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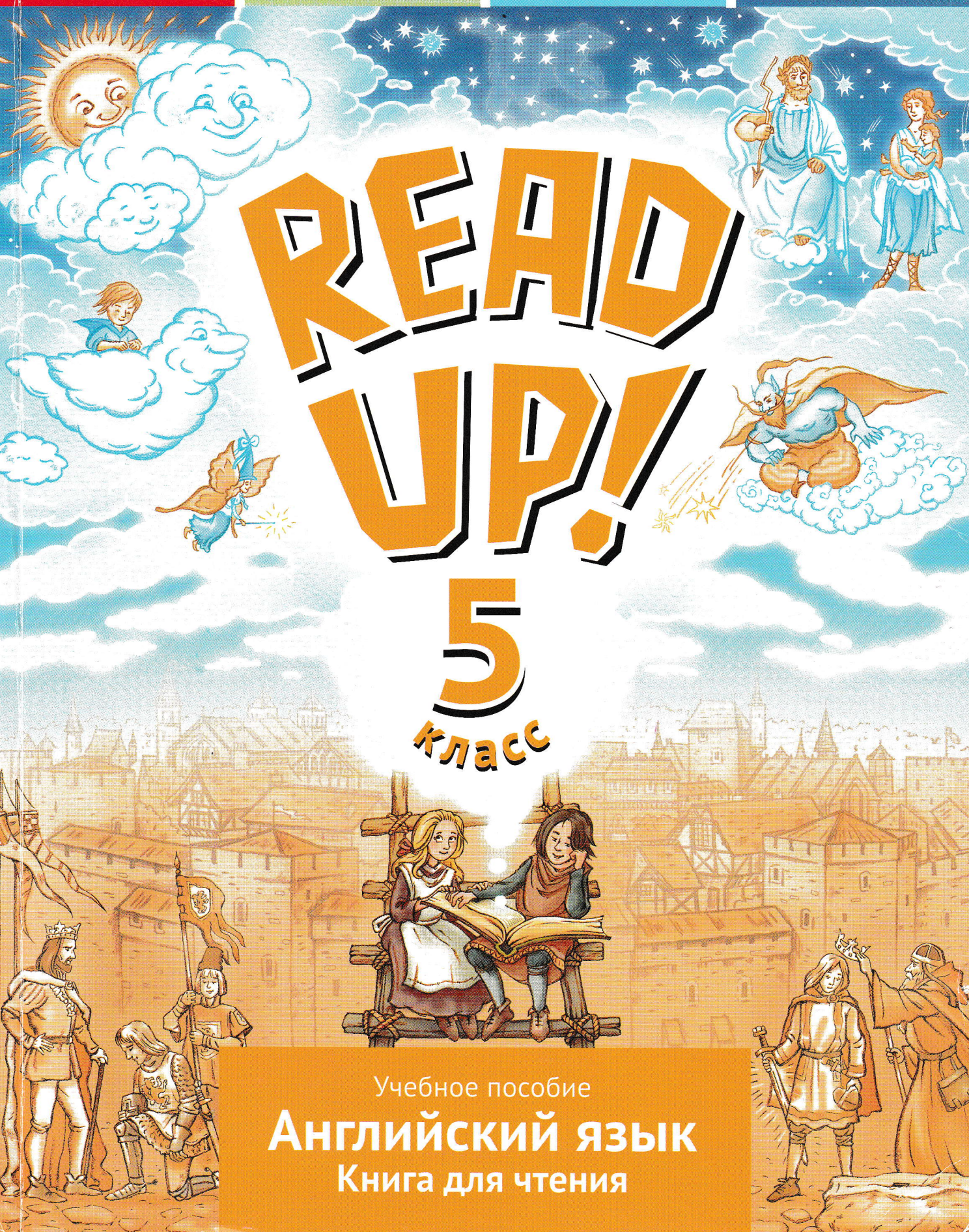
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**NEW MILLENNIUM
ENGLISH**

READ UP!

5
класс



Учебное пособие

АНГЛИЙСКИЙ ЯЗЫК
Книга для чтения

Е. В. Костюк, И. В. Крайнева,
И. В. Ларионова, Н. Н. Петрова

**READ
UP!**

5

Почитай!
Английский язык

учебное пособие

Книга для чтения для 5 класса
общеобразовательных учреждений

ИЗДАТЕЛЬСТВО
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T I T U L
P U B L I S H E R S

2015

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Учебное пособие из серии книг для чтения "Read up!" (5-й класс) предназначено для развития умений и навыков чтения в средних классах общеобразовательных учреждений. Пособие является необходимым компонентом любого основного курса обучения, в том числе УМК для 5-го класса "Enjoy English", "Happy English.ru", "New Millennium English". Оно рассчитано примерно на 35 часов учебного времени (один урок в неделю).

Данное учебное пособие соответствует современным международным требованиям качества содержания учебного пособия нового поколения. Учащимся дается возможность получить удовольствие от чтения и в то же время развить разнообразные учебные навыки, расширить лексический запас, подготовиться к успешному прохождению ОГЭ.

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Условные обозначения:



– глоссарий



– test your reading

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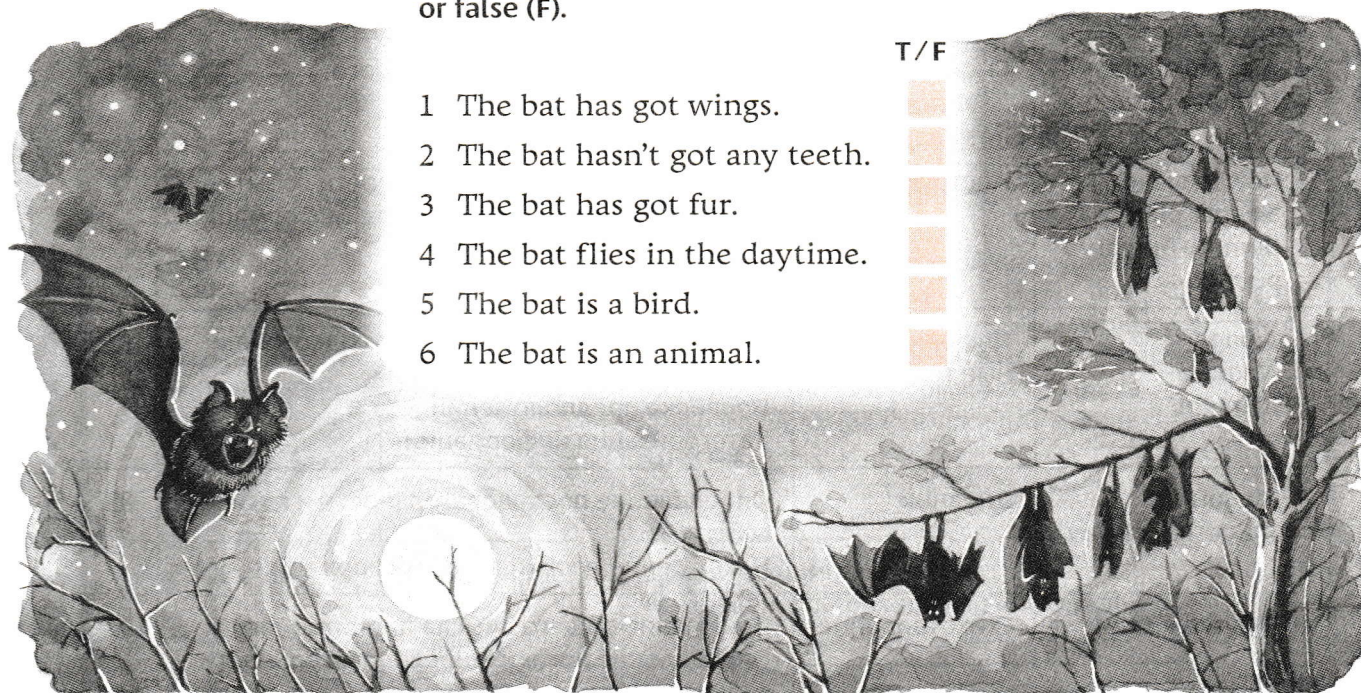
1 I wonder why

1 a) Read the sentences about the bat and say if they are true (T) or false (F).

- 1 The bat has got wings.
- 2 The bat hasn't got any teeth.
- 3 The bat has got fur.
- 4 The bat flies in the daytime.
- 5 The bat is a bird.
- 6 The bat is an animal.

T/F

☐
☐
☐
☐
☐
☐



b) Read the fable and say why the animals and birds were angry with the Bat.

Why the Bat flies at night

an Aesop's fable

Once there was a war between the birds and the animals. The Bat didn't know which army to join. The birds won the first battle, and the Bat joined them. "I've got wings and I can fly. I'm one of you," he said. The birds believed that the Bat was one of them.

But, the next day, the animals won the battle. The Bat left the birds and joined the animals. "I've got teeth and fur," he said. "I'm not a bird. I'm one of you." The animals believed the Bat and he stayed with them. On the third day, the birds were stronger again, and the Bat came back to the birds. And so it



went on till the end of the war. At the end of each battle the Bat joined the winning side.

When the war was over, the birds and the animals held a meeting. They were all very angry with the Bat. They didn't believe him any more. They said, "Go away. We don't want to see you again." Since that day the Bat flies only at night when no one can see him. He is always alone and he doesn't have any friends.



GLOSSARY

war [wɔ:] — война

army ['ɑ:mi] — армия

to believe [br'i:v] — верить

to join [dʒɔɪn] — присоединяться

battle ['bætl] — битва

the winning side — побеждающая сторона

to hold a meeting — проводить собрание

c) Answer the questions.

- 1 Why did the Bat join the birds after the first battle?
- 2 Why did the birds believe that the Bat was one of them?
- 3 Why did the animals believe the Bat?
- 4 What did the Bat do after each battle?
- 5 Why did the animals and the birds hold a meeting?
- 6 Why does the Bat fly only at night?

d) Complete the sentences.

Once there was a war between _____.

On the first day the birds won _____.

The Bat joined _____.

The birds believed _____.

But, the next day, the animals _____.

The Bat left _____ and joined _____.

The animals believed _____.

At the end of each battle the Bat joined _____.

It went on till the end of _____.

When the war was over, the birds and the animals held _____.

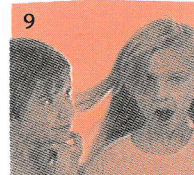
They were all very angry with _____.

They told the Bat _____.

Since that day the Bat only flies _____.

He is always _____.

e) Retell the fable.



2 a) Answer the questions.

- 1 What part of the day do you like most: morning, afternoon, evening, or night? Why?
- 2 When can you see:
 - the moon? • the stars? • dew? • bats? • birds?

b) Read the poem and number the pictures in the right order.

Evening

by Thomas Miller

The day is past, the sun is set,
And the white stars are in the sky;
While the long grass with dew is wet,
And through the air the bats now fly.

The lambs have now lain down to sleep,
The birds have hidden in the nests;
The air is still; and dark, and deep
On the hillside the old wood rests.



GLOSSARY

dew [dju:] — роса

wet [wet] — влажный

still [stil] — неподвижный

A

B

C

D

E

F

G

c) Match the adjectives with the nouns.

1 old

2 still

3 white

4 dark

5 long

6 wet

7 deep

a) stars

b) grass

c) air

d) wood

d) Learn the poem and recite it.

3 a) Read the information and say where the North Star is.

Bears in the sky

Constellations are groups of stars. In the past, when people looked at the stars in the sky, they imagined animals or gods. People gave different names to constellations and told stories about them.

You can easily find the constellation called the Great Bear in the sky. The group of bright stars that form its back and tail is called the Big Dipper. The right side of the Big Dipper points towards the North Star. It is at the end of the tail of another constellation — the Little Bear.

The North Star is also called the Pole Star or Polaris. The North Star doesn't move in the sky. People used it to find their way when they travelled across land and sea. Long ago, people created myths and legends explaining why the star stands still.



GLOSSARY

constellation [kɒn'stəleɪʃn] — созвездие

to imagine [ɪ'mædʒɪn] — представлять, воображать

dipper ['dɪpə] — ковш

to point towards — указывать на

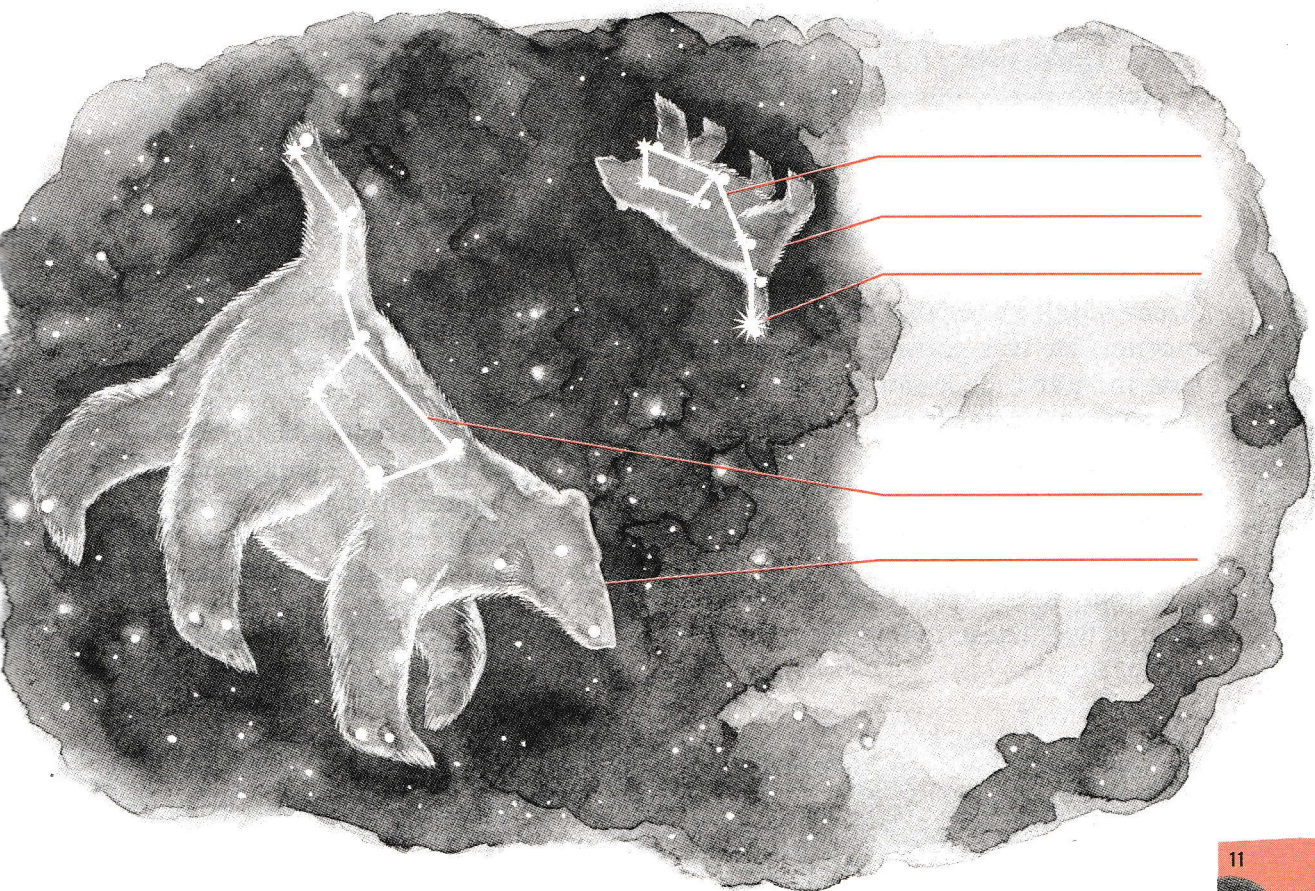
to create [kri'eɪt] — создавать

to explain [ɪk'spleɪn] — объяснять

to stand still — оставаться на месте

b) Write the words in the gaps.

Great Bear Little Bear Big Dipper Little Dipper North Star



c) Decide if the sentences are true (T) or false (F).

T/F

- 1 Groups of stars are called constellations.
- 2 It is difficult to find the constellation called the Great Bear in the sky.
- 3 The left side of the Big Dipper points towards the North Star.
- 4 The North Star is at the end of the tail of the constellation called the Great Bear.
- 5 Polaris or the Pole Star is another name for the North Star.
- 6 The Pole Star moves in the sky.
- 7 In the past, when people travelled they used the North Star to find their way.
- 8 There are myths and legends about the North Star.

d) Do you know the names of any other constellations?

4

a) Read the myth and answer the question: *Why do the Great Bear and the Little Bear have long tails?*

The Great Bear and the Little Bear

One Greek myth tells the story of Zeus, the king of the gods, falling in love with a young nymph named Callisto. Callisto gave birth to a son named Arcas. Hera, Zeus's jealous wife, turned the beautiful Callisto into a bear, which ran away into the forest.

Arcas grew up and became a hunter. One day while he was hunting, the bear Callisto heard Arcas's voice and ran to greet her son. Arcas didn't know that the bear was his mother. He was going to kill her but, at that moment, Zeus saw them. He turned the young hunter into a bear too.

Zeus sent both mother and son into the sky as the Great and Little Bears. To get them into the sky, Zeus took the bears by their tails, turned them around over his head and then threw them into the sky.

That is why these two bears have long tails.



GLOSSARY

Zeus [zju:s] — Зевс
nymph [nimf] — нимфа
Callisto [kə'listəʊ] — Калисто
jealous ['dʒeləs] — ревнивая
Arcas ['ɑ:kəs] — Аркас
to turn into — превращать в
hunter ['hʌntə] — охотник
to greet [gri:t] — приветствовать
to be going to — собираться, намереваться
to turn around — вертеть, крутить



b) Put the pictures in the right order.



c) Complete the sentences using the words on the right.

- 1 Zeus fell in love with a _____.
- 2 Callisto gave birth to a _____.
- 3 Hera was Zeus's _____.
- 4 She turned Callisto into a _____.
- 5 Arcas became a _____.
- 6 Arcas was going to kill his _____.
- 7 Zeus threw Arcas and Callisto into the _____.
- 8 Arcas and Callisto became _____.

sky
constellations
wife
mother
son
hunter
young nymph
bear

d) Retell the myth.



5

a) What do you know about the camel? Choose the right words to complete the sentences.

- 1 The camel lives in the
a) forest b) desert c) North Pole
- 2 The camel has got
a) a hump b) wings c) a pouch
- 3 The camel can
a) laugh b) fly c) live without food and water for a long time
- 4 When the camel works, it usually
a) fetches things b) carries things c) ploughs

b) Read the first part of the tale by Rudyard Kipling and say which animals in the picture don't belong to the story.



How the Camel got his hump

Part 1

Once upon a time, when the world was new and the animals were beginning to work for the Man, there was a Camel, and he lived in the desert because he did not want to work. He was very lazy, and when anybody spoke to him he said "Humph!" Just "Humph!" and no more.

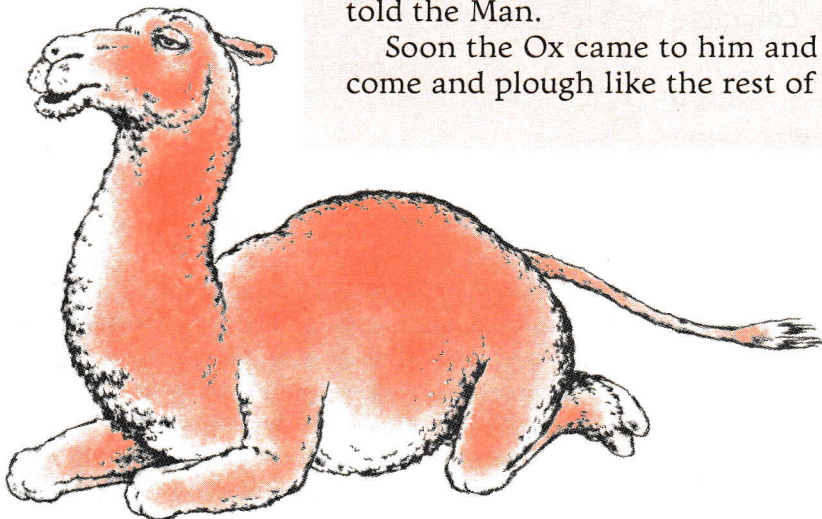
First the Horse came to him on Monday morning, and said, "Camel, O Camel, come out and carry the Man on your back like the rest of us."

"Humph!" said the Camel; and the Horse went away and told the Man.

Then the Dog came to him and said, "Camel, O Camel, come and fetch and carry like the rest of us."

"Humph!" said the Camel; and the Dog went away and told the Man.

Soon the Ox came to him and said, "Camel, O Camel, come and plough like the rest of us."





"Humph!" said the Camel; and the Ox went away and told the Man.

At the end of the day the Man called the Horse and the Dog and the Ox together, and said, "I am very sorry for you; but the Camel doesn't want to work, so I am going to leave him alone, and you must work more to do his work."

The Horse, the Dog, and the Ox were very angry; and they held a meeting in the desert; and the Camel came to the meeting and laughed at them. Then he said "Humph!" and went away again.



GLOSSARY

desert ['dezət] — пустыня

humph [hʌmf] — хм, гм (восклицание, похожее на английское слово "hum" — горб. В русском переводе сказки используется звукоподражание „Гррб!“)

like the rest of us — как все мы

to fetch [fetʃ] — приносить

ox [ɑ:ks] — бык, вол

to plough [pləʊ] — пахать

to leave him alone — оставить его в покое



c) Who said that?

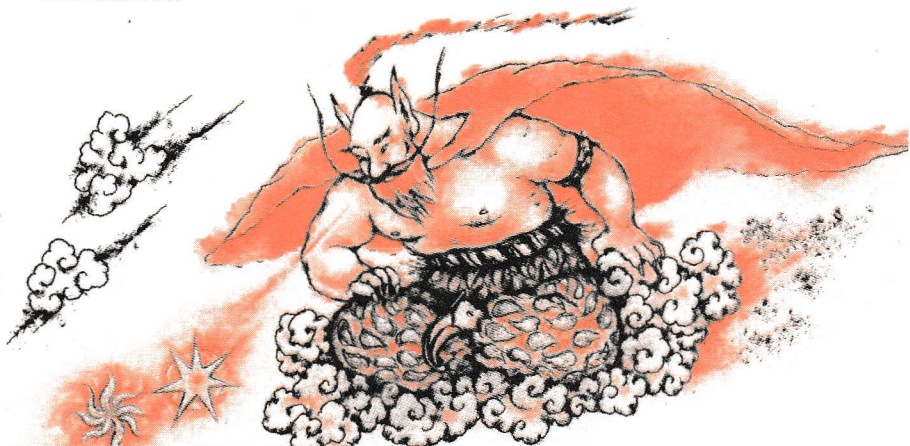
- 1 "I am very sorry for you..."
- 2 "...come and plough like the rest of us."
- 3 "Humph!"
- 4 "...carry the Man on your back like the rest of us."
- 5 "...you must work more to do his work."
- 6 "...come and fetch and carry like the rest of us."

d) Answer the questions.

- 1 Which of the animals was lazy?
- 2 Where did he live?
- 3 What did the Horse ask the Camel to do?
- 4 What did the Dog ask the Camel to do?
- 5 What did the Ox ask the Camel to do?
- 6 What did the Camel say to the other animals?
- 7 Who did the animals tell about the Camel?
- 8 What was the Man going to do with the Camel?
- 9 Why did the animals have to work more?
- 10 What did the animals do?
- 11 How did the Camel behave at the meeting?



- 6 a) Read the second part of the tale and say how the Djinn punished the Camel.



How the Camel got his hump

Part 2

Soon there came the Djinn of All Deserts. He stopped to talk with the Horse, the Dog and the Ox.

"Djinn of All Deserts," said the Horse, "is it right for anyone to be lazy, when the world is so new and there is so much work to do?"

"Of course not," said the Djinn.

"Well," said the Horse, "there's an animal in your desert, and he hasn't done any work since Monday morning. He doesn't want to carry anybody on his back."

"That's my Camel!" said the Djinn. "What does he say about it?"

"He says 'Humph!'" said the Dog; "and he doesn't want to fetch and carry."

"Does he say anything else?"

"Only 'Humph'; and he doesn't want to plough," said the Ox.

"Very good," said the Djinn. "I will punish him if you wait a minute."

The Djinn flew across the desert and found the Camel.

"My dear friend," said the Djinn, "why don't you work, when the world is so new and there is so much work to do?"

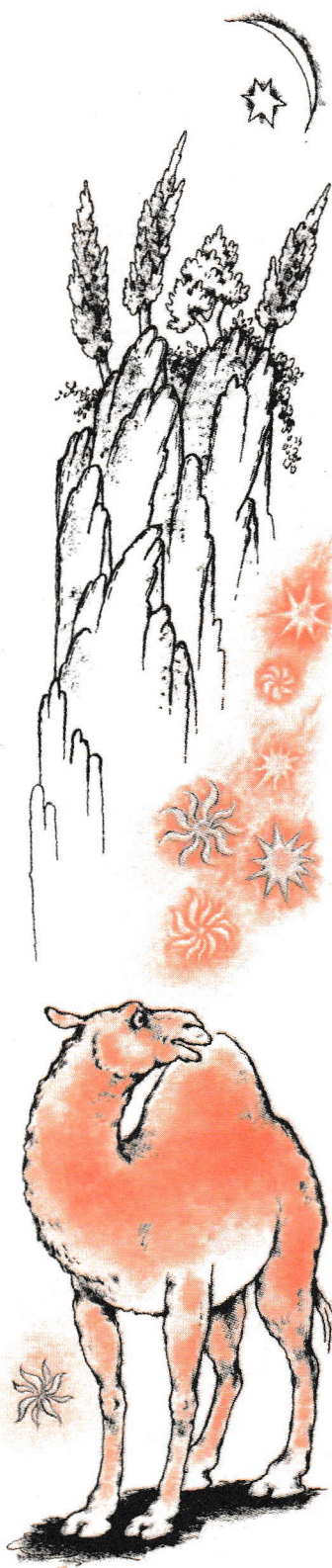
"Humph!" said the Camel.

The Djinn sat down, and began to think of a Great Magic, while the Camel looked at himself in the pool of water.

"You've given the Horse, the Dog and the Ox more work since Monday morning because you were lazy," said the Djinn.

"Humph!" said the Camel.

"Don't say that again," said the Djinn, "you say it too often. Now, listen to me, Camel. You must work."



And the Camel said "Humph!" again. And when he said it he looked at his back, and he saw a great big humph.

"Do you see that?" said the Djinn. "That's your own humph. You have got it because you did not work. Today is Thursday, and you've done no work since Monday when the work began. Now you are going to work."

"How can I," said the Camel, "with this humph on my back?"

"You've missed three days," said the Djinn.

"You can work now for three days without eating or drinking, because you can live on your humph. Come out of the desert and join the other animals."

And the Camel came out of the desert and went away to join the Horse, the Dog and the Ox. And from that day to this the Camel wears a humph (we call it "hump" now) because he hasn't caught up with the three days that he missed at the beginning of the world.



GLOSSARY

djinn [dʒɪn] — джинн

to punish ['pʌnɪʃ] — наказывать

pool [puːl] — лужа

to miss [mɪs] — пропускать

without [wɪðaʊt] — без

to live on — питаться

to catch up — наверстывать

b) Put the sentences in the right order.

- ☐ The Djinn decided to punish the Camel.
- ☐ The Camel still wears a hump.
- ☐ The Djinn told the Camel not to say "Humph" again.
- ☐ The Camel came out of the desert and joined the other animals.
- ☐ The animals told the Djinn that the Camel didn't want to work.
- ☐ The Djinn told the Camel that now he could live for three days without eating or drinking.
- ☒ 1 The Djinn stopped to talk with the Horse, the Dog and the Ox.
- ☐ The Camel saw a great big humph on his back.
- ☐ The Djinn flew across the desert and found the Camel.
- ☐ The Djinn sat down, and began to think of a Great Magic.



c) Read Part 1 and Part 2 of the story again. Name the characters who:

- didn't want to work
- carried the Man on the back
- fetched and carried
- ploughed
- told the animals to work more
- punished the Camel

d) Read the sentences and fill in the words.

Camel meeting hump Humph desert more fetch
join punish plough flew caught carry missed
laughed lazy

- 1 The Camel lived in the middle of the _____.
- 2 He was very _____.
- 3 The Horse asked the Camel to _____ the Man on his back.
- 4 The Dog asked the Camel to _____ and carry.
- 5 The Ox asked the Camel to _____.
- 6 But the Camel only said "_____."
- 7 The Man told the animals to work _____ to do the Camel's work.
- 8 The animals were very angry and held a _____ in the desert.
- 9 The Camel _____ at them and went away.
- 10 The Djinn came and the animals told him that the _____ didn't want to work.
- 11 The Djinn decided to _____ the Camel.
- 12 The Djinn _____ across the desert and found the Camel.
- 13 The Djinn made a big _____ on the Camel's back.
- 14 He told the Camel to come out of the desert and _____ the other animals.
- 15 The Camel still wears a hump because he hasn't _____ up with the three days that he _____ at the beginning of the world.

e) Learn the dialogues and role-play the story.

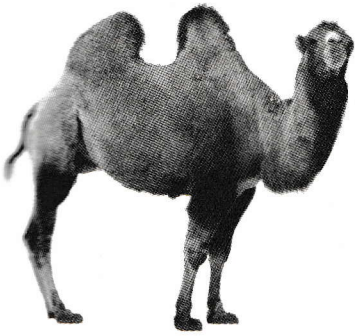
f) Retell the story from the point of view of:

- the Camel
- the Djinn
- the Horse, the Dog or the Ox



7

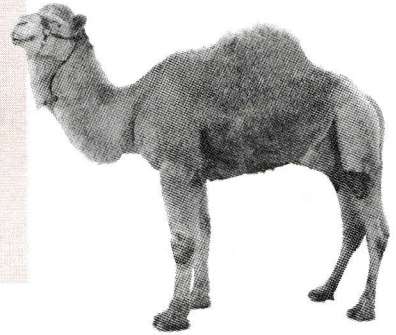
Read the poem and write the names of the animals under the pictures.



The camel

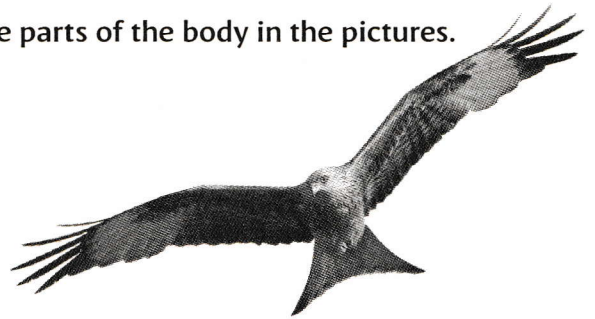
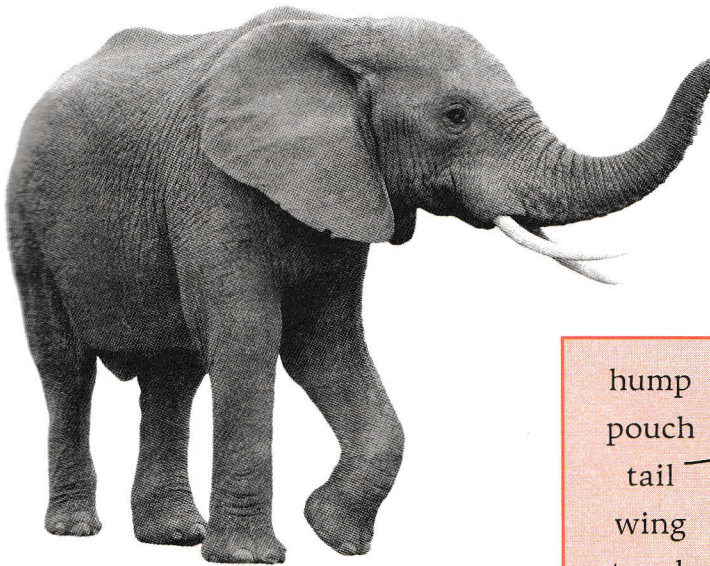
by Ogden Nash

The camel has a single hump;
The dromedary, two;
Or else the other way around.
I'm never sure. Are you?

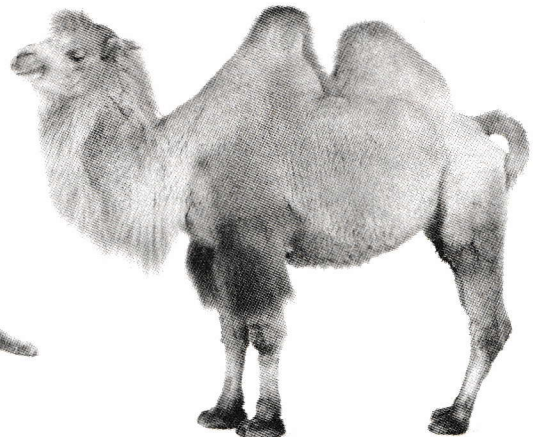
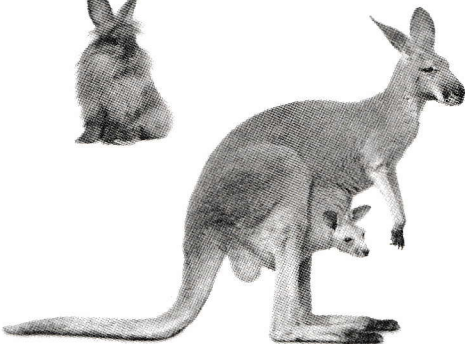
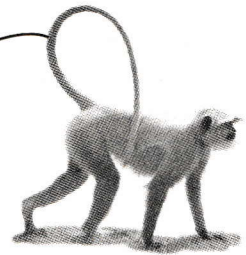


8

a) Match the words with the parts of the body in the pictures.



hump
pouch
tail
wing
trunk
fur



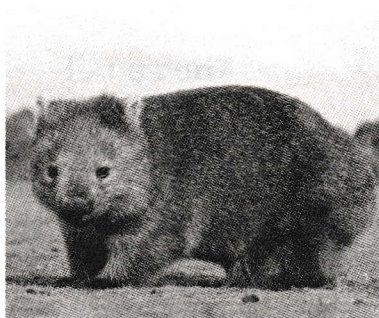
1. I wonder why



b) Read the first part of the legend and say which animal the Kangaroo met.



a dingo dog



a wombat



a koala

Why a kangaroo has a pouch

an Australian legend

Part 1

It was a nice sunny day in Australia. Mother Kangaroo and her little son (Joey) went to the forest. They wanted to collect some tasty green grass for breakfast. Mother Kangaroo was picking up the grass while Joey was playing under the trees. After some time, Mother Kangaroo couldn't see her son.

"Joey! Where are you?" called Mother Kangaroo, looking for him. "Come here now." Mother Kangaroo looked around; she looked under the trees, but she couldn't see her Joey.

"Here I am!" she heard the voice behind her.

"Joey, don't go away from me. It can be dangerous."

"But Mother, there are so many interesting things to see."

"Be a good Joey, and stay with me," said Mother Kangaroo. She put her head down and started eating sweet grass. When she looked up, Joey wasn't there again. Mother Kangaroo started looking for him again.

Soon she saw the leaves on a bush shaking.

"Ah! That's my Joey," she said. She hopped over quickly, and bumped into a fat old Wombat.



GLOSSARY

pouch [paʊtʃ] — сумка

joey ['dʒəʊi] — детеныш кенгуру

dangerous ['deɪndʒərəs] — опасный

to look around — осматриваться

to stay [steɪ] — оставаться

to look for — искать

bush [bʊʃ] — куст

to bump into — столкнуться с

c) Read the sentences and say if they are true (T) or false (F).

- 1 Mother Kangaroo and her son lived in Australia.
- 2 They went to the desert to collect grass for breakfast.
- 3 Mother Kangaroo and Joey were picking up the grass.

T/F

☐ ☐ ☐



- 4 Mother Kangaroo told Joey not to go away from her.
- 5 Joey listened to his mother and did what she told him.
- 6 Mother Kangaroo saw the leaves on a bush shaking.
- 7 Mother Kangaroo hopped over the bush and saw her Joey.

- 9 a) Read the second part of the legend and say why Joey was frightened.

Why a kangaroo has a pouch

Part 2

“Ouch! Watch where you’re going,” yelled Wombat.
“I’m very sorry,” said Mother Kangaroo.

“Can you help me to find some good grass to eat?” asked the old Wombat.

“Sorry, I can’t. I’m looking for my Joey at the moment,” said Mother Kangaroo.

“Oh, please, help me. I am an old wombat. I can’t see,” Wombat was almost crying.

“Of course I’ll help you,” said kind Mother Kangaroo. “Take my tail and we’ll look for good grass.”

Mother Kangaroo was walking with Wombat to show him good grass when suddenly, Joey came and hopped over the old wombat.

“What was that?” yelled Wombat.

“That was my Joey,” said Mother Kangaroo. “Come back, Joey!” But Joey didn’t stop.

Wombat said: “Stop, Mother Kangaroo. You’re going too fast. I’m tired. I need to rest.”

While Wombat rested, Mother Kangaroo was looking around. She was worried about her Joey. It was too dangerous for a little kangaroo to be in the forest alone.

“Now I’m thirsty,” said Wombat. “Take me to the river.”

“All right,” said Mother Kangaroo. “I hope my Joey is fine,” she thought.

When they were at the river, they saw Joey sleeping under a tree. She woke him up.

Then she saw three men coming towards the river. They were hunters.

“Quickly, we have to hide! Hunters are coming. Take my tail,” Mother Kangaroo called to Wombat.

“I’m scared,” said frightened Joey.

“Shh, it will be all right, dear, climb onto my back,” said his mother.

They ran towards the bushes.

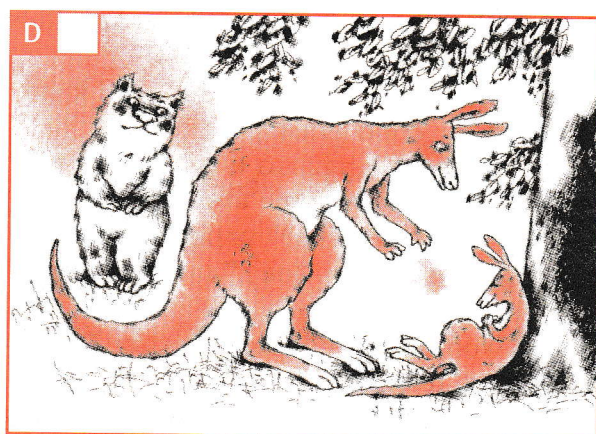


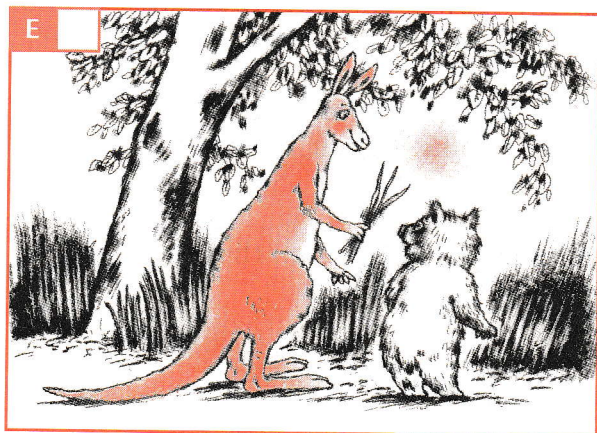
b) Put the pictures in the right order. Find the sentences in the text to illustrate them.

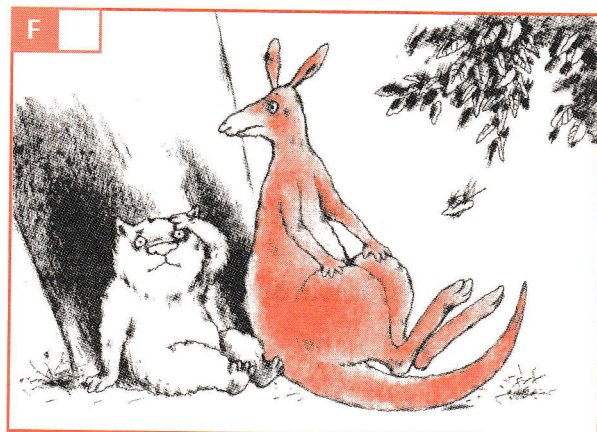


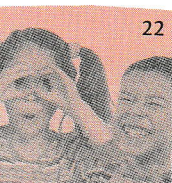












c) How did Mother Kangaroo help Wombat? Match the sentences.

- | | |
|--------------------------------------|---|
| 1 Wombat was hungry. | a) Mother Kangaroo took him to the river. |
| 2 Wombat was tired. | b) Mother Kangaroo stopped and gave him time to rest. |
| 3 Wombat was thirsty. | c) Mother Kangaroo told Wombat to take her tail, and they ran towards the bushes. |
| 4 There were hunters near the river. | d) Mother Kangaroo helped him to find some good grass. |

10 a) Read the third part of the story and say what the pouch was made of.

Why a kangaroo has a pouch

Part 3

When the hunters went away, Mother Kangaroo looked around for old Wombat, but he wasn't there. He had turned into Father of all Creatures. He told Mother Kangaroo that he had come down from the sky to find the kindest animal in this land.

"And the kindest animal is you, Mother Kangaroo; you were worried about your Joey, but you helped me to find grass to eat and water to drink. You also helped me to run away from hunters."

He took some bark from a tree and gave it to Mother Kangaroo. "Now, I am going to give you a present. Put this bark around your body."

Mother Kangaroo tied the bark around her body, and it became the pouch.

"Now you have 'a house' for your son. He can sleep or hide in it," said the Father of all Creatures.

Joey climbed into his mother's pouch. "This is really cool. Can my friends come to visit me?" asked Joey.

Mother Kangaroo thanked the Father of all Creatures. "Thank you very much. This is a very special present."

Because of Mother Kangaroo's kindness, all female kangaroos have a pouch to carry their babies and young children.



GLOSSARY

He had turned into Father of all Creatures.— Он превратился в повелителя всех животных.

to be worried — беспокоиться

bark [bɑ:k] — кора

kindness ['kaɪndnəs] — доброта

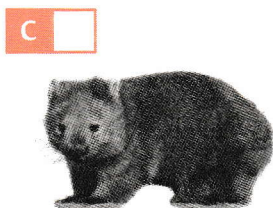
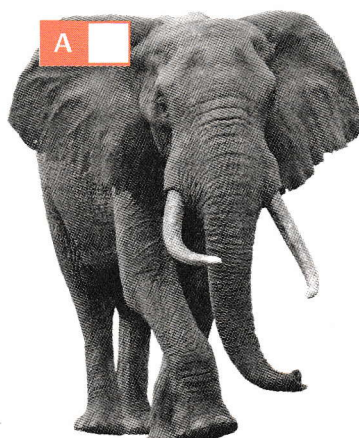
female kangaroos — самки кенгуру

b) Answer the questions.

- 1 Why couldn't Mother Kangaroo see the old Wombat?
- 2 Why did he come down from the sky?
- 3 Who was the kindest animal in the world? Why?
- 4 What present did Father of all Creatures give Kangaroo?
- 5 Why was the pouch 'a house' for Joey?
- 6 Did Mother Kangaroo like the present? Why do you think so?

11

a) Read the poem and number the animals in the pictures in the order they go in the poem.



GLOSSARY

mutton ['mʌtn] — баранина

maw [mɔ:] — пасть

to waddle ['wɒdl] — бродить
вперевадку

straw [strɔ:] — солома

mercy ['mɜ:si] — Боже милосердный

F



D



E



G



b) Remember a visit to the zoo.

What animals did you see there? What colour were they?
What did the animals have? What did the animals do?

First I saw _____

Then I saw _____

After that I saw _____

c) Learn the poem by heart.

12 a) Think about some things you want to do. Tell the class.

Example: I want to be famous. I want to speak English well.
I want to win some running competitions.

b) If you met a djinn, a fairy or a wizard, what would your wishes be?

Example: I want to fly like a bird. I want to jump higher than
the kangaroo. I want to travel to the past and to the
future.

c) Read the story and say if Mike was happy when his wishes
came true.

Mike and the fairy

It wasn't one of Mike's best days. At school he got a bad mark. After school they had swimming competitions. Mike came last and the other boys laughed at him. And that evening his mother was taking him to the dentist. Mike was walking slowly by the river. He didn't want to go home.

Suddenly, he stopped. A little creature was sitting on a flower. It was only as big as Mike's finger. It was wearing a white dress and had beautiful wings. It was a fairy — a real fairy! Mike took off his cap and quickly covered the flower with it.

"Help! Help!" a little voice cried.

Mike carefully put his hand under the cap and caught the fairy. Now he could look at her closely. She had a pretty face and golden hair. She looked angrily at Mike.

"Let me go!" said the fairy.

"Not now," said Mike. "You are a fairy, aren't you? I'll let you go when my wishes come true."

"Well," said the fairy. "What are your wishes?"



"First, I want to be big and strong and I want to swim well. And I don't want the boys to laugh at me. I want them to be afraid of me."

"Have you got another wish?" asked the fairy.

"Yes," said Mike. "I want to have strong teeth. I don't want to go to the dentist any more."



"OK," said the fairy. "Anything else?"

"I don't want to go to school. I don't want to listen to my mum or the teachers. I want to be free."

"Fine," said the fairy. And she touched him with a tiny magic wand.

Mike felt that he was growing bigger and bigger and his nose was growing longer and longer. Suddenly he couldn't feel his legs any more. He fell into the river with a big splash. When he lifted his head out of the water, he saw the fairy sitting on a flower.

"What's happened to me?" Mike said.

"I've turned you into a shark," said the fairy. "You wanted to be big and strong. You wanted to swim well and to have strong teeth. You wanted to be free. Now your wishes have come true. All the boys will be afraid of you and you needn't go to school or to the dentist. Aren't you happy? Why don't you thank me?"

"Please, please turn me back into a boy!" said Mike. "I don't want to be a shark!"

"Not now," said the fairy. "I made your wishes come true. Now you must do three good things before you can become a boy again."

"And what about my mother? What will she say? She will worry about me!" said Mike.



GLOSSARY

competitions [ˌkɒmpə'tɪʃnz] — соревнования

creature ['kri:tʃə] — существо, создание

closely ['kləʊslɪ] — вблизи

magic wand — волшебная палочка

splash [splæʃ] — плеск

to come true — сбываться

to notice ['nəʊtɪs] — замечать

"I don't think she will notice," said the fairy and waved her magic wand again. In a moment, the fairy turned into a boy. The boy looked like Mike and had the same clothes.

"Goodbye!" said the boy to the shark. "Come back when you have done three good things." He turned and walked away from the river.

d) Answer the questions.

- 1 Was it a good or a bad day for Mike? Why?
- 2 Where did Mike see the fairy?
- 3 What did the fairy look like?
- 4 How did Mike catch the fairy?
- 5 What were Mike's wishes?
- 6 Did the fairy make all his wishes come true?
- 7 Why wasn't Mike happy when his wishes came true?
- 8 What did the fairy tell him to do before he could become a boy again?
- 9 What happened to the fairy at the end of the story? Why did she do it?

e) Imagine you are Mike. What good things would you do to become a boy again?

f) Think of your own end to the story.

TEST YOUR READING

How the Bluebirds and Coyote got their colours

a Native American legend

Long ago, the Bluebirds did not have the beautiful blue feathers they have now, and the Coyote's coat was bright green.

One morning, two Bluebirds found a lake they hadn't seen before. It was a beautiful blue colour. The Bluebirds said, "This water is so blue! We will be blue too." They flew down to the lake and began to bathe.

The Bluebirds came back to the lake every day for the next three mornings. On the next morning after that, when they got into the water, their feathers dropped out. New shiny blue feathers grew in their place.

When the Coyote saw the Bluebirds, he was very surprised. "What have you done to your feathers?" he asked.

The Bluebirds told him about the lake. The Coyote wanted his coat to be blue too. The birds told the Coyote that he needed to bathe on five mornings. They said, "On the fifth morning your coat will turn blue. Be careful, Coyote. You must follow the rules and bathe each morning."



The next morning, the Coyote went to the lake and bathed. He was impatient. "I want my coat to be blue today," he said. "I'm not going to wait for four mornings." So he jumped back into the water four times that morning.

On the fifth time, the hairs in the Coyote's coat dropped out, and new blue hairs grew in their place. He was very excited.

He got out of the water and ran back to show his beautiful new blue coat to the Bluebirds. But he was so happy about his new coat that he wasn't looking where he was going. Because his feet were wet, he slipped and fell, rolling over and over in the dust and dirt.

He got up, shook himself and howled when he looked at his coat. It was no longer blue, but dirt-coloured all over.

And that is why Bluebirds have shiny blue feathers and Coyote's coat is the colour of dirt. He was impatient and didn't do as he was told.

Decide if the sentences are true (T) or false (F).

- | | T/F |
|---|--------------------------|
| 1 Long ago the Coyote had a green coat. | ☐ |
| 2 When the Bluebirds saw the beautiful lake, their feathers turned blue. | ☐ |
| 3 The Bluebirds told the Coyote to bathe in the lake on five mornings. | ☐ |
| 4 The Coyote followed the rules and bathed each morning. | ☐ |
| 5 The Coyote was very glad when his coat became blue. | ☐ |
| 6 The Coyote fell down because there was a big pool of dirty water on the road. | ☐ |
| 7 When the Coyote cleaned his dirty coat it was blue again. | ☐ |
| 8 The Coyote didn't get what he wanted because he wasn't patient. | ☐ |



Reading diary

1

Запиши в читательский дневник свое мнение о прочитанных текстах.

The name of the text	My opinion
Why the Bat flies at night	
Evening	
Bears in the sky	
The Great Bear and the Little Bear	
How the Camel got his hump	
The camel	
Why a kangaroo has a pouch	
At the zoo	
Mike and the fairy	
How the Bluebirds and Coyote got their colours	

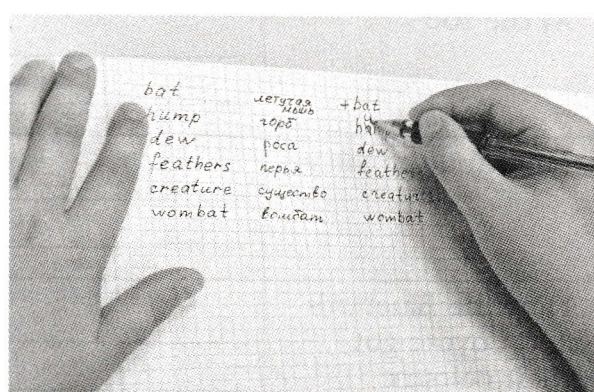
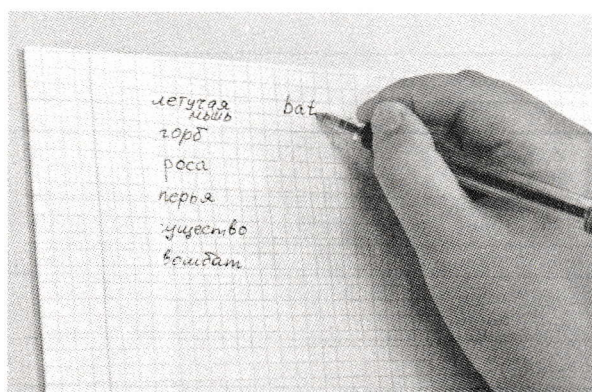
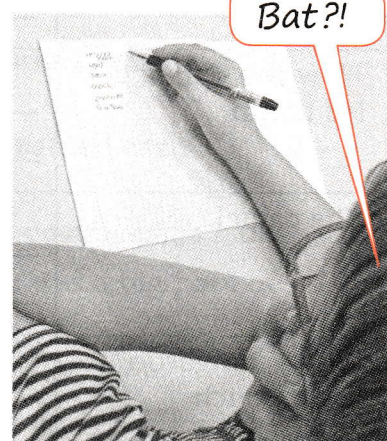
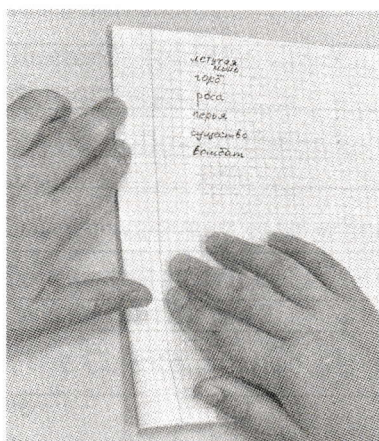
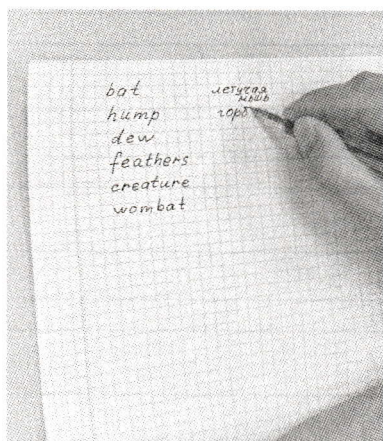


КАК ЗАПОМИНАТЬ НОВЫЕ СЛОВА

При изучении иностранного языка важно расширять свой словарный запас. У каждого есть свои способы запоминания новых слов. Мы будем постепенно знакомиться с разными приемами, которые помогут тебе выбрать наиболее подходящий способ запоминания слов.

2 Word lists / Составляй списки слов

- 1 Choose 5–7 words, which you want to learn, from the “I wonder why” unit.
- 2 Write them in a column on a piece of paper.
- 3 Try to remember the translation and write the translation for each word. If you don't remember the translation, look the word up in the dictionary or ask your teacher.
- 4 Fold the paper so that you can't see the English words.
- 5 Look at the Russian words and try to remember the English word and say it.
- 6 Check yourself.
- 7 After that, try to write the English words. Check your work and correct your mistakes.



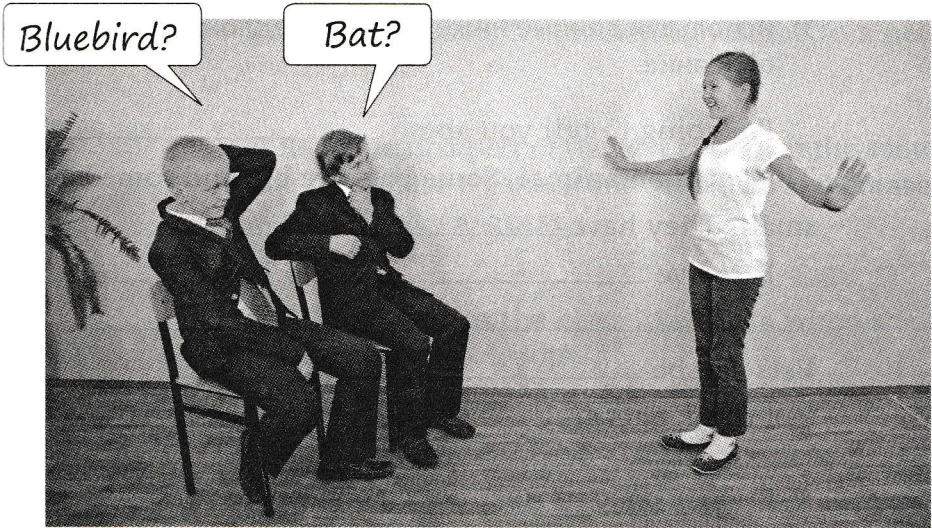
Do exercises

Individually

- 1 Write the words from your list in alphabetical order. The more you write the words, the better you will remember them.
- 2 Hunt for your words in the texts. Choose one word and find all the sentences with this word in the texts. After that, do the same with the other words.

With your friends

- 1 Give your word list to your friend. Ask him / her to dictate the words to you. Then you dictate your friend the words from his / her list. Check each other's work.
- 2 Play a game in groups of three. Choose a word from your word list and try to demonstrate to your friends what it means. You can draw or you can mime. Look at the picture below. Which word is the girl demonstrating?



3 Научись описывать животное.

- 1) Заполни таблицу, выписывая из текстов раздела названия:
 - всех частей тела животных
 - действий животных
 - характеристик животных

Parts of the body	Actions	Characteristics
wings	fly	fat
fur	waddle	lazy



2) Составь описание летучей мыши.

- Расставь пункты плана описания по порядку:

- what bats usually do _____
- what bats look like _____
- where bats live _____
- what you think about bats _____
- characteristics of bats _____

- Подпиши рядом с каждым пунктом плана, какие слова и фразы из текстов раздела ты можешь использовать. По каким пунктам плана в тестах нет информации? Что ты можешь придумать сам по этим пунктам?

3) Используй данные ниже начала предложений и дополни описание.

I'm going to tell you about _____.

The bat is an animal. Some bats are big and some bats are small. They have _____.

Bats live _____. They _____.

Bats can be _____.

I think bats are _____.

4) Выбери одно из животных и опиши его.

- kangaroo
- camel
- wombat
- coyote
- shark
- bear





2 At home and at school

1 a) Before reading the text answer the questions.

- 1 Have you ever changed schools?
- 2 Do you think it is easy to be a new pupil in a new class? Why?
- 3 Do new pupils often join your class?
- 4 Are you always kind to new pupils?
- 5 How do people feel when they come to a new class for the first time?

b) Read the first part of the text and say if the sentences are true (T) or false (F). Underline the words and phrases in the text which helped you guess.

- | | T / F |
|--|--------------------------|
| 1 All the girls in the class liked Sara when she first came into the schoolroom. | ☐ |
| 2 Sara came from far away. | ☐ |
| 3 Sara was afraid of the girls in her new class. | ☐ |
| 4 Miss Minchin thought that Sara's father wanted Sara to learn French. | ☐ |
| 5 Sara wasn't polite to Miss Minchin. | ☐ |
| 6 Sara couldn't speak French. | ☐ |
| 7 Miss Minchin spoke very good French. | ☐ |

A French lesson

adapted from F. H. Burnett

Part 1

When Sara entered the schoolroom the next morning, everybody looked at her with wide, interested eyes. By that time every pupil had heard a lot about her. Lavinia whispered to her friend Jessie, "Her clothes are so expensive that they are strange for a child. She has petticoats on now." "She has silk stockings on," whispered Jessie back. "And what little feet! I never saw such little feet!" "Oh," said Lavinia, "that is because of her shoes. I don't think she is pretty at all."



"She is not as pretty as other pretty people are," said Jessie, "but she has long eyelashes and her eyes are almost green."

"Young ladies," Miss Minchin, the teacher, said, "I want to introduce you to your new companion. She has just come to us from a great distance — in fact, from India." The pupils bowed and Sara made a little curtsy. After that, they all sat down and looked at each other again. Sara wasn't scared, it was interesting for her to guess at what her new classmates were thinking.

"Sara," said Miss Minchin in her schoolroom manner, "come here to me." She took a book from the desk and was turning its leaves. Sara went to her politely.

"As your Papa has taken a French maid for you," she began, "I think that he wants you to study the French language."

"I think he took her because he thought I would like her, Miss Minchin."

"I'm afraid that you are a very spoiled little girl and always imagine things are done because you like them. I think that your Papa wanted you to learn French."

Sara didn't want to be rude and interrupt Miss Minchin and she couldn't explain that she couldn't remember a time when she didn't know French. Her mother had been a Frenchwoman, and her father, who liked his wife's language, often spoke French to her when she was a baby. Sara tried to explain, "I have never really learned French, but I —"

"That is enough," said Miss Minchin. "If you haven't learned, you must begin at once." In fact, Miss Minchin's secret was that she didn't speak French herself. That is why she didn't want to discuss the question further. "Take this book," she continued, "and look at it until the French master arrives, he will be here in a minute."



GLOSSARY

to enter ['entə] — входить

to whisper ['wɪspə] — шептать

petticoat ['petɪkəʊt] — нижняя юбка

to bow [baʊ] — кланяться

curtsy ['kɜːtsɪ] — реверанс

maid [meɪd] — горничная

spoiled [spɔɪld] — избалованный

to interrupt [ˌɪntə'rʌpt] — прерывать, перебивать

strictly ['striktli] — строго

c) Read the second part of the text and choose the correct option.

A French lesson

Part 2

Sara went back to her seat and opened the book. She looked at the first page trying not to smile, but it was so funny to study a page which told her that "le père" meant "the father" and "la mère" meant "the mother".

Miss Minchin looked at her and said, "You look very cross, Sara. I'm sorry you don't like the idea of learning French."

Sara wanted to try to explain again, "I'm very fond of it, but..."

"You mustn't say 'but'," said Miss Minchin. "Look at your book again."



And Sara did so and didn't smile even when she found that apparently "le fils" meant "the son", and "le frère" meant "the brother". She thought that when the French master came, she would make him understand.

Monsieur Dufarge, the French teacher, came soon. He was a very nice Frenchman. "Is this a new pupil for me, Madame?" he said to Miss Minchin, looking at Sara with interest.

"Her Papa — Captain Crewe — wants her to begin studying the language. But I'm afraid she doesn't want to learn," answered Miss Minchin.

"I'm sorry about that, Mademoiselle," he said kindly to Sara. "Perhaps, when we begin to study together, I will show you that it is a beautiful language."

Sara stood up and looked into Monsieur Dufarge's nice face. She knew that he could understand. She began to explain in pretty, fluent French. She said that it was true that she had never learned French but her Papa and other people had spoken it to her, and she could read and write it as she could read and write English. She also said that her dear Mamma, who had died when she was born, had been French. She said that she would be glad to learn anything Monsieur would teach her, but she knew all the words from that book.

Miss Minchin sat staring at Sara in shock. But Monsieur Dufarge was smiling with a lot of pleasure, because listening to Sara's voice speaking his own language was as if he were in his native land. When she finished, he took the book out of her hands and said to Miss Minchin, "Ah, Madame, there is not much I can teach her. She hasn't learned French; she is French. Her accent is perfect."

"Why didn't you tell me?" asked Miss Minchin. "I tried," said Sara. Miss Minchin knew that Sara had tried but when she saw that pupils were giggling, she felt really angry.

"Silence, young ladies!" she said, strictly. And, from that minute, she began to dislike her new pupil.

- 1 Sara wanted to smile because the French book was (very funny / very easy).
- 2 Sara (liked / didn't like) Monsieur Dufarge.
- 3 Sara's (mother / father) was French.
- 4 Sara (wanted / didn't want) to learn French.
- 5 Monsieur Dufarge was smiling because (Sara was funny / he liked Sara's French).
- 6 Miss Minchin (liked / disliked) her new pupil.



d) Using both Part 1 and Part 2 match the two parts the sentences.

- | | |
|--|---|
| <ol style="list-style-type: none">1 Some girls didn't like Sara because2 Miss Minchin thought that Sara's father wanted her to study French because3 Miss Minchin thought that Sara didn't know French because4 Sara wanted to smile reading the French textbook because5 Sara could speak French well because6 Monsieur Dufarge was smiling with a lot of pleasure when he was listening to Sara because7 Miss Minchin was angry with the girls because | <ol style="list-style-type: none">a) he took a French maid for Sara.b) her mum was French and her dad spoke French to her.c) they were jealous and didn't like her clothes.d) Sara couldn't explain that she knew French.e) they were giggling.f) she knew all the words from the book.g) he liked her good quality French. |
|--|---|

e) Speak about Sara. Follow the plan.

- 1 Where did Sara come from?
- 2 What does she look like?
- 3 What do you know about her family?
- 4 What kind of person is she?
- 5 Do you like Sara? Why, or why not?

f) Pretend you have a new pupil in your class. You want to make friends. Think of and write 5-6 questions you want to ask him / her.

g) Act out the conversation with a new pupil.





- 2 a) Look at the pictures and guess what people do with these objects.

People usually...

- catch spiders and other insects with these objects.
- decorate their flats with these objects.
- make these objects for their children to play with.
- use the objects as amulets.

What's your own idea?

- b) Read the text below and check your guess.

Native Americans made the first dream catchers in ancient times. They believed that such objects could protect them from bad dreams. They put them near the place where they slept. Many years ago, Native Americans made dream catchers from twigs and decorated them with owl feathers. Today, people make dream catchers with different materials and decorate them with beads, threads of different colours and feathers.

Nowadays, people buy dream catchers as souvenirs.



GLOSSARY

twig [twɪɡ] — прутик

feather ['feðə] — перышко (птицы)

- c) Read the legend about dream catchers and choose the correct option in the sentences below.

The dream catcher

a Native American legend

Once there lived a kind old woman. Her name was Nokomis. Nokomis had a grandson. She loved him dearly. In the mornings, they often walked outside. Nokomis played with her grandson and taught him different things. She sang songs with him and told him stories. In the afternoon, the boy played outside, and Nokomis rested on her bed and watched her grandson through the window.

One day, Nokomis saw a spider in the corner of her room. The spider began to make a web. All afternoon, Nokomis watched her grandson playing outside and the spider working slowly in the corner.

The next day, the spider was still working. His web was much bigger. "Hello, Spider!" said Nokomis. "Your web is beautiful!"

Some time later, her grandson ran into the room. He saw the spider sitting in its large web. The boy took off his shoe and went to the web, ready to break it and kill the spider!

"Stop!" said Nokomis. "Don't hurt it!"

"Why not?" asked the boy. "It's just a spider."

"Leave it alone," said Nokomis. "It's not hurting you and the web is



beautiful. Come here and sit with me.” Nokomis told her grandson a story and they sang one of the boy’s favourite songs. Then he ran outside again.

Suddenly, the spider walked across the room to the bed.

“Thank you for saving my life,” he said. “I want to give you a present.”

The spider climbed the wall near the bed and began to make another web. In the evening, the web was ready. It was very beautiful.

“It will catch your dreams when you sleep,” explained the spider. “Good dreams will go through the hole in the middle of the web and come down to you. Bad dreams will be caught in the web and disappear when the morning sun shines on them. This is my present to you.”

Since then, Nokomis has slept very well and had only happy dreams.



GLOSSARY

web [web] — паутина

outside [aʊt'saɪd] — снаружи

to disappear [dɪsə'pɪə] — исчезать

- 1 Nokomis was (a young / an old) woman.
- 2 She had a (granddaughter / grandson).
- 3 One day, she saw a spider (in the corner / on the floor).
- 4 The spider was working (quickly / slowly).
- 5 The spider made a (big / small) web.
- 6 The boy wanted to (kill / catch) the spider.
- 7 Nokomis asked him not to (hurt the spider / sing a song).
- 8 The spider wanted to give (the grandson / Nokomis) a present.
- 9 The dream catcher helped Nokomis to (fall asleep quickly / have only good dreams).

d) Answer the questions about the text.

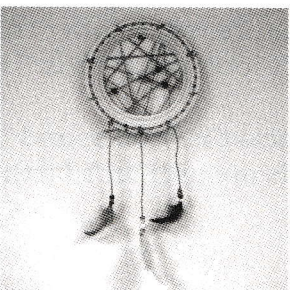
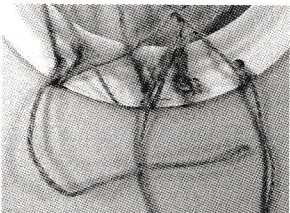
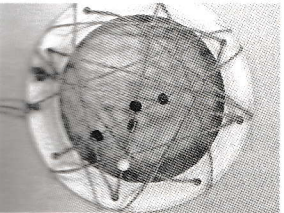
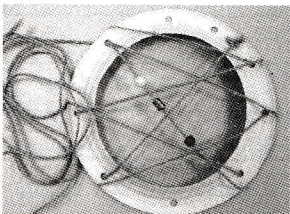
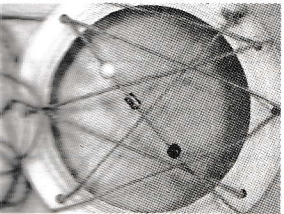
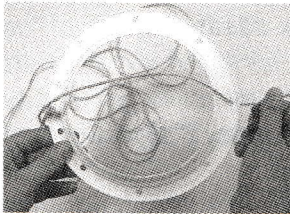
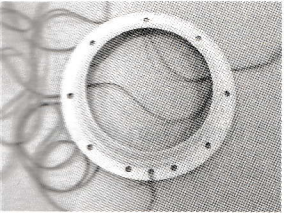
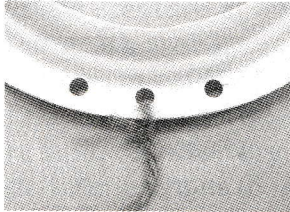
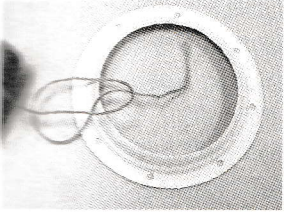
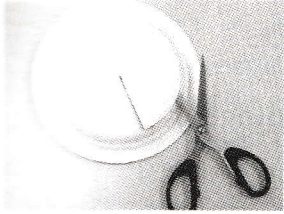
- 1 What did Nokomis and her grandson usually do in the morning?
- 2 What did Nokomis and her grandson do in the afternoon?
- 3 What did Nokomis see one day in the corner?
- 4 Did she like the spider’s web?
- 5 What did Nokomis’s grandson want to do?
- 6 What did Nokomis say to the boy?
- 7 What did the spider give Nokomis?

e) Retell the legend using the prompts below.

Once there lived...
She had...
In the morning, they...
In the afternoon, ...
One day, Nokomis saw...
The spider...

The next day, ...
Nokomis’s grandson came
into the room and...
Nokomis saved...
The spider...
Now Nokomis...





3

a) Read the instructions and look at the photographs. Find and cross out the objects in the list which you don't need to make a dream catcher.

You will need:

- a paper plate
- thread, any colour, three metres in total
- scissors
- a puncher
- feathers
- glue
- cardboard
- paper clips
- coloured markers
- beads
- match boxes

INSTRUCTIONS

- 1 Cut a hole in the middle of a paper plate.
- 2 Draw colourful decorations on the rim of the plate.
- 3 Use the puncher to make holes in the rim of the paper plate.
- 4 Take the thread (about two metres long) and weave it around and over the paper plate in any direction from one hole to another. Use any pattern you like.
- 5 You can add craft beads to the middle of the dream catcher with the thread. Slip the beads onto the thread and continue with the next hole.
- 6 Make sure you thread all the holes.
- 7 Cut three more pieces of thread about 20 centimetres long each.
- 8 Tie each piece of thread to the bottom of the dream catcher.
- 9 Decorate these threads with beads and feathers.
- 10 Tie one more thread at the top of the dream catcher to hang it on the wall.

b) Use the instructions above and make your own dream catcher for your granny or grandpa.



4 a) Before reading the text answer the questions.

- 1 When do your lessons start?
- 2 Who usually wakes you up in the morning?
- 3 Are you sometimes late for school?

b) Match the opposites.

1 slow	a) bad
2 dangerous	b) happy
3 good	c) fast
4 sad	d) angry
5 kind	e) usual
6 strange	f) safe

c) Read the title of the story ("Slow George") and write ten words you think could be in it.

d) Now read the text and check your predictions.

Slow George

George was going home after school. He was sad because his teacher was really angry with him and had written a letter to his parents. The letter said, "George is often late for school. Today he was late again!" George was walking slowly because he did everything slowly. That is why he was always late.

Suddenly, George saw a strange creature. The creature looked like an alien. It was green with a big head and three big purple eyes on the face. The creature didn't have ears or hair. It was wearing a tight silver suit and it wasn't wearing any shoes or boots.

"Hi," said the creature, "can I borrow your pen?"

George wasn't scared as the creature was smaller than George himself, the creature was smiling and didn't look dangerous. He asked, "Why do you need a pen?"

"I live on another planet. My rocket is broken and I can't get home, but I need to be there tomorrow as it is my brother's birthday," answered the creature.



George was slow, but he was kind and he opened his school bag and gave the alien two pens and two pencils.

"I don't need so many!" said the alien. "I only need one of those." He took one of George's pens and put it in his pocket. His clothes turned red. "Now everything is OK!" said the alien. "You're a very good boy, I want to give you a present," said the creature and gave George a key ring. The alien explained, "It's not a key ring. It's a teleportation device. Now you'll be able to get from one place to another in no time!"

George was happy! "Thank you so much," he said.

The creature said, "It was very nice meeting you. If you can, come to my planet. It's called Zenon."

"Bye-bye," answered George. "Have a safe trip!"

"Have a nice day!" smiled the alien and disappeared.

George wanted to try his present. He said, "I want to go home." And in one second, he was in his room and he hadn't even needed to climb the stairs to the fifth floor. George thought, "It's a very good present! From today I'll never be late for school!"

Unfortunately, he didn't go to Zenon as his mum and dad didn't let him but now it was very easy to go to the shop to buy some bread or get to the cinema. But the best thing was that now nobody could say that George was slow. He could sleep longer in the morning but he was always at school on time. His key ring for teleportation was a great thing after all!

Then, one morning George woke up, looked at the clock and decided that he could sleep for another 5 minutes. He was sure he wouldn't be late with his wonderful device. He slept for 5 minutes, then for 10 more minutes, then for 15 minutes more. When he woke up, he realised that the first lesson started in 5 minutes time and he had to rush. George tried to do everything fast but he could find only one sock. The previous evening, he hadn't put his books in the school bag and now he was cleaning his teeth and putting books in his school bag at the same time. He was really worried as his first lesson was a very important Maths test. Suddenly, he cried in despair, "I have to be at school!" And, in a second, he found himself at school, in his classroom, in one sock, with a toothbrush in his mouth and without a school bag. His classmates were surprised and they laughed and made fun of George long after that.

Now George understands that he needed to learn how to be a responsible person and no device could help him do that.



GLOSSARY

alien ['eɪliən] — инопланетянин

device [dɪ'vaɪs] — устройство

despair [dɪ'speɪ] — отчаяние

responsible [rɪ'spɒnsəbl] — ответственный





e) In the story, George meets a creature. Read the beginning of the story again and draw the creature.

f) Put the sentences in the correct order.

- ☐ Now George was very fast.
- ☐ The creature asked George to help it.
- ☐ George gave the alien a pen.
- ☐ The alien gave George a great present — a device for teleportation.
- ☐ George was late again.
- 1 ☐ One day, on his way home, George met a strange creature.
- ☐ George didn't want to wake up and overslept.
- ☐ George's classmates made fun of him.



g) Answer the questions.

- 1 Why was George sad when he was going home after school?
- 2 Who did he meet on his way home?
- 3 What did the creature ask George?
- 4 What did George give the creature?
- 5 What present did the alien give to George?
- 6 What could George do with his unusual key ring?
- 7 What happened one morning when George didn't want to get up?
- 8 Why did George's classmates laugh?
- 9 What did George eventually understand?

h) Match the adjectives with the nouns.

1 strange	a) George
2 slow	b) suit
3 safe	c) boy
4 tight	d) creature
5 kind	e) trip
6 angry	f) day
7 nice	g) person
8 responsible	h) teacher



i) Finish the sentences and check in the story.

George's teacher was angry with him because...
 When George was walking home from school,...
 George wanted to help the alien and...
 The alien thanked George and...
 George was happy because he could...
 One day, George overslept and found himself at school...
 Now George understands that he should be...

j) Imagine that you met an alien. What questions would you ask it?
 Write your questions.

k) Act out the conversation with an alien.

5 a) Read the words and place them in the corresponding "room".
 Compare with your classmates. Tell each other where different things are in your house.

Example:

Student 1: I have got a picture in my living room.
 Student 2: I have got a picture in my living room, too.
 I have got a table in our kitchen.
 Student 1: I haven't got a table in our kitchen but I have
 got a table in my dining room.

a sofa a rug a carpet book shelves a cooker a sink
 a fridge chairs armchairs a fence a bench a wardrobe
 flowers a table a cupboard a bookcase a desk
 a fireplace a fountain a bed a picture a TV

A living room	A bedroom	A kitchen
A garden	A dining room	A study



b) Answer the questions.

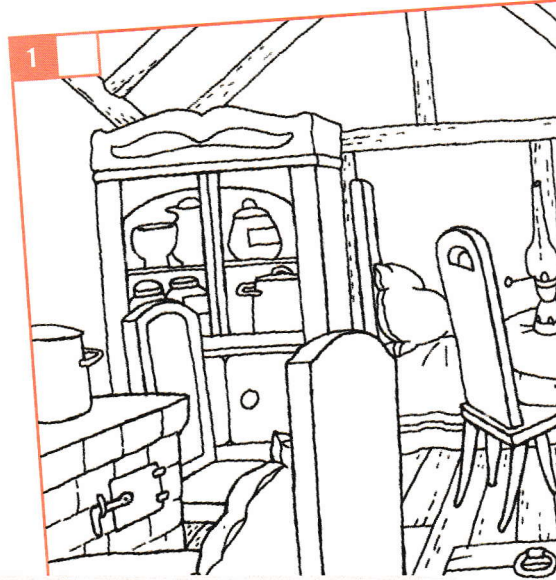
- 1 Do you like to stay at home?
- 2 What is your favourite room?
- 3 Why do you like it?
- 4 What do you like doing in your favourite room?

c) Read the texts and match them to the pictures. After that, colour the pictures according to the text. Which book are the extracts from?

- *Pinocchio* (by Carlo Collodi)
- *The Wonderful Wizard of Oz* (by L. Frank Baum)
- *Cinderella* (by Charles Perrault)

A

It was the sweetest little room in the world, with a soft comfortable bed that had sheets of green silk. There was a tiny green fountain in the middle of the room. Beautiful green flowers stood in the windows, and there was a shelf with a row of little green books. In a wardrobe there were many green dresses, made of silk and satin, and all of them fitted Dorothy very well.



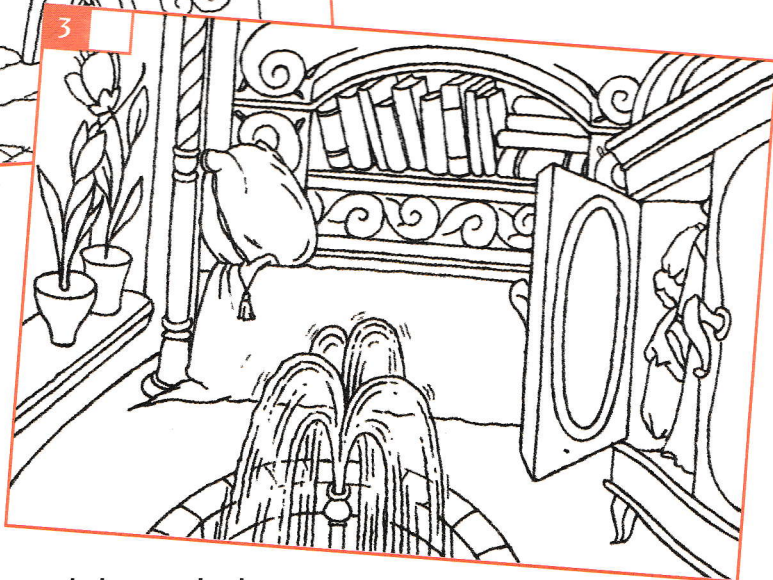
B

Dorothy lived in the middle of the great Kansas prairies with Uncle Henry, who was a farmer, and Aunt Em, who was a farmer's wife. Their house was small. There were four walls, a floor, and a roof, which made one room; there was an old brown cooker, a cupboard for the dishes, a table, three or four yellow chairs, and the beds. There was a small hole in the ground, called a cyclone cellar, where the family could go in case a tornado arose.

C

She was surprised to see how pretty the country was. There were neat fences, painted blue. Behind them she could see fields and gardens. The houses were strange round buildings with big domes for a roof. And they were also blue.





d) Read the text and choose the best answer.

Glinda grants Dorothy's wish

Dorothy, the Lion, the Scarecrow and the Woodman went to see Glinda in her Castle. They followed the soldier into a big room, where the Witch Glinda sat on a throne. She was young and beautiful. Her hair was red. Her dress was white, her eyes were blue and they looked kindly upon the little girl. "What can I do for you, my child?" Glinda asked.

Dorothy told the Witch her whole story: how the cyclone had brought her to the Land of Oz and how she had found her companions. "My greatest wish now," said Dorothy at the end, "is to get

back to Kansas, or Aunt Em will think something bad has happened to me."

Glinda kissed Dorothy and said, "I'm sure I can tell you how to get back to Kansas. But if I do, you must give me the Golden Cap."

"Sure," said Dorothy, "here you are! When you have the Golden Cap, you can command the Winged Monkeys three times."

"You're right," said Glinda, "and I will grant your three wishes."

Glinda came to the Scarecrow and asked, "What will you do when Dorothy goes home?"



"I will go back to the Emerald City," he answered, "because I am its ruler now and the people like me, but I don't know how to cross the hill of the Hammer-Heads."

Glinda said, "By means of the Golden Cap, I'll command the Winged Monkeys to carry you to the Emerald City. You will be a wonderful ruler! It'll be my first wish."

Then Glinda asked the Tin Woodman, "What will you do when Dorothy goes home?"

"The Winkies asked me to be their ruler after the Wicked Witch died. I want to go back to the country of the West."

Glinda said, "By means of the Golden Cap, I'll command the Winged Monkeys to carry you to the land of the Winkies. It'll be my second wish. I'm sure you'll rule very well."

Then Glinda looked at the Lion and asked, "What will you do when Dorothy goes home?"

"Over the hill of the Hammer-Heads lies a large old forest and all the animals that live there have made me their king. I want to go there."

Glinda said, "By means of the Golden Cap, I'll command the Winged Monkeys to carry you to the forest. It'll be my third wish. I'm sure you'll be a wise king."

The Scarecrow, the Tin Woodman and the Lion thanked Glinda. At that moment Dorothy exclaimed, "But you haven't told me how to get to Kansas!"

"It's very easy," answered Glinda smiling, "your Silver Shoes will carry you there. If you had known their power, you could have gone back to your Aunt Em on the first day you came to this country!"

"But then I wouldn't have had such good friends," said Dorothy and hugged her friends.

Glinda explained, "The Silver Shoes can carry you to any place in the world

in three steps. All you have to do is to knock the heels together three times and command the shoes to carry you where you want to go."

"OK, then I will ask them to carry me home, to Kansas." Dorothy kissed the Lion, the Tin Woodman and the Scarecrow. After that, she thanked Glinda for her kindness. She took Toto in her arms and knocked the heels of her shoes together three times, saying: "Take me home to Aunt Em!"

Immediately, she was flying through the air. The Silver Shoes took three steps and then she stopped so suddenly that she rolled over upon the grass. She sat up and looked around. She saw that she was sitting on the broad Kansas prairie, and just before her was the new farm house Uncle Henry built after the cyclone had carried away the old one. Uncle Henry was milking the cows in the barn yard, and Toto jumped out of her arms and ran to the barn. Dorothy stood up and found that she was only wearing her stockings, she had lost her Silver Shoes when she was in the air. Aunt Em came out of the house to water the cabbages when she saw Dorothy running towards her.

"My darling child!" she cried, kissing the girl. "Where in the world did you come from?"

"From the Land of Oz," answered Dorothy. "And here's Toto. And I'm so happy to be at home again!"



GLOSSARY

cyclone ['saɪkləʊn] — тропический ураган

to grant [grɑːnt] — исполнять

ruler ['ruːlə] — правитель

to exclaim [ɪk'skleɪm] — восклицать

barn yard — скотный двор



- 1 Why did Dorothy come to Glinda?
 - a) to see her throne of rubies
 - b) to ask her for help
 - c) to tell Glinda her story
- 2 What did Glinda ask Dorothy to give her?
 - a) the Silver Shoes
 - b) the Golden Cap
 - c) her dog Toto
- 3 What did the Scarecrow want to do after Dorothy leaves the Land of Oz?
 - a) to rule in the land of West
 - b) to climb the hill of the Hammer-Heads
 - c) to go and rule in the Emerald City
- 4 What did Dorothy see when she found herself sitting on the grass in Kansas?
 - a) cows eating grass
 - b) her stockings
 - c) a new farm house
- 5 Why was Dorothy happy?
 - a) because she had Silver Shoes and could move very quickly
 - b) because she had a very good time in the Land of Oz
 - c) because she was at home and could see Uncle Henry and Aunt Em

e) Complete the summary of the story and retell it.

Dorothy and her friends went _____.

Glinda was _____.

Glinda wanted to help _____.

She took the Golden Cap and granted _____.

Her first wish was _____.

Her second wish was _____.

Her third wish was _____.

The Scarecrow, the Tin Woodman and the Lion thanked _____.

Dorothy told Glinda that she _____.

Glinda said that the Silver Shoes _____.

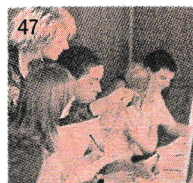
Dorothy kissed and hugged _____.

After that, she _____.

In three steps she was _____.

She saw _____.

She was happy _____.



f) Circle the correct adjectives to describe Glinda and speak about her, following the plan.

Glinda

nice kind generous angry greedy red hair
blond hair white dress red dress blue eyes young
old beautiful ugly tall

Plan:

- 1 Who is Glinda?
- 2 Describe her appearance.
- 3 Describe her personality.
- 4 Say if you like Glinda.

g) Choose a character from the story you like. Learn his / her words by heart. Act out the story in your lesson.

6

a) Answer the questions.

- 1 Do you often stay at home alone?
- 2 What do you usually do when you are at home alone?
- 3 Are you sometimes scared when you are at home alone?

b) In the table, tick what you like doing when you are at home alone. After that, interview your friend and fill in the table about your friend.

Example: Do you like (playing computer games) when you are at home alone?

Activities	You	Your friend
playing computer games		
reading books		
watching films		
drawing		
playing a musical instrument		
talking to friends over the phone		

Summarise the information:

We both like...

My friend likes..., but I don't like...

We both dislike...

I like..., but my friend doesn't like...



c) Read an extract from the poem by Robert Louis Stevenson.

The Little Land

When at home alone I sit
And am very tired of it,
I have just to shut my eyes
To go sailing through the skies —
To go sailing far away
To the pleasant Land of Play;
To the fairy land afar
Where the Little People are;
Where the clover-tops are trees,
And the rain-pools are the seas,
And the leaves like little ships
Sail about on tiny trips.



GLOSSARY

clover ['kləʊvə] — клевер

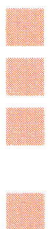
to sail [seil] — плыть под парусами

tiny ['tɪni] — крошечный

d) Read the sentences and decide if they are true (T) or false (F).

- 1 The boy isn't happy when he is at home alone.
- 2 The boy imagines that he is a great sailor.
- 3 The boy imagines a fairy-tale land in the skies.
- 4 The boy imagines that he travels to a place where everything is very little.

T/F



e) Match the kinds of trees, seas and ships the boy can see in the Little Land.

- | | |
|---------|----------------|
| 1 trees | a) leaves |
| 2 seas | b) clover-tops |
| 3 ships | c) rain-pools |

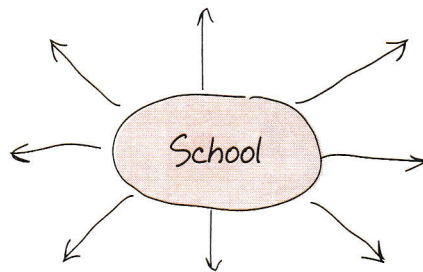
f) Close your eyes and imagine a faraway magic country. Then tell your friends about it. Use the prompts below.

I'm in the (forest, sea, jungle, castle, field, sky, mountains...)
It's (winter, spring, hot, cold, windy...)
I can see...
...live here.
They are...
I'm...

7

a) Think of different associations you have with the word "school". Write the words in the spidergram. Don't forget about:

- the people you meet at school
- what you do at school
- what you study at school
- how you feel at school
- different objects you take to school and see at school

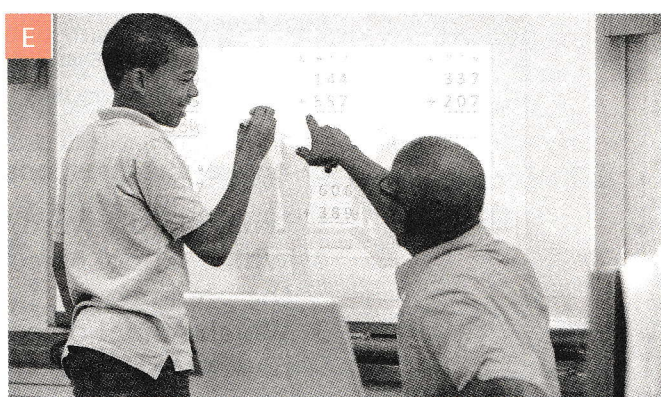
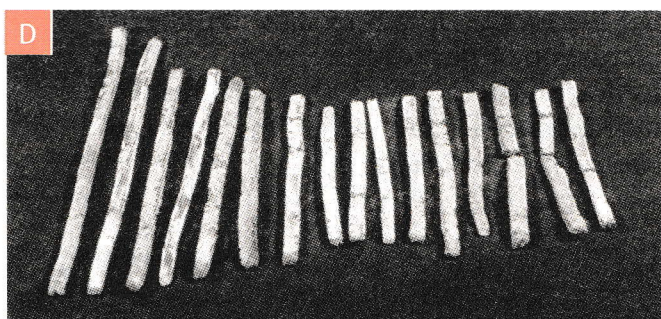
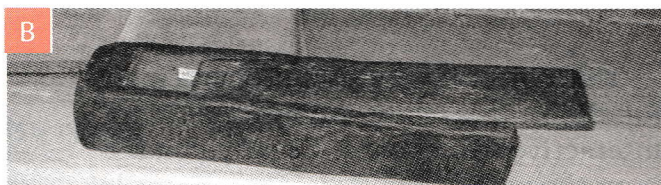
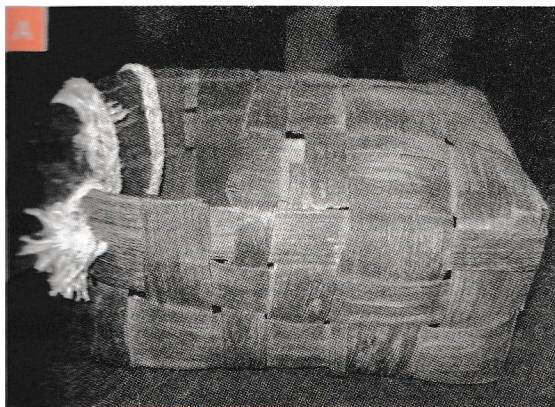


b) Read the text and match the pictures with the short texts.

Schools in the past and in the present

The word "school" comes from Greece and in ancient days it meant "rest" and "free time". The place which was called "school" could be translated as "the place for talking". But, for most Greeks, it didn't mean that school was for entertainment or for doing nothing. It meant that it was time after work which should be spent learning important things about the world and about yourself. Schools in the old days were different from our schools. Look at the photographs of different objects used at school at different times and match them to the texts.





1

It's a piece of soft paper. They were different colours: pink, white, green, yellow. In the middle of the twentieth century, you could see such objects in each exercise book. Pupils needed them because they wrote with ink, which took time to dry. They took this object and placed it on the wet text they had just written. That is how they kept their exercise books clean and tidy.

2

At the end of the nineteenth and the very beginning of the twentieth century, families in villages didn't have money to buy expensive school objects. That is why they had to make the school objects themselves. This object is made of wood and was used to put pens and pencils into it. It's a very old pencil case.

3

These are ancient school objects from China. Children at school and grown-ups at work used them to count. First they were made of bamboo. Nowadays, children also use such things at school in their Maths lessons, but now they are of different colours and are made of plastic.



4

This object is very useful. It has many functions. It is white. And we call it an interactive whiteboard. Usually you see it on the wall of the classroom. Teachers use it to write on it and show children pictures or films. Children can use it to draw or play games. They can use it individually or in a team. It is very easy to operate. Just touch it!

5

Pupils in Russian village schools at the end of the nineteenth and the very beginning of the twentieth century used this object to carry books, pencils, pens and other things to school. They carried these objects on their backs like pupils do now. They were made from ropes and birch bark. It is a very old school bag.



GLOSSARY

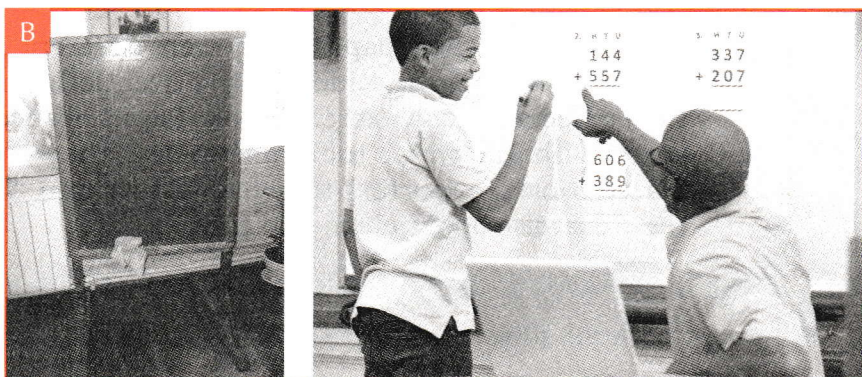
entertainment [entə'teɪnmənt] —
развлечение
wet [wet] — влажный, мокрый
century ['sentʃəri] — век

function ['fʌŋkʃn] — функция
rope [rəʊp] — веревка
birch bark — береста

c) Answer the questions about the text above.

- 1 What did the word "school" mean in ancient Greece?
- 2 Which school objects from the text do you use at school in the present?
- 3 Which school objects from the text are not used at schools now?

d) Choose a picture and describe it.



Use the questions:

- 1 How did pupils or teachers use it in the past? How do they use it in the present?
- 2 What did it look like in the past? What does it look like in the present?
- 3 What was it made from in the past? What is it made from in the present?



A noisy room

Once there lived a young man who worked as a drummer in a rock band. He got married and he and his wife looked for a flat to live in. They saw a lot of places but there was always something that one of them didn't like about them.

At last they found a house which both of them really liked. It was in a quiet place and looked beautiful. However, they couldn't decide which flat they should take: the one on the ground floor or the one upstairs, on the first floor. After a discussion, they decided to take the one upstairs and two days later they moved in.

They bought some furniture, carpets and other things to make their new flat comfortable and cosy, and decided to organise a housewarming party. They invited a lot of friends and cooked a delicious dinner.

It was a merry, noisy party. The young man's friends brought guitars and saxophones. They played music, danced and sang. The young man played the drums. In the middle of the party the telephone rang. The young man's wife went into the hall to answer it. When she came back, she had a happy smile on her face and said to her husband, "That was the man who just moved into the flat that is under ours on the ground floor. It was so clever of us not to choose it. He said it was terribly noisy down there."

1 Mark the sentences as true (T) or false (F).

T / F

- 1 The young man was a musician. ☐
- 2 The man and his wife bought the first house they saw. ☐
- 3 He and his wife both liked the new house. ☐
- 4 They decided to buy the flat which was on the ground floor. ☐
- 5 They invited friends to celebrate the young man's birthday. ☐
- 6 Their guests brought their musical instruments. ☐
- 7 The party wasn't merry. ☐
- 8 In the middle of the party their neighbour arrived. ☐

2 Answer the question: *What does the young man's neighbour think?*

- 1 He thinks that his new flat is not comfortable.
- 2 He thinks that young people shouldn't have such noisy parties.
- 3 He thinks that the flat upstairs is better than his flat.
- 4 He thinks that it's a good idea to have merry, noisy parties.



Reading diary

1 Запиши в читательский дневник свое мнение о прочитанных текстах.

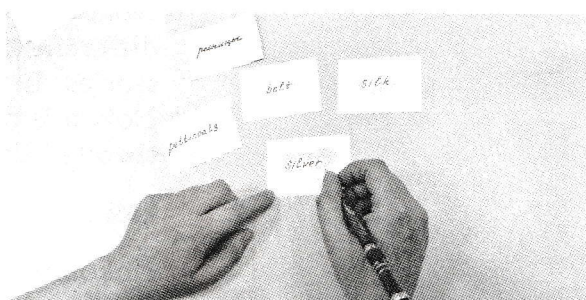
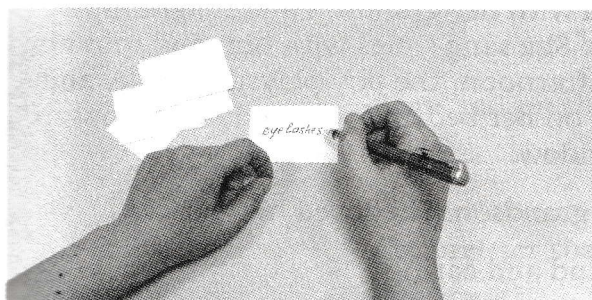
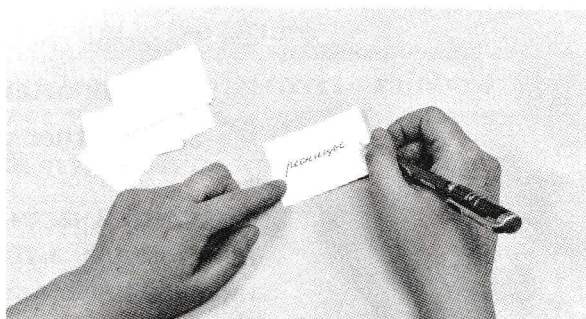
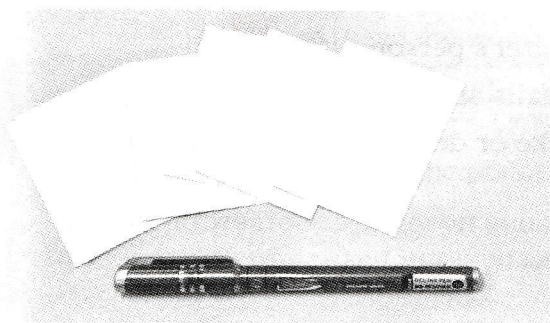
The name of the text	My opinion
A French lesson	
The dream catcher	
Slow George	
Glinda grants Dorothy's wish	
The Little Land	
Schools in the past and in the present	
A noisy room	



КАК ЗАПОМИНАТЬ НОВЫЕ СЛОВА

2 Word cards / Делай карточки со словами

- 1 Choose 5–7 words from the “At home and at school” unit.
- 2 Cut out cards (one card for every word).
- 3 Write the English words on one side of the cards.
- 4 Turn the cards over and write the Russian translations.
- 5 If you want, you can write an example sentence on the English side of the card.



Do exercises

Individually

- 1 Put the cards so that English words are face down. Close your eyes and take a card. Try to remember the English word. Turn the card over and check your answer. If you remembered the right word, put the card in the left hand pile. If you didn't remember the right word, put the card in the right pile.
- 2 Do the same exercise but this time try to write the word down. After you have gone through all the words, turn the cards over and check your spelling. Count how many words you know well. Which words do you need to practise again?

With your friends

- 1 Give your cards to your friend. Let him / her read the English words. Say the Russian translation. Your friend will check your answers.
- 2 Play a game in groups of three. Use all three sets of your cards. Put the cards in the middle of the desk so that the Russian words are face up. Choose the leader of the game. The leader says one of the English words. The two other players have to find the card with Russian translation as quickly as possible. After the game, count who has the most cards. Choose another leader and play the game again.



3 Научись давать характеристику герою прочитанного литературного текста.

1) Расположи пункты плана рассказа о герое в логичном порядке.

- ☐ Describe the character's appearance.
- ☐ 1 Say who the character is.
- ☐ Say what the character did in the story.
- ☐ Describe the character's personality.
- ☐ Give important details about the character's life.
- ☐ Say whether you like or dislike the character and why.

2) Соотнеси части описания Нокомис с соответствующим пунктом плана. По каким пунктам плана текст не содержит никакой информации?

- ☐ a Nokomis played with her grandson and taught him different things. She sang songs with him and told him stories. In the afternoon, the boy played outside, and Nokomis rested on her bed and watched her grandson through the window.
- ☐ b Nokomis had a grandson. She loved him dearly.
- ☐ c Nokomis was kind and caring.
- ☐ d I like Nokomis because she was a loving grandmother. She also didn't let her grandson hurt the spider.

3) Выбери одного из героев прочитанных текстов и дай ему характеристику.

- Monsieur Dufarge
- Sara
- Miss Minchin
- George
- Glinda
- The alien
- Nokomis





3 Look around

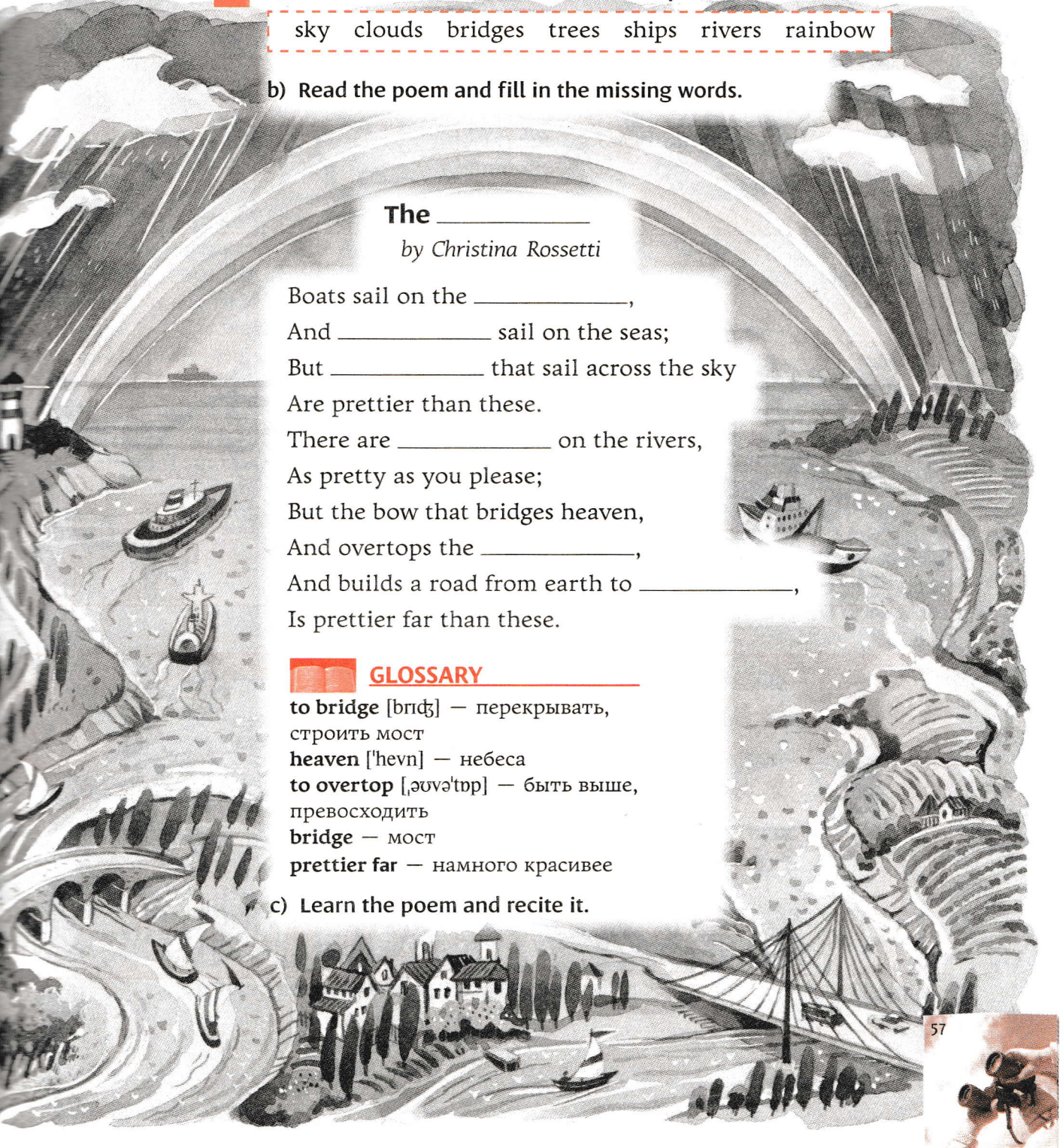
1 a) Read the words and find them in the picture.

sky clouds bridges trees ships rivers rainbow

b) Read the poem and fill in the missing words.

The _____

by Christina Rossetti



Boats sail on the _____,
And _____ sail on the seas;
But _____ that sail across the sky
Are prettier than these.
There are _____ on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the _____,
And builds a road from earth to _____,
Is prettier far than these.



GLOSSARY

to bridge [brɪdʒ] — перекрывать,
строить мост

heaven ['hevn] — небеса

to overtop [ˌoʊvə'tɒp] — быть выше,
превосходить

bridge — мост

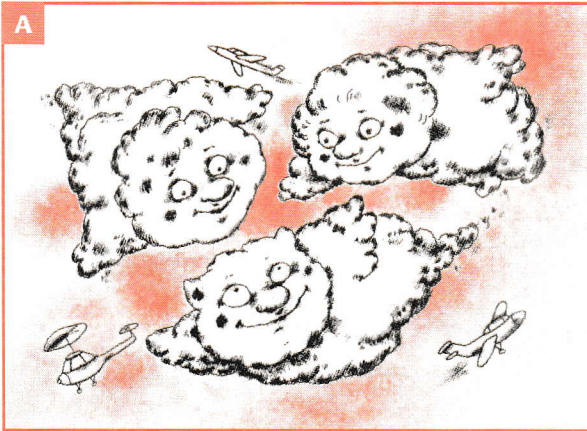
prettier far — намного красивее

c) Learn the poem and recite it.

2 a) Answer the questions.

- 1 Who do you usually help?
- 2 How do you help your family, friends or teachers?
- 3 Do you like to help people? Why?

b) Read the tale and find sentences that describe the pictures.



Three clouds

Once there lived three big clouds. They flew in the sky all day long and played with the wind. Then one of the clouds had an idea.

"Let's do something useful for the people," he said. "Let's see which of us does the most useful thing." The other clouds agreed.

The first cloud flew to the town. He saw some children in the playground. They were playing volleyball. Then one of the children said, "The sun is shining in my eyes and I can't see the ball well. It's difficult to play like that."

The cloud heard him and stood between the sun and the playground. The children were glad. They played happily. When the game was over, the cloud flew to look for his friends. Soon he saw the second cloud. "Where were you? What did you do?" he asked.

"I flew along the road," said the second cloud. "I saw some travellers. They were hot. I flew above their heads and hid them from the hot sun. The travellers were pleased."

"Oh, I see," said the first cloud. "And I helped some children to play a game." Suddenly, the two big clouds saw a small cloud.

"Hello!" said the small cloud. "It's me, your friend!"

"What's the matter with you?" asked the first cloud.

"Why are you so small? Are you ill?" asked the second cloud.

"No, I'm not ill," said the third cloud. "I flew to the country. I saw some farmers in the field. They looked worried. One man said, 'The weather is very hot and dry. If it doesn't rain soon, our crop will fail and we'll be hungry in the winter.' I was sorry for the farmers and made a lot of rain. The farmers were happy. I am small now because a lot of water fell from me to the earth."

The first and the second cloud said, "You certainly did the most useful thing for the people."



GLOSSARY

useful ['ju:sl] — полезный

between [bi'twi:n] — между

above [ə'bvʌ] — над

They looked worried. — Они выглядели обеспокоенными.

crop will fail — будет неурожай, урожай погибнет

c) Read the tale again and decide if these statements are true (T) or false (F).

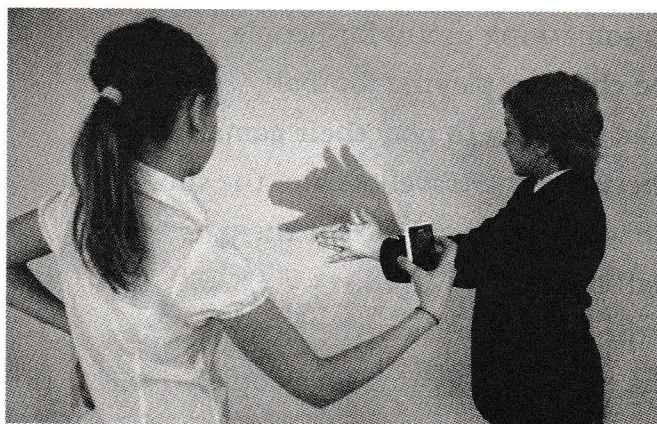
T / F

- 1 The clouds agreed to do something useful for people.
- 2 The first cloud saw some children playing football.
- 3 The first cloud helped the children to play their game.
- 4 The second cloud flew between the travellers and the sun.
- 5 The travellers didn't like what the cloud did for them.
- 6 The third cloud was small because it was ill.
- 7 The third cloud helped the farmers to save their crop.
- 8 The second cloud did the most useful thing for people.

d) Retell the tale looking at the pictures.



- 3 a) Look at the photos and write what animals you can see in the shadows.



- b) Use a lamp or a lantern. Make shadows on the wall with your hands. Ask your classmates to name the animals.

c) Read the poem and fill in the words.

wall me scary feet toes rest sun

My shadow

When I come out into the street
My shadow follows at my _____.
It always tries to imitate
My looks, my gestures and my gait.

My shadow can jump and run.
It hides behind me from the _____.
When I get up it is so tall
That it can climb the highest _____.

At noon it shrinks beneath my _____,
When evening comes, it grows and grows,
Until the sun sets in the west,
And then my shadow goes to _____.

But when I light a lamp, I see
My shadow is again with _____.
I play with it, but I am wary:
Sometimes my shadow can be _____!

GLOSSARY

to imitate ['ɪmɪteɪt] — подражать

gestures ['dʒestʃəz] — жесты

gait [geɪt] — походка

to shrink [ʃrɪŋk] — сокращаться, съеживаться

wary ['weəri] — осторожный, настороженный

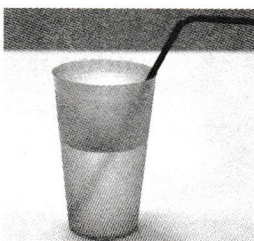
4 a) What do you think about the statements? Complete the table.

Statement	I agree	I disagree	I don't know
All objects have shadows.			
Shadows change their size during the day.			
Light is made up of different colours.			
You can always see a rainbow when it rains.			
If you walk for a long time, you will find the end of a rainbow.			
There are more than 1,000 different colours.			

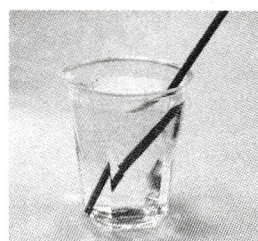
b) Read the first part of the text about light and shadows and complete the definitions for the words in bold.



opaque objects are objects that block _____.



translucent objects are objects that let _____ through.



transparent objects are objects that let light _____.

Light and shadows

Part 1

You know that you have a shadow. If you take a look around, you will see that other things have shadows too. People, houses, trees and furniture have shadows. Some objects block light. When light can't pass through an object, we see a dark area. This area is called a shadow. Objects that block light are called opaque. An example of an opaque object is our body. Our shadow is longest in the early morning and in the late afternoon. At noon, when the sun is the highest in the sky, it is the shortest.

Not all objects have shadows. Can you name some of them? For example, things made of glass often don't have shadows. That is because glass is transparent. Transparent objects let light go through them. That is why you can see through them. For example, windows are usually transparent.

You can also see translucent objects. They let some light through. Translucent objects have shadows but their shadows are not solid. You cannot see clearly and you cannot see every colour through translucent objects.



GLOSSARY

opaque [əʊ'peɪk] — непрозрачный

transparent [træns'pærənt] — прозрачный

translucent [træns'lu:snt] — полупрозрачный

c) Read the second part of the text and do the tasks below.

Light and shadows

Part 2

What colour is light? The usual answer is white. Then how is it that we see different colours? Sunlight looks white but it is made up of seven colours. These colours are red, orange, yellow, green, blue, indigo and violet. All the colours in light are mixed together. When it rains, water drops break white sunlight into these seven colours, creating a rainbow. You can only see a rainbow when the rain is in front of you and the sun is behind you. Some people believe that there is a pot of gold at the rainbow's end. But, in reality, rainbows are made in the sky and they never touch the ground. If you walk on the ground, however far you walk, the end of the rainbow will always be far away from you.

Most of the colours of the rainbow are a mixture of two or more colours. Red, blue and yellow when mixed can create other colours. But these three colours can't be created from other colours. In fact, red, blue and yellow make all the colours, not only in a rainbow but in the whole world around us. That is why they are called *primary* colours. If you mix two primary colours, for example red and yellow, you'll get a *secondary* colour. In this case, orange.

How many colours can you create mixing red, blue and yellow? Take your paints and check.

A computer mixing red, blue and yellow can create 16 million different colours! Isn't that amazing?



GLOSSARY

in reality [ri'æləti] — в действительности

mixture ['mɪkstʃə] — смесь

to mix [mɪks] — смешивать

- 1 Which of the following are primary colours? Circle all of them.
a) red b) blue c) green d) orange
e) indigo f) yellow g) violet
- 2 Choose and circle the correct words.
a) Sunlight looks white but it is made up of (seven / six) colours.
b) When it rains, (water drops / snowflakes) break white sunlight into seven colours, creating a rainbow.
c) You can only see a rainbow when the rain is (in front of / behind) you and the sun is (in front of / behind) you.
d) Some people believe that there is a pot of (gold / porridge / stones) at the rainbow's end.
e) Orange, violet and green are (primary / secondary) colours.



d) Do you know the Russian phrase “Каждый охотник желает знать, где сидит фазан”? The English phrase is “Richard Of York Gave Battle In Vain”. Make up your own phrase to memorise the order of the colours in a rainbow (red, orange, yellow, green, blue, indigo, violet) in English.

- 5 a) Read the instructions and put them in the right order according to the pictures.

How to make a shadow puppet theatre

You will need:

- a large cardboard box
- a sheet of thin white paper as big as the base of the box
- scissors
- glue
- a pencil
- a black marker
- a desk lamp or a lantern
- a stick or a straw



GLOSSARY

edges ['eɪdʒɪz] — края

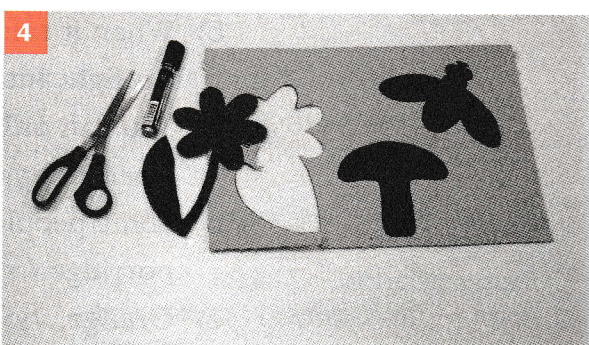
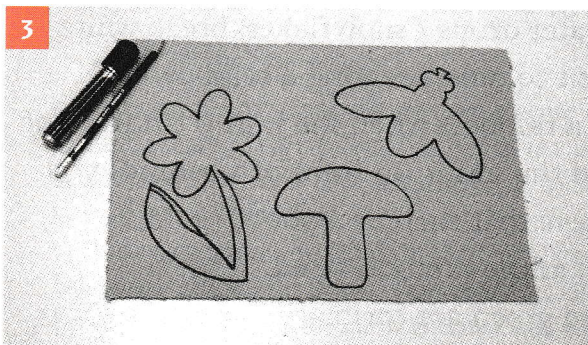
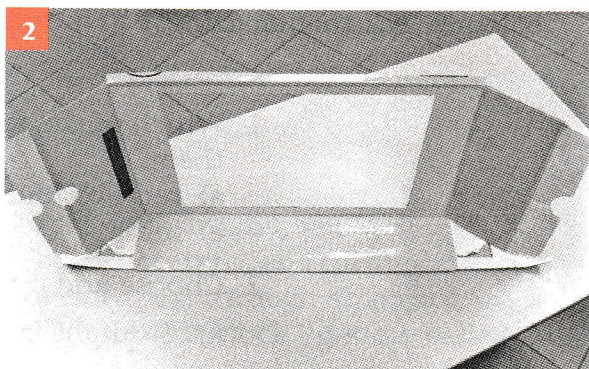
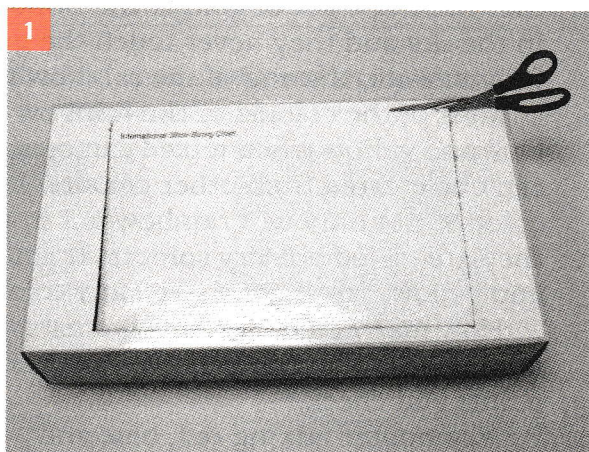
screen [skri:n] — экран

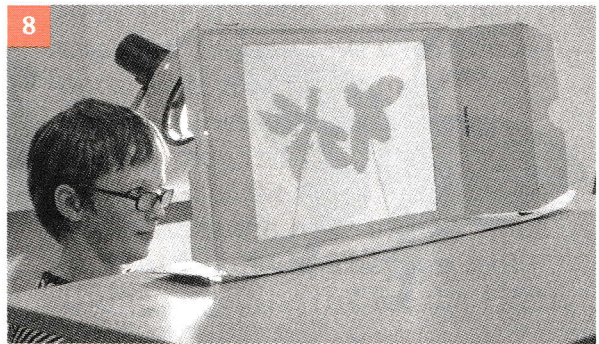
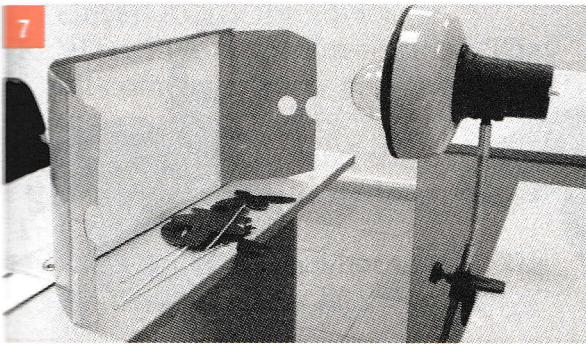
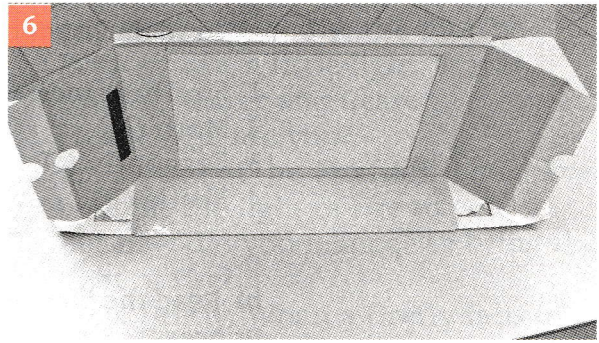
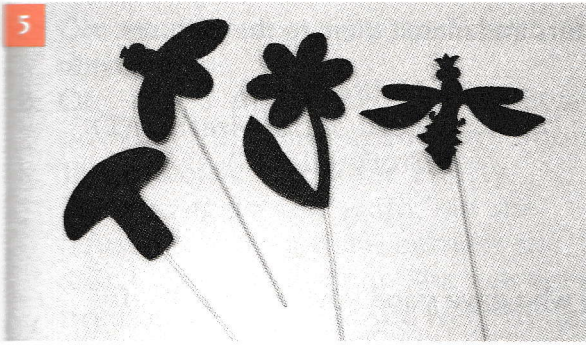
lantern ['læntən] — фонарь

performance [pə'fɔ:məns] — спектакль

cardboard ['kɑ:dbɔ:d] — картон

outline ['aʊtlain] — контур





-  Cut out the puppet. You may want to colour it black.
-  Glue the sheet of thin white paper to the edges of the hole. Now you have a screen.
-  Put the box on a table or chair. Put your desk lamp or lantern behind the box. Ask your parents to help you fix the lamp in the right place so that it doesn't fall down during the performance.
-  1 Cut out a hole in the bottom of your box several centimetres smaller than your sheet of thin paper. Don't throw the cardboard away! You will need it for the puppet.
-  Glue a stick or a straw to the puppet. Now you can move it.
-  Hide under the table or chair behind the box. Practise moving your puppet so that the audience sees its shadow, but your own shadow doesn't fall on the screen.
-  Cut the sides of the box and open them out.
-  Think what story or tale you would like to tell in your puppet theatre. Draw the outline of the puppet for your story on a piece of cardboard.

b) Use the instructions to make your own puppet theatre.

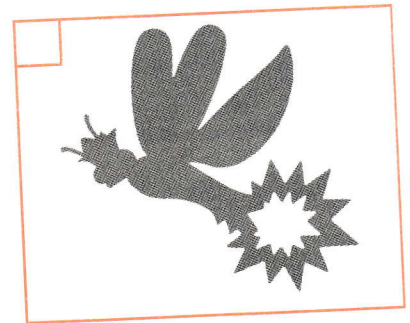
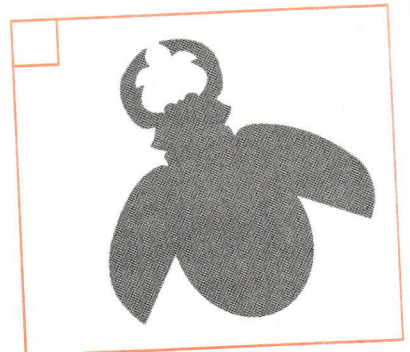
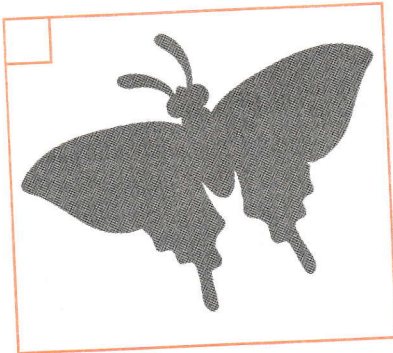


6 a) Read the list of characters and match them to the pictures.

- 1 Firefly Princess (F)
- 2 Moth (M)
- 3 Dragonfly (D)
- 4 Beetle (B)

- 5 Housefly (H)
- 6 Lord of the Fireflies (L)
- 7 Storyteller (S)

b) Read the play and say who gave good advice to the Firefly Princess.



The fire quest

a Japanese fairy tale

S: Once there lived a Firefly Princess. She was the most beautiful of the insects. Many of them came to her palace to ask for her hand.

M: Dear Firefly Princess! Look at my wings! I'm the most beautiful moth in the world. And you are very beautiful, too. Will you marry me?

F: I'm sorry but I can't marry you. Please fly away.

M: All right, I will fly away, but I'll come back tomorrow.

D: Hello, Firefly Princess! Look at me! How quick I am! I can fly faster than any other dragonfly! And you can fly very well, too. Will you marry me?

F: I'm sorry but I can't marry you. Goodbye.

D: Goodbye, Princess. I'll come back in the morning to ask you again.

B: Hi, Firefly Princess! Look, how big and strong I am. I'm the strongest beetle in the world! I can carry you in my hands. Will you marry me?

F: Oh, no, I'm very sorry but I can't marry you.

B: Oh, that's nonsense. I'll fly away now but I'll come again very soon.

S: The insects came to the Firefly Princess again and again, but she refused to marry them because she didn't like any of them. She was very tired of them. At last she went to her friend the Housefly, who was very clever, to ask for advice.

F: What shall I do? I'm so tired. They all come every day and ask me to marry them.

H: Do you want to send them away and never to see them again?

F: Oh, yes!

H: Then I'll tell you what to do. (*The Housefly whispers into the Firefly Princess's ear.*)

F: Thank you. That's a good idea!

S: The next morning the Firefly Princess called all the insects together.

F: Listen to me, please. I'll marry the one who brings me the light of fire.

M: Great! I'll be the first to bring the light of fire to you.

D: No, I'll be the first. I can fly faster than any of you.

B: None of you can get the fire. But I will, because I'm the strongest of all.

S: The insects flew away but none of them came back. Some of them couldn't get to the fire; the others burnt their wings and couldn't fly

any more. Suddenly, the Firefly Princess saw a little light. It was coming nearer and nearer.

F: Hello! Who are you?

L: I'm a Lord of the Fireflies. Look! I've brought the light of fire to you.

F: But how did you manage to bring the light of fire?

L: I'm a firefly. When a firefly falls in love, the light begins to burn inside him. You are so beautiful! When I saw you, I fell in love with you at once. Will you marry me?

F: Oh, yes, I will marry you!

S: And so they lived happily ever after. But every night when you turn on the light, some little insects come and fly around it. They are still trying to get the fire for the Firefly Princess.



GLOSSARY

firefly ['faɪəflaɪ] — светлячок

insect ['ɪnsekt] — насекомое

moth [mʊθ] — мотылек

to marry ['mæri] — жениться, выходить замуж

dragonfly ['dræɡənflaɪ] — стрекоза

beetle ['bi:təl] — жук

housefly ['haʊsflaɪ] — комнатная муха

to whisper ['wɪspə] — шептать

none of them — никто из них

to manage ['mænɪdʒ] — удаваться

to fall in love — влюбиться

c) Match the adjectives with the nouns.

clever

quick

strong

beautiful

Firefly Princess

Beetle

Moth

Dragonfly

Housefly



d) Answer the questions.

- 1 Why did a lot of insects come to the Firefly Princess?
- 2 What did the Moth, the Dragonfly and the Beetle boast of?
- 3 Why did the Firefly Princess refuse to marry them?
- 4 Why was the Firefly Princess very tired?
- 5 Did the Firefly Princess like the Housefly's idea?
- 6 What did the Firefly Princess tell the insects to do the next day?
- 7 Did the insects come back to the Firefly Princess? Why?
- 8 Who brought her the light of fire?
- 9 Why did the fire burn inside him?
- 10 What did the Princess agree to do?

e) Role-play the fairy tale.

f) Make shadow puppets of the insects and show the play in your shadow puppet theatre.

- 7 a) Read the information about Peter Pan and choose the right words in brackets.**



James Matthew Barrie was born in Scotland in 1860. When he was a child, he liked to read and tell stories. When he grew up, he moved to London. He wrote some novels and plays for the theatre. His most famous character is Peter Pan. There is a statue of Peter Pan in Kensington Gardens, London.

Peter Pan is a boy who never grows up. He wears clothes made of autumn leaves. He lives on the small island of Neverland, where he has a lot of adventures with other boys, fairies, Native Americans, and pirates. Sometimes he flies to the real world and meets real people. In this part of the story, you will learn how he comes to London and meets Mrs Darling, and then her daughter, Wendy.

- 1 J. M. Barrie was born in (Scotland / England).
- 2 He wrote (stories and poems / novels and plays).
- 3 Peter Pan is (a real boy / a book character).
- 4 Peter Pan is (a child / a grown-up).
- 5 Peter Pan lives (in London / on an island).
- 6 Peter Pan has a lot of (problems / adventures).
- 7 Peter Pan (sometimes / never) comes to the real world.



b) Read the first part and put the paragraphs in the right order.

Peter Pan's shadow

Part 1

- ☐ She came back to the nursery, and found Nana with something in her mouth. It was the boy's shadow! As he had jumped through the window Nana closed it quickly, too late to catch him, but his shadow did not have time to get out; the window cut it off.
- ☐ She woke up and saw the boy, and knew at once that he was Peter Pan. He was a lovely boy, dressed in leaves, but the strangest thing about him was that he had all his first teeth.
- ☒ 1 On the night we speak of, it was Nana's evening off, and Mrs Darling bathed the children and sang to them till they fell asleep. Then she sat down by the fire to sew. The fire was warm, and soon the sewing lay on Mrs Darling's lap. Then her head nodded, and she was asleep.
- ☐ Nana knew what the best thing to do with this shadow was. She hung it out at the window, meaning "He will certainly come back for it; let us put it where he can get it easily." But Mrs Darling could not leave it hanging out at the window. It looked so like the washing and lowered the whole tone of the house. She decided to roll the shadow up and put it away carefully in a drawer.
- ☐ When Mrs Darling saw the boy, she screamed, and, at that moment, the door opened, and Nana came in. She ran to the boy, who jumped lightly through the window. Again Mrs Darling screamed, because she thought he was killed, and she ran down into the street to look for his little body, but it was not there; and she looked up, and in the black night she could see nothing but a shooting star.
- ☐ While she was sleeping the window opened, and a boy jumped down on the floor. He was followed by a strange light, which quickly moved about the room. This light wakened Mrs Darling.

GLOSSARY

nursery ['nɜːsɪ] — детская комната

Nana ['nɑːnə] — имя собаки-няньки
в семье Дарлингов

first teeth — молочные зубы

evening off — выходной, свободный
вечер

to sew [səʊ] — шить

the sewing lay on her lap — шитье легло
ей на колени

to nod [nɒd] — кивать

the washing ['wɒʃɪŋ] — выстиранное белье

to lower the whole tone of the house —
портить весь вид дома

drawer [drɔː] — ящик (комода)

to scream [skri:m] — кричать

shooting star — метеор, падающая звезда



c) Match the two parts of the sentences.

- | | |
|---|--|
| 1 Mrs Darling sat by the fire to sew, | a) she screamed. |
| 2 While she was sleeping | b) and the window cut it off. |
| 3 Mrs Darling woke up | c) put it in a drawer. |
| 4 When Mrs Darling saw the boy, | d) but she soon fell asleep. |
| 5 Nana ran to the boy and he | e) because she saw a light. |
| 6 His shadow didn't have time to get out, | f) but Mrs Darling couldn't leave it there. |
| 7 Nana hang the shadow out of the window, | g) jumped through the window. |
| 8 She rolled the shadow up and | h) a boy got into the room through the window. |

8 a) Read the second part and answer the questions.

Peter Pan's shadow

Part 2

For a moment after Mr and Mrs Darling left the house, the night lights by the beds of the three children continued to burn clearly. But Wendy's light blinked and gave such a yawn that the other two yawned also, and before they could close their mouths all the three went out.

There was another light in the room now, a thousand times brighter than the night lights. The light was looking for Peter's shadow. It got into the wardrobe, and then it looked in all the drawers in the room. It was not really a light; when it stopped for a second, you saw it was a little fairy called Tinker Bell.

A moment later, the window was opened and Peter jumped in.

"Tinker Bell," he called softly, "do you know where they put my shadow?"

Tinker Bell said that the shadow was in the big box. She meant the chest of drawers, and Peter jumped at the drawers, throwing all the things to the floor with both hands. In a moment he found his shadow. He was so happy that he forgot that he had closed Tinker Bell in the drawer.

Peter thought his shadow would join him as soon as he found it. When it didn't, he tried to stick it on with soap from the bathroom, but that also didn't help. Peter sat on the floor and cried. His crying woke Wendy, and she sat up in bed. She was not frightened when she saw the boy in the room, she was only interested.

"Boy," she said politely, "why are you crying?"

Peter stood up and bowed to her.

"What's your name?" he asked.

"Wendy Moira Angela Darling," she replied. "What is your name?"

"Peter Pan."

"Is that all?"

"Yes," he said sharply. He felt for the first time that it was a very short name.

"I'm so sorry," said Wendy Moira Angela.

"It doesn't matter," Peter replied.

She asked where he lived.



"Second to the right," said Peter, "and then straight on till morning."

"What a funny address!"

"No, it isn't."

"I mean," Wendy said nicely, "is that the address they put on the letters?"

"Don't get any letters," he said.

"But your mother gets letters?"

"Don't have a mother," he said.

"Oh, Peter, no wonder you were crying," she said, and got out of bed and ran to him.

"I wasn't crying about mothers," he said. "I was crying because I can't get my shadow to stick on. Besides, I wasn't crying."

"It has come off?"

"Yes."

Then Wendy saw the shadow on the floor, and she was very sorry for Peter. "How awful!" she said. Then she had an idea. "I'll sew it on," she said. And she got out her sewing bag, and sewed the shadow on to Peter's foot.

"I'm afraid it will hurt a little," she told him.

"Oh, I shan't cry," said Peter, who already thought that he had never cried in his life. And he clenched his teeth and did not cry, and soon his shadow was behaving well.



GLOSSARY

to blink [blɪŋk] — моргать

to give a yawn — зевать

to go out — гаснуть

chest of drawers — комод

to stick it on with soap — приклеить ее мылом

sharply ['ʃɑːpli] — резко

it will hurt a little — будет немного больно

clench one's teeth — сжимать зубы

to behave well — вести себя хорошо

- 1 Why did the night lights go out?
- 2 Why did the bright light get into every drawer in the room?
- 3 Who was the bright light?
- 4 Where did Peter Pan find his shadow?
- 5 Why did Peter begin to cry?
- 6 What answers to her questions seemed strange to Wendy?
Why?
- 7 Why was Wendy sorry for Peter?
- 8 How did Wendy help Peter?

b) Role-play the dialogue between Peter and Wendy.



- 9 a) Look through the “Look around” unit. What are the stories and the poems about? Tick the words in the list.

☐ rain	☐ fire	☐ sun
☐ snow	☐ echo	☐ moon
☐ wind	☐ mountain	☐ cloud
☐ rainbow	☐ forest	☐ night
☐ cyclone	☐ sea	☐ shadow
☐ ice		

- b) Read the riddles and write down the answers. Use some of the words from the list above.

Riddles

- 1 What is dark but made by light? — a _____
- 2 What can speak any language but never went to school? — an _____
- 3 What can't be burned in a fire nor drowned in water? — _____
- 4 What comes down but never goes up? — _____
- 5 What lives when you feed it, but dies when you give it water? — _____
- 6 I am purple, yellow, red, and green.

The King cannot reach me and neither can the Queen.

I show my colours after the rain

And only when the sun comes out again.— a _____

- c) Choose a word from the list in exercise 9a. Make a riddle.

The questions may help you:

- 1 Are you large or small? Strong or weak? Hot, warm or cold?
- 2 Are you beautiful or ugly? Frightening or friendly?
- 3 Do you have a colour? What colour are you? Do you change colour?
- 4 Do you stay in the same place or move? Do you move fast or slowly? When do you come and leave? What can you do? Can you run, fly, swim, sing?
- 5 What can people do to you? Can they see you? Hear you? Touch you? Stop you? Catch you? Swim in you? Walk in you?

Example: I am very large. I am green and brown in the summer, but I'm black and white in the winter. People can walk in me. I am friendly in the daytime but scary at night. What am I? — a forest



The origin of fire

a Native American folktale

Long, long ago the fire belonged to the Fireflies. They didn't want to share it with anyone. They kept the fire in their village behind high walls, and guarded it carefully night and day. In winter, the Animals and the People were very cold.

The Fox was very clever. He decided to steal the fire from the Fireflies. He thought about how he could get into the firefly village. Then he had an idea.

The Fox came to the Geese and asked them to teach him to fly. The Geese promised to help him. They tied wings to the Fox's body, but they told him not to open his eyes while he was flying, or he would fall.

By and by, the Fox learnt to fly with the Geese. One dark evening, they were flying over the village of the Fireflies. The Fox felt the warmth and brightness of the fire on his face, and opened his eyes. He immediately fell down on the ground. He was inside the firefly village, and saw a big fire in the middle of it.

Two Fireflies came to see what happened. The Fox asked them how he could get outside over the wall. The Fireflies showed him a big tree. They said the tree would bend down when he asked it and would carry him over the wall. The Fox told the Fireflies that he was too weak after the fall, so he needed to rest.

Some hours passed, and the Fireflies came back to the Fox. The Fox told the Fireflies he was feeling much better. "Let's celebrate," he said. "We can dance and I will make the music."

The Fireflies agreed and helped to gather wood to build up a greater fire. Secretly, the Fox tied a piece of bark to his tail. After that he made a drum, and beat it with a stick. The Fireflies began to dance. The Fox moved closer and closer to the fire. He gave the drum to some Fireflies who wanted to make the music. Then the Fox quickly put his tail into the fire, lighting the bark. After that, the Fox ran to the tree, calling, "Bend down to me, dear tree, bend down!"

As soon as the Fireflies saw the Fox running away with the fire, they ran after him.

The tree bent down and carried the Fox far over the wall. On and on he ran, with the angry Fireflies behind him.

As the Fox ran along, the sparks of fire dropped from the burning bark. When the Fox was tired, he saw the Hawk. "Catch it and fly!" he shouted, as he threw the burning bark into the air. The Hawk carried it to the Crane, who flew very far away. The sparks of fire fell everywhere. This is how fire first spread over the Earth. The Crane dropped all that was left of the burning bark into a tree. The tree caught the fire and hid it.

The Fireflies ran after the Fox all the way to his burrow and declared, "Your punishment for stealing our fire will be that you can never use it for yourself."

But the Fox, who was wise, knew how to get fire out of the tree. He taught the People how to rub two dry sticks together to make a spark that could grow into a fire. So the People were never cold again in winter. And even today, fire is hidden in every tree.



1 Choose and circle the right letter.

- 1 The Fox asked the Geese to teach him to fly because
 - a) he wanted to get to the firefly village.
 - b) the Geese promised to help him.
 - c) he could not open his eyes while he was flying.
- 2 The Fox tied a piece of bark to his tail
 - a) to beat the drum with it.
 - b) to light the bark and steal the fire.
 - c) to gather wood to build up a greater fire.
- 3 The Fox threw the burning bark to the Hawk, because
 - a) the Hawk could fly very far away.
 - b) the fire hurt the Fox's tail.
 - c) the Fox was tired.

2 Choose the sentence that does NOT correspond to the text.

- 1 The Fireflies didn't want to give fire to the other Animals and People.
- 2 The Fox got inside the firefly village with the help of the cedar tree.
- 3 Different birds helped the Fox to get the fire.
- 4 The Fox taught the People how to use the fire.

3 Put the sentences in the right order.

- ☐ The Fireflies ran after the Fox until he hid in his burrow.
- ☐ The Fox learnt how to fly.
- ☒ 1 The Animals and the People didn't have a fire and were often cold in the winter.
- ☐ The Fox taught the People how to get fire from trees.
- ☐ While the Fireflies were dancing the Fox stole the fire.
- ☐ The Fox had an idea how to get to the firefly village.
- ☐ The Fox asked two Fireflies for help.



Reading diary

1 Запиши в читательский дневник свое мнение о прочитанных текстах.

The name of the text	My opinion
The rainbow	
Three clouds	
My shadow	
Light and shadows	
How to make a shadow puppet theatre	
The fire quest	
Peter Pan's shadow	
Riddles	
The origin of fire	



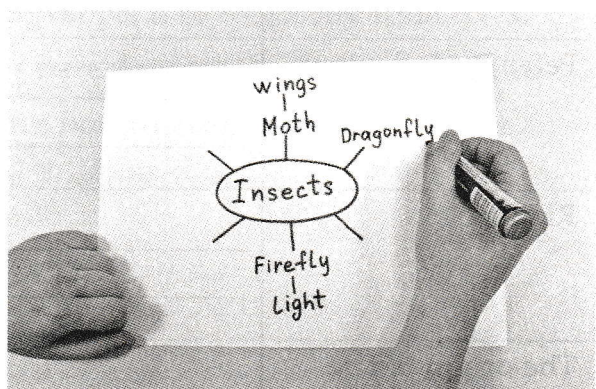
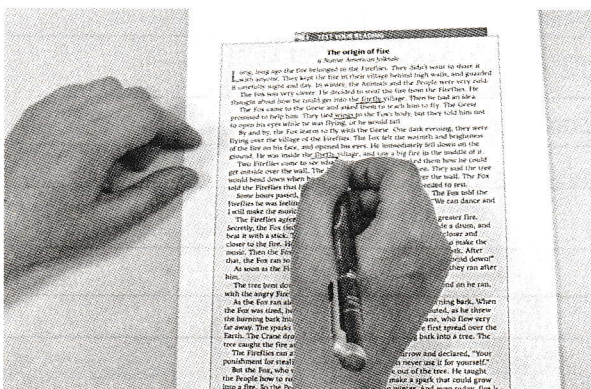
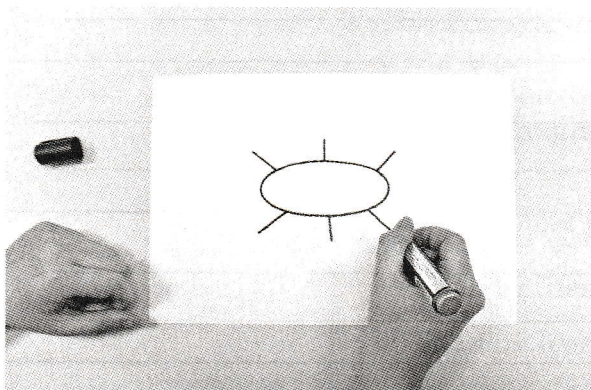
КАК ЗАПОМИНАТЬ НОВЫЕ СЛОВА

2 Spidergrams / Рисуй схемы

Read the topics below and circle the ones which you read about in the "Look around" unit.

music computers insects light and shadows school

- 1 Choose one of the topics and draw a spidergram.
- 2 Write the topic in the centre.
- 3 Look through the texts and find words related to the topic you have chosen and underline them.
- 4 Write the words at the end of each line.
- 5 You can write Russian translations and example sentences if you want.



Individually

- 1 Draw a circle. Write the word "light" in it. Try to remember the words you know on this topic. Draw a spidergram and write the words without using the texts in your book. After that, look through the book and add more words to your spidergram.
- 2 Memory game. Use your spidergram to learn the words. Look at the spidergram for three minutes trying to memorise the words. Cover your spidergram with a piece of paper and try to reconstruct it. Count how many words you know well. Which words do you need to practise again?

With your friends

- 1 Draw a spidergram on your topic. Give it to your friend. Let him / her write Russian translations for every word in your spidergram. Check his / her answers. Swap the roles.
- 2 Make a task for your friend. Draw a spidergram and choose the words on the topic. Write only the first and the last letters of the words on the spidergram. Exchange the tasks. Try to guess the words in each other's spidergrams. Check each other's answers.

3 Научись кратко рассказывать о событиях из текста.

- 1) Расположи предложения в логичном порядке, чтобы получился пересказ событий из текста "The origin of fire".

The Fox asked the Geese to teach him to fly.

- 1 Long, long ago there lived a clever Fox.

The Fox made a drum and the Fireflies danced around the big fire.

The Fox wanted to steal the fire from the Fireflies because they didn't want to share it with anyone.

The Hawk and the Crane helped the Fox to spread the fire over the Earth.

The Fox had an idea about how to get into the firefly village.

The People were never cold in winter any more.

When the Fox was better, the Fireflies decided to have a party.

At that time, the People and the Animals were very cold as they didn't have fire.

One day, the Fox was flying with the Geese and suddenly fell down in the centre of the firefly village.

The fire belonged to the Fireflies.

During the party, the Fox tied a piece of bark to his tail, lit the bark in the fire and ran away.

The clever Fox taught the People how to get fire from the tree.



2) Когда мы кратко рассказываем о событиях в тексте, наш рассказ обычно состоит из трех частей:

1. Вступление

- Кто является главным героем (героями)
- Основная информация о главных героях
- Основная информация о том, где и когда происходит действие
- Предыстория (если есть)

2. Основная часть

- Основные события в хронологическом порядке

3. Заключение

- Чем закончились события
- Вывод

Прочитай еще раз расставленные по порядку предложения из предыдущего пункта и распредели их в одну из трех частей плана пересказа (вступление, основная часть и заключение).

3) Составь краткий рассказ о событиях по одному из следующих текстов (по твоему выбору). Предварительно заполни таблицу.

- Three clouds
- The fire quest
- Peter Pan's shadow

1	Вступление
•	_____
•	_____
•	_____
•	_____
2	Основная часть
•	_____
3	Заключение
•	_____
•	_____





4 In the past



1 a) Before reading the text, answer the questions.

1. Look at the photo. Do you know who this man is?
2. Have you ever read the stories *Alice in Wonderland* or *Through the Looking Glass*?
3. Who is the main character in these stories?
4. What books (or films) about a fantasy world do you know?

b) Read the information about the English writer, Lewis Carroll, and answer the questions.

Lewis Carroll and his books

Lewis Carroll was born in England in 1832. His real name was Charles Lutwidge Dodgson. Charles was one of eleven children in his family. When he was growing up, he often spent time playing literary games with his brothers and sisters. He was also very good at drawing as a child.

When Lewis was 20 years old, he became a Maths teacher at Oxford University. Lewis Carroll wrote several books about mathematics when he was working there.

Carroll often took the three daughters of his friend, Dean Liddell, for boat trips on the river. During one afternoon picnic with Alice and her two sisters, Carroll told the first part of his fantastic tale about a dream world. When Alice came home, she exclaimed: "Lewis, you must write this story down for me!"

After that, Lewis Carroll wrote *Alice in Wonderland*, published in 1865, and *Through the Looking Glass*, published in 1871. These books became popular all over the world.



GLOSSARY

maths / mathematics [ˌmæθəˈmætiks] — математика

tale [teɪl] — сказка

dream world — выдуманный мир

- 1 When was Lewis Carroll born?
- 2 How many children were there in his family?
- 3 What did Lewis like doing when he was a child?
- 4 What job did he get when he was 20 years old?
- 5 To whom did Lewis tell the story about a dream world for the first time?
- 6 Did Alice, his friend's daughter, like the story? Why do you think so?
- 7 What are the titles of two of Lewis Carroll's books?

c) Look at the questions in exercise 1b and use them to retell the story about Carroll.

2

Read a part of Lewis Carroll's story *Through the Looking Glass and What Alice Found There* and say if the sentences are true or false. Correct the false sentences.

Humpty Dumpty

Soon Alice saw a big egg. When she came closer, she saw that it had eyes and a nose and a mouth; and when she came very close to it, she saw that it was HUMPTY DUMPTY himself. "It can't be anybody else!" she said to herself.

Humpty Dumpty was sitting on the top of a high narrow wall. The wall was so narrow that Alice wondered how Humpty Dumpty could keep his balance. He didn't move to look at Alice and she thought he must be a stuffed figure.

"He looks like an egg!" she said aloud.

"I don't like it when people call me an egg," Humpty Dumpty said after a long silence, looking away from Alice as he spoke.

"I said you looked like an egg, Sir. And some eggs are very pretty," Alice answered politely.

"Some people," said Humpty Dumpty, looking away from her as usual, "have no more sense than a baby!"

Alice didn't know what to say to this. So she said to herself:

"Humpty Dumpty sat on a wall:

Humpty Dumpty had a great fall.

All the King's horses and all the King's men
Couldn't put Humpty together again."



"Why do you sit out here all alone?" asked Alice.

"Why, because there's nobody with me!" cried Humpty Dumpty.

"Don't you think you would be safer down on the ground?" said Alice.

"That wall is so very narrow!"

"Of course I don't think so! Why, I will never fall off! But if I fell off the wall, the King has promised to... to..."

"To send all his horses and all his men,"

Alice interrupted Humpty Dumpty.

"That's too bad!" Humpty Dumpty cried.

"How do you know that? Were you listening at doors, and behind trees, and down chimneys?"

"No! I read it in a book!"

"Ah well! Yes, all his horses and all his men," Humpty Dumpty went on. "The King has promised that if I ever fell down, his men would come and pick me up again in a minute. They would!"



GLOSSARY

anybody else — кто-нибудь еще

high [haɪ] — высокий

narrow ['nærəʊ] — узкий

to keep one's balance — сохранять равновесие

stuffed figure — чучело

to have no more sense than a baby — быть не умнее младенца

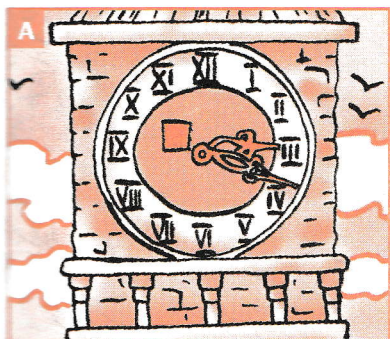
Example: Alice saw a big cat. — *False. Alice saw a big egg.*

T/F

- 1 The big egg's name was Humpty Dumpty.
- 2 Humpty Dumpty had eyes, a big mouth but had no nose at all.
- 3 Humpty Dumpty was sitting on the roof of a house.
- 4 Humpty Dumpty didn't like it when people called him an egg.
- 5 Humpty Dumpty was looking at Alice all the time when he was talking to her.
- 6 Alice advised him to sit on the ground because the wall was so narrow.
- 7 The Queen promised to help Humpty Dumpty if he fell down.

3

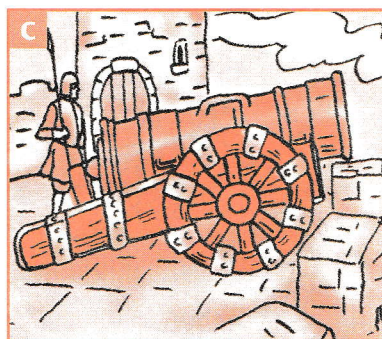
a) What do you think was the inspiration for the character Humpty Dumpty?



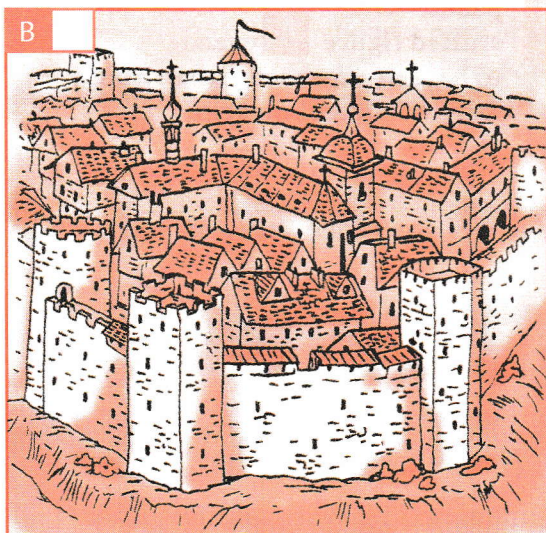
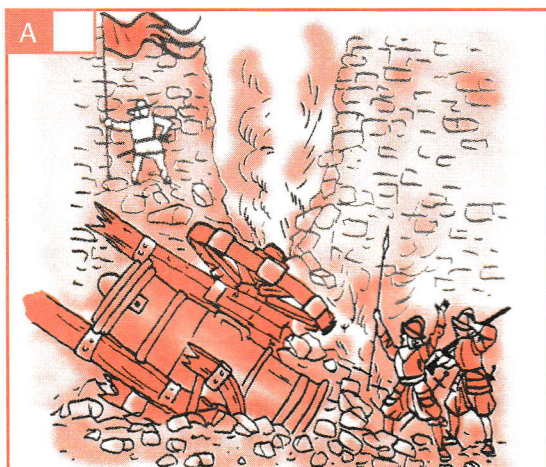
a big round clock



a very big egg



a very big cannon



b) Read the text below and check your guess.

The true story of Humpty Dumpty

Humpty Dumpty was a large cannon! People from a town Colchester, England, wanted to protect their city in the English Civil War (1642–1649).

In 1648, Colchester was a town with a castle and several churches. A wall protected the city. The cannon, called Humpty Dumpty, was placed on this wall.

But the cannon could not help people to protect Colchester because the enemy destroyed the city wall. Humpty Dumpty, the cannon, fell onto the ground.

The Royalists' army, "*all the King's men*", tried to put Humpty Dumpty onto another part of the wall. But Humpty Dumpty was so heavy that even with the help of "*all the King's horses*" they "*couldn't put Humpty Dumpty together again!*"

The Royalists lost Colchester in the war.



GLOSSARY

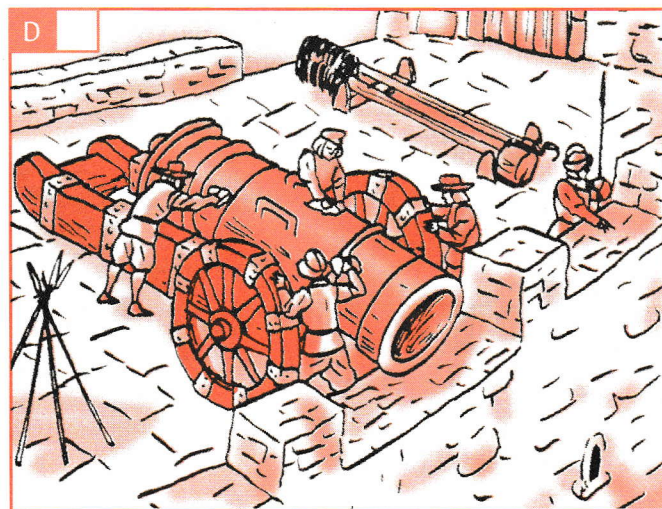
church [tʃɜːtʃ] — церковь

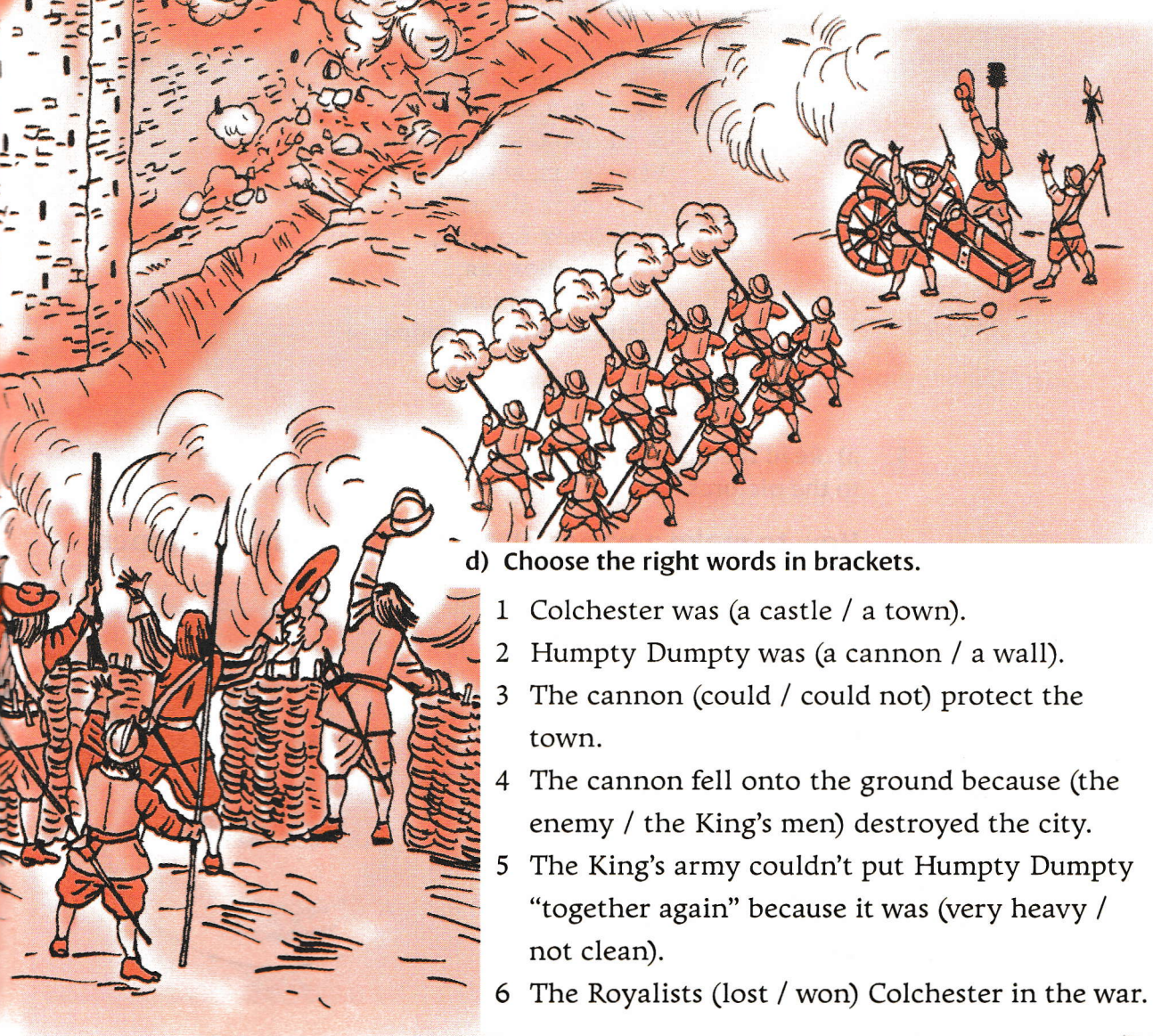
to protect [prə'tekt] — защищать

enemy ['enəmi] — враг

to destroy [di'strɔɪ] — уничтожать

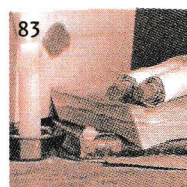
c) Put the pictures in the right order.





d) Choose the right words in brackets.

- 1 Colchester was (a castle / a town).
- 2 Humpty Dumpty was (a cannon / a wall).
- 3 The cannon (could / could not) protect the town.
- 4 The cannon fell onto the ground because (the enemy / the King's men) destroyed the city.
- 5 The King's army couldn't put Humpty Dumpty "together again" because it was (very heavy / not clean).
- 6 The Royalists (lost / won) Colchester in the war.



- 4 a) Read the poem about Humpty Dumpty. Look at exercise 3c and find three pictures that describe each of the sentences in the poem.

- ☐ Humpty Dumpty sat on a wall.
☐ Humpty Dumpty had a great fall.
☐ All the King's horses and all the King's men
Couldn't put Humpty together again!

- b) Read the Russian version of the poem by S. Marshak, compare it to the English one, and learn the one you like more.

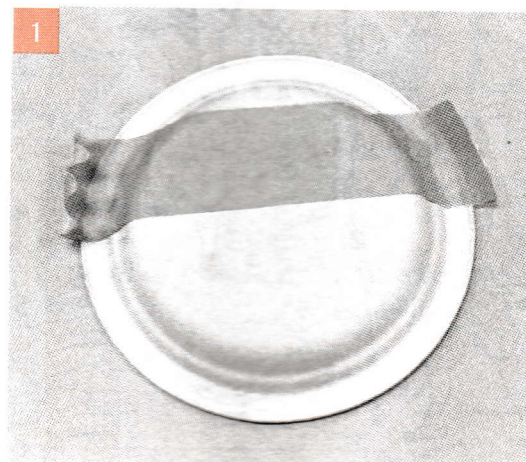
Шалтай-Болтай
Сидел на стене.
Шалтай-Болтай
Свалился во сне.
Вся королевская конница,
Вся королевская рать
Не может Шалтая,
Не может Болтая,
Шалтая-Болтая,
Болтая-Шалтая,
Шалтая-Болтая собрать!

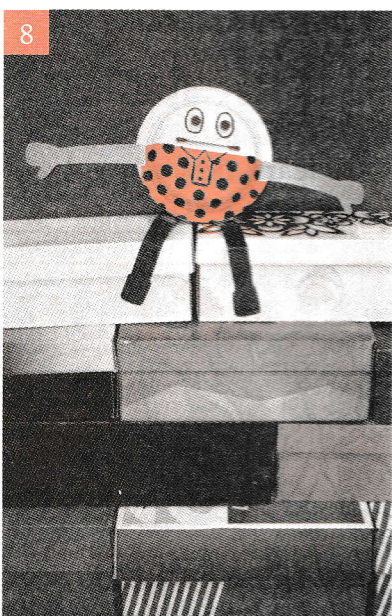
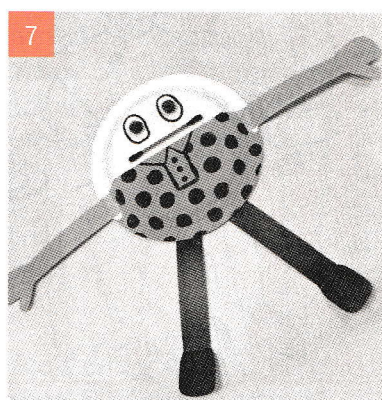
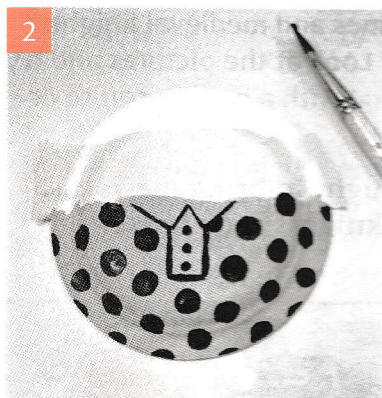
- 5 a) Read the instructions and put them in the right order according to the pictures.

How to make a paper plate Humpty Dumpty puppet

You will need:

- a paper plate
- a masking tape
- paints
- a black marker
- two cotton balls (or two funny eyes for craft)
- glue
- a cotton bud for a mouth
- colourful cardboard for arms and legs
- shoe box(es) for a wall





Add circles with a marker for the eyes.



1 Tape off the upper half of Humpty with the masking tape.



Cut out legs and arms from the colourful cardboard and glue them on.



Add felt (войлочные) circles to the centre of the eyes.



You can use shoe boxes to make a wall and put Humpty on the top.



Paint the bottom part of your Humpty.

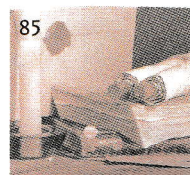


Pull off the masking tape.



Take the cotton bud and glue it on for the mouth.

b) Act out the poem using your paper plate Humpty.



- 6 a) What do you know about medieval times and medieval knights? Do you know how boys became knights? Look at the pictures and try to match the following activities (занятия) with a page, a squire or a knight.

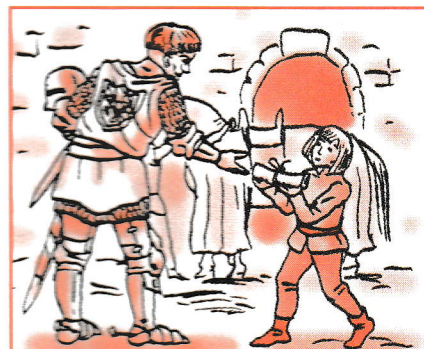
Example: I think a squire helped a knight to bring messages.
I think pages, squires, and knights rode horses.



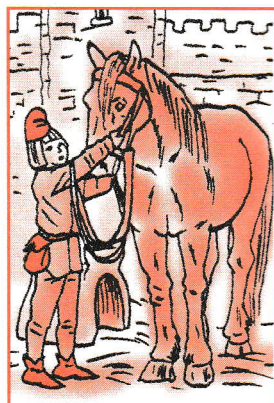
to serve the knight at
breakfast, lunch and dinner



a page



to bring messages



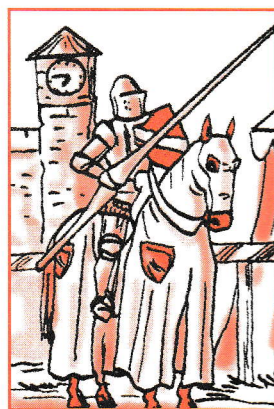
a squire



to learn how to read
and write



to serve a nobleman or
even a king



a knight



to carry the knight's flag
to the battle

b) Now read the texts and check your guesses.

A page

When a boy was eight years old, his parents would send him to a castle. His job was to clean clothes and bring messages. A page also learned how to use weapons, and how to ride a horse. He learned manners from the nobleman's wife. He also learned how to read and write. A boy usually worked as a page for about seven years.

A squire

A boy became a squire at the age of 14. As a squire, he trained to become a knight. A squire did simple but important tasks. He saddled the horse and took care of the knight's weapons. A squire learned how to fight. He helped the knight to get dressed. He also served him at breakfast, lunch and dinner. The squire sometimes carried the knight's flag to the battle.

A knight

A knight was a special kind of a soldier, who served a nobleman or even a king. At the age of 20, a squire could become a knight. He became a knight only if he had worked well as a squire and was brave in battles.



GLOSSARY

medieval [ˌmediˈiːvl] — средневековый

page [peɪdʒ] — паж

squire ['skwaɪə] — сквайр

knight [naɪt] — рыцарь

castle ['kɑːsl] — замок

weapons ['wepənz] — оружие

to learn manners — обучаться манерам

nobleman ['nəʊblmən] — дворянин

to saddle ['sædl] — седлать

to fight [faɪt] — драться, сражаться

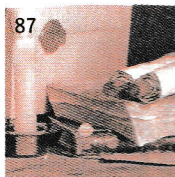
battle ['bætl] — битва

c) What else have you learnt about a page, a squire and a knight?
Say what they did.

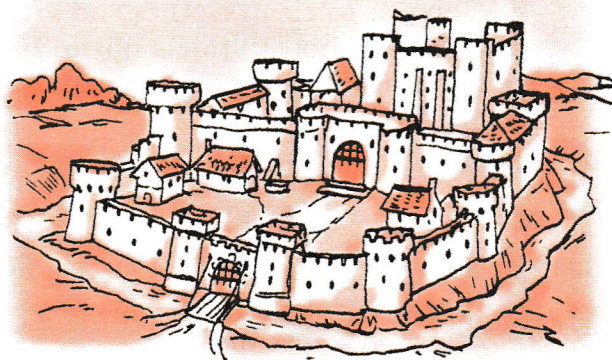
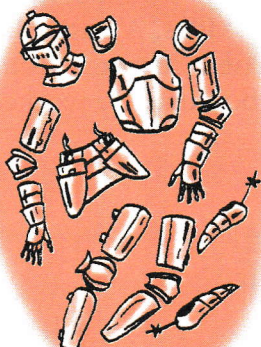
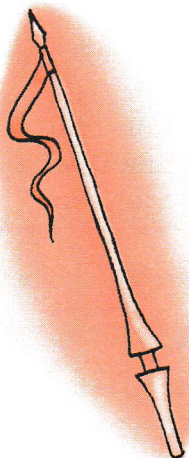
A page _____

A squire _____

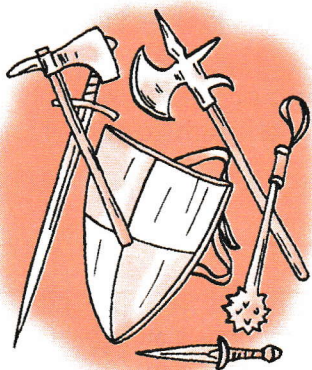
A knight _____



- 7 a) George Stanley was a medieval boy who wanted to become a knight. Read the first part of his diary and label the pictures with the underlined words from the story.



The journal of George Stanley Part 1



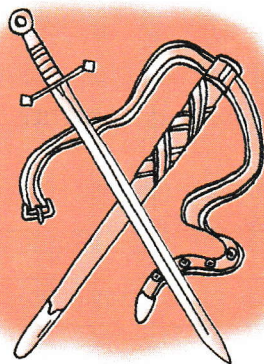
England, the year 1157
3rd December

Today, it is the fifteenth year since my birth date. I am now a squire. I am halfway to becoming a knight. When I was eight years old, my father sent me to the neighbouring castle where I became a page. Oh, I still remember those days... I spent most of my time doing exercises, wrestling and riding horses. I learned how to fight with a spear and a sword. As a page, I also had to learn how to read and write.

Now, as a squire, I will help a knight and I will learn how to battle. This morning, I met "my" knight. His name is Sir Thomas. I will be an assistant and a helper to Sir Thomas while I'm a squire.

England, the year 1157
4th December

Today, Sir Thomas told me about my duties. I have to dress him in the morning, serve him at breakfast, lunch and dinner, take care of his horse, and clean his weapons. That's all right, but I can't wait until we start learning how to battle. Sir Thomas said I have to



practise a lot. He is a very good knight. Tomorrow, I will begin training with him and the other squires. I am happy to work with him.

England, the year 1159
23rd January

I don't have much time to write in my diary. It's not easy being a squire. Here in the knight's castle we work a lot. We train every day. Sir Thomas has taught me how to fight with a sword. I have become very good at using a spear and riding a horse, as well. The most difficult thing is being on the horse, fighting, and wearing forty pounds (=18 kg) of armour at the same time.

Last week, I went to a tournament and helped Sir Thomas on the battlefield.

England, the year 1159
16th April

Yesterday, my father visited me. He told me that I am going to marry in the summer. My wife's name is Margaret. I have never met her before but I hope she is kind and beautiful.



GLOSSARY

halfway to becoming —

на полпути, чтобы стать

neighbouring castle — замок по соседству

wrestling ['reslɪŋ] — борьба

to battle — воевать, сражаться

duties ['dju:tɪz] — обязанности

to serve at breakfast — при
служивать за завтраком

experienced [ɪk'spiəriənst] —
опытный

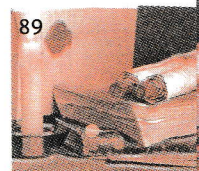
at the same time — одновременно

tournament ['tuənəmənt] —
турнир, состязание

battlefield ['bætlfi:ld] — поле
боя

b) Finish the sentences.

- 1 When George Stanley was eight years old, his father _____.
- 2 When George was a page, he spent most of his time _____.
- 3 As a page, George also had to _____.
- 4 When George became a squire, he had to dress the knight in the morning, _____.
- 5 George could not wait until he would start _____.
- 6 Sir Thomas taught George how to _____.
- 7 The most difficult thing for George was _____.



- 8 a) Read the second part of the medieval boy's diary and put the sentences in chronological order.

The journal of George Stanley

Part 2

England, the year 1163
10th December

It is the week after my twenty-first birthday. Now I am a knight. I still practise a lot. Extra training will help me in battle.

When I was seventeen years old, my father told me to marry a beautiful woman named Margaret. She is absolutely fantastic! Now we have two wonderful children named George and Patrick.

Life at home is good, but I'd like to take part in a real battle.

England, the year 1164
5th November

It is very hard to write. My right hand still hurts. I can't believe I was in the battle for only three days before I got wounded. The doctors say I have to stay in bed for the next two weeks. My wife and children are glad to have me home but they all fear for my life. I am not afraid. I know God will do what is right.

The battle started when knights from the neighbouring kingdom came in and tried to burn our oldest church down. I was on the one of the castle walls trying to protect the church. Suddenly, I was shot with an enemy arrow and fell down. Luckily, my friends saved me.

Of course, we won the battle. We had more weapons and stronger men. The doctor says that I will no longer be able to fight, so I'm thinking about starting a farm. My wife likes the idea and my children can help too.

Well, I must rest now...



GLOSSARY

- to take part** — участвовать
to get wounded — получить ранение
to fear [fiə] — бояться
kingdom ['kɪŋdəm] — королевство
to burn down — сжечь
I was shot — меня ранило
I will no longer be able to fight. — Я больше не смогу воевать.

After the battle he thought about starting a farm.

They had two wonderful children named George and Patrick.

The battle started when the enemy came in and tried to burn the oldest church down.

George's army had more weapons and stronger men and they won the battle.

George was in the battle for only three days before he was shot with an enemy arrow.

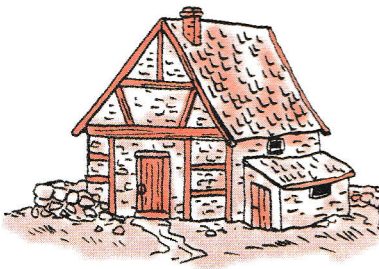
George's wife and children were glad to have him home but they all feared for his life.

1 When George was seventeen years old, his father told him to marry a beautiful woman named Margaret.

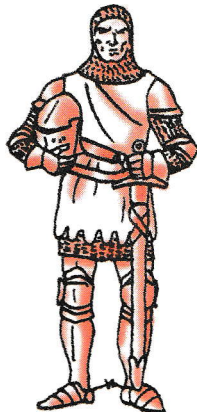
b) You have learned about the life of pages, squires and knights. Whose life was the hardest? Why?

Example: I think a page's life was the hardest because they had to learn how to read and write and also they had to learn how to fight.

9 a) Match the characters and the places where they live.



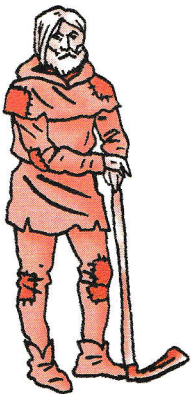
hut



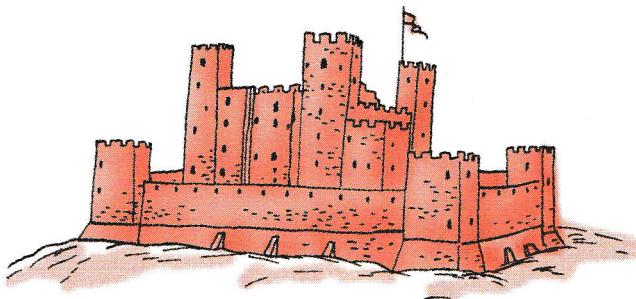
knight



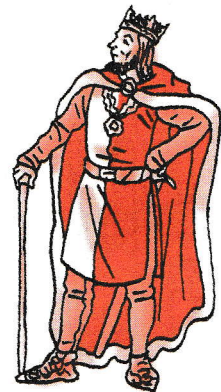
palace



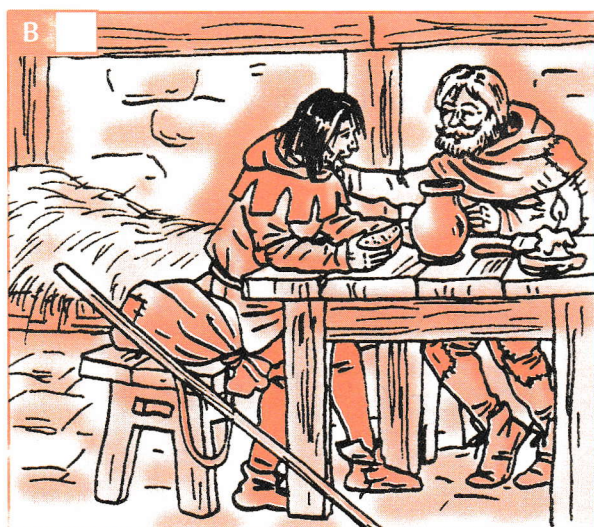
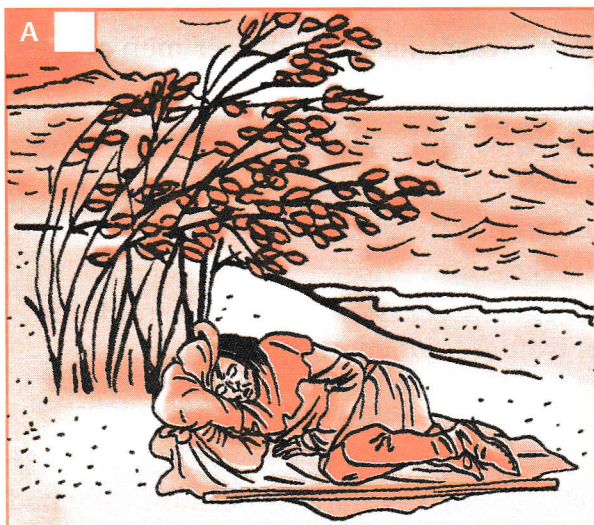
beggar



castle



king



b) Read the poem and check your answers.

I visited a country

I visited a country
Not very far away.
I came into a palace
And asked if I could stay.
"I'm sorry," said the King,
"I can't afford a guest."
So I went to the forest
And there I had a rest.

I visited a country
Not very far away.
I came into a castle
And asked if I could stay.
"Oh, no," said the knight,
"There's hardly room for me."
So I went to the beach
And rested by the sea.

I visited a country
Not very far away.
I came into a beggar's hut
And asked if I could stay.
"Of course," said the beggar.
He shared his milk and bread,
And then I rested on the straw,
Which was the beggar's bed.

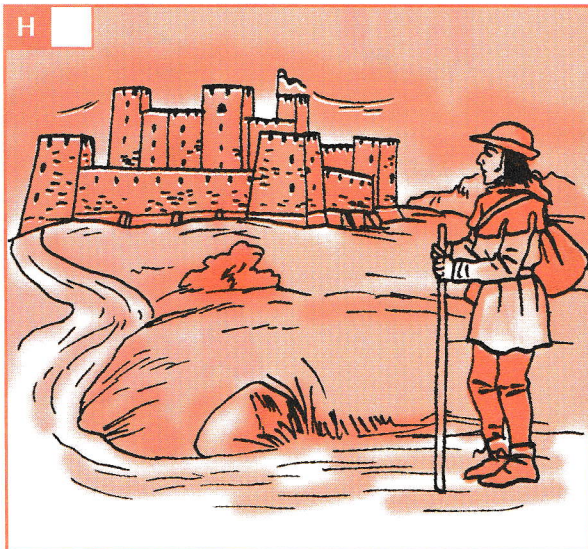
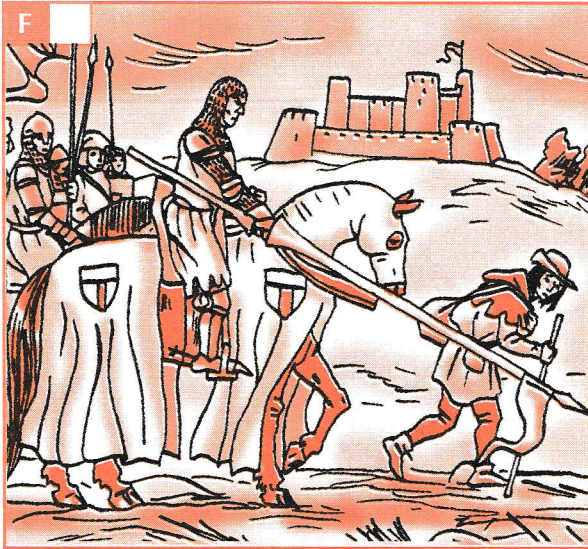
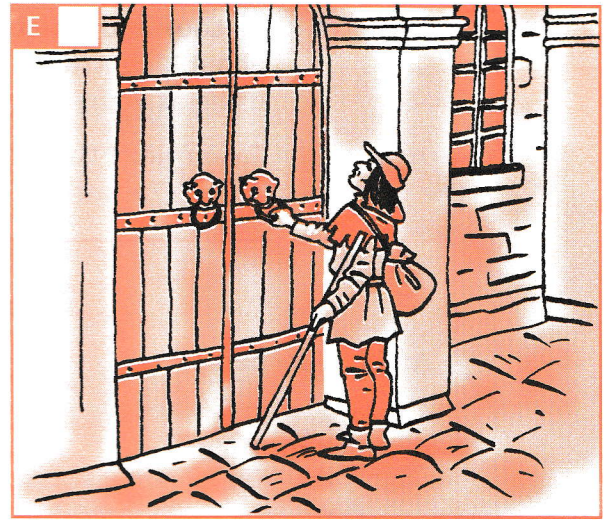
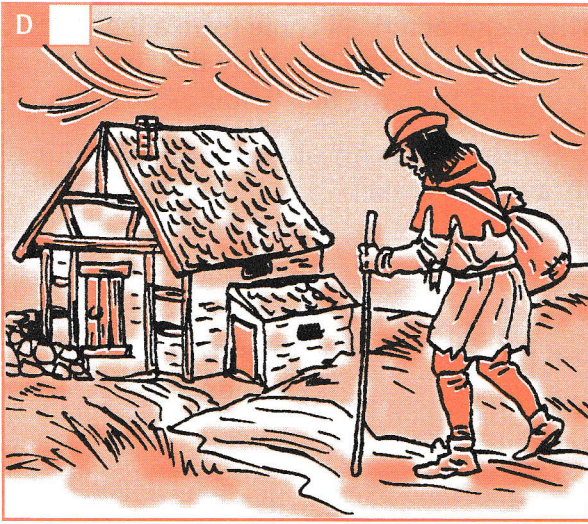
And when my children asked me,
"Please, tell us, if you can,
Of all the people you have met,
Who is the richest man?"

"The _____ is the richest,"
I answered with a laugh.
"He gave me half of what he had,
And still he had enough."

c) Read the poem again and fill in the missing word. Who was the richest man?

d) Read the poem again and put the pictures in the right order.

e) Learn the poem by heart and act it out with your classmates.



10

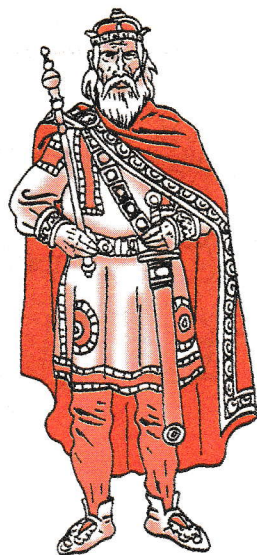
a) Look at the pictures. These characters all come from a legend about King Arthur. Try to guess who is who. Describe the characters using as many words and phrases from the box below as possible.

Example: I think Uther Pendragon is an old king and Arthur's father. He is brave and smart.

Arthur		young
Arthur's father	an old king	old
Arthur's mother	a prince	beautiful
Arthur's stepfather	the King's friend	handsome
A magician	Igraine's son	nice
	the King's wife	kind
		strong
		weak
		clever
		brave



Sir Ector

Uther
Pendragon

Arthur



Igraine



Merlin

b) Read the first part of the legend and check your guess.

The story of King Arthur

King Arthur was a very famous king. He lived in Britain long, long ago. There are a lot of legends about King Arthur and his knights. Read one of the legends and learn how Arthur became a king.

Part 1

The legend begins...

Many, many years ago in Britain there lived a king, Uther Pendragon. He married a beautiful young girl named Igraine. Soon Igraine had a baby boy, Arthur.

One day, a magician came to see the child. The magician's name was Merlin. Merlin the Magician was the King's friend. Merlin looked at the baby and said to Uther Pendragon:

- I am sorry to tell you that but I see bad things in the future for you, your son and your country. You will soon get sick and die and your little son, Prince Arthur, will be in danger.
- How can we save him? — asked the King.
- We will hide the baby in a safe place till he grows up!

Soon, King Uther Pendragon got sick and died. A lot of his enemies wanted to kill the little prince and become king. But Merlin the Magician took Arthur and hid him in a safe place. Merlin gave the baby to Sir Ector. But Sir Ector didn't know that Arthur was the King's son, the future king. Sir Ector took Arthur into his family and raised him as his own son.

Eighteen years passed...



GLOSSARY

- to get sick — заболеть
- in danger ['deɪŋdʒə] — в опасности
- to hide [haɪd] — прятать
- to raise [reɪz] — воспитывать
- to pass ['pɑ:s] — проходить

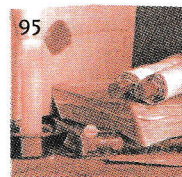
c) Make questions by putting the words in order.

Example: did, Uther Pendragon, when, live, ? — *When did Uther Pendragon live?*

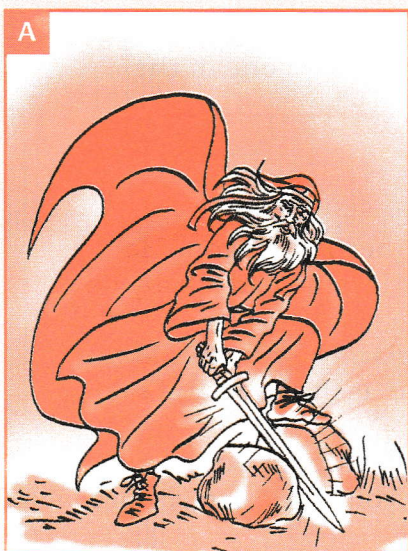
- 1 the child, came, to see, who, ? _____
- 2 the King, did, get sick and die, ? _____
- 3 did, want, what, the enemies, to do, ? _____
- 4 where, Merlin, Arthur, hide, did, ? _____
- 5 know, did, that Arthur was, Sir Ector, the King's son, ? _____

d) Answer the questions from exercise 10c.

Example: When did Uther Pendragon live? — *Uther Pendragon lived in Britain many years ago.*



a) Read the second part of the legend about King Arthur and choose the correct words to complete the legend.



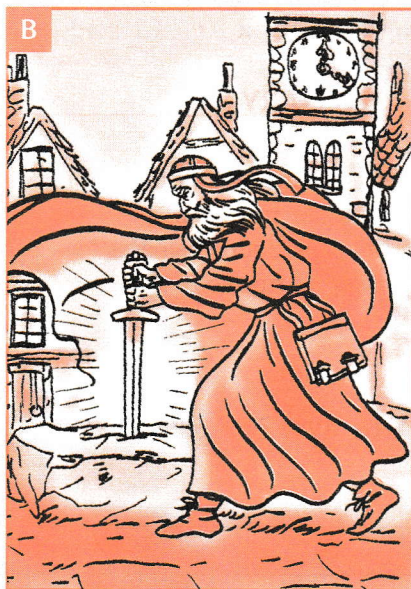
Part 2

A magic sword

Almost eighteen years without a king passed. Finally, people asked Merlin the Magician:

- You are very (clever / beautiful). Our country needs a new (king / knight). Please use your magic and help us to find him!
- I am very happy to tell you that I see (good / bad) things for our country in the future,— said Merlin,— this country will have a new king very soon! The new king will be Uther Pendragon's own son!
- But when will the new king come? How will we know him?

Merlin waved his (hand / head) and a huge stone appeared in front of him. Merlin waved his hand one more time and a (lamp / sword) appeared in his hand. Merlin pushed the sword into the (wall / stone). The sword was bright and shiny. There were golden letters on the sword: WHOEVER PULLS THIS SWORD FROM THE STONE WILL BE THE KING OF BRITAIN!



GLOSSARY

to wave [weɪv] — взмахнуть
to appear [ə'piə] — появляться
sword [sɔ:d] — меч

to push [pʊʃ] — толкать, втыкать
to pull [pʊl] — тянуть, вытаскивать

b) Choose the picture that best illustrates the second part of the legend.

a) Read the third part of the legend and put the pictures into the correct order.



Part 3 Who will be king?

At Christmas, all the knights who wanted to try to pull the sword from the stone and become king arrived in London. Sir Ector and his two sons, Sir Kay and Arthur, also came.

Sir Kay was very strong. He wanted to try to pull the sword from the stone. The young Arthur was only eighteen years old and was happy to help his brother.

Sir Kay forgot his sword and asked his younger brother, Arthur, to bring it.

Arthur ran to their tent but he couldn't find his brother's sword. He ran back. Suddenly, he saw a sword pushed into a stone. "I can take this sword and bring it to my brother," he thought. There was nobody to stop him. Arthur jumped on the large stone and easily pulled the sword out. Then he took the sword and ran to his brother.

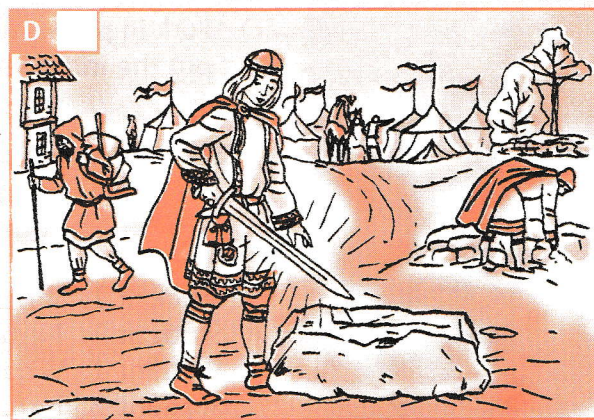
Sir Ector saw the bright and shiny sword.

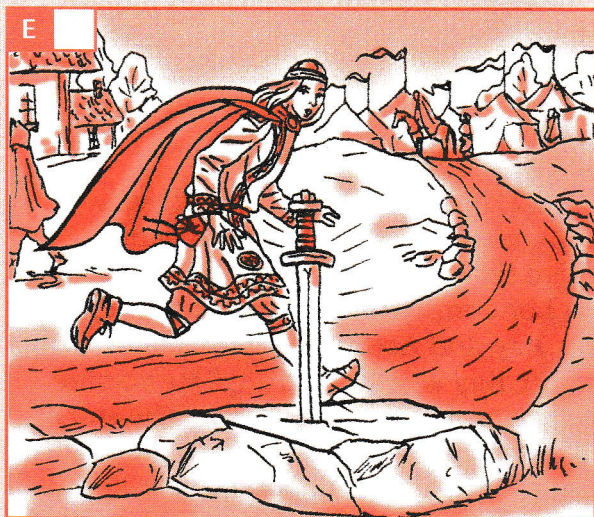
GLOSSARY

tent [tent] — палатка

to kneel [ni:l] — преклонять колени

to rule [ru:l] — управлять





- Where did you find this sword, my son? — asked Sir Ector.
 - I pulled it from the stone, Father.
- Both his father and his elder brother kneeled.
- Father! — Arthur cried.
 - I am not your father. King Uther Pendragon is your father. And you are our new king!
- At that moment, Merlin the Magician appeared in front of them:
- I am very happy to tell you that I see good things for our country in the future. You will be the greatest and most famous king who ever lived. You will have many wonderful knights who will help you to rule this country.
- And all Merlin's words came true...



b) Imagine that you met King Arthur. What questions would you ask him? Write your questions.

c) Work in pairs. Student 1 is a journalist. Student 2 is King Arthur. Act out the interview. Be creative!

Example:

Student 1: Good evening, ladies and gentlemen. Today, on our show, we have a very special guest. What's your name?

Student 2: Good evening. My name is Arthur.

Student 1: Where do you come from?

Student 2: I am from England.

Student 1: What's your occupation?

Student 2: I am the King.

The Vikings

The name "Viking" is from a language called "Old Norse" and means "a pirate attack". The Vikings came from the three countries of Scandinavia: Denmark, Norway and Sweden and they lived in Europe about 1,000 years ago. During this period, many Vikings left Scandinavia and travelled to other countries, such as Britain and Ireland. Some Vikings went to fight and steal treasure. Others became farmers, craftsmen or traders.

When a Viking baby was born, they put him on the cold ground outside the house. The poor baby had to stay there until his father came to see the child. The father would listen to the baby's cry. If the baby cried very loudly, the father was proud and he would give his child to the mother. If the baby was weak and couldn't make "a big cry", they would leave him outside to die. Sometimes a neighbour saw the baby on the ground and was too kind to leave him there. The neighbour would pick up the baby, take him home, and give the little one to his wife.

A boy usually took his father's name — so Eric, son of Karl, became Eric Karlsson. Girls often took the same name as their mother or grandmother.

Viking children did not go to school. They helped their parents at work, and learned Viking history, religion and law from stories and songs, not from books. When they were 15 or 16 years old, they became adults.

Viking men enjoyed swimming, wrestling and horse racing. In winter, people skated on frozen rivers, and used skis over the snow. The Vikings' favourite board game was *hnefatafl* (pronounced as "neffa-taffle" and meaning "King's Table"). Players moved pieces around a board, like in chess.

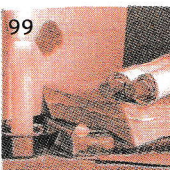
During the Viking Age, there were many battles between the Vikings and the English. In the 9th century, the English king, Alfred the Great, stopped the Vikings, who planned to take over the whole of England.

1 Mark the sentences as true (T) or false (F).

- | | T / F |
|--|--------------------------|
| 1 The name "Viking" means "a pirate attack". | ☐ |
| 2 The Vikings lived in Russia about 1,000 years ago. | ☐ |
| 3 The Vikings had an evil tradition of putting a newborn baby outside the house. | ☐ |
| 4 Girls often took the same name as their sisters. | ☐ |
| 5 Viking children had no school. | ☐ |
| 6 In winter, the Vikings stayed at home and read books. | ☐ |
| 7 The Vikings had a lot of battles with the English. | ☐ |

2 Answer the questions.

- What language did the name "Viking" come from?
- What countries did the Vikings come from?
- Did the Vikings travel?
- What did the Vikings do for a living?
- Was a Viking man proud of his son's loud cry?
- What did the Vikings do with weak babies?
- What did the Viking children learn?
- What did the Vikings enjoy doing in their free time?
- What was the Vikings' favourite game?



Reading diary

1 Запиши в читательский дневник свое мнение о прочитанных текстах.

The name of the text	My opinion
Lewis Carroll and his books	
Humpty Dumpty	
The true story of Humpty Dumpty	
A poem about Humpty Dumpty	
How to make a paper plate Humpty Dumpty puppet	
A page A squire A knight	
The journal of George Stanley	
I visited a country	
The story of King Arthur	
The Vikings	

2 Associations / Ассоциируй знакомое с незнакомым

Попытайся найти в русском языке слова или фразы, которые звучат и (по возможности) имеют то же значение, что и в английском языке.

Например, английское слово “bridge” (мост) звучит как русское «бриджи» (короткие брюки). Чтобы запомнить английское значение, попробуй мысленно представить забавную картинку: через реку в качестве мостика перекинуты бриджи. Это веселый способ запоминания новых слов, так как чем забавнее и абсурднее получится мысленная картинка, тем лучше мозг запомнит новое слово.

Do exercises

Individually

- 1 Write associations to remember the following words:
 - bread
 - butter
 - knight
 - castle

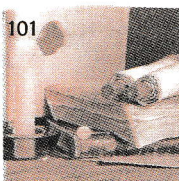
With your friends

- 2 Give your associations to your friend. Let him / her read them and guess the English words.
- 3 Choose from this unit 3–4 words you both don't know and write associations. Draw pictures for your associations. In a lesson, have an exhibition of your illustrations. The student who can “decode” the most words is the winner.

3 Научись делать сообщение на основе прочитанного текста.

1) Устное сообщение должно содержать самые важные факты из прочитанного текста. Посмотри на данные ниже названия, имена и цифры, найди в тексте о Льюисе Кэрролле, с какими фактами они связаны.

Oxford University	Charles Lutwidge Dodgson	11	20				
1832	2	3	1865	1871	England	Alice	Dean Liddell



2) Тебе нужно сделать сообщение о писателе Льюисе Кэрролле. Прочитай факты из текста о Льюисе Кэрролле, данные ниже, отметь галочкой (✓) те факты, которые тебе кажутся более важными, а крестиком (X) – те, которые кажутся менее важными.

- ☐ Lewis Carroll was born in England in 1832.
- ☐ His real name was Charles Lutwidge Dodgson.
- ☐ Charles had ten brothers and sisters.
- ☐ Charles liked literature when he was a boy.
- ☐ Charles was good at drawing as a child.
- ☐ When Lewis was twenty years old, he became a teacher of Maths.
- ☐ He worked at Oxford University.
- ☐ Lewis Carroll wrote several books about mathematics when he was working at Oxford University.
- ☐ The name of Charles's friend was Dean Liddell.
- ☐ During one afternoon picnic with his friend's daughters, Carroll told the first part of his fantastic tale about a dream world.
- ☐ Alice asked Lewis to write down the story.
- ☐ Lewis Carroll wrote *Alice in Wonderland*, published in 1865, and *Through the Looking Glass*, published in 1871.
- ☐ These books became popular all over the world.

3) Найди и подчеркни ключевые слова в отмеченных важных фактах о жизни Льюиса Кэрролла.

4) Составь для себя план из ключевых слов и сделай сообщение о Льюисе Кэрролле, используя их.

5) Следуя тому же алгоритму, выбери наиболее важные факты в тексте о викингах и составь на их основе сообщение.

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