

SCRIPTS

Unit 1. WORLD OF HOBBIES

Unit 1, Lesson 2, ex. 1b

Here in this village you may see
Children living happily
Different race and different *land*
Here we come to understand
One another's *point* of view
Learning through the *things* we do
How alike am I to you.
Here we live and eat and sleep,
Talk and laugh and sometimes weep;
Here we share our hopes and fears,
Build a bridge across the *years*,
Sow a seed and plant a tree
Beneath whose branches there may be
All the nations gathered *free*.

Unit 1, Lesson 3, ex. 4a

My cousin's name is Alex. He is very smart because he likes *reading*. He also loves *drawing* pictures of animals because he wants to illustrate children's books when he grows up. But he hates *swimming* because he is afraid of deep water. He never goes to the beach alone. So I accompany him because I really love *swimming*. We both enjoy *playing* beach volleyball with our friends.

Unit 1, Lesson 4, ex. 5b, c

K: Hey, Alex. How are you?

A: Hello, Kate. I'm feeling great. Thanks for asking. And what about you?

K: I'm doing just fine. Hey, what do you like doing during your free time? What are your favorite hobbies?

A: Well, I really enjoy painting, writing blogs, and playing basketball.

K: Really? And why do you enjoy painting?

A: I like painting because it helps me relax. And I can present my best pictures to my family as well as friends on special occasions.

K: That's great. And why do you enjoy writing blogs?

A: I like writing blogs because I can express my point of view about everything that interests me. And I love reading my readers' comments.

K: Mmm... And why do you enjoy playing basketball?

A: I like playing basketball because I love to compete and exercise.

K: I see... When do you have time to do these types of activities? In the morning, evening, while at school, during the weekends, or on holidays?

A: Well, I usually have time to paint on the weekends, and write my blog in the evening before going to bed, and I play basketball on Sunday afternoons.

K: Are there any new hobbies that you would like to *take up* in the future?

A: Yeah, I'm really interested in **carpentry** or modelling, because I like building things with my hands.

K: How nice! Did you think of *turning one of your hobbies into a future career*?

A: Oh, yeah. When I was younger I wanted to play in *the NBA*, but I *gave up on* that dream. Maybe someday I'll chose a simpler life and will become a full time artist. That would be really interesting.

K: What a wonderful idea! Do you have any plans for this upcoming weekend?

A: Well... I'm going to take my sister for a hike on Saturday, and go to church on Sunday.

K: Sounds great. Would you like to watch a movie with me and some friends this evening?

A: Oh, I'd love to but I have other plans. Maybe next time. Thanks for the invitation.

K: Sure. See you next time.

A: Goodbye!

Unit 1, Lesson 7, ex. 4b, c

Alex: You need to **have** a really **good eye** to snap a good photo.

Kate: Yeah.

Alex: And there are so many people using websites like Instagram. Photos are so **trendy** now.

Kate: Yeah, Instagram is **trendy**. But I see a lot of bad photos up there.

Alex: Yes, because people don't know **the settings** of their camera or their phone, as a lot of people use their phone to take photos.

Kate: I agree, Alex. People don't want to read their camera **manuals** to learn about all the functions. Well, wait ... I want to show you this amazing photo of the Stonehenge. Look!

Alex: That is really nice. You **have a good eye**! And you understand your camera settings well! I really like your Instagram profile. I would like to take up photography. Can you teach me?

Kate: Sure! I can. I also recommend you to read blogs of famous photographers and follow their advice.

Unit 1, Lesson 9, ex. 2a, b

Kate's project:

A lot of people have hobbies. Hobbies are interesting things that people like doing in their *spare time*.

My father has a hobby. He has a model *railway set*. A *tiny* electric train runs through model villages and travels through tunnels and over mountains. My father also enjoys sailing. He has a real sailboat that he takes us out on. He is teaching me how to sail. My mother collected dolls when she was a little girl. The dolls wear costumes from different countries.

I like collecting things, too. I collect comic books, fridge magnets and coins. I *trade* comic books with some of my friends and sometimes I buy comic books at stores. Some of the very old comic books cost a lot of money. I have fridge magnets from all over the world. *Whenever* my friends go abroad, they always bring me a magnet as a souvenir from the country they visited. My fridge is covered with magnets. I have magnets from Egypt, Bulgaria, China, Turkey, Canada, Brazil and even Belarus. I don't have many coins yet, but I have a very old *dime* from Canada and a coin with a hole in it from Denmark.

My friend Alex likes painting. He does oil painting. He has even sold some of his paintings. He is a good artist. Sometimes he gives his best works to friends on special occasions. There is one of his paintings in my room. My friend Ann sews. She likes making clothes for herself and her friends. I like wearing a red dress made by Ann. Maybe Ann will become a fashion designer, when she gets older.

Sometimes people's hobbies lead them to their future careers. Choose an interesting hobby for yourself and enjoy it!

Unit 1, Lesson 12, Listening

Jack: Hi Linda!

Linda: Hi Jack! Where are you going?

Jack: I'm going to the park to fly my kite.

Linda: You fly kites?

Jack: Yeah, I make them, too.

Linda: Oh, that's really cool!

Jack: Yeah, and what kind of hobbies do you have?

Linda: Well, I'm keen on videoblogging. I've got a video blog about unusual places in our city.

Jack: That's great! What else do you like doing in your spare time?

Linda: I play table tennis with my best friend at weekends. Do you do sports?

Jack: Not really, but I go running in the park every morning.

Linda: Every morning! You're a hero! I'm not a couch potato but I can't get up so early in the morning.

Jack: I see. Would you like to fly the kite with me now?

Linda: That's great! Thank you!

Unit 2. BELLS AND BREAKS

Unit 2, Lesson 2, ex. 1b, c

We wake up at a quarter to seven and have breakfast at 7:30 in the dining room. Our school starts at half past eight with registration. The form tutor reads out our names and we say "Yes, Miss Wellington." Our first lesson begins at five to nine. Then we have the second lesson at 9:50. One lesson lasts 50 minutes. We have a break from 10:40 until 11:00. During break time, we have a snack and play games. Then we go back in for two more lessons until 12:50. Afternoon lessons

begin at 1:50 and at 2:45. Lessons end at 3:35 and we go back to our houses. From 4:00 to 5:00 students take part in different activities. I have Art lessons in the Arts Centre twice a week and go swimming three times a week. Tea time is at 5:20. After Tea we have free time. Students do their homework and go to different school clubs. There are 140 clubs at our school. I go to the Riding School where I learn to ride a horse. I also help look after horses: feed and wash them, clean the stables. It's my favourite part of the day. We go to bed at a quarter past nine.

Unit 2, Lesson 3, ex. 3a

New student: Excuse me, where's the *Technology classroom*?

Kate: It's on the first floor. Go along the corridor, then turn *right* and you'll see the staircase.

New student: OK.

Kate: Go *downstairs* to the *first* floor and go past the *Arts Centre*. The *Technology classroom* is next to the *Arts Centre*, opposite the *ICT rooms*.

New student: Thank you very much.

Kate: You're welcome.

Unit 2, Lesson 7, ex. 2c, d

Jim's school was very old, more than 500 years old. Sometimes strange things happened in it.

One day the school whiteboard from the Science classroom disappeared and the teachers got very angry. All the students and teachers were looking for it everywhere when Jim found it in the gym. There were some words on it: "I'm the school ghost. Meet me in the gym in the evening, but only children, no teachers!"

The teachers were really scared, but the students couldn't wait to see the ghost. When it was getting dark, Jim and his friends went to the gym. They were waiting quietly in the dark when the door opened slowly and a white shadow appeared. The children were really shocked!

"I'm the ghost of Albert Einstein! He studied in this school when he was a boy. Do you know me? Do you want to be scientists when you grow up?"

"Yes!" shouted the children.

"So ... you have to study hard! Don't stop studying!" With these words, the ghost disappeared. The students stayed there with their mouths open.

The children followed the ghost's advice and studied as hard as they could. Jim became the best student in the class and every day when he was walking past Albert Einstein's portrait in the school corridor, the scientist winked at him!

Unit 2, Lesson 10, ex. 2b

The largest classroom in the world

Many children in Australia live in remote areas. How do they get an education?

This is a story about a day in the life of an 8-year-old child living in Australia on the farm, 300 kilometres away from the nearest school.

Jack wakes up at 6 a.m. to feed the chickens and help his dad on the farm. Then he is back to the house at 7 a.m. for breakfast. His class with his teacher is at 8 a.m. He leaves the kitchen and goes to the study room. He sits in front of the computer and waits for his classmates and teacher to come online. This system is called Interactive Distant Learning (IDL). He has seven half-hour lessons using IDL with the School of the Air each week. The Alice Springs School of the Air has 120 students who live on an area over a million square kilometres, which makes it the largest classroom in the world.

Today's lesson is about using fractions in Maths. The teacher uses an electronic whiteboard to demonstrate the use of fractions. After the demonstration the teacher asks the students questions and all can hear their answers. There is a quick quiz on the website for the students to do at the end of the lesson. Finally, the students get their online homework. Each term Jack gets a learning package by mail with audio and video materials, library books and computer software.

After the lesson, Jack has quiet time to work alone on his projects. Sometimes a tutor comes to help him through difficult subjects. It takes him 5 hours a day to do his homework. Now Jack is free to go back outside. His new horse is waiting for him but he will study his Maths eLearning later in the afternoon.

Once a year all his friends go to a camp in the town for one week. Jack's favourite day is when they play football on Friday. During the week, he meets his on-line teacher. They usually practise reading together. Jack is looking forward to camp again next year.

Jack's dad finished the School of the Air in 1975. They didn't have the Internet back then but things weren't so different. Jack's dad had to sit in front of his radio each morning for a ten-minute Lesson with his teacher. After finishing school he stayed on the farm like his father before him and as Jack plans to do when he grows up. Jack's son will likely be a student of the School of the Air.

Unit 2, Lesson 12, Listening

Greg: Hi, Tina, when do you begin your classes every day?

Tina: At eight o'clock. What about you?

Greg: At a quarter to eight. We have five classes in the morning. How many classes do you have in the morning?

Tina: We have only four, but we have two lessons in the afternoon. Do you have to wear a school uniform?

Greg: Yes, we do. Look! Grey trousers, a white shirt and a black jacket with the school emblem.

Tina: You look like a businessman! In our school we don't have to wear a uniform but we can't wear jeans, shorts and short skirts.

Greg: I see. I'm proud of my uniform and my school. It is modern with a well-equipped ICT room. By the way, do you often surf the Internet after classes?

Tina: Sure. I often do. And you?

Greg: Me, too. I usually surf the Net at half past four, for 45 minutes. It's fun. Isn't it?

Tina: Yes, We can learn a lot on the Internet.

Unit 3. HELPING ABOUT THE HOUSE

Unit 3, Lesson 1, ex. 2

My mother told me: "Do your chores!
Clean up your room and mop the floors,
Then make your bed and dust the shelves!"
"I think I'll have to call the elves!"

My father told me: "Walk the dog.
Then feed the hamster and the frog,
Then rake the leaves and mow [məʊ] the lawn [lɔ:n]."
"Come on, his words just make me yawn."

My sister joined: "Take out the trash,
And then I'll give you some more cash.
Please water the plants and wash the dishes!"
"I'll need a fairy to grant their wishes!"

My younger brother took his turn:
"Clear up my toys and in return
I'll do the laundry, sort your socks
If you pick up my Lego blocks."

My life is crazy as you see:
I'm always busy as a bee.
Instead of helping anyone
I'd rather go and have some fun!

Unit 3, Lesson 2, ex. 3, 4

Part 1

An average person spends nine years, two months and 25 days over a lifetime doing chores. Women spend two hours and 52 minutes of their day on domestic work and 59 minutes on taking care of children. Their most typical chores are cooking meals, mopping the floor, dusting the furniture, washing up, shopping and doing the laundry.

In contrast, men spend one hour and 37 minutes on domestic work and 22 minutes on taking care of children. They usually do such chores as mowing the lawn and raking leaves or repairing broken things.

But the situation is changing. Men do more and more housework and spend more time with their children.

Unit 3, Lesson 2, ex. 6, 7

Part 2

Parents often think that children shouldn't do a lot of household chores, because they should spend their time learning. But psychologists say that when children help around the house they feel like full members of the family, learn to be independent and responsible. Even two- or three-year-old children can do a lot of things. For example: pick up toys and books, help to feed pets, dust the furniture and put dirty laundry in the washing machine.

As they grow older, the list of chores becomes bigger. Four- to five-year-olds can set and clean the table, load the dishwasher, help to put the shopping away.

At the age of six children can already take care of pets, take out the rubbish, hang up their clothes, water the plants and rake leaves. Some parents think that they can even clean the bathroom sinks and mop the floors.

At the age of 9 children can help their parents to wash the car, do the washing-up, clean the bathroom, help in the garden, mow the lawn, wash and cut vegetables to prepare a meal, and babysit. But many parents believe this list is too long and it's dangerous for children to mow the lawn or clean the toilets, or they are too young to babysit.

Most parents agree that teenagers can be responsible for doing all kinds of household chores.

And what about your family? Are you doing your fair share of housework?

Unit 3, Lesson 4, ex. 3, 4

Mum: Kate! Where are you? Come here right now!

Kate: Here I am, Mum. What's up?

Mum: Just look at this room!

Kate: Why? What's wrong with it?

Mum: It looks like a bomb has hit it! How can you study here? Your books are lying on the floor, your clothes are all over the bed and you didn't even make it. There are a lot of chocolate **wrappers** everywhere and **spilt** tea on the desk. There's so much dust on the computer screen that I can't see the picture. And what are those dirty socks doing under the bed?

Kate: I don't see any problems. There are just **a few books** under my desk and some clothes on the bed. I was choosing what to wear to school. And yes, there's **a little tea and chocolate** on the desk, but you know, I was doing my homework and I needed **a little sugar** to help me think.

Mum: What are you talking about? The room is a mess. I can't even get in. I know very **few kids** whose rooms look worse than that.

Kate: Mum, but with this new school I really have so **little time** to tidy up. I always have soooo much homework to do.

Mum: I understand that, but I hope you don't think I'm going to tidy it up for you.

Kate: OK, give me **a few days** and I promise I'll do it at the weekend.

Mum: That's what you always say. But fine, I'll give you a hand with cleaning if you're really so busy.

Kate: Thanks, Mum! You're great! I really need **a little help**.

Unit 3, Lesson 6, ex. 3, 4

1

Kate: Do you do anything about the house, Patrick?

Patrick: Of course I do something. I do a few chores. I make my bed and tidy up my room.

Kate: And who does the washing-up?

Patrick: Nobody. We've got a dishwasher.

2

Kate: Kevin, what household chores do you usually do?

Kevin: In fact, I do nothing. I'm too busy at school and have little time for anything else.

Kate: You mean that nobody helps your mum?

Kevin: Well, I've got two elder sisters, so I don't have to do anything.

Kate: Whoa! There's nothing else to say then.

3

Kate: Ann, what about you? Do you help your parents with housework?

Ann: You mean, does anybody help me? My parents are very busy at work, so I have to do practically everything. I do the cooking and lay the table and then I wash the dishes. I tidy up and do the laundry and the ironing. Is there anything I forgot? Oh, yes. I take care of my brother and put him to bed at night.

Kate: Well, you definitely need someone to help you.

Ann: I can't say that nobody helps me. My brother does a few chores, too. We've got a deal. I help him with homework and, in return, he helps me do something about the house, like start the washing machine or do the dishes.

Kate: Does your mum do anything?

Ann: Oh yes. She tells everybody what work they must do and writes lists of things for me to do while she's at work.

4

Kate: Is your room always tidy, Quentin?

Quentin: No, I don't think so. My mum says my room is a disaster area. It is really messy. There are clothes everywhere, chocolate wrappers and a few books lying around. In fact, I need a little help.

Kate: How often do you clean up your room?

Quentin: Only when my friends come to visit me. And it doesn't happen very often.

5

Kate: Now it's your turn, Luke. Are there any chores which are dangerous for kids?

Luke: My dad says I mustn't use lawn-mower, so I can only rake the leaves.

Kate: Have you had any household accidents?

Luke: Yes, a few. Once I was ironing my shirt when a friend called me. While I was talking I smelt something burning. Yes, that's right. I burnt a hole in my shirt.

Kate: Oh, dear. Did your parents say anything?

Luke: No, I threw the shirt away.

6

Kate: Jennifer, do you enjoy doing housework?

Jennifer: There are a few things I like doing. For example, walking our family dog and doing the laundry. Just put all dirty clothes into the washing machine.

Kate: Is there anything you hate doing?

Jennifer: Yes, of course. I can't stand washing the dishes and mopping the floor. It's so boring.

Unit 3, Lesson 12, Listening

- Hi, Yan! How are you doing?
- Fine, thanks! How are you?
- Well, I'm OK. I've just had a fight with Rosie.
- Why? What's happened?
- She says I'm too bossy. But she doesn't want to do anything about the house.

She's so messy!

- Oh, sisters!
- Can you believe it? I mop the floor every day.
- Why doesn't she do it?
- She isn't good at sweeping. She can't do anything! She can only walk the dog and water the flowers. And I have to do all the household chores!

– Oh, I do a lot of housework, too. Mum is always telling me to tidy up. But I can't stand it! It's so boring.

– Well, I don't mind tidying up. What I really dislike is doing the laundry! Rosie can't use the washing machine, because my parents think it's too dangerous for her. So I have to put all these dirty clothes in it. Yuk!

– Oh, I never wash the clothes. My mum always does it and dad does the ironing. I only help with the washing up sometimes and go shopping every Saturday. I like shopping. It's fun.

- Oh, I think housework is horrible. I wish we had a robot at home. But we don't.
- Yeah.

Unit 4. ARE YOU A FOODIE?

Unit 4, Lesson 1, ex. 3a, b

– Let's talk about organising your kitchen. Olive Leek – the best housewife of the year – is our guest today and she will tell us how to do it.

– Well, I usually go shopping on Saturdays, so there is enough food in my fridge for a week. I hope everybody knows what to keep in the fridge. In my fridge there is milk, cheese, sausages and yogurt. There are eggs, fruit such as apples, bananas and grapes, vegetables – cabbage, cucumbers and fresh salad. By the way,

fruit and vegetables should be kept separately. You should keep ketchup in the fridge once you've opened the package. The same can be said about jars of jam.

- Is there any coke in your fridge?
- There is no coke in my fridge. There aren't any other unhealthy drinks there either. But there is some juice and mineral water there.
- You haven't said anything about some very popular foods: tomatoes, onions and potatoes.
- No, I haven't. You shouldn't keep them in the fridge. Keep them somewhere cold but not refrigerated.
- And what about the freezer?
- In my freezer there is ice cream and frozen meat; there are frozen fruits and vegetables.
- What do you keep in the cupboards of your kitchen?
- Sugar, flour, pasta, bread, tinned beans, rice, breakfast cereals such as corn-flakes, tinned fruit, tinned fish – tuna or salmon, oil and honey, of course. Honey can last in your cupboard for years!

Unit 4, Lesson 2, ex. 2a, c

Luke: I have a big appetite. So – a lot of cheese and a lot of sausage is my favourite pizza topping.

July: My favourite pizza topping is mushrooms and ham. I love mushrooms! I think they work best with pizza.

Charlotte: Ew, what's that green thing? Wait, what's that brown thing? Stop now, is that onion? And the smell! Is that garlic? I prefer very little garlic or no garlic at all.

George: I love sinking my teeth into a ham and pineapple pizza. It's like dinner and dessert all in one, which is awesome, because you can leave the table earlier and go play Minecraft. And, please, a little ham and a lot of pineapple for me.

Bryce: I like few olives on my pizza. I'm not an olive fan.

Maggy: The thing is I hate pizza. My friends don't understand me, but I just hate cheese. It's soooo gooey!

Vicky: A couple of tomatoes, a little basil and a lot of mozzarella cheese – I love pizza Margherita. It's the topping I always hope for.

Chet: Chicken, a few mushrooms and a few olives are the perfect trio for me. I love the taste!

Liam: Ham or bacon? Why should I choose?! Face it: meat is yummy! Who could live without bacon? Bacon is the world's best meat. It's top of the charts for a topping. And ham, juicy ham. I like my pizza topped with a lot of ham, a lot of bacon and a little cheese.

Unit 4, Lesson 2, ex. 5b

Suggested answers

I've got few presents.

I've got few friends.

I've got little love.
I've got a little honey.
I've got a couple of friends.
I've got a little food.
I've got a lot of food.
I've got a lot of honey.
I've got a lot of visitors.

Unit 4, Lesson 3, ex. 1a, c

There's a proper cup of coffee in a copper coffee pot.

Unit 4, Lesson 3, ex. 3b

A bottle of milk, a bottle of oil, a bottle of mineral water.
A can of tuna, a can of beans.
A carton of juice, a carton of eggs.
A bag of flour, a bag of rice, a bag of buckwheat.
A bowl of soup, a bowl of ice cream.
A litre of milk, a litre of oil, a litre of mineral water.
A teaspoonful of salt.
A jar of jam, a jar of honey.
A tub of ice cream.
A cup of tea.
A kilo of flour, a kilo of rice, a kilo of buckwheat.
A packet of biscuits.
A slice of pizza.
A loaf of bread.
A piece of cake.

Unit 4, Lesson 4, ex. 2b, 3b

1

- Hi! Can I have a chicken and cheese sandwich and green bean salad, please?
- All right. Would you like anything to drink?
- Just some water please.
- That's 6.80.
- Here you are. Thank you.
- You are welcome. Have a good day!

2

- Hello! Can I help you?
- Can I have beetroot salad?
- And a bowl of grapes for me, please.
- A bowl of grapes? Aren't you hungry, Maria?
- Not really. I've had two bowls of porridge for breakfast today.
- Here you go, girls.

3

- What's the pasta of the day today, madam?
- It's the pesto spaghetti, miss.
- Is it vegetarian?
- Just a moment. I'll ask the chef. Yes, it is.
- I'd like the pasta of the day and a cup of tea, then.
- Large or regular?
- Large, please.
- Ok. That will be 4.50.

4

- Help! Help! Give me your tea! Now!
- Why? What's happened?
- I've had a large portion of curry rice and my throat is on fire.
- Have some of my yoghurt. It could help.

5

- Could you pass me the salt?
- Here you are.
- Thank you.

Unit 4, Lesson 4, ex. 6

One potato, two potatoes, three potatoes, four,
Five potatoes, six potatoes, seven potatoes, more.

Unit 4, Lesson 5, ex. 1a, c

Peter Piper picked a peck of pickled peppers, a peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

Unit 4, Lesson 5, ex. 3c, d

- Hi, Alex. I'm going shopping for draniki.
- Great! How can I help?
- I'm not clear about some things. What's kefir?
- It's something like drinking yogurt. I think you can find it in a Polish food shop.
- But what if I don't find it?
- Use some plain yogurt instead.
- OK. And what about sour cream?
- Again, use yogurt instead of it, but remember that real draniki should be eaten with sour cream!
- OK, thanks. Talk to you later.

Unit 4, Lesson 5, ex. 4b, c

- Hello, how can I help you?
- Have you got any sour cream?
- Yes, we have it in tubs. How much do you need?
- A tub of sour cream, please. And have you got any kefir? I need it for potato pancakes.
- No. But you can use buttermilk instead.
- Really? How much is it?
- It's not very expensive. 2 pounds fifty.
- Then, give me a tub of sour cream, a tub of buttermilk, a carton of eggs, a bag of flour and a kilo, no, two kilos of potatoes, please.
- Here you are. Anything else?
- A tub of chocolate ice cream, please.
- Here you are. That will be 17 pounds.
- Here you are. Thank you.
- You're welcome.

Unit 4, Lesson 12, Listening

Marmalade

Marmalade is a traditional British jam. Usually it is made with thick peel Spanish oranges. It is interesting that these oranges are not eaten in Spain. They just grow on trees in parks and along the streets there.

Marmalade became popular in Britain in the 17th century. A story says that in the city of Dundee, James Keiller bought oranges for his greengrocer's but he couldn't sell them. So, his wife made some marmalade from them and the story of this delicious dessert began. The first marmalade factory was built in 1797. In the past marmalade was also the best way to get vitamins in cold seasons when fresh fruit wasn't available.

The recipe for marmalade is simple. Oranges are cut into small pieces together with their peel. Then they are boiled in water and sugar for 15 minutes. Next the mixture is cooled. Finally it is placed in jars. The famous sweet is ready!

Now marmalade is part of a traditional British breakfast. It is served with toast, butter and tea. Marmalade is also used to make cakes, pies, puddings, ice cream and other dishes.