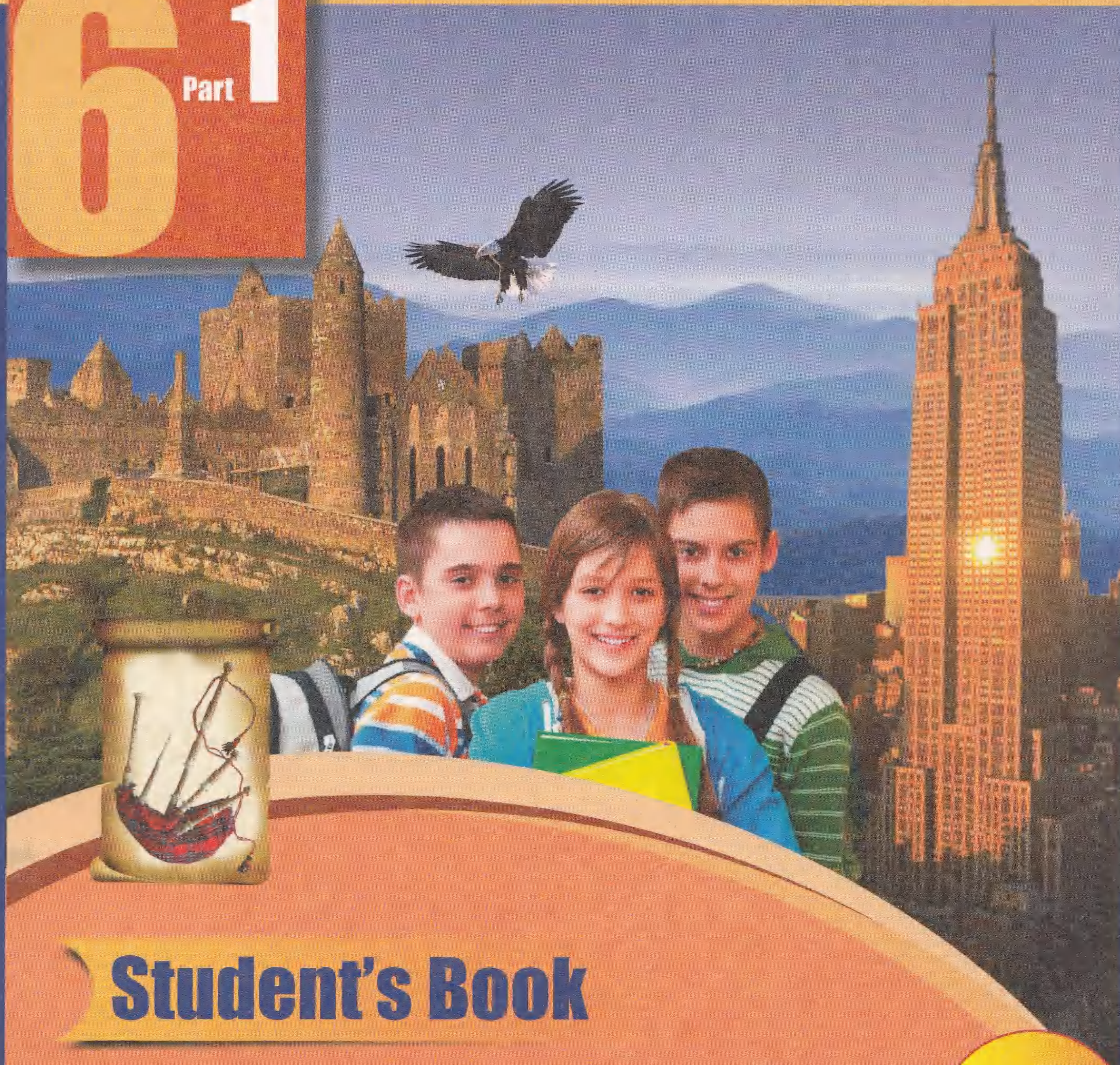


S. Ter-Minasova, L. Uzunova, O. Kutjina, J. Yasinskaya

# English

## Favourite

**6**  
Part **1**



**Student's Book**

**стандарт  
второго  
поколения**

АКАДЕМКНИГА/УЧЕБНИК

С.Г. Тер-Минасова, Л.М. Узунова, О.Г. Кутьина, Ю.С. Ясинская

# **АНГЛИЙСКИЙ ЯЗЫК**

**6 класс**

**Учебник  
для общеобразовательных  
учреждений**

**В двух частях**

**Часть 1**

Учебник прошел экспертизу  
в РАН (протокол 10106-5215/234 от 12.10.2012)  
и РАО (протокол 01-5/7д-197 от 11.10.2012)  
на соответствие требованиям ФГОС НОО

Рекомендовано Министерством образования  
и науки Российской Федерации



Москва  
АКАДЕМКНИГА/УЧЕБНИК  
2013

УДК 373.167.1:811.111  
ББК 81.2Англ-922  
А64

**А64      **Английский язык** :** Учебник для общеобразоват. учреждений :  
6 кл. : В 2 ч. / С.Г. Тер-Минасова, Л.М. Узунова, О.Г. Кутьина,  
Ю.С. Ясинская — М. : Академкнига/Учебник, 2013. — Ч. 1 :  
120 с. : цв. ил.

ISBN 978-5-49400-350-8 (общ.)

ISBN 978-5-49400-351-5 (ч. 1)

Учебник разработан в соответствии с требованиями Федерального государственного образовательного стандарта общего образования по иностранному языку. Содержание учебника обеспечивает обучение в контексте коммуникативно-деятельностного, социокультурного и личностно-ориентированного подходов к развитию школьников; включает множество естественных ситуаций общения; создает мотивацию и интерес к изучению английского языка. В учебно-методический комплект входят: Программа, Учебник, Рабочая тетрадь, Книга для чтения, Книга для учителя и Звуковое пособие.

УДК 373.167.1:811.111  
ББК 81.2Англ-922

*Учебное издание*

**Тер-Минасова Светлана Григорьевна  
Узунова Лариса Моисеевна  
Кутьина Ольга Геннадьевна  
Ясинская Юлия Сергеевна**

**Английский язык**

**6 класс**

**Учебник**

**для общеобразовательных учреждений**

**В 2 частях**

**Часть 1**

Подписано в печать 13.06.2013. Формат 60x84/8.

Гарнитура PragmaticaC. Печать офсетная.

Печ. л. 15,0. Тираж 10 000 экз. Тип.зак.

ООО «Издательство «Академкнига/Учебник»

117997, Москва, ул. Профсоюзная, д. 90, офис 602

Тел.: (495) 334-76-21, факс: (499) 234-63-58.

www.akademkniga.ru    E-mail: academuch@maik.ru

Отпечатано ОАО «Советская Сибирь»

630048, г. Новосибирск, ул. Немировича-Данченко, 104

ISBN 978-5-49400-350-8 (общ.)

ISBN 978-5-49400-351-5 (ч. 1)

© Тер-Минасова С.Г., Узунова Л.М.,  
Кутьина О.Г., Ясинская Ю.С., 2013

© Оформление. ООО «Издательство  
«Академкнига/Учебник», 2013

# CONTENTS

**1 Beyond the Lessons ..... 4**

**2 The Way You Live  
Is the Way You Look ..... 45**

**3 Natural and Cultural Diversity  
of the English-speaking Countries ..... 79**

**Grammar Reference ..... 115**

**Vocabulary ..... 118**

# 1 Beyond the Lessons

## Lesson 1

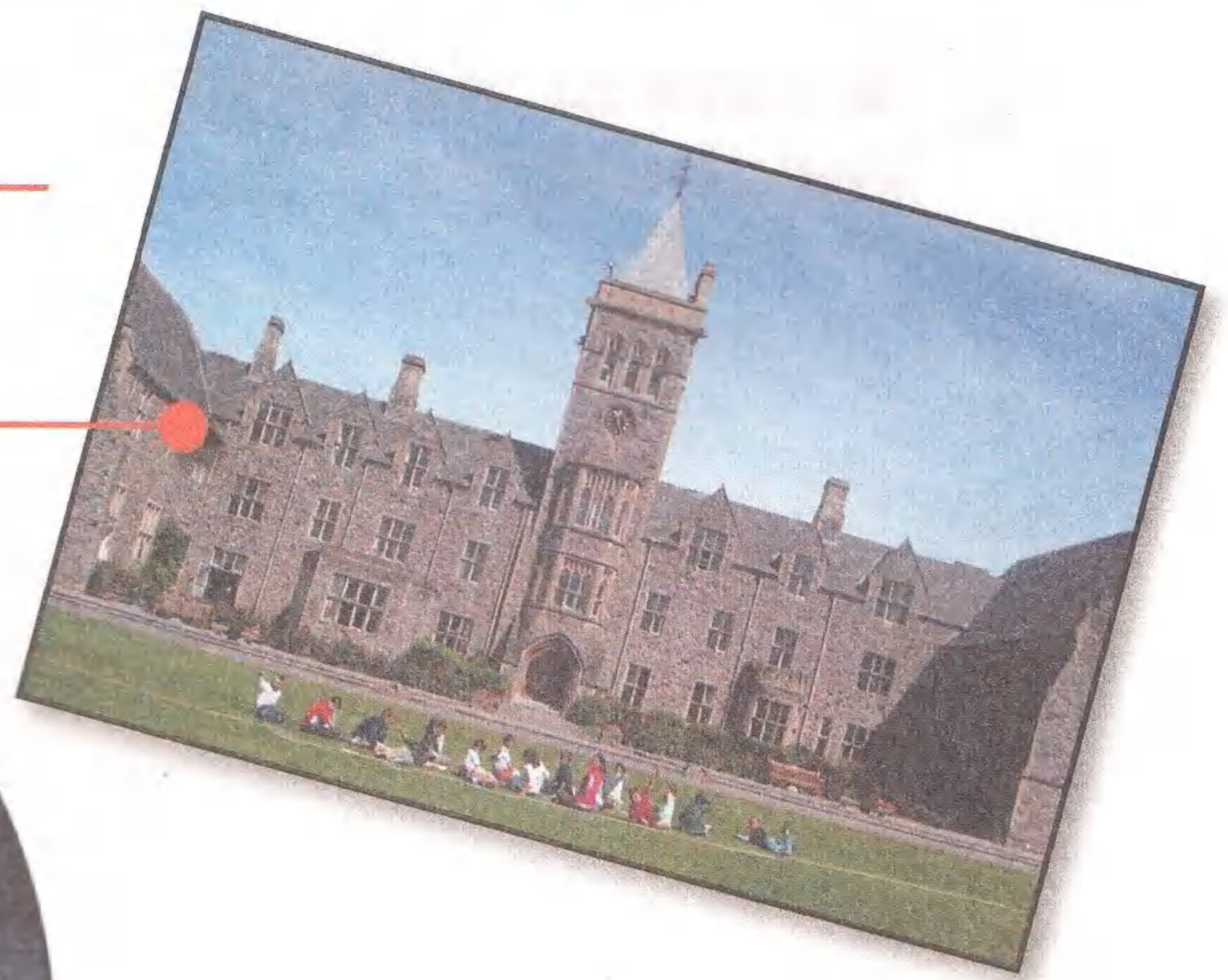
1. September has come. You are back at school. Look at the pictures and say how different people spend their holidays.

### Example

Some people enjoy living in the country and doing gardening.



■ Hiking, in the mountains



■ Journey, sightseeing



■ Gardening



■ Voyage, yachting



■ Beach rest



■ Picking mushrooms and berries

■ Learning and reading books



■ Watching TV,  
■ playing computer games

■ going in for sports



2. Listen to the dialogue between two Russian schoolfriends and try to guess the meaning of the new words. Use the dictionary if necessary. Read the dialogue out loud.



**Tanya:** Vlad, I haven't seen you for ages! Where have you been?

**Vlad:** I've been to Scotland, I've been on a voyage to Kizhi and I've spent three weeks at a summer camp.

**Tanya:** It sounds great! What impressed you most?

**Vlad:** Of course, Scotland! At first I believed that Russian and Scottish customs and traditions are different, but during my journey I understood that our two countries have much in common.

**Tanya:** Didn't you have a beach rest?

**Vlad:** Oh, I don't like to relax at the seaside. It's so boring. I'd rather walk in the forest picking berries and mushrooms or go sightseeing. I like new impressions and usually try to escape from the city in summer.



3. Match the new words with the definitions.

a beach  
to pick mushrooms and berries  
to impress  
an impression  
a custom  
to have in common  
to relax  
to escape  
to believe

to collect things given by nature  
an effect produced in the mind by someone or something  
to make or become less active or worried  
to have the same interests  
to produce a strong effect on someone  
to get away from a place, to find a way out  
a traditional practice typical of a group of people  
to think that something is true or real  
sand at the sea

**4. Complete the sentences with the new words from the box.**

1. I like spending my holidays with my grandfather because we have much ... .
2. ... and traditions of Africa are very colourful.
3. Last spring we visited the Urals. We were ... by its nature.
4. Are you busy? — No, I am ... .
5. What is your ... of Harry Porter's adventures?
6. Tom Sawyer ... from his aunt's house.
7. I like a holiday when I have a ... for a week and do nothing.
8. In summer my granny often goes to the forest ... .
9. In the old times people ... in spirits.
10. The book you gave me was so... .

- impressed
- impression
- relaxing
- beach rest
- in common
- customs
- to pick mushrooms and berries
- escaped
- believed
- boring



**5. Act out the dialogue in exercise 2 replacing the sentences about Vlad's holidays.**

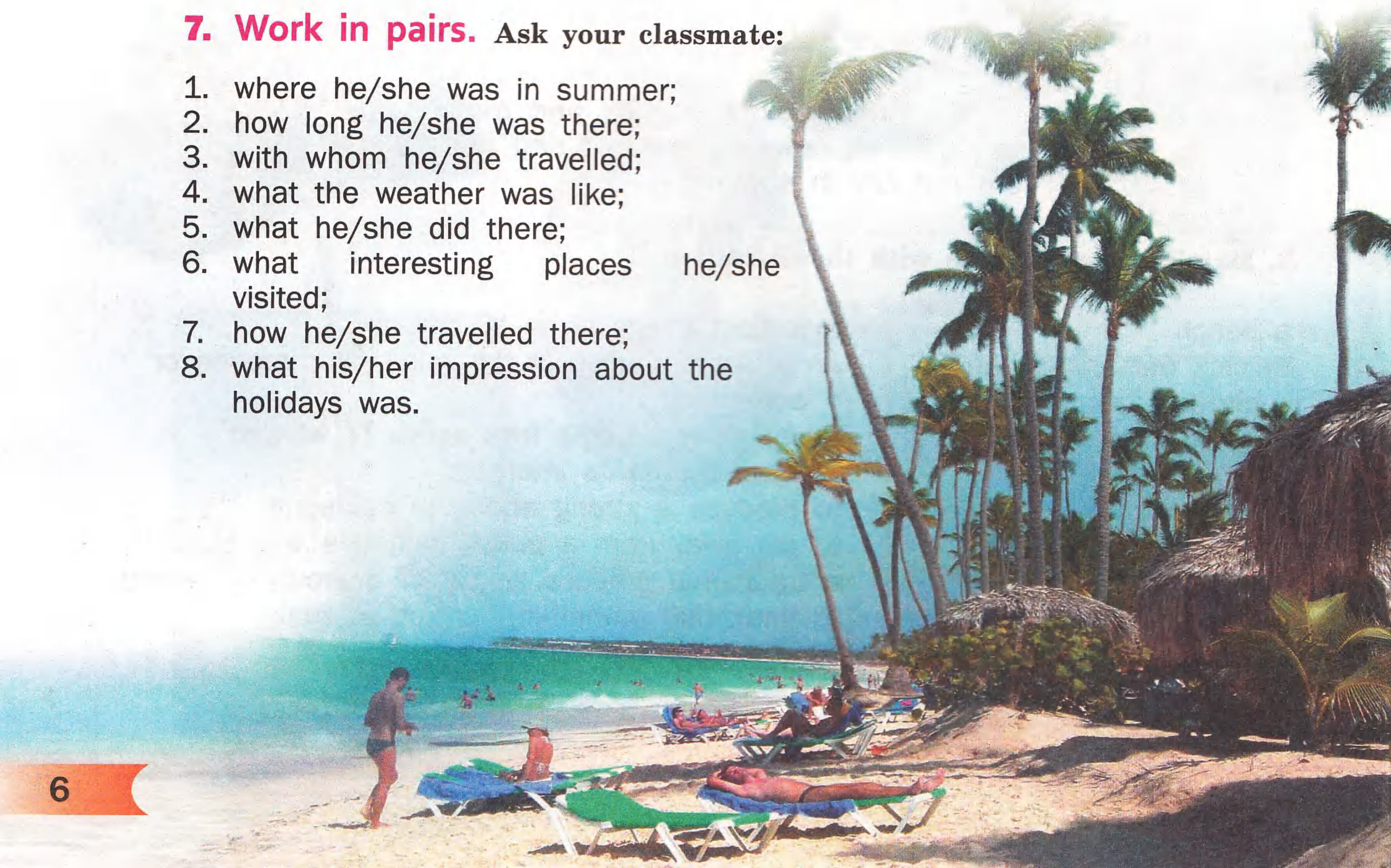


**6. Listen to Dasha's story about her summer holidays. Say which sentences are true and which are false.**

1. People living in the country enjoy visiting famous places in big cities.
2. People living in the city don't like visiting shops and museums.
3. It is good for you to sleep a lot on holidays.
4. You must learn a foreign language on holidays.
5. You must buy a lot of books in summer.
6. It is good to travel on holidays.

**7. Work in pairs. Ask your classmate:**

1. where he/she was in summer;
2. how long he/she was there;
3. with whom he/she travelled;
4. what the weather was like;
5. what he/she did there;
6. what interesting places he/she visited;
7. how he/she travelled there;
8. what his/her impression about the holidays was.



8. a) Read the text from the book by Mark Twain “*The Adventures of Tom Sawyer*” and name the characters.



- Mark Twain (1835–1910) is the pen name of Samuel Longhorne Clemens, one of the greatest American writers of the 19th century. His famous book “*The Adventures of Tom Sawyer*” is popular with millions of readers. The book is full of adventures of Tom and his friends.
- Tom Sawyer is an American boy who lives with his younger brother Syd and aunt Polly in St Petersburg, a town on the Mississippi River.

That day Tom Sawyer felt gloomy<sup>1</sup>. They called him friendless. Nobody cared for him. He believed that nobody loved him. Tom cried. He looked back at the houses, his school and cried again. He thought how unfriendly, how cold that world was.

Just at that moment he ran into Joe Harper, his old friend. Joe’s eyes were red. He looked unhappy – his mother had punished<sup>2</sup> him for drinking some cream.

The boys spoke about their common problems and decided to escape from the town. Not far from the town at the great Mississippi River there was a raft<sup>3</sup>. They could travel by water to the long island called Jackson’s Island. Nobody lived there. Nobody could find the boys there.

An hour later Huck Finn, a little tramp<sup>4</sup>, also joined them. The boys’ plan was: to get some food from home, to meet at midnight near the raft, to escape from the town, to live a happy life on the island like pirates.

The night was dark and still. The great river looked like an ocean. At midnight Tom was at the secret place with a piece of ham. A minute later the three friends found each other in the darkness and were on the raft. At two in the morning the young pirates came to the island and their first voyage was over.

Tired but happy they made a fire and fried some bacon. How romantic it was: water, stars, bacon, freedom, friends...

“Isn’t it great?” said Joe.

“It’s wonderful!”, said Tom. “What will the boys say?”

“They will just die to be here!”

“It’s just life for me,” said Tom. “You don’t get up early, don’t wash, don’t go to school. You only relax and enjoy yourself.”

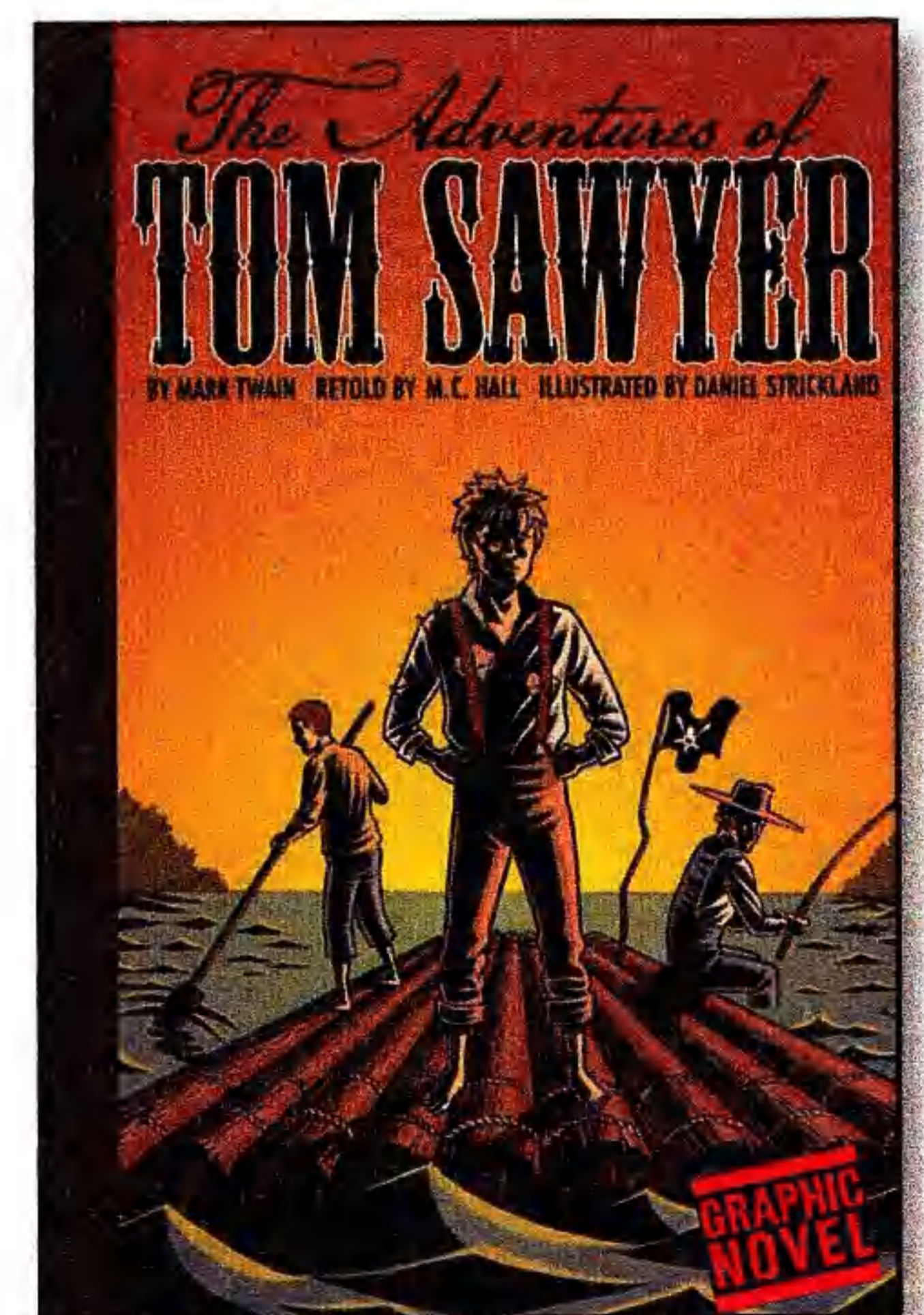
Suddenly Huck said, “What do pirates do?”

<sup>1</sup> gloomy – очень грустный, мрачный

<sup>2</sup> punished – наказала

<sup>3</sup> a raft – плот

<sup>4</sup> a tramp – бродяга







Tom answered, "Oh, they just have a bully<sup>1</sup> time — take ships, get money and hide it in awful places."

"What awful places?"

"Somewhere on an island. Where there are many ghosts."

Slowly their talk died, the boys fell asleep. That night they dreamt about adventures, voyages, the first impressions of the new life.

### b) Answer the questions.

- Why did Tom decide to escape from the town?
- Why were Joe's eyes red?
- Where did the boys decide to travel?
- What were their impressions about their new life?
- What did the boys dream about that night?
- Have you ever played pirates?
- What can happen in the town in the morning?

9. Write down about your summer travelling. Use exercise 7 on page 6 as a plan.

### Useful Language

to impress  
an impression  
a custom  
to relax  
to believe

to escape  
to have a beach rest  
to pick mushrooms and berries  
to have in common  
I haven't seen you for ages.

### Homework



1. Nos 2, 8.

2. Ex. 3, 8, 9.



3. Ex. 1–4.

<sup>1</sup> to have a bully ['bʊli] time — великолепно проводить время

## Lesson 2

1. a) Listen to the poem by R. Kipling and say where the boy lives, where he wants to travel and what the *Don* and *Magdalena* are.



I've never sailed the Amazon,  
I've never reached Brazil;  
But the *Don* and *Magdalena*,  
They can go there when they will!

Yes, weekly from Southampton,  
Great steamers, white and gold,  
Go rolling down to Rio  
(Roll down — roll down to Rio),  
And I'd like to roll to Rio  
Some day before I'm old!



■ Rudyard Kipling  
(1865–1936)



- b) Read and learn the poem by heart.

**2. Complete the text. Use the words from the box.**

impressed ■ impressions ■ customs  
 ■ beach ■ voyage ■ adventures ■ common

Jimmy Stuart grew up in a small house not far from the seaside. All the boys from his village were different but one thing they had in ... . It was their love for the sea. The boys liked sitting on the ... . The sea, ships, sailors and stories about faraway countries, their ... and the way of life ... them. Old seamen came after a ... full of new ... . The boys ran to the tavern and listened to stories about wonderful animals, birds and fish. The seamen spoke about their ... .



**3. Work in pairs.** Ask questions about Jimmy and his friends and answer them.

**4.** Say what the boys liked doing in their village.



**5. a)** Listen to the story of Mr Fogg, the character from Jules Verne's book "*Around the World in 80 Days*", about his journeys to different places and complete the chart in your Workbook.

**b)** Using the chart in your Workbook say where and by what Mr Fogg travelled, how long it took him.

### Example

It took Mr Fogg 7 days to travel from London to Suez by a railway and a ship.

**6.** Have you ever travelled? Fill in the thematic map in your Workbook and tell your classmates about your travelling. You can begin your sentences like this:

- I like travelling because ... .
- When I travel I can ... .
- When I travel I am impressed by ... .
- When I travel I enjoy ... .

**7.** Read the texts from a guidebook about some tours in Russia and choose a tour which you want to make during your autumn holidays. Discuss it with the class. Explain why you want to visit this place.

**A 2-day tour of Moscow includes (включает):**

- a bus tour of famous places of Moscow;
- a walking tour in the centre of Moscow — Red Square, Manezhnaya Square, Arbat Street and the Kremlin;
- a visit to the Pushkin Museum of Fine Arts;
- an excursion to the Moscow metro.



**A 3-day tour of St Petersburg includes:**

- a roundabout bus tour of the famous places of St Petersburg;
- a walking tour along Nevsky Avenue to Palace Square;
- a walking tour to the centre of the city — Peter and Paul Fortress (крепость);
- an excursion to St Isaac's Cathedral, the third largest cathedral in the world;
- a visit to the Winter Palace, the Hermitage museum;
- a bus tour of Tsarskoye Selo (the Tsar's Village), the Catherine Palace;
- a bus tour of Pavlovsk, a visit to one of Tsar Pavel's summer palaces.



**A 2-day tour of Vladimir-Suzdal includes:**

- a concert of Russian folk music and dance;
- a Russian National costume show;
- a picnic in the forest;
- a walking tour around Vladimir;
- an excursion to "The Russian House" museum;
- a walking tour around Suzdal; the Suzdal Kremlin.



<sup>1</sup> to include — включать

8. a) Fill in the chart in your Workbook according to the texts in exercise 7.
- b) Using the chart write 5 sentences in your exercise book according to the example.

### Example

If you take a trip<sup>1</sup> to Moscow you will spend two days in the capital of Russia.

### Homework



1. Nos 1, 5a.

2. Ex. 1, 8b.



3. Ex. 1–4.

4. **Project: "A Place to Visit in Russia"**. Choose any attraction in Russia and tell your classmates about it. Find information about your attraction on the website <http://www.tripadvisor.com/attractions>

## Lesson 3

1. Let's recite the poem by R. Kipling.
2. **Project: "A Place to Visit in Russia"**. Listen to your classmates and say what impressed you most in their stories.

### Example

To my mind Red Square is one of the most interesting places to visit in Russia because it is beautiful and has a rich history.

3. Read the sentences from a guidebook for foreign tourists about Russia and make your comments.

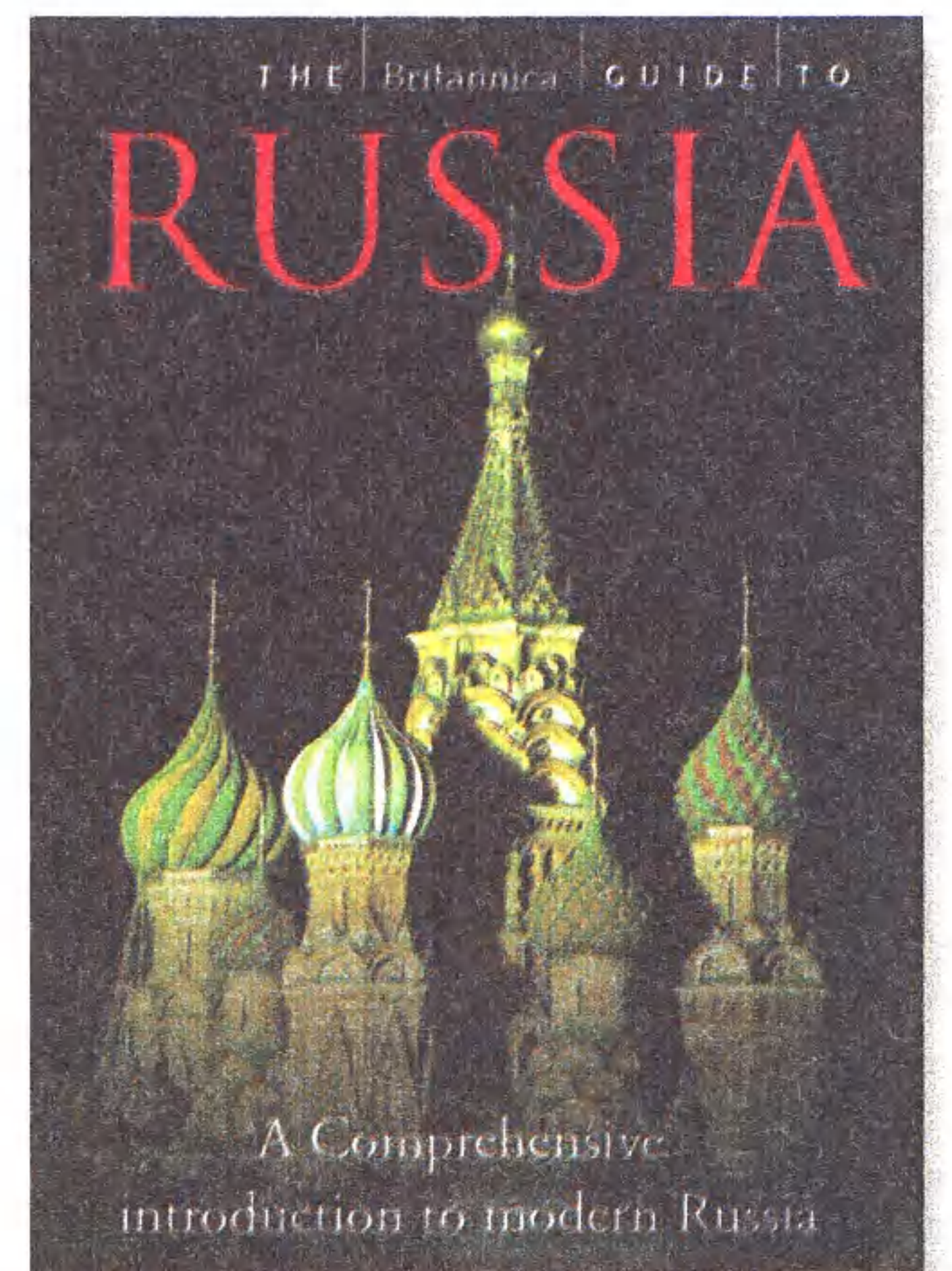
### Example

1. Never drink water from the tap<sup>2</sup>. Drink water in bottles.  
I think that people shouldn't drink water from the tap.  
The water may be dirty and people may become sick.

<sup>1</sup> a trip — путешествие

<sup>2</sup> a tap — кран

2. Cross the road only at the green light. Be sure that all cars have stopped and only then go.
3. There are four seasons in Russia. Take proper<sup>1</sup> clothes for your travelling.
4. Wear formal clothes for your visit to the theatre.
5. Be sure that your arms, shoulders and legs are covered in cathedrals, churches and monasteries.



4. a) What is a good school? Look at the list below and read the phrases in the order of importance.

- |                            |                               |
|----------------------------|-------------------------------|
| • friendly atmosphere;     | • uniform;                    |
| • lots of computers;       | • good teachers;              |
| • hard-working classmates; | • school rules;               |
| • good sports clubs;       | • good test and exam results; |
| • modern classrooms;       | • interesting excursions.     |

b) **Work in pairs.** Tell your classmate why you put things in that order.

5. You are talking about your school to some visitors. What can you tell them? The expressions below will help you. Write your story in your exercise book.



- |                                |                              |
|--------------------------------|------------------------------|
| ■ The school has ...           | ■ The pupils are usually ... |
| ■ The best classes are ...     | ■ We have lots of ...        |
| ■ Most of the pupils enjoy ... | ■ There aren't any ...       |
| ■ Nobody likes ...             |                              |

### Homework

1. Ex. 5.



2. Ex. 1–4.

<sup>1</sup> proper ['prɒpə] — подходящий

## Lesson 4

### 1. Look at the pictures and say:

- ▶ what after-school activities children can have at school;
- ▶ what activities you have at your school;
- ▶ what activities you had last year;
- ▶ what activities you want to join this year.



### 2. What club is the most interesting for you? Tell your classmates. Use the chart below.

The Drama Club  
 The Hiking Club  
 The Skiing Club  
 The Fight<sup>1</sup> Club  
 The Dance Club  
 The Music Club  
 The Book Club  
 The Travellers Club  
 The Science Club  
 The Horse Riding Club

is the most  
 interesting  
 for me  
 because it

helps me learn more about different countries.  
 helps me understand music.  
 teaches me to move quickly.  
 helps me keep fit.  
 helps me learn more about different writers and their works.  
 opens the secrets of nature to me.  
 teaches me to dance.  
 helps me see how beautiful our world is.  
 gives me a lot of fun to act out.  
 teaches me to take care of animals.

<sup>1</sup> a fight [faɪt] — схватка, драка, борьба; to fight — драться, бороться

**3. a) Read the dialogue between Tanya and Vlad and say:**

- ▶ whom Vlad is meeting;
- ▶ where the guests are from;
- ▶ why they have come to Russia.

**Tanya:** Where are you going, Vlad?

**Vlad:** Well, this year I have joined the Caledonian Club at school. Today our club is meeting guests from Scotland.

**Tanya:** How interesting! Are they coming to have a sightseeing tour of Russia?

**Vlad:** No, they are musicians and they are taking part in the Festival of Scottish Culture in Moscow.

**Tanya:** Do they play rock or pop music?

**Vlad:** As far as I know they play folk music.

**Tanya:** What instruments do they play?

**Vlad:** Drums<sup>1</sup> and bagpipes, they are from the School Band<sup>2</sup> Club.

**Tanya:** It sounds great. Where can I listen to Scottish folk music?

**Vlad:** I have got a programme of their visit. Here it is. You can also join our club.

**Tanya:** Great!

**b) Listen to the dialogue and read it in pairs.**



**4. Read the programme and say:**

- ▶ how many concerts the School Band has planned to give;
- ▶ what places they have planned to visit in Moscow;
- ▶ when Tanya can listen to the Scottish folk music.



<sup>1</sup> drums — барабаны

<sup>2</sup> a band — оркестр



## The Merchiston Castle School Pipe Band Visit to the Festival of Scottish Culture in Moscow

**Day 1. Monday**

6:30 am – flight: Edinburgh – Moscow

**Day 2. Tuesday**

Free

**Day 3. Wednesday**

11 am – 3 pm – A bus tour around Moscow

4 pm – A visit to Christ the Saviour<sup>1</sup> Cathedral6 pm – The Festival Opening Ceremony, Pushkin Square.  
The Scottish Pipe Show**Day 4. Thursday**12 am – The Parade of Scottish Bagpipers, Universitetskaya Square,  
the Vorobyov Hills

2 pm – An excursion to Victory Park and the Red Army Museum

**Day 5. Friday**12 am – The Parade of Scottish Bagpipers, the central stage of the  
All-Russia Exhibition Centre

3 pm – A visit to Moscow Zoo

**Day 6. Saturday**2 pm – The Festival of Scottish Folk Music and Dance, Sokolniki  
Park**Day 7. Sunday**1 pm – The Highland Games, Znamensky Track and Field<sup>2</sup>  
Stadium

7 pm – The Scottish Music Concert, the Central House of Artists

**Day 8. Monday**11 am – The excursion to Red Square, St Basil Cathedral and the  
Kremlin**Day 9. Tuesday**

11 am – The ORT TV Channel Filming the Festival

4 pm – Shopping

8 pm – The Festival Closing Ceremony – the Scottish Ceilidh<sup>3</sup>  
Show**Day 10. Wednesday**

4.50 pm – flight Moscow – Frankfurt

9.45 pm – flight Frankfurt – Edinburgh

11.00 pm – The arrival<sup>4</sup> in Edinburgh

<sup>1</sup> Christ [kraɪst] the Saviour ['seɪvjə] Cathedral — Храм Христа Спасителя

<sup>2</sup> track and field — лёгкая атлетика

<sup>3</sup> Ceilidh ['keɪli] — кейли (шотландская вечеринка)

<sup>4</sup> arrival [ə'raɪvəl] — прибытие

**5. Answer the questions to the text using the example.****Example**

– I think that the most difficult day for the Scottish School Band is the day of their arrival in Moscow. They had a long journey by air.

1. Which is the busiest day for the Scottish musicians in Moscow?
2. Which is the most interesting day of their tour?
3. Which is the most relaxing/the easiest day of their visit?
4. Which is the most difficult day for them?

**GRAMMAR**

■ **Present Continuous.**  
**Fixed Plans or Actions in the Near Future**

**6. a) Read the sentences and pay attention to the meaning of Present Continuous.**

- **I am having** a meeting *today*.  
У меня сегодня запланирована встреча.
- **They are arriving** in Moscow *on Monday*.  
Они прибывают в Москву в понедельник.

**b) Read the sentences and say which actions are taking place now and which are planned for the future.**

1. Mike is in the classroom. He is writing a test.
2. It is 7 o'clock. Mother is cooking breakfast in the kitchen.
3. Where are the children? – They are playing football.
4. Mike is writing a test this week.
5. Mother is going shopping after work.
6. The children are playing three football matches this season.

**7. Look at the programme in exercise 4 and say what the boys from the Scottish School Band are planning to do on Monday/Tuesday/...****Example**

They are having an excursion around the city on Wednesday.

- 8.** That day the boys and girls from the Caledonian Club made friends with the boys from the Merchiston Castle School Pipe Band, Edinburgh. They spent ten days together and learned much about each other's countries. Why was it easy for them to understand each other? Number the following statements according to their importance and explain why you think so.

They understood each other well because:

- they could speak English.
- they were of the same age.
- children from different countries have much in common.
- music helps people.
- the children from the Caledonian Club knew much about Scotland.
- they spent so many days together.

- 9.** Write the following sentences in a different way in your exercise book.

### Example

Merchiston School Band **will travel** to Russia in summer.

Merchiston School Band **is travelling** to Russia in summer.

1. Mary will learn English and French this school year.
2. Mother will go to the theatre this Saturday.
3. Father will buy a new car after Christmas.
4. My friend will hike in the Urals in the autumn.
5. The boys will visit the chocolate factory this month.

### Homework

1. Ex. 9.  2. Ex.1–4.

## Lesson 5



- 1.** Tanya and Vlad made friends with Alexander MacLeod and Patrick Jeffrey. Listen to the stories about the boys and fill in the chart in your Workbook.
- 2.** Tell your classmates what you have learned about Alexander MacLeod and Patrick Jeffrey using the chart in the Workbook.

3. You are talking with the Scottish musicians. What would you like to tell them about yourself?

■ Patrick Jeffrey



■ Alexander MacLeod

4. Vlad got an e-mail from Alexander MacLeod. Read it and help Vlad write the answer.

From	Alex
To:	Vlad
<p>Dear Vlad,          It's great that we have made friends. Our boys are very busy these days. But on Tuesday we will be free after four. Would you like to meet me and my friends?          Best wishes,          Alex</p>	

5. You will meet some new words in the texts below. Read them and learn to pronounce them.

Highland ['haɪlənd], bagpipe ['bæɡpaɪp], camouflage ['kæməflɑːʒ]

6. Read the texts about customs and traditions in Scotland and find answers to the following questions in the text.

1. What competitions are included into Highland Games?
2. Can you refuse<sup>1</sup> to dance at a ceilidh?
3. What are kilts used for?
4. A bagpipe is a traditional Scottish instrument, isn't it?

<sup>1</sup> to refuse [rɪ'fjuːz] — отказатьсья

## Highland Games

Highland Games are held all over Scotland from May till September. They are competitions in pipe playing, dancing and tossing the caber<sup>1</sup> (where a man has to carry a tree trunk<sup>2</sup> and throw it as far as he can). The games started in the 14th century. People wanted to show who was the strongest.

## Scottish Ceilidh

The word “ceilidh” means “to visit someone”. At a ceilidh people meet, sing, tell stories and dance. You should never refuse anyone a dance. You should never be sad at a ceilidh.



## Kilt

Kilts are made of tartans<sup>3</sup>. In past times it could be used as camouflage, as a sleeping bag and protection against the rainy climate. Today kilts are worn at different family and university ceremonies and by the army as a ceremonial dress.

## Bagpipe

Originally the bagpipe was a traditional Irish instrument, but it has become the symbol of Scottish music. It is difficult to play the bagpipe and it takes many years of hard work to train a bagpiper.

- 7. Complete the text with the words from the box and say what you have learned about the Scots.**

bagpipes ■ kilt, kilts ■ tartan ■ ceilidh ■ Highland Games  
 ■ to hold ■ to refuse ■ good at

Many Scots play the ... and wear a ... . ... are made of ... . The pattern of ... is very important. It is a family symbol. The Scots are very friendly people. They like to dance and play ... . People come to a ... and dance to

<sup>1</sup> tossing the caber — метание бревна

<sup>2</sup> a trunk [trʌŋk] — ствол (дерева)

<sup>3</sup> tartan — шотландка (клетчатая шерстяная ткань)

folk music. You cannot ... anyone a dance. At the end of the ... the Scots always ... hands together and sing “Auld Lang Syne”. The Scots are ... dancing and playing.

**8. Read the text and say what you have learned about the traditional Scottish song.**



■ Robert Burns  
(1759–1796)

Robert Burns, a great Scottish poet, liked collecting folk poems. In 1788 he put down the words of a ballad. Later the poem was set to the music of a traditional folk song. The words “Auld Lang Syne” are translated as “Long long ago...” or “Once upon a time...”.

This song is often sung at Hogmanay<sup>1</sup>. Very quickly it became a Scottish custom throughout the world. In Scotland it is always sung at the end of a ceilidh. It is a common custom that all join hands with people next to them to make a great circle. At the end of the song people run to the centre of the circle. It means that we have no right to forget our friends and friendship. Many Scots left their country to find a better life. But nowadays they keep the song with them as a custom and tradition of their motherland.

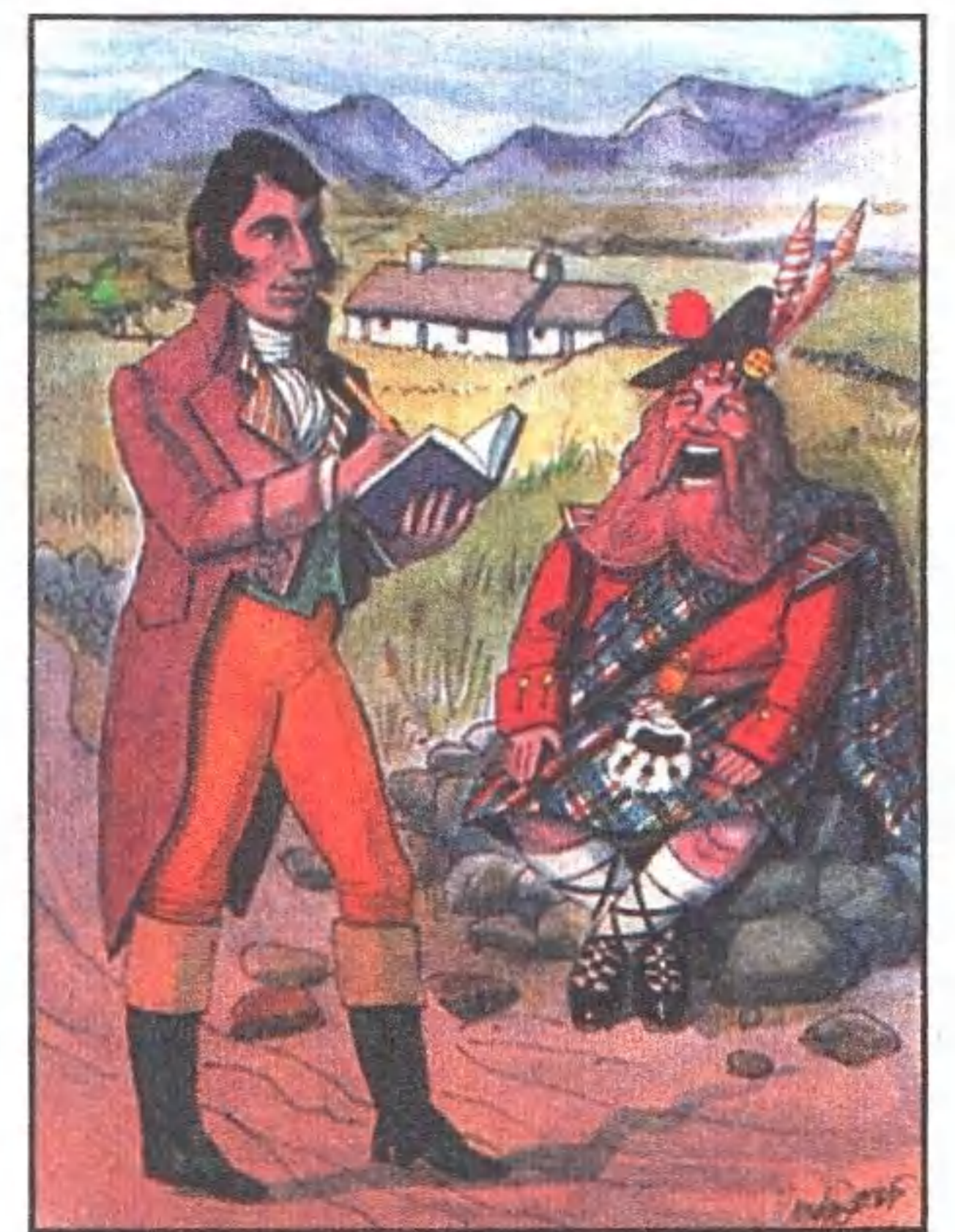
**9. Listen to the song and sing it together. Learn the song by heart.**



## Auld Lang Syne

Should old acquaintance<sup>2</sup> be forgot,  
And never brought to mind:  
Should old acquaintance be forgot  
And days of old lang syne.

For old lang syne, my dear,  
For old lang syne,  
We'll take a cup of kindness yet,  
For old lang syne.



<sup>1</sup> Hogmanay — канун шотландского Нового года.

<sup>2</sup> acquaintance [ə'kweɪntəns] — знакомство

## Useful Language

a bagpipe  
to refuse, ceilidh

a kilt, tartan  
Highland Games

## Homework



1. Nos 1, 9.

2. Ex. 4, 6, 9.



3. Ex. 1–4.

## Lesson 6

- Let's sing the song "*Auld Lang Syne*".
- Do you know Russian culture? Look at the pictures on pages 22–23 and match them with their descriptions:
  - traditional Russian game — *lapta*;
  - traditional fun — climbing the pole (*шест*);
  - traditional Russian costume;
  - traditional Russian instruments — spoons, *balalaika*, *garmoshka*, *treshchotka*;
  - traditional Russian dances — "*barynya*", "*beryozka*", "*kalinka*", "*kazachok*".





**3. a) People in different countries of the world have different ways of life, customs and traditions. Read about Russian ancient traditional holidays and say:**

- ▶ which of them have something in common with British holidays;
- ▶ what other Russian customs and traditions you know.

**Kolyada.** In the ancient times this Slav festival was celebrated on the 21st of December. Later it was replaced by Christmas. During the festival people gave presents to each other, put on awful masks, sang songs and played merry games. They believed that masks could protect them from evil spirits<sup>1</sup>. Nowadays people also sing “Kolyadki” or Christmas songs and put on animal masks for fun.



**Ivan Kupala.** It was one of the most loved holidays of the year. The celebrations were for everybody and began with ritual bathing<sup>2</sup> because “Kupala” is translated as “bathed”. Ancient people believed that the sun gave water special power and bathing in it on those days was very healthy. “Kupala” is still known as a very romantic holiday because at night people looked for a magic flower — a fern. It was called a “fire flower” and was guarded by evil spirits. It was believed that the flower helped people see hidden treasures in the ground, understand the language of grass, animals, birds, and winds. One of the popular games on that day was jumping over the fire. Nowadays in some places people still celebrate this holiday.



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



<sup>1</sup> evil ['i:vəl] spirits — злые духи

<sup>2</sup> ritual ['ritʃʊəl] bathing ['beɪdɪŋ] — ритуальное купание



## GRAMMAR

## ■ Passive Voice (Revision)

4. It is nice if you can express your ideas in different ways. Say the same in other words.

My mother **invites** many guests to a tea party.  
Many guests **are invited** to a tea party by my mother.

1. Many people visit the Ice Hotel in Lapland every year.
2. The uncle gave Mike a warm coat in the airport.
3. A hotel manager told Liza about excursions in the town.
4. A big film company invited Maria to Australia.
5. The members of the Caledonian Club met the Scottish guests.
6. The schoolchildren collected the material about Great Britain.
7. Many tourists visit Russia with great interest.

5. Read about one of the Russian customs. Open the brackets using the verbs in Active or in Passive Voice.



The custom to hold a fight between a man and a bear (*to know*) in old Russia as “bear fun”. Such funs (*to paint*) on frescos of the Kiev-Sophia Cathedral in 1037. Fights with other wild animals (*to write*) about in old manuscripts. Bear fights (*to be*) popular and (*to become*) a tradition. On national holidays fights with bears (*to hold*) in villages, small towns and big cities on market squares.



6. Listen to the text about tea drinking tradition in Russia. Do Russian and English tea drinking traditions have anything in common? To understand the text you will need these words:



- a special diplomatic gift — особый дипломатический подарок
- a meal — еда, прием пищи

**7. Is it true or false?**

1. The tradition to drink tea is common in all countries.
2. In old times Russian people drank honey.
3. Russian people drink tea at 5 o'clock.
4. Russian people drink tea with milk.
5. Bagged tea and tea in teapots taste different.
6. A samovar is the symbol of the Russian tea ceremony.
7. In old Russia people had tea with sandwiches.

**8. You invited Alexander MacLeod and other Scottish friends to visit you. Will you organize a tea party? What will you have with tea? Make a list of tasty things.**

**9. Send an invitation for the tea party to Alexander MacLeod and his Scottish friends, invite him and his friends; write where and when you invite them.**

**Homework**

1. No. 3b.



3. Ex. 1–4.

2. Ex. 3, 9.

**Lesson 7**

**1. Alexander MacLeod and Patrick Jeffrey are interested in your school. Answer their questions about your daily routine and school subjects.**

1. How many lessons do you have every day?
2. Do you go to school five or six days a week?
3. What subjects do you do this year?
4. What do you do at the lessons of Russian/English?
5. At what lesson do you study customs of different countries?
6. At what lesson do you study the history of different countries?
7. At what lesson do you speak about writers and books?
8. What can you do at school after classes?

**2. Tanya and Vlad are members of the Caledonian Club. Look at the programme of the club and answer the questions using the example on page 26.**

- What do they do during their meetings?
- Is it interesting or boring to you?

**Make your own sentences.**

**Example**

— It seems so exciting/interesting/boring to me because...

### The Programme of the Caledonian Club

1. To study the history of Scotland
2. To study the historical ties<sup>1</sup> between Russia and Scotland
3. To take part in the festivals of Scottish Culture in Russia and in the festivals of Russian Culture in Scotland
4. To learn Russian and Scottish folk songs and dances
5. To go to concerts of folk music and dances
6. To take part in theme parties: St Andrew's Day, Hogmanay, Robert Burns' Day, Beltane<sup>2</sup>, Halloween
7. To meet and accompany guests from Scotland

### 3. Read the geographical names and learn to pronounce them.

Loch [lɒh], Lowlands ['ləʊləndz], Uplands ['ʌpləndz], Glasgow ['glɑ:zgəʊ], the Clyde [klaɪd], Edinburgh ['edɪnb(ə)rə], Holyrood ['hɒlɪru:d], Military Tattoo ['mɪlɪt(ə)rɪ tə'tu:], Nessie ['nesɪ], Grampians ['græmpɪənz], Gaelic ['geɪlɪk], Aberdeen ['æbə'di:n]



### 4. Read the text about Scotland and say what information is new for you. Then listen and read it out aloud.

## Scotland

Scotland is a beautiful country in the north of Great Britain. It is famous for its mountains, rivers and lochs (lakes). There are three regions in Scotland: Lowlands, Highlands and Southern Uplands. Not many people live in Scotland. The biggest part of the Scottish population lives in Lowlands.

<sup>1</sup> ties [taɪz] — связи

<sup>2</sup> Beltane ['belteɪn] — кельтский праздник костров (отмечается 1-го мая)

Scotland's largest city is Glasgow. It is situated on the river Clyde. Glasgow is a big port and an industrial centre.

The capital of the country is Edinburgh. It became the capital in the 15th century. It is also the most beautiful city of the United Kingdom. Many tourists arrive in Edinburgh to visit the Edinburgh Castle and the Palace of Holyrood, to walk along the Royal Mile and to see the famous festival of military bands – the Military Tattoo. Some lucky tourists try haggis, the traditional Scottish dish, and dance at a ceilidh.

Many Scottish surnames start with “Mac” or “Mc” (MacDonald, MacLeod). “Mac” means “a son of”. People of the same family are members of the clan (“clan” means “children”) and wear their own tartan. Kilts are worn only by men.

Loch Ness is a place of beauty and mystery. It is deeper than the North Sea, it is very long and narrow. It never freezes. Some people believe that a large monster lives in it. There are many stories about this water monster Nessie.

St Andrew is the patron saint of Scotland. You can see the blue St Andrew's cross on the white flag of Scotland. St Andrew's Day is on November, 30.



**5. Match the beginnings and the endings of the sentences.**

1. Haggis is ...
2. Ceilidh is ...
3. The Military Tattoo is ...
4. Nessie is ...
5. "Clan" means ...
6. "Mac" is ...
7. St Andrew is ...
8. The Royal Mile is ...
9. A kilt is ...

- a) a military parade.
- b) a patron saint of the country.
- c) a son of ... .
- d) the main street of Edinburgh.
- e) a dancing party.
- f) a traditional Scottish dish.
- g) children of the family.
- h) a traditional costume.
- i) a monster.

**6. Work in pairs.** Compare Scotland and Russia. The chart below will help you.

	Scotland	Russia
Is situated	on the British Isles	in Europe and Asia
Territory	72,772 thousand square km	17,075 million square km
Population	about 5 million people	about 144 million people
People	Scots	Russians, over 100 nationalities
Language	English, Scottish Gaelic	Russian, over 100 other languages and dialects
Capital	Edinburgh	Moscow
Cities	Glasgow, Aberdeen	St Petersburg, Nizhny Novgorod, Yekaterinburg, Novosibirsk (over 1,000 cities)
Rivers and lakes	the Tay, the Spey, the Clyde, the Tweed, the Tyne; Loch Ness, Loch Lomond	the Volga, the Lena, the Ob, the Yenisey; Lake Baikal, Lake Onega, Lake Ladoga
Mountains	the Grampians, Ben Nevis (1,344m)	the Urals, the Altai, the Caucasus; Elbrus (5,633 m)

National costume	kilt (men)	kosovorotka (men), sarafan, kokoshnik (women), valenki
National dances	Highland dancing	'barynya', 'kadril', 'kazachok'
National instruments	drums, bagpipes	garmoshka, balalaika
Popular national song	<i>Auld Lang Syne</i>	<i>Kalinka</i>
Symbol of the country	a thistle <sup>1</sup>	a birch tree
Great people	Walter Scott, Robert Louis Stevenson, Robert Burns	Peter the Great, Katherine the Great, Alexander Pushkin, Leo Tolstoy; Yuri Gagarin
Administrative status	a kingdom	a federation
Internet country domain	<b>.uk</b>	<b>.ru</b>
International telephone calling code	44	7

## GRAMMAR

### ■ Tenses for Future Actions

**7.** We often write or speak about plans. It is important to use correct tense forms. Read the sentences and match them to the rules.

- A.** We use *Present Simple* for fixed events in a timetable.  
**B.** We use *Present Continuous* or *going to* for plans in the near future.  
**C.** We use *will* when we decide to do something at the moment.

1. We **are visiting** Scotland next summer.
2. The ceilidh **starts** at 7 pm.
3. I'm **going** to cook haggis for my friend tonight.
4. I'll **have** some tea, please.

<sup>1</sup> a thistle ['θɪstl] — чертополох

**8. a) Choose the correct form of the verbs in these sentences.**

1. I am going to the station to meet my friend. Her train (*arrives/is arriving*) (прибудет) at 6:45 pm.
2. – Do you want anything to eat? – Yes, (*I'm going to have/I'll have*) an apple, thanks.
3. I (*meet/am meeting*) my friends for coffee next Sunday.
4. We (*are not going to catch/don't catch*) the train tomorrow because my father is giving us the car.
5. Our tour (*is finishing/finishes*) tomorrow, so we're planning a party.

**b) Write about your plans for the coming weekend.****Homework**

1. Nos 2, 6, 8.



3. Ex. 1–4.

2. Ex. 3, 4, 8b.

**Lesson 8****1. Work in pairs.** Here are the questions. Give the answers and act out short dialogues. Name grammar tenses.

- Are you planning to visit Great Britain this school year?
- When are you planning to leave?
- Are you having the Dance Club tonight?
- Where are you having the Dance Club?
- Is your friend arriving from Scotland on Sunday?
- Who is meeting him/her?
- Are your parents visiting your granny this week?
- Why are they visiting her?
- Have you ever travelled by sea?
- Where have you travelled by sea?
- Have you ever eaten haggis?
- With whom have you eaten it?
- Have you ever seen the Military Tattoo?
- How many times have you seen it?

**2. a) Continue the following sentences using the words from the box.**

Ben Nevis ■ Edinburgh ■ a thistle ■ haggis ■ a ceilidh  
 ■ cold weather ■ a monster ■ a bagpipe ■ a clan, kilts

1. The traditional Scottish dish is ... .
2. The family in Scotland is called ... .

3. The Scots wear ... .
4. Kilts protect men from ... .
5. If you travel to Scotland you can hear the music of the ... .
6. Loch Ness is famous for its ... .
7. The Scottish dancing party is called ... .
8. The capital of Scotland is ... .
9. The symbol of Scotland is ... .
10. The highest mountain of Great Britain is ... .

b) Your friend is going to visit Scotland. Tell him about this country using the chart on page 28.

**3. Read the definitions and examples and guess the meaning of the new words.**

**To attend** [ə'tend] *v* – to go regularly to a place; to attend school, to attend classes. All children must attend school. Do you attend after-classes activities? Last year George attended a sports club.

**To miss** *v* – 1) not to be present; to miss school; to miss classes. Susan can't speak English well because she misses many classes.

2) to be too late; to miss the bus; to miss the train. Don't miss your bus. Mike did not arrive on Monday because he missed his train.

3) to feel sad about something, somebody; to miss home; to miss parents. When my brother travels far from home he misses the parents.

**4. Complete the sentences with the new words: to attend, to miss.**

1. Tom Sawyer was not a perfect pupil. He often ... classes and did not do his homework. Other children ... school regularly and were always ready to answer.
2. Robinson Crusoe ... people very much when he found himself alone on a desert island. There was nobody to speak with. He spoke with the parrot and wrote in the notebook about his life. When he lived in London he learnt to write because he ... a church school.
3. Harry Potter did not want to ... his train to Hogwarts School of Magic. But at King's Cross railway station he could not find Platform 9  $\frac{3}{4}$ .

**5. Read what Alexander MacLeod told Vlad about Merchiston Castle School.**

**Alexander:** I attend Merchiston Castle School. It is an independent boys' boarding school.

**Vlad:** What does "a boarding school" mean?

**Alexander:** All boys aged 8–18 don't go back home after classes. We live at school.

**Vlad:** You don't see your parents every day, do you?

**Alexander:** No, we don't. I miss them very much. I meet my parents only on weekends and during holidays.



**Vlad:** Is your school big?

**Alexander:** Yes, it is. About 400 boys attend my school.

**Vlad:** Your school has a very strange name — castle. Is it old?

**Alexander:** Not very. It was founded by Charles Chalmers, a famous Scottish scientist, in 1833. In those days boys studied and lived in the tower of the castle. It was awful! It was very dark and cold in the tower. Boys got hot baths only on Saturdays.

**Vlad:** Really? What subjects do you have at school?

**Alexander:** A lot. Mathematics and biology are the most important.

**Vlad:** What do you do after classes?

**Alexander:** Life is very active at my school. Art, music and drama are popular. All boys play rugby and cricket.

**6.** Fill in the chart in your Workbook about Merchiston Castle School using the dialogue above and tell the class about it.



**7.** Listen to the dialogue and read it in pairs.

**8.** Complete the chart in your Workbook with information about your school and compare your school with Merchiston Castle School.

**9.** Write 5–7 sentences about Alexander MacLeod's boarding school.

### Useful Language

to attend school  
to miss the bus/train/plane  
to miss school  
to miss home/parents  
to arrive

### Homework



1. No. 7.

2. Ex. 3, 5, 9.



3. Ex. 1–4.

Lessons 9, 10

Home Reading

## Lesson 11

1. Do you want to go to a boarding school? Why? Give the positive and negative sides of attending a boarding school. Use the words in the box.

### Example

I **think** that studying in a boarding school is great **because** ...

I **don't think** that I would like to attend a boarding school **because** ...

- stay with your classmates all the time;
- don't see your parents every day;
- live in a strange place, not at home;
- can't join after-classes activities;
- have time for sports, drama, music;
- miss your parents;
- can't miss classes;
- be always in the company of other boys/girls;
- don't eat homemade food.

2. What questions do you want to ask Alexander MacLeod about school life at Merchiston Castle School. Write 5 questions.

3. Listen to the dialogue between Alexander and Vlad. Tick the expressions which you hear in your Workbook.



4. **Work in pairs.** Use the expressions from exercise 3 and act out your own dialogues.

5. Read and guess the meaning of the expressions in bold.

**To fall behind the group** – to make less progress than the others.  
*He has fallen behind his group because he didn't attend classes in September.*

**To catch up with the group** – to become better in your progress. *He has missed so many classes that it is difficult to catch up with the group.*

**6. Complete the text with the words from the box.**

fall behind ■ catch up with ■ attend ■ miss

*My dear Daddy,*

*I am very glad that I ... this school. It is very different from my previous school. But the problem is that I don't sleep. You will ask me why.*

*I will explain – because I am reading all night long.*

*I didn't ... classes last year, but we didn't read so much.*

*I feel I have ... the class. They discuss Robinson Crusoe or Gulliver, or Oliver Twist, but I have never heard about them. I must read a lot to ... the others. I don't want to look silly.*

*By the way, did you often ... school when you were a boy? How did you ... with the class? Write to me about your school days, please.*

*Yours,*

*Jezusha*

**7. Read the article from an English magazine and answer the questions in exercise 8a.**

In 1955 I was seven and attended classes at St Peter's School. It was the oldest and the best junior school in our town. It was in the centre and had a little playground. Boys usually played marbles<sup>1</sup> or football during breaks.

We, children, went to school then, morning and afternoon, like it or not. We couldn't miss classes. There was no excuse for it<sup>2</sup>. Every morning we sat at the wooden

desks and the teacher called out our names. It was called discipline.

We never gave the teacher a note from mother: "Johnny was sick yesterday and he didn't go to school." It just wouldn't do!<sup>3</sup> The teacher knew: the boy had written it himself.

These days I often see children in the streets during the daytime.

I wonder why they are not at school.

<sup>1</sup> marbles — мраморные шарики, a game played by children in England

<sup>2</sup> There was no excuse for it! — Этому не было оправдания!

<sup>3</sup> It just wouldn't do! — Это никуда не годилось!

**8. a) Answer the questions.**

1. Did the boy go to a primary or secondary school?
2. When did the children play games?
3. Could the boys miss classes?
4. Why didn't the boys bring notes from mothers that they were sick?
5. Do children often miss classes nowadays?
6. Why do they miss classes?

**b) Say what you've learned about the rules in St Peter's School.**

**9. Think and say if it is good or bad to miss classes and why. Use the example and the expressions below.**

*Example*

- If we attend school regularly, we can get good marks.
- If we often miss classes, we have much free time, but we fall behind the class.

To attend school regularly:	To miss classes often:
• have good discipline;	• much free time at home;
• not to fall behind the class;	• have time to watch TV;
• learn better;	• cannot do homework;
• become more communicative;	• sleep enough;
• take part in school activities;	• have time to play computer games;
• get good and excellent marks	• have time to mix up with friends

**10. a) Read the dialogues and remember how to use the underlined expressions.**

1. – Where is your school diary, Tom? – My dog has eaten it. – There is no excuse for it!
2. – Look! You have made 10 mistakes in your homework! It won't do!  
– I haven't attended classes for two weeks. I have been ill.
3. – I have a sore throat because I have eaten too much ice cream.  
– There is no excuse for it!

b) Write your own dialogues using these two phrases.

- There is no excuse for it!
- It just won't (wouldn't) do!

### Useful Language

- To fall behind the group.
- To catch up with the group.
- It just won't (wouldn't) do!
- There is no excuse for it!

### Homework

1. Ex.5, 10b.



2. Ex. 1–4.

## Lesson 12

**1.** a) September is the first month of autumn. The weather changes in September. Say what happens to:

- ▶ leaves on the trees and grass;
- ▶ birds, animals;
- ▶ weather;
- ▶ days and nights.



b) Look out of the window and say what the weather is like today.

c) Long ago in Russia, New Year was celebrated in September. Why?

d) What other holidays do people celebrate in September?

- 2. Listen to the dialogue. What holiday are Vlad and Tanya speaking about? Have you ever heard about it? Guess the meaning of the new words. Then read the dialogue out loud.**



**Vlad:** Tanya, what are you searching for on the net?

**Tanya:** Do you know what holiday is on the 26th of September?

**Vlad:** Is it a national or an international holiday?

**Tanya:** I think international.

**Vlad:** Frankly speaking, I don't know.

**Tania:** September, 26 has been the official Day of Foreign Languages in Europe since 2001.

**Vlad:** I have never heard about it. But I agree that foreign languages are very important. They make you free and help **avoid** stress if people don't **understand** you. They open new horizons<sup>1</sup> in getting information, **sharing opinions** and giving new ideas.

**Tanya:** Let's find more information about this holiday and write an article for our school newspaper!

**Vlad:** Oh, look, UNESCO gave an interesting motto<sup>2</sup> "*Lifelong language learning*".



- 3. Match the words with their definitions.**

- 1) to search for sth
- 2) to share an opinion
- 3) to avoid sth

- a) not to have sth happening
- b) to tell others about your idea
- c) to try to find sth

- 4. Make a thematic map in your Workbook about learning foreign languages. Use the dialogue above.**

- 5. Use the thematic map in your Workbook and say why it is important to learn foreign languages.**

<sup>1</sup> horizon [hə'raɪz(ə)n] – горизонт

<sup>2</sup> motto ['mɒtəʊ] – девиз

## GRAMMAR

## ■ Tenses (Revision)

6. Look at the pictures below. Describe them according to the example.

## Example

Mike plays the piano every day.  
He has played it since early childhood.



- to write an article for the Young Journalists Club



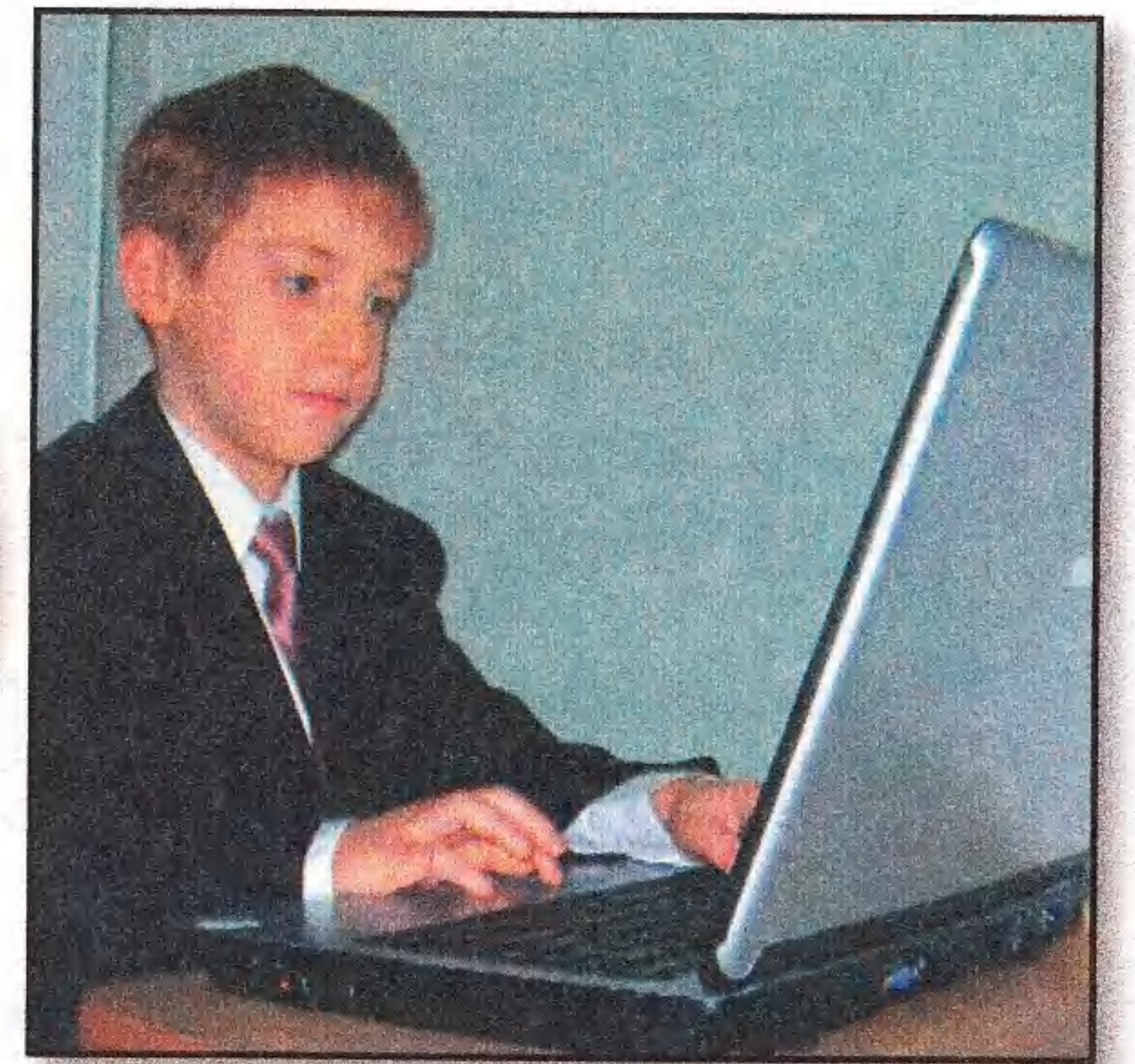
- to play the piano



- to draw a picture for a school magazine



- to attend the Language Club
- to learn English



- to search for information on the net

7. Put the verbs in brackets in the correct tense form. Write them down in your exercise book.

1. My mother (*to be*) to Wales three times.
2. She (*to see*) many attractions in different Welsh cities.
3. She (*not to visit*) Cardiff yet.
4. She (*not to travel*) to London since August.
5. ... you (*to read*) the guidebook about Swansea? — I ... just (*to read*) it.

- 8. Read the legend and say why people stopped to understand each other. Then read the text out loud.**

## The Tower of Babel<sup>1</sup>

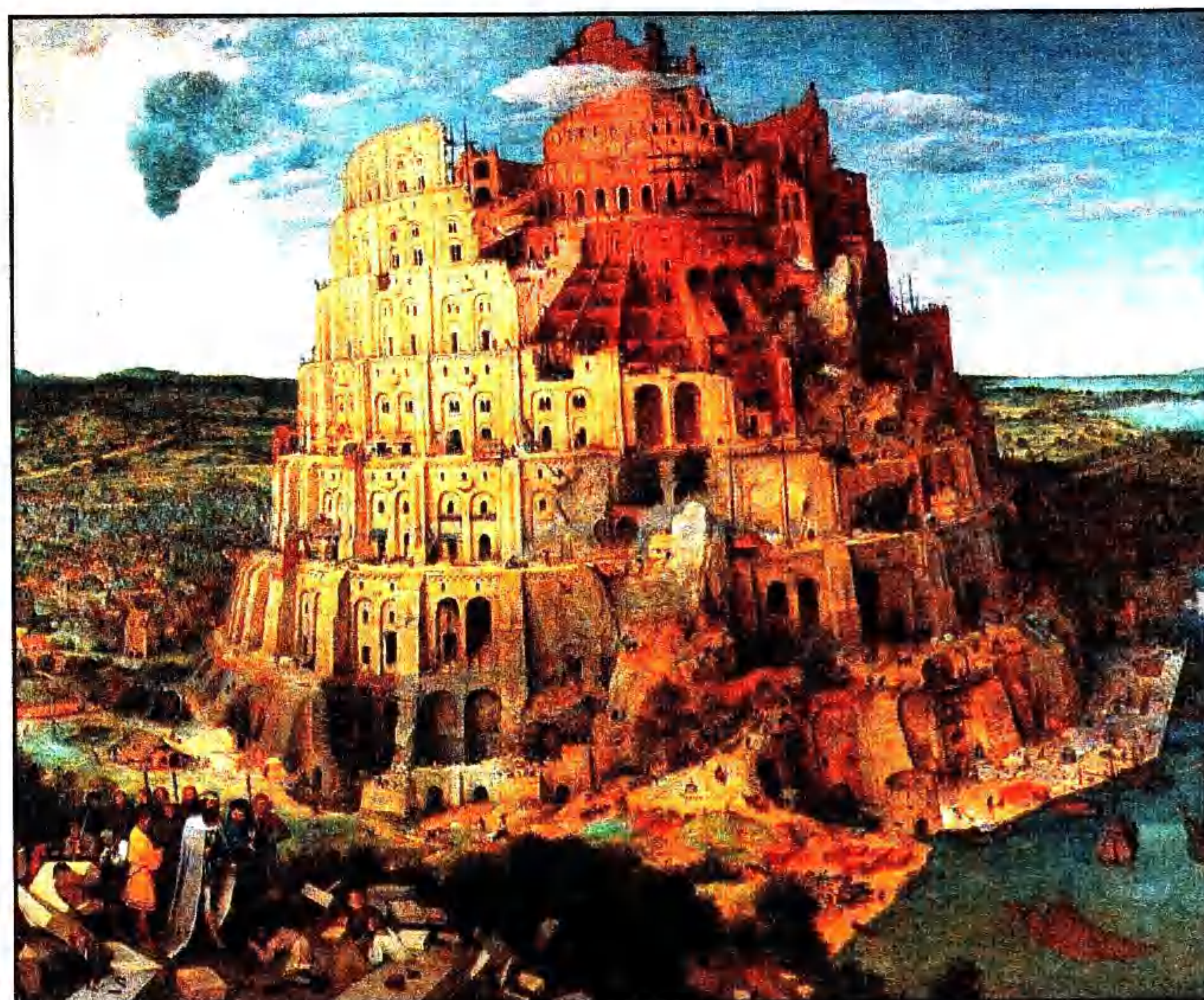
Long long ago people were tired of travelling from place to place. They decided to build their own homes. All together men and women began their work. They wanted to have a good place to live in comfort and to bring up children in peace.

Day after day, month after month they worked and at last built a beautiful city. One day someone cried "Let's build a tower!" "What a brilliant idea!" cried another man. "Let's put it in the centre of the city". "Let's make it so tall that it will reach the sky! Then we will be close to God." Everybody liked it and they began to work again.

Every day the tower became higher and higher. Several times people thought that it was high enough. They came down, looked at it and said, "We can make it a little higher." And they started to work again. When God looked down and saw the tower, he got very angry. "They don't know where to stop. Soon there will be no limit to what they want."

So God changed the words of people. People looked at each other in surprise. Everybody spoke but nobody could understand anything. People stopped talking, people stopped working. They could not finish the tower because they did not understand each other. At last they left the tower and moved to new places. And from that time all people speak different languages in different parts of the world.

This is how the Bible<sup>1</sup> explains why people in different places speak different languages. This is linked to the word "babble" which means to talk in a way that is hard to understand.



- 9. Put the sentences in the correct order according to the text.**

1. God got angry.
2. People left the tower.
3. They can get into trouble.
4. Let's build a tower.
5. We can make it a little higher.
6. People wanted to live in comfort.
7. Nobody could understand anything.
8. People in different places speak different languages.

<sup>1</sup> The Tower of Babel – Вавилонская башня

<sup>2</sup> the Bible – библия



**Useful Language**

to search for  
frankly speaking  
to share an opinion  
to avoid

**Homework**

1. Nos 2, 8.



3. Ex. 1–4.

2. Ex.2, 7, 8.

4. **Project:** “After-school Activities in Our School”.  
Make a leaflet (листочка) about your school clubs.  
Take pictures and describe the activities. Write about  
the club you joined.

**Lesson 13**

**1.** Answer the questions about the way you learn foreign languages.

1. How many foreign languages can you speak?
2. Is it difficult for you to learn a foreign language? Explain why.
3. How do you learn new words?
4. What helps you understand grammar better?
5. Can you watch films in foreign languages?
6. What foreign languages do you want to know in future?

**2.** Using the chart on page 41 make up sentences with the names of the countries, languages and people as in the example.

**Example**

Moscow is the capital of **Russia**.

**Russian** is spoken in **Russia**.

**Russians** speak **Russian** and many other languages.

Country	Capital	People	Language
Russia	Moscow	Russians	Russian
Great Britain	London	the British	English
The USA	Washington, DC	Americans	English
Australia	Canberra	Australians	English
New Zealand	Wellington	New Zealanders	English
Ireland	Dublin	the Irish	English, Irish
Canada	Ottawa	Canadians	English, French
France	Paris	the French	French
Germany	Berlin	Germans	German
Spain	Madrid	the Spanish	Spanish
Switzerland	Bern	the Swiss	Italian, German, French
Italy	Rome	Italians	Italian
The Netherlands (Holland)	Amsterdam	the Dutch	Dutch

**3.** You are at a European conference. Say what nationality these people are and what language they speak.

### Example

Jimmy Smith is from Great Britain. He is British. He speaks English.

1. Jimmy Smith, Great Britain.
2. Lou Dupont, France.
3. Tony Hanklerf, Switzerland.
4. Maria Lopez, Spain.
5. Misha Rublev, Russia.
6. George Hopkins, Holland.
7. Ben O'Hara, Ireland.
8. Chris Kramer, Germany.

4. Leo, Elizabeth, Christian, Benjamin, Pavel are from different countries. They learn different languages. Say 3 sentences about each of them.

### Example

Lorenzo is from Italy. He speaks Italian. Now he is learning the French language.

Leo  
Elizabeth  
Christian  
Benjamin  
Pavel

Italian  
French  
Spanish  
English  
Russian

the Russian language  
the German language  
the Italian language  
the French language  
the Dutch language



5. a) Listen to the words and read them.

Sara Crewe, Captain Crewe, Frances Hodgson Burnett, Miss Minchin, Monsieur Dufarge, mademoiselle.

- b) Read the text. Choose the best title for it and say why you think so. Then listen to the text and read it out loud.

- A. The First Day at School      C. A New Pupil  
B. The French Lesson            D. The Best Language to Learn

## From "A Little Princess"

by F.H. Burnett



■ F.H. Burnett  
1849-1924

"A Little Princess" was written by Frances Hodgson Burnett in 1905. This book is about seven-year-old Sara Crewe. The girl is sent to live and study at Miss Minchin's boarding school in London. Her father, Captain Crewe, is very rich and he wants his daughter to attend the best school.

Sara came into the classroom and took a seat.

"Young ladies," said Miss Minchin. "Meet a new girl. Her name is Sara Crewe. She has just come to us from India. As soon as lessons are over you should talk to each other."

“Sara,” said Miss Minchin in her schoolroom manner, “come here to me.”

“As your papa has sent a French maid<sup>1</sup> to you,” she began, “I think that he wants you to make a special study of the French language.”

“I think he sent her to me,” she said, “because he — he thought I would like her, Miss Minchin.”

“I am afraid,” said Miss Minchin, with a smile, “that you are a very capricious<sup>2</sup> little girl and always imagine that things are done because you like them.”

Sara was a little girl and she could not explain to Miss Minchin that her father spoke French with her and her mother was a Frenchwoman.

“I — I have never really learned French, but — but —” she began trying to make herself clear.

One of Miss Minchin’s secrets was that she could not speak French.

“That is enough,” she said. “If you have not learned, you must begin at once. The French master, Monsieur Dufarge, will be here in a few minutes. Take this book and look at it until he arrives.”

Sara’s cheeks<sup>3</sup> felt warm. She went back to her seat and opened the book. She looked at the first page. She knew it was rude<sup>4</sup> to smile, and she did not want to be rude. On the first page she read that “*le père*” meant “*the father*”, and “*la mère*” meant “*the mother*”.

Miss Minchin looked at Sara. “I am sorry you do not like the idea of learning French.”

“I am very fond of it,” answered Sara, “but —”

“You must not say ‘but’ when you are told to do things,” said Miss Minchin. “Look at your book again.”

And Sara did so, and did not smile, even when she found that “*le fils*” meant “*the son*”, and “*le frère*” meant “*the brother*”.

“When Monsieur Dufarge comes,” she thought, “I can make him understand.”

Monsieur Dufarge came very soon. He was a nice, intelligent, middle-aged Frenchman.

“Is this a new pupil for me, madam?” he said to Miss Minchin.

“Her papa, Captain Crewe, wants her to learn the language. But she does not wish to learn,” said Miss Minchin.

“I am sorry for that, mademoiselle,” he said kindly to Sara.

Little Sara looked up into Monsieur Dufarge’s face with her big, green-grey eyes. She began to speak French. Madame did not understand.

Sara finished, and he took the book from her. Then he spoke to Miss Minchin.

“Ah, madam,” he said, “there is not much I can teach her. She has not learned French, she is French”.



<sup>1</sup> a maid [meɪd] — служанка

<sup>2</sup> capricious [kəˈprɪʃəs] — капризный(ая)

<sup>3</sup> cheeks [tʃiːks] — щеки

<sup>4</sup> rude [ruːd] — грубый, невоспитанный

**6. a) Choose the correct endings to the statements.**

1. Sara Crewe came to study at Miss Minchin's school because...

- a) it was the best school in London.
- b) her father wanted her to learn French.
- c) all children went to school.

2. Sara had a French maid because...

- a) she could speak French with her.
- b) she could learn French with her.
- c) Captain Crewe was very rich.

3. Miss Minchin thought that the girl was capricious because...

- a) Sara did not want to learn French.
- b) Sara had a French maid.
- c) Sara did not like the book.

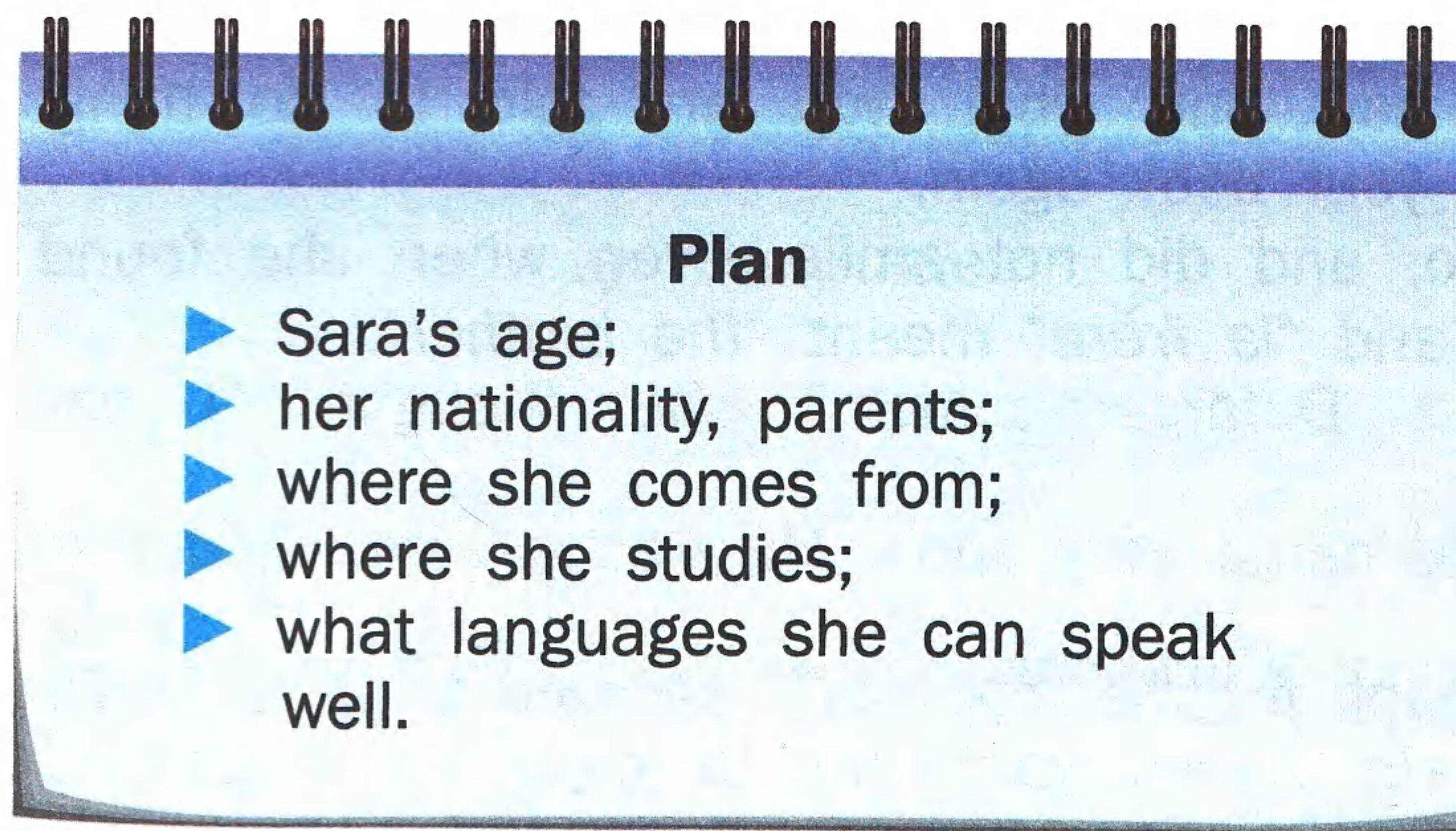
4. Sara could speak French very well because...

- a) her mother was a Frenchwoman.
- b) she was from France.
- c) she learned French at school.

5. Monsieur Dufarge said that...

- a) Sara was a very good pupil.
- b) Sara spoke French very well.
- c) Sara was French.

**7. Say what you have learned about Sara Crewe. Use the plan.**



**Plan**

- ▶ Sara's age;
- ▶ her nationality, parents;
- ▶ where she comes from;
- ▶ where she studies;
- ▶ what languages she can speak well.

**8. Project: "After-school Activities in Our School".**

**Homework**



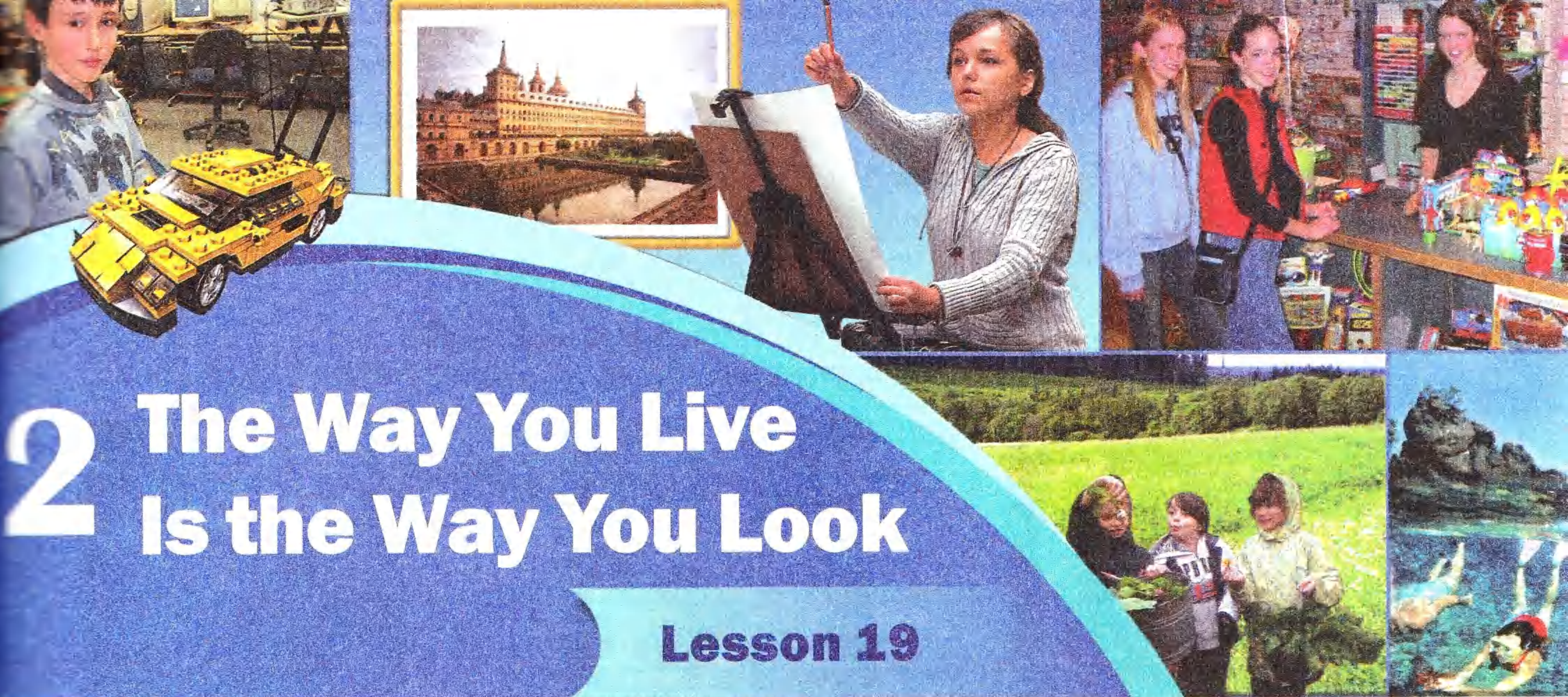
- 1. No. 5a.
- 2. Ex. 5b.



- 3. Ex. 1–4.

**Lesson 14**  
**Lessons 15, 16**  
**Lessons 17, 18**

**Test 1**  
**Reserve**  
**Home reading**



# 2 The Way You Live Is the Way You Look

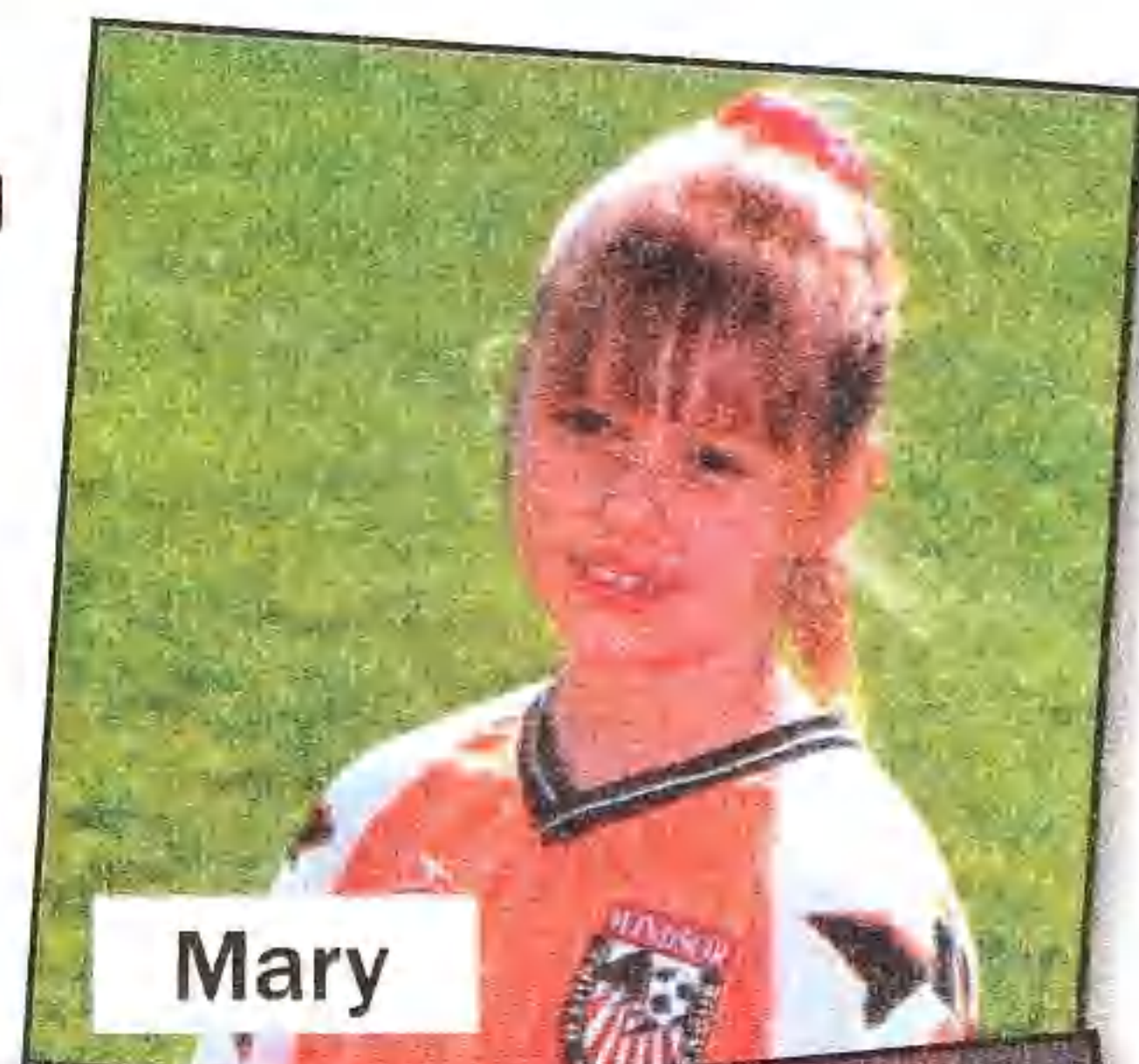
## Lesson 19

**1.** a) Patrick and Alexander are looking through Vlad's photo album. On one of its pages there is his class photo. Look at the pictures, listen to the sentences, describing some children, and guess the meaning of the words in bold. Match the pictures with the descriptions.

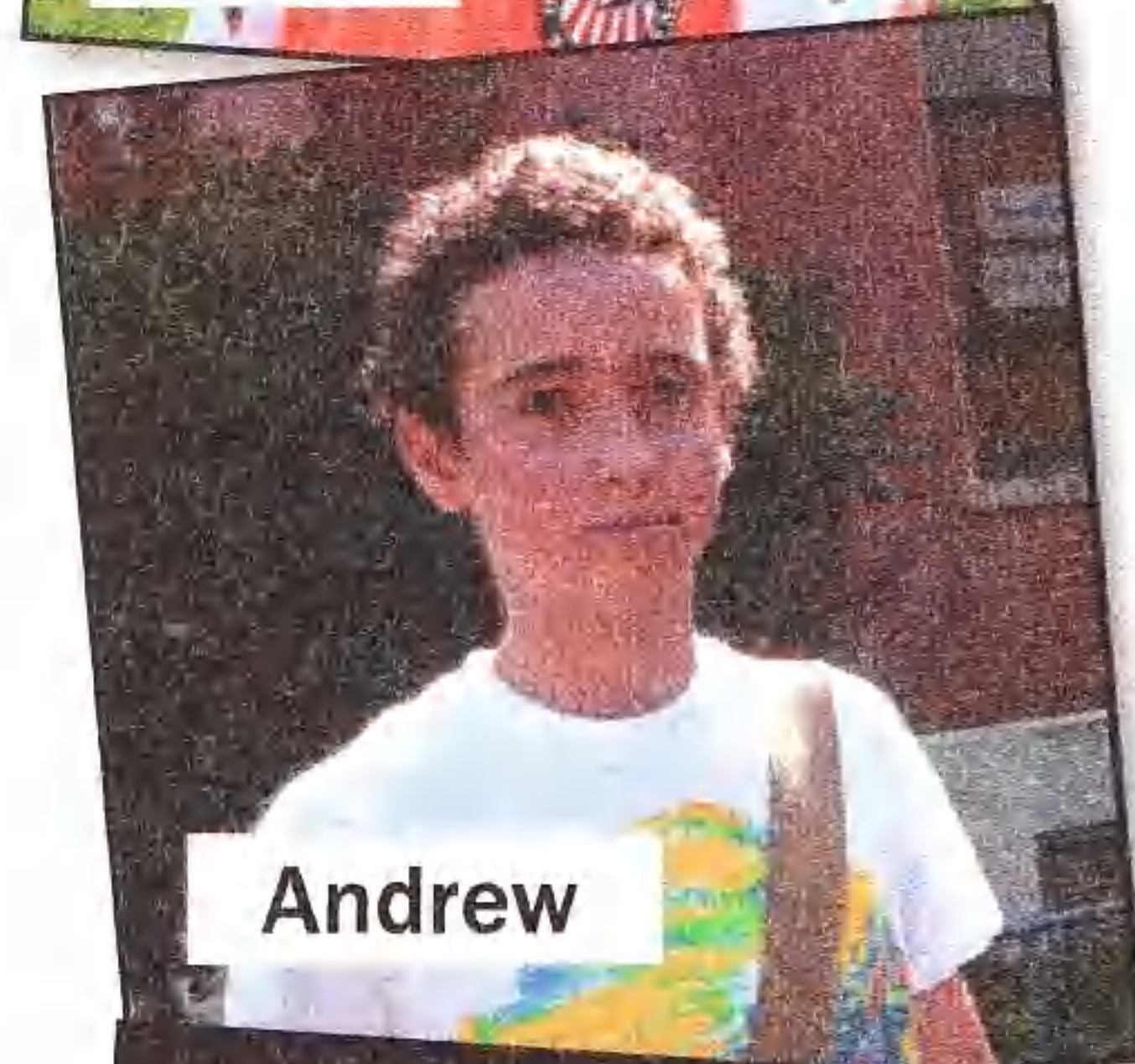


1. She's tall and **slim**. She's got fair **shoulder-length straight hair**.
2. She is short and **plump**. Her fair hair falls over her **forehead**. She's got shiny blue eyes, **full lips** and a kind smile.
3. He is short and slim. He's got brown curly hair. His eyes are brown and his lips are **thin**. He looks serious and doesn't smile.

b) Describe the children in the pictures.



Mary



Andrew

**2.** a) Listen to Vlad and learn more about his friends. Fill in the chart in your Workbook.



b) **Work in pairs**. Tell your classmate what you have learned about Vlad's friends.

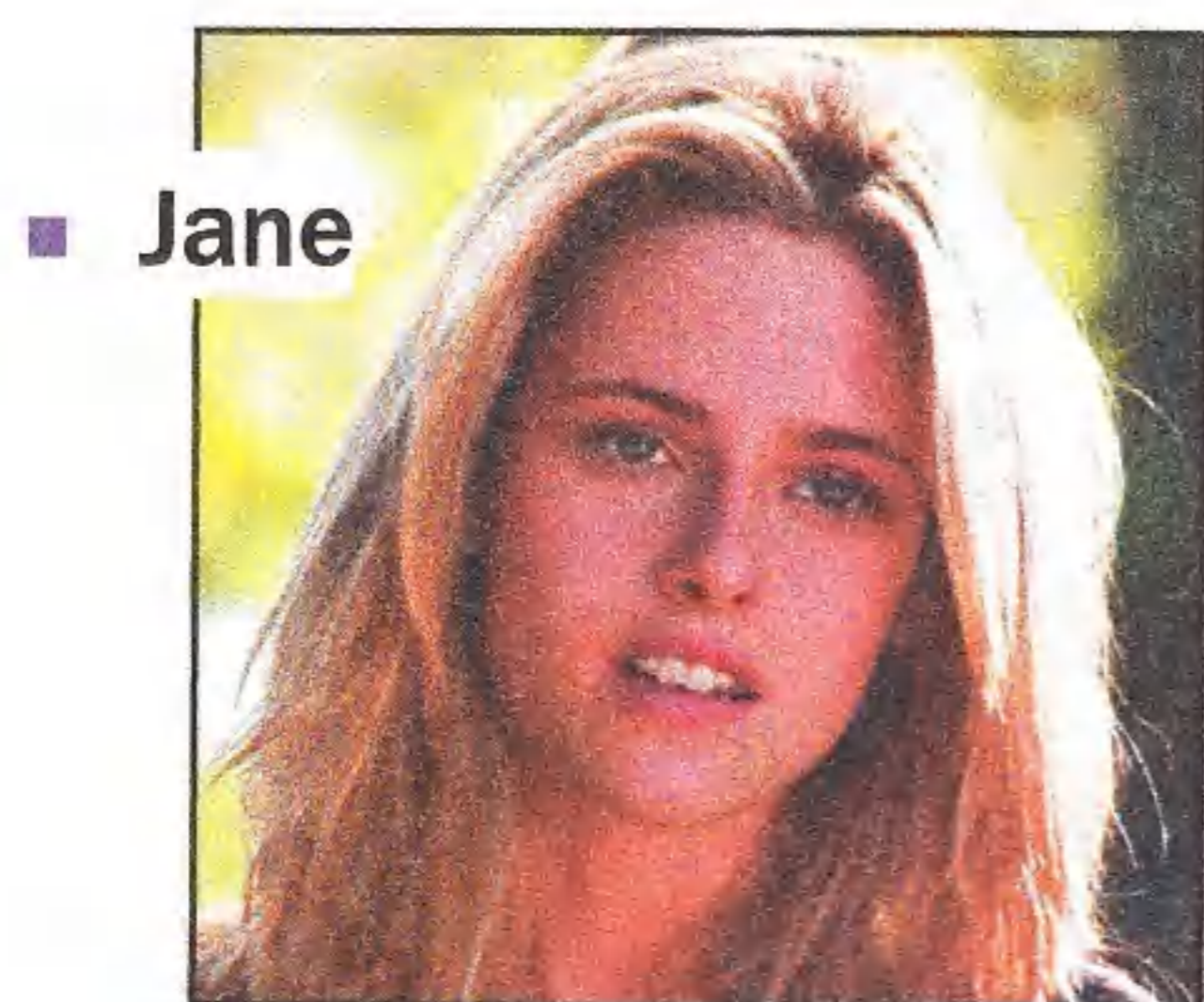
\* c) Fill in the second part of the chart in your Workbook and tell your partner a few words about yourself.



Ann

**3.** a) It is sometimes difficult to say how old a person is. In this situation we use the words *early*, *mid*, *late*. Look at the pictures on pages 45–46 and read the sentences.

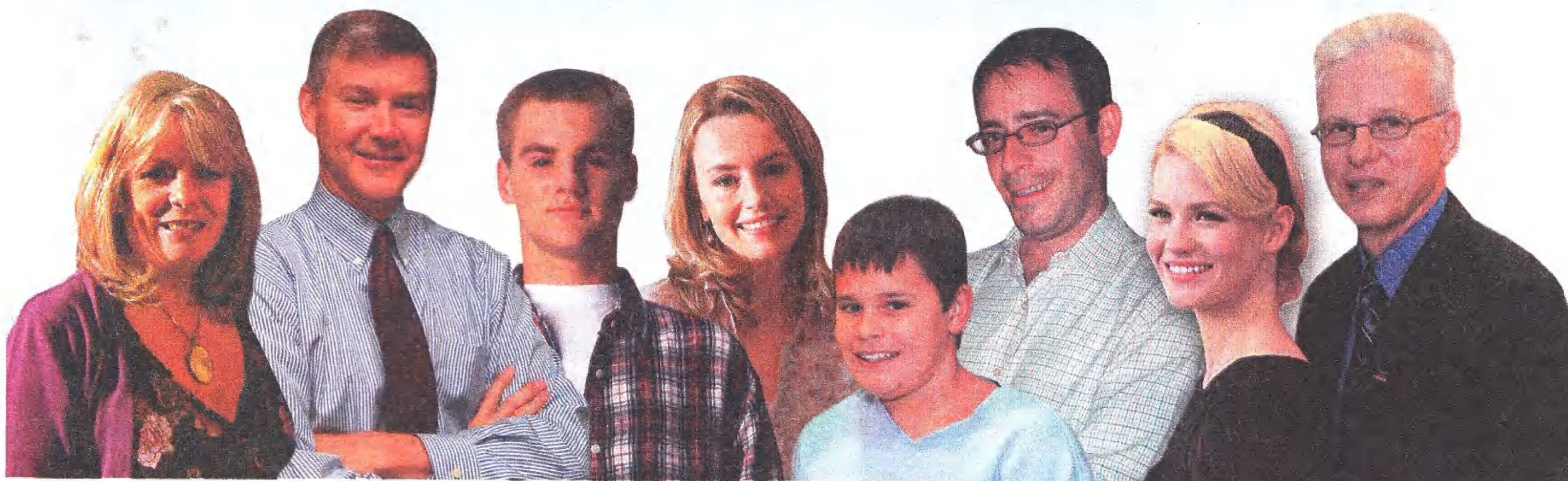
1. Jane is in her **early** twenties. (Jane is 21–23.)  
Джейн чуть больше двадцати лет.
2. Mary is in her **mid** forties. (Mary is 44–46.)  
Мэри около сорока пяти лет.
3. Mrs Black is in her **late** sixties. (Mrs Black is 67–69.)  
Миссис Блэк далеко за шестьдесят.



b) Replace the numbers in brackets with the words: *early, mid, late*.

1. Liz is in her (13–14) teens.
2. Roger is in his (38–39) thirties.
3. Mark is in his (44–46) forties.
4. Joan is in her (21–23) twenties.
5. Paul is in his (76–79) seventies.
6. Carol is in her (51–53) fifties.

4. Look at the picture of a family and say how old the people in the picture are. Use the words *early, mid, late*.



- granny (63)   ■ uncle (49)   ■ cousin (21)   ■ aunt (44)   ■ son (12)   ■ father (39)   ■ mother (32)   ■ granddad (69)

5. Tanya and her friend Mary from the Caledonian Club found some interesting information about people's interests. Look at the chart and say what people of different ages are interested in.

### Example

People in their mid teens are interested in shops, films and sports. They are also interested in friends and romantic stories.

Age	Interests
13–14	magazines, romantic and adventure stories and films, friends, doing sports, computer games
21–23	education, working with computer, travelling, friends, doing sports, shopping
35–37	family, career, doing sports, watching films, business, travelling
44–46	business, family, friends, going to the theatre, travelling
57–59	country life, gardening, reading books and newspapers, listening to music, watching films
61–63	grandchildren, family, friends, reading books, country life, gardening

## GRAMMAR

### ■ Comparison of Adjectives (Revision)

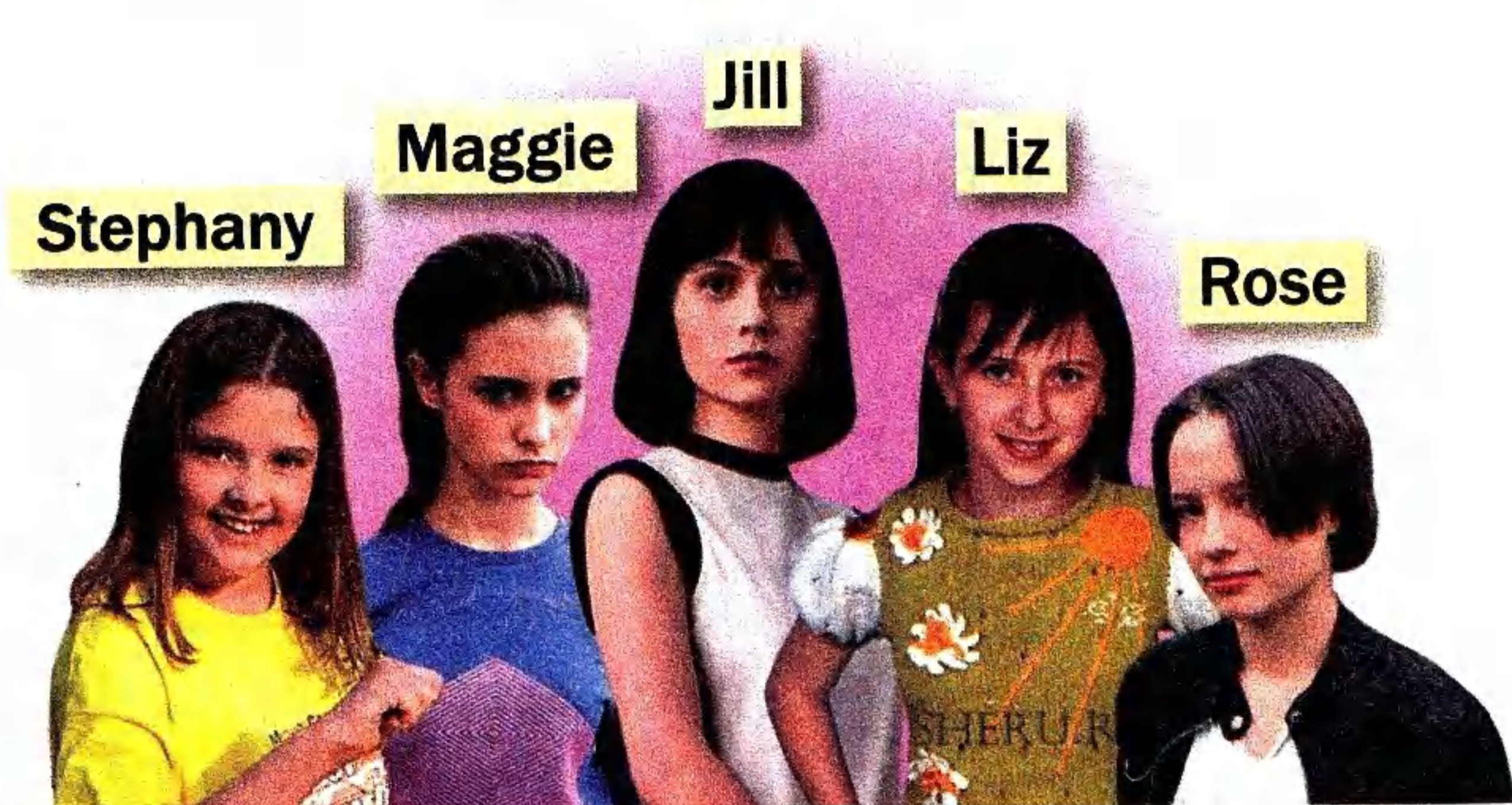
6. a) Look at the pictures of the girls from the Caledonian Club. Then read the sentences and fill in the missing names.

### Example

Liz is as tall as Maggie but she isn't so tall as Jill.

- Liz is as tall as ... .
- Stephany isn't so tall as Liz but she isn't so short as ... .
- Rose isn't so thin as Liz but she isn't so plump as ... .
- ... hair isn't so short as Rose's but it isn't so long as Stephany's.

b) Describe the boys from the Caledonian Club. Use the example from exercise 6a.





7. **Let's play a guessing game.** Compare your classmates so that everyone could understand who he/she is. The words from the box below can help you.

tall ■ short ■ plump ■ slim ■ straight ■ curly ■ big ■ small

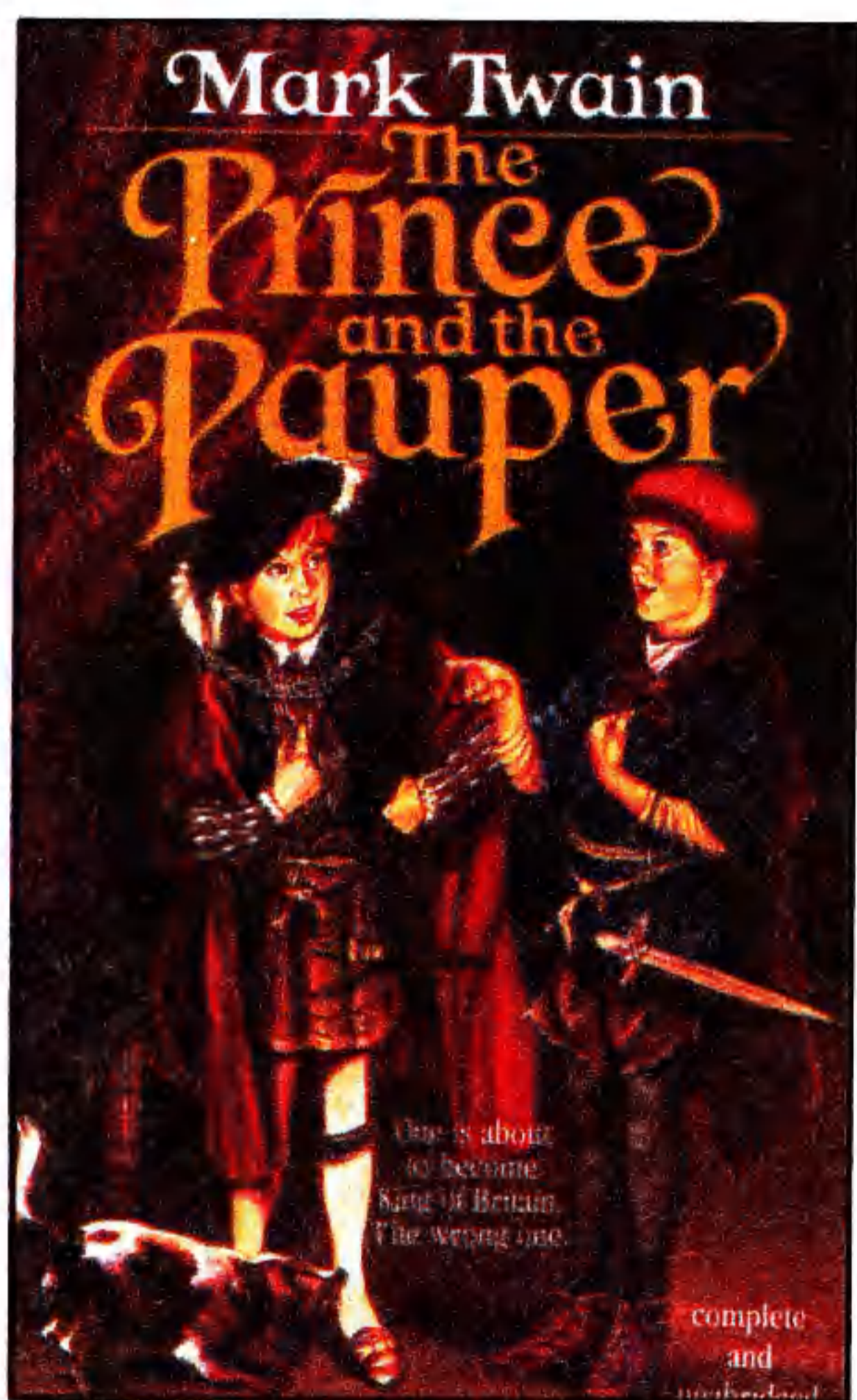
8. a) Read the first part of the story "*The Prince and the Pauper*<sup>1</sup>" by Mark Twain and say:

- ▶ into which families the two boys were born;
- ▶ why Tom was happy with his life.

## The Prince and the Pauper

### Part I

In the ancient city of London, on a cold autumn day in the middle of the sixteenth century, a boy was born into a poor family that didn't want him. His name was Tom Canty. On the same day another English child was born



into a rich family by the name of Tudor, and they wanted the child very much. All England wanted him, too. The Englishmen were so happy that they danced and sang in the streets for days and nights. There was no talk in all England but of the new baby, Edward Tudor, Prince of Wales. Edward was sleeping in rich clothes. But there was no talk about the other baby, Tom Canty, who was sleeping in poor rags<sup>2</sup>.

Some years passed. In those days the streets in London were dirty, especially in the part where Tom Canty lived. That was not far from London Bridge. The house where Tom's family lived was very small, old and dirty. Tom Canty's family had a room on the third floor. The mother and father had a bed in the corner of the room but Tom, his grandmother and his two sisters, Bet and Nan, slept on the floor.

Bet and Nan were fifteen-year-old twins<sup>3</sup>. They were kind girls but they didn't go to school and couldn't read or write — the same as their mother. The father and the grandmother drank a lot and fought a lot. Tom's father was a thief<sup>4</sup>, his mother was a beggar<sup>5</sup> and they made beggars of their children. It was all very sad but Tom felt happy because he never knew another life.



- b) Listen to the text "*The Prince and the Pauper*" and read it out loud.

<sup>1</sup> a pauper ['pɔ:pə] — нищий

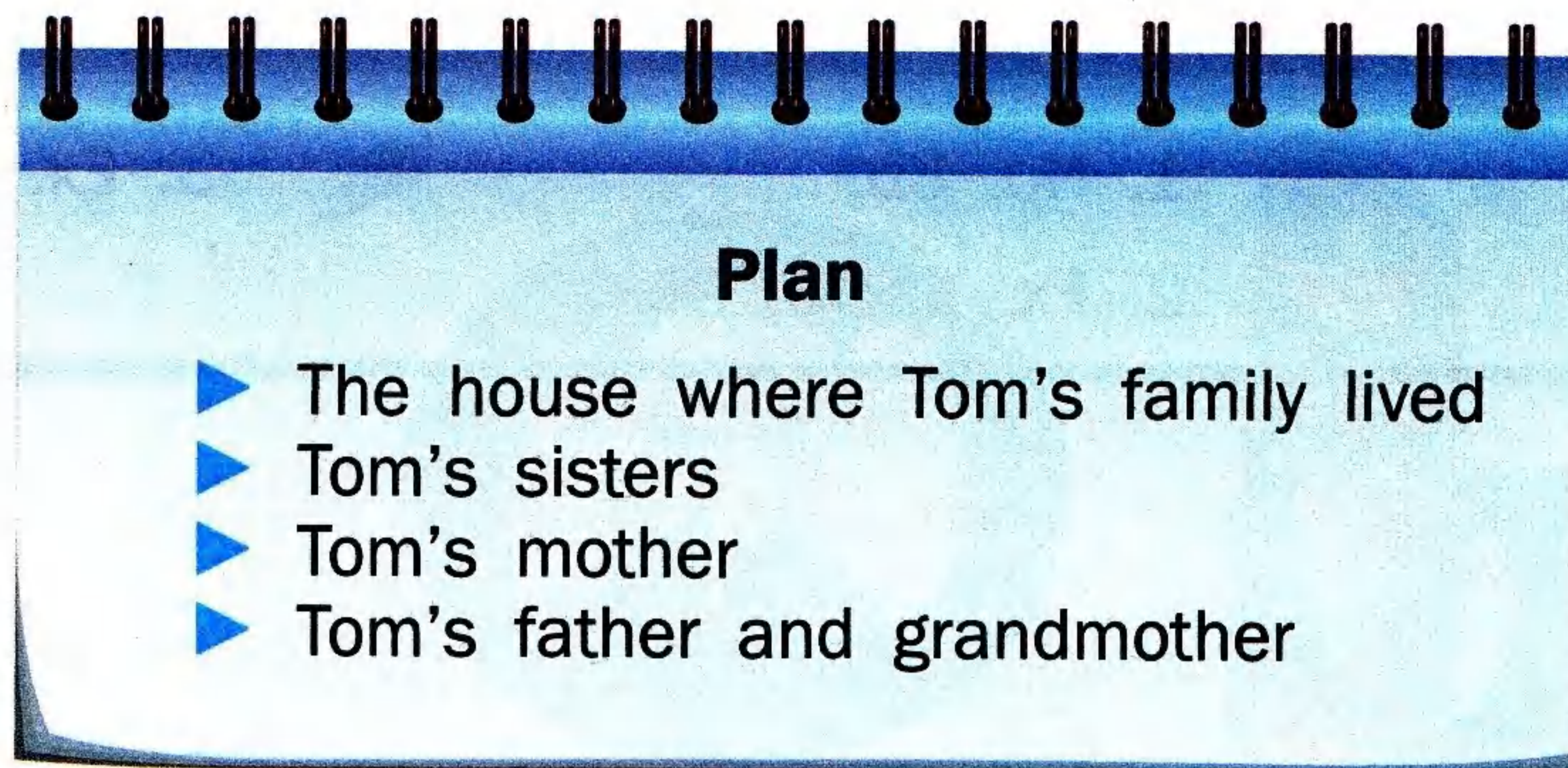
<sup>2</sup> in poor rags — завернутый в тряпье

<sup>3</sup> twins — близнецы

<sup>4</sup> a thief [θi:f] — вор

<sup>5</sup> a beggar ['begə] — попрошайка

c) Look at the plan below and speak about Tom's family.



9. a) Tanya has got a letter from Nick, her pen friend. Read the letter and say:

- ▶ what Nick looks like;
- ▶ what he enjoys doing.

September, 12

Dear Tanya,

My name is Nick Brown and I'm from England. I live in Manchester with my family. There are five of us; my parents, my twin sisters, Emily and Beth, aged 4, and me. My mum works in a bank. My dad is a vet<sup>1</sup>.



I'm twelve years old. I am tall, about 1.50, and slim. As you can see from my photo, I've got blue eyes and straight fair hair. I usually wear jeans and T-shirts.

I love sports. My favourite game is football. I usually play football with my friends at weekends. I also enjoy riding my bike. To tell you the truth<sup>2</sup>, I also like reading books although I hate reading comics.

What about your interests and hobbies?

Send me a photograph of yourself. Write back soon.

Best wishes,

Nick

b) Write a letter to your pen friend. Use the letter from exercise 9a.

### Useful Language

straight/shoulder-length hair, full/thin lips, a forehead, to tell you the truth, a twin

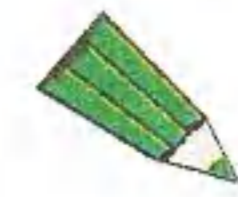
<sup>1</sup> a vet — ветеринар

<sup>2</sup> to tell the truth [tru:θ] — честно говоря

## Homework



1. No. 8b.



3. Ex. 1–4.

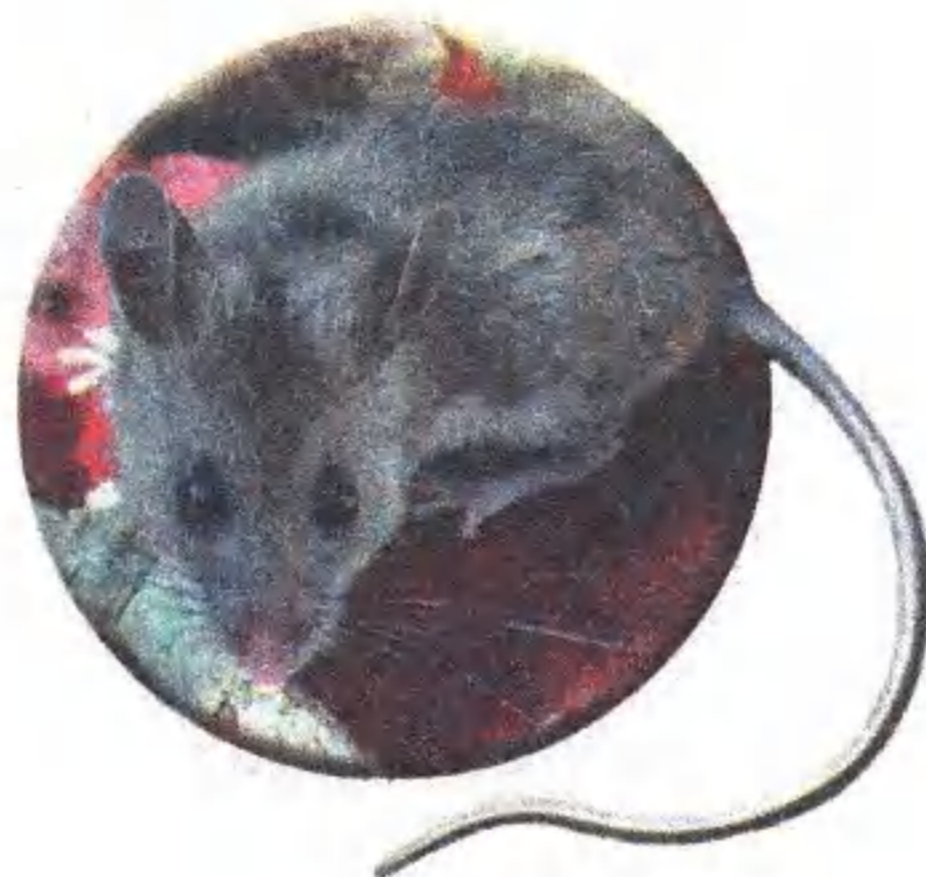
2. Ex. 1a, 8, 9b.

## Lesson 20

1. In the English language there are a lot of sayings about animals. Read and remember some of them. Say which of these sayings are used in the Russian language.

■ As quick as a squirrel.

■ As wise as an owl.



■ As busy as a bee.

■ As quiet as a mouse.

■ As hungry as a wolf.

■ As clever as a monkey.

■ As brave as a lion.



■ As free as a bird.

■ As slow as a snail.

■ As strong as a horse.

2. Remember yourself when you were younger and tell your classmates what sort of person you used to be.

## Example

I used to be as slow as a snail when I had my dinner.



3. Patrick and Alexander are leaving Moscow for Scotland next Friday. They have packed their luggage (багаж). Look at the pictures, listen to the sentences and tick "True" or "False" in your Workbook.



4. Patrick and Alexander have bought souvenirs for their families. Look at their souvenirs, describe and compare them. Use the words: *expensive, cheap, original, bright, small, traditional*.



### Example

A bird of happiness isn't so bright as a matryoshka.

5. a) Look at the picture of Patrick's sister, Maggie, when she was 8 and her picture of today when she is 12. Listen to the text and fill in the chart in your Workbook.

■ Maggie is 12.

- b) Using the chart describe Maggie at the age of 8 and at 12.

■ Maggie is 8.



### Example

Maggie used to have long shoulder-length hair.

6. \*Remember yourself at the age of 8 and say how you have changed. Speak about:

- clothes,
- favourite food,
- books,
- sports,
- some other things.

7. a) At Vlad's place Patrick found an interesting book "*Famous Literary Characters*". Look at the characters of Russian fairy tales on page 52 and describe them. Use the words from the box.

an oval/round face ■ full/thin lips ■ fair/dark hair ■ curly/straight hair ■ slim/plump ■ big/bright/green eyes ■ ...

- V. Vasnetsov.  
*Ivan and Elena  
the Beautiful*



- M. Vrubel.  
*The Swan Princess*



\*b) Go to the Internet site <http://harrypotter.warnerbros.com>, look at the pictures of Harry Potter, Ron Weasley and Hermione Granger and describe them.

8. a) Read the second part of the text from the book *“The Prince and the Pauper”*. Say where the action takes place and name the characters.



## The Prince and the Pauper

### Part II

Tom got up hungry and went out to walk around the city. Soon he came up to Temple Bar, the farthest place from home. When walking along the streets, he suddenly saw a beautiful King's palace. Tom's dream was to see the Prince some day and now he hoped that his dream would come true<sup>1</sup>. At the palace he saw soldiers standing at the gates. Suddenly, through the golden bars<sup>2</sup> of the gate he saw a boy who looked fantastic in his rich clothes. Poor little Tom in his rags was so much impressed that he couldn't believe his eyes. Here was a prince! A prince, a living prince, a real prince! Tom's dream had come true! He walked close to the golden bars to get a better look at the Prince but at that moment one of the soldiers pushed him so hard that Tom fell down. People around began to laugh at him and called him a beggar. Suddenly, the young Prince ran up to the gate with an angry look on his face and cried, "Stop it! Open the gates and let him in!" The people quickly took off their hats and shouted, "Long live the Prince of Wales!" When Tom came through the gates the prince said, "You look tired and hungry. Come with me". Edward took Tom to a rich room in the palace, that he called his cabinet. By his command a great dinner was laid on the table. The prince sent away all the servants<sup>3</sup>, sat nearby and began asking questions while Tom ate.

"What is your name, boy?"

<sup>1</sup> would come true – исполнится

<sup>2</sup> through [θru:] the golden bars – сквозь позолоченные прутья

<sup>3</sup> servants ['sɜ:v(ə)nts] – слуги

“Tom Canty, sir.”

“Where do you live?”

“In the city, sir.”

“Have you got parents?”

“I have, sir, my grandma and my twin sisters, Nan and Bet.”

“Is your grandma kind to you?”

“Not much, sir.”

“And what about your father?”

“He is not much better than my grandma, but my mum and my sisters are kind.”

“Do your sisters smile at their servants?”

“I’m afraid, they don’t have servants, sir.”

“And who helps them to undress at night?”

“They don’t get undressed, sir.”

“Do you mean they have only one dress to wear?”

“I don’t think they need more, sir.”

“That’s very interesting, unusual and exciting! Tell me more about your life, Tom.”

“We take part in races, sir, to see who is the quickest of us.”

“I’d love to do that! Speak on!”

“In summer, sir, we swim in the river and shout and splash<sup>1</sup> and have a lot of fun! We dance, sing and play in the sand!”

“I am ready to share my father’s kingdom with someone who can give me a chance to enjoy it once! What if you take off your rags and put on my clothes, boy! No one will see us, and I will get a chance to enjoy all those lovely things you have told me about.”

A few minutes later the little Prince of Wales was dressed in rags and Tom had the Prince’s beautiful clothes on. The two boys went and stood side by side before a great mirror, and oh, what a miracle: the boys looked like twins. They couldn’t believe their eyes. At last the Prince said to Tom: “We have so much in common! No one in the world can say which is you and which is the Prince of Wales.”

Suddenly the Prince remembered about the rude soldier. He wanted to punish him. So, he ran out of the palace with a hot face and bright eyes. When he got to the golden bars of the gates he shouted, “Open the gates!” The soldier opened them and the next moment the Prince of Wales was out in the street. Edward fell down but quickly jumped onto his feet and shouted, “I am the Prince of Wales. Everyone who touches me will be punished!” But the people around began to laugh and the soldier told him to go away, so the poor little Prince had to run away from his palace.

**b) Find in the text answers to the questions below.**

1. What was Tom’s dream?
2. What was so unusual and exciting for the Prince in Tom’s story about his family?
3. Why did Tom and the Prince change clothes?
4. Why did the Prince find himself in the street?

<sup>1</sup> to splash – плескаться

9. Have you read the book *“The Prince and the Pauper”*? If yes, tell the class what the end of the story is.

### Useful Language

as busy as a bee, as hungry as a wolf, as slow as a snail, as wise as an owl, as brave as a lion, as free as a bird, as quiet as a mouse, as strong as a horse, as clever as a monkey, as quick as a squirrel, to come true, heavy

### Homework

1. Ex. 1, 8.



2. Ex. 1–4.

## Lesson 21

1. **Let's play in two teams.** In turns name Russian sayings about animals and give their English equivalents.
2. Describe your favourite cartoon character using the example.

### Example

Shrek is as strong as a horse. He is not very clever.  
So he thinks as slowly as a snail.

3. Read the definitions and the examples and guess the meaning of the new words.

**Ambitious** [æm'biʃəs] — people who want their dreams and plans to come true, who want to become successful, powerful and rich. *Mr Reed was an ambitious designer.*

**Caring** ['keəriŋ] — taking care of. *Jane takes care of her granny. She is really caring.*

**Easy-going** ['i:zi'gəʊɪŋ] — people with whom it is easy to talk and who never worry. *Everyone feels great in Jack's company. He is an easy-going person.*

**Handsome** ['hænsəm] (of men) – good-looking. *The man in the picture was handsome, with dark eyes and hair.*

**Intelligent** [ɪn'telɪdʒənt] – clever, smart. *The collie is an intelligent dog, easily trained to control sheep.*

**Polite** [pə'laɪt] – *Mary always says “Thank you” and never forgets to say “Sorry” when she is wrong. So, she is very polite.*

**Prefer** [prɪ'fɜː] – to choose or to like one thing rather than another. *He prefers dogs to cats.*

**Pretty** ['prɪti] (of a woman, a child or a small thing) – good-looking but not very beautiful. *She looks much prettier with long hair than with short hair. What a pretty little garden!*

**4. Read what Patrick tells Vlad and Tanya about his friends and complete the sentences with the new words from exercise 3.**

**Mike** is so clever! He knows so much about different countries, their history, customs and traditions. It is always interesting to talk with him because he is so ... .

**John** wants to be a success and to be rich when he grows up. Everyone says he is ... .

**Jane** is very attentive to people around her. She never forgets about her friends and is always ready to help or to take care of them. She is ... .

**Helen** is a very relaxed person. She doesn't worry about things around her. She takes everything good or bad easily. So, she is ... .

**Tom** is a ... boy because he never forgets about his manners or the words like “Thank you”, “Excuse me”, “I am sorry”.

**Susy** enjoys swimming and skiing. But sometimes she ... cooking to sports.


**5. a) Here is an article from the Caledonian Club newspaper. Look at its title and guess what it may be about.**


**b) Read the article and check if you were right or not.**

## Colours and Character

### Part I



Of course, you do have a favourite colour, don't you? Each of us has a favourite colour which shows our individual character. In everyday life we don't think much about why we prefer one colour to another. In fact, colours have a great influence<sup>1</sup> on people's life. That is why it is important to know what your colour is.

 It is a strong colour. Those who like red are ambitious and practical. They are energetic, too.

 This colour brings happiness in life. People whose favourite colour is orange are optimistic and easy-going. They like parties and fun. They like risk, too.

<sup>1</sup> influence ['ɪnfluəns] – влияние



-  Yellow colour fans are intelligent and caring. They are optimistic about the future.
-  Those people who prefer to wear green are caring and loving. They want to understand the world around them. Their favourite question is "Why?"

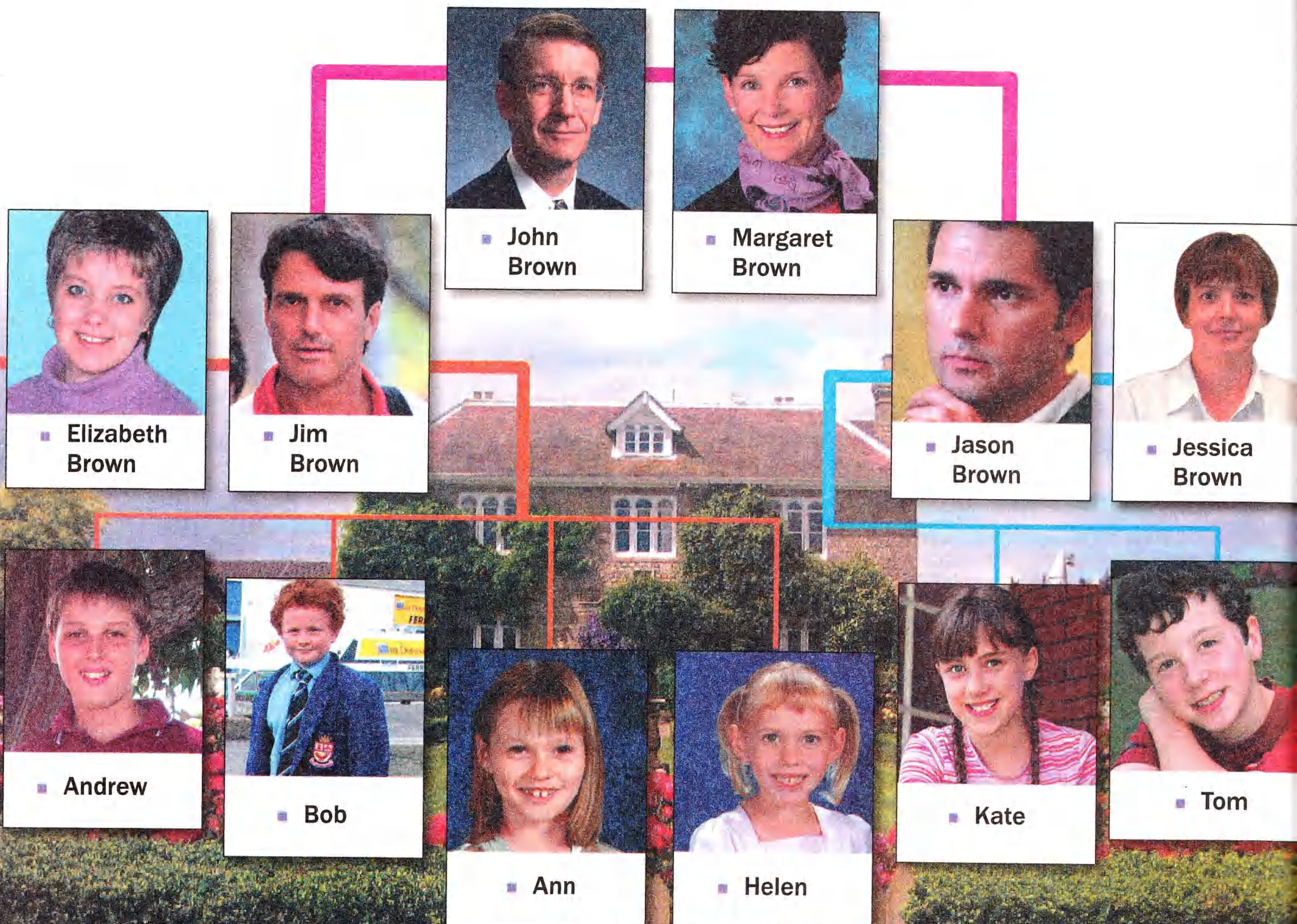
6. Find out who in your class likes red, orange, yellow or green colour and describe him/her using the information from exercise 5.

### Example

Pete's favourite colour is red. It means that Pete has a strong character. He always wants his dreams to come true, so, he is ambitious. He also wants to know how much money he can spend in the toy shop, so, he is practical.

7. Tanya came to visit Vlad and Patrick and showed them a book "Family Trees". Look at Mr Brown's family tree and tell the class about his family.

### Family Tree of the Browns



8. Choose one of the members of Mr Brown's family and describe him or her using the chart below. Write the description in your exercise book.

General appearance <sup>1</sup>	handsome, good-looking, pretty, beautiful
Age	young, middle-aged, old, in his early/mid/late twenties/sixties
Height	tall, short
Build	fat, slim, thin, plump
Eyes	green, blue, grey, brown, big, small
Hair	short, long, curly, straight, fair, light/dark brown, shoulder-length, red
Other features <sup>2</sup>	full/thin lips, a friendly smile

## GRAMMAR

### ■ Future Actions (Revision)

9. Patrick's family came from Scotland to visit him. Look at the programme for his parents' stay in Moscow and write about their plans using the example.

### Example

On Friday the parents are going shopping in Stary Arbat to buy souvenirs for their families and friends.

Sunday	The Tretyakov Gallery	to visit the exhibition of Russian artists.
Monday	Red Square	to take an excursion and to skate.
Tuesday	A guided tour of the historic centre of Moscow	to see Moscow places of interest.
Wednesday	The Polytechnic Museum	to learn more about dinosaurs.
Thursday	The Bolshoi Theatre	to see the ballet "Swan Lake".
Friday	Shopping in Stary Arbat	to buy souvenirs for family and friends.
Saturday	The Vorobyovy Gory	to take pictures of Moscow.

<sup>1</sup> general appearance [ə'piərəns] — внешность

<sup>2</sup> feature [fi:tʃə] — особенность, черта характера

**Useful Language**

polite, ambitious, easy-going, intelligent, caring,  
to prefer – preferred, pretty, handsome

**Homework**

1. Ex. 3, 5.



2. Ex. 1–4.

**Lesson 22**

- 1.** What kind of people are the members of your family? Explain why you think so. Choose the adjectives from the box below.

intelligent ■ easy-going ■ ambitious ■ caring ■ polite ■ pretty  
■ handsome

- 2.** Read the definitions and the examples and try to guess the meaning of the adjectives in bold.

**Creative** [kri'eɪtɪv] – people who have good imagination. They can give new and original ideas. *He is a very creative writer.*

**Faithful** ['feɪθfəl] – people who are always ready to help and never leave their relatives or friends in trouble. *The two brothers were always faithful to each other. Animals also may be faithful. The dog was faithful to its master.*







**Proud** ['praʊd] – feeling very pleased about something you have done, something you have, or something you know. *We are very proud that a student from our school has won the prize. Jimmy is proud of his collection of stamps.*

**Sociable** ['səʊʃəb(ə)l] – people who like to be in a company and to talk to other people. *Mike doesn't like to be alone, he is very sociable.*

- 3.** Read the second part of the text and say what else you have learned about colours and character.

## Colours and Character

### Part II

-  The lovers of blue are creative and sociable. In other words they communicate<sup>1</sup> with all sorts of people very well.
-  People whose favourite colour is indigo are easy-going. They've got great intuition and understand people very well.
-  Those who love grey are proud. They feel important in everything they do.
-  People who like brown are usually faithful friends.
-  Fans of black are people who love secrets and mysteries.
-  If you have a friend whose favourite colour is white, you are lucky! These people always tell the truth and give very good advice. They are always ready to help.

**4. Work in pairs.** Ask your partner what his favourite colour is and say what kind of character he has. Let your classmate agree or disagree with you.

### Example

Mike's favourite colour is black. It means that he likes secrets and he never tells his classmates about his secrets. In fact he also likes to read mystery stories.

**5. Listen to what Patrick and Alexander are telling Tanya and Vlad about their classmates and match their names to the features of character.** (See the chart in your Workbook.) Choose one of the children you would like to be friends with. Explain why.



**6. Word building.** Make up new words using the example and translate them into Russian. Use the words from the box.

### Example

un + happy = unhappy (not happy)

intelligent ■ sociable ■ usual ■ ambitious ■ faithful ■ original  
■ wise ■ friendly

### Remember!

polite — **impolite**, practical — **impractical**, caring — **careless**

<sup>1</sup> to communicate [kə'mju:nikeɪt] — общаться

- 7. Complete the sentences and learn what Tanya feels about different family situations. Use the words from exercise 6.**
1. The children who don't say "Sorry", "Please" or "Thank you" to their parents are ... .
  2. Sometimes brothers and sisters are ... to each other and fight.
  3. All parents are ... about their children's bad results at school.
  4. It is very ... for parents to let their children go to bed late.
  5. All children know that there are no ... mothers.
- 8. a) Read about traditional British and American families. Say what they have in common and in what they are different.**

### Traditional British and American Families

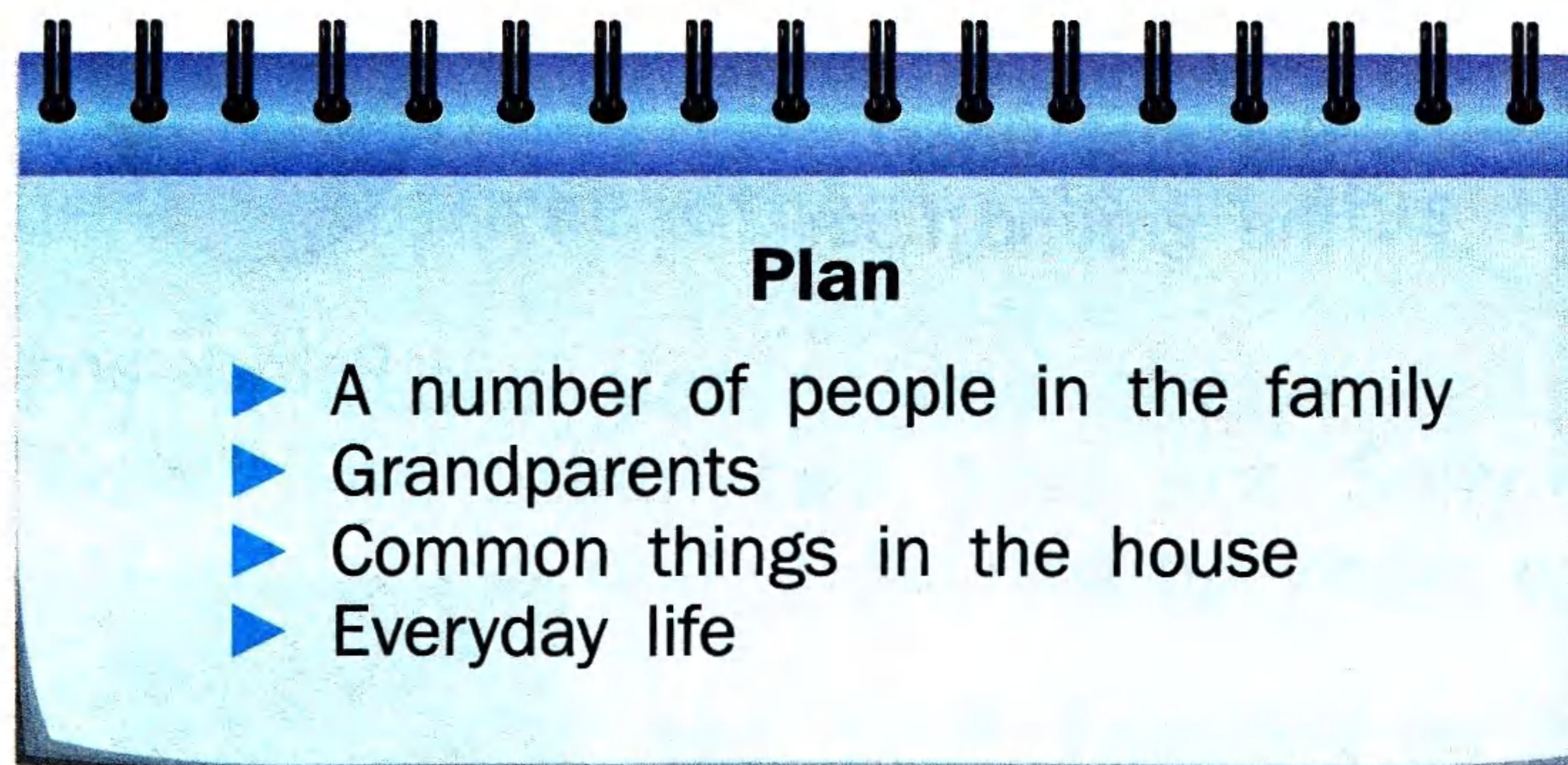
British and American families are not very big. They are quite small. A typical family has a father, a mother and two children. Grandparents do not usually live with their children and grandchildren. They come to visit the family on holidays and at weekends.

A traditional British family usually has a car, a colour TV set and a washing machine. Very often they have got pets — usually a cat or a dog. The day in the family begins at about 7 o'clock. They have breakfast at 8 am and go to school and to work at 8.30. At school children have lunch at about 12.30. Their classes are usually over at 3.30 and they come home at 4 in the afternoon. Their parents are usually at home at 6 o'clock, and the family has dinner together at 6.30 or 7 pm. In the evenings the father may go to see his friends or stay at home and watch TV with the others. Children go to bed early, at about 9 o'clock, two or three hours before their parents.

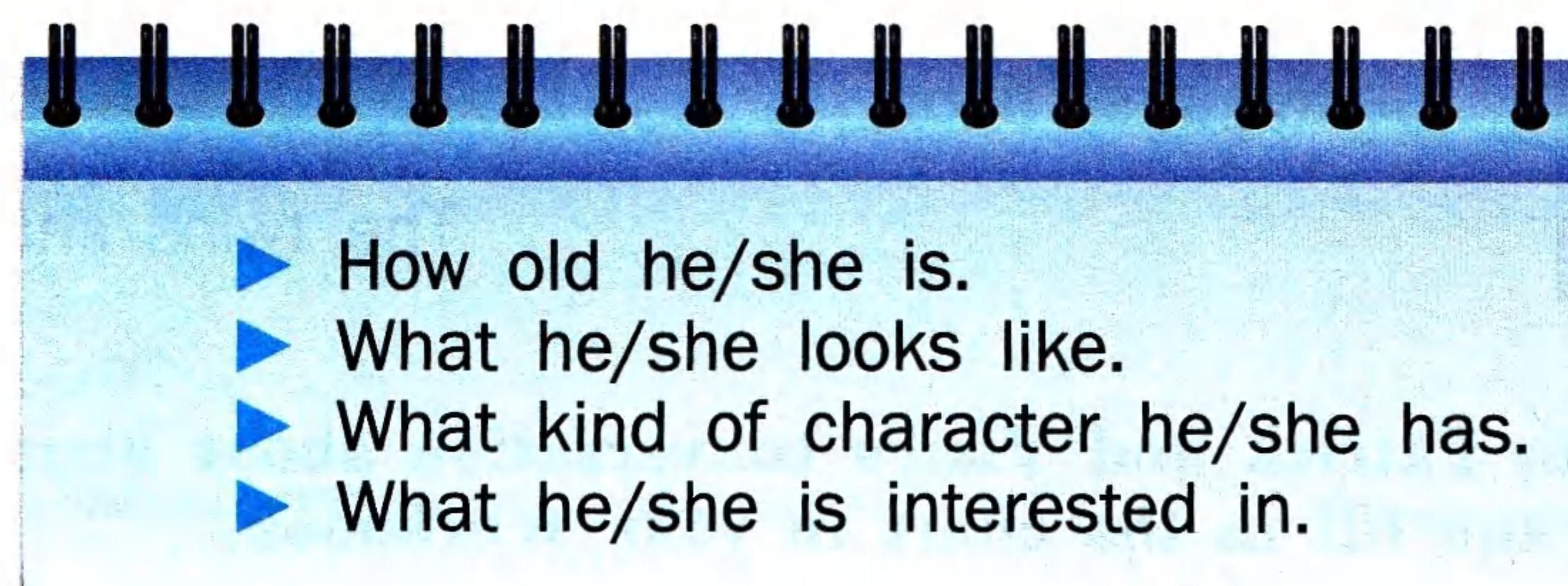


A traditional American family is richer than a British family. Many families have two or three cars, large modern kitchens and more electrical goods<sup>1</sup>. Meat is what American families prefer to have for dinner. They care about the way they look and spend more money than British families on clothes. But there is much in common about daily routines of British and American families. For example, American children eat lunch at school, come home at 3 pm and go to bed earlier than their parents, just like British children do.

b) What is a traditional Russian family like? Use the plan to answer the question.



9. Write a mini-presentation about any member of your family (6–8 sentences). Use the words from exercise 3, pages 54–55, and exercise 2, page 58.



**Useful Language**

creative, proud (of), faithful, sociable

**Homework**

1. Ex. 2, 6, 8.



2. Ex. 1–4.

<sup>1</sup> goods — товары

## Lesson 23

1. Look at the pictures, read the word combinations and the sentences and guess the meaning of the words in bold.



### *Patrick's place*

- a two-storey house
- the first floor
- the ground floor



Patrick and his brother Nick are **twins**.



### *Vlad's place*

- a block of flats
- the second floor
- the first floor



The twins **share** the room.



2. a) Listen to Patrick and Vlad's conversation about houses in Russia and in Britain and fill in the chart in your Workbook.
- b) Looking at the chart tell your classmates about Vlad's and Patrick's houses.

3. **Work in pairs.** Tell each other about the place you live in. The questions below will help you.

- Do you live in a city, in a town or in a village?
- Do you live in a block of flats or in a house?
- What floor do you live on?
- How many storeys are there in your house?
- How many rooms are there in your flat/house?
- What rooms are there in your flat/house?
- Do you have a balcony?
- Is there a garden near your house?
- Do you have a room of your own or do you share a room with your brother or sister?
- Is your flat/house comfortable?

4. Write about your flat/house.

5. Jerusha Abbot is an orphan<sup>1</sup>. She spent 18 years in the orphanage<sup>2</sup>. Her trustee<sup>3</sup> sends the girl to college. This is Jerusha's letter to the trustee whom she calls Daddy-Long-Legs<sup>4</sup>. Read it and say what the girl likes about the college.

1st October

Dear Daddy-Long-Legs,

I love college and I love you for sending me here — I am very, very happy. My room is up in a tower on the top floor. There are three other girls on this floor of the tower.

One of the girls wears glasses and always tells us that she is busy. The other two girls are Sally and Julia. Sally has red hair and a turned-up nose and is very friendly.

Julia comes from one of the first families in New York and hasn't looked at me yet. Sally and Julia share the room. The other girl and I have got rooms of our own.

There are two windows in my room. When I look out of them I can see a beautiful garden. After living in the orphanage with twenty other girls it's nice to be alone in a room of my own.

Yours,

Jerusha Abbot

6. Try to imagine what Jerusha's trustee, Daddy-Long-Legs, could look like.

Describe this man. Speak about his age, his looks, his clothes and his character.



<sup>1</sup> an orphan ['ɔ:fən] — сирота

<sup>2</sup> an orphanage ['ɔ:fənɪdʒ] — сиротский дом

<sup>3</sup> a trustee — опекун

<sup>4</sup> Daddy-Long-Legs — (здесь) Длинноногий дядюшка



- 7. Read what Patrick says about his twin brother, Nick, and tick in the chart in your Workbook what they are different in and what they have in common.**

## Twins in the Family

I'm a twin. When I meet people and say "This is my twin brother, Nick," they are usually very impressed. Nick is thirty seconds older than I am. I always remember this and you can often hear such things in my family as, "No, Patrick, I get the front seat<sup>1</sup>, I'm older." Now, imagine someone of your age, who's always with you and has the same friends. In fact, he is my best friend in the world, but I can't say we don't fight. I don't have a room of my own. I share it with my brother, but we share all the other things, too. We share toys, a computer and PSP games. We wear clothes of the same colour and we have got common friends. But we are very different in character and our interests are different, too. I am interested in filmmaking while<sup>2</sup> my brother likes to collect models of cars. My favourite singer is Paul McCartney but my brother is a fan of Michael Jackson. I enjoy reading adventure books while my brother likes detective stories. If you ask about the difference in character I can say that my brother is practical, caring, kind and easy-going. My brother thinks I am creative, sociable and easy-going too. If you think that having a twin brother can help much at school you are mistaken because the teachers know very well about all the "twin-tricks". And my brother and I study as hard as we can. I am good at Maths, Geography and History and my brother is good at English, French and Literature. So, we help each other a lot. In fact, we never forget we are twins and care much about each other. My twin brother will always give me good advice because he knows me better than anybody else in this world.

- 8. Say what Patrick and Nick are different in.**

- 9. Put the verbs in the correct tenses and read the text about the Parsons.**

The Parsons are a family of 6. There are two children in the family. They (*to be*) twins and their names (*to be*) Tom and Tim. Tom (*to be*) ambitious. Tim (*to be*) creative. They (*to live*) in a three-storey house in the centre of London. The boys (*not/share*) a room. They (*to have*) got rooms of their own. Last year their parents (*to give*) them bikes as birthday presents. One bike (*to be*) red and the other (*to be*) blue. Tom and Tim (*to ride*) their bikes in the country last summer. One day Tom's bike (*to get*) broken. Tom (*to be*) very sad. Tim (*to want*) to make his brother happy. He (*not/can*) get a new bike for Tom. So, he (*to stop*) riding his bike. He (*to*

<sup>1</sup> a front seat — переднее пассажирское сиденье в машине

<sup>2</sup> while [wail] — в то время, как

want) to be faithful to his brother. He (not/to leave) him in trouble. Soon the boys' father bought a new bike for Tom. The boys (to be) happy. Next summer they (to ride) their bikes in the country again.

### Useful Language

a block of flats, a two/three-storey house, a ground floor, to share a room, while

### Homework

1. Ex. 1, 4, 7.



2. Ex. 1–4.

## Lesson 24

1. Fill in the chart in your Workbook and tell your classmates about your brother/sister or cousin. Say what you have in common and what you are different in. Use the word *while*.
2. Write the names of 10 people in your family. Write who they are to you.
3. **Work in pairs.** Swap<sup>1</sup> the lists you have made with your partner and choose the people from the list you would like to learn more about. Ask your partner for more information and tell the class what you have learned about the person. You may use the questions below.
  - Who is Helen?
  - When and where was she born?
  - Who are her parents?
  - Where does she study/work?
  - What kind of a person is he/she?
4. a) Read the words and find their meaning in the dictionary.

harvest ['hɑ:vəst], feast [fi:st], fate [feɪt], to last [lɑ:st]

<sup>1</sup> to swap [swɒp] — обменяться

b) When do families get together for big holidays in Russia? In America one of the greatest holidays that brings families together is Thanksgiving Day. Read about the history of Thanksgiving Day and say:

- ▶ who the pilgrims were;
- ▶ who the colonists were thankful to;
- ▶ who made Thanksgiving Day a national holiday and when;
- ▶ when and in what way Thanksgiving Day is celebrated now.



## The History of Thanksgiving Day

The history of Thanksgiving Day goes back to the time when the “First Thanksgiving feast” was organized by the pilgrims. The pilgrims were people who left England for America because the Church didn’t like their ideas about God. In the hope for a better life 108 pilgrims made the voyage across the ocean on the *Mayflower* ship. When they arrived in America, in 1620, they set up a colony.

The first colonists spent a terrible winter. Many people died of hunger and cold. But the harvest they got in the autumn was great! The colonists had an idea to celebrate the autumn harvest with a feast. They invited Indians to that feast because the Indians helped the colonists a lot. They gave them food and taught them how to cook, make fire and many other things in their first year of living in America. The feast lasted three days. People ate a lot of food, danced and had fun. It was the way to thank God and the Indians who helped them to escape hunger and death.

The next Thanksgiving Day was celebrated in the year 1676. It was the year of a terrible drought<sup>1</sup> that lasted for many weeks. The feast of that year was the way to thank God for the rains that saved the lives of many colonists.

In 1789 the first President of America, George Washington, made Thanksgiving Day a national holiday and in 1863 President Abraham Lincoln made the last Thursday in November the official Thanksgiving Day.

Thanksgiving Day today is a “four-day” weekend in the United States. It is the time when people have a chance to show their love and care to their family.

On Thanksgiving Day people decorate their homes with flowers and try to make their houses look new and beautiful. On this day people



<sup>1</sup> a drought [draʊt] — засуха

have family dinners and give presents to their nearest and dearest. They often travel long distances to be with their family for the celebration. The traditional turkey is the most important dish cooked in every house as part of the feast. On Thanksgiving Day people can watch fancy-dress parades, musical shows and football games.

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



5. Tell your classmates the story of Thanksgiving using the plan.



### Plan

- ▶ Pilgrims in America (pilgrims, made a voyage, ship "Mayflower", set up a colony, colonists)
- ▶ A terrible winter and a great harvest (died, hunger, cold, had a great harvest, celebrate, a feast, invited, lasted, ate, danced, had a lot of fun)
- ▶ Thanksgiving Day in 1676
- ▶ Thanksgiving Day today

6. Listen to the poem *The First Thanksgiving* and say what the symbols of a traditional Thanksgiving Feast are. Then read the poem and learn it by heart.



### The First Thanksgiving

Pick the corn<sup>1</sup> and pick the beans<sup>2</sup>,  
Pick the squash<sup>3</sup> and other greens.  
It is harvest time, you see.  
Come and share a feast with me.  
Bring your family out to play,  
We'll call this Thanksgiving Day.

<sup>1</sup> corn — кукуруза

<sup>2</sup> beans — бобы

<sup>3</sup> a squash [skwɒʃ] — тыква, кабачок



7. a) Look at the pictures and say what presents people give on Thanksgiving Day.



■ Fresh flowers

■ Thanksgiving baskets

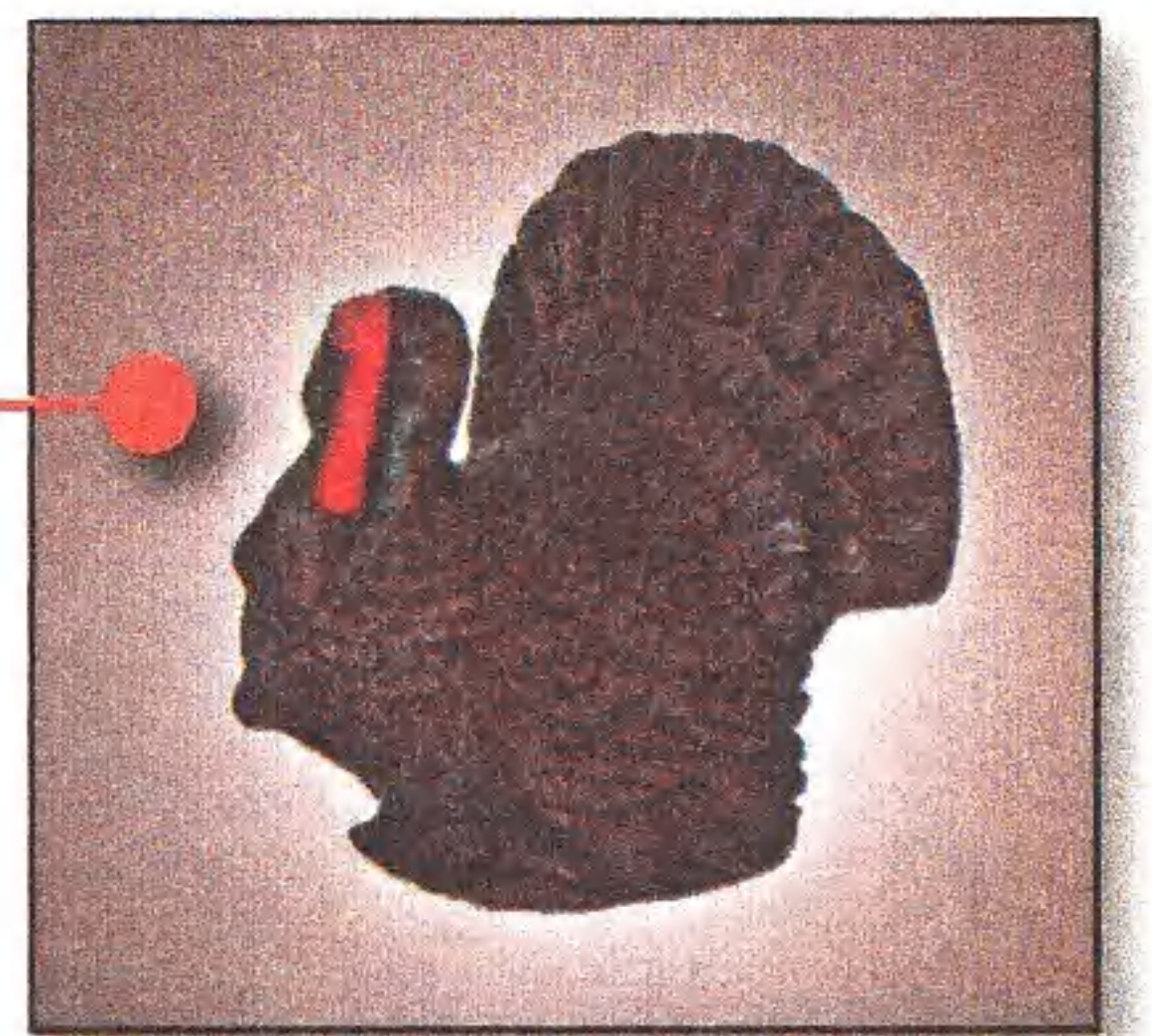


■ Thanksgiving cakes



■ Thanksgiving Teddy Bear

■ Thanksgiving chocolates



■ Gold jewellery<sup>1</sup>



b) It is important to show love for everyone who cares for you. Try to remember people who did something good to you, who helped you when you had problems. Make a list of those, to whom you would like to say "Thank you".

List of people to thank:

- ▶ My mum — loves me, cares for me.
- ▶ My dad — ... .
- ▶ My granny/granddad — ... .
- ▶ My sister/brother — ... .
- ▶ My cousin — ... .
- ▶ My friend — ... .
- ▶ My teacher — ...

8. Use the list above to explain why you want to thank these people. Write your story in your Workbook (8–10 sentences).

### Useful Language

feast, harvest, to last

<sup>1</sup> gold jewellery ['dʒu:əlri] – золотые украшения

**Homework**



1. Nos 4b, 6.

2. Ex. 4, 6, 8.



3. Ex. 1–4.

**Lesson 25**

1. Let's recite the poem about Thanksgiving Day.
2. Look at the list of holidays in Russia and choose the one you like most of all. Tell Patrick and Alexander about it. Use the plan below.

**Plan**

- ▶ When is the holiday celebrated?
- ▶ How long does it last?
- ▶ What does the holiday symbolize?
- ▶ How do people in Russia decorate streets and houses for the holiday?
- ▶ What kind of holiday dinner do families have?



■ Victory Day



■ Women's Day



■ May Day



■ New Year

3. Look at the pictures of Father Frost and Santa Claus and say what is common and different about them.

### Example

Father Frost and Santa Claus are old.  
Father Frost is wearing blue or red and white clothes while Santa Claus is wearing only red and white clothes.



4. Patrick tells Tanya and Vlad about a new project in the Caledonian Club that is called "My Dad is my hero". Children from all over the world sent stories about their fathers. Read some of them and say why the fathers of these children are so special to them.



"My hero is my dad because he is special to me. My dad is an artist, and an athlete, he is very good at sports. But sometimes he loves to stay at home all day and just do nothing! He works very hard during the week and spends lots of time with my brother and me. He will do anything for us.

Kate Mathews



"My hero is my dad because when he was in gymnastics he became the champion of the Olympic Games. My daddy is a loving and caring father and he is going to teach me gymnastics. He is easy-going and he knows a lot of jokes and often makes me laugh. I love my dad!"

Christina Lomonaco



"My hero is my dad, David. He is 47 years old. He is a teacher at a High School in Newport Beach. My dad is intelligent. He understands me well and loves me as I am. He's always trying to make my life better and always has time to spend with me."

Erick Battersby



"My dad is the greatest dad in the whole world! My dad does nice things for me when I'm good. He and I like to do sports together. His favorite sport is basketball! He's at home from work early because he wants to spend time with me. He helps build things like my electric train. That is my DAD. He's my hero!"

Jay Knauer



"My hero is my dad because he is always very kind. He helps me with my homework when I don't understand it. He tries to make me happy. He helps my mum with cooking and cleaning. He gives money and clothes to the poor."

Keila Aguilar

**5. Tell your classmates about someone special to you in your family.**

- Describe the person.
- Say what kind of person he/she is.
- Tell the class what you do together.
- Explain why this person is special to you.

**6. Read the poem that is very popular among people on Father's Day. Say why the father is so important to a boy. Listen and learn the poem by heart.**



### Father's Day

Walk a little slower, Daddy,  
Said a little child so small.  
I'm following in your footsteps<sup>1</sup>  
And I don't want to fall.

Sometimes your steps are very fast,  
Sometimes they are hard to see<sup>2</sup>.  
So, walk a little slower, Daddy,  
For you are leading me.

Some day when I'm all grown up<sup>3</sup>,  
You're what I want to be;  
Then I will have a little child  
Who'll want to follow me.

And I would want to lead just right,  
And know that I was true;  
So walk a little slower, Daddy,  
For I must follow you.



**7. a) Listen to Alexander's story about his family and put the facts under the correct headings in your Workbook.**



- b) **Work in pairs.** Make notes about your family. Tell your partner about your family and then listen to him. Do you think your partner's family is common in Russia?

<sup>1</sup> I'm following in your footsteps. — Я иду за тобой по твоим следам.

<sup>2</sup> hard to see — трудно разглядеть

<sup>3</sup> grown-up — взрослый



8. a) Patrick found the diary he had when he was nine. It was so exciting to bring back the memories! Put the verbs in brackets in the correct tenses and read the diary page.

### A Birthday I'll Never Forget

Have you ever had a birthday that was very special? For me, it (to be) my tenth birthday.

In fact, two days before my birthday I (to think) it would be a sad day for me. I (to ask) my parents to make a big party, but they said that I could only have a small one. I (to give) invitations to my friends, but they refused to come. I (to be) unhappy all day at school on my birthday, but it was all very different when I (to get) home. I (to open) the door and was very impressed and surprised. I (to hear) many people shout, "Happy Birthday!" Everybody (to be) there — all my family and all my friends. There (to be) a lot of presents, too. So, it was a wonderful birthday party and it was one of the happiest days in my life!

- b) Remember the happiest day in your life and write about it in your exercise book.

### Homework



1. No. 6.



3. Ex. 1–4.

2. Ex. 6, 8b.

## Lesson 26

1. Let's recite the poem "Father's Day".



2. a) Listen to Tanya, Vlad and Patrick talking about people whose footsteps they would like to follow in. Say why they have chosen these people.

- b) Think of a person whose footsteps you would like to follow in and tell the class about him/her.

**3. Patrick and Vlad are going on a picnic. Read their conversation and say:**

- ▶ where they are going;
- ▶ who is going with the boys;
- ▶ what they are planning to take for the picnic;
- ▶ what they are going to do on the picnic.

### Going on a Picnic

**Vlad:** Why don't we go on a picnic next Sunday?

**Patrick:** That's a good idea!

**Vlad:** We can go to Kolomenskoye Park. It's a great place to have a picnic. My mum and dad will be happy to join us. They just love picnicking!

**Patrick:** What are you going to take for the picnic?

**Vlad:** Well, a picnic basket is the first thing we must think about. You will feel as hungry as a wolf after a few hours in the open air.

**Patrick:** How about a blanket<sup>1</sup> to sit on and a coolbox<sup>2</sup> for drinks?

**Vlad:** Oh, yes, we'll take both.

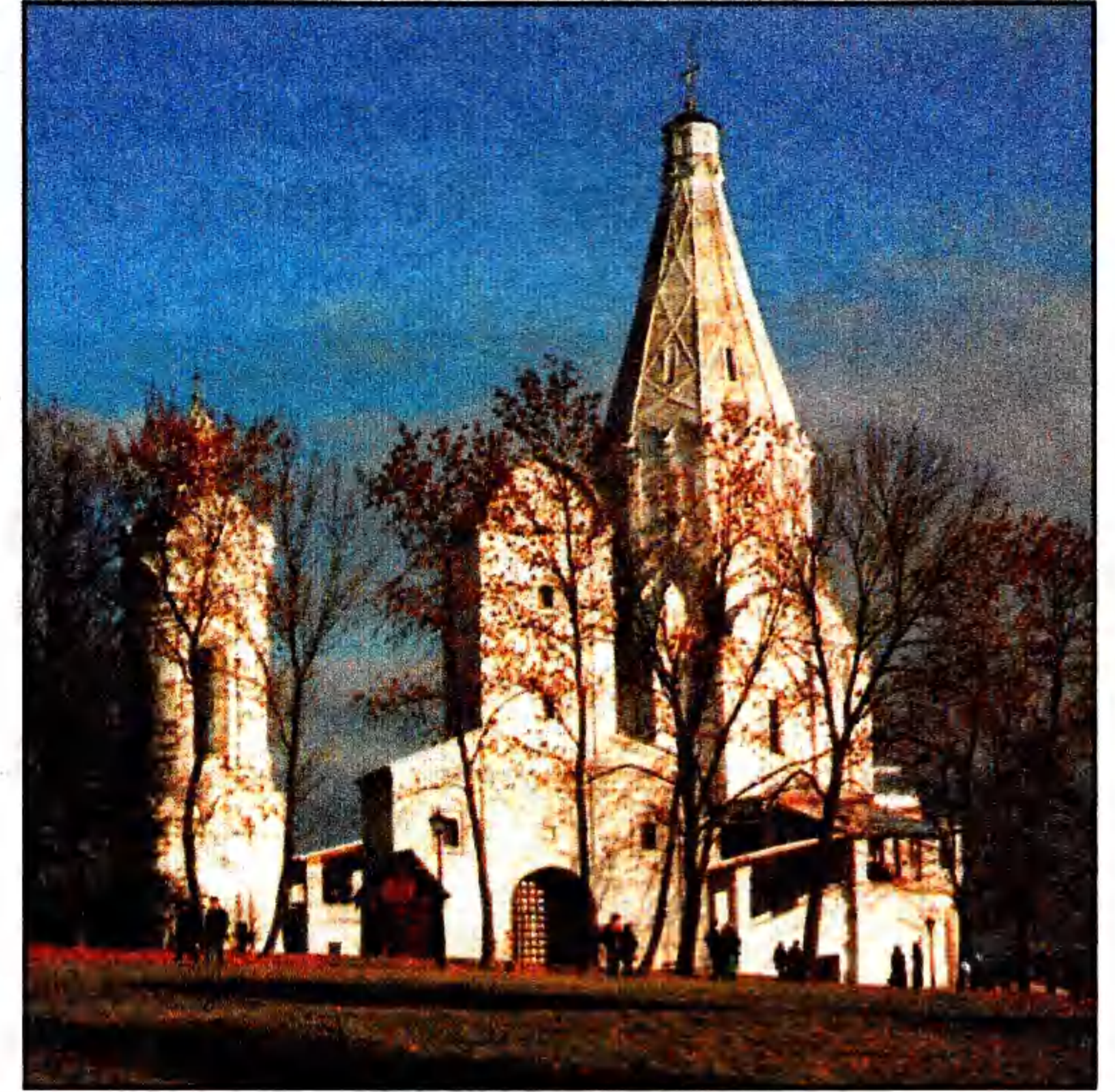
**Patrick:** And what are we going to do in Kolomenskoye Park?

**Vlad:** I have got a wonderful kite and we can fly it.

**Patrick:** Flying kites is my hobby. I can do it very well.

**Vlad:** Great! By the way, will you take a camera? There is a beautiful Russian church in Kolomenskoye Park.

**Patrick:** I certainly will. I love Russian nature so much!

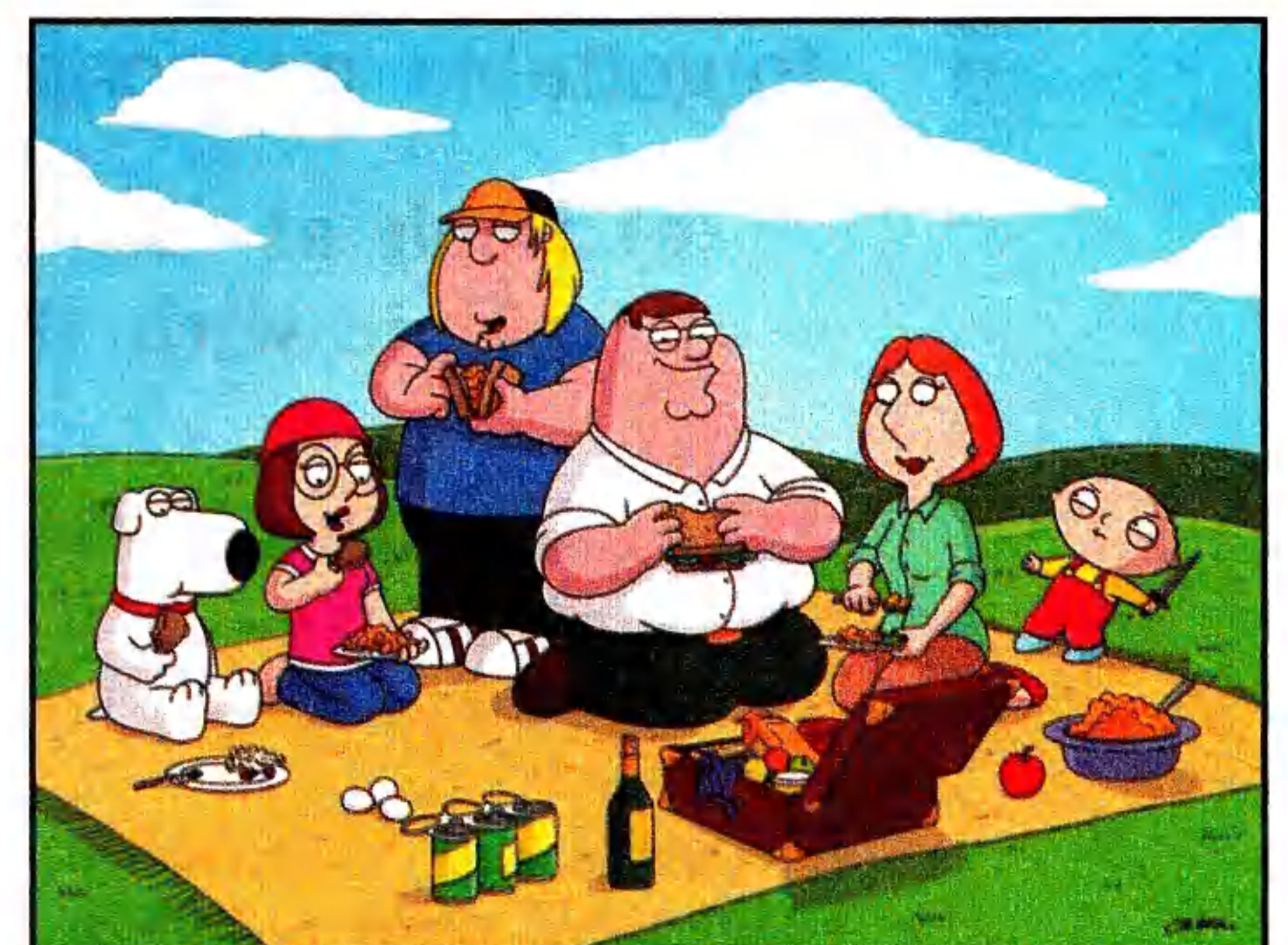


**4. Work in pairs.** Talk about a picnic with your class. Use exercise 3 as a plan.

**5. a) Read about family picnics in Britain and say what is special about them. What do family picnics in Britain and in Russia have in common?**

### A Family Picnic in Britain

Picnics are very popular in Great Britain. It is the time for a family to get together, spend some time outdoors and have fun. An ideal place for a family picnic in Britain is a large public garden or a local park where there is a lot of place to run around. It is common in Britain to play games at picnics, some of them are very popular and loved by everyone in the family.



<sup>1</sup> a blanket ['blæŋkɪt] — одеяло

<sup>2</sup> a coolbox — контейнер для охлаждения напитков

Some families prefer rounders<sup>1</sup> or throwing a ball to the pet dog. Of course, you can choose from many possible games, especially if you invite friends to join you.

One of the games is a sack race<sup>2</sup>. It is fun for all ages and is a great game for any picnic. The rules are very simple. You run a race inside a large brightly coloured bag and you often fall. So, the best way to win the race is to jump in the bag. Other popular activities for picnicking are playing football, badminton or flying kites. If you go on a picnic in the forest, the game of hide-and-seek will be great fun, too.



Parents often join their children for picnic games. But they can enjoy other things at the picnic, too, for example, doing puzzles or Sudoku, reading a newspaper or a magazine. They also love taking family pictures.

The most important part of a picnic is the family lunch. In fact, it is not a feast and it is often called easy picnic food but a picnic basket is planned long before the day of the picnic. The traditional picnic menu is sandwiches, boiled eggs, little cold cooked sausages, corn or bean salad, chicken rolls<sup>3</sup>, cakes, fruit and lemonade. To keep the food fresh until lunch time a coolbox is usually used by most of the families.

As a rule, families take blankets or deck chairs to be comfortable during the meal. Some families prefer a barbeque<sup>4</sup> picnic. Then they take all the things to make a barbeque with and they certainly can't do it in a public garden or a local park.

All in all, a traditional British family picnic means a lot of fun and unforgettable memories of the time spent together.

**b) Look at the chart in your Workbook and match things to take for a picnic with the activities to do on a picnic.**

**6. a) Use the chart in your Workbook to tell the class how to get ready for a picnic.**

<sup>1</sup> rounders – английская лапта

<sup>2</sup> a sack race – бег в мешках

<sup>3</sup> rolls – булочки

<sup>4</sup> a barbeque ['bɑ:bi:kju:] – пикник, где подают мясо, жареное на вертеле или жаровне

**b) Use the text to talk about:**

- ▶ ideal places for a picnic;
- ▶ things to do on a picnic;
- ▶ picnic games;
- ▶ parents' activities;
- ▶ a picnic basket.

**7. Remember a picnic you had with your family and write about it using the plan above.**

**8. Open the brackets and read Patrick's letter to his friend in Scotland about his picnic in Kolomenskoye Park.**

Moscow  
Russia  
28th October

Dear Willy,

Thank you for your letter. It *(to be)* great to hear from you. I'm sorry I *(not to write)* to you for ages.

I am on a school trip to Russia at the moment. I *(to have)* got lots of exciting things to tell you. One of them is about a picnic in Kolomenskoye park where my Russian friends and I *(to go)* last Sunday. The weather *(to be)* warm and sunny. We *(to get)* to the park at noon and *(to find)* an ideal place for a picnic on the hill with a great view of the Russian church.

Firstly, we *(to help)* Vlad's parents put the blankets and deck chairs on the soft green grass. Vlad's mother *(to take)* a great picnic basket with lots of great things in it such as chicken rolls, sandwiches, lemonade and cakes. After lunch we all *(to go)* to fly kites. It *(to be)* windy and soon our kites *(to be)* high in the sky like big bright birds. You know, my hobby is flying kites, that is why my kite *(to be)* the highest of all.

Vlad has got a pet dog. It *(to run)* about and wanted to play with us. So, when we *(to finish)* with the kites we *(to begin)* to throw the ball to Vlad's dog. Then we *(to play)* football and badminton. Vlad's mum had a camera and *(to take)* pictures of all of us to keep unforgettable memories of the wonderful day we *(to spend)* in Kolomenskoye.

Best wishes,  
Patrick

**Homework**



1. No. 3b.

2. Ex.3.



3. Ex. 1–4.

4. **Project:** "An Unforgettable Family Holiday".

## Lesson 27



**1. Listen to Pete, Patricia and Sam speaking about different holidays. Match their stories with the names of the holidays.**

- |                 |                     |                 |
|-----------------|---------------------|-----------------|
| 1. Father's Day | 3. Thanksgiving Day | 5. Mother's Day |
| 2. Birthday     | 4. Christmas        |                 |

**2. Work in pairs.** Read the dialogues and complete them with the words from the box, then act out the dialogues.

a block of flats ■ a two-storey house ■ to share a room  
 ■ balcony ■ while (2) ■ prefer ■ to take pictures of  
 ■ to come true ■ to tell (you) the truth ■ as busy as a bee  
 ■ as slow as a snail ■ as wise as an owl

1. — Congratulations! You have passed your exams!  
 — Yes, my dream has ... .
2. — Where do you ... living?  
 — I like living in a ... house and I would hate living in a ... .
3. — How did you solve<sup>1</sup> the problem?  
 — ... I didn't do anything. It was just a mistake and everybody understood it.
4. — Why are you as ... ? We have so little time left!  
 — I am looking for my camera. I would like to ... the picnic we are going on.
5. — Do you have a garden or a ... ?  
 — I have got a garden ... my friends have got a balcony.
6. — It is Sunday and you are still working!  
 — Yes. I am always as ... .
7. — My sister knows so much and she is the top of the class in all the subjects.  
 — Well, I think your sister is as ... .
8. — What books do the members of your family enjoy reading?  
 — My Mum loves books on history ... my dad is interested in books about cars.
9. — Do you ... with your brother?  
 — No, I have a room of my own.

<sup>1</sup> to solve — решать

**3. Read the characteristics of some people and say what kind of people they are.**

1. Jane has a lot of friends. They like to talk to her and play with her. She is easy-going and ... .
2. Mark reads a lot and knows much about space and animals, factories and cars. He is ... .
3. John is always ready to help his friends. He is ... .
4. Mary is full of interesting ideas that she likes discussing with her friends and teachers. She is ... .
5. Bob has got a great collection of stones. Everyone in the class knows about this collection. Bob is ... of his collection.
6. Mike has a lot of plans for his future. He wants to become the president of the company. He is ... .
7. Tom never forgets to say "Thank you", "Excuse me", "That's all right", "Don't mention it". He is ... .

**4. Read the text about Roberto's father and say what he is famous for.**

### **My Dad the Clown**

My father can make people laugh. Who do you think my father is? He is a clown. His clown name is Clavelito and he wants to make all people of New York laugh. Why New York? Well, in fact we live in New York in a two-storey house near the city centre. My family came to the United States from South America 6 years ago. At first it was difficult for all of us to live in a new country but my dad is intelligent and ambitious. It took him only two years to become the best clown in the city. Today he is popular all over America. Clavelito, the clown, has got red curly hair, a big red nose, and a big smile. He wears bright yellow-red clothes and big black shoes. I think my dad is an absolutely fantastic man. He is creative and smart. He knows a lot of tricks and children enjoy watching his shows. My dad is very sociable and easy-going, that is why our house is usually full of family friends. I am proud of my dad. He does two clown shows a day and I help him a lot in his shows. If you think that it is easy to be a clown, you are wrong. It is hard work. My dad gets up at 7 in the morning and after breakfast he practises his tricks and thinks of how to make his shows more exciting. But I don't want to be a clown myself. Do you want to know what I am going to be? A film star!



**5. Answer the questions.**

1. Where did Roberto's family come from?
2. Where does the family live?
3. When did they move to New York?
4. How long did it take Roberto's father to become the best clown in the city?
5. What have you learned about Clavelito, the clown?
6. Is it easy to be a clown?
7. What does Roberto want to be?
8. What do you want to be?

**6. Project: "An Unforgettable Family Holiday".****Homework**

1. Ex. 4.



2. Ex. 1-4.

**Lesson 28**  
**Lessons 29, 30**  
**Lessons 31, 32**

**Test 2**  
**Reserve**  
**Home Reading**

# 3

## Natural and Cultural Diversity of the English-speaking Countries

### Lesson 33

**1. Work in two teams.** Who knows more about Great Britain? Do the UK quiz.



### The UK Quiz


1. The official name of Great Britain is ... .  
a) Britain b) England c) the United Kingdom  
d) the United Kingdom of Great Britain and Northern Ireland
2. London got its name from ... .  
a) the Romans b) the Greeks c) the Angles d) the Normans
3. William the Conqueror spoke ... .  
a) English b) Latin c) French d) Norman
4. Westminster is ... .  
a) the center of London b) a church c) an administrative part of London
5. The Tower of London was started by ... .  
a) Julius Caesar b) Henry VIII c) William the Conqueror  
d) Queen Victoria
6. Captain Cook is ... .  
a) a Roman soldier b) a scientist c) an explorer d) a writer
7. The London residence of Queen Elizabeth is in  
a) the Tower of London b) Windsor Castle c) Covent Garden  
d) Buckingham Palace
8. Big Ben is ... .  
a) a clock b) a clock tower c) the Tower of London  
d) the Houses of Parliament

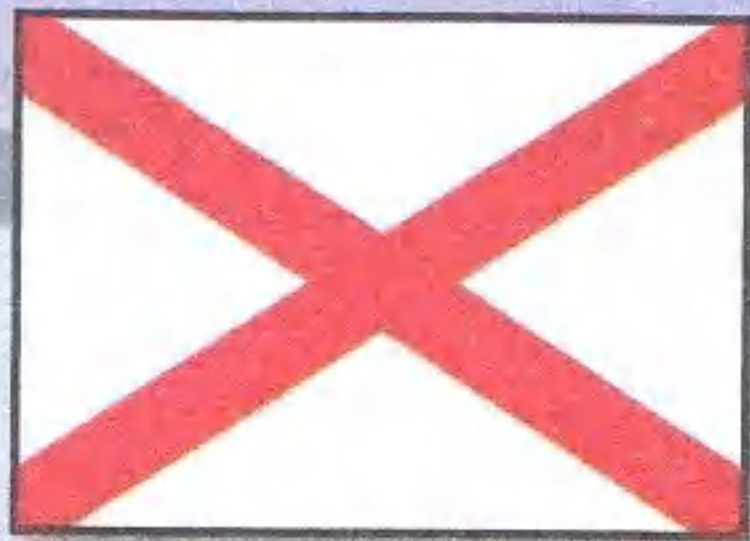


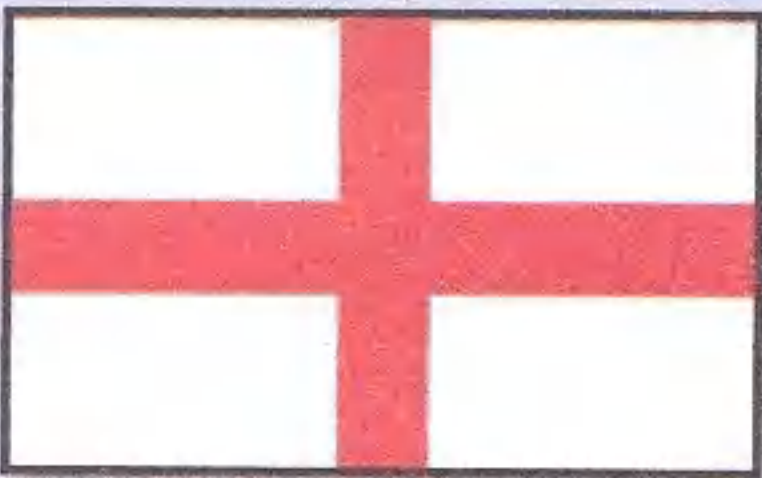
9. The museum situated at 221B Baker Street is ... .
- the Tate Gallery
  - Madam Tussaud's
  - the National Gallery
  - the Sherlock Holmes Museum
10. The oldest part of London is ... .
- the City
  - Westminster
  - the West End
  - the East End
11. The highest mark in English schools is ... .
- 100
  - 5
  - A
  - 10




**2.** Great Britain has four parts: England, Scotland, Wales and Northern Ireland. Match these countries to their capitals, flower symbols and flags.













- England
- Wales
- Scotland
- Northern Ireland

Cardiff  
London  
Belfast  
Edinburgh









3. Listen to the dialogue between Tanya and Vlad and complete the chart in your Workbook. Tell your classmates what you have learned about patron saints in Great Britain. You will need the words below.



a Patron Saint — святой покровитель  
 a leek — лук-порей  
 to commemorate somebody — чтить память  
 чью-либо, кого-либо

- The Patron Saint of England is ... .
- The English celebrate his day on ... .



4. Read the definitions and the examples and guess the meaning of the words in bold.

**Power** ['paʊə] *n* — control over others: *magical power; physical power; natural power. In the times of King Arthur Merlin had magical power.*

**Ancient** ['eɪn(t)j(ə)nt] *adj* — very old: *an ancient book, an ancient tradition, an ancient city. Ancient Celts believed that trees and plants had magical power.*

**To defend** [dɪ'fend] *v* — to protect someone or something from attack. *Russian people defended their country against the fascists ['fæfɪsts] in the Second World War.*

**A knight** [naɪt] *n* — a man who could fight well in ancient times: *Knights of the Round Table. King Arthur invited the best knights to Camelot. In ancient times knights fought at tournaments<sup>1</sup> to show their courage<sup>2</sup>.*

**A sword** [sɔ:d] *n* — a long knife. *All knights had swords.*

**A pain** [peɪn] *n* — feeling an ache: *a stomach pain; a sharp pain; a sudden pain. Kate felt a pain in her heart.*

**To pain** *v* — to hurt. *It pains her to think about the war.*

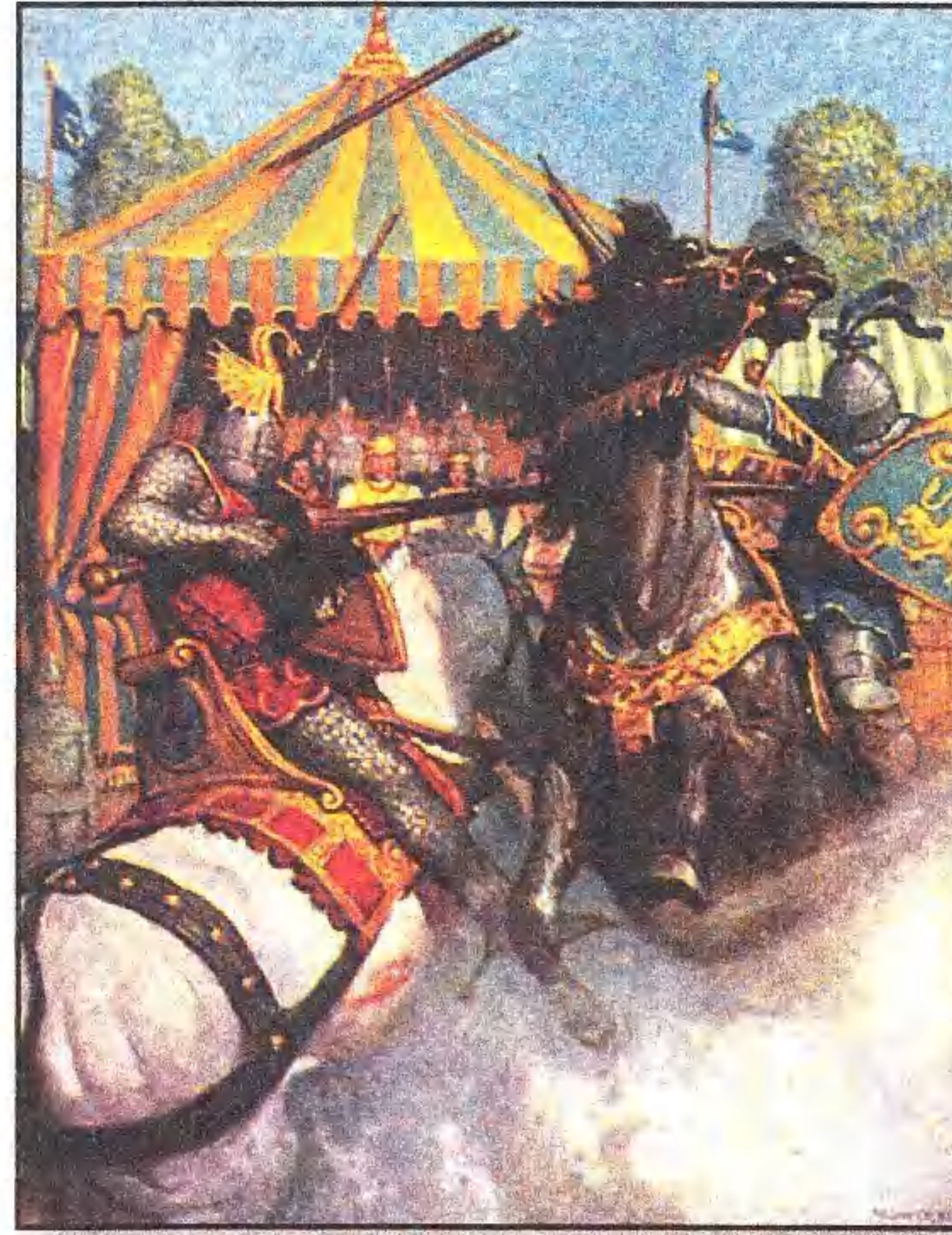
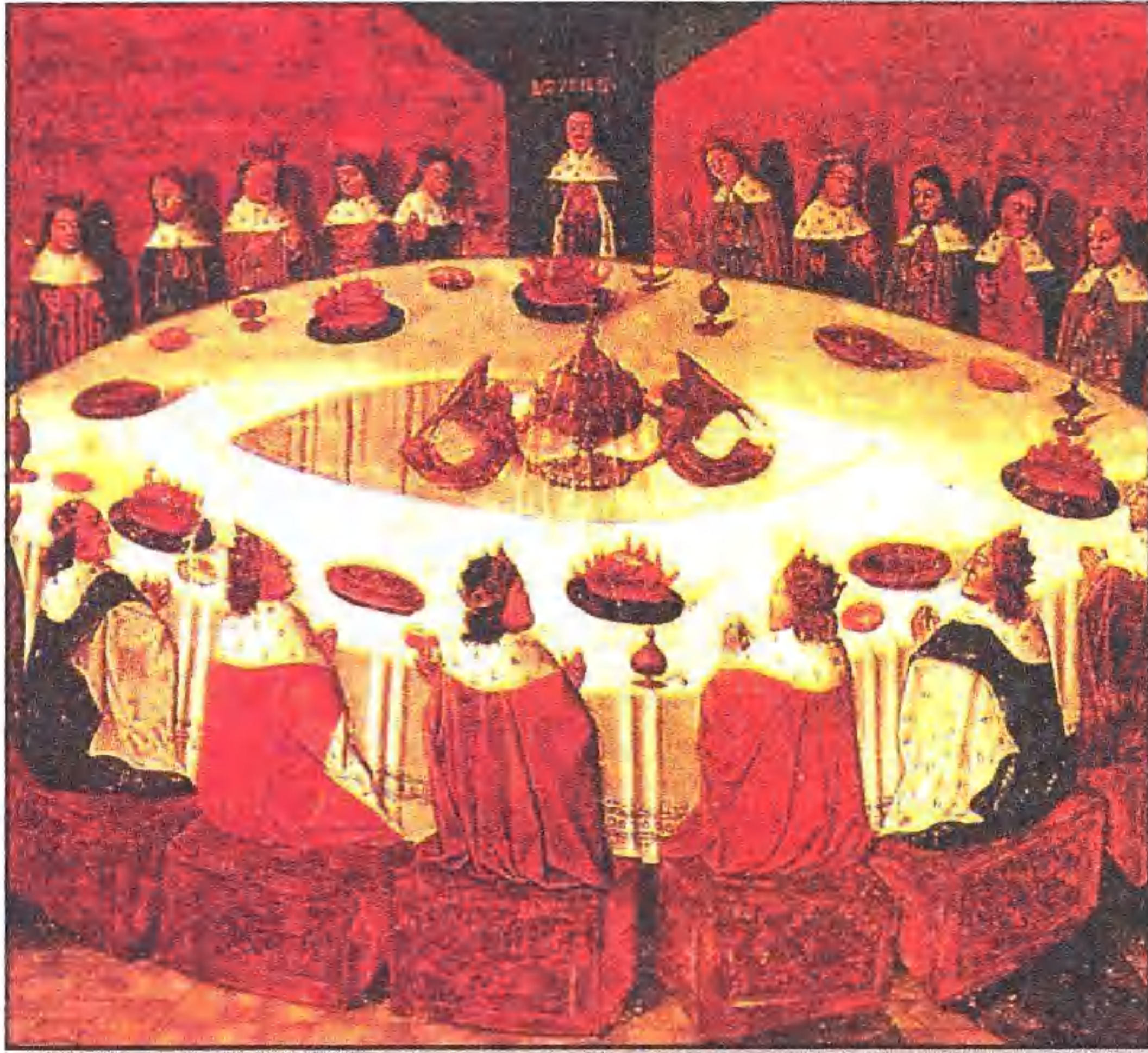
5. Use the words from exercise 4 to complete the sentences.

1. The idea that I am leaving home for 2 years ... me.
2. George has eaten so much that now he feels ... in his stomach.
3. Russian bogatyr had ... to fight with.
4. ... lived in castles and defended their king.
5. In ... times people didn't have a lot of food.
6. Magicians knew the secrets of magical ... .

<sup>1</sup> a tournament ['tʊənəmənt] — турнир

<sup>2</sup> courage ['kʌrɪdʒ] — храбрость

6. Look at the pictures and describe them. Try to use as many new words from exercise 4 as possible. Choose a picture and write its description in your exercise book.



7. Listen and read the words correctly.

York ['jɔ:k], Lancaster ['læŋkæstə], Tudor ['tu:də], the Holy Trinity ['trɪnətri], Celtic ['keltɪk], the Norsemen ['nɔ:smən], the Saxons ['sæksənz]

8. a) Read about the history of flower and vegetable symbols in Great Britain and say why they have become so important in different parts of the country.



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

## Flower Symbols

1. In the past, flower or animal symbols were very important in Europe. Many people couldn't read, but they could understand pictures. The white rose was the symbol of the York royal family in England, while the red rose stood for the Lancaster royal family. In the 15th century they started the war for the English throne. This war was called the War of the Roses. It lasted 30 years. In 1485 Henry VII of Tudor (from the Lancaster family) married Elizabeth of York. The two roses united into the Tudor rose (a red rose with a white centre).



2. The national flower of Northern Ireland is the shamrock, a three-leaved plant which St Patrick used to speak about religion (The Holy Trinity<sup>1</sup>). Three is Ireland's magical number. It played an important role in Celtic life. Three may mean: past, present and future; or behind, before and here; or sky, earth and underworld. Everything good in Ireland comes in threes.



<sup>1</sup> The Holy Trinity – Святая Троица (в христианстве)

3. The legend says that in 1263 during the night the Norsemen<sup>1</sup> tried to surprise the sleeping Scots<sup>2</sup>. That is why they took off their shoes. But as they walked barefoot<sup>3</sup> they came to a place full of thistles and one of the Norsemen unfortunately stood on a thistle and cried out in pain. The Scots woke up and began to fight. That battle saved Scotland from the Norsemen and the flower was chosen as Scotland's national emblem. In 1470 James III ordered to stamp the thistle on silver coins as the royal symbol of Scotland.
4. The leek became a Welsh emblem in 1536. One legend tells us of a battle between the Welsh and the Saxons in a field of leeks. In the past, leek was an important part of the diet. It is tasty in the traditional leek and potato soup.
5. The daffodil became the emblem of Wales later on, when people started to wear them on St David's day.



**9. Match the sentences below with the paragraphs of the text.**

- A.** It tells us about the flower that helped to avoid problems.  
**B.** This vegetable was eaten in the ancient times and is eaten now.  
**C.** This flower united the two royal houses.  
**D.** This flower has magical power.  
**E.** The flower which the Welsh wear on St David's Day.

**Useful Language**

power, ancient, to defend, a knight, a sword,  
to pain/a pain

**Homework**



1. No. 3b.

2. Ex.3, 8.



3. Ex. 1-4.

<sup>1</sup> a Norseman – норманн, древний скандинав (датчанин или норвежец)

<sup>2</sup> to surprise the sleeping Scots – застать врасплох спящих шотландцев

<sup>3</sup> barefoot – босиком

## Lesson 34

**1.** Each country has a flower, a tree or an animal as a symbol. Explain why

- the English chose a rose;
- the Scots chose a thistle;
- the Irish chose a shamrock;
- the Welsh chose a daffodil/a leek.



**2.** a) Listen to the text and say what the national symbols of Russia are and why. You will need the words below.

a birch – берёза  
a twig – ветка

b) Write about the Russian plant and animal symbols. Use the words from the box.

ancient ■ magical power ■ keep dark spirits away from  
■ bathhouse ■ energy ■ health ■ associated with ■ lazy ■ quick  
■ strong ■ clever ■ good at ■ honey

**3.** Open the brackets using the correct tense forms. Say what red poppies symbolize and how Remembrance Day<sup>1</sup> is celebrated.

### Remembrance Day

In Great Britain the poppy (*to be*) always worn on Remembrance Day in memory of the soldiers who (*to lose*) their lives in the First and Second World Wars. The red poppies (*to symbolize*) the poppies that (*to grow*) in the fields of Flanders<sup>2</sup>. In the First World War thousands of soldiers (*to kill*) there.

Remembrance Day (*to fall*) on the nearest Sunday to November, 11 – the day when peace was declared<sup>3</sup> in 1918. The day (*to celebrate*) around the country. By tradition, at 11 am on Remembrance Sunday a two minute silence<sup>4</sup> (*to hold*) to remember these heroes.



<sup>1</sup> Remembrance Day – День поминовения

<sup>2</sup> Flanders – историческая область Фландрия (расположена сейчас на территории трёх стран: Франции, Бельгии и Нидерландов)

<sup>3</sup> peace was declared – был объявлен мир

<sup>4</sup> a two minute silence – две минуты молчания

4. Listen to the poem. What holiday in Great Britain does it describe? Read the poem and say what the colours of the flower mean. What do you think people are forgetting? Learn the poem by heart.



### Red Poppies

“Why are they selling poppies, Mummy?”  
“Poppies, child, are flowers of love  
For the men who marched away.”  
“But why have they chosen a poppy, Mummy,  
Why not a beautiful rose?”  
“Because, my child, men fought and died  
In the fields where the poppy grows.”  
“But why are the poppies red, mummy,  
Why are the poppies so red?”  
“Red is the colour of blood<sup>1</sup>, my child,  
The blood our soldiers shed<sup>2</sup>.”  
“The heart of the poppy is black, mummy,  
Why does it have to be so black?”  
“Black, my child, is the symbol of grief<sup>3</sup>  
For the men who never came back.”  
“But why, mummy, are you crying so?  
Your tears are giving you pain.”  
“My tears are my fears<sup>4</sup> for you, my child,  
For the world is – FORGETTING AGAIN.”



5. \*Learn more about Remembrance Day on the website <http://www.woodlands-junior.kent.sch.uk/customs/Remembrance.html>. Listen to the song that is usually sung on this day “Old soldiers never die. They simply fade they say...” and sing it.



6. Read about Remembrance Day in some other countries and say what you have learned from the texts.



### Anzac Day in Australia and New Zealand

ANZAC means Australian and New Zealand Army Corps<sup>5</sup>. Anzac Day is celebrated in both countries on April, 25. It is the day to remember all those who fought and died in many wars for the freedom and happiness of all people. The poppy is used as a symbol of remembrance. Anzac Day is

<sup>1</sup> blood [blʌd] – кровь

<sup>2</sup> shed – проливали

<sup>3</sup> grief [grɪf] – горе

<sup>4</sup> fears [ˈfiəz] – страхи

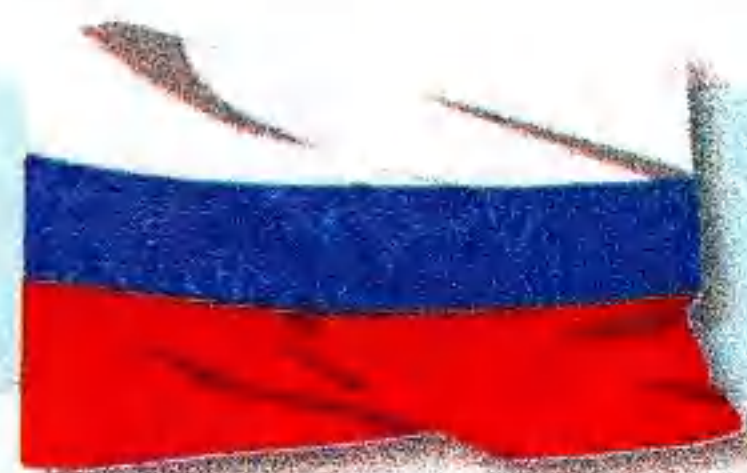
<sup>5</sup> ANZAC [ˈænzæk] – австралийский и новозеландский армейский экспедиционный корпус

a public holiday in Australia and New Zealand. Australians and New Zealanders have parades just like you can see in November for Remembrance Day in Great Britain, but here the children and grandchildren and even great grandchildren march together with the veterans, wearing the medals of the grandparents. The parades are usually held very early in the morning. Special Anzac ceremonies are held in schools the day before.



## Veterans' Day in America

Veterans' Day is celebrated in the USA on November, 11. The Americans thank veterans for peace on this day. There are ceremonies and speeches and at 11 am there is a two minute silence.



## Victory Day in Russia



Victory Day is celebrated on the 9th of May. In 1945 the end of the Second World War was declared on this day. In Russia this war was called the Great Patriotic War. By tradition a ceremonial military parade is held in Moscow on Red Square. People celebrate Victory Day to remember those who died in the war. A minute of silence teaches us "not to forget". Colourful tulips are usually planted in April. By May holidays streets, squares and parks are full of these flowers. Red flowers are often given to veterans. They are associated with the fire of war.

7. Tell the class about Victory Day in Russia.
8. Write how Victory Day is celebrated in the place where you live, in your family, at your school.

### Useful Language

a birch, a twig, to declare, peace, silence, a poppy, a tulip

### Homework



1. No. 4.

2. Ex. 4, 8.



3. Ex. 1–4.

## Lesson 35

1. Recite the poem "Red Poppies".
2. Speak about Remembrance Day and Victory Day in different countries of the world.
3. Change the following statements into Passive ones.

### Example

People celebrate Remembrance Day in many countries.  
Remembrance Day is celebrated in many countries.

1. People plant many red tulips in parks.
2. Writers describe the war in their books.
3. Schoolchildren invite veterans to their meetings.
4. My schoolfriends made a wall chart about the Great Patriotic War.
5. We learned two new songs at the English lesson.
6. Our teacher took us to the picture gallery.
7. We gave many presents to our guests.

### GRAMMAR

#### ■ Present Simple Passive. Negatives and Questions

4. Read the sentences and pay attention to negative forms and questions in Present Simple Passive.

Affirmative	Negative	Questions
is done are done	isn't done aren't done	Is ... done? Are ... done?
English is spoken in many countries of the world. Во многих странах мира говорят по-английски.	English isn't spoken in France. Во Франции не говорят по-английски.	Is English spoken in Australia? В Австралии говорят по-английски?
Many new books are published every year. Каждый год выпускается много новых книг.	Books about King Arthur aren't published every year. Книги о короле Артуре не выпускаются каждый год.	Are new books about war published every year? Новые книги о войне выпускаются каждый год?
At school children are taught to read and to write. Детей учат читать и писать в школе.	Children aren't taught to break things at school. Детей не учат ломать вещи в школе.	Are children taught to sing and dance at school? Детей учат петь и танцевать в школе?



**5. Work in pairs.** Answer the questions according to the example.

**Example**

**Was** the Tower of London **built** in the 21st century? – **No, it wasn't.**  
**Are** flowers **brought** to memorials on Victory Day? – **Yes, they are.**

1. Is chocolate made of cocoa?
2. Are pictures made by artists?
3. Are cakes baked in the café?
4. Is Chinese taught at your school?
5. Are people protected by amulets?
6. Is Scotland often visited by tourists?
7. Are these pictures taken by you?
8. Is the country defended by students?

**6. Correct the sentences as in the example and write them in your exercise book.**

**Example**

Anzac Day isn't celebrated in the USA. It is celebrated in Australia and New Zealand.

1. The film *The Lord of the Rings* is based on Russian legends.
2. Books are usually bought at supermarkets.
3. Many new words are learned at Geometry lessons.
4. Pets are often taken to the zoo.
5. Dictations are written by teachers.
6. Many birch trees are broken every season.
7. Red tulips are planted in the fields.

**7. Work in pairs.** Ask questions for more information and answer them.

**Example**

1. The story is written by a famous writer.
  - Is the story written by an English or an American writer?
  - By whom is the story written?
  - What is written about the main character?
2. Many guests are invited to the party.
  - Are ... ? • Where ... ? • Why ... ?
3. Red tulips are given to veterans.
  - Are (only) ... ? • Why ... ? • When ... ?
4. Birch trees are found in Russia.
  - Are (only) ... ? • What (associated with) ... ?
  - Why (loved by people) ... ?
5. Thanksgiving Day is celebrated in the USA.
  - Is (only) ... ? • Why ... ? • When ... ?

8. Listen to the legend about the magician Merlin and King Arthur. Say who gave the magical sword to King Arthur.



a scabbard ['skæbəd] — ножны (*меча*)  
weak — слабый  
to lose — терять



9. a) Match the beginnings with the endings to make sentences.

1. Arthur
2. Merlin
3. The Lady of the Lake

- a) asked for a gift when the time came.
- b) said that he wanted a sword.
- c) said that the scabbard was better.
- d) said that he liked the sword.
- e) asked what magical sword was kept in the lake.

### Homework

1. Ex. 4, 6.



2. Ex. 1–4.

## Lesson 36

1. **Work in pairs.** Ask questions and answer them using the example.

### Example

■ film/show on TV – the cinema

Is the film **shown** on TV? – **No**, it isn't. It is **shown** at the cinema. (– **Yes**, it is, and at the cinema, too.)

1. Christmas/celebrate/in December/in Russia – in January;
2. windows/wash/in summer – in spring, too;
3. cakes/bake/with chocolate – with jam;
4. room/clean/on Saturday – Sunday, too;
5. tango/dance/only in Brazil – in Europe, too;
6. trees/plant/in autumn – in spring, too;

7. Warner Brothers films/make/in China — in the USA;
8. these toys/make/in Souzdal — in Kostroma;
9. Lake Baikal/situate/in Europe — in Asia.

**2.** a) Look at the pictures, read the sentences and guess the meaning of the words in bold.

1. **A candle** and **a torch** were used in the ancient times when people did not have electricity.
2. **Glass** in windows protects us from wind and from cold.
3. We need a **looking glass** (a mirror) if we want to see ourselves.
4. **A servant** is a man or a woman who does housework, cooks, cleans the rooms, washes up, lays the table, etc.
5. We wash our hands and face with water and **soap**.



a)



b)



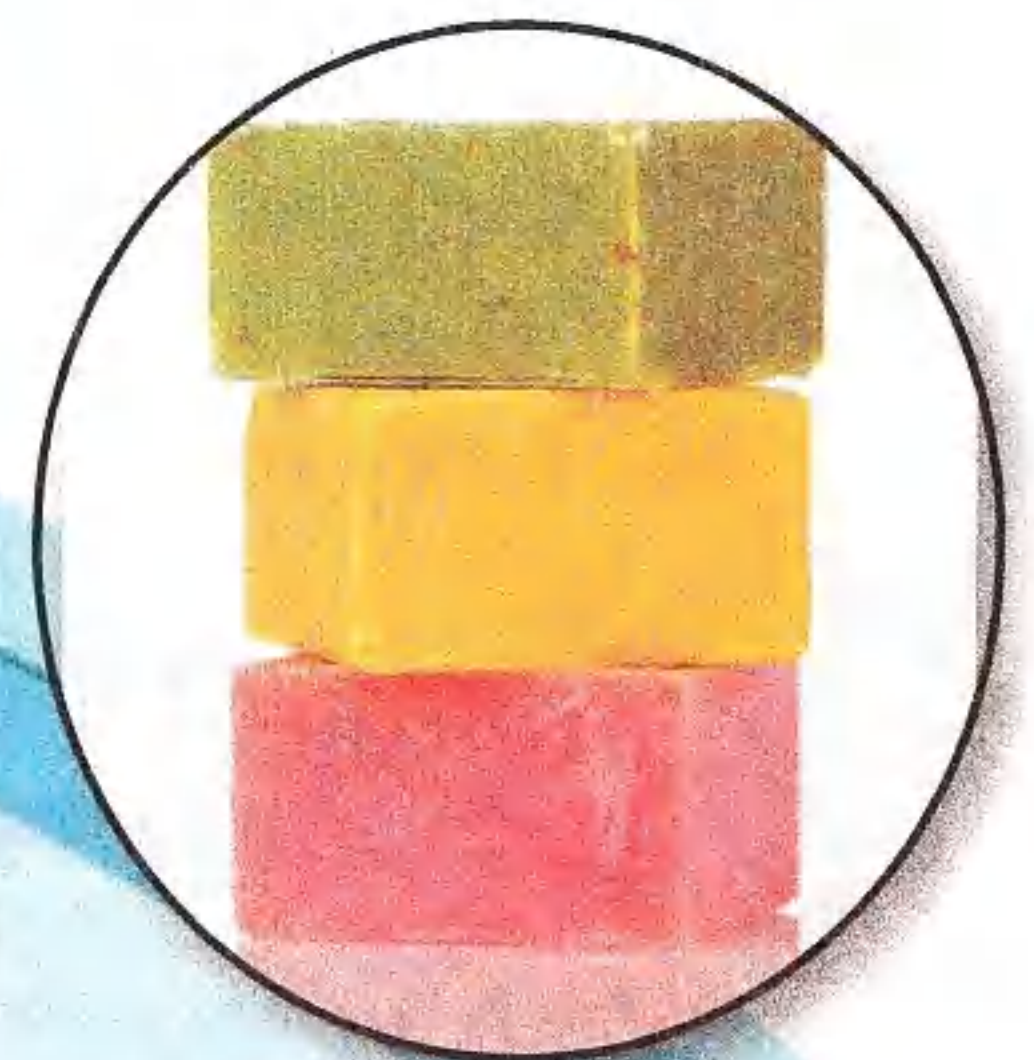
c)



d)



e)



f)

b) Look at the pictures and describe them using the new words above.



1



2

## GRAMMAR

### ■ Past Simple Passive. Negatives and Questions

- 3.** Read the sentences and pay attention to negatives and questions in Past Simple Passive.

Affirmative	Negative	Questions
was done were done	wasn't done weren't done	Was ... done? Were ... done?
In ancient times Britain was ruled by the Romans. В древние времена Британией правили римляне.	In the ancient times Britain wasn't ruled only by the Romans. В древние времена Британией правили не только римляне.	Was Britain ruled by the Saxons in ancient times? Британией правили саксы в древние времена?
Knights were taught to fight in castles. Рыцари обучались искусству боя в замках.	Servants weren't taught to fight. Слуг не обучали искусству боя.	Were knights taught to write and read? Рыцарей обучали письму и чтению?
Swords were made of good metal. Мечи делались из хорошего металла.	Swords weren't bought at markets. Мечи не покупались на рынках.	Were swords decorated with gold and silver? Мечи были украшены золотом и серебром?

**4. Work in pairs.** Read the questions and answer them.

**Example**

Was power over Scotland kept by the English kings?  
No, it wasn't.

1. Were the first English castles built by the Romans?
2. Was the battle of Hastings lost by William the Conqueror?
3. Were people given help by doctors in the ancient times?
4. Were windows made of glass in castles?
5. Were clothes washed with soap in the ancient times?
6. Were rooms in castles lighted with electricity in the ancient times?
7. Was the War of the Roses won by the Yorks?
8. Was the shamrock chosen as the symbol of Wales?
9. Was the looking glass made of metal?

**5. Read the sentences and correct them.**

1. King Arthur was given magical clothes by the Lady of the Lake.
2. The young children of lords were taught to cook in castles.
3. Castles were built with large glass windows.
4. Beautiful expensive dresses were worn by servants.
5. Castles were defended by servants.

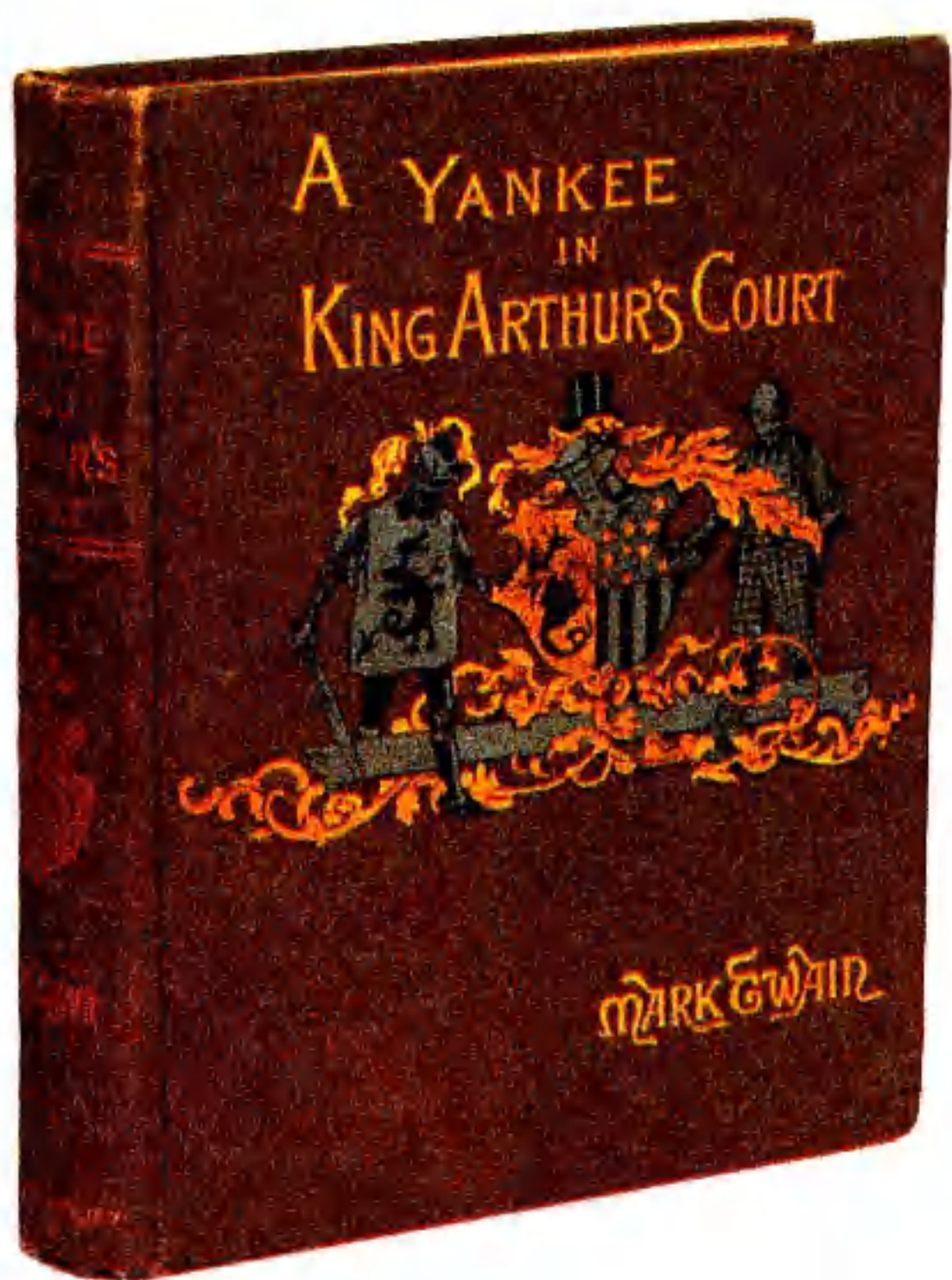
7. Knights were given hot tea before battles.
8. Merlin was given a large kingdom as a gift (дар, подарок).
9. Books were often read by knights.
10. Castle pictures were painted by photographers.

**6. Work in pairs.** Ask questions for more information and answer them.

1. The town was defended by the army.
  - What ... ? • By whom ... ? • Against whom ... ?
2. The looking glass was put in the castle.
  - Was ... on the wall? • By whom ... ? • Where ... (to take from)?
  - What ... (near the looking glass)?
3. The rooms were lighted with candles.
  - What ... ? • Where ... (to put the candles)? • When ... ?
4. Castles were situated on the hills.
  - Whose ... ? • Why ... ? • What ... (around the castles)?

**7. a) Read the extract about Hank Morgan from the book “A Connecticut Yankee in the Court<sup>1</sup> of King Arthur” by Mark Twain and say where and in what century he lived.**

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



## A Connecticut Yankee in the Court of King Arthur

(After Mark Twain)

Now I was a very important man in the castle of King Arthur, more important than Merlin, the magician. I had even more power than he. I wore very rich clothes and lived in the best room of the castle.

But I missed my home much and really wanted some comforts of life. The big chairs in my room were nice and heavy. I liked sitting in them. But I wanted soap, matches<sup>2</sup> and a looking glass.

There wasn't a telephone in the castle. But I had a lot of servants. When I wanted their help I went out to call them. There was no gas, there were no candles, only some oil in a bronze dish. When it was lit it gave very little light. If I went out at night, my servants carried torches. There were no books, pens, paper, ink, no glass in windows. You never think about glass until it is absent! Then it becomes a big thing. I also missed sugar, coffee and tea. It was the worst thing! I saw that I was just another Robinson Crusoe on an island. I had nobody to speak to. My life was awful and I decided to change things. So, I set my brain and hands to work<sup>3</sup>.

<sup>1</sup> a court [kɔ:t] – двор (королевский)

<sup>2</sup> matches – спички

<sup>3</sup> I set my brain and hands to work. – Я нагрузил свои мозги и руки работой.

I quickly got used to my situation. For some time, I used to wake up, and smile at my "dream", but then, day by day, I at last fully understood that I lived in the sixth century, in the castle of King Arthur. After that, I was just as much at home in that century as I could be in any other; and I didn't want to come back! Look, I had the knowledge and brains and education<sup>1</sup>. I knew more than Merlin! There was no man who knew more than I did.

Four years passed. I taught many people to read and to write. I started a lot of Sunday schools. My pupils wrote articles into newspapers. I made a telegraph and a telephone and thought about a railway.

What I didn't really like was the fights of knights. And I decided to teach them to play basketball.

**8. a) Find in the text and read the sentences which give information about:**

- ▶ the place where Hank Morgan lived;
- ▶ what he liked in his new life and what he missed;
- ▶ what he did for the people of the country.

**b) Using the points above as a plan speak about Hank Morgan's life in the 6th century.**

**9. You live in a castle in the ancient times. Write about:**

- ▶ what comforts of life you miss;
- ▶ what changes you would like to make.

### Example

I miss the Internet because I can't send e-mails to my friends.

### Homework



1. No. 7b.

2. Ex. 2a, 3, 9.



3. Ex. 1–4.

## Lesson 37

**1. Let's speak about your life in a castle in the ancient times.**

<sup>1</sup> education ['edʒu'keɪʃn] – образование

**2. Work in pairs.** Ask questions and answer them as in the example.

■ **vegetables/to plant/in May/September/last year**  
**Were vegetables planted in September last year?**  
 — **No, they were not. They were planted in May.**

1. picture/paint/by Rafael/Dürer?
2. celebration/hold/in the castle/palace?
3. European languages/Classic languages/learn/in the ancient times?
4. books/films/make/in ancient times?
5. new lands/discover/in the 10th century/in the 18th century?
6. Australia/to discover/by Vitus Bering/by Captain Cook?

## GRAMMAR

### ■ Future Simple Passive. Negatives and Questions

**3. Read the sentences and pay attention to the negative forms and questions in Future Simple Passive.**

Affirmative	Negative	Questions
<b>will be done</b>	<b>won't be done</b>	<b>Will ... be done?</b>
You <b>will be laughed</b> at if you wear that funny hat. Над тобой <b>будут смеяться</b> , если ты наденешь эту смешную шляпку.	Don't worry. You <b>won't be asked</b> difficult questions. Не волнуйся. Тебе <b>не будут задавать</b> трудные вопросы.	<b>Will I be asked</b> difficult questions during the interview? Мне <b>будут задавать</b> трудные вопросы во время интервью?
I'm sure the film <b>will be liked</b> by everybody. Я уверен, что фильм всем <b>понравится</b> .	If he doesn't win the competition, he <b>won't be given</b> a prize. Если он не выиграет соревнование, ему <b>не дадут</b> приз.	<b>Will new pictures be shown</b> to the guests? Гостям <b>покажут</b> новые картины?
I believe that this talented actor <b>will be</b> much <b>talked</b> about. Я думаю, что об этом талантливом актёре <b>будут</b> много говорить.	If you are naughty, you <b>won't be told</b> another tale in the evening. Если ты будешь шалить, тебе <b>не расскажут</b> ещё одну сказку вечером.	<b>Why will he be sent</b> to bring presents? Почему его <b>пошлют</b> за подарками?

4. a) The actions in the sentences below will happen in the future. Put the verbs in brackets in the correct form as in the example.

### Example

- The game (to play) on Monday.  
The game will be played on Monday.

1. The clothes (to wash) in the evening.
2. The film (to show) on Sunday.
3. The job (to do) by the end of the week.
4. The book (to publish) in the next month.
5. The hotel (to sell) soon.

- b) Imagine that the actions in the sentences above won't take place in future. Put the verbs in brackets in the correct form.

### Example

The game won't be played on Monday.

- c) **Work in pairs.** Ask questions for more information and answer them.

1. A new job will be given to him.  
• Whom will a new job be given to? • When ... ? • Why ... ?
2. Nice presents will be given to her.  
• Whom ... to? • Whom ... by? • Why ... ?
3. A New Year Tree will be bought.  
• When ... ? • Whom ... by? • Whom ... to?
4. He will be sent to bring chocolates.  
• Who ... ? • Where ... ? • Why ... ?
5. A song will be written for her.  
• What song ... ? • Whom ... by? • Whom ... for? • Why ... ?

5. Read the statements and say if they are true or false. Correct the wrong sentences.

1. In the ancient times children went to school regularly.
2. Ancient people believed in dragons and magical power.
3. Knights had magical swords.
4. In ancient Europe people washed twice a year.
5. Candles and torches were used to light castles.
6. There was glass in the windows of castles in the ancient times.
7. Servants lived in castles together with their masters.
8. There wasn't any soap in ancient Europe.





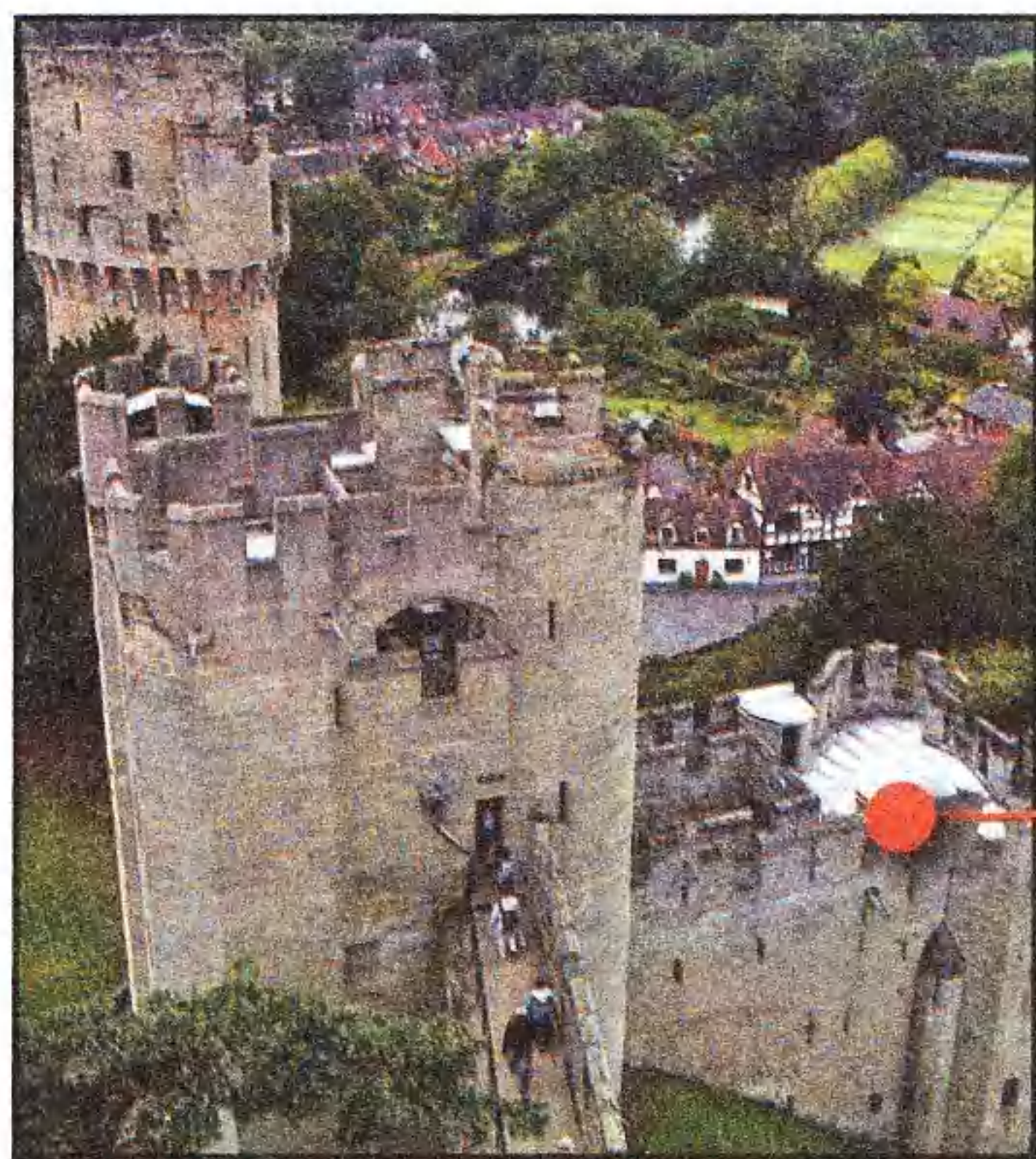
6. Camelot was the place where King Arthur lived with his family. In some legends it was in Wales. Listen to the poem and describe the character of a Welsh person. Learn the poem by heart.

## A Welsh Character

To be born Welsh  
Is to be born privileged<sup>1</sup>.  
Not with a silver spoon  
In your mouth,  
But music in your blood  
And poetry in your soul<sup>2</sup>.

7. Wales is known for its natural beauty and mysterious history. Look at the pictures and say what the country is rich in. Use the words from the box.

is known for ■ is famous for ■ is rich in ■ impresses with  
■ catches the eye with

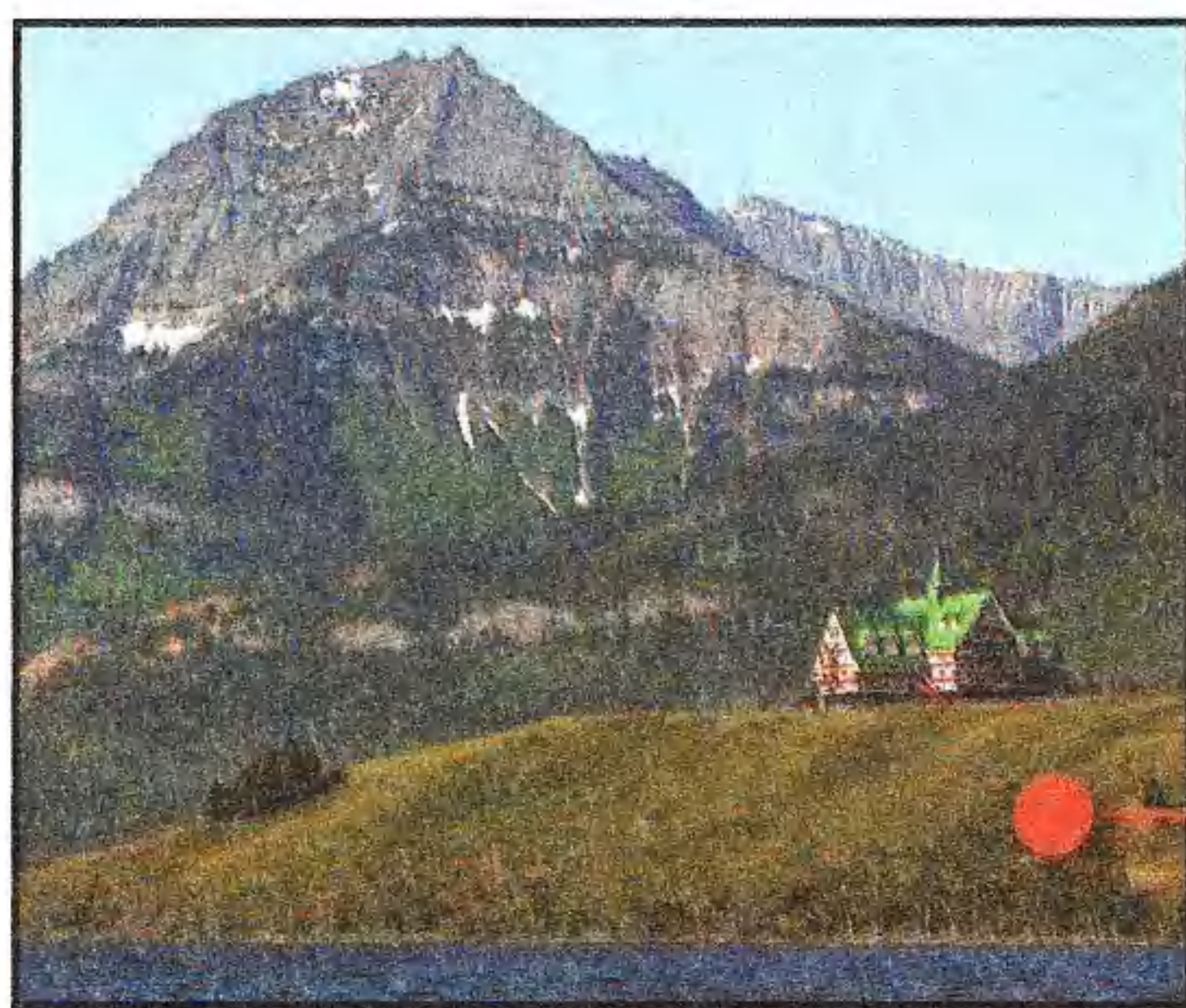


■ ancient castles



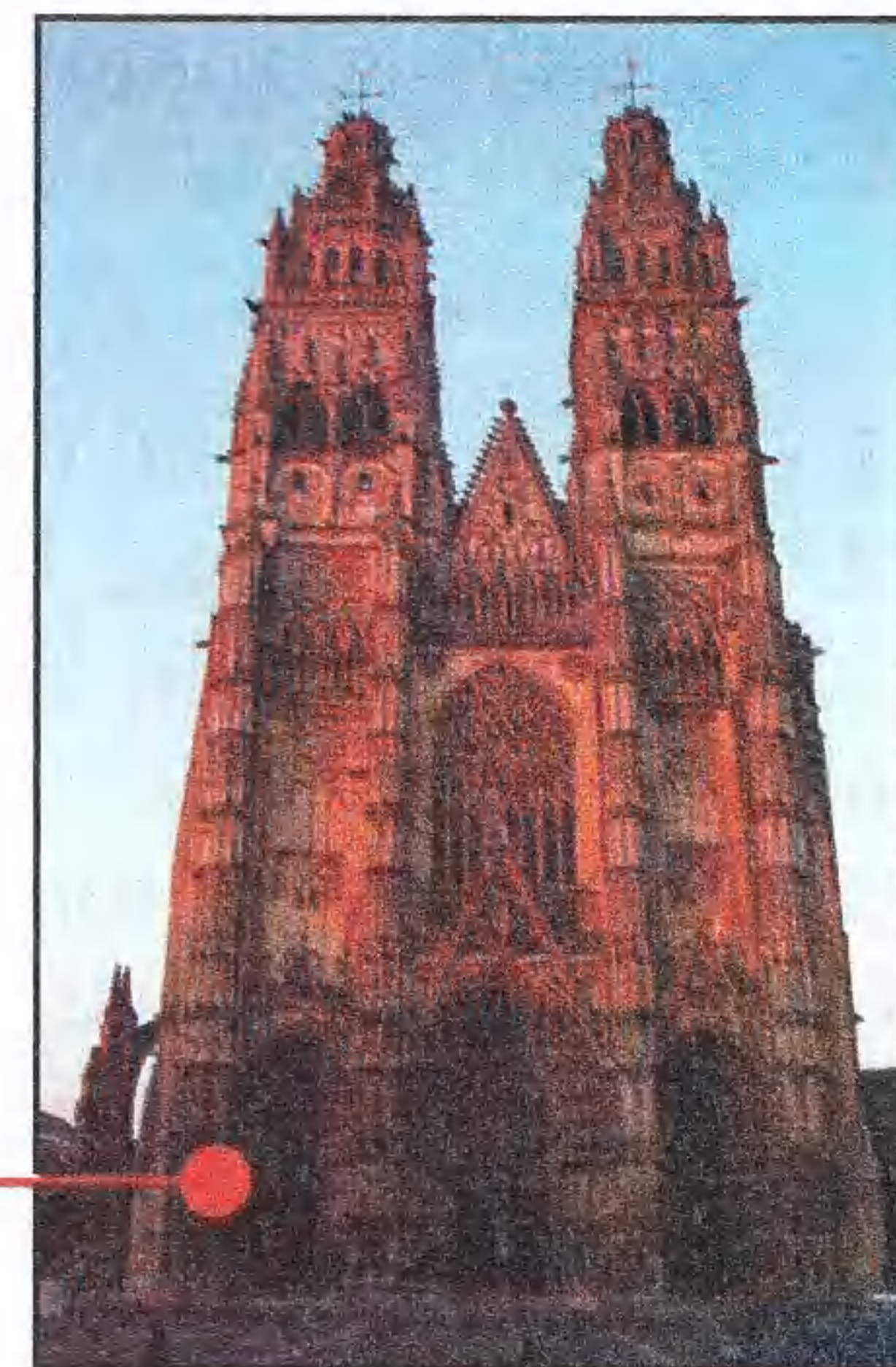
■ magical standing stones

■ long sandy beaches



■ national natural parks,  
natural beauty

■ ancient churches



<sup>1</sup> privileged ['prɪvɪlɪdʒd] – привилегированный

<sup>2</sup> soul [səʊl] – душа

**8. a) Put the parts of the letter in the correct order and say what Vlad's friend, Alexander, wrote about.**

1. ... your chance to enjoy the Land of Fantasy – Wales!  
Christmas holidays are coming soon. My parents are thinking of travelling to China. I hate this idea. I would like to have our traditional Hogmanay. What are you planning?
2. By the way, what is the weather like in Russia at Christmas? Will you have any special celebrations at home or at school?  
Remember me to all our friends. Write soon.  
Best wishes,  
Alexander
3. Dear Vlad,  
I am glad to hear from you again. I read your letter to all my friends. They were happy to get news from Russia. Last weekend my family travelled from Edinburgh to Cardiff...
4. Hills, valleys and rivers catch your eye with their natural beauty. From time to time we passed ancient castles and churches on our way. I almost believed that I was in a fairy land. It's not surprising that fantasies are born here, together with legends about dragons, magicians and knights. If you happen to visit Great Britain, don't miss ...
5. ... by car. It was my first journey to Wales. Frankly speaking, I thought that Scotland was the most beautiful place on the planet. But I was very impressed by the scenery of Wales!

**b) Listen to the text to check if you are right and answer the questions.**



- What did Alexander like in Wales?
- Why does he say that Wales is the Land of Fantasy?

**9. a) Complete the expressions with prepositions using Alexander's letter.**

- |                         |  |
|-------------------------|--|
| 1. to hear ... you      | 6. to catch the eye ... their natural beauty |
| 2. impressed ... nature | 7. ... our way                               |
| 3. to travel ... car    | 8. remember me ... all your friends          |
| 4. the nature ... Wales | 9. travel ... Edinburgh ... Cardiff          |
| 5. ... time ... time    |  |

**\* b) Complete the text with correct prepositions.**

Many people enjoy travelling ... car. It is cheaper and more comfortable. ... your way you will see nature ... the country.

Last summer I got a letter ... my friend. It was the first time I heard ... him in many years. He invited me ... Irkutsk. It really took me a long time to travel ... Omsk ... Irkutsk. But I was impressed ... the beauty of the countryside. Tall trees and endless rivers caught my eye ... their size and I stopped ... time ... time to admire Siberian nature.

**10. Write a letter to Alexander about your journey. Use the expressions from the box on page 98.**

## Useful Language

to hear from you, to impress with, to catch one's eye with, from time to time, on the way. Remember me to all your friends.

## Homework



1. No. 6.



3. Ex. 1–4.

2. Ex. 8a, 10.

Lessons 38, 39

Home Reading

## Lesson 40

1. Let's recite the poem about the Welsh character.



2. Here is a poem about the Seven Wonders of Wales. Listen to it, read it and consult the chart on page 99. Match the pictures and the wonders in the chart. Learn to pronounce the following words: *Pistyll Rhaeadr* ['pistɪl 'redr]; *Wrexham* ['reksəm]; *yew* ['ju:].



1

## Seven Wonders of Wales

Pistyll Rhaeadr and Wrexham steeple<sup>1</sup>,  
Snowdon's mountain without its people,  
Overton yew<sup>2</sup> trees, St Winefride's wells<sup>3</sup>,  
Langollen bridge and Gresford bells.



2

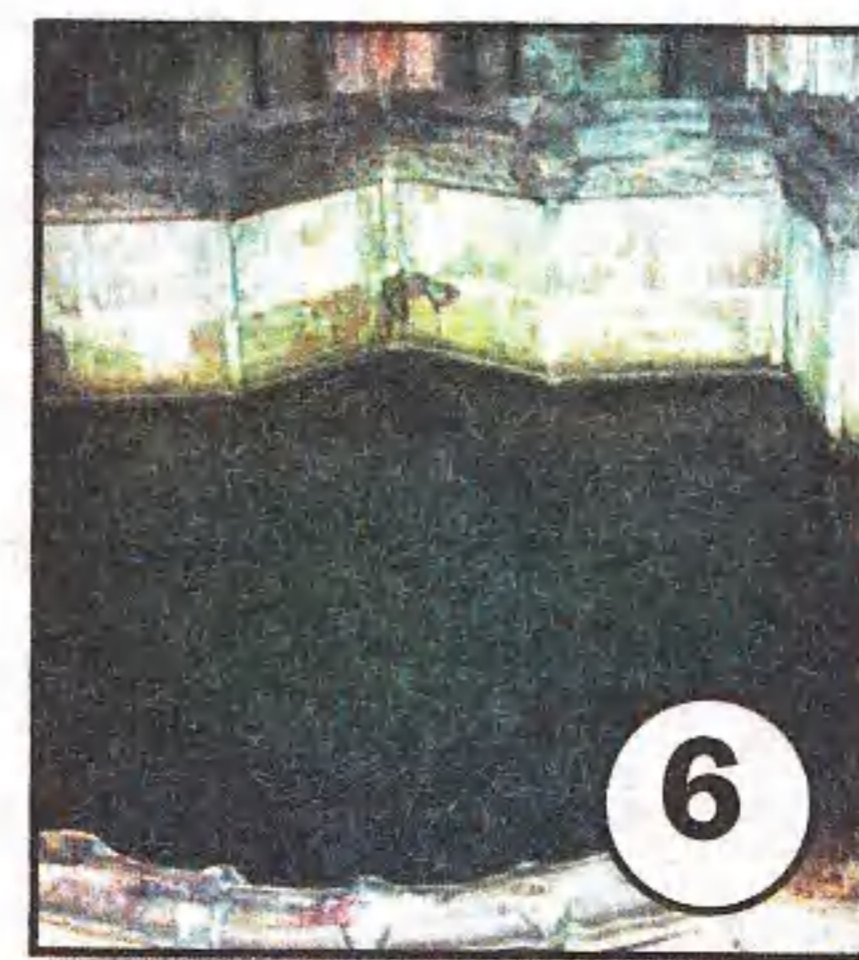


3

4



5



6



7

<sup>1</sup> a steeple ['sti:pl] – колокольня

<sup>2</sup> a yew – тис (дерево)

<sup>3</sup> a well – колодец

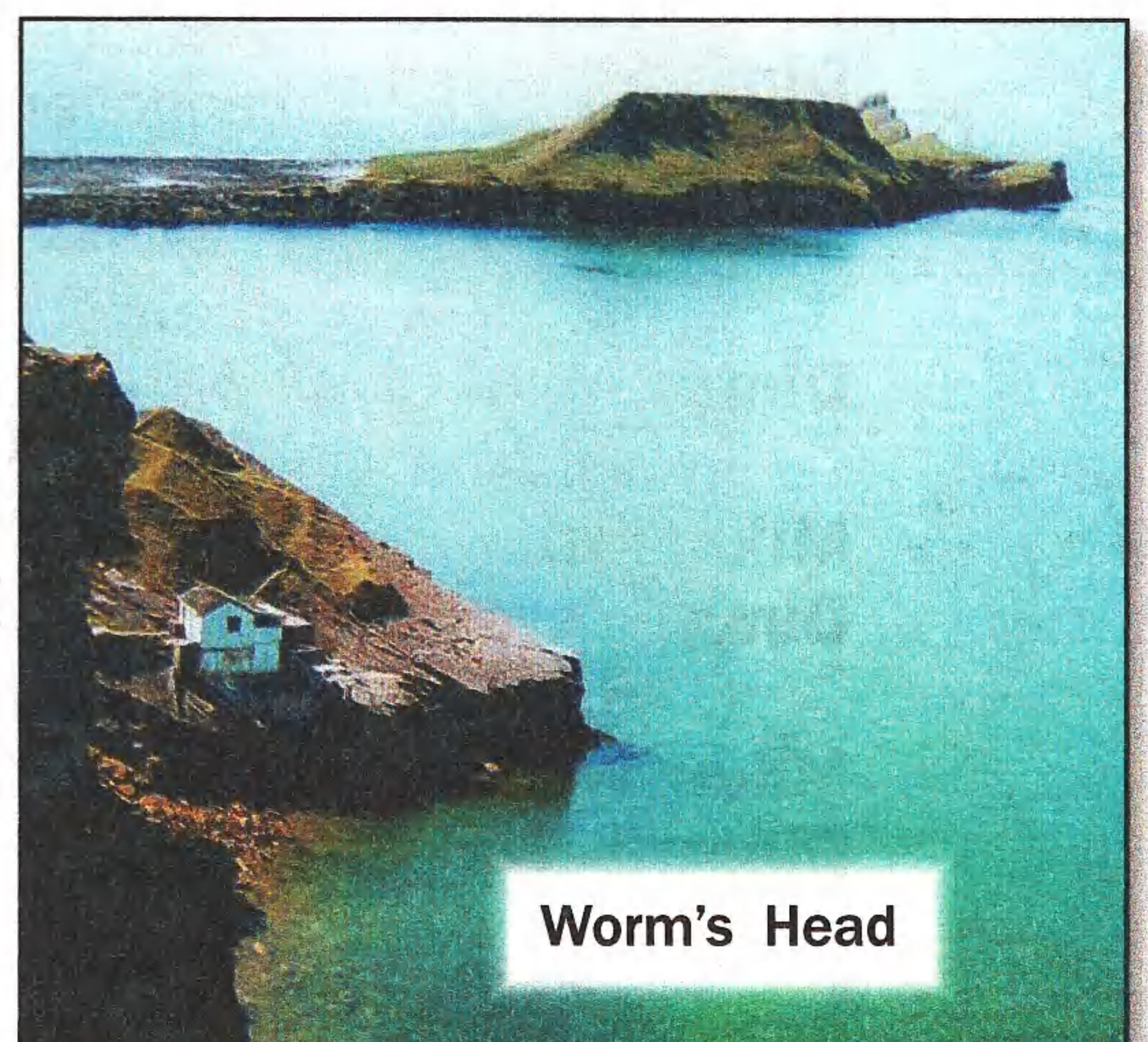
Wonder	Date of Construction	Builder	Famous for
a) Pistyll Rhaeadr	Naturally formed	Natural wonder	Tallest waterfall in Wales (and in England and Wales)
b) St Giles' Church	16th century	—	The 16th century tower of St Giles' Church in Wrexham is seen for miles.
c) Overton yew trees	12th century	Planted over many centuries	21 yew trees at St Mary's Church.
d) St Winefride's Well	660 AD	Natural wonder	People believe that it has healing (целебная) water.
e) Langollen Bridge	1347	John Trevor I, prince	The first stone bridge over the River Dee.
f) Gresford bells	13th century	?	The church bells are known for their pure (чистый) sound.
g) Snowdon	Naturally formed	Natural wonder	The highest mountain in Wales is 3,560 ft (1,085 m) tall.

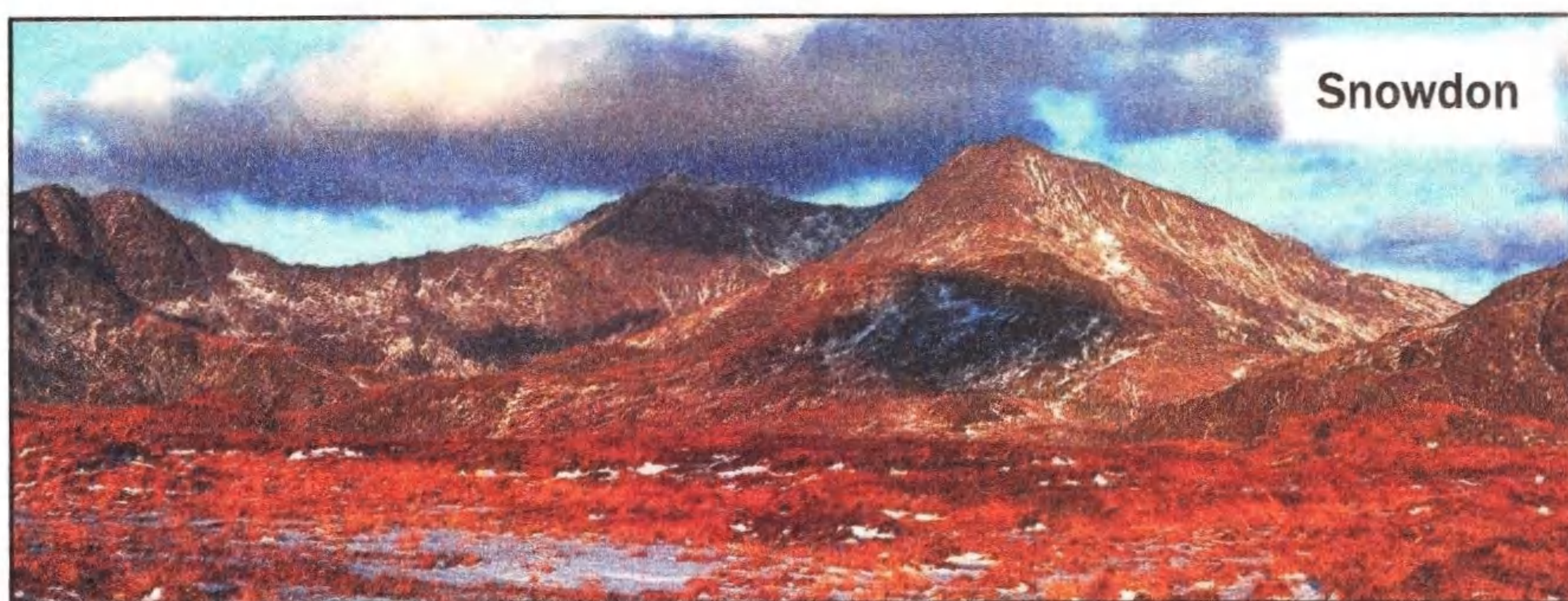
**3. Work in pairs.** Read the text about Wales and say what else you have learned about this part of the UK. Which of these places would you like to visit and why?

Worm's<sup>1</sup> Head is a one-mile (1,6 kilometre) long line of rocks. It is washed by the waters of the Bristol Channel. It is a place of great natural beauty. If you want to explore it, you have only 5 hours. The waters of the Channel rise and cut off the land. What we can see at high side looks like a worm. In the old English language it meant "a dragon" or "a snake".

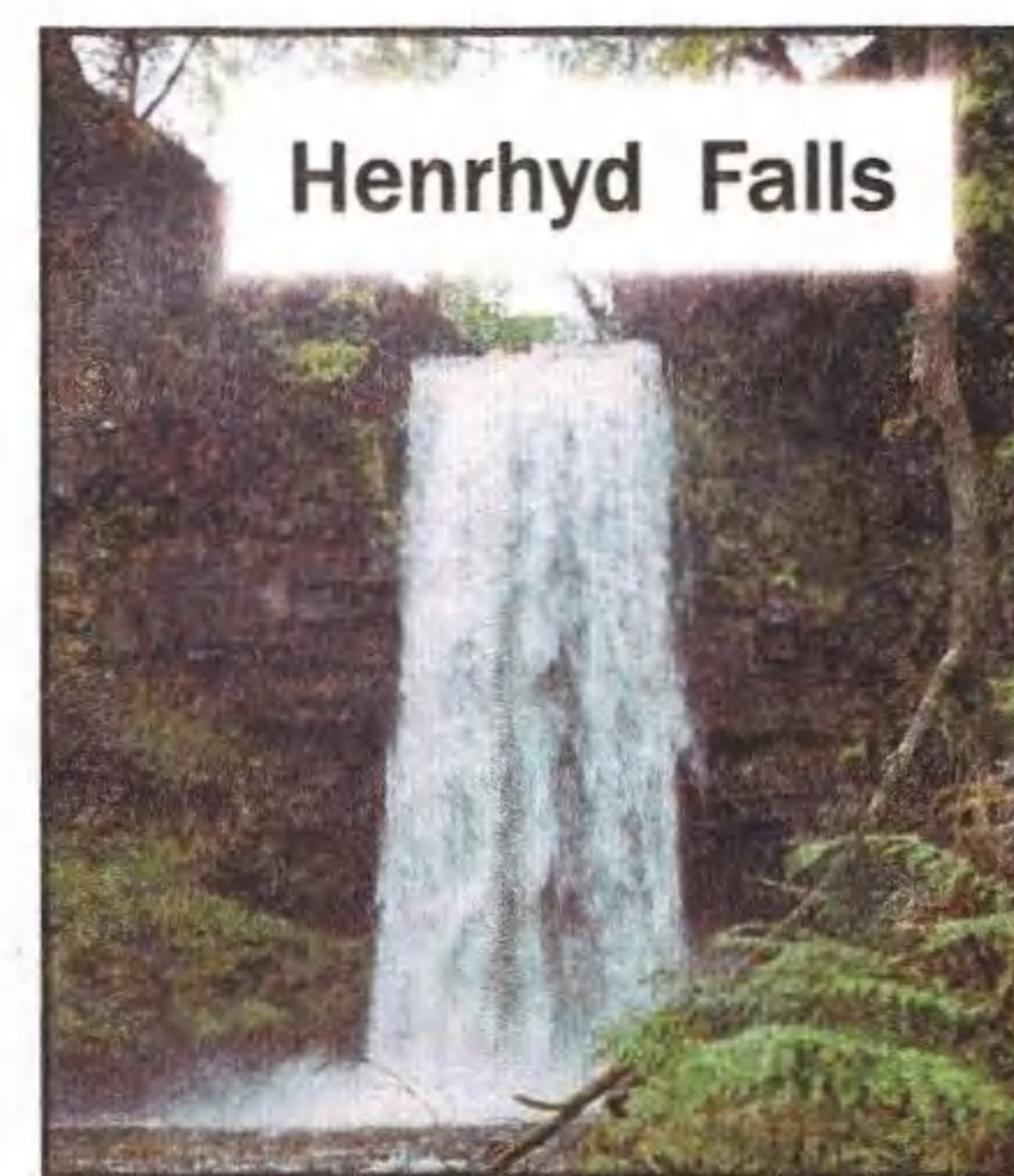
Snowdonia is the second largest park in England and Wales. The place is still wild. Most visitors come here for the beautiful nature, peaceful walking and climbing Snowdon itself.

<sup>1</sup> a worm [wɜ:m] – червяк





Snowdon



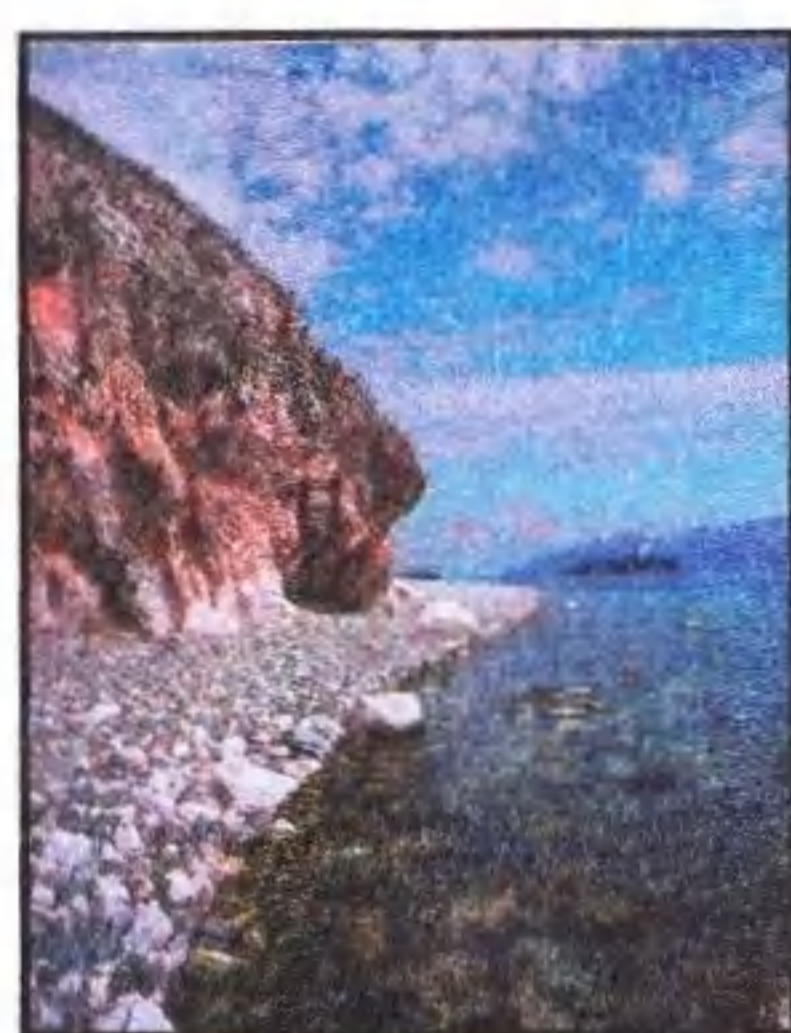
Henrhyd Falls

Long ago Snowdon was a volcano. It was three times higher than it is now. But even now it is the highest mountain in Wales.

Wales is rich in waterfalls. Southern Wales is often called “Waterfall Country”. Henrhyd Falls is a beautiful waterfall in the Swansea Valley. It is about 90 feet (28 metres) high. It catches the eye in every season. After heavy rains the roar (*pëb*) of the falls is heard far and wide.



**4. Listen to the text about Lake Baikal. Say which sentences are true, false or that there is no information in the text.**



1. Lake Baikal is situated in Siberia.
2. It is the largest lake in the world.
3. It may become an ocean in the future.
4. The word “Baikal” means “fresh water”.
5. It is the oldest lake on the planet.
6. The lake has one sixth of the planet’s fresh water.
7. The temperature of the water in the lake is 8°C in summer.

**5. Complete the dialogue with the correct prepositions. Listen to it and check yourself.**

### Kamchatka’s Natural Wonder

**Mike:** Yesterday I saw a very interesting programme ... TV, it was ... Kamchatka’s natural wonders.

**Dima:** My father travelled there when he took part ... an expedition. He says that it is one ... the most wonderful places ... the planet.

**Mike:** Kamchatka is famous ... its volcanoes. Did your father take any pictures of them?

**Dima:** Yes, of course he did. By the way, he saw the eruption<sup>1</sup> ... a volcano ... 1996. The eruption lasted ... more than 20 hours!

**Mike:** Wow!

**Dima:** Lava was thrown ... and ran ... the nearest lake. Karymsky lake is 6 km ... the volcano.

**Mike:** What happened ... fish?

**Dima:** I think that they died because the water was very hot.

<sup>1</sup> eruption [ɪˈɡrʌʃn] – извержение (вулкана)

**6. Work in pairs.** Act out the dialogue, using the correct prepositions.

**7. Make up sentences in the Passive Voice and write them down in your exercise book.**

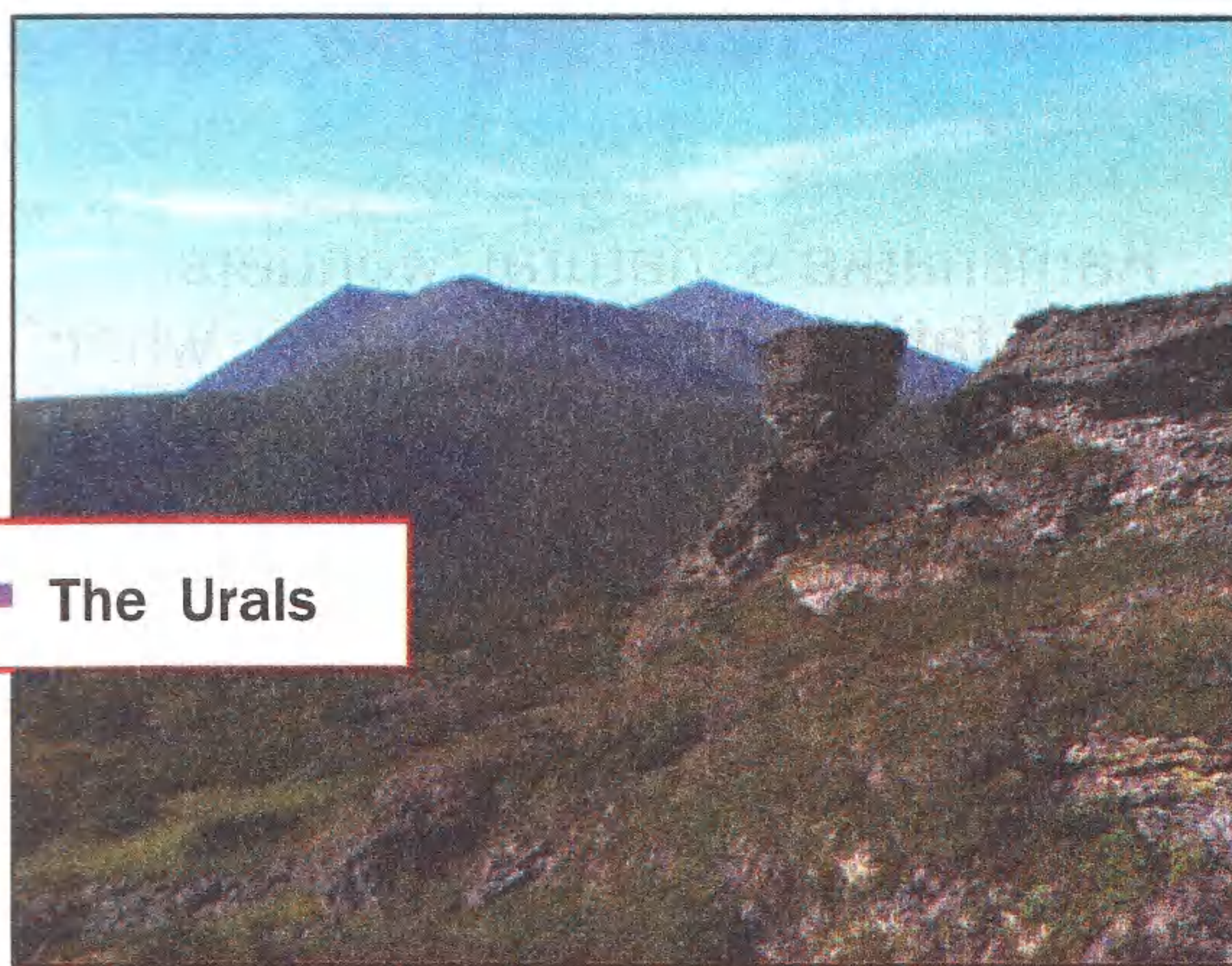
1. Natural wonders of the world (to speak about) in the programme "Discovery". (*Present Simple*)
2. Films about nature (to show) on this channel. (*Future Simple*)
3. Sharon (to give) a chance to travel to Lake Baikal. (*Future Simple*)
4. Loch Ness monster (to see) by the Scottish *Saint Columbia* in the 5th century.
5. Lake Baikal (to form) 30 million years ago.
6. These photos (to take) by my brother when he travelled to Siberia.
7. Little (to know) about the north of our country three centuries ago.
8. First maps (to make) by travellers in the ancient times.
9. New plants and animals (to find) in nature every year.
10. Kamchatka national parks (to protect) by UNESCO.

**8. Work in pairs.** Look at the pictures and ask questions for more information. Then describe one of the pictures; use the plan below.



### Plan

- ▶ where it is situated;
- ▶ is it a natural wonder?
- ▶ when and how it was formed;
- ▶ if this place was explored by scientists;
- ▶ if any books were written about it;
- ▶ if this is often visited by tourists.



■ The Urals

### Homework



1. No. 2.

2. Ex. 3, 7.



3. Ex. 1–4.

## Lesson 41

1. Recite the poem “*Seven Wonders of Wales*”.

2. **Work in two teams.** Which team knows more about Wales? Let's speak about the following:

- the geographical position;
- the symbols and the capital;
- the people and languages;
- the history and culture;
- the natural beauty.



3. Listen to the text and fill in the missing words. Say what you have learned about the festival.



The people of Wales are famous for their great love of ... and ... . The festival Eisteddfod<sup>1</sup> is held every year in many Welsh towns from ... . This holiday dates back to ... when in the ... century Welsh poets and musicians showed off their art. Since 1819 this festival has become traditional. It helps to keep Welsh ... , music, literature, ... alive. The festival attracts ... from all over the world. The artists usually wear ... costumes.

### GRAMMAR

#### ■ The Order of Adjectives in the Sentences

4. Look at the table and pay attention to the order of adjectives in a sentence.

	Your opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	Noun
It's a	nice	long	new		red	Welsh	silk	holiday	dress.
It's an	expensive	little		oval	golden	Italian			looking glass.
It's an	exciting	short				Russian		children's	tale.
It's	tasty	big	fresh			French			bread.

5. Look at the picture of a woman in the Welsh national costume. Match the Russian and the English expressions and describe her. Pay attention to the order of adjectives.

<sup>1</sup> Eisteddfod [ˈaɪstedfəd] – название фестиваля

1. a long wool skirt
2. a nice bright shawl on the shoulders
3. a white apron
4. a tall black hat with wide brims

- a) белый фартук
- b) красивая яркая шаль на плечах;
- c) высокая черная шляпа с широкими полями
- d) длинная шерстяная юбка

6. Put the adjectives in the correct order. Use the table in exercise 4.

- English/new/interesting/book
- old/huge/metal/sword
- fantastic/French/short dress
- colourful/long/cheap umbrella
- sports/new/yellow car
- ancient/Scottish/great legend

7. Read the text and say what it is about. Then read aloud the adjectives and nouns in bold. Add one more adjective to each noun from the box below and put the adjectives in the right order.

long ■ English ■ great ■ rich ■ folk ■ short ■ yellow

### Morris Dancers' Costume

England is rich in folklore and tradition, but there isn't an **English national costume**. The most **well-known costumes** are those of the Morris dancers. We can see people in these costumes in many villages in summer. From the ancient times Morris actors have shown by their dance how people woke up the nature after its **winter sleep**.

Traditionally the costume consists of **white trousers**, a white shirt, a pad of bells around the leg and a **straw hat** with ribbons and flowers. Ancient people believed that the bells and flowers had **magical power** and could protect them from evil and bring a **good harvest**.



8. a) Read 4 short texts (A, B, C, D), find the descriptions of the characters and read them out loud.

A. Rudolf moved slowly along the night street. During his walk he passed a tall Negro who was standing in front of a large building. The electric letters above the Negro's head caught his eye. The Negro was dressed in a red coat, yellow trousers and a little cap. He gave Rudolf a friendly smile and gave him a card. Rudolf read "The Green Door". Rudolf was

■ brims

■ a shawl  
[ʃɔ:l]

■ an apron





an adventurous young man, so he was interested in these mysterious words.

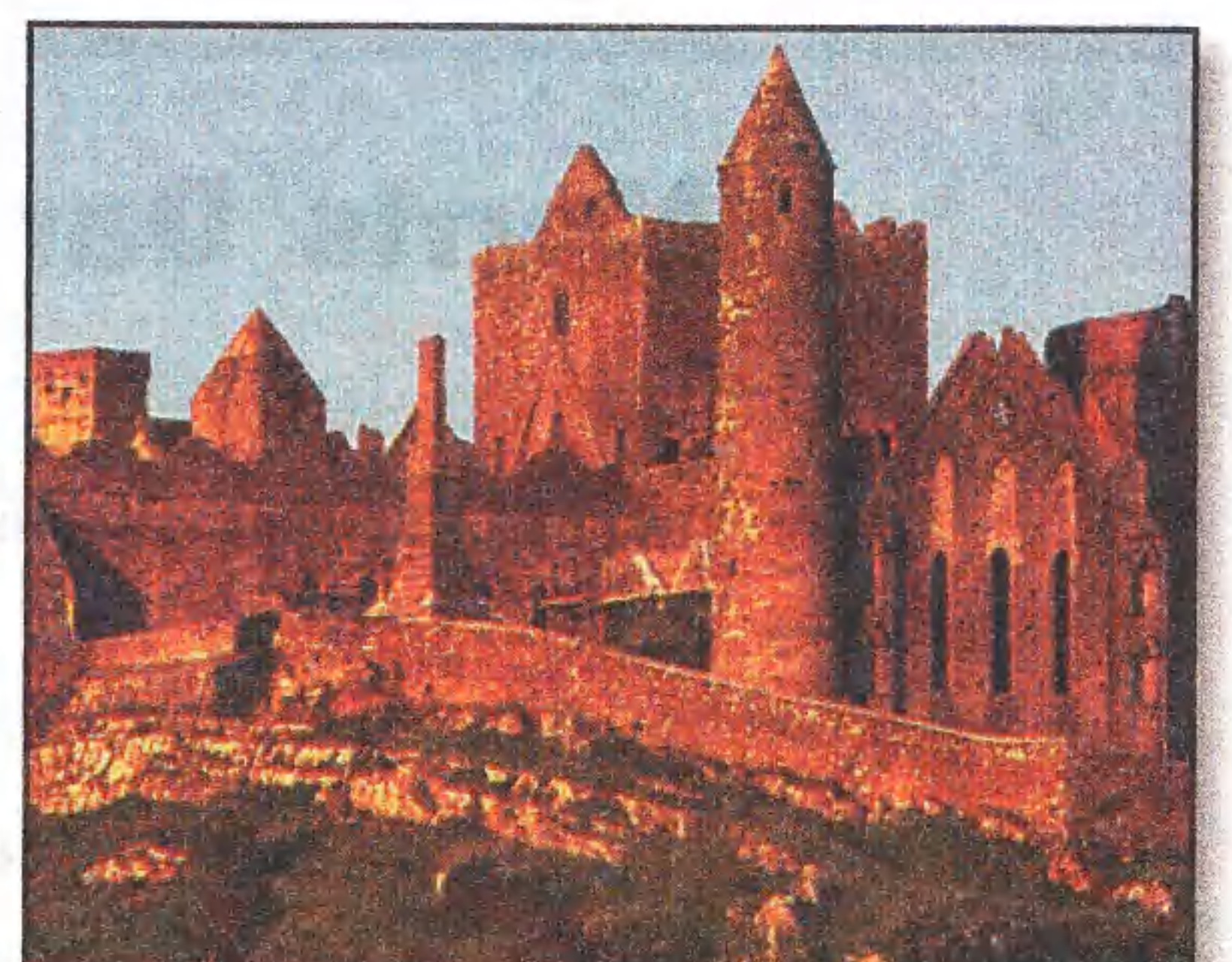
- B.** Mr Brown went out for his usual afternoon walk. He was a little man, very energetic and strong-looking, with a large grey head and a black moustache. Several years ago Mr Brown used to be a brave and successful soldier. But he never liked being a military man. He dreamt about a small house on a quiet London street and a garden with hundreds of colourful flowers.
- C.** “Who is Dr Hankey?” — “He is a man of many interests. He has lived in India for a long time and studied logical magic there. But he is not well-known in England. He is yellow-faced and thin, he has a lame<sup>1</sup> leg and becomes angry very easily.”
- D.** One day an old seaman came to the hotel. He was tall, strong, heavy, nut-brown. He had dinner and then threw three gold coins to my father. “I’ll stay here a bit. You may call me Captain.” He was a very silent man, as a rule. All day long he walked along the long sandy beach and looked at the sea. But in the evening he used to sing pirate songs.
- b) Choose any character, describe it but don’t name it. Your classmates should guess the character’s name.**
- 9. a) Look at the pictures and write a description of the houses. Use not more than three adjectives and put them in the correct order.**



■ a block of flats



■ a cottage house



■ a castle

- b) Work in pairs.** Act out the dialogue using pictures from exercise 9a.
- Was ... built long ago?
  - Yes/No, it ... . When ... it ... ?
  - Is it used as a museum/living house/hotel?
  - ...
  - Is it situated far from the city/mountains/lake?
  - ...

<sup>1</sup> lame — хромо́й

**Homework**

1. Ex. 4, 6, 9.



2. Ex. 1–4.

3. **Project: “The National Costume”.** Find a picture of any national costume. Find in the dictionary the necessary words to describe it. Think about adjectives that can help you. Write:

- ▶ where people wear it;
- ▶ what clothes it includes<sup>1</sup>;
- ▶ when it was/is worn (every day or on holidays);
- ▶ what it looks like (bright, dull, etc);
- ▶ what interesting elements of design it has.

**Lesson 42**

**1. Project: “The National Costume”.**

**2. a) Word building.** Read the words in the chart below. Pay attention to the way adjectives are formed from nouns and verbs. Translate the adjectives into Russian.

Noun	Adjective
power	powerful
beauty	beautiful
wonder	wonderful
peace	peaceful
a romance	romantic
a picture	picturesque <sup>2</sup>
a tower	towering
Verb	
to impress	impressive
to attract	attractive
to protect	protective

<sup>1</sup> to include [In'klu:d] – включать

<sup>2</sup> picturesque [ˌpɪktʃə'resk] – живописный

b) **Work in pairs.** Make up as many word combinations as possible with the words in the boxes.

- impressive
- attractive
- peaceful

- romantic
- picturesque
- towering

- lakes
- rivers
- mountains

- valleys
- waterfalls
- landscapes



**3.** Read the text from a guidebook about the Lake District and replace the nouns in brackets with adjectives. Say what attracts tourists to this place.

The Lake District catches the eye with its (picture) beauty. (Romance) towns contrast with wild lands and ancient forests. (Peace) lakes reflect (tower) mountains in their deep waters. The highest English mountain Scafell Pike and the (impress) lake Windermere are situated in the Lake District.

- 4.** Look at the picture above and describe it. Use the words and expressions from exercises 2 and 3. Write down the description in your exercise book.
- 5.** Look at the paintings by great Russian painters and describe them.



■ I. Aivazovski  
*The Sunset*



■ A. Kuindzhi.  
*Birch Grove*



■ N. Roerich.  
*Mountain "M"*



**6.** Listen to the dialogue between Tanya and Vlad and tick the correct answer in the chart in your Workbook.



**7.** Read the text about the Scottish island called the Isle of Skye and say what it is famous for. Then listen to the text and read it out loud.

### The Isle of Skye

The Isle of Skye is known for its natural beauty, history and wildlife. The Cuillin Hills, the Red Hills and Blaven have long been popular with climbers and walkers. The wildlife on the island is very rich. The hills are covered with colourful flowers. Picturesque and peaceful sights attract lovers of countryside.



As you travel around the island it's not unusual to hear Scottish Gaelic<sup>1</sup>, the native language of the country. Gaelic culture fills the atmosphere. Each part of the island has its own tales.

Scotland's clan system is unique. It reflects the rich diversity<sup>2</sup> of the nation and its history. Several clans have talismans that protect these families.

The MacLeod clan came from the ancient Vikings. Dunvegan castle, their residence, was built in the 13th century. Since these times the family has kept "the Fairy Flag". It is a protective talisman. The legend says that the flag helped the clan twice. There are different stories how the MacLeods got this flag. One story says that it was presented to the clan by Queen Titania, a powerful fairy. Another story tells us that one MacLeod was married to a real fairy. When a child was born, the fairy-wife put her baby on this flag as a blanket.

The film "Mountaineer"<sup>3</sup> was made on the Isle of Skye. The main hero was a powerful MacLeod. The film was a great success and it made the Isle of Skye more popular.



### 8. Answer the questions.

1. Why do many tourists want to visit the Isle of Skye?
2. What can people see on the island?
3. What language can you hear on the island?
4. What does the clan system reflect in Scotland?
5. What talisman do the MacLeods have?
6. Who gave them this talisman?

### Homework



1. No. 7.

2. Ex. 2, 4.



3. Ex. 1–4.

## Lesson 43

**1. Let's play.** In two teams do the Australia Quiz on page 108.

<sup>1</sup> Gaelic ['geɪlɪk] – гэльский (язык)

<sup>2</sup> diversity – разнообразие

<sup>3</sup> "Mountaineer" – «Горец» (название фильма)



## Australia Quiz

1. Who discovered Australia?
2. Where is it situated?
3. What is the country washed by?
4. What climate does Australia have?
5. What is its capital?
6. What other Australian cities can you name?
7. Who is the Head of State?
8. What sports are popular in the country?
9. What places of interest in Sydney do you know?
10. What unusual birds and animals live in the country?  
Which of them are symbols of Australia?



**2. Work in pairs.** You are going to visit Australia. Use the words and expressions from the box and discuss the following:

- ▶ how you'll get there;
- ▶ what places you'd like to visit;
- ▶ what you can see there.

to have a lot of fun ■ to have a good time ■ a long voyage ■ a kangaroo ■ a koala ■ an emu ■ a kookaburra ■ the Sydney Opera House ■ the Australian Museum ■ Taronga Zoo; ■ How about going to ...? That's a wonderful idea! That sounds great! How long will it take us? I'd rather ... .

**3. a) Word building.** Form adjectives from the nouns below. Use the model:

noun + **ous** = adjective: danger — dangerous

religion, poison<sup>1</sup>, adventure, mystery

**b) Work in pairs.** Make as many word combinations as possible with the words from the boxes.

dangerous  
religious  
poisonous  
adventurous  
mysterious

people  
snakes  
holidays  
waters  
explorers  
flowers  
places

<sup>1</sup> poison ['pɔɪzn] — яд

4. a) Listen and read the words from the text. Learn to pronounce them.

the Great Barrier ['bæriə] Reef, Uluru ['u:luru:] Rock, Kata Tjuta, unique [ju:'ni:k], Queensland aborigines [ˌæbə'ri:dʒɪnɪz], aboriginal.

b) Read the text and say what wonders we can find in Australia. Then listen to the text and read it out loud.



## Australia is a Country of Wonders

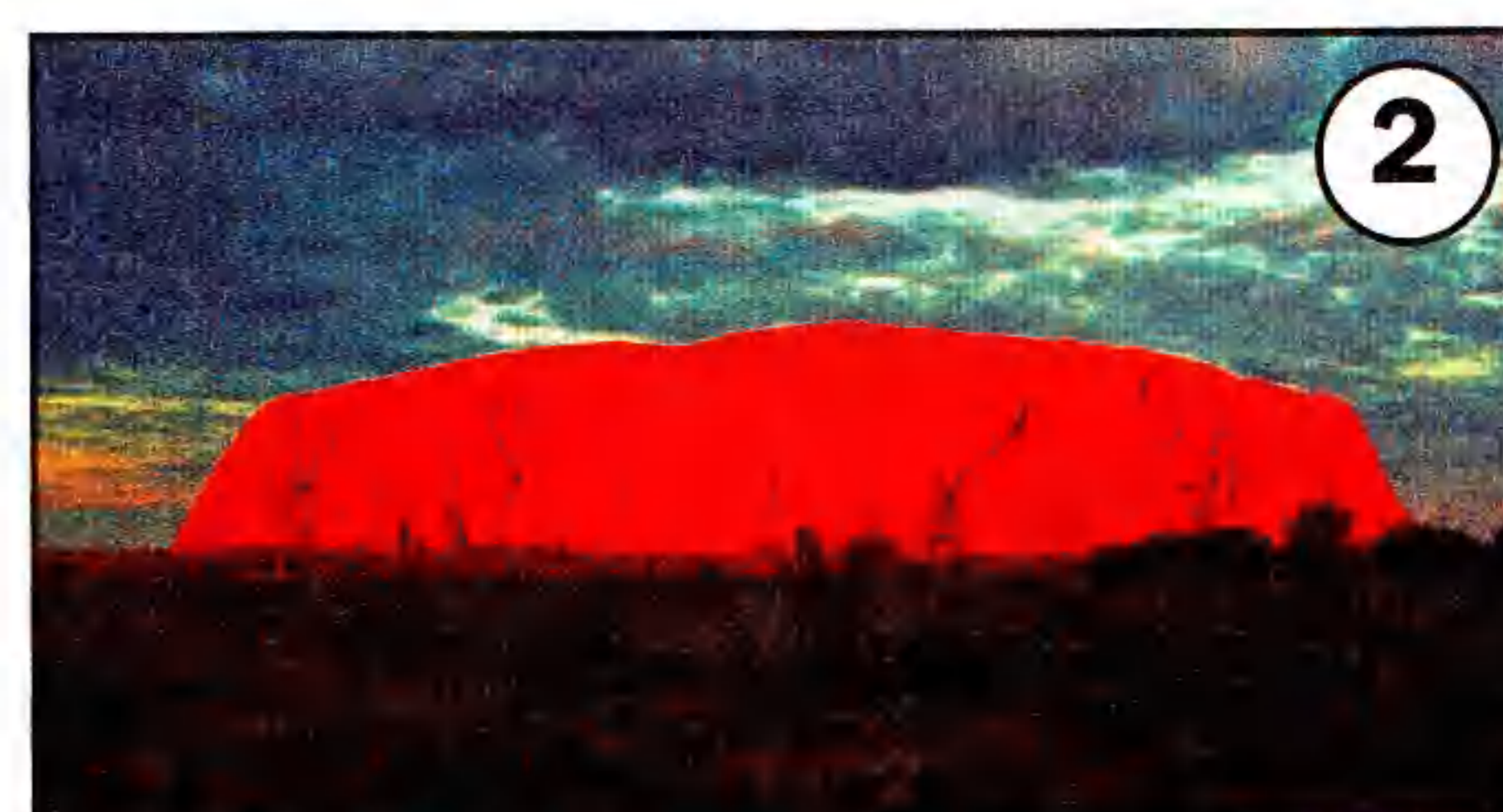
Australia is a country of great wonders. It is the smallest, the flattest and the driest continent on the Earth. Also, it is the most dangerous continent because of its poisonous flora and fauna.

About 55 million years ago Australia was cut from Europe and Asia. That is why many animals, birds and plants are found only on this continent. They are unique.

The Great Barrier Reef (1) and Uluru Rock (2) are two of the most famous places in Australia. The Great Barrier Reef runs along the tropical coast of Queensland for about 2,000 km. It is the largest living organism in the world and home to thousands of colourful fish and corals. It is one of the most beautiful wonders of the world. There are about 350 different corals which make the Great Barrier Reef unique.

Kata Tjuta (3) is a waterless land in the country. It means "many heads". There are 36 onion-shaped standing rocks there. It is a ritual place because it is connected with the myths of the Australian aborigines. The highest rock there is Olga. It is 546 m high. It is 200 m higher than Uluru. Kata Tjuta was formed 300 million years ago when the sea died and the rock was made up by the wind.

The national aboriginal art is unique, too. We can find the pictures drawn by native people in the caves of Uluru (4). Europeans called it "the X-ray style" because you can also see the inner<sup>1</sup> organs of an animal in the picture.



5. Continue the sentences using the information from the text above.

1. Australia is the most dangerous continent because ... .
2. There are many unique plants, animals and birds in Australia because ... .
3. The Great Barrier Reef is the largest living organism because ... .
4. Kata Tjuta is a religious place because ... .
5. The pictures of aborigines are called "the X-ray style" because ... .

<sup>1</sup> inner ['ɪnə] – внутренний



6. Listen to the text about Uluru Rock and fill in the chart in your Workbook.

7. Using the information from the chart tell your classmates about Uluru Rock.

## GRAMMAR

### ■ Tag Questions (Revision)

8. Complete the tag questions and answer them.

### Example

- Australia is a country of wonders, **isn't it?**
- **Yes, it is.** It's the smallest, the flattest and the driest continent on the Earth.

1. The national aboriginal art is unique, ...?
2. About 350 different corals live in the Great Barrier Reef, ...?
3. Kata Tjuta means "many heads", ...?
4. About 55 million years ago Australia was cut from Europe and Asia, ...?
5. It took tourists 18 hours to get from Moscow to Australia, ...?

9. Look at the pictures of Australian natural wonders on page 109 and describe them. Write down 3 sentences about each of them in your exercise book.

## Homework



1. No. 4b.



2. Ex. 1–4.

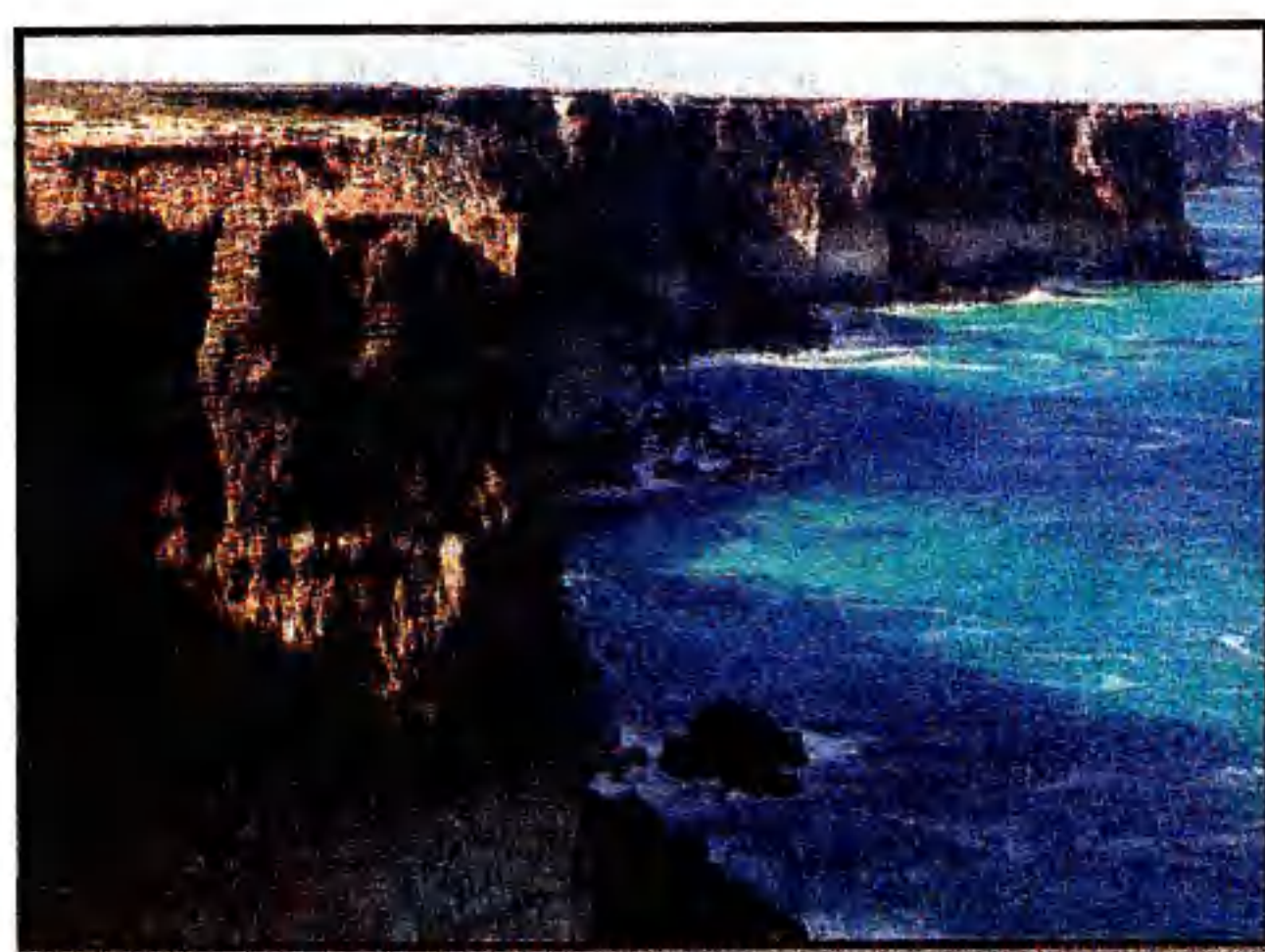
3. **Project: "A Great Natural Wonder in Russia".** Find information about any natural wonder in Russia and write about:
  - where it is situated;
  - how people can get there;
  - what the place is famous for.

## Lesson 44

### ■ Jim Jim Falls

1. Here are some more pictures of beautiful places in Australia. Read their descriptions and match them with the pictures.





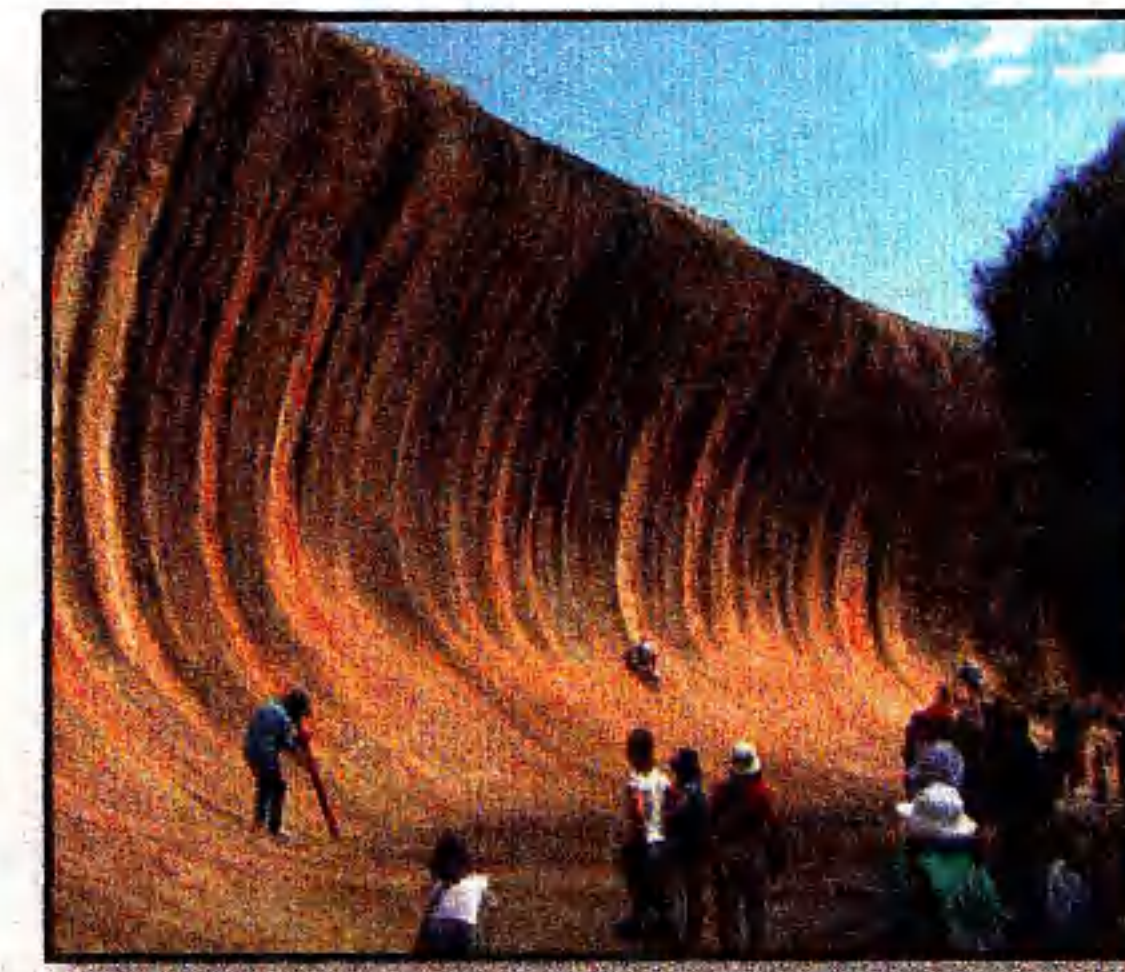
■ Nullarbor Plain



■ Blue Lake



■ Katherine Gorge



■ Wave Rock

**A.** During the wet season, from October to May, it makes a 200 metre fall into a large deep pool.

**B.** The river runs through the desert and has cut 13 beautiful gorges<sup>1</sup>. These gorges, with their 60-metre-high cliffs<sup>2</sup>, sandy beaches and long peaceful pools have a great religious meaning for aborigines.

**C.** It looks like a giant wave<sup>3</sup> frozen in time. It is 500 million years old.

**D.** During the winter the lake is grey. But each September it changes the colour into deep blue. Scientists believe that some microscopic blue organisms rise and give this colour during the warm season.

**E.** It is the largest single place of limestone<sup>4</sup>. It is big and has no trees. It separates the eastern and the western regions of Australia. It rises up to 200 metres above sea level and is 2,000 km long.

**2.** Look at the pictures and describe them.

**3.** Say why this continent attracts many tourists. The pictures above will help you.

**4.** Put the verbs in brackets in Passive Voice. Write down the sentences in your exercise book.

Australia (*to situate*) far from the other continents. It (*to wash*) by the Indian Ocean in the west and the Pacific ocean in the east. It (*to discover*) by the English explorer and sailor Captain Cook in 1770. Its great territory (*to explore*) only in the 19th century. The first European settlements (*to make*) by the United Kingdom prisoners<sup>5</sup>. Sydney (*to found*) as a colony for prisoners.

Other towns (*to build*) along the coastline later, in the 19th century.

**5. Project:** “A Great Natural Wonder in Russia”.

### Homework

1. Ex. 2, 4.



2. Ex. 1–4.

<sup>1</sup> gorges ['gɔ:dʒɪz] – ущелья

<sup>2</sup> cliffs [klɪfs] – скалы

<sup>3</sup> a wave – волна

<sup>4</sup> limestone – известняк

<sup>5</sup> a prisoner – преступник



## Lesson 45

1. a) Let's remember what you know about some natural wonders of the world. Match their names with the countries where they are situated.

Snowdonia  
Loch Ness  
the Great Barrier Reef  
Karymsky volcano  
the Lake District  
Uluru  
Lake Baikal

Russia, Siberia  
Russia, the Far East  
the United Kingdom, England  
the United Kingdom, Scotland  
the United Kingdom, Wales  
Australia  
Australia

- b) Say what these places are famous for.



2. a) You remember what the *Cutty Sark* is, don't you? Listen to the story about the clipper<sup>1</sup> and say:

- ▶ what the *Cutty Sark* brought to England;
- ▶ what the *Cutty Sark* was famous for;
- ▶ where its name comes from;
- ▶ what the ancient legend about Tam, the farmer, says.

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



### The Cutty Sark

Tea became the national drink of Englishmen in the 19th century. It was then not so expensive as it was in the 18th century. A lot of people drank from 8 to 10 cups of tea every day.

Tea clippers brought tea from China. A lot of English captains wanted to be the first to bring new season tea to London. Their ships had very romantic names: *Ariel*, *Titania*, *Sir Lancelot*. The *Cutty Sark* was the best clipper. It was beautiful

and powerful. It was the quickest ship of the time.

The name *Cutty Sark* is taken from a poem by Robert Burns. The poem tells us about an ancient legend. Once upon a time there lived Tam, the farmer. One day he rode a horse and met a group of witches on his way. Among them there was the youngest and the most beautiful witch. She wore only a cutty sark<sup>2</sup>. Tam was surprised by her beauty and wanted to talk to her. As he didn't know her name, he addressed her "Cutty Sark".

<sup>1</sup> a clipper – клипер (тип корабля)

<sup>2</sup> a cutty sark – короткая льняная рубашка (на кельтском языке)

But the witch didn't answer him and ran away very quickly. So the quickest clipper was named "Cutty Sark" after the name of the clothes which were put on the quickest witch from the legend.



■ a witch  
"Cutty Sark"

**3. Put the adjectives in the correct order.**

1. These are (*Italian, picturesque, tasty*) fruits.
2. This is a (*gracious, quick, Spanish*) ship.
3. This is a/an (*impressive, towering, stone*) church.
4. This is a/an (*famous, Christmas, English*) pudding.
5. This is a/an (*ancient, protective, wonderful*) talisman.
6. This is a (*religious, mysterious, thick*) book.
7. This is a (*Russian, traditional, religious*) custom.

**4. Open the brackets and change the nouns into adjectives.**

1. I always thought that islands in the Pacific Ocean were (*mystery*). The seamen used to say that voyages there were very (*danger*), but I was fond of (*adventure*) life and wanted to see new (*picture*) and (*romance*) places.
2. The cathedral looked (*impress*) among (*attract*) little houses. The people of this European town were (*religion*) and built a very (*grace*) cathedral.
3. Ancient Druids knew many secrets of flowers and trees. They could make a (*protect*) or (*poison*) drink, people thought that ancient Druids were (*power*).

**5. Open the brackets and put the verbs in Present, Past or Future Simple Passive.**

- Which museums (*to visit*) often in London?
- I think that the excursions to the National Gallery and to the Tate Gallery (*to include*) in our tour tomorrow.
- ... these excursions (*to guide*)?
- I don't think so. Many tourists (*not to interest*) in art in details. They usually run along the halls of the galleries. They (*to attract*) only by the most famous works.
- It's a pity. I know that works of such masters as Rembrandt and Holbein, Turner and Gainsborough (*to exhibit*) there.
- Yes, a lot of pictures in the National Gallery (*to paint*) by great painters.

**6. These are the answers. What are the questions? Write them in your exercise book.**

1. Many new lands were discovered in the 16th century.
2. Some Saxon kings were chosen for their power.
3. The Atlantic Ocean was crossed by Christopher Columbus in the 15th century.
4. The life of knights and their adventures were described in legends.

**7. Let's play.** In two teams make up stories about the life in ancient castles (8–10 sentences) and tell them to the class. The team whose story will be the most interesting, will win.



**8. Listen to the story about King Edward I and say:**

- ▶ how he chose a new ruler for Wales;
- ▶ what Edward I was looking for in Wales;
- ▶ what king the Welsh people wanted;
- ▶ why the first boy born in the royal family of Great Britain is called the Prince of Wales.

### Homework



1. No. 8.

2. Ex 4, 6.



3. Ex. 1–4.

**Lesson 46**  
**Lessons 47, 48**  
**Lessons 49, 50**

**Test 3**  
**Reserve**  
**Home Reading**

# Grammar Reference (part I)

## Lesson 4

### Present Continuous. Fixed Plans or Actions in the Near Future

Когда речь идет о заранее запланированном действии в ближайшем будущем или есть намерение совершить его, то употребляется *Present Continuous*.

#### Future Simple

1. She **will learn** English at school.  
В школе она **будет учить** английский язык (когда-нибудь в будущем).
2. My mum **will fly** to Great Britain when she has a visa. Моя мама **полетит** в Великобританию, когда у нее будет виза.

#### Present Continuous

1. She **is learning** English in summer.  
Этим летом она **собирается учить** английский язык (ближайшее запланированное будущее).
2. My mum **is flying** to Great Britain next month.  
В следующем месяце моя мама **улетает** в Великобританию.

## Lesson 7

### Tenses for Future Actions

Для обозначения будущих действий употребляются the *Present Simple*, the *Future Simple* и the *Present Continuous Tenses*.

- I. Мы используем the **Present Simple**, когда говорим о действиях, запланированных в ближайшем будущем или предусмотренных расписанием.
  1. The bus to Manchester **leaves** at 11 o'clock tomorrow morning.
  2. The film **doesn't begin** until seven o'clock tonight.
  3. The concert **finishes** late at night on Saturday.
- II. The **Future Simple** употребляется, когда речь идет:
  - об однократном или повторном действии в будущем;
    1. I think my brother **will be** a great football player by the time he is eighteen.
    2. **Will you write** to me every day?
  - о решениях, которые принимаются в данный момент.
    1. There is the doorbell. I'll **answer** it.
    2. Look! It's snowing. I think I'll **go** for a walk.
- III. The **Present Continuous** и **going to** употребляются, когда мы говорим о планах на ближайшее будущее.
  1. I **am cooking** dinner for tomorrow.
  2. They **are having** a meeting tonight.

## Lesson 35

### Present Simple Passive. Negatives and Questions

Отрицательные формы английских глаголов в *Present Simple Passive* образуются с помощью вспомогательного глагола **to be** (*am, is, are*), частицы **not** и третьей формы смыслового глагола, которые в предложении ставятся после подлежащего. В вопросительных предложениях вспомогательный глагол ставится перед подлежащим.

Отрицательные предложения в пассивном залоге образуются при помощи форм *is (are)* вспомогательного глагола **to be** и частицы **not**, которые ставятся после подлежащего.

Affirmative	Negative	Questions
<b>is done are done</b>	<b>isn't done aren't done</b>	<b>Is ... done? Are ... done?</b>
1. Victory Day <b>is celebrated</b> in May. День Победы <b>празднуют</b> в мае.	1. Victory Day <b>is not celebrated</b> in November. День Победы <b>не празднуется</b> в ноябре.	1. <b>Is Victory Day celebrated</b> in May? День Победы <b>празднуется</b> в мае?
2. Nice dresses <b>are sold</b> in this shop. В этом магазине <b>продаются</b> красивые платья.	2. Nice dresses <b>are not sold</b> in this shop. В этом магазине <b>не продаются</b> красивые платья.	2. <b>Are nice dresses sold</b> in this shop? В этом магазине <b>продаются</b> красивые платья?

## Lesson 36

### Past Simple Passive. Negatives and Questions

Отрицательные формы английских глаголов в *Past Simple Passive* образуются так же, как и в *Present Simple Passive*, но вместо форм *am, is, are* используются формы **was, were**.

Affirmative	Negative	Questions
<b>was done were done</b>	<b>wasn't done weren't done</b>	<b>Was ... done? Were ... done?</b>
1. This picture <b>was painted</b> last year. Эта картина была <b>нарисована</b> в прошлом году.	1. This picture <b>wasn't painted</b> in the 19th century. Эта картина <b>не была нарисована</b> в XIX веке.	1. <b>Was this picture painted</b> in the beginning of the 20th century? Эта картина <b>была нарисована</b> в начале XX века?
2. Stamps <b>were collected</b> in New York. Марки <b>коллекционировали</b> в Нью Йорке	2. Stamps <b>weren't collected</b> in Paris. Марки <b>не коллекционировали</b> в Париже.	2. <b>Were stamps collected</b> in Russia? Марки <b>коллекционировали</b> в России?

## Lesson 37

### Future Simple Passive. Negatives and Questions

Отрицательные формы английских глаголов в *Future Simple Passive* образуются с помощью вспомогательного глагола **to be** в будущем времени (**will be**), частицы **not** и третьей формы смыслового глагола. В вопросительных предложениях вспомогательный глагол **will** ставится перед подлежащим.

Affirmative	Negative	Questions
will be done	will not be done	Will ... be done?
1. The work <b>will be finished</b> by the end of the week. Работа <b>будет закончена</b> к концу недели.	1. The work <b>will not be finished</b> tomorrow. Работа <b>не будет закончена</b> завтра.	1. <b>Will</b> the work <b>be finished</b> in two days? Работа <b>будет закончена</b> через два дня?
2. The house <b>will be painted</b> in summer. Дом <b>будет покрашен</b> летом.	2. The house <b>will not be painted</b> in the winter. Дом <b>не будет покрашен</b> зимой.	2. <b>Will</b> the house <b>be painted</b> in the spring? Дом <b>будет покрашен</b> весной?

## Lesson 41

### The Order of Adjectives in Sentences

Если два или более прилагательных используются для описания существительного, то они ставятся в следующей последовательности в зависимости от того, что они обозначают.

	Ваше мнение	Размер	Возраст	Форма	Цвет	Происхождение	Материал	Цель/назначение	Существительное
a	strong		young						man
a		small		round					table
a	dirty		old		brown				coat
a	nice				red	French			desk
a		big					plastic		box
a	famous					German		medical	school
a		tall				London			policeman

# Vocabulary

## Условные сокращения

*adj* — adjective — имя прилагательное

*conj* — conjunction — союз

*n* — noun — имя существительное

*prep* — preposition — предлог

*v* — verb — глагол

### A

**ambitious** [æm'biʃəs] *adj* честолюбивый

**ancient** ['eɪnʃənt] *adj* древний

**angry** ['æŋɡri] *adj* сердитый

**anthem** ['ænthəm] *n* гимн

**arrive (in, at)** [ə'raɪv] *v* прибывать

**attend** [ə'tend] *v* посещать

**attentive** [ə'tentɪv] *adj* внимательный

**avoid** [ə'vɔɪd] *v* избегать

**ax** [æks] *n* топор

### B

**bagpipes** ['bæɡpaɪps] *n* волынка

**bakery** ['beɪkəri] *n* булочная

**bandage** ['bændɪdʒ] *n* бинт

**bandanna** [bæn'dænə] *n* бандана

**bar** [bɑ:] *n* плитка

**a bar of chocolate** плитка шоколада

**bean** [bi:n] *n* боб

**believe** [br'i:lv] *v* 1) верить;

2) доверять; 3) думать, полагать

**belt** [belt] *n* ремень

**berry** ['beri] *n* ягода

**birch** [bɜ:tʃ] *n* береза

**boring** ['bɔ:ɪŋ] *adj* скучный

**bottle** ['bɒtl] *n* бутылка

**a bottle of milk** бутылка молока

**break** [breɪk] *v* (**broke, broken**) ломать, разбивать

**butcher's** ['bʊtʃəz] *n* мясной магазин

**butterfly** ['bʌtəflaɪ] *n* бабочка

### C

**can** [kæn] *n* жестяная банка

**caring** ['keərɪŋ] *adj* заботливый

**carton** ['kɑ:tn] *n* картонная коробка

**a carton of juice** пакет сока

**cause** ['kɔ:z] 1. *n* причина; 2. *v* быть причиной, вызывать

**ceilidh** ['keɪli] *n* шотландская вечеринка

**cereal** ['sɪəriəl] *n* хлебный злак

**chemist's** ['kemɪsts] *n* аптека

**clue** [klu:] *n* ключ (к разгадке чего-л.)

**coast** [kəʊst] *n* морской берег

**common** ['kɒmən] *adj* общий

**confectioner's** [kən'fekʃənəz] *n* кондитерская

**congratulation** [kən'grætʃu'leɪʃən] *n*,  
обыкн. мн. ч. поздравление

**connect** [kə'nekt] *v* соединять, связывать

**cough** [kɒf] 1. *n* кашель; 2. *v* кашлять

**craft** [kra:ft] *n* ремесло

**creative** [kri'eɪtɪv] *adj* творческий

**cunning** ['kʌnɪŋ] *adj* хитрый

**custom** ['kʌstəm] *n* обычай; привычка

### D

**dairy products** ['deəri ,prɒdʌkts]  
молочные продукты

**declare** [dɪ'kleə] *v* объявлять

**to declare war** объявлять войну

**defend** [dɪ'fend] *v* защищать

**department store** [dɪ'pɑ:tməntstɔ:] *n*  
универмаг

**determined** [dɪ'tɜ:mɪnd] *adj* решительный

**devote** [dɪ'vəʊt] *v* посвящать, уделять

**disease** [dɪ'zi:z] *n* болезнь

**during** ['djʊərɪŋ] *n* в течение, во время

### E

**easy-going** [i:zi'gəʊɪŋ] *adj* беспечный,  
беззаботный

**escape** [ɪ'skeɪp] *v* совершать побег;  
избегать

### F

**faithful** ['feɪθfəl] *adj* верный, преданный

**feast** [fi:st] *n* пир, празднество

**finger** ['fɪŋɡə] *n* палец

**fit** [fɪt] *v* годиться, быть впору

**floor** [flɔ:] *n* этаж; ярус

**flu** [flu:] *n* грипп

**to catch flu** заболеть гриппом

**forehead** [fɔ:ɪd] *n* лоб

**full** [fʊl] *adj* полный; целый

## G

**generation** [ˌdʒenə'reɪʃn] *n* поколение

**generous** ['dʒenərəs] *adj* великодушный; благородный; щедрый

**give up** [ˈgɪv 'ʌp] *v* оставить, отказаться

**grain** [ˈgreɪn] *n* зерно, хлебные злаки

**greengrocer's** ['grɪn,grəʊsəz] *n* магазин «овоши-фрукты»

**grocer's** ['grəʊsəz] *n* бакалея

**groundhog** ['graʊndhɒg] *n* сурок

## H

**handsome** ['hænsəm] *adj* красивый (о мужчине)

**hard-working** [hɑ:d'wɜ:kɪŋ] *adj* трудолюбивый

**harvest** ['hɑ:vɪst] *n* урожай

**heavy** ['hevi] *adj* тяжелый

**hedgehog** ['hedʒhɒg] *n* ёж

**honest** ['ɒnɪst] *adj* честный

**hope** [həʊp] *v* надеяться

**hospitable** ['hɒspɪtəbəl] *adj* гостеприимный

**host** ['həʊst] *n* хозяин; ведущий

## I

**ill** [ɪl] *adj* больной, нездоровый

**to fall ill** заболеть

**illness** ['ɪlnɪs] *n* болезнь

**impatient** [ɪm'peɪʃənt] *adj* нетерпеливый; раздражительный

**impress** [ɪm'pres] *v* производить впечатление

**impression** [ɪm'preʃən] *n* впечатление

**infectious** [ɪn'fekʃəs] *adj* заразный, инфекционный

**inhospitable** [ˌɪnhɒ'spɪtəbəl] *adj*

негостеприимный, неприветливый

**insect** ['ɪnsekt] *n* насекомое

**intelligent** [ɪn'telɪdʒənt] *adj* умный, сообразительный

## K

**kilt** [kɪlt] *n* килт (традиционная шотландская одежда)

**knee** [ni:] *n* колено

**knight** [naɪt] *n* рыцарь

## L

**last** [lɑ:st] *n* длиться, продолжаться

**lighthouse** ['laɪthaʊs] *n* маяк

**lip** [lɪp] *n* губа

**loaf** [ləʊf] *n* (loaves) буханка

**a loaf of bread** буханка хлеба

## M

**miss** [mɪs] *v* пропустить; скучать

**to miss the bus** опоздать на автобус

## N

**navigate** ['nævɪgeɪt] *v* вести корабль (самолет); плавать (по реке, по морю)

**navigator** ['nævɪgeɪtə] *n* штурман, навигатор, мореплаватель

**newsagent's** ['nju:z,eɪdʒənts] *n* газетный киоск

**nut** [nʌt] *n* орех

## P

**pain** [peɪn] 1. *n* боль 2. *v* причинять боль

**participant** [pɑ:'tɪsɪpənt] *n* участник

**patient** ['peɪʃənt] *n* пациент, больной; *adj* терпеливый

**peace** [pi:s] *n* мир

**pick** [pɪk] *v* рвать, собирать

**pill** [pɪl] *n* таблетка, пилюля

**polite** [pə'laɪt] *adj* вежливый

**pollute** [pə'lu:t] *v* загрязнять

**pollution** [pə'lu:tʃən] *n* загрязнение

**poppy** ['pɒpi] *n* мак

**power** ['paʊə] *n* сила, мощь

**prefer** [prɪ'fɜ:] *v* (preferred, preferring) предпочитать

**prescribe** [prɪ'skraɪb] *v* выписывать лекарство

**pretty** ['prɪti] *adj* красивый, хорошенький

**promise** ['prɒmɪs] 1. *n* обещание 2. *v* обещать

**proud** [praʊd] *adj* гордый



**Q**

**quiet** ['kwaɪət] *adj* тихий, бесшумный

**R**

**refuse** [rɪ'fju:z] *v* отказываться

**relax** [rɪ'læks] *v* расслабляться,  
отдыхать

**S**

**scarf** [skɑ:f] *n* (scarves) шарф

**search** [sɜ:tʃ] *v* искать, осматривать

**servant** ['sɜ:vənt] *n* слуга

**shadow** ['ʃædəʊ] *n* тень

**share** [ʃeə] *v* делить, разделять

**to share a room** жить с кем-л.

в одной комнате

**shoulder** ['ʃəʊldə] *n* плечо

**shy** [ʃaɪ] *adj* застенчивый, робкий

**saw** [sɔ:] *n* пила

**silence** ['saɪləns] *n* тишина, молчание

**size** [saɪz] *n* размер; величина

**snail** [sneɪl] *n* улитка

**sociable** ['səʊʃəbəl] *adj* общительный,  
компанейский

**storey** ['stɔ:ri] *n* этаж

**a five-storey house** пятиэтажный  
дом

**stove** [stəʊv] *n* печка

**straight** ['streɪt] *adj* прямой

**stretch** ['stretʃ] *v* растягиваться,  
простираться

**sword** [sɔ:d] *n* меч

**T**

**take up** ['teɪk'ʌp] *v* братья за что-либо

**take over** ['teɪk'əʊvə] *v* вступать во  
владение (вместо другого лица)

**tartan** ['tɑ:tən] *n* шотландка  
(клетчатая ткань)

**toe** [təʊ] *n* палец (ноги)

**trade** [treɪd] 1. *n* торговля;  
2. *v* торговать

**travel agent's** *n* туристическое  
агентство

**true** [tru:] *adj* верный, правдивый

**to come true** сбываться, осуществля-  
ться

**truth** [tru:θ] *n* правда

**to tell the truth** по правде сказать

**tulip** ['tju:lɪp] *n* тюльпан

**twig** [twɪg] *n* ветка

**twin** [twɪn] *n* близнец

**U**

**undetermined** [ʌndɪ'tɜ:mɪnd] *adj*

неопределенный, нерешительный

**ungenerous** [ʌn'dʒenərəs] *adj*

неблагодарный; скупой

**V**

**vast** [vɑ:st] *adj* обширный, огромный

**vest** [vest] *n* жилет

**W**

**weak** [wi:k] *adj* слабый

**while** [waɪl] *conj* в то время как

**wish** [wɪʃ] 1. *n* желание 2. *v* желать

**win** [wɪn] (won, won) *v* победить

**winner** ['wɪnə] *n* победитель



АКАДЕМКНИГА/УЧЕБНИК

В учебно-методический комплект по английскому языку для 6 класса общеобразовательных учреждений входят:

- **Учебник (часть 1, часть 2)**
- Рабочая тетрадь
- Книга для чтения
- Книга для учителя
- Звуковое пособие

ISBN 978-5-49400-351-5



9 785494 003515