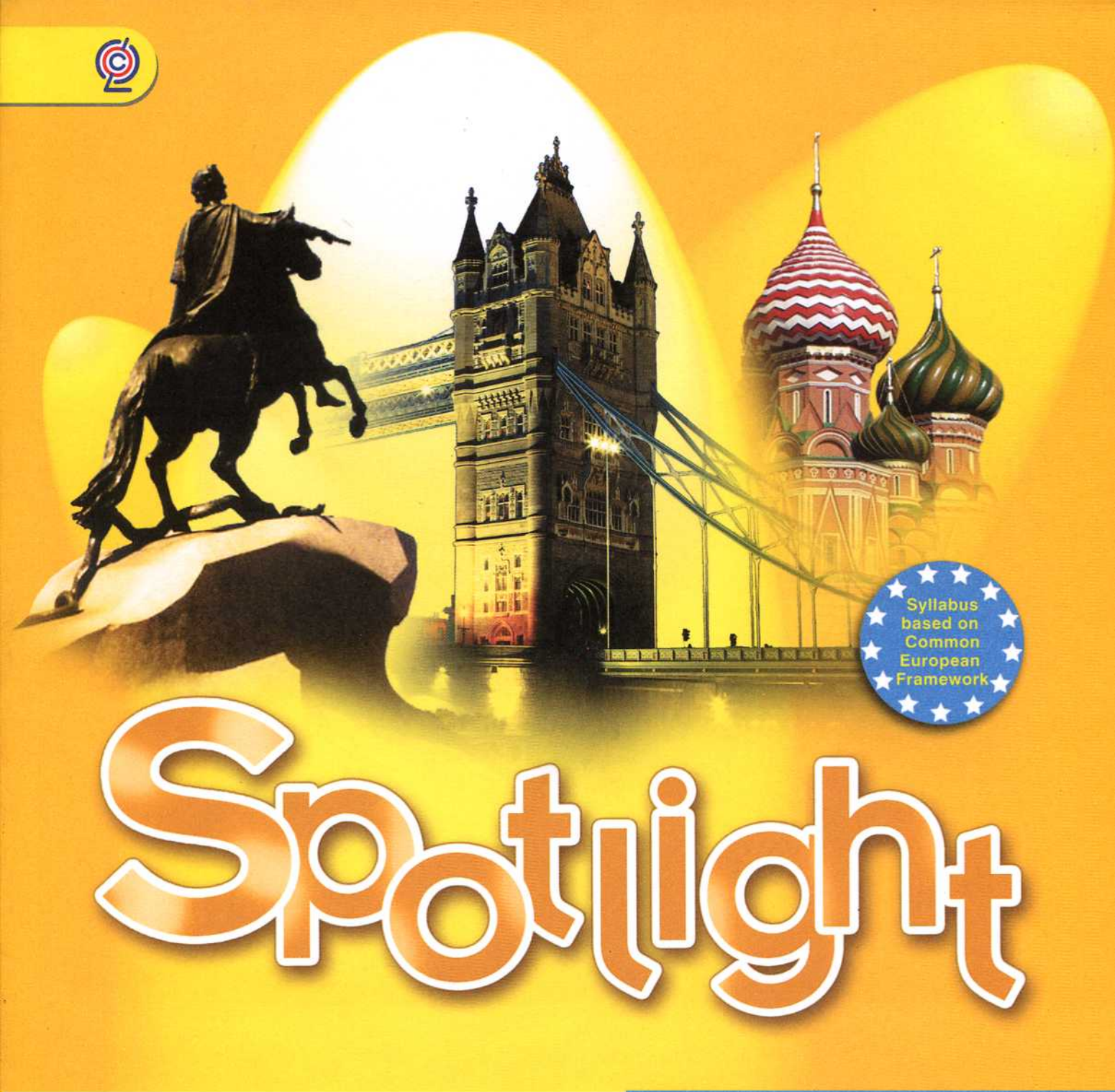


Spotlight

Student´s Book

Virginia Evans
Jenny Dooley
Olga Podolyako
Julia Vaulina

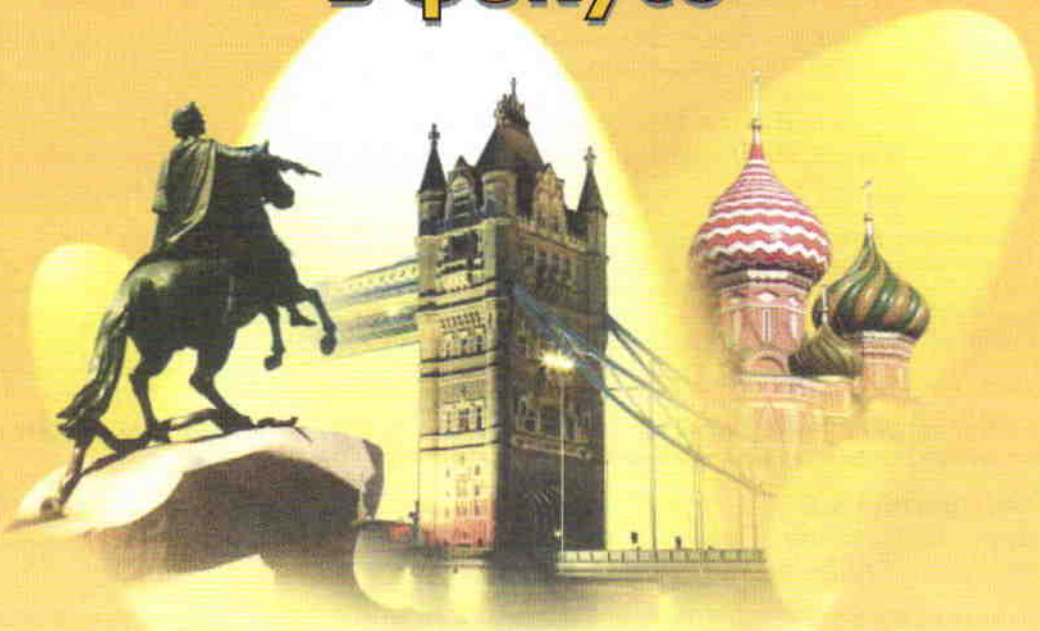
5

Express Publishing

PROSVESHCHENIYE
PUBLISHERS

Английский в фокусе

ФГОС



АНГЛИЙСКИЙ ЯЗЫК

5 класс

Учебник

для общеобразовательных учреждений

Рекомендовано
Министерством образования и науки
Российской Федерации

Москва
Express Publishing
«Просвещение»
2012

УДК 373.167.1:811.111
ББК 81.2Англ-922
А64

Серия «Английский в фокусе» основана в 2006 году.

На учебник получены положительные заключения Российской академии наук (№ 10106-5215/197 от 12.10.2011 г.) и Российской академии образования (№ 01-5/7д-298 от 24.10.2011).

Авторы: Ю.Е. Ваулина, Д. Дули, О.Е. Подоляко, В. Эванс
Authors: Virginia Evans, Jenny Dooley, Olga Podolyako, Julia Vaulina

Acknowledgements

Authors' Acknowledgements
We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Meryl Phillips (Editor-in-Chief); Julie Rich (senior editor); Nina Peters and Rianna Diammond (editorial assistants); Alex Barton (senior production controller) and the Express Publishing design team. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Colour Illustrations: Pan, Stone.

While every effort has been made to trace all the copyright holders, if any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

Английский язык. 5 класс : учеб. для общеобразоват. учреждений / [Ю.Е. Ваулина, Д. Дули, О.Е. Подоляко, В. Эванс]. – М. : Express Publishing : Просвещение, 2012. – 164 с. : ил. – (Английский в фокусе). – ISBN 978-5-09-025374-1.

А64

Учебник является центральным элементом учебно-методического комплекта «Английский в фокусе» и предназначен для учащихся 5 классов общеобразовательных учреждений. Отличительной особенностью УМК является модульное построение учебника, наличие аутентичного материала о России, заданий, соответствующих требованиям международных экзаменов, постепенно готовящих учащихся к сдаче Государственной итоговой аттестации в 9 классе. Учебник получил положительные заключения РАН и РАО на соответствие Федеральному государственному образовательному стандарту основного общего образования.

УДК 373.167.1:811.111
ББК 81.2Англ-922

Учебное издание

Серия «Английский в фокусе»

Ваулина Юлия Евгеньевна
Дули Дженни
Подоляко Ольга Евгеньевна
Эванс Вирджиния

Английский язык

5 класс

Учебник для общеобразовательных учреждений

Центр группы германских языков
Руководитель Центра *В.В. Копылова*
Зам. руководителя Центра по проектам *И.Н. Темнова*
Руководитель проекта *Ю.А. Смирнов*
Выпускающий редактор *М.А. Семичев*
Редактор *А.А. Каплина*
Корректор *Н.Д. Цухай*

Налоговая льгота – Общероссийский классификатор продукции ОК 005-93 - 953000. Изд.лиц. Серия ИД № 05824 от 12.09.01. Подписано в печать 12.01.12. Формат 60x90/8. Бумага офсетная. Гарнитура Прагматика. Печать офсетная. Уч.-изд. л. 17,87. Доп. тираж 60000 экз. Заказ № 3263/12.

Открытое акционерное общество «Издательство «Просвещение». 127521, Москва, 3-й проезд Марьиной рощи, 41.

Express Publishing. Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW Tel.: (0044) 1635 817 363 Fax: (0044) 1635 817 463 e-mail: inquiries@expresspublishing.co.uk http://www.expresspublishing.co.uk

Отпечатано в соответствии с предоставленными материалами в ООО «ИПК Парето-Принт», г. Тверь, www.pareto-print.ru

ISBN 978-5-09-025374-1

© Express Publishing, 2012
© Издательство «Просвещение», 2012
Все права защищены

Contents

Starter Unit (pp. 10-24)

Module 1 – School days (pp. 25-34)

1a School! ..... pp. 26-27
1b First day! ..... pp. 28-29
1c Favourite subjects ..... p. 30

Module 2 – That's me! (pp. 35-44)

2a I'm from ... . pp. 36-37
2b My things ..... pp. 38-39
2c My collection ..... p. 40

Module 3 – My home, my castle (pp. 45-54)

3a At home ..... pp. 46-47
3b Move in! ..... pp. 48-49
3c My bedroom ..... p. 50

Module 4 – Family ties (pp. 55-64)

4a My family! ..... pp. 56-57
4b Who's who ..... pp. 58-59
4c Famous people ..... p. 60

Module 5 – World animals (pp. 65-74)

5a Amazing creatures ..... pp. 66-67
5b At the zoo ..... pp. 68-69
5c My pet ..... p. 70

Module 6 – Round the clock (pp. 75-84)

6a Wake up! ..... pp. 76-77
6b At work ..... pp. 78-79
6c Weekends ..... p. 80

Module 7 – In all weathers (pp. 85-94)

7a Year after year ..... pp. 86-87
7b Dress right ..... pp. 88-89
7c It's fun ..... p. 90

Module 8 – Special days (pp. 95-104)

8a Celebrations ..... pp. 96-97
8b Master chef ..... pp. 98-99
8c It's my birthday! ..... p. 100

Module 9 – Modern living (pp. 105-114)

9a Going shopping ..... pp. 106-107
9b It was great! ..... pp. 108-109
9c Don't miss it! ..... p. 110

Module 10 – Holidays (pp. 115-124)

10a Travel & leisure ..... pp. 116-117
10b Summer fun ..... pp. 118-119
10c Just a note ..... p. 120

Spotlight on Russia ..... pp. 1-12
Grammar Reference Section ..... pp. GR1-GR7
Word List ..... pp. WL1-WL14
Geographical & Personal Names ..... pp. WL14-WL16
The Language of Grammar & Study Skills Vocabulary ..... pp. WL16-WL17
Transliteration table ..... p. WL17
Pronunciation ..... p. P1
Song Sheets ..... pp. SS1-SS3
Irregular Verbs

Table of Contents

		VOCABULARY	GRAMMAR	READING
Starter		English-speaking countries; The English alphabet; Numbers; Names; Colour; Common verbs; Places; Classroom objects; Classroom language	the imperative	
Module 1	1a	school subjects; days of the week; school objects	articles - *a/an*	school notices
	1b	numbers	personal pronouns; the verb '*to be*'	dialogue: introducing yourself to a new student
	1c			a subject choice form
	Culture Corner (p. 31) - School in England; **English in Use** (p. 32) - greetings /eɪ/ - /æ/- /θ/; **Extensive reading: Across the curriculum: (Citizenship) Working 2gether** (p. 33); **Progress Check** (p. 34)			
Module 2	2a	countries and nationalities; word formation (-ish, -ian, -er, -ese)	*have got*	article: *Amazing Spidey!*
	2b	personal things	plurals; *this/those - that/those*	dialogue: talking about birthday presents
	2c	numbers (21-100)		message on a web forum: *I love stamps*
	Culture Corner (p. 41) - UK souvenirs; **English in Use** (p. 42) - buying a souvenir /uː/ - /ʌ/; **Extensive reading: Across the curriculum: (Geography) English-speaking countries** (p. 43); **Progress Check** (p. 44)			
Module 3	3a	rooms; ordinal numbers		
	3b	furniture and appliances	*there is - there are*; possessive adjectives	article: *Live High Up!* dialogue: describing a flat
	3c		prepositions of place	
	Culture Corner (p. 51) - A Typical English House; **English in Use** (p. 52) - viewing a house /ʊ/ - /uː/; **Extensive reading: Across the curriculum: (Art & Design) Taj Mahal** (p. 53); **Progress Check** (p. 54)			
Module 4	4a	family members	*can* (ability); object pronouns/ possessive adjectives	a paragraph: my bedroom a diary entry: *My secret diary*
	4b	appearance	possessive ('s/s')/whose; imperative	dialogue: describing people
	4c			a fact file: *Teens' Favourite*
	Culture Corner (p. 61) - American TV Families; **English in Use** (p. 62) - identifying and describing people /w/ - /r/; **Extensive reading: Across the curriculum: (Literature) My family** (p. 63); **Progress Check** (p. 64)			

LISTENING & PRONUNCIATION	SPEAKING/NOTIONS FUNCTIONS	WRITING
/eɪ/, /æ/, /b/, /k/, /d/, /g/, /h/, /aɪ/, /i/, /ʤ/, /k/, /l/, /m/, /n/, /p/, /kw/, /r/, /s/, /t/, /v/, /w/, /ks/, /ʃ/, /z/, /ɪ/, /e/, /oʊ/, /ɒ/, /ɯ/, /ʌ/	introducing people; presenting yourself; identifying objects	
		a school timetable
	introducing yourself	a fact file about yourself
listening for specific information		a subject choice form

	talking about origins and languages; present the story of Spider-Man	a poster of your favourite cartoon characters
/s/, /z/, /ɪz/; listening for specific information	talking about possessions	a list of things you want for your birthday
		a paragraph about your collection

listening for specific information; /θ/, /ð/	describing the house in the text and your house	a paragraph about your house
	describing your new flat	
	asking about location	a paragraph about your bedroom

	describing your family	a diary page
	asking for and giving personal information about someone; describing people	a short description
listening for specific information	talking about a famous person	a famous person profile

		VOCABULARY	GRAMMAR	READING
Module 5	5a	animals	present simple (affirmative)	article: *animals of India*
	5b	parts of the body of an animal	present simple (negative and interrogative)	dialogue: at the zoo
	5c	pets and farm animals		messages on a chat forum about pets
	Culture Corner (p. 71) - Furry Friends; **English in Use** (p. 72) - a visit to the vet /e/ - /ɜ:/; **Extensive reading: Across the curriculum: (Science) It's an insect's life!** (p. 73); **Progress Check** (p. 74)			
Module 6	6a	daily activities	adverbs of frequency; prepositions of time	website entry: *Lara Croft*
	6b	jobs	present continuous	dialogue: talking about jobs
	6c	activities		an email: giving news
	Culture Corner (p. 81) - Landmarks; **English in Use** (p. 82) - making suggestions /ɔ:/ - /ɑ:/; **Extensive reading: Across the curriculum: (Science) Sundials** (p. 83); **Progress Check** (p. 84)			
Module 7	7a	seasons; months and weather		chatroom conversation about the weather in various places of the world
	7b	clothes	present simple or continuous	dialogue: talking about clothes
	7c	activities		a postcard
	Culture Corner (p. 91) - The Alaskan Climate; **English in Use** (p. 92) - shopping for clothes /ʃ/; **Extensive reading: Across the curriculum: (Literature) What weather!** (p. 93); **Progress Check** (p. 94)			
Module 8	8a	festive activities	countable - uncountable nouns	article: *Harvest time around the world*
	8b	food and drinks; containers	*some/any - (how) much/(how) many*	dialogue: looking for foods for tonight's dinner
	8c			article: *Birthday Treats*
	Culture Corner (p. 101) - Thanksgiving; **English in Use** (p. 102) - ordering food /g/ - /ʤ/; **Extensive reading: Across the curriculum: (PSHE) Danger! Keep out!** (p. 103); **Progress Check** (p. 104)			
Module 9	9a	shops and products	*a/an/the; was/were*	dialogue: talking about shops
	9b	places to go	past simple (regular verbs)	an email: describing a place you went to
	9c	types of films	past simple (irregular verbs)	a film review: *Harry Potter and the Half-Blood Prince*
	Culture Corner (p. 111) - Busy spots in London; **English in Use** (p. 112) - asking for/giving directions /k/; **Extensive reading: Across the curriculum: (Maths) British Coins** (p. 113); **Progress Check** (p. 114)			

LISTENING & PRONUNCIATION	SPEAKING/NOTIONS FUNCTIONS	WRITING
/s/, /z/, /ɪz/	talking about animals in your country; what is new for you in the text	a poster about animals in your country
listening for specific information	asking about animals at the zoo; describing a wild animal	a paragraph about a wild animal
	talking about your pet(s)	a description of your pet

	asking about/telling the time; interviewing Lara Croft about her daily routine	a paragraph describing a daily routine
listening for specific information; /ŋ/	talking about your parents' jobs and present actions	a paragraph about a street scene
	talking about weekend activities	an email about what your family are doing

	talking about the weather	a chat log
listening for specific information; /aʊ/	talking about clothes in different seasons	describing pictures
		a postcard

listening for specific information; /ŋ/, /ŋk/	describing celebrations and festivals	a paragraph about a celebration
listening for specific information	talking about what you need to cook	a birthday party plan
	making suggestions	a magazine entry

/wɒz/, /wɜːˈ/		a shop paragraph about your/your friend's favourite shop
listening for specific information	asking questions about what your partner did last weekend	a short email to a friend about what you did last weekend
		a film review

		VOCABULARY	GRAMMAR	READING
Module 10	10a	types of holiday	*can/can't*	advertisements: *Himalayas, Spain, Egypt, Ireland, Africa*
	10b	activities and feelings	*will*	dialogue: plans
	10c	health matters		notes
	Culture Corner (p. 121) - All aboard; **English in Use** (p. 122) - renting a bike/a car /ɒ/; **Extensive reading: Across the curriculum: (Geography) Safe camping** (p. 123); **Progress Check** (p. 124)			

LISTENING & PRONUNCIATION	SPEAKING/NOTIONS FUNCTIONS	WRITING
/tʃ/, /dʒ/; listening for specific information	giving advice about the best holiday option	a holiday advert
	inviting/suggesting - accepting/ refusing	describing photographs of your last holiday
	talking about health problems	a note

We learn English



for the Internet



for travel



for business



to read books in English



to watch films in English



to sing songs in English



to make friends

The UK



Shakespeare



Queen Elizabeth I



a Queen's guard



fish & chips

The USA

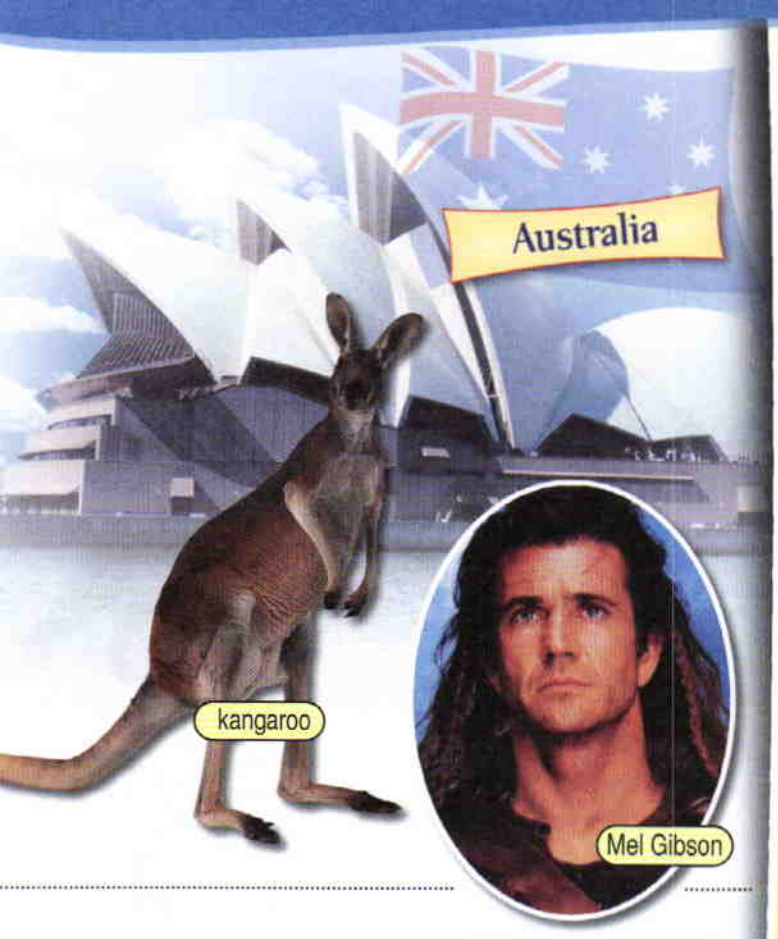


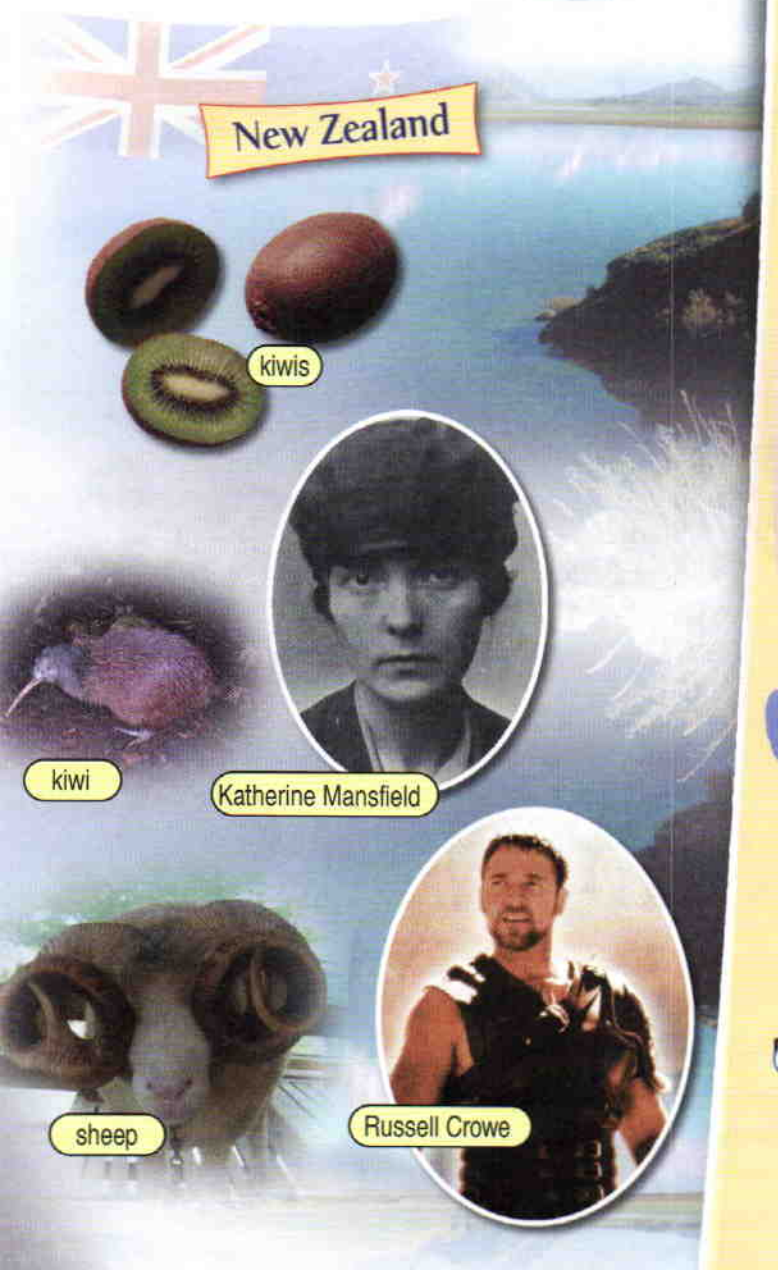
George Washington

the Statue of Liberty

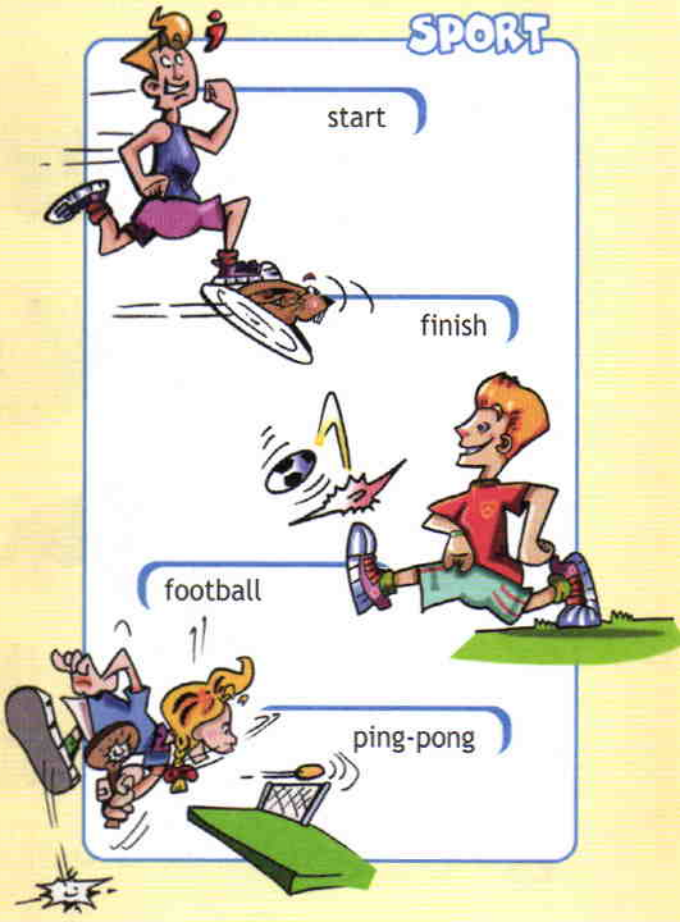


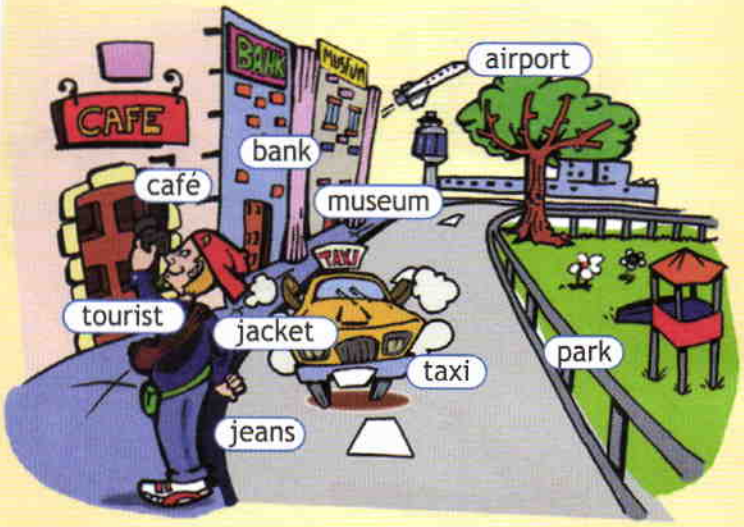
hot dog

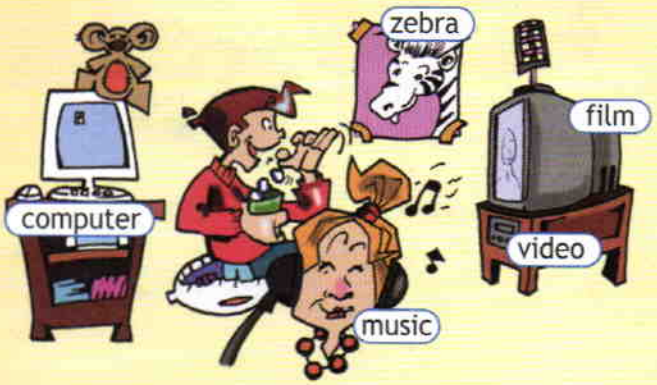




Shared Words







The English alphabet (I)

1 Listen and repeat. Which letters are/sound the same in your language?

Aa apple 

Bb ball 

Cc cat 

Dd doll 

Ee egg 

Ff fox 

Gg girl 

Hh hat 

2 Put the words in alphabetical order.


cap


book



date


ant


hand


eraser


flag


garlic

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....

3 Sing THE Song

A for apple,
B for ball,
C for cat,
and D for doll,
E for egg,
F for fox,
G for girl,
and H for hat.

4 🎧 **Listen and repeat.**

6

Reading Rules

We write	We say	
Bb	/b/	ball, book
Cc	/k/	cat, cap
Dd	/d/	date, doll
Gg	/g/	game, flag
Hh	/h/	hand, hat

5 **Write the words. Then spell them.**

1 a __ __ l __
2 f __ x
3 g __ r __
4 d __ __ l
5 c __ t

6 **Use the pictures from Exs 1 & 2. Make sentences.**

It's a cap. It's an eraser.

GAME

Play the right/wrong game.

► *A: It's a cat.*
B: Wrong. It's a fox. It's a book.
A: Right.

7 🎧 **Listen and repeat.**

Reading Rules

We write	We say	
Aa	/eɪ/	date, game, cake, name
	/æ/	hand, apple, hat, cap

8 🎧 **Listen and repeat. Read out the English names.**

Ann, Kate, Dave, Andy, Amy, Max, Pam, Jane, Harry

9 🎧 **Listen and repeat. Act out similar dialogues.**





The English alphabet (II)

1 Listen and repeat.

Ii ink



Jj jam



Kk kite



Ll lemon



Mm melon



Nn nest



Oo orange



Pp pen



Qq queen



Rr robot



2 Complete the words. Listen and read. Then spell.



1 j__m



2 ___m___



3 h__nd



4 a__p l__



5 __g__



6 d__l__

3 Sing THE Song

I for ink,
J for jam,
K for kite,
and L for lemon,
M for melon,
N for nest,
O for orange,
P for pen,
Q for queen,
and R for robot.

4 Listen and repeat.

Reading Rules

We write	We say	
Jj	/dʒ/	jam, jeans
Kk	/k/	kite, ink
Ll	/l/	lemon, flag, glass
Mm	/m/	melon, name
Nn	/n/	nest, pen, ant
Pp	/p/	pen, apple, cap
Qq (+ Uu)	/kw/	queen, question
Rr	/r/	robot, orange

5 Say a word. Use the last letter to say another word.

▶ *A: ink*
B: kite
A: egg

GAME

Look at Exs 1 & 2. Guess the word.

▶ *A: l ___ n. What's this?*
B: It's a lemon.

6 Listen and repeat.

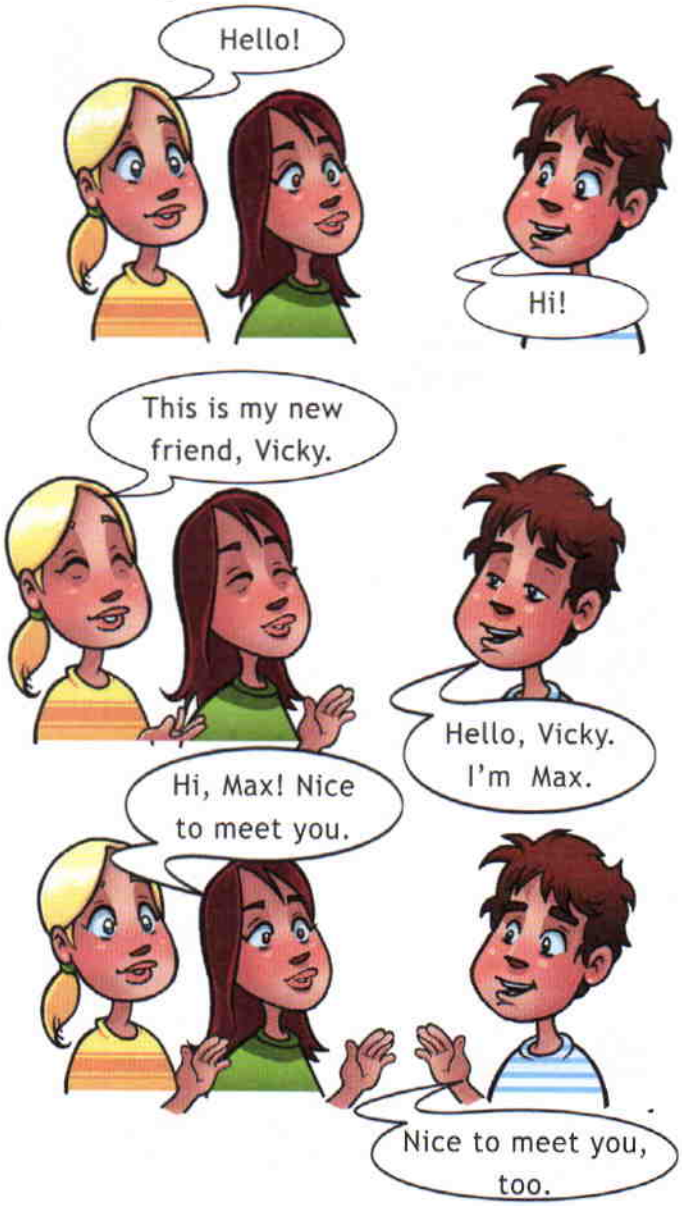
Reading Rules

We write	We say	
Ii	/aɪ/	kite, hi
	/ɪ/	it, is, ink

7 Listen and repeat. Read out the English names.

Kitty, Lily, Vicky, Sid, Cliff, Chris, Miles, Mike, Eliza

8 Listen and repeat. Act out similar dialogues.



The English alphabet (III)

1 Listen and repeat.

Ss snake 

Tt train 

Uu uniform 

Vv vet 

Ww window 

Xx box 

Yy yacht 

Zz zebra 

2 Sing THE Song

S for snake,
T for train,
and U for uniform.
V for vet,
W for window,
X for box,
Y for yacht,
and Z for zebra.

3 Write the words.

1 enask ► *snake*
2 tev .....
3 xob .....
4 aebzr .....
5 ahyct .....
6 ritan .....

4 What's next? Write the letter.

1 A, B, C, ...
2 S, T, U, ...
3 L, M, N, ...
4 W, X, Y, ...

5 Listen and repeat.

Reading Rules

We write	We say
Ss	/s/ snake, glass, sing, start
Tt	/t/ train, kite, nest, hat
Vv	/v/ vet, video, travel, Vicky
Ww	/w/ window, we, what
Xx	/ks/ tax, box, fox
Yy	/j/ yes, you, yacht
Zz	/z/ zoo, zebra, buzz

6 Listen and repeat.

Reading Rules

We write	We say	
Ee	/i:/	Pete, me
	/e/	egg, nest, vet, pen

7 Listen and repeat. Read out the English names.

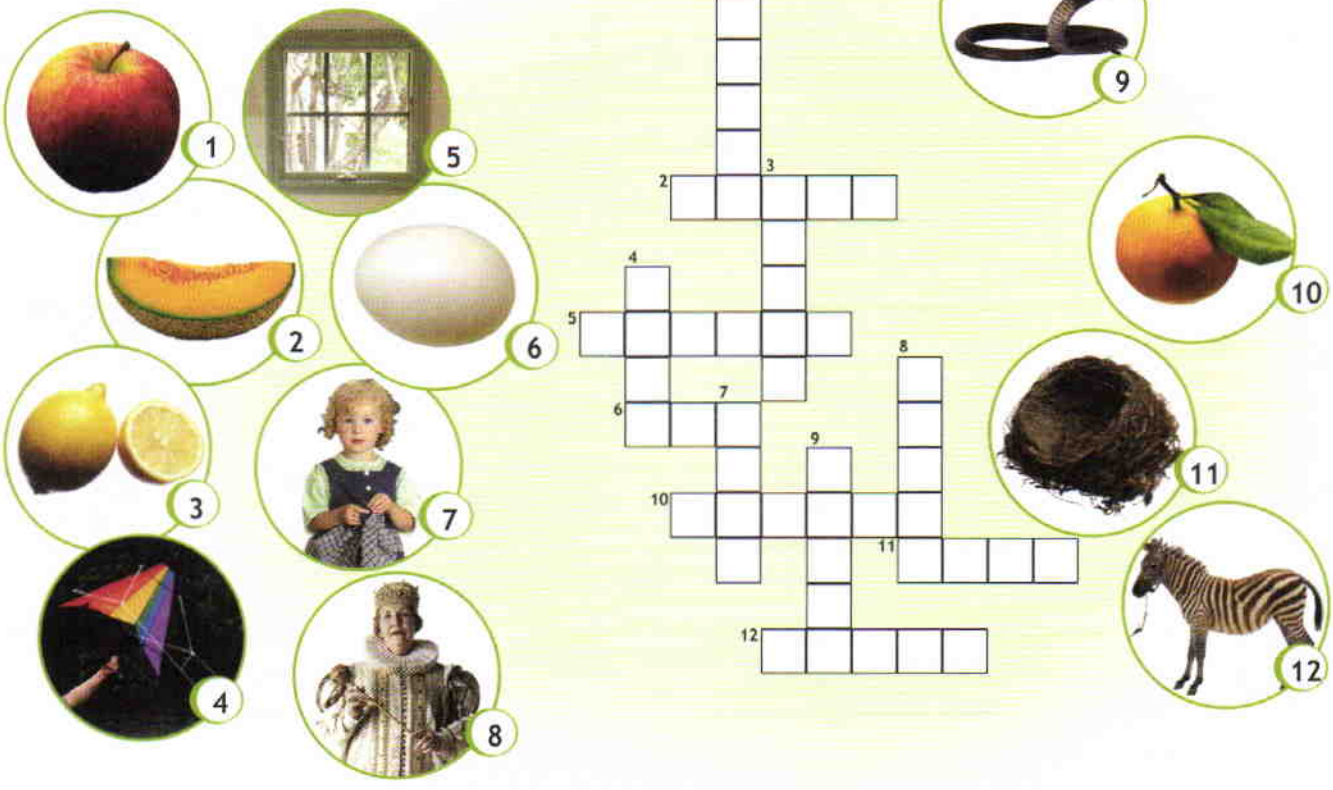
Peter, Eve, Benny, Betty, Henry

GAME

Say the word. Spell it.

► *A: lemon*
B: L - E - M - O - N

8 Complete the crossword. Spell the word.

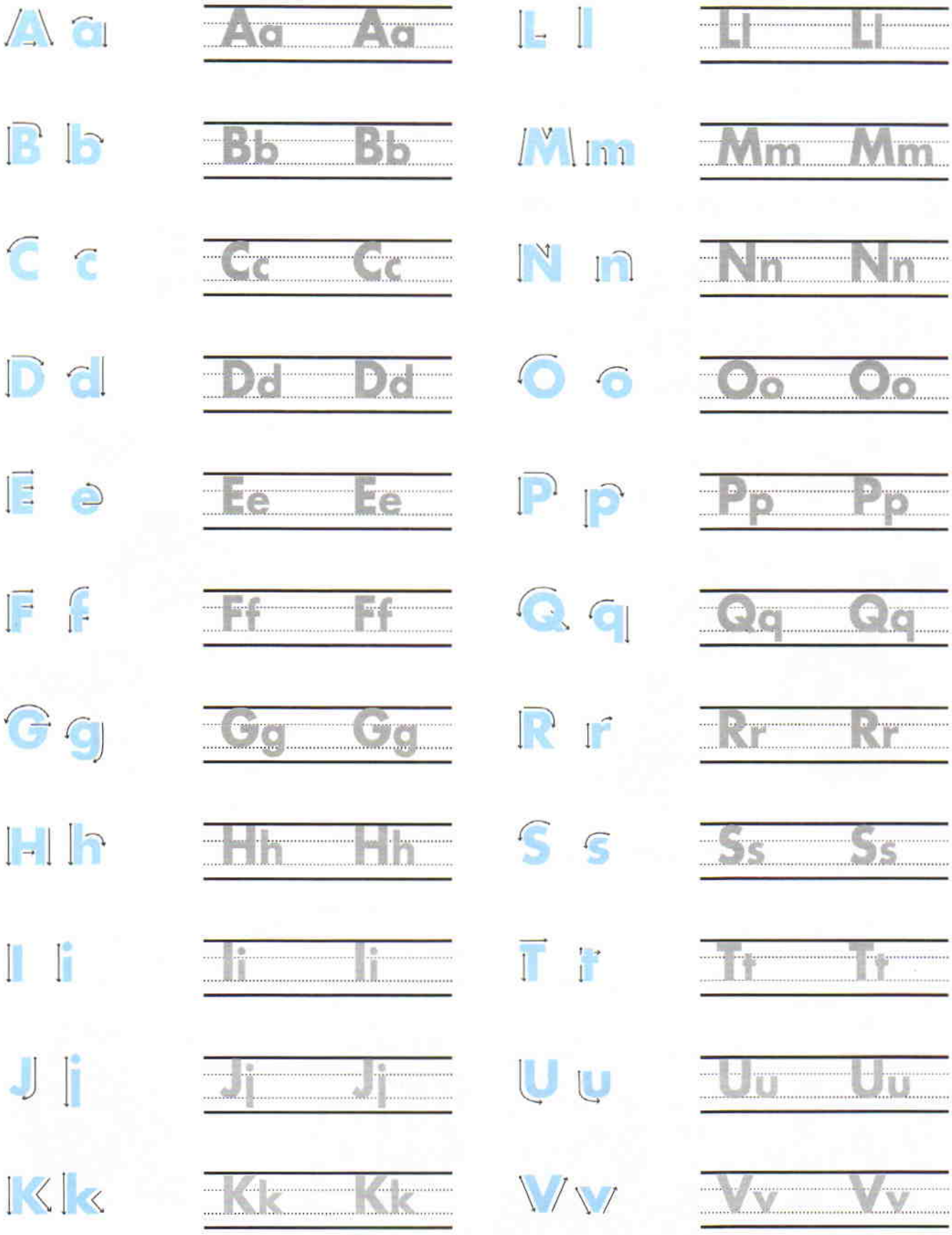


9 Listen and repeat. Act out similar dialogues.



The English alphabet (IV)

1 a) Name the letters. Write them in your notebook.



Ww Ww Ww Yy Yy Yy

Xx Xx Xx Zz Zz Zz

b) Say a word which starts with each letter.

► *A, apple*

2 Name and circle the odd letter out.

1 A - B - F - C
2 M - N - O - Q
3 S - Y - T - U
4 G - H - K - I
5 P - Q - F - R

3 Write the words in your notebooks.

1 nelom ► *lemon*
2 ebarz .....
3 uornfmi .....
4 otrob .....
5 lodl .....
6 peapl .....
7 nik .....
8 ueqen .....
9 iket .....
10 labl .....
11 xfo .....
12 tah .....

4 Sing THE Song

A - B - C - D - E - F - G,
H - I - J - K - L - M - N - O - P,
Q - R - S - T - U - V - W - X - Y and Z.
Now I know my A - B - Cs.
Why don't you sing with me?

GAME

Say a word which starts with the last letter.

► *A: lemon*
B: nest

5 Listen and repeat.

Reading Rules

We write	We say	
Oo	/oʊ/	no, note, nose, bone
	/ɒ/	fox, doctor, doll, box

6 Listen and repeat.

Rose, Bob, Joe, Monty, Lola

7 Listen and read. Act out similar dialogues.



Numbers

1 Listen and repeat. Count from 1 to 10 and from 10 to 1.

1 one 2 two 3 three 4 four

5 five 6 six 7 seven

8 eight 9 nine 10 ten

2 Write the missing number.

1 one, two, ▶ *three*, four
2 one, four, ..., ten
3 ....., eight, six, four
4 two, ..., six, eight

3 Find the number.

1 EON ..... 4 INNE .....
2 OUFR ..... 5 NTE .....
3 IXS ..... 6 EHETR .....

4 Do the sums.

1 1 + 2 = ▶ *3 (one plus two equals 3)*
2 7 - 4 = ▶ *3 (seven minus four equals 3)*
3 6 + 2 = ...
4 9 - 1 = ...
5 5 + 1 = ...
6 3 + 2 = ...
7 10 - 1 = ...
8 3 - 2 = ...
9 6 + 4 = ...
10 8 - 1 = ...

GAME

Play in pairs: Guess the number.

▶ *A: (thinks of number 6)*
B: seven
A: down
B: five
A: up
B: six
A: That's right.

5 Sing THE Song

One, two. How are you?
Three, four.
Fine and you?
Five, six.
What time is it?
Seven, eight.
It's late.
Nine, ten.
Let's count again.

Names

6 a) List the names. Which are Russian names?

• Peter • Laura • Steve • Ann • Pat
• John • Tony • Bill • Anya • Olga
• Julia • Slava • Mary • Sasha
• William • Ivan • Daria

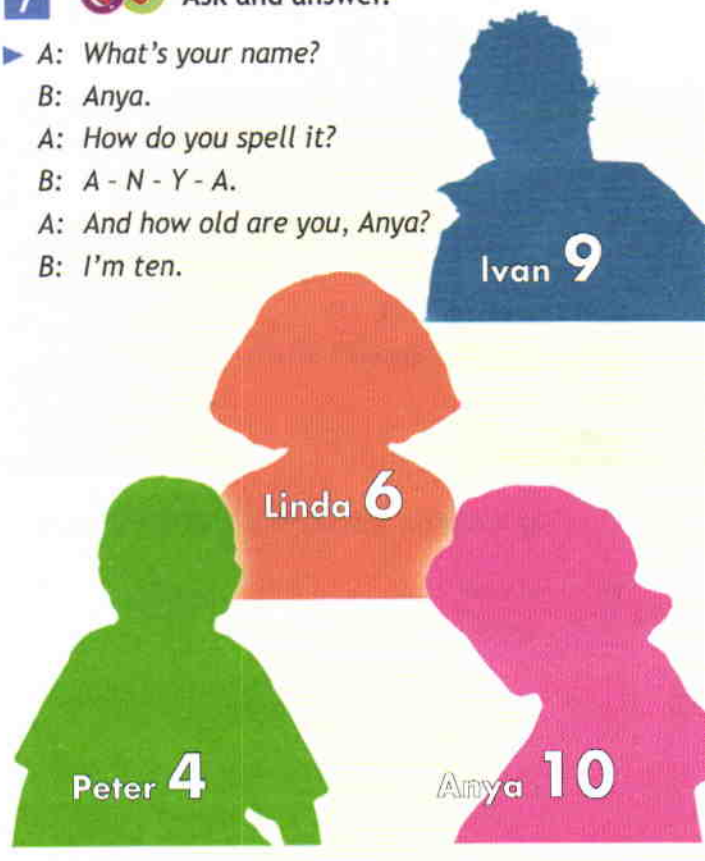
Boys	Girls

b) Listen and repeat.

c) Write your name in English.

7 Ask and answer.

▶ *A: What's your name?*
B: Anya.
A: How do you spell it?
B: A - N - Y - A.
A: And how old are you, Anya?
B: I'm ten.



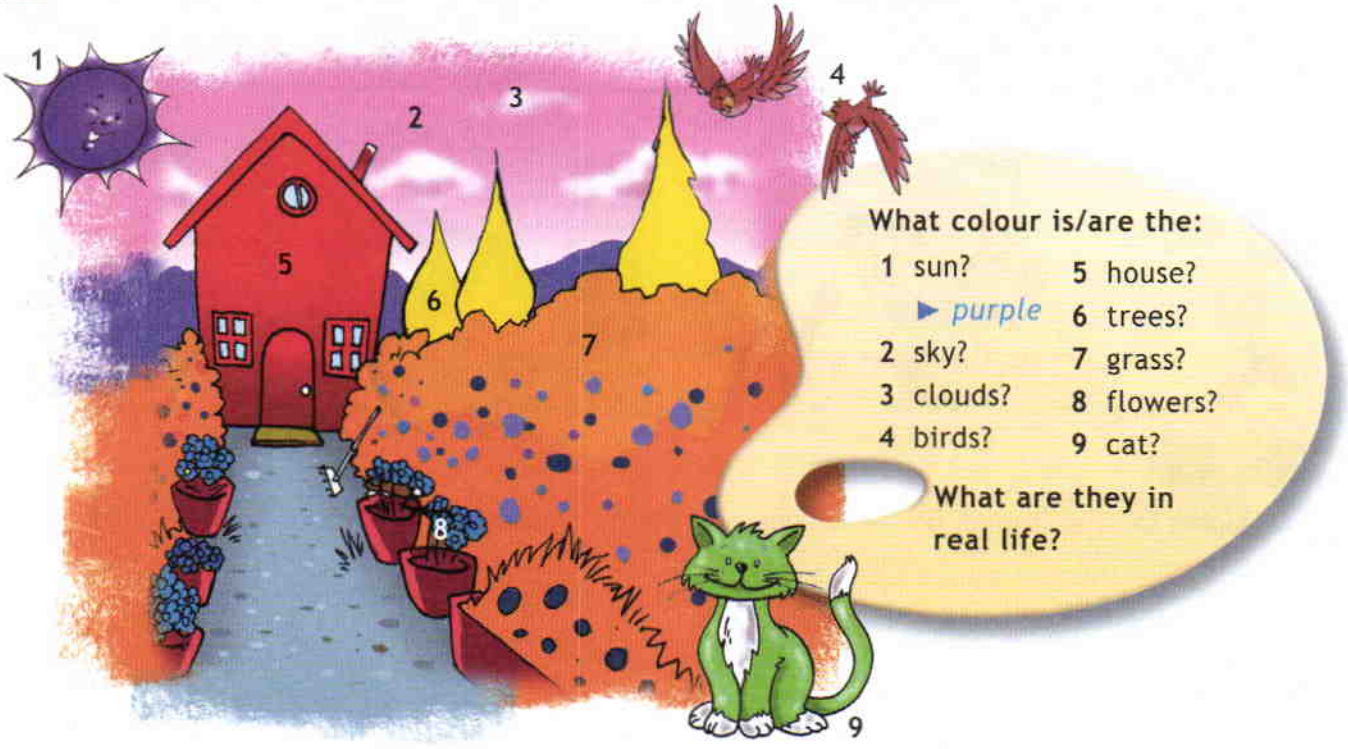
Colours

1 a) Listen and repeat.

b) Point to things in the classroom and say their colour.



2 Look at the picture. Answer the questions.



3 Look at the table and say the COLOUR not the word. Read the words aloud.

YELLOW	PURPLE	ORANGE	BLACK	
RED	BLUE		ORANGE	YELLOW
	GREEN	GREEN	PURPLE	GREEN
RED	BLUE	BLACK	BLUE	RED ORANGE

4 Sing THE Song

Red and yellow and pink and green,
Purple and orange and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow, too.

5 Listen and repeat.

Reading Rules

We write	We say	
Uu	/u:/	blue, music, pupil
	/ʌ/	up, cup

6 Listen and repeat.

Russ, Lucy, Duncan, June, July, Justin

Common verbs

1 Listen and repeat.

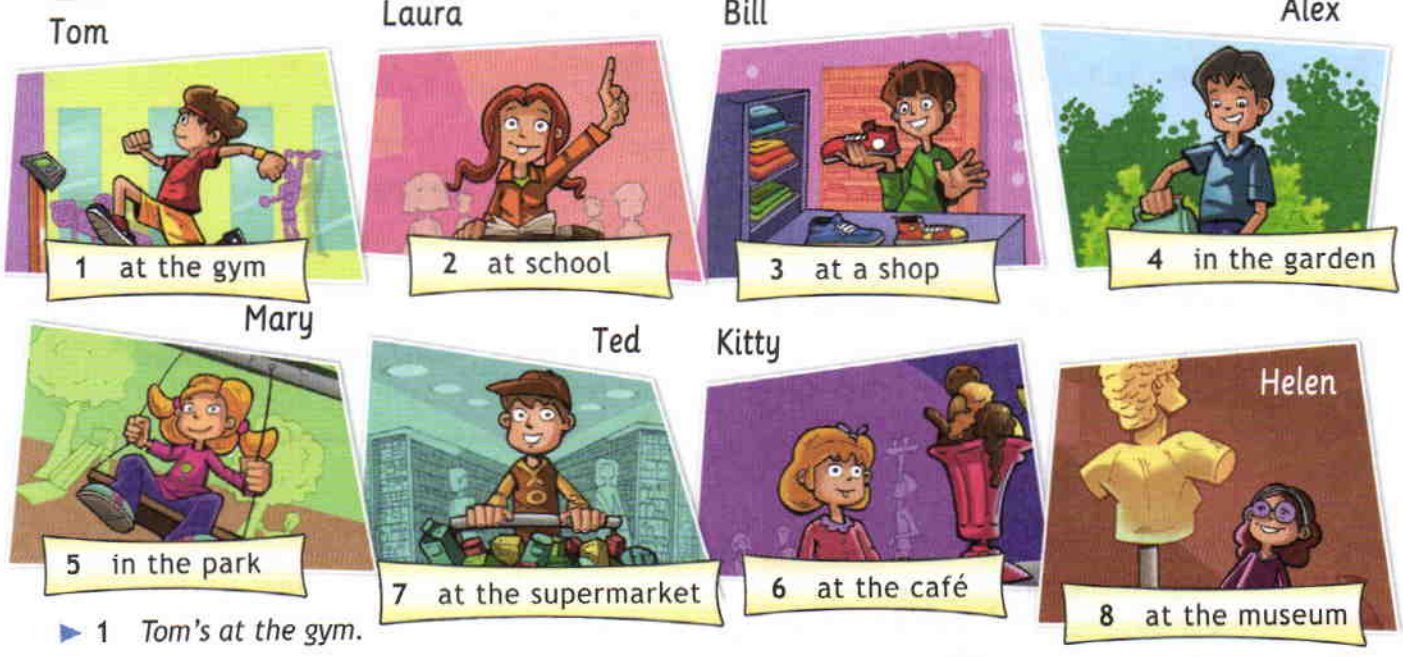


GAME

Listen to your partner. Do the actions. ► *A: Read, please!* *B: Please sing!*

Places

1 a) Where are they?



► 1 *Tom's at the gym.*

b) Give commands.

► *Tom, climb please.*

Classroom objects


desk


pencil case


pencil

1 a) Listen and repeat.

b) Put the objects in alphabetical order.


eraser


ruler


crayons


blackboard


chair


glue


sharpener


notebook

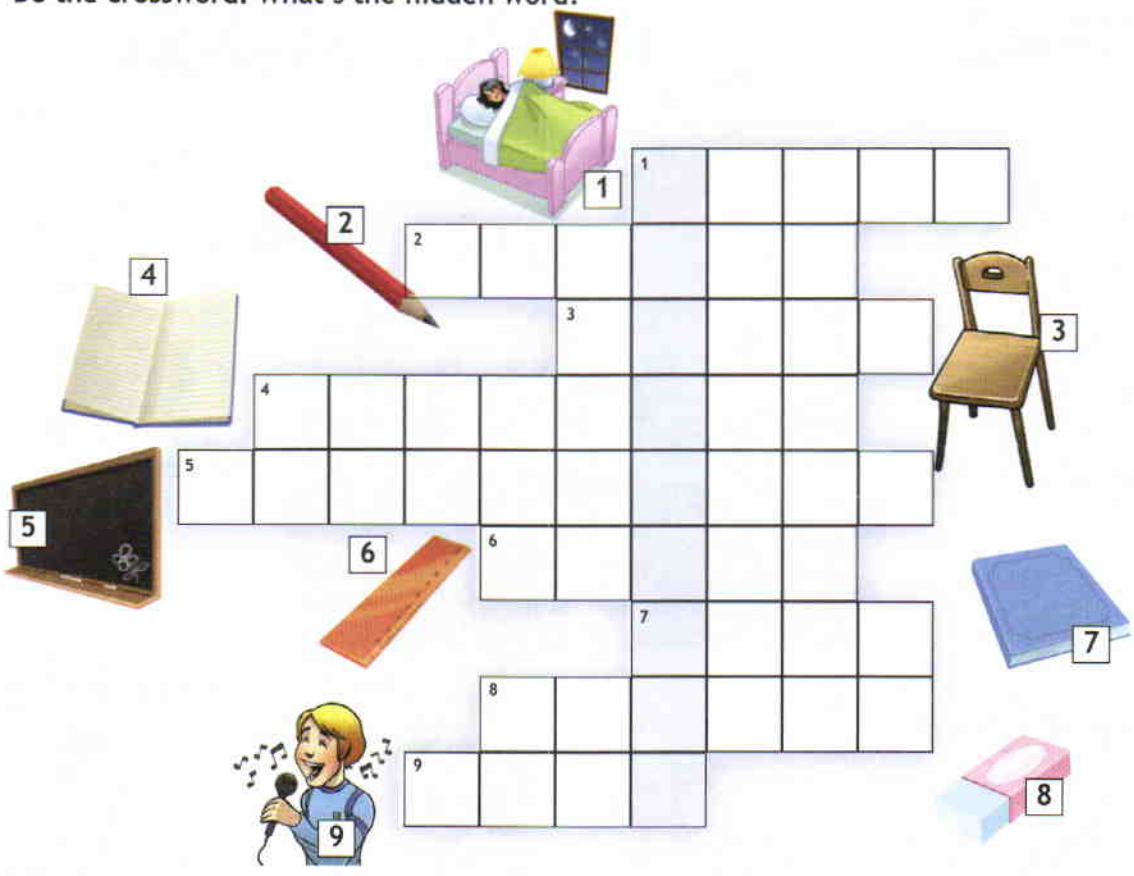

school bag


pen


paperclips


book

2 Do the crossword. What's the hidden word?



3 Discuss.

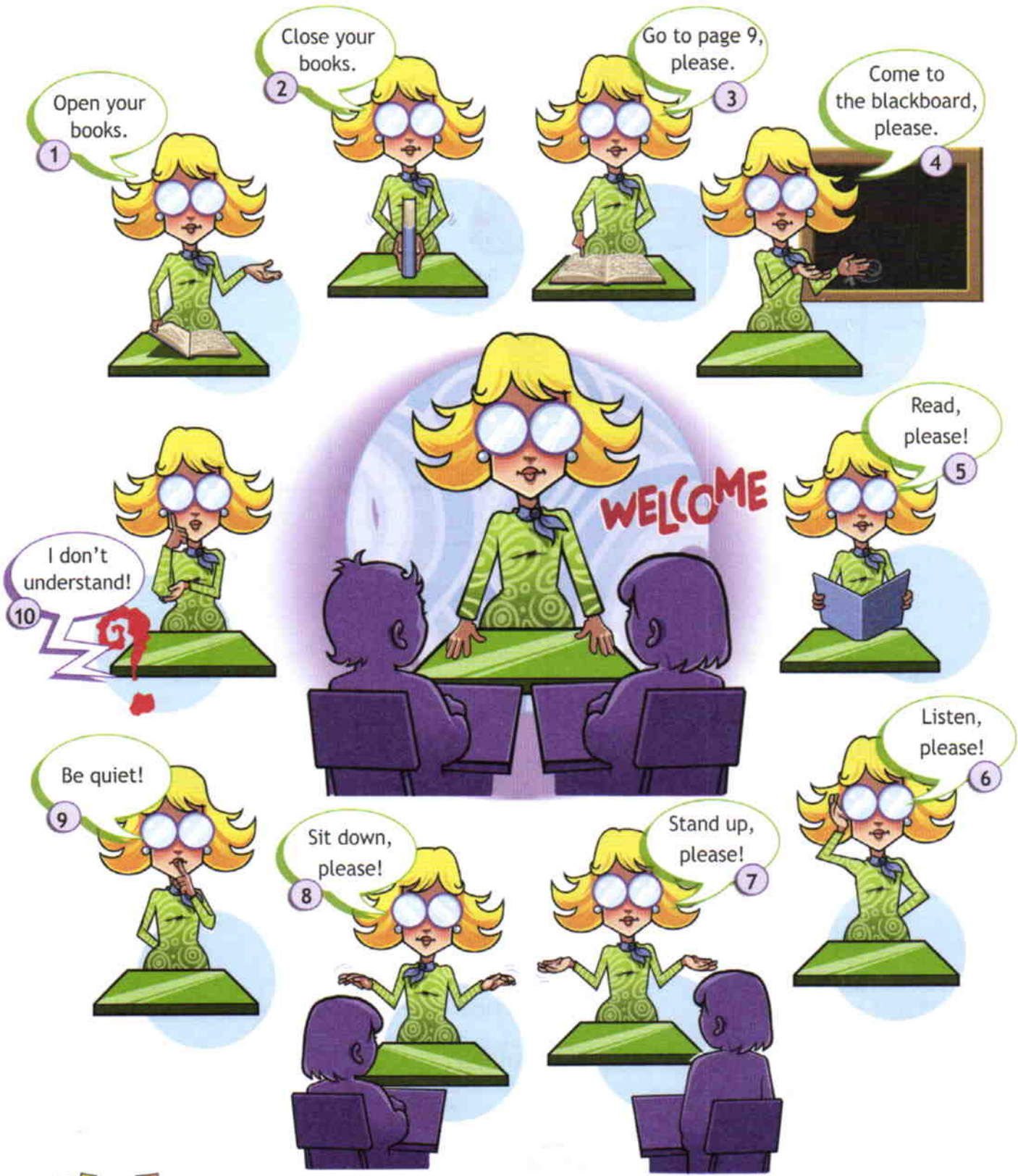
► *A: I've got a pen. It's black.*
B: I've got a pencil case. It's pink and yellow.

4 Listen and repeat. Act out similar dialogues.



Classroom language

1 Listen and repeat. Close your books. How many phrases can you remember?



GAME

Play the role of the teacher in front of the class, then in pairs. Listen to the leader. Do the actions.

School days

Module 1

Before you start ...

- Count the desks in your classroom.
- What colour is your school bag?
- What is in your school bag?

Look at Module 1

- Find the page numbers for pictures 1-3.

Find the page numbers for

- a school timetable ☐
- a student fact file ☐
- a subject choice form ☐
- a game ☐

Listen, read and talk about ...

- school subjects
- numbers 1-20
- days of the week
- a school timetable
- schools in Britain
- greetings
- working together in class

Learn how to ...

- talk about school subjects
- introduce yourself
- greet people

Practise ...

- a/an
- personal pronouns
- the verb 'to be'
- capital letters
- reading rules: a, th
- pronunciation: /æ/, /eɪ/, /θ/

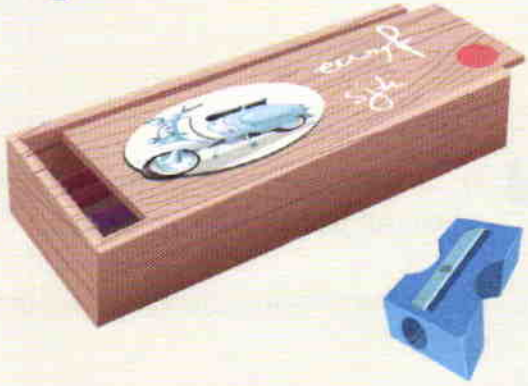
Write / Make ...

- a school timetable
- a fact file
- a paragraph about school
- a subject choice form
- a diagram of the education system in your country

1



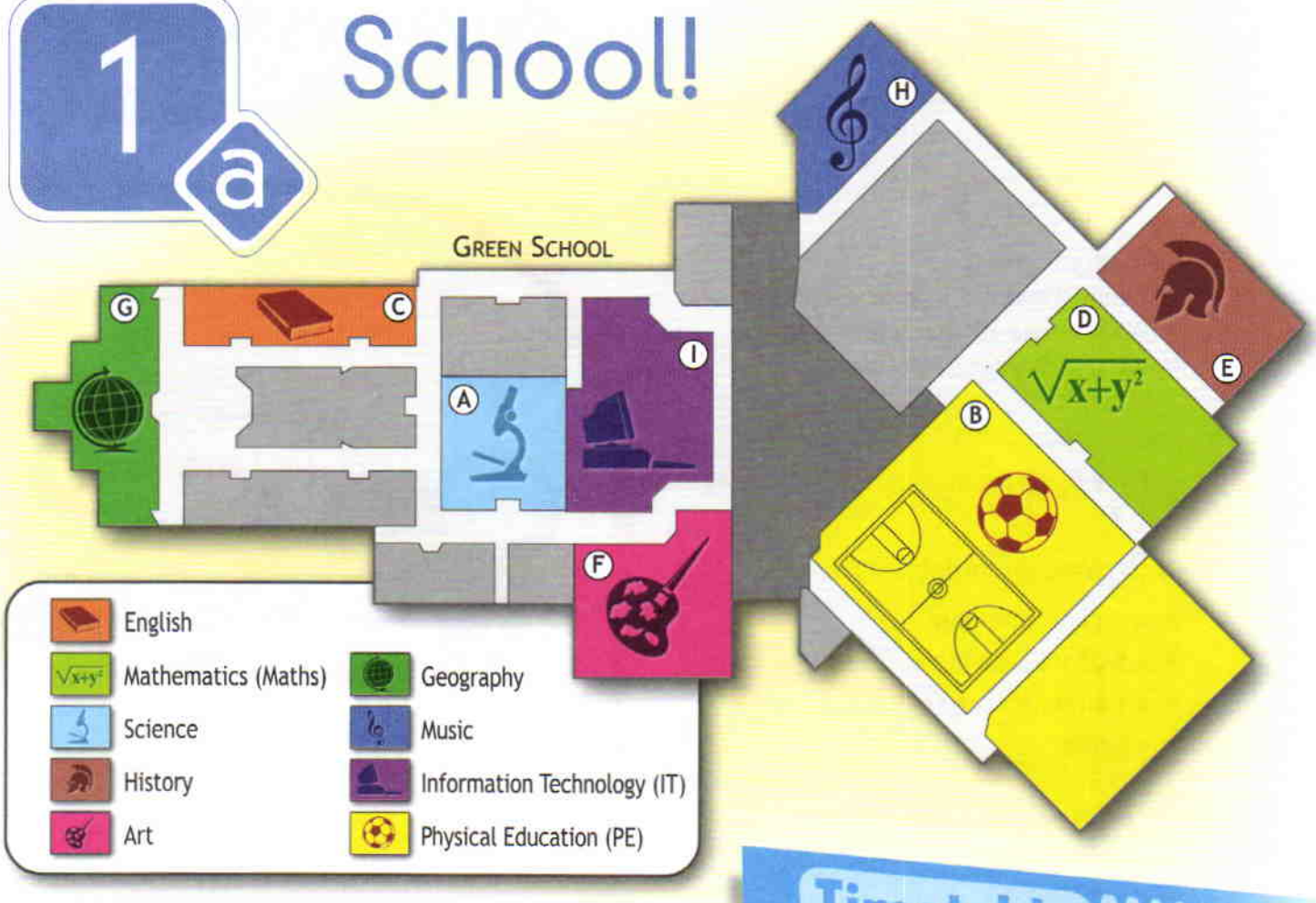
2



3



1a School!



Vocabulary

♦ School subjects

1 a) Listen and repeat. What are these school subjects in your language?

b) Put the school subjects in alphabetical order.

2 a) Look at the map of Green School and the timetable. Find the classroom for each subject.

► *A: Where's the maths lesson?*
B: In Room D.

b) What's your favourite subject?

♦ Days of the week

3 Listen and repeat.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Timetable

Monday Tue

8:30 - 9:25	Maths	►D
9:30 -10:25	IT	.....
10:25 -10:40		Break
10:40 -11:35	English	.....
11:35 -12:30	PE	.....
12:30 -1:30		Lunch Break
1:30 - 2:30	Science	.....
2:30 - 3:30	History	.....

Reading

4 a) Look at the notices 1-5 on p. 27. Which are from teachers? Which are from students?

① History Class
Mondays & Wednesdays
Room D

② Please bring your Dictionary to English Class on Tuesdays & Thursdays!
Mr Brown

③ Green School
FOR SCIENCE CLASS YOU NEED:
- A pencil
- An eraser
- A pencil sharpener
- A ruler
- A notebook

④ Second hand Geography & Maths textbooks for sale! Low prices! Call Paul @ 07957345796

⑤ No PE on Friday, 6th
Thank you, Mrs Sanders

b) Read the notices again and find:

- 6 school subjects
- 6 school objects
- 5 days of the week

c) Answer the questions.

1 Is the history class in Room B?
2 Who's the English teacher?
3 What do you need for the science class?

Grammar Grammar Reference

♦ Articles - a/an

5 **Read the rules.**

- a + consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) a book
- an + vowel (a, e, i, o, u) an apple

6 **Add *a* or *an*, then ask and answer as in the example.**

► *A: What's this in English?*
B: It's a pencil sharpener.



1 ► *a* pencil sharpener



2 ..... ruler



3 ..... eraser



4 ..... pencil case



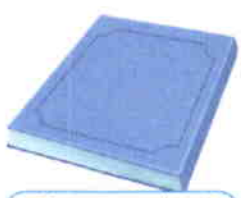
5 ..... notebook



6 ..... atlas



7 ..... blackboard



8 ..... book



9 ..... school bag



10 ..... pen



11 ..... pencil



12 ..... notepad



13 ..... timetable

GAME

Spelling game. In pairs play a spelling game about school objects and subjects.

Writing (a school timetable)

7 *Portfolio:* **Make your own school timetable for Monday.**

1 b First day!

11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty

Vocabulary

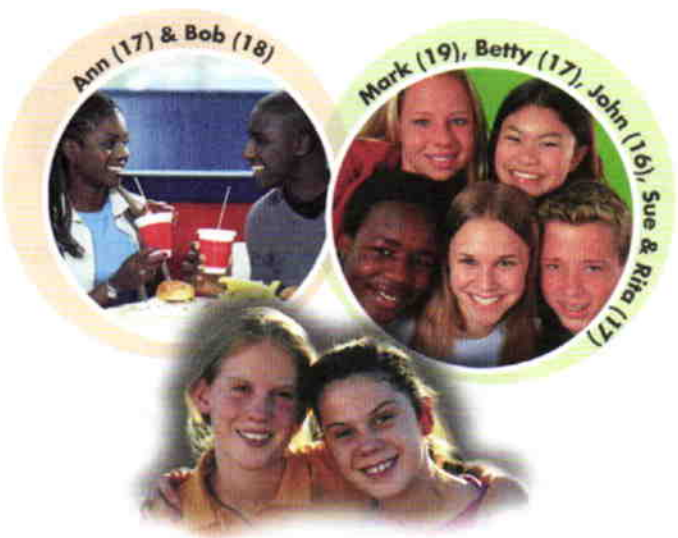
♦ Numbers

1 🎧 **Listen and repeat. Count from 1 to 20.**

2 a) **Look at the pictures. Ask and answer.**

► *A: How old is Ann?*
B: She's seventeen.

A: How old is Bob?
B: He's eighteen.



Wendy (11) & Jill (12)

b) **How old are you?** ► *I am ...*

Everyday English

♦ Introducing yourself

3 **Read the dialogue. Introduce yourselves.**

A: Hello. My name's Linda Thomas.
B: Hi! I'm Susan Wilson.
A: Nice to meet you, Susan.
B: Nice to meet you, too.

Reading

4 a) 🎧 **Read the first exchange. Where are the two boys? Read, listen and check.**

Markus: Excuse me, where is the science lesson?
David: It's in Room D. Are you **new** to the school?
Markus: Yes, I am. My name's Markus.
David: My name's David. Nice to meet you, Markus. Your name is strange. How do you spell it?
Markus: It's M-A-R-K-U-S.
David: I see. How old are you?
Markus: I'm twelve. And you?
David: I'm twelve too! Are you in Class 2E?
Markus: Yes, I am!
David: Me too! Let's go to the science lesson together then!

b) **Read again. Mark the statements 1-4 *T* (true) or *F* (false).**

1 The history lesson is in Room D. .....
2 David is new to the school. .....
3 David and Markus are 12 years old. .....
4 David and Markus aren't in the same class. .....

Speaking

5 *Portfolio:* **Take roles and act out similar dialogues. Record yourselves.**

- Jenny (13) – Pedro (14)
- Cathy (9) – Anya (10)
- Steven (11) – Julio (12)

Grammar Grammar Reference

♦ Personal pronouns

6 **a) Read the box. Find examples in the dialogue.**

Singular	Plural
I	we
you	you
he/she/it	they

b) Write the correct personal pronoun.

1 Linda ..... 4 Sue & I .....
2 Mark ..... 5 Ben & you .....
3 Tom & Lyn ..... 6 eraser .....

♦ The verb 'to be'

7 **a) Read the box. Find examples of the verb *'to be'* in the dialogue.**

Affirmative	
Singular	**Plural**
I am/I'm you are/you're he is/he's, she is/she's, it is/it's	we are/we're you are/you're they are/they're
Negative	
Singular	**Plural**
I am not/I'm not you are not/you aren't he is not/he isn't, she is not/she isn't, it is not/it isn't	we are not/we aren't you are not/you aren't they are not/they aren't

b) Complete the sentences. Use *'m, 's, 're.*

1 Susan ..... new to the school.
2 I ..... 14 years old.
3 They ..... in Room E.
4 He ..... my best friend.
5 You ..... in Grade 7.

c) Rewrite sentences 1-5 in the negative form.

► *Susan isn't new to the school.*

Interrogative	Short Answers
Am I?	Yes, I am./No, I'm not.
Are you?	Yes, you are./No, you aren't.
Is he?	Yes, he is./No, he isn't.
Is she?	Yes, she is./No, she isn't.
Is it?	Yes, it is./No, it isn't.
Are we?	Yes, we are./No, we aren't.
Are you?	Yes, you are./No, you aren't.
Are they?	Yes, they are./No, they aren't.

8 **Complete the questions. Then write answers.**

1 ..... they in Year 7? Yes, ...
2 ..... you 11 years old? No, ...
3 ..... it a ruler? Yes, ...
4 ..... you and Mary in the same class? No, ...
5 ..... he Mark? No, ...

9  **Look at the pictures from Ex. 2. Ask and answer, as in the example.**

- Wendy, 12? • Bob, 14? • Sue, 16?
- Rita, 11?

► *A: Is Wendy 12?*
B: No, she isn't. She's 11.

10 **Write the questions.**

1 ► *Are you new to the school*? No, I'm not.
2 .....? No, it isn't an eraser.
3 .....? Yes, I'm twelve.
4 .....? No, they aren't pencils.
5 .....? Yes, we're in Year seven.

Writing (a fact file)

11 ***Portfolio:*** **Make a fact file about yourself, as in the example.**

► I'm Damien Smith.
I'm eleven years old.
I'm in Class 2C.
My favourite subject is maths.



1C Favourite subjects

Reading

1 Read and answer the questions.

MERTON
SECONDARY SCHOOL
AFTER SCHOOL CLASSES SUBJECT CHOICE FORM

Name: Tony Mitchell (12)
Class: 8c

Subjects: Please tick (✓)

Maths	☐	Art	☑	Music	☑
English	☐	PE	☐	Other	
Geography	☐	IT	☐	language	☐
History	☐	Science	☐		

1 What is his name?
2 What class is he in?
3 What school is he in?
4 What subjects does he choose?

2 Read the short paragraph and correct the mistakes.

▶ 12
Tony Mitchell is ~~14.~~ He's at Merton secondary school. He's in class 2b. He does English, maths, geography and science.

3 Read the theory box. Correct the mistakes in sentences 1-4.

Capital letters
In English we use capital letters after full stops and for names (*John*), the personal pronoun 'I' and days of the week (*Monday*), months (*April*) and names of countries (*Russia*). Is it the same in your language?

1 Sarah is 15. she's in my geography class.
2 Their names are Claire and Steve lennon.
3 She's Nora and i'm Phil. We are from england.
4 The art class is in Room D on tuesdays and thursdays.

Listening

4 Listen and tick (✓) the right picture.

1 What is the boy's name?



A ☐ B ☐ C ☐

2 Where is the maths lesson?



A ☐

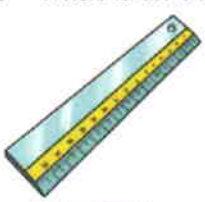


B ☐



C ☐

3 What is on the desk?


A ☐


B ☐


C ☐

4 What is Mary's favourite subject?


A ☐


B ☐


C ☐

Writing (a subject choice form)

5 *Portfolio:* Make a form about yourself similar to Tony's. Exchange forms with a partner. Then write a short paragraph, like the one in Ex. 2, about your partner.

CULTURE CORNER

Schools in England

1 Look at the diagram. What is it about?

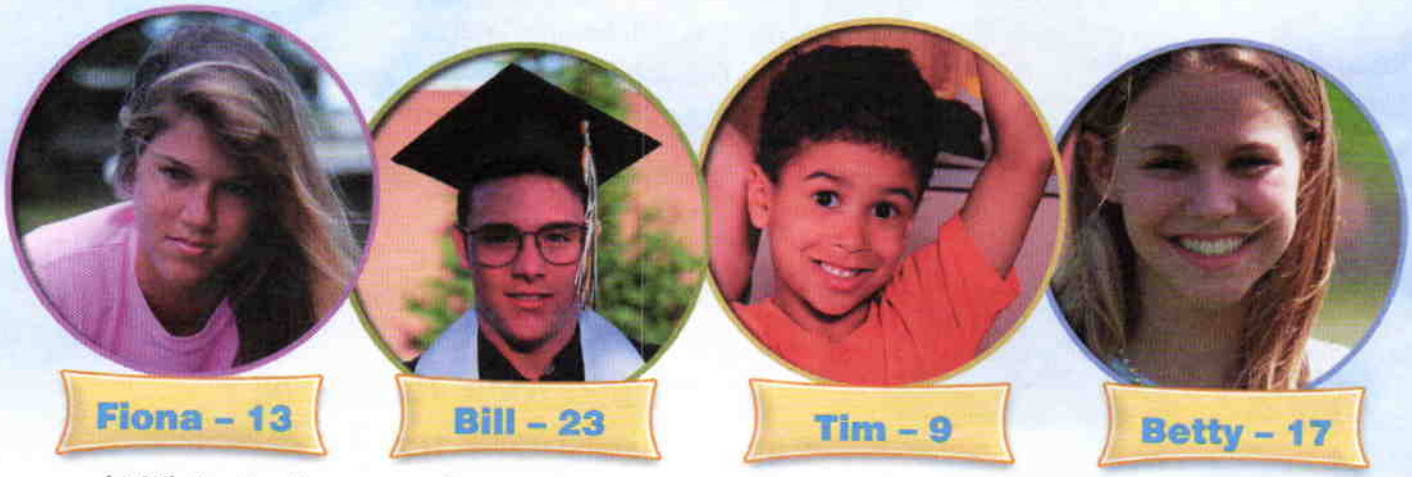


ENGLISH EDUCATION

- **Primary School** 5 - 11 years old
- **Secondary School** 11 - 16 years old
- **Sixth Form College** 16 - 18 years old
- **University** 18+ years old

2 a) Look at the pictures. Match the people to the type of school. Tell your partner.

► *Her name is Fiona. She's 13 years old. She's at secondary school.*



Fiona – 13 **Bill – 23** **Tim – 9** **Betty – 17**

b) What school are you at?

Project

3 *Portfolio:* Make a similar diagram about the education system in your country. How similar is it to England's? Use the internet to find the information.

English in Use 1

♦ Greetings

1 Listen and repeat. What are these greetings in your language?



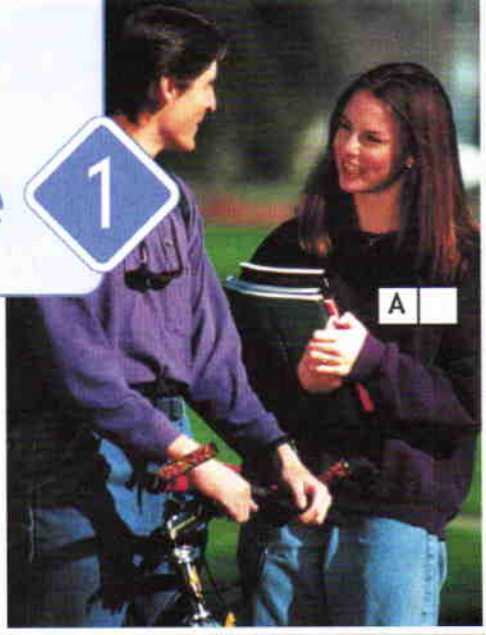
















2 Listen and match the dialogues to the pictures. Read and check.

1
A: Good morning, Paul!
B: Hello, Jane!
A: How are you?
B: I'm fine, thanks. And you?
A: Not bad. See you later!
B: OK. Goodbye!

2
A: It's late. Good night, Sasha!
B: Good night, Peter. See you tomorrow!

3
A: Goodbye, mum!
B: Goodbye, Liz. See you later.
A: See you.

3 Act out similar dialogues.

Pronunciation /eɪ/, /æ/, /θ/

4 Listen and repeat. Think of more words with the same sounds.

/eɪ/: grade, name, same, later
/æ/: am, thanks, atlas, bag, man
/θ/: thanks, Thursday, think

Reading Rules

a - /eɪ/ name
/æ/ maths
th - /θ/ maths

Extensive Reading 1

ACROSS THE CURRICULUM: Citizenship

1 How do you like working at school?



2 a) 🎧 Look at the title and the pictures. What is the poster about? Listen, read and check.

b) Now say three rules you remember about working together.

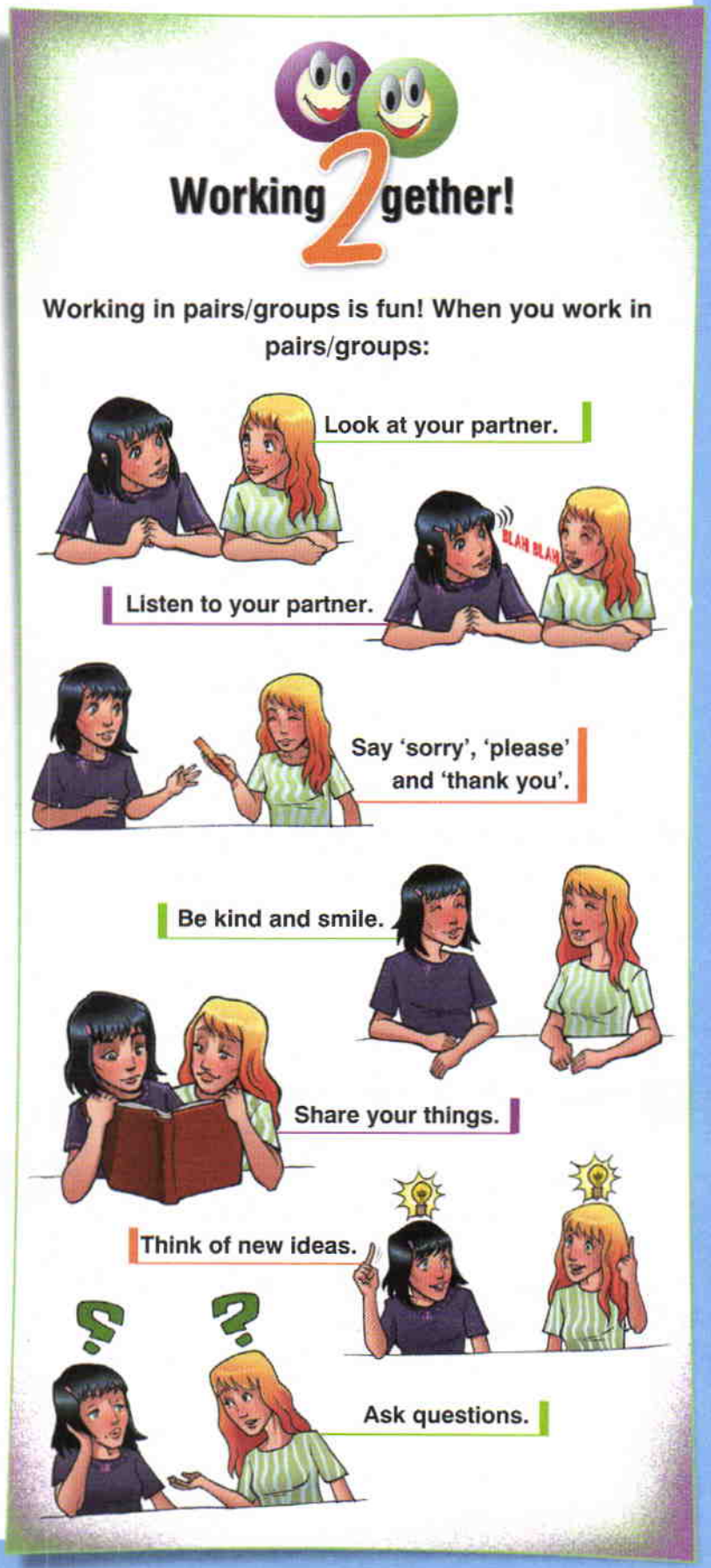
3 Use the letters to form verbs.

1 ksa ► *ask*
2 hares .....
3 ysa .....
4 kolo .....
5 stneil .....

4 Time to mime: Work in groups. One person reads the rules in Ex. 2a. The others mime them.

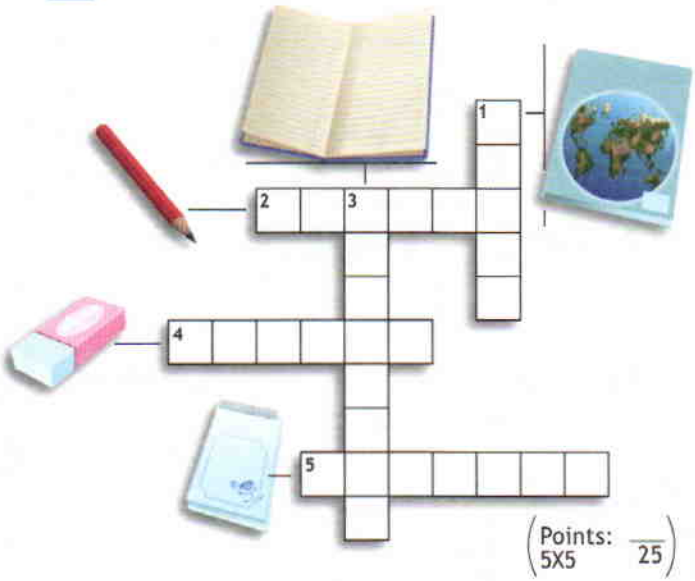
study skills

Working in pairs/groups
Remember to use these rules when you work in pairs/groups. They will help you learn better.



Progress Check 1

1 **Complete the words.**



(Points: 5X5 25)

2 **Match the words.**

1	Information	a	Education
2	Physical	b	break
3	school	c	Technology
4	lunch	d	subjects
5	pencil	e	case

(Points: 5X4 20)

3 **Complete with *a/an*.**

1 ..... pencil case
2 ..... atlas
3 ..... pencil sharpener
4 ..... eraser
5 ..... ruler

(Points: 5X3 15)

4 **Fill in: *is*, *are*, then answer the questions.**

1 ..... Laura new to the school?
Yes, ...
2 ..... Tim in Year 5?
No, ...
3 ..... Paul and Steve at secondary school?
Yes, ...
4 ..... Jane and Claire in Year 7?
No, ...
5 ..... Laura and Jane at primary school?
Yes, ...

(Points: 10X2 20)

5 **Choose the correct response.**

1 A: Good morning, Paul.
B: a Good morning, Ann.
b And you?

2 A: How are you?
B: a I'm fine, thanks.
b Thank you.

3 A: Goodbye, Tony.
B: a How are you?
b Goodbye, Sally. See you later.

4 A: See you later!
B: a See you.
b Fine, thanks.

(Points: 4X5 20)

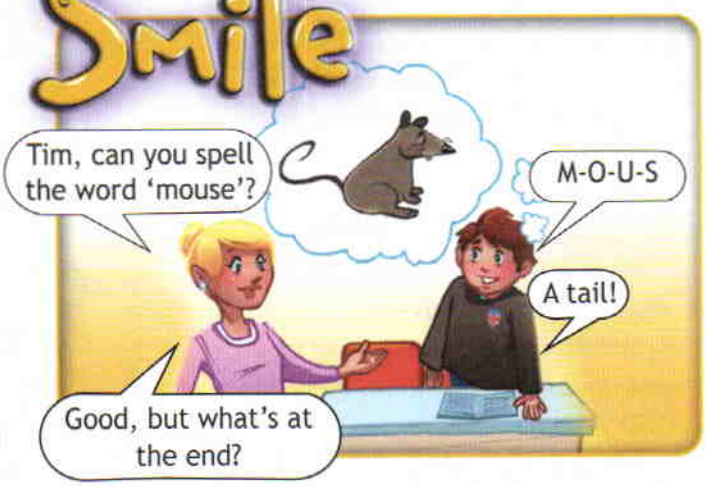
(My score: 100)

Now I Can ...

- talk about school subjects/objects
- write a school timetable
- count from 1 to 20.
- introduce myself and others
- write a fact file about myself
- use capital letters correctly
- write a subject choice form
- talk about schools in England & in my country
- greet people

... in English

Smile



That's me!

Module 2

Before you start ...

- How old are you?
- What are your favourite school subjects?
- What is in your school bag?

Look at Module 2

- Find the page numbers for pictures 1-3.

Find the page numbers for

- flags ☐
- a world map ☐
- an article about UK souvenirs ☐
- a film review ☐

Listen, read and talk about ...

- countries & nationalities
- personal things
- birthday gifts
- collections
- UK souvenirs
- continents & capital cities

Learn how to ...

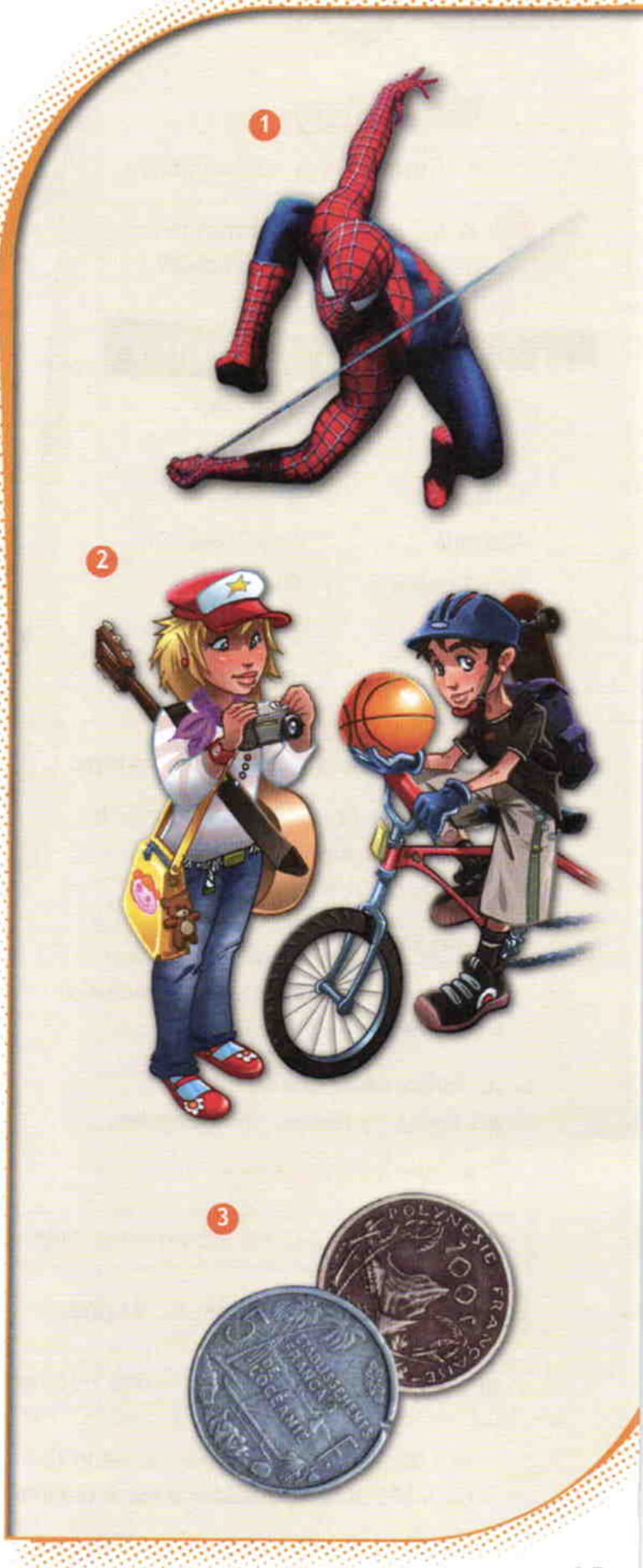
- say your age and nationality
- count from 21 to 100
- give personal information
- buy a souvenir

Practise ...

- the verb "have got"
- plurals
- possessive adjectives
- *this - that/these - those*
- using short forms
- reading rules: u, o + n, m, v
- pronunciation: /s/, /z/, /ɪz/, /uː/, /ʌ/, -s ending plural

Write / Make ...

- a poster of your favourite cartoon characters
- a list of things for your birthday
- a paragraph about your collection
- a map of your country with souvenirs
- a quiz about countries & their capitals



2a I'm from ...



Avril Lavigne (Canadian)





Batman (American)



Asterix (French)



Jude Law (British)



Yu-Gi-Oh (Japanese)

Vocabulary

♦ Countries & nationalities

1 a) 🎧 **Match the countries to the nationalities. Listen and check. Listen again and repeat.**

COUNTRIES	NATIONALITIES
the UK	American
the USA	Australian
Canada	British
Australia	New Zealander
New Zealand	Canadian
France	French
Japan	Japanese

b) **Where are you from? What languages can you speak? Tell the class.**

▶ *Hello! I'm Natasha. I'm from Russia. I can speak Russian and English, but I can't speak French.*

2 **Do you know the cartoon characters and people in the pictures? Where are they from?**

▶ *A: Where's Avril Lavigne from?*
B: She's from Canada. She's Canadian.

♦ Word formation

We use -ish, -ian, -er, -ese to form nationalities.

3 **Group the nationalities in Ex. 1a under:**

-an | -ish | -ian | -er | -ese | other

Use the list of geographical names at the back of the book to add one more to each group.

GAME

Play in teams. One team says a country, the other says the nationality.

▶ *Team A S1: Italy.*
Team B S1: Italian.

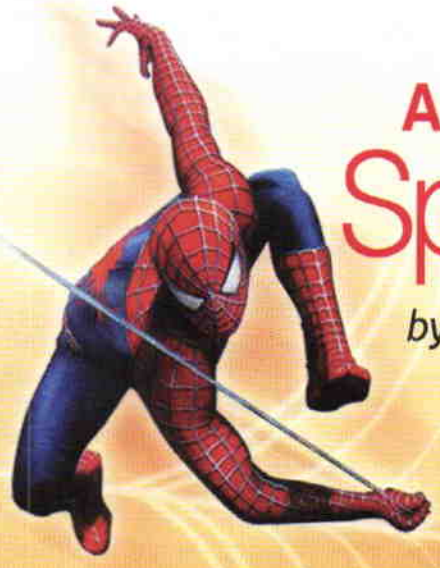
Reading

4 Look at the picture and the title of the text. Read the four names below. Who are these people? Listen and read to find out.

- Aunt Mary • Mary Jane
- Peter Parker
- The Green Goblin

5 Read and answer the questions. Explain the words in bold.

1 Where's Spider-Man from?
2 Who's his best friend?
3 What can Spider-Man do?
4 Who is against him?



Amazing Spidey!

by Ann Smith

★★★★★

Peter Parker is a **quiet** teenager. He lives in a small house in New York City with his Aunt Mary. Peter hasn't got many friends. His best friend, Mary Jane, lives **next door**. One day, a spider **bites** Peter in a science lab. Now he's got special **powers**! He is **strong** and **fast** and he can **climb walls**, just like a spider! People love him, but his **enemy**, the evil Green Goblin, is after him. Can Spider-Man stop him? **Watch** this brilliant film to find out!

study skills

Making notes
Read the text and underline keywords. List the points under headings. Use your notes to present the topic.

Speaking

6 Make notes then present the story of Spider-Man to the class.

Grammar Grammar Reference

♦ have got

7 Read the table. Find examples in the text.

Affirmative	Negative
I/you/we/they **have got** he/she/it **has got**	I/you/we/they **haven't got** he/she/it **hasn't got**
Interrogative	**Short answers**
Have I/you/we/they **got** ...? **Has** he/she/it **got** ...?	**Yes**, I/you/we/they **have**. **No**, I/you/we/they **haven't**. **Yes**, he/she/it **has**. **No**, he/she/it **hasn't**.

8 What have Jane and John got in their school bags? Ask and answer.



Jane		John
eraser	book	ruler
pen	pencil	notebook
sharpener	pencil case	notepad
atlas		

► *A: Has Jane got a ruler in her school bag?*
B: No, she hasn't. Has John got a ruler in his school bag?
A: Yes, he has.

What has your partner got in his school bag? What have you got?

Writing (a poster)

9 *Portfolio:* Make a poster of your favourite cartoon characters. Stick on pictures. Write a few sentences about each character. Write:

- name • who the character is
- what the character does

2b My things

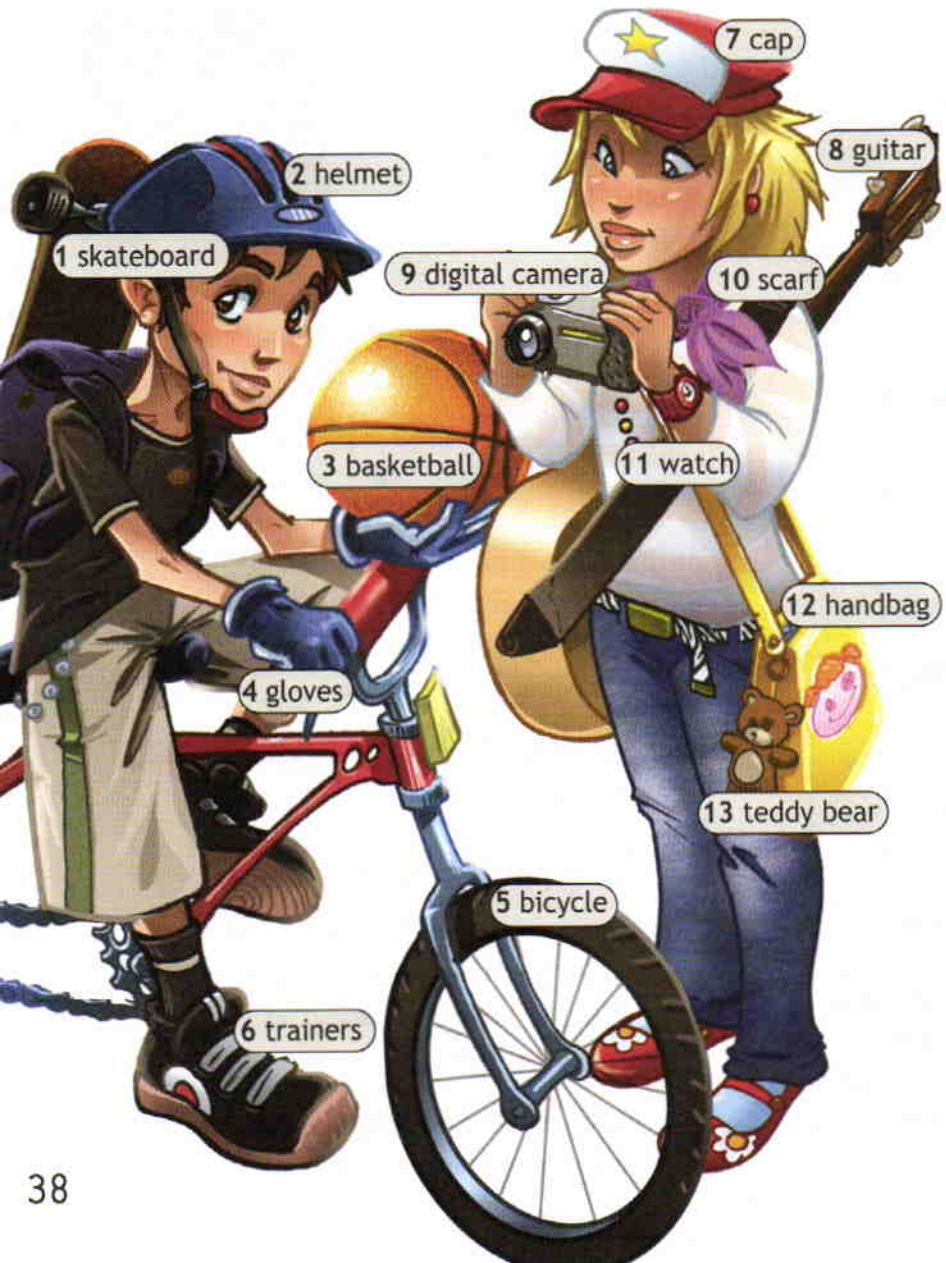
Vocabulary

♦ Personal things

study skills

International words in English
Associate words that are similar to words in your language. This helps you remember them.

1 Listen and repeat. Which of these words are like words in your language?



Reading

2 a) Read the first exchange. Who's got a new bike?

b) What is Amy's present? Listen and read to find out.

Tim: Hi, Amy!
Amy: Hi, Tim! Is that your new bike?
Tim: Yes, it is!
Amy: Wow, it's fantastic!
Tim: Thanks, Amy. Is that your new camera?
Amy: Yes. It's a digital camera from my mum and dad. It's my birthday today.
Tim: Oh, Happy Birthday, Amy!
Amy: Thanks, Tim! Smile for the camera!

c) Read the dialogue aloud.

3 Look at the picture again. Which of these things have you got? What colour are they? Tell your partner.

► *I've got a skateboard and a helmet. My skateboard is blue and my helmet is red.*

Speaking

4 *Portfolio:* Your friend has got a new skateboard. Act out a dialogue. Use the one in Ex. 2 as a model. Record yourselves.

Grammar Grammar Reference

♦ Plurals

5 Read the rules. Then write the plurals.

noun + -s *one doll - two dolls*
-s, -ss, -sh, -ch, -x, -o + -es *bus - buses, class - classes, brush - brushes, watch - watches, fox - foxes, tomato - tomatoes*

consonant + y → -ies *lady - ladies* BUT *toy - toys*

-f/-fe → -ves *leaf - leaves, life - lives*

IRREGULAR PLURALS

child - children	woman - women
foot - feet	man - men
tooth - teeth	mouse - mice

1 doll ► *dolls*
2 party .....
3 man .....
4 box .....
5 ball .....
6 boy .....
7 knife .....
8 watch .....

Pronunciation

6 🎧 Listen and tick (✓). Listen and repeat.

Reading Rules

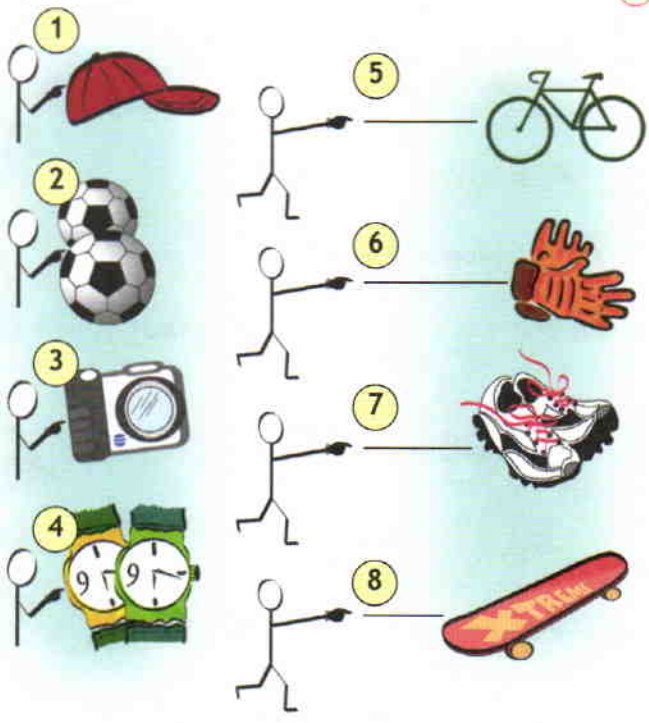
/f/, /k/, /p/, /t/, /θ/, - /s/ caps
/s/, /ks/, /ʃ/, /tʃ/, /dʒ/, /z/, /ʒ/ - /ɪz/ buses
any other sounds - /z/ hens

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
hat				cat			
tie				glass			
fly				lamp			

♦ This/These - That/Those

7 Read the rules and the examples. Then make sentences.

We use **this/these** for things near us.
We use **this** in the singular and **these** in the plural.
We use **that/those** for things far away from us.
We use **that** in the singular and **those** in the plural.



► 1 *This is a cap.*
2 *These are footballs.*
5 *That is a bicycle.*
6 *Those are gloves.*

8 Point to things near/far from you. Make sentences using *this/these, that/those.*

► *A: (points to the ruler)*
B: This is a ruler. (points to the blackboard) That is a blackboard.

Listening

9 🎧 Listen and match the people to their presents.

People		Presents
1	John	a skateboard
2	Sue	b camera
3	Tara	c watch
4	Ken	d scarf
5	Jim	e guitar
		f gloves
		g bicycle
		h basketball

Writing (a list)

10 *Portfolio:* Write a list of things you want for your birthday.

2C My collection

♦ Numbers (21-100)

1 Listen and repeat.

twenty-one 21 22 twenty-two

thirty 30 40 forty

fifty 50 60 sixty

seventy 70 80 eighty

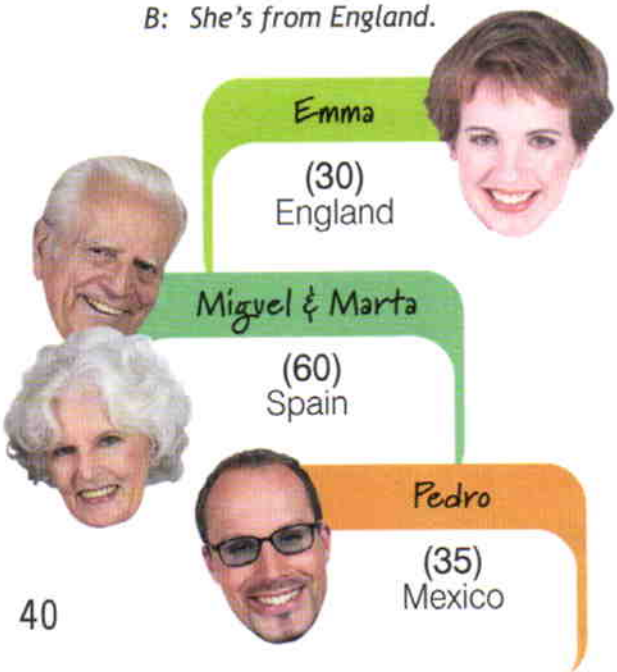
ninety 90 100 a hundred (one hundred)

2 Listen and circle the correct number.

1	13	30	4	16	60
2	14	40	5	17	70
3	15	50	6	18	80

3 Ask and answer questions as in the example.

► *A: How old is Emma?*
B: She's thirty.
A: Where's she from?
B: She's from England.





Reading

4 Look at the title. What's Tom's collection? Listen, read and check.

5 Read and complete sentences 1-3.

1 Tom is ..... years old.
2 Tom is from ..... .
3 There are ..... stamps in Tom's collection.

6 a) Find all short forms in the text.

b) Rewrite the sentences. Use short forms.

1 My name is Tom.
► *My name's Tom.*
2 I am ten years old.
3 She has got a doll collection!
4 He is from Spain.

7 What collections have you got? Ask and answer.

► *A: I've got a stamp collection. What about you?*
B: I haven't got a stamp collection but I've got a CD collection.

Writing (a paragraph about your collection)

8 *Portfolio:* Write a short paragraph about your collection (40-50 words). Write: • your name • your age • where you are from • what your collection is • how you feel about it

CULTURE CORNER

UK souvenirs

Holidays in the **UK** *and it's shopping time!*

✓ *Here are some popular souvenirs you can buy in the UK.*



1 **Look at the title and the pictures. What do you expect to read about? Listen and read to check.**

2 **Match the countries to the nationalities. Which countries are the souvenirs from?**

1	the UK	a	Welsh
2	England	b	Scottish
3	Scotland	c	Northern Irish
4	Wales	d	English
5	Northern Ireland	e	British

► *The scarf is Scottish.*

3 **Use the map to tell your partner what souvenirs one can buy in the UK.**

Project

4 ***Portfolio:*** **Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.**

English in Use 2

♦ Buying a souvenir

1 **a)** 🎧 **Listen and repeat.**

1 How can I help you?
2 I want to buy a souvenir.
3 How about this key ring?
4 How much is it?
5 It's £4.
6 Here you are.

b) 🎧 **Who says each sentence 1-6 above? A *shop assistant* or a *customer*? Listen and read to check.**

2 **a) Read again. What is Marta buying?**

Shop assistant: Good afternoon. How can I help you?
Marta: Good afternoon. I want to buy a souvenir.
Shop assistant: How about this key ring?
Marta: That's a good idea. How much is it?
Shop assistant: It's £4.00.
Marta: Can I have two, please?
Shop assistant: Sure. That's £8.00.
Marta: Here you are.

b) **Read the dialogue aloud.**

3 *Portfolio:* **You are at a souvenir shop in the UK. Use the sentences in Ex. 1a to act out dialogues like the one in Ex. 2. Use the souvenirs in the pictures. Record yourselves.**



Pronunciation /u:/, /ʌ/

4 🎧 **Listen and repeat. Think of more words with the same sounds.**

/u:/: glue, blue
/ʌ/: cut, much, such
but Monday, love, London, mother

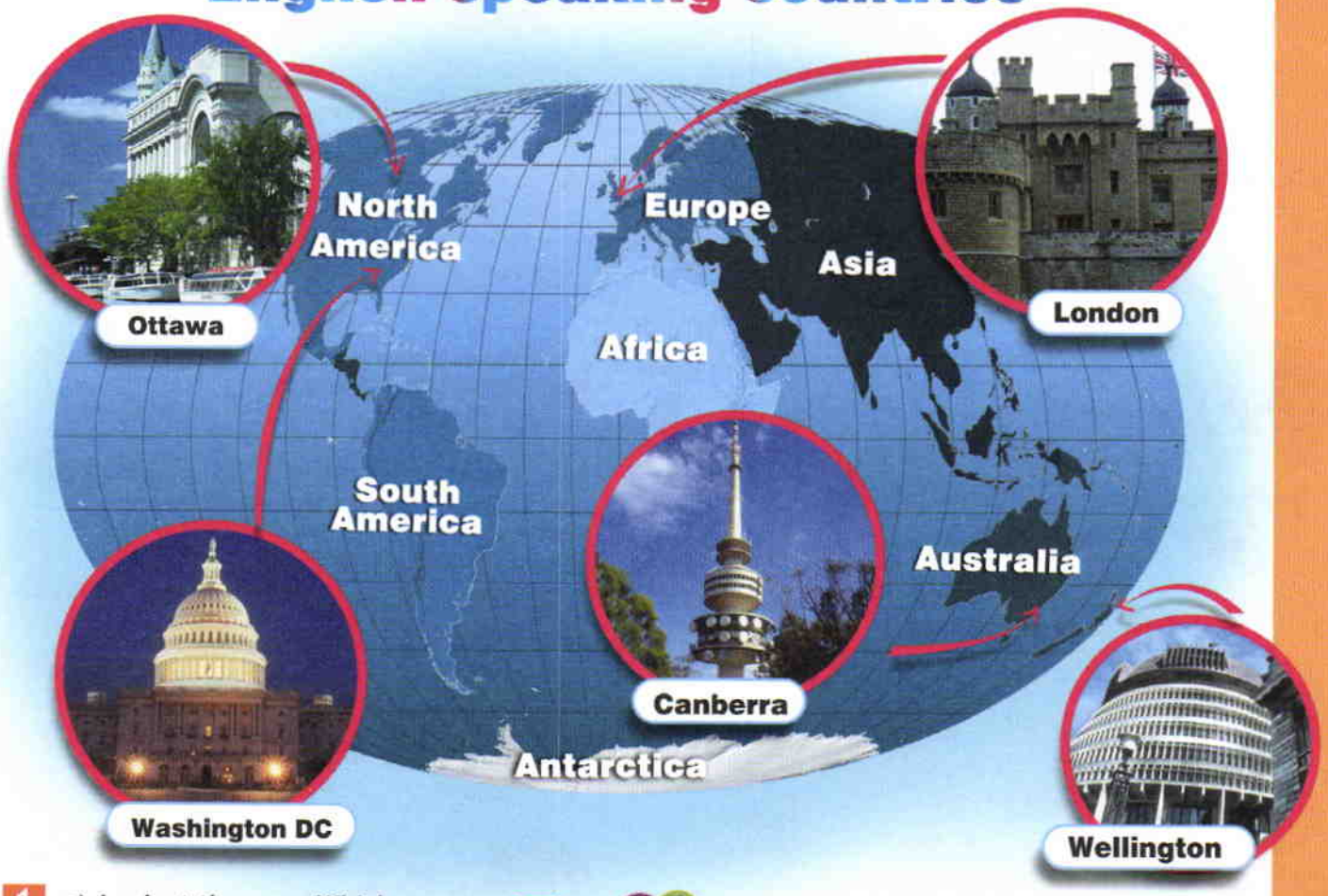
Reading Rules

u - /u:/ ruler, June
u - /ʌ/ up, uncle
o + n, m, v - /ʌ/ son

Extensive Reading 2

ACROSS THE CURRICULUM: GEOGRAPHY

English-speaking countries



1 a) Look at the map. Which continents can you see?

b) Look at the capital cities on the map. Which continent are they in? Match them with their country:

- the UK
- the USA
- Australia
- New Zealand
- Canada

► *London is in Europe.*
London is the capital of the UK.

2 a) Use the prompts to ask and answer questions.

1 Lyn/New Zealand
2 Tom/Australia
3 Mary/the UK
4 Bill/the USA
5 Sue/Canada

► *A: Where's Lyn from?*
B: She's from New Zealand.
A: What's the capital of New Zealand?
B: Wellington.
A: What nationality is she?
B: She's a New Zealander.

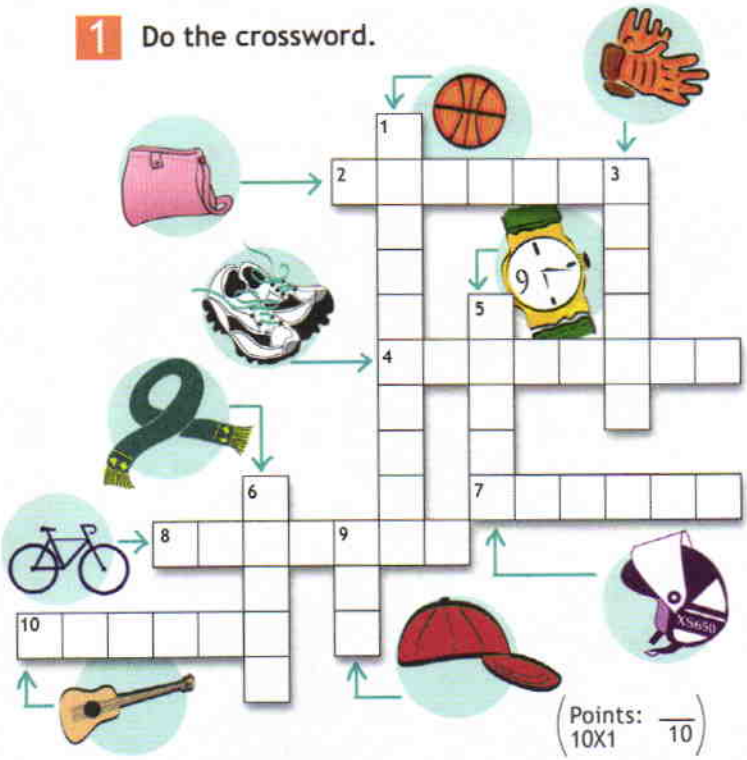
b) What's the capital of your country?

Project

3 *Portfolio:* Use an atlas to find other countries and their capitals. Prepare a small quiz for your classmates.

PROGRESS CHECK 2

1 Do the crossword.



(Points: 10X1 ___/10)

2 Write the nationalities.

1 Russia .....
2 France .....
3 Japan .....
4 the USA .....
5 the UK .....
6 Canada .....
7 Australia .....

(Points: 7X2 ___/14)

3 Write the numbers.

1 99 .....
2 32 .....
3 48 .....
4 60 .....
5 43 .....

(Points: 5X2 ___/10)

4 Fill in *has, hasn't, have, haven't*.

1 ..... they got a computer?
Yes, they ..... .
2 ..... he got a sister?
No, he ..... .
3 ..... Tom got a pen in his school bag?
Yes, he ..... .
4 ..... you got a computer?
No, I ..... .

(Points: 8X2 ___/16)

5 Circle the correct word.

1 **That / This** boy over there is John.
2 **This / These** books are Tony's.
3 **This / These** is our friend, Pete.
4 **Those / This** gloves are from my mum.

(Points: 4X4 ___/16)

6 Write the plurals.

1 child .....
2 man .....
3 box .....
4 leaf .....
5 watch .....
6 boy .....
7 party .....

(Points: 7X2 ___/14)

7 Match the exchanges.

	A		B
1	How about this key ring?	a	I want to buy a doll.
2	Can I have two, please?	b	It's £2.
3	How can I help you?	c	Sure. That's £4.
4	How much is it?	d	Yes, it is.
5	Is this your new scarf?	e	That's a good idea.

(Points: 5X4 ___/20)

(My score: ___/100)

Now I Can ... ... in English

- talk about countries and nationalities
- talk & write about my personal things/collections
- write about my favourite cartoon character
- give personal information
- write a paragraph about my collection
- count to 100
- buy souvenirs

Smile



My home, my castle

Module 3

Before you start ...

- What is your nationality?
- What nationality are your friends?
- What country are you from?
- Have you got a collection?

Look at Module 3

- Find the page numbers for pictures 1-3.

Find the page numbers for

- an advert for a villa ☐
- a picture game ☐
- a website page ☐
- a floor plan ☐

Listen, read and talk about ...

- houses & rooms
- ordinal numbers (1st-20th)
- furniture
- your bedroom
- a typical English house
- the Taj Mahal

Learn how to ...

- talk about a new flat
- describe a house
- ask about location
- talk about a house for rent

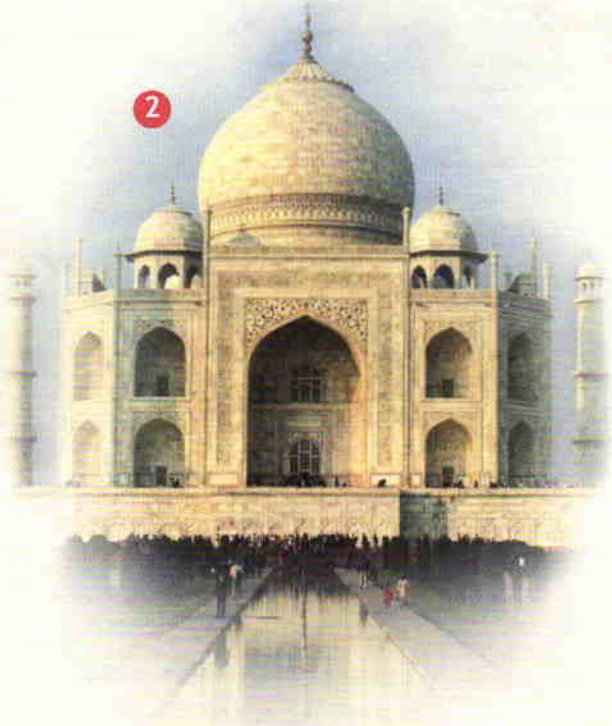
Practise ...

- there is/there are
- possessive adjectives
- prepositions of place
- reading rules: th, oo
- pronunciation: /θ/, /ð/, /ʊ/, /uː/

Write / Make ...

- a paragraph describing your house
- a description of your bedroom
- a plan of a typical house in your country
- a picture of a famous building in your country







3a At home

















Vocabulary

♦ Rooms

1 Label the pictures. Listen and check. Which places can't you see in the pictures? What are the words for these rooms in your language?

• living room • kitchen • bathroom • bedroom • hall • dining room • garden • garage

♦ Ordinal numbers

2 a) Listen and repeat. How do we form ordinal numbers?

1st = **first**	6th = six**th**	11th = eleven**th**	16th = sixteen**th**
2nd = **second**	7th = seven**th**	12th = twel**fth**	17th = seventeen**th**
3rd = **third**	8th = eigh**th**	13th = thirteen**th**	18th = eighteen**th**
4th = four**th**	9th = nin**th**	14th = fourteen**th**	19th = nineteen**th**
5th = fif**th**	10th = ten**th**	15th = fifteen**th**	20th = twenties**th**

b) Which floor are the people on?

► *A: Which floor is Ann on?* | *B: She's on the third floor.*



study skills

Predicting content
The title and the pictures from a text help you predict what the text is about.

Reading

3 Look at the picture and the title of the article. What is the article about? Listen, read and check.

4 a) Mark the statements 1-4 *T* (true) or *F* (false).



Live High Up!

In the South of England, near Surrey, Elspeth Beard, the famous **architect** has got a very **unusual** house. It's a **water tower**, 130 ft* tall. The house is 100 years old. The **tower** has got six floors. There is a **reception room** on the ground floor. The bedrooms are on the first, second and third floors. They have all got their own bathrooms. The kitchen is on the fourth floor and the living room is on the fifth floor. There are 142 **steps** to the **roof**, 88 to the kitchen and 113 to the living room. It's a great way to **keep fit** as there isn't a **lift**. That's the **price** you pay for living high up!

* feet (1 ft = 0.3048 metres)

1 The house is new. .....
2 There are nine rooms in it. .....
3 The living room is on the ground floor. .....
4 There are 13 steps to the kitchen. .....

b) Read the text aloud. Then, explain the words in bold.

Speaking

5 Make notes under the headings, then talk about the house in the text to the class.

• where • number of rooms/floors

Use the headings to talk about your house.

Listening

6 Look at the text. Is it an advert or a letter? Listen and complete the gaps (1-5).



Pronunciation /θ/, /ð/

7 Listen and repeat. Then read out the sentences.

Reading Rules
th - /θ/ fifth
/ð/ the

/θ/: sixth, seventh, eighth, ninth, tenth, three
/ð/: the, this, those, there

► *The kitchen is on the fifth floor.*
This is the tenth floor.

GAME

Play in teams. Mime an activity you are doing in a room. The other team guesses where you are.

► *Team A S1: (mime sleeping)*
Team B S1: Are you in the bedroom?

Writing (a paragraph about your house)

8 *Portfolio:* Write a short paragraph describing your house/flat. Write about: *rooms, special features* (e.g. *garden, garage*, etc). You can stick on a picture.

3b Move in!



Vocabulary

♦ Furniture & appliances

1 🎧 **Listen and repeat. Which of these words sound similar in your language?**

study skills

Remembering new words

When you learn new words, associate them with the place they are in. This way, you can remember them more easily.

2 **Name a room. Your partner says two things it has got.**

► *A: It's a bedroom.*
B: It has got a wardrobe and a bed.

Reading

3 **a) Read the first two exchanges. What is the dialogue about? Listen and read to find out.**

Sandy: Hi, Olga. What's your new flat like?
Olga: It's very nice.
Sandy: Really?
Olga: Yes. There's a small living room, a kitchen, a bedroom and a bathroom.
Sandy: Has it got any furniture?
Olga: Yes, it has. There's a sofa and an armchair in the living room but there isn't a television. And in the bedroom there's a bed and a desk.
Sandy: How about the kitchen? Is there a cooker?
Olga: Yes, there is. There's a fridge and a table too.
Sandy: Sounds great!

b) Answer the questions.

1 How many rooms are there in the flat?
2 What furniture is there in the flat?

c) Read the dialogue aloud.

Grammar Grammar Reference

♦ There is / There are

4 a) Read the examples and complete the rules. Find examples in the dialogue in Ex. 3.

SINGULAR	PLURAL
There is a sofa in the living room.	**There are** armchairs in the living room.
There isn't a TV in the kitchen.	**There aren't** any chairs in the bathroom.
Is there a table in the bathroom?	**Are there** any chairs in the bathroom?

We use ..... in the singular.
We use ..... in the plural.
We use ..... in questions.

b) Choose a room from Ex. 1 and describe it to your partner.

♦ Possessive adjectives

5 Read the table. Explain the adjectives in your language. Then underline the correct word.

Singular	Plural
my	our
your	your
his/her/its	their

1 That is **they/their** house.
2 This is **her/she** book.
3 Is this **our/we** wardrobe?
4 This isn't **you/your** bed.
5 That is **he/his** desk.

Speaking

6 Talk about your new flat. Use Ex. 3 as a model.

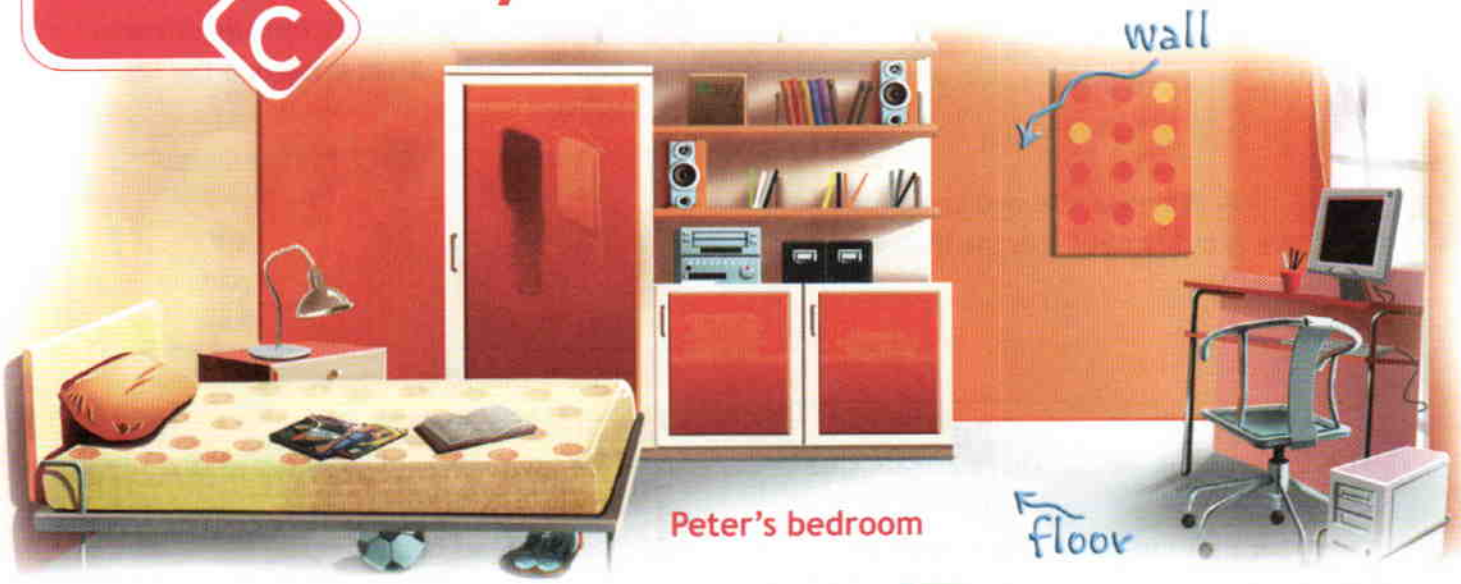
GAME

Play in pairs. For every picture you land on, say and spell the word. If you make a mistake, move back one circle.

▶ *1 table: T-A-B-L-E*



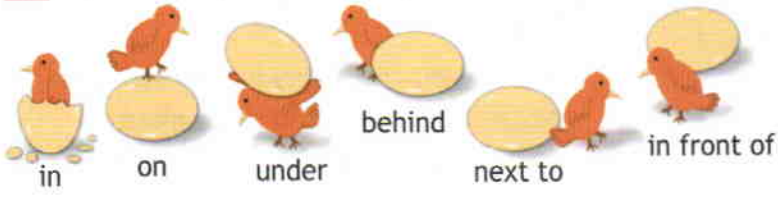
3C My bedroom



Grammar Grammar Reference

♦ Prepositions of place

1 a) Look, listen and repeat.



b) **Look at Peter's bedroom. Ask and answer.**

▶ *A: Where's the football?*
B: It's under the bed. Where are the books?
A: They're ...

Reading

2 **Read the title. Think of six words you expect to find in the text. Listen, read and check.**

My bedroom

by Ann Smith

What's your bedroom like? My bedroom is great! It's very big and there is a lot of furniture in it. Everything is blue in my bedroom and I call it the blue room. I've got a small bed, a desk, a chair, a wardrobe and a bookcase. The bed is in front of the wardrobe. My desk is under the window. There's a big poster behind my bed. There's a computer and a lamp on my desk and I've got books in the bookcase next to my desk. I haven't got a TV but I've got a CD player. I like my bedroom very much.

3 **Read the description again and draw the plan of the bedroom.**

Everyday English

♦ Asking about location

4 **Ask questions about your partner's bedroom.**

▶ *A: Is there a desk in your bedroom?*
B: Yes, there is.
A: Where exactly is it?
B: It's under the window next to my bed.

study skills

Starting your writing
You can start your piece of writing with a question. This makes the reader want to continue reading.

Writing (a paragraph about your bedroom)

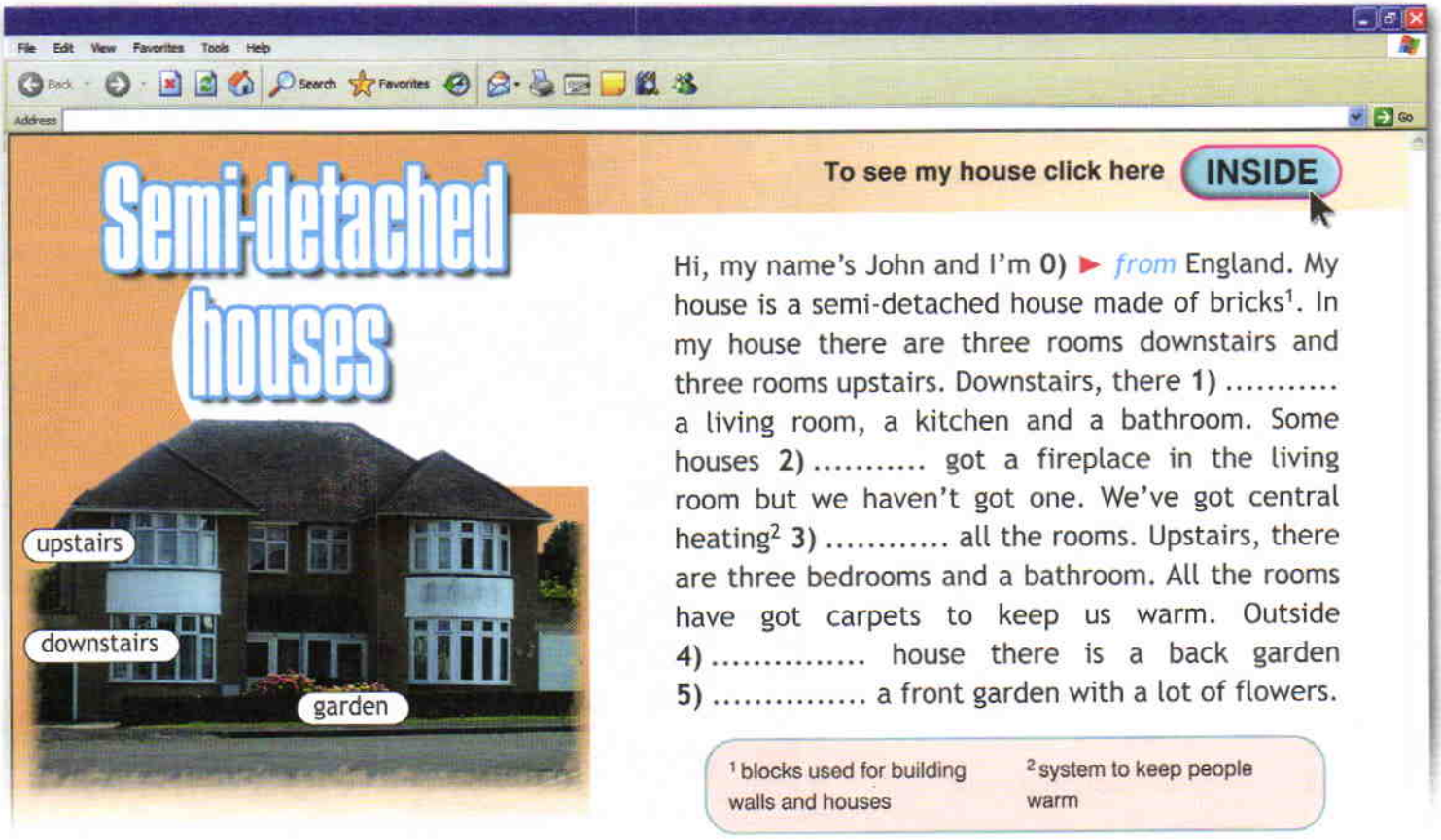
5 ***Portfolio:*** **Write a paragraph describing your bedroom (30-50 words). Use Ex. 2 as a model.**

CULTURE CORNER

A Typical English House

1 Look at the picture and the title of the text. What is it about? Think of five words you expect to find in the text. Read through and check.

2 Read the text and fill in the missing words. Listen and check.



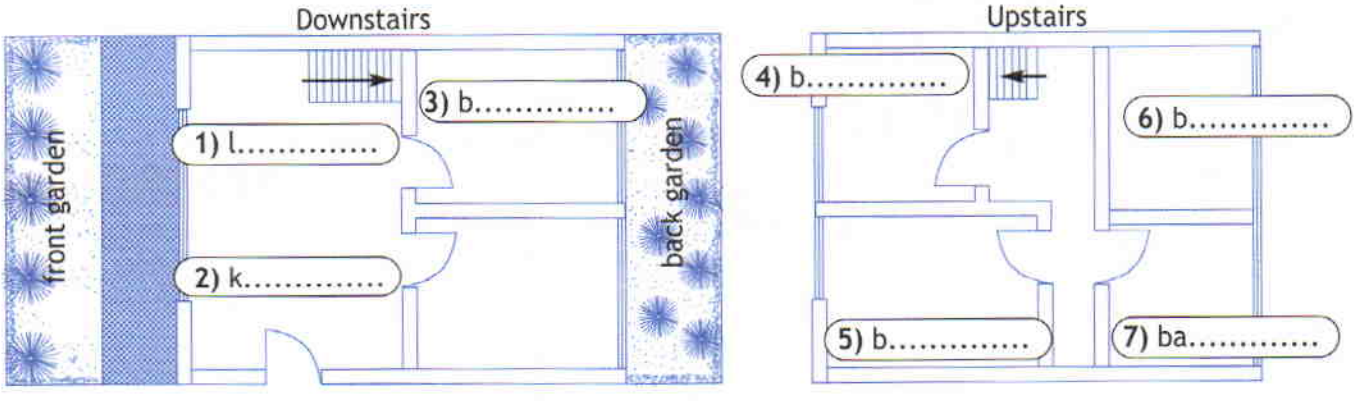
Hi, my name's John and I'm 0) ► *from* England. My house is a semi-detached house made of bricks[1]. In my house there are three rooms downstairs and three rooms upstairs. Downstairs, there 1) ..... a living room, a kitchen and a bathroom. Some houses 2) ..... got a fireplace in the living room but we haven't got one. We've got central heating[2] 3) ..... all the rooms. Upstairs, there are three bedrooms and a bathroom. All the rooms have got carpets to keep us warm. Outside 4) ..... house there is a back garden 5) ..... a front garden with a lot of flowers.

[1] blocks used for building walls and houses

[2] system to keep people warm

3 Make notes under the headings: *type*, *inside*, *outside*, *special features*. Then, tell the class about John's house.

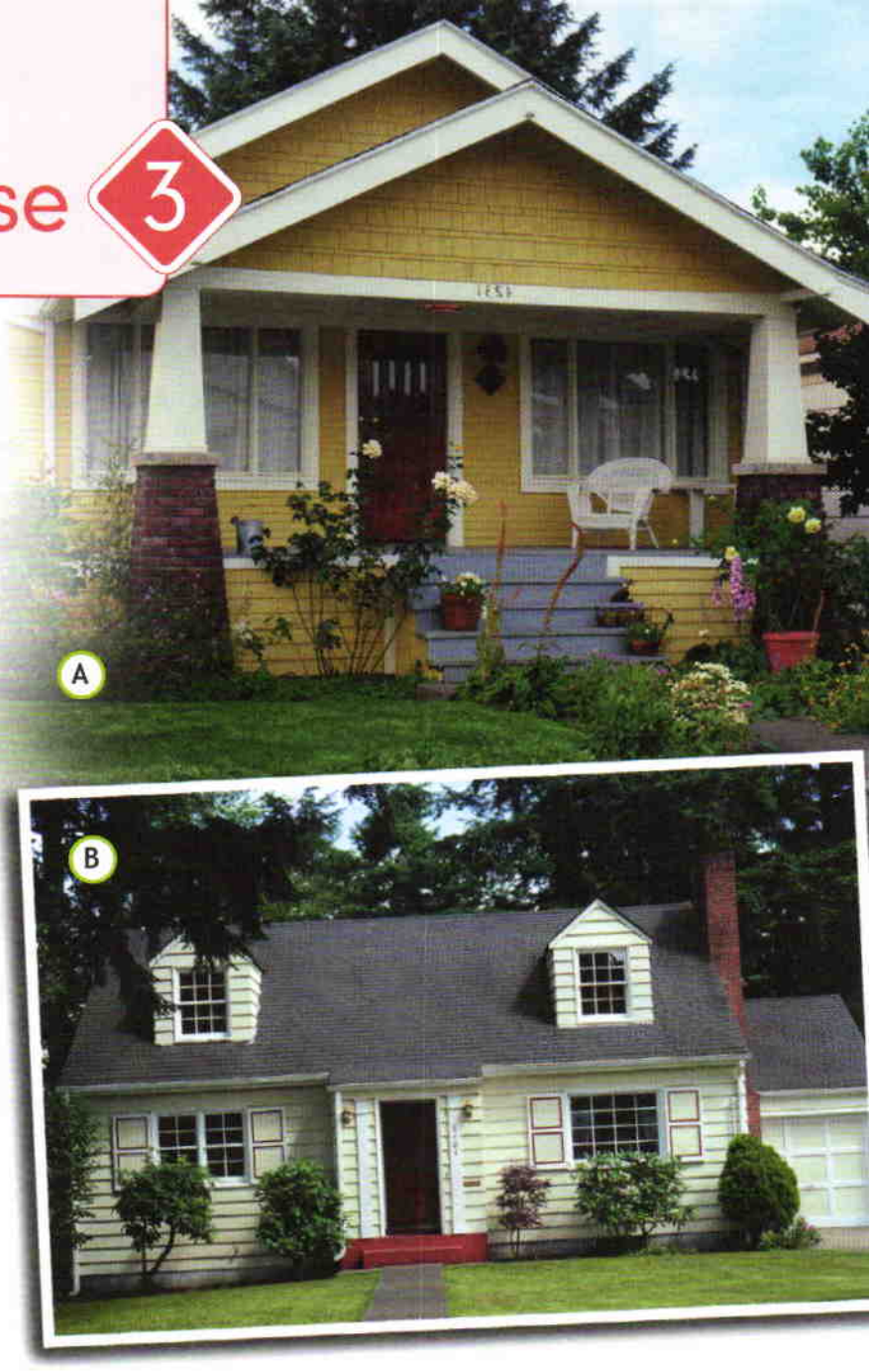
4 Read and complete the plan below.



Project

5 *Portfolio:* Draw a plan of a typical house in your country. Present it to the class.

English in Use 3



♦ Viewing a house

1 a) Listen and repeat.

- Which house is it, Dad?
- This one. Here we are.
- Let's go in.
- The living room is very big.
- Let's go upstairs.
- Which is my bedroom?
- It's great, Dad!

b) The sentences are from a dialogue between a father and his son. Who says each sentence? Listen and check.

2 a) Read the dialogue. Replace the highlighted words in sentences 1-3 with words from the dialogue.

1 It is small. ► *the kitchen*
2 It is upstairs.
3 This is his favourite colour.

Ryan: Which house is it, Dad?
Dad: This one. Here we are.
Ryan: Wow! It's great and the garden is beautiful.
Dad: I've got the key. Let's go in.
Ryan: This is nice. The living room is very big.
Dad: Yes, but the kitchen is quite small. Let's go upstairs.
Ryan: Which is my bedroom?
Dad: This one here. It's your favourite colour - blue.
Ryan: It's great, Dad!

b) Look at the pictures. Which is their house?

3 *Portfolio:* Imagine your parents take you to se the old house/flat of their birthplace. You're excited to see it. Use sentences from Ex. 1a to act out the dialogue between you and your dad/mum. Record yourselves.

Pronunciation /ʊ/, /u:/

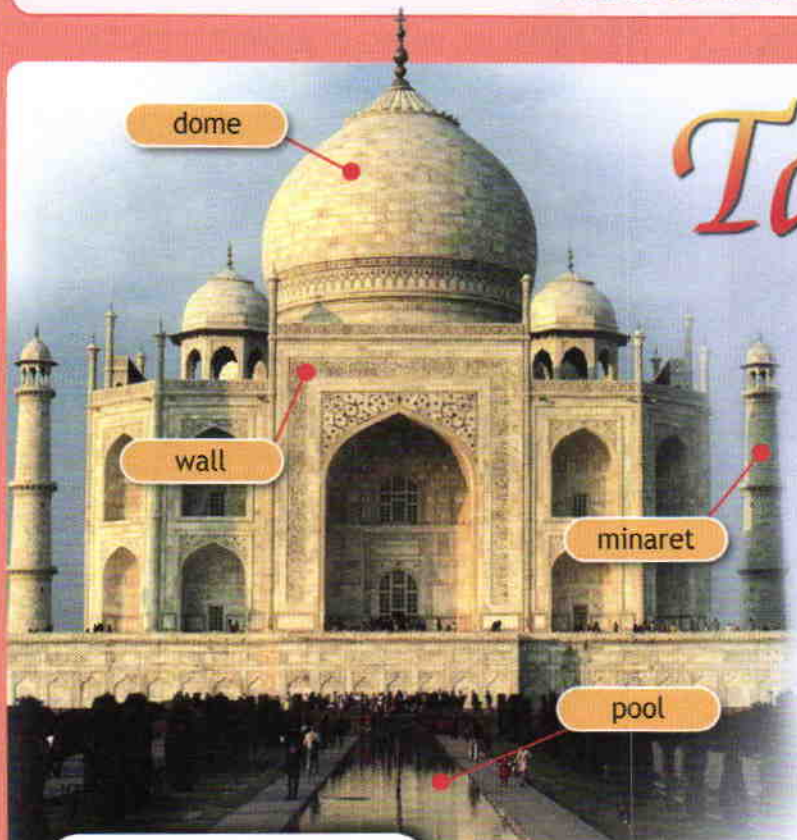
4 Listen and repeat. Think of more words with the same sounds.

/u:/: room, boot, food, noon
/ʊ/: cook, hook, book

Reading Rules

oo - /u:/ spoon, moon
oo + k - /ʊ/ look

Taj Mahal



The Taj Mahal is in Agra, India. It is one of the Eight Wonders of the Modern World. The palace is made of white marble and precious stones. In the sunshine, the marble shines with different colours, like pink, yellow and grey. There is a main dome in the centre that looks like a large pearl and there are four minarets at each corner.

Inside, there are two floors each with eight rooms. Outside, there is a very beautiful garden with four pools. The Taj Mahal is a fantastic building.

The Materials



1 a) Look at the materials (1-4). Listen and repeat.

b) What is the Taj Mahal made of? Listen, read and check.

2 Read and complete the sentences.

1 The Taj Mahal is in..... .
2 There are ..... rooms inside.
3 In the garden there are ....

3 Make notes under these headings, then describe the Taj Mahal to your partner. Include right and wrong statements. Your partner corrects you.

• name • place • colour/material(s) • inside • outside

Project

4 ICT *Portfolio:* In groups draw or paint a picture of a famous building in your own country. Think about: *floors, colour, material, rooms, inside/outside, special features.* Use the internet to find the information. Present it to the class.

PROGRESS CHECK 3

1 **Look at the picture. Fill in:** *is, isn't, are, aren't.*



1 There ..... four chairs.
2 There ..... a table.
3 There ..... a carpet.
4 There ..... a lamp.
5 There ..... a painting.
6 There ..... two windows.
7 There ..... ten books.

(Points: 7X3 ___/21)

2 **Cross the odd word out.**

1 wardrobe - bed - sink - chair
2 fridge - book - table - cooker
3 sofa - washbasin - toilet - bath
4 armchair - carpet - coffee table - garden
5 kitchen - bathroom - bedroom - garage

(Points: 5X4 ___/20)

3 **Match the exchanges.**

1	Which floor is your flat on?	a It's on the desk.
2	What's your new flat like?	b It's nice.
3	Where's the lamp?	c Yes, there is.
4	Which is my bedroom?	d The 5th.
5	Is there a TV in your room?	e This one here.

(Points: 5X5 ___/25)

4 **Write the ordinal numbers.**

1 4th .....
2 3rd .....
3 1st .....
4 2nd .....
5 11th .....
6 20th .....
7 16th .....
8 12th .....

(Points: 8X2 ___/16)

5 **Fill in:** *on, under, in, behind, in front of.*



1 There are two armchairs ..... the room.
2 The carpet is ..... the table.
3 The books are ..... the table.
4 The table is ..... the sofa.
5 The wardrobe is ..... the armchair.
6 The painting is ..... the wall.

(Points: 6X3 ___/18)

(My score: ___/100)

Now I Can...

- talk and write about my house and my bedroom
- say where things are in a room
- talk about typical houses in my country
- talk about famous buildings

... in English

Smile



Family ties

Module 4

Before you start ...

- What is your home like?
- What's your favourite place in your house/flat?
- What is there in your room?

Look at Module 4

- Find the page numbers for pictures 1-3.

Find the page numbers for

- a diary ☐
- a poem ☐
- a family tree ☐

Listen, read and talk about ...

- your family
- appearances
- famous people
- *The Simpsons*
- animal similes

Learn how to ...

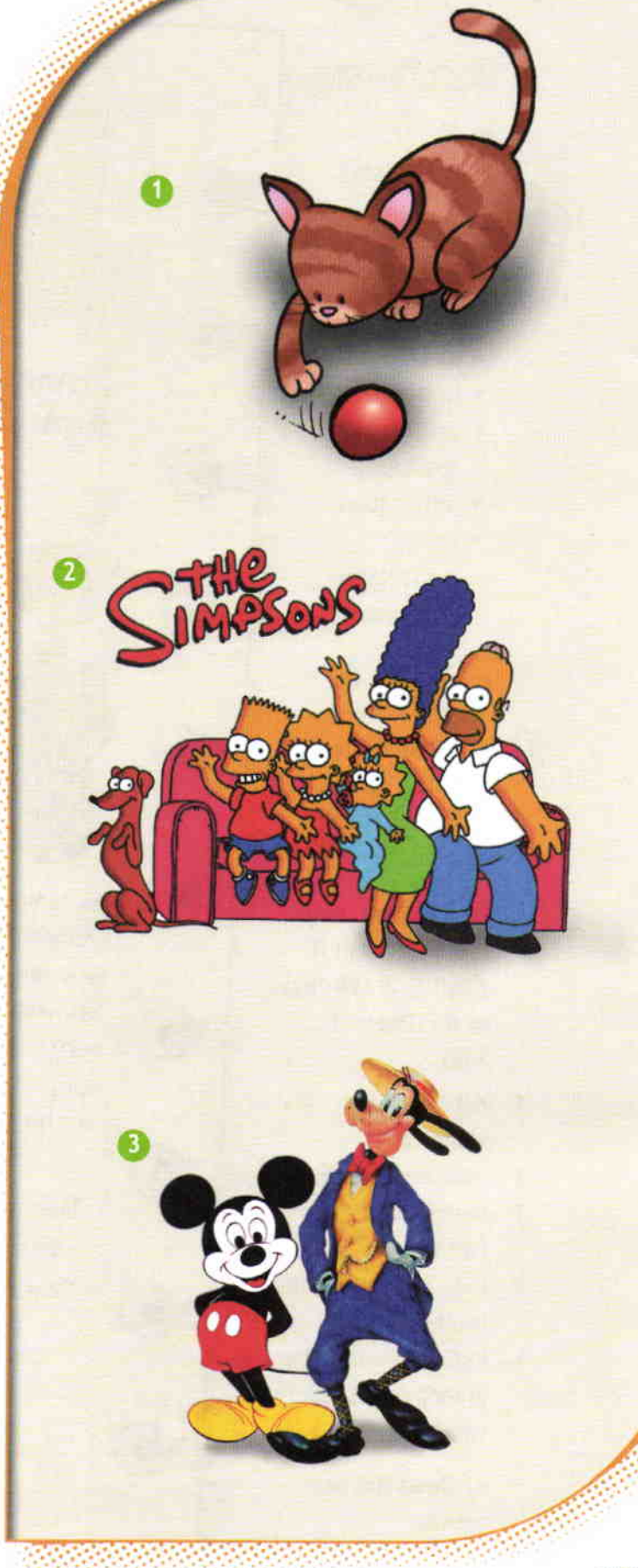
- talk about your family
- identify & describe people
- ask for and give personal information about someone
- talk about hobbies

Practise ...

- can/can't
- subject/object pronouns
- possessive adjectives
- possessives: 's, whose
- imperative
- reading rules: w, wh, e, ea, ee
- pronunciation: /w/, /iː/

Write / Make ...

- a diary page about your family
- a paragraph describing a friend
- a profile of a famous person
- a poster about your favourite TV family
- a poem about your family



4a My family!



Vocabulary

♦ Family members

1 **Look at Kate's secret diary. Who is her:**

- mother (mum)?
- brother?
- grandfather (grandpa)?
- father (dad)?
- sister?
- grandmother (grandma)?

Reading

2 **a) What is the text about? Listen, read and check to find out details.**

b) Read and mark the sentences *R* (Right), *W* (Wrong) or *DS* (Doesn't Say).

1 Kate plays the violin. ▶ *DS*
2 Jane can dance.
3 David can speak five languages.
4 Kate's got a baby brother.
5 Kate visits her grandparents every weekend.

c) Read the text aloud.

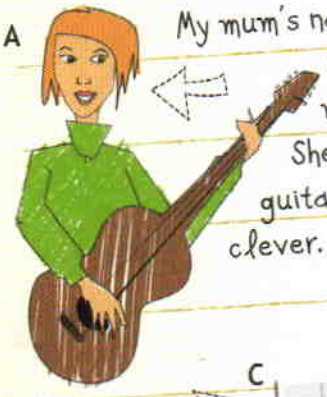
MY SECRET DIARY

Name: Kate Green
Age: 12

B



A



My mum's name is Jane. She's 35 and a music teacher. She can play the guitar. She's very clever.

This is my dad, David. He's 42 and he's a pilot. He can speak French. He's very cool.

C



Tom is my brother. He's 8 and he's very naughty, but deep down he's very caring! Computer games are his hobby!

D



Helen is my grandma. She's 70 years old. She's kind and friendly. She can make cookies, but she often burns them.

This is my grandpa. His name's Ben and he's 72. He's really funny.

E



F



Emma is my baby sister. She's sweet, but very noisy! She can't walk yet.

Study skills

Using word lists
Use the word list at the back of the book to find the meaning of a word as well as other information about it, *e.g. part of speech: (n) noun, (v) verb, (adj) adjective, (adv) adverb.* This helps you learn and remember new words.

3 **a) Use your dictionary to explain words 1-9. What part of speech are they?**

1	cool	4	clever	7	funny
2	kind	5	friendly	8	naughty
3	sweet	6	noisy	9	caring

b) Which adjectives describe Kate's family members? Tell the class.

▶ *Her father is cool.*

Speaking

4 **Use the adjectives in Ex. 3 to talk about your family.**

▶ *A: What's your sister like?*
B: She's naughty and noisy.

Grammar Grammar Reference

♦ can (ability)

5 **a) Read the table.**

Affirmative	Negative
I/you/he/etc. **can** speak English.	I/you/he/etc. **can't** speak English.
Interrogative	**Short answers**
Can I/you/he/etc. speak English?	Yes, I/you/he/etc. **can.** No, I/you/he/etc. **can't.**

b) Use Kate's diary to complete sentences 1-5 with *can* or *can't*.

1 Jane ..... play the guitar.
2 Emma ..... walk.
3 Helen ..... make cookies.
4 David ..... speak Russian.
5 Ben ..... make people laugh.

6 **Ask and answer questions about what you/your family can/can't do.**

▶ *A: Can your mother play the piano?*
B: No, she can't. She can play the guitar. Can you ... ?

♦ Object Pronouns/Possessive Adjectives

7 **Read the table and the examples.**

We use **subject pronouns** *before* the verb. ***She*** *sings well.*
We use **object pronouns** *after* the verb.
Listen to ***her!***
We use **possessive adjectives** *before* nouns.
This is ***my*** *book.*

Subject pronouns	Object pronouns	Possessive adjectives
I	me	my
you	you	your
he/she/it	him/her/it	his/her/its
we	us	our
you	you	your
they	them	their

8 **Fill in the correct *pronoun* or *possessive adjective*.**

1 This is my brother. Look at ..... .
2 My favourite food is pizza. I love .....!
3 Ann's my friend. I see ..... every summer.
4 Is John here? Can you give ..... this book?
5 Susan is my best friend. I can tell ..... all my secrets.
6 Tom, can I ask ..... something?
7 Look at that boy. What's ..... name?
8 This is ..... book. It's got your name in it.

Writing (a diary page)

9 ***Portfolio:*** **Write a diary page about your family. Use Kate's secret diary as a model.**

4b Who's who?

Famous Pairs



Vocabulary

♦ Appearance

1 a) Match the descriptions to the characters. List the words from the descriptions under the headings:

Facial features Height **Hair** Build

1 He's short and plump with a big mouth and a big nose.
2 He's tall and fat with red hair and a red moustache.
3 He's short with fair hair, big eyes, a big nose and a moustache.
4 She's short and thin with red hair, a small nose and a small mouth.
5 He's tall and thin with long ears and a big nose.
6 She's tall and thin with long brown hair.

b) Choose one of the characters in the pictures. Your partner asks you five Yes/No questions to find who the character is.

► *A: Is he tall?*
B: Yes, he is./No, he isn't.

A: Has he got red hair?
B: Yes, he has./No, he hasn't.



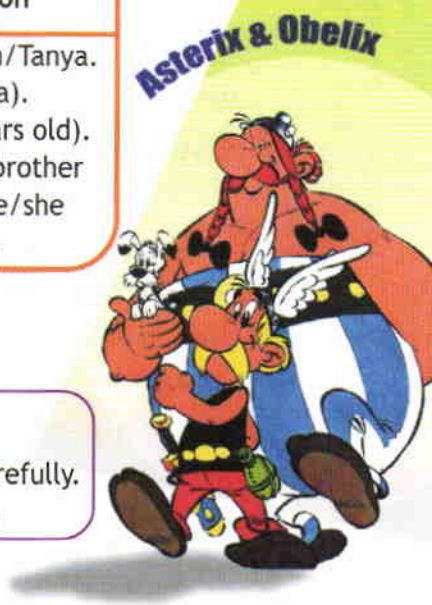
Everyday English

♦ Asking for and giving personal information about someone

2 Use the table below to ask and answer questions about a classmate.

Asking for information	Giving information
• What's his/her name? • Where's he/she from? • How old is he/she? • Has he/she got any brothers or sisters?	• (His/Her name's) Tim/Tanya. • He/She's from (Russia). • He/She's twelve (years old). • Yes, he/she's got (1 brother and 2 sisters)./No, he/she hasn't./I don't know.





study skills

Completing a dialogue
Read the dialogue and the missing sentences carefully. Always look at what comes before and after each gap.

Reading

3 a) Read Janet's lines in the dialogue. What is the dialogue about?

b) Fill in the gaps (1-5) in the dialogue with the missing sentences (A-F). There is one extra sentence. Listen and check.

Janet: This party is great!
Steve: 1) .....
Janet: Hey, look at that boy over there. Who is he?
Steve: 2) .....
Janet: Yes. What's his name?
Steve: 3) .....
Janet: He's got lovely blue eyes! How old is he?
Steve: 4) .....
Janet: What's he like?
Steve: 5) .....

A The one with the fair hair?
B He's fifteen.
C Yes, it is.
D He's tall and thin.
E He's very funny. Come and meet him.
F Johnny. He's Bill's brother.

c) Read the dialogue aloud.

Grammar Grammar Reference

♦ Possessive ('s/s')/whose

4 a) Read the rules. Give more examples.

noun singular + 's	noun plural -s + '
Bill's brother *Ann's room* ***Whose** brother is Tony?* *Mary and Helen's.*	*the boys' ball* BUT *the men's car*

b) Ask and answer questions.

► *A: Who's Sarah?*
B: She's Kate's mother.

A: Whose brother is Joe?
B: Kate and Sally's.



♦ Imperative

5 Read the examples. How do we form the imperative? Find examples in the dialogue.

Come here, please!

Don't talk now!

6 Use the prompts to make sentences.

1 close the window (✓) ► *Close the window, please.*
2 look at him (✗)
3 sit down (✓)
4 be quiet (✓)
5 play the guitar (✗)
6 stand up (✗)

Speaking

7 *Portfolio:* Imagine you are at a party. You want to find out about someone there. Take roles and act out a dialogue. Use the dialogue in Ex. 3 as a model. Record yourselves.

Writing (a short description)

8 *Portfolio:* Write a short paragraph describing your friend.

► *John is 11 years old. He's tall and thin. He's got fair hair, blue eyes and a big mouth. He's very clever.*

4C Famous people

Reading

1 Look at the picture. Who is this person? What does she look like?



Teens' Favourite!!!

She's the world's favourite Latin singer. She's young, she's beautiful, she's got a great voice. She's a 'Woman of Grace'.

- four brothers and four sisters
- Shakira Isabel Mebarak Ripoll
- Colombia, South America
- painting and listening to jazz
- speak five languages, dance and sing
- 2nd February 1977

SHAKIRA'S FACTS

- **Full Name:** .....
- **Is from:** Barranquilla, ...
- **Date of Birth:** .....
- **Family:** .....
- **Hobbies:** .....
- **She can:** .....

2 Read the article and complete the profile. Listen and check.

3 Try to remember as many facts as you can about Shakira. Don't look at the text.

▶ *Shakira's full name is ... She is from (place) ... Her birthday is on (date) ... She has got ... Her hobbies are ... She can ...*

GAME

Think of a famous character in your country. The class, in teams, ask Yes/No questions to guess who the person is.

▶ *Team A S1: Is he tall?*
Leader: Yes, he is.

Speaking

4 Think of a famous person you like and talk about him/her to the class. Use the phrases from Ex. 3 to help you.

Listening

5 Listen and match the people to their hobbies. What's your hobby?

People		Hobbies	
1	Ann	A	football
2	Tony	B	painting
3	Pat	C	computer games
4	Bill	D	cooking
5	Laura	E	playing the guitar
		F	singing
		G	dancing

Writing (the profile of a famous person)

6 *Portfolio:* Now write the profile of your favourite famous person. Use Shakira's profile as a model. (40-50 words)

CULTURE CORNER

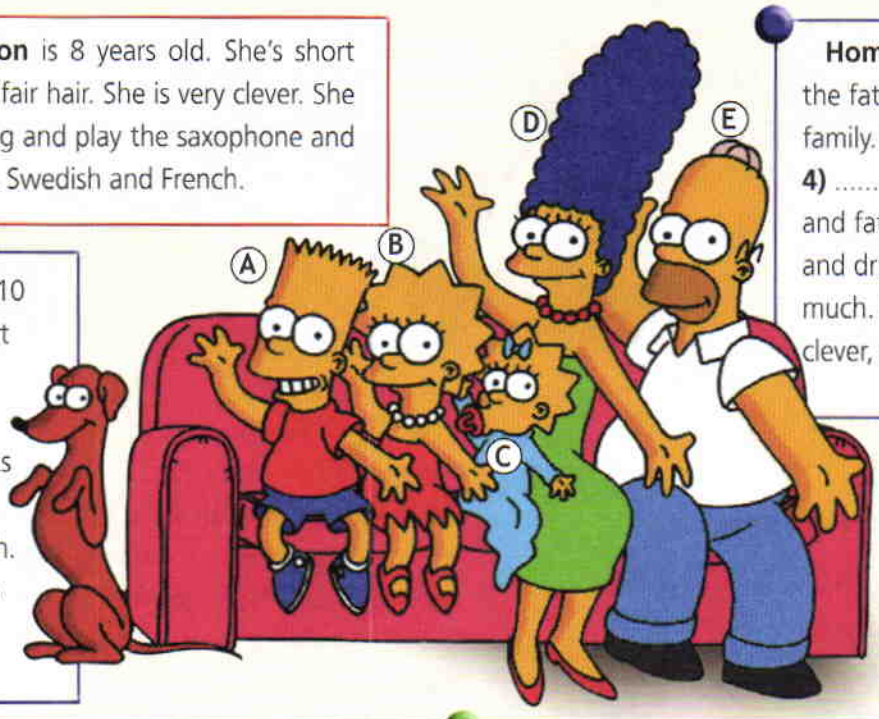
American TV Families



'The Simpsons' is a very popular TV show, not just in America 0) ► but all over the world. It is about a funny cartoon family from Springfield, USA.

Lisa Simpson is 8 years old. She's short and she's got fair hair. She is very clever. She **1)** ..... sing and play the saxophone and she can speak Swedish and French.

Homer Simpson is the father of the family. He is 39 years **4)** ..... and is tall and fat. He likes eating and drinking very much. He is not very clever, but he's funny.



Bart Simpson is 10 years old. He is short with fair hair. He is naughty and noisy. He likes comic books and skateboarding. He can speak French. He's **2)** ..... two sisters, Lisa and Maggie.

Maggie Simpson is the baby of the family. She is small and she has got fair hair. She can't walk and she can't talk, but she can play the saxophone. She is quiet, friendly **3)** ..... very clever.

Marge Simpson is the mother of the family. She is 38 years old. She is tall and slim and **5)** ..... hair is blue! She can cook well and she is very patient and kind. She is afraid of flying.

1 a) 🎧 **Listen to the music. Does it match a cartoon or a quiz?**

b) **Who are *The Simpsons?* What do they look like? What are they like? Read through and check.**

c) **Match the pictures to the text.**

2 🎧 **Read the text and fill in the missing words. Listen and check.**

3 **Talk about the Simpson family. Use:** • who • how old • what.

► *A: Who's Bart's father?*
B: Homer. How old is he?
A: 39. What is he like? etc

Project

4 ICT *Portfolio:* **Make a poster about your favourite TV family in your country. Use the Internet to find pictures and write short descriptions. Use the text above as a model.**

English in Use 4



♦ Identifying & describing people

1 a) Listen and repeat.

- He's tall with short fair hair.
- What is she like?
- She's great.
- Who's Harry?
- The one over there.
- What does he look like?

b) The sentences are from the following dialogues. Match the questions to the answers. Listen and check.

2 a) Read the dialogues and find the people in the pictures.

A

Simon: Hey, John, who's Harry?
John: The one over there.
Simon: What does he look like?
John: He's tall with short fair hair.
Simon: Oh, I see him now.

B

Jane: Who's that girl?
Penny: Which one?
Jane: The one with the long fair hair.
Penny: That's Helen. She's my friend.
Jane: Wow! She's really pretty. What's she like?
Penny: She's great.
Jane: Really?
Penny: Yes. She's really funny and clever as well.

b) Choose a person in the picture and describe him/her to your partner.

3 *Portfolio:* Imagine you are at a party. Use the sentences from Ex.1 to act out your own dialogues. Use the dialogues in Ex. 2 as models. Record yourselves.

Pronunciation /w/, /iː/

4 Listen and repeat. Can you think of two more words?

Reading Rules
w, wh - /w/ watch, what
e, ee, ea - /iː/ me, need, eat

/w/ want, when, why, well, wow, which
/iː/ Pete, he, see, week, sweet, speak, bee

Extensive Reading 4

ACROSS THE CURRICULUM: LITERATURE



My Family

My mum is like a bee
Because she's as busy as she can be
My dad is like an ox
Because he's strong and he can box
My sis is like a mouse
Because she's quiet in the house
My granny is like a snail
Because she's slow and can't send an email
But I am like a mule
Because I'm stubborn but really cool!

1 as ..... as a bee



2 as ..... as an owl



3 as ..... as a kitten



4 as ..... as a snail



5 as ..... as a mouse



6 as ..... as a mule



9 as ..... as a lamb



8 as ..... as a peacock



7 as ..... as an ox

1 a) Look at the pictures of the animals and complete the similes with the adjectives below. You can use your dictionary.

- playful • proud • quiet • wise
- gentle • strong • busy • stubborn
- slow

b) Listen and check. Are there similar similes in your language?

2 Look at the title of the poem. What do you expect to read? Listen, read and check.

3 Read again. What animal similes can you find?

4 a) Underline the rhyming words in the poem (the words that sound similar).

▶ *bee - be*

b) Find the words in the poem that mean: *mother, sister, father, grandmother.*

5 Which animal simile best matches you? Which matches the other members of your family?

Project

6 *Portfolio:* Write your own poem about your family. Use animal similes and the model below. Read out your poem to the class.

My mum is as ..... as a/an .....
She .....
My dad is as ..... as a/an .....
He ..... etc.

PROGRESS CHECK 4

1 Look at the family tree and complete the sentences.



1 Betty is Brian's ..... .
2 Sarah is Andrew's ..... .
3 William is Simon's ..... .
4 Betty is Sarah's ..... .
5 Sue is Andrew's ..... .
6 Brian is Jane's ..... .
7 Paul is Simon's ..... .

(Points: 7X3 ___ 21)

2 Write the opposite.

1 short ≠ .....
2 thin ≠ .....
3 big ≠ .....

(Points: 3X3 ___ 9)

3 Fill in the gaps with *can/can't*.

1 A: ..... Mary cook well?
B: Yes, she ..... .
2 A: ..... Bill dance?
B: No, he ..... .
3 A: ..... Sue play football?
B: Yes, she ..... .
4 A: ..... your brother speak French?
B: Yes, he ..... .
5 A: ..... Tony and Steve paint?
B: No, they ..... .

(Points: 10X2 ___ 20)

4 Circle the correct answer.

1 This is my mother. Look at **her / she**.
2 Mrs Richards is **our / us** maths teacher.
3 John is my best friend. I tell **he / him** everything.
4 U2 is my favourite band. I love **their / them** songs.
5 **My / Me** grandpa is very funny.

(Points: 5X3 ___ 15)

5 Make sentences using *the imperative*.

1 close the window (✗) .....
2 come here (✓) .....
3 be quiet (✓) .....
4 open the door (✗) .....
5 take my CDs (✗) .....

(Points: 5X3 ___ 15)

6 Match the questions to the answers.

A		B	
1	What's her name?	a	She's very nice.
2	Where's she from?	b	No, she hasn't.
3	How old is she?	c	Alice.
4	Has she got any brothers or sisters?	d	She's 13.
5	What's she like?	e	She's from Japan.

(Points: 5X4 ___ 20)

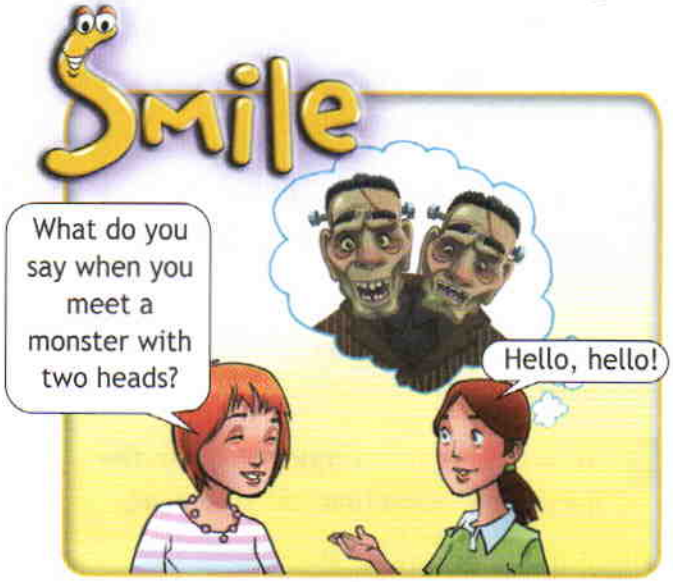
(My score: ___ 100)

Now I Can...

- talk and write about my family
- describe people's appearance and character
- ask for and give personal information
- talk about hobbies
- write a profile of a famous person
- make a poster about my favourite TV family
- write my own poem using animal similes

... in English

Smile



World animals

Module 5

Before you start ...

- How many people are there in your family?
- What are their names/hobbies?
- What can they do?

Look at Module 5

- Find the page numbers for pictures 1-3.

Find the page numbers for

- a web page ☐
- an advertisement ☐
- a fact file ☐
- a diagram ☐

Listen, read and talk about ...

- animals in India
- parts of the body of animals
- pets and farm animals
- your pets
- the life of an insect

Learn how to ...

- find out about things
- fill in an advertisement
- describe your pets and their illnesses
- become a garden detective

Practise ...

- present simple (affirmative, negative & interrogative)
- acting out a dialogue
- completing a fact file
- reading rules: e, ea, (e)s
- pronunciation: /s/, /z/, /ɪz/, /ɜː/, /e/

Write / Make ...

- a poster of animals in your country
- a paragraph about a wild animal
- a description of your pet for a chat forum
- a fact file about an animal in your country

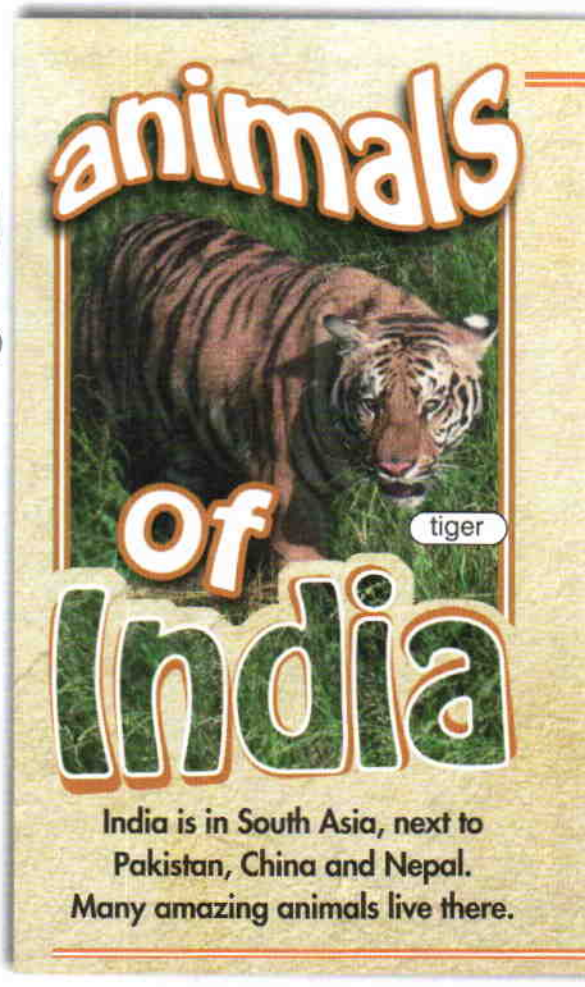






5a Amazing creatures





Vocabulary

♦ Animals

1 Look at the map. Which country can you see? Which continent is it in: Asia or Africa? What countries are next to it?

2 🎧 Look at the pictures. Listen and repeat. Which of them sound similar in your language? Do you have them in your country?

study skills

Learning new words

Revising new words helps you remember them. Start a vocabulary notebook. Label each section e.g. *animals*, *countries*, *family* etc. Write new words under the sections. Revise regularly.

Reading

3 Look at the title of the text. What animals do you think it is about?

4 a) Think of two questions you can ask about Indian animals. Listen and read. Can you answer them?

b) Read and find the name(s) of:

- three countries
- five animals
- five colours
- five other adjectives

Explain the words in bold.

Speaking

5 What is new for you in the text? Tell your partner three facts you remember.

The Bengal tiger is the national animal of India. It is red or orange with black, grey or brown **stripes**. It **hides** in tall grass and **hunts** big animals like deer. It is a really beautiful animal.

The Indian cobra is a black, brown, white or yellow snake. It is a very **dangerous** snake.

Indian elephants are very big and tall (2-3 metres), but they have small ears. Usually a big female is the **head** of a family of elephants. Indian people use elephants to carry **heavy** things with their **trunks**.

The Indian rhino is a funny animal! It only has one **horn** (African rhinos have two). It usually lives **alone** and likes to sit in water or **mud**. There are only about 2,500 Indian rhinos today.

Grammar Grammar Reference

♦ Present Simple (affirmative)

6 Read the table and the rules. Find examples of each use in the text.

Use

Present simple: a situation that is more or less permanent *He **lives** in Russia.*
repeated actions *He **plays** football on Mondays.*
habits *I **have** tea in the morning.*

I run	we run
you run	you run
he/she/it runs	they run

3rd Person Singular

Spelling rules

verb + s
I eat - he eats, I like - he likes

verb -ss/-sh/-ch/-x/-o + es
I go - he goes, I wash - she washes

verb ending in a consonant y → -ies
I cry - he cries **but** *I say - he says*

7 Write the third person singular.

1 I hide - he .....
2 we hunt - she .....
3 they live - he .....
4 you eat - she .....
5 I walk - she .....
6 you use - she .....
7 they carry - he ....
8 we wash - he .....

8 Put the verbs in brackets into the correct form.

1 Rhinos ..... **(eat)** plants.
2 The Bengal tiger ..... **(live)** in India.
3 A lion ..... **(sleep)** during the day.
4 Crocodiles ..... **(swim)** in rivers.
5 Elephants ..... **(like)** bananas.
6 A cobra sometimes ..... **(bite)** humans.

Pronunciation /s/, /z/, /ɪz/

9 Listen and tick (✓). Listen again and repeat.

Reading Rules

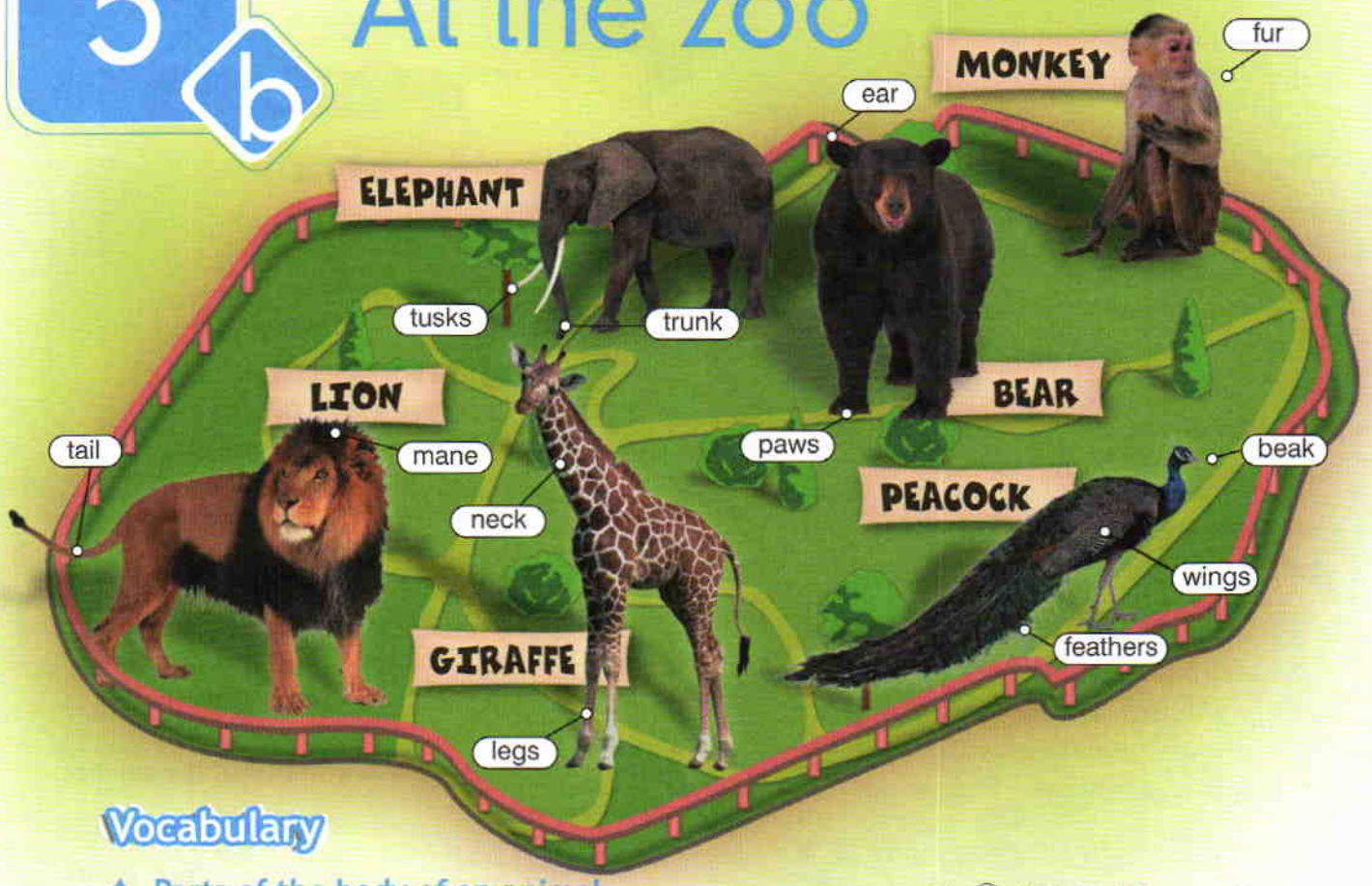
/f/, /k/, /p/, /t/ - /s/ laughs
/s/, /ʃ/, /tʃ/, /dʒ/, /z/ - /ɪz/ misses
other sounds - /z/ plays

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
lives				writes			
walks				teaches			
goes				relaxes			

Writing (a poster)

10 *Portfolio:* Make a poster. Draw a map of your country. Find pictures of animals from your country. Label the pictures.

5 b At the zoo



Vocabulary

♦ Parts of the body of an animal

1 a) 🎧 **Listen to the sounds. Which of the animals in the pictures can you hear?**

b) Look at the pictures. What do you call these animals in your language? Which sound similar?

2 **Use these adjectives to ask about the animals in the pictures.**

long ≠ short big ≠ small thin ≠ thick

► *A: Which animal has got a long neck?*
B: The giraffe.

3 **Describe any of the animals. Make two false statements. Your partner corrects you.**

► *A: The elephant has got big ears, long legs and a short trunk.*
B: The elephant hasn't got long legs and a short trunk. It's got short legs and a long trunk.

Reading

4 **a) Read the first two lines of the dialogue. Where are Ben and Ann?**

b) 🎧 Think of three animals you can see at a zoo. Listen and say which are in the dialogue.

Ben: Do you like the zoo, Ann?
Ann: Yes, I do. It's great. What's that animal over there?
Ben: Which one? What does it look like?
Ann: It has a long neck and long legs.
Ben: That's a giraffe. They are so beautiful.
Ann: Yes, they are. Look, what's that up in the tree?
Ben: It's a monkey.
Ann: Ah! I don't like monkeys.
Ben: Why not?
Ann: They are noisy.
Ben: I find them cute. Anyway, let's go and see the bears.
Ann: OK.

5 a) **Find the words in the dialogue for the pronouns in bold below.**

1 **It** has got a long neck. .....
2 **They** are noisy. .....
3 **I** find them cute. .....

b) **Read the dialogue aloud.**

Grammar Grammar Reference

♦ Present Simple (negative & interrogative)

6 **Read the table. Find examples in the dialogue.**

Negative
I/you/we/they don't like tigers.
He/she/it doesn't like tigers.

Interrogative
Do I/you/we/they like tigers?
Does he/she/it like tigers?

Short answers

Yes,	I/you/we/they	do.
No,		don't.
Yes,	he/she/it	does.
No,		doesn't.

7 a) **Fill in *do*, *does*, *don't* or *doesn't*.**

1 A: ..... you like peacocks?
B: Yes, I ..... .
2 A: ..... your friend eat fruit?
B: No, she ..... .
3 A: ..... they live in Brazil?
B: No, they ..... .
4 A: ..... Bob sleep a lot?
B: Yes, he ..... .

b) **Ask and answer.**

1 ▶ *Do* you play football?
Yes, I do.
2 ..... your mum work?
3 ..... your friend walk to school?
4 ..... you live in a flat?
5 ..... you swim well?
6 ..... you like elephants?
7 ..... your dad eat fish?

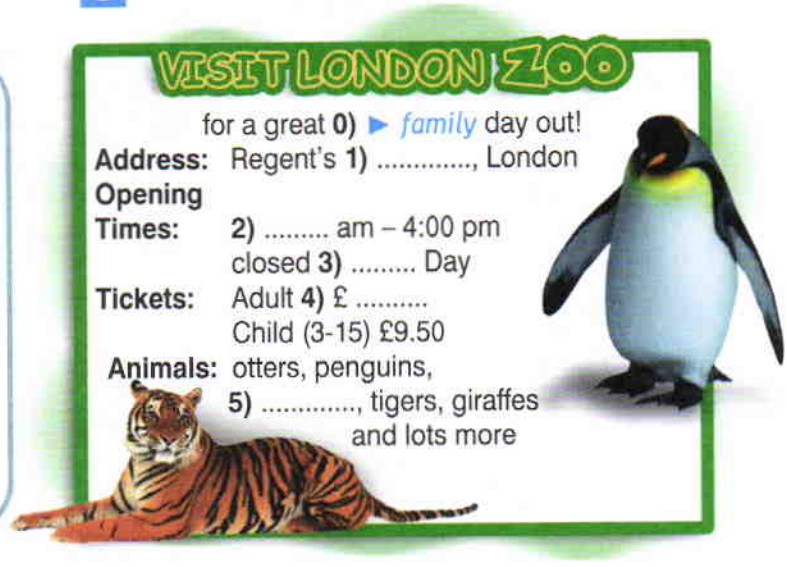
GAME

Play in teams. Think of an animal. The teams ask five questions each to find which animal it is.

▶ *Team A S1: Has it got wings? /Can it(run)? Is it (big)?*
Team B S1: No, it hasn't./Yes, it can./No, it isn't.

Listening

8 **Listen and complete the advertisement.**



Speaking

9 *Portfolio:* **Imagine you are at a zoo. Act out a dialogue like the one in Ex. 4. Include:** • asking about an animal • describing the animal • giving a reason why you (don't) like it. **Record yourselves.**

Writing (a paragraph about a wild animal)

10 *Portfolio:* **Write a paragraph about a wild animal. Write:** • its name • what it looks like • colour. **Find a picture for your project.**

5c My pet

Vocabulary

♦ Pets & Farm animals

1 a) Look at the pictures. Listen to the sounds and say which animal it is.

b) List the animals under the headings:

PETS FARM ANIMALS

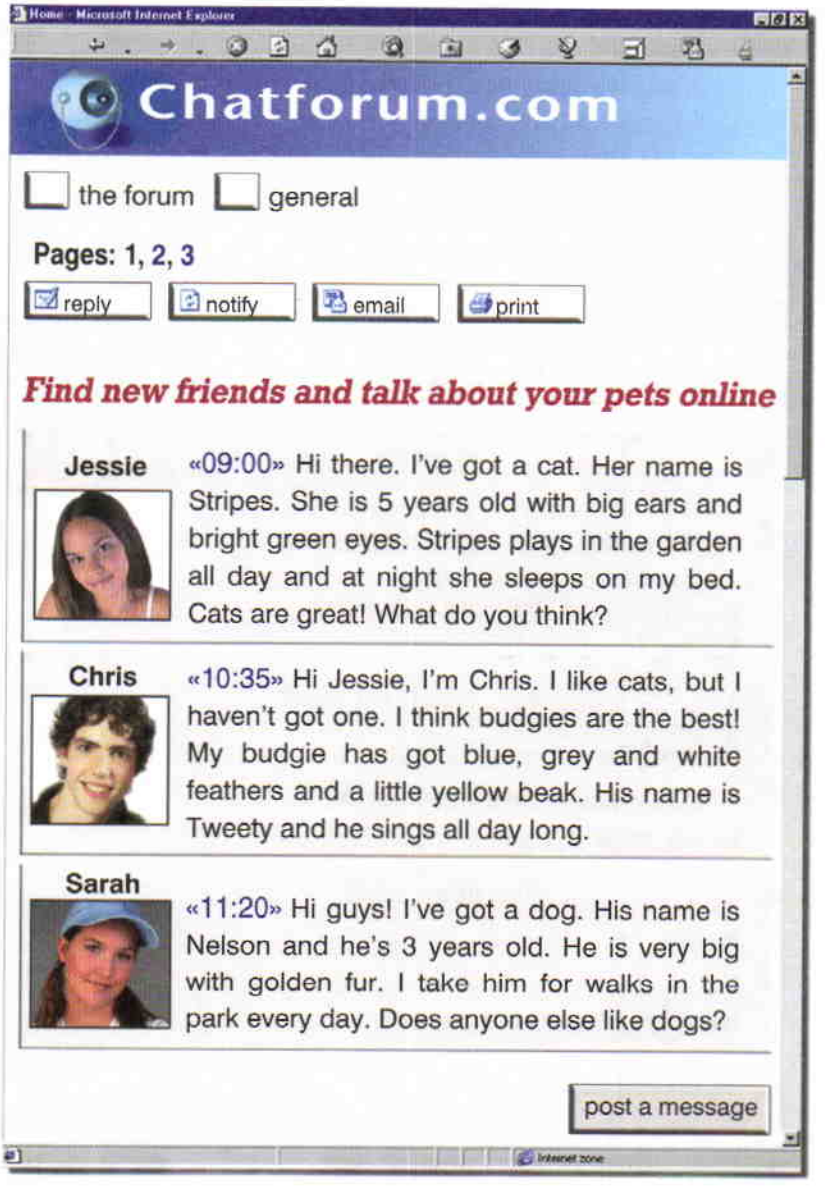


Reading

2 a) Read the title of the text. What is the text about? Listen, read and check.

b) Read again. What pet has each person got? What are their pets' names?

3 Underline all the *present simple* verb forms. Explain their meanings.



Speaking

4 Talk to your partner about your pet(s).

► *A: What pets have you got?*
B: I've got a cat and a rabbit. My cat's name is Johnny and he is 8 years old ... .

Writing (a description of your pet)

5 *Portfolio:* Post your message to the forum. Write about:

- type of pet
- name
- age
- description
- activities.

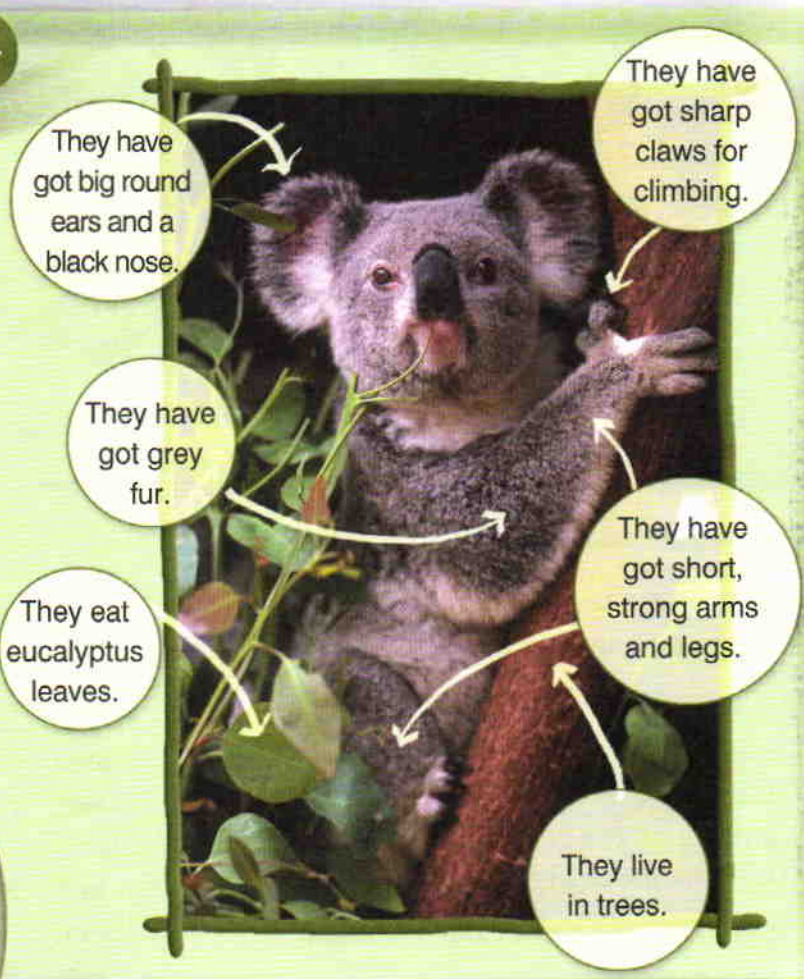
CULTURE CORNER

Furry Friends

1 **What is the animal in the picture? Where does it live? What does it eat and drink? Listen, read and check.**

Cute Little Animals- Koalas

They are cute, they are soft, but they are wild and they don't make good pets. You may think they are bears, but they aren't. Koalas are Australia's most popular marsupial mammals.



Did you know that ...

- koala means 'no water'?
- they never drink, but they get all the liquid they need from eucalyptus leaves?
- they swim very well?
- they sleep during the day?

2 **Read again and complete the fact file.**

Fact File

Animal:	Koala
Face:	1
Body:	2
Colour:	3
Home:	4
Food:	5

3 **Play the game 'Young Zoologist'. Answer all the questions about koalas.**

Project

4 ***Portfolio:*** **Write a fact file about an animal in your country. Use the fact file as a model. Stick on a picture.**

English in Use 5



♦ A visit to the vet

1 **a) Read the sentences and match them to the animals in the picture.**

1 Rex's got fleas. ► *dog*
2 Tom's got a broken wing.
3 Max's got toothache.
4 Stripe's got two broken legs.
5 Mittens's got an earache.

b) Choose a pet (A-E) and describe it to your partner.

2 🎧 **Listen and repeat.**

- What's the matter?
- What's wrong with him?
- Really? How?
- How old is he?
- Let's have a look at him.

3 🎧 **The questions are from the following dialogue. What is the dialogue about? Listen and read to find out.**

4 **Answer the questions.**

1 What pet has John got?
2 What problem does his pet have?
3 How old is he?

Vet: Hi, John. What's the matter?
John: It's Tom, my parrot.
Vet: Oh, what's wrong with him?
John: I think he's got a broken wing.
Vet: Really? How?
John: I don't know.
Vet: How old is he?
John: He's about four years old.
Vet: Let's have a look at him.
John: OK.

5 *Portfolio:* **Your pet is ill. You take it to the vet's. Act out the dialogue. Use the sentences from Ex. 2. Record yourselves.**

Pronunciation /e/, /ɜ:/

6 🎧 **Listen and repeat. Think of more words with the same sound.**

/e/ vet, health, end, send, men, breast, breath
/ɜ:/ curl, girl, burn, hurt

Reading Rules
e - /e/ egg
ea - /e/ head
i, u + r - /ɜ:/ bird, fur

Extensive Reading 5

ACROSS THE CURRICULUM: SCIENCE



1 Listen and repeat. What do you call these insects in your language?

2 a) Read the title of the text. What do you expect to read about? Listen and read to find out.

b) Read the text and answer the questions.

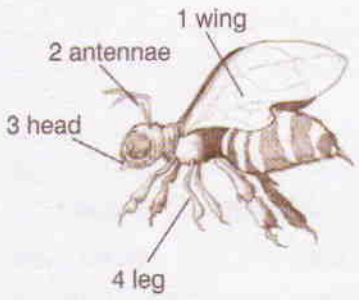
1 How many insects are there in the world?
2 Where do they live?
3 Why are insects important?
4 What can bees do?

3 Which facts from the text do you find interesting? Tell the class.

4 *Project:* Become a garden detective - go on an insect hunt.

- Make a list of insects that you expect to find.
- Write down any insects you find on the ground.
- List any flying insects you find.
- Take pictures of each insect. Describe the insects.
- Talk about your insects to the class.

It's an insect's life!



There are about 10 million types of insects in the world. These little creatures live in our homes and gardens. Some live near water, others live in fields, parks, and forests. Some insects come out during the day while others come out at night.

Insects are really important. They keep our gardens clean because they eat dead leaves and other waste[1]. They are also an important food for birds and other animals. Some insects, like bees, even make food – honey.

[1] unwanted things, rubbish

5 Sing the song!

SONG

Bees, bees buzzing in fields
buzzing around
wherever they please
There's nothing so sweet
as a honey bee

PROGRESS CHECK 5

1 **Complete the names of the animals.**

1 g _ _ _ _ _ e
2 e _ _ p _ _ _ _
3 m _ n _ _ y
4 p _ _ r _ t
5 b _ _ r

(Points: 5X4 ___/20)

2 **Put the animals under the correct heading.**

• bear • cow • beetle • ant • sheep
• budgie • guinea pig • peacock
• giraffe • crocodile

pets	farm animals	insects	zoo animals

(Points: 10X1 ___/10)

3 **Circle the odd one out.**

1 elephant - fur - trunk - tail
2 feathers - beak - insect - wings
3 lion - paw - tail - feather
4 giraffe - tail - neck - wings
5 tiger - bear - zoo - penguin

(Points: 5X2 ___/10)

4 **Put the words in the correct order to make full sentences.**

1 plays / on / football / He / Mondays.
2 Brazil / in / lives / He.
3 live / trees / in / Monkeys.
4 plants / Rhinos / eat.
5 A / likes / cat / milk.

(Points: 5X4 ___/20)

5 **Use the prompts to write questions and answers as in the example.**

0 you / like / tigers (✗)
► *Do you like tigers?*
No, I don't.
1 she / eat / vegetables? (✓)
2 they / like / the animals? (✓)
3 tigers / live / in Brazil? (✗)
4 elephants / eat / meat? (✗)
5 birds / eat / insects? (✓)

(Points: 5X4 ___/20)

6 **Use the sentences to complete the dialogue.**

• What's wrong with him?
• Let's have a look at him.
• Really? How?
• What's the matter?

Vet: Hi, Kelly. 1) .....?
Kelly: It's Ben, my dog. He doesn't look happy.
Vet: 2) .....?
Kelly: I think he's got a broken leg.
Vet: 3) .....?
Kelly: I don't really know.
Vet: OK. 4) ..... .

(Points: 4X5 ___/20)

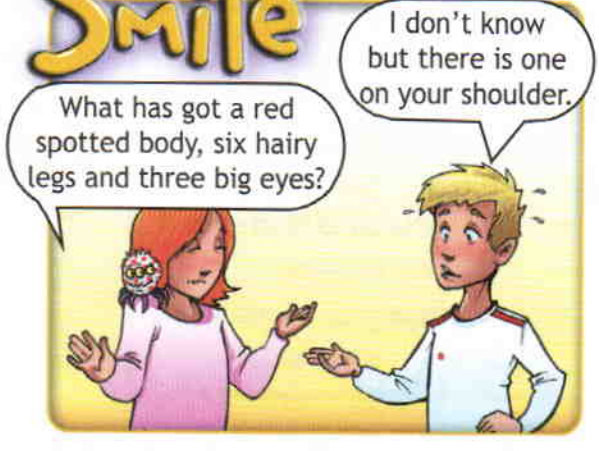
(My score: ___/100)

Now I Can...

- name different types of animals
- name the parts of the bodies of animals
- talk/write about pets
- talk about koalas
- talk/write about an animal from my country
- talk/write about insects

... in English

Smile



Round the clock

Module 6

Before you start ...

- Name some animals you can see in the zoo. Which is your favourite?
- Have you got a pet? What does it look like?
- Think of an animal in your country. Where does it live? What does it eat?

Look at Module 6

- Find the page numbers for pictures 1-3.

Find the page numbers for

- an Internet article ☐
- an email ☐
- a street scene ☐

Listen, read and talk about ...

- daily activities
- jobs
- weekend activities
- *Big Ben*
- sundials

Learn how to ...

- talk about daily routines
- tell the time
- make and respond to suggestions

Practise ...

- adverbs of frequency
- prepositions of time
- present continuous
- reading rules: ing, or, ar
- pronunciation: /ŋ/, /ɔ:/, /ɑ:/

Write / Make ...

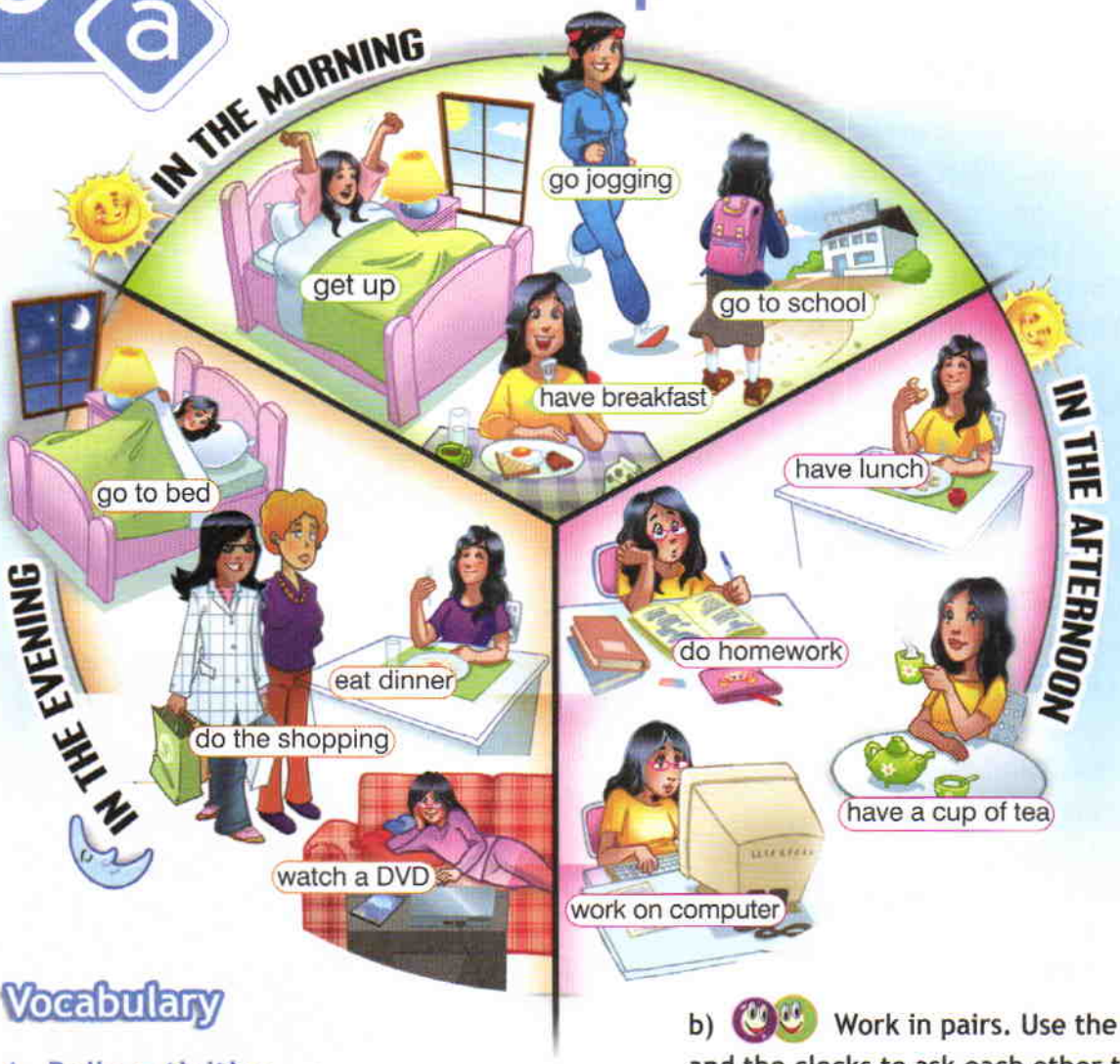
- a paragraph describing a daily routine
- a paragraph about a street scene
- an email about what your family are doing
- a text about a famous landmark
- a sundial







6a Wake up!



Vocabulary

♦ Daily activities

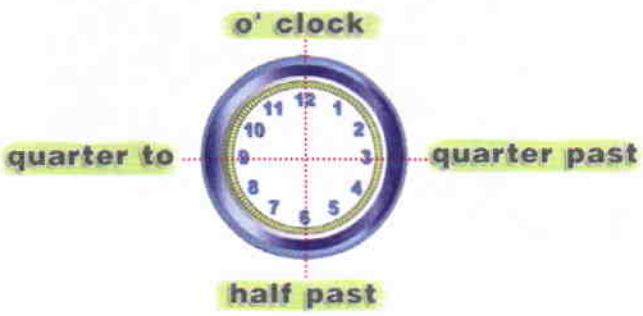
1 a) Look at the pictures. What does Sally do *in the morning/afternoon/evening*?

b) What's your daily routine?

Everyday English

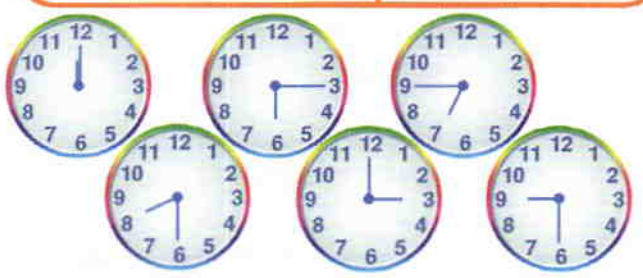
♦ Asking about/Telling the time

2 a) Look at the clock. What are these phrases in your language?



b) Work in pairs. Use the table and the clocks to ask each other the time.

Asking	Telling
• What time is it, please? • Have you got the time, please? • Excuse me, what's the time, please?	• It's five o'clock. • It's half past five. • It's quarter past six.



► *A: What time is it, please? B: It's 12 o'clock.*

GAME

The leader uses his/her arms to show the time. In turn, the teams say what time it is.

@ Internet Explorer

Home | The heroes at home | Movies | Links

6a



Lara Croft

This beautiful, strong archaeologist fights robots and does acrobatics all day, right? Well, not every day! Let's see what she does when 0) ► she's at home!

In the morning ...

Lara always gets 1) ..... at 7 o'clock, and gets dressed. Then, she 2) ..... jogging and works out in her gym – and all this before breakfast! Lara 3) ..... a big breakfast at about quarter to nine, then she **sometimes** goes shopping or works 4) ..... her computer for a while.

In the afternoon ...

Lara usually eats lunch at about quarter past one. Her father John **often** visits her and they have a 5) ..... of tea and talk about work together.

In the evening ...

Before dinner, Lara usually practises kickboxing. She eats dinner at about half 6) ..... six. Then, she relaxes. She reads a book or 7) ..... a DVD. She never 8) ..... to bed really late because she's usually very busy the next day! It's not easy being an action hero!

Reading

3 Look at the text. Who's Lara Croft? What is the text about? Read and check.

study skills

Completing a text

Read the text once to see what it is about. Read it again sentence by sentence and complete the missing words. The words before and after each gap will help you. Read the completed text again to see if it makes sense.

4 Fill in the gaps with: *past, on, goes, cup, up, has, watches, goes.* Listen and check.

Speaking

5 Make notes and act out an interview with Lara Croft about her daily routine.

► *A: So Lara, what time do you get up?*
B: At 7 o'clock.

Grammar Grammar Reference

♦ Adverbs of frequency (always, usually, often, sometimes, never)

6 a) Look at the sentences. Where do we place the adverbs of frequency in a sentence? Find examples in the text.

I **usually** play football on Saturdays. John is **never** late.

b) Which of the activities in Ex.1 do you *always, usually, often, sometimes, never* do? Make sentences. Compare sentences with your partner.

► *I never go jogging.*

♦ Prepositions of time

7 Read the box. Complete the phrases. Say what you usually do at this time.

at + (the time), 3 o'clock, noon/ midnight/night
in + in the morning/afternoon/ evening

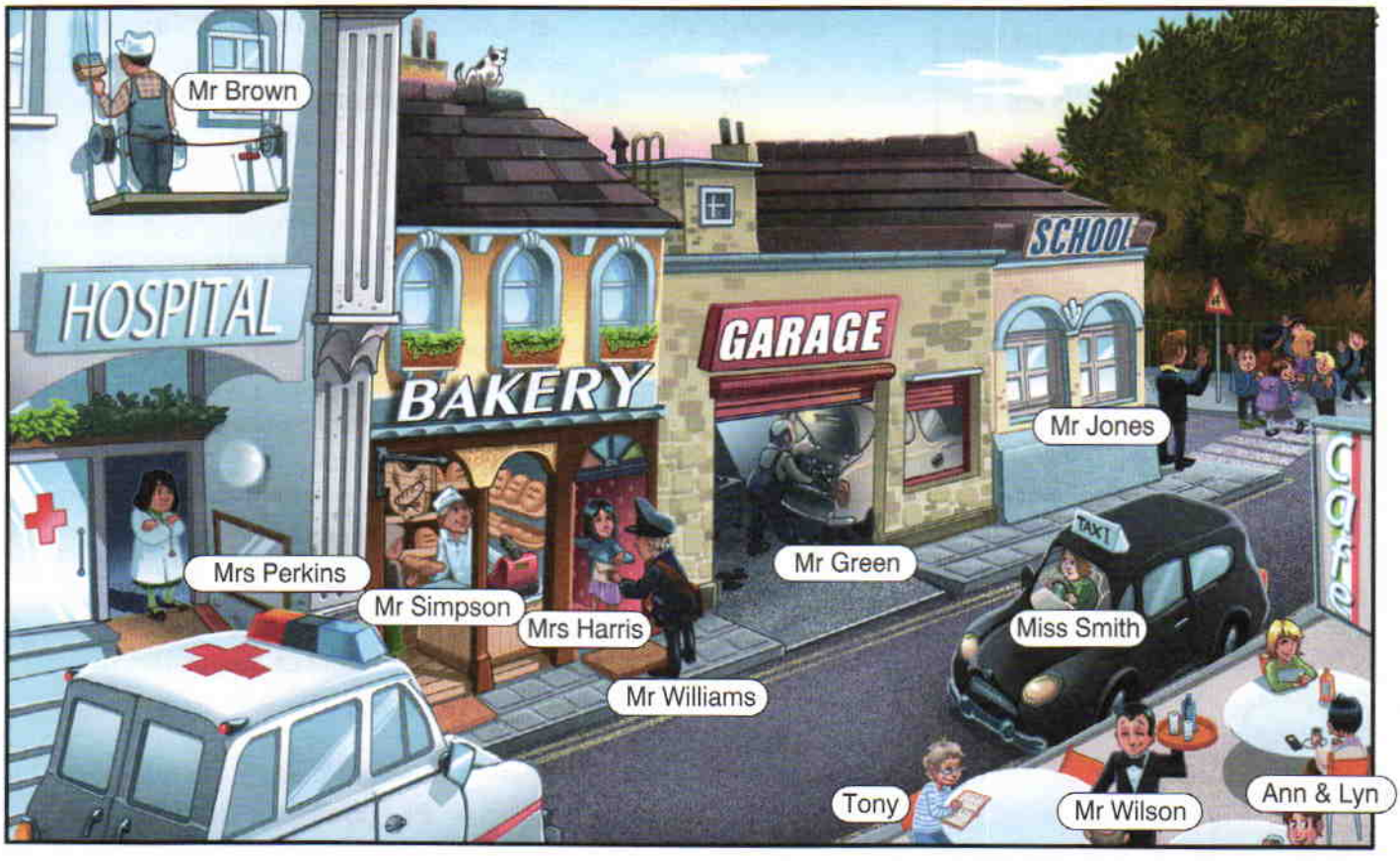
1 ..... 3 o'clock
2 ..... the morning
3 ..... midnight
4 ..... noon
5 ..... the evening
6 ..... half past six

Writing (a paragraph describing a daily routine)

8 *Portfolio:* Imagine you are a famous action hero. Write your daily routine.

► *My name's Spider-Man and I have a very busy life. I get up at ...*

6 b At work



Vocabulary

♦ Jobs

1 **Match the people in the picture to the jobs (1-8). What endings do we use?**

1	painter	5	waiter
2	doctor	6	mechanic
3	baker	7	taxi driver
4	teacher	8	postman

► *Mr Brown is a painter.*

2 **What are the people doing?**

• read a book • talk • say goodbye to the children • paint a hospital • look at the postman • repair a car • wait for the ambulance • deliver a letter to Mrs Harris • drive a taxi • serve drinks

► *Tony is reading a book.*

Reading

3 **a) The sentences are from the dialogue between two friends. What is it about? Listen, read and check.**

• What are you doing? • I'm waiting for my dad.
• What does your dad do? • Come and meet him.
• OK, let's go!

James: Hi, Mike! What are you doing?
Mike: I'm waiting for my dad. He's painting this hospital.
James: Is he a painter?
Mike: Yes, he is. I sometimes meet him after school, then we catch the bus home. What does your dad do?
James: He's a teacher. Look! There he is, across the road. He is waving goodbye to the children. We usually walk home together. Come and meet him!
Mike: OK, and then you can meet my dad!
James: OK, let's go!

b) Read again. What do Mike's dad and James' dad do?

Grammar Grammar Reference

♦ Present Continuous

4 How do we form the present continuous? Find examples of actions happening now in the dialogue.

Present Continuous

- for actions happening **now**. *I'm playing football now.*

Affirmative

I	am/ 'm	reading.
you/we/they	are/'re	
he/she/it	is/'s	

Negative

I	am not/'m not	reading.
you/we/they	are not/aren't	
he/she/it	is not/isn't	

5 Look at the examples. What are the spelling rules?

walk - walking	dance - dancing	swim - swimming

6 Choose a person in the picture on p. 78 and say what he/she is doing. Your partner guesses who the person is.

▶ *A: He's repairing a car.*
B: It's Mr Green.

7 Read the table. Use the prompts to ask and answer.

Interrogative			Short Answers		
Am	I		Yes,	I	am.
			No,	I	am not.
Are	you/we/they	reading?	Yes,	you/we/they	are.
			No,	you/we/they	aren't.
Is	he/she/it		Yes,	he/she/it	is.
			No,	he/she/it	isn't.

1 Dad / do a crossword (✗) / read a book (✓)
▶ *A: Is Dad doing a crossword?*
B: No, he isn't. He's reading a book.
2 Mary / play computer games (✗) / do homework (✓)
3 the dog / play in the garden (✗) / sleep by the fire (✓)
4 you / eat breakfast (✗) / get dressed (✓)
5 Sue and Dave / do the shopping (✗) / watch TV (✓)

Study skills

Listening: multiple matching
Read the list given. Think of words related to each prompt. This will help you do the listening task.

Listening

8 Listen and match the children to their parents' jobs.

Children		Jobs
0 ▶ F	Karen	A teacher
1	James	B nurse
2	Mark	C mechanic
3	Jane	D baker
4	Andy	E postman
5	Sarah	F doctor
		G waiter
		H pilot

Pronunciation /ŋ/

9 Listen and repeat.

Reading Rules
ng - /ŋ/
reading

sitting, reading, coming, playing, working, eating

Speaking

10 *Portfolio:* You are looking at your family album with your friend. Act out a dialogue about what your parents do and what they are doing now.

Writing (a paragraph)

11 *Portfolio:* Find a picture of a street scene, and write a short paragraph about what is happening and what the people are doing.

6C Weekends















Vocabulary

♦ Activities

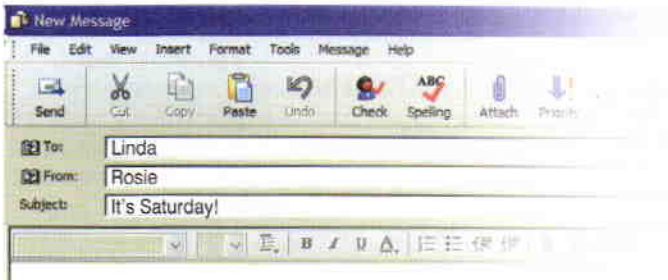
1 **What are the people in the pictures (1-7) doing? Use the prompts to make sentences.**

- write an email • wash the dog
- play with a friend • make a phone call
- work in the garden • plant flowers
- drink coffee

► 1 *She is writing emails.*

Reading

2 **Listen and read Rosie's email. Which picture shows Rosie? Which show the other members of her family?**



Hi, Linda!

Thanks for your email. How are you? I'm doing my homework.

All the family are here and are busy too. Mum's in the living room. She's making some phone calls. Dad's working in the garden. It's hard work. My little brother, Tom, is helping him. He's planting some flowers. My sister, Zoe, is having a good time though. She's playing games with her friend.

What are you doing? Any plans for Sunday? Write back soon.

Love,

Rosie

3 **a) Which sentences can *B* (begin) and which can *E* (end) an email?**

1 That's all for now. .....
2 Great to hear from you. .....
3 Drop me a line. .....

b) How does Rosie begin and end her email?

Speaking

4 **Which of the activities in the pictures do you/your family do at home at the weekend? Use adverbs of frequency.**

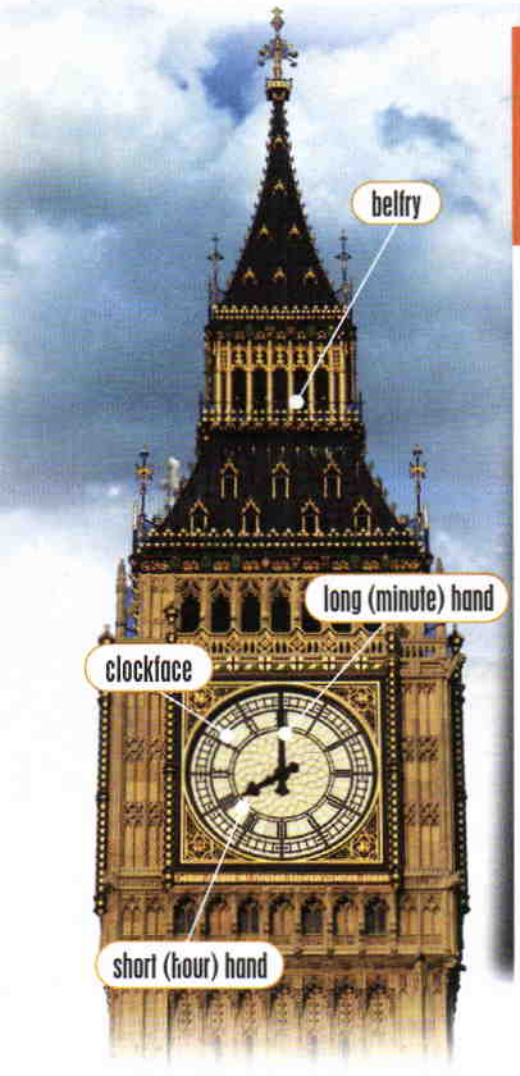
► *A: I usually send emails but I never work in the garden.*
B: My dad sometimes ...

Writing (an email about what your family are doing)

5 ***Portfolio:*** **Write a short email to your friend about what you and your family are doing at home today (50-60 words). You can use the email in Ex. 2 as a model.**

CULTURE CORNER

Landmarks



TOP Tourist Attractions

Every year, millions of tourists come to London to see and listen to Big Ben. But, what exactly is Big Ben?

Most people think that Big Ben is the tall clock tower that stands above the Houses of Parliament. Well no! Big Ben is not the clock tower. It is one of the four huge bells inside the tower. Its name comes from the bell's commissioner of works, Sir Benjamin Hall, or Ben. The tower is 98 metres high. The bell inside the tower is 14 tons. The clock on the tower is also huge. Each of the four clockfaces is 7 metres wide. The hour hands are about 3 metres long and the minute hands are about 4 metres long.

Perhaps one day you can go to London and see this amazing tourist attraction.

1 **Look at the picture and listen to the sounds. Do you know this building? Which city is it in? Read the first paragraph of the text and check.**

2 **Think of three questions you have about Big Ben. Listen and read. Can you answer them?**

3 **Read again and complete the sentences (1-4).**

1 Big Ben is in ..... .
2 Big Ben is the name of ..... .
3 The tower is ..... high.
4 Each hour hand is ..... long.

4 **Imagine you are a tour guide. Tell a group of tourists about Big Ben. Then answer the group's questions.**

Project

5 ICT *Portfolio:* **Use the internet to find information about a famous landmark in your country and write a short text about it. You can include:**

- where it is
- what it looks like
- some interesting facts

English in Use 6

♦ Making suggestions

1 a) Listen and repeat. Which sentences can we use to: *make a suggestion?* *(S)* *respond to a suggestion?* *(R)*

- Sure, that's a good idea.
- How about going tomorrow?
- Why don't we go jogging in the park?
- Sounds great!
- Let's go shopping!
- Sorry, I'm busy this afternoon.
- How about going for a coffee?

b) Close your books. How many of the phrases above can you remember?

2 a) Read and listen to the dialogues. What do Matt and David want to do? Do Jenny and Sally agree?

A

Matt: Hi, Jenny. Are you free this afternoon?
Jenny: Why?
Matt: Let's go shopping! I want to buy some new football boots.
Jenny: Sorry, I'm busy this afternoon. How about going tomorrow?
Matt: Sure, that's a good idea.
Jenny: OK, see you at 5 o'clock then.

B

David: Hello, Sally. What are you doing?
Sally: Nothing, really.
David: Why don't we go jogging in the park?
Sally: No, thanks. I'm very tired. How about going for a coffee?
David: Sounds great!

b) Read the dialogues aloud.



3 *Portfolio:* Invite your friend to the cinema, zoo, park etc. Use the sentences in Ex. 1a. Record yourselves.

Pronunciation /ɔ:/, /ɑ:/

4 Listen and repeat. Think of two more words with the same sounds.

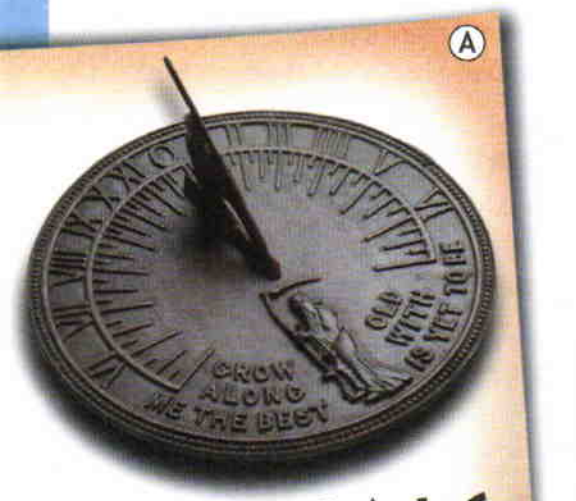
Reading Rules
or - /ɔ:/ short
ar - /ɑ:/ park

/ɔ:/: morning, sport
/ɑ:/: garden, Mark, parliament

1 How do you know what time it is? (*e.g. look at a watch/a mobile phone*, etc) What other ways can we use to tell the time? Read text A to find out.

2 Read again and underline the correct word. Listen and check.

Ⓐ



SUNDIALS

Go outside on a sunny day and look **1) at/on** your shadow[1]! Early **2) in/at** the morning and late in the afternoon, it is long. At lunchtime, it **3) has/is** very short. This is because the Earth moves around the sun and the sun is in a different place **4) in/on** the sky at different times of the day. Sundials use shadows to tell the time. They **5) have/are** the oldest way to tell the time!

[1] dark shape of an object between a light and a surface

am = from midnight to midday
pm = from midday to midnight

Project

3 Make your own sundial.

Ⓑ

With the sun shining

IT'S THE PERFECT TIME TO MAKE A SUNDIAL.

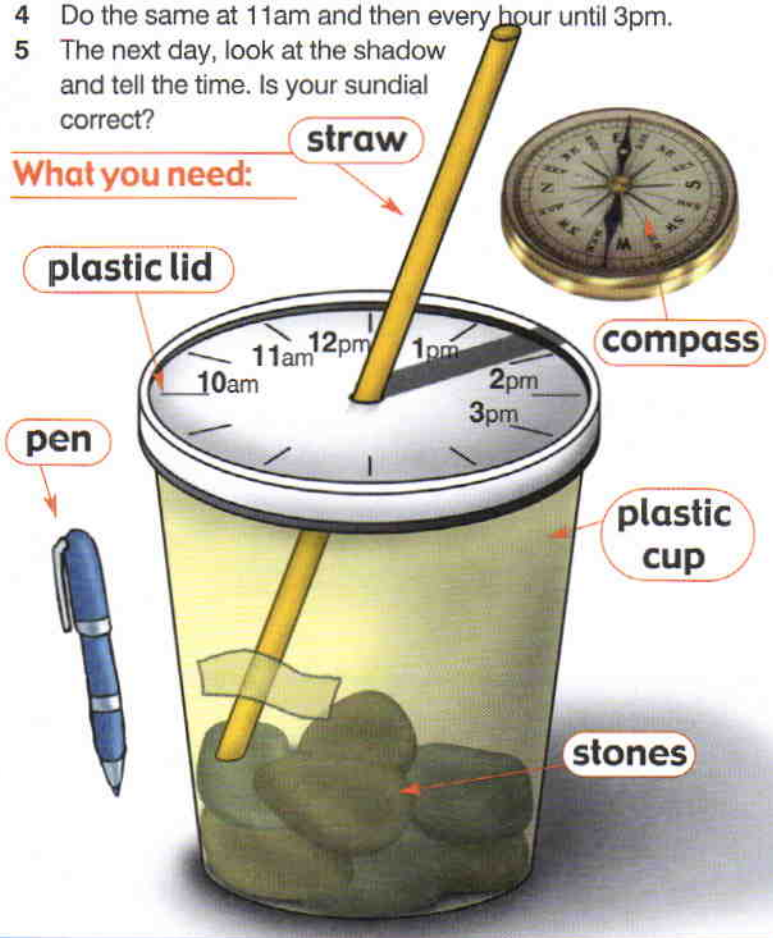
How to make it:

1. With a pen, make a hole in the side of the cup, about 5 centimetres from the top.
2. Put small stones in the cup and put the lid on.
3. Make a hole in the lid. Put a straw through the hole in the lid and the hole in the side of the cup. Your sundial is ready!

How to use it:

1. On a sunny day, put your sundial on the ground in a place with no trees or buildings nearby.
2. Find north with your compass and point the straw to the North.
3. At 10am, look where the shadow of the straw is on the lid. Make a mark with the pen.
4. Do the same at 11am and then every hour until 3pm.
5. The next day, look at the shadow and tell the time. Is your sundial correct?

What you need:



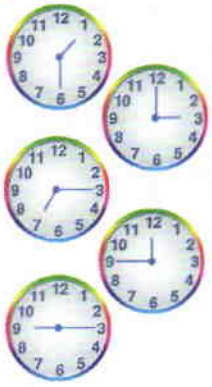
PROGRESS CHECK 6

1 **Fill in *watch*, *get*, *go*, *have* or *work*.**

1 ..... up
2 ..... a DVD
3 ..... a cup of tea
4 ..... to bed
5 ..... on my computer
6 ..... jogging

(Points: 6X2 ___/12)

2 **What time is it?**



1 .....
2 .....
3 .....
4 .....
5 .....

(Points: 5X3 ___/15)

3 **Write the jobs.**

1 hospital - d .....
2 bakery - b .....
3 garage - m .....
4 school - t .....
5 café - w .....

(Points: 5X2 ___/10)

4 **Put the words in the correct order to make full sentences.**

1 usually / we / shopping / at / weekend / the / go
2 goes / to / he / bed / sometimes / late
3 TV / watches / never / the / in / Samantha / morning
4 usually / I / dinner / eat / seven / at / past / half
5 his / dad / often / Tim / meets / after / school

(Points: 5X5 ___/25)

5 **Complete the sentences with the present continuous.**

1 My dad ..... **(paint)** the house today.
2 A: What ..... **(you/do)**, Sam?
B: I ..... **(write)** an email to my friend.
3 The children ..... **(not watch)** TV now. They ..... **(do)** their homework.
4 A: ..... **(John/repair)** his car?
B: Yes, he is.

(Points: 6X3 ___/18)

6 **Use the prompts to fill in the gaps.**

- Sorry, I've got a lot of homework.
- It's quarter past five.
- Have you got the time, please?
- Let's go to the cinema!

1 A: Excuse me, what's the time, please?
B: .....
2 A: Why don't we go shopping this afternoon?
B: .....
3 A: .....
B: Sounds great!
4 A: .....
B: It's seven o'clock.

(Points: 4X5 ___/20)

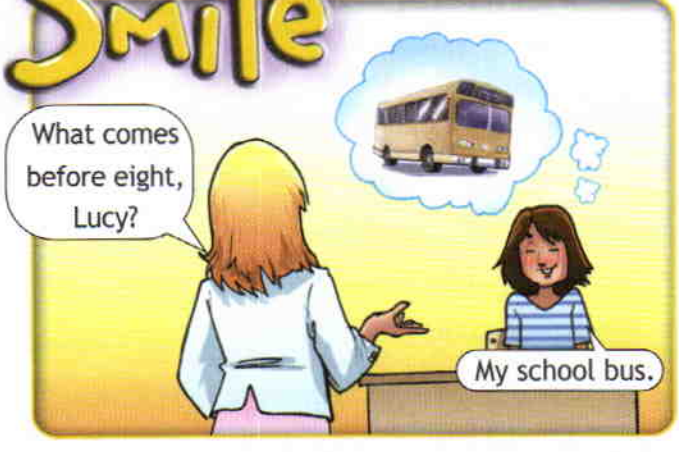
Now I Can...

(My score: ___/100)

- talk/write about daily routines
- tell the time
- talk/write about jobs
- write an email about weekend activities
- write a text about a famous landmark
- make and respond to suggestions

... in English

Smile



In all weathers

Module 7

Before you start ...

- What time do you usually get up/go to bed?
- What do you usually/often/sometimes/never do at weekends? What are you doing now?
- What do your parents do at weekends?

Look at Module 7

- Find the page numbers for pictures 1-3.

Find the page numbers for

- a map ☐
- an online chat log ☐
- a poem ☐
- a postcard ☐

Listen, read and talk about ...

- weather and seasons
- clothes
- holiday activities
- the Alaskan climate

Learn how to ...

- describe the weather
- ask about clothes
- shop for clothes

Practise ...

- present simple and present continuous
- reading rules: o, ou, sh
- pronunciation: /əʊ/, /ʃ/

Write / Make ...

- a chat log
- descriptions of pictures/your family photos
- a holiday postcard
- a web page about weather
- a picture to go with a poem







7a Year after year



Ⓐ **Winter**

December
January
February



Ⓑ **Spring**

March
April
May



Ⓒ **Summer**

June
July
August



Ⓓ **Autumn**

September
October
November

Vocabulary

♦ Seasons, Months & Weather

1 a) 🎧 Listen and repeat. What months are there in each season? What is your favourite *season*, *month*?

b) What are the people in each picture doing?

- picking flowers? • playing in the snow?
- raking leaves? • going swimming?

2 a) Match the sentences to the pictures.

1 It's not very cold. It isn't raining at the moment but sometimes it rains.
2 It's very hot and the sun is shining.
3 It's very cold and it's snowing.
4 It's warm and the sun is shining.

b) 🎧 Read the proverb and listen to the music. What images come to mind?

A wind from the south has rain in its mouth.

3 Choose a picture and make true/ false statements about it. Your partner corrects the false ones.

► *A: In picture A, there are two children.*
B: False. There are four children.
A: They are playing in the snow.
B: True.

Reading

4 a) Look at the text on p. 87. Where can you see it: *in a magazine*, *in a newspaper*, *on a computer screen*?

Main Room | New

[Gus] Hi, guys! I'm in an internet café. It's raining heavily outside. I'm fed up with this weather. It's raining all the time.
[Nemo] I don't know how you can live in Scotland. There are nicer places to go to study.
[Gus] Scotland's great. It's the winter I don't like. It's grey almost every day. I hate winter.
[Amelia] Hey! You think that's bad! It's freezing here in Switzerland. It's snowing again. There is so much snow sometimes that I can't even go out.
[Gus] That's not my kind of place, then.
[Nemo] It's summer here in Australia and I'm having a great time. I'm sitting on the balcony at the moment and it is very, very hot. I love the summer.
[Amelia] You are lucky.
[Nemo] I am. Anyway, how are things going for you?

Main Room
Gus
Nemo
Amelia
Fun Room

b) Look at the text. How many people are online? Where are they? Listen and read to find out.

5 **a) Read the text and answer the questions.**

1 What is the weather like in Scotland now?
2 What is Gus doing in Scotland?
3 Where is it snowing?
4 What season is it in Australia now?

b) Find phrases/idioms which mean:

1 I am tired of
2 It doesn't suit me
3 How are you doing?

Speaking

6 **What's the weather like in Scotland, Switzerland, Australia? Make notes, then tell the class.**

Everyday English

♦ Talking about the weather

7 **Use the international weather forecast from a newspaper or the Internet. Imagine you are in different parts of the world. Use the language in the box to act out a short telephone conversation.**

What's the weather like today?	
Responding Negatively ☹	**Responding Positively** ☺
• It's awful!	• It's a lovely/beautiful day!
• It's terrible!	• It's warm!
• It's freezing!	• It's very hot.
• It's cold.	• (It's) fabulous!

► *A: Hi, Tanya. Where are you?*
B: I'm in Belfast.
A: What's the weather like in Belfast today?
B: It's awful. It rains all the time.

Writing (a chat log)

8 ***Portfolio:*** **Imagine you are in two different countries. Write a chat log telling each other about the weather. Use Ex. 4 as a model.**

7b Dress right



Vocabulary

♦ Clothes

1 **Look at the pictures. Which clothes are for warm/cold weather?**

study skills

Opposites
Learn words in pairs of opposites. This will help you remember them.

2 **Match the opposites. Use them to describe the people's clothes in Ex. 1.**

1		long	a	light
2		heavy	b	short
3		tight	c	loose

► *Angela is wearing a long skirt, ...*

GAME

Play in teams. One team describes the weather, the other suggests clothes to put on.

► *Team A S1: It's raining today.*
Team B S1: Put on your raincoat.

Everyday English

♦ Asking about clothes

3 **Use the sentences to ask and answer as in the example.**

Asking	Answering
• How do I look in this? • How does this look on me? • What do you think of my (dress)? • Do I look all right in this?	• It/They look(s) great/fabulous on you. • You look lovely/great. • It/They suit(s) you perfectly. • I'm not sure it/they suit(s) you. • That/Those look(s) terrible on you.

► *A: What do you think of my dress?*
B: Oh, it looks great on you.

Reading

4 Read the first exchange in the telephone conversation below. Where's Patsy? Where is she going? Listen and read to find out.

Patsy: Hi, Ann. I'm **getting on** the plane now.
Ann: **Can't wait** to see you. I'm **on my way** to the airport.
Patsy: **All right!** See you in a couple of hours.
Ann: Are you wearing warm clothes? It's very cold here.
Patsy: What?
Ann: Yeah! And it's really windy. I'm wearing my coat and scarf.
Patsy: Really? I'm wearing a short skirt and a blouse. It's hot here.
Ann: **I'm only joking.** It's a lovely, hot day today in Glasgow.
Patsy: You're **awful!**
Ann: **No, I'm not.**
Patsy: Okay, I'm **hanging up** now. See you later.

5 a) Read again and complete the sentences. Use the *present continuous*.

1 Patsy ..... to Glasgow.
2 Ann ..... to the airport.
3 Patsy ..... a skirt and a blouse.

b) Explain the phrases in bold. What is the weather like in Glasgow?

c) Read the dialogue aloud.

Grammar Grammar Reference

♦ Present Simple or Continuous

6 a) Read the sentences. Which verb form do we use to talk about *habits/routines*, *actions happening now*?

She always **wears** boots in winter.
She **is wearing** a raincoat now.

b) Put the verbs in brackets into the *present simple* or the *present continuous*.

1 ..... (it/rain) often in winter?
2 Where ..... (you/live)?
3 What ..... (you/do) now?
4 She ..... (go) to school on foot today.
5 He ..... (not/swim) well.

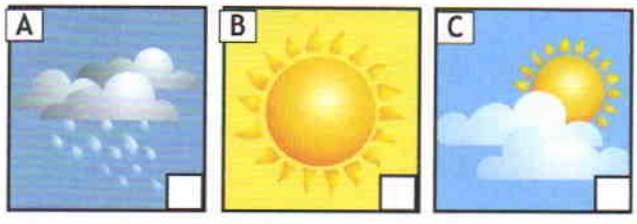
Speaking

7 Discuss your clothes in different seasons. What do you usually wear? What are you wearing now?

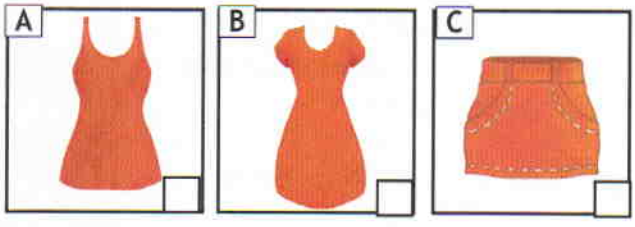
Listening

8 You will hear three conversations. For each question tick (✓) the correct answer.

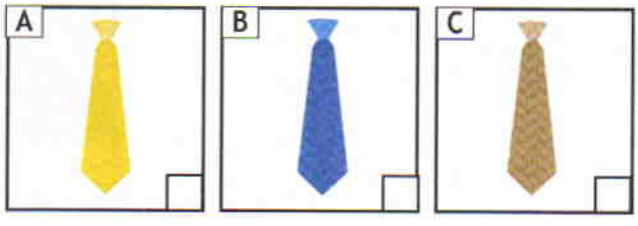
1 What is the weather like?



2 What is Jennifer wearing?



3 Which tie hasn't Andrew got?



Writing

9 *Portfolio:* Find pictures of your family and friends. Write a short description of each picture. Write:

- who the people are
- where they are
- what the weather is like
- what they are wearing/doing
- how often they do it

7C It's fun



Vocabulary

♦ Activities

1 Look at the pictures. Which of the activities do you do when it is hot, warm, cold, It snows, rains?

► *We usually go camping when it is hot.*

Pronunciation /aʊ/

2 Listen and repeat.

Reading Rules
ow, ou - /aʊ/
brown, blouse

down, now, out

Reading

3 Read the first paragraph of the postcard. Where's Sandra? What do you think she is doing there? Listen and read to find out.

4 Read again and answer the questions.

1 Where's Sandra staying?
2 What's the weather like?
3 What is she doing now?

Writing (a postcard)

5 *Portfolio:* Imagine you and your family are on holiday. Write a postcard to a friend telling him/her *where you are, what the weather is like and what you and your family are doing.* (50-60 words)

Dear Grandma and Grandpa,
Greetings from Greece. We're having a great time here. The hotel's fantastic and the weather's great.
Dad's windsurfing with the local club at the moment. Tony's playing golf with Steve. They're enjoying it a lot. I'm on the beach now. Mum is swimming and I'm sunbathing. It's fun.
See you soon.
Sandra

Mr and Mrs S Murphy
22 Farlan Road
Dublin 2
Ireland

CULTURE CORNER

The Alaskan Climate

@ Internet Explorer



Alaska is in the northwest corner of the USA. Temperatures in Alaska in the summer vary from 16°C to 27°C. Early mornings and night-time are from 4°C to 10°C. Late August and September are cool. Winters are cold with lots of snow.

If you decide to visit "The Great Land", make sure you pack the right clothes.



Click on the regions on the map to see what clothes you need for each season.

Southwest Alaska	short-sleeved shirt, shorts	long-sleeved shirt, jeans	warm hat & gloves	walking shoes	boots	jacket	wool sweater	winter coat
Winter		•	•		•		•	•
Spring		•	•		•	•	•	
Summer	•	•		•		•		
Autumn		•	•	•	•	•	•	

1 Listen to the music. What images come to mind? How does the music make you feel: *happy, sad, calm, stressed*?

2 Look at the text. Where's Alaska? What do you know about the weather there? Discuss. Listen and check.

3 You are going to southwest Alaska. Decide what clothes to pack for different seasons.

Project

4 ICT *Portfolio:* Work in groups. Collect information from the Internet to prepare a similar web page for people who want to visit your country/region. Write a few words about the weather, then recommend clothes for each season.

English in Use 7

♦ Shopping for clothes

1 🎧 **Listen and repeat.**

- How can I help you?
- I'm looking for a shirt.
- Any particular colour?
- What size are you?
- Here you are.
- What about this one?
- That's fine.
- How much is it?
- That's £ 15, please.

2 **a)** 🎧 **The sentences are from the dialogue between a shop assistant and a customer. Which sentences does each person say? Listen, read and check.**

Shop assistant: Good morning, Sir. How can I help you?
John: I'm looking for a shirt.
Shop assistant: The shirts are over here. Any particular colour?
John: A blue one, please.
Shop assistant: What size are you?
John: I'm a size 16 collar.
Shop assistant: What about this one?
John: That's fine. Thank you.
Shop assistant: You're welcome!
John: How much is it?
Shop assistant: That's £ 15, please.
John: Here you are.
Shop assistant: Thank you. Have a nice day!

b) Read again, and answer the questions.

1 What is John looking for?
2 What colour does he want?
3 What size is he?
4 How much does it cost?

3 **Look at the UK clothing sizes. Are sizes the same in your country?**

WOMEN'S SIZES

8	10	12	14	16	18	20	22

MEN'S SIZES

Shirts	14	14½	15½	16	16½	17	17½
Trousers	30		32	34		36	38

CHILDREN (aged 1-14)

1-2	2-3	3-4	5-6	7-8	9-10	11-12	13-14

T-SHIRTS

S	M	L	XL	XXL

4 *Portfolio:* **You want to buy some clothes. Use the pictures to act out the dialogue between you and the shop assistant. Use the sentences from Ex. 1. Record yourselves.**



Pronunciation /ʃ/

5 🎧 **Listen and repeat.**

Reading Rules
sh - /ʃ/ shirt

she, shop, fish, wish, short, shoe, sheep, fashion, cushion

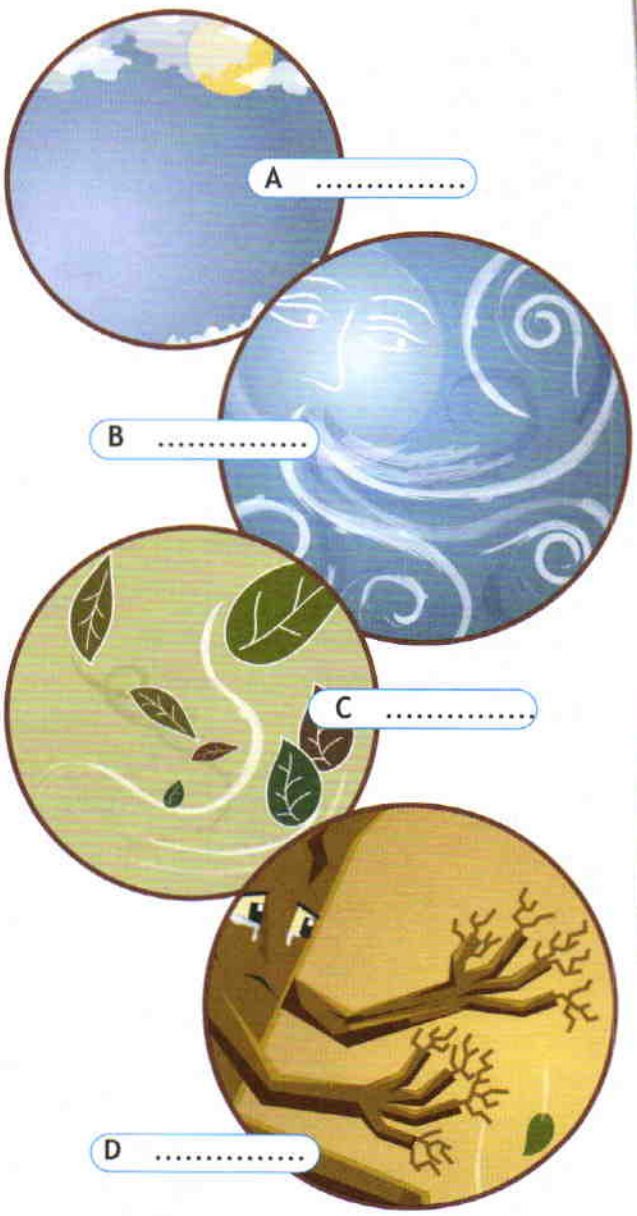
Extensive Reading 7

ACROSS THE CURRICULUM: LITERATURE

1 Listen to the sounds. What images come to mind? What is the weather like?

2 a) Match the words/phrases in the list to the pictures (A-D).

• sky • wind • leaves • branches



b) The words in Ex. 2a are from the poem. What is the poem about? Read quickly to find out.

3 Use the words (A-D) from Ex. 2a to complete the gaps (1-4) in the poem. Listen and check.

What Weather!



by Angela Fletcher

The 1) ..... are blowing away
Up, up, and away they go.
Swish, swoosh, they go.
Like a dancing ballerina
Up, up and away they go
Way up, in the 2) ..... .

The trees are standing there,
Their 3) ..... all bare.*
The 4) ..... is getting louder,
What's the weather like today?

* have nothing on

Air facts ...

Wind is air moving over land or sea.
Air is always moving.
It is the sun that makes air move.

Project

4 *Portfolio:* In groups draw a picture to go with Angela's poem. Give your picture a title.

PROGRESS CHECK 7

1 **Write the seasons. What season is it now?**

1 s .....r 3 s .....
2 w ..... 4 a .....

(Points: 4X4 ___/16)

2 **Circle the odd word out.**

1 cold - leaves - warm - hot
2 boots - gloves - scarf - shorts
3 high heels - caps - shoes - trainers
4 Alaska - May - July - April

(Points: 4X4 ___/16)

3 **Complete the gaps with the correct word.**

• like • terrible • jumper • freezing
• hot • suits

1 A: What's the weather ..... in Edinburgh today?
B: It's very ..... and sunny.
2 A: How do I look in this .....?
B: You look lovely. It ..... you perfectly.

(Points: 4X4 ___/16)

4 **Write sentences using the *present simple* and *present continuous*.**

0 I / usually / walk to school - go by bicycle
► *I usually walk to school but today/now I am going by bicycle.*
1 she / usually / wear trainers - wear high heels
2 he / usually / watch TV - read a book
3 they / usually / wear blue shirts - wear green ones
4 we / usually / go swimming - have a picnic

(Points: 4X4 ___/16)

5 **Complete the sentences with the correct form of the verb in brackets.**

1 I ..... **(not/want)** to go out tonight as I ..... **(study)** for a test at the moment.
2 My brother ..... **(play)** football every Sunday but this Sunday he ..... **(go)** camping.
3 Rose ..... **(talk)** to that French tourist at the moment. She ..... **(speak)** French well.
4 Tom ..... **(watch)** a film on television now. He ..... **(not/often/do)** this.

(Points: 8X2 ___/16)

6 **Use the prompts to complete the dialogue.**

• £45 • How can I help you?
• How much is it? • What size are you?

A: Good morning, madam. 1) .....
B: I'm looking for a skirt, please.
A: The skirts are here. 2) .....
B: I'm a 12. I like this one. 3) .....
A: It's 4) .....
B: Thanks. I'll take it.

(Points: 4X5 ___/20)

(My score: ___/100)

Now I Can...

- talk and write about the seasons and the weather
- describe and ask about clothes
- shop for clothes
- write a description of a family photo
- write a holiday postcard

... in English.



Special days

Module 8

Before you start ...

- What's your favourite season? Why?
- What are you wearing now?
- What clothes do you wear in cold/ hot weather?

Look at Module 8

- Find the page numbers for pictures 1-3.

Find the page numbers for

- a street parade ☐
- a party plan ☐
- a takeaway menu ☐
- a song ☐

Listen, read and talk about ...

- festivals & festive activities
- food & drinks
- containers
- birthday treats
- tastes
- kitchen safety

Learn how to ...

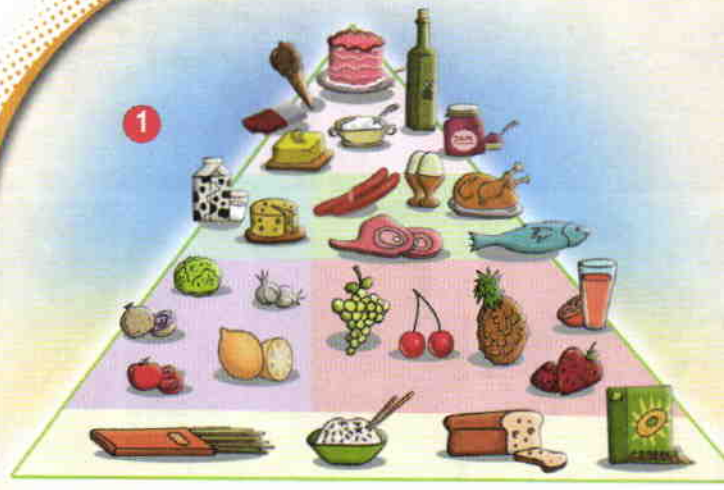
- make suggestions for a party
- order food

Practise ...

- countable/uncountable nouns
- some/any
- much/many
- reading rules: ng, nk, g, g + e, i
- pronunciation: /ŋ/, /ŋk/, /g/, /ʤ/

Write / Make ...

- a paragraph about a celebration
- your birthday party plan
- a magazine entry about birthdays
- a quiz about a celebration in your country
- a poster about safety in the kitchen







8a Celebrations





Vocabulary

♦ Festive activities

1 Think of popular celebrations in your country. Which of the activities in the pictures do you do?

► *A: On Victory Day we have street parades.*
B: We also set off fireworks.

Reading

2 a) Read the dictionary entry. When is harvest time in your country?

harvest /hɑːrvɪst/ N-SING the time farmers collect their crops
/hɑːrvɪst/ VB collect crops

b) Look at the title of the text and the first sentence in each paragraph. What do you expect to read? Read and check.

3 a) Complete the gaps (1-5). Listen and check. Explain the words in bold.

b) Read and list all the festivals. How do people celebrate them?

HARVEST TIME AROUND THE WORLD

Autumn

Thanksgiving **0)** ► *is* a big festival in the USA and Canada to celebrate the harvest. Canadians celebrate it in October, and Americans in November. Some cities have parades and people have family dinners. Turkey, sweet potatoes and cranberry **sauce** are popular foods **1)** ..... this day and there's always some sweet pumpkin pie for **dessert**.

Winter

In Northern India they harvest their **wheat** in Spring, which is in late February or early March. This is also the time for Holi, a Hindu harvest festival that lasts five days. People dress up **2)** ..... light fires. Farmers decorate their cows with flowers and let them **run free** **3)** ..... the streets!

Spring

In late March or early April, some people in the Philippines celebrate the Banana festival! This **4)** ..... a harvest festival about different **varieties** of bananas. During the festival, children dress up in banana costumes and dance in the streets. There is also a **cookery** competition where cooks use only bananas to make their dishes.

Summer

Chuseok is the Korean harvest moon festival and an important holiday in Korea. The festival lasts for three days, usually sometime between August and October. Children dress up **5)** ..... people make sweet rice cakes with fresh fruit.

4 a) Look at the highlighted words in the text. Which is a verb/noun?

b) Use your dictionary to mark the words below *V* (verb), *N* (noun) or *B* (both). Then make sentences with the words marked *B*.

1	summer ...	6	street .....
2	water	7	play .....
3	light	8	dress .....
4	fire	9	watch .....
5	paint	10	cook .....

Speaking

5 *Portfolio:* You have a radio show. Choose a celebration from the text and make notes. Present it to the class. Record yourselves.

► *... is a popular festival in ... . On this day, people ...*

Grammar Grammar Reference

♦ Countable/Uncountable nouns

6 a) Read the box below.

- **Countable nouns** (what we can count)
- ***a/an + countable nouns*** in the singular
  a banana



- ***some + countable nouns*** in the plural
  ***four**/some bananas*



Uncountable nouns (what we can't count)
***some** milk*
(NOT: ~~a milk~~)



b) Complete with a/an or *some*. Then ask and answer as in the example.



1 ..... apple



2 ..... rice



3 ... potatoes



4 ..... biscuit



5 ..... tea



6 ..... carrots

► *A: Can I have an apple?*
B: Yes, you can. Can I have ...?

Listening

7 Listen and tick the correct picture.

1 When is the festival?



A ☐



B ☐



C ☐

2 Where does Jack live?



A ☐



B ☐



C ☐

3 What does Amy want to eat?



A ☐



B ☐



C ☐

Pronunciation /ŋ/, /ŋk/

8 Listen and repeat.

/ŋ/: sing, song, king, ring
/ŋk/: ankle, linker, tinker

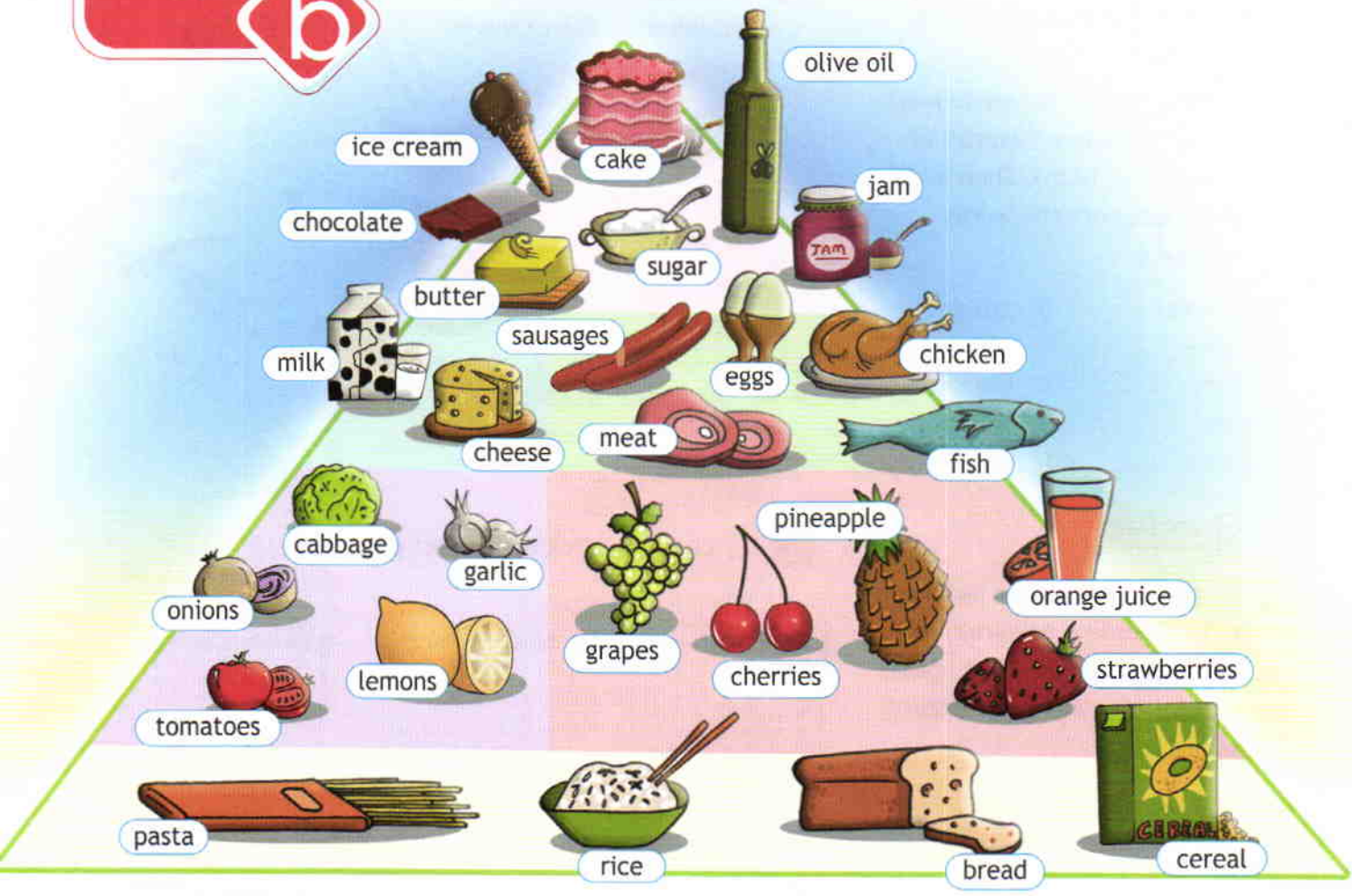
Reading Rules
ng - /ŋ/ thing
nk - /ŋk/ thinker

Writing (a paragraph about a celebration)

9 ICT Think of a celebration in your country. Collect information from the Internet then write a short paragraph about it. Write:

• name of festival • time of the year • activities • food

8b Master chef



Vocabulary

♦ Food & drinks

1 a) 🎧 **Listen and repeat. What names of these foods/drinks are/sound similar in your language? Which do you eat/drink for breakfast/lunch/dinner?**

b) **Which of the foods in the pyramid do you like/not like?**

► *A: I like cherries, but I don't like grapes.*
B: Really? I like ... .

♦ Containers

2 🎧 **Look at the picture and fill in the gaps. Listen and check.**

1 a carton of .....
2 a box of .....
3 a bowl of .....
4 a glass of .....
5 a packet of .....
6 a bottle of .....

Reading

3 a) **Read the first exchange. What is the dialogue about? Listen, read and check.**

Ann: How about pasta with chicken in tomato sauce for dinner tonight?
Bob: That sounds great! Have we got everything we need?
Ann: Let's look in the cupboards.
Bob: We've got some pasta and some tomato sauce.
Ann: Are there any onions?
Bob: We've got a lot of onions, but there isn't any garlic.
Ann: Is there any cheese?
Bob: There is some, but there isn't any chicken. And there isn't much olive oil.
Ann: OK, let's make a shopping list, then.

b) **Write their shopping list. Then read the dialogue aloud.**

Grammar Grammar Reference

♦ Some / Any - (How) much/(How) many

4 Read the sentences and complete the rules. Use *some* or *any*.

There are **some** *bananas.*
There isn't **any** *cake.*
Is there **any** *pasta?*

We use ..... in the affirmative.
We use ..... in the negative and interrogative.

5 a) Look at the pictures and fill in *some* or *any*.



1 There are ..... eggs.
2 There aren't ..... onions.
3 There isn't ..... butter.
4 There is ..... cheese.
5 There aren't ..... apples.
6 There is ..... bread.

b) Look at the pictures again. Use the words to ask and answer questions.

• banana • orange • pineapples
• lemons • cheese • potatoes • cherries
• bread • biscuits • chocolate • milk
• carrot • tomatoes • onions

► *A: Are there any bananas?*
B: No, there aren't any. Is there an orange?
A: Yes, there is.

6 Read the rule. Then fill in: *much, many*.

We use **(how) many** with **countable nouns.**
How many *carrots have we got? Not many.*
We use **(how) much** with **uncountable nouns.**
How much *rice have we got? Not much.*

1 "How ► *many* oranges are there?" "Not ... ."
2 "How ..... rice is there?" "Not ..... ."
3 "How ..... potatoes are there?" "Not ... ."
4 "How ..... biscuits are there?" "Not .. ."
5 "How ..... milk is there?" "Not ..... ."
6 "How ..... apples are there?" "Not ..... ."

Speaking

7 *Portfolio:* You want to cook your favourite meal tonight. Discuss what you need. Use the dialogue in Ex. 3 as a model. Record yourselves.

Listening

8 a) Bob and Ann are talking about something. Look at the text. What are they talking about? Listen and check.

b) Listen and fill in the missing words 1-5.

Birthday Party Plan

Date: 0) ► *Friday* 22nd January
Time: 1) .....
Number of people: 2) .....
Food/Drinks:
3 large pizzas
10 burgers
1 packet of chocolate 3) .....,
2 4) ..... of lemonade
Activities: party 5) ....., dancing

Writing (a birthday party plan)

9 *Portfolio:* Imagine it's your birthday. Write your birthday party plan. Write:

• date • time • number of people
• food/drinks • activities

8C It's my birthday!

Reading

1 Close your eyes and listen to the music. Where are you? What are you doing? Who else is with you?

2 a) Look at the pictures and read the first sentence of each text. How are they related to the title? Listen, read and check.

b) Read the text. How do the British and the Chinese celebrate birthdays? What do the pictures show?



Birthday Treats

Britain



In Britain, we have a party to celebrate our birthdays. Everyone brings a small gift. My mum always makes me a birthday cake. We have a table full of food, crisps, sandwiches, small cakes and chocolate biscuits, ice cream and very small sausages you eat on a stick.
I just love them. We decorate the house with balloons and I play party games with my friends.
It's fantastic.
John (12)

China



Birthday celebrations are very special in China. We eat very long noodles that mean we will have a long life. I eat them in soup and try not to cut them because it's unlucky! We also eat red eggs. Red is a special colour in China. It always means something happy and brings good luck. We decorate the house with red paper and all the family comes for a party. We also get money in red envelopes. It's fun.
Lee (13)

Everyday English

♦ Making suggestions

3 Imagine you are planning a birthday party. Decide what food you need.

Making suggestions
• Would you like to (have) ... ?
• What/How about (having) ... ?
• Shall we (have) ... ?
• Let's (have) ... .
Accepting & Refusing
• That would be nice!
• Good idea.
• That's a great idea.
• I'd love to.
• That sounds great!
• I don't like ...
• I don't think so.

▶ *A: Shall we have some chocolate biscuits?*
B: Yes, that's a great idea. What about sandwiches?
A: I don't like sandwiches. Can we have pizza?

Writing (a magazine entry)

4 *Portfolio:* Write a short magazine entry about birthdays in your country. (50-60 words) Write about:

• food • decorations • activities

CULTURE CORNER

Thanksgiving

1 Listen to the song. What is it about? How is it related to the title 'Thanksgiving'?



Mr Pumpkin,
Pumpkin,
Round and fat.
Round and fat.
Harvest time is coming.
Harvest time is coming.
Yum, yum, yum.
That is that!

2 a) How much do you know about Thanksgiving? Do the quiz.

b) Listen to the radio programme and check your answers to the quiz. What is your score?

3 Prepare a short radio programme on a celebration in your country. Include:

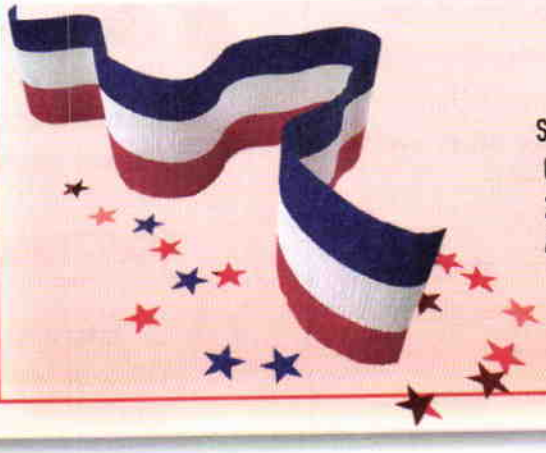
- its name
- when you celebrate it
- food
- special customs

Present your programme to the class.

IT'S HOLIDAY TIME IN AMERICA- IT'S THANKSGIVING!

Try our Thanksgiving Quiz...

1. At Thanksgiving Americans say 'thank you' for their ...
   A food. B country. C family.
2. Americans celebrate Thanksgiving on the ...
   A 4th Friday in October.
   B 4th Thursday in November.
   C 2nd Friday in November.
3. A typical Thanksgiving meal is ...
   A melon, chicken and pumpkin ice cream.
   B turkey, potatoes, corn and pumpkin pie.
   C pumpkin soup, hamburger, fries and carrot cake.
4. Thanksgiving is sometimes called ...
   A Pumpkin Day. B Turkey Day. C Harvest Day.
5. At Thanksgiving American families watch ...
   A basketball. B baseball. C American football.



Score:
0–1 What a turkey!
2–3 Not bad!
4–5 Way to go!

Project (a quiz about a celebration)

4 *Portfolio:* Prepare a quiz about your celebration from Ex. 3. Exchange your quiz with another student.

English in Use 8

♦ Ordering food

1 a) 🎧 **Listen and repeat.**

- Take away, please.
- Can I take your order?
- I'd like a large cheeseburger, please.
- Would you like anything to drink with that?
- Is that eat in or takeaway?
- Here you are.
- An orange juice, please.
- Enjoy your meal.
- Thank you.

b) 🎧 **Where can you hear these sentences? Which sentences does the cashier say? Which does the customer say? Listen and check.**

2 **Read the dialogue. What is Ann ordering? How much is it?**

Man: Can I take your order?
Ann: I'd like a large cheeseburger, please.
Man: Would you like anything to drink with that?
Ann: An orange juice, please.
Man: Is that eat in or takeaway?
Ann: Take away, please.
Man: That's £3.89, please.
Ann: Here you are.
Man: Thank you. Enjoy your meal.
Ann: Thank you.



3 *Portfolio:* **You are at a fast food restaurant. Use the menu to act out a similar dialogue between a customer and the cashier. Use the sentences in Ex. 1a. Record yourselves.**

Pronunciation /g/, /dʒ/

4 🎧 **Listen and repeat. Think of two more words with the same sounds.**

/g/: glue, garlic
/dʒ/: margin, large

Reading Rules
g - /g/ glass
g + e, i - /dʒ/ orange

Extensive Reading 8

ACROSS THE CURRICULUM: PSHE

1 **Which of the sentences 1-5 are true for you?**

When I cook/help in the kitchen ...

1 I always wash my hands first. ☐

2 I use one knife to chop[1] everything. ☐

3 I wash fruit and vegetables really well. ☐

4 I sometimes forget to put milk back in the fridge. ☐

5 I clean surfaces[2] before and after. ☐

[1] cut into small pieces [2] top of something

Reading

2 **Look at the kitchen in the picture. What is wrong? Listen, read and check.**

3 **Now look at your answers in Ex. 1 again. What do you think you can change next time you help in the kitchen?**

► *I can my hands before I cook.*

Project

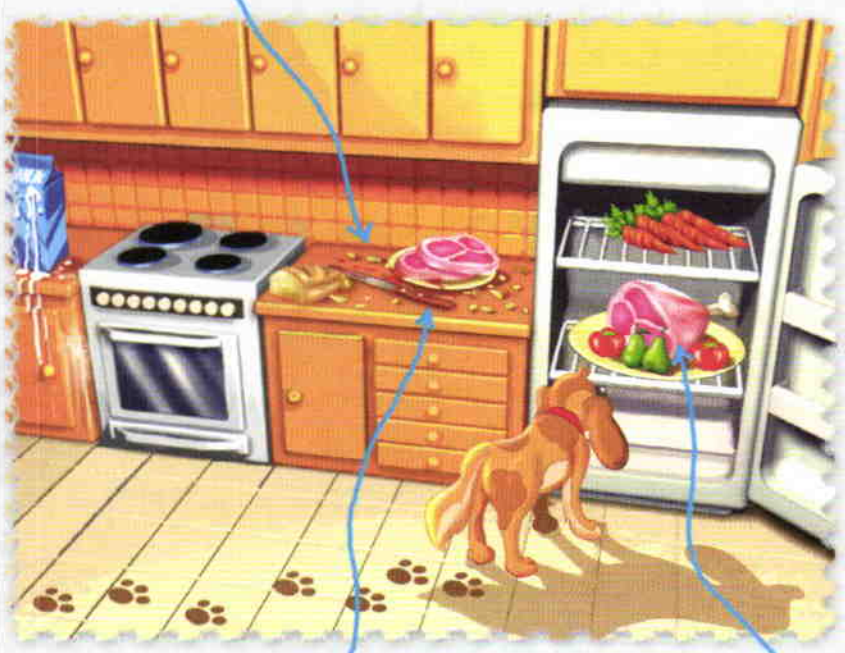
4 ICT ***Portfolio:*** **Work in groups. Use the information on this page and information form the Internet to make a list of *dos* and *don'ts* for the kitchen. Use your list to make a poster called 'Be safe in the kitchen!'**

* PSHE: Personal, Social and Health Education

DANGER!

KEEP OUT!

Keeping clean:
Don't let pets in the kitchen. Always wash your hands well before you touch any food. Clean the work surfaces well to keep bacteria away!



Preparing food:
Wash fruit and vegetables well. Never chop raw[1] meat and then use the same knife for other food - to cut your bread, for example. There are lots of dangerous bacteria on raw meat. Use sharp knives and chop very carefully.

Storing food:
Bacteria can't live in the cold, but they love warm kitchens! Always keep raw meat, cooked food and dairy products like milk, cheese and yoghurt in the fridge. Don't put other food next to raw meat!

[1] not cooked

PROGRESS CHECK 8

1 Match the words to form collocations.

1	have	a	bonfires
2	dress	b	gifts
3	exchange	c	up
4	light	d	special food
5	decorate	e	street parades
6	cook	f	the house

(Points: 6X2 ___/12)

2 Find ten foods/drinks.

P	W	A	M	E	A	T	C	R	B
I	M	Y	T	L	L	A	S	T	U
N	G	T	U	S	K	K	N	P	T
E	C	A	B	B	A	G	E	I	T
A	A	Z	A	Z	A	P	J	E	E
P	S	M	I	L	K	M	G	S	R
P	C	R	Q	B	U	R	G	E	R
L	P	A	S	T	A	C	Z	J	J
E	U	E	R	I	C	E	E	E	A
C	H	I	C	K	E	N	M	S	Z

(Points: 10X1 ___/10)

3 Fill in the missing letters.

1 a c _ _ _ _ n of milk
2 a b _ _ _ _ e of olive oil
3 a b _ _ l of sugar
4 a g _ _ _ s of orange juice
5 a p _ _ _ _ t of pasta
6 a b _ _ of cereal

(Points: 6X3 ___/18)

4 Choose the correct word.

1 **a/some** potatoes
2 **some/an** eggs
3 **a/an** apple
4 **some/a** milk
5 **some/a** biscuits
6 **a/some** rice
7 **an/a** banana
8 **some/a** sugar

(Points: 8X2 ___/16)

5 Fill in the gaps with: *some*, *any*, *much*, *many*.

1 A: How ..... potatoes have we got?
B: Not ..... .
2 There are ..... peas, but there aren't ..... onions.
3 A: Are there ..... apples?
B: Yes, but not ..... .
4 A: Are there ..... bananas?
B: No, there aren't ..... .

(Points: 8X3 ___/24)

6 Use the prompts to complete the exchanges.

- Can I take your order?
- How about pizza? • There is some.
- Enjoy your meal. • That would be nice.

1 A: Would you like a glass of milk?
B: .....
2 A: .....
B: I'd like a cheese sandwich, please.
3 A: .....
B: I don't think so.
4 A: .....
B: Thank you.
5 A: Is there any orange juice?
B: .....

(Points: 5X4 ___/20)

Now I Can...

(My score: ___/100)

- talk and write about festivals and celebrations
- talk about and order food/drinks
- write a birthday party plan
- make suggestions about food for a party
- write a magazine entry about how we celebrate birthdays in my country
- talk and write about kitchen safety

... in English.

Smile



Modern living

Module 9

Before you start ...

- What do you usually eat for breakfast/lunch/dinner?
- How do you celebrate your birthday?
- Think of a celebration in your country. How do you celebrate it?

Look at Module 9

- Find the page numbers for pictures 1-3.

Find the page numbers for

- a statue ☐
- a shopping centre ☐
- British coins ☐

Listen, read and talk about ...

- shops & products
- places to go in a town
- events
- types of films

Learn how to ...

- ask for & give directions

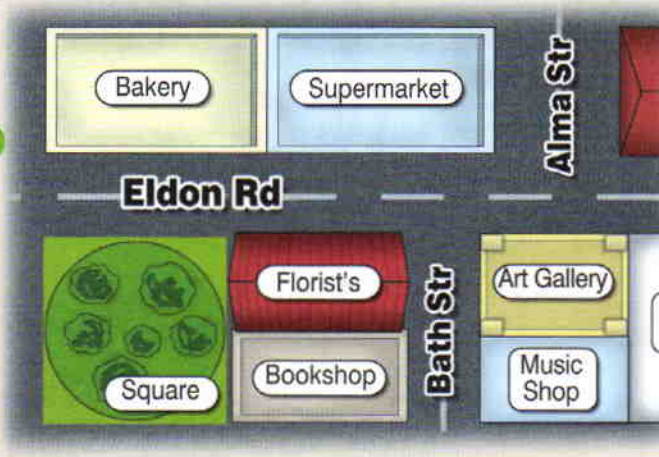
Practise ...

- *a/an - the*
- *at - with*
- *was/were*
- *must/mustn't*
- past simple (regular/irregular forms)
- reading rules: was, were, ck
- pronunciation: /wɒz/, /wɜːʳ/

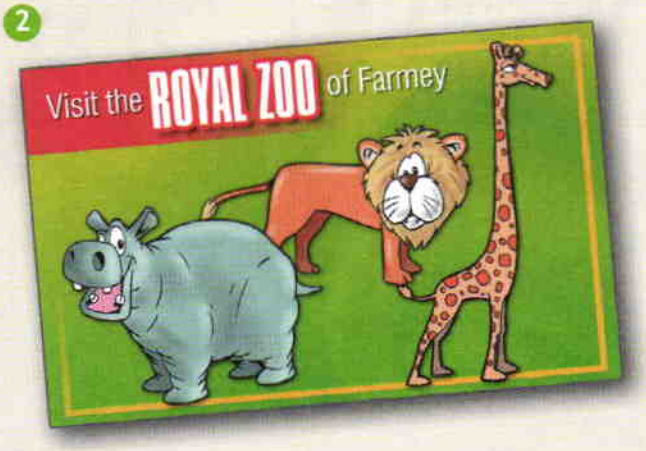
Write / Make ...

- an email reviewing a film you saw
- a short text about a famous area in the capital city of your country
- a poster about money in your country

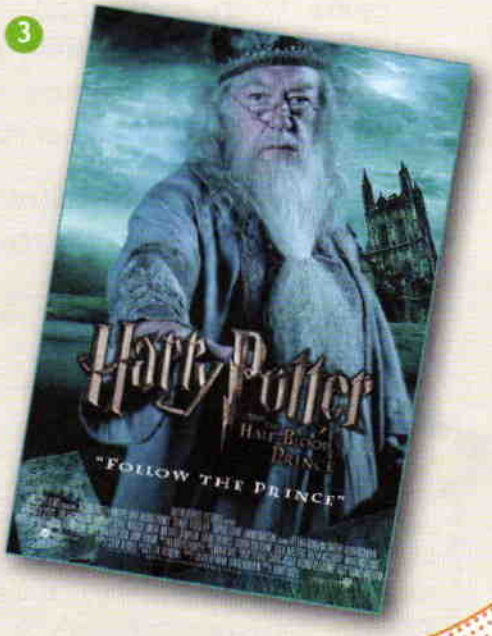
1



2



3



9a Going shopping



Vocabulary

♦ Shops & products

1 a) **Which shops can you see in the shopping centre? Where are they?** *bakery, florist's, café, shoe shop, newsagent's, greengrocer's, toy shop, bookshop, chemist's, record shop, fast food restaurant, clothes shop, jeweller's*

► *I can see a florist shop called Laura's. The florist's is next to Benny's on the first floor.*

Grammar Grammar Reference

♦ A/An - The

We use a/an with singular countable nouns when we mention something for the first time. We use the when it is clear which person/thing we mean. *Benny's is a shoe shop. The shoe shop is next to Karen's.*

b) **You are at the shopping centre. Act out short dialogues. Use:** *a pair of shoes, some tulips, a CD, a skirt, a magazine, some aspirin, a book, a teddy bear, a meal, a ring.*

► *A: So, what do you want to buy?*
B: A pair of shoes.
A: Let's go to Benny's.
B: Where is it?
A: On the first floor.

Reading

2 **Listen to and read the dialogue and mark the sentences 1-6 *T* (true) or *F* (false).**

1 Emma was at the shopping centre with Kelly yesterday. .....
2 Kelly thinks Emma's new shoes are nice. .....
3 Emma's new shoes weren't cheap. .....
4 Kelly and Emma decide to go to the mall together today. .....
5 Emma doesn't like the Rainforest café. .....

Emma: Hi Kelly! How are you?
Kelly: Hi Emma! I'm well, thanks. What about you?
Emma: I'm well too! Do you like my new shoes? I was at the mall yesterday with my mum. We were in Benny's shoe shop because there was a sale on.
Kelly: Oh! I love them! Were they expensive?
Emma: No, they weren't. They were really cheap! Only £15!
Kelly: Were there any sandals in the sale?
Emma: Yes, there were lots. Do you want to go to Benny's shoe shop together this afternoon? Then you can see.
Kelly: OK! We can have a snack at the Rainforest café too.
Emma: Good idea! I love the food there.

Grammar Grammar Reference

♦ *Was/Were*

3 **a) Read the table. Find examples in the dialogue.**

was / were	
Affirmative	**Negative**
I/He/She/It **was** at the café. We/You/They **were** at the bakery.	I/He/She/It **wasn't** at the shoe shop. We/You/They **weren't** at the toy shop.
There **was** a shoe shop. There **were** books.	There **wasn't** a bakery. There **weren't** any cafés.
Interrogative	**Short answers**
Was I/he/she/it at home? **Were** we/you/they at home?	Yes, I/he/she/it **was**. No, I/he/she/it **wasn't**. Yes, we/you/they **were**. No, we/you/they **weren't**.
Was there a café? **Were** there any cafés?	Yes, there **was**. No, there **wasn't**. Yes, there **were**. No, there **weren't**.

b) Fill in: *was, were, wasn't* or *weren't*.

1 There ..... a lot of people in the fast food restaurant last night. It was very busy!
2 '..... Katie at school last week?' 'No, she ..... . She was sick.'
3 'These flowers are beautiful. ..... they expensive?' 'No, they ..... .'
4 ..... James and Charlotte in the florist's? Yes, they ..... .
5 That's a pretty dress. ..... it in the sale? Yes, it ..... .
6 ..... there a toy shop in that shopping centre? No, there ..... .
7 Where ..... you yesterday, Sam? I ..... at the zoo with my mum.
8 We ..... at home last night. We ..... at the cinema with friends.

♦ Talking about the past

4 **In pairs, ask and answer questions using the prompts in the table.**

last Monday morning, yesterday afternoon, last Sunday evening, two days / weeks / months / years ago	**at**	home, school Katie's BUT at **the** museum, cinema, theatre, zoo, library
	with	friends, family, relatives, classmates

► *A: Where were you last Monday morning?*
B: I was at school.

Pronunciation

5 **Listen and repeat.**

Reading Rules
weak form: /wəz/ /wəʳ/
strong form: /wɒz /wɜːʳ/

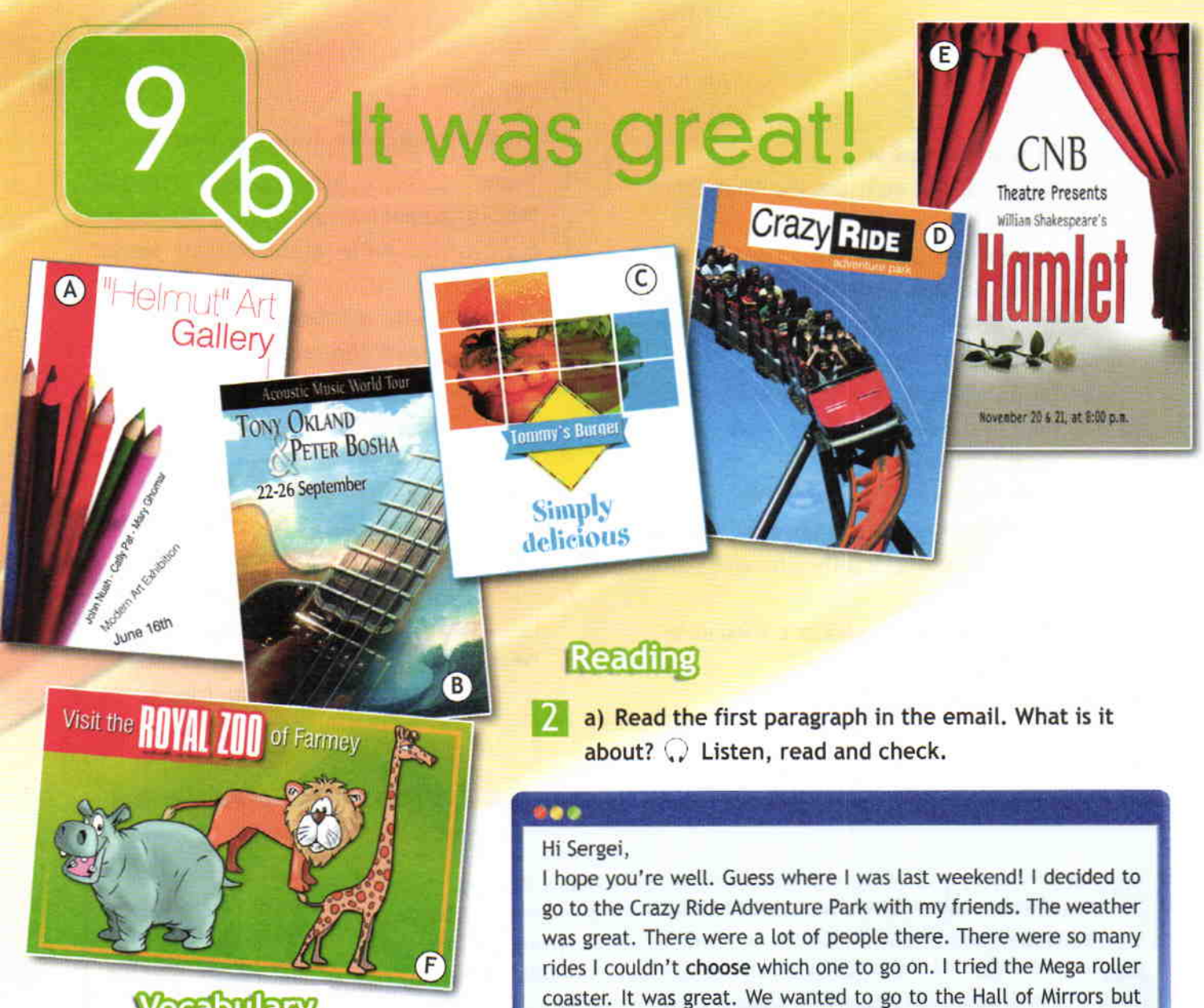
Tony was at the zoo yesterday afternoon.
Was he at the park?
The children were at the cinema.
Were the boys with Peter?

Writing

6 **Write a short paragraph about your/your friend's favourite shop. Write: *where it is, what it sells, when you/your friend were last there.***

► *Olga's favourite shop is Topshop. It's a clothes shop. It's near the café. We were there last Friday.*

9b It was great!



Vocabulary

♦ Places to go

1 **a) What do the posters (A-F) advertise?**

- a zoo
- an art gallery
- a theatre
- a fast food restaurant
- an adventure park
- a concert hall

► *Poster A advertises an art gallery.*

b) What can you do at each place? *see wild animals, listen to music, look at paintings, watch a play, eat a burger, go on a roller coaster*

► *You can see wild animals at the zoo.*

NOTE: *in a room* (inside)
at the bus stop (open space)

Reading

2 **a) Read the first paragraph in the email. What is it about? Listen, read and check.**

Hi Sergei,
I hope you're well. Guess where I was last weekend! I decided to go to the Crazy Ride Adventure Park with my friends. The weather was great. There were a lot of people there. There were so many rides I couldn't **choose** which one to go on. I tried the Mega roller coaster. It was great. We wanted to go to the Hall of Mirrors but we didn't because there was a very long **queue**. We tried **candyfloss** but I didn't like it. We stayed until late in the evening. What about you? Did you visit your grandparents? Write back soon.
Sam

b) Read the email again and answer the questions. Then explain the words in bold.

1 Where was Sam last weekend?
2 Who else was with him?
3 Why didn't Sam go into the Hall of Mirrors?
4 What did Sam eat at the park?

study skills

Remembering grammar structures
Explore grammar structures in context. It helps you understand them better.

Grammar Grammar Reference

♦ Past Simple (regular verbs)

3 Read the table. How do we form the negative and interrogative forms of the *past simple*? Find examples in the email.

Affirmative	Negative
I/You/He/She/It/We/They **watched** TV last night.	I/You/He/She/It/We/They **did not/ didn't watch** TV last night.
Interrogative	**Short answers**
Did I/you/he/etc. watch TV last night?	Yes, I/you/he/etc. **did.** No, I/you/he/etc. **didn't.**

Form: verb + *ed*
We use the past simple for actions which happened at a certain time in the past.
*He **played** football yesterday.* (When? Yesterday.)

Spelling:
- verbs ending in **-e** + **-d** *like - liked*
- verbs ending in **consonant** + **-y** → **-ied** *try - tried, tidy - tidied, study - studied*
- verbs ending in **vowel** + **-y** + **-ed** *play - played, enjoy - enjoyed*
- verbs ending in one stressed vowel between two consonants, **double the last consonant** + **-ed** *stop - stopped, drop - dropped*

Time expressions: yesterday afternoon/ morning, last night/week/month, two days/ weeks ago, etc.

4 Listen and tick (✓) the correct pronunciation. Listen again and repeat.

Verb	Past Simple	/t/	/d/	/ɪd/
walk	walked			
live	lived			
reach	reached			
visit	visited			
watch	watched			
slip	slipped			
cry	cried			
travel	travelled			

5 Put the verbs in brackets in the *past simple*.

1 A: ..... **(you/play)** basketball yesterday afternoon?
B: No, I ..... . I ..... **(surf)** the Net.

2 A: ..... **(your cousin/visit)** Germany last month?
B: No, he ..... . He ..... **(visit)** Prague.

3 A: How old was Mozart when he ..... **(die)**?
B: 35 years old.

4 A: When ..... **(you/finish)** work yesterday?
B: At 5:00. Then I ..... **(walk)** home with Jane.

5 A: When ..... **(your parents/call)** you?
B: They ..... **(call)** an hour ago.

Listening

6 Look at the poster. What does it advertise? Listen and complete the gaps 1-5.

The Royal Ballet presents
Swan Lake
by P. Tchaikovsky

Come and see the Royal Ballet's leading stars in this famous classical ballet! Saturday, **1)** ..... September **2)** ..... pm Royal Opera **3)** ....., Covent Garden. Tickets: £40 **4)** .....; £25 children Book today! Call 0208 542 **5)** ..... for tickets.

Speaking & Writing

7 What did your partner do last weekend? Ask questions using the phrases: *watch TV, listen to music, cook dinner, tidy your room, play football, visit your grandparents, rent a DVD, surf the Net.*

▶ *A: Did you watch TV last weekend?*
B: Yes, I did.

8 Write a short email to a friend about what you did last weekend. Use Ex. 2a as the model.

9C Don't miss it!

Vocabulary

♦ Types of films

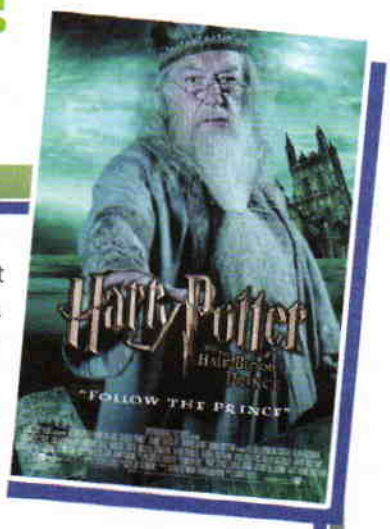
1 🎧 **Listen to the music. Which type of film does it match?**

- horror • romance
- comedy • action
- animated • fantasy

Reading

2 **Read the email and answer the questions. Explain the words in bold.**

1 What type of film is it?
2 What is the film about?
3 Who stars in the film?



Hi Julia,
How are you? I had a great weekend. I went to the cinema on Saturday night with my friends. We saw *Harry Potter and the Half-Blood Prince*, a fantasy film **starring** Danielle Radcliffe, Rupert Grint and Emma Watson.

The sixth film of the Harry Potter **series** is about Harry Potter getting ready to **face** Voldemort. Dumblemore takes Harry with him on a **secret journey** in which Harry is a **witness** to the **battle** between **good** and **evil**.

I found the film exciting, and the **acting** was wonderful. I think it's a **must-see** for everyone.

How about you? Did you go to the seaside last weekend?
Love,
Samantha

3 **How does Samantha recommend the film? Which two sentences below can she use instead?**

1 It's super.
2 It's well worth seeing.
3 It's a bore to watch.

Grammar Grammar Reference

♦ Past Simple (irregular verbs)

4 **a) Read the theory. Find four irregular *past simple* forms in the email.**

Past Simple - Irregular

I/You/He/She/We/They/It ***left*** *an hour ago. Why* ***did he leave?***
Irregular verbs have irregular forms.
He ***ate*** *pasta last night.*

b) What are the past forms of the verbs below? Which are regular (*R*) and Irregular (*I*)? See the list of irregular verbs at the end of the book.

1 see ► *saw (I)*	6 write	11 find
2 go	7 send	12 think
3 read	8 buy	13 have
4 make	9 work	14 get
5 take	10 play	

c) Use the verbs in Ex. 4b to ask and answer questions.

► *A: Did you see a film last weekend?*
B: Yes, I did. I saw 'Avatar'./No, I didn't.

Writing (a film review)

5 **a) Choose a film you like and make notes under the headings:**

- type • plot • main characters • recommendation

b) *Portfolio:* Use your notes from Ex. 5a to write an email to your friend about the film you saw. Use Ex. 2 as a model. (50-80 words)

CULTURE CORNER

Busy spots in London

1 Look at the picture, then read the first sentence of the text. Where is this place? Think of three questions about it. Read the whole text. Can you answer your questions?



Leicester Square

Leicester Square (pronounced *Lester* Square) is in London's West End. The square **1)** ..... famous for its cinemas. It's got six cinemas and **2)** ..... are more than 50 theatres nearby. One of the cinemas, the Odeon, **3)** ..... 1,700 seats! You can see premieres[1] of new films in Leicester Square.

In the middle of the square, there is a small park with a statue of William Shakespeare in it. There are also **4)** ..... lot of restaurants, cafés and nightclubs in the square. They are especially busy **5)** ..... Friday and Saturday evenings. Leicester Square is well worth[2] visiting – whether you are from London or a tourist.

[1] first performances
[2] deserving of

2 🎧 Read and choose the correct word to complete gaps 1-5. Listen and check.

1	A can	B is	C has
2	A there	B these	C they
3	A having	B have	C has
4	A a	B and	C the
5	A at	B in	C on

3 Last summer, your friend visited London and went to Leicester Square. Ask him *wh- questions* based on the text.

▶ *A: Where's Leicester Square?*
B: In London's West End. What did you do there?
a: I had a coffee in a café.

Grammar Grammar Reference

♦ must/mustn't

4 a) Read the grammar box.

*You **must** be quiet in here. **(rule)***
*You **mustn't** touch the paintings.*
(prohibition/you aren't allowed to)

b) Look at the museum notice and complete the rules with *must* or *mustn't*.

DURING YOUR VISIT TO THE MUSEUM ...

You **1)** ..... touch the statues.(✗)
You **2)** ..... pay at the door.(✓)
Children **3)** ..... be with an adult.(✓)
You **4)** ..... eat or drink.(✗)
You **5)** ..... leave by 5 o'clock.(✓)

Project

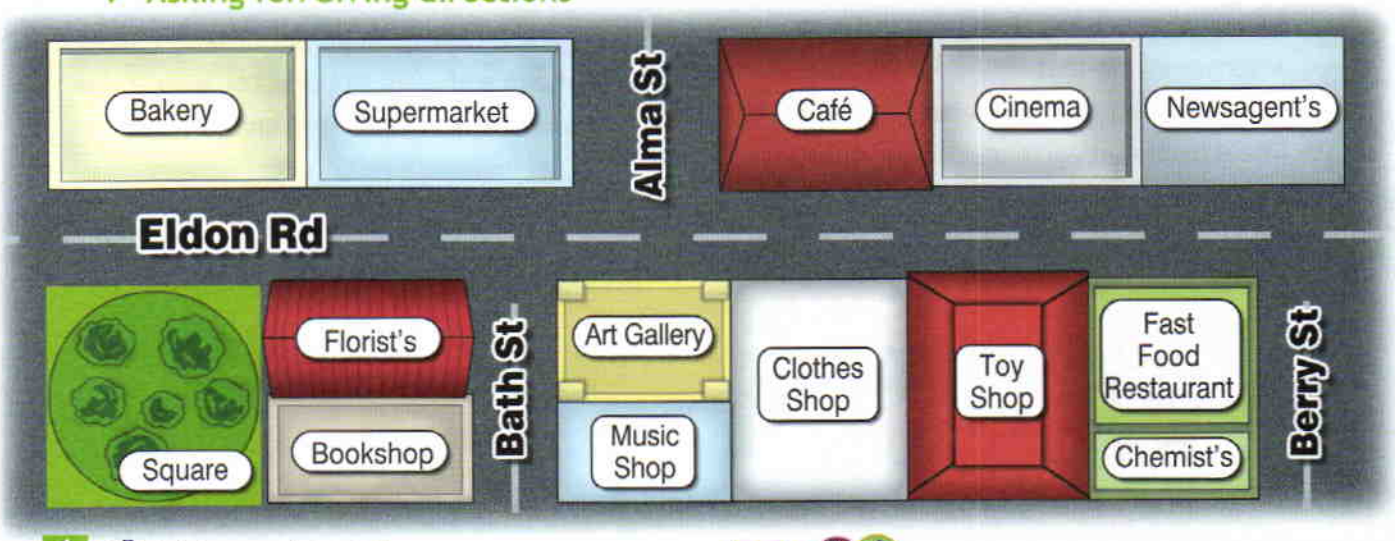
5 ICT Collect information and pictures about a famous place in a big city of your country that you visited not long ago. You can do some research on the Internet using these key words: *famous wonders, world*. Write a short text for tourists. Write:

• name • location • what it is famous for • things to do and see there • what you did and saw there

Present it to the class.

English in Use 9

♦ Asking for/Giving directions



1 🎧 **Listen and repeat.**

- Excuse me, is there a fast food restaurant near here?
- Where exactly?
- Can you tell me where the cinema is?
- On my left?
- You can't miss it.

2 **The sentences in Ex. 1 are from the dialogues below. What are the dialogues about? Listen, read and check. Where does each person want to go? Find the places on the map.**

1
A: Excuse me, is there a fast food near here?
B: Yes, there's one on Berry Street.
A: Where exactly?
B: On the corner of Eldon Road and Berry Street.
A: Thanks a lot.

2
A: Excuse me, can you tell me where the cinema is?
B: Yes, sure. Go down Bath Street and turn right. Walk down Eldon Road. The cinema is on your left.
A: On my left?
B: Yes. It's opposite the toy shop. You can't miss it.
A: Thank you.

3 *Portfolio:* **Look at the map. Act out dialogues asking for/giving directions from:**

- the bakery to the newsagent's
- the bookshop to the café
- the music shop to the chemist's
- the toy shop to the square
- the chemist's to the supermarket

Use the phrases in the box and the sentences in Ex. 1. Record yourselves.

Asking for directions	Giving directions
• Where's the ...? • How do I get to ...? • Could you tell me how to get to ...?	• Go up/down ... • It's on your right/left ... • Turn left/right ... • It's on the corner of ... • It's next to/near/ opposite/between ...

Pronunciation /k/

Reading Rules
ck - /k/ clock, pack

4 🎧 **Listen and repeat. Think of more words with the same letter combinations.**

lock, dock, shock, lick, luck, duck

Extensive Reading 9

ACROSS THE CURRICULUM: MATHS

1 Put the coins A-G in order of value (from lowest to highest).



2 How much do the coins A-F add up to altogether? Which of the following items can you buy with this sum of money?



3 Which coins will you use to pay for each of the items you can buy?

4 Imagine you bought the items below yesterday. In pairs act out dialogues, as in the example.

► *A: What did you buy yesterday?*
B: I bought 2 bottles of cola.
A: How much did they cost?
B: They cost 52p altogether.

1 two bottles of cola?
2 a bar of chocolate and a bottle of cola?
3 a packet of crisps and a bottle of cola?
4 a jar of jam and a bar of chocolate?

5 You are in a shop. You have £1. Use the pictures in Ex. 2 to act out dialogues.

► *A: How much is this bar of chocolate, please?*
B: It's thirty-five pence.
A: Here's a pound.
B: Thank you. Here's your change, sixty-five pence.

Project

6 ICT Make a poster about the coins in your country. Stick or draw pictures and label them. Use information from the Internet to find pictures.

1 euro = 100 cents; 1 rouble = 100 kopecks;
1 dollar = 100 cents

PROGRESS CHECK 9

1 Match the products to the shops.

1	magazines	a	shoe shop
2	aspirin	b	music shop
3	boots	c	chemist's
4	trousers	d	toy shop
5	CDs	e	newsagent's
6	dolls	f	clothes shop

(Points: 6X3 ___/18)

2 Circle the odd word out.

1 zoo - concert hall - theme park - film
2 packet - corner - jar - bar
3 comedy - greengrocer's - animated - action
4 art gallery - jigsaw - stuffed animal - board game
5 chocolate - crisps - jam - square

(Points: 5X3 ___/15)

3 Complete the sentences using the Past Simple.

1 Where ..... **(he/go)** last Sunday?
2 She ..... **(not/watch)** TV last night.
3 We ..... **(play)** basketball last weekend.
4 Mum ..... **(make)** a cake yesterday.
5 She ..... **(tidy)** her room yesterday afternoon.
6 We ..... **(see)** two white tigers at the zoo.
7 Bill ..... **(buy)** a pair of jeans two days ago.
8 The children ..... **(eat)** all the lasagna. They were very hungry.

(Points: 8X3 ___/24)

4 What do the signs mean? Use *must/mustn't*.



1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

(Points: 6X3 ___/18)

5 Complete the exchanges.

- Yes. There's one on Alma Street.
- On the 3rd floor.
- It's sixty pence.
- Yes, I did. I saw Iron Man 2.
- It's opposite the café.

1 A: Where is the toy department?
B: .....
2 A: Did you see a film last weekend?
B: .....
3 A: Excuse me, is there a supermarket around here?
B: .....
4 A: Can you tell me where the bakery is?
B: .....
5 A: How much is this bottle of cola?
B: .....

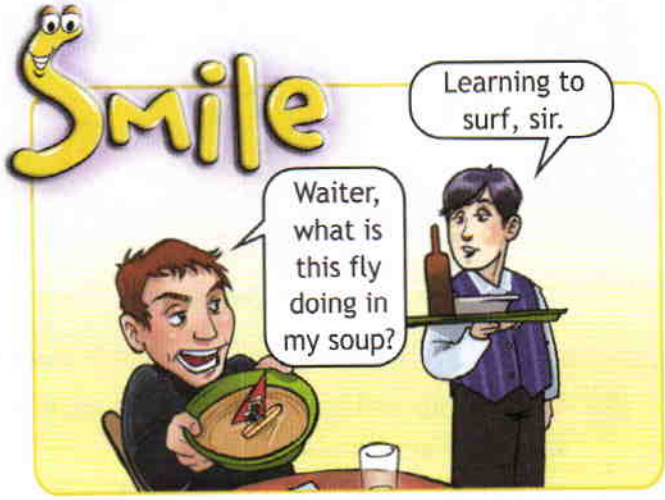
(Points: 5X5 ___/25)

(My score: ___/100)

Now I Can ...

- talk and write about shops
- talk about places to visit
- write an email reviewing a film I saw
- write a short text about a famous area in my country
- ask for & give directions

... in English.



Holidays

Module 10

Before you start ...

- How often do you go shopping and where? What do you usually buy? What did you buy last week?
- Where do you most like to go in your free time? What do you do there? What did you do last Sunday?
- What's your favourite film? What is it about? Where and when did you watch it?

Look at Module 10

- Find the page numbers for pictures 1-3.

Find the page numbers for

- holiday adverts ☐
- notes ☐
- a board game ☐

Listen, read and talk about ...

- types of holiday
- activities & feelings
- health matters
- Scotland
- safe camping

Learn how to ...

- invite/accept - refuse
- rent a bicycle/car

Practise ...

- *can - can't*
- *will*
- revision of present simple & present continuous
- reading rules: ch, j, a, o
- pronunciation: /tʃ/, /dʒ/, /ɒ/

Write / Make ...

- an advert for your town/city
- a holiday brochure for a hotel
- a note
- a board game
- a cartoon strip

1



2



3



10a Travel & leisure

Vocabulary

♦ Types of holiday

1 a) What type of holiday is each advert (A-E) about?

- beach holiday • cruise
- safari • sightseeing tour
- activity holiday

b) What's your favourite type of holiday? Where do you usually go? Where did you go last summer?

2 How do you like to travel?



by coach / motorbike / train



car / ship / bike / plane / air

BUT on foot 

► *I like travelling by car.*

Reading

3 a) Listen to and read the adverts and find: *two places to stay, three activities, two means of transport and three countries.*

b) Match the people (1-5) to the holidays (A-E).

1 ☐ **Ann and Tony** want to have a good rest.
2 ☐ **John** likes to do extreme sports.
3 ☐ **Amy** wants to see animals.
4 ☐ **Stella** likes to learn about ancient culture.
5 ☐ **Mike** loves to see green countryside.



Speaking

4 You are a travel agent. Your partner (client) wants to spend his/her holidays abroad. Use the information in the adverts to advise him/her. Record yourselves.

► *A: I'd like to travel abroad this summer.*
B: Why don't you go to the Himalayas?
A: The Himalayas? What can you do there? etc.

Grammar Grammar Reference

♦ can/can't

5 a) Read the grammar box.

- **Can** for something allowed or possible.
  *You **can** buy souvenirs here. (it is possible, you are allowed)*
- **Can't** for something not allowed.
  *You **can't** smoke here. (it isn't allowed)*



b) Match the signs (1-5) to the meanings (a-e).

1  2 

3 

4  5 

a ☐ You can't eat or drink.
b ☐ You can buy ice creams.
c ☐ You can't take photographs.
d ☐ You can park here.
e ☐ You can't camp.

6 Ask and answer questions.

1 I /take pictures? ✓
► *A: Can I take pictures here?*
B: Yes, you can.
2 you / see elephants here? ✗
3 I / use my credit card? ✓
4 Mike / wear his shorts in the restaurant? ✗
5 we / park here? ✓
6 Mary / take her dog with her? ✗

study skills

Pronunciation
Practise pronunciation. Listen to recorded texts. Repeat sounds, rhythm and pace. Record yourself to see if you sound natural.

Pronunciation /tʃ/, /dʒ/

7 Listen and repeat.

Reading Rules
ch - /tʃ/ cheese
j - /dʒ/ join

/tʃ/: chin, chest, catch, much
/dʒ/: jam, joke, jump

Listening

8 a) Listen to two people talking on the phone and fill in the missing information.

Name: Harry ► *Smith*
Place: 1) .....
Date/leave: 2) ..... July
Date/come back: 3) ..... August
Travel by: 4) .....
Price: 5) .....

b) In pairs, tell each other about Mr Smith's holiday.

► *Mr Smith went to ...*
He left ...

Writing (a holiday advert)

9 ICT *Portfolio:* Collect information from the Internet and make holiday adverts for places in your country. Use the adverts in Ex. 1 as models. Illustrate your adverts.

10 b Summer fun





hiking



sunbathing



swimming



fishing

Pine Bay HOTEL



sailing



windsurfing



jet skiing



white water rafting



scuba diving

Vocabulary

♦ Activities & feelings

1 a) Look at the pictures and listen to the sounds. What images come to mind? Do you feel: *excited*? *bored*? *relaxed*?

b) Which of the activities do you think are:

- tiring • relaxing
- boring • exciting
- fun • dangerous
- enjoyable

► *A: I think white water rafting is exciting.*
B: Really? I find it dangerous.

c) Look at the highlighted adjective endings. Give one more example of each.

Reading

2 a) Read the first two exchanges in the dialogue. Where are Bill and Lucy? What are they talking about? What do you think they will do?

b) Read and listen to the dialogue. What do they decide to do?

Bill: Good morning, Lucy.
Lucy: Good morning, Bill. Where are Tony and Steve?
Bill: They're sailing with their father. Will you have breakfast with me?
Lucy: Yes, sure! Now, what are your plans for today?
Bill: Well, it's difficult. There's so much choice here! What about you?
Lucy: I think I'll try scuba diving with my dad.
Bill: That sounds good. I think I'll try jet skiing. Then, I'll probably go swimming with my parents this afternoon. Do you want to come?
Lucy: Actually, I'd rather not. I'm sure I'll be tired after scuba diving!
Bill: Don't worry! I'll swim and you can just sunbathe!
Lucy: Oh ... OK then.

Everyday English

♦ Inviting/Suggesting - Accepting/Refusing

3 a) Read the language box.

Inviting/Suggesting	Accepting/Refusing
• Would you like to come canoeing/ fishing etc. with me? • Why don't you come ... ? • Do you want to come canoeing ...?	• Yes, sure! • That sounds great/ good! • I'm sorry, but I can't. • Actually, I'd rather not.

b) *Portfolio:* You're at the Pine Bay Hotel with your families. Use the activities in the pictures and the sentences in Ex. 3a to decide how to spend your day. Record yourselves.

Grammar Grammar Reference

♦ will

4 Read the rules in the grammar box. Find examples of: *on the spot decisions/ requests/predictions* in the dialogue.

Affirmative:	I/you/he etc **will** swim.
Negative:	I/you/he/etc **won't** swim.
Interrogative:	**Will** I/you/he/etc swim?
Short answers:	Yes, I/you/he/etc **will**. No, I/you/he/etc **won't**.

We use **will** for:

- **on the spot decisions:** *I'm really tired - I don't think* ***I'll play*** *football this afternoon.*
- **requests:** ***Will you help*** *me carry this box? Of course!*
- **predictions based on what we think or imagine:** *Come hiking with me, Joe.* ***It will be*** *really nice!*

Note: will not = won't

5 Respond to the statements.

1 It's cold. (close the window) ▶ *I'll close the window.*
2 I'm hungry. (make a sandwich)
3 I need some money. (give)
4 I need a drink. (make some tea)
5 The door is open. (close)

6 Complete the sentences. Use the verbs: • help • meet • pass • open • become • miss

1 I don't think I ▶ *will pass* the exam. It's too hard.
2 I think John ..... a doctor.
3 I don't think Laura ..... you with your exercises.
4 I'm sure Tony ..... his own business one day.
5 I don't think she ..... us at the airport.
6 I think Ann ..... her plane.

Writing (describing photographs)

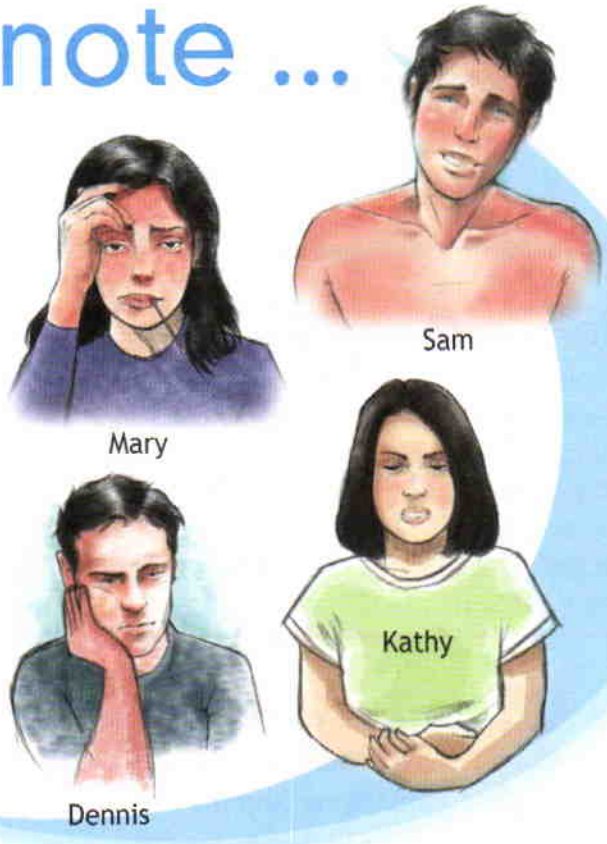
7 a) Look at the photograph. What do you think they will do after they finish their breakfast? What do you think they did two days ago?

b) *Portfolio:* Find pictures of your last holiday. Make a poster. Under each picture write a short description. Write about: • people • feelings • activities



Here we are at the hotel. It's hot and sunny. We are wearing T-shirts and shorts. We are having breakfast outdoors. We're very happy.

10C Just a note ...



Vocabulary

♦ Health matters

1 a) **Look at the people. Who has got:** *toothache? stomachache? a headache? a temperature? a sunburn?*

b) **Use the phrases to discuss.**

- see a doctor • see a dentist
- take an aspirin • put lotion on

▶ *A: What's wrong with Mary?*
B: She's got a temperature.
A: She should take an aspirin.

Reading

2 **Read the notes quickly. What's Sally's problem? What does Matt suggest?**

A

Hi Matt,

Out to get lotion from pharmacy - got sunburn! Meet u at reception at 3!

Sally

B

Sally,

Can't b there at 3. Will b at beach with family 'til 4. What about 5 at pool? Hope sunburn better - stay out of sun!

Matt

P.S. Won't b late!

3 **Read the 'Study Skills' box. What pronouns, possessive adjectives, articles and verbs are missing in notes A & B? What abbreviations are there?**

4 **Rewrite these sentences in note form.**

1 I will see you outside school at four o'clock.
▶ *C u outside school at 4.*
2 I will meet you at three o'clock opposite the park.
3 I can't come to the cinema tonight. I've got lots of homework.
4 I am at Stacy's house. I will be back in an hour.

Writing (a note)

5 *Portfolio:* **You are at a holiday camp. Leave your friend a note in your room (20-30 words). Say:**

- where you are going
- what time you will meet up
- where you will meet up

Use the notes in Ex. 2 as a model.

study skills

Writing a note

Notes are short and informal. We can omit **pronouns** (*I, you, he* etc.), **possessive adjectives** (*my, your* etc.), **articles** (*the, a* etc.) and **verbs** (*out = I am out*). We can also use abbreviations (*b = be*).

CULTURE CORNER

Tour beautiful Scotland by coach!

All aboard

Visit our lovely capital, scenic Highlands and much, much more! Sit back, relax and enjoy a coach tour of Scotland. Answer the questions to complete the tour!

Did you win?
How long did it take you to complete the tour?
..... minutes

FINISH

19 Coach stops for lunch. Go back 1.

16 Stop to take photographs. Go back 2.

13 Coach gets a flat tyre. Go back 1.

10 Stop for the night. Go back 3.

6 Go back 2.

3 Driver forgets his map. Go back 1.

Start Here



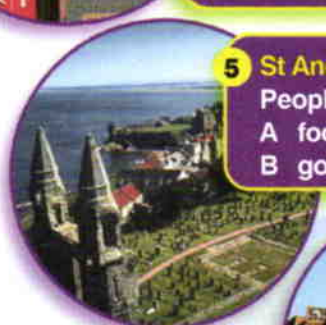
15 Loch Ness
This place has a famous
A snake
B monster



11 Balmoral
This castle is in
A Ballater
B London

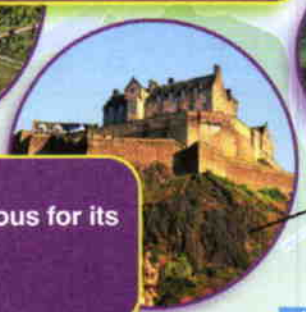


8 Oban
This town has a famous
A cathedral
B tower



5 St Andrews
People come here to play
A football
B golf

4 Stirling on the River
Stirling is on the
A Forth
B Thames



2 Edinburgh
This city is famous for its
A castle
B river



Heads:
Move 1 square



Tails:
Move 2 squares

Miss a turn if you get an answer wrong!

q 15 a 11 q 8 b q 5 a 4 a 2

1 How much do you know about Scotland? Play the board game in teams and check.

Project (a board game)

2 *Portfolio:* Work as a group. Make a board game about your country. Exchange your game with another group and play!

English in Use 10

♦ Renting (a bike/a car)

1 Listen and repeat.

- Can I help you?
- We'd like to rent two bikes, please.
- They look great.
- How many days would you like them for?
- Well, how much does it cost per day?
- It's £6 a day for each bike.
- We'll have them for two days then, please.
- Can you sign here, please?

2 The sentences above are from a dialogue at Stan's shop. Who says what: *the assistant or the customer*? Listen, read and check.

3 Read again. What kind of bikes does the customer rent?

Assistant: Hello. Can I help you?
Customer: Yes, please. We'd like to rent two bikes, please.
Assistant: Right. We've got ordinary bikes or mountain bikes. Which would you prefer?
Customer: Erm ... mountain bikes, I think.
Assistant: Ok. Well, we've got these two red ones here.
Customer: They look great.
Assistant: How many days would you like them for?
Customer: Well, how much does it cost per day?
Assistant: It's £6 a day for each bike.
Customer: That's OK. We'll have them for two days then, please.
Assistant: Certainly. Can you sign here, please?
Customer: Of course.

4 *Portfolio:* Look at the advert. Your family are on holiday and want to rent something. Act out dialogues between the assistant and the customer. Record yourselves.

Pronunciation /ɒ/

5 Listen and repeat. Think of more words with the same sound.

Reading Rules
o - /ɒ/ on
a - /ɒ/ wash

box, wrong, watch, got, doctor, soft, hot, top, what, want



Extensive Reading 10

ACROSS THE CURRICULUM: GEOGRAPHY

1 a) Look at the cartoon strip. Where are the children? What is wrong? Listen, read and check.



b) Read again. What have the children got with them?

2 How is the cartoon related to the leaflet? Listen, read and check.

SafeCAMPING!

When you camp in the mountains, make sure you...

- take a whistle and a compass.
- pack some warm clothes.
- only drink bottled water.
- don't light matches inside the tent.
- pack food in containers.
- take your rubbish home with you.
- know about the wild animals that live there!



3 Match the points in the leaflet to the reasons below. Make sentences.

- not be in danger
- not get lost
- not start a fire
- not be cold at night
- the countryside/not be full of litter
- animals/not come close
- not have stomach problems with water from rivers and streams

► *You must take a whistle and a compass. Then you won't get lost.*

Project

4 *Portfolio:* In small groups, make your own cartoon strip about camping.

PROGRESS CHECK 10

1 Fill in the right word.

1 I will go on a s _ _ _ _ _ holiday this winter.
2 Bob likes e _ _ _ _ _ _ sports; he goes bungee jumping every day.
3 I love c _ _ _ _ _ _ holidays where we stay in a tent.
4 I think we'll go on a coach t _ _ _ all around Scotland next summer.

(Points: 4X3 ___ 12)

2 Match to form names of sports and activities.

1 ☐	rock ...	a	surfing
2 ☐	jet ...	b	climbing
3 ☐	scuba ...	c	biking
4 ☐	mountain ...	d	seeing
5 ☐	sight ...	e	diving
6 ☐	wind ...	f	skiing

(Points: 6X3 ___ 18)

3 Match 1-4 with a-d.

1 ☐ I've got toothache.
2 ☐ I've got stomachache.
3 ☐ I've got a temperature.
4 ☐ I've got a sunburn.

a Stay out of the sun!
b See a dentist!
c See a doctor!
d Take an aspirin!

(Points: 4X3 ___ 12)

4 Fill in *can* or *can't*.

1 ..... I listen to some music? No, you ..... . Dad is sleeping.
2 Excuse me, you ..... smoke in here.
3 You ..... hire jet skis from the hotel.
4 We ..... take the bus to the beach. There's one every hour.

(Points: 5X4 ___ 20)

5 Circle the correct word.

1 I **will / won't** go to school today. I'm ill.
2 Will you **get / getting** the tickets for me?
3 I think she **is / will** come to the party later.
4 'Why don't you come for lunch?' 'Okay, I **won't / will.**'
5 Don't stay in the sun or you **will / are** get sunburn.
6 'She will be late for work.' 'No, she **will / won't.**'
7 I **will / won't** go shopping now. It's too late.
8 'Will you help me, please?' 'Of course I **won't / will.**'
9 One day I **won't / will** be famous!

(Points: 9X2 ___ 18)

6 Complete the exchanges.

- A: Hello, can 1) .....?
  B: Yes. I 2) ..... rent a car, please.
- A: Will you come hiking with me?
  B: I'm sorry but 3) ..... .
- A: 4) ..... is it per day?
  B: It's €24.
- A: What's 5) ..... ?
  B: I've got a temperature.

(Points: 5X4 ___ 20)

(My score: ___ 100)

Now I Can ... ... in English

- talk about holidays and activities
- write an advert for my town, a brochure, a note, and make a board game about my country
- invite/accept & refuse invitations
- ask someone to do something
- rent a bike/car

Smile



Spotlight on RUSSIA

#Vol. 5
www.spotlightonrussia.ru.

My Favourite Seasons
Paintings from a school art exhibition *p 9*

Maslenitsa Spring Festival
a Russian celebration *p 10*

See You at Summer Camp
the perfect summer holiday at Orlyonok *p 12*





Letter from the Editor

Hello from *Spotlight on Russia*!

Our magazine is all about you and our great country – Russia!

It's about places and things from all over Russia. Read about **bears**, **toys**, a famous **young musician** and much more!

But our magazine isn't just for Russians. Children from around the world send e-mails to the *Spotlight on Russia* website. You can read what children from other countries want to know about Russia.

Can you answer their questions? Send us an e-mail!

Have fun reading about Russia in English. And remember – we want to hear from you!

Goodbye until next time.

The *Spotlight on Russia* team.

Contents

School life 3
What Russian Schools are like

Our Country 4
Learn about two of Russia's ethnic republics

Homes 5
Open-air museums of old wooden buildings

Hobbies 6
Read the Snow Maiden, a Russian folk tale in English

Animals 7
All about the Kamchatka brown bear

Fame 8
Meet Sasha Boldachev, a famous young musician from St Petersburg

Seasons 9
Paintings from a school art exhibition

Festivals 10
Students write about Maslenitsa Spring Festival

Museums 11
A school excursion to Sergiev Posad Toy Museum

Holidays 12
The perfect summer holiday at Orlyonok

School life

What are Russian schools like?

Here's an e-mail to the *Spotlight on Russia* website.



Read Andrew's questions, and the e-mail answers from schoolchildren around Russia.

Spotlight on Russia at school

How old are Russian schoolchildren in Year 1? How many years are there?

They're about six years old in Year 1. There are four years of primary school, five years of secondary school, and two years of senior school.

Yuri (11), Perm

What about the teachers?

In primary school, there is one class teacher for most subjects. In secondary and senior school, there is a different teacher for each subject.

Daria (10), Nizhny Novgorod

What about lesson times and holidays?

The school year is from 1st September to the end of May. There are three short holidays, and a three-month holiday in the summer. Lessons are from about 8:30 am to 3 pm, from Monday to Friday.

Yevgeni (11), Novosibirsk

What about school subjects?

All students do Russian, history, maths and literature. There are other subjects, too. Foreign languages are important – especially English. It's my favourite!

Sofya (10), Moscow

What about school uniform?

Some schools have got a uniform, others haven't got one.

Maria (10), St Petersburg

***Spotlight on Russia* is doing a survey. Write to us and vote for your favourite school subject.**







ACTIVITIES

- Is all the information true about your school?
- What's different between schools in Russia and the UK?
- Ask and answer Andrew's questions about your school.

Our Country

One Country, Many Cultures ...

Russia has got 145 million people. They're all Russian citizens - but there are over 130 different nationalities. Many nationalities have got their own republics.

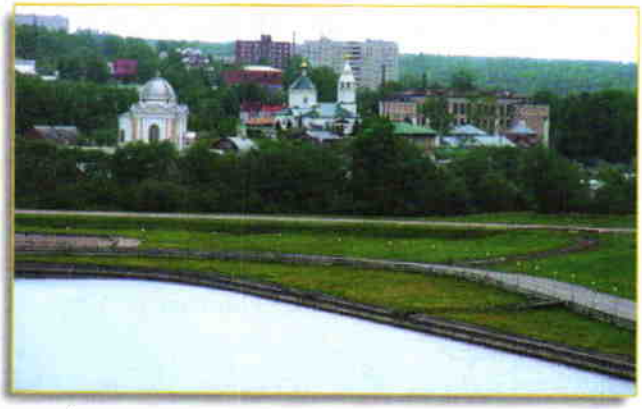
Spotlight on Russia looks at two of these.



Chuvash Republic

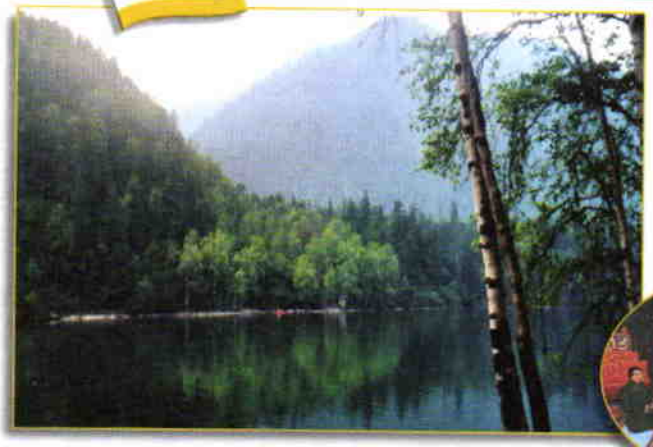
Traditional Chuvash costume

Chuvashia's capital is Cheboksary. It is on the River Volga. Chuvashia's population is about 1.4 million people. Two out of three people are Chuvash. There are also many Russians, and 50 other nationalities. Many people speak Chuvash as well as Russian. Chuvash people have still got their own culture and traditions.



Cheboksary is a very clean, pretty city on the River Volga

Buryat Republic



Beautiful Lake Baikal, Buryatia

Buryatia is next to Lake Baikal. The capital is Ulan-Ude. There are about 1 million people in Buryatia, with 100 different nationalities – Russians, Buryats, Ukrainians, Tatars, Belorussians and more. The main languages are Russian and Buryat.



Inside a yurt *(a traditional Buryat tent house) 100 years ago*

Write to *Spotlight on Russia* and tell us about the republic or area you live in.

ACTIVITIES

- Fill out a fact file like this about each of the two republics above.
- Find out about another nationality with its own republic. Fill out a fact file, then write a short paragraph about it.

Name:
Location:
Capital:
Population:
Nationalities:
Languages:

Russia's open-air museums show us wooden buildings from long ago. One very famous museum is Kizhi, on a beautiful island in Lake Onega (Onezhskoye) in Karelia. But there are many others.

Homes

Spotlight on Russia visits the museums at Malye Karelie and Vitoslavlitsy near Novgorod.

Here we are at Malye Karelie, near Arkhangelsk.

This is a typical *izba*. It's a small wooden country house with just one or two rooms. The family room is a bedroom, kitchen and living room all in one. There isn't a bathroom, but there is a wooden sauna *(banya)* outside.





This is the 'beautiful corner' *(krasny)*, with the family icon and a special table for guests.

Now we're at Vitoslavlitsy. Let's look inside the 1882 'Ryshevo' izba.

There is a large clay oven *(pech')* in a corner near the door. There are sleeping benches *(polaty)* above the oven.





There are low benches along the other walls, one or two tables, and a cupboard for dishes.

There are different sorts of traditional buildings in different parts of Russia. Draw or photograph some old buildings and send your pictures to us, with a short description.

ACTIVITIES

- Tell your partner about the rooms and furniture in your house.
- Use the text to tell your English-speaking pen friend about a typical Russian izba.

Hobbies

This is part of an e-mail to the *Spotlight on Russia* website. It's from Jeanne Lefevre in Paris.

My hobby is collecting dolls. I've got a *matryoshka* with a painting of the "Snow Maiden" on each doll. Can you tell me more about the Snow Maiden?



Dear Jeanne,

"Snegurochka", or the "Snow Maiden", is a well-known Russian folk tale. Here's our favourite version.

Snegurochka (The Snow Maiden)



An old man and his wife haven't got any children. They're very sad about this. "Let's make a child out of snow," says the man.



They make a pretty snow-girl. "Look!" says the woman. "Her lips are red and her eyes are open!" The snow-girl is alive!



The old couple are very happy. They call their new daughter Snegurochka. She is kind and polite. But she is pale and shy.



Now it is summer. Snegurochka is not well. "Go out to play," her parents say. They are worried.



Snegurochka is in the forest with her friends. But it's very hot, and Snegurochka isn't happy.



"Let's jump over a fire," the girls say. Snegurochka jumps – and melts. She is gone for ever.

ACTIVITIES

- Cover the text. Use the pictures to tell the class the story of Snegurochka.
- Is this the version of Snegurochka you know?
- What are your/your friends' hobbies?

Write to *Spotlight on Russia* and tell us your favourite folk tale. Draw pictures for it too!

For many people, the bear is a national symbol of Russia. There are lots of folk tales about this strong and clever animal. But Russian bears aren't all the same. The Kamchatka brown bear isn't like Siberian bears.

Animals

Spotlight on Russia looks at ...

KAMCHATKA'S GENTLE GIANTS



Kamchatka is a wild land of volcanoes, forests and lakes. It is also home to thousands of Kamchatka brown bears.

The Kamchatka brown bear is very, VERY big. It can weigh 400 kg. When it stands up, it can be 2.50 m tall. It is very strong, with big teeth and long, sharp claws.

These big animals are usually very peaceful – unlike Siberian bears. For most of the year they live in thick forests and eat berries, nuts and roots.

In the summer months, millions of salmon swim up Kamchatka's rivers from the sea. These fish are the bears' favourite food. Bears travel hundreds of kilometres to live next to the rivers and catch the salmon. Bears are very good swimmers, and their thick fur keeps them warm in the ice-cold water.

When summer finishes, the bears go back to the forest. There they make a warm den[1] where they can spend the winter.

[1] home



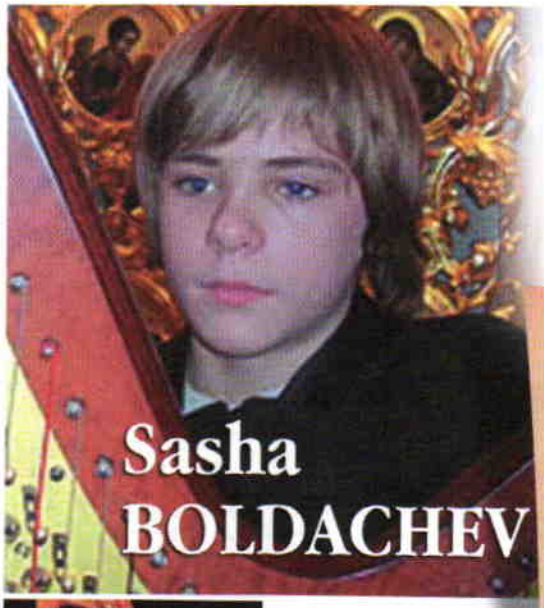
What's your favourite animal? Write to *Spotlight on Russia* and tell us about it.

ACTIVITIES

- Do you like bears? Do you like other wild animals? Why/Why not?
- What stories or folk tales do you know about bears?
- What wild animals can you see in the part of Russia you live in?

Fame

Sasha Boldachev is a normal young Russian boy with normal interests. But he's also a famous musician who gives concerts all over the world. He is the winner of many international competitions for composing, as well as playing.



Spotlight on Russia looks at this child prodigy who plays the harp like an angel.



Sasha performing at the age of eight (sitting on a box because his arms are so short!)



Sasha's cats – Modya, Gosha and Vinya (Vinya has got one blue eye and one green eye!)

Important Dates

21 January 1990	Sasha Boldachev is born in St Petersburg.
1994	He begins studying music.
1995	Sasha enters the Special Lyceum of St Petersburg Conservatory.
1996	He begins composing his own music and playing in concerts.
1999	Sasha goes to Lithuania on his first foreign concert tour.
2000	He wins his first big competitions.
2005	Sasha is the Laureate of the European Foundation for Culture.
Residence	Sasha lives in St Petersburg.
Family	Sasha's mother, Irina Sharapova, is a concert pianist and a professor at the St Petersburg Conservatory. His father, Alexander, is an advertising and book designer.
Routine	Music takes up a lot of Sasha's time. He practises several hours every day. He also travels and performs all over the world.
Hobbies	In his free time, Sasha reads, watches TV and plays computer games. In the summer, he goes fishing and hunts for mushrooms.
Pets	The Boldachevs have got three cats – Modya, Vinya and Gosha.
Contact	Sasha's e-mail address is boldachev@classicalmusic.spb.ru

ACTIVITIES

- Ask and answer questions about Sasha (e.g. How old is he? What does he do? etc)
- What can you do well? What job do you want to do when you leave school? Discuss.

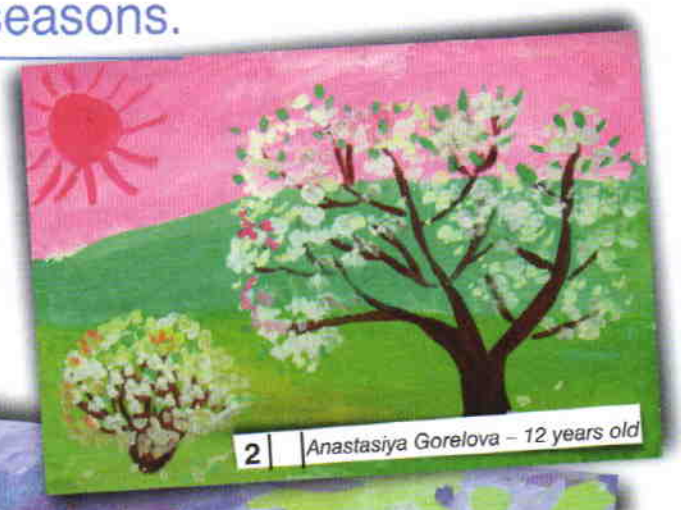
Who is your favourite Russian celebrity? Send us a fact file like this about the person.

Seasons

Spotlight on Russia goes to an exhibition of paintings by schoolchildren. They are landscapes showing the students' favourite seasons.



1 Natalia Manuilova – 11 years old



2 Anastasiya Gorelova – 12 years old



3 Ekaterina Gorbunova – 11 years old



4 Yuri Litvinenko – 10 years old

A The sun is shining in a warm pink sky. There is blossom on the trees and the grass is green.

B The leaves on the trees are red. Some leaves are lying on the ground. The sky is a bit dark and it looks windy.

C The sun is shining, but there's a lot of snow. A child is skiing, and another child is making a snowman.

D It's a bit cloudy but it looks warm. There is a butterfly and some red flowers. The grass and the trees are green.

Read the descriptions (A-D). What picture (1-4) is each comment about? What season does each picture show?

ACTIVITIES

- What's the weather/climate like where you live?
- What do you like doing each season?

What's your favourite season? Paint a picture and send it to *Spotlight on Russia*. Write a short description of it.

Festivals

Here's another e-mail to the *Spotlight on Russia* website.

Dear *Spotlight on Russia*
Hi! We're in Class 4C at Wood End School in South London. We're doing a school project about celebrations around the world. Can you tell us about a special Russian celebration?

Read the answer from Class 5 at a Moscow school. They've got great photographs too!



This is the straw doll that we call 'Lady Maslenitsa'. She's pretty, isn't she?

Maslenitsa Spring Festival

'Maslenitsa' is the week before Lent. It's when Russians say goodbye to winter and welcome spring. It's a time of singing, dancing and fun. There's a lot to eat, too – especially *blinis*, which are delicious butter pancakes.

Children dress up[1] and play in the snow. We go for sleigh rides, go sledging, have snowball fights and lots more. We make a straw doll of 'Lady Maslenitsa', who is dressed in special clothes. On Sunday evening, we burn Lady Maslenitsa on a big bonfire. The spring festival is over and Lent begins.

[1]put on special clothes



Children in fancy dress



We're having a tug-of-war in the snow.



We're dancing around Lady Maslenitsa.

Write and tell us about another traditional Russian celebration. Send photos too!

ACTIVITIES

- **Is this how you celebrate Maslenitsa in your area? What's different/the same?**
- **Do you like Maslenitsa? Why/Why not? What's your favourite celebration?**

Spotlight on Russia goes on a school excursion. Come with us to ...

Museums

Sergiev Posad

TOY MUSEUM



A set of toy soldiers



An original 'Trinity' toy



This is the very first Russian matryoshka, painted by Sergei Maliutin in 1898.



A beautiful wooden troika

Sergiev Posad near Moscow is famous for its wooden toys. They still make toys there today, and they've got a great Toy Museum.

There are about 30,000 toys in the museum. There are old wooden 'Trinity' toys with moving parts. There are lots of dolls and matryoshkas and toy soldiers. There are modern electronic toys, too.

You must go there some day!



Painted Red Army soldiers

ACTIVITIES

- Imagine you went to the Toy Museum last Friday. Did you like the visit? What did you see there?
- Do you often go on school excursions? Where do you go?
- What can you learn from visiting a museum?

What museums are there in your area? Write and tell us about the one you like.

See You at Summer Camp!



Russia has got over 50,000 children's camps. Every year, over 6 million Russian children go to camp - especially in the summer. They go for health reasons, to make new friends, or just to have a great time. They swim, sunbathe, play sports and enjoy campfires, concerts and discos.

Spotlight on Russia

looks at one very special camp ...

Orlyonok ОРЛЁНОК

Children's Centre



This year, 20,000 lucky children from all over Russia will go to the world-famous ***Orlyonok Children's Centre***, on the Black Sea. This camp has got great beaches and sports facilities. It's got libraries, cinemas, museums and much more.

Any child who comes to Orlyonok will have the holiday of a lifetime!

Write and tell us about the children's camp you went to last summer. Send photos too!

ACTIVITIES

- Do you/your friends go to summer camp? Where? Do you/they like it?
- What can you see in the photographs? Which of these things do you like doing?

MODULE 1

Неопределённый артикль A/An

- Неопределённый артикль **a** употребляется перед исчисляемыми существительными в единственном числе, начинающимися с согласных (b, d, p, etc): *a notebook, a pen*
- Неопределённый артикль **an** употребляется перед исчисляемыми существительными в единственном числе, начинающимися с гласных (a, e, i, o, u): *an area, an eraser*

(Subject) Personal Pronouns — Личные местоимения

ЕД. ЧИСЛО	I	you	he	she	it
МН. ЧИСЛО	we	you		they	

Личные местоимения в именительном падеже употребляются в функции подлежащего перед глаголом вместо существительного, в том числе имени собственного.

I: (Я) всегда пишется с прописной буквы;
you: (ты, вы) одинаково 2 лица для ед. и мн. числа;
he: (он), **she:** (она) употребляются в отношении одушевлённых имён существительных;
it: (он, она, оно) употребляются в отношении неодушевлённых существительных, абстрактных понятий, животных;
they: (они) говорим о любых именах существительных во множественном числе.

Глагол *to be* (быть, находиться, являться)

УТВЕРДИТ.	ОТРИЦАТ.	УТВЕРДИТ.	ОТРИЦАТ.
ЕДИНСТВЕННОЕ ЧИСЛО		МНОЖЕСТВЕННОЕ ЧИСЛО	
I am/I'm	I'm not	we're	we aren't
you are/you're	you aren't	you're	you aren't
he is/he's	he isn't	they're	they aren't
she is/she's	she isn't		
it is/it's	it isn't		

ВОПРОСИТЕЛЬНАЯ		КРАТКИЕ ОТВЕТЫ	
Am	I ...?	Yes, I am.	No, I'm not.
Are	you ...?	Yes, you are.	No, you aren't.
Is	he ...?	Yes, he is.	No, he isn't.
	she ...?	Yes, she is.	No, she isn't.
	it ...?	Yes, it is.	No, it isn't.
Are	we ...?	Yes, we are.	No, we aren't.
	you ...?	Yes, you are.	No, you aren't.
	they ...?	Yes, they are.	No, they aren't.

MODULE 2

Конструкция *have got* — (иметь)

УТВЕРДИТЕЛЬНАЯ ФОРМА		
I've got You've got	He She It } has got/'s got	We've got You've got They've got

ОТРИЦАТЕЛЬНАЯ ФОРМА		
I haven't got You haven't got	He hasn't got She hasn't got It hasn't got	We haven't got You haven't got They haven't got

ВОПРОСИТЕЛЬНАЯ ФОРМА	КРАТКИЕ ОТВЕТЫ
Have I/you/we/they got?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got?	Yes, he/she/it has. No, he/she/it hasn't.

Конструкция 'have got' употребляется в значении «иметь, владеть, обладать»:

*He **has got** a pencil. У него есть карандаш. (Он имеет.)*

*She **has got** black hair. У неё черные волосы.*

I've got three brothers. У меня три брата.

Plurals — Множественное число имён существительных

- Большинство исчисляемых существительных образуют форму множественного числа путём добавления суффикса **-s**: *a doll — two dolls*
- К существительным, оканчивающимся на **-s, -ss, -sh, -ch, -x, -o**, во множественном числе добавляется **-es**: *bus — buses, class — classes, toothbrush — toothbrushes, match — matches, fox — foxes* etc.
- К существительным, оканчивающимся на гласную + **y**, добавляется **-s**: *a toy - two toys*
- У существительных, оканчивающихся на согласную + **y**, во множественном числе **-y** заменяется на **-i** и добавляется **-es**: *a lady - two ladies*
- У существительных, оканчивающихся на **-f/-fe**, во множественном числе **-f/-fe** заменяются на **-v** и добавляется **-es**. *life - lives, scarf - scarves.*

ИСКЛЮЧЕНИЯ		
a child - children	a foot - feet	a tooth - teeth
a woman - women	a man - men	a mouse - mice

This – These (этот — эти)



This is a ball.



These are balls.

That - Those (тот — те)



That is a ball.



Those are balls.

MODULE 3

Конструкция There is/There are

Конструкция There is/There are употребляется для сообщения о наличии в данном месте какого-либо лица или предмета. Перевод предложений с There is/There are начинается с обстоятельств места. *There are a lot of trees in the park. В парке много деревьев.*

	ЕД. ЧИСЛО	МН. ЧИСЛО
УТВЕРДИТ.	There is a chair. / There's a chair.	There are some chairs.
ОТРИЦАТ.	There isn't a chair.	There aren't any chairs.
ВОПРОСИТ.	Is there a chair?	Are there any chairs?

Possessive Adjectives – Притяжательные местоимения

ЕД. ЧИСЛО					МН. ЧИСЛО		
I	you	he	she	it	we	you	they
my	your	his	her	its	our	your	their
мой	твой	его	её	его, её (неодуш.)	наш	ваш	их

Притяжательные местоимения указывают:

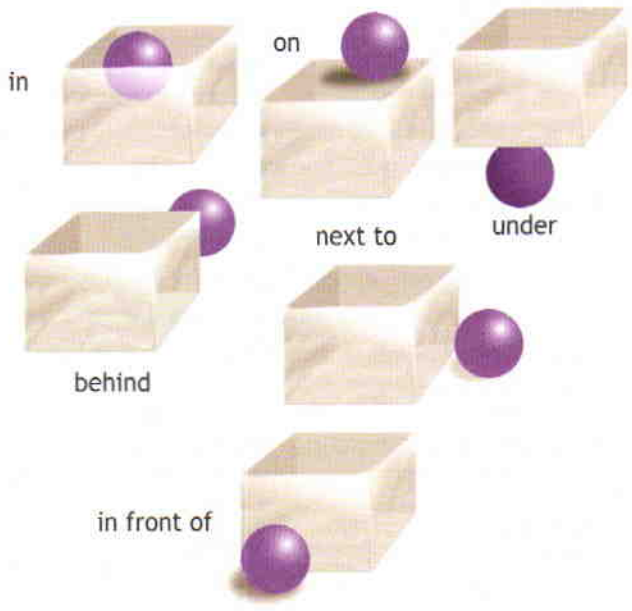
a) на принадлежность:

*This is **my** book. Это моя книга.*

b) на отношения между людьми:

*Peter is **her** father. Питер её отец.*

В английском языке притяжательные местоимения употребляются гораздо чаще, чем в русском, и являются обязательными при существительных, обозначающих части тела, предметы одежды и родственные отношения. Raise **your** hands. Please, take off **your** coats. This is **my** brother Tom and that is **his** wife Betty with **their** children.



Prepositions of place – Предлоги места

Предлоги места помогают определить местонахождение предмета/лица: **on, under, in, in front of, behind, next to.**

Устойчивые выражения с предлогами места

- **at: at school/university/college, at work, at home**
  в адресах, перед номером дома: ***at** 20, Oxford Street.*
- **in: in the middle, in the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture**
  с названиями городов, стран и континентов: *in Athens, in England, in Europe, in Australia.*
- **on: *on the left, on the right, on the first, (second, etc) floor.***

MODULE 4

Модальный глагол Can (мочь)

УТВЕРДИТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **can** read.
ОТРИЦАТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **can't** read.
ВОПРОСИТЕЛЬНАЯ ФОРМА
Can I/you/he/she/it/we/you/they read?
КРАТКИЕ ОТВЕТЫ
Yes, I/you/he/she/it/we/you/they **can**.
No, I/you/he/she/it/we/you/they **can't**.

Глагол **can** обозначает возможность, способность, умение делать что-либо. Глагол **can** не изменяется по лицам и числам и за ним всегда следует смысловой глагол без частицы to:

*I **can** play the piano. Я умею (могу) играть на пианино.*

Object Pronouns/Possessive Adjectives — Личные местоимения в объектном падеже/ Притяжательные местоимения

ЛИЧНЫЕ МЕСТОИМЕНИЯ	ЛИЧНЫЕ МЕСТОИМЕНИЯ В ОБЪЕКТНОМ ПАДЕЖЕ	ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ
I	me	my
you	you	your
he/she/it	him/her/it	his/her/its
we	us	our
you	you	your
they	them	their

Личные местоимения в английском языке, кроме именительного, имеют форму объектного падежа.

- Объектный падеж соответствует значению косвенных падежей в русском языке.
  me — меня, мне, мной, обо мне.
- Личные местоимения в именительном падеже употребляются в роли подлежащего.
  ***He** can dance well. Он хорошо танцует.*
- Личные местоимения в объектном падеже употребляются в роли дополнения.
  *Look at **him**! Посмотри на него!*
- Притяжательные местоимения употребляются перед существительными в роли определения.
  *This is **his** umbrella. Это его зонт.*

The Possessive Case/Whose? — Притяжательный падеж существительных/Чей?

Притяжательный падеж выражает значение:

a) принадлежности;
   John's ball — мячик Джона
b) отношений между людьми;
   Linda's sister — сестра Линды

Притяжательный падеж используется также в названиях некоторых магазинов и учреждений:

He's at the chemist's. (at the chemist's shop). Он в аптеке.

They are at Mcdonald's. Они в Макдоналдсе.

Притяжательный падеж образуется:

a) с помощью **'s** (для одушевлённых существительных): *Jim's room — комната Джима, the girl's guitar — гитара девочки, Sarah's bicycle — велосипед Сары.*
   - для обозначения принадлежности с неодушевлёнными существительными используется предлог **of**: *the windows of the house — окна дома.*
b) с помощью **'s** или просто апострофа от существительных в единственном числе, оканчивающихся на **-s**: *Doris's dress or Doris' dress — платье Дорис.*
c) с помощью апострофа от существительных множественного числа, оканчивающихся на **-s**: *the boys' toys — игрушки мальчиков.*
d) с помощью **'s** от существительных-исключений во множественном числе: *the women's dresses — платья женщин; the children's room — детская комната.*

- Существительные в притяжательном падеже часто употребляются в ответах на вопрос **Whose**:
  Whose is the guitar? It's Peter's.
  Whose are the cookies? They're Sally's.

The Imperative — Повелительное наклонение глаголов

Употребление

- Повелительное наклонение глаголов совпадает по форме с инфинитивом без частицы **to**. *Stand up! Вставай/Встаньте!*
- Отрицательная форма повелительного наклонения образуется при помощи Do not/Don't и инфинитива. *Do not/Don't come in! Не входи(те)!*
- Повелительное наклонение всегда обращено ко второму лицу единственного или множественного числа. *Open your books. Открой(те) свои книги.*
- Повелительное наклонение употребляется для выражения:
  a) приказания: *Be quiet! Тише!*
  b) инструкции: *Press the button on the left. Нажмите кнопку слева.*
  c) предложения/просьбы: *Have some orange juice. Возьмите немного апельсинового сока.*
  Sit down, please!/Please sit down! Садитесь, пожалуйста

MODULE 5

Present Simple (affirmative/negative & interrogative) — Настоящее простое время (утвердительная/отрицательная и вопросительная формы)

УТВЕРДИТЕЛЬНАЯ ФОРМА
I/You/He/She/It/We/You/They **work**.
He/She/It works.

ОТРИЦАТЕЛЬНАЯ ФОРМА	
I/You/We/They **don't work.**	He/She/It doesn't **work.**

ВОПРОСИТ. ФОРМА	КРАТКИЕ ОТВЕТЫ
Do I/you/we/they **work?**	**Yes**, I/you/we/they **do.** **No**, I/you/we/they **don't.**
Does he/she/it **work?**	**Yes**, he/she/it **does.** **No**, he/she/it **doesn't.**

Present Simple образуется при помощи основной формы глагола (инфинитива). В утверждениях в третьем лице единственного числа к глаголу добавляется **-s**. В вопросах и отрицаниях используется вспомогательный глагол **do/don't** с **I, you, we, they** и **does/doesn't** с **he, she, it**. **-s** не добавляется к смысловому глаголу, когда присутствует вспомогательный **does/doesn't** (в вопросительной и отрицательной форме):

I like apples — Мне нравятся яблоки.
My sister (she) likes coke — Моя сестра любит кока-колу.
Bill (he) doesn't like bananas — Билл не любит бананы.
Does she like computer games? Любит ли она компьютерные игры?

Правила правописания

- К большинству глаголов в третьем лице единственного числа добавляется **-s**: *eat — eats*
- К глаголам, оканчивающимся на **-ss, -sh, -ch, -x** и **-o**, добавляется **-es**: *wash — washes, do — does*
- У глаголов, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-es**: *carry — carries*
- К глаголам, оканчивающимся на гласную + **y**, добавляется **-s**: *play — plays*

Употребление

Present Simple употребляется, когда речь идёт о:

- регулярно повторяющихся, повседневных действиях;
  She usually has coffee in the morning.
  Она обычно пьёт кофе утром.
- состояниях или постоянных действиях;
  He lives in Russia. Он живёт в России.
- непреложных истинах и законах природы;
  The sun rises in the east. Солнце встаёт на востоке.

Указатели времени (сигналы), употребляемые с Present Simple: every day/week/month/year, at night, in the morning/afternoon/evening, on Monday(s), Tuesday(s), наречия частотности (never, sometimes, often, usually, always).

MODULE 6

Adverbs of frequency — Наречия частотности

never (никогда) often (часто)	usually (обычно)	sometimes (иногда) always (всегда)

- С Present Simple употребляются наречия частотности. Они показывают, как часто что-либо происходит. В предложениях с глаголом to be, они занимают место перед смысловым глаголом, но после глагола to be, а также вспомогательных и модальных глаголов (can, do, и т. д.).
  *I **usually** sleep long on Sundays.*
  Я обычно долго сплю по воскресеньям.
  *She is **always** happy. Она всегда счастлива.*
  *He **can never** sleep in the afternoon.*
  Он никогда не может заснуть днем.

Prepositions of time — Предлоги времени

AT	ON
время: *at 7 o'clock* **праздники:** *at Christmas, at Easter, at the weekend* **в выражениях:** *at the moment, at present, at dawn, at noon, at night, at midnight*	**дни:** *on Monday, on New Year's Day* **даты:** *on 6th May* **время дня (с указанием дня недели):** *on Tuesday evening* **прилагательное (определение) + day:** *on a hot day*

IN	
месяцы: *in September* **времена года:** *in the winter/spring/autumn* **годы:** *in 1996* **века:** *in the 20th century*	**в выражениях:** *in the morning/afternoon/evening, in an hour, in a minute, in a week/few days/month/year (через)*

Мы не используем предлоги времени со словами **today**, **tomorrow**, **tonight** or **yesterday**. *Can you phone me **tomorrow** afternoon. Позвони мне домой завтра днем.*

Present Continuous – Настоящее продолженное время

УТВЕРДИТ.	ОТРИЦАТ.
I'm sleeping.	I'm not sleeping.
You're sleeping.	You aren't sleeping.
He's / She's / It's sleeping.	He / She / It isn't sleeping.
We're / You're / They're sleeping.	We / You / They aren't sleeping.

ВОПРОСИТ.	КРАТКИЕ ОТВЕТЫ
Am I sleeping?	Yes, I am.
Are you sleeping?	Yes, you are.
Is he / she / it sleeping?	Yes, he/she/it is.
	Yes, we/you/they are.
Are we / you / they sleeping?	No, I'm not.
	No, you're not.
	No, he/she/it isn't.
	Yes, we/you/they aren't.

- Present Continuous образуется при помощи вспомогательного глагола **to be (am, is, are)** и смыслового глагола с окончанием **-ing**.
- У глаголов, оканчивающихся на **-e**, опускается **-e** и добавляется **-ing**:
  dance - dancing
- У односложных глаголов с гласной между двумя согласными удваивается последняя согласная и добавляется **-ing**:
  shop - shopping, run - running
- У глаголов, оканчивающихся на **-l**, удваивается **-l** и добавляется **-ing**: *travel - travelling*
- У глаголов, оканчивающихся на **-ie**, **-ie** заменяется на **-y** и добавляется **-ing**. *lie - lying, die - dying*

Употребление

Present Continuous употребляется, когда речь идёт о:

- действиях, происходящих сейчас, в момент речи;
  He's doing his homework now.
  Он сейчас выполняет свою домашнюю работу.
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи;
  He's writing a book.
  Он пишет книгу.

MODULE 7

Present Simple в сравнении с Present Continuous

- Present Simple употребляется для описания регулярных и повседневных действий, привычек и состояний:
  *Sarah **wakes** up at 7 o'clock* (повседневное действие). *Сара просыпается в 7 утра.*
  *He **walks** to the supermarket* (привычка). *Он ходит в супермаркет пешком.*
  *He **lives** near the train station* (постоянное действие). *Он живёт около вокзала.*
- Present Continuous употребляется для описания действий, происходящих в момент речи или действий, имеющих временный характер:
  *Peter **is playing** computer games **at the moment*** (момент речи). *Питер играет в компьютерные игры сейчас.*
  *She's **studying** History at university* (временное действие). *Она изучает историю в университете.*

MODULE 8

Countable/Uncountable nouns – Исчисляемые/неисчисляемые существительные

- Исчисляемые существительные (e.g. an orange, two oranges) имеют форму единственного и множественного числа.
  a notebook, three notebooks
- Неисчисляемые существительные не имеют формы множественного числа. К ним относятся следующие группы существительных:
  Еда: *cheese, sugar, butter, salt, rice, flour*
  Жидкости: *water, coffee, tea, milk, tomato juice, lemonade, olive oil*
  Для обозначения количества с неисчисляемыми существительными используются следующие слова: *jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet* etc: *a jar of marmalade – банка апельсинового джема, a bottle of olive oil – бутылка оливкового масла.*

a – an/some/any

	ИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ	
	ЕД. ЧИСЛО	МН. ЧИСЛО
УТВЕРЖДЕНИЕ	There is **an** apple.	There are **some** pencils.
ОТРИЦАНИЕ	There isn't **an** apple.	There aren't **any** pencils.
ВОПРОС	Is there **an** apple?	Are there **any** pencils?

НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ	
УТВЕРЖДЕНИЕ	There is **some** jam.
ОТРИЦАНИЕ	There isn't **any** jam.
ВОПРОС	Is there **any** jam?

many/much/a lot of – (много)

	ИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ	НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ
УТВЕРЖДЕНИЕ	a lot of	a lot of
ВОПРОС	(how) many	(how) much
ОТРИЦАНИЕ	many	much

- **Some/any** перед неисчисляемыми существительными на русский язык не переводятся:
  Can I have some water, please?
  Дайте мне, пожалуйста, воды.
  Перед исчисляемыми существительными **some/any** переводятся на русский язык как «несколько»:
  There are some apples in the basket.
  В корзине несколько яблок.

Употребление

- **A lot of** употребляется в утверждениях с исчисляемыми и неисчисляемыми существительными:
  *She has got **a lot of** friends. У неё много друзей.*
  *There's still **a lot of** juice in the bottle.*
  В бутылке ещё много сока.
- В вопросительных и отрицательных предложениях употребляется **much** и **many**.
  *How **much** sugar have you got?*
  Сколько сахара у вас есть?
  *There are not very many **pencils** in the bag.*
  В портфеле не очень много карандашей.

MODULE 9

Неопределённый артикль a/an – Определённый артикль the.

- **a/an** употребляется перед исчисляемыми существительными в единственном числе, когда предмет/лицо упоминается впервые, а также в значении «один».
  I can see a white cat. Я вижу белую кошку.
- **the** употребляется, когда речь идёт об определённом, уже известном предмете или лице.
  ***The** cat on the sofa is black. Кошка на диване чёрная.*

Формы глагола *to be* в Past Simple

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС
I **was**	I **wasn't**	**Was** I ...?
You **were**	You **weren't**	**Were** you ...?
He, She, It **was**	He, She, It **wasn't**	**Was** he ...? / she ...? / it ...?
We, You, They **were**	We, You, They **weren't**	**Were** we ...? / you ...? / they ...?

КРАТКИЕ ОТВЕТЫ	
Yes, I/he/she/it **was**.	**Yes**, we/you/they **were**.
No I/he/she/it **wasn't**.	**No**, we/you/they **weren't**.

Past Simple – Прошедшее простое время

Past Simple правильных глаголов образуется путём добавления -ed к инфинитиву.

УТВЕРДИТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **worked**.
ОТРИЦАТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **didn't work**.
ВОПРОСИТЕЛЬНАЯ ФОРМА
Did I/you/he/she/it/we/you/they **work**.
КРАТКИЕ ОТВЕТЫ
Yes, I/you/he etc **did**. **No**, I/you/he etc **didn't**.

Правила правописания

- В глаголах, оканчивающихся на **-e**, добавляется только **-d**: *like - liked*.
- В глаголах, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-ed**: *study – studied*.
- В односложных глаголах с гласной между двумя согласными удваивается последняя согласная и добавляется **-ed**: stop – stop***ped***.

В английском языке есть большая группа **неправильных глаголов**, которые образуют форму Past Simple не путём добавления **-ed** (см. список): ***go – went, see – saw, drink – drank***, etc. Их следует запомнить. Они образуют вопросы и отрицания также при помощи **did/did not (didn't)** и основной формы смыслового глагола.

*He **saw** her. – **Did** he **see** her? – He **didn't see** her.*
Он видел её. – Видел ли он её? – Он её не видел.

УТВЕРДИТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **went**.
ОТРИЦАТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they **didn't go**.
ВОПРОСИТЕЛЬНАЯ ФОРМА
Did I/you/he/she/it/we/you/they **go**.
КРАТКИЕ ОТВЕТЫ
Yes, I/you/he etc **did**. **No**, I/you/he etc **didn't**.

Употребление

Past Simple употребляется, когда речь идёт о действиях, которые происходили в прошлом. То есть мы знаем, когда действие было совершено:

He left yesterday. Он уехал вчера.

Указатели времени (сигналы), употребляемые с Past Simple: yesterday, last Monday/month/week/etc, two days/weeks ago.

Модальный глагол must (должен)

- **must** выражает обязанность и необходимость:
  *You **must** be careful in the streets.*
  Ты должен быть осторожным на улице.
- **mustn't** выражает запрет.
  *You **mustn't** speak loudly in here.*
  Здесь нельзя разговаривать громко.

MODULE 10

Модальный глагол can

- **can** употребляется для того, чтобы
  a) спросить разрешения;
  ***Can** I borrow your book?*
  Могу я взять у тебя книгу?
  b) попросить что-либо;
  ***Can** you pass me the salt, please?*
  Ты не мог бы передать мне соль, пожалуйста?
  c) предложить что-либо;
  ***Can** I give you a lift?*
  Могу я вас подвезти?
- **can't** выражает запрет.
  *You **can't** park here. Здесь нельзя парковаться.*

Future Simple (Will) — Будущее простое время

УТВЕРДИТЕЛЬНАЯ ФОРМА	
ПОЛНАЯ ФОРМА	**КРАТКАЯ ФОРМА**
I **will** run.	I'll run.
You **will** run.	You'll run.
He **will** run.	He'll run.
She **will** run.	She'll run.
It **will** run.	It'll run.
We **will** run.	We'll run.
You **will** run.	You'll run.
They **will** run.	They'll run.

ОТРИЦАТЕЛЬНАЯ ФОРМА	
ПОЛНАЯ ФОРМА	**КРАТКАЯ ФОРМА**
I **will not** run.	I **won't** run.
You **will not** run.	You **won't** run.
He **will not** run.	He **won't** run.
She **will not** run.	She **won't** run.
It **will not** run.	It **won't** run.
We **will not** run.	We **won't** run.
You **will not** run.	You **won't** run.
They **will not** run.	They **won't** run.

ВОПРОСЫ	КРАТКИЕ ОТВЕТЫ
Will I run?	**Yes**, I **will**./**No**, I **won't**.
Will you run?	**Yes**, you **will**./**No**, you **won't**.
Will he run?	**Yes**, he **will**./**No**, he **won't**.
Will she run?	**Yes**, she **will**./**No**, she **won't**.
Will it run?	**Yes**, it **will**./**No**, it **won't**.
Will we run?	**Yes**, we **will**./**No**, we **won't**.
Will you run?	**Yes**, you **will**./**No**, you **won't**.
Will they run?	**Yes**, they **will**./**No**, they **won't**.

Будущее простое время **(will + инфинитив)** употребляется когда речь идёт о:

- решениях, принимаемых в момент речи.
  I'll go to sleep. Я пойду спать.
- предположениях. В этом случае используются глаголы: **think**, **believe**, **expect**, etc, выражения **be sure**, **be afraid**, etc.
  *I **think** Tom will be a doctor when he grows up.*
  Я думаю, что Том будет доктором, когда подрастёт.
- просьбах.
  ***Will** you **open** the door for me, please?*
  Откройте мне дверь, пожалуйста!

Word List

Starter Unit

alphabet* /ælfəbɪt/ (n) алфавит
ant /ænt/ (n) муравей
apple /æpᵊl/ (n) яблоко
ball /bɔːl/ (n) мяч
bird /bɜːʳd/ (n) птица
black /blæk/ (adj) чёрный
blackboard /blækbɔːʳd/ (n) школьная доска
blue /bluː/ (adj) синий, голубой
book /bʊk/ (n) книга
box /bɒks/ (n) коробка
brown /braʊn/ (adj) коричневый
café /kæfeɪ/ (n) кафе
cake /keɪk/ (n) пирог, торт
cap /kæp/ (n) кепка
cat /kæt/ (n) кот, кошка
chair /tʃeəʳ/ (n) стул
climb /klaɪm/ (v) карабкаться, взбираться
colour /kʌləʳ/ (n) цвет
count /kaʊnt/ (v) считать, подсчитывать
crayon /kreɪən/ (n) цветной карандаш
cup /kʌp/ (n) кружка
date /deɪt/ (n) дата
desk /desk/ (n) письменный стол, парта
doctor /dɒktəʳ/ (n) доктор, врач
doll /dɒl/ (n) кукла
draw /drɔː/ (v) рисовать
eat /iːt/ (v) есть
egg /eg/ (n) яйцо
equals /ɪkwəlz/ (v) равно
eraser /ɪreɪzəʳ/ (n) ластик
finish /fɪnɪʃ/ (n/v) финиш, окончание/заканчивать
flag /flæg/ (n) флаг
fox /fɒks/ (n) лиса
flower /flaʊəʳ/ (n) цветок
friend /frend/ (n) друг
garlic /gɑːʳlɪk/ (n) чеснок
game /geɪm/ (n) игра
girl /gɜːʳl/ (n) девочка
glass /glɑːs/ (n) стекло
glue /gluː/ (n) клей
grass /grɑːs/ (n) трава
green /griːn/ (adj) зелёный
grey /greɪ/ (adj) серый
gym /ʤɪm/ (n) спортивный зал
have got иметь
hat /hæt/ (n) шляпа
hand /hænd/ (n) рука
house /haʊs/ (n) дом
I /aɪ/ (pron) я
ink /ɪnk/ (n) чернила
jam /ʤæm/ (n) джем, варенье
jeans /ʤiːnz/ (n) джинсы
kite /kaɪt/ (n) воздушный змей
know /nəʊ/ (v) знать
lemon /lemən/ (n) лимон
look /lʊk/ (v) смотреть
market /mɑːʳkɪt/ (n) рынок
melon /melən/ (n) дыня
minus /maɪnəs/ (n) минус
museum /mjuːzɪəm/ (n) музей
music /mjuːzɪk/ (n) музыка
name /neɪm/ (n) имя
nest /nest/ (n) гнездо
nose /nəʊz/ (n) нос
notebook /nəʊtbʊk/ (n) тетрадь
now /naʊ/ (adv) сейчас
number /nʌmbəʳ/ (n) число
orange /ɒrɪnʤ/ (n) апельсин
paper clips /peɪpəʳ klɪps/ (n) скрепки
park /pɑːʳk/ (n) парк
pen /pen/ (n) ручка
pencil /pensᵊl/ (n) карандаш
pencil case /pensᵊl keɪs/ (n) пенал
pink /pɪŋk/ (adj) розовый
please /pliːz/ (adv) пожалуйста
plus /plʌs/ (n) плюс
pupil /pjuːpᵊl/ (n) ученик
purple /pɜːʳpᵊl/ (adj) пурпурный, фиолетовый
queen /kwiːn/ (n) королева
question /kwestʃən/ (n) вопрос
rainbow /reɪnbəʊ/ (n) радуга
reading rules /riːdɪŋ ruːls/ (n) правила чтения
red /red/ (adj) красный
right /raɪt/ (adj) правильный
robot /rəʊbɒt/ (n) робот
ruler /ruːləʳ/ (n) линейка
run /rʌn/ (v) бегать
say /seɪ/ (v) говорить
school /skuːl/ (n) школа
schoolbag /skuːlbæg/ (n) портфель, ранец
sharpener /ʃɑːʳpnəʳ/ (n) точилка
shop /ʃɒp/ (n) магазин
sing /sɪŋ/ (v) петь
sky /skaɪ/ (n) небо
sleep /sliːp/ (v) спать
snake /sneɪk/ (n) змея
speak /spiːk/ (v) говорить
spell /spel/ (v) произносить, писать по буквам
song /sɔŋ/ (n) песня
start /stɑːʳt/ (v) начинать
sun /sʌn/ (n) солнце
train /treɪn/ (n) поезд
tree /triː/ (n) дерево
uniform /juːnɪfɔːm/ (n) форма
vet /vet/ (n) ветеринар
walk /wɔːk/ (v) ходить, гулять
white /ʰwaɪt/ (adj) белый
window /wɪndəʊ/ (n) окно
write /raɪt/ (v) писать
wrong /rɔŋ/ (adj) неправильный
yacht /jɔt/ (n) яхта
yellow /jeləʊ/ (adj) жёлтый
zebra /ziːbrə/ (n) зебра
zoo /zuː/ (n) зоопарк

Hello! Здравствуй!
Hi! Привет!
What's your name? Как тебя зовут?

*alphabet — цветом выделены слова и фразы, не являющиеся активной лексикой

My name's ... Меня зовут ...
How are you? Как дела?
I'm fine, thanks. Спасибо, хорошо.
Nice to meet you. Рад познакомиться.
Goodbye! Bye! До свидания! Пока!
Where are you from? Откуда ты (из какой страны, города)?

MODULE 1a

Art /ɑːrt/ (n) изобразительное искусство
atlas /ætləs/ (n) атлас
break /breɪk/ (n) перемена
class /klɑːs/ (n) класс, урок
dictionary /dɪkʃənri/ (n) словарь
English /ɪŋglɪʃ/ (n) английский язык
favourite /feɪvərɪt/ (adj) любимый
Geography /dʒiɒgrəfi/ (n) география
History /hɪstəri/ (n) история
Information Technology (IT) /ɪnfərmeɪʃn teknɒlədʒi/ (n) информационные технологии
Mathematics (Math) /mæθəmætɪks/ (n) математика
notepad /nəʊtpæd/ (n) блокнот
Physical Education (PE) /fɪzɪkl edʒʊkeɪʃn/ (n) физическое воспитание
Science /saiəns/ (n) естествознание
school objects /skuːl ɔbdʒɪkts/ (n) предметы школьного обихода
student /stjuːdənt/ (n) учащийся
subject /sʌbdʒɪkt/ (n) предмет
teacher /tiːtʃə/ (n) учитель
textbook /tekstbʊk/ (n) учебник
timetable /taɪmteɪbl/ (n) расписание

days of the week дни недели
Monday /mʌndeɪ/ (n) понедельник
Tuesday /tjuːzdeɪ/ (n) вторник
Wednesday /wenzdeɪ/ (n) среда
Thursday /θɜːzdeɪ/ (n) четверг
Friday /fraɪdeɪ/ (n) пятница
Saturday /sætədeɪ/ (n) суббота
Sunday /sʌndeɪ/ (n) воскресенье

MODULE 1b

best /best/ (adj) лучший
eighteen /eɪtiːn/ (num) восемнадцать
eleven /ɪlevn/ (num) одиннадцать
same /seɪm/ (pron) тот же
fifteen /fɪftiːn/ (num) пятнадцать
fourteen /fɔːtiːn/ (num) четырнадцать
grade /greɪd/ (n) класс
nineteen /naɪntiːn/ (num) девятнадцать
new /njuː/ (adj) новый
seventeen /sevntiːn/ (num) семнадцать
sixteen /sɪkstiːn/ (num) шестнадцать
strange /streɪndʒ/ (adj) странный
twelve /twelv/ (num) двенадцать
then /ðen/ (conj) затем
thirteen /θɜːtiːn/ (num) тринадцать
together /təgeðə/ (adv) вместе
twenty /twenti/ (num) двадцать

Excuse me, ... Простите, ... Извините, ...
How do you spell it? Как ты это пишешь, произносишь (по буквам)?
How old are you? Сколько тебе лет?
Let's go! Пошли! Давай пойдём!

MODULE 1c

capital letter /kæpɪtl letə/ (n) прописная буква
choose /tʃuːz/ (v) выбирать
country /kʌntri/ (n) страна
full stop /fʊl stɒp/ (n) точка
language /læŋgwɪdʒ/ (n) язык
other /ʌðə/ (adj) другой
secondary school /sekəndri skuːl/ (n) средняя школа
subject choice form /sʌbdʒɪkt tʃɔɪs fɔːm/ (n) анкета (форма) выбора предметов

What class is he in? В каком он классе?
What subjects does he do? Какие предметы он изучает?

MODULE 1d - Culture Corner

corner /kɔːnə/ (n) угол, уголок
culture /kʌltʃə/ (n) культура
diagram /daɪəgræm/ (n) диаграмма
education system /edjuːkeɪʃn sɪstɪm/ (n) образовательная система
Primary School /praɪməri skuːl/ (n) начальная школа
Sixth Form /sɪksθ fɔːm/ (n) старшие классы (Великобритания)
type /taɪp/ (n) тип, вид
University /juːnɪvɜːsɪti/ (n) университет

English in Use 1

Good afternoon! Добрый день!
Good evening! Добрый вечер!
Good morning! Доброе утро!
Good night! Спокойной ночи!
See you (later)! Увидимся (позже)!
See you tomorrow! До завтра!

Across the Curriculum 1: Citizenship

ask /ɑːsk/ (v) спрашивать
citizenship /sɪtɪznʃɪp/ (n) граждановедение
mime /maɪm/ (v) изображать жестами
share /ʃeə/ (v) делиться
smile /smaɪl/ (v) улыбаться
thank /θæŋk/ (v) благодарить
think /θɪŋk/ (v) думать о ком-либо, чём-либо
work /wɜːk/ (v) работать

alone самостоятельно
in groups в группах
in pairs в парах

MODULE 2a

amazing /əmeɪzɪŋ/ (adj) изумительный
American /əmerɪkən/ (adj/n) американский/американец
aunt /ɑːnt/ (n) тётя
bite /baɪt/ (v) кусать
brilliant /brɪljənt/ (adj) замечательный, блестящий
British /brɪtɪʃ/ (adj/n) британский/британец
can /kæn/ (v) мочь
Canadian /kəneɪdiən/ (adj/n) канадский/канадец
cartoon characters /kɑːtuːn kærɪktə/ (n) персонажи мультфильма
English /ɪŋglɪʃ/ (adj/n) английский, англичанин
evil /iːvᵊl/ (adj) злой
fast /fɑːst/ (adj) быстрый
find out /faɪnd aʊt/ (phr v) выяснять
French /frentʃ/ (adj/n) французский/француз
Italian /ɪtæljən/ (adj/n) итальянский/итальянец
Japanese /ʤæpəniːz/ (adj/n) японский/японец
live /lɪv/ (v) жить
love /lʌv/ (v) любить
nationality /næʃənælətɪ/ (n) национальность
New Zealander /njuː ziːləndəʳ/ (n) житель Новой Зеландии
quiet /kwaɪət/ (adj) тихий
people /piːpəl/ (n) люди
powers /paʊəʳz/ (n) силы
Russian /rʌʃn/ (adj/n) русский
small /smɔːl/ (adj) маленький
special /speʃᵊl/ (adj) особенный
spider /spaɪdəʳ/ (n) паук
stop /stɒp/ (v) останавливать(ся)
strong /strɒŋ/ (adj) сильный
wall /wɔːl/ (n) стена
watch /wɒʧ/ (v) смотреть, наблюдать
who /ʷhuː/ (question word) кто

next door по соседству
speak English разговаривать на английском

MODULE 2b

basketball /bɑːskɪtbɔːl/ (n) баскетбольный мяч
bicycle (bike) /baɪsɪkᵊl/ (n) велосипед
child /ʧaɪld/ (n) ребёнок
children /ʧɪldrən/ (n) дети
digital camera /dɪʤɪtᵊl kæmrə/ (n) цифровой фотоаппарат
fly /flaɪ/ (n) муха
foot /fʊt/ (n) ступня
gloves /glʌvz/ (n) перчатки
guitar /gɪtɑːʳ/ (n) гитара
handbag /hændbæg/ (n) сумочка
helmet /helmɪt/ (n) шлем
knife /naɪf/ (n) нож
lamp /læmp/ (n) лампа
man /mæn/ (n) человек, мужчина
mouse /maʊs/ (n) мышь
personal things /pɜːsnᵊl θɪŋz/ (n) личные вещи
present /prezᵊnt/ (n) подарок
scarf /skɑːʳf/ (n) шарф
skateboard /skeɪtbɔːʳd/ (n) скейтборд
teddy bear /tedi beəʳ/ (n) плюшевый медведь
thing /θɪŋ/ (n) вещь, предмет
tie /taɪ/ (n) галстук
toy /tɔɪ/ (n) игрушка
tooth /tuːθ/ (n) зуб
trainers /treɪnəʳz/ (n) кроссовки
watch /wɒʧ/ (n) часы
woman /wʊmən/ (n) женщина

Happy birthday! С днём рождения!

MODULE 2c

age /eɪʤ/ (n) возраст
album /ælbəm/ (n) альбом
but /bʌt/ (conj) но
because /bɪkɔz/ (conj) потому что
hundred /ə hʌndrəd/ (num) сотня
coin /kɔɪn/ (n) монета
collection /kəlekʃᵊn/ (n) коллекция
easy /iːzɪ/ (adj) лёгкий
eighty /eɪtɪ/ (num) восемьдесят
feel /fiːl/ (v) чувствовать
fifty /fɪftɪ/ (num) пятьдесят
forty /fɔːʳtɪ/ (num) сорок
great /greɪt/ (adj) большой, огромный
happy /hæpɪ/ (adj) счастливый
nice /naɪs/ (adj) милый, приятный
ninety /naɪntɪ/ (num) девяносто
picture /pɪktʃəʳ/ (n) картинка
seventy /sevᵊntɪ/ (num) семьдесят
sixty /sɪksti/ (num) шестьдесят
stamp /stæmp/ (n) марка
thirty /θɜːʳtɪ/ (num)тридцать

be proud of гордиться чем-либо, кем-либо

MODULE 2d - Culture Corner

buy /baɪ/ (v) покупать
cow /kaʊ/ (n) корова
double decker /dʌbᵊl dekəʳ/ (n) двухэтажный автобус
dragon /drægən/ (n) дракон
holidays /hɔlədeɪs/ (n) праздники
map /mæp/ (n) карта
mug /mʌg/ (n) кружка
Northern Irish /nɔːʳðəʳn aɪərɪʃ/ (adj) ирландец (житель Северной Ирландии)
pin /pɪn/ (n) значок
popular /pɒpjʊləʳ/ (adj) популярный
Scottish /skɒtɪʃ/ (adj) шотландский
shamrock /ʃæmrɒk/ (n) трилистник (эмблема Ирландии)
souvenir /suːvənɪəʳ/ (n) сувенир
stuffed toy /stʌft tɔɪ/ (n) мягкая игрушка
tartan /tɑːʳtᵊn/ (n) шерстяная клетчатая материя
Union Jack /juːnjən ʤæk/ (n) флаг Великобритании
Welsh /welʃ/ (adj/n) валлийский, валлиец

English in Use 2

bell /bel/ (n) колокольчик
customer /kʌstəmə^{r}/ (n) покупатель
key ring /kiː rɪŋ/ (n) брелок для ключей
shop assistant /ʃɒp əsɪstənt/ (n) продавец
thermos flask /θɜːmɒs flɑːsk/ (n) термос
T-shirt /tiː ʃɜː^{r}t/ (n) футболка
umbrella /ʌmbrelə/ (n) зонт

Here you are. Вот, пожалуйста.
How about ...? Как насчёт ... ?
How can I help you? Чем я могу помочь?
How much is it? Сколько это стоит?
I want to buy ... . Я хочу купить ... .
That's a good idea. Это хорошая идея.

Across the Curriculum 2: Geography

awful /ɔːfʊl/ (adj) ужасный, страшный
capital (city) /kæpɪt^{ə}l sɪti/ (n) столица
continent /kɒntɪnənt/ (n) континент, материк
English-speaking countries /ɪŋglɪʃ spiːkɪŋ kʌntrɪs/ (n) англоговорящие страны
hole /həʊl/ (n) отверстие
quiz /kwɪz/ (n) викторина

MODULE 3a

advert /ædvɜː^{r}t/ (n) реклама
architect /ɑː^{r}kɪtekt/ (n) архитектор
article /ɑː^{r}tɪk^{ə}l/ (n) статья
bathroom /bɑːθruːm/ (n) ванная комната
beautiful /bjuːtɪfʊl/ (adj) красивый
bedroom /bedrʊm/ (n) спальня
dining room /daɪnɪŋ ruːm/ (n) столовая
false /fɔːls/ (adj) неверный
famous /feɪməs/ (adj) известный
first /fɜː^{r}st/ (num) первый
flat /flæt/ (n) квартира
floor /flɔː^{r}/ (n) пол, этаж
garage /gærɑːʒ/ (n) гараж
great /greɪt/ (adj) великий, большой
ground floor /graʊnd flɔː^{r}/ (n) первый этаж
hall /hɔːl/ (n) коридор
home /həʊm/ (n) дом
kitchen /kɪtʃɪn/ (n) кухня
letter /letə^{r}/ (n) письмо
lift /lɪft/ (n) лифт
living room /lɪvɪŋ ruːm/ (n) гостиная
number (of) /nʌmbə^{r} ɔv/ (n) количество
own /əʊn/ (adj) собственный
pay /peɪ/ (v) платить
price /praɪs/ (n) цена
reception room /rɪsepʃ^{ə}n ruːm/ (n) зал для приёма гостей
roof /ruːf/ (n) крыша
true /truː/ (adj) верный
second /sekənd/ (num) второй
step /step/ (n) ступенька
swimming pool /swɪmɪŋ puːl/ (n) бассейн
third /θɜː^{r}d/ (num) третий
tower /taʊə^{r}/ (n) башня
unusual /ʌnjuːʒuəl/ (adj) необычный
view /vjuː/ (n) вид
villa /vɪlə/ (n) вилла

block of flats многоквартирный дом
for sale на продажу
keep fit поддерживать форму
live high up жить на верхних этажах

MODULE 3b

appliance /əplaɪəns/ (n) бытовой прибор, устройство
armchair /ɑː^{r}mtʃeə^{r}/ (n) кресло
bath /bɑːθ/ (n) ванна
bed /bed/ (n) кровать
bookcase /bʊkkeɪs/ (n) книжный шкаф
carpet /kɑː^{r}pɪt/ (n) ковёр
coffee table /kɒfi teɪb^{ə}l/ (n) журнальный столик
cooker /kʊkə^{r}/ (n) кухонная плита
fridge /frɪdʒ/ (n) холодильник
furniture /fɜː^{r}nɪtʃə^{r}/ (n) мебель
mirror /mɪrə^{r}/ (n) зеркало
painting /peɪntɪŋ/ (n) картина
sink /sɪŋk/ (n) раковина (на кухне)
sofa /səʊfə/ (n) диван, софа
table /teɪb^{ə}l/ (n) стол
television (TV) /telɪvɪʒ^{ə}n/ (n) телевизор
toilet /tɔɪlət/ (n) туалет
wardrobe /wɔː^{r}drəʊb/ (n) гардероб
washbasin /wɒʃbeɪs^{ə}n/ (n) раковина (в ванной)
window /wɪndəʊ/ (n) окно

How many? Сколько?
Really? На самом деле?
Sounds great! Хорошо! Здорово!
What's your new flat like? Как выглядит твоя новая квартира?
heads or tails (о монете) орёл или решка

MODULE 3c

CD player /siː diː pleɪə^{r}/ (n) проигрыватель компакт-дисков
call /kɔːl/ (v) называть
computer /kəmpjuːtə^{r}/ (n) компьютер
everything /evrɪθɪŋ/ (pron) всё
poster /pəʊstə^{r}/ (n) плакат, постер
wall /wɔːl/ (n) стена

I like ... very much. Мне очень нравится ... .
Where exactly is it? Где это находится точно?

MODULE 3d - Culture Corner

all /ɔːl/ (adj) все, весь
another /ənʌðə^{r}/ (adj) другой
back garden /bæk gɑː^{r}d^{ə}n/ (n) сад за домом
central heating /sentrəl hiːtɪŋ/ (n) центральное отопление
downstairs /daʊnsteə^{r}z/ (adv) внизу
fireplace /faɪə^{r}pleɪs/ (n) камин

front garden /frʌnt gɑːˈdᵊn/ (n) сад перед домом
inside /ɪnsaɪd/ (adv/prep) внутри
outside /aʊtsaɪd/ (adv/prep) снаружи
plan /plæn/ (n) схема, план
semi-detached /semi dɪtætʃt/ (adj) имеющий общую стену
special features /speʃᵊl fiːtʃəˈz/ (n) особенности
typical /tɪpɪkᵊl/ (adj) типичный
upstairs /ʌpsteəˈz/ (adv) вверху

keep people warm согревать людей

English in Use 3

big /bɪg/ (adj) большой
key /kiː/ (n) ключ
quite /kwaɪt/ (adv) вполне

Here we are. Вот мы и здесь.
It's great. Здорово.
Take a look. Взгляни.

Across the Curriculum 3: Art & Design

admire /ədmaɪəˈ/ (v) восхищаться
building /bɪldɪŋ/ (n) здание
design /dɪzaɪn/ (n) конструирование, дизайн
different /dɪfərənt/ (adj) различный
dome /dəʊm/ (n) купол
fantastic /fæntæstɪk/ (adj) фантастический
marble /mɑːˈbᵊl/ (n) мрамор
minaret /mɪnərɛt/ (n) минарет
pearl /pɜːˈl/ (n) жемчуг
palace /pælɪs/ (n) дворец
precious /preʃəs/ (adj) драгоценный
shine /ʃaɪn/ (v) сверкать, сиять
stone /stəʊn/ (n) камень
sunshine /sʌnʃaɪn/ (n) солнечная погода
wonder /wʌndəˈ/ (n) чудо
world /wɜːˈld/ (n) мир, свет

in the centre в центре
be made of быть изготовленным, сделанным из

MODULE 4a

baby /beɪbɪ/ (n) ребёнок
boy /bɔɪ/ (n) мальчик
brother /brʌðəˈ/ (n) брат
burn /bɜːˈn/ (v) гореть, пригорать
caring /keərɪŋ/ (adj) заботливый, внимательный
clever /klevəˈ/ (adj) умный
cookie /kʊkɪ/ (n) домашнее печенье
cool /kuːl/ (adj) классный
dad /dæd/ (n) папа
dance /dɑːns/ (v) танцевать
diary /daɪərɪ/ (n) дневник
family /fæmɪlɪ/ (n) семья
family members /fæmɪlɪ membəˈz/ (n) члены семьи
food /fuːd/ (n) еда
friendly /frendlɪ/ (adj) дружелюбный
father /fɑːðəˈ/ (n) отец
funny /fʌnɪ/ (adj) смешной
give /gɪv/ (v) давать
grandfather /grændfɑːðəˈ/ (n) дед
grandma /grænmɑː/ (n) бабушка
grandmother /grændmʌðəˈ/ (n) бабушка
grandpa /grænpɑː/ (n) дедушка
grandparents /grænpeərənts/ (n) дедушка и бабушка
hobby /hɒbɪ/ (n) хобби
kind /kaɪnd/ (adj) добрый
laugh /lɑːf/ (v) смеяться
make /meɪk/ (v) делать, готовить
mother /mʌðəˈ/ (n) мать
mum /mʌm/ (n) мама
naughty /nɔːtɪ/ (adj) непослушный
noisy /nɔɪzɪ/ (adj) шумный
piano /pɪænəʊ/ (n) фортепиано
pilot /paɪlət/ (n) пилот
play /pleɪ/ (v) играть
secret /siːkrɪt/ (n/adj) секрет/тайный, секретный
see /siː/ (v) видеть
sister /sɪstəˈ/ (n) сестра
sweet /swiːt/ (adj) сладкий, милый
tell /tel/ (v) говорить, сказать
violin /vaɪəlɪn/ (n) скрипка
visit /vɪzɪt/ (v) посещать, навещать
weekend /wiːkend/ (n) выходные, уик-энд
yet /jet/ (adv) ещё, пока что

every summer каждое лето

MODULE 4b

appearance /əpɪəˈrᵊns/ (n) внешность
build /bɪld/ (n) телосложение
classmate /klɑːsmeɪt/ (n) одноклассник
come /kʌm/ (v) приходить
description /dɪskrɪpʃᵊn/ (n) описание
ear /ɪəˈ/ (n) ухо
eye /aɪ/ (n) глаз
facial features /feɪʃᵊl fiːtʃəˈz/ (n) черты лица
fair /feəˈ/ (adj) светлый, белокурый
fat /fæt/ (adj) толстый, упитанный
hair /heəˈ/ (n) волосы
height /haɪt/ (n) рост
long /lɒŋ/ (adj) длинный
lovely /lʌvlɪ/ (adj) красивый
match /mætʃ/ (v) находить соответствие
moustache /məstɑːʃ/ (n) усы
mouth /maʊθ/ (n) рот
nose /nəʊz/ (n) нос
party /pɑːˈtɪ/ (n) вечеринка
plump /plʌmp/ (adj) полный, пухленький
short /ʃɔːˈt/ (adj) короткий, невысокий
talk /tɔːk/ (v) разговаривать
tall /tɔːl/ (adj) высокий
thin /θɪn/ (adj) худой
whose /ʰuːz/ (prep) чей
with /wɪð/ (prep) с

over there вон там

MODULE 4c

cooking /kʊkɪŋ/ (n) кулинария
dancing /dɑːnsɪŋ/ (n) танцы
full name /fʊl neɪm/ (n) полное имя
grace /greɪs/ (n) грация, изящество
guess /ges/ (v) угадывать
jazz /dʒæz/ (n) джаз
painting /peɪntɪŋ/ (n) рисование
person /pɜːsᵊn/ (n) личность, фигура
place /pleɪs/ (n) место
profile /prəʊfaɪl/ (n) анкета, краткие сведения
singer /sɪŋəʳ/ (n) певец, певица
singing /sɪŋɪŋ/ (n) пение
voice /vɔɪs/ (n) голос
young /jʌŋ/ (adj) молодой

MODULE 4d - Culture Corner

comic book /kɒmɪk bʊk/ (n) книга (журнал) комиксов
cook /kʊk/ (v) готовить
drink /drɪŋk/ (v) пить
eat /iːt/ (v) есть
patient /peɪʃᵊnt/ (adj) терпеливый
saxophone /sæksəfəʊn/ (n) саксофон
slim /slɪm/ (adj) стройный
show /ʃəʊ/ (n) шоу, зрелище
Swedish /swiːdɪʃ/ (adj) шведский

all over the world во всём мире
be afraid (of) бояться чего-либо
What are they like? Какие они? (по нраву, характеру)
What do they look like? Как они выглядят?

English in Use 4

now /naʊ/ (adv) сейчас
pretty /prɪtɪ/ (adj) симпатичный

as well также

Across the Curriculum 4: Literature

bee /biː/ (n) пчела
busy /bɪzi/ (adj) занятой
gentle /dʒentᵊl/ (adj) добрый, мягкий
granny /grænɪ/ (n) бабушка
kitten /kɪtᵊn/ (n) котёнок
lamb /læm/ (n) ягнёнок, овечка
mule /mjuːl/ (n) мул, осёл
Literature /lɪtᵊrətʃə/ (n) литература
owl /aʊl/ (n) сова
ox /ɒks/ (n) бык
peacock /piːkɒk/ (n) павлин
playful /pleɪfʊl/ (adj) игривый, весёлый
poem /pəʊɪm/ (n) стихотворение
rhyming words /raɪmɪŋ wɜːʳdz/ (n) рифмующиеся слова
simile /sɪmɪlɪ/ (n) сравнение
slow /sləʊ/ (adj) медленный
snail /sneɪl/ (n) улитка
stubborn /stʌbəʳn/ (adj) упрямый
title /taɪtᵊl/ (n) заглавие, название
wise /waɪz/ (adj) мудрый

as ... as такой ..., как
send an email отправить сообщение по электронной почте

MODULE 5a

amazing /əmeɪzɪŋ/ (adj) чудесный, восхитительный
animal /ænɪmᵊl/ (n) животное
bite /baɪt/ (v) кусать
camel /kæməl/ (n) верблюд
carry /kæri/ (v) носить, переносить
cobra /kəʊbrə/ (n) кобра
creature /kriːtəʳ/ (n) создание, творение
crocodile /krɒkədaɪl/ (n) крокодил
cry /kraɪ/ (v) плакать
dangerous /deɪndʒərəs/ (adj) опасный
deer (plur: deer) /dɪəʳ/ (n) олень
elephant /elɪfənt/ (n) слон
female /fiːmeɪl/ (adj) женщина
grass /grɑːs/ (n) трава
habit /hæbɪt/ (n) привычка
heavy /hevi/ (adj) тяжёлый
hide /haɪd/ (v) прятать(ся)
horn /hɔːʳn/ (n) рог
hunt /hʌnt/ (v) охотиться
leopard /lepəd/ (n) леопард
lion /laɪən/ (n) лев
metre /miːtəʳ/ (n) метр
mud /mʌd/ (n) грязь
permanent /pɜːʳmənənt/ (adj) постоянный
plant /plɑːnt/ (n) растение
relax /rɪlæks/ (v) отдыхать, расслабляться
rhino /raɪnəʊ/ (n) носорог
sleep /sliːp/ (v) спать
stripe /straɪp/ (n) полоса
swim /swɪm/ (v) плавать
tiger /taɪgəʳ/ (n) тигр
trunk /trʌŋk/ (n) хобот
use /juːz/ (v) использовать
wash /wɒʃ/ (v) мыть

MODULE 5b

address /ədres/ (n) адрес
adult /ædʌlt/ (n) взрослый
anyway /enɪweɪ/ (adv) в любом случае
beak /biːk/ (n) клюв
bear /beəʳ/ (n) медведь
cute /kjuːt/ (adj) умный, сообразительный
feather /feðəʳ/ (n) перо
find /faɪnd/ (v) находить
fish /fɪʃ/ (n) рыба
fruit /fruːt/ (n) фрукт
fur /fɜːʳ/ (n) мех
giraffe /dʒɪrɑːf/ (n) жираф
hear /hɪəʳ/ (v) слышать
highlighted /haɪlaɪtɪd/ (adj) выделенный
leg /leg/ (n) нога
mane /meɪn/ (n) грива

monkey /mʌŋki/ (n) обезьяна
neck /nek/ (n) шея
opening times /əʊpənɪŋ taɪmz/ (n) часы работы
otter /ɒtə²/ (n) выдра
paw /pɔ:/ (n) лапа
peacock /pi:kɒk/ (n) павлин
penguin /peŋgwɪn/ (n) пингвин
reason /ri:z²n/ (n) причина
sound /saʊnd/ (n) звук
tail /teɪl/ (n) хвост
thick /Θɪk/ (adj) толстый
ticket /tɪkɪt/ (n) билет
tusk /tʌsk/ (n) бивень
wild /waɪld/ (adj) дикий
wing /wɪŋ/ (n) крыло

parts of the body части тела

MODULE 5c

activity /æktɪvɪtɪ/ (n) деятельность, занятие
bright /braɪt/ (n) яркий
budgie /bʌdʒɪ/ (n) волнистый попугайчик
cow /kaʊ/ (n) корова
dog /dɒg/ (n) собака
duck /dʌk/ (n) утка
else /els/ (adv) ещё
farm animals /fɑ:²m ænɪm²ls/ (n) домашний скот
goat /gəʊt/ (n) козел, коза
golden /gəʊldən/ (adj) золотой
goldfish /gəʊldfɪʃ/ (n) золотая рыбка
goose /gu:s/ (n) гусь
guinea pig /gɪnɪ pɪg/ (n) морская свинка
guy /gaɪ/ (n) парень
hen /hen/ (n) курица
list /lɪst/ (v) составлять список, относить к чему-либо
notify /nəʊtɪfaɪ/ (v) оповещать, уведомлять
pet /pet/ (n) домашний питомец
rabbit /ræbɪt/ (n) кролик
sheep (plur: sheep) /ʃi:p/ (n) овца
take /teɪk/ (v) брать
tortoise /tɔ:²təs/ (n) черепаха

all day long весь день
take sb for walks брать кого-либо на прогулку
talk online разговаривать в реальном времени

MODULE 5d - Culture Corner

characteristic /kærɪktərɪstɪk/ (n) характеристика
complete /kəmpli:t/ (v) заполнять, завершать
cute /kju:t/ (adj) умный, сообразительный
eucalyptus /ju:kəlɪptəs/ (n) эвкалипт
fact file /fækt faɪl/ (n) «визитная карточка»
furry /fɜ:rɪ/ (adj) пушистый, меховой
get /get/ (v) получать
koala /kəʊɑ:lə/ (n) коала
leaf (plural: leaves) /li:f/ (n) лист
liquid /lɪkwɪd/ (n) жидкость
little /lɪt²l/ (adj) маленький
mammal /mæm²l/ (n) млекопитающее
marsupial /mɑ:²sʊ:pɪəl/ (adj) сумчатый
mean /mi:n/ (v) иметь в виду, обозначать
need /ni:d/ (v) нуждаться
never /nevə²/ (adv) никогда
round /raʊnd/ (adj) круглый
sharp /ʃɑ:²p/ (adj) острый
soft /sɒft/ (adj) мягкий
zoologist /zəʊɒlədʒɪst/ (n) зоолог

during the day в течение дня
they don't make good pets они не поддаются приручению

English in Use 5

breast /brest/ (n) грудь
breath /breθ/ (n) дыхание
broken /brəʊkən/ (adj) сломанный
earache /ɪəreɪk/ (n) боль в ухе
fleas /fli:z/ (n) блохи
health /helθ/ (n) здоровье
parrot /pærət/ (n) попугай
problem /prɒbləm/ (n) проблема
toothache /tu:θeɪk/ (n) зубная боль
vet /vet/ (n) ветеринар
visit /vɪzɪt/ (n) визит, посещение

be ill болеть
What's the matter? Что случилось?
What's wrong (with him)? Что (с ним) случилось?

Across the Curriculum 5: Science

antenna (plural: antennae) /æntenə/ (n) усик, щупальце
beetle /bi:t²l/ (n) жук
butterfly /bʌtə²flaɪ/ (n) бабочка
buzz around /bʌz əraʊnd/ (phr v) жужжать
call /kɔ:l/ (v) называть
dead /ded/ (adj) мёртвый
detective /dɪtektɪv/ (n) детектив
dragonfly /drægənflaɪ/ (n) стрекоза
expect /ɪkspekt/ (v) ожидать
field /fi:ld/ (n) поле
fly /flaɪ/ (n) муха
forest /fɒrɪst/ (n) лес
grasshoper /grɑ:shɒpə²/ (n) кузнечик
ground /graʊnd/ (n) земля
honey /hʌnɪ/ (n) мёд
important /ɪmpɔ:²t²nt/ (adj) важный
insect /ɪnsekt/ (n) насекомое
ladybird /leɪdibɜ:²d/ (n) божья коровка
life /laɪf/ (n) жизнь
keep /ki:p/ (v) хранить
million /mɪlɪən/ (n) миллион
mosquito /mɒskɪ:təʊ/ (n) комар
present /prɪzent/ (v) представлять
rubbish /rʌbɪʃ/ (n) мусор
unwanted /ʌnwɒntɪd/ (adj) ненужный, лишний
wasp /wɒsp/ (n) оса
waste /weɪst/ (n) отходы

MODULE 6a

acrobatics /ækrəbætɪks/ (n) акробатический трюк
action hero /ækʃᵊn hɪərəʊ/ (n) главный герой
after /ɑftəʳ/ (prep) после
always /ɔːlweɪz/ (adv) всегда
archaeologist /ɑːʳkɪɒlədʒɪst/ (n) археолог
before /bɪfɔː/ (adv) перед
clock /klɒk/ (n) часы
daily /deɪli/ (adj) ежедневный
daily routine /deɪli ruːtiːn/ (n) распорядок дня
get up /get ʌp/ (phr v) вставать (с постели)
fight /faɪt/ (v) бороться
late /leɪt/ (adv) поздно
often /ɒfᵊn/ (adv) часто
sometimes /sʌmtaɪmz/ (adv) иногда
usually /juːʒuəli/ (adv) обычно
wake up /weɪk ʌp/ (phr v) просыпаться

at ... o'clock в ... часов
at home дома
at midnight/at night в полночь/ночью
at noon в полдень
do homework делать домашнее задание
do/go the shopping ходить за покупками
have/eat dinner ужинать
have/eat lunch обедать
for a while некоторое время
get dressed одеваться
go jogging совершать пробежку
go to bed ложиться спать
go to school ходить в школу
half past seven половина восьмого
Have you got the time, please? Скажите, пожалуйста, который час?
practise kick boxing упражняться в кикбоксинге
quarter past seven четверть восьмого
quarter to seven без четверти семь
What's the time, please? скажите пожалуйста, который час?
work on computer работать на компьютере

MODULE 6b

ambulance /leɪt/ (n) карета скорой помощи
baker /beɪkəʳ/ (n) булочник, пекарь
bakery /beɪkərɪ/ (n) булочная, пекарня
café /kæfeɪ/ (n) кафе
doctor /dɒktəʳ/ (n) доктор, врач
drive /draɪv/ (v) водить, управлять автомобилем
hospital /hɔspɪtᵊl/ (n) больница
job /dʒɔb/ (n) работа
mechanic /mɪkænɪk/ (n) механик
Mr /mɪstə/ (n) мистер, господин
Ms /mɪz/ (n) мисс
Mrs /mɪsɪz/ (n) миссис
nurse /nɜːʳs/ (n) медицинская сестра, сиделка
paint /peɪnt/ (v) красить, рисовать
painter /peɪntəʳ/ (n) маляр, художник
postman /pəʊstmən/ (n) почтальон
serve /sɜːʳv/ (v) подавать, обслуживать
taxi driver /tæksi draɪvəʳ/ (n) таксист
wait /weɪt/ (v) ждать
waiter /weɪtəʳ/ (n) официант

a street scene уличная сцена
across the road через дорогу
act out a dialogue разыгрывать диалог
catch the bus home сесть на автобус до дома
deliver letters доставлять письма
do a crossword разгадывать кроссворд
repair ремонтировать
say goodbye to ... попрощаться с ...
by the fire у огня
What does your dad do? Чем занимается твой папа?

MODULE 6c

boring /bɔːrɪŋ/ (adj) скучный, неинтересный
hard work /hɑːʳd wɜːʳk/ (n) трудная работа
help /help/ (v) помогать
newspaper /njuːspeɪpəʳ/ (n) газета

Drop me a line. Напиши мне строчку.
Have a good time! Желаю вам хорошо провести время!
Great to hear from you. Рад, что ответил(а).
make phone calls звонить по телефону
plant flowers сажать цветы
play (games) with играть (в игры) с ...
That's all for now! Пока это всё!
Write back soon. Отвечай поскорее.

MODULE 6d - Culture Corner

above /əbʌv/ (adv) над
belfry /belfrɪ/ (n) колокольня
exactly /ɪgzæktlɪ/ (adv) точно
hour hand /aʊəʳ hænd/ (n) часовая стрелка
huge /hjuːdʒ/ (adj) огромный
interesting /ɪntrestɪŋ/ (adj) интересный
know /nəʊ/ (v) знать
landmark /lændmɑːʳk/ (n) достопримечательность
minute hand /mɪnɪt hænd/ (n) минутная стрелка
most (people) /məʊst/ (n) большинство
perhaps /pəʳhæps/ (adv) возможно
ton /tʌn/ (n) тонна
top /tɔp/ (n) верхушка, шпиль
tour guide /tʊəʳ gaɪd/ (n) экскурсовод
tourist attraction /tʊərɪst ətrækʃᵊn/ (n) место, привлекающее туристов
wide /waɪd/ (adj) широкий

commissioner of works руководитель работ
every year каждый год

English in Use 6

agree /əgriː/ (v) соглашаться
free /friː/ (adj) свободный
respond /rɪspɒnd/ (v) отвечать
suggestion /səʤestʃᵊn/ (n) предложение

go to the cinema ходить в кино

be tired устать
see you at ... o' clock увидимся в ... часов
Sure, that's a good idea. Конечно, это хорошая идея.
What/How about having a coffee? Как насчёт кофе?
Why don't we go ... ? Почему бы нам не пойти ... ?

Across the Curriculum 6: Science

be ready /bɪ ɾɛdɪ/ (v) быть готовым
centimetre /sɛntɪmiːtəʳ/ (n) сантиметр
compass /kʌmpəs/ (n) компас
correct /kəɾɛkt/ (adj) правильный, верный
different /dɪfərənt/ (adj) различный
early /ɜːlɪ/ (adj) ранний
east /iːst/ (n) восток
hole /həʊl/ (n) отверстие
lid /lɪd/ (n) крышка
mark /mɑːʳk/ (n) отметка
mobile phone /məʊbaɪl fəʊn/ (n) мобильный телефон
move around /muːv əɾaʊnd/ (phr v) вращаться вокруг
nearby /nɪəʳbaɪ/ (adj) близлежащий
need /niːd/ (v) нуждаться
north /nɔːʳθ/ (n) север
perfect /pɜːʳfɪkt/ (adj) идеальный, отличный
place /pleɪs/ (n) место
point /pɔɪnt/ (v) указывать
put /pʊt/ (v) класть
shadow /ʃɛdəʊ/ (n) тень
sky /skaɪ/ (n) небо
side /saɪd/ (n) сторона
south /saʊθ/ (n) юг
stone /stəʊn/ (n) камень
straw /stɾɔː/ (n) соломинка
sundial /sʌndaɪəl/ (n) солнечные часы
sunny day /sʌni deɪ/ (n) солнечный день
tape /teɪp/ (v) прикрепить скотчем (зд.)
top /tɒp/ (n) верх, верхушка
until /ənʈɪl/ (prep) до
use /juːz/ (v) использовать
west /west/ (n) запад

do the same делать то же самое

MODULE 7a

autumn /ɔːtəm/ (n) осень
balcony /bælkəni/ (n) балкон
chat log /ʧæt lɒg/ (n) чат
computer screen /kəmpjuːtəʳ skɾiːn/ (n) экран компьютера
image /ɪmɪʤ/ (n) изображение
magazine /mægəziːn/ (n) журнал
mind /maɪnd/ (n) ум, разум
month /mʌnθ/ (n) месяц
January /ʤænjəɾi/ (n) январь
February /fɛbjuəɾi/ (n) февраль
March /mɑːʳʧ/ (n) март
April /eɪpɾɪl/ (n) апрель
May /meɪ/ (n) май
June /ʤuːn/ (n) июнь
July (n) /ʤʊlaɪ/ июль
August /ɔːgəst/ (n) август
September /sɛptɛmbəʳ/ (n) сентябрь
October /ɒktəʊbəʳ/ (n) октябрь
November /nəʊvɛmbəʳ/ (n) ноябрь
December /dɪsɛmbəʳ/ (n) декабрь
proverb /pɾɒvɜːʳb/ (n) пословица, поговорка
season /siːzᵊn/ (n) время года
snow /snəʊ/ (n) снег
spring /spɾɪŋ/ (n) весна
statement /steɪtmənt/ (n) утверждение
summer /sʌməʳ/ (n) лето
weather /wɛðəʳ/ (n) погода
weather forecast /wɛðəʳ fɔːʳkaːst/ (n) прогноз погоды
winter /wɪntəʳ/ (n) зима
year /jɜːʳ/ (n) год

at the moment сейчас, в настоящий момент
be fed up with sth устать от чего-либо
How are you doing? Как дела?
It doesn't suit me. Это не по мне.
It's fabulous! Это потрясающе!
It's (very) hot. (Очень) жарко.
It's awful! Это ужасно!
It's cold. Холодно.
It's freezing. Морозно.
It's raining (heavily). Идёт (сильный) дождь.
It's snowing. Идёт снег.
It's terrible! Это ужасно.
It's warm. Тепло.
The sun is shining. Светит солнце.
That's not my kind of place. Это место не для меня.
What's the weather like in ...? Какая погода в ...?
go swimming ходить купаться
pick flowers собирать цветы
rake leaves сгребать листья
You're lucky. Тебе повезло.

MODULE 7b

airport /ɛəpɔːʳt/ (n) аэропорт
bag /bæg/ (n) сумка
blouse /blaʊz/ (n) блузка
boots /buːts/ (n) ботинки
clothes /kləʊðz/ (n) одежда
coat /kəʊt/ (n) пальто
couple /kʌpᵊl/ (n) пара
dress /dɾɛs/ (n) платье
get on /gɛt ɒn/ (phr v) садиться на ... (о транспорте)
habit /hæbɪt/ (n) привычка
hang up /hæŋ ʌp/ (phr v) вешать телефонную трубку
high heels /haɪ hiːlz/ (n) высокие каблуки
joke /ʤəʊk/ (n) шутка
jumper /ʤʌmpəʳ/ (n) джемпер
light /laɪt/ (adj) лёгкий, светлый
loose /luːs/ (adj) свободный (об одежде)
put on /pʊt ɒn/ (phr v) надевать
raincoat /ɾeɪnkəʊt/ (n) плащ
shirt /ʃɜːʳt/ (n) рубашка
shoes /ʃuːz/ (n) туфли

shorts /ʃɔːʳts/ (n) шорты
skirt /skɜːʳt/ (n) юбка
socks /sɒks/ (n) носки
suit /suːt/ (n) костюм
telephone conversation /telɪfəʊn kɒnvəˢeɪʃᵊn/ (n) телефонный разговор
tight /taɪt/ (adj) тесный (об одежде), обтягивающий
trainers /treɪnəʳz/ (n) кроссовки
trousers /traʊzəʳz/ (n) брюки
wear /weəʳ/ (v) носить

go on foot ходить пешком
How do I look in this? Как я выгляжу в этом?
How does this look on me? Как это на мне смотрится?
I'm not sure it suits you. Я не уверен, что это подходит мне.

MODULE 7c

beach /biːtʃ/ (n) пляж
enjoy /ɪnʤɔɪ/ (v) наслаждаться, получать удовольствие
greeting /griːtɪŋ/ (n) привет, приветствие
local club /ləʊkᵊl klʌb/ (n) местный клуб
postcard /pəʊstkɑːʳd/ (n) открытка
stay /steɪ/ (v) останавливаться, оставаться
sunbathe /sʌnbeɪð/ (v) загорать

go camping ходить в поход
go skiing кататься на лыжах
have a picnic устраивать пикник
It's fun. Весело.
make a snowman лепить снеговика
play golf играть в гольф
See you soon. Скоро увидимся.

MODULE 7d - Culture Corner

calm /kɑːm/ (adj) спокойный, тихий
climate /klaɪmət/ (n) климат
cool /kuːl/ (adj) прохладный
decide /dɪsaɪd/ (v) решать
jacket /ʤækɪt/ (n) куртка
long-sleeved /lɒŋ sliːvd/ (adj) с длинными рукавами
northwest /nɔːʳθwest/ (adj) северо-запад
pack /pæk/ (v) упаковывать
sad /sæd/ (adj) грустный
short-sleeved /ʃɔːʳt sliːvd/ (adj) с короткими рукавами
stressed /strest/ (adj) напряжённый
temperature /temprəʧəʳ/ (n) температура
vary /veəri/ (v) различаться
walking shoes /wɔːkɪŋ ʃuːz/ (n) спортивная обувь
wool sweater /wʊl swetəʳ/ (n) шерстяной свитер

make sure убеждаться, удостовериться

English in Use 7

clothing sizes /kləʊðɪŋ saɪzɪz/ (n) размеры одежды
customer /kʌstəməʳ/ (n) покупатель
collar /kɔləʳ/ (n) воротник

Any particular colour? Какой-то особенный цвет?
Have a nice day! Приятного дня!
Here you are. Вот, пожалуйста.
How can I help you? Чем я могу вам помочь?
How much does it cost? Сколько это стоит?
How much is it? Сколько это стоит?
I'm looking for ... . Я ищу ... .
Thank you – You're welcome. Спасибо — Пожалуйста.
What size are you? Какой у вас размер?

Across the Curriculum 7: Literature

blow away /bləʊ əweɪ/ (phr v) уносить (ветром)
branch /brɑːnʧ/ (n) ветка
dancing ballerina /dɑːnsɪŋ bælərɪːnə/ (n) танцующая балерина
go away /gəʊ əweɪ/ (phr v) уходить
go up /gəʊ ʌp/ (phr v) подниматься вверх
land /lænd/ (n) земля
sea /siː/ (n) море
sky /skaɪ/ (n) небо
wind /wɪnd/ (n) ветер

MODULE 8a

banana /bənɑːnə/ (n) банан
biscuit /bɪskɪt/ (n) печенье
both /bəʊθ/ (pron) оба
carrot /kærət/ (n) морковь
celebrate /selɪbreɪt/ (v) праздновать
celebration /seləbreɪʃᵊn/ (n) празднование, праздник
choose /ʧuːz/ (v) выбирать
complete /kəmpliːt/ (v) заполнять, завершать
cookery competition /kʊk kɒmpɪtɪʃᵊn/ (n) кулинарный конкурс
costume /kɔstjuːm/ (n) костюм
cranberry sauce /krænbərɪ sɔːs/ (n) клюквенный соус
cut /kʌt/ (v) резать, разрезать
crop /krɔp/ (n) урожай
dessert /dɪzɜːʳt/ (n) десерт
dictionary entry /dɪkʃənrɪ entrɪ/ (n) словарная статья
different varieties /dɪfrənt vəraɪətɪz/ (n) различные виды
dish /dɪʃ/ (n) блюдо
dress up /dres ʌp/ (phr v) наряжаться
farmer /fɑːʳməʳ/ (n) фермер
festive /festɪv/ (adj) весёлый, праздничный
festival /festɪvᵊl/ (n) праздник
fresh /freʃ fruːt/ (adj) свежий
harvest /hɑːʳvɪst/ (n/v) урожай/собирать урожай
holiday /hɒlɪdeɪ/ (n) праздник
last /lɑːst/ (v) длиться, продолжаться
moon /muːn/ (n) луна
pumpkin pie /pʌmpkɪn paɪ/ (n) тыквенный пирог
radio show /reɪdɪəʊ ʃəʊ/ (n) радиопрограмма
rice /raɪs/ (n) рис
street /striːt/ (n) улица
sweet potato /swiːt pəteɪtəʊ/ (n) сладкий картофель
turkey /tɜːʳkɪ/ (n) индейка
wheat /ʰwiːt/ (n) пшеница

light bonfires разжигать костры
set off fireworks запускать фейерверки
exchange gifts обмениваться подарками

MODULE 8b

bottle /bɒtᵊl/ (n) бутылка
bowl /bəʊl/ (n) миска, тарелка
box /bɒks/ (n) коробка
bread /bred/ (n) хлеб
burger /bɜːʳgəʳ/ (n) гамбургер
butter /bʌtəʳ/ (n) масло
cabbage /kæbɪʤ/ (n) капуста
cake /keɪk/ (n) торт
carton /kɑːʳtᵊn/ (n) пакет
cereal /sɪəriəl/ (n) хлопья
cheese /ʧiːz/ (n) сыр
cherry /ʧeri/ (n) вишня
chicken /ʧɪkɪn/ (n) курица, цыплёнок
chocolate /ʧɒklɪt/ (n) шоколад
container /kənteɪnəʳ/ (n) ёмкость, сосуд
cupboard /kʌbəʳd/ (n) шкаф для посуды
everything /evrɪθɪŋ/ (pron) всё
garlic /gɑːʳlɪk/ (n) чеснок
glass /glɑːs/ (n) стакан
grapes /greɪps/ (n) виноград
ice cream /aɪs kriːm/ (n) мороженое
jar /ʤɑːʳ/ (n) банка
lemonade /leməneɪd/ (n) лимонад
master chef /mɑːstəʳ ʃef/ (n) шеф-повар
meal /miːl/ (n) приём пищи
meat /miːt/ (n) мясо
milk /mɪlk/ (n) молоко
olive oil /ɒlɪv ɔɪl/ (n) оливковое масло
onion /ʌnjən/ (n) лук
orange juice /ɒrɪnʤ ʤuːs/ (n) апельсиновый сок
packet /pækɪt/ (n) пакет, пачка
pasta /pɑːstə/ (n) паста, макароны
pineapple /paɪnæpᵊl/ (n) ананас
pizza /piːtsə/ (n) пицца
sausage /sɒsɪʤ/ (n) сосиска
strawberry /strɔːbri/ (n) клубника
shopping list /ʃɒpɪŋ lɪst/ (n) список покупок
sugar /ʃʊgəʳ/ (n) сахар
tomato /təmɑːtəʊ/ (n) помидор
tonight /tənaɪt/ (n) сегодня вечером

MODULE 8c

balloon /bəluːn/ (n) воздушный шарик
bring /brɪŋ/ (v) приносить
Chinese /ʧaɪniːz/ (adj) китайский
crisps /krɪsps/ (n) чипсы
envelope /ɡnvəlɔʊp/ (n) конверт
full of /fʊl ɔv/ полон чего-либо
good luck /gʊd lʌk/ (n) удача
magazine entry /mæɡəzɪːn ɡntri/ (n) журнальная статья
mean /miːn/ (v) значить, означать
money /mʌni/ (n) деньги
noodles /nuːdᵊlz/ (n) лапша
paper /peɪpəʳ/ (n) бумага
sandwich /sænwɪʧ/ (n) бутерброд
soup /suːp/ (n) суп
stick /stɪk/ (n) палка, палочка
treat /triːt/ (n) угощение
unlucky /ʌnlʌki/ (adj) неудачливый

I'd love to ... Мне бы хотелось ...
I don't think so. Я так не думаю.
Would you like ...? Не желаете ...?

MODULE 8d - Culture Corner

baseball /beɪsbɔːl/ (n) бейсбол
basketball /bɑːskɪtbɔːl/ (n) баскетбол
call /kɔːl/ (v) называть
corn /kɔːʳn/ (n) кукуруза
custom /kʌstəm/ (n) обычай
fries /fraɪz/ (n) картофель фри
hamburger /hæmbɜːʳgəʳ/ (n) гамбургер
quiz /kwɪz/ (n) викторина
score /skɔːʳ/ (n) очко, гол
Thanksgiving (Day) /Θæŋksgɪvɪŋ/ (n) День благодарения

English in Use 8

baked potato /beɪkt pəteɪtəʊ/ (n) печёный картофель
beef /biːf/ (n) говядина
cashier /kæʃɪəʳ/ (n) кассир
chilli /ʧɪli/ (n) острый, стручковый перец (чили)
chips /ʧɪps/ (n) чипсы
coke /kəʊk/ (n) кока-кола
fast food /fɑːst fʊd/ (n) еда быстрого приготовления
medium /miːdiəm/ (adj) средний
menu /menjuː/ (n) меню
mineral water /mɪnərəl wɔːtəʳ/ (n) минеральная вода
order /ɔːdəʳ/ (n/v) заказ/заказывать
takeaway /teɪkəweɪ/ (n) еда на вынос
tuna /tjuːnə/ (n) тунец
vanilla /vənɪlə/ (n) ваниль

Enjoy your meal. Приятного аппетита.
Is that eat in or take away? Вы будете кушать здесь или заберёте с собой?
PSHE (Personal, Social & Health Education) основы безопасности жизнедеятельности

Across the Curriculum 8: PSHE

back /bæk/ (adv) назад
bacteria /bæktɪəriə/ (n) бактерия
carefully /keəʳfʊli/ (adv) аккуратно, тщательно
chop /ʧɒp/ (v) резать
clean /kliːn/ (v) чистить, очищать
dairy products /deəri prɒdʌkts/ (n) молочные продукты
danger /deɪnʤəʳ/ (n) опасность
first /fɜːst/ (adv) сначала
forget /fəˈget/ (v) забывать
fruit & vegetables /fruːt ənd veʤɪtəbᵊl/ (n) фрукты и овощи
keep away /kiːp əweɪ/ (phr v) держать вдали от
keep out /kiːp aʊt/ (phr v) не допускать, не позволять
knife /naɪf/ (n) нож
prepare /prɪpeəʳ/ (v) готовить
sharp /ʃɑːʳp/ (adj) острый
store /stɔːʳ/ (v) хранить

surface /sɜːfɪs/ (n) поверхность
touch /tʌtʃ/ (v) касаться, дотрагиваться
yoghurt /jɒgət/ (n) йогурт

the list of dos and don'ts список того, что можно и нельзя делать
for example например
keep clean содержать в чистоте

MODULE 9a

aspirin /æspɪrɪn/ (n) аспирин
bakery /beɪkəri/ (n) булочная
chemist's /kemɪsts/ (n) аптека
florist's /flɒrɪsts/ (n) цветочный магазин
greengrocer's /griːngrəʊsəz/ (n) овощной магазин
jeweller's /ʤuːələz/ (n) ювелирный магазин
mean /miːn/ (v) иметь в виду, обозначать
mention /menʃn/ (v) упоминать
newsagent's /njuːzeɪʤənts/ (n) газетный киоск
record shop /rekɔːd ʃɒp/ (n) музыкальный магазин
sell /sel/ (v) продавать
shoe shop /ʃuːʃɒp/ (n) обувной магазин
shop /ʃɒp/ (n/v) магазин, делать покупки
shopping centre/mall /ʃɒpɪŋ sentə/ /mɔːl/ (n) торговый центр
tulip /tjuːlɪp/ (n) тюльпан

fast food restaurant ресторан быстрого питания, фаст-фуд
look for искать
pair of shoes пара туфель

MODULE 9b

adventure park /ædventʃə pɑːk/ (n) парк аттракционов
advertise /ædvətaɪz/ (v) рекламировать
art gallery /ɑːt gælərɪ/ (n) картинная галерея
candyfloss /kændɪflɒs/ (n) сахарная вата
classical /klæsɪkəl/ классический
concert hall /kɒnsət hɔːl/ (n) концертный зал
exhibition /eksɪbɪʃn/ (n) выставка
museum /mjuːzɪəm/ (n) музей
Net /net/ интернет
play /pleɪ/ (n/v) пьеса/играть
queue /kjuː/ (n) очередь
ride /raɪd/ (n) аттракцион (в парке)
roller coaster /rəʊlə kəʊstə/ (n) американские горки
royal /rɔɪəl/ (adj) королевский
theatre /θɪətə/ (n) театр
theme park /θiːm pɑːk/ (n) тематический парк

MODULE 9c

action film /ækʃn film/ (n) фильм жанра экшн, боевик
adventure film /ædventʃə film/ (n) фильм-приключение
adult /ædʌlt/ (n) взрослый
animated /ænɪmeɪtɪd/ (adj) мультипликационный
become /bɪkʌm/ (v) становиться
comedy /kɒmədi/ (n) комедия
hero /hɪərəʊ/ (n) герой
horror film /hɒrə film/ (n) фильм ужасов
romance /rəmæns/ (n) романтический фильм
face /feɪs/ (v) сталкиваться (зд.)
heading /hedɪŋ/ (n) заголовок
leading star /liːdɪŋ stɑː/ (n) актёр/актриса в главной роли
main character /meɪn kærɪktə/ (n) главный персонаж
miss /mɪs/ (v) пропускать
plot /plɒt/ (n) сюжет
recommend /rekəmend/ (v) рекомендовать
recommendation /rekəmendeɪʃn/ (n) рекомендация
review /rɪvjuː/ (n) обзор
save /seɪv/ (v) спасать

It is (well) worth seeing. Это стоит того, чтобы посмотреть.

MODULE 9d - Culture Corner

busy spot /bɪzi spɒt/ (n) оживлённое место
cinema /sɪnɪmɑː/ (n) кинотеатр
nearby /nɪəbaɪ/ (adv) поблизости
nightclub /naɪtklʌb/ (n) ночной клуб
premiere /premɪeə/ (n) премьера
pronounce /prənaʊns/ (v) произносить
seat /siːt/ (n) место (для сидения)
square /skweə/ (n) площадь
statue /stæʧuː/ (n) статуя

how much/many сколько

English in Use 9

opposite /ɔpəzɪt/ (prep) напротив
supermarket /sjuːpəmɑːkɪt/ (n) супермаркет

Can you tell me where the ... is? Не подскажете, где находится ...?
Could you tell me how to get to ... ? Скажите, как добраться до...
Excuse me. Is there a ... around here? Простите, а где-нибудь поблизости есть ...?
on one's left/right справа/слева от кого-либо
turn right/left поворачивать направо/налево
walk down идти вниз по

Across the Curriculum 9: Maths

bar /bɑː/ (n) плитка
change /ʧeɪnʤ/ (n) сдача
coin /kɔɪn/ (n) монета
cost /kɒst/ (v) стоить
item /aɪtəm/ (n) пункт, предмет
pence /pens/ (n) пенни (мн.ч.)
penny /peni/ (n) пенс
pound /paʊnd/ (n) фунт стерлингов

MODULE 10a

abroad /əbrɔːd/ (adv) за границей
activity holiday /æktɪvɪtɪ hɒlɪdeɪ/ (n) активный отдых
advert /ædvɜːt/ (n) реклама

advise /ədvaɪz/ (v) советовать
ancient culture /eɪnʃənt kʌlʧəʳ/ (n) древняя культура
apartment /əpɑːʳtmənt/ (n) квартира, апартаменты
beauty /bjuːtɪ/ (n) красота
book /bʊk/ (v) заказывать, бронировать
camp /kæmp/ (n/v) лагерь/разбивать лагерь
coach /kəʊʧ/ (n) автобус (междугородний)
countryside /kʌntrɪsaɪd/ (n) сельская местность
credit card /krɛdɪt kɑːʳd/ (n) кредитная карточка
cruise /kruːz/ (n) круиз
discover /dɪskʌvəʳ/ (v)обнаруживать, открывать
experience /ɪkspɪərɪəns/ (v) испытывать, знать по опыту
extreme sports /ɪkstriːm spɔːʳts/ (n) экстремальный спорт
fill in /fɪl ɪn/ (phr v) заполнять
free brochure /friː brəʊʃəʳ/ (n) бесплатная брошюра
full board /fʊl bɔːʳd/ (n) полный пансион
historic /hɪstɒrɪk/ (adj) исторический
holiday /hɔlədeɪ/ (n) каникулы, праздник, отпуск
hotel /həʊtel/ (n) гостиница
join (in) /ʤɔɪn ɪn/ (phr v) присоединяться
learn (about) /lɜːʳn əbaʊt/ (v) узнавать (о)
leisure /leʒəʳ/ (n) свободное время, досуг
magic /mæʤɪk/ (n) волшебство, магия
magnificent /mægnɪfɪsᵊnt/ (adj) великолепный
motorbike /məʊtəʳbaɪk/ (n) мотоцикл
mountaineering /maʊntɪnɪərɪŋ/ (n) альпинизм
price /praɪs/ (n) цена
rest /rest/ (n) отдых
rock climbing /rɒk klaɪmɪŋ/ (n) скалолазание
safari /səfɑːrɪ/ (n) сафари
sand /sænd/ (n) песок
ship /ʃɪp/ (n) теплоход, корабль
sightseeing tour /saɪtsiːɪŋ tʊəʳ/ (n) тур по достопримечательностям
spend /spend/ (v) проводить (время)
travel /trævᵊl/ (n/v) путешествие, путешествовать
travel agent /trævᵊl eɪʤənt/ (n) туристический агент
trekking /trekɪŋ/ (n) горный туризм

MODULE 10b

airport /eəʳpɔːʳt/ (n) аэропорт
bored /bɔːʳd/ (adj) скучающий
boring /bɔːrɪŋ/ (adj) скучный
business /bɪznɪs/ (n) бизнес
canoeing /kənuːɪŋ/ (n) гребля на каноэ
decide /dɪsaɪd/ (v) решать
difficult /dɪfɪkəlt/ (adj) трудный, сложный
enjoyable /ɪnʤɔɪəbᵊl/ (adj) приятный, доставляющий удовольствие
excited /ɪksaɪtɪd/ (adj) взволнованный
exciting /ɪksaɪtɪŋ/ (adj) волнующий
feeling /fiːlɪŋ/ (n) ощущение
fishing /fɪʃɪŋ/ (n) рыбалка
hard /hɑːʳd/ (adj) тяжёлый, трудный
hiking /haɪkɪŋ/ (n) пешеходный туризм
hungry /hʌŋgrɪ/ (adj) голодный
jet skiing /ʤet skiːɪŋ/ (n) катание на водном мотоцикле
mind /maɪnd/ (n) ум
relaxed /rɪlækst/ (adj) расслабленный
relaxing /rɪlæksɪŋ/ (adj) расслабляющий
sailing /seɪlɪŋ/ (n) хождение на яхте
scuba diving /skuːbə daɪvɪŋ/ (n) подводное плавание, погружение с аквалангом
sunbathing /sʌnbeɪθɪŋ/ (n) загар
tiring /taɪərɪŋ/ (adj) утомительный
tired /taɪəd/ (adj) уставший
white water rafting /ʷwaɪt wɔtəʳ rɑːftɪŋ/ (n) сплав на плотах
windsurfing /wɪndsɜːʳfɪŋ/ (n) виндсёрфинг

Don't worry! Не волнуйтесь!
pass the exam сдать экзамен

MODULE 10c

abbreviation /əbriːvɪeɪᵊʃᵊn/ (n) аббревиатура, сокращение
dentist /dentɪst/ (n) стоматолог, дантист
headache /hedeɪk/ (n) головная боль
health matters /helθ mætəʳz/ (n) вопросы здоровья
note /nəʊt/ (n) записка
pharmacy /fɑːʳməsɪ/ (n) аптека
reception /rɪsepᵊʃᵊn/ (n) стойка администратора
stomachache /stʌməkeɪk/ (n) боль в животе
sunburn /sʌnbɜːʳn/ (n) ожог от солнца
temperature /temprəʧəʳ/ (n) температура
toothache /tuːθeɪk/ (n) зубная боль

put lotion наносить мазь, лосьон
see a doctor посещать доктора
stay out of sun держаться подальше от солнца

MODULE 10d - Culture Corner

aboard /əbɔːʳd/ (adv) на борту
castle /kɑːsᵊl/ (n) замок
cathedral /kəθiːdrəl/ (n) собор
flat tyre /flæt taɪəʳ/ (n) спущенная шина
scenic /siːnɪk/ (adj) живописный, красивый
sit back /sɪt bæk/ (phr v) откидываться (на спинку сидения)
square /skweəʳ/ (n) квадрат (зд.)
team /tiːm/ (n) команда
win /wɪn/ (v) выигрывать

miss a turn пропускать ход

English in Use 10

kind /kaɪnd/ (n) вид, тип
ordinary /ɔːʳdnrɪ/ (adj) обычный
reasonable /riːznəbᵊl/ (adj) справедливый, разумный
rent /rent/ (v) брать напрокат
sign /saɪn/ (v) подписывать(ся), ставить подпись

per day в день

Across the Curriculum 10: Geography

bottled water /bɒtᵊld wɔtəʳ/ (n) бутилированная вода
cartoon strip /kɑːʳtuːn strɪp/ (n) комикс
leaflet /liːflət/ (n) листовка
point /pɔɪnt/ (n) пункт

reason /riːzᵊn/ (n) причина
shut up /ʃʌt ʌp/ (phr v) замолчать
stream /striːm/ (n) ручей
tent /tɛnt/ (n) палатка
whistle /ʰwɪsᵊl/ (n) свисток

get lost потеряться
Let's have some fun! Давайте повеселимся!
start a fire разводить костёр

Geographical Names

Africa /æfrɪkə/ Африка
Agra /ɑːgrə/ г. Агра (Индия)
Alaska /əlæskə/ Аляска
Aleutian Island /əluːʃᵊn aɪlənd/ Алеутские острова
America /əmɛrɪkə/ Америка
Antarctica /æntɑːʳktɪkə/ Антарктида
Asia /eɪʒə/ Азия
Australia /ɒstreɪlɪə/ Австралия
Ballater /bælətəʳ/ г. Баллатер (Великобритания)
Barranquilla /bærənkɪjə/ г. Баранкилла (Колумбия)
Belfast /bɛlfɑːst/ Белфаст (Северная Ирландия)
Bering Sea /bɛrɪŋ siː/ Берингово море
Brazil /brəzɪl/ Бразилия
Canada /kænədə/ Канада
Canberra /kænbərə/ Канберра
China /ʧaɪnə/ Китай
Columbia /kəlʌmbɪə/ Колумбия
Cork /kɔːʳk/ г. Корк (Ирландия)
Dona Lola /dəʊnə ləʊlə/ Дона Лола (курорт в Испании)
Dublin /dʌblɪn/ г. Дублин (Ирландия)
Edinburgh /ɛdɪnbərə/ г. Эдинбург (Шотландия)
Egypt /iːʤɪpt/ Египет
England /ɪŋgland/ Англия
Europe /jʊərəp/ Европа
Forth /fɔːʳθ/ Форт (река в Шотландии)
France /frɑːns/ Франция
Glasgow /glɑːzkəʊ/ г. Глазго (Шотландия)
(Great) Britain /(greɪt) brɪtᵊn/ Великобритания
Greece /griːs/ Греция
India /ɪndɪə/ Индия
Ireland /aɪələnd/ Ирландия
Italy /ɪtəlɪ/ Италия
Japan /ʤəpæn/ Япония
Kiska Island /kɪskə aɪlənd/ о. Киска (Аляска)
Kodiak Island /kəʊdiæk aɪlənd/ о. Кадьяк (Аляска)
Korea /kərɪə/ Корея
Loch Ness /lɒk nes/ оз. Лохнесс
London /lʌndən/ Лондон
Mallorca /məjɔːʳkə/ о. Майорка (Испания)
Mexico /mɛksɪkəʊ/ Мексика
Mount Kilimanjaro /maʊnt kɪlɪmənʤɑːrəʊ/ гора, вулкан Килиманджаро
Nepal /nəpɔːl/ Непал
New York City /njuː jɔːʳk sɪtɪ/ Нью Йорк
New Zealand /njuː ziːlənd/ Новая Зеландия
North America /nɔːʳθ əmɛrɪkə/ Северная Америка
Northern India /nɔːʳðəʳn ɪndɪə/ север Индии
Northern Ireland /nɔːʳðəʳn aɪələnd/ Северная Ирландия
Nunivak Island /nʌnɪvək aɪlənd/ о. Нунивак (Аляска)
Oban /əʊbən/ г. Оban (Великобритания)
Ottawa /ɒtəwə/ г. Оттава (Канада)
Pacific Ocean /pəsɪfɪk əʊʃᵊn/ Тихий океан
Pakistan /pɑːkɪstɑːn/ Пакистан
Pribilof Islands /prɪbɪlɒf aɪləndz/ острова Прибылова
the River Nile /rɪvəʳ naɪl/ р. Нил
the River Stirling /rɪvəʳ stɜːʳlɪŋ/ р. Стерлинг (Шотландия)
Russia /rʌʃə/ Россия
Scotland /skɒtlənd/ Шотландия
South America /saʊθ əmɛrɪkə/ Южная Америка
South Asia /saʊθ eɪʒə/ Южная Азия
Southwest Alaska /saʊθwest əlæskə/ юго-запад Аляски
Spain /speɪn/ Испания
Springfield /sprɪŋfiːld/ г. Спрингфилд (США)
St Andrews /sənt ændruːz/ г. Сент-Эндрюс (Шотландия)
St George Island /sənt ʤɔːʳʤ aɪlənd/ остров Святого Георгия
St Lawrence Island /sənt lɒrəns aɪlənd/ остров Святого Лаврентия
St Matthew Island /sənt mæθjuː aɪlənd/ остров Святого Матвея
St Paul Island /sənt pɔːl aɪlənd/ остров Святого Павла
Stirling /stɜːʳlɪŋ/ г. Стерлинг (Шотландия)
Surrey /sʌrɪ/ графство Суррей
Switzerland /swɪtsələnd/ Швейцария
Turkey /tɜːʳkɪ/ Турция
the Thames /tɛmz/ р. Темза (Великобритания)
the Himalayas /ðə hɪməleɪəz/ Гималаи
the Philippines /ðə fɪlɪpiːnz/ Филиппины
the UK /ðə juː keɪ/ [the United Kingdom] Соединённое Королевство (Великобритании и Северной Ирландии)
the USA /ðə juː es eɪ/ [the United States of America] Соединенные Штаты Америки
Valley of the Kings /vælɪ əv ðə kɪŋz/ Долина Королей
Wales /weɪlz/ Уэльс
Washington DC /wɒʃɪŋtən diː siː/ Вашингтон (округ Колумбия)
Wellington /wɛlɪŋtən/ г. Веллингтон (Новая Зеландия)
York /jɔːʳk/ г. Йорк (Великобритания)

Personal Names

Alex (m) /ælɪks/
Alexa (f) /əlɛksə/
Alice (f) /ælɪs/
Amelia (f) /əmiːlɪə/
Amy (f) /eɪmi/
Andrew (m) /ændruː/
Andy (m) /ændɪ/
Angela (f) /ænʤələ/
Ann (f) /æn/
Antonio (m) /æntəʊnɪəʊ/
Anya (f) /ænjə/
Asterix (m) /æstərɪks/
Avril (f) /ævrɪl/
Bart (m) /bɑːʳt/
Ben (m) /bɛn/
Benjamin (m) /bɛnʤəmɪn/

Benny (m) /bɛnɪ/
Betty (f) /bɛtɪ/
Bill (m) /bɪl/
Billy (m) /bɪlɪ/
Bob (m) /bɒb/
Brian (m) /braɪən/
Carla (f) /kɑːˈlə/
Carmen (f) /kɑːˈmən/
Cathy (f) /kæθɪ/
Chris (m) /krɪs/
Claire (f) /kleəˈ/
Cliff (m) /klɪf/
Damien (m) /deɪmɪən/
Daria (f) /deərɪə/
Darryl (m) /dærɪl/
Dave (m) /deɪv/
David (m) /deɪvɪd/
Diana (f) /daɪænə/
Duncan (m) /dʌŋkən/
Eliza (f) /ɪlaɪzə/
Elizabeth (f) /ɪlɪzəbəθ/
Emma (f) /emə/
Esmeralda (f) /ezmərældə/
Eve (m) /iːv/
Fiona (f) /fɪəʊnə/
Fred (m) /fred/
George (m) /ʤɔːˈʤ/
Gus (m) /gʌs/
Harry (m) /hærɪ/
Helen (f) /helən/
Henry (m) /henrɪ/
Homer (m) /həʊməˈ/
Isabel (f) /ɪzəbel/
Ivan (m) /aɪvᵊn/
Jack (m) /ʤæk/
James (m) /ʤeɪmz/
Jane (f) /ʤeɪn/
Janet (f) /ʤænɪt/
Jayne (f) /ʤeɪn/
Jeff (m) /ʤef/
Jennifer (f) /ʤenɪfəˈ/
Jenny (f) /ʤenɪ/
Jessie (f) /ʤesɪ/
Jill (f) /ʤɪl/
Jim (m) /ʤɪm/
Joan (f) /ʤəʊn/
Joe (f) /ʤəʊ/
John (m) /ʤɒn/
Johnny (m) /ʤɒnɪ/
Jude (f) /ʤuːd/
Julia (f) /ʤuːlɪə/
Julio (m) /ʤuːlɪəʊ/
July (f) /ʤʊlaɪ/
June (f) /ʤuːn/
Juni (f) /ʤuːnɪ/
Justin (m) /ʤʌstɪn/
Karen (m) /kærən/
Kate (f) /keɪt/
Katherine /kæθərɪn/
Kelly (f) /kelɪ/
Ken (m) /ken/
Kitty (f) /kɪtɪ/
Lara (f) /lɑːrə/
Laura (f) /lɔːrə/
Lee (m) /liː/
Lily (f) /lɪlɪ/
Linda (f) /lɪndə/
Lisa (f) /liːsə/
Liz (f) /lɪz/
Lloyd (m) /lɔɪd/
Lola (f) /ləʊlə/
Lucy (f) /luːsɪ/
Lynn (f) /lɪn/
Maggie (f) /mægɪ/
Marge (f) /mɑːˈʤ/
Mark (m) /mɑːˈk/
Markus (m) /mɑːˈkəs/
Marta (f) /mɑːˈtə/
Mary (f) /mærɪ/
Mary Jane (f) /mærɪ ʤeɪn/
Matt (m) /mæt/
Max (m) /mæks/
Mel (m) /mel/
Miguel (m) /miːgel/
Mike (m) /maɪk/
Miles (m) /maɪlz/
Mitten (m) /mɪtᵊn/
Monty (m) /mɒntɪ/
Natasha (f) /nətæʃə/
Nelson (m) /nelsən/
Nemo (m) /niːməʊ/
Nora (f) /nɔːrə/
Obelix (m) /ɒbəlɪks/
Olga (f) /ɒlgə/
Oliver (m) /ɒlɪvəˈ/
Pam (f) /pæm/
Pat (f) /pæt/
Patsy (f) /pætsɪ/
Paul (m) /pɔːl/
Pedro (m) /pedrəʊ/
Penny /penɪ/
Pete (m) /piːt/
Peter (m) /piːtəˈ/
Phil (m) /fɪl/
Quasimodo (m) /kwɑːzɪməʊdəʊ/
Rex (m) /reks/
Rita (f) /riːtə/
Rose (f) /rəʊz/
Rosie (f) /rəʊzɪ/
Russ (m) /rʌs/
Russell (m) /rʌsᵊl/
Ryan (m) /raɪən/
Sally (f) /sælɪ/
Sam (m) /sem/
Samantha (f) /səmænθə/
Sandra (f) /sændrə/
Sandy (f) /sændɪ/
Sarah (f) /seərə/

Sasha (m/f) /sæʃə/
Shakira (f) /ʃəkiːrə/
Sid (m) /sɪd/
Simon (m) /saɪmən/
Slava (m) /slɑːvə/
Stacy (f) /steɪsɪ/
Stan (m) /stæn/
Stella (f) /stelə/
Stephanie (f) /stefənɪ/
Steve (m) /stiːv/
Steven (m) /stiːvᵊn/
Stripes (f) /straɪps/
Sue (f) /suː/
Susan (f) /suːzᵊn/
Tanya (f) /tɑːnɪə/
Tara (f) /tɑːrə/
Ted (m) /ted/
Tim (m) /tɪm/
Tom (m) /tɒm/
Tommy (m) /tɒmɪ/
Tony (m) /təʊnɪ/
Tweety (f) /twiːtɪ/
Vicky (f) /vɪkɪ/
Wendy (f) /wendɪ/
William (m) /wɪljəm/
Wilma (f) /wɪlmə/
Zoe (f) /zəʊɪ/

Other Proper Names

Big Ben /bɪg ben/ Биг Бен
Sir Benjamin Hall /sɜːʳ bendʒəmɪn hɔːl/ Бенджамин Холл
Shakespeare /ʃeɪkspɪəʳ/ Шекспир
Elizabeth /əlɪzabəθ/ Елизавета
Mel Gibson /mel gɪbsən/ Мэл Гибсон
Katherine Mansfield /kəθᵊrɪn mɛnsfɪld/ Катерина Менсфилд
Russell Crowe /rʌsᵊl krəʊ/ Рассел Кроу

The Language of Grammar

3rd person singular третье лицо, единственное число
ability способность
actions happening now действия, происходящие сейчас, в настоящий момент
adverbs of frequency наречия частотности
affirmative утвердительная форма
(not) allowed (не) позволено
article артикль
capital letters прописные буквы
consonant согласный звук
continue reading продолжать чтение
countable nouns исчисляемые существительные
full stop точка
habits привычки
imperative повелительное наклонение
interrogative вопросительная форма
irregular plurals формы-исключения множественного числа
mention something for the first time упоминать что-либо впервые
negative отрицательная форма
object pronouns личные местоимения в объектном падеже
on the spot decision решение, принятое в настоящий момент
ordinal numbers порядковые числительные
permanent study постоянное обучение
personal pronouns личные местоимения
piece of writing письменное произведение
plural множественное число
possessive (case) притяжательный падеж
possessive adjectives притяжательные местоимения
possible возможный
prediction предсказание
prepositions of place предлоги времени
prepositions of time предлоги места
present continuous настоящее продолженное время
present simple настоящее простое время
prohibition запрет
repeated actions повторяющиеся действия
request просьба
rules правила
singular единственное число
short form краткая форма
spelling rules правила правописания
starting writing начинать писать
subject pronouns личные местоимения
uncountable nouns неисчисляемые существительные
vowel гласный звук
word formation словообразование

question word /kwestʃᵊn wɜːʳd/ (n) вопросительное слово
what /ʰwɒt/ (question word) что
when /ʰwen/ (question word) когда
where /ʰweəʳ/ (question word) где
who /huː/ (question word) кто
whose /huːz/ (question word) чей
why /ʰwaɪ/ (question word) почему

Study Skills Vocabulary

MODULE 1

to learn better изучать лучше
work in pairs/groups работать в парах/группах

MODULE 2

associate ассоциироваться, напоминать
headings заглавия, заголовки
international words международные слова
key words основные (ключевые слова)
making notes делать записи
remember помнить
similar похожий, схожий
underline подчеркивать
words слова

MODULE 3

content содержание

more easily более легко
predict предсказывать

MODULE 4

complete a dialogue/text составить диалог/текст
gap промежуток, пробел
missing words/sentences пропущенные слова/предложения

MODULE 5

label помечать
revise (new words) повторять (новые слова)
vocabulary словарь

MODULE 6

it makes sense это имеет смысл
multiple matching приведение в соответствие
related to each prompt относящийся к каждой подсказке

MODULE 7

opposites антонимы

MODULE 9

context контекст
explore исследовать, изучать
grammar structures грамматические структуры
understand понимать

MODULE 10

abbreviations аббревиатуры, сокращения
informal неформальный, непринуждённый
pace темп
pronunciation произношение
practise тренироваться, упражняться
recorded texts текст, записанный на аудионоситель
repeat повторять
rhythm ритм
sound звук
sound natural звучать натурально, естественно

Таблица транслитерации

Буква русского алфавита	Буквенное соответствие английского алфавита	Буква русского алфавита	Буквенное соответствие английского алфавита
А а	A a	Р р	R r
Б б	B b	С с	S s
В в	V v	Т т	T t
Г г	G g	У у	U u
Д д	D d	Ф ф	F f
Е е	E e	Х х	Kh kh
Ё ё	Yo yo	Ц ц	Ts ts
Ж ж	Zh zh	Ч ч	Ch ch
З з	Z z	Ш ш	Sh sh
И и	I i	Щ щ	Shch shch
Й й	Y y	ъ	"
К к	K k	ы	y
Л л	L l	ь	'
М м	M m	Э э	E e
Н н	N n	Ю ю	Yu yu
О о	O o	Я я	Ya ya
П п	P p		

Примеры написания русских слов в английской транслитерации:

Светлана Попова — Svetlana Popova
Иван Сыромятин — Ivan Syromyatin
Якутск— Yakutsk
Челябинск — Chelyabinsk
Черкизово — Cherkizovo
Нахимовский проспект — Nakhimovskiy prospekt

Список сокращений

adj — adjective — имя прилагательное
adv — adverb — наречие
conj — conjunction — союз
f — feminine — женский пол
int — interjection — междометие
m — masculine — мужской пол
n — noun — имя существительное
num — numeral — числительное
pl — plural — множественное число
prep — preposition — предлог
pron — pronoun — местоимение
sing — singular — единственное число
v — verb — глагол
зд. — здесь

Pronunciation

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, name, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔː/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑː/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, bow, how, row, brown, now, cow
oo	/ʊ/	book, look, foot
	/uː/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔː/	floor, door
u	/ɜː/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, cup, hut, mud, luck
	/ʊ/	pull, push, pull, full
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps **BUT** hour, hourly, honest, dishonest
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	queue, quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, circle, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea,ee	/ɪə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/iː/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear, tear
	/ɜː/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔː/	court, bought, brought
au	/ɔː/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Song Sheets

Module 1

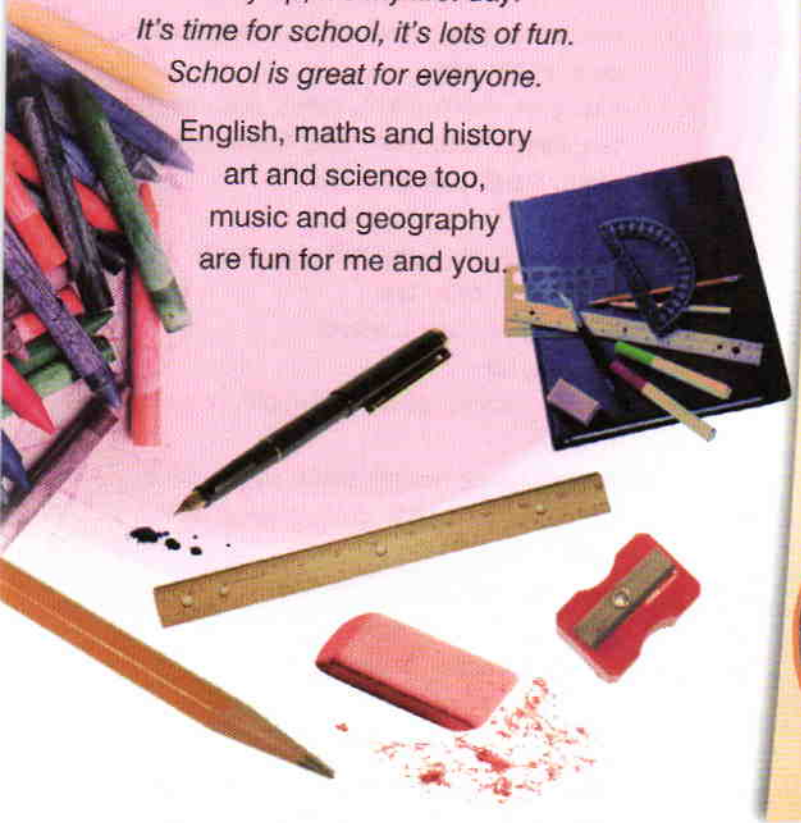
1 Read the title of the song. What do you think the song is about? Listen, read and check.

TIME FOR SCHOOL

Bring your notepad, bring your pens,
bring your schoolbag too.
Bring your books, call your friends,
bring them all with you.

It's time for school, hooray, hooray!
Hurry up, it's my first day.
It's time for school, it's lots of fun.
School is great for everyone.

English, maths and history
art and science too,
music and geography
are fun for me and you.



2 What school subjects can you find in the song? Read and check.

3 Which school objects can you see in the pictures? What things do you bring to school?

Module 3

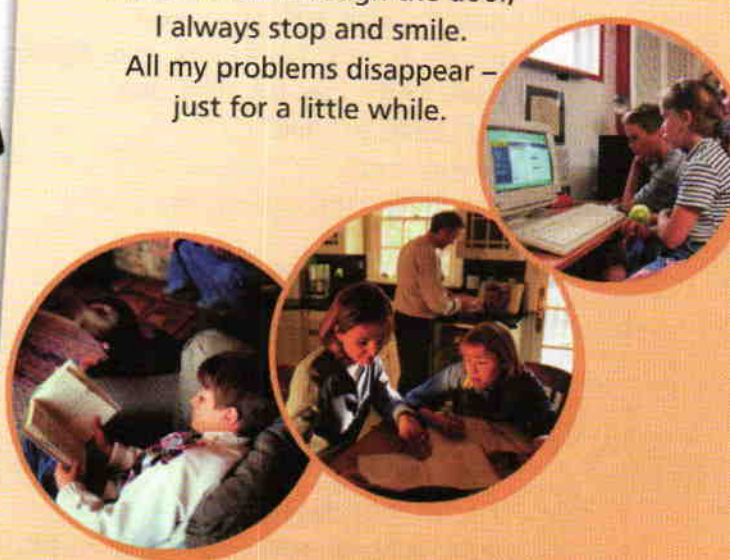
1 Read the title of the song. Think of two reasons why home is 'sweet'.

Home, sweet home

I run home from school each day.
I don't want to be late.
And, when I get home sweet home,
I always feel so great.

Home is full of happiness;
the perfect place for me.
Home is always full of love.
It's where I want to be.

When I walk through the door,
I always stop and smile.
All my problems disappear –
just for a little while.

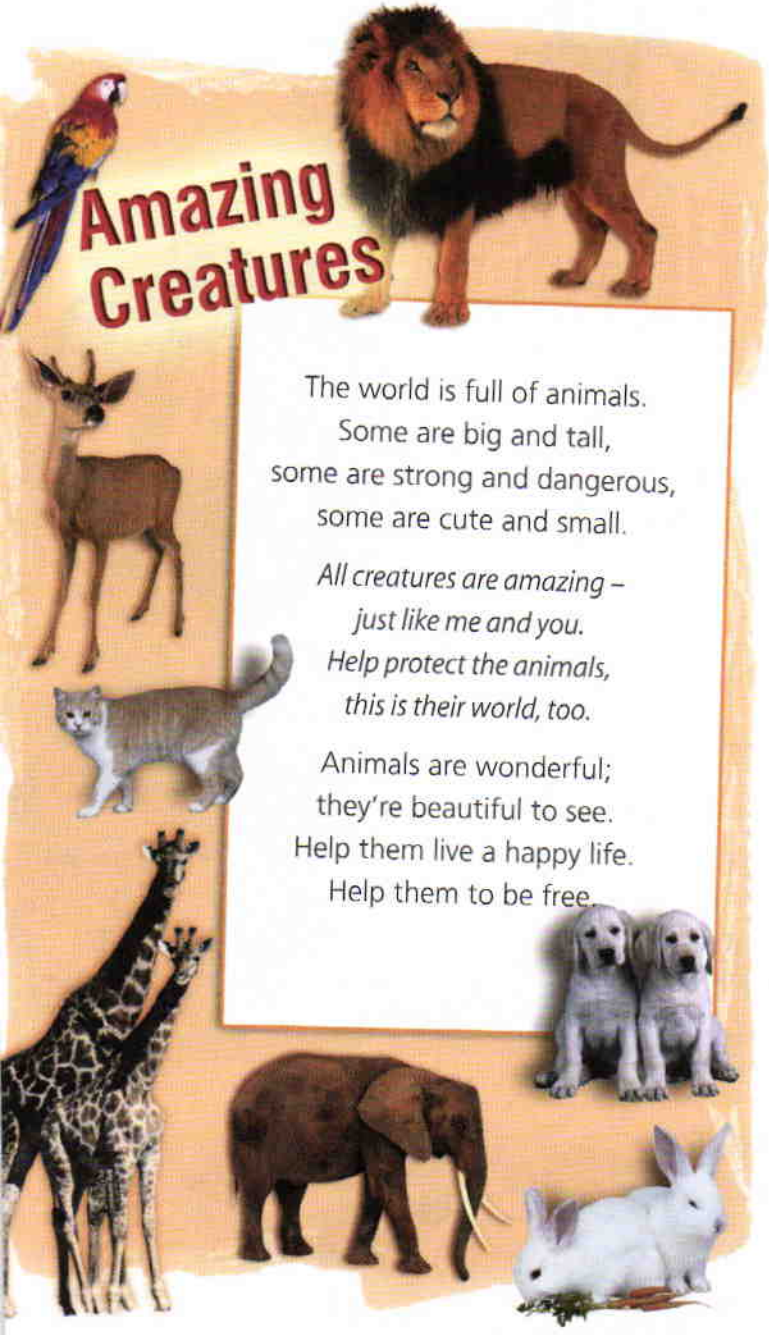


2 Listen and read. Does the singer feel the same way about home as you do?

3 What does the singer mean when he says his "home is always full of love"?

Module 5

1 Read the title of the song. How is it related to the song? Listen and read to find out.



Amazing Creatures

The world is full of animals.
Some are big and tall,
some are strong and dangerous,
some are cute and small.

All creatures are amazing –
just like me and you.
Help protect the animals,
this is their world, too.

Animals are wonderful;
they're beautiful to see.
Help them live a happy life.
Help them to be free.

2 Look at the pictures. Which animal is *big, tall, strong, dangerous, small, cute*?

3 Why are animals "amazing", according to the singer? Why should we help them?

4 Which is your favourite animal?

Module 7

1 Name the seasons. Match the words to each season.

• very hot • green grass • blue sky
• swim • snow • rain • white

Listen and check.





Seasons Change

When spring is here, the world is new;
the grass is green, the sky is blue.
When summer comes, it's very hot;
We can play and swim a lot.

The seasons change before our eyes.
Each season brings a new surprise.
The seasons change, they bring such joy
for every girl and every boy.

When autumn's here, there's wind and rain –
It's time to stay indoors again.
When winter comes, the world is white.
Snow is such a lovely sight.





Read the song. What does 'The seasons change before our eyes' mean?

3 Which words/phrases from Ex. 1 best describe each picture?

1 a) Read the title. Think of five words related to holidays and write them down.





Holidays





I' d love to spend a week or two
Cruising down the Nile,
Or sunbathe on a sandy beach -
Just for a little while.

I want to go on holiday;
I need to see the sun.
We all need a holiday;
we all need to have fun.

I' d love to tour the countryside,
Or camp beside the sea,
Or go hiking in the mountains.
Why don' t you come with me?









b) Listen and read. Which of the words in your list are in the song?

2 How many different sorts of holidays can you find in the song? Which is your favourite?

3 How does the song make you feel?

Irregular Verbs (Неправильные глаголы)

Infinitive	Past	Перевод
be /biː/	was	быть
beat /biːt/	beat	бить
become /bɪkʌm/	became	становиться
begin /bɪgɪn/	began	начинать
bite /baɪt/	bit	кусать
blow /bloʊ/	blew	дуть
break /breɪk/	broke	ломать
bring /brɪŋ/	brought	приносить
build /bɪld/	built	строить
burn /bɜːrn/	burnt (burned)	гореть
buy /baɪ/	bought	покупать
can /kæn/	could	мочь, уметь
catch /kætʃ/	caught	ловить
choose /tʃuːz/	chose	выбирать
come /kʌm/	came	приходить
cost /kɒst/	cost	стоить
cut /kʌt/	cut	резать
dig /dɪg/	dug	копать
do /duː/	did	делать
draw /drɔː/	drew	рисовать
dream /driːm/	dreamt (dreamed)	мечтать
drink /drɪŋk/	drank	пить
drive /draɪv/	drove	водить
eat /iːt/	ate	есть
fall /fɔːl/	fell	падать
feed /fiːd/	fed	кормить
feel /fiːl/	felt	чувствовать
fight /faɪt/	fought	сражаться
find /faɪnd/	found	искать
fly /flaɪ/	flew	летать
forget /fərgɛt/	forgot	забывать
forgive /fərgɪv/	forgave	прощать
freeze /friːz/	froze	замерзать
get /gɛt/	got	получать
give /gɪv/	gave	давать
go /goʊ/	went	идти
grow /groʊ/	grew	расти
hang /hæŋ/	hung (hanged)	вешать
have /hæv/	had	иметь
hear /hɪər/	heard	слушать
hide /haɪd/	hid	прятать
hit /hɪt/	hit	ударять
hold /hoʊld/	held	держать
hurt /hɜːrt/	hurt	обижать
keep /kiːp/	kept	хранить
know /noʊ/	knew	знать
lay /lɛɪ/	laid	класть
lead /liːd/	led	вести
learn /lɜːrn/	learnt (learned)	учить(ся)
leave /liːv/	left	оставлять
lend /lɛnd/	lent	одалживать
let /lɛt/	let	позволять

Infinitive	Past	Перевод
lie /laɪ/	lay	лежать
lie /laɪ/	lied	лгать
light /laɪt/	lit	зажигать
lose /luːz/	lost	терять
make /mɛɪk/	made	делать
mean /miːn/	meant	значить
meet /miːt/	met	встречать
pay /pɛɪ/	paid	платить
put /pʊt/	put	класть
read /riːd/	read	читать
ride /raɪd/	rode	кататься
ring /rɪŋ/	rang	звонить
rise /raɪz/	rose	поднимать
run /rʌn/	ran	бежать
say /sɛɪ/	said	говорить
see /siː/	saw	видеть
sell /sɛl/	sold	продавать
send /sɛnd/	sent	отправлять
set /sɛt/	set	устанавливать
sew /soʊ/	sewed	шить
shake /ʃɛɪk/	shook	трясти
shine /ʃaɪn/	shone	светить
shoot /ʃuːt/	shot	стрелять
show /ʃoʊ/	showed	показывать
shut /ʃʌt/	shut	запирать
sing /sɪŋ/	sang	петь
sit /sɪt/	sat	сидеть
sleep /sliːp/	slept	спать
smell /smɛl/	smelt (smelled)	пахнуть
speak /spiːk/	spoke	говорить
spell /spɛl/	spelt (spelled)	произносить по буквам
spend /spɛnd/	spent	тратить
stand /stænd/	stood	стоять
steal /stiːl/	stole	воровать
stick /stɪk/	stuck	приклеивать
sting /stɪŋ/	stung	жалить
swear /swɛər/	swore	клясться
sweep /swiːp/	swept	подметать
swim /swɪm/	swam	плавать
take /tɛɪk/	took	брать
teach /tiːtʃ/	taught	учить
tear /tɛər/	tore	рвать
tell /tɛl/	told	говорить
think /θɪŋk/	thought	думать
throw /θroʊ/	threw	бросать
understand /ʌndərstænd/	understood	понимать
wake /wɛɪk/	woke	просыпаться
wear /wɛər/	wore	носить
win /wɪn/	won	выигрывать
write /raɪt/	wrote	писать