

Series created

4

by Ken Methold

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Let's Read and Write in English

Сборник рассказов
на английском
языке





Let's Read and Write in English

Low Intermediate

4

Ken Methold
Gillian Flaherty

Кен Метолд
Джилиан Флэхерти

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Книга 4

ИЗДАТЕЛЬСТВО
ТИТУЛ
PUBLISHERS



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Note to teachers

Creative Comprehension for Elementary Schools is a four-level comprehension series that contains a variety of passages for elementary English classes. The passages cover a wide variety of topics that appeal to young learners and are designed to make reading an enjoyable experience. These passages are exploited with a range of exercise types that focus on the development of reading and writing skills at the elementary level.

Pre-reading

It is recommended that teachers use the illustration at the beginning of most units as a means of preparing pupils for the topic. These illustrations can be used to generate interest in the topic and present any new vocabulary or required structures through prediction, discussion and vocabulary development work.

Reading passages

This series presents a wide range of text types that enable pupils to understand the differences between texts for different purposes. The passages also introduce a range of interesting topics that will expand pupils' vocabulary and knowledge in key areas.

Each book in the series includes passages about the same primary school children and their families, which allows pupils to follow the stories of a group of relevant characters. Pupils will relate strongly to these characters and be exposed to relevant situations that are dealt with appropriately. Other passages introduce stimulating topics that are of interest to primary pupils.

It is beneficial to use a variety of approaches to reading the passages, such as individual silent reading, reading aloud, listening to the teacher, and reading and discussion in groups. This assists in

maintaining interest and encouraging pupils to perceive reading as a positive experience.

As far as possible, pupils should be encouraged to use context to guess the meaning of unknown vocabulary. At times teachers may wish to pre-teach key words before reading commences.

Exercises

A wide variety of comprehension, vocabulary and writing exercises is presented. They follow a logical progression and promote the development of crucial reading and writing skills.

Pupils are required to demonstrate basic understanding of the passage with short answer comprehension questions. This develops skimming skills, or reading for general understanding. More detailed comprehension is then developed through questions requiring longer answers that focus on specific aspects of the text.

Specific exercises have been designed to expand pupils' vocabulary and develop their vocabulary building skills.

The writing exercises are designed to exploit and develop the genre presented in the passage by focusing on structures that are relevant to the topic. Pupils are exposed to these structures through exercises ranging from sentence completion and simple sentence construction to the ordering of sentences to form a coherent text and text completion. Illustrations are used to provide valuable support in writing and composition exercises, which in turn helps motivate the pupil. Exercises are logically graded and models are provided.

A variety of approaches is recommended as the exercises can be used individually or in pair or group situations. This will stimulate interest and motivation, and allow for meaningful discussion.

Unit 1 The right job

Alice, Sonia and Bobby are looking at the employment section of their local newspaper. They are looking at advertisements for different types of jobs.

'Why don't you apply for the job as a waiter, Bobby?' said Alice.

'Do you really think I'd have a chance?' Bobby replied.

'Of course you would,' said Alice. 'You're certainly honest and reliable. Everyone trusts you, and you're never late.'

'I think Sonia should apply for the job as a nanny,' Bobby said.

'Yes, Sonia,' Alice said. 'You always work so hard and you love children. You would be perfect!'

'I'd love to do it,' Sonia said, 'but the advertisement says they want someone experienced. I don't have any experience or qualifications. But what about you, Alice?'

'Yes, Alice,' Bobby said. 'Which job would you like?'

'I think I should become a careers advisor!' said Alice.

NANNY WANTED

Kind, hard-working nanny wanted to look after three friendly children.

Must be experienced and have childcare qualifications. Please call Sally at 6798 4451 between 10 a.m. and 3 p.m.

PART-TIME WAITER

Busy café needs honest and reliable waiting staff for weekends. Must enjoy working in a team and dealing with customers.

Call Serge at 9556 2476 after 6 p.m.

DELIVERY PERSON

Young, fit person required to deliver heavy boxes of books. Must have a current driver's licence and be able to carry heavy boxes. We are looking for a trustworthy person for this position.

Call Gary at 0414 805 987 any time.

1. Give short answers to these questions.

- Are Alice, Sonia and Bobby reading a newspaper? Yes, they are.
- Do you need experience to work as a nanny? _____
- Do you need qualifications to work as a waiter? _____
- Do you need to drive to be a delivery person? _____
- Do you have to call Gary at a certain time? _____

2. Answer these questions in sentences.

- a. What are the friends looking at? They are looking at job advertisements.
- b. What qualifications does the nanny need? _____
- c. When does the café need waiting staff? _____
- d. When should you call Serge? _____
- e. What will the delivery person deliver? _____

3. Copy the true sentence about the passage.

- a. Alice wants to work with children.
 - b. Sonia isn't interested in becoming a nanny.
 - c. Bobby thinks Sonia should become a nanny.
-

4. Number the sentences from 1 to 4 to make a job advertisement.

- a. _____ Please call Zoe at 7894 5656.
- b. _____ Our fashionable boutique requires an experienced sales assistant for afternoons only.
- c. _____ Part-time sales assistant wanted.
- d. _____ Fashion or design qualifications would be an advantage.

5. Complete the job advertisement below with words from the box.

must qualifications part-time call requires

(a) _____ English teacher wanted. Bridge Street High School
(b) _____ an English teacher three days a week. You (c) _____
have at least five years teaching experience and relevant teaching
(d) _____. Please (e) _____ Mrs. Adams at 5986 1252
during business hours.

Unit 2 Wish you were here

Emily went to London with her parents for a two-week holiday. She had a wonderful time and sent postcards to all her friends. Here are some of them.

Dear Eva

London is really exciting. It's such a busy city and so many people live here. There are lots of interesting things to do. There's an underground rail system, so you can travel all over the city really easily.



Yesterday we visited Buckingham Palace, the Houses of Parliament and the famous Tower Bridge. I'll be exhausted when I get home!

See you soon
Love Emily

Dear Kate

I'm having a great holiday. This is an amazing city. There are lots of interesting old buildings and many galleries and museums to visit. The people here are very friendly, and helpful • when we get lost. The only thing I don't like



is the weather. It rains every day and it's freezing!

Wish you were here
Love Emily

Dear Sarah

This is a huge city and I like it very much. There are lots of beautiful parks and a great big river in the middle of the city. There are so many shops – I've been very busy shopping. There are also lots of restaurants. I've tried



so many different types of food. I'm having a great time! I've got lots of photos to show you when I get back.

Love Emily

1. Give short answers to these questions.

- Did Emily send postcards to her friends? Yes, she did.
- Did Emily go on holiday alone? _____
- Did Emily enjoy her holiday? _____
- Does it rain often in London? _____
- Was the weather warm? _____

2. Answer these questions in sentences.

- a. What didn't Emily like about London? She didn't like the weather.
- b. What are the people in London like? _____
- c. How big is London? _____
- d. What are the buildings like? _____
- e. What can you find in the middle of the city? _____

3. Copy the true sentence about the passage.

- a. Emily liked everything about London.
- b. Emily didn't do very much in London.
- c. Emily did lots of different things in London.

4. Draw lines to match each adjective to the correct noun.

- | | |
|------------|---------|
| a. crowded | people |
| b. helpful | weather |
| c. wide | city |
| d. wet | river |



5. Look at the picture and complete the postcard.

Dear Olga

Today we had a
(a) _____ in a
beautiful (b) _____ in
London. The weather was
great and the sun was
(c) _____ at last! I
played (d) _____ with
some children next to a
huge (e) _____. We
had a lot of fun. I hope this

warm weather lasts until
the end of our holiday!
See you soon
Emily

LONDON
2 15 pm
20 JUNE
EMN

10p

Unit 3 Safety first

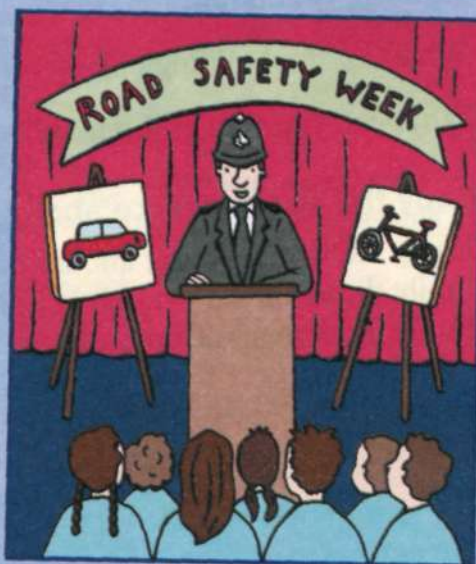
Last week was Road Safety Week at Kate's school. All the pupils had to attend a talk on road safety which was given by a police officer. This is what the police officer said.

'Most road accidents shouldn't happen. They happen because people are careless. A frequent cause of road accidents is speed. Some people drive too quickly. This means that if they have to stop suddenly they cannot stop quickly enough to avoid hitting other vehicles or people. You need to remember this when you are crossing the road or walking along the pavement.'

'It's not only drivers who cause accidents, however. People on foot – pedestrians – and cyclists often cause accidents. Pedestrians sometimes walk out into the road without looking. You should always look in both directions before stepping into the road.'

'Do any of you ride a bike? Cyclists can also cause accidents by changing direction suddenly or without warning other road users. Before you turn left, for example, you should check to make sure there aren't any cars, trucks or buses coming. You should signal with your left hand to show that you want to turn left. You should not turn until the road is clear.'

'The rules of the road are very simple. If we learn them and obey them we should not have accidents.'



1. Give short answers to these questions.

- Did all the pupils have to go to the talk? Yes, they did.
- Do drivers cause all accidents? _____
- Did the police officer explain how to cross the road? _____
- Can cyclists cause accidents? _____
- Are the rules of the road difficult? _____

2. Answer these questions in sentences.

- a. What causes most accidents? Carelessness causes most accidents.
- b. What is a pedestrian? _____
- c. What do they sometimes do without looking? _____
- d. What should cyclists signal with? _____
- e. When should cyclists turn? _____

3. Copy the true sentence about the passage.

- a. Cyclists can cause accidents by signalling the wrong way.
 - b. Cyclists can cause accidents by turning too quickly or not signalling.
 - c. Cyclists can cause accidents by checking for traffic.
- _____

4. Find words in the passage that mean:

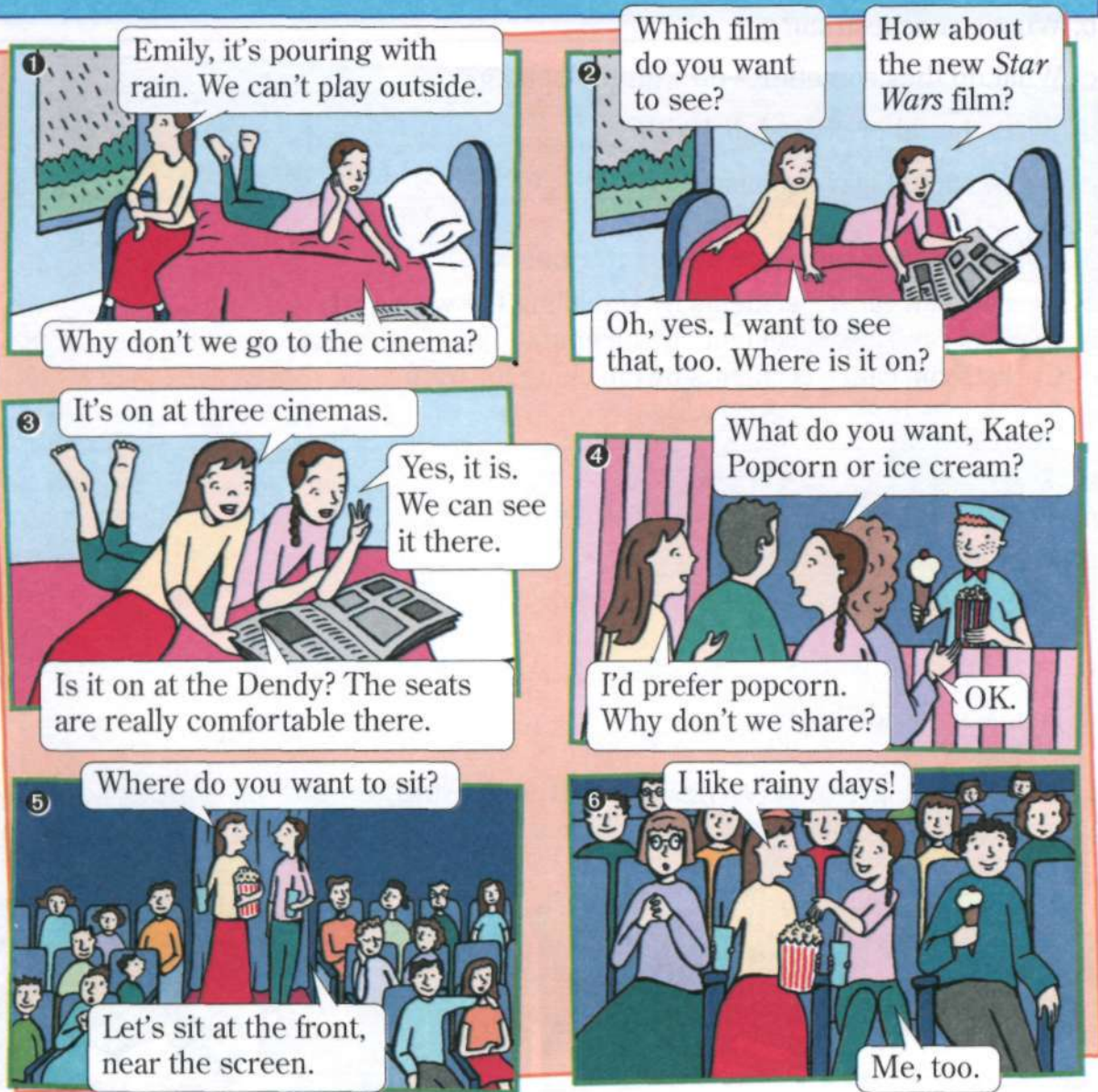
- a. without care careless
- b. common _____
- c. cars, buses or trucks _____
- d. people who ride bikes _____

5. Look at the pictures. Write one sentence using 'should' or 'should not' for each picture. The words in brackets will also help you.



- a. (play, near, road) You should not play near the road.
- b. (cross, at, pedestrian crossing) _____
- c. (cross, without, looking) _____
- d. (run, across, road) _____

Unit 4 Decisions! Decisions!



1. Give short answers to these questions.

- Was it raining? Yes, it was.
- Were Kate and Emily looking for something to do? _____
- Could they play outside? _____
- Did they decide to go to the cinema? _____
- Did they agree on which film to see? _____

2. Answer these questions in sentences.

- a. Why couldn't they play outside? They couldn't play outside because it was raining.
- b. Who suggested going to the cinema? _____
- c. Which film did they want to see? _____
- d. Which cinema did they go to? _____
- e. What did Emily like about this cinema? _____

3. Copy the true sentence about the passage.

- a. Emily suggested going to the cinema.
- b. Emily didn't want to go to the cinema.
- c. Emily agreed to go to the cinema.

4. Draw lines to match each question to the correct answer.

- | | |
|--|-------------------------------------|
| a. What do you want to do? | At about seven o'clock. |
| b. Where do you want to go? | About 20 minutes. |
| c. When do you want to meet? | I haven't decided yet. |
| d. How long does it take to get there? | Why don't we go out to dinner? |
| e. What are you going to order? | How about that new Thai restaurant? |

5. Look at the pictures. Write a question using 'which' below each one.



- a. Which book do you want to read?
- b. _____
- c. _____
- d. _____

Unit 5 Wishes

Adam was always complaining. Every day there was something he didn't like.

'I wish it wasn't raining,' he said one rainy day. 'I want to go out and play football but I can't because of the rain.'

The next day he complained about the weather again. This time it was too hot. 'I wish it wasn't so hot,' he said. 'It's too hot to do anything. I just want to lie down and sleep.'

Adam's food was never right either.

'I wish we could have lamb for dinner,' he said one evening when his mother had cooked chicken wings. 'I don't like chicken wings.'

The next day his mother cooked a delicious lamb casserole, but this was still wrong for Adam. 'I wish it was roast lamb,' he said. 'I don't really like lamb cooked this way.'

The television programmes were also always wrong for Adam. 'I wish there was a sports programme on,' he said one evening. 'I don't like these old films.'

'You're always wishing for something different,' his mother said to him. 'Why don't you ask me what I wish for?'

'OK,' Adam said. 'What do you wish for?'

'I wish that one day you'll stop complaining!'



1. Give short answers to these questions.

- Is Adam always complaining? Yes, he is.
- Does Adam like football? _____
- Does Adam prefer lamb to chicken wings? _____
- Does Adam prefer lamb casserole to roast lamb? _____
- Does Adam like old films? _____

2. Answer these questions in sentences.

- a. What did Adam complain about first? He complained about the rain.
- b. What did Adam want to do outside? _____
- c. Why did Adam want to lie down? _____
- d. What did Adam want for dinner? _____
- e. What did Adam want to watch on television? _____

3. Copy the true sentence about the passage.

- a. Adam complains about lots of things.
- b. Adam doesn't complain much.
- c. Adam only complains about important things.

4. Complete the following sentences about the passage.

- a. Adam could not play football because of the rain.
- b. Adam wanted to lie down and sleep _____
- c. Adam's favourite lamb dish is _____
- d. Adam likes to watch _____

5. Look at the pictures. Imagine you are complaining about each situation. Write exactly what you would say for each picture.



- a. I wish I didn't have to
do this homework.



- b. _____



- c. _____

Unit 6 Look out!

One day Jack was riding down the road on his bike. He was taking great care and doing everything correctly. Unfortunately, the driver of a car was not so careful. He passed Jack and stopped ahead of him, at the kerb. As Jack was passing the car, the driver opened his door to get out. The door hit the front wheel of Jack's bike, and knocked him over.

Jack hit his head on the road. He hit it so hard that he broke the skin, and his head began to bleed. He lay on the road. He felt dizzy and confused. He tried to sit up but couldn't. The careless driver asked him if he was all right, but Jack couldn't speak. Soon there was a small crowd of people. One of them phoned for an ambulance.

When the ambulance arrived, one of the ambulance officers examined Jack's head.

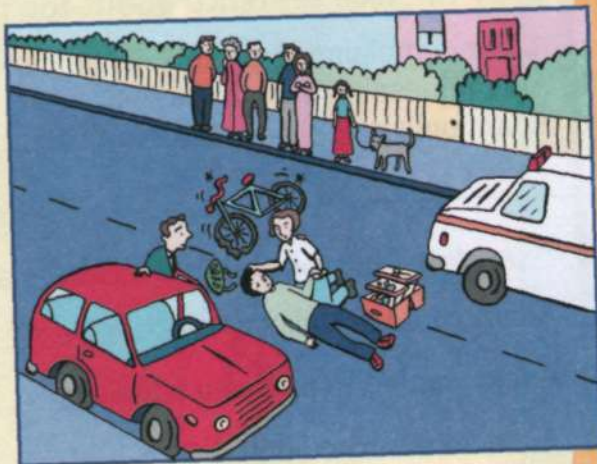
'How do you feel?' she asked.

Jack spoke very slowly. 'My head hurts and I feel sick,' he said.

'You may have concussion,' the ambulance officer said. 'We'll take you to hospital.'

Carefully they lifted Jack into the ambulance. At the hospital a doctor examined him. He wanted to keep Jack in overnight for observation. So Jack stayed in hospital until the next day. Then the doctor let him go home.

Jack had a headache for several days, but soon he was completely better.



1. Give short answers to these questions.

- a. Was Jack riding his bike? Yes, he was.
- b. Did Jack have an accident? Yes, he did.
- c. Did the police come? No, they didn't.
- d. Did Jack go to hospital? Yes, he did.
- e. Did Jack stay in hospital for a week? No, he didn't.

2. Answer these questions in sentences.

- Where was Jack riding his bike? He was riding it down the road.
- Where did the car stop? _____
- What hit the front wheel of Jack's bike? _____
- Which part of his body did Jack hurt? _____
- How did Jack get to hospital? _____

3. Copy the true sentence about the passage.

- The driver opened his door after Jack passed his car.
 - The driver opened his door after he hit Jack's front wheel.
 - The driver opened his door while Jack was passing his car.
- _____
- _____

4. Draw lines to match each verb to the correct adverb.

Verbs	Adverbs
stop	quickly
examine	suddenly
drive	heavily
rain	carefully

5. Use the correct form of the verbs and adverbs in the previous exercise to complete the story. Use the passage to help you decide which tense to use.

It was (a) raining heavily in Newtown High Street and everyone was in a hurry to get home. A young man was (b) _____ down the road but had to (c) _____ when a dog ran out into the middle of the road. Unfortunately he hit the dog and it had to be taken to a nearby vet's surgery. The vet (d) _____ the dog _____ and luckily it wasn't too badly hurt.



Unit 7 What's your ambition?

The pupils in Class 6b were having a discussion about ambitions. Their teacher wrote 'What's your ambition?' on the blackboard and everyone discussed their ambitions in small groups.

The children in Eva's group all had very different ideas.

'What's your ambition, Ted?' asked Eva.

'I'd like to be a famous world leader. I want people to remember me for a long time,' said Ted.

'That's a very ambitious ambition!' Eva said. 'I just want to earn a lot of money. That's my ambition.'

'My ambition is to be the first person to walk on Mars,' announced Marie.

'Why do you want to do that?' Joel asked.

'I'd like to be the most famous astronaut in the world,' Marie said.

'Well, I think you're all crazy,' said Joel. 'My dream is to have my own toy company and make the most interesting toys in the world. Wouldn't that be great?'

Emily had been very quiet during this discussion.

'What are you thinking about, Emily?' Eva asked. 'You haven't said anything at all. What's your ambition?'

'Oh, I don't really have one,' Emily replied.

'There must be something that you really want to do, Emily,' said Ted.

Emily thought for a moment. Then she said, 'Well, I'd really like to see the new *Star Trek* film, if anyone's interested.'



1. Give short answers to these questions.

- Were the pupils in Class 6b talking about ambitions? Yes, they were.
- Did everyone have a different ambition? _____
- Did Joel ask Marie about her ambition? _____
- Did Emily talk much during their discussion? _____
- Did Eva ask Emily about her ambition? _____

2. Answer these questions in sentences.

- a. Who asked Ted about his ambition? Eva asked him about his ambition.
- b. Who wants to be a famous world leader? _____
- c. Who wants to go into space? _____
- d. What does Joel want to make? _____
- e. Why didn't Emily say much during the discussion? _____

3. Copy the true sentence about the passage.

- a. Class 6b were talking about ambitions with their teacher.
 - b. Class 6b were talking about ambitions in pairs.
 - c. Class 6b were talking about ambitions in groups.
- _____

4. Rewrite these sentences, putting the words in the correct order.

- a. to famous like be a would footballer I _____
- b. Everest is ambition climb my to Mount _____
- c. fly on I like the would Concorde to _____
- d. be is excellent ambition my to an teacher _____

5. Look at the pictures. Write a sentence describing each person's ambition. Use the sentences in exercise 4 to help you.



- a. I would like to
be a writer.
- b. _____
- c. _____
- d. _____

Unit 8 Making a choice

Adam went into a shop to buy a new camera. He wanted a camera that took good pictures of sporting events. He did not want an expensive camera, but he had enough money to buy a good one.

The shop assistant was very helpful. She knew a lot about the cameras in the store.

'This is the Monika 67VB,' she told him. 'It's an excellent small camera that is easy to use. However it needs special film. It costs £68.'

'What about this camera?' Adam asked, picking up an Ajax 782.

'That one costs £35,' the shop assistant told him. 'It's one of the cheapest cameras on the market. However it isn't very reliable and it's difficult to get parts for it. I can't recommend it. This Betta 9BM is a much better camera,' she added as she took one off the shelf. 'It's popular with reporters for newspapers. It costs £49.'

Adam pointed to another camera on the shelf. 'What about that one?' he asked.

'That's the Standard 90,' the shop assistant said. 'It costs £30 and it's the best value for money if you don't need automatic focusing. I don't recommend it if you need a camera to take pictures quickly.'

It was a difficult decision for Adam to make. Which camera do you think he bought? Why do you think he bought it?



1. Give short answers to these questions.

- Did Adam want a new camera? Yes, he did.
- Did he want an expensive camera? _____
- Did he want a good camera? _____
- Did the shop assistant help Adam? _____
- Do we know which camera Adam bought? _____

2. Answer these questions in sentences.

- a. What did Adam want to buy? He wanted to buy a new camera.
- b. How many cameras did Adam look at? _____
- c. Which camera isn't very reliable? _____
- d. Which camera costs £68? _____
- e. Which camera does not have automatic focusing? _____

3. Copy the true sentence about the passage.

- a. Adam wanted a camera that could take photos quickly.
 - b. Adam didn't care what type of camera he bought.
 - c. Adam wanted a cheap camera.
-

4. Complete the table with information from the passage.

Camera	Price	Advantages	Disadvantages
Monika 67VB	£68	easy to use	needs special film
Ajax 782	_____	_____	_____
Betta 9BM	_____	_____	_____
Standard 90	_____	_____	_____

5. Use the information in the table to write one or two sentences about each camera.

- a. The Monika 67VB costs £68. It's easy to use but it needs special film.
- b. _____
- c. _____
- d. _____

Unit 9 Holidays

Sarah was looking at a map of the world and dreaming of all the countries she'd like to visit. 'Which countries would you like to visit?' she asked her father.

'I like countries with interesting histories, like European and Mediterranean countries. Greece, Italy and Egypt, for example, are all very old countries and you can still see many historical buildings there, such as the pyramids at Giza, the Colosseum in Rome and the Acropolis in Athens,' her father replied.

'Yes, old buildings and history are interesting, but some people like to do other things on holiday, too,' said Sarah. 'Wouldn't you like to go somewhere with beautiful beaches?'

'Of course, Sarah,' her father said. 'Sometimes it's nice to visit countries that have good weather and beautiful beaches. That's why places like Australia and Fiji are such popular destinations.'

'What's the most popular place for holidays?' Sarah asked her father.

'I don't think I can answer that. More and more countries are trying to attract tourists because tourists spend money on hotels, travel, food and souvenirs. Some countries get millions of tourists every year and they earn more money from tourism than from anything else,' said her father.

'Well, I think one of the best things about visiting different countries is the people you meet. People should always be friendly and helpful to tourists so that more of them will visit their country,' Sarah announced.



1. Give short answers to these questions.

- Would Sarah like to travel to different countries? Yes, she would.
- Does Sarah's father like to travel? _____
- Is he interested in history? _____
- Could Sarah's father answer all her questions? _____
- Does Sarah want to meet different people? _____

2. Answer these questions in sentences.

- a. What was Sarah looking at? She was looking at a map of the world.
- b. What can you still see at Giza? _____
- c. What would Sarah's father visit in Rome? _____
- d. What do places like Australia have? _____
- e. What do tourists spend money on? _____

3. Copy the true sentence about the passage.

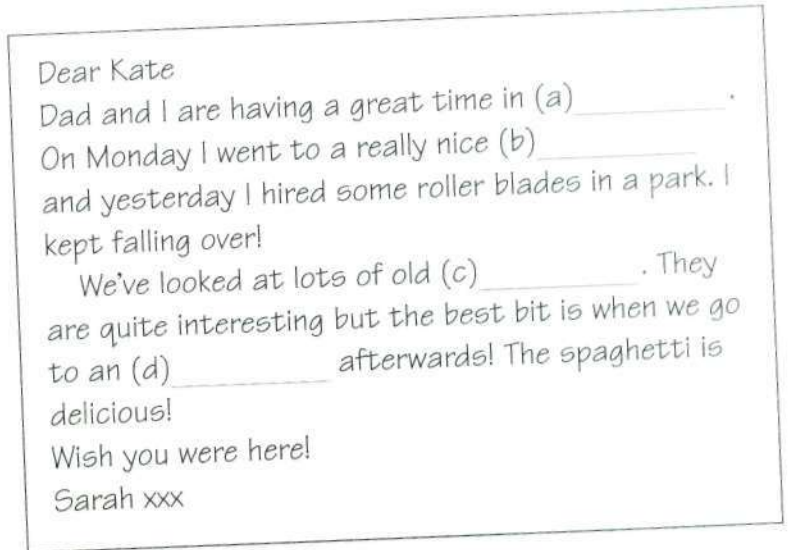
- a. Sarah thinks that only friendly tourists should visit other countries.
- b. Sarah thinks that you meet the best people in different countries.
- c. Sarah thinks that local people should be friendly and helpful to tourists.

4. Use the words in the box to complete this postcard from Sarah.

Italian restaurant Italy
buildings beach

5. Write a sentence for each of these pictures, describing what Sarah did on her holiday. Use her postcard to help you.

- a. Dad took me to see lots of old buildings.
- b. _____
- c. _____
- d. _____



Unit 10 Filling in forms

Oliver wanted to join a sports club. He filled in this application form.

Family name:	<u>West</u>	First name:	<u>Oliver</u>
Street address:	<u>14a Beach Road</u>		
Town:	<u>Watson Bay</u>	Zip code:	<u>40768</u>
Phone:	<u>9876 0564</u>	E-mail:	<u>oliver@compumail.com</u>
Date of birth:	<u>29/2/1988</u>	Sex:	<u>Male</u>
Marital status:	<u>Single</u>		
Sports interests (in order of importance):	<u>Football, Swimming, Tennis</u>		
Prizes (with dates):	<u>Watson Bay Wildcats 1999 Most Valuable Player</u>		
Family doctor:	<u>Dr. Ian Smith</u>		
Date of last medical:	<u>24/2/2000</u>		
Signature:	<u>Oliver West</u>		
Date:	<u>21/8/2000</u>		

August 21, 2000

The Secretary
Newtown Sports Club
Main Road
Newtown

Dear Sir/Madam

I wish to be considered for membership of the Newtown Sports Club. I'd be grateful if the enclosed application for membership could be considered at your next club committee meeting.

Yours sincerely

Oliver West

He sent the form to the club with this letter.

1. Give short answers to these questions.

- Did Oliver want to join a tennis club? No, he didn't.
- Did he take the form to the club? _____
- Did he also write a letter? _____
- Was the letter addressed to the club's chairperson? _____
- Is the club in Newtown? _____

2. Answer these questions in sentences.

- a. Where does Oliver live? He lives in Watson Bay.
- b. Who is his doctor? _____
- c. When did Oliver last have a medical? _____
- d. When did he write the letter? _____
- e. Which street is the sports club in? _____

3. Copy the true sentence about the passage.

- a. Oliver prefers tennis to football.
 - b. Oliver prefers swimming to tennis or football.
 - c. Oliver prefers football to tennis or swimming.
-

4. Read the sentences. Answer the question at the end.

Tom likes volleyball more than Jesse. Jesse likes volleyball less than Pete but more than Lola. Eric likes volleyball more than Jesse but less than Tom. Pete likes volleyball more than Tom.

Who likes volleyball the most? _____

5. Read the newspaper story.

Complete the form with
information about Brett.

Family name: _____
First name: _____
Age: _____
Street address: _____
Town: _____
Mother's name: _____
Father's name: _____

ENVIRONMENT AWARD FOR ROCHESTER BOY

Brett Goodman, an 11-year-old boy from Rochester, has won a special award from the Environment Ministry. He won the award for all the work he has done to keep his town clean and tidy. Brett persuaded his class to start a 'Clean Up Rochester' group and they spend time after school removing litter from the town's parks and streets.

Brett's parents, Rob and Sally are very proud of their son. If anyone would like to join Brett's group, they can write to him at 27 Paton Avenue.

Unit 11 Making plans

The Wilsons decided to go abroad for a holiday. They had a family meeting to plan the holiday.

'First,' Mr. Wilson said, 'we should decide where we want to go.'

'I don't agree,' Mrs. Wilson said. 'I think we should first decide when we want to go. We don't want to go somewhere only to find that it's the middle of winter there.'

Mr. Wilson agreed, so the family's first decision was when to go on holiday. They decided to go in July, in the middle of the northern hemisphere's summer.

'Now we can decide where to go,' Mr. Wilson said.

'But, Dad,' Adam said, 'don't you think that where we go depends on how we go? If we plan to fly, we can go a long way. If we plan to drive we can't go as far.'

Again Mr. Wilson agreed, and they discussed this. At last they agreed to travel by plane.

Then Mr. Wilson said, 'Now, where do we want to go?'

'Actually, Dad,' Kate said, 'I think we should work out how many days holiday we'll have before we can decide where to go.'

And so the planning meeting went on. The next day, one of Mr. Wilson's friends at work asked, 'Have you planned your holiday yet?'

'We've decided when we want to go, how long we want to go for, how we want to get there and how much money we can spend,' Mr. Wilson told him. 'But we still haven't decided where we're going!'



1. Give short answers to these questions.

- Were the Wilsons planning their holiday? Yes, they were.
- Did they decide to go to a foreign country? _____
- Did they decide to go on holiday in winter? _____
- Did Mr. Wilson decide where they should go? _____
- Did the family decide together where they should go? _____

2. Answer these questions in sentences.

- Why did the Wilsons have a meeting? They had a meeting to plan their holiday.
- What did they decide first? _____
- Why did they decide to go in July? _____
- How many things did they decide during the meeting? _____
- What didn't they decide? _____

3. Copy the true sentence about the passage.

- The Wilsons had similar ideas about their holiday.
 - The Wilsons had different ideas about their holiday.
 - The Wilsons had no ideas about their holiday.
-

4. Read the sentences. Answer the question at the end.

Willie booked his summer holiday two weeks before Steve. Nell booked her summer holiday on Friday. Steve booked his summer holiday a week after Jan. Jan booked her summer holiday the day before Nell.

Who booked their summer holiday first? _____

5. Put Rebecca and Fiona's conversation into the correct order by numbering the sentences from 1 to 8. Write who is speaking next to each one.

- _____ I think we should go shopping.
- _____ No, I think we should paint pictures for our bedroom wall.
- _____ That's a great idea.
- _____ Yes, we could, but I think we should do something indoors.
- _____ OK. What do you want to do? Read? Watch videos?
- _____ Well, we could go to the park and play tennis.
- g. 1 Rebecca What are we going to do this weekend?
- h. _____ I don't have any money.

Unit 12 Out of school

There are many things we need to know that we do not learn at school. For example, if we want to use our money wisely, we need to shop carefully. We need to know how to compare the prices of things in different shops. We need to be able to compare the quality of different brands. We need to know how to make sensible choices when we shop.

Knowing how to make such choices is a 'life skill', and we need these skills if we are to lead useful and happy lives.

Most life skills are about making choices. Every day we have to make many choices. Some of these choices are very small ones. For example, do we eat healthy food for lunch or do we eat junk food, which is tasty but isn't very good for us? Do we get the bus to and from school or do we walk and get some exercise? Do we work hard in our classes or do we waste time? We make decisions like this every day.

Making the wrong choices can bring unhappiness. We have to realise that the choices we make can affect the rest of our lives. Just as importantly, our choices can also affect other people. The next time you misbehave in class or fight with your brother or sister, consider this: Who else does your choice affect?



1. Give short answers to these questions.

- Do we learn everything we need to know at school? No, we don't.
- Do we learn how to shop carefully at school? _____
- Is this passage about school? _____
- Do we have to make choices every day? _____
- Are all the choices we make important? _____

2. Answer these questions in sentences.

- a. What is the passage about? It's about making choices.
- b. How can we use our money wisely? _____
- c. What sort of choices should we make when we shop? _____
- d. What can the wrong choices cause? _____
- e. Who can our choices affect? _____

3. Copy the true sentence about the passage.

- a. We need life skills in order to get to and from school.
- b. We need life skills in order to make the best choices.
- c. We need life skills in order to go shopping.

4. Draw lines to match the beginning of each question to its correct ending.

- | | |
|-------------------------------|-----------------------|
| a. Do you want to play tennis | or stay at home? |
| b. Would you like to rest | or are you too tired? |
| c. Shall we go out for dinner | or a salad? |
| d. Would you like chicken | or do you feel OK? |

5. Look at the pictures. Write a sentence using 'I think I'll' for each picture.



- a. I think I'll have the cake.
- b. _____
- c. _____
- d. _____

Unit 13 Personal problems

Sandra, Lola and Lucy were sitting talking at Lucy's house one Saturday night. The three girls were at school together and had been best friends for a long time. Because they were best friends, they always relied on each other for help and advice with their problems.

'I don't know what to do about my older brother,' Sandra said. 'He never lets me use his computer for my school projects. He's so selfish. What do you think I should do?'

'Well, have you tried talking to him about it?' asked Lucy.

'Yes, but he just ignores me,' Sandra replied.

'I think you should talk to your parents about it,' Lola suggested. 'He'll have to let you use it if they tell him to. What do you think, Lucy?'

'Yes,' Lucy agreed. 'That's a good idea.'

Then Lola said, 'I got into trouble again yesterday for falling asleep in maths.'

'That's the third time this week, isn't it?' Sandra said.

'Yes,' Lola replied. 'I don't know what to do to stop it.'

'Maybe you need more sleep,' Lucy said. 'Why don't you try going to bed earlier?'

'I already get plenty of sleep. It's not that,' Lola replied. 'I fall asleep because I'm bored, not because I'm tired.'

Lucy and Sandra laughed. 'Sorry, Lola,' Lucy said. 'I'm afraid there's no solution to that problem!'



1. Give short answers to these questions.

- Are Sandra, Lola and Lucy friends? Yes, they are.
- Were they at Lola's house? _____
- Have they known each other for a long time? _____
- Were they talking about homework? _____
- Does Sandra have a brother? _____

2. Answer these questions in sentences.

- What kind of friends are the girls? They are best friends.
- Whose computer does Sandra want to use? _____
- What does Sandra think of her brother? _____
- Who suggested a solution to Sandra's problem? _____
- What is the solution to Lola's problem? _____

3. Copy the true sentence about the passage.

- Lola's problem is that she is always tired.
- Lola's problem is that she is tired in her maths class.
- Lola's problem is that she isn't interested in maths.

4. Draw lines to match each problem to the correct advice.

- | | |
|--------------------------------------|---|
| a. I always wake up late for school. | Why don't you try to find out why? |
| b. My pocket money doesn't last. | Try suggesting a small pet like a goldfish. |
| c. My friend isn't talking to me. | You could try going to bed earlier. |
| d. Mum won't let me have a pet. | You need to work out a budget. |

5. Complete this conversation using expressions from the box.

Why don't you
That's a good idea.
What do you think I should do?
I think you should

Andy: I never have enough money.
(a) _____

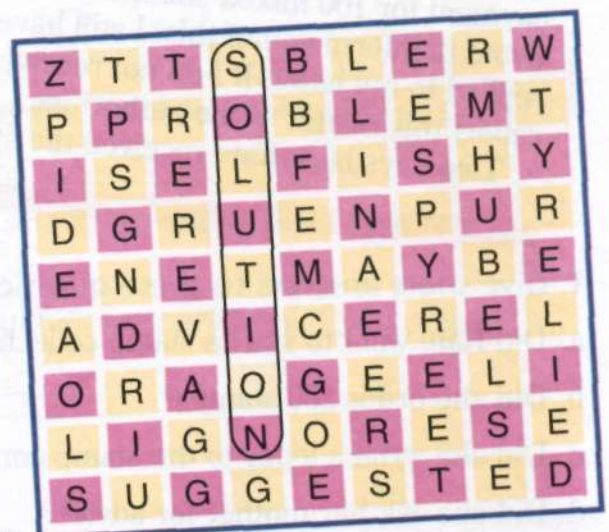
Janet: (b) _____
work out a budget.

Andy: (c) _____
Will you help me?

Janet: Of course. (d) _____
list everything you spend money on?

Andy: This is going to take a long time!

6. Find the nine hidden words from the passage. Look along the rows and down the columns. The first one is done for you.



Unit 14 Complaining

One day Kate saw an advertisement in a magazine. It offered a packet of 100 mixed stamps for £5. Kate wanted to start a stamp collection so she ordered the packet. One hundred mixed stamps seemed a good way to begin a collection. She sent a postal order to the stamp company with her order, and waited excitedly for the stamps to arrive. Kate checked the post every day for four weeks but the stamps didn't arrive. So Kate decided to write to the company.

'Dear Sir/Madam,' she wrote, 'a month ago I sent you a postal order for £5 as payment for 100 mixed stamps. They haven't arrived. Please send them by return of post.'

Another month passed. The stamps still didn't arrive and she didn't receive any reply to her letter. She asked her father for advice. Mr.

Wilson said, 'You must write a stronger letter. Make the stamp company worry that you will make trouble for them.'

'Dear Sir/Madam,' Kate wrote in her second letter, 'I am writing to complain about your poor service. Two months ago I sent you a postal order for £5 as payment for 100 mixed stamps. I did not receive the stamps. A month ago I wrote to inform you of this. I still haven't received the stamps, and you haven't replied to my letter. If I do not receive the stamps within seven days, I shall report this matter to the authorities.'

Two days later Kate received the stamps in the post.



1. Give short answers to these questions.

- Did Kate want to start a stamp collection? Yes, she did.
- Did she order 200 stamps? _____
- Did she write a letter to the stamp company? _____
- Did she ask her mother for advice? _____
- Did she receive the stamps eventually? _____

2. Answer these questions in sentences.

- a. Where did Kate see the stamp advertisement? She saw it in a magazine.
- b. What did Kate order from the stamp company? _____
- c. Why did Kate write to the company? _____
- d. When did she write the first letter? _____
- e. When did she write the second letter? _____

3. Copy the true sentence about the passage.

- a. The stamp company ignored both of Kate's letters.
 - b. The stamp company responded to Kate's first letter.
 - c. The stamp company responded to Kate's second letter.
- _____

4. Put the story in the correct order by numbering the sentences from 1 to 4.

- a. _____ Alex's mother helped him write a letter of complaint to the shop.
- b. _____ When he got home, Alex noticed that the boat's mast was broken.
- c. _____ Alex went shopping with his mother for a birthday present.
- d. _____ Alex chose a toy sailing boat and his mother bought it for him.

5. Complete Alex's letter to the shop. Use Mona's letter and exercise 4 to help you.

Dear Sir/Madam

(a) _____ about a toy that my mother bought from your shop.

This morning my mother bought me (b) _____ for my

(c) _____. When we got home and I started to play with the boat,

I realised that (d) _____. I would be very grateful if you could send me a replacement by (e) _____.

Yours truly

Alex Macky

Unit 15 Too busy

Daniel was always making excuses for forgetting to do things. His usual excuse was 'I was too busy' or 'I didn't have time'.

Daniel's parents were worried about him. 'He mustn't go through life making excuses all the time,' his father said. 'No one will trust him to do anything. He won't be able to keep a job. No sensible girl will want to marry him.'

'I don't know what we can do,' his mother said.

'I have an idea,' his father said. 'If this doesn't work, nothing will.'

The next day was Daniel's birthday. He was really looking forward to getting exciting presents. He woke up expecting his parents to wish him 'Happy Birthday!' but all they said was 'Good morning, Daniel. Hurry, or you'll be late for school'. There were no presents, not even a card. He was very disappointed.



'Never mind,' he thought. 'There'll be a surprise for me after school.' But there wasn't. Sadly he said to his parents at dinner, 'Today's my birthday.'

'Oh!' his father said. 'So it is. I forgot.'

'So did I,' his mother said.

'How could you forget?' Daniel asked. 'There must be a reason.'

'Well, yes,' his father said. 'We have a really good excuse for forgetting your birthday, Daniel. We didn't remember your birthday because we were too busy.'

Poor Daniel. He never had a silly excuse for not doing something again!

1. Give short answers to these questions.

- Was Daniel always making excuses? Yes, he was.
- Were Daniel's parents worried about him? _____
- Did his mother know what to do about Daniel? _____
- Did Daniel get a birthday card from his parents? _____
- Did his parents really forget his birthday? _____

2. Answer these questions in sentences.

- What did Daniel make excuses for? He made excuses for forgetting to do things.
- Whose birthday was it the next day? _____
- What was he hoping to get? _____
- What was he expecting when he woke up? _____
- What did he get for his birthday? _____

3. Copy the true sentence about the passage.

- Daniel's parents tried to teach him a lesson.
- Daniel's parents forgot about his birthday.
- Daniel's parents were too busy to celebrate his birthday.

4. Draw lines to match the beginning of each sentence to its correct ending.

- | | |
|---------------------------------------|-----------------------------------|
| a. I didn't do my homework because | it was raining. |
| b. I couldn't wash the dishes because | I had to rush for the school bus. |
| c. I couldn't walk the dog because | I couldn't find my pencil case. |
| d. I didn't make my bed because | there was no hot water. |

5. Rearrange the words to make sentences.

- the have to didn't to I shops go time

- because Grandma the line phone was .
couldn't busy I

- my didn't the sweep I I hurt floor
because arm

- tidy too bedroom busy my I to was

- Find the seven hidden words from the passage. The first one is done for you.



Unit 16 Please explain

Q: What is solar energy and how can we use it?

A: Solar energy is energy from the sun. We can use solar energy to make electricity, which we can then use to heat buildings, power motors and operate all kinds of equipment.

Q: How do we get solar energy?

A: We get solar energy by letting the sun's rays fall onto solar cells. These cells, which are usually put on the roofs of buildings, turn energy from the sun into electricity. This electricity can then be stored in the cell or directed through wires to where it is needed.

Q: Is solar energy expensive?

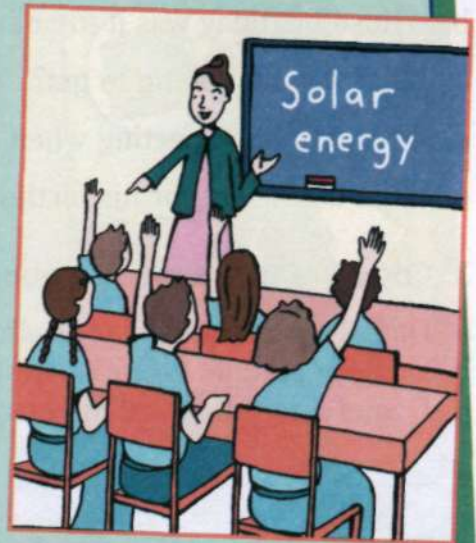
A: Solar energy is cheap because the sun's rays are free. The only cost is that of the solar cell itself. However solar cells need lots of sunlight so they can only be used in countries that get a lot of sun.

Q: Why isn't solar energy used more if it is so cheap?

A: Apart from the shortage of sunlight in some countries, solar cells are quite expensive to make. Also, large cities use a lot of electricity and many thousands of cells would be needed. The cost would be very high.

Q: Where can solar energy be used cheaply?

A: Solar energy is excellent for producing electricity for homes. A few solar cells can produce enough electricity for an ordinary home.



1. Give short answers to these questions.

- Does solar energy come from the sun? Yes, it does.
- Can we make electricity from solar energy? _____
- Are the sun's rays expensive? _____
- Can solar energy be used in every country? _____
- Is solar energy very popular? _____

2. Answer these questions in sentences.

- a. Where are solar cells usually put? They are usually put on the roofs of buildings.
- b. What do the cells do? _____
- c. Where is the electricity directed? _____
- d. Why is solar energy cheap? _____
- e. Which countries can use solar energy? _____

3. Copy the true sentence about the passage.

- a. Solar cells do not cost a lot of money.
 - b. Solar cells are difficult to make.
 - c. Solar cells cost quite a lot of money.
- _____

4. Complete these sentences about the passage.

- a. Solar energy can be used to make electricity.
- b. The best place to put solar cells is _____
- c. Sunshine doesn't cost anything, so solar energy is _____
- d. Solar energy is best used for _____
- e. An ordinary home only needs _____

5. Complete the sentence for each picture. Use the words in brackets.

- a. (damage, skin) Sunshine _____
- b. (make, uncomfortable) Sunshine _____
- c. (provide, light) Sunshine _____



Unit 17 An important event

One of the most important events in history happened on December 17, 1903, at a place called Kitty Hawk in North Carolina, USA. It was the first sustained flight of a powered aircraft. Only five people witnessed the flight but, luckily, one of them took a photograph.

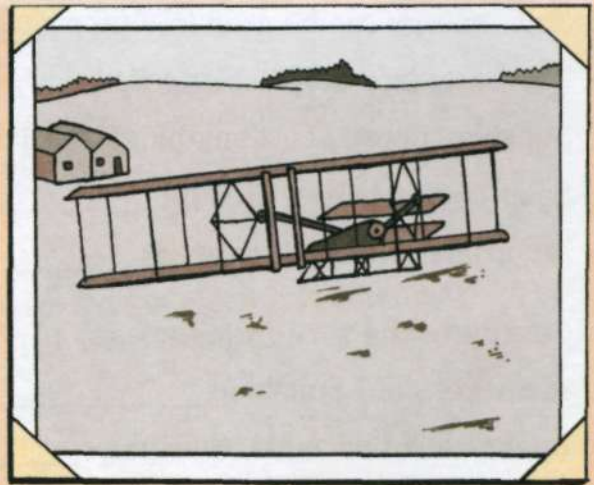
People had flown for very short periods before, using wings of different kinds. For example, in 1678 a Frenchman built a glider and flew it over a small building. About 200 years before that, an Italian artist by the name of Leonardo da Vinci drew plans for a flying machine but never actually built it.

The flight at Kitty Hawk was important because it was the first ever flight of a heavier-than-air machine that used an engine to lift it up and power it through the air, carrying a person and landing at a point as high as that from which it had taken off. Where the aircraft landed was important because it could glide to a place lower than its starting point.

The men who built this first powered aircraft were the Wright brothers – Orville and Wilbur. It was a biplane, which means it had double wings, and it had a small four-cylinder engine. The brothers named it the *Flyer*.

Orville piloted the aeroplane, flying for 12 seconds at a speed of about 48 kilometres an hour.

From this date onwards things progressed quickly, and in 1919 two British aviators, John Alcock and Arthur Brown, completed the first non-stop flight across the Atlantic Ocean – a journey of 3,040 kilometres.



1. Give short answers to these questions.

- Is Kitty Hawk in the USA? Yes, it is.
- Is this passage about an important person? _____
- Had the camera been invented by 1903? _____
- Did powered aircraft exist in 1678? _____
- Did the first powered aircraft fly in 1903? _____

2. Answer these questions in sentences.

- How many people saw the flight at Kitty Hawk? Five people saw the flight.
- Who built the first powered aircraft? _____
- What was the aircraft called? _____
- How long did the first flight last? _____
- How far was the flight across the Atlantic Ocean? _____

3. Copy the true sentence about the passage.

- Before 1903 no one had ever flown any aircraft.
 - Before 1903 no one had flown a powered aircraft.
 - Before 1903 powered aircraft had flown for short periods.
- _____
- _____

4. Put these events into the correct order by numbering them from 1 to 4.

- _____ A Frenchman built and flew a small glider.
- _____ The first flight of a powered aircraft.
- _____ Alcock and Brown flew non-stop across the Atlantic Ocean.
- _____ Leonardo da Vinci drew plans for a flying machine.

5. Complete this paragraph with the words and phrases from the box.

in a place called first ever
from this time onwards event

An important (a) _____ in
history happened over 2,500 years ago.
The event was the (b) _____
Olympic Games. They took place in
Greece, (c) _____ Olympia.
(d) _____, the Olympic
Games were associated with Greece.

6. Read the sentences. Answer the question at the end.

In 1969, Neil Armstrong was the first person to walk on the moon. Six years earlier, Valentina Tereshkova had been the first woman in space. A year after Valentina's first flight, Alexey Leonov went outside his spaceship and became the first person to float free in space. A year later Edward White became the first American to do the same thing. Four years before this, however, the first person to go into space at all was Yuri Gagarin.

In what year did Yuri Gagarin first go into space? _____

Unit 18 Our environment

Adam and his classmates are watching a video about the environment. This is the introduction to the video, where the presenter explains what the video is about.

'A long time ago, most towns and villages were very small. The number of people who lived in every country was much smaller than it is today, too. There was no heavy industry, only agriculture and arts and crafts, and none of these things damaged our environment. People did not use chemicals. There were no motor vehicles. There were no factories. There was, therefore, very little pollution.'



'Sadly, our environment is much dirtier now than it was in the past. This is a problem because the best way for us to be healthy is to live in a clean environment.'

'The air and water are much dirtier than they used to be. The air is full of pollutants of various kinds – smoke from cars and factories, and such things as insect sprays. The water is polluted with chemicals from factories and fuel from ships. This means that we are gradually destroying one of our major food sources – the oceans of the world.'

'In this video we will try to find ways of making our environment cleaner and stopping future pollution. We hope that you will learn how you can help make the world a cleaner and healthier place.'

1. Give short answers to these questions.

- Are Adam and his classmates learning about the environment? Yes, they are.
- Does this passage come from the end of the video? _____
- Were towns and villages bigger a long time ago? _____
- Is the world cleaner now than in the past? _____
- Does the passage tell us how to stop pollution? _____

2. Answer these questions in sentences.

- Who introduces the video? The presenter introduces the video.
- Why is a clean environment important? _____
- What pollutes the water? _____
- What are the oceans a source of? _____
- What will Adam learn from this video? _____

3. Copy the true sentence about the passage.

- The purpose of this video is to teach pupils about history.
- The purpose of this video is to encourage pupils to be healthy.
- The purpose of this video is to show pupils how to look after the environment.

4. Match each picture to the correct paragraph in the passage. Write the number of the paragraph in the box.



5. Find words in the passage that mean:

- gives details, describes
(verb, line 2) _____
- manufacturing, factories
(noun, line 6) _____
- farming, growing crops
(noun, line 6) _____
- oil, petrol or coal
(noun, line 19) _____
- supplies
(noun, line 21) _____

6. Use the words in brackets to write sentences about our world today. Use the comparative form of the adjective in each case.

- (towns and villages, big) The towns and villages are bigger.
- (environment, dirty) _____
- (oceans, few, fish) _____
- (need, make, environment, clean) _____

Unit 19 Children's rights

Emily was doing a school project on children's rights. She decided to look on the Internet and eventually she found a United Nations website that had lots of useful information for her project.

The United Nations lists the rights of children. Most countries agree with all of them, but some countries do not. The following are some of the most important rights of children.

- Children have the right to be properly fed, clothed and sheltered by their family. If their family cannot do so, the state should take responsibility.
- Children have the right to an education and medical care, which should be provided by the state.
- Children must not be tortured or cruelly punished by their parents or any others.
- Children have the right to expect the state to protect them from all kinds of abuse and neglect.
- No child under 15 should be made to fight in an army.
- Children have the right to be protected from being made to work too hard to make money for other people.

In many countries children do not have these rights. Many young children are made to work long hours in factories and on farms. In some countries there are so few schools that only rich children get an education. Nor are there enough doctors or nurses to help many children when they are sick.

The rights of a child are, therefore, the rights people think children should have. They are not always the rights children actually have.



1. Give short answers to these questions.

- Was Emily's school project on the United Nations? No, it wasn't.
- Did the United Nations write this list of children's rights? _____
- Do all countries agree with everything on this list? _____
- Does this passage list all the rights of children? _____
- Do all children have these rights? _____

2. Answer these questions in sentences.

- a. Where did Emily find this information? She found it on the Internet.
- b. What did she need it for? _____
- c. Who should protect children from abuse? _____
- d. Who should not be made to fight in an army? _____
- e. Where do many young children have to work? _____

3. Copy the true sentence about the passage.

- a. This list contains some of the rights children have.
 - b. This list contains some of the rights children should have.
 - c. This list contains all the rights children should have.
- _____

4. Find words in the passage that mean:

- a. basic things that everyone should have (noun, line 1) rights
- b. correctly (adverb, line 8) _____
- c. given (verb, line 13) _____
- d. guard (verb, line 18) _____

5. Use the passage to help you complete this section from Emily's school project.

Children's rights are basic things that children should have. In many (a) _____ though, children do not have a lot of these basic rights. The (b) _____ has made a list of children's rights, which people in all countries should pay attention to.

I think the three most important children's rights are:

- 1. Children should have proper food, (c) _____ and shelter.
- 2. Children should be able to go to school and go to see a doctor if they get sick.
- 3. Children should not be treated badly by (d) _____ or anyone else.

Unit 20 Saffron!

There once was a farmer whose saffron crop was destroyed by fire. The farmer had to go to a moneylender to borrow money in order to buy seed for another crop. Unfortunately this second crop was destroyed by a flood. The farmer couldn't pay back the loan so the moneylender took him to court.

The farmer hired one of the best lawyers in the district. The lawyer asked him many questions and then said, 'Your case is hopeless. You've borrowed money that you cannot pay back. The judge will probably send you to prison. However, if you do what I say, I think I can persuade the judge to cancel the loan.'

'Of course I'll do as you say,' the farmer said.

'Good,' the lawyer said. 'I want half of your farm as my fee, if I get you off.'

This was a very large fee, but the farmer agreed and the lawyer told him what to say and how to behave in court.

The day of the trial arrived. The judge asked the farmer many questions. To every question the farmer answered with one word – 'Saffron'.

Then the lawyer stood up. 'The destruction – twice – of my client's crop has affected his mind,' he told the judge. 'He is not fit to stand trial.'

The judge agreed and cancelled the loan.

After the trial, the lawyer said to the farmer, 'Now what about my fee?'

'Saffron,' the farmer replied. 'Saffron.'



1. Give short answers to these questions.

- Did the farmer grow saffron? Yes, he did.
- Were three of his crops destroyed? _____
- Did the farmer pay the moneylender? _____
- Did the farmer hire a lawyer? _____
- Did the farmer go to prison? _____

2. Answer these questions in sentences.

- a. How many of the farmer's crops were destroyed? Two were destroyed.
- b. Why did the farmer need money? _____
- c. What did the farmer say to all the questions? _____
- d. Who did the judge agree with? _____
- e. How much did the farmer pay the lawyer? _____

3. Copy the true sentence about the passage.

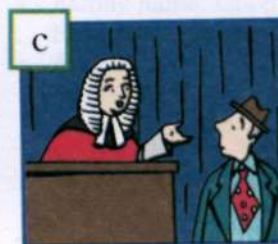
- a. The lawyer believed he couldn't help the farmer.
 - b. The lawyer believed the judge would cancel the loan.
 - c. The lawyer believed the farmer would go to prison.
- _____

4. Find and underline the mistake in each sentence.

- a. The farmer could not pay back the money to the lawyer.
- b. The farmer agreed to do what the judge said.
- c. The farmer agreed to give the lawyer his farm as payment.
- d. The farmer told the judge that he could not stand trial.

5. Complete the sentence for each picture with information from the passage.

- a. A saffron farmer's crop was destroyed by fire.
- b. The lawyer thought the farmer's case _____
- c. The farmer was asked _____
- d. After the trial, the lawyer asked the farmer for _____



Answers

Unit 1

1. b. Yes, you do.
c. No, you don't.
d. Yes, you do.
e. No, you don't.
2. b. The nanny must have childcare qualifications.
c. The café needs waiting staff for weekends.
d. You should call Serge after 6 p.m.
e. The delivery person will deliver books.
3. c
4. a. 4 b. 2 c. 1 d. 3
5. a. Part-time
b. requires
c. must
d. qualifications
e. call

Unit 2

1. b. No, she didn't.
c. Yes, she did.
d. Yes, it does.
e. No, it wasn't.
2. b. They are very friendly and helpful.
c. London is huge.
d. The buildings are old and interesting.
e. In the middle of the city you can find a great big river.
3. c
4. b. people c. river d. weather
5. a. picnic b. park c. shining d. football
e. fountain

Unit 3

1. b. No, they don't.
c. Yes, he did.
d. Yes, they can.
e. No, they aren't.
2. b. A pedestrian is someone on foot.
c. They sometimes walk out into the road without looking.
d. They should signal with their hand.
e. They should turn when the road is clear.
3. b

4. b. frequent c. vehicles d. cyclists
5. b. You should cross at a pedestrian crossing.
c. You should not cross without looking.
d. You should not run across the road.

Unit 4

1. b. Yes, they were.
c. No, they couldn't.
d. Yes, they did.
e. Yes, they did.
2. b. Kate suggested going to the cinema.
c. They wanted to see the new *Star Wars* film.
d. They went to the Dendy cinema.
e. Emily liked the comfortable seats at the Dendy.
3. c
4. b. How about that new Thai restaurant?
c. At about seven o'clock.
d. About 20 minutes.
e. I haven't decided yet.
5. b. Which programme do you want to watch?
c. Which restaurant do you want to go to?
d. Which dress do you want to try on?

Unit 5

1. b. Yes, he does.
c. Yes, he does.
d. No, he doesn't.
e. No, he doesn't.
2. b. He wanted to play football outside.
c. He wanted to lie down because it was so hot.
d. He wanted roast lamb for dinner.
e. He wanted to watch a sports programme.
3. a
4. b. ...because it was so hot.
c. ...roast lamb.
d. ...sports programmes.
5. b. I wish I didn't have to wear this hat.
c. I wish I didn't have to play/practise the violin.

Unit 6

1. b. Yes, he did.
c. No, they didn't.
d. Yes, he did.
e. No, he didn't.
2. b. It stopped ahead of Jack, at the kerb.
c. The driver's door hit the front wheel of Jack's bike.

- d. Jack hurt his head.
- e. Jack got to hospital in an ambulance.
- 3. c
- 4. examine carefully
drive quickly
rain heavily
- 5. b. driving quickly
c. stop suddenly
d. examined (the dog) carefully

Unit 7

- 1. b. Yes, they did.
c. Yes, he did.
d. No, she didn't.
e. Yes, she did.
- 2. b. Ted wants to be a famous world leader.
c. Marie wants to go into space.
d. He wants to make the most interesting toys in the world.
e. She didn't say much because she didn't really have an ambition.
- 3. c
- 4. a. I would like to be a famous footballer.
b. My ambition is to climb Mount Everest.
c. I would like to fly on the Concorde.
d. My ambition is to be an excellent teacher.
- 5. b. I would like to be a scientist.
or My ambition is to be a scientist.
c. I would like to be an actor.
or My ambition is to be an actor.
d. I would like to be a pianist.
or My ambition is to be a pianist.

Unit 8

- 1. b. No, he didn't.
c. Yes, he did.
d. Yes, she did.
e. No, we don't.
- 2. b. He looked at four cameras.
c. The Ajax 782 isn't very reliable.
d. The Monika 67VB costs £68.
e. The Standard 90 does not have automatic focusing.
- 3. a
- 4. Ajax 782 / £35 / cheap / unreliable, difficult to get spare parts
Betta 9BM / £49 / popular with newspaper reporters / none
Standard 90 / £30 / value for money / no automatic focus

- 5. b. The Ajax 782 costs £35. It's cheap but it's unreliable and it's difficult to get spare parts for it.
c. The Betta 9BM costs £49. It's popular with newspaper reporters.
d. The Standard 90 costs £30. It's the best value for money but it does not have automatic focusing.

Unit 9

- 1. b. Yes, he does.
c. Yes, he is.
d. No, he couldn't.
e. Yes, she does.
- 2. b. You can still see the pyramids at Giza.
c. He would visit the Colosseum in Rome.
d. They have good weather and beautiful beaches.
e. They spend money on hotels, travel, food and souvenirs.
- 3. c
- 4. a. Italy b. beach c. buildings
d. Italian restaurant
- 5. b. I hired some roller blades in a park.
c. I kept falling over!
d. The best bit is when we go to an Italian restaurant!

Unit 10

- 1. b. No, he didn't.
c. Yes, he did.
d. No, it wasn't.
e. Yes, it is.
- 2. b. Dr. Ian Smith is his doctor.
c. He last had a medical on February 24th, 2000.
d. He wrote the letter on August 21st, 2000.
e. The sports club is in Main Road.
- 3. c
- 4. Pete
- 5. Family name: Goodman
First name: Brett
Age: 11
Street address: 27 Paton Avenue
Town: Rochester
Mother's name: Sally
Father's name: Rob

Unit 11

- 1. b. Yes, they did.
c. No, they didn't.

- d. No, he didn't.
- e. No, they didn't.
2. b. First they decided when they wanted to go.
- c. They decided to go in July because then it is summer in the northern hemisphere.
- d. They decided four things during the meeting.
- e. They didn't decide where they were going.
3. b
4. Willie
5. a. 2 Fiona b. 7 Rebecca c. 8 Fiona
d. 5 Rebecca e. 6 Fiona f. 4 Fiona
g. 1 Rebecca h. 3 Rebecca

Unit 12

1. b. No, we don't.
c. No, it isn't.
d. Yes, we do.
e. Yes, they are.
2. b. We can use our money wisely by shopping carefully.
c. We should make sensible choices.
d. They can cause unhappiness.
e. They can affect other people.
3. b
4. b. ...or do you feel OK?
c. ...or stay at home?
d. ...or a salad?
5. b. I think I'll walk to school.
c. I think I'll get *Titanic*.
d. I think I'll wear the green T-shirt.

Unit 13

1. b. No, they weren't.
c. Yes, they have.
d. No, they weren't.
e. Yes, she does.
2. b. She wants to use her brother's computer.
c. She thinks he is selfish.
d. Lola suggested a solution.
e. There is no solution to Lola's problem.
3. c
4. b. You need to work out a budget.
c. Why don't you try to find out why?
d. Try suggesting a small pet like a goldfish.
5. a. What do you think I should do?
b. I think you should
c. That's a good idea.
d. Why don't you



Unit 14

1. b. No, she didn't.
c. Yes, she did.
d. No, she didn't.
e. Yes, she did.
2. b. She ordered 100 mixed stamps.
c. She wrote to the company because the stamps did not arrive.
d. She wrote it four weeks after she sent her order.
e. She wrote it a month after she wrote the first letter. or She wrote it two months after she sent her order.
3. c
4. a. 4 b. 3 c. 1 d. 2
5. a. I am writing to complain
b. a toy sailing boat
c. birthday
d. the boat's mast was broken
e. return of post

Unit 15

1. b. Yes, they were.
c. No, she didn't.
d. No, he didn't.
e. No, they didn't.
2. b. It was Daniel's birthday.
c. He was hoping to get exciting presents.
d. He was expecting his parents to wish him 'Happy Birthday!'
e. He didn't get anything for his birthday.
3. a
4. b. ...there was no hot water.
c. ...it was raining.
d. ...I had to rush for the school bus.
5. a. I didn't have time to go to the shops.
b. I couldn't phone Grandma because the line was busy.
c. I didn't sweep the floor because I hurt my arm.
d. I was too busy to tidy my bedroom.



Unit 16

1. b. Yes, we can.
c. No, they aren't.
d. No, it can't.
e. No, it isn't.
2. b. They turn energy from the sun into electricity.
c. It is directed through wires to where it is needed.
d. It is cheap because the sun's rays are free.
e. Only countries that get a lot of sun can use solar energy.
3. c
4. b. ...on the roofs of buildings.
c. ...cheap.
d. ...producing electricity for homes.
e. ...a few solar cells.
5. a. Sunshine can damage your skin.
b. Sunshine can make you uncomfortable.
c. Sunshine can provide light.

Unit 17

1. b. No, it isn't.
c. Yes, it had.
d. No, they didn't.
e. Yes, it did.
2. b. The Wright brothers built it.
c. It was called the *Flyer*.
d. It lasted 12 seconds.
e. It was 3,040 kilometres.
3. b
4. a. 2 b. 3 c. 4 d. 1
5. a. event b. first ever c. in a place called
d. From this time onwards
6. 1961

Unit 18

1. b. No, it doesn't.
c. No, they weren't.
d. No, it isn't.
e. No, it doesn't.
2. b. It is important because it helps keep us

healthy.

- c. The water is polluted with chemicals and fuel.
- d. They are a source of food.
- e. He will learn how to help make the world a cleaner, healthier place.

3. c

4. a. 4 b. 2 c. 4 d. 5

5. a. explains b. industry c. agriculture
d. fuel e. sources

6. b. The environment is dirtier.
c. The oceans have fewer fish.
d. We need to make the environment cleaner.

Unit 19

1. b. Yes, it did.
c. No, they don't.
d. No, it doesn't.
e. No, they don't.
2. b. She needed it for a school project.
c. The state should protect them.
d. Children under 15 should not be made to fight in an army.
e. They are made to work in factories and on farms.
3. b
4. b. properly c. provided d. protect
5. a. countries b. United Nations
c. clothing d. their parents

Unit 20

1. b. No, they weren't.
c. No, he didn't.
d. Yes, he did.
e. No, he didn't.
2. b. He needed it to buy seed for another crop.
c. He said 'Saffron'.
d. The judge agreed with the lawyer.
e. He didn't pay the lawyer anything.
3. b
4. b. The farmer agreed to do what the judge said.
c. The farmer agreed to give the lawyer his farm as payment.
d. The farmer told the judge that he could not stand trial.
5. b. ...was hopeless.
c. ...many questions.
d. ...his fee.

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Layout: DiZign
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Метолд К., Флэхерти Д.

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