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**TAPESCRIPTS**

**Nick (a British boy) and Yan (a Belarusian boy) – twelve years old, Rosy – ten years old, all the children preferably of Nick’s age**

**UNIT 1**

**Lesson 1, ex.2 (two girls and a boy talking)**

Girl: I think the girl is really good-looking. Look at her hair. Long curly and fair. She looks like Cinderella.

Boy: Yeah! She’s got fair hair and brown eyes. That’s really beautiful. And she’s got a nice smile. She looks very friendly and active. She’s fun!

Girl 2: She also looks sun-tanned. The picture is really good. And I think the boy is rather good-looking, too. He’s got straight dark hair and big green eyes, pale skin …

Girl: And his freckles. He’s got freckles all over his face! I love freckles! He looks so romantic. Isn’t he sweet?

Boy: He needs glasses. If he wears glasses, he’ll look like Harry Potter.

Girl 2: Oh, no. He’s a bit too fat. And he looks quiet.

 Boy: By the way. I’ve got some freckles, too.

Girl: Really? Where? I haven’t seen any on your face.

Boy: Here. Look. One on the nose and some over here… (диалог затихает)

Lesson 2, ex.3a (adult speaking)

These adjectives are often used to describe someone’s appearance. Beautiful means having beauty in it. This is the strongest adjective in the list. Lovely is beautiful, too. But this adjective can also describe someone’s character. A lovely girl often means friendly and kind. Good-looking just means looking good. And handsome is the same as good-looking, but used to describe a man, not a woman. For example you can say: He’s got a handsome face. Pretty is about girls or women. It also means that the girl is nice-looking, but without being very beautiful. You know… pretty. And ugly is opposite to beautiful, something you wouldn’t like to look at.

**Lesson 2, ex.5b)**

(boy) I think the girl in this picture looks really pretty. She’s got a lovely smile and beautiful eyes. You can see that her eyes are smiling too. Her hair is straight and shiny. The girls, in fact, look like sisters, but her hair is a bit longer and darker.

(woman)I can’t say that this man is young, but he is really handsome. He is tall and fit. He’s got a large nose and light blue eyes. And he’s wearing glasses. He looks like a famous designer or a photographer.

(woman)In my opinion all these people look great, but I can’t take my eyes off one photograph. The boy here looks just like my son! He’s a lovely little boy and he’s going to be a very handsome young man. Look at him! Girls like him already! He’s got short fair hair and he looks a bit pale. But I believe he’s got lovely freckles in summer. My son does.

**Lesson 3, ex.4b**

(Nick) I used to play outside
But now I am reading inside
I used to be a flower
But now I am a garden

I used to look sweet

But now I look handsome

I used to be nothing
But now I am a Man

**Lesson 4, ex.2b**

Interviewer(young woman): Today in our studio we have a great singer and a handsome man - Kris Allen – the American Idol 2008. Hi, Kris! Thank you for coming.

Kris Allen( a young man): Happy to be here.

Interviewer: We’ve got 100 questions from teens all over the world. Are you ready? Question one. How did you feel when you were chosen the best?

Kris Allen: Well… It was really exciting, and I couldn’t believe it at the same time. It was probably the best moment of the year for me.

Interviewer: Has the show changed your life?

Kris Allen: Yes! Absolutely! My life used to be very different. I used to sleep more. I didn’t use to travel so much. I used to enjoy different things. I was a different person. And I didn’t use to have so many interviews.

Interviewer: Ha-ha! Did you use to look different too?

Kris Allen: Yeah! My skin looked much paler and, you won’t believe it, I had shoulder-length fair hair.

 Interviewer: Wow. Are you saying you looked like Legolas?

Kris Allen: I wasn’t that fit. I didn’t use to do any sports. Now I have to, you know.

Interviewer: Ha-ha! Did you use to sing different songs?

Kris Allen: Actually, I didn’t use to sing at all. When I was thirteen I taught myself how to play the guitar and I play the piano, the viola, and the ukulele.

Interviewer: What’s the kukulele?

Kris Allen: Ukulele. A musical instrument. Looks like a small guitar.

**Lesson 6 ex 4b**

**(teenage boy)**

Perhaps it wasn'tan "ugly duckling," as much as it was "kind of overweight duckling."

I had a really good friend who encouraged me to take up sports and eat right food. I remember the hardest time was about 2 months after beginning to exercise, but my mum told me it was silly to give up after I’d worked so much.

I also used to have terrible, very unhealthy skin for four years. You know what helped me? I stopped touching my face. I used to do it at the computer or at school, whenever I was bored. It helped clear up my skin, and I felt better about myself in one hit.

**(teenage girl)**

At school I was definitely a lonely kid without many friends. I used to wear braces because my teeth were so bad, and I'm pretty sure I had a moustache at the time this picture was taken. A slightly chubby child with braces, wearing stupid ugly clothes parents chose for me.
What helped me change? Time. It just happened I grew over it. The second picture is same face, same me, just a bit slimmer. Straight teeth, healthy skin, thick hair and people say you look like a Disney star.

**Lesson 9, ex.2a)**

(two boys and three girls)

A (two girls talking – Barbara and Tina):

 - Barbara! Look at you! Your hair looks fantastic! Have you been to the hairdresser’s?

 - Thank you, Tina! Your party is great!

B( a boy and a girl talking - Barbara and Brian):

 - You look so handsome, Brian! I haven’t seen you wearing a jacket before!

 - Thanks, Barbara! Have you seen Paul anywhere?

C (a boy and a girl talking – Barbara and Paul):

 - Hi, Paul! You look a bit pale! Are you feeling well?

 - Just a little tired. Don’t worry.

 - Would you like anything to drink?

 - No, thank you. That’s very kind of you, Barbara!

 - That’s all right. And, Paul! Brian was looking for you.

D ( a boy and a girl talking – Tina and Brian):

 - Hello, Tina! You look slightly different. Is it your hair?

 - It’s freckles, I think. I’ve just come from the sea-side.

 - Mmm. You look lovely!

 - Thank you, Brian. I like your glasses.

E ( a boy and a girl talking – Brian and a girl): - Hi, Brian! Nice shoes!

 - They are new! Look at Tina! She’s so pretty!

 - And Barbara’s got such a friendly smile.

 - She looks like an angel with those curls.

 - But Barbara’s got straight hair!

 - I’m talking about Tina.

**Lesson 9, ex.2c**

(a man and a woman speaking in turn)

Look at you! Your hair looks fantastic!

You look so handsome, Brian!

Mmm. You look lovely!

I like your glasses.

Nice shoes!

**UNIT 2**

**Lesson 1, ex.2a) (Rosy speaking)**

I’ve been to many shops. I love window-shopping, but very often I buy things myself. I’ve been to the supermarket many times. We usually buy something to eat there. I’ve been to our sweet shop once. I bought two kilos of sweets there. It was fantastic! I haven’t been there since Christmas. We’ve got a large department store not far from here, and I’ve been there too. I haven’t bought any clothes for half a year, which is terrible. Not far from our house there’s a bakery. They sell delicious bread. I also used to buy newspapers, but now my dad buys them on his way to work. So I, probably, haven’t bought anything at the newsagent’s for ages. I haven't been to the pet shop since September, when we bought my Princess. I think pet-shop is my favourite.

**Lesson 2 ex.3a ( a girl and a boy talking)**

-What a lovely checked shirt the boy is wearing! Look! And his white trainers are very smart.

- Are they? I don’t really like his trainers. They look slightly old-fashioned. And his shorts are too baggy, I think. I hope he’s wearing a belt. But the T-shirt he’s wearing is nice. And his skateboard is fantastic! I’d like to have one myself...

**Lesson 3, ex.3**

(Grandma (G), Nick (N) and Rosie (R) speaking.)

G: Hello, children!

N: It’s Granny! Where have you been?

R: Wow! How many bags you’ve got!

G: I’ve been doing my shopping. And I’ve bought some party clothes for you.

R: Great! Can we please, please have a look, Granny?

G: Of course, dear. My grandchildren should always look smart. This dress is for you, Rosie.

R: Oh, granny. Blue is my favourite (extremely disappointed)… colour. Oh.

G: Come on! Try it on, Rosie.

R: Well, maybe later, gran. It’s too beautiful.

G: Nick, go and try these trousers, and the shirt, and the tie on. You are old enough to wear a tie. And I’ll take you to buy some new shoes tomorrow!

N: Oh, no granny, I really can’t. All these clothes are fantastic, but they are too expensive.

....

N: Ha-Ha-Ha!

R: It’s not funny, Nicholas!

G: Look at you! You both look lovely! You look like a businessman, Nick. So handsome!

N: Businessmen don’t wear checked trousers these days. (mumble)

G: I think you must wear these to your Christmas party at school, too.

R: I think this dress is a bit too short for a school party, gran. But I really like it!

N: And I look too pale in this shirt and I’m so messy. I just think I’m not good enough to wear it. It’s too smart, and too expensive, and too traditional.

R: (pseudo-sadly) I don’t think I’m thin enough to wear this lovely dress.

G: Well, children, I think I’m too old-fashioned to buy clothes for you.

N+R: Oh.

**Lesson 4, ex.2b) (Liz and Rosie talking)**

Liz: Rosie! What are you doing there? I’ve been waiting for you for hours!

Rosie: I’m sorry, Liz. I’ve been trying on these clothes. And I haven’t decided yet.

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

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

Liz: What about this checked one?

Rosie: Oh, no. It’s too long.

Liz: No. Not at all. Try it on! It looks lovely. You look so pretty!

Rosie: All right, then. I’ll take the skirt too.

Liz: Brilliant! Let's go to the shoes department.

**Lesson 6, ex.2b (Nick, Rosie and their Mum talking)**

Rosie: Wow! What a dress! I’ve been looking for it for years!

Shop-assistant: Can I help you?

Rosie: Yes, I’d like to try this dress on, please.

Shop-assistant: Sure. The changing room is over there.

Rosie: So, what do you think of it, Mum? Don’t you think it’s nice?

Mum: Well, Rosie, it is. But I think you need a bigger size. It looks a bit too tight.

Rosie: Have you got this dress in a bigger size? M, probably.

Shop-assistant: Yes, here you are.

Rosie: OK. Is this one better? What do you think, Nickie? Does it look good?

Nick: Don’t ask me. I’m not really good at choosing clothes.

Rosie: Oh, what a bore you are!

Mum: It’s not bad. But I don’t like the colour very much. You look a bit pale in it. Try this green one on.

Nick: Wow! You look like Fiona from Shreck!

Rosie: Thank you.

Mum: That’s lovely! It looks really good on you. I think we’ll buy it. How much is it?

Shop-assistant: 19.99£

Mum: Oh, well. It’s cheap enough.

Nick: Brilliant! Now, let’s go and buy something for me.

**UNIT 3**

**Lesson 1, ex.1a) ( a boy speaking)**

My Friends

Friends share secrets (friends don’t tell).

Friends share good times (and bad as well).

Friends share things with one another.

That’s because friends like each other.

Of all the happy things there are

friends are the very best by far.

**Lesson 2, ex.3**

(Young man speaking) She is really pretty. And fit. She’s got big brown eyes and her legs are short enough. She sleeps most of the day and her skin looks green in the daylight. She looks a bit like Godzilla. Don’t be surprised, my best friend is my pet iguana.

( a teenage girl speaking) Some people say he’s too serious. He’s not really talkative, but when you ask him about Science he can talk non-stop for hours. He’s hard-working and helpful. He is a little shy with new people, I mean he doesn’t talk much and is a bit nervous but whenever I need help he’s always there for me.

( a boy speaking) My Gran is my best friend. She’s the most kind-hearted person I know. She really loves me and my two younger brothers. And she’s never angry with us, even if we are naughty or misbehave. My Gran is very modern, too. She’s really honest. If my mum or dad don’t want to tell us something, she always will. And she won’t hide or change any information. We get on really well together.

( a young girl speaking) Sarah is slightly nosy. She’s very interested in what’s happening around. She knows all the news about people around and shares it with me. We are best friends because we have a lot in common and she’s fun!

( a teenage grila speaking)Brendon is very active. He enjoys all outdoor activities. He goes hiking, fishing, skateboarding and snowboarding. He has even tried diving in Egypt. He is not a couch potato at all.

**Lesson 3, ex.2a (Liz speaking)**

Well, I’ve got quite a few friends. First of all this is Susan. She is my best friend forever. We’ve known each other for five years, but our mums have been friends since they were little. We have a lot in common. We’ve been both collecting anything we can find about the Beckham family, we’ve been doing shopping together. We have to, you see, as we’ve been wearing the same clothes to school on Fridays since we became friends. Susan is a true friend she’s always there for me and we’ve never ever fallen out.

Then it’s my sister Christine. We’ve been sharing one room for 8 years and though we used to fight a lot, today we get on relly well. We are very different and don’t have a lot in common. Oh. Right. We’ve been going to the same dance club since last summer.

We are also very good friends with Brendon. We’ve been going to Sunday drama school for a year. This autumn we’ve become the king and the queen of Halloween. We’ve been to the same summer camp twice, too.

**Lesson 7 ex.3b**

- So, Rosie, tell us about your toxic friend.
- Well, actually, most of the story was in the magazine. I must only add that for two years I had been a friend with someone who did not really care about me. What kind of person I am, what I think and what I want.

- What did you do when you realized you didn’t want it any more.

- First I talked to my mum and dad. I was surprised to find out that my dad had very similar story at school. His best friend for two years never let him win at sports, made him wear old-fashioned clothes and share his pocket money. He was always unhappy, talking about himself and made my dad feel bad for being happy and having fun when other people had problems.

- That’s interesting!
- Yes. We decided I had to study more to keep my mind off my toxic friends and I started playing hockey in a school team that helped me find new friends.

I also created a motto to guide me:“Know who you are. Be yourself. Love yourself.”

- Do you love yourself now?
- I do. I know, I’m not a bad person.

#### - All right! What happened to your toxic friend, then?- I thought she was out of my life. But I was wrong. We're older now, and she hasn't changed. We're not friends, but we have classes together. She gets into my talks with friends, tries to beat me at everything. But it's different now. Her words don't have the effect they used to have in fourth grade. I am a stronger person now. I have found who my true friends are and I'm not playing her game anymore.

**Lesson 8, ex.3c) (pre-teens Pete and Mary talking)**

Q: So, how long have you known each other?

P: For ever!

M: It seems like ages!

P: Well, it’s not that long. We just met before summer started.

Q: And where did you meet?

M: It was the end-of-the-year party at my classmate’s place. Pete is actually her younger brother. Everyone was so happy, looking forward to summer holidays.

P: Wait, wait a minute! You were happy, but I was feeling bad, because I’d just said goodbye to all my friends who had stayed back in Cardiff.

Q: So, what were you doing at the party?

P: Well, there were a lot of my sister’s classmates and I didn’t know anyone. Nobody wanted to talk to me because I looked much younger.

M: And I was talking to Carrie, Pete’s sister, about our holiday plans when I saw Pete. I asked her who he was. She introduced us.

P: Yes and we spent the whole evening talking.

Q: And why did you become friends?

M: Well, Pete is very amusing and active. And we discovered that we had the same interests.

P: Yes, Carrie, Maria and I started meeting almost every day. Carrie didn’t like tennis, but Maria and I did. So we spent a lot of time playing tennis…

Q: Has this friendship changed anything in your life?

P: I hadn’t had a best friend before we met. Besides, the friends I used to have were only boys.

M: The same with me. I used to be friends only with girls. The boys in our class are so boring…

**UNIT 4**

**Lesson 1, ex.2b) ( an interviewer and Liz Cherry ( a young woman) talking**

I: Do you do anything special to keep fit?

L: Mm… exercises. That’s all I do.

I: And what sort of exercises?

L: In the summer, like now, I jog at 8 in the morning.

I: How far do you go jogging?

L: I usually jog to Welton Park which is not far from my house.

I: How often do you go jogging?

L:Every day in the summer. I also go cycling to Welton Park once a week.

I:And you’ve said something about games, what sort of games do you play?

L:Sometimes I play in a badminton team on Saturdays at our school playground. I used to do gymnastics but not any more. I decided to give it up after my trip to Japan, now I prefer yoga. I also do karate and I love roller skating!

I: You’re really sporty!

L: Not quite, you know. I’d like to take up athletics, too, but I’m afraid I’ll have to give up school to do it.

I: What kind of sport is not for you?

L: Weightlifting. I know some girls do it, but it’d definitely not for me.

I: And do you think that really keeps you fit?

L: I think so, yes, because I eat a lot.

I: That leads to the question: what’s more important for you what you eat or the exercise you do? Your diet or keeping fit?

L: I don’t diet, no, I eat a lot. I enjoy my food. I think it’s exercise that keeps me fit and healthy.

**Lesson 2, ex.1b) (a girl speaking)**

MY ROLLER SKATES

My roller skates won’t ever do

The simple things I want them to.

I put them on and try my best.

But one goes East and the other goes West.

I often fall upon the floor.

I stand up and try once more.

But my roller skates think they know best:

One still goes East and the other goes West.

**Lesson 2, ex.2b) (Interviewer (adult) and three children talking – Joey, Dean and Nigel)**

I: Why do you skate?

N: Skating is a form of exercise and it’s fun to do.

J: It’s a great way to meet new people.

D: Yes, I really enjoy skating, it’s fun and it’s also a really good feeling when you can do a new trick.

I: What kind of people skate?

N: Skate boarders are people who are very active, independent and talented. We hate doing nothing.

D: Yeah, we are not couch potatoes.

J: We are often people who are not very good at other things. And you shouldn’t be afraid of doing different tricks. Some of the things we do are not for everybody.

I: What do your parents think about your hobby?

D: My mum doesn’t like it very much. She thinks roller-skating is rather dangerous.

J: My parents think it’s great! I spend a lot of time outside with other kids, but not in winter when I have to go to a special club to skate. Then it’s really expensive.

I: How long do you think you’ll skate for?

D: I think I’ll be skating for a long time. I like doing tricks in the air.

J: I’ve been skating for 3 years already and I’ll keep skating until I can’t.

N: Well, not as long as Joey and Dean, but maybe that’s because I’m older.

**Lesson 3, ex.2a) (two teenagers talking – Phillip and Steve)**

Phillip: Look at all these posters! Are you a sports fan?

Steve: Yeah! Kind of. I really like watching some sports on TV.

Phillip: So do I. I never miss a basketball game.

Steve: Neither do I! Team sports are fun to watch! My favourite player is Michael Jordan. I think he is the greatest basketball player of all time.

Phillip: So do I. I know he was 6 times NBA champion and won 2 Olympic gold medals. And even when his team lost, Michael was often chosen the Best Player. It's a pity he doesn’t play anymore.

Steve: I think I could be a professional basketball player. I am tall enough.

Phillip: I’d like to be a professional swimmer one day. I really love to compete. Have you heard of Michael Phelps?

Steve: Who hasn’t! He has won 14 [Olympic](http://en.wikipedia.org/wiki/Olympic_Games) [gold medals](http://en.wikipedia.org/wiki/Gold_medals), the most by any Olympian.

Phillip: Phelps has broken thirty-seven [world records in swimming](http://en.wikipedia.org/wiki/List_of_world_records_in_swimming). He's been the World Swimmer of the Year every year since 2003. He’s won everything. And he is only 25 years old. I just don’t know what he is going to do next.

Steve: Neither do I. Let’s wait for the next Olympics.

**Lesson 4, ex.3a)**

(a man speaking) He’s one of the most unusual sportsmen, who lost many fans because of his difficult character. But he’s got a gift. He’s really talented. The one who turned the Ferrari team from sleeping giants to the no.1 Formula One team. He’s been seven-time Formula One world drivers' champion. He’s got real appetite for winning.

(a woman speaking) She started gymnastics in 1990 at age 4. Originally, she trained in Russia but, she was invited to train in [Belarus](http://en.wikipedia.org/wiki/Belarus). At the 2008 Beijing Olympic Games she was second in All-Around competition. But what I really like about her is what a strong little person she is. I remember once when I was watching the Berlin Masters Inna’s music for the ball routine had been lost, she had to do it without music, with only the fans clapping along to help her... The worst thing that could happen to a gymnast. But she was good, really professional. And I’m a big fan of hers.

(a girl speaking) She is a two-time Olympic Gold Medalist, she was named World Sportswoman of the Year in 2007 and 2009. At the age of 27 she’s set twenty-seven [world record](http://en.wikipedia.org/wiki/World_Record_progression_Pole_Vault_women)s. She has been a nine-time major champion (Olympic, World outdoor and indoor champion and European outdoor and indoor champion). As a result, many believe she’s the greatest athlete of all time. And the funny thing is, she wasn’t even going to become an athlete. She used to do gymnastics.

( a boy speaking) His parents named him after former US president Ronald Reagan because he was his father's favourite actor, and not for political reasons. He started playing when he was only 3 and at the age of 10 he already played in a professional team. When he was 18 after the match with Manchester United, United's players spoke enthusiastically of the young talent that they had just played against, saying they would rather have him in their team than play against him in the future. Today he’s one of the top footballers of all time. You have to watch him play to see how good he is. Really smart.

( a girl speaking) When 13-year-old boy put on a pair of boxing gloves for the very first time, nobody could have imagined that he would become one of the greatest heavyweight champions of all time. Vitali started his career as a kickboxer – he became a six-time Kickboxing-World-Champion. It was not before later when he discovered his love for boxing and quite fast he was very good at it too. His professional record since then is unbelievable: 38 fights, 36 wins with 35 KnockOuts! He is the fourth boxer alongside Muhammad Ali, Evander Holyfield and Lennox Lewis to win a heavyweight belt three times.

**Lesson 6, ex.2a) (Nick and Yan talking)**

Hey, Yan! What’s up!

Hi, Nick! I’ve got great news! Belarus has won! The whole world is coming to Belarus!

What are you talking about?

The World Ice Hockey Championship! It’s going to take place right here! In Minsk!

Wow. You sound excited! I never knew you liked hockey so much! You must talk to Rosie. She’s a fan. Is ice hockey popular in Belarus?

Yes! Very! I know 3 boys who play in hockey teams. And that’s only in my class.

I didn’t know that. Here in Britain we prefer football (soccer), I mean. People do play hockey, but there are many other kinds of sport that are more popular. Take [rugby](http://en.wikipedia.org/wiki/Rugby_football), [cricket](http://en.wikipedia.org/wiki/Cricket), or [golf](http://en.wikipedia.org/wiki/Golf), for example. Are they popular in Belarus?

Well, not really. I actually don’t know how to play rugby or cricket. But football has lots of fans. Every boy can play it. And lots of people go skiing or skating in winter.

I guess we just don’t have enough snow to ski. Many people do go walking, though.

Walking? You call it sport? I walk every day. I’m a great athlete!

Not funny! I’d like to take up walking or jogging myself. It really helps you to keep fit.

**UNIT 5**

**Lesson 1, ex.2 ( a man speaking)**

Hello, children. My name is Peter Hindsight. I’m an archaeologist. Archaeologists are like detectives. We look for things from the past and then try to see a picture of what happened a long time ago.

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

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

**Lesson 2, ex.2 (Nick and Rosie talking)**

N: Look, Rosie! What’s this?

R: Oh, it looks unusual. Is it a washing machine?

N: No, no! Don’t press the button!

(Strange sounds)

N: Where are we?

R: It’s not England. Do you see these people? They look different! Their skin is sun-tanned.

N: Oh, Rosie. Look at these buildings. These are pyramids!

R: Pyramids?

N: Yes. We read about them in the history lessons. Pyramids are graves where Egyptians buried their kings!

R: You mean pharaohs?

N: Pharaohs. How exciting! You know, Rosie, it’s not a washing machine – it’s a time machine. And we are not in England.

R: Is it ancient Egypt?

N: I think so. Look at these pyramids. It took 100.000 men over 20 years to build them. As far as I remember over two million heavy blocks of stones were used.

R: Let’s get inside and find out what is in these pyramids. Maybe we’ll find a treasure.

N: You must be very careful. The Egyptians believed that there’s life after they die and pharaohs were buried with the things they wanted to take to the next world. But there are usually lots of secrets in pyramids and people who look for treasures there always die.

R: Oh, no. Why don’t we go home, Nickie?(very softly) RIGHT NOW!!!(shouting)

(Strange sounds)

**Lesson 4**

**Ex.2b)**

**To kill or to be killed**

Imagine it is the 1st century AD and you live in a village in the Roman province of Gallia in Northern Europe. Latin is spoken and written in the Roman Empire and Romans call your people Barbarians because you don’t speak their language and they hear you saying ‘bar-bar-bar’ instead of Latin. If you are not killed in a battle, you’ll be caught and marched off to the city of Rome, where you will be sold as a slave\* to a rich Roman citizen or sent to work in the mines. Some slaves are given freedom by their masters. Others are trained to become gladiators.

What was the life of a gladiator like in Ancient Rome?

Some things the Romans did for fun were horrible. They liked watching other people die. They thought it was fun, like maybe you think that watching horror films is fun. They enjoyed fights between gladiators and between people and animals – bears, bulls, alligators, ostriches, tigers and lions. The animals were usually caught in faraway places and brought to Rome. They were not fed for some time before the fight to make them really hungry. The fights between people and animals were put up in front of crowds in large arenas called amphitheatres\*\*. The biggest amphitheatres could hold up to 50,000 spectators. Gladiators – men and sometimes even women - were trained for months to fight in front of the public. If gladiators were active and strong – they killed their opponents; if they were passive and weak – they were killed by other gladiators. Sometimes dying gladiators were given thumbs down and later they were finished off by a man dressed as the mythical character Charon. Some were fed to wild animals right on the arena. Now we say that if someone is fed to the lions, they are made to do something dangerous or unpleasant that they do not want to do. Skeletons of gladiators buried deep in ancient graves were found by archaeologists even on the territory of modern Britain. Study showed that they were killed with swords – they probably died in fights on the arena.

«Look! The gladiator in the picture is given the thumbs down. He’s going to be killed!»

Would you like to be living in the 1st century AD now?

**Lesson 5, ex.1b)( a boy speaking)**

Deep in the jungle,

Long-long ago,

There lived a dino

Dino-no.

There lived a lizard,

Huge and slow,

Shy and ugly

Dino-no.

**Lesson 5, ex.3**

(Rosie in a let-me-tell-you-a-story voice)

… When we went out of the time machine we saw lots of dinosaurs. They were all huge animals of different colours. They looked very dangerous and they looked hungry too. Nick is very afraid of dinosaurs. When he saw them he shouted: “Rosie, please, lets’ go back!” But I wanted to get closer to the dinosaurs. They all could fly and they had feathers. Then we saw people. They were flying dinosaurs. I wanted to fly a dinosaur too…

**Lesson 5**

Lesson 5, ex.5 ( a woman speaking)

You will see this memorial in New York City. It will be built over the site of the World Trade Centre, where more than 2500 people died after a terrorist attack in 2001. The model of the final design was first shown in 2004. The memorial is still being built. Thousands of flowers are laid every day at the site.

**Lesson 6**

**Ex.2b)**

Have you seen the Ice Age cartoon? Life for the people and animals was cold and difficult, but the people were inventive. The fire, warm clothes and stone knives were used by them to make life easier. But how did the animals survive? During the last Ice Age, about 15,000 BC, many mammals on each continent became huge, turning into mammoths, bears and sabre-toothed tigers. After the Ice Age ended, about 10,000 BC, most of these big animals died out. Only their smaller cousins, the elephants, bears and tigers of today, were left. Now, only a few species of mammals live in large numbers on our planet, and they are all the animals that people take care of: cats, dogs, cows, camels, pigs, sheep and – not surprisingly - rats and mice. All the other animals, like bison, elephants, tigers, zebras and others are becoming more and more endangered, and many of them will soon die out – become extinct.

Let’s recall some of them who have already become extinct. And not only because of the Ice Age.

The first of them is quagga - half zebra, half horse – one of Africa’s most famous extinct animals. It was a subspecies of the zebra with beautiful white stripes on the brown back. People hunted the animal to extinction. The last quagga was probably killed in the late 1870s and the last animal of the species died in 1883 in a zoo in Amsterdam.

The second animal on our list is the thylacine. It was called the Tasmanian tiger because of its striped back. It was also known as the TasmanianWolf. The Tasmanian tiger was the largest known marsupial of modern times. In Australia the animal had died out thousands of years before Europeans came to the continent, but it survived on the island of Tasmania along with other local species such as the Tasmanian devil, for example. The last Tasmanian tiger was reported in 1936.

Next goes Steller’s sea cow. The sea cow was discovered in 1741 near the Atlantic coast of the Bering Sea. It was named after the naturalist Georg Steller, who was travelling with the explorer Vitus Bering. The cow grew up to about 8 metres long and weighed up to three tons. Much earlier in history the cow was found along the North Pacific coast from Japan to California. It was last seen in 1768. It is thought that small populations of the animals might have survived to the present day. However, it has never been proved.

Animal number four on our list is the Giant deer – the largest deer that have ever lived. The Giant deer was huge – more than two meters tall at the shoulders. Thousands of giant deer were found in Eurasia, from Ireland to east of lake Baikal. When found, deer skeletons were dated to about 7,700 years ago.

The Caspian tiger was a subspecies of tiger and it was found in Iran, Iraq, Afghanistan, Turkey, Mongolia, Kazakhstan, the Caucausus, Tajikistan, Turkmenistan and Uzbekistan until it became extinct in the 1970s. By the way, dying gladiators together with the worst criminals, slaves and early Christians were fed not only to the lions, but to Caspian tigers as well. It is believed that this beautiful wild cat can still be seen nowadays.

And, finally - the dodo. When somebody starts speaking about animals that have died out, you are sure to hear the name of the dodo. The bird which could not fly lived on the island of Mauritius, off the coast of Africa. A cousin of pigeons and doves, the bird stood about a metre tall. The dodo fed on fruit and built nests on the ground. The dodo was last seen in the 17th century and it disappeared because it had been excessively hunted by humans. The phrase ‘as dead as a dodo’ means ‘absolutely, unquestionably dead. Sometimes we use another phrase – ‘to go the way of the dodo’, which means to become extinct, to die out, to disappear, to become a thing of the past. Poor helpless bird…

**Lesson 7**

**Ex.2b)**

**Life of children in Ancient Rome**

Both school lovers and school haters would like to know who invented school. Some historians say it was invented by the Greeks. Some others – that it was a Byzantine invention. School was definitely NOT invented by the Romans. So what was life of the Roman schoolchildren like?

Roman children had some toys very much like the toys children play today – such as toy soldiers, doll’s houses, animals on wheels, kites, hoops and wooden swords. Even poor children had board games and wooden dolls. Some dolls had moveable arms and legs. Roman children had ivory letters (letters made from elephants’ tusks) to practise their spelling. Roman pets were dogs, birds and monkeys.

Children were considered small until they were 6 or 7. At this age they had to throw away their toys and start learning how to become grown-ups. Poor children began working for their family, but richer children went to school. Some kids were home-schooled – they were taught by their parents. The Romans thought that the Greeks were very clever, so most children were taught by a Greek slave. The rich were taught privately at home but many children were taught in small groups of about 12. These small groups would have their lessons in a small room that the teacher had rented. The rooms would usually be above the shops. The boys’ parents paid the teacher, the way your parents pay for music lessons or karate lessons today. Rich kids were walked to school and back and kept safe by a slave.

Three main things were taught to Roman schoolchildren aged between 6 and 12: reading, writing and arithmetic. Instead of printed books, the Roman children used to read from scrolls. These were made of dried animal skins that were written on using a stylus. The children also practised their writing on wax tablets. They used a sharp pointed **stick** made of metal - stylus.

At the age of 12 the girls usually finished their schooling and learned how to do housekeeping and how to be a good wife. The richer boys went to Grammar schools. Most towns did not have Grammar schools, so boys had to leave home and to live in a big city, without their family. At Grammar schools they were taught History, Maths, Greek, Philosophy and Literature to prepare them for jobs in the army and government. The boys learned a lot of poems, and sometimes they learned how to play a musical instrument. They did not learn science or art or physical education. At 16 some of the boys started learning public speaking so that they could become senators and other important people in the Empire.

School started before sunrise, so students had to work using candles or oil lamps. They took a break for lunch and a short sleep and then they worked again until sunset. If a boy was not a very good student, the teacher could hit him with a stick. Many boys were afraid of the teacher and hated school because they were afraid of being hit with a stick. There was a stick but there was no carrot. If you were a good student, you just were not hit with a stick.

Childhood ended when they married. Boys could marry at the age of 14, but girls could marry at 12 years old. We know that Roman women wrote letters, because some of them have been found by archaeologists. One letter was found in Britain. It is a birthday invitation from Claudia Severa to her friend Sulpicia Lepidina and was written about 100 AD.

**Lesson 8**

**Ex.2**

Part 1: Do you have a good or bad posture? When you are listening to this, are you sitting upright? Are you slouching your back?

Part 2: How many times have you heard from your Mom or Dad say “Stand up straight!” or “Stop slouching!”?

Part 3: In this day of computers and videogames, slouching has become an epidemic. Most people are slouched whether they are sitting, standing or walking. We see the ‘question mark’ posture everywhere we look. Too often children do their homework or studying at the kitchen table or coffee table, on a couch or in bed. They spend a lot of time sitting in front of computers, so they tend to slouch in a more comfortable position. When a teenager slouches in their chair, it might be because they have a problem with their skeleton or muscles. So, telling them to ‘sit up straight’ is not enough. Of course, soft chairs or armchairs may feel comfortable, but they do not help with the problem.

Why is it a problem?

Part 4: When people stop slouching, they start breathing easier, they stop having problems with their head and back, their concentration and thinking get much better, and, last but not least, they start feeling better about themselves.

What can be done?

Part 5: There are many things to be done. First of all, you should start doing exercise. Dancing classes could be really good for you. Also, it’s a great idea to get a back, head and shoulder massage. Your furniture has to be changed: your desk and chair used for studying and your bed together with your pillow. Soft chair and bed may feel comfortable, but they are not always good. Next, you shouldn’t carry heavy things. When you sit, both your feet should be put on the floor and you should try to sit up straight. Don’t forget to take breaks while studying. And, finally, you should go to the doctor to check your posture. An X-ray should be made of your skeleton and your muscles should be checked as well.

Now you know what to do. So, straighten up!

**Lesson 9, ex.2 ( an adult speaking)**

Many, many years ago in the 10th century there lived a beautiful Belarusian princess of royal blood Barbara Radzivil. She lived in a castle in Niesvizh with her two brothers, Mikalai Radzivil Chorny and Mikalai Radzivil Rudy. Her parents died when she was a little girl and her brothers took care of her.

One day a ball was held in the castle. Zhygimont, the king of Poland, was invited to the ball. Zhygimont was tall and very handsome with dark hair and blue eyes. When he saw Barbara, he fell in love at first sight. Though Barbara’s brothers and Zhygimont’s mother, Bona Sfortsa, were against their love, they still continued to see each other and then married secretly.

When Bona Sfortsta found out about their marriage, she was very angry and decided to kill Barbara. She gave her a poisoned ring. Soon Barbara fell seriously ill and doctors couldn’t help her. In a month she died. She was buried in Belarus but her grave was never found.

Zhygimont couldn’t forget Barbara. He found a magician and asked him to help him see Barbara again. The Magician agreed but said that Zhygimont couldn’t touch the ghost of Barbara. At night, when Zhygimont saw Barbara, he couldn’t keep his word. He ran up to Barbara and tried to touch her. Barbara disappeared. Zhygimont couldn’t live without Barbara and died. Since that time the castle of Niesvizh has been visited by the ghost of the beautiful woman. People call it the Black Lady.

**UNIT 6**

**Lesson 1**

**Ex.2b)**

The town I live in is not very big but it is beautiful and very old. It is in the north of Wales and it was built more than a thousand years ago by Saxons. There are a lot of ancient buildings in the centre of the town such as the town hall and the church. Near the church are the ruins of the thirteenth century castle. You can buy local newspapers at the newsagent’s which is next to the castle. The exhibition centre which is opposite the castle has a wonderful collection of coins, jewellery and pottery which date back to the 1st century BC and belonged to the Celts who had lived here before the Romans.

There is a deep river that runs through the town. There’s a bridge across the river which is also in the centre of the town. If you go straight ahead along the river bank you will see some nice shops, a car park and a big department store where you can find everything you need. Next to the department store there’s a fitness centre, it is the place where my friends and I spend most of our free time for we just love sports. At the chemist’s, which is next to the fitness centre you can buy any medicine you need. It is the biggest pharmacy in my town. On the opposite bank of the river there’s a railway station where you can get trains to Cardiff.

The church looks out on a big round square with the monument to our national poet. The town also has a library and a post office which are to the west of the town centre. The houses are to the east, south-east and south-west of the centre of the town. There are no skyscrapers or other modern high-rise buildings in my town that’s why it looks like a place from an old fairy-tale.

**Lesson 3, ex.3a) (an adult – Mr.Rambler (Nick’s uncle) speaking)**

Have you ever been to Minsk? If you haven’t, you must visit the capital of Belarus. It’s an attractive, clean and green city that stands on the river Svisloch. Minsk is situated in the centre of the Republic. It is the largest city of Belarus with the population of about two million. And it is one of the oldest cities too. There is no historical record for the date when Minsk was founded but it was first mentioned as Mensk in 1067. There are many beautiful sights in Minsk – parks and gardens, churches and cathedrals, museums and exhibition centres, sports palaces and fitness centres, cinemas and theatres,hotels and night clubs, monuments and department stores, the famous building of the National Library and the picturesque river banks.

What are the symbols of Minsk? Belarusian boys and girls would say that they are Cheluskintsi Park, Gorky Park and the Circus. Mums with babies will choose the Botanical Garden. Veterans will name the Pobeda (Victory) monument in Pobeda Square. Students will say that Minsk is famous for its cafes and discos, computer and night clubs and, of course, for its universities. Businessmen are sure that modern high-rise buildings of banks and offices are the symbols of the capital. Visitors from Germany or Poland think that Minsk can be proud of its Opera and Ballet theatre. For some hard-working Belarusians the true symbols of Minsk are the factories of the capital. People from other Belarusian towns and villages are sure that the Minsk underground is the best symbol of Minsk. It is so comfortable to travel in and soconvenient – it can take you to many places of interest of the city.

Come to Minsk to see with your own eyes the sights of its beautiful city. You will understand that the hospitable and kind people of Minsk are the true symbol of the capital. Welcome to Minsk!

**Lesson 4, ex.2b)**

1. (a girl speaking) We live in a big block of flats in the centre of the city. Our flat is big and comfortable. Everything is close – there’s a supermarket, a bank and a fitness centre. There’s a playground and a car park in the yard. Living here is very convenient.
2. (a boy speaking) I live in a lovely cottage in a little peaceful village about 20 minutes’ drive from Bath. It’s where I grew up and all my friends are here. My house looks really nice with a white chimney on its red roof and a colourful front garden. There’s a green fence around my house.
3. (a girl speaking) My house is in a quiet neighbourhood in the suburbs of the city. It is a two-storeyed house with a garage and a balcony. When my friends come to my house, they often describe it as a dream house, but to me it’s just home, sweet home.

**Lesson 4, ex.3a) (an adult speaking)**

1 syllable: roof, fence; 2 syllables: chimney, cottage, garage; 3 syllables: balcony, block of flats, two-storeyed

**Lesson 6**

**Ex.2a)**

The Celts lived in villages, where round houses were built with thatched roofs made of straw. The houses had no windows, so they were built facing the sun to get as much heat and light as possible. The Celtic family all lived in one room. Sometimes animals were brought into the house for the night to keep them warm and safe.

For some time the Celts lived side by side with the Romans, but Roman houses of rich people were so well built that some remains of these villas and even towns have been found. Roman homes were made of brick and stone; they even had glass windows and stone mosaic floors and there was under-floor heating.

The Romans were followed by the Anglo-Saxons. The Anglo-Saxons did not understand the Roman ways, so villas, streets and baths were soon forgotten. The Saxon houses were wooden huts; only churches were constructed in stone. There was no glass in the windows. Most window frames were made from wood. The floor was dirty and it was covered with reeds – grass-like plants that grow together in groups near water. Sometimes animals were kept inside. Anglo-Saxon villages were usually situated on river banks or near forests as they needed water and food to survive. Around Anglo-Saxon villages high fences were built to keep domestic animals safe from wolves and foxes.

The houses of the Vikings were built from local materials such as wood, stone or blocks of turf. They were long and rectangular. Viking houses were often one-room homes with a cooking fire in the middle. Animals were kept at one end of the house while the people lived at the other.

Tudor period dates back to the 15th and 16th centuries. Some of these 500-year-old buildings can still be seen in Britain. Tudor houses are usually black-and-white and mostly made of wood. The houses were cut by hand. Many early Tudor houses had thatched roofs. Stone was very expensive and only the homes of very rich, castles and churches were built of stone. Metal window frames were first found in the 16th century and they were usually handmade. It was during the Tudor times that glass was first used in homes. To make big pieces of glass was difficult and very expensive. That’s why Tudor windows consist of many small parts. Tudor chimneys were very tall and thin. The chimneys which were made from cut brick could only be found on rich houses as poor houses had none.

After the Great Fire of London in 1666 new homes were made from fire-resistant materials. The Georgian period came as the Kings of England had the name George at that time. A typical Georgian house in the 18th century was elegant and formal in style. Most houses at that time were square and symmetrical. Rich people used to have lots of windows, the poor - one window per floor, because people had to pay for having more windows.

You need a lot of things in your house today: several rooms, large windows, running water, gas, electricity, central heating, etc. A Victorian gentleman would have to share an outside toilet with everyone else in the street. The Victorian period is the time when the country was ruled by Queen Victoria. For the first time all cottages, factories, churches and hotels all over the country were built from the same material which was transported to different parts of Britain by railways. In Victorian Britain houses were mostly made of bricks, sometimes – from coloured bricks. Houses had chimneys because there were fireplaces in most rooms. Some people moved to new Victorian blocks of flats.

**Lesson 8, ex.2, 3 (two children speaking )**

A: Well, I grew up in a small village in Dorset. I feel really lucky to live there, because it’s a nice, quiet place, with beautiful nature, and everything is easy to do: the sea is only ten minutes away, the people are friendly and kind-hearted.

B: True, but don’t you think that life in the village is too quiet and too easy? From my point of view life in the city is much more interesting and exciting. First of all there are a lot of theatres and museums, also you can have a great time in a fitness centre or at the cinema. Secondly, you are free to choose: you choose what school to go to, which film and where to watch, where to spend your free time. You can meet all sorts of interesting people in the city, while in a small village you’ve known everybody for ages and there isn’t much chance of meeting somebody new, who can make your life more exciting. Another thing is that some peoples are too nosy sometimes.

A: I see what you mean…But don’t you think that life in the city is more dangerous? The streets are alwaysfull of people, cars and buses, and in general modern cities are very dirty and noisy, and personally I think that life in a modern city, even in the suburbs is very unhealthy.

B: I think you are right. Life in the country is much healthier. But still I can’t imagine my life without huge supermarkets, skyscrapers, and … without Monica, who lives next door in my dirty unhealthy city.

**UNIT 7**

**Lesson 1, ex.2 ( Mr. Rambler (Nick’s uncle), Nick and a lady at the check-in talking)**

Mr. Rambler: Excuse me, ma’am. I’m leaving for Sydney in half an hour, but I don’t know where my gate is.

Lady: Can I see your tickets, please?

Nick: I’m not going to fly to Sydney. I’ve come to see my uncle off.

Mr. Rambler: Here is my ticket.

Lady: Well, you are flying with British Airways, sir. Your flight is on time, it leaves at 12.45. It’s only 11.15 now. You have enough time to catch your plane.

Mr. Rambler: What a relief! I thought I was going to miss it.

Lady: Don’t worry, sir. Go to the check-in. It’s over there.

Mr. Rambler; Thanks a lot.

Nick: Your luggage, uncle! You’ve left your suitcase!

Mr. Rambler: Thanks, Nick. Oh, one more question. When do we arrive in Sydney?

Lady: In 21 hours, sir. Have a safe flight.

Mr. Rambler: Thank you very much. …

**Lesson 2, ex1 (Nick and Rosie talking)**

Nick: Hi, Rose.

Rosie: Hi, Nicky. Where are you?

Nick; In London, of course. I’ve just seen Uncle Andrew off. He must be flying over Europe now. You know he is arriving in Sydney in 21 hours!

Rosie; Wow!

Nick; Anyway, I’m going to make a bus tour.

Rosie: What bus tour?

Nick: A sightseeing tour around London.

Rosie (very unhappy): And I have to stay at home. Terrible!

Nick; Come on Rosie. I’ll tell you about the tour when I come back.

Rosie (impatiently): Tell me about it now. What are you going to see?

Nick: Lots of things: the Tower of London and Tower Bridge.

Rosie; Are you going to go to the Tower Bridge Museum?

Nick; I don’t know. Only if I have time. Is it far from the Tower?

Rosie; No, it’s very close. OK, what else will you see?

Nick: Buckingham Palace and the Houses of Parliament – two palaces in one day.

Rosie: Say ‘Hello’ from me to Big Ben.

Nick: I will. The leaflet says I’ll see St Paul’s and Piccadilly Circus, Nelson’s Column and Westminster Abbey.

Rosie: Sorry, what did you say?

Nick: St Paul’s Cathedral – a very large and beautiful cathedral in the centre of London. Then - Piccadilly Circus – a famous square. After that - Nelson’s Column in Trafalgar Square and finally - Westminster Abbey.

Rosie: Will you go to Madame Tussaud’s?

Nick: Madame Tussaud’s Museum? Of course I will. Shall I take a photo of your favourite Mel Gibson?

Rosie: Please do. And of Arnold Schwarzenegger and Sylvester Stallone too.

Nick: Rosie, they are too old for you!

Rosie: You idiot!

Nick: Oh, and I’ll also go to Hyde Park and there at Speaker’s Corner I’ll tell everyone about your love for the oldies.

Rosie: You’ll be sorry when you come back, Nick McGregor.

Nick: You are not at all dangerous with your broken leg, Rose. Bye.

**Lesson 3, ex.3a) (Nick and Operator – a woman)**

O – The Original Sightseeing Tour. How can I help you?

N - My name’s Nick. I’m going to take a tour of London with my aunt. The leaflet says it’s ‘a hop-on hop-off tour’. Does that mean I can get off the bus, visit Madame Tussaud’s Museum and get on the bus again? You see we’re going to Madame Tussaud’s at 2 o’clock tomorrow. We’ve got tickets.

O – You’re absolutely right. You can get on and off the bus at any stop.

N - I’d like to book a window seat. I hate aisle seats. You can’t see anything from them.

O – Sorry, Nick. You can’t book any seats on our tours. Your bus will be a double-decker, so if you want to see everything really well, go to the top deck.

N – OK, I’ll sit on the top deck. Could you answer some questions for my aunt? Are the passenger seats comfortable?

O – Don’t worry, Nick. Your aunt will be comfortable enough.

N – Are there any seat belts?

O – No, there aren’t. But our buses are safe enough.

N – The leaflet says it’s a guided tour. Do guides speak only English or all those languages listed in the leaflet?

O – Our guides speak English, but you can listen to commentaries in other languages if you want.

N – One last question. When do you start working?

O – The first bus leaves at 9 o’clock in the morning tomorrow.

N – Thank you very much.

O – I’m sure you’ll enjoy the tour, Nick. Good-bye.

N – Bye.

**Lesson 4, ex.3 (Mr. Rambler – nick’s uncle, a passenger (man) and a flight attendant (woman))**

Flight attendant: Yours is the aisle seat, sir. Make yourself comfortable.

Mr. Rambler (to the flight attendant): Thank you. What will the local time be in Sydney, when the flight arrives there?

Flight attendant: It will be Tuesday 20.45, sir.

Mr. Rambler: Tuesday evening! What a long journey! (to the passenger in the window seat) Hi, my name’s Andrew. Andrew Rambler.

Passenger: Nice to meet you, Andrew. My name’s Steve Cook. Are you flying to Sydney?

Mr. Rambler: Actually, not. In Sydney I have to catch a plane to Canberra. It leaves an hour after this flight arrives in Sydney. I’m afraid I can miss my plane to Canberra if our flight is not on time. I have to check in first and take care of my luggage, you know.

Passenger: Don’t worry, I’ll help you. I’m flying to Canberra, too.

Mr. Rambler: Great!

Passenger: Is it your first trip to Australia?

Mr. Rambler: Yes and I’m very, very excited! My old friend is meeting me in Canberra. We’re going to take a guided tour to Uluru. And as it’s a business trip too, I’m going to write about Australian animals in danger – koalas, ostriches.

Passenger: Not about kangaroos, of course. You’ll be surrounded by them in Australia. Some people think there are too many kangaroos in the country now. Have you booked a hotel yet?

Mr. Rambler: No, I haven’t. I’m staying with my Australian friend.

Passenger: Have you booked tickets to Uluru yet?

Mr. Rambler: No, I haven’t. But I think we’ll book them when I arrive. Is it worth seeing?

Passenger: Yes, it is. It’s the most famous Australian landmark. It’s good that it’s open to the public.

Mr. Rambler: Are you going on a business trip too?

Passenger: Yes, I am. I’m going back in a week. I’m flying from Sydney again.

Mr. Rambler: So am I. When does your plane leave?

Passenger: Next Monday, at 10 o’clock in the morning.

Mr. Rambler: So is mine! What a coincidence! We’re flying back on the same plane!

Flight attendant: Fasten your seat belts, please. We’re flying through a turbulence zone.

**Lesson 5, Ex.3 (Mr. Rambler and Operator (woman))**

**O: Hop-On Hop-Off Tours. How can I help you?**

**MR: I’d like to know more about my tour of Canberra.**

**O: When are you going on a tour?**

**MR: Tomorrow. When does the first bus leave?**

**O: It leaves quite early, sir, at 9.30 in the morning. You should be on time, sir.**

**MR: Where does it leave from?**

**O: From the city centre. Northbourne Avenue.**

**MR: What attractions do I visit?**

**O: The National Library, the National Portrait Gallery, the National Gallery of Australia, the Parliament House, the Old Parliament House, the National Museum of Australia and some others.**

**MR: Do I visit the Government House?**

**O: I’m afraid you don’t, sir. You can go there by yourself, if you like.**

**MR: Is it a guided tour?**

**O: Yes, it is. Your guide will be speaking English, sir.**

**MR:Ok. When do I arrive back at the city centre?**

**O: You can get on or get off the bus at any stop. So you can see as much or as little of the city as you like.**

**MR:I’m going to see as much as I can. Thank you.**

**O: You’re welcome. I hope you’ll enjoy your tour.**

**Lesson 6, ex. 1(Mr. Rambler and his Australian friend Mel talking)**

Mel: Hi, Andrew. Would you like to go bushwalking tomorrow?

MR: Sorry, Mel. I’m afraid, I can’t. I’m going on a guided tour of Canberra tomorrow.

 Mel: How about Wednesday or Thursday?

 MR: I’d love to, but I’m doing some sightseeing. We’re going to Uluru on Wednesday.

 Mel: When are you coming back?

 MR: My flight arrives at 8 o’clock on Thursday.

Mel: You’re a very busy man. What are you doing on Friday?

 MR: Let me see. Friday, Friday. I’m not doing anything on Friday. OK, I’ll go with you on Friday

 Mel: Great! I’ll meet you at the airport on Thursday and we’ll talk about it.

**Lesson 7**

**Ex.2b)**

The Duke and Duchess of Cambridge with Prince George will visit New Zealand and Australia as part of a three week tour. The Royal Tour begins on Monday 7th April in New Zealand and finishes on Friday 25th April.

The Duke and Duchess have been invited to visit by the New Zealand and Australian governments. While the Duke of Cambridge has visited both countries several times, The Duchess has yet to travel to either.

We expect that their Royal Highnesses will visit a number of towns and cities across both countries. We also hope they will see how much both countries have done in the fields of technology, tourism, sport and arts. They will also remember the people from both countries who died in the World War I.

The schedule for the Tour is very busy. The Duke and Duchess are visiting New Zealand from 7th to 15th April and Australia – from 16th to 25th April. They are beginning their tour in the capital of New Zealand, the city of Wellington and are finishing it in Canberra – the Australian capital. You can see the full itinerary of the Tour on our website.

And now – some details of their programme for Canberra. On Day nine of their Australian Tour, Prince William and Catherine are going to visit the sights of the nation’s capital: the Zoo, the National Portrait Gallery, the Australia War Memorial. They are also going to have a meeting with a group of parents and little children, to plant a tree at Canberra’s National Arboretum and to have a meeting in Parliament House in Canberra. They fly back to the UK at 2 pm on April 25th.

**UNIT 8**

**Lesson 2, ex.2**

(At home – Nick and his Mum talking)

N: Mum, if you go to Australia by ship, how long does it take?

M: I don’t really know. I think it takes weeks and weeks if you go there by sea. Why?

N: You see, when I go to Australia, I’ll see all the unusual animals – kangaroos, koalas. They are called marsupials, you know, they have little bags on their bodies for their babies. We’re doing a project on Australia next year. I’ll call it Down Under.

M: Marsupials. If you don’t stop talking about Australia, you’ll never go there. And remember, if you go to Australia for Christmas, It’ll be summer there.

N: I don’t mind. If I travel to Australia, I’ll go on a guided tour to see all the landmarks. I’d like to go to Australia by plane. It’s faster than by ship.

M: When you travel by plane, they usually X-ray your luggage so they will certainly see how untidy you are.

N: Very funny… If we go by ship, you’ll get seasick.

M: That isn’t funny at all.

N: Sorry, Mum. It was a silly joke. If you don’t spend Christmas at home, you’ll get homesick.

M: Of course, I will. And you?

(Later, at the travel agent’s -

Nick’s mum: Excuse me, how long will it take us if we go to Australia by ship?

Travel agent: If you go to Australia by ship, it’ll take you… Let me check…It’ll take you about four weeks to get there by ship.

Nick’s mum: Oh, dear. That’s too long, I’m afraid. And if we fly there?

Travel agent: If you travel by plane, it’ll take you no more than 15 hours.

Nick’s mum: I’m scared of flying, I hate planes. I’ve never flown by plane, you know.

Travel agent: I don’t think you should worry. Planes are safer than cars… (голоса затихают)

**Lesson 3, ex.2c) (Mr. Rambler answering the interviewer’s questions)**

What is the area of Australia?

- If you look at the map of the world, you’ll see that Australia is the biggest island in the world and its smallest continent. It’s only a little smaller than the USA and it is bigger than Western Europe. By the way, it’s 30 times bigger than Great Britain.

Are there any mountains in Australia?

- It is one of the oldest lands in the world. Although there are some mountains along the east coast and some along the west coast, the centre of the country is very flat. You can drive for hundreds of kilometres through the great deserts of Western Australia along roads that never seem to go up or down.

What is the landscape like?

- The landscape isn’t boring at all, because in this great flat land there are some wonderful places. Although rain never falls and the land is very dry, the deserts are beautiful – red, orange and brown. There are great salt lakes, interesting plants and animals. And there are strange rocks that stand out of the flat desert floor. The most famous of these is the largest piece of rock in the world – Ayers Rock. It is a very special place in central Australia: the rock is red, it is 335 metres high and you can see it from many kilometres away. Native Australians call it Uluru and believe it is holy – there is magic there.

What parts of Australia do people live in?

- They can’t live in the deserts, on rocks or in salt lakes. In fact most of them live in the cities of the east coast. There are only about 19 million people in Australia and it’s a very big country. You won’t believe it, but there are ten sheep in Australia for each person who lives there.

When did Europeans first learn about Australia?

- Before Cook all world maps used to have words Terra Australis Incognita (Southern Unknown Land) on them where Australia and Antarctica are now. Captain James Cook discovered Australia in 1770, but the first European visitors were the Dutch. They settled there in 1616. Later, in 1788, the first British settlement appeared in Australia - Britain sent some criminals there.

When did first people appear in Australia?

- It was much earlier. On old rocks in Australia you can see the so-called X-ray paintings of people and animals. They were left by the first Native Australians. Some of the paintings are about 40,000 years old.

What is special about Australia?

- The local wildlife, of course. But what surprised me most when I came there first, was the sky. If you look at the sky above Australia you’ll see that it is absolutely different. The stars that you see are different. On the flag of Australia there is the Southern Cross – a group of stars you can’t see if you look at the sky in Britain, for example.

**Lesson 4, ex. 2 (Museum guide – a woman speaking )**

 There are six states in Australia and two territories. Canberra is the capital of the country. Each Australian state has its own government, and its own capital city.

 Australia has three different climates. In the North the weather is tropical – hot and wet. In the centre, the climate is very dry, and the land is mainly desert. In the South, it is mild - with cool winters and warm summers.

 The area of the continent is about 8,000,000 square kilometres, but deserts take 2,000,000 square kilometres in central Australia. Mountains run from the north to the south of the east coast. They divide the green, wet coast of eastern Australia from the hot, dry lands in the centre.

 Australia is famous for gold mining, wheat and fruit growing, sheep and cattle farming and the production of minerals, oil wool, meat and sugar. The continent of Australia is surrounded by oceans and seas. So the country is known for its marine fishing. Australian wildlife and the beautiful landscape of the country bring millions of tourists and millions of dollars too.

 Most people in Australia speak English. Many people from Asia, America and Europe have come to the continent to settle there. Australia is a very hospitable country and the people of Australia are open and friendly.

**Lesson 4, ex.3 (adult voice)**

state, territory, climate, divide, mild, mining, wheat, wool, cattle, minerals, oil, production, marine

## Lesson 5

## Ex. 2a)

## Part 1:

## Nick: OK, let’s start. What country am I thinking of?

## Joel: Is this country divided into territories and states?

Nick: No, it isn’t. It is divided into other parts.

Joel: Is it in Europe?

Nick: Yes, it is.

Joel: Does this country have several climates?

Nick: No, it doesn’t. It is not very big, so the climate is the same everywhere.

Joel: Is the climate of this country mild?

Nick: No, it isn’t. It is continental. The summers are hot and the winters are long and cold. There are four seasons.

## Joel: Is the area of the country large?

## Nick: No, it isn’t. Remember, it isn’t a very big country.

Joel: Is it surrounded by oceans and seas?

Nick: No, it’s a landlocked country.

## Joel: Does this country have mountains?

## Nick: Not really. I’m not sure, but I think there are no real mountains there.

Joel: Do the people of the country speak English?

Nick: No, they don’t. I mean some people do speak English, but the population in general speaks other languages.

Joel: Do the people of the country speak many languages?

Nick: As far as I know – two.

Joel: What is the country famous for?

Nick: You can’t ask me WH-questions, only ‘Yes’ or ‘No’ questions.

Joel: OK, OK. Is this country famous for gold mining?

Nick: No, it isn’t. It’s famous for some kind of salt mining – I don’t remember exactly.

Joel: Does this country have a famous football team?

Nick: No, but it has a famous ice hockey team.

Joel: Does this country have a beautiful landscape?

Nick: Yes, it does. There are lots of lakes there and forests.

Joel: Is it Finland?

Nick: Finland is not a landlocked country!

Joel: Nick, I don’t know, I give up. What country are you thinking of?

**Part 2:**

Nick: It’s Belarus!

Joel: I know! They hosted the Ice Hockey World Championship in 2014!

Nick: Right!

**Lesson 6, ex.2 ( an interviewer – man or woman and Steve Irwin (the man must have an Australian accent)**

I: So, Steve, what are the symbols of the Australian animal world?

SI: The first Europeans who came to the continent couldn’t believe what they saw. Now, of course, we all know about the kangaroo and the koala. There are 50 species of kangaroos in the country. They range from the rabbit-size rat kangaroo to the five-foot-tall red kangaroo. Now look at this koala bear! This baby will only get out of its mummy’s pouch if it feels safe. Isn’t it cute?!

I: What other Australian animals can be interesting for animal-lovers?

SI: There are lots of them. Australian wild horses – brumbies - are gorgeous! Then there is the dingo – the Australian wild dog.

I: Is there anything special about other lands surrounding Australia?

SI: Off the coast of Australia there is an island – Tasmania – which is famous for its unique wildlife. Tasmanian wolves disappeared in the 20th century. Tasmanian devils – meat-eating animals still run wild. Look at this little devil. Isn’t it naughty? It will only let go off something when the thing breaks down.

I: Why is your programme called ‘Croc-files’?

SI: My wife Terry and I – we show crocodiles a lot. I know crocodiles well and I’m not scared of them.

I: Are any animals in danger in this region?

SI: For a long time, Australians happily killed their special animals and did not think of the future. They also brought European animals into the country. The numbers of rabbits, rats and foxes grew, while the numbers of kangaroos, koala bears and crocodiles fell. Some animals, like the Tasmanian wolf, all died. Now the numbers of some local animals are growing again. In the 1960s, there were only 7,000 crocodiles in Australia. Today there are 50,000 of them and now they go hunting. Every year they eat several tourists.

**Lesson 7, ex.1 (any voice)**

She sells sea shells on the shore of the Seychelles,

and the shells that she sells are seashells, I’m sure.

**UNIT 9**

**Lesson 2, ex.2 (woman reading the extract)**

Matilda’s brother was a perfectly normal boy but his sister, as I said, was different. By the age of one and a half she could speak perfectly well and she knew as many words as most grown-ups. The parents called her a noisy chatter-box and used to tell her that small girls should be seen and not heard.

By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she could read fast and well and she naturally began looking for books. The only book in the house was something called Easy Cooking. When Matilda had read it from cover to cover and had learnt all the recipes by heart, she decided she wanted something more interesting.

“Daddy”, she said, “do you think you could buy me a book?”

“A book?” he said. “What d’ you want the book for?”

“To read, Daddy.”

“What’s wrong with the telly? We’ve got a lovely telly and now you come asking for a book! You’re getting naughty, my girl!”

 Nearly every weekday afternoon Matilda was left alone in the house. Her brother (5 years older than her) went to school. Her father went to work and her mother went out playing bingo in a town 8 miles away. So, Matilda could do anything she liked. On the day when her father had refused to buy her a book, Matilda set off all by herself to the public library in the village. When she arrived, she introduced herself to the librarian, Mrs. Phelps. She asked if she could sit awhile and read a book.

“Would you like me to help you find a nice one with lots of pictures in it?”

“No, thank you,” Matilda said. “I’m sure I can find a book myself.”

From then on, every afternoon, as soon as her mother had left for bingo, Matilda would go down to the library. The walk took her only ten minutes and then she could sit in a cosy corner for two hours reading one book after another.

“I’m wondering what to read next,” she said one day. “I’ve finished all the children’s books.”

“You mean you’ve looked at the pictures?”

“Yes, but I’ve read the books as well.”

Mrs. Phelps was surprised. “Exactly how old are you, Matilda? she asked.

“Four years and three months,” Matilda said.

“What sort of book would you like to read next?” she asked.

Matilda said, “I would like a really good one that grown-ups read. A famous one. I don’t know any names.”

“Try this,” Mrs. Phelps said at last. “It’s very famous and very good. If it’s too long for you, just let me know and I’ll find something shorter and a bit easier.”

Lesson 1, ex. 5 (the woman from ex.2 continues reading the extract)

“Did you know,” Mrs. Phelps said, “that public libraries like this allow you to borrow books and take them home?”

“I didn’t know that”, Matilda said. “Could I do it?”

“Of course,” Mrs. Phelps said. “When you have chosen the book you want, bring it to me so I can make a note of it and its’ yours. For two weeks. You can take more than one if you wish.”

From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She travelled all over the world while sitting in her little room in an English village.

**Lesson 3, ex.2b) (two boys talking )**

Boy 1: Could you speak French when you were six? I could

Boy 2: No, I couldn’t. But I could swim at the age of six.

Boy 1: I can swim. I’d like to be able to drive a car when I’m 18.

Boy 2: So would I.

**Lesson 4**

**Ex.3b)**

Superman comics first appeared on April 18, 1938. It was created by Jerry Siegel and Joe Shuster. Siegel’s father died and Siegel created a man who became the world’s greatest hero.

Later Superman moved to radio and television programmes, films, newspaper comic strips and video games.

Superman was born Kal-El on the planet Krypton and travelled to Earth in a rocket moments before his planet disappeared. He grew up as Clark Kent in the family of a Kansas farmer and his wife. Very early he started to display superhuman abilities: superhuman strength, speed, hearing, intelligence, vision powers (X-ray, infra-red, telescopic, microscopic, etc); he had an ability to fly, etc.

Superman usually wears a blue costume with a red-and-yellow letter ‘S’ and a red cape. This letter ‘S’ is a symbol of this character.

The love of his life is Lois Lane and he usually fights against Lex Luthor and other bad guys. He was modelled on religious and mythological characters like Samson and Hercules.

Superman’s powers became more numerous with time. Unfortunately, green Kryptonite – a radioactive material from Krypton is dangerous for him.

After Superman many other superheroes have appeared.

**Lesson 5**

**Ex.2b)**

**After:**

He took up horse riding, and trained five to six days a week for competitions. He had got interested in horse-riding after learning to ride for Anna Karenina. Reeve soon became professional in the sport. In one of horse-riding competitions in 1995 he had a bad fall from his horse and became paralysed from the neck down.

Sometimes after the accident he even thought of killing himself. On a day like this his friend Robin Williams made Reeve laugh with his silly jokes. He and Reeve’s wife helped Reeve to survive. In his turn, Christopher Reeve helped other people with disabilities not to lose hope with his ideas, his money and the money other people donated.

He used to say that his disability was not going to control his life. In 2000 he already could feel hot and cold temperatures on his body. He could even move his finger. He wrote two books. He directed a film and was working on horse-riding safety tips.

He died on October 9, 2004, after many years living and working with his terrible disability. After his death, many cartoons appeared in newspapers where he was shown as Superman. In one of the cartoons a disabled boy says about him, “He used his powers to save people. Nothing could stop him!”

**Lesson 6, ex.2 ( a woman with Polish accent; a man with a German accent and a woman with a Russian accent)**

Marta Sokolowska, Poland

I’m a person who used to learn English only at school. I started learning it at the age of 11, when I was in the fifth form, that wasn’t much, only two hours a week. I don’t know how it happened but in the class of 30 people I was able to learn good English. I must say I had a very good teacher. He liked me because I had a kind of gift fro English and I showed some interest in what he used to say. I was good at talking and after four years of learning the language at school I was able to speak freely while other people from my class to the simplest question ‘What’s your name?; would always answer ‘I’m boy’.

Hans Heinrichs, Germany.

My English classes were horrible. We just read aloud and translated from English into German. We had to learn our grammar rules book by heart from cover to cover. We regularly had very difficult grammar tests . Our teacher was very strict and she punished us for each mistake. I didn’t want to attend English classes but I had to. And when I had to speak I was too scared to say a word. I wasn’t able to ask a simple question. I learnt to speak English only at the age of sixteen or seventeen – when I was a teenager. I travelled to Britain then to visit my aunt. It was a wonderful time!

Irina Novikova, Russia.

Our English classes were fantastic! We had quiz-shows, did projects, recited poems, learnt songs by heart, learnt how to use dictionaries and wrote interesting compositions about school, friendship, the music we liked. I loved English when I was at school. Actually, English was my favourite subject.

**Lesson 7, ex.3b) (any voice)**

Re-: return, reread, rewrite,rebuild, revisit, reappear, reconstruct, redo, rethink.

-ness: carelessness, happiness, sadness, fitness, cleverness, business, helplessness, kindness, latreness.

-less: fatherless, manless, homeless, endless, sleepless, hopeless, firendless, agelss, childless, loveless.

-ful: beautiful, hopeful.

-ly (adjective suffix): fatherly, manly, womanly, kindly, lovely.

**Lesson 7, ex.4c) (any voice)**

1)appearance, competitive, professional,

2)compliment, championship, badminton, businessman, interesting, carelessness

**Lesson 9, ex.1 ( a boy speaking )**

Absent or Present (by Bernard Young)

Dear teacher,

my body’s arrived,

it sits at a table

a pen in its hand

as if it is able

to think and to act

perhaps write down the answer

to the question you’ve asked

but don’t let that fool you.

My mind is elsewhere.

My thoughts far away.

So, apologies, teacher,

I’m not here today.

**Lesson 9, ex.2 ( an adult speaking)**

In the twenty-first century English is one of the most widely spoken languages on Earth. About 837 million people speak Mandarin Chinese, About 3700 million people speak English, 300 million – Spanish and 170 million people – Russian. English was first spoken in the fifth century AD also known as the Old English period. We are now in the Modern English period which started in the 16th century, when William Shakespeare lived. Today every one out of five people on the planet can speak English. More than 80 % of home pages in the Internet are in English. The number of words in English has grown from 50000 or 60000 words in Old English to about a million today. Shakespeare used more than 30,000 words in his works! An average person knows from 12000 to 20000 English words. But in everyday speech a native speaker uses around a tenth of his vocabulary – 12000 to 2000 words. Though, only between 1500 and 2000 words should be enough in most situations. The more you know – the better, because you can control the words you use, but you can’t control the other person. Because of this you need to learn more words to understand well than you need to speak well.