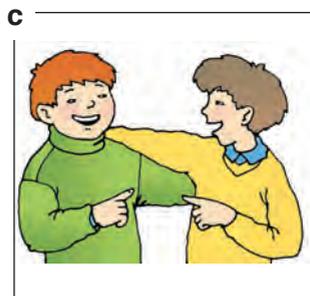
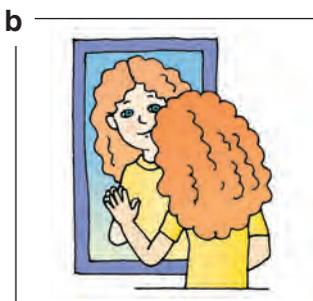
GRAMMAR

1. Look at this picture of a girl. Answer the questions.

1. Is the girl happy?
2. Is she proud?
3. Why is she proud?



2. Look at the pictures. Read the sentences. Match the sentences and the pictures.



1. Be careful! Don't cut **yourself**. (*not me*)
2. I made this bird-house **by myself**. (*nobody helped me*)
3. They are laughing at **themselves**. (*not at us*)
4. Rosie loves looking at **herself** in the mirror. (*not at you*)
5. We cleaned the classroom by **ourselves**. (*nobody helped us*)

3. Match the sentences 1–4 with the sentences a–d to make a conversation.

- | | |
|---|--|
| 1. Did you buy these socks? | a) She can, but they're my present. |
| 2. Did you knit them for <i>yourself</i> ? | b) No, my Dad made it <i>himself</i> . |
| 3. Can't your Granny knit them <i>herself</i> ? | c) No, for my Granny. |
| 4. Did you help your Dad to make a cake for her birthday? | d) No, I knitted them <i>myself</i> . |

4. Work in pairs. Check your answers to ex. 3.

Add one or two sentences before and after the conversation.

Act out your conversation to the rest of the class.

5. a) Listen to the conversation.

What present have Rosie and Nick decided to give their Granny?

Do they want to buy it in a shop or make it themselves?

b) Listen to the conversation again. Fill in the gaps with reflexive pronouns.

Nick: Listen, Rosie, it's Granny's birthday next week. What are you going to give her?

Rosie: I'll probably buy her some chocolates. Why?

Nick: She won't want chocolates. You know she's got bad teeth. Why don't you make her a book all about __ (1)?

Rosie: A book about __ (2)? It's too difficult. I'm not a writer.

Nick: It's easy. Vasilyok made one by __ (3) when he was your age. His Granny loved it.

Rosie: But I don't know how to start.

Nick: I'll help you. You know, Belarusian kids usually make presents __ (4). I think we can do it __ (5) too.

Rosie: OK. Let's try. What do we need?

6. Fill in the gaps in the table with reflexive pronouns.



Singular			
I	–	me	– myself
You	–	your	– your ... (A)
He	–	him	– ...self (B)
She	–	her	– ... (C)
It	–	it	– ... (D) 

Plural			
We	–	our	– ourselves
You	–	your	– your ... (E)
They	–	them	– ...selves (F) 

7. a) Write a “Myself Page” in your Grammar Diary. Use the language box for help.

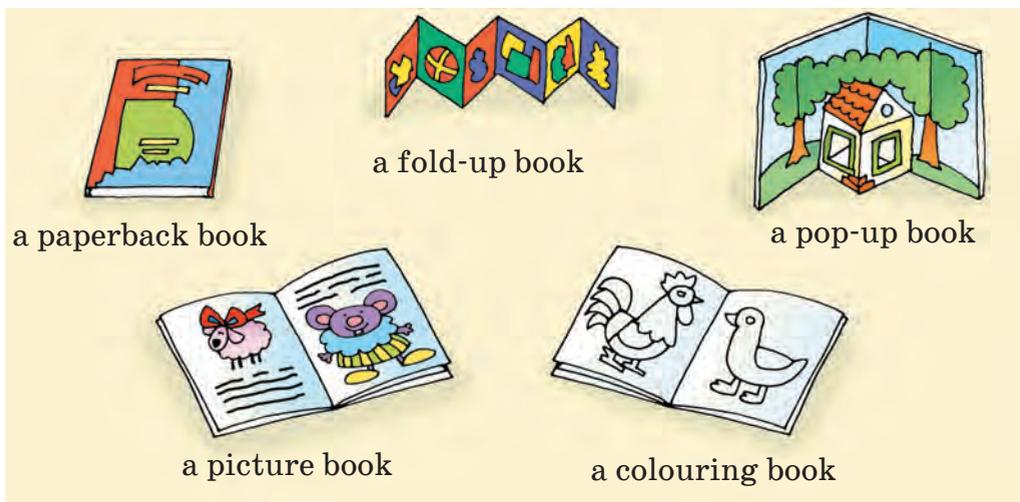
I've done (made)
 I did (made)
 I used to + myself
 I can
 I think I'll

b) Share your sentences with as many students as you can.

LESSON 4.

A Book About Me

1. a) Look at the types of books. Which of them have you got?



a paperback book

a fold-up book

a pop-up book

a picture book

a colouring book

b) Which book would you like to make for your granny and why?



GRAMMAR

2. a) Rosie has made a book about herself. What do you think she wrote in it?

b) Read a page from Rosie's book. Check your predictions.

-5-

I'm only eight years old, but I've been to lots of places and I've done lots of things.

- *I've been to New Zealand.*
- *I've seen the Queen.*
- *I've played seven hockey matches.*
- *I've played a pumpkin at a Halloween party.*
- *I've learned to make a chocolate cake.*
- *I've been to the library only once. I must tell you, I didn't like it.*
- *I've seen "Lord of the Rings".*
- *I've visited Edinburgh Castle.*
- *I've found some treasure. It wasn't too difficult.*

c) Choose the best title for this page.

a) Things I'd like to do. b) Things I've done. c) Things I used to do.

3. Answer the questions about the text.

1. Is Rosie still in New Zealand?
2. When did she see the Queen?
3. Can she make a cake now?
4. How old was Rosie when she saw "Lord of the Rings"?



SPEAKING

4. a) Write two questions using *Have you ever ... ?* on separate pieces of paper and put them in a box.
b) Draw out a question, read it aloud and answer.
5. These are the titles of some other pages of Rosie's fold-up book. What can you write about yourself on these pages? Give examples.

• Things I used to do.

• Things I'm good at.

• Things I always do.

• Things I'd like to do.

• Things I'm doing now.

• Things I'm going to do.

• Things I can do.

• Things I dream of.



WRITING

6. Write a page for your fold-up book. Begin like this.

I've never been to ... , but I'd like to



Remember to bring for your next lesson!

- felt-tip pens or magic markers
- an A4 sheet of paper
- scissors



VOCABULARY

1. In groups, decide which of the three definitions for the word “fortune-teller” is correct:

- a) a person who has made a lot of money and keeps it for the future;
- b) a person who tells people what will happen to them in the future;
- c) a person who tells people how lucky his life will be in the future.

2. Answer the questions.

- 1. Would you like to know about your future?
- 2. Do you believe fortune-tellers? Why?
- 3. Would you go to a fortune-teller?



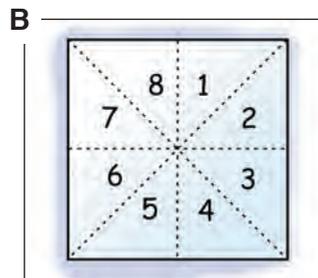
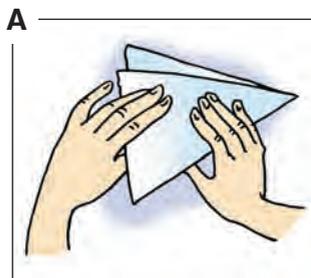
READING

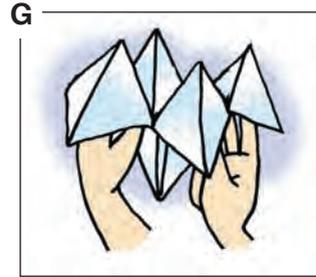
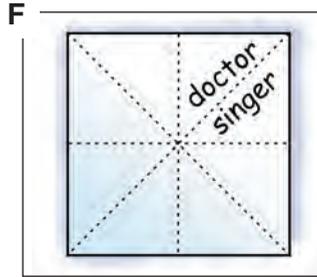
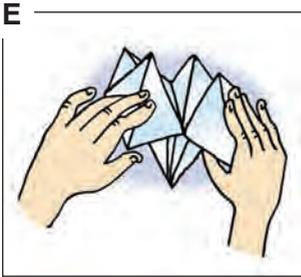
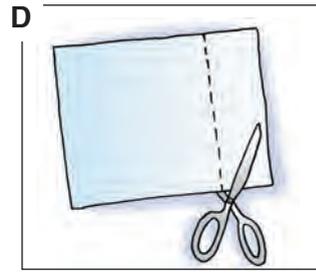
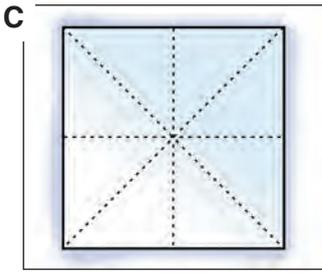
3. a) Read the instructions about how to make a fortuneteller. Is it difficult to make it? Do you need many things to make it?

b) Match the instructions with the pictures.

What you need

- Felt-tip pens or magic markers
- A4 sheet of paper
- Scissors





1. First, take an A4 sheet of white drawing paper. Draw a square (21 cm × 21 cm). Cut it out with scissors.
2. Then, divide the square into eight triangular sections as shown in the picture.
3. After that, fold the square, as shown by the lines. Open the paper and fold each corner into the centre. Keep the paper folded. Turn it over and fold each corner into the centre again.
4. Each of the four corner flaps has two sections. Colour each of these eight sections a different colour. Now, write the name of a job such as *artist, writer, doctor, singer, police officer, teacher, manager, driver* or other jobs.
5. This time turn the paper over. In each of the eight sections on this side, write a number from 1 to 8.
6. Finally, fold the paper in half, with the coloured job flaps on the inside. Hold the paper in both hands and push your hands together. Open the numbered flaps so that your friend can see the numbers.

7. To tell a fortune, ask a friend to pick a number from 1 to 8. Open the fortune-teller in opposite directions this number of times. Then tell your friend what job he will have in the future.

4. Answer the questions.

1. What do the instructions help you to make?
2. Why do you think the instructions are numbered?
3. Why do you think words like *first*, *then*, ... *finally* are used in the instructions?
4. Why does the section “What you need” come first?



SPEAKING

5. a) Work in pairs. You are going to make a fortune-teller.

Look at the list of things in ex. 3.

Put a tick by every item you have brought to the class.

Check with your partner.

Example: *Have you brought felt-tip pens?*

b) Make a fortune-teller. Follow the instructions. Say what you have already done.

Example: *I have already cut out the square. / I haven't yet.
I'm doing it now.*

6. Work in groups.

Teach your friends how to make things of paper (a paper hat, a plane, a ship, etc.).

Make notes and present your instructions to the class.

scissors fortune-teller fold

LESSON 6.

DIY-Shop



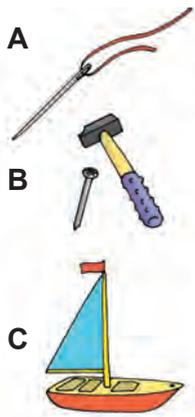
VOCABULARY



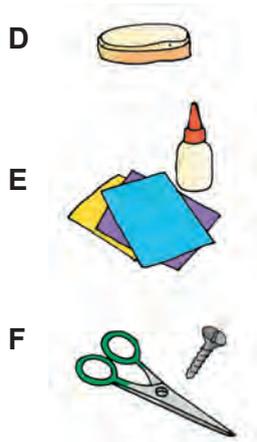
1. a) Listen to the counting rhyme and repeat.

b) Match the lines and the pictures.

c) Work in groups. Play the counting rhyme in groups of four. The last student to go out is the winner.



- 1 Butter and bread,
- 2 Needle and thread,
- 3 Hammer and nail,
- 4 Boat and sail.
- 5 Scissors and screw,
- 6 Paper and glue,
- 7 Say it loud –
- 8 You go out!



2. a) Look at the pictures and give each activity a “fun” score.

b) In groups of four, add up the scores. Tell the results to the class.

Example: *We think to make a kite is good fun.*



knit a sweater



sew a skirt



make a kite



make a birdhouse



cross-stitch an apron

3. Read two sentences. Does the word *walk* have the same meaning in both sentences? Does it happen in your mother tongue?

1. I like to go for a *walk* in the park.
2. I usually *walk* in the park on Sunday.

b) Fill in the grid with your own examples.

a noun	a verb
<i>iron</i>	<i>to iron</i>

4. Answer the questions.

1. What can you do? 2. What are you good at? 3. Does anyone cross-stitch in your family? 4. Do you know where a hammer (nails, screws, needles, thread, iron) is/are kept in your house? 5. Who usually irons your trousers/skirts? 6. Can you hammer a nail really fast?

5. a) Look at the title of the lesson. What does it mean? Fill in the gap with the missing word.

DO – IT – _____ – SHOP

b) What can you buy in this shop?

c) Look at the pictures. Where can you buy these things?



knitting kit



sewing kit



cross-stitching kit



model-making kit



LISTENING

6. a) Look at Uncle Nuts's shopping list. Listen to Uncle Nuts at the DIY-shop. What didn't he buy?

b) Listen again and correct the conversation.

Example: *He wanted nails and a hammer, not needles and thread.*

- Hello, can I help you?
- Yes, I want some needles and thread.
- I'm sorry, we don't have needles and thread. But we have a sewing kit. You can find them in it.
- A sewing kit? What is there in it?
- Some needles and thread, scissors, two pieces of cloth and some buttons.
- That's what I want. How much is it?
- 15 pounds fifty, please. Anything else?
- No, thanks. Thank you. Bye.



What to buy

nails	glue
screws	wood
hammer	metal

c) Role-play the conversation.



WRITING

7. Make a list of necessary things for the kits in ex. 5c. Compare it with your classmates.

hammer screw nail needle thread cross-stitching sew

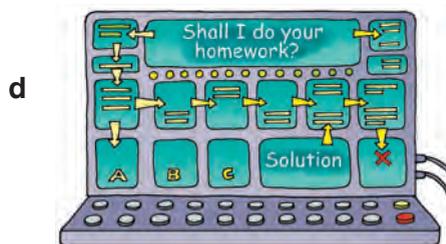
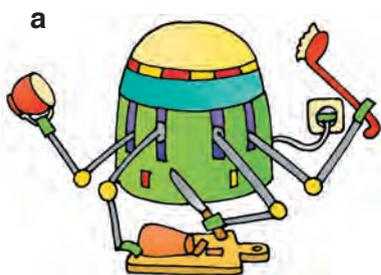


LISTENING

1. In groups, talk about these things.

1. How many famous inventors can you name? What things did they invent?
2. Are boys better at inventing things than girls?
3. What do you need to make an invention?

2. Look at the pictures. What do you think these machines can help you to do? Can you give them names?



3. a) Listen to the story about Uncle Nuts's inventions. What machines did he invent? Which machine did the children like best? Did they all work well?

b) Listen to the story again. What things did Uncle Nuts use for his inventions? Fill in the grid below.

Material	Tool
wood	hammer
...	...

4. a) Look at the title of the lesson. What does W.G.I. mean?
 b) Do you think Uncle Nuts will continue making his inventions?

 5. a) Listen to the second part of the story and check your predictions.

b) Read the sentences. Listen to the story again and say if they are true or false.

1. Uncle Nuts is going to invent an electronic school-teacher.
2. Uncle Nuts is as good at inventing things as Professor Greatbrain.
3. Uncle Nuts is the World's Greatest Inventor.
4. Uncle Nuts's ancestors (*предки*) were very clever and really famous.
5. Professor Greatbrain and Uncle Nuts want to invent the first space rocket (*космическая ракета*).
6. Uncle Nuts dreams of inventing an invention that will do the inventing for him.



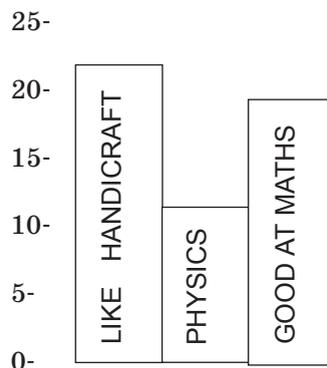
SPEAKING

6. a) Invention survey. In groups, ask each other the questions below. Make notes of their answers.

1. Do you like handicraft lessons?
2. Are you good at mathematics?
3. Have you ever made any things yourself?
4. Have you ever invented anything yourself?
5. Have you ever used a computer?
6. Have you ever bought a science book or a magazine?

b) Draw a bar graph to show the results of the survey you have done.

Report the results of your survey to the class.



material

tool

LESSON 8.

Do Many Hands Make Light Work?



READING

1. Do you help your parents about the house? Which of the things in the box have you ever done yourself? Which of them have you never done yourself? Tell the class.

Example: *I have planted a tree in the garden myself. / I have never made dinner myself.*

plant a tree water flowers make an apple pie clean the kitchen
wash dishes clean your shoes knit socks make your bed
clean the carpet with a vacuum cleaner repair a TV-set
make changes in your room paint windows

2. Look at the title of the story. Does it tell you what it is about?
3. Read the story. What kind of story is this? Which sentence from the story proves that your answer is correct? Say this sentence.

▪an article

▪a science fiction story

▪an adventure story

▪a tale

EVERYBODY SAID NO!

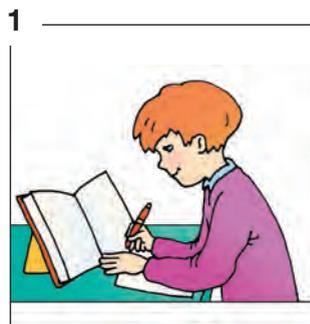
Once upon a time there was a big family called Mudd. One day Mrs. Mudd bought an apple tree in the market and brought it home. “Look at this lovely apple tree!” she said to her big family. “Would anybody like to help me to plant it in the garden?” But everybody said no!

Mr. Mudd was very busy reading his newspaper. John and Sally were doing their homework. Dick was making a pirate ship. Betty was washing her doll. Hoover was feeding the cat. And little Joe was just too little. So Mrs. Mudd had to plant the apple tree all by herself.

In the summer the sun was very hot and the earth as dry as sand and as hard as rock. The leaves on the apple tree began to go yellow. "Look at our poor little apple tree," said Mrs. Mudd to her big family. "Would anybody like to help me water it?" But everybody said no! Mr. Mudd was busy dreaming in a chair in the garden. John and Sally were painting a picture. Dick was polishing his shoes. Betty was knitting new pink socks for her doll. Hoover was playing with his little puppy. And little Joe was just too little. So Mrs. Mudd had to water the little apple tree all by herself.

In the autumn the apple tree was covered in big juicy apples. "Look at all the apples on our tree!" said Mrs. Mudd. "Would anybody like to help me pick them?" But everybody said no! ...

4. Work in pairs. Look at the pictures. What are the children's names? Who is not in the pictures?



5. Work in pairs. Decide which of the sentences below are false. Correct the false sentences.

1. Mr. Mudd was a hard-working man.
2. The Mudd's children were very helpful.
3. Betty was most interested in making things from paper.
4. Mrs. Mudd was happy when no one could help her.
5. Joe couldn't help his mother because he was too little.

6. Answer the questions.

1. Do the characters in the story seem real to you?
2. How many scenes does the story have?
3. Where does the story start and end?
4. Do the main characters appear in every scene?
5. Have you ever had a similar situation in your family?
6. Is the story finished?

7. Put the following sub-titles in the correct order.

- | | |
|----------------------------|----------------------------|
| a) Watering the apple tree | d) Planting the apple tree |
| b) Buying an apple tree | e) Eating the apple pie |
| c) Picking apples | f) Making an apple pie |



SPEAKING

8. Work in groups of four. Finish the story.

Follow the ideas below or think about your own.

Present the end of the story to the class.

- a) Mrs. Mudd asks everyone to help her make an apple pie. What do they all say?
- b) Mrs. Mudd asks everyone if they would like to share her apple pie. What does everybody say? What does Mrs. Mudd reply?

LESSON 9.

Are You Inventive?



SPEAKING

1. Look at the pictures of the greatest inventions. Which can you live without? Which three do you find the most important in our life?



2. a) Game. Play the board game with your partner. Begin with the “START” box. Use a counting rhyme to find out who starts the game. Ask your partner a question. Ask the next question depending on his/her answer.
- b) After answering the last question do the task in your box.
3. a) Divide into two teams. Each team prepares 10 sentences describing classmates. Be kind and polite.
- b) Game.

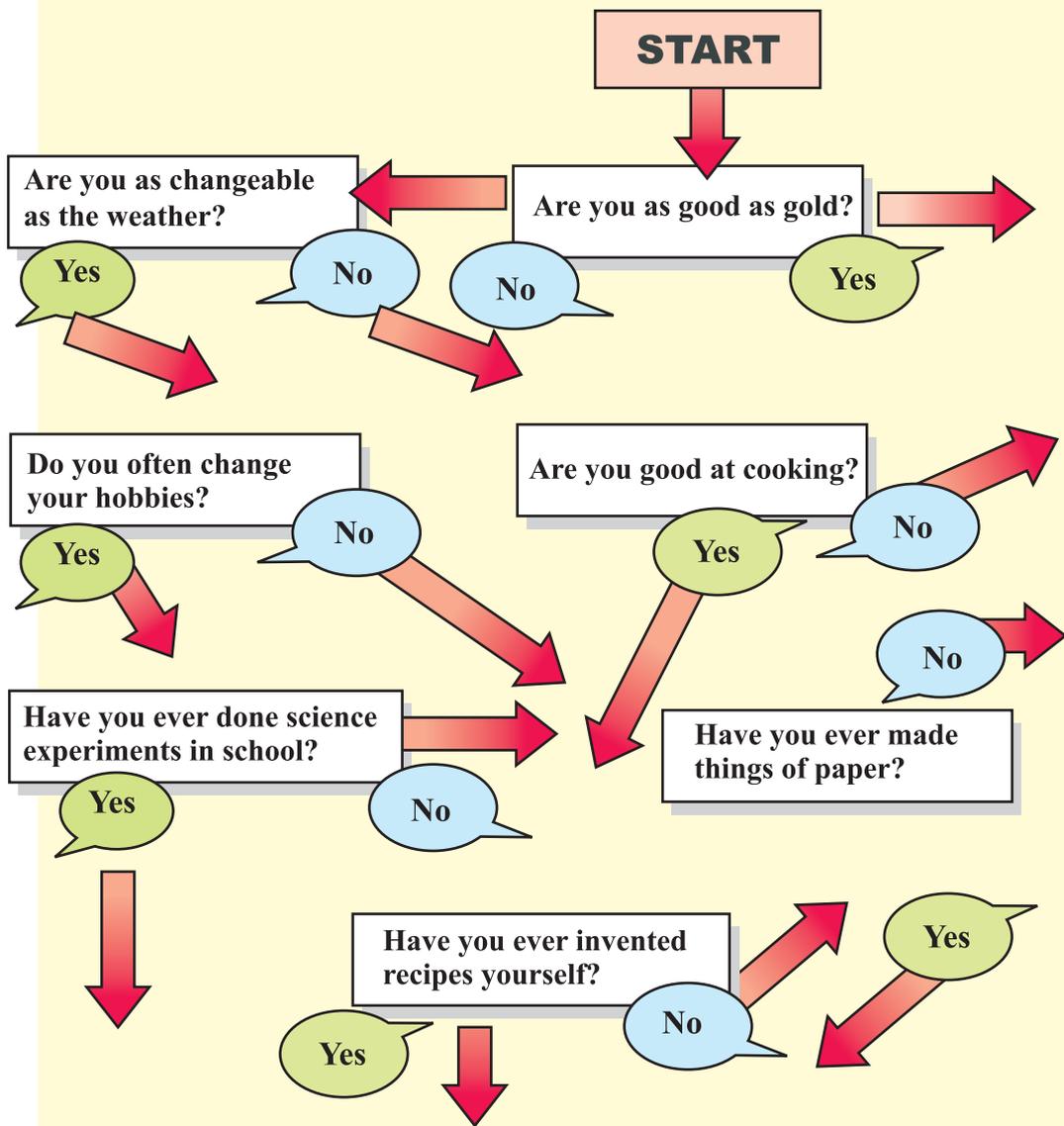
Team A: reads their first sentence describing some quality of a person.

Team B: changes the sentence using a simile to describe the same quality.

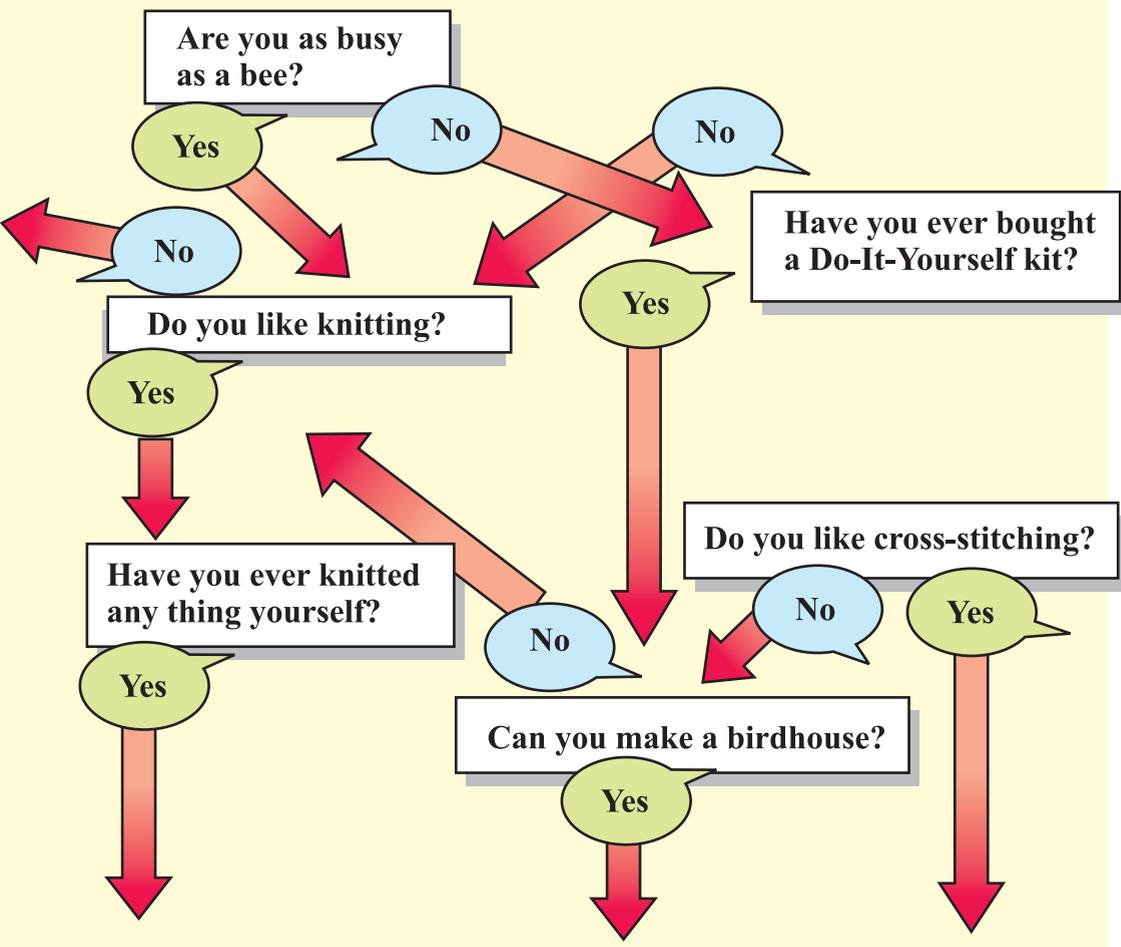
Score like this: for each correct sentence you get one point. If a sentence is impossible to change then there is a point for the other team.

Example: *A: Nick is never afraid of anything.*

B: Nick is as brave as a lion.



<p>Tell your partner what you need to be a good inventor. Describe what skills, materials and tools you should have to be an inventor.</p>	<p>Tell your partner the recipe of a dish you have ever invented yourself. Describe the ingredients you need to make the dish. Give instructions how to make it.</p>	<p>Think of a thing you can make of paper. Tell your partner what materials and tools you need to make it. Teach your partner how to make the thing.</p>
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<p>Tell your partner about a thing you have knitted yourself. What materials and tools did you use? Can you teach your partner how to knit things?</p>	<p>Tell your partner how to make a birdhouse. What materials and tools do you need? Tell your partner why it is important to help birds in winter.</p>	<p>Tell your partner how to cross-stitch a simple picture. What materials and tools do you need? Does cross-stitching help you to have a rest?</p>
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UNIT 8

FRIENDS WILL BE FRIENDS

LESSON 1.

Let's Make Friends!



VOCABULARY



1. a) Anne and Mike made friends online. They decided to meet in real life. Listen to their conversation and find them in the pictures.

A



B



C





b) Now read the conversation and fill in the table below with the adjectives from it.

- Hello. It's Anne speaking.
- Hi, Anne! Nice to hear you. I can't wait to meet you.
- Me too. What about Saturday? I don't have classes that day and what about you?
- I'm free too. Shall we meet at 5 in front of the National Gallery?
- Yes, fine. How will I know that it is you?
- I'm rather tall, with short straight fair hair, almost blond, and light blue eyes. I'll be wearing... mm... I think I'll be wearing blue jeans, a black jacket and a black baseball cap. And you? What do you look like?
- Well... I'm of medium height, neither tall nor short, quite slim with brown wavy hair and big dark brown eyes. I'll be wearing a white jacket and grey jeans. I'll also have a black bag with me.
- Great! See you soon then.
- See you, bye!
- Bye!

BODY	HAIR	EYES

c) Add the following words to the table.

black well-built fat curly beautiful brown

d) Think of your own adjectives to add to the table.

e) Look at the pictures again and say who of the people:

1. is rather fat,
2. has got long blond curly hair,
3. has got beautiful green eyes,
4. is very slim,
5. is well-built and tall,
6. is of medium height,
7. has got fair wavy hair,
8. has got curly hair.

high → height



SPEAKING

2. Work in groups.

a) Choose a person from your class and describe him / her using the words from the table.

Your classmates should guess who you are describing.

b) Work in pairs.

Your partner and you made friends online and decided to meet in real life.

Agree on how you will find each other.

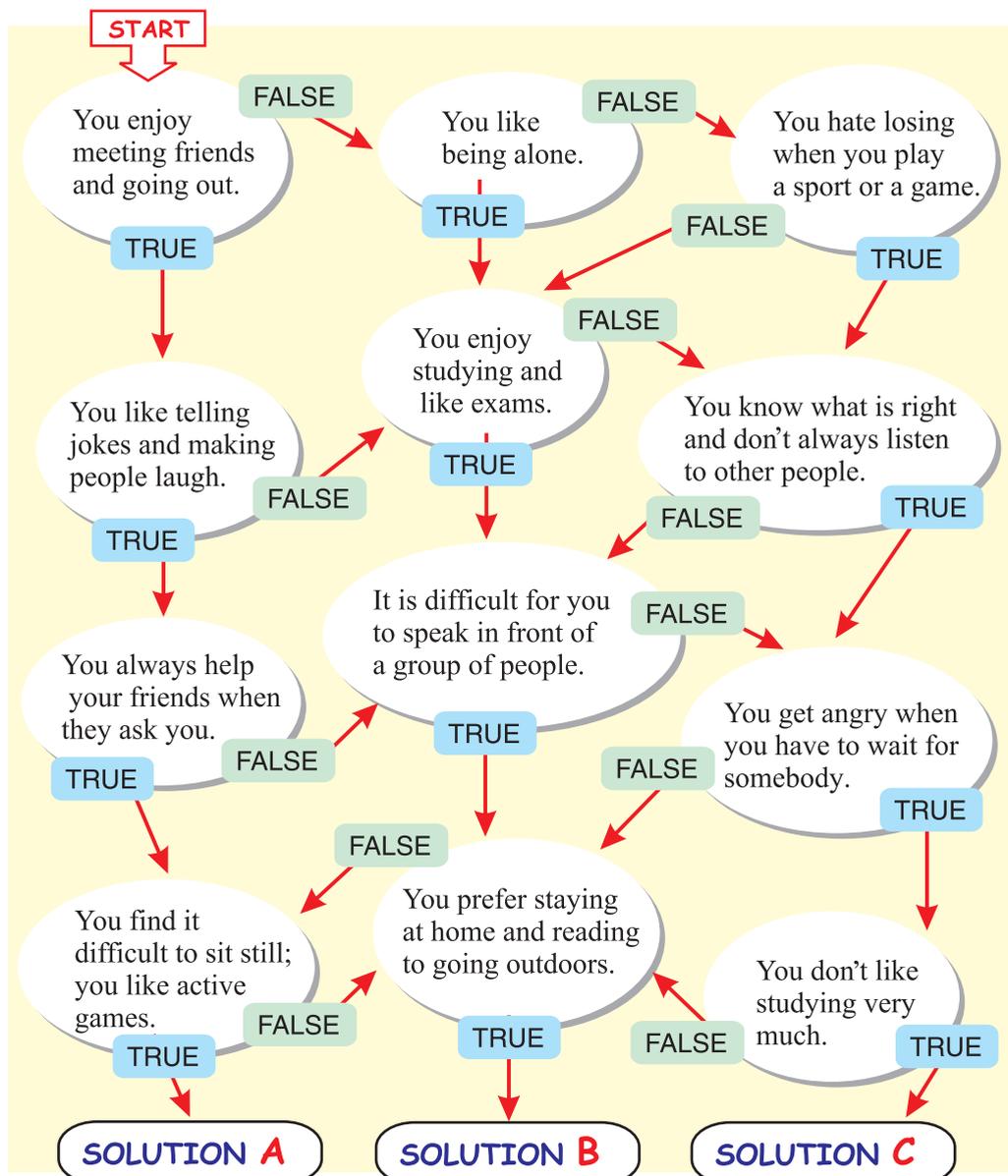
straight curly wavy of medium height well-built
slim fat blond

LESSON 2. What Kind of Person Are You?



READING

1. Do you know yourself well? What kind of person are you? Do the personality quiz and find out.



2. Read the solutions to discover your personality. Do you agree with the description?

Solution A

You are active and full of energy, so you always need to be busy. You are a sociable person and you get on well with people. Everybody thinks you are funny, because you always make good jokes. You are a good friend and people tell you about their problems. You are always frank and honest; you will never lie.

Solution B

You are hard-working. You always do your homework and usually get good marks. You are a shy person and don't like being the centre of attention; you spend a lot of time in your room, but you enjoy being with your family, too. You prefer a quiet life.

Solution C

You are a very active person and you are competitive: you want to be the best, and when you play sports, you get angry if you don't win. You don't like it when people are late or if they are slow. You like to think you are independent and never ask for help. Although you are active, you are also lazy, because you don't like doing jobs at home – or doing homework.

3. a) Find the following words in the solutions: *sociable, hard-working, lazy, competitive, quiet, independent, frank, honest, active, shy*. Guess their meaning.

b) Put the words above into three columns.

positive +	neutral 0	negative -
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c) Work in groups. Add more adjectives to the list.



SPEAKING

4. How well do you know yourself and your partner?

Write two columns of adjectives: 1 – to describe yourself, 2 – to describe your partner.

Compare your ideas to your partner's.

5. a) What questions do we ask when we want to know more about somebody's personality? Put the words in the questions in the right order.

What/ like/ she/ is/ ?
do/ think/ What/ you/ Ally/ of/ ?
person/ she/ sort/ What/ of/ is/ ?
do/ get on/ How/ you/ with Rosie/ ?

Annie is serious.
Tony's a bit quiet.
Actually, Rosie's quite active.
We're great friends!

b) Look at the pictures the teacher has given you. What personalities do these people have?

Discuss with your partner. Use the expressions in 5a). Who would you choose as a friend? Why?

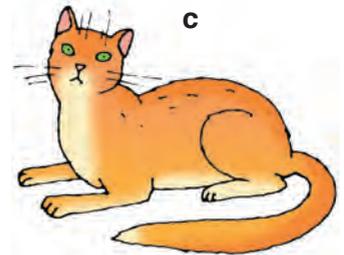
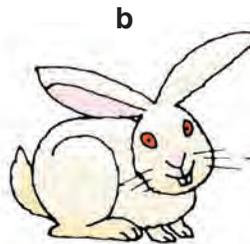
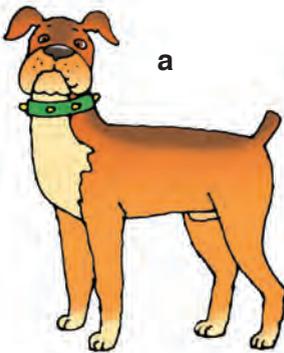
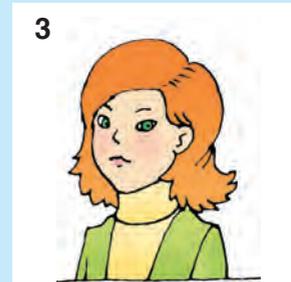
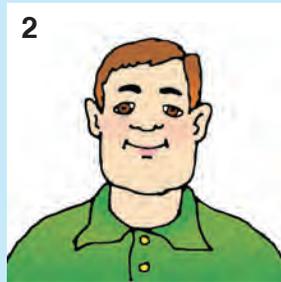
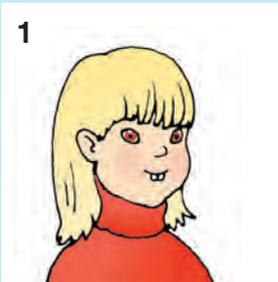
get on competitive honest frank independent



READING

1. a) Some people say that pets often look like their owners. Match the pets with their owners and give your reasons.

Example: *They both have long wavy hair and big brown eyes. They look romantic and tidy.*



b) Now listen to the owners talking about their pets and check. What do they have in common?

2. a) Have you got a pet? Is it ideal for you? Read the animal quiz and find out what pet is ideal for your personality.

YOUR IDEAL PET

1. *You are in a maths lesson and you have no idea what the teacher is talking about. What do you do?*
 - a) Look out of the window.
 - b) Ask your friend to explain.
 - c) Repeat what the teacher has just said so it looks like you understand.
 - d) Put your hand up and ask the teacher to explain again.
 - e) Put your hand up and ask a question about a different subject.

2. *Your best friend's boyfriend/girlfriend has finished with them, and they need to talk to you about it. What do you do?*
 - a) Listen attentively.
 - b) Keep quiet because you are now going out with their boyfriend/girlfriend.
 - c) Tell them that it's a good thing because they didn't get on well together.
 - d) Try to make a joke of it.
 - e) Offer to go out with them every Saturday night until they find someone new.

3. *Your older brother asks you to help him clean his new car this Saturday morning. What do you do?*
 - a) Get up ready to help.
 - b) Oversleep.
 - c) Wake up your brother holding a bucket and cloth.
 - d) Ask your friend to come around and help too.
 - e) Suddenly remember you haven't got any old clothes to wear.

4. *You start singing your favourite song and when you turn on the radio, you hear the song playing. What do you do?*
 - a) Sing even louder.
 - b) Look confused¹.
 - c) Think you're really cool. You know all the popular songs.
 - d) Start dancing around the room.
 - e) Wonder how the DJ knew you were singing it.

¹confused — смущенный

5. *You really like someone at school and you want to go out with them. What do you do about it?*

- a) Try and talk to them.
- b) Look at them.
- c) Wink¹ at them a lot.
- d) Invite them out with you and your friends.
- e) Fall over in front of them.

Work out your score

1 a-2; b-4; c-3; d-5; e-1

2 a-5; b-1; c-2; d-3; e-4

3 a-5; b-1; c-4; d-2; e-3

4 a-3; b-4; c-5; d-2; e-1

5 a-5; b-1; c-2; d-4; e-3

Keys:

21 – 25: Your ideal pet is a dog. It is a true friend, very active and sociable. Dogs are always frank and honest. They can easily make you laugh if you are sad and will always share your happiness.

17 – 20: Your ideal pet is a rabbit. It is a quiet but at the same time sociable animal that likes comfort. Rabbits are easily confused and they are afraid of the things they don't know. You will be a super owner for them.

13 – 16: You will get on well with a parrot. It is a sociable, active bird, very competitive, just like you. It also likes being the centre of attention and is a very good friend.

9 – 12: Your ideal pet is a cat. It is a very independent animal. It's usually difficult to say if the cat is angry or happy for it can easily hide its real feelings, but you will get on well.

5 – 8: The best pet for you is a goldfish. It is very quiet and shy. It is a little lazy, just like you. You will make wonderful friends.



WRITING

3. Write a paragraph for the contest “Best pet of the year” in a magazine about animals.

¹wink – подмигивать



GRAMMAR

1. a) Look at the title of the lesson. What do you think may happen to you on this day? Do you believe in lucky/unlucky numbers or days? Have you ever had an unlucky day?
- b) Read this part of Nick's letter to Vasilyok. Say if Nick believes in unlucky days.

School started at 8.15. I looked at my watch. It was half past eight! When I came into the classroom, the lesson had already begun. I was late.

The teacher looked at me angrily and asked me for my homework. Oh, dear! I saw that I couldn't give it to her – I had taken Rosie's bag!

My classmate looked at my shoes and smiled mysteriously. I looked down too and I saw... What a day! I had put on two different shoes – one black and one brown.

The teacher wrote the date on the board – April 13th. It was only then that I understood why everything had gone wrong.

2. a) Look at the pairs of the pictures below and find the sentences in the text, which correspond to the pictures.

1)



2)



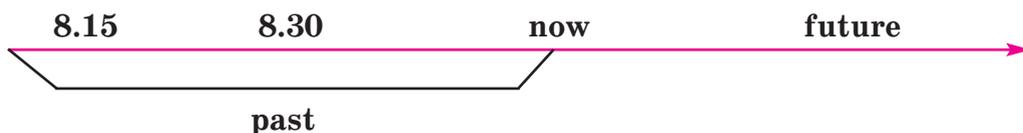
3)



b) Are the pictures in the correct order? Why do you think so?

3. a) Look at the sentences below. Which of the sentences matches the timeline?

1. When Nick came into the classroom, the lesson had begun.
2. When Nick came into the classroom, the lesson began.
3. When Nick came into the classroom, the lesson was beginning.



b) Match sentences 1–3 with sentences a–c.

- a) Nick was on time.
- b) Nick came into the classroom when the schoolbell was ringing.
- c) Nick was late.

c) Draw the timeline for the other two sentences.

d) Make up three sentences of your own to match the timelines.

4. a) Choose the right word to complete the rule.

The Past Perfect is used to show that an action or a situation happened **before/after** another action in the past.

Gr **F**ocus

b) Fill in your Grammar Chart.

5. Nick and Liz quarrelled that day. They are very unhappy and think about the things they had done together before they quarrelled. Say what they think.

Example: *We had gone to the cinema before we quarrelled.*

go to the cinema together
study together
go swimming together



go for a walk together
cook together
play tennis



6. After a few days Nick and Liz made up and decided to have a party for their friends. What had they done before the day of the party? Use the words from the box. In pairs ask and answer questions.

Example: – *What had Liz done before the day of the party?*
– *She had prepared the food.*

prepare/ food
decorate/ the house
bake/ a cake

send/ the invitations
clean/ the house
buy/ new CDs

7. a) Write about something you had done before you came to school today.

b) Share and compare.



LISTENING

-  1. a) Do you always share with your friend? Listen to the poem. What is the best thing about friends?
b) Read the poem. Do you agree with it?

My Friends

Friends share secrets (friends don't tell).
Friends share good times (and bad as well).
Friends share things with one another.
That's because friends like each other.
Of all the happy things there are
Friends are the very best by far.

2. Work in pairs. Talk about when and where you met your best friend for the first time.
3. a) Look at the picture. Describe these people.
What sort of people are they?

b) What do you think their answers to these questions might be?

- a) Where did they meet?
b) When did they meet?
c) What were they doing?
d) Why did they become friends?
e) What had they done before they became friends?





c) Listen to Pete and Mary speak about their friendship. Were your guesses right?

d) Listen again. Make notes using the questions in ex. 3b).

e) Compare your notes with your partner's.



WRITING

4. Think of your special friend. Why did you become friends? Write your notes to answer the questions in ex. 3b).

5. Look at the following expressions. Put them in the correct column.



a) at first; b) later on; c) luckily; d) the next morning;
 e) then; f) as a result; g) suddenly; h) in the end; i) to my horror;
 j) soon; k) because of this; l) afterwards; m) finally;
 n) (not) surprisingly; o) unfortunately.



TIME	RESULT	MOOD/FEELINGS
at first	as a result	luckily

6. Write a paragraph about how you met your best friend. Use ex. 4 and 5.

7. Go around the class and find out as much as possible about each other's stories. Find someone who has a similar story.

LESSON 6.

A Day in the Life of...



LISTENING

1. Look at the activities below and say which of them you do often, seldom, every day, never.

Get up, have a shower, get dressed, have breakfast, leave home, catch the bus, start lessons, have a break, have lunch, go home, do homework, cook dinner, have dinner, have a bath, watch TV, listen to music, go out, play cards, read books, do sports, go to bed.



2. a) Rosie became the captain of her school hockey team. She was interviewed about her day routine for the school magazine. Look through the table below. Listen to the interview and say which of the activities she mentions.

ACTIVITIES	TIME
a) get up	.?.
b) do morning exercises	.?.
c) have classes	.?.
d) have lunch	.?.
e) play computer games	.?.
f) take the dog for a walk	.?.
g) have tea	.?.
h) bake a cake	.?.
i) do homework	.?.
j) take a bath	.?.
k) take a shower	.?.
l) go to bed	.?.



- b) Listen again and note down the time for each activity.

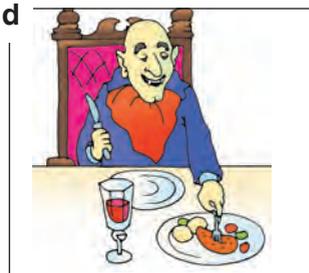
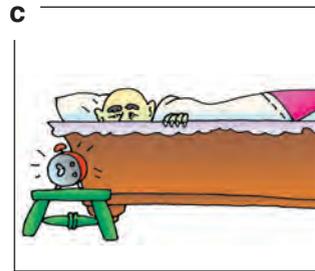


SPEAKING

3. a) Fill in the time in the column YOU in the table the teacher has given you.
 b) Walk around the classroom and ask your classmates about their daily life, fill in the time.
 c) Tell the class about one of your classmates' daily routine. The others should guess who you are talking about.



4. a) One of Rosie's favourite book characters is Dracula. She likes to make stories about him. She does it in a very funny way: she records different sounds on tape and her friends try to guess what the story is about. Listen to her new story and match the pictures with the time.



1. 21.00
2. 21.20
3. 00.00

4. 2.00
5. 5.30
6. 6.00

b) Work in groups. Make a full story about Dracula. Tell the story to your classmates. Choose the best story.

5. Work in groups. Play the guessing game. Think of your favourite book or film character. Tell your classmates about his daily life. Your classmates should guess who your favourite character is.

LESSON 7. What Makes a Good Friend



SPEAKING

1. a) Think of the qualities you like in people.
In groups, make a list.
b) Look at the picture. Who do you think these people are?
Where are they?
What happened? What are they thinking about?



- c) Are you sometimes angry with your friend?
What did your friend do to make you angry?
Do you ever do anything deliberately (специально) to make your friend angry?
2. a) Read this poem. Can you think of a title for the poem?

Would a best friend
Eat your last sweet,
Talk about you behind your back,
Have a party and not ask you?
Mine did.

Would a best friend
Borrow your bike without telling you,
Deliberately forget your birthday,
Avoid you whenever possible?
Mine did.

Would a best friend
Turn up on your bike,
Give you a whole packet of your favourite sweets,
Look you in the eye?
Mine did.

Would a best friend say
Sorry I talked about you behind your back,
Sorry I had a party and didn't invite you,
Sorry I deliberately forgot your birthday,
– I thought you'd fallen out with me.
Mine did.

And would a best friend say, simply
Never mind,
That's OK.
I did.

Bernard Young

b) What is the most important quality in a friend? Can you describe the person who wrote this poem?

3. a) Guess the meaning of the following words from the poem.

1. borrow smth
2. avoid
3. turn up
4. fall out

b) Find the words in the poem. Match them with their definitions.

- a) to quarrel
- b) to take smth away for a while and then give it back
- c) to appear, to arrive
- d) to keep away from a place, person or thing

4. a) How would you answer the questions in the poem?
Compare your answers with your partner's.
b) Read the title of this lesson.
What do you think makes a good friend?
Think of the qualities you like your friends to have.

Example: *I like my friends to have a sense of humour.*

5. On a piece of paper write a description of your ideal friend.
Don't show it to anyone.
Go around the classroom and find someone who has a similar description.
6. Read the sayings below. Do you agree with them? Discuss them with your partner.

WHAT IS A FRIEND -
A SINGLE SOUL
DWELLING IN TWO BODIES

Aristotle

WHAT IS THE OPPOSITE OF TWO? -
A LONELY ME, A LONELY YOU.

fall out

avoid

LESSON 8. The Best Friend of the Year



WRITING

1. Look at the picture. Who is it? What things do you mention when you describe a person?
2. Nick decided to take part in a competition organised by the school magazine. He wrote a description of his best friend. Read the story and say why Nick and Liz are good friends.

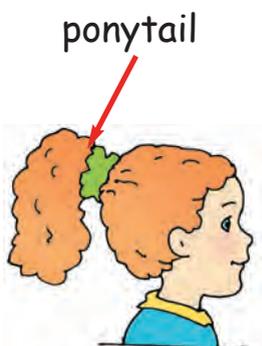
I've known Liz since my first day at school, when we were only five. As soon as I entered the classroom I saw her sitting alone at the desk. I remember her smiling face when I came up and sat next to her.

Liz is quite tall and slim. She's got an oval face and beautiful eyes. She often wears her long hair in a ponytail. Liz prefers comfortable clothes and you can often see her wearing a red jumper and jeans.

Although Liz is sometimes moody, she is a kind person who will always listen to your problems and try to help you. She's also quite active and enthusiastic and enjoys doing sports. She can be very amusing especially when she tells stories.

One of Liz's favourite hobbies is playing tennis. She also enjoys reading books a lot. Liz likes going to the cinema and watching adventure films.

I've shared many good times with Liz. She has been my best friend for six years. I'm glad I met her.



3. a) Look at the table. Read Nick's description of Liz and fill in the missing information from the text.

	appearance	character	hobbies
Liz	.?.	.?.	.?.
My friend	.?.	.?.	.?.

b) Fill in the information about your friend.

4. Read Nick's description of Liz again. Match the points with the parts of the plan.

- | | |
|-----------------|--|
| 1. Introduction | a) Activities he/she takes part in: hobbies, interests. |
| 2. Main Body | b) Set the scene (name of the person, time/place you met). |
| 3. Conclusion | c) Personality characteristics.
d) Comments/feelings about the person.
e) Physical appearance. |

5. Rosie decided to write about her friend. Read her description. Can you make it more interesting? Use the tips in the box.

Ben's a best friend of mine. He's 8. I met him at Liz's birthday party, because he is her brother.

Ben is rather tall. He's got a funny face with blue eyes.

He is amusing, but sometimes he is shy. He can also be lazy sometimes, but I like him.

Ben's favourite hobby is playing hide-and-seek. We often play together.

I'm glad he's my friend.

- ✓ When you describe character, give examples.
- ✓ Use a lot of adjectives.
- ✓ Write longer sentences.
- ✓ Use different linking words to make your composition more eye-catching.

6. A youth magazine is running "The Best Friend of the Year" competition. Write a composition for the competition.



SPEAKING

1. a) Work in pairs. As you know friends are similar in many things. Look at the pictures. Can you find friends? Explain your opinion.
- b) Who would you choose as a friend and why?



2. a) Work in groups. Imagine that you are at a party. The teacher will tell you what character you are. You don't know anyone at the party. Find a friend. Start by asking questions to find somebody who has three things in common with you.

Tony

You are twelve. You go to school in London. Your favourite subject is French. You've got two sisters. Your father is a teacher. You've got a computer. You like swimming. You play football. You went to France for your holidays.

Colin

You are eleven. You go to school in Brighton. Your favourite subject is Biology. You've got two sisters. Your father's a taxi driver. You've got a new bike. You like cooking. You play football. You went to Italy for your holidays.

Sarah

You are eleven. You go to school in Bristol. Your favourite subject is Biology. You've got two sisters. Your father's a doctor. You've got a new watch. You like swimming. You play tennis. You went to Spain for your holidays.

Terry

You are twelve. You go to school in Oxford. Your favourite subject is Biology. You've got a brother and a sister. Your father's a teacher. You've got a new bike. You like reading. You play tennis. You went to Scotland for your holidays.

Sandra

You are twelve. You go to school in Bristol. Your favourite subject is History. You've got a brother and a sister. Your father works in a bank. You've got a TV in your bedroom. You like swimming. You play football. You went to Germany for your holidays.

Janet

You are twelve. You go to school in Cambridge. Your favourite subject is Biology. You've got three sisters. Your father works in a bank. You've got a computer. You like reading. You went to Italy for your holidays.

b) Tell your classmates and your teacher about your new friend.

UNIT 9

SLEEP A WHILE OR WALK A MILE

LESSON 1.

Are You Fit?



VOCABULARY

1. a) Look at the picture below. How would you describe Liz Cherry? What do you think she does to keep fit?



b) Liz Cherry is talking about what she does to keep fit. Listen and say which of the following things she does.

- a) gymnastics
- b) table tennis
- c) basketball
- d) jogging
- e) badminton
- f) roller-skating
- g) boxing
- h) horse riding
- i) skateboarding
- j) baseball
- k) racing
- l) karate

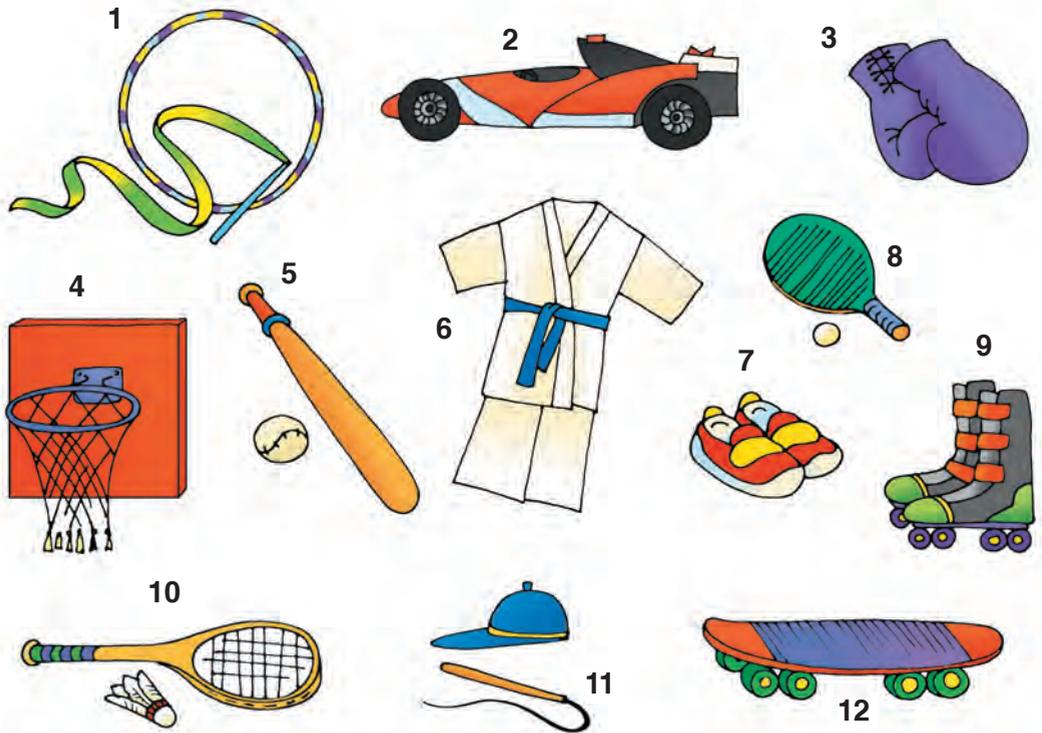


roller-skating

healthy

skateboarding

c) Match the activities with the pictures.



d) Which of these activities are your favourite? Grade them from the ones you like best to those you do not like at all.

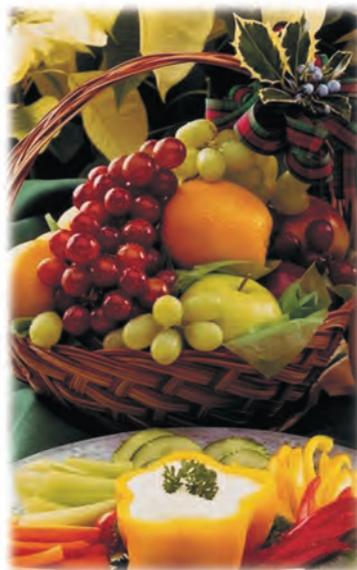
2. a) Look at the pictures below. How would you describe the people?



b) These people want to be healthy and sporty. Give them some advice on how to keep fit. Choose from the ideas below.

Example: *You should/shouldn't drink juice.*

1. get enough sleep
2. eat healthy food
3. play
4. eat sweets
5. jog every morning
6. eat more fruit and vegetables
7. play games on the playground
8. smoke
9. take vitamins
10. drink juice
11. do morning exercises
12. roller-skate
13. join your school football team
14. take up gymnastics
15. eat fast food



SPEAKING

3. a) Make notes of what you do to keep fit.
b) Walk around the classroom and find another person who does the same as you.
c) Interview your teacher.

– Excuse me, do you eat healthy food to kip fit?

– So do I. / Oh, I don't.

keep fit do exercises jog team gymnastics karate

LESSON 2. Meet the Basketball Star!



READING

1. a) Are you a basketball fan? Do the quiz and find out how much you know about this game.

Are these sentences true or false?

1. Basketball started in 1892.
2. At first, peach baskets were used for the game.
3. There are five players in a basketball team.
4. A basketball game lasts 20 minutes.
5. Players can't move or run with the ball.

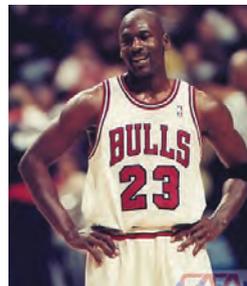


b) Check the answers with your teacher.

2. a) Look at the picture. Who is the man? Work in pairs. Note down all you know about him.

b) Look through the magazine article about Michael Jordan and find the following information:

- 1) when and where Michael Jordan was born;
- 2) how tall Michael was when he left school;
- 3) what his number was when he played for The Chicago Bulls.



c) Read the text and put its parts into the correct order.

a) Michael is spending a lot of time with his family at the moment. He and his wife Juanita [hʊə'nɪtə] have three children, two boys called Jeffrey and Marcus and a girl called Jasmine. The boys want to be basketball players too when they grow up. Michael also loves playing golf and baseball. Michael doesn't play now but he likes being busy. You will hear about him in the future – maybe in films, music or even politics!

b) Michael was born on February 17th 1963 in Brooklyn, New York. When he was very young, his family moved to North Carolina. He started playing basketball when he was only five years old in his school playground and his first baskets were rubbish bins (*корзины для мусора*). Soon, his father built two basketball goals in the garden and he and his friends played together. Michael played for the school team and loved watching professional basketball on TV.

c) When Michael left school he was 1.98 m tall and he won a basketball scholarship (*стипендия*) to the University of North Carolina. The *Sporting News* named him “The College Player of the Year” in 1983. He then played for The Chicago Bulls as number 23 and scored over 32 points (*очки*) in each game.

play



player



d) Rosie read the article and told Nick about Michael Jordan. Listen to her story and find 4 mistakes in it.

e) Read some more facts about Michael Jordan and say which you find the most interesting.

- Michael Jordan is often called AIR Jordan because when he plays basketball he seems like he is hanging in the air.
- Michael often sticks his tongue out when he's playing basketball.
- Michael shaves (*бреет*) his head twice a week.
- Michael would like to be a professional golfer.



SPEAKING

3. Work in pairs. Use the cards the teacher has given you. Make up a story about a sports star. Your classmates should guess who you are talking about.

professional

LESSON 3.

Skating Is Great Fun!



PRONUNCIATION

1. a) Read the poem. Try to guess what words are missing (the first letters of the words are given).

MY ROLLER-SKATES

My roller-skates won't ever do
The simple things I w... them to.
I put them on and try my best.
But one goes E... and the other goes W... .

I often fall upon the floor.
I stand up and try once m... .
But my roller-skates think they know best:
One still goes E... and the other goes W... .

Finola Akister



- b) Listen to the poem and check your guesses.

c) Work in pairs. Read the poem as if you are a six-year old child, seventy-five-year old babushka, a teenager.

2. a) Look at the pictures. What are the people doing? Which of these sports have you tried or would like to try?





b) Listen to the interview with three teenagers and say which two pictures do not go with the text.

c) Listen to the interview again and complete the sentences below.

- 1) ... is a form of exercise and it's fun to do.
- 2) Yes, I like ... , it's fun and it's also a really good feeling when you can do a new trick.
- 3) We hate
- 4) And you shouldn't be afraid of ... different tricks, some of the things we do are not for cowards.
- 5) I like ... in the air.



GRAMMAR

3. a) What do all the words you have filled in have in common?

b) What verbs are used before the *ing-* form?

c) Are the *ing-* forms used as nouns, verbs or adjectives?



4. Make true sentences about yourself.

1. I like/don't like (*play*) sport games.
2. I hate/like (*jog*) in the morning.
3. I am/am not afraid of (*skate*).
4. I think/don't think (*dive*) is fun.



SPEAKING

5. a) Work in pairs. Ask and answer the following questions and fill in the cards the teacher has given you.

- What sports do you like doing in summer/winter?
- What games do you like playing in summer/winter?
- What do you hate doing in summer/winter?
- What are you afraid of doing in summer/winter?
- What do you think is the best thing to do in summer/winter?

b) Survey. Walk around the classroom and find the answers to the question the teacher has given you.

LESSON 4.

Lost and Found

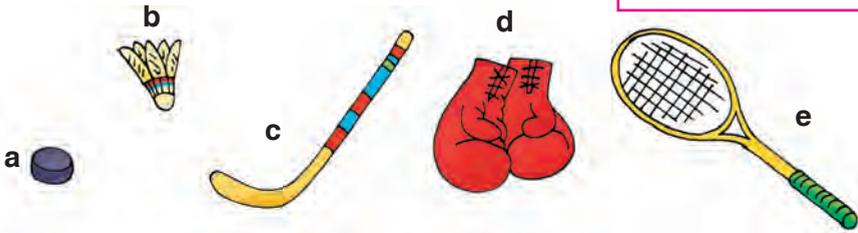


VOCABULARY



1. a) Listen to Nick and his friend Mike talking at a playground and match the words in the table with the pictures below.

- 1. boxing gloves
- 2. stick
- 3. racket
- 4. puck
- 5. shuttlecock



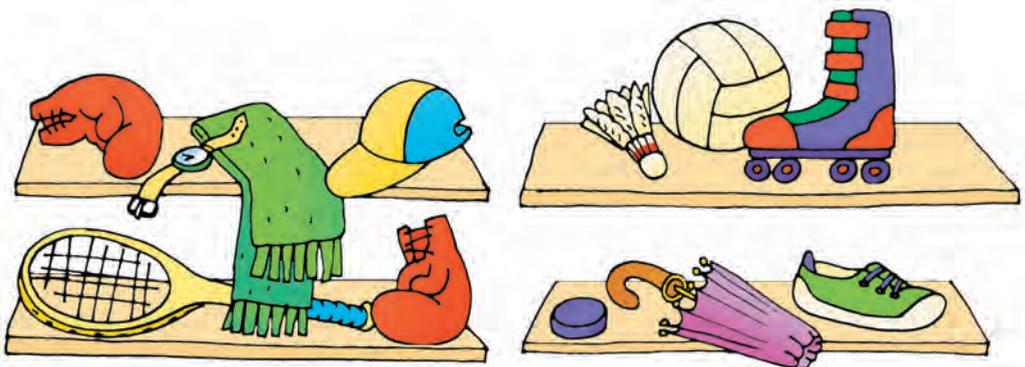
b) Say what you need to

- 1. play tennis
- 2. play hockey
- 3. play basketball
- 4. go skate-boarding
- 5. go roller-skating
- 6. go cycling
- 7. do boxing
- 8. play badminton

Example: *To play football I need a football.*

c) Where should Mike go to find his things?

d) Look at the pictures of things in the school lost-and-found-office. Which of them are Mike's?





GRAMMAR

 2. a) Mike and Nick came to their school lost-and-found office. Listen to the conversation and say what Mike's family tradition is and why.

b) Listen to the conversation again and fill in the gaps (T = teacher, M = Mike, N = Nick). Use the words from the box.

ours yours mine his yours hers mine yours

T: Who's next?

M: Me, Sir.

T: Hello, Mike. Hello, Nick. What have you lost?

M: Lots of things, Sir. First of all I've lost my boxing glove.

T: There are two boxing gloves we have found. Can you see ___ (1)?

M: Yes, Sir. I think I can see my glove. The green glove is ___ (2).

T: Here you are then. Are you sure it is ___ (3)?

M: Yes, Sir.

T: Anything else you are looking for?

M: Yes, Sir. I've also lost a racket and a puck.

T: Hmm... I think these are ___ (4).

M and N: Yes, they are ___ (5).

N: I mean they are ___ (6).

M: Oh, yes. They are ___ (7), Sir. Thank you, Sir! Excuse me, Sir?

T: Anything else you've lost, Mike?

M: This scarf... I think it's my sister's.

T: Are you sure it's ___ (8)?

M: Yes, Sir. She lost it in March. She's been looking for it since then.

T: Yes, that's when we found it. You may take it too. I think losing things is your family tradition, Mike.

M: Yes, Sir... No, Sir... Thank you, Sir.

3. a) Read the sentences from the conversation and fill in the pronouns from the box. Explain your choice.

1) I can see ... glove.

2) The green glove is

mine, my

b) Use the table below to make as many true sentences as you can.

I	her	ours
he	their	mine
she	my	his
it	his	theirs
we	our	yours
you	its	hers
they	your	its



c) Match the words in the columns and write them down into your exercise-book.

Example: *I – my – mine.*

- Put from 1 to 3 personal things into the teacher's box.
Play the guessing game.
- In groups of three act out the conversation.
Use the pictures the teacher has given you.
- Have you ever lost anything?
Does losing things run in your family?

boxing gloves stick racket puck shuttlecock

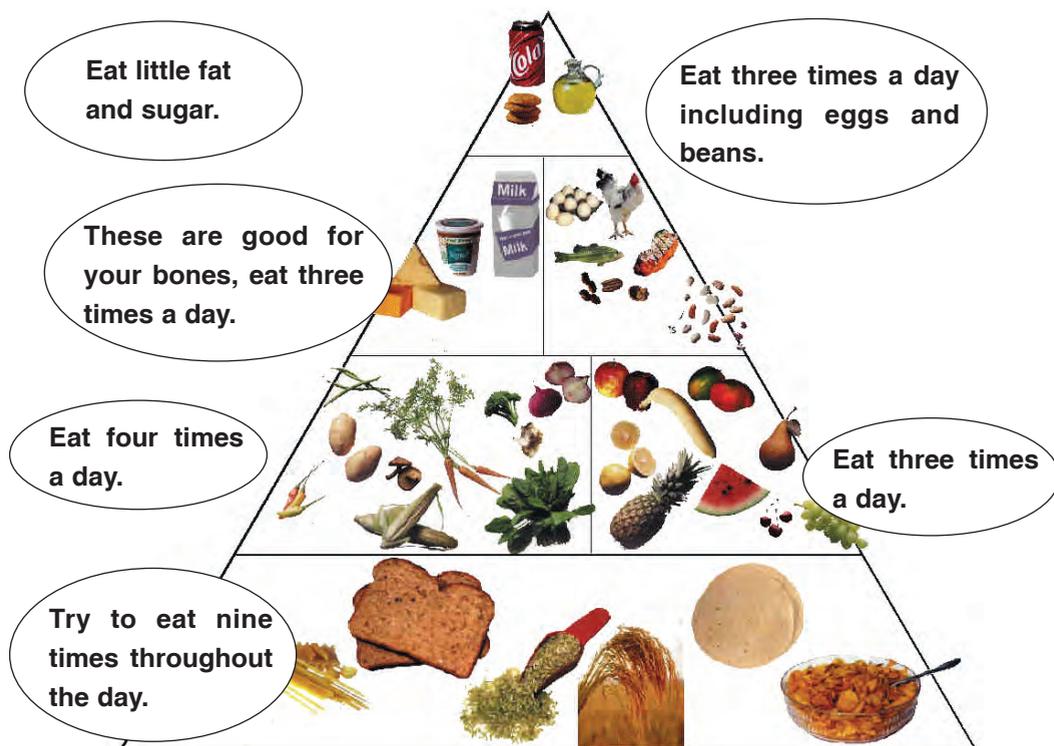
LESSON 5.

You Are What You Eat



READING

1. a) Look at the pyramid. Can you name all the products? Can you guess what the pyramid means?



- b) Look at the pictures below. Where do these foods belong on the pyramid? (Some foods belong to more than one group.)



Example: *You should eat fried potatoes (chips) 3 (4) times a day.*

2. a) Which of the following statements do you agree with?

1. Carrots are good for your heart.
2. Garlic and onions kill flu.
3. Too much fish isn't good for your health.
4. Yogurt is good for your brains (*мозг*).
5. Biscuits are full of vitamins.
6. Too much cola is bad for your health.
7. Ice-cream has very little sugar.
8. Potato chips have a lot of fat and salt.

b) Read the text and check your guesses.

Smart food, junk food

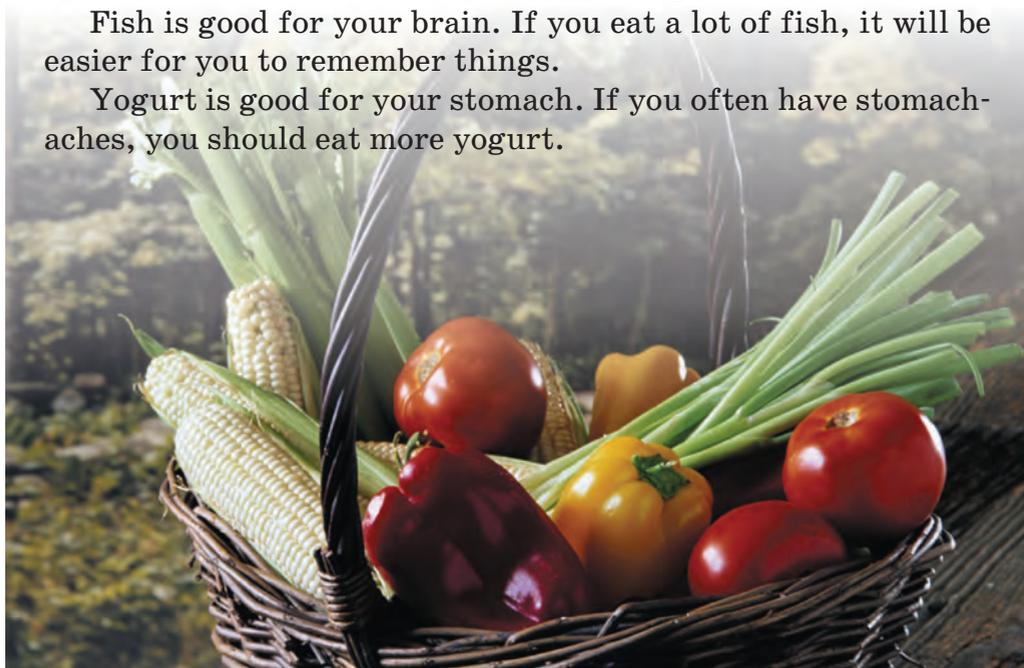
Eating the right food and well-being is not a new idea. People have always believed that the following foods are good for you. Now doctors agree.

Carrots are good for your eyes. There are also a lot of vitamins in them.

Garlic and onions kill flu and help to fight cold.

Fish is good for your brain. If you eat a lot of fish, it will be easier for you to remember things.

Yogurt is good for your stomach. If you often have stomach-aches, you should eat more yogurt.



**You may love these junk foods,
but don't eat too much of them!**



Cakes and cookies have lots of sugar and not many vitamins and minerals. Cola has lots of sugar too. Too much cola is bad for your health.

Ice-cream is full of sugar and fat. You will need to take exercise to be slim if you eat a lot of ice-cream. Potato chips have a lot of fat and salt. Don't eat too much of them or you will be very fat! And no exercise will help you.



3. Which foods should / shouldn't you eat if:

- you want to get good marks at school.
- you want to have good eyes.
- you want to be healthy.
- you don't want to have a stomach-ache.
- you want to be slim.



WRITING

- 4. You are a superstar. Now you are good-looking and attractive. Two years ago you were not fit and had problems with your health. Write down some helpful tips for those who want to keep to a diet.**

LESSON 6.

A Day in the Life of...

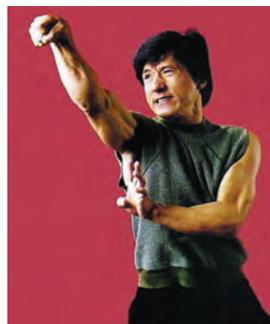


LISTENING

1. a) Look at the picture. Do you know the man?
What is he famous for?

b) Look at the list of questions and try to answer them by guessing.

1. Did he have a happy childhood?
2. Has he ever used karate in real life?
3. What is so impressive about his films?
4. Has he ever broken anything?



c) Now listen to the interview with Jackie Chan's best friend and see if you were right.

d) Listen to the interview again and note down three things that surprised you most.

e) Share your thoughts with your partner.

2. Read the two texts below. One of them is not true. Which one?

Jackie's life is very active. He starts his day at 7 o'clock in the morning. He gets up, does morning exercises and takes a shower. It usually takes him 20 minutes to have breakfast. He normally has yogurt, muesli and a glass of juice for breakfast. He never eats junk food – he thinks it's not healthy.

Jackie usually starts training at 9. Karate is his hobby and his work, he can fight very well, but prefers to do it only in his films. He has lunch at 1 o'clock. After lunch he works at the studio till dinner at 7 o'clock. Jackie is a very sociable man, which is why he prefers to spend his evenings together with his friends. He usually goes to bed at 11 p.m.

A

Jackie's life is very busy. He starts his day at 8 o'clock in the morning. He gets up, goes jogging and then takes a shower. It usually takes him 30 minutes to have breakfast. He normally has fruit and a cup of green tea for breakfast. He never drinks coffee – he thinks it's not healthy.

Jackie usually starts training at 9.30. Karate is his hobby and his work, he can fight very well, but prefers to do it only in his films. He has lunch at 1 o'clock. After lunch he works at the studio till dinner at 7 o'clock. Jackie is a very sociable man, but he never goes to parties, because he can't dance or sing. He usually goes to bed at 11 p.m.

B



SPEAKING

3. a) Work in groups.

Group A: You are journalists. You work for a sports magazine. Your readers are very interested in Jackie Chan's everyday life. Think of the questions you would like to ask Jackie.

Group B: You are Jackie Chan. You are going to give an interview to a popular sports magazine. Get ready to speak about your daily routine.

b) Work in pairs. Role-play the interview.

4. a) Think of your ideal weekday. What would you do during this day? Make a plan.

7 a.m. – get up

7 – 7.30 a.m. – take a shower, breakfast

8 a.m. – ...

b) Work in pairs. Tell each other about your day. Choose the best one.

I start my day at...

I have lunch...

It takes me... minutes to...

After lunch I...

Then I...

I prefer to spend my evenings...

5. Look at the picture. Pretend that you are a famous sportsman. Imagine that you are taking part in a TV show and have to tell about your typical day. Use the prompts.

Wake up at 6 a.m.
Breakfast.

Business lunch.
Meeting film producers.



Dinner with friends.
Reception.

Work in the gym.



GRAMMAR



1. a) Listen to the chant and fill in the gaps with the words from the table below.

I didn't	I can't	So am I	So do I	I'm not
	So can I	So did I	I don't	

Helen likes basketball! ... (1)

Jim loves football – Oh, ... (2)

Jenny is happy ... (3)

Alex is angry – Oh, ... (4)

Jack can play badminton ... (5)

Max can play baseball – Oh, ... (6)

We played tag yesterday ... (7)

They went swimming – Oh, ... (8)

b) Say the chant together.

2. a) Look at the sentences below. Which one is correct? Why?

a) I went swimming last Friday. – Oh, I didn't.

b) I went swimming last Friday. – Oh, I did.

b) How do you agree? How do you disagree?



3. Listen to Liz and Rosie talking about their plans for the evening and say what they are going to do. Are they good at dancing?

4. Do the questionnaire and find out how good you are at dancing.

DISCO STAR OR TWO LEFT FEET?

1. *Your favourite place for dancing is ...*

a) on stage.

b) at a party.

c) in your bedroom.

2. What music do you like to dance to (you may choose more than one)?

- a) pop
- b) rock'n'roll
- c) reggae
- d) rock music
- e) classical music (waltz)
- f) flamenco
- g) disco
- h) folk music

3. What do you think about dancing?

- a) I hate it.
- b) I love it, and I'm very good at it.
- c) I like it, but I'm not very good at it.

4. Which sentence best describes the way you dance?

- a) It doesn't matter to me what other people think.
- b) I feel uncomfortable.
- c) I want people to look at me.

5. When you dance ...

- a) you stay more or less in one place.
- b) you need a lot of place to move around.
- c) you do the same as your partner.

6. At a pop concert, you usually ...

- a) get up and dance to the music.
- b) stay sitting down.
- c) You don't go to pop concerts.

7. How often do you dance?

- a) About once or twice a year.
- b) Never.
- c) Every weekend.

8. At a party ...

- a) you're usually the last to get up and dance.
- b) you're always the first to get up and dance.
- c) You don't go to parties where people dance.

How to score

- | | |
|-----------------------------------|------------------|
| 1. a-3, b-2, c-1 | 5. a-2, b-3, c-1 |
| 2. 1 point for each you've chosen | 6. a-3, b-2, c-1 |
| 3. a-1, b-3, c-2 | 7. a-2, b-1, c-3 |
| 4. a-3, b-1, c-2 | 8. a-2, b-3, c-1 |

If you scored 20 – 29

When you dance, you really enjoy it. You may look like an octopus in a blender, but you don't care what other people think. Good for you! No party should be without you!

If you scored 11 –19

You enjoy dancing but you're too worried about how you look. You should let yourself go. Be a bit less serious about life.

If you scored 10 or less

Hmm, what *do* you enjoy? Do you collect stamps? Hopefully you are an interesting person to talk to.

5. a) Walk around the classroom and find those who have the same score. Use the phrases from ex. 1.

Example: *I scored 17. – So did I. / Oh, I didn't, I scored*

- b) Share your results with your partner. What do you have in common?

LESSON 8.

Bicycle Safety

1. Read the poem and say what the boy did wrong.

Freddy

Here is the story
Of Freddy, my friend,
Who ran out in the traffic,
And that is the end.



2. a) Work in pairs. Make a list of rules for crossing the road.

b) Do you know any rules for how to ride a bike in the streets?

DO	DON'T

c) Read the list of bicycle safety rules and divide them into two columns.

1. Keep both feet on the pedals.
2. Follow all traffic signs and signals.
3. Ride in the areas which are for cars only.
4. Keep both hands on the pedals, unless you are signalling to turn.
5. Follow cars and buses too closely.
6. Ride without a helmet.
7. Try to find another route (*маршрут*), if the road is too busy.
8. Ride your bike without lights and a horn (*гудок*).
9. Get off your bike and walk it across busy corners.
10. Learn your hand signals and use them when you're on the road. Use your left hand to make the signals.





left turn



right turn



stop

d) Can you think of any other rules to add to the table?

3. Look at the pictures below. Who in the pictures doesn't know how to ride a bicycle? Why?



SPEAKING

4. a) Work in groups.

Group A: You are instructors. Your task is to say how to roller-skate safely.

Group B: You are instructors. Your task is to say how to skateboard safely.

b) Work in pairs. Compare your rules.



SPEAKING

1. Have you ever heard of the London Marathon? What do you know about it?
2. a) Work in pairs. Student A: read text A. Student B: read text B.
b) Exchange the information you've learnt.

A

The London Marathon happens every year in April. The race starts in Greenwich in south-east London and ends at Buckingham Palace in the centre of London.

The London Marathon makes a lot of money for charity (*благотворительность*). In 1998 15,7 million was collected.

Two men started the London Marathon after running in the 1979 New York race. One of them says about the New York marathon, "I thought I was running well eight miles (12 km) when I was passed by a waiter carrying a tray with glasses of water on it."

During the marathon the 30,000 runners will lose about 120,000 litres of sweat (*ном*) – enough to fill an Olympic-size swimming pool.

B

Lots of people run in costumes. In 1999 there were five trees, two 8 foot (2,5 m) pirates, a camel, Lord Nelson, belly dancers, the Queen and a man sitting on a toilet. In 1991 a man celebrating his birthday ran with a cake on his head.

At the first London Marathon in 1981 an American runner and a Norwegian runner crossed the finishing line holding hands for equal first place.

The world marathon record is 2 hours 6 minutes 5 seconds held by Ronaldo da Costa of Brazil.

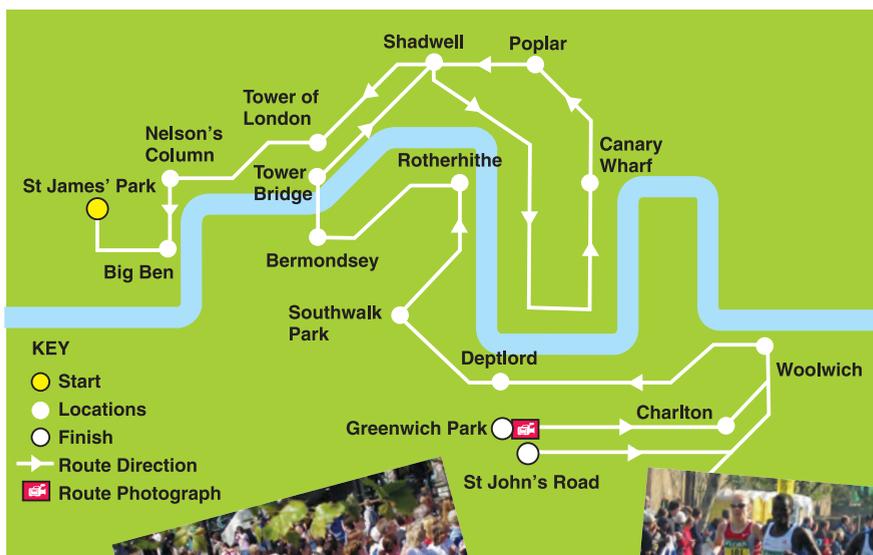
Everyone who finishes the marathon gets a medal.

3. a) Nick's family decided to take part in the London Marathon. Work in pairs.

Make a list of things they need to do to get ready for the marathon.

b) Look at the picture. What's happening?

c) Look at the London Marathon map. Say what popular London attractions they run by?



d) Role-play the conversation after the Marathon.

READING FOR PLEASURE

UNIT 5

This Is the House That Jack Built

1. a) Match the verbs in the left box with the nouns and phrases in the right box.

SEE TOUCH
FEEL LOOK AT
SMELL SWALLOW
EAT TASTE MEET
HAVE

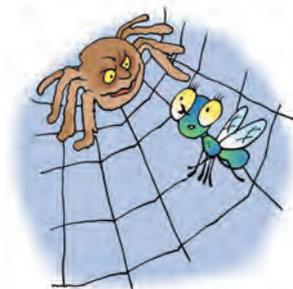
a whole chicken jasmine
a fly a wild animal
a famous person the sun
seasick exotic food
a ghost an exotic pet

- b) Make questions. Follow the example below.

Example: *Have you ever had an exotic pet?*

- c) Work in pairs. Ask and answer the questions.

- d) Report the most interesting findings to the class.



2. How did Jack get his house? Read and say.

This rhyme is one of the most famous English nursery rhymes. It refers to a real person, John Horner, who lived in the 16th century. Little Jack as he was known when he was a boy (Jack is the popular form of John) worked in the kitchen of a rich house helping the cook. His master was an abbot. By a lucky chance Jack got one of the abbot's estates (*поместий*) and built a castle there – the house that Jack built.



This is the house
that Jack built.

This is the bread
that lay in the house
that Jack built.

This is the rat
that ate the bread
that lay in the house
that Jack built.

This is the cat
that killed the rat
that ate the bread
that lay in the house
that Jack built.

This is the dog
that worried the cat
that killed the rat
that ate the bread
that lay in the house
that Jack built.



This is the cow
that tossed the dog
that worried the cat
that killed the rat
that ate the bread
that lay in the house
that Jack built.

This is the girl
that milked the cow
that tossed the dog
that worried the cat
that killed the rat
that ate the bread
that lay in the house
that Jack built.

This is the man
that kissed the girl
that milked the cow
that tossed the dog
that worried the cat
that killed the rat
that ate the bread
that lay in the house
that Jack built.

Is it difficult to learn the rhyme about Jack by heart? Why? / Why not?

Learn the rhyme. See how much time it takes to learn it.

* * *

I know an old lady who swallowed a fly.
I don't know why she swallowed a fly.
Perhaps, she'll die.

I know an old lady who swallowed a spider,
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Perhaps, she'll die.

I know an old lady who swallowed a bird.
How absurd to swallow a bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Perhaps, she'll die.

I know an old lady who swallowed a cat.
Imagine that! She swallowed a cat!
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Perhaps, she'll die.

I know an old lady who swallowed a dog.
Oh, what a hog to swallow a dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Perhaps, she'll die.

I know an old lady who swallowed a goat.
Opened her throat and swallowed a goat.
She swallowed the goat to catch the dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.

She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Perhaps, she'll die.

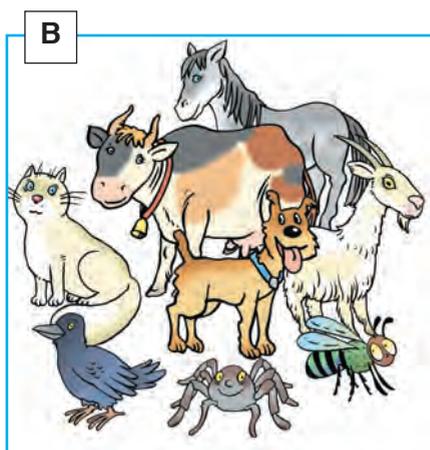
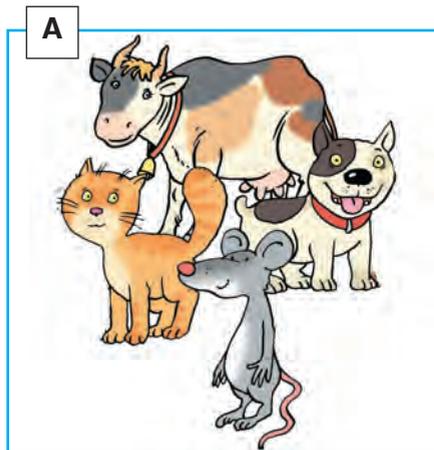
I know an old lady who swallowed a cow.
I don't know how she swallowed a cow.
She swallowed the cow to catch the goat.
She swallowed the goat to catch the dog.
She swallowed the dog to catch the cat.

She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Perhaps, she'll die.

I know an old lady who swallowed a horse.
She died, of course!

Which of the two pictures refers to the first rhyme and which – to the second?

Name the animals in the pictures.



What do the two rhymes have in common?
What are the differences between them?

Check yourself.
Don't look at the texts of the rhymes.
Who did it?
tossed, wriggled, worried, killed, tickled,
kissed, swallowed, milked, ate, built

UNIT 6

The Story of St. Valentine

1. a) Look at the picture. What do you know about this person?
b) When do people celebrate St. Valentine's day?

Let me introduce myself. My name is Valentine. I lived in Rome in the third century. I didn't like Emperor Claudius and I wasn't the only one! A lot of people shared my feelings.

Why do you think people didn't like Claudius?

Claudius wanted to have a big army. He wanted men to join. But many men did not want to fight in wars. They did not want to leave their wives and families. This made Claudius very, very angry. So, what happened? He had a crazy idea. He thought that if men were not married, they would join the army. So Claudius decided not to allow any more marriages. Young people thought his new law was cruel. I thought it was terrible.

And what do you think about this decision?

Did I say that I was a priest? One of my favourite activities was to marry people. Even after Emperor Claudius passed his new law, I did not stop and married men and women – secretly of course. It was really exciting. Imagine a small room with candles, a bride and a groom, and myself. We would say the words of the ceremony very quietly, listening for the steps of soldiers.



One night we did hear the steps. It was scary! Luckily, the man and the woman I was marrying ran away. I was caught (not quite light on my feet as I used to be, I guess). I was thrown in jail and told that my punishment was death.

How do you think people felt about it? Could they do anything to help the priest?

I tried to stay cheerful. And do you know what? Wonderful things happened. Many young people came to the jail to visit me. They threw flowers and notes up to my window. They wanted me to know that they, too, believed in love.

One of these young people was the daughter of the prison guard. Her father allowed her to visit me in the cell. Sometimes we sat and talked for hours. She helped me a lot. On the day I was to die, I left my friend a little note thanking her for her friendship. I wrote, 'Love from your Valentine'.

I believe that note started the custom of giving messages to each other on Valentine's Day. It was written on the day I died, February 14, 269 A.D. Now every year on this day people think of love and friendship.

2. a) Look at the two columns with the words below. Which one do you think is the best for the summary of the story? Why?

Rome
third century
Emperor
army
marriage
secretly
death
visit
daughter
note
love

Valentine
Emperor
shared
big
cruel
terrible
favourite
candles
scary
thanking
wrote

b) Make a short summary of the story using the words from the box you've chosen.

UNIT 7

Ma Liang and the Magic Brush

Where does the story take place? In which country?

1. **Once upon** a time there was a boy who liked drawing but he was too poor to buy a brush. His name was Ma Liang. One night he said to himself: “If only I have a brush, I can draw pictures for the poor people in my village.”

2. **Suddenly** an old man with a long white beard appeared at his place.

“Don’t be afraid,” he said. “Here’s a brush for you. But you must only draw pictures for poor people with it.”



Find more words like words in bold that help glue the text together.



3. Ma Liang began to draw a hen, and as he did so it changed into a real hen. “Wow!” he said. “This brush must be magic!”

4. Then he saw a poor woman cutting wood. “You need an axe (*monop*),” he said. So he drew an axe and it changed into a real one.

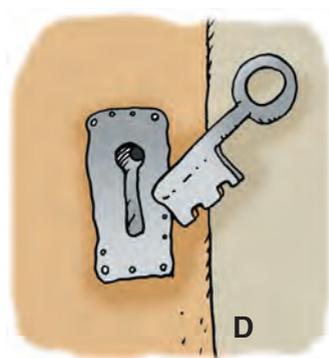
5. Next he saw a poor farmer pulling a plough ([plau] – плуг). “You need a buffalo to pull your plough,” Ma Liang said. So he drew a buffalo and it changed into a real buffalo. “Thank you. You are very kind,” the farmer said to Ma Liang.

6. Soon the king heard about Ma Liang’s magic brush. The king was very greedy. “Draw me a tree with gold coins hanging on it,” he told Ma Liang.



7. “You are rich. You don’t need any more gold,” Ma Liang answered.

The king was angry. “Throw him in prison!” he cried. His soldiers caught hold of Ma Liang, threw him in prison and locked the door.



8. “If I have a key I can unlock the door,” Ma Liang said. So he drew a key and it changed into a real key. He opened the door quietly and went away.

9. When the king discovered that Ma Liang had got away, he got on his horse and chased him with his soldiers.

10. Ma Liang said, “I need a horse as fast as wind.” So he drew a horse and it changed into a real horse. Ma Liang jumped on it and galloped away.



Look at the pictures and match them with the paragraphs.

white – *black*

poor – ...

kind – ...

noisly – ...

unreal – ...

short – ...

young – ...

lock – ...

Find the opposites for these words.

**You can draw only three pictures with a magic brush.
What will you draw? Why?**

**Read this character profile of the king. Then speak
about Ma Liang's character.**

The king was a very rich man, but he was not very kind. He didn't help poor people. He lived in a castle and he had a lot of soldiers. He was very strong and everybody was afraid of him. He had a lot of clothes made of gold and he rode a white horse. He had everything he wanted but he didn't give anything to other people. He wasn't a helpful man. He had a lot of gold but he wanted to have more. He was very greedy.



UNIT 8

Ira Says Goodbye

1. Read the story and answer the questions while reading.

Reggie, my best friend, was moving away. My sister was the first to tell me about it.

“He’s moving away,” she said. “Far, far away. What will you do when your best friend in the whole wide world moves away? Hmmmmmm?”

I ran into the house.

“It’s true,” said my mother.

“We were just coming to tell you,” said my father.

“But it’s not as though you won’t ever see Reggie again,” said my mother. “Greendale is only an hour’s drive.”

“Greendale?” I said.

“Where Reggie will be living,” said my mother.

“And you can always talk on the telephone,” said my father.

“But talking on the telephone won’t be the same,” I said.

Is Ira sad or happy about this news?

Reggie, moving! I couldn’t believe it. Reggie was my best friend as far back as I could remember.

We had our own tree house and a secret hiding place that only we knew about because it was so secret. And we had a magic act: the Amazing Reggie and the Fantastic Ira. Everyone came to see us perform. And we had our own club: The Dolphins. So far, there were only two members – us. But we thought it was a good start.

I went to all Reggie’s birthday parties. And he came to all of mine. When Reggie was away on holiday, I took care of his dog, Herman.

And when Reggie was sick in the hospital, I sent him a get-well card. I made it myself.

And when I was away, visiting my grandparents in Oregon, Reggie sent me a miss-you card.

We even put our turtles together in the same tank, so they could be best friends too – like us. My turtle was Felix. His was Oscar.

Were Ira and Reggie really good friends? Why / Why not?

I decided to go and find Reggie and tell him how sorry I felt to hear he was moving away.

I found Reggie. We both started talking at the same time.

“You’re moving,” I said.

“We’re moving,” he said. And then he said, “My father has a new job.”

“We can still talk on the telephone,” I said.

“But that won’t be the same,” said Reggie.

But the next day, to my surprise, Reggie wasn’t the same Reggie anymore. “Greendale is going to be so great,” he said. “Great, great, great! My father told me about it last night. In Greendale, all people do is have fun. Listen to this: there’s this park, with games and thriller rides¹. And all people do all day, in Greendale, is play these games, and scream their heads off riding these thriller rides – and watch fireworks Saturday nights. Isn’t that great!”

“And the people in Greendale are so friendly,” said Reggie. “All they do, all day long, is go around smiling. Isn’t that great!”

“People here are friendly,” I said. “Some are even best friends.”

But Reggie just went on talking about Greendale, as if he had never heard about best friends.

“Oh, I almost forgot the most terrific² part,” said Reggie. “The part about my Uncle Steve. He plays football for the Greendale Tigers, you know. And I’ll be seeing him every day. Isn’t that great!” Reggie looked at me.

Why was Reggie so excited? Why did he talk so much about Greendale? Was he happy to leave his best friend?

“Uh-huh,” I said.

Day after day, Reggie had new stories to tell about Greendale. He never seemed to want to do any of our old things anymore, like going up to the tree house or performing the magic act. It was as if Reggie had already moved away.

One day Reggie came by to take back Oscar, his turtle. It was my turn to keep the tank.

“But Felix and Oscar are best friends,” I said. “They’re used to being together.”

“They’re only turtles,” said Reggie.

“Turtles have feelings. They get lonely and they stop eating. And they get sick – even die. Everybody who isn’t stupid knows that,” I said. “And nobody can explain to a turtle why his friend isn’t with him anymore.”

“I’m taking Oscar,” said Reggie.

“Then take Felix too,” I said.

And that’s just what happened. Reggie walked out with Oscar – and Felix.

Maybe I shouldn’t have said that part about being stupid. But sometimes Reggie gets to me. Sometimes he really gets to me. Like whenever I call Reggie on the telephone, and I say to him “What are you doing?” He always said, “Talking to you,” – like I didn’t know he was talking to me.

Do you want to know something else about Reggie? When Reggie eats lunch, he always laughs with his mouth wide open, and with all that yucky food showing. I hate that about Reggie. And Reggie doesn’t care one bit about old friends.

Do you want to know something else? I can’t wait for Reggie to move! I will jump for joy the day Reggie moves away.

Does Ira really hate Reggie? Why / Why not?

It didn’t have to wait long. One day a big van³ pulled up to Reggie’s house. Reggie and his parents came outside. Reggie was carrying the tank with Felix and Oscar in it. My parents and sister were there too. Everyone hugged and said goodbye – everyone except Reggie and me.

“Aren’t you going to say goodbye?” said Reggie’s mother.

Suddenly, Reggie burst out crying and couldn’t stop. He cried and cried and nothing seemed to help. At last, when Reggie stopped crying, he handed me the tank. He said, “Here, Ira, you keep them.” I was surprised.

We all waved goodbye as Reggie and his parents drove away. When their car disappeared, we looked at each other. Everyone was sad.

“There’s only one thing to do at a time like this,” said my mother. “Let’s go into the house and bake a cake.”

¹**thriller rides** – зд. захватывающие аттракционы

²**terrific** – потрясающий

³**van** – грузовик

2. Read the sentences below. Try to put them into the text above.

1. He did the same for Gerdaline, my cat.
2. They just never get tired of smiling.
3. And he’s going to teach me to kick and pass, so that when I grow up, I’ll play football for the Greendale Tigers too!
4. I watched as the men carried everything out of the house.

3. The following text is the summary of the story. Find seven mistakes in it and correct them.

Ira’s best friend Reggie was moving away to London. They had been friends for a long time and had done lots of things together: they had built a house in a tree, opened a club and even had two rabbits together – Felix and Oscar. Ira was very sad about this news but Reggie was not the same anymore. He talked a lot about the place he was going to live in and didn’t think about his best friend’s feelings. He said that people there were very friendly and that his uncle who lived there would teach him to play tennis. He also said that there was a super park where one could eat as much ice-cream as he wanted. Soon Reggie wanted to take back Felix and Ira gave him her turtle too. She was very, very sad and thought that she didn’t like Reggie anymore. The day Reggie was moving away she didn’t even come out to say goodbye to him.

That day her mother had a birthday and all her family went into the house to bake a cake.

4. What do you think will happen next? Will the two friends ever meet again? Write a short paragraph about what you think will happen to Ira and Reggie.



UNIT 9

Harriet's Secret

Eleven-year-old Harriet wants to be a writer. To prepare for her future job, she keeps a notebook in which she writes down what she sees and thinks. The problem is that she gets her material spying on people, especially her friends at the school she goes to in New York. And this leads to trouble.

Why does this lead to trouble?

That day, after school, everyone felt great because the weather was suddenly fine and soft like spring. They hung around outside, the whole class together, which was something they never did. Sport said, “Hey, why don’t we go to the park and play tag?”

Harriet was late for her spying, but she thought she would just play one game and then leave.

Harriet thought the kind of tag they played was rather silly. They had to **run** in circles and get very tired, then whoever was “it” tried to knock everyone else’s books out of their arms. They played and played. Sport was the best. He managed to knock down everyone’s books except Rachel Hennessey’s and Harriet’s.

He **ran after** Harriet. Suddenly he knocked a few of the things off her arms, then Harriet started to **run like crazy**. Soon she was running and running as fast as she could in the direction of the mayor’s house. Rachel was right after her and Sport was close behind.

Read the sentences with the word RUN. Is the meaning of the word different in each sentence? Why?

They **ran and ran along** the river. Then they were on the grass and Sport fell down. It wasn't any fun with him not chasing, so Rachel and Harriet waited until he got up. Then he was very quick and got them.

All of Rachel's books were on the ground and some of Harriet's. They began to pick them up to go back and join the others.

Why did she cry in horror?

Suddenly Harriet cried in horror: "Where's my notebook?" They all began looking around, but they couldn't find it anywhere. Harriet suddenly remembered that some things had been knocked down before they **ran away** from the others. She began to **run back** toward them.

When she got back to where they had started she saw the whole class – Beth Ellen, Pinky Whitehead, Carrie Andrews, Marion Hawthorne, Laura Peters, and The Boy with the Purple Socks – all sitting around a bench while Janie Gibbs was reading them from the notebook. She stopped reading and looked up calmly. The others looked up too. She looked at all their eyes and suddenly Harriet M. Welsch was afraid.

Why did she feel like this?

They just looked and looked, and their eyes were the meanest eyes she had ever seen. Rachel and Sport came up then. Marion Hawthorne said, "Rachel, come over here."

Rachel came over to her, and after Marion had whispered in her ear, got the same mean look.

Janie said, "Sport, come over here."

"Whadaya mean?" said Sport.

"I have something to tell you," Janie said.

Sport walked over and Harriet's heart went into her sneakers.

Jannie passed the notebook to Sport and Rachel, never taking her eyes off Harriet as she did so. "Sport you're on page thirty-four; Rachel you're on fifteen," she said quietly.

Sport read his and burst into tears. “Read it aloud, Sport,” said Janie harshly.

“I can’t.” Sport hid his face.

Why did he start crying?

The book was passed back to Janie and she read a passage in a solemn (*торжественный*) voice.

Sometimes I can't stand Sport. With his worrying all the time sometimes he's like a little old woman.

Sport turned his back on Harriet, but even from his back Harriet could see that he was crying.

“That’s not fair,” she said. “There’re some nice things about Sport in there.”

Janie spoke very quietly. “Harriet, go over there on that bench until we decide what we’re going to do to you.”

Harriet got up and marched off. They were so busy they didn’t even see it.

What were her feelings?

What do you think happened next?

What is your opinion of Harriet? What do you think about her notebook?

What do you think of her classmates’ reaction?

PROJECTS

PROJECT. Unit 5

AROUND THE WORLD

Choose one of the mini-projects and prepare a presentation. Do it individually or with your classmate.

THE UK

Prepare a presentation on the UK, speak about its symbols, parts of the UK, landscape and climate, animals and plants, history and traditions, places to visit and things to do.

BELARUS

Prepare a presentation on your country. Speak about its symbols, the parts it is made of, landscape and climate, animals and plants, history and traditions, places to see and things to do.

COMPARING COUNTRIES

Compare Belarus, the UK and New Zealand. Find out more about each country, get ready with maps, pictures and sounds. Speak about landscape and climate, animals and plants, traditions and symbols, places to see and things to do.

SCOTLAND

Get ready to speak about Scotland, its landscape and climate, animals and plants, symbols and traditions, famous people and famous attractions, places to see and things to do. Bring in pictures, photos, souvenirs, music and sounds.

ENGLAND

Get ready to speak about England, its landscape and climate, animals and plants, symbols and traditions, famous people and famous attractions, places to see and things to do. Bring in pictures, photos, souvenirs, music and sounds.

NORTHERN IRELAND

Get ready to speak about Northern Ireland, its landscape and climate, animals and plants, symbols and traditions, famous people and famous attractions, places to see and things to do. Bring in pictures, photos, souvenirs, music and sounds.

WALES

Get ready to speak about Wales, its landscape and climate, animals and plants, symbols and traditions, famous people and famous attractions, places to see and things to do. Bring in pictures, photos, souvenirs, music and sounds.

TOURIST LEAFLET

Make an outline and a mind-map before starting to write a tourist leaflet on the country of your choice. Make it large, the size of a poster for everybody to see. If you can, make multiple copies of the leaflet to put on each desk. Advertise your country to the “tourists”.

LONDON SIGHTS

Find interesting information about the London sights you have discussed in class. Find more sights to describe – London is big enough to speak about it for hours. Get pictures and photos, music and sounds to make your presentation more enjoyable.

POPULAR ATTRACTIONS TELEPHONE SERVICE

Collect information about the most popular sights in and around London. Provide your classmates with the list of attractions to choose from. Prepare role-play cards for “visitors” and BT (British Telecom) telephone operators who connect callers with the Popular Attractions service. Play the role of the Popular Attractions service operator. Receive telephone calls and describe the attractions. Be helpful and polite.

GETTING AROUND LONDON

Turn your classroom into London city centre. Mark the names of streets and places. Prepare role-play cards for your classmates: they will have to ask for directions in London.

NEW ZEALAND

Get ready to speak about the country, its landscape and climate, animals and plants, symbols and traditions, famous people and famous attractions, places to see and things to do. Bring in pictures, photos, souvenirs, music and sounds.

QUIZ ON THE UK

Prepare a quiz on the UK. Use the questions you made in Lesson 5. Find something else to ask about. Get ready with prizes.

LIMERICKS and more...

Prepare a presentation on the literature and humour of the UK. Use the limericks you have learned, the poems from the Reading for Pleasure section. Do research. Find more examples. Recite.

PROJECT. Unit 7

A BOOK ABOUT MYSELF

- I. Look at the picture of a fold-up book. Read the instructions how to make a book.



1. Use a long strip of paper, folded, or several small sheets of paper sellotaped together.
2. Cut a front and back cover a little bigger than the sheets inside.
3. Glue the cover onto each end.
4. Inside the book put information about yourself. Use ex. 5, Lesson 4 for help.
5. Decorate the pages of the book with photographs of yourself and your relatives, pictures of your pets and places you have been to to make your book more interesting.
6. Decorate the cover with pretty colour paper or paint or draw a design on it.

II. Make a book *All About Myself* at home.

III. Get ready to present your book to the rest of the class. Think about the following points.

- Which parts of your book will be interesting for everybody or a lot of others?
- How can you make them more attractive and – above all – short?
- What should you tell the others by spoken words, in writing or through pictures?

IV. Make a presentation of your book to the rest of the class or group.

PROJECT. Unit 9

INTERPLANETARY FRIENDS

Card A1

Write a letter describing you and your family. Ask your pen friend what the towns and houses look like in their planet.

Card B1

Write a letter describing you and your family. Ask your pen friend what the towns and houses look like in their planet.

Card A2

Thank your pen friend for the letter. Write about your town and house. Ask what shops are on your pen-friend's planet.

Card B2

Thank your pen friend for the letter. Write about your town and house. Ask what shops are on your pen-friend's planet.

Card A3

Thank your pen friend for the letter. Write about shops on your planet. Ask about your pen friend's hobbies and interests.

Card B3

Thank your pen friend for the letter. Write about shops on your planet. Ask about your pen friend's hobbies and interests.

Card A4

**NOW USE YOUR
IMAGINATION!**

Card B4

**NOW USE YOUR
IMAGINATION!**

Additional Material to UNIT 5

Lesson 5

5. Information for Student B.

Example: – *Can you tell me the name of a country in Europe which is made up of six regions? It's Belarus.*

– *Well done! Your turn.*

the animal with black and white fur/lives in holes in the ground

the evergreen tree/grows in Britain and other Northern countries

the plant/is the symbol of Scotland

the language/is spoken in Northern Ireland

the person/writes plays

(Keys: badger, pine, thistle, Irish Gaelic, playwright.)

Lesson 8

4. Information for Student B.

Situation I. It is the biggest wheel in the world. It was built for the Millennium celebration.

Summer: 1st April – 10th September – 09.00–22.00; Winter: 11th September – 31st March – 10.00–18.00. Opening times may change. You can get on it every 30 minutes, last boarding – half an hour before closing time.

Contact phone: 0870 50000 600

How to get there:

by underground – to Westminster Station

by bus – 211, 24, 11

by foot – a walking distance from Westminster Bridge or Waterloo Bridge

Situation II. The Globe Exhibition tells the story of Shakespeare's workplace and has a guided tour of the Globe theatre. The theatre is unique and the exhibition – fantastic. Open daily, May – September – 09.00–12.00, October – April – 10.00–17.00/ Groups – 15 people (one free with every 15 paying). Gift shop.

Contact phone: 0207 902 1500

How to get there:

by train – to London Bridge

by underground – to Cannon Street

by bus – 15, 17 to Cannon Street

GRAMMAR

PRESENT

BE	(I) am	I'm (I am) a student.
	(we, you, they) are	You're (you are) a student.
	(he, she, it) is	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

BE	(I, he, she, it) was	I was happy.
	(we, you, they) were	We were happy.

- + He was happy. They were happy.
- He wasn't sad. They weren't sad.
- ? Was he happy? Were we sad?

FUTURE

BE	(I, we) will be	I'll be (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 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="236 444 473 511">(S) (V)_(s)</p> <p data-bbox="200 553 544 587">(I, we, you, they) write</p> <p data-bbox="200 629 473 664">(he, she, it) writes</p> <p data-bbox="200 706 548 777">I often write letters. He often writes letters.</p>	<p data-bbox="709 444 1160 511">(S) do / does not n't (V)</p> <p data-bbox="696 553 1128 587">(I, we, you, they) don't write</p> <p data-bbox="696 629 1072 664">(he, she, it) doesn't write</p> <p data-bbox="696 706 1057 777">I don't write poems. He doesn't write poems.</p>

?
<p data-bbox="494 1008 937 1088">do / does (S) (V)</p> <p data-bbox="503 1139 899 1210">do (I, we, they, you) write does (he, she, it) write</p> <p data-bbox="503 1255 915 1326">Do you often write letters? Does he often write letters?</p>

PRESENT CONTINUOUS

now, at the moment

+	-
<p data-bbox="115 436 566 500">S am / is / are Ving</p> <p data-bbox="115 536 566 655">(I) am writing (he, she, it) is writing (we, you, they) are writing</p> <p data-bbox="115 728 566 928">I'm (I am) writing a letter now. He's (he is) writing a letter now. We're (we are) writing a letter now.</p>	<p data-bbox="618 436 1120 500">S am / is / are not n't Ving</p> <p data-bbox="618 536 1120 691">(I) am (I'm) not writing (he, she, it) is not (isn't) writing (we, you, they) are not (aren't) writing</p> <p data-bbox="618 728 1120 928">I am (I'm) not writing a poem now. He isn't (is not) writing a poem now. We aren't (are not) writing a poem now.</p>

?
<p data-bbox="354 1146 856 1237">am / is / are S Ving</p> <p data-bbox="399 1255 811 1374">am (I) writing is (he, she, it) writing are (we, you, they) writing</p> <p data-bbox="399 1410 830 1528">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)  (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)  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.

?

 (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?

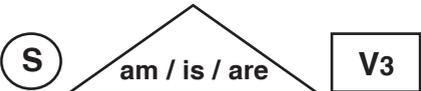
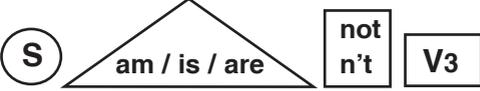
PAST SIMPLE

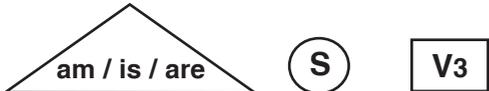
yesterday, (two days) ago, last (year/month ...), in 1999

+	-
<p data-bbox="168 429 229 487">S</p> <p data-bbox="361 429 452 487">V2</p> <p data-bbox="216 551 426 620">write – wrote open – opened</p> <p data-bbox="121 666 535 698">He wrote a letter yesterday.</p> <p data-bbox="121 742 558 775">I opened the parcel last week.</p>	<p data-bbox="619 447 680 505">S</p> <p data-bbox="692 429 924 505">did</p> <p data-bbox="944 429 1014 505">not n't</p> <p data-bbox="1034 447 1111 505">V1</p> <p data-bbox="709 551 1027 620">did not (didn't) write did not (didn't) open</p> <p data-bbox="613 666 1111 735">He didn't write a letter yesterday.</p> <p data-bbox="613 742 1111 811">He didn't open the parcel last week.</p>

?
<p data-bbox="361 1079 593 1155">did</p> <p data-bbox="638 1097 699 1155">S</p> <p data-bbox="767 1097 844 1155">V1</p> <p data-bbox="361 1184 628 1217">did he write/open</p> <p data-bbox="361 1263 864 1332">Did he write a letter yesterday? Did he open the parcel yesterday?</p>

PRESENT SIMPLE PASSIVE

+	-
	
<p>(I) am taken (he, she, it) is shown (we, you, they) are decorated</p> <p>I am taken to the Zoo.</p> <p>The film is shown at the cinema. Streets are decorated for the holiday.</p>	<p>(I) am not taken (he, she, it) is not shown (you, we, they) are not taken</p> <p>I am not taken to the mountains. The film isn't (is not) shown on TV.</p>

?

<p>am (I) taken are (we, you, they) decorated is (he, she, it) shown</p> <p>Am I taken to the park? Is the film shown at the cinema? Are streets decorated for the holiday?</p>

PRESENT PERFECT CONTINUOUS

for 3 hours, since Monday

+

(S)  have / has been Ving

(I, you, we, they) have been writing
(he, she, it) has been writing

I have been writing a letter for 3 hours.
He's (he has) been writing a letter for 3 hours.
We've (we have) been writing a letter since morning.

-

(S)  have / has not n't been Ving

(I, you, we, they) have not been writing
(he, she, it) has not been writing

I have not been writing a poem for 3 hours.
He hasn't (has not) been writing a poem for 3 hours.
We haven't (have not) been writing a poem since morning.

?

 have / has (S) been Ving

have (I, you, we, they) been writing
has (he, she, it) been writing

Have you been writing a letter for 3 hours?
Has he been writing a letter since morning?

PAST PERFECT

by 7 o'clock yesterday, before

+

S	had	V3
---	-----	----

I had written / opened

I'd (I had) written the letter by 7 o'clock yesterday.
He'd (he had) opened the parcel before his Mother came.

-

S	had	not n't	V3
---	-----	------------	----

I have not written / opened

I hadn't (had not) written the letter by 7 o'clock yesterday.
He hadn't (had not) opened the parcel before his Mother phoned.

?

had	S	V3
-----	---	----

had (I, we, you, they) written / opened

Had he written the letter by 7 o'clock yesterday?
Had he opened the parcel before his Mother phoned?

PAST SIMPLE PASSIVE

+	
(S)  was / were	(V3)
(you, we, they) were heard / discovered (I, he, she, it) was heard / discovered	
America was discovered by Columbus.	

-	
(S)  was / were	(not n't) (V3)
(you, we, they) were not heard / discovered (I, he, she, it) was not heard / discovered	
The new way to India was not discovered by Columbus.	

?	
(S)  was / were	(V3)
were (you, we, they) heard / discovered was (I, he, she, it) heard / discovered	
Was America discovered by Columbus?	

FUTURE SIMPLE PASSIVE

+

(S) will be (V3)

will be made

The cake will be made for the party.

-

(S) will not be (V3)

will not (won't) be made

The dress won't (will not) be made for the party.

?

will (S) be (V3)

will it be made

Will the dress be made for the party?

PRONOUNS

personal	possessive + noun	possessive	reflexive
I	my	mine	myself
you	your	yours	yourself/yourselfs
he	his	his	himself
she	her	hers	herself
it	its	its	itself
we	our	ours	ourselves
they	their	theirs	themselves

RELATIVE CLAUSES

I saw  who / that was riding a horse.

I saw the girl (who / that) my brother wants to go to the circus with.

I saw the box which / that was brought yesterday.

I saw  (which / that) my mother had bought.

IRREGULAR VERBS

VERB (V1)	PAST TENSE (V2)	PAST PARTICIPLE (V3)
begin	began	begun
blow	blew	blown
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
forecast	forecast	forecast
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept

VERB (V1)	PAST TENSE (V2)	PAST PARTICIPLE (V3)
knit	knitted, knit	knitted, knit
know	knew	known
lay	laid	laid
learn	learned, learnt	learned, learnt
leave	left	left
let	let	let
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
shake	shook	shaken
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

1. alive [ə'laɪv] живой
2. ambulance ['æmbjʊləns] скорая помощь
3. ancient ['eɪnʃənt] древний
4. archaeologist [ˌɑ:kɪ'blɒdʒɪst] археолог
5. attraction [ə'trækʃən] достопримечательность
6. badger ['bædʒə] барсук
7. baggy ['bæɡɪ] мешковатый
8. beauty ['bju:tɪ] красота
9. beaver ['bi:və] бобер
10. belt [belt] пояс
11. birch [bɜ:tʃ] береза
12. blond [blɒnd] светлый
13. bury ['berɪ] хоронить
14. carpenter ['kɑ:pɪntə] столяр
15. celebrate ['selɪbreɪt] праздновать
16. certain ['sɜ:tn] определенный, уверенный
17. checked [tʃekt] клетчатый
18. cheerful ['tʃɪəfəl] *зд.* веселый; светлый
19. chemist's ['kemɪsts] аптека
20. climate ['klaɪmɪt] климат
21. code [kəʊd] код
22. collect [kə'lekt] собирать, коллекционировать
23. communicate [kə'mju:nɪkeɪt] общаться
24. competitive [kəm'petɪtɪv] конкурсный; соревнующийся
25. convenient [kən'vi:nɪənt] удобный
26. couch potato ['kəʊtʃ pə'teɪtəʊ] лежебока
27. cover ['kʌvə] покрывать
28. cross [krɒs] крест
29. cross-stitching ['krɒsstɪtʃɪŋ] вышивание крестиком
30. curly ['kɜ:lɪ] кудрявый
31. daffodil ['dæfədɪl] нарцисс
32. decide [dɪ'saɪd] решать
33. decorate ['dekəreɪt] украшать
34. deep [di:p] глубокий
35. deer [diə] олень, олени
36. deliver [dɪ'lɪvə] доставлять
37. department store [dɪ'pɑ:tmənt ,stɔ:] универсам

38. designer [di'zainə] дизайнер
39. die [daɪ] out вымирать
40. discover [di'skʌvə] обнаруживать, находить
41. discovery [di'skʌvəri] открытие
42. do exercises ['eksə'saɪzɪz] делать зарядку
43. emergency [ɪ'mɜ:dʒənsɪ] чрезвычайная ситуация
44. envelope ['envələʊp] конверт
45. fat [fæt] толстый
46. feel [fi:l] чувствовать
47. figure ['fɪgə] фигура
48. fit [fɪt] подходить по размеру
49. fold [fəʊld] складывать
50. foreign ['fɔrɪn] иностранный
51. forget [fə'get] забывать
52. fortune-teller ['fɔ:tʃən,telə] гадалка
53. found [faʊnd] основывать
54. frank [fræŋk] откровенный
55. get [get] on ладить
56. gift [gɪft] подарок
57. grave [greɪv] могила
58. guest [gest] гость
59. guinea pig ['ɡɪni,pɪɡ] морская свинка
60. gymnastics [dʒɪm'næstɪks] гимнастика
61. hammer ['hæmə] молоток
62. have smth in common ['kɒmən] иметь что-то общее
63. healthy ['helθɪ] здоровый
64. historic [hɪ'stɔrɪk] исторический
65. honest ['ɒnɪst] честный
66. housewife ['haʊswaɪf] домохозяйка
67. huge [hju:dʒ] *зд.* громкий; огромный
68. important [ɪm'pɔ:tənt] важный
69. independent [ɪndɪ'pendənt] независимый
70. invite [ɪn'vaɪt] приглашать
71. jog [dʒɒɡ] бегать трусцой
72. join [dʒɔɪn] вступать
73. karate [kə'reɪ:tɪ] карате
74. keep [ki:p] fit быть в форме
75. keep in touch [tʌtʃ] поддерживать контакт
76. landscape ['lændskeɪp] пейзаж

77. leaflet ['li:flɪt] брошюра
78. letter-box ['letəbɒks] почтовый ящик
79. local ['ləʊkəl] местный
80. mail [meɪl] почта
81. married ['mæɪrɪd] женатый, замужняя
82. match [mætʃ] подходить
83. material [mə'tɪəriəl] материал
84. message ['mesɪdʒ] сообщение
85. mild [maɪld] мягкий
86. nail [neɪl] гвоздь
87. needle ['ni:dl] игла
88. newsagent's ['nju:z,eɪdʒənts] газетный киоск
89. oak [əʊk] дуб
90. of medium ['mi:diəm] height среднего роста
91. old-fashioned ['əʊld'fæʃənd] устаревший
92. overweight [ˌəʊvə'weɪt] с избыточным, лишним весом
93. pack [pæk] упаковывать
94. palm [pɑ:m] пальма
95. parcel ['pɑ:səl] посылка
96. pick [pɪk] on smb придирааться, цепляться (*к кому-л.*)
97. pine [paɪn] сосна
98. plant [plɑ:nt] растение
99. player ['pleɪə] игрок
100. pleasant ['plezənt] приятный
101. post [pəʊst] почта; отправлять по почте
102. postal ['pəʊstl] почтовый
103. professional [prə'feʃənəl] профессиональный
104. programmer ['prəʊgræmə] программист
105. remember [rɪ'membə] помнить
106. repack [rɪ'pæk] перепаковать
107. return [rɪ'tɜ:n] вернуть(ся)
108. reweigh [rɪ'weɪ] взвесить еще раз
109. roller-skating ['rəʊləskeɪtɪŋ] катание на роликах
110. scientist ['saɪəntɪst] ученый
111. scissors ['sɪzəz] ножницы
112. screw [skru:] отвертка
113. send [send] посылать
114. service ['sɜ:vɪs] служба
115. settle ['setl] поселяться

116. sew [səʊ] шить
117. shamrock [ˈʃæmrɒk] трилистник
118. shopper [ˈʃɒpə] покупатель
119. shopping [ˈʃɒpɪŋ] list список покупок
120. signal [ˈsɪgnəl] сигнал
121. skateboarding [ˈskeɪtbɔːdɪŋ] катание на скейте
122. skeleton [ˈskelɪtən] скелет
123. slim [slɪm] стройный
124. smart [smɑːt] нарядный
125. smell [smel] пахнуть
126. sociable [ˈsəʊʃəbəl] общительный
127. sort [sɔːt] сортировать
128. souvenir [ˌsuːvəˈnɪə] сувенир
129. special [ˈspeʃəl] специальный
130. stick [stɪk] наклеивать
131. straight [streɪt] прямой
132. striped [straɪpt] полосатый
133. suit [suːt] [sjuːt] подходить
134. surprise [səˈpraɪz] удивлять
135. surround [səˈraʊnd] окружать
136. swap [swɒp] обмениваться
137. taste [teɪst] быть на вкус
138. team [tiːm] команда
139. tell [tel] off выговаривать, ругать
140. thistle [ˈθɪsəl] чертополох
141. thread [θred] нить
142. tight [taɪt] тесный, плотный
143. tool [tuːl] инструмент
144. tradition [trəˈdɪʃən] традиция
145. treasure [ˈtreɪzə] сокровище
146. try [traɪ] on примерять
147. viking [ˈvaɪkɪŋ] викинг
148. wavy [ˈweɪvɪ] волнистый
149. weigh [weɪ] взвешивать
150. weight [weɪt] вес
151. well-built [ˈwelˈbɪlt] хорошо сложенный (о человеке)
152. window-shopping [ˈwɪndəʊˈʃɒpɪŋ] рассматривание витрины

