

GET ACQUAINTED WITH OTHERS

- 1 Read Part I of the story *An Adventure For Elizabeth* and say what adventure Elizabeth had.

An Adventure For Elizabeth

Part I

(from *The Naughtiest Girl Is A Monitor*¹ after Enid Blyton)

Elizabeth [r'lizəbəθ],
Julian ['dʒu:lɪən],
Michael ['maɪkl]

Elizabeth, a girl of eleven, studied and lived in a boarding-school². She liked her school very much. She liked her classmates and the friendly teachers. She liked the school meetings at which the pupils discussed their problems. She liked sports competitions they often held and all other activities the children took part in.

Elizabeth was a monitor in her class, and very proud of that. She always tried hard to be a good pupil, a good monitor and a good friend. And yet, she often got into trouble. Once Elizabeth quarrelled with several pupils of her class, and all the classmates decided that it would be better to choose another monitor. Elizabeth suffered a lot.

The long school year was coming to an end. It was already spring time. When the schoolchildren were free after classes, they enjoyed walks among the hills and woods round their school. It was lovely there.

¹ **monitor** ['mɒnɪtə] — староста

² **boarding-school** ['bɔ:diŋsku:l] — пансион, закрытое учебное заведение, школа-интернат

The days went quickly by, days of work and play, riding and gardening, looking after pets, going for nature walks — the children were surprised to see how fast the weeks flew by.

“Let’s go for a nature walk this afternoon,” said Julian one morning. “We’ve got an hour and a half free. We’ll go over the hills and down to the lake.”

“All right,” said Elizabeth and looked out of the window at the bright April sunshine. “It will be lovely on the hills — we may find some flowers on our way.”

So, that afternoon, the two set off together. They carried nature tins¹ on their backs, for they meant to bring back many things for the nature class.

“We’ll find frog-spawn² in the lake,” said Julian, “I’m sure there’s plenty there.”

They went over the hills together. “We must be back by tea-time,” said Elizabeth. “That’s the rule. I don’t want to get into trouble again. I’ve not been too bad this last week or two!”

Julian smiled. He thought that of all the children in the form Elizabeth tried hardest to be good, and yet got into trouble more often than anyone else. You never knew what was going to happen to Elizabeth.

They went over the hills and picked flowers. “This is lovely,” Elizabeth said. “Julian, look, there is the lake. Isn’t it beautiful?”

It was. It lay smooth³ and blue in the April sunshine. There seemed to be nobody there at all. The children were pleased. They began to look for frog-spawn, yet found nothing. But there were plenty of

¹ **nature tins** — особые жестяные банки, используемые для коллекций

² **frog-spawn** [ˈfrɒɡspɔ:n] — икра лягушек

³ **smooth** [smu:ð] — гладкий, ровный

tadpoles¹. They caught some and put them into their tins.

“I feel a little tired now,” said Elizabeth. “Let’s sit down.”

“I’m going up the hill a bit,” said Julian. “I want to find some special sort of moss². You sit here and wait for me.”

Julian disappeared. After a while Elizabeth thought she heard him and turned round, but it was someone else. It was a child of about six, nicely dressed, with big blue eyes and very red cheeks.

Elizabeth was surprised to see him all alone. He seemed rather small, and it was strange that his mother let him play near the lake by himself. Elizabeth sat on the grass and enjoyed the hot sun. The little boy was playing about, she heard him; and then suddenly there was a loud splash and a loud scream³. Elizabeth stood up.

The little boy had disappeared.

“Oh, that boy has fallen in!” cried Elizabeth.

Then a woman ran up. She was the child’s nurse. “Where’s Michael? Did he scream?” she called out to Elizabeth. “He ran away from me. Have you seen a little boy anywhere?”

“He has fallen into the water,” said Elizabeth. “Can he swim?”

“No, oh, no! Oh, he’ll be drowned⁴”, cried the woman. “Oh, let’s get help quickly.”

There was no help. There was nobody about, nobody at all. Elizabeth quickly took off her shoes.

¹ **tadpole** [ˈtædpəʊl] — головастик

² **moss** [mɒs] — мох

³ **scream** [skri:m] — пронзительный крик; пронзительно кричать

⁴ **to be drowned** [draʊnd] — утонуть



“I’ll wade in¹ and get him,” she said. “If the water is too deep, I’ll have to swim.”

She waded out, feeling the sand of the lake-bottom just under her feet. Suddenly the water became deeper, and Elizabeth could not feel the bottom any more. She had to swim.

She was a good swimmer, but it was not easy to swim in clothes. Her quick mind remembered all she had learned about life-saving.

She caught hold of the sinking child² and pulled him towards her. He at once caught hold of her, and almost pulled her under the water.

“Leave go!”³ ordered Elizabeth. “Leave go! I will hold you, don’t hold on to me.”

But the child was too frightened to leave go. He pulled poor Elizabeth right under, and his arms were round her neck. Somehow she got herself free, turned the boy over on his back, put her hands under his arms and swam on her back to the shore together with the child.

Soon she felt the sandy bottom under her feet and she struggled to stand. The child slipped⁴ from her hands and went under again. Elizabeth was in despair⁵. She went under the water to look for him, got hold of him and pulled him to the shore. He lay quite still.

The nurse bent over⁶ him and did not know what to do. “He’s dead,” she cried. “He’s drowned.”

“No,” said Elizabeth. “He’s alive. There is water in his lungs⁷. We must work his arms up and down, up and

¹ **to wade in** — переходить вброд, пробираться

² **sinking** ['sɪŋkɪŋ] **child** — тонущий ребенок

³ **Leave go!** — Отпусти меня, не хватай!

⁴ **to slip** — скользить, выскользнуть

⁵ **to be in despair** [dɪs'pɛə] — быть в отчаянии

⁶ **to bend (bent) over** — склоняться над

⁷ **lungs** [lʌŋz] — легкие

down, like this. That will bring air into his lungs and make him breathe¹ again. Look — work his arms well.”

Elizabeth was tired, and she let the nurse do the life-saving work, then she took her turn — and suddenly the child gave a big sigh² and opened his eyes.

“Oh, he’s all right — he’s all right!” cried the nurse. “Oh, Michael, Michael — why did you run away from me?”

“You’d better take him home as soon as he can walk,” said Elizabeth. “He’s wet through³. He’ll catch cold.”

The nurse took the child off in her arms. She was crying and even forgot to say thank you to the little girl who had saved him. Elizabeth took off her dress and put it in the sun to dry. It was a lovely warm day, but she felt cold.

Suddenly Julian appeared. He was coming down the hill. He looked at Elizabeth in great surprise. “Whatever has happened?” he asked. “You are wet through, and you look so cold.”

“I had to pull a child out of the water,” said Elizabeth. “That’s why all my clothes are wet.”

“Come on home then, quick,” said Julian. “We’re late anyway — and you’ll have to change all your clothes. Oh, Elizabeth — you can’t even go out for a walk without doing something⁴ like this!”

“Well, I couldn’t leave the child and let him drown, could I?” said Elizabeth. “He ran away from his nurse.”

They went home as quickly as they could. The tea-bell went as they reached the school.

¹ **to breathe** [brɪ:ð] — дышать

² **to give a big sigh** [saɪ] — глубоко вздохнуть

³ **be wet through** [θru:] — быть мокрым насквозь

⁴ **without doing something** — не сделав чего-либо

“Don’t tell anyone, please, Julian,” Elizabeth said. “The others will only tease me if they know I dushed into the lake like that.”

Julian said nothing. He had not seen Elizabeth swim to save the child, he did not know how hard it had been to get him safely to shore, he did not know how Elizabeth had shown the nurse how to work the boy’s arms up and down to make him breathe again. He just thought she had waded into the water, slipped, and got wet, and pulled the child out. So nobody knew, and Elizabeth forgot about it.

Do You Understand The Story?

- 2 *Answer the questions.*
- 1 In what kind of school did Elizabeth study? What activities did she like to participate in?
 - 2 What once happened that made Elizabeth’s classmates choose another monitor instead of her?
 - 3 What did the children enjoy when they went for a walk one April day?
 - 4 What did they want to take back for the nature class?
 - 5 Whom did Elizabeth see near the lake? Why was she surprised?
 - 6 What happened to the child?
 - 7 Did Julian understand what had happened when he saw Elizabeth with her clothes all wet?
 - 8 What did Julian imagine had happened to Elizabeth?
- 3 *Find the lines in the story which :*
- prove that the children had a lot of fun at the end of the long school year;

- explain why, during their walk, Julian left Elizabeth for some time;
 - prove that Elizabeth was quick-minded in dangerous situations;
 - explain why Elizabeth did not want her schoolmates to know what had happened to her;
 - prove that Julian did not take Elizabeth's words about her adventure seriously.
- 4 *Describe the day and the children's feelings when they were walking in the hills.*
- 5 *Say what Elizabeth did to save the child.*

How Good Is Your English?

(see pp 32-33)

What Do You Think?

- 6 *Think and say :*
- why it was very hard for Elizabeth to pull the child out of the water;
 - why Julian said nothing when Elizabeth explained why she was wet through;
 - why Elizabeth asked Julian to tell nobody about her adventure.
- 7 *Imagine the talk between Elizabeth and Julian about Elizabeth's adventure. Act out a conversation between them.*



How Good Is Your English?



8 Use the proper word from the box.

- 1 With her terrible character, she is always getting into
- 2 What are you doing out here all ?
- 3 They quarrelled often.
- 4 They had a a year ago and haven't spoken to each other since.
- 5 Don't the dog by waving that stick if you aren't going to throw it.
- 6 The water is not here — look, I can touch the

alone
trouble
quarrel
bottom
quite
tease
deep

9 Complete the phrases with appropriate nouns.

to go for a nature walk

to take off

to catch hold of

to enjoy

to reach

to wade into

to ride

10 Use the correct article if necessary.

- 1 The children enjoyed walks among ... hills and woods round their school.
a) - b) a c) the
- 2 They went over the hills and picked ... flowers.
a) - b) a c) the
- 3 Elizabeth tried to be good pupil and ... good monitor.
a) - b) a c) the
- 4 Elizabeth saw ... child of six, nicely dressed, with ... big blue eyes and ... very red cheeks.
a) - b) a c) the

11 Match the words which are opposite in meaning.

wet	ugly
dead	safe
lovely	dry
appear	disappear
dangerous	slow
quick	alive

12 *Past Indefinite? Past Continuous? Choose the correct form of the verb (✓).*

- The days were fine, and the children (rode, were riding) bicycles every day. They also (gardened, were gardening) and (looked, were looking) after pets.
- Elizabeth was surprised to see a child all alone who (played, was playing) near the lake by himself.
- The woman could not say a word because she (cried, was crying).
- Once the girl (quarrelled, was quarrelling) with several pupils of her class.
- The children (reached, were reaching) school just in time.

13 *Past Indefinite? Past Perfect? Choose the correct form of the verb (✓).*

- When Elizabeth heard a loud splash and a scream she understood that the child (fell, had fallen) into the water.
- The girl's quick mind remembered what she (learned, had learned) about life-saving.
- The nurse bent over the child. She (did not know, had not known) what to do.
- Julian was surprised to see Elizabeth who (was, had been) wet through and (looked, had looked) so cold.
- Julian did not know how Elizabeth (saved, had saved) the child.

- 14 *Read Part II of the story **An Adventure For Elizabeth** and say what letter the Headmistress read at the school meeting.*

An Adventure For Elizabeth

Part II

(from *The Naughtiest Girl Is A Monitor* after Enid Blyton)

The children always enjoyed the weekly School Meetings. It was good to meet all together, good to see their head-boy and girl on the platform for speakers, with the serious monitors nearby.

“You feel how much you belong to the school then,” said many children. “You really feel part of it, and you know that what you are and do really matters to the whole school. It’s a nice feeling.”

That afternoon they discussed how to mend watering-cans¹. “Ours have holes in them,” said one of the boys. “The water runs out on to our feet and wets them all the time. Last summer we lost a lot of plants because we didn’t do enough watering, and this time I want plenty of water if the weather is dry. So I’ll be glad if other boys can help me to mend the cans.”

The garden had looked lovely that early spring. Flowers were out everywhere, and they were filling the air with their sweet scent². John, the boy who spoke, and his helpers had done really well. The whole school was willing to help them to mend cans, barrows, spades³ — anything they wanted. They were very proud of John and his hard work.

There were no other questions, so everybody thought it would be a short meeting. But no — what

¹ **to mend watering-cans**— чинить (ремонтировать) лейки

² **scent** [sent] — запах

³ **barrows** [ˈbærəʊz], **spades** — тачки, лопаты



was this? Several teachers and the Headmistress were walking up from the back of the big hall. They had something to say. They were all smiling.

“Children,” the Headmistress said, “we have something to say — something very pleasant — and I want to say it in front of the whole school.”

Everyone listened eagerly. Whatever could it be? Nobody had any idea.

The Headmistress took a letter from her bag and opened it. “I have had a letter,” she said. “It is from Mr Helston, who lives not far from here. This is what he says.” She read the letter and everyone listened with interest and excitement.

Dear Madam,

Four days ago my little son, Michael, ran away from his nurse. He fell into the lake near your school, and would have been drowned if it had not been for one of your girls¹. This girl waded into the water, then swam to Michael. Michael struggled hard and pulled her under the water. She got him on his back, and swam towards the shore with him. He slipped from her hands, and he was without any doubt² drowning at that moment. The girl went back under the water and pulled him out. When she got him to shore she showed the nurse how to bring him back to life again, and herself helped to do this, with the result that he began to breathe again, and is now safe and well with me at home.

¹ **would have been drowned if it had not been for one of your girls** —
утонул бы, если бы не одна из ваших девочек

² **without any doubt** [daut] — без всякого сомнения

I was away at the time, and only came back today, to hear this wonderful story. I do not know which girl it was. All I know is that the nurse saw she was wearing your school uniform. So I would like you, please, to tell me the name of the child so that I may thank her myself for her very brave action. She saved the life of my little boy — he is my only child — and I can never be grateful¹ enough to the little girl from your school.

*Yours sincerely²,
Edward Helston.*

The children listened in surprise. Who could it be? Nobody knew. The children looked from one to the other. Julian was the only one who understood. His green eyes shone with pride as he looked at his friend Elizabeth.

Elizabeth was as red as a beetroot³. “What a fuss about nothing!” she thought.

“Well,” said the Headmistress, as she folded up the letter, “this letter has given me and all the teachers very great pleasure, and filled us with pride for our school. We do not know who the girl was. I should very much like to know who it was. I should like to give her my warmest congratulations on a brave deed that she said nothing about. The whole school should be proud of her.”

There was a silence. Elizabeth said nothing at all. Everyone waited. Elizabeth sat quite still. She simply

¹ **grateful** ['ɡreɪtful] — благодарный

² **sincerely** [sɪn'siəli] — искренне

³ **beetroot** ['bi:tru:t] — свекла

⁴ **What a fuss** [fʌs] **about nothing!** — Какой шум из-за ничего!

could not stand up and say anything. For the first time in her life she really felt shy. She had not done anything much — only just pulled that child out of the water — oh dear, what a fuss about it all!

Julian got to his feet. “It was Elizabeth!” he said, so loudly that it sounded almost like a shout. “It was our Elizabeth!”

All the children turned to look at Elizabeth. She sat in her place, still very red.

Then clapping and cheering began! It nearly brought the roof down. Clap, clap, clap, hurrah [hu'ra:], hurrah, clap, clap! The noise went on for ages, until the Headmistress held up her hand. The sounds died down.

“Well — so it was Elizabeth!” she said. “Come up here on the platform, please, Elizabeth.”

Elizabeth went up, again red as a beetroot.

“You are bringing honour to the name of our school,” said the Headmistress, her eyes very bright. “And you bring honour to yourself at the same time. We would like to give you a reward¹ ourselves, Elizabeth, for your brave deed. Is there anything you would like?”

“Well...” said Elizabeth, and paused. “Well...” she said again. Julian wondered what she was going to say. Was she going to ask if she might be made a monitor again?

“I'd like you to give the whole school a holiday, please,” said Elizabeth. “You see — there is a big fair² on at the next town soon — and it would be such fun if you give us a whole holiday, so that we could go to it. I

¹ **reward** [ri'wɔ:d] — награда, вознаграждение

² **fair** [fɛə] — ярмарка

know everyone would like to go. Do you think we could?"

There was another outburst¹ of cheering and clapping. "Good old Elizabeth!" shouted somebody. "She asks something for the school, and not for herself!"

The Headmistress smiled. "I think we might say yes to what Elizabeth wants, don't you?" she said.

Elizabeth smiled, very pleased. She turned to go down into the hall again. But somebody was standing up, waiting to speak. It was Julian.

"I am speaking for the whole form," said Julian. "We want to know if Elizabeth can be made a monitor again, now, this very afternoon? We think she ought to have some reward. And we want her for our monitor. We all like her."

"Yes, we do, we do!" cried the children. Elizabeth's eyes shone like stars. How wonderful! To be made a monitor because the whole form wanted it so badly! Oh, things were wonderful! Elizabeth felt proud and happy.

"Oh, I do feel so happy, Julian," said Elizabeth to her friend when they were leaving the hall after the meeting.

"You've a right to," said Julian. "Funny person, aren't you? Naughtiest Girl in the School — and Best Girl in the School! My worst enemy at first — and now my best friend! Well, whichever you are, you're always Our Elizabeth, and we're proud of you!"

¹ **outburst** ['aʊtbɜːst] — взрыв, вспышка

Do You Understand The Story?

- 15** *Answer the questions.*
- 1 Why did the children always enjoy their weekly school meetings?
 - 2 What questions did the schoolchildren discuss at their last meeting?
 - 3 Were the children surprised to see their teachers at the meeting? Did they have any idea why the teachers and the Headmistress had come?
 - 4 How did the children listen to the Headmistress when she was reading the letter?
 - 5 What did the letter say?
 - 6 What did both the teachers and the children feel when they had heard the letter?
 - 7 Who was the first to tell the others about Elizabeth's brave deed?
 - 8 How did all the children greet Elizabeth's deed?
 - 9 What did Elizabeth ask for the whole school instead of a reward for herself?
 - 10 What reward did the children think Elizabeth ought to have?
- 16** *Say what made the schoolchildren so excited during the meeting.*
- 17** *Describe in your own words the pride and joy Elizabeth's schoolmates felt after the Headmistress had read them the letter and Julian had spoken.*

How Good Is Your English?

(see pp 42-43)

What Do You Think?

- 18** *Try and explain:*
- why the whole school was impressed by the letter;
 - why there was much excitement at the school meeting;
 - why Elizabeth could not stand up and say anything;
 - why the reward that Elizabeth asked for pleased all the children;
 - why all the children wanted Elizabeth to be a monitor again.
- 19** *Why do you think Elizabeth said nothing after the Headmistress had read the letter? How does this fact characterize her?*
- 20** *Speak about Elizabeth. Say what you think of her actions and her character.*
- 21** *Say how, in your opinion, Julian proved that he was Elizabeth's true friend.*



How Good Is Your English?



22 Use the proper word from the box.

- 1 The topic was very interesting, and everyone listened
- 2 Are you to help?
- 3 Their at the discovery was great.
- 4 They wished us a journey.
- 5 He was a man who was able to face danger, or difficult situations with courage.
- 6 "I'll just passed my Maths test!" — "..... !"

willing
eagerly
brave
congratulations
excitement
safe

23 Complete the phrases with appropriate nouns.

to water flowers

to mend

to congratulate on

to listen to

to speak for

to thank for

24 Use the correct preposition.

- 1 This book belongs John. I must give it back to him.
- 2 The garden looked lovely, and the flowers were filling the air their sweet scent.
- 3 Many thanks your long and interesting letter.
- 4 The girl's behavior was strange, and everyone looked at her surprise.
- 5 "Congratulations winning the race, Paul!"

to
in
on
for
with

25 *Choose the correct article where necessary (✓).*

- 1 Everybody thought it would be ... short meeting.
a) - b) a c) the
- 2 Everybody listened to the Headmistress with ...
interest and ... excitement.
a) - b) a c) the
- 3 Julian's eyes shone with ... pride as he looked at
Elizabeth.
a) - b) a c) the
- 4 The Headmistress began to read ... letter which she
had taken out of her bag.
a) - b) a c) the
- 5 Elizabeth hoped she would be ... monitor again.
a) - b) a c) the
- 6 Mr Helston wanted to know he name of ... girl who
had saved his son.
a) - b) a c) the

26 *Use the correct form of the verb.*

- 1 If the weather (be) dry, we
..... (have) to water the flowers in
the garden more often.
- 2 I (be) very glad if other
children (help) me to prepare
everything for the meeting.
- 3 If we (go) to the new
exhibition this Sunday it
(be) real fun.
- 4 You never (feel) shy if all
the people around (be)
friendly.
- 5 If you (keep) silent nobody
..... (know) the truth.