

Maris Niine • Mari Peets

English

step by step

3

Teacher's Book



Kaas: Tiit Tõnurist
Illustratsioonid: Madis Ots

Toimetaja: Marja-Liisa Saulep
Küljendaja: Lauri Haljamaa

CONTENTS

1. Introduction (Abiks õpetajale)	3
2. Tests	10
3. Key for tests	35
4. Key for self evaluation tests	47
4. Tapescript	71
The Holiday Adventure	71
Pronunciation	76
Workbook listening exercises	77

Tallinn, 2006

© Mari Peets, Maris Niine, 2006
© Kirjastus Koolibri, 2006

Kõik õigused on kaitstud. Ilma autoriõiguse omaniku eelneva kirjaliku nõusolekuta pole lubatud ühtki selle õppevahendi osa paljundada ei elektroonilisel, mehaanilisel ega muul viisil.

Postiaadress: AS Koolibri, pk 223, 10503
Asukoht: Hiiu 38, Tallinn 11620
www.koolibri.ee



Trükitud Greifi trükikojas

INTRODUCTION – ABIKS ÕPETAJALE

Õppekomplekt English Step by Step 3 on mõeldud õpilastele, kes õpivad inglise keelt kolmandat või neljandat aastat. Käesolev õpik on jätkuks õppekomplektidele Step by Step Starter, Step by Step 1 ja Step by Step 2.

Sarnastelt eelmistele õpikutele järgitakse ka siin pideva kordamise printsiipi. Uus sõnavara on pidevas ringluses, korratakse nii eelnevalt õpitut kui ka selles õpikus esimest korda käsitletud grammatikat.

Erinevalt paljudest teistest inglise keele õpikutest on käesolevas raamatus suurt tähelepanu pööratud lugemisoskuse arendamisele ja tööle tekstiga. Õpilased peavad harjuma pikematest tekstidest lühikokkuvõtete tegemisega, põhilise informatsiooni väljatoomisega ja oluliste väljendite leidmisega. Nende oskuste arendamiseks on töövihikus hulgaliselt harjutusi. Tekstide jutustamiseks ei ole õpilastel vaja pähe õppida fakte, tähelepanu on suunatud grammatiliselt õigete lausete moodustamisele ja sorava jutustamisoskuse arendamisele. Selleks oleme tutvustanud mõttekaardi (**mind map**) koostamise ja kasutamise ideed. Kui õpetajale ja õpilastele see võte meeldib, võib oma koostatud võtmesõnadest koosnevat kaarti kasutada peaaegu kõikide tekstide jutustamisel.

Õpiku ülesehitus.

Struktuurilt jaguneb õpik **Pupil's Book** 12 peatükiks (**units**). Iga peatükk käsitleb erinevat teemat (**topics**) ja grammatilist teemat (**Grammar**)

Vestlusteemad

1. Friends
2. Weather
3. Our Town
4. Animals of the World
5. Hobbies
6. Winter
7. At the Library
8. Travelling
9. Health
10. Professions
11. Shopping
12. English Customs and Traditions.

Grammatika

1. The present simple and the past simple.
2. The going to future and the future simple.
3. Using the Future tenses
4. Comparison of Adjectives.
5. Countable and uncountable nouns. Much, many, a lot of, lots of, little, few.

6. The past continuous.
7. The past continuous and the past simple.
8. The present perfect.
9. The present perfect and the past simple.
10. Too / enough, too / either.
11. Modal verb "should", some / any / no.
12. Revision of tenses. Introduction to tag questions.

Grammatika õppimine ei tohiks muutuda lastele igavaks ja teoreetiliseks tunni osaks. Õpilastele oleks vaja selgitada, et igal keelel on omad reeglid, mille järgi sõnu lauses ritta seatakse. Kui neid reegleid ei tunta, ei ole sõnade õppimisest midagi kasu. Et ka teised meie lausetest aru saaksid, selleks tulebki õppida reegleid ehk grammatikat.

Uue grammatikareegli tutvustamist võiks alustada õpetaja toodud näidetest. Alustades **the past continuous** aja õppimist, võib õpetaja öelda näiteks

*I was watching TV at 7 o'clock yesterday.
At 8 o'clock I was drinking tea.*

Laused kirjutab õpetaja tahvlile ja arutab lastega koos, miks nendes lausetes ei saa kasutada aega **the past simple**, ehk teisi sõnu, mis on nende lausete erinevus vörreldel lihtmineviku lausetega.

Seejärel tõmbab õpetaja tahvil olevate lausete kõige olulisematele osadele jooned alla. Need oleks siis **was** ja **-ing**.

Järgnevalt peavad ka lapsed saama võimaluse kasutada uut ajavormi oma lausetes. Nad võiksid rääkida enda tegemistest mingil konkreetsetel ajahetkel või vastata õpetaja küsimustele näiteks:

*What were you doing yesterday at three o'clock?
What were you doing when your mother came home? jne.*

Pärast seda saavad õpilased ülesande tekstis üles leida kõik antud ajavormi näited. Kuna õpikus on kogu grammatilist materjali toetamas ka tekst, on selliste ülesannete andmine võimalik iga teema puhul.

Grammatikareeglite kinnistamiseks on nii õpikus kui töövihikus piisavalt erinevat tüüpi harjutusi. Harjutuste kirjutamise ajaks peaks õpilastel olema antud konstruktsioon või reegel juba küllaldaselt arusaadav. Enne kirjutamist võiks õpetaja siiski koos lastega üle vaadata ka vastavad grammatikatabelid, mis on õpiku lõpus.

Kindlasti peab grammatika õppimist seostama kommunikatiivsete mängudega.

Siinjuures toaksin mõned võimalikud näited:

The present simple tense.

Iga laps ütleb enda kohta 4 lauset, kaks vastavad tõele, kaks mitte.

*I clean my room every day.
I read books every day etc.*

Teised peavad ära arvama, milline väide on õige, milline vale.

The present continuous tense.

Iga õpilane väljendab miimikaga ja liigutustega mõnd tegevust. Teised peavad ära arvama, mida ta parajasti teeb, küsides vastavaid küsimusi.

*Are you skiing?
Are you reading? jne.*

The past continuous tense.

Õpilased toovad kaasa foto oma perest või sõpradest. Igaüks räägib teistele, mida inimesed fotol pildi tegemise hetkel parajasti tegid.

I was throwing a ball. My father was trying to catch it. jne.

The past simple tense.

Õpetaja alustab muinasjutu jutustamist.

Once upon a time...

Iga laps peab jutule ühe lause juurde lisama. Sel list harjutust võib teha ka kirjalikult, kus eelnevalt kindlaks määratud järjekorras liiguvad paberid ühe õpilase juurest teise juurde ja igaüks lisab tekstile ühe lause. Lõpuks saab esimese lause kirjutaja oma paberi kätte, parandab kõik vead ja loeb jutu teistele ette.

The future simple tense.

Iga laps kirjutab paberile 5-10 lauset selle kohta, kuidas ta oma elu 10 või 20 aasta pärast ette kujutab. Lauseid ette lugedes võib kujuneda päris huvitav vestlus, kus kõik avaldavad oma arvamust.

The present perfect tense.

Üks õpilane läheb ukse taha. Teised muudavad klassis midagi. Näiteks võivad mõned lapsed kohad vahetada, vaasi teise kohta panna jne. Seejärel tuleb õpilane klassi tagasi ja püüab arvata, mis on muutunud.

*Mari and Mikk have changed the places.
You have put the vase on the shelf.*

Seega ei tohiks kindlasti ühegi grammatikateema puhul piirduda tabeli ja harjutustega. Õpetaja peab mängude ja näidetega suutma selgeks teha, mida erinevad ajavormid väljendavad ja mis on nende põhi-erinevus.

Loodetavasti on abi ka õpikute "Step by Step 1" ja "Step by Step 2" rütmisalmidest, et vajalikud reeglid kinnistuksid.

Do you study English?

The Week – The present simple tense.

Sports Day – The present continuous tense

Who is the tallest? – Comparison

What did you do yesterday? – The past simple tense.

The teacher asked me. – Pronouns.

Too many, too much. – Countable and uncountable nouns jne.

Iga peatükk jaguneb omakorda neljaks õppetükiks (**lessons**). Peatükkide kahes esimeses õppetükis on esitatud teemakohane sõnavara. Neid võib käsitleda kui põhitekste.

Iga peatüki kolmas õppetükk on informatiivne lehekülg. **Information page**. Seal saavad õpilased lugeda käsitletava teema kohta huvitavaid fakte ning harjutada veidi keerulisema sõnavaraga tekstida lugemist ja tõlkimist. Tugevamates gruppides võib nende lehekülgede kohta koostada mõttekaarte. Küllaldaselt peaks tekkima mõtteid ka suulise vestluse arendamiseks. Kui õpetaja leiab, et informatiivne lehekülg on tema õpilaste jaoks liiga keeruline ja aeganõudev, võib seda kasutada vaid ühekordse lugemisenähtuse või lisamaterjalina ainult tugevamate õpilaste jaoks.

Iga peatüki neljas õppetükk on alapealkirjaga **Reading for pleasure**. Oleme püüdnud Inglismaa ja Ameerika laste hulgas populaarseid raamatuid ka eesti lastele tutvustada ja nendes lugemishuvi äratada. On ju ka meie raamatupoodides palju lihtsustatud ingliskeelset lastekirjandust, mis peaks neljanda, viienda klassi õplasele olema juba piisavalt jõukohane. Kõik tutvustamiseks valitud raamatud on oma sisult seotud vastavas peatükis käsitletava teemaga. Tekstid on sobivad jutustamiseks ja jõukohased kõigile.

Igas peatükis on ka inglise keele hääldamise harjutamiseks spetsiaalne lõik **Pronunciation**. Siin pööratakse tähelepanu eesti laste jaoks raskemate häälikute harjutamisele. Soovitame õpilastel lühikesed harjutused **Tongue twisters** pähe õppida.

Kuna hea tujuga õppimine on alati tulemusrikkam, on igas peatükis ka nali. **A joke**.

Loodetavalt tõstavad need nii õpilaste kui õpetajate tuju.

Iga peatüki neljandale õppetükile järgneb kordav osa, mis on pealkirjastatud **Round up**. Siin on veelkord välja toodud kinnistamiseks mõeldud grammatika, väljendid ja ebareeglipäraseid sõnad. Lisatud on ka mõned kordavad harjutused.

Kordavale osale järgneb sarnaselt eelmisele õpikule projektitöö (**Project work**). Selle aasta projektitööd on valdavalt pikemat kirjutamist nõudvad ülesanded, millele eelneb kindlasti suuline eeltöö. Usume, et toetavate küsimustega juhitud kirjutamine on esimeseks sammuks edaspidiste edukate esseedeni jõudmiseks. Soovitame projektide mustandid

kirjutada vihikusse ja lõpliku projekti A4 paberile, mida võiks ka illustreerida ja ainemappi koos suuremate kontrolltöödega kokku koguda.

Projektitööde teemad

1. My Best Friend.
2. A Weather Chart.
3. A Map of Your Neighbourhood.
4. My Pet.
5. Hobbies.
6. Winter Sports.
7. English-Estonian Illustrated Dictionary.
8. Travelling.
9. I Was Ill.
10. Jobs and Chores.
11. Shopping.
12. English Customs and Traditions.

Iga peatüki lõpus on pildiseeria järjejutust **The Holiday Adventure**. Järjejutt on mõeldud kuulamisülesandena. Õpilased jälgivad õpiku pilte olles eelnevalt tutvunud piltide alla oleva sõnavaraga. Järjejutu tapescript on käesolevas õpetajaraamatus. Kui õpetaja leiab, et lastel on parem juttu kuulates samaaegselt teksti jälgida või hiljem seda lugeda, võib igale lapsele anda kätte ka teksti koopia.

Peatüki viimaseks osaks on sissejuhatus järgmise teemasse. See koosneb kas lühikesest tekstist või kahekõnest. Lisaks on toodud ka teemaga seonduvad uued sõnad ja väljendid. Õpilased püüavad nende sõnade ja väljendite tähendust õpetaja abiga ära arvata.

Õpiku lõpus on sõnastikud õppetükkide kaupa ja tähestikulises järjekorras ning grammatikatabelid.

Iga peatüki omandamiseks on 4-nädalatunnise inglise keele programmi puhul ette nähtud 10 - 11 ainetundi. 3-tunnise programmi puhul tuleks iga peatükk läbida 8 - 9 ainetunniga.

Töövihik

Töövihik koosneb 233 harjutusest. Iga õppetüki juurde kuulub 4-5 harjutust. Palju on tähelepanu pööratud väljendeid kinnistavatele ülesannetele, kus õpilased peavad teksti abiga leidma õigeid eessõnu, sobitama kokku väljendite algused ja lõpud, lõpetama lauseid, panema sõnu ja lauseid õigesse järjekorda, vastama küsimustele, moodustama ise küsimusi lõpetama dialooge jne. Iga õppetüki juures on ka üks kuulamisharjutus. Selles vanuses lapsed peaksid ka tõlkimisharjutustega iseseisvalt hakkama saama.

Tahaksime nende harjutustega arendada õpilaste iseseisva töö oskusi ja võimet süveneda teksti. Need on oskused, mis on edaspidise keeleõppe juures hädavajalikud.

Iga peatüki lõpus on proovitöö oma teadmiste kontrolliks **Self evaluation test**. See on kirjalik kokkuvõtte kogu peatükis omandatud keelelisest materjalist. Kontrolltöö on mõeldud õpilaste iseseisvaks tööks tunnis või kodus, kuid oma vasuseid saab igaüks ise kontrollida ja teadmisi hinnata. Vastused on antud õpetajaraamatus **Teacher's Book** ja õpetaja võib anda vastused õpilastele enesehindamiseks. Analoogiline kontrolltöö on ka õpetajaraamatus. See on mõeldud juba tegelikult teadmiste kontrolliks. Iga kontrolltöö vastused on samuti õpetajaraamatus. Kontrolltööd on soovituslikud ja õpetajad võivad neid kasutada oma äranägemise järgi. Õpetajaraamatusse on lisatud tunniplaanid abiks õpetajale oma tööplaani koostamisel.

CD

CD-plaadil on, järjejutt **The Holiday Adventure**, õpiku hääldusharjutused **Pronunciation** ja töövihiku kuulamisharjutused **Workbook listening exercises**. Lindistatud materjal **tapescript** on kogu ulatuses ära toodud õpetajaraamatus.

KATAKANA CHART GUIDELINES

LESSON 27

1. Rule 1 is that katakana has lots of rules and no rules - don't sacrifice your students' enjoyment of discovering themselves in the new language for the sake of 100% accuracy (which can't be guaranteed in any case!).
2. Japanese is read phonetically and can therefore be pronounced exactly as you read it. But remember - the Japanese J, W and Y are pronounced like the English J, W and Y (as in 'jump', 'watch' and 'yes') and not like the Estonian J, W(V) or Y(Ü).
3. Note in the table that the S, Z, T, D and H sequences contain exceptions (*italicised*): シ is SHI, not SI; ジ is JI, not ZI; チ is CHI, not TI; ツ is TSU, not TU; チ is JI, not DI; ヅ is DZU, not DU; and フ is FU, not HU (but see point 8 below). Also note that there are no YI or YE characters and that WA is the only W-letter.
4. Japanese has no sounds or letters to represent L or V. Although they can usually pronounce L and V, they still write them differently: L is replaced by R and V is replaced by B. For example, the name Laine would be written ライネ (ラ+イ+ネ = RA+I+NE) while the name Veljo would probably be written ベリヨ (ベ+リ+ヨ = BE+RI+YO)!
5. Many foreign names contain consonants or consonant clusters that cannot be rendered exactly in Japanese, and there are no hard and fast rules about what to do in such cases. Generally, sounds in a name that are added in Japanese to a 'loose' consonant will be written as O or U, but not always (as in BE+RI+YO above). Some sounds will be represented by existing Japanese letters even if they do not match exactly. For example, the name Fred would be written フレド (フ+レ+ド = FU+RE+DO); and the name Krista would be written クリスタ (ク+リ+ス+タ = KU+RI+SU+TA).
6. N (ン) is the only letter in Japanese that does not have a vowel sound. It can only be used *after* a vowel. For example, the name Anton would be written アントン (ア+ン+ト+ン = A+N+TO+N), but the name Nigul would be written ニグル (ニ+グ+ル = NI+GU+RU), *not* ニイグル (ニ+イ+グ+ル = NI+I+GU+RU).
7. There are two ways to make sounds longer using katakana. If it is a consonant, you use the small ツ symbol *before* the sound. If it is a vowel, you use the ー symbol *after* the sound. For example, the name Heikki would be written ヘイツキ (ヘ+イ+ツキ = HE+I+KKI) while the name Maarika would be written マーリカ (マ+ー+リ+カ = MA+RI+KA).
8. Some sounds simply cannot be represented in Japanese (see point 4 above), including the Estonian vowels Ö, Ä, Ø and Ü, for which you will just have to choose the nearest equivalent. However, in order to make more sounds possible, *small* versions of the base vowels - ア, イ, ウ, エ, オ (A, I, U, E, O) - or of the Y sequence - ヤ, ュ, ヨ (YA, YU, YO) - are appended to some characters. The following is not a complete list of possible combinations, but ones which may be needed by or useful to your students (considering that some may have 'foreign' names or names which are foreign derivatives).

A-I-U-E-O combinations: テイ, デイ (TI, DI = TE+i, DE+i); トウ, ドウ (TU, DU = TO+u, DO+u);

ファ, フィ, フェ, フォ (FA, FI, FE, FO = FU+a, FU+i, FU+e, FU+o)

YA-YU-YO combinations: シャ, シュ, ショ (SHA, SHU, SHO = SHI+ya, SHI+yu, SHI+yo);

ジャ, ジュ, ジョ (JA, JU, JO = JI+ya, JI+yu, JI+yo) (remember: hard English J!)

You (and your students) can always make up your own combinations to suit their names. For example, I once had a student with the Georgian surname Dzidziguri; there is no DZI in Japanese, but there is DZU and a small I, so it could be written ツィヅィグリ (ヅィ+ヅィ+グ+リ = DZU+i + DZU+i + GU + RI).

9. If you were wondering, the 〃 symbols in the G, Z, D and B sequences are called 'tenten' and the 〃 symbols in the P sequence are called 'maru'.
10. Last but not least, don't forget to have fun! Just ignore these notes if you want, and let your students' (and your own!) imagination do all the work. These guidelines are simply here to make you seem very clever in case your students ask you any difficult questions!

KATAKANA CHART. LESSON 27

	A	I	U	E	O
~	ア	イ	ウ	エ	オ
	A	I	U	E	O
K	カ	キ	ク	ケ	コ
	KA	KI	KU	KE	KO
G	ガ	ギ	グ	ゲ	ゴ
	GA	GI	GU	GE	GO
S	サ	シ	ス	セ	ソ
	SA	SHI	SU	SE	SO
Z	ザ	ジ	ズ	ゼ	ゾ
	ZA	JI	ZU	ZE	ZO
T	タ	チ	ツ	テ	ト
	TA	CHI	TSU	TE	TO
D	ダ	ヂ	ヅ	デ	ド
	DA	JI	DZU	DE	DO
N	ナ	ニ	ヌ	ネ	ノ
	NA	NI	NU	NE	NO

	A	I	U	E	O
H	ハ	ヒ	フ	ヘ	ホ
	HA	HI	FU	HE	HO
B	バ	ビ	ブ	ベ	ボ
	BA	BI	BU	BE	BO
P	パ	ピ	プ	ペ	ポ
	PA	PI	PU	PE	PO
M	マ	ミ	ム	メ	モ
	MA	MI	MU	ME	MO
R	ラ	リ	ル	レ	ロ
	RA	RI	RU	RE	RO
Y	ヤ		ユ		ヨ
	YA		YU		YO
W	ワ				
	WA				
OTHER	ン		ッ		ー
	N		DOUBLE CONSONANT		LONG VOWEL

Tunnijaotusplaan

LESSONS	TOPICS	GRAMMAR, LANGUAGE	3 LESSONS PER WEEK	4 LESSONS PER WEEK
Lesson 1	At camp Loch Ness	Revision	2	2
Lesson 2	Friends at camp Loch Ness	The present simple and the past simple	2	2
Lesson 3	Nessie – The Loch Ness monster		1	2
Lesson 4	Peter Pan		2	2
Revision			1	2
Lesson 5	The seasons	The going to future. The future simple.	2	2
Lesson 6	The field trip		2	2
Lesson 7	Wild weather		1	2
Lesson 8	The tornado		2	2
Revision			1	2
Lesson 9	Plans	Using the future tenses	2	2
Lesson 10	Sightseeing		2	2
Lesson 11	Haunted house		1	2
Lesson 12	The party		2	2
Revision			1	2
Lesson 13	Animals of the world	Comparison of adjectives	2	2
Lesson 14	Comparison		2	2
Lesson 15	So you think you have an interesting pet		1	2
Lesson 16	Charlotte's web		2	2
Revision			1	2
Lesson 17	A hobby	Countable and uncountable nouns Much/many A lot of Little/few	2	2
Lesson 18	Another day for Tim		2	2
Lesson 19	Stamp collecting		1	2
Lesson 20	Real American soldiers		2	2
Revision			1	2
Lesson 21	Winter sports	The past continuous	2	2
Lesson 22	The English lesson		2	2
Lesson 23	The coldest, driest...		1	2
Lesson 24	The Christmas Day kitten		2	2
Revision			1	2

Lesson 25	At the library	The past continuous and the past simple	2	2	
Lesson 26	A dictionary		2	2	
Lesson 27	Alphabets		1	2	
Lesson 28	Mrs Black's typewriter		2	2	
Revision			1	2	
Lesson 29	Sander's family trip	The present perfect	2	2	
Lesson 30	The letter		2	2	
Lesson 31	Life on the red planet		1	2	
Lesson 32	The story of the Titanic		2	2	
Revision			1	2	
Lesson 33	First aid	The present perfect and the past simple	2	2	
Lesson 34	Keeping fit		2	2	
Lesson 35	Gold medal sports		1	2	
Lesson 36	Real happiness		2	2	
Revision			1	2	
Lesson 37	Professions	Too and enough	2	2	
Lesson 38	Chores		2	2	
Lesson 39	Jonny Appleseed	Too and either	1	2	
Lesson 40	The real story of Jonny Appleseed		2	2	
Revision			1	2	
Lesson 41	Shops	Modal verb 'should'	2	2	
Lesson 42	At the supermarket		2	2	
Lesson 43	The history of Harrods		Some / any / no	1	2
Lesson 44	The Golden Ticket			2	2
Revision				1	2
Lesson 45	English homes	Revision of tenses and short forms. Introduction to tag questions.	2	2	
Lesson 46	British customs		2	2	
Lesson 47	Manners		2	2	
Lesson 48	The story of tea		1	2	
Revision			1	2	
			Total	96	130

Õppeaastas on 35 õppenädalat. 3 nädalatunniga on õppeaastas 105 ainetundi, 4 nädalatunniga on õppeaastas 140 ainetundi. Materjal on soovituslikult jagatud tundide peale nii, et õpetajal jääks varuks tunde mõne teema põhjalikumaks käsitlemiseks või lisamaterjalide kasutamiseks

TEST. UNIT 1

1. Write the name of the tense.

1. Sander likes hiking and boating.
2. The test was easy.
3. What did Cindy study at university?
4. The Loch Ness monster doesn't exist.
5. Do we take part in the song contest?
6. The circus didn't offer us anything.

2. Fill in the gaps with the correct form of the verb.

1. We _____ not _____ (work) last Sunday.
2. Tomek _____ (wait) for Sander yesterday.
3. Why _____ your sister _____ (drink) water every day?
4. I _____ not _____ (go) to the cinema last week.
5. Mel always _____ (read) her book in the evening.
6. They _____ not _____ (have) breakfast every day.

3. Translate into English.

1. Pierre on Prantsusmaalt.

2. Poisid võtavad osa jalgpallist.

3. Tallinn on Eesti pealinn.

4. Ma olen uhke oma koera üle.

5. See tass on täidetud veega.

6. Palun oota oma isa.

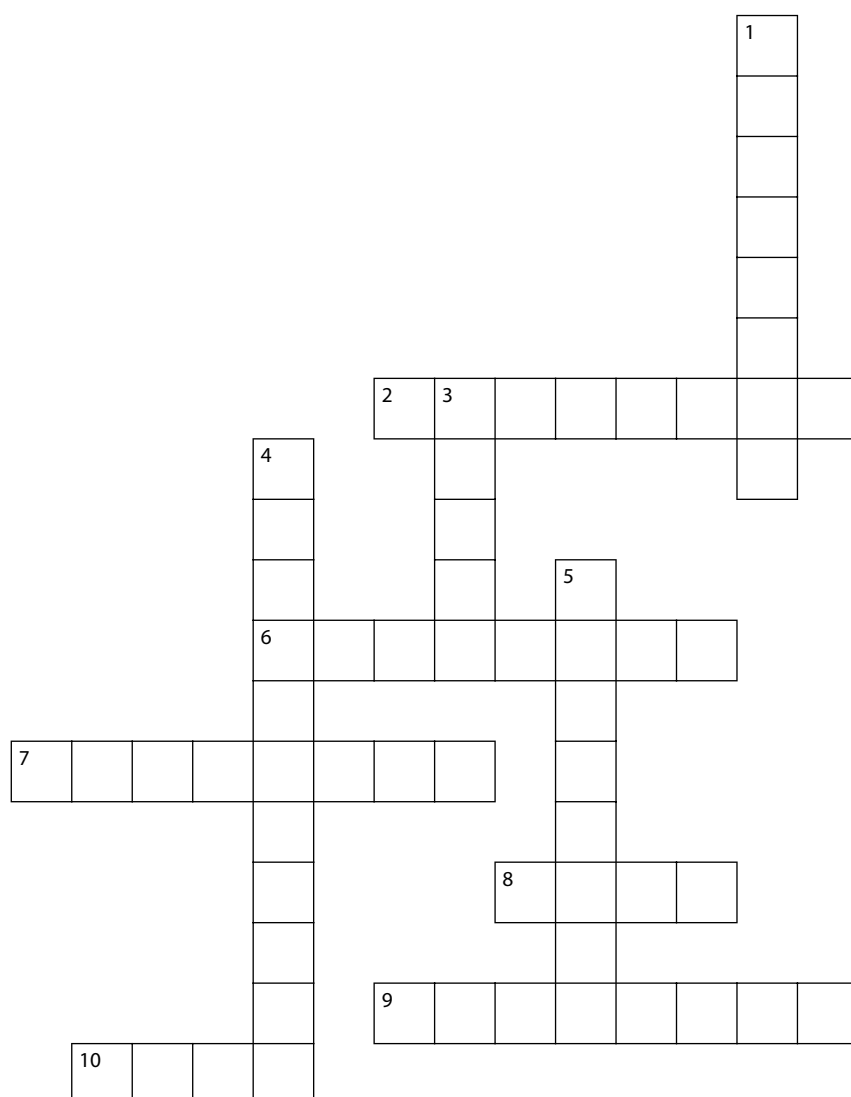
4. Colour in the picture and describe Snow White.

What does she look like?

What is she like?



5. Do the crossword in English.



Across

- 2. olend
- 6. postkaart
- 7. esmaabi
- 8. lihtne
- 9. rahvusvaheline
- 10. isegi

Down

- 1. sussid
- 3. õigus
- 4. võistlus
- 5. keel

TEST. UNIT 2

1. Look at the pictures. What are these people going to do?



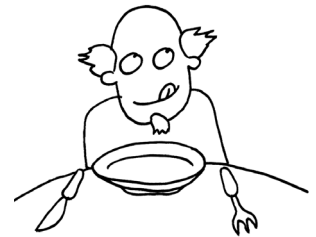
He _____



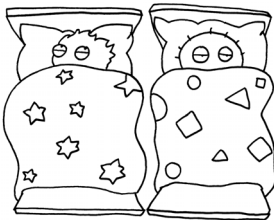
Jane _____



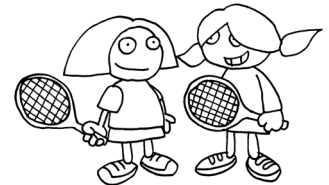
She _____



Kenny _____



They _____



Sal and Emma _____



Greg and Ned _____



He _____

2. Fill in the gaps using the future simple or going to future.

- Look! A cake and balloons! We _____ have a party.
- I saw lightning. There's _____ be a thunderstorm.
- I think that I _____ study even better next year.
- Some day people _____ live on Mars.
- Next summer _____ be nice and hot.
- Look, the leaves on the maple trees are curling up. It _____ rain.

TEST. UNIT 3

1. Write 3 things that you and your family members are going to do next week.

Write 3 things that you think you'll do next week.

2. Write the dates.

1856 _____

671 _____

1199 _____

2008 _____

_____ eight sixty-two

_____ fourteen thirty

_____ sixteen twenty-five

_____ two thousand and one

3. Translate the following sentences into English.

1. Kas sa veedad aega oma vennaga?

2. Mine üle silla ja pööra paremale.

3. Mu sünnipäev on pühapäeval.

4. Läheme kinno!

5. Ma tahan õppida autode kohta.

6. Anna mulle raamatute nimekiri.

4. Read the text and answer the questions.

Betty Hill lives in York. Her best friend, Cindy, lives in the same neighbourhood. Cindy's family has a beautiful old house. It has lots of rooms, big windows and a nice garden. Sometimes the girls spend the night together - Betty sleeps on the sofa in Cindy's room. One evening when the girls were in bed, Betty heard someone call her name. She opened the door and saw a woman in a white dress. Betty thought it was Cindy's mother. She walked after her to the kitchen. There was a door in the kitchen. The woman opened the door and went into the cellar. Betty was frightened. She did not want to go into the dark cellar at night! She turned around and went back to Cindy's bedroom. She soon fell asleep. In the morning she told Cindy her story.

"Our house doesn't have a cellar," said Cindy. "It was all a dream!"

1. Does Cindy live in York?

2. What did Betty hear one evening?

3. Was the woman in the white dress Cindy's mother?

4. Where was the door?

5. Was Betty frightened?

6. When did Betty tell Cindy her story?

7. What did Cindy say?

TEST. UNIT 4

1. Fill in the table.

COMPARISON OF ADJECTIVES

bad		
lonely		
terrific		
mean		
good		
difficult		
big		
curly		
powerful		
large		
tall		
easy		

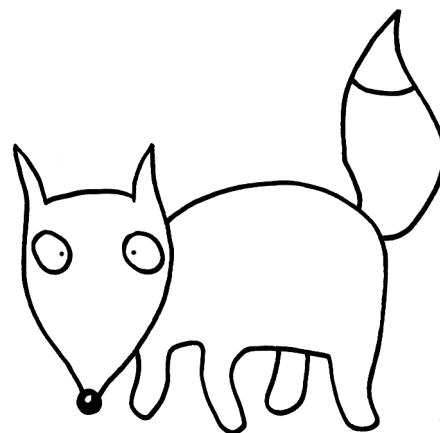
2. Compare.

- King Street is a _____ street. (pikk)
Market Street is _____ than King Street. (pikem)
Main Street is _____ street of the city. (kõige pikem)
- Yesterday was a very _____ day. (tuuline)
Today is even _____ than yesterday. (tuulisem)
Tomorrow will be _____ day this week. (kõige tuulisem)
- "Oliver Twist" is an _____ book. (huvitav)
"Tom Sawyer" is even _____ than "Oliver Twist". (huvitavam)
I think "Harry Potter" is _____ book. (kõige huvitavam)
- Sander is a _____ singer. (hea)
Pierre is a _____ singer than Sander. (parem)
Tomek is _____ singer of the three. (kõige parem)
- A spider is a very _____ pet. (ebatavaline)
A stick insect is even _____ than a spider. (ebatavalisem)
A giant millipede is _____ pet. (kõige ebatavalisem)

3. Fill in the gaps.

1. Mrs Hill takes care _____ her mother.
2. Parents love to talk _____ their children.
3. I usually get along well _____ my brother.
4. Some people have birds _____ pets.
5. Sometimes I really feel sorry _____ my teacher.
6. Wild animals live in the forests but farm animals live _____ farms.

4. Colour in the picture and describe the fox.

**5. Name:**

3 birds

3 fish

3 farm animals

TEST. UNIT 5

1. Translate into English.

1. palju marke _____
2. liiga vähe suhkrut _____
3. palju pille _____
4. vähe teed _____
5. liiga palju raha _____
6. väga vähe õpilasi _____
7. palju aega _____
8. väga vähe autosid _____

2. Fill in the gaps with *much*, *many* or *lots of*.

1. Randy has _____ new books.
2. Do you know _____ artists?
3. Bill doesn't like _____ sugar in his coffee.
4. Where did you find so _____ mushrooms?
5. There is _____ sand in my shoe.
6. We have _____ time to study.

3. Translate the following sentences.

1. Mulle meeldib trummi mängida.

2. Õmblemine on naiste seas populaarne.

3. Kas sa vaatad telekat oma vabal ajal?

4. Ma muretsen oma koera pärast.

5. Poisid võitlevad palli pärast.

6. Pane need raamatud oma kotti.

4. Fill in the table with the irregular verbs from units 3 – 5.

ehitama		
hoidma		
kleepima, kleepuma		
magama		
maksma		
ostma		
paistma, särama		
saatma		
toitma		
tooma		
valima		
võitlema		
võitma		
õpetama		

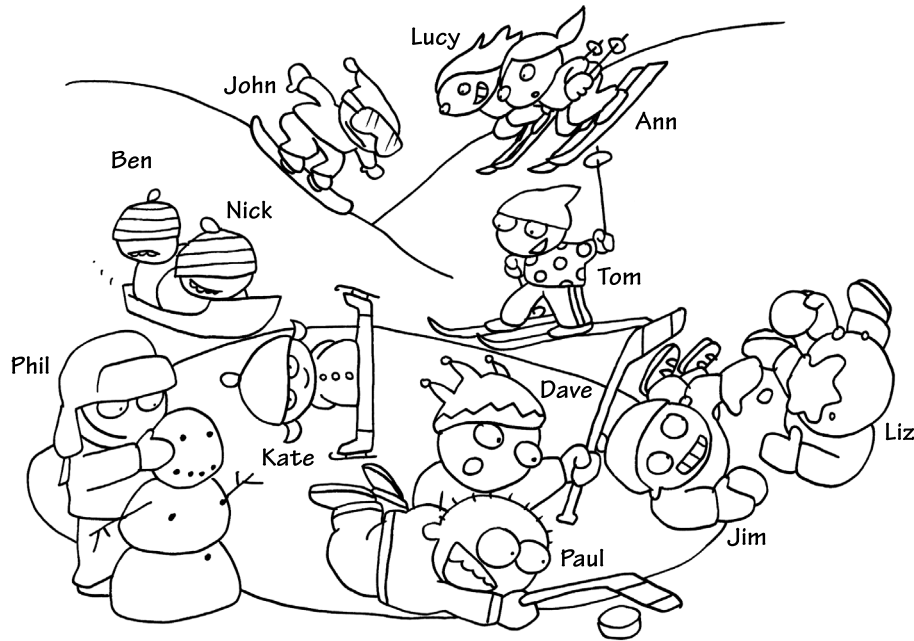
5. Choose 3 people and talk about their hobbies.

TEST. UNIT 6

1. Fill in the gaps using the past continuous.

1. Mr Herriot _____ the Sunnybrook farm yesterday at 2 o'clock. (visit)
2. _____ Julie _____ listening to the radio? (listen)
3. The scientists _____ for the Loch Ness Monster. (search)
4. Mrs Black _____ not _____ new clothes. (sell)
5. Your sister _____ her homework yesterday at 6 o'clock. (do)
6. _____ they _____ tea yesterday at 5 o'clock. (have)
7. We _____ not _____ money for the camping trip. (save)
8. Tulips and daffodils _____. (blossom)

2. What were the children doing last Sunday at 2 o'clock?



3. Name the tense. Underline the word(s) that help you decide.

1. We were studying history yesterday at 7 o'clock. _____
2. Will your class go on a field trip next spring? _____
3. They don't go hiking every summer. _____
4. I'm going to borrow "Peter Pan" from the library tomorrow. _____
5. Did dad work in the garden yesterday? _____
6. They are writing winter poems right now. _____
7. I wasn't doing a test yesterday at 10 o'clock. _____
8. We won't go skiing tomorrow, we'll go skating. _____
9. My sister plays with her dolls every day. _____
10. Are you going to visit your grandma next weekend? _____

4. Fill in the gaps.

1. Yesterday I heard _____ my old friend.
2. The teacher is standing on the other side _____ the classroom.
3. Are you taking good care _____ your pets?
4. My birthday is _____ the end of September.
5. Please give me a piece _____ cake.
6. I'm cold. I'll go and sit _____ the fire.
7. Your father was driving at 110 kilometres _____ hour.
8. Come here and sit _____ me!

5. Write what you need to do these sports.

- cross-country skiing _____
- figure skating _____
- ski jumping _____
- snowboarding _____
- ice hockey _____

TEST. UNIT 7

1. Fill in the gaps using the past simple and the past continuous.

1. I _____ (dance) when I hurt my foot.
2. When mum brought me my breakfast, I _____ (watch) TV.
3. Kelly _____ (read) a book in the library when her phone rang.
4. You _____ not _____ (play) computer games when I arrived.
5. It was raining when I _____ (get) home.
6. We were doing an exercise when our teacher _____ (leave) the classroom.

2. Make sentences using the past simple and the past continuous.

1. Mel and Tina / watch a DVD / Mel's mother / come home

2. I / read a magazine / my favourite TV show / begin

3. It / snow / I / walk home from school

4. We / play basketball / John / break the window

5. Tom / visit his grandma / he / get ill

6. I / studying English / my friend / phone

3. Translate the sentences into English.

1. Palun astu poest läbi!

2. Selle raamatu pealkiri on "Robin Hood".

3. Pane televiisor käima.

4. Meie kool on kuulus oma raamatukogu poolest.

5. Palu oma ema abi!

6. Mu tass on vett täis.

4. These children took part in the dance contest. List them alphabetically.

Sally Hogan, William Applebee, Sandy Mills, Andrew Park, Lory Baker, Tammy O'Connell, Steve Gilbert, Bill Landers, Catherine Hill, Hannah Jenkins

5. Do the crosswords.

Across

- 4. laenama
- 6. kaashäalik
- 8. autor
- 9. tagastama
- 10. tõlkima
- 11. sõnaraamat
- 12. raamatukogu-hoidja

Down

- 1. raamatukogu
- 2. silt
- 3. ilukirjandus
- 5. täishäalik
- 7. kirjutusmasin

TEST. UNIT 8

1. Fill in the gaps with *have* or *has*.

1. I _____ already seen "Titanic" twice.
2. _____ you already paid for your food?
3. People _____ not flown to Mars yet.
4. _____ Bill met your new friends yet?
5. You _____ not said 'thank you' to grandpa yet.
6. Mel _____ written to Rachel about her birthday presents.
7. _____ they brought back my exercise book yet?
8. I _____ not worked hard on this science project.
9. We _____ already slept for a long time.
10. _____ your mum heard about the school concert yet?

2. Fill in the table with the 3 correct forms of the irregular verbs.

saama			
nägema			
võtma			
olema			
kohtama			
kirjutama			
saama (kellekski)			
kuulma			
(alles) hoidma			
tegema			
tooma			
lõikama			
riputama			
lamama			
võitma			

ütleva			
maksma			
teadma			
tegema			
istuma			
omama			
mõtleva			
saatma			
lendama			
saama, võima, oskama			
uppuma			
magama			
lööma			
tulema			
(seljas) kandma			

3. Match the countries with their capitals.

France	Athens
Lithuania	Budapest
Spain	Helsinki
The United Kingdom	Brussels
Sweden	Berlin
Hungary	Riga
Greece	Warsaw
Finland	Vilnius
Italy	Stockholm
Poland	London
Belgium	Paris
Latvia	Madrid
Ireland	Dublin
Germany	Rome

TEST. UNIT 9

1. Fill in the gaps using the present perfect.

- _____ you already _____ your bike today? (ride)
- Where _____ mum _____ my crisps? (put)
- They _____ not _____ this exercise. (do)
- _____ the ship _____ ? (sink)
- We _____ not _____ you the truth yet. (tell)
- I _____ already _____ you my new game. (show)
- Tina _____ this book twice already. (read)
- _____ you _____ with your brother again? (fight)

2. Complete the following dialogues. Use the present perfect or the past simple.

- A:** _____ your _____ (see) this TV programme before?

B: Yes, I _____ .

A: When _____ you _____ (see) it?

B: I _____ (see) it last weekend.
- A:** _____ you _____ (have) anything today?

B: Yes, I _____ .

A: What _____ you _____ (eat)?

B: I _____ (eat) a sandwich and an apple.

3. Fill in the table with the 3 forms of the irregular verbs.

lugema			
näitama			
ostma			
sööma			
panema			
seisma			
jutustama, rääkima			

võitlema			
lõhkuma, katki minema			
sõitma, ratsutama			
tundma			
tähendama			
viskama			
andma			
kaevama			
jooksma			
ujuma			
veetma, kulutama			
kukkuma			
sõitma (autoga)			
lahkuma			
puhuma			
mõistma			
jooma			

4. You have the flu. Tell the doctor how you feel. What does the doctor tell you to do?

You: _____

Doctor: _____

TEST. UNIT 10

1. Translate the following sentences.

1. Ilm on liiga külm minu jaoks.

2. See raamat pole küllalt huvitav.

3. See paber pole küllalt suur selle harjutuse jaoks.

4. Need kingad on mu õe jaoks liiga suured.

5. See film on liiga pikk!

6. See ehitaja pole küllalt hea.

2. Agree with what the people are saying. Use *too* or *either*.

1. I like having pizza for dinner.

2. I'm not hungry right now.

3. I didn't finish my homework yesterday.

4. I can swim quite well.

5. Our teacher is ill.

6. I like going to the library.

3. Fill in the gaps.

1. Please give me an apple instead _____ an orange.
2. It's my mother's chore to _____ the laundry.
3. Let's go shopping! I have plenty _____ money today.
4. I'm getting ready _____ the big test in history.
5. I was one _____ the very first to buy tickets for the concert.
6. My little sister depends _____ me.
7. Every afternoon Mel takes her dog _____ a walk.
8. You have to pay _____ these sweets!

4. Write the name of the tense.

1. Harry didn't phone me yesterday. _____
2. Have you chosen a topic for your stamp collection yet? _____
3. I'm doing my homework right now. _____
4. Tom doesn't usually wash the dishes. _____
5. I think I will wear my blue shirt tomorrow. _____
6. Are you going to plant any trees next spring? _____
7. Johnny walks barefoot every day. _____
8. Mum ironed my clothes yesterday. _____

5. Make a mind map about Johnny Appleseed.

JOHNNY APPLESEED

TEST. UNIT 11

1. Give advice. What should these people do?

1. It's too hot in this room!

2. My tea isn't sweet enough.

3. Tom needs to buy a new jacket.

4. My throat is sore and my head is aching.

5. I want something sweet!

6. This soup is too hot, I can't eat it!

2. Fill in the gaps with *something, somebody, anything, anybody, nothing or nobody*.

1. Would you like _____ to eat?

2. _____ is in the bathroom. I can hear the water running.

3. The pencil case is empty. There is _____ in it.

4. There isn't _____ in your shopping bag! Did you even go shopping?

5. Is _____ playing tennis at the moment?

6. I saw _____ in the garden. I don't know who it was.

3. Translate the following sentences.

1. Harrods on Londoni keskel.

2. Ma sooviks oma raha tagasi!

3. Teel koju nägin ma õnnetust.

4. Raamatukogu on inimesi täis.

5. Ma otsin oma sõpru.

6. Mu isal on tuhandeid marke.

7. Sa peaksid neid pükse proovima!

8. See särk on pisut liiga suur.

4. Complete the dialogue. You need to buy a new jacket.

Shop assistant: _____ ?

You: Yes! I need to buy a winter jacket.

Shop assistant: _____ ?

You: Small.

Shop assistant: _____ ?

You: I like dark colours. Maybe blue or green.

Shop assistant: _____ ?

You: Yes, I like it a lot!

Shop assistant: _____ ?

You: Yes, I would.

Shop assistant: _____ ?

You: It feels very nice, thank you. How much is it?

Shop assistant: _____ .

You: Here you are!

Shop assistant: _____ !

You: You too!

5. Name 3 things you can buy from:

the grocer's _____

the greengrocer's _____

the butcher's _____

the baker's _____

the dairy shop _____

TEST. UNIT 12

1. Fill in the table.

NAME OF TENSE	AUXILIARY VERBS	KEY WORDS
The present simple	<hr/> <hr/>	<hr/> <hr/> <hr/>
The present continuous	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
The past simple	<hr/>	<hr/> <hr/> <hr/>
The past continuous	<hr/> <hr/>	<hr/> <hr/> <hr/>
The future simple	<hr/>	<hr/> <hr/> <hr/>
The going to future	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
The present perfect	<hr/> <hr/>	<hr/> <hr/> <hr/>

2. Write the name of the tense.

1. Emperor Shen Nung didn't drink water, he drank tea. _____
2. I'm waiting for my turn at the moment. _____
3. I'm not going to have dinner at the restaurant tomorrow. _____
4. Have you already tried a traditional English breakfast? _____
5. Does your father play golf every Saturday? _____
6. I was studying history yesterday at 7 o'clock. _____
7. I won't have any snacks tomorrow. _____

3. Fill in the gaps using the correct tenses.

1. We _____ (work) in our front garden almost every Sunday.
2. I _____ (have) fish and chips for lunch yesterday.
3. Tom _____ already _____ (pour) you some tea.
4. We _____ (buy) bus tickets at the moment.
5. I think you _____ (agree) with me.
6. They _____ (read) a book about London yesterday at 9 a.m.
7. We _____ (visit) England next year.

4. Make sentences using different tenses.

Harry / drink / tea

The present simple

+

-

?

What**The present continuous**

+

-

?

What

The past simple

+

-

?

Why**The past continuous**

+

-

?

What**The future simple**

+

-

?

When**The going to future**

+

-

?

Where**The present perfect**

+

-

?

What

KEY FOR TESTS

UNIT 1

1. Write the name of the tense.

1. Sander likes hiking and boating.
the present simple
2. The test was easy.
the past simple
3. What did Cindy study at university?
the past simple
4. The Loch Ness monster doesn't exist.
the present simple
5. Do we take part in the song contest?
the present simple
6. The circus didn't offer us anything.
the past simple

2. Fill in the gaps with the correct form of the verb.

1. We *did* not work last Sunday.
2. Tomek *waited* for Sander yesterday.
3. Why *does* your sister *drink* water every day?
4. I *did* not *go* to the cinema last week.
5. Mel always *reads* her book in the evening.
6. They *do* not *have* breakfast every day.

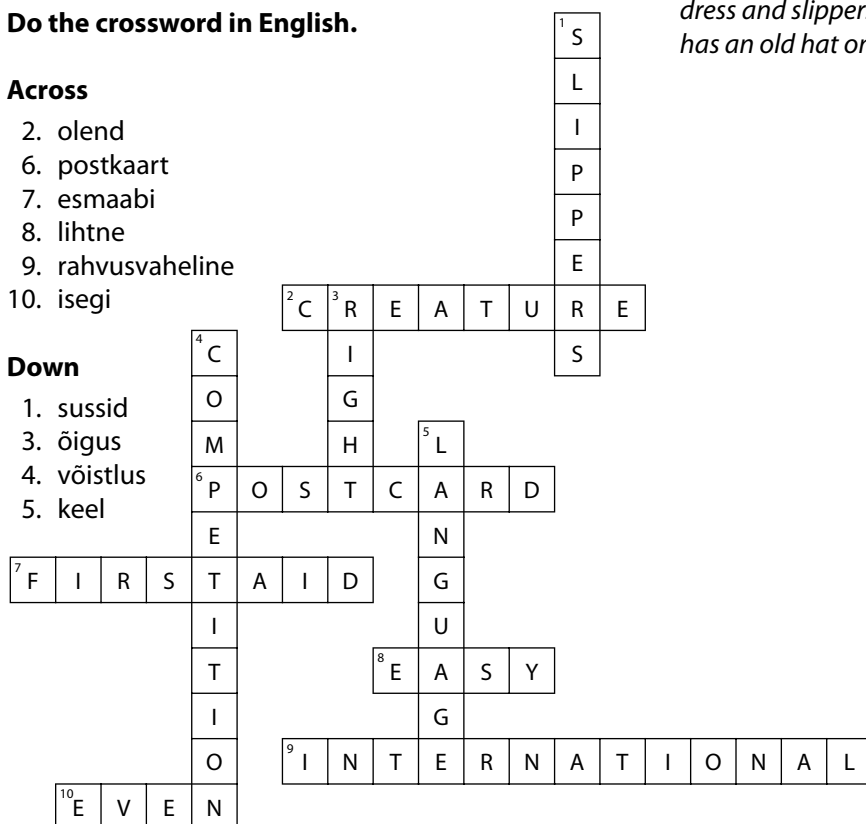
5. Do the crossword in English.

Across

2. olend
6. postkaart
7. esmaabi
8. lihtne
9. rahvusvaheline
10. isegi

Down

1. sussid
3. õigus
4. võistlus
5. keel



3. Translate into English.

1. Pierre on Prantsusmaal.
Pierre is from France
2. Poisid võtavad osa jalgpallist.
The boys take part in football.
3. Tallinn on Eesti pealinn.
Tallinn is the capital of Estonia.
4. Ma olen uhke oma koera üle.
I am proud of my dog.
5. See tass on täidetud veega.
This/that cup is filled with water.
6. Palun oota oma isa.
Please wait for your father.

4. Colour in the picture and describe Snow White. What does she look like? What is she like?

For example:

Snow White is a beautiful girl. She has black hair, white skin, blue eyes and a red mouth. She is wearing an old grey dress and slippers. She has an old hat on.



UNIT 2

1. Look at the pictures. What are these people going to do?



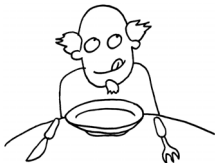
He is going to play the guitar.
(sing a song)



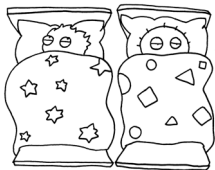
Jane is going to drink milk.
(tea, water)



She is going to brush her teeth.



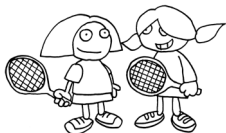
Kenny is going to eat. (have
breakfast/dinner/lunch)



They are going to fall asleep.
(sleep, rest)



Greg and Ned are going to go
swimming. (swim)



Sal and Emma are going
to play tennis.



He is going to open the window.

2. Fill in the gaps using the future simple or the going to future.

- Look! A cake and balloons! We *are going to* have a party.
- I saw lightning. There's *going to be* a thunderstorm.
- I think that I *will* study even better next year.
- Some day people *will* live on Mars.
- Next summer *will* be nice and hot.
- Look, the leaves on the maple trees are curling up. It *is going to* rain.

3. Fill in the gaps.

- My father's birthday is *in* spring.
- The temperature will be *around* 15 or 16 degrees.
- We are going to arrive *in* Tartu at 10.15.
- Did you *have* a picnic at Palmse?
- This box is made *of* paper.
- Mum was home *by* the time we arrived.
- We'll see the first snowdrops as early *as* March.
- I heard today's weather forecast *on* the radio.

4. Make weather forecasts for these dates.

23 Apr *For example:* Here's the weather forecast for tomorrow. It will be a nice spring day. The morning will be chill and there will be some mist. The sun will come out and the temperature will be around 15 degrees.

15 Dec Here's the weather forecast for the 15th of December. It will be a cold winter day. It will be very windy and there will be a snowstorm. The temperature will be around minus 20 degrees.

5. Fill in the table with the correct forms of the irregular verbs and translations.

rääkima	Speak	spoke
saama, võima	can	could
ujuma	swim	swam
veetma	spend	spent
saama (kellekski)	become	became
kohtuma	meet	met
unustama	forget	forgot
algama	begin	began
tähendama	mean	meant
seisma	stand	stood
tõusma, kerkima	rise	rose
rappuma	shake	shook
peitma	hide	hid

UNIT 3

1. Write 3 things that you and your family members are going to do next week.

*For example: We are going to visit our grandparents.
We are going to go to the theatre.
I am going to clean my room.*

Write 3 things that you think you'll do next week.

*I think(that) we will stay at home.
I thin (that) we will watch TV
I think (that) I will visit my friends.*

2. Write the dates

1856 *eighteen fifty- six*
671 *six seventy- one*
1199 *eleven ninety- nine*
2008 *two thousand and eight*
862 *eight sixty-two*
1430 *fourteen thirty*
1625 *sixteen twenty-five*
2001 *two thousand and one*

3. Translate the following sentences into English.

1. Kas sa veedad aega oma vennaga?
Do you spend time with your brothe? (Are you spending?)
2. Mine üle silla ja pööra paremale.
Go across the bridge and turn right.
3. Mu sünnipäev on pühapäeval.
My birthday is on Sunday. / It is my birthday on Sunday.
4. Läheme kinno!
Let's go to the cinema!
5. Ma tahan õppida autode kohta.
I want to learn about cars.
6. Anna mulle raamatute nimekiri.
Give me the list of books.

4. Read the text and answer the questions.

Betty Hill lives in York. Her best friend, Cindy, lives in the same neighbourhood. Cindy's family has a beautiful old house. It has lots of rooms, big windows and a nice garden. Sometimes the girls spend the night together – Betty sleeps on the sofa in Cindy's room. One evening when the girls were in bed, Betty heard someone call her name. She opened the door and saw a woman in a white dress. Betty thought it was Cindy's mother. She walked after her to the kitchen. There was a door in the kitchen. The woman opened the door and went into the cellar. Betty was frightened. She did not want to go into the dark cellar at night! She turned around and went back to Cindy's bedroom. She soon fell asleep. In the morning she told Cindy her story.

"Our house doesn't have a cellar," said Cindy. "It was all a dream!"

1. Does Cindy live in York?
Yes, she does.
2. What did Betty hear one evening?
Betty heard someone call her name.
3. Was the woman in the white dress Cindy's mother?
No, she was not.
4. Where was the door?
It was in the kitchen.
5. Was Betty frightened?
Yes, she was.
6. When did Betty tell Cindy her story?
Betty told Cindy her story in the morning/ the next morning.
7. What did Cindy say?
Cindy said, "Our house doesn't have a cellar."

UNIT 4

1. Fill in the table.

bad	worse	the worst
lonely	lonelier	the loneliest
wonderful	more wonderful	the most wonderful
mean	meaner	the meanest
good	better	the best
difficult	more difficult	the most difficult
big	bigger	the biggest
curly	curlier	the curliest
powerful	more powerful	the most powerful
large	larger	the largest
tall	taller	the tallest
easy	easier	the easiest

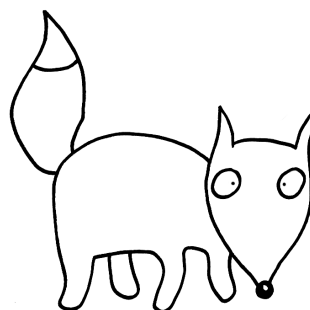
2. Compare.

- King Street is a *long* street. (pikk)
Market Street is *longer* than King Street. (pikem)
Main Street is *the longest* street of the city.
(kõige pikem)
- Yesterday was a very *windy* day. (tuuline)
Today is even *windier* than yesterday. (tuulisem)
Tomorrow will be *the windiest* day this week.
(kõige tuulisem)
- "Oliver Twist" is an *interesting* book. (huvitav)
"Tom Sawyer" is even *more interesting* than "Oliver Twist". (huvitavam)
I think "Harry Potter" is *the most interesting* book.
(kõige huvitavam)
- Sander is a *good* singer. (hea)
Pierre is a *better* singer than Sander. (parem)
Tomek is *the best* singer of the three. (kõige parem)
- A spider is a very *unusual* pet. (ebatavaline)
A stick insect is even *more unusual* than a spider.
(ebatavalisem)
A giant millipede is *the most unusual* pet. (kõige ebatavalisem)

3. Fill in the gaps.

- Mrs Hill takes care *of* her mother.
- Parents love to talk *about* their children.
- I usually get along well *with* my brother.
- Some people have birds *as* pets.
- Sometimes I really feel sorry *for* my teacher.
- Wild animals live in the forests but farm animals live *on* farms.

4. Colour in the picture and describe the fox.



This is a beautiful fox. Its coat is orange, but its tail is white. Its paws are grey. Its ears are white, its nose is black and its eyes are brown.

5. Name:

3 birds

For example: a swallow, a swan, an ostrich

3 fish

a shark, a herring, a goldfish

3 farm animals

a sheep, a goat, a pig

UNIT 5

1. Translate.

1. palju marke *many stamps / a lot of stamps*
2. liiga vähe suhkrut *too little sugar*
3. palju pille *many instruments (lots of)*
4. vähe teed *little tea*
5. liiga palju raha *too much money*
6. väga vähe õpilasi *very few pupils*
7. palju aega *a lot of/ lots of time*
8. väga vähe autosid *very few cars*

2. Fill in the gaps with *much, many* or *lots of*.

1. Randy has *lots of* new books.
2. Do you know *many* artists?
3. Bill doesn't like *much* sugar in his coffee.
4. Where did you find so *many* mushrooms?
5. There is *lots of* sand in my shoe.
6. We have *lots of* time to study.

4. Fill in the table with the irregular verbs from units 3 – 5.

ehitama	<i>build</i>	<i>built</i>
hoidma	<i>keep</i>	<i>kept</i>
kleepima, kleepuma	<i>stick</i>	<i>stuck</i>
magama	<i>sleep</i>	<i>slept</i>
maksma	<i>pay</i>	<i>paid</i>
ostma	<i>buy</i>	<i>bought</i>
paistma, särama	<i>shine</i>	<i>shone</i>
saatma	<i>send</i>	<i>sent</i>
toitma	<i>feed</i>	<i>fed</i>
tooma	<i>bring</i>	<i>brought</i>
valima	<i>choose</i>	<i>chose</i>
võitlema	<i>fight</i>	<i>fought</i>
võitma	<i>win</i>	<i>won</i>
õpetama	<i>teach</i>	<i>taught</i>

5. Choose 3 people and talk about their hobbies.

For example:

My hobby is taking care of my pets. I have two goldfish and two hamsters. I also like watching TV.

My father's hobby is playing basketball.

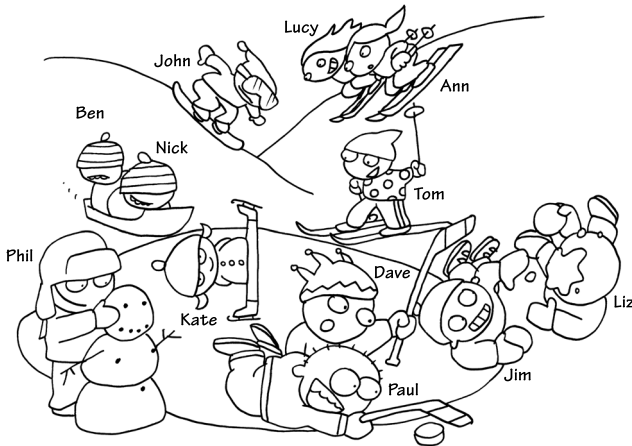
My sister likes art. She draws and paints and hangs up her artwork at school. She likes going to art galleries too.

UNIT 6

1. Fill in the gaps using the past continuous.

- Mr Herriot *was visiting* the Sunnybrook farm yesterday at 2 o'clock. (visit)
- Was Julie listening* to the radio? (listen)
- The scientists *were searching* for the Loch Ness Monster. (search)
- Mrs Black *was not selling* new clothes. (sell)
- Your sister *was doing* her homework yesterday at 6 o'clock. (do)
- Were they having* tea yesterday at 5 o'clock? (have)
- We *were not saving* money for the camping trip. (save)
- Tulips and daffodils *were blossoming*. (blossom)

2. What were the children doing last Sunday at 2 o'clock?



Lucy and Ann were mountain-skiing, John was snowboarding, Tom was cross-country skiing, Ben and Nick were sledging, Phil was making a snowman, Paul and Dave were playing hockey, Kate was figure skating, Liz and Jim were having a snowball fight.

3. Name the tense. Underline the word(s) that help you decide.

- We were studying history yesterday at 7 o'clock.
the past continuous
- Will your class go on a field trip next spring?
the future simple
- They don't go hiking every summer.
the present simple
- I'm going to borrow "Peter Pan" from the library tomorrow.
the going to future
- Did dad work in the garden yesterday?
the past simple

- They are writing winter poems right now.
the present continuous
- I wasn't doing a test yesterday at 10 o'clock.
the past continuous
- We won't go skiing tomorrow, we ll go skating.
the future simple
- My sister plays with her dolls every day.
the present simple
- Are you going to visit your grandma next weekend?
the going to future

4. Fill in the gaps.

- Yesterday I heard *from* my old friend.
- The teacher is standing on the other side of the classroom.
- Are you taking good care *of* your pets?
- My birthday is *at* the end of September.
- Please give me a piece *of* cake.
- I'm cold. I'll go and sit *by* the fire.
- Your father was driving at 110 kilometres *per* hour.
- Come here and sit *beside* me!

5. Write what you need to do these sports.

cross-country skiing
a pair of skis, ski poles, boots, warm clothes
figure skating
a pair of skates and a costume
ski jumping
a pair of skis, boots, a suit
snowboarding
a snowboard, boots, warm clothes
ice hockey
a pair of skates, a hockey stick, a puck

UNIT 7

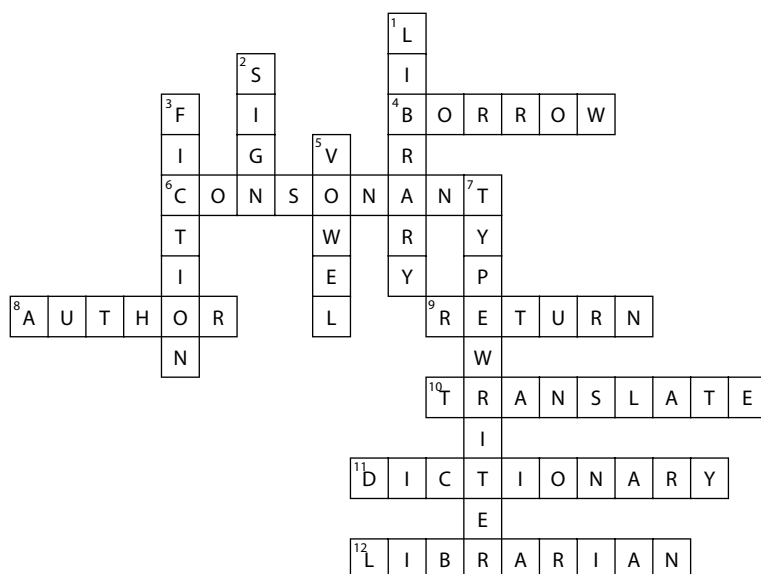
1. Fill in the gaps using the past simple and the past continuous.

1. I *was dancing* when I hurt my foot.
2. When mum brought me my breakfast, I *was watching* TV.
3. Kelly *was reading* a book in the library when her phone rang.
4. You *were not playing* computer games when I arrived.
5. It *was raining* when I *got* home.
6. We *were doing* an exercise when our teacher *left* the classroom.

2. Make sentences using the past simple and the past continuous.

1. Mel and Tina / watch a DVD / Mel's mother / come home
Mel and Tina were watching a DVD when Mel's mother came home.
2. I / read a magazine / my favourite TV show / begin
I was reading a magazine when my favourite TV show began.
3. It / snow / I / walk home from school
It was snowing when I walked home from school.
4. We / play basketball / John / break the window
We were playing basketball when John broke the window.
5. Tom / visit his grandma / he / get ill
Tom was visiting his grandma when he got ill.
6. I / studying English / my friend / phone
I was studying English when my friend phoned.

5. Do the crosswords.



3. Translate the sentences into English.

1. Palun astu poest läbi!
Please stop by the shop!
2. Selle raamatu pealkiri on "Robin Hood".
The title of the book is "Robin Hood".
3. Pane televiisor käima.
Turn on the TV. (Turn the TV on.)
4. Meie kool on kuulus oma raamatukogu poolest.
Our school is famous for its library.
5. Palu oma ema abi!
Ask for your mother's help! / Ask your mother for help!
6. Mu tass on vett täis.
My cup is full of water.

4. These children took part in the dance contest. List them alphabetically.

Sally Hogan, William Applebee, Sandy Mills, Andrew Park, Lory Baker, Tammy O'Connell, Steve Gilbert, Bill Landers, Catherine Hill, Hannah Jenkins

1. William Applebee
2. Lory Baker
3. Steve Gilbert
4. Catherine Hill
5. Sally Hogan
6. Hannah Jenkins
7. Bill Landers
8. Sandy Mills
9. Tammy O'Connell
10. Andrew Park

Across

4. laenama
6. kaashäalik
8. autor
9. tagastama
10. tõlkima
11. sõnaraamat
12. raamatukoguhoidja

Down

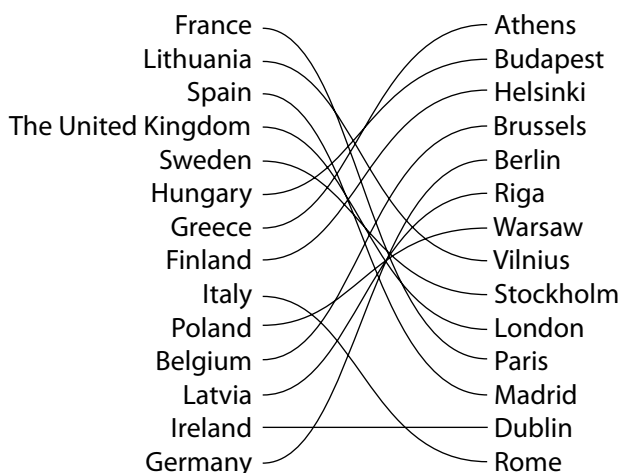
1. raamatukogu
2. silt
3. ilukirjandus
5. täishäalik
7. kirjutusmasin

UNIT 8

1. Fill in the gaps with *have* or *has*.

1. I *have* already seen "Titanic" twice.
2. *Have* you already paid for your food?
3. People *have* not flown to Mars yet.
4. *Has* Bill met your new friends yet?
5. You *have* not said 'thank you' to grandpa yet.
6. Mel *has* written to Rachel about her birthday presents.
7. *Have* they brought back my exercise book yet?
8. I *have* not worked hard on this science project.
9. We *have* already slept for a long time.
10. *Has* your mum heard about the school concert yet?

3. Match the countries with their capitals.



2. Fill in the table with the 3 correct forms of the irregular verbs.

saama	get	got	got
nägema	see	saw	seen
võtma	take	took	taken
olema	be	was / were	been
kohtama	meet	met	met
kirjutama	write	wrote	written
saama (kellekski)	become	became	become
kuulma	hear	heard	heard
(alles) hoidma	keep	kept	kept
tegema	do	did	done
tooma	bring	brought	brought
lõikama	cut	cut	cut
riputama	hang	hung	hung
lamama	lie	lay	lain
võitma	win	won	won
ütleva	say	said	said
maksma	pay	paid	paid
teadma	know	knew	known
tegema	make	made	made
istuma	sit	sat	sat
omama	have	had	had
mõtleva	think	thought	thought
saatma	send	sent	sent
lendama	fly	flew	flown
saama, võima, oskama	can	could	could
uppuama	sink	sank	sunk
magama	sleep	slept	slept
lööma	hit	hit	hit
tulema	come	came	come
kandma	wear	wore	worn

UNIT 9

1. Fill in the gaps using the present perfect.

1. *Have you already ridden your bike today?* ride
2. *Where has mum put my crisps?* put
3. *They have not done this exercise.* do
4. *Has the ship sunk yet?* sink
5. *We have not told you the truth.* tell
6. *I have already shown you my new game.* show
7. *Tina has read this book twice already.* read
8. *Have you fought with your brother again?* fight

2. Complete the following dialogues. Use the present perfect or the past simple.

1. **A:** *Have you seen this TV programme before?*
B: Yes, I *have*.
A: When *did* you see it?
B: I *saw* it last weekend.
2. **A:** *Have you had anything today?*
B: Yes, I *have*.
A: What *did* you eat?
B: I *ate* a sandwich and an apple.

3. Fill in the table with the 3 forms of the irregular verbs.

lugema	<i>read</i>	<i>read</i>	<i>read</i>
näitama	<i>show</i>	<i>showed</i>	<i>shown</i>
ostma	<i>buy</i>	<i>bought</i>	<i>bought</i>
sööma	<i>eat</i>	<i>ate</i>	<i>eaten</i>
panema	<i>put</i>	<i>put</i>	<i>put</i>
seisma	<i>stand</i>	<i>stood</i>	<i>stood</i>
jutustama, rääkima	<i>tell</i>	<i>told</i>	<i>told</i>
võitlema	<i>fight</i>	<i>fought</i>	<i>fought</i>
lõhkuma, katki minema	<i>break</i>	<i>broke</i>	<i>broken</i>
sõitma, ratsutama	<i>ride</i>	<i>rode</i>	<i>ridden</i>
tundma	<i>feel</i>	<i>felt</i>	<i>felt</i>
tähendama	<i>mean</i>	<i>meant</i>	<i>meant</i>
viskama	<i>throw</i>	<i>threw</i>	<i>thrown</i>
andma	<i>give</i>	<i>gave</i>	<i>given</i>
kaevama	<i>dig</i>	<i>dug</i>	<i>dug</i>
jooksma	<i>run</i>	<i>ran</i>	<i>run</i>
ujuma	<i>swim</i>	<i>swam</i>	<i>swum</i>
veetma, kulutama	<i>spend</i>	<i>spent</i>	<i>spent</i>
kukkuma	<i>fall</i>	<i>fell</i>	<i>fallen</i>
sõitma (autoga)	<i>drive</i>	<i>drove</i>	<i>driven</i>
lahkuma	<i>leave</i>	<i>left</i>	<i>left</i>
puhuma	<i>blow</i>	<i>blew</i>	<i>blown</i>
mõistma	<i>understand</i>	<i>understood</i>	<i>understood</i>
jooma	<i>drink</i>	<i>drank</i>	<i>drunk</i>

4. You have the flu. Tell the doctor how you feel. What does the doctor tell you to do?

You: **For example:** *My head is aching and I have a temperature. My temperature is lower in the morning and higher in the evening. My muscles ache and I have a cough. I feel very tired too.*

Doctor: *Looks like you have the flu. Don't go to school this week and stay in bed. Don't read, don't watch TV or play on the computer. Just try to rest. When your temperature is high, take this medicine. You can take it 4 times a day. Please come back and see me next week.*

UNIT 10

1. Translate the following sentences.

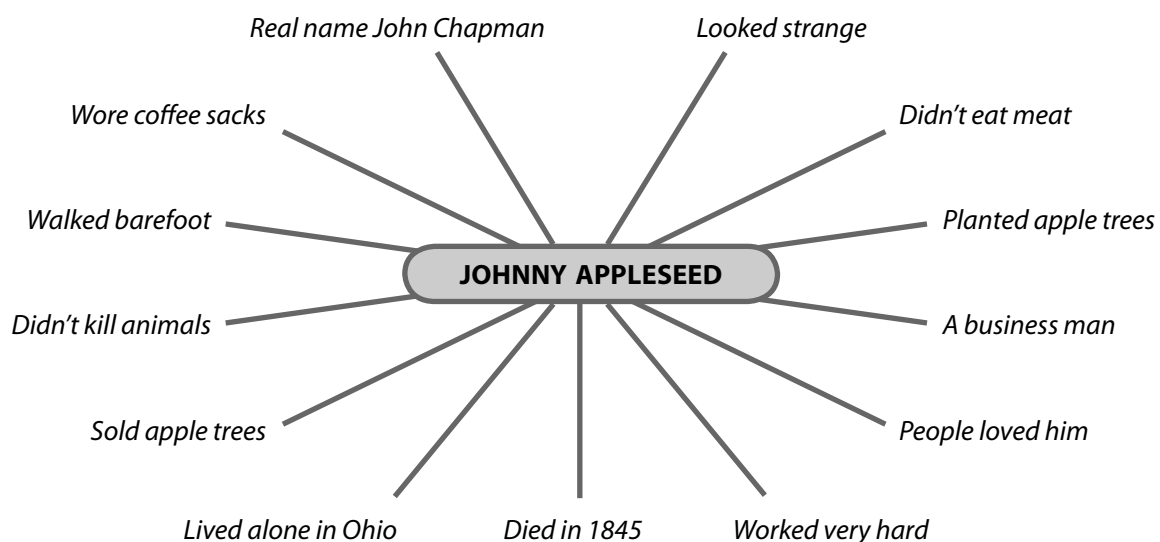
1. Ilm on liiga külm minu jaoks.
The weather is too cold for me. (It is too cold for me.)
2. See raamat pole küllalt huvitav.
This book is not interesting enough.
3. See paber pole küllalt suur selle harjutuse jaoks.
This piece of paper is not big enough for this exercise.
4. Need kingad on mu õe jaoks liiga suured.
Those shoes are too big for my sister.
5. See film on liiga pikk!
That film is too long.
6. See ehitaja pole küllalt hea.
That builder isn't good enough.

2. Agree with what the people are saying. Use **too** or **either**.

1. I like having pizza for dinner.
I like having pizza for dinner too.
2. I'm not hungry right now.
I'm not hungry right now either.
3. I didn't finish my homework yesterday.
I didn't finish my homework yesterday either.
4. I can swim quite well.
I can swim quite well too.
5. Our teacher is ill.
Our teacher is ill too.
6. I like going to the library.
I like going to the library too.

5. Make a mind map about Johnny Appleseed.

For example:



3. Fill in the gaps.

1. Please give me an apple instead *of* an orange.
2. It's my mother's chore to *do* the laundry.
3. Let's go shopping! I have plenty *of* money today.
4. I'm getting ready *for* the big test in history.
5. I was one *of* the very first to buy tickets for the concert.
6. My little sister depends *on* me.
7. Every afternoon Mel takes her dog *for* a walk.
8. You have to pay *for* these sweets!

4. Write the name of the tense.

1. Harry didn't phone me yesterday.
the past simple
2. Have you chosen a topic for your stamp collection yet?
the present perfect
3. I'm doing my homework right now.
the present continuous
4. Tom doesn't usually wash the dishes.
the present simple
5. I think I will wear my blue shirt tomorrow.
the future simple
6. Are you going to plant any trees next spring?
the going to future
7. Johnny walks barefoot every day.
the present simple
8. Mum ironed my clothes yesterday.
the past simple

1. Give advice. What should these people do?

- It's too hot in this room!
For example: *You should open the windows!*
- My tea isn't sweet enough.
You should put some(more) sugar in it.
- Tom needs to buy a new jacket.
He should go to a department store.
- My throat is sore and my head is aching.
You should take some medicine.
- I want something sweet!
You should buy some sweets.
- This soup is too hot!
You should wait a couple of minutes.

2. Fill in the gaps with something, somebody, anything, anybody, nothing or nobody.

- Would you like *anything/something* to eat?
- Somebody* is in the bathroom. I can hear the water running.
- The pencil case is empty. There is *nothing* in it.
- There isn't *anything* in your shopping bag! Did you even go shopping?
- Is *anybody* playing tennis at the moment?
- I saw *somebody* in the garden. I don't know who it was.

3. Translate the following sentences.

- Harrods on Londoni keskel.
Harrods is in the centre of London.
- Ma sooviks oma raha tagasi!
I would like my money back!
- Teel koju nägin ma õnnetust.
On my way home I saw an accident.
- Raamatukogu on inimesi täis.
The library is full of people.
- Ma otsin oma sõpru.
I'm looking for my friends.
- Mu isal on tuhandeid marke.
My father has thousands of stamps.
- Sa peaksid neid pükse proovima!
You should try(on) these trousers.
- See särk on pisut liiga suur.
This shirt is a bit too big.

4. Complete the dialogue. You need to buy a new jacket.

- Shop assistant:** *Can I help you?*
You: Yes! I need to buy a winter jacket.
Shop assistant: *We have lots of jackets. What size are you?*
You: Small.
Shop assistant: *What colours do you like?*
You: I like dark colours. Maybe blue or green.
Shop assistant: *Here's a nice blue jacket. Do you like it?*
You: Yes, I like it a lot!
Shop assistant: *Would you like to try it on?*
You: Yes, I would.
Shop assistant: *How does it feel?*
You: It feels very nice, thank you. How much is it?
Shop assistant: *It's 495 kroons.*
You: Here you are!
Shop assistant: *Thank you! Have a nice day!*
You: You too!

5. Name 3 things you can buy from:**For example:**

the grocer's	<i>coffee, salt, eggs</i>
the greengrocer's	<i>a cabbage, tomatoes, oranges</i>
the butcher's	<i>beef, pork, chicken</i>
the baker's	<i>bread, biscuits, buns</i>
the dairy shop	<i>milk, cheese, cottage cheese</i>

UNIT 12

1. Fill in the table

Name of tense	Auxiliary verbs	Key words
The present simple	<i>do, does</i>	<i>every day / week / year... always, often, usually, sometimes</i>
The present continuous	<i>am, is, are</i>	<i>now, at the moment, just now, right now, Look! Listen!</i>
The past simple	<i>did</i>	<i>yesterday, last week / year / month..., 2 days / weeks / years ago</i>
The past continuous	<i>was, were</i>	<i>yesterday at 10 o'clock (at 10 a.m. / p.m.), when, then</i>
The future simple	<i>will</i>	<i>tomorrow, next week / month / year ...</i>
The going to future	<i>am, is, are</i>	<i>tomorrow, next week / month / year ...</i>

2. Write the name of the tense.

- Emperor Shen Nung didn't drink water, he drank tea. *the past simple*
- I'm waiting for my turn at the moment. *the present continuous*
- I'm not going to have dinner at the restaurant tomorrow. *the going to future*
- Have you already tried a traditional English breakfast? *the present perfect*
- Does your father play golf every Saturday? *the present simple*
- I was studying history yesterday at 7 o'clock. *the past continuous*
- I won't have any snacks tomorrow. *the future simple*

3. Fill in the gaps using the correct tenses.

- We *work* in our front garden almost every Sunday.
- I *had* fish and chips for lunch yesterday.
- Tom *has* already *poured* you some tea.
- We *are buying* the bus tickets at the moment.
- I think you *will agree* with me tomorrow.
- They *were reading* a book about London yesterday at 9 o'clock (at 9 a.m.).
- We *are going to visit* England next year.

4. Make sentences using different tenses.

Harry / drink / tea

The present simple

- + Harry *drinks* tea every day.
 - Harry *does not drink* tea every day.
 ? *Does Harry drink* tea every day?
 What *does Harry drink* every day?

The present continuous

- + Harry *is drinking* tea at the moment.
 - Harry *is not drinking* tea at the moment.
 ? *Is Harry drinking* tea at the moment?
 What *is Harry drinking* at the moment?

The past simple

- + Harry *drank* tea yesterday.
 - Harry *did not drink* tea yesterday.
 ? *Did Harry drink* tea yesterday?
 Why *did Harry drink* tea yesterday?

The past continuous

- + Harry *was drinking* tea yesterday at 5 o'clock.
 - Harry *was not drinking* tea yesterday at 5 o'clock.
 ? *Was Harry drinking* tea yesterday at 5 o'clock?
 What *was Harry drinking* yesterday at 5 o'clock?

The future simple

- + Harry *will drink* tea tomorrow.
 - Harry *will not drink* tea tomorrow.
 ? *Will Harry drink* tea tomorrow?
 When *will Harry drink* tea tomorrow?

The going to future

- + Harry *is going to drink* tea tomorrow.
 - Harry *is not going to drink* tea tomorrow.
 ? *Is Harry going to drink* tea tomorrow?
 Where *is Harry going to drink* tea tomorrow?

The present perfect

- + Harry *has* (already) *drunk* tea.
 - Harry *has not drunk* tea (yet).
 ? *Has Harry* (already) *drunk* tea?
 What *has Harry* (already) *drunk*?

KEY FOR SELF EVALUATION TESTS

UNIT 1

1. Write the name of the tense.

- | | |
|---|---------------------------|
| 1. Loch Ness Monster lives in Lake Loch Ness. | <i>The present simple</i> |
| 2. Does your brother go to an international school? | <i>The present simple</i> |
| 3. Where did the Lost Boys live? | <i>The past simple</i> |
| 4. I don't usually like football. | <i>The present simple</i> |
| 5. Wendy missed her home and her parents. | <i>The past simple</i> |
| 6. Did Tomek have a younger brother at the camp? | <i>The past simple</i> |
| 7. Scientists didn't find anything from the lake. | <i>The past simple</i> |
| 8. When do the boys go boating? | <i>The present simple</i> |

2. Fill in the gaps with the correct form of the verb.

1. Sander *went* to an international camp last summer.
2. I *did* not *study* first aid last year.
3. Where *does* your friend *buy* sweets every day?
4. *Do* you always *read* bedtime stories to your sister?
5. Yesterday Pierre *did* not *go* hiking.
6. You *play* the guitar every Tuesday.
7. Mel *does* not *like* going to camps every year.
8. Why *did* Peter *save* Wendy's life last summer?

3. Translate into English.

1. Oota oma sõpra!
Wait for your friend!
2. See harjutus on üsna raske.
This exercise is quite difficult.
3. Sa oled uhke oma kassi üle.
You are proud of your cat.
4. Ma mõtlen kooli peale.
I am thinking about (I think about) school.
5. Mu parim sõber on Austraaliast.
My best friend is from Australia.
6. Tomek mängib kitarri.
Tomek plays (Tomek is playing) the guitar.
7. Pariis on Prantsusmaa pealinn.
Paris is the capital of France.
8. See kast on täidetud õuntega.
This box is filled with apples.

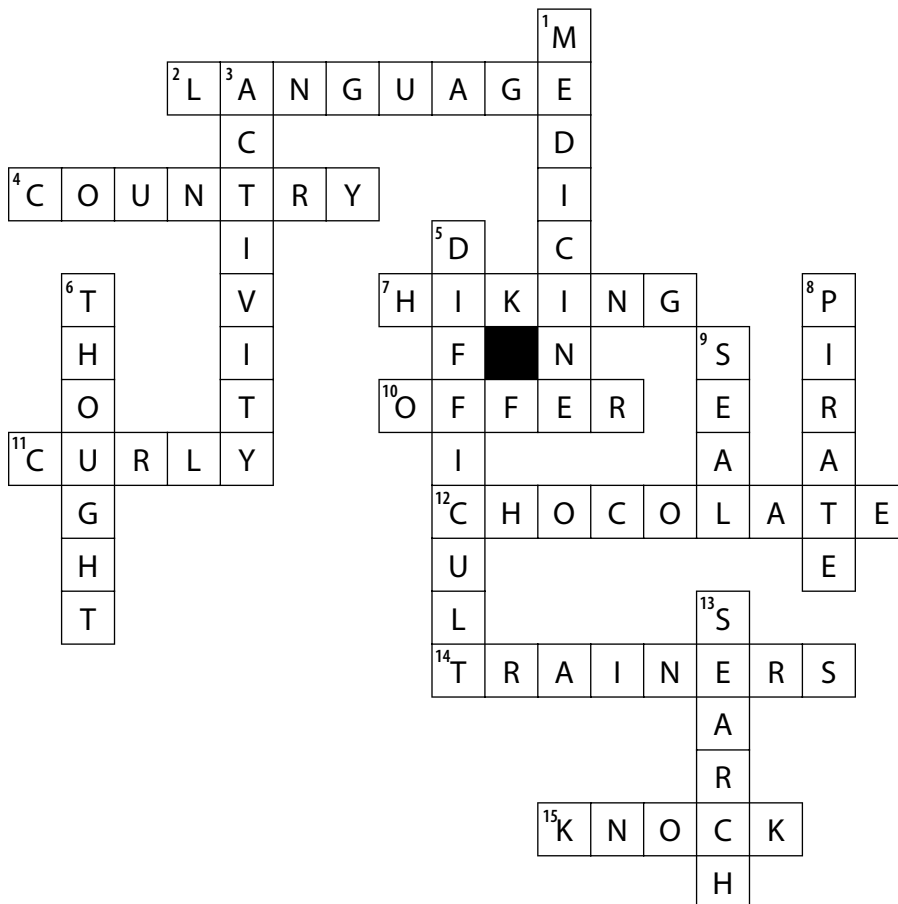
4. Colour in the picture and describe stepmother from Snow White.

What does she look like?
What is she like?

She is young and beautiful. She has long blonde hair, blue eyes and a long nose. She is wearing a _____ blouse and a _____ skirt. Her socks are _____ and her shoes are _____. She is wearing a _____ hat. She is not a good woman. She is mean.



5. Do the crosswords.



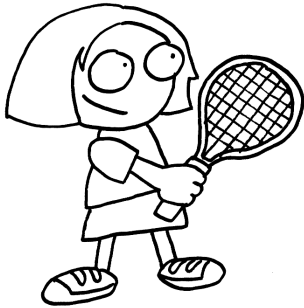
Across

2. keel
4. riik
7. matkamine
10. pakkuma
11. lokkis
12. šokolaad
14. spordijalatsid
15. koputus

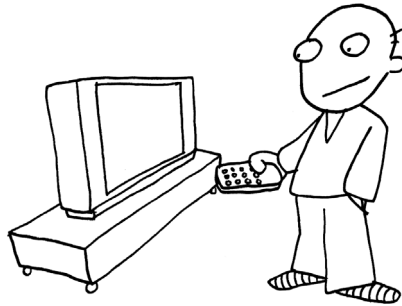
Down

1. arstiteadus
3. tegevus
5. raske
6. mõte
8. mereröövel
9. hüljes
13. läbi otsima

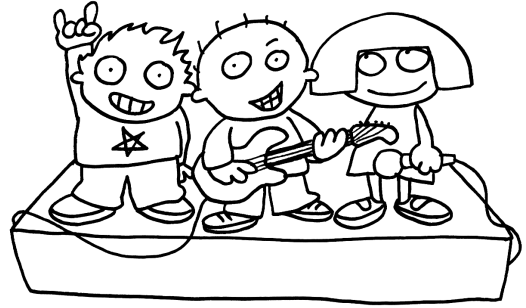
1. Look at the pictures. What are these people going to do?



Rose is going to play tennis.



John is going to watch TV.



*They are going to sing.
(play the guitar)*



Matt and Steve are going to play football.



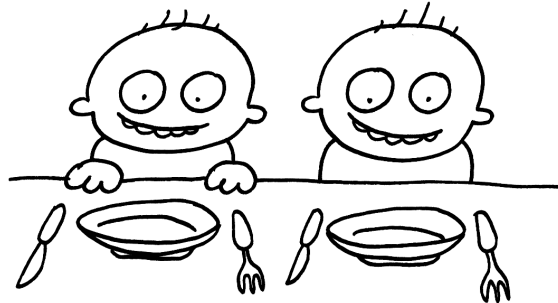
She is going to read.



It is going to rain.



Rob is going to clean his room.



*We are going to eat.
(have breakfast / lunch / dinner)*

2. Fill in the gaps using the future simple or going-to future.

1. I think that I *will* win the song contest next month.
2. Look, the teacher's coming! We *are going to* have a lesson.
3. The sun is coming out. It's *going to* be a nice day.
4. Your father's here! Are you *going to* go home?
5. Next winter *will* be very cold, I think.
6. I can smell food! We *are going to* eat soon.

3. Fill in the gaps using expressions from unit 3.

1. Every winter the streets *become* icy.
2. Here's your weather forecast *for* the next 24 hours.
3. Listen, my favourite song is playing *on* the radio.
4. My birthday is *in* October.
5. This toy car is made *of* wood.
6. At what time did you arrive *at* Tallinn?
7. What will the weather be *like* tomorrow?
8. It was dark *by* the time we got home.

4. Make weather forecasts for these dates.

10 May *For example:* Here's the weather forecast for the 10th of May. We will have some mist in the morning. The temperature will be around 15 degrees. The sun will come out and it will be a nice day. The temperature will be around 22 degrees.

28 Dec *Here's the forecast for tomorrow. It will be a cold and windy day. The temperature will be around minus 15 degrees. In the morning the roads will be icy. It will snow in the afternoon.*

5. Fill in the table with the correct forms of the irregular verbs (unit 1, 2).

rääkima	<i>speak</i>	<i>spoke</i>
saama, võima	<i>can</i>	<i>could</i>
ujuma	<i>swim</i>	<i>swam</i>
veetma	<i>spend</i>	<i>spent</i>
saama (kellekski)	<i>become</i>	<i>became</i>
kohtama	<i>meet</i>	<i>met</i>
unustama	<i>forget</i>	<i>forgot</i>
algama	<i>begin</i>	<i>began</i>
tähendama	<i>mean</i>	<i>meant</i>
seisma	<i>stand</i>	<i>stood</i>
tõusma, kerkima	<i>rise</i>	<i>rose</i>
rappuma	<i>shake</i>	<i>shook</i>
peitma	<i>hide</i>	<i>hid</i>

1. Write 3 things that you and your family members are going to do next weekend.

For example: *I am going to visit my best friend*
We are going to go to the cinema
My mum is going to go shopping.

Write 3 things that you think you'll do next weekend.

I think that I'll watch TV.
I think that I'll play computer games.
I think that I'll clean my room.

2. Write the dates.

1968 *nineteen sixty-eight*
 541 *five forty-one*
 1114 *eleven fourteen*
 2002 *two thousand and two*

247 *two forty-seven*
 1890 *eighteen ninety*
 1375 *thirteen seventy-five*
 2010 *two thousand and ten*

3. Translate the following sentences into Estonian.

1. Poiste nimekiri on siin.
Here's the list of boys. (The list of boys is here.)
2. Läheme teatrisse!
Let's go to the theatre!
3. Mulle meeldib sinuga aega veeta.
I like to spend time with you. (spending time with you)
4. Vanasti elasid inimesed väikestes majades.
In the old days people lived in small houses.
5. Meil on matemaatika reedel.
We have maths on Friday.
6. Mulle meeldib õppida loomade kohta.
I like to learn about animals. (learning about)
7. Televisori vaatamise asemel meeldib mulle lugeda.
Instead of watching TV, I like to read. (reading)
8. Kool on poest päris kaugel.
The school is quite a long way from the shop.

4. Read the text and answer the questions.

Betty Hill lives in York. Her best friend, Cindy lives in the same neighbourhood. Cindy's family has a beautiful old house. It has lots of rooms, big windows and a nice garden. Sometimes the girls spend the night together – Betty sleeps on the sofa in Cindy's room. One evening when the girls were in bed, Betty heard someone call her name. She opened the door and saw a woman in a white dress. Betty thought it was Cindy's mother. She walked after her to the kitchen. There was a door in the kitchen. The woman opened the door and went into the cellar. Betty was frightened. She did not want to go to the dark cellar at night! She turned around and went back to Cindy's bedroom. She soon fell asleep. In the morning she told Cindy her story.

"Our house doesn't have a cellar," said Cindy. "It was all a dream!"

1. Where does Betty live?
Betty lives in York.
2. Is Cindy's house new or old?
Cindy's house is old.
3. Is there a sofa in Cindy's room?
Yes, there is.
4. What colour was the dress of the ghost - woman?
The dress of the ghost-woman was white.
5. Was there a door in the kitchen.
Yes, there was.
6. Did Betty go into the cellar?
No, she did not.
7. What did Cindy say in the morning?
Cindy said, "Our house doesn't have a cellar."

1. Fill in the table.**COMPARISON OF ADJECTIVES**

young	<i>younger</i>	<i>the youngest</i>
fat	<i>fatter</i>	<i>the fattest</i>
happy	<i>happier</i>	<i>the happiest</i>
uncommon	<i>more uncommon</i>	<i>the most uncommon</i>
high	<i>higher</i>	<i>the highest</i>
windy	<i>windier</i>	<i>the windiest</i>
good	<i>better</i>	<i>the best</i>
big	<i>bigger</i>	<i>the biggest</i>
beautiful	<i>more beautiful</i>	<i>the most beautiful</i>
bad	<i>worse</i>	<i>the worst</i>
interesting	<i>more interesting</i>	<i>the most interesting</i>
long	<i>longer</i>	<i>the longest</i>
much	<i>more</i>	<i>the most</i>

2. Compare the following things.

1. Snowdrops are *beautiful* flowers. (ilusad)
Tulips are even *more beautiful* than snowdrops. (ilusamad)
Daffodils are *the most beautiful* flowers, I think. (kõige ilusamad)
2. Your bag is very *heavy*. (raske)
My bag is *heavier* than your bag. (raskem)
Tina's bag is *the heaviest* of them all. (kõige raskem)
3. "Flying High" is a *popular* song. (populaarne)
"Only One Day" is *more popular* than "Flying High" (populaarsem)
The most popular song on the radio today is "Excited". (kõige populaarsem)
4. My room is quite *large*. (avar)
Our kitchen is even *larger* than my room. (avaram)
Our living room is *the largest* room in the house. (kõige avaram)
5. I think that juice is really *good*. (hea)
My brother thinks that milk is *better* than juice. (parem)
But *the best* drink is Coca Cola, I think. (kõige parem)

3. Fill in the gaps.

1. Yesterday I came face to face *with* my teacher.
2. Charlotte felt sorry *for* Wilbur.
3. My mother always looks straight *into* my eyes.
4. Pigs and cows only live *on* farms.
5. It's fun taking care *of* my pets.
6. In the old days horses helped people *by* pulling carriages.
7. My sister doesn't really like having a rat *as* a pet.
8. At school we get along *with* everyone.

4. Name:

3 pets

For example: *a dog, a cat, a hamster*

3 farm animals

a cow, a pig, a horse

3 wild animals

a gepard, a bear, a lion

1. Translate.

- | | |
|-----------------------|----------------------------|
| 1. väga palju vett | <i>much water</i> |
| 2. liiga vähe hobisid | <i>too few hobbies</i> |
| 3. palju kaisukarusid | <i>lots of teddy bears</i> |
| 4. vähe suhkrut | <i>little sugar</i> |
| 5. liiga palju piima | <i>too much milk</i> |
| 6. väga vähe marke | <i>very few stamps</i> |
| 7. palju liiva | <i>much (lots of) sand</i> |
| 8. väga vähe sõdureid | <i>very few soldiers</i> |

2. Fill in the gaps with *much*, *many* or *lots of*.

1. My brother has *lots of* games on his computer.
2. Did you write very *many* sentences?
3. There isn't *much* snow on the ground in Tallinn.
4. I want *lots of* sugar in my tea.
5. Sandra doesn't know very *many* songs by heart.
6. Is there too *much* flour in the batter?
7. I didn't see very *many* ships at the museum.
8. Mum has *lots of* money in her wallet.

3. Translate the following sentences.

1. Mulle meeldib ömmelda oma vabal ajal.
I like to sew in my spare time. (sewing)
2. Korvpall on poiste seas populaarne.
Basketball is popular among boys.
3. Mu parim sõber mängib klaverit.
My best friend plays the piano. (is playing)
4. Ma muretsen oma väikese õe pärast.
I worry about my little sister.
5. Ma loen raamatuid 2 tundi päevas.
I read books 2 hours a day.
6. Metsloomad võitlevad toidu pärast.
Wild animals fight for food. (are fighting)
7. Meil on jalgpalli trenn neli päeva nädalas.
We have football practice four days a week.
8. Pane oma fotod albumisse!
Put your photos into an album!

4. Fill in the table with the irregular verbs from units 3–5.

ehitama	<i>build</i>	<i>built</i>
tooma	<i>bring</i>	<i>brought</i>
hoidma	<i>keep</i>	<i>kept</i>
kleepima, kleepuma	<i>stick</i>	<i>stuck</i>
toitma	<i>feed</i>	<i>fed</i>
magama	<i>sleep</i>	<i>slept</i>
paistma, särama	<i>shine</i>	<i>shone</i>
õpetama	<i>teach</i>	<i>taught</i>
maksma	<i>pay</i>	<i>paid</i>
valima	<i>choose</i>	<i>chose</i>
saatma	<i>send</i>	<i>sent</i>
ostma	<i>buy</i>	<i>bought</i>
võitlema	<i>fight</i>	<i>fought</i>
võitma	<i>win</i>	<i>won</i>

5. Choose 3 people (for example – your best friend, your sister / brother / mother/ father) and talk about your and their hobbies.

For example:

My hobbies are music and sports. I sing in a choir and I play tennis.

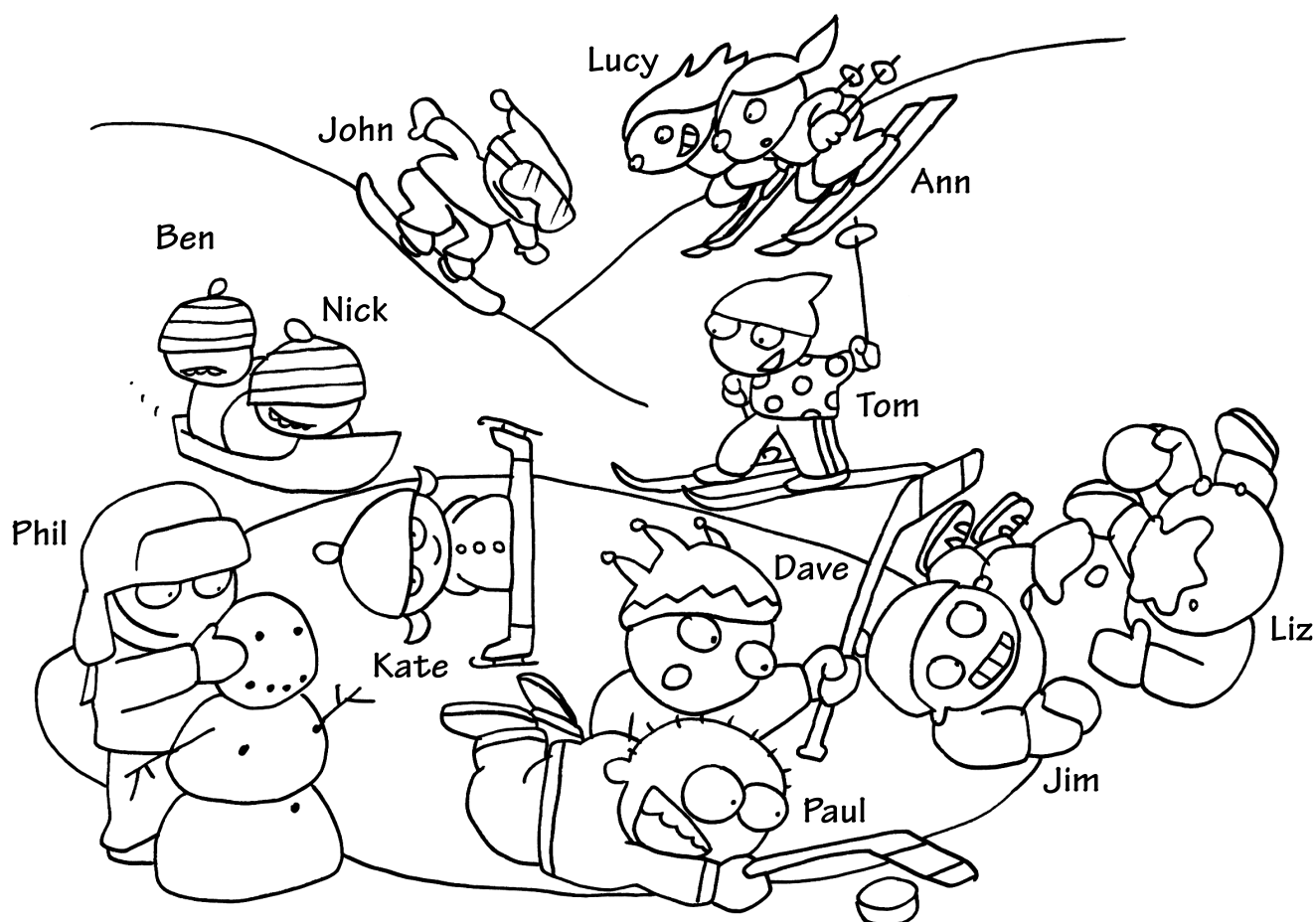
My best friend has lots of hobbies. He collects stamps, plays the piano, goes to judo trainings and reads a lot.

My mum's hobby is reading.

1. Fill in the gaps using the past continuous.

- | | |
|---|---------|
| 1. Yesterday at 6 o'clock I <i>was having</i> my lunch. | (have) |
| 2. <i>Were you singing</i> at your music lesson yesterday? | (sing) |
| 3. Tom <i>was not studying</i> English. | (study) |
| 4. We <i>were watching</i> TV yesterday at 9 o'clock. | (watch) |
| 5. <i>Were your friends playing</i> outside? | (play) |
| 6. We <i>were not writing</i> poems at our Estonian lesson. | (write) |
| 7. Debbie <i>was sitting</i> by the fire. | (sit) |
| 8. They <i>were not riding</i> snowmobiles yesterday at 6. | (ride) |

2. What were the children doing last Sunday at 2 o'clock?



Lucy and Ann were mountain-skiing, John was snowboarding, Tom was cross-country skiing, Ben and Nick were sledging, Phil was making a snowman, Dave and Paul were playing hockey on the pond, Kate was figure skating, Jim and Liz were having a snowball fight.

3. Name the tense. Underline the word(s) that help you decide.

1. Tina's listening to her favourite song at the moment.
2. What did you have for dinner yesterday?
3. I'm going to visit my aunt next week.
4. Tim doesn't wake up early every Saturday.
5. Will your parents be home tomorrow night?
6. Linda was drinking tea yesterday at 5.
7. Is your sister playing on the computer right now?
8. I didn't go on a ski trip last winter.
9. Are they going to play tennis tomorrow?
10. George plays the guitar in his room every day.
11. I won't come to your party tomorrow. Sorry!
12. We weren't cleaning our room yesterday at 6 o'clock.

the present continuous
the past simple
the going to future
the present simple
the future simple
the past continuous
the present continuous
the past simple
the going to future
the present simple
the future simple
the past continuous

4. Fill in the gaps.

1. Weather is usually quite chilly *at* the beginning of April.
2. I can't wait *until* summer!
3. I saw my father's car *on* the other side of the street.
4. My grandpa likes sitting *by* the fire.
5. Scientists need to communicate *with* each other.
6. Cheetas can run up to 100 kilometres *per* hour.
7. Yesterday I heard *from* my friend who lives in London.
8. A piece *of* cheese was in the mouse trap.

5. Write what you need to do this sport.

cross-country skiing	<i>a pair of skis, ski poles, boots, warm clothes</i>
figure skating	<i>a pair of skates and a costume</i>
ski jumping	<i>a pair of skis, boots, a suit</i>
snowboarding	<i>a snowboard, boots, warm clothes</i>
ice hockey	<i>a pair of skates, a hockey stick, a puck</i>

1. Fill in the gaps using the past simple or past continuous.

1. Jim was reading a book when his mother *called* him for dinner.
2. I *was not sleeping* when you phoned.
3. I was running to school when I *saw* you.
4. Mum was cooking when the accident *happened*.
5. Mrs Black *was mending* a dress when a visitor came to her shop.
6. A strong wind *was blowing* when the tree branch broke.
7. We were playing outside when it *got* dark.
8. I *was cleaning* my desk when I found my library card.

2. Make sentences using the past simple and the past continuous.

1. John / play football / hurt his foot
John was playing football when he hurt his foot.
2. I / listen to the radio / hear my favourite song
I was listening to the radio when I heard my favourite song.
3. It / rain / father / come home
It was raining when father came home.
4. We / study / you / phone
We were studying when you phoned.
5. Mel / clean her room / guests / arrive
Mel was cleaning her room when the guests arrived.
6. I / watch TV / storm start
I was watching TV when the storm started.

3. Translate the following sentences into English.

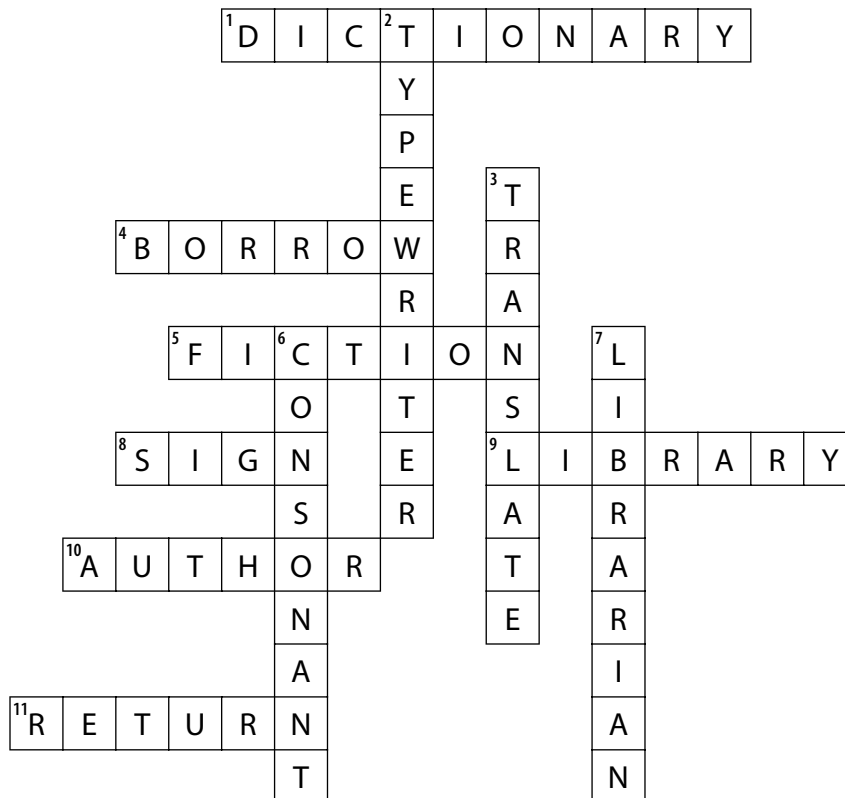
1. Mu kott on täis raamatuid.
My bag is full of books.
2. Palu õpetaja abi!
Ask for your teacher's help.
3. Mõned lapsed läksid koju.
Some of the children went home
4. Palun pane arvutid tööle.
Please turn your computer on. (turn on)
5. Mis on selle raamatu pealkiri?
What is the title of this book?
6. Mu isa on kuulus oma margikogu poolest.
My father is famous for his stamp collection.
7. Palun tulge minu koolist läbi.
Please stop by my school.
8. Meil on raamatuid erinevates keeltes.
We have books in different languages.

4. These children took part in a song contest. List them alphabetically.

Jessica Parker, Julian Moore, Andy Griffin, Steve Palmer, Emily Andrews, Elena Wilson, Bert Landers, Tom Rowling, Sylvia Colby, Ian Young.

1. *Emily Andrews*
2. *Sylvia Colby*
3. *Andy Griffin*
4. *Burt Landers*
5. *Julian Moore*
6. *Steve Palmer*
7. *Jessica Parker*
8. *Tom Rowling*
9. *Elena Wilson*
10. *Ian Young*

5. Do the crosswords.



Across

1. sõnaraamat
4. laenama
5. ilukirjandus
8. silt
9. raamatukogu
10. autor
11. tagastama

Down

2. kirjutusmasin
3. tõlkima
6. kaashäälilik
7. raamatukoguhoidja

1. Fill in the gaps with *have* or *has*.

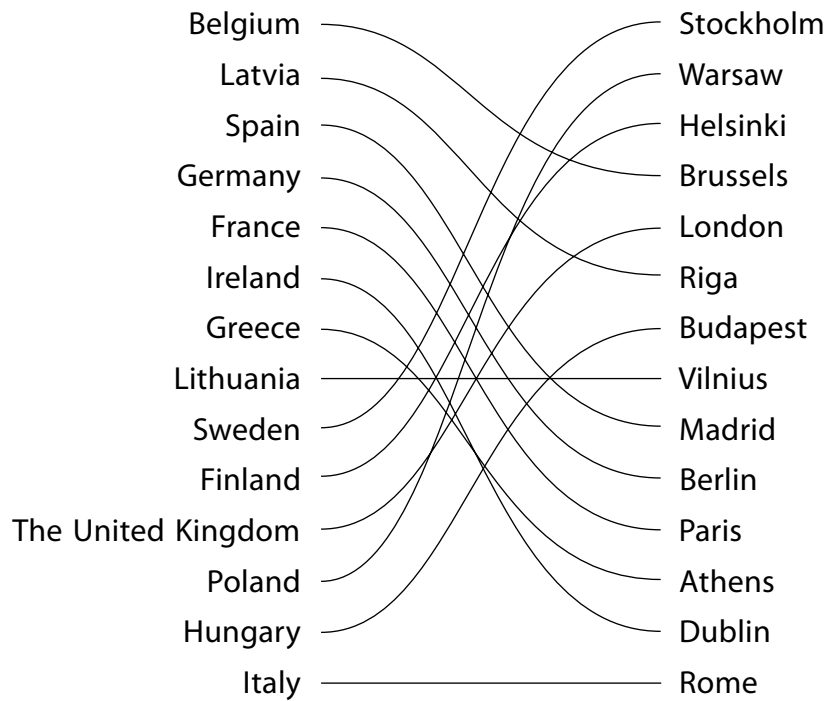
1. I *have* been to London twice.
2. Mel *has* already done her maths homework.
3. Where *have* you heard that song before?
4. *Have* we won the competition?
5. Sander and Tomek *have* travelled a lot.
6. Juan *has* not travelled that much yet.
7. *Have* I taken your pen? I'm sorry!
8. You *have* not studied the solar system at school yet.
9. *Have* they studied hard this year?
10. We *have* finished watching TV.

2. Fill in the table with the 3 forms of these irregular verbs.

alles hoidma	keep	kept	kept
ütlema	say	said	said
lendama	fly	flew	flown
istuma	sit	sat	sat
minema	go	went	gone
tulema	come	came	come
tegema	do	did	done
teadma	know	knew	known
saama	get	got	got
saama (kellekski)	become	became	become
saama, võima, oskama	can	could	could
lamama	lie	lay	lain
lõikama	cut	cut	cut
olema	be	was / were	been
võitma	win	won	won
nägema	see	saw	seen
riputama	hang	hung	hung
kirjutama	write	wrote	written
maksma	pay	paid	paid
omama	have	had	had

mõtlema	think	thought	thought
võtma	take	took	taken
kohtama	meet	met	met
kuulma	hear	heard	heard
tegema	make	made	made
saatma	send	sent	sent
uppuma	sink	sank	sunk
lööma	hit	hit	hit
tooma	bring	brought	brought
(seljas) kandma	wear	wore	worn

3. Match the countries with their capitals.



1. Fill in the gaps using the present perfect.

1. I *have broken* my finger. (break)
2. *Have you ever told* a lie? (tell)
3. Tina *has already read* this book. (read)
4. We *have not eaten* anything today. (eat)
5. Sander *has not bought* a plane ticket yet. (buy)
6. *Have they shown* you their medals yet? (show)
7. I *have not been* to Finland yet. (be)
8. My friends *have given* me their computer games. (give)

2. Complete the dialogues. Use the past simple or the present perfect.

1. **A:** *Have you already heard* this song?
B: Yes, I *have*.
A: When *did* you first *hear* it?
B: I *heard* it last week.
2. **A:** *Has your mum bought* you a new shirt?
B: Yes, she *has*.
A: Where *did* she *buy* it from?
B: I think she *bought* it from Seppälä.

3. Fill in the table with the 3 forms of the irregular verbs.

andma	<i>give</i>	<i>gave</i>	<i>given</i>
näitama	<i>show</i>	<i>showed</i>	<i>shown</i>
viskama	<i>throw</i>	<i>threw</i>	<i>thrown</i>
kukkuma	<i>fall</i>	<i>fell</i>	<i>fallen</i>
panema	<i>put</i>	<i>put</i>	<i>put</i>
seisma	<i>stand</i>	<i>stood</i>	<i>stood</i>
jutustama, rääkima	<i>tell</i>	<i>told</i>	<i>told</i>
võitlema	<i>fight</i>	<i>fought</i>	<i>fought</i>
lõhkuma, katki minema	<i>break</i>	<i>broke</i>	<i>broken</i>
sõitma (autoga)	<i>drive</i>	<i>drove</i>	<i>driven</i>
tundma	<i>feel</i>	<i>felt</i>	<i>felt</i>
ostma	<i>buy</i>	<i>bought</i>	<i>bought</i>
lugema	<i>read</i>	<i>read</i>	<i>read</i>

tähendama	<i>mean</i>	<i>meant</i>	<i>meant</i>
kaevama	<i>dig</i>	<i>dug</i>	<i>dug</i>
jooksma	<i>run</i>	<i>ran</i>	<i>run</i>
ujuma	<i>swim</i>	<i>swam</i>	<i>swum</i>
veetma, kulutama	<i>spend</i>	<i>spent</i>	<i>spent</i>
mõistma	<i>understand</i>	<i>understood</i>	<i>understood</i>
sõitma, ratsutama	<i>ride</i>	<i>rode</i>	<i>ridden</i>
lahkuma	<i>leave</i>	<i>left</i>	<i>left</i>
puhuma	<i>blow</i>	<i>blew</i>	<i>blown</i>
sööma	<i>eat</i>	<i>ate</i>	<i>eaten</i>
jooma	<i>drink</i>	<i>drank</i>	<i>drunk</i>

4. You have the flu. Tell the doctor how you feel. What does the doctor tell you to do?

For example:

You: *My head is aching and I have a temperature. My temperature is lower in the morning and higher in the evening. My muscles ache and I have a cough. I feel very tired too.*

Doctor: *Looks like you have the flu. Don't go to school this week and stay in bed. Don't read, don't watch TV or play on the computer. Just try to rest. When your temperature is high, take this medicine. You can take it 4 times a day. Please come back and see me next week.*

1. Translate the following sentences.

1. See harjutus on minu jaoks liiga raske.
This exercise is too difficult for me.
2. Mu tee on liiga magus.
My tea is too sweet.
3. See maja on küllalt suur meie pere jaoks.
This house is big enough for our family.
4. See pluus on sulle liiga lühike!
This blouse is too short for you! (shirt)
5. Ilm on ujumiseks küllalt soe.
The weather is warm enough for swimming.
6. Mu supp pole küllalt kuum!
My soup isn't hot enough.
7. See auto on piisavalt kiire Roberti jaoks.
This car is fast enough for Robert.
8. Ma arvan, et see kassipoeg on liiga väike.
I think that this kitten is too small.

2. Respond (vasta) to what the people are saying. Use *too* or *either*.

1. I like rollerskating.
I like rollerskating too.
2. I don't have any money.
I don't have any money either.
3. I'm hungry!
I'm hungry too!
4. My mum is at home.
My mum is at home too.
5. I don't want to go home right now.
I don't want to go home right now either.
6. I didn't buy anything today.
I didn't buy anything today either.
7. I like singing in the choir.
I like singing in the choir too.
8. My dog doesn't like cats.
My dog doesn't like cats either.

3. Fill in the gaps.

1. Mel is getting ready *for* her piano lesson.
2. At weekends we usually clean our house.
3. I would like pasta instead *of* potatoes.

4. My teacher often gives stickers *as* a gift.
5. Don't worry! We have plenty *of* time.
6. This shop sells pens *for* 5 kroons.
7. I have to take my brother *to* school.
8. I was one *of* the first to finish this exercise.

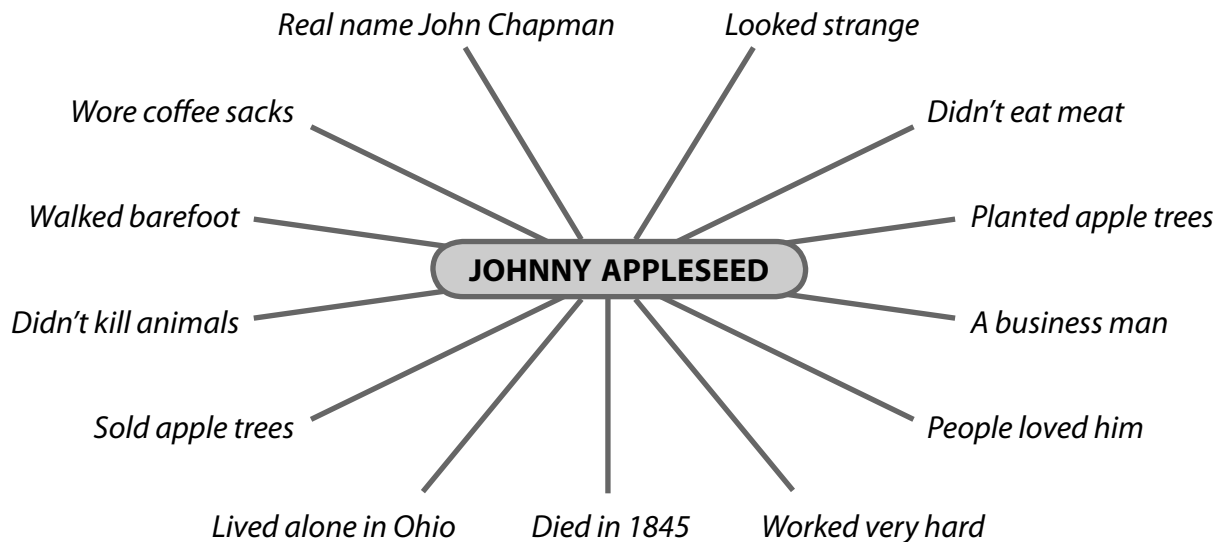
4. Write the name of the tense.

1. John is vacuuming the floor at the moment.
2. Did you sweep the floor yesterday?
3. We don't usually water the flowers every day.
4. Kate has already fed her cat.
5. They won't plant any trees tomorrow.
6. The dentist fixed my teeth last week.
7. Are you going to mow the lawn next weekend?
8. Sander goes to camps every summer.

the present continuous
the past simple
the present simple
the present perfect
the future simple
the past simple
the going to future
the present simple

5. Make a mind map about Johnny Appleseed.

For example:



1. Give advice. What should these people do?

1. Sander has fallen over and hurt his foot.
For example: He should go to the doctor.
2. I found somebody's wallet in the school corridor.
You should give it to your teacher.
3. Mel got a letter from Rachel last week.
She should write an answer.
4. It is my mum's birthday next week.
You should buy her some flowers and make a card.
5. I am so tired!
You should rest!
6. Larry wants to buy a magazine.
He should go to the newsagent's.

2. Fill in the gaps with *something, somebody, anything, anybody, nothing* or *nobody*.

1. My bag is empty. There's *nothing* in it.
2. Is *anybody* using the computer right now?
3. I don't want *anything* to eat right now. I have already eaten.
4. There's *somebody* outside! Please go and see who it is.
5. *Somebody* has already borrowed this book.
6. Everybody has gone home. There's *nobody* here!
7. I'm going shopping! Do you need *anything*?
8. What's the matter with you? *Nothing*, I'm fine!

3. Translate the following sentences.

1. Kaubamaja oli inimesi täis.
The department store was full of people.
2. Palun proovi seda pluusi selga.
Please try this shirt on. (blouse)
3. Ma otsin oma poenimekirja.
I'm looking for my shopping list.
4. Pagaripood on kohe nurga taga.
The bakery is just around the corner.
5. Teel koju kohtusin ma oma õpetajaga.
On my way home I met my teacher.
6. See kleit istub väga hästi.
This dress fits really well.
7. Võta suutäis sellest õunast.
Take a bite of this apple.
8. Kas te sooviks oma raha tagasi?
Would you like your money back?

4. Complete the dialogue. You need to buy a new jacket.

Shop assistant: Can I help you?

You: Yes, I need to buy a winter jacket.

Shop assistant: We have lots of jackets on sale right now. What size are you?

You: I'm size small.

Shop assistant: What colour are you thinking of?

You: I like dark colours. Maybe blue or green.

Shop assistant: Here's a very nice warm jacket. Do you like it?

You: Yes, I like it a lot!

Shop assistant: Would you like to try it on?

You: Yes, I would.

Shop assistant: How does it feel?

You: It feels very nice. How much is it?

Shop assistant: It's 350 kroons.

You: Here you are!

Shop assistant: Have a nice day!

You: You too!

5. Name 3 things you can buy from:

the grocer's *For example: flour, sugar, tea*

the greengrocer's *apples, carrots, potatoes*

the butcher's *beef, pork, chicken*

the baker's *brown bread, white bread, buns*

the dairy shop *milk, ice cream, cheese*

1. Fill in the table.

NAME OF TENSE	AUXILIARY VERBS	KEY WORDS
The present simple	<i>do does</i>	<i>every day / week / year ... always, often, usually, sometimes</i>
The present continuous	<i>am is are</i>	<i>now, at the moment, just now, right now, Look! Listen!</i>
The past simple	<i>did</i>	<i>yesterday, last week/year/month ..., 2 days/weeks/years ago</i>
The past continuous	<i>was were</i>	<i>yesterday at 10, when, then</i>
The future simple	<i>will</i>	<i>tomorrow, next week/month/year...</i>
The going to future	<i>am is are</i>	<i>tomorrow, next week/month/year _____</i>
The present perfect	<i>have has</i>	<i>already, yet, never, ever</i>

2. Write the name of the tense.

- | | |
|---|-------------------------------|
| 1. The English drink tea every day. | <i>the present simple</i> |
| 2. Did your country cottage have a thatched roof? | <i>the past simple</i> |
| 3. I have never played cricket or rugby. | <i>the present perfect</i> |
| 4. Why are you talking about the weather? | <i>the present continuous</i> |
| 5. Mr. Smith won't go to the food fair next week. | <i>the future simple</i> |
| 6. Duchess Anna was drinking tea at 5 o'clock. | <i>the past continuous</i> |
| 7. Are you going to learn to play golf next summer? | <i>the going to future</i> |

3. Fill in the gaps using the correct tenses.

- I think I *will have* fast food for lunch tomorrow.
- Carrie *was weeding* yesterday at 10 o'clock.
- We usually *drink* tea with milk and sugar.
- Mr Smith *has* already *been* to China.
- I *am going to have* fast food for lunch tomorrow.
- Mum *is cooking* dinner at the moment.
- My uncle *bought* a new detached house 2 years ago.

4. Make sentences using different tenses.**George / play / rugby****The present simple**

- + *George plays rugby every day.*
- *George doesn't play rugby every day.*
- ? *Does George play rugby every day?*
- What** *does George play every day?*

The present continuous

- + *George is playing rugby at the moment.*
- *George is not playing rugby at the moment.*
- ? *Is George playing rugby at the moment?*
- Where** *is George playing rugby at the moment?*

The past simple

- + *George played rugby yesterday.*
- *George did not play yesterday.*
- ? *Did George play rugby yesterday?*
- Why** *did George play rugby yesterday?*

The past continuous

- + *George was playing rugby yesterday at 3 o'clock.*
- *George was not playing rugby yesterday at 3 o'clock.*
- ? *Was George playing rugby yesterday at 3 o'clock?*
- What** *was George playing yesterday at 3 o'clock?*

The future simple

- + *George will play rugby tomorrow.*
- *George will not play rugby tomorrow.*
- ? *Will George play rugby tomorrow?*
- Where** *will George play rugby tomorrow?*

The going to future

- + *George is going to play rugby tomorrow.*
- *George is not going to play rugby tomorrow.*
- ? *Is George going to play rugby tomorrow?*
- Why** *is George going to play rugby tomorrow?*

The present perfect

- + *George has already played rugby*
- *George has not played rugby yet.*
- ? *Has George already played rugby?*
- What** *has George already played?*

TAPESCRIPT

THE HOLIDAY ADVENTURE

Chapter 1. Friends

"How much have you got?"

"I've got 30, but that's for the whole week."

"Mum gave me some money too, so let's go and buy something good."

Mark and Robert walked towards the small shop near their school. They had their school holidays ahead of them. Seven days of no school, no homework and no teachers! The boys liked school – their schoolhouse, their classmates and even their class teacher, Mrs Abel. But they liked holidays even more. Especially this holiday, because they could spend it together. Robert's parents were away on a trip for a week and he was staying with Mark.

A window opened above the boys' heads.

"Where are you going? Wait up!" It was Emma, Mark's neighbour. Emma and Mark weren't just neighbours – they were in the same class at school and usually got along very well. Behind Emma's shoulder the boys could see Katrina's dark hair. Katrina was Emma's best friend. The girls did everything together.

"Wait for us," the girls said and ran down the stairs. They knew that it was always more fun doing things with the boys.

Chapter 2. At the shop

"What are you going to do?" the girls asked, breathing heavily from running.

"Oh, we're just going to buy some sweets from the shop and then decide."

"Let's go to Katrina's place," said Emma. "Her dog's going to have puppies soon."

"No, we shouldn't disturb Sofie at the moment," Katrina answered. "She has to rest."

"Are you going to keep the puppies or sell them?" the boys asked.

"Mum says that we're going to keep one and sell the others. This way Sofie won't miss them so much."

The children walked into the shop.

"I've got money. I'll get drinks for all of us. Who wants lemonade?" Robert pulled out his wallet. A young man in a dark blue ski hat came and stood next to Robert. He looked at Robert's wallet and suddenly in a quiet voice said.

"Give me your wallet and don't say a word!" Robert looked at the man's face. He had cold blue eyes, a very

narrow mouth and a small scar above his left eye. He looked mean.

"Come on, man, we don't have time for this!" said another voice behind Robert. The man in the ski hat pulled the wallet out of Robert's hand and the two ran off.

"He took my money!" cried Robert. "Stop those men!" The children ran out into the street. They saw a green car drive quickly away.

"They took all my money," Robert said sadly. "What am I going to do?"

Chapter 3. The news

The children sat down on a big stone in front of their school.

"I think I'll phone my parents," Robert said.

"That won't do any good! You'll only make them worry," Emma said.

"I'll lend you some money, don't worry about it," Mark told Robert.

"It just makes me so angry!" Katrina said suddenly. "Why do people steal other people's things? You know my aunt Linda? Somebody broke into her flat last week and stole her computer, TV, mobile phone and video camera."

No one thought about buying sweets after that. They walked slowly back to Mark's place.

"Let's watch TV," Emma said and turned the TV on. The news was on. Emma wanted to change the channel but Mark suddenly shouted, "Listen!"

The news story was about another break-in. "There was a robbery at a private home this morning," the news reporter said. "This is already the third robbery during the last two weeks. The police are doing everything they can to catch the thieves." Katrina stared at the TV,

"What is going on? First my aunt Linda's flat, then Robert's money and now this..."

Mark jumped up. "I know what we'll do! We'll go to the police station and talk to the police. Maybe the two men in the shop were the thieves!"

Chapter 4. At the police station

The police station was the tallest building in the street. The children walked around the corner and entered the building. There was a big desk with the

sign INFORMATION in the lobby. Two police officers sat behind it. One of them was young, had dark hair and a mustache. The other was older, his hair lighter and he had glasses on.

"Let's talk to the younger officer, he looks friendlier," whispered Robert.

"We have some information about the robberies," Mark said quietly to the police officer.

"Oh, really?" the officer replied. He looked at the other officer, smiled strangely and finally said, "Well, take the stairs to the 4th floor and ask for officer Anderson."

Officer Anderson was a big man with black hair and a beard. He looked at the children and said, "So you have some information, do you?"

"Yes, said Emma, "And it's very important. We were in the shop this afternoon -"

"- and we saw two men," continued Katrina. "One of them took Robert's money."

"And they drove away in a green car," Mark added quickly. "We think they're the thieves you're looking for." The officer looked at Mark and said seriously,

"You know, kids, we have more important things to do that look for your pocket money and chase green cars. We're looking for real criminals who rob banks and people's homes. Maybe you just lost your money, go and look for it outside. And let us get on with our job!"

"Officer Anderson is probably the meanest officer at the police station," said Robert when they were outside.

"And the stupidest!" added Mark angrily.

Chapter 5. The trap

"Why doesn't anyone take us seriously?" Emma said on the way home. "Robert saw one of the men up close - he could recognize him."

"You know," said Mark, "I've got an idea. We'll catch those thieves ourselves and show all these officers what we, kids can do!"

"Oh yeah, and how are you going to catch them?" Robert asked, smiling. He knew his best friend - Mark always had lots of ideas, but very few of them actually worked. But Emma liked Mark's idea,

"We'll have to set up a trap. But how?"

Katrina answered, "When my aunt's flat was robbed, the police said it was because she didn't have curtains on the windows. The thieves could see her things from outside..."

"So what we need is a house with some nice things in it to lure the thieves closer so we can catch them," Emma said excitedly.

"Wait a minute!" cried Mark, "Robert's house is empty, his parents are away! All we need to do is open the curtains..."

"But what about my things? I don't want to lose my TV or my father's electric guitar!"

"We'll be right outside and call the police when the thieves go in. They won't have time to steal anything!"

Robert wasn't very happy about the plan, but he didn't want the others to think that he was scared. So the children went to Robert's house, turned on the TV, put his father's guitar on the table near the window, opened the curtains, and waited...

Chapter 6. The thieves

At 8 o'clock it was getting dark. The children were hiding behind the bushes next to Robert's house. It was a warm autumn night and a lot of people were walking by.

"How long do you think we'll have to wait?" asked Katrina.

"I don't know. We'll turn the lights off at 10 o'clock. That way the thieves will think that everyone has gone to bed," Mark explained.

At exactly 10 o'clock, Mark went into the house and turned off all the lights. Then the real waiting began. The children were sitting quietly, listening to every noise, but the street was empty.

"I'm getting sleepy," said Robert. "Let me go inside and get my playing cards. That will keep us awake." Others liked the idea, because they were all getting tired.

Robert opened the door and stepped inside.

"That's funny," he thought, "I left my guitar on the table, but the table's empty now." He took another step towards his room. Suddenly he felt a strong arm around his shoulders and another across his mouth.

"Don't make a sound!" said a familiar voice. Robert recognized the man from the shop. Strong hands dragged him across the room and out the back door. "Of course," he thought, "the back door! Why didn't we think of that?"

Two men in their dark ski hats dragged him through the yard and pushed him into the green car, which was waiting in the alley.

Chapter 7. Locked in!

Robert was pushed into the back seat of the car. One of the men sat next to him, holding his hand over Robert's head. It smelled like motor oil and tobacco.

"So, what are we going to do with the boy?" asked the robber. His voice was loud and coarse.

"We can't let him go - he'll run to the police!" answered the familiar voice from the back seat. "Let's just throw him in the cellar while we think."

Robert looked at his watch. It was 11. 25.

"This way at least I'll know how long the drive is," he thought to himself. About 10 minutes later he heard a bell ring and realised that they were at a railroad crossing. He tried to look outside, but all he saw was dark sky. Once he thought he heard a plane flying overhead.

The car stopped. It was 11.50. Almost a half-hour drive! They could be anywhere! The man pulled Robert out of the car and walked him over to a building. A few steps up, in the door and then down the stairs. He heard the door close behind him and the key as it turned. Locked in! Locked in, in a strange house, at night, alone, with two criminals waiting upstairs! The situation was hopeless. Robert felt like crying.

Chapter 8. What are we going to do?

"What's taking him so long?" Katrina was starting to worry.

"He probably can't find his cards. We haven't played cards in a long time," Mark explained. "Or maybe he got hungry. We haven't eaten much today."

They waited another five minutes.

"It's been almost fifteen minutes," said Emma. "We'll have to go in! I'm afraid something has happened."

They quietly entered the dark house.

"Rob, where are you?" Mark whispered. No answer. Katrina turned on the lights. "Come on out, Rob!" they all shouted.

"This isn't funny, you know!" Mark added.

"Where's the guitar?" Emma suddenly asked. The children stared at the empty table. Then they noticed small spots of mud on the floor next to the table. The spots led to the back door. Mark slowly started to realise.

"The thieves have been in here. The house has been robbed!"

"And they have taken Rob with them!" cried Emma.

The children sat down in Robert's living room. Katrina started to cry.

"It's all our fault! What are we going to do?"

"Stop crying, Katrina!" said Emma. "It won't help Rob. We have to go back to the police station and talk to officer Anderson." Mark disagreed,

"Officer Anderson won't believe us. Especially when we tell him about our trap..."

"I know what we'll do," said Katrina. "Let's go and talk to Mrs Abel. She'll believe us - and she'll know what to do."

Chapter 9. The mobile

Robert's eyes were getting used to the dark. He started looking around. The cellar was a small room full of old furniture, boxes and bags. There was hardly any room to move. Robert took a step towards the stairs - stumbled and almost fell over a big black bag on the floor. At the same moment he noticed a small window. He climbed up to it. The window was nailed shut with boards. Only a faint light was shining through it, blinking on and off.

"It must be a big sign," Robert thought. "Maybe there's a shop or a restaurant nearby."

He climbed down. The big black bag was still on the floor.

"Hmm," he said to himself. "How long has this been here? It doesn't look very old."

He carefully opened the bag and put his hand in. The first thing he felt was cold and round. He pulled out a video camera.

"Wow!" he thought, "these must be things the thieves have stolen!" Robert put his hand back into the bag.

"Let's see what else is in here! CD player...camera...mobile...A MOBILE!" He pulled the phone out of the bag, pushed a few buttons on it and the little screen lit up. Then he heard a quiet "beep". He knew the sound.

"Oh no, the battery's almost dead!" Quickly he dialed the number of his best friend, Mark.

Chapter 10. The phonecall

Mark, Emma and Katrina ran along the alley towards Mrs Abel's house. It was very late and they were very worried.

"I hope she isn't asleep," said Emma.

"Me too," answered Katrina. They turned the corner and saw their class teacher's old yellow house. The light in the living room was still on. They ran to the door and rang the doorbell. A minute later they were all sitting on the sofa in Mrs Abel's living room.

"Now tell me what's happened," Mrs Abel said to them seriously. Mark quickly told her the whole story about the two men in the shop, the visit to the police station and the trap at Robert's house.

"...We think that the thieves took Robert with them," he finished.

Mrs Abel looked at her pupils. They weren't at all bad children. They weren't liars either. They were good kids who almost never got into trouble.

Suddenly Mark's mobile rang. As he answered it, others saw his mouth drop open and his eyes open wide.

"Hi, Mark!" Robert's voice said from the other end of the telephone. "Don't say anything, just listen. This battery will be dead soon. It's the same two men! I'm in a cellar somewhere. We were driving for about half an hour. I was on the floor of the car and couldn't see much. I heard a railroad crossing and maybe a plane. I think I'm in the cellar of a shop or a restaurant because I can see a sign blinking and I've found... beep-beep-beep..."

Mark put down the phone. He was breathing quickly.

"That was Robert," he whispered. "He's locked up in a cellar somewhere!"

Chapter 11. Mrs Abel will help

Emma and Katrina started crying. Mrs Abel gently patted Mark's shoulders.

"Tell me exactly what Robert said and we'll call the police."

"He said something about a half-hour drive, a railroad crossing, planes and a blinking light - probably a shop or a restaurant. I couldn't understand anything. It's hopeless." But Mrs Abel picked up her phone, walked to her bedroom and called the police.

"Wait!" Emma was no longer crying. "Route 23 goes past the airport and there's a railroad crossing there too. But I can't remember any restaurants or big shops... Sorry!"

Mrs Abel hung up the phone and came back to the children.

"The police are looking for Robert now. You kids should go home and go to bed."

"Oh no, Mrs Abel!" Mark cried. "We can't go to sleep now. We want to help! There's a railroad crossing on Route 23 and the airport too. Please-please-please drive us there so we can look for shops or restaurants with big signs. We have to help Rob!"

Mrs Abel looked at the children. They looked very tired and very worried. She was worried too. She wanted to do something to help Robert but she didn't know what.

"OK," she said finally, "Let's drive along Route 23 for about half an hour. But we'll turn back after that if we haven't found anything. There are lots of railroad crossings around here and we can't keep driving all night."

"Hooray!" shouted the children. This was one of the moments they loved their teacher a lot.

Chapter 12. The lighthouse!

Mrs Abel's blue Volkswagen was driving along Route 23. It was raining and the road was wet. The children

sat quietly and stared out of the window not wanting to disturb their teacher. Driving along the dark, wet road was a difficult task.

"Here's the railroad crossing," said Mrs Abel. "We've been driving for 20 minutes. Keep your eyes open!"

Mark tried very hard to find something. Was that a shop behind the trees? No, it was nothing. The girls couldn't see anything either. Five minutes passed.

"There's the airport!" Emma shouted. Everyone looked out of the window on Emma's side. It was indeed the small airport, just for small planes.

"Now keep your eyes open for any blinking signs - restaurants, shops, anything," said Mark. Mrs Abel drove on. Trees and fields passed by. There were a few old farms and some newer homes, but no shops or restaurants. Mark started getting nervous,

"Don't these people eat anything? Where do they go shopping? Why can't we see anything?"

Mrs Abel sighed. She stopped the car and looked at the children.

"I think we'll have to go back, kids. We've done everything we can. There's nothing more we can do tonight. We'll have to let the police do their job." She looked at the map on her knees.

"I'll turn the car round at the lighthouse," she said.

The children didn't say anything. What was there to say? They saw the lighthouse up ahead. The road was wider at that point, so Mrs Abel began to turn around.

"Wait a minute!" Katrina shouted. "Look at the lighthouse! It's blinking! That's the blinking light!"

Robert sat down on an old sofa that smelled like dust and mold. He was very tired, but he couldn't sleep - he was too frightened and worried. He listened to every sound in the dark. What were the criminals thinking? How long were they planning to keep him here? Were his friends looking for him? Robert's head was filled with questions. He didn't have answers for any of them.

Suddenly he heard footsteps and talking coming towards the door. The key turned and someone opened the door. Robert wanted to hide, but strong hands grabbed him.

"Oh no, that's it!" he thought.

"It's OK, Robert," said a friendly voice, "don't be afraid!" The voice sounded familiar! Robert looked up at the man holding him and saw officer Anderson's black beard and dark eyes. He could hear other officers upstairs shouting at the thieves.

"Let's get you home, young man," said the big policeman. "We'll talk tomorrow at the police station. You already know where that is!"

Just as they were walking towards the police car, another car stopped in front of the lighthouse. It was

a blue Volkswagen. Robert watched as the doors opened, three children jumped out and ran towards him. Behind them he could see his teacher, Mrs Abel.

The next day at the police station...

"What you did, kids, was very dangerous. But it was also very brave and clever. We have been trying to catch these criminals for weeks. We questioned people and set up traps, but couldn't find them. You found them in one day!

"Well, they found us," said Robert. "But they messed with the wrong kids!"

The children were sitting in officer Anderson's office. They were still very excited.

"Please tell us how you found Robert," Emma asked.

Officer Anderson started explaining.

"Well, when Linda Thomson's flat was robbed, the thieves took her mobile phone. We got the number and were ready to trace any calls from it. So when you phoned Mark, we were able to trace it and find out where the phone call was made from. There aren't many buildings in that area, so the lighthouse was the

obvious choice. We captured the criminals and found Robert in the cellar. And you, kids, showed up 10 minutes after us."

Suddenly, there was a knock on the door.

"I believe," said officer Anderson, "there's someone to see you." The door opened and in came a tall young man in a police uniform. Behind him the children could see many other officers.

"My name is Thomas Moore," said the tall officer, "and I'm the chief of police. I'm here to thank you in the name of our town. The thieves have been captured and people can stop worrying. You helped the police and put yourself in great danger while doing it. Now I would like you to accept these certificates of honour..."

"What are we going to do now?" asked Mark when they were outside.

"Well," Katrina said, "it doesn't sound as exciting as catching criminals but... Sofie's had her puppies! Would you like to come and see them?"

"Yes!" shouted the children.

"And let's stop by the shop on the way," added Robert "and get that lemonade I promised you yesterday."

PRONUNCIATION

UNIT 1. LESSON 3

sh [ʃ] She, shoes, short, fish, bush, show, English.

Tongue twister

She sells seashells on the seashore.
The shells that she sells are seashells, I'm sure.
So if she sells seashells on the seashore,
I'm sure that the shells are seashore shells.

UNIT 2. LESSON 7

th [ð] Weather, this, that, father, mother, there, either.

Tongue twister

Whether the weather is fine
Or whether the weather is not
Whether the weather is cold
Or whether the weather is hot
We'll have to accept the weather
Whether we like it or not.

UNIT 3. LESSON 11

t [t] Teacher, tunnel, town, toad, tower, TV, tent.

Tongue twister

The two-twenty-two train **travelled**
through the tunnel.

UNIT 4. LESSON 15

sw [sw] Sweet, swan, sweater,
swallow, Sweden, swimming pool.

Tongue twister

A swan swam over the sea
Swim, swan, swim!
The swan **swam** back again
Swim, swan, swim!

UNIT 5. LESSON 18

ch [tʃ] Much, **watch**, lunch, chick, child, cheek, match.

Tongue twister

If two witches watch two watches, which witch
watches which watch?

UNIT 6. LESSON 22

s [s] Snow, skateboard, swim, Scotland, system, special.
sh [ʃ] Wish, should, shout, sure, sugar, national, sheep.

Tongue twister

"Surely Susie swims!" shouted Sammy, surprised.

UNIT 7. LESSON 27

th [θ] Think, thought, North, south, thing, birthday.

Tongue twister

I thought a thought
But the thought I thought
Wasn't the thought
I thought I thought

UNIT 8. LESSON 32

ch [tʃ] Rich, touch, cheese, beach, French.
sh [ʃ] Ship, shape, sure, patient, competition.

Tongue twister

Charlie took a cheap ship trip.

UNIT 9. LESSON 34

v [v] Very, virus, vegetable, verb, video, visit.
w [w] Wound, worse, water, with, which, whale.

Tongue twister

A very worried woman walked in very wet weather.

UNIT 10. LESSON 37

d [d] Doctor, depend, dawn, during, day, daughter.

Tongue twister

If one doctor doctors another doctor,
Does the doctor doctor the doctor
The way the doctor wants to be doctored?

UNIT 11. LESSON 44

c, k [k] Coin, counter, kitten, coffee, king, carrot,
cashier, customer
g [g] Grab, golden, good, give, ground, grocer, great.

Tongue twister

Give grandpa a cup of coffee
In a golden coffee cup.

WORKBOOK LISTENING EXERCISES

Exercise 2. Listen and fill in the gaps.

1. Sander always has a good time at different camps.
2. Do you want to take part in this game?
3. Our days were filled with activities.
4. Pierre is from France but Juan is from Spain.
5. Are you good at sports?
6. Everyone at this camp speaks English.
7. In summer I went on lots of trips.
8. Sander is an Estonian schoolboy.

Exercise 11. Listen to the questions and write the answers.

1. What is Loch Ness?
2. Why did people travel to Loch Ness in 1930?
3. What did one circus offer for Nessie's capture?
4. Did the people want to kill Nessie?
5. What do you know about the most famous photo of Nessie?
6. What did the man use when he took the photo?
7. Is Nessie dangerous?

Exercise 16. Fill in the gaps. Then listen to the sentences and check them.

1. Peter Pan lived in Neverland with a group of boys.
2. Michael thought about chocolate.
3. Wendy, John and Michael had lots of fun with their new friends.
4. Captain Hook and Peter Pan hated each other.
5. Captain Hook couldn't fly so Peter always got away.
6. Wendy missed her home and her parents.
7. The children decided to go home.
8. Peter said, "I don't want to grow up."
9. In Neverland I can always be a boy.

Exercise 24. Now listen to some more sentences about the seasons and write them here.

Summer is my favourite season.
Every summer I go swimming.
Autumn comes after summer.
Sometimes we have snow in December.
October is often windy.
November is chilly and rainy.
Some people like spring best.

Exercise 26. Listen and correct the mistakes.

1. Sander's class went on a field trip to Lahemaa.
2. When they arrived at Palmse, the weather was fine.
3. After visiting the fishermen's museum, the kids had a picnic.
4. Suddenly it got cloudy.
5. By the time they got home, the weather was fine again.
6. They saw a few houses made of wood.

7. Can you tell us what the weather will be like?
8. During the next few days the weather will be fine.
9. I heard it on the radio.

Exercise 38. Listen and fill in the gaps.

Here's the weather forecast for tomorrow. There will be lots of sunshine in the morning. The temperature will be around 20 degrees. There will be strong wind in the afternoon, and it will get cloudy and the temperature will fall. There will be a thunderstorm in the evening.

Exercise 43. Listen and complete the sentences.

1. Make a list of things to do with the guests.
2. On Saturday they are going to go sightseeing.
3. I want to spend time with my family.
4. Let's walk across the bridge.
5. You have to go to the cinema.
6. Do you want to rent a video and watch it at home?
7. I can't do it today, what about tomorrow?

Exercise 47. Listen to the sentences. Write all the numbers you hear.

1. Over 2 million people visit the church every year.
2. The oldest part of the cathedral was built in 1291.
3. Some of the trains at the Railway Museum are over 200 years old.
4. Visitors can travel back in time 1000 years.
5. Vikings came to York in 867.
6. Yorvik was the capital of a Viking kingdom for 50 years.

Exercise 56. Listen and circle the correct word.

1. Mel and Tina are friends.
2. Rachel and Emily are from Canada.
3. The kids played spin the bottle.
4. When it was dark outside, the children danced.
5. Mel, Tina, Rachel and Emily decided to write to each other.
6. Everyone thanked Tina for the great party.
7. Tina wished Rachel and Emily a safe trip home.

Exercise 61. Listen and complete the sentences.

1. We share the planet with trees, flowers, plants and animals.
2. When we talk about animals, we talk about pets, farm animals and wild animals.
3. A lot of people keep cats and dogs as pets.
4. They are the most common pets around the world.
5. Cows give us milk.
6. Horses help people work.
7. How are pigs useful for people?
8. We get eggs from chickens and wool from sheep.

Exercise 66. Listen and correct the mistakes.

1. I came face to face with a lion yesterday.
2. I was alone yesterday.
3. What will you do tomorrow?
4. I am listening to my teacher at the moment.
5. We worked hard last year.
6. They read books last week.
7. All the pupils are writing an exercise at the moment.

Exercise 78. Listen and put the sentences in the correct order.

1. Wilbur was a piglet.
2. He slept in front of Fern's bed.
3. Wilbur grew bigger and bigger.
4. He had to live in the barn.
5. Wilbur was very sad.
6. Charlotte wanted to help Wilbur.
7. She worked hard all night.
8. In the morning Farmer Zuckerman saw a big spider web.
9. In the middle of the web he could read the words 'amazing pig'.
10. It was a miracle!
11. Nobody thought about eating Wilbur for Christmas dinner.
12. Charlotte saved her friend's life.

Exercise 83. Listen to the sentences and write them down.

1. I like cycling.
2. I always like cycling.
3. I always like cycling in summer.
4. I always like cycling with my friends in summer.
5. I always like cycling with my friends in the country in summer.

Exercise 90. Listen and correct the mistakes.

1. The Queen of England has one of the biggest collections in the world.
2. Yesterday I received a letter.
3. Don't worry about your test.
4. Stamps are important for our culture.
5. First I have to choose a topic for my collection.
6. I want to put my new stamps into my album.
7. On British stamps there were only pictures of kings and queens.

Exercise 98. Write the missing prepositions.**Then listen to the tape and check your answers.**

1. The girls lived with their mother and father in a little white house next to a lighthouse.
2. Mr Bates worked in the lighthouse.
3. Every young man in Scituate went to war.
4. The ships will hide in Scituate Harbour for one day.

5. They hid behind some tall bushes on the beach.
6. Suddenly the beach was filled with the sound of "Yankee Doodle".
7. People still talk about the girls who chased the soldiers out of Scituate Harbour.

Exercise 101. Listen and fill in the gaps.

It was 8 o'clock in the morning.

1. My mother was setting the table.
2. My father was reading a newspaper.
3. My sister was brushing her teeth.
4. My brother was having a shower.
5. My grandmother and grandfather were drinking coffee.
6. My dog was playing with a ball.
7. I was eating my porridge.

Exercise 110. Listen and write the missing numbers.

1. Antarctica is more than 300 times larger than Estonia.
2. The ice is up to 5 kilometres deep.
3. Nearly 90% of the world's ice is in Antarctica.
4. Antarctica is 2300 metres above sea level.
5. The largest glacier is over 400 kilometres long and 40 kilometres wide.
6. In 2000 a huge piece of an iceberg broke off.
7. Antarctica is very windy, with winds of more than 320 kilometres per hour.

Exercise 115. Listen and complete the sentences.

1. Debbie was a stray cat.
2. It happened to be Christmas Day.
3. Debbie was lying in front of the fire.
4. Her fur was dirty.
5. She looked very tired.
6. Sleeping next to her was a tiny kitten.
7. She brought her kitten to Mrs Pickering.

Exercise 123. Listen and complete the sentences.

1. I was studying in my room when my mother came home.
2. The librarian was working on the computer when I walked into the library.
3. We were playing in the garden when dad asked us to water the flowers.
4. The children were skiing in the forest when it started to snow.
5. I was watching TV when the phone rang.
6. I was looking for a book when the librarian came to help me.

Exercise 127. Listen to the questions and write the answers.

1. What were you doing when your mother asked you to come and have your breakfast?
2. What were you doing when the bell rang?

3. What were you doing when the teacher came into the classroom?
4. What were you doing when your mother came home yesterday?
5. What were you doing when your phone rang?
6. What were you doing when your friend came to visit you?

Exercise 133. Listen and complete the sentences.

1. Egypt is famous for its pyramids.
2. Russia is famous for its forests.
3. England is famous for its queen.
4. China is famous for its rice.
5. Korea is famous for its cars.
6. Japan is famous for its TVs.
7. Estonia is famous for its sportsmen.

Exercise 137. Listen and put the sentences in the correct order.

Mrs Black had a little boutique where she sold clothes. She washed, ironed and mended old clothes. Every week she put a new sign on the door. She used an old typewriter to make her signs. Her typewriter didn't work properly. Mrs Black took her typewriter to the repair shop. The repairman fixed the typewriter by Friday. But it still didn't work properly. Mrs Black asked him to fix all the letters on her typewriter. Finally all the letters worked but the typewriter didn't leave any gaps between words.

Exercise 142. Listen and fill in the gaps.

1. They have already visited southern Estonia.
2. They have taken bike trips to the islands of Saaremaa and Hiiumaa.
3. They have been to the amazing beaches of northern Estonia.
4. The boys have written letters to each other all year long.
5. They have become pen friends.
6. Travelling is very expensive.
7. Sander needs to be patient and help his family save money.

Exercise 145. Listen and complete the sentences.

1. The girls have kept in touch by e-mail.
2. Mel's mum has done a lot of work.
3. Rachel has brought her project to school.
4. She has cut out the shapes of all the planets.
5. The teacher has hung the project up.
6. Rachel has won third prize.
7. Father has paid for the plane tickets.

Exercise 149. Listen and fill in the gaps.

1. You have probably studied the solar system in science class.
2. In our solar system there's one big sun, nine planets and lots of moons.
3. There are lots and lots of comets and asteroids as well.
4. Venus, Earth and Mars are quite small and very rocky.
5. Jupiter, Saturn, Uranus and Neptune are called the gas giants.
6. We couldn't breathe on Mars because there is not enough air.
7. At the moment it takes six months to fly from Earth to Mars.

Exercise 155. Listen and complete the sentences.

1. The Titanic is the biggest ship the world has ever seen.
2. Some of the richest people are sailing on the ship.
3. But there are also some passengers who aren't as rich.
4. The Titanic is sailing in the middle of the Atlantic Ocean.
5. Soon the captain finds out the terrible truth – the ship is going to sink.
6. There are more than 2000 people on the ship but there are lifeboats for one thousand of them.
7. It takes many hours to save all the passengers.
8. Today every ship must have enough lifeboats for all passengers.

Exercise 161. Listen and complete the sentences.

1. The first rule in an accident situation is to stay calm and help your friend stay calm too.
2. The next important thing is to call for help.
3. If your friend has a wound don't be afraid of the blood.
4. Clean the wound with water and cover it with a bandage.
5. If the wound is still bleeding, you can press around it.
6. If you think your friend has a broken bone, don't touch it.
7. Ask your friend to lie down and try to call for help.

Exercise 172. Listen to the tape and write the missing numbers.

1. Rope climbing was included in the Olympic Games from 1896 to 1932.
2. One American climbed 8 metres in 7 seconds.
3. A Greek man threw a 6-kilogram stone almost 20 metres.
4. Tug of war was included in the Olympics between 1900 and 1920.
5. Teams of 8 people had to pull the other team 2 metres.
6. The swimming obstacle race was included in the Olympics in 1900 and croquet in 1900 as well.

Exercise 177. Listen and complete the sentences.

1. Clara didn't want Heidi to leave.
2. Father wanted me to clean my room.
3. Granny didn't want grandpa to sleep so long.
4. My sister wanted mum to give her some money.

5. Our teacher wanted us to do this exercise.
6. Mum didn't want me to eat so much ice cream.
7. We wanted our teacher to read us an interesting story.

Exercise 181. Listen and complete the sentences.

1. We need drivers to drive buses and cars.
2. We need doctors to take care of our health.
3. We need hairdressers to cut our hair.
4. We need builders to build houses.
5. We need teachers to teach us.
6. We need pilots to fly planes.
7. We need bankers to take care of our money.

Exercise 185. Listen and fill in the gaps.

1. My brother's job is to put away his toys.
2. My responsibility is to take care of my dog and take him for walks.
3. At weekends dad helps mum with the cleaning.
4. Dad can do almost all the chores except cooking.
5. Mum does the laundry and makes us breakfast and dinner every day.
6. In my family everyone does chores.

Exercise 189. Listen and correct the mistakes.

1. Once upon a time there lived an old man.
2. He lived all alone in the forests of Ohio.
3. Instead of clothes he wore coffee sacks.
4. He put the apple seeds in a bag.
5. He took the bag and walked deep into the forest.
6. From then on he kept all the apple seeds.
7. He planted the seeds all over the country
8. He also gave apple seeds as a gift.

Exercise 194. Listen and fill in the gaps.

1. The facts about Johnny Appleseed are quite different from the legend.
2. John Chapman was one of the very first who started moving to new lands.
3. He pulled out bushes and weeds by hand.
4. He built a fence around the apple trees to keep animals out.
5. The settlers found Chapman's young apple trees ready for sale.
6. He was lonely and probably talked to himself.
7. Once he climbed into a hollow tree and spent the night in the tree.
8. He walked barefoot because shoes were very expensive.

Exercise 200. Listen and correct the mistakes.

1. My mother likes small shops which aren't full of people.
2. There she can talk to the shop assistant.
3. In the same street there is a greengrocer's.
4. Next to the greengrocer's there is a dairy shop.

5. Opposite the bakery there is a butcher's.
6. She likes beef best.
7. Mel went to the department store to have a look at some clothes.

Exercise 207. Listen and write the missing numbers.

1. Harrods is a huge seven- storey building.
2. It has more than 330 different departments and over 4000 employees.
3. They have to use 11 500 bulbs to light it up every evening.
4. The royal family has shopped in Harrods for almost 150 years.
5. When you have looked at all of the 1.2 million things on its shelves, you just want to sit down and rest.

Exercise 214. Listen and fill in the gaps.

1. These chocolate bars could be anywhere – any shop anywhere in the world.
2. Good luck to all of you!
3. Charlie was walking home from school.
4. He saw at once what it was.
5. Part of the coin was hidden in the snow.
6. Charlie quickly pulled off the wrapper and took a huge bite.
7. The boy ate the whole chocolate bar in less than half a minute.
8. Charlie looked at the change on the counter.

Exercise 216. Listen and complete the sentences.

1. Terraced houses are built in long rows.
2. All the houses are joined to each other.
3. Semi-detached houses are joined on one side to the other house.
4. The front gardens are always well-kept and full of flowers.
5. Detached houses are much more expensive.
6. Country cottages are beautiful houses with wooden walls and thatched roofs.
7. They are mostly second homes for city people.

Exercise 225. Listen and complete the sentences.

1. When you want to pass another person, you say "sorry".
2. People thank bus driver when they get off at their stop.
3. When you talk about the weather you always have to agree with your partner.
4. I don't even notice the cold, it feels quite warm to me.
5. A queue is a line of people waiting for their turn.
6. Nobody usually tries to jump the queue.
7. If you do, others will look at you with great surprise or anger.