

Spotlight

Student's Book

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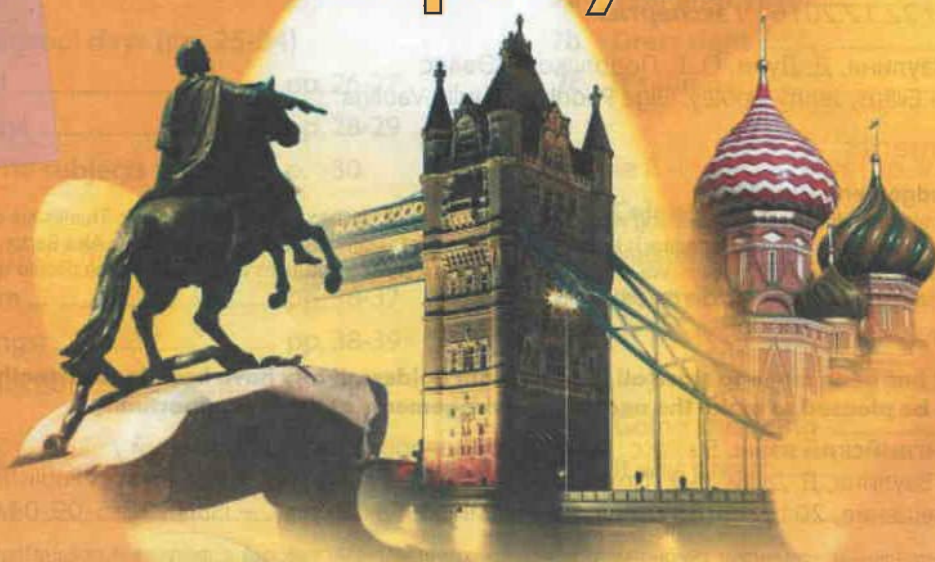


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ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО

Английский в фокусе



АНГЛИЙСКИЙ ЯЗЫК

5 класс

Учебник

для общеобразовательных организаций

Рекомендовано
Министерством просвещения
Российской Федерации

11-е издание

Москва
Express Publishing
«Просвещение»
2019

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задание рекомендуется выполнять
в личной тетради учащегося

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	VOCABULARY	GRAMMAR	READING
Starter	English-speaking countries; the English alphabet; numbers (1-10); names; colours; common verbs; places; classroom objects; classroom language	Imperative	

Module 1	1a	school subjects; days of the week; school objects	articles – <i>a/an</i>	timetable; school notices
	1b	numbers (11-20)	personal pronouns; the verb 'to be'	dialogue: introducing yourself to a new student
	1c		capital letters	a subject choice form
	English in Use	greetings		
Culture Corner (p. 31) School in England; Across the Curriculum: Citizenship (p. 33) Working 2gether; Progress Check (p. 34)				

Module 2	2a	countries and nationalities; word formation (-ish, -ian, -er, -ese)	<i>have got</i>	article: Amazing Spidey!
	2b	personal things	plurals; <i>this/these – that/those</i>	dialogue: talking about birthday presents
	2c	numbers (21-100)		message on a web forum: <i>I love stamps</i>
	English in Use			dialogue: buying a souvenir
Culture Corner (p. 41) UK souvenirs; Across the Curriculum: Geography (p. 43) English-speaking countries; Progress Check (p. 44)				

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
/eɪ/, /æ/, /b/, /k/, /d/, /g/, /h/, /aɪ/, /i/, /dʒ/, /k/, /l/, /m/, /n/, /p/, /kw/, /r/, /s/, /t/, /v/, /w/, /ks/, /ʃ/, /z/, /i/, /e/, /oʊ/, /p/, /u/, /ʌ/	greeting and introducing people; presenting yourself; identifying objects	

		your school timetable
	introducing yourself	a fact file about yourself
Listening for specific information		a subject choice form
Listening for specific information; /eɪ/, /æ/, /θ/;		

	talking about origins and languages; presenting the story of Spider-Man	a poster of your favourite cartoon character according to the plan
-(e)s in plurals: /s/, /z/, /ɪz/; listening for specific information	talking about possessions and birthday presents (a dialogue)	a list of things you want for your birthday
	talking about personal collections	a paragraph about your collection
/u:/ - /ʌ/	buying a souvenir (a dialogue)	

		VOCABULARY	GRAMMAR	READING
Module 3	3a	rooms; ordinal numbers (1st-20th)		article: Live High Up!
	3b	furniture and appliances	<i>there is/there are</i> ; possessive adjectives	dialogue: describing a flat
	3c		prepositions of place	a paragraph: <i>my bedroom</i>
	English in Use			dialogue: viewing a house
Culture Corner (p. 51) A Typical English House; Across the Curriculum: Art & Design (p. 53) Taj Mahal; Progress Check (p. 54)				

Module 4	4a	family members	can (ability); object pronouns/ possessive adjectives	a diary entry: <i>My Secret Diary</i>
	4b	appearance	possessive ('s/s')/whose; Imperative	dialogue: describing people
	4c			a fact file: <i>Teens' Favourite</i>
	English in Use			dialogue: identifying and describing people
Culture Corner (p. 61) The British Royal Family; Across the Curriculum: Literature (p. 63) My family; Progress Check (p. 64)				

Module 5	5a	animals	Present Simple (affirmative)	article: <i>Animals of India</i>
	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
	English in Use			dialogue: a visit to the vet
Culture Corner (p. 71) Furry Friends; Across the Curriculum: Science (p. 73) It's an insect's life!; Progress Check (p. 74)				

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
listening for specific information; /θ/, /ð/	making notes and describing the house in the text and your house	a paragraph about your house according to the plan
	describing a room; describing your new flat	
	asking about location (a dialogue)	a paragraph about your bedroom
listening for specific information; /ʊ/ – /u:/	talking while viewing a house (a dialogue)	

	describing your family	a diary page about your family
	asking for and giving personal information about someone; describing people (a dialogue)	a short description of your friend
listening for specific information	talking about a famous person	a profile of a famous person
listening for specific information; /w/ – /i:/	identifying and describing people (a dialogue)	

-(e)s in Present Simple: /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	describing a wild animal; asking and talking about animals in the zoo (a dialogue)	a paragraph about a wild animal according to the plan
	talking about your pet(s)	a message about your pet in the forum
/e/ – /ɜ:/	talking with a vet about your pet (a dialogue)	

		VOCABULARY	GRAMMAR	READING
Module 6	6a	daily activities	adverbs of frequency; prepositions of time	website entry: <i>Lara Croft</i>
	6b	jobs; word formation (-er/-or, -man)	Present Continuous	dialogue: talking about jobs
	6c	activities		an email: describing family activities at the weekend
	English in Use			dialogues: making suggestions
Culture Corner (p. 81) Landmarks; Across the Curriculum: Science (p. 83) Sundials; Progress Check (p. 84)				

Module 7	7a	seasons; months and weather		chatroom conversation about the weather in various places of the world
	7b	clothes, opposites (adjectives)	Present Simple or Continuous	dialogue: talking about clothes
	7c	activities		a postcard
	English in Use			dialogue: shopping for clothes
Culture Corner (p. 91) The Alaskan Climate; Across the Curriculum: Literature (p. 93) What weather!; Progress Check (p. 94)				

Module 8	8a	festive activities; word formation (to match – a match)	countable – uncountable nouns	article: <i>Harvest time around the world</i>
	8b	food and drinks; containers	<i>some/any – (how) much/ (how) many</i>	dialogue: looking for foods for tonight's dinner
	8c			article: <i>Birthday Treats</i>
	English in Use			dialogue: ordering food
Culture Corner (p. 101) Thanksgiving; Across the Curriculum: PSHE (p. 103) Danger!; Progress Check (p. 104)				

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
	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 what people do for a living; talking about what people are doing in a photo	a paragraph about a street scene
	talking about weekend activities	an email about what your family are doing
listening for specific information; /ɔ:/ – /ɑ:/	making suggestions (a dialogue)	

	talking about the weather	a chat log
listening for specific information	talking about clothes in different seasons	describing pictures according to the plan
/aʊ/		a postcard about a holiday according to the plan
/ɪ/	shopping for clothes (a dialogue)	

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 dialogue)	a birthday party plan
	making suggestions (a dialogue)	a magazine entry about birthdays in your country
/g/ – /dʒ/	ordering food (a dialogue)	

	VOCABULARY	GRAMMAR	READING
Module 9	shops and products	a/an – the; was/were	dialogue: talking about shops
	places to go	Past Simple (regular verbs)	an email: describing a place you went to
	types of films	Past Simple (irregular verbs)	an email: a film review about <i>Harry Potter and the Half-Blood Prince</i>
	English in Use		dialogues: asking for/giving directions
Culture Corner (p. 111) Busy spots in London; Across the Curriculum: Maths (p. 113) British Coins; Progress Check (p. 114)			

Module 10	types of holiday	can/can't	advertisements: Himalayas, Africa, Ireland, Spain, Egypt
	activities and feelings; word formation (adjectives)	Future Simple	dialogue: plans for the day
	health matters		notes
	English in Use		dialogue: renting (a bike/a car)
Culture Corner (p. 121) All aboard; Across the Curriculum: Geography (p. 123) Safe camping; Progress Check (p. 124)			

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
weak form, strong form	talking about the past	a short paragraph about your/your friend's favourite shop
/t/, /d/, /ɪd/; 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
		an email to your friend: a film review
/k/	asking for/giving directions (a dialogue)	

/t/ - /dʒ/; listening for specific information	giving advice about the best holiday option (a dialogue)	a holiday advert
	inviting/suggesting – accepting/refusing	describing photographs of your last holiday
	talking about health problems	a note
listening for specific information; /b/	renting a vehicle (a dialogue)	

We learn English



for the Internet



for business

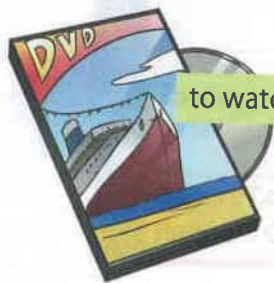


for travel

to read books in English



to watch films in English



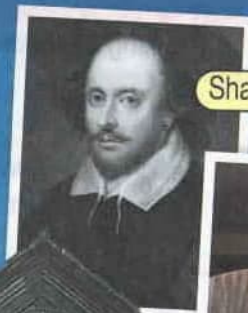
to sing songs in English



to make friends



The UK



Shakespeare



Queen Elizabeth I

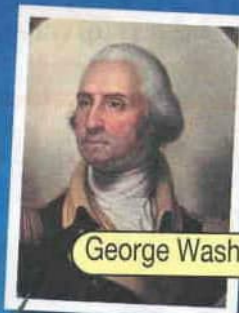


a Queen's guard

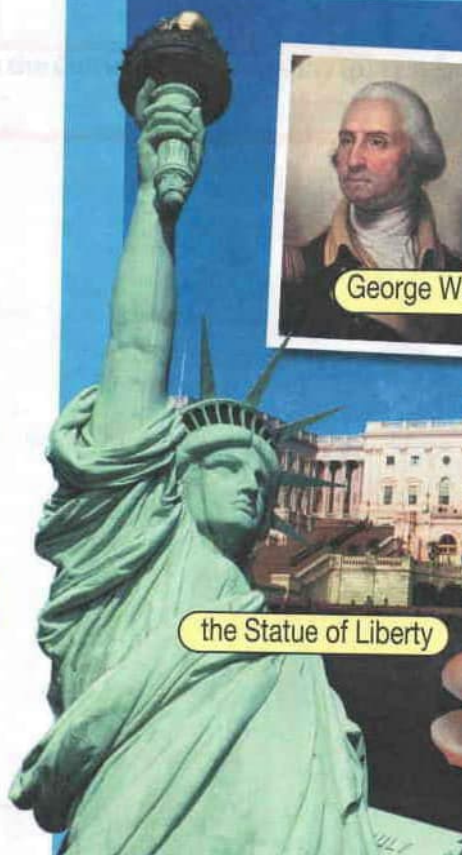


fish & chips

The USA



George Washington



the Statue of Liberty



hot dog

Australia



kangaroo

Hugh Jackman

New Zealand



kiwi (fruit)



kiwi (bird)



Katherine Mansfield



Lorde



sheep

Shared Words



hockey

SPORT



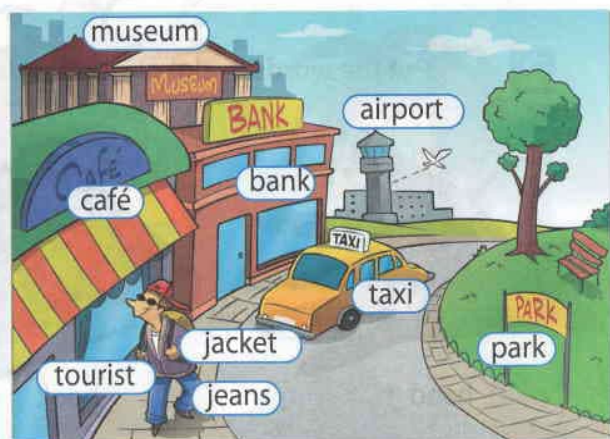
football



ping-pong



tennis



museum

café

airport

bank

taxi

tourist

jacket

jeans

park



zebra

computer

film

video

music

The English alphabet (I)

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

Aa apple



Ee egg



Bb ball



Ff fox



Cc cat



Gg girl




Dd doll



Hh hat



2  Put the words in alphabetical order.



hand



book



garlic



ant



cap



envelope



flag



dog

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/	dog, doll
Gg	/g/	game, flag
Hh	/h/	hand, hat

5 Find the words. Then spell them.

1 a _ _ l _

4 d _ _ l

2 f _ x

5 c _ t

3 g _ r _

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

It's a cap. It's an ant.

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	/ei/	game, cake, name
	/æ/	hand, apple, hat, cap

8 Listen and repeat. Read out the English girls' and boys' 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



Nn nest



Jj jam



Oo orange



Kk kite



Pp pen



Ll lemon



Qq queen



Mm melon



Rr robot



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



1 j _ m



2 _ _ m _ _



3 h _ nd



4 a _ pl _



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: I ____ n. What's this?
- B: It's a lemon.

6 Listen and repeat.

Reading Rules

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

7 Listen and repeat. Read out the English girls' and boys' 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



Ww window



Tt train



Xx box



Uu uniform



Yy yacht



Vv vet



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 in your notebooks.

- | | |
|------------------------|---------------|
| 1 enask ► <i>snake</i> | 4 aebzr |
| 2 tev | 5 ahycr |
| 3 xob | 6 ritan |

4 What's next? Find the letter.

- | | |
|------------------|------------------|
| 1 A, B, C, | 3 L, M, N, |
| 2 S, T, U, | 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/ mix, box, fox

Yy

/j/ yes, you, yacht

Zz

/z/ zoo, zebra, buzz

6 Listen and repeat.

Reading Rules

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

7 Listen and repeat. Read out the English girls' and boys' names.

Peter, Eve, Benny, Betty, Henry

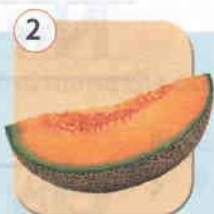
GAME

Say the word. Spell it.

A: lemon

B: L-E-M-O-N

8 Find the words.



- 1 a _ p _ _
- 2 m _ l _ _
- 3 l _ _ o _
- 4 k _ _ e
- 5 w _ _ _ o _
- 6 e _ _
- 7 g _ _ l
- 8 q _ _ _ n
- 9 s _ _ k _
- 10 o _ a _ _ _
- 11 n _ s _
- 12 z _ _ r _

9 Listen and repeat. Act out similar dialogues.

Hello, Ann. How are you?

I'm OK, Eve. And you?

I'm fine, thanks.

Goodbye, Ann. See you later.

Bye, Eve.

The English alphabet (IV)

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

A a

Aa Aa

L l

Ll Ll

B b

Bb Bb

M m

Mm Mm

C c

Cc Cc

N n

Nn Nn

D d

Dd Dd

O o

Oo Oo

E e

Ee Ee

P p

Pp Pp

F f

Ff Ff

Q q

Qq Qq

G g

Gg Gg

R r

Rr Rr

H h

Hh Hh

S s

Ss Ss

I i

Ii Ii

T t

Tt Tt

J j

Jj Jj

U u

Uu Uu

K k

Kk Kk

V v

Vv Vv

Ww

Ww Ww

Yy

Yy Yy

Xx

Xx Xx

Zz

Zz Zz

b) Say a word which starts with each letter.★

► A, apple

5 Listen and repeat.

Reading Rules

We write We say

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

2 Find and name the odd letter out.

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

3 Write the words in your notebooks.

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

6 Listen and repeat. Read out the English girls' and boys' names.

Rose, Bob, Joe, Monty, Lola

7 Listen and read. Act out similar dialogues.

Hi, Mike. This is my new friend, Olga.



Nice to meet you, Olga.

Where are you from?

I'm from Russia.



Numbers

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



- 2** Write the missing number in your notebooks.

- 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 OUFN | 5 NTE |
| 3 IXS | 6 EHETR |

- 4** Do the sums in your notebooks.

- | | |
|---|--------------------|
| 1 $1 + 2 = \text{▶ } 3$ (one plus two equals 3) | 5 $5 + 1 = \dots$ |
| 2 $7 - 4 = \text{▶ } 3$ (seven minus four equals 3) | 6 $3 + 2 = \dots$ |
| 3 $6 + 2 = \dots$ | 7 $10 - 1 = \dots$ |
| 4 $9 - 5 = \dots$ | 8 $3 - 2 = \dots$ |
| | 9 $6 + 4 = \dots$ |
| | 10 $8 - 1 = \dots$ |

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

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 in your notebook.

- 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.



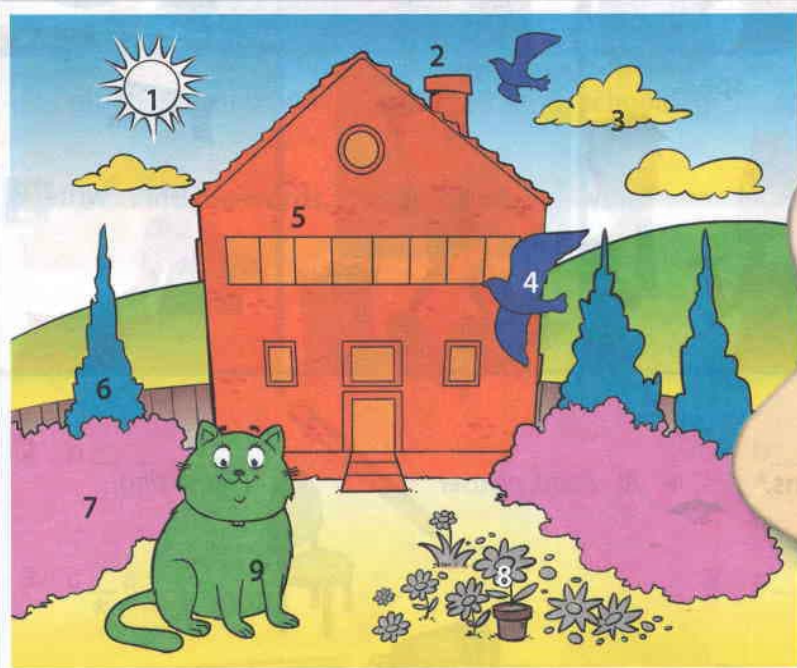
Colours



1 a) Listen and repeat.

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

2 Look at the picture. Answer the questions.



What colour is/are the:

- | | |
|-----------|------------|
| 1 sun? | 5 house? |
| ▶ white | 6 trees? |
| 2 sky? | 7 grass? |
| 3 clouds? | 8 flowers? |
| 4 birds? | 9 cat? |

What are they in real life?

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

YELLOW	PURPLE	ORANGE	BLACK
RED	BLUE	GREEN	ORANGE
GREEN	PURPLE	RED	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. Read out the English girls' and boys' names.

Russ, Lucy, Duncan, June, July, Justin

Common verbs

1 Listen and repeat.



GAME

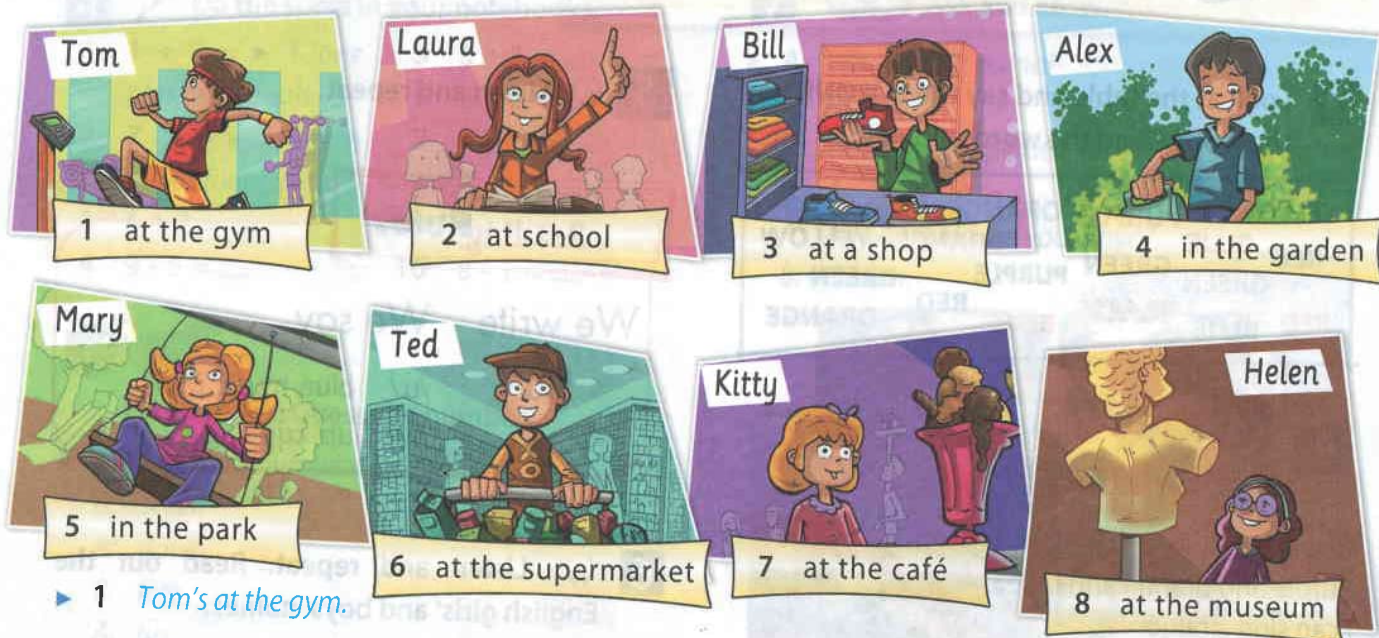
Listen to your partner. Do the actions.

► A: Read, please!

B: Please sing!

Places

1 a) Where are they?



b) Give commands.

► Tom, run please.

Classroom objects

1 a) Listen and repeat.

b) Put the objects in alphabetical order.



desk



pencil case



pencil



chair



rubber



ruler



crayons



blackboard



glue



sharpener



notebook



schoolbag



pen



paperclips



book

2 Find the words. What's the hidden word?

1 s _ _ e _



2 p _ _ _ i _



3 c _ a _ _



4 n _ _ _ b _ _



5 b _ _ _ k _ _ a _ _



6 r _ _ e _



7 b _ o _



8 c _ _ _ n



9 s _ n _



The hidden word is: s _ _ _ _ b _ _

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.

What's this in English?

It's a ruler.

R-U-L-E-R

How do you spell it?

Classroom language

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

1 Open your books.

2 Close your books.

3 Go to page 9, please.

4 Come to the blackboard, please.

5 Read, please!

10 I don't understand!

9 Be quiet!

8 Sit down, please!

7 Stand up, please!

6 Listen, please!

GAME

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

Module 1

School days

◆ Before you start ...

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

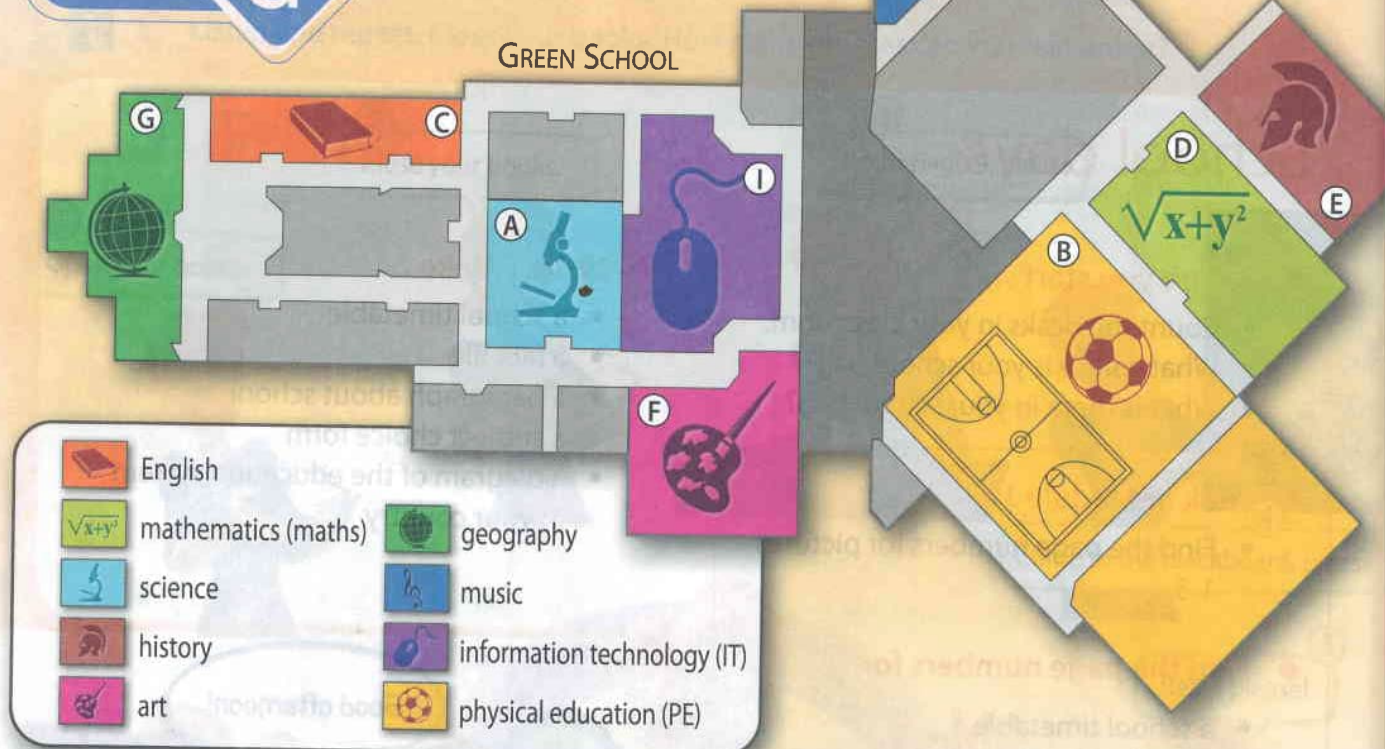
◆ Write / Make ...

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



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 a) Listen and repeat.

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

- b) What lessons have you got on Monday, Tuesday, etc?

Timetable Monday

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 E

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

Mr Brown

Green School

1a

**FOR SCIENCE CLASS YOU
NEED:**

- A pencil
- A rubber
- 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  Put *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 rubber



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 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.



Sue & Rita (17)

Mark (19) Betty (17) John (16)



Ann (17) & Bob (18)



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 unusual. 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. Decide if the statements (1-4) are 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)  Find the correct personal pronoun.

- | | |
|-------------------|-------------------|
| 1 Linda | 4 Sue & I |
| 2 Mark | 5 Ben & you |
| 3 Tom & Lyn | 6 book |

◆ 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.

- Susan new to the school.
- I 14 years old.
- They in Room E.
- He my best friend.
- You in Grade 7.


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

- *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 answer them.


- they in Year 7? Yes,
- you 11 years old? No,
- it a ruler? Yes,
- you and Mary in the same class?
No,
- 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.

- *Are you new to the school?* No, I'm not.
- ? No, it isn't a rubber.
- ? Yes, I'm twelve.
- ? No, they aren't pencils.
- ? 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.*



1

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	<input type="checkbox"/>	art	<input checked="" type="checkbox"/>	music	<input checked="" type="checkbox"/>
English	<input type="checkbox"/>	PE	<input type="checkbox"/>	other	<input type="checkbox"/>
geography	<input type="checkbox"/>	IT	<input type="checkbox"/>	language	<input type="checkbox"/>
history	<input type="checkbox"/>	science	<input type="checkbox"/>		

- What is his name?
- What class is he in?
- What school is he in?
- What subjects does he choose?

- 2 Read the short paragraph and correct the mistakes.

Tony Mitchell is ~~14~~¹². 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, for names (*John*), the personal pronoun 'I', days of the week (*Monday*), months (*April*) and names of countries (*Russia*). Is it the same in your language?

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

Listening

- 4 Listen and choose the right answer.

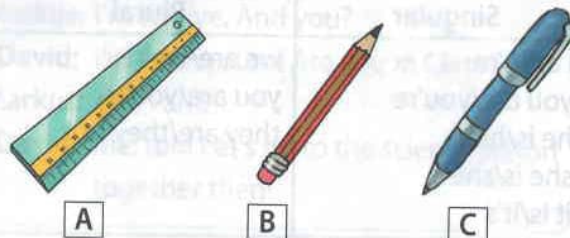
- 1 What is the boy's name?



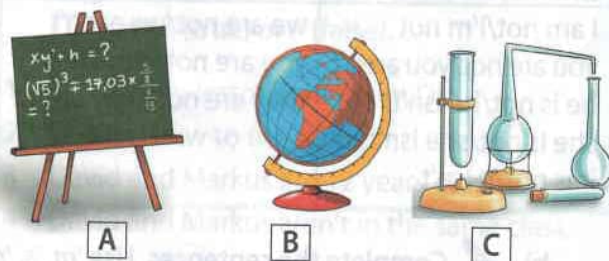
- 2 Where is the maths lesson?



- 3 What is on the desk?



- 4 What is Mary's favourite subject?



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

University
18+ years old

Sixth Form College
16-18 years old

Secondary School
11-16 years old

Primary School
5-11 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 - 21



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 getting 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/

Reading Rules

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

- 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

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 the poster. The others mime them.

study skills

Working in pairs/groups

When you work in pairs/groups, these rules will help you learn better.

2 WORKING TOGETHER

Working in pairs/groups is fun! When you work in pairs/groups:



PROGRESS CHECK 1

1 Find the words.

1 a _ _ _ a _

2 p _ _ _ c _ _ _

3 n _ _ _ _ o _ _ _

4 r _ _ _ b _ _ _

5 n _ _ _ _ a _

(Points: $\frac{25}{5 \times 5}$)

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: $\frac{20}{5 \times 4}$)

3 Complete with a/an.

- | | |
|-------------------------|---------------|
| 1 pencil case | 4 rubber |
| 2 atlas | 5 ruler |
| 3 pencil sharpener | |

(Points: $\frac{15}{5 \times 3}$)

4 Complete with: *is, are*, then answer the questions.

- Laura new to the school?
Yes,
- Tim in Year 5?
No,
- Paul and Steve at secondary school?
Yes,
- Jane and Claire in Year 7?
No,
- Laura and Jane at primary school?
Yes,

(Points: $\frac{20}{5 \times 4}$)

5 Choose the correct response.

- A: Good morning, Paul.
B: a Good morning, Ann.
b And you?
- A: How are you?
B: a I'm fine, thanks.
b Thank you.
- A: Goodbye, Tony.
B: a How are you?
b Goodbye, Sally. See you later.
- A: See you later!
B: a See you.
b Fine, thanks.

(Points: $\frac{20}{4 \times 5}$)

(My score: $\frac{100}{100}$)

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

Tim, can you spell the word 'mouse'?

M-O-U-S

Good, but what's at the end?

A tail!

That's me!

◆ Before you start ...

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

◆ 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/, /u:/, /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





2

a

I'm from ...

Vocabulary

Countries & Nationalities

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


COUNTRIES

NATIONALITIES

Russia	American
the UK	Australian
the USA	British
Canada	New Zealander
Australia	Canadian
New Zealand	French
France	Russian
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.

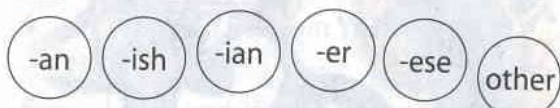
- 2  Do you know the cartoon characters and people in the pictures? Where are they from?

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

Word formation

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

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



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

Avril Lavigne (Canadian)

1

the UK

the USA

Japan

2

Batman (American)

3

Asterix (French)

4

Emma Watson (British)

5

Yu-Gi-Oh (Japanese)

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 find keywords. List the points under headings. Use your notes to present the topic.

Speaking

- 6 Make notes in your notebooks 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	I/you/we/they haven't got
he/she/it has got	he/she/it hasn't got
Interrogative	Short answers
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.

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



Jane

John

rubber
pen
sharpener
atlas

book
pencil
pencil case

ruler
notebook
notepad

- 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

2



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!

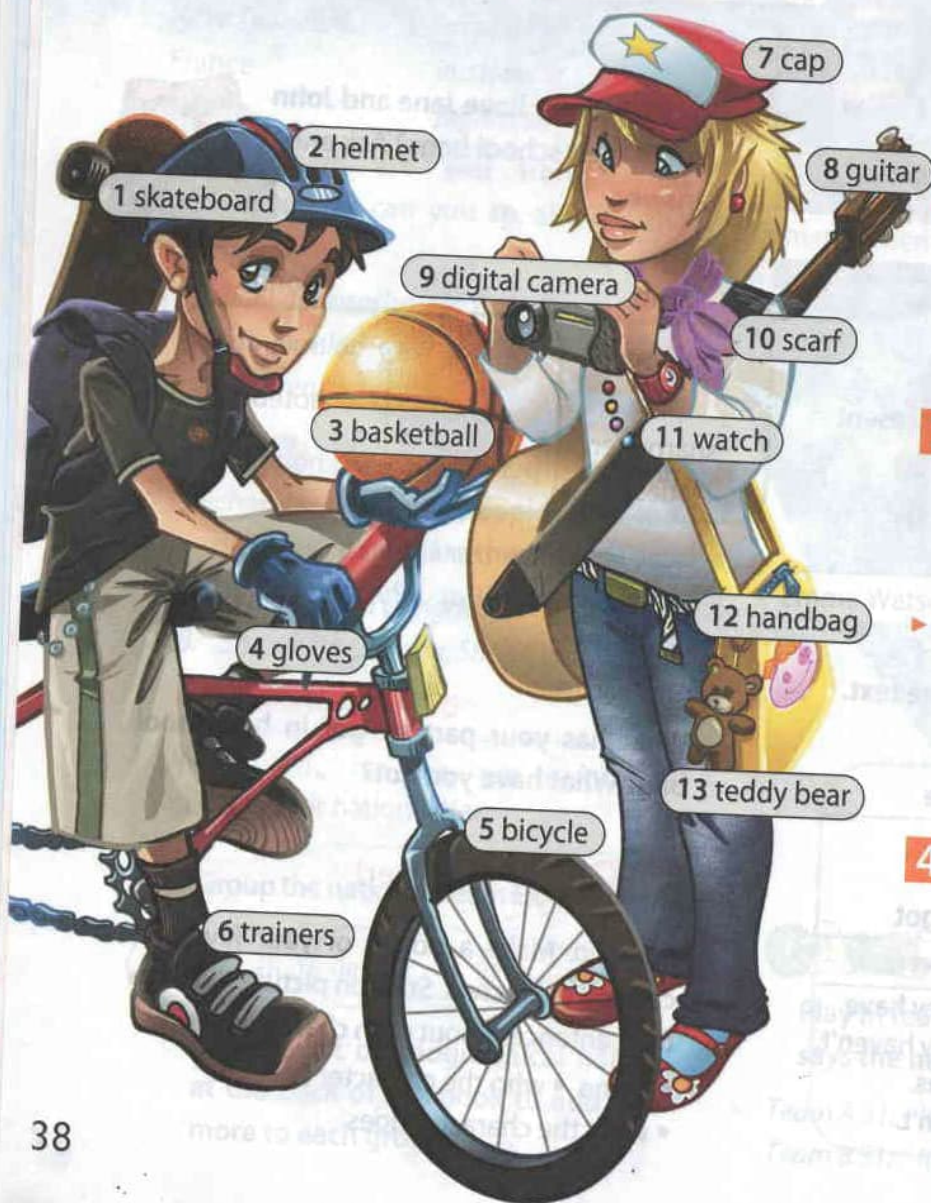
- c) Read the dialogue aloud.

- 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 → <i>dolls</i> | 5 ball |
| 2 party | 6 boy |
| 3 man | 7 knife |
| 4 box | 8 watch |

Pronunciation

Reading Rules

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

6 Listen and choose. Listen and repeat.

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

This/These - That/Those

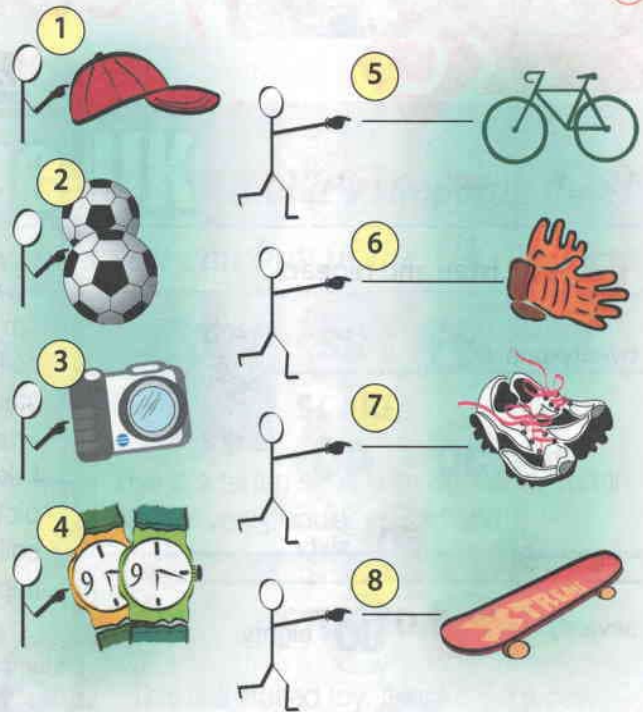
7 Read the rules and the examples. Then make sentences.

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. 5 That is a bicycle.
 2 These are footballs. 6 Those are gloves.

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

- A: (Points to the ruler.) This is a ruler.
 B: (points to the blackboard.) That is a blackboard.

Listening

9 Listen and match the people to their presents.

People

- John
- Sue
- Tara
- Ken
- Jim

Presents

- skateboard
- camera
- watch
- scarf
- guitar
- gloves
- bicycle
- basketball

Writing (a list)

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

2

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 choose 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.

Emma

(30)
 England

Miguel & Marta

(60)
 Spain

Pedro

(35)
 Mexico

I ♥ stamps

Hi, my name's Tom. I'm eleven years old and I'm from London. I've got a great stamp collection! My album has got sixty-eight stamps in it. My stamps are from Japan, France, Australia, Canada and New Zealand. I like stamps because they have nice pictures. I'm proud of my collection. Stamp collecting is easy and fun. It makes me happy.



Reading

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

5 Read and complete sentences 1-3.

- Tom is years old.
- Tom is from
- 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. | 3 She has got a doll collection! |
| 2 I am ten years old. | 4 He is from Spain. |

7 What collections have you got? Ask and answer.

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.



shamrocks

HAT

This is a hat. It has got shamrocks on it. The shamrock is the national symbol of Ireland.



SCARF

This is a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.



STUFFED TOY

This is a stuffed toy. It looks like a cow. There are many cows in Scotland.

NORTHERN IRELAND

WALES

ENGLAND

London

UK

dragon



MUG

This is a mug. It has got a Welsh dragon on it. The Welsh dragon is on the flag of Wales.



double-decker

TOY BUSES

These are toy buses. They are double-decker buses. You can see these in London.



PIN

This is a pin. It has got a Union Jack on it. The Union Jack is the flag of 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.
The scarf is from Scotland

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.

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.

2 a) Read again. What is Marta buying?

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.

 <p>key rings</p> <p>£4.00</p>	 <p>doll</p> <p>£6.00</p>
 <p>umbrella</p> <p>£12.00</p>	 <p>T-shirt</p> <p>£8.00</p>
 <p>thermos flask</p> <p>£13.00</p>	 <p>bell</p> <p>£6.00</p>
 <p>teddy bear</p> <p>£4.00</p>	 <p>scarf</p> <p>£8.00</p>

Pronunciation /u:/, /ʌ/

Reading Rules

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

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

/u:/ glue, blue

/ʌ/ cut, much, such

but Monday, love, London, mother

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
- South Africa
- Canada

► *London is in Europe.*

London is the capital of the UK.

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

- | | |
|--------------------|----------------|
| 1 Lyn/South Africa | 4 Bill/the USA |
| 2 Tom/Australia | 5 Sue/Canada |
| 3 Mary/the UK | |

► *A: Where's Lyn from?*

B: She's from South Africa.

A: What's the capital of South Africa?

B: Cape Town.

A: What nationality is she?

B: She's South African.

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 Complete the words.

- 1 b _ _ _ _ t _ _ _
- 2 h _ _ _ _ g _ _
- 3 g _ _ _ e _ _
- 4 t _ _ _ _ _
- 5 w _ _ _ h _ _
- 6 s _ _ _ r _ _
- 7 h _ _ _ _ _
- 8 b _ _ y _ _ _
- 9 c _ _ _ _
- 10 g _ _ _ a _ _



(Points: $\frac{10}{10}$)

2 Write the nationalities.

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

(Points: $\frac{14}{7 \times 2}$)

3 Write the numbers.

- | | |
|-----------|-----------|
| 1 99 | 4 60 |
| 2 32 | 5 43 |
| 3 48 | |

(Points: $\frac{10}{5 \times 2}$)

4 Complete with: 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: $\frac{16}{4 \times 4}$)

5 Choose 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: $\frac{16}{4 \times 4}$)

6 Write the plurals.

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

(Points: $\frac{14}{7 \times 2}$)

7 Match the exchanges.

- | A | B |
|---------------------------|-------------------------|
| 1 How about this key | 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: $\frac{20}{5 \times 4}$)

Now I Can ...

- 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

(My score: $\frac{100}{100}$)

... in English

Smile

How's your new guitar?

Why?

Awful!

It's got a hole in the middle.

My home, my castle

◆ Before you start ...

- What nationality are you?
- 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/, /u:/

◆ 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



3

a

At home



Vocabulary

♦ Rooms

- 1** Read the words and label the pictures. Listen and check. Which rooms 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
• garage • study • playroom • laundry room • attic

♦ Ordinal numbers

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

1st – first	6th – sixth	11th – eleventh	16th – sixteenth
2nd – second	7th – seventh	12th – twelfth	17th – seventeenth
3rd – third	8th – eighth	13th – thirteenth	18th – eighteenth
4th – fourth	9th – ninth	14th – fourteenth	19th – nineteenth
5th – fifth	10th – tenth	15th – fifteenth	20th – twentieth

- b) Which floor are the people on?

► A: Which floor is Ann on?

B: She's on the third floor.

8th ► Tony

7th ► John & Bob

6th ► Mary & Helen

5th ► Billy

4th ► Linda

3rd ► Ann

2nd ► Steve

1st ► Lucy & Peter

0 ► Ground 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) Read the text again and decide if statements 1-4 are *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 building is more than 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 116 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 building is new.
- 2 There are nine rooms in it.
- 3 The living room is on the ground floor.
- 4 There are 113 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).

Villa in Mallorca

- 300m² House
- 1) bedrooms 3 2)
- 10m x 3) m swimming pool
- beautiful 4)
- fantastic view

FOR SALE

€1,495,000



Contact:
5) @house.com.es

Pronunciation /θ/, /ð/

Reading Rules

th - /θ/ fifth, /ð/ the

- 7** Listen and repeat. Then read out the sentence.

/θ/: sixth, seventh, eighth, ninth, tenth, three

/ð/: the, this, those, there

- The kitchen is on the fifth 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?

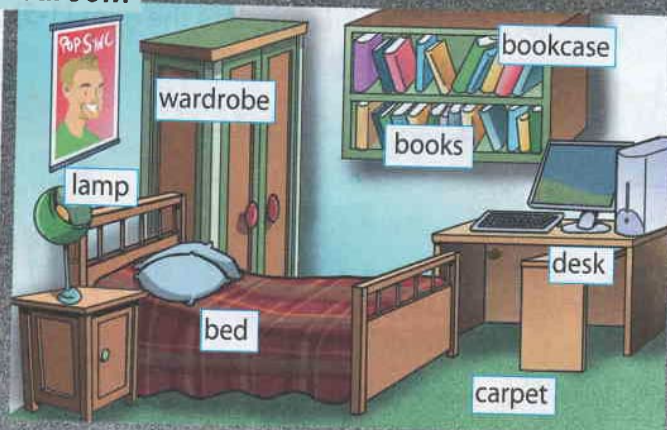
Writing (a paragraph about your house)

- 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.

3

Move in!

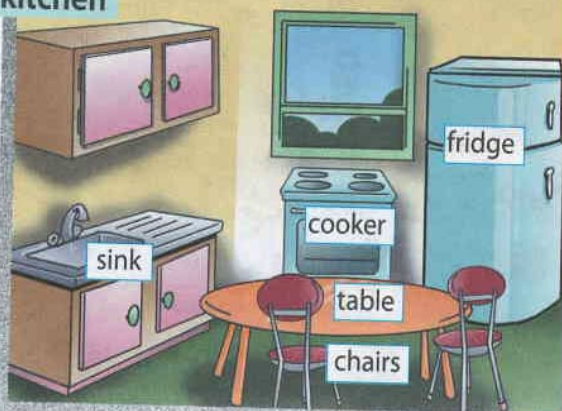
bedroom



bathroom



kitchen



living room



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.

- How many rooms are there in the flat?
- 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

There **is** a sofa in the living room.

There **isn't** a TV in the kitchen.

Is **there** a table in the bathroom?

PLURAL

There **are** armchairs in the living room.


There **aren't** any chairs 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 choose the correct word.

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

- That is **they**/their house.
- This is **her**/she book.
- Is this **our**/we wardrobe?
- This isn't **you**/your bed.
- 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.

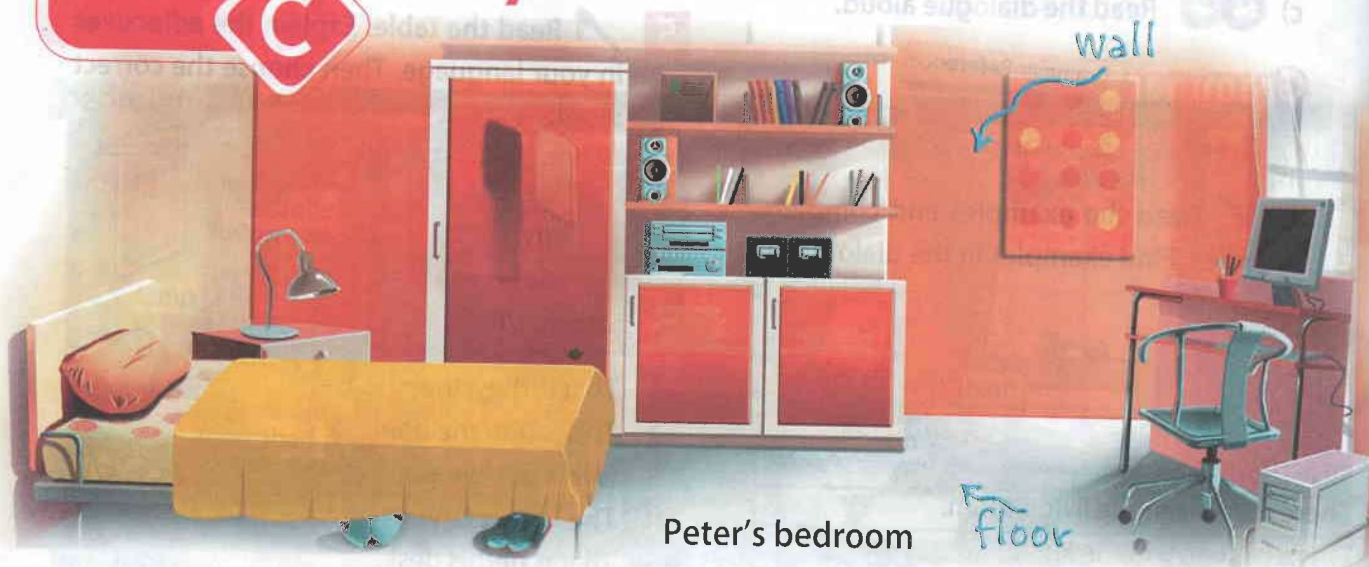
- 1 table: T-A-B-L-E



3

C

My bedroom

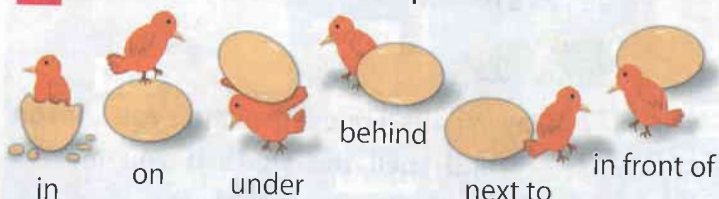


Peter's bedroom

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 Julie White

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 in your notebooks.

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 complete the gaps with the correct word. Listen and check.

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Semi-detached Houses

Hi, my name's John and I'm 0) [▶ from](#) England. My house is a semi-detached house made of bricks¹. In my house there are three rooms downstairs and four 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 heating² 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 small red blocks used for building walls and houses

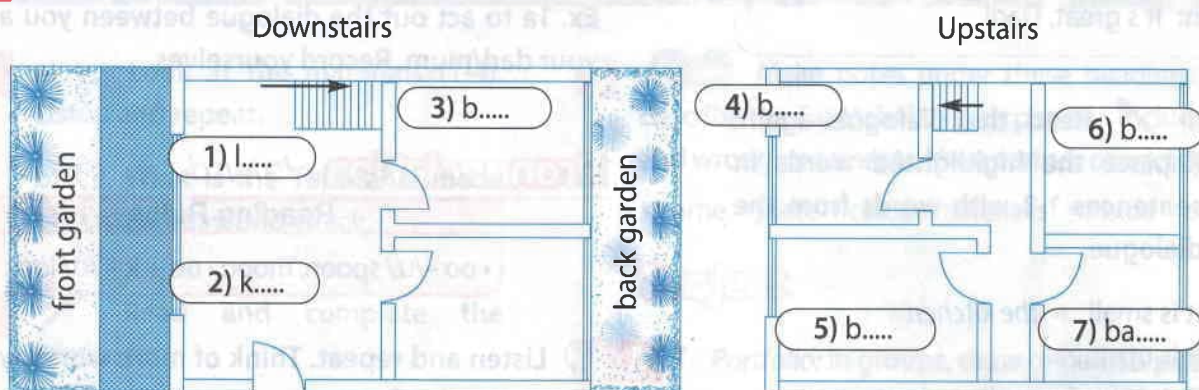
² system to keep the house warm

▶ To see my house click here

INSIDE



- 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.

Ryan: Which house is it, Dad?

Dad: This one. Here we are.

Ryan: Wow! It's great and the garden is quite nice.

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!

2 a) ✎ Read the dialogue again. 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.

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



3 🎭 Portfolio: Imagine your parents take you to see 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:/

Reading Rules

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

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

/u:/ room, boot, food, noon

/ʊ/: cook, hook, book

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.



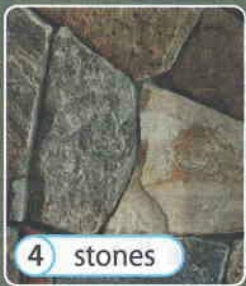
1 glass



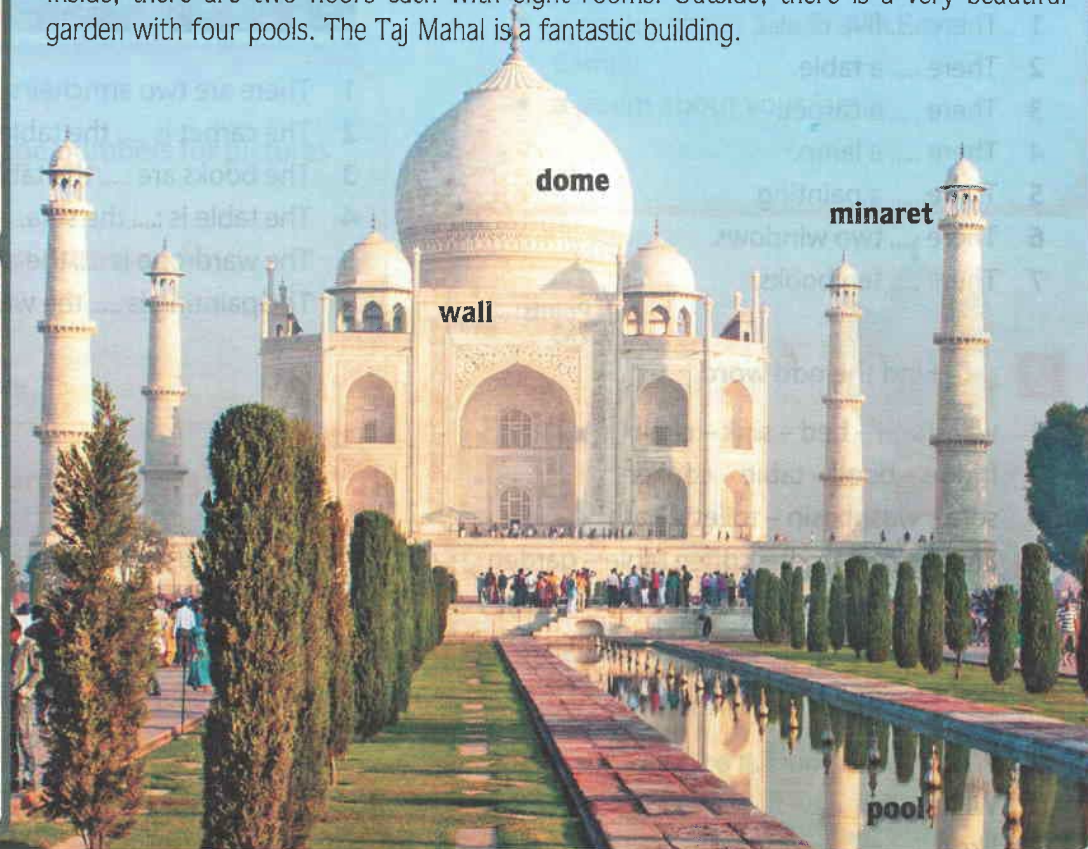
2 marble



3 brick



4 stones



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 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. Complete with: *is, isn't, are, aren't*.



- 1 There five 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: $\frac{7 \times 3}{21}$)

- 2** Find the odd word.

- 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: $\frac{5 \times 4}{20}$)

- 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 5 th . |
| 5 Is there a TV in your room? | e This one here. |

(Points: $\frac{5 \times 5}{25}$)

- 4** Write the ordinal numbers.

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

(Points: $\frac{8 \times 2}{16}$)

- 5** Complete with: *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: $\frac{6 \times 3}{18}$)

(My score: $\frac{100}{100}$)

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

Another glass of water? This is your tenth glass.

I know, Mum, but my room is on fire.



Family ties

◆ 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/, /i:/

◆ Write / Make ...

- a diary page about your family
- a paragraph describing a friend
- a profile of a famous person
- a poster about The British Royal 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 the text and decide if the sentences are *T* (True), *F* (False) or *DS* (Doesn't Say).

- 1 Kate plays the violin. ► *DS*
- 2 Jane can dance.
- 3 David can speak another language.
- 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

My mum's name is Jane. She's 35 and she's 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.



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



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.



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	I/you/he/etc can speak English.
Negative	I/you/he/etc can't speak English.
Interrogative	Can I/you/he/etc speak English?
Short answers	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*.

- Jane play the guitar.
- Emma walk.
- Helen make cookies.
- David speak Russian.
- 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 Complete with the correct *pronoun* or *possessive adjective*.

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

Writing (a diary page)

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

4


b

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 out who the character is.

- A: Is it a she? 2) Has he got red hair?
B: No, he isn't. Yes, he has. 1) A: Is he tall?
No, he hasn't. B: Yes, he is./No, he isn'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

- What's his/her name? • Where's he/she from?
- How old is he/she? • Has he/she got any brothers or sisters?

Giving information

- 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.

Fred & Wilma Flintstone



Quasimodo & Esmeralda



Mickey Mouse & Goofy



Asterix & Obelix





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)   Complete 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

Bill's brother

Ann's room

Whose brother is Tony?

Mary and Helen's.

noun plural -s + '

the boys' ball BUT

the men's car

- b) Ask and answer questions.

- ▶ A: Who's Sarah? A: Whose brother is Joe?
 B: She's Kate's mother. B: Kate and Sally's.

George

Lyn

Kevin

Sarah

Sally

Joe

Kate

◆ 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 (✓) ▶ <i>Close the window, please.</i> | 3 sit down (✓) |
| 2 look at him (X) | 4 be quiet (✓) |
| | 5 play the guitar (X) |
| | 6 stand up (X) |

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, in your notebook.
- ▶ 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.

4 C

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. Her name means 'Woman of Grace' in Arabic.

- ! four brothers and four sisters
- ! Shakira Isabel Mebarak Ripoll
- ! Colombia, South America
- ! painting and listening to jazz
- ! speaks five languages, dances and sings
- ! 2nd February 1977

SHAKIRA'S FACTS

- Full Name: Shakira Isabel Mebarak Ripoll
- Hobbies: listening to jazz
- Is from: Colombia, South America
- She can: speak 5 languages, dance and sing
- Date of Birth: 2nd Febr. 1977
- Family: 4 brothers, 4 sisters

- 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 F	A football
2 Tony D	B painting
3 Pat B	C computer games
4 Bill E	D cooking
5 Laura G	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 in your notebook. Use Shakira's profile as a model (40-50 words).

CULTURE CORNER

The British Royal Family

Queen Elizabeth II is the Queen of Great Britain. She is also the Queen of 16 countries, Ireland, Canada, Australia and New Zealand among them. 150 million people live there. She became the Queen in 1953. At the moment she is the longest ruling monarch in Britain. She works hard for her nation and has regular visits to foreign countries.

The Queen was born on April 21, 1926. She was born of the royal House of Windsor. Queen Elizabeth II is a mother, grandmother and great-grandmother. Her children and grandchildren are all members of the Royal Family. The main Royal residence in London is Buckingham Palace.

Members of the Royal Family support the Queen in her many state and national duties, they help by work in the UK and overseas. The Queen and the Royal Family are symbols of Great Britain and part of British history and culture.

The Queen has four children — three sons and a daughter.

Her elder son Charles, Prince of Wales, is the next person in the line to the throne.

The Queen's grandson Prince William is the second in line to the throne. In 2011 he married Catherine (Kate) Middleton in Westminster Abbey. They are now the Duke and Duchess of Cambridge.

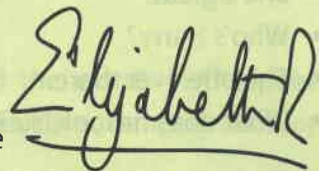
In 2013 their first child Prince George was born. He is now the third in line to the throne after his father, Prince William, and his grandfather Prince Charles. Their second child Princess Charlotte was born in 2015. She is the 4th in line.

Find out more about the Royal Family in the Royal Family tree.

For more information go to:


<http://www.bbc.com/news/uk-23272491>

Queen Elizabeth II's Signature




1 a) Who are the Royal Family? Read through and check.

b) Look at the Royal Family Tree. Match the pictures to the text.

2  Read the text and the Royal Family tree again and complete the Queen's profile given.

Name:

Born:

Surname:

Crowned:

Married:

Children:

Current Age:

She has ruled for:

Hobbies:

3  Talk about the British Royal Family. Use *who*, *how old*, *how many*.

► A: Who's Princess Ann?

B: She's the Queen's daughter. How old is she?

A: 67. How many brothers and sisters has she? Etc.

Project

4 **ICT Portfolio:** Make a poster about a famous family in Russian culture. Use the Internet to find pictures and write short descriptions.

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) Listen to and 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.

Pronunciation /w/, /i:/

Reading Rules

w, wh - /w/ watch, what
 e, ee, ea - /i:/ me, need, eat

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

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



1 as as a bee



2 as as an owl



3 as as a kitten



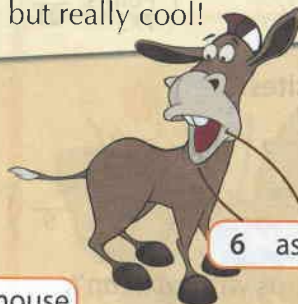
4 as as a snail

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!



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) Find 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 ones match 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.



- Betty is Brian's *mother*.
- Sarah is Andrew's *sister*.
- William is Simon's *grandfather*.
- Betty is Sarah's *grandmother*.
- Sue is Andrew's *mother*.
- Brian is Jane's *brother*.
- Paul is Simon's *father*.

(Points: 7X3 = 21)

- 2 Write the opposites.

- short - *tall*
- thin - *fat*
- big - *small*

(Points: 3X3 = 9)

- 3 Complete the gaps with *can/can't*.

- A: *can* Mary cook well?
B: Yes, she *can*.
- A: *can* Bill dance?
B: No, he *can't*.
- A: *can* Sue play football?
B: Yes, she *can*.
- A: *can* your brother speak French?
B: Yes, he *can*.
- A: *can* Tony and Steve paint?
B: No, they *can't*.

(Points: 5X4 = 20)

- 4 Choose the correct answer.

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

(Points: 5X3 = 15)

- 5 Make sentences using *the imperative*.

- close the window (X)
- come here (✓)
- be quiet (✓)
- open the door (X)
- take my CDs (X)

(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

What do you say when you meet a monster with two heads?



Hello, hello!

World animals

◆ 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/, /3:/, /e/

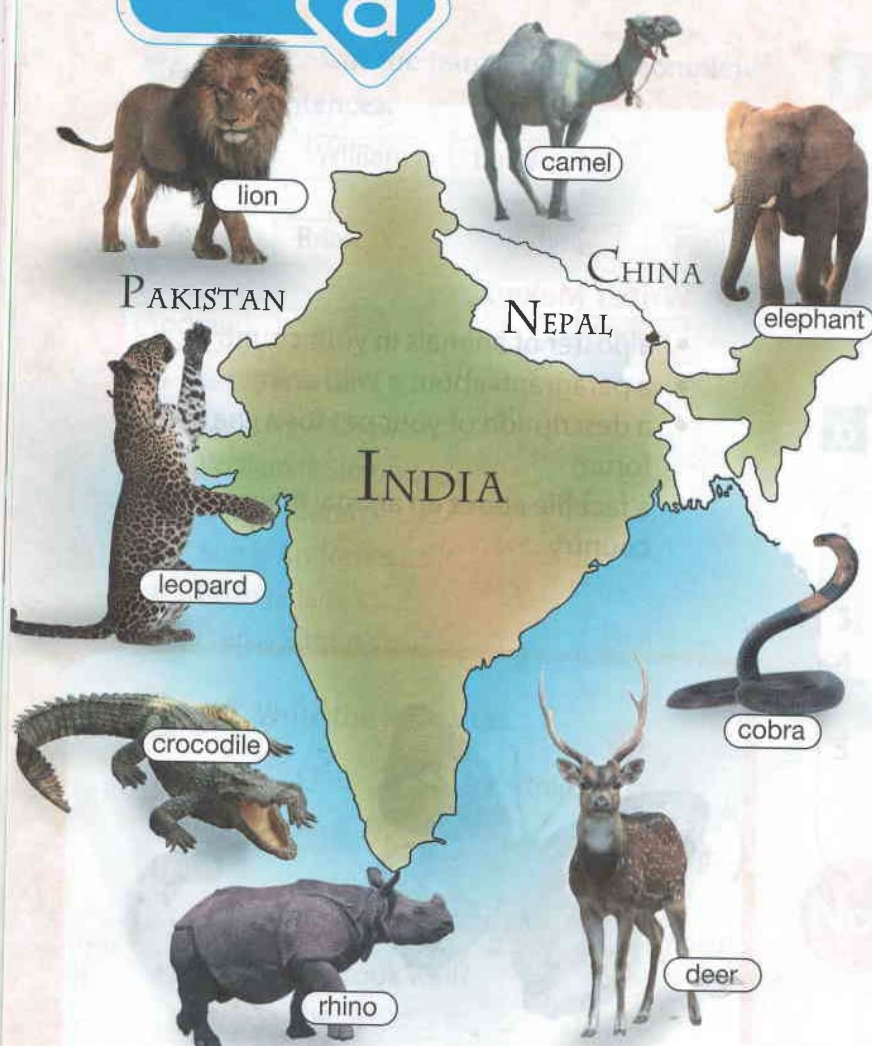
◆ Write / Make ...

- 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



Animals of India



India is in South Asia, next to Pakistan, China and Nepal. Many amazing animals live there.

Vocabulary

Animals

- Look at the map. Which country can you see? Which continent is it in: Asia or Africa? What countries are next to it?
- Look at the pictures. Listen and repeat the words. Which of them sound similar in your language? Do you have these animals 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

- Look at the title of the text. What animals do you think it is about?
- Think of two questions you want to ask about Indian animals. Listen and read. Can you answer them?
 - Read and find the name(s) of:
 - three countries
 - five animals
 - five colours
 - five other adjectives
 - Explain the words in bold.

Speaking

- 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 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 very **dangerous**.

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 2,000 Indian rhinos today.

Grammar Grammar Reference

◆ Present Simple (affirmative)

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

We use Present Simple with:

- a situation that is more or less permanent: *He **lives** in Russia.;*
- repeated actions: *He **plays** tennis 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 – she 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 Find the third person singular.

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

8 Put the verbs in brackets into the correct form.

- Rhinos (eat) plants.
- The Bengal tiger (live) in India.
- A lion (sleep) during the day.
- Crocodiles (swim) in rivers.
- Elephants (like) bananas.
- A cobra sometimes (bite) humans.

Pronunciation /s/, /z/, /ɪz/

Reading Rules

(e)s after:

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

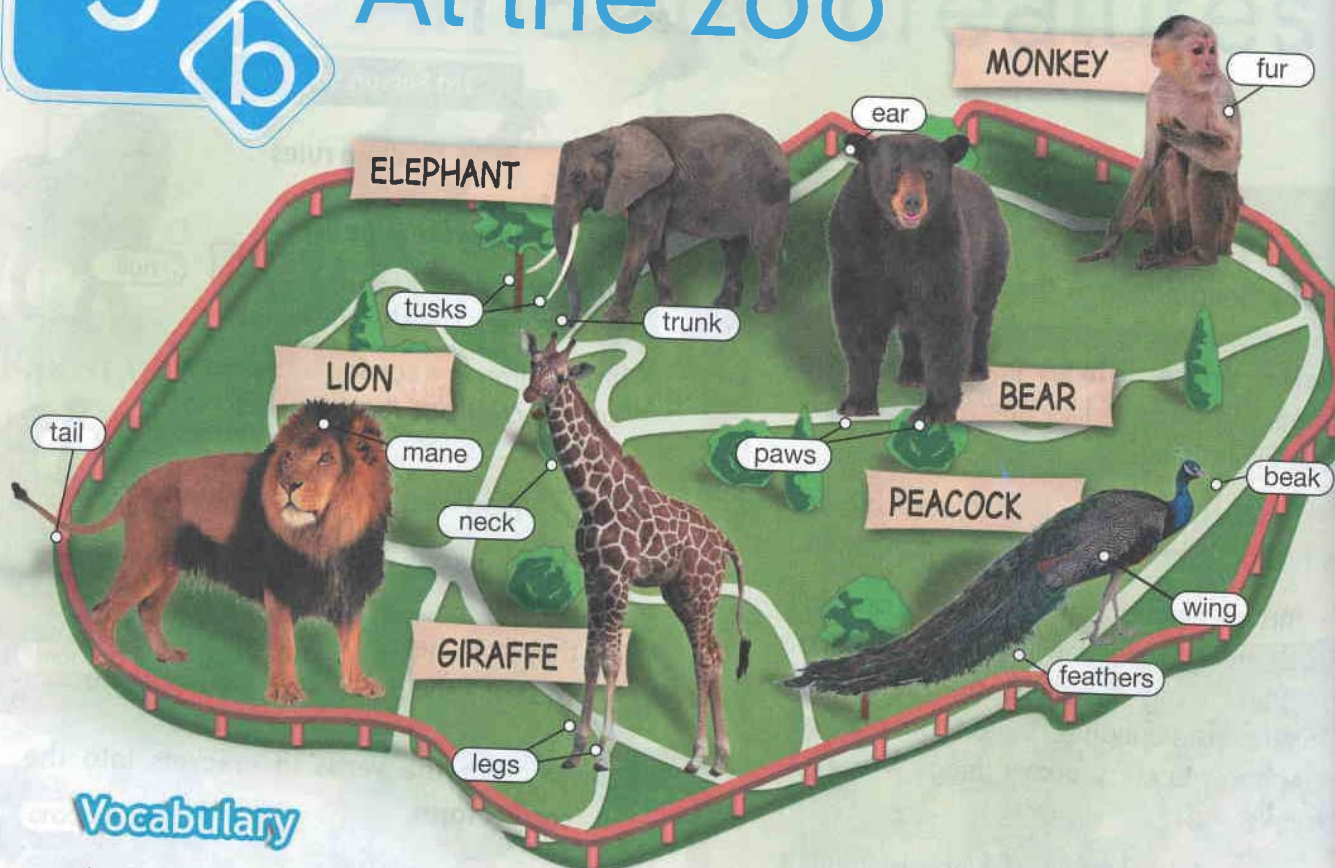
9 Listen and choose. Listen again and repeat.

	/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.

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) Complete with: *do, does, don't* or *doesn't*.

- 1 A: *Do* you like peacocks?
B: Yes, I *do*.
- 2 A: *Does* your friend eat fruit?
B: No, she *doesn't*.
- 3 A: *Do* they live in Brazil?
B: No, they *don't*.
- 4 A: *Does* Bob sleep a lot?
B: Yes, he *does*.

- b) Ask and answer.

- 1 Do you play football?
Yes, I do.
- 2 *Does* your mum work?

- 3 *Does* your friend walk to school?
- 4 *Do* you live in a flat?
- 5 *Do* you swim well?
- 6 *Do* you like elephants?
- 7 *Does* your dad eat fish?

GAME

Play in teams. Think of an animal. The teams ask five Yes/No 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.

VISIT LONDON ZOO

for a great 0) *day* family day out!


Address: Regent's 1) *park*, London

Opening

Times: 2) *10* am – 4:00 pm
closed 3) *Christmas* Day

Tickets: Adult 4) *£12*.
Child (3-15) £9.50

Animals: otters, penguins,
5) *lions*, tigers, giraffes
and lots more



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.

5

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 Find 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



the forum
general

Pages: 1,2,3

Chatforum.com

Find new
friends and talk
about your pets online

Jessie



09:00 Hi there. I've got a cat. Her name is Stripes. She is 5 years old with big ears and bright green eyes. Stripes plays in the garden all day and at night she sleeps on my bed. Cats are great! What do you think?

10:35 Hi Jessie, I'm Chris. I like cats, but I haven't got one. I think budgies are the best! My budgie has got blue, grey and white feathers and a little yellow beak. His name is Tweety and he sings all day long.

Chris



Sarah



11:20 Hi guys! I've got a dog. His name is Nelson and he's 3 years old. He is very big with golden fur. I take him for walks in the park every day. Does anyone else like dogs?

post a message

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 marsupials.

machonius

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.

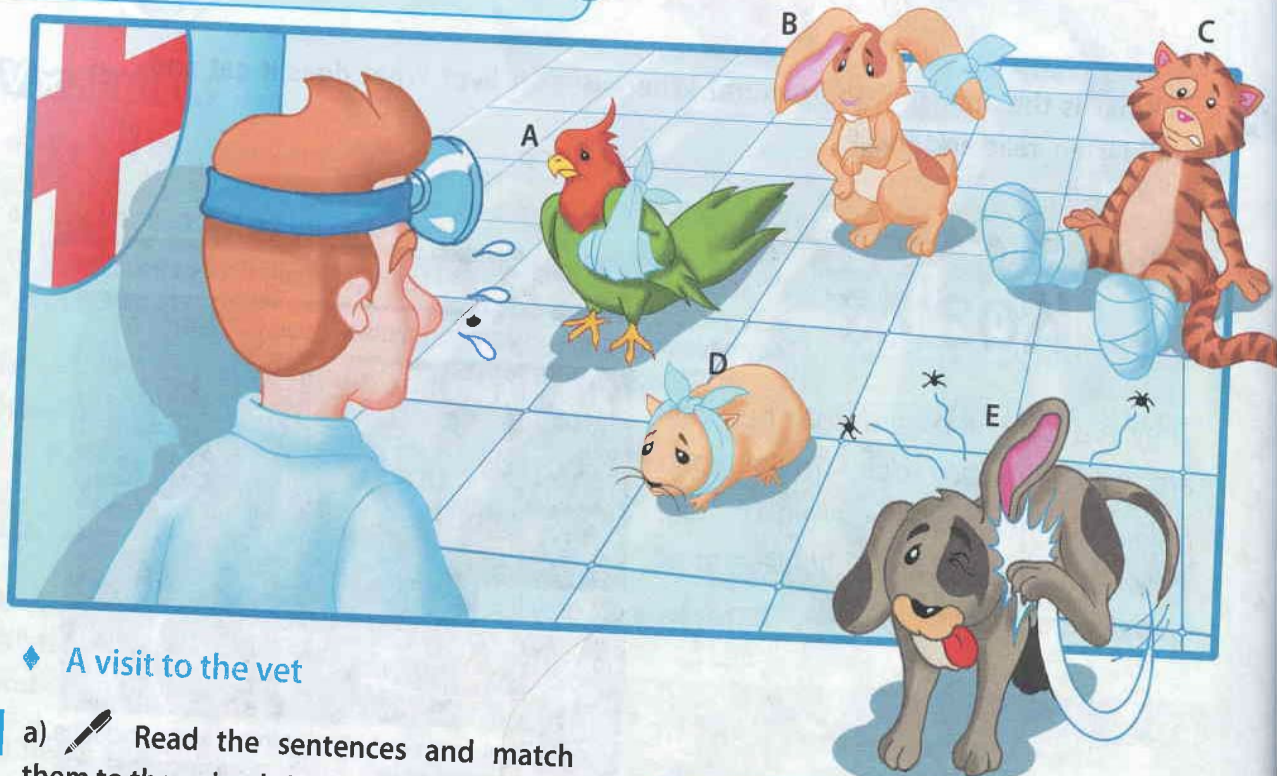
Fact File	Animal:	Koala	
	Face:	<input type="text"/>	1
	Body:	<input type="text"/>	2
	Colour:	<input type="text"/>	3
	Home:	<input type="text"/>	4
	Food:	<input type="text"/>	5

- 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. *A*
- 3 Max's got toothache. *D*
- 4 Stripe's got two broken legs. *C*
- 5 Mittens's got an earache. *E*

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 dialogue on the right. 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.

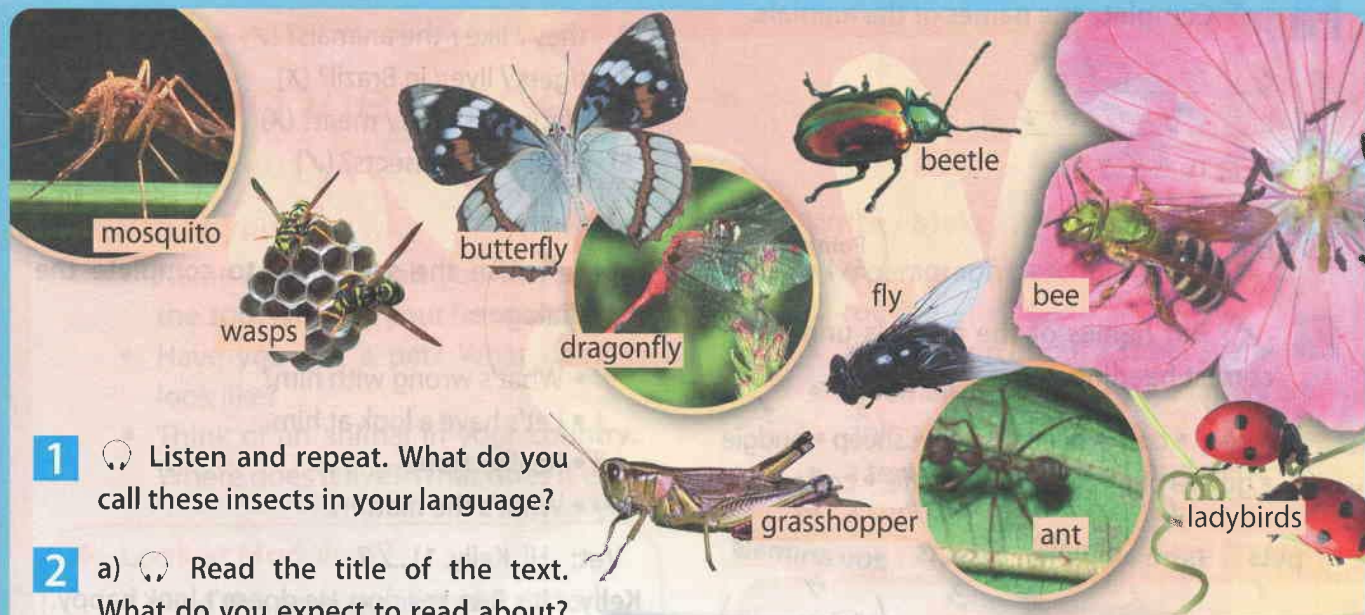
Pronunciation /e/, /ɜ:/

Reading Rules

- e - /e/ egg • ea - /e/ head
- e, i, u + r - /ɜ:/ her, bird, fur

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

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



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, read and check.



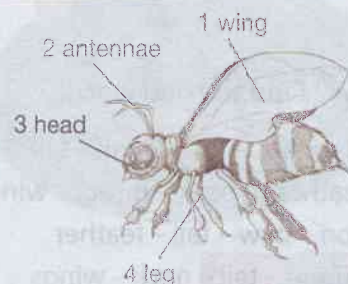
b) Read the text and answer the questions.

- 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:** Imagine it's summer. Become a garden detective – go on an insect hunt.

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 waste¹. They are also an important food for birds and other animals. Some insects, like bees, even make food – honey.

¹ unwanted things, rubbish



- 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.

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 i r a f f e
- 2 e l e p h a n t
- 3 m o n k e y
- 4 p a r r o t
- 5 b e a r

(Points: $\frac{5 \times 4}{20}$)

2 Put names of the animals under the correct heading.

- 4 2 3 3 2 1
• bear • cow • beetle • bee • sheep • budgie
1 4 4 4
• guinea pig • peacock • giraffe • crocodile

pets **farm animals** **insects** **zoo animals**

(Points: $\frac{10 \times 1}{10}$)

3 Find the odd word.

- 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: $\frac{5 \times 2}{10}$)

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: $\frac{5 \times 4}{20}$)

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

0 you / like / tigers (X)

► Do you like tigers?

No, I don't.

1 she / eat / vegetables? (✓)

2 they / like / the animals? (✓)

3 tigers / live / in Brazil? (X)

4 elephants / eat / meat? (X)

5 birds / eat / insects? (✓)

(Points: $\frac{5 \times 4}{20}$)

6 Use the sentences to complete the dialogue.

1 • What's wrong with him?

2 • Let's have a look at him.

3 • Really? How?

4 • 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: $\frac{4 \times 5}{20}$)

(My score: $\frac{100}{100}$)

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

What has got a red spotted body, six hairy legs and three big eyes?



I don't know but there is one on your shoulder.

Round the clock

◆ 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



6

a

Wake up!



Vocabulary

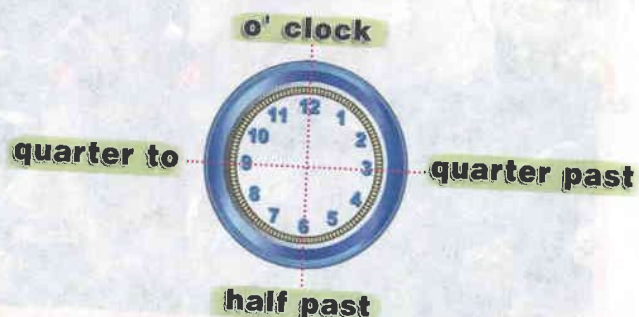
◆ Daily activities

- 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?



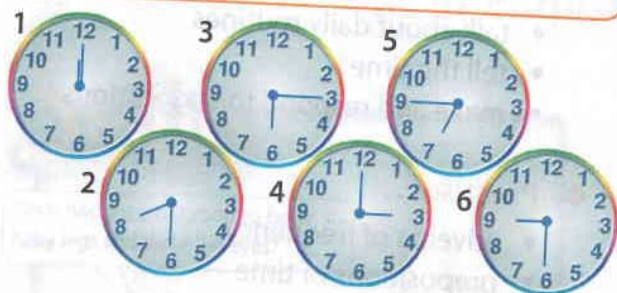
- b) Work in pairs. Use the table and the clocks to ask each other the time.

Asking

- What time is it, please?
- Have you got the time, please?
- Excuse me, what's the time, please?

Telling

- 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.



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!

6a

Home

The heroes
at home

Movies

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 Complete 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.

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.

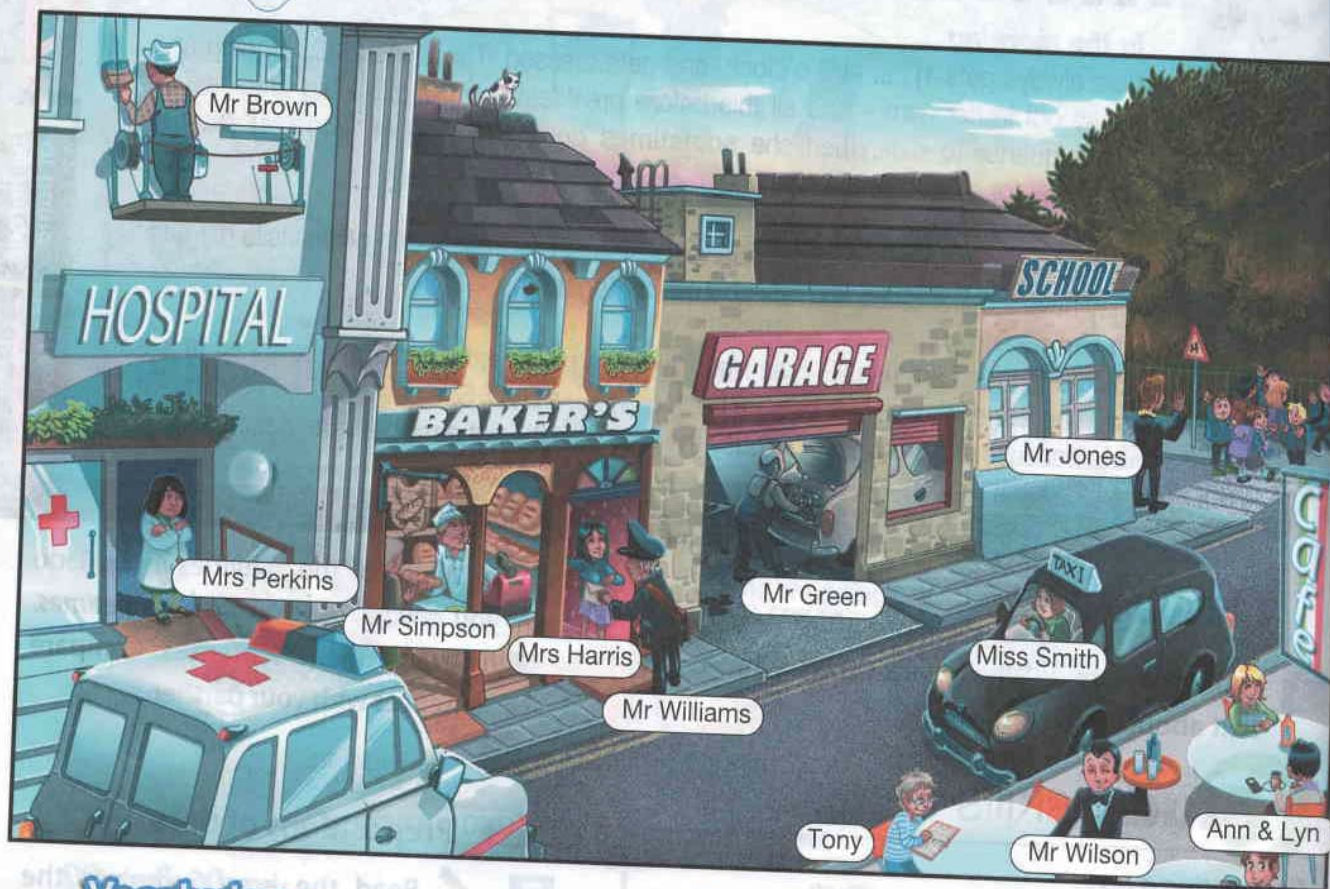
at + (the time) → 3 o'clock, noon/
midnight/night
in + in the morning/afternoon/
evening

- 1 7 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 Tony Stark and I have a very busy life. I get up at ...*



Vocabulary

♦ Jobs

- 1** Match the people in the picture to the jobs (1-8). How do we form these words?

- | | |
|-----------|---------------|
| 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 questions.

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 (X) / read a book (✓)

► A: *Is Dad doing a crossword?*

B: *No, he isn't. He's reading a book.*


- 2 Mary / play computer games (X) / do homework (✓)
 3 the dog / play in the garden (X) / sleep by the fire (✓)
 4 you / eat breakfast (X) / get dressed (✓)
 5 Sue and Dave / do the shopping (X) / 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/


Reading Rules

ng – /ŋ/ reading

- 9**  Listen and repeat. Think of more words with the same sound.

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 in the picture.

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.

6 C

Weekends

Vocabulary

Activities

- 1 What are the people in the pictures (1-6) 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 • drink coffee

- 1 *The family is washing the dog.*

Reading

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



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

- That's all for now.
- Great to hear from you.
- 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: It's Sunday evening. Write a short email to your friend about what you and your family are doing now (50-60 words). You can use the email in Ex. 2 as a model.

From: Linda
To: Rosie
Subject: It's Saturday!

Hi, Linda!

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

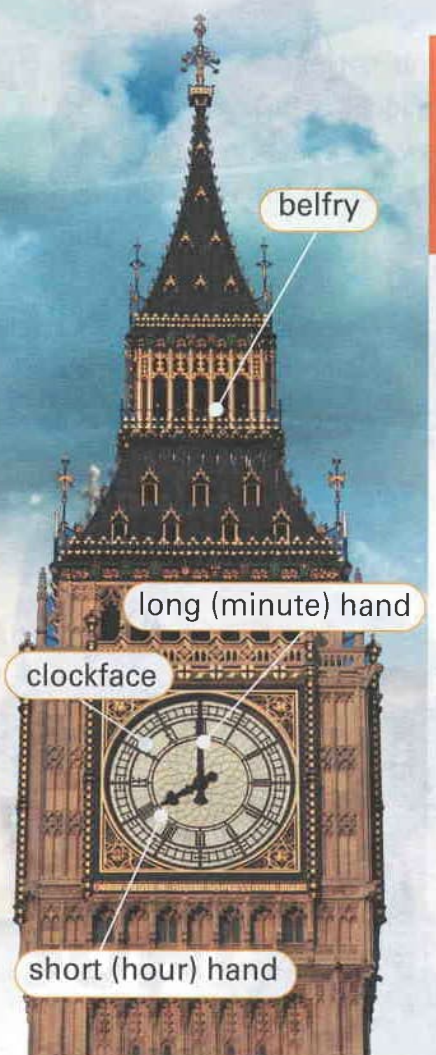
All the family are here and are busy too. Mum's in the living room. She's making some phone calls. Dad's working in the garden. It's hard work. My little brother, Tom, is helping him. He's planting some flowers. My sister, Zoe, is having a good time though. She's playing with her friend.

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

Love,
Rosie

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 over 96 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 about Big Ben. Listen and read. Can you answer them?

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

1 Big Ben is in *London*.

2 Big Ben is the name of *Sir Ben. Hall*.

3 The tower is *over 96 metres* high.

4 Each hour hand is *about 3 metres* 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?* (M) *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:/

Reading Rules



• or – /ɔ:/ short • ar – /ɑ:/ park

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

/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 choose the correct word. Listen and check.



SUNDIALS

Go outside on a sunny day and look **1) at/on** your shadow¹! 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 spins every 24 hrs 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. (B)

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 Complete with: watch, get, go, have or work.

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

(Points: $\frac{12}{6 \times 2}$)

2 What time is it?



(Points: $\frac{15}{5 \times 3}$)

3 Write the jobs.

- | | |
|---------------------|-----------------------|
| 1 hospital - d..... | 4 school - t..... |
| 2 baker's - b..... | 5 café - w..... |
| 3 garage - m..... | 6 postoffice - p..... |

(Points: $\frac{12}{6 \times 2}$)

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

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

(Points: $\frac{25}{5 \times 5}$)

5 Complete the sentences with the Present Continuous.

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

(Points: $\frac{18}{4 \times 4}$)

6 Use the prompts to complete 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!

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

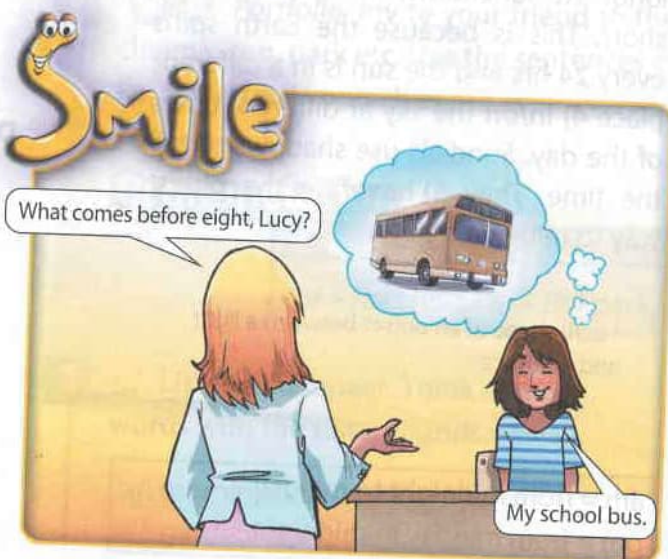
(Points: $\frac{20}{4 \times 5}$)

(My score: $\frac{100}{100}$)

Now I Can...

- 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



In all weathers

◆ 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 ...

- seasons, months and weather
- 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: /aʊ/, /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



Anna

Billy

Year after year

Winter

December
January
February



A

Spring

March
April
May



B

September
October
November

Autumn

Vocabulary

◆ Seasons, Months & Weather

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

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. D
- 2 It's very hot and the sun is shining. C
- 3 It's very cold and it's snowing. A
- 4 It's warm and the sun is shining. B

C



June
July
August

Summer

b) Listen and 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 is one girl.
A: She is 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

Main Room



Gus



Nemo



Amelia

Fun Room



[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?

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/online conversation.

What's the weather like today?

Responding Negatively ☹️

- It's awful! • It's terrible! • It's freezing!
- It's cold.

Responding Positively 😊

- It's a lovely/beautiful day! • It's warm! • It's very hot. • (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's raining 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.

7

b

Dress right

Erin

Angela

Julia

Max

Billy

Anna



Vocabulary

Clothes

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

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.

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 |

- ▶ Anna is wearing a long skirt, ...

Everyday English

Asking about clothes

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

Asking

- 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?

Answering

- 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*.

- Patsy to Glasgow.
- Ann to the airport.
- Patsy a skirt and a blouse.

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

Grammar Grammar Reference

◆ Present Simple or Present 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*.

- (it/rain) often in the winter?
- Where (you/live)?
- What (you/do) now?
- She (go) to school on her bike today.
- 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 choose 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

7 C

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/

Reading Rules

ow, ou – /aʊ/ brown, blouse

- 2 Listen and repeat.
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)



1 go skiing



2 watch TV



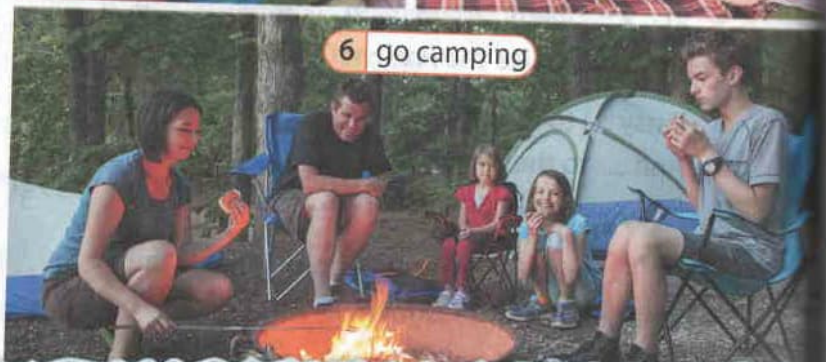
3 read a book



4 make a snowman



5 have a picnic



6 go camping

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 at the local beach at the moment. Tony's playing golf with Steve. They're enjoying it a lot. I'm by the pool 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














Alaska is in the north-west 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.

								
Alaska								
Winter		•	•		•		•	•
Spring		•	•		•	•	•	
Summer	•	•		•		•		
Autumn		•	•	•	•	•	•	

-  Listen to the music. What images come to mind? How does the music make you feel: *happy, sad, calm, stressed*?
-  Look at the text. Where's Alaska? What do you know about the weather there? Discuss. Listen and check.
-  You are going to Alaska. Decide what clothes to pack for different seasons.
 - In winter, pack a long-sleeved shirt, jeans, a warm hat and gloves, boots, a wool sweater and a winter coat.*
- Project**

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? *a shirt*
- 2 What colour does he want? *blue*
- 3 What size is he? *16*
- 4 How much does it cost? *£15*

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 a dialogue between you and the shop assistant. Use the sentences from Ex. 1. Record yourselves.



Pronunciation //

Reading Rules

sh - /ʃ/ shirt

5 Listen and repeat.

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).

• branches • leaves • sky • wind

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.

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

PROGRESS CHECK 7

1 Find the names of the seasons. What season is it now?

- 1 s.....r 2 w..... 3 s..... 4 a.....
(Points: $\frac{4 \times 4}{16}$)

2 Find the odd word.

- 1 cold - leaves - warm - hot
2 boots - gloves - scarf - shorts
3 high heels - caps - shoes - trainers
4 Alaska - May - July - April
(Points: $\frac{4 \times 4}{16}$)

3 Complete the gaps with the correct word.

• like • jumper • 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: $\frac{4 \times 4}{16}$)

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/nor 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: $\frac{4 \times 4}{16}$)

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: $\frac{8 \times 2}{16}$)

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 size 12. I like this one. 3)

A: It's 4)

B: Thanks. I'll take it.
(Points: $\frac{4 \times 5}{20}$)
(My score: $\frac{100}{100}$)

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.

Smile

What often falls but never gets hurt?



Special days

◆ 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 ...

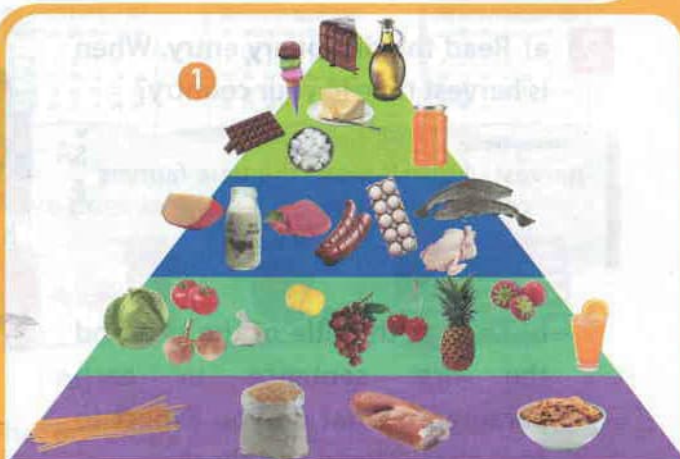
- make suggestions for a party
- order food

◆ Practise ...

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

◆ 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




8 a

Celebrations

Vocabulary

◆ Festive activities

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

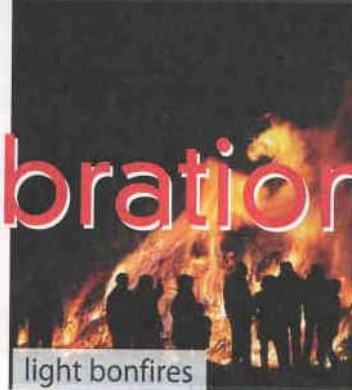
- A: On Victory Day we have street parades.
B: We also set off fireworks.

Reading

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

occurrence.
harvest /hɑːrˈvɪst/ N-SING the time farmers collect their crops
/hɑːrˈvɪst/ VB collect crops

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



light bonfires



set off fireworks



dress up



have street parades



exchange gifts





cook special food



have a family dinner



decorate the house

- 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 winter, 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 **cooking** 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 <i>N</i> | 6 street <i>N</i> |
| 2 water <i>B</i> | 7 play <i>B</i> |
| 3 light <i>B</i> | 8 dress <i>B</i> |
| 4 fire <i>B</i> | 9 watch <i>B</i> |
| 5 paint <i>B</i> | 10 cook <i>B</i> |

Speaking

- 5 **Portfolio:** You are the presenter on 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 choose 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/

Reading Rules

• ng - /ŋ/ thing • nk - /ŋk/ thinker

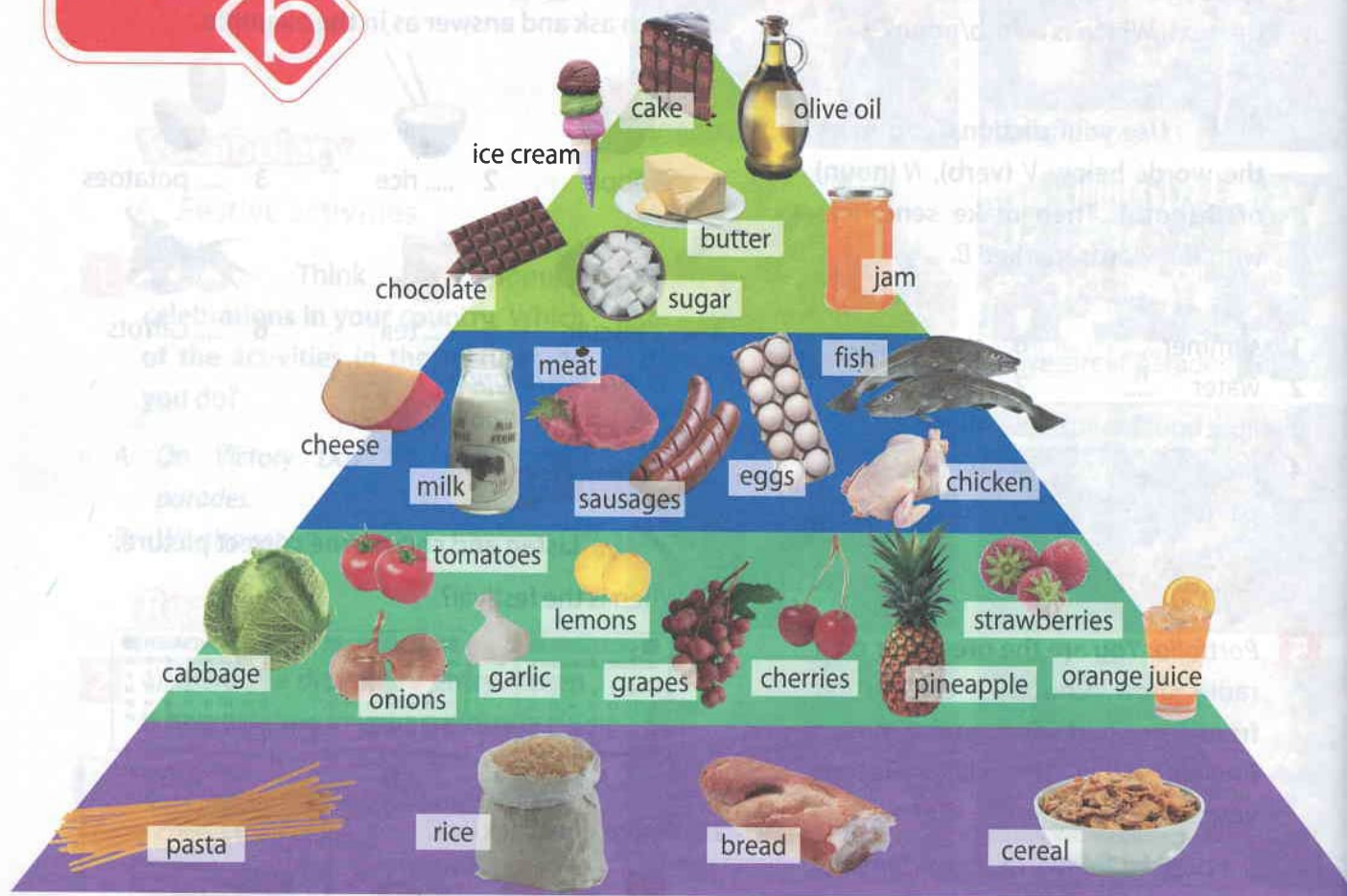
- 8  Listen and repeat.

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

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

Master chef



Vocabulary

◆ Food & drinks

- 1 a) Listen and repeat these foods/drinks in your language. Write 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 complete 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

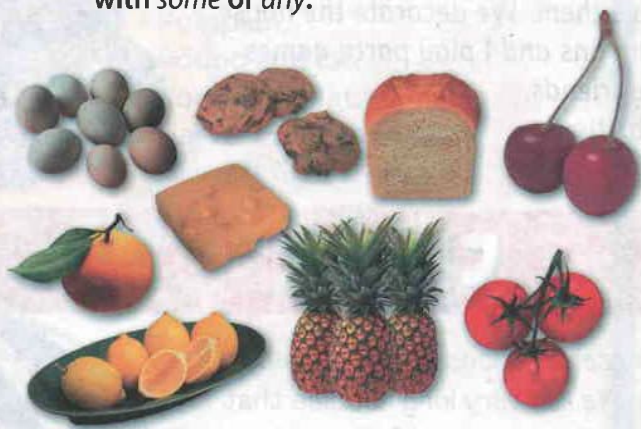
- 4**  Read the sentences and complete the rules. Use *some* or *any*.

*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 complete with *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 • carrots
- 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 complete with: *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. Look at the text. What are they talking about? Listen and check.
- b)   Listen and complete the gaps 1-5 with the missing words.

Birthday Party Plan

Date: 0) ► Friday 22nd January

Time: 1) 8

Number of people: 2) 15

Food/Drinks: 3 large pizzas, 10 burgers,

1 packet of chocolate 3) biscuits

2 4) bottles of lemonade

Activities: party 5) games, 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

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?

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?*

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)


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

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.

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.

- Takeaway, 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.

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: Takeaway, please.

Man: That's £3.89, please.

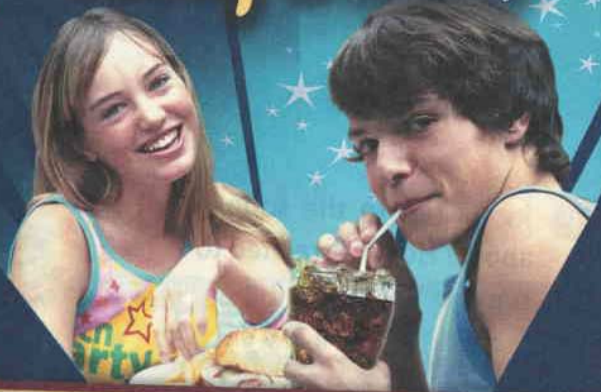
Ann: Here you are.

Man: Thank you. Enjoy your meal.

Ann: Thank you.

2 Read the dialogue. What is Ann ordering? How much is it?

Tony's Takeaway



Cheeseburger

Small	£1.99
Medium	£2.49
Large	£2.99

Baked potato with:

Cheese, tuna or beef chilli	£2.99
-----------------------------------	-------

Sandwiches:

Cheese, egg, tuna or chicken	£1.99
------------------------------------	-------

French fries

Small	95p
Medium	£1.20
Large	£1.40

Chocolate cake	£1.20
----------------------	-------

Ice cream:

Chocolate, strawberry or vanilla	99p
--	-----

Drinks:

Orange juice	90p
Cola, lemonade, mineral water	70p

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/

Reading Rules

• g - /g/ glass • g + e, i - /dʒ/ orange

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

/g/: glue, garlic, /dʒ/: margin, large

- 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 chop¹ everything.
- 3 I wash fruit and vegetables really well.
- 4 I sometimes forget to put milk back in the fridge.
- 5 I clean surfaces² 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'll change next time you help in the kitchen?

► *I will wash my hands before I cook.*

Project

- 4** **ICT Portfolio:** Work in groups. Use the information on this page and information from 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!'

DANGER!



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 raw¹ 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: $\frac{6 \times 2}{12}$)

2 Find ten words for 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: $\frac{10 \times 1}{10}$)

3 Complete with the missing letters.

- | | |
|----------------------------------|---------------------------|
| 1 a c _____ n
of milk | 5 a p _____ t of
pasta |
| 2 a b _____ e
of olive oil | 6 a b _____ of cereal |
| 3 a b _____ l of sugar | |
| 4 a g _____ s of
orange juice | |

(Points: $\frac{6 \times 3}{18}$)

4 Choose the correct word.

- | | |
|-------------------|-------------------|
| 1 a/some potatoes | 5 some/a biscuits |
| 2 some/an eggs | 6 a/some rice |
| 3 a/an apple | 7 an/a banana |
| 4 some/a milk | 8 some/a sugar |

(Points: $\frac{8 \times 2}{16}$)

5 Complete 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: $\frac{8 \times 3}{24}$)

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: $\frac{5 \times 4}{20}$)

Now I Can...

(My score: $\frac{100}{100}$)

- 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

I've got five apples in my right hand, and seven apples in my left hand. What have I got?

Very big hands!

Modern living

◆ 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 ...

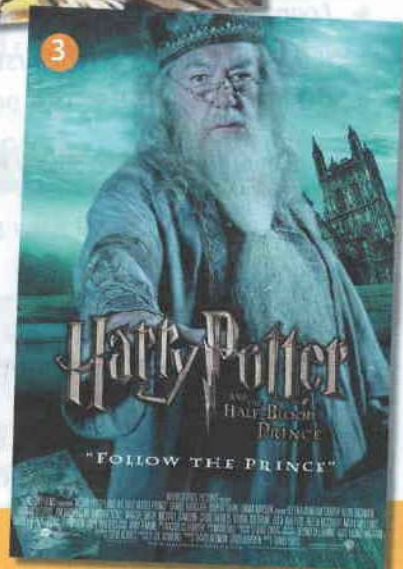
- ask for & give directions

◆ Practise ...

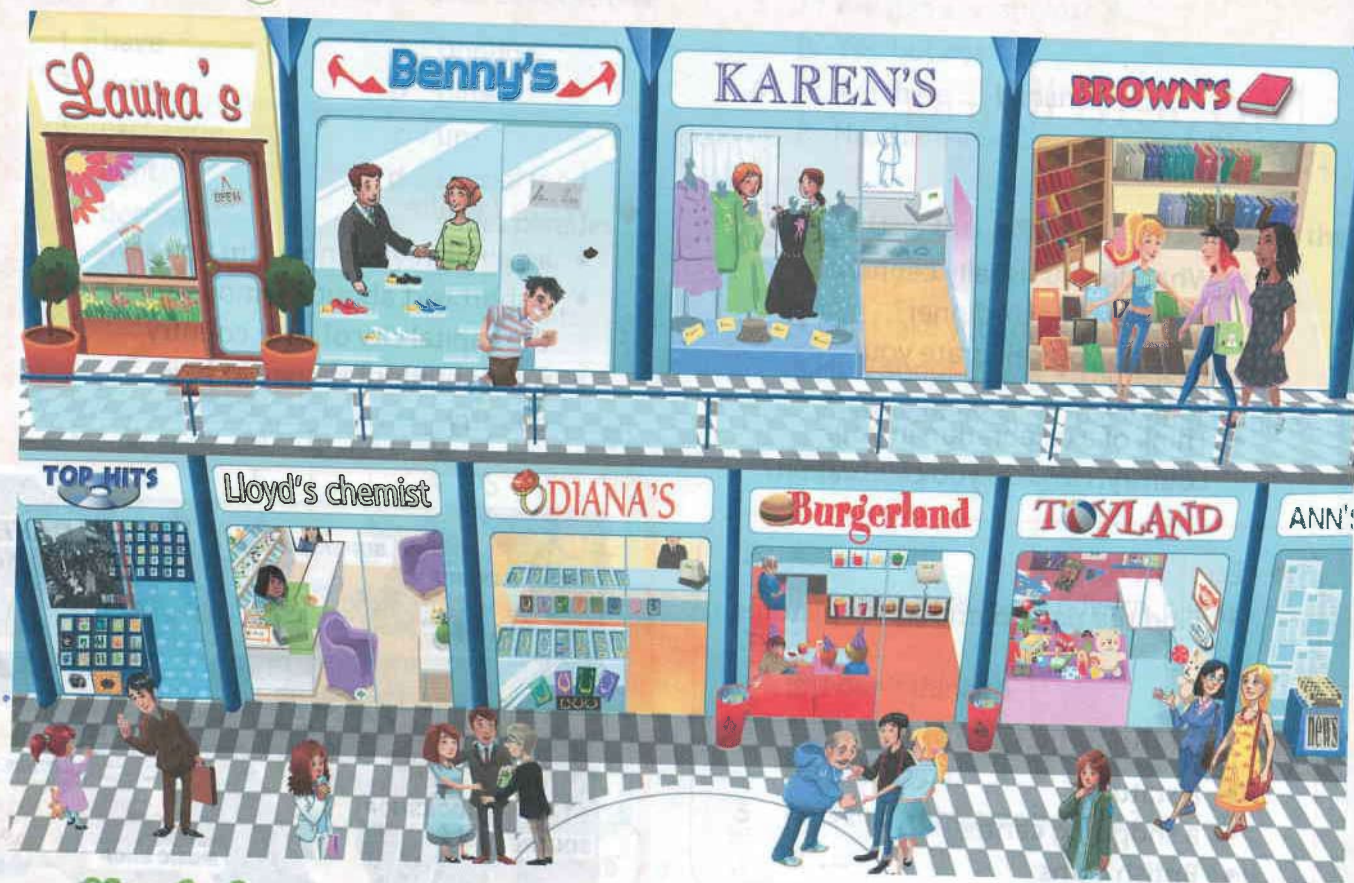
- a/an – the
- at – with
- was/were
- must/mustn't
- Past Simple (regular/irregular forms)
- reading rules: was, were, ck
- pronunciation: /wɒz/, /wɜː/

◆ 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



Going shopping



Vocabulary

Shops & products

- 1** a) Which shops can you see in the shopping centre? Where are they? *baker's, florist's, café, shoe shop, newsagent's, greengrocer's, toy shop, bookshop, chemist's, music 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).
- Emma was at the shopping centre with Kelly yesterday.
 - Kelly thinks Emma's new shoes are nice.
 - Emma's new shoes weren't cheap.
 - Kelly and Emma decide to go to the mall together today.
 - 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.

b)  **Complete with: was, were, wasn't or weren't.**

- There a lot of people in the fast food restaurant last night. It was very busy!
- '..... Katie at school last week?' 'No, she She was sick.'
- 'These flowers are beautiful. they expensive?' 'No, they '
- James and Charlotte at the florist's? Yes, they
- That's a pretty dress. it in the sale? Yes, it
- there a toy shop in that shopping centre? No, there
- Where you yesterday, Sam? I at the zoo with my mum.
- We at home last night. We at the cinema with friends.


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.	I/He/She/It wasn't at the shoe shop.
We/You/They were at the bakery.	We/You/They weren't at the toy shop.
There was a shoe shop.	There wasn't a bakery.
There were books.	There weren't any cafés.
Interrogative	Short answers
Was I/he/she/it at home?	Yes, I/he/she/it was .
Were we/you/they at home?	No, I/he/she/it wasn't .
	Yes, we/you/they were .
	No, we/you/they weren't .
Was there a café?	Yes, there was .
	No, there wasn't .
Were there any cafés?	Yes, there were .
	No, there weren't .

◆ 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

Pronunciation

Reading Rules

• **weak form:** /wəz/ /wə/ • **strong form:** /wɒz /wɜː/

- 5**  Listen and repeat.

Tony was at the zoo yesterday afternoon.

Was he at the park?

The children were at the cinema.

Were the boys with Peter?

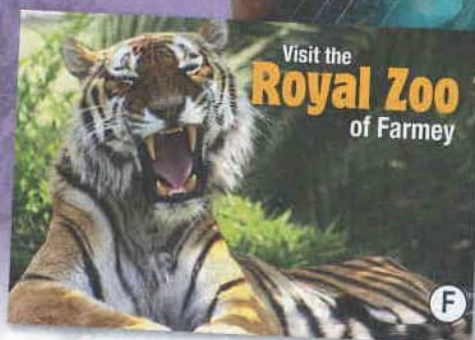
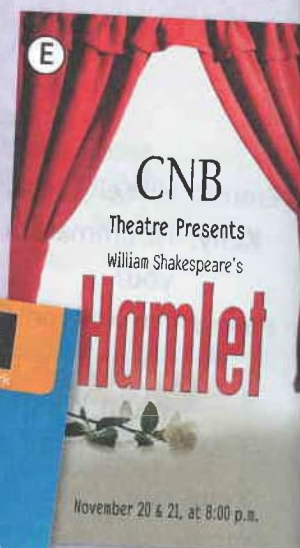
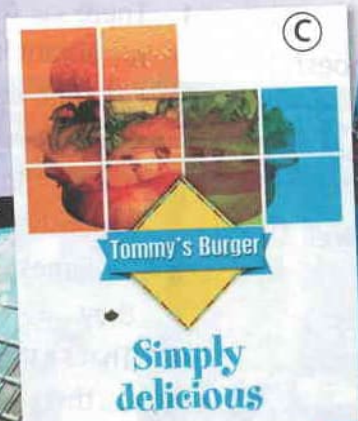
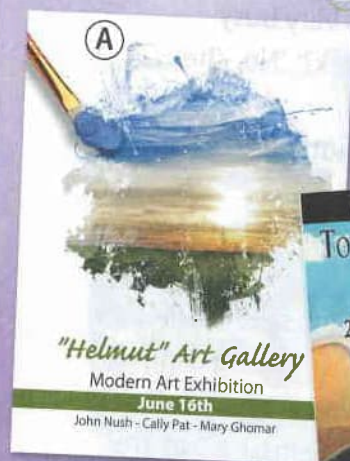
Writing

- 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.*

9

b

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.

Mailbox

Compose mail



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 to 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
I/You/He/She/ It/We/They watched TV last night.
Interrogative
Did I/you/he/etc watch TV last night?
Negative
I/You/He/She/It/We/They did not/ didn't watch TV last night.
Short answers
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 choose 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*.

- A: (you/play) basketball yesterday afternoon?
B: No, I I (surf) the Net.
- A: (your cousin/visit) Germany last month?
B: No, he He (visit) Prague.
- A: How old was Mozart when he (die)?
B: 35 years old.
- A: When (you/finish) work yesterday?
B: At 5:00. Then I (walk) home with Jane.
- 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 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 for 4) ; £25 for 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, 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.



Don't miss it!



Vocabulary

◆ Types of films

- 1 Listen to the music. Which type of film(s) does it match?

- horror • romance • comedy
- action • animated • fantasy

Reading

- 2 Listen to and 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?

- 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.

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** Daniel Radcliffe, Rupert Grint and Emma Watson.

The sixth film of the Harry Potter **series** is about Harry Potter getting ready to **face** Voldemort. Dumbledore 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

- 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:

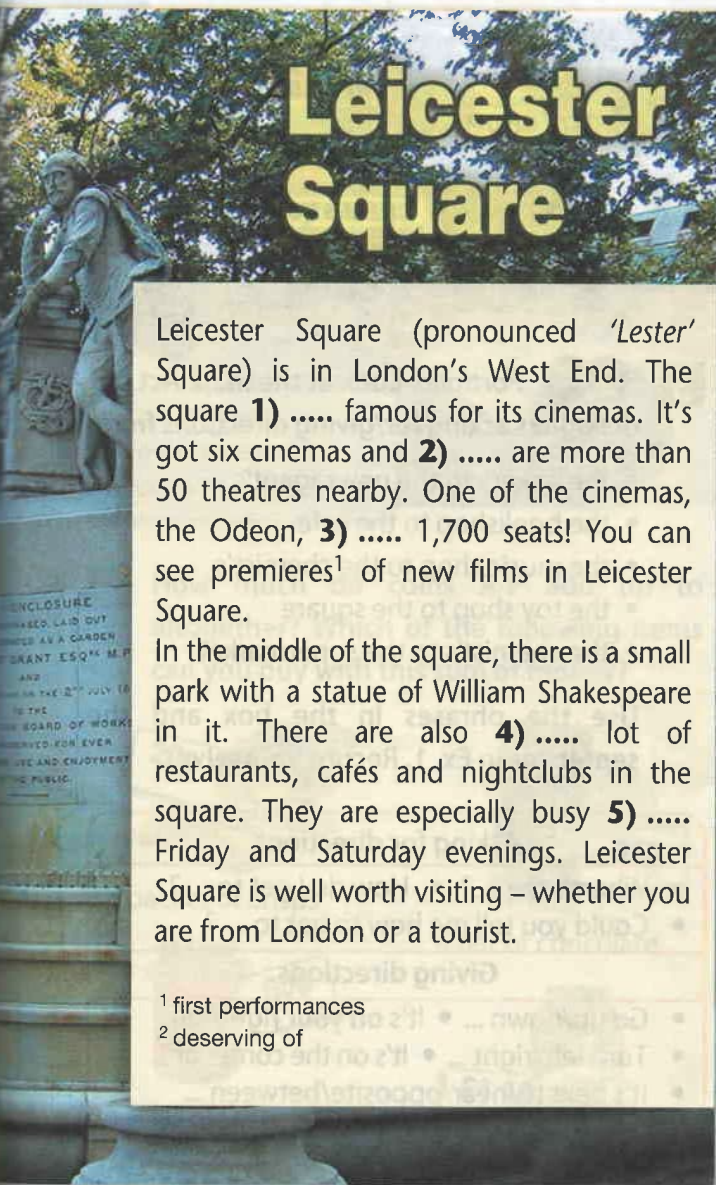
- type • plot • main characters • recommendation

- 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 premieres¹ 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 visiting – whether you are from London or a tourist.

¹ first performances

² deserving of

- 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.*
A: *What did you do there?*
B: *I went to the theatre to see a new musical.*

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. (X)
You 2) pay at the door. (✓)
Children 3) be with an adult. (✓)
You 4) eat or drink. (X)
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

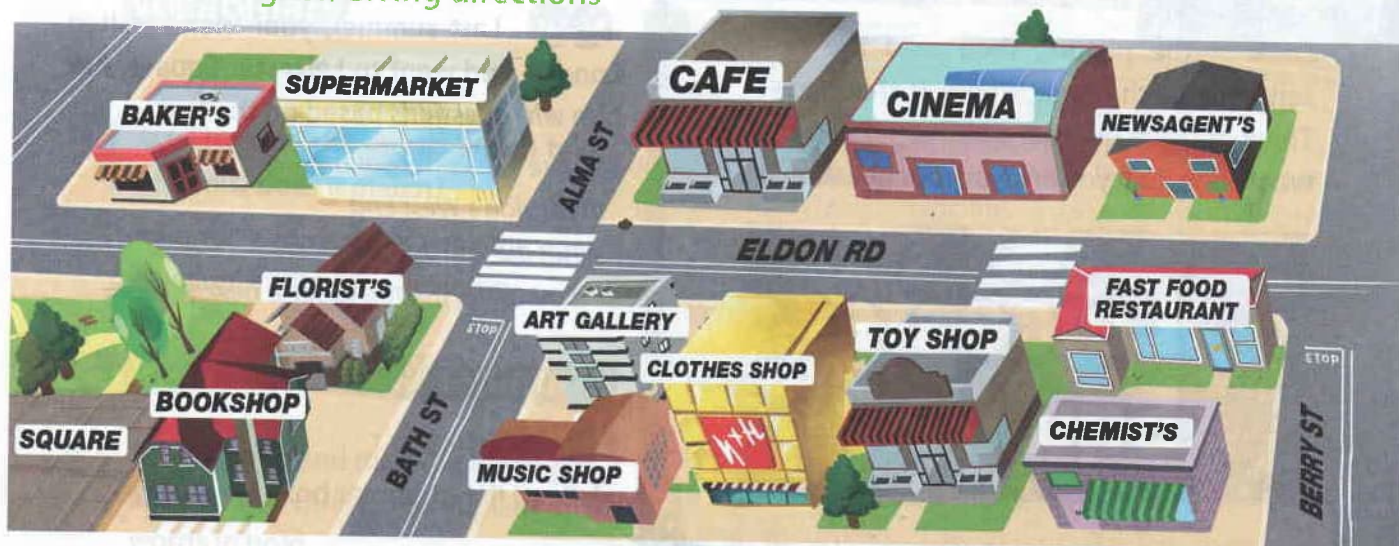
Present it to the class.

- 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 |

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 restaurant 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.
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

- Where's the ...? • How do I get to ...?
- Could you tell me how to get to ...?

Giving directions

- 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

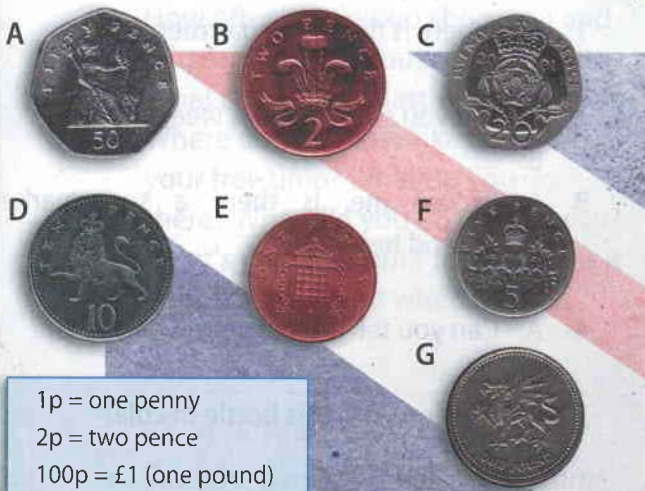
ck - /k/ clock, pack

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

lock, dock, shock, lick, luck, duck

- 1 Put coins A-G in order of value (from lowest to highest).

British Coins



- 2 How much do 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: $\frac{18}{6 \times 3}$)

2 Find the odd word out.

- zoo – concert hall – theme park – film
- packet – corner – jar – bar
- comedy – greengrocer's – animated – action
- art gallery – jigsaw – stuffed animal – board game
- chocolate – crisps – jam – square

(Points: $\frac{15}{5 \times 3}$)

3 Complete the sentences using the Past Simple.

- Where (he/go) last Sunday?
- She (not/watch) TV last night.
- We (play) basketball last weekend.
- Mum (make) a cake yesterday.
- She (tidy) her room yesterday afternoon.
- We (see) two white tigers at the zoo.
- Bill (buy) a pair of jeans two days ago.
- The children (eat) all the lasagna. They were very hungry.

(Points: $\frac{24}{8 \times 3}$)

4 What do the signs mean? Use *must*/*mustn't*.

no smoking

1

Sorry! No animals
Thank you

2



Keep dogs on leads

3



Keep Left

4



No cycling in
the gardens

5

Clean up after your dog

6

(Points: $\frac{18}{6 \times 3}$)

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.

- A: Where is the toy department?
B:
- A: Did you see a film last weekend?
B:
- A: Excuse me, is there a supermarket around here?
B:
- A: Can you tell me where the bakery is?
B:
- A: How much is this bottle of cola?
B:

(Points: $\frac{25}{5 \times 5}$)

(My score: $\frac{100}{100}$)

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.

Smile

Waiter, what is this fly doing in my soup?



Holidays

◆ 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 ...

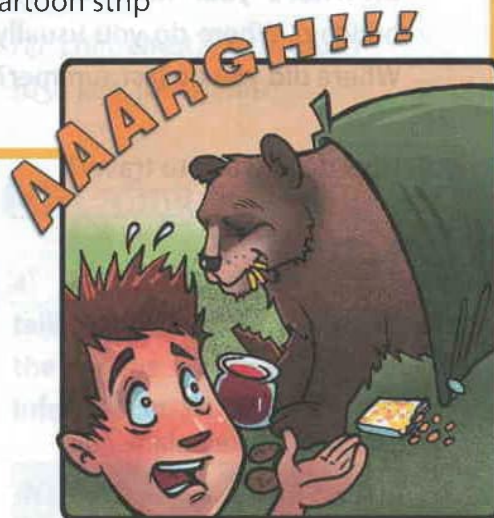
- invite/accept - refuse
- rent a bicycle/car

◆ Practise ...

- can – can't
- will
- revision of Present Simple & Present Continuous
- reading rules: ch, j, a, o
- pronunciation: /tʃ/, /dʒ/, /p/

◆ 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?



► 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).

- Ann and Tony want to have a good rest.
- John likes to do extreme sports.
- Amy wants to see animals.
- Stella likes to learn about ancient culture.
- Mike loves to see green countryside.

A

Discover the HIMALAYAS!

Are you planning an adventure holiday?
The Himalayas is the place to go.

- rock climbing • trekking • mountaineering
- mountain biking • white-water rafting

Small Group Adventures 0870 888 0243

B

The Magic of AFRICA

- Experience the beauty of Mount Kilimanjaro
- Join in wildlife tours
- Stay in comfortable camps

Call 01789 7685 for a free brochure!

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)

IRELAND BY COACH

- enjoy beautiful countryside
- visit magnificent castles & national parks
- do your shopping
- have a picnic by the lake

www.goireland.com

DUBLIN

CORK

SPAIN

There's everything for everyone on Dona Lola
Sun, Sea and Sand from only £225 per person!

www.lazydays.com

- three pools • apartments by the sea • beautiful gardens
- tennis court • indoor leisure centre


Egypt & the River Nile with "The Queen of the Nile"

- visit historic sites like the Valley of the Kings
- see ancient monuments (the Luxor Temples)

FULL BOARD DURING YOUR CRUISE

CALL: 020-8876364

7 nights from £429

b)  Match the signs (1-5) to the meanings (a-e).



- a You can't eat or drink. c You can't take photographs.
b You can get out of the building here. d You can park here.
e You can't camp.

6  Ask and answer questions.

- I / take pictures? ✓
▶ A: Can I take pictures here?
B: Yes, you can.
- you / see elephants here? ✗
- I / use my credit card? ✓
- Mike / wear his shorts in the restaurant? ✗
- we / park here? ✓
- 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/

Reading Rules



- ch - /tʃ/ cheese • j - /dʒ/ join

7  Listen and repeat.

/tʃ/: chin, chest, catch, much

/dʒ/: jam, joke, jump

Listening

8 a)   Listen to two people talking on the phone and complete the gaps with 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  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.

Pine Bay
HOTEL

sunbathing



swimming



windsurfing



hiking



jet skiing



fishing



scuba diving



sailing



white water rafting

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 find white water rafting exciting.
B: Really? I think it is dangerous.

- c) Look at the highlighted adjective suffixes. 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

- Would you like to come canoeing/ fishing etc with me?
- Why don't you come ... ?
- Do you want to come canoeing ... ?

Accepting/Refusing

- 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

◆ Future Simple

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'm thirsty. (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 shop 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 light clothes. We are having breakfast outdoors. We're very happy.

Vocabulary

◆ Health matters

- 1 a)  Look at the people. Who has got: *toothache? stomachache? a headache? a temperature? 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?

Hi Matt,
Out to get lotion from pharmacy - got sunburn! Meet U at reception at 3!
Sally

(A)

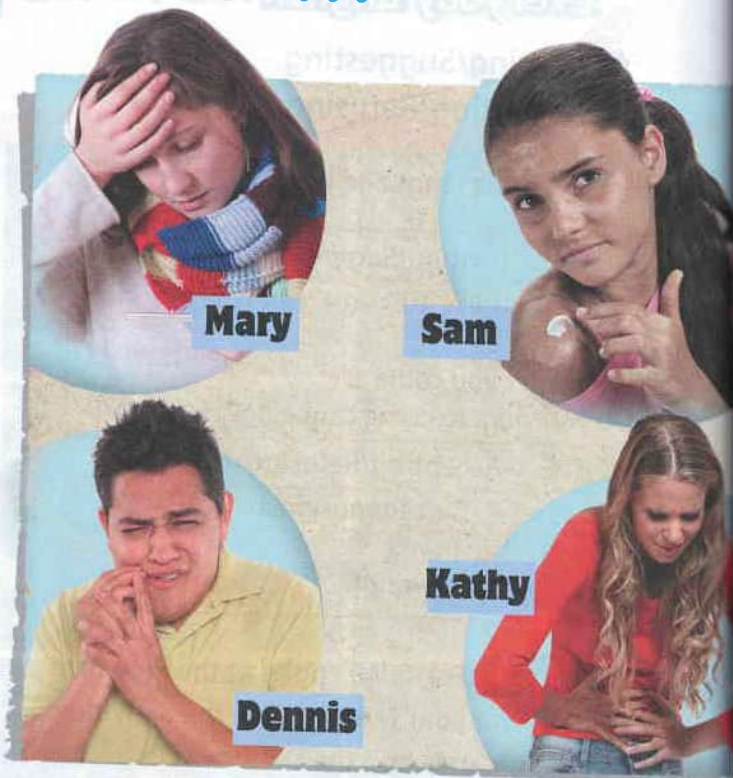
Sally,
Can't B there at 3. Will B at beach with family 'til 4. What about 5 at pool? Hope sunburn better - stay out of sun!
Matt
P.S. Won't B late!

(B)

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*).



Mary

Sam

Dennis

Kathy

- 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.

- I will see you outside school at four o'clock.
► *C U outside school at 4.*
- I will meet you at three o'clock opposite the park.
- I can't come to the cinema tonight. I've got lots of homework.
- 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.

CULTURE

All aboard

Tour beautiful Scotland by coach!

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

16 Stop to take photographs. Go back 2.

15 Loch Ness

This place has a famous

- A snake
- B monster

This town has a famous

- A cathedral
- B tower

People come here to play

19 Coach stops for lunch. Go back 1.

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.

2 Edinburgh

This city is famous for its

- A castle
- B river

tails

Move 2 squares

Miss a turn if you get an answer wrong!

Start Here

1 How much do you know about Scotland? Play the board game in teams and check.

(a board game)

2 *Portfolio:* Work as a group. Make a board game about your country. Exchange your game with another group and play!

2 a 4 a 5 b 8 b 11 a 15 b

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.

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



Pronunciation /b/

Reading Rules

• o - /b/ on • a - /b/ wash

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

box, wrong, watch, got, doctor, soft, hot, top, what, want

Stan's

Rent-it-all

BICYCLES - MOTORCYCLES - CARS

BICYCLES



from
£8 per day!

CARS



from
£85 per day!

MOTORCYCLES



from
£42 per day!

1 a) Listen. Look at the cartoon strip. Where are the children? What is wrong? Listen, read and check.



b) Read the cartoon 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 be in trouble if you 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 be in trouble if you get lost.

Project

4 Portfolio: In small groups, make your own cartoon strip about camping.

PROGRESS CHECK 10

1 Complete with the right word.

- I will go on a s _ _ _ _ _ holiday this winter.
- Bob likes e _ _ _ _ _ sports; he goes bungee jumping every month.
- I love c _ _ _ _ _ holidays where we stay in a tent.
- I think we'll go on a coach t _ _ _ _ all around Scotland next summer.

(Points: $\frac{4 \times 3}{12}$)

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: $\frac{6 \times 3}{18}$)

3 Match 1-4 with a-d.

- I've got toothache.
- I've got stomachache.
- I've got a temperature.
- I've got a sunburn.

- Put some lotion on it!
- See a dentist!
- See a doctor!
- Take an aspirin!

(Points: $\frac{4 \times 3}{12}$)

4 Complete with *can* or *can't*.

- I listen to some music?
No, you Dad is sleeping.
- Excuse me, you smoke in here.
- You hire jet skis from the hotel.
- We take the bus to the beach.
There's one every hour.

(Points: $\frac{5 \times 4}{20}$)

5 Choose the correct word.

- I **will/won't** go to school today. I'm ill.
- Will you **get/getting** the tickets for me?
- I think she **is/will** come to the party later.
- 'Why don't you come for lunch?' 'Okay, I **won't/will**.'
- Don't stay in the sun or you **will/are** get sunburn.
- 'She will be late for work.' 'No, she **will/won't**.'
- I **will/won't** go shopping now. It's too late.
- 'Will you help me, please?' 'Of course I **won't/will**.'
- One day I **won't/will** be famous!

(Points: $\frac{9 \times 2}{18}$)

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: $\frac{5 \times 4}{20}$)

(My score: $\frac{\quad}{100}$)

Now I Can ...

- talk about holidays and activities
- write an advert for my town, a poster, a note, and make a board game about my country
- invite/accept & refuse invitations
- ask someone to do something
- rent a bike/car

... in English

Smile

I want to see the world.

I'll buy you an atlas for your birthday, then.

#Vol. 5

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 your great country – Russia!

It's about places and things from all over Russia. Read about **bears, toys, family time** 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.

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Our Country

One country, many cultures ...

Russia has got about 145 million people. They're all Russian citizens – but there are over 190 different nationalities. Some have got their own republics.

Spotlight on Russia looks at two of Russia's ethnic republics.

Chuvash Republic



Cheboksary is a very clean, pretty city on the River Volga

Traditional Chuvash costume

Chuvashia's capital is Cheboksary. It is on the River Volga. Chuvashia's population is about 1.2 million people. Two out of three people are Chuvash. There are also many Russians, and 50 other nationalities. Many people speak the Chuvash language as well as Russian. Chuvash people have still got their own culture and traditions.

Buryat Republic



Beautiful Lake Baikal, Buryatia

Inside a yurt (a traditional Buryat tent house) 100 years ago

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.

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 Korely and Vitoslavlitsy near Novgorod.

Here we are at Malye Korely, near Arkhangelsk.

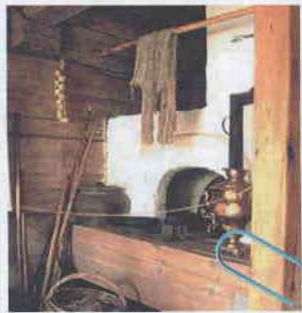
This is a typical *izba*. It's a small wooden country house with just one or two rooms. The family room is a bedroom, kitchen and living room all in one. There isn't a bathroom, but there is a wooden sauna (*banya*) outside.



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 izba from Ryshevo.

There is a large clay oven (*pech'*) in the corner near the door. There are sleeping benches (*polaty*) above the oven.

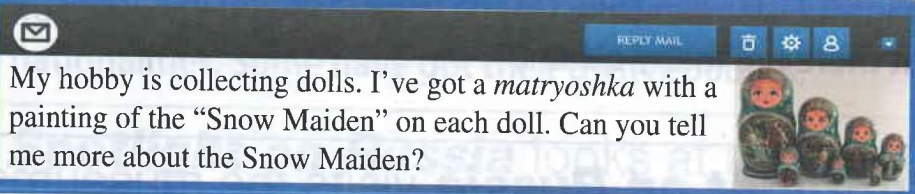


There are low benches along the other walls, one or two tables, and a cupboard for dishes.

ACTIVITIES

- Use the text to tell your English-speaking pen friend about a typical Russian izba or a historical house in your region.
- Draw or photograph some old buildings and send your pictures to us, with a short description.

This is part of an e-mail to the *Spotlight on Russia* website. It's from Jeanne Lefevre in Paris.



Spotlight on Russia tells a traditional story.

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.

DISCUSS

- Is this the version of Snegurochka you know?
- What are your/your friends' hobbies?

ACTIVITIES

- Cover the text. Use the pictures to tell the class the story of Snegurochka.
- Write to Spotlight on Russia and tell us your favourite folk tale. Draw pictures for it too!

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.

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 more than 450 kg. When it stands up, it can be 2.50 m tall. It is very strong, with big teeth and long, sharp claws.

Unlike Siberian bears, these big animals are usually very peaceful. 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 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 den¹ where they can spend the winter.



¹home

DISCUSS

- 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?

ACTIVITY

- What's your favourite animal? Write to *Spotlight on Russia* and tell us about it.

Family Time

At the weekend, Russian people like to enjoy their free time. Whatever they do, they like to be with the people who are most important to them – their children or their parents.

Spotlight on Russia spends the weekend with three typical Russian families



A The Popov family enjoy cultural activities. At weekends, they always go to museums, theatres, and music concerts. Nine-year-old Galina's favourite trip is to a science museum!

B On Saturdays and Sundays, the Semenov family normally spend time in nature. They go for long walks in the countryside or do sports in parks. In winter, they go skiing. Ten-year-old Ivan also likes family bicycle-rides.

C At the end of the week, the members of the Orlov family love relaxing by doing sport. However, on rainy days, they enjoy staying at home and read a book or play board games together. Eleven-year-old twins, Irina and Sasha, love reading adventure stories with their mum.



Read the texts (A-C) and match them to the pictures (1-3). What does each family enjoy doing?

DISCUSS

- What is your favourite activity?
- What do you like doing with your family in spring, summer, autumn and winter?

ACTIVITY

- Write to *Spotlight on Russia* about your favourite family activity. Send photos too!

tlight

exhibition of paintings by schoolchildren. They are landscapes showing the students' favourite seasons.

Seasons



The leaves on the trees are red. Some leaves are lying on the ground. The sky is a bit dark and it looks windy.

The weather is changing, but it's still warm. The grass is green and the flowers are yellow.

The weather is cold and it looks winter. The sky is blue and the snow is white. The trees are green and the flowers are red.

DISCUSS

- What's the weather/climate like where you live?
- What do you like doing each season?

•

Festivals

Spotlight on Russia receives an e-mail...

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!



We're dancing around Lady Maslenitsa.



We're having a tug-of-war in the snow.

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 up¹ 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

DISCUSS

- 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?

ACTIVITY

- Write and tell us about another traditional Russian celebration. Send photos too!

Spotlight on Russia goes on a school excursion. Come with us to ...

Museums



SERGIEV POSAD TOY MUSEUM

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!

This is the very first Russian matryoshka, painted by Sergei Malyutin in 1890.



A set of toy soldiers



An original 'Trinity' toy



A beautiful wooden troika



Painted Red Army soldiers

DISCUSS

- 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?

ACTIVITY

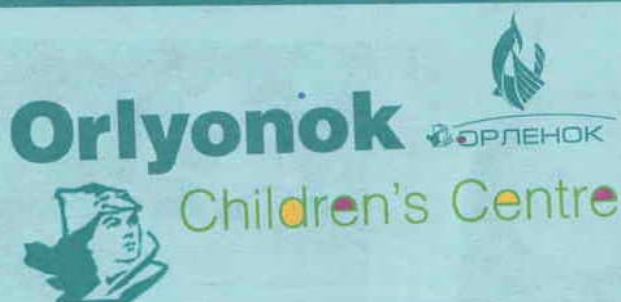
- What museums are there in your area? Write and tell us about the one you like.

Holidays

Russia has got over 40,000 children's camps. Every year, over 5 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 ...

See You at Summer Camp!



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!



DISCUSS

- Do you/your friends go to summer camps? Where? Do you/they like it?
- What can you see in the photographs? Which of these things do you like doing?

ACTIVITY

- Write and tell us about the children's camp you went to last summer. Send photos too!

Grammar Reference Section — Грамматический справочник

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.

- I (я) всегда пишется с прописной буквы;
you (ты, вы) одинаково для 2 лица ед. и мн. числа;
he (он) } употребляются в отношении
she (она) } одушевлённых имён существительных;
it (он, она, оно) употребляется в отношении неодушевлённых существительных, абстрактных понятий, животных;
they: (они) употребляется в отношении 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 are/we're	we aren't
you are/you're	you aren't	you are/you're	you aren't
he is/he's	he isn't	they are/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.
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.

MODULE 2

глагол have got — иметь

УТВЕРДИТЕЛЬНАЯ ФОРМА		
I have got/I've got	He } has got/	We } have got/
You have got/	She } 's got	You } 've got
you've got	It }	They }
ОТРИЦАТЕЛЬНАЯ ФОРМА		
I haven't got	He hasn't got	We haven't got
You haven't got	She hasn't got	You haven't got
	It hasn'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 карандаш.)

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)



that - those (тот — те)



MODULE 3

Конструкция there is/there are

Конструкция *there is/there are* употребляется для сообщения о наличии в определённом 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?

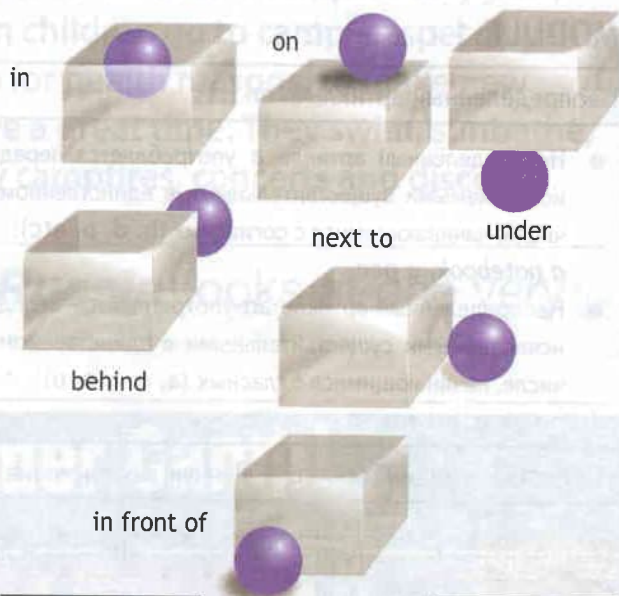
Possessive Adjectives — Притяжательные местоимения

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:

- на принадлежность:
This is my book. Это моя книга.
- 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 относительно другого 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 (умение, способность)

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 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	ПРИТЯЖА- ТЕЛЬНЫЕ 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 (косвенного) падежа.
- Объектный падеж соответствует значению всех 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:

- принадлежности
John's ball — мячик Джона;
- 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:

- 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:
 - приказания: *Be quiet! Тише!*
 - инструкции: *Press the button on the left. Нажмите кнопку слева.*
 - предложения/просьбы: *Have some orange juice. Выпейте апельсинового сока.*
Sit down, please! / Please sit down! Сядите, 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 от 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 sleeps long on Sundays.
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)	usually (обычно)	sometimes (иногда)
often (часто)		always (всегда)

С Present Simple употребляются наречия частотности. Они показывают, как часто происходит действие. 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 doesn't often read newspapers. Он нечасто читает газеты.

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)*

УТВЕРДИТ.		ОТРИЦАТ.	
			
ВОПРОСИТ.		КРАТКИЕ ОТВЕТЫ	
Am I sleeping?			
Are you sleeping?			
Is he sleeping?			
Is she sleeping?			

УТВЕРДИТ.		ОТРИЦАТ.	
			
ВОПРОСИТ.		КРАТКИЕ ОТВЕТЫ	
Will I be sleeping?			
Will you be sleeping?			
Will he be sleeping?			
Will she be sleeping?			

УТВЕРДИТ.		ОТРИЦАТ.	
			
ВОПРОСИТ.		КРАТКИЕ ОТВЕТЫ	
Have I been sleeping?			
Have you been sleeping?			
Has he been sleeping?			
Has she been sleeping?			

СУЩЕСТВИТЕЛЬНЫЕ		
	ЕД. ЧИСЛО	МН. ЧИСЛО
УТВЕРЖДЕНИЕ		
ОТРИЦАНИЕ		
ВОПРОС		any

СУЩЕСТВИТЕЛЬНЫЕ		
	ЕД. ЧИСЛО	МН. ЧИСЛО
УТВЕРЖДЕНИЕ		
ОТРИЦАНИЕ		
ВОПРОС		any jam?

many/much/a lot of — (много)

	ИСЧИСЛЯЕМЫЕ СУЩЕСТВИ- ТЕЛЬНЫЕ	НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИ- ТЕЛЬНЫЕ
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	
I was	We
You were	You
He } was	They } were
She }	
It }	

ОТРИЦАНИЕ

I wasn't	We weren't
You weren't	You weren't
He } wasn't	They weren't
She }	
It }	

ВОПРОС

Was I ...?	Were we ...?
Were you ...?	You ...?
Was he ...?	Were you ...?
Was she ...?	They ...?
Was it ...?	

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. Отрицательная и вопросительная формы образуются при помощи вспомогательного глагола **did**.

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/she/it/we/you/they did.
No, I/you/he/she/it/we/you/they 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 последняя согласная удваивается и добавляется **-ed**: *stop - stopped*.

В английском языке есть большая группа **неправильных глаголов**, которые имеют особую форму Past Simple (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.

Future Simple (will) — Будущее простое время

I/you/he/she/it/we/you/they **went**.

УТВЕРДИТЕЛЬНАЯ

I/you/he/she/it/we/you/they **didn't go**.

Did I/you/he/she/it/we/you/they **go**?

Yes, I/you/he/she/it/we/you/they **did**.

No, I/you/he/she/it/we/you/they **didn't**.

He saw her. — Did he see her? — He didn't see her.

Он видел её. — Видел ли он её? — Он её не видел.

Употребление

Past Simple употребляется, когда речь идёт о действиях, которые происходили в прошлом.

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** (разрешение, возможность)

- **can** употребляется для того, чтобы
 - спросить разрешения;
Can I borrow your book?
Могу я взять у тебя книгу?
 - попросить что-либо;
Can you pass me the salt, please?
Ты не мог бы передать мне соль, пожалуйста?
 - 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.

I **will run**.

You **will run**.

He **will run**.

She **will run**.

It **will run**.

We **will run**.

You **will run**.

They **will run**.

I **'ll run**.

You **'ll run**.

He **'ll run**.

She **'ll run**.

It **'ll run**.

We **'ll run**.

You **'ll run**.

They **'ll run**.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I **will not run**.

You **will not run**.

He **will not run**.

She **will not run**.

It **will not run**.

We **will not run**.

You **will not run**.

They **will not run**.

I **won't run**.

You **won't run**.

He **won't run**.

She **won't run**.

It **won't run**.

We **won't run**.

You **won't run**.

They **won't run**.

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 vet. He likes animals.
Я думаю, что Том будет ветеринаром. Он любит животных.
- 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 /bɔ:l/ (n) мяч
bird /bɜ:d/ (n) птица
black /blæk/ (adj) чёрный
blackboard /blækbo:d/ (n) школьная доска
blue /blu:/ (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 /tʃeə/ (n) стул
climb /klaɪm/ (v) карабкаться, взбираться
colour /kʌlə/ (n) цвет
count /kaʊnt/ (v) считать, подсчитывать
crayon /kreɪən/ (n) цветной карандаш
cup /kʌp/ (n) чашка
date /deɪt/ (n) дата
desk /desk/ (n) письменный стол, партa
doctor /dɒktə/ (n) доктор, врач
doll /dɒl/ (n) кукла
draw /drɔ:/ (v irr) рисовать
eat /i:t/ (v irr) есть
egg /eg/ (n) яйцо
equals /ɪkwəlz/ (v) равняется
eraser /ɪreɪzə/ (n) ластик
finish /fɪnɪʃ/ (n; v) финиш, окончание; заканчивать
flag /flæg/ (n) флаг
fox /fɒks/ (n) лиса
flower /flaʊə/ (n) цветок
friend /frend/ (n) друг
garlic /gɑ:lɪk/ (n) чеснок
game /geɪm/ (n) игра
girl /gɜ:l/ (n) девочка
glass /glɑ:s/ (n) стекло
glue /glu:/ (n) клей
grass /grɑ:s/ (n) трава
green /grɪn/ (adj) зелёный
grey /greɪ/ (adj) серый
gym /dʒɪm/ (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 /dʒæm/ (n) джем, варенье
jeans /dʒi:nz/ (n) джинсы
kite /kaɪt/ (n) воздушный змей
know /nəʊ/ (v irr) знать
lemon /lemən/ (n) лимон
look /lʊk/ (v) смотреть
market /mɑ:kɪt/ (n) рынок
melon /melən/ (n) дыня

minus /maɪnəs/ (n) минус
museum /mju:ziəm/ (n) музей
music /mju:zɪk/ (n) музыка
name /neɪm/ (n) имя
nest /nest/ (n) гнездо
nose /nəʊz/ (n) нос
notebook /nəʊtbʊk/ (n) тетрадь
now /naʊ/ (adv) сейчас
number /nʌmbə/ (n) число
orange /ɒrɪndʒ/ (n) апельсин
paper clips /peɪpə klɪps/ скрепки
park /pɑ:k/ (n) парк
pen /pen/ (n) ручка
pencil /pensl/ (n) карандаш
pencil case /pensl keɪs/ (n) пенал
pink /pɪnk/ (adj) розовый
please /pli:z/ (int) пожалуйста
plus /plʌs/ (n) плюс
pupil /pju:pəl/ (n) ученик
purple /pɜ:pəl/ (adj) пурпурный, фиолетовый
queen /kwɪ:n/ (n) королева
question /kwɛstʃən/ (n) вопрос
rainbow /reɪnbəʊ/ (n) радуга
reading rules /ri:dɪŋ ru:lz/ правила чтения
red /red/ (adj) красный
right /raɪt/ (adj) правильный
robot /rəʊbɒt/ (n) робот
ruler /ru:lə/ (n) линейка
run /rʌn/ (v irr) бегать
say /seɪ/ (v irr) сказать
school /sku:l/ (n) школа
schoolbag /sku:l bæg/ (n) портфель, ранец
sharpener /ʃɑ:pənə/ (n) точилка
shop /ʃɒp/ (n) магазин
sing /sɪŋ/ (v irr) петь
sky /skaɪ/ (n) небо
sleep /sli:p/ (v irr) спать
snake /sneɪk/ (n) змея
speak /spi:k/ (v irr) говорить
spell /spel/ (v) называть по буквам
song /sɒŋ/ (n) песня
start /stɑ:t/ (v) начинать
sun /sʌn/ (n) солнце
train /treɪn/ (n) поезд
tree /tri:/ (n) дерево
uniform /ju:nɪfɔ:m/ (n) форма
vet /vet/ (n) ветеринар
walk /wɔ:k/ (v) ходить, гулять
white /waɪt/ (adj) белый
window /wɪndəʊ/ (n) окно
write /raɪt/ (v irr) писать
wrong /rɒŋ/ (adj) неправильный
yacht /jɒt/ (n) яхта
yellow /jeləʊ/ (adj) жёлтый
zebra /zi:brə/ (n) зебра
zoo /zu:/ (n) зоопарк

Hello! Здравствуй(те)!

Hi! Привет!

What's your name? Как тебя зовут?

MODULE 1a

*information technology (IT) /ɪnfəˈmeɪʃn teknɒlədʒi/
информационные технологии

notepad /nəʊtpeɪd/ (n) блокнот

student /stjuːdnt/ (n) учащийся

teacher /tiːtʃə/ (n) учитель

timetable /taɪmteɪbəl/ (n) расписание

MODULE 1b

same /seɪm/ (pron) такой же

grade /ɡreɪd/ (n) класс

new /njuː/ (adj) новый

twenty /twenti/ (num) двадцать

Excuse me, ... Простите, ... Извините, ...

How do you spell it? Как это пишется? / Как ты это произносишь по буквам?

How old are you? Сколько тебе лет?

Let's go! Пошли! Давай пойдём!

MODULE 1c

capital letter /kæpɪtəl leɪtə/ прописная буква

choose /tʃuːz/ (v irr) выбирать

country /kʌntri/ (n) страна

full stop /fʊl stɒp/ (n) точка

language /læŋɡwɪdʒ/ (n) язык

other /ðə/ (adj) другой

secondary school /sekəndrɪ skuːl/ средняя школа

subject choice form /sʌbdʒɪkt tʃɔɪs fɔːm/ 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 /daɪəɡræm/ (n) диаграмма

education system /edʒʊkeɪʃn sɪstɪm/ система образования

primary school /praɪməri skuːl/ начальная школа

Sixth Form /sɪksθ fɔːm/ 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 /sɪtɪzənʃɪp/ (n) граждановедение

mime /maɪm/ (v) изображать мимикой и жестами

share /ʃeə/ (v) делиться

smile /smaɪl/ (v) улыбаться

thank /θæŋk/ (v) благодарить

think /θɪŋk/ (v irr) думать

work /wɜːk/ (v) работать

alone один, в одиночку

in groups в группах

in pairs в парах

MODULE 2a

amazing /ə'meɪzɪŋ/ (adj) изумительный
 American /ə'merɪkən/ (adj; n) американский;
 американец
 aunt /ɑːnt/ (n) тётя
 Australian /ɒ'streɪliən/ (adj; n) австралийский;
 австралиец
 bite /baɪt/ (v irr) кусать
 brilliant /brɪljənt/ (adj) замечательный; блестящий
 British /brɪtɪʃ/ (adj; n) британский; британец
 can /kæn/ (v irr) мочь; уметь
 Canadian /kən'eɪdɪən/ (adj; n) канадский; канадец
 cartoon character /kɑːtuːn kærɪktə/ персонаж
 мультфильма
 English /'ɪŋɡlɪʃ/ (adj; n) английский; англичанин
 evil /'iːvl/ (adj) злой
 fast /fɑːst/ (adj) быстрый
 find out /faɪnd aʊt/ (phr v) выяснять
 French /frenʃ/ (adj; n) французский; француз
 Italian /ɪ'tæliən/ (adj; n) итальянский; итальянец
 Japanese /dʒə'peɪniːz/ (adj; n) японский; японец
 live /lɪv/ (v) жить
 nationality /næʃənə'ləti/ (n) национальность
 New Zealander /njuː ziːləndə/ житель Новой
 Зеландии
 quiet /kwaɪət/ (adj) тихий
 people /piːpl/ (n) люди
 powers /paʊəz/ (n) силы
 Russian /rʌʃn/ (adj; n) русский
 special /speʃl/ (adj) особенный
 spider /spaɪdə/ (n) паук
 stop /stɒp/ (v) останавливать(ся)
 strong /strɒŋ/ (adj) сильный
 wall /wɔːl/ (n) стена
 watch /wɒtʃ/ (v) смотреть, наблюдать
 who /huː/ (pron) кто
 next door по соседству
 speak English разговаривать по-английски

MODULE 2b

basketball /bɑːskɪtbɔːl/ (n) баскетбольный мяч
 bicycle (bike) /baɪsɪkl/ (n) велосипед
 child (pl: children) /tʃaɪld/ (n) ребёнок
 digital camera /dɪdʒɪtəl kæm'ɪrə/ цифровой
 фотоаппарат
 fly /flaɪ/ (n) муха
 foot (pl: feet) /fʊt/ (n) ступня
 gloves /glʌvz/ (n) перчатки
 guitar /gɪtɑː/ (n) гитара
 handbag /hændbeɪg/ (n) сумочка
 helmet /helɪmt/ (n) шлем
 knife /naɪf/ (n) нож
 lamp /læmp/ (n) лампа
 man (pl: men) /mæn/ (n) человек, мужчина
 mouse (pl: mice) /maʊs/ (n) мышь
 personal things /pɜːsə'nəl θɪŋz/ личные вещи

present /prezənt/ (n) подарок
 scarf /skɑːf/ (n) шарф
 skateboard /skeɪtbɔːd/ (n) скейтборд
 teddy bear /tedi beə/ плюшевый медведь
 thing /θɪŋ/ (n) вещь, предмет
 tie /taɪ/ (n) галстук
 toy /tɔɪ/ (n) игрушка
 tooth (pl: teeth) /tuːθ/ (n) зуб
 trainers /treɪnəz/ (n) кроссовки
 watch /wɒtʃ/ (n) часы
 woman (pl: women) /wʊmən/ (n) женщина

Happy birthday! С днём рождения!

MODULE 2c

age /eɪdʒ/ (n) возраст
 album /ælbəm/ (n) альбом
 but /bʌt/ (conj) но
 because /bɪkəʊz/ (conj) потому что
 hundred /hʌndrəd/ (num) сто; сотня
 coin /kɔɪn/ (n) монета
 collection /kəlektʃən/ (n) коллекция
 easy /iːzi/ (adj) лёгкий
 eighty /eɪti/ (num) восемьдесят
 feel /fiːl/ (v) чувствовать
 fifty /fɪfti/ (num) пятьдесят
 forty /fɔːti/ (num) сорок
 great /greɪt/ (adj) большой, огромный
 happy /hæpi/ (adj) счастливый
 nice /naɪs/ (adj) милый, приятный
 ninety /naɪnti/ (num) девяносто
 picture /pɪktʃə/ (n) картинка
 seventy /sevnɪti/ (num) семьдесят
 sixty /sɪksti/ (num) шестьдесят
 stamp /stæmp/ (n) марка
 thirty /θɜːti/ (num) тридцать

be proud of гордиться чем-либо, кем-либо

MODULE 2d - Culture Corner

buy /baɪ/ (v irr) покупать
 cow /kaʊ/ (n) корова
 double decker /dʌbəl deɪkə/ двухэтажный автобус
 dragon /dræɡən/ (n) дракон
 holidays /hɒlədeɪz/ (n) праздники
 map /mæp/ (n) карта
 mug /mʌɡ/ (n) кружка
 Northern Irish /nɔːðən aɪrɪʃ/ ирландец (житель Северной
 Ирландии)
 pin /pɪn/ (n) значок (зд.)
 popular /pɒpjʊlə/ (adj) популярный
 Scottish /skɒtɪʃ/ (adj) шотландский
 shamrock /ʃæmrɒk/ (n) трилистник (эмблема Ирландии)
 souvenir /suːvənɪə/ (n) сувенир
 stuffed toy /stʌft tɔɪ/ (n) мягкая игрушка
 tartan /tɑːtən/ (n) шерстяная клетчатая материя
 Union Jack /juːnjən dʒæk/ флаг Великобритании
 Welsh /welʃ/ (adj; n) валлийский, валлиец (житель
 Уэльса)

bell /bɛl/ (n) колокольчик

T-shirt /tɪ ʃɑ:t/ (n) футболка

Here you are. Вот, пожалуйста

Across the Curriculum 2: Geography

awful /ɔ:ful/ (adj) ужасный, страшный

capital (city) /ˈkæpɪtəl sɪti/ столица

continent /ˈkɒntɪnənt/ (n) континент, материк

English-speaking countries /ˌɪŋɡlɪʃ spi:kɪŋ kʌntriz/
англоговорящие страны

hole /həʊl/ (n) отверстие, дырка

quiz /kwɪz/ (n) викторина

MODULE 3a

advert /ədˈvɜ:t/ (n) рекламное объявление

architect /ˈɑ:kɪtekt/ (n) архитектор

article /ˈɑ:tɪkəl/ (n) статья

bathroom /ˈbɑ:θru:m/ (n) ванная комната

beautiful /ˈbjʊtɪfʊl/ (adj) красивый

bedroom /ˈbedru:m/ (n) спальня

dining room /ˈdaɪnɪŋ ru:m/ столовая

false /fɔ:ls/ (adj) неверный

famous /ˈfeɪməs/ (adj) известный

first /fɜ:st/ (num) первый

flat /flæt/ (n) квартира

floor /flɔ:/ (n) пол, этаж

garage /ˈɡæra:ʒ/ (n) гараж

great /ɡreɪt/ (adj) великий, большой

ground floor /ˈɡraʊnd flɔ:/ (n) первый этаж

hall /hɔ:l/ (n) коридор

home /həʊm/ (n) дом

kitchen /ˈkɪtʃɪn/ (n) кухня

letter /ˈletə/ (n) письмо

lift /lɪft/ (n) лифт

living room /ˈlɪvɪŋ ru:m/ гостиная

number (of) /ˈnʌmbə əv/ (n) количество

own /əʊn/ (adj) собственный

pay /peɪ/ (v irr) платить

price /praɪs/ (n) цена

reception room /ˈri:sepʃən ru:m/ зал для приёма гостей

roof /ru:f/ (n) крыша

true /tru:/ (adj) верный

second /ˈsekənd/ (num) второй

step /step/ (n) ступенька

swimming pool /ˈswɪmɪŋ pu:l/ бассейн

Word List

front garden /frʌnt ɡɑːdən/ (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 /speʃl fi:tʃəz/ особенности
typical /tɪpɪkəl/ (adj) типичный
upstairs /ʌpsteəz/ (adv) вверх

keep people warm согревать людей

English in Use 3

big /bɪɡ/ (adj) большой
key /ki:/ (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 /ədmaɪə/ (v) восхищаться
building /bɪldɪŋ/ (n) здание
design /dɪzain/ (n) конструирование, дизайн
different /dɪfərənt/ (adj) различный
dome /dəʊm/ (n) купол
fantastic /fæntəstɪk/ (adj) фантастический
marble /mɑːbəl/ (n) мрамор
minaret /mɪnəret/ (n) минарет
pearl /pɜːl/ (n) жемчужина
palace /pælɪs/ (n) дворец
precious /preʃəs/ (adj) драгоценный
shine /ʃaɪn/ (v irr) сверкать, сиять
stone /stəʊn/ (n) камень
sunshine /sʌnʃaɪn/ (n) солнечная погода
wonder /wʌndə/ (n) чудо
world /wɜːld/ (n) мир, земля

in the centre в центре

be made of быть изготовленным, сделанным из

MODULE 4a

baby /beɪbi/ (n) ребёнок
boy /bɔɪ/ (n) мальчик
brother /brʌðə/ (n) брат
burn /bɜːn/ (v) гореть, пригорать
caring /keərɪŋ/ (adj) заботливый, внимательный
clever /klevə/ (adj) умный
cookie /kʊki/ (n) домашнее печенье
cool /kuːl/ (adj) классный
dad /dæd/ (n) папа
dance /daːns/ (v) танцевать
diary /daɪəri/ (n) дневник
family /fæmɪli/ (n) семья
family members /fæmɪli mɛmbəz/ члены семьи
food /fuːd/ (n) еда
friendly /frendli/ (adj) дружелюбный
father /fɑːðə/ (n) отец

funny /fʌni/ (adj) смешной
give /ɡɪv/ (v irr) давать
grandfather /ɡrændfɑːðə/ (n) дед
grandma /ɡrænma/ (n) бабушка
grandmother /ɡrændmʌðə/ (n) бабушка
grandpa /ɡrænpɑː/ (n) дедушка

grandparents /ɡrænpereɪnts/ (n) дедушка и бабушка

hobby /hɒbi/ (n) хобби
kind /kaɪnd/ (adj) добрый
laugh /lɑːf/ (v) смеяться
make /meɪk/ (v irr) делать, готовить
mother /mʌðə/ (n) мать
mum /mʌm/ (n) мама
naughty /nɔːti/ (adj) непослушный
noisy /nɔɪzi/ (adj) шумный

piano /pɪænəʊ/ (n) фортепиано
pilot /paɪlət/ (n) пилот
play /pleɪ/ (v) играть
secret /sɪkɪt/ (n/adj) секрет; тайный, секретный
see /si:/ (v irr) видеть
sister /sɪstə/ (n) сестра
sweet /swiːt/ (adj) сладкий, милый
tell /tel/ (v irr) говорить, рассказывать
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 /əpreɪəns/ (n) внешность
build /bɪld/ (n) телосложение
classmate /klɑːsmet/ (n) одноклассник
come /kʌm/ (v irr) приходить
description /dɪskrɪpʃn/ (n) описание
ear /ɪə/ (n) ухо
eye /aɪ/ (n) глаз
facial features /feɪʃl fi:tʃəz/ черты лица
fair /feə/ (adj) светлый, белокурый
fat /fæt/ (adj) толстый, упитанный
hair /heə/ (n) волосы
height /haɪt/ (n) рост
long /lɒŋ/ (adj) длинный
lovely /lʌvli/ (adj) красивый
match /mætʃ/ (v) устанавливать соответствие, подходить
moustache /məʊstɑːʃ/ (n) усы
mouth /maʊθ/ (n) рот
nose /nəʊz/ (n) нос
party /pɑːti/ (n) вечеринка
plump /plʌmp/ (adj) полный, пухлый
short /ʃɔːt/ (adj) короткий, невысокий
talk /tɔːk/ (v) разговаривать
tall /tɔːl/ (adj) высокий
thin /θɪn/ (adj) худой
whose /huːz/ (pron) чей
with /wɪð/ (prep) с
over there вон там

MODULE 4c

cooking /kʊkɪŋ/ (n) кулинария
dancing /dɑːnsɪŋ/ (n) танцы
full name /fʊl naɪm/ (n) полное имя

painting /peɪntɪŋ/ (n) рисование

singer /sɪŋə/ (n) певец, певица
singing /sɪŋɪŋ/ (n) пение

MODULE 4d - Culture Corner

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 irr) кусать
camel /kæməl/ (n) верблюд
carry /kæri/ (v) носить, переносить
cobra /kəʊbrə/ (n) кобра
creature /kri:tʃə/ (n) создание, творение
crocodile /krɒkədail/ (n) крокодил
cry /kraɪ/ (v) плакать
dangerous /dɛɪndʒərəs/ (adj) опасный
deer (plur: deer) /diə/ (n) олень
elephant /ɛlɪfənt/ (n) слон
female /fiːmeɪl/ (adj) женский
grass /grɑːs/ (n) трава
habit /hæbɪt/ (n) привычка
heavy /hevi/ (adj) тяжёлый
hide /haɪd/ (v) прятать(ся)
horn /hɔːn/ (n) рог
hunt /hʌnt/ (v) охотиться
leopard /leɪpəd/ (n) леопард
lion /laɪən/ (n) лев
metre /miːtə/ (n) метр
mud /mʌd/ (n) грязь
permanent /pɜːmənənt/ (adj) постоянный
plant /plɑːnt/ (n) растение
relax /rɪlæks/ (v) отдыхать, расслабляться
rhino /raɪnoʊ/ (n) носорог
sleep /sliːp/ (v irr) спать
stripe /straɪp/ (n) полоса
swim /swɪm/ (v irr) плавать
tiger /taɪgə/ (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 /eniweɪ/ (adv) в любом случае
beak /biːk/ (n) клюв
bear /beə/ (n) медведь
cute /kjʊt/ (adj) умный, сообразительный
feather /fiðə/ (n) перо
find /faɪnd/ (v irr) находить
fish /fɪʃ/ (n) рыба
fruit /fruːt/ (n) фрукт
fur /fɜː/ (n) мех
giraffe /dʒɪrɑːf/ (n) жираф
hear /hɪə/ (v irr) слышать
highlighted /haɪlaɪtɪd/ (adj) выделенный
leg /leg/ (n) нога
mane /meɪn/ (n) грива
monkey /mʌŋki/ (n) обезьяна

Word List

neck /nek/ (n) шея
opening times /əʊpənɪŋ taɪmz/ часы работы
otter /ɒtə/ (n) выдра
paw /pɔː/ (n) лапа
peacock /pɪkɒk/ (n) павлин
penguin /penɡwɪn/ (n) пингвин
reason /rɪzən/ (n) причина
sound /saʊnd/ (n) звук
tail /teɪl/ (n) хвост
thick /θɪk/ (adj) толстый
ticket /tɪkɪt/ (n) билет
trunk /trʌŋk/ (n) хобот
tusk /tʌsk/ (n) бивень
wild /waɪld/ (adj) дикий
wing /wɪŋ/ (n) крыло

parts of the body части тела

MODULE 5c

activity /æktɪvɪti/ (n) деятельность, занятие
bright /braɪt/ (n) яркий
budgie /bʌdʒi/ (n) волнистый попугайчик
cow /kaʊ/ (n) корова
dog /dɒɡ/ (n) собака
duck /dʌk/ (n) утка
else /els/ (adv) ещё
farm animals /fɑːm ænɪmʌlz/ домашний скот
goat /ɡəʊt/ (n) козел, коза
golden /ɡəʊldən/ (adj) золотой
goldfish /ɡəʊldfɪʃ/ (n) золотая рыбка
goose (pl: geese) /ɡuːs/ (n) гусь
guinea pig /ɡɪni piɡ/ морская свинка
guay /ɡaɪ/ (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 (pl: sheep) /ʃiːp/ (n) овца
take /teɪk/ (v irr) брать
tortoise /tɔːtəs/ (n) черепаха

all day long весь день

take sb for walks брать кого-либо на прогулку

talk online разговаривать через интернет

MODULE 5d - Culture Corner

characteristic /kæərɪktərɪstɪk/ (n; adj) характеристика;
характерный
complete /kəmplɪt/ (v) заполнять, завершать
cute /kjuːt/ (adj) умный, сообразительный
eucalyptus /juːkəlɪptəs/ (n) эвкалипт
fact file /fækt faɪl/ анкета
furry /fɜːri/ (adj) пушистый, меховой
get /get/ (v irr) получать
koala /kəʊlə/ (n) коала
leaf /liːf/ (n) лист
liquid /lɪkwɪd/ (n) жидкость
little /lɪtl/ (adj) маленький
mammal /mæməl/ (n) млекопитающее

marsupial /mɑːsʊpiəl/ (adj) сумчатый
mean /miːn/ (v irr) иметь в виду
need /niːd/ (v) нуждаться
never /nevə/ (adv) никогда
round /raʊnd/ (adj) круглый
sharp /ʃɑːp/ (adj) острый
soft /sɒft/ (adj) мягкий
zoologist /zəʊlɒdʒɪst/ (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 /fliːz/ (n) блохи
health /helθ/ (n) здоровье
parrot /pærət/ (n) попугай
problem /prɒbləm/ (n) проблема
toothache /tuːθeɪk/ (n) зубная боль
vet /vet/ (n) ветеринар
visit /vɪzɪt/ (n; v) визит, посещение; посещать

be ill болеть

What's the matter? Что случилось?

What's wrong (with him)? Что (с ним) случилось?

Across the Curriculum 5: Science

ant /ænt/ (n) муравей
antenna (pl: antennae) /æntenə/ (n) усик, щупальце
bee /biː/ (n) пчела
beetle /biːtl/ (n) жук
butterfly /bʌtəflaɪ/ (n) бабочка
buzz around /bʌz əraʊnd/ (phr v) жужжать
call /kɔːl/ (v) называть
dead /ded/ (adj) мёртвый
detective /dɪtektɪv/ (n; adj) детектив; детективный
dragonfly /dræɡənflaɪ/ (n) стрекоза
expect /ɪkspekt/ (v) ожидать
field /fiːld/ (n) поле
fly /flaɪ/ (n) муха
forest /fɒrɪst/ (n) лес
grasshopper /ɡrɑːʃɒpə/ (n) кузнечик
ground /ɡraʊnd/ (n) земля
honey /hʌni/ (n) мёд
important /ɪmˈpɔːtnt/ (adj) важный
insect /ɪnsekt/ (n) насекомое
ladybird /leɪdɪbɜːd/ (n) божья коровка
life /laɪf/ (n) жизнь
keep /kiːp/ (v irr) хранить
million /mɪljən/ (n) миллион
mosquito /mɒskiːtəʊ/ (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 /ækɹəbeɪtiks/ (n) акробатика
 action hero /ækʃn hɪərəʊ/ главный герой
 after /ɑːftə/ (prep) после
 always /ɔːlweɪz/ (adv) всегда
 archaeologist /ˌɑːkiɹɒlədʒɪst/ (n) археолог
 before /bɪfə/ (prep) перед (о времени)
 clock /klɒk/ (n) часы
 daily /deɪli/ (adj) ежедневный
 daily routine /deɪli ruːtiːn/ распорядок дня
 get up /get ʌp/ (phr v) вставать (с постели)
 fight /faɪt/ (v irr) 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 the shopping/go 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 /æmbjuləns/ (n) машина скорой помощи
 baker /beɪkə/ (n) булочник, пекарь
 baker's /beɪkəz/ (n) булочная, пекарня
 bakery /beɪkəri/ (n) булочная, пекарня
 café /kæfeɪ/ (n) кафе
 doctor /dɒktə/ (n) доктор, врач
 drive /draɪv/ (v irr) водить, управлять автомобилем
 hospital /hɒspɪtəl/ (n) больница
 job /dʒɒb/ (n) работа
 mechanic /mɪkænik/ (n) механик
 Mr /mɪstə/ (n) мистер, господин
 Ms /mɪz/ (n) мисс
 Mrs /mɪsɪz/ (n) миссис
 nurse /nɜːs/ (n) медицинская сестра, сиделка
 paint /peɪnt/ (v) красить, рисовать красками
 painter /peɪntə/ (n) маляр, художник
 postman /pəʊstmən/ (n) почтальон

serve /sɜːv/ (v) подавать, обслуживать
 taxi driver /tæksɪ draɪvə/ (n) таксист
 wait /weɪt/ (v) ждать
 waiter /weɪtə/ (n) официант
 waitress /weɪtrəs/ (n) официантка

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 /hɑːd wɜːk/ трудная работа
 newspaper /njuːspeɪpə/ (n) газета
 Drop me a line. Напиши мне пару строк.
 Have a good time! Желаю вам хорошо провести время!
 Great to hear from you. Рад получить весточку от тебя.
 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/ (prep) над
 belfry /belfri/ (n) колокольня
 exactly /ɪgzæktli/ (adv) точно
 hour hand /aʊə hænd/ часовая стрелка
 huge /hjuːdʒ/ (adj) огромный
 interesting /ɪntrəstɪŋ/ (adj) интересный
 know /nəʊ/ (v irr) знать
 landmark /lændmɑːk/ (n) достопримечательность
 minute hand /mɪnɪt hænd/ минутная стрелка
 most (people) /məʊst/ большинство (людей)
 perhaps /pəhæps/ (adv) возможно
 ton /tʌn/ (n) тонна
 top /tɒp/ (n) верхушка, шпиль
 tour guide /tuə gaɪd/ экскурсовод
 tourist attraction /tuəɪst ətrækʃən/ туристическая достопримечательность
 wide /waɪd/ (adj) широкий

commissioner of works руководитель работ
 every year каждый год

English in Use 6

agree /əɡriː/ (v) соглашаться
 free /friː/ (adj) свободный
 respond /rɪspɒnd/ (v) отвечать
 suggestion /sədʒestjən/ (n) предложение
 go to the cinema ходить в кино

Word List

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 /biː redi/ быть готовым
centimetre /sentɪmɪtə/ (n) сантиметр
compass /kəmˈpɑːs/ (n) компас
correct /kəˈrekt/ (adj; adv) правильный, верный
different /dɪˈfərənt/ (adj) различный
early /ɜːli/ (adj; adv) ранний; рано
east /iːst/ (n) восток
hole /həʊl/ (n) отверстие, дырка
lid /lɪd/ (n) крышка
mark /mɑːk/ (n) отметка
mobile phone /məʊbaɪl fəʊn/ мобильный телефон
move around /muːv əˈraʊnd/ (phr v) вращаться вокруг
nearby /nɪəbaɪ/ (adj) близлежащий
need /niːd/ (v) нуждаться
north /nɔːθ/ (n) север
perfect /pɜːfɪkt/ (adj) идеальный, отличный
place /pleɪs/ (n) место
point /pɔɪnt/ (v) указывать
put /pʊt/ (v irr) класть
shadow /ʃædəʊ/ (n) тень
sky /skaɪ/ (n) небо
side /saɪd/ (n) сторона
south /saʊθ/ (n) юг
stone /stəʊn/ (n) камень
straw /stroʊ/ (n) соломинка
sundial /ˈsʌndaɪəl/ (n) солнечные часы
sunny day /ˈsʌni deɪ/ (n) солнечный день
tape /teɪp/ (v) прикрепить скотчем (зд.)
top /tɒp/ (n) верх, верхушка
until /ənˈtɪl/ (prep) до
use /juːz/ (v) использовать
west /west/ (n) запад
do the same делать то же самое

MODULE 7a

autumn /ɔːtəm/ (n) осень
balcony /bælˈkəni/ (n) балкон
chat log /tʃæt lɒɡ/ (n) чат
computer screen /kəmˈpjʊtə skriːn/ экран компьютера
image /ɪmɪdʒ/ (n) изображение; образ
magazine /mæɡəˈziːn/ (n) журнал
mind /maɪnd/ (n) ум, разум
month /mʌnθ/ (n) месяц
January /dʒænjuəri/ (n) январь
February /februəri/ (n) февраль
March /mɑːtʃ/ (n) март
April /eɪprɪl/ (n) апрель
May /meɪ/ (n) май
June /dʒuːn/ (n) июнь

July (n) /dʒulaɪ/ июль
August /ɔːɡəst/ (n) август
September /septembə/ (n) сентябрь
October /ɒktəʊbə/ (n) октябрь
November /nəʊvembə/ (n) ноябрь
December /disembə/ (n) декабрь
proverb /ˈprɒvɜːb/ (n) пословица, поговорка
season /siːzən/ (n) время года
snow /snaʊ/ (n) снег
spring /sprɪŋ/ (n) весна
statement /steɪtmənt/ (n) утверждение
summer /sʌmə/ (n) лето
weather /weðə/ (n) погода
weather forecast /weðə fɔːkəst/ прогноз погоды
winter /wɪntə/ (n) зима
year /jɪə/ (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 /eəpɔːt/ (n) аэропорт
bag /bæg/ (n) сумка
blouse /blaʊz/ (n) блузка
boots /buːts/ (n) ботинки
clothes /klaʊðz/ (n) одежда
coat /kəʊt/ (n) пальто
couple /kʌpəl/ (n) пара
dress /dres/ (n) платье
get on /get 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 /dʒəʊk/ (n) шутка
jumper /dʒʌmpə/ (n) джемпер
light /laɪt/ (adj) лёгкий, светлый
loose /luːs/ (adj) свободный (об одежде)
put on /pʊt ɒn/ (phr v) надевать
raincoat /reɪnkəʊt/ (n) плащ
shirt /ʃɜːt/ (n) рубашка
shoes /ʃuːz/ (n) туфли

shorts /ʃɔ:ts/ (n) шорты
 skirt /skɜ:t/ (n) юбка
 socks /sɒks/ (n) носки
 suit /su:t/ (n) костюм
 telephone conversation /telɪfəʊn kɒnvəseɪʃn/ (n)
 телефонный разговор
 tight /taɪt/ (adj) тесный (об одежде), обтягивающий
 trainers /treɪnəz/ (n) кроссовки
 trousers /traʊzəz/ (n) брюки
 wear /weə/ (v irr) 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 тебе.

MODULE 7c

beach /bi:tʃ/ (n) пляж
 enjoy /ɪnˈdʒɔɪ/ (v) наслаждаться, получать удовольствие
 greeting /gri:tɪŋ/ (n) приветствие; поздравление
 local club /ləʊkəl klʌb/ (n) местный клуб
 postcard /pəʊstka:d/ (n) открытка
 stay /steɪ/ (v) останавливаться, оставаться
 sunbathe /ˌsʌnbæθ/ (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 /kɑ:m/ (adj) спокойный, тихий
 climate /klaɪmət/ (n) климат
 cool /ku:l/ (adj) прохладный
 decide /dɪsaɪd/ (v) решать
 jacket /dʒækɪt/ (n) куртка
 long-sleeved /lɒŋ sli:vɪd/ (adj) с длинными рукавами
 northwest /nɔ:θwest/ (adj) северо-запад
 pack /pæk/ (v) упаковывать
 sad /sæd/ (adj) грустный
 short-sleeved /ʃɔ:t sli:vɪd/ (adj) с короткими рукавами
 stressed /strest/ (adj) напряжённый
 temperature /temprətʃə/ (n) температура
 vary /veəri/ (v) различаться
 walking shoes /wɔ:kiŋ ʃu:z/ (n) спортивная обувь
 wool sweater /wʊl swetə/ (n) шерстяной свитер
 make sure убеждаться, удостовериться

English in Use 7

clothing sizes /klaʊðɪŋ saɪzɪz/ (n) размеры одежды
 customer /kʌstəmə/ (n) покупатель, клиент
 collar /kɒlə/ (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 /brɑ:ntʃ/ (n) ветка
 dancing ballerina /dɑ:nsɪŋ bæləˈrɪ:nə/ танцующая
 балерина
 go away /gəʊ əweɪ/ (phr v) уходить
 go up /gəʊ ʌp/ (phr v) подниматься вверх
 land /lænd/ (n) земля
 sea /si:/ (n) море
 sky /skaɪ/ (n) небо
 wind /wɪnd/ (n) ветер

MODULE 8a

banana /bəˈnɑ:nə/ (n) банан
 biscuit /bɪskɪt/ (n) печенье
 both /bəʊθ/ (pron) оба
 carrot /kærət/ (n) морковь
 celebrate /seɪləbreɪt/ (v) праздновать
 celebration /seɪləbreɪʃn/ (n) празднование, праздник
 choose /tʃu:z/ (v irr) выбирать
 complete /kəmpleɪt/ (v) заполнять, завершать
 cookery competition /kʊkəri kɒmpətiʃn/ кулинарный
 конкурс
 costume /kɒstju:m/ (n) костюм
 cranberry sauce /krænbəri sɔ:s/ клюквенный соус
 cut /kʌt/ (v irr) резать, разрезать
 crop /krɒp/ (n) урожай
 dessert /dɪzɜ:t/ (n) десерт
 dictionary entry /dɪkʃənri ɛntri/ словарная статья
 different varieties /dɪfrənt vərɪətɪz/ различные виды
 dish /dɪʃ/ (n) блюдо
 dress up /dres ʌp/ (phr v) наряжаться
 farmer /fɑ:mə/ (n) фермер
 festive /festɪv/ (adj) весёлый, праздничный
 festival /festɪvəl/ (n) праздник
 fresh /fref/ (adj) свежий
 harvest /hɑ:vɪst/ (n; v) урожай; собирать урожай
 holiday /həˈleɪdɪ/ (n) праздник
 last /lɑ:st/ (v) длиться, продолжаться
 moon /mu:n/ (n) луна
 pumpkin pie /pʌmpkɪn paɪ/ тыквенный пирог
 radio show /reɪdɪəʊ ʃəʊ/ (n) радиопрограмма
 rice /raɪs/ (n) рис
 street parade /stri:t pəˈreɪd/ уличный парад
 sweet potato /swi:t pəˈteɪtəʊ/ сладкий картофель
 turkey /tɜ:ki/ (n) индейка
 wheat /wi:t/ (n) пшеница

light bonfires разжигать костры
 set off fireworks запускать фейерверки
 exchange gifts обмениваться подарками

MODULE 8b

bottle /bɒtl/ (n) бутылка
 bowl /bɔːl/ (n) миска, тарелка
 box /bɒks/ (n) коробка
 bread /bred/ (n) хлеб
 burger /bɜːɡə/ (n) гамбургер
 butter /bʌtə/ (n) масло
 cabbage /kæbɪdʒ/ (n) капуста
 cake /keɪk/ (n) торт
 carton /kɑːtn/ (n) пакет
 cereal /sɪəriəl/ (n) хлопья
 cheese /tʃiːz/ (n) сыр
 cherry /tʃeri/ (n) вишня; черешня
 chicken /tʃɪkɪn/ (n) курица, цыплёнок
 chocolate /tʃɒklɪt/ (n) шоколад
 container /kɒnteɪnə/ (n) ёмкость, сосуд
 cupboard /kʌbəd/ (n) шкаф для посуды
 everything /evriθɪŋ/ (pron) всё
 garlic /ɡɑːlɪk/ (n) чеснок
 glass /ɡlɑːs/ (n) стакан
 grapes /ɡreɪps/ (n) виноград
 ice cream /aɪs kriːm/ (n) мороженое
 jar /dʒɑː/ (n) банка
 lemonade /leməneɪd/ (n) лимонад
 master chef /mɑːstə ʃef/ шеф-повар
 meal /miːl/ (n) приём пищи
 meat /miːt/ (n) мясо
 milk /mɪlk/ (n) молоко
 olive oil /ɒlɪv ɔɪl/ оливковое масло
 onion /ʌnjən/ (n) лук
 orange juice /ɒrɪndʒ dʒuːs/ апельсиновый сок
 packet /pækɪt/ (n) пакет, пачка
 pasta /pæstə/ (n) паста, макаронные изделия
 pineapple /paɪnæpəl/ (n) ананас
 pizza /pɪtsə/ (n) пицца
 sausage /sɒsɪdʒ/ (n) сосиска
 strawberry /strɔːbəri/ (n) клубника
 shopping list /ʃɒpɪŋ lɪst/ список покупок
 sugar /fʊɡə/ (n) сахар
 tomato /təməːtəʊ/ (n) помидор
 tonight /tənaɪt/ (adv) сегодня вечером

MODULE 8c

balloon /bəluːn/ (n) воздушный шар
 bring /brɪŋ/ (v irr) приносить
 Chinese /tʃaɪniːz/ (adj) китайский
 crisps /krɪspz/ (n) чипсы
 envelope /ɪnvələʊp/ (n) конверт
 full of /fʊl əv/ полный чего-либо
 good luck /ɡʊd lʌk/ удача
 magazine entry /mæɡəziːn ɛntri/ журнальная статья
 mean /miːn/ (v) значить, означать
 money /mʌni/ (n) деньги
 noodles /nuːdʌlz/ (n) лапша
 paper /peɪpə/ (n) бумага
 sandwich /sænwɪdʒ/ (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
 corn /kɔːn/ (n) кукуруза
 custom /kʌstəm/ (n) обычай
 fries /fraɪz/ (n) картофель фри
 hamburger /hæmbɜːɡə/ (n) гамбургер
 quiz /kwɪz/ (n) викторина
 score /skɔː/ (n) очко, гол
 Thanksgiving (Day) /θæŋksɡɪvɪŋ/ День благодарения

English in Use 8

baked potato /beɪkt ɒteɪtəʊ/ печёный картофель
 beef /biːf/ (n) говядина
 cashier /kæʃɪə/ (n) кассир
 chilli /tʃɪli/ (n) острый стручковый перец (чили)
 chips /tʃɪps/ (n) чипсы
 coke /kəʊk/ (n) кока-кола
 fast food /fɑːst fʊd/ еда быстрого приготовления
 medium /mɪdiəm/ (adj) средний
 menu /menjuː/ (n) меню
 mineral water /mɪnərəl wɔːtə/ минеральная вода
 order /ɔːdə/ (n; v) заказ; заказывать
 takeaway /teɪkəweɪ/ (n) еда на вынос
 tuna /tjuːnə/ (n) тунец
 vanilla /vænɪlə/ (n) ваниль

Enjoy your meal! Приятного аппетита!
 Is that eat in or take away? Вы будете есть здесь или заберёте с собой?
 PSHE (Personal Social & Health Education) основы безопасности жизнедеятельности (ОБЖ)

Across the Curriculum 8: PSHE

back /bæk/ (adv) назад
 bacteria /bæktɪəriə/ (n) бактерии
 carefully /keəfʊli/ (adv) аккуратно, тщательно
 chop /tʃɒp/ (v) резать
 clean /kliːn/ (v) чистить, очищать
 dairy products /deəri prɒdʌkts/ молочные продукты
 danger /deɪndʒə/ (n) опасность
 first /fɜːst/ (adv) сначала
 forget /fəɡet/ (v irr) забывать
 fruit & vegetables /fruːt ɒnd vedʒtəbʌlz/ фрукты и овощи
 keep away /kiːp əweɪ/ (phr v) держаться вдали от
 keep out /kiːp aʊt/ (phr v) не допускать, не позволять
 knife /naɪf/ (n) нож
 prepare /prɪpeə/ (v) готовить, подготавливать
 sharp /ʃɑːp/ (adj) острый
 store /stɔː/ (v) хранить

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
baker's /beɪkəz/ (n) булочная
bakery /beɪkəri/ (n) булочная
chemist's /kemsɪsts/ (n) аптека
florist's /flɒrɪsts/ (n) цветочный магазин
greengrocer's /grɪnɡrəʊsəz/ (n) овощной магазин
jeweller's /dʒuːələz/ (n) ювелирный магазин
mean /miːn/ (v) иметь в виду, означать
mention /menʃn/ (v) упоминать
newsagent's /njuːz ˈdʒɛnts/ (n) газетный киоск
record shop /rɪkɔːd ʃɒp/ музыкальный магазин
sell /sel/ (v irr) продавать
shoe shop /ʃuː ʃɒp/ обувной магазин
shop /ʃɒp/ (n; v) магазин; делать покупки
shopping centre/mall /ʃɒpɪŋ sentə/ /mɔːl/ 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 /ədvenʃə pɑːk/ парк аттракционов
advertise /ədˈvɜːtaɪz/ (v) рекламировать
art gallery /ɑːt ɡæləri/ картинная галерея
candyfloss /kændɪflɒs/ (n) сахарная вата
classical /klæsɪkəl/ (adj) классический
concert hall /kɒnsət hɔːl/ концертный зал
exhibition /eksɪbɪʃn/ (n) выставка
museum /mjuːziəm/ (n) музей
Net /net/ интернет
play /pleɪ/ (n; v) пьеса; играть
queue /kjuː/ (n) очередь
ride /raɪd/ (n) аттракцион (в парке)
roller coaster /rɒlə kəʊstə/ американские горки
royal /rɔɪəl/ (adj) королевский
theatre /θɪətə/ (n) театр
theme park /θiːm pɑːk/ тематический парк
yesterday /jestədeɪ/ (adj) вчера
zoo /zuː/ (n) зоопарк

MODULE 9c

action film /ækʃn fɪlm/ фильм жанра экшн, боевик
adventure film /ədvenʃə fɪlm/ фильм-приключение
adult /ædʌlt/ (n) взрослый
animated /ænɪmeɪtɪd/ (adj) мультипликационный
become /bɪkʌm/ (v irr) становиться
comedy /kɒmədi/ (n) комедия

Word List

ancient culture /eɪnʃənt kʌltʃə/ древняя культура
apartment /əpɑːtmənt/ (n) квартира, апартаменты
beauty /bjuːti/ (n) красота
book /bʊk/ (v) заказывать, бронировать
camp /kæmp/ (n; v) лагерь; разбивать лагерь
coach /kəʊʃ/ (n) автобус (междугородний)
countryside /kʌntrisaɪd/ (n) сельская местность
credit card /kredɪt kɑːd/ кредитная карточка
cruise /kruːz/ (n) круиз
discover /dɪskʌvə/ (v) обнаруживать, открывать
experience /ɪkspɪəriəns/ (v) испытывать, знать по опыту
extreme sports /ɪkstriːm spɔːts/ экстремальный спорт
fill in /fɪl ɪn/ (phr v) заполнять
free brochure /friː brəʊʃə/ бесплатная брошюра
full board /fʊl bɔːd/ полный пансион
historic /hɪstɒrɪk/ (adj) исторический
holiday /həˈleɪd/ (n) каникулы, праздник, отпуск
hotel /həʊtel/ (n) гостиница
join (in) /dʒɔɪn ɪn/ (phr v) присоединяться
learn (about) /lɜːn əbaʊt/ (v) узнавать (о)
leisure /leɪʒə/ (n) свободное время, досуг
magic /mædʒɪk/ (n) волшебство, магия
magnificent /mæɡnɪfɪsənt/ (adj) великолепный
motorbike /məʊtəbaɪk/ (n) мотоцикл
mountaineering /maʊntɪneɪɪŋ/ (n) альпинизм
price /praɪs/ (n) цена
rest /rest/ (n) отдых
rock climbing /rɒk klaɪmɪŋ/ скалолазание
safari /səˈfaɪri/ (n) сафари
sand /sænd/ (n) песок
ship /ʃɪp/ (n) теплоход, корабль
sightseeing tour /saɪtsiːɪŋ tuə/ тур по достопримечательностям
spend /spend/ (v) проводить (время)
travel /trævəl/ (n; v) путешествие; путешествовать
travel agent /trævəl eɪdʒənt/ туристический агент
trekking /trekɪŋ/ (n) горный туризм

MODULE 10b

airport /eəpɔːt/ (n) аэропорт
bored /bɔːd/ (adj) скучающий
boring /bɔːrɪŋ/ (adj) скучный
business /ˈbɪznɪs/ (n) бизнес
canoeing /kənuːɪŋ/ (n) гребля на каноэ
decide /dɪsaɪd/ (v) решать
difficult /dɪfɪkəl/ (adj) трудный, сложный
enjoyable /ɪnˈdʒɔɪəbəl/ (adj) приятный, доставляющий удовольствие
excited /ɪksaɪtɪd/ (adj) взволнованный
exciting /ɪksaɪtɪŋ/ (adj) волнующий
feeling /fiːlɪŋ/ (n) ощущение, чувство
fishing /fɪʃɪŋ/ (n) рыбалка
hard /hɑːd/ (adj) тяжёлый, трудный
hiking /haɪkɪŋ/ (n) поход
hungry /hʌŋɡri/ (adj) голодный
jet skiing /dʒet skiɪŋ/ катание на водных лыжах
mind /maɪnd/ (n) ум
relaxed /rɪləkst/ (adj) расслабленный

relaxing /rɪləksɪŋ/ (adj) расслабляющий
sailing /seɪlɪŋ/ (n) хождение на яхте
scuba diving /skuːbə daɪvɪŋ/ подводное плавание, погружение с аквалангом
sunbathing /sʌnbæɪðɪŋ/ (n) приём солнечных ванн
tiring /taɪrɪŋ/ (adj) утомительный
tired /taɪəd/ (adj) уставший
white water rafting /waɪt wɔːtə ɡɑːftɪŋ/ сплав (на плотках) по горным рекам
windsurfing /wɪndzɜːfɪŋ/ (n) виндсёрфинг

Don't worry! Не волнуйтесь!
pass the exam сдать экзамен

MODULE 10c

abbreviation /əbrɪˈviʃeɪʃən/ (n) аббревиатура, сокращение
dentist /ˈdentɪst/ (n) стоматолог
headache /ˈhedʃeɪk/ (n) головная боль
health matters /helθ məˈtɜːs/ вопросы здоровья
note /nəʊt/ (n) записка
pharmacy /fɑːməsi/ (n) аптека
reception /rɪˈsepʃən/ (n) стойка администратора
stomachache /stəməˈkeɪk/ (n) боль в животе
sunburn /sʌnbɜːn/ (n) ожог от солнца
temperature /ˈtemprətʃə/ (n) температура
toothache /tuːθeɪk/ (n) зубная боль
put lotion наносить мазь, лосьон
see a doctor посещать доктора
stay out of sun не выходить на солнце

MODULE 10d - Culture Corner

aboard /əbɔːd/ (adv) на борту
castle /kɑːsl/ (n) замок
cathedral /kəθɪˈdrəl/ (n) собор
flat tyre /flæt taɪə/ спущенная шина
scenic /siːnɪk/ (adj) живописный, красивый
sit back /sɪt bæk/ (phr v) откидываться (на спинку сидения)
square /skweə/ (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 /ɔːdɪnəri/ (adj) обычный
reasonable /rɪˈznəbəl/ (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 /bɒtld wɔːtə/ бутилированная вода
cartoon strip /kɑːtuːn strɪp/ комикс
leaflet /liːflət/ (n) листовка
point /pɔɪnt/ (n) пункт

Nunivak Island /nʌnɪvək aɪlənd/ о. Нунивак (Аляска)
 Oban /əʊbən/ г. Обан (Великобритания)
 Ottawa /ɒtəwə/ г. Оттава (Канада)
 Pacific Ocean /pəˈsɪfɪk əʊʃn/ Тихий океан
 Pakistan /pəˈkɪstæn/ Пакистан
 Pribilof Islands /prɪˈbɪləf aɪləndz/ острова Прибылова
 the River Nile /rɪvə naɪl/ р. Нил
 the River Stirling /rɪvə stɜːlɪŋ/ р. Стерлинг (Шотландия)
 Russia /rʌʃə/ Россия
 Scotland /skɒtlənd/ Шотландия
 South America /saʊθ əˈmerɪkə/ Южная Америка
 South Asia /saʊθ eɪʒə/ Южная Азия
 Southwest Alaska /saʊθwest əˈlæskə/ юго-запад Аляски
 Spain /speɪn/ Испания
 Springfield /sprɪŋfiːld/ г. Спрингфилд (США)
 St Andrews /sənt ændruːz/ г. Сент-Эндрюс (Шотландия)
 St George Island /sənt dʒɔːdʒ aɪlənd/ остров Святого
 Георгия
 St Lawrence Island /sənt lɔːrəns aɪlənd/ остров Святого
 Лаврентия
 St Matthew Island /sənt mæθjuː aɪlənd/ остров Святого
 Матвея
 St Paul Island /sənt pɔːl aɪlənd/ остров Святого Павла
 Stirling /stɜːlɪŋ/ г. Стерлинг (Шотландия)
 Surrey /sʌrɪ/ графство Суррей
 Switzerland /swɪtsələnd/ Швейцария
 Turkey /tɜːki/ Турция
 the Thames /tɛmz/ р. Темза (Великобритания)
 the Himalayas /ðə hɪməˈleɪəz/ Гималаи
 the Philippines /ðə fɪlɪˈpiːnz/ Филиппины
 the UK /ðə jʊː keɪ/ (the United Kingdom) Соединённое
 Королевство (Великобритании и Северной
 Ирландии)
 the USA /ðə jʊː es eɪ/ (the United States of America)
 Соединенные Штаты Америки
 Valley of the Kings /ˈvælɪ əv ðə kɪŋz/ Долина Королей
 Wales /weɪlz/ Уэльс
 Washington DC /wɒʃɪŋtən dɪː sɪ/ Вашингтон (округ
 Колумбия)
 Wellington /welɪŋtən/ г. Веллингтон (Новая Зеландия)
 York /jɔːk/ г. Йорк (Великобритания)

Alex (m) /æˈlɪks/
 Alexa (f) /əˈlɛksə/
 Alice (f) /æˈlɪs/
 Amelia (f) /əˈmɪːliə/
 Amy (f) /eɪmi/
 Andrew (m) /ændruː/
 Andy (m) /ændɪ/
 Angela (f) /æŋdʒələ/
 Ann (f) /æn/
 Antonio (m) /æntəʊniəʊ/
 Anya (f) /ænjə/
 Asterix (m) /æstərɪks/
 Avril (f) /ævrɪl/
 Bärt (m) /bɑːt/
 Ben (m) /ben/
 Benjamin (m) /bɛndʒəˈmɪn/

Word List

Benny (m) /beni/
 Betty (f) /beti/
 Bill (m) /bil/
 Billy (m) /bɪli/
 Bob (m) /bɒb/
 Brian (m) /braɪən/
 Carla (f) /kɑ:lə/
 Carmen (f) /kɑ:mən/
 Cathy (f) /kæθi/
 Chris (m) /kris/
 Claire (f) /kleə/
 Cliff (m) /klɪf/
 Damien (m) /deɪmɪən/
 Daria (f) /deəriə/
 Darryl (m) /dæriɪ/
 Dave (m) /deɪv/
 David (m) /deɪvɪd/
 Diana (f) /daɪənə/
 Duncan (m) /dʌŋkən/
 Eliza (f) /ɪlaɪzə/
 Elizabeth (f) /ɪlɪzəbəθ/
 Emma (f) /emə/
 Esmeralda (f) /ezmərəldə/
 Eve (m) /i:v/
 Fiona (f) /fiəʊnə/
 Fred (m) /fred/
 George (m) /dʒɔ:dʒ/
 Gus (m) /gʌs/
 Harry (m) /hæri/
 Helen (f) /helən/
 Henry (m) /henri/
 Homer (m) /həʊmə/
 Isabel (f) /ɪzəbel/
 Ivan (m) /aɪvən/
 Jack (m) /dʒæk/
 James (m) /dʒeɪmz/
 Jane (f) /dʒeɪn/
 Janet (f) /dʒæni/
 Jayne (f) /dʒeɪn/
 Jeff (m) /dʒef/
 Jennifer (f) /dʒenɪfə/
 Jenny (f) /dʒeni/
 Jessie (f) /dʒesi/
 Jill (f) /dʒɪl/
 Jim (m) /dʒɪm/
 Joan (f) /dʒəʊn/
 Joe (f) /dʒəʊ/
 John (m) /dʒɒn/
 Johnny (m) /dʒɒni/
 Jude (f) /dʒu:d/
 Julia (f) /dʒu:lɪə/
 Julio (m) /dʒu:lɪəʊ/
 July (f) /dʒʊlaɪ/
 June (f) /dʒu:n/
 Juni (f) /dʒu:ni/
 Justin (m) /dʒʌstɪn/
 Karen (m) /kæərən/
 Kate (f) /keɪt/
 Katherine /kæθərɪn/

Kelly (f) /keli/
 Ken (m) /ken/
 Kitty (f) /kɪti/
 Lara (f) /lɑ:rə/
 Laura (f) /lɔ:rə/
 Lee (m) /li:/
 Lily (f) /lɪli/
 Linda (f) /lɪndə/
 Lisa (f) /lɪsə/
 Liz (f) /liz/
 Lloyd (m) /lɔɪd/
 Lola (f) /ləʊlə/
 Lucy (f) /lu:si/
 Lynn (f) /lɪn/
 Maggie (f) /mægi/
 Marge (f) /mɑ:dʒ/
 Mark (m) /mɑ:k/
 Markus (m) /mɑ:kəs/
 Marta (f) /mɑ:tə/
 Mary (f) /mæri/
 Mary Jane (f) /mæri dʒeɪn/
 Matt (m) /mæt/
 Max (m) /mæks/
 Mel (m) /mel/
 Miguel (m) /mi:geɪ/
 Mike (m) /maɪk/
 Miles (m) /maɪl/
 Mitten (m) /mɪtən/
 Monty (m) /mɒnti/
 Natasha (f) /nətʃə/
 Nelson (m) /nɛlsən/
 Nemo (m) /ni:məʊ/
 Nora (f) /nɔ:rə/
 Obelix (m) /ɒbəlɪks/
 Olga (f) /ɒlgə/
 Oliver (m) /ɒlɪvə/
 Pam (f) /pæm/
 Pat (f) /pæt/
 Patsy (f) /pætsi/
 Paul (m) /pɔ:l/
 Pedro (m) /peɪdrəʊ/
 Penny /peni/
 Pete (m) /pi:t/
 Peter (m) /pi:tə/
 Phil (m) /fi:l/
 Quasimodo (m) /kwɑ:zɪməʊdəʊ/
 Rex (m) /reks/
 Rita (f) /ri:tə/
 Rose (f) /rəʊz/
 Rosie (f) /rəʊzi/
 Russ (m) /rʌs/
 Russell (m) /rʌsəl/
 Ryan (m) /raɪən/
 Sally (f) /sæli/
 Sam (f/m) /sæm/
 Samantha (f) /səməθənə/
 Sandra (f) /sændrə/
 Sandy (f) /sændi/
 Sarah (f) /særə/

Sasha (m/f) /sæʃə/
 Shakira (f) /ʃəkiːrə/
 Sid (m) /sɪd/
 Simon (m) /saɪmən/
 Slava (m) /slɑːvə/
 Stacy (f) /steɪsi/
 Stan (m) /stæn/
 Stella (f) /stelə/
 Stephanie (f) /stefəni/
 Steve (m) /stɪv/
 Steven (m) /stɪvən/
 Stripes (f) /straɪps/
 Sue (f) /suː/
 Susan (f) /suːzən/
 Tanya (f) /tɑːniə/
 Tara (f) /tɑːrə/
 Ted (m) /ted/
 Tim (m) /tɪm/
 Tom (m) /tɒm/
 Tommy (m) /tɒmi/
 Tony (m) /təʊni/
 Tweety (f) /twɛɪti/
 Vicky (f) /vɪki/
 Wendy (f) /wendi/
 William (m) /wɪljəm/
 Wilma (f) /wɪlmə/
 Zoe (f) /zəʊi/

Big Ben /bɪɡ ben/ Биг Бен
 Sir Benjamin Hall /sɜː benɪdʒəmɪn hɔːl/ Бенджамин Холл
 Shakespeare /ʃeɪkspɪə/ Шекспир
 Elizabeth /əˈlɪzəbəθ/ Елизавета
 Mel Gibson /mel ɡɪbsən/ Мэл Гибсон
 Katherine Mansfield /kəθəˈrɪn mɛnsfɪld/ Кэтрин Менсфилд
 Russell Crowe /rʌsəl kɹəʊ/ Рассел Кроу

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, (не) разрешено
 article артикль
 capital letters прописные буквы
 consonant согласный звук
 continue reading продолжать чтение
 countable nouns исчисляемые существительные
 full stop точка
 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 момент речи
 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 места
 prepositions of time предлоги времени
 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
 start writing начинать писать
 subject pronouns личные местоимения в именительном падеже
 uncountable nouns неисчисляемые существительные
 vowel гласный звук
 word formation словообразование
 question word /kwɛstʃən wɜːd/ вопросительное слово
 what /wɒt/ (pron) что
 when /wen/ (pron) когда
 where /weə/ (pron) где
 who /huː/ (pron) кто
 whose /huːz/ (pron) чей
 why /waɪ/ (pron) почему

Study Skills Vocabulary

context контекст
explore исследовать, изучать
grammar structures грамматические структуры

abbreviations аббревиатуры, сокращения
informal неформальный, неофициальный
pace темп
pronunciation произношение
practise тренироваться, упражняться
recorded text текст, записанный на аудионоситель
repeat повторять
rhythm ритм
sound звук
sound natural звучать естественно

[illegible]

pronunciation

m

n

p

q

r

s

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Read the title of the song. How is it related to the song? Listen and read to find out.

Module 3

Read the title of the song. What do you think the song is about? Listen, read and

Read the title of the song. What do you think the song is about? Listen, read and

Module 5

Module 3

Read the title of the song. What do you think the song is about? Listen, read and

Song Sheets

Read the title of the song. How is it related to the song? Listen and read to find out.

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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

 Read the title of the song. How is it related to the song? Listen and read to find out.

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.

Look at the pictures. Which animal is *big, tall, strong, dangerous, small, cute*?

Why are animals “amazing”, according to the singer? Why should we help them?

Which is your favourite animal?

Module 7

Name the seasons. Match the words to each season.

- very hot • green grass • blue sky
- swim • snow • rain • white

Listen and check.

Read the song. What does ‘The seasons change before our eyes’ mean?

Which words/phrases from Ex. 1 best describe each picture?

Module 10

- 1** a) Read the title. Think of five words related to holidays and write them down in your notebook.



Holiday

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?