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Л. П. Хрістоєва

Англійська для початківців

Ігри, п'єси, дидактичні матеріали

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ПЕРЕДМОВА

На етапі навчання в початковій школі повинні бути закладені міцні основи всіх видів мовного спілкування. На початковому етапі закладаються також основи володіння читанням та письмом. Учень повинен навчитися читати, слухати і розуміти записи носіїв іноземної мови, вміти користуватися транскрипцією, знати фонетичні позначення (значки), вміти їх читати, оволодіти технікою читання вслух, графікою, орфографією іноземної (англійської) мови. Велике значення має також на даному етапі розвиток усного мовлення, яке базується на вищесказаних навичках та вміннях. Щоб закласти основи комунікативної компетенції, створити умови для подальшого розвитку та удосконалення необхідний довгий строк не менш як два роки, тому що учням необхідно з перших кроків знайомитися з іноземною мовою як засобом спілкування.

Початковий етап у викладанні іноземних мов важливий ще й тому, що від того, як проходить навчання на цьому етапі, залежить успіх і оволодіння предметом на послідовних етапах. І тут не можна не погодитися з англійським методистом Т. Пальмером, який надавав дуже великого значення початку у вивченні англійської мови. Він писав: “Take care of the first two stages and the next will take care of itself...”

Як правило, більшість учнів приступають до вивчення англійської мови з інтересом, вони мають з самого початку високу мотивацію.

Діти хочуть слухати, як говорять англійською мовою і сами хочуть розмовляти нею. Спочатку їх навіть не бентежить примітивність висловлювань, оскільки все для них нове. Вони хочуть навчитися привітатися і прощатися англійською, узнати, як називаються предмети, що її їх оточують, вивчити пісеньку, віршик, рішення задачу, почитати англійською мовою. Діти хочуть нею спілкуватися, і вчитель повинен задовольнити їх бажання, забезпечити цю можливість з перших кроків, підтримати і розвивати їхню високу мотивацію і інтерес до мови.

Як відомо, люба діяльність проходить успішно, якщо вона мотивована, тобто базується на внутрішньому побудженні, на свідомості та цілеспрямованості. Ось чому однією із головних задач уроку являється створення і підтримка (поддержание) у учнів мотивації вивчення іноземної мови, особливо в умовах, коли розширюються і укріплюються міжнародні зв'язки нашої держави з іншими країнами, і оволодіння іноземною мовою підростаючим поколінням набуває великого значення.

Існують різні види мотивації:

1. Мотивація, пов'язана з перспективою використання іноземної мови в майбутній практичній діяльності.

2. Мотивація, обумовлена самою діяльністю учнів на уроці, в результаті якої вони самі впевнюються, що вміють спілкуватися іноземною мовою. Така мотивація особливо сильна, якщо учні виконують цікаві вправи. Багатолітній досвід роботи автора цих матеріалів підтверджує те, що до кожної теми, що вивчається, необхідно розробити цілий комплекс вправ — динамічних, цікавих, різноманітних, що створюють умови для вирішення основних задач уроку. Якщо учень на кожному уроці має змогу впевнитися, що він може почати і підтримати розмову, зрозуміти іноземну мову і що його вміння з уроку в урок удосконалюються, то це створює у нього перспективу оволодіння іноземною мовою як засобом для спілкування.

Вашій увазі пропонується лише деяка частина використаних матеріалів. Автор також не ставив за мету створити підручник чи навчально-методичний комплекс. Це лише спроба систематизувати використані матеріали та поділитися своїми творчими доробками зі своїми колегами.

Ситуації мовленнєвого спілкування для розвитку навичок діалогічного мовлення

Ситуативні малюнки можна вдало і ефективно використовувати для розвитку діалогічного мовлення на молодшому етапі навчання в школах різного типу: загальноосвітніх, з поглибленим вивченням іноземної мови, а також в інших загальноосвітніх закладах.

Тема та предмет мовлення можуть бути різноманітними в залежності від того, які цілі та задачі ставить вчитель перед учнями, яким лексичним матеріалом, граматичними структурами, навичками та вміннями оволоділи (оволодівають) учні при вивченні тієї чи іншої усної теми.

Робота з малюнками може проводитись по різному. В одному випадку можна привести зразок діалогу, в іншому розвиток подій може підказати та чи інша репліка чи мовленнєва структура, список лексичних одиниць, які можна вжити при формуванні діалогу. Включення в ситуацію зразка діалогу, з одного боку, орієнтує учнів на побудову діалогу з використанням певних мовленнєвих кліше, а з іншого боку, націлює їх на вживання вивчених граматичних конструкцій.

Загальна схема виконання завдань по малюнкам може бути запропонована така:

- 1) Спочатку менш підготовлені учні виконують завдання, опираючись на запропоновані їм мовленнєві опори.
- 2) Після цього відповідають учні з хорошою підготовкою. Вони самостійно определяють зміст висловлювання.

Малюнки можна також використати як роздаточний матеріал для організації парної роботи учнів на уроці. Можна також залучити до цієї роботи учнів, які добре малюють і використати ці малюнки (але у збільшеному форматі) для фронтальної роботи.

Якщо ситуативні малюнки використовуються як роздаточний матеріал для організації парної роботи учнів, то робота по ознайомленню їх змістом та створення діалогу виконується самостійно.

Враховуючи різний рівень мовленнєвої підготовки учнів, менш підготовленим учням можна дати картці окремі слова та вирази для використання у діалозі. Учні з більш високим рівнем мовленнєвої підготовки можна запропонувати придумати продовження діалогу. Це зробить завдання більш цілеспрямованим, важчим, але більш творчим та цікавим.

Можна використати також ксерокопії малюнків і тоді всі учні можуть мати змогу працювати одночасно.

Зміст малюнків — це також хороший стимул для формування висловлювань в монологічній формі, розвитку уявлення та творчих здібностей учнів.

Малюнки можна також використовувати для організації групової роботи на уроці. Завдання можуть бути такими:

- 1) Ознайомтесь з малюнками і прочитайте діалог.
- 2) Складіть (придумайте) легенду про персонажів: їхні імена, Вік, де вони живуть (звідки вони, з якої країни), чим люблять займатися (хобі), хто їхні батьки і т. і.
- 3) Складіть (побудуйте) діалог від імені персонажів.

Хтось у групі розкаже все про персонажів, інші в парах розкажуть діалог.

Вчитель може також використати прислів'я та поговірки, щоб учні могли зробити свою мову, свої діалоги більш яскравими та забарвленими народною мудрістю. Звичайно ж, вчитель повинен заздалегідь приготувати картки для учнів.

THE ABC

Learn This Amusing Alphabet Which You Never Must Forget.

1. Aa is for Ann's apple.
Bb is for Bill's black bag.
And this yellow banana.
Who buys them all this?
Their kind and tender Mamma.
2. Bb is a bed
For a lazy Bet
Bb is for Ben's book
To widen his curiosity and outlook
Bb is for Bob's brown bus
To take him quickly to the class.
3. Cc is for Christina's clever Cat
Christina calls her clever cat Cat.
4. Dd is for Dora's dear dog
Dd is for Dora's pretty doll.
Dora likes to play with her dog
And, too, with her pretty doll.
5. Ee is for Easter
Ee is for Easter eggs
Edwin has them painted
Elsa eats Easter eggs.
6. Ff is for fried fish.
Fried fish is Fred's favourite dish.
7. Gg is for George
Gg is for his grey goat.
They both like to swim
In George's green boat.
8. Hh is for hand
To give it to your faithful friend.
Hh is for Henry's hen
She lays white eggs.
Today she's laid
How many eggs, children?
Let us count: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Oh, yes. You're quite right. It's ten.
Such a clever hen!
9. Ii is for ice
Ii is for ice-cream
I don't like ice
But I do like ice-cream.

10. Jj is for jam
Made by Granny Pam.
Jj is for Jane, too.

She likes fruit jam
apple
orange
pear
plum
banana
strawberry
raspberry
cherry

And what about you? (Children answer the question. E.g. As for me I like... jam; I don't like... jam.)

11. Kk is for Kate

She is my little sister. Kate is five today.

I say to Kate: Many happy returns of the day, my dear little sister. I'll sing a song for you.

And "Happy birthday to you"...

Happy birthday to you!
Happy birthday to you!
Happy birthday, dear Kate!
Happy birthday to you!

12. Ll is for Lucy's lemon
Is is yellow.
Lucy likes lemons very much
But not her Larry — lazy fellow.

13. Mm is for mouse
Mm is for mouth
Mm is for Mary.
Mary like marmalade
Made of red cherries.

14. Nn is for Nut
Nn is for net
Nn is for Ned
He is my dear Dad.

15. Oo is for Orange
Oo is for oil
Oo is for olive oil
That will never porridge spoil.

16. Pp is for pencils
Pp is for pens
How many have you got?
Let's count again: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Oh, yes, you've got ten!

17. Qq is for Queen
Who I've never seen.

- But I know she wears beautiful dresses
That's what I saw in my dream.
18. Rr is for rose
It's a rosy flower.
Rr is for a ROSE
She is my sister
Too, beautiful rosy flower.
19. Ss is for Sam
Sam is seven soon
Sam is small but smart:
Sam can solve sums
And draw charts.
20. Tt is for Ted
Today Ted is very sad
Ted's teddy-bear's torn.
Tim didn't take Ted's teddy-bear today.
Who then did Ted's Teddy-bear wrong?
To make Ted happy
Let us sing him a song.

TEDDY BEAR

- Teddy bear, Teddy bear,
Turn around,
Teddy bear, Teddy bear,
Touch the ground,
Teddy bear, Teddy bear,
Show your shoe,
Teddy bear, Teddy bear,
That will do!
Teddy bear, Teddy bear,
Go upstairs,
Teddy bear, Teddy bear,
Say your players,
Teddy bear, Teddy bear,
Switch off the light,
Teddy bear, Teddy bear,
Say good-night.
21. Uu is for umbrella
Undina takes it
When it rains.
But Ulick doesn't like umbrellas
He likes to make long walks under (in) the rain.
22. Vv is for Van
It carries people
All day and night
It doesn't sleep
To fulfill its plan
And to carry you home right.

23. a) Ww is for well
That a lot of stories tells.
It's very deep and water's so clean.
And in its depth like in a mirror
Myself I've seen.
b) With all your lot of "Whats" and "Whys"
and "Wheres"
On my head I've found "lots of" of grayish hairs.
c) We were wet but warm
When we went to Walter Worm.
24. Xx is for Xenia
Xx is for Xylophone, too.
They play the xylophone very well
Like their mother and like Sue.
25. Yy is for "Yes".
Yy is for yacht
Yy is for yellow
And Yy is for ... what?
Answer: On the yellow yacht
Yiddie yielded yesterday.
26. Zz is for zebra
Where children mustn't play.
Zebra's very kind to children
It shows the right way.

TASKS

A. Rhyme the ABC using the words.

1. hour
2. red
3. Queen
4. kitten
5. melon
6. lace
7. girl
8. apple
9. doll
10. Ted
11. sister
12. Unit
13. Vina
14. Kate
15. Hower
16. eagle
17. candy
18. ball

19. Jane

20. net

21. pet

22. olive

23. yard

24. zebra

25. Xina

26. window

1. Aa is for _____

2. Bb is for _____

3. Cc is for _____

4. Dd is for _____

5. Ee is for _____

6. Ff is for _____

7. Gg is for _____

8. Hh is for _____

9. Ii is for _____

10. Jj is for _____

11. Kk is for _____

12. Ll is for _____

13. Mm is for _____

14. Nn is for _____

15. Oo is for _____

16. Pp is for _____

17. Qq is for _____

18. Rr is for _____

19. Ss is for _____

20. Tt is for _____

21. Uu is for _____

22. Vv is for _____

23. Ww is for _____

24. Xx is for _____

25. Yy is for _____

Where we like to play

26. Zz is for _____

To show the right way.

B. Now count the words.

C. Count the letters in the Alphabet.

How many words?

How many letters have you got all in all?

D. Fill in the spaces with proper numbers. Then read the poem and learn it.

1__ and 2__

And 3__ and 4__

We are running to the door.
 Who has come?
 5 __, 6 __ and 7 __
 It's our dear Auntie Helen.
 She can play and she can count.
 8 __, 9 __ and 10 __
 11 __, 12 __, 13 __, 14 __, 15 __.
 Can you hear her playing the clavessin?
 16 __, 17 __, 18 __, 19 __ and 20 __.
 We can count well by now like our pretty Auntie.

ALPHABET JOKES

Letters of the alphabet can also be words — Did U C the length of the Q!
 These jokes are based on this idea.

1. What letters of the alphabet are bad for your teeth?
2. What occurs once in every minute, twice in every moment but never in five hundred thousand years?
3. Why should you never put the letter M in the fridge?
4. What letters of the alphabet do athletes need?
5. Why is the letter E lazy?
6. When were there only three vowels in the alphabet?
7. What is the most unlucky letter in the alphabet?
8. What eight-letter word has only one letter in it?
9. Why is an island like the letter T?
10. Why is the letter C like a magician?

THE ABC SONG

1. Learn and sing the song.
 A—B—C—D—E—F—G, H—I—J—K—L—M—N—O—P,
 Q—R—S—T—U—V, W—X, Y—Z.
 Now I know my A—B—Cs
 Tell me what you think of me.

2. Write the words ending in Ee.

1)

2)

3)

4)

5)

Answers: 1) see; 2) tree; 3) me; 4) white; 5) kite (like, lake, nice, Kate).

3. Listen and write the correct number and letter: both small and capital ones.

e.g. Number 8 (eight) is Cc.

- 1) Number 2 is (two) Dd.
- 2) Number 4 (four) is Qq.
- 3) Number 8 (eight) is Jj.
- 4) Number 1 (one) is Gg.
- 5) Number 3 (three) is Rr.
- 6) Number 5 (five) is Cc.
- 7) Number 6 (six) is Ii.
- 8) Number 10 (ten) is Ss.
- 9) Number 7 (seven) is Yy.
- 10) Number 9 (nine) is Vv.

	Number		Letters
e.g	8	eight	Cc
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

6. a) Fill in the spaces with the missing letters of the ABC.

- 1) Aa
- 2) ____
- 3) ____
- 4) ____
- 5) ____
- 6) Ff
- 7) ____
- 8) ____
- 9) ____
- 10) ____
- 11) ____
- 12) Ll
- 13) ____
- 14) ____
- 15) ____

- 16) ____
- 17) ____
- 18) Rr
- 19) ____
- 20) ____
- 21) ____
- 22) ____
- 23) Ww
- 24) ____
- 25) ____
- 26) ____

- b) Count how many letters you have written correctly. If there are mistakes study the ABC again and try once more. Good luck!

FIRST LESSON ON SYLLABLES

a, e, i, o, u, w, y.

Now we know all our letters, we will put them together, and form syllables.

A syllable is the union of two or more letters, pronounced by a single impulse of the voice.

The natural sound of the vowels,

a, e, i, o, u, y.

ba, be, bi, bo, bu, by.

A vowel between two consonants is short — as:

bad, bed, bid, bod, bud, byd.

A silent e, added to the consonant, restores the vowel to its long sound — as:

bade, bede, bide, bode, bude, byde;

Or a diphthong; that is, the union of two vowels, pronounced as one, has the same effect — as:

baid, bead, beid, boud, beud, beyd.

INTRODUCTION TO

A.

Ab, ac, ad, af, ag, ak, al, am, an, ap, ar, as, at, ay, ax, az.

E.

Eb, ec, ed, ef, eg, ek, el, em, en, ep, er, es, et, ev, ex, ez.

I.

Ib, ic, id, if, ig, ik, il, im, in, ip, ir, is, it, iv, ix, iz.

O.

Ob, oc, od, of, off, og, ok, ol, om, on, op, or, os, ot, ov, ox, oz.

U.

Ub, uc, ud, uf, ug, uk, ul, um, un, up, ur, us, ut, uv, ux, uz.

Y.

Ay, ey, oy, uy, bay, bey, boy, buy.

SECOND LESSON ON SYLLABLES

Ba	be	bi	bo	bu	by		
s	ce	ci	cy				
ca	co	cu					
da	de	di	do	du	dy		
fa	fe	fi	fo	fu	fy		
f	pha	phe	phi	pho	phu	phy	
ga	ge	g	go	gu	gy		
ja	je	ji	jo	ju	jy		
ha	he	hi	ho	hu	hy		
ka	ke	ki	ko	ku	ky		
la	le	li	lo	lu	ly		
ma	me	m	mo	mu	my		
na	ne	ni	no	nu	ny		
pa	pe	pi	po	pu	py		
ra	re	ri	ro	ru	ry		
sa	se	si	so	su	sy		
ta	te	ti	to	tu	ty		
va	ve	vi	vo	vu	vy		
wa	we	wi	wo	wu	wy		
xa	xe	xi	xo	xu	xy		
za	ze	zi	zo	zu	zy		
Ba	be	ra	me	pha	fe	pho	fu
ty	to	do	no	ne	ny	see	se
bay	boy	zi	xo	ry	so	mu	

THE SYLLABLES

Ma, am, me, em, la, al, sa, as, na, an, xo, ox, be, eb, do, od, add, ge, eg, egg, an ox, an egg, go, og, my, im, mi, il, ill, li, ly, on, no, ka, ar, ra, are.

THIRD LESSON ON SYLLABLES

Bla	ble	bli	blo	blu	bly
bra	bre	bri	bro	bru	bry
cla	cle	cli	clo	clu	cly
era	ere	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fla	fle	fli	flo	flu	fly
fra	fre	fri	fro	fru	fry
gla	gle	gli	glo	glu	gly
gra	gre	gri	gro	gru	gry
pla	pie	pli	plo	plu	ply
pra	pre	pri	pro	pru	pry
tra	tre	tri	tro	tru	try

READING

FIRST READING LESSON

He is up	Do as we do
The ox	If you go by
I am he	Do go in
We do so	I am to go in
So it is	I am to do so
It is an ox	Is it so or no
It is my egg	Am I to go on

SECOND READING LESSON

Bad, bed, bid, bod, bud, dad, ded, did, dod, dud, had, hed, hid, hod, hud, lad, led, lid, lod, lud, mad, med, mid, mod, mud, pad, ped, pid, pod, pud.

A mad ox	A red bed
A bad lad	A bad pen
A sad dog	My pen is bad
A bad boy	A fat hen lays eggs
It is a cat	A tree is in bud
No, it is a dog	A bud on a tree
Or a rat, or a cat	A bad man

THIRD READING LESSON

Ball, bell, bill, boll, bull, call, cell, cull, dell, doll, dull, fall, fell, fill, full, gall, gill, gull, hall, hell, hill, hull, mill, mull, null, pall, pell, pull, rill, roll, sell, sill, tall, tell, till, toll.

A ball	Let not my ball
A small ball	Fall by the wall
My ball will fall	Do not bawl, nor drawl
In the hall	It is my shawl
Did you call	Do not crawl
Do not fall	Let me not fall

FOURTH READING LESSON

Cart, dart, hart, mart, smart, part, tart, start, bark, dark, hark, lark, mark, park, shark, stark, bard, nard, card, hard, lard, ward, yard, band, hand, land, sand,

stand, strand, brand, barm, farm, harm, cram, dram, lamb, cash, dash, gash, hash, lash, mash, rash, sash.

A large cart	The lark in the park
A fine park	A large farm-yard
The lamb and its dam	Put out your hand
Give me my card	Run on the sand
The large dog barks	Stand on dry land
Play in the sand	Do not be rash
I have cut my hand	Put on your sash
Stand on the strand	A large gash

FIFTH READING LESSON

Brood, good, hood, mood, rood, stood, blood.
Bleed, creed, deed heed, meed, need, reed, seed, weed.
Fir, sir, bird, third dirt, girt, shirt, skirt.
Fire, sire, hire, mire, quire, tire, wire.
Bring, ring, sing, wing, swing, wring.
Song, strong, lung, hung, rung, sung, wrung.

Ring the bell	Let me bind it up for you
Sing me a song	Now it will not bleed long
A good boy in the wood	Come and sit by the fire
Take heed not to fall	Do not go too near
My hand bleeds	You will be too warm
The blood flows	Bring your book to read

SIXTH READING LESSON

Fight, knight, light, might, night, right, sight, tight, blight, flight, plight, bright, high, nigh, sigh, thigh.

Straw, gnaw, flaw, draw, thaw, law, maw, load toad, road, coat, float, moat, board, hoard, sword, twirl, whirl, churl, furl.

Get up, my child, get up; the sun shines so bright that it is time to wake all good boys and girls. Open your eyes. Why do you sleep so long? Make haste and rise, and look at the bright sun, and the blue sky.

It is a fine day; make haste and put on your clothes; ask the maid to dress you, then we will go and run in the fields.

Anne, come and dress George, if you please. Put on his socks, and shoes, and his shirt, and his trousers, and dress.

Now, be so good as to comb and brush his hair that it may be smooth.

Did you wash his face and hands? They do not look clean: here is the soap, and here is a towel to wipe them.

Now, pray to God, my child; for it is God who made you sleep so well all the night.

God never sleeps. He looks at little boys and girls when they sleep, and then He sends the warm bright sun to shine upon them, and make them gay and happy.

SEVENTH READING LESSON

Form, warm, fawn, dawn, lawn, pawn, morn, brawn, brawl, drawl, crawl, wall, thrall, chief, belief, believe, relieve, grief, thief, weak, week, cheek, check, deck, beck, neck, peck, wreck, chick, dick, brick, kick, lick pick, quick, rick, sick, trick.

Now you are washed, and dressed, and have prayed to God, we will go to breakfast. Here is some nice warm milk for you. Do you like milk? Do you know what animal gives us milk?

Yes! I am sure you do; it is the cow which gives milk to little girls and boys.

Tea is not good for little children, and coffee is not good for them; but milk makes them strong and healthy.

Will you have some bread? Here is a piece, and here is a piece of cake.

Soak the bread in your milk, eat it with your spoon, and not with your fingers; do not hold the spoon in your left hand.

Show me your right hand: show me your left hand.

The bread is new; it is very good. Do not spill the milk on the cloth.

Eat slowly; I do not like to see little children eat too fast.

When little boys and girls eat too fast, it seems as if they were afraid they should not have enough.

Little children who are fond of eating are said to be greedy.

Eat as much as you want, but do not be greedy.

THE COW

Thank you, pretty cow, that made
Such nice milk to soak my bread;
Every morn, and every night,
Warm, and fresh, and sweet, and white.
Do not chew the hemlock rank,
Growing on the weedy bank;
But the yellow cowslip eat,
That will make it nice and sweet.
Where the purple violet blows,
Where the bubbling water flows,
Where the grass is fresh and fine,
Pretty cow, go there and dine.

EIGHTH READING LESSON

Aid, laid, maid, paid, raid, braid, staid, afraid, main, pain, rain, blain, brain, chain, again, grain, train, slain, strain, swain, sprain, faint, paint, quaint, saint, plaint, plait, faith, air, fair, hair, pair, chair, stair, bait, gait, wait, said, saith.

In the summer there is a great deal of grass in the fields; but in winter the fields are covered with snow.

The grass is green; but snow is white; green is a colour, and white is a colour; one colour, two colours.

Blue is also a colour, and so is black. Your shoes are black, and Mamma's shoes are black, but your frock is not black; no, it is white. Black shoes, a white frock, white snow, the green grass, the blue sky.

The sky is blue. Oh! the pretty blue sky.

George's shirt is likewise blue.

The clouds are not blue; they are sometimes white, and sometimes they are black.

This is when it is going to rain. What a black cloud! The sky is not then blue. No! it is covered with dark, heavy clouds.

The rain falls from the clouds, and the snow falls from the clouds, and the hail too.

It rains, it hails, it snows. It does not hail; it does not rain; it does not snow.

It does not snow in summer; no, it snows in winter; but it sometimes hails in summer.

In the summer we sometimes have a storm; this is when it hails or rains very hard, and when it thunders and lightens.

NINTH READING LESSON

Neigh, weigh, eight, weight, reign, feign, rain, vain, vein, heir, their, choice, rejoice, voice, void, soil, toil, broil, coil, foil, spoil, coin, join, loin, joint, point, pea, sea, tea, flea, plea, each, beach, peach, teach, reach, preach, beak, leak, peak, weak, speak, squeak, freak.

What is this? It is a field of corn. There are many kinds of corn. This is a field of wheat.

You know that bread is made of wheat; and you know that when the wheat is cut down, it is taken to the mill, where the miller grinds it into flour.

But before it can be taken to the mill, there is a great deal to be done; it must be cut down.

To cut down grass, is called mowing; but they do not mow wheat. No! they reap wheat, and the man who does this is called a reaper.

The mower mows the grass with a scythe, but the reaper does not reap the wheat with a scythe; no, the instrument which he employs for that purpose is called a reaping hook.

When the reaper has reaped the corn, he carries it to the barn, where he gives it to the thrasher.

These large bundies, in which the reaper ties up the corn, are called sheaves.

The reaper carries the sheaves of corn to the thrasher, who cuts the ears from the stalks, and then he threshes out the grain. He beats it for this purpose with an instrument called a flail; it is thus that he separates the corn from the husk, or outside covering. The grain he puts by itself, to carry to the miller, who grinds it

into flour; and the stalks he ties up into bundies of straw. The husks which remain after the grain is separated from them are called chaff.

What is corn? Are there many kinds of corn? What is wheat? What is bread? Where does wheat grow? When the wheat is ripe, what is done with it? What is that man called who cuts it down? With what does the reaper cut down corn? What is that man called who cuts down grass? With what does the mower cut down the grass? Did you ever see a scythe? and a reaping hook? What are those bundles called in which the reaper ties up the corn? What does the thresher do? What is that instrument called with which he threshes the corn?

What does the miller do to the corn? In what does he grind it into flour? What is chaff?

TENTH READING LESSON

Deal, meal, peal, seal, teal, steal, beam, cream, ream, seam, steam, gleam, stream, streamer, leaf, sheaf, leaves, sheaves, ear, dear, fear, hear, near, sear, spear, year, blear, clear, smear, ease, pease, tease, please, seas, fleas, cease, peace, piece, grease, east, beast, feast, least, eat, beat, feat, heat, meat, neat, peat, seat, bleat, cheat, treat, wheat.

Look, here is another field of corn; but this is not wheat; look at the ears, and you will see that they do not resemble the ears of wheat. Well, do you see any difference? Look again, and you will observe long, sharp straws, which are called spears. Touch them, and you will feel that they are very sharp, for they will prick you like a pin.

This is the field of barley. Barley is likewise a kind of corn, and the stalks of barley are like those of wheat, called straw.

Barley is ground in the mill, but the flour is not so white nor so fine as that of wheat; it is not called flour, but meal. Barley meal is made into cakes, which are very good.

Barley is as useful as wheat; the fowls eat barley, and malt is made of barley.

Yes, malt is made of barley; but what is malt? Of what use is malt?

Beer is made of malt. You like beer; but you did not know it was made of barley, but it is so. Beer is not, however, made of barley alone, or it would not be good; it would soon become sour; so, to prevent it from turning sour, the brewer puts hops into it.

Hops give it a bitter taste, which is not disagreeable, and which enables us to keep it for a long time.

Hops are very pretty flowers. Did you ever see a hopgarden? Some day you will see one.

What is wheat? What is barley? How may you distinguish a field of barley from a field of wheat? Is barley ground into flour like wheat? What is the flour of barley called? Of what use is barley meal? What are the stalks of barley called? What is malt? What is made of malt? What are hops? Of what use are hops? For what purpose are hops put into beer? What is that man called who brews beer?

ELEVENTH READING LESSON

Field, people, doing, burning, evening, tired, making, very, mowers, finished, cutting, scythe, weather, pity, taken, about, over, thoroughly, haycocks, farmer, winter.

Now let us go and take a walk in the hayfields. What are all these people doing? How warm they look! Why do they work in the burning sun? If they were to wait till the evening, they would not be so warm.

It is true they would not be so warm, but you see they are making hay, and hay must be very dry, or it would not be good, and this is why the poor haymakers are forced to work in the burning sun.

You see the mowers have finished cutting down the grass, and they have laid down their scythes; they are now reposing themselves for a little while, for they are very tired, but they will soon begin to help the haymakers to toss the hay about, for they know that if the weather should change before their hay is finished, if a shower of rain should come on, it would be spoiled; so they will not lose their time. Look, one of them has taken his fork; he is going to toss the grass about, and turn it over and over that all of it may be quite dry: another has taken a rake, to rake it together, and make it into little hillocks, which are called haycocks.

If the weather continue fine, they will leave the hay to dry in the sun for a day or two, and then they will put it into carts, and carry it home to the farmyard, where they will pile it up, and make it into ricks, and it will stand till the winter, when the poor cattie will be very glad to eat it, for then there will be no nice green grass in the fields.

Now let us go home, and send the poor warm haymakers some bread and cheese, and beer to refresh them. By the way, I will tell you a story about a little girl who was very kind to the poor.

TWELFTH READING LESSON

Month, week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday: January, February, March, April, May, June, July, August, September, October, November, December.

Come here, little boy, and tell me if you know how many days there are in a week?

There are seven days in the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. One, 1, two, 2, three, 3, four, 4, five, 5, six, 6, seven, 7.

There are twelve months in the year: January, February, March, April, May, June, July, August, September, October, November, December. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

There are four seasons in the year: spring, summer, autumn, and winter.

There are three months in each season: in spring, March, April, and May; in Summer, June, July, and August; in autumn, September, October, and November; and in winter, December, January, and February.

There are four weeks in a month, and fifty-two weeks in a year.

There are three hundred and sixty-five days in a year.

There are twenty-four hours in a day and night; and in an hour there are sixty minutes; and in a minute sixty seconds.

How many days are there in a week? Tell me their names. How many weeks are there in a month? And in a year? How many months are there in a year? Tell me their names. How many seasons are there in a year? What are they? How many hours are there in a day? How many minutes in an hour? How many seconds in a minute? How many days in the year? Now let me hear you count a hundred. 1, 2, 3, 4, etc.

THIRTEENTH READING LESSON

How many fingers has George on his little hands? Let me look: on the right hand, one, two, three, four, five; and on the left hand, one, two, three, four, five. Five and five make ten. George has five fingers on each hand; and on both hands, ten.

George has five toes on his right foot, and five toes on his left foot; and five and five make ten. He has ten fingers, and ten toes; and he has twenty nails, because he has a nail on each finger and each toe, and ten and ten make twenty.

Count them, to see that you have not made a mistake.

Now open your hand; hold it out straight. Now shut it.

You see, when you shut your hand, the fingers bend easily, because there are joints in them; one, two, three, four; the fourth is this which joins the hand to the arm, and it is called the wrist.

These are the knuckles, which join the fingers to the hand.

Now open your hand again, and hold it out straight; here, I will put a cake into the palm of your hand, which you may eat when you have done reading.

How many hands have you? How many feet? How many fingers have you on each hand? And how many toes on each foot? How many do five and five make? And ten and ten? How many finger-nails have you? And how many toe-nails? How many nails altogether? Show me your right hand, and your left; your right foot; your left foot; your knuckles; your wrists; the back of your hand; the palm of your hand; the tips of your fingers; your thumbs.

FOURTEENTH READING LESSON

The joint which connects the hand with the arm is called the wrist; but can you bend your arm? Try. You see you can bend it very easily. Well, then, there must be a joint which enables you to do so. Yes, here it is, and it is called the elbow, and the joint which connects your arms to your body is called the shoulder.

Now hold up your foot; the bottom of your foot is called the sole; the upper part is called the instep; and the back of the foot is called the heel.

That joint which unites the foot to the leg is called the ankle; and the leg is divided into two parts by the knee; that part below the knee is called the leg; and

that part above the knee is called the thigh. The back part of the leg is called the calf; and the front bony part of the leg is called the shin.

What is the elbow? What is the wrist? What is the shoulder? What is the foot? Which part of the foot is called the sole? And the instep? Which joint is the ankle? Which part of the foot is called the heel? What is the leg? The knee? The thigh? Which is the calf of the leg? Which is the shin?

FIFTEENTH READING LESSON

I once told you that beer was made from malt, which is a preparation from barley. We say to brew beer. When the beer is brewed, the brewer puts hops into it to prevent it from turning sour. It is the brewer who brews beer; he brews it in a brew-house. He boils water in a very large copper, and pours it over the malt; he then leaves it many days to ferment. When the beer is ready for use, it is put into barrels, and kept in a cool cellar.

When we wish to drink the beer, we tap the barrel; that is, we bore a hole in one end of it, and put in a little instrument made of brass, called a cock.

The cock turns, and the beer run! out into jugs. When we have enough, we turn the cock back again, and that prevents the rest from running out; but if the servant forgot to turn it, we should lose all the beer.

The barrel is made of wood, and encircled with rings, which are called hoops, and which are made of iron.

The iron hoops make the barrel very strong, much stronger than if they were likewise made of wood.

The cock is made of brass: iron is a metal, and brass is a metal, or rather a composition made from other metals.

The man who makes beer barrels is called a cooper; he who makes the iron hoops is called a blacksmith; and he who makes the cocks is called a brazier.

SIXTEENTH READING LESSON

The boiler in which the brewer boils the water, to brew the beer, is made of iron; and iron is a metal.

Metals are dug out of the earth.

Iron is a very useful metal. I do not know what we should do without it; so many things are made of it; even the horse could not do without iron.

The horse wears shoes, but his shoes are not made of leather, like those of George; when the horse wants new shoes, we do not take him to the shoemaker's. No; we take him to the farrier's, or to the blacksmith's, who gives him new iron shoes.

But the blacksmith must have nails in order to put on the horse's shoes; well, these nails are likewise made of iron; and he must have a hammer, and the hammer is made of iron.

The handle of the hammer is not, however, made of iron, it is made of wood; but the head of the hammer is made of iron.

Iron is dug out of the earth; but horse-shoes are not dug out of the earth, nor nails, nor hammers. No, it is the blacksmith who makes all these things.

What is malt? Of what use is malt? What is that man called who makes beer? In what does the brewer boil the water? Of what is the boiler made? When we wish to drink the beer, what do we do to the barrel? How do we tap it? What is a barrel? Of what is the barrel made? Of what are the hoops made which encircle the barrel? Why are they made of iron and not of wood? What is that man called who makes barrels? What is a cock? Of what is the cock made? Who makes cocks and other instruments of brass? What is iron? Whence do we obtain iron and other metals?

You have told me the boiler is made of iron, and that the hoops are made of iron; of what are horseshoes made, and nails, and the hammer? And who makes all these things?

SEVENTEENTH READING LESSON

Iron is very hard. No other metal is so hard as iron; but the blacksmith puts it into a very hot fire, the heat of which softens it, and then he can bend it into any form he pleases.

The blacksmith blows the fire with a very large pair of bellows, to keep up the heat, and when the iron is red hot, he takes it out of the fire. The blacksmith takes the iron out of the fire with a pair of tongs, and puts it on a kind of block, called an anvil; and he there beats it into the form he wishes it to be.

This is called forging iron; and the blacksmith's shop is called a forge. The blacksmith is forced to work very hard, for it requires a great deal of strength to forge iron.

Here are Mamma's scissors; are they made of iron?

They are made of steel; and knives are made of steel, and so are swords, and many other things. But what is steel? Steel is made of iron.

Steel is much prettier than iron, for it is much brighter; but it is not so strong. By-and-bye we shall read about steel, and how it is made from iron.

Papa's razors are made of steel: they are very sharp; do not touch them; and Mamma's seal is made of steel; but the seal is not sharp; you may touch it, for it will not hurt you.

EIGHTEENTH READING LESSON

Mamma's scissors are made of steel; and razors are made of steel, and so are knives and forks, and pen-knives, and many other things, which are very useful.

The sawyer makes use of a saw, to saw the wood into planks or boards; well, the saw is made of steel; but the edge of the saw is not smooth and even like that of the knife, or the sword.

It is notched; but the points of the notches are very sharp, or they would not saw the wood.

When an instrument is not sharp, it does not cut well; it is blunt; and it is necessary to sharpen it.

The man whose trade it is to sharpen blunt instruments is called a grinder.

He makes use of a grind-stone for this purpose, which turns round and round by means of a machine which he moves with his foot; and he keeps wetting the stone with water.

When he has sharpened his instruments enough on the stone, he passes them several times over a leather strap, in order to smooth and polish them.

Pen-knives are not sharpened on a grind-stone; but on what is called a whet-stone, and instead of water, the grinder puts oil on the stone.

The man who makes the blades of knives, swords, pen-knives, etc., is called a cutler; and he who makes the handles of them is called a turner.

What is iron? Tell me the names of some things made of iron? Iron is very hard; how is it then possible for the blacksmith to form it into so many different things? What does he do in order to soften it? With what does the blacksmith blow the fire in order to keep up the heat? What is that instrument called with which he takes the red-hot iron out of the fire? On what does he put it to beat it into the form he wishes it to be? What is the blacksmith's shop called? What are scissors made of? And of what is steel made? Tell me the names of some other things that are made of steel? Which is prettier, iron or steel? When Mamma's scissors are not sharp, they do not cut well. What must be done to them? Whose business is it to sharpen blunt instruments? On what instrument does the grinder sharpen them? When he has sharpened them on the grind-stone, how does he polish them? Of what is the strap made? How is the stone called on which he sharpens pen-knives? What is that man called who makes all steel instruments? And what does the turner do?

A gentleman named Mr. de Cremy, passing one night, about twelve o'clock, a blacksmith's forge, heard the reiterated strokes of his hammer; he therefore entered to enquire what kept him so late at work, and if he would not gain sufficient by his daily labour, without infringing on his hours of repose.

NINETEENTH READING LESSON

Iron is a metal, and it is dug out of the earth, but iron is not the only metal contained in the earth. No; there are eight metals; listen to me, and I will tell you their names.

Gold, silver, platina, copper, iron, lead, tin, and quicksilver, or, as it is frequently called, mercury. Gold is very pretty and bright; it is yellow; but when it is first dug out of the earth, it is not bright. No; it is of a dull brown colour.

The man who digs metals out of the earth is called a miner; and that part of the earth out of which they are dug is called a mine. Gold and all other metals, when first dug out of the earth, before they are worked into any form, are called ore.

Money is made of gold, silver, platina, and copper. Gold is heavy, but silver is light; platina is likewise very heavy. Gold is yellow; silver and platina are white.

We said that money is made of gold. Making money is called coining, and the place in where money is coined is called the Mint.

When we have money, we can go to the shops and buy what we want, — stockings, shoes, coats, and trousers, and frocks for little boys and girls.

TWENTIETH READING LESSON

Metals are dug out of the earth: they are dug out of mines; and the miners dig the metals out of the earth with pick-axes.

But metals are not the only things which are dug out of the earth. You have seen marble chimney-pieces, some white, some black. White and black marble are alike dug out of the earth, and granite is dug out of the earth. These things are not dug out of mines, however; they are dug out of quarries. You know what chalk is? Well, chalk is dug out of the earth, out of pits.

And are all these pretty shells dug out of the earth?

No. Did you ever see the sea? No. But you have seen the Neva; you have seen the Volga. What is the Neva? What is the Volga? They are rivers, very large, fine rivers. But the sea is larger, much larger than either of them. The water in the Neva moves very quietly along, but in the sea it is quite a different thing: wave comes dashing over wave, and if you were to approach, you would be swallowed up in a moment, and I should never see you any more. Well, when these waves come dashing one over the other, a considerable distance on land, they bring with them a great quantity of shells, which, you know, are the habitations of different kinds of fish.

When the waves recede, or go back from the land, we sometimes take a walk on the sands, and amuse ourselves by picking up the pretty shells; and some of them are really beautiful, and well worth the trouble of looking for.

Whence do we obtain metals? How many metals are there? Tell me their names. What is a mine? What is ore? What is that man called who digs metals out of the earth? Of which of the metals is money made? Of what colour is gold? and silver? and quicksilver, etc.? What is that place called where money is coined? When gold is first dug out of the earth, is it of the pretty bright yellow colour which we now see it? What instruments do miners employ to dig up metals?

What is marble? Where is marble found? What is a quarry? How do we obtain granite? Right.

But chalk, and granite, and salt, and gravel, all these are dug out of pits. What are shells? And where do fish live? What is the sea? What is a river? What are the sands? What do we find on the sands?

TWENTY-FIRST READING LESSON

Metals are dug out of the earth, out of mines. Marble, granite, and stone, are dug out of quarries. Chalk, salt, and gravel, are dug out of pits. Gravel is a kind of hard, shining sand which we spread over the walks in the garden.

This animal, though so large, is very gentle, and some day I will tell you a great many amusing things about him.

The elephant has two very large, long teeth, called tusks, and these tusks are ivory. The merchants who go to India buy these tusks from the Indians, who hunt

the elephant, and the merchants, in their turn, sell them to the turner, who makes them into all sorts of pretty and useful things; when he has polished them, we buy them for little boys and girls.

What is the man called who makes money? Does the coiner make rings and brooches? What is that man called who makes these things? With what are picture frames and glass frames covered?

What is leaf-gold? Whose business is it to gild picture frames, etc.? And who makes leaf-gold? From what country does gold come? What is a merchant? What does the merchant do? What do you mean by merchandise? What do you mean by commerce? What does the cutler do? And the turner? What is ivory? Have we any elephants in England? In Russia? Is the elephant large or small? Is he tame or savage? Is he a beast of prey? No. Did you ever see an elephant? Why do the Indians hunt the elephant?

THE TWO COCKS

I am now going to relate to you a story of two naughty cocks that quarrelled and fought continually, although they were brothers; and our friend Charles thought it was impossible for brothers to quarrel and fight.

There was once a hen that lived in the poultry-yard of a farm-house; she had a very large brood of chickens, and she took very great care of them, gathering them together under her wings every night, and taking care to feed them well.

Now, all these little chickens loved each other very dearly, and they lived very affectionately together, except two cocks, that were always quarrelling. Scarcely were they hatched, when they began to peck each other, and as they grew bigger, they fought in so dreadful a manner, that they were frequently covered with blood.

If one picked up a barley-corn, the other immediately desired it. They were not at all pretty, because their feathers were always plucked out in their frequent combats, and at last they were nearly naked, and their eyes were always red and bloodshot.

The poor old hen used frequently to say to them, "How shocking it is, my children, to see you fight! Everyone will despise you, and you make me very unhappy". But her words produced no good effect.

One day the two naughty cocks had been fighting as usual, and the stronger of the two, named Chanticleer, had conquered; so he stood upon his fallen brother, and crowed his victory with all his might, after which he drove him out of the farm-yard.

The conquered and humiliated cock ran far away, for he was ashamed of having been beaten; but he began to think how he might avenge himself. As he was not very strong, however, he did not know how he could manage alone. At last, after having thought and thought for a long time, he went to see a cunning old fox, which lived in the neighbourhood, and said to him:

"Reynard, if you come with me, I will show you a fat young cock, and you may eat him if you like". The fox was quite delighted, as you may easily imagine, for he was very hungry, and you are aware that foxes are very fond of fat cocks and poultry of all kinds.

“I will go with you this instant”, said Reynard, “and I can assure you that I will not lose a single feather”.

So off they set together, and the cruel cock showed the fox the way to the farm-yard. Poor Chanticleer was fast asleep on his perch. The fox seized him by the neck, and ate him up, while his naughty brother cock crowed for joy.

When the fox had finished his meal, he said, “Chanticleer was very good, but I have not had enough”, and he immediately pounced upon the other cock, and ate him up in a moment.

TWENTY-SECOND READING LESSON

We have talked a great deal about gold, and we know that money is made of gold, silver, and platina, and we know that all the other metals are likewise very useful.

Now let us go to the kitchen, and pay a visit to the cook, and ask her what she would do if there were no metals in the earth.

Well, what does she say? She looks very much surprised, and tells you that it would be impossible to do without them.

Well, we shall see. Let us examine the dresser. The dresser is not made of metal. No, it is made of wood, painted white, and on the shelves are ranged the plates and dishes; but they are not made of metal. These are not, but some plates and dishes are made of pewter; but pewter is not a metal. You did not learn this word among the names of the metals, because pewter is like brass, — a composition made from the other metals.

Some plates and dishes are made of pewter, some are made of earthenware, of which we will speak another time, and some are made of china, and some of silver.

The spoons which you see here are likewise made of pewter, and this salt-cellar, and these pots in which the cook puts her beer; look how bright they are, almost as bright as silver; but they are not so valuable as that metal. Pewter is, however, very useful and clean and that is why so many things are made of it.

TWENTY-THIRD READING LESSON

Now let us ask the cook of what her saucepans are made. What does she say? She tells you they are made of copper, and so they are; but ask her to take off the covers or lids. Now what do you see? You see that the inside of the saucepan is white, but copper is not white. What is the meaning of this? Listen, and I will tell you.

Copper is much stronger than tin, and, consequently, better calculated to bear the heat of the fire; but if copper be not kept perfectly clean and dry, it becomes rusty and covered with verdigris, which is poison, and if we ate anything prepared in a rusty copper saucepan, we should die.

Saucepans are therefore lined with tin, and there is no danger; though, if the cook be clean, she takes care to keep her saucepans quite dry and bright, as you see them here.

What is this which hangs up by the side of the dresser, the bottom of which is pierced full of holes? It is the cullender. When the cook prepares peas, beans, greens, and other vegetables, you are aware, no doubt, that she boils them in water, but she does not send them to table in water. No; she strains the water from them.

For this purpose she puts them into the cullender, and the water runs through the holes, and leaves the vegetables dry. The cullender is made of tin, and is sometimes called a strainer.

Here is the dripping-pan, which is likewise made of tin. The cook puts the dripping-pan under the meat when she roasts it, to catch the fat, which falls from it.

She does this for two reasons; first, because this fat, which is called dripping, is very useful, and not to be wasted; and secondly, because, if it falls on the hearth, it will be covered with grease.

If we wish to be always clean, we must avoid making unnecessary dirt; and the cook, whose kitchen is her drawing-room, takes great pride in keeping it clean; but as she cannot be always cleaning, she makes no more dirt than she can help.

This little box which you see here, and which is likewise made of tin, is called a dredger; open it, and you will see that it is full of flour, and when the cook wishes to sprinkle a little flour over anything that she is preparing, she shakes the box over it, and the flour falls out of the holes.

Here is the spit on which she puts the meat when she is going to roast it, and here is the ladle with which she bastes it, that is, with which she pours dripping over it when it turns round and round before the fire.

Are metals useful to the cook? Can you tell me some of the uses to which they are put? Of what are saucepans made? Of what colour is copper? Why, then, are the insides of saucepans white? With what are they lined? Of what colour is tin? What is verdigris? What is pewter? For what is pewter generally used? Which is of greater value, pewter or silver? Which is the stronger, copper or tin? What is a cullender? Of what use is it? What is a strainer? What is a dripping-pan? Of what use is it? What is dripping? What is a dredger? And a spit? And a ladle?

TWENTY-FOURTH READING LESSON

Look, the cook is going to roast a leg of mutton; you know what animal supplies us with mutton. It is the sheep.

Yes, the flesh of the sheep is called mutton; and a young sheep is called a lamb. Mutton and lamb are very wholesome food, because they are light; much lighter than beef.

Beef is the flesh of oxen and cows. You see the cook has already put the dripping-pan before the fire, and she is now putting the meat on the spit. The spit is made of iron, so is the chain on which she places it, and which turns it round and round.

The cook takes care that her meat keeps turning all the time it is roasting, or it would burn in one part and not be sufficiently roasted in another. Now what is the

cook going to do? Let us look: she has put her meat before the fire to roast and here are all her vegetables, washed clean, and ready to boil, but it is too early for her to put them into the saucepans, for vegetables are not long boiling.

Look, here is a long wooden vessel, called a kneading trough. Ah ! she is going to make bread: see, she is sifting the flour through a sieve, that it may be quite free from the smallest particle of dirt, and then she sprinkles salt into it, for bread would not be good without salt.

When she has sprinkled the salt into the flour, and mixed them well together, she pours some yeast into it, and then covers the trough with a nice clean cloth to prevent the dust from getting into it, and she leaves it to rise for some time.

Look, here is some yeast in this cup; taste it. Well, is it agreeable? No, it is bitter. But we do not perceive this bitter taste when it is in the bread.

Do you know what yeast is? When the brewer brews beer, you know already that he leaves it to ferment or work for some days: during this time all the settlings, or thick parts, rise to the surface in a kind of froth, and leave the liquid, called beer, clear at the bottom.

This froth, which is called yeast, or barm, is what the cook puts into the flour to make the bread light. Heavy bread is not agreeable to eat; and besides this, it is very unwholesome.

TWENTY-FIFTH READING LESSON

When the cook has left her flour for a sufficient time to rise, she mixes it well together with water, and it is then called dough.

This dough she makes into loaves, and bakes them in the oven; this is called bread — we say a loaf of bread.

When little boys and girls are good, she leaves a piece of dough to make it into a large cake; but she must not put too many good things into it, or it might make them sick. Did you never hear of greedy little Harry and his cake?

No. Well, we will go into the store-room and fetch what the cook wants to put into her cake, and then we will go and sit quietly down, and I will relate to you the history of Harry and his cake.

Here we are; what are we going to take? First we must take some loaf-sugar, which the cook will pound in the mortar. You have seen the mortar on the dresser; it is made of brass, and the pestle is likewise made of brass.

Here are some spices which she will also pound; a little cinnamon, a little allspice, a little mace, and a nutmeg. The latter she will grate on the nutmeg-grater. Here are some cloves, which are likewise a kind of spice; but I do not think the cook will want any to put in the cake, for too many spices would spoil it.

Now here are some currants and raisins, a little candied orange and lemon peel; and now we have enough, I think. Let us go and ask the cook. Eggs she has herself.

All these things, the currants and raisins, the spices, etc., we receive from India, that country a long way off, of which we have already spoken.

What is a spit? Of what is it made? And the chain on which the spit turns? What is mutton? What animal supplies us with mutton? What is a lamb? What is beef? What is veal? What is a calf? Of what is bread made? Why does the cook pass the flour through a sieve before she makes it into bread? What is a kneading-trough? Why does the cook put yeast into her flour? What is yeast? What is dough? In what does the cook bake her bread? What does the cook put into her cakes to make them good? Whence do we receive all these good things?

TWENTY-SIXTH READING LESSON

Would George like a cup of tea? Strong tea is not good for little boys; milk is better; but one cup of weak tea will not hurt him.

Bring your chair, and sit down by Mamma, at the tea-table; do not sit on the edge of your chair, or you will fall; and do not put your cup too near the edge of the table, or it will fall and break. If you fall off your chair, you will hurt yourself, and if the cup falls off the table, it will be broken. Cups and saucers are made of china, but you will never guess, I am sure, of what china is made. China is made of clay. Do you know what clay is? It is a kind of oily or greasy earth, which is mixed with water, and made into cups and saucers, and plates and dishes, and all sorts of pretty things, and they are burnt in kilns or ovens to harden them. Bricks are likewise made of clay. You know what bricks are, and of what use they are; houses are built of bricks.

Some day we will go and visit a china manufactory, and you will be quite delighted to see all the men and women, and even children, at work. Now we will make the tea.

TWENTY-SEVENTH READING LESSON

Does George know what tea is? Open the tea-caddy, and look at the tea. It looks like little black sticks; but take some of these little black sticks, and put them into the tea-pot. Now, I will pour some boiling water over them.

The water, you see, is white; well, we will let the tea-pot stand a little while. Now it has stood long enough, and we will pour out the tea, but first we will put some lumps of sugar into the cup.

The sugar is in the sugar bason; the sugar bason is made of silver; and you know what silver is. The sugar-tongs are likewise made of silver, and so are the tea-spoons, and the tea-pot, and the cream-jug.

The tea has now stood some time; it is infused, that is to say, the taste of the tea has passed into the water, which I pour out into the tea-cups, and which is no longer white; it is, on the contrary, nearly black: this infusion is called tea. Now, we will look at the little sticks which you put into the tea-pot. Well, where are they? You do not see them. No, you see only some greenish-looking leaves. How is this?

Tea is the leaf of a shrub, which grows in a country a long way off, and which is called China.

The inhabitants of that country are called Chinese; and another time we will talk more about them, and about tea.

They make very pretty cups, and saucers, too, in that country, and that is why we call porcelain, china.

Of what are cups and saucers made? And plates and dishes? What is china, or porcelain? Of what is it made? What is clay? Where do we find clay? Of what are bricks made? What is the use of bricks? What is a kiln? What is a tea-caddy? Of what is the tea-caddy made? Of what is the tea-pot made? And the sugar-tongs? Of what use are the sugar-tongs? Of what are the tea-spoons made? What is silver? Of what colour is silver? Tell me the names of some more things which are made of silver? What are those men called who dig silver out of the ground? What is a mine? Tell me how many metals there are? What are their names?

THE MOON

Who am I that shines so bright,
With my pretty silver light,
Peeping through your windows grey?
Tell me, little boy, I pray.
When the sun is set, I rise
In the very silent skies;
While a cloud or two doth skim
Round about my silver rim.
Then the reaper goes along,
Singing forth a merry song;
While I light the shaking leaves,
And the yellow harvest sheaves.
Little boy, consider well,
Who this simple tale doth tell;
And I think you'll guess it soon,
For I surely am the Moon.

TWENTY-EIGHTH READING LESSON

Come here, little boy, and tell me if you would like to hear some more about tea. You wish to know a great deal about it. Well, let me hear if you remember what we have read already.

You remember that it is the leaf of a shrub which grows in China. This shrub is called the tea-tree.

You wish to know if the tea-tree grows large and high like the oak? and I will tell you that it would become a great deal higher if it were suffered so to do; but the Chinese know that the younger and smaller the leaves, the better and more valuable they are, because the flavour, that is to say, the taste of the tea, is more agreeable.

For this reason they take care to cut down the tea-tree quite close to the ground, as soon as it becomes four or five feet high; and two years afterwards, when the young shoots begin to appear, they gather the leaves. These leaves are gathered twice a year, in spring and in autumn; and a great number of workmen are em-

ployed on these occasions, for there is a great deal to be done before the tea is ready for use.

First, the leaves are gathered, and the youngest and smallest put by themselves. After this, they are thrown into boiling water for a minute, and when the water is poured from them, they are left to drain.

When they are thoroughly dry, they are put upon large iron plates, placed over very hot stoves, the workmen taking care to keep them turning all the while. When they think they have been long enough over the fire, they take them off the plates, and spread them on large shelves covered with matting; and some of the workmen begin to roll each leaf separately, while others are occupied in fanning the leaves, in order that they may cool more quickly.

TWENTY-NINTH READING LESSON

When all these preparations have taken place, and when each leaf is separately rolled, the tea ready for use is shut up in boxes lined with lead. In these boxes are placed some aromatic herbs, to impart a flavour to the tea, and they cover it with fine yellow paper, taking great care that the boxes should be shut very close, in order to exclude the least air, for if the air were allowed to penetrate, it would spoil the tea.

In these boxes, or, as they are more frequently called, chests, the tea is exported to all parts of Europe.

Europe is one of the four quarters of the- world. Tea does not grow in Europe; it grows in China, and China is in Asia. Europe, Asia, Africa, and America. These are the four quarters of the world; but there is another very large division, which has been discovered since these were thus arranged. This new division of the world is called Australia. Europe, Africa, Asia, America, and Australia.

We put sugar into our tea to sweeten it, and cream to give it a more agreeable flavour; but the Chinese drink it very strong, and put neither sugar nor cream to it.

What is the name of that country in which tea grows? What is tea? Is the tea-tree allowed to grow to a great height? Why not? When the Chinese have cut down the tree, how long do they suffer it to grow before they begin to gather the young leaves? How many times in the year does this gathering take place? In which seasons? When the leaves are thrown into boiling water, how long are they suffered to remain? When they are well drained, what is next done with them? What is done when they are taken off the plates? Why are aromatic herbs put into the chests with the tea? With what are tea-chests lined? What is lead? Is air prejudicial to tea? What means are taken to exclude the air? I told you that tea is exported to all parts of Europe; what is the meaning of the word exported?

Tea grows in China, but the Chinese send it out of their country into others; this is called exporting. When we send any production of our country into another, we export it; but when we bring the productions of other countries into ours, we import them. Export signifies to send out; and Import signifies to bring in. Do not forget this.

Into how many parts is the earth divided? What are their names? In what part of the world do you live? In what part of the world is China?

THIRTIETH READING LESSON

Tea comes from a long way off, so does coffee; but coffee does not come from China; it comes from Arabia, and other countries, which are likewise many, many miles from Russia and England.

Coffee is a grain, or berry, which is very hard, and of a pale green or yellowish colour. Take one of these berries, and try to bite it: you cannot? Now take one of these brown berries which you see here, and you will find that, although it is likewise hard, you can bite it very easily.

Now take a little of this brown powder, and taste it. Well, it has the same taste as that of the brown berries, has it not? This powder is likewise coffee. There are, then, three kinds of coffee? No, these are all the same kind of coffee; but we will talk about this in our next lesson. You have read enough for today, and I will tell you a very pretty little story, which will amuse you very much.

THIRTY-FIRST READING LESSON

In our last lesson we said that these pale berries, these brown berries, and this brown powder, were all one and the same kind of coffee, and not three different kinds, as you might suppose.

Did you ever see coffee prepared for breakfast? We take several spoonfuls of this brown powder, and put it into the coffee-pot, and then we pour boiling water over it. If we were to put the green berries into the pot and pour boiling water over them, there would be no taste of coffee in the water. The coffee must be reduced to powder before we can use it. How is this done? It is put into a mill and ground; but these berries are so hard they cannot be ground, so they are first roasted in the oven, by which means they become very crisp, and it is very easy to grind them.

Roasting them likewise changes the colour, and gives them an agreeable flavour.

Coffee, like tea, is sweetened with sugar, or with sugar-candy, and we also add cream to it.

See how many things you may learn now you know how to read. Are you not very glad that I have taught you? Now you may go and play.

Now, come here, little boy, and tell me what you know about coffee.

What is coffee? Where does it grow? Of what colour is coffee in its natural state? What do you understand by its natural state? Are the berries of coffee hard or soft in their natural state? Can they be ground to powder in their natural state? What is done to them before they can be ground into powder? What colour is coffee when roasted? Into what do we put the berries in order to grind them into powder? What is a coffee-mill? Did you ever see a coffee-mill?

We have talked about mills before; you remember we said that corn must be carried to the miller, and that he would put it into the mill and grind it into

flour; but the mill, into which the miller puts the corn, is very much larger than the coffee-mill. You have often, in your summer rambles in the country, seen those large mills with very long wide laths, turning round and round. These laths are called the sails of the mill; they are put into movement by the wind, and the mill is therefore called a wind-mill. The sails, however, will not turn when there is not sufficient wind to move them, so that the miller is stopped in his work: he cannot grind the corn into flour. Now some clever men set to work to find out some other means of putting the sails in motion, that the working of the mill might not depend on the wind; and they found that this might be effected by a great rush of water, and the mills thus put into movement are called water-mills. It is by thought and observation that men have been led to make the improvements which add so much to our comfort; so little boys and girls should pay great attention to all they see, and they should think and reflect; and who knows but that some day they may, in their turn, invent something very useful to their fellow-creatures? They may become a Watt or a Stephenson, or perhaps a Christopher Columbus. Do you know anything about these wonderful men, dear children? Some day I will tell you their history, and now let us drink a cup of good coffee; we have bought it, roasted it, ground it, and boiled it, while we have been chatting. There are the sugar and cream: sweeten it to your taste, and I hope you will enjoy it.

THIRTY-SECOND READING LESSON

A long, long while ago, you learned that there were four seasons in the year, Spring, Summer, Autumn, and Winter. Do you know what a year is? You know that the world where we live is called the Earth, and that we receive light from the sun by day, and from the moon by night.

Look at the sky, and tell me where the sun is. It is in the east; but in the evening it will be in the west.

At night we do not see the sun; but in the morning it rises again in all its beauty, and lights us, and warms us, and makes us cheerful and happy.

That part of the heavens in which the sun rises is called the east, and that part in which it sets in the evening is called the west. There are two other points, which are called the north and the south. North, South, East, and West. These are called the four cardinal or principal points of the heavens.

As we say that the sun rises in the east and sets in the west, you think, no doubt, that the sun moves; and I am not surprised that you think so, for many wiser people than you thought so for many, many years; but this is a mistake, as we shall see in our next lesson.

THIRTY-THIRD READING LESSON

The earth moves round the sun in twelve months, or three hundred and sixty-five days. This space of time is called a year; and the motion of the earth round the sun is called its annual motion, because it performs it in a year.

Besides this, the earth has another motion, which it performs every day round its own axis, and which is called its diurnal or daily motion.

You would not be able to understand me now, if I were to explain to you what I mean by these motions. I will not, therefore, puzzle your little heads at present; but I will content myself by telling you two things, which you must try to remember. By the annual or yearly motion of the earth round the sun, the variation of the seasons is caused; and by its diurnal or daily motion, the succession of day and night is caused.

What is the year? What is the earth? What is the moon? Does the sun move round the earth, or the earth round the sun? How many motions has the earth? What are they called? What do you mean by its annual motion? And by its diurnal motion? What is caused by its annual motion? And by its diurnal motion? And what do you mean by the variation of the seasons? And by the succession of day and night? In how long a time does the earth move round the sun? And round its own axis? How many months are there in a year? Do you remember their names? How many days are there in a year?

THE SUN

The sun says, in a loud voice, "I am the King of the day. I rise in the east, and the Aurora precedes me, in order to announce my arrival to the earth. I tap at your window with one of my golden rays; and I say to you, Get up, idle child, get up. I do not shine for you to lie buried in sleep; but I shine that you may get up and work.

"I am a great traveller. I stride like a giant throughout the vast extent of the heavens. I never stop to rest myself, for I am never tired.

"My head is adorned with a crown of sparkling rays, which I disperse throughout the universe; and whatever is touched by them, shines with beauty and brightness.

"Nor do I diffuse light only; heat is likewise produced by me. It is I who ripen the fruits of the earth. Without me there would be no harvests. Did I cease to shine, nothing would grow in the bosom of this beautiful world, which is so fertile; and its wretched inhabitants would die of cold and hunger, in all the horrors of darkness and despair.

"I am very high in the heavens, higher than the mountains and the clouds; but I have only to stoop a little towards the earth, when my heat would consume it in a moment, as the light straw is consumed by the blazing fire on which it is thrown. For how many ages have I formed the joy of the universe! A few years ago, you little boys and girls were not in the world; you were not yet born; but the sun was in the heavens. Yes, I was there before Papa and Mamma were born, and many, many thousand years before; yet I am not grown old.

"Sometimes I lay aside my sparkling crown, and wrap my head in a silvery cloud, and then you can sustain my regards; but when I dissipate the cloud, and shine in all the splendour of noon, you dare not cast your eyes upon me, for I should dazzle them, and blind you. I permit no one but the king of birds to contemplate with a steady eye all the brightness of my glory.

“Yes! the eagle, springing from the summits of the highest mountains, flies towards me with a vigorous wing, and loses himself in my rays, in laying his homage before me. The lark, suspended in middle air, to welcome my return, carols forth his sweetest songs, and awakes the birds sleeping among the foliage; while upon the earth my rising is proclaimed by the shrill voice of the cock.

“But the owl and the bittern flee at my approach with plaintive cries, and go to take refuge among the ruins of those towers which I saw so proudly rise, and which for many ages held their heads so high in the surrounding countries, but which at length crumbled away beneath the weight of years, and of which decay I was likewise witness.

“My empire is not limited like that of the Kings of the earth. No; it extends over the whole universe, and among all the most beautiful and the most glorious created things. I am supreme, for I surpass them all”.

THIRTY-FOURTH READING LESSON

The sun does not shine by night; it sets, and then we have the gentle moon; but the moon does not shine every night.

You have remarked, no doubt, that on some nights we do not see the moon at all; and that when it first shows itself, it is like a fine stroke, scarcely visible. This stroke, however, becomes larger and larger every evening, till it is in the form of a bow, and the moon is then seven days, or a week, old. The next seven days it continues to increase in size, till it is quite round, when it is called the full moon, and it is then fourteen days, or a fortnight, old. The next seven days the moon, instead of becoming larger, decreases in size; that is, it becomes smaller and smaller, till it is again in the form of a bow, and then it is three weeks, or twenty-one days, old; and it continues to decrease for the next seven days, till it is quite invisible, when it is twenty-eight days, or a month, old.

There are, then, twenty-eight days in a month. A month, in which there are only twenty-eight days, is called a lunar month, because in twenty-eight days the moon moves round the earth. In a year there are twelve months, which are called solar months, because during these twelve months the earth moves round the sun; but there are thirteen lunar months, because the moon moves round the earth thirteen times during that period.

THIRTY-FIFTH READING LESSON

The moon says, with a gentle voice, “I am the Queen of night. I shed my soft rays to give you light, when the sun has ceased to shine on the earth.

“You may always look on me without danger, for I am never so resplendent as to dazzle your eyes; and I never burn you. I even allow the glow-worm to emit his tiny light in the grass, whereas the sun pitilessly extinguishes it.

“The stars shine around me, but I am brighter than the stars, and I appear in the midst of them like a large pearl set round with sparkling diamonds. When you are asleep, I glide in a silvery ray, and I peep in at your window, and say, Sleep on,

sleep on, my dear little boy, and take your rest; you are weary, and I will not disturb your slumbers. The nightingale reserves for me his sweetest notes. Perched upon a branch, he fills the forest with his warblings, sweet and soft as my rays, whilst the dew descends lightly upon the flowers, and all is calm and silent beneath my gentle empire”.

What do you mean by the rising of the sun? And by its setting? Where does the sun rise? Where does it set? Tell me the names of the four principal points of the heavens. What are these four points, north, south, east, and west, called? Why are they called the cardinal points? In how many days does the moon move round the earth? What is the difference between a lunar month and a solar month? How many solar months are there in a year? And how many lunar months? When the moon is seven days or a week old, in what form does it appear? Of what form is the full moon? Can you look steadfastly at the moon? How is this?

THE SQUIRREL

The pretty red squirrel lives up in a tree,
A gay little creature as ever can be;
He dwells in the boughs, where the stock-dove broods,
Far in the shades of the green summer woods;
His food is the young juicy cones of the pine,
And the milky beech-nut is his bread and his wine.
In the joy of his heart he frisks with a hound,
To the topmost twigs, and then down to the ground;
Then up again like a winged thing,
And from bough to bough with a vaulting spring.
Then he sits up aloft, and looks waggish and queer,
As if he would say, “Aye, follow me here”.
And then he grows pettish, and stamps his foot,
And then independently cracks his nut.
And thus he lives from today till tomorrow,
Without a care or a thought of sorrow.
But small as he is, he knows he may want,
In the bleak winter weather, when food is scant;
So he finds a hole in an old tree’s core,
And there builds his nest and lays up his store.
Then, when winter comes, and the trees are bare,
When the snow is falling, and keen is the air,
He heeds it not as he sits by himself,
In his warm little nest, with his nuts on the shelf.
Oh! wise little squirrel, no wonder that he,
In the green summer woods, is gay as can be!

THIRTY-SIXTH READING LESSON

We have already spoken a great deal about tea and coffee, and you know that, in order to make them, we must have boiling water. Well, here is a tea-urn, in which the boiling water is sent to table.

THE TEA-URN

Tea-urns are sometimes made of silver, sometimes of bronze mounted with silver, that is to say, the edges the handles, and the tap are of silver; in fact, all the ornaments are of that metal. Sometimes, however, tea-urns are made of copper, and sometimes of brass. Brass, you remember, is not a perfect metal, but a composition, that is, a mixture of other metals.

Copper is a perfect metal. Tea-kettles are also made of copper, and in England the boiling water is frequently served in a bright kettle, because the stoves in England are very different from those in Russia. Instead of being shut up when heated, the fire burns brightly all day long, and the kettle is placed on the hob, (a kind of hot plate at the side of the stove), where it keeps boiling.

The tea-urns in England are differently constructed from those in Russia. In the latter country, they are heated with charcoal, and filled with cold water, which soon boils; in the former, the water is already boiling when poured into the urn, and a red hot iron is introduced into a tube made for that purpose in the middle, the heat of which keeps the water boiling.

What is a tea-urn? Of what use is it? And a tea-kettle? Of what are tea-urns and kettles generally made? What is copper? A perfect metal? And brass? What then? What is bronze? Tell me the names of the perfect metals.

THIRTY-SEVENTH READING LESSON

Man possesses of five natural senses; that is to say, when he is born, he can see, hear, smell, taste, and feel.

The five natural senses, then, are seeing, hearing smelling, tasting, and feeling.

You see with your eyes; you hear with your ears; you smell with your nose; you taste with your tongue and palate; and you feel in every part of your body, but more particularly in the tips of your fingers.

You see with your eyes; the eye is therefore said to be the organ of seeing.

You hear with your ears; the ear is therefore the organ of hearing or sound.

You smell with your nose; the nose is therefore the organ of smelling or scent.

You taste by means of the tongue and palate; the palate is therefore the organ of tasting.

And in every part of your body you have an organ of feeling.

We speak with our tongue, but speaking is not a natural sense, because when we are born we cannot speak: we learn afterwards to speak; speaking is therefore an acquired sense.

Animals cannot speak, but they utter sounds, to express their sense of pleasure or pain.

THIRTY-EIGHTH READING LESSON

The dog barks; when he is angry, he growls, and when he is in pain he howls. The hog grunts. The pig squeaks. The horse neighs. The ass brays. The cock crows.

The cat purrs. The kitten mews. The bull bellows. The cow lows. The calf bleats; sheep also bleat. The lion roars. The wolf howls. The tiger growls. The fox yelps. Mice squeak. The frog croaks. The sparrow chirps. The swallow twitters. The crow caws. The bittern booms. The turkey gobbles. The peacock screams. The beetle hums. The duck quacks. The goose cackles. Monkeys chatter. The owl hoots. The screech-owl shrieks. Birds sing. Parrots talk. The snake hisses. Little boys and girls talk and read.

When we are born, of how many senses are we possessed? What are these five senses called? Why are they called natural senses? What is an acquired sense? Tell me an acquired sense which you possess? What is the organ of sight? of hearing? of smelling? of tasting? and of feeling? Are animals also possessed of the five natural senses?

THE CHIMNEY-SWEEP

A foolish maid-servant had once filled the heads of her master's children with a thousand ridiculous histories about a man with a black head.

Angelina, one of these children, saw one day, for the first time, a chimney-sweep enter the house. She uttered a piercing cry, and ran to take refuge in the kitchen; but scarcely had she hid herself there, when the man followed on her footsteps.

Seized with terror, she saved herself by another door, and ran trembling and huddled herself up in a corner.

She had not recovered from her fright, when she heard the man singing in a loud voice, and rattling the stones in the inside of the chimney.

Still more terrified, she sprang from her hiding-place, and jumping through a low window, into the garden, she ran out of breath to the further end of a grove, and fell nearly senseless at the foot of a large tree. There she scarcely durst cast her eyes around her; suddenly she saw the man's black head emerge from the top of the chimney, and then she began to scream with all her might, "Help, help!"

Her father ran to her, and asked her what was the matter? Angelina, without having the strength to utter a word, pointed with her finger to the black man seated astride across the chimney.

Her father smiled; and to prove to his little girl that she had frightened herself without cause, he waited till the chimney-sweep descended, when he made him wash his face in her presence; and without any further explanation, he showed her his barber, whom he had caused to rub his face over with flour.

Angelina blushed, and her father took advantage of this occasion to tell her that there were really men who had black faces, which could not be washed white, but that children need not be afraid of them. He told her that in some countries children were nursed by women quite, quite black, but that their complexion lost none of its fairness.

From this moment, Angelina was cured of her foolish fears, and she was the first to laugh at the ridiculous histories related by silly persons in order to frighten children.

THIRTY-NINTH READING LESSON

THE WIND

Whence comes the wind, and whither does it go? It skims along the surface of the water, and the snow; it traverses the woods and the valleys. From the heights of the steepest rocks, which even the wild goat cannot attain, it takes its sonorous flight; and shakes with violence the trees, already stripped of their foliage, as you may see, if you raise your eyes. But whence it comes, or whither it goes, there is not a man, in all Russia, wise enough to tell us.

Suddenly it stops at the angle of a wall, where it sounds a rude alarm, but if you go to look for it, you will see only a little hillock of snow, softer and whiter than your pillow. At other times it hides itself in some cavern, whence it shrieks like an owl: you run thither, but you find all empty and silent; perhaps you may see there, however, a heap of dried leaves, which have served some poor beggar for a bed.

To-morrow, as soon as it is light, you shall go with us into the orchard, and you will there see traces of its passage, — branches broken off the trees, and scattered here and there. I hope it will have spared that fine high tree, which grows so upright, and raises its summit so proudly towards the skies, and which was loaded with such fine fruit last summer.

FORTIETH READING LESSON

(CONTINUATION OF THE WIND)

Listen, it is now scolding on the roof of the house, and it seems as if it had stuck its claws in the slates, for it sends them tumbling round the house. Let us leave it, however, to prowling about out of doors; it can do us no harm; we are shut up warmly; we have a good fire, which it cannot extinguish; a lamp which burns steadily without any fear of being blown out by it, and pretty books to amuse us. But what is that sound which we hear in the distance? It is the clock striking eight, and you must go to bed. There you will be quite safe, and you will not fear the wind. He may knock at the door, but we will not let him in; he may whistle down the chimney, and rattle against the window, but we will laugh at him. He may go where he pleases: Charles and Lucy have a snug room, and nice little soft warm beds, which will shelter them from him.

There are four winds, — the north wind, the south wind, the east wind, and the west wind.

The wind purifies the air, dries the earth, and turns round the windmills. But when the wind blows very hard, it is very dangerous, for it uproots trees, uproots houses, and frequently does a great deal of injury to vessels.

A violent wind is sometimes the cause of earthquakes, but this you will not understand, so we will talk about it another time, when you are older.

THE DORMOUSE

The little dormouse is tawny red;
He makes against winter a nice snug bed;
He makes his bed in a mossy bank,
Where the weeds in summer grow tall and rank.

Away from the daylight, far underground,
His sleep through the winter is quiet and sound;
And when all above him it freezes and snows,
What is it to him? — he nought of it knows.
He hears not the wind whistling over his head,
As he lies asleep in his nice soft bed.
But at last, in the fresh breezy days of the spring,
When the flowers bud, and the merry birds sing,
When the dread of the winter is over and past,
The little dormouse looks out at last; —
Out of his snug little burrow he wends,
And looks all about for his neighbours and friends.
Then he says, as he sits at the foot of a larch,
“It’s a beautiful morn for the first of March.
The violet is blowing, the blue sky is clear,
The lark is up-springing, — his carol I hear, —
And in the green fields are the lamb and the foal;
I’m glad I’m not sleeping now down in my hole”.
Then away he runs, in his merry mood,
Over the fields, and into the wood,
To find any grain there may chance to be,
Or any green berry that hangs on the tree.
Thus from early morn till late at night
Has the glad little creature his own delight,
Looking down to the earth and up to the sky,
Saying, “What a happy dormouse am I!”

FORTY-FIRST READING LESSON

Every little boy and girl knows what a watch is, and of what use it is. It is to tell us the hour. A clock is likewise made use of for this purpose; but a clock is larger than a watch, and differently constructed.

Watches are made of gold and silver, and there are many kinds of watches. There is one kind which always goes justly, and this is called a chronometer. Some watches go too fast, and others too slowly; when this is the case, it is necessary to regulate them by the sun-dial. Did you ever see a sun-dial? If not, I will take you to see one some day, and I will explain to you the use of it. Now let us look at the figures marked round Mamma’s watch.

These two little strokes which you see here are called the hands. One is longer than the other; the longer is called the minute hand, and the shorter is called the hour hand, because the long hand moves all round the watch in an hour, or sixty minutes, during which space of time the short or hour hand moves only from one figure to the other. Now look attentively, and you will understand this. Here is my watch: it is now one o’clock: the long hand is, you see, at the figure twelve (12), and the short hand is at one (1).

Every time that it is exactly the hour, neither more nor less, the long hand will be at 12. If, therefore, the long hand be at 12, and the short hand at the figure 3, it

is three o'clock; if the long hand be at 12, and the short hand at 6, it is six o'clock; if the long hand be at 12, and the short hand at 9, it is nine o'clock; and when both hands are at 12, it is twelve o'clock. These little dots which you see here mark the minutes: there are five dots from figure to figure, and twelve figures round the watch; five times twelve are sixty, and sixty minutes make an hour. Here are the two hands together at 12; it is therefore twelve o'clock. Now wait five minutes, and the long hand will have moved to the figure 1; it will then be five minutes past twelve. When the long hand is at 2, it is ten minutes past; when it is at 3, it is fifteen minutes, or a quarter past; at 4, it is twenty minutes past; at 5, it is five-and-twenty past; at 6, it is thirty minutes, or half-past; at 7, it wants five-and-twenty minutes to one; at 8, it wants twenty minutes; at 9, it wants fifteen minutes, or a quarter to one; at 10, it wants ten minutes; at 11, it wants five minutes; and at 12, it is again the hour.

See how easy it is to tell the hour; you thought it was very difficult, did you not? Well, you see it is not at all difficult. Now run and play, and to-morrow we will see if you remember what I have said to you.

What is a watch? Of what use are watches and clocks? Do watches always go justly? What is that kind of watch called which always goes justly? What is a chronometer, then? How many hands are there to a watch? What are they called? Are these hands of equal length? What is the longer hand called? And the shorter hand? Why is the longer hand called the minute hand? And why is the shorter hand called the hour hand? How many minutes are there in an hour? Does the hour hand move round the watch in an hour? How far then? Show me the minute hand. Now show me the hour hand. When both hands are at the figure 12, what o'clock is it? Tell me what o'clock it is now. You tell me there are sixty minutes in an hour; how many are there in half-an-hour? And in a quarter of an hour?

THE BEES: A FABLE

A young prince, at the return of spring, when all nature becomes animated, was walking in a delightful garden, enjoying the evening breeze, when he heard a humming noise, and perceived a hive of bees. He approached the habitation of these industrious little creatures, and beheld a spectacle which was quite new to him: he saw with astonishment the care and the labour of this tiny race. The cells were beginning to rise, and assume a form of regularity, and a party of bees were already occupied in depositing in them their sweet nectars. Others were returning home, laden with flowers, which they had collected among the treasures of the rich and abundant spring.

Idleness and indifference were not allowed to become inmates of this little community; all was in motion, but without the slightest disorder or confusion. The most experienced among the bees directed the others, which obeyed without a murmur, and without the least jealousy, those that were placed over them. Whilst the young prince was gazing with admiration on this interesting scene, one of the bees, which the others acknowledged as their queen, approached him, and said, —

“The sight of our works and of our conduct pleases you; but it must do more — it must instruct you. We suffer among us neither disorder nor insubordination.

No one is esteemed among us above that which he merits to be by his intelligence and the talents which render him useful to the state, for merit alone is the road to honours. We occupy ourselves day and night to render ourselves useful to man. May you one day resemble us, and institute in your kingdom the order and discipline which you now admire among us. You will then propagate happiness among your subjects, and secure your own: you will fulfill the task which God has appointed; for you are raised above others in order to protect them, and to shield them from the misfortunes which menace them, by procuring them all the advantages attendant on a vigilant and paternal government”.

THE BLIND BOY

Oh! say what is that thing call'd light,
Which I must ne'er enjoy;
What are the blessings of the light?
Oh! tell your poor blind boy.
You talk of wondrous things you see;
You say the sun shines bright:
I feel him warm; but how can he
Make it day or night?
My day and night myself I make,
Whene'er I sleep or play;
And could I. always keep awake,
With me 'twere always day.
With heavy sighs I often hear
You mourn my hapless woe;
But sure with patience I can bear
A loss I ne'er can know.
When I can think of all the love
My Saviour bears to me,
I'm happy, for I look above,
Although I cannot see.

FORTY-SECOND READING LESSON

THE GRAIN OF SEED

The sower scatters, with a liberal hand, the seed over the newly-ploughed ground; and oh, prodigy! the grain so deeply buried in the earth will rise again. The earth receives it into her bosom; she silently and imperceptibly removes the thick covering in which it is enveloped, and lo! a tender germ extricates its little rosy head from its mournful prison, and raises it above the surface of the ground.

It is cold, for it is quite naked; it is little; it implores the moisture of the dew to quench its thirst; its prayers rise to the sun to diffuse light and heat into its tiny bosom, and the sun contemplates, with a benevolent eye, from his ethereal throne, this little child of the earth, and all her brothers and sisters.

It is true that while men, beasts, and worms seek shelter from the cold, and from the tempest, the poor little grain has no means of avoiding either the one or

the other: it is equally exposed to the rage of the tempest, and the chilling blast of the wind.

But lo! neither suffering nor pain is hurtful to it; for the heavens, in their love for the feeble progeny of the earth, rock them to sleep, and cover them with a warm mantle of snow.

Soon the dark winter nights disappear; the lark sings on high her matin hymn, the grain awakes; spring unfolds the buds of the trees and the flowers of the meadows, and beautifies the valleys with a rich verdure.

The field of corn springs up in beauty; thick, full ears bend under their own weight, and, agitated by the gentle zephyrs, resemble the undulating waves of the calm green sea.

The sun, from his celestial pavilion, darts his vivifying rays on the favoured field, and the earth, crowned with the golden ears of wheat, is wrapped in peaceful repose. The time of harvest approaches, the sound of the sickle is heard; the feeble rustling of the sheaves sounds delightfully on the ear, and hymns of joyful praise spring from grateful hearts, and rise piously towards the heavens.

THE ROSE

How fair is the rose! What a beautiful flower!
 In summer so fragrant and gay!
 But its leaves are beginning to fade in an hour,
 And they wither and die in a day.
 Yet the rose has one powerful virtue to boast,
 Above all the flowers of the field:
 When its leaves are all dead, and its fine colours lost,
 Still how sweet a perfume it will yield!
 So frail are the youth and the beauty of man,
 Though they bloom and look gay like the rose;
 For all our fond care to preserve them is vain —
 Time kills them as fast as he goes.
 Then oh! be not proud of your youth or your beauty,
 Since both of them wither and fade;
 But gain a good name by performing your duty;
 This will scent like the rose when you're dead.

FORTY-THIRD READING LESSON

THE THREE KINGDOMS

L u c y. Mamma, I have heard that it is God who made all things in the world, but this cannot be true, for He did not make this table, nor this chair, nor my frock, nor my shoes.

M o t h e r. And who, then, made all these things?

L. The chair and the table were made by the cabinet-maker; my frock, by the dress-maker; and my shoes, by the shoe-maker.

M. And of what did the cabinet-maker make the chair, and the table?

L. Of wood and straw.

M. And where did he get the wood and straw?

L. Trees furnished him with the wood; and straw is the stalks of corn; and corn grows in the fields.

M. And can you tell me what workman made the wood, and trees, and the corn? You do not answer; you see, then, that we are right, when we say that all things are made by God. Man cannot create anything; he can only make use of that which God has created, and employ it according to his wants. He can improve a plant by cultivating it; but it is God who has furnished the seed. He can form, from trees, from stone, and from the bones of animals, a thousand curious and beautiful articles; but it is God who supplied the materials, which all belong to one or other of the three kingdoms of nature.

L. What are the three kingdoms of nature, dear Mamma?

M. They are the three divisions which have been established, in order to examine the works of God with greater precision. It was remarked by learned men, that all visible things were distinguished by some principal characteristic, which divided them naturally into three classes. Look around you. If you pick up a stone, for instance, you know that it cannot move of itself; in whatever place you put it, there it will remain, not finding another, either better or worse; it will not become larger, however great the care you take of it, and if you break it into pieces, each piece will possess the attributes of the primitive stone.

It is the same with all inanimate objects, — metals, coal, and in general all things of the same nature which are found in the earth. These things are called minerals, and belong to the mineral kingdom.

There are other things which attach themselves to the earth by roots, which deposit juices in it with which they nourish themselves, and, by the aid of their leaves and branches, inhale the air and the dew. They grow, bloom, produce seed, and die. These are called vegetables; that is to say, trees, flowers, herbs, and plants of all kinds, which form the vegetable kingdom.

The animal kingdom is composed of everything which lives, feels, and moves; that is to say, of all animals on the earth, in the air, and in the water, from the largest to the smallest.

Name anything you can think of, and you will see that it belongs to one of these three kingdoms, if it be not the work of man.

L. This is very strange, Mamma; there are, then, in the earth only three kinds of things, — minerals, animals and vegetables.

M. Only these three.

L. And to which class do we belong, Mamma?

M. This question you can answer yourself if you think a little.

L. Let me see: I do not belong to the mineral kingdom, for I do not resemble a stone; I do not belong to the vegetable kingdom, for I have no roots which attach me to the earth. It seems, then, that I belong to the animal kingdom. But I am not an animal, Mamma.

M. Are you quite sure of that?

L. I think so, Mamma: I see very well that I am quite different from a cat or a dog.

M. Can you tell me in what this difference consists?

L. In the first place, these creatures walk on four legs.

M. There are monkeys which walk on two; like us, therefore, they are not animals?

L. Oh! yes they are, Mamma. But, surely, there is a great difference. Oh! I have it: animals do not speak, and I do.

M. Animals speak a language peculiar to themselves, and understood by them; besides which, you know that your aunt's parrot speaks nearly as distinctly as a rational being.

L. Yes, Mamma, but you know he repeats always the same thing; one cannot converse with him.

M. This is true; but what do you mean by conversing. Is at to utter indifferently all the words which come into the mouth?

L. No, Mamma: it is to say what we think.

M. To say what we think: this is, in effect, in what consists the difference between man and beasts; you think, and they do not. The words pronounced by parrots convey to them no sense, no idea, but you understand them. Your dog, no doubt, sees the difference which there is between him and a stone, and yet I question whether he has ever reflected on this difference, or whether he has drawn any inference from it.

L. I was right, then, in saying that I am not an animal?

M. Not so fast, if you please; although we are superior to animals, we are nevertheless classed in the animal kingdom, by all which belongs to material life; but we have a gift which they do not possess; in like manner as the plant possesses what the stone does not, and the animal possesses what the plant does not.

L. I do not understand you, Mamma.

M. The stone exists, because it is created, but it does not live; the plant exists, and has a kind of life; it vegetates, but it does not move of itself; it has no voluntary motion. Animals exist, move, and live, and are possessed of voluntary motion, but they do not think; and man exists, moves, lives, and thinks. By thought, he can reflect on all that surrounds him; he can seek the origin of all things, and the end for which they were created; and he traces in all of them the hand of God; he feels that he is created in the image of God, for his thoughts exalt him to his Creator.

L. God, then, resembles a man, Mamma?

M. It is not the body which is created in the image of God, for it is not the body which comprehends; it is the soul. Man would never have been able to form an idea of the immortal God, if he had not himself possessed something immortal, and this immortal part of man is the soul.

L. Our soul, then, does not die?

M. No, my child; one day, however, it will quit your body, as you throw off your frock when it is old, and it will go and rejoin God in heaven, if you obey His commandments on earth.

Who created all things that exist, and live, and move, and have being?

Into how many kingdoms are all things divided? What are these three kingdoms called? Of what does the mineral kingdom consist? And the vegetable kingdom? And the animal kingdom? What superiority does the plant possess over the minerals? And animals over plants? And men over animals? How do we know that our soul is immortal? What is the meaning of the word immortal? Is our body immortal? No, our body will die, but our soul will live for ever. You tell me that God is the Creator of all things; can man create nothing? No, he can create nothing, but he can make use of those things which God has created, for the benefit of himself and fellow-creatures; and, by observation and reflection, he can improve the talents which God has bestowed upon him, and render himself useful, not only to the present generation, but to those which shall follow.

Little boys and girls would not lose nearly so much of their valuable time if they knew how precious every moment of it is; and if they reflected that God will require an account of the manner in which they have employed it.

FORTY-FOURTH READING LESSON

Money is made of gold, and Mamma's rings are made of gold. The coiner makes money, but the coiner does not make Mamma's rings. The jeweller makes Mamma's rings, and he makes brooches, chains, and many other things.

These picture-frames look like gold, for they are yellow and bright; but they are not gold; they are only gilt. The frames are made of wood, and covered with a thin coat of gold, which resembles paper, and which is called leaf-gold; this is so thin that you can blow it away.

The man whose trade it is to make leaf-gold is called a gold-beater; but he who makes the frames for pictures and glasses is called a carver and gilder.

Gold comes from a long way off, from India. Men go to India in large vessels, called ships, and they take with them different things, the production of their country, which they exchange or barter with the Indians for gold.

These men are called merchants. The different articles which they carry with them to exchange are called merchandise; and the act of exchanging one thing for another, or paying money for goods bought, in order to sell them again, is called commerce.

The commerce carried on between England and India is very considerable, because there are many things in that country which we do not possess in ours. We shall have occasion to speak of many things by-and-bye, which you do not for a moment imagine come from so great a distance, and which will quite astonish you.

FORTY-FIFTH READING LESSON

Will you fetch Mamma's pen-knife? she wishes to mend a pen.

You know who makes pen-knives, do you not? The cutler. Right. The cutler makes the blade of the pen-knife: he makes it of steel. But the cutler does not make the handle? No, the turner makes the handle.

Now let us look of what the handle is made. You do not know, and I am sure you will never guess, so I will tell you.

I told you that a long, long way off there was a country called India, and in this country there are many things which we have not here.

Well, there lives in that country a very large animal, called the elephant. Look, here is a picture of the elephant. Many other things are dug out of the earth, which is very, very deep, so deep, that you might dig all your life, and you would not be able to reach the centre of it. Coals are likewise dug out of the earth. Do you know what coals are? Did you ever see any coals? In England we burn coals instead of wood; for there are not in England large forests of trees as there are in Russia; and if we were obliged to heat our rooms with wood, I do not know what would become of us in the cold winter.

The men who dig coals out of pits or mines are very black, for coal is black, and it makes them very dirty to work in the mines. They are called colliers.

How much obliged we ought to be to these good colliers, who go down into the large black pits to bring up coals to keep us warm during the winter!

FORTY-SIXTH READING LESSON

Look at this white stone in Mamma's ring; see how it sparkles: it is like the pretty white snow when the sun shines upon it. But it is not snow. No. Snow is soft, but this stone is hard, so hard, that you may cut glass with it.

Well, this stone is likewise dug out of the earth; it is called a diamond: it is white. A ruby is red, a very pretty bright red; an emerald is green; a topaz is yellow; an amethyst is purple; a sapphire is blue; a turquoise is likewise blue; and a garnet is dark red. These are all called precious stones, because they are all very valuable; and there are many others which are dug out of the earth.

What is this round white bead? It is likewise a precious stone? Yes, but this is not dug out of the earth; it comes from a very long way off, from the sea. It is found in a kind of fish, called an oyster. The oyster is a shell-fish, and this bead, which is called a pearl, is found in a kind of oyster.

Metals will melt in the fire; but precious stones will not melt in the fire,

Do they dig glass out of the earth? No, glass is made by men. Some day we will go and visit a glass-manufactory, and ask them to have the goodness to show us how they make glass.

AMUSING GRAMMAR

TO BE

- A. Learn these “grammar” rhymes. Revise grammar rules using your grammar reference books.
- B. Make up conversations using different grammar patterns.
- C. Ask and answer the questions in the rhymes.

Good morning, good morning,
Good morning to you.
Good morning, Good morning
I am glad to see you.

I am a pupil
You are a pupil
He is a pupil too.
She is a pupil,
You are a teacher
And we love you.

I am at the window
He is at the door
She is at the blackboard
We are on the floor.

Look at the cat
It is in the bed
Look at the fox
It is in the box
Look at the mouse
It is in the house
Look at the pig
It is very big.

I see a ball
In the hall.
I see a cat
In my flat.

Red yellow
Green and blue
“Hello, Sue,
How are you?”
Red, yellow
Green and blue

“Hello, Tom,
I’m fine, thank you”.
I am glad to see you!
How old are you?
I am eight today.
Happy birthday. Hurray!
What’s this?
It’s a cat.
What’s that?
It’s a rat.
What’s this?
It’s a bear.
What’s that?
It’s a hare.
What’s this? It’s a school-bag.
What’s that? It’s a pencil.
What’s this? It’s a pen.
For a pupil I am.
How many fingers have I got?
Five on my right hand.
Five on my left hand.
How many fingers have I got?
Oh, where is the ball?
Oh, where, oh, where?
Is it in the box or under the chair?
Oh, here is my blue and yellow ball —
Under the table near the wall.

PLURAL

One dog is under the tree
Two geese are in front of me.
Three sheep are next to the door,
four puppies are on the floor,
five hens are behind the box
six chickens are under the horse,
seven cows are near the house,
eight cats in front of a mouse,
nine birds are over the nest,
ten toys are behind the chest.

TO HAVE

This is Nell
She has a bell.
This is Roy
He has a toy
This is Jane

She has a plane
One, two, three
Say it again.

PRESENT SIMPLE

I LIVE HERE

I live here
You live near
Tom lives so far
That he goes in a car.
Why do you cry, Willy?
Why do you cry?
Why Willy?
Why Willy?
Why Willy, why?

JONATHAN BEAM

Jonathan Beam likes ice-cream
And he is in bed today
He doesn't eat,
He doesn't sleep,
He doesn't want to play.
Oh, do you know a short fat man,
A short fat man, a short fat man?
Oh, do you know a short fat man
Who lives on Cherry street?
Oh, yes, I know a short fat man,
A short fat man, a short fat man.
Oh, yes, I know a short fat man
Who lives on Cherry street.

BUTTERFLY

Butterfly, butterfly
Where do you fly?
So quick and so high
In the blue, blue sky.
Peter has a pencil,
Peter has a pen.
He draws with his pencil.
He writes with his pen.

PRESENT CONTINUOUS

A. Ask questions and answer them.

e.g. — Is Tom playing? — Yes, he is. (No, he isn't)
Tom is playing,
Fred is eating,

Nick is writing,
 Bob is sleeping.
 The sun is shining
 And I am smiling
 "Where are you going
 My little cat?"
 "I am going to town
 To buy a hat.
 My little cat
 Always wears a hat.
 My little kittens
 Like woolen mittens".

B. Answer the questions.

1. Where is the little cat going?
2. Why is he going to town?
3. What does his little cat wear?
4. What do his little kittens like?

C. Act out dialogue using this poem.

The sun is shining,
 The flowers are blooming.
 The sky is blue,
 The rains are few.
 The snow is falling,
 The wind is blowing,
 The ground is white,
 All day and night.

D. Find in the text sentences in Present Continuous.

E. Think of your own sentences with Present Continuous.

F. Answer:

Why is the ground white
 All day and night?

WHAT IS HE / SHE DOING?

Draw and write.

Jumping, running, swimming, riding a bicycle, driving a car, riding a horse,
 playing football, flying an aeroplane.

1. He is j_____.
2. He is _____.
3. He _____.
4. _____ a bicycle.
5. _____ a car.
6. _____ a _____.
7. _____.
8. _____.

WHAT IS HE / SHE DOING?

Draw and write.

1. crying smiling
Is he crying?
No, he is not _____.
He is smiling.
2. smiling crying
Is she smiling?
No, she is not _____.
_____ is _____.
3. laughing singing
Is she _____?
No, she _____ laughing.
_____ is _____.
4. singing laughing
_____ he singing?
No, he _____.
_____ is _____.
5. eating drinking
Is _____ eating?
No, _____ not _____.
_____.
6. drinking eating
_____ she _____?
No, _____.
7. smoking shouting
Is _____?
_____, _____.
8. shouting smoking
_____?
_____, _____.
_____.

PRESENT CONTINUOUS: POSITIVE AND NEGATIVE STATEMENTS

Complete each sentence with the verbs given.

Usually — At this moment

1. Sheila is a typist. But she (*type*) (= *isn't typing*) letters at the moment. She (*drink*) (= *'s drinking*) coffee.
2. Jane and Sue are actresses. However, this evening they _____ (*perform*) the garden. They _____ (*dig*) at the theatre.
3. Larry and I are policemen. But this afternoon we _____ (*walk*) up and down the streets. We _____ (*play*) football for the police team.
4. Angela is a pilot. She _____ (*fly*) today. Though she _____ (*decorate*) her flat.

5. Mark is a painter. But at the moment he _____ (*paint*) his bank statement. He _____ (*check*) pictures.

PRESENT CONTINUOUS GAMES

- A. Say and do.

One and two and three and four
I am sitting on the floor
I am playing with a box
And a pretty reddish fox.

One and two and three and four
She is sitting on the floor
She is playing with a ball
And a pretty little doll.

One and two and three and four
He is sitting on the floor
He is playing with a star
And a little brown car.

One and two and three and four
We are sitting on the floor,
We are sitting, girls and boys
And we playing with the toys.

- B. Ask and answer.

e.g. What are you doing? — I am sitting on the floor.

1. What are you playing with?
2. Where are you sitting?
3. What is she doing?
4. Who is sitting on the floor?
5. What is she playing with?
6. Who is playing with the doll?
7. Is she playing with the doll?
8. Is he playing with the ball?
9. Is he playing with the star?
10. What is he playing with?
11. Where are we sitting?
12. Are we playing with the cats?
13. Are we playing with the toys?

- C. Learn the poem. Answer the questions.

Why is little Carol smiling?

You'll find the answer in the lines of the poem.

Answer: "Carol is smiling because she is flying in sweet dreams of hers".

Little Carol is sleeping
And so is her nurse.
Little Carol isn't weeping
And either is her nurse

Little Carol is smiling
 But neither is her nurse.
 Little Carol is flying
 In sweet dreams of hers.

D. Read and then learn the poem.

We Are Having Lots of Fun
 Go, go, play and run!
 We are having lots of fun.
 We are playing tennis
 With my brother Denis.
 We are playing dolls
 With my sister Rose.
 We are swimming in the sea.
 Summer's nice as you can see.

E. Fill *is*, *am*, *are* + *ing*.

1. Kate (*write*) a letter.
2. We (*play*) football.
3. My father (*work*) in the garden.
4. Tom and Sam (*do*) their homework.
5. Bill and his mother (*sit*) in the sun.
6. Grandfather (*read*) a newspaper.
7. The men (*ride*) horses.
8. The cat and the dog (*sleep*).
9. Mother (*watch*) TV.
10. Mary (*eat*) a red apple.

F. Ask and answer as in the example. If there is a ... say "Yes ..."

- | | |
|--|--------------------|
| 1. Are they playing football? | |
| 2. No, they aren't. They are playing tennis. Play tennis | |
| 1. Is John swimming in the sea? | 1. ... |
| 2. Are they sleeping? | 2. listen to music |
| 3. Is the cat eating fish? | 3. drink milk |
| 4. Are you speaking English? | 4. ... |
| 5. Am I writing a letter? | 5. read a book |
| 6. Are Pete and Carol dancing? | 6. ... |

FUTURE

I shall get up early,
 Come to me, Nelly,
 We shall play with a ball
 With a kitten and a doll.
 On Monday I shall buy a tool,
 On Tuesday I shall make a stool,
 On Wednesday I shall read a book,
 On Thursday I shall try to cook

Something very, very sweet
For my little brother Pete.
On Friday I shall brush my hat,
On Saturday I'll dust my flat,
On Sunday if the weather's good
I shall go into the wood.
Tomorrow on Sunday
We'll go to the zoo
Tomorrow, tomorrow
We go to the zoo.
We'll see an ostrich there
And a parrot too
A camel and a tiger
And a kangaroo.

THE FUTURE WITH 'SHALL'

In British English, you often use *shall* in questions when making suggestions about what to do, or when discussing what to do. This use is rare in American English.

Shall we go now? Should we go?

What shall I tell Mike?

In formal British English, you can sometimes hear I shall used to express future time.

I shall try to persuade them.

This is very rare in American English.

THE FUTURE WITH 'BE GOING TO'

You use a form of *be going to* to say that something will happen soon.

It's going to rain.

Watch out — you're going to hit that tree!

I think I'm going to be sick.

You also use a form of *be going to* to talk about someone's intentions, or what they have decided to do.

I'm going to ask for my money back.

Lucy is going to travel round the world when she leaves school.

THE FUTURE WITH 'BE ABOUT TO'

You use *be about to* to say that something will happen almost immediately.

Take your seats, please. The show is about to begin. I was about to go out when the phone rang.

THE FUTURE WITH THE PRESENT PROGRESSIVE

You use the present progressive (he's leaving, they're starting, etc.) with a word or phrase expressing future time to talk about something that will happen because you have planned or arranged it.

We're leaving on Saturday morning.
I'm having a party next week— do you want to come?

THE FUTURE WITH PRESENT SIMPLE

You use present simple (it starts, we arrive etc.) with a word or phrase expressing future time, to say that something will definitely happen at a particular time, especially because it has been officially arranged.

The next plane to Los Angeles leaves at 6:25.

The meeting is on Thursday.

What time does the show start?

You use present simple in subordinate clauses to talk about the future, for example in clauses that begin with when, if, unless, before, after, and as soon as. Don't use will in this kind of clause.

I'll call you when I get back. *NOT* I'll call you when I will get back.

If the bus leaves now, it will get there by 6. *NOT* If the bus will leave now, it will get there by 6.

PAST SIMPLE

Diddle, diddle, dumpling
My son John,
Went to bed with his trousers on.
One shoe off
And one shoe on
Diddle, diddle, dumpling
My son John.

DAB AND MOB

There was a man,
And his name was Dob,
And he had a wife,
And her name was Mob.
And he had a dog,
And he called it Bob,
And he had a cat,
Called Chitterabob.
Bob, says Dob.
Chitterabob, says Mob.
Bob was dob's dog,
Chitterabob Mob's cat.

PRESENT PERFECT

Pussy cat, pussy cat
Where have you been?
I've been to London
To look at the Queen.
Pussy cat, pussy cat

What did you do there?
I frightened a little mouse
Under the chair.
Little girl, little girl,
Where have you been?
I've been to see grandmother
Over the green.
What did she give you?
Milk in a can.
What did you say for it?
Thank you, Granddam.

ADJECTIVES

A wise old owl sat in an oak,
The more he heard the less she spoke.
The less she spoke the more she heard.
Why aren't we all like that wise old bird?
Good, better, best
Never rest
Till "good" is "better"
And "better" the "best".

QUESTIONS WITH HOW

The answers to these questions are not the ones you would expect. When you have agreed the answers, discuss whether you can translate them into your language.

1. How can you divide seven potatoes equally between four people?
2. How long will the next bus be?
3. Inspector. How many people work in this office?
Manager. ...
4. How much does it cost to get married, dad?
5. How can you double your money?
6. Headmaster. How can we raise the level of our students?
Teacher. ...
7. How can you make eleven an even number?
8. How do you stop fish from smelling?
9. Well, Peter, how do you like school?
10. How can you tell which end of a worm is its head?
 - a) Cut off their noses.
 - b) About half of them.
 - c) Remove the first two letters.
 - d) I don't know. I'm still paying for it.
 - e) Closed.
 - f) We could use the upstairs classrooms.

- g) Tickle it in the middle and wait until it smiles.
- h) Mash them.
- i) About six metres.
- j) Look at it in a mirror.

QUESTIONS WITH WHY

After you have filled in the gaps correctly, think carefully about each answer. You may need a dictionary to discover why each is funny.

- 1. Why are false teeth like stars?
Because they both come out at...
- 2. Why did the man with one hand cross the road?
To get to the... shop.
- 3. Why is a banana like a jersey?
Because it's easy to... on.
- 4. Why are cooks cruel?
Because they... eggs,
...cream, and... fish.
- 5. Why do teachers at university wear sunglasses?
Because their students are very..
- 6. Why is it easy to weigh a fish as soon as you catch it?
Because it has its own...
- 7. Why is a pocket calculator reliable?
Because you can always... on it.
- 8. Why do cows wear bells?
In case their... don't work.
- 9. Why is a room full of married people always empty?
Because there isn't a... person in it.
- 10. Why did the nurse open the medicine cabinet quietly?
Because she didn't want to wake up the...

DIRECT AND INDIRECT SPEECH

A direct quotation gives the words of a speaker exactly as spoken.

Tammy said, "I am leaving tomorrow".

An indirect quotation reports on someone's words indirectly. The pronouns used in an indirect quotation are different from those in a direct quotation.

Tammy said that she was leaving tomorrow.

When an indirect object (page 34) is used in a sentence being changed from direct to indirect speech, say to is often changed to tell.

Direct: Barbara said to Phyllis, "I have a cold".

Indirect: Barbara told Phyllis that she had a cold.

Change the following sentences from direct to indirect speech.

- 1. Carolyn said, "I will be here at noon". (Carolyn said she would be here at noon.)

2. David said, "The plane will probably get in late".
3. The boss said, "I have to finish this report by tonight".
4. The doctor said, "She'll get well quickly".
5. The teacher said, "Everyone has to write a three-page paper for tomorrow".
6. Richard said, "I saw that movie last week".
7. Janie said, "I've read that book".
8. Suzanne said to her boyfriend, "I can't go tonight".
9. William said to me, "I'll finish this tomorrow".
10. She said to him, "The lights aren't working".
11. I said to the waitress, "This bill is wrong".
12. The boy said, "I'm only eight years old".
13. Henry said, "I can meet them later".
14. Ms. Bremer said, "I don't do business that way".

INDIRECT SPEECH QUESTIONS

Questions in indirect speech are expressed as statements.

Direct: Peter asked, "Where does Tanya live?"

Indirect: Peter asked where Tanya lived.

Questions in indirect speech which are not introduced by a question word require the introduction of whether or if.

Peter asked, "Does Tanya live near here?"

Peter asked whether Tanya lived near here.

Peter asked if Tanya lived near here.

A. Change the following sentences to indirect speech.

1. I asked the clerk, "How much does this cost?" (I asked the clerk how much this cost.)
2. Mr. Carter asked me, "Where are you going?"
3. Amy asked, "Are you going to eat in the cafeteria?"
4. Roz asked, "Did you mail that letter for me?"
5. Delia asked me, "Where are you going on your vacation?"
6. I asked her, "Do you like my new hat?"
7. He asked me, "How are you today?"
8. I asked the storekeeper, "What is the price of this tie?"
9. She asked me, "When will you get back from your trip?"
10. He asked her, "What time is it?"
11. The passenger asked, "When do we land?"
12. Then he asked, "Does it take longer to go by bus or by train?"
13. She asked me, "What time is it?"
14. He asked me, "How long have you studied English?"

B. Choose the correct form.

1. She asked me where (was I, I was) going.
(She asked me where I was going.)
2. I don't know what (is his name, his name is).

3. Ask him what time (is it, it is).
 4. The mail carrier wants to know where (she lives, does she live).
 5. He asked me how much (did my car cost, my car cost).
 6. I don't know where (did he put, he put) those magazines.
 7. He wants to know where (do we have, we have) our English lesson.
 8. I wonder what time (it is, is it).
 9. Ask him how old (is he, he is).
 10. He asked me how old (was I, I was).
 11. Find out where (does she live, she lives).
 12. I asked her where (she lived, did she live).
 13. We asked her whether (was she, she was) married.
 14. Nathan asked me how long (had I studied, I had studied) English.
 15. He didn't say where (he was, was he) going.
 16. Ask him where (is Helen, Helen is).
 17. I forgot where (did I put, I put) it.
 18. I don't know where (does he live, he lives).
 19. He asked me when (I would, would I) return.
 20. Brooke asked me where (was I, I was) going.
 21. I asked him what time (could he, he could) meet us.
 22. The teacher asked me why (was I, I was) late for class.
- C. Change each of the following questions to an indirect statement. Begin each one with the words given after it in parentheses.
1. Where is the director's office? (I don't know _____.)
(I don't know where the director's office is.)
 2. Where did Miss Dale go? (He wants to know _____.)
 3. What time is it? (I wonder _____.)
 4. In which file is the letter? (Mr. Ames wants to know _____.)
 5. How much does this cost? (I would like to know _____.)
 6. How is he getting along? (The director wants to know _____.)
 7. When is he leaving for the coast? (No one seems to know _____.)
 8. When will Mr. Saki get back? (He asked me _____.)
 9. What is the price of this book? (She said she didn't know _____.)
 10. Where is he? (Do you know _____?)
 11. Did he finish his examination? (The teacher asked _____.)
 12. Does he live in Brooklyn? (Ask him _____.)
 13. Where did you put it? (I forget _____.)
 14. What does it mean? (I asked him _____.)
 15. Where is she going? (I don't know _____.)
 16. What time is he coming back? (He didn't tell me _____.)
 17. Where is it? (I haven't any idea _____.)
 18. Did she take it with her? (I really don't know _____.)
 19. How well does she speak English? (He wants to know _____.)
 20. Is he coming back today? (I'm not sure _____.)

21. Where is he going? (He didn't tell anyone _____.)
22. Did he return the book? (I don't know _____.)

INDIRECT SPEECH COMMANDS

Express orders or commands in indirect speech by using the infinitive form.

He said to me, "Come back later".

He told me to come back later.

She said to me, "Don't wait for me".

She told me not to wait for her.

- A. Change the following sentences from direct to indirect speech.
 1. My husband said to me, "Wait for me outside". (My husband told me to wait for him outside.)
 2. The teacher said to us, "Don't make so much noise".
 3. He told me, "Try to come on time".
 4. He begged us, "Please send me some money at once".
 5. He asked us, "Please sit down for a few minutes".
 6. She said to me, "Don't forget what I have told you".
 7. The teacher asked us, "Please be more careful when you write your compositions".
 8. He said to me angrily, "Don't make the same mistake again".
 9. The doctor said, "Come back again tomorrow".
 10. I said to him, "Don't call me again at this late hour".
 11. He begged me, "Please don't mention this to Margaret".
 12. I said to the boy, "Put the package inside the door".
 13. The teacher said to us, "Type your compositions".
 14. I said to him, "Don't ever try that trick again".
- B. Give in indirect speech what the teacher told you to do.
 1. Wait outside in the hall.
(The teacher told me to wait outside in the hall.)
 2. Stay after class.
 3. Don't make so much noise.
 4. Look out the window, but don't open it.
 5. Stop talking to Anna.
 6. Sit up straight in your seat.
 7. Be quiet while I am talking.
 8. Pay more attention to what I say.

INDIRECT SPEECH REVIEW

Change the following to indirect speech.

1. She said, "I need a vacation".
(She said she needed a vacation.)
"The students need more practice in speaking".
"These exercises are difficult for me".

- “I don’t feel well”.
- “Nobody can do that work as well as you”.
- “I’ll be back soon”.
- “I may be a few minutes late”.
- “I have already seen that movie”.
2. He asked me, “When did you move here?”
(He asked me when I moved here.)
“Where does that girl live?”
“How old are you?”
“What time is it?”
“Where are you going?”
“How long have you studied English?”
“Do you like to study English?”
3. I don’t know, “When are we leaving?”
(I don’t know when we’re leaving.)
“Where does she live?”
“What time is it?”
“Where did they go?”
“Does she speak English well?”
“How long has she been studying English?”
“What is her first name?”
4. I said to them, “Don’t be afraid”.
(I told them not to be afraid.)
“Wait outside for me”.
“Come back in an hour”.
“Don’t mention this to anyone”.
“Do me a favor and come back later”.
“Don’t go by bus”.

MISUNDERSTANDING GRAMMAR

We’re having my mother for lunch. > Really, we’re having chicken. — They have the same grammar, but the meanings are totally different. These jokes depend on this idea.

1. The police are looking for a man with one eye called Wilson.
2. I’ve been waiting here for five minutes to cross this road. — Well, there’s a zebra crossing further down the road.
3. Doctor. You must take one of these pills three times a day. — Patient. ...
4. I had to get up early this morning to open the door in my pyjamas.
5. William, run over and see how old Mrs Smith is.
(William returns five minutes later.)
She’s annoyed, mum. She said ...
6. Did you know that deep breathing kills germs?
7. Did you wake up grumpy this morning?

8. Your dog is chasing a man on a bicycle.
9. I've made the chicken soup.
- A. Oh good. I was afraid it was for us.
- B. Yes, but how do you get them to breathe deeply?
- C. it is none of your business how old she is.
- D. Don't be stupid. My dog can't cycle.
- E. What's the other eye called?
- F. No. I just let him sleep late.
- G. That's a strange place to have a door.
- H. How on earth can I take it more than once?
- I. Well, I hope it is having better luck than I'm having.

PRACTICE

Use reported speech with the introducing verbs in the Past Tense.

1. She is sitting in the park.
2. Have you seen my dog?
3. They will see this exhibition.
4. Do not do it again!
5. Put it on the table!
6. Do not look out!
7. Take your pencil!
8. Can you hear the music?
9. Did you answer my questions?
10. Do you sleep in the afternoons?
11. Why are you singing so loudly?
12. What did they take?
13. Why did you go there?
14. Where is the dog?
15. The girl is swimming now.
16. She will do the work.
17. I am very late.
18. Have you seen my bag?
19. Where is Mr. Green?
20. Sit down.
21. Open the window!
22. Do not come in!
23. They arrived yesterday.
24. Did you see the film yesterday?
25. How do you like this cake?
26. What did they take?
27. Why did you go there?
28. Where is the dog?
29. Where is John?

30. She will see this play.
31. Sit down!
32. Do not go there!
33. Put the books on the table!
34. Do not sing so loudly!
35. They are learning French.
36. I am very late.
37. Have you finished cooking?
38. Can you see me?
39. Is it raining?
40. Why did you go there yesterday?
41. What did you take?
42. How do you know that?
43. They will see this film.
44. Come and see me tomorrow.
45. Copy the words into your notebook!
46. Do not speak so loudly!
47. Mother is cooking dinner.
48. The boy ran very fast.
49. They are learning English.
50. Did you go to the cinema yesterday?
51. Have the children lost their toys?
52. Did you answer all the questions?
53. He can do that for you.
54. Where is the girl swimming?
55. When did you tell that?
56. When did he come to school?
57. He is sitting in the garden.
58. You broke the window.
59. She will come.
60. Look out!
61. Do not go there!
62. Is it snowing?
63. Can you understand me?
64. Will they come here tomorrow?
65. Have you seen this film?
66. Did you see the match yesterday?
67. Where are you going?
68. What did they take?
69. What is your name?
70. Why does he sing so loudly?
71. This boy has never seen the sea.
72. He can do that for you.
73. They did not see him.

74. They will see this film.
75. You do not like tea.
76. Do not do it again!
77. Sing a song!
78. Go out!
79. Have you finished writing?
80. Did you answer all the questions?
81. How do you like this book?
82. What did you do on Sunday?
83. Where is the boy siring?
84. Where is the dog?

Use the Passive Voice.

1. Many schools (build) (Present, Past, Future)
2. New books (take) (Past, Future)
3. Some furniture (buy) (Future, Past)
4. The car (repair) (Present, Past Future)
5. The plants (grow) (Past, Future)
6. The man (see) in the orchard (Past)
7. The man (take) to hospital. (Present, Past, Future)
8. The dishes (not, wash) yet (Present)
9. The trees (water) (Present, Past, Future)
10. The walls (paint) (Present, Past, Future)
11. Some furniture (buy) (Present, Past, Future)
12. The dress (wear) (Future, Past)
13. Many houses (build) (Present, Past, Future)
14. The animals (save) (Past, Future)
15. New clothes (buy) (Past, Future)
16. The windows (clean) (Present, Past, Future)
17. The man (take) to the hospital (Past, Present, Future)
18. The dishes (wash, not, yet) (Past)

Ask general and special questions.

1. My new pen is broken.
2. The room will be swept.
3. The child was seen in the park.
4. The dog is left in the garden.
5. The plants will be watered by the children.
6. This book was returned to the library yesterday.
7. She was invited to his party.
8. My new pen is broken by my younger sister.
9. These flowers will be planted tomorrow.
10. The child was seen in the park.
11. The room will be cleaned tomorrow.

12. Football is played in many countries.
13. Our window was broken by children.
14. The room will be cleaned tomorrow.
15. The toy is left in the room.
16. A lot of people were invited to his party.
17. These flowers will be planted in spring.
18. I was given a present.

REVIEW

Choose the correct variant:

1. What are you cooking? It ... very nice!
 - a) Is smelling;
 - b) smells;
 - c) smelt.
2. John ... very hard at the moment.
 - a) Worked;
 - b) has worked;
 - c) is working.
3. I ... a new bike last week.
 - a) Bought;
 - b) have bought;
 - c) will buy.
4. They ... in England for twenty years.
 - a) Are living;
 - b) live;
 - c) have lived.
5. I ... Elvis Presley in 1965.
 - a) Have seen;
 - b) saw;
 - c) are seeing.
6. We always ... fish on Fridays.
 - a) Are going to eat;
 - b) eat;
 - c) eats.
7. Andrew ... the kitchen since 7 o'clock.
 - a) Painted;
 - b) has painted;
 - c) has been painting.
8. I'd like ... the evening with you.
 - a) Spend;
 - b) spending;
 - c) to spend.

9. When I arrived at the party everyone...
 - a) danced;
 - b) is dancing;
 - c) was dancing.
10. She was wet because it...
 - a) Rained;
 - b) had been raining;
 - c) was raining.
11. I'm hungry. Is there ... left in the fridge?
 - a) Something;
 - b) nothing;
 - c) anything.
12. Have you had a holiday... ?
 - a) Just;
 - b) this year;
 - c) ever.
 - d) for a long lime
13. Has he driven a car... ?
 - a) Just now;
 - b) before;
 - c) still;
 - d) for ages.
14. I haven't eaten any fruit...
 - a) Just now;
 - b) today;
 - c) never;
 - d) yesterday.

TEST 1

Present Perfect / Past Simple. Use either Present Perfect or Past Simple in the following sentences.

- a) Past Simple
 - b) Present Perfect
1. George went to the cinema, but he _____ (*not to enjoy*) the film much.
 2. _____ you ever _____ (*to have*) any serious illness?
 3. I _____ (*to come*) to school without glasses. I can't read the text.
 4. Who _____ (*to eat*) all the apples?
 5. So far we _____ (*to have*) no troubles.
G. Jane _____ (*to move*) to a new flat a month ago.
 7. We _____ (*to wonder, often*) where he gets his money.
 8. Do you know that they _____ (*to be born*) on the same day?
 9. How often _____ you _____ (*to fall*) in love?
 10. I'm delighted to tell you that you _____ (*to pass*) your exam.

11. I _____ (to use) to swim every day when I was young.
12. Some people think that "The twelfth night" _____ (not to be written) by Shakespeare.
13. I _____ (to break, already) two plates. Shall I go on washing up?
14. I'm not sure we _____ (to meet) before.
15. You _____ (to be, always) my closest friend.
16. When _____ you _____ (to go) to Brazil?
17. It's two months since I _____ (to start) driving my car.
18. This is the first time I _____ (to eat) so many hamburgers.
19. My father _____ (to work) for that company for 5 years. Then he gave it up.
20. I _____ (to use) to be afraid of dogs.
21. Susan _____ (to use) to sit in her room and play the piano for hours.

TEST 2

Present Perfect / Perfect Continuous. Use either Present Perfect Simple or Continuous in the following sentences.

a) Present Perfect (have / has done)

b) Present Perfect Continuous (have / has been doing)

1. I _____ (to try) to open this box for the last forty minutes but in vain.
2. It _____ (to snow): the garden is covered with snow.
3. Who _____ (to break) the window?
4. Have you _____ (to smoke)! I can smell tobacco on your clothes.
5. It's the best book I _____ (ever to read).
6. I _____ (to listen) to you for the past half an hour, but I can't understand what you are speaking about.
7. How long has your aunt _____ (to be ill)?
8. The school _____ (to be closed) for two months.
9. Hey! Somebody _____ (to drink) my coffee! My cup was full.
10. I don't think I _____ (over to see) her looking so upset before.
11. I _____ (to sit) here in the park for an hour, and I _____ (to meet) three friends of mine.
12. How much money have you _____ (to save) for the holidays?
13. I _____ (to wait for) you since two o'clock. I have something urgent to tell you.

TEST 3

LISTENING

A BROKEN VASE

A young man was going to marry a beautiful girl. One day the girl said to him that the next day she would celebrate her birthday and invited him to her birthday party. The young man was eager to make her a present, so he went to a gift shop. There he

saw many beautiful things. Of all the things he particularly liked the vases. But they were very expensive, and as he had very little money, he had to leave the shop without buying anything. Making for the door he suddenly heard a noise: one of the vases fell on the floor and broke to pieces. A brilliant idea came to his mind. He came up to the counter and asked the salesman to wrap up the broken vase he wanted to buy. The salesman got a little surprised but did what the young man had asked him to do.

The young man took the parcel and went straight to the girl's place. By the time he entered the room the guests had already gathered. Everybody was enjoying the party. Some of the people were dancing, others talking, joking and laughing. Saying "Many happy returns of the day", the young man told the girl that he had bought a small present for her. With these words he began to unwrap the parcel. Suddenly he got pale and said: "I'm afraid, I have broken it. There were so many people in the bus..." But when he unwrapped the parcel, he saw that the salesman had wrapped up each piece of the vase separately.

1. What was the young man going to do?
 - a) He was going to change his job.
 - b) He was going to marry a beautiful girl.
 - c) He was going to work in the park.
 - d) He was going to enter the University.
2. Why did the young man go to the gift shop?
 - a) He wanted to look at a beautiful vase.
 - b) He wanted to buy a present for his girl.
 - c) He wanted to see his friend who was a salesman there.
 - d) He wanted to break a vase to pieces.
3. What did he particularly like of all the things he saw in the shop?
 - a) He liked the ear-rings.
 - b) He liked the carpets.
 - c) He liked the gloves.
 - d) He liked the vases.
4. Why didn't he buy the vase?
 - a) Because it was very expensive.
 - b) Because it was broken.
 - c) Because it was ugly.
 - d) Because it was very cheap.
5. What did he suddenly hear?
 - a) A noise.
 - b) A voice of his friend.
 - c) A song.
 - d) A laugh.
6. What idea came to his mind?
 - a) Good.
 - b) Bad.
 - c) Brilliant.
 - d) Silly.

7. Who had gathered at the girl's place by the time he entered the flat?
 - a) The relatives.
 - b) The fellow-students.
 - c) The guests.
 - d) The neighbours.
8. What were the guests doing?
 - a) They were quarelling, crying, screaming and beating each other.
 - b) They were writing, reading, arguing and discussing something.
 - c) They were eating, drinking, talking and giggling.
 - d) They were dancing, talking, joking and laughing.
9. Why did he suddenly get pale?
 - a) Because he suddenly felt sick.
 - b) Because he had to say that the vase was broken.
 - c) Because he didn't expect to see an old enemy of his among the guests.
 - d) Because he was short of breath.
10. What did the young man see when he unwrapped the parcel?
 - a) He saw that the salesman had wrapped up each piece of the vase separately.
 - b) He saw that the salesman had wrapped up an undamaged beautiful vase.
 - c) He saw that the salesman had wrapped up a beautiful statuette.
 - d) He saw that the salesman had wrapped up a beautiful coffee-set.

GRAMMAR. PASSIVE VOICE

- A. Change the following sentences from Active into Passive. Keep the same tense with each change. Underline the Passive forms.
 1. John wrote that letter.
 2. Fire destroyed that house.
 3. Mary has finished the report.
 4. Mr. Smith will leave the tickets at the box office.
 5. Pete had returned the money.
 6. Nick will deliver (доставлять = irregular verb) the letter.
 7. Mother always buys nice presents.
 8. Fire destroys forests.
- B. Change from Passive into Active.
 1. The book was written by John Smith.
 2. The city was destroyed by the fire.
 3. The report has been just finished by the teacher.
 4. The money had been stolen by an unknown person.
 5. The toy was found by Mary.
 6. The book will be returned by Nick.
 7. Flowers are always planted by schoolchildren.
 8. Football is usually played by boys.

C. Choose the correct item. (A, B, C)

1. It ... now.
 - a) Snows;
 - b) snowed;
 - c) is snowing.
2. She ... tennis well.
 - a) Play;
 - b) doesn't play;
 - c) don't play.
3. Look at him. He...
 - a) is swimming;
 - b) swam;
 - c) swims.
4. They haven't seen her ... last Tuesday.
 - a) Yet;
 - b) for;
 - c) since.
5. Ann has ... come home from school.
 - a) Yet;
 - b) already;
 - c) since.
6. Do you like milk? Yes, I...
 - a) Like;
 - b) am;
 - c) do.
7. Has he got a dog? Yes, he...
 - a) Is;
 - b) has;
 - c) does.
8. I... Elvis Priestly in 1965.
 - a) Have seen;
 - b) saw;
 - c) sees.

D. Choose the correct item:

1. What are you cooking? It...
 - a) is smelling;
 - b) smells ;
 - c) smelt.
2. John ... very hard at the moment.
 - a) Worked;
 - b) has worked;
 - c) is working.

3. I ... a new bike last week.
 - a) Bought;
 - b) have bought;
 - c) will buy.
 4. They ... in England for twenty years.
 - a) Are living;
 - b) live;
 - c) have lived.
 5. I... Elvis Priestly in 1965.
 - a) Have seen;
 - b) saw;
 - c) are seeing.
 6. We always ... fish on Friday.
 - a) Are going to eat;
 - b) eat;
 - c) eats.
 7. Andrew ... the kitchen since 7 o'clock.
 - a) Painted;
 - b) has painted.
 - c) has been painting.
 8. I'd like ... the evening with tree you.
 - a) Spend;
 - b) spending;
 - c) to spend.
 9. When I arrived at the party everyone...
 - a) danced;
 - b) is dancing;
 - c) was dancing.
 10. She was wet because it...
 - a) rained;
 - b) had been raining;
 - c) was raining.
 11. I'm hungry. Is it there ... left in the fridge?
 - a) Something;
 - b) nothing.
 - c) anything.
- E. Use Reported Speech with the introducing words in brackets.
1. They will see this film. (She thought)
 2. Come and see me tomorrow, Jane. (She asked)
 3. Do not speak so loudly, children ! (The teacher asked)
 4. Mother is cooking dinner now. (I knew)
 5. Have you seen my dog? (The boy asked)
 6. The children have lost their toys. (Mother said)

7. Can you hear the music? (He asked)
 8. Put the book on the table, Nick! (She asked)
 9. Why did you go there, Marry? (Mother asked)
 10. She is a good pupil! She always gets only good marks (The teacher said)
- F. Find the mistake and correct it
- e.g. There is not something good on TV. — anything
1. She writes a letter last Monday.
 2. There isn't some fruits in the fridge (холодильник).
 3. She have got a big nose.
 4. Mary didn't come to school yesterday.
 5. Paula always sings in a bath.
 6. They are goods teachers.
 7. I doesn't know his name.
 8. She has a bath at the moment.
 9. I have written a book last year.
 10. He have seen that film three times.

GRAMMAR TEST

- A. Use Passive Voice (Present Past Future Indefinite).
1. Many schools (build).
 2. New books (take).
 3. The trees (water).
 4. The room (clean).
 5. He (ask) many questions.
- B. Ask questions (4 types).
1. My new pen is broken.
 2. The room will be swept.
 3. The child was seen in the park.
 4. Football is played in many countries.
 5. These pictures were painted by my sister.
- C. Translate into English using Passive.
1. Эта книга была написана 2 года назад.
 2. Наше окно было разбито на прошлой неделе.
 3. Контрольная работа будет написана на следующей неделе.
 4. Кофе выращивают в Бразилии (Brazil).
 5. Телеграмму отошлют завтра.
 6. На английском говорят во многих странах.
 7. В хоккее играют зимой.
- D. Put the verbs in brackets into Present Simple Passive.
- There is a chimpanzee which (*call*) Bubbles. It (*own*) by Michael Johnson. It (*keep*) in his home. It (*feed*) every day by Michael Johnson himself. It (*say*) that Bubbles is Michael Jonson's only friend.

E. Put the verbs in brackets into Past Simple Passive

Two men (*see*) breaking into a house in my street last night. The police (*call*) and they arrived very quickly. One man (*catch*) immediately. The other escaped, but he (*find*) very soon. Both men (*questions*) separately by a police officer. Two men (*charge* = обвинять) with burglary.

F. Use the verbs in Present Perfect Passive.

1. The windows (clean).
2. New curtains (put up).
3. The walls (paint).
4. Some furniture (buy).
5. New carpets (buy).
6. The floor (wash).
7. The TV set (repair).
8. The table (lay).

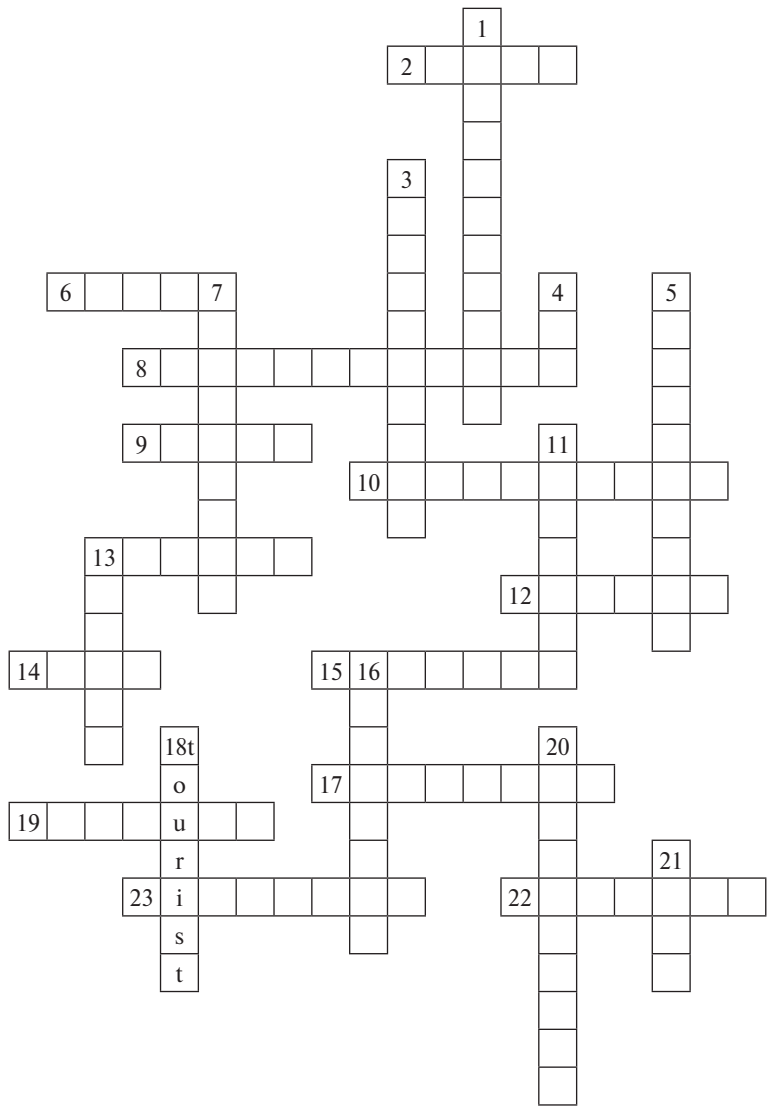
G. Solve the crossword puzzle.

Down:

1. живописный
3. привлекательный
4. быть обязанным
5. страстный
7. исключение
11. разнообразие
13. исключать
16. промышленность
18. турист
20. привлекательный
21. поездка

Across:

2. экскурсовод
6. маршрут
8. архитектура
9. быстрый
10. население
12. отдаленный
13. попытка
14. район, область
15. достоинство
17. человечество
19. культура
22. разнообразный
23. искренний



LET’S SMILE!

HELPING

A master of a ship calls down into the hold.
“Who is there?”
“William, sir”.
“What are you doing?”
“Nothing, sir”.

“Is Tom there?”

“Yes”.

“What is he doing?”

“Helping me, sir”.

PLAYING ELEPHANTS

— Mother, we’re going to play elephants at the Zoo. Will you help us?

— What can I do?

— You can be the lady who gives them nuts and sweets.

COMPARATIVE JOKES

All the following jokes contain examples of comparatives. When you have agreed on the answers, go back and underline all examples of comparatives and superlatives.

1. Which burns longer — a black candle or a white candle?
2. What are you going to do when you are as big as your mother?
3. Who is the strongest criminal?
4. Have you heard that the most intelligent person in the world is going deaf?
5. Why are wolves like playing cards?
6. What is worse than finding a worm in your apple?
7. Indecisive Customer. I’ve changed my mind again.
Irritated Shop Assistant. ...
8. How do you know when you are middle-aged?
9. What is even harder than a diamond?
- A. Finding half a worm.
- B. And is the new one working better than the old one?
- C. When the cake costs less than the candles.
- D. A shoplifter.
- E. Neither, they both burn shorter.
- F. Paying for it!
- G. Go on a diet.
- H. Pardon?
- I. They both come in packs.

LISTENING

SEASONS

Listen to the following story. Say why the boy likes each season. What is your favourite season? Why do you like it?

ALL THE SEASONS ARE GOOD

1. It is spring. The boy says to his father, "Oh, Father, I like spring most of all. The weather is fine. The trees are green. There are flowers in the fields and gardens. In spring we have holidays: on the eighth of March — Women's Day, on the first of May — May Day, on the ninth of May — Victory Day".
2. Then summer comes. The boy says to his father, "Oh Father, I like summer most of all. The weather in summer is very nice. It is warm. In summer we go swimming in the river. In summer we have long holidays".
3. Then comes autumn. The boy says to his father, "How good it is in autumn! There are so many vegetables and fruit. There are red apples in apple-trees. In September all children go back to school".
4. At last comes winter. The boy says to his father, "Oh, I like winter most of all. There is snow in winter. We sky and skate. In winter we have our winter holidays. The first of January is New Year's Day".

"My son", says his father. "In spring you say you like spring most of all; in summer — summer; in autumn — autumn, and in winter you say you like winter most of all. Then what season do you like most of all?"

"Oh, Father", says the boy, "I like all the seasons of the year. All the seasons are good".

Listen to the text and answer the questions given after the text.

THE LITTLE FIR-TREE

In the garden there are some trees: a tall lime-tree, a birch, an apple-tree and a little fir-tree.

"I am very tall", says the lime-tree.

"I am very beautiful", says the birch.

"You are tall and beautiful. But you have no apples", says the apple-tree.

The little fir-tree doesn't say a word.

Summer is over. It is cold. A strong wind is blowing, The leaves are falling down from the trees. All the trees have no leaves. But the fir-tree is green. It is green and nice in all the seasons.

Answer the following questions:

1. What trees are there in the garden?

2. What tree is tall?
3. What tree is beautiful?
4. What tree has apples?
5. What are all the trees like in autumn?
6. Which tree is green and nice in all the seasons?

Listen to the rhyme and say why each season has its own colour.

SPRING IS GREEN

Spring is green,
Summer is bright,
Autumn is yellow,
Winter is white.

RIDDLES

This is the season,
When the sun is bright,
And we have holidays
Each day and night.

(summer)

This is the season
With snow so white,
We ski and skate
With all our might.

(winter)

This is the season,
When days are cool,
When we put on our raincoats
And go to school.

(autumn)

Listen to the dialogue between a boy and a girl. Say what they did. How can you characterize them?

IN WINTER

(a dialogue)

Two children, John and Nora, saw two birds in the garden. It was winter. It was cold. There was snow in the garden, in the trees and in the streets. That's what the children said:

N o r a. Oh, John, look at the poor birds in the garden,

J o h n. They are very cold.

N o r a. Yes, John. They are hungry too, poor little birds. They can't find food in the snow.

J o h n. Let's give them some bread, Nora.

N o r a. That's very good.

J o h n. Look, Nora. How many birds there are in the garden! They all want to eat the bread!

N o r a. There is some more bread on the kitchen table. Go and take that bread. Let's give it to the birds.

J o h n. Oh, Nora, they have eaten all our bread!

N o r a. The shops are closed and there is no bread for our supper.

J o h n. And there is no bread for our breakfast in the morning.

WHO HAS SEEN IT?

(a riddle)

Who has seen it?
Neither I nor you;
But when the leaves are trembling,
It is passing through.
Who has seen it?
Neither you or I;
But when the trees bow down their heads
It is passing by
(wind)

Listen and say what the word-combination "white sheep" means.

WHITE SHEEP

(a riddle)

White sheep, white sheep,	When the wind blows
On a blue hill,	You walk away slowly.
When the wind stops,	White sheep, white sheep,
You all stand still.	Where do you go?
	(clouds)

Listen to the following texts and say what season is described in each text. Give facts from the texts to prove that you are right.

WHAT SEASON IS IT?

1. The days are short, the nights are long. It is cold. There is white snow in the fields, in the streets, and in the parks. Children play snow-balls in the yard. (*Winter*)
2. The weather is usually fine. You can see first flow in the fields and gardens. The days are getting long. The weather is getting warm. The trees are getting green. Children like this season very much. (*Spring*)
3. It is usually hot in this season. The days are long nights are short. The trees in the streets and parks are green. There are many flowers in the fields and garden. Children don't go to school, they have their holidays. (*Summer*)
4. The days are getting short; nights are getting long. usually rains. The trees are yellow and red. There are many apples in apple-trees and vegetables in the fields. Children go to school. (*Autumn*)

Listen and say what month it is. Prove that you are right.

WHAT MONTH IS IT?

1. It is cold in this month. There is much snow in park fields and streets. In this month comes New Year. Children have their winter holidays. (*January*)

2. This is a winter month. The month is short. It has or 29 days sometimes. (*February*)
3. This is a spring month. This month gives snowdrops
Children have their spring holidays. (*March*)
4. This is a spring month. The days are getting warm; the nights are getting short.
We have Lenin's birthday this month. (*April*)
5. In this month the trees are green again. It is a very beautiful month. Little birds
sing. On the first day of this month we have a holiday. (*May*)
6. In this month summer begins. The sun is very hot. Children of the 1st–3rd
forms do not go to school. They have their summer holidays. (*June*)
7. This is a very hot summer month. Children don't go to school. There are many
red, white, blue and yellow flowers in the fields. The apples are green. Child-
ren like this month very much. (*July*)
8. This month gives us yellow and red apples. Children still have their summer
holidays. But this is the last summer month. (*August*)
9. In this month children go to school again. The fields are not green. They are
yellow. This month gives us good apples and vegetables. (*September*)
10. In this month the weather is usually bad. It rains. The trees are yellow and red.
(*October*)
11. In this month it is cold. It usually rains or snows. Children have their autumn
holidays. (*November*)
12. This is a winter month. It is very cold. There is much snow in the fields and
parks. The days are very short, the nights are very long. This is the first winter
month. (*December*)

THE SONG OF SPRING

L. Khristoyeva

1. I hear the song of spring.
It's very near
I saw it in my nicest dreams
You've come at last my dear!
2. "Hello, Beauty Spring!"
To her I said.
"Your sunny days I can't forget
You look so nice and fair
I've heard your songs, my dear!"
3. The Earth is born t new again.
To listen to the spring song's refrain.
The streams are floating — so clear.
They sing their merry song for you, my dear.
4. The leaves of green come after the merry streams
I smell their freshness with my tender heart and hear
Them whispering their joyful songs
To you, my dear!

5. The branches of your trees
Are tenser strings of Paganini's violin
That I'm afraid to touch and tear
They play their sweet tunes under the Moon
For you, my dear!
6. I hear the birdies' in bluish sky
They are so cheerful, with joy they cry:
"The spring has come, that is the News, just hear!"
They sing their happy songs for you, my dear!
7. The round ball of the Golden Sun
Shines in the sky, for people's fun
It's so brave, has no fear.
It sings its hotty songs for you, my dear!
8. Your fields, your flowers and all your life around
Is flourishing and nourishing the thirsty ground.
You knew no boundaries
To come and hear
My tender song of love to you, my dear!

Listen to the poem. Then learn them.

SPRINGTIME

(By Anne R. Bennett)

There's a stir 'neath the oak in the green wood,
There's a song from a bird nearby.
There are buds in the trees and the bushes,
And a laugh in the breeze passing by.
There is warmth in the yellow sunshine,
There are bleats from the lambs at play.
In the whole of the wood there's excitement,
On this beautiful sunny, spring day.

Listen to the poem. Then learn them.

AUTUMN LEAVES

(By Lily Gostelow)

Yellow, red and green and brown,
See the little leaves come down.
Dancing, dancing in the breeze,
Falling, falling from the trees.
We'll be the wind, and blow today,
We'll be the leaves, and dance away.

Listen to the poem. Then learn them.

SIGNS

(By Leonard Clark)

Summer's nearly over
Fields are turning gold,

Every blade of barley
Gives back a hundredfold.
The world is falling silent,
Seems to be on fire,
Swallows now are gathering
All along the wire.
Garden flowers and wild ones,
Nearly half in rags.

Listen to the song, then sing it.

IF IT SNOWS

If it snows, if it snows,
What'll you do? What'll you do?
I'll go skiing if it snows,
That's what I will do.
If it rains, if it rains,
What'll you do? What'll you do?
I'll stay at home if it rains
That's what I will do.

Listen to the poem. Then learn it.

THE WIND

Who has seen the wind?
Neither you nor I.
But when the trees bow down their heads,
The wind is passing by.
Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling,
The wind is passing through.
Answer the question.
Have you ever seen the Wind?

Listen to the poem and answer the questions.

SPRING MONTHS

(L. Khristoyeva)

March is cloudy sometimes
It is waiting for a while
Till the Sun appears
To stop the rainy tears.
March is like a bridge
From (the) winter's fridge
To sunny days of spring
And flying butterflies' wings.
Spring is such a Beauty
March has done its cherished duty.
It has come to us at last.
Winter frosts have gone so fast.

April is March's younger brother
They both love their Beauty—Mother.
April has, too, a lot of duties
And brings a lot of beauties.
It brings a lot of songs
That birds sing all day round
It cares for the crops
And blossoming rich grounds.
It makes the fields, the grass
So bright and so green.
It gives the birth to leaves
Of bushes and of trees.
The youngest brother's name is May
So March and April went away.
May is the greenest month of all.
But as for me I love them all.
May is very warm and tender
A lot of holidays it does remember.
They all bring joy and happiness
On dear May, great thanks for all your tenderness!

1. What spring months do you know?
2. What month is March's younger brother?
3. What month is the youngest brother?
4. Which month do you like best? Why?
5. Do you like spring? Why?
6. What spring holidays do you know?

ANIMALS. PETS

Listen to this story and say why the kittens' names are Up and Down.

UP AND DOWN

One day Jack comes to Mr. Green's house. He sees a mother cat and her two little kittens. The kittens are very nice. They are white and black. Jack asks Mr. Green, "What are their names?" Mr. Green answers, "Their names are Up and Down".

"Up and Down?" Jack asks.

"Yes", says Mr. Green, "Their names are Up and Down. I put the kittens on the table — they want to get down. So I take them down. Then they want to get up, on the table. So I take them up".

Listen to this short story and say why Mary gives the name of Splashmilk to her little kitten.

SPLASHMILK

It is Mary's birthday. Her mother says, "Happy birthday, Mary!" Here is your birthday present". Mother gives Mary a little black kitten.

Mary takes her little kitten to the kitchen. She gives him milk. But the kitten is so little. He can't drink the milk. He splashes the milk. Now the black kitten is all white with the milk.

"Oh, you little splashmilk", says Mary's mother.

"Splashmilk!" says Mary. "That is a very good name for our little kitten. Let's call him Splashmilk",

Listen to the joke and say why the little boy thinks that the black cat is lucky.

LUCKY CAT

A little boy says to his father, "There is a black cat in the dining-room".

The father says, "Don't be afraid, my son. Black cats are lucky".

"This cat is very lucky", says the boy, "It is eating your dinner from your plate".

Listen to the joke and say who is Pete's friend.

PETE'S FRIEND

One day little Pete comes home. He says to his mother, "May one of my friends have dinner with us?"

"Yes, Pete", says his mother.

"Oh, thank you very much, mummy!" says Pete. The boy opens the door and says, "Come in Rex. Have dinner with us". And in comes a big dog whose name is Rex.

Listen to the fairytale. Answer the following questions:

1. What animals come to live in the house?
2. What do the animals say to the fox? Why?

A HOUSE IN THE FOREST

Part 1

There is a house in the forest. At the window of the house there is a frog.

A little mouse runs in the forest. It comes to the house. It asks, "Who lives in this house?"

"I do, I am a frog. And who are you?" asks the frog.

"I am a little mouse. May I live in your house?" asks the mouse.

"Yes, you may", says the frog.

Part 2

Then comes a cock. The cock says, "Who lives in this house?"

— "I do. I am a frog". "I do. I am a little mouse".

"May I live in your house too?" asks the cock.

"Yes, you may", say the frog and the little mouse.

Then comes a hen. The hen asks, "Who lives in this house?"

"I do. I am a frog". "I do. I am a little mouse". "I do. I am a cock", say the frog, the little mouse and the cock.

"May I live in your house too?" asks the hen.

Part 3

Then comes a fox. The fox asks, "Who lives in this house?"

"I do, I am a frog". "I do, I am a little mouse". "I do, I am a cock". "I do, I am a hen", say the frog, the mouse, the cock and the hen.

"My dear frog and little mouse! My dear hen and cock! May I live in this house?" asks the fox.

"But who are you?" they ask the fox.

"I am a fox".

"Oh, no", say the frog and the little mouse, the hen and the cock. "Go away, bad fox. We are not going to open the door for you".

Listen to the text and say why it is important to know a foreign language.

IT IS IMPORTANT TO KNOW A FOREIGN LANGUAGE

A wise mother-cat and her two little kittens live in an old grey house. They live upstairs in an old bedroom and sleep on a warm comfortable carpet that is in the middle of the room. Every morning the two kittens get up, brush their tails, wash their faces and go downstairs to the kitchen to have breakfast. They usually have milk and porridge for breakfast.

After breakfast they wash their cups, glasses and plates and go to the Cats' primary school. They take their schoolbags with pens, pencils, rulers, rubbers and books with them. But they don't like to go to school. They are a bit lazy, though they are rather clever. They don't like many school subjects but they dislike the foreign languages they are learning most of all.

Now the mother-cat and her kittens are walking in the park. Suddenly they see a big dog. The dog is standing in front of them. She looks very dangerous. The kittens are afraid of the dog and cry: "Mew, mew, mew, mew". The dog looks at them and answers loudly: "Grrrrrr! Grrrrrr! Grrrrrr!" At this moment the mother-cat opens her mouth and says: "Grrrrrr! Grrrrrr!" The dog can hardly believe her ears. "Grrrr! Grrrr!" she answers and quickly runs away.

Then the wise old cat turns to her kittens and says: "Now, I hope you understand how important it is to know a foreign language".

Now listen to the statements and repeat the correct one.

1. a) The mother-cat is short.
b) The mother-cat is wise.
2. a) The mother-cat and her kittens live downstairs.
b) All the cats live upstairs.
3. a) The kittens eat vegetables for breakfast.
b) The kittens eat porridge and milk for breakfast.
4. a) Every morning the cat goes to a primary school.
b) Every morning the kittens go to a primary school.
5. a) The kittens are fond of all the subjects.
b) The kittens don't like all the subjects.
6. a) Cats and dogs speak the same language.
b) Cats and dogs speak different languages.

HOLIDAYS

Listen to the rhyme and say what all the family are doing for Mother's holiday.

MARCH THE EIGHTH IS COMING

March the eighth is coming,
Mother's holiday,
We are making presents
For our Mother's day
Father's buying flowers,
Ann helps mother every day,
Nick is writing postcards
Wishing "Happy Holiday!"

Listen to the song and say what children can do for their mothers.

HELP YOUR MOTHER

(a song)

Help your mother lay the table,
Put a knife and fork and spoon;
Help your mother lay the table
Every afternoon.
Help your mother clear the table,
Take the knife and fork and spoon;
Help your mother clear the table
Morning, night and noon.

Listen to the text. Say who was Father Frost. Why do you think so?

WHO IS FATHER FROST?

Part 1

Today is the thirty-first of December. Our father has brought a beautiful New Year Tree. My little sister, Olga, and I are putting toys, flags and lights on it. It is so beautiful!

Now it is 10 o'clock. Our family is at home. We are having a nice New Year supper. We are watching TV.

"But where is our daddy?" says my little sister Olga. At half past ten there is a knock at the door. Olga runs up to the door and asks: "Who is knocking?"

Part 2

"Father Frost", comes an answer. Olga opens the door and sees an old man. He has a bag with toys and presents. Father Frost says, "Happy New Year!" to you. We say, "Happy New Year!" to Father Frost, too. Father Frost gives presents to mother, Olga and me. We thank him for the presents. Father Frost says good-bye to us.

Olga is happy. Father Frost has come to wish a Happy New Year. He has given her presents. "But where is our daddy?" says Olga. "He has not seen Father Frost".

Mother smiles. I smile too. "Wait a minute", says Mother. "Your daddy is coming now".

Listen to the text. Say if you like winter and what your favourite season is. Why?

WHY I LIKE WINTER

Some people like spring. In spring the trees and grass are green. There are flowers in spring. It is warm.

Some people like summer. We have holidays in summer borne people like autumn. Autumn brings fruit and vegetables.

But I like winter It is cold. There is snow in the parks and fields. Boys and girls ski and skate. Children make snowmen in winter. We have a very good holiday- New Year's Day. In winter we have our holidays. That's why I like winter.

WHO IS HE?

(a riddle)

He comes at night
On New Year's Day.
He brings presents
And goes away.
(Father Frost)

Listen to the rhyme and say what children do on New Year Day.

NEW YEAR DAY

New Year Day, a happy day,
We are all glad and very gay!
We all dance, and sing, and say,
"Welcome! Welcome! New Year Day!"

Listen to the rhyme and say what New Year brings to us.

NEW YEAR

New things to learn,	New things to see,
A new friend to meet,	New things to hear,
A new song to sing,	New things to do
New joys to greet.	In this glad New Year.

HOUSE. FLAT

Listen to the joke and retell it.

YOU MUSTN'T GO TO PETE'S HOUSE

M o t h e r. Mike, you must not go to Pete's house. He is a very bad boy.
M i k e. All right, mother. Then Pete is going to come to my house.

Listen to the following texts and say what room is described in each text. Prove that you are right.

ROOMS

1. This room is large. There is a big round table in the room. There are six chairs, a sofa, television set in the room. There is a bookcase with Russian and

Ukrainian book. The room has a large window and a balcony. In the room you can see a piano on the right. There is a clock on the wall. (*Sitting-room*)

2. This room is not large. There are two beds, a ward robe, a small table and two chairs in it. There are no book shelves, no TV set and no sideboard in this room. You can see some pictures and a clock on the wall. On the table there is a vase with flowers. (*Bed-room*)
3. This room is small. There is a sofa and a desk with chair. You can see some bookshelves with books and textbooks. On the desk there are some exercise-books, an English textbook, a pen and a pencil. There are some toys on the floor. (*Children's room*)
4. There is a big table in the middle of this room. There are four chairs at the table. You can see a sideboard in the room. On the table there are plates with soup and spoons. (*Dining-room*)

Listen to the following texts and say if the described house is in town or in the country. Prove that you are right.

WHERE IS THIS HOUSE?

1. This house is not very large. But it has four rooms: living-room, a dining-room, two bed-rooms. There is small garden in front of the house. You can see a large garden behind the house. There are trees and flowers in it. The garden is very nice. (*Country house*)
2. This house is large. In front of the house there are big trees. But there is no garden in front or behind the house. There is only a yard in front of the house. You can see big trees in front of the house. There are many flowers and four benches in the yard. There are many flats in this house. (*Block of flats in town*)

Listen to the text.

MR. BROWN'S HOUSE

Mr. Brown lives not far from London. His house has a ground floor and a first floor. There is a hall, a living-room, a dining-room, a kitchen and a bathroom on the ground floor. On the first floor you can see bedrooms and a children's room. In front of the house there is a small garden. At the back of the house there is a kitchen-garden. There are no trees in it. The kitchen-garden is small.

Answer the questions.

- 1) Do you like Mr. Brown's house?
- 2) Would you like to have such a house?

SCHOOL

Listen to the story. Be ready to answer the following questions on the text:

1. Did Paul learn to speak French?
2. Why do you think he did not?
3. Why did the father and mother laugh at him?

PAUL HAS LEARNED TO SPEAK FRENCH

The door opened. My friend Paul came in. "Hello", he said, "I have just come from my holidays. I have learned to speak French".

— What a good boy! said my mother.

— What is the French for "Hello"? asked my father.

— I haven't learned that yet, said Paul.

— Can you count in French? I asked Paul.

— I haven't learned that yet, he said.

— Then what have you learned, asked my mother.

— I have learned to say "Jack" in French. It is "Jacque". That's all that I have learned in French.

My mother and father laughed. But Paul didn't understand why.

Listen to the text. Help little Kate to guess what present her father has bought her.

GUESS IT

One day Kate's father came home. He put a big box on the table.

Father. Guess what it is. But don't open the box. It begins with the letter "B".

Kate. Is it a "book", daddy?

Father. No it is not.

Kate. Can I play with it? Is it a "ball" or a "bear"?

Father. No, it is not. I may help you, Kate. You are going to school soon. You are going to take it to school every day.

(Teacher: What is this, children? You have it too. Remember: it begins with the letter "B" (*Bag*))

Listen to the joke and say who the hungry boy was.

WHERE IS THE CAKE?

Mother. Where is the cake that I put on the table?

Jimmy, her son. I have given it to a hungry boy, mummy.

Mother. It's very nice of you. And who is that hungry boy?

Jimmy. I am that hungry boy.

Listen to the joke. Say why the boy is late for school every morning. Answer the question: Is the traffic sign "SCHOOL — GO SLOW" for children or for drivers?

"SCHOOL — GO SLOW!"

Teacher. Jack, why are you late for school every morning?

Jack. When I come to the crossing, I see the words: "SCHOOL — GO SLOW". And I go to school very slow.

Listen to the joke and retell it.

THAT WAS YESTERDAY

Teacher. Mike, why don't you wash your face? I can see what you have had for breakfast this morning.

Mike. What is it, teacher?

Teacher. Eggs.

Mike. It is not right, teacher. That was yesterday.

Listen to the description of this village school and compare it with the description of your school. Find five differences.

OUR VILLAGE SCHOOL

Our school is new. It is not very large. It has three floors. In front of the school there is a garden with flowers in it.

On the ground floor there is a gymnasium and a dining-room. We also have a school hall and a staff room on the ground floor. On the first and second floors we have classrooms for all forms.

We study English and other subjects in specialized rooms. There is a library on the ground floor. Our workshops are on the ground floor, too.

Listen to the short story and say why Mary wants to go to school.

I WANT TO HAVE REST — DAYS TOO

Mary is four years old. One day she comes to school. She says to the teacher, "My mother has rest-days. My father has rest-days. My brother is a school boy. He has his rest-days on Sunday. But I have no rest-days. My brother says I must go to school to have my rest-days too".

Listen to the story and explain why the story is called "The Three L's".

THE THREE L'S

(Use the board and explain to the pupils that the three R's mean: Reading, Writing and Arithmetic. Write on the board the words: Listen, Look and be Lazy.)

Grandfather. Well, Jack, what did you learn at school today?

Jack. We saw a TV programme.

Grandfather. What? Television at school?

Jack. Yes. We are going to see TV programmes three times a week.

Grandfather. When I was a boy, we learned the three R's at school.

Jack. What are the three R's?

Grandfather. The three R's are: Reading, Writing and Arithmetic.

Jack. We learn the three R's at school too. But I like TV programmes better.

Grandfather. I see that you are learning the three L's today.

Jack. The three L's?

Grandfather. Yes, the three L's are: Listen, Look and be Lazy.

Listen to the song and say what children do at school.

TOGETHER

(a song)

Together, together,
Together ev'ry day;
Together, together
We work and we play.

Together, together
We read books ev'ry day;
Together, together
We work and we play.
Together, together
We write words ev'ry day;
Together, together
We work and we play.

Listen to the poem and say in English what you can do.

I LOVE GOING TO SCHOOL

(by Joice Megginson)

I'm learning to write
And I'm learning to spell.
And my teacher says
That I'm doing very well!
I can spell my nice cat —
And that is C—A—T!
I can spell her name Pat —
And that is P—A—T!
I can read, I can write.
I can spell my name, too —
I just love going to school!
And what about you?

Listen to the rhyme and say what is described here. Do you like this time?

SCHOOL IS OVER

School is over.	Now's time
Oh, what fun!	For fun and play.
Lessons over.	No more lessons
Play begun.	For today.

Listen to the text and compare your English lesson with that one.

AT OUR ENGLISH LESSONS

We have four English lessons a week: on Monday, Tuesday, Wednesday, Thursday. Our English teacher's name is Vera Petrovna. We like her lessons very much. She speaks only English to us. She reads interesting stories.

We read English books, do exercises. We describe pictures. We do our exercises. We sing English songs, learn rhymes. Our English lessons are very interesting.

Listen to the text and tell Pete what he must and must not do after lessons.

AFTER LESSONS

Pete's lessons are over at two o'clock. He does not go home after lessons. He does not have dinner. He plays with his friends in the park or in the street. Then he

comes home in the evening. He watches TV. Then he does his lessons. He does not read books.

Listen to the text and say what Pete must and mustn't do when he is on duty.

PETE IS ON DUTY

Pete is on duty today. His lessons begin at eight o'clock. He comes to school at eight o'clock too. He doesn't open the windows. He doesn't clean the blackboard. Some pupils are absent. But Pete says, "All are present".

After lessons Pete doesn't clean the blackboard. He doesn't clean the classroom. He goes home after lessons.

Listen to this short story and say why the pupils are laughing at Pete.

WHO IS ABSENT?

Every day the English teacher comes into the classroom and says, "Good morning, children". The pupils answer, "Good morning".

Then the teacher says, "Who is on duty today?" The pupil on duty says, "I am". Then the teacher asks, "Who is absent today?"

But today the teacher says first, "Who is absent today?" Pete is on duty today. He stands up and says, "I am". All the pupils in the classroom are laughing at Pete.

Listen to the short story and say why the dog and Alec are happy.

REX WANTS TO GO TO SCHOOL

Rex is a young dog. He has a friend. His friend is Alec. Alec goes to school every morning.

Every morning Rex sees Alec. "Good morning", says Alec to the little dog. Rex says, "Bow, wow, wow".

One morning Rex goes with Alec to school. The teacher sees the dog. He says to Alec, "What is the dog's name?"

"His name is Rex", says Alec.

"Do you want to learn at our school, Rex?" asks the teacher.

"Bow, wow, wow", says Rex.

"What a clever dog! He wants to learn at our school", says the teacher. Rex and Alec are very happy.

Listen and say how old the children are.

HOW OLD?

How old is Ben?

He is... (ten).

How old is Kate?

She is... (eight).

How old is Nora

With her friend Dora?

Four and seven are... (eleven).
How old are Kate and Doreen?
Two and thirteen are... (fifteen).
How old are Tom and Doreen?
Three and thirteen are... (sixteen).
How old are Mike and Doreen?
Four and thirteen are... (seventeen).
How old are Pete and Doreen?
Five and thirteen are... (eighteen).
How old are Jane and Doreen?
Six and thirteen are... (nineteen).

Listen to the rhyme and answer the last question.

HOW OLD ARE YOU?

I am eleven.	My father is forty.
My sister is seven.	My granny is seventy-two.
My mother is thirty.	How old are you?

Listen to the rhyme and count the eggs.

HOW MANY EGGS?

My white hen has two eggs,
My brown hen has three.
There is one on the plate,
And I have one for tea.
How many eggs are there for me?

Listen and say how many children there are.

HOW MANY CHILDREN?

Our group has one Rita,	Three Ellies,
One Mike and one Peter,	One Kate and one Lee,
Two Nellies,	How many are we? ... (<i>ten</i>)

After introducing the names, ask the pupils to count the boys. Ask the pupils to bend their fingers while counting.

HOW MANY BOYS?

You are Dick,	He is Tim,
You are Nick.	His friend is Jim.
We are: Freddy,	They are: Jack, Tom and Paul.
Mike and Teddy.	Now count us all ... (<i>ten</i>).

Follow the instruction of the rhyme above.

HOW MANY GIRLS?

She is Jan,	Betty, Pat and Dora.
You are Ann.	They are Mag and Kate.
We are: Nora,	All together we are (<i>eight</i>).

Listen to the joke and say what film Nick saw.

THE LAST FILM I SAW

One day a teacher said to the boys and girls in the class, "Now, please, write a composition. The name of it is 'The Last Film I Saw'".

All the boys and girls took their notebooks and pens and began to write. Nick was very lazy. He took his notebook and a pen, wrote something. Then he gave his notebook to the teacher.

"Have you finished your composition?" asked the teacher in surprise.

"Yes, I have", answered the boy.

"Then you may go out", said the teacher.

When Nick left the room, the teacher opened Nick's notebook and read, "All this time I was busy, that's why I saw no film".

Listen to the joke and say why Jimmy got a bad mark in History.

A HISTORY EXAMINATION

Jimmy's aunt was asking his mother, "What mark did Jimmy get at his history examination?"

Jimmy's mother answered, "A bad mark, I'm sorry to say. But it was not Jimmy's fault. The teacher asked him about the things that happened before the poor boy was born".

Listen to the story and say if Bob knows his lesson well.

SHAKESPEARE'S TELEPHONE

The teacher, Miss Brown, was talking to the pupils about English writers.

"Who can tell me of a great English writer that we all know?" asked Miss Brown.

Janet put up her hand. "I can. It's Shakespeare".

"Good, Jane. And who can tell me when Shakespeare lived? Can you, Bob?"

"No, Miss Brown".

"Have you read this lesson at home, Bob?" asked the teacher.

"Yes, Miss Brown", answered Bob.

"Well, why don't you know? Open your book and read what it says".

Bob opened his book. "It says, — Shakespeare — 1564". "Well", said the teacher, "why didn't you remember it?"

"Oh", answered Bob, "I remembered that. But I thought it was his telephone number".

Listen to the joke and say if the boy has read any plays by William Shakespeare.

HOW MANY PLAYS HAS HE READ?

T e a c h e r. Have you read any plays by W. Shakespeare, Bob?

B o b. Yes, I have read two plays. One is "Romeo" and the other is "Juliet".

Listen to the rhyme and say what books can tell you about.

BOOKS

Books are full of boys and girls,
That I would like to know.
Books are full of happenings
To folks of long ago.
Books are full of animals,
That I would like to pet.
Books are full of weather, too,
Both sunny days and wet.
Books are full of other things
That I would like to see.

Listen and guess what book Alec has taken from the library.

ALEC GOES TO THE LIBRARY

Alec is a schoolboy. He likes to read books very much. Reading is his hobby. He often goes to the school library. He takes books to read at home.

There's a good library at Alec's school. There is a large room with shelves which are full of books. There are novels, stories, poems, plays, picture-books there.

Alec likes to read books on travels and adventures most of all. Today Alec has taken a very interesting book. It's a novel. It was written by a famous American writer. This book is about the adventures of a boy. His name is Tom. He has no parents, he has only an aunt. Her name is Polly. Tom goes to school, but he doesn't like to study. He likes to make different tricks.

Answer the questions:

1. What book has Alec taken from the library?
2. Have you read this book?
3. What books do you like to read: on travels and adventures or on history and geography?
4. Who is your favourite writer?
5. Do you often go to your school library?

Listen to the joke and say if the boy did the problem in arithmetic correctly.

A PROBLEM IN ARITHMETIC

(a joke)

Bob is a schoolboy. He is a good pupil and a clever boy. He likes to study arithmetic. And he can do all the problems in his text-book easily.

One day Bob goes to school. He passes a fruit store. There is a sign on the window. It says, "Apples — six for five pence". An idea comes to the boy. He goes into the store.

"How much are the apples?" he asks the shopman.

"Six for five pence", answers the man.

“But I don’t want six apples”, says the boy.

“How many apples do you want?” asks the shopman.

“It is not the question of how many apples I want. It is a problem in arithmetic” says the boy.

“What do you mean, a problem in arithmetic?” asks the man.

“Well, if six apples cost five pence, then five apples cost four pence, three apples cost two pence, two apples cost one penny, and one apple costs nothing. If one apple costs nothing, then I may not pay you”, says the boy.

Then he takes out a good apple and begins to eat it. Then he walks out of the store. The shopman looks at the boy with such surprise that he cannot say a word!

Answer the questions:

1. What subject does the boy like to study?
2. Is he good at arithmetic?
3. What sign does the boy see on the window of the fruit store?
4. What problem in arithmetic does the boy do?
5. How much money does the boy pay for one apple?

FAMILY

Listen to the following texts and tell the names of the fairy tale characters.

FAIRY-TALE CHARACTERS

1. He is small and very thin. His nose is very long. His hair is long too. He has a hat on. He is kind to his friends. He helps them. He is made of wood. (*Pinocchio from “The Adventures of Pinocchio”*).
2. She is a very nice girl. She has a round face. Her eyes are large and blue. Her hair is blue. It is long. She has a blue ribbon in her hair. Her nice dress is blue too. She has nice shoes on. She is very kind and clever. She can read and write. She helps her friends. (*Malvina from “The Adventures of Pinocchio”*).
3. He is a very big man. He has a very long black beard. His mouth is big and round. His eyes are very big and round too. (*The showman Karabas Barabas from “The Adventures of Pinocchio”*).
4. She is a very nice little girl. She loves her mother and her grandmother. She has a white skirt and a shirt on. She has a red hat on. She has a basket in her hand. (*Red Riding Hood*).

Listen and say what relatives Christina has. Complete the sentences.

CHRISTINA’S FAMILY

Her mother’s mother is ... (her grandmother).

Her father’s father is ... (her grandfather).

Her mother’s sister is ... (her aunt).

Her father’s brother is ... (her uncle).

Her father’s and mother’s daughter is ... (her sister).

Her father’s and mother’s son is ... (her brother).

Listen to the rhyme and say how many members there are in the family and what they are.

FATHER, MOTHER, SISTER, BROTHER

This is my father,	Father, mother,
This is my mother,	Sister, brother,
This is my sister,	Hand in hand
This is my brother.	With one another.

Listen to the rhyme and say what it is about.

MY DEAR, DEAR MUMMY

My dear, dear Mummy!	Be happy, be happy
I love you very much.	On the Eighth of March!
I want you to be happy	Be happy, be happy
On the Eighth of March.	On the Eighth of March.

Listen to the story. Guess who is young Jack Jefferson. Retell the story.

WHO IS COMING?

Part 1

One morning old Mrs. Jefferson gets up early. She has so many things to do. Someone is coming. She says to old Mr. Jefferson. "Get out of the bed! You know who is coming today!"

After breakfast old Jack Jefferson goes to the shop. He buys milk, butter, eggs and sugar. He also buys bananas and apples and sweets.

Old Mrs. Jefferson makes a wonderful cake of sugar, bananas, apples, eggs and butter. The cake is ready. It is on the table.

Part 2

"Oh, we must have some ice-cream", said Mrs. Jefferson to old Jefferson. "Go back to the shop. Buy some ice-cream".

Then old Mrs. Jefferson puts on her beautiful dress. Old Mr. Jefferson puts on his blue jacket with a red tie. "We are ready", say Mr. and Mrs. Jefferson, "When is he coming?"

It is five o'clock. The door opens. In comes a boy, young Jack Jefferson. He is four years old today. It is his birthday...

Who is young Jefferson? (*Grandson*)

Listen to the joke and say if the mother was happy.

WAS THE MOTHER HAPPY?

Little boy. Mum, you're happy!

Mother. How is that?

Little boy. You won't have to buy me new school books next year. I'm still in the same class. Isn't it good?

Listen to the story and say who can do the housework.

WHOSE CHORE?

Part 1

One day we discussed who must do the housework. There was Mummy, Daddy, Granny, me and Boom, the dog.

Granny was too old to do everything about the house. So who can do it?

"Well, I can't", said Dad. "I have a job at the plant".

"I can't", said Mum. "I'm working all day in the office".

"I cook your meals", said Granny. "What else can I do?"

"I must do my homework", I said. "I can't".

"I'm a watchdog", said Boom. "I go shopping with Granny. I carry her shopping-bag. I can't".

Listen and say how the family can keep their flat clean and tidy.

Part 2

At last we decided, "Let's all do it!"

We all began to do the first thing that came into our heads. We did not do anything well. Dad was late for the plant. Mum was late for the office. I was late for school.

In the evening Granny said, "Everyone must have his own job and do it".

So now Daddy and I wash up. Mummy cleans the room. Granny cooks our dinner.

When our friends come, they say, "You keep your flat so clean and tidy. We don't know how to do it".

But we know!

Answer the questions:

1. What about your family: do you keep your flat clean and tidy?
2. Who does the housework in your family?
3. What is your job about the house?

Listen to the text and get ready to answer the questions after it.

BOBBY'S ANSWER

Mr and Mrs Davis have a son. His name is Bobby, and it was his birthday a few days ago.

Last Sunday Bobby's grandfather came to visit them, and he brought Bobby a nice toy train. When he gave it to Bobby, he said: "I'm sorry, Bobby, but I forgot about your birthday last Tuesday, so I didn't give you this present then".

"Oh, that doesn't matter, Grandpa", Bobby answered. "Thank you very much. It's just what I wanted".

"And how old are you now, Bobby?" his grandfather asked. Bobby knew the answer to that question. "I'm five, Grandpa", he said.

"That's good", the old man said. "You're a big boy now, Bobby. And what are you going to be when you're older?" Bobby knew the answer to that question too. "I'm going to be six, Grandpa", he answered.

1. How old was Bobby?
2. His Grandpa gave him a toy present on his birthday, didn't he?
3. Why did Bobby's Grandpa give him the present later?
4. Bobby didn't like the toy train, did he?
5. Did Bobby understand his Grandpa's last question?
6. What did Bobby's grandpa want to know when he asked the boy what he was going to be when he was older?

FUNNY STORIES AND JOKES

- A. Read these funny stories and jokes, try to understand the humour in them. Which of them do you like best? Why?
- B. Act out these short stories. Choose the best actors.

AT A POST-OFFICE

A German student, who did not know English very well, came to a post-office in London. In one hand he had a letter in an envelope and in the other hand he held a stamp. He went up to the girl who worked there and gave her the stamp and the envelope.

"No, no", she said. "You must stick the stamp on yourself".

"Why must I stick the stamp on myself?" asked the student. "I want to send a letter; but not myself!"

A RIDDLE

A man looks at a photograph and says, "Brothers and sisters have I none, but this man's father is my father's son".

What relation is the man in the photograph to the man who is looking at it?

(The man in the photo is the son of the man who is looking at it.)

A BOY'S FACE

Te a c h e r. Jimmie, why don't you wash your face? I can see what you had for breakfast this morning.

L i t t l e b o y. What was it?

T e a c h e r. Eggs.

L i t t l e b o y. No, that was yesterday.

JACK'S MISTAKE

J a c k ' s M o t h e r. There were three pieces of cake in the cupboard, Jack, and now there are only two.

J a c k. Oh, it was so dark in the cupboard, Mamma, and I didn't see the others.

SONGS, POEMS, JOKES, GAMES

LONDON BRIDGE

London bridge is falling down,
Falling down, falling down,
London bridge is falling down,
My fair lady, oh!

Chorus: (sung after each verse)

1. Take the key and lock her up...
2. Build it up with iron bars
3. Iron bars will bend and break
4. Build it up with silver and gold

LONDON BRIDGE

(a song)

1. London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady, oh!
2. Fix it up with bricks and stones,
Bricks and stones, bricks and stones.
Fix it up with bricks and stones,
My fair lady, oh!
3. Shut the gates and hold her tight,
Hold her tight, hold her tight.
Shut the gates and hold her tight,
My fair lady, oh!

LONDON BRIDGE

(a game)

Two pupils form “a bridge” for other pupils to pass under. They raise their arms above their heads. These two pupils secretly decide which of them is “silver”, which is “gold”. The other pupils pass under “the bridge”. They sing the first and the second couplets. At the words “My fair lady, oh!” “the bridge” falls: the two pupils try to catch the pupil “under the bridge”. At this moment all the other players sing the third couplet. After the two players caught any player they ask him (her): “What do you choose: silver or gold?” This player chooses either “silver” or “gold”. Then he (she) takes his place behind the back of the “silver” or “gold” player. The game continues. After all the other players will be caught, a tug of war between the “silver” and “gold” teams ends the game.

Listen to the joke and be ready to retell it.

AMERICAN IN LONDON

One day an American came to London. He stopped at a hotel. From the hotel he went to a post-office. He gave a telegramme to his wife. In that telegramme he wrote the address of his hotel.

The man left the post-office and went for a walk. In the evening he wanted to go back to his hotel. But he forgot the address of his hotel. What could he do now? How could he find his hotel?

The man went back to the post-office and gave another telegramme to his wife. What did he write in his telegramme? The man asked his wife to write the address of his hotel in London.

Correct the wrong statements:

1. An American left London.
2. He wrote a letter to his wife.
3. Then he returned to his hotel in London.
4. He wrote another letter to his wife.

Listen to the rhymes. Move the way the rhymes say.

RIGHT HAND UP

Right hand up!!
Right hand down!
Left hand up!
Left hand down!
Right leg up
Right leg down
Left leg up,
Left leg down!
Stand on your toes!
Clap your hands
And touch your nose!

(Change: left, right, leg, hand.)

STAND UP AND LOOK

Stand up and look around,
Shake your head and turn around;
Stamp your feet upon the ground,
Clap your hands and then sit down.

JUMP THE ROPE

Jump the rope,	Jump it fast,
Jump the rope,	Jump it slow.
Jump, jump, jump!	Jump, jump, jump.
Jump it high,	Clap your hands,
Jump it low,	Clap again.
Jump, jump, jump!	Jump, jump, jump.

HIPPITY-HOPPITY-HOP

Hippity-hoppity-hop
Hippity-hoppity-hop,
The green grasshopper goes
“Hop”, “hop”, “hop”.
Hippity-hoppity-hop,
Hippity-hoppity-hop.

HANDS ON YOUR HIPS

Hands on your hips,	Touch your shoulders,
Hands on your knees,	Touch your nose,
Put them behind you,	Touch your ears,
If you please.	Touch your toes.

NICK AND ANDY

Nick and Andy,	Nick and Andy,
Sugar and candy,	Sugar and candy,
I say stand up!	I say stand straight!
Nick and Andy,	Nick and Andy,
Sugar and candy	Sugar and candy,
I say bend down!	I say sit down!

CLAP YOUR HANDS

Clap! Clap! Clap! Clap!
Clap your hands together.
Hands up! Clap! Clap!
Hands up! Clap! Clap!
Hands out! Clap! Clap!
Hands out! Clap! Clap!
Clap your hands together.
Clap! Clap! Clap! Clap!

STEP AND CLAP

Step, step, clap, clap!
Step, step, clap, clap!

RAISE YOUR HANDS

Raise your hands high up in the air,
To the sides, on your hair.
Stamp your feet upon the ground,
Clap your hands and then sit down.

MORNING EXERCISES

Hands on your hips,
Hands on your knees,
Clap them behind you,
If you please.
Touch your shoulders,
Touch your nose,
Touch your ears,
Stand on your toes.
Raise your hands
High in the air,
At your sides,
On your hair.
Raise your hands
As before,
While you clap them,
One, two, three, four.
My hands upon my head I place,
On my shoulders, on my face.
Then I raise them up and high,
And my fingers quickly fly.

Then I put them in front of me,
And gently clap them — one, two, three.
Turn yourself around,
And then you clap, clap, clap!

ALOUETTE

Alouette, little Alouette,
Alouette, play the game with me:
Put your finger on your head,
Put your finger on your head.
On your head,
On your head,
Don't forget
Alouette

(Add other actions: put your finger on your mouth, lips, chin, nose, eye, neck, chest, foot leg, arm, knee or things within the pupils' reach.)

MY HANDS

Here's my left hand,
Here's my right,
I can clap them
With all my might.

TEDDY-BEAR

Teddy-Bear, Teddy-Bear, turn around,
Teddy-Bear, Teddy-Bear, touch the ground;
Teddy-Bear, Teddy-Bear, show your shoe,
Teddy-Bear, Teddy-Bear, that will do.

HANDS UP

Stand up,
Hands up,
Hands down,
Hands on hips,
Stand up,
Hands to the sides,
Bend left,
Bend right.
Sit down.
Hands on hips,
One, two, three, hop.
One, two, three, stop.
Stand still.

LOOK AT THE WINDOW

Look at the window,
Point to the door,
Bend all down,
And touch the floor.

Stand up and look around,
All sit down and touch the ground.
Stand up and look at me,
Clap your hands and touch the knee.
Stamp, stamp, stamp your feet,
Stamp your feet together.
Spin, spin, spin around,
Spin around together.
Sing, sing, sing your song,
Sing your song together.
Wink, wink, wink your eyes,
Wink your eyes together.
Dance, dance, dance about,
Dance about together.
Shine, shine, shine your shoes,
Shine your shoes together.
Ride, ride, ride your bike,
Ride, your bike together.
Wash, wash, wash your face,
Wash your face together.
March, march, march to bed,
March to bed together.

THIS IS THE WAY WE WASH OUR HANDS

(a song with movements)

This is the way we wash our hands,
Wash our hands, wash our hands,
This is the way we wash our hands,
On a cold and frosty morning.
This is the way we wash our face,
Wash our face, wash our face,
This is the way we wash our face,
On a cold and frosty morning.
This is the way we clean our teeth,
Clean our teeth, clean our teeth,
This is the way we clean our teeth,
On a cold and frosty morning.
This is the way we comb our hair,
Comb our hair, comb our hair,
This is the way we comb our hair,
On a cold and frosty morning.
This is the way we eat our bread,
Eat our bread, eat our bread,
This is the way we eat our bread,
On a cold and frosty morning.
This is the way we drink our milk,
Drink our milk, drink our milk,
This is the way we drink our milk,
On a cold and frosty morning.

This is the way we black our shoes,
Black our shoes, black our shoes,
This is the way we black our shoes,
On a cold and frosty morning.
This is the way we put on our coats
Put on our coats, put on our coats,
This is the way we put on our coats,
On a cold and frosty morning.
This is the way we take our bags,
Take our bags, take our bags,
This is the way we take our bags,
On a cold and frosty morning.
This is the way we go to school,
Go to school, go to school,
This is the way we go to school,
On a cold and frosty morning.

VOCABULARY. USING PROVERBS

LESSON 1

1. A bird in the hand is worth two in the bush. — Лучше одна птичка в руках, чем две в кустах. Ср.: Не сули журавля в небе, а дай синицу в руки.
 2. Talk of the devil and he will appear. — Заговори о черте, и он появится. Ср.: Легко на помине.
 3. Fortune favours the brave. — Судьба благоприятствует смелым. Ср.: Смелость города берет. Смелым всегда удача.
 4. Don't look a gift horse in the mouth. — Дареному коню в рот не смотри. Ср.: Дареному коню в зубы не смотрят.
- I. Read and translate using a dictionary.
1. "What's the matter, Smith?" "Oh, it's you, Mr. Brown. I was just thinking of you. Talk of the devil and he will appear!" he said.
 2. If you can't give me a flat, please give me a room in the hostel. What I need is a roof over my head. A bird in the hand is worth two in the bush.
 3. "I just wanted to ask you: must I take this TV set? I don't think it's a good one". "But it's a present. Don't look a gift horse in the mouth".
 4. It is quite true that "fortune favours the brave", as the old proverb says. The successful people in life are those who are courageous.
- II. Say which of the proverbs following the story makes the best ending to it.

Jane lived with her parents in the Far North. But the little girl was ill. She could neither run nor play. She could not eat. "There is just one thing that will help Jane", said the doctor, "but I haven't got that medicine. We must try to get it as soon as we can. I know what I can do".

The doctor sent a telegram to a doctor in a far-away city. The doctor in the far-away city got the medicine and went to the airport. He told the captain about the sick girl in the

Far North, and the captain told his men about her. The weather was very bad, but one of the pilots said at once, "Give the medicine to me. I shall take it to her". He took the medicine and got into his airplane.

The brave pilot flew on and on all day through the snow and the wind. He flew on and on all night. He did not see any houses, any lights. He saw only snow everywhere.

Jane's father and many other people got up very early that day. They were all waiting for the airplane.

Suddenly they saw it far away in the sky. "There it comes!" cried Jane's father. Soon it landed on the snow. Jane's father ran up to it. The pilot gave him the medicine.

The brave pilot was cold and tired. But he was happy. He knew that now the girl was safe. Jane's parents invited him into their warm house and gave him a good breakfast. He had a short sleep and then flew back to the far-away city.

1. Fortune favours the brave.
 2. A bird in the hand is worth two in the bush.
 3. Talk of the devil and he will appear.
 4. Don't look a gift horse in the mouth.
- III. Render into English the following Russian proverbs.

1. Легко на помине.
2. Смелость города берет.
3. Дареному коню в зубы не смотрят.
4. Не сули журавля в небе, а дай синицу в руки.
5. Где смелость, там победа.

- IV. a) Read the dialogue. b) Use the proverb instead of the italicized words. c) Using one of the proverbs of Lesson 1, make up a dialogue of your own or repeat this one.

"Oh, that's a new bicycle you've got there!" "Yes, Dad bought it for me yesterday". "You are lucky!" "How do you like it?" "It's a beauty. How does it go?" "Just fine; couldn't be better". "I wonder how much it costs?" "Fifty something. But where's your bicycle?" "Oh, it's no good any more".

"Why? It's quite new. You got it only last year. You *can't be so critical of something that was a present*".

"It's not that. It is too small for me now. Dad has promised to buy me another next month".

"Would you like to try mine?"

"Oh, yes, with pleasure".

- V. Use the proverbs in situations of your own. The expressions in brackets will help you.
1. Fortune favours the brave (to go in for swimming, to jump into the water, to save somebody; to be proud of).
 2. Don't look a gift horse in the mouth (to have a birthday party; to invite somebody; to give something as a present).
 3. Talk of the devil and he will appear (I haven't seen her for a year; to stay in the country with somebody; here she comes).

Model:

Peter went in for swimming. He was a good swimmer. One day he was walking along by the river when he saw a small dog in the water. It was a very cold day, but Peter was not afraid of it. He jumped into the cold water and saved the dog. The dog grew up to be a good friend of the family. Peter's mother was proud of her son and told everybody that fortune favoured the brave.

VI. Tell the story using this proverb.

A bird in the hand is worth two in the bush.

LESSON 2

1. To make a mountain out of a molehill. — Делать гору из кротовины. Ср.: Делать из мухи слона.
2. Rome was not built in a day. — Рим строился не один день. Ср.: Не сразу Москва строилась.
3. As well be hanged for a sheep as for a lamb. — Все равно за что быть повешенным: за овцу или ягненка. Ср.: Семь бед — один ответ. Двум смертям не бывать, а одной не миновать.
4. Where there is a will there is a way. — Где есть желание, там есть и путь. Ср.: Где хотенье, там и уменье.

I. Read and translate using a dictionary.

1. She wondered why he, who did not usually trouble over things of little importance, made such a mountain out of this molehill.
2. If you are wise, George, you will go to your office and write me your check for three hundred thousand dollars. You can't be hanged any more for a sheep than for a lamb.
3. "Still you can learn to do something else, you know. Where there is a will there is a way". "I am very willing", said Smike.
4. Rome was not built in a day, son. We started on the small jobs too, but now we are all skilled workers.

II. Say which of the proverbs following the story makes the best ending to it.

A Frenchman was once travelling in England. He could not speak English well and his vocabulary was not large.

Once when he was eating in a small country inn, he wanted some eggs. But he did not remember the word for eggs.

Suddenly through the window he saw a cock. The Frenchman asked what the cock's wife was called. The waiter told him that she was called a hen. The Frenchman then asked what the hen's children were called. The waiter told him that they were called chickens. The Frenchman then asked what the chickens were called before they were born. The waiter told him that they were called eggs. "Fine", said the Frenchman. "Please, bring me two eggs and a cup of tea with some cakes".

1. To kill two birds with one stone.
2. Where there is a will there is a way.
3. Rome was not built in a day.

III. Render into English the following Russian proverbs.

1. Делать из мухи слона.
2. Не сразу Москва строилась.
3. Семь бед — один ответ.

4. Где хотенье, там и уменье.
 5. Была бы охота, заладится всякая работа.
- IV. a) Read the dialogue and find the English proverbs in it. b) Using one of the proverbs of Lesson 2, make up a dialogue of your own or repeat this one.
- J a n e. Hello, Ann! Why are you looking so unhappy?
 A n n. My mother was angry with me today.
 J a n e. Was she? But why?
 A n n. Yesterday, just after school Nina and I went to the cinema to see a new film.
 J a n e. Was your mother angry with you for that? You are making a mountain out of a molehill, aren't you?
 A n n. Not at all. You see, after the film we went to Nina's place and had supper there. As well be hanged for a sheep as for a lamb, I said to myself. Then we watched TV. We had such a nice time together.
 J a n e. I see. So you got home late?
 A n n. Of course I did. Just in time to go to bed. Mother punished me.
 J a n e. It serves you right. Next time you'll think twice before you do a thing like that.
- V. Make up dialogues or situations using the following information. Use the proverbs given in brackets.
1. A sister is angry with her little brother; he got two bad marks. She says she did not see him doing his lessons. He does not agree with her. (To make a mountain out of a molehill.)
 2. You come home late and try to explain to your mother why you did not come home in time. (As well be hanged for a sheep as for a lamb.)
 3. You explain to your friend that it needs time and practice to learn a foreign language. (Rome was not built in a day.)
- Model:*
 "Practice is very important. If you don't practise you can't learn English. Why don't you practise when you are in class?"
 "Because I am afraid the other pupils will laugh at me. My pronunciation is not good".
 "At the beginning everybody is afraid to make mistakes. But Rome was not built in a day. Without mistakes and without practice it's impossible to learn a language".
 "All right, I'll try hard. Where there is a will there is a way. You see, I know one English proverb".
- VI. Tell the story using this proverb.
 Where there is a will there is a way.

LESSON 3

1. The least said the soonest mended. — Чем меньше сказано, тем легче исправить. Ср.: В добрый час молвить, в худой промолчать.

2. Jack of all trades and master of none. — Человек, который берется за многие ремесла, хорошо не владеет ни одним. Ср.: За все братья — ничего не сделать. За все берется, да не все удается.
 3. Half a loaf is better than no bread. — Лучше полбуханки, чем ничего. Ср.: На безрыбье и рак — рыба.
 4. No pains, no gains. — Без труда нет и заработка. Ср.: Без труда не вытащишь и рыбку из пруда. Без труда нет плода.
- I. Read and translate using a dictionary.
1. The least said, the soonest mended: talking too much will make things only worse.
 2. I don't agree with the proverb "Jack of all trades and master of none". We had to do everything for ourselves out there, and we did it quite well.
 3. "What do you think of the new press law?" he began. "What do I think of it? I don't think it will be of much value, but half a loaf is better than no bread".
 4. We must all remember the law of labour: no pains, no gains.
- II. Say which of the proverbs following the story makes the best ending to it.

THE VAIN CROW

A crow thought that she was very beautiful. One day she sat on a branch of a tree. She had a piece of cheese in her mouth which she had taken from a farmer's house. At the foot of the tree sat a fox. The fox saw the piece of cheese in the crow's mouth and wanted to have it. So he got up and spoke to the crow.

"I'm very glad to see you, my friend", he said. "You look very beautiful today".

The crow sat quietly on her branch and said nothing, but she was very pleased.

"You are so beautiful that you could be our queen. Can you talk? I am sure your voice is very beautiful too". The crow still said nothing, because she still had the cheese in her mouth and did not want to drop it. The fox was silent for a moment, then he said, "Oh, I see. You can't talk. Well, we can't make you our queen if you can't talk".

Now the vain crow wanted to show that she could talk, so she opened her mouth and cried: "Caw, caw!" The piece of cheese fell to the ground. The fox ran to it and ate it up. The foolish crow looked sadly at him from her branch. And the fox laughed.

"My dear friend", he said, "now I see that you have a voice, but there is something more important that you haven't got — brains".

1. The least said the soonest mended.
 2. Where there is a will there is a way.
 3. No pains, no gains.
- III. Render into English the following Russian proverbs!
1. За все берется, да не все удается.
 2. На безрыбье и рак — рыба.
 3. Без труда не вытащишь и рыбку из пруда.

IV. Answer the following questions using the proverbs.

1. Why must a man think before he says something?
 2. What can you say to one of your friends if he (she) tries to do too many different things?
 3. Why do you prefer to have old skates rather than no skates at all?
 4. What do people say to you when you tell them that you want to study well, but it is very difficult?
- V. a) Read the dialogues. b) Use the proverbs instead of the italicized words. c) Using one of the proverbs of Lesson 3, make up a dialogue of your own.

M a r y. Where are you going, Harry?

H a r r y. To the football match, of course. Our team will play against the 8B team. I'm sure we'll win.

M a r y. But when will you do your homework? You never have time to do that well.

H a r r y. How can I? I am a member of three clubs, I play the main role in the performance in the drama club. I —

M a r y. *When a man tries to do too many things, he does them all badly.*

A n n. What about going to the flower exhibition? There is one in our city in the Pioneer Palace.

H e l e n. I wanted to go to the cinema today, but Mother didn't give me any money.

A n n. Well, come with me to the flower exhibition. You don't know anything about flowers. It's interesting to learn something about the life of plants.

H e l e n. All right, *the flower exhibition is better than nothing*. I'll come with you.

A n n. Good, I'm sure you'll like it.

A n n. Would you like a cup of tea, Kate?

K a t e. Oh, yes, I'm so thirsty.

A n n. How many lumps of sugar do you like in your tea?

K a t e. Three will do.

A n n. I'm sorry, there are only two lumps of sugar left.

K a t e. That's all right. *Two lumps are better than none*.

VI. Use the proverbs in situations of your own. The words and expressions in brackets will help you.

1. The least said the soonest mended (to be impolite; to answer back; a teacher; to be sorry; to understand; to excuse; to keep silence; to promise; parents).
2. No pains, no gains (to fall ill; to get bad marks; to help; to catch up with the class; to work hard; to get good marks).
3. Half a loaf is better than no bread (to decide; after school; to go to the cinema; a film; interesting; difficult; to buy tickets; to eat ice-cream; to be glad).
4. Jack of all trades and master of none (to try; to do homework; to draw pictures for a wall newspaper; to take pictures; to take care of the flowers; not to be able).

Model:

When I studied in the 7th form I fell seriously ill. I was taken to hospital and stayed there for two months. When I returned to school, I was very much afraid to get bad marks. But my friends helped me a lot to catch up with the class. I worked hard. I remembered the proverb "No pains, no gains". Soon I got only good marks.

VII. Tell the story using this proverbs.

No pains, no gains.

LESSON 4

1. Look before you leap. — Посмотри, прежде чем прыгать. Ср.: Не зная броду, не суйся в воду. Семь раз отмерь, один раз отрежь.
 2. So many men, so many minds. — Сколько людей, столько умов. Ср.: Сколько голов, столько умов.
 3. Better late than never. — Лучше поздно, чем никогда.
 4. He laughs best who laughs last. — Лучше всех смеется тот, кто смеется последним. Ср.: Хорошо смеется тот, кто смеется последним.
- I. Read and translate using a dictionary.
 1. Look before you leap — think well before taking a decision.
 2. We asked the two gentlemen several questions about the man. One of them thought he was foolish. As for the other, he said he was very clever. So many men, so many minds.
 3. There is something I want to talk to you about. I wanted to do it a long time ago, but I was afraid. However it's better late than never.
 4. As he left them, he knew that they were laughing at him. But he knew also that "He laughs best who laughs last". "They think they have caught me. I know that I have caught them", he thought.
 - II. Say which of the proverbs following the story makes the best ending to it.

A SLY CAT

When he was a strong young cat he caught many mice. The mice were afraid of him then. But in time he grew old; and could not catch mice any more.

One day he decided to play a trick on the mice. He lay on his back and did not move at all. A mouse saw him and thought that he was dead. She ran to her friends and said, "The cat is dead! Let us dance and play".

And all the mice began to dance and play. They were very happy, they danced and danced round the cat; and the cat did not move. Then one of the mice jumped on the cat's head.

"Look at me! Come nearer, all of you! The bad cat is dead! Let us dance on his head!"

But suddenly the cat jumped up and caught the foolish mouse. The other mice ran away as quickly as they could.

Mice! Never believe a cat! Don't forget that!

1. Look before you leap.
2. He laughs best who laughs last.
3. Better late than never.
4. So many men, so many minds.

III. Render into English the following Russian proverbs.

1. Сколько голов, столько умов.
2. Лучше поздно, чем никогда.
3. Хорошо смеется тот, кто смеется последним.
4. Не зная броду, не суйся в воду.

IV. Answer the following questions using proverbs.

1. What do you say when you want to warn somebody to be careful?
2. Why is it sometimes very difficult for a group of people to come to a decision on something?
3. What can we say to people who come late to an evening party?
4. Do you like people who always laugh at others? What do you say to them?

- V. a) Read the dialogue. b) Use the proverb instead of the italicized words. c) Using one of the proverbs of Lesson 4, make up a dialogue of your own or repeat this one.

Do c t o r. Well, what's the matter, my friend?

P e t e. Something is wrong with my arm. It hurts very much.

Do c t o r. Let's have a look. Why, it's broken.

P e t e. I jumped down from a tree yesterday and fell.

Doctor. Don't worry. We'll put everything right. *But next time be more careful.*

- VI. Make up situations using the following information. Use a suitable proverb in each.

1. It is very difficult to decide something at a class meeting because all the pupils have different opinions.
2. Once you broke your leg when you tried to jump from a tree. You were not very careful.
3. If you promised to do something and did not do it in time, all the same do it.
4. Never be angry with those who laugh at you. Remember that time will show who was right.

Model:

During our winter holidays I went to Moscow. After I returned home I promised my friends to tell them about everything I had seen there. But I could do it only yesterday. My friend laughed and said, "Better late than never".

- VII. Tell the story using this proverb.

He laughs best who laughs last.

LESSON 5

1. Actions speak louder than words. — Поступки говорят громче, чем слова.
Ср.: Не по словам судят, а по делам. О человеке судят по его делам.
 2. One man's meat is another man's poison. — Что для одного еда, то для другого яд. Ср.: Что полезно одному, то другому вредно.
 3. In for a penny, in for a pound. — Сделано на пенни, можно сделать и на фунт. Ср.: Взялся за гуж, не говори, что не дюж. Назвался груздем, полезай в кузов.
 4. The leopard cannot change his spots. — Леопард не может изменить свои пятна. (Леопард не может изменить свою натуру.) Ср.: Горбатого могила исправит.
- I. Read and translate using a dictionary.
 1. All I want to know is what they did. I've always believed in the old proverb that actions speak louder than words.
 2. One man's meat is another man's poison morally as well as physically.
 3. You may do with me what you please, and take me where you please. In for a penny, in for a pound.
 4. Oh, all right, I shan't argue with you, you're stronger than me. The leopard cannot change his spots.
 - II. Say which of the proverbs following the story makes the best ending to it.

THE HUNTER AND THE WOODMAN

A hunter who was not very brave liked to boast to his friends about his brave deeds. Once he went to the forest to hunt. There he met a woodman and asked him, "My good man, can you tell me where I can find the tracks of a lion? Do you know where lions live?"

"Yes", said the woodman, "I can show you not only the tracks of a lion, but, if you come with me, I shall show you the lion himself".

The hunter became white and said, "Oh, no, thank you, I have no wish to go anywhere with you. I am looking for a lion's tracks, and not for the lion himself".

1. The leopard cannot change his spots.
 2. Actions speak louder than words.
 3. He laughs best who laughs last.
- III. Render into English the following Russian proverbs.
 1. Взялся за гуж, не говори, что не дюж.
 2. Горбатого могила исправит.
 3. Не по словам судят, а по делам.
 4. Что полезно одному, то другому вредно.
 - IV. a) Read the dialogue. b) Use the proverb instead of the italicized words. c) Using one of the proverbs of Lesson 5, make up a dialogue of your own or repeat this one.

P e t e. Have you brought me the book I asked for?

B i c k. I am sorry, I've left it at home.

P e t e. How bad of you! Yesterday you promised to bring it.

N i c k. Don't be angry with me. I'll bring it tomorrow.

P e t e. Do you think I believe you? *You say one thing and do another.*

V. Make up dialogues or situations using the following information. Use the proverbs given in brackets.

1. I am reading the book "Lion at Large"¹ after Richard Parker. I have read about Ingrid who was the smallest girl in the class. The boys in the class did not care much for her; she seemed rather babyish. And she always sucked her hair. It was a habit she had, and she could not do anything about it. (The leopard cannot change his spots.)
2. Many people like my elder brother. He works in the daytime and studies in the evening. He is a good worker and an excellent student. He goes in for sports as well. My brother does not like to talk about himself. (Actions speak louder than words.)
3. Your mother sends you to your aunt with something for her. You say it won't take long and go. When you get to your aunt's home, your aunt says, "Oh, how glad I am you've come. I'm not well and there's nobody at home. Will you go to the shop for me?" (In for a penny, in for a pound.)

Model:

"Nick, have you a brother?"

"Yes, I have".

"Is he older than you are?"

"Yes, he is five years older than I am".

"Does he study or work?"

"He works at the factory and studies foreign languages. It is his hobby. He also goes in for sports". "I think everybody respects him". "Of course. He does a lot but does not like to speak about himself". "That's good. Actions speak louder than words".

VI. Tell the story using this proverb.

Actions speak louder than words.

LESSON 6

1. Make hay while the sun shines. — Коси и суши сено, пока солнце светит. Ср.: Коси, коса, пока роса. Куй железо, пока горячо.
2. Never put off till tomorrow what you can do today. — Никогда не откладывай на завтра то, что ты можешь сделать сегодня. Ср.: Не откладывай на завтра того, что можешь сделать сегодня. Завтра, завтра — не сегодня, так ленивцы говорят.
3. Forewarned is forearmed. — Заранее предупрежденный — заранее вооруженный. Ср.: Предупреждение — то же бережение.
4. Let bygones be bygones. — Пусть прошлое прошлым и останется. Ср.: Кто старое помянет, тому глаз вон. Что было, то прошло. Что прошло, то быльем поросло.

- I. Read and translate using a dictionary.
1. We must leave today. The wind is good now and there won't be any snow for a few days. If we make hay while the sun shines, we'll be able to reach the place in a week.
2. Mary is angry with Jane. This is what she says to her, "I don't know anybody like you, Jane! Your favourite word is 'tomorrow'. It's the first word you say when anybody talks to you about work. Remember the proverb 'Never put off till tomorrow what you can do today'".
3. We knew of the danger because our friends had warned us. Forewarned is forearmed. We were prepared for the attack.
4. "Are you in love with him still?" "I don't know. I want him to come back. If he does that, we'll let bygones be bygones".
- II. Say which of the proverbs following the story makes the best ending to it.

THEY BOTH MADE A MISTAKE

Two men were staying at a hotel in the same room. One of them could not find his purse and said that his neighbour had taken it. After some time the man found the purse in his pocket and apologized to his neighbour. The man said, "You thought I was a thief and I thought you were a gentleman, and we both made a mistake!"

"Well, let's forget about it", said the other, "I apologized".

1. Never put off till tomorrow what you can do today.
 2. Let bygones be bygones.
 3. He laughs best who laughs last.
- III. Render into English the following Russian proverbs.
1. Куй железо, пока горячо.
 2. Завтра, завтра — не сегодня, так ленивцы говорят.
 3. Предупреждение — то же бережение.
 4. Кто старое помянет, тому глаз вон.
 5. Кто предостережен, тот вооружен.
- IV. Read and use the proverbs of Lesson 6 instead of the italicized words.
1. When the Commander learnt that the boy was writing letters to the enemy he knew what to do. *He was warned.*
 2. When the Commander opened the letter that the Captain took from the old man on the platform and found in it only two clean pieces of paper he decided *to act at once.* He gave orders to arrest the old man.
 3. After the Commander gave orders to put under arrest the old man he decided to speak to the boy. He thought, "*If I do not do it today it will be too late*".
 4. The Commander was very angry with Robert and sent him home to his parents. He gave orders to free all the soldiers under arrest and explained his mistake to the old man and asked everybody *to forget everything.*

- V. Answer the following questions using proverbs.
1. What do you usually say to one of your friends who had a good chance but missed it because he (she) could not do the necessary things at once?
 2. Why is it best to do things at the right time?
 3. Why is it always good to know beforehand about a possible danger?
 4. What do we say when we want to forget our quarrels with friends?
- VI. Tell the story using this proverb.
- Let bygones be bygones.

LESSON 7

1. To run with the hare and hunt with the hounds. — Уносить ноги вместе с зайцем и одновременно преследовать его с гончими (т.е. вести двойную игру). Ср.: Вести двойную игру. Служить и нашим и вашим. И нашим, и вашим — всем спляшем.
 2. A friend in need is a friend indeed. — Друг в беде есть настоящий друг. Ср.: Друзья познаются в беде. Друг в нужде — истинный друг.
 3. All is not gold that glitters. — Не все, что блестит, золото. Ср.: Не все то золото, что блестит. Не всякая блеска золото.
 4. Nothing venture, nothing gained. — Ничем не рисковать значит ничего не иметь. Ср.: Попытка — не пытка. Волков бояться — в лес не ходить. Не рискуя, не добудешь.
- I. Read and translate using a dictionary.
1. "I am not going to run with the hare and hunt with the hounds", he thought. "I must act for her".
 2. Ann helped Helen during her illness. She was really a friend in need. And Helen was grateful to her.
 3. You must be careful. All is not gold that glitters.
 4. "We'll try", said the teacher. "Nothing venture, nothing have".
- II. Say which of the proverbs following the story makes the best ending to it.

THE DEVOTED FRIEND

"Oh! I know of nothing in the world", said the Water-rat, "that is either better or higher than a devoted friendship".

"And what is your idea of the duties of a devoted friend?" asked a green little bird who was sitting on a tree and had heard the conversation.

"Yes, that is just what I want to know", said the Duck, and she swam away.

"What a silly question!" cried the Water-rat. "My devoted friend must be devoted to me, of course".

"And what will you do in return?" said the little bird.

"I don't understand you", answered the Water-rat.

1. To run with the hare and hunt with the hounds.
2. A friend in need is a friend indeed.

3. Nothing venture, nothing have.
4. Actions speak louder than words.

III. Render into English the following Russian proverbs.

1. Вести двойную игру.
2. Друзья познаются в беде.
3. Не все то золото, что блестит.
4. Попытка — не пытка.

IV. Read and use proverbs instead of the italicized words.

1. Ann was with Mary during her illness and she helped her to get well. *She was a real friend to Mary.*
2. You want it both ways. *You're either for us or against us.* Which is it?
3. The Miller spoke so well about true friendship that Little Hans believed him. But when Little Hans needed help the Miller was not so quick, and many people understood *that he wasn't as good as he seemed to be.*
4. The men in Jack London's books live a difficult life, a life full of danger. In his stories about Alaska Jack London writes that a man who makes even the smallest mistake will fall and die in the snow. But his characters are afraid of nothing, and they risk their lives in the struggle with nature. They know that *if they don't, they will lose everything they have hoped for.*
- V. Here are some ideas of friendship as expressed by characters in Oscar Wilde's story "The Devoted Friend". Explain who is right and give your opinion of a devoted friendship. Make use of the proverb "A friend in need is a friend indeed".
 1. The rich Miller who always asked Little Hans to help him said, "When people are in trouble they must be left alone. That is my idea of friendship and I am sure I am right".
 2. "But could we not ask Little Hans here?" said the Miller's youngest son. "If poor Hans is in trouble I will give him my porridge and show him my white rabbits".
- VI. Tell the story using this proverb.

A friend in need Is a friend indeed.

LESSON 8

1. Handsome is as handsome does. — По настоящему красив лишь тот, кто красиво поступает. Ср.: О человеке судят не по словам, а по делам.
2. While there is life there is hope. — Пока человек жив, он надеется. Ср.: Где жизнь, там и надежда. Пока дышу, надеюсь.
3. Live and learn. — Живи и учись. Ср.: Век живи — век учись.
4. The early bird catches the worm. — Ранняя пташка червяка ловит. Ср.: Ранняя птичка носок прочищает, а поздняя глаза продирает. Кто рано встает, того удача ждет.

- I. Read and translate using a dictionary.
1. “You may be proud of your daughter. She behaved beautifully during the competition. She won the first prize”, my father told my mother. “Handsome is as handsome does”, my mother said.
2. At any rate, the worst hasn’t happened yet. While there is life there is hope.
3. Life taught her a good lesson. She had to begin all over again. And she understood that one must live and learn.
4. Tom liked to sleep late. By the time he got up Kate had come back with a basket full of mushrooms. ““The early bird catches the worm”, the mother said.
- II. Say which of the proverbs following the story makes the best ending to it.

THE PROFESSOR COULD NOT ANSWER IT

Old Mr. Brompton is a very clever man. Yet the other day he could not answer his granddaughter’s question. “Grandpa”, she said, “I saw something so funny running across the kitchen floor without any legs. What do you think it was?” Grandpa thought and thought, but at last he had to give up.

“What was it?” he asked.

“Water”, replied the little girl triumphantly.

1. Live and learn.
2. While there is life there is hope.
- III. Render into English the following Russian proverbs!
1. О человеке судят не по словам, а по делам.
2. Где жизнь, там и надежда.
3. Век живи — век учись.
4. Кто рано встает, того удача ждет.
- IV. Read and use proverbs instead of the italicized words.
1. Jack London slept only four or five hours a day. He knew he had *to get up very early to do everything he had planned*.
2. Jack London never grew tired of studying. He was never ashamed that he had much to learn. He said to himself, “*The mistake I made yesterday I won’t make tomorrow*”.
3. Johnsy was ill. She did not believe that she could ever paint a good picture. She did not believe that she could get well. Her friend Sue was of a different opinion. She tried to cheer up the sick girl. She told her *to hope for the best*.
4. We wanted to go to the market very early. But when we got there we saw many people going home already. *They had come earlier and had bought what they wanted very quickly*.
- V. Answer the following questions using proverbs:
1. What do people say when they see that they know very little about a thing?
2. Why is it always better to get up early and begin one’s work early?
3. Why must people never lose hope?
4. What do we usually judge people by? By their actions, by their appearance or by what they say?

VI. Read the situation and decide which proverb given below fits it.

Three friends decided to go on a trip. They began to pack. Jerome said that he could pack well. He was proud of his packing. When he finished packing the bag and closed it he remembered that he had not put in his tooth-brush.

1. The early bird catches the worm.
2. Live and learn.
3. Handsome is as handsome does.

VII. Tell the story using this proverb.

The early bird catches the worm.

LESSON 9

1. It is the last straw that breaks the camel's back. — Последняя соломинка ломает спину верблюда. Ср.: Последняя капля переполняет чашу.
 2. Honesty is the best policy. — Честность — лучшая политика.
 3. Let sleeping dogs lie. — Спящих собак не буди. Ср.: Не буди лиха, пока лихо спит. От греха подальше.
 4. Second thoughts are best. — Вторые мысли лучше. Ср.: Семь раз отмерь, один раз отрежь.
- I. Read and translate using a dictionary.
1. "Leave the room", Mr. Smith shouted angrily. It was the last straw that broke the camel's back. "Leave the room at once and let me sleep". The boy went out and shut the door.
 2. "Honesty is the best policy", Mary thought. She at once made up her mind to tell her mother that she had broken her favourite vase.
 3. "The woman next door always has clothes hanging out on the line. It looks awful. I want to write a sharp note to her husband. What do you think?" "I don't advise you to do this. Let sleeping dogs lie".
 4. I sat down to write him a strong letter of complaint. Then I had second thoughts and went to see him instead. We parted the best of friends.
- II. Say which of the proverbs following the story makes the best ending to it.

THE HARES AND THE FROGS

Once upon a time the hares were quite unhappy because they lived in fear of everybody. They were afraid of men, of dogs, of wolves, to say nothing of lions and tigers. They saw danger everywhere and could not enjoy life at all.

One fine morning they gathered in the forest to discuss things. An old hare, who was very tired of this life, said, "Here we live in fear of danger. We cannot eat quietly, we cannot sleep quietly. Every animal in the forest frightens us. It is better to die than to live in such a way. Our life is worse than death itself".

As the other hares were very unhappy too, they agreed that the only way out was to die. And they decided to jump into the water. There was a deep lake in the forest, and they all ran quickly to it.

When they reached the lake, some frogs on the shore saw them and jumped into the water. The hares stopped and one of them cried, "Friends, we are not the most unhappy animals in the forest. Look at those frogs. They are afraid even of us. Our life is not so bad, if there are other animals in the forest with even more danger around them. Let's be patient and try to enjoy life!"

And the hares returned happily to the forest and have lived there ever since. They lead a quiet and careful life. They teach their children to hide under the trees and in the grass, and they train them to run fast when danger is near. And they never think of drowning themselves.

1. It is the last straw that breaks the camel's back.
2. Let sleeping dogs lie.
3. Second thoughts are best.
4. While there is life there is hope.

III. Render into English the following Russian proverbs.

1. Последняя капля переполняет чашу.
2. Лихо никто не кличет, оно само явится.
3. Семь раз отмерь, один раз отрежь.
4. Не буди лиха, пока лихо спит.

IV. a) Read the dialogues. b) Use proverbs instead of the italicized words. c) Using one of the proverbs of Step 10, make up a dialogue of your own.

"Have you told your mother Anna Ivanovna wants to see her?"

"No, not yet. I don't know what to say to her".

"Why not? Tell her everything that happened first, and then say that Anna Ivanovna wants to see her. *It's best to tell the truth, you know*". "I think I'll follow your advice".

"Have you done all your homework, Ann?"

"No, I haven't. Mother's busy in the garden and won't come in for a long time".

"How do you know? *Don't make her angry, Ann*. Do your lessons right now".

T e a c h e r. Again you haven't done your homework, Pete! *I won't stand it any longer*. I shall have to speak to your mother!

P e t e. I'll do it from now on, Anna Ivanovna. Please don't speak to Mother. I'll do it, you'll see.

"You are going to enter the Pedagogical Institute, Kate, aren't you?"

"No, I'm not. I'm going to try for the Medical Institute. *I have changed my mind*, you know".

V. Use the proverbs in a situation or dialogue of your own. The words and expressions in brackets will help you.

1. Honesty is the best policy (to tell the truth; to tell lies; to run away from the Zoo; to laugh at somebody).

2. It is the last straw that breaks the camel's back (to go camping; to be a fine day; to begin to rain; to pitch a tent; 3 to make a fire; no matches; to eat; no knives; bread; butter; a cold wind; to get wet; let's go home).
3. Let sleeping dogs lie (not to like to discuss unpleasant school news with parents).
4. Second thoughts are best (to become an engineer; to be not good at; to change one's mind).

Model:

Mike was a pupil of the tenth form. His hobby was modelling, and he made models of planes and cars. But Mike wasn't good at physics and mathematics, and he didn't often get good marks. Mike decided to become an engineer but he did not enter the Institute.

Then the boy changed his mind and decided to become a turner, and he entered a vocational school. Soon he learnt how to work at the machines and began to work at the factory. Mike liked the work and he worked well. He told his friends that second thoughts were best.

- VI. Tell the story using this proverbs.

Second thoughts are best.

LESSON 10

1. It never rains but it pours. — Беда обрушивается не дождем, а ливнем. Ср.: Пришла беда — отворяй ворота. Беда одна не ходит.
 2. Business before pleasure. — Сначала дело, потом развлечения. Ср.: Делу время, потехе час. Сделал дело, гуляй смело.
 3. Never say die. — Никогда не следует падать духом, отчаиваться. Ср.: Не вешай носа.
 4. Tastes differ. — У каждого свой вкус. Ср.: О вкусах не спорят. На вкус и цвет товарища нет.
- I. Read and translate using a dictionary.
1. "It never rains but it pours", said the neighbours. Very soon after his father's death Mike's mother died and he became an orphan.
 2. "Do your homework, Nick. You must do it first. You must know the proverb 'Business before pleasure'", said Father to his son.
 3. "I hate this old house. Why can't we leave it", said Peter. "Never say die, Peter", said his wife. "We'll get a new flat soon, you'll see".
 4. "I like this place", said the young man. "Tastes differ. As for me, I prefer the seaside". George smiled at his brother.
- II. Say which of the proverbs following the story makes the best ending to it.

THE FOX WITHOUT A TAIL

Once a young fox with beautiful red fur was walking along the path in the forest where a trap was hidden. The fox did not see the trap and touched it with her tail.

The trap closed and held her by the tail. The fox pulled and pulled, and at last the tail broke. The fox was in great pain, but she was very glad that she could run away.

When the other foxes saw her without a tail, she was very unhappy and ashamed. But our fox was very sly. She asked all the other foxes to come to her house. When they were all there, she said to them, "Dear friends, I have asked you to come here because I want to tell you something very important. Tails are not in fashion now, you know. It is better to walk without a tail. I advise you to cut your tails off. It is so easy to run without a tail".

An old fox who was also very sly said, "I think you parted with your tail because you had to. But we are going to keep our beautiful tails".

1. Tastes differ.
 2. It never rains but it pours.
 3. Business before pleasure.
 4. Never say die.
- III. a) Read the dialogues. b) Use proverbs instead of the italicized words. c) Using one of the proverbs of Lesson 10, make up a dialogue of your own.
- "Why are you crying, Lena? What has happened?"
- "I can't do the exercise the teacher gave me, Nick".
- "*Don't cry!* Let me help you".

"How do you like this red dress?"

"Well, you see, Nina, the material is good and the colour is nice but I don't like the style. I like that green one better". "It's got too many buttons. I don't like so many buttons on a dress". "Well, do as you like. Buy the red one, then. *No two people think the same way*".

"Have you practised the piano, son?"

"Not yet".

"Then you can't go to the cinema".

"But Mother —"

"*When you've practised you may go*".

"Why aren't you at school? What's the matter with you, Kate? What's happened to your arm?"

"Oh, I've broken it, and now I've caught cold besides. "You don't say so! *Troubles never come alone*".

- IV. Use the proverbs in a situation or dialogue of your own. The expressions in brackets will help you.
1. Business before pleasure (to go to the skating-rink; to do homework).
 2. It never rains but it pours (to break a cup; to lose something; to be late for school).
 3. Never say die (to get bad marks in English; to help a friend in the language).
 4. Tastes differ (to see a film; to enjoy it very much; not to like the film at all).

Model:

The girl-friends saw two films: one — about animals, the other — a love story. Mary enjoyed the love story, but Kate does not like that sort of film at all. She enjoyed the other film very much. “Well, tastes differ”, said Kate’s mother, who heard the girls’ talk.

V. Make up a dialogue using the following situation and the given proverbs.

Proverbs:

1. Business before pleasure.
2. It never rains but it pours.

Two friends, Ann and Kate, have made up their minds to go to the theatre, but first they must do their homework. Ann does not want to do it. She says they can do it the next morning before school. Kate says she is not right. Ann agrees and the girls do their homework.

In the evening when Ann is dressing for the theatre she finds that she has forgotten that the heels of her best white shoes were broken. Ann wants to put on her dress and sees that a button is lost. When the girls meet to go to the theatre Ann tells her friend about her bad luck.

VI. Answer the question and give your opinion of the girl’s behaviour.

When Carol’s family moved to New York, Carol did not like the city the first minute she saw it. But her brother Johnny and her sister Jinny liked everything there. Carol left her friends in the small town and she did not want to have new friends in New York. Her brother and sister made friends with the boys and girls in the house and were very happy. “Tastes differ”, said Carol to her brother and sister. Why did Carol say this?

VII. Comment on the situation using one of the proverbs of Lesson 10.

Carol did not get the first prize in the art competition. She was very sad because of this. On the way home the children walked with her and said nice things to her. They tried to cheer her up.

VIII. Tell the story using this proverb.

Business before pleasure.

LESSON 11

1. A stitch in time saves nine. — Один стежок, сделанный вовремя, стоит девяти. Ср.: Дело вовремя — не бремя. Минутка час бережет.
2. Little strokes fell great oaks. — Малые удары валят большие дубы. Ср.: Терпение и труд все перетрут. Капля по кайле и камень долбит.
3. There’s many a slip between the cup and the lip. — Многое может произойти за то время, пока подносишь чашку к губам. Ср.: Не говори «гоп», пока не перепрыгнешь. Наперед не загадывай. Это бабушка надвое сказала.
4. Everything is good in its season. — Все хорошо в свое время. Ср.: Всякой вещи свое время. Всякому овощу свое время.

- I. Read and translate using a dictionary.
 1. “Pete, what are you doing with your bicycle? It is quite new. You have bought it this year”. “You know, Nick, a stitch in time saves nine”.
 2. You must be more patient. Some time will pass, and you may have a success. One could cut down even the largest of trees with a penknife. You know the proverb “Little strokes fell great oaks”.
 3. There’s many a slip between the cup and the lip! Who knows what may happen, Dick! Who knows whether you will be the chairman next year?
 4. The old man was fond of tea, but he took it only at teatime. So he always said, “Everything is good in its season!”
- II. Say which of the proverbs following the story makes the best ending to it.

THE HORSE AND THE LION

Once a lion saw a fine young horse and wanted to eat her. But the horse was very careful and he could not catch her. Then the lion decided to tell the animals in the forest that he was a good doctor and could easily cure any illness. The horse was clever. She understood everything and decided to teach the lion a lesson.

So one day when the lion was not far away, the horse asked him to look at her foot, as it gave her great pain. This was just what the lion wanted. He was very glad and readily agreed to look. The horse lifted one of her legs from the ground and while the lion was looking at her foot, she gave him such a kick on the head with it that he fell to the ground. The horse ran away and laughed.

1. Second thoughts are best.
 2. Look before you leap.
 3. There’s many a slip between the cup and the lip.
 4. He laughs best who laughs last.
- III. Render into English the following Russian proverbs.
1. Это бабушка надвое сказала.
 2. Капля по капле и камень долбит.
 3. Всякому овощу свое время.
 4. Минутка час бережет.
- VI. a) Read the dialogue. b) Use the proverb instead of the italicized words. c) Using one of the proverbs of Step 12, make up a dialogue of your own or repeat this one.

“Why are you wearing a coat and a warm dress? *It’s not autumn yet.* Why don’t you put on a light dress if you want to wear a coat?” “Well, you see, the fact is I’ve caught cold and I am afraid of getting worse, that’s why I’ve put on a coat. A stitch in time saves nine, you know”.

“I see”.

- VI. Use the proverbs in situations of your own. The expressions in brackets will help you.
1. Little strokes fell great oaks (to be a bad sportsman; to train every day; to attend a sports section; to become a good sportsman).

2. There's many a slip between the cup and the lip (to make plans; to fall ill; bad luck).
3. Everything is good in its season (to eat very much in the evening; to sleep badly).
4. A stitch in time saves nine (to live in the country; not to be good; to say the proverb; to repair).

Model:

I remember very well when my grandfather said the proverb "A stitch in time saves nine". It was last summer. I lived in the country with my grandparents. One day the grandfather saw that the roof of the house was not good. There was a hole in it. He said, "A stitch in time saves nine" and began to repair the roof the same day.

- VI. Tell the story using this proverb.

There's many a slip between the cup and the lip.

LESSON 12

1. Two heads are better than one. — Две головы лучше одной. Ср.: Ум хорошо, а два лучше.
2. Still waters run deep. — Тихие воды имеют глубокое течение. Ср.: В тихой воде омуты глубоки. В тихом омуте черти водятся.
3. Don't halloo till you are out of the wood. — Не радуйся, пока не выбрался из лесу. Ср.: Не говори «гоп», пока не перепрыгнешь. Не радуйся раньше времени.
4. Curiosity killed a cat. — Любопытство погубило кошку. Ср.: Любопытство до добра не доводит. Много будешь знать — скоро состаришься.

- I. Read and translate using a dictionary.

1. I want to know what you really think I must do. Two heads are better than one, you know, even when mine is one of them.
2. You know how Laura is. So quiet — but still waters run deep! She notices things and I am sure she thinks over them.
3. Don't halloo till you are out of the wood. You had better wait for the results of the experiment and not boast that you have done something wonderful.
4. "I am sorry", he said, "I know I shouldn't have come". "They say that curiosity killed a cat, but I never believed it when I was your age".

- II. Say which of the proverbs following the story makes the best ending to it.

THE TORTOISE AND THE HARE

In a forest near a river there lived a hare who was very proud of himself. Most of all he liked to talk about the way he could run. Of course, the other hares did not like him and did not want to listen to him.

"I must not boast", he thought, "then my friends will talk to me again".

But he forgot all about his decision when he saw a tortoise. He looked at her short legs and cried, "Oh, I am so glad that I am not a tortoise!" The tortoise called out to him, "If you can run so fast, let's have a race".

The hare began to laugh, "Have a race with you? I can get to the finish and back before you cross the starting line".

The tortoise said, "Do you see that big tree over there? The finish will be at that tree".

The tortoise was very clever and she wanted to teach the hare a lesson.

The hare ran off as fast as he could and the tortoise started slowly after him. The hare ran very fast and soon he was not far from the tree. He thought, "I shall wait for the tortoise here and when she comes near enough, I shall run to the finish and be the first".

But the day was very hot and he soon fell asleep. Some time later he woke. He looked around and saw that the tortoise was nearly at the finish. The other hares were watching her and laughing. The proud hare got up and ran as fast as he could, but the tortoise had already reached the tree. The other hares laughed and said to each other, "He boasted very much, but he couldn't win a race against a tortoise, who is one of the slowest animals in the forest".

1. Still waters run deep.
2. Don't halloo till you are out of the wood.
3. Curiosity killed a cat.
4. Two heads are better than one.

III. Render into English the following Russian proverbs.

1. Ум хорошо, а два лучше.
2. Любопытство до добра не доводит.
3. В тихой воде омуты глубоки.
4. Не говори "гоп", пока не перепрыгнешь.
5. Много будешь знать — скоро состаришься.

VI. a) Read the dialogues and find the English proverbs. b) Using one of the proverbs of Lesson 12, make up dialogues of your own or repeat these ones.

K a t e. Oh, it started raining!

J a c k. Now you will get wet in those clothes. I told you to take your raincoat and you didn't want to do it.

K a t e. Oh, I don't like people who always say "I told you so!"

J a c k. Here, you must put on my raincoat. Kate: No, I won't. My clothes will soon get dry when the rain stops and the sun shines.

J a c k. And if not? Don't halloo till you are out of the wood.

H e n r y. What are you doing, Peter?

P e t e r. I'm writing a letter.

H e n r y. Oh, a letter?

P e t e r. Yes, I'm writing to Bill.

H e n r y. What are you writing to him about?

P e t e r. Don't ask so many questions. Curiosity killed a cat, you know.

- V. Use the proverbs in a dialogue or situation of your own. The expressions in brackets will help you.
1. Still waters run deep (to make something; to do something oneself; you don't say so!).
 2. Two heads are better than one (to prepare a wall newspaper; to turn to somebody for help; to be good at).
 3. Don't halloo till you are out of the wood (not to prepare for; never to do a thing; to take part; competition; to take the last place).
 4. Curiosity killed a cat (to call on somebody; to be interested in; to ask too many questions).

Model:

To m. This cake is very good!

A n n. Oh, is it? You like it, don't you?

To m. Yes. Who made it?

A n n. I made it myself.

To m. You don't say so! You never told me that you could cook. Really, still waters run deep.

A n n. Do you want another piece? Tom: Yes, please.

- VI. Read the situation and decide which proverb given below fits it.

Two little boys of Verona had neither father nor mother. Their big sister was ill. They had to work hard to get money to pay for the hospital bed for their sister. But the boys did not complain. They loved their sister and wanted her to get well.

The two little boys did all sort of work but they never spoke about it. They did their work well. People asked them too many questions sometimes but they were silent.

1. Honesty is the best policy.
 2. Still waters run deep.
 3. Two heads are better than one.
- VII. Tell the story using this proverbs.
- Two heads are better than one.

LESSON 13

1. Every cloud has a silver lining. — Всякое облако серебром оторочено. Ср.: Нет худа без добра.
 2. First think, then speak. — Сперва подумай, потом говори. Ср.: Молвишь — не воротишь. Слово не воробей, вылетит — не поймаешь.
 3. One good turn deserves another. — Одна хорошая услуга заслуживает другую. Ср.: Долг платежом красен. Услуга за услугу.
 4. To tell tales out of school. — Разбалтывать (сплетничать) за стенами школы. Ср.: Выносить сор из избы.
- I. Read and translate using a dictionary.
1. Don't get upset. Every cloud has a silver lining.

2. The favourite proverb of our teacher is “First think, then speak”. Sometimes he says, “To speak without thinking is to shoot without looking”.
 3. He did me a good turn once, and I try to help him when I can. One good turn deserves another.
 4. “He’s got into trouble”.
“Tell us about it”.
“I must not tell tales out of school”.
- II. Say which of the proverbs following the story makes the best ending to it.

THE LION AND THE MOUSE

A lion was sleeping under a tree. Suddenly he heard a noise and opened his eyes. He saw a little mouse quite near his nose. He caught the mouse by the tail. The mouse was frightened and cried, “Oh, please, sir, let me go!”

“Why did you make so much noise?” said the lion angrily. “I am sorry. I was only looking for something to eat. Let me go. Perhaps I’ll be able to help you some day”.

The lion laughed, but he let the mouse go; he was a kind lion.

Now one day a young hunter was walking in the forest when he heard the lion’s roar. He called up the other hunters and they put up a net near the lion’s drinking place.

When the lion was thirsty he went to the river. He did not see the net and was caught in it. He roared and struggled and struggled and roared, but the ropes held him and he could do nothing. At last he was tired and hungry and lay still.

Suddenly he saw the mouse. The little animal was working on the net with her sharp teeth. Soon she cut the first rope, then another and another. At last the lion was able to free himself.

“You laughed at me when I promised to help you”, said the mouse. “When I heard you roar I ran to help you, and now see what I have done for you”.

1. Every cloud has a silver lining.
2. One good turn deserves another.
3. Actions speak louder than words.

III. Render into English the following Russian proverbs.

1. Услуга за услугу.
2. Выносить сор из избы.
3. Молвишь — не воротишь.
4. Долг платежом красен.
5. Нет худа без добра.

- VI. a) Read the dialogue. b) Use the proverb instead of the italicized words.
c) Using one of the proverbs of Lesson 13, make up a dialogue of your own or repeat this one.

N i c k. I say, Kate, will you mend my socks, please?

K a t e. Where are your new ones? Why can’t you put them on?

N i c k. Mother has put them somewhere and I can’t find them.

K a t e. I'll mend your socks if you help me to tidy the room.

N i c k. All right. *You help me, and I help you.*

K a t e. Sweep the floor. And try hard not to leave any dust about.

N i c k. Don't worry. Mother won't find any dust. Where there's a will, there is a way.

V. Use the proverbs in situations of your own. The words and expressions in brackets will help you.

1. Every cloud has a silver lining (rainy weather; bad summer; to be at home; to read many books).
2. First think, then speak (geography; at a lesson; to give one name instead of another; to laugh at somebody; not to be ready).
3. One good turn deserves another (to help somebody to cook dinner; to bring tickets for a concert).

Model:

This summer we had very much rainy weather. But even a bad summer can be as pleasant as you make it. It is not hard at all to find interesting things to do if you look for them. This summer I was at home. I read a lot of interesting books and learnt to play chess. So, as they say, every cloud has a silver lining.

VI. Tell the story using this proverb.

One good turn deserves another.

LESSON 14

1. Appearances are deceitful. — Наружность обманчива. Ср.: По наружности о человеке не судят.
 2. What is done cannot be undone. — Что сделано, того не переделаешь. Ср.: Сделанного не воротишь. Что с возу упало, то пропало.
 3. An apple a day keeps the doctor away. — Ешь по яблоку в день, и врач не понадобится.
 4. Catch the bear before you sell his skin. — Прежде поймай медведя, а потом продавай его шкуру. Ср.: Не убив медведя, шкуры не продавай.
- I. Read and translate using a dictionary.
1. "I am afraid, sir, that you have ruined a great career". "I suppose that is so", he answered with a sigh. "What is done cannot be undone".
 2. He is not so quiet as he looks. His appearance is deceitful.
 3. Of course I eat an apple every morning. An apple a day keeps the doctor away.
 4. Never sell the bear's skin until you have killed the bear.
- II. Say which of the proverbs following the story makes the best ending to it.

AN UNPLEASANT MISTAKE

The train stopped at the border and the passengers were told to get their bags ready for examination by the customs officer. One of the passengers had bought

many boxes of cigarettes, and they were in his bags. He knew the customs limits on cigarettes, but he had far more than was allowed.

So he took some boxes out of his bags and put them into his pockets. But when all his pockets were filled, there were still many boxes left. Something had to be done. The passenger went out into the corridor and saw a man standing alone at the window. "Will you help me" he said going up to the man.

"I'd be glad to", the man answered.

"Please, put these cigarettes into your pockets until the customs examination is over".

"Why can't the cigarettes be left in your bags?" the other man asked.

"Because I have too many. I am afraid they will take some of them".

"All right", the man said. "Give them to me. But I must tell you now that I won't return them to you".

"Why not?" the man asked in surprise.

"Because I am the customs officer", was the answer.

1. Two heads are better than one.
 2. Appearances are deceitful.
 3. Catch the bear before you sell his skin.
- III. Render into English the following Russian proverbs.

1. Лицом хорош, а душой не пригож.
2. Сделанного не воротишь.
3. Не дели шкуру неубитого медведя.
4. Наружность обманчива.
5. Не убив медведя, шкуру не продавай.

- IV. a) Read the dialogues and find the English proverbs. b) Using one of the proverbs of Lesson 14, make up a dialogue of your own.

"I say, Nick, why are you looking so unhappy?" "Boris has invited me to his birthday party and I haven't been able to buy a present for him. And now it's too late, I am afraid. What is done cannot be undone". "Not at all. The shops are still open. We have a lot of time. Come on!"

"What are you giving Pete for a birthday present?" "A collection of stories by Jack London". "Very good indeed! But I can't make up my mind". "What about an alarm-clock?"

"That's a very good idea! I'll make it ring just as he is opening the box and he will jump. Then I'll tell him I've given it to him to make him jump out of bed in the morning. It's not good to be late for school, and that's what happens to him most of the time".

"Oh, you must catch your bear before you sell his skin. Come on — or you won't have time to buy any present at all".

- V. Use the proverbs in situations of your own. The words and expressions in brackets will help you:
1. What is done cannot be undone (to help somebody; to wash dishes; to drop something; to break something).

2. An apple a day keeps the doctor away (to catch a cold; to go and see the doctor; to examine somebody; to give medicine for a headache; to eat lots of fruit).
3. Catch the bear before you sell his skin (to boast about something; to try hard; not to work hard; to fail).
4. Appearances are deceitful (to seem; to look angry; to be afraid of somebody; the kindest man).

Model:

The little girl was helping her mother to wash the dishes after dinner. Suddenly she dropped her mother's favourite cup and it broke to pieces. Her mother was not angry with her. She said, "What is done cannot be undone. But next time be more careful".

- VI. Tell the story using this proverb.

Appearances are deceitful.

LESSON 15

1. Scratch my back and I'll scratch yours. — Почеши мне спину, тогда я твою почесу. Ср.: Услуга за услугу. Рука руку моет.
 2. The rotten apple injures its neighbours. — Гнилое яблоко портит соседние яблоки. Ср.: Паршивая овца все стадо портит.
 3. Hunger is the best sauce. — Голод — лучшая приправа. Ср.: Голод — лучший повар.
 4. Appetite comes with eating. — Аппетит приходит во время еды.
- I. Read and translate using a dictionary.
1. My new friend helped me to get home with my luggage and I asked her to stay with me until I found her a room. You know the saying "Scratch my back and I'll scratch yours".
 2. Nick's mother was strongly against her son's friendship with Pete. She was afraid that it could tell upon her son, who was a good pupil. "A rotten apple injures its neighbours" she often said to him.
 3. Oliver Twist and his little friends ate everything they were given. Hunger is the best sauce, you know.
 4. "Appetite comes with eating", my mother says always when I refuse to eat.
- II. Say which of the proverbs following the story makes the best ending to it.

THE FOX AND THE GRAPES

One wet morning a fox left his house and went out hunting. The weather was very bad — the wind was cold, and heavy clouds covered the sun. All the birds and animals in the forest hid from the rain and the fox could not find anything to eat. At last he went to the village, but the dogs met him with loud barking. Now the fox was very hungry indeed, and when he saw a grape-vine growing on a wall, he stopped. He looked at the ripe grapes and his mouth watered. "Now I shall have

something to eat at last”, he thought. But he could not reach the grapes for they were high up on the wall. He began to jump. He jumped and jumped, but he couldn’t get any. At last, tired and very, very hungry, he turned his back on the grape-vine and walked away.

“Oh, well, the grapes are green and sour anyway”, he said to himself.

1. The rotten apple injures its neighbours.
 2. Hunger is the best sauce.
 3. A bird in the hand is worth two in the bush.
 4. No pains, no gains.
 5. There’s many a slip between the cup and the lip.
- III. Render into English the following Russian proverbs.
1. Голод — лучший повар.
 2. Паршивая овца все стадо портит.
 3. Услуга за услугу.
 4. Аппетит приходит во время еды.
- IV. a) Read the dialogue. b) Use the proverb instead of the italicized words. c) Using one of the proverbs of Lesson 15, make up a dialogue of your own or repeat this one.

N i c k. I say, Mike, there is a very good film on at our club. I’d like to see it.

M i k e. I want to see it too.

N i c k. But it’s very difficult to get tickets. There are many people at the box-office. It will take a lot of time and I haven’t done my homework yet.

M i k e. Do you want me to buy the tickets? But I am busy too. I have to go to the library to return a book.

N i c k. I know what we can do. You go and buy tickets for both of us. And I shall return your books after I finish my lessons.

M i k e. I see. *You’ll do me a favour and I’ll do you one.*

- V. Use the proverbs in dialogues or situations of your own. The Words and expressions in brackets will help you.

1. Hunger is the best sauce (hungry; to be fond of sweets; not to like soup; to have some more).
2. Scratch my back and I’ll scratch yours (will you do me a favour?; to do sums; to go shopping; not to like; to do something instead of somebody).
3. The rotten apple injures its neighbours (to keep bad company; to be absent; to be ashamed; to understand; to play hockey).

Model.

O l g a. What have we got for dinner today, Mother?

M o t h e r. Fish soup, cutlets and mashed potatoes, hen coffee and sweets.

O l g a. I’d like only coffee and sweets. I don’t want fish soup, I am not hungry today.

M o t h e r. I know that you are very fond of sweets, but you must eat some soup and a cutlet. You are tired and you only think you are not hungry.

O l g a (*eating*). You are right, Mother. I am hungry now. May I have some more soup? Appetite comes with eating.

M o t h e r. Yes, certainly, hunger is the best sauce.

VI. Answer the following questions using proverbs.

1. Why do people who are really hungry never find fault with the food they are given?
2. What do we say about a man who has a very bad influence on others?
3. What does your mother usually say to you when you tell her you don't want any dinner?

VII. Tell the story using this proverb.

Appetite comes with eating.

LESSON 16

1. A good beginning makes a good ending. — Хорошее начало обеспечивает хороший конец. Ср.: Лиха беда начало.
2. Great boast, small roast. — Много похвальбы, да мало жареного. Ср.: Звону много, толку мало.
3. Don't cross a bridge till you come to it. — Не переходи моста, пока ты до него не добрался. Ср.: Наперед не загадывай.
4. Bad news travels fast. — Плохая весть быстро передается. Ср.: Худые вести не лежат на месте. Плохая молва на крыльях летит.

I. Read and translate using a dictionary.

1. The first time-period was over with the score 2 : 0. The coach was pleased with the result. A good beginning makes a good ending.
2. Mr. Green was not a modest person. He liked to boast of his rich house, his pretty garden, his clever children and many other things. Neighbours said about him, "Great boast, small roast".
3. Don't worry about something before it has happened. Your fears may be groundless, for it may never happen. You mustn't cross a bridge till you come to it.
4. The proverb "Bad news travels fast" means that bad news nearly always reaches up more quickly than good news.

II. a) Read the dialogue and find the English proverb in it. b) Using one of the proverbs of Lesson 16 make up a dialogue of your own or repeat this one.

K a t e. I say, Lena, do you like Mark Twain's books?

L e n a. It goes without saying. My favourite character is Tom Sawyer.

K a t e. I like him too, but sometimes he didn't behave very well. And I think he liked to boast. He sometimes reminds me of the proverb "Great boast, small roast" when he talks.

L e n a. I don't think that proverb describes Tom Sawyer.

III. Render into English the following Russian proverbs.

1. Доброе начало полдела откачало.

2. Плохая молва на крыльях летит.
 3. Много слов, да мало дел.
 4. Лиха беда начало.
 5. Наперед не загадывай.
- IV. Use the proverbs in dialogues or situations of your own. The words and expressions in brackets will help you.
1. Great boast, small roast (to be a lazy-bones; to get bad marks; to boast; to take an exam; to pass an exam well; to get a bad mark; to be ashamed).
 2. Don't cross a bridge before you come to it (to be on summer vacation; to go on a visit to some place; to be afraid of going by air; for the first time; to enjoy).
 3. Bad news travels fast (to receive bad news; to be sorry for; to express one's sympathy; to help somebody).

Model:

Last year when I was on my summer vacation I went on a visit to my aunt's place. My aunt lives in the North. I was afraid of going by air because it was for the first time that I had travelled by plane. But my mother said, "Don't cross the bridge before you come to it. You will enjoy the flight". And I really did.

- V. Speak about a story (a book) you read not long ago. Answer the following questions.
1. Are there any characters in it about whom you may say, "Great boast, small roast"?
 2. Can you tell any of the characters not to cross their bridges before they come to them?
 3. Will the proverb "A good beginning makes a good ending" fit any of the situations in the story? If so explain why it fits.

Model:

I have read the book "Captains Courageous" by R. Kipling. It is about a boy. His name was Harvey Cheyne. His parents were rich people. So Harvey had everything he wanted, and more. He liked to boast very much. But people did not believe him. They knew that great boast meant small roast.

- VI. Answer the question using one of the proverbs.

Simonides was a great Greek poet. The ship on which he travelled was shipwrecked in a storm. The passengers jumped into the water with their bags in their hands. They wanted to save their riches. Many people died in the sea because they could not swim. Simonides reached the land and went to the city near the coast.

What could he tell the people from the ship when he saw some of them in the streets of the city again?

- VII. Tell the story using this proverb.

Great boast, small roast.

LESSON 17

1. Brevity is the soul of wit. — Краткость — душа ума (остроумия). Ср.: Краткость — сестра таланта.
2. No news is good news. — Отсутствие новостей — хорошая новость.
3. Don't trouble trouble until trouble troubles you. — Не тревожь беды, пока беда сама не потревожит тебя. Ср.: Не кличь беду, сама придет. Не буди лиха, пока лихо спит.
4. East or West, home is best. — Восток ли, запад ли, а дома лучше всего. Ср.: В гостях хорошо, а дома лучше.

- I. Read and translate using a dictionary.

1. He always writes short letters, he believes that brevity is the soul of wit.
2. The doctor said, "Then there's no news at all; and no news, they say, is good news".
3. His heart felt heavy with the thought that something was about to happen. "Don't trouble trouble until trouble troubles you!" said Mary angrily. And at once he felt a little better.
4. She was standing on the same bridge talking to Bob, whom she had not seen for five years. Well, East or West, home is best! She was happy to be at home again.

- II. a) Read the dialogue. b) Change the situation by using the given proverb and some of the words given below. c) Make up a dialogue of your own using the proverb.

N i n a. Hallo, Jane.

J a n e. Hallo, Nina. So glad to see you.

N i n a. And I am glad to see you too. But you look so excited. What's the matter?

J a n e. Tomorrow I'll take my first exam. Naturally I can't help feeling excited.

N i n a. What exam will it be?

J a n e. Literature. I am afraid I shan't pass it. Then what shall I do?

N i n a. Nonsense! Don't talk like that! Everything will be all right.

Proverb: Don't trouble trouble until trouble troubles you.

Words: unhappy, nervous, sad; in two days, the day after tomorrow, next week; English, mathematics, physics, chemistry, Russian.

- III. Make up dialogues or situations using the following information. Use a suitable proverb in each.

1. I decided to write a very long letter to my pen-friend. But then I remembered an English proverb. So I changed my mind and wrote a short letter.
2. You are staying in the country with your uncle and you are having a good time. But you want to go home because you are homesick.
3. One of your friends who is to be operated on is very nervous about it. The doctor calms him.

Model:

“Good morning, doctor”.

“Good morning. What’s the trouble?”

“I am in pain. There is something wrong with my leg. I can hardly walk”.

“Well, let me see. Ah, I think we must send you to the hospital”.

“Do you mean to say I’ll be operated on?”

“Don’t cross the bridge before you come to it. We shall see”.

IV. Answer the following questions using proverbs.

1. It very often happens that you are homesick when you are away from home. Why is that so?
2. Why does your Russian teacher advise you not to use too many words when you are retelling a story?
3. What does your grandmother say when your mother is afraid that something has happened to your brother because there are no letters from him?
4. Under what circumstances can you say to one of your classmates, “Don’t trouble trouble until trouble troubles you”?
5. Do you agree that no news is good news? If so, why?
6. What will you advise one of your friends not to do if she can’t help feeling excited before examinations and is sure she will fail?

V. Comment on the situation using one of the proverbs.

In summer Mrs. Brown usually sent her daughters to their grandmother who lived on a farm a hundred kilometres from London. She had a cat and she decided that it must go to the country too. The girls put the cat into a basket and they left London by the morning train.

Two days later Mrs. Brown got a letter from her mother, which said that the girls were on the farm, but the cat ran away the same evening.

A month later a tired dirty cat ran into Mrs. Brown’s kitchen. It went up to Mrs. Brown. It was her cat. They tried to understand how the cat could run a hundred kilometres and find its way in the streets of London.

VI. Tell the story using this proverb.

East or West, home is best.

LESSON 18

1. Practise what you preach. — Поступай так, как проповедуешь. Ср.: Слова не должны расходиться с делом.
2. It is no use crying over spilt milk. — Бесполезно лить слезы над пролитым молоком. Ср.: Слезами горю не поможешь. Потерянного не воротишь.
3. The devil is not so black as he is painted. — Не так черен дьявол, как его рисуют. Ср.: Не так страшен черт, как его малюют.
4. To make a silk purse out of the sow’s ear. — Сделать шелковый кошелек из уха свиньи. Ср.: Сделать человека. Перевоспитать человека.

- I. Read and translate using a dictionary.
1. The moral of the proverb “Practise what you preach” is: behave in the same way as you advise others to behave. Do not recommend early rising if you yourself lie in bed till noon.
2. There was a long silence, then he said, “Well, I judge there’s no use crying over spilt milk”.
3. When Victor failed in the examination, life suddenly seemed very hard. But his father said that the devil was not so black as he was painted, and that Victor must try and take the examination again.
4. The boy was coarse and had bad manners. But he was good at heart. It was quite possible to make a silk purse out of that sow’s ear.
- II. Say which of the proverbs following the joke makes the best ending to it.

WILL YOU PUNISH A BOY?

To m m y. Will you punish a boy for a thing that he did not do?

T e a c h e r. No, Tommy, I shall not punish a boy for a thing he did not do.

Why do you ask?

To m m y. I ask because I did not do my homework.

1. It’s no use crying over spilt milk.
 2. Practise what you preach.
 3. First think then speak.
 4. Fortune favours the brave.
- III. Render into English the following Russian proverbs.
1. Слова не должны расходиться с делом.
 2. Что с возу упало, то пропало.
 3. Не так страшен черт, как его малюют.
 4. Что о том тужить, чего нельзя воротить.
- IV. Use the proverbs in situations of your own. The words and expressions in brackets will help you.
1. It is no use crying over spilt milk (to buy a pair of new skis; to go skiing down the hill; to break a ski; to cry).
 2. The devil is not so black as he is painted (to have to go to the dentist; to be afraid; to talk somebody into going).
 3. Bad news travels fast (to get bad news; to be sorry for; to express one’s sympathy; to help somebody).
- Model:*
- Sasha had a bad tooth, and he had to go to the dentist. Sasha knew that some of his friends were afraid to treat teeth, and the boy refused to go to the dentist. But Sasha’s mother talked him into going. She said, “Don’t be afraid, my dear boy. You must be brave. The devil is not so black as he is painted”.
- V. a) Read the dialogue and find the English proverb in it. b) Using one of the proverbs of Lesson 18, make up a dialogue of your own or repeat this one.
- A n n. I simply can’t learn English.

Helen. Why do you say that? I think you are making a lot of progress.

Ann. No, I am not. I try and try and I still can't speak it very well.

Helen. But don't give up. The devil is not so black as he is painted.

VI. Say which of the proverbs following the story makes the best ending to it.

It was summer. A young girl in a pretty dress quickly entered a compartment of a train and sat down. The train began to move. In the compartment there was only a young man. He tried to tell her something but she did not want either to listen or to speak to him. When the train was coming up to the station, the young man stood up and said, "I tried to tell you that you were sitting on my bag with strawberries. But you did not want to listen, so now your dress is ruined".

1. The devil is not so black as he is painted.
2. It is no use crying over spilt milk.
3. Practise what you preach.

VII. Tell the story using this proverb.

It's no use crying over spilt milk.

LESSON 19

1. Neck or nothing. — Либо добьюсь, либо себе шею сверну. Ср.: Либо пан, либо пропал.
2. Cut your coat according to your cloth. — Крои пальто в соответствии с материалом. Ср.: По одежке протягивай ножки.
3. Don't count your chickens before they are hatched. — Не считай цыплят, пока они не вылупились. Ср.: Цыплят по осени считают.
4. Care killed the cat. — Забота убила кошку. Ср.: Заботы до добра не доводят. Не работа старит, а забота.

I. Read and translate using a dictionary.

1. He trained very much for the competition. "It will be neck or nothing", he said. And really he broke the school record in boxing and set a new one.
2. The girl was poor and had to cut her coat according to her cloth.
3. "Don't count your chickens before they are hatched", said Mary. "A coward's proverb" cried Mike gaily. "You lose half the fun, if you don't".
4. "Come, come", said Tom, "stop this talk. Care killed the cat".

II. Say which of the proverbs following the story makes the best ending to it.

THE CALF AND THE CAP

Lord S. was going along the village street one day when he met the son of one of his farmers. The boy was trying to lead an obstinate calf which was struggling very hard.

"Why don't you take off your cap?" said Lord S.

"That I will, sir", said the boy, "if your Lordship holds my calf".

1. Care killed the cat.
2. Scratch my back and I shall scratch yours.

3. There's many a slip between the cup and the lip.
4. Nothing venture, nothing have.

III. Render into English the following Russian proverbs.

1. Либо пан, либо пропал.
2. По одежке протягивай ножки.
3. Цыплят по осени считают.
4. Не работа старит, а забота.

IV. a) Read the dialogue and find the English proverb. b) Using one of the proverbs of Lesson 19, make up a dialogue of your own.

A. Can you imagine yourself as a newspaper correspondent?

B. Why, of course. I like writing articles for the school newspaper. It is my hobby. I am editor of the school wall newspaper, you know.

A. So you are an experienced journalist already. I'd like to be a journalist too, but I'm afraid I've no talent.

B. It's a hard job. But when you see the article in the newspaper you feel satisfied.

A. I'd like to know how it's done.

B. It takes a lot of time and effort.

A. That's why you look so tired after each issue comes out.

B. "Care killed the cat", they say. But I am joking, of course. It's not so difficult as it seems to be. The more experience you have the easier it gets.

V. Read the situation and decide which proverb given below fits it.

My friend's hobby is fishing. He always goes fishing during his summer holidays. He always dreams of the big catch he will make and how he will give half of it to his friends and the other half to his relatives. But very often he catches no fish at all.

1. Neck or nothing.
2. Don't count your chickens before they are hatched.

VI. Use the proverbs in situations of your own. The words and expressions in brackets will help you.

1. Don't count your chickens before they are hatched (to make plans for the holidays; to count on somebody; to let somebody down; to break a promise; it serves him right).
2. Neck or nothing (I won't stop at anything; there is no way out; by all means; come what may).
3. Cut your coat according to your cloth (to go shopping; what's the price?; I'd like to buy; to cost much; to buy something else).
4. Care killed the cat (to get ready for something; to think about many things; to worry; couldn't sleep; to make fun of somebody).

Model:

Our class was getting ready for the New Year party. We had to think about the New Year tree, the concert and about presents. Our monitor worried very much

about everything. She told us, "I could not sleep well at night". We made fun of her, saying, "Care killed the cat".

VII. Tell the story using this proverb.

Cut your coat according to your cloth.

LESSON 20

1. A drowning man will catch at a straw. — Утопающий за соломинку схватится. Ср.: Утопающий за соломинку хватается.
2. There is no smoke without fire. — Нет дыма без огня. Ср.: Без тучи нет дождя.
3. Pride goes before a fall. — Гордыня до добра не доводит. Ср.: Кто слишком высоко летает, тот низко падает.
4. The proof of the pudding is in the eating. — Чтобы узнать, каков пудинг, надо его отведать. Ср.: Все проверяется на практике. Обед узнают по кушанью, а ум по слушанью.

I. Read and translate using a dictionary.

1. "The young man will lose his sight, I am afraid, but still he and his parents hope that when he gets stronger we shall be able to restore it", said the doctor. "A drowning man will catch at a straw", his friend remarked.
2. "Who told you this? Mary? I can't believe that Paul could let his friends down", said Betty. "Believe it or not, but there is no smoke without fire", answered Mike.
3. Mary boasted that she would be a scientist, yet she couldn't enter the institute. "Remember, pride goes before a fall", her friend said to her.
4. "I think that our young friend John is taking a big risk by starting up business of his own". "It's hard to say yet. He may make a success of it. After all the proof of the pudding is in the eating, isn't it?"

II. Say which of the proverbs following the story makes the best ending to it.

THE VAIN STAG

One hot day a big stag who had a pair of very large antlers stood on the bank of a river. He was thirsty and went down to the water to drink. Suddenly he saw his reflection in the water. He was very pleased with what he saw. "Oh", he said, "what a beautiful pair of antlers I've got! How fine my head is! How proud I look! Nobody has such beautiful antlers as I have. Perhaps some people will say that my antlers are too big, but I don't think so. I like them very much". And the vain stag looked again at his reflection in the water.

Suddenly he heard the dogs. Three hunters and their dogs came out of the forest. The stag ran across the field into the forest. He was already far from the dogs, but he caught his antlers in the branches of some low trees and could not go on.

The dogs ran up to him and pulled him to the ground. Then the hunters came up and killed him. So his beautiful antlers, of which he had been so vain, were the cause of his death.

1. The proof of the pudding is in the eating.
 2. Pride goes before a fall.
 3. A drowning man will catch at a straw.
- III. Render into English the following Russian proverbs.
1. Нет дыма без огня.
 2. Кто слишком высоко летает, тот низко падает.
 3. Обед узнают по кушанью, а ум по слушанью.
 4. Кто тонет — нож подай, и за нож ухватится.
- IV. Use the proverbs in situations of your own. The expressions in brackets will help you.
1. A drowning man will catch at a straw (to be examined; to be badly prepared; to try to use a crib).
 2. Pride goes before a fall (to boast of being a good skater; not to train hard; to take part in a skating competition).
 3. The proof of the pudding is in the eating (to hear that a film is good; to see it for oneself).
 4. There is no smoke without fire (to miss lessons; to scold; to attend lessons).

Model:

When Mother learnt that her daughter missed English lessons, she began to scold the girl. Mary said that she attended all the lessons. "There is no smoke without fire", said Mother. "It was one of your friends who told me". The girl had to say that she had missed several lessons. She felt ashamed and promised never to do it again.

- V. Answer the following questions using the proverbs.
1. What might you say to your friend if he tells you that the new film is good and advises you to see it?
 2. What might you say to a pupil who tries to use a crib?
 3. What might you say to a person who thinks too much of himself and boasts all the time?
- VI. Comment on the situation using one of the proverbs.

A young father was very proud of his little son. He said that the little boy knew the different animals in his picture book. He showed the boy a picture of a giraffe and asked him what it was. "Horsey", said the boy. Then he showed a tiger and the boy said, "Pussy". But when the boy saw the picture of a big monkey, he cried happily, "Daddy".

- VII. Tell the story using this proverb.

A drowning man will catch at a straw.

LESSON 21

1. Murder will out. — Убийство раскроется. Ср.: Шила в мешке не утаишь.
2. If the cap fits, wear it. — Если шапка подходит, носи ее. Ср.: На воре шапка горит.

3. Deeds, not words. — Нужны дела, а не слова. Ср.: О человеке судят по его делам. Не по словам судят, а по делам.
 4. Every dog has his day. — У каждой собаки свой праздник бывает. Ср.: Будет и на нашей улице праздник.
- I. Read and translate using a dictionary.
 1. "You know, Dad, when I was ten I didn't like geography and often got bad marks at geography lessons. So I tried to hide my record-book with the bad marks in it". "Why, Fred, do you think I didn't guess what you had done? Murder will out after all".
 2. "Don't you speak to me in that manner!" said Mary. "Do you think I took your book and lost it?" "Well, if the cap fits, wear it", answered Kate.
 3. "Mother! What does the proverb 'Deeds, not words' mean?" "It means that a person is known and judged more by his actions than by what he says".
 4. "I am lucky today, your turn will come later on. Tomorrow our positions may be reversed". "Yes, every dog has his day, and good fortune comes once to all of us".
- II. Say which of the proverbs following the story makes the best ending to it.

THE POET AND THE LADY

A famous poet came on a visit to a lady who always said that she was fond of literature and especially of poetry. When they sat down to tea, the poet wondered whether she had received the little book of poems he had sent her. With a charming smile the lady said that the poems were splendid and she would like to read some from the book, but she could not remember where she had put it. Her little son was ready with the answer, "Under the leg of the table, mama, to make it steady".

1. Murder will out.
 2. If the cap fits, wear it.
 3. Deeds, not words.
 4. First think, then speak.
- III. Render into English the following Russian proverbs.
 1. Шила в мешке не утаишь.
 2. Будет и на нашей улице праздник.
 3. Не по словам судят, а по делам.
 4. На воре шапка горит.
- IV. Make up a dialogue using one of the proverbs.

Model:

Teacher (*looking through Teddy's homework*). I wonder how one person could make so many mistakes.

Teddy. It wasn't one person, teacher. My brother helped me.

Teacher. There! I always say that murder will out.

- V. Use the proverbs in situations of your own. The words and expressions in brackets will help you.
1. Murder will out (to break a window; to tell a lie; to see; to know the truth; to be ashamed).
 2. If the cap fits, wear it (to get a bad mark; to come home sad; to be asked by Mother; to cry).
 3. Deeds, not words (to speak much; to do little).
 4. Every dog has his day (not to be a very good pupil; to take part in a performance; surprised and pleased; to be a wonderful actor).

Model:

Steve was not a very good pupil, he often got bad marks. His hobby was theatre. He went to the theatre some times a month.

At the beginning of December the pupils of Steve's class decided to give a performance at the New Year party. Steve was asked to take part in the performance.

At the party the pupils were surprised and pleased when they saw that Steve was a wonderful actor.

- VI. Answer the following questions using proverbs.
1. What will you say when you learn the truth about something that your friend didn't want you to know?
 2. What do you say to a person who talks very much and does little?
 3. What can you say to cheer up a person who is often out of luck?
- VII. Tell the story using this proverb.
- Murder will out.

LESSON 22

1. You cannot eat your cake and have it. — Нельзя одновременно съесть лепешку и иметь ее. Ср.: Один пирог два раза не съешь.
 2. Custom is a second nature. — Привычка — вторая натура.
 3. A man can die but once. — Человек может умереть лишь один раз. Ср.: Двум смертям не бывать, а одной не миновать.
 4. A cat in gloves catches no mice. — Кот в перчатках мышей не поймает. Ср.: Без труда не вытащишь и рыбку из пруда.
- I. Read and translate using a dictionary.
1. Make a choice. You mustn't have two things. You must have one or the other, not both. Do you know the English proverb "You cannot eat your cake and have it".
 2. A young woman wants her mother to move to town and live with her and her family. "If you live in town a bit longer, I'm sure you'll like it". "No, Lena, I'm afraid I shan't get accustomed to town life. I like the woods and the river. Custom is a second nature, they say".

3. A father and his son were standing on the bank of a stream. The son jumped over it, but the father was afraid to. At last, murmuring, "A man can die but once" the father jumped — and fell into the muddy water. But the young man quickly pulled him up onto the bank.
 4. Mary wants her mother to make a nice cake, but she doesn't want to go to the shop to buy eggs and butter. "A cat in gloves catches no mice. There'll be, no cake for you then", says Mary's mother.
- II. Say which of the proverbs following the story makes the best ending to it.

THE FARMER'S TREASURE

A farmer who was very ill heard from the doctor that he had only a short time to live. He was not a rich man and had worked very hard all his life. But his sons were very lazy and did not like to work hard in the fields.

He called his sons to his bed and said, "My sons, I shall die very soon and you will be alone on this farm. I leave a treasure, but you must find it yourselves in one of the fields".

He did not say anything more and soon died. His sons wanted to find the treasure very much, and though they were lazy they went to the fields to dig. They dug all over the fields, but they did not find any treasure there. They were very tired and angry at first but when they came to plant wheat, they found that their digging had made it much easier for them.

The harvest was very rich and they sold it in the market and got a good sum of money. So now they understood what treasure their father had left them.

1. A man can die but once.
 2. A cat in gloves catches no mice.
 3. Custom is a second nature.
 4. Every cloud has a silver lining.
- III. Render into English the following Russian proverbs.
1. Привычка — вторая натура.
 2. Без труда не вытащишь и рыбку из пруда.
 3. Один пирог два раза не съешь.
 4. Двум смертям не бывать, а одной не миновать.
 5. Не замочив руки, не умоешься.
- IV. Use the proverbs in a situation of your own. The expressions in brackets will help you.
1. Custom is a second nature (to go to bed early; to write a composition; to want to sleep).
 2. A man can die but once (to be afraid to go to the hospital; to have an operation).
 3. A cat in gloves catches no mice (to refuse to peel potatoes; to be scolded by Mother).
 4. You cannot eat your cake and have it (to go to the cinema; to buy a book).

Model:

Mother gave Nina some money. The girl wanted to go to the cinema very much; at the same time she wanted to buy a book, and there was not enough money for both.

“You can’t eat your cake and have it”, she thought to herself, “I’ll buy the book and I’ll go to the cinema the next time I have money”.

V. Make up a dialogue of your own using one of the following proverbs.

1. You cannot eat your cake and have it.
2. Custom is a second nature.
3. A man can die but once.
4. A cat in gloves catches no mice.

Model:

“What time do you get up on Sundays?” “About half past seven”. “Why so early?”

“I get up at that time on week-days, and custom is a second nature, you know”.

VI. Tell the story using this proverb.

You can’t eat your cake and have it.

FUNNY STORIES AND JOKES

A DOG IN THE BUS

One very rainy day a woman with a dog got on the bus. It was a big dog and its feet were very dirty. The woman sat down and the dog stood near her. When the bus conductor came up to her, she said:

“Oh, conductor, if I pay for my dog, can he have a seat like the other passengers?”

The conductor looked at the dog and its dirty feet and then he said:

“Of course, madam. He can have a seat like all the other passengers, but like all the other passengers, he must not put his feet on it”.

WHO FOUND AMERICA?

Te a c h e r. Here is a map of the world. Who can show us America on it?

(Nick goes to the map and finds America on it.)

Te a c h e r. Very good. Now, tell me boys, who found America?

B o y s. Nick did.

WHOSE MISTAKES?

Te a c h e r (*with Teddy's homework in her hand*). I don't understand how one boy could make so many mistakes.

Te d d y. It wasn't one boy, teacher, Father helped me.

WHICH IS NEARER?

Te a c h e r. Now, boys, who can tell me, which is nearer to us, the Moon or Australia?

B o y. The Moon.

Te a c h e r. Why do you think so?

B o y. Because we can see the Moon from here, but we can't see Australia.

WHICH IS BETTER — TO BE ILL OR TO BE WELL?

A friend came one day to a house where there were three children: a boy and two girls. Two of them — the boy and one of the girls — were ill. They were in bed. Friends and all the members of the family were sorry for them. They brought toys and nice things to eat and gave them to the children who were ill in bed.

The other little girl sat in a corner and cried. One of the friends, who liked children, went up to her and asked, “Why are you crying? You are not ill”.

“No”, said the little girl, “I am not ill, so they don't bring me any presents”.

THE KING AND THE PAINTER

Once there was a king who liked to paint pictures, but his pictures were bad and nobody liked them. The people to whom the king showed his pictures were afraid of him and they said that the pictures were good.

One day the king showed his pictures to a great painter who lived in that country and said, "Tell me, what do you think of my pictures? Am I a good painter or not?"

The painter looked at the king's pictures and said, "My king, the pictures are bad and you will never be a good painter".

The king was very angry and sent the painter to prison.

After two years the king wanted to see the painter again. When the painter came, the king gave him a good dinner and said, "Now you are a free man and I am your friend". So he talked kindly to the painter. After dinner the king again showed the painter his pictures and asked, "Well, how do you like them now?"

The painter did not answer. He turned to the soldier who was in the room and said, "Take me back to prison".

THE PHILOSOPHER IN THE BOAT

One day a philosopher crossed a river in a small boat. He talked to the boatman and asked him: "Do you know anything about geography?"

"Oh, no", said the boatman, "I don't know anything about it".

"I'm sorry for you", said the philosopher, "a quarter of your life is lost".

A little later the philosopher asked the boatman a second question: "Do you know anything about mathematics?"

"Oh, no", answered the boatman, "I have never heard about it".

"I'm sorry for you, a second quarter of your life is lost", said the philosopher.

After some time he asked the boatman a third question: "Do you know anything about astronomy?"

"Oh, no", answered the boatman again, "I have never heard about it".

"I'm sorry for you, a third quarter of your life is lost", said the philosopher.

At that minute the boat ran on a stone. The boatman jumped up and said, "Can you swim?"

"Oh, no", said the philosopher, "I can't swim".

"I'm very sorry for you", said the boatman. "Your whole life is lost. The boat is going down".

AT A CIRCUS

A conjurer worked at a new trick. He wanted some body to help him. He asked his young son to do so.

"When I ask a boy to come and help me you must come on the stage. But nobody must know that you know me", said the man to his son. The boy said that he understood everything.

In the evening, when the conjurer came on the stage and asked any boy to help him, his son quickly ran on the stage.

The conjurer said, "Look at this boy! He has never seen me before, have you, my boy?"

"No, father!" answered the boy.

GIVE IT TO MY HORSE

On cold winter evening a man came into a small inn. He was tired and cold and wanted to sit near the fire. But there were too many people near the fire. Then the man asked a boy to give his horse some meat.

All the people left their seats and ran out into the yard to look at the horse who could eat meat. The man sat down near the fire and warmed himself. He was happy.

Then the people came back and said, "But your horse does not want to eat the meat".

"All right", said the man. "Then I shall eat it".

THE FOX AND HE-GOAT

One very hot summer a fox was looking for water all day, but could not find it. The fox came near the village, but the dogs saw him and he had to run away quickly. At last the fox thought of an old well in the middle of a field and ran to it.

When he came to the well, he saw that the water was very low down and he could not reach it. He tried to reach it again and again and at last fell in.

He was very frightened, but as the water was not very deep, he could drink as much as he wished.

When he did not want to drink any more, he wished to get out. But the sides of the well were high and he could not reach the top. He was in the well all the night.

The next morning a he-goat came up to the well, and seeing the fox there, he said, "Is the water good?"

"Oh, yes!" said the fox. "Come down, my friend, it is so good that I can't stop drinking it".

The he-goat jumped down, but when he was down in the well, the fox jumped on his back and soon was on the green grass. When he was at the top of the well, he turned round and said, "Thank you, he-goat, I wish you good morning!"

WHO'S ON THE PHONE

An English schoolboy who did not want to go to school, rang his teacher one day and spoke to him in a loud voice. The boy thought that he could speak like his father.

"I am sorry, sir, but Smith is ill in bed and cannot come to school for three or four days".

"Oh", said the teacher, "I am sorry to hear that; who is speaking?"

"My father, sir".

THE LONGEST WORD

D i c k. Which is the longest English word, Harry?

H a r r y. I don't know. Do you?

D i c k. Yes, I do.

H a r r y. Well; what is it?

D i c k. Smiles.

H a r r y. That isn't very long. Only six letters.

D i c k. Ah, but there's a mile between the first and the last letters.

H a r r y. Which word is shorter, if you put another syllable on the end?

D i c k. Oh, there's no answer to that question. You can't make a word shorter by putting a syllable on the end.

H a r r y. Oh, yes, you can. It's the word "short". If you put the syllable -er on the end, it's "shorter".

A SMALL PICTURE

A rich man once asked a great painter to paint a small picture for him. Next day the painter came and brought him the small picture.

"It is a beautiful picture", said the rich man. "How much do you want for it?"

"One thousand dollars", answered the painter.

"One thousand dollars for such a small picture?" cried the rich man. "You painted it in one day and you want one thousand dollars for one day's work?"

"Yes, I painted it in one day, but I worked thirty years in order to learn how to paint it in one day", answered the painter.

Listen to the poem, then read it:

LESSONS

We learn such lots of things at school,
And new ones every day;
I think the names of some of them
Are very hard to say.
If people say arithmetic
Is hard, I don't agree:
For if you know your tables, it's
As plain as ABC.
Geography's about the world,
It's interesting to me.
Because I like to hear about
The land across the sea.
Geography is very nice,
But history is better.
And composition teaches us
How to write a letter.
But reading is the best of all,

For reading's like a key
That opens many, many doors;
It opens books for me.
And when I reach the upper school,
I'll learn, when I am big,
Geometry and algebra?
And something queer called trig.

Answer the questions on the poem:

1. What subjects does the boy in the poem speak about?
2. What does the boy think about different subjects?
3. Do you agree with what the boy says about arithmetic and other subjects?
4. Which subject is the best for the boy and why?
5. What is your favourite subject at school? Why?

Listen to the poem, then read it:

BOOK LOOK

B. Walker

Since books are friends,
They need much care.
When you're reading them,
Be good to them and fair.
Use book-marks, children,
To hold your place,
And don't turn a book
Upon its clear face.
Remember, children, then:
Books are meant to read,
Not cut or colour them —
No, really never indeed!

Answer the questions on the poem:

1. Why are books our friends?
2. Why do they need much care?
3. Have you got a lot of books at home?
4. What famous English and American writers do you know?
5. What books by English and American writers do you know?
6. What is (are) your favourite book(s)? Why?

TALES AND STORIES

THE WIZARD OF OZ

THE GIRL IN THE CHICKEN COOP

The wind blew hard and joggled the water of the ocean, sending ripples across its surface. The billows rolled dreadfully high: higher even than the tops of houses. Some of them, indeed, rolled as high as the tops of tall trees, and seemed like mountains; and the gulfs between the great billows were like deep valleys.

At the time the wind began to blow, a ship was sailing far out upon the waters. When the waves began to tumble and toss and to grow bigger and bigger the ship rolled up and down.

And the clouds were so thick in the sky that the sunlight couldn't get through them; so that the day grew dark as night, which added to the terrors of the storm.

The Captain of the ship was not afraid, because he had seen storms before, and had sailed his ship through them in safety; but he knew that his passengers would be in danger if they tried to stay on deck. So he put them all into the cabin and told them to stay there until after the storm was over, and to keep brave hearts and not be scared, and all would be well with them.

Now, among these passengers was a little Kansas girl named Dorothy Gale, who was going with her Uncle Henry to Australia. She saw the dim form of a man clinging to a mast not far away from her. This might be her uncle, so she called as loudly as she could: "Uncle Henry! Uncle Henry!" But the man certainly failed to hear her, for he did not move.

Dorothy decided she must go to him; so she made a dash forward, during a lull in the storm, to where a big square chicken-coop had been lashed to the deck with ropes. She reached this place in safety, but no sooner had she seized fast hold of the slats of the big box in which the chickens were kept than the wind suddenly redoubled its fury. With a scream like that of an angry giant it tore away the ropes that held the coop and lifted it high into the air, with Dorothy still clinging to the slats. Around and over it whirled, this way and that, and a few moments later the chicken-coop dropped far away into the sea, where the big waves caught it.

Dorothy had a good ducking, you may be sure, but she didn't lose her presence of mind even for a second. She kept tight hold of the stout slats and as soon as she could get the water out of her eyes she saw that the wind had ripped the cover from the coop, and the poor chickens were fluttering away in every direction. The bottom of the coop was made of thick boards, so Dorothy found she was clinging to a sort of raft, with sides of slats. After coughing the water out of her

throat and getting her breath again, she managed to climb over the slats and stand upon the firm wooden bottom of the coop, which supported her easily enough.

“Why, I’ve got a ship of my own!” she thought, more amused than frightened at her sudden change of condition. Then she looked eagerly around for the ship from which she had been blown.

It was far, far away, by this time. Perhaps no one on board had yet missed her, or knew of her strange adventure. Down into a valley between the waves the coop swept her, and when she climbed another crest the ship looked like a toy boat, it was such a long way off. Soon it had entirely disappeared in the gloom, and then Dorothy gave a sigh of regret at parting with Uncle Henry and began to wonder what was going to happen to her next.

Just now she was tossing on the bosom of a big ocean, with nothing to keep her afloat but a miserable wooden hen-coop that had a plank bottom and slatted sides, through to the skin! And there was nothing to eat when she became hungry — as she was sure to do before long — and no fresh water to drink and no dry clothes to put on.

“Well, I declare!” she exclaimed, with a laugh. “You’re in a pretty fix, Dorothy Gale, I can tell you! And I haven’t the least idea how you’re going to get out of it!”

It was lucky for Dorothy, I think, that the storm subsided; otherwise, brave though she was, I fear she might have perished. Many children, in her place, would have wept and given way to despair; but because Dorothy had encountered so many adventures and come safely through them it did not occur to her at this time to be especially afraid. She was wet and uncomfortable, it is true; but, after sighing that one sigh I told you of, she managed to recall some of her customary cheerfulness and decided to patiently await whatever her fate might be.

By and by the black clouds rolled away and showed a blue sky overhead, with a silver moon shining sweetly in the middle of it and little stars winking merrily at Dorothy when she looked their way. The coop did not toss around any more, but rode the waves more gently — almost like a cradle rocking — so that the floor upon which Dorothy stood was no longer swept by water coming through the slats. Seeing this, and being quite exhausted by the excitement of the past few hours, the little girl decided that sleep would be the best thing to restore her strength and the easiest way in which she could pass the time. The floor was damp and she was herself wringing wet, but fortunately this was a warm climate and she did not feel at all cold.

So she sat down in a corner of the coop, learned her back against the slats, nodded at the friendly stars before she closed her eyes, and was asleep in half a minute.

Tasks

- A. Say whether these statements are true or False. Prove your idea using the lines (sentences) from the text.
 1. The waves were very high and seemed like mountains.
 2. A ship was very close to the shore at the time when the wind began to blow.

3. The day grew dark as night.
 4. The Captain of the ship was afraid of the storm.
 5. Dorothy Gale was traveling to Africa.
 6. She was traveling with her Aunt Em.
 7. Uncle Henry was not very well.
 8. He didn't want to take Dorothy on his journey because she was afraid of travelling.
 9. Dorothy found that Uncle Henry was missing but she didn't try to find him.
 10. Dorothy was a very brave and courageous girl.
 11. Dorothy lost her presence of mind while travelling in the chicken Hoop.
 12. She was amused to have "a ship of her own".
 13. Dorothy was happy and comfortable on "her ship".
 14. She couldn't fall asleep on board the ship that was a Chicken hoop.
- B. How can you characterize Dorothy? What kind of girl was she? Use these words to help you.

brave

mad

courageous

didn't lose her mind

kind

cruel

selfish

kind-hearted

very clever (foolish)

witty (smart)

naive

Prove your answer.

- C. Finish the sentences.
1. At the time the wind began to blow...
 2. So he put them all into the cabin...
 3. Uncle Henry, you must know...
 4. The little girl was quite...
 5. Dorothy had almost fallen asleep...
 6. She only remembered that Aunt Em...
 7. This might be her uncle...
 8. Dorothy had a good duckling...
 9. Soon it had entirely disappeared...
 10. The floor was damp and she was herself.
- D. Ask questions. Use your Reference Grammar.
1. The waves seemed like mountains.
 2. The day grew dark as night.
 3. Uncle Henry was not very well.

4. But the man failed to hear her.
 5. Dorothy had a good duckling.
 6. Dorothy gave a sigh of regret at parting with Uncle Henry.
 7. The floor was damp.
 8. She sat down in a corner of the coop.
- E. Make a plan to the text. Then retell the text according to each point of the plan. Exchange your impressions about the text.

THE YELLOW HEN

A strange noise awoke Dorothy, who opened her eyes to find that day had dawned and the sun was shining brightly in a clear sky. She had been dreaming that she was back in Kansas again, and playing in the old barn-yard with the calves and pigs and chickens all around her; and at first, as she rubbed the sleep from her eyes, she really imagined she was there.

“Kut-kut-kut, ka-daw-kut! Kut-kut-kut, ka-daw-kut!” Ah; here again was the strange noise that had awakened her. Surely it was a hen cackling! But her wide-open eyes first saw, through the slats of the coop, the blue waves of the ocean, now calm and placid, and her thoughts flew back to the past night, so full of danger and discomfort. Also she began to remember that she was a waif of the storm, adrift upon a treacherous and unknown sea.

“Kut-kut-kut, ka-daw-w-w-kut!”

“What’s that?” cried Dorothy, starting to her feet.

“Why, I’ve just laid an egg, that’s all”, replied a small, but sharp and distinct voice. Looking around her the little girl discovered a yellow hen squatting in the opposite corner of the coop.

“Dear me!” she exclaimed, in surprise; “have you been here all night, too?”

“Of course”, answered the hen, fluttering her wings and yawning. “When the coop blew away from the ship I clung fast to this corner, with claws and beak, for I knew if I fell into the water I’d surely be drowned. Indeed, I nearly drowned, as it was, with all that water washing over me. I never was so wet before in my life!”

“Yes”, agreed Dorothy, “it was pretty wet, for a time, I know. But do you feel comfortable now?”

“Not very. The sun has helped to dry my feathers, as it has your dress, and I feel better since I laid my morning egg. But what’s to become of us, I should like to know, afloat on this big pond?”

“I’d like to know that, too”, said Dorothy. “But, tell me; how does it happen that you are able to talk? I thought hens could only cluck and cackle”.

“Why, as for that”, answered the yellow hen thoughtfully, “I’ve clucked and cackled all my life, and never spoken a word before this morning, that I can remember. But when you asked a question, a minute ago, it seemed the most natural thing in the world to answer you. So I spoke, and I seem to keep on speaking, just as you and other human beings do. Strange, isn’t it?”

"Very", replied Dorothy. "If we were in the Land of Oz, I wouldn't think it so queer, because many of the animals can talk in that fairy country. But out here in the ocean must be a good long way from Oz".

"How is my grammar?" asked the yellow hen, anxiously. "Do I speak quite properly, in your judgment?"

"Yes", said Dorothy, "you do very well, for a beginner".

"I'm glad to know that", continued the yellow hen, in a confidential tone, "because, if one is going to talk, it's best to talk correctly. The red rooster has often said that my cluck and my cackle were quite perfect; and now it's a comfort to know I am talking properly".

"I'm beginning to get hungry", remarked Dorothy. "It's breakfast time; but there's no breakfast".

"You may have my egg", said the yellow hen. "I don't care for it, you know".

"Don't you want to hatch it?" asked the little girl, in surprise.

"No, indeed; I never care to hatch eggs unless I've a nice snug nest, in some quiet place, with a baker's dozen of eggs under me. That's thirteen, you know, and it's a lucky number for hens. So you may as well eat this egg".

"Oh, I couldn't poss'bly eat it, unless it was cooked", exclaimed Dorothy. "But I'm much obliged for your kindness, just the same".

"Don't mention it, my dear", answered the hen, calmly, and began pruning her feathers.

For a moment Dorothy stood looking out over the wide sea. She was still thinking of the egg, though; so presently she asked:

"Why do you lay eggs, when you don't expect to hatch them?"

"It's a habit I have", replied the yellow hen. "It has always been my pride to lay a fresh egg every morning, except when I'm moulting. I never feel like having my morning cackle till the egg is properly laid, and without the chance to cackle I would not be happy".

"It's strange", said the girl, reflectively; "but as I'm not a hen I can't be 'spected to understand that".

"Certainly not, my dear".

Then Dorothy fell silent again. The yellow hen was some company, and a bit of comfort, too; but it was dreadfully lonely out on the big ocean, nevertheless.

After a time the hen flew up and perched upon the topmost slat of the coop, which was a little above Dorothy's head when she was sitting upon the bottom, as she had been doing for some moments past.

"Why, we are not far from land!" exclaimed the hen.

"Where? Where is it?" cried Dorothy, jumping up in great excitement.

"Over there a little way", answered the hen, nodding her head in a certain direction. "We seem to be drifting toward it, so that before noon we ought to find ourselves upon dry land again".

"I shall like that!" said Dorothy, with a little sigh, for her feet and legs were still wetted now and then by the sea-water that came through the open slats.

“So shall I”, answered her companion. “There is nothing in the world so miserable as a wet hen”.

The land, which they seemed to be rapidly approaching, since it grew more distinct every minute, was quite beautiful as viewed by the little girl in the floating hen-coop. Next to the water was a broad beach of white sand and gravel, and farther back were several rocky hills, while beyond these appeared a strip of green trees that marked the edge of a forest. But there were no houses to be seen, nor any sign of people who might inhabit this unknown land.

“I hope we shall find something to eat”, said Dorothy, looking eagerly at the pretty beach toward which they drifted. “It’s long past breakfast time, now”.

“I’m a trifle hungry, myself”, declared the yellow hen.

“Why don’t you eat the egg?” asked the child. “You don’t need to have your food cooked, as I do”.

“Do you take me for a cannibal?” cried the hen, indignantly. “I do not know what I have said or done that leads you to insult me!”

“I beg your pardon, I’m sure Mrs. — Mrs. — by the way, may I inquire your name, ma’am?” asked the little girl.

“My name is Bill”, said the yellow hen, somewhat gruffly.

“Bill! Why, that’s a boy’s name”.

“What difference does that make?”

“You’re a lady hen, aren’t you?”

“Of course. But when I was first hatched out no one could tell whether I was going to be a hen or a rooster; so the little boy at the farm where I was born called me Bill, and made a pet of me because I was the only yellow chicken in the whole brood. When I grew up, and he found that I didn’t crow and fight, as all the roosters do, he did not think to change my name, and every creature in the barn-yard, as well as the people in the house, knew me as ‘Bill’. So Bill I’ve always been called, and Bill is my name”.

“But it’s all wrong, you know”, declared Dorothy, earnestly, “and, if you don’t mind, I shall call you ‘Billina’. Putting the ‘eena’ on the end makes it a girl’s name, you see”.

“Oh, I don’t mind it in the least”, returned the yellow hen. “It doesn’t matter at all what you call me, so long as I know the name means me”.

“Very well, Billina. My name is Dorothy Gale — just Dorothy to my friends and Miss Gale to strangers. You may call me Dorothy, if you like. We’re getting very near the shore. Do you suppose it is too deep for me to wade the rest of the way?”

“Wait a few minutes longer. The sunshine is warm and pleasant, and we are in no hurry”.

“But my feet are all wet and soggy”, said the girl. “My dress is dry enough, but I won’t feel real comfortable till I get my feet dried”.

She waited, however, as the hen advised, and before long the big wooden coop grated gently on the sandy beach and the dangerous voyage was over.

It did not take the castaways long to reach the shore, you may be sure. The yellow hen flew to the sands at once, but Dorothy had to climb over the high slats. Still, for a country girl, that was not much of a feat, and as soon as she was safe ashore Dorothy drew off her wet shoes and stockings and spread them upon the sun-warmed beach to dry.

Then she sat down and watched Billina, who was pick-pecking away with her sharp bill in the sand and gravel, which she scratched up and turned over with her strong claws.

“What are you doing?” asked Dorothy.

“Getting my breakfast, of course”, murmured the hen, busily pecking away.

“What do you find?” inquired the girl, curiously.

“Oh, some fat red ants, and some sand-bugs, and once in a while a tiny crab. They are very sweet and nice, I assure you”.

“How dreadful!” exclaimed Dorothy, in a shocked voice.

“What is dreadful?” asked the hen, lifting her head to gaze with one bright eye at her companion.

“Why, eating live things, and horrid bugs, and crawly ants. You ought to be “ashamed of yourself!”

“Goodness me!” returned the hen, in a puzzled tone; “how queer you are, Dorothy! Live things are much fresher and more wholesome than dead ones, and you humans eat all sorts of dead creatures”.

“We don’t!” said Dorothy.

“You do, indeed”, answered Billina. “You eat lambs and sheep and cows and pigs and even chickens”.

“But we cook them”, said Dorothy, triumphantly.

“What difference does that make?”

“A good deal”, said the girl, in a graver tone. “I can’t just explain the difference, but it’s there. And, anyhow, we never eat such dreadful things as bugs”.

“But you eat the chickens that eat the bugs”, retorted the yellow hen, with an odd cackle. “So you are just as bad as we chickens are”.

This made Dorothy thoughtful. What Billina said was true enough, and it almost took away her appetite for breakfast. As for the yellow hen, she continued to peck away at the sand busily, and seemed quite contented with her bill-of-fare.

Finally, down near the water’s edge, Billina stuck her bill deep into the sand, and then drew back and shivered.

“Ow!” she cried. “I struck metal, that time, and it nearly broke my beak”.

“It probably was a rock”, said Dorothy, carelessly.

“Nonsense. I know a rock from metal, I guess”, said the hen. “There’s a different feel to it”.

“But there couldn’t be any metal on this wild, deserted seashore”, persisted the girl. “Where’s the place? I’ll dig it up, and prove to you I’m right”.

Billina showed her the place where she had “stubbed her bill”, as she expressed it, and Dorothy dug away the sand until she felt something hard. Then, thrusting

in her hand, she pulled the thing out, and discovered it to be a large sized golden key — rather old, but still bright and of perfect shape.

“What did I tell you?” cried the hen, with a cackle of triumph. “Can I tell metal when I bump into it, or is the thing a rock?”

“It’s metal, sure enough”, answered the child, gazing thoughtfully at the curious thing she had found. “I think it is pure gold, and it must have lain hidden in the sand for a long time. How do you suppose it came there, Billina? And what do you suppose this mysterious key unlocks?”

“I can’t say”, replied the hen. “You ought to know more about locks and keys than I do”.

Dorothy glanced around. There was no sign of any house in that part of the country, and she reasoned that every key must fit a lock and every lock must have a purpose. Perhaps the key had been lost by somebody who lived far away, but had wandered on this very shore.

Musing on these things the girl put the key in the pocket of her dress and then slowly drew on her shoes and stockings, which the sun had fully dried.

“I believe, Billina”, she said, “I’ll have a look around, and see if I can find some breakfast”.

Tasks

- A. Read and translate the text “The Yellow Hen” using a dictionary.
- B. Answer the questions on the text. Find in the text the lines to prove your answers.
 1. What awoke Dorothy?
 2. What had she been dreaming?
 3. Dorothy was very happy to discover “a companion” in her “chicken ship”, wasn’t she? What is your opinion?
 4. How did the hen start speaking?
 5. Dorothy liked (didn’t like) the hen’s speech and grammar. Prove it.
 6. Was the hen very kind?
 7. Why did the hen lay eggs?
 8. How did the hen get her name?
 9. Both Dorothy and Billina were hungry, weren’t they?
 10. What breakfast did Billina find in the sand?
 11. What did Dorothy find in the sand?
- C. Finish the sentences.
 1. Surely it was a hen...
 2. Why, I’ve just laid...
 3. I nearly drowned with all...
 4. I’ve never spoken a word...
 5. That’s thirteen, you know...
 6. It has always been my pride...

7. There is nothing in the world...
8. I was the only yellow...
9. Billina was pick-pecking away...
10. It was a large golden...

D. A Role Play

Dorothy and Billina are adrift in the ocean on the “chicken ship”. You may give a name to the ship and prepare some scenery, costumes, a golden key, etc. you may also play this story on your school stage.

- E.** Find in the text 10 sentences with the verbs in Past Simple (both regular and irregular), copy them out and ask different types of questions. You may ask your classmates to answer them.

F. Find English equivalents for.

1. Їй снилось.
2. Блакитні хвилі океану.
3. Я лише знесла яйце.
4. Я мало не потонула.
5. Я ніколи раніше не розмовляла до цього ранку.
6. Ти розмовляєш добре для початківця.
7. Можеш з'їсти яйце.
8. Але я дуже вдячна тобі за твою доброту.
9. Прошу пробачення.
10. Я буду називати тебе Білліна.

G. Make up a plan to the text, then retell it.

DOROTHY'S MAGIC BELT

Dorothy passed several very happy weeks in the Land of Oz as the guest of the royal Ozma, who delighted to please and interest the little Kansas girl. Many new acquaintances were formed and many old ones renewed, and wherever she went Dorothy found herself among friends.

One day, however, as she sat in Ozma's private room, she noticed hanging upon the wall a picture which constantly changed in appearance, at one time showing a meadow and at another time a forest, a lake or a village.

“How curious!” she exclaimed, after watching the shifting scenes for a few moments.

“Yes”, said Ozma, “that is really a wonderful invention in magic. If I wish to see any part of the world or any person living, I need only express the wish and it is shown in the picture”.

“May I use it?” asked Dorothy, eagerly.

“Of course, my dear”.

“Then I'd like to see the old Kansas farm, and Aunt Em”, said the girl.

Instantly the well remembered farmhouse appeared in the picture, and Aunt Em could be seen quite plainly. She was engaged in washing dishes by the

kitchen window and seemed quite well' and contented. The hired men and the teams were in the harvest fields behind the house, and the corn and wheat seemed to the child to be in prime condition. On the side porch Dorothy's pet dog, Toto, was lying fast asleep in the sun, and to her surprise old Speckles was running around with a brood of twelve new chickens trailing after her. "Everything seems all right at home", said Dorothy, with a sigh of relief. "Now I wonder what Uncle Henry is doing".

The scene in the picture at once shifted to Australia, where, in a pleasant room in Sydney, Uncle Henry was seated in an easy chair, solemnly smoking his (briar pipe. He looked sad and lonely, and his hair was now quite white and his hands and face thin and wasted.

"Oh!" cried Dorothy, in an anxious voice, "I'm sure Uncle Henry isn't getting any better, and it's because he is worried about me. Ozma, dear, I must go to him at once!"

"How can you?" asked Ozma.

"I don't know", replied Dorothy; "but let us go to Glinda the Good. I'm sure she will help me, and advise me how to get to Uncle Henry".

Ozma readily agreed to this plan and caused the Sawhorse to be harnessed to a pretty green and pink phaeton, and the two girls rode away to visit the famous sorceress.

Glinda received them graciously, and listened to Dorothy's story with attention.

"I have the magic belt, you know", said the little girl. "If I buckled it around my waist and commanded it to take me to Uncle Henry, wouldn't it do it?"

"I think so", replied Glinda, with a smile.

"And then", continued Dorothy, "if I ever wanted to come back here again, the belt would bring me".

"In that you are wrong", said the sorceress. "The belt has magical powers only while it is in some fairy country, such as the Land of Oz, or the Land of Ev. Indeed, my little friend, were you to wear it and wish yourself in Australia, with your uncle, the wish would doubtless be fulfilled, because it was made in fairyland. But you would not find the magic belt around you when you arrived at your destination".

"What would become of it?" asked the girl.

"It would be lost, as were your silver shoes when you visited Oz before, and no one would ever see it again. It seems too bad to destroy the use of the magic belt in that way, doesn't it?"

"Then", said Dorothy, after a moment's thought, "I will give the magic belt to Ozma, for she can use it in her own country. And she can wish me transported to Uncle Henry without losing the belt".

"That is a wise plan", replied Glinda.

So they rode back to the Emerald City, and on the way it was arranged that every Saturday morning Ozma would look at Dorothy in her magic picture, wherever the little girl might chance to be. And, if she saw Dorothy make a certain

signal, then Ozma would know that the little Kansas girl wanted to revisit the Land of Oz, and by means of the Nome King's magic belt would wish that she might instantly return.

This having been agreed upon, Dorothy bade good-bye to all her friends. Tiktok wanted to go to Australia, too; but Dorothy knew that the machine man would never do for a servant in a civilized country, and the chances were that his machinery wouldn't work at all. So she left him in Ozma's care.

Billina, on the contrary, preferred the Land of Oz to any other country, and refused to accompany Dorothy.

"The bugs and ants that I find here are the finest flavored in the world", declared the yellow hen, "and there are plenty of them. So here I shall end my days; and I must say, Dorothy, my dear, that you are very foolish to go back into that stupid, humdrum world again".

"Uncle Henry needs me", said Dorothy, simply; and every one except Billina thought it was right that she should go.

All Dorothy's friends of the Land of Oz — both old and new — gathered in a group in front of the palace to bid her a sorrowful good-bye and to wish her long life and happiness. After much hand shaking, Dorothy kissed Ozma once more, and then handed her the Nome King's magic belt, saying: "Now, dear Princess, when I wave my handkerchief, please wish me with Uncle Henry. I'm aw'fly sorry to leave you — and the Scarecrow — and the Tin Woodman — and the Cowardly Lion — and Tiktok — and — and everybody — but I do want my Uncle Henry! So good-bye, all of you".

Then the little girl stood on one of the big emeralds which decorated the courtyard, and after looking once again at each of her friends, waved her handkerchief.

"No", said Dorothy, "I wasn't drowned at all. And I've come to nurse you and take care of you, Uncle Henry, and you must promise to get well as soon as possible".

Uncle Henry smiled and cuddled his little niece close in his lap.

"I'm better already, my darling", said he.

Tasks

- A. Read and translate the text using a dictionary.
- B. Who said this?
 1. "How curious!"
 2. "Then I'd like to see the old Kansas farm, and Aunt Em".
 3. "How can you?"
 4. "I have the magic belt, you know".
 5. "In that you are wrong".
 6. "That is a wise plan".
 7. "The bugs and ants that I find here are the finest flavored in the world".
 8. "Uncle Henry needs me".

9. "...I will give the magic belt to Ozma..."
10. "I'm better already, my darling".
- C. Prove that:
 1. Dorothy was a kind-hearted and clever girl.
 2. Ozma was kind and friendly to Dorothy.
 3. Uncle Henry missed Dorothy.
 4. Dorothy's was a wise plan.
 5. Billina refused to accompany Dorothy.
 6. Dorothy didn't want Tiktok to go to Australia with her.
 7. Dorothy had a lot of friends — both old and new.
 8. Uncle Henry was very happy to see Dorothy alive.
- D. Role-play. Make up conversations between:
 1. Dorothy and Ozma.
 2. Dorothy and Glinda.
 3. Dorothy and Billina.
 4. Dorothy and Uncle Henry.
- E. Fill the missing words in the sentences. Translate them into Ukrainian.
 1. And wherever she went Dorothy ... herself among friend.
 2. That is a really ... invitation in magic.
 3. She was engaged in ... by the kitchen window.
 4. Tito ... fast asleep in the sun.
 5. Ozma readily ... to this plan.
 6. "What would ... of it?" asked the girl.
 7. "I will give the ... to Ozma".
 8. So they ... back to the Emerald City.
 9. Dorothy ... good-bye to all her friends.
 10. Billina, on the contrary, ... the Land of Oz to any other country.

THE LITTLE BOY AND THE BIRD'S NEST

I once knew a little boy, whose name was Charles. This little boy was very good, so good, that everybody loved him, and his Mamma thanked God every day for having given her so good a child. When this little boy was four years of age, God sent him a little brother, and you should have seen how pleased he was. He ran about the room and jumped for joy; he kissed the little babe, and carried him all his playthings to play with, but his Mamma told him the little creature was too weak to play; but that by-and-by, when he grew bigger, and could sit up in his Mamma's lap, then he might play with him.

And this was true; for when the little baby grew bigger, Charles used to play with him by the hour together, and he used to give him all his prettiest play things, and when he had any cakes, or sweet-meats, he never ate them without having first given a part of them to his little brother; and you cannot think how fond the little creature was of Charles, and how he used to cry when he left him for ever so short a time.

One day Charles went out with his Mamma to take a walk in the fields. His little brother was asleep in the cradle, so Charles went on tiptoe, and softly kissed the little, rosy, velvet cheek of the dear little sleeper, and then ran skipping along, quite happy to go out with his Mamma, whom he loved very dearly.

As they were walking quietly along, enjoying their walk in the sweet, fresh air, Charles heard a great chirruping, and, looking about, he saw a nest, in which were two little birds pecking each other with all their might.

"Oh! Mamma", said Charles, "what are these birds doing?"

"They are quarrelling, my love", said his mother.

"Quarrelling, dear Mamma, quarrelling!" said the little boy, quite astonished; "quarrelling", repeated he, pensively; "I thought they were brothers".

You see, my dear children, this good child did not imagine it was possible for brothers to quarrel. When you feel inclined to do so, think of Charles and the bird's nest.

1. Read and translate the text.
2. Copy out the new words and expressions.
3. Find the text sentences:
 - a) with new words and expressions.
 - b) with verbs in the Past Simple, give the first form of each verb.
4. Make up conversations between:
 - a) Charles and his Mother
 - b) Charles and his little brother (give him a name; imagine that he can already speak)
 - c) Charles and those two little birds in the nest.
5. Answer the questions.
 - 1) Have you got a brother (sister)?
 - 2) What is his (her) name?
 - 3) How old is he (she)?
 - 4) When is his (her) birthday?
 - 5) Can you sing the song "Happy Birthday"?
 - 6) Do you love your sister (brother)?
 - 7) Do you ever quarrel with him (her)?
 - 8) Do you play with your brother (sister)?
6. Learn these poems.
 - 1)

My little sister Mary
Has got lips like ripen cherry
Her cheeks are like petals pf a rose.
And she's got a pretty snubby nose
She loves her dolls
And I love her.
And when she falls
I give my friendly hand to her.

- 2) My brother Ted
 Is very sad.
 He lost his ball
 Can't play at all.
 My dear teddy
 Here's your ball
 And I'm ready
 To play with you
 All day long.

THE TERRIBLE MISS DOVE

(after F. G. Patton)

Dove — Дав, Thomas — Томас, Baker — Бейкер, Randolph—Рандольф.

Miss Dove was a teacher of geography at a school in a small town in America. She was very strict, and the pupils were afraid of her. If a pupil put a pencil or a piece of paper in his mouth, Miss Dove told him to go out and wash his mouth with soap and water. If a page in his exercise-book was not clean, he had to write it again. If a pupil wanted to drink some water during the lesson, he had to ask Miss Dove to let him leave the classroom, but usually he was afraid to ask. When a pupil asked her to let him go out, Miss Dove only looked at him. The class looked at him too. Then the pupil sat down again at his desk.

At 1 o'clock the school bell rang for the break, but in the geography-room forty-three children sat at their desks and did not look up.

"Attention, please", said Miss Dove and all the pupils looked at her. "Put your books in your desks". And the children quickly put their books in their desks. "Now you may leave the classroom". And the pupils walked out of the room one after the other without a word.

After the break another class came into the geography-room. Miss Dove stood at the door and watched. They came in quickly, said "Good afternoon" to her and went to their places. Miss Dove looked at her pupils, but she thought of the other children who learned geography in this room many years ago. The boys of that time were all at the war now. She remembered two of those boys very well. They went out of the classroom one day to drink some water. One of them, Tommy Baker, said, "I am not afraid of Miss Dove, I could beat her with my little finger". When he looked up, he saw Miss Dove near him. She looked at him a long time, then she said, "Thomas Baker, you talk too much, don't you?"

"Yes, Miss Dove", Thomas answered. He did not drink any water, but went back into the classroom.

Miss Dove went into her geography-room and began her lesson. In this class she had a boy whose name was Randy Baker. He was the brother of that boy, Tommy Baker, whom she remembered so well. Thomas Baker was now a sailor on a ship. The enemy bombed the ship and many people died. For many days Thomas was on a raft with no food and very little water. At last another ship picked him up. The story was in the newspapers. "Open your exercise-books, class", said

Miss Dove. At that moment Randy Baker put up his hand. All the pupils looked at him.

“Yes, Randolph?” said Miss Dove. Randolph Baker stood up. Miss Dove’s pupils always stood up when they spoke to her.

“I got a letter from Tommy yesterday”, he said. “Yes, Randolph”, said Miss Dove, “you got a letter from your brother yesterday, that was nice”.

“Yes, Miss Dove”, said Randy. He stopped, then began to speak again. “Tommy got a medal for bravery. And he writes about it in his letter”.

“Have you brought the letter?” asked Miss Dove. “If so, you may read that part to the class”.

“You want to know if I was afraid when the enemy bombed us. The answer is yes, I was. But I was more afraid that day in school when I said that I could beat Miss Dove with my little finger, and she heard me. I did not run that time, I told myself, and I shall not run now. And then, when I was on my raft like Robinson Crusoe, what do you think I thought about? I thought about Miss Dove and our school, and I ask you to give the terrible Miss Dove a kiss for me”. This was the end of Tommy Baker’s letter. Miss Dove came up to Randy and stood near him.

“Well, Randolph”, said Miss Dove, “I am ready”. Randy stood with the letter in his hand, then he walked up to Miss Dove and gave her a kiss.

“Thank you, Randolph”, said Miss Dove. “Tell your brother when you write to him that I remember him very well, too”.

She looked at the class and the class looked at their teacher. Then one of the girls spoke. She said, “That is like a medal. Randy’s brother has given Miss Dove a medal”.

Tasks

A. Answer the questions.

1. What was Miss Dove?
2. Why were the pupils afraid of Miss Dove?
3. Why did Miss Dove remember two boys from one of her classes so well?
4. What did Tommy Baker say he could do to Miss Dove?
5. Why didn’t Thomas drink any water?
6. Why did Miss Dove remember Tommy Baker so well?
7. Where was he at that moment?
8. Did she read a story about him in newspapers?
9. What did Tommy’s brother Randolph Baker tell Miss Dove?
10. What did Tommy Baker write in his letter? Retell it.
11. What “medal” did Randy’s brother give to Miss Dove?
12. How did you like the story?

B. Role-play.

Work in pairs and make up conversations between:

- a) Miss Dove and Tommy Baker.
- b) Miss Dove and Randy Baker.
- c) Miss Dove and other pupils.

LEWIS CARROLL

(Lewis Carroll was the pen-name of Charles Dodgson, the man who wrote a famous book for children, "Alice's Adventures in Wonderland".)

Charles Dodgson had no family, but he loved children very much. He often visited his friend Henry George Liddell, who had a large family.

There were three little girls in the Liddell family. Dodgson liked Alice, who was four years old. He often told her interesting stories which he made up himself. Charles told Alice the adventures of a little girl in Wonderland. Alice liked the stories very much. When Alice Liddell was ten years old, she asked Charles to write down these stories for her and he did so. The name of the little girl in the stories was Alice too. A friend of the Liddells, who was a writer, read this handwritten book and liked it very much. He said that other children in England must read it too. Charles Dodgson decided to publish the book and took the pen-name of Lewis Carroll.

After Lewis Carroll received the money for his book, he together with his friend Henry Liddell began to travel in Europe. They went to France, Germany and Russia.

ALICE IN WONDERLAND

Part I

One hot summer day Alice and her sister Loreen sat on the grass in a field near the river. Alice did not know what to do. So she decided to pick some flowers, but it was very hot and she wanted to sleep. She lay down on the grass.

Suddenly a White Rabbit ran near her. Alice heard a little voice which said: "Oh, I shall be late". It was the Rabbit. "I didn't know that a rabbit could talk", thought Alice. Then the Rabbit took a watch out of its pocket, looked at it and hurried on. Alice got up and ran after the Rabbit. She did not know that a rabbit could have a watch in its pocket. Alice crossed the field after the White Rabbit. Then, before her eyes, it jumped down into a large rabbit hole.

Alice went after the Rabbit. She fell down the hole very slowly, so she had time to look around. It was very dark there but she saw many cupboards and bookcases, maps and pictures on the walls of the hole.

As Alice fell down and down she thought, "It's interesting to know how far I've fallen now. I must be near the centre of the Earth. Shall I fall through the Earth? And when I come out of the hole, shall I see people who walk on their heads?" Suddenly Alice fell on to a heap of dry leaves. She quickly jumped to her feet and looked around her.

Part II

Alice saw that she was in a long, low corridor. At the end of it she saw the White Rabbit. Alice hurried after the Rabbit and heard these words: "Oh, my ear's, how late I am". Then the Rabbit turned round a corner and Alice could not see it. When she came up to that corner and turned round it, she saw a large low hall. There were doors around the hall, but they were all shut.

Alice did not like to be in this hall; she wanted to go home. Then suddenly she saw a small table made of glass. There was nothing on the table but a little key. Alice took the key and tried to open the doors with it but it was too small.

Then Alice found a small door and opened it with the key. There was another low corridor in front of her and at the end of it she saw a garden with trees and flowers in it. But the door was very small and Alice could not get through it. She shut the door and went back to the small table. This time she found a little bottle on it. She put the key on the table and took the little bottle. Around the bottle there was a piece of paper with the words "DRINK ME".

It was very well to say "Drink me", but Alice did not want to do that so quickly. "No, I'll look first", she said, "and see if I can drink it". She looked at the bottle, then drank a little of the water in it and found that it was nice. So the little girl drank it all. Then Alice saw that she was now as small as a rabbit.

Tasks

- A. Answer the questions.
 1. What was the name of the writer who wrote "Alice's Adventures in Wonderland"?
 2. What was his pen-name?
 3. Who did Charles Dodgson first tell his stories to?
 4. What were the stories about?
 5. Why did Dodgson decide to publish the book?
 6. Where did Dodgson travel?
 7. Where did he go?
- B. Read the text "Alice's Adventures in Wonderland" using dictionary.
- C. Role-play. Work in pairs. Ask and answer questions on the text and discuss the story with your partner.
- D. Finish the sentences.
 1. Alice didn't know
 2. Suddenly a White Rabbit Alice got up and ...
 4. Alice went after
 5. I wonder...
 6. Suddenly Alice fell down ...
 7. She quickly jumped to her feet ...
- E. How well do you know irregular verbs?
 - a) Write the missing forms of the verbs.

I	II	III
to sit		
to lie		

I	II	III
to hear		
to think		
to be		
to get up		
to run		
to fall		
to come up		
to see		
to find		
to take		
to go		
to drink		

- b) Find in the text the sentences with these verbs, read them out loud and translate the sentences.
- c) Ask question to these sentences. Revise Grammar Rules using your Grammar References.

MARK TWAIN

Mark Twain was a famous American writer. His real name was Samuel Clemens. "Mark Twain" was his pen-name. Samuel Clemens was born in a small town on the Missouri river in the USA. The boy had many friends at school and when he became a writer, he wrote about them in his stories. When Samuel was twelve, his father died and the boy began to work. He learned the profession of a printer.

But Samuel wanted to be a sailor and when he was twenty, he found work on a ship. After some time he left the ship and went to live in California. Here he began to write short stories under the pen-name of Mark Twain. He sent them to newspapers. The readers liked his stories. The many professions which he knew helped him to show life and people. In 1876 he published his best novel "The Adventures of Tom Sawyer", which boys and girls in many countries know and like very much.

THE ADVENTURES OF TOM SAWYER

Part I

(Tom Sawyer and his younger brother Sid went to live in the house of their Aunt Polly when their mother died. Aunt Polly was a kind woman and loved the boys very much.)

"Tom!" cried Aunt Polly.

No answer.

"Tom!"

No answer again.

“Where can that boy be? Tom!”

Aunt Polly thought for a few minutes and then said, “If I catch you, Tom, I’ll...” She did not finish what she wanted to say. She looked under the bed. But... no Tom... only the cat ran out. Aunt Polly went to the open door, looked out into the garden and cried again, “Tom!”

Then she turned quickly, saw Tom and caught him by the arm.

“What? In the cupboard again?”

“No, Aunt Polly”.

“No? Look at your mouth. Look at your hands. What is that on them?”

“I don’t know, Aunt”.

“But I know. It’s jam. I’ve told you so many times: don’t touch that jam in the cupboard. Give me that stick”.

The stick was in Aunt Polly’s hand and ready to fall on Tom’s back when she heard:

“Look behind you, Aunt!”

Aunt Polly turned quickly and looked down. Tom ran into the garden and jumped over the fence.

His aunt stood and looked at the fence for some time and then she laughed.

“What a boy!” she thought. “Why can’t I learn? He has often done that. But I can’t beat him. He is my sister’s boy”.

The next morning Aunt Polly told Tom that he must not go to the river after school. He must come home. But Tom did not go to school that day. He had a good time on the river. At supper Aunt Polly told the boy, “It’s Saturday tomorrow — a holiday. But no holiday for you, my boy. You will work”.

Part II

Saturday. A beautiful warm morning.

“No school. But I must work. I must whitewash the fence”, thought Tom when he came out into the street with a bucket of whitewash and a brush. It was a very long and very high fence.

“How terrible life is”, Tom said and began to work. He worked for some time, then sat down on a box and thought: “The boys will come soon. They will laugh at me when they see that I am working”. He put his hands in his pockets and took out the things he had there — toys, little stones, pieces of glass.

“I have very little to pay the boys if I ask them to help me”, Tom said to himself. He thought a little, then took the brush and began to work again. Soon Ben Rogers came up. He had an apple in his hand. He stopped and looked at Tom. Tom did not stop working. Then Ben said, “Tom! What are you doing?” Tom did not answer but looked at the fence with attention.

“Hello, Tom!” said Ben. Why are you working today?” Tom turned to Ben.

“Oh it’s you, Ben! I didn’t see you”.

“I’m going to the river, don’t you want to go too? But you must work, I see”.

“Work? You think this is work?”

“Why, isn’t this work?”

“You may think so. But Tom Sawyer likes it”.

“You say you like it, Tom?”

“Why not? Does a boy whitewash a fence every day?” That showed the thing in a new light. Ben stopped to eat his apple and looked at Tom. Then he said:

“Tom, let me whitewash a little”.

“Oh, no, Ben. Aunt Polly asked me to do it very well. The fence is on the street, you know. There isn’t a boy in a thousand that can do it better than I can”.

“Oh, please. Tom, let me do it. I’ll give you my apple. I can whitewash as well as you can. You’ll see”.

Then Tom gave Ben the brush. Ben began to work. Tom sat down under a tree, ate the apple and thought how to make other boys work for him.

Soon some boys came up. When they saw how well Ben worked, they wanted to whitewash too. Billy Fisher gave Tom a knife. Johnny Miller gave Tom a dead cat. Tom had a good time while the other boys whitewashed the fence.

When the middle of the afternoon came, Tom was very rich and the work was over. He went into the house and thought that life was not so terrible.

Tasks

A. Answer the following questions.

1. When and where did Mark Twain live?
2. What professions did he know?
3. What was his real name?
4. What was his pen-name?
5. Where was Mark Twain born?
6. What professions (jobs) did he try?
7. Where did he begin to write short stories under the pen-name Mark Twain?
8. When did he publish his best novel “The Adventures of Tom Sawyer”?
9. Did you read this book? How did you like it?
10. How can characterize Tom Sawyer?

DANIEL DEFOE

One of the first novels in the history of English literature was “Robinson Crusoe” by Daniel Defoe.

Daniel Defoe was born in London in 1660. When Daniel was a schoolboy, he began to write stories. After he finished school the young man began to write articles for newspapers. Defoe went to other countries and met many people. That helped him to write his stories.

In 1719 Defoe wrote the novel “Robinson Crusoe”. He told the true story of a sailor who lived on an island for four years where there were no other people. Robinson Crusoe in Defoe’s novel lived on an island for twenty-eight years. He worked all the time and learned to make many useful things.

People in England and in many other countries liked the novel.

ROBINSON CRUSOE

Part I

Robinson Crusoe lived in the town of York in England. When he was a small boy, he wanted to go to sea. He had a friend whose father was captain of a ship. The captain took the two boys on his ship when it went to London.

After that Robinson went to sea many times. Now he was a sailor. He liked his work very much.

One day when his ship was at sea, there was a great storm. The ship broke and all the people were drowned. Robinson was in the water for a long time. He was not drowned. He could swim well. The sea carried him to the shore.

Robinson sat on the shore for a long time. Then he wanted to know where he was, so he began to walk on the shore. Soon he saw that he was on an island. It was not large. He walked in all parts of the island: he wanted to see if there were any people there or any sailors from the ship. But there were no people there and no sailors from the ship. It was evening already and Robinson wanted to sleep. He did not want to sleep in an open place, so he got into a tree and slept there.

Part II

When Robinson Crusoe woke up, it was morning. The storm was over. The sea was low and Robinson saw their ship. It was not very far from the shore. One part of it was not in the water. Robinson swam to the ship and got on it. He saw many good things there which he could take to the island. Robinson found some tools and began to make a raft. When the raft was ready, Robinson put

it on the water. Then he found two large boxes and put a lot of things into them. They were things which he wanted to have on the island. He put the boxes on the raft, jumped on it and went to the shore.

Robinson went to the ship every day and brought many other things to the island. He brought clothes, dishes, an English flag, lamps, kitchen things and, of course, things which he could eat. During one of his visits to the ship he found a dog and two cats. They were very happy to see a man. He took them to the island too. Now Robinson had three good friends with him. He was on the island for ten days already when another storm came. When it was over, Robinson could not see the ship. It was now under the water.

Tasks

- A. Answer the questions about Daniel Defoe.
 1. What book was one of the first novels in the history of English literature?
 2. When and where was Daniel Defoe born?
 3. When did he begin to write stories?
 4. When did Defoe write the novel "Robinson Crusoe"?
 5. Did people in England and other countries like the novel?
- B. Answer the questions.
 1. Where did Robinson Crusoe live when he was young?

2. What was his profession?
 3. Did he like to be a sailor?
 4. Why did the ship break one day?
 5. Why was Robinson not drowned?
 6. How did he get to the shore?
 7. Did you read the book “Robinson Crusoe”? How did you like it?
- C. Ask each other questions on the second part of the text. Discuss it with your partner.
- D. Find in the text sentences with the verbs in the Past Simple. Revise this piece of grammar using Grammar References.
- E. Fill in the missing words. Translate the sentences.
1. Now he ... a sailor.
 2. It ... evening already and Robinson ... to sleep.
 3. The storm ... over.
 4. He ... the boxes on the raft, ... on it and ... to the store.
 5. Now Robinson ... three good friends to help him.

THE SELFISH GIANT

(after O. Wilde)

Answer the questions given under each part of the text. Pay attention to the description of the seasons. Characterize the Giant and his actions.

Part 1

Once upon a time there lived a Giant. The Giant had a very beautiful large garden. There were a lot of beautiful flowers, green trees in it. Birds sang in the trees all day.

Every day children came to his garden. They ran and jumped. They laughed and sang songs in the garden. They were so happy in the garden.

But one day the Giant saw the children in his garden. He got very angry. He told the children not to come to his garden. He built a large wall around the garden. The children were very unhappy. They could not play in the garden.

1. What was the Giant's garden like?
2. What did the children do in the garden?
3. Why did the children become so unhappy?

Part 2

Then came spring. There were a lot of flowers and little birds in all gardens. But it was winter in the Selfish Giant's garden. The Giant thought, “There is snow in my garden because spring is late”.

Then summer came to all gardens. But there was snow in the Giant's garden. There were no green trees, no flowers. There were no birds in his garden.

Autumn gave fruit to every garden. But there was no fruit in the Selfish Giant's garden. A cold wind and white snow flakes' danced in the trees of the garden.

1. What was the Giant's garden like in spring, in summer and in autumn?
2. Why didn't spring come to the Giant's garden?

Part 3

One morning the Giant heard beautiful music in his garden. It was the song of a little bird. "Spring has come to my garden", thought the Giant. He went into the garden. There he saw a boy and a girl in each tree. All the trees were green. There were flowers and birds in his garden.

But there were no flowers and birds in one corner of his garden. There was snow, and no leaves in the trees in that corner. The Giant saw a little boy under one of the trees there. The boy could not get up on the tree. Now the Giant understood why spring did not want to come to his garden. He understood how selfish he was.

The Giant came up to the boy. He put him up in the tree. The big tree became green. The birds came to that tree. The little boy was very happy. The Giant said to the children, "Now it is your garden".

1. What did the Giant see in his garden one morning?
2. Why didn't spring come to one of the corners of his garden?
3. What did the Giant do with a little boy?
4. What did he say to the children?