

Национальный институт образования

АНГЛИЙСКИЙ ЯЗЫК

ФАКУЛЬТАТИВНЫЕ ЗАНЯТИЯ



Н.В. Юхнель Н.В. Демченко

ПРАКТИКУМ ПО ЧТЕНИЮ

6 КЛАСС

Пособие для учащихся

Национальный институт образования

АНГЛИЙСКИЙ ЯЗЫК

ФАКУЛЬТАТИВНЫЕ ЗАНЯТИЯ

Н.В. Юхнель Н.В. Демченко

Практикум по чтению

6 КЛАСС

Пособие для учащихся
учреждений общего среднего образования
с белорусским и русским языками обучения

*Рекомендовано
Научно-методическим учреждением
«Национальный институт образования»
Министерства образования Республики Беларусь*

4-е издание, стереотипное



Минск
«Вышэйшая школа»
2015

УДК 811.111(075.3=161.1=161.3)

ББК 81.2Англ-922

Ю94

Юхнель, Н. В.

Ю94 Английский язык. Факультативные занятия. Практикум по чтению : 6-й кл. : пособие для учащихся учреждений общ. сред. образования с белорус. и рус. языками обучения / Н. В. Юхнель, Н. В. Демченко. – 4-е изд., стереотип. – Минск : Вышэйшая школа, 2015. – 94 с. : ил.

ISBN 978-985-06-2611-0.

Содержит учебные материалы для факультативных занятий по английскому языку в 6 классе “Практикум по чтению”.

Предыдущее издание вышло в 2014 г.

Для учащихся и учителей учреждений общего среднего образования.

УДК 811.111(075.3=161.1=161.3)

ББК 81.2Англ-922

ISBN 978-985-06-2611-0

© Юхнель Н.В., Демченко Н.В., 2010

© Национальный институт образования, 2010

© Оформление. Издательство «Вышэйшая школа», 2010

Содержание

Дорогие ребята!	4
Everyone Needs a Friend	7
The Biggest Bear	11
High and Lifted Up	16
Halloween	20
A Website of an English School.	22
Quick Facts About Belarus and Britain.	29
National Symbols of Different Countries	32
The Stork	35
The Tidy Drawer	37
Tea	42
Priscilla, Meet Felicity	44
Alice in Wonderland	58
Peter Pan	63
King Midas	70
Dick Whittington and His Cat.	72
Aesop and His Fables	75
Aesop.	75
The Ant and the Grasshopper	76
The Ungrateful Tiger	78
Wise Man.	83
The Boy Who Drew Cats	86
Computers	92

Дорогие ребята!

Перед вами книга для чтения. В ней вы найдете рассказы и сказки, легенды и притчи, статьи и странички из интернета.

Вы будете читать их в течение учебного года. И мы убеждены, что вы получите двойное удовольствие: это будет не только радость от знакомства с новыми литературными героями или от встреч со старыми, хорошо знакомыми персонажами, от получения новых знаний, но и удовлетворение от приобретения новых умений, от того, что вы читаете эту книгу не на родном, а на английском языке.

Для кого-то это будет первым опытом чтения на иностранном языке, для кого-то продолжением увлекательного путешествия в мир иноязычного чтения. В любом случае мы надеемся, что эта книга станет окном в мир английского языка, где царствуют Джек Лондон и Фенимор Купер, Марк Твен и Рейдъярд Киплинг, Дж.Р.Р. Толкиен и Дж.К. Роулинг, где наряду с ними существуют газеты и журналы, комиксы и интернет.

Чтение развивает человека, делает его образованнее, умнее, добрее. Чтение на иностранном языке к тому же позволяет человеку стать более уверенным в себе, открывает новые жизненные перспективы.

Успех в овладении английским языком напрямую зависит от того, сколько вы читаете на этом языке. Наше пособие поможет вам научиться читать больше, быстрее, эффективнее.

Перед каждым текстом и после него в книге предложены задания, которые помогут вам выделить основные мысли и проблемы, сориентироваться в содержании, заметить мельчайшие подробности текста.

Они не только помогут проверить, насколько хорошо вы поняли текст, но и вооружат вас необходимыми навыками для более быстрого и внимательного чтения в будущем.

Выполняя предложенные нами задания, вы будете следовать образцам работы с текстом, приёмам анализа, что позднее войдет в привычку и сделает вас более независимыми и успешными читателями.

Все тексты адаптированы (т.е. приспособлены к вашему уровню владения английским языком). Адаптируя литературные произведения и другие тексты, авторы старались сохранить их художественную ценность, богатство английского языка.

В некоторых случаях после сложных для понимания слов или выражений в тексте размещены их русские эквиваленты. Такие опоры облегчают процесс чтения. Во время дальнейшей работы с текстом эти же английские слова могут быть включены в выполняемые вами задания. Таким образом, читая, отвечая на вопросы, вы будете ещё и расширять свой словарный запас в английском языке.

После того, как вы поработаете с текстом в классе под руководством учителя, вы можете вернуться к тексту дома, перечитать его, пользуясь словарём. Вы откроете для себя новые тайны английского языка. Мы рекомендуем вам выписать новые слова

в специально отведённую для этого тетрадь, обратить внимание на грамматическую структуру предложений. Тексты для чтения послужат вам прекрасным образцом для письма на английском языке.

Мы предлагаем вам инсценировать некоторые легенды и притчи. Этот приём, без сомнения, поможет вам удержать в памяти прочитанное. И, может быть, кто знает, привьёт вам вкус к театральным постановкам. Не забывайте: великий Шекспир в основном писал пьесы для театра. Читайте на английском языке – и вы сможете однажды прочесть Шекспира в оригинале.

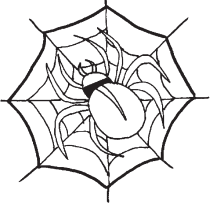
Приятного чтения вам и успехов в изучении английского языка!

Авторы

EVERYONE NEEDS A FRIEND

By Margo Fallis

1. Read the story and answer the questions.



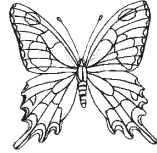
spider



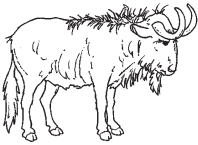
ant



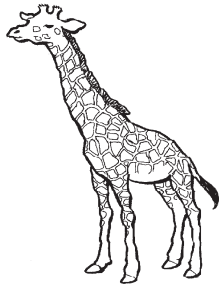
termite



butterfly



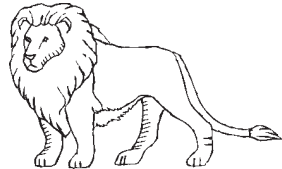
gnu



giraffe



meerkat



lion

It was a beautiful spring day. The **butterflies** were flying about, the **ants** were busy carrying bits of leaves, and the **termites** were deep underground, digging tunnels and building their mounds. Tabansi was walking across the savanna, enjoying the white clouds that floated across the blue sky. He passed a

herd of gnu. They were grazing on the tall grasses. Zebras ran past. Tabansi looked at their stripes and then at the patchwork of colour on his body. He knew he was a good-looking giraffe, much better looking than the zebras. A few elephants were tearing leaves from the baobab trees. Tabansi laughed when he saw a baby elephant holding onto his mother's tail, running along behind her.

Where does the action take place? How do you know?

The bushes were full of green leaves. There were many insects **buzzing** about. Tabansi stopped near a flowering plant and started to nibble on it (пощипывать его). As he was nibbling away he sensed (учуял) something behind him. "Who's there?" he asked, turning toward the bushes. "Is it you, Jelani? Safiya, are you playing a trick on me (разыгрываешь меня)? Pemba, are you and the other ants trying to frighten me?" There was no answer. Thinking it must have been his imagination, Tabansi continued eating the leaves.

Do you think Tabansi was in danger?

Razi, a lion, was watching the giraffe from behind the bushes. He was feeling hungry and dreamt of eating the giraffe. "It is rather big," Razi thought. "I don't think I can bring him down (завалить) all by myself." Razi ran off to the pride (к львиному прайду) and whispered to Karimah, "There's a

giraffe behind those bushes. I can't bring him down by myself. If you come and help me, we'll **share** the kill."

Karimah followed Razi through the grass. They stopped and looked out from behind the bushes. "He is huge. I don't think just two of us can bring that giraffe down. Why don't you go and get Jabari. I'll stay here and keep my eye on him," Karimah said. Razi ran back to the pride.

How many lions could Razi bring back with him?

"Who's there? I know something is in those bushes. Are you sure it's not you, Safiya?" the giraffe gulped. He was starting to get nervous.

Karimah had always liked giraffes. They seemed so beautiful to her. She stepped out from behind the bushes. "Don't be afraid. I won't hurt you (Я не причиню тебе вреда)," she said.

Tabansi was terrified (в ужасе). "You're a lion. Lions eat giraffes. Why shouldn't I be afraid?"

"Razi's gone back to the pride to get another lion. They want you for lunch," Karimah said.

"What? They want to eat me? Do you want to eat me too?" Tabansi asked.

Do you think Karimah was playing a trick on Tabansi?

"I'm full from breakfast. I had a delicious meerkat (сурикат). We've got to get you out of here before they come back. Follow me," Karimah said.

She started to run. Tabansi followed. His legs were much longer, so it was easy for him to keep up

with her. He was surprised when she ran into a cave (пещера). “We’re going into a cave?” Tabansi asked.

“It’s the only safe place for you right now. The ceiling (потолок) is tall enough for you to stand comfortably. Stay here. I’m going back to the pride to tell them you’re gone,” Karimah said and ran off, leaving the frightened giraffe **alone**.

What do you think happened later?

An hour later the lion came back. “You can go now. They weren’t happy that you had disappeared but they seemed **to cheer up** when a gnu walked by on its way to the river.”

Tabansi left the cave and walked beside his new friend. “Thank you, Karimah. You **saved** my life.”

“Everyone needs a friend,” she said and ran across the savanna to where the other lions were.

- Do you think it’s a true story? Why? Why not?
- Do you agree with the moral of the story?

2. Complete the following using the text of the story.

1. Surprised, nervous, frightened,
2. Giraffes have got spots, zebras have got
3. Elephants have got trunks at the front and ... at the back.
4. Butterflies fly in the air, termites work
5. Little, rather big, big, very big,
6. A cave has got a floor and a
7. Gnu live in herds, lions live in

3. Guess the meaning of the words in bold.

4. Continue the lists using the text.

1. Insects: butterflies, ...
2. Animals: gnu, ...
3. Plants: tree, ...

THE BIGGEST BEAR

By Lynd Ward

1. Discuss with your partners.

1. Do you like:
 - a) watching TV programmes about animals;
 - b) watching TV programmes about hunting;
 - c) going to the zoo;
 - d) reading books about animals;
 - e) keeping pets?
2. Would you like to have:
 - a) an alligator;
 - b) a bear;
 - c) a camel;
 - d) a dingo for a pet? Why? Why not?

2. Read and answer the questions.

Part 1

Johnny Orchard lived on the farm farthest up the valley (долина) and closest to the woods (лес). On the hill behind the barn (сарай), there were a few apple trees. Johnny's grandfather liked to say, "I've planted these apple trees". These were the only apple trees in the valley, and they were known as Orchard's orchard (фруктовый сад).

Whenever Johnny went down the road to the store (American English for “shop”) for a piece of maple sugar or something, he always felt humiliated (униженным). The other barns in the valley usually had a bearskin nailed up to dry (медвежью шкуру, растянутую на гвоздях для сушки). But never Johnny’s barn. Mr McLean was proud to say, “I’ve come in with a bear every fall (American English for ‘autumn’) for three years.” And one evening Mr Pennell shot three bears in a row. Johnny’s grandfather said, “I’ve met a bear once when I was on the way back from picking apples. But I went in one direction when the bear went in another.” When Johnny asked him why, his grandfather said, “Better a bear in the orchard than an orchard in the bear.”

Explain the humour in the underlined sentence.

It was very humiliating. Johnny said, “If I ever see a bear, I’ll shoot him so fast he won’t know what hit him. And we’ll have the biggest bearskin in the whole valley.”

What did Johnny dream of?

One day he came to a place where there was a big stump (пень). Something was moving in the bushes behind it! It was a bear all right.

What do you think Johnny did when he saw the bear?

He seemed hungry, so Johnny gave him a piece of maple sugar. On the way home, the bear ate all the maple sugar Johnny had in his pocket. Johnny’s

mother and father were a little surprised to see Johnny with a bear. Johnny's grandfather said, "I suppose you know what a bear likes to eat. The bear liked the milk that was meant for the calves. He liked the mash meant for the chickens. He liked the apples in the orchard. He liked pancakes on Sunday morning. And most especially he liked the maple sugar Johnny brought for him from the store. There was hardly anything he didn't like, and Johnny's mother got pretty upset when he started looking for things on the kitchen shelves.

Do you think the local farmers were happy to get the new neighbour?

Part 2

In the fall (autumn), Mr McCarroll got pretty upset when the bear spent a night on his cornfield. In the winter, the bear had a wonderful time with the bacons and hams in the Pennell's smokehouse (коптильня). It was bad enough that he emptied all the sap buckets (ведра для сока) when the McLeans were tapping their maple trees in the spring. But it was worse later when he got in the McLean's shed and drank up most of their maple syrup. He was always eating and he grew pretty fast and got pretty big.

Finally Mr McLean started talking to Mr Pennell. They both went to see Mr McCarroll. Then they all came to see Johnny and his father. What they had to say about Johnny's bear was plenty. The bear was a problem for the whole valley. The men left and Johnny's father said, "The bear will have to go back to the woods".

Why did Johnny have to take the bear back to the woods?

So the next morning Johnny and the bear started out. They walked for miles due west, to an old clearing (участок леса, расчищенный под пашню). Johnny said to the bear, “The time has come for you to go and live in the woods like other bears.” He gave the bear a last hug and started the long walk home.

What do you think will happen next?

When he was doing his chores next morning, Johnny saw the bear again. “You haven’t stayed in the woods very long,” he said. So Johnny started out again, due east this time. And when Johnny left the bear, he was eating blueberries very happily. But two days later he was back again.

This time Johnny took him due south and got a boat and rowed two miles out in the lake and left him on Gull’s Island, which is a pretty big island. But the next morning, there he was, back again, not even very wet.

Johnny and his father talked it over, and they decided there was only one thing to do. Johnny said, “I’ll do it.”

What was Johnny going to do?

Part 3

They really didn’t have to go very far, but Johnny somehow kept on walking. They went north this time. There were no roads here, and it was part of the woods where Johnny had never been before. At last they

stopped. While Johnny was working with the gun, the bear smelled something. Suddenly, he took off through the woods. Johnny went with him. They went through the woods so fast that Johnny lost his gun. But he held on to the rope. They were heading for a sort of a little log house (сруб, бревенчатый домик, хижина). They went through the doorway pretty fast and something came down with a bang and they were prisoners (пленники). When Johnny looked around, he saw the bear was happily eating a big lump of maple sugar put in a trap for bait (в ловушку для приманки).

Does the word “pretty” mean “приятный” or “довольно-таки” in the story? Find all sentences with “pretty” and check your ideas.

Pretty soon some men came. They were a little surprised to see Johnny in there. They explained to Johnny they were getting animals for the zoo in the city. They were delighted with Johnny’s bear. “It’s much bigger than we have ever hoped for!” they said. “He will have a nice place to live, and all he wants to eat. And you can come and see him whenever you want to,” the men told Johnny. “And I’ll always bring him maple sugar,” said Johnny.

- Do you think it’s a story with a) a happy ending; b) a sad ending; c) an open ending?
- Was it a good idea to take the bear home and to keep it as a pet?

3. Work in pairs. Think of an ending for the story above. Write a paragraph about what happened next.

- 4. Look through the text to find out who felt like that and why.**

Humiliated: ...

Upset: ...

Surprised: ...

Delighted: ...

- 5. Answer the questions.**

1. Was Johnny Orchard proud of his family?
2. What food did the bear like to eat?
3. How did the villagers feel about the bear?
4. Where did Johnny take the bear?
5. Why did the bear get into a trap?

HIGH AND LIFTED UP

By Mike Krath

1. **What indoor games do you usually play on holidays? What outdoor plays do you play? Who do you usually play with? What is your favourite weather?**
2. **Read the text and choose the picture which shows a maple leaf.**

1



2



3



It was a windy day. The mailman (почтальон) barely made it (едва пробился) to the front door. When the door opened, Mrs Pennington said, “hello”, but, before she had a real chance to say “thank you”, the mail blew out of the mailman’s hands, into the house and the front door slammed in his face. Mrs. Pennington ran **to pick up** the mail.

“Oh my,” she said.

Tommy was watching the shutters (ставни) open and then shut, open and then shut.

“Mom,” he said, “may I go outside?”

“Be careful,” she said. “It’s so windy today.”

Tommy ran to the door. He opened it with a bang. The wind blew fiercely and snatched (выхватил) the newly recovered mail from Mrs Pennington’s hands and blew it even further into the house.

“Oh my,” she said again. Tommy ran outside and the door slammed shut.

Outside, yellow, gold, and red leaves were leaping (отрывались) from trees, **landing** on the roof (крышу), jumping off the roof, and then chasing one another down the street in tiny whirlwinds of merriment (в маленьких весёлых вихрях).

Tommy watched in fascination.

“If I was a leaf, I would fly clear across the world,” Tommy thought and then ran out into the yard among the swirl of colours.

Mrs Pennington came to the front porch.

“Tommy, I have your jacket. Please put it on.”

However, there was no Tommy in the front yard.

“Tommy?”

Tommy was a leaf. He was blowing down the street with the rest of his play-mates.

A maple leaf came close-by, touched him and moved ahead. Tommy met him shortly, brushed against him, and moved further ahead. They swirled around and around, hit cars and poles, flew up into **the air** and then down again.

“This is fun,” Tommy thought.

The maple leaf blew in front of him. It was bright red with well-defined veins. The sun-light shone through it giving it **a brilliance** never before seen by a little boy’s eyes.

“Where do you think we are going?” Tommy asked the leaf.

“Does it matter?” the leaf answered. “Have fun. Life is short.”

“I can’t agree with you,” an older leaf said suddenly coming beside them. “The journey may be short, but the end is the beginning.”

Tommy thought it was a great idea, the greatest a leaf could have.

“Where do we end up?”

“If the wind blows you in that direction,” the old leaf said, “you will end up in the city dump (на городской свалке).”

“I don’t want that,” Tommy said.

“If you are blown in that direction, you will fly high into the air and see things that no leaf has seen before.”

“Follow me to the city dump,” the maple leaf said. “Most of my friends are there.”

The wind blew Tommy and the maple leaf along. Tommy thought of his choices. He wanted to continue to play.

“Okay,” Tommy said, “I will go with you to the dump.”

The winds shifted and Tommy and the leaf were blown in the direction of the city dump.

The old leaf didn’t follow. He was blown further down the block and suddenly lifted up high into the air.

“Hey,” he called out, “the sights up here. They are spectacular (впечатляющие). Come and see.”

Tommy and the maple leaf ignored him.

“I see something. I see the dump.” The old leaf cried out. “I see smoke. Come up here. I see fire.”

“I see nothing,” the maple leaf said.

Tommy saw the fence that surrounded the city dump. He was happy to be with his friend. They would have fun in the dump.

Suddenly, a car **pulled up**. It was Tommy’s mom. Mrs Pennington wasn’t about to **let** her little boy run into the city dump.

“Not so fast,” she said getting out of the car. “You are not allowed to play in there. Don’t you see the smoke?”

Tommy watched the maple leaf blow against the wall and struggle to get over. He ran over to get it but was unable to reach it.

Mrs Pennington walked over and took the leaf. She put it in her pocket.

“There,” she said, “it will be safe until we get home.”

Tommy smiled, ran to the car and got in. He rolled down the back window and looked up into the sky. He wondered where the old leaf had gone. Perhaps one day he would see what the old leaf had seen – perhaps.

3. Guess the meaning of the words in bold.

4. Answer the questions.

1. Was it a windy day? How do you know?
2. Did Tommy really turn into a leaf?
3. Who do you agree with: the first maple leaf or his older mate?
4. What sights can leaves see if they fly to the city dump?
5. Can little children play near the city dump?
6. Was the maple leaf safe in Tommy's mother's pocket? Was he happy there?
7. Do you like windy weather?
8. When you were a little child, where did you like to play? Who did you like to play with?

HALLOWEEN

1. a) One of children's favourite hobbies in America is making costumes to dress up for Halloween [ˌhæləʊ'iːn]. What do you know about this holiday?

b) Read the article on Halloween and compare your ideas with the facts from the text.

Halloween is celebrated on October 31.

In ancient Britain, the Celts celebrated the fire-festival on October 31. This day marked the end of summer. It was also **the eve** of the New Year.

For the ancient Celts, the turning of one year into the next was a magical time. They believed that evil spirits (злые духи) were active on this night. **To protect** themselves against such evil spirits, the ancient Celts made huge bonfires on this night – which thus became a fire-festival. Over time, human imagination filled this night with all sorts of witches, goblins, black cats and fairies.

This night was also considered the best time to make **predictions** about such important matters as marriage (женидьба), health, luck and death. Many of the methods used to make these predictions have come down to us in the form of games that children still play today. One such game is ducking (to duck – нырять, окунать голову в воду) for apples. In the ancient times the person **to bite** an apple first would be the first to get married that year.

The Christian festival of All Hallows' Eve was also celebrated on the same day. With time, the two festivals **merged** into Halloween, the festival that is celebrated today.

Irish **immigrants** carried Halloween to America in the 19th century, where playing tricks by young people on the night became part of the celebration. Today Halloween is celebrated mainly by small children, dressed up as their favourite evil character, going from door to door, demanding a treat or threatening a trick instead.



A favourite symbol of Halloween is the Jack-O'-Lantern, a **pumpkin** carved with a scary face, and with a lighted candle inside. In Scotland, a turnip was used, but was substituted by a pumpkin in America.

2. **Guess the meaning of the words in bold.**
3. **Mark the statements true or false. Correct the false statements.**
 1. The festival marks the end of winter.
 2. Bonfires were made to drive away the evil spirits.
 3. People also made predictions on that night.
 4. There was a Christian festival celebrated on the same day.
 5. Americans brought Halloween to Europe.
 6. The symbols of Halloween now are witches, goblins, black cats, fairies.
4. **Do you think it's a good idea to celebrate this holiday in our country?**

A WEBSITE OF AN ENGLISH SCHOOL

1. a) **Read the questions schoolchildren from different countries sent to a British school website. Put the questions into groups according to the topics they refer to. Choose from the list. There can be more than one question to the topic.**

SCHOOL: ...
ENGLAND: ...
LANDSCAPE: ...
WEATHER and CLIMATE: ...
SPORT: ...
GEOGRAPHY: ...
CITIES: ...
LONDON: ...
FOOD: ...
POLICE: ...

1. What is the difference between England, Great Britain (GB), the United Kingdom (UK) and the British Isles? (Yan, Belarus.)
2. *How do your parents find out about your grades? (Karolina, Poland.)
3. *In Newfoundland we start school at 9.00 a.m. and finish at 3.00 p.m. What time do you start? Do you go to school 5 days a week? (George, Canada.)
4. *Are there any schools in England that don't have uniforms? (Shannon, USA.)
5. *Describe the landscape in England. Do you have high mountains? (Riley, Canada.)
6. *Do the policeman of England ride horses sometimes? (Megan, Canada.)
7. Why are your policeman called Bobbies? (Kurt, Germany.)
8. *What is England's national anthem? (Lauren, France.)
9. *What does the name England mean? (Inam Teja, Canada.)

10. Are New England and England the same country? (Umaymah, Pakistan.)
11. *What is the biggest city in England? (Jenny, Devon, England.)
12. *Are the winters cold in England? (Joshua, Canada.)
13. *Are the summers long or short, warm or cool, in England? (Britany, Canada.)
14. *What is the weather like in England? (Courtney, USA.)
15. *What is the favourite sport played by children in England? (Brent, Canada.)
16. *What is the most popular winter's sport in England? (Belinda, Canada.)
17. Hockey is Canada's national sport. What's England's national sport? (Brandon, USA.)
18. *What types of games or sports do teenagers play for fun in England? (Samantha, USA.)
19. Who built the London Bridge? (Cody, Canada.)
20. How much does it cost to ride a double-decker bus? (Jordan, Canada.)
21. Does Big Ben ever show the wrong time? (Alexandra, Canada.)
22. *Where would you find the biggest castle in England? (Blake, Canada.)
23. *How many castles are there in England? Why were castles built? (Alison, Canada.)
24. *What are British traditional dishes? (Stephanie, France.)
25. Is it true that in England, people drink tea three times a day? Is it like a time-table? (Latandraw, Mexico.)

26. Is England and Great Britain the same country?
(Lena, Russia.)

b) Before reading the answers, try to answer the questions above.

2. Read the answers. Match them with the questions.

a) “England” is sometimes, wrongly, used in reference to the whole United Kingdom, the entire island of Great Britain (or simply Britain), or indeed the British Isles. This is not only incorrect but can make people from other parts of the UK really unhappy.

The name United Kingdom refers to the union of what were once four separate countries: England, Scotland, Wales and Ireland (though most of Ireland is now independent, only Northern Ireland remains part of the UK). The UK’s full and official name is the “United Kingdom of Great Britain and Northern Ireland”. The British Isles include many islands not even part of the UK.



England



Scotland



Wales



Great Britain



UK



British Isles

b) At Woodlands we start at 8:55 am and finish at 3:15 pm. We go to school 5 days a week.

c) Yes. You can especially see policemen on horses in London.

d) “God Save the Queen”. It is the same song as the one for Great Britain.

e) England is a country, it is only a part of Great Britain. Great Britain is made up of three countries – England, Scotland and Wales.

f) Every July the teachers write reports on the progress of each of the pupils. They write the grades on the reports. We also have parents evenings three times a year where teachers meet and tell parents how their child is doing in school.

g) Yes. Such schools are mainly found in the large cities. There you can wear any clothes you like.

h) Birmingham. Its population is about one million people.

i) Originally the name was “Englaland” meaning the land of the Engles, or Angles, a Germanic people who began to invade Britain in the late 5th century

from the Baltic coastlands. “Engel” (variously spelled), is an old Teutonic word, meaning “angel”. The name was later changed to “England” in 829 after Egbert, King of the West-Saxons, declared that Britain should be called England, its people Englishmen, and himself King of England.

j) Football is played during the winter months.

k) Cricket

l) The first “London Bridge” was built by the Romans, and probably built of timber (wood).

m) Yes, we do drink tea but not necessary three times a day. Some people drink coffee in the mornings and tea in the afternoons. Usually coffee or any other drink is drunk with meals and half way through the morning, about 11 am and also halfway through the afternoon. There is no time-table. We just drink when we feel like it.

n) There are more than 1,400 castles in England. They were built to protect the people who lived in them. They were often built on hilltops or surrounded by water to make them easier to defend.

o) Football.

p) Windsor Castle is the biggest castle in England. It’s the Queen’s favourite castle and the largest and oldest occupied in the world.

q) Skateboarding, roller blading, football, basketball, mountain biking, karate, judo, tenpin bowling, computer games, play station games, nintendo games.

r) It depends on how far you want to travel. An average journey costs about £ 1 (one pound).

s) English traditional dishes include fish and chips, pies like the cornish pasty, trifle, the Sunday

roast and Yorkshire Pudding which is not a pudding. Sometimes they have strange names – Bubble & Squeak, Toad-in-the-Hole.

t) Big Ben was slowed five minutes one day in 1945 when a passing group of starlings decided to take a rest on the minute hand of the clock.

u) Much of the land in England is flat (low lying), forming meadowlands and pastures and less than 10 percent of the area is covered by woodlands. The highest point in England is Scafell Pike, 978 m, part of the Cumbrian Mountains in North West England.

v) We have a mixture of weather. It can be hot, cold, wet and dry. Last week the country was covered in snow. This week we have had loads of rain causing much flooding. Tomorrow it could be sunny and warm. Sometimes we can have many different types of weather in one day. Mostly though, the weather is mild, not too hot and not too cold.

w) No, New England is a region in the north-east of the United States. England is a country in west Europe.

x) Yes. We often have to scrape the ice of our car windows in the mornings.

y) Policemen became to be known as “bobbies” after Robert Peel who founded the police. Bobby is short for Robert.

z) The weather in England changes a lot. The usual temperature is about 25 degrees Celsius in the summer months.

3. Answer the questions marked with an asterisk (*) about Belarus.

QUICK FACTS ABOUT BELARUS AND BRITAIN

1. Read the quick facts about Belarus and Britain.

- What information is given in both tables?
- What information is given only about Britain?
- What information is given only about Belarus?

Quick Facts about Britain

<u>Land area</u>	243,000 sq km (93,000 sq miles)
<u>Coastline</u>	12,429 km
<u>Length</u>	Just under 1,000 km (600 miles) from North to South
<u>Width</u>	About 480 km from east to west
<u>Natural resources</u>	Coal, petroleum, natural gas, tin, limestone, iron ore, salt, clay, chalk, gypsum, lead, silica, arable land
<u>Capital city</u>	London is the capital of the UK and of England. Edinburgh is the capital of Scotland. Belfast is the capital of Northern Ireland. Cardiff is the capital of Wales.
<u>Main cities</u>	London, Manchester, Birmingham, Liverpool, Glasgow, Edinburgh, Cardiff
<u>Official language</u>	English
<u>Main religion</u>	Christianity
<u>Government</u>	Monarchy
<u>Highest mountain</u>	Ben Nevis in Scotland, at 1,343 m (4,406 ft) above sea level

Geography

Britain is only 35 km from France and is now linked by a tunnel under the English Channel. The south of Britain is mostly low-lying land, with hills and agricultural land; the north of England, Wales and Scotland are mostly covered in moorland and mountains

Longest river

The Severn, 322 km long, which rises in central Wales and flows through Shrewsbury, Worcester and Gloucester in England to the Bristol Channel

Population of the UK
Britain's climate

about 60 million people
Mild, normally not going much below zero even in the depths of winter, and never much above 25 degrees Celsius in summer. Most of the time it is between 10 and 20 degrees Celsius

Money
Symbols associated
with London and
England

Pound sterling
River Thames
Big Ben
Westminster Abbey
Houses of Parliament
Royal Family – Buckingham Palace
Union Jack (Official flag of UK)
High Tea (drinking tea in the late afternoon)
Bobbies (nickname for policemen)
Double-decker bus
Black taxis

Quick Facts about Belarus

<u>Total area</u>	207,600 sq km
<u>Population</u>	About 10 million people
<u>Capital and largest city</u>	Minsk, 1,769,500 people
<u>Other large cities</u>	Gomel, 502,200; Mogilev, 374,000; Vitebsk, 355,800; Grodno, 314,100; Brest, 306,300; Bobruysk, 228,100
<u>Monetary unit</u>	Belarusian ruble
<u>Languages</u>	Belarusian, Russian, other
<u>Religion</u>	Christianity (Russian Orthodox and Catholic) and other
<u>National holiday</u>	Independence Day, July 3
<u>Natural resources</u>	Forests, peat deposits, small quantities of oil and natural gas, granite, dolomitic lime stone, marl, chalk, sand, gravel, clay
<u>Geography</u>	Much of Belarus (formerly the Byelorussian Soviet Socialist Republic of the USSR, now Belarus) is hilly lowland with forests, swamps, and numerous rivers and lakes. There are wide rivers emptying into the Baltic and Black seas. Its forests cover over one-third of the land and its peat marshes are a valuable natural resource. The largest lake is Naroch, 79.6 sq km.
<u>Government</u>	Republic

2. Answer the questions.

1. Which country is larger in area?
2. Which country is larger in population?
3. What is the highest point of Belarus?
4. What is the longest river of Belarus?
5. How long is Belarus from North to South? How long is it from West to East?
6. Does Belarus have a coastline? Why?
7. What is the weather like in Belarus?
8. What natural resources do the two countries have in common?
9. What else do these countries have in common?
10. Which of the symbols of London and England do you know about?
11. What are the symbols of Minsk and Belarus?

NATIONAL SYMBOLS OF DIFFERENT COUNTRIES

- 1. Look at the table on the cover and talk to your partner about animals and birds that have become national symbols of different countries.**
- 2. Read the text from Wikipedia about storks. Say what new information you have found. Why do you think people believe that storks bring happiness?**

The **White Stork** is a large wading bird in the stork family breeding in the warmer parts of Europe, northwest Africa, and southwest Asia. It is a strong migrant, wintering mainly in tropical Africa.

It is a huge bird, 100–125 cm (40–50 in.) tall, with a 155–200 cm (61–79 in.) **wingspan** and a weight of

2.3–4.5 kg (5–10 lbs.). It is completely white except for the black wing flight **feathers**, and its red **bill** and legs, which are black on juveniles. It walks slowly and steadily on the ground.

Notable breeding totals occur mainly in central and eastern Europe, with 52,500 pairs in Poland, 12,000–18,000 pairs in Ukraine, 10,500–13,000 pairs in Belarus, 10,000 pairs in Lithuania. According to mythology, the “stork” is responsible for bringing babies to new parents. This story probably came about because white storks have a habit of nesting on buildings in **urban areas**, so they are often seen around human habitation. Belarusian people believe that storks bring harmony to a family on whose **property** they nest.

3. **Guess the meaning of the words in bold.**
4. **Retell this text to someone who has just started to learn English. Make your story less scientific and easier to understand.**
5. **Read the poem by Ryhor Baradulin and compare it with Walter May’s translation into English.**

Рыгор Барадулін

Бусел

Васілю Быкаву

Непаседа,

даўгацыбы бусел –

Даўняе вясны

забыты сон.

...Я злавіць яго
за хвост цягнуся,
Дражніцца
і уцякае ён.
От, здаецца,
ушчамлю пад паху
(Лугавінаю
бягу
наўпрост).
Нада мною –
крылы белым дахам,
А перада мною –
чорны хвост...
Змораны, я доўга плачу потым.
Суцяшаць
стараюцца усе:
– Бусел ходзіць
у чырвоных ботах
І табе
такія ж
прынясе...
Горбіць плечы гора,
горбіць праца.
Усяго спаўна
мне лёс паслаў...
Вось ужо і скроні серабрацца.
Ды яшчэ й цяпер
лаўлю бусла.
Ну, на гэты раз
вярнуся з птахам –
Я ж за ім прайшоў
багата вёрст!

Нада мною – крылы белым дахам.
Паспрабуй

злаві

бусла за хвост...

1962

Ryhor Baradulin

The stork

To Vasil Bykau

Restless stork,
with legs so thin and frail –
Long-forgotten dream
of spring's past day.
...I shall try
to catch it
by its tail –
But it teases me,
and flies away.
Now, it seems,
I'll tuck it 'neath my arm
(Running
through the meadow
on its trail).
Over me
white wings spread in alarm,
And before me
flies
a short black tail...
Tired out,
long afterwards I cry.

THE TIDY DRAWER

1. Do you have a room of your own? If not, who do you share it with?
2. What is your room like? Is it always clean and tidy? Who cleans your room? If you do it yourself, how often do you do it?

Part 1

1. Read part 1 and answer the questions.

One Saturday morning Abby's Mum came upstairs to see Abby in her bedroom. Or tried to. There was so much **mess** (беспорядок) on the floor she could only poke her head around the door. Abby sat in the middle of it all reading a book.

"What a tip," Mum said. "You need **to have a clear up** in here."

"Why?" Abby asked.

"Why?" Mum repeated. "Because things get broken or lost when they're all willy-nilly like this. Come on, have a **tidy up** now."

"But I'm very busy," Abby argued, "and it's **bor-**ing on my own. Can't you help me?"

"No I can't, I'm busy too. But I'll give you extra **pocket money** if you do a good job."

When Mum came back later, all the toys and clothes and books had **disappeared**.

"I'm **impressed**," said Mum. "But I'll **inspect** it properly later."

“It was easy,” said Abby. “Can I have my extra pocket money now?”

“All right. Get it out of my change purse. It’s in the kitchen tidy drawer.”

In the kitchen Abby went over to the dresser and pulled open the tidy drawer. She hunted for the purse.

“Any luck?” Mum asked.

Abby shook her head.

“It must be lurking (прячется); at the bottom,” Mum said. “Let’s **have a proper look.**”

She pulled the drawer out and carried it over to the table. Abby kneeled up on a chair to look inside. There were lots of boring things like staplers (скрепкосшиватели) and strings but there were lots of interesting things as well.

- “Willy-nilly” – is it tidy or untidy?
- Did Abby tidy up quickly?
- Do you get money for tidying your room? Do you get money for any housework that you do?
- Do you think it is fair to ask money for tidying up your room?
- What do the words in bold mean?

2. **Act out the conversation between Abby and her mum using the words in bold.**

Part 2

1. **Do you keep small things in a special drawer? Do you sometimes forget what is in that drawer?**

2. Read part 2 and answer the questions.

“Wotch thish?” Abby asked, holding up a plastic bottle full of red liquid [ˈlɪkwɪd] (жидкость). Mum laughed.

“Fake (поддельный) blood, from a Halloween [ˌhæləʊˈiːn] party years ago. Your Dad and I took you to that, dressed up as a baby vampire. You were really scary[ˈskeəri].”

“I don’t remember that.”

Abby **carried on** looking through the drawer. She found some vampire teeth, white face paint, plastic witchy nails and hair gel. Mum **pulled out** a glittery hair band. It had springs with wobbly [ˈwɒbli] (дрожжащими) balls on the top that flashed disco colours. She put it on her head while she carried on looking through the drawer. Abby found some sparkly (сверкающие) hair elastics to match the hair band. She made her Mum put lots of little bunches all over her head so she looked really silly.

“I remember this,” Abby said as she pulled out a plastic bag. “This is from my pirate party.” Inside there was a black, false moustache [məˈstaːʃ] (усы) and some big gold earrings.

She peeled the sticky backing off the false moustache and stuck it on Mum’s top lip, then found a paint brush in the drawer and painted a fierce red scar down her cheek using the fake blood. Mum clipped on the pirate earrings.

“Come here,” Mum said and put white face paint all over Abby’s face. She added the fake blood so it looked as if it was coming out of Abby’s eyes and

mouth. She put gel all over Abby's hair and made it stand up into strange shapes. Abby put in the vampire teeth and the witchy fingers. She made scary noises at Wow-Wow the cat. He ignored her and carried on washing himself on the seat next to her.

- “Wotch thish?” – What did Abby really say?
 - Guess the meanings of the words in bold.
 - What did Abby find when she was looking for the purse?
 - What did Abby and her Mum look like?
3. Describe: a) Abby's mother in the pirate's make-up; b) Abby's vampire make up.

Part 3

1. What do you think will happen? Is it fun tidying up the room together with someone?
2. Read part 3 and answer the questions.

Suddenly there was a knock at the back door. A voice called out. “Hello, it's only me. I've let myself in.”

It was their **nosy** neighbour, Mrs Hislop. She was always complaining about something.

Mrs Hislop entered the kitchen. Her mouth **dropped open**.

“We're jush wooking for the change pursh,” Abby explained.

“Yes, well, er,” Mrs Hislop said, “I just wanted a word about your fence (забор). Some of it's blown down on my side.”

At that moment Wow-Wow jumped off his seat and ran away.

“Well!” said Mrs Hislop and hurried from the room and out of the house.

When the door banged shut, Abby and Mum burst out laughing until Mum’s moustache hung on by a whisker and Abby’s vampire teeth **dropped out**.

Abby came to sit on her Mum’s knee.

“It’s fun doing this together,” she said.

“Maybe. But we still haven’t found the change purse.” They both looked at the enormous heap of things spread over the kitchen table.

“Well, you know things will get lost, or broken, when they’re all willy-nilly,” Abby said.

“You cheeky monkey!” Mum laughed. “But what shall I do with it all?”

“I know, it’s easy,” Abby said and began to take everything off the table into her arms. She dumped it all back in the kitchen drawer.

Mum looked at her suspiciously.

“Let’s go and inspect your bedroom, shall we?”

Abby followed her upstairs and into her bedroom. Wow-Wow was sitting in front of her fish tank looking hungrily at the goldfish. He dashed under the bed when he saw Mum and Abby. Mum kneeled down and lifted the bed cover to get him out. Underneath were heaps of Abby’s toys, books, tapes, clothes and shoes, empty plastic cups and wrappers and a half-eaten sandwich on a plate.

“Abby! What’s all this?”

“It’s my tidy drawer,” Abby said. She wrapped her arms around her Mum and gave her a kiss. “Let’s sort this one out together now.”

[http://www.eastoftheweb.com/short stories](http://www.eastoftheweb.com/short-stories)

- Who came over to talk with them?
- “We’re jush wooking for the change pursh.” – What did Abby really say?
- What happened then?
- “Well, you know things will get lost, or broken, when they’re all willy-nilly.” – Why did Abby say that?
- Did Abby tidy up really well?
- Have you ever tidied up your room like that? Why?

TEA

1. **What do you have for breakfast: tea or coffee? If you have tea, which tea do you prefer: green or black? Do you like your tea with milk or with lemon? How much sugar do you take in your tea?**

Put a little tea into a teapot. Pour some hot water into the pot. Have a cup of tea. But what is tea? Where does it come from?

In the high mountains of India, Sri Lanka and East Africa you can see beautiful fields of small green bushes on the hillsides. The bushes have flat tops and very bright green leaves. They look like green carpets. A lot of the world’s tea comes from these beautiful fields. They are called tea “gardens”.

Every few days groups of men and women, the tea-pickers, pick the leaves from the flat tops of the bushes. They only pick the youngest leaves from each tea bush. These are the leaves that make our tea. They put the young leaves into baskets on their backs.

When the tea-picker's basket is full, she takes it to a lorry (грузовик) which will take the leaves to the tea factory. At the factory, workers spread out (распределяют) the leaves in a large room. The leaves start to dry slowly.

They change colour from green to dark brown. After three or four days the factory workers move the leaves and put them into huge machines which roll (скручивают) them and cut them into small pieces. The tea that we can buy in packets is in very small, dark brown pieces.

There is another machine which blows wind (продувает) gently through the dry, cut leaves and divides them into different sizes and grades. You can buy tea which is in bigger pieces or in very small fine pieces. Pour (насыпьте) a few of the leaves from a packet of tea onto your hand. Are the pieces of the tea-leaves quite big or are they very fine, like dust?

The factory workers then pack the different grades of tea into large wooden boxes, and lorries take the boxes to ships. The ships bring the tea to different countries all over the world, and we drink it.

- 2. Read the text and make a list of things people do to make good tea for us all.**
- 3. Talk to your partner and discuss why tea is a popular drink and what is so good about drinking tea.**

PRISCILLA, MEET FELICITY

From “Best Enemies” by Kathleen Leverich

1. Do you remember your first day at school? What were you happy with? What were you afraid of?

Part 1

1. Read Part 1 and say what worried Priscilla.

That September morning Priscilla woke up early. “Hurry and dress,” said her mother. “You do not want to be late for the first day of school.”

Priscilla washed her face. She brushed her teeth. She put on her favourite dress. She put on her socks and her shoes. She opened her drawer, took out her brand-new (совершенно новый) pencil case, and opened it. Inside lay a pink eraser, a blue ballpoint pen, a red marker, and two yellow pencils with sharp points. Priscilla zipped the case shut and carried it downstairs to breakfast.

“Rrrruf,” barked her dog Pow-Wow.

“Don’t you look nice,” said her mother.

“A **regular** little schoolgirl,” said her father.

“Big deal (подумаешь),” said her older sister Eve. “Would somebody please pass the orange juice?”

Priscilla felt a little nervous. “What if none of my friends are in my class?”

“Wrrrouu,” barked Pow-Wow.

Her mother placed a bowl of cereal in front of Priscilla. She **gave her a hug**. “Then you will **meet new friends**.”

Priscilla was not so sure.

Priscilla and her mother read the class lists that were posted in the school's front hall.

"There is my name!" Priscilla pointed to the fourth list. "Priscilla Robin."

"Ms Cobble's class," read Priscilla's mother. "Room 7."

"Is Jill in my class?" asked Priscilla.

"No," said her mother.

"Is Sue in my class?" said Priscilla. "Is Dennis?"

"I am afraid not." Priscilla's mother was looking down the list, too. "Here is a nice name, 'Felicity Doll.' She sounds like a brand-new friend."

Ms Cobble stood in the doorway to Room 7. "Good morning." She shook hands with Priscilla's mother. "Good morning." She shook hands with Priscilla. "What a lovely new pencil case!"

- Guess the meaning of the words in bold.
- How old do you think Priscilla is?
- Was she ready for her first day at school?
- What did Ms Cobbles say?

3. Make a list of things Priscilla did in the morning before breakfast. Compare with what you usually do in the morning.

Part 2

1. What happened when you first entered your classroom?

2. Read part 2 and say what was similar and what was different in Priscilla's school?
3. Look at the pictures and say which of the desks you would like to have.



Ms Cobble gave Priscilla a big **name tag** to hang around her neck. “Go right inside,” she told Priscilla. “Choose an empty desk and sit down.”

Priscilla **kissed her mother goodbye**. She stepped into the classroom. Lots of boys and girls chattered in the room. Priscilla felt too shy to look at them carefully. She held her pencil case tightly. She looked at the desks.

Most of the desks had a flat (плоский) top and an opening at one end where you could slide books inside. A few desks looked different. They were big and old. They were made of wood and had slanted (наклонный) tops. The tops opened upward like the top of Priscilla's toy chest. Priscilla watched a boy put his books inside one of those desks. He lifted the desktop high.

“Wow!” thought Priscilla. “I would like one of those desks with the slanted tops.” She looked around the classroom. She saw an empty (свободный) desk

near the blackboard. It had a flat top. She saw an empty desk near the coat closet. It had a flat top. She saw an empty desk near the front of the room. It was big and old. It was made of wood and it had a slanted top. Priscilla hurried to the desk. She pulled out a chair and sat down.

“Hey!” said a voice.

Priscilla turned. Beside her stood a curly-haired girl. She wore a nice dress. The name on her name tag was too difficult for Priscilla to read.

“You will have to move,” said the curly-haired girl. “This desk belongs to me.”

Priscilla felt uncertain. Then she felt mad (= angry). “This desk was empty when I sat down,” she told the curly-haired girl. Priscilla opened the desk. She put her pencil case inside. Beside it she put her lunch box. “This desk is mine.”

The curly-haired girl looked at the pencil case. She looked at the lunch box. She smiled a snakey (snake – змея) smile at Priscilla. “We could share this desk. Sharing would be the fair thing to do.”

- What does “name tag” mean?
- Look at the pictures again. Which desk did Priscilla want to have?
- Why did Priscilla choose that particular desk?
- Did you have to share a desk with someone when you were in your first year?
- What kind of smile is a “snakey” smile? Is it nice and friendly or is it not? Why do you think so?

4. Describe Felicity Doll.

Part 3

1. Read part 3 and say why you approve or disapprove of Felicity Doll's behaviour.

"I don't want to share," said Priscilla.

The curly-haired girl poked her in the chest (толкнула в грудь). "Let me share this desk, or I will tell Ms Cobble you are being selfish (эгоистка)".

Priscilla pushed the curly-haired girl's finger away. "All right. But just for now."

"Oh, boy!" said the girl. She took a chair and put it next to Priscilla's. "Move over!" Priscilla had to sit so that one leg was under the desk and one leg was outside it. At the front of the room Ms Cobble clapped her hands. "Let's settle down, class."

"Hey," the curly-haired girl poked Priscilla. She pointed to Priscilla's name tag. "What does that say?"

"Priscilla," she said. She looked at the curly-haired girl's name tag. "What does yours say?"

The curly-haired girl answered. "Don't you know how to read?" She pointed to her tag and spelled, "F-e-l-i-c-i-t-y. Felicity Doll."

Ms Cobble handed out paper. She handed out crayons. She said, "Now, class".

Felicity raised her hand. "Ms Cobble!" She waved her hand as hard as she could. "Ms Cobble!"

"Is something wrong, Felicity?" said Ms Cobble.

"I cannot work very well. Priscilla is crowding me."

Ms Cobble walked over to where they sat. "What are you two girls doing at the same desk? There are

plenty of empty ones. Come, Priscilla. We'll find you a desk of your own."

"But" said Priscilla.

"Come along," said Ms Cobble. "We have more things to do this morning than choose desks." She led Priscilla to an ordinary desk with a flat top in the very back row of the classroom. "Now," she said. "Aren't you more comfortable at a desk of your own?"

"Ms Cobble!" Felicity waved her hand. "Priscilla left this stuff in my desk." She took out Priscilla's lunch box and pencil case and carried them back to Priscilla's new desk.

"Thank you, Felicity," said Ms Cobble. "I can see that you are going to be an outstanding Class Helper.

Ms Cobble returned to the front of the room. Felicity returned to her seat.

"Now, class," said Ms Cobble.

Felicity turned around. "Hey, Priscilla!" she whispered.

"What?"

Felicity stuck out her tongue. She covered her mouth and laughed a silent laugh.

- Was Priscilla comfortable at her desk?
- What does this phrase mean "Priscilla is crowding me"?
- Why did Priscilla have to move to another place?
- Was Felicity a good Class Helper?

2. Felicity gave the spelling of her name. Can you do it quickly? Can you spell your name?

Part 4

1. Read part 4 and say why you think Felicity wanted to become Priscilla's friend.

"How was your first day of school?" said Priscilla's father that night at dinner. "Terrible," said Priscilla.

"Did you **make new friends**?" asked her mother.

"I made a new enemy (враг)," said Priscilla. "Her name is Felicity Doll. She stole my desk."

"Felicity Doll?" said Eve. "I know Felicity Doll. Felicity Doll is a real snake."

"Eve!" said Priscilla's mother. She was serving the salad. "I am sure Felicity is a lovely girl, once you get to know her."

Eve shook her head. "The one thing worse than having Felicity Doll for an enemy would be having Felicity Doll for a friend."

"I do not need to worry about that," Priscilla said.

The next morning when Priscilla arrived at school she found Felicity waiting beside her desk. "This is an okay desk," said Felicity. "But my desk is much nicer."

"You stole that desk from me," said Priscilla. She sat down in her chair. She took her pencil case out of her desk. She took out a piece of paper and began to copy the new words Ms Cobble had written on the blackboard.

Felicity stood beside Priscilla's desk. "**Don't be mad**, Priscilla. It is not **my fault** that Ms Cobble made you move." Felicity leaned on the desk. "I like you, Priscilla."

Priscilla looked up from her paper. She could not believe her ears.

Felicity grabbed (схватила) Priscilla's hand and squeezed (сжала) it. "Be my friend. You can sleep over at my house. You can sit next to me at my birthday party...." Felicity smiled her snakey smile.

"I have never slept over at a friend's house," said Priscilla.

"I have two beds," said Felicity. "I have a colour TV in my room...."

Priscilla freed her hand from Felicity's. "Canopy beds?" Perhaps Felicity was not so bad. "Very well," she said. "I will be your friend."

"Oh, boy!" said Felicity. "Now we can swap [своp] (поменяться) pencil cases." She grabbed Priscilla's brand-new pencil case. She pulled her own case from her pocket and dropped it on the desk.

Felicity's case was **a mess**. The zipper was broken. Inside were two stubby pencils with chew marks. Nothing else.

"I do not want to swap," said Priscilla.

"Just for today." Felicity smiled her snakey smile. "Friends **share**."

Brnnnnggg! The bell rang.

- Guess the meaning of the words in bold.
- What did Priscilla say when her mother asked her about making new friends?
- Did Felicity really like Priscilla?
- What does the word "swap" mean?

2. Do you think Priscilla and Felicity will make good friends?
3. Would you like to have a friend like Felicity Doll? Why?
4. Do you swap things with your friends?

Part 5

1. Eve and the girls' mum have different opinions about Felicity. Do you know why?
2. Read part 5 and answer the questions.

“Bye-bye, friend,” Felicity took Priscilla’s pencil case and hurried to her desk.

“Felicity!” Priscilla started after her. “Priscilla, school has begun!” said Ms Cobble. “No more visiting with Felicity. Sit down.”

Priscilla sat.

“Now, class,” said Ms Cobble.

Felicity turned around at her desk. “Hey, Priscilla,” she said and laughed. She waved Priscilla’s pencil case and laughed.

“How was your second day of school?” asked Priscilla’s father that night at dinner. “Terrible!” said Priscilla.

“Rrrrrgrr,” barked Pow-Wow from under the dinner table.

“Did you make new friends?” asked Priscilla’s mother.

Priscilla stuck her fork prongs into the tablecloth. “Felicity Doll wants to be my friend.”

“That’s nice,” said Priscilla’s mother. She passed Priscilla a plate of beef stew. “I am glad you two girls made up.”

“Pris-cil-la,” said Eve. “May I see you for a moment in the kitchen?”

Priscilla followed Eve through the door.

Pow-Wow followed Priscilla.

Eve shook her head. “You’ve been at school for two days, Priscilla, and you’ve already **made a giant mistake.**”

“Making friends with Felicity?” guessed Priscilla.

“Felicity does not know how to be a friend,” said Eve. “Felicity knows how to be a snake.”

“Rrrrrgrrr,” barked Pow-Wow.

Priscilla nodded. “Yesterday Felicity stole my desk. Today she took my pencil case.”

“You need someone to stick up for you (поддержать),” said Eve. “Do you want me to make Felicity give your things back?”

Priscilla wanted her things back. “But,” she thought, “Felicity will trap (заманит в ловушку) me again with another one of her tricks...”

- Guess the meaning of the words in bold.
- What big mistakes did Priscilla make at school?
- Did Priscilla want Eve to help her out?

2. Imagine a conversation between Eve and Priscilla. Act it out.

Part 6

1. a) Talk with your partner and sum up what you've learnt about Priscilla and Felicity.

b) Read part 6 and say what unpleasant things happened to Priscilla in this chapter.

"Eve?" called their mother from the dining room. "Priscilla? Dinner is getting cold!"

"Thank you," Priscilla told Eve. "But I think I'd better **stick up for myself.**"

The next morning Felicity wanted **to trade** lunch boxes.

"I have a lunch box," said Priscilla. "You carry your lunch in a paper bag."

"Friends share." Felicity smiled her snakey smile.

Before Priscilla knew what happened, Felicity carried off Priscilla's **lunch box**. Felicity put the lunch box inside the beautiful desk that should have been Priscilla's. She put it right next to the brand-new pencil case that Priscilla could only see from a distance.

At lunch Felicity **spilled** (пролила) tomato juice on her pink sweater.

"Friends share," Felicity told Priscilla. Before Priscilla knew it, Felicity had taken Priscilla's soft yellow sweater.

"What will I do with this?" Priscilla wrinkled (наморщила) her nose. Felicity had left her the pink mess.

"Felicity Doll has gone too far!" Eve said to Priscilla after dinner that night. "She took your pencil case, and your lunch box, and now your sweater –"

“Don’t forget my desk,” said Priscilla.

“She cannot push around my little sister!” Eve made a fist. “Tomorrow—”

“Eve,” said Priscilla, “let me try one last time.” The next morning Priscilla arrived at school. Felicity waited beside her desk.

“I did not do my homework,” said Felicity. “**Lend** me your paper. I will copy the answers.” Priscilla opened her mouth to say “NO!”

“Well?” said Felicity.

Priscilla shut her mouth. She had an idea. “Here is my homework.” She handed Felicity her paper. She smiled a Felicity smile.

“Friends share,” she said.

Felicity looked at the paper. She looked hard at Priscilla. “Is there something wrong with this homework?”

Brnnnnnggg! The bell rang.

“Settle down, class.” Ms Cobble clapped her hands.

- Guess the meaning of the words in bold.
- What else did Felicity take from Priscilla? Why?
- What kind of smile is the “Felicity’s smile”? Why is it called “snakey”?
- Why didn’t Priscilla want her sister to help her?

2. Act out the dialogue between Priscilla and Felicity.

Part 7

1. a) Make a list of things Felicity has already done.

b) Read part 7. What does Felicity seem to think it means to be a friend?

Felicity took Priscilla's paper and hurried to her seat. Priscilla watched Felicity take off her soft yellow sweater. She watched Felicity hang it over the back of her chair. She watched Felicity take a brand-new pencil out of her pencil case. Felicity began to copy her homework.

"Ms Cobble!" Priscilla raised her hand. She waved it.

Ms Cobble turned from the blackboard. "Priscilla, what is the trouble?"

Priscilla took a deep breath. "Felicity Doll is sitting at my desk."

Ms Cobble looked at Felicity. She looked at Priscilla. "We already settled this matter, Priscilla."

"Ask Felicity whose lunch box is in that desk," said Priscilla. "Felicity?" said Ms Cobble. "Wel-l-l-l," said Felicity.

"Ask her whose pencil case is in that desk," said Priscilla. Ms Cobble looked stern.

"Uhhnnn –" said Felicity.

"That is my yellow sweater hanging over the back of Felicity's chair," said Priscilla.

Ms Cobble frowned. Felicity looked at her feet.

"That is my homework on top of the desk," said Priscilla.

"Fe-li-city!" said Ms Cobble. "Is this true?"

Felicity's voice sounded squeaky. "Yes."

"Priscilla," said Ms Cobble. "Felicity, I think you had better change desks."

"I'll get you," hissed Felicity as she passed Priscilla.

Priscilla sat down at the beautiful desk. "I doubt it," she thought.

"How was school today?" asked Priscilla's father that night at dinner.

"Rrrruf," barked Pow-Wow.

"Excellent," said Priscilla.

Priscilla's mother asked, "Did you play with your friend, Felicity Doll?"

"Felicity Doll is no longer my friend," said Priscilla. "Please pass the soup."

"Not your friend?" Priscilla's mother **looked concerned**. "What happened?"

Eve added. "Yes, Priscilla, tell us what happened."

Priscilla looked at her soft yellow sweater. "After school today, Felicity stopped me. She told me that we are no longer friends. 'We are enemies!' she said."

Priscilla's mother sighed.

Priscilla's father shook his head.

"Felicity has a new best friend," said Priscilla. "Her name is Luce Bingay."

"How sad!" said Eve, but she was giggling. "You must feel just awful."

"I don't feel nearly as awful as poor Lucy."

- Guess the meaning of the words in bold.
 - How did Priscilla get her things and her desk back?
 - Are Priscilla and Felicity friends or enemies now?
 - Do you think Priscilla is sorry about that?
2. **Talk to your partner and discuss what a real friend is. Then compare your ideas with another pair.**

ALICE IN WONDERLAND

By Lewis Carroll

1. **Have you read “Alice in Wonderland” by Lewis Carroll? When was it? Did you read it in your language or in the original?**

Part 1

1. **Enjoy the short version of the original story and answer the questions that follow.**

It was a warm summer day and Alice was getting bored (становилось скучно) sitting beside her sister, who had her nose in a book. Suddenly, a little White Rabbit with pink eyes ran in front of her shouting, “On dear, oh dear, I’m late.”

The Rabbit pulled a watch out of his pocket (карман) to check the time. He shook his head, then disappeared down a rabbit’s hole (нора). “I must find out why he’s in such a **hurry!**” cried Alice. Filled with

curiosity (любопытство), she ran to the rabbit's hole and peeped through the entrance (заглянула внутрь).

The hole dropped suddenly (внезапно провалилась) and Alice fell. "When will I ever reach the bottom (дно) of this dreadful hole?" she shouted, while falling helplessly downwards.

Finally she landed in a long, narrow hallway with doors of many sizes. On a three-legged table, Alice found a tiny gold key and a green bottle that said "DRINK ME". "This key must fit one of the doors," she said.

"It's the one behind the table," she cried, "but I'm too big to fit through (пройти) such a little door. May be the potion (снадобье) in that bottle will help me," she decided. And she drank it.

Alice began to shrink (get smaller) until she was no bigger than a doll. She opened the door and quickly ran through it. "What a splendid (великолепный) garden!" she exclaimed. "Why, I'm no bigger than the insects on these flowers." But soon Alice grew bored with her tiny size. "I want to be big again," she shouted.

Her shouts startled the White Rabbit, who ran past her again. Mistaking her for his maid (служанка), he ordered, "Go to my cottage and fetch my gloves and fan (перчатки и веер)."

Alice was confused by the Rabbit's behaviour (поведение). "May be I'll find something at the cottage to help me," she said hopefully.

A piece of chocolate cake was kept on a table by the doorway. Next to the cake was a note that read "EAT ME". "I'm so hungry," Alice said as she ate the cake.

“I feel strange. Oh no! I’ve grown larger than this house!” she cried.

“Get out of my way! You’re **blocking** the door!” shouted the White Rabbit. Alice managed to pick up his fan. Immediately, she began to shrink.

“Oh, I’ll never get back to the right size,” Alice cried. She went looking for help. Soon, she saw a green caterpillar (гусеница) dressed in a pink jacket. He was sitting on the top of a large mushroom, smoking a bubble pipe. “One side (сторона) makes you big, the other side makes you small,” he said to Alice before slithering away.

“One side of what?” Alice called after him.

“The mushroom, silly,” he answered.

Alice ate a piece of the mushroom.”Thank goodness, I’m growing!” she cried, “But which way do I go?”

- What made Alice curious?
- What did Alice find on a table?
- What did the potion do to Alice?
- What did the cake do to her?
- What was the green caterpillar wearing?
- What did the mushroom do to her?

Part 2

1. Read part 2 and answer the questions.

“That path (тропинка) leads to the Mad Hatter. The other way leads to the March Hare,” said a voice. Alice turned to find a smiling Cheshire Cat in a tree. “I’ll see you later at the Queen’s croquet game,” he said before disappearing.

Alice walked down a path, “How lovely!” she thought.

“There’s no room for you!” shouted the Mad Hatter, “You may stay if you answer my riddle (загадка).” Alice smiled. She loved riddles.

After several riddles, Alice became confused (растерялась). “Every time I answer, you ask a question,” she told the Mad Hatter.

“We don’t know any answers,” he giggled. “This is a waste (напрасная трата) of time,” scolded Alice. The others **ignored** her. They were trying to wake the Dormouse.

Alice continued her walk. She found herself in the middle of a field where the Queen of Hearts was playing croquet. Her guards (охрана) and gardeners were shaped like cards. One gardener had **planted** white roses by mistake and then painted them red, “Off with their heads! (Головы долой!)” shrieked the Queen. “I hate white roses!” “Have you ever played croquet?” the Queen asked Alice.

“Yes,” Alice answered. “But I’ve never used a flamingo or a hedgehog (ёж).” “Play with me!” ordered the Queen. “And let me win or I’ll have your head cut off!” Alice tried her best to play well, but she had trouble with her flamingo. “Off with her head!” cried the Queen. Just then a trumpet (труба) sounded at a distance calling court to session (созывая всех на судебное заседание).

Everyone rushed into the courtroom. “Court is now in session,” announced the White Rabbit, “Will Alice please come to the stand?” Alice took the stand and looked at the jury (присяжных) box, where the

March Hare and the Mad Hatter were making noise. The Dormouse was sleeping and the Cheshire Cat was smiling at her. “What’s going on?” asked Alice.

“You are guilty of stealing (обвиняетесь в воровстве) the delicious heart-shaped tarts!” accused the Queen, “And now you must be punished. Off with her head! Off with her head!” yelled the Queen.

“How silly,” replied Alice. “I did not have the slightest idea what you were talking about! I was only playing croquet.”

Alice felt someone touch her shoulder, “Wake up. You’ve been sleeping for too long,” said her sister softly.

“I had a strange dream,” said Alice. She told her sister about the White Rabbit, the mad tea party, the Queen of Hearts and the trial. But her sister wasn’t paying attention. “You’re reading again,” mumbled Alice. As she stretched (потянулась), Alice saw a little White Rabbit with pink eyes scurry behind a tree.

- Why was Alice ready to answer the riddles? Were her answers correct?
- What was the Cat always doing?
- Was it easy for Alice to play croquet with the Queen?
- What were the Queen’s favourite words?
- What did the Queen say Alice was guilty of? Was she really guilty?
- What saved Alice from being punished?
- Why do you think Alice saw the White Rabbit at the beginning and at the end of the story?
- Was it a true story or just a game?

2. **Guess the meaning of the words in bold.**
3. **Complete the sentences using the following words:**
hopefully, softly, suddenly, quickly, helplessly.

1. Alice was falling 2. Alice ran through the door 3. Her sister said 4. The rabbit ran in front of her 5. Alice said something

PETER PAN

By James Matthew Barry

1. **Have you read “Peter Pan” by James Matthew Barry? When was it? Did you read it in your language or in the original?**
2. **Enjoy the short version of the original story and answer the questions that follow each part.**

Part 1

Wendy, John, and Michael Darling lived in London. One night, Wendy woke to find a strange boy sitting on the floor. He was crying.

“My name is Wendy,” she said. “Who are you? Why are you crying?”

“I’m Peter Pan,” the boy replied. “I’m crying because my shadow (тень) won’t stick to me.”

“Don’t cry,” Wendy said. “We can fix that.” And she sewed (пришила) Peter’s shadow to the tips of his shoes. Peter was delighted (very happy).

“Fly back to Neverland with me and my fairy, Tinker Bell,” Peter begged. “You could be our mother and take care of us.”

“Can you teach me to fly?” Wendy asked. Peter nodded.

“Let’s wake John and Michael,” Wendy said. “You can teach us all to fly and then we will leave for Neverland!”

The children were soon flying around the room. Then—Swoosh ! Out the window they all flew.

Wendy, John, and Michael flew behind Peter Pan and Tinker Bell. Finally, they were flying over the island.

“The lost boys live with me and Tinker Bell. I’m their captain,” Peter said. “The Indians live over there, and the mermaids (русалки) live in the lagoon. And there are pirates too, led by Captain Hook.”

“Pirates?” exclaimed Wendy, John, and Michael, all in the same breath. Wendy was frightened, but Michael and John wanted to see the pirates right away.

“Hook’s the meanest (самый злобный) pirate ever,” Peter warned. “But he’s afraid of the crocodile. The crocodile bit off Hook’s hand and liked the taste so much that it follows him, hoping for more. Luckily for Hook, the crocodile swallowed (проглотил) a clock. It goes “Tick, tock, and warns (предупреждает) Hook when the crocodile is nearby.”

“Oh, my God!” cried Wendy, not sure if she really wanted to stay in Neverland after all.

- Can you sew a shadow to the tips of your shoes? Can a little girl be a mother for Peter Pan and the lost boys? Can you learn to fly? – What do the answers to these questions tell us about the Peter Pan story?
- What characters live in Neverland? What are they famous for? What danger was there for Captain Hook?

Part 2

Peter led Wendy, John, and Michael to his house under the woods. They entered through a door hidden in an old tree stump (пень). When the lost boys saw Wendy, they shouted, “Hooray! Will you be our mother?”

“I’m only a little girl,” Wendy answered. “I have no experience. (У меня нет опыта.)” But the lost boys looked so sad that she said, “I’ll do my best.”

That night Wendy tucked the boys into bed and told them the tale of Cinderella.

Life was pleasant in the cosy house under the woods.

Wendy took care of the boys, who explored (исследовали) the island during the day. At night, they gathered for meals, played make-believe games, and listened while Wendy told them stories.

One day, Peter and the children went exploring near the mermaids’ lagoon. Suddenly Peter yelled, “Pirates! Take cover! (Прячьтесь!)” The boys ran away, and Peter and Wendy hid.

Peter and Wendy could see that the pirates had tied up Tiger Lily, the Indian princess. The pirates had left her on a rock in the lagoon.

Peter was afraid that Tiger Lily would drown when the tide came in (утонет во время прилива). He had to save her! In a voice that sounded just like (подражая голосу) Captain Hook's, he shouted, "Set her free!"

"But, Captain," the pirates yelled, "you ordered us to bring her here!"

"Let her go!" Peter roared, still sounding like Hook. "Aye, aye," the pirates said, and set Tiger Lily free. She swam quickly back to the Indian camp.

When Captain Hook found out what had happened, he knew Peter had tricked his pirates (обманул пиратов). Hook became furious (very angry)!

That night, Wendy told the boys a story about three children who left their parents and flew to Neverland. Their mother and father missed them very much. The children loved Neverland, but they never forgot their home.

"Did they ever go back?" the lost boys asked.

"Oh, yes," Wendy replied. "They flew home to their mummy and daddy, and everyone was happy."

- How did Wendy try to be a good mother for John and Michael?
- How did Peter save Tiger Lily – the Indian Princess?
- What story did Wendy tell the boys?

Part 3

The story made Wendy, John, and Michael homesick. They decided to fly home the next morning. "If you come back with us," Wendy told the lost boys, "I'm sure our mother and father would adopt you."

“Hooray !” shouted the boys, jumping with joy.

Wendy asked Peter if he and Tinker Bell would come home with them too. But Peter didn’t want to live where grown-ups could tell him what to do.

Peter was sad that his friends were leaving. Still, he wanted the children to arrive home safely, so he asked Tinker Bell to guide them on their trip.

Early the next morning, Tinker Bell and the children left the house under the woods. But Captain Hook’s pirates were hiding nearby. They captured (словили) all the children, tied them up (связали их), and marched them towards the pirate’s ship.

Tinker Bell escaped (flew away), and hurried back to tell Peter what had happened.

“It’s Hook or me this time!” yelled Peter to Tinker Bell as they flew off to save Wendy and the boys.

On the pirate’s ship, Captain Hook demanded, “Who wants to become a pirate?” The boys shook their heads.

“Then make them walk the plank (идти по краю бортовой обшивки корабля с завязанными глазами – так пираты сбрасывали в море пленников)!” Hook roared. The boys tried to look brave, but they were afraid.

Suddenly, they heard the “Tick, tock” of the crocodile. Now it was Captain Hook’s turn to be afraid.

But the “Tick, tock” was only Peter, imitating (подражающий) the crocodile. He flew onto the deck and shouted, “I’ve got you now, Hook!” Captain Hook jumped up and swung at Peter with his sword (меч). Peter was quick, and stepped away. He slashed at

Hook with his own sword until they came close to the edge (край) of the ship.

Peter lunged with his sword, and Hook fell into the sea, where the crocodile was waiting for him. And that was the end of Captain Hook!

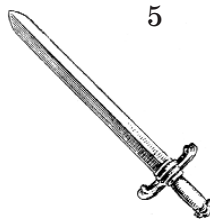
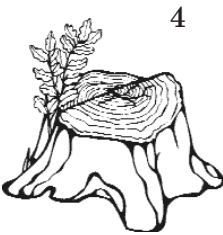
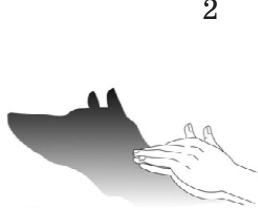
When Peter was certain that Hook was gone forever, he and Tinker Bell set off for London with Wendy and the boys.

Wendy's parents were happy to see their children again. Mr and Mrs Darling hugged Wendy, John, and Michael, and agreed to adopt the lost boys. They asked Peter to stay with them also, but he said, "I'm going to stay in Neverland where I never have to grow up."

"Goodbye then, Peter. We'll miss you," everyone called. Peter Pan and Tinker Bell waved goodbye and flew home to Neverland.

- What did the boys feel like after Wendy's story?
- Why didn't Peter want to go home with Wendy and the boys?
- What happened to the children the next morning?
- What did the pirates want to do with the children?
- How did Peter trick Captain Hook?
- Did Wendy's parents adopt Peter Pan and the lost boys?

3. Match the words with the pictures: *shadow, mermaid, pirate, stump, fairy, sword.*



4. Look through the story and find out who felt like this and why.

Furious: ...

Delighted: ...

Happy: ...

Frightened: ...

5. Mark the statements true or false.

1. Wendy, John and Michael Darling lived in New York.
2. Peter Pan invited Wendy to come to Neverland with him and his fairy.
3. Captain Hook was the captain of the lost boys.

4. Captain Hook was afraid of the ticking clock. □
5. Wendy told the lost boys the tale of Sleeping Beauty. □
6. Peter Pan's fairy's name was Tiger Lily. □
7. Peter Pan killed Captain Hook with his sword. □
8. Mr and Mrs Darling adopted Peter Pan. □

KING MIDAS

An Ancient Greek myth

1. **Read the myth of King Midas. Is this version different from the one you read in your textbook? How?**

Characters: Narrator, Midas, God, Daughter.

Narrator: Once upon a time there was a very kind King called Midas. But there was something wrong with him. He wanted to have all the gold in the world.

Midas: Gold is more important to me than anything else in the world. I don't **care** about anything, I just want to have gold only for myself.

Narrator: One day he did a **favour** to a god.

God: Thank you for your favour. I will give you anything you want.

Midas: I **wish** that anything I touch would turn into gold.

God: Your wish is foolish, Midas! You can get into a lot of **trouble**. Think about it, Midas, think about it.

Midas: That's the only thing I want.

God: Very well. Your wish will **come true**.

Narrator: And his clothing was turned into gold, and his house, even his dog was turned into a statue of gold.

Midas: I am really worried. I can't eat. I can't eat golden food! I can't smell the gold flowers.

Narrator: One day his daughter said.

Daughter: Oh father, I am so sad.

Midas: No, my dear daughter I made a mistake. I am sorry.

Narrator: And when he hugged her, she was turned into gold.

Midas: No! This can't be happening to me. What have I done? My precious (дорогая, бесценная) daughter is now a gold statue!

Narrator: Then horrified he went running looking for the god.

Midas: Please, take back my wish! My daughter is worth more than gold!

God: I told you Midas, I told you. But now, I can't undo **the gift** I granted you. Go now to the river and get into the water. But if when you come out of the water you are not free, then there's nothing else I can do.

Narrator: Midas ran to the river and got into the water.

Midas: I have to stay here for a while.

Narrator: Then when he came out of the water he touched some tree branches.

Midas: The tree branches are still green and fresh. I am free!

Narrator: From that day the king lived happy in a hut (хижина) in the forest.

Midas: I have learned that love is what makes a person **rich**, not gold.

2. **Guess the meaning of the words and phrases in bold.**
3. **Who felt worried, sad, sorry, horrified? Why?**
4. **Act out the myth. You will need four characters: the narrator, Midas, his daughter and God.**

DICK WHITTINGTON AND HIS CAT

1. a) **What is the capital of the UK? What symbols of the British capital do you know about?**
b) **Read the title of the story. What do you think it is about?**
c) **Britain is famous for its centuries-long traditions and legends connected with them. Read the story about how a legend was born. Check your predictions. Is it a happy or a sad story?**

This story was first recorded in 1605. Richard Whittington was a real person, the son of a knight and himself a rich merchant (торговец) in London. He served three **terms** as Lord Mayor of London: 1397–99, 1406–07, and 1419–20. He died in 1423.

Long, long time ago there lived a poor boy called Dick Whittington. He had no mother and no father, and often nothing to eat. One day he heard of the great city of London, where, said everyone, even the streets were **paved** with gold. Dick decided to go to London to seek his fortune (искать счастья).

London was a big and busy city, full of people both rich and poor. But Dick could not find any streets that were paved with gold. Tired, cold and hungry he fell asleep on the steps of a great house. This house **belonged to** Mr Fitzwarren, a rich merchant, who was also a good and generous man. He took Dick into his house, and gave him work as a scullery boy (мойщик посуды).

Dick had a little room of his own where he could have been very happy if it had not been for the rats. They would run all over him as he lay on his bed at night and would not let him sleep. One day Dick **earned** a penny shining shoes for a gentleman, and with it he bought a cat. After that Dick's life became easier – the cat frightened away all the rats and Dick could sleep in peace at night.

One day Mr. Fitzwarren called all the servants (слуг) of the house together. One of his ships was leaving for a far-off land with goods to trade. Mr. Fitzwarren asked his servants to send something of their own in the ship if they so desired, something which could perhaps be traded (обменять) for a bit of gold or money. Dick had only his cat to send – which he did with a sad heart.

Dick continued to work as a scullery boy for Mr Fitzwarren, who was very kind to him. So was everyone else except the Cook who made Dick's life so **miserable** that one day Dick decided to run away. He had reached almost the end of the city when he heard the Bow Bells ring out. "Turn again Whittington, **thrice** Lord Mayor of London", chimed the bells (прозвонили колокола). Dick was aston-



ished – but he did as the bells said and went back to Mr Fitzwarren.

When he returned, he found that Mr Fitzwarren’s ship had returned, and that his cat had been sold for a great fortune (за целое состояние) to the King of Barbary whose palace had been **overrun** with mice. Dick had become a rich man.

He soon learnt the business from Mr Fitzwarren, married his daughter Alice, and in time became the Lord Mayor of London three times, just as the bells had said.

2. Guess the meaning of the words in bold.

3. Complete the sentences with the words from the story.

1. Dick Wittington was a poor boy, he had no mother and no
2. London was a big and ... city.
3. London was full of people both rich and
4. Tired, cold and ... , Dick fell asleep on the steps of a great house.
5. Mr. Fitzwarren was a kind and ... man.

4. Mark the statements true or false.

1. Dick is short for Richard.
2. Dick decided to go to London one day because he wanted to be a scullery boy.
3. Dick fell asleep in the house of Mr. Fitzwarren.

4. First Dick couldn't sleep well at nights because of the rats. □
5. He bought a dog that helped him to get rid of the rats. □
6. Dick sent a couple of rats with the ship to make money by selling them in the countries where there were no rats. □
7. Mr. Fitzwarren made Dick's life really terrible. □
8. The bells of the nearest church made Dick come back. They chimed: "Turn back, Whittington, a rich gentleman." □
9. Dick's cat brought him a lot of money. □
10. The Bow Bells told Dick Whittington the truth. □

AESOP AND HIS FABLES

1. Answer the questions.

- Do you know any fables in your language?
- Who was Aesop?

Aesop

Aesop ['i:sɒp] is thought to be the author of a collection of animal fables which teach people worldly wisdom (мудрость).

According to the Greek historian Herodotus, Aesop lived during the sixth century BC and was probably a slave (раб) on the island of Samos. It is said that Aesop was ugly (уродливый) and those who came to listen to his tales laughed as much at him as at his stories. In later times his name became synony-

mous with “fable”. The 17th century French poet and fabulist Jean de La Fontaine [fon'ten] and Russian fabulist Ivan Krylov sometimes used Aesop’s ideas to write their fables.

2. Read the fable and say if there are any differences between Aesop’s version and the version you know.

The ant and the grasshopper



an ant



a grasshopper

Once there lived an ant and a grasshopper in a grassy meadow.

All day long the ant would work hard, collecting grains of wheat (зёрна пшеницы) from the farmer’s **field** far away. She would hurry to the field every morning, as soon as it was light enough to see by, and toil back with a heavy grain of wheat balanced on her head. She would put the grain of wheat carefully away in her larder (кладовая), and then hurry back to the field for another one. All day long she would work, **without stop or rest**, hurrying back and forth from the field, collecting the grains of wheat and **storing** them carefully in her larder.

The grasshopper would look at her and laugh. “Why do you work so hard, dear ant?” he would say. “Come, rest awhile, listen to my song. Summer is here, the days are long and bright. Why waste the sunshine in labour and toil (в тяжком труде)?”

The ant would ignore him, and head bent, would just hurry to the field a little faster. This would make the grasshopper laugh even **louder**. “What a silly little ant you are!” he would call after her. “Come, come and dance with me! Forget about work! Enjoy the summer! Live a little!” And the grasshopper would **hop away** across the meadow, singing and dancing merrily.

Summer faded into autumn, and autumn turned into winter. The sun was hardly seen, and the days were short and grey, the nights long and dark. It became freezing cold, and snow began to fall.

The grasshopper didn't feel like singing any more. He was cold and hungry. He had nowhere **to hide** from the snow, and nothing to eat. The meadow and the farmer's field were covered in snow, and there was no food to be had. “Oh what shall I do? Where shall I go?” wailed the grasshopper. Suddenly he remembered the ant. “Ah – I shall go to the ant and ask her for food and **shelter!**” declared the grasshopper. So off he went to the ant's house and **knocked** at her door. ‘Hello ant!’ he cried cheerfully. “Here I am, to sing for you, as I warm myself by your fire, while you get me some food from that larder of yours!”

The ant looked at the grasshopper and said, “All summer long I worked hard while you **made fun of me**, and sang and danced. You should have thought of

winter then! Find somewhere else to sing, grasshopper! There is no warmth or food for you here!” And the ant **shut** the door in the grasshopper’s face.

It is wise to worry about tomorrow today.

3. Guess the meaning of the words and phrases in bold.

4. Answer the questions.

1. What did the ant do all day long in summer?
2. What did the grasshopper do all day long in summer?
3. What did the grasshopper think of the ant?
4. What changes did the autumn and winter bring about?
5. What did the grasshopper decide to do?
6. Did the ant help the grasshopper?
7. What is the moral of the story? Do you agree with it?

5. Act out the fable. You will need three characters: the narrator, the Ant and the Grasshopper.

THE UNGRATEFUL TIGER

A Korean tale retold by Oban

1. a) “Grateful” means showing or expressing thanks, for example, to another person. What do you think “The Ungrateful Tiger” is about?

b) Read and check your predictions.

A long time ago, high in the mountains, the people of a small village came together to decide what to do about tigers **wandering** near their home.

“We have to do something! With all these tigers wandering around we’re too **scared** to go out of the village”, said one man.

“Yes! We have to do something. Last week a tiger ate one of my legs”, said another, pointing to his leg that was not there.

After much talking the villagers decided the best thing to do was to dig deep holes (ямы) to trap the tigers. Everyone helped, including the bigger children and the man whose leg was not there. They dug deep holes near all the **tracks** leading to the village.

A few days later a young man came to visit his uncle and heard loud **howling** sounds as he walked along a track to the village.

“What’s making all that noise?” he asked. “Whatever it is it doesn’t sound very happy.”

The young man followed the howling sounds until he saw a deep hole with a tiger in it. The tiger tried to jump out and each time he fell back and howled.

“Hello, Mr Tiger”, said the young man. “How did you get down there?”

“I don’t know”, cried the tiger. “I was walking along in the forest as tigers do, looking for something to eat, when suddenly I fell into this deep hole.”

The tiger **pleaded with** the young man to help him. “Please, please help me get out of here. My wife and children will be worried about me. If you help me, I’ll be very grateful.”

The young man was a very kind person. He found a large tree **branch** that had fallen on the ground and **pushed** and **pulled** it to the side of the deep hole.

“Watch out, Mr Tiger”, yelled the young man as he pushed it down inside.

The tiger sprang up the branch and out of the deep hole.

“Ah! That’s better”, said the tiger pleased to be free.

The young man felt suddenly very nervous, standing next to the large tiger and decided to leave.

“I must be going now. Good-bye, Mr Tiger”, he said.

“Not so fast”, said the tiger. “I’m going to eat you.”

“But, but, you said you’d be grateful if I helped you”, **stammered** the young man.

“I am grateful”, said the tiger. “But it was humans who dug that hole to trap me and since you’re a human I am going to eat you.”

“That’s not **fair**”, cried the young man.

“I’m a tiger and that’s what tigers do. Eat people”, growled the tiger.

“I helped you and now you’re going to eat me just because I’m human”, said the young man. “I think we should ask some one else to judge if that’s fair or not.”

The tiger agreed and they went to look for someone to act as a **judge**.

They found an ox (бык) and told him the story. “I think it’s fair for the tiger to eat you,” said the ox.

“Humans treat us oxen very badly. We’re made to work all day and when you want to, you kill us and eat us.”

The tiger moved closer to the young man, who quickly yelled, “Let’s make it two out of three.”

The tiger agreed and they went to ask the biggest tree in the forest. “I think it’s fair for the tiger to eat you. You humans chop us down whenever you want to and set fire to the forest and burn us.”

The tiger looked pleased and showed his big teeth as he smiled at the young man.

The young man was so frightened that his legs began **to shake**. He saw a hare (заяц) hopping along. “Please Mr Hare, help judge if Mr Tiger should eat me.”

The hare listened to their story then said, “Before I can judge I must see exactly what happened.”

They all went to the deep hole where the young man had **rescued** the tiger.

“Now show me exactly where you were”, the hare said to the tiger. Anxious to hurry up and eat the young man, the tiger jumped down into the hole.

“Was this branch in the hole?” asked the hare.

“No, it wasn’t”, answered the tiger. The young man and the hare pulled the branch out.

“My judgment is that it’s not fair for you to eat the young man” said the hare. “Just because it was humans who dug the hole doesn’t make it fair for you to eat him. You should have been grateful for his help.”

Then, the hare hopped away and the young man hurried off to the village leaving the ungrateful tiger howling in the deep hole.

2. Answer the questions.

1. What problem did the people of the village have?
2. Was the tiger really dangerous?
3. What did the villagers decide to do?
4. What happened a few days later?
5. Who was the first to come across the trapped tiger?
6. How did the young man save the tiger?
7. The tiger was pleased to get out of the hole, but the young man felt nervous. Why?
8. What did the tiger want to do?
9. Who were their first, second and third judges?
10. Why did the ox agree with the tiger?
11. Why did the tree agree with the tiger?
12. What did the hare do?

3. Guess the meaning of the words in bold.

4. Match the words with their definitions.

- | | |
|--------------|--|
| 1. scared | a) to speak or say with unusual pauses or repeated sounds either because of speech problems or because someone is scared |
| 2. to wander | b) frightened |
| 3. track | c) to walk around slowly in a relaxed way or without any clear direction |
| 4. to howl | d) one of the parts of a tree which has no leaves, flowers or fruit on it |
| 5. to plead | e) a path or road made of earth |
| 6. branch | f) to move something towards yourself |

- | | |
|---------------|---|
| 7. to push | g) to move away from yourself |
| 8. to pull | h) to ask someone very emotionally |
| 9. stammer | i) a person who makes decisions about who is right and who is wrong |
| 10. fair | j) right |
| 11. judge | k) to move up and down or forwards and backwards in quick short movements |
| 12. to shake | l) to make a long high crying sound |
| 13. to rescue | m) to save |
5. **What does it really mean “to be grateful” – just to say “thank you” or to feel grateful and show it with your behaviour?**

WISE MAN

Modern version of an Arabic story

1. a) **“Wise” describes someone who knows a lot about life and understands it very well. Who do you think is wiser: young people or old people? Do you know anyone who is really wise? Do you think you are wise?**
- b) **Read the story. Who was wise in the story: the old man or the young man?**

CHARACTERS: Narrator, Young Boy, Wise Man.

Narrator: Once upon a time a wise man decided to make a trip on a ship. **One day he was watching**

the sunset when an arrogant young boy approached him.

Young Boy: Nice sight.

Wise Man: Indeed it is.

Young Boy: Have you travelled a lot?

Wiseman: Yes, I have.

Young Boy: Have you been to Damascus?

Wise Man: Oh, yes I have. What a wonderful city it is! And the stars!... Oh! those beautiful shining stars... you can almost touch them!

Young Boy: Everything is fine, but... did you study astronomy?

Wise Man: No.

Young Boy: I can't believe you haven't studied astronomy! You have lost half of your life!... And have you been to Alexandria?

Wise Man: Oh yes, **Alexandria is the most beautiful city I have ever seen, with its amazing architecture! The harbor (гавань) is magnificent... You know, there was a lighthouse (маяк) there which was one of the Seven Wonders of the Ancient World!**

Young boy: I see that you have been to Alexandria, but did you study at Alexandria Library?

Wise Man: No.

Young Boy: But... how is that possible! You have lost half of your life!

Narrator: Then the Wise Man saw that sea water was entering the boat through a hole (дыра).

Wise Man: You have studied in many places, right?

Young Boy: Oh yes! I did my Master's degree in Paris. Then I travelled all around the world! I have

visited and studied at every big library there is in Europe. I even gave a conference at Harvard University. I speak four languages...

Wise Man: And, did you learn how to swim in one of those great places?

Young Boy: Well, let me see... I took Geometry, Bussiness Administration, Psychology, Physics, mmmmm, what else.... Oh yes! Economics, Genetics, Robotics... but... no, I didn't learn how to swim.

Narrator: Then the Wise Man pulled up his pants and his sleeves, and got ready to jump off board, and said.

Wise Man: Well, you have lost your whole life.

2. Answer the questions.

1. What is the moral of the story?
2. Does it mean you shouldn't study?
3. What, do you think, are the things every person should know and should be able to do?

3. Read the sentences in bold. Use the context to answer the question: are the underlined adjectives positive or negative? Why do you think so?

4. Match the adjectives with their definitions.

- | | |
|----------------|---|
| 1. arrogant | a) surprisingly good or beautiful |
| 2. magnificent | b) unpleasantly proud and behaving as if you are more important than, or know more than, other people |
| 3. amazing | c) very good or beautiful |

5. The last line of the story says: “Well, you have lost your whole life.” What other line is it contrasted to in the story?
6. Is “wise” synonymous to “well-educated”?
7. Act out the story. You will need three characters: the narrator, the wise man and the young boy.

THE BOY WHO DREW CATS

A Tale of Japan

1. In pairs, ask and answer the questions.
 1. Are you good at drawing?
 2. What can you draw really well: animals, people, flowers, cars, etc.?
 3. Do you know anyone who can draw cats really well? Do you think it’s difficult to draw a cat?
2. Read the story of the boy who drew cats and answer the questions after every part of the story.

Part 1



the temple



a priest

Once there was a boy who loved to draw. His name was Joji.

Joji grew up on a farm with lots of brothers and sisters. The others were a big help to their father and mother. But not Joji! He did nothing for hours but draw in the dirt with a stick (палочкой). And what Joji drew was just one thing. Cats.

Cats, cats, and more cats. Small cats, big cats, thin cats, fat cats. Cats, cats, cats, cats, cats.

“Joji,” his father told him, “you must stop drawing all those cats! How will you ever be a farmer?”

“I’m sorry, Father. I’ll try to stop.”

And he did try. But whenever Joji saw one of the farm cats go by, he forgot about his chores (housework) and drew another cat.

“Joji will never make a farmer,” said the farmer sadly to his wife.

“Maybe he could be a priest (священник),” she told him. “Why don’t you take him to the temple (храм)?”

So the farmer brought Joji to the priest at the village temple. The priest said, “I will gladly teach him.”

From then on, Joji lived at the temple. The priest gave him lessons in reading and writing. Joji had his own box of writing tools, with a brush and an ink stick and a stone.

Joji loved to make the ink (чернила). He poured water in the hollow of the stone. He dipped the ink stick in the water. Then he rubbed the stick on the stone. And there was the ink for his brush (кисть)!

Now, the other students worked hard at their writing. But not Joji! With his brush and rice paper,

he did nothing for hours but draw. And what Joji drew was just one thing. Cats.

Cats, cats, and more cats. Small cats, big cats, thin cats, fat cats. Cats, cats, cats, cats, cats.

“Joji,” the priest told him, “you must stop drawing all those cats! How will you ever be a priest?”

“I’m sorry, honourable (достопочтенный) sir. I’ll try to stop.”

And he did try. But whenever Joji saw one of the temple cats go by, he forgot about his writing and drew another cat. That was bad enough. Then Joji started drawing on the folding screens (ширмы) of the temple. Soon there were cats on all the rice-paper panels. They were everywhere!

“Joji, you’ll never make a priest,” the priest told him sadly. “You’ll just have to go home.”

- What did the boy’s father want him to be?
- What was the boy’s hobby?
- Where did Joji’s parents send him?
- What did Joji do while the other boys worked hard at their writing?
- What did Joji finally have to do?

Part 2

Joji went to his room and packed his things. But he was afraid to go home. He knew his father would be angry. Then he remembered another temple in a village nearby. “Maybe I can stay with the priest there.”

Joji started out walking. It was already night when he got to the other village. He climbed the steps

to the temple and knocked. There was no answer. He opened the heavy door. It was all dark inside.

“That’s strange,” said Joji. “Why isn’t anyone here?”

He lit a lamp by the door. Then he saw something that made him clap. All around the big room were folding screens with empty rice-paper panels.

Joji got out his writing box and made some ink. Then he dipped in his brush and started to draw. And what Joji drew was just one thing. Cats.

Cats, cats, and more cats. Small cats, big cats, thin cats, fat cats. Cats, cats, cats, cats, cats.

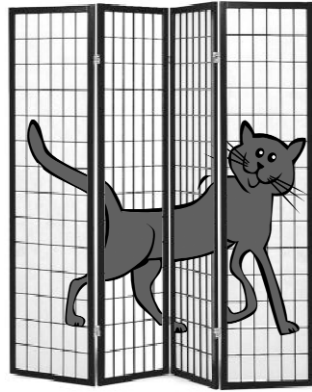
The screen he drew on last was almost as long as the room. Joji covered it with one gigantic cat – the biggest and most beautiful cat he had ever drawn.

Now Joji was tired. He started to lie down. But something about the big room bothered him.

“I’ll find some place smaller.”

He found a cosy closet and settled inside. Then he slid shut the panel door and went to sleep.

Late that night, Joji awoke in fright.



screen

- Was Joji happy about going home?
- What did he decide to do?
- What was unusual about the other temple?
- What made Joji happy?
- Where did he fall asleep?

Part 3



Rrrrrrrrrrrrrrrrrrrrr. It sounded like a large, angry animal in the temple! Now he knew why no one was there. He wished he wasn't there either! He heard terrible sounds of a fight (ужасные звуки борьбы). Then silence.

Joji lay trembling in the dark. He stayed there for hours, afraid to look out of the closet.

At last, daylight showed at the edge of the door. Joji carefully slid the door open and looked out.

In the middle of the room lay a monster rat – a rat as big as a cow! It lay dead, as if something had smashed it to the floor.

Joji looked around the room. No one and nothing else was there – just the screens with the cats. Then Joji looked again at the one gigantic cat.

“Didn't I draw the head to the left and the tail to the right?”

Yes, he was sure of it. But now the cat faced the other way (смотрел в другую сторону)—as if it had come down off the screen and then gone back up.

“The cat!” said Joji. His eyes grew wide. Then he pressed his palms together and bowed (поклонился) to the screen.

“Thank you, honorable cat. You have saved me. For as long as I live, no one will stop me from drawing cats.”

When the villagers learned that the monster rat was dead, Joji became a hero. The village priest let him live in the temple as long as he liked.

But Joji did not become a priest. And he did not become a farmer. He became an artist. A great artist. An artist honored through all the country. An artist who drew just one thing. Cats!

- What made Joji scared?
- What did Joji see when he finally left the closet in the morning?
- What was unusual about one of the cats on the walls of the temple?
- Why do you think Joji thanked the cat on the wall?
- What helped Joji to become a hero and a famous artist?

2. Match the words from the story with their definitions.

- | | |
|-----------|--|
| 1. priest | a) coloured liquid (жидкость) used for writing, printing and drawing |
| 2. temple | b) a thing with short pieces of hair fixed into a wooden or plastic base or handle, which is used for painting |
| 3. screen | c) a panel made of silk used instead of a door or wall in Japan |
| 4. stick | d) a small piece of rock found in the ground which is often used for building |
| 5. brush | e) a small room with a door, used for storing things, esp. clothes |

- | | |
|-----------|---|
| 6. ink | f) a building (like a church) used to worship god in some religions |
| 7. stone | g) a thin piece of wood |
| 8. closet | h) a person who has been trained to perform religious duties |

3. Use the story to make a list of words connected with drawing.

To draw, ...

4. Answer the questions.

1. Does “gigantic” mean “big” or “small”?
2. Would you like to become an artist?
3. Would you like to draw only cats?
4. Do you have a hobby?
5. What kind of hobby is it?
6. Do you spend a lot of time on it?
7. Are your parents happy about that? Why?

5. Repetitions of words and phrases make the story rhythmical. Find more examples of repetitions in the story.

Cats, cats, and more cats. Small cats, big cats, thin cats, fat cats. Cats, cats, cats, cats, cats.

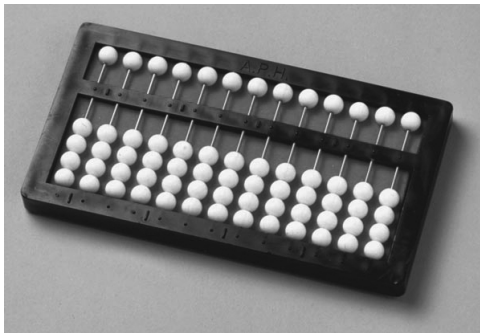
COMPUTERS

1. a) When do you think the first computer was made?
b) With your partner, make a mind-map with the word “computer” in the centre. Compare with another pair.

c) Read the article about computers and add more words to your mind-map. Which facts are the most surprising for you?

Today we use computers in factories and offices, in schools and hospitals, and in our homes. Our computers now are small enough for us to carry, and some computers are quite cheap. More and more people can use them at work or at home.

But computers are not new. Where do they come from? What is their history? The first step towards our modern computer was the abacus ['æbəkəs] (счёты). People in China have used abacuses for hundreds of years.



abacus

An abacus is an ancient calculator. You can do many easy and many difficult calculations with an abacus, but it cannot work by itself: it is not automatic. And it is not electronic.

A man called Charles Babbage made the first automatic calculator nearly 200 years ago, in 1822. It had a

lot of wheels [wi:lz] (колесики) inside it, with numbers on them. It was automatic, but it was not electronic.

120 years later, in the 1940s, some English scientists made the first electronic computer in Europe. It was much too big to carry or move, and it used a lot of electricity.

Scientists had to find new and better ways to make the electronic parts of computers. They had to make computers small enough to carry and move easily. They had to make all the parts smaller.

Since the 1940s, computers have become smaller and smaller. Some small pocket calculators today can do more difficult calculations than this first big electronic computer! Scientists can now make a whole computer on one small silicon chip.

Now there are silicon chips in televisions and telephones, in some cameras and cookers, and in watches and washing machines, too. We do not have to carry money in our pockets. We are able to pay for things in shops and supermarkets with plastic cards in small computers. Perhaps we will have robots in our homes. Perhaps computers and televisions will teach us at home, and we won't have to go to school!

- What new information have you found in the text?
- Can you imagine modern life without computers?
- How do computers help people?
- How do you usually use your computer?

Учебное издание

**Юхнель Наталья Валентиновна
Демченко Наталья Валентиновна**

АНГЛИЙСКИЙ ЯЗЫК

ФАКУЛЬТАТИВНЫЕ ЗАНЯТИЯ

ПРАКТИКУМ ПО ЧТЕНИЮ

6 класс

Пособие для учащихся общеобразовательных учреждений
с белорусским и русским языками обучения

Редактор *Л.Д. Касьянова*
Художественный редактор *Е.Э. Агунович*
Технический редактор *Н.А. Лебедевич*
Компьютерная верстка *Н.В. Шабуня*

Подписано в печать 01.06.2015. Формат 60×84/16. Бумага офсетная. Гарнитура
“Школьная”. Офсетная печать. Усл. печ. л. 5,58. Уч.-изд. л. 3,62. Тираж 1500 экз.
Заказ

Республиканское унитарное предприятие «Издательство “Вышэйшая школа”».

Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 1/3 от 08.07.2013.

Пр. Победителей, 11, 220048, Минск
e-mail: market@vshph.com <http://vshph.com>

Республиканское унитарное предприятие «Белорусский Дом печати».

Свидетельство о государственной регистрации издателя, изготовителя
и распространителя печатных изданий № 2/102 от 01.04.2014.

Пр. Независимости, 79, 220013, Минск.

