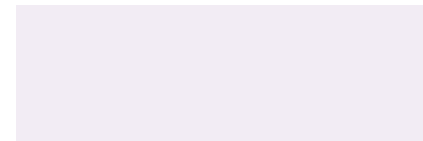




MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

English for You



Iulia Ignatiuc
Ludmila Foca
Lara Aladin
Dina Puiu
Ana Muntean

PUPIL'S BOOK

FORM 6



EDITURA
PRUT

MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

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			la primire	la returnare
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2.				
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4.				
5.				

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Comisia de evaluare:

Larisa Codeacova, grad didactic superior, Liceul Teoretic „A. S. Pușkin”, Chișinău

Alina Legcobit, lector superior, Universitatea de Stat din Moldova, Chișinău

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Referent: *Alexander Hollinger*, conf. dr., București

Redactor: *John Paul*, BA in English, University of Boston, USA

Corector: *Viorel Chiriac*

Ilustrații: *Serghei Samsonov*

Copertă: *Sergiu Stanciu*

Machetare computerizată: *Zoe Ciumac*

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LESSON ONE

English in Our Life

“If you don’t know a foreign language, you know little about your own.”

I. W. Goethe

1 Answer the questions.

How many languages do you speak?

What languages do you speak?

What other languages would you like to learn? Why?

Is it difficult to learn a foreign language? Why/Why not?

How does knowledge of English help you understand your native language better?

2 Read the texts and speak about the languages you know.

The English people borrowed words from other languages. Words like **plaza**, **fiesta** come from Spanish. Some come from French: **hotel**, **restaurant**, **picnic** and others.

There are also words from the German language. Does any of you have a **dachshund**, **poodle**, or **boxer**? Do you remember when you first went to **kindergarten**? During your music lessons you may use words from the Italian language. Do you play the **piano**, **viola** or **trombone**?

Lots of words like **squash** and **skunk** are from Native Americans’ languages. These are only a few examples of the many thousands of words that English borrowed from other languages.

Do you know that...

...the ten most frequent words in English are: **the, of, and, a, to, in, is, you, that, it.**

Chinese, English, Russian, Spanish and Hindustani are the five most spoken languages in the world

English is a world language. About 350 million people speak it. It is used as a first language in countries such as Australia, Canada, Great Britain, Ireland, New Zealand and the United States.

In other countries it is used as a second language. It is a way in which people who have different languages communicate with each other. English is the language of international trade and in many countries it is the most popular foreign language among students.

Word Bank

fiesta (n)	viola (n)
dachshund (n)	trombone (n)
boxer (n)	squash (n)
poodle (n)	skunk (n)
kindergarten (n)	Native American (n)

3 Match the words with the definitions.

- | | |
|-----------|---|
| 1. picnic | a) town square |
| 2. skunk | b) a religious festival |
| 3. poodle | c) outdoor meal |
| 4. plaza | d) a small black and white North American animal that can produce a strong unpleasant smell when attacked |
| 5. fiesta | e) a dog with thick curling hair |

- 4** Use a dictionary to translate these English words that come from other languages. Write sentences for each one.

Racoon, hamburger, boss, robot, noodles, rodeo.

- 5** In pairs, talk about why you would like to know English better.

- 6** Put the parts together and read the letter.

I study two foreign languages at school, French and Spanish. This year I am going to study German, too. Life is easier when you know more languages. My hobby is collecting stamps. They help me learn more about the world.

Dear friend,

My name is Emily and I am from Bradford. I'm 12 years old and I've got a brother and a sister. My sister started University last year and she doesn't stay with us at the moment. My brother works for a toy company.

There is one thing that I don't like. It is getting up early.

Write to me soon.

Best wishes,

Emily

- 7** Would you like to have Emily as a pen-friend? Why/Why not?

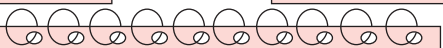
- 8** Choose a pen-friend from the following magazine advertisements and tell your classmates why you've chosen him/her.



Agnes Wilson,
12, Leeds.
Hobby – reading
adventure stories.
Favourite colour –
green.
Hate boring people.



Paul Brian, 12,
Birmingham.
If you are interested
in modern inventions,
please, write. I also
like reading science
fiction.



James Fisher, London.
Hello, I'm 12.
I love rock music
and roller skates.
I'm looking for a
friend abroad.
Write soon.



- 9** Write a letter to a pen-friend.

LESSON TWO

Legendary Past

1 Answer the questions.

Who is the head of state in Great Britain?

What is the name of the present British queen?

What other British kings or queens do you know?

2 Read the text about Queen Victoria and say why the British people are proud of her.



Queen Victoria succeeded her uncle, William IV, as Queen of England in 1837 at the age of 18. She reigned for 64 years.

Victoria first learned of her future role as a young princess during a history lesson when she was 10 years old. And she declared: "I will be good".

Queen Victoria proposed to her cousin Prince Albert on October 15, 1839. She described her impressions of him in the journal she kept throughout her life: "Albert really is quite charming, and so handsome..."

They married on February 10, 1840. They had nine children. There were 37 great grandchildren alive at her death.

Her long reign became a legend. By the length of her reign, the longest in English history, she restored both the dignity and popularity of the British Crown.

3 Find the opposites of these words in the text.

ugly	old	king
last	his	aunt
past	life	prince
bad	short	grandparents

Word Bank

dignity (n)	restore (v)
popularity (n)	succeed (v)
journal (n)	reign (v)
great grandchild (n)	propose (v)
length (n)	marry (v)

4 Correct the following false sentences.

1. William IV was Queen Victoria's father.
2. Queen Victoria became queen at the age of twenty-four.
3. She didn't want to be a good queen.
4. She didn't like Albert.
5. Queen Victoria didn't have any children.
6. Queen Victoria's reign was the shortest in English history.
7. Queen Victoria restored the dignity of France.

5 Read the following:

October 15, 1839
February 10, 1840
the 9th century
the 10th century

William IV
Elizabeth I
Elizabeth II
Henry VIII

6 Complete the sentences with the words from the box and learn who King Alfred was.

fight, reigned,
motherland,
reign, battles,
enemies, gathered,
teachers

King Alfred's _____ was England. He _____ in the 9th century. During his _____ Alfred wanted to educate his people. He invited _____ to come from Europe. He ordered monks to write books. He introduced his own laws. He also fought lots of _____. His _____ were the Vikings. He often _____ his army to _____ against the Vikings.

7 Fill in with the right articles where necessary.

_____ Vikings were brave people who came from Scandinavia. In _____ 9th and 10th centuries they travelled to many lands including _____ British Isles. They were _____ violent people and fought with iron swords and spears. They wore helmets with horns on them. The Vikings invaded England in _____ 9th century when King Alfred ruled _____ country.

8 Read the text and say why Ștefan cel Mare's mother didn't let her son in.



During his reign, Ștefan cel Mare (Ștefan Vodă) fought lots of battles. He won most of them. Once, at the beginning of Ștefan Vodă's reign, the Turks defeated him. Little remained of his army.

Weak and tired, Ștefan Vodă came to the convent where his mother lived. He asked for shelter. His mother approached the door and said: "My son, I think that you have returned with victory".

"No, mother. The Turks defeated my army. The enemy is on my tracks. I hope to find shelter in your convent and gather my remaining forces. Then, I'll be ready to fight again".

"I can't give shelter to those who run away from the battlefield. Go and defeat the enemy of our Motherland. Win the battle or die for your land. Only then will I know that you are my son."

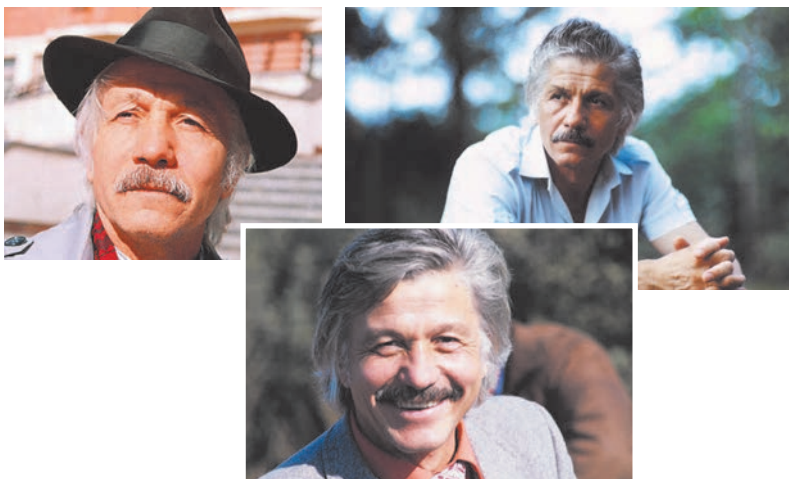
Ștefan Vodă went away. He gathered the remains of his army and finally defeated the Turks. The battle took place in Valea Albă.

9 Write 8 sentences about a legendary person you know.

LESSON THREE

A Life Devoted to People

- 1 Look at the pictures.
What do they tell you
about Mihai Volontir?



- 2 Read the text and say
what makes Mihai
Volontir a special man.



*Mihai Volontir
Theatre and Cinema Actor,
Director and Singer*

Word Bank

chirping (n)
forester (n)
sapling (n)
stage (n)
award (n)
cricket (n)
mare (n)
studio (n)
unforgettable (adj)
star (v)
in the midst of

Mihai Volontir, a famous Moldovan actor, was born in Onișcani, Orhei, in 1934 in the family of a forester.

The seven children of the family learned a lot from their father Ermolae Volontir, an educated man and a great lover of nature. Their mother, Feodosia Volontir, was a great music lover and a wonderful storyteller. From both mother and father the children learned to enjoy work and to love people and nature.

In his early childhood, Mihai Volontir was good at acting and played in many school and village shows.

After school, he did different kinds of jobs, but he felt he was born to act. So, in 1957, when the theatre “Vasile Alecsandri” opened in Bălți, Mihai Volontir became one of its first actors. The first play in which he acted on the stage of V. Alecsandri Theatre was “Chirița în Iași” by V. Alecsandri.

Since then, he has starred in more than 100 theatre shows and in 30 films produced at over fifteen studios of the world. He toured lots of countries, but always returned home to V. Alecsandri Theatre.

Mihai Volontir is an internationally famous actor. He won many national and international awards. He was the laureate of numerous International Theatre and Cinema Festivals.

However, success has never gone to his head. He is a home loving man and very close to his family. His wife Eufrosinia Dobîndă-Volontir is a talented actress too. They belong to the same theatre troupe.

3 Make a list of questions you would like to ask Mihai Volontir.

4 Read the interview and try to find the answers to your questions.

Victor: Could you tell us about your childhood, Mr Volontir?

Mr Volontir: What would you like to know?

Victor: Where did you spend your childhood?

Mr Volontir: In the midst of nature. I lived in the forest as my father was a forester.

Victor: How was it to live in the forest?

Mr Volontir: It was exciting. We made friends with roes and hares. We woke up with the songs of birds and fell asleep with the chirping of crickets. We grew saplings and then planted them in the forest as food for animals.

Victor: What was your favourite animal when you were a child?

Mr Volontir: I loved all animals, especially horses. They are so kind, intelligent and devoted. I have always had a horse.

Victor: Could you tell us about something curious from your childhood?

Mr Volontir: I learned to ride a horse when I was three. I was still very young when I took my mare to the meadows where grown-ups grazed horses on Sundays. They organized horse-races and I often won them.

Victor: Thank you very much, Mr Volontir.

Mr Volontir: It was my pleasure.

5 Listen to the text and say what Mihai Volontir thinks about nature.

6 Write **who**, **whose**, **that** where necessary.



Grammar Box

RELATIVE PRONOUNS

whose, who, that

John is the boy **whose** brother is a champion.

This is the girl **who** speaks four languages.

This is the book **that** I'd like to read.

1. Mother Teresa, _____ real name was Agnes Bojaxhiu, was born in 1910.
2. Mother Teresa was a missionary _____ helped sick people all over the world.
3. Agnes, _____ father was a grocer, decided to become a nun at the age of 12.
4. Her father, _____ came from Albania, supported her decision.
5. Teresa is the name _____ she took when she became a nun.
6. In 1928, she went to India. She looked after poor people _____ lived in the streets. In 1979, she won the Nobel Peace Prize that made her world famous.

LESSON FOUR

A Song of Seasons

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall.

R. L. Stevenson

1 Read the verse and answer the questions.

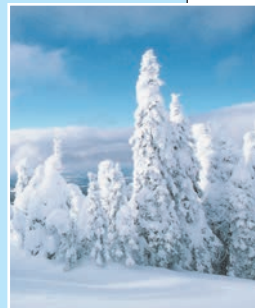
What are the symbols of summer and autumn in the verse?
Can you think of other symbols of summer and autumn?
What are the symbols of winter and spring?

2 Read the word combinations and say what season they go with. Make up sentences with them.

time for picnics;
sunny sky; long days;
hot days; bright days;
colourful butterflies;
golden wheat and
sunflower fields;
valleys and meadows
filled with daisies,
poppies and
lilies of the valley.



the season of
happy days;
short days; cold
days; filled-with-
winter-fun days;
decorated trees;
jingle bells;
the kingdom of
snowmen.



melting snow;
swelling rivers;
golden daffodils;
frolicking baby
animals; white
and pink fruit
tree blossoms; the
season of new life
and colour.



harvest time;
busy time;
dressing-up
time; rust-
coloured leaves;
faded flowers;
bare trees;
hoar-frost
mornings;
misty days;
cold dark rainy days.



3 In groups, write a description of a season. Read it to the class.

4 In pairs, make up a list of activities for each season. One example is done for you. Talk about what you like to do in each season.

Summer	Autumn	Winter	Spring
		throw snowballs	

5 Read the fable and discuss it.

The Grasshopper and the Ant

One warm summer day, a grasshopper jumped and played in a meadow. An ant passed by carrying a heavy load of food to its nest.

“Why are you working so hard? It’s too nice a day for work”, said the grasshopper to the ant.

“I am too busy to play. I’m storing food for the winter”, answered the ant. The grasshopper laughed.

“Winter is a long way off. There’s plenty of food for now. Come and play with me.”

“No, I have to get more food before the end of the day”, said the ant. The ant worked all that day and the rest of the summer while the grasshopper chirped and played.

Winter finally came. Snow covered the meadow. The ant was snug in its nest with plenty of food to last until spring. But the grasshopper could find nothing to eat and had to go hungry. When he asked the ant for food, she said, “I am living on the work I did last summer. You’ll have to live on your dancing and singing.”



Word Bank

daffodil (n)	grasshopper (n)
daisy (n)	ant (n)
wheat (n)	misty (adj)
poppy (n)	rust-coloured (adj)
sunflower (n)	swelling (adj)
lily of the valley (n)	frolic (v)
hoar-frost (n)	(a long) way off

6 Put the verbs in brackets in the right form.

In spring, the sun _____ (warm) the earth. The weather _____ (get) warmer. The birds _____ (fill) the woods and forests with their songs. In summer, the farmers _____ (cut) the grass and _____ (make) hay. Sometimes it _____ (rain) hard. Then the sun _____ (appear) and everything _____ (shine) around us. In autumn, the days _____ (become) shorter. The leaves _____ (turn) yellow and brown and _____ (fall) from the trees. In winter, people _____ (spend) more time indoors. The lakes and rivers _____ (be) frozen. It often _____ (snow). The ice _____ (cover) the roads.

7 Write **at**, **into**, **of**, **for**, **from** (2), **till** (2), **in** (2).

Squirrels are hard-working animals. They begin to prepare _____ winter early _____ autumn. They collect sticks and leaves to make nests _____ trees. _____ the end _____ November they go _____ their nests and hibernate. _____ March _____ May they breed baby squirrels. _____ June _____ September they feed young squirrels.

8 Write 8 sentences to describe of a summer/spring/autumn/winter day.

LESSON FIVE

In the Country

- 1 Look at the pictures. Which of the adjectives from the box describe life in the country and which of them describe life in the city?



quiet, fast, clean, big,
healthy, cheap, small,
dirty, safe, slow,
interesting, dangerous,
noisy, unhealthy,
expensive, boring,
peaceful

- 2 Make up sentences comparing life in the city and in the country.

The city is

The country is

quieter

bigger

healthier

more dangerous

less expensive

than the country.

than the city.

- 3 In pairs, talk about life in your native place.

- 4 Read the text and say why country life is never boring.

Word Bank

cowshed (n)
hen-house (n)
sheep-pen (n)
stable (n)
pigsty (n)

fatten (v)
milk (v)
mind (v)

Country Life is Never Boring

If you want to have a really quiet and healthy life, you must go and stay in the country.

Amanda's grandparents live in Islip, a beautiful village on the River Bay. They are farmers. A farmer's life, though healthy, is not an easy one. There is always a lot of work to do there.

Grandpa has to look after his horses and the stables. He milks the cows and cleans the cowsheds. He has to take great care of the young animals, the kids, the lambs and the calves. Granny has to feed the goats and sheep and fatten the pigs. Amanda likes to watch the piglets in their pigsty and the lambs and kids playing in the sheep-pen. She likes to go round the hen-houses and collect the eggs. She feeds the hens, the ducks, the turkeys and the geese three times a day.

When Amanda stays at her grandparents' place, she has to do some work, but she doesn't mind. She really enjoys it, especially when the weather is nice.

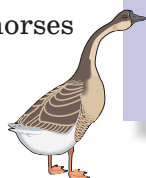
5 Read and find the true and false sentences. Correct the false ones.

1. Islip is a beautiful village on the River Bay.
2. A farmer's life is healthy, but not easy.
3. There is little work to do on the farm.
4. Grandpa looks after cows and young animals.
5. Granny takes care of horses.
6. Amanda likes country life.
7. Granny has to milk the goats and sheep.
8. Amanda doesn't mind working on the farm.

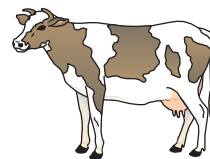
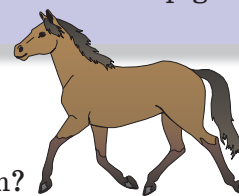
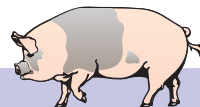
6 Match the animals to their houses. Make up sentences.

Example: horses → stable

My grandfather's horses live in a stable.



- | | | |
|-----------|--------------|------------|
| 1. hens | a) stable | 6. lambs |
| 2. horses | b) cowshed | 7. calves |
| 3. geese | c) pigsty | 8. turkeys |
| 4. cows | d) sheep-pen | 9. sheep |
| 5. ducks | e) hen-house | 10. pigs |



7 Read the dialogue and make up similar ones.

Ted: What time do you get up when you stay on the farm?

Amanda: About seven o'clock.

Ted: Why must you get up so early?

Amanda: Well, there's such a lot to do on a summer day.

Ted: Do you have to work hard on the farm?

Amanda: No, I don't. But I like to help and I do what I can.

8 Make the following sentences negative and interrogative.

1. Granny has to feed the chickens every day.
2. Farmers have to work hard on the farms.
3. Grandpa has to clean the stable.
4. Mother has to cook dinner.
5. In spring farmers have to turn the soil.

9 Fill in with **must/mustn't**, **have to**, **don't/doesn't have to**.

1. Amanda ____ milk the cows, but she wants to.
2. Children ____ help their parents and grandparents.
3. It's raining. We ____ stay indoors.
4. Granny ____ collect the eggs. Amanda does it.
5. Young children ____ watch TV after 9 pm.
6. We ____ go to school on Sundays.
7. Children ____ play with matches.

10 Write 8 sentences to describe your grandparents'/aunt's/uncle's farm.

Grammar Box

HAVE TO

Affirmative

There is no bread at home.

I **have to** go and buy some.

Grandpa is away and Granny

has to milk the cows.

Negative

We have enough bread at home.

You **don't have to** buy any.

It is Sunday today.

Victor **doesn't have to** get up early.

Interrogative

Do you **have to** buy bread?

Does Victor **have to** get up early on Sunday?

LESSON SIX

At My Grandparents'

1 Answer the questions.

Where do your grandparents live?
 How often do you visit them?
 How do you get to their place?
 What do you see on the way to
 your grandparents' house?
 What do you like best about your
 grandparents' place? Why?



2 Read the text and say what Amanda likes more about her grandparents' house.



My Grandparents' Cellar

When Granny asks me to bring something from the cellar, I do it with the greatest pleasure. As I choose my favourite jam and pickles, I imagine a lot of things happening there.

The cellar is made of stone and extends under the summer house. Every spring, Granny whitewashes its walls. There is a small room in the cellar with apples, pears, turnips, carrots and potatoes. This is the result of my grandad's hard work in the kitchen garden.

On the wooden shelves stand the results of my granny's summer work. Every kind of jelly, pickle and jam with preserved cherries, peaches, pears, plums, raspberries, strawberries and gooseberries from their own garden stand in shining jars. Great glass jars and small barrels hold cucumbers and tomatoes, water melons and cabbage.

In spring, I see and smell the fragile irises which grow and bloom all around the foundation of the house.

Word Bank

foundation (n)	turnip (n)
barrel (n)	pickle (n)
cellar (n)	bloom (v)
iris (n)	extend (v)
jar (n)	hold (v)
jelly (n)	fragile (adj)

3 Choose the best answer to complete the sentences.

- Amanda chooses her favourite jam and pickles from the _____.
 a) attic b) kitchen c) cellar
- Granny is _____ to see that Amanda likes her tasty jellies.
 a) pleased b) angry c) nervous
- The cellar is made of _____.
 a) iron b) stone c) wood
- The glass jars stand on _____.
 a) the floor b) shelves c) tables
- Every spring, Granny _____ the walls of the cellar.
 a) whitewashes b) paints c) vacuums

4 Pick out the food words from the text and write them in three columns: **Fruits**, **Berries** and **Vegetables**. Compare your list with your deskmate's.

5 Look through the text and find

a) the nouns that you can count. Make them plural.

Example: One cellar – two cellars

b) the nouns you cannot count.

Example: jam

6 Fill in with **many**, **much**, **little**, **few**.

- How _____ barrels have you got in your cellar?
- They are poor. They haven't got _____ money.
- We need _____ eggs to make this salad.
- Have you got _____ irises in your garden?
- Do you drink _____ juice?
- He likes _____ jam on his bread.
- We can't make pancakes. We have _____ milk.

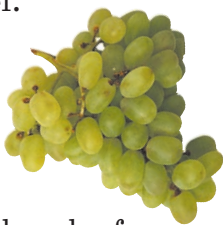
7 Ask and answer about the prices of the foods and drinks in the pictures below.

Example: A: How much is a bar of chocolate?

B: It's nine lei.



a bar of chocolate
(13 lei)



a bunch of grapes
(2 lei)



a jar of pickles
(12 lei)



a carton of juice
(16 lei)



a packet of biscuits
(4 lei 50 bani)

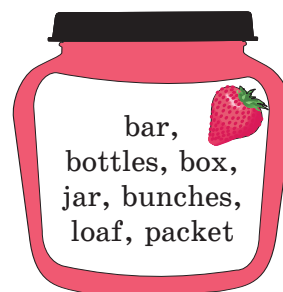
a loaf of bread
(3 lei 60 bani)



8 Listen to the dialogue and say what and how much Anna has bought. Why do you think she gets angry?

9 Fill in with the right word from the box.

Alan's classmates went for a picnic. Each of them had something to share. Alan brought a _____ of chocolates. Jane came with a _____ of bread and a _____ of butter for sandwiches. Tim bought two _____ of mineral water. Sandy's grandmother gave them a _____ of strawberry jam. Angela had some _____ of grapes from her own vineyard. Diana shared a _____ of chocolate with all her classmates.



Grammar Box

COUNTABLE/ UNCOUNTABLE NOUNS

many/few

apples
pears
flowers
boys
leaves
foxes
buses
irises
pancakes
cellars

much/little

jam
money
sugar
flour
water
bread
cheese
salt
ham
snow

LESSON SEVEN

Granny, Dear Granny

1 Answer the questions.

Why is your grandmother special?
 What can your grandmother do that you can't?
 What do you learn from your grandmother?

2 Read the poem and say what magic things the granny in the poem does.

Granny's Magic

When Granny comes, I like to see
 The magic that she does for me.
 She turns a pumpkin into pie
 As quickly as you wink an eye.



She changes cranberries to sauce
 And meat to stews and tasty broths.
 And when she mixes dough for bread
 It turns into a dove instead.

Oh, some like magic made by wands
 And I like the magic of Granny's hands.
 Some read of magic out of books
 And I see magic when Granny cooks.

3 In the poem, find synonyms for the following words.

make, delicious, change, pigeon, a magic stick.

4 Read and say why Cristina's granny is like a school of tales.

Victor: You look very happy today.
Cristina: I do. My Granny will spend the weekend with us.
Victor: That's great. I also enjoy my granny's visits.

Cristina: My grandmother is very special. She is kind, gentle and wise. She knows a lot of things and always has time to answer my questions. She is also a wonderful storyteller. I enjoy the evenings when we sit round her and she begins as usual: "Once upon a time..." Granny is so good at telling stories that when she speaks I can imagine everything. Granny tells her stories so delightfully that I can listen to them again and again. She is like a school of tales for me and my cousins. But this is

Word Bank

dough (n)	cowardly (adj)
stew (n)	dishonest (adj)
broth (n)	just (adj)
dove (n)	mean (adj)
wand (n)	wise (adj)
cranberry (n)	wink (v)

Once upon a time...

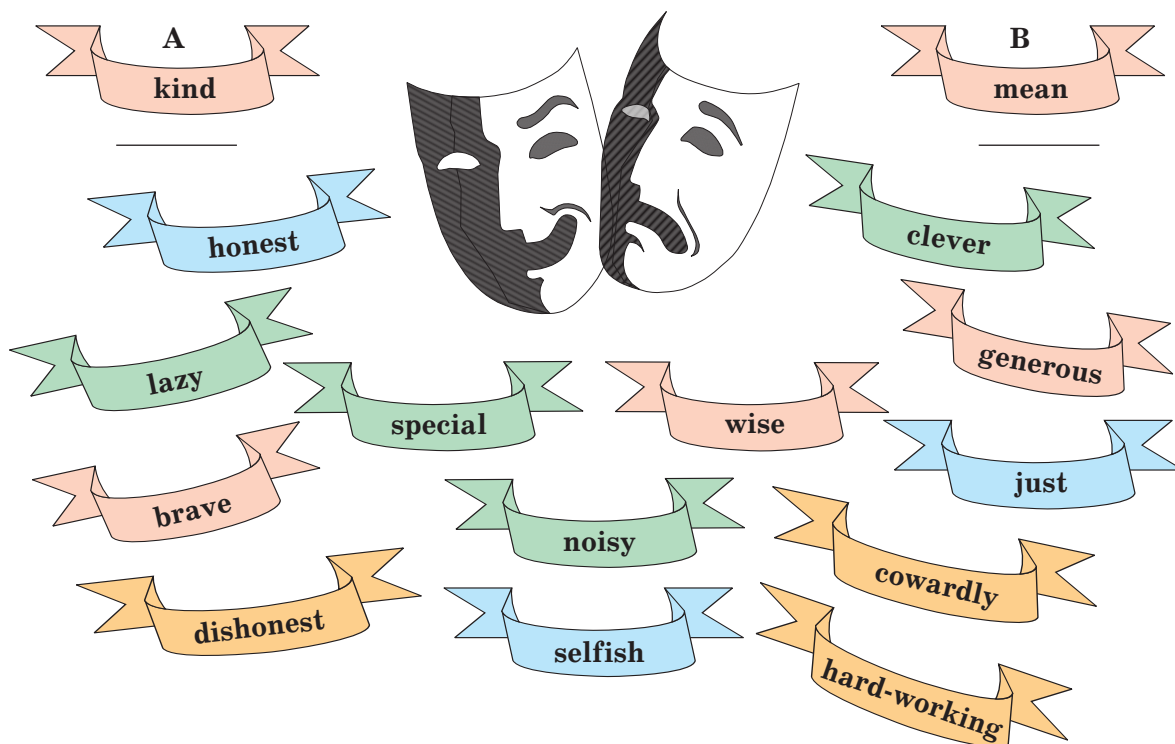
a very special school, from which we never want to go on vacation. She never asks us to memorize her tales but we always do. And we know that honest, just and kind people usually win, while cowardly, dishonest and mean people fail.

Victor: Well, Cristina, you are a good storyteller yourself. I think that you are as talented as your granny.

Cristina: Thank you. You may come and meet my granny.

Victor: With pleasure.

5 Put the words into the right column and make up sentences with them.



6 In pairs, talk about your grannies.

7 Fill in with the right form of the adjectives.

1. My granny is _____ than my mother. (wise)
2. My mum is the _____ mum in the world. (kind)
3. Robin Hood was _____ than the sheriff. (brave)
4. Snow White is the _____ princess. (beautiful)
5. Granny knows _____ stories than Mother. (many)
6. Alice is as _____ as her brother. (generous)
7. Sandy isn't as _____ as Tim. (noisy)

Grammar Box

COMPARISON

as... as
not as... as

Stacy is **as** talented **as** her granny.

Jim is **not as** noisy **as** Bob.

8 Continue the fairy tale.

Once upon a time there was a princess. She was as beautiful as a fairy. She was a very special princess. She liked to spin. But she didn't spin wool, she span gold thread...

Reading Together



1 Answer the questions.

What famous travellers do you know?
What lands did they travel to?

2 Read the story and say why the Queen didn't punish Drake.



A Page from British History

One of the greatest queens in British history was Queen Elizabeth (1558–1603) who ruled England for more than forty years. During that time there were many fights between English and Spanish sailors.

The most famous Englishman to fight against Spain was Francis Drake.

Francis Drake was the son of a parson. He went to sea at the age of twelve, learning his craft from the master of an old ship that traded between the Thames and the ports of the southern coast. Later he became an officer on one of the English ships.

In 1577 with his ship the *Golden Hind* Drake set off on a voyage that took him round the world. His aim was to explore South America. He also thought that such a trip would make it possible for him to meet Spanish treasure-ships. On their way back Drake and his crew seized a great part of Spanish treasure. The *Golden Hind*

returned to England in 1580. Philip of Spain had already made angry complaints about Drake's actions against his South American treasure-ships. The Queen of England ignored them completely. Instead of punishing Drake, she made him a knight for his exploits.

The people of England were very proud of Drake, and Queen Elizabeth herself came to visit him on board the *Golden Hind*. There, in Drake's low cabin, a fine dinner was served. Then the Queen commanded Drake to kneel before her on the deck. Taking a sword in her hand she said, "The King of Spain has asked for Francis Drake's head, and here I have a sword to strike it off." But instead of striking off Drake's head with her sword, she touched him lightly on the shoulder, and ordered him to rise, no longer Francis Drake, but Sir Francis Drake. So she made him a knight.

Do you know these words?

exploit (n)	set off (v)
aim (n)	trade (v)
parson (n)	explore (v)
craft (n)	seize (v)
crew (n)	kneel (v)
complaint (n)	strike off (v)
knight (n)	ignore (v)

3 Read the sentences in correct order.

The *Golden Hind* returned to England in 1580.

Queen Elizabeth had a sword in her hand to strike Francis Drake's head off.

Francis Drake's aim was to explore South America.

Queen Elizabeth did not punish Francis Drake, she made him a knight for his exploits.

In 1577, his ship set off on a voyage that took him round the world.

The most famous Englishman to fight against Spain was Francis Drake.

On their way back Drake and his crew seized a great part of Spanish treasure.

4 Choose the correct answer to complete the sentences.

- Queen Elizabeth ruled England for _____.
a) more than forty years b) ten years c) about forty years
- Francis Drake went to _____ at the age of twelve.
a) town b) village c) sea
- He became _____ on one of the English ships.
a) a cook b) an officer c) a pirate
- In 1577, Francis Drake set off on a voyage to _____.
a) India b) Australia c) South America
- The king of Spain asked for Francis Drake's _____.
a) head b) treasure c) house
- Francis Drake and his crew seized a great part of Spanish _____ on their way back to England.
a) ships b) treasure c) land
- The Queen of England made Francis Drake _____ for his exploits.
a) a lord b) a peer c) a knight

5 Write the questions to the answers.

- How long _____? Queen Elizabeth ruled England for more than forty years.
- Who _____? Francis Drake was the most famous Englishman to fight against Spain.
- What _____? Francis Drake's father was a parson.
- What _____? Later he became an officer.
- When _____? In 1577, Drake set off on a voyage to South America.
- Where _____? Queen Elizabeth came to visit Francis Drake on board the *Golden Hind*.

6 Discuss the answers to the following questions.

- Why was Francis Drake the most famous to fight against Spain?
- Why did Francis Drake set off on a voyage to South America?
- Why did Philip of Spain make angry complaints about Drake's actions?
- Why were the people of England proud of Francis Drake?
- Why did Queen Elizabeth come on board the *Golden Hind*?
- Why did Queen Elizabeth take a sword in her hand?
- Why did Queen of England make Francis Drake a knight?

7 In pairs, talk about Francis Drake.

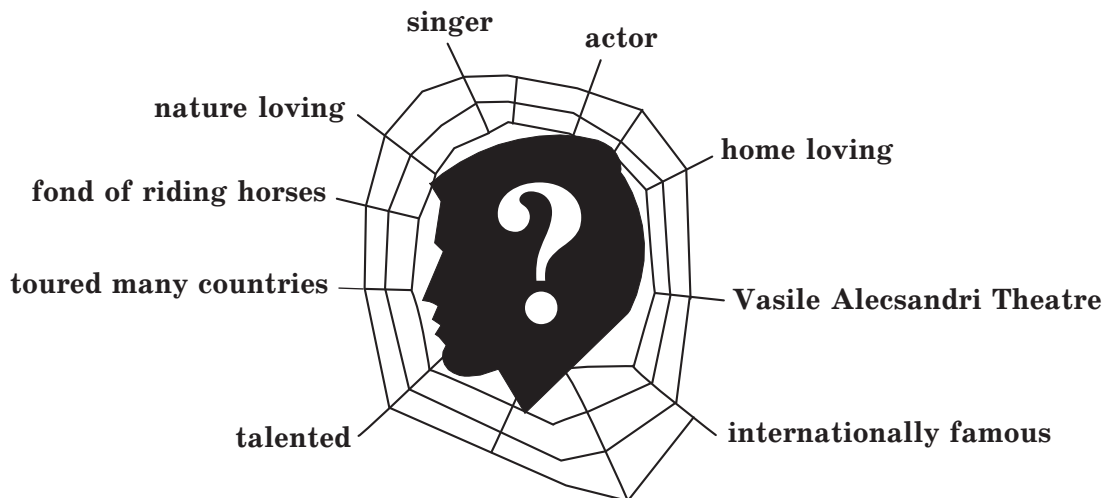
Round Up

1 Say what the English language means to you. Write a short paragraph about it.

2 Match the words to the definitions.

- | | |
|----------------|---|
| 1. cellar | a) a building in which pigs are kept |
| 2. grasshopper | b) the female head of the state |
| 3. pigsty | c) a room under the ground |
| 4. queen | d) a large musical instrument |
| 5. trombone | e) an insect that jumps and makes short noise |

3 Read the spidergram. Guess who it is about. Speak about this person.



4 Match the words. What seasons do they describe?

- | | |
|-------------------|------------------------|
| 1. white and pink | a. leaves |
| 2. faded | b. butterflies |
| 3. jingle | c. baby animals |
| 4. rust-coloured | d. mornings |
| 5. frolicking | e. flowers |
| 6. hoar-frost | f. days |
| 7. rainy | g. fruit tree blossoms |
| 8. colourful | h. bells |

5 Make up a story about your favourite season. Tell your story to the class.

6 In pairs, talk about what you do when you visit your grandparents.

7 Complete the dialogue and read it.

Tim: Have you got any _____?
 Shop assistant: Yes, I _____.
 Tim: How _____ is a _____?
 Shop assistant: It's _____ lei.
 Tim: Can I have _____, please?
 Shop assistant: _____ you are.
 Tim: _____ you.

8 Read the story and find the mistakes. Can you guess the riddle?

Once upon a time, a long time ago, there lived a very beautiful witch. Her parents, the King and the Queen, were very proud of their daughter. The witch was very stupid and she knew the answers to many questions. Once her teacher in History gave her the following riddle.

“As I was going to St Ives
 I met a man with seven wives.
 Each wife had seven sacks,
 Each sack had seven cats,
 Each cat had seven kits.
 Kits, cats, sacks and wives,
 How many were going to St Ives?”

The princess gave the answer immediately, and her teacher was very angry, as usual.



9 In pairs, find the differences and similarities between Bob and Pam.

Example: Pam is not as tall as Bob.
 Bob is not as thin as Pam.



Pam



Bob

10 Write ordinal numerals. The first is done for you.

one – the first
 two –
 three –

five –
 eight –
 eleven –

thirteen –
 twenty –
 thirty-nine –

LESSON ONE

Wonders of Nature

1 Discussion questions.

Do you like to go to the woods? Why?
 What animals live in the woods?
 Where else do animals live?
 Is it interesting to watch animals? Why/Why not?

2 Read the text and say how the colours of different animals protect them.



Wonders of Nature

As you are walking through the woods a small butterfly flutters by. Its bright colourful wings shine in the sunlight.

Under the shadow of a tree you see a fawn. Its fur has white speckles. When it lies or stands motionless it blends with the sunlight and grass. It is almost impossible to see it. Then you come across a nest of baby hares. Their grey-brown colouring blends with the background. When they feel that an enemy is near, they lie very still. The enemy will not see them if they don't move.



The hare changes the colour of its fur with the seasons. During the summer, its grey-brown colour matches the soil and leaves. Late in autumn, white fur grows and replaces the hare's brown coat. This allows the hare to blend with the white snow. In winter, the hare is all white except for its ears and its nose. In spring, the colour changes again, and the hare becomes brown. As the hare is active both in summer and in winter, these colour changes are necessary to its survival.

Some animals can change their body colour to match different backgrounds. The lizard's skin colour changes due to differences in emotions, light and temperature. Every field, forest and riverbank is home to various animals. Watching them can give us new knowledge about the wonders and mysteries of living things.

Word Bank

background (n)	speckle (n)	lie (v)
habitat (n)	wing (n)	replace (v)
lizard (n)	blend (v)	
shadow (n)	flutter (v)	motionless (adj)

3 Match the words to the definitions. Use a dictionary, if necessary.

- | | |
|------------|--|
| 1. match | a) mix with smth |
| 2. replace | b) combine well with something, especially in colour |
| 3. flutter | c) know something, even if you don't see or hear it |
| 4. blend | d) take the place of something |
| 5. feel | e) move (the wings) slightly and quickly |

4 Complete the sentences using the verbs from Exercise Three.

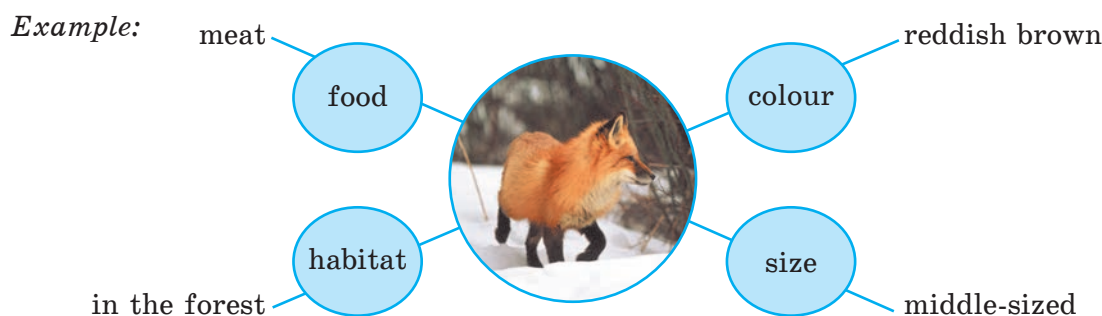
1. Oil and water do not _____ together.
2. When the horse _____ danger, it stops.
3. This glass is broken. Let's _____ it.
4. The bird _____ its wings and flies away.
5. Your blouse _____ your skirt perfectly.

5 In pairs, put the animals in the right column, according to their habitat.

turtle, wolf, crocodile, hedgehog, mole,
fox, wild boar, frog, snake, mouse,
hare, lion, roe, lizard, rat, dolphin,
squirrel, monkey.

On the ground	Under the ground	In the water

6 Talk to your deskmate about the animals you know. Speak about their colour, size, habitat and the food they eat. Draw spidergrams.



7 Join the parts to make correct sentences.

- | | |
|-------------------------------------|--|
| a) You'll not understand the lesson | 1. if you lie in the sun. |
| b) You'll not be tired the next day | 2. if you eat too many sweets. |
| c) You'll get a bad mark | 3. if you go to bed early. |
| d) You'll get sunburned | 4. if you don't eat your breakfast. |
| e) You'll be hungry and sick | 5. if you don't listen in class. |
| f) You'll be strong and healthy | 6. if you don't work hard. |
| g) You'll harm your teeth | 7. if you do your morning exercises regularly. |

8 Fill in with the right form of the verbs and read the story.

If the weather *is* fine, we'll *go* for a picnic.
 If we *go* for a picnic, we'll *eat* barbecue.
 If we _____ barbecue, we'll not be hungry.
 If we _____ not _____, we'll be happy.
 If we _____ happy, we'll tell jokes.
 If we _____ jokes, we'll laugh a lot.
 If we _____ a lot, we'll enjoy ourselves.

Grammar Box

We'll *go* to the zoo *if* the weather *is* fine.

If we *take care* of animals, we'll *make* the world better.

9 Consult the Grammar Box and write 8 similar sentences.

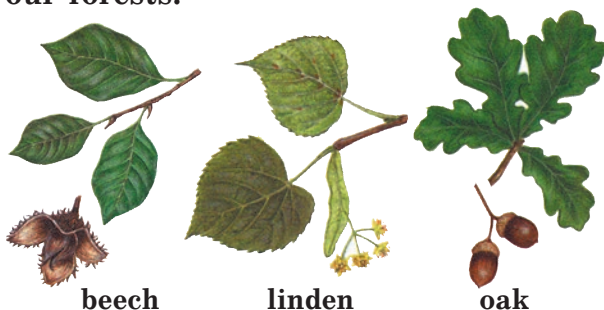
LESSON TWO

Moldovan Codrii

1 Discussion questions.

Why are trees important for human life?
 Why is planting trees a noble task?
 What trees grow in your native place?

2 Read and learn what trees grow in our forests.



3 Read the text and speak about the Codrii.

The Codrii

There are several things that make life on Earth possible. Forests are among them. They are a major source of oxygen for the air we breathe. The Earth would probably be a totally lifeless planet without forests.



We, Moldovans, are lucky to have on this tiny piece of land the cool and shadowy Codrii.

The Codrii are hills and valleys covered with forests. Ancient oaks make them look majestic and mysterious. Here we can see poplars, maple trees and the tallest beech with branches as long as 27 metres. There are sunny spots surrounded with acacia and linden trees.

The Codrii mean rich orchards and vineyards, ancient villages, streams lined with willows, sweet fragrance of flowers and trills of birds. Winding paths lead to beautiful glades with colourful flowers.

Old people still remember the times when a lot of roes, wild boars, foxes, wolves, martens and pheasants lived in this area. Unfortunately most of them have disappeared. Our duty is to protect the Codrii for future generations.

Word Bank


fragrance (n)	marten (n)
path (n)	boar (n)
trill (n)	
pheasant (n)	ancient (adj)
litter (n)	majestic (adj)
glade (n)	mysterious (adj)
	unfortunately (adj)

4 Which of the adjectives in column A go with the nouns in column B?

A	B
1. shadowy	a) town
2. winding	b) glade
3. ancient	c) tree
4. large	d) story
5. beautiful	e) orchard
6. colourful	f) country
7. rich	g) path
8. majestic	h) forest
9. lifeless	i) planet

5 Complete the sentences with the words on the leaf.

1. One can see colourful flowers in sunny _____.
2. Orheiul Vechi is an _____ town.
3. It is pleasant to walk along _____ paths.
4. The _____ Codrii make a good shelter for people on hot summer days.
5. Tourists admire the _____ view of the countryside.



ancient
mysterious
winding
majestic
glades

6 Answer the questions and decide whether you are friends of nature.

1. Do you feed birds and animals in winter?
2. What do you do when someone hurts a bird or an animal?
4. How many trees have you planted?
5. Have you ever cleaned a spring?
6. How do you leave your picnicking places?
7. What do you do with the litter?

7 Join the parts of the statements to make up a story.

- | | |
|-------------------------------------|---------------------------------------|
| 1. When I go to the forest, | a) I'll stop to listen to it. |
| 2. If I see a beautiful flower, | b) I won't frighten it. |
| 3. If I find good mushrooms, | c) I'll sit on the grass. |
| 4. If I see a hedgehog, | d) I'll eat some. |
| 5. If I meet a fox, | e) I'll give the mushrooms to my mum. |
| 6. When I hear the trill of a bird, | f) I'll put them into my basket. |
| 7. If I find berries, | g) I'll take a basket. |
| 8. When I am tired, | h) I won't be afraid of it. |
| 9. When I come home, | i) I'll admire it. |

8 Complete the sentences and say what Nick will do at weekend.

- | | |
|--|--|
| 1. If it rains, I _____. | 4. If my cousin comes on a visit, I _____. |
| 2. If the weather is fine, I _____. | 5. If I have a lot of homework, I _____. |
| 3. If my parents are at home, I _____. | 6. If we go for a picnic, I _____. |

LESSON THREE

- 1** Look at the pictures and say what nature is and why it is necessary to protect it.



- 2** Read the dialogue and answer Victor's question.

Victor: Hi, Daddy. Are you busy?

Father: Come in, Victor. I have just written another article about pollution.

Victor: Is the problem very serious, Dad?

Father: Sure it is. You know how bad traffic fumes are for our health.

Victor: Is this dangerous for people only?

Father: For plants and animals as well. Haven't you noticed how many trees are dying in parks and orchards?

Victor: Grandfather says there used to be more animals in the forest near their village. What happened to them?

Father: People all over the world speak about endangered animals. In Moldova they are roes and wild boars, martens and pheasants. Forests die because of air and soil pollution and also because men cut down many trees.

Victor: Our teacher says that fertilizers are also very dangerous. Why do farmers use them?

Father: On the one hand, fertilizers contribute to larger crops. On the other hand, they pollute water and endanger animals that feed on plants. People also take some of these chemicals into their bodies when they eat plants or meat.

Victor: What must we do to save our nature?

Do you know that...

... many European and American communities have different recycling programmes. People collect plastic, aluminium, glass and paper in separate containers. Factory workers recycle them and produce new things.

Word Bank

chemical (n)	contribute (v)
fertilizer (n)	endanger (v)
pollution (n)	pollute (v)
traffic fume (n)	recycle (v)

on the one hand
on the other hand

3 Read the false statements and correct them.

- Victor's father has read an article about pollution.
- Traffic fumes are good for your health.
- People enjoy breathing traffic fumes.
- There are more animals in the forests now than in the past.
- Farmers use fertilizers to clean their houses.
- Roes, wild boars and pheasants pollute the air.
- People never take chemicals into their bodies.

4 Look at the posters. What do they urge people to do?



If	
everyone	
recycles this	
much of paper	
we'll save 4.000	
trees a year	

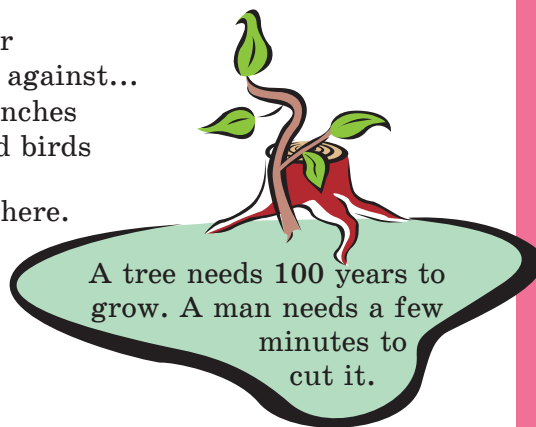
5 In groups, discuss what people should do to help nature survive. The following words and word combinations may help you.

plant trees and bushes
 cut down trees
 pollute the air/soil/water
 use chemicals
 throw litter
 organize campaigns against...
 break trees/branches
 hurt animals and birds

Example: People should not throw litter everywhere.
People should plant trees.

6 Work out rules to help protect nature.

Example: Don't use fertilizers in farming.



7 Talk to your deskmate about what you/your father/mother/granny/grandad used to do.

Example: A: Does your father play football?
B: No, he doesn't. But he used to play it when he was younger.
A: Did he use to play hockey too?
B: No, he didn't.

8 Write 8 sentences about what you can do to protect nature.

Grammar Box

USED TO

People **used to** live in caves.
I **didn't use to** get up early when I was in the village.
Did you **use to** go fishing in summer?

LESSON FOUR

Sandy's Flat

1 Describe the room in the picture.



2 In pairs, talk about your room.

- Examples:* 1) A: Is your room large or small? B: It is small but very comfortable.
A: Have you got a TV set in your room? B: No, I haven't. We have got a TV set in the living-room.
- 2) A: Do you have your own room? B: I share a room with my brother.
A: You have some posters on the walls, don't you? B: We have many posters of famous singers.

3 Read the dialogue and learn what Sandy tells his younger sister about his flat.

- Stacy:* Do you like the room you live in?
Sandy: Well, I have a really nice room, a one-room flat, in fact. There's a big window on the south side which opens out onto a balcony.
- Stacy:* That's great. You can sit out there in warm weather. Have you got a sofa in the room?
Sandy: I've got a bed. I cover it with a coverlet and some cushions, so it looks like a sofa during the day.
- Stacy:* Have you got any posters on the wall?
Sandy: Yes, there are some above my bed. Opposite the bed there's a desk and a chair. There are some bookshelves on the wall too.
- Stacy:* And where is your kitchen?
Sandy: Along the wall opposite the window is the kitchen area, with a cooker, a refrigerator and a sink. In the centre of that area, I have a small table and two chairs. There is no dishwasher.
- Stacy:* I would like to make a plan of your room.
Sandy: Don't forget the doors. Next to the bed there are two doors, one leading outside, the other – to the bathroom.
- Stacy:* So, it is a small flat.
Sandy: Yes, it is. But it's very comfortable and from the balcony I can see the park.

Word Bank

area (n)	delicate (adj)
study (n)	along (prep)
coverlet (n)	onto (prep)
cushion (n)	

4 Complete the sentences with some, any, no.

1. There is _____ sofa in Sandy's room.
2. There are _____ cushions on the bed.
3. Are there _____ bookshelves? Yes, there are _____.
4. Are there _____ pictures above the bed? No, there aren't _____.
There are _____ posters.
5. There is _____ kitchen in Sandy's flat. There is a kitchen area.
6. There are _____ plants in the room.

5 Describe the kitchen area in Sandy's flat.

6 Do you have a study or a study area in your house/flat? Speak about it.

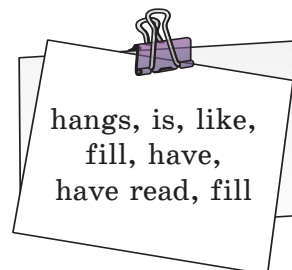
7 Look at the picture and listen to its description. Say "Stop" when you hear a mistake.

Example: Stop! There is one window in the room.



8 Complete the sentences with the verbs from the box.

It _____ a comfortable old room. The carpet on the floor is faded and the furniture is plain. A beautiful picture _____ on one of the walls. Lots of old and new books _____ the two bookcases. I _____ most of them. I _____ to look at these books and feel that I _____ my friends round me. Delicate chrysanthemums _____ the room with a pleasant fragrance.



9 Is there a special room in your house/flat or in your grandparents' house? Write 8 sentences about it.

LESSON FIVE

Expecting Guests

- 1** Make a list of pieces of furniture you have got in your living-room. Play "Snowball".

Example: A: We have got a sofa.

B: We have got a sofa and a table.

C: We have got a sofa, a table and two armchairs...

- 2** Read the text and make up a list of the things the Taylors have got in the living-room.

Expecting Guests

The Taylors are expecting guests. Their friends from Scotland, the Parkers, are coming on a visit. The Taylors usually receive guests in the living-room. Mrs Taylor put some flowers in a vase to make the room more beautiful.

It is a large room with a brown carpet on the floor. On the left, there is a sofa with some cushions on it. Next to the sofa, there is a TV set. Opposite the sofa, there is a sideboard. To the left, there is a bookcase full of books in English, French and German. To the right of the sideboard, there are two armchairs and a low table for newspapers and magazines. The furniture in the living-room is modern and quite new. On one of the walls, there is a beautiful picture.

Mrs Taylor has laid the table in the dining-room. It is an oval oak table covered with a tablecloth. There are nine chairs at the table.

Mrs Taylor looks around her to check if everything is ready for the guests' arrival. She has laid the table in the usual way and has put the right number of knives, forks, spoons, and glasses for each person. There is also pepper, salt, oil, vinegar and mustard on the table. Mrs Taylor has put the napkins on the left of each plate.

Everything looks splendid. She hopes they will all have a delightful evening together.



Word Bank

arrival (n)	check (v)
vinegar (n)	expect (v)
mustard (n)	lay the table
napkin (n)	
sideboard (n)	
tablecloth (n)	
pepper (n)	

- 3** Choose the right answers.

- There are some _____ on the sofa.
a) napkins b) cushions c) glasses
- Put the plates in the _____.
a) bookcase b) sideboard c) wardrobe
- We are getting ready for our friend's _____.
a) arrive b) arrives c) arrival
- Some people like to eat meat with _____.
a) sugar b) mustard c) honey
- _____ if everything is ready.
a) Help b) Add c) Check
- Mother teaches me how to _____ the table.
a) run b) lay c) put

4 Identify and correct the false sentences.

1. The Taylors are expecting guests.
2. The Taylors' friends from Scotland are coming on a visit.
3. Mrs Taylor is in the living-room, laying the table.
4. The oak table is covered with a tablecloth.
5. There are ten chairs round the table.
6. There is no sofa in the living-room.
7. The Taylors don't have German books.
8. The Taylors are not glad the Parkers are coming.
9. There are some books and pens on the table.
10. The napkins are on the left of each plate.

5 Find someone who has got...

- | | |
|--|--------------------------------------|
| ... a video | ... pot plants in his/her room |
| ... a computer in his room | ... a study in his/her flat/house |
| ... a coffee table between two armchairs | ... four rooms in his/her flat/house |
| ... a stereo in the living-room | ... a fire place in the living-room |

Example: Have you got a video?

6 Learn to be polite. In pairs, offer each other the following: a bar of chocolate, a slice of bread/lemon, a piece of cheese/cake, a bit of sugar/salt.

Example: A: Would you like a cup of coffee?

B: No, thank you. I would like a cup of tea with a slice of lemon.

7 Describe the living-rooms in the pictures. Find similarities and differences.



8 What have you got in your living-room that your grandparents haven't?

9 Fill in with the right form of the verbs in brackets.

1. The Parkers ____ just ____ (enter) the house.
2. They ____ (arrive) at the station half an hour ago.
3. The Taylors ____ (be) very glad to see them.
4. Mr Parker ____ (give) flowers to Mrs Taylor.
5. The Taylors ____ (invite) their guests into the living-room.
6. They ____ (have) dinner soon.
7. The room ____ (look) beautiful.

LESSON SIX

Meals and Table Manners

1 Discussion questions.

What is your favourite food?
 What do you know about food and meals in other countries?
 What is your favourite meal? Why?
 What table manners do you know?



2 Read what Mr Taylor is saying about English food and meals. Say what makes English breakfast different.

English Food and Meals

Food is a subject that interests me. I like food that is good and well-cooked. I dislike watery cabbage soup that looks and tastes like rain, and beef or mutton that is burned or not cooked enough. But when you get real English beef and mutton, bread and cheese, eggs and bacon there is no food so good anywhere. I don't know any apple that has a better taste than a good English one, and no other cup of tea ever tastes better to me as tea that is made in England. I know that coffee is not good in most English hotels. But it is good in many English homes when it is made with fresh coffee by people who know how to make it.

Meals in England are much the same as in other countries, with the exception

of breakfast. A traditional English breakfast is a very big meal – sausages, bacon, eggs, tomatoes, mushrooms. But very many people just have cereal with milk and sugar, or toast with marmalade, jam or honey. People traditionally drink tea at breakfast. Some of them have coffee. Visitors to Britain often think that breakfast is the best meal of the day.

Lunch is at one o'clock. Many people have lunch at snack bars. School children can have a hot meal at school, but many just take a snack from home – a sandwich, a drink, some fruit, and perhaps some crisps. A sandwich is bread or a roll with all sorts of salad and meat or fish.

English people have dinner in the evening between six and eight o'clock.

Word Bank

beef (n)	food (n)
crisps (n)	meal (n)
marmalade (n)	sausage (n)
toast (n)	snack (n)
mutton (n)	cereal (n)
roll (n)	

Do you know that...

English people eat a lot of eggs and very little bread.

Japanese people eat a lot of fish and rice.

Chinese people eat a soup made of fresh nests.

French people like to eat frog's legs.

3 Use the text from Exercise Two to complete the sentences.

- Mr Taylor likes _____ food.
- Mr Taylor dislikes _____ soup.
- Mr Taylor likes _____ beef and mutton.
- Mr Taylor thinks that the best tea is _____.
- A traditional English breakfast is _____.
- Very many people have _____ for breakfast.
- Visitors to England think that _____.
- Many English people have lunch at _____.

4 In groups, talk about food and meals in Moldova.

5 The hot dog, a very popular American food, is a sausage in a bread roll. Listen to the story and say if these statements are true or false.

- Hot dogs came from France.
- In their home country hot dogs were called frankfurters.
- Americans called them dachshund /'dæksənd/ sausages.
- A dachshund is a small dog with a long body and short legs.
- People sold dachshund sausages cold.
- A cartoonist called the dachshund sausages hot dogs.
- People didn't like the new name.

6 Complete the sentences with the words from the box. Speak about differences and similarities between British and American place settings.

napkin, knife, plate, fork, glass, bowl, spoon

Place the _____ in the centre of the table-mat.

The _____ goes on the left of the plate.

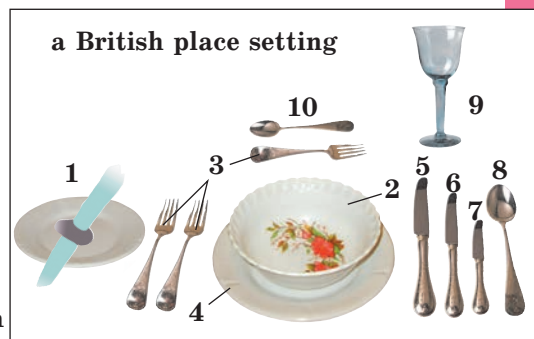
The _____ goes on the napkin.

The _____ goes to the right of the plate.

The _____ goes to the right of the knife.

The _____ goes above the plate.

The _____ goes on the plate.



7 Victor is going to a birthday party. His mother reminds him of some table manners. Can you continue the list?

- Don't put your elbows on the table.
- Don't speak with your mouth full.
- Don't wave your knife and fork in the air.
- Don't reach across for salt. Ask someone to pass it.
- Don't lift your soup bowl to your mouth.

8 Write 8 sentences about table manners in your family.

LESSON SEVEN

A United Family

- 1 Look at the picture. Make guesses about the members of the family (age, occupation, character, etc).



- 2 Read the dialogue and speak about Leo's and Helen's families.

Helen: Tell me something about your family.

Leo: In our family there is my mother, my father, three children, a dog and two cats. My father has his own business and my mother is a school teacher. We, my brother, my sister, and I, have to help a lot at home. There are chores that we have to do every day. But we swap every week. One week I have to wash the dishes after supper, and then the next week I have to take care of the pets.

Helen: It's good to have brothers and sisters. I have always wanted to have one.

Leo: We have fights sometimes when my brother tries to make my sister and me do his chores. I never do, but my sister does. She is so kind and helpful.

Helen: How do you do your homework?

Leo: We all help each other with our homework. I am good at maths, but my sister is hopeless. She is good at languages, though. And my brother always tries to go play football instead of doing his homework.

Helen: You are lucky to have such a big united family.

Leo: I am.

Word Bank

chore (n)
meaning (n)

hopeless (adj)
naughty (adj)

swap (v)

take care of

own (pron)

though (adv)

3 Correct the false sentences.

1. Leo has three brothers.
2. Leo's father is jobless.
3. Leo's mother works in a bank.
4. The children don't have chores to do.
5. Leo's brother is very helpful.
6. Leo never washes the dishes.
7. His sister makes her brothers do her chores.
8. Leo's brother doesn't like football.
9. Leo is hopeless at maths.
10. Helen has got two brothers.

4 In groups, find out if your classmates do the following at home.

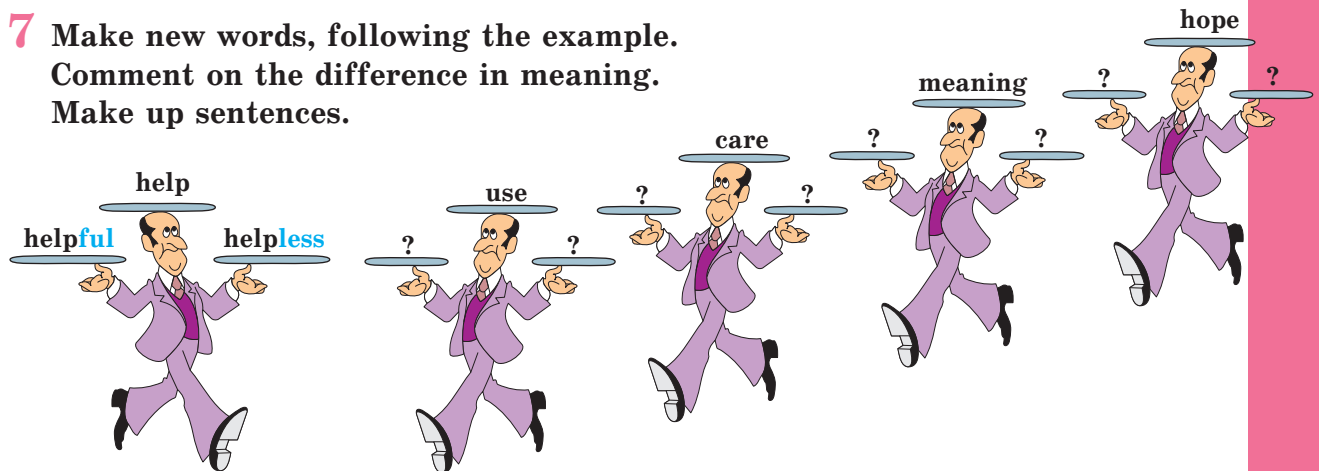
- | | |
|---------------------|-------------------|
| ✓ water the flowers | ✓ tidy the room |
| ✓ clear the table | ✓ make breakfast |
| ✓ lay the table | ✓ do the shopping |
| ✓ wash the dishes | ✓ feed the pets |
| ✓ make the bed | |

5 In pairs, ask and answer questions about your families.

6 Listen to the text about Pam White and complete the sentences.

1. Pam was an ____ child in the family.
2. She went to school at ____.
3. She ____ the school.
4. She wanted to be with her ____.
5. She travelled to ____.
6. She became ____ to a French family.

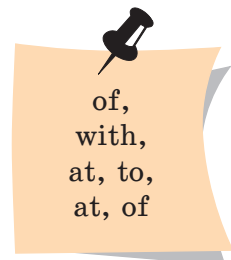
7 Make new words, following the example. Comment on the difference in meaning. Make up sentences.



8 Complete the sentences with the prepositions from the box, where necessary.

Maggie is only five, but she has to help ____ home. Her family is large, everybody has a lot ____ work to do ____ every day. Maggie has to take care ____ her little brother Dan who is very naughty sometimes. She also helps her mother ____ wash the dishes. She is good ____ putting away the forks, spoons and knives.

In the evening, she likes to listen ____ her mother's stories and fairy tales.



9 Write 8 sentences about one member of your family.



Reading Together

1 Answer the questions.

What do you appreciate in people most of all?
What do you call people who never tell lies?

2 Read the story and say why it is good to be honest.



Honesty Is the Best Policy

A woodman was once working on the bank of a deep river. Suddenly his axe slipped from his hand and fell into the water.

"Oh! I have lost my axe," he cried. "What shall I do? The water is very deep and I am afraid to dive into it. What shall I do? Who can help me?"

Mercury heard the poor man's cries and appeared before him.

"What is the matter, poor woodman?" he asked. "What has happened that you are so sad and unhappy?"

Mercury listened to the man's story and then said: "Perhaps I can help you". He dived into the river and brought up a golden axe. "Is this yours?" he asked. "No, that is not mine," was the answer. Mercury dived a second time and this time brought up a silver axe. "Is this yours?" he asked. Again the answer was "No". So Mercury dived a third time and this time brought up the very axe that the woodman had lost. "That is my axe,"

cried the man. "Yes, that is my own good axe. Now I can work again."

Mercury was so pleased with the man's honesty that he at once made him a present of the other two axes and disappeared before the woodman could even say "Thank you".

The woodman went home very pleased with his good luck. He told his friends all about it. One of them decided to try his luck. So he went to the same place, dropped his axe into the river, and cried out: "Oh! I have lost my axe. What shall I do? Who can help me?"

Mercury appeared as before. He listened to the man and dived into the river. Again he brought up a golden axe. "Is this yours?" he asked.

"Yes, it is," said the second woodman.

"You are not telling me the truth," said Mercury. "You shall neither have this axe nor the one that you so foolishly dropped into water."

Do you know these words?

axe (n)	dive (v)	foolishly (adv)
luck (n)	drop (v)	
truth (n)	slip (v)	

3 Read the sentences in correct order.

Mercury was pleased with the man's honesty and made him a present of the other two axes.

Mercury didn't help the woodman's friend because he was not honest.

A woodman was working on the bank of a deep river.

One of the woodman's friends decided to try his luck.

The woodman's axe slipped from his hand and dropped into the water.

Mercury brought the woodman's axe.

Mercury heard the poor man's cries and decided to help him.

4 One word in each sentence is wrong. Correct it and read the sentences.

1. A woodman was painting on the bank of a deep river.
2. Suddenly his brush slipped from his hand and dropped into the water.
3. Mercury heard the poor woman's cries.
4. The woodman went into the woods very pleased.
5. He told his enemies all about his adventure.
6. One of his friends decided to try his axe.
7. Mercury agreed to give the second woodman his axe.

5 Write the questions to the answers.

1. Where _____?
A woodman was once working on the bank of a deep river.
2. Who _____?
The woodman dropped his axe in the river.
3. What _____?
Mercury heard the poor man's cries.
4. How many _____?
Mercury dived three times into the water.
5. How many _____?
Mercury brought up three axes.
6. How _____?
The woodman went home very pleased with his good luck.
7. Where _____?
The woodman's friend went to the same place.
8. When _____?
Mercury appeared before the second woodman when he heard him crying.

6 Complete the definitions, choosing the best answer.

1. A man who never tells lies is _____.
a) brave b) honest c) friendly
2. A _____ is someone who looks after a forest.
a) woodman b) farmer c) traveller
3. An _____ is used for cutting down trees.
a) knife b) sword c) axe
4. To _____ means to jump head first into the water.
a) dive b) run c) swim
5. To allow something to fall means to _____.
a) throw b) put c) drop

7 In the text, find opposites to the following words.

find	lie
bad	appear
merry	now
worst	that time

8 Can you think of other examples to prove that "Honesty is the best policy"? Write 8 sentences about it.

- 1 Look at the pictures and say what is happening in them.



- 2 Discuss the ecological problems in your area.
- 3 Check your spelling. Complete the table with the missing words.

	cleaner	
		(the) dirtiest
	bigger	
bad		
good		
		(the) largest
hot		
smoky		

- 4 In pairs, talk about how animals protect themselves.
- 5 Express in one word.

- to mix with something
- to combine well in something, especially in colour
- to become aware of something
- to take the place of something
- to move the wings slightly and quickly

6 Match the adjectives to the animals. Make up sentences.

devoted	turtle
delicate	wolf
slow	fox
curious	hare
funny	squirrel
dangerous	monkey
timid	butterfly
swift	dog

7 It is your birthday soon. You are expecting guests. Tell your class how you will lay the table.

8 Describe the room in the picture.



9 Read the statements. Find the false ones and correct them.

1. Some animals can change their body colour.
2. There are few endangered animals nowadays.
3. Birch, acacia and poplar are names of birds.
4. Forests die because of air and soil pollution.
5. Some people eat meat with sugar.
6. English dinner is traditionally the best meal of the day.
7. The home country of hot dogs is France.

10 PROJECT WORK.

In teams of 3–4 pupils, make up a poster about Moldova.

LESSON ONE

The United Kingdom

1 Look at the map of the United Kingdom. Read the geographical names.

2 Use the map to complete the sentences.

1. You can see England, _____, _____ and Northern Ireland on the map.
2. London is the capital of _____.
3. Edinburgh is the capital of _____.
4. _____ is the capital of Wales.
5. _____ is the capital of Northern Ireland.
6. London is situated on the River _____.
7. The English Channel separates the British Isles from _____.

3 Read the text and say what each part of the United Kingdom is famous for.



The United Kingdom

The United Kingdom of Great Britain and Northern Ireland consists of four parts: England, Scotland, Wales and Northern Ireland.

England is the largest part. It is famous for its sheep and wool. The countryside is remarkable. There are lots of old houses in towns and villages. The Lake District is the most beautiful part of England. The symbol of England is the red rose.

Scotland is the land of mountains and lakes. The most famous lake is Loch Ness. Everybody hopes to see the Loch Ness monster there. The most interesting part of Scotland – and of the whole Britain – is the region called “the Highlands”. The symbol of Scotland is the thistle.

Wales is the land of song and poetry. It is well-known for its musical festivals. Wales is rich in coal mines and full of medieval ruined castles. The symbol of Wales is the yellow daffodil.

Ireland is the land of stories. Storytelling is a part of the Irish tradition. The national symbol of Ireland is the shamrock.

The national flag of the UK is called the Union Jack.

Word Bank

shamrock (n)	thistle (n)	remarkable (adj)
island (n)	coal (n)	medieval (adj)
countryside (n)	daffodil (n)	
castle (n)		

4 Choose the right answer to complete each sentence.

- The largest part of the UK is _____.
a) England b) Wales c) Scotland
- England is famous for its _____.
a) cows b) sheep c) goats
- The symbol of Wales is _____.
a) the shamrock b) the red rose c) the daffodil
- Loch Ness is in _____.
a) England b) Wales c) Scotland
- Wales is famous for its _____ castles.
a) modern b) medieval c) big

5 Find the analogy to fill in the empty squares with the correct words.

Example:

large	small
black	white

3	hot	cold
		cool

6	North	South
		West

1	happy	
	fat	thin

4	England	
	Scotland	Edinburgh

7	England	the red rose
	Wales	

2	thistle	
	shamrock	Northern Ireland

5	England	Northern Ireland
	Scotland	

8		Cardiff
	Northern Ireland	Belfast

6 Talk to your deskmate about which part of the UK you would like to visit. Say why.

7 In groups of four, play "I am from the UK".

8 Match the verbs from column A with their past forms in column B.

A	B
see	went
go	ate
run	slept
feel	saw
write	came
eat	thought
come	wrote
sleep	held
think	ran
hold	felt

9 Complete the sentences with the correct verbs from Exercise Eight in the Simple Past.

- Mary watched TV yesterday and _____ an interesting programme.
- Then she _____ a letter to her friend.
- She _____ to bed late and _____ until seven o'clock in the morning.
- Mary was late for her classes, so she _____ to school.
- When Mary _____ to school it was ten minutes past eight.
- She _____ her classmates through the window.
- Mary _____ she would never be late again.

LESSON TWO

The English Climate

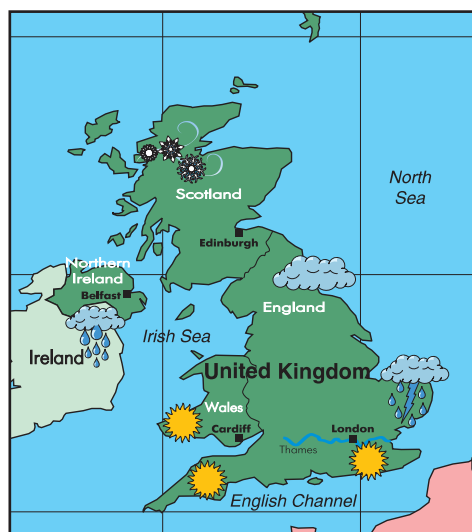
1 Look at the weather map and answer the questions.

What types of weather are represented on the map?

What type of weather do you usually have in your country in: a) February b) May c) September?

What weather makes you feel energetic/irritable?

2 Read the text and say how the weather in England differs from the weather in Moldova.



The English Climate

In England it is never too hot or too cold for work or play in the open air. This is because of the warm waters of the Atlantic Ocean, which keep the island warm in winter and make the air cool in summer. The temperature rarely goes below five degrees or above twenty-five degrees. But the weather is often dull and damp with too little sunshine. The frequent moderate winds make it feel colder than it really is.

The warm winds that blow from the Atlantic bring plenty of rain to the island. The east and north-east winds are cool and dry.

Word Bank

climate (n)	below (prep)
continent (n)	above (prep)
sunshine (n)	
shower (n)	all sorts of
follow (v)	because of
mild (adj)	plenty of
dull (adj)	each other
frequent (adj)	for a long time
moderate (adj)	

The weather in England changes very often. You can never have the same kind of weather for a long time. In spring, sunshine and showers follow each other often during the day. An umbrella or a raincoat are things you want most in England.

The weather is generally mild in spring but sometimes they get really cold days. The summer is not as hot as on the continent. The warm days in autumn are beautiful. In winter, they have all sorts of weather. Sometimes it rains and sometimes it snows, and they also have fog and frost. Still, in England it is never as cold in winter as on the continent.

3 Complete the sentences using the correct answers.

- The weather in England in winter is _____.
a) very frosty b) mild c) very warm
- The warm winds blow from _____.
a) the Atlantic Ocean b) Europe c) the English Channel
- _____ bring plenty of rain to England.
a) The warm waters b) The warm winds c) The fog and the frost
- The summer in England is _____ than on the continent.
a) warmer b) colder c) as hot as

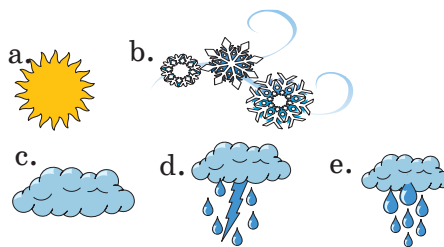
4 Say what the temperature is.

Example: a) $+10^{\circ}\text{C}$ – The temperature is ten degrees above zero.
b) -20°C – The temperature is twenty degrees below zero.

-20°C , -7°C , -1°C , 0°C , $+4^{\circ}\text{C}$, $+25^{\circ}\text{C}$.

5 Match the symbols to the words.

- | | |
|-----------|----------|
| 1. cloudy | 4. rainy |
| 2. sunny | 5. snowy |
| 3. stormy | |



6 In pairs, ask and answer questions about the pictures. Use the words and word combinations below to make a story about each season.



1. frosty weather; thick snow; wear warm clothes; go skiing/skating; ride on a sledge.



2. rain heavily; carry umbrellas; wear rain-coats; yellow and brown leaves; bare trees.



3. fresh air; green grass; blue sky; shine brightly; play merrily.



4. lie in the sun; pick flowers and mushrooms; go boating/swimming/fishing.

7 Fill in with the right preposition.

- It seldom rains ____ winter ____ Moldova.
- They have plenty ____ snow in winter in Russia.
- It is useful to spend much time ____ the open air.
- Cold winds blow ____ the North.
- In summer the temperature is never ____ zero.
- The weather is very hot in summer ____ the continent.
- It is very hot today. The temperature is 30° ____ zero.

from, in (3), of, below, above, on

8 Fill in with the right article where necessary.

- ____ England is a far away country.
- It's cold today in ____ London.
- ____ Thames never freezes in winter.
- ____ Atlantic Ocean makes the weather warm in England.
- We spend our holidays in ____ South of the country.
- The United Kingdom is in ____ Europe.
- They often go skiing in ____ Alps.

Grammar Box

The is used

before names of oceans, seas, rivers, mountain ranges and cardinal points: The Pacific Ocean, the White Sea, the River Nistru, the Alps, the North.

the is not used

before names of continents, countries, towns and villages: Europe, France, London, Boston, Islip.

LESSON THREE

This Is London

1 Read the *Do you know that...* section and answer the questions.

1. What do the numbers 135, 32, 25 and 30 refer to?
2. How many people can enter all the capsules of the London Eye at a time?
3. Why is the structure called the London Eye?

Do you know that...

The London Eye, the world's largest observation wheel is 135 metres high. The wheel carries 32 air-conditioned passenger capsules. Each capsule accommodates up to 25 people. The wheel provides a 30-minute, slow-moving "flight" over London and gives visitors a unique view of the city. It does not usually stop to take on passengers; the rotation rate is so slow that passengers can easily walk on and off the moving capsules at ground level. Structurally the Eye resembles a huge bicycle wheel.

**2** Read the dialogue and speak about the places of interest Mr Brad has seen in London.

Mr Norris: So, how was the day?

Mr Brad: Well, it was an excellent day.

Mr Norris: Did you see Piccadilly Circus?

Mr Brad: I did. There I really felt I was in London. It's a very exciting place with lots of tourists.

Mr Norris: Where did you go from there?

Mr Brad: From Piccadilly Circus I went to Trafalgar Square. People were feeding pigeons there.

Mrs Norris: How did you like Nelson's Column?

Mr Brad: I think it's an impressive monument that honours Admiral Nelson's victory against the Spanish and French navies.

Mr Norris: That's true. Do you know that on New Year's Eve people gather and sing and dance in the fountains?

Mr Brad: How very interesting!

Mrs Norris: Did you have time to go to the National Gallery?

Mr Brad: Sure, I admired the beautiful paintings I saw there. However, I couldn't see everything.

Mrs Norris: That's not surprising. The National Gallery contains one of the largest collections of paintings in the world.

Mr Norris: Will you go to see Buckingham Palace tomorrow?

Mr Brad: Oh, yes. I'll go to see it in the morning as I want to see the Changing of the Guards.

Mr Norris: It is very popular with tourists who take many photographs, mainly because it is so colourful. The ceremony usually lasts half an hour.

Mr Brad: I'll film the whole ceremony.

Mrs Norris: Well, it's time for tea. Let's go to the dining-room.

Word Bank

ceremony (n) wheel (n)
 navy (n) impressive (adj)
 pigeon (n) surprising (adj)
 fountain (n) mainly (adv)
 painting (n)

3 Match the words to the definitions.

- | | |
|-------------|---|
| 1. tourist | a) a painted picture |
| 2. pigeon | b) a person who is travelling or visiting a place for pleasure |
| 3. fountain | c) a formal set of actions performed on an important religious or public occasion |
| 4. painting | d) the war ships belonging to a country |
| 5. ceremony | e) a fairly large bird with short legs, which lives in cities |
| 6. navy | f) a structure from which water goes up into the air |

4 Listen to the information about London sights and find them on the map.

5 In pairs, talk about the places of interest in London you would like to visit.

6 Fill in with **was** or **were** and find out what the children were doing at seven o'clock yesterday.

- Sam _____ playing the guitar.
- Tim and Kate _____ having supper.
- Val _____ drawing a picture.
- Irene _____ swimming in the pool.
- Dan and Diana _____ doing crossword puzzles.
- Anna _____ reading a book.
- Mike and Dan _____ doing their homework.

7 Write the correct form of the verbs in brackets and find out what Stacy's friends were doing at three o'clock yesterday.

- Vicky _____ (write) a letter.
- Angela _____ (read) a book.
- Diana _____ (play) the piano.
- Nick _____ (watch) TV.
- Sandy _____ (ride) a bike.
- Tina and Kate _____ (make) a cake.
- Tim and his parents _____ (work) in the garden.

Grammar Box

Past Progressive

Affirmative			
I He She It	was		playing with a ball yesterday.
We You They	were		
Negative			
I He She It	was	not	playing with a ball yesterday.
We You They	were		
Interrogative			
Was	I he she it		playing with a ball yesterday?
Were	we you they		

LESSON FOUR

Friends from the USA

- 1** Look at the picture of Chrys and John Paul, Peace Corps Volunteers in Moldova. Describe them.

What questions would you like to ask Chrys and John?



- 2** Read the interview and see if Chrys and John have answered your questions.

Interviewer: Could you, please, introduce yourselves?

Chrys: I was born in New York City. I have two brothers. They are both younger than I am.

John: I was born in New York State in Rochester, near Syracuse. I also have two brothers, both younger than I am. Christopher lives in California and James lives in Kentucky. He works as a waiter in a restaurant there.

Interviewer: Where did you study?

Chrys: I went to Boston University.

John: I also went to Boston University. This is where Chrys and I met.

Interviewer: And what would you like to do when you go back to America?

Chrys: I want to continue my studies at a University.

John: I would like to study law and work as a lawyer.

Interviewer: What did you like to do when you were twelve?

John: Let me see. I played soccer and basketball. I was also very good at shooting.

Chrys: I played the clarinet and took ballet, music and figure skating classes.

Interviewer: How did you get along with your brothers?

Chrys: I played a lot with my brothers. Sometimes we had fights, though.

Interviewer: Which was your favourite holiday when you were at school?

John: Christmas. We stayed at home from school for two weeks. We decorated the Christmas tree two weeks before the holiday. And the presents stayed wrapped under the tree for two weeks. On Christmas day we used to get up at five or six o'clock in the morning and rush into the living-room to unwrap our presents.

Chrys: We also decorated the Christmas tree two weeks before Christmas, but the presents came on Christmas night.

Word Bank

ballet (n)	clarinet (n)	graduate (v)
college (n)	soccer (n)	rush (v)
law (n)	volunteer (n)	wrap (v)
shooting (n)		unwrap (v)

3 Complete the sentences with words from the Word Bank.

- Chrys and John are Peace Corps _____ in Moldova.
- They both _____ from Boston University.
- John would like to study _____.
- John played _____ and was good at _____.
- Chrys took _____ classes.
- Chrys liked music and played the _____.

4 Choose the best answer.

- Chrys and John are from _____.
a) Germany b) France
c) the USA
- Chrys was born in _____.
a) New York City b) Boston
c) Atlanta
- _____ wants to study law.
a) John b) Chrys
c) John's brother
- Chrys played the clarinet when she was _____.
a) five b) twelve c) twenty
- Their favourite holiday was _____.
a) Thanksgiving b) Easter
c) Christmas
- Chrys and her brothers _____ had fights.
a) sometimes b) never c) always

5 Answer the following questions about Chrys and John.

- Where did John and Chrys meet?
- What did Chrys and John like to do in their childhood?
- What would they like to do when they go back to the USA?
- What do they do in Moldova?

6 In pairs, ask and answer questions about what kind of person you would or wouldn't like to be. Use the adjectives from the box.

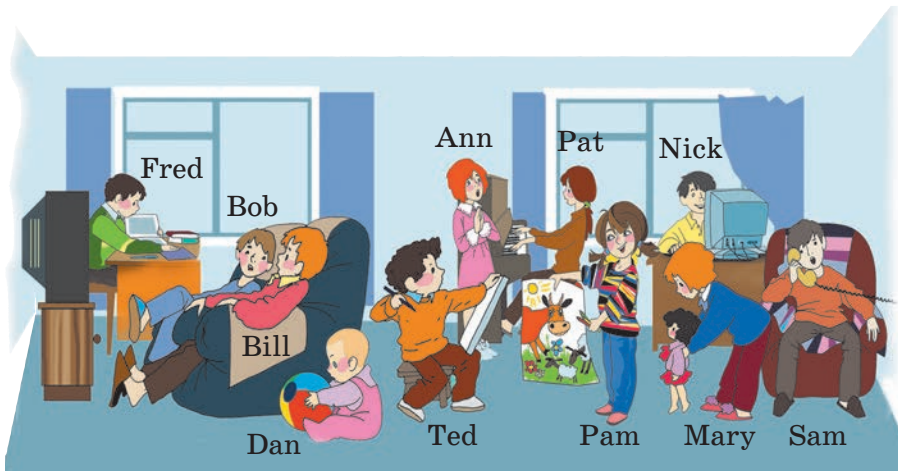
lazy, sociable, hard-working, bright, intelligent, curious, rude, disobedient, talkative, artistic, athletic, shy, energetic, clever



Example: A: Would you like to be lazy?
B: No, I wouldn't. I would like to be hard-working.

7 In pairs, ask and answer questions about what you were doing at 4 pm last Saturday?

8 Look at the picture and write what the children were doing when their mothers entered the room.



LESSON FIVE

The United States of America

1 Answer the questions.

The symbol of what country is this flag?

What is the capital of the USA?

What do you know about the USA?

Have you ever visited it?

Do you have friends in the USA?

**2 In this lesson, Chrys and John speak about their native country, the USA. Why are they proud of their country and its capital?****The United States of America**

The United States of America, or the USA, is a large country.

In 1620, a group of people left England for America. They decided to make homes for themselves in the new land and called the country New England. Soon more and more Europeans came.

In 1776, the thirteen American colonies united and began a war against England for freedom and independence. The American colonies won the war and a new nation, the USA, was born.

July 4, 1776 became the birthday of the American nation and is called Independence Day. George Washington (1732–1799) who led the Americans in the war became the first President.



After 1776, new states were added. Today there are fifty states. The flag of the USA carries thirteen red and white stripes which represent the first thirteen states. The stars in the blue field represent the number of states at present.

The capital of the USA is Washington, DC, situated on the Potomac river. It is a beautiful city with broad avenues lined with trees.

Most Government buildings are in the same area as the Capitol and the White House. The Capitol is the place where Congress meets. The White House is the home of the US president. The city of Washington has many monuments. Three of them honour the memory of very great presidents: the Washington Monument, the Lincoln Memorial and the Jefferson Memorial.

There is much natural beauty in the city's parks. The most famous attraction of the parks is the Japanese cherry-trees. They were a gift from Japan long ago. When these trees bloom thousands of visitors come to Washington to see them.

Word Bank

stripe (n)
colony (n)
freedom (n)
avenue (n)
site (n)
state (n)

represent (v)
lead (v)
bloom (v)
broad (adj)

3 Complete the sentences using the words from the Word Bank.

1. Mother bought a white shirt with green _____ for my father.
2. Mary enjoys complete _____ to do as she wishes.
3. They have walked along every _____ in the city.
4. Daffodils and tulips _____ in spring.
5. I like this _____ avenue.

4 In pairs, ask and answer the questions.

1. Which anniversary will the USA celebrate this year?
2. Who were the USA greatest presidents?
3. Who is the present American president?
4. What are the symbols of the American nation?
5. Why are the cherry trees in Washington parks called Japanese?
6. Why are there fifty stars and only thirteen stripes on the American flag?

5 Read the dialogue between Cristina and Victor and make up similar ones.

Cristina: I called you at three o'clock yesterday, but there was no answer.

Victor: I was sleeping at that time, and, by the way, I saw an interesting dream.

Cristina: What were you doing in your dream?

Victor: Oh, you won't believe me. I was travelling to the USA by plane.

Cristina: Were you travelling alone?

Victor: Yes, I was quite alone, and I was not afraid. I was looking through the window and admiring the beautiful white clouds.

6 Complete the text with words from the box and read about the Washington Monument.

The Washington Monument is a tall _____ structure in the park _____ near the White _____ and the Capitol Building in _____, DC. The monument was built to honour George Washington, the first _____ of the USA. It is exactly five hundred fifty-five feet _____. It wasn't opened _____ 1888.

president,
area, high,
stone,
House, until,
Washington

7 Imagine you are a guide in Washington, DC. What would you tell the tourists about it?

8 Answer the questions using the clues in brackets.

Example: What were you doing when your brother came home? (have supper)

We were having supper.

1. What was your mother doing when you got up? (cook)
2. What were you doing when you met John? (go home)
3. What were you doing when the telephone rang? (wash up)
4. What were you doing when granny arrived? (clean the flat)
5. What were you doing when Bob came to school? (play in the school yard)



LESSON SIX

Thanksgiving

1 Discussion questions.

What holidays do we celebrate?

How do we celebrate them?

What British and American holidays do you know?

2 Read the text and say why the Americans give thanks to God. How do you thank God?

Thanksgiving

Many nations in the world have special celebrations during which they thank God for a rich harvest. The American Thanksgiving holiday began almost four hundred years ago. It became a national holiday after the United States became an independent country.



The Americans celebrate Thanksgiving on the fourth Thursday of November. It is a popular time for trips and family reunion. Most government offices, businesses and schools are closed on Thanksgiving Day and people enjoy a four-day weekend. It is traditionally a day for families and friends to get together for a special meal. The meal often includes roast turkey, stuffing, potatoes, cranberry sauce, gravy, pumpkin pie and vegetables. Modern-day Thanksgiving for many families centres around the TV. They enjoy watching parades and football matches which compete for important titles. Lots of volunteers spend part of their holiday sharing their time and food with homeless and needy people.

Thanksgiving is a good time for people to give thanks for what they have.

Word Bank

reunion (n)	homeless (adj)
celebration (n)	needy (adj)
stuffing (n)	
gravy (n)	
thanks (n)	
dressing (n)	

3 Complete the sentences choosing the correct answer.

- | | |
|--|--|
| 1. Volunteers share their food with _____ people.
a) homeless b) rich c) young | 4. For lunch I had _____ meat and potatoes.
a) rich b) roast c) plenty |
| 2. We should be _____ to our parents for all they do for us.
a) thankful b) glad c) happy | 5. When I visited my granny, she _____ me some delicious cookies.
a) put b) helped c) offered |
| 3. We always have a _____ on Thanksgiving.
a) offer b) popcorn c) feast | 6. When the Pilgrims came to America, they became _____.
a) Indians b) colonists c) enemies |
| | 7. Children like to eat _____.
a) popcorn b) flour c) mustard |

4 Match the definitions to the words on the left.

- | | |
|----------------|---|
| 1. cranberry | a. grain and other food crops cut and gathered |
| 2. celebration | b. small, sour, and dark red berry |
| 3. gravy | c. mixture of food put inside a chicken before it is cooked |
| 4. stuffing | d. the juice that comes from meat while it is cooking |
| 5. harvest | e. a happy or important day/event when people gather and enjoy themselves |

5 Try these Thanksgiving tongue twisters.

Ten tricky two-toed turkeys trotted on the table.
Peter Pat picked pretty plump pumpkins.

6 Give the opposites of

many	rich	begin	difficult	early
plenty	give	first	now	far

7 What holidays do we have in Moldova that the people in the USA and Great Britain don't celebrate? Can you describe them?

8 Put the verbs in the Simple Past or Past Progressive tenses.

Tim Glynn is a student in Boston. He _____ (come) home for Thanksgiving last Wednesday.

When he _____ (arrive) at the station, his brother Alex _____ (wait) for him. They _____ (take) a taxi and in forty minutes _____ (get) home. At home mother _____ (make) a pumpkin pie. His father _____ (prepare) the turkey. Diana, his sister, _____ (make) cranberry sauce. Tim _____ (feel) very happy to join his family.

9 Check your spelling. There are 13 mistakes in the following text. Correct them.

When the English Pilgrims kame to america in 1620, they gott much help from Nativ Americans like Squanto. Squanto wos an American Endian who could speek english. He was a gud translator. He helped teach collonists arrange the ferst Thanksgiving fist.

10 Write 8 sentences about what you are thankful for this year.

LESSON SEVEN

The Adventure Continues...

1 Read the advertisements. What do they advertise?

MUSEUM OF CHILDHOOD
EDINBURGH

This museum is full of childhood memories – from dolls and doll houses to computer games. A favourite with both adults and children, it is the “noisiest museum in the world!”

Admission Free

*Hours of admission: Monday–Saturday
10.00am–6.00pm*

LONDON PLANETARIUM



*The Performances take place every hour from
11.00 am
to 6.00 pm*

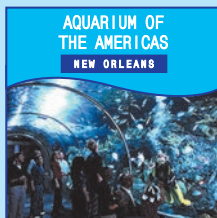
Planetarium titles

“A year and a Day” on Monday and Sunday.
“Journey into Space” on Tuesday and Friday.
“Beyond the Moon” on Wednesday and Saturday.

Tickets: 30 p. – adults;

15p. – children under 14 years.

During the school term there are special educational programmes on weekdays at *11⁰⁰ am* and *2⁰⁰ pm*.



Discover the many wonders of the undersea world at the *Aquarium of the Americas* on the banks of the historic Mississippi River. Walk through an underwater

tunnel, watch penguins play and octopus change colour.

*Open daily at 9.30 am except Christmas.
Closing hours vary.*

NATIONAL GALLERY, LONDON



Admission Free

*Gallery Hours
10⁰⁰ am – 6⁰⁰ pm
Monday to Saturday
2⁰⁰ pm – 6⁰⁰ pm Sunday*

The National Gallery houses an outstanding collection of more than two thousand European paintings dating from the 13th to the early 20th centuries. The Educational Department organizes special meetings for children to introduce particular paintings of the Collection.



An adventure awaits you at the world class **Audubon Zoo**, New Orleans.

Many of the world's most exotic animals live in natural surroundings. Meet

the rare white tiger Suri and dangerous reptiles. Stop at the **Tropical Bird House** and look at some exotic and colourful birds.

Zoo Hours:

April – September 9.00 am – 6.00 pm

October – March 11.00 am – 4.00 pm

Closed: Thanksgiving Day, Christmas Day and the first Friday in May.

Word Bank

admission (n)

adult (n)

octopus (n)

penguin (n)

reptile (n)

surroundings (n)

variety (n)

await (v)

house (v)

vary (v)

daily (adv)

outstanding (adj)

underwater (adj)

undersea (adj)

2 In pairs, speak about the admission fees and working hours of the museums mentioned in Ex. 1.

Example: A: What's the admission fee to the Museum of Childhood in Edinburgh?
B: Admission is free.

3 Read and correct the false sentences.

1. The National Gallery houses the most exotic and colourful birds.
2. London Planetarium is situated on the banks of the historic Mississippi River.
3. One can see dolls and doll houses in the Audubon Zoo.
4. People discover many wonders of the undersea world at the Museum of Childhood.
5. The rare white tiger Suri lives in London.
6. Audubon Zoo is open on Thanksgiving Day.
7. You can watch shining stars in the sky if you walk through the underwater tunnel.
8. The Museum of Childhood contains a rich collection of European paintings.
9. The National Gallery houses a few modern paintings.

4 Match the places to the cities.

- 1) Aquarium of the Americas
- 2) Museum of Childhood
- 3) the National Gallery
- 4) Audubon Zoo
- 5) London Planetarium

- a) London
- b) Edinburgh
- c) New Orleans

5 Choose a museum/zoo from Ex. 1 you would like to visit. Say why you would like to visit it.

6 Find someone who has been...

- | | | |
|---------------------|-------------------------|-------------------|
| a) to a planetarium | c) to a picture gallery | e) to an aquarium |
| b) to a zoo | d) to a folk museum | |

Report your findings to the class.

7 In pairs, talk about your visit to a museum, a gallery or a zoo.

8 To describe the adventures that happened to Nick use the verbs in brackets in the Simple Past or Past Progressive.

It was the New Year's Eve. Nick _____ (sit) on the sofa, near the window. He _____ (read) an adventure story. A bright fire _____ (burn) in the fireplace. The room _____ (be) warm and cosy. Suddenly he _____ (hear) a noise. A white tiger _____ (look) at him through the window. The tiger _____ (carry) a computer on his back. It _____ (be) a present for Nick from the Museum of Childhood. Nick _____ (run) out to meet the tiger...

When Nick _____ (get up) in the morning, he _____ (see) a new computer on his desk.

9 Write 8 sentences about a museum, a gallery or a zoo.



Reading Together

1 Answer the questions.

What makes a person a folk hero?
Do you know any folk heroes?
What do you know about them?

2 Read the text and say what you think about Robin Hood.

Robin Hood

The Robin Hood stories come from the old times. Robin Hood was a hero for poor people. He took money from those who had a lot and gave it to the poor. He never took anything from women or people who worked in the fields or in the forest.

Robin Hood was the best Bowman in England and he could fight very well with a sword and with a stave. A stave is a thick straight stick, about two metres long, used for fighting.



One day, Robin Hood was looking for deer. He saw some deer on the far side of a little river. There was a bridge over the river, but it was very narrow, and a man was standing on it. He was a very big man, more than two metres tall and his weapon was a strong stave. Robin came to the end of the bridge, but the man didn't move.

"I want to get to the other side of the river. Let me come over the bridge," Robin said.

The big man didn't say anything. "We'll fight for the bridge," Robin Hood said, "The one who falls into the river is the loser." "Ha, ha, ha!" the big man laughed, "I love fighting." And they started to fight.

They fought for an hour. Their staves moved very fast. Then Robin's foot went over the side of the bridge, and he fell into the water. The big man looked down and asked, "Do you want help?" Robin climbed up the river bank. "That was a good fight," he said, "You're a strong man. Can I do anything for you?"

"Yes," said the big man, "Can you help me find Robin Hood? I want to be one of his men." Robin Hood sounded his horn, and twenty men in green clothes were soon at the bridge. One of them said, "You've been in the water, Robin. Did this man throw you in?"

"Robin!" said the big man, "Will you forgive me?" Robin laughed and said, "I like you. What is your name?" "My name is John Little."

"Little?" said Robin and laughed because John was so big. "We'll call you Little John."

They gave Little John green clothes and the biggest bow from the outlaws' store. He became one of Robin Hood's men.

Do you know these words?

bowman (n)	weapon (n)	sound (v)
outlaw (n)	loser (n)	
stave (n)	sword (n)	

3 Write complete answers to these questions.

1. What country was Robin Hood from?
2. What weapons did he use?
3. Do you think Robin Hood was a brave man? Why?
4. Why did Robin Hood say it was a good fight?
5. Why do you think Robin Hood's men wore green clothes?
6. Why do you think Robin Hood wanted to do something for Little John?
7. What is an outlaw?

4 What is the meaning of the underlined words?

- | | |
|---|--|
| 1. My grandpa helped me make <u>a bow</u> .
a) musical instrument b) weapon | 5. Yesterday I read an interesting story about <u>an outlaw</u> .
a) a man who studies law
b) a man who breaks the law |
| 2. Uncle David has <u>an old sword</u> .
a) weapon b) toy | 6. He likes <u>to sound</u> his trumpet.
a) blow b) clean |
| 3. The old man used <u>a stave</u> when he walked.
a) stone b) stick | 7. Nobody likes to be <u>a loser</u> .
a) a person who doesn't win
b) a person who doesn't hear |
| 4. Sometimes people use <u>a stave</u> to fight.
a) stick b) knife | |

5 One word in each sentence is false. Replace it by the correct one.

- | | |
|--|---|
| 1. Robin Hood is a modern hero. | 6. The bridge was very wide. |
| 2. He took money from the poor. | 7. John fell into the water. |
| 3. He used to fight with a pistol. | 8. John became one of Robin Hood's enemies. |
| 4. Robin Hood was the worst bowman. | 9. Robin Hood's men wore black clothes. |
| 5. He came up to a bridge over a lake. | |

6 Combine the two sentences into one using **and** or **but**.

1. Robin Hood took money from rich people. He gave it to poor people.
2. Robin Hood robbed men. He never robbed women.
3. Robin Hood fought with a sword. He fought with a stave.
4. He wanted to go over the bridge. The big man didn't let him.
5. The big man didn't say anything. They began to fight.
6. Robin Hood fought bravely. He didn't win.

7 Complete the sentences, using the past tense form of the verbs.

Little John _____ (go) to a shooting contest. He _____ (shoot) very well and _____ (win) the contest. The sheriff _____ (give) him gold and a silver arrow. "This is the best bowman I ever saw," the sheriff _____ (think). "Young man," he _____ (say) to Little John. "What is your name?"

"Men call me Reynold Greenleaf," _____ (answer) Little John. "Be my man," said the sheriff. So Little John _____ (become) the sheriff's man.

8 In pairs, talk about folk heroes in your country.

1 Complete the sentences.

1. _____ is smaller than England.
2. _____, _____, _____ are in Great Britain.
3. _____ is in Northern Ireland.
4. _____ is the symbol of England.
5. _____ is the land of mountains.
6. _____ is the symbol of Scotland.
7. _____ is the land of song and poetry.
8. _____ is the symbol of Wales.
9. _____ is the land of stories.
10. _____ is the symbol of Ireland.

2 Say it in one word.

- a formal set of actions performed on an important religious or public occasion
- a fairly large bird with short legs, which lives in cities
- a painted picture
- the war ships belonging to a country
- a structure from which water goes up into the air
- a person who is travelling or visiting a place for pleasure

3 Look at the map of Europe. Make up the weather forecast according to the signs on the map.



4 Join the parts from columns A and B to make up sentences. Say which places Mr Brad didn't visit.

A

1. Piccadilly Circus is an exciting
2. There are a lot of pigeons
3. The National Gallery contains one of
4. The Changing of the Guards at Buckingham Palace
5. The Tower of London is the most
6. The sound of Big Ben
7. St. Paul's Cathedral
8. Madame Tussaud's museum is a place

B

- a) in Trafalgar Square and people feed them.
- b) is a really fascinating view.
- c) is famous for its Whispering Gallery.
- d) where you can see wax figures of famous and infamous people.
- e) place with lots of tourists.
- f) the largest collections of paintings in the world.
- g) impressive fortress in England.
- h) is heard all over the UK.

5 In pairs, speak about what places you would like to see in the UK. Say why.

6 Speak about Chrys and John, using the words on the right.



ballet, clarinet, New York City,
New York State, soccer, Law
School, University, basketball,
figure skating, lawyer, shooting,
fights, Christmas

7 Match the names of the museums in column A to the statements in column B.

A	B
1. Museum of Childhood	a) The Educational Department organizes a variety of meetings for children to introduce paintings of the collection.
2. London Planetarium	b) It's on the bank of the famous Mississippi River.
3. Aquarium of the Americas	c) You can see dangerous reptiles and the rare white tiger there.
4. Audubon Zoo	d) It is the noisiest museum in the world.
5. The National Gallery	e) There are special educational programmes during the school term there.

8 Answer the quiz about the USA.

1. When do Americans start decorating Christmas trees?
2. What is Thanksgiving Day?
3. What do you know about the year 1620?
4. Why did the colonists decide to have a feast in 1621?
5. What is the motherland of popcorn?
6. Who declared Thanksgiving Day a holiday?
7. What are the symbols of the colonists' survival?
8. What is New Orleans famous for?
9. How many states are there in the USA?
10. What is the capital of the USA?
11. Where is Washington, DC, situated?
12. What do the white and red stripes on the American flag represent?
13. What do the stars in the blue field on the American flag represent?
14. What are the symbols of the American nation?
15. Who was the first president of the United States?
16. What is the home of the US president?
17. What's the Capitol?
18. What monuments honour the memory of great presidents?
19. From where can you see the symbols of the American Nation?
20. What gift did the Americans get from Japan?

9 PROJECT WORK.

Make up a poster of what you would like to see in the USA.

LESSON ONE

Wonders of the Ancient World

- 1 Read the paragraphs about the seven wonders of the ancient world. Why do you think people have always considered them wonders?



The Pyramids of Giza in Egypt are the oldest and best preserved of all the ancient wonders. Egyptians built them as tombs for their kings. The largest of the three, the Great Pyramid, stands about 137 metres high.



The King of Babylon built the Hanging Gardens to please one of his wives. Those were beautiful gardens of flowers, fruit trees and fountains. The gardens were on brick terraces about 23 metres above the ground.



The Temple of Diana was situated in what is now Turkey. It honoured Goddess Diana. It was 115 metres long and 55 metres wide. More than one hundred stone columns around the building supported the huge roof.



The Statue of Zeus in Greece was the most famous statue of the ancient world. The Greeks dedicated it to the king of Greek Gods. Zeus was sitting on a huge golden throne. The ivory statue was 12 metres high.

The Tomb of Mausolus was located in what is now Turkey. It was a huge white marble tomb for king Mausolus. Its size and gold decorations made it so famous that large tombs are called “mausoleums” even today.



The Lighthouse of Alexandria (over 22 metres high) stood on the island of Pharos. A fire was burning continuously to guide ships into the harbour of Alexandria.

The Colossus of Rhodes was an immense bronze statue. The statue (37 metres high) honoured the Greek god of the Sun, Helios.



Word Bank

base (n)	temple (n)
lighthouse (n)	tomb (n)
size (n)	marble (n)
throne (n)	honour (v)
ivory (n)	about (adv)
brick (n)	marvellous (adj)
goddess (n)	bronze (adj)
pyramid (n)	

Do you know that...

...the ancient Greeks were probably the first to make a list of seven wonders of the world. Those were marvellous structures that all the travellers wanted to see. The seven wonders were enormous and unusual. Except for the Egyptian Pyramids, none of the ancient wonders is standing today. People or nature destroyed them.

2 Complete the sentences with the proper names from the Pronunciation Box.

- _____ is a famous city in Egypt.
- _____ was the God of Greek gods.
- The _____ are the oldest in the world.
- An ancient king built _____.
- The gold decorations of the _____ made it very impressive.
- _____ was a huge statue made of bronze.
- The Lighthouse stood on the island of _____.

Pronunciation Box

Pyramids of Giza /'pɪrəˌmɪdz əv 'ɡiːzə/
Babylon /'bæbɪlən/
Zeus /'zjuːs/
The Tomb of Mausolus /ðə'tuːm əv 'mɔːsələs/
Pharos /'feərəs/
Alexandria /,æɪlɪg'zɑːndriə/
The Colossus of Rhodes /ðə kə'lɒsəs əv 'rəʊdɪz/
The Hanging Gardens /ðə 'hæŋɪŋ 'ɡɑːdnz/

3 In pairs, talk about important buildings in Moldova. Can we consider any of them wonders? Why / Why not?

4 Choose the best answer to complete the sentences.

- We had a _____ holiday in the mountains.
a) marvellous b) bronze c) famous
- When you buy a new dress, you should tell the shop assistant your _____.
a) colour b) size c) age
- Ancient people honoured their gods and _____.
a) cities b) goddesses c) food
- A _____ is sailors' best friend in bad weather.
a) statue b) throne c) lighthouse
- The tourists admired the ancient Greek _____.
a) temple b) tomb c) fire

5 Fill in with the right preposition from the box.

_____ the evening Cristina told her parents _____ the seven wonders _____ the ancient world. She looked them up _____ the encyclopedia and found their pictures. Cristina's sister wondered how the trees of the Hanging Gardens grew _____ the terraces. Cristina's father told them _____ the wonders of today. Among them is one wonder _____ the ancient times – the Great Pyramid. He got a book _____ pictures and showed them the Leaning Tower of Pisa and the church of Hagia Sophia.

of, about,
with, on,
from, in,
about, in

6 There are 12 mistakes in Laura's essay. Correct them.

Most Egyptian children went to school when he were eight. There were sports for boys only, which was not much funny for girls. Egyptians liked a music and most childrens learned to play a instrument.

Egyptian houses didn't has as many furniture as our houses. The furniture was usually made of wood, but rich peoples decorate their furniture with gold and ivory. Egyptians got a milk and meat from goats and they eat a lot of fish. They sweetened his food with honey.

LESSON TWO

Inventions in Our Life

- 1 You have learned about the seven wonders of the Ancient World. We can still play this game of listing wonders, though. What do you think the wonders of the modern world are?
- 2 Name the objects in the pictures. When did they appear? Why are they wonders?



- 3 Read the dialogue. Which modern wonders does each family member consider important?

Victor: Daddy, do you know the seven wonders of the world?

Father: Which wonders, of the ancient world or of the modern world?

Victor: Oh, are there wonders in the modern world too?

Father: Sure there are. Think how our life differs from the life a hundred years ago.

Victor: Can you give me a hint, Mum?

Mother: Think of the ways we can communicate with each other, how much and how quickly.

Victor: Oh, the telephone, but I never thought it was a wonder.

Mother: You simply have got used to it. Communication had been more difficult before Alexander Bell invented the telephone in 1876. When it was invented, people thought it was just an interesting toy and called it the talking machine.

Father: What about the fax machine? You watch the piece of paper going into the fax and at the same time, on the other side of the world, it's coming out of somebody else's machine. It's incredible!

Mother: It's incredible to be able to get almost anywhere in the world in less than twenty four hours.

Father: Moreover, it became possible to walk on the moon, and in open space.

Victor: I think the computer is the greatest wonder of our time. It can do everything: read newspapers, write, do maths, draw...

Father: Only it cannot think yet.

Victor: Oh.

Word Bank

fax (n)

hint (n)

machine (n)

pocket (n)

incredible (adj)

modern (adj)

moreover (adv)

4 Complete the sentences with suitable words.

- The washing _____ has broken down.
- What's your _____ number?
- Susan bought a pocket _____.
- Most children prefer to watch _____.
- The greatest modern wonder is the _____.
- Is there a _____ machine in his office?
- Paul gave no _____ that he had problems.
- Their granny is an _____ story teller.

5 There are some mistakes in this nineteenth century picture. Can you find them?



6 Discuss the differences in meaning between the following pairs of sentences.

- When I arrived at the party, they were eating cookies.
They had eaten all the cookies before I arrived at the party.
- When our parents came home, we were having supper.
We had eaten supper before our parents came home.
- When John called, I was reading a book.
I had read the book before John called.
- When the bell rang, he was entering the school.
He had entered the school before the bell rang.

7 Put the verbs in the Past Perfect and speak about Victor's grandfather as a child.

- He went to school after he _____ (learn) to read.
- He _____ (make) a lot of friends before he finished school.
- He _____ (enjoy) sports before he broke his leg.
- He _____ (travel) to different cities before he got married.
- He _____ (begin) work before he was sixteen.

Grammar Box

PAST PERFECT

Affirmative			
I You He, she, it We They	had	worked washed played slept eaten	before mother came.
Interrogative			
Had	I you he, she, it we they	enjoyed seen sung drunk known	it before?
Negative			
I You He, she, it We They	had not (hadn't)	run spoken written studied met	before.

LESSON THREE

Television Is Fun

1 In groups, discuss the questions.

How much time do you spend watching TV?
Which programmes do you like/dislike most?
What are the advantages and disadvantages of TV?

**2 Read the dialogue and say how different television is today.**

Grandmother: It's too late now. You should be in bed, darling. Turn off the TV and go to bed.

Cristina: Oh, Granny, the programme is so interesting. I want to see it to the end.

Grandmother: Television is chewing-gum for your eyes. You watch it too much, I think.

Cristina: But I am on holidays now, Granny.

Grandmother: I know, dear. When I was your age I also liked to watch it. The programmes were different then.

Cristina: What did you like to watch, Granny?

Grandmother: The favourite programme in our family was "Wildlife". It was so exciting.

Cristina: Did you have as many channels as we do now?

Grandmother: We had only one channel. I hadn't even heard about TV before I was ten. Our first TV set was black and white. Most programmes were informative. I think there's a lot of crime and violence on TV today.

Cristina: There are very many relaxing and entertaining programmes as well, Granny. I have learned so much about life in other countries while watching television.

Grandmother: Yes, some of the educational programmes are really good. I think you should read more.

Cristina: You always say so. But, Granny, I know you enjoy watching soap operas.

Grandmother: And the news programmes.

Cristina: They are so boring.

Grandmother: That's because you are too young to understand them.

Word Bank

channel (n)	informative (adj)
crime (n)	entertaining (adj)
violence (n)	relaxing (adj)
soap opera	news (n)

3 Match the words with their definitions

- | | |
|-----------------|--|
| 1. channel | a) providing useful facts or ideas |
| 2. soap opera | b) information about what's happening in the world |
| 3. news | c) a television station |
| 4. violence | d) interesting and enjoyable |
| 5. entertaining | e) a programme about the daily life and troubles of a family |
| 6. informative | f) use of physical force |

4 Complete the sentences with the words from the Word Bank.

1. There's a good film on the BBC _____.
2. There is too much _____ on TV nowadays.
3. Most people either like or strongly dislike _____.
4. Our visits to the theatre made the holiday more _____.
5. The family spent a _____ afternoon in the garden.
6. They say it's an _____ film.

5 Correct the sentences and make a story about Cristina's grandmother.

1. Grandmother didn't like to watch TV when she was Cristina's age.
2. The news programme was her favourite one.
3. She hadn't watched TV before her parents bought one.
4. Their first TV set was in colour.
5. The first programmes that granny saw were boring.
6. She thinks there is no crime and violence on TV today.
7. Grandmother doesn't enjoy watching soap operas.

6 In pairs, talk about what TV programmes you will watch on TV next Sunday.

Example: A: Are you going to watch sports events on TV?

B: Oh, no. These programmes are boring. I never watch them. I'll...

7 People watch TV every day. Some people think it is good and others think it is bad. Say what you think about the following opinions.

1. TV helps people learn about life in other countries.
2. People watch TV instead of reading books.
3. There is too much advertising on TV.
4. TV helps people relax after a long day.
5. People move very little. They just sit and watch TV.
6. Animals like to watch TV.



8 Change the sentences using Past Perfect.

Example: People went to the first movie in 1895.

They hadn't gone to a movie before 1895.

1. People first talked over the telephone in 1876.
2. People first used electric light bulbs in 1860.
3. People first travelled to space in 1961.
4. People first listened to the radio in 1924.
5. People first watched TV in 1926.
6. People first played computer games in 1981.
7. People first drove cars in 1895.

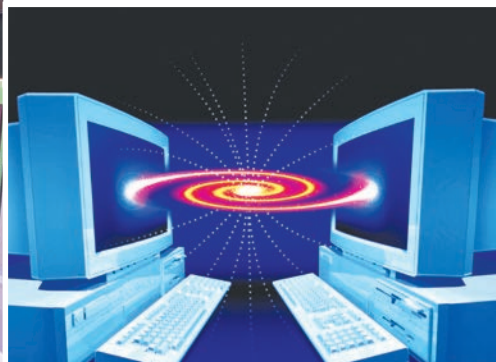
Do you know that...

...the first television set was made of cardboard by John Logic Baird, a Scottish inventor. In 1926 he proudly presented his cardboard-box TV and switched it on.

LESSON FOUR

Computerland

- 1 In groups, talk about where computers are used. List the advantages and disadvantages of this invention.



- 2 Read the text and say why the computer is the cleverest machine.

Computerland

I have many friends but one of them is special. It is my computer. It can do a lot of things. It helps me do my homework, chat with my friends and play different games. I feel so good when I sit in front of my computer and use the mouse and the keyboard. I click the mouse to give commands to the computer.

Adults can use computers in business, in education, and in medical service. Many schools, offices, factories, hospitals and homes have computers. Secretaries use them to write letters, writers use them to write books, bankers use them to store and transfer information, children use them to play games.

The difference between computers and other machines is in the program. It can change the computer from a game machine into a teaching machine, or from an office machine into an engineering machine. The program is a set of instructions. It “tells” the computer what to do. The computer can understand the instructions very quickly. We can write programs that tell the computer to translate from one language into another, to teach various topics, to correct mistakes, etc. The computer is the cleverest machine of the twentieth century.

Word Bank

keyboard (n)	chat (v)	create (v)
mouse (n)	click (v)	store (v)
various (adj)		

- 3 Which of these words are similar in your language? Is the meaning the same or different? Check with a dictionary.

modern
machine
various
operation
different

business
education
service
program

printer
computer
transfer
instruction



4 Read the sentences and speak about the inventions in chronological order.

The first communication by Skype took place in 2003.
In 1991, Tim Berners-Lee created the first web page.
Jack Dorsey sent the first message on Twitter in 2006.
In 1992, Jean Polly used the expression “Surf the Net/Internet” for the first time.
In 1993, Ted Leonsis sent his first online message.
The first video appeared on YouTube in 2005.
In 1971, Ray Tomlinson sent the first email.
In 1989, Tim Berners-Lee developed the World Wide Web (WWW).



5 Choose the right variant.

1. World Wide Web is older/younger than YouTube.
2. Skype is older/younger than Twitter.
3. Twitter is older/younger than Skype.
4. YouTube is older/younger than Twitter.

6 Listen to the text and put down the names of the parts of the computer.

7 In pairs, discuss what you can do but a computer cannot.

Write five sentences.

Example: I can smile, but a computer cannot.

8 In pairs, talk about your experience of using a computer.

- how long you have used it
- what you most enjoy doing on it
- what games you like to play on a computer
- where you learned to use it

9 Complete the sentences with **must or **mustn't**, **should** or **shouldn't**.**

- | | |
|--|---|
| 1. You _____ leave your disk without protection. | 4. You _____ be very careful when you hold the disk. |
| 2. You _____ keep it in a paper jacket. | 5. You _____ keep the disk in very cold or very hot places. |
| 3. You _____ bend your disk. | |

10 Join the sentences using **because.**

Example: Mike couldn't get in. He lost his key.
Mike couldn't get in because he had lost his key.

1. Dan couldn't buy a new disk. He spent all his pocket money.
2. Tim had a sore throat. He ate four ice-creams.
3. Vicky felt very hungry. She didn't have breakfast.
4. Alex played computer games. His parents bought him a computer.
5. Lucy couldn't go out. She didn't do her homework.
6. Paul couldn't play the computer. He didn't turn it on.

LESSON FIVE

The Olympic Games

1 Answer the questions.

What kinds of winter sports do you know?
 What summer sports do you enjoy? Why?
 What is your favourite sport? Why?
 What games do you play in your school?
 Have Moldovan sportsmen ever participated
 in the Olympic Games?

2 Read the text and say how modern Olympic Games differ from ancient Games.



The Olympic Games

The first Olympic Games took place at Olympia in Ancient Greece in 776 BC. The Greeks were fond of music, drama and all kinds of physical exercises. They were also religious people. The famous games at Olympia were held in honour of Zeus and always included lots of religious ceremonies as well as sporting events. The Olympic Games took place every leap year and all the cities in Greece sent their best athletes to take part in them. The strongest athletes came together to run,

jump, wrestle, throw the discus and box. There were also chariot races. The winners did not get medals. The highest honour was an olive wreath and people treated the winners as national heroes.

It became a tradition to stop wars for the time of the Olympic Games. After the Romans conquered Greece there were no more Games at Olympia.

Word Bank

chariot (n)	box (v)
discus (n)	conquer (v)
classical (adj)	wrestle (v)
physical (adj)	leap year
sporting (adj)	

Pierre de Coubertin revived the classical Games and in 1896 295 athletes from 13 countries attended the first modern Olympic Games in Athens. The Olympic Flame has always been a symbol of peace, harmony and friendship. The five circles on the Olympic flag symbolize five continents. The capitals of many countries have been Olympic cities. The best athletes of the world take part in the Olympic Games for the honour of their countries and for the glory of sports.

3 Find the false sentences and correct them.

1. The Olympic Games began in Ancient Greece.
2. The Greeks were not good at sports.
3. The Olympic Games took place every year.
4. The winners got medals in ancient Games.
5. There were no wars during the Olympic Games.
6. The first modern Olympic Games took place at Olympia.
7. The Olympic flame is the symbol of peace and friendship.
8. There are eight circles on the Olympic flag.
9. The Olympic Games glorify sport and harmony.

Do you know that...

London hosted the Olympic Games in 1908, 1948 and 2012. The 1908 Olympic Games were to take place in Rome but Mount Vesuvius erupted in 1906 and the Olympic Games took place in London two years later. They did not invite Germany and Japan to the 1948 Olympic Games for security reasons.

4 Copy the table below and classify these sports:

hockey, tennis, basketball, horse riding, climbing,
swimming, football, skiing, cycling, skating,
volleyball, running, boxing, wrestling

	Team sports	Individual sports	Outdoor sports	Ball games	Indoor sports	Summer sports	Winter sports
Volleyball	+	–	+	+	+	+	+

5 Play “Guess the name of the sport”. Use the information from the table above.

6 Complete the sentences with the words on the ball.

1. They play _____ in winter in England.
2. Football is the most _____ game in England.
3. England is the _____ of football.
4. Schools and towns have football _____.
5. The English team *Manchester United* is well known all over the _____.
6. The English play hockey on the _____.
7. Schoolchildren have _____ every week.



7 Write **I** or **me** to complete each sentence correctly.

1. Diana and ____ love skiing.
2. He gave Sandu and ____ the ball.
3. My cousin and ____ skate well.
4. She and ____ played tennis yesterday.
5. He helped her and ____.
6. Alex and ____ go swimming every Tuesday.

8 Choose the correct pronoun.

1. Hannah waited for (he, him).
2. Tim and Ben invited (she, her) to go swimming.
3. Their father played football with (they, them).
4. Her brother and (she, her) love gymnastics.
5. (I, Me) practise tennis every day.
6. My friend asked (I, me) to teach him how to play chess.
7. Our footballers have a surprise for (we, us).
8. I invited (they, them) to the football match.
9. (They, Them) took part in the last Olympic Games.

Grammar Box

PRONOUNS

I, he, she, we, they
and

me, him, her, us, them

always come last when used with a noun.

Kate and I play volley-ball.
Nick helped my brother and me.

Use **I, he, she, we, they** as a subject.

I am a good footballer.

Use **me, him, her, us, them** as an object.

Give **me** the tennis racket.

9 Write 6–8 sentences about a great Moldovan sportsman.

LESSON SIX

Shall We Go Shopping?

1 Answer the questions.

Why do you like to go shopping? Why not?

What do you like to buy?

What's your favourite supermarket? Why?

2 Where will you buy the following things?

- a sweater
- a satchel
- sandals
- a blouse
- boots
- a calculator
- a dress
- shoes
- a skirt
- a shirt
- a T-shirt
- a tracksuit
- a tie
- trainers
- a football



School supplies



Sportswear



Men's clothing



Children's clothing



Footwear

3 Read the dialogue and say how much Victor's new football shoes are.

Mr Brad: What's wrong, Victor? Why are you so sad?

Victor: We are having a competition tomorrow. We are playing football against *All Stars* team.

Mr Brad: So, what's the problem?

Victor: I'm afraid I'll not be able to play.

Mr Brad: Why not?

Victor: I've lost my football shoes, Dad. I'm sorry.

Mr Brad: That's too bad. You shouldn't be so absent-minded. Anyway, you need a new pair of football shoes, don't you?

Victor: I guess so.

Mr Brad: Shall we go shopping right now?

Victor: Oh, Dad, that's a wonderful idea.

Word Bank

try on (v)

worn out (v)

30 percent off

light (adj)

absent-minded (adj)

on sale

In the sportswear department.

Saleswoman: Can I help you?

Mr Brad: We'd like a pair of football shoes, please.

Saleswoman: What size?

Mr Brad: Size 38, please.

Saleswoman: Try this pair on. They are light and comfortable.

Victor: I think they are great.

Mr Brad: How much are they?

Saleswoman: They are on sale. They were 350 lei and now they are 30 percent off.

Mr Brad: We'll take them.

Victor: Thank you, Dad.

4 Complete the sentences with words from the Word Bank.

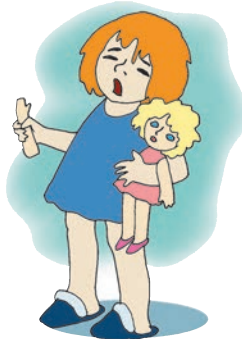
1. May I _____ that green tracksuit?
2. Why don't you buy a new hat? Yours is so _____.
3. The suitcase is _____. I can carry it myself.
4. These trainers are very cheap. They are _____.
5. The boxing gloves are on sale. They are twenty percent _____.

5 Listen to the text and answer the questions.

1. Where does Mr. Brown live?
2. What's his nationality?
3. What language does he speak?
4. What is his job?
5. What can people buy in his shop?
6. Why do children like his shop?
7. Why do people feel comfortable in his shop?

6 Offer your help to the people in the pictures.

Example: Shall I vacuum the carpet, Mum?



7 Fill in with the right possessive pronouns.

Example: This is my book. Where is **yours**? (you)

1. This is his ruler. Where is _____? (she).
2. That is your pen. Where is _____? (I).
3. These are our sheep. Where are _____? (they)
4. Those are their Legos. Where are _____? (we)
5. This is her bag. Where is _____? (he)

Grammar Box

POSSESSIVE PRONOUNS

This is my dress. It's **mine**.
This is your cap. It's **yours**.
This is his bag. It's **his**.
This is her ball. It's **hers**.
This is our house. It's **ours**.
This is their game. It's **theirs**.

LESSON SEVEN

When Classes Are Over

1 Answer the questions.

Do you like afterschool activities?
 Why/Why not?
 Which afterschool activities do you
 like most/least? Why?

2 Look at the children in the pictures.

Where are they?
 What are they doing?
 How are they feeling?

**3 Victor and Cristina asked John Paul to tell them about his school. Read the dialogue and say what you like about John's school.**

Victor: What do American children do after classes?

John Paul: All American schools organize different activities for their students. We had a nature club and a science club in our school. My friend was a member of our school rock band. I was the editor of the school newspaper. There was an art and drama group. Besides, we had all kinds of sports competitions. Our school didn't have excellent sports facilities but a volleyball court, a gymnasium and a soccer field.

Cristina: What sports did you do?

John Paul: I played soccer and basketball. We played against other school teams. We also had small teams within our school. And we competed each week.

Victor: Is sport very important in school life?

John Paul: We think physical fitness is as important as intellect.

Teacher: Do parents encourage their children to participate in all these programmes?

John Paul: Sure. American parents believe that children learn a lot after school hours. Parents often volunteer to help with classroom or afterschool activities. They sometimes make costumes for plays or play the piano or assist a teacher on a class field trip.

Cristina: My mother also helps a lot with our arts and crafts club. She teaches us needlework.

Victor: And my grandfather is the best Santa Claus in our school.

Cristina: Last term my father helped organize a trip to Căpriană during the holidays.

Word Bank

band (n)

term (n)

fitness (n)

needlework (n)

editor (n)

facilities (n)

arts and crafts (n)

encourage (n)

believe (v)

4 Join the parts to make up sentences.

1. Chrys played the clarinet
2. Soccer is a very
3. There are arts and crafts
4. Grandmother has a lot of
5. John's parents encouraged

- a) exhibitions in every school.
- b) popular American sport.
- c) him in his studies.
- d) in the school jazz band.
- e) needlework in her house.

5 In which of the activities described in the **Do you know that...** box would you like to be involved? Why?

Do you know that...

...children in England, together with grown-ups, often spend leisure time working for good causes, raising money for the benefit of victims of famine, flood, or misfortune and cleaning lakes and rivers.

Many children attend classes connected with their hobbies, such as photography, painting, folk dancing, amateur dramatics, dog training, local history and other subjects. Some of the youth clubs are connected with churches.

6 In pairs, talk about where you can do the following:

- learn about the trees and flowers that grow in your town or village
- study the stars you can see at night
- play folk music and sing folk songs
- write or recite poetry
- paint pictures
- play football, basketball, tennis, etc.
- make a class newspaper

7 In groups, talk about afterschool activities in your school. Report to the class.

8 Write a paragraph about the afterschool activity you enjoyed most.

9 Complete the answers.

Example: Is this your ball? Yes, it's **mine**.

Are these his gloves? No, they aren't. They are **hers**.

1. Is this your computer? Yes, it's ____.
2. Is this your car? No, it isn't. It's ____.
3. Is that their cat? Yes, it's ____.
4. Is that their car? No, it isn't. It's ____.
5. Are these her papers? Yes, they are ____.
6. Are these her flowers? No, they aren't. They are ____.
7. Are those his glasses? Yes, they are ____.
8. Are those his jeans? No, they aren't. They are ____.
9. Are those my apples? Yes, they are ____.





1 Answer the questions.

What are your family values?

How do your values differ from those in your friend's family?

2 Read the story and say what made Midas change.

Midas

Once upon a time there lived a king whose name was Midas. He was very fond of gold, he loved it better than anything else in the world, except his daughter. Midas spent the days counting the pieces of gold he had collected. Once, when he was engaged in counting his money, a stranger entered the room and said: "Midas, you are the richest man in the world. You have everything you can wish for. But are you really happy?" "No, I am not," answered Midas, "I shall never be happy until everything that I touch becomes gold."



"You shall have your wish!" exclaimed the stranger. The next morning Midas woke up when the sun was rising. While he was dressing, he noticed that his clothes turned into gold. This made him very happy. He went into the garden and everything that he touched, the trees and the flowers, turned into gold. Soon he sat down to breakfast; his daughter was sitting beside him. Midas lifted his cup of coffee to his mouth, but the coffee became hard and yellow. This frightened him.

"What is the matter with you, Father?" asked his daughter taking his hand, and she turned into gold.

"What have I done?" cried Midas.

"It was madness to want more riches.

Now I have lost my daughter."

Suddenly he heard the voice of the stranger: "Midas, which would you like to have now: your gold or your daughter?"

"Give me back my child!" exclaimed Midas. "I shall never want gold again."

"I shall help you," said the stranger. "Go to the river and bring some water. Then pour the water over your daughter".

Midas did as the stranger had advised him. When he poured the water over the gold statue of his daughter its eyes opened and his daughter returned to life.

Midas understood that gold was not the most important thing in the world.

Do you know these words?

riches (n)	exclaim (v)
madness (n)	turn into (v)
wish (n)	be engaged in doing something

3 Correct the sentences.

1. Midas loved gold better than his daughter.
2. Midas seldom counted his pieces of gold.
3. Midas was not happy because he was not the richest man in the world.
4. Everything that Midas touched turned into glass.
5. The next morning Midas woke up late.
6. At breakfast his daughter was sitting opposite him.
7. When his coffee turned into gold, Midas was very happy.

4 Complete the definitions choosing the best answer.

- | | |
|---|--|
| 1. To make someone feel afraid means to _____.
a) make him/her angry
b) frighten him/her
c) quarrel with him/her | 3. When you are busy doing something, you are _____.
a) tired b) ready to do it
c) engaged in doing it |
| 2. Someone you don't know is a _____.
a) stranger
b) neighbour
c) enemy | 4. To become something different means to _____ something else.
a) turn into b) go away c) finish |
| | 5. If you have a lot of expensive things and much money you have _____.
a) gold b) riches c) happiness. |

5 Choose the best answer that is closer in meaning to the underlined words.

- | | |
|--|--|
| 1. <u>Once upon a time</u> there lived a king.
a) a long time ago b) not long ago | 5. His daughter <u>also</u> turned into gold.
a) too b) again |
| 2. Midas loved his daughter <u>better</u> than gold.
a) best b) more | 6. Midas <u>wanted</u> his daughter back.
a) loved b) wished |
| 3. Midas had <u>everything</u> he wanted.
a) all the things b) a lot of things | 7. Midas <u>touched</u> his clothes and they turned into gold.
a) put his hands on b) looked at |
| 4. His coffee became <u>hard</u> .
a) heavy b) solid | |

6 Write complete answers to the following questions:

- | | |
|--------------------------------------|---|
| 1. What did Midas love most of all? | 5. Why did Midas get frightened? |
| 2. What did he like to do every day? | 6. What happened to Midas's daughter? |
| 3. Why wasn't Midas happy? | 7. How did Midas's daughter return to life? |
| 4. When did Midas feel very happy? | |

7 Combine the two sentences into one using **and** and **but**.

1. Midas had a lot of pieces of gold. He often counted them.
2. Midas was very rich. He was not happy.
3. Midas wanted to drink his coffee. It turned into gold.
4. Midas had more riches. He lost his daughter.
5. He poured some water over the gold statue. His daughter returned to life.

8 Make a list of adjectives that characterize Midas. In pairs, talk about him.

1 Read the descriptions and match them to the pictures.

1. It was located in what is now Turkey. It was a huge white marble tomb for a king.

2. It was the most famous statue of the ancient world. The Greeks dedicated it to the king of Greek Gods Zeus.

3. It stood on the island of Pharos. A fire burned on its top. It guided ships.

4. The King of Babylon built them to please one of his wives. There were beautiful flowers, trees and fountains on brick terraces.

5. Egyptians built them thousands of years ago as tombs for their kings.

6. It was a marble temple that honoured a Goddess. It was situated in what is Turkey now.

7. It was an immense bronze statue. It honoured the Greek god of the Sun, Helios.

Black Sea

Mediterranean Sea

a) b) c) d) e) f) g)

2 Match the questions in column A to the answers in column B.

A	B
1. What is the difference between computers and other machines?	a) It is in the disk drive.
2. Where is the disk?	b) I move and click the mouse.
3. What is the keyboard for?	c) It's in the program.
4. What is the printer used for?	d) It is used to print out the information you need.
5. What do you do when you want to give commands to the computer?	e) It's for typing information.

3 Read the dialogue and say what Cristina's grandad thinks about life today.

Cristina: Grandad, do you think people had a more interesting life in the past than they have now?

Grandad: Well, yes, in some ways. It is because people didn't rush around like they do today.

Cristina: Yes, I guess so.

Grandad: But, there are some things I like better today.

Cristina: Really? Like what?

Grandad: Well, I love my new car! And I couldn't live without my computer! I'm really hooked on computer games!

4 In pairs, talk about modern life and life in the past.

5 Read the questionnaire.

a) Write down your answers and mark your score.

b) In pairs, interview your deskmate and find out his/her score.

1. How often do you do a sport?
 - a) Two or three times a week.
 - b) Never.
 - c) Every day.
2. What do you do on your day off?
 - a) Watch sports on TV.
 - b) Go to the cinema.
 - c) Go out and play games.
3. How much do you know about the last Olympic Games?
 - a) Nothing.
 - b) The names of two or three gold medal winners.
 - c) The names of ten or more gold medal winners.
4. When they show sports events on TV, what do you do?
 - a) I do my homework very quickly to watch them.
 - b) I don't do any homework and watch everything.
 - c) I don't watch them at all.
5. Do you like your PE lessons at school?
 - a) No, I hate them.
 - b) Not very much.
 - c) Yes, I like them.

6. What do you have in your room?
 - a) Lots of sports posters and books.
 - b) Only one or two sports posters.
 - c) No sports books or posters.
7. Have you ever dreamed about your favourite sport?
 - a) Never.
 - b) Sometimes.
 - c) Often.
8. Are you going to play sport this weekend?
 - a) Yes.
 - b) Possibly.
 - c) No.

Points

- | | |
|------------------|------------------|
| 1 a) 1 b) 0 c) 2 | 5 a) 0 b) 1 c) 2 |
| 2 a) 1 b) 0 c) 2 | 6 a) 2 b) 1 c) 0 |
| 3 a) 0 b) 1 c) 3 | 7 a) 0 b) 1 c) 2 |
| 4 a) 1 b) 2 c) 0 | 8 a) 2 b) 1 c) 0 |

Results

Less than 5 points: You hate sports!
5–10 points: You quite like sports.
More than 10 points: You are a sports fanatic!

6 PROJECT WORK.

In teams, make a poster about a famous Olympic champion.

LESSON ONE

At the Railway Station

- 1** Name the means of transport in the pictures. Say which is your favourite and why.

Why do people travel?
How often do you travel?
When and where did you travel last?



- 2** Mr Taylor is at the booking-office. Listen to the dialogue and complete the sentences.

1. Mr Taylor wants tickets to _____.
2. Mr Taylor buys _____ tickets.
3. Mr Taylor pays _____ pounds.
4. The Taylors will travel by an _____ train.
5. They'll arrive in London at _____ pm.

- 3** Read the text and say why Betty and Amanda are excited.

At the Railway Station

The Taylors are at the railway station. They are leaving for London. Mrs Taylor's brother lives there and he invited them to spend a few days in London for the Easter holidays. Amanda and Betty are very excited.

The railway station is busy and noisy. The girls are surprised to see so many passengers. Some are hurrying to catch their trains. Others are having a cup of tea and a bun or a sandwich in the refreshment room.

A train is standing at one of the platforms ready to leave. Some of the passengers are looking out of the windows. Late-comers are hurrying along looking for empty seats.

At another platform a train has just come in. Some passengers are getting off the train, others are getting on.

Mr Taylor is looking for a porter to help him carry the luggage to the platform. Their train goes from platform five. Mrs Taylor is buying some newspapers and a magazine from the bookstall. They'll read them on their journey.

Amanda and Betty are in the waiting-room. They are sitting on the suitcases. The girls are very happy. It is their first journey to London.

Word Bank

bookstall (n)	luggage (n)
porter (n)	sleeper (n)
railway station (n)	journey (n)
refreshment room (n)	
waiting-room (n)	arrive in/at (v)
bun (n)	catch a train (v)

4 Arrange the sentences to make up a dialogue. Read it.

A: One ticket to Bristol, please.

B: No, it's a stopping train.

A: Here is the money.

B: Single or return?

B: At 6.15 pm.

A: Thank you. Goodbye.

A: Single. Is it an express?

B: Here is the ticket. Have a nice trip.

A: What time do we get to Bristol?

A: How much should I pay?

B: £11.

5 Complete the sentences with the prepositions from the box.

A: Good morning. Can you tell me when the train ___ Plymouth arrives?

B: The train from Plymouth arrives ___ platform two at 8.30 am.

C: Could you tell me when the train ___ Glasgow leaves?

B: The train to Glasgow leaves from platform one ___ 8.40 am.

at,
at,
from,
to

6 Read the texts describing advantages and disadvantages of travelling by train. What are they?

Travelling by train is expensive and the trains are sometimes crowded or delayed. You have to travel at certain times. You also need a bus or a taxi to take you to the railway station.

Trains are fast and comfortable. You can use the time in different ways. You can just sit and read, or watch the world go by. You can work or you can have a meal in the restaurant car.

7 In pairs, talk about advantages and disadvantages of travelling by bus. The words and word combinations below will help you.

- fast
- sometimes crowded
- expensive
- comfortable
- sometimes delayed
- you must travel at certain times
- you can read or look through the window
- you can eat or sleep
- you must use other transport to get to the station
- you can only sit

8 Write about advantages or disadvantages of travelling by car/bike.

9 Complete the postcard with the verbs in the correct tenses and find out if Amanda is enjoying her stay in London.

have, be,
welcome, be,
not see,
manage, go

Dear Cristina
We ___ a wonderful time. The weather
___ fine and people ___ us warmly. We
___ to so many places here. However, we
___ half of the city yet. We ___ to see
the Houses of Parliament.

We ___ to the Tower of London
tomorrow.

Yours,
Amanda

London
PM



LESSON TWO

Travelling by Plane

1 Answer the questions.

Have you ever travelled by plane?
 Where? When?
 Where would you like to travel by plane?
 What are the advantages of travelling by plane?
 What airports are there in Moldova?

2 Read the text and say what Chrys and John did when they travelled to America.



Word Bank

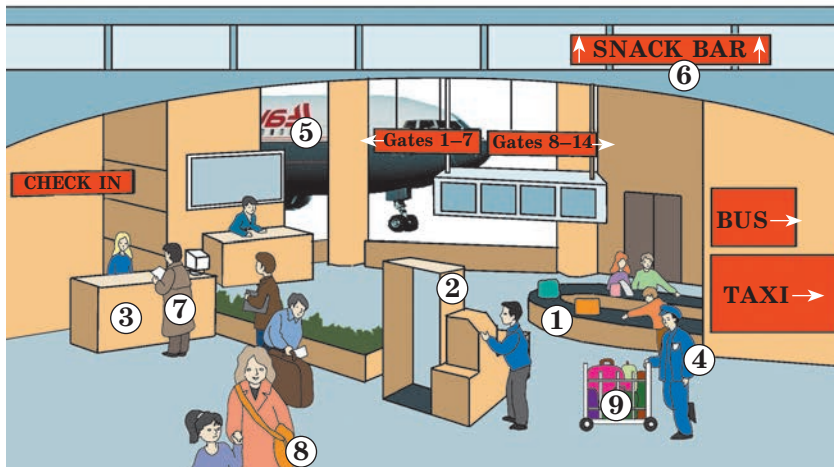
baggage claim (n)
 flight (n)
 fortnight (n)
 security check (n)
 shoulder bag (n)
 call a flight (v)
 check in (v)
 land (v)
 pick up (v)
 take off (v)
 X-ray (v)
 get off a plane
 get on a plane

In October Chrys and John went to New York for a fortnight. They travelled by plane. They bought return tickets in advance and planned the trip carefully.

On the day of their departure Chrys and John took a bus to the airport and arrived there three hours early. Each of them had one small suitcase to check in. John also had a shoulder bag but that went as his hand luggage.

Before they got on the plane they had gone through a security check where their hand luggage was X-rayed. They waited until their flight was called. The plane took off on time and eight hours later landed at New York airport. Chrys and John got off the plane and went to the baggage claim to pick up their suitcases. But first they went through the passport control and showed their passports.

3 Match the words to the pictures.



porter
 baggage claim
 shoulder bag
 security check
 plane
 passenger
 snack bar
 check in
 luggage

4 Join the right parts and make up sentences.

Example: security check

security	bag
snack	a flight
baggage	luggage
shoulder	claim
X-	check
take	off
check	control
hand	ray
passport	in
call	bar

5 Arrange the sentences to show what Chrys and John did when they travelled by plane.

- got on the plane
- waited for the flight to be called
- took a bus to the airport
- picked up the luggage
- checked in
- got off the plane
- went through security check
- went through passport control

6 Read the dialogues and guess where the people are.

A	B	C
A: A cup of coffee, please.	A: Can I see your passport, please?	A: Can I have your ticket, please?
B: Yes. Anything to eat?	B: Here you are.	B: Here it is.
A: A cheese sandwich.	A: Thank you.	A: Do you have just one suitcase?
B: Here you are.	B: That's fine.	B: Yes. This bag is hand luggage.

7 You are at the airport. In pairs, make up dialogues on the following situations:

- You are checking in.
- You are at the snack bar.
- You are talking to a passenger.



8 What does Anne say?

Example: "I am on duty today."

Anne says she is on duty today.

- "Nina is at home."
- "My mother is a doctor."
- "We are friends."
- "They are neighbours."
- "Tim is good at football."
- "The pupils are having an English lesson now."
- "We are speaking English now."
- "The boys are riding their bikes."
- "My father is reading a newspaper."

Grammar Box

REPORTED SPEECH

She says: "I am tired."

She says she is tired.

They say: "We are hungry."

They say they are hungry.

Nick says: "I am having lunch now."

Nick says he is having lunch now.

LESSON THREE

In the Street

1 Answer the questions.

Can you say your address in English?

Is there any difference between saying and writing the address in your native language and in English?

What can you say about the name of your street?

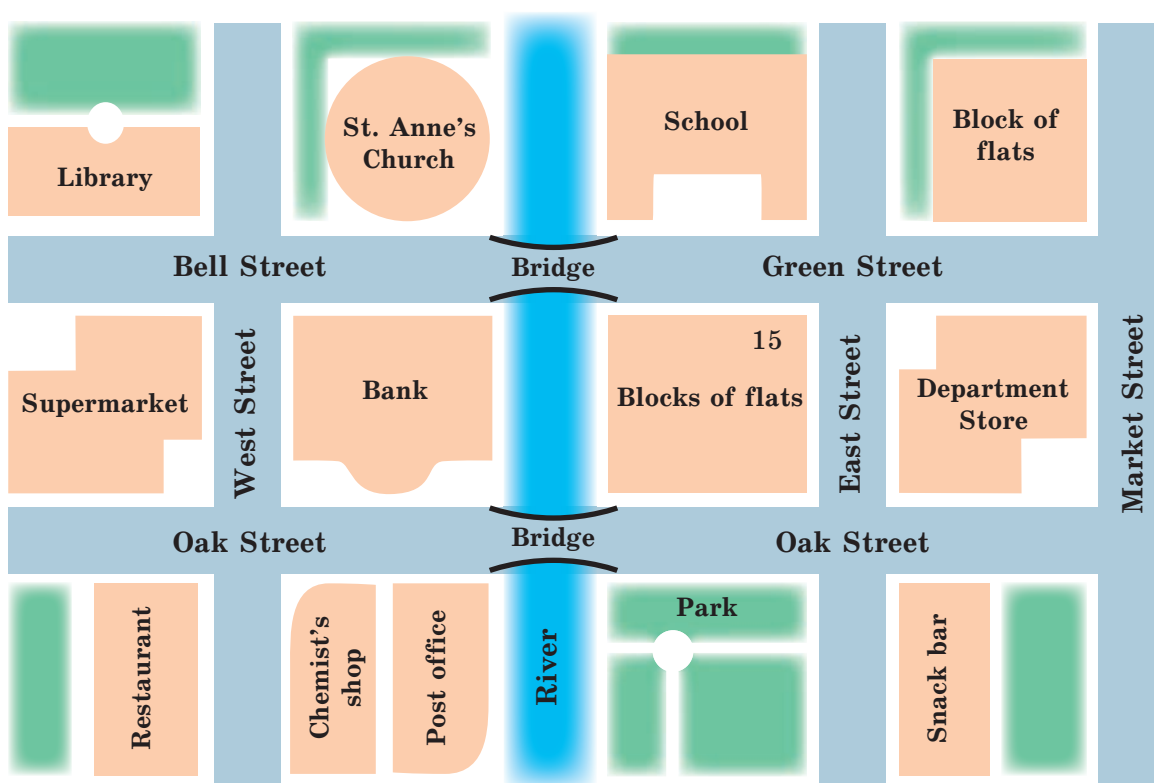
2 In pairs, ask and answer questions about where you live.

Example: A: Where do you live?

B: I live at 22 Orchard Street, Apartment 19. And you?

A: I live at 25 Green Street, Apartment 3.

3 Study the map and speak about Amanda's neighbourhood.



4 Look at the map and complete the sentences using the words from the box.

opposite, next to, far from, near, at the corner of, over, at

1. Amanda lives _____ 15 Green Street.
2. Her block of flats is _____ the school.
3. The department store is not _____ her house.
4. There is a bridge _____ the river.
5. There is a supermarket _____ Bell and West streets.
6. Amanda lives _____ the park.
7. The chemist's shop is _____ the post office.

- 5 Look at the map again. Read about Mary's walking tour and say which places Amanda doesn't mention. Speak about their location.

Mary's Walking Tour

Amanda's cousin Mary came on a visit from Scotland. It is Saturday morning and she wants to get acquainted with the neighbourhood. This is what Amanda advises Mary to do.

"When you go out you'll find yourself in Green Street. Go right, then turn round the corner and walk down East Street. You'll see a new department store and an old park there. There are some beautiful fountains in the park. Turn right on Oak Street which is famous for its oak trees, and walk to the bridge. When you are on the bridge, don't hurry. Look around and admire the beautiful view. There are so many willows on the river bank. I like to play there with my friends.

Cross the bridge and you will see the modern building of the bank. The post office and the chemist's shop are opposite the bank. Turn right at the corner of Oak and West Streets. My mother and I like West Street when the smell of lilac fills the air.

Go right and you will see St. Anne's Church in Bell Street. It is the church where my parents and I go on Sundays. If you want to go to the zoo take a number 7 bus on West Street and get off at the zoo.

I hope you will enjoy your walking tour."

Word Bank

bridge (n)
chemist's shop (n)
neighbourhood (n)
smell (n)

advise (v)
cross (v)
fill (v)

walking tour
go right/left
turn right/left
round the corner

- 6 Match the words to the definitions.

- | | |
|-------------------|---|
| 1. chemist's shop | a) the area around a particular place |
| 2. neighbourhood | b) a short trip on foot through a place to see it |
| 3. advise | c) a shop where medicines are sold |
| 4. cross | d) to tell someone what you think he or she should do |
| 5. walking tour | f) to go from one side of a road to another |

- 7 Fill in with the words from the box. Read the dialogue.

A: Excuse me, can you tell me the way ____ the post office?


B: Certainly. Go ____ Linden Street to Oak Street. Turn right and walk to the bridge. Cross the bridge and ____ your left you'll see the post office which is ____ the chemist's shop.

A: Thank you. How far is it ____ here?

B: If you walk, it will take you ten or twelve minutes.

A: Can I go ____ bus?

B: Sure.



from,
down, to,
near, by,
on

LESSON FOUR

Play Safe and Stay Safe

1 Answer the questions.

What rules of safety do you know?

What is an accident?

Do you know that more accidents happen in summer? Can you say why?

2 Read the following texts and say where and why accidents may happen.

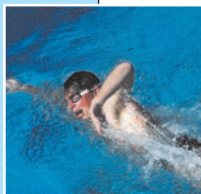
Roads are the most dangerous places for children. Always take care when crossing a road. Use a proper crossing and wait for the green cross light.



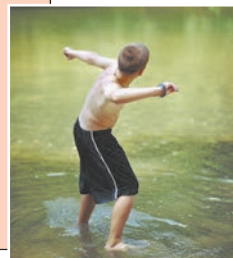
People travel by car a lot. It's a quick, comfortable and delightful way of travelling if we keep simple safety rules. Belt up in a car, in the front and back on every journey.



Everybody likes bathing and swimming in summer. Choose a safe place for swimming where there is always a trained lifeguard on duty.



Ponds, lakes and rivers can be dangerous too. Don't play near open water. The water can be very cold, deep and fast. There may be objects hidden under the surface that can trap you underwater.



Accidents don't happen only outdoors. They can happen in the home too. Never ever play with matches! If you like cooking, be careful while using them.



Children enjoy playing with toys. Always put them away when you have finished playing. Never leave toys on floors or stairs. The others can trip over them and hurt themselves.



Cycling is a great way to get around, but it can be unsafe. Protect yourself by wearing a cycle helmet whenever you ride.



Word Bank

helmet (n)	fast (adj)	belt up (v)
lifeguard (n)	proper (adj)	trip over (v)
safety rule (n)	safe (adj)	trap (v)
surface (n)		hide (v)

3 Pick out the safety rules from the text and put them in three columns.

In the home	By the water	On the road

4 In pairs, ask and answer questions about safety rules.

5 Match a word from column A with a word from column B. Make up sentences.

A	B
comfortable	pond
deep	helmet
protective	rule
safety	place
trained	car
dangerous	lifeguard
busy	crossing

6 Join the two parts to make up sentences and learn how to cross the road.



7 Find the word or expression which is closer in meaning to the underlined one.

- The police trapped the terrorists at a roadblock.
a) caught b) met
- Grown-ups should protect children from violence.
a) feed b) keep
- Pick up that box or someone will trip over it.
a) take b) fall
- We must belt up in a car to protect ourselves in case of an accident.
a) put on the seat belt b) put on a coat
- It's very icy. Take care on the roads.
a) be helpful b) be careful

8 Check if you can remember what Tim tells you.

Example: I always take care when crossing a road.
He says he always takes care when crossing a road.

- I never play with matches.
- I like cooking.
- I enjoy cycling.
- I protect myself by wearing a helmet.
- I always put away my things.
- I never leave my things around.
- I belt up in a car on every journey.
- I swim a lot in summer.
- I walk to my school.

9 Play "What does he/she say?"

Example: a) *Anne:* I like to sleep late.
David: What does Ann say?
Nick: She says she likes to sleep late.

b) *Mike:* I don't speak French.
Sam: What does Mike say?
Tim: He says he doesn't speak French.

Grammar Box

REPORTED SPEECH

Tim says: "I speak English."
Tim says he speaks English.
Alex says: "We have a new car."
Alex says they have a new car.
Kate says: "My parents travel a lot."
Kate says her parents travel a lot.


LESSON FIVE


At the Post Office

**1 Answer the questions.**

Why do people write letters?
 Do you like to write letters? Why / Why not?
 How do you send letters?
 Where do you go to send a parcel?

2 Look at the two envelopes, read the addresses on them and say what is different between them.

Lyle Greer 103 6 St., SW B#515 Washington, DC 2002 USA	
	Barajin Andrei str. Basarabiei 27, ap. 7 Edineț 4601 Republica Moldova

Brinză Vasile str. Florilor 47, ap.27 Soroca 3207 Republica Moldova	
	Hannah Weinstein 123 Rivas Ave San Francisco Ca 94132 USA

3 Look at the envelopes again and answer the questions.

Who are the writers of the letters?	Who are the addressees of the letters?
Where do they live?	What countries are they from?

4 Read the dialogue and say what you can do at the post office.

Cristina: I have to go to the post office and buy some envelopes. Can you go with me?

Victor: Sure. By the way, my mother needs some postcards. I'll buy them for her. Do you often go to the post office, Tina?

Cristina: Not very often. Last time I was there was a month ago. My mother and I sent a parcel to my aunt Claudia.

Victor: How do you send a parcel? I have never done it.

Cristina: If you want to send a parcel, you hand it to the clerk who weighs it and sticks the necessary stamps on it.

At the post office

Cristina: I need three envelopes. I want to send a letter to Great Britain and two to the US.

Clerk: The envelope to Great Britain is five lei. One envelope to the US is seven lei 50 bani. So, you have to pay twenty lei.

Cristina: Here is the money.

Clerk: Here are the envelopes.

Cristina: Thank you.

Victor: Can I buy two birthday postcards?

Clerk: Certainly. Which ones do you like?

Victor: I think I'll take these two.

How much are they?

Clerk: One leu 50 bani each.

Word Bank

addressee (n)

parcel (n)

hand (v)

weigh (v)

5 Complete the sentences. Choose the right answer.

1. After you write a letter you put it into an _____.
a) post office b) envelope c) parcel
2. You need a _____ to send a letter.
a) stamp b) postcard c) sticker
3. You _____ the stamp on the envelope.
a) buy b) put c) stick
4. The clerk _____ the parcel.
a) weighs b) keeps c) buys
5. You write the _____ address in the lower right-hand part of the envelope.
a) writer's b) addressee's c) postman's
6. The person who writes the letter is called the _____.
a) writer b) addressee c) clerk
7. The addressee is the person who _____ the letter.
a) writes b) sends c) receives

6 Arrange the sentences to make up dialogues.


- a) B: A small postcard is three lei and a big postcard is five lei.
A: I'd like some postcards, please.
B: How many postcards would you like?
A: How much must I pay?
A: I'd like three small and two big postcards. How much are they?
B: Nineteen lei.
- b) A: Seven lei and 50 bani.
A: This is your envelope and the change.
A: Can I help you?
B: Thank you.
B: I want to send a letter to Canada. How much is an envelope?
B: Here is the money.

7 Read this postcard. Use the right form of the verbs in brackets.

Dear Victor and Cristina,

I _____ just _____ (get) back from London.
The weather _____ (be) terrible there, but I
_____ (have) a great vacation. I _____ (go)
sightseeing a lot. I _____ (see) the Houses of
Parliament, the Buckingham Palace, the Tower
of London and other places. Most of all I _____
(like) Madame Tussaud's Museum.
That _____ (be) all for now.

Love,
John





8 Tell your parents what John wrote to Victor and Cristina about.

9 Write a postcard to a classmate about your vacation. Exchange postcards.

10 Go to your local post office and learn what you can do there. Write about what one can do at a post office.

LESSON SIX

It's a Great Job

1 Answer the questions.

Where do your parents work?

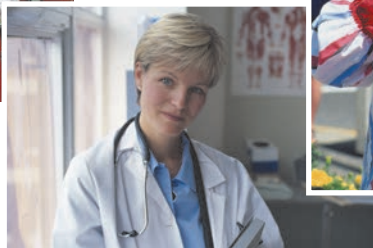
What do they do?

What would you like to do when you grow up? Why?

2 Read the texts about jobs and match them to the pictures. Name the people's jobs and speak about them.



Mrs Parker



Mrs Stanford



Mr Jackson



Miss Slim



Mrs Johnson

1. I teach English and I know English, Spanish, Italian and French. I read, write and speak these languages very well. I read a lot of books and I write books for my students. I work long hours. I am a _____.

2. I work for the city hospital. My patients are children. I examine them regularly and prescribe the right medicine. I often save children's lives. I treat the sick children kindly. I often tell them jokes while consulting them and they are never afraid of me. I like my job. It's a great job, I think. I am a _____.

3. I work in a shop. I start work early in the morning and finish it late in the evening. I am always neat and tidy and my customers appreciate it. They also say my hamburgers are the best in the neighbourhood. I am a _____.

4. I work in a big office. I hate my job. I think it's boring. Every day it's the same thing. I type letters and answer the phone. I go to the post office for the mail. I make coffee for my boss, too. I am a _____.

5. I work for the circus. I amuse spectators, most of whom are children. I paint my face, wear funny clothes and perform funny and foolish tricks to make people laugh. I am a _____.

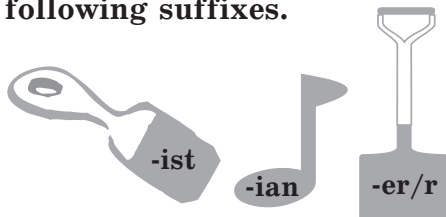
Word Bank

customer (n)	foolish (adj)	appreciate (v)
mail (n)	neat (adj)	consult (v)
spectator (n)	tidy (adj)	prescribe (v)
patient (n)	once (adv)	type (v)
	twice (adv)	
	regularly (adv)	

3 Do you know these jobs? Check the pronunciation with a dictionary. What do these people do?

- | | | | |
|------------|------------|-------------|--------------|
| • actor | • musician | • writer | • lawyer |
| • painter | • engineer | • architect | • doctor |
| • teacher | • driver | • typist | • journalist |
| • mechanic | • postman | • baker | • barber |

4 You can make the name of a person who does a job by adding one of the following suffixes.



- | | |
|--------------|----------------|
| music____ | garden____ |
| electric____ | farm____ |
| art____ | teach____ |
| type____ | manage____ |
| piano____ | photograph____ |

5 Find someone whose parents work...

- | | | | |
|----------------|-------------|--------------------|-----------------------|
| • in a studio | • on a farm | • in a shop | • at a police station |
| • in a factory | • at school | • at a post office | • in the theatre |

Report your findings to the class.

6 How many jobs can you find for each work place?

a post office	a teacher
a factory	a worker
a hotel	a manager
an office	a clerk
a supermarket	a shop assistant
a school	a secretary
	a porter

7 Listen to the texts and say what Kate and Nick want to be and why.

8 Choose a word from the box for each definition.

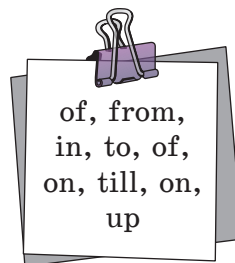
medicine, patient,
customer, mail,
spectator

- a person who is receiving medical treatment
- something that a sick person uses to get well
- a person who buys something in a shop or restaurant
- letters and parcels you get from the post office
- a person who watches a show or a game

9 Fill in with the right prepositions from the box.

A driver ____ a bus works very hard. He is out ____ early in the morning ____ late at night. Sometimes he works ____ beautiful weather. ____ rainy days, when it is cold and foggy, he can't see very well where he is going.

The conductor is ____ a bus, too. He has a hard day going ____ the top ____ the bus and down again a hundred times a day to get passengers' money and give tickets ____ them.



10 Write 8 sentences about your parents' jobs.

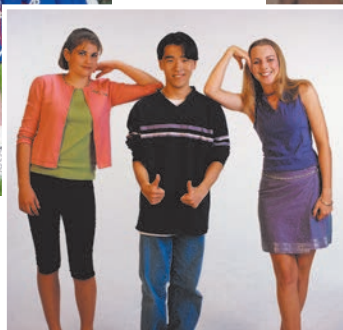
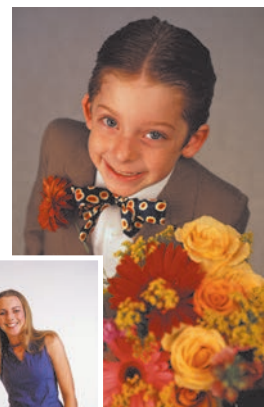
LESSON SEVEN

The Clothes We Wear

1 What is good to wear

at school
at a party
at home
on a farm
at the stadium?

2 Look at the pictures and say what these children are wearing. For what occasion are the children in each picture dressed?



3 Read the text and say why Stacy and Kate felt terrible at Silvia's party.

Silvia's Party

Silvia and her parents were preparing for her birthday party. Her parents and she decided to have the party out in the forest. Silvia invited some of her classmates. She invited Stacy and Kate, too. The girls were excited. They talked much about the party and the clothes they were going to wear. Stacy asked her mother to buy a new dress for her.

One day Stacy and her mother went to the department store to buy something nice for Stacy. There were a lot of different dresses, blouses and skirts there. Stacy didn't know what to choose. The shop-assistant looked at Stacy attentively and said that they had a pretty blue dress made of silk. Stacy tried it on. She liked it very much. It was just the colour of her eyes. It had a white lace collar. They

also bought two pairs of tights, a black pleated skirt and a red cotton top for Stacy's elder sister.

When they were leaving the department store, they met Kate and her mother. They had bought a yellow jacket and a brown skirt for Kate.

On the day of the party, the girls put on their new things and thought they looked perfect.

When they came to Silvia's place, most of the friends were there. Everybody was wearing trousers, a top and trainers. Silvia was wearing a T-shirt and jeans. Stacy and Kate felt they were overdressed.

In the forest the children had a wonderful time. They sat on the grass, climbed trees, ran and played a lot. Only Stacy and Kate felt terrible.

Word Bank

ankle (n)
beret (n)
canvas (n)

leggings (n)
waistcoat (n)
sun-dress (n)

fashionable (adj)
old-fashioned (adj)
overdressed (adj)

perfect (adj)
pleated (adj)

4 Identify the false sentences and correct them.

1. One day Stacy and Kate went to Silvia's party.
2. The girls didn't want to go to the party.
3. The party was a great event.
4. Stacy and Kate wanted to look great.
5. Stacy put on jeans and a top.
6. Stacy and Kate's clothes were too elegant for the occasion.
7. Silvia was wearing a nice dress and shoes.
8. Stacy and Kate felt awful.
9. Silvia celebrated her party in a café.

5 Complete the sentences with the best answer.

1. Silvia was preparing for _____.
a) her birthday b) a walk
c) a picnic
2. They talked about _____ for the party.
a) the flowers b) the clothes c) Silvia
3. Stacy and her mother went to the _____.
a) school b) park c) store
4. Stacy bought a pretty _____ made of silk.
a) red dress b) blue dress
c) blouse
5. The dress had a white _____.
a) lace tie b) lace collar
c) ribbon

6 Name the clothes you see in the pictures. Which of them are in /out of fashion?



7 Imagine you are going to a summer camp. What clothes will you take with you?

8 In pairs, discuss which of the following clothes are for: a) boys; b) girls; c) both boys and girls.

jeans	waistcoat	beret	pleated skirt	shirt
jacket	jumper	leggings	T-shirt	trainers
stockings	ankle socks	silk stockings	dress	blazer
trousers	tracksuit	tights	canvas shoes	sun-dress

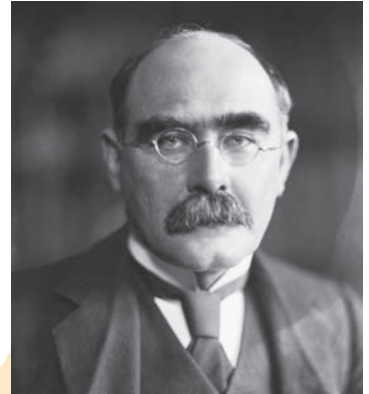
9 Use the verbs on the umbrella to complete the dialogue.

- Andrew: _____ we go for a walk?
 Peter: The sky is black. I think it _____ rain.
 Steve: Yes, I think we _____ have a storm.
 Andrew: I hope it _____ rain. If it does we _____ come back home.
 Steve: _____ we take our umbrellas?
 Andrew: No, we _____ need any umbrellas.
 Peter: _____ you join us, Stacy?
 Stacy: No, I _____ stay at home and read about Peter Pan.



10 Make up sentences about what will happen to you in the future.

Example: In ten years I'll be a successful doctor.
 I'll be famous and I'll have lots of patients.



1 Answer the questions.

The man in the picture wrote the story about Mawgli. Do you know his name?

What do you know about him?

Have you read any stories by him?

2 Read the story and say why you think Wayland wanted to leave for the country of gods.

Wayland the Smith

After R. Kipling

Wayland the Smith was a god. But people all over England did not love him. They were afraid of him. He was sure he was the master of the people and all the time asked them to give him men, women and horses as sacrifice. But a time came when people didn't want to give him anything more. So Wayland had no food. As he was too proud to beg and he was also too honest to steal, he had to work.

The other gods said, "You'll come and live with us only if some man or woman truly wishes you well". But nobody did.

So Wayland the Smith had to shoe people's horses. However nobody ever saw him at work. Even now, living in the world, he didn't like to appear in the village. Men brought their horses to some place, where they tied them up, and went away, leaving their money there for the smith. When they returned for their horses, they found them shod but they never saw the smith.

One day a farmer brought his horse to the smith, put his money on the

stone, tied his horse to a tree and called out: "Smith, smith, here is work for you!" Then he sat down and fell asleep. Wayland shod his horse quickly and when the farmer woke up, he took his horse and rode away without one word of thanks.

A little English elf, Puck, got very angry when he learned about it, and he decided to teach the farmer a lesson. So he made the farmer lose his way. A young man met the farmer and asked him what the matter was. When he heard the farmer's story, he was very angry, as angry as Puck was. He said, "Go back to the smith and thank him or you'll be sorry!" The young man cried, "Ho! Smith of the Gods, I am ashamed of this farmer. But for everything you have done to him and to others of our people I thank you and truly wish you well!"

Wayland was free! He could go away and live with other gods because a man had wished him well. He laughed and he cried with joy. Then he went away and since that time never appeared in England again

Do you know these words?

smith (n)

sacrifice (n)

shoe (v)

tie (v)

truly (adv)

be ashamed of

3 Discuss the answers to the following questions.

1. Why did Wayland decide to work?
2. Why didn't people wish Wayland well?
3. Why didn't Wayland like to appear in the village?
4. Why did Puck decide to teach the farmer a lesson?
5. Why was the young man ashamed of the farmer?

4 Write the questions to the following answers.

1. What _____? Wayland the Smith was a god.
2. Who _____? Wayland became a smith.
3. Where _____? The farmer put the money on the stone.
4. How _____? Puck felt very angry.
5. What _____? He said, "Go and thank the smith".
6. Where _____? Wayland could go to the country of gods.

5 Replace the underlined words in the sentences with the words from the box.

1. People didn't want to give him anything more.
2. No man ever saw Wayland at work.
3. Men came back for their horses.
4. The farmer said loudly: "Smith, here is work for you".
5. Puck decided to punish the farmer.
6. The young man sincerely wished Wayland well.
7. Since then, Wayland never appeared in England again.

returned, called
out, nobody,
teach a lesson,
truly, that time,
refused

6 Read the sentences in correct order.

He worked hard and people paid him.
The smith shod the horse.
People were afraid of Wayland.
Wayland left England.
The time came when people refused
to give him anything.

But they never saw him.
A young man thanked Wayland and wished
him well.
The farmer left without thanking the
smith.
A farmer once brought his horse to the
smith.

7 Replace the underlined words in the sentences with the correct pronouns.

1. People in England didn't love him.
2. Wayland thought he was the master of the people.
3. Wayland shod people's horses.
4. People never saw Wayland.
5. He was free and could leave England.

them, it, him,
he, they

8 Combine the two sentences into one using **and** or **but**.

Example: Wayland was a god.
People didn't love him.
Wayland was a god but people didn't love him.

1. People gave him men, women and horses. Soon they refused to do it.
2. Wayland shod people's horses. Nobody ever saw him.
3. People brought their horses. They went away leaving their money for the smith.
4. The farmer sat down. He soon fell asleep.
5. The smith shod his horse. The farmer didn't thank him.

Round Up

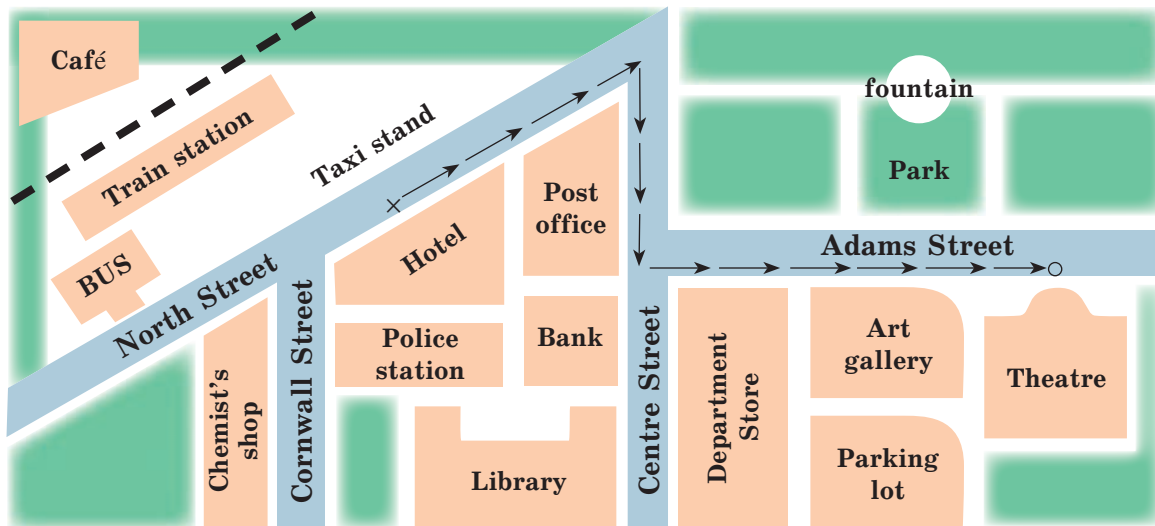
1 What can you see in these places? Make up sentences about each place.



2 Vocabulary quiz. What are these? Express in one word.

- the suitcases and bags;
- a person who carries luggage;
- a place at a station where people can buy newspapers and magazines;
- a place where trains stop;
- a place where planes take off and land;
- a shop where medicines are sold;
- letters and parcels one gets from the post office.

3 Describe the location of these places. Use words from the box.



behind, in front of, in the middle of, next to, on the corner of, opposite, over

- The post office is *next to the bank*.
- The police station is _____.
- There's a fountain _____.
- The art gallery is _____.
- The library is _____.
- The hotel is _____.
- There is a theatre _____.
- The shopping centre is _____.

4 Look at the map in Exercise 3. Mr Rix is standing in front of the hotel. He wants to get to the theatre. There are different ways of getting to the theatre. Tell him how to get there.

5 Arrange the dialogues. Read them.

- a) *Mrs Flynn:* They are OK.
Cathy: Look at these jeans, Mum. Aren't they great?
Mrs Flynn: I don't think you need another pair of jeans. Your black jeans are quite new.
Cathy: May I try them on?
- b) *Alan:* How much is it?
Saleswoman: Here you are.
Alan: Can I see that brown tie, please?
Alan: I'll take it. Could you wrap it for me, please?
Saleswoman: It's not expensive, only £12.

6 Put the words in each line in order and read the poem.

Fashions

My, telling, keeps, on, mother, me,
When, her, teens, in, she, was,
She, from, clothes, different, quite, wore, mine,
And, jeans, heard, hadn't, of.
T-shirts, that, dresses, and,
Reach, our, far, above, knees.

7 Alex is at the airport. He is talking to his mother over the telephone. Roleplay the situation as shown in the example.

Example: *Alex:* I am at the airport.
Granny: What does he say?
Mother: He says he is at the airport.

- | | |
|---|---------------------------------------|
| 1. "It is raining." | 4. "My luggage is not here yet." |
| 2. "It's getting dark." | 5. "I am worried." |
| 3. "I am standing near
the baggage claim." | 6. "I am hungry."
7. "I am tired." |

8 Play the game Odd-Man-Out.

- bus, train, car, plane, piano;
- platform, sleeper, flat, train, express;
- check in, take off, fly, ski, land;
- chemist's, cross, dentist's, shop, restaurant;
- walk, run, trip over, pond, go;
- envelope, address, bicycle, parcel, mail;
- consult, cook, prescribe, patient, treat;



END-OF-BOOK Round Up

1 What countries are these symbols related to?



daffodil



rose



thistle



shamrock

?!

Computer
Fax
.....

2 Can you continue this list of the 20th century wonders? Try!



3 Which of the activities listed below do you like doing most/least during holidays? Why? What other things do you like doing?

learning languages
reading books on history
meeting famous people
going for walks
swimming
shopping

sunbathing
visiting museums
going on tours
working on the farm
helping parents about the house
taking pictures

4 Put the words and word combinations below into one or both columns.

teaching history, treating patients,
writing books, driving a car, going to
the theatre, playing football, listening
to music, travelling by train, cooking,
writing letters, talking to friends, playing
the violin

Jobs	Free time activities

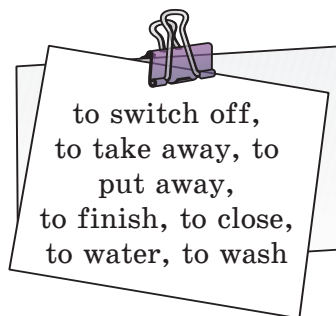
5 In pairs, talk about where you are going to spend your summer holidays.

6 In pairs, speak about an interesting city or place you have visited. Use these questions or other questions of your own.

What city have you visited?
 How big is it?
 How did you get there?
 What kind of houses do people have?

What did you do there?
 Are there many tourist attractions in that city? What are they?
 What was the weather like there?

7 Look at the picture of Amanda's room and write seven sentences about what she hadn't done before leaving the room. Use the words from the box.



8 How much do you love English? Compare your answers with your desk-mate's.

1. If you have a chance to speak English you usually _____.
 a) use it
 b) ignore it
2. When you hear a new word in English you _____.
 a) ask what it means
 b) don't pay attention to it
3. When you read and come across a word you don't know you usually _____.
 a) leave it out
 b) look it up in the dictionary
4. If you meet a native speaker of English you _____.
 a) will talk to the person
 b) won't say anything
5. If you don't understand what someone says, you _____.
 a) ask the person to repeat it
 b) pretend you understand
6. When you make a mistake in English you would like _____.
 a) someone to correct you
 b) nobody to notice it
7. When you speak English and make mistakes it bothers you _____.
 a) a lot
 b) only a little

Points

- | | |
|--------------|--------------|
| 1. a) 2 b) 0 | 5. a) 2 b) 0 |
| 2. a) 1 b) 0 | 6. a) 1 b) 0 |
| 3. a) 0 b) 1 | 7. a) 0 b) 1 |
| 4. a) 2 b) 0 | |

Results

Less than 4 points: You don't like English enough.
 5–8 points: You quite like English.
 9–10 points: You like English very much.

UNIT 1

Words that sound the same

Notice that some words in English sound the same but are spelt differently and have different meanings.

/aɪ/ I, eye	/mi:t/ meet, meat	/ðeə/ there, their
/nəʊ/ no, know	/baɪ/ by, buy	/raɪt/ right, write
/hɪə/ hear, here	/sʌn/ son, sun	/weə/ wear, where
/si:/ sea, see	/aʊə/ our, hour	/nju:/ new, knew
/nəʊz/ nose, knows	/tu:/ two, too	/sʌm/ some, sum
/fɔ:/ for, four		

• Write the transcribed words in letters and read the sentences.

/raɪt/ these sentences in your copybook.	/aɪ/ go to my grandparents' village /baɪ/ bus.
/hɪə/ are /fɔ:/ apples for your sister.	They /nəʊ/ the answer /tu:/.
/weə/ is my /nju:/ book?	My /sʌn/ lives near the /si:/.
How did you get /ðeə/?	I can't /hɪə/ you well.
/mi:t/ my /nju:/ friend.	There are five rooms in /aʊə/ house.

UNIT 2

Silent /d/ at word junctions

Notice that /d/ becomes silent at word junctions like in the examples that follow.

and the /ənðə/	and grass /ən'grɑ:s/
and then /ən'ðen/	and temperature /ən'temprətʃə/
up and down /'ʌpən'daʊn/	and pheasants /ən'feznts/
bread and butter /'bredən'bʌtə/	there used to be /ðeə'ju:ztəbɪ/.
find two words /'fam'tu:'wɜ:dz/	

• Read the sentences and find the silent letters.

I found two words with silent letters.
 I have tea with bread and butter for breakfast.
 And then we decided to go out.
 This is the largest and most beautiful room in the house.
 We receive guests and celebrate holidays here. And this is our treasure.
 This room is cool and peaceful and smells of basil and quince.

UNIT 3

Strong and weak forms of **was** and **were**

Use the weak vowel sounds of **was** /wəz/ and **were** /wə/ in statements and Wh-questions, and the strong vowel sounds of **was** /wɒz/, **wasn't** /wɒznt/, **were** /wɜ:/, **weren't** /wɜ:nt/ in short answers and negatives.

He **was** at \home. /hɪ wəz ət \həʊm/
'**Was** he at \home? /wɒz hɪ ət \həʊm/
\Yes, he **was**. \No, he **wasn't**. /jes\hɪ \wɒz/ \nəʊ
\hɪ \wɒznt/
'**Were** they at \home? /'wɜ: ðeɪ ət \həʊm/
\Yes, they **were**. /\No, they **weren't**. /jes\ðeɪ
\wɜ:/ \nəʊ\ðeɪ \wə:nt/

They **were** 'eating \cookies. /wə/
'**Were** they 'eating \cookies? /wɜ:/
'What **were** they 'eating? /wə/
Ann **was** 'reading a \book. /wəz/
'**Was** 'Ann 'reading a \book? /wɒz/
'What **was** 'Ann \reading? /wəz/

- Read the sentences. Remember that the weak forms of **was** and **were** are never stressed.

I was 'out the 'whole \day yesterday.
\Where were you?
The 'Greeks were on his \tracks.
They were \following him.
He 'used to 'play \football when he was \younger.
'Everybody was \invited.
There was 'merriment and 'happiness in the \palace.
The 'princess was 'fond of the \sun.
'Nick was 'sitting on the \sofa.
A 'bright 'fire was 'burning in the \fireplace.

UNIT 4

Silent /h/ in unstressed words

In speech we often don't hear /h/ at the beginning of a word that isn't stressed.

The 'machine has \broken.
He had \problems.
There has been 'great \progress.
He has made a 'lot of \friends.

I have 'read the \book.
The 'tiger was 'looking at him through the
\window.
I have 'learnt 'so 'much about \life.

• **Read these sentences. Where do you think the /h/ is silent?**

When our parents came we had gone to bed.

When John called I had read the book.

Silvia had washed up before she did her homework.

Maria had made a cake before her mother came.

Delia had cleaned the room before we came. Have you ever read about wonders?

She has followed her parents' career.

UNIT 5

Strong and weak forms of prepositions

Some prepositions have strong and weak forms. If they are stressed, for example, at the end of questions, they are in the strong form, but if they are in the middle of sentences and not stressed, they are weak.

Express trains don't stop **at** small stations. /ət/

What stations do express trains stop **at**? /æt/

The porter carried the luggage **to** the platform. /tə/

What place did the porter carry the luggage **to**? /tu:/

The letter was **from** Amanda. /frəm/

Who was the letter **from**? /frɒm/

The letter was **for** Tina. /fə/

Who was the letter **for**? /fɔ:/

• **Read the sentences. Make the stressed prepositions at the end of questions strong, and the ones in the answers weak.**

Who did Amanda and Betty wait for?

What are you looking at?

I am looking at those beautiful flowers.

Where did the Taylors get an invitation from?

They waited for their parents.

They got an invitation from London.

What city are the Taylors leaving for?

They are leaving for London.

UNIT 1

Lesson 3, Exercise 5

People belong to nature.

They are a small part of it.

So, it is the duty of everyone to love and care for everything that is living: an insect, a plant, a tree, a bird, an animal.

Look around! There is so much that each of us can do to protect nature. Make a birdhouse, feed a hungry dog, plant a tree, a bush, keep your yard and your garden clean. This is what each of us should do.

Lesson 6, Exercise 8

Anna: Hi, brother. Can you help me unpack the shopping?

George: Sure. How good you've bought two packets of chips. But why did you buy only one loaf of bread? It won't be enough for lunch. And you've bought only a bar of my favourite chocolates.

Anna: They are fattening and expensive. I've bought three cartons of yoghurt instead and a lot of fruits.

George: I see. Oh, why have you bought so much jam, three jars. And I don't like raspberry jam.

Anna: Listen, you will go and do the shopping next time.

UNIT 2

Lesson 3, Exercise 6

I am horrified by the way people destroy the environment. I love the place where I live. Derby always was an attractive place, really beautiful. But now I'm thinking of going to live abroad, somewhere where people value the natural countryside. In this country they make the roads bigger and bigger, and build more factories and cut down forests. They are not interested in giving us a pleasant environment to live in.

Lesson 4, Exercise 7

Mr. Cooper's study is not very large, but quite comfortable. There are two windows in it. Through one of them you can see a lake. A bright fire is burning in the fireplace. Mr. Cooper's desk is in the middle of the room. You can see a TV set on a little table. There aren't any books on the shelves all around the walls. Some other books are on the floor. There are no armchairs in the room. A cat is sitting in one of them. Mr and Mrs Cooper are in the room. Mr Cooper is sitting at his desk writing something. It's seven o'clock by the clock on the desk.

Lesson 6, Exercise 5

The home country of hot dogs was Germany where they were called frankfurters. Americans called them "dachshund sausages". A dachshund is a dog from Germany with a very long body and short legs.

People sold hot dachshund sausages at baseball games. They got the sausages on buns.

A cartoonist drew a bun with a dachshund inside – not a dachshund sausage. Under the cartoon he wrote "Hot Dog". Everybody liked the cartoon and the new name.

Lesson 7, Exercise 6

When I was six I went to a boarding school. It was a very small and a very caring school. But I hated the school, I hated not being with my parents. I left that school when I was eleven or twelve.

When I went to the secondary school, I went to the local comprehensive school in London. I remember the friends I was making there were not so close.

I used to travel to France a lot, because I loved French. I became very close to a French family, who acted like a second family to me: a French mum, a French dad, and the lots of sisters and brothers in that family, so that they really gave me a feeling of family which I always missed, as I was an only child in the family.

UNIT 3

Lesson 3, Exercise 4

a) The Tower of London is the best-known and the most impressive fortress in England. It is situated on the north bank of the River Thames. The oldest part, the White Tower, was built in the 11th century. A fortress, a royal residence and prison, the Tower today is a national museum and home of the Crown Jewels.

b) The sound of Big Ben is one of the most famous sounds in London. Many people think that Big Ben refers to the clock or to the whole tower, next to the Houses of Parliament. In fact, the name refers to the largest of the five bells. The clock tower is famous for its accurate time keeping.

c) Madame Tussaud's is a famous museum of wax works. Inside visitors can see life size wax figures of famous people both living and dead – politicians, actors, athletes and Royalty. They can also see infamous people. People provide their own clothes for their wax figures, but are often surprised to see themselves.

New models are made regularly as people become famous and old models are melted down.

UNIT 4

Lesson 4, Exercise 6

Working with a computer is really very much like writing on a typewriter or with pen on paper.

Instead of a typewriter or pen, you write with a keyboard. Instead of paper, your words appear on a screen and are recorded on a memory stick, also called a stick. Anything you write on a computer is called a file. Your computer puts all information in files. And you must name your files. If you don't do this you will not be able to get what you need from your memory stick.

Lesson 6, Exercise 5

Mr Brown is a shopkeeper. He has a shop in a small village by the River Thames, near Oxford. The shop sells almost everything from bread to newspapers. It's also the post office. Children always stop by to buy some sweets or ice-cream on their way to and from school. They know they'll find everything they need there. Besides, Mr Brown is so hospitable and helpful.

UNIT 5

Lesson 1, Exercise 2

Mr Taylor: Four tickets to London, please.

Clerk: Single or return?

Mr Taylor: Return. Is it an express?

Clerk: Yes, it is. Would you like tickets in the sleeper?

Mr Taylor: Yes, please. How much should I pay?

Clerk: £20.

Mr Taylor: Here is the money. What time do we get to London?

Clerk: At 8.15 pm. Here are the tickets. Have a nice trip.

Mr Taylor: Thank you. Goodbye.

Lesson 6, Exercise 7

Kate:

When I grow up, I'm going to be a musician. I love music. I play the violin every day. I am going to travel all over the world and I am going to learn Italian and French because I want to play in Rome and Paris.

I think music is very important. It makes people kinder.

Nick:

When I grow up, I am going to be a traveller and travel all over the world. I think travelling is very exciting. I want to travel to far away countries and see how people live there. When I come home from my travels, I'm going to write a book to tell everyone about the places I visited.

PROGRESS TEST ONE

1 Fill in with **who, that, whose**.

1. A waiter is someone _____ serves in a restaurant.
2. A kangaroo is an animal _____ lives in Australia.
3. The man _____ is standing in the hall is my uncle.
4. The boy _____ dog is in the yard is our new pupil.
5. A person _____ can speak more languages is a polyglot.
6. There are many books _____ describe the life of famous people.

2 Use **have to, do you have to, or don't have to**.

1. It is not raining, you _____ wear a raincoat.
2. _____ get up early every day?
3. There is a lot of sugar at home. You _____ buy any.
4. They don't speak Romanian. So we _____ speak only English.
5. I don't know all the words in English. So I _____ use the dictionary very often.

3 Fill in with **many, much, little, few, a lot of**.

1. They don't know _____ languages.
2. We have _____ time and can help you.
3. I am glad I made _____ mistakes in my test paper.
4. I can't buy these books as I have _____ money.
5. My father visited _____ countries.

4 Fill in with the right form of the adjectives.

1. Our garden is _____ (large) than yours, but yours is _____ (beautiful).
2. Summer is the _____ (hot) season.
3. In winter the nights are _____ (long) than in summer.
4. Alex is the _____ (hard-working) in his class.

5 Compare the following using **as... as, not as... as**.

1. John is the tallest in our class. I am _____ tall _____ John.
2. Victor is clever and his friend is clever too. Victor is _____ clever _____ his friend.
3. Sandy plays the piano best of all. Tim is _____ good at playing the piano _____ Sandy.
4. Our living-room is large, but the study is small. Our study is _____ large _____ the living-room.
5. Text One and text Two are easy. Text One is _____ easy _____ text Two.

6 Write 6–8 sentences to describe your favourite season.

1 Correct the sentences.

1. I has written a letter.
2. We haven't never been to London.
3. My town is more clean than New York.
4. We travel a lot on summer.
5. Much animals live in our forests.

2 The Flynns are planning to spend the weekend in the country. What will they do there? Complete the sentences.

1. If they arrive early, they...
2. If the weather is fine, they...
3. If it is cold, they...
4. If it rains, they...
5. If they go fishing, they...
6. If they visit their friends, they...
7. If they stay with their grandparents, they...

3 When will the Flynns do the following? Complete the sentences.

1. They will have lunch when....
2. Ben and Ted will wash up when...
3. Bill and Kim will play chess when...
4. They'll talk to their uncle when...
5. Mother will read a book when...
6. Father will play with the boys when...
7. Granny will tell the children a tale when...

4 Put in **used to** or **didn't use to**.

1. Betty _____ read a lot when she was a child. Liz wasn't fond of reading. She _____ read much.
2. Liz loved animals. She used to take care of them. Betty _____ do it. She was afraid of animals.
3. Betty used to play with dolls. Liz preferred Legos. She _____ play with dolls.
4. Liz used to move a lot. Betty was quiet. She _____ move much.
5. Betty was very imaginative. She _____ dream a lot. Liz was different. She _____ dream.
6. Liz used to play with boys. Betty hated boys. She _____ play with them.
7. Betty loved flowers. She _____ water them every day in summer. Liz didn't think it was important. She _____ water the flowers.

5 Write 6–8 sentences about what we can do to protect nature.

PROGRESS TEST THREE

1 Correct the mistakes.

The Pony Express begin in 1860 in the US. It haved 400 horses, 80 riders and 180 stations. It were very dangerous for riders to travel. They crosses rivers and mountains. They will travel at night and in all kinds of weather. Bandits and Indians are attacking them.

The Pony Express end after eighteen months.

2 Write the questions to these answers.

1. When _____? Henry Ford was born in 1863.
2. Where _____? He lived on a farm.
3. What _____? He wanted to make cars.
4. What _____? In 1896 Ford built his new car.
5. Who _____? Only rich people bought cars.
6. What cars _____? Ford wanted to make cheaper cars.
7. Did _____? More people bought cheaper cars.

3 Complete the sentences with the right form of the verbs in Simple Past or Past Progressive.

How I Broke My Leg

It _____ last week (happen). I _____ in my grandparents' garden (play). The weather _____ fine (be). The sun _____ (shine). I _____ with my dog (play). I _____ a tall tree (climb) when a branch _____ (break). I _____ out of the tree (fall) and _____ my leg (break). When my Grandpa came, I _____ under the tree (sit). He _____ me to the hospital (take).

4 Choose the right preposition and complete the sentences.

1. Chişinau is situated _____ the River Bic.
a) by b) above c) on
2. Moldova is well-known _____ its vineyards.
a) for b) by c) from
3. I admired the vineyards _____ the window of the bus.
a) from b) through c) at
4. In winter the temperature in Moldova is 10–15° _____ zero.
a) over b) at c) below
5. Sometimes winters are warm and the temperature is 5–7° _____ zero.
a) above b) to c) from
6. _____ the North winters are colder.
a) below b) above c) in

5 Write 6–8 sentences about a museum in Moldova.

PROGRESS TEST FOUR

1 Choose the right form of the pronouns.

1. My brothers and (I, me) helped Dad in the yard.
2. Dad gave my brothers and (I, me) rakes.
3. (We, Us) raked the leaves into a pile.
4. Dad told (we, us) to feed the rabbits.
5. (They, Them) were very hungry.
6. We gave (they, them) food and then saw our mum.
7. (She, Her) came to invite us to lunch.
8. We followed (she, her) into the kitchen and saw uncle David there.
9. (He, him) was glad to see us.
10. We were happy to see (he, him), too.

2 Replace the underlined nouns with the right pronouns.

1. The children made a simple telephone. The children made the telephone from cups and wire.
2. Tim found two good paper cups. Tim tied the cups to a simple wire.
3. Kate talked softly into one cup. Tim heard Kate through the other cup.
4. Then Tim answered Kate. Kate heard Tim very clearly.

3 Fill in with the correct possessive pronouns.

1. Many people understand _____ pets (theirs, their).
2. Gail talks with _____ all the time (her, hers).
3. She understands _____ special language (their, theirs).
4. I understand _____ cat very clearly (my, mine).
5. Hannah understands _____ cat, too. (her, hers).
6. Hannah's cat often plays with _____ (my, mine).
7. Perhaps they talk about _____ owners (their, theirs).
8. Do you understand _____ pets? (your, yours).

4 Complete the sentences with the right form of the verbs.

1. Nick couldn't get in because he _____ (to lose) his key.
2. Tom couldn't buy a pen because he _____ (spend) all his money.
3. Ben felt ill because he _____ (eat) much ice-cream.
4. Granny couldn't read the letter because she _____ (break) her glasses.
5. Jane couldn't go out because she _____ (not do) her homework.
6. Ted got a bad mark because he _____ (not learn) the poem.
7. Kate couldn't make the cake, because she _____ (not buy) flour.

5 Write 6–8 sentences about a great Moldovan sportsman.

PROGRESS TEST FIVE

1 What do they say? Change the sentences.

Example: Tim says: "I am going to be a lawyer."
Tim says he is going to be a lawyer.

Dan says: "I go shopping every day."

Dan says _____.

Nick says: "My parents have jobs."

Nick says _____.

Sandy says: "I have a collection of toy cars."

Sandy says _____.

Pam says: "Our house is new."

Pam says _____.

Vicky says: "It is warm today."

Vicky says _____.

Andrew says: "We enjoy our English lessons."

Andrew says _____.

2 Choose the correct sentence.

Example: a) I saw Peter last week. ✓
b) I have seen Peter last week.

1. a) What did you do last night?

b) What have you done last night?

2. a) Father went to Great Britain a year ago.

b) Father was going to Great Britain a year ago.

3. a) I study English for five years.

b) I have studied English for five years.

4. a) Where have you bought your shoes?

b) Where did you buy your shoes?

5. a) I thanked her for everything she did.

b) I thanked her for everything she had done.

6. a) When they finished their work, they'll go home.

b) When they finish their work, they'll go home.

7. a) When we got to the theatre, the play had started.

b) When we got to the theatre, the play has started.

3 Fill in with **shall** or **will**.

1. I ____ be thirteen years old next week.

2. We ____ be late if we don't hurry.

3. ____ I open the door for you?

4. John ____ come to our party if we ask him.

5. ____ we ask him to bring his pictures?

6. Tina ____ make a cake for her mother's birthday.

7. ____ I answer her question?

4 Fill in with the right form of the pronouns.

1. My elder brother always helps ____ (I, me) with my English.

2. My granny lives in the village. We often visit ____ (she/her).

3. My parents do a lot for me and I am grateful to ____ (they, them).

4. Aunt Silvia has a beautiful voice and often sings for ____ (we/us).

5. It's grandfather's birthday. Tim has a nice present for ____ (he/him).

6. Uncle Tom always brings something nice for my brother and ____ (I/me).

5 Write 6–8 sentences about your parents' jobs.

FINAL TEST

1 Add **a** or **an** where necessary.

I have just moved to ____ flat in the centre. It's very convenient. It's on ____ quiet street near the park. There are shops near my house and ____ bus stop in front of the apartment. It's ____ big flat with ____ excellent view. There's ____ big living room and ____ dining room with ____ sofa and ____ dining table. There are two bedrooms, each with ____ bathroom. The kitchen is great. It has ____ electric stove, ____ microwave oven, ____ refrigerator, and two sinks. But I still need to buy some things for the flat. I plan to get ____ television, some bookcases, and ____ carpet for the living room.

2 Fill in with the right form of the verbs.

1. I _____ never _____ (see) an elephant.
2. My cousin _____ (live) in the USA.
3. We will go for a walk when we _____ (finish) our lessons.
4. When I came to my friend's place he _____ (work) in the garden.
5. Listen. Somebody _____ (play) the piano so beautifully.
6. My parents _____ (buy) me a new bike next month.
7. We _____ (have) a wonderful time in the mountains last summer.
8. If we go to the village, I _____ (go) fishing.
9. Diana _____ (wash) the fruits before she made the salad.

3 Use **can**, **can't**, **may**, **must**, **have to**.

1. Little children _____ go to bed early.
2. _____ you ride a horse?
3. You _____ take one pencil. I have two.
4. My mother is busy and I _____ take care of my younger brother.
5. I lost my glasses and _____ do my lessons.

4 Compare the following using **as ... as**/**not as... as**.

Examples: Cakes are sweet. Chocolates are also sweet.
Chocolates are as sweet as cakes.
Bananas are expensive. Apples are cheaper.
Apples are not as expensive as bananas.

1. Pizza is popular. Pepsi is popular too.
2. Japanese is difficult. English is easier.
3. Our computer is modern. Their computer is modern too.
4. Lewis Carroll is famous. Rudyard Kipling is also famous.
5. Summer is warm. Autumn is not very warm.

5 Complete the text using **many, much, little, few**.

Greece is a great place to visit, and there are very _____ tourist attractions there. The weather is usually pleasant and there is _____ rain in the summer. If you like swimming, there are _____ beautiful beaches. When it is very hot, there are _____ people in the streets. Transportation is good, and there are _____ taxis and buses. There are also _____ large boats that go to the island.

6 Change the sentences using **used to**.

Example: My father played football a lot when he was younger.
My father used to play football a lot when he was younger.

1. I went fishing every day in summer when I lived in the village.
2. Women wore long dresses in the eighteenth century.
3. My brother cried very much when he was little.
4. My mother made cakes every week. Now she doesn't because she is busy.
5. Victor's father rode his bike a lot. Now he doesn't. He has a car.

7 What do these people say? Change the sentences.

Example: Tom says: "I like chocolates very much."
Tom says he likes chocolates very much.

Vicky says: "My mother is very good at cooking."

Tim says: "I want to study German."

Andrew says: "Our teacher speaks three languages."

Nick says: "We will travel to India next summer."

Sam says: "The concert was good."

8 Complete the sentences using the right form of the pronouns.

1. I lost my pen. Give me _____ (your/yours).
2. His father is a driver. _____ (My/Mine) is a lawyer.
3. My collection of stamps is poor. _____ (He/His) is richer.
4. I don't like my bike. _____ (Her/Hers) is more comfortable.
5. Their garden is large. But _____ (our/ours) is larger.

Infinitive	Past	Past Participle
to be /bi:/	was /wəz, wɒz/ were /wɜ:/, wə/	been /bi:n/
to begin /bɪ'ɡɪn/	began /bɪ'ɡæn/	begun /bɪ'ɡʌn/
to bite /baɪt/	bit /bɪt/	bitten /bɪtn/
to break /breɪk/	broke /brəʊk/	broken /brəʊkn/
to bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
to build /bɪld/	built /bɪlt/	built /bɪlt/
to buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
to choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/
to come /kʌm/	came /keɪm/	come /kʌm/
to cut /kʌt/	cut /kʌt/	cut /kʌt/
to dig /dɪg/	dug /dʌg/	dug /dʌg/
to do /du:/	did /dɪd/	done /dʌn/
to draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
to drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
to drive /draɪv/	drove /drəʊv/	driven /drɪvn/
to eat /i:t/	ate /eɪt/, /et/	eaten /i:tn/
to fall /fɔ:l/	fell /fel/	fallen /fɔ:ln/
to feed /fi:d/	fed /fed/	fed /fed/
to feel /fi:l/	felt /felt/	felt /felt/
to fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
to find /faɪnd/	found /faʊnd/	found /faʊnd/
to fly /flaɪ/	flew /flu:/	flown /fləʊn/
to forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvn/
to get /get/	got /ɡɒt/	got /ɡɒt/
to give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvn/
to go /ɡəʊ/	went /went/	gone /ɡɒn/
to grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/
to have /hæv/	had /hæd/	had /hæd/
to hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
to hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
to hold /həʊld/	held /held/	held /held/
to keep /ki:p/	kept /kept/	kept /kept/

Infinitive	Past	Past Participle
to know /nəʊ/	knew /nju:/	known /nəʊn/
to leave /li:v/	left /left/	left /left/
to lose /lu:z/	lost /lɒst/	lost /lɒst/
to make /meɪk/	made /meɪd/	made /meɪd/
to meet /mi:t/	met /met/	met /met/
to put /pʊt/	put /pʊt/	put /pʊt/
to read /ri:d/	read /red/	read /red/
to ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
to rise /raɪz/	rose /rəʊz/	risen /rɪzn/
to run /rʌn/	ran /ræn/	run /rʌn/
to say /seɪ/	said /sed/	said /sed/
to see /si:/	saw /sɔ:/	seen /si:n/
to sell /sel/	sold /səʊld/	sold /səʊld/
to send /send/	sent /sent/	sent /sent/
to shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
to shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
to shoe /ʃu:/	shod /ʃɒd/	shod /ʃɒd/
to sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
to sit /sɪt/	sat /sæt/	sat /sæt/
to sleep /sli:p/	slept /slept/	slept /slept/
to speak /spi:k/	spoke /spəʊk/	spoken /spəʊkn/
to spend /spend/	spent /spent/	spent /spent/
to spin /spɪn/	span /spæn/	spun /spʌn/
to steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
to sweep /swi:p/	swept /swept/	swept /swept/
to swim /swɪm/	swam /swæm/	swum /swʌm/
to take /teɪk/	took /tʊk/	taken /teɪkn/
to tell /tel/	told /təʊld/	told /təʊld/
to think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
to understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
to wake /wəʊk/ up	woke /'wəʊkən/ up	woken /'wəʊkən/ up
to wear /weə/	wore /wɔ:/	worn /wɔ:n/
to win /wɪn/	won /wʌn/	won /wʌn/
to write /raɪt/	wrote /rəʊt/	written /rɪtn/

Climate and Weather in England

British people talk about the weather in England more than anywhere else in the world. That's because the weather there changes very quickly. It may be warm in the morning and cool in the evening; it may rain in the morning, then you will have a bit of sunshine, and again it rains.

This is how the English writer Jerome K. Jerome in his book "Three Men in a Boat" makes fun of this kind:

"When I asked for advice, they all advised me to write about the weather. And since that time I was able to think of nothing else but the weather.

It certainly is very, very, very bad weather. It is so now, at the time when I am writing, and if it isn't unpleasant when you read this, it soon will be.

It always is wretched weather, according to us. In summer we say it's too hot, in winter that it's too cold, in spring and autumn it is bad because it is neither hot nor cold. If it is fine, we say the country is ruined because it doesn't rain; if it rains, we wish for fine weather. If December passes without snow we want to know what has become of our good old winters; and when it snows we are again not happy, we shall never be happy until each man makes his own weather, and keeps it to himself."



Weather Forecasts

There'll be some early morning mists and after that it'll be mainly dry and sunny with temperatures around sixteen or seventeen. It will stay dry all day, but there'll be quite a wind.

* * *

We expect some rain in the morning. There may be some storms with thunder and lightning and the temperatures will be around ten or twelve degrees.

* * *

It'll be quite warm for the time of the year, no winds, and sunshine nearly all day, with temperatures around fifteen or sixteen.

* * *

There'll be heavy rain and maybe some snow during the afternoon. It'll be very cold, with temperatures not going above two or three degrees.

The Taste of the British



Porridge, bacon and eggs, toast and marmalade, and two cups of strong tea – that was a real breakfast, a breakfast that made the miner’s back strong, the student’s head clear and the day’s problems easy. But, people of the world, take out your handkerchieves, because the news is sad. The British breakfast is dying. It’s suffering from a terrible disease-cornflakes. The disease is spreading through the kitchens of the nation. More and more people can’t resist – cornflakes are quicker; you don’t have to cook them. But that isn’t all. There’s another cruel killer ready to poison the dying breakfast: “instant” tea has been seen on a lot of kitchen tables. Like cornflakes, it’s quicker; it’s more convenient. Time in Britain is becoming more important than taste. You’ll hear people say: “I had a lovely lunch. It only took ten minutes to cook.” Or “Let’s have some fish fingers. They’re so quick.” But what do they taste like? I don’t think people have got time to notice. Nowadays you can buy almost everything in tins or in packets – even the roast beef of England has been imprisoned in a plastic bag!

Some people haven’t even got time to open a tin, so they buy their dinner at a “take-away” shop. They can take home a pizza, or a Chinese meal, or a fried chicken. And, of course, there’s always the “Fish and Chip” shop. But even in the “take-aways” the story’s the same - food is beginning to taste like the chemicals that are used to keep it “fresh”.

The British breakfast is dying. And it’s trying to tell us something: “You are what you eat.” So, if our food becomes more tasteless, perhaps we’ll become less interesting as well. And, like frozen chickens, we’ll have no real taste at all.

The English Language

Some words have different meanings,
and yet they’re spelt the same.

A cricket is an insect,
to play it — it’s a game.
On every hand, in every land,
it’s thoroughly agreed,
the English language to explain
is very hard indeed.

Some people say that you’re a dear,
yet dear is far from cheap.

A jumper is a thing you wear,
yet a jumper has to leap.
It’s very clear, it’s very queer,
and pray who is to blame
for different meanings to some words,
pronounced and spelt the same?

A little journey is a trip,
a trip is when you fall.
It doesn’t mean you have to dance
whenever you hold a ball.

A Pleasant Trip

An Englishman who was in France on a short visit wanted to go back to England. He had only enough money to pay for his ticket. As he knew that the trip would take only two days, he decided that he could live without eating those two days. So he bought a ticket and got on the ship. When dinner time came, he was very hungry, but he said he was not hungry. In the evening he was even more hungry, but when the waiter came to ask him to have supper, he said he was seasick, and he went to sleep hungry. The next morning the Englishman felt half-dead with hunger. "I shall eat," he said to himself, "even if they throw me into the sea." So when dinner time came, he went to the dining-room and ate everything that was on the table before him. When dinner was over, he quickly got up and went to his cabin.

In the evening when the ship was not far from London, he ate his supper and said to the waiter: "Bring me the bill for my meals."

But the waiter asked: "What bill?"

"For the dinner and supper I ate."

"But you paid for your meals when you bought the ticket," answered the waiter.

Flower Garden

As soon as the ground was warm
I turned up the soil
Then I raked it smooth
And counted not the toil.

Next I bought the little seeds
Of my favourite flowers
Planted, watered, weeded, and so
Passed many pleasant hours.

Thus they grew in beauty fair
And waved for all to see
A rainbow prisoned on my lawn
A fairy galaxy.

But the pleasure, most of all
I got from start to end
Was when I cut a sweet bouquet
And gave it to a friend.

Halloween

This is a story how Halloween was invented. Once upon a time there was a big vast forest through which many travellers journeyed to get to the town on the other side. It was such a dark forest that the travellers often wandered off the dim little trail and got lost. They tried to find their way and finally came to a pretty little cottage where a witch tricked the poor travellers by placing a magic spell on them. One day a poor little girl came to this very forest. As it grew very dark she



lit a candle but one of the witches blew it out. The girl tried many times to light the candle but the flame flickered and went out. Then the poor girl walked under a big nut-tree but the witch turned the nut over the little girl's head into a pumpkin. The girl felt around in the dark and found out a pumpkin. She found a stick and began to hollow out the pumpkin. When she hollowed she put the candle inside, lit it, put the lid and then put the pumpkin lantern on her head.

After a while she came to the witch's cottage. On seeing a horrible two-headed monster the witch fell down, knocked herself out on the hard cellar floor and soon died. The spell was lifted and the travellers were saved.

An Important Lesson

One day Jim came home from school very excited. He had seen an interesting notice on his classroom wall. It was about a competition for the best story. "What do you have to write about?" his mother asked Jim.



"A story called **The Most Important Lesson I Have Ever Learned.**"

So that evening after supper Jim sat down and tried to think of a story. Then he remembered something that had happened a few months earlier. That's what Jim wrote:

"Old Mrs Hanley has known me since I was a baby. She used to look after me when my parents were at work. For many years she has been our neighbour. Three years ago her husband died. And since that time she has been rather lonely. There are no other houses nearby. I see her in her garden every morning on my way to school. She waves to me as I ride past on my bicycle. Sometimes I stop and talk to her.

But then, one day, I did not see her in her garden. I wondered where she was – but I was in a hurry, I couldn't stop. I did not see her the next day, and the day after that. I could not imagine what had happened to her. But I never had time to find out – there was always something more that seemed important to do.

In the end I told my mother. I said that I had not seen Mrs Hanley for a few days. My mother telephoned her right away, but there was no answer. Mother felt worried, and we went to her house. We found Mrs Hanley in bed seriously ill. She had been in bed for three days without help.

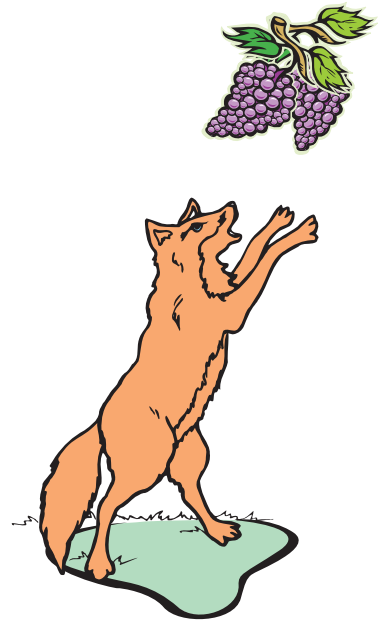
Mrs Hanley was ill for a long time, but she got better. Now she is back in her garden every morning.

You must always find time to think of other people – that is the most important lesson I have ever learned."

The Fox and the Grapes

One summer's day a fox was passing through
A vineyard; faint he was and hungry, too.
When suddenly his keen eye chanced to fall
Upon a bunch of grapes above the wall.
"Ha! Just the thing!" he said. "Who could resist it!"
He eyed the purple cluster – jumped – and missed it!
"Ahem!" he coughed. "I'll take more careful aim."
And sprang again. Results were much the same,
Although his leaps were desperate and high.
At length he paused to wipe a tearful eye,
And shrug a shoulder. "I am not so dry,
And lunch is bound to come within the hour...
Besides," he said, "I am sure those grapes are sour."
The moral is: We seem to want the peach
That always dangles just beyond our reach.
Yet, like the fox, we must not be upset
When sometimes things are just too hard to get.

Joseph Lauren

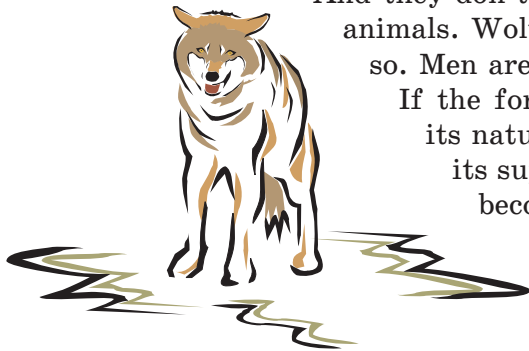


Wolves

The wolf is a sociable animal. Usually five or six animals live together in a group. Groups of wolves are called packs. The strongest wolf in the group is the leader. When wolves are successful at the hunt and catch an animal, the leader of the pack will usually eat first. The leader and the most important female in the pack are the only wolves in the groups to have young. Baby wolves are called cubs. If the parent wolves have another litter (more cubs) the next year, the older cubs will help their parents to look after the new cubs. If the female wolf dies, another wolf from the pack will adopt all the cubs, and look after them as if they were her own. There are many children's books in which the wolf is the bad guy in the story. But this is unfair. Wolves are very shy animals, and they are not dangerous. In fact, they will only kill if they are hungry.

And they don't kill human beings, they kill old, weak and sick animals. Wolves fear human beings, and they are right to do so. Men are cutting down the forests where the wolves live.

If the forests are cut down, the American wolf will lose its natural habitat (the place where it lives). It will lose its supply of food, too. In fact, the American wolf will become endangered, like many other forest animals.



A Sad Story

Three men came to New York for a holiday. They came to a very large hotel and took a room there. Their room was on the forty-fifth floor.

In the evening the three men went to the theatre and came back to the hotel very late. "I am very sorry," said the clerk of the hotel, "but our lifts do not work tonight. If you do not want to walk up to your room, we shall make beds for you in the hall."

"No, no," said one of the three men, "no, thank you. We do not want to sleep in the hall. We shall walk up to our room."

Then he turned to his two friends and said, "It is not easy to walk up to the forty-fifth floor, but I think I know how to make it easier. On our way to the room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories."

So they began to walk up to their room. Tom told them many jokes; Andy sang some songs. At last they came to the thirty-fourth floor. They were tired and decided to have a rest.

"Well," said Tom, "now it is your turn, Peter. After all those jokes we heard on our way here tell us a long and interesting story with a sad ending."

"I shall tell you a sad story you ask me for," said Peter. "It is not long, but it is sad enough,

WE LEFT THE KEY TO OUR ROOM IN THE HALL."

Seasons

This is the season
When fruit is sweet,
This is the season
When school friends meet,
When noisy and merry
And brown in the sun
With their books and bags
To school they run.

This is the season
When mornings are dark
And birds do not sing
In forest and park.
This is the season
When children ski
And Father Frost
Brings the New Year tree.

This is the season
When snowdrops bloom,
When nobody likes
To be in his room.
This is the season
When birds make their nests,
This is the season
We all like best.

This is the season
When nights are short,
When children are full
Of fun and sport,
Playing, swimming
All the day,
With a happy song
On a sunny day.

Aa

about /ə'baʊt/ (adv)	cam, aproximativ	около, приблизительно
above /ə'baʊ/ (prep)	deasupra	над
absent-minded (adj)	distrat	рассеянный
/,æbsənt'maɪndɪd/		
acacia /ə'keɪʃə/ (n)	acacia, salcîm	акация
addressee /,ædre'si:/ (n)	destinatar	адресат
admission /əd'mɪʃn/ (n)	admitere, intrare	вход
adult /'ædʌlt/ (n)	adult	взрослый
advise /əd'vaɪz/ (v)	a sfătui	советовать
aim /eɪm/ (n)	ţel	цель
along /ə'lɒŋ/ (prep)	de-a lungul	вдоль
ancient /'eɪnʃənt/ (n)	vechi, antic	древний
ankle /'æŋkl/ (n)	gleznă	лодыжка
ant /ænt/ (n)	furnică	муравей
appreciate /ə'pri:ʃieɪt/ (v)	a aprecia	оценивать
area /'eəriə/ (n)	teritoriu, spaţiu	пространство
arrival /ə'raɪvl/ (n)	sosire	прибытие
arrive (in/at) /ə'raɪv/ (v)	a sosi (la)	прибывать
arts and crafts /'ɑ:ts ən'kra:fts/	arte şi meşteşuguri	искусства и ремесла
(be) ashamed (of) /ə'ʃeɪmd/ (adj)	a-i fi ruşine (de)	стыдиться
avenue /'ævənju:/ (n)	bulevard	проспект
await /ə'weɪt/ (v)	a aştepta	ждать
award /ə'wɔ:d/ (n)	premiu	премия
axe /æks/ (n)	topor	топор

Bb

bag /bæg/ (n)	geantă	сумка
baggage claim /'bæɡɪdʒ klem/ (n)	recepţia bagajelor	выдача багажа
background /'bækgraʊnd/ (n)	fundal	фон, задний план
ballet /'bæleɪ/ (n)	balet	балет
band /'bænd/ (n)	orchestră	оркестр
barrel /'bærəl/ (n)	butoi	бочка
base /beɪs/ (n)	bază	основа
battlefield /'bætlfi:ld/ (n)	cîmp de luptă	поле боя
because of /br'kɒz/	din cauză	потому что
beech /bi:tʃ/ (n)	fag	бук
beef /bi:f/ (n)	carne de vită	говядина
believe /bə'li:v/ (n)	a crede	верить
belt up /,belt 'ʌp/ (v)	a pune centura	пристегнуть ремни
below /br'ləʊ/ (prep)	mai jos de	ниже
beret /'bereɪ/ (n)	beretă	берет
beyond /br'jɒnd/ (prep)	dincolo de, după	за, по ту сторону
birch /bɜ:tʃ/ (n)	mesteacăn	береза
blend /blend/ (v)	a amesteca, a (se) combina	смешивать
bloom /blu:m/ (v)	a înflori	цвести, расцветать
boar /bɔ:(r)/ (n)	mistreţ	кабан
bookstall /'bʊkstɔ:l/ (n)	chiosc	книжный киоск
bowman /'bəʊmən/ (n)	arcas	стрелок, лучник
box /bɒks/ (v)	a boxa	боксировать
boxer /'bɒksə/ (n)	boxer, pugilist	боксер
brick /brɪk/ (n)	cărămidă	кирпич
bridge /brɪdʒ/ (n)	pod	мост
broad /brɔ:d/ (adj)	larg	широкий
bronze /brɒnz/ (adj)	de bronz	бронзовый
broth /brʊθ/ (n)	ciorbă	бульон
bulb /bʌlb/ (n)	lampă, bec	лампочка
bun /bʌn/ (n)	chiflă cu stafide	булочка с изюмом

Cc

<p>calculator /'kælkjuleɪtə/ (n) call (a flight) /kɔ:l/ (v) canvas /'kænvəs/ (n) cardboard /'kɑ:dbɔ:d/ (n) castle /'kɑ:sl/ (n) catch a train /kætʃ/ cellar /'selə(r)/ (n) cereal /'sɪəriəl/ (n) ceremony /'serəməni/ (n) channel /'tʃænl/ (n) chariot /'tʃæriət/ (n) chat /tʃæt/ (v) check /'tʃek/ (v) check in /tʃek'ɪn/ (v) chemical /'kemɪkl/ (adj) chemist's (shop) /'kemɪsts/ (n) cherish /'tʃerɪʃ/ (v) chewing-gum /'tʃu(:)ɪŋɡəm/ (n) chirping /'tʃɜ:pɪŋ/ (n) chore /'tʃɔ:(r)/ (n) clarinet /,klærə'net/ (n) classical /'klæsɪkl/ (adj) climate /'klaɪmət/ (n) coal /kəʊl/ (n) college /'kɒlɪdʒ/ (n) colonist /'kɒlənɪst/ (n) colony /'kɒləni/ (n) colourful /'kʌləfʊl/ (adj) colouring /'kʌlərɪŋ/ (n) comfort /'kʌmfət/ (n) complaint /kəm'pleɪnt/ (n) confirm /kən'fɜ:m/ (v) conquer /'kɒŋkə(r)/ (v) consult /kən'sʌlt/ (v) continent /'kɒntɪnənt/ (n) contribute /kən'trɪbjʊ:t/ (v) convent /'kɒnvənt/ (n) countryside /'kʌntrɪsaɪd/ (n) coverlet /'kʌvələt/ (n) cowardly /'kəʊədli/ (adj) cowshed /'kəʊʃed/ (n) craft /kra:ft/ (n) cranberry /'krænbəri/ (n) create /kri:'eɪt/ (v) crew /kru:/ (n) cricket /'krɪkɪt/ (n) crime /kraɪm/ (n) crisp /krɪsp/ (adj) cross /krɒs/ (v) curious /'kjʊəriəs/ (adj) cushion /'kʊʃn/ (n) customer /'kʌstəmə/ (n)</p>	<p>calculator a anunța (zborul) canava carton castel a reuși la tren pivniță cereale ceremonie canal car de triumf a sta la vorbă a controla a se înregistra chimic farmacie a cocoli, a alinta gumă de mestecat ciripit, piruit muncă de rutină clarinet classic climă cărbune colegiu colonist colonie colorat culoare, colorare comfort, consolare plingere a confirma a cuceri a consulta continent a contribui cu schit, mănăstire localitate rurală cuvertură fricos staul de vite meserie, meșteșug răchițele a crea echipaj greier crimă crocant a traversa curios pernuță client</p>	<p>калькулятор объявлять (рейс) парусина картон замок, дворец успеть на поезд погреб, подвал хлебный злак церемония канал, пролив колесница болтать проверять регистрировать(ся) химический аптека лелеять жевательная резинка чирикание, щебетание рутинная работа кларнет классический климат уголь колледж колонист, поселенец колония красочный окраска, окрашивание утешение жалоба подтверждать завоевывать, покорять советоваться материк, континент содействовать монастырь сельская местность покрывало трусливый хлев, коровник ремесло клюква создавать экипаж сверчок преступление хрустящий пересекать любопытный (диванная) подушка покупатель, клиент</p>
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Dd

<p>dachshund /'dæksənd/ (n) daffodil /'dæfədɪl/ (n) daily /'deɪli/ (adv)</p>	<p>ciine șoricar narcisă zilnic</p>	<p>такса нарцисс ежедневный</p>
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daisy /'deɪzi/ (n) declare /dɪ'kleə/ (v) defeat /dɪ'fi:t/ (v) delicate /'delɪkət/ (adj) deserve /dɪ'zɜ:v/ (v) dignity /'dɪgnəti/ (n) discus /'dɪskəs/ (n) dishonest /dɪ'sɒnɪst/ (adj) disease /dɪ'zi:z/ (n) disk /dɪsk/ (n) disk drive /'dɪsk draɪv/ (n) dive /daɪv/ (v) dough /dəu/ (n) dove /dʌv/ (n) dressing /'dresɪŋ/ (n) drop /drɒp/ (v) dull /dʌl/ (adj)	margaretă a declara a infringe delicat, fin, firav a merita demnitate disc (sport.) necinstit boală disc dischieră a plonja aluat porumbel umplutură, sos a scăpa monoton	маргаритка объявлять наносить поражение утонченный, изысканный заслуживать достоинство, гордость диск (спорт.) нечестный болезнь диск дисковод нырять тесто голубь приправа ронять скучный
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Ee

each other /,i:tʃ'ʌðə/ editor /'edɪtə/ (n) embroidered /ɪm'brɔɪdəd/ (adj) empty /'empti/ (adj) encourage /ɪn'kʌrɪdʒ/ (v) endanger /ɪn'deɪndʒə/ (v) (be) engaged (in) /ɪn'geɪdʒd/ entertaining /,entə'teɪnɪŋ/ (adj) exclaim /ɪk'skleɪm/ (v) expect /ɪk'spekt/ (v) exploit /'eksplɔɪt/ (n) explore /ɪk'splɔ:(r)/ (n) express /ɪk'spres/ (v) extend /ɪk'stend/ (v)	unul pe altul redactor brodat gol, neocupat a incuraja a primejdui a fi ocupat distractiv a exclama a aştepta, a fi în aşteptare faptă glorioasă a cerceta a exprima a (se) întinde, a (se) extinde	друг друга редактор вышитый пустой одобрять, поддерживать подвергать опасности быть занятым развлекательный восклицать ждать, ожидать подвиг исследовать выражать простирается
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Ff

facilities /fə'sɪlətɪz/ (n) fail /feɪl/ (v) fascinating /'fæsmɪnɪŋ/ (adj) fashionable /'fæʃnəbl/ (adj) fast /fɑ:st/ (adj) fatten /'fætn/ (v) fax /fæks/ (n) feast /fi:st/ (n) fertilizer /'fɜ:təlaɪzə/ (n) fiesta /'fjesta:/ (n) fight /faɪt/ (n) fill /fɪl/ (v) fitness /'fɪtnɪs/ (n) flight /flaɪt/ (n) flutter /'flʌtə/ (v) follow /'fɒləʊ/ (v) food /fu:d/ (n)	comodităţi a suferi înfringere fermecător la modă rapid a îngrăşa fax sărbătoare, petrecere îngrăşămînt serbare luptă a umple sănătate zbor a flutura, a bate din aripi a urma hrană, mâncare	удобства потерпеть неудачу очаровательный модный быстрый откармливать факс пир, праздник удобрение праздник драка наполнять здоровье полет махать крыльями следовать, идти за пища, еда
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foolish /'fu:liʃ/ (adj) forest /'fɒrɪst/ (n) forester /'fɒrɪstə/ (n) fortnight /'fɔ:tnaɪt/ (n) foundation /'faʊn'deɪʃ(ə)n/ (n) fountain /'faʊntən/ (n) fragile /'frædʒail/ (adj) fragrance /'freɪgrəns/ (n) freedom /'fri:dəm/ (n) frequent /'fri:kwənt/ (adj) frolic /'frɒlɪk/ (v) fume /fju:m/ (n)	prostesc, necugetat pădure, codru pădurar două săptămîni temelie, bază havuz fragil, gingaș mireasmă libertate frecvent, des a zburda fum	глупый лес лесник две недели основание, фундамент фонтан хрупкий, слабый аромат, благоуханье свобода, независимость частый, повторяющийся резвиться, проказничать дым
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Gg

generation /,dʒenə'reɪʃn/ (n) get off /,get 'ɒf/ (v) get on /,get 'ɒn/ (v) glade /gleɪd/ (n) goddess /'gɒdes/ (n) gooseberry /'gu:zbəri/ (n) graduate (from) (v) /'grædʒueɪt/ grasshopper /'grɑ:s,hɒpə/ (n) gravy /'grevi/ (n) graze /greɪz/ (v) great-grandchild /,greɪt 'græntʃaɪld/ (n)	generație a se da jos, a cobori a se urca luminiiș, poiană zeiță agrișă a absolvi (colegiul, universitatea) cosăș sos a paște strănepot, strănepoată	поколение сойти садиться поляна богиня крыжовник окончить (учебное заведение) кузнечик соус пасти правнук, правнучка
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Hh

habitat /'hæbɪtæt/ (n) hamburger /'hæmbɜ:gə(r)/ (n) hand /hænd/ (v) on the 'one hand on the 'other hand happen /'hæpən/ (v) helmet /'helmt/ (n) hen-house /'hen haʊs/ (n) hide /haɪd/ (v) hint /hmt/ (n) hoar-frost /'hɔ:frɒst/ (n) hold /həʊld/ (v) honour /'ɒnə/ (v) homeless /'həʊmləs/ (adj) hopeless /'həʊpləs/ (adj) house /'haʊz/ (v)	areal, habitat hamburger a înmîna pe de o parte pe de altă parte a se întîmpla cască de protecție poiată a ascunde aluzie, sugestie promoroacă a ține, a conține a onora fără adăpost disperat a găzdui	среда обитания гамбургер вручать с одной стороны с другой стороны случаться шлем, каска курятник прятать намек иней держать, вмещать почитать, оказывать честь бездомный отчаявшийся размещать
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Ii

ignore /ɪg'nɔ:/ (v) impressive /ɪm'presɪv/ (adj) imprison /ɪm'prɪzn/ (v) incredible /ɪn'kredəbl/ (adj)	a nu lua în seamă, a ignora impresionant a întemnița incredibil	игнорировать впечатляющий заключать в тюрьму неправдоподобный
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infamous /'mfəməs/ (adj)	ticălos	позорный
inherit /m'h'erit/ (v)	a moșteni	унаследовать
iris /'aɪrɪs/ (n)	stinjenel	ирис
island /'aɪlənd/ (n)	insulă	остров
ivory /'aɪvəri/ (n)	fildeș	слоновая кость

Jj

jar /dʒɑ:/ (n)	borcan	кувшин, банка
jelly /'dʒeli/ (n)	peltea	желе
journal /dʒɜ:nl/ (n)	jurnal	дневник
journey /'dʒɜ:ni/ (n)	călătorie	путешествие
just /dʒʌst/ (adj)	drept, just	справедливый

Kk

keyboard /'ki:bɔ:d/ (n)	tastieră	клавиатура
kindergarten /'kɪndəɡɑ:tn/ (n)	grădiniță (de copii)	детский сад
kneel /ni:l/ (n)	a ingenunchea	преклонять колени
knight /naɪt/ (n)	cavaler	рыцарь

Ll

land /lənd/ (v)	a ateriza	приземляться
law /lɔ:/ (n)	lege	закон
lay /leɪ/ (v)	a așeza, a pune	класть, накрывать
lead /li:d/ (n)	a duce	вести
leap year /'li:p jɪə(r)/ (n)	an bisect	високосный год
leggings /'legɪŋz/ (n)	jambiere	гамаши
length /lenθ/ (n)	durată	продолжительность
lie /laɪ/ (v)	a se întinde, a sta culcat	лежать, простираться
lifeguard /'laɪfgɑ:d/ (n)	salvamar	спасатель на водах
light /laɪt/ (adj)	ușor	легкий
lighthouse /'laɪthaʊs/ (n)	far	маяк
,lily of the 'valley (n)	lăcrămioară	ландыш
linden /'lɪndən/ (n)	tei	липа
litter /'lɪtə(r)/ (n)	resturi, gunoaie	мусор
lizard /'lɪzəd/ (n)	șopirlă	ящерица
loser /'lu:zə/ (n)	persoană care pierde	проигравший
luck /lʌk/ (n)	noroc	удача
luggage /'lʌɡɪdʒ/ (n)	bagaj	багаж

Mm

machine /mə'ʃi:n/ (n)	mașină, aparat	машина, аппарат
madness /'mædnɪs/ (n)	nebulie	сумасшествие
majestic /mə'dʒestɪk/ (adj)	măreț	величественный
mail /meɪl/ (n)	poștă	почта
mainly /'meɪnli/ (adv)	îndeosebi	главным образом
maple /'meɪpl/ (n)	arțar	клен
marble /'mɑ:bl/ (n)	marmură	мрамор
mare /meə(r)/ (n)	iapă	кобыла

marmalade /'ma:məleɪd/ (n) marry /'mæri/ (v) marten /'ma:tm/ (v) marvellous /'mɑ:vələs/ (adj) match /mætʃ/ (n) meal /mi:l/ (n) mean /mi:n/ (adj) meaning /'mi:nɪŋ/ (n) medicine /,medsn/ (n) medieval /,medi'i:vl/ (adj) (in the) midst of mild /maɪld/ (adj) milk /mɪlk/ (v) mind /maɪnd/ (v) misty /'mɪsti/ (adj) modem /'məʊdem/ (n) moderate /'mɒd(ə)rɪt/ (adj) modern /'mɒd(ə)n/ (adj) monk /mɒŋk/ (v) moreover /mɔ:ɹ'əʊvə/ (adv) motionless /'məʊʃnləs/ (adj) mouse /maʊs/ (n) mustard /'mʌstəd/ (n) mutton /'mʌtn/ (n) mysterious /mɪs'tɪəriəs/ (adj)	dulceață de citrice a se căsători jder minunat, uimitor chibrit mincare josnic, ticălos înțeles medicament medieval în mijlocul blind, temperat a mulge a obiecta cețos, neguros modem moderat modern călugăr mai mult decît atît imobil maus, șoarece muștar carne de oaie misterios	апельсиновое варенье жениться, выйти замуж куница изумительный спичка еда низкий, подлый значение лекарство средневековый среди мягкий, умеренный доить возражать туманный, неясный модем умеренный современный монах сверх того, кроме того неподвижный мышка, мышь горчица баранина таинственный, загадочный
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Nn

napkin /'næpkɪn/ (n) naughty /'nɔ:ti/ (adj) navy /'neɪvi/ (n) neat /ni:t/ (adj) needlework /'ni:dlwɜ:k/ (n) needy /'ni:di/ (adj) neighbourhood /'neɪbəhʊd/ (n) news /'nju:z/ (n) noodle(s) /'nu:dl(z)/ (n) nun /nʌn/ (n)	șervețel obraznic, neastimpărat flotă militară curat, îngrijit brodare nevoiaș vecinătate noutate tăiței călugăriță	салфетка непослушный, озорной военно-морской флот чистый, аккуратный вышивание бедный соседство, близость новости лапша монахиня
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Oo

oak /əʊk/ (n) octopus /'ɒktəpəs/ (n) offer /'ɒfə(r)/ (v) old-fashioned /,əʊld'fæʃnd/ on the left (prep) on the right (prep) once /wʌns/ (adv) onto /'ɒntə/ (prep) operation /,ɒpə'reɪʃn/ (n) outlaw /'aʊtlɔ:/ (n) outstanding /aʊt'stændɪŋ/ (adj) overdressed /,əʊvə'drest/ (adj) own /əʊn/ (v) own /əʊn/ (pron)	stejar caracatiță a oferi demodat din stînga din dreapta odată pe operație haiduc remarcabil împopoțonat a poseda propriu	дуб осьминог предлагать старомодный слева справа однажды на операция гайдук выдающийся одетый слишком нарядно владеть собственный
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Pp

<p> painting /'peɪntɪŋ/ (n) parcel /'pɑːsl/ (n) parson /'pɑːsn/ (n) path /pɑːθ/ (n) patient /'peɪʃnt/ (n) penguin /'peŋɡwɪn/ (n) pepper /'pepə/ (n) perfect /'pɜːfɪkt/ (adj) pheasant /'feznt/ (n) physical /'fɪzɪkl/ (adj) pick up /,pɪk'ʌp/ (v) pickle /'pɪkl/ (n) pigeon /'pɪdʒɪn/ (n) pigsty /'pɪɡstaɪ/ (n) pilgrim /'pɪlɡrɪm/ (n) platform /'plætfoːm/ (n) pleated /'pliːtɪd/ (adj) plenty (of) /'plenti/ (pron) pocket /'pɒkɪt/ (n) pollute /pə'luːt/ (v) pollution /pə'luːʃn/ (n) poodle /'puːdl/ (n) popcorn /'pɒpkɔːn/ (n) poplar /'pɒplə(r)/ (n) popularity /,pɒpjʊ'lærɪti/ (n) </p>	<p> pictură pachet, colet preot cărare pacient pinguin piper perfect fazan fizic a lua murătură porumbel cocină pelerin peron plisat o mulțime buzunar a polua poluare pudel floricele de porumb plop popularitate </p>	<p> картина пакет, посылка священник тропинка пациент, больной пингвин перец совершенный фазан физический поднимать соленья голубь свинарник паломник платформа, перрон в складки много карман загрязнять загрязнение пудель воздушная кукуруза тополь популярность, известность </p>
<p> poppy /'pɒpi/ (n) porter /'pɔːtə/ (n) prescribe /prɪ'skraɪb/ (v) prince /prɪns/ (n) princess /,prɪn'ses/ (n) printer /'prɪntə/ (n) programme /'prəʊɡræm/ (n) proper /'prɒpə/ (adj) propose /prə'pəʊz/ (v) protect /prə'tekt/ (v) pyramid /'pɪrəˌmɪd/ (n) </p>	<p> mac hamal a prescrie prinț prințesa imprimantă program potrivit, adecvat a propune a proteja piramidă </p>	<p> мак носильщик предписывать принц принцесса принтер программа подходящий предлагать защищать пирамида </p>

Rr

<p> racoon /rə'kuːn/ (n) railway station /'reɪlweɪ steɪʃn/ (n) recognize /'rekəɡnaɪz/ (v) recycle /ri'saɪkl/ (v) refreshment room /rɪ'freʃmənt rʊm/ regularly /'regjʊləli/ (adv) reign /reɪn/ (v) remarkable /rɪ'mɑːkəbl/ (adj) relaxing /rɪ'læksɪŋ/ (adj) replace /rɪ'pleɪs/ (v) </p>	<p> raton gara feroviară a recunoaște refolosi (deșeuri) bufet regulat a domni remarcabil odihnitor a înlocui </p>	<p> енот железнодорожный вокзал узнавать повторно использовать буфет регулярно царствовать замечательный расслабляющий замещать </p>
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represent /ˌriːprɪˈzent/ (v)	a prezenta	изображать
reptile /ˈreptail/ (n)	reptilă	пресмыкающееся
restore /rɪsˈtɔː/ (v)	a restitui	восстанавливать
reunion /ˌriːˈjuːniən/ (n)	reuniune	воссоединение
riches /ˈrɪtʃɪz/ (n)	avere, bogății	богатство
roast /rəʊst/ (v)	a frige	жарить
rob /rɒb/ (v)	a jefui	грабить
rodeo /rəʊˈdeɪəʊ/ (n)	rodeo	родео
roll /rəʊl/ (n)	chiflă	булочка
,round the 'corner	după colț	за углом
rush /rʌʃ/ (v)	a se grăbi	мчаться, нестись
rust /rʌst/ (v)	a rugini	ржаветь

Ss

sacred /ˈseɪkrɪd/	sacru, sfânt	священный, святой
safe /seɪf/ (adj)	în siguranță	безопасный
safety /ˈseɪfti/ (n)	securitate	безопасность
on sale /ən ˈseɪl/	în vânzare la preț redus	в продаже по сниженной цене
sacrifice /ˈsækrɪfaɪs/ (n)	sacrificiu	жертва
sapling /ˈsæplɪŋ/	puiet	молодое деревце
sausage /ˈsɔːsɪdʒ/ (n)	crenvorst	сосиска
screen /skriːn/ (n)	monitor	экран
security /sɪˈkjʊərəti/ (n)	securitate	безопасность
seize /siːz/ (v)	a lua	захватывать
sense /sens/ (v)	a simți	ощущать, чувствовать
,set 'off (v)	a porni	отправляться
shadow /ˈʃædəʊ/ (n)	umbră	тень
shamrock /ˈʃæmrɒk/ (n)	trifoi alb	трилистник
sheep-pen /ˈʃiːppɛn/ (n)	staul pentru oi	загон для овец
shelter /ˈfeltə/ (n)	adăpost	приют
shoe /ˈʃuː/ (v)	a potcovi	подковывать
shooting /ˈʃuːtɪŋ/ (n)	vinătoare	стрельба, охота
shower /ˈʃaʊə/ (n)	aversă (de ploaie)	ливень
shoulder /ˈʃəʊldə/ (n)	umăr	плечо
sickness /ˈsɪknəs/ (n)	boală	болезнь
sideboard /ˈsaɪdbɔːd/ (n)	bufet	буфет, сервант
site /saɪt/ (n)	teren, loc	участок
size /saɪz/ (n)	mărime	размер, величина
skunk /skʌŋk/ (n)	dihor	скунс
sleeper /ˈsliːpə/ (n)	vagon de dormit	спальный вагон
slip /slɪp/ (v)	a aluneca	подскользнуться
smell /smel/ (n)	miros	запах
smith /smɪθ/ (n)	potcovar	кузнец
snack /snæk/ (n)	gustare	легкая закуска
snug /snʌg/ (adj)	confortabil	уютный
soap opera /ˈsəʊp ɒprə/ (n)	serial melodramatic	мыльная опера
soccer /sɒkə/ (n)	fotbal	футбол
sock /sɒk/ (n)	șosetă	носок
sorrow /ˈsɒrəʊ/ (n)	necaz, întristare	печаль, горе
sound /saʊnd/ (v)	a suna	звучать
special /ˈspeʃl/ (adj)	deosebit	особенный
speckle /ˈspekl/ (n)	picătea	крапинка
spectator /spekˈteɪtə/ (n)	spectator	зритель

spell /spel/ (n) spin /spm/ (v) sporting /'spɔ:tɪŋ/ (adj) spot /spɒt/ (n) squash /'skwɒʃ/ (n) stable /'steɪbl/ (n) stage /'steɪdʒ/ (n) star /sta:/ (v) state /steɪt/ (n) stove /steɪv/ (n) stew /stju:/ (n) store /stɔ:/ (v) stream /stri:m/ (n) stripe /straɪp/ (n) ,strike 'off (v) studio /'stju:diəʊ/ (n) study /'stʌdi/ (n) stuffing /'stʌfɪŋ/ (n) succeed /sək'si:d/ (v) sun-dress /'sʌndres/ (n) sunflower /'sʌnflaʊə/ (n) sunshine /'sʌnʃaɪn/ (n) surface /'sɜ:fɪs/ (n) surprising /sə'praɪzɪŋ/ (adj) surroundings /sə'raʊndɪŋz/ (n) survival /sə'vaɪvəl/ (n) swap /swɒp/ (v) swelling /swelɪŋ/ (adj) sword /'sɔ:d/ (n)	farmec a toarce sportiv pată dovlecel grajd scenă a juca rolul principal stat prăjină, baston tocană a stoca pirău dungă a tăia studio cameră de lucru umplutură a succide, a urma după sarafan floarea soarelui lumina soarelui suprafață surprinzător vecinătate supraviețuire a face schimb de umflat, inflammat sabie	чары прясть спортивный пятно кабачок, тыква конюшня, хлев сцена играть главного героя государство, штат палка, посох тушёное мясо сохранять ручей полоса отрубать студия рабочий кабинет начинка следовать (за к.-либо) сарафан подсолнечник солнечный свет поверхность неожиданный окрестности выживание обмениваться набухающий меч
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Tt

tablecloth /'teɪblɪklɒθ/ (n) ,take 'care of (v) take off /,teɪk 'ɒf/ (v) temple /'templ/ (n) term /'tɜ:m/ (n) thankful /'θæŋkfl/ (adj) thistle /'θɪsl/ (n) though /ðəʊ/ (adv) thread /θred/ (n) throne /θrəʊn/ (n) tidy /'taɪdi/ (adj) tie /taɪ/ (v) tiny /'tami/ (adj) toast /'təʊst/ (n) tomb /'tu:m/ (n) tour /'tuə/ (v) track /'træk/ (n) trade /treɪd/ (v) traffic /'træfɪk/ (n) traffic fume (n) trap /'træp/ (v) treat /tri:t/ (v)	față de masă a avea grijă de a scoate (haina) templu semestru recunoscător ciulin, scai deși ață tron ordonat a lega mititel toast mormint, cavou a face un turneu urmă a face negoț trafic gaze de eșapament a prinde în capcană a trata, a se purta cu	скатерть заботиться снимать храм семестр благодарный чертополох хотя нитка, нить трон опрятный завязывать крошечный гренок, тост могила (с надгробием) гастролировать след торговать движение транспорта выхлопные газы ловить в капкан лечить, обходиться
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trill /tril/ (n) trip (over) /,trip 'əʊvə/ (v) trombone /trəm'bəʊn/ (n) troupe /tru:p/ (n) truly /'tru:li/ (adv) truth /tru:θ/ (n) try smth on /,traɪ 'ɒn/ (v) turn into /,tɜ:n 'ɪntə/ (v) turnip /'tɜ:nɪp/ (n) twice /twais/ (adv) type /taɪp/ (v)	tril a se împiedica trombon trupă, companie cu adevărat adevăr a încerca (o haină) a preface, a preschimba nap de două ori a dactilografia	трель споткнуться тромбон труппа правдиво правда примерять превращать репа дважды писать на машинке
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Uu

undersea /'ʌndəsi:/ (adj) underwater /,ʌndə'wɔ:tə/ (adj) unforgettable /,ʌnfə'getəbl/ (adj) unfortunately /ʌn'fɔ:tʃənətli/ (adv) unwrap /ʌn'ræp/ (v) urge /ɜ:dʒ/ (v)	submarin submarin de neuitat din nefericire a despacheta a indemnă	подводный подводный незабываемый к несчастью развертывать побуждать
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Vv

variety /va'raɪəti/ (adj) various /'veəriəs/ (adj) vary /'veəri/ (v) vinegar /'vɪnɪgə/ (n) viola /vɪ'əʊlə/ (n) violence /'vaɪələns/ (n) volunteer /,vɒlən'tiə(r)/ (n)	varietate divers, variat a modifica, a varia oțet violă violență voluntar	разнообразие различный менять(ся) уксус альт жестокость доброволец
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Ww

waistcoat /'weɪskəʊt/ (n) waiting-room /'weɪtɪŋrʊm/ (n) wand /wɒnd/ (n) (a long) way off weapon /'wepən/ (n) weigh /wei/ (v) wheat /wi:t/ (n) wheel /wi:l/ (n) whenever /wen'evə(r)/ (conj) willow /'wɪləʊ/ (n) winding /'waɪndɪŋ/ (adj) wing /wɪŋ/ (n) wink /wɪŋk/ (n) wise /waɪz/ (adj) wish /wɪʃ/ (n) wonder /'wʌndə/ (n) wood /wʊd/ (n)	vestă sală de așteptare baghetă departe armă a cîntări grîu roată oricînd salcie șerpuit, cotit aripă a clipi din ochi înțelept dorință minune pădure	жилет зал ожидания палочка далеко оружие взвешивать пшеница колесо когда бы ни ива извилистый крыло моргать мудрый желание чудо лес
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worn out /,wɔ:n 'aʊt/ (adj) wrap /ræp/ (v) wrestle /'resl/ (v)	uzat a inveli, impacheta a lupta corp la corp	изношенный завертывать бороться
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Xx

X-ray /'eks rei/ (v)	a fotografia cu raze X	просвечивать рентгеновскими лучами
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List of Proper Names	List of Geographical Names
King Alfred /,kɪŋ 'ælfri:d/ Audubon Zoo /'ɔ:dəbən 'zu:/ Capitol /'kæpɪtəl/ Chris /kris/ Helen /helɪn/ Jefferson Monument /'dʒefəsən 'mɒnjumənt/ Rudyard Kipling /'rʌdjəd 'kiplɪŋ/ Leo /'li:əu/ Abraham Lincoln /'eɪbrəhæm 'lɪŋkən/ London Planetarium /'lʌndən ,plæni'teəriəm/ Madam Tussaud's /,mædəm tʊ'sɔ:dz/ Mother Teresa /,mʌðə tə'ri:zə/ Mercury /'mɜ:kjuri/ Midas /'maɪdəs/ National Mall /,næʃənəl 'mɔ:l/ Parker /'pɑ:kə/ Robin Hood /,rɒbɪn 'hʊd/ Robert Louis Stevenson /'rɒbət 'lu:i: 'sti:vənsən/ Taylor /'teɪlə/ Thanksgiving /,θæŋks'grɪvɪŋ/ Queen Victoria /,kwɪ:n vɪk'tɔ:riə/ George Washington /'dʒɔ:dʒ 'wɒʃɪŋtən/	Atlantic Ocean /ət'læntɪk 'əʊʃən/ Belfast /bel'fɑ:st/ Birmingham /'bɜ:mɪŋəm/ Boston /'bɒstən/ Bristol /'brɪstl/ British Isles /'brɪtɪʃ 'aɪlz/ Buckingham Palace /,bʌkɪŋəm 'pælɪs/ Canada /'kænədə/ Cardiff /'kɑ:dɪf/ Edinburgh /'edɪnbərə/ England /'ɪŋɡlənd/ English Channel /'ɪŋɡlɪʃ 'tʃænl/ Houses of Parliament /,haʊzɪz əv 'pɑ:ləmənt/ Ireland /'aɪələnd/ Islip /'aɪslɪp/ Japan /dʒə'pæn/ Kentucky /ken'tʌki/ Leeds /li:dz/ Northern Ireland /,nɔ:ðən 'aɪələnd/ Olympia /ə'lɪmpɪə/ Piccadilly Circus /,pɪkədɪli 'sɜ:kəs/ Potomac /pə'təʊmæk/ Scandinavia /,skændɪ'neɪvɪə/ Scotland /'skɒtlənd/ Syracuse /'saɪrəkju:z/ Union Jack /,ju:njən 'dʒæk/ United Kingdom /ju'naitɪd 'kɪŋdəm/ Wales /weɪlz/

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