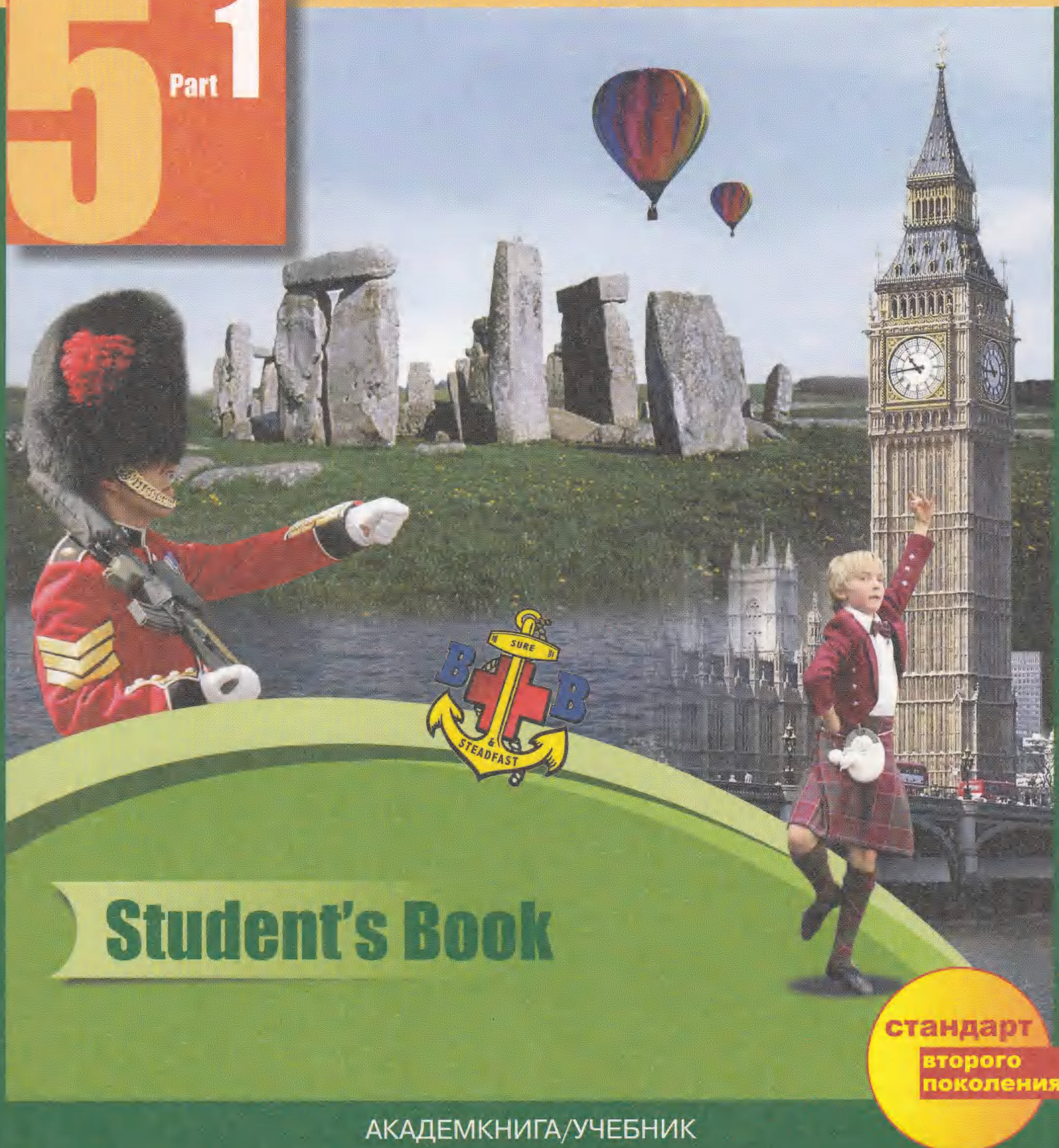
S. Ter-Minasova, L. Uzunova, J. Kurasovskaya, V. Robustova

English Favourite

5 Part 1



Student's Book

стандарт второго поколения

АКАДЕМКНИГА/УЧЕБНИК

С.Г. Тер-Минасова, Л.М. Узунова, Ю.Б. Курасовская, В.В. Робустова

АНГЛИЙСКИЙ ЯЗЫК

5 класс

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для общеобразовательных
учреждений

В двух частях

Часть 1

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Условные обозначения

аудирование

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* задание по выбору учителя

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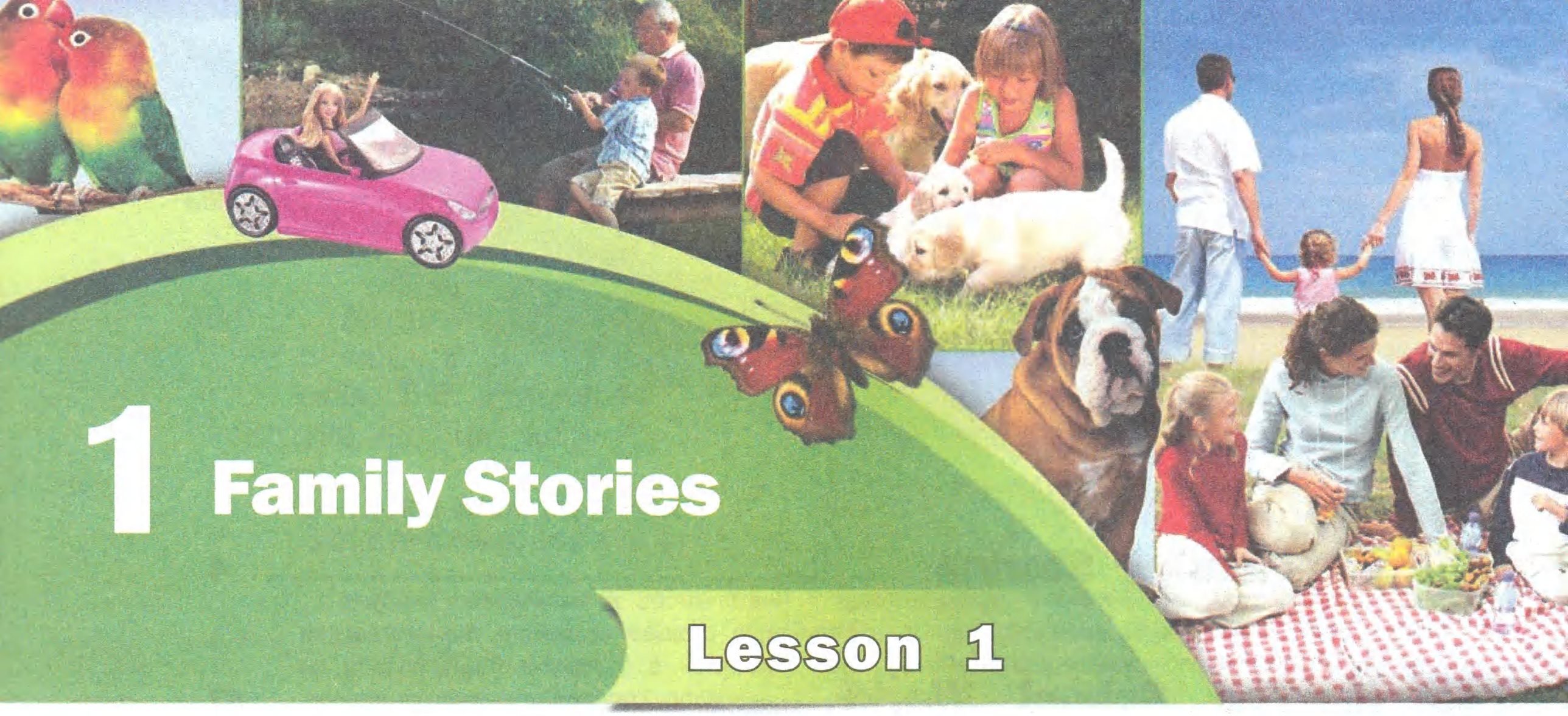


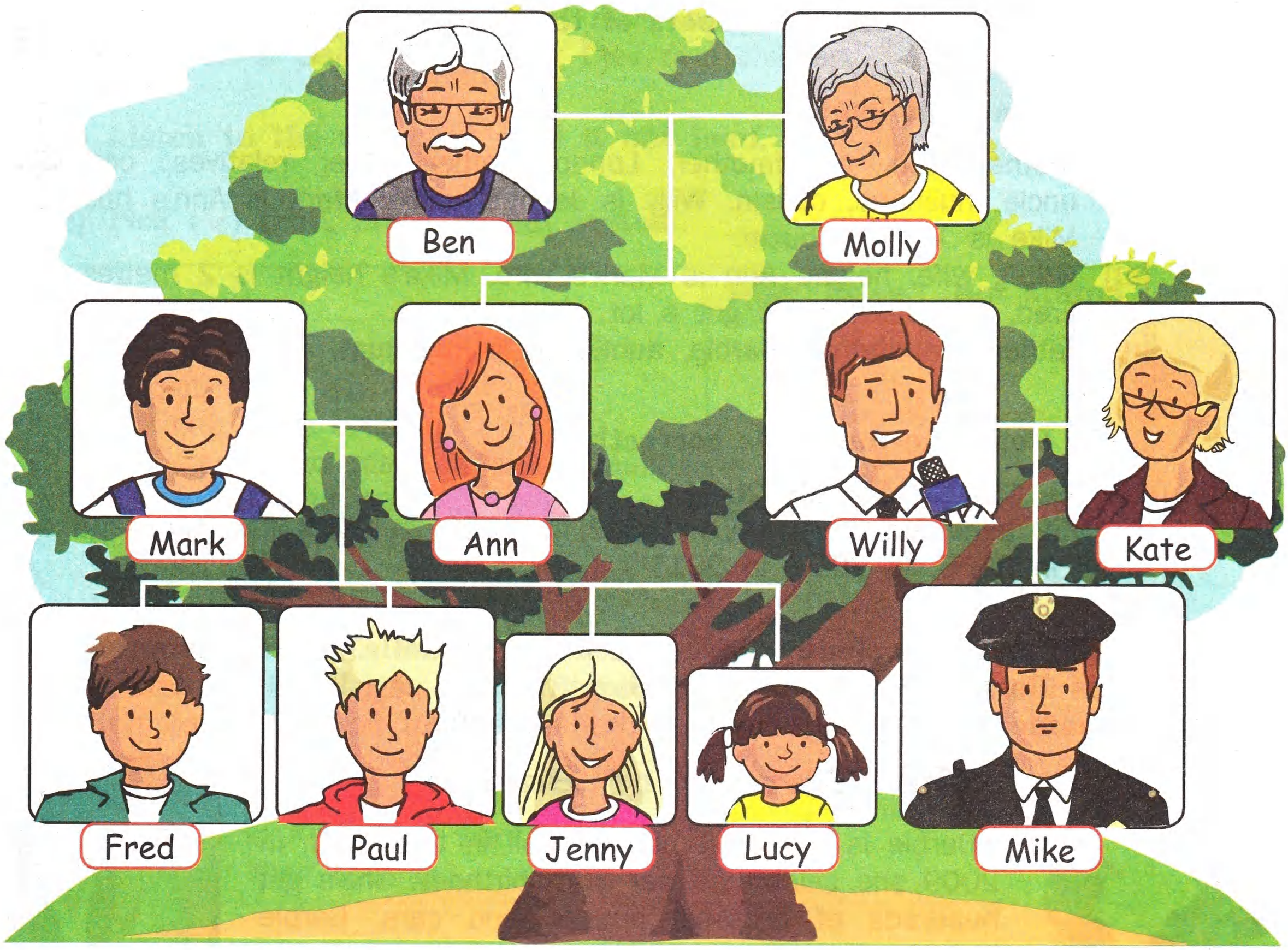
1 Family Stories

Lesson 1

1. **a) Meet Jenny. She is from the USA. Listen to what she is saying and choose the picture of her family. Say why you have chosen this picture.**

b) Say what you learned about Jenny's family.

2. Look at Jenny's family tree, listen to her and guess the meaning of the new words.



I've got a lot of **other relatives**. My grandmother and my grandfather have been together for 43 years and my granny says that my grandpa is the best **husband** in the world.

Uncle Willy is my mum's brother and **aunt** Kate is uncle Willy's **wife**. They are very kind.

My **cousin** Mike is the tallest in the family. His **height** is 2 metres. He's a policeman.

3. Complete the sentences about Jenny's family.

Jenny's family is big, she's got a lot of ... .
Ann is Mark's ... .
Willy is Kate's ... .
Fred and Paul are Mike's ... .
Paul is shorter than Mike, his ... is 1 metre 90 centimetres.
Mike's got four ... : Lucy, Jenny Paul and Fred.

4. Work in two groups. Play the roles of Jenny's father *(Mark)* and her uncle *(Willy)*. You have a big family. Introduce (представь) your relatives to your class. Your friends will play the roles of other members of the family.

5. a) Read out loud.

[ʌ] br**o**ther, s**o**n, grandm**o**ther, L**o**ndon, **o**ther, **o**ther relatives, c**o**mpany, **u**ncle, h**u**sband, c**ou**sin. Willy is Jenny's **u**ncle. Mark is Ann's h**u**sband. Mike is Jenny's c**ou**sin.
[aɪ] writer, wife, h**eigh**t. Ann is Mark's wife. Mike's h**eigh**t is 2 metres.
[e] Fr**e**d, r**e**lative. They've got a lot of r**e**latives.
[ɑ:] f**a**ther, grandf**a**ther, B**a**rbie, **au**nt. She is my **au**nt.

b) Read the numerals correctly.

19, 59, 18, 12, 15, 50, 20, 11
in 1959 (nineteen fifty nine); in 1812; in 1550, in 2009 (two thousand and nine), in 2005, in 2010, in 2011

6. a) Lucy and Jenny have got a lot of dolls. Their favourite doll is Barbie. Read the text about it and say how the doll got its name.

The History of Barbie

Barbie is the most popular doll in the world. In 2009 she celebrated her 50th birthday. She's got hundreds of dresses, houses and cars. Barbie has got three sisters and one brother, one cousin and a lot of friends.

Ruth Handler and her husband Elliot had a small company which made toys. They also had two children: Barbara and Ken. One day Ruth saw how her daughter played with her paper[1] dolls: she put on paper dresses, shoes and hats on them. Ruth decided[2] to make a new plastic doll. The new doll looked like a real girl and was very beautiful. Its height was 29 centimetres. Ruth gave the doll her daughter's name and other dolls of Barbie's family got the names of Barbara's other relatives. Barbie's friend Ken got the name of Barbara's brother and later Barbie's sister Stacie got the name of Barbara's real daughter.

---

[1] paper [ˊpeɪpə] – бумажный
[2] decide [dɪˊsaɪd] – решать

Ruth's children didn't like Barbie and thought that the doll took their parents' love away from them. Barbara asked her friends not to call her Barbie. When Barbara and Ken had their own[1] families, they never bought Barbie and other dolls of Barbie's family for their own children.

b) Listen to the text and read it out loud.

c) Tick (✓) true, false, or not stated.

	True	False	Not stated
1. Ruth and Elliot Handler had a car company.			
2. They had three children.			
3. Ruth wanted to make a new beautiful doll for her daughter.			
4. Ruth made the doll in 1959.			
5. The doll got Ruth's daughter's name.			
6. Barbie's brother and sister got the names of Barbara's brother and sister.			
7. Barbie had the height of real Barbara.			
8. Ken was a little bit taller than Barbie.			
9. Real Barbara and Ken had a lot of children.			
10. Barbara and Ken didn't want to buy Barbie for their children.			

7. *Tell the story of Barbie.

8. Write about your family. Use the words below.

Useful Language

a husband, a wife – wives, an aunt, an uncle, a cousin, a relative, other, height

Homework

1. Nos 2, 6b.
2. Ex. 8.
3. Ex. 1–3.

[1] own [əʊn] – собственный

Lesson 2

1. **Tell the class about your family.**

2. **a) Jenny has got a Russian friend Vanya. Imagine that you are Jenny. Look at the words and his picture below and describe the boy.**

Vanya
Age: 11 years old, a student
Height: 1 metre 40 centimetres
Interests: books, computers, the school theatre

b) Look at the pictures and guess what other interests Vanya has.

c) Imagine that you are Vanya. Tell the class about your family. Use the words from the box on page 7.

3. **a) Listen to the sentences, look at the pictures and guess the meaning of the new words.**

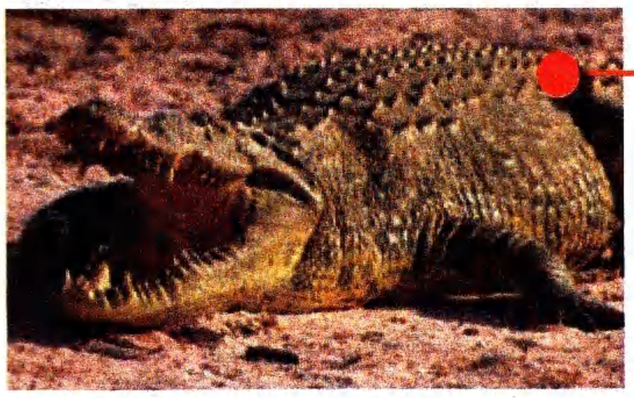
1. A dog has got **sharp** teeth.

2. A **parrot** can talk.

3. A **woman** is planting flowers in the garden.

4. My cousin has got a new toy. He's happy and he's **smiling**.

b) Who has got sharp teeth?



a crocodile

a tiger

a mouse

GRAMMAR

■ Irregular Plural Forms of Nouns (Revision) (Неправильные формы множественного числа существительных)

4. a) Read and remember.

Singular (единственное число)	**Plural** (множественное число)
a man [mæn] мужчина	men [men]
a woman [ˊwʊmən] женщина	women [ˊwɪmɪn]
a policeman [pə'li:smən]	policemen [pəˊli:smən]
a child [tʃaɪld]	children [ˊtʃɪldrən]
a wife [waɪf]	wives [waɪvz]
a leaf [li:f]	leaves [li:vz]
a bookshelf [ˊbʊkʃelf]	bookshelves [ˊbʊkʃelvz]
a wolf [wʊlf]	wolves [wʊlvz]
a tooth [tu:θ]	teeth [ti:θ]
a foot [fʊt]	feet [fi:t]
a mouse [maʊs] мышь	mice [maɪs]
a sheep [ʃi:p]	sheep [ʃi:p]

b) Complete the sentences with the words in the plural form.

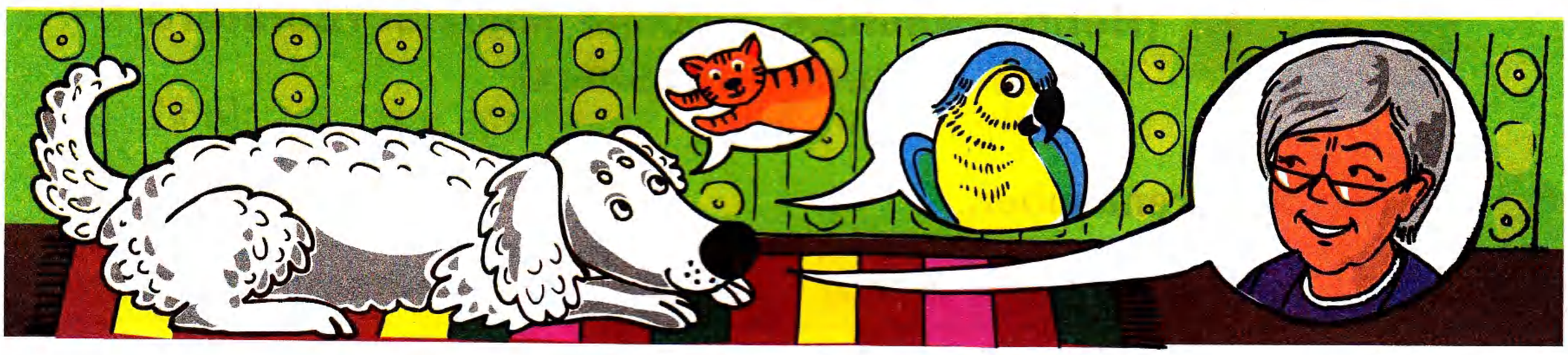
1. His ... are white. **(a tooth)**
2. ... have eaten our apples. **(a mouse)**
3. These ... are naughty. **(a child)**
4. Their ... were happy. **(a wife)**
5. He had very big ... . **(a foot)**
6. He met two ... in the park. **(a woman)**
7. They didn't see the ... . **(a wolf)**
8. It was spring and the ... on the trees were green. **(a leaf)**
9. How many ... has he got? **(a sheep)**

5. **a) Jenny's sister Lucy and her friend Andrew are talking about a pet. Listen to them and guess what pet is in the box.**

b) Tell the class about Andrew's pet.

c) *Act out the dialogue.

6. **Jenny has got three pets: a dog *(Charlie)*, a cat *(Tom)*, and a parrot *(Ken)*. Make up sentences and learn what Charlie thinks about the family.**



Example

■ Molly / kind / in the family / cook for me.
Molly is the kindest in the family because she cooks for me.

1. Ben / a good friend / in the world / walk with me in the park.
2. Jenny / beautiful / in the family / wear nice dresses.
3. Ann / a good doctor/ in the world / help me to stay healthy.
4. Mark / dirty / in the family / work with cars.
5. Fred and Paul / happy / in the family / always smile.
6. Lucy / naughty / in the family / hide my toys.
7. Tom / a lazy cat / in the world / (not) run after mice.
8. Ken / a funny parrot / in the world / can speak and sing!
9. I / sharp teeth / in the family / my relatives are wolves.

7. **a) Read out loud.**

[æ] family, parrot. It's a parrot!
[aɪ] wife, mice, smile. Mice can smile.
[ɑ:] Charlie, sharp. Cats have got sharp teeth.
[i:] feet, leaves, sheep, teeth. Mice have got sharp teeth.
[u:] too, tooth. A baby has got one small tooth.
[ʊ] food, wolves, woman. She was a kind woman.
[ɪ] big, women. The women were nice.

b) Read the text and answer the questions.

Parrots Can Be Your Best Friends

Parrots are nice and funny pets. There are 350 types of parrots in the world. They are all different.

Usually parrots live in warm countries, eat fruit and drink nectar from flowers, but there are other parrots, they like cold weather and snow. These strange parrots live in the mountains of New Zealand at the height of 3,000 (three thousand[1]) metres, where winters are cold and windy. They can find food under snow. In summer they eat fruit and flowers, but in winter they eat meat and often come to people's houses to eat cakes and to drink Cola.

Parrots can live more than 100 years and some of them can talk. The cleverest parrots can learn 100 words and put them in phrases. They can also do easy puzzles. Other animals cannot do this!

Parrots live in families and like to do things together. If they cannot see other parrots, they are very sad and may die[2]. If you are very busy and can't play with your parrot, buy a second parrot or put a mirror in the cage[3]. This will make your bird happy!

1. Where do parrots live?
2. What do parrots eat?
3. How long can they live?
4. What can they do? (Other animals cannot do this!)
5. When are parrots sad? What can you do to make your bird happy?

c) Listen to the text and read it out loud.

8. Write exercise 4b.

Useful Language

sharp, a tooth – teeth, a parrot, a woman – women, to smile, a mouse – mice

Homework

1. Nos 3a, 7c.
2. Ex. 4a.
3. Ex. 1–3.

---

[1] thousand [ˈθaʊzənd] – тысяча
[2] to die [daɪ] – умирать
[3] a cage [keɪʤ] – клетка

Lesson 3

1. **Listen to a limerick[1], which Jenny read in a book, and learn it by heart.**

A YOUNG LADY OF NIGER[2]

There was a young lady of Niger,
Who smiled as she rode[3] on a tiger.
They returned[4] from the ride
With the lady inside
And a smile on the face[5] of a tiger.

2. **Lucy doesn't go to school, but she's very busy. She has a lot of things to do. Look at the pictures, listen to the sentences about Lucy's busy day and guess the meaning of the new words.**

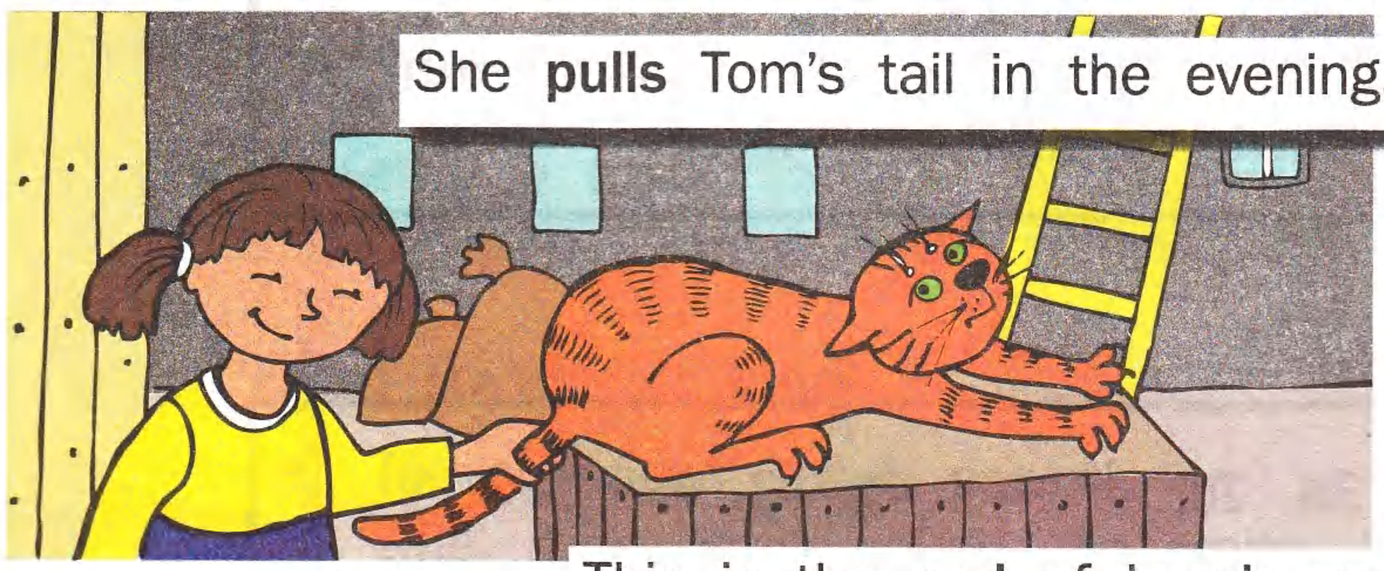
Lucy's Day

Lucy's day **begins** at 8 am, when Lucy **wakes up.**

She always washes her face, **brushes** her teeth with a toothbrush and **brushes** her hair in the morning. After that she **brushes** Charlie.

She **catches** Ken in the afternoon.

She **pulls** Tom's tail in the evening.



At 9 pm Lucy **pushes** Tom into its bed and goes to sleep.

This is the **end** of Lucy's very busy day.

---

[1] a limerick = a short funny poem
[2] Niger [ˊnaɪʤə] – Нигер *(страна в Африке)*
[3] rode [rəʊd] – ехала
[4] returned [rɪˊtɜ:nd] – вернулись
[5] a face [feɪs] – лицо

Remember

wake up – woke up – woken up
catch – caught – caught
begin – began – begun

3. Read out loud.

[æ] parrot, began, catch, to catch a parrot;
[ʊ] put, pull, push, to pull the door, to push the door;
[ʌ] run, begun, brush, to brush teeth, to brush a dog;
[ɔ:] daughter, caught. The cat caught a mouse.
[eɪ] day, wake, wake up. When do you usually wake up?
[əʊ] go, woke, woken. They woke up at 8 am.
[e] pets, end. This was the end of her busy day.

4. a) Yesterday was Sunday and Jenny's family went to the zoo. Put the verbs in the sentences from Jenny's diary (дневник) in the Past Simple and read about Jenny's day in the zoo.

Our day (**begin**) at 9.30 am when we (**wake up**). The weather (**be**) nice yesterday and we (**go**) to the zoo. Fred and Paul (**look**) happy and (**smile**) to all the girls in the zoo! Lucy (**be**) naughty as usual. She (**give**) bread to a monkey, (**pull**) a tiger's tail, (**brush**) a polar bear and (**catch**) a parrot. She (**laugh**) loudly, (**push**) other children and (**not want**) to go home. I was happy when our day in the zoo (**end**) and we (**come**) back home.

b) Here are the answers. What are the questions?

1. At 9.30 am.
2. To the Zoo.
3. Fred and Paul.
4. A tiger's tail.
5. A parrot.
6. Other children.
7. Jenny felt happy.

5. a) Lucy's family are busy today. Choose the correct words and complete a note from Lucy's mother. Say where Lucy's family are going to be today and what Lucy must do at home.

Lucy!
We are all busy today. Your dad and I will be at work. Jenny's classes will ... at 8 pm. Molly and Ben will be at the theatre, the show ... at 7 pm. Have soup and chicken for lunch. After lunch walk with Charlie in the park, wash and ... it after the walk. Give some milk to Tom, some meat to Charlie and some fruit to Ken. Be a good girl, don't ... Tom and ... its tail.

Mummy

catch
pull
end
begin
brush

b) Lucy lost mummy's note. Listen to what she is saying and choose (выбери) the correct answers (вариантов может быть больше одного).

1. Who did Lucy walk with in the park?

a) her dog
b) her cat
c) her parrot
d) Jenny

2. What did Lucy give Charlie for lunch?

a) some meat
b) some milk
c) some fruit
d) some soup

3. What did Lucy want to do with Ken?

a) to give it some fruit.
b) to wash it.
c) to brush it.
d) to pull its tail.

4. Lucy was ... after this busy day.

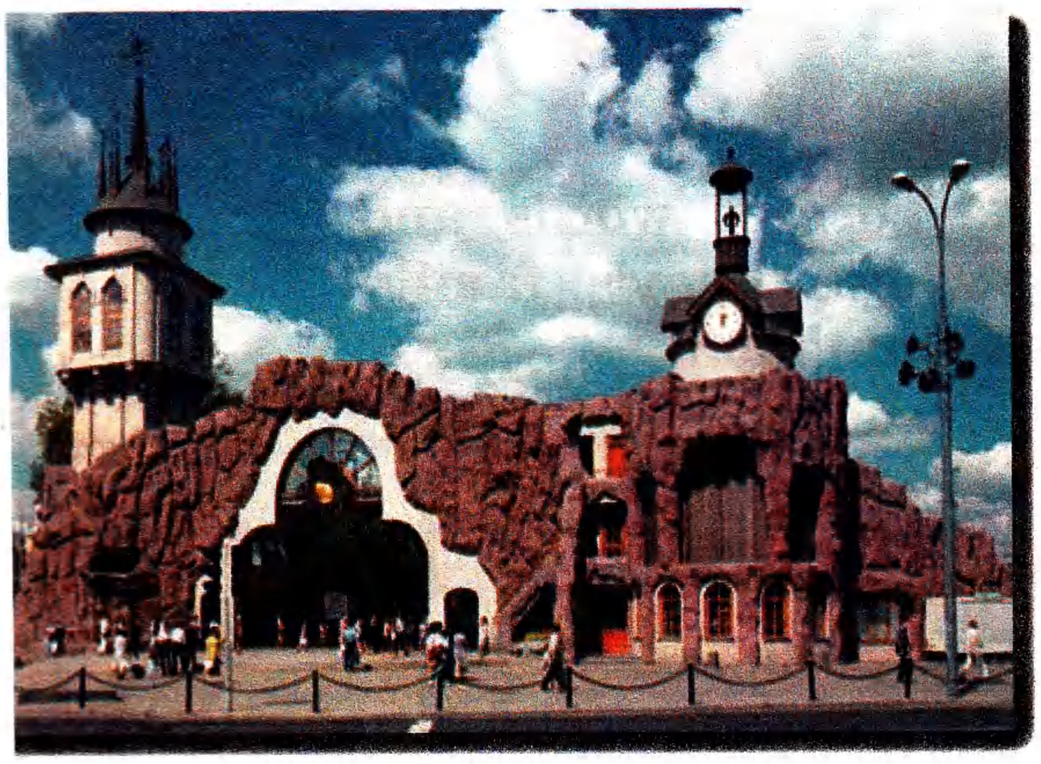
a) sad
b) tired
c) angry
d) surprised

6. * Say what Lucy did wrong. Use the example.

Example

Lucy didn't walk with the dog, she walked with the cat!

7. a) Vanya, Jenny's friend from Moscow, also likes animals. He wants to know more about the history of zoos. Read the text about zoos, which he found on the Internet, and say what zoos do for animals and for people.



The History of Zoos

People have always wanted to know more about animals. Very many years ago[1] the Chinese Emperor[2] made the first zoo in his house. His people caught a lot of wild animals and the Emperor began to show them to his guests.

The first European zoo opened its doors to people in Paris in 1793. The zoo was so popular, that other countries started to open zoos too.

The first Russian zoo was in Moscow. The Moscow Zoo started to show animals to people in 1864. The first collection of animals was not big, the Zoo had 200 wild animals and 100 pets. The Russian Emperor and his relatives presented some

---

[1] very many years ago [ə´gəʊ] – очень много лет назад
[2] Chinese Emperor [ˌtʃaɪ´niːz ´empərə] – китайский император

animals to the first zoo – an elephant, a zebra[1] and other wild African animals. They also gave the zoo money. Russian zoologists bought wild animals from other zoos or caught them in different parts of the world and brought them to Moscow.

Today there are a lot of animals in the Moscow Zoo. The zoo shows the animals to people, protects rare[2] animals and also teaches people to love animals.

b) Read true sentences aloud and correct false sentences.

1. The first zoo was in the house of the Chinese Emperor.
2. The first European zoo was in Great Britain.
3. The Moscow Zoo is the oldest in Russia.
4. The Russian Emperor and his family gave some animals to the Zoo as presents.
5. Russian zoologists never bought any animals from other zoos.
6. Today there are 200 wild animals and 100 pets in the Moscow Zoo.

c) Listen to the text and read it out loud.

8. Say what you *may* and what you *must not* do in the zoo. Use the example and the phrases from the box.

Example

We **may** ... in the zoo.
We **must not** ... in the zoo.

give food to animals ■ push other people ■ pull animals' tails ■ catch birds and wild animals ■ take pictures of animals ■ throw different things to animals ■ throw rubbish ■ walk ■ cry loudly ■ look at wild animals

9. Write about Lucy's busy day using the words below.

Useful Language

to brush, to pull, to push, to catch – caught – caught, to wake up – woke up – woken up, to begin – began – begun, to end

Homework

1. Nos 1, 2, 7c.
2. Ex. 9.
3. Ex. 1–3.

[1] a zebra ['zi:brə]
[2] rare [reə] – редкий

Lesson 4

1. **Recite the limerick *"A Young Lady of Niger"*.**

2. **a) Sentence by sentence say what Jenny's family did in the Moscow Zoo.**

b) Tell the class about your usual day: what you do in the morning, what you do in the afternoon, what you do in the evening.

3. **a) Do you know who Gerald Durrell was? Look at the pictures, listen to the text and guess the meaning of the new words.**

The Life of Gerald Durrell

Gerald Durrell (1925–1995)

Gerald Durrell **was born** in India on the 7th of January, 1925.

There were three boys and a girl in the family. Gerald was the youngest child. His **childhood** was happy.

When Gerald **became** older, he travelled **around** the world to find animals for zoos and to make films about them.

Gerald Durrell **married** his wife in 1951. Then he began to write books about animals, because the family needed money.

In 1959 Durrell founded a zoo on the British **Island** of Jersey.

Gerald Durrell **died** many years ago, but his zoo has become very popular. Today more than one thousand (1000) different animals live in the zoo.

b) Say what you learned about Gerald Durrell.

Remember

to become – became – become

4. a) Vanya is calling Jenny to tell her about Durrell and his zoo. Listen to their talk and say

- where the Island of Jersey, the home of the zoo, is;
- why the zoo is unusual.

b) *Act out the dialogue. The words from the box will help you.

the Island of Jersey ▪ Great Britain ▪ France ▪ rare animals ▪ visitors ▪ to watch ▪ to protect

5. Tell your friends about your last visit to the zoo. Use the words from the box.

- yesterday – вчера
- the day before yesterday – позавчера
- last year/month/week – в прошлом году/в прошлом месяце/ на прошлой неделе (употребляйте без предлога!)
- two days ago/a week ago/five years ago – два дня назад/ неделю назад/ пять лет назад

6. a) Read out loud.

[aɪ] child, childhood, d**ie**, **i**sland, the **I**sland of Jersey;
[ɔ:] sh**or**t, b**or**n, was b**or**n;
[θ] **th**ousand, many **th**ousands of years ago;
[g] **g**arden, a**g**o, a month a**g**o, **G**reece, He died many years a**g**o;
[k] **c**aught, be**c**ome, be**c**ame, s**c**orpion, **C**orfu, His zoo be**c**ame popular.

b) Read the text from Gerald Durrell's book *"My Family and Other Animals"* and say why Gerald's relatives were so angry.

Scorpions![1]

(After Gerald Durrell)

Our new house on the island of Corfu was very big. There were a lot of animals in the house. I caught them and put them in the kitchen, in the bathroom, in the living room and in my bedroom.

One day I found a mother scorpion with a lot of little babies on her back[2]. I wanted to take them to my bedroom and watch them for some time. I put them into a box and went to the dining room for lunch. The box with the scorpions was on the table in the living room.

My brother Larry finished his lunch and went to the living room. He saw the box and opened it. The mother scorpion with the babies on her back jumped out of the box and began to climb Larry's hand. Larry cried loudly. The scorpions ran to the dining room and jumped onto the table. Now all my family began to cry and the baby scorpions hid in the dining room.

I spent a lot of time looking for the scorpions under the carpet and behind the sofa. I found all of them and took them back to the garden. I was happy that no scorpion and no relative died!

c) Listen to the text and read it out loud.

7. Choose the right endings and read the sentences.

1. Gerry caught the scorpions because
   a) he wanted to have a zoo at home.
   b) he wanted to watch them for some time.
   c) he wanted to protect them from death.
2. He wanted to take the scorpions
   a) to his bedroom.
   b) to the living room.
   c) to the bathroom.
3. The scorpions hid in the dining room
   a) when Larry started to cry.
   b) when Gerry came to the dining room for lunch.
   c) when all the family started to cry.
4. In the dining room Gerry found
   a) all the scorpions.
   b) some of the scorpions.
   c) the mother scorpion with the babies on her back.

---

[1] scorpions ['skɔ:pɪənz] – скорпионы
[2] a back – спина

5. Gerry took the scorpions

a) to his bedroom.
b) back to the garden.
c) to the zoo.

8. Write 5 sentences, describing what you did yesterday or some other days. Use the phrases from the box in exercise 5.

Useful Language

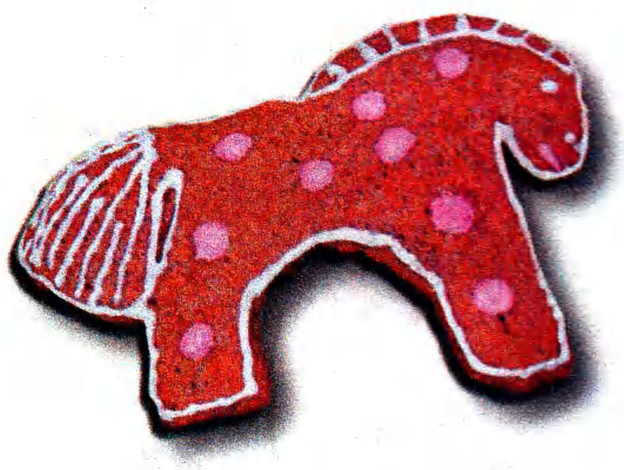
ago, thousand, to be born, to die, to marry, childhood, to become – became – become, an island

Homework

1. Nos 3a, 6c.
2. Ex. 8.
3. Ex. 1–3.

Lesson 5

1. On Sundays Jenny's grandmother Molly usually makes gingerbread men[1]. They are very tasty and the family enjoy them. There is an English poem about these cakes. Listen to it and learn it by heart.



Gingerbread Man

Smiling girls, rosy boys,
Come and buy my little toys.
Monkeys made of gingerbread
And sugar horses painted red.

2. Tell the story about Gerry and scorpions. Use the words from the box.

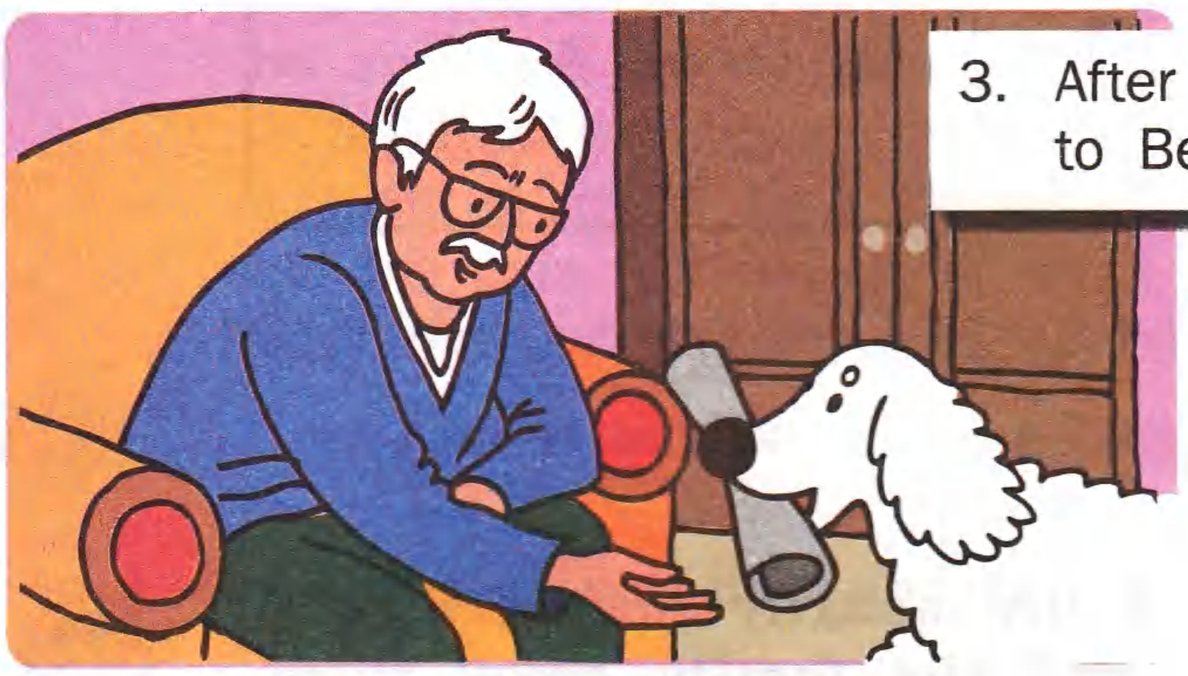
to catch ▪ to find ▪ scorpions ▪ the garden ▪ to put ▪ a box ▪ to see ▪ to open ▪ to jump out ▪ to climb ▪ Larry's hand ▪ to begin ▪ to cry ▪ to hide ▪ under the carpet ▪ behind the sofa ▪ to die

[1] gingerbread [ˈʤɪnʤəbred] men – имбирные пряники в форме человечков

3. a) Listen to the text, look at the pictures and guess the meaning of new words. Say what Ben and Jenny will do on Sunday.

1. Ben and Charlie will get up **early** and will go for a walk in the park.

2. They will walk for **an hour** and will come back home for breakfast.



3. After breakfast Charlie will **bring a newspaper** to Ben.

4. Ben will put on his **glasses** and will read the newspaper. He will **feel** happy.

5. Jenny will get up **late.** She doesn't go to school on Sundays.

6. Her mummy will bring a **glass** of orange juice and a sandwich to her.

7. After breakfast Jenny will read a book **for two hours.** She will feel happy.

b) Read out loud.

[ɑ:] glass, glasses, to bring a glass of juice, to put on the glasses;
[ɜ:] work, early, to get up early;
[aʊ] house, thousand, our, hour, for an hour, for three hours;
[ju:] new, newspaper, to read a newspaper;
[i:] read, feel, to feel hungry, to feel happy;
[ɪŋ] spring, bring, to bring a newspaper;
[eɪ] make, late, to get up late.

4. Put the verbs in the correct tense form.

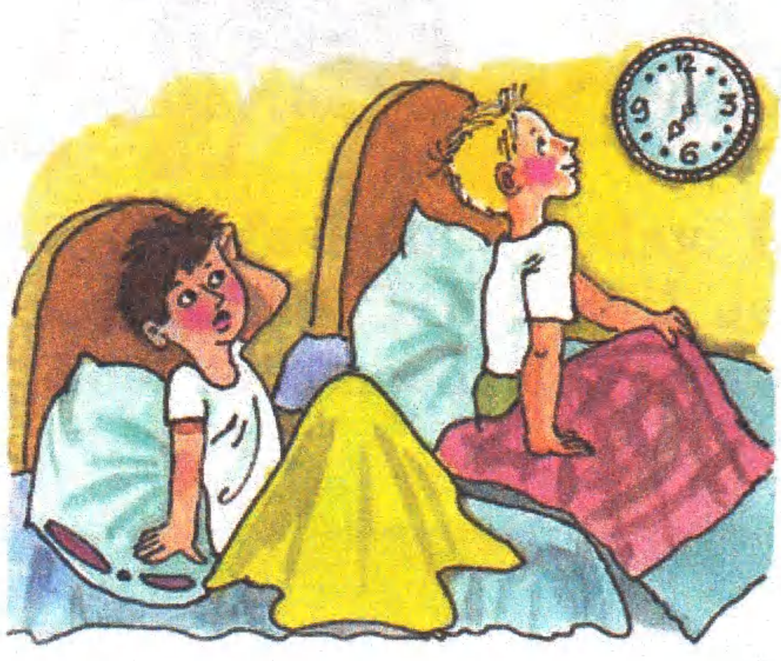
1. Jenny usually ... (**wake up**) early.
2. Lucy ... (**catch**) Ken yesterday.
3. Charlie ... (**bring**) a newspaper to Ben and Ben ... (**read**) it now.
4. Jenny's classes ... (**begin**) later than usually tomorrow.
5. Jenny ... (**become**) a student five years ago.
6. Ann ... (**feel**) tired today and ... (**want**) to sleep for an hour after lunch.

Remember

to feel – felt – felt
to bring – brought – brought

5. a) Choose the correct words and read the sentences about Mike and John out loud.

1. Mike and John will wake up (**early / late**).
2. They will put on their ski (**glasses / glass**), warm jackets, hats and trousers.
3. They will ski for three (**hours / days**). They will (**feel / bring**) tired.



b) Complete the sentences about Molly and Tom and read them out loud. Use the words from the box.

a newspaper ■ early ■ late ■ an hour ■ to bring ■ to feel

Molly will get up ... . She will eat breakfast and will go shopping for an ... . She won't put on her warm coat. She will buy bread, milk and some ... . She will ... cold.

Tom will get up ... . It will ... hungry. Molly will ... some food to Tom. After breakfast Tom will play for three ... .

6. Listen to Ann and Lucy, then read the sentences below choosing the correct words. Read the correct sentences out loud.

It's (**seven / ten**) o'clock in the morning.
Lucy (**wants / doesn't want**) to get up.
Lucy (**wants / doesn't want**) to go for a walk.
Lucy wants to bring (**glasses / a newspaper**) to Ann.

7. Have you ever been to the Butterfly Gardens? Ann and Lucy decided (решили) to go there. Read an advertisement, which they found in a newspaper, and answer the questions below.

Butterfly[1] Gardens

Opening hours:

Open every day.
10:00 am – 6:00 pm (summer)
10:00 am – 4:00 pm (winter)

Walk and watch tropical flowers and beautiful butterflies. Butterflies will sit on your head and arms and will want to make friends with you. Bring a camera and take pictures. You can give special food to butterflies. You can see how butterflies are born, how they become big and beautiful, how they dance, sleep, wake up and die.

Buy tickets online or at the museum.

1. Do the Butterfly Gardens work on Sunday?
2. What time do they close in winter?

[1] a butterfly ['bʌtəflaɪ] – бабочка

3. What can visitors do in the Gardens?
4. What can visitors see in the Gardens?
5. How can you buy tickets?

8. Write 3 sentences about your plans for Sunday. Use the plan:

- I'm going to wake up … .
- I'll go / play / read … .
- I'm going to come back home … .

Useful Language

a glass, glasses, early, late, an hour,
a newspaper, to feel – felt – felt,
to bring – brought – brought

Homework

1. Nos 1, 3a.
2. Ex. 7, 8.
3. Ex. 1–3.

Lessons 6, 7 Home Reading

Lesson 8

1. Recite the poem *"Gingerbread Man"*.

2. Molly feels bad today. Listen to Molly and Jenny and answer the question: "What will Jenny, Fred and Paul, Lucy and Molly do?" You will need this phrase to understand the text:

to have a rest – отдыхать

GRAMMAR

■ Present Simple Passive

3. a) Read the sentences and explain the difference (объясни разницу) between them. Say how Present Simple Passive is formed.

Present Simple	
Active **V_1**	**Passive** **am / is / are + V_3**
1. Ben **buys** newspapers every morning. Бен покупает газеты каждое утро.	1. The newspapers **are bought** *(by Ben)*. Газеты куплены *(Беном)*.
2. My mum **gives** me a glass of milk every evening. Мама дает мне стакан молока каждый вечер.	2. I **am given** a glass of milk every evening *(by my mum)*. Мне дают стакан молока каждый вечер.
3. Mark often **cooks** dinner. Марк часто готовит ужин.	3. Dinner **is** often **cooked** by Mark. Ужин часто бывает приготовлен Марком.

b) Complete the sentences with the verbs in the Passive form.

1. Usually Molly **cleans** the kitchen.
   Today the kitchen ... ... by Fred.
2. Usually Fred and Paul **buy** food.
   Today food ... ... by Ann.
3. Usually Ben **reads** newspapers.
   Today newspapers ... ... by Molly.
4. Usually Ann **drinks** coffee.
   Today coffee ... ... by Mark.
5. Usually Ann **cooks** dinner.
   Today dinner ... ... by Jenny.

c) Choose the correct forms and read the sentences out loud.

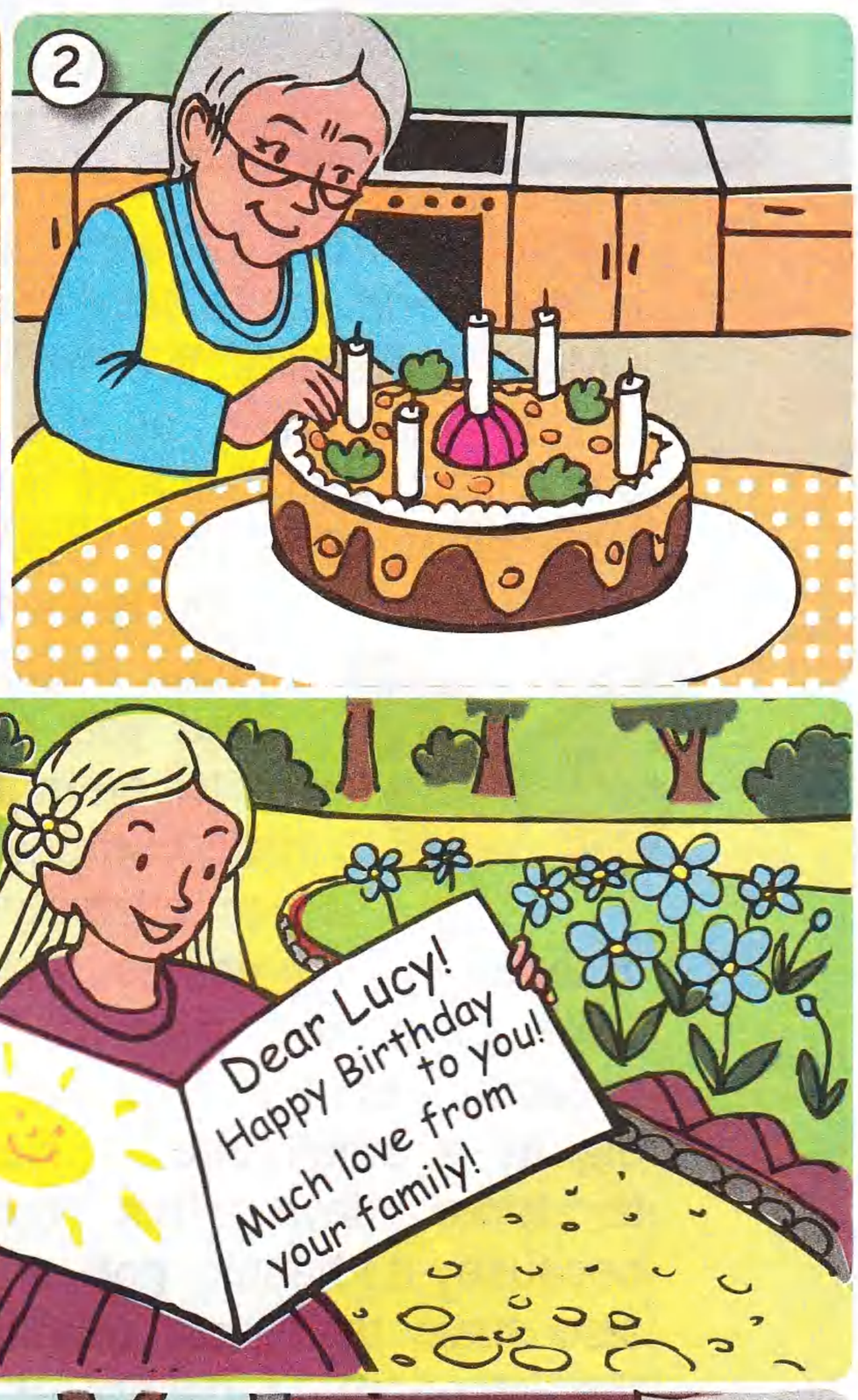
Today Molly feels bad. She must have a rest. The kitchen (**cleans / is cleaned**) by Jenny. The food (**is bought / are bought**) by Fred and Paul. The milk (**brings / is brought**) by Lucy. Now Jenny (**is cooking / is cooked**) dinner.

4. Today is Lucy's birthday. Look at the pictures and say what is done for the holiday and by whom it is done.

Example

■ to celebrate
Lucy's birthday is celebrated by her family today.

1. to decorate, 2. to make, 3. to buy, 4. to write, 5. to invite.



5. a) Vanya and his younger brother went to the Moscow House of Butterflies. Read what a guide told visitors about this place. Read out loud the sentence(s) about the fact which surprised you most of all.

Butterflies

The Moscow House of Butterflies opened in 2007 and became the first butterfly park in Russia. Today butterfly parks are opened in other cities of Russia too.

In the Moscow House of Butterflies we have butterflies from different parts of the world. There are 18,000 butterflies in the world. In Russia there are more than 8,000 different butterflies.

Most butterflies live in warm places, but there are butterflies which live in the mountains at the height of 6,000 metres above sea. And some butterflies from Canada live not far from the North Pole[1]! Their wings don't have colour and they look like glass.

Butterflies can see red, green, and yellow colours. If you wear a green, red or yellow dress, butterflies can sit on you and you can take a nice picture.

In autumn butterflies, like birds, can fly long distances — four thousand kilometers — to warm countries. There is a butterfly in Russia which flies from Yaroslavl to Africa in autumn and comes back in spring.

We have the biggest butterfly in the world in the collection of the Moscow House of Butterflies. It is as big as a small bird. It flies at night and lives from one to three days. This butterfly doesn't eat or drink, because it hasn't got a mouth[2]. In our collection we also have the most beautiful butterfly in the world from the island of Madagascar[3].

b) Listen to the text and read it out loud.

---

[1] the North Pole [ˈnɔːθ ˈpəʊl] – Северный Полюс
[2] a mouth [maʊθ] – рот
[3] Madagascar [ˌmædəˈgæskə] – остров Мадагаскар

6. In the House of Butterflies Vanya made some notes (заметки). Read them and speak about the Moscow House of Butterflies. Use his notes as a plan.

The Moscow House of Butterflies.
- opened in 2007
- the biggest butterfly in the world
- the most beautiful butterfly in the world

Facts about butterflies.
- 18,000 butterflies in the world
- 8,000 butterflies in Russia
- live in different places, some look like glass
- can see three colours
- can fly long distances

7. Now you know what family holidays are celebrated in the USA. Write these sentences about American family holidays in your exercise book in the Passive form.

1. On Christmas the family always decorates the house and makes Christmas dinner.
2. In the USA American families celebrate Thanksgiving in November.
3. After dinner a lot of Americans watch American football on TV.
4. Before Christmas Americans buy a lot of Christmas presents.
5. People send postcards and give presents on Christmas and Thanksgiving.

Homework

1. No. 5b.
2. Ex. 6, 7.
3. Ex. 1–3.

Lesson 9

1. a) Say what family holidays are celebrated in Russia. What is your favourite holiday and why?

b) Say what is done and by whom in your family before the New Year. Use the example on page 25.

GRAMMAR

■ Past Simple Passive

2. a) Compare the sentences and explain the difference (объясни разницу) between them. Say how Past Simple Passive is formed.

Past Simple	
Active **V_2**	**Passive** **was / were + V_3**
1. Yesterday Molly **wrote** a letter to her friend. Вчера Молли **написала** письмо подруге.	1. Yesterday a letter **was written** *(by Molly)*. Вчера письмо **было написано** *(Молли)*.
2. Yesterday Mark **cooked** a nice dinner. Вчера Марк **приготовил** прекрасный ужин.	2. Yesterday a nice dinner **was cooked** by Mark. Вчера Марком **был приготовлен** прекрасный ужин.
3. Yesterday Ben **bought** three newspapers. Вчера Бен **купил** три газеты.	3. Yesterday three newspapers **were bought** *(by Ben)*. Вчера Беном **были куплены** три газеты.

b) Match the parts of the sentences, name Passive forms and translate the sentences into Russian.

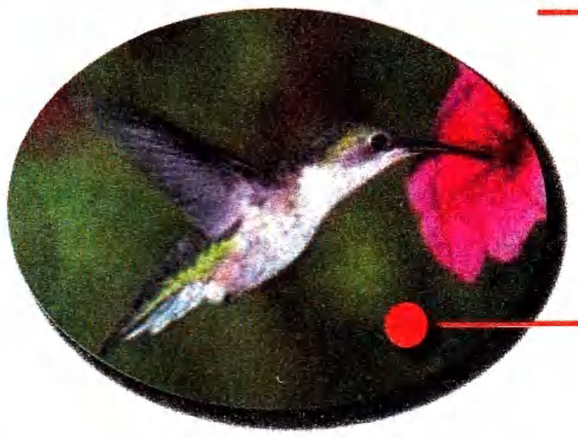
1. On Monday the kitchen
2. On Tuesday the tickets to the circus
3. On Wednesday two newspapers
4. On Thursday a nice dinner
5. On Friday homework
6. On Saturday a lot of cakes
7. On Sunday pictures of butterflies
8. Yesterday a glass of milk

a) were read by Paul
b) was cooked by Ben.
c) were taken by Ann.
d) was brought to Lucy by Ann.
e) was done by Jenny.
f) was cleaned by Mark.
g) were eaten by Lucy.
h) were bought by Molly.

3. Listen to the sentences, look at the pictures and guess the meaning of the new words.

The first Russian House of Butterflies

The biggest butterfly in the world



The smallest bird in the world (hummingbird – колибри)

The Moscow House of Butterflies has the biggest butterfly in the world in its collection. It **weighs** 9 grams. Its **weight** is more than the **weight** of a hummingbird (2 grams), the smallest bird in the world.

4. Read out loud.

a) [eɪ] **eigh**t, **eigh**teen, w**eigh**, w**eigh**t, It w**eigh**ed two grams;
[æ] c**a**mera, st**a**mp, h**a**ppen, It h**a**ppened in 1973;

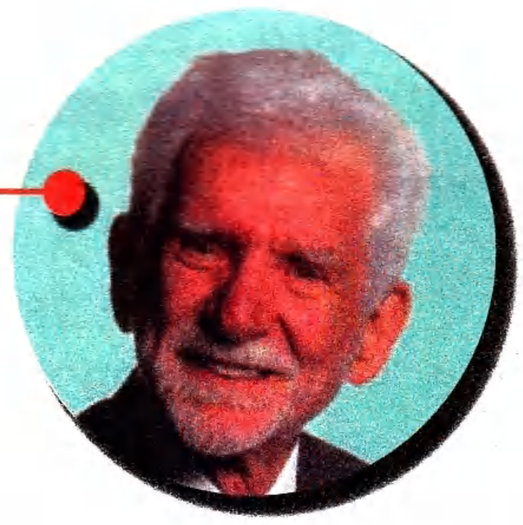
b) a mobile [ˊməʊbaɪl] phone, a microscope [ˊmaɪkrəskəʊp];

c) 1837, 1886, 1935, 1590, 1913, 1959, 1927, 1795, 1936, 1840.

5. a) Jenny's uncle Willy is a TV reporter. His TV show for children is called "My Questions – Your Answers!". Listen to the text and say what famous people they are talking about.

Alexander Bell

Martin Cooper



b) Listen to the text again, read the sentences below and choose the correct endings.

The first telephone was made by (**Mr Watson / Alexander Bell / Martin Cooper**). It happened in (**1786 / 1867 / 1876**). The first sentence was said over the phone by (**Mr Watson / Alexander Bell / Martin Cooper**).

The first mobile phone was made by (**the Bell company / the Motorola company / the Martin Cooper company**). It happened in (**1973 / 1976 / 1983**). It weighed (**2 grams / 20 grams / 2 kilos**). It could work from the batteries for (**10 minutes / 20 minutes / 10 hours**).

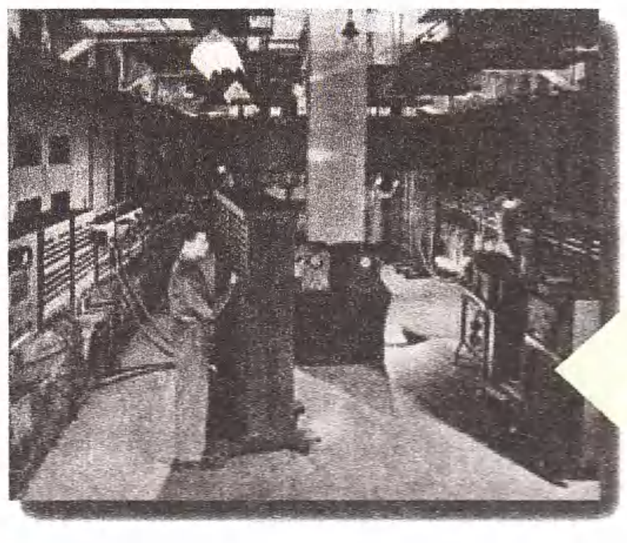
6. ***a) Listen to uncle Willy, who is telling us when and by whom some very important things were made. Match the thing and the year. Some things and some years are not mentioned (не упомянуты) by uncle Willy!**

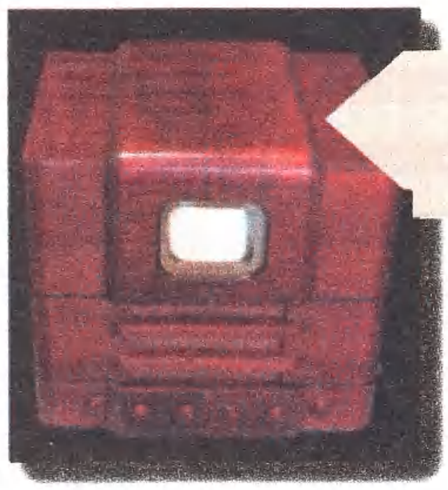
b) Tell the class what you've heard from uncle Willy, using the years given below.

Example

The first microscope was made in 1673.

1. the first microscope

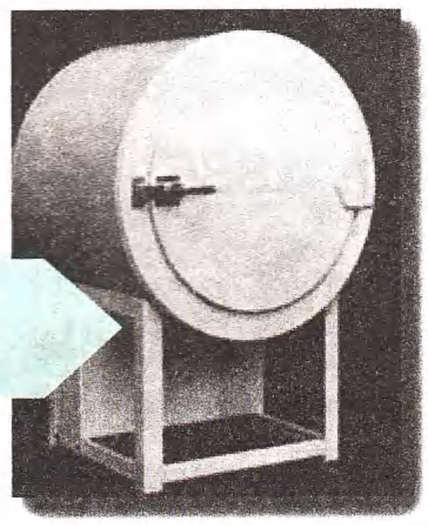


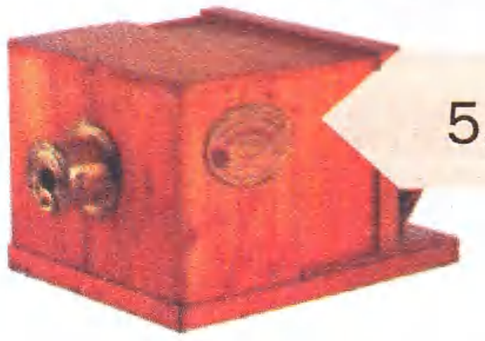


2. the first TV set

4 the first pen

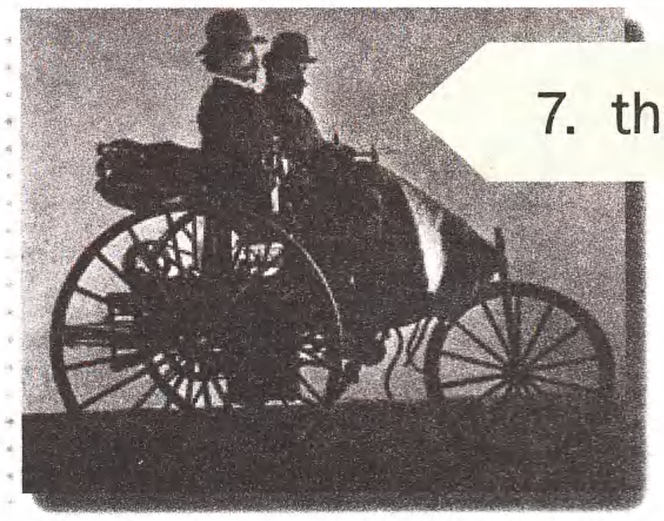
3. the first computer





5. the first camera

6. the first fridge



7. the first car

8. the first stamp

9. the first Barbie doll

a) 1837	c) 1935	e) 1913	g) 1927	i) 1936
b) 1886	d) 1673	f) 1959	h) 1795	j) 1840

7. **a) Jenny's brother Paul wants to be an engineer. He is interested in the history of computers. These are the questions from his diary. Read the text about computers and find answers to Paul's questions. Read the answers out loud.**

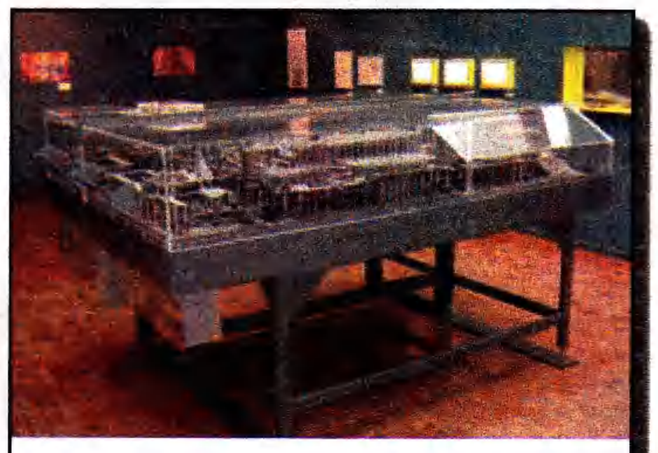
Paul's Questions:

1) Who made the first computer?
2) What did the first personal computer look like?
3) How much did the computer weigh in 1981?
4) When was the first computer mouse made?
5) When did a computer win a chess match with a man?

The History of Computers

The very first computer was made in Germany in 1936. Its name was **"Z1"**. It was as big as a room. It was made by a German engineer Konrad Zuse. Konrad Zuse was born on June 22, 1910 in Berlin. He worked on his first computer in the evenings after work. **"Z1"** was made in his parents' kitchen, when Konrad was only 26 years old.

Konrad Zuse married his wife in 1945 and had five children. He opened his computer company and more than 200 of his computers were bought in Europe by other big companies.



The first computer Z1

The first personal computer Altair 8800

He always believed[1] in the future of computers and said that one day computers could be cleverer than men. He died in 1995. Two years after his death a computer won a chess match with a man.

It was very difficult to work on the first computers. Only special people ("operators") could give commands and usually more than ten operators worked on one computer.

The first personal[2] computer was made in 1975. One person could work on it without the help of other people and the computer became much smaller – it could be put on a desk. It didn't look like computers of today: it was a metal box without a monitor and a keyboard[3]. It weighed about 20 kilos.

The first computer mouse

The first computer with a monitor and a keyboard Osborne 1

The first computer with a monitor and a keyboard was made in 1981. It weighed more than 10 kilos.

The first computer mouse was made in 1964. It looked like a box and was much larger than today's mouse.

---

[1] to believe [bɪ´li:v] – верить
[2] personal [´pɜ:sənəl] – персональный
[3] a keyboard [´ki:bɔ:d] – клавиатура

b) **Look through the text and say what happened in**

1910, 1936, 1945, 1964, 1975, 1981, 1995, 1997.

c) **Listen to the text and read it out loud.**

8. **Choose five things from the text in exercise 6a and write when they were made.**

Useful Language

to weigh, weight, to happen

Homework

1. Nos 3, 7c.
2. Ex. 4, 8.
3. Ex. 1–3.

Lesson 10

1. **Do you remember who Konrad Zuse was? Speak about his life, using the plan.**

Born:	22.06.1910, Berlin
Family:	married his wife in 1945, 5 children
Job:	an engineer, made the first computer in 1936, became famous
Died:	1995

2. **Work in pairs. Your family wanted to go to your relatives, who live in another town / city. At the bus station a man took your bag and ran away. A policeman wants to know what he looks like. Complete the policeman's questions and answer them. Use the words from the box.**

- What does he ...?
- Is he ...?
- Has he got ...?
- What did he ...?

tall ■ short ■ dark / fair hair ■ eyes, ears ■ glasses ■ a shirt ■ a coat ■ a sweater ■ trousers ■ jeans ■ a T-shirt ■ to wear ■ a hat ■ to look like

3. Vanya and Peter are going to look at their family pictures. Listen to their conversation, look at the pictures and guess the meaning of the new words.

Vanya: Let's take these two photo albums. **Hold** this one in your **right** hand and that one in your **left** hand.

Peter: Vanya, the album in my left hand is very **thick**, I can't hold it. Oh, it's **falling** down!

Vanya: Look at this photo. It's our grandpa's birthday party. It was **held** two years ago.
Peter: I remember it. And who is this man with **thick** fair hair?

Remember

to fall – fell – fallen
to hold – held – held

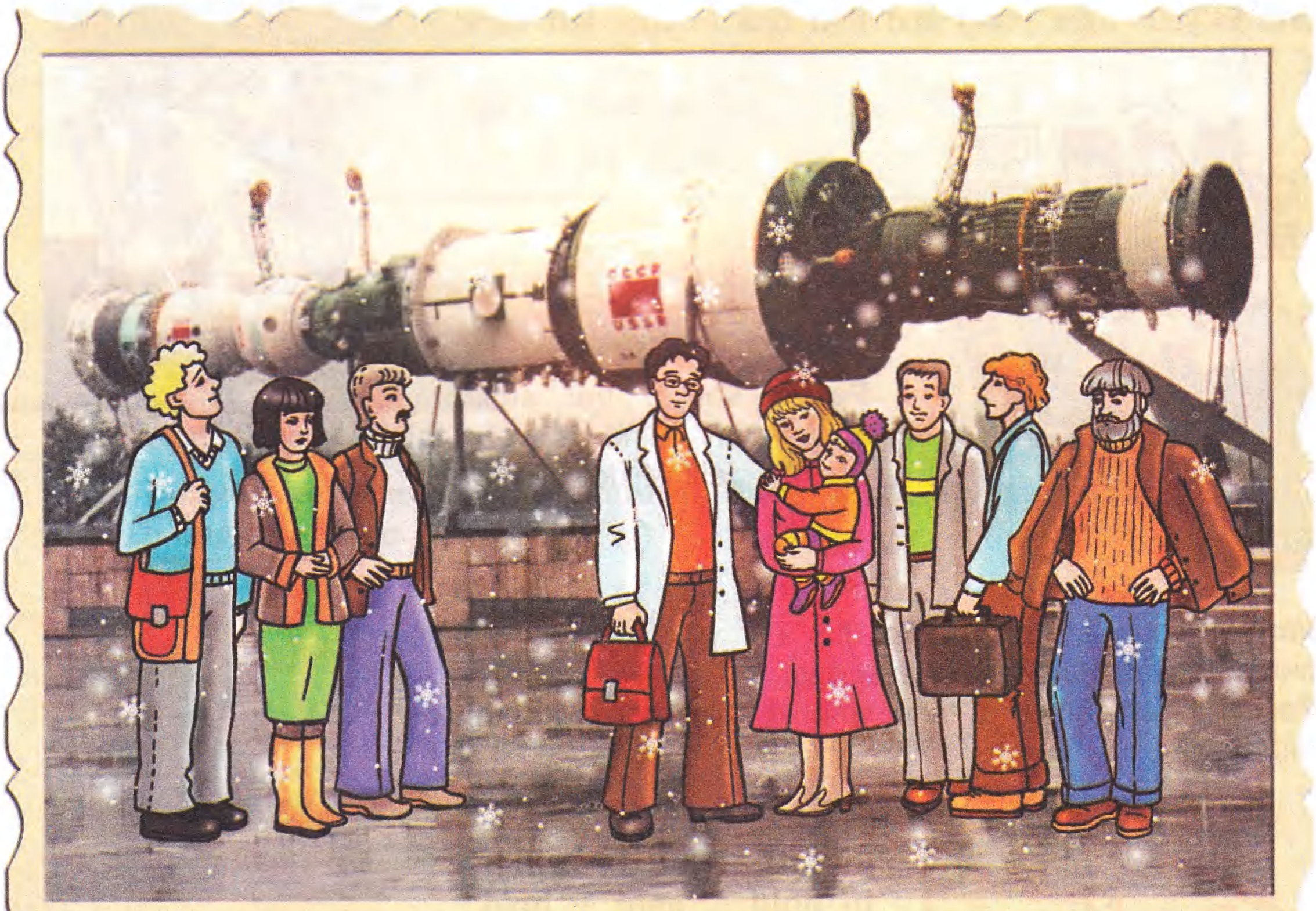
4. Read out loud.

[ɔ:] call, fall, fallen. It's falling down.
[e] end, fell, held, left. The book is in my left hand.
[aɪ] night, height, right, his right hand.
[əʊ] cold, hold. Hold it in your right hand.

5. a) Look at the first picture Vanya and Peter found in the album. Complete the sentences with the words on the right.

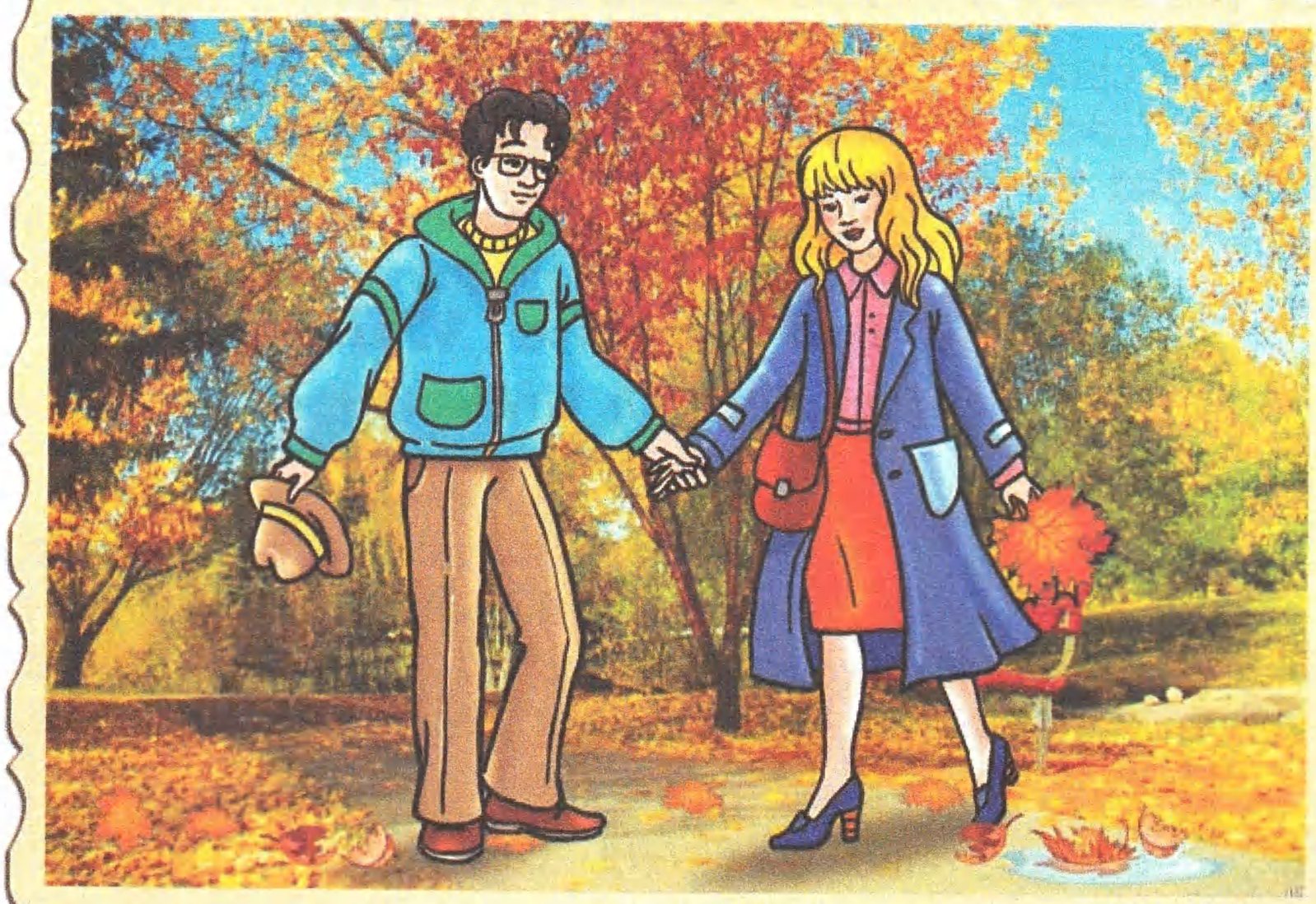
This picture was taken many years ... . It's winter, the snow ... down. The boys' ... look happy. There are a lot of ... people ... . We can see a Russian space[1] station in the picture. A lot of people in the picture ... famous engineers some years after the photo was taken. A lot of Russian sputniks and space stations ... by them. Grandfather Victor has got ... dark hair. Grandmother Vera is standing to the ... of him and ... a baby in her hands. This baby is Victor and Vera's daughter and Vanya and Peter's mother!

around
become
ago
hold
grandparents
left
make
fall
other
thick



b) Look at the second picture on page 35. These are Vanya's grandfather Victor and grandmother Vera when they were young. Describe what they looked like and what the weather was like. You may use the words from the box below. You also may use the words from the box in exercise 2.

[1] space – космос, космический



September ■ early ■ autumn ■ leaves ■ to fall ■ trees ■ around ■ weather ■ warm ■ lovely ■ sunny

6. Have you ever read books by Kenneth Grahame [ˊkenəθˊgræhem]**? Read his short biography and say what you learned about him.**

Kenneth Grahame
(1859–1932)

Kenneth Grahame was born in Scotland in 1859. His mother died when he was five years old and his father went to France when Kenneth was eight. His grandmother took Kenneth to her house in England. When Kenneth finished school, he began to work in the Bank of England. Later he began to write stories. His first books were about his childhood. His most famous book "The Wind in the Willows"[1] was written for his son in 1908. The book became popular in many countries.

[1] "The Wind in the Willows" – «Ветер в ивах»

7. a) Read the story and answer the questions.

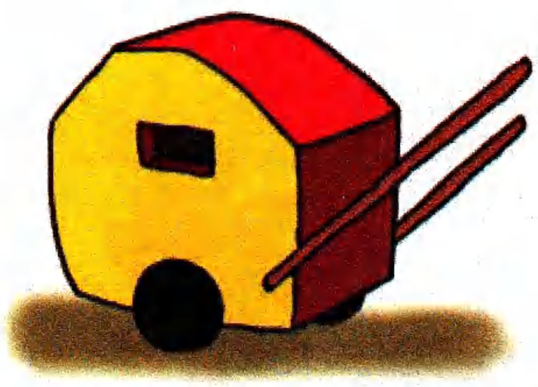
1. Why did the caravan fall over on the road?
2. Why wasn't Toad angry with the car on the road?
3. What did Toad do the next day?
4. Why were Toad's friends angry with him?

The Wind in the Willows

(After Kenneth Grahame)

Part I

The four animals in the story are good friends. Toad loves cars and often gets into difficult situations. Badger, Rat and Mole always help him.



One day Toad bought a little red and yellow caravan to travel around the world. There was a kitchen, little beds, books, games and food in it. Toad was in love with the caravan. He took his friends and started in the afternoon. The weather was fine – warm sun, but not too hot. Mole was in front with the horse, which pulled the caravan, and the others walked behind the caravan. Suddenly[1] they saw a car in front of them. The car went very quickly. The horse was afraid[2] of the car and pulled the caravan off the road. The caravan fell over and was broken[3]. But Toad wasn't angry. He sat on the road and looked happy. "I don't want to see this caravan again," said Toad. "Caravans are not interesting. Cars are the most beautiful things in the world." The friends came home late in the evening and were very tired.

Toad
Жаба

Badger [ˊbædʒə]
Барсук

Rat
Мышь

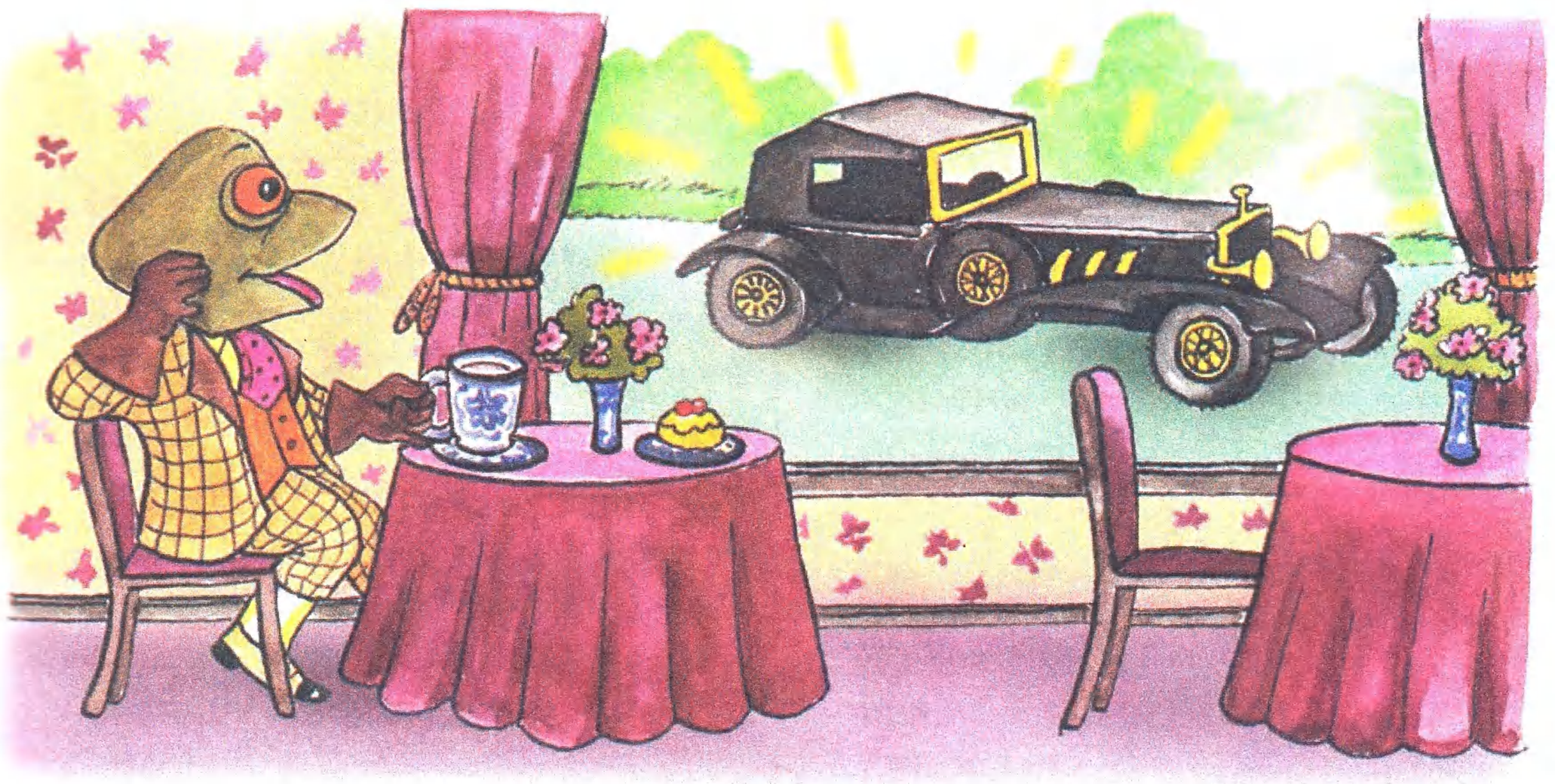
Mole
Крот

---

[1] suddenly – вдруг
[2] was afraid [əˊfreɪd] – испугалась
[3] to break – broke – broken – ломать

The next day, Toad caught an early train to London. There he bought a big and very beautiful car! Toad was a risky driver[1] and he broke a lot of cars. His friends were angry with him and asked him not to drive cars again.

One day Toad had lunch in a small café and saw a black car near the café. It was a beautiful new car! Toad walked around it for a long time. Then he opened the door and got into the car...



b) Can you guess what happened next?

c) Listen to the story and read it out loud.

8. Bring a photo of your relative and describe him / her (write 5 sentences).

Useful Language

to hold – held – held, to fall – fell – fallen, right, left, thick

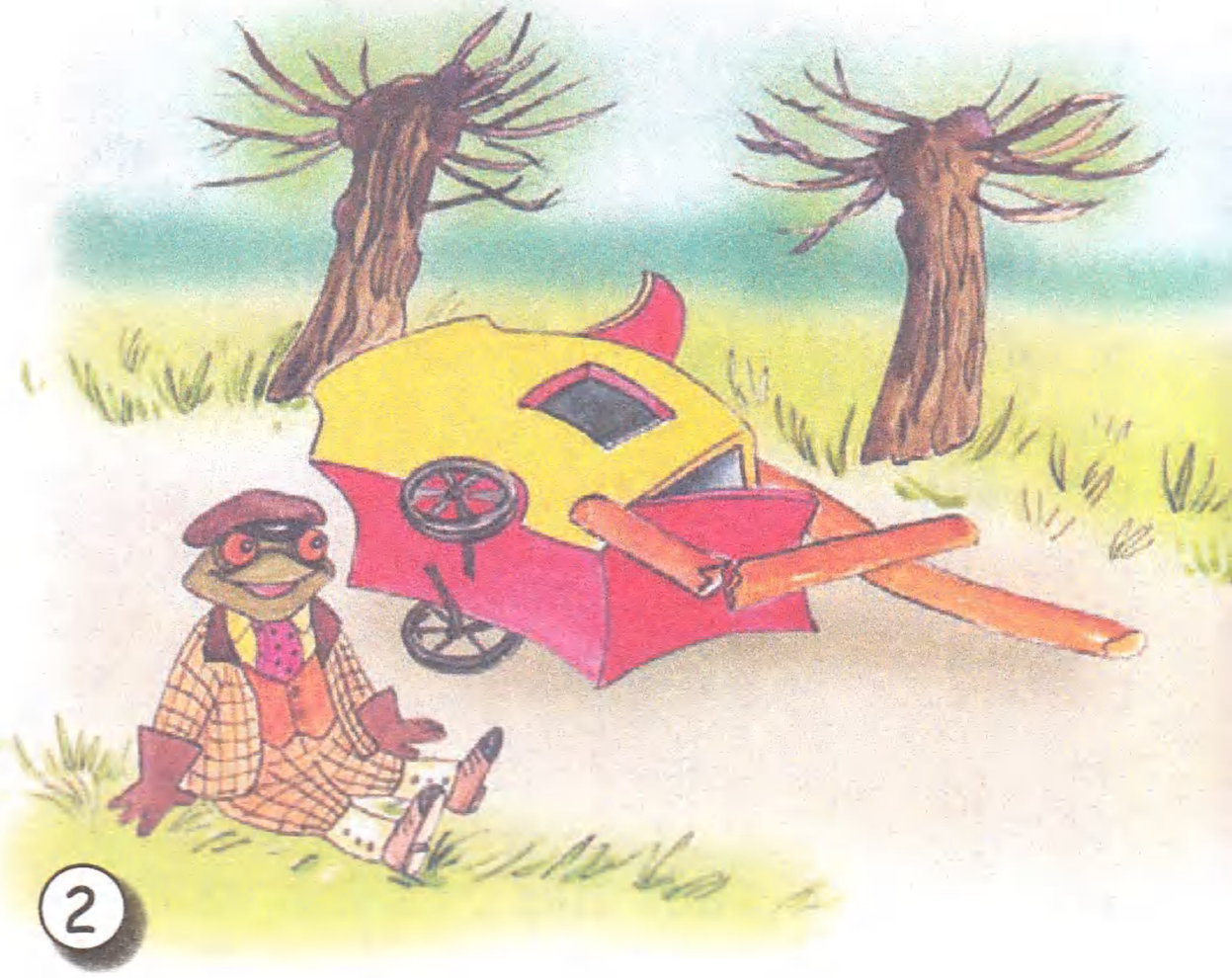
Homework

1. Nos 3, 7c.
2. Ex. 4, 8.
3. Ex. 1–3.

[1] a driver – водитель

Lesson 11

1. **Look at the pictures and retell the first part of the story *"The Wind in the Willows"*.**



GRAMMAR

■ Future Simple Passive

2. a) Compare the sentences and explain the difference between them. Say how Future Simple Passive is formed.

Future Simple	
Active **will + V_1**	**Passive** **will be + V_3**
1. My parents **will buy** me nice birthday presents. Родители **купят** мне хорошие подарки на мой день рождения.	1. Nice birthday presents **will be bought** for me *(by my parents)*. На мой день рождения **будут куплены** хорошие подарки *(моими родителями)*.
2. I **will invite** my friends to my birthday party next week. На следующей неделе я **приглашу** своих друзей на день рождения.	2. My friends **will be invited** to my birthday party next week *(by me)*. На следующей неделе мои друзья **будут приглашены** на мой день рождения *(мной)*.

b) Put the verbs in the Future Simple Passive and read the sentences.

1. Next month new butterflies ... (**bring**) to the Butterfly Gardens.
2. You ... (**wake up**) early tomorrow.
3. Some wild animals ... (**catch**) on the island next year.
4. My birthday party ... (**hold**) next Sunday.
5. These mice ... (**weigh**) by zoologists.

3. Imagine what life will be like in 2050. Say what new things will be made and how they will change people's life.

Example

A new fridge **will be made.** It **will cook** dinner.

4. Jenny is calling Vanya. Listen to what they are talking about and say:

- what Jenny is going to do on Sunday;
- what will happen in Jenny's school next month;
- what Jenny is going to write;
- to whom a prize will be given.

5. Complete the sentences and read Vanya's e-mail to Jenny.

From: **Vanya**

To: **Jenny**

Hi, Jenny! We (will celebrate / will be celebrated / celebrated) our grandfather's birthday next week. Yesterday I (am asked / was asked / asked) by my parents to help with the presents. I wanted to buy a useful thing. A sweater or a beautiful pen. But I (am learning / learn / have learned) today that a sweater for grandpa (bought / was bought / has bought) by my cousin Mike a week ago. And I don't think that a pen will be a good present, because he has already got a lot of other pens. I think that my grandpa will be happy to get a present which (will make / made / will be made) by me. But what can it be?

I liked your idea of a story. I (write / will write/ will be written) a story about my grandpa and grandma. I (saw / have seen / will see) an old photo of them with the first sputnik last week. I'm sure I can write an interesting story about their work. So a funny story or a serious story (write / will write / will be written) for them.

All the best,
Vanya

6. What will Vanya write in his story? Give your ideas.

7. a) Read the second part of the story *"The Wind in the Willows"* and put the sentences (or parts of the sentences) below in the correct places in the story. Then listen to the story and check yourself (проверь себя).

A. He tried to swim, but he was too tired.
B. because he took the car which wasn't his.
C. He started the car quickly and the car with Toad wasn't seen in a minute.
D. It was his friend Ratty. He pulled Toad into his hole[1].
E. because they wanted to bring him to the police station.

The Wind in the Willows

(After Kenneth Grahame)

Part II

One day Toad had lunch in a small café and saw a black car near the café. It was a beautiful new car! Toad walked around it for a long time.

---

[1] a hole – нора

Then he opened the door and got into the car. He didn't think. He only wanted to be in the car. (**1**) ...

But the police caught Toad. Next day, he was sent to a prison[1] for twenty years (**2**) ...

After some days in prison, Toad put on a woman's dress and ran away. He walked along the road for an hour and began to feel tired. Suddenly he heard a car behind him. He sat on the road and watched the car. When the car was near him, he remembered it – it was the black car, which was near the café! Toad ran quickly. There were two men in the car and they also remembered Toad and ran after him, (**3**) ... The two men from the car were near Toad now and wanted to catch him. Suddenly Toad fell into the river near the road. (**4**) ...

Then a hand pushed him out of the water, and Toad heard: 'Good morning, Toad. What are you doing here?'

(**5**) ...

b) Say what happened to Toad in the story.

c) Listen to the story again and read it out loud.

8. Write about your plans for the next month (5 sentences). Use Future Simple Passive.

Homework

1. No. 7.
2. Ex. 2, 8.
3. Ex. 1–3.

4. **Project:** You are going to take part (принять участие) in a story telling competition. Write a funny story which happened to you, your relative or your friend (6–8 sentences).

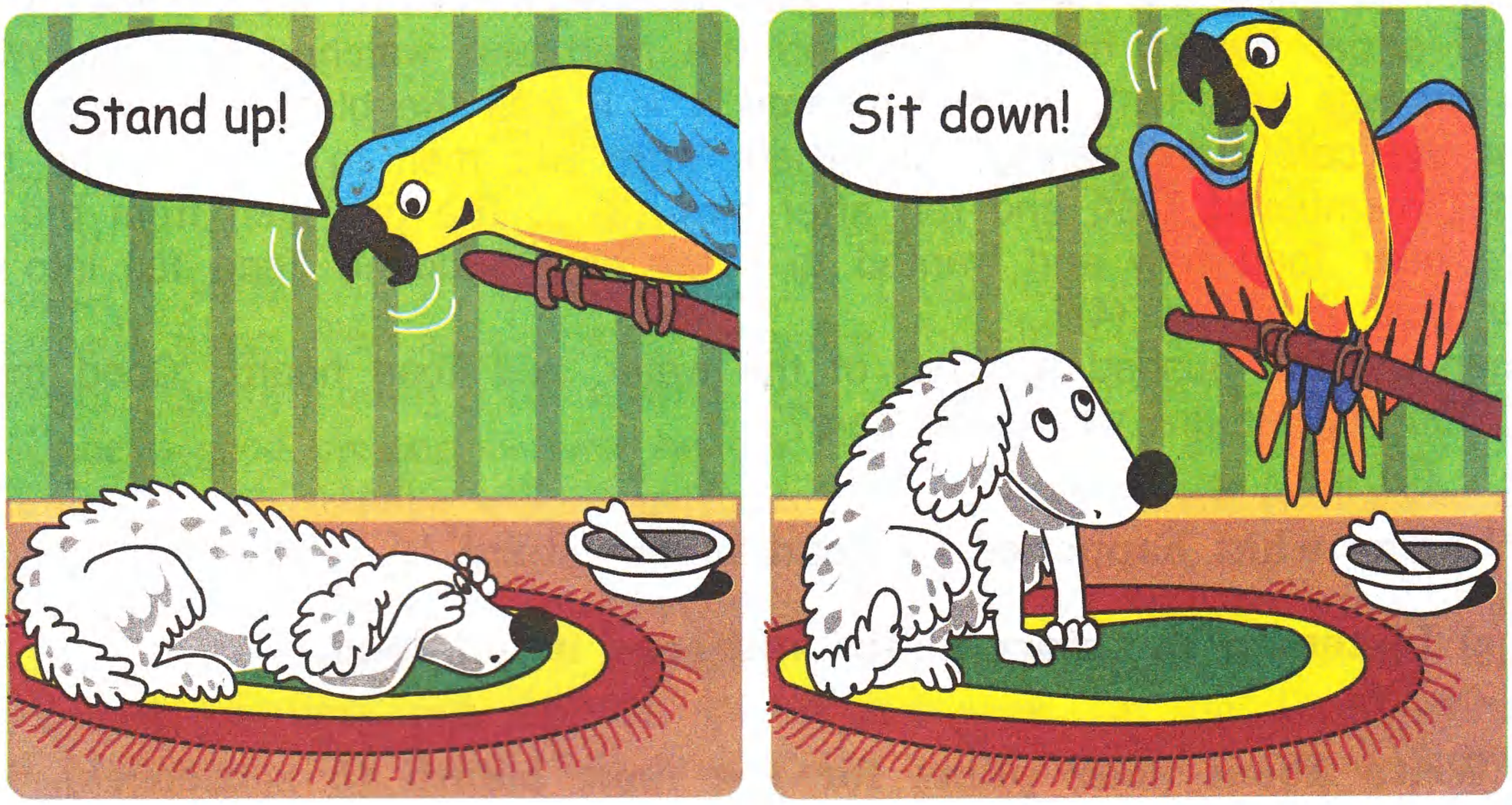
Lesson 12

1. a) Listen to Jenny's stories about her pets Charlie and Ken and say who gave commands to the dog in her family. You'll need this word to understand the stories: *a key* [ki:] – *ключ*.

[1] a prison ['prɪzən] – тюрьма

b) Listen to the first story and answer the questions below.

- What happened to Charlie two months ago?
- What did Jenny's father hear when he came home?
- Why was the dog tired at the end of the day?



c) Listen to the second story and answer the questions below.

- What did Jenny's mother say to the engineer?
- What did the dog / parrot do, when the engineer came?
- Why did the man become angry?
- What did the parrot say to the dog?
- What did the dog do?

2. * Retell (перескажи) Jenny's stories. Use the questions above like a plan.

3. Put the verbs in brackets (в скобках) in the Passive forms, read the sentences out loud and translate them into Russian.

1. A wolf ... (**catch**) in the forest two days ago.
2. A school party ... (**hold**) at 5 pm next Saturday.
3. Kate ... (**wake up**) by her mother early tomorrow, so we can call her at 9 am.
4. Every morning food ... (**weigh**) here and then given to the animals in the zoo.
5. Your tea ... (**bring**) to you in a minute.
6. The ball ... (**push**) under the sofa and we couldn't find it for two hours.

4. **Read the information below and speak about Johanna Spyri.**

Johanna Spyri ([jɒ´hana´ʃpi:ri]), a Swiss[1] writer

Born: 12 June 1827, in Switzerland[2]

Childhood: lived in the Alps[3]

Job: a writer, became famous for books about children, the most famous book — "Heidi", 1872, translated into English, very popular in Great Britain

Family: a husband and a son

Died: 1901, Switzerland

Johanna Spyri (1827–1901)

5. **a) Read a story about Heidi and say why Heidi felt bad in a big city.**

Heidi

(After Johanna Spyri)

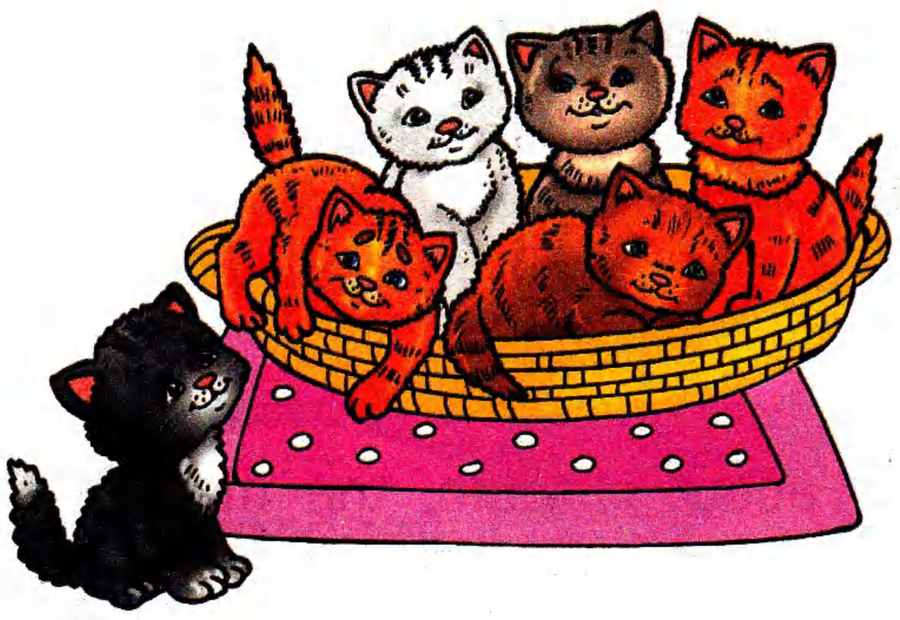
There was a Swiss girl Heidi. She lived in the mountains with her grandfather, because her parents died, when she was very little. Her other relatives were very busy and didn't want to take her.

In summer the sun was hot and the sky was blue in the mountains, there were a lot of trees and flowers around and Heidi liked it. In winter white snow fell down on the mountains, and Heidi liked it too.

One day Heidi's aunt came to the grandfather's house. She took Heidi to Frankfurt to live in Mr Seemann's family together with Clara — she was Mr Seemann's daughter. The girls became good friends quickly. Clara was very kind and clever, but she was not very healthy and couldn't walk. Heidi wanted to make Clara happy.

---

[1] Swiss – швейцарский
[2] Switzerland [´swɪtsələnd] – Швейцария
[3] the Alps – Альпы *(горы)*



One day she went for a walk and saw nice kittens[1] in a big basket[2]. The basket was held by an old man. Heidi liked the kittens and asked the man to bring them to Mr Seemann's house.

Next day a big basket was brought to Clara's room. The girl was surprised. She opened the basket and six little kittens began to jump out of it and run around. Clara looked at them and smiled happily. But Clara's teacher became very angry with Heidi, because she didn't like cats or other animals. In an hour all the kittens were caught and taken away.

After some time Heidi felt bad. She couldn't see blue sky and green trees in the city. She wanted to go back to her grandfather to be healthy again. She often said to Clara: "I need the mountain air, tall trees and green grass to be happy. I'm sure you will also feel better in the mountains!"

When Heidi came back to her grandfather, Clara came to see her. The girls spent a month together in the mountains. At the end of the month Clara felt much better and began to walk.

b) Here are the answers. Make the questions.

1. ...? — In the mountains, in her grandfather's house.
2. ...? — Because her parents died, when she was very little.
3. ...? — Heidi's aunt.
4. ...? — Mr Seemann's daughter.
5. ...? — She saw nice kittens in a big basket.
6. ...? — They began to jump out of the basket and run around.
7. ...? — Because the woman didn't like cats and other animals.
8. ...? — Clara came to see Heidi.
9. ...? — After a month in the mountains.

c) Listen to the story and read it out loud.

6. *Tell Heidi's story to the class. Use your questions in exercise 6b as a plan.

7. Project: "A Story Telling Competition".

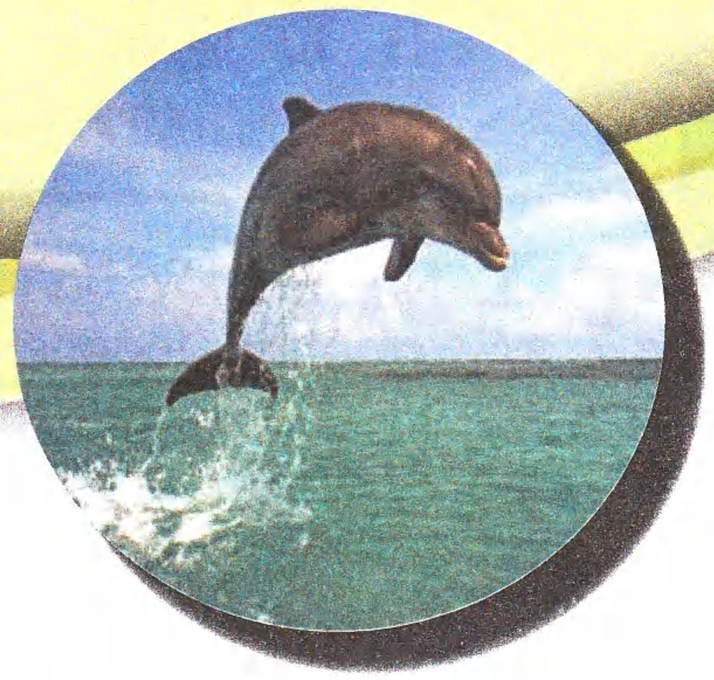
---

[1] kittens – котята
[2] a basket – корзина

8. *Let's play.

a) Put the letters in the correct order and learn what five animals are the cleverest on our planet.

eonmyk
dniohlp
ropart
someu
odg



b) Find hidden family words (p. 46). The words can be upwards, downwards, across, backwards or diagonal. The first word is done.

Family Quiz

1. She is three years older than me. She is my **sister**!
2. He is my parents' son, but not me. He is my ... .
3. This is my mum!
4. This is my dad!
5. This is my mum's sister's husband. He is my ... .
6. This is my dad's brother's wife. She is my ... .
7. This is my dad's brother's son. He is my ... .
8. He's my mum's dad. He is my ... .
9. She's my dad's mum. She is my ... .
10. She's my parents' ... .

A	A	M	D	N	A	R	G	C	B
N	S	J	W	R	S	Z	G	R	U
D	G	I	G	E	J	L	E	N	R
S	R	L	S	H	K	H	C	C	E
T	A	U	N	T	T	L	H	O	T
R	N	T	Z	O	E	F	D	U	H
W	D	K	M	R	D	R	L	S	G
H	P	D	U	B	L	S	A	I	U
F	A	R	E	H	T	A	F	N	A
S	O	P	E	O	F	K	B	C	D

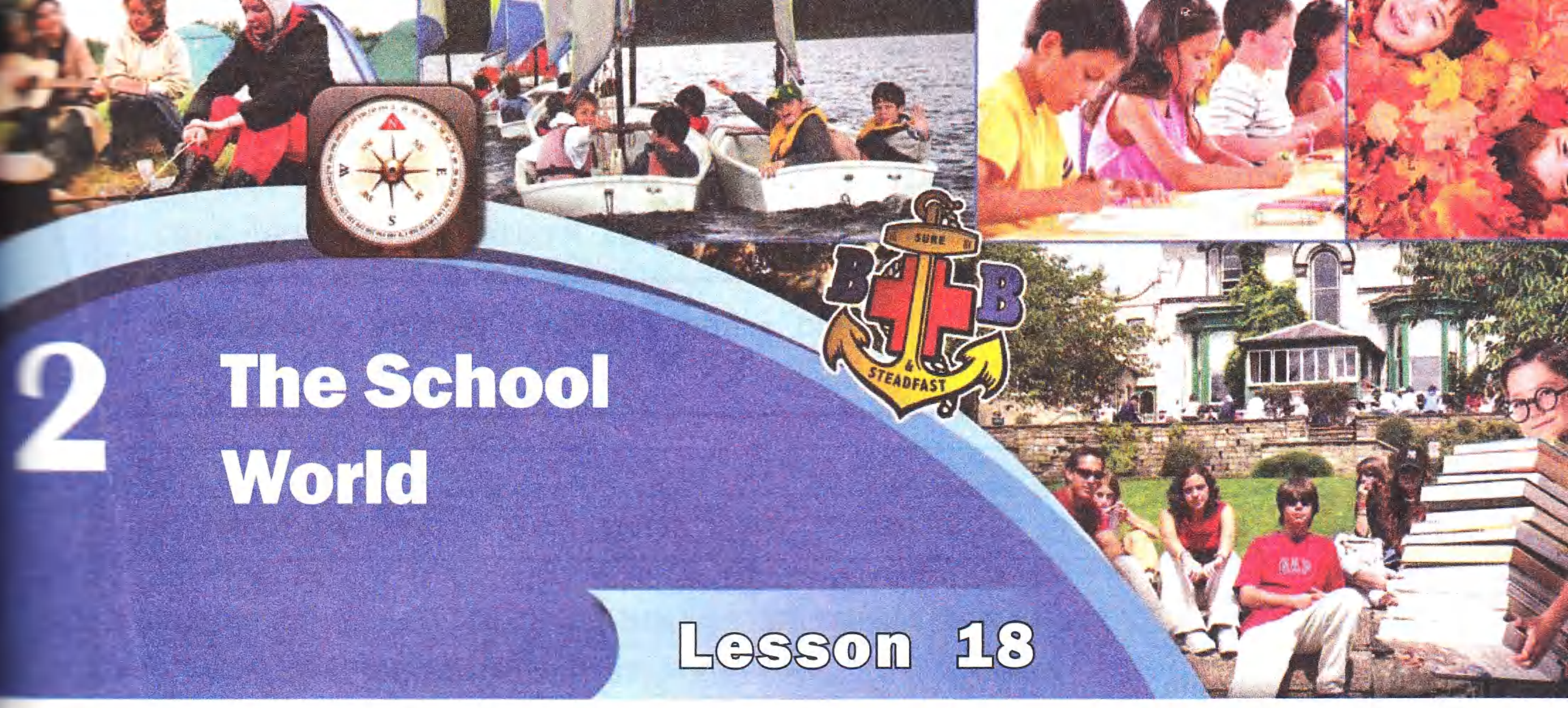
Homework

1. No. 5c.

2. Ex. 1–3.

Lesson 13
Lessons 14, 15
Lessons 16, 17

Test 1
Reserve
Home Reading



2 The School World

Lesson 18

1. a) Emily is from Bristol, UK. She is 12. She's speaking to her Russian friend Vanya on the phone and telling him about schools in Britain. Listen to the dialogue and guess the meaning of the new words.

Emily: Hi, Vanya, how are you?
Vanya: Hello, Emily. I'm fine. And you?
Emily: Me too. I've got new school **uniform**. We wear a white blouse and a dark-blue skirt in **secondary** school. Do you have a uniform?
Vanya: No, I don't, but in some schools students have it.
Emily: Is school **free** and **compulsory** in Russia?
Vanya: Yes, it is. We have a very interesting **life** at school. And how is your school life planned?

Emily: In **primary** and in secondary school we have six terms a year. After a **term** there's a **break**. We start in September and end in July.

b) Look at the cards and say what you've learned about schools in Great Britain. What kind of school didn't Emily tell Vanya about? Tell the class about this school.

Primary School
Free and compulsory
Age 5–11
Start – September
End – July
Terms – 6
Uniform – compulsory

Secondary School
Free and compulsory
Age 11–16
Start – September
End – July
Terms – 6
Uniform – compulsory

College / 6th Form
Free
Age 16–18
Start – September
End – July
Terms – 6
Uniform – not in all schools

2. Vanya wrote an e-mail to Emily. Fill in the gaps with the words from the box and read the letter.

a break ▪ compulsory ▪ to end ▪ free ▪ a life ▪ primary ▪ secondary ▪ a term ▪ a uniform

From **Vanya**

To: **Emily**

Hi, Emily,

School … in Russia is very interesting. Children go to … school at the age of 7. School is also … in our country. School is not only lessons and homework but also best friends, clubs and excursions. At the end of each … my class visits some famous places in Russia. I go to … school and my school day begins at 8 o'clock. Usually we have six lessons. Each lesson is 45 minutes and after it we have … . We wear … at school – dark skirts and blue blouses for girls and dark trousers and blue shirts for boys. The lessons … at two o'clock. Then we go home or to a club. There are a lot of school clubs and they are … . Sending you some pictures of my school.

Bye-bye,
Vanya

3. Work in pairs. Peter from Russia and Kate from Great Britain meet at a summer camp. They speak about their schools. Act out their dialogue.

Example

Kate: Hello, Peter! What school are you at?
Peter: I'm in secondary school. And you?

4. Read out loud.

[aɪ] fine, primary, life, school life;
[eɪ] make, break, a lunch break;
[i:] meet, free, free school clubs;
[ʌ] fun, compulsory, compulsory school;
[ju:] music, uniform, school uniform;
[ɜ:] work, term, the third term.

5. a) Read the words and guess their meaning.

Biology [baɪ´ɒlədʒi], Chemistry [´kemɪstri], Physics [´fɪzɪks],
Geography [dʒɪ´ɒgrəfɪ], History [´hɪstəri],
Information Technology [ɪnfə´meɪʃn tek´nɒlədʒɪ]

b) Emily sends Vanya a leaflet (буклет) about her school. Read the text and say:

- what kinds of schools there are in Clifton College;
- what school clubs there are at the college.

c) Listen to the text and read it out loud. You will need these words to understand the text.

Butcombe [´bʌtkʌm] **School** – начальная школа
Prep (Preparatory) **School** – подготовительная школа
Upper School – старшие классы

Clifton College

Clifton College was opened in 1875 and is the oldest college in Bristol. It was built in 1862. It is near Bristol Zoo Gardens on Clifton Park Road. It has three school levels[1]:

Butcombe — age 3–8;
Prep (Preparatory) School — age 8–13;
Upper School — age 13–18.

Butcombe School

In Butcombe children learn English, French, Music and do Sports. The school starts at 8.30 am and ends at 3.30 pm. But children can come at 8 am and be at school till 4 pm. There are a lot of after school clubs — Theatre Groups, Dance and Music.

Preparatory School

In Prep School 400 girls and boys study together. They learn English, French, German, Spanish, Maths, Science, Literature and Physical Education. After classes they go to different clubs: Baseball, Tennis, Glass Painting,

[1] level [´levl] — уровень

Art and Drama, Mountain biking, Gymnastics and Scottish dancing.

In Upper School students have a lot of subjects. Some of them are compulsory and some are not. Compulsory subjects are — English, Mathematics, Biology, Chemistry, Physics, Geography, History, Information Technology, Art, Drama, Music, PE. French, German, Spanish, Latin, Chinese are not compulsory, you choose them if you like.

There is a tutorial system[1] in the college.

A tutor[2] is a teacher who has a group of 10 students and helps them study. The tutor helps them do their homework, choose out of school clubs, make friends with other students. Parents can talk to tutors at parents' meetings.

If you are interested in Clifton College you can find all the information at **http:/www.cliftoncollegeuk.com**.

Upper school

6. Tick true, false or not stated.

	True	False	Not stated
1. Clifton College is opened at 8.30.			
2. Classes begin in Butcombe at 9.00.			
3. They end at 3.30.			
4. 800 students study in Prep School.			
5. In Clifton College there are more girls than boys.			
6. Students study English, Maths, Geography and PE in Prep School.			
7. English, Mathematics, Biology, Chemistry, Physics are compulsory in Upper School.			
8. A tutor is a student who studies in a group of 10 students.			
9. The tutor can talk to students' parents when he visits their houses.			

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[1] tutorial system [tju:ˊtɔ:rɪəl ˊsɪstəm] система обучения с помощью отдельных консультантов

[2] a tutor [ˊtju:tə] наставник, руководитель группы

7. **Look through the text on page 49 and say at what age students go to Butcombe, to Prep School and to Upper School. And what about schools in Russia? Compare the subjects you study with the subjects in Prep School in Bristol.**

8. **Write 5–6 sentences about your school.**

Useful Language

a break, compulsory, free, a life, primary, secondary, a term, uniform

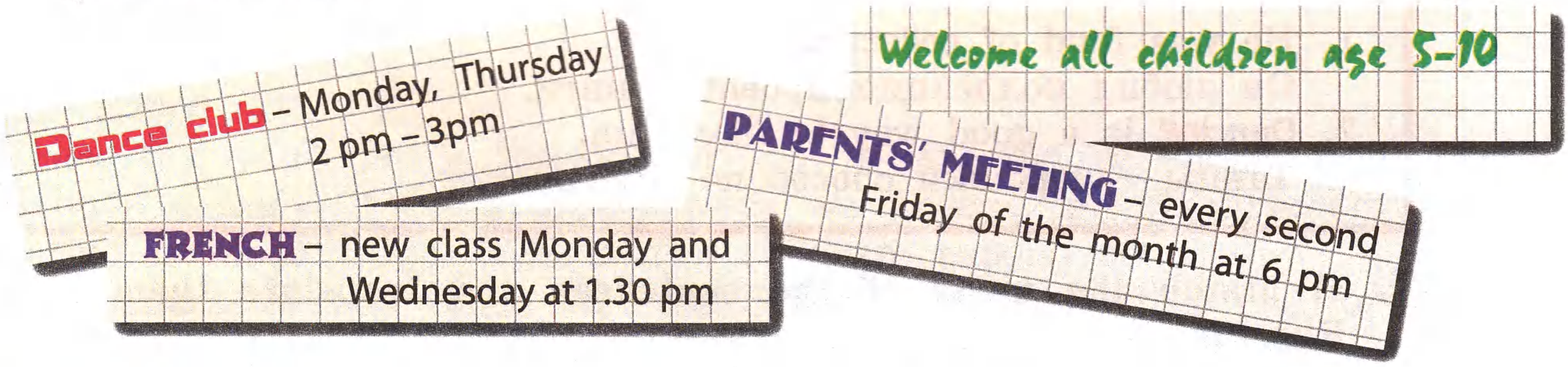
Homework

1. Nos 1, 5c.
2. Ex. 8.
3. Ex. 1–3.

Lesson 19

1. **You want to study in a British school. Look at the pictures on pp 49–50 and ask your classmates, students of Clifton College, different questions about it. Then describe Clifton College.**

2. **Look at the advertisements and say what information you can get from them.**



3. **Work in pairs. One of you is a student and the other is a journalist. The journalist wants to make a TV programme about your school. Make up a dialogue and act it out. The following questions will help you.**

- What is your school number (name)?
- How many terms a year do you have?
- What subjects do you study?
- What is your favourite subject?

- How many school breaks do you have?
- When do they start and end?
- When do you have holidays?

4. a) Have you ever heard about Bodleian [ˈbɒdˈlɪən] **library? Listen to Emily and Vanya's conversation and guess the meaning of the new words.**

Emily: Vanya, do you know what Bodleian **library** is famous for?

Vanya: I know that Bodleian library is the oldest in Oxford and the second largest in Britain. It was opened in 1602. Have you already read why it is called so?

Emily: Yes, I have. Sir Thomas Bodley was fond of collecting books and helped the library. He gave a lot of books and money.

Vanya: Are there any books in **foreign** languages in the library?

Emily: Of course. Students from all over the world **use** these books or their electronic copies.

***b) Tell a friend about Bodleian library.**

GRAMMAR

■ The "–ing" Forms

V (verb) + -ing = -ing form

1. He was fond of collect**ing** books.
   Он любил коллекционировать книги.
2. Danc**ing** is a good way to have fun.
   Танцы – хороший способ не скучать.

5. a) Match the parts of the sentences and translate them into Russian.

1) Playing tennis is	**a)** when she was 5.
2) Cycling is	**b)** going to different school clubs.
3) Eating green food is	**c)** dangerous[1] in rainy weather.
4) Katya goes skating	**d)** good for your health.
5) My cousin began drawing	**e)** a good way to keep fit.
6) Dima enjoys	**f)** learning foreign languages.
7) Jane is fond of	**g)** playing hockey.
8) Students like	**h)** on the river in winter.

[1] dangerous [ˈdeɪndʒ(ə)rəs] – опасный

b) Do you know your classmates' hobbies? Talk to your classmates and learn about their hobbies. Find out how many students have the same hobby. The following words will help you.

learning foreign languages ■ reading short stories ■ drawing funny pictures ■ playing computer games ■ taking photos of birds ■ watching comedies ■ listening to Scottish music ■ collecting posters ■ doing sports ■ dancing

6. Listen to the text about Woodlands Junior School and put the titles below in the order (в последовательности) given in the text. Would you like to study in this school? Why?

- School Uniform.
- School Computer Site.
- Facts about the School.
- School Clubs.

Woodlands Junior School

7. a) Read out loud.

[aɪ] life, library, the oldest library;
[juː] uniform, use, use the information;
[ɒ] strong, foreign, a foreign student.

b) Read the text and find the information about:

- who opened the school;
- when it was opened.

One of the Oldest Schools in Russia

Hi, Jenny!

How are you? Sorry for not writing to you for so long. I have a busy life now. Every week we have a lot of different activities: organizing concerts for children, making school newspapers, getting ready for the School Autumn Festival and, of course, much homework to do. I study in one of the oldest schools in Russia and I'm very proud of it! My school is Gymnasium 1 named after V. Belinsky. It was opened in 1786 by the order[1] of Catherine II, the great Russian empress[2]. My school is a historical monument, we study in the building where famous Russian writers Belinsky and Lazhechnikov studied.

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[1] order ['ɔːdə] – указ
[2] empress ['emprəs] – императрица

We have a lot of subjects: Russian, Literature, History, Geography, Maths, Science, Art, Music and PE. We study different foreign languages — English, French and German. Every summer students go to international language camps. There is a big library in our school and we can find everything for our lessons there. Some of the subjects are compulsory and some we can choose. There are a lot of clubs in my school: a Sports Club, a Dance Club, a Drawing Club, a Music Club and a Computer Club. As you know, my hobby is drawing and I go to the Drawing Club.

Look at the photo. The students are wearing school uniform. It's compulsory in our school. You asked me about the school system in Russia, so we have elementary school (age 7-10), middle school (age 11-15) and senior classes (age 16-17). The school year begins on the 1st of September and ends on the 31st of May. There are four terms in a year and we have holidays after each term. Write to me about your school. Do you like studying?

Good luck,
Vanya

c) Answer the questions.

1. Why is Vanya's life so busy?
2. Why is Gymnasium 1 a historical monument?
3. What famous people studied at Gymnasium 1?
4. What are compulsory subjects in Vanya's school?
5. What clubs are there in Vanya's school?
6. What schools are there in Russia?

8. Write 5–6 sentences about your school library.

Useful Language

foreign, a library, to use, elementary school, middle school, senior classes

Homework

1. No. 4a.
2. Ex. 8.
3. Ex. 1–3.

Lesson 20

1. What are your favourite subjects? How many times a week do you have them? Think of your own timetable and write it in your Workbook, compare it with your classmates'.

2. a) Vanya spent a year at a school in the USA. Now Vanya and his friend Katya are looking at his photos. Listen to their conversation and guess the meaning of the new words.

Katya: Why are you wearing different **clothes** at school?
Vanya: There is no uniform in the USA. You can wear what you like. There is a large room for coats and clothes you don't need in class.
Katya: **I'm interested in** American school system. Was it difficult to study in the USA?
Vanya: Yes, it was. It is not like in our school there. Students **take exams** when a term **is over.** I took exams **twice a year.**
Katya: Did you study in a secondary school?
Vanya: No. They have **elementary, middle** and **high schools** in the USA. I was in a middle school.

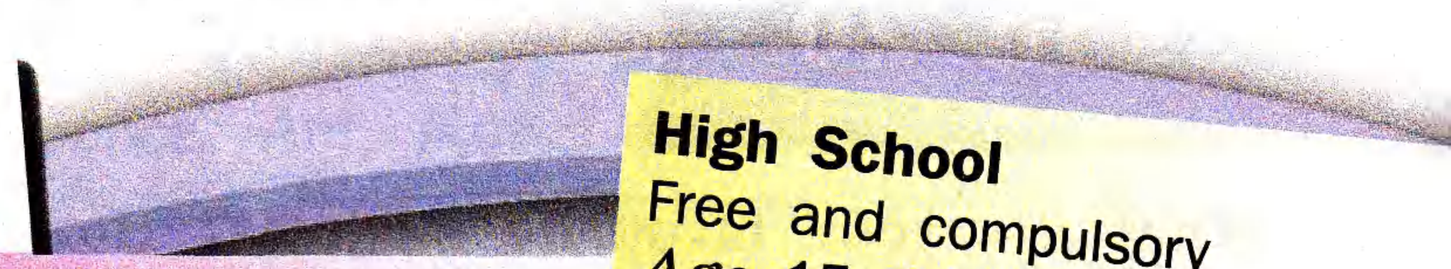
b) Answer the questions.

1. Is there a school uniform in the USA?
2. What is Katya interested in?
3. When do American students take exams?
4. How many times a year did Vanya take his exams?
5. What schools are there in the USA?

3. Read the sentences and correct the mistakes.

- At the age of 7 children go to middle school.
- You can't wear different clothes in American schools.
- After elementary school students go to high school.
- Katya is interested in British school system.
- In every school there is a cloakroom where books are put.
- In Russia pupils take exams after every term.
- When the lesson is over, students can't have a break.
- Michael is 16, he goes to elementary school.

4. **Look at the cards and speak about the USA schools.**



Elementary School
Free and compulsory
Age 6–10
Start – September
End – June
Terms – 2
Uniform – not compulsory

Middle School
Free and compulsory
Age 11–14
Start – September
End – June
Terms – 2
Uniform – not compulsory

High School
Free and compulsory
Age 15–18
Start – September
End – June
Terms – 2
Uniform – not compulsory

GRAMMAR

■ "If" Sentences

If Katya **goes to** the USA, she **will visit** the Statue of Liberty.
Если Катя **поедет** в США, она **посетит** Статую свободы.

5. **a) Using the example above, make up sentences and translate them into Russian.**

If students (**go**) to the USA, they

(**watch**) street dances.
(**visit**) the National Museum.
(**play**) baseball.
(**eat**) American food.
(**see**) Washington Monument.
(**visit**) Disneyland.

b) Say what you will do on Sunday in good weather and in bad weather if you go to the UK, Australia, Canada or New Zealand. Then write your sentences in the exercise book.

6. **a) Read out loud.**

[e] end, elementary, elementary school;
[ɪ] difficult, different, middle, middle school;
[aɪ] shine, hide, high, high school;
[gz] exotic, exam, to take school exams.

b) Read what Vanya told Katya about Whitby School and answer the questions. Then listen to the text and read it out loud.

- How many subjects do students have in Whitby?
- What schools are there in Whitby?

Whitby School

Whitby School was built in 1958. This is an international school. Students from 40 countries come to study there. The school is in Greenwich[1], not far from New York City. Whitby is a private school. There are 8 classes in it: 6 classes in elementary school and 2 classes in middle school. Then students go to high school and study there for 4 years, but Whitby doesn't have a high school.

There are different groups of subjects in this school. There is the World of Languages where Spanish is compulsory and you can choose between French and Chinese. Students study language and culture together. In Cultural Studies we learned History and Geography. Language Arts was like Literature in our country. Science — like Physics, Biology and Chemistry. Some students go to music classes and they stay after school for practice. This is a usual day in Whitby middle school:

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.15	**Come to school**				
8.25	**Meet the tutor**				
8.35	Spanish	Science	Maths	Spanish	Maths
9.40	Cultural Studies	Language Arts	Cultural Studies	Language Arts	Cultural Studies
10.45	Maths	Art	Science	Art	Science
11.45	**Lunch**				
12.45	Language Arts	World of Language	Language Arts	World of Language	Language Arts
1.50	Science	Language Arts	Spanish	Cultural studies	Spanish
2.55	Art	Spanish	Art	Maths	Art
3.55	World of Language	Maths	World of Language	Science	World of Language
	The school is over				

The school symbol is a Wildcat. There are a lot of school sports clubs and festivals in Whitby. The system of grades[1] is very interesting. Students get A, B, C, D or E grade. Russian 5 is A, Russian 4 is B and Russian 3 is C. If students have D or E, they will study the year again.

[1] Greenwich ['grenɪtʃ]

7. a) Choose the correct answer according to the text.

1. Whitby School is situated ...
   a) in New York
   b) in Greenwich
   c) in London
2. Students from ... foreign countries study there.
   a) fifty
   b) thirty
   c) forty
3. The ... language is compulsory in Whitby.
   a) Spanish
   b) French
   c) Chinese
4. Students learn ... ... in Cultural studies.
   a) English and Literature
   b) History and Literature
   c) History and Geography
5. They study ... in Science.
   a) Maths and Physics
   b) Physic, Biology and Chemistry
   c) Geography and Biology
6. The symbol of the school is ....
   a) a wildcat
   b) an eagle
   c) a bear
7. There are ... grades in the USA.
   a) 1, 2, 3, 4 and 5
   b) from 1 to 10
   c) A, B, C, D, E
8. Students will ... if they have D or E.
   a) study the year again
   b) go to the next class
   c) go to another school

b) Look at the timetable on page 57 and answer the questions.

1. When does a school day begin / end in Whitby?
2. How long is a lesson there?
3. How long are the breaks between lessons?

---

[1] a grade [greɪd] – оценка

4. How long is the lunch break?
5. How many times a week do children have Spanish / Cultural Studies / Maths / Language Arts / Science / Art / World of Language?

8. Write exercise 5b (4–5 sentences).

Useful Language

clothes, a high school
to be interested in (school system) – интересоваться (школьной системой)
to be over – заканчиваться
to take exams – сдавать экзамены
twice a year – два раза в год

Homework

1. No. 2a.
2. Ex. 6b, 8.
3. Ex. 1–3.

Lesson 21

1. Work in pairs. You are calling to Whitby School and want to know everything about it. A secretary answers your questions. Act out a dialogue.

Example

Student: Hello, my name is ... . I'd like to get some information about your school.
Secretary: Good morning, what would you like to know?

2. *Work in groups. A group of foreign students has come to visit your school. They ask you different questions about your school and your school life. Choose the roles and act out the conversation.

3. Vanya is telling Katya about his everyday exercises. Listen to him and guess the meaning of the new words.

I'm **training** hard every day. Next year I'm going to study in a British summer school and I want to join the Boys' Brigade. I've read a lot about them. They **go hiking** and **camping** every weekend. But you must be in a good physical shape to get there. There are a lot of sports **competitions** too. If I'm lucky, I'll spend two weeks in a **camp** with them.

4. Answer the questions.

- Have you ever taken part in any competitions?
- What kind of competitions were they?
- What competitions are held in your school?
- What are the most famous competitions in the world?
- Have you ever gone hiking or camping? Where? With whom?

5. Jenny and Vanya are planning their winter holidays in Russia. Read the dialogue below and put the verbs in brackets in the correct form.

Example

If the weather is warm, we'll go skating.

Vanya: If the weather (**be**) warm, we (**go**) to the zoo.
Jenny: But if the weather (**be**) cold, we (**visit**) a museum or a gallery.
Vanya: If Dima (**come**), we (**go**) skating to the river.
Jenny: But if Dima (**not come**), we (**go**) skating to the skating-rink.
Vanya: If we (**go**) to the zoo, I (**see**) a real Russian bear.
Jenny: If we (**not go**) to the zoo, we (**go**) to the circus and see a real bear skating there.

6. a) Read out loud.

[eɪ] lake, train, train hard;
[ɪ] winner, competition, winter competitions;
[æ] capital, camp, summer camp, to go camping;
[aɪ] climb, find, hike, to go hiking.

b) anchors [ˊæŋkəz] — **«якоря»** (малыши)

juniors [ˊʤu:nɪəz] — младшая группа
seniors [ˊsi:nɪəz] — старшая группа
company [ˊkʌmpənɪ] — приятели
amicus [ˊemɪkəs] — друзья

7. a) Read the text and find information about:

- the man who started the Boys' Brigade organization in Britain;
- the age groups in the Boys' Brigade;
- awards[1] in the Boys' Brigade.

Boys' Brigade

The Boys' Brigade (BB) is an international organization for young people. It was started by William Alexander Smith in Glasgow in 1883. Now the BB is popular all around the world. In 2010 there were 500,000 Boys' Brigade members in 60 countries.

There are five different age groups in the BB:

- *Anchors* — 4 to 8 years
- *Juniors* — 8 to 11 years
- *Company* — 11 to 15 years
- *Seniors* — 15 to 18 years
- *Amicus* — 15 to 22 years.

In Australia there are only three sections:

- *Anchors* — 5 to 7 years
- *Juniors* — 8 to 11 years
- *Seniors* — 12 to 18 years.

Seniors have 2 groups based on age 12–14 *Alpha* and 15–18 *Omega*.

Each section in the Boys' Brigade has awards that boys can get by doing different tasks. *The Anchors* can get awards for Projects and Sports. They can make a project for cleaning a park or winning sports competitions. Children are trained to be healthy, strong and brave. *The Juniors* can get bronze, silver and gold awards, by going hiking and camping, living in the forest for some time, working with nature and protecting their life and their friends. *Company* should get five badges[2] — Interests, Adventure[3], Leaders, Physical and Friends. They

Anchors

Company

[1] an award [əˊwɔ:d] – награда
[2] a badge [bæʤ] – значок
[3] an adventure [ədˊventʃə] – приключение

teach younger boys swimming, putting up a tent, making a fire, cooking on a fire. The Brigade's highest award is the Queen's Badge.

b) Tick true, false or not stated.

	True	False	Not stated
1. The Boys' Brigade was started in 1883.			
2. There are children from sixteen countries.			
3. The Boys' Brigade gets awards by helping other people.			
4. *Juniors* get awards by hiking and camping.			
5. *Company* boys don't teach younger boys.			
6. The Brigade's highest award is the Queen's Badge.			
7. The Boys' Brigade is the oldest organization for children.			

c) Listen to the text "Boys' Brigade" and read it out loud.

8. Write 5–6 sentences about one of your school clubs. Here are the beginnings of the sentences.

1. I go to ... .
2. My school has ... clubs.
3. Children learn ... .
4. I'm fond of ... .
5. Every club meets ... times a month.
6. They can take part in ... .

Useful Language

a camp, a competition, to train
to go camping – жить в палатках
to go hiking – ходить в поход
to take part in competitions – принимать участие в соревнованиях
I'd like to ... – Мне бы хотелось...

Homework

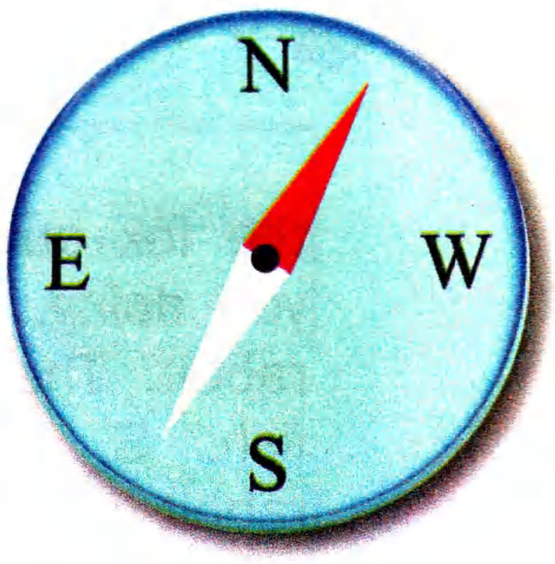
1. Nos 3, 7c.
2. Ex. 8.

3. Ex. 1–3.

Lesson 22

1. **Tell your classmates about the Boys' Brigade, the pictures on p. 61 will help you.**

2. **Vanya is telling his English friend Emily about some youth school organizations in Russia. Listen to their conversation and guess the meaning of the new words.**



Emily: Vanya, do you have the Boys' Brigade in Russia?
Vanya: No, we don't. But there are some organizations for young people in Russia, too.
Emily: Can you **explain** to me how they work?
Vanya: In summer a lot of camps for children are opened from the **east** to the **west** and from the **north** to the **south** of Russia.
Emily: What do they do there?
Vanya: They organize different sports activities for children, teach them to put up tents **fast**, go hiking and go camping. I can send you my **composition** about them which I wrote for the school project.

3. **Complete the sentences with the new words from the dialogue.**

1. Emily got 5 for her ... about schools in Britain.
2. Kaliningrad is to the ... of Moscow.
3. Cardiff is to the ... of London.
4. Siberia is in the ... of Russia.
5. They ... to us what types of schools there are in New Zealand.
6. Information travels very ... today.
7. The Black Sea is in the ... of Russia.

4. ***Work in pairs.** **Act out the dialogue in exercise 2.**

5. **a) Read out loud.**

[ɪ] history, composition, a school composition;
[ɑ:] carpet, fast, to write fast, to move fast;
[eɪ] state, place, explain, to explain the homework;
[i:] read, east, in the east;
[e] send, west, in the west;
[ɔ:] born, north, in the north of Russia;
[au] round, south, in the south of Wales.

b) Have you ever heard any legends of Native Americans? Read the legend and fill in the text with the missing sentences.

Why the Rabbit Has a Short Tail

Many years ago the rabbit had a very long tail. His tail was longer and more beautiful than the tail of the fox. The rabbit was very proud of his tail and he always told all the other animals about it. One day the fox wanted to put an end to the rabbit's boasting[1].

The fox went down to the lake with four fish in her teeth. **A.** ... . When she got to the lake, she cut a hole in the ice and put those four fish to her tail, then sat down and waited for the rabbit to come. When the rabbit came to the lake, the fox quickly put her tail into the cold water. The rabbit asked, "What are you doing, Fox?" The fox answered, "I'm fishing." "With your tail?" asked the rabbit. The fox answered, "Oh yes, that's the best way to catch the most fish." **B.** ... . The fox wanted to buy beautiful tail brushes in the village. The rabbit wanted to buy new tail brushes too. When the fox went home, the rabbit put his tail in the hole and began to fish. **C.** ... . The rabbit wanted to show her his tail but he couldn't pull his tail out of water.

D. ... . The fox helped him but his beautiful tail was in the lake. And that's why, from that day to this, the rabbit has such a very short, short tail.

1. The fox showed her tail to the rabbit and he saw four fish on it.
2. He asked the fox to help.
3. The weather was cold and the water in the lake froze[2].
4. After some time the fox came back and asked the rabbit about his fishing.

c) Listen to the text, check yourself, then read the text out loud.

---

[1] to boast [bəʊst] – хвастаться
[2] froze [frəʊz] – замерзла

6. Find out in the text the information about:

- why the fox wanted to teach the rabbit a lesson;
- what the fox did to teach him a lesson;
- why the rabbit began to fish;
- why the rabbit has a very short tail now.

7. Look at the pictures to the text and tell the legend about the rabbit.

8. Write exercise 3.

Useful Language

a composition, fast, east, to explain, west, north, south

Homework

1. Nos 2, 5c.
2. Ex. 8.
3. Ex. 1–3.
5. **Project: "The School We Go To".**

Lesson 23

1. Listen to the text "Schools in New Zealand" and complete the sentences with the correct answer. Then write them down in your exercise book.

1. Children study ... years in New Zealand.
   a) 12
   b) 10 or 12
   c) 10
2. There are ... schools in New Zealand.
   a) elementary and high
   b) primary and middle
   c) primary and secondary
3. Children start school on the 1st School Day after ....
   a) the 5th birthday
   b) the 6th birthday
   c) the 7th birthday

4. The school year begins at the end of ....

a) September
b) June
c) January

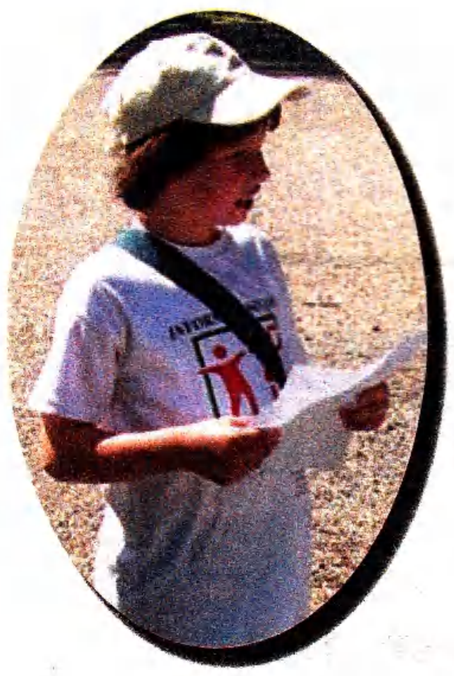
5. The school year ends in the middle of ....

a) June
b) December
c) May

6. There are ... compulsory subjects.

a) eight
b) eleven
c) ten

2. a) Vanya got a letter from his friend John. He lives in New Zealand. Read the letter and say what subjects he does.



Hi, Vanya,

How are you? I haven't heard from you for a long time. I'm OK, busy at school every day. I've changed my school this year. Last year I finished primary school. After 8 years in primary school it was very difficult for me to come to secondary school. I will study for 7 years in it. I like going to school but everything is so new to me. The building is new and the classes are bigger. We are 28 in the class. There are a lot of new subjects: Physics, Chemistry, Algebra, Geometry and so on. We read a lot in Literature and I've begun learning a new foreign language — it's French. I don't have enough time for school clubs but I'm interested in surfing and I'm going to join this club. I go on with my music classes. Next year I'll have a final exam in Music school. I'm looking forward to my summer holidays. My parents promised me that we would go to Europe. I'd like to celebrate Christmas in Paris or Rome. You remember that here I have summer holidays from the end of November till the beginning of January. In secondary school we have four terms a year with two weeks holidays after every term. My classes usually start at 8.45 and end at 3.15. You see I have busy days. Write back to me about your school life.

Best wishes,
John

b) Listen to John's letter and read it out loud.

3. Read the sentences and correct them according to the text.

1. Children study 7 years in primary and 8 years in secondary school in New Zealand.
2. Primary and secondary schools are in one building.
3. There are three terms in a school year in New Zealand.
4. Summer holidays are from June till August.
5. A usual school day starts at 8.30 and ends at 3.30 pm.
6. John is interested in dancing, he has a lot of free time.

4. Complete the chart in your Workbook.

5. a) Compare schools in Russia, the UK, the USA and New Zealand using the chart in your Workbook.

***b) Look at the pictures, read the information and say what you've learned about these schools in England.**

6. Project: "The School We Go To".

Homework

1. No. 2c.
2. Ex. 1.
3. Ex. 1–3.

Lesson 24 Test 2
Lessons 25, 26 Reserve
Lessons 27, 28 Home Reading

3 Meet Great Britain and New Zealand

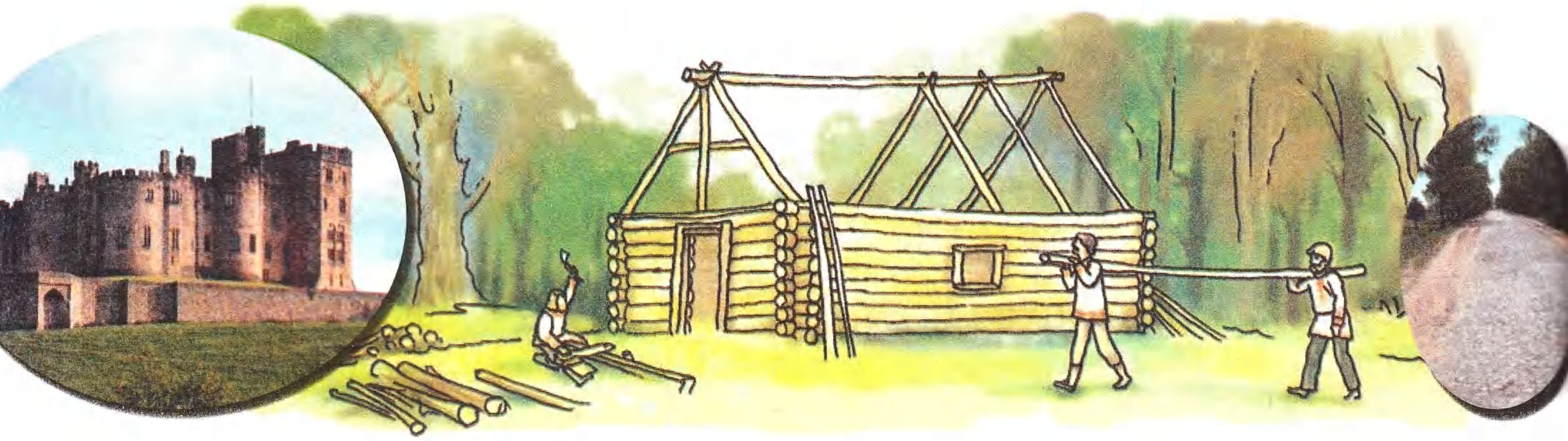
Lesson 29

Great Britain

1. Let's play in two groups. Answer the questions about Great Britain. The group which knows more about the country will win.

1. Name the four parts of Great Britain and their capitals.
2. What are the symbols of these parts?
3. What famous places and monuments in Great Britain do you know?
4. What is the other name of the country?
5. What is the name of the Queen of England?

2. a) Jenny is talking to her mother about a film. Listen to their conversation and guess the meaning of the new words.



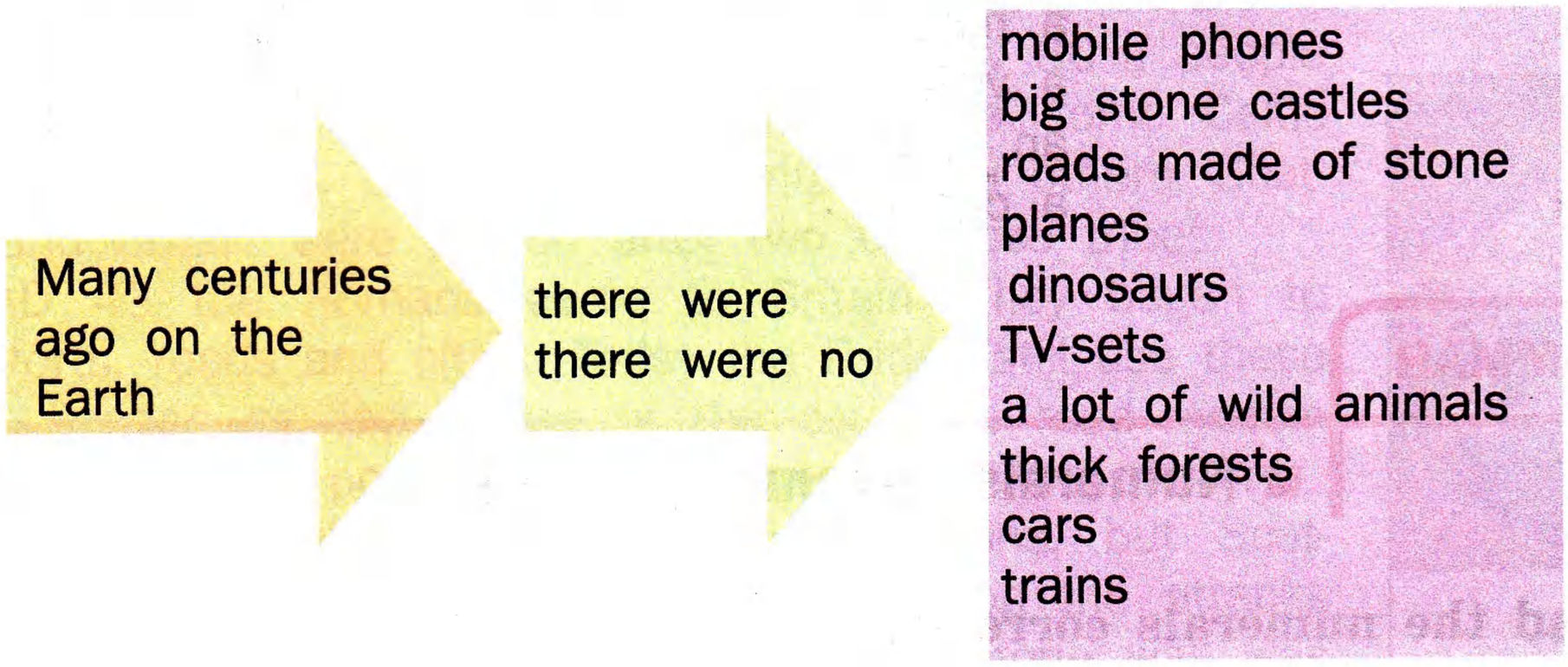
Jenny: Mum, yesterday I saw a film about Russia.
Mother: Did you like it?
Jenny: Yes, very much. I learned how Russian people lived many **centuries** ago. Forests were very **important** for them because they **built** their houses of **wood**. **Another** interesting fact is that they never made big **stone** castles or **roads** of stone.
Mother: Really?

***b) Act out the dialogue.**

Remember

to build — built — built

3. a) Make up sentences using the chart below.



b) Let's play in two groups. Name things which are made of metal, plastic, wood or stone. The group which names more things is the winner.

Example

Monuments **are made of stone.**

4. Choose *other* or *another* and complete the sentences. Use the example.

Example

Take **another** pen. Let's read **other** stories.

1. Are there any ... stories about animals in this book?
2. Give your little brother ... toy car.
3. Do you want to buy ... bag?
4. What ... films about nature have you seen?
5. Do you want to visit ... museums?
6. May I have ... glass of juice?

5. Word building. Make up new words using the words below and translate them into Russian.

a) to teach *(v)* — a teach**er** *(n)*; to sail *(v)* — a sail**or** *(n)*

to build	to farm	to visit
to act	to read	to make
to hunt	to paint	to travel
to write		

b) a plan *(n)* — **to plan** *(v)*

a plant	a name	an attack
a hunt	a visit	a map
a farm	an end	
a smile	a centre	

GRAMMAR

■ Numerals (Числительные)

6. Read the numerals correctly.

a) 174 — one hundred and seventy-four
598 — five hundred and ninety-eight
1,312 — one thousand three hundred and twelve
3,067 — three thousand and sixty-seven

b) 382,291; 465; 613; 934; 3,179; 7,126; 5,847.

7. a) Read the words out loud.

[əʊ] ago, stone, made of stone, road;
[tʃ] picture, century;
[ɪ] big, build, building;
[ʌ] other, another;
[ɔ:] port, important;
[ʊ] food, wood, made of wood.

b) Read the words and guess their meaning.

symbol, system, mystery, religious, period [ˊpɪərɪəd], occupy, emperor [ˊempərə] Hadrian [ˊheɪdrɪən], the Celts [kelts]

8. a) Vanya is fond of history. Here is the text he found in one of the history books about Britain. Read it and say what people lived in the country many centuries ago. You will need these words.

BC – до нашей эры; **AD** – наша эра

Ancient[1] Britain

Part I

Stonehenge

We don't know much about early people who lived in Britain because they lived long before a word of their history was written. But the most important monument of that time, Stonehenge, can be visited today. It is one of the symbols of Britain, which was built about 5000 years ago. At first it was made of wood. Then stones were brought.

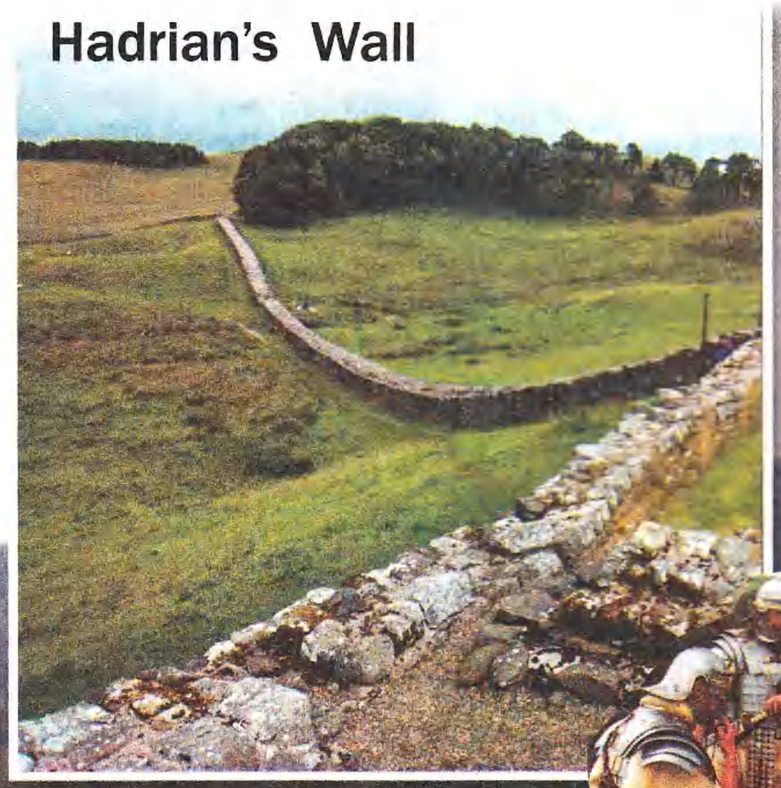
In the period from the 6th to the 3rd century BC a people called the Celts came to Britain. There were some Celtic tribes[2] — the Picts, the Scots, the Britons and others. Scotland and Britain were named after two of these tribes.

In AD 43 the Romans came to Britain. They began to build forts, roads and cities. Today the British still use these roads. London as the centre of the country's road system and with its busy port became the capital of the country.

England and Wales were under the Romans, but Scotland and Ireland were never occupied. To stop the attacks of the Scots and to protect the Romans a stone wall was built between Scotland and England in AD 122. It was 117 kilometres long and its hight was about 3.5 metres.

Celtic Village

The wall was built under Emperor Hadrian and was named Hadrian's Wall. Today tourists can see some part of it. There are many museums near the wall. One of them is a Roman fort where about 1000 Roman soldiers lived many centuries ago. Visitors can learn about their life in this fort.


Hadrian's Wall

b) Read the sentences which describe what happened in these years and centuries:

- The 6th — the 3rd century BC
- AD 43
- AD 122.

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[1] ancient [ˊeɪnʃənt] — древняя
[2] tribes — племена

c) Listen to the text *"Ancient Britain"* and read it out loud.

9. Write a plan of the text and tell the class what you know about the ancient history of Britain.

Useful Language

another, a century, important, a road, stone, wood
to build — built — built

Homework

1. Nos 2a, 8c.
2. Ex. 9.
3. Ex. 1–3.

Lesson 30

1. Read the information below and compare rivers, mountains, towers in Russia and in Britain.

Russia		Great Britain	
The River Ob	3,650 km long	The River Thames	338 km long
The mountain Elbrus	5,642 km high	The mountain Ben Nevis	1,344 m high
the Ostankinskaya TV Tower	540 m high	the British Telecom Tower	177 m high

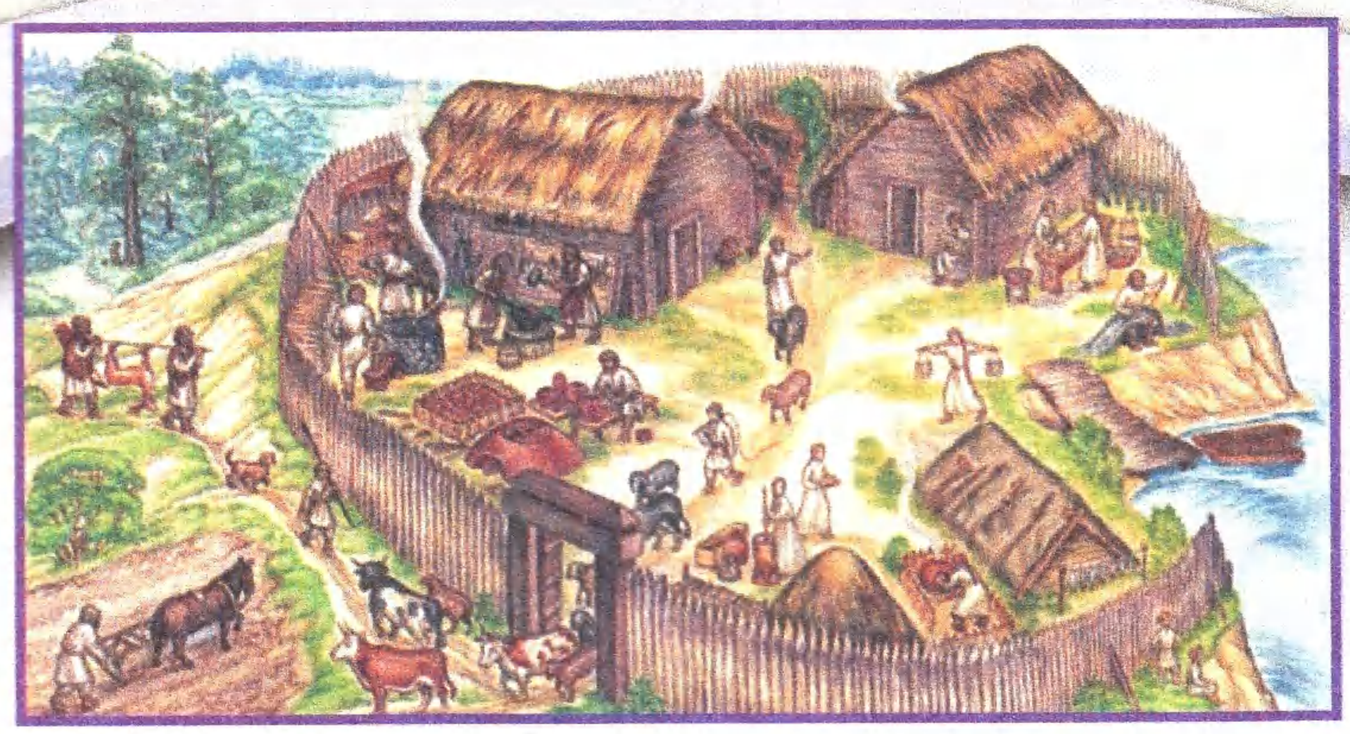
2. a) Work in two groups. Ask each other questions about ancient Britain and answer them.

b) Use your plan and speak about the ancient history of Great Britain.

3. a) Listen to the text, look at the pictures and guess the meaning of the new words.

Many centuries ago **strong** and **brave** people lived in Russia. There were **large** forests and beautiful rivers on their **lands**.

In the north, south, east and west of Russian lands people had different national traditions. They lived in **villages** and in **towns**.



b) Answer the questions, using the new words.

1. Do you live in a village, in a town or in a city?
2. Where do your relatives live?
3. Is the town/village where you live in the north, south, east, west or in the centre of Russia?
4. Are there large forests near the place where you live?
5. Who is brave and strong in your family?

4. *** Complete the sentences with the new words and write them down in your exercise book.**

1. Ilya Muromets was a ... and ... man.
2. In the ... of Russia the weather is very cold.
3. There are a lot of vegetables and fruit in the ... of the country.
4. Kamchatka is in the ... of Russia.
5. St Petersburg is in the ... of Russia.
6. My uncle lives in a beautiful old ...
7. The ... near the ... was good for farming.
8. There was a ... forest near the village.

east
village
west
strong
north
brave
south
large
land
town

5. **a) Read out loud.**

[aʊ] **ou**se, t**ow**n, s**ou**th, in the s**ou**th;
[e] t**e**st, w**e**st, in the w**e**st;
[ɔ:] m**o**re, n**o**rth, in the n**o**rth;
[i:] r**ea**d, **ea**st, in the **ea**st;
[ɑ:] c**a**r, l**a**rge;
[ɪ] b**i**g, v**i**llage;
[ɒ] str**o**ng.

b) Read the words and guess their meaning.

army, pirate [ˊpaɪrət], throne, the Battle of Hastings [ˊheɪstɪŋz], leader, a seaman, the Angles, the Saxons, the Jutes [ʤu:ts], the Vikings [ˊvaɪkɪŋz], the Normans, Normandy, period [ˊpɪərɪəd].

6. a) Read the text and say what people came to Great Britain after the Romans.

Ancient Britain

Part II

In the 3rd century the Angles, the Saxons and the Jutes began to attack Britain from the east. In AD 410 the Roman army already wasn't as strong as before and left the country.

The Angles lived in the east and in the centre of Britain, the Saxons and the Jutes — in the south. The British Celts were pushed into the mountains in the west. This part of the country was named Wales. Some Celts moved to the north into the country of Scots — Scotland.

The early Anglo-Saxons lived in small villages. Their houses were made of wood and had small windows and thatched roofs[1]. Towns were built only about AD 600.

In the 9th century the Vikings, which means "pirates", came to Britain from the north of Europe. Thousands of strong men with more than 200 big ships attacked the Anglo-Saxons and occupied their lands. The period of Viking Kings began.

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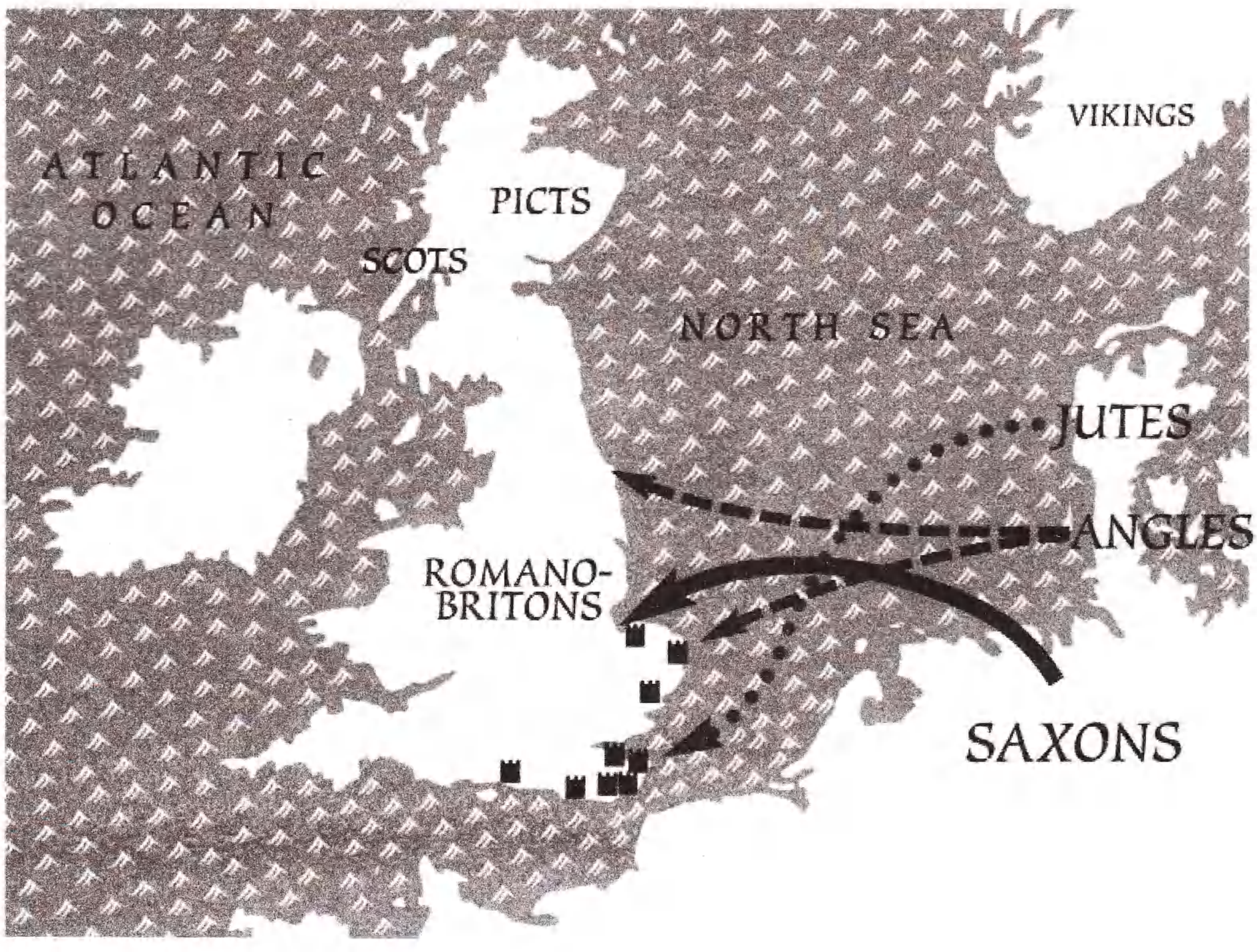
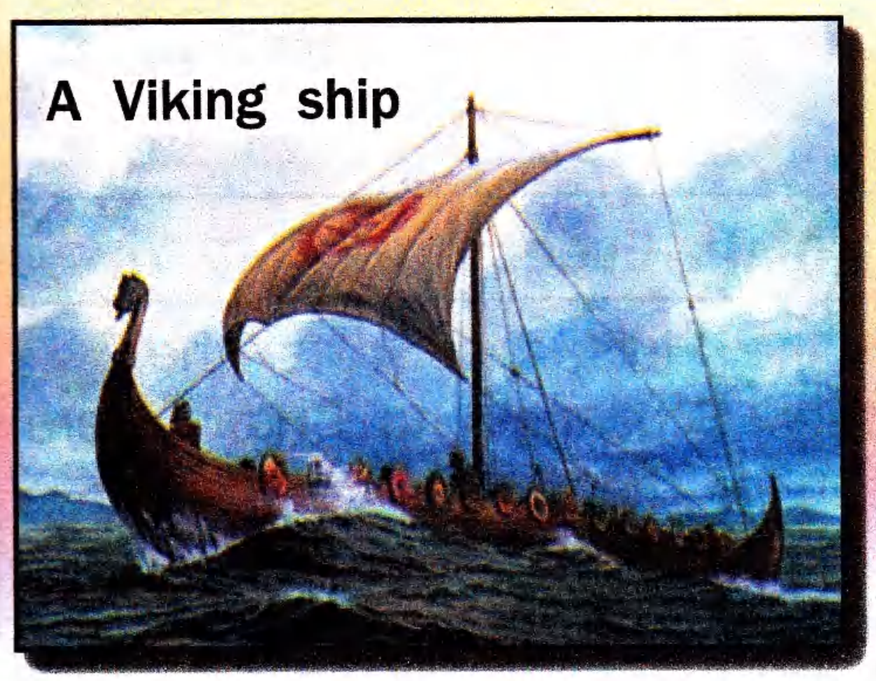
[1] thatched roofs — соломенные крыши



In 1043 it ended as an Anglo-Saxon king, Edward, came to throne. When he died in 1066 the Normans with their leader, William of Normandy, came to Britain. William wanted to become the king of England. His army attacked the Anglo-Saxons at a place called Hastings and won the battle, which later got the name "The Battle of Hastings".

William conquered[1] Britain and became the king. King William I is known in history as William the Conquerer[2].



A Viking ship

King William I

b) Listen to the text and read it out loud.

7. Say who they were:

the Angles, the Saxons, the Jutes, the Vikings, King Edward, the Normans, William of Normandy, William the Conquerer.

8. Read and say what interesting facts about the Vikings you learned.

Do you know that ... ?

- In the 9th century the Vikings also came to Russia. Their prince, Rurick, became the first Russian prince in Novgorod.
- In the 10th century North America was found by a Viking seaman when a storm brought his ship to this continent.
- Viking houses were also found in Canada, but the people didn't live there for a long time.

Useful Language

brave, strong, village, town, land, large

Homework

1. Nos 3a, 6b.
2. Ex. 4.
3. Ex. 4.

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[1] to conquer [ˈkɒŋkə] — завоёвывать

[2] a conquerer [ˈkɒŋkərə] — завоеватель

Lesson 31

1. You learned a lot of facts from the early history of Britain. Look at the timeline and say what you learned about the Christian period.

Timeline

Period	Date	Main Events[1]
The Celts in Britain	6th–3rd centuries BC	Celtic tribes — the Picts, the Scots, the Britons and other. Scotland and Britain were named after two of them. The Celts were good hunters, farmers, builders, tool-makers. They made them of bronze and metal.
Roman occupation	AD 43 AD 122	The Roman army landed in Britain. Building of camps, forts, roads, towns and cities. Building of Hadrian Wall.
The End of Roman occupation	AD 410	The Roman army was not as strong as before and left Great Britain because of Anglo-Saxon attacks.
Anglo-Saxon England	AD 410–680	The Angles, the Saxons, the Jutes — people from the north — at first attacked Britain, then conquered it and lived in the east, in the centre and in the south of it. The British Celts were pushed to the west.
Christian period	AD 680–800	We cannot know how or when Christianity first came to Britain, but we know that it were the Celts who brought Christianity to its ordinary[2] people. England became Christian very quickly. Monasteries were built. They were the places of learning.
The Vikings in Great Britain	AD 800–1013 AD 1013–1043	Occupation of some parts of Great Britain by the Vikings. Viking Kings on the English throne.

[1] events – события
[2] ordinary [ˊɔ:dɪnərɪ] – простой, обычный

The end of Viking Kings of England	AD 1043–1066	Anglo-Saxon King Edward became the King of England. Edward died.
The Normans in Britain	1066	William of Normandy came to Britain and attacked the Anglo-Saxons. The Battle of Hastings. William the Conquerer became the King of England.

b) Speak about the main periods in the early history of Britain.

2. Listen to the text *"A Viking Village"* and learn how the Vikings lived. You'll need the words below to understand the text.

everything [ˊevrɪθɪŋ] — всё, a hearth [hɑ:θ] — очаг;
firewood — дрова для очага;
to fight [faɪt] — драться, бороться; to spin — прясть;
to weave [wi:v] — ткать; berries — ягоды

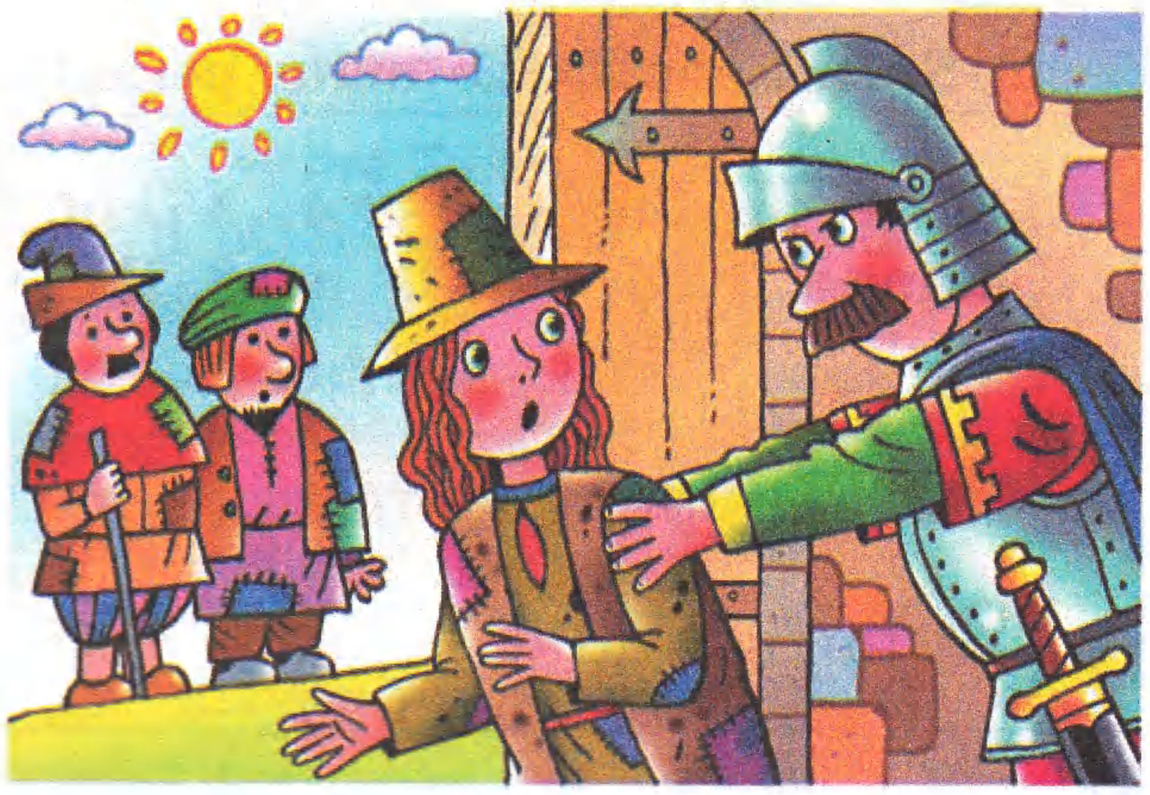
3. Read the true sentences and correct the false ones.

1. The Vikings lived in small villages in large wooden houses about 15–20 m long.
2. The family cooked, slept and worked in one room. The animals slept outdoors.
3. The Vikings didn't have breakfast or lunch.
4. They ate a lot in the evening: bacon, fish and meat, bread with butter, fruit and honey.
5. Viking children went to school.
6. Boys brought firewood, worked on the farm and learned to fight. Girls did the same.
7. Boys and girls collected bird's eggs in spring and berries and mushrooms in autumn.
8. They didn't have toys and didn't do sports.

4. *Say how the Vikings lived many centuries ago. The picture will help you.

5. a) Listen to Jenny and Vanya's conversation over the phone, look at the pictures and guess the meaning of the new words.

Jenny: Hello, Jenny is speaking.
Vanya: Hi, Jenny.
Jenny: You know, I've just read an exciting book about two boys. One of them was very **poor**, and the other was very **rich**. He was a prince. The boys **decided** to exchange[1] their clothes.
Vanya: Well, I've also read this book. When the prince put on poor clothes, he was thrown out of the palace and **joined** all the poor of London.



b) Listen to the conversation again, read the dialogue and act it out.

6. The Celts had a rich folklore tradition and a nice collection of Celtic fairy tales. Here is one of them, read it and enjoy it. After reading answer the questions below.

- Where did Gwyn travel?
- Why did the old man stop him in London?
- Why did Gwyn decide to show the hazel tree to the old man?
- What did they find under the tree?
- Who was in the cave[2]?

The Welshman and the Hazel Staff[3]

Part I

There was once a Welshman whose name was Gwyn. He decided to see the capital of England and one day went to London. He took with him a staff of hazel, which helped him to walk. In the city an old man caught him by the arm and asked, "Excuse me, but from where did you come?" "From Wales," answered Gwyn. "Can you tell me where the hazel tree from which

---

[1] to exchange [ɪks´tʃeɪnʤ] — обменяться
[2] a cave — пещера
[3] a hazel staff [´heɪzəl´stɑ:f] — посох из орехового дерева

this staff is made is?" "It is in the field near my home," said Gwyn. "I can make you a rich man, because under that tree there is a lot of gold and silver[1]. Can you take me there?" asked the old man.

Gwyn was poor and he needed money. So he decided to take the old man to the field. They pulled out the tree, moved a big stone, which was under the tree, and saw a tunnel and a large cave in the end of it. They went down and came to a big bell. "Never touch[2] the bell," said the old man. When they came to the cave, Gwyn was greatly surprised because he saw sleeping soldiers with their swords[3] and shields[4] near them. In the centre of the cave there were gold and silver coins.

"Who are these sleeping men?" asked Gwyn.

"King Arthur and his soldiers," answered the old man, "sleeping here century after century, until Wales has need of them."

7. **Listen to the fairy tale and read it out loud.**

8. **Write a short story using the words below.**

Useful Language

rich, poor, to join, to decide

Homework

1. Nos 5a, 7.
2. Ex. 8.
3. Ex. 1–3.

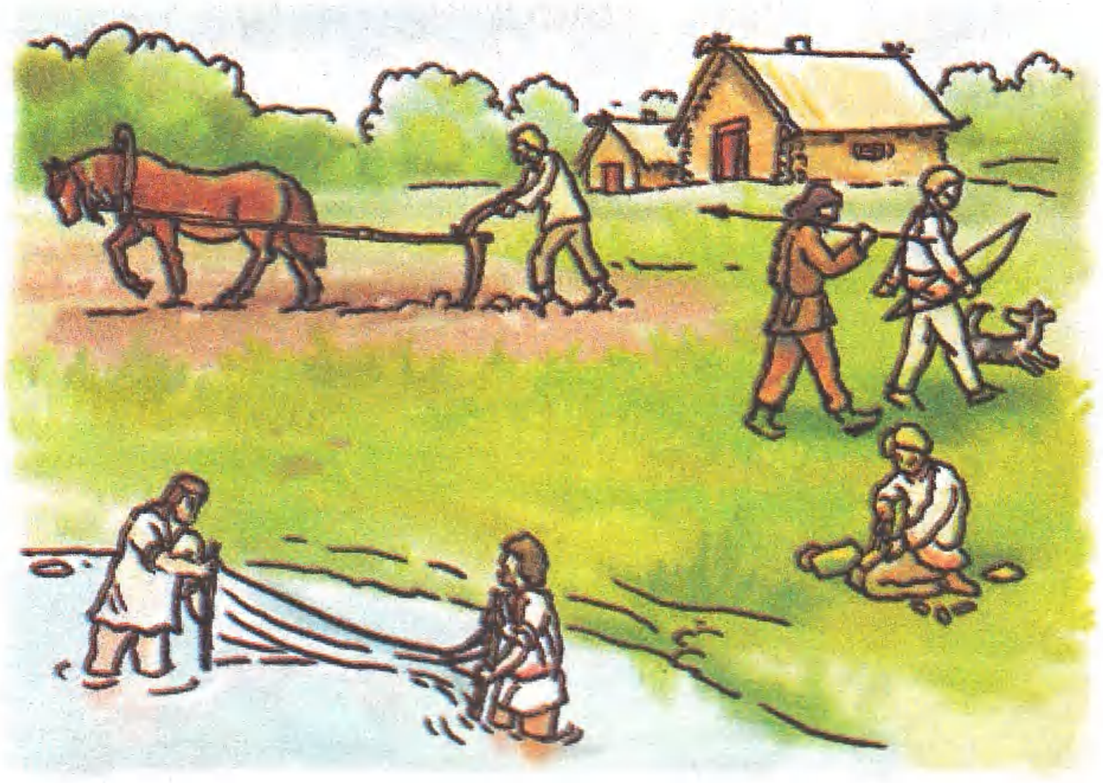
---

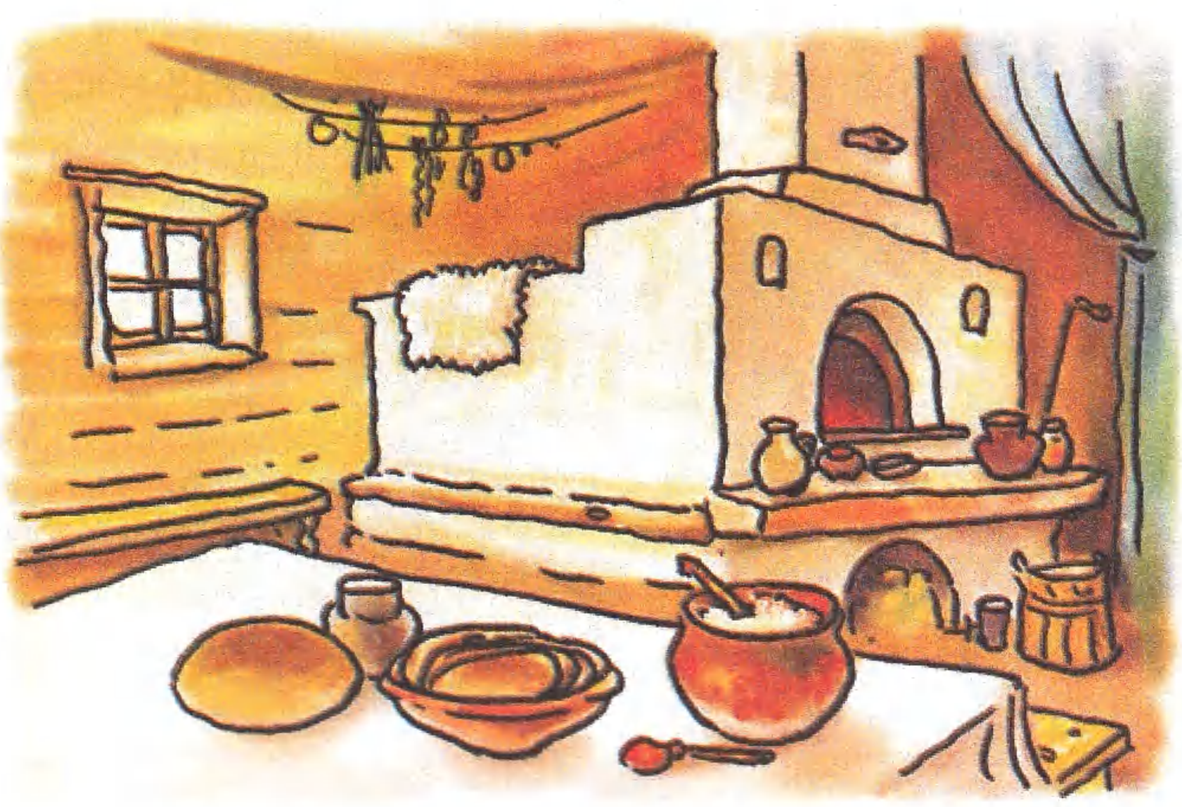
[1] gold [gəʊld] and silver — золото и серебро
[2] to touch [tʌtʃ] — дотрагиваться
[3] a sword [sɔ:d] — меч
[4] a shield [ʃi:ld] — щит

Lesson 32

1. **a) Look at the pictures and say how Russian people lived many centuries ago. Use the words from the box.**

hunters ■ fishers ■ farmers ■ tool-makers ■ made of wood ■ a stove ■ bread ■ porridge ■ pancakes ■ honey





b) Compare the life of Russian people and the life of the Vikings in the old times.

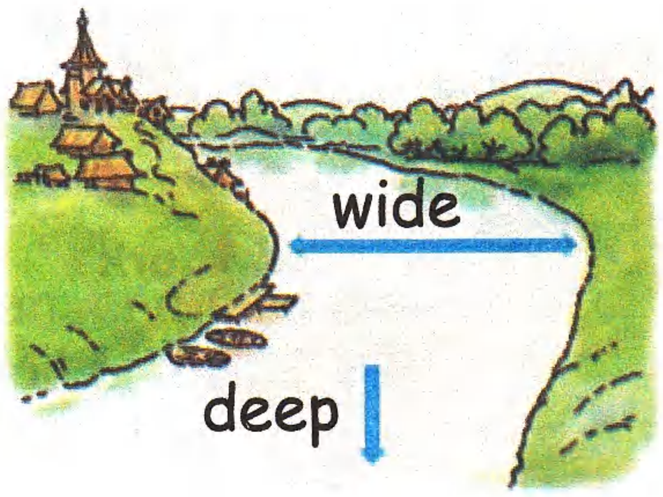
2. **Complete the sentences with the given words and read the text. What is it about?**

Have you ever read stories about Robin Hood? He is one of the most popular characters of the British legends. Many ... ago he and his men lived in a ... Sherwood forest. They ... small houses of ... in the trees and hid there. ... and ... people from ... and ... ... Robin Hood. They ... to come to him from different ... because they were ... and didn't have food or homes. Robin Hood and his men helped them with money which they took from the ... .

brave
wood
villages
strong
poor
lands
large
centuries
towns
rich
joined
decided
build

3. **Listen to the sentences, look at the pictures and guess the meaning of the new words.**

Kate's Holiday



Kate decided to spend her holidays with her grandmother in a village. The village was **situated** on a high hill near a **wide** and **deep** river.

The grandmother's house was **surrounded** by a nice garden. The garden **separated** it from the street.

The climate was **mild** there, but in the morning it was usually **foggy.**

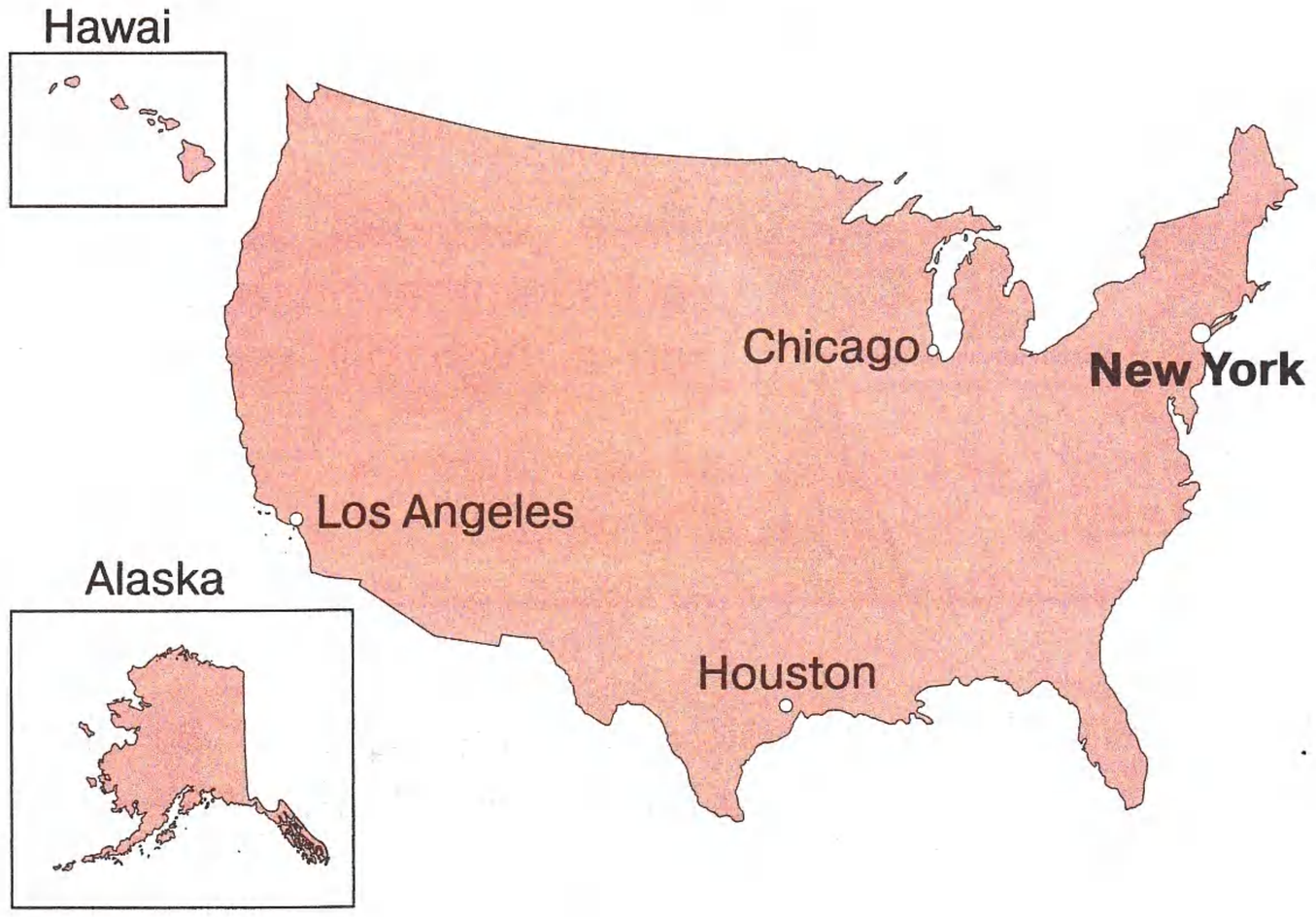
4. **Look at the maps and say where these cities are situated.**

Example

St Petersburg is situated in the north-west of Russia

Great Britain

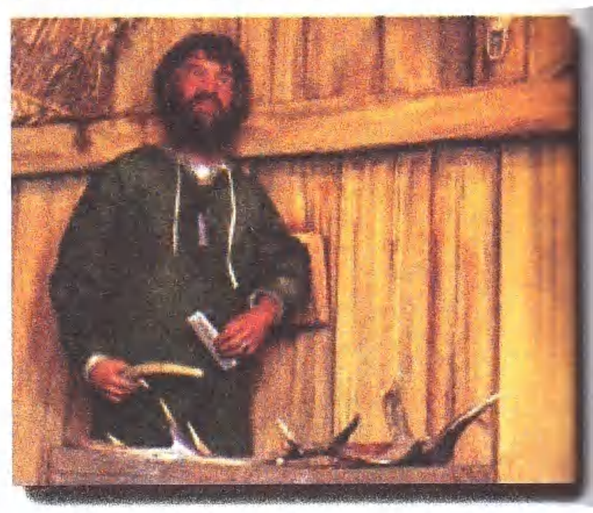
The USA



Example

London is situated in the south-east of Great Britain

5. **In Britain there is Jorvik Viking Centre — a museum which has collections of things from the Viking period of British history. Listen to the text about it. You'll need the following words to understand it. If you want to learn more about the museum go to the website at www.jorvik-viking-centre.co.uk.**



York, to trade — торговать, a trader, a craftsman — ремесленник, a bone — кость

6. **Answer the questions.**

1. Were the Vikings good seamen, traders and craftsmen?
2. What could they make?
3. Where is Jorvik Viking Centre situated and when was it opened?
4. What can tourists see there?

7. **a) Read the end of the fairy tale about Gwyn and say what happened to him. What is the main idea of the fairy tale?**

The Welshman and the Hazel Staff

Part II

"Now, Gwyn, you can take as much money as you want," said the old man. Gwyn filled his pockets[1] with gold and they went back. "If you touch

[1] pockets — карманы

the bell when we go out, the soldiers will wake up and ask if Wales has need of them. You should answer, 'No, sleep,' and they will go back to sleep," said the old man.

When they were out of the tunnel they put the stone back and planted the hazel tree in the same place. "Gwyn," said the old man, "when you need more gold, you may come here for it. But never forget about the bell."

For some years Gwyn lived well and happily, but finally his money came to an end and he went to the hazel tree. When he was in the cave he put a lot of coins into a big bag and slowly began to move along the tunnel. But the bag was so big that Gwyn touched the bell. All the soldiers woke up and said, "Has Wales need of us?" Gwyn was terrified and forgot the answer. The soldiers began to beat him, took away his bag of gold and threw him out of the cave. He went home with great difficulty.

Many days he spent looking for the hazel tree and for the cave, but didn't find them. No man can be happy with too much gold which he got so easily.

b) Listen to the fairy tale and read it out loud.

8. Write your own story about any small island, use the new words from exercise 3.

Useful Language

to surround, situated, to separate, high, mild, foggy, street

Homework

1. Nos 3, 7b.
2. Ex. 7, 8.
3. Ex. 1–3.

Lessons 33, 34 **Home Reading**

Lesson 35

1. **Let's travel around Great Britain and learn about its geographical position, its nature and climate. Read the following geographical names and show these places on the map.**

the English Channel (пролив Ла-Манш)
the Atlantic Ocean
the North Sea
the Irish Sea
the European continent
Ben Nevis
Snowdon
the Thames
the Severn [ˊsevən]
the Tyne
the Clyde
the Lake District

2. **Read and describe the Lake District.**

Do you know that ... ?

The Lake District which is situated in northwest England is a special place of natural beauty. It is the largest England's national park where the biggest England's lakes and mountains are situated. A lot of people visit this beautiful district and enjoy its fantastic nature.

3. **Answer the questions using the map.**

1. Where is the UK situated?
2. What is the country washed by in the south, in the west and in the north?
3. What separates the country from the European continent?
4. What are the most important rivers of Great Britain?

5. What is the Lake District famous for?
6. Which are the highest mountains in Great Britain and where are they situated?
7. Is the climate in the UK mild or continental?

4. Listen to Vanya and Jenny's conversation and say where they want to travel.

Jenny: Vanya, let's go to Scotland. This part of the country is fantastic.
Vanya: Really?
Jenny: Yes, we'll have a lot of fun there.

5. Work in pairs. Choose any other place in the UK and make up your own dialogues, using the dialogue in exercise 4.

6. Read the story *"The Star-Child"*[1] written by a famous English writer and say:

- what the Star-Child did when he saw a beggar-woman[2] in the village and why he did it;
- who the woman was.

The Star-Child

(After O. Wilde)

Part I

Oscar Wilde (1854–1900)

Once upon a time two poor woodcutters worked in a forest. It was a cold winter. But a strange thing happened. They found a little child lying on the white snow. He was asleep in a cloak[3] of gold with stars. One of the woodcutters was very kind. He took the child and brought it home to his wife.

[1] the Star-Child – звёздный ребёнок
[2] a beggar-woman – нищенка
[3] a cloak – плащ

The Star-Child lived in his family and played with his children. He was very beautiful but proud[1], cruel[2] and selfish[3].

One day a beggar-woman came to the village. When the Star-Child saw her he began to throw stones at her. The wood-cutter was very angry with the boy and took the woman to his house. There he said to her, "Ten years ago I found this child in the forest sleeping in a cloak of gold with stars."

"He is my little son whom I lost in the forest," cried the beggar-woman.

The woodcutter went out and said to the Star-Child, "Go into the house. Your mother is waiting for you there." The boy was very happy and ran in. But he saw only the beggar-woman. She said, "You are my son. The robbers took you from me and left you in the forest to die. Come with me, my son. I need your love."

The Star-Child was surprised. He didn't want to go with this poor woman and told her, "Go away, I don't want to see you any more."

The unhappy woman went away into the forest and the Star-Child ran outside to play with other children.

7. Read the true sentences and correct the false ones according to the story.

1. Once upon a time two poor woodcutters worked in the forest and met a beggar-woman with a child.
2. One of the woodcutters took the child and brought him to his house.
3. The boy lived with his family and played with his children. He was very beautiful.
4. The Star-Child was kind and friendly.
5. When the Star-Child saw the beggar-woman in the village one day, he gave her some bread.
6. The poor woman was his mother.
7. The boy was very happy to see his mother and went with her to another village.

8. Write 8 sentences about the geography of Great Britain.

Homework

1. No. 4.
2. Ex. 2, 3, 8.
3. Ex. 1–3.

[1] proud – гордый
[2] cruel [krʊəl] – жестокий
[3] selfish – эгоистичный

Lesson 36

1. Look at the map on page 84 and say what you know about the geography of Great Britain.

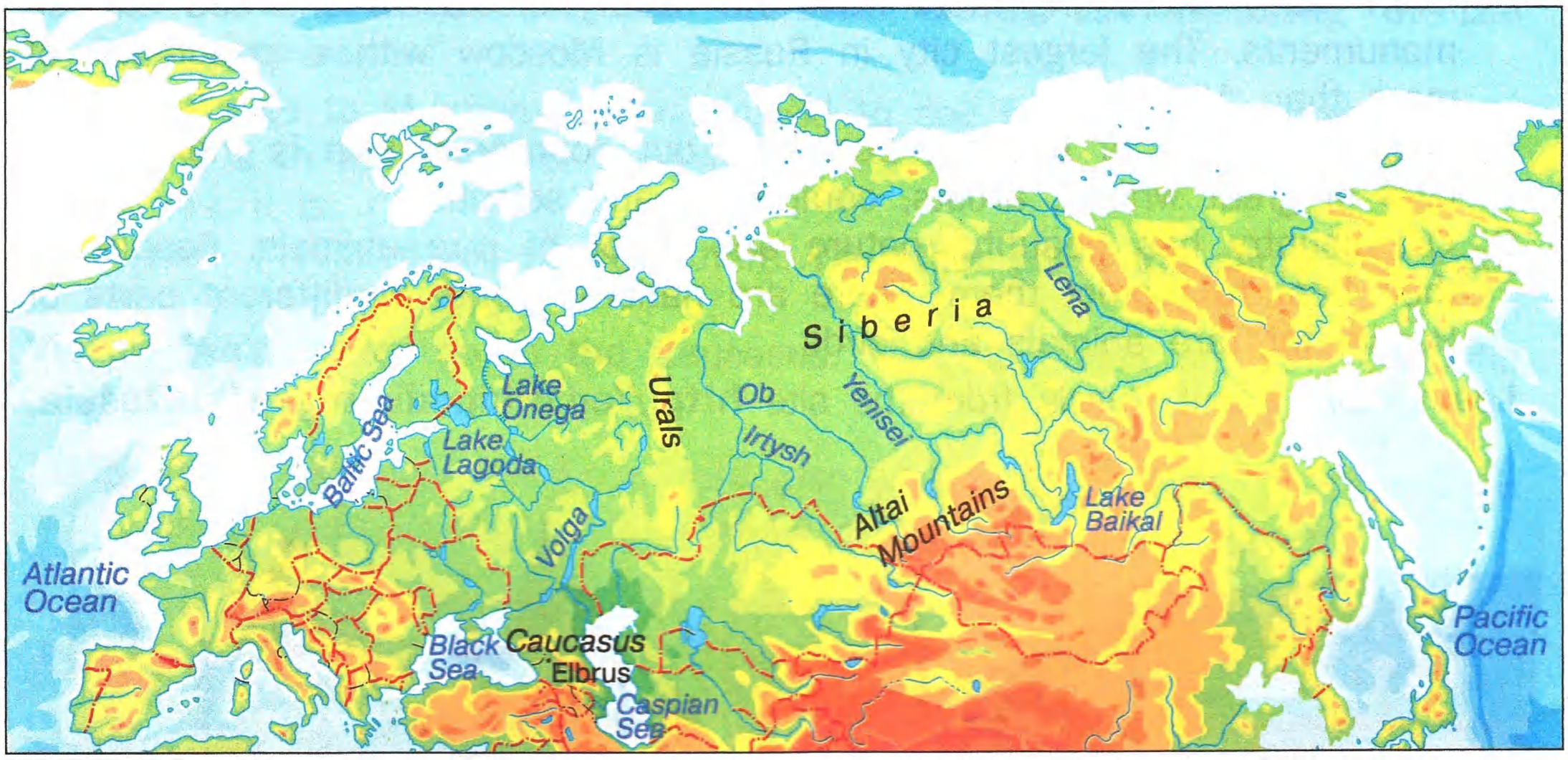
2. Do you know your country well? Read the words below, guess their meaning. Then show these places on the map of Russia.

the continental climate

the Pacific Ocean
the Arctic Ocean
the Baltic [ˊbɔ:ltɪk] Sea
the Black Sea
the Caspian [ˊkæspɪən] Sea

the Volga
the Yenisei
the Lena [ˊli:nə]
the Ob
Lake Baikal
Lake Ladoga
Lake Onega

Elbrus
the Urals [ˊjuərəlz]
the Caucasus [ˊkɔ:kəsəz]
the Altai Mountains
Asia [ˊeɪʃə]
Siberia [saɪˊbɪərɪə]



3. Work in pairs. Look at the map of Russia, ask and answer the questions.

1. Is Russia situated in Europe or in Asia?
2. What is it washed by in the north, in the south, in the east and in the west?
3. What mountains are situated in Russia? Which is the highest mountain in Russia and in Europe?
4. What do the Urals separate?
5. What big rivers and lakes in Russia do you know?
6. Does Russia have sea or continental climate?
7. Which parts of Russia are the coldest (the warmest)?
8. Which places in Russia have you visited?

4. a) Read the text about Russia and say which information is new for you.

Our Motherland — Russia

1. Our country is the largest in the world. It occupies an area of 17 million square km. There are 8 federal districts in Russia.
2. Russia is a democratic country. State[1] symbols of the Russian Federation are the state emblem, the flag and the national anthem[2].
   Moscow as the capital also has its emblem. You can see St George in it, who is the patron saint[3] of the city.
3. The population (население) of Russia is about 142 million. People live in villages, in towns and cities. There are more villages in Russia, but 73% (per cent) of the population live in towns and cities.
4. The oldest town in Russia is Old Ladoga which is now situated in Leningrad District. It was founded in the year 862. There are some other beautiful old towns: Pskov, Novgorod, Sergiev Posad, Pereslavl-Zalessky, Kolomna, Yaroslavl, Rostov the Great and some others. If you visit them, you'll learn many interesting facts from the history of Russia and see famous monuments. The largest city in Russia is Moscow with a population of more than 10 million.
5. There are a lot of talented people in our country. Russia is the Motherland of great writers, artists, composers and scientists[4].
6. Our country has beautiful nature and a lot of rare animals. People do their best to protect them. There are national parks in different parts of Russia for rare animals and birds.

Learn more about Russia from the site **http://en.wikipedia.org/wiki/Russia**.

[1] state — государство, государственный
[2] anthem [ˊænθəm] — гимн
[3] patron saint [seɪnt] — святой покровитель
[4] a scientist [ˊsaɪəntɪst] — ученый

b) Listen to the text about Russia and read it out loud.

5. Match the sentences with the paragraphs of the text and put them in the correct order. Then speak about Russia using the sentences below.

a) The oldest towns.
b) State symbols.
c) Russia is the largest country in the world.
d) Beautiful nature of the country.
e) Famous people of Russia.
f) The population of the Russian Federation.

6. Listen to some children who are going to travel around Russia with their teacher in summer. Guess the meaning of the new phrases.

Nina: **Let's go** to Murmansk [mʊə´mɑ:nsk] to see fantastic white nights there.
Tanya: Is it in the north of Russia?
Nina: Yes, it is.
Alex: Well, I think it will be cold there. **I'd rather** go to the south and enjoy swimming in the sea.
Victor: **We'd better** go to the Caucasus. The mountains are very beautiful there.

7. Work in groups of four. Discuss where you want to travel in Russia.

8. Write 8 sentences about the geography of Russia. The questions in exercise 3 on p. 87 will help you.

Useful Language

I'd rather [´rɑ:ðə] ... . — Я бы предпочёл ... .
We'd better ... . — Нам следует ... . (Мы лучше ... .)

Homework

1. No. 4b.
2. Ex. 8.

3. Ex. 1–3.

Lessons 37, 38 **Home Reading**

Lesson 39

1. **Do you remember what happened in part I of the story *"The Star-Child"?* Retell it.**

2. **a) Listen to part II of the story.**

b) Look at the pictures and say:

- what happened to the Star-Child,
- where he went,
- how he found his parents,
- what the main idea of the story is.

You'll need the following words to understand the text:

to forgive – прощать
a punish-trap – капкан

3. **a) Word building. Make up new words using the model and translate them into Russian.**

- real, friend, poor, strong, slow

brave + *ly* – **brave**ly
храбрый – храбро

b) Read an English fairy tale and put the words in brackets in the correct form.

Jack And the Welsh Giant[1]

Jack walked very (**quick/quickly**) and at night he was already in Wales. It was dark and he lost his way, but (**final/finally**) he came to a large house. Jack knocked[2] on the door and a Welsh giant with two heads came out. With a (**friend/friendly**) smile he invited Jack into his house. Jack was surprised, but he came in (**brave/bravely**).

He said (**sad/sadly**), "I'm a poor traveller and I lost my way in the dark. May I spend a night in your house?" "Yes, of course," said the giant. I'll be (**happy/happily**)." Jack knew that the giant was (**dangerous[3]/dangerously**) and (**strong/strongly**). That is why he didn't sleep in bed, but put some wood in it. At night the giant (**slow/slowly**) came into the bedroom and struck on the bed with his club[4].

In the morning the Welsh giant was surprised to see Jack alive. "Did you sleep well?" he asked. "As (**usual/usually**)," answered Jack. "It was (**real/really**) a (**wonderful/wonderfully**) night."

c) Say what happened to Jack.

Remember

to hear — heard — heard

4. Vanya is talking to his mother. Listen to their conversation and guess the meaning of the new words.

Vanya: Mum, our teacher told us about an interesting museum which is situated not far from Arkhangelsk. You've **heard** about it, **haven't you**?
Mother: Yes. Your father and I went there in summer.
Vanya: Why did you go **without** me?
Mother: Because you were in a summer camp.
Vanya: You went there by ship, **didn't you**?
Mother: Yes, we did.
Vanya: How long did it take you to get there?
Mother: It was a long **voyage**. It took us about 3 days.
Vanya: I wonder what you **discovered** there?
Mother: Oh, it was a wonderful **discovery** of Russian wooden architecture.
Vanya: Great!

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[1] a giant [ˈʤaɪənt] — великан
[2] knocked [nɒkt] — постучал
[3] dangerous [ˈdeɪnʤərəs] — опасный
[4] struck on the bed with his club — ударил по кровати дубинкой

5. **a)** Work in pairs. **Make short dialogues using the example and the chart below.**

Example

— How long did it take you to get to (London)?
— A voyage from (Moscow) to (London) by plane took me (3 hours).

A voyage from	Moscow St Petersburg	to London to the Caucasus to Vladivostok to Lake Baikal to Solovky Islands to Finland	by plane by ship	took me	3 hours 2 hours 8 hours 6 hours 3 days 2 days

b) Say using the example:

- what you couldn't do without your mother's / father's help when you were a little child.
- what you can do without their help now.

Example

I couldn't go for a walk without my mother's help when I was a little child.

6. **Make up sentences. Begin with *"I wonder..."*.**

I wonder...

- where she was on Saturday.
- who told you about this.
- what happened yesterday at school.
- why they are laughing.
- if Jenny wants to visit Russia.
- if Vanya speaks English well.

GRAMMAR

■ Tag Questions

1. It's an interesting museum, **isn't it**?
   Это интересный музей, **не так ли**?
2. You want to see the film, **don't you**?
   Ты хочешь посмотреть фильм, **не так ли**?
3. Mike will come tomorrow, **won't he**?
   Майк придёт завтра, **не так ли**?

7. Ask questions using the example on page 92.

1. Australia is a wonderful country, ...?
2. The Vikings were good seamen, ...?
3. William I came to Britain from Normandy, ...?
4. The Vikings lived in long wooden houses, ...?
5. Stonehenge was the most important monument in Britain, ...?
6. The Anglo-Saxons were people from the north, ...?
7. You have visited Jorvik Viking Centre, ...?
8. Nick will go travelling, ...?

8. a) Read out loud.

[ɪə] near, hear; [ʌ] won, wonder, wonderful, discover, discovery; [ð] with, without [wɪð´aʊt]; voyage [´vɔɪɪʤ], a long voyage.

b) Read the text about some unusual museums and answer the questions.

- What can visitors see and learn there?
- Which of them do you like most of all?

Unusual Russian Museums

"Maliye Karely" is a wonderful museum of Russian wooden architecture. It is situated in the open air not far from Arkhangelsk. The museum was founded in 1964. Tourists can visit 120 different wooden buildings which were brought there from northern villages. They can get the idea of everyday life of Russian people in the 16th—19th centuries. Great folklore festivals are organized in the museum on such holidays as Christmas, Easter[1] and others.
Visitors can take part in them and learn about traditions of the Russian North.

The Museum of Irons[2] is situated in Pereslavl-Zalessky. It is the only museum of this kind in the world. There are more than 200 different irons in it. The heaviest[3] iron weighs 212 kg, the weight of the lightest one is 10 grams. The oldest iron was made 250 years ago.

---

[1] Easter [´i:stə] — Пасха
[2] an iron [´aɪən] — утюг *(здесь)*
[3] heaviest [´heVɪɪst] — самый тяжелый

The Museum of Kettles[1] is situated in the village of Veskovo and tells about the history of kettles. The first ones were made of mixture of different metals. They were yellow, red and grey. In the museum tourists can see big, small and funny kettles.

The Museum of Gramophones was opened in 1998 in St Petersburg. There are more than 300 gramophones in it which are used to listen to old plates. The first gramophones were brought to Russia in 1897. But later electrical instruments appeared[2] and gramophones became history. In the picture you can see a strange thing which can boil water (a samovar) and play music (a gramophone).

c) Listen to the text and read it out loud.

Useful Language

a discovery, to discover, a voyage, without,
to hear — heard — heard,
I wonder ... . — Интересно знать ... .
How long did it take you ...? — Сколько времени у вас заняло ... ?
It took me ... . — Это заняло у меня ... .

Homework

1. Nos. 4, 8c.
2. Ex. 7.
3. Ex. 1–3.

[1] a kettle — чайник
[2] appeared [ə´pɪəd] — появились

Lesson 40

1. **a) Complete the sentences with the given words. There are two odd words out.**

1. When Jenny came to Australia she ... a wonderful world of animals and birds.
2. Vanya can read books in English ... any help.
3. I ... who told you about this museum.
4. We went on a ... along the Volga. It was exciting.
5. Have you ever ... about white tigers?
6. The ... of new lands helped people learn more about the Earth.

without
voyage
discovered
wonder
discovery
rather
heard
join

b) Work in pairs. Ask each other about a place you have visited and make dialogues using these phrases:

A. You've been to ... , haven't you?
B. Yes, I ... .

A. How long did it take you to ...?
B. It took me ... .

2. **Put tag questions at the end of each sentence and answer them. The words in the box will help you.**

Example

The Welsh giant **was** very dangerous, **wasn't he**? — Yes, he was.

1. Forests **were** very important for early Russians, ...
2. In Britain the Romans **built** roads and towns, ...
3. London port **was** very important for the Romans, ...
4. Fred always **comes** to classes in time, ...
5. The new film about planets **is** very interesting, ...
6. Jane **will** be on holiday in July, ...

a) doesn't he?
b) isn't it?
c) weren't they?
d) wasn't it?
e) won't she?
f) didn't they?

3. **a) Look at the pictures and learn the meaning of the new words.**

the Royal Crowns

Madame Tussaud's Museum
[ˊmædəm təˊsɔ:dz]

a raven

a wax figure

b) Vanya and his parents are going to visit London. Read what information about the city they found in a guidebook (путеводитель). It may be interesting for you too.

This Exciting City London

To people who live and work in London it is a home city. To the others, who only visit, it is a city of history and culture, a place of famous museums, galleries and historic buildings. Other tourists come to see colourful ceremonies, to visit theatres, cinemas and clubs.

Over the centuries, people from all over the world have come here. London is the biggest city in Europe. Now its population is more than 7 million. London is situated on England's most famous and important river — the Thames. If you want to see the city from the river, take a boat tour[1] and enjoy great views of such historic places as the Houses of Parliament, Big Ben, the London Eye, the Tower of London and some others.

---

[1] a boat tour [ˊbəʊtˊtʊə] — экскурсия на лодке

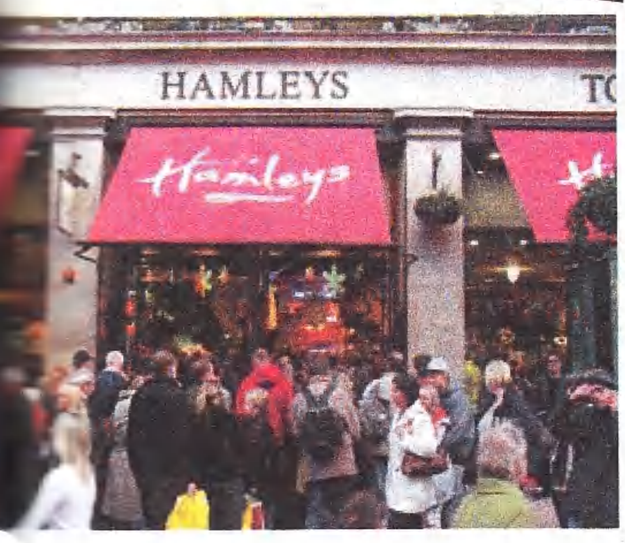
There are more than 100 museums in London. One of the most popular is Madam Tussaud's. Here you can see wax figures of famous sportsmen, actors, singers, politicians and Madam Tussaud herself.

Buckingham Palace is the Queen's London home. It is very big. There are 600 rooms, 78 bathrooms, a swimming pool, a post office and a cinema there. The Queen of England has four other palaces.

The Tower of London is home to 40 beefeaters[1], 7 black ravens and the royal crowns. The beefeaters protect the Tower. Many centuries ago they were given meat, not money for their work. That is why they have such a strange name. As for ravens, a legend says they bring good luck to the country.

The most famous toy shop in the world, Hamleys, is situated in Regent Street. It is 243 years old. It is very large, 4,500 people work there. At Hamleys visitors can find different toys, books, computers, games, puzzles and what not.

You can learn more about London from **www.woodlands-junior.kent.sch.uk/customs/questions/London/history.htm**.



c) Listen to the text and read it out loud.

---

[1] a beefeater [ˊbi:fˌi:tə] – стражник в Тауэре

4. a) Choose the endings and complete the sentences.

1. The population of London is ...
   a) about 10 million
   b) about 7 million
   c) about 12 million
2. The Queen's home in London is ...
   a) Holyroodhouse
   b) Windsor Palace
   c) Buckingham Palace
3. Many centuries ago beefeaters were given ... for their work.
   a) money
   b) meat
   c) houses
4. The most popular museum in London is ...
   a) the Tower of London
   b) Madam Tussaud's
   c) Big Ben
5. A legend says that seven ravens who live in the Tower bring ...
   a) food
   b) presents
   c) good luck
6. The most famous toy shop in the world is ...
   a) Harrods
   b) Marks and Spencer
   c) Hamleys

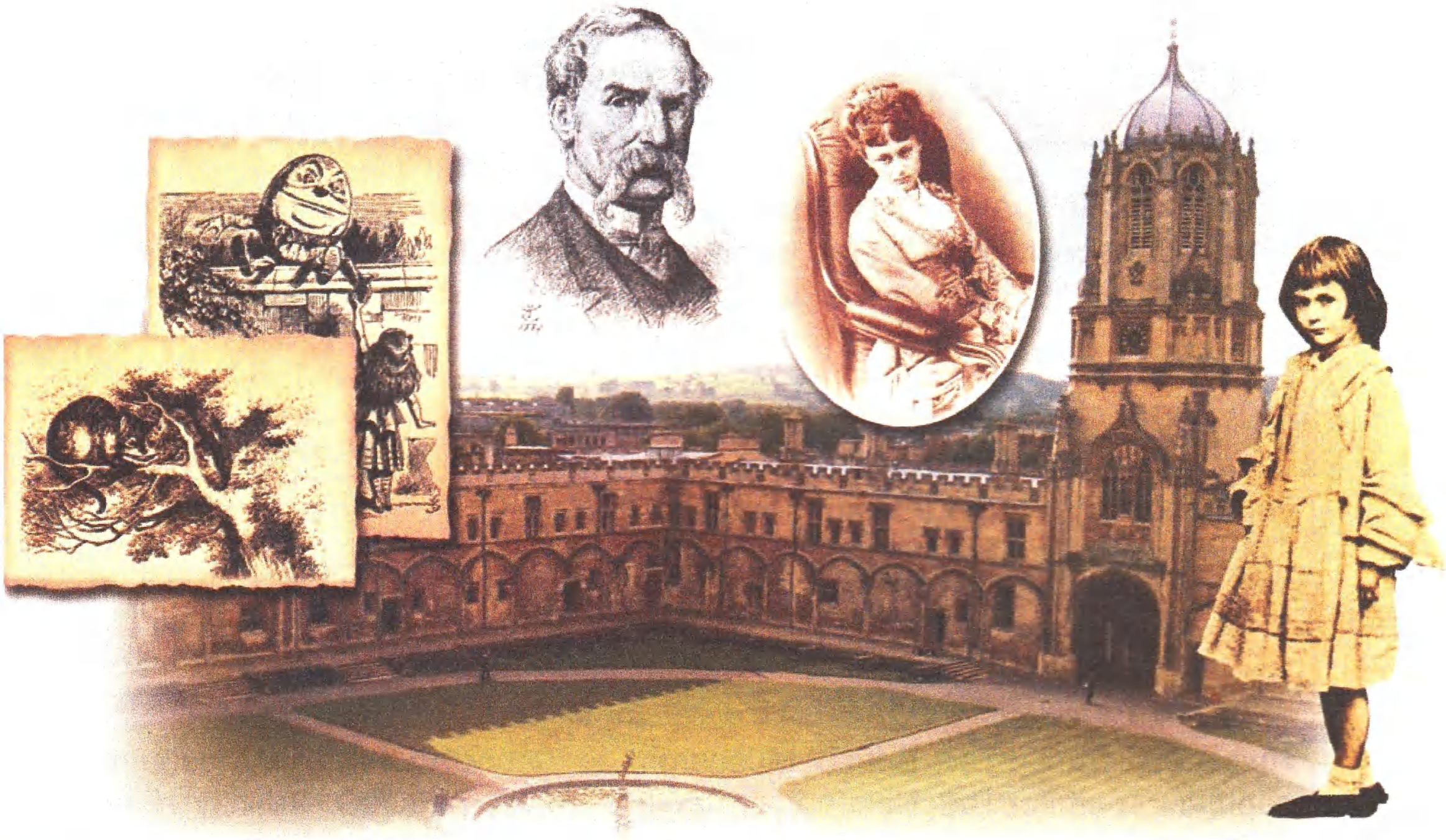
5. *b) Say what places of interest in London you would like to visit.

6. From London we'll move to Oxford, a town which is home to a great university with more than 40 colleges. We'll visit one of them, which is called Christ Church[1]. Listen to a story about famous people who lived and worked there. You'll need the following words and names to understand the text.

Lewis Carroll, Charles Dodgson, Alice Liddell, Henry Liddell, Dinah ['daɪnə], the Cheshire Cat, the egg-headed Humpty Dumpty, "Alice in Wonderland", "Through the Looking Glass"[2], the dean — декан

---

[1] Christ [kraɪst] Church [tʃɜ:tʃ] – церковь Христа
[2] "Through [θru:] the Looking Glass" – «Алиса в Зазеркалье»



7. Answer the questions.

1. What is the real name of Lewis Carroll?
2. Where did he work and live?
3. Who was the dean of the college?
4. Whom did Charles tell interesting stories to?
5. Which characters of his books were born in Christ Church?
6. Who asked Charles to write the stories he told to Liddell children?

8. Write about a place you have visited (8 sentences). Use the plan below.

Plan

- its name
- where it is situated
- with whom you went there
- what is interesting about it
- what you liked most there

Homework

1. Nos. 3, 6.
2. Ex. 4, 8.

2. Ex. 1–3.

Lessons 41, 42 **Home Reading**

Lesson 43

1. a) Work in pairs. **Look at the chart and compare (сравни) London and Moscow. Add some more information about the cities if you can.**

	London	Moscow
Is situated	on the Thames	on the Moskva River
Population	more than 7 million	more than 10 million
Historic places	Big Ben, the Houses of Parliament, the Tower of London, the London Eye and others	the Moscow Kremlin, Red Square, the Bolshoi Theatre and others
The most popular museums	The British Museum The National Gallery Madame Tussaud's Museum	the Kremlin Museums the A.S. Pushkin Fine Arts Museum
The Royal Crowns are kept	in the Tower of London	in the Kremlin
Transport	black taxis, red buses, the London Underground (метро), or "the Tube"	taxis, buses, trams, trollybuses, the Moscow Metro

b) Speak about the place where you live. Use the chart above.

GRAMMAR

■ Tag Questions

2. Put tag question on the end of each sentence and answer them. Use the example.

Alan, you **don't know** where Kate is, **do you? — No, I don't. / Yes, I do.**
Алан, ты не знаешь, где Кейт, **не так ли? — Да, я не знаю. / Нет, я знаю.**

1. Tom, you haven't got a rubber, ...? **(Yes)**
2. They were not happy, ...? **(No)**
3. Max won't take his exam tomorrow, ...? **(No)**
4. They aren't your friends, ...? **(Yes)**
5. Nelly, this is not your project, ...? **(Yes)**
6. They didn't come by car, ...? **(No)**

3. a) Read the words below correctly and guess their meaning.

culture [ˊkʌltʃə], literature [ˊlɪtrətʃə], volcanic [vɒlˊkænɪk], dialect [ˊdaɪəlekt]

b) Let's speak about some other places in Great Britain. Read the text about Edinburgh, the capital of Scotland.

A Story of Edinburgh

Welcome to Edinburgh. It has all — history, romance, Scottish culture and traditions. Its castles take you back centuries. Visitors can take part in Edinburgh festivals of music, literature and arts. The city has become one of the best loved places in the world.

Edinburgh Castle, the defender[1] of the nation and a world famous museum, stands on a high volcanic rock[2]. Behind its high walls Scottish kings and queens lived. Today it is home to many interesting museums.

Another famous building is **the Palace of Holyroodhouse** – the residence of the Queen in Scotland.

The Scottish Storytelling Centre. If you open the doors in the Story Wall, you'll enjoy listening to the most famous Scottish fairy tales.

[1] a defender – защитник
[2] a rock — скала

A monument to Bobby. Oh, it's a very sad story. This small statue is of Bobby, a clever little dog, who worked with his master, a policeman John Gray. Gray died in 1858 and Bobby watched his grave[1] for 14 years until its own death[2].

Magic is the only way to describe the cafe **"Elephant House".** It became famous because J. K. Rowling started to write her first "Harry Potter" book there. She liked the place for its wonderful tea and coffee.

The Writers Museum was built to celebrate the life and works of Robert Burns, Robert Louis Stevenson and Sir Walter Scott.

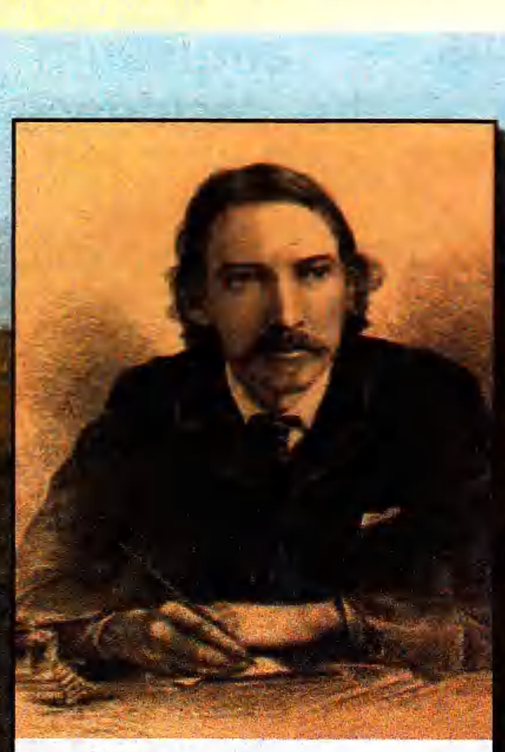
c) Listen to the text and read it out loud.

4. a) Match the portraits with the texts. Read the sentences describing them out loud.

Three Top Scots

Robert Burns (1759—1796)

1 Scotland's most famous writer of poetry, short stories and fiction[3]. The most popular of his books is "Treasure Island".



Robert Louis Stevenson (1850—1894)

2 Scotland's most famous poet. He collected and wrote poems and songs in Scottish and in English.

3 Scottish most famous writer and poet. His 61-metre monument in Edinburgh is the largest to any writer. His most famous books are "Rob Roy", "Ivanhoe" ['aɪvənhəʊ], "Quentin Dorward".

Sir Walter Scott (1771—1832)

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[1] watched his grave — сторожил его могилу
[2] death [deθ] — смерть
[3] fiction ['fɪkʃən] — художественная литература

b) Say what you learned about the three top Scots; which books of these writers you have heard about or read.

5. * **Work in groups of three. You are in Edinburgh. Discuss what you'll visit or see in the city. Use the phrases from the box.**

How about going ...? ■ Why don't we go ...?
■ That's a wonderful idea! ■ That sounds good. ■ I'd rather... .
■ We'll have a good time/lots of fun.

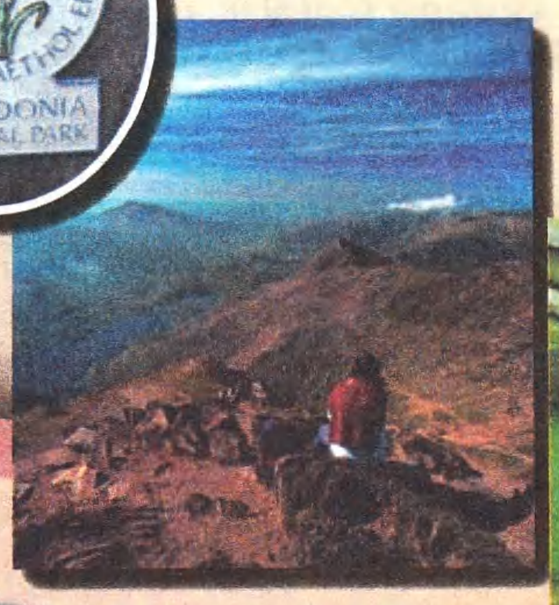
6. **Listen to the "Story of Wales", look at the pictures and name its main sights (достопримечательности). You'll need the words below.**

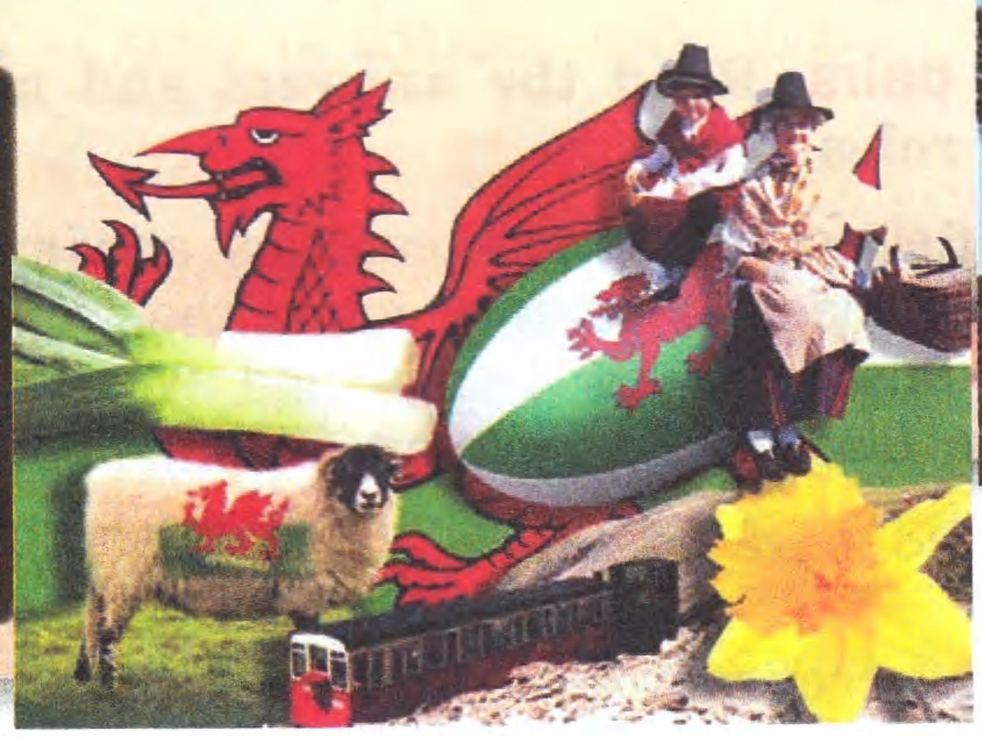
a waterfall — водопад, a railway — железная дорога

7. **You are in Wales. Write a letter to your parents about your visit (6–8 sentences). Use the plan below.**

Plan

- where you were
- what you liked most of all
- what you are going to visit
- what you feel about the place





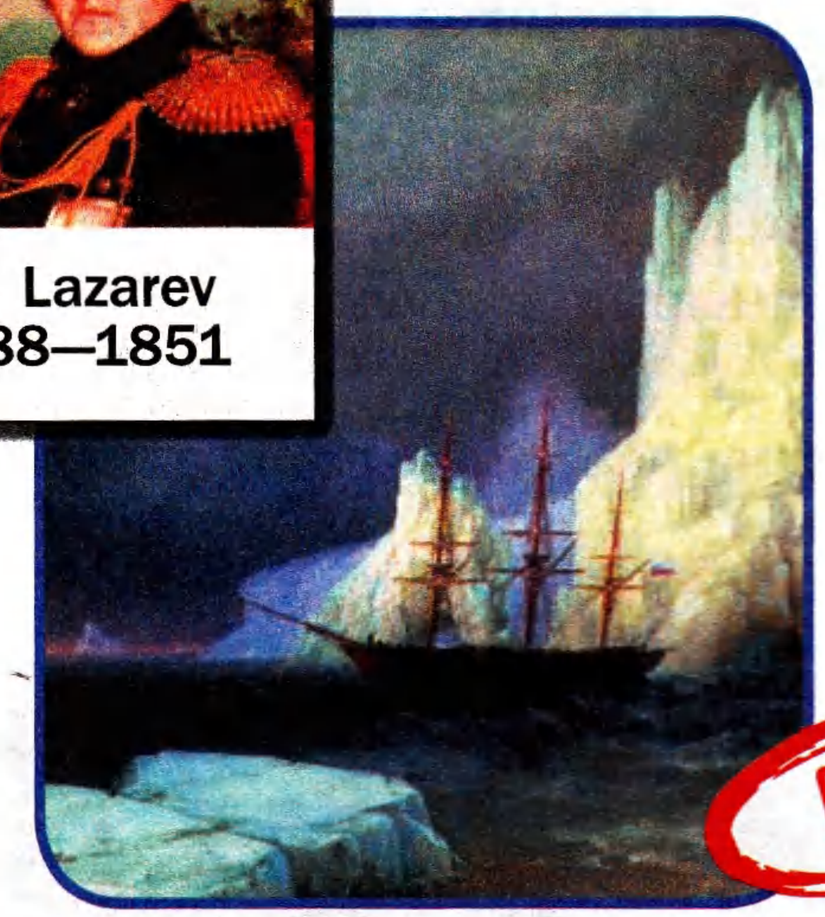
Homework

1. No. 3c.
2. Ex. 3b, 7.
3. Ex. 1–3.

Lesson 44

1. **Have you ever heard about Mikhail Lazarev and Faddey Bellinsgauzen? Listen to the text and guess the meaning of the new words. You'll learn who these men were.**

M. Lazarev 1788—1851



Mikhail Lazarev was born in Vladimir in 1788. He was a Russian seaman, admiral and an **explorer** who in 1813—1825 made three voyages round the world. In 1819 two Russian ships, "Mirny" and "Vostok", **left** Kronstadt. The commander of "Mirny" was captain Lazarev and the commander of "Vostok" was captain Bellinsgauzen.

This expedition went to the South Pole. In 1820 the two captains discovered Antarctica, **explored** and **mapped** 29 new islands.

Remember

to leave — left — left

2. **Read out loud.**

[ɔ:] a p**or**t, to expl**or**e, an expl**or**er; [i:] r**ea**d, l**ea**ve an expedition [ˌekspəˊdɪʃən]; [ɑ:] a comm**a**nder [ˌkəˊmɑ:ndə]

3. **a) Work in pairs. Read the answers and ask the questions. Then change the roles.**

1. Lazarev and Bellinsgauzen were captains and **explorers.**
2. Mikhail Lazarev made 3 voyages round the world.
3. In 1819 two Russian ships "Mirny" and "Vostok" **left** Kronstadt.
4. The expedition discovered, **explored** and **mapped** 29 new islands.

***b) Speak about M. Lazarev.**

4. **Choose the correct words and complete the sentences. Say who Ernest Shackelton was.**

In 1907 a British ... Ernest Shackelton began to plan a voyage to ... Antarctica. He ... Britain in the ship "Nimrod". On the way they ... an active volcano and made some other ... . But they didn't get to the South Pole.

leave
discover
explore
explorer
discovery

5. a) Read the information about some other famous Russian explorers.

Ivan Kruzenshtern (1770–1846)

- a Russian seaman, admiral, an explorer, in 1803–1806 the commander of the first Russian voyage around the world in the ships "Nadezhda" and "Neva"
- mapped the island Sakhalin
- explored the Atlantic and the Pacific Oceans
- made "Atlas of the South Sea"
- wrote a book "A Voyage Round the World" which was translated in seven countries of Europe

- a Russian seaman, admiral, an explorer
- took part in the first Russian voyage round the world in 1803–1806 in the ship "Nadezhda"
- in 1819–1821 was the commander of the first Russian Antarctic expedition in the ships "Mirny" and "Vostok"
- in 1820 discovered Antarctica, explored and mapped 29 new islands
- a sea near Antarctica and a small planet are named after him

Faddey Bellinsgauzen (1778–1852)

b) You are one of the explorers. Speak about your voyages and discoveries.

6. a) Read the text about one of the greatest British explorers. Say how many voyages round the world he made. Read the words below and guess their meaning.

Tahiti [tɑ:´hi:tɪ], Hawaii [hɑ:´waɪi], a land – to land, astronomer [əs´trɒnəmə], luck (удача) – lucky – unlucky, good luck

Capitain James Cook

James Cook was a good navigator and a map maker. In 1768 he set sail from Plymouth in the ship "Endeavour". His mission was to travel to the Pacific Ocean with a group of astronomers who wanted to study Venus. During this expedition Cook was lucky and made some important discoveries:
he mapped the island of Tahiti, discovered and mapped New Zealand in 1769. In 1770 the "Endeavour" landed at Botany Bay in Australia. He came back to Britain in 1771 and brought with him a lot of animals and plants which were not known in Europe. On all Cook's voyages scientists and artists made drawings of what they saw.

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[1] Venus [´vi:nəs] – Венера (*планета*)

His second important voyage began in 1772 and ended in 1775. He travelled in the ship "Resolution". He was looking for a new continent — Antarctica. Cook didn't discover it, but he was the first seaman who crossed the Antarctic Circle[1] in his ship.

In 1776 captain Cook set out on his third voyage. He wanted to find a safe way to the North Atlantic ocean and came to the north-western part of America. Cook and some of his men landed at the Hawaiian Islands in 1779 but they were unlucky. There they were attacked and killed by the natives. England lost one of its greatest navigators and explorers of the seas.

b) Listen to the text about James Cook and read it out loud.

7. a) Tick true or false. Correct the false sentences.

	True	False
1. James Cook was a good navigator and map-maker. 2. On his first voyage he travelled with a group of astronomers who wanted to study Mars. 3. He discovered Australia and New Zealand in 1768. 4. In 1768 he sailed from Plymouth in the ship "Endeavour". 5. Captain Cook's ship was the first to cross the Antarctic Circle. 6. On all Cook's voyages artists drew what they saw. 7. In 1779 Cook and some of his men were killed by the natives on one of the Hawaiian Islands.		

***b) Write out from the text the most important information about James Cook's voyages. Use exercise 5 as an example. Speak about his discoveries.**

8. Choose the correct answer.

1. You aren't fond of shopping, ...? *(No)*
a) are you b) don't you c) aren't you
2. Dad, you are looking for your newspaper, ...? *(Yes)*
a) didn't you b) won't you c) aren't you
3. Tom is good at music, ...? *(No)*
a) is he b) isn't he c) doesn't he

---

[1] the Antarctic Circle ['sɜ:kl] – Южный полярный круг

4. Nelly won't be late, ...? *(Yes)*

a) won't she b) will she c) isn't she

5. You enjoyed the film, ...? *(No)*

a) don't you b) didn't you c) do you

6. The weather isn't fine today, ...? *(Yes)*

a) isn't it b) is it c) does it

Useful Language

to explore, an explorer, to name after,
to leave — left — left,
luck — lucky — unlucky

Homework

1. Nos 1, 6b.

3. Ex. 1–3.

2. Write a questionnaire for a quiz about famous Russian and British explorers which you read about.

New Zealand

Lesson 45

1. Quiz *"Famous Russian and British Explorers"*. In two groups ask each other questions. The winner is the group which has more correct questions and answers.

2. a) Read the words and learn to pronounce them correctly.

Edmund Hillary [ˊedməndˊhɪlәri], Tenzing Norgay [ˊtensɪŋˊnɔ:geɪ], the Alps, the Himalayas [hɪməˊleɪәz], Nepal [nɪˊpɔ:l], Mount Everest, to knight [naɪt] — произвести в рыцари.

b) Listen to the story and name the people who climbed the highest mountain in the world.

3. Answer the questions.

- Where was Edmund Hillary born?
- Where is Everest situated?
- What is its height?
- What were the awards (награды) for the two men?
- Why do you think people climb high mountains and explore oceans and far lands?
- Would you like to become an explorer?

4. Do you remember who discovered New Zealand? Read short information about the country and say what facts you learned.

Get to Know New Zealand

Name: New Zealand

Geographical position: the North and the South Islands in the South Pacific

Climate: winter is rainy, summer is sunny

Size: 1,269 square km

Capital: Wellington

Population: 4 million

Native people: Maori

Language: English, Maori

Money: New Zealand dollar

The Head of state: the Queen of England

Country symbols: the kiwi, the silver fern (серебряный папоротник)

Nature: national parks, rare plants, animals and birds

The Duke of Wellington

5. Say what you'd like to visit and to see in New Zealand. Explain why.

Example

I'd like to (see, visit)... because ... .

6. Put a tag question on the end of each sentence and answer it.

1. New Zealand is situated in the South Pacific, ...?
2. The Maori came to New Zealand some centuries ago, ...?
3. The kiwi and the silver fern are symbols of New Zealand ...?
4. Edmund Hillary didn't stop climbing Everest, ...?
5. All the climbers were very tired, ...?
6. They aren't leaving the party, ...?

7. You went to New Zealand with your parents. Write a letter (6–8 sentences) to your friend about this country:

- how you got there;
- what places you visited;
- what you saw there;
- your impressions (впечатления);
- what you liked the most.

Homework

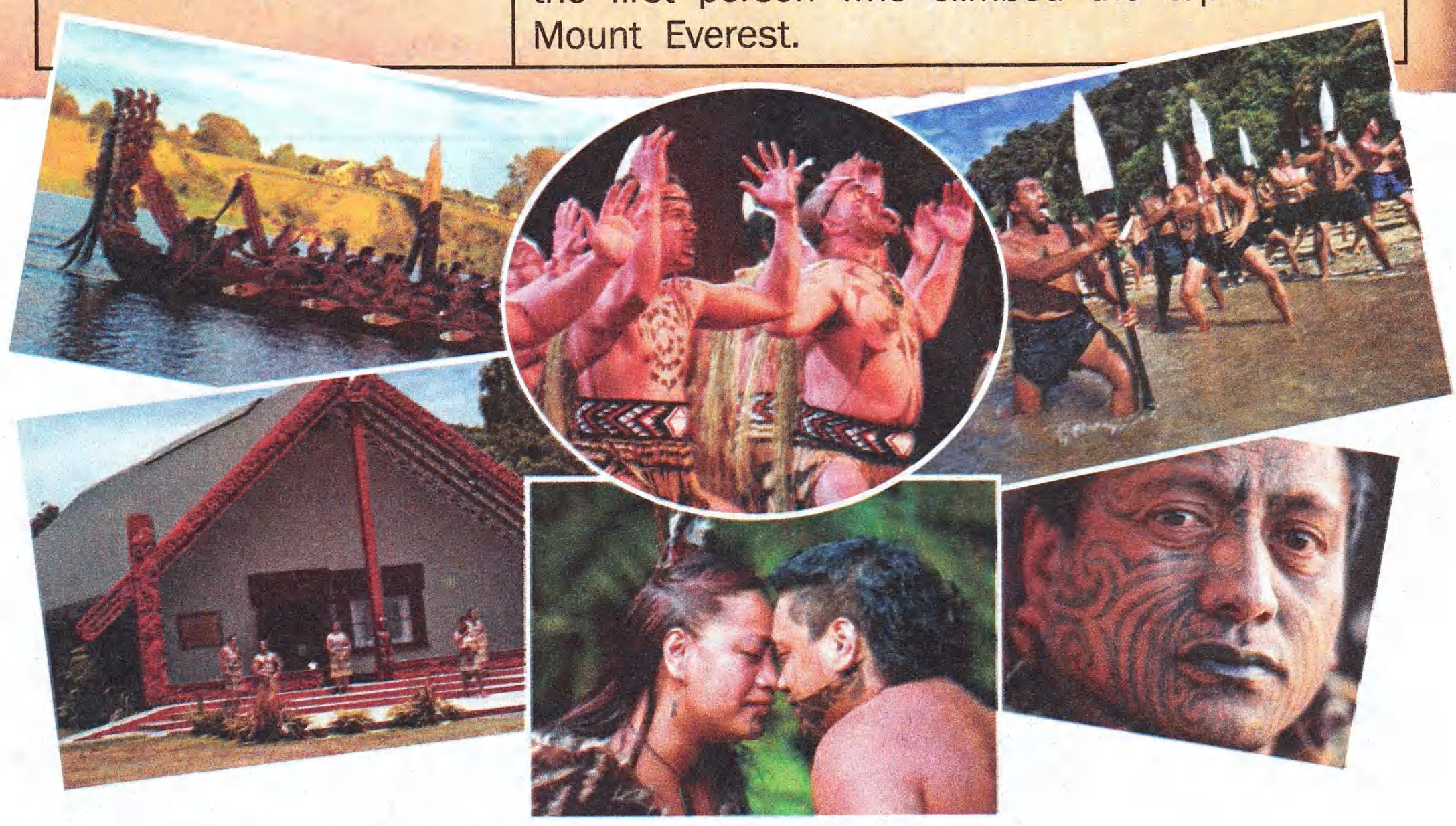
1. **Project: "A Famous Explorer"** (name, country, facts from the biography, important discoveries, made him/her famous).
2. Ex. 1–3.

Lesson 46

1. **Here are some facts from the history of New Zealand. Read and say which facts are new for you.**

Timeline

AD 600 — AD 1300	The first people of New Zealand, the Maori, came to the islands.
1642	A Dutch[1] sailor Abel Tasman became the first European who came to New Zealand.
1769	An English explorer Captain James Cook discovered the country.
1840	New Zealand became a colony of Great Britain.
1860	The capital of New Zealand, Wellington, was named after an English commander who defeated[2] the French Army in the Battle of Waterloo.
1947	New Zealand became independent[3] from Great Britain.
1953	A New Zealander, Sir Edmund Hillary, became the first person who climbed the top of Mount Everest.



[1] Dutch – голландский
[2] to defeat – нанести поражение
[3] independent – независимый

2. Your relatives are going to visit New Zealand. Tell them about the country using the facts from the chart.

3. a) Read the words and guess their meaning.

organisation [ˌɔ:gənaɪˊzeɪʃn], exotic [ɪgˊzɒtɪk]

b) Read the text from a booklet about national parks in New Zealand and say why they are important.

Feel Good and Do Good

National parks are places where forests, rivers, animals and birds are protected. There are 14 national parks in New Zealand. The first one was opened in 1887, the last — in 2001.

Protection comes first, but parks are also for people to enjoy. A visit to a national park is more than just a great day out. You can see the natural world and play a big part in helping to save it. The wildlife park is home to a lot of exotic animals, birds and fish. There are also underwater national parks where sea plants, sea animals and fish are protected.

Visiting the national park you'll learn about projects to protect wild animals. There are some ways you can help the park: buying tickets, giving some money as a gift[1].

There are playgrounds for children where they can run, exercise, play games and enjoy beautiful nature.

There's also a train which will help you get around. You'll learn all about the natural world and help to protect it.

[1] a gift – подарок, дар

4. Read the sentences below and choose the correct answers according to the text.

1. There are 20 national parks in New Zealand.
1) True 2) False 3) Not stated

2. National parks are for people to enjoy.
1) True 2) False 3) Not stated

3. You can give food to animals in national parks in New Zealand.
1) True 2) False 3) Not stated

4. Sea plants, sea animals and fish are protected in underwater national parks.
1) True 2) False 3) Not stated

5. There are no cars or trains in national parks for people to get around.
1) True 2) False 3) Not stated

6. In national parks children get presents.
1) True 2) False 3) Not stated

5. Have you ever been to a national park in Russia? Where is it? What did you see there?

6. Project: "A Famous Explorer".

Lesson 47 **Test 3**
Lessons 48, 49 **Reserve**
Lessons 50, 51 **Home Reading**

Grammar Reference (part I)

Lessons 8, 9, 11

Passive Voice (Страдательный залог)

Формы страдательного залога английских глаголов образуются с помощью вспомогательного глагола **to be** в соответствующем времени, лице и числе и третьей формы глагола V_3.

Present Simple	Past Simple
am/is/are + V_3 The book **is read.** — Книга прочитана.	**was/were +V_3** The book **was read.** — Книга была прочитана.
Future Simple	
will be + V_3 The book **will be read.** — Книга будет прочитана.	

Страдательный залог выражает действие, которое совершается по отношению к лицу или предмету в функции подлежащего, и употребляется, когда говорящий хочет подчеркнуть, что объект действия важнее, чем лицо, которое его совершает.

The book **is read.** *(Не важно, кто прочитал книгу. Важно, что она прочитана.)*

Если необходимо показать, *кем* или *чем* совершается действие, то используются предлоги **by** (с одушевленными существительными) и **with** — с неодушевленными существительными (материал или инструмент, с помощью которого совершается действие):

John bought a computer. — Джон купил компьютер.
The computer was bought **by** John. — Компьютер купил Джон.

My mother planted the flowers. — Мама посадила цветы.
The flowers were planted **by** my mother. — Цветы были посажены моей мамой.

Lesson 19

The "-Ing" Forms (Форма глагола с окончанием -ing)

Эти формы образуются так: **V (verb) + ing.** Форма глагола с окончанием **-Ing** может выполнять функцию существительного.

1. **Singing** is his profession. — Пение — его профессия.
2. **Cleaning** the house was Mary's duty. — Уборка дома была обязанностью Мэри.

Lesson 20

«If" Sentences (Придаточные предложения условия)

В английском языке в придаточных предложениях условия после союза **if** вместо будущего времени употребляется простое настоящее время **(Present Simple).**

1. **If** the weather **is** fine, Molly **will go** on a picnic.
Если погода **будет** хорошая, Молли **пойдет** на пикник.
2. You **will go** for a walk **if** you **finish** your homework.
Ты **пойдёшь** гулять, **если закончишь** домашнее задание

Обратите внимание на то, что, если предложение с союзом **if** стоит вначале, оно отделяется запятой. Если оно стоит в конце предложения, то запятая не ставится.

Lesson 29

Numerals
Количественные числительные от 100

Количественные числительные от 100 образуются путем сложения сотен и десятков:

132 — one hundred and thirty-two,
387 — three hundred and eighty-seven,
544 — five hundred and forty-four.

Таким же образом образуются числительные, обозначающие тысячи:

1,469 — one thousand four hundred and sixty-nine,
2,019 — two thousand (and) nineteen.

Lessons 39, 43

Tag Questions (Разделительные вопросы)

Вопросы, состоящие из высказывания и краткого вопроса в конце него, называются *разделительными*. Мы употребляем их в устной речи, когда хотим проверить правильность высказываний или получить согласие того, с кем разговариваем.

1. Nick **can** play football well, **can't he?** — Ник хорошо играет в футбол, не так ли?
2. She **isn't** an actress, **is she?** Она не актриса, не правда ли?
3. The children **weren't** at school, **were they?** Дети не были в школе, не так ли?
4. Lucy **will bring** a picnic basket, **won't she?** — Люси принесет корзинку для пикника, не правда ли?
5. They **like** to ski, **don't they?** — Они любят кататься на лыжах, не правда ли?

Разделительный вопрос строится с помощью вспомогательного, модального глаголов или форм смыслового глагола **to be** и соответствующего личного местоимения.
Первая часть разделительного вопроса произносится с понижающейся интонацией, вторая — с повышающейся.

Mary can play chess ↘ well, ↗ can't she?

Если в высказывании нет ни вспомогательного, ни модального глаголов, ни глагола **to be** в качестве смыслового, то в кратком вопросе используются глаголы **do / does** или **did.**

1. Your guests like music, **don't** they?
2. Polly enjoys playing chess, **doesn't** she?
3. Tourists visited the theatre, **didn't** they?

Если *высказывание утвердительное*, то краткий вопрос будет *отрицательным* и наоборот.
Обратите внимание, что если вы хотите *подтвердить положительное* высказывание, вы отвечаете "Yes...". Если вы *не соглашаетесь с положительным* высказыванием, вы говорите "No...".

You **are** happy, **aren't** you? — **Yes,** I am. / **No,** I'm not.
Вы счастливы, не правда ли? — **Да.** / **Нет.**

Если вы хотите *подтвердить отрицательное* высказывание, вы говорите "No...". Если вы *не соглашаетесь с отрицательным* высказыванием, вы говорите "Yes...".

You **didn't** make this model, **did** you? — **No,** I didn't. / **Yes,** I did.
Вы не собирали эту модель, не так ли? — **Да,** не собирал. / **Нет,** собирал.

Vocabulary

Условные сокращения

adj — adjective — имя прилагательное
adv — adverb — наречие
conj — conjunction — союз
n — noun — имя существительное
prep — preposition — предлог
pron — pronoun — местоимение
v — verb — глагол

A

adventure [əd´ventʃə] *n* приключение
afraid [ə´freɪd] *adj* испуганный
to be afraid of бояться чего-либо/кого-либо
ago [ə´gəʊ] *adv* тому назад
another [ə´nʌðə] *pron* ещё один, другой
anybody [´enibɒdɪ] *pron* кто-то
anything [´eniθɪŋ] *pron* что-нибудь
anywhere [´eniweə] *adv* где-нибудь, куда-нибудь
around [ə´raʊnd] *prep* кругом
attraction [ə´trækʃən] *n* аттракцион
aunt [ɑ:nt] *n* тётя
awful [´ɔ:fəl] *adj* ужасный

B

become [bɪ´kʌm] *v* **(became, become)** становиться
begin [bɪ´gɪn] *v* **(began, begun)** начинать
boat [bəʊt] *n* лодка, корабль
break [breɪk] *n* перерыв, перемена
brave [breɪv] *adj* храбрый, смелый
bring [brɪŋ] *v* **(brought, brought** [brɔ:t]) приносить
brush [brʌʃ] 1. *v* чистить щёткой; 2. *n* щётка
build [bɪld] *v* **(built, built)** строить

C

camp [kæmp] *n* лагерь
to go camping жить в палатках
care [keə] 1. *n* осторожность; забота; попечение, уход; 2. *v* заботиться; питать интерес, любить
to take care of заботиться о ком-либо
to care for *(music)* любить *(музыку)*
careful [´keəfəl] *adj* осторожный, заботливый
carry [´kæri] *v* вести, перевозить; нести
catch [kætʃ] *v* **(caught, caught** [kɔ:t]) ловить
century [´sentʃəri] *n* столетие, век
certainly [´sɜ:tnlɪ] *adv* конечно
cheap [tʃi:p] *a* дешёвый
childhood [´tʃaɪldhʊd] *n* детство
clothes [kləʊðz] *n* одежда
competition [ˌkɒmpɪ´tɪʃən] *n* соревнование, **состязание**, турнир
composition [ˌkɒmpə´zɪʃən] *n* сочинение
compulsory [kəm´pʌlsəri] *adj* обязательный
conquer [´kɒŋkə] *v* завоёвывать
courage [´kʌrɪʤ] *n* мужество
cousin [´kʌzn] *n* двоюродный брат, сестра
cross [krɒs] *v* пересекать
cycling [´saɪklɪŋ] *n* велоспорт

D

decide [dɪ´saɪd] *v* решать, принимать решение
deep [di:p] *adj* глубокий
dessert [dɪ´zɜ:t] *n* десерт
die [daɪ] *v* умирать
discover [dɪs´kʌvə] *v* делать открытие, открывать
discovery [dɪs´kʌvəri] *n* открытие
dream [dri:m] 1. *n* мечта; 2. *v* **(dreamt, dreamt** [dremt]) мечтать

E

early [´ɜ:lɪ] *adv* рано
east [i:st] *n* восток
elementary [elɪ´mentərɪ] *adj* начальная *(школа)*
end [end] 1. *n* конец; 2. *v* заканчиваться
exam [ɪg´zæm] *n* экзамен
exhibition [´eksɪ´bɪʃn] *n* выставка

expensive [ɪks´pensɪv] *adj* дорогой
explain [ɪks´pleɪn] *v* объяснять
explore [ɪks´plɔ:] *v* исследовать, изучать
explorer [ɪks´plɔ:rə] *n* исследователь

F

fall [fɔ:l] *v* **(fell, fallen)** падать
fan [fæn] *n* болельщик
fast [fa:st] *adj* скорый, быстрый
feel [fi:l] *v* **(felt, felt)** чувствовать
fit [fɪt] *adj* в хорошей форме *(о спортсмене)*; сильный, здоровый
fitness [´fɪtnɪs] *n* хорошая физическая форма
foggy [´fɒgi] *adj* туманный
foreign [´fɒrɪn] *adj* иностранный
fork [fɔ:k] *n* вилка
free [fri:] *adj* 1. свободный; 2. бесплатный

G

glass [glɑ:s] *n* 1. стекло, 2. стакан
glasses [´glɑ:sɪz] *n* очки

H

happen [´hæpən] *v* случаться
hear [hɪə] *v* **(heard, heard** [hɜ:d]**)** слышать
height [haɪt] *n* высота
high [haɪ] *adj* высокий
hiking [´haɪkɪŋ] *n* путешествие пешком
to go hiking идти в поход
hold [həʊld] *v* **(held, held)** держать; проводить
hour [´aʊə] *n* час
husband [´hʌzbənd] *n* муж

I

ill [ɪl] *adj* больной
important [ɪm´pɔ:tnt] *adj* важный
inside [ɪn´saɪd] *prer* внутри
interest [´ɪntrɪst] *n* интерес
to be interested in интересоваться
island [´aɪlənd] *n* остров

J

jog [ʤɒg] *v* бегать трусцой
to go jogging бегать трусцой
join [ʤɔɪn] *v* присоединяться
to join a club стать членом клуба
journey [´ʤɜ:ni] *n* поездка, путешествие *(сухопутное)*

K

kill [kɪl] *v* убивать
knife [naɪf] *n* **(knives)** нож
keep [ki:p] *v* **(kept, kept)** держать; хранить, сохранять
to keep fit поддерживать хорошую *(спортивную)* форму

L

land [lænd] *n* земля, суша; страна
large [lɑ:ʤ] *adj* большой
late [leɪt] 1. *adj* поздний; 2. *adv* поздно
left [left] *adj* левый
turn left поверните налево
leave [li:v] *v* **(left, left)** покидать, уезжать, оставлять
library [´laɪbrəri] *n* библиотека
life [laɪf] *n* жизнь
luck [lʌk] *n* судьба, случай
Good luck! Удачи!

M

map [mæp] 1. *n* карта; 2. *v* наносить на карту
marriage [´mærɪʤ] *n* женитьба, брак
marry [´mæri] *v* жениться, выходить замуж
middle [´mɪdl] *adj* средний
mild [maɪld] *adj* мягкий, умеренный
mouse [maʊs] *n* **(mice)** мышь

N

newspaper [´nju:s¸peɪpə] *n* газета
nobody [´nəʊbɒdi] *pron* никто
north [nɔ:θ] *n* север
nothing [´nʌθɪŋ] *pron* ничего
nowhere [´nəʊweə] *adv* нигде

O

ocean [´əʊʃn] *n* океан
other [´ʌðə] *adj* другой
outside [aʊt´saɪd] *adv* снаружи

P

parrot [´pærət] *n* попугай
plate [pleɪt] *n* тарелка

poor [pʊə] *adj* бедный
the poor бедные (люди)
population [ˌpɒpjʊ´leɪʃn] *n* население
primary [´praɪmərɪ] *adj* начальная *(школа)*
pull [pʊl] *υ* тянуть
push [pʊʃ] *υ* толкать

R

rich [rɪtʃ] *adj* богатый
right [raɪt] 1. *adj* правый, верный;
2. *n* право
turn right поверните направо
road [rəʊd] *n* дорога, путь
railway [´reɪlweɪ] *n* железная дорога
relative [´relətɪv] *n* родственник

S

same [seɪm] *adj* такой же, одинаковый
sail [seɪl] *n* парус; *υ* плавать (под парусами)
save [seɪv] *υ* спасать
secondary [´sekəndərɪ] *n* средняя
(школа)
sell [sel] *υ* **(sold, sold** [səʊld]) продавать
separate [´sepəreɪt] *υ* отделять,
разделять
sharp [ʃɑ:p] *adj* острый
should [ʃʊd] *υ* следует
sick [sɪk] *adj* больной
sink [sɪŋk] *υ* **(sank, sunk)** тонуть
situated [´sɪtʃueɪtɪd] *adj* расположенный,
находящийся
smile [smaɪl] 1. *n* улыбка; 2. *υ*
улыбаться
somebody [´sʌmbədɪ] *pron* кто-то
something [´sʌmθɪŋ] *pron* что-то
somewhere [´sʌmweə] *pron* где-то
sore [sɔ:] *adj* больной, воспалённый
south [sauθ] *n* юг
southern [´sʌðn] *adj* южный
spoon [spu:n] *n* ложка
stairs [steəz] *n* лестница
step [step] *n* ступенька
stomach [´stʌmək] *n* желудок, живот
stomachache [´stʌməkeɪk] *n* боль в
животе
stone [stəʊn] 1. *n* камень; 2. *adj*
каменный
strait [streɪt] 1. *n* пролив; 2. *adv* прямо
street [stri:t] *n* улица
strong [strɒŋ] *adj* сильный
study [´stʌdi] *υ* учиться, заниматься
sure [ʃʊə] *adj* уверенный
to be sure *υ* быть уверенным
surround [sə´raʊnd] *υ* окружать,
обступать

T

team [ti:m] *n* команда
term [tɜ:m] *n* срок, определённый период
thick [θɪk] *adj* густой, толстый
thousand [´θaʊznd] тысяча
throat [θrəʊt] *n* горло
tooth [tu:θ] *n* **(teeth)** зуб
town [taʊn] *n* город, городок
train [treɪn] *υ* тренировать
trip [trɪp] *n* поездка, экскурсия

U

uncle [´ʌŋkl] *n* дядя
use [ju:z] *υ* использовать
used to do sth имел(а)
обыкновение что-либо делать

V

victory [´vɪktərɪ] *n* победа
village [´vɪlɪʤ] *n* деревня
voyage [´vɔɪɪʤ] *n* морское путешествие,
перелёт *(на самолёте)*

W

wake up [´weɪk´ʌp] **(woke up, woken up)**
υ просыпаться
war [wɔ:] *n* война
way [weɪ] *n* путь, дорога; направление,
способ, образ
weight [weɪt] *n* вес
west [west] *n* запад
wide [waɪd] *adj* широкий
wife [waɪf] *n* **(wives)** жена
without [wɪð´aʊt] *prep* без
woman [´wʊmən] *n* (**women** [´wɪmɪn])
женщина
wonderful [´wʌndəfəl] *adj*
удивительный, чудесный
wood [wʊd] *n* дерево *(материал)*,
древесина

Irregular Verbs

become [bɪ´kʌm]	**became** [bɪ´keɪm]	**become** [bɪ´kʌm]
begin [bɪ´gɪn]	**began** [bɪ´gæn]	**begun** [bɪ´gʌn]
bring [brɪŋ]	**brought** [brɔ:t]	**brought** [brɔ:t]
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]
catch [kætʃ]	**caught** [kɔ:t]	**caught** [kɔ:t]
dream [dri:m]	**dreamt** [dremt]	**dreamt** [dremt]
fall [fɔ:l]	**fell** [fel]	**fallen** [´fɔ:ln]
feel [fi:l]	**felt** [felt]	**felt** [felt]
hear [hɪə]	**heard** [hɜ:d]	**heard** [hɜ:d]
hold [həʊld]	**held** [held]	**held** [held]
keep [ki:p]	**kept** [kept]	**kept** [kept]
leave [li:v]	**left** [left]	**left** [left]
sell [sel]	**sold** [səʊld]	**sold** [səʊld]
sink [sɪŋk]	**sank** [sæŋk]	**sunk** [sʌŋk]
wake (up) [weɪk]	**woke (up)** [wəʊk]	**woken (up)** [´wəʊkən]

АКАДЕМКНИГА/УЧЕБНИК

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