



# АНГЛИЙСКИЙ ЯЗЫК

**5** класс

Учебник  
для общеобразовательных  
организаций

Москва  
«Просвещение»  
Cornelsen  
2018

УДК 373:811.111  
ББК 81.432.1я72  
А64

*Серия «Сферы 1—11» основана в 2017 году*

**Линия учебно-методических комплексов «Сферы» по английскому языку**

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Издание подготовлено с использованием материалов  
издательства Cornelsen

Adapted and edited by Christopher Caridia Language Publishing Co., Ltd.

*Издательство «Просвещение» и авторы  
выражают глубокую признательность госпоже Элке Леманн,  
руководителю проекта «English Spheres» издательства «Корнельсен»,  
за помощь в создании учебно-методического комплекса серии «Сферы»*

**А64      Английский язык. 5 класс : учеб. для общеобразоват. организаций /**  
[А.А. Алексеев, Е.Ю. Смирнова, Б. Дерков-Диссельбек и др.]. — М. :  
Просвещение : Cornelsen, 2018. — 188 с. : ил. — (Сферы 1—11). —  
ISBN 978-5-09-061968-4.

Учебник является основным компонентом учебно-методического комплекса «Сферы» и предназначен для учащихся 5 класса общеобразовательных организаций. Методический аппарат учебника соответствует целям и традициям российской школы, включает тексты и задания о русской культуре, содержит упражнения на формирование общеучебных умений, предоставляет возможность для дифференцированного подхода к деятельности учащихся. Материалы учебника имеют воспитательную и развивающую ценность, широкие возможности для социализации учащихся.

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**ISBN 978-5-09-061968-4**

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Cornelsen Verlag GmbH, Berlin

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## РАБОТАЕМ С УЧЕБНИКОМ

Дорогие друзья!

**В** пятом классе вы продолжаете изучать английский язык. Для чего? Конечно же, в первую очередь для общения с представителями других культур.

Английский язык сегодня — один из самых распространённых языков на планете. На нём говорят во всём мире, практически во всех странах и на всех континентах. Неважно, откуда ваш собеседник: из Китая, Франции, Германии, Италии... Важно то, что, владея английским языком, вы всегда сможете общаться с кем угодно и где угодно!

Мы все любим путешествовать не только по родной стране, но и по миру. Если вы знаете английский язык, будьте уверены: вас поймут в любой стране, независимо от того, какой язык в ней является государственным.

Кроме того, знание английского языка поможет вам в будущем найти достойную работу, откроет перед вами большие возможности для блестящей карьеры.

Мы, создавая учебник, который вы сейчас держите в руках, ставили перед собой две важные цели: во-первых, научить вас грамотно общаться на английском языке и, во-вторых, сделать так, чтобы в процессе обучения вам не было скучно. Для этого мы включили в учебник тексты и задания, которые наверняка вам понравятся и превратят изучение английского языка в удовольствие!

Открыв первую страницу этого учебника, вы продолжите изучать английский язык, что в будущем позволит вам стать современными и прогрессивными людьми нового века, чьи возможности общения не ограничены ничем.

Этот учебник построен так, чтобы максимально облегчить усвоение нового материала. Перед каждым из шести циклов (Units) учебника имеется вводная страница (Lead-in page), которая содержит задания и упражнения для введения в тему цикла. Кроме того, на этой странице можно найти информацию о том, что будет изучаться в цикле (In this unit you will...).

Вводный цикл учебника “Welcome” познакомит вас с героями этого учебника, вашими ровесниками из города Бристоля (Великобритания), с которыми вам предстоит изучать английский язык на протяжении обучения в 5 классе. Кроме того, во вводном цикле вы вспомните и повторите материал, изученный в 4 классе, и поговорите с одноклассниками о своих летних каникулах.

Первый цикл учебника “New school, new friends” посвящён взаимоотношениям учеников в школе, дружбе и интересам. Вы узнаете интересные факты о школьной жизни ваших ровесников из Великобритании, поговорите о школьных предметах, о правилах поведения в школе, а также узнаете о школьной форме в Великобритании и сходите на экскурсию в одну из российских школ.

Второй цикл “A weekend at home” рассказывает о типах домов, комнат, частях дома. Вы также узнаете о том, что ваши ровесники из Великобритании делают в выходные, прочитаете о типичных домах в Финляндии, Испании, Австралии и других странах, посетите музей «Этномир» в Калужской области и узнаете, где зимуют животные.

Изучая третий цикл “Sports and hobbies” вы поговорите о хобби, о том, как вы проводите свободное время и узнаете о видах спорта, которыми занимаются в разных странах мира. Кроме того, вы найдёте интересную информацию о блошиных рынках в Великобритании и познакомитесь с необычными русскими музейными коллекциями.

Четвёртый цикл “Party, party!” расскажет о том, как ваши ровесники в других странах отмечают свой день рождения и другие праздники, вы узнаете о самых распространённых праздничных блюдах в Великобритании, о «Празднике огурца» в Суздале и о том, как приготовить вкусные сэндвичи для праздничного угощения.

Пятый цикл “School: not just lessons” расскажет вам о том, что можно делать после уроков в школе и вне её. Вы также найдёте информацию об интересных летних лагерях США, о школьных кружках и секциях в русских школах.

В шестом цикле “Great places for children” речь пойдёт о том, какие интересные места Бристоля посещают герои учебника. Вы сделаете вместе с ними интересный проект, посетите парк Диснея во Флориде и съездите в четыре города, расположенные в самых разных частях России. Кроме того, вы также познакомитесь с географией Великобритании.

Циклы разделены на части (Part A, Part B, Part C), каждая из которых имеет разворот с тренировочными упражнениями на закрепление изученного материала (Practice). В каждом цикле также есть специальные тематические разделы: урок чтения (Extended reading), разделы, направленные на развитие межпредметных связей (Cross-curricular studies), межкультурных связей (Window on the world), и раздел, посвящённый родной культуре (Russian corner). Кроме того, в каждом цикле есть раздел для самопроверки (Checkpoint), в котором предлагаются задания и упражнения, оценивающие ваше знание изученного лексико-грамматического материала.

После раздела для самопроверки предлагается раздел для дополнительной тренировки материала, который вы изучили в цикле (More practice).

Каждый цикл заканчивается рубрикой для самостоятельной оценки ваших знаний по изученному материалу (Self-evaluation) и словарём (Key vocabulary), который содержит новые слова, словосочетания, фразы и конструкции, которые нужно было выучить во время работы над циклом.

Каждая часть цикла содержит значки и рубрики, чтобы помочь вам при выполнении упражнений:



значок наушников с номером трека аудиокурса;



задания для работы в парах;



задания для работы в группах;



дополнительные упражнения (Extra);



проектные задания (Project);

SKILLS FILE  
1.1

ссылки на раздел с практическими советами (Skills file);

GRAMMAR  
FILE  
1

ссылки на грамматический справочник (Grammar file);



задания, которые вы после выполнения складываете в свой языковой портфель (Portfolio);



задания, предполагающие работу с Интернетом.

Кроме этого, на полях учебника можно увидеть:



рамки с дополнительной полезной лексико-грамматической информацией к текстам и упражнениям;



рамки с интересной информацией для общего развития (i).

И, наконец, последний раздел учебника — это англо-русский словарь, содержащий слова и выражения, которые встречаются в учебнике.

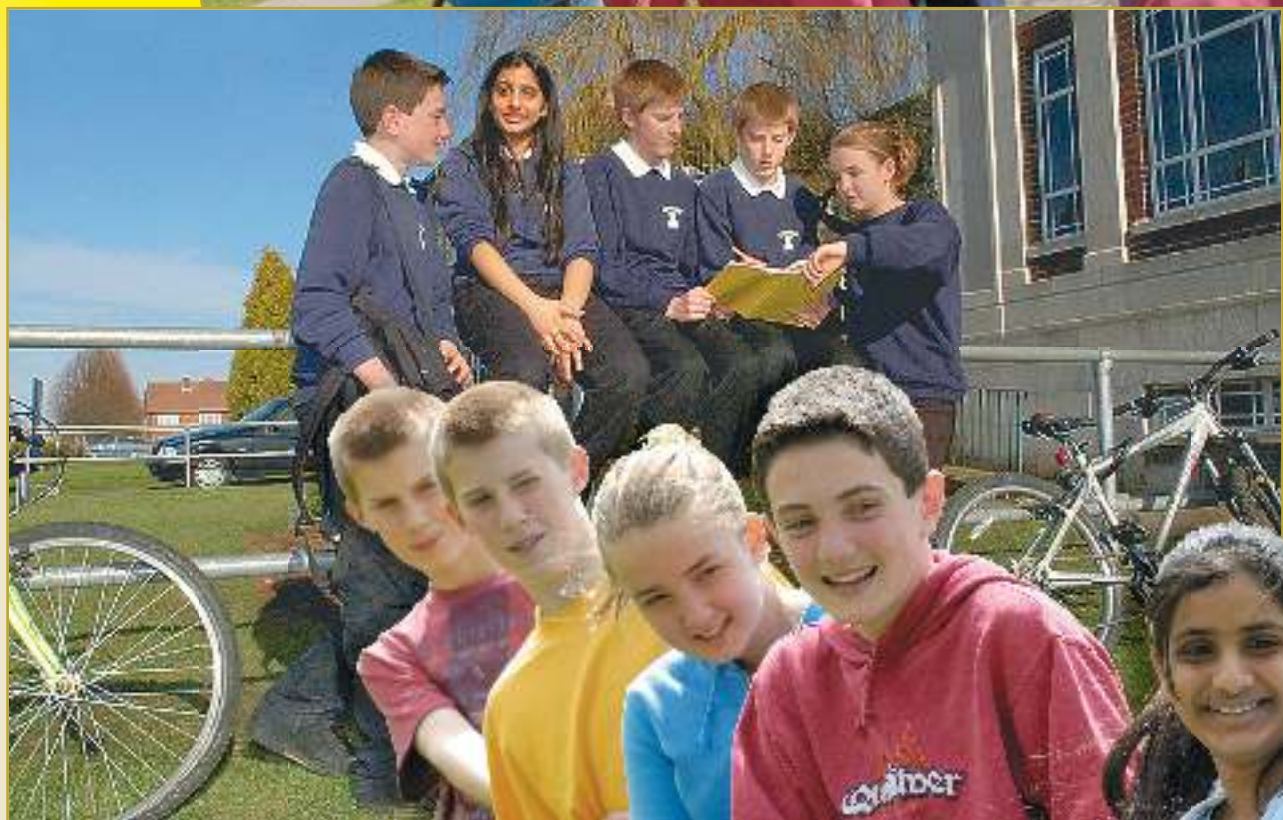
Учебник — главное, но вовсе не единственное средство вашего учебного труда. Найти дополнительную информацию, выполнить тренировочные задания и упражнения в интерактивной форме поможет электронное приложение. В комплект по английскому языку также входят следующие пособия: аудиокурс, тетрадь-тренажёр и тетрадь-практикум.

Только комплексная работа со всем учебным комплектом обеспечит вам качественное усвоение материала.





# WELCOME





# WELCOME



This is **Jack Hanson**.  
**Jack** is 11 years old.  
He's from Bristol.



This is **Sophie Carter-Brown**.  
She's new in Bristol.  
She's 11 years old.



This is **Dan Shaw** —  
with his twin brother Jo.  
They're 12 years old.  
They're from Bristol.



This is **Ananda Kapoor**.  
She's 11 years old.  
She's from Bristol too.

**a) There is a new student in your class. Talk to him or her.**

*Hi! My name is ... What's your name?*

*I'm ... years old. How old are you?*

*I'm from ... Where are you from?*

**b) Tell the class about your partner.**

*This is ...*

*He's/She's ... years old.*

*He's/She's from ...*



## 1 Welcome to Bristol

Bristol is in England. It's a great place!

a) Talk about the photos.

*I can see ... in photo number ...*

a band • a boat • boys • a football • girls •  
a kite • a skateboard • trees • water

b) Now listen and act out the four activities.







## 2 Welcome to Cotham Park Road

17 Cotham Park Road is a big old house in Bristol.



a) Is the house empty? Listen and find out.

b) Complete the sentences. You can listen and check.

When the house is empty, Prunella is ...

When the house is full, Prunella is ...



happy • not happy



## 3 SONG Prunella's song

Listen. Then sing the song and act it out.

I'm Prunella the poltergeist

/ˈpɒltəˌɡaɪst/

Hee, hee, hee!

I close things and I open things,

I push things and I pull things,

I drop things

And then I laugh:

Hee, hee, hee!

I'm Prunella the poltergeist,

Hee, hee, hee!

I can see you, you can't see me.

You look, but you can't find me,

I drop things

And then I laugh:

Hee, hee, hee!

Prunella the poltergeist,

That's me.

Prunella the poltergeist,

Hee, hee, hee!





#### 4 Sophie and Prunella

a) Match the letters with the numbers:

A: *I think picture number 1 is B.*

B: *Yes, I think that's right.*

*And I think number 2 is A.*

A: *No, I think it's ...*

A This is very nice!

B Emily, you can take baby Hannah.

C Sophie, you can help me in here.

D Oh! Who are you?

E That's your room there.

F What? You can see me?!



b) Listen and check your answers.

c) Who is in the pictures?

baby Hannah • Emily • Prunella • Sheeba • Sophie •  
Sophie's dad • Sophie's mum • Toby

Picture 1: Sophie, Sophie's mum, ...

Picture 2:





### 5 Welcome to Hamilton Street

Read and listen to the dialogue. Then write a shopping list for Dan and Jo.



The twins Dan and Jo Shaw live at 7 Hamilton Street, Bristol, with their father. Today is the last day of the summer holidays.

**Mr Shaw:** Sorry, I'm late, boys.

**Jo:** OK, Dad.

**Dan:** I've got the shopping list.

**Mr Shaw:** Thank you, Dan. Let's look at the list ... School bag. Jo, you need a school bag, right?

**Jo:** Yes, Dad.

**Dan:** Me too, Dad.

**Mr Shaw:** Pencil case. Dan, you need a pencil case, right?

**Dan:** Yes, Dad.

**Jo:** Me too, Dad.

**Mr Shaw:** OK, OK. Two bags, two pencil cases, two ... rubbers, two pencil sharpeners, two pens – felt tips?

**Jo:** Yes, Dad.

**Mr Shaw:** Two exercise books, two rulers, two glue sticks, two MP3 players ... Hey, what's this?!

**Jo:** We need MP3 players, Dad.

**Mr Shaw:** Not for school! This is a school shopping list. Let's go, you two!

### 6 What's in my school bag?

a) Say what's in the network and write the words.

b) Now draw a network with things in your school bag. Swap networks with a partner. Label the network and say what he/she has got in his/her network:

*You've got a ...*





### 7 My favourite colour

a) Read and listen to the dialogue. Then act it out.

- Dan:** My favourite colour is blue: the blue school bag for me, please.  
**Jo:** And the red school bag for me.  
**Mr Shaw:** OK. What about pencil cases?  
**Jo:** Orange for me, please.  
**Dan:** The blue pencil case for me. And I need a rubber: the green rubber, please.  
**Jo:** Ugh! A green rubber! Yellow for me.  
**Mr Shaw:** Right ... pencil sharpeners ...  
**Dan:** A blue pencil sharpener, please.  
**Jo:** Black for me, please.  
**Dan:** And we need the glue sticks.  
**Jo:** And the MP3 players!

Act out a new dialogue with your favourite colours.

b) Talk about colours in English.

**A:** What colour is your house / your school bag / ... ?

**B:** It's yellow/pink/purple/...



### 8 SONG Prunella's plates

Listen. Then sing the song and act it out.

I like red,  
 Red, red, red.  
 Here's my red plate.  
 Oops!  
 Crash! Bang! Wallop!  
 Aaaaw. Oh well ...

I like green,  
 Green, green, green.  
 Here's my green plate.  
 Oops!  
 Crash! Bang! Wallop!  
 Aaaaw. Oh well ...



I like brown, ...





### 9 Welcome to Paul Road

Read and listen to the dialogue.



The Kapoors have got a shop at 13 Paul Road in Bristol. They live in a flat over the shop.

**Ananda:** Well, is my new school uniform OK?

**Mrs Kapoor:** Very nice, Ananda, very nice.

**Dilip:** Monday today, Tuesday tomorrow ... the big day for my baby sister ... first day at the new school ...

**Mrs Kapoor:** It's a nice school, Ananda.

**Dilip:** It's a big school, Ananda.

**Mrs Kapoor:** Stop that, Dilip! You can go to the shop and help your father.

**Dilip:** OK, OK, Mum. But why me? It's the last day of my holidays too.

**Complete the sentences.**

- 1 Mrs Kapoor likes ...
- 2 The first day of school is ...
- 3 Dilip must ...
- 4 He is not very ...



### 10 POEM The days of the week

a) Listen to the poem. Then write it down with the days on the right.

**Days of the week**

Day one of the week is \_\_\_\_,

Two \_\_\_\_, three \_\_\_\_, OK?

Then \_\_\_\_ and \_\_\_\_ and then: Hooray!

\_\_\_\_, \_\_\_\_ : we can play.



b) Read the poem to a partner. Are the days right?

c) Listen to the poem again. Can you say it?



10

### 11 Two newspapers for number 19

Read and listen to the dialogue. How many newspapers are there for Cotham Park Road?

**Mark:** Good morning, Mr Kapoor.

**Mr Kapoor:** Good morning, Mark. You need the newspapers for ...?

**Mark:** Cotham Park Road, Mr Kapoor.

**Mr Kapoor:** Right. Cotham Park Road: one "Times" for number 2, one for number 3, one for number 8, two for number 19 ... Ah, Dilip! Very good. You can help Mark now. And I can have breakfast.

11

### 12 Telephone numbers

Ask your neighbour his/her number.

**A:** What's your number?

**B:** O seven eight nine o double four nine six three four.



11

### 13 Say what the time is



It's eleven  
o'clock.



It's quarter  
past ...



It's half  
past ...



It's quarter  
to ...



It's five  
to ...

**a) What's the time? Say these times:**

6.05, 9.15, 4.25, 7.45, 3.40,  
8.30, 12.18, 10.55, 2.36, 5.00

11

**b) Draw five different times on five clocks. Ask and answer.**

**A:** Excuse me, what's the time, please?

**B:** It's ...

**A:** Thank you.

**B:** You're welcome.

**c) Listen. What's the time? Draw five clocks.**

### 14 PORTFOLIO Make a poster like this

*My name is ... I'm ... old.*

*I'm from ...*

*My favourite colours are ...*

*My favourite day of the week is ...*

*I like ... and ...*

*My telephone number is ...*

*I've got a mother/father/...*





### 15 Welcome to the Pretty Polly Bed and Breakfast

Read and listen to the dialogue.

Mary, Peter and Jack Hanson (and Polly, the parrot) welcome you to the **PRETTY POLLY Bed & Breakfast**  
28 Cooper Street, Bristol BS6 6PA  
(0117) 969 22 00



Wheelchairs



Families



Pets



It's Monday. Mrs Hanson is at work. Mr Hanson is at work, too. He's at work in the Pretty Polly Bed and Breakfast.

**Jack:** Morning, Dad.

**Mr Hanson:** Morning? It's 12.15, Jack!

**Polly:** 12.15! 12.15!

**Jack:** Well, it is the last day of the holidays, Dad.

**Mr Hanson:** Yes, half past seven tomorrow, Jack!



### 16 Good luck!

Read and listen to the dialogue.

**Mrs Schmidt:** Excuse me, can I say goodbye?

**Mr Hanson:** Oh, Mrs Schmidt ...

**Mrs Schmidt:** Your B&B is great. Thank you, Mr Hanson, and goodbye.

**Polly:** Goodbye. Goodbye.

**Mrs Schmidt:** Goodbye, Polly. And goodbye, Jack.

**Jack:** Goodbye ... and a nice trip back to Germany, Mrs Schmidt.

**Mrs Schmidt:** Thank you, Jack. And good luck with your new school.

**Mr Hanson:** Thank you, Mrs Schmidt.

**Polly:** Good luck! Good luck!



Complete the sentences.

1 \_\_\_, can I say goodbye?

2 Your B&B is \_\_\_.

3 \_\_\_ and a \_\_\_ back to Germany, Mrs Schmidt.

4 And \_\_\_ your new school.





# UNIT 1

# NEW

# SCHOOL,

# NEW

# FRIENDS

## In this unit you will ...

- practise questions and short answers with the verb *be*
- practise personal pronouns
- learn about life at a British school
- write about school subjects and your school timetable



### 1 What can you see in the photos?

*A: I can see an apple in photo B.*

*B: Yes, and there are two bananas.*

### 2 In the morning.

It's 8 o'clock in the morning in Bristol and day one of the new school year.

a) Copy the chart below. Then listen and match photos A, B, C, D with the names in the chart.

	Ananda	Dan/Jo	Jack	Sophie
Photo				
Words				

b) Listen again. Match the words below with the names in the chart.

apple • book • box • boy •  
breakfast • chair • girl •  
glue stick • milk • mobile phone •  
pen • pencil • pencil case •  
poltergeist • school bag • table

c) Can you find more words for your chart?



# Part A

## NEW STUDENTS

### 1 Before lessons

ex. 1

Read and listen to the dialogue. Do the task below.

It's 8.30, and the new students are at school.

**Dan:** Look, Jo. Room 14!

**Jo:** OK. You're nervous, right?

**Dan:** Me? No! You're nervous.

**Jo:** No, no.

**Dan:** OK. Then you go first.

**Jo:** No, you go first.

**Dan:** No, you.

**Jo:** No, you.

**Dan:** Oh, OK.

**Ananda:** Hi! Oh, you're twins!

**Dan:** Hi. Yes, we're Dan and Jo. I'm Dan, the clever twin. He's Jo, the mad twin.

**Jo:** Don't listen to Dan. He's the mad twin.

**Ananda:** Come and sit with me and Jack. Hey, Jack! Here are Dan and Jo. They're twins. This is ... er ...

**Dan:** It's OK. I'm Dan and he's Jo.

**Jack:** Well, I'm Jack. And she's Ananda.

Give short answers to the questions.

- 1 Are Dan and Jo nervous? *Yes, they are.*
- 2 Are Dan and Jack twins? *No, ...*
- 3 Is Dan the clever twin?
- 4 Is Jack the mad twin?
- 5 Is Ananda with Jo?
- 6 Is Dan with Jo?

### 2 LOOKING AT LANGUAGE

exs. 2, 3

Copy and complete.

	Singular	Plural
<b>First person</b>	I' __ Dan, the clever twin.	Yes, we' __ Dan and Jo.
<b>Second person</b>	You' __ nervous, right?	Oh, you' __
<b>Third person</b>	He' __ Jo. She' __ Ananda. It' __ OK	They' __

Singular

I  
you  
he/she/it

Plural

we  
you  
they

GRAMMAR  
FILE  
2



## 3 Ananda is a nice name

exs. 4, 5, 6

Read and listen to the dialogue. Do the tasks below.

**Dan:** Ananda is a nice name. Is it Indian?

**Ananda:** Yes, it is.

**Jo:** Are your mum and dad from India?

**Ananda:** No, they aren't. My Mum is from Bristol. My Dad is from Uganda.

**Jack:** And how old are you?

**Ananda:** I'm 11. What about you, Jack? Are you 11 too?

**Jack:** Yes, I am.

**Jo:** We aren't 11. We're 12.

**Jack:** And you're from Bristol, right?

**Dan:** Yes, that's right.

**Ananda:** Are your mum and dad from Bristol?

**Dan:** Our Dad, yes. But our Mum ...

**Jo:** Our Mum isn't here. She's in New Zealand.

**Ananda:** Oh look. Here's the teacher.

a) Correct the mistakes in this text. Use a **negative**.

Ananda is from Uganda. Her mum is from India.

Ananda is 12, but Jo is 11. Dan and Jo are from India, but their mum is from New Zealand.

*Ananda isn't from Uganda. She's from Bristol.*

## b) Complete the sentences with the missing words.

1 **A:** How \_\_\_ are you?

**B:** I'm 12.

2 **A:** I'm nervous. What \_\_\_ you?

**B:** I'm nervous, \_\_\_.

## 4 ACTIVITY Who is it?

Write your name on a piece of paper. Put all the pieces of paper in a box.

Take one piece and make sentences about the student.

**Anton:** Boris: he's 11 years old. ... from Kursk.

**Boris:** Yes, that's right. / No, that's wrong. I'm ... My turn.

**Elena:** she's ...

## 5 Make a "be" poster for your classroom.



## Singular

I'm  
you're  
he's/she's/  
it's

## Plural

we're  
you're  
they're

## Negative

I'm not  
you aren't  
he/she/it  
isn't

## Negative

we aren't  
you aren't  
they aren't



EXTRA



## Part A

## PRACTICE



## 1 VOCABULARY What's different?



Talk about what's different in picture A and B.

**A:** There's one apple in picture A.

**B:** Oh, there are ... in picture B. They're green.

**A:** Yes, the apple in picture A is green too.

**B:** There are two plates in picture ...

GRAMMAR  
FILE  
1

## 2 GRAMMAR Personal pronouns

a) You are Jack. Talk about your photos with *I, you, he, she, it, we* or *they*.



1 This is Jo. He's in my form.

2 This is Dan. \_\_\_'s in my form too.

3 This is Dan with Jo. \_\_\_'re twins.

4 This is my school. \_\_\_'s very big.



5 This is me. \_\_\_'m at school here.

6 This is Ananda. \_\_\_'s very nice.

7 This is me with Ananda. \_\_\_'re friends.

8 And this is you, Dad. \_\_\_'re with Polly!



b) Bring photos of your family and talk to your partner.

**A:** This is ...

**B:** I'm/He's/She's/We're/They're ...

GRAMMAR  
FILE  
1, 23 GRAMMAR Personal pronouns; *be*: positive statements

Complete the sentences with the correct *pronouns* and forms of *be*.

1 The new school is in Bristol. *It's* a good school.

2 Dan and Jo are at school. \_\_\_ nervous.

3 Ananda is there too. \_\_\_ nice.

4 **Jo:** Hi, \_\_\_ Jo. That's Dan. \_\_\_ my brother. \_\_\_ twins.

5 **Dan:** \_\_\_ the clever twin.

6 **Dan:** Jo, \_\_\_ mad!

7 Jack and Ananda are nice. \_\_\_ new friends.

8 **Ananda:** This is Jack. \_\_\_ my new friend.

#### 4 GRAMMAR *be*: negative statements

a) Use the lists and write **negative statements**.

1 <i>Prunella</i>		from Bristol.
2 Polly		brother and sister.
3 Dan and Jo Shaw	'm not	brothers.
4 Sophie and Emily		a poltergeist.
5 The new school	isn't	in London.
6 Dilip and Ananda		sisters.
7 Mr and Mrs Hanson	aren't	<del>a parrot</del> .
8 I		very old.
9 My friend and I		teachers.

*Prunella isn't a parrot.*

b) Now add **positive statements**.

- 1 Prunella isn't a parrot, *she's a poltergeist*.
- 2 Polly isn't ...

#### 5 GRAMMAR *be*: questions and short answers

a) **Partner A:** Ask your partner the questions.

**Partner B:** Choose the right answers.

1 <i>Is Dilip Ananda's brother?</i>	Yes, she is.
2 Is Emily Sophie's sister?	<del>Yes, he is.</del>
3 Is the school a big school?	Yes, they are.
4 Are the Carter-Browns new in Bristol?	Yes, I am.
5 Are you in Form 5?	Yes, it is.

*Is Dilip Ananda's brother? – Yes, he is.*

b) **Partner B:** Ask your partner the questions.

**Partner A:** Choose the right answers.

1 <i>Is Dilip Sophie's brother?</i>	No, they aren't.
2 Is the house at 17 Cotham Park Road empty now?	No, she isn't.
3 Is Mrs Hanson Dan's mother?	No, we aren't.
4 Are the twins from London?	<del>No, he isn't.</del>
5 Are you and your family in Bristol now?	No, it isn't.

*Is Dilip Sophie's brother? – No, he isn't.*

#### 6 GRAMMAR *be*: questions and short answers

a) Answer the questions.

1 Is your mum 42?	Yes, she is.
2 Are you 12?	No, she isn't.
3 Are you and your mum friends?	Yes, I am.
4 Is your English teacher from England?	No, I'm not.
5 Is your school big?	Yes, we ...
6 Are your exercise books in your school bag?	No, we ...
7 Is your father a teacher?	...
8 Are your mum and dad from Bristol?	
9 Are you and your friend from Russia?	

b) Think of more questions with *Is ...?* and *Are ...?* and ask your partner.





# Part B

## THE NEW CLASS



Cotham is a *secondary school*. The first year is Year 7 — for children after six years of *primary school*. This form is 7PK: **P**aul **K**ingsley.

A B C D E F G

Throw a ball, climb a tree.

H I J K L M N

Write your name, drop your pen.

O P Q R S T U

Yes, that's right, do what I do.

V W X Y Z

Enough, enough, your face is **red**.

### 1 Meet Mr Kingsley

exs. 1, 2

**Mr Kingsley:** Good morning. Welcome to Cotham School. I'm your form teacher *and* your English teacher. My name is Paul Kingsley, K-I-N-G-S-L-E-Y. And you're Form 7PK: P for Paul, K for Kingsley. And now please tell me your names. Oh, and can you play football? I'm your PE teacher too! ... Yes, you please.

**Ananda:** I'm Ananda Kapoor. I can't play football, but I can play hockey.

**Mr Kingsley:** Thank you, Ananda. Now you.

**Sophie:** My name is Sophie Carter-Brown.

**Jo:** Carter-Brown? One name isn't enough?

**Form 7PK:** Ha ha ha.

**Mr Kingsley:** Quiet, please. ... And who are you?

**Jo:** I'm Jo. Jo Shaw.

**Mr Kingsley:** Can you play football, Jo?

**Jo:** Yes, I can, Mr Kingsley.

**Mr Kingsley:** Good. Football is good. Jokes about names are bad. Can you remember that, Jo?

**Jo:** Yes, Mr Kingsley.

### Read and listen to the dialogue. Right or wrong?

- 1 The name of the teacher is Mr Kingsley. *That's right.*
- 2 He's the Russian teacher. *That's wrong.*
- 3 Mr Kingsley is the teacher of Form 7PE.
- 4 His first name is Paul.
- 5 Jo can't play football.
- 6 Jokes about names aren't good.

### 2 Now you

**A:** Can you play football/hockey/...?

**B:** Yes, I can. And I can play ... too. /  
No, I can't. But I can play ...

badminton • basketball • ice hockey • tennis • ...

### 3 SONG Alphabet rap

a) Listen to the song.

J-O-H-N-N-Y.  
New word: D-E-...

It's Johnny Depp!

b) Write a name on a piece of paper and put it in a box. Take a piece of paper. Spell the name for your group. Can the group guess the name before you finish?



## 4 The timetable for today

ex. 3

**Mr Kingsley:** OK, quiet please. Now, take out your exercise books. Listen and write down the timetable for today, Tuesday. At 8.45 on Tuesday it's English with me, here in Room 14. Then it's Geography in Room 16.

**Jo:** Mr Kingsley? I'm sorry. Can you spell "Geography", please?

**Mr Kingsley:** That's OK, Jo. I can write it on the board: G-E-O-G-R-A-P-H-Y.

**Jo:** Thank you, Mr Kingsley.

**Mr Kingsley:** You're welcome, Jo. After the morning break it's ...

Read and listen to the dialogue. Complete the sentences with the words from the text.

- 1 Take \_\_\_ your books and write \_\_\_ these numbers.
- 2 The English lesson is \_\_\_ 8.45 \_\_\_ Room 14.
- 3 First it's English, \_\_\_ it's Geography.
- 4 Can you write your name \_\_\_ the board?

## 5 LISTENING Form 7PK's timetable

ex. 4

a) Copy the timetable and look at the subjects below.

Drama • Maths • Music • PE • RE • Science

## TUESDAY

Time	Subject	Room
8.45	English	14
9.40	Geography	16
10.35	Morning break	-
10.50	...	...
11.45	...	...
12.40	lunch break	-
1.40	...	...
2.35	...	...

b) Listen and complete the timetable.

c) Exchange timetables with your partner.  
Listen again and check.

d) Think of a perfect day at school with all your favourite subjects. Present your day to the class.

At 8.00 it's ... At 9.00 it's ... At 9.45 I have a break.



## Sorry

- 1 *Sorry, I'm late.*
  - 2 *I'm not well.*
  - 3 *It's eleven o'clock.*
- *Oh, I'm sorry.*  
– *Sorry? What time is it?*



## Imperative forms

Positive: **Listen and write.**

Negative: **Don't write.**



Write school subjects with capital letters: Geography



# Part B PRACTICE

GRAMMAR  
FILE  
3

## 1 GRAMMAR Can/can't

### a) Work in groups of four.

- Two of you write the names of the students and teachers on cards.
- Two of you write activities on cards. The words on the right can help you.

do tricks • find their/his/her school things • open and close things • play football • play hockey • sing • talk

### b) Take a name card and an activity card. Ask and answer questions.

sing

do tricks

Oleg

*A: Can Mrs Tikhonova sing?*

*B: Yes, she can. / No, she can't.*

*A: Can Oleg and Irina do tricks?*

*B: Yes, ... / No, ...*

## 2 LISTENING Classroom English

### a) Read the classroom phrases. Listen and put up your hand when you hear a phrase.

- 1 Quiet, please!
- 2 What's that in English?
- 3 Can I open/close the window, please?
- 4 Sorry, I haven't got my exercise book.
- 5 Can I help you?
- 6 Look at the picture.
- 7 What page are we on, please?
- 8 Sorry?
- 9 It's your turn.

- 10 Can I go to the toilet, please?
- 11 Write down the words on the worksheet.
- 12 Can we work with a partner?
- 13 What's for homework?
- 14 Write five sentences in your exercise book.
- 15 Can we go now, please?

### b) Who can say what? Copy the chart and put ticks (✓) in it. Then listen again and check.

	Teachers can say	Students can say	Students or teachers can say
1 Quiet, please!	✓		

### c) ACTIVITY Classroom ladders Make English "classroom ladders".

Can I	What's	Sorry,	Can you
open the window?	for homework?	I don't know.	speak louder, please?
have your pen please?	«aren't» in English?	I'm late.	spell 'board'?
go to the toilet?		I haven't finished.	

**GRAMMAR**  
**FILE**  
**4**
**3 GRAMMAR Imperative**

a) Look at the picture and complete the sentences in the speech bubbles with the correct form of the words on the right.

be • climb • eat •  
listen • open • play •  
push • sing

1 *Sing* the song for me, please.

2 No, \_\_\_ to the CD.

3 \_\_\_ my bag, please.

1 \_\_\_ the song for me, please.

2 No, \_\_\_ to the CD.

4 \_\_\_ the tree, please.

5 Please \_\_\_ quiet.

6 \_\_\_ football here, please.

7 And \_\_\_ your brother, please.

8 \_\_\_ your apple, Anna.


**EXTRA**

b) Draw a picture. Write three sentences like in a). Can your partner complete the sentences?

**4 VOCABULARY The new timetable**

**Partner A:** Look at timetable 1. **Partner B:** Look at timetable 2.

Not all the subjects are in your timetable. Ask your partner.

**A:** What is lesson 1 on Monday?

**B:** Lesson 1 on Monday is Maths.

1

	Monday	Tuesday	Wednesday	Thursday	Friday
1	...	Russian	...	...	...
2	Science	Geography	Maths	Maths	Drama
3	Science	PE	English	English	Science
4	Drama	...	...	PE	PE
5	...	PE	Geography	PE	Music
6	English	Music	...	Russian	Maths

2

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	...	Russian	Geography	PE
2	Science	Geography	...	Maths	Drama
3	Science	...	English	English	Science
4	...	English	PE	...	PE
5	Music	PE	...	PE	...
6	...	Music	Drama	Russian	Maths





## Part

## C

## LUNCH BREAK

## 1 New friends

exs. 1, 2, 3, 4

Read and listen to the dialogue. Do the tasks below.



**Ananda:** Let's sit here.  
**Sophie:** OK.  
**Jack:** Hi! Can we sit with you?  
**Ananda:** Yes, you can.  
**Jo:** Is the food OK?  
**Sophie:** Mmm, I've got the lasagne /lə'zænjə/. It's OK.  
**Ananda:** I've got the pizza. It's really good.  
**Dan:** Oh, I haven't got a chair.

**Ananda:** Look, there's an empty chair at that table.  
**Sophie:** Jack, do you like the Geography teacher?  
 ...  
**Jo:** Hey, what have we got next?  
**Sophie:** Music and then Maths.  
**Ananda:** Oh, I like Maths.  
**Dan + Jo:** You're mad!

Sentences with **at**:

Let's sit **at** that table.  
 They live **at** 7 Hamilton Street.  
 Jo and Dan are **at** school.  
 At 8.45 it's English.

## a) Who is it? Give the names.

- |                          |                           |
|--------------------------|---------------------------|
| 1 ___ has got a lasagne. | 3 ___ hasn't got a chair. |
| 2 ___ has got a pizza.   | 4 ___ likes Maths.        |

## b) Answer the questions.

- Who's got a table first? Ananda or Jack?
- What's the lesson after lunch? Maths or Music?

## 2 LOOKING AT LANGUAGE

Copy and complete the chart.

Positive	Negative
I've got the lasagne.	I haven't got the pizza.
You' ___ a banana.	You ___ an apple.
He's got a chair.	He <i>hasn't got</i> a table.
She' ___ a pizza.	She ___ a lasagne.
We' ___ a Music lesson.	We ___ a Geography lesson.
They' ___ two lessons.	They ___ a lunch break.

GRAMMAR  
FILE  
5



### 3 My lunch break

a) Prepare a dialogue. You can use the phrases below.

He's/She's very nice/boring/OK/...  
What have we got next?  
Can I sit with you?  
Is the food OK?  
Do you like ...?

It's ...  
Yes, ...  
Me too. / And me.  
You're mad.  
I like ...

b) Practise your dialogue and act it out in class.

### 4 EVERYDAY ENGLISH Meeting new friends

a) Can you say these things in English?

1 Привет, я Дэн. • 2 Спасибо. Пожалуйста. • 3 Можно нам с тобой сесть? • 4 Тебе нравится учитель географии? • 5 Мне нравится математика. • 6 Ты с ума сошла!



b) Complete the dialogue with your answers to a) and practise it with a partner.

A: \_\_\_, I'm \_\_\_.

B: \_\_\_, I'm \_\_\_.

A: \_\_\_ I sit \_\_\_ you?

B: Yes, you \_\_\_.

A: \_\_\_ old are \_\_\_?

B: I'm \_\_\_.

A: And I'm \_\_\_. Do you \_\_\_?

B: \_\_\_, I like English, but \_\_\_ favourite \_\_\_ is Maths.

### 5 STUDY SKILLS Tips for learning new words (1)

- Учи только по 7–10 слов за один раз.
- Учи слова каждый день по несколько минут.
- Учить слова интереснее с кем-нибудь вместе. Вы можете проверить друг друга!

### 6 PORTFOLIO My school

exs. 5, 6

a) Write about your friends, your form, your school, sports, ...  
Tell the class.

b) Write your timetable in English.



SKILLS FILE  
1





# Part C PRACTICE

## 1 GRAMMAR Have got / has got

a) Make sentences with **have got** / **has got**.

1 Jo *has got* a twin brother.

2 Jo

3 Sophie

4 Prunella

5 The Kapoors

6 Jack

7 Ananda

8 Mr and Mrs Hanson

a nice name.

a shop.

mad ideas.

a twin brother.

a B&B.

a great dad.

a nice room.

two sisters.

b) Say what they've got (✓) and what they haven't got (X).

Dan *has got* a brother.

He *hasn't got* a sister.

	brother	sister
Dan	✓	X
Jack	X	X
Ananda	✓	X

EXTRA

c) Make a chart like in b). Talk to different people in your class.

Find out what **they've got** or **haven't got**.

**You:** *Have you got a brother?*

**Partner:** *Yes, I have. I've got two. What about you?*

**You:** *I've got one brother. Have you got a sister?*

**Partner:** *No, I haven't. ...*

**Report to the class:**

*Tonya has got two brothers.*

*But she hasn't got a sister. And she ...*

## 2 GAME What have you got?

**Artur:** *I've got a blue pencil case. Darya, have you got a blue pencil case too?*

**Darya:** *Yes, I have. Ilia, have you got a blue pencil case too?*

**Ilia:** *No, I haven't. But I ... a blue school bag. Marina, ... you ... a blue school bag too?*



## 3 PRONUNCIATION a [ə] or an [ən]?

a) Listen and read.

When is it **a**? When is it **an**?

an apple, a green apple, an English apple, a red English apple, an old apple, a brown apple: Ugh!

*Before a vowel sound it's ...*

*Before a consonant sound it's ...*

b) Say the words below with **a** or **an**. Then listen and check.

rubber • English teacher • blue ball • orange chair • pencil case • felt tip • happy mum • exercise book • old house • student • empty box



#### 4 PRONUNCIATION *The* with [ə] or [ɪ]?

a) Listen. Take a red pen for *the* with [ə]. Take a blue pen for *the* with [ɪ].



When is *the* with [ə]?  
When is *the* with [ɪ]?

b) Listen and repeat the poem.

#### Going to school

An English breakfast, a boy and a girl,  
An orange school bag, a big red bus,  
The empty classroom, the exercise books,  
The chairs, the tables, the board  
— and us!



#### 5 LISTENING Tuesday morning at 13 Paul Road

a) Listen and look at the photos. Who is *not* there?



A



B



C



D

b) Listen again. Right or wrong? Correct the wrong sentences.

- 1 Ananda has got Biology.
- 2 Ananda's pencil case is in her room.
- 3 Dilip hasn't got his pencil case.
- 4 They've got apples and sandwiches for lunch.
- 5 Ananda has got PE with Mr Barker.
- 6 Ananda can have lunch at school.

#### 6 WRITING School subjects

#### COTHAM SCHOOL

Name: Kate Williams (12)

Class: 7AB

#### Subject list

Maths ✓  
Russian ✓  
French ✓  
Science ✓  
Spanish

Music ✓  
Geography ✓  
History ✓  
Biology ✓  
Art ✓

Write the paragraph again with the correct information about Kate.

*Williams*

Kate ~~Wills~~ is 11 years old. She's in class 7PK. He's at Cottage School. She's got Maths, Russian, Biology, Geography and Music. She hasn't got French, Science, History and Art.



## Extended reading

### How's the new school?

a) Look at the photos. Who are the people? Read the comics.







b) Match the phrases in the speech bubbles with the photos. Then put everything in the correct order.

A He's very nice, too.

B Are there girls in your form, too?

C Is the teacher nice?

D Dilip, who is this Emily?

E Jo and Dan are twins.

F Hi, Mum. I need my tea.

G First tell me about your classmates.

H There's a very nice girl.

c) The parents ask a lot of questions. How many questions can you find?

d) Make a dialogue for Jack and his dad. You can use the phrases from b).

**Mr Hanson:** Tell me about your new form.

**Jack:** The form is ...

**Mr Hanson:** And who is your form t...?

**Jack:** His name ...



**EXTRA**

e) Write a dialogue for Sophie and Prunella.

# Window on the world

## School uniforms



*Britain*



*Japan*

*Cotham School*



*Malaysia*

At most schools in Britain the students wear uniforms. Cotham School has got a modern uniform: a sweatshirt and trousers. On the sweatshirt is the school crest. At Cotham boys and girls have got the same uniform.

But at lots of schools in Britain the students wear traditional uniforms. For boys, the traditional school uniform is a shirt and a tie, a blazer and trousers. Girls wear a blazer and a tie too, but they usually wear a blouse and a skirt, not a shirt and trousers. The blazers, trousers and skirts in most uniforms have got dark colours – black, blue, grey, etc.

Students wear uniforms in many other countries too. In Japan girls often wear sailor uniforms, and boys often wear army uniforms. In Malaysia the Muslim girls cover their hair.

Not all students like school uniforms. Some students say: “Why can’t I wear my clothes?” But other students say: “Uniforms are OK. Rich or poor: all students wear the same clothes.”



**a) Read the text. Right or wrong? Correct the wrong sentences.**

- 1 Cotham School has got a modern uniform.
- 2 At Cotham boys and girls have got different uniforms.
- 3 Not many schools in Britain have got uniforms.
- 4 In Britain traditional uniforms are the same for boys and girls.
- 5 Traditional uniforms are usually yellow or pink.
- 6 There are only two other countries where they wear uniforms.
- 7 In Japan girls and boys wear uniforms.
- 8 All students like uniforms.

**b) Do you like school uniforms? What’s better – a modern uniform or a traditional uniform?**

**c) Draw a picture of a new school uniform for your school.**



## Russian corner

### This is my school

Class 5A of a Moscow school made a poster in English.



This is my school. The building is new. It's only two years old. Let me show you around ...

This is the playground. After lessons we play here. In autumn and spring, when it's warm, we have PE lessons here. We run, play basketball and enjoy the fresh air.



School concerts and official meetings are in our big assembly hall. Children sing, dance and take part in plays at the end of the school year here. We also use it for big celebrations, like Victory Day and Women's Day.



This is our school lab. Senior pupils study here. They do experiments and tests. They can do great experiments with the modern equipment!

We have breakfast and lunch in our school canteen. The food is very tasty and good.



Here we learn English. We watch films and play games in English. And we work with the interactive whiteboard. I like English lessons a lot!



#### a) Read the text. Correct the sentences.

- 1 PE lessons are sometimes in the assembly hall.  
*No, they are in the playground.*
- 2 There's an interactive whiteboard in the lab.
- 3 There's a lot of modern equipment in the canteen.
- 4 We take part in plays at the beginning of the year.
- 5 We eat one meal in the canteen.
- 6 Official meetings are in the playground.

#### b) Find the verb for these nouns.

- |                        |                 |
|------------------------|-----------------|
| 1 <i>learn</i> English | 4 ___ breakfast |
| 2 ___ PE lessons       | 5 ___ games     |
| 3 ___ experiments      | 6 ___ plays     |

#### c) Make a poster in English about your school.

#### d) Ask your family members about their schools. How different were they then? Tell the class.





# Cross-curricular studies: maths

## The first Maths lesson

**Mrs Black:** Good morning. I'm your Maths teacher. My name's Mrs Black. Let's see how fast you are! What is this number? Five **plus** two — **minus** three — **times** four — **plus** ten — **minus** six — **times** two.

**Dan:** It's thirty.

**Mrs Black:** No, that's wrong.

**Ananda:** It's forty.

**Mrs Black:** Good! What's your name again?

1st first  
2nd second  
3rd third  
4th fourth ...  
5th fifth  
6th sixth  
7th seventh  
8th eighth  
9th ninth ...  
10th tenth  
11th eleventh  
12th twelfth  
20th twentieth

a) Read the dialogue. Complete the sentences.

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1 Ten <i>plus</i> two is twelve.     | 4 Three ____ nine is twenty-seven. |
| 2 Thirty-one ____ twenty-one is ten. | 5 Nineteen ____ six is thirteen.   |
| 3 Twelve ____ five is sixty.         | 6 Fifteen ____ five is twenty.     |

b) Copy and complete the chart.

Then read out the numbers.

*Seven times three is twenty-one.*

x	2	3	7	4
5				
7		21		

c) Talk about the points in their first Maths test.

*Ananda is first.*

*Jo is ...*

*Sophie ...*

Alex	47
Ananda	99
Anna	55
Becky	69
Dan	62

Jack	35
Jo	92
Kate	66
Peter	75
Sophie	87

d) Look at the names of the shapes on the left. What shape are these things?



triangle



square



circle



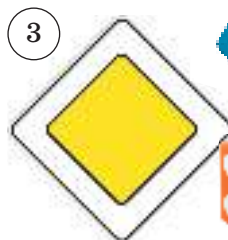
rectangle



1



2



3



4



5



6



8

# Checkpoint

**1 VOCABULARY** Complete the sentences below the pictures. Then match the pictures with the sentences. There is one extra picture.



- 1 Can I close the \_\_\_\_, please?
- 2 What \_\_\_\_ are we on, please?
- 3 Sorry, I haven't got my \_\_\_\_.
- 4 What's for \_\_\_\_?
- 5 Can you \_\_\_\_ Geography, please?

**2 GRAMMAR** Complete the sentences with a form of *be*.

- 1 Barnabas \_\_\_\_ a parrot. He \_\_\_\_ a cat.
- 2 "I \_\_\_\_ a very nice pet. I \_\_\_\_ a mad cat!"
- 3 They \_\_\_\_ classmates. They \_\_\_\_ brother and sister.

**3 GRAMMAR** Say what they *have got* and *haven't got*.

- 1 The Hansons \_\_\_\_ a B&B. It \_\_\_\_ five rooms.
- 2 The Kapoors \_\_\_\_ a house. They \_\_\_\_ a flat and a shop.
- 3 Ananda \_\_\_\_ a brother, but she \_\_\_\_ a pet.

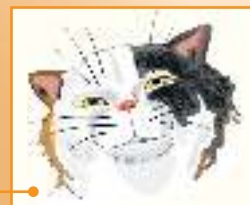
**4 WRITING** First read about a new friend. Then write to the new friend about yourself.

Hi!

I'm your new friend from Australia. My name is Leo, and I'm 12 years old. I've got a sister, Kim. She's 14. I can play tennis and football too. My favourite subject is Science. I like History too. I've got lots of nice friends. What about you? Please write!

Hi!

I'm your new friend from Russia. My ...



## More practice

### 1 VOCABULARY School

Look at the picture.

How many objects can you see?

There is a/an ...

There are ...



### 2 GRAMMAR Be: positive statements

Complete the sentences with the words below.

I'm • you're (x2) • he's • she's • it's • we're • they're

- 1 Ananda is in the classroom. \_\_\_ with Jack.
- 2 Dan and Jo are at school too. **Jo:** Dan, \_\_\_ nervous!
- 3 **Dan and Jo:** Hallo! \_\_\_ Dan and Jo.
- 4 **Ananda:** Hi! My name is Ananda, and this is Jack. \_\_\_ in our form too.
- 5 **Jack:** Hi! Oh, \_\_\_ twins!
- 6 **Ananda:** Hi, Sophie! Meet Dan and Jo. \_\_\_ twins.
- 7 **Mr Kingsley:** Good morning. \_\_\_ your English teacher and your form teacher. Here's your timetable. At 9.40 on Tuesday \_\_\_ Geography in Room 16.

### 3 GRAMMAR Be: questions and short answers



Give **short answers** to the questions:

Yes, he/she is. / No, he/she isn't.

He's/she's ...

Hi! I'm Lisa. I'm 10. This is my family.  
My sister Alison is 11. She's clever.  
My Mum is nice. She's a History teacher  
and my Dad is a Maths teacher. They're old:  
she's 43, and he's 45. This is Alison's dog,  
Toby. He's 4, and he's big. My cat's name  
is Lady. She's 3, and she's very white.

- 1 Is Lisa 11?
- 2 Is Alison 11?
- 3 Is Alison clever?
- 4 Is Mrs Chester nice?
- 5 Is she a Geography teacher?

- 6 What is Mr Chester's job?
- 7 Is Mrs Chester 45?
- 8 How old is Toby?
- 9 Who is Lady?
- 10 What colour is Lady?





#### 4 LISTENING What can they play?

a) Copy the chart. Then listen and fill it in.

They can play it = ✓ / They can't play it = ✗ / You don't know = ?

Name	football	badminton	basketball	tennis
Oliver				
Emma				
Jessica				
Ben				



b) Talk about the children.

*Oliver can play football. He can't play tennis.*

*Maybe he can play badminton and basketball. I don't know.*



#### 5 SPEAKING Classroom English

Match the questions with the answers.

1 What's that in English?

4 Can you help me, please?

No, it's your turn.

Your homework is "Biology".

5 What page are we on, please?

3 What's for homework?

It's "History".

6 Can we work with a partner?

Yes, I can.

2 Is it Dima's turn?

Yes, work with Elena.

Page 17.

#### PROJECT

#### 6 My school bag / my room

What have you got in your school bag or in your room at home? Choose one. Draw and label lots of things on a piece of paper.



## Self-evaluation

Now I can ...	Very well	OK	Practise!
– understand questions about me and my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– ask a person's age and where they come from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– understand the texts and dialogues in Unit 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write words and short sentences correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– make sentences with the verb <i>be</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about everyday life at a British school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Key vocabulary

after	после	lunch	обед, ланч
before	до	maths	математика
birthday	день рождения	music	музыка
boring	скучный	nervous	волнующийся
break	ломать	page	страница
classmate	одноклассник	PE (physical education)	физкультура
classroom	классная комната	quiet	тихий
different (from)	отличный (от)	RE (religious education)	религия (школьный предмет)
drama	театральное искусство	really	действительно
enough	достаточно	science	естествознание
exercise book	тетрадь	spell	говорить по буквам
first	первый	window	окно
food	еда	write down	записывать
form	класс	wrong	неверный
hate	ненавидеть		
homework	домашнее задание		
joke	шутка		
lesson	урок	You're welcome.	Пожалуйста.
like	любить		
listen to	слушать (что-либо/кого-либо)		



# UNIT 2

## A WEEKEND AT HOME

### In this unit you will ...

- learn about British houses
- talk about things that you do every day
- practise the present simple tense for everyday actions
- write an essay "A day in the life ..."

A detached house



B block of flats



C small block of flats



D terraced houses



E semi-detached house



### 1 House or flat? Can you remember?

The Shaws live in a ...  
The Kapoors live in a ...  
The Hansons ...  
The Carter-Browns ...

### 2 Talk about the houses in the photos.

Have they got gardens?  
Are they in a town?  
Are they expensive?  
Are they good for a large family or for children?

### 3 Find the things below in the photos.

balcony • chimney • gate • porch •  
roof • steps • wall

### 4 What type of house do you like? Why?

# HOMES FOR PEOPLE AND HOMES FOR PETS

## 1 Sophie's house

exs. 1, 2, 3

- I – bedroom
- II – bathroom
- III – bedroom
- IV – living room
- V – dining room
- VI – kitchen



a) Match the numbers in the picture with the things.

*shelf, (plural) shelves*

The *p* is silent in *cupboard* /'kʌbəəd/.

armchair • basin • bath • bed • carpet • ceiling • chairs •  
cooker • cupboard • curtains • dishwasher • floor •  
fridge • lamp • light • shelves • shower • sink • sofa •  
stairs • table • taps • TV • wardrobe

b) Make phrases.

go (x2) • open • pull • *sit* •  
switch on/off • turn on/  
off • wash

*on the sofa* • the taps • the  
curtains • to bed • the light •  
the floor • up the stairs •  
the cupboard

c) Ask your partner questions about Sophie's house.

*What rooms are upstairs/...?*

*What can you find in the ... room?*

*What colour is the bedroom/fridge/...?*

*Where is the cooker/...?*

d) Talk about the rooms and the things in your home.



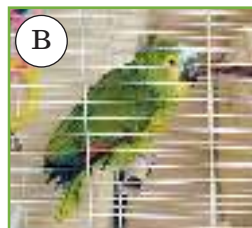
## 2 LISTENING Homes for pets

exs. 6, 7

a) Say where the pets are.

*The rabbit is in a hutch.**The dog is in ...*

a hutch in the garden



a cage in the living room



a cage in the living room



a basket in the kitchen



a basket in the bedroom

b) Listen. Copy the chart and put ticks (✓) in it. Then fill in the names of the owners.

	cat	parrot	rabbit	dog	hamster	owner
Sheeba				✓		Sophie
Hip and Hop						
Harry						
Polly						
Bill and Ben						

c) Say three sentences about the Bristol pets. Compare your sentences with a partner.

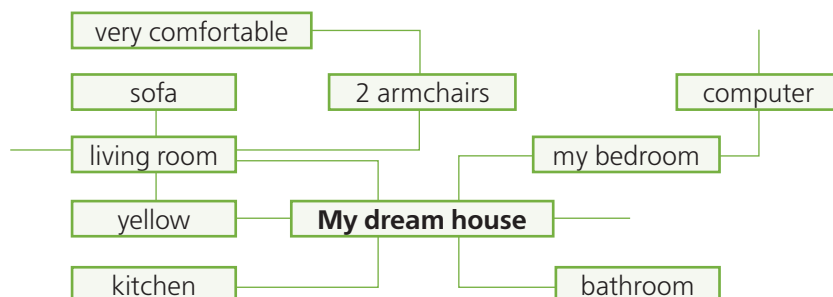


## 3 Your dream house

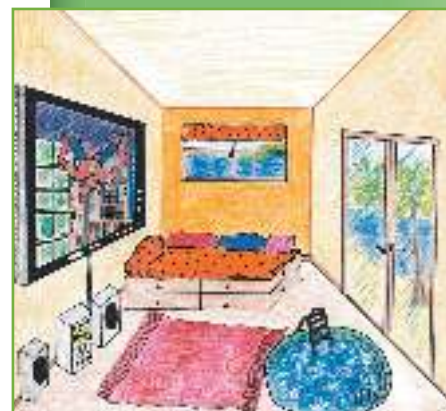
exs. 4, 5

a) Draw or paint your dream house. You can have a fridge in the bedroom, if you like. — it's your dream.

b) Collect words for your dream house. Make a network.



c) Use your picture and your network and take your partner on a tour of your dream house. Answer your partner's questions.

*Come with me, please. This is the ...**This is my/my sister's/... My bedroom is ...**Look at ... It's very nice/warm/big/comfortable/...*

## Part A

## PRACTICE

## 1 Personal pronouns

Match sentences 1–7 with A–G.

- 1 ~~"My name is Mr Kingsley."~~
- 2 This is Sophie.
- 3 The house is quiet.
- 4 "Ananda and I are at Cotham."
- 5 "No, Dan and Jo!"
- 6 Mr Kingsley is Ananda's teacher.
- 7 Dan and Jo are twins from Bristol.

- A "We're in Form 7PK."
- B "You can't have MP3 players."
- C ~~"I'm your new English teacher."~~
- D He's nice.
- E They're twelve years old.
- F She's new in Bristol.
- G It's empty.

## 2 VOCABULARY Prepositions

Complete the sentences with the prepositions below.

about • at • in • of • on • over • to • up • with

- 1 There are a lot \_\_\_ old things \_\_\_ the attic (*чердак*).
- 2 Let's go \_\_\_ the stairs and look \_\_\_ my new room.
- 3 The Kapoors live \_\_\_ 13 Paul Road.  
They live \_\_\_ a flat \_\_\_ the shop.
- 4 Come \_\_\_ me, please. Sophie is \_\_\_ the living room.
- 5 Polly the Parrot is \_\_\_ her cage \_\_\_ the table.
- 6 Please listen to this CD. Then we can talk \_\_\_ it.
- 7 Can I talk \_\_\_ you? I need help \_\_\_ my homework.

## 3 VOCABULARY Houses

Complete the sentences.

- 1 The rooms at the top of the house are \_\_\_\_\_. (8 letters)
- 2 You put water in the \_\_\_\_\_ and wash the dishes. (4 letters)
- 3 You sit and eat your food here. (5 letters)
- 4 You wash plates in the \_\_\_\_\_. (10 letters)
- 5 The rooms at the bottom of the house are \_\_\_\_\_. (10 letters)
- 6 You keep things like cups and plates in a \_\_\_\_\_. (8 letters)
- 7 You keep drinks cold in the \_\_\_\_\_. (6 letters)
- 8 Two or three people can sit on a \_\_\_\_\_. It's comfortable. (4 letters)

## 4 PRONUNCIATION Plurals

Say the words below and put them in a chart with these headings. Listen and check your answers.

[-s]	[-z]	[-ɪz]
boats	beds	boxes
...	...	...

beds • boats • books • boxes • boys • budgies • cats • cages • colours •  
dogs • friends • hutches • months • pages • pencil cases • plans • shops •  
streets • things

### 5 SPEAKING and PORTFOLIO My home

a) Bring a picture of your room to school. Tell different partners about your house and your room.

*I live in a ...*

*There are ... rooms in my/our ...*

*In my/our room there are ...*

*I've got a nice/big/... room.*

*I share a bedroom with my sister/...*

b) Label your picture and put it in your PORTFOLIO.

### 6 LISTENING At the pet shop



a) Look at the picture for two minutes. Then close your book.  
What's in the window?

*A: There are three rabbits in a hutch.*

*B: And a brown dog in ...*

b) Make a list of the pets in the window.

*3 rabbits, 2 ...*

c) The next day six pets aren't there. What are they? Listen to Dan and Jo.

### 7 SPEAKING Talk to a partner about pets

cat • dog • fish • guinea pig • hamster • horse •  
mouse • parrot • rabbit • tortoise

*A: We've got two ... They have got a cage. Their names are ... They are black.  
What about you?*

*B: We haven't got a pet, but my friend has got a ... He/She's got a basket ...*



# Part B

## WEEKENDS

### 1 Friday afternoon

exs. 1, 2, 3

Read and listen to the text. Do the task below.

**Ananda:** Have you got plans for the weekend?

**Jack:** Well, we've got that essay for Mr Kingsley: "A day in the life of ..."

**Jo:** Oh, that's easy! Listen: "A day in the life of Jo Shaw. I get up at 7.15 every morning. Then I clean my teeth."

**Dan:** No, no, no. I get up at 7.15, you sleep. I clean my teeth, you sleep. I wash my hands and face, you sleep. You get up at 7.45.

**Jo:** OK, OK. "We go to the kitchen and have breakfast. Then we go to school." The end.

**Jack:** You two write boring essays. Oh, there's my bus! Bye!

**All:** Bye, Jack.

Who is this?

- 1 "Your essays are boring." *That's Jack*
- 2 "We eat breakfast in the kitchen."
- 3 "I get up at 7.45."
- 4 "I get up at 7.15."
- 5 "Here's your essay for this weekend."



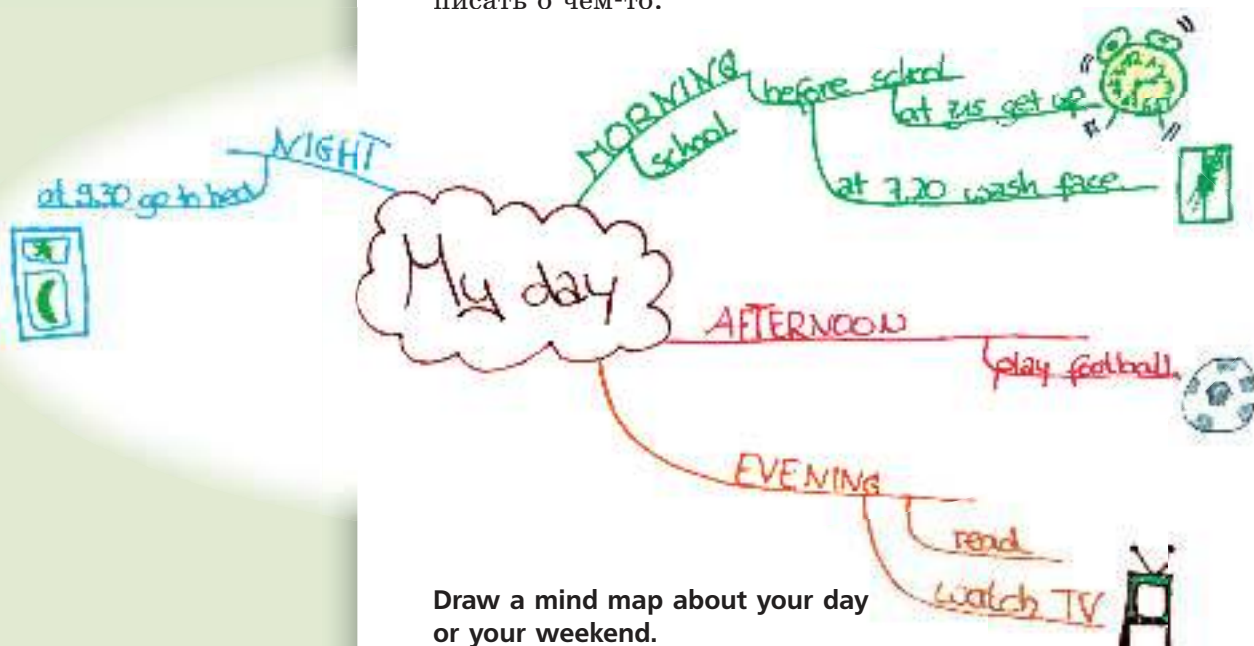
in the morning  
in the afternoon  
in the evening  
BUT:  
at night/at the weekend  
on Friday morning

life, (plural) lives

SKILLS FILE  
2

### 2 STUDY SKILLS Mind maps

Диаграммы связей помогут тебе собрать воедино все твои идеи, когда нужно сделать презентацию или написать о чём-то.



Draw a mind map about your day or your weekend.

## 3 Tea at the Shaws' house

exs. 4, 5, 6

Our family tree



- ① Grandma Thompson and Grandpa Thompson
- ② Grandpa Shaw † and Grandma Shaw
- ③ Jane Parker
- ④ Harry Thompson
- ⑤ Elizabeth Thompson
- ⑥ Catherine Thompson
- ⑦ Michael Shaw
- ⑧ Anne Thompson
- ⑨ Mark Thompson
- ⑩ James Thompson
- ⑪ Jonah Shaw
- ⑫ Daniel Shaw

**Grandma:** Well boys, here's your family tree. Look. Your grandparents are at the top: Grandpa and me, and your Grandpa and Grandma Shaw.

**Dan:** And the cross is there because Grandpa Shaw is dead, right?

**Grandpa:** Right.

**Grandma:** And here are our children: one son, two daughters.

**Jo:** Oh yes, here's Uncle Harry, Mum's brother. And here's Aunt Elizabeth, her sister. And here's our Mum, Catherine.

**Grandpa:** Yes, Jonah.

**Grandma:** And Harry is married to your Aunt Jane, and here are your cousins, Anne and Mark.

**Dan:** And you're their grandparents too. So you've got five grandchildren.

**Grandpa:** Yes: all one big happy family.

**Dan:** One big happy family?

**Grandpa:** Yes, Daniel: children and parents — married, single or divorced — they're all family.

*child, (plural) children*

**Different words, but the same pronunciation:**

your	you're
his	he's
its	it's
their	they're

a) Read and listen to the dialogue. Right or wrong? Correct the wrong sentences.

- 1 Uncle Harry is Mum's brother.
- 2 Aunt Jane is Mum's sister.
- 3 Uncle Harry is married to Aunt Elizabeth.
- 4 Jo and Dan have got four cousins.
- 5 Grandma Shaw is dead.
- 6 Jo's and Dan's mum and dad don't live together.
- 7 Elizabeth Thompson is single.
- 8 Grandma and Grandpa Shaw have got two children.

b) Bring photos of your family to school and talk to different partners about them.

*Who's that? Who's the man/woman/boy/girl in ...?*

c) Use your photos and make your family tree.



# Part B PRACTICE

## GRAMMAR FILE 8

### 1 GRAMMAR Possessive determiners

a) Complete the sentences with the words below.

my (x3) • your • his (x3) • her • its • our • their

- 1 The Hansons have got a B&B. \_\_\_ name is Pretty Polly Bed and Breakfast.
- 2 They've got five bedrooms in \_\_\_ house.
- 3 Jack can see lots of houses from \_\_\_ room.
- 4 **Jack:** "I like \_\_\_ room. It's little. But \_\_\_ house is big. What about \_\_\_ house?"
- 5 **Sophie:** "We live in a big house too. \_\_\_ room is pink and very nice."
- 6 **Jack:** "Have you got a pet? \_\_\_ pet is a parrot."
- 7 **Sophie:** "Yes, we've got a hamster. \_\_\_ name is Harry. And a dog — \_\_\_ name is Sheeba. Oh, here's my brother. \_\_\_ name is Toby."



b) Talk about your home, your room, your pet(s), your family. Use *my, your, his, her, etc.*

*We live in a flat. Our flat is ... My brother has got a dog. His name is ...*

### 2 GRAMMAR Present simple: positive statements

a) The sentences about Ananda's day are in the wrong order. Put them in the right order.

- A I come home from school in the afternoon.
- B I do my homework at 5 o'clock.
- C *I get up at 7 o'clock. = 1*
- D I go to bed at 9 o'clock.
- E I go to school at 8 o'clock.
- F I wash and clean my teeth.
- G Then I can watch television after 7 o'clock.
- H Then I get dressed and have breakfast.

b) List the times when you do these things. Then ask a partner about his/her times.

**A:** *I get up at ... What about you?*

**B:** *I get up at ... I get dressed at ...*

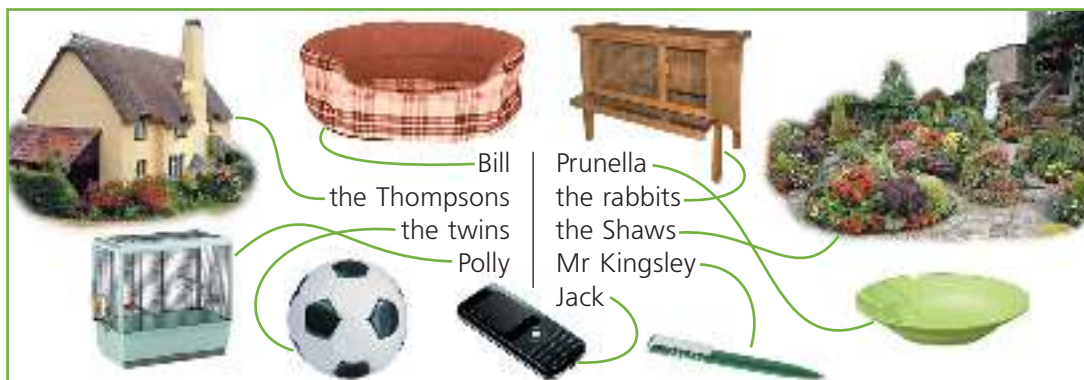
	Me	My partner
get up at	7.00	...
get dressed at	...	...
have breakfast at	...	...
clean my teeth at	...	...
come home from school at	...	...
listen to music at	...	...
go to bed at	...	...



**GRAMMAR**  
**FILE**  
**9**
**3 GRAMMAR Possessive form**

Follow the lines and say what's what.

*That's the Shaws' garden. That's Polly's ...*


**4 VOCABULARY The fourth word**

a) Find the fourth word.

1 father – mother son – daughter	4 mum – mother dad – ?	7 fish – bowl rabbit – ?
2 grandpa – grandma uncle – ?	5 cousin – aunt and uncle child – ?	8 one – first three – ?
3 Mr Hanson – married Mr Shaw – ?	6 play – hockey ? – judo	9 April – May ? – January

b) List the words below in groups of four like in a).

ball • carrots • climb • close • drink • eat •  
open • pull • push • throw • tree • water

**5 EVERYDAY ENGLISH Guests from England**

a) Can you say these things in English?

1 Добро пожаловать к нам домой. • 2 У вас есть планы на выходные? •  
3 У тебя есть хорошее предложение? • 4 Я могу вам помочь с сумками? •  
5 Нет, спасибо. Нам не нужна помощь. • 6 Мы завтракаем в 8.30.

b) Complete the dialogue with your answers to a) and practise it with a partner.

A: Hello. \_\_\_ home.

B: Thank you.

A: \_\_\_ bags?

B: No, thanks. We \_\_\_.

A: \_\_\_ for the weekend?

B: No, we don't. \_\_\_ idea?

A: I can ask my parents. They've got some ideas.

B: That's great.

A: On Saturdays, we \_\_\_.

B: That's a good time.

## 1 On Saturday mornings

exs. 1, 2

Read and listen to the text. Do the task below.

On Saturday mornings Sophie gets up at 9 o'clock. She gets dressed and tidies her room. Then she gives the pets their breakfast. Every Saturday — boring!

First she feeds Sheeba, the dog. Sheeba eats meat and drinks water. I push Sheeba's bowl and — splash! — there's water everywhere. "Bad dog!" says Sophie. Then she goes to the living room and feeds Harry, the hamster. He likes toast and carrots and water. Sometimes Toby tries to help Sophie. He cleans the cage and puts hay in it. I put the carrots in the hay. "Oh, Toby, don't put the carrots there!" says Sophie.

After that Sophie goes to the rabbit hutch. It's in the garden. Sophie feeds Hip and Hop. They like rabbit food, carrots and water. Sophie watches the pets. Then she has her breakfast.

Please, Sophie, not the pets this Saturday! Let's play!

Answer the questions.

- 1 Sophie has (two/three/four) pets. What is right?
- 2 Can you find five things Sophie does in the morning?



GRAMMAR  
FILE  
7

## 2 LOOKING AT LANGUAGE

Complete the sentences from p. 46 and from this page. What's different in the 3rd person singular (*he, she, it*)?

	Singular	Plural
1st person	I ___ up at 7.15 every morning.	Then we ___ to school.
2nd person	You ___ up at 7.45.	You two ___ boring essays.
3rd person	Sophie ___ up at 9 o'clock.	They ___ rabbit food and carrots.



## 3 POEM My fish Wanda

ex. 3

My fish Wanda, she's OK.  
She lives in a bowl, and she plays all day.  
She eats fish food and drinks and drinks.  
I really wonder what she thinks.

a) Listen. Then practise the poem with a partner.

b) Now you

Write a poem about a pet. Learn your poem and say it in class.  
Put your poem in your PORTFOLIO.

My \_\_\_, \_\_\_ OK.  
\_\_\_ lives in \_\_\_, and \_\_\_ all day.  
He/she eats \_\_\_ and drinks and drinks.  
I really wonder what \_\_\_ thinks.



#### 4 Saturday afternoon

Read and listen to the dialogue. Answer the questions below.

**Prunella:** Can I help you with your homework, Sophie?

**Sophie:** No, thanks, Prunella. I don't need your help.

**Prunella:** You don't like me.

**Sophie:** Of course I like you, Prunella. But I really don't need your help.

**Prunella:** Well, can I see your essay?

**Sophie:** Yes, here you are.

**Prunella:** "A day in the life of the Carter-Brown family." Hmm ... This is all wrong, Sophie.

**Sophie:** Wrong? Why?

**Prunella:** Look here: "My sister Emily and I sometimes argue." Sometimes? You don't argue sometimes — you argue all the time. And here: "My brother Toby does judo on Saturdays." He doesn't do judo on Saturdays — he plays football on Saturdays. And here: "My Mum and Dad go to bed early." They don't go to bed early. They watch TV till 11.30 every night! Sorry, Sophie. This isn't very good.

**Sophie:** No?

**Prunella:** No. Let's write a new essay. We don't need the old essay.

**Sophie:** No?

**Prunella:** No!

Who ...

... helps Sophie with her homework?

... argues all the time?

... plays football on Saturdays?

... watches TV till 11.30 every night?

... writes a new essay?



**Be polite!**

*What is the time, please?*

*Can I see it? — Here you are.*

*Thank you. — You're welcome.*

#### 5 LOOKING AT LANGUAGE

exs. 4, 5

a) Complete the sentences from the dialogue.

1 I don't need your help.

4 You \_\_\_ sometimes.

2 You \_\_\_ me.

5 They \_\_\_ to bed early.

3 He \_\_\_ judo on Saturdays.

6 We \_\_\_ the old essay.

b) How do you make negative sentences? What's different in the 3rd person singular?

#### 6 GAME My friend Nora

Play the game like this.

**A:** My friend Nora likes numbers. But she doesn't like letters. Your turn.

**B:** My friend Nora likes November. But she doesn't like December.

**C:** My friend Nora likes "no". But she doesn't like "yes".

Go on with different names and letters: Anna, Sergey ...

GRAMMAR  
FILE  
7



## Part

## C

## PRACTICE



## 1 PRONUNCIATION The "-s" in present simple

## a) Read the poem.

She comes and goes,  
She sits and thinks,  
She watches and listens,  
She drops the books,  
She drops the pens,  
She opens and closes  
a window, a bag, ...  
Well, she's a poltergeist.

## b) Copy the poem. Use different colours for the different "-s" sounds:

[-s] [-z] [-ɪz]

## c) Listen and check.

## 2 GRAMMAR Present simple: positive statements

## a) Say what these people do every day after school.



1

Jo *plays* (play) football every day after school.



2

Ananda *\_\_\_* (eat) an apple *\_\_\_*.



3

Dan *\_\_\_* (play) computer games *\_\_\_*.



4

Sophie *\_\_\_* (read) a book *\_\_\_*.



5

Dilip *\_\_\_* (listen to) music *\_\_\_*.



6

Jack *\_\_\_* (write) emails *\_\_\_*.

## b) What about you? Work in groups of six. Make a chain.

*Vasily: I play football every day.*

*Oksana: Vasily plays football, and I talk to my friends every day.*

*Alla: Vasily plays football, and Oksana talks to her friends and I ... every day. ...*

### 3 VOCABULARY Can you clean a sandwich?

Which words can go with these verbs? Which can't? Write three sentences:

*Our teacher cleans the board. I clean my pet's cage.*

*You can't clean a sandwich.*

1 clean	a cage a sandwich the board	4 go to	the shops homework school
2 write	an essay a book a picture	5 play	a book a computer game football
3 listen to	the teacher a lamp a CD	6 live	in a house at 13 Paul Road on the Sun

### 4 GRAMMAR Present simple: negative statements

a) Complete the dialogue with **don't + verb**.

**Ananda:** I *don't like* (like) our Drama teacher.

**Dilip:** You 1 \_\_\_\_ (like) him? But he's nice.

**Ananda:** Well, you 2 \_\_\_\_ (see) him for Drama every day.

**Dilip:** No, we 3 \_\_\_\_ (do) Drama with him. We've got him for football.

**Ananda:** Well, the girls at Cotham 4 \_\_\_\_ (play) football. They play hockey.

**Dilip:** Of course you 5 \_\_\_\_ (play) football. You're girls.

**Ananda:** Dilip! I really 6 \_\_\_\_ (like) big brothers!

b) Complete the dialogue with **doesn't** and one of the verbs below.

1 Prunella is a poltergeist. She *doesn't sleep* in a bed.

2 Ben is a cat. He \_\_\_\_ in a hutch.

3 Polly is a parrot. She \_\_\_\_ hamburgers.

4 Sophie \_\_\_\_ Prunella's help.

5 Prunella is Sophie's friend, but she \_\_\_\_ Emily.

6 Sophie's mum is a doctor. She \_\_\_\_ at home.

eat • live •  
like • need •  
*sleep* • work

### 5 GRAMMAR Present simple: positive and negative statements

a) Can you remember? Correct the sentences. Use **doesn't** or **don't + verb**.

1 Mrs Hanson lives in New Zealand.

*Mrs Hanson doesn't live in New Zealand. She lives in England.*

2 The Kapoors live in a flat over a B&B. *The Kapoors don't ...*

3 Jo likes Maths.

4 Polly sleeps in a hutch in the garden.

5 Sophie gives the pets their breakfast after her breakfast.

6 Toby helps Emily with the pets on Saturdays.

7 Sophie and Emily sometimes argue.

8 Jo gets up at 7.15.

9 Ananda plays football at school.

b) Write three wrong sentences about the people in the book and three wrong sentences about your classmates. Swap your sentences with different partners. Can you correct all the sentences?

## Extended reading

### A day in the life of ...

#### *A day in the life of Jack Hanson*

by Jack Hanson



*My family has got a bed and breakfast. We get up early every morning. First I make my bed and have my shower. And then I get things ready for breakfast: the table in the kitchen for the family, the table in the living room for the guests.*

*After breakfast I go to school. I'm at home again at 4 o'clock. Then I do my homework, or I help my parents. Lots of interesting people come to the Pretty Polly B&B: families from other countries, film stars and bank robbers. We've got a new guest, Mr Green. I think he's a bank robber. Or a spy. He wears sunglasses all day! And he doesn't talk to us.*

*After my homework I watch TV. Then I play games on my computer or listen to music or write stories. I go to bed at 9 o'clock.*

#### *A day in the "life" of a poltergeist*

by Prunella the poltergeist

*I don't get up in the morning. I don't sleep. I'm a poltergeist! At 1 o'clock in the morning I go to Mr and Mrs Carter-Brown's room. I open the window. At 2 o'clock, Mr Carter-Brown gets up and closes it. Then he and Mrs Carter-Brown argue. "You open the window every night," he says. "You're mad," she says. Hee, hee, hee!*

*At 3 o'clock I go to Emily's room. I don't like Emily. She isn't nice to her sister Sophie. Sophie is my friend. I open Emily's school bag. Then I drop it. After that, Emily can't sleep. Hee, hee, hee!*

*At 7.30 I go to Sophie's room. "Sophie, get up! It's time for school!" But she can't hear me. She just sleeps and sleeps. Then I push and pull her bed. Or I drop her books. Or her alarm clock. She doesn't need an alarm clock. She has got me! Hee, hee, hee!*



## A day in the life of Bill and Ben

by Daniel Shaw



Bill and Ben are cats. Every morning after breakfast I open the door for them. Then Bill and Ben go out. First the two cats go to the park. They play their favourite game, "Chase the birds". After the game, Bill and Ben are hungry and thirsty. They find lots of water in the park, but no food. Then they go to the shops. Their favourite shop is Mr King's fish shop. Bill and Ben like fish a lot. They watch Mr King. They watch and watch. Then Ben gives the signal. He goes to Mr King and miaows. "I'm hungry," he miaows. But Mr King doesn't give Ben a fish. He chases him. Ben runs away. Bill runs too. But he runs to the shop. He takes a fish before Mr King sees him. And then he runs to the park again. Bill and Ben have a great lunch. Then they sleep. And after that they go home and wait for Jo and me.

### a) Read the essays. Right or wrong? Correct the wrong sentences.

- 1 Jack's family has got a little shop.  
*That's wrong. They've got a B&B.*
- 2 Jack helps at the B&B before school.
- 3 Jack doesn't help the guests.
- 4 The Hansons have got a new guest.
- 5 Jack thinks Mr Green is a spy.
- 6 Prunella gets up early every day.
- 7 Mr and Mrs Carter-Brown argue.
- 8 That makes Prunella happy.
- 9 Prunella likes Emily.
- 10 Sophie needs a new alarm clock.
- 11 Sophie sleeps very well.
- 12 Bill and Ben play "Chase the dogs" in the park.
- 13 There is food and water in the park.
- 14 Mr King likes cats in his shop.
- 15 Ben takes a fish.
- 16 After lunch Bill and Ben sleep in the park.

### b) Say what you think about the essays. Use the words below.

boring • clever • difficult • easy • good •  
interesting • mad

*I think Jack's/... essay is/isn't ...*

*I like/don't like it because it's/it isn't ...*

- c) Write an essay "A day in the life of ..." Use words and phrases like: *first, then, after that, at 9.15, in the morning/afternoon/evening, ...*  
Use your mind map from p. 46 and draw a picture.  
Put the essay in your PORTFOLIO.

# Window on the world

## Houses around the world



### A Hong Kong

Millions of people live in Hong Kong. They don't live in houses. They live in high blocks of flats.



### B Finland

There's a lot of wood in Finland. So many houses are made of wood.



### C Spain

It doesn't rain much in Spain. So the houses often have flat roofs.



### D Australia

Most people in Australia live in towns. But there are not many flats there. People like to live in houses away from the town centre.



### E Cambodia

In Cambodia it rains a lot from June to November. People build houses on "stilts", like you can see in the picture. These homes are above the river.

*stilts*

**a) Match parts of sentences 1–5 with A–F. There is one extra sentence part.**

- 1 In Australia
- 2 In Cambodia
- 3 In Finland
- 4 In Hong Kong
- 5 In Spain

- A houses are above water.
- B houses have got flat roofs.
- C people don't live in the town centre.
- D some houses are made of blocks of ice.
- E people live in flats.
- F people live in houses made of wood.

**b) Talk about different houses that you can see in Russia.**

**c) Make a poster with pictures of houses in other countries. Search the Internet for information.**





# Russian corner

## Russian homes

Russia is a really big country. What is life like in different places? At the ETNOMIR museum in Kaluga you can find it out. There are streets and houses from many different parts of the country. And there are lots of things to do and see.



In the *Museum of the Russian Stove* there is a large building. It looks like a stove! And there are ten traditional Russian houses. You can stay a night in these.



The *Ukraine and Belorussia* street helps you learn how people live in these countries.



Is Siberia your dream? Then visit the *North, Siberia and Far East* street. Listen to their songs, play games and try the food the Siberian people eat.



You can sleep in one of the warm Siberian tents called "tchum" or in a Khakassian or Tuvianian yurt /jɜ:t/. Dream of the cold Siberian night!

**Are you free next weekend or next month? Come and visit us.**

**It's REALLY interesting! Tell your parents.**

**a) Read the text. Say *one* thing you can do there.**

- 1 At ETNOMIR you can ...
- 2 In the *Museum of the Russian Stove* you can ...
- 3 At the *Ukraine and Belorussia* street you can ...
- 4 At the *North, Siberia and Far East* street you can ...
- 5 You can ... in a "tchum".

**b) Match verbs 1—5 with phrases A—E.**

- 1 ~~learn~~
- 2 listen
- 3 look
- 4 sleep
- 5 stay

- A at other people
- B ~~how people live~~
- C in a tent
- D the night
- E to songs

**c) Tell the class about one special thing from your part of Russia.**



# Cross-curricular studies: biology

## Wild animals and their winter homes



**A** Many birds fly away. They go to countries where the weather is warm.



**D** Beavers keep their food at the bottom of rivers or lakes, under the ice.



**B** A squirrel makes a nest at the top of a tree. It goes into a ball to keep warm.



**E** Rabbits live in tunnels under the ground. They come out to look for food.



**C** Bears sleep in caves in winter. They have their babies at this time.



**F** Deer grow heavy fur coats for the winter. They stay together and keep warm.

Plural without "s":  
*one deer, two deer*

**a) Name the animals. This animal ...**

- 1 can keep warm outside in the cold.
- 2 has its children in winter.
- 3 keeps its winter food in a special place.
- 4 lives in warm countries in winter.
- 5 looks for food outside its home.
- 6 stays in its nest.

**b) Match verbs 1–6 from the text with prepositions A–F.**

- 1 ~~come~~
- 2 fly
- 3 live
- 4 look
- 5 sleep
- 6 stay

- A** away
- B** for
- C** in
- D** in
- E** ~~out~~
- F** together

# Checkpoint

## 1 VOCABULARY What are they? Name the pets.



1



2



3



4

5



6

## 2 GRAMMAR Complete the sentences with the words in brackets and 's or s'.

- The \_\_\_ (Kapoors) flat is over the shop.
- 7PK is \_\_\_ (Mr Kingsley) form.
- Bill and Ben are the \_\_\_ (twins) pets.
- Barnabas is \_\_\_ (Tim) cat.
- Her two \_\_\_ (brothers) rooms are very big.
- Emily is \_\_\_ (Sophie) sister.

## 3 GRAMMAR Complete the sentences with *his*, *her*, *its* or *their*.

- The Carter-Browns and all \_\_\_ pets are at home today.
- Prunella is at home. Sophie's room is \_\_\_ room too.
- Jack is in the park with \_\_\_ dad.
- Sophie's cousin Emma has got a tortoise. What's \_\_\_ name?
- Ananda is good at Maths. It's \_\_\_ favourite subject.
- The Hansons have got a B&B. \_\_\_ B&B is in Bristol.

## 4 GRAMMAR Complete the sentences with: *like*, *likes* (✓), *doesn't like*, *don't like* (X).

	horses	fish	cats
Lucy	✓	✓	X
Jo	✓	X	✓
Tim	✓	X	✓
Sergey	✓	X	X
Becky	✓	✓	✓
Sandy	X	✓	X

- Lucy \_\_\_ horses and fish. She \_\_\_ cats.
- Jo and Tim \_\_\_ fish, but they \_\_\_ horses and cats.
- Sergey \_\_\_ fish or cats.
- Becky \_\_\_ all the pets.
- Sandy \_\_\_ horses and cats. She \_\_\_ fish.

## 5 WRITING Write about your pets or other pets you know about or a pet that you would like to have.

*I've got a ...*

*My friend/cousin/grandma has got a ...*

*His/Her name is ... He/She lives ...*

*I like/I don't like ...*



## More practice

### 1 VOCABULARY My house

Make sentences about the pictures. What can you see?

*In the living room I can see ...*

*There is/are ... in the ...*



A



C



B



D

### 2 GRAMMAR Saturday afternoons

a) Make four sentences about each of their Saturday afternoons.



Ann

Ann	(play)	her homework.
	(watch)	the rabbit.
	(go)	tennis.
	(feed)	an essay.
Sue	(do)	TV.
	(listen)	her mother.
	(write)	to the shops.
	(help)	to music.



Sue



b) Who is in the picture?  
Ann or Sue?





### 3 GRAMMAR The girls at home

a) The words below are mixed up. Make *personal pronouns*.

1 r h e • 2 t i s • 3 y m • 4 i t h e r • 5 s h i • 6 r o u • 7 o y r u

b) Complete Lisa and Alison's conversation with the correct *personal pronouns*.

**Alison:** I must write an essay, but I can't find \_\_\_ pen.

**Lisa:** This is \_\_\_ pen, Alison.

**Alison:** No, it isn't \_\_\_ pen. It's John's. It's \_\_\_ pen.

**Lisa:** OK. It's evening now, and I can't see! We've got a lamp. But where is \_\_\_ lamp?

**Alison:** I can see. Open \_\_\_ eyes!

**Lisa:** Well, I can't. \_\_\_ eyes are bad.

**Mum:** Don't talk! Do \_\_\_ homework, girls!

### 4 GRAMMAR What they *do* and what they *don't do*

Look at the pictures and say what the people *do* and what they *don't do*.

Use the verbs below.

clean • do • drop • live in • play • sleep

1 Ananda and Dilip *don't live in a house. They live in a flat.*



1  
Ananda  
and Dilip



2 Toby



3 Polly



4  
Prunella



5  
Girls  
at Cotham

### 5 LISTENING Uncle Harry at the Shaws' home

Read the sentences and listen to the text. Right or wrong?

- 1 Mr Shaw opens the door.
- 2 Jo plays football every Thursday afternoon.
- 3 Jo comes back at 5 o'clock.
- 4 Dan helps Uncle Harry.
- 5 Uncle Harry's room isn't very big.
- 6 There is a bed and a sofa, but no TV.
- 7 The Shaws have got a bath, but no shower.
- 8 Uncle Harry likes the house.
- 9 They can't play football in the garden.
- 10 Dan writes a lot of emails to New Zealand.

## Self-evaluation

Now I can ...	Very well	OK	Practise!
– understand more questions about friends, family and free time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about pets, animals and where they live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about the different rooms in a house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write about my weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– make sentences with present simple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– make a mind map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Key vocabulary

argue	ругаться	fridge	холодильник
armchair	кресло	get dressed	одеваться
aunt	тётя	get up	вставать
basket	корзина	grandchild	внук
block of flats	многоквартирный дом	hutch	клетка (для кроликов)
bowl	аквариум	life, lives	жизнь, жизни
cage	клетка	semi-detached	дом из двух квартир,
clean	чистый	house	имеющих общую стену
cooker	плита	single	одинокий (холост/ не замужем)
cupboard	шкаф для посуды	sink	раковина
daughter	дочь	terraced house	таунхаус
detached house	особняк	tooth, teeth	зуб, зубы
dishwasher	посудомоечная машина	uncle	дядя
downstairs	внизу	upstairs	наверху
drink	пить		
feed	кормить		

# UNIT 3

## SPORTS AND HOBBIES

### In this unit you will ...

- practise a shopping dialogue
- talk about things you do in your free time
- practise asking questions in present simple
- write an email about your sports and hobbies



1



2



3



4



5



6



7



8

### Form 7PK's hobbies

a) Match the activities from the blue box with the pictures.

1 = *football*

dancing lessons • *football* • the guitar • hockey • models • riding • stamps/cards • swimming

Then match them with the verbs from the green box.

1 = *play football*

collect • go (x2) • go to • make • *play* (x3)

b) Listen and add the names.

1 = *Jo plays football a lot.*

Ananda • Anne • Dan and Jo • Jack • ~~Jo~~ • Michelle • Simon • Sophie



# Part A

## SHOPPING FOR SPORTS CLOTHES

### 1 The Kapoors at the sports shop

ex. 1

Read and listen to the dialogue. Do the tasks below.

Ananda's favourite sport is hockey. She needs some new shoes.

**Shop assistant:** Can I help you?

**Mrs Kapoor:** Yes, please. We need hockey shoes for my daughter.

**Shop assistant:** What size?

**Mrs Kapoor:** Size four, please.

**Shop assistant:** Here you are, a size four hockey shoe.

**Mrs Kapoor:** Thank you. Try it on, Ananda. Does it fit?

**Ananda:** Yes, it does.

**Shop assistant:** Does she like the colour?

**Mrs Kapoor:** Do you like the colour, Ananda?

**Ananda:** No, I don't.

**Mrs Kapoor:** No, she doesn't.

**Shop assistant:** What about these red and white shoes? Does she ...?

**Ananda:** I can talk too, you know.

**Mrs Kapoor:** Ananda!

**Ananda:** Can I try them on, please?

**Shop assistant:** Yes, of course. Well?

**Ananda:** Do they look nice, Mum?

**Mrs Kapoor:** Yes, they do. Do you want them?

**Ananda:** Do I want them? Oh yes, I do!

**Mrs Kapoor:** OK, let's buy them then.

a) Can you find Ananda's shoes? They're number ...

b) Who does it? You? Or your mum/dad/...? Ask your partner.

**A:** Do you buy your shoes? Or does your mum buy them?

**B:** My Mum buys them. What about you?

buy your shoes/clothes/... • make your lunch/... • wash your clothes/sports stuff/... • choose your T-shirts/shoes/school stuff/...

GRAMMAR  
FILE  
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### 2 LOOKING AT LANGUAGE

ex. 2

Complete the questions from the dialogue.

	Singular	Plural
1st person	___ I ___ them?	Do we need an assistant?
2nd person	___ you ___ the colour?	Do you two need help?
3rd person	___ she ___ the colour?	___ they ___ nice?



Clothes are always plural:  
My clothes **are** on the bed.

### 3 Shopping

a) Make a shopping dialogue with the words below.

dress • shoes • shorts • socks • tennis shoes • top • T-shirt

A: Good 1 \_\_\_\_\_. Can I help you?

B: Yes, please. I/We need 2 \_\_\_\_\_, size 3 \_\_\_\_\_.

A: Here you are, 4 \_\_\_\_\_. Do they fit? / Does it fit?

B: Yes, they do. / No, they don't.

Yes, it does. / No, it doesn't.

A: Do you like 5 \_\_\_\_\_?

B: Yes, I do. / No, I don't.

b) Practise your dialogues and act them out in class.

### 4 GAME Make questions

exs. 3, 4

a) Make two groups.

- Group A writes people on **green** cards.
- Group B writes verbs and things on **blue** cards.
- Your teacher makes a **Do** and **Does** card.

b) Make sentences with the **green**, **blue** and the **Do/Does** cards:

*Does my brother play table tennis?*

### 5 ACTIVITY Sports and hobbies

exs. 5, 6

a) Bring a photo of yourself and one of your hobbies to school. Tell the class about your photo.

*In the photo I'm at my judo lessons. I go to judo lessons on Monday afternoons. I like judo a lot.*

b) Make a page for your PORTFOLIO:  
"My sports and hobbies".

### MY SPORTS AND HOBBIES

I play basketball  
at the weekend.  
I'm in a team.  
I like swimming too.

A

we

my brother

Father  
Christmas

B

play table tennis?

do judo?

collect hamburgers? 😊

Teacher

Do

Does

# Part A

## PRACTICE

### 1 REVISION Present simple: statements

a) Complete the sentences with the correct form of the verbs in brackets.

- Jo \_\_\_ (play) football every day after school. He \_\_\_ (~~play~~) the guitar.  
*Jo **plays** football every day after school. He **doesn't play** the guitar.*
- Dan \_\_\_ (read) in the evenings, but he \_\_\_ (~~like~~) big books.
- Jack sometimes \_\_\_ (make) model boats, but he \_\_\_ (~~collect~~) stamps.
- The girls in Form 7PK \_\_\_ (~~play~~) football. They \_\_\_ (play) hockey.

b) On a card, write two sentences about yourself like this:

*I like apples, but I don't eat bananas.*

*I play football, but I don't play for the school.*

Now put all the cards in a box. One student takes a card and reads it to the class like this:

*This student likes apples, but doesn't eat bananas.  
He or she plays football, but he or  
she doesn't play for the school.*

Can the other students guess who it is?

### 2 GRAMMAR Present simple: questions

Ananda needs more things. Make Mrs Kapoor's questions with the words in brackets.

- "The T-shirt fits." (sweatshirt?)  
*Mrs Kapoor: Does the sweatshirt fit too?*
- "This dress is the wrong size." (a different?)  
*Mrs Kapoor: Do you ... ?*
- "I like the shoes." (jeans?)
- "I don't want this T-shirt in 'S'." (in 'M'?)
- "The green top looks nice." (black top?)
- "We need white T-shirts for tennis." (shorts?)

### 3 GRAMMAR Present simple: questions and short answers

a) Are the sentences below right for you? Copy the chart and write Y (for Yes). Or write N (for No).

- I play football in a team.
- I make models.
- I watch sport on TV.
- I collect stamps.
- I know lots of sports stars.
- I go to the shops every Saturday.
- I play the guitar.
- I like books. I read a lot.

	me	Marco	...	...
1				
2				
3				
4				
5				
6				
...				



b) Ask your partner questions about his/her hobbies.

A: Vova, do you play football in a team?

B: Yes, I do. / No, I don't.

c) Tell your class about your partner. Don't say their name. Can the class guess who they are?

This boy doesn't play football in a team, but he makes models.



#### 4 GRAMMAR Present simple: questions

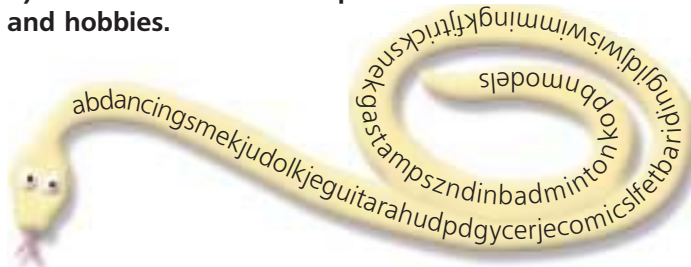
Think of questions for a quiz about the families in your English book. Ask your partner questions. Then answer his/her questions.

Do	Ananda	live in a flat?
Does	Jack	live with Sophie?
	Sheeba	sleep in a basket?
	Prunella	do sport?
	Mr and Mrs ...	like music?
	the twins ...	like his/her brother?
		...



#### 5 VOCABULARY A word snake

a) Find ten words about sports and hobbies.



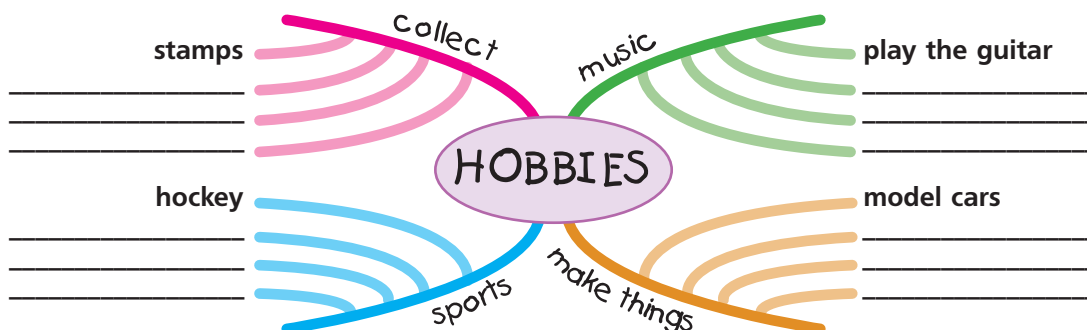
b) Find five verbs. Match them with the words in a).



c) Make a word snake for your partner about your room/pets/hobbies/...

#### 6 VOCABULARY A sports and hobbies mind map

Copy the mind map and add three examples for each branch.



# Part B

## FREE TIME

### 1 Prunella plays tennis

exs. 1, 2

Read and listen to the dialogue. Do the task below.

**Prunella:** Sophie, come and play with me!

**Sophie:** I can't. I've got homework. It's an English project: "What do people do in their free time?"

**Prunella:** Great, you can ask me!

**Sophie:** You? Oh ... OK. What do you do in your free time, Prunella?

**Prunella:** I sing, and I play the piano, and I collect plates, and I play tennis.

**Sophie:** You play tennis? Alone?

**Prunella:** No. I play with Uncle Henry.

**Sophie:** How do you play tennis?

**Prunella:** With your racket, of course!

**Sophie:** Oh! And when do you play tennis?

**Prunella:** At night, when you're all in bed.

**Sophie:** And where do you play?

**Prunella:** We play in the garden.

**Sophie:** But the neighbours ...?!

Who does what — Sophie or Prunella?

collects plates • does an English project • asks questions • plays tennis • sings • plays the piano •

### 2 Now you

a) Ask a classmate.

- What do you do in your free time?
- Where do you ... ?
- Do you ... alone?
- When do you ... ?

b) Write about your classmate and tell the class.

*Dmitry goes skating in the park with his sister and her friends every Saturday.*

### 3 STUDY SKILLS Tips for learning new words (2)

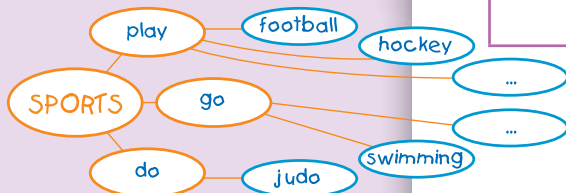
- Начерти три колонки в тетради:

English word	Transcription	Russian word + Example sentence
...	...	...

- Используй ассоциативные картинки для лучшего запоминания слов.
- Новые слова можно распределить по группам и объединить их в одну схему.



SKILLS FILE  
3



#### 4 An email to Jay

exs. 3, 4, 5

Ananda has got a cousin in New York.  
She often writes to him. Read her email.

Dear Jay,

Just a quick email today ...

Here are some questions. Can you answer them for me? It's for my English project.

- What are your hobbies?
- How often do you do them?
- Do you go to school matches?
- Have you got a bike? How often do you ride it?

Thanks a lot!

Love

Ananda



The next morning Ananda finds an answer from her cousin.  
Read it.

Hi, Ananda

Here's a quick answer to your email.

- My hobbies are basketball, basketball and basketball.
- I play every day (I play for the school basketball team).
- I sometimes go to school baseball games. But I NEVER go to football games - they're boring! (American football of course!)
- Yes, I've got a bike. But I don't often ride it ...

I usually walk.

Say hi to Dilip for me.

Jay

*match* = British English  
*game* = American English

#### Answer the questions.

- 1 What is the name of Ananda's cousin?
- 2 Where does he live?
- 3 What is Ananda's email about?
- 4 What is the Russian for these email words: *send*, *save*, *attach*, *tools*, *subject*?
- 5 Find the answers to Ananda's questions and take notes.

GRAMMAR  
FILE  
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EXTRA

#### 5 PORTFOLIO Writing an email

Imagine Ananda sends you the same email. Answer her email and tell her about your hobbies and sports. Put your email in your PORTFOLIO.

#### 6 LISTENING Lazy Larry

Some people like sports, but they only watch them on TV.  
One of them is Lazy Larry. Listen and do what Larry does.



# Part B PRACTICE

## 1 GRAMMAR Present simple: *wh*-questions

Susan, a reporter for the school magazine, has a lot of questions for the new boy. Write the questions. Use *do* or *does* and the words in brackets.

- 1 Where \_\_\_\_ (you / come) from?
- 2 How \_\_\_\_ (you / spell) your name?
- 3 Where \_\_\_\_ (your sister / go) to school?
- 4 How \_\_\_\_ (your sister / like) her new school?
- 5 What music \_\_\_\_ (you / like)?
- 6 How often \_\_\_\_ (you / play) basketball?
- 7 When \_\_\_\_ (you / play) basketball?
- 8 What \_\_\_\_ (your sister / do) in her free time?
- 9 Where \_\_\_\_ (your mother / work)?
- 10 How often \_\_\_\_ (your family / visit) your grandparents?

## 2 GRAMMAR Present simple: *wh*-questions

Ask and answer questions about the people below.

*Where ... come from? What sport ... do? When ... do sport?*



I'm Sophie from Bristol. I go riding on Saturdays.



We're Britta and Lars from Stockholm. We play basketball on Mondays and Fridays.



We're Dan and Jo from Bristol. We go swimming on Fridays.



I'm Sanjay from Delhi, and I play table tennis every Monday.



I'm Yoko from Tokyo. I do judo at weekends.

## PROJECT

## 3 PROJECT Sports and hobbies in my class

a) Write 4–6 questions for a survey on hobbies and sports.

*Do you like/play/do/go ... ?*

*Where / What / When / How often / ... do you ... ?*

Then ask five partners your questions. Write down their answers.

b) Put the answers in a chart. Then tell the class.

*Four people do sport, one person doesn't.*

*One person plays computer games every day, ...*

Do you do sport?

Yes  4  
No  1

How often do you play computer games every week?

every day  1  
3-5 days  2  
1-2 days  1  
never  1

#### 4 GRAMMAR Adverbs: word order

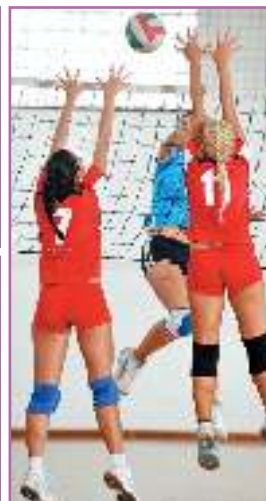
Harry is in the Bristol Model Car Club. Put the words in the correct order and make complete sentences.

- 1 always / on Sunday / meet / the club members  
*The club members always meet on Sunday.*
- 2 at 9.30 am / they / meet / usually
- 3 play / always / at Raysfield Junior School / they / with their model cars
- 4 new things / Harry / learns / every Sunday
- 5 Harry says, / "things for the models / we / buy / sometimes / from the model shop."
- 6 new members / I / often / help
- 7 my friend / shows / his new models / sometimes / at model shows
- 8 never / Harry / at a shop / buys / a model car
- 9 Harry / often / in his free time / plays / with his model cars
- 10 usually / talks / a lot / about his models / Harry



#### 5 LISTENING Sport on the radio

a) Listen. Write down what sports you can hear. The pictures can help you. Four pictures are correct.



b) English and Russian sports words are often the same. Listen and find examples.



c) Find a partner with the same favourite sport. What words are important in this sport? Write a list of Russian words. What is the English for them?

## Part

## C

## DO THEY HAVE TO DO SPORT?

## 1 Wednesday is always sport

exs. 1, 2

Read and listen to the text. Do the task below.

On Wednesdays Jack's mum does yoga after work, and his dad plays basketball. Jack has to do his homework. "At least I don't have to do yoga or play basketball," Jack says. "I hate sport!" "Hate sport, hate sport," Polly says. "And now we have to do our English project. It's about free time. And what do most people do in their free time? Sport!" "Hate sport, hate sport." "At least you understand me, Polly. Oh no, it's 5.30: I have to go shopping. Then I have to lay the table for dinner. I have to do everything in this house! Because Mum and Dad do sport." "Hate sport, hate sport." "Does Mum have to do yoga? And does Dad have to play basketball?" "Basketball, basketball!" Polly says. "Go team! Go team!" "Oh no, Polly. Not you too!"

Complete the sentences.

- 1 On Wednesdays Jack's mum does \_\_\_\_, and Jack's dad \_\_\_\_.
- 2 On Wednesdays Jack has to \_\_\_\_.
- 3 Jack \_\_\_\_ sport.
- 4 Jack's English project is about \_\_\_\_.

## 2 SONG I have to get up

ex. 3

I have to get up, I have to get up,  
I have to get up in the morning.

She has to get up, she has to get up,  
she has to get up right now.

I have to get dressed, I have to get dressed,  
I have to get dressed in the morning.

She has to get dressed, she has to get  
dressed, she has to get dressed right now.

The teacher has to teach things.

The students have to learn things.

The teacher has to shout a lot.

And then we can all go home.

GRAMMAR  
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a) Match the people with the actions.

I		shout a lot.
He/She	have to	learn things.
The teacher	has to	teach things.
The students		get up.
		go to school.

b) Read and listen to the song. Then make two groups (for the green and the red lines) and sing it.

EXTRA

c) Write your own song. Here are some ideas:

... do sport

trainer ... train us

... go and play

players ... play ball



## 3 GAME Busy Betty

ex. 4

a) Busy Betty is always busy. Here are her jobs for Saturday morning. Make a timetable for her from 8 to 11 o'clock.

clean her room • do her homework • help her mum • make her bed

Busy Betty: Saturday

8 make her bed  
9 clean her room  
10

b) Can your partner guess your timetable?

A: Does your Betty have to make her bed at 8?

B: My turn. Does ...?

A: No, she doesn't.

B: Yes, she does.

## 4 What we have to do

exs. 5, 6

a) Ask your partner questions with the words below.

- 1 make your bed in the morning *Do you have to make ...?*
- 2 help your mum at home
- 3 walk to school
- 4 have sandwiches for lunch
- 5 feed the pets in your home
- 6 do your homework before you meet your friends
- 7 drink tea in the evening
- 8 go to bed at eight o'clock

b) Now tell your class about yourself and your partner.

*I have to ..., and Marina has to ... too.*

*I have to ..., but Marina doesn't have to ...*

*I don't have to ..., but Marina has to ...*

## 5 EVERYDAY ENGLISH Talking about hobbies

a) Can you say these things in English?

- 1 Пойдем поиграем со мной. • 2 Чем ты занимаешься в свободное время? • 3 Я часто играю в футбол. • 4 Когда ты играешь в футбол? • 5 Как долго ты играешь? • 6 Что думают соседи? • 7 Где ты играешь?

b) Alexei is staying with Kat and her family in England. Complete the dialogue with your answers to a) and practise it with a partner. There is one extra sentence in a).

A: Alexei, \_\_\_ me!

B: I can't. I've got homework.

A: What \_\_\_ at home, Alexei?

B: \_\_\_ football and I like computer games.

A: \_\_\_ football? \_\_\_?

B: We play for an hour after school every day.

A: And \_\_\_?

B: In summer we usually play in my friend's garden.



# Part C PRACTICE

## 1 GRAMMAR Adverbs: word order

a) Prunella sometimes plays with Sophie's computer and mixes up Sophie's emails. Put the words in the correct order and make complete sentences.

- 1 often / go dancing / I  
*I often go dancing.*
- 2 sometimes / tennis / plays / my brother
- 3 the news / on TV / Dad / watches / always
- 4 don't often / we / play / hockey at school
- 5 doesn't / usually / write / my sister / letters
- 6 computer games / plays / never / my Mum
- 7 she / always / to work / walks
- 8 talk / on the phone / sometimes / and I / my aunt
- 9 usually / goes swimming / our class / on Friday
- 10 never / sport / our rabbits / do

b) Now you

Write 3–5 sentences with one of the words below.

always • usually • often • sometimes • never

## 2 VOCABULARY Link the words

a) Match the nouns from the green box with the verbs from the yellow box.

*clean shoes, teeth ...*

*clean* • come • do •  
have • like • listen  
to • make • play •  
write

bed • breakfast • CDs • computer  
games • emails • home • homework •  
judo • music • *shoes* • stories •  
teacher • *teeth* • television

b) Complete the sentences. Then write two more sentences about Jack.

- 1 Jack cleans his *teeth* every morning.
- 2 Before he has \_\_\_ in the morning, he makes his \_\_\_.
- 3 When he comes \_\_\_ from school, he does his \_\_\_.
- 4 Jack likes books, so he sometimes writes \_\_\_ after school.

## 3 GRAMMAR Have to/has to

a) The Carter-Brown family has got a job timetable. Who has to do what?

Mr Carter-Brown *has to* wash the car. Emily and Toby *have to* ...

Week of 4th December	
wash the car	Dad
clean the bathroom	Emily + Toby
feed the pets	Sophie + Toby
take Toby to judo	Mum
go shopping	Mum + Emily
go to the park with Sheeba	Emily
help Mum with tea	Sophie
help Dad in the garden	Toby

b) Prunella is a poltergeist, not a person. What doesn't she have to do?

#### 4 VOCABULARY Opposites

Match the pairs of opposites.

*always* • before • big • boring •  
close • difficult • first • full • get  
up • give • good • hello • into •  
like • new • night • push • right •  
upstairs • with

after • bad • day • downstairs •  
easy • empty • goodbye • go to bed •  
hate • interesting • last • *never* •  
old • open • out of • pull • small •  
take • without • wrong

*always* — *never*



#### 5 PRONUNCIATION [eɪ] and [æ]

a) Listen to the poem.  
Then practise it.

Hey, Jay!  
Let's skate in the break.  
Ten-o-eight.  
Don't be late!



b) Listen and practise.

*Happy rabbit in a hat,  
Where's the mad black cat?  
At the bank?  
Bad, bad, bad!*



c) Now say the words below. Which is the odd one out?

- 1 bank • baby • band
- 2 date • day • dad
- 3 take • thank • that
- 4 make • May • mad

- 5 play • plan • page
- 6 mad • make • match
- 7 packet • great • name
- 8 eight • happen • hey

d) Listen and check. Then make two lists of words from c).

"black" [æ] words	"skate" [eɪ] words
bank band ...	baby ...

#### 6 WRITING An email about my hobbies

Write an email to an English friend. Write about your hobbies and sports and ask him/her what he/she does.

Dear ...,  
I often play/go ... at the weekend. I like ...  
What about you? What ...? Do you ...?  
All the best, ...



## Extended reading

a) Before you read the story, look at the pictures. What do you think?

- 1 Is the man at the Pretty Polly B&B Mr Green / a spy / a bank robber / ...?
- 2 Who's in the SHoCK Team – the man or Jack and his friends?

### The SHoCK Team



It's 7.45 on Wednesday night. Mr and Mrs Hanson aren't at home. Mr Green, the only guest at the Pretty Polly B&B, is out too. Jack is alone in his room.

Suddenly he hears a noise downstairs. He stops and listens. Yes, there's the noise again. He goes to the stairs and looks down. Outside room number 3 — Mr Green's room — there's a man in black jeans and a black sweatshirt. Jack can't see his face, but he looks very scary.

"Er, excuse me!" Jack says. "Can I help you?"

The man sees Jack and runs away. Polly calls, "Hurry up! Hurry up!" and

Jack runs downstairs. Outside, he looks left and right, but he can't see the man in black. The street is empty.

"Where is he?" Jack thinks. "I have to call the police!"

Jack runs back into the Pretty Polly B&B. He goes to room 3 and tries the door. "Hmmm," Jack thinks, "it's locked. Maybe I don't have to call the police."

The next day at lunch Jack tells his friends about the scary visitor.



"You have to tell your parents," Ananda says.

"No," Dan says, "you have to phone the police."

Jo agrees with his brother. "Yes, and you have to tell Mr Green."

"No," Jack tells them. "You see, I think this is about Mr Green."

"What do you mean, about Mr Green?" Sophie asks.

"I think maybe he's a spy," Jack says. "Or a bank robber ... or ... I know! This is what we have to do: we have to find out about Mr Green. We have to be detectives."

"Yes!" Jo agrees. " 'Detective Jo Shaw' — I like it!"

Sophie thinks it's a great idea, too. "Who's got a piece of paper?" she asks.

"I have," Dan answers.

"Good. And a pencil?"

"I've got a pencil," Jo says. "Why do you need it?"

"Well," Sophie says, "we need a name for our detective group."

Sophie writes and writes. The others watch. Suddenly she says, "I've got it. We're the SHoCK Team."

"We're what?!" Jack asks.



Sophie shows them what she means. "Look, S for Shaw, H for Hanson, C for Carter-Brown and K for Kapoor. Add one little o and you've got SHoCK: The SHoCK Team."

"Great, Sophie!" Jack says. "The SHoCK Team: I like it. Right, team, when we aren't at school, we watch Mr Green. We start today at five o'clock. Synchronise watches!"

**b) Read the story. What do you know about ...**

- 1 the man in black?
- 2 the SHoCK Team?

The words below can help you.

... detectives • outside ... room • runs ... • scary •  
SHoCK comes from ... • sweatshirt • watch ...

**c) Right or wrong? Read the sentence and correct it:**

On Wednesday night Mr and Mrs Hanson hear a noise downstairs.

Now think of two more wrong sentences. Swap them with a partner and correct his/her sentences.

**d) Listen and answer the questions about the SHoCK Team's first job.**

- 1 Where's the Pretty Polly B&B?
- 2 Where do Ananda and Jo have to wait? And Sophie and Dan?
- 3 Where is Jack?
- 4 Where is Mr Green?

**e) Complete Jack's message below for the SHoCK Team.**

**f) The next day the SHoCK Team gets Jack's message. What do they do next? Write a dialogue and act it out.**



**EXTRA**



# Window on the world



## Jumble sales

Have you got some old things you don't need? Do you need to buy a present for somebody? Or do you just want a cup of tea and some tasty homemade cakes? Then go to a jumble sale. In Britain people like to organise jumble sales at weekends. There they sell old things that people don't want. And there is always something to eat and drink. The money goes to help a local hospital, a youth group, etc.

a) Read the text above about jumble sales. Benjamin is at a jumble sale. He needs a birthday present for his mum. Listen, then choose the correct answer.

1 Benjamin has got

- a) £6.00.
- b) £8.00.
- c) £8.50.

2 The CDs are

- a) £1.00.
- b) £1.50.
- c) £2.00.

3 Benjamin's mum only listens to

- a) the radio.
- b) CDs.
- c) her MP3 player.

4 Katie's mum collects

- a) clothes.
- b) old books.
- c) old plates.

5 The T-shirt is

- a) yellow.
- b) orange.
- c) blue.

6 The red sports bag is

- a) £6.50.
- b) £7.50.
- c) £8.00.

7 Benjamin takes

- a) the red bag.
- b) the blue bag.
- c) the green bag.

8 The biscuits are for

- a) Benjamin's mum.
- b) Katie.
- c) Benjamin and Katie.



### English money

You say:

- |       |                                 |
|-------|---------------------------------|
| 1p    | one p [pi:]                     |
| 45p   | forty-five p                    |
| £1    | one pound / a pound             |
| £1.25 | one (pound) twenty-five (p)     |
| £2    | two pounds                      |
| £2.50 | two (pounds) fifty (p)          |
| £3.79 | three (pounds) seventy-nine (p) |

jumble sale — блошинный рынок



b) Imagine there is a school jumble sale. Write the prices of things. Then buy and sell things in your group.

A: Excuse me, how much is this?

B: Let's see. It's £1.10/...

A: Oh no, that's too much. / I've only got ...

B: You can have it for £1. / Sorry, that isn't enough.

A: Good. I'll take it. Here's £2.

B: Thank you. Here's your change.

c) Have you got jumble sales in Russia? What can you buy there?



## Russian corner

### Russians are great collectors

From icons to eggs, you can find collections of everything in Russia. But what do collectors do with all the things they love? Often the answer is to start a museum. Then people from all over the country can enjoy them. Here are two examples.

In 1856, at the age of 24, Tretyakov, a rich businessman, starts a collection of pictures by Russian artists. Later, he gives all the pictures to the Russian people as a present. Today this collection is the famous **Tretyakov Gallery** in Moscow with pictures from hundreds of years of Russian history.

The only **Mouse Museum** in the world is in the small town of Myshkin on the Volga River. People from all over the world send their mice to the museum: paper mice, soft toys, pictures, etc. Now the village is famous, there are thousands of visitors every year: boats with tourists often stop there and people visit the museum.



a) Read the text. Match parts of sentences 1–4 with A–D and make correct sentences.

- |   |   |
|---|---|
| 1 The Mouse Museum has got                  | A about Russian history.                  |
| 2 The pictures in the Tretyakov Gallery are | B to start museums.                       |
| 3 Visitors come to                          | C the Mouse Museum by boat.               |
| 4 Collectors often decide                   | D mouse "things" from all over the world. |

b) Find the correct form of the word *collect* in the text.

- 1 a person: ...
- 2 verb: ...
- 3 noun: ...

c) Have you got a collection? Does anyone in your family collect things? Tell the class.

d) Find out about other interesting Russian collections on the Internet. Tell the class.



# Cross-curricular studies: sport



a) Look at the sports and games below. Put them in a chart and talk about them. Can you think of more sports?

## Sports and games

athletics • basketball • card games • chess • football • golf • gymnastics • hockey • motor racing • rowing • scuba diving • swimming • table tennis • tennis



outdoors	indoors	1 person	in a team	with a ball
tennis	chess	tennis	football	football
football	...	chess	...	tennis
chess		...		...

*You usually play tennis outdoors. You don't play ...*



b) Read the text. How many sports or games does Steve do or play?

*He goes swimming ... / He does ... / He plays ...*

Steve Cox is mad about sports and games. That's all he does at weekends. On Saturdays, for example, he gets up at 6.30 and goes swimming in a pool near his home. After that he usually goes to the gym. Then he is hungry, so he goes home and eats a big breakfast. Later he often does yoga, and before lunch he goes running. After lunch he plays tennis with a friend and then he goes cycling for an hour. At 5, he always plays chess with his grandfather. Steve never wins!

In the evening he always goes to the Sports Club and meets his friends. Sometimes they play a game of football, or they do judo.

Steve is usually in bed by 10. He sleeps very, very well!



c) Ask your partner about his/her family. What sports or games do they do or play? Tell the class.

*Anatoly plays football. His mother goes swimming and ...*



d) Steve's sister, Vicki, does gymnastics.

**Partner A:** Read the information about Vicki below.

**Partner B:** Ask A questions about her.

- Where?
- How / go there?
- What time / start?
- What time / finish?
- Who / with?
- How often?
- What / wear?

- Heathrow Gymnastics Club
- By bus
- 18.00–19.00
- Her friend, Janet
- Every Monday and Friday
- White leotard





# Checkpoint

## 1 VOCABULARY Sports and hobbies

Look at the pictures and complete the sentences.

Use *collect, go, make, play*.

- 1 Jack ...
- 2 Sophie ...
- 3 Dilip ...
- 4 Ananda ...



## 2 GRAMMAR Ask questions about the people in brackets.

- 1 Jo and Jack like music. (Dan and Sophie)  
*Do Dan and Sophie like music?*
- 2 Prunella plays tennis. (Sophie)
- 3 Ananda writes emails. (you)
- 4 Jack's mum does yoga. (Jack's dad)
- 5 The girls play hockey. (football)

## 3 GRAMMAR Put the words in the correct order and make complete sentences.

- 1 goes / never / Jay / to football matches  
*Jay never goes to football matches.*
- 2 write / I / don't / often / emails
- 3 after breakfast / cleans / Jack / usually / his teeth
- 4 Becky / play / does / basketball?
- 5 does / Prunella / tennis / play / where ?
- 6 do / free time / you / in / do / your / what ?

## 4 GRAMMAR Say what they *have to do* or *don't have to do*.

- 1 At school we \_\_\_ listen to the teacher.
- 2 Most days Jack \_\_\_ help at the B&B.
- 3 In the holidays we \_\_\_ get up early.
- 4 Prunella \_\_\_ go to school.
- 5 On Wednesday evenings Jack \_\_\_ be at home.
- 6 All the students in class 7PK \_\_\_ do sport.

## 5 WRITING Complete the sentences about your best friend's sports and hobbies.

My best friend likes ... and ...

He/She usually ...

But he/she doesn't enjoy ...

We ...



## More practice

### 1 VOCABULARY Shopping

Complete the sentences with the words below. There are two extra words.

assistant • big • boots • buy • fit • match • great • look • Saturday • size • sports • try on • weekend

- Jack wants to \_\_\_ football \_\_\_ at the new \_\_\_ shop.
- He asks the shop \_\_\_, "Can I \_\_\_ these red football boots?"
- But the boots are too \_\_\_. They don't \_\_\_.
- These black boots are \_\_\_ four. These are \_\_\_.
- Jack needs the new boots for a football \_\_\_ at the \_\_\_.



### 2 LISTENING At the sports shop

Listen to Simon and choose the correct word in brackets.

- Simon needs \_\_\_ (a new football shirt / new tennis shoes / new football boots).
- Simon thinks his old boots are \_\_\_ (good / OK / not good enough).
- The shop assistant checks Simon's \_\_\_ (age / mobile phone number / shoe size).
- Simon needs size \_\_\_ (three / four / five).
- The Wayne Rooney football boots \_\_\_ (are too small / fit / are too big).
- Simon likes \_\_\_ (Chelsea / Manchester United / Leeds United).
- The shorts are \_\_\_ (£15.00 / £25.00 / £30.00).
- Simon has got \_\_\_ (£15.00 / £50.00 / £55.00).
- The Ryan Giggs football boots are \_\_\_ (£45.00 / £25.00 / £15.00).
- Simon buys the \_\_\_ (John Wayne / Ryan Giggs / Wayne Rooney) football boots.

### 3 GRAMMAR Hobbies

Look at the pictures of Jamie, Ann and Liz.

Ask and answer eight questions.

Use the table.



Does Do	Jamie Ann and Liz	ride a bike? read books? collect stamps? play tennis? listen to CDs? like shopping?	Yes, he does. No, he doesn't. Yes, they do. No, they don't.
	you		Yes, I do. No, I don't.

#### 4 GRAMMAR I live in Bristol

Complete the sentences with the question words: *what, when, where, how*.

**Olga:** 1 \_\_\_\_ do you live?

**Tim:** I live in Bristol.

**Olga:** 2 \_\_\_\_ do you go to school in the morning?

**Tim:** I go to school at 8.30.

**Olga:** 3 \_\_\_\_ is "school" in Russian? Do you remember?

**Tim:** It's «школа».

**Olga:** Very good! 4 \_\_\_\_ do you do in your free time?

**Tim:** I play basketball and do judo.

**Olga:** 5 \_\_\_\_ is your favourite hobby?

**Tim:** I make models.

**Olga:** 6 \_\_\_\_ do you make the models?

**Tim:** In the kitchen on the big table.

**Olga:** 7 \_\_\_\_ do you make the models?

**Tim:** At the weekend.

**Olga:** 8 \_\_\_\_ do you spell your name?

**Tim:** T - I - M - O - T - H - Y.

**Olga:** Thank you!

#### 5 VOCABULARY English money

Look at the shopping bags. Say how much money the children spend.

£55.55

*Fifty-five pounds fifty-five p*



#### 6 SPEAKING Shopping

Put the sentences in the right order. Act out the dialogue with your partner.

A Here you are.

B Does it fit?

D Yes,  
I'll take it.  
Thank you.

C Can I help you?

E I need a T-shirt.



## Self-evaluation

Now I can ...	Very well	OK	Practise!
– buy things in a shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– ask and answer questions about my hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about what British children do in their free time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about different sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about what I <i>sometimes, usually</i> or <i>often</i> do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about things I <i>have to</i> or <i>don't have to</i> do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– look up new words in a dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Key vocabulary

busy	занятой	play hockey	играть в хоккей
buy	покупать	sell	продавать
choose	выбирать	shop assistant	продавец
clothes	одежда	shout	кричать
collect stamps	коллекционировать	size	размер
dance	марки	teach	учить, преподавать
free time	танцевать	try on	примерять
go riding	свободное время	understand	понимать
go swimming	кататься (на лошади)	usually	обычно
have to	плавать		
lay the table	приходится (что-либо делать)	Dear ...,	Дорогой/Дорогая ...
learn	накрывать на стол	Love, ...	С любовью, ...
make models	изучать, учить	most people	большинство людей
never	собирать модели	on the radio	по радио
often	никогда		
	часто		



# UNIT 4

# PARTY, PARTY!

## In this unit you will ...

- talk about planning a party
- talk about food and drink
- practise present progressive for things that are happening now



birthday cake • cheese • chicken • chips • chocolate biscuits • cola • crisps • fruit salad • orange juice • salad • sandwiches • sausages • sweets • water

## Food and drink

a) Match the words under the photo with numbers 1–14 in the photo.

b) Tell your partner where things are in the photo. Can your partner guess what the food is?

behind the ...  
in front of the ...  
in the ...  
next to the ...  
on a ...

bottle  
bowl  
glass  
jug  
plate

**A:** It's on a big yellow plate. It's brown.

**B:** It's ...

**A:** That's right. Your turn. / That's wrong, try again.

# Part A

## Sophie's birthday party

Dear Ananda,

Please come to my party!

**Where?** At 17 Cotham Park Road

**When?** On Saturday, 26th March

**Time?** At 3.30

☎ 9141526

**Want and want to:**

*I want a new skateboard.*

(= to have)

*I want to talk to you.*

(= to do)

invite (verb)

invitation (noun)

GRAMMAR  
FILE  
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## A PARTY INVITATION

### 1 Who do you want to invite?

exs. 1, 2, 3

Read and listen to the dialogue. Answer the questions below.

**Sophie:** Now, where's the invitation list for my birthday party? Let's look at it.

**Prunella:** It's a very long list! Why do you invite Ananda?

**Sophie:** Because I like her, of course.

**Prunella:** And Jack?

**Sophie:** Because I like him too.

**Prunella:** And Jo and Dan?

**Sophie:** Prunella, I like them too. They're my friends.

**Prunella:** And I'm your friend, so I want an invitation too.

**Sophie:** Well, no, Prunella. I can't invite you — you're a poltergeist.

**Prunella:** What about Uncle Henry?

**Sophie:** No!

**Prunella:** You don't like us! Just because we're different ...

**Sophie:** I like you both, Prunella, but my party is for real people. I'm sorry.

Who is on Sophie's list? Who isn't? Why?

### 2 LOOKING AT LANGUAGE

exs. 4, 5

Look at these sentences from the dialogue:

1 "Let's look at *it*."

2 "Because I like *her*, of course."

3 "Prunella, I like *them* too."

What is *it*? Who are *her* and *them*?

What are *it*, *her* and *them* in Russian?

### 3 PORTFOLIO Invitation

exs. 6, 7

Make an invitation to ...

a barbecue • a disco • a fancy dress party •  
a Halloween party

### 4 SONG The invitation rap

Listen. Then do the rap.

I invite *you*,  
you invite *him*, he invites *her*,  
she invites *us*, we invite *you*,  
you invite *them*, they invite *me*  
TO A PARTY!



## 5 LISTENING Mike needs help

### a) Listen. Right or wrong?

- 1 Mike's birthday is on Sunday.
- 2 Mike's mum doesn't have to work on his birthday.
- 3 Mike has to do the shopping.
- 4 He wants to buy crisps, sausages and biscuits.
- 5 He has to buy the drinks too.
- 6 Mike's dad can be a DJ.
- 7 Mike needs more CDs.
- 8 The party is at 2 pm.
- 9 They meet at 11 am at Mike's house.
- 10 They plan to make the sandwiches at Jessica's house.

### b) Correct the wrong sentences.



## 6 Healthy or unhealthy food

Where do the food words go? Put them in two lists.

*apples* • bread • *cakes* • cheese • chicken • chips • chocolate • chocolate biscuits • cola • crisps • fruit salad • hot chocolate • ice cream • lemonade • milk • orange juice • oranges • pizza • potatoes • salad • sausages • sweets • tomatoes

*chips* — жареный картофель  
*crisps* — картофельные чипсы

*tomato, potato*  
(plural) *tomatoes, potatoes*

### healthy food



*apples, ...*

### unhealthy food



*cakes, ...*

Look at the different meanings:  
*Sugar is sweet.*  
*A bag of sweets.*

## 7 ACTIVITY Your dream party poster

a) Make a list of food and drink for your dream party. You can have seven things. Show your list to your partner and agree on a new list of seven things together.

*A: Let's have a fruit salad/pizza/...*

*B: Yes, good idea. / No, I hate fruit salad.*

b) Prepare a dialogue like this to go with your poster.

*A: Would you like some food/a drink?*

*B: Yes, please. I'm really hungry/thirsty. What's that on the big white plate?*

*A: What, next to the orange juice? That's chicken/milkshake/... Would you like some?*

*B: Yes, please. / No, thanks. I don't like ... I'd like some ... And can I have ..., please?*

*A: Of course you can.*





# Part A PRACTICE

## 1 Wh-questions

Give the questions for these answers. Use the question words in brackets.

- 1 *Who does Dilip like?* Dilip likes Emily. (who)
- 2 *...? Ananda's mum comes from Bristol.* (where)
- 3 *...? Mr Kingsley teaches PE.* (what)
- 4 *...? Polly lives with the Hansons.* (where)
- 5 *...? Sophie helps her mum with tea.* (who)
- 6 *...? Dan gets up at 7.15.* (when)
- 7 *...? Hip and Hop eat carrots and drink water.* (what)
- 8 *...? Dan and Jo have breakfast at 8.* (when)
- 9 *...? Jack sees a man in black in Mr Green's room.* (who)
- 10 *...? Jo and Dan don't like Maths.* (what)

## 2 VOCABULARY Food and drink

a) Match the phrases with the words on the right.

a basket of *fruit*, *apples*, ...

a bowl of ...

a bottle of ...

a glass of ...

a packet of ...

a piece of ...

a plate of ...



*apples* • bananas • biscuits • cake •  
carrots • cheese • chicken • chips •  
chocolate • cola • crisps • fish •  
fruit • fruit juice • lemonade •  
meat • milk • mints • oranges •  
pizza • salad • sandwiches • sausages •  
sweets • toast • water

b) Make combinations of words for new food and drinks:

*apple cake, cheese sandwich, ...*

## 3 PORTFOLIO My favourite party food

Make a list of food and drinks for your party.

Find pictures or draw them.

Food

*carrot salad*

*chicken*

*chocolate cake*



## 4 GRAMMAR Object pronouns

Sophie and Ananda are watching a DVD "7PK's weekends". What do they say?

**A:** *Sophie:* Oh, look, there's **Jack**! Can you see **him** too?

**B:** *Ananda:* Yes, and there are ...

**A**

*Jack* • Dan and Jo • our garden • Emily • our  
two rabbits • you and me • our school • your  
mum • that girl from school • you • me

**B**

me • you • *him* •  
her • it • us • you •  
them

## 5 GRAMMAR Object pronouns

a) Sophie and Toby have to lay the table for dinner. Complete the sentences with the **object pronouns**: *me, it, them*.

- 1 I need help. Toby, can you help *me*?
- 2 Please take the juice to the living room and put \_\_\_\_ on the table.
- 3 These glasses don't look very nice. Can you wash \_\_\_\_, please?
- 4 Oh no! We've got carrots again. I don't like \_\_\_\_.
- 5 These are the good plates. Don't drop \_\_\_\_!
- 6 The cake looks very good. Can I try \_\_\_\_?
- 7 There's the chicken salad. Put \_\_\_\_ on the table, please.
- 8 Sophie, I can't open the door. Can you open the door for \_\_\_\_, please?

b) Complete the sentences with **object pronouns**.

**Kim:** I know you like parties, Jim.

**Jim:** Yes, I really like **1** \_\_\_\_.

**Kim:** Well, my party is on Friday. Can you help **2** \_\_\_\_ to plan **3** \_\_\_\_?

**Jim:** Yes, OK. My cousin Laura is here on Friday.

**Kim:** Oh, I know **4** \_\_\_\_\_. She can come too. And Tim's coming ...

**Jim:** Oh, I like **5** \_\_\_\_\_.

**Kim:** The party is in the park.

**Jim:** Great. My mother can take **6** \_\_\_\_ there.


**Kim:** Do you like pizza?

**Jim:** Only with bananas on **7** \_\_\_\_\_. And banana sandwiches, please make lots of **8** \_\_\_\_\_. And banana juice. I have to have **9** \_\_\_\_!

**Kim:** I don't know why I invite **10** \_\_\_\_ to my parties!

## 6 VOCABULARY The fourth word

a) Finish the word groups on pieces of paper like this:

1 evening – dinner morning – ?	4 come – go buy – ?	
2 push – pull open – ?	5 collect – stamps ? – models	
3 black – white big – ?	6 play – tennis ? – judo	
		7 sing – a song ? – a story
		8 orange juice – drink sandwich – ?

b) Cut the pieces of paper into four. Mix them up and swap with a partner. Who can make the word groups again first? (Close your books!)

## 7 VOCABULARY Different parties

Find two things you can do at the parties.

**birthday party:** *get presents, ...*

1 birthday party	dance	listen to music
2 barbeque	eat steaks, sausages	look funny/scary
3 disco	<del>get presents</del>	meet friends and have fun
4 fancy dress party	have in summer	wear costumes
5 Halloween party	invite friends	be a queen/...

# Part B

## BEFORE THE PARTY



Words with two meanings.

*present*

1 *the present time*

2 *a birthday present*

*Bye = (Good)bye*

### STUDY SKILLS 4



### GRAMMAR FILE 14

#### 1 A present for Sophie

Read and listen to the dialogue. Do the task below.

Sophie's birthday party is today. Ananda and Jack still need a present.

**Jack:** Let's buy her some soap.

**Ananda:** No, soap is boring.

**Jack:** What about socks? Let's buy her some funny socks.

**Ananda:** No, too expensive.

**Jack:** OK, OK. Have you got any ideas?

**Ananda:** Yes, let's buy her some earrings. She hasn't got any earrings.

**Jack:** But they're expensive too.

**Ananda:** Well, then what about ...

**Jack:** Hey, look. There's Mr Green. And he's in a hurry! Can you follow him? He knows me.

**Ananda:** OK. Good luck with the present. Bye!

Correct the sentences.

- 1 The friends need a present for the party tomorrow.
- 2 Ananda thinks soap is expensive and socks are boring.
- 3 Jack thinks socks are expensive and soap is boring.
- 4 Jack follows Mr Green because he knows him.

#### 2 STUDY SKILLS Making notes

Для того чтобы вспомнить какую-либо информацию, нужно записать *ключевые слова*.

Listen and make notes about Dan's ideas for another present for Sophie. Why doesn't Jo like Dan's ideas?

Dan's ideas	Jo's reasons
DVD	<i>not enough money</i>
...	...

#### 3 LOOKING AT LANGUAGE

exs. 1, 2

Find sentences with *some* and *any* in the dialogue in ex. 1.

Positive statements	Negative statements	Questions
<i>Let's buy her some soap.</i>	<i>She hasn't got ...</i>	...
...		

When do you use *some*?

When do you use *any*?



#### 4 Now you

What presents can you buy for a friend? Make a dialogue and act it out.

**A:** Let's buy a/some ...

**B:** No, he's/she's got lots of ...

**A:** Have you got any ideas?

**B:** Yes, I have. Let's buy him/her a/some ...

#### 5 They are getting ready for the party

Read and listen to the dialogue. Find a sentence in the text for each picture. Say what the people are doing.

It's 12 o'clock on Saturday. Sophie's dad is cleaning the bathroom. Her mum is in the kitchen. She's making the birthday cake. Sophie is tidying her room.

**Prunella:** I'm helping too!

**Sophie:** No, Prunella! You aren't helping, you're making a mess. Please go away!

It's 2.30 now. Sophie's mum is making the sandwiches.

**Mum:** Where's baby Hannah?

**Toby:** She's with me, Mum! We're taking the hamster up to my room.

**Emily:** Mum, I'm going to Jenny's now, OK?

**Mum:** No, Emily, it isn't OK. The others are helping.

**Emily:** Dad is watching sport on TV. He isn't helping!

**Mum:** And you aren't going to Jenny's! You can go later. Now, please put the sandwiches on the table. Dennis! Are you ...?

**Dad:** I'm not watching TV, dear! I'm ... cleaning the living room.



#### 6 LOOKING AT LANGUAGE

exs. 3, 4, 5

What are they doing at 12 o'clock? Complete the sentences.

Subject	Form of <i>be</i>	-ing form
They	<i>are</i>	<i>getting ...</i>
Sophie's dad	<i>is</i>	<i>...</i>
Her mum	<i>is</i>	<i>...</i>
Sophie	<i>...</i>	<i>...</i>

#### 7 Now you

Imagine what your mother is doing now. And your father/brother/sister/grandma/pet?

is dancing • is drawing • is eating • is listening to • is playing •  
is reading • is making • is teaching • is working • is writing • ...

Tell the class:

*I think my grandpa is playing with my little brother now, and my Mum is teaching her class.*

GRAMMAR  
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EXTRA

# Part B PRACTICE

## 1 GRAMMAR Some and any

It's shopping day at the Carter-Brown house. Complete the dialogues.

Use *some* or *any*.

1 **Mrs C-B:** Have we got enough drinks, Sophie?

**Sophie:** We've got 1 *some* lemonade and some orange juice, but we haven't got 2 *any* milk.

**Mrs C-B:** Is there 3 \_\_\_ apple juice?

**Sophie:** No, there isn't 4 \_\_\_.

2 **Mrs C-B:** What about for dinner, Sophie?

**Sophie:** We've got 5 \_\_\_ chicken and 6 \_\_\_ cheese, but we haven't got 7 \_\_\_ fish.

**Mrs C-B:** Are there 8 \_\_\_ sausages?

**Sophie:** Yes, there are 9 \_\_\_.

3 **Mrs C-B:** And breakfast stuff?

**Sophie:** We've got 10 \_\_\_ muesli and eggs.

**Mrs C-B:** Is there 11 \_\_\_ marmalade?

**Sophie:** No, there isn't 12 \_\_\_ marmalade or cornflakes.

	✓	✗
1 <b>Drinks</b>	lemonade orange juice	milk apple juice
2 <b>Dinner</b>	chicken cheese sausages	fish
3 <b>Breakfast</b>	muesli eggs	cornflakes marmalade

## 2 GRAMMAR Some and any

Look at the picture and the words below. Talk to your partner about the things you have or haven't got.



bananas  
biscuits  
books  
cakes  
CDs  
chicken  
crisps  
fruit salad  
lemonade  
orange juice  
presents  
sausages  
soap  
socks  
sweets

**A:** We've got some crisps but we haven't got any books.

**B:** No, we haven't. And we haven't got any ...

**A:** But we've got some ...

### 3 GRAMMAR Present progressive: positive statements

a) Complete the sentences with the correct form of *be*.

- 1 It's 10 o'clock on Saturday, and the twins *are* buying a present for Sophie.
- 2 Their dad is at home. He        cleaning the house.
- 3 Now it's 1 o'clock. Mr Shaw        making sandwiches, and Jo        feeding the cats.
- 4 "Dan, lunch is ready!" calls Mr Shaw. — "I        talking to Ananda, Dad. Just a minute."
- 5 Now the twins and their dad        eating the sandwiches.

b) Complete the sentences with the correct form of *be* and the *-ing* form of the verb in brackets.

- 1 It's 3.45. Mr Shaw        (call) a friend.
- 2 "Hi, Indira. I        (make) tea. Do you want some?"
- 3 "Thanks Mike, but I        (write) emails now."
- 4 It's 4.00. "I've got a nice cake, too. I        (put) it on the table now."
- 5 "Sorry, Mike, but now I        (get) things ready for our jumble sale."
- 6 At 4.15 Mr Shaw is on the phone again. "Indira? I        (put) some nice music in the CD player."
- 7 "OK, OK. I        (come)!"

### 4 GRAMMAR Present progressive: positive statements

Why can't the kids help this teacher at Cotham School? Make sentences with the words in brackets. Be careful with the spelling!

- 1 **Ananda:** (wait for Mr Kingsley)  
*Sorry, I'm waiting for Mr Kingsley.*
- 2 **Dan and Jo:** (make a poster for our Geography lesson)
- 3 **Sophie:** (write a story)
- 4 **Jack:** (go to the film club)
- 5 **Emily:** (work in the computer room)
- 6 **Dilip:** (help Emily)

Can you help me, please?

### 5 GRAMMAR Present progressive: positive and negative statements

It's 11 o'clock on Saturday, 26th March. Say what the pets and people *are* and *aren't* doing.

- 1 *Bill and Ben are playing in the park. They aren't eating fish.*



1 ~~eat fish~~



2 ~~play hockey~~



3 ~~watch TV~~



4 ~~play the piano~~



5 ~~play tennis~~



6 ~~clean the kitchen~~



## 1 At the station



**Remember:** sometimes the *-ing* form has got a double letter:  
*getting*  
*running*

London is 200 kilometres from Bristol. That's one and a half hours by a fast train.

**Ananda:** Jack, is that you?

**Jack:** Yes, Ananda. Are you still following Mr Green?

**Ananda:** Yes, of course I am.

**Jack:** I can hear trains. Are you calling from the station?

**Ananda:** Yes, I am. Mr Green is waiting for the train from London — here it is now ...

**Jack:** And?

**Ananda:** I think he's meeting somebody. A woman is getting off the train.

**Jack:** Sorry, I can't hear you, Ananda ... Ananda?

**Ananda:** A woman is getting off the train! Now he's talking to her ... She's giving Mr Green a little parcel. Now he's looking round ... oops ...

**Jack:** Ananda! What's happening?

**Ananda:** I'm hiding! Now they're running.

**Jack:** Where are they running?

**Ananda:** They're running to another train ... She's getting on the train back to London! But he isn't getting on.

**Jack:** So what's he doing?

**Ananda:** He's walking out of the station ... See you at the party, Jack.

**Jack:** Ananda, about our present ... I've got this idea, and Mrs Carter-Brown says it's OK. Sophie would like a ... Ananda? Ananda!

**Read and listen to the dialogue. Answer the questions.**

- 1 Where's Ananda?
- 2 What's she doing there?
- 3 What's Mr Green doing?
- 4 What's the woman doing?

## 2 Which picture?

exs. 1, 2

Put the pictures in the right order and write titles for them.

Use the words and phrases from the text.

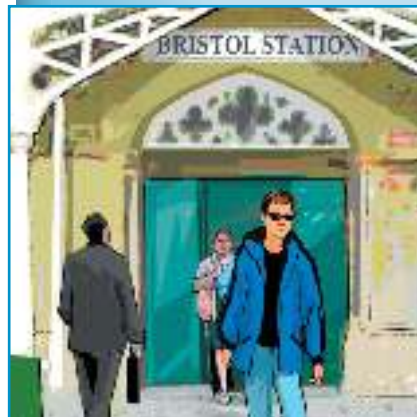
The first picture is 4: "Ananda is following Mr Green."



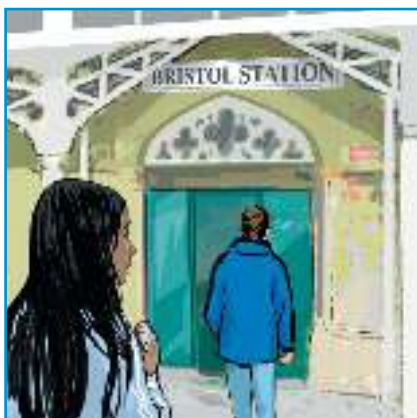
1



2



3



4



5



6

## 3 What's Mr Green doing?

a) Mr Green is leaving the station. What can you hear next?

Write numbers 1–7. Listen and take notes.

b) Compare your notes.

A: What's Mr Green doing in number 1?

B: He's running.

A: I've got that too. / No, I think he's ...

## 4 GAME What are they doing?

exs. 3, 4, 5

Write an activity on a card. Put the cards in a box.

Make two groups. One group mimes an activity, the other group guesses what they are doing.

A: Are you dancing?

B: No, I'm swimming.

Swap after three times.

I'm swimming.

I'm singing.

I'm riding my bike.



## Part



## PRACTICE



## 1 GRAMMAR Present progressive: positive statements

Work in groups. Which group can find the best answers?

a) Look at the pictures. What do you think the people are doing?

*A: I think Sophie is eating in picture 1.*

*B: No, I don't think she's eating. I think she's ...*

*C: I think B is right. Let's write "Sophie is ..."*

b) Report to the other groups.

*Group A: We think Sophie is ...*

*Group B: We think that's right. / No, we think she's ...*

c) Who's right? Check with your teacher.



## 2 GRAMMAR Present progressive: questions

a) Jack and Jo are talking on the phone. Complete their dialogue.

1 Hi, Jack. \_\_\_ you \_\_\_ (write) your essay? — No, \_\_\_.

*Hi, Jack. Are you **writing** your essay? — No, I'm not.*

2 Oh, \_\_\_ you \_\_\_ (read) a book? — Yes, \_\_\_.

3 And \_\_\_ your dad \_\_\_ (play) basketball? No, \_\_\_.

4 So, \_\_\_ your mum and dad \_\_\_ (watch) TV? — No, \_\_\_.

5 Well, \_\_\_ your mum \_\_\_ (make) dinner? — Yes, \_\_\_.

6 \_\_\_ we \_\_\_ (talk) too much? — No, we aren't, but you \_\_\_ (talk) too much, Jo!

## EXTRA

b) Dilip is listening to CDs. He can't hear what Ananda is saying. Write his questions. Use *what* or *where*.

*Ananda:* Mum is calling.

*Dilip:* Sorry, 1 *what* is Mum doing?

*Ananda:* She's calling. She's working in the shop.

*Dilip:* Sorry, 2 \_\_\_ is she working?

*Ananda:* In the shop. Dad is cleaning the windows.

*Dilip:* 3 \_\_\_ is Dad cleaning?

*Ananda:* He's cleaning the shop windows. And I'm reading a magazine.

*Dilip:* Sorry, 4 \_\_\_ are you reading?

*Ananda:* A magazine. But it's difficult with your music. I'm going out.

*Dilip:* Sorry, 5 \_\_\_ are you going?

*Ananda:* OUT! Goodbye!





### 3 LISTENING The Hokey Cokey

a) At English parties people often dance the Hokey Cokey. Before you try it, check: do you know these words?

circle • arm • shake • leg • jump • turn around •  
hold hands • bend • knee • stretch



b) Now listen and dance.



### 4 PRONUNCIATION [əʊ] or [ʊ]

a) Listen to some **yellow** words [əʊ] and some **orange** words [ʊ]. When you hear a **yellow** word, hold up a **yellow** pen. When you hear an **orange** word, hold up an **orange** pen.

b) Say the words. Which is the odd word out? Listen and check your answers.

- |                       |                       |
|-----------------------|-----------------------|
| 1 got • joke • lots   | 4 bowl • drop • throw |
| 2 sock • most • close | 5 not • toast • boat  |
| 3 shop • box • phone  | 6 photo • road • top  |



c) Listen to and practice the dialogue.

**Sophie:** Oh — no phone!

**Ananda:** No phone, Sophie? Oh, no!

**Sophie:** Oh, here's my phone!

**Ananda:** Oh good, Sophie! — Oh no, where's my phone?

### 5 EVERYDAY ENGLISH Would you like ...?

a) Can you say these things in English?

1 Ты хочешь есть? • 2 Можно мне стакан ..., пожалуйста? • 3 Я бы хотел(а) немного... • 4 Рад(а) видеть тебя. • 5 Нет, не очень. • 6 Пойдём в другую комнату. • 7 Что ты хочешь попить? • 8 У тебя есть идеи? • 9 Хочешь немного ...?

b) Liz is at her friend Meg's party. She's talking to Meg's mother. Complete the dialogue with your answers to a) and practise it with a partner. There is one extra sentence in a).

**Mum:** 1 \_\_\_, Liz. 2 \_\_\_?

**Liz:** Yes, I'm really hungry and thirsty!

**Mum:** 3 \_\_\_ sausages or some chicken?

**Liz:** 4 \_\_\_ chicken and chips, please.

**Mum:** And 5 \_\_\_?

**Liz:** 6 \_\_\_ orange juice, 7 \_\_\_.

**Mum:** Do you like this music?

**Liz:** 8 \_\_\_. I like different music.

**Mum:** What do you want to do then?  
9 \_\_\_?

**Liz:** Er, can I see Meg's presents?

**Mum:** Of course you can. 10 \_\_\_ Everybody is dancing there!



## Extended reading

### Sophie's party – a play

**a) Look at the pictures of Sophie's party. Who are the guests? What are they doing?**

**Scene 1:** *Sophie and her mum are waiting for the party guests in the living room. Prunella is there, too.*

**Sophie:** They aren't coming, Mum.

**Mum:** Don't worry, Sophie. Good guests always come five minutes late!

**Sophie:** Really?

**Mum:** Really!

**Prunella:** The doorbell!

**Mum:** See? There's somebody now.  
(*At the front door*)

**Sophie:** Hello, Dan. Hello, Jo.  
Come in.

**Dan:** Hi, Sophie!

**Jo:** And happy birthday! We've got a present for you — here!

**Sophie:** Thank you. Thanks a lot.

**Dan:** You're welcome.

**Prunella:** What's the present?  
What is it? Oh, the doorbell again.

**Sophie:** Oh, sorry, there's the doorbell again.

(*Back at the front door*)

**Sophie:** Hello, Jack. Come in.

**Jack:** Hi, Sophie. Happy birthday!  
This present is from Ananda and me.

**Sophie:** Thank you. But where is Ananda?

**Jack:** She's following Mr Green.

**Sophie:** Wow! Tell me everything later.

**Scene 2:** *Now all the guests are there. Sophie is opening Dan and Jo's present.*

**Sophie:** A necklace! Wow, it's great.  
Thanks, Dan, thanks, Jo.

**Jo:** Now open Jack and Ananda's present.

**Dan:** Look, there's a box inside.

**Jo:** With holes.

**Dan:** Maybe it's a pet. A hamster?

**Jo:** Or a snake?

**Dan:** Or a tortoise?

**Sophie:** It's a mouse! Fantastic!

**Jack:** And your mum says it's OK, you can have a mouse.



**Sophie:** Oh, it's so sweet! Thank you, Jack!

**Prunella:** (*to audience*) And Emily is afraid of mice, so that's great too! — Oh good, here's the birthday cake! Let's sing ...

**All:** Happy birthday to you,  
happy birthday to you,  
happy birthday, dear Sophie,  
happy birthday to you!

**Scene 3:** *After tea it's time for some party games.*

**Prunella:** Look, they're playing "Pass the parcel" now. The music is playing and they're passing a parcel round ...  
Oops! No more music. Jack has got the parcel.

**Jo:** Open it, Jack! Hurry up!  
**Jack:** OK, OK. Ah, here's a piece of paper.

**Ananda:** What's on it?

**Jack:** "Sing a song."



**Prunella:** Ouch: Jack can't sing! Ah, good, now the music is playing again ... Oh, no more music! And who has got the parcel?

**Dan:** Hurry up, Jo!

**Jo:** I am hurrying! It's another note: "Choose a partner and walk arm in arm." ... Sophie?

**Prunella:** How sweet! Jo and Sophie are walking arm in arm. Oh, now the parcel is going round again ... and ... no more music!

**Dan:** Is it another note, Ananda?

**Jo:** Hurry up Ananda, we're all waiting!

**Ananda:** It's the prize! A really cool pen!

**Scene 4:** Now Prunella is playing games.

**Prunella:** Mmm, Dan's crisps are good!

**Dan:** Hey, Jo, don't eat from my plate!

**Jo:** What are you talking about?!

**Prunella:** Hee, hee, hee! Now let's pull Ananda's hair.

**Ananda:** Ouch! Who was that?

**Jack:** Who was what?

**Sophie:** Stop that, Prunella! Go away! This party is for real people.

**Prunella:** Hee, hee, hee!

**Dan:** Are you talking to me, Sophie?

**Sophie:** To you? No, I'm talking to ... oh, here's my sister.

**Emily:** Hi, Baby Soph! How's the party? Any orange juice for me?

**Jo:** Baby Soph! Is that your nickname, Sophie? I like it! Baby Soph, Baby Soph ... uuurrrgghh ...

*(Suddenly there's a piece of cake in Jo's mouth.)*

**Emily:** Ha, ha, ha! That's a big piece of cake!

12

**b) Read and listen to the play. Put the sentences in the right order.**

- A The kids are playing games.
- B Sophie is opening her presents.
- C Jack comes to the party, but Ananda is still following Mr Green.
- D *Sophie is nervous because her guests are a bit late.* = 1
- E Jo has to walk arm in arm with a partner.
- F Prunella is eating from Dan's plate.
- G Jack's note says: "Sing a song."

**c) Correct these sentences.**

- 1 It's Saturday, 3.34 am. No, it's Saturday, 3.34 pm.
- 2 Emily's guests are late.
- 3 Dan and Jo have got a watch for Sophie.
- 4 The guests are watching TV.
- 5 Ananda has got a big piece of cake in her mouth.

**d) Give each scene a title. Then read the play in groups.**





# Window on the world

## Birthdays around the world

### China

Guests come to lunch. They eat special long noodles and wish the child a long life.

### Denmark

Parents put presents around the children's beds when they are sleeping. They hang a flag outside a window. This means that someone in the house has got a birthday.

### Nepal

They give the birthday child a special coloured mark on the forehead. This brings good luck.

### India

On their birthday, young children wear clothes of bright colours to school, and they give chocolates to all the class.

### Australia

Birthday parties are usually barbecues because the weather is not cold. The children love to eat "Fairy Bread". This is bread and butter with coloured sprinkles called "hundreds and thousands".

### Argentina

They pull the ear of the birthday child — once for every year!

### Mexico

A paper model of an animal full of sweets and tasty things hangs from the ceiling. The birthday child closes his/her eyes and has to hit the model and open it. All the children share the sweets.

### Britain

Friends hold the child by the arms and legs and "bump" him/her on the floor. There is one bump for every year — plus one.

a) Read the texts. Match parts of sentences 1–7 with A–G.

- 1 ~~In China~~
- 2 In Denmark
- 3 In Nepal
- 4 In Australia
- 5 In Argentina
- 6 In Mexico
- 7 In Britain

- A they put things inside an animal.
- B children need strong ears!
- C they give you one of these for every year.
- D children get presents in the night.
- E they have a barbecue.
- F ~~they eat long noodles.~~
- G they wish the child good luck.

*In China they eat long noodles.*

b) Find the opposites of the words below in the text.

drink — eat • hate • hot • inside • minus • old • open • push • short • take

c) What do you do in your family on your birthday? What do your family members do?

## Russian corner

### Welcome to the Suzdal Cucumber Festival!

The Russians eat a lot of cucumbers. In summer they've got cucumbers from their gardens, or they buy them from people who sell them on the street or in markets.

In July, a lot of towns and villages have a "Cucumber Day". On this day, village people welcome the summer with singing and dancing — and cucumbers!

Most people know the big Suzdal Cucumber Festival near Moscow. Everybody has a wonderful time at the festival. You can see that in the photos.

So come and visit us!



*Enjoy folk music and Russian dances. Play games and sing the "Cucumber Song".*



*Try the many cucumber recipes — jams, juices, soups and more.*



*Make a cucumber puppet, or buy one to take home.*

*Say goodbye to a cucumber toy. At the end of the festival a balloon takes it up into the sky.*

#### a) Read the text. Complete the sentences.

- 1 If the Russians haven't got cucumbers in their gardens, they ...
- 2 "Cucumber Days" are always in ... There are cucumbers, and lots of ...
- 3 People know the Suzdal Festival because it's ...
- 4 At the festival visitors can ... (name four things).

#### b) Now you

- 1 Would you like to go to the Suzdal Festival? Why (not)?
- 2 Do you or your family go to any other festivals? Tell the class.
- 3 Think of a new festival or "day" with a partner. Tell the class. Which is the best idea?

# Cross-curricular studies: handicraft

## Party "doorstops"

Learn how to make really big, tall sandwiches or "doorstops" for your next party.

### You need ...



### How to do it ...



1 Put butter on three pieces of bread.



2 Put ingredients on one piece of bread. Put a second piece of bread on top. Add more ingredients and the third piece of bread.



3 Cut your doorstop like this.



a) Read and listen to the recipe. Then put the sentences in the right order.

- A We cut the cucumber. = 1
- B We put half of the other ingredients on top, chicken, some chutney and cucumber.
- C The last piece of bread comes on top and we cut the bread.
- D Put butter and the rest of the ingredients on the second piece of bread.
- E We put some butter on the first piece of bread.
- F You can put a cocktail stick in each doorstop.

b) Think of your own doorstops. Write a recipe and draw pictures of them.





# Checkpoint

**1 VOCABULARY** What does Mrs Carter-Brown need from the shops? Write her shopping list.



What can you do now?



**2 GRAMMAR** Complete the sentences with *me, him, her, it, them*.

**Tim:** Where's Mum's shopping list? I can't find **1** \_\_\_\_.

**Becky:** I don't know. Don't ask **2** \_\_\_\_.

**Tim:** Well, where's Mum? Let's ask **3** \_\_\_\_.

**Becky:** Where are Mum and Dad? I can't see **4** \_\_\_\_.

**Tim:** Dad is in the garden. Let's ask **5** \_\_\_\_.

**3 GRAMMAR** What's in the fridge? Complete the sentences with *some* or *any*.

**Tim:** There's **1** \_\_\_\_ fruit, but there aren't **2** \_\_\_\_ carrots.

**Becky:** And is there **3** \_\_\_\_ milk?

**Tim:** No, but there's **4** \_\_\_\_ lemonade.

**Becky:** Are there **5** \_\_\_\_ eggs?

**Tim:** Yes, there are **6** \_\_\_\_ eggs. Lots of them.

**Becky:** Is there **7** \_\_\_\_ butter?

**Tim:** No, there isn't **8** \_\_\_\_.



**4 GRAMMAR** What's happening at the station? Complete the sentences with the correct form of the verbs below.

call • get on • give • read • run

**1** A man \_\_\_\_ a newspaper.

**2** Two girls \_\_\_\_ the train.

**3** A boy \_\_\_\_ somebody on his mobile.

**4** A woman \_\_\_\_ a girl some money.

**5** Two boys \_\_\_\_ to the train.

**5 WRITING** Imagine you are at your dream birthday party. Write a short text (about six sentences) about it.

— What's happening?

— What are you doing?

— What are the other guests doing?

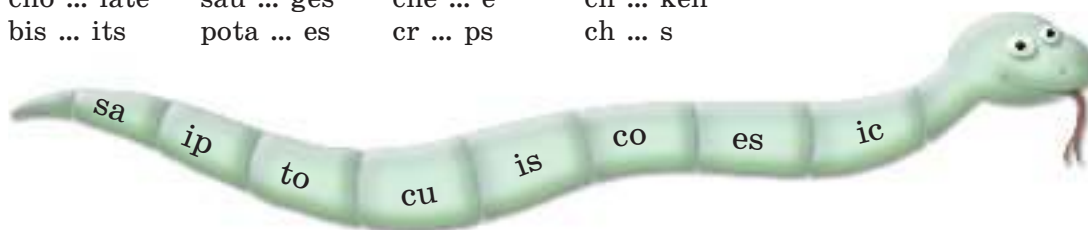


## More practice

### 1 VOCABULARY Food

Complete the words with the missing letters.

cho ... late    sau ... ges    che ... e    ch ... ken  
bis ... its    pota ... es    cr ... ps    ch ... s



### 2 GRAMMAR Before the birthday party

Everybody is helping. What are they doing? What aren't they doing? Give two sentences for each picture. Use the verbs below.

buy • clean • do • help • listen to • make • wash • watch



1 Mike's dad



2 Mike's mum



3 Mike and Jessica



4 Jessica

### 3 GRAMMAR Wh-questions

Ask questions with **what** or **where** about the underlined words.

- He's giving her a parcel. *What's he giving her?*
- She's feeding the parrot.
- He's washing in the bathroom.
- They are playing in the park.
- They are writing emails.
- He's working in the shop.
- She's sitting in the train.
- You are making a salad.

### 4 GRAMMAR

Complete the dialogue. Use present progressive with the words in brackets.

- Hello, Jane. Where are you? \_\_\_\_ you \_\_\_\_ (shop)? — No, we \_\_\_\_ (stand) at the station.
- \_\_\_\_ you and Ben \_\_\_\_ (wait) for Ann and Peter? — Yes, \_\_\_\_.
- \_\_\_\_ the train \_\_\_\_ (come)? — Yes, \_\_\_\_.
- \_\_\_\_ they \_\_\_\_ (get off) the train? — No, \_\_\_\_\_. They're not on the train!



### 5 STUDY SKILLS Taking notes

Listen to Mike's phone call to Jessica again. You want to tell your mum about it. Listen and put your notes in the right order.

- A Mike's dad — buys drinks
- B Jessica and Mike — ready for the party
- C Mike's mum — work on Saturday
- D Mike — calls Jessica
- E at 11 am — Jessica meets Mike
- F Mike — needs help

1




### 6 SPEAKING Daniel's birthday

You and Sue want to buy a present for Daniel together. You've got some ideas, but your partner doesn't like them. Prepare and act out a dialogue. Start like this:

**Sue:** *It's Daniel's birthday next week. We still need a present.*

*Have you got any ideas?*

**You:** *Yes, let's ...*



You



Sue

**7 WRITING** You want to have a party. Write an invitation to a friend. Think of the time, place, what party it is, ...

My ... party

Dear ...

Please ...!

Where?

When?

Please bring ...

We have/can/want to/...





## Self-evaluation

Now I can ...	Very well	OK	Practise!
– say the names of different food and drinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– say what I want with <i>I'd like ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about healthy and unhealthy food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– read and practise a play in a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write a shopping list for food and drink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write an invitation to a party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– say what is happening with present progressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– understand when to use <i>some</i> and <i>any</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– make notes with <i>key words</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Key vocabulary

basket of	корзина (чего-либо)	packet of	пачка (чего-либо)
behind	за	parcel	посылка
bowl of	миска (чего-либо)	piece of	кусок (чего-либо)
cheese	сыр	plate of	тарелка (чего-либо)
chicken	курица	present	подарок
chips	жареный картофель	reason	причина
crisps	чипсы	sausages	сосиски
expensive	дорогой	soap	мыло
follow	следовать	station	станция
fruit juice	фруктовый сок	sweet	сладкий
fruit salad	фруктовый салат	sweets	конфеты
get off (train)	сходить с (поезда)	(be) thirsty	хотеть пить
get on (train)	садиться на (поезд)	want to	хотеть сделать (что-либо)
glass of	стакан (чего-либо)		
hide	прятать(ся)	<b>Phrases</b>	
hungry	голодный	have breakfast/	завтракать/обедать
ice cream	мороженое	lunch	
in front of	впереди (чего-либо)	lay the table	накрывать на стол
invitation	приглашение	make a mess	мусорить
invite	приглашать	be in a hurry	торопиться
jug of	кувшин (чего-либо)		
lemonade	лимонад		
next to	рядом с		

# UNIT 5

## SCHOOL: NOT JUST LESSONS

### Rehearsals for the Spring Show on 6th May

Photos by the Camera Club



The Dance Club is rehearsing with the Drama Club.



The Junior Band is practising for the big day.



The Junior Choir is singing and getting ready for the Spring Show.



The Art Club is painting a pirate ship for Wednesday's show.



The Computer Club is making the programmes. They have to be ready on 6th May!

### In this unit you will ...

- learn about clubs in British schools
- talk about things that happened in the past
- hear about a big school show
- write your diary for a day last week

### SPORTS RESULT

Year 7 Hockey  
2nd May  
Cotham 1 Bath 2

Year 7 Football  
2nd May  
Portway 1 Cotham 2

Judo (Team A)  
2nd place  
at the Bristol  
Judo  
Championships

### MOBILE PHONES

Please remember:  
Students **MAY** bring  
mobile phones to school.  
They **MAY NOT** use them  
in lessons.

#### 1 School activities

Look at the notices.

- 1 What activities have Cotham students got at school? (See p. 63, too.)
- 2 What activities have you got at your school?

#### 2 ACTIVITY A new school club

What new club would you like at your school? Make notes about it:

- The name of the club
- What it does
- Who can be in it
- When and where it meets ...

You can add pictures.

## Part

## A

## THE SPRING SHOW

## 1 LISTENING Ananda and Dilip

ex. 1

a) Look at the notices on p. 107 and listen to the conversation. Which notices are Dilip and Ananda talking about?

b) Listen again, copy the chart, make notes and then talk about the friends' clubs.

Who?	Which club?	What are they doing?
Ananda	Computer Club	They are making the programmes.
Jack		
Sophie		
Dan		
Jo		

## 2 A poster for the show

a) Why is the poster on the left interesting for Ananda, Jack, Sophie, Dan and Jo?

b) Look at the poster for one minute. Then close your book and ask your partner two questions about it.

**Cotham School • Years 7–9**  
**Spring Show**



Wednesday, 6th May,  
7.30 pm

**Dress rehearsal after school today!**

Sketches, songs and scenes  
from your favourite musicals with the  
Junior Band, Junior Choir, Dance Club,  
Drama Club

Tickets £4.50, students £3.00

Mrs Hanson is married.  
Miss White is single.

## 3 After the rehearsal: at Sophie's

Read and listen to the dialogue. Do the task below.

**Prunella:** You're late, Sophie. Where were you?

**Sophie:** I was at the dress rehearsal.

**Prunella:** How was it?

**Sophie:** It was OK. We were all very nervous because the show is tomorrow.

**Prunella:** And was the Music teacher happy?

**Sophie:** Miss White? Yes, I think she was.

**Prunella:** And were you good?

**Sophie:** Well, I wasn't bad. My group was in the big pirate scene at the end.

**Prunella:** Pirates? Wow! Oh, the show sounds so good, and I can't go.

**Sophie:** I'm sorry. Poor Prunella.

Complete Prunella's questions and Sophie's answers.

1 Where \_\_\_\_ you?

— I \_\_\_\_ at the dress \_\_\_\_.

2 \_\_\_\_ was it?

— \_\_\_\_ OK.

3 Was the \_\_\_\_ happy?

— Yes, she \_\_\_\_.



4 Were you \_\_\_\_?  
— \_\_\_\_ bad.

#### 4 LOOKING AT LANGUAGE

ex. 2

In the dialogue Prunella and Sophie are talking about the past.  
What pronouns do you use with *was* and *were*?  
Copy and complete the chart.

GRAMMAR  
FILE  
17, 18

Past simple	
Positive	Negative
I was	I <i>wasn't</i>
You ...	You ...
He/She/It ...	He/She/It ...
We ...	We ...
They ...	They ...

Use **past simple** with words and phrases like this:  
*last week, yesterday, in 2011.*

#### 5 GAME Where were you ?

exs. 3, 4, 5

Work in pairs. Ask questions to find out where you were.

**A:** *At 4 o'clock last Saturday. Were you at home / at judo lessons /... ?*

**B:** *No, I wasn't. / Yes, I was.*

Below are some words you can use.

Places	Times
at home	yesterday after school
in town	last weekend
at school	on Monday
in my room	before lessons
at the cinema	on Sunday
at judo lessons	Last Saturday
...	...

#### 6 VOCABULARY Verbs

ex. 6

Complete the phrases with the correct verb below.  
There are two extra verbs.

design • hear • make • phone • rehearse • show •  
sound • use

- \_\_\_\_\_ for the show
- \_\_\_\_\_ the programmes for the Spring Show
- \_\_\_\_\_ the computer
- \_\_\_\_\_ your friend about the show
- \_\_\_\_\_ the guests their rooms
- \_\_\_\_\_ a poster for the show

## Part A

## PRACTICE

## 1 Present simple

Complete the sentences about the SHoCK Team with the *present simple* form of the verbs below. Then put them in the right order. There is one extra verb.

be (x3) • follow (x2) • get off • get on • give • have got • plan • run • see • start • talk • tell • think • walk • watch • wear

- A Mr Green \_\_\_\_ out of the station and Ananda \_\_\_\_ him.  
 B One day there \_\_\_\_ a scary man at Mr Green's door.  
 C *Jack's family has got a B&B, the Pretty Polly B&B. There \_\_\_\_ a new guest there, Mr Green. = 1*  
 D When Jack \_\_\_\_ the man in black, he \_\_\_\_ away.  
 E They \_\_\_\_ to \_\_\_\_ Mr Green. One Saturday Ananda \_\_\_\_ Mr Green to the station.  
 F He always \_\_\_\_ sunglasses, and he never \_\_\_\_ to the other guests. Jack \_\_\_\_ Mr Green \_\_\_\_ a spy or a bank robber.  
 G Jack \_\_\_\_ his friends about it, and they \_\_\_\_ a team of detectives, the SHoCK Team.  
 H A woman \_\_\_\_ the train from London and \_\_\_\_ Mr Green a little parcel. Then she \_\_\_\_ a train to London.

## 2 GRAMMAR Was/were: positive and negative statements

a) Complete the email with the words below.

was (x4) • were (x5) • wasn't (x4) • weren't

## Subject: My day

Hi Jim,

Thanks for your email. I 1 \_\_\_\_ here yesterday, so I'm writing now. Today is over! I'm so happy! There 2 \_\_\_\_ a lot of work at school. First there 3 \_\_\_\_ seven lessons, then there 4 \_\_\_\_ the dress rehearsal for the show tomorrow. We 5 \_\_\_\_ all very nervous, but the rehearsal 6 \_\_\_\_ good. My drama group 7 \_\_\_\_ very good. Their costumes 8 \_\_\_\_ great, but there 9 \_\_\_\_ enough, so there 10 \_\_\_\_ two boys in jeans! The pirates 11 \_\_\_\_ really scary. We've got a nice new music teacher, but she 12 \_\_\_\_ very happy! The choir 13 \_\_\_\_ very good, I'm afraid. But the band 14 \_\_\_\_ too bad.

b) Write an email (three or four sentences) to a friend about yesterday.

## 3 GRAMMAR Was/were: questions and short answers

Use the chart and ask your partner questions. He/She gives short answers.

Was	you	at home	yesterday?
Were	your mother	at school	at the weekend?
	your father	at work	... ?
	your friends	in the garden	
	your grandparents ...	at the shops ...	

**A:** *Was your mother in the garden yesterday?*

**B:** *Yes, she was. / No, she wasn't. / I don't know. / I can't remember.*

#### 4 GRAMMAR Was/were: wh-questions

a) Form 7PK is asking Mr Kingsley about his schooldays. Complete their questions with *what, when, where, who* or *how* + *was/were*. Match questions 1–5 with answers A–E.

- |  |   |
|--|---|
| 1 ____ your old school?                | <b>A</b> It was English, of course!                                   |
| 2 ____ your favourite subject?         | <b>B</b> I was eleven.  |
| 3 ____ your best friends?              | <b>C</b> It was in Bristol.   |
| 4 ____ old ____ you on your first day? | <b>D</b> They were two boys – Mike and Winston.                       |
| 5 ____ long ____ you at that school?   | <b>E</b> I was there from ... Mmm, no, I don't want to tell you that! |

b) Ask your family members these questions. Tell the class their answers.

#### 5 GRAMMAR Was or wasn't?

Complete the report with *was/were* or *wasn't/weren't*.

#### THE HOCKEY MATCH WAS GREAT by Jack Hanson (7 PK)



Last Saturday the girls of year 7  
 1 \_\_\_\_ in Bath. All the players  
 2 \_\_\_\_ nervous because it 3 \_\_\_\_ the  
 last match of the school year. They  
 4 \_\_\_\_ (not) bad. Ananda 5 \_\_\_\_ very  
 good. She 6 \_\_\_\_ happy at the end.  
 Sarah 7 \_\_\_\_ (not) good. She made lots  
 of mistakes. But the result 8 \_\_\_\_ (not)  
 bad: Cotham 2 — Bath 2.

#### 6 VOCABULARY What is it?

a) Find the right English word below. There are three extra words.

article • autumn • band • choir • club • diary • drama • spring • ticket

- 1 A group of people singing together — ...
- 2 A group of people playing instruments together — ...
- 3 You have to buy one to watch a show — ...
- 4 It comes after winter and before summer — ...
- 5 A text in a newspaper — ...
- 6 It's a small book where you write about your day — ...

b) Give the opposites.

- 1 old — ...
- 2 hot — ...
- 3 start — ...
- 4 boring — ...
- 5 tomorrow — ...



# Part B

## WHAT'S MR GREEN PLANNING?

### 1 After the rehearsal: at Jack's

ex. 1

Read and listen to the text. Do the task below.

Jack was home at 6 o'clock. "Hi, Mum. Hi, Dad – I'm home!" he shouted. "I'm in here, Jack," his dad answered from the kitchen. "How was your rehearsal?" "We were fantastic, Dad! Yesterday we were terrible! But today the band played two songs without a mistake." "That's great. Mum and I can't wait to see this show. We talked about it last night." "Where is Mum?" Jack asked.

"Upstairs, I think. She was here a minute ago." Jack stopped at Mr Green's room. There were people in there. Jack listened. "Look at this!" It was Mr Green. Then there was another voice. It was very quiet. It was a woman's voice, but who was it? The woman talked again. Then Jack realised that the woman was his mother. Jack walked to the stairs. "I have to tell the SHOCK Team. But ... my mother – a part of this?!"

Who was it? Complete the sentences.

- 1 Jack shouted.
- 2 ... asked about the rehearsal.
- 3 ... asked about his mum.
- 4 ... listened at Mr Green's door.



Ago comes after a noun:  
a minute **ago**  
a month **ago**

GRAMMAR  
FILE  
19

### 2 LOOKING AT LANGUAGE

exs. 2, 3, 4

a) When was it? Find the time words and phrases in the first part of the text: *at 6 o'clock ...*

b) Give the *past simple* form of these verbs from the text.

answer • ask • listen • play • shout • talk • walk

c) Find the two other verbs in *past simple* in the second part of the text. How are the spellings different?

### 3 Now you

Use the time phrases and the verbs and tell your partner what you did.

*A: Yesterday evening I played cards. What about you?*

*B: I called my grandma. At the weekend I ...*

yesterday evening • last Wednesday • two weeks ago • on my last birthday • ...

helped • listened to • played • talked to • watched • ...



#### 4 LISTENING Pirate King

a) Listen and number the pictures A–D on the right in the order you hear about them.

b) **ACTIVITY** Listen again. Act the pirates' jobs with the Cotham students. Sing the chorus.

**All:** For I am a Pirate King!  
And it is, it is a glorious thing  
To be a Pirate King!  
For I am a Pirate King!

**Girls:** You are!

**Boys:** Hurrah for the Pirate King!

A

4

3

B

C

5

D

In this sentence *to* means «чтобы»:  
*We went to school early to meet the SHoCK Team.*

#### 5 Dan's diary

ex. 5

Read and listen to Dan's diary. Do the task below.

Tuesday, 5th May

After school we had our dress rehearsal for the Spring Show. It was good. The pirate scene was fantastic — our ship looked really great. Jo had his patch on his right eye at first and on his left eye at the end. He sang the pirate song all the way home! He thinks he has got a great voice. He hasn't — I know!!!

Came home late, had dinner, did my homework. It's time for bed. I'm really tired!

SHoCK Team: Jack phoned. He said Green is planning something. Jack is afraid that his mother is helping him.

Wednesday, 6th May

SHoCK Team: We went to school early today to meet the SHoCK Team. Ananda and Sophie don't think Mrs Hanson is a spy, but Jack, Jo and I aren't so sure. Sophie saw Green in a supermarket yesterday. He was alone.

The Spring Show is this evening. I hope it's good — but Jo is a pirate, so ...

**Answer the questions.**

- 1 What does Dan say about the dress rehearsal?
- 2 What does he say about his brother's voice?
- 3 Who thinks Jack's mum is a spy? Who doesn't?
- 4 Why does Dan go to school early?

#### 6 LOOKING AT LANGUAGE

Find the *irregular past simple* forms in the text. What are the *infinitives*?

*came* → *come*

GRAMMAR  
FILE  
19

#### 7 PORTFOLIO Your diary

ex. 6

Write your diary for a day last week. It can be a real day, a funny day, a day you dreamed about ...



# Part B PRACTICE

## 1 VOCABULARY School clubs

a) What can you do in the Cotham school clubs? Think of pairs of verbs and nouns.

b) Check your partner's list. Can you add more pairs to your list?

c) Make small groups. Each person gets three pieces of paper and writes a verb and a noun from his/her list on each. Put the paper in a box. In turns, take out a piece of paper and mime the activity. Can the group guess what the person is doing and which club he/she is in?

*A: You're shouting.*

*B: No, I'm not shouting.*

*C: You're singing! You're in the choir.*

*B: Right. Your turn.*

verb	noun
sing	songs (in the choir)
learn	dances (in the dance club)
play	the clarinet (in the band)
paint	...
...	

play in  
the band

sing in  
the choir

Paint

## 2 GRAMMAR Past simple: regular verbs in positive statements

a) Complete the sentences with the *past simple* form of the verbs in brackets.

A hundred years ago children usually 1 \_\_\_\_ (start) school early in the morning. They 2 \_\_\_\_ (walk) to school, and after school they often 3 \_\_\_\_ (help) their parents in the house or garden. Lessons 4 \_\_\_\_ (look) very different. The teachers 5 \_\_\_\_ (talk) all the time, and the children 6 \_\_\_\_ (listen) to them. They never 7 \_\_\_\_ (work) in groups, 8 \_\_\_\_ (talk) to their partners, or 9 \_\_\_\_ (play) games in the lessons.

b) Write about your first year at school. Use words and phrases below or from a).

My teacher	often	answer • ask • help •	questions.
I	never	laugh • listen to • play •	groups.
We	sometimes	shout (at) • talk (to) •	Mum.
My school	always	watch • work • ...	music.
...	...		...

*In my first year at school I often answered questions. My teacher never ...*

## 3 GRAMMAR Past simple: regular verbs in positive statements

Tell your partner what Jo did after school last week. Then ask about Dan.

*A: On Monday Jo played football. What about Dan?*

*B: He ... On Tuesday Dan ... What about Jo?*

	Jo	Dan
Monday	play football	watch TV
Tuesday	start his Maths project	clean his dad's car
Wednesday	work on his Maths project	listen to music
Thursday	call his mum	call his mum
Friday	listen to sports on the radio	play cards with Jack





#### 4 PRONUNCIATION Past forms

a) Look at the different pronunciations of **-ed**.

**blue verbs -ed** ([d]/[t] = no syllable)

Liz **liked** lists.

Pat **played** the piano.

**red verbs -ed** ([ɪd] = extra syllable)

Harry **hated** homework.

Sheila **shouted** "Shush"!

Now listen and put the verbs in a **red** or a **blue** list:

*watched*

*started*

b) Read the poem out loud to your partner. Then listen and check your pronunciation: is it [-ɪd], [-d] or [-t] at the end?

I climbed a tree and looked for Lee.  
I wanted to play, I waited all day.  
Lee shouted, "You clown!  
Why don't you come down?"  
I loved that tree, but I hated Lee.

#### 5 GRAMMAR Past simple: positive statements

a) Complete Dan's report about Mr Green with the *past simple* form of the verbs in brackets.

19.35: Green *went out*. He ...

##### SHoCK Team Report Card

19.35 Green **1** \_\_\_\_ (go) out. He **2** \_\_\_\_ (have got) a little parcel.

19.38 Outside the house he **3** \_\_\_\_ (look) left and right.

19.39 Then he **4** \_\_\_\_ (start) to walk to the end of the street.

19.42 The man in black **5** \_\_\_\_ (come) out of a shop.

19.46 Green **6** \_\_\_\_ (see) him and **7** \_\_\_\_ (start) to run.

19.47 I **8** \_\_\_\_ (follow) Green.

19.52 Green **9** \_\_\_\_ (go) back to the B&B. He **10** \_\_\_\_ (be) very nervous.

b) Make your own sentences in *past simple* with the verbs in the report.



#### 6 LISTENING A sketch from the Spring Show: "The elephants"

a) There are six people in this sketch: three kids, a man, a woman and the ticket inspector. Listen and put the sentences in the right order.

- A The ticket inspector comes and tells the man he has to stop.
- B The friends are happy because they can sit.
- C The friends ask the man why he is doing that. He says he's scaring away elephants.
- D The woman says her elephant is very afraid.
- E A man starts to throw pieces of paper out of the window.



**EXTRA**

b) Your teacher can give you the sketch.

Then you can act it out. How can you make the train in your classroom? What other things do you need?

## Part



# THE SHOW WAS GREAT!

## 1 LISTENING After the Spring Show

ex. 1

a) Listen to the end of the show. Listen to the things the families said about it.

b) Listen to the end of the show again and take notes.

	liked/didn't like the show	what did they like/didn't they like?
Mrs Carter-Brown	✓	great, dancing was ..
Emily	...	...
Ananda		
Mr Shaw		
Dan		
Jack		

c) Now check your answers in a group.

## 2 An article for a school magazine

ex. 2

Read and listen to the text. Do the task below.

Five weeks after the Spring Show, Ananda wrote this report for the school magazine.

### THE COMPUTER CLUB *by Ananda Kapoor (7PK)*

It was a good year for the Computer Club. The school is still talking about the Spring Show — well, we were a part of that. We didn't go up on stage, of course: we designed the programmes. We made a CD cover, too. We didn't have a lot of time for the job, but we were happy with it.

The highlight of our year was our internet project. We linked up with a school in St Petersburg. We found out that Russian schools are very different! For example: there's almost no school uniform in Russia, and school starts at 8.30. I didn't know that. We often write to our Russian e-friends and swap information.

*To all school clubs!*

How was your year? Did you do anything special?

Did you go on a trip? Where did you go?

What did you do there? What did you see?

Tell us about it. Write a report for our next magazine!

**What did the Computer Club do last year? What didn't they do? Choose the correct verb form.**

- 1 It \_\_\_\_ (was/wasn't) part of the Spring Show.
- 2 They \_\_\_\_ (went up/didn't go up) on stage.
- 3 They \_\_\_\_ (made/didn't make) a CD cover.
- 4 They \_\_\_\_ (had/didn't have) a lot of time.
- 5 They \_\_\_\_ (made/didn't make) the programmes.
- 6 They \_\_\_\_ (linked up/didn't link up) with a school in St Petersburg.





### 3 Russian schools, English schools

How is your school different from Cotham School? Make a chart or a mind map. Find four more different things.

My school	Cotham School
School starts at ... Clubs at my school ...	School starts at ... ...



### 4 LOOKING AT LANGUAGE

exs. 3, 4, 5

a) Make negative statements and questions.

Positive	Negative	Question
She followed Mr Green.	<i>She didn't ...</i>	<i>Did she ... ?</i>
They had a lot of time.	<i>They ...</i>	<i>... ?</i>

GRAMMAR  
FILE  
20, 21

b) What is the rule for negative statements and questions?

### 5 GAME Making sentences

ex. 6

Work in teams. Two teams play together.

**Team A:** Call a number from the list below.

**Team B:** Make sentences with the verb.

You have 30 seconds. Who has got the most sentences?

- |               |                |
|---------------|----------------|
| 1 didn't call | 5 didn't talk  |
| 2 didn't come | 6 didn't walk  |
| 3 didn't have | 7 didn't want  |
| 4 didn't hear | 8 didn't write |

**Team A:** Number 5!

**Team B:** We didn't talk in class today.

### 6 EVERYDAY ENGLISH How was your weekend?

a) Can you say these things in English?

- 1 Они хорошо выступали? • 2 Неплохо. • 3 Конечно, ты можешь. •  
 4 Он был там со своим другом? • 5 Как прошли твои выходные? •  
 6 Да, я один. • 7 Где ты был в воскресенье?

b) Complete the dialogue with your answers to a) and practise it with a partner. There is one extra sentence in a).

A: \_\_\_\_?

B: \_\_\_\_\_. I was at a school show and saw two bands.

A: \_\_\_\_?

B: The second band was great. I want to see them again.

A: Can I go with you?

B: \_\_\_\_\_. How was your weekend?

A: I went into town early on Saturday morning.

B: \_\_\_\_?

A: I went to a basketball game. I saw your brother there.

B: \_\_\_\_?

A: No, he was alone.





# Part C PRACTICE

## 1 VOCABULARY Prepositions

Complete Ananda's email to her cousin Jay with the correct *prepositions*.

Subject: Dress rehearsal

Dear Jay,

The dress rehearsal **1** *for* (from/for) our Spring Show was great! All the children were very nervous. I'm not **2** \_\_\_\_ (in/on) the show, but I am **3** \_\_\_\_ (at/in) the Computer Club, and we made the programmes. The children practised every day **4** \_\_\_\_ (for/after) school. Then, **5** \_\_\_\_ (at/on) Tuesday, 5th May, the dress rehearsal started **6** \_\_\_\_ (on/at) 4 o'clock. Jo was one **7** \_\_\_\_ (of/from) the pirates. He had a patch **8** \_\_\_\_ (on/at) his right eye first, then **9** \_\_\_\_ (on/at) his left. Jack was very good **10** \_\_\_\_ (in/on) the band. We all listened **11** \_\_\_\_ (from/to) the music and watched the scenes **12** \_\_\_\_ (of/from) different musicals. **13** \_\_\_\_ (At/After) the end **14** \_\_\_\_ (for/of) the rehearsal we were all very happy. We're ready **15** \_\_\_\_ (at/for) the show tomorrow! Do you have shows **16** \_\_\_\_ (at/in) your school **17** \_\_\_\_ (on/in) New York? Tell me **18** \_\_\_\_ (from/about) them.

Love,  
Ananda

## 2 GRAMMAR Past simple: negative statements

a) Mr Shaw wanted to do lots of things last weekend. Look at his list: say what he *didn't do*.

clean my bike  
invite Indira to dinner ✓  
check the boys' bikes ✓  
call Grandma Thompson  
help the boys with their homework  
work in the garden  
talk to the boys about the holidays  
answer Catherine's email  
give the neighbours their book back  
listen to my new CD ✓

*Last weekend Mr Shaw didn't clean his bike.*



b) Make a list of your usual weekend activities. Then tell a partner about last weekend. What *did you do* and what *didn't you do*?

*At the weekend I often visit my grandma and go swimming.*

*Last weekend I visited my grandma, but I didn't go swimming.*

## 3 GRAMMAR Past simple: negative statements

The following sentences are wrong. Say what's

wrong. Use *didn't* and the phrases in brackets.

1 200 years ago children watched TV in the evenings.  
(listen to stories)

*200 years ago children didn't watch TV in the evenings.  
They listened to stories.*

- 2 They went to school in cars. (walk to school)
- 3 Girls and boys went to school together. (go to different schools)
- 4 After dinner mums put plates in the dishwasher. (wash them in the sink)
- 5 Dads helped in the kitchen. (...)
- 6 Boys played computer games after school. (...)
- 7 Girls watched football matches. (...)

#### 4 GRAMMAR Past simple: regular and irregular forms

Complete the sentences with the **past simple** form of the verbs in brackets.

- 1 The Spring Show *was* (be) last month.
- 2 After the show Dan \_\_\_\_ (say), "I \_\_\_\_ (think) the pirate ship \_\_\_\_ (look) great."
- 3 But Jo \_\_\_\_ (not like) the pirate ship.
- 4 The Dance Club \_\_\_\_ (not dance) first. They \_\_\_\_ (have to) wait till the end.
- 5 The Hansons \_\_\_\_ (watch) the show.
- 6 "The band \_\_\_\_ (not be) nervous," Mrs Hanson \_\_\_\_ (say) after the show. "They \_\_\_\_ (sound) good."
- 7 "And the choir \_\_\_\_ (be) great too," \_\_\_\_ (say) Mr Hanson.
- 8 At the end of the show there \_\_\_\_ (be) a big pirate scene.
- 9 Everything \_\_\_\_ (look) good. The students \_\_\_\_ (not make) any mistakes.
- 10 The show \_\_\_\_ (not be) just good, it \_\_\_\_ (be) great!

#### 5 GRAMMAR Past simple: questions

Make questions 1–7 with **did** and match them with answers A–G.

- 1 the choir: sing at the Spring Show  
*Did the choir sing at the Spring Show?*
- 2 the students: play scenes from films too?
- 3 Jack: sing in the choir?
- 4 Jo: make any mistakes at the dress rehearsal?
- 5 the Computer Club: finish the programmes?
- 6 Dan: dance in the show?
- 7 Sophie's parents: think the show was terrible?

- A No, he didn't. But he helped to paint the pirate ship.
- B No, they didn't. They thought it was fantastic.
- C Yes, they did. They played a scene from the film *Billy Elliot*.
- D No, he didn't sing. He played in the band.
- E ~~Yes, they did. They sang songs from different musicals.~~
- F Yes, they did. Ananda was very happy.
- G Yes, he did. He made a mistake with his patch.

#### 6 GRAMMAR QUIZ Past simple: questions

a) Make five teams. Each team chooses one unit from the book (from Welcome to Unit 4) and writes five questions in **past simple** about it.

b) Each team reads its questions aloud. The other teams write their answers on a piece of paper. Then each team corrects the answers to its quiz. The team with most correct answers wins.

##### Unit 4 Quiz

(Aleksei, Irina, Vera, Vitaly)

1 Where did Mr Green go to meet the woman with the parcel? ...

##### Welcome Quiz

(Alexandra, Diana, Oleg, Yuri)

1 Where did Sophie first see Prunella? ...

## Extended reading

### SKILLS FILE

5

### STUDY SKILLS How to understand new words

Чтение текста доставит больше удовольствия, если ты не будешь искать перевод каждого слова в словаре. Иногда значение слова не важно: без него можно понять, о чём говорится в тексте. Это умение называется «языковой догадкой».

Read the story and do the tasks on the next page.

## A PIRATE STORY

*The Caribbean, 1719*

It was 2 o'clock in the morning. It was dark. The *Silver Swordfish* was quiet. All the sailors were on land. Two men ran to the ship: Mr Bonny and his captain, Jack Rackham. They had swords and pistols. Their men watched and waited. Without a sound Captain Rackham and Bonny climbed on the ship.

"Who goes there?" called the one sailor on the ship.

"A friend!" said Mr Bonny. "But not *your* friend!" And he took out his sword ... Captain Rackham called his men. They ran to the ship.

"We sail tonight, men!"

Captain Rackham and his men sailed for three days and three nights. On the fourth day the lookout saw a ship. "Ship!" he shouted.

The pirates saw that it was a Spanish galleon.

"There's gold on that galleon," said one of the pirates. "And we want it!"

The *Silver Swordfish* took the galleon and all the sailors on it. Mr Bonny started to take the gold back to the *Silver Swordfish*. Suddenly he saw a cabin boy.

"You!" he shouted. "Help me with this gold!"

"Yes, sir," said the boy. He was very scared.

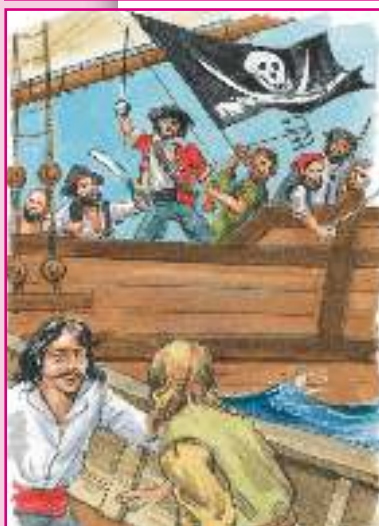
At last all the gold was on the *Silver Swordfish*. "You, boy!" said Mr Bonny to the cabin boy. "What's your name?"

"Jonah," said the boy.

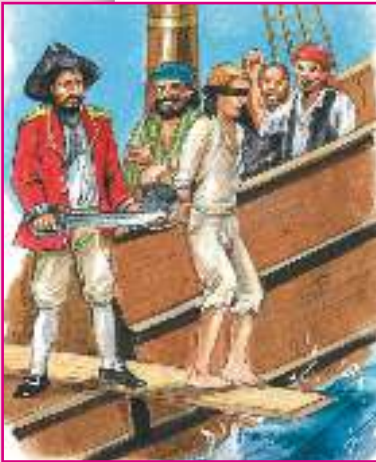
"Jonah!" shouted Mr Bonny. "Go and clean the captain's cabin. Now!"

The cabin boy did his work. Then he sat down. "Just for a minute," he said. But he was very tired, and soon his eyes closed. When the captain and Bonny came into the cabin, it was night, and they didn't see the boy. Later Jonah opened his eyes. At the table sat Captain Rackham and a beautiful woman. But who was the woman?

"Ah, my pretty Ann Bonny!" the captain said.







“Ann Bonny!” shouted Jonah. Suddenly all was clear. “But, but ... a woman on a ship is bad luck!”

Then the captain and Ann Bonny saw Jonah.

“Bad luck for you, boy!” Ann Bonny said. “Our secret goes to the bottom of the sea ... with you!”

Boom ... boom ... boom. The sound of a drum, the sea and the wind. All the men were on deck. The boy was on the plank. The captain pushed him with his sword.

“Walk, boy, walk!”

“Yeah. Walk the plank!” shouted the pirates.

The boy took a step. The captain pushed. He took another step, and another ... and then: down, down, down ...

THUD!

Jo opened his eyes. He was cold ... and on the floor of his room. Dan was in the other bed.

“Hurrah for the Pirate King?” Jo said. “I don’t think so!”



a) Below are some new words from the story. Did you ...

- understand them from the pictures?
- understand them because they are like Russian words or other English words?
- understand them from the context?
- check them in a dictionary?

cabin • captain • galleon • gold • pistol • plank • sailor • scared • secret • silver • sword /sɔ:d/ • wind



b) Look at these three headings for different parts of the story. Where can you put them? Check with a partner.

The gold • Jonah in danger • The ship

c) Read the following sentences. Which heading do they go with? Put the sentences in the right order.

- A Bonny told Jonah to help.
- B Captain Rackham and Bonny climbed up on the *Silver Swordfish*.
- C Jonah saw a beautiful woman.
- D It was night in the captain’s cabin.
- E Jonah was on the plank. The captain pushed him.
- F The *Silver Swordfish* took a Spanish galleon.



d) Make a comic. Draw a picture for each sentence in c). Write speech bubbles for your pictures. Put your comic on the wall and read the other students’ comics.

e) Find the words in the text that mean the opposite of:

light • noisy • open • ugly • top • pull • up • hot

# Window on the world

## Summer camps in the USA

Summer camps for boys and girls started in the USA many years ago to keep them busy in summer. Children from big cities camped in woods, swam in lakes, had adventures and saw nature.

Today children may choose from hundreds of activities for their holidays. And they are not all about canoeing and camping. Here are some very different camps.



### Dinosaur Camp

Children learn about the world of dinosaurs and look for bones and fossils.

### Spy Camp

"Detectives" learn to drive, to understand secret codes and many other things. At the end they have to go on a secret mission.

### Space Camp

Children build and fly model rockets. They learn to fly a spaceship.

### Fashion Camp

Children learn to design and make trousers, skirts, shorts and other clothes.

### Circus Camp

The teachers are clowns and actors. The children learn to walk on stilts! They learn to laugh and to work in a team.

### a) Read the texts. Answer the questions.

- 1 When and why did summer camps start?
- 2 What did children do at the first camps?
- 3 What can they do today?

### b) Some of your friends want to go to a summer camp. Choose one camp for each of them and say why.

- 1 Boris likes adventure stories.
- 2 Viktor likes history.
- 3 Evgeniya is interested in science.
- 4 Dima always knows very funny stories.
- 5 Anastasiya often buys new clothes.

### c) Which camp are you interested in? Why?

### d) Think of an idea for a new camp. Make a poster and present it to the class. Search the Internet for ideas.





## Russian corner

### School clubs and activities

Hello, my name is Petya, and I'm 11 years old. We've got some great clubs at my school in Voronezh!

#### Theatre in English

This is a club for pupils who like to speak English. We learn to act on stage, sing songs and practise our English. It's great fun! The photo shows a scene from our Summer Show "Wales — land of mountains and song".



#### Dance Club

Do you like to dance? We have a dance club where you can learn Russian dances and dances from round the world. Or if you like modern dance, there's the **Hip-hop Club**.



#### Ecology Club

This is my favourite club. There's a small pet zoo with rabbits, a parrot called Kesha and fish. And there's a garden with different plants and vegetables. We have a timetable with the names of the pupils who have to feed the animals and clean the cages before and after classes.

#### Arts and Crafts Club

Do you like to make things with your own hands? We use lots of different things: clay, paint, paper, stones, wool, wood ... and we design and make bags, dolls, flowers, models, masks, etc.! They are presents for family and friends, or sometimes we put them in the classroom. I'm making a model plane for a school show.



#### a) Read the texts. Choose a club for new pupils.

- 1 Elena is unhappy that she can't have a pet at home.
- 2 Vera likes to dance, but she doesn't like old dances.
- 3 Vasily likes English and making models. But he's afraid to act on stage.

#### b) Make a sentence about these words in the text:

<i>Kesha</i>	presents
model plane	timetable
modern dance	Wales
own hands	zoo
plants and vegetables	

*Kesha is the name of the Ecology Club's parrot.*

- c) Did your family members have clubs in their schools?  
Ask them about them and tell the class.





# Cross-curricular studies: literature

## Poetry Club

Here are some poems they read in Cotham School's Poetry Club last week.

### THE POETRY UNITED CHANT

WHAT DO WE WANT? clap clap clap  
WHAT DO WE LIKE? clap clap clap  
WHAT DO WE LOVE? clap clap clap

GIVE US A P clap clap clap  
GIVE US AN O clap clap clap  
GIVE US AN E clap clap clap  
GIVE US A T clap clap clap  
GIVE US AN R clap clap clap  
GIVE US A Y clap clap clap

GIVE US THE RHYTHM ... POETRY  
WHAT WE WANT IS POETRY



clap clap clap  
clap clap clap  
clap clap clap

YES!

*Les Baynton*

### RAIN

There are holes in the sky  
Where the rain gets in,  
But they're ever so small  
That's why rain is thin.

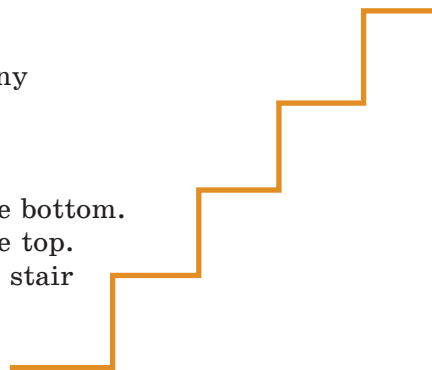
*Spike Milligan*



### HALFWAY DOWN

Halfway down the stairs  
Is a stair  
Where I sit.  
There isn't any  
Other stair  
Quite like  
It.  
I'm not at the bottom.  
I'm not at the top.  
So this is the stair  
Where  
I always  
Stop.

*A.A. Milne*



### BLUE IS THE SEA

Blue is the sea,  
Green is the grass,  
White are the clouds,  
As they slowly pass.  
Black are the crows,  
Brown are the trees,  
Red are the sails  
Of a ship in the breeze.

*Anonymous*



a) Do "The Poetry United Chant" in class.

b) Read and listen to the poems. Now read them aloud.

c) Choose one of the poems. Draw or take a picture to go with it. Put it in your PORTFOLIO.

d) Learn your poem by heart. Say it for the class, or act it out.

e) Write a poem like "Blue is the sea". Write each line in the right colour. You can draw pictures too.

# Checkpoint

**1 GRAMMAR** Look at the picture on the right and complete the paragraph about the pet show with the words below.

was • were • wasn't • weren't

There **1** \_\_\_\_ a pet show in Bristol last week. There **2** \_\_\_\_ some beautiful cats – but they **3** \_\_\_\_ very clever. One cat **4** \_\_\_\_ beautiful – but he was very clever. Look!

**2 GRAMMAR** Look at the pictures and complete the sentences with the *past simple* form of the verbs.



- clean **1** \_\_\_\_\_ her bike.
- make **2** \_\_\_\_\_ a chocolate cake.
- go **3** \_\_\_\_\_ to his judo lesson.
- practise **4** \_\_\_\_\_ the guitar.
- Did Jo \_\_\_\_\_ after ten o'clock?
- Becky and Lucy \_\_\_\_\_ their friends.

**3 GRAMMAR** Look at Jack's list on the right. Say what he *did* and what he *didn't do*.

**4 VOCABULARY** Clubs and activities

Where can you do these things? Give the names of the clubs.

- 1 You can act in plays in the ...
- 2 You can paint pictures in the ...
- 3 You can sing songs in the Junior ...
- 4 You can do jazz dance in the ...
- 5 You can play the clarinet in the Junior ...

**5 WRITING** Write an email to a friend about what you did last weekend. Use *past simple*. Here are some ideas:

do sport • see friends • have visitors •  
go to the park/the shops • watch TV/DVDs • ...

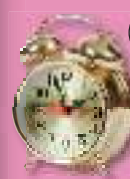
Dear ...

I had a great weekend. On Friday I ...

What can you do now?



get up



**5**

**6**

call



- go shopping with Ananda ✓
- clean my bike ✓
- play the clarinet
- clean Polly's cage
- call Dan and Jo
- watch my new DVD
- make a birthday calendar ✓
- do my homework ✓

## More practice

### 1 GRAMMAR A weekend with the Carter-Browns

a) Mrs Carter-Brown wasn't at home. Mr Carter-Brown and the children were alone. What did they do? Use the verbs below. Put them in *past simple*. There are two extra verbs.

bring • go • help • make • call • realise • watch • work



- 1 On Saturday morning Mr Carter-Brown \_\_\_\_ in the garden.
- 2 In the afternoon Sophie \_\_\_\_ to the dress rehearsal for the Spring Show.
- 3 Emily \_\_\_\_ TV on Saturday evening.
- 4 On Sunday morning Toby \_\_\_\_ breakfast with his dad.
- 5 On Sunday afternoon Emily \_\_\_\_ Grandma.
- 6 On Sunday evening Sophie \_\_\_\_ Toby with his homework.

b) On Monday evening Mrs Carter-Brown called her husband and wanted to know everything about the weekend. What were her questions and her husband's answers? Use *past simple* and *short answers*.

- 1 You / work / in the garden?  
*Did you work in the garden? – Yes, I did.*
- 2 Sophie / go / to the dress rehearsal for the Spring Show?
- 3 Emily / play / with Hannah?
- 4 Sophie / help / you / in the kitchen?
- 5 Emily / call / Grandma?
- 6 Sophie / help / Toby / with his homework?

### 2 PRONUNCIATION

Copy the chart below and put the verbs in the right column.

asked • climbed • hated • played • shouted • started • talked • waited • wanted • worked

-ed NO extra syllable	-ed extra syllable
asked	wanted
...	...



### 3 READING Jack's diary

Read Jack's diary. Then put the sentences in the right order.

**Tuesday, 5th May**

The Cotham students got ready for the Spring Show. It was the dress rehearsal for the Drama Club. They rehearsed the big pirate scene. The Junior Band was there, too. We practised for the big day. I played the clarinet. All the students were nervous, and we made a lot of mistakes. Miss White, the music teacher, wasn't very happy, but she didn't say anything.

**Wednesday, 6th May**

The Assembly Hall was full of parents and teachers. They couldn't wait to see the Spring Show. The stage looked like a train. The Drama Club students did the elephant sketch. It wasn't very good, but the parents were happy to see their children on stage.

After that it was the Dance Club's turn. They danced to the music of some musicals. Sophie's group was in the big pirate scene at the end. There was a big painting of a pirate ship on stage. Jo was one of the pirates. He sang the pirate song and he made a lot of noise. After the show the students were all happy. I think I was really good – I played the songs without any mistakes!

- A The Drama Club had their dress rehearsal today. = 1
- B At the end, the Drama Club played the big pirate scene.
- C We made a lot of mistakes. I don't think Miss White liked that.
- D I was really happy when the show was over!
- E The Spring Show was this evening.
- F Our band was at the rehearsal, too. I was really nervous.
- G Then the Dance Club did some dancing.
- H The elephant sketch came first, but I think it was boring.
- I Jo was really funny! He played a pirate and made a lot of noise.

### 4 GRAMMAR

Complete Michelle's essay with the correct prepositions below.

about • at • for • from • in • on • to (x2)

#### My first day at school

I went 1 \_\_\_\_\_ my new school on Monday. It was very nice. The teacher, Miss Hill, was friendly and we were 2 \_\_\_\_\_ a new classroom. There were new books 3 \_\_\_\_\_ our English lesson, and our teacher told us 4 \_\_\_\_\_ Bristol. After that we went 5 \_\_\_\_\_ our Maths lesson. That was 6 \_\_\_\_\_ 10 o'clock to 11 o'clock. It was boring! My new school has an Art Club. It is 7 \_\_\_\_\_ 5 pm 8 \_\_\_\_\_ Wednesdays. I want to go. I like Art!

## Self-evaluation

Now I can ...	Very well	OK	Practise!
– talk about school clubs and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– listen to and understand people talking about the Spring Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– understand a school magazine article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– compare British and Russian schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– read a diary text and write a diary about my day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use past simple to talk about the past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– make questions and negative sentences in past simple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Key vocabulary

art	искусство	rehearse	репетировать
article	статья	report	доклад
autumn	осень	result	результат
band	оркестр	ship	корабль
choir	хор	show	представление
costume	костюм	sound	звучать
diary	дневник	spring	весна
dress rehearsal	генеральная репетиция	stage	сцена
extra	лишний	summer	лето
for example	например	sure	уверенный
junior	младший	swap	обмениваться
may	мочь	tired	уставший
mistake	ошибка	voice	голос
paint	красить	winter	зима
practise	тренироваться	yesterday	вчера
		best friends	лучшие друзья
		I can't wait to see ...	Не могу дождаться...



# UNIT 6

# GREAT

# PLACES

# FOR

# CHILDREN

## In this unit you will ...

- do a project about interesting places to visit
- do a presentation in English
- talk about plans in the future



**Explore-at-Bristol:**  
touch a tornado



**The SS Great Britain:**  
see a great old ship



**Cabot Tower:** climb it and see Bristol



**Harbourside:** enjoy the old heart of Bristol



**Clifton Suspension Bridge:** walk or ride your bike over it

## Photos of Bristol

Look at photos A—F. Which places would you like to visit? Why?

*I'd like to go to Harbourside. You can sit near the water / go on a boat trip / meet your friends / ... there.*

*Yes, I'd like to go there too.*

*No, I wouldn't like to go there. I don't like boats / museums / ...*



# Part A

## THE PROJECT

### 1 My home town

Talk about the place where you live.

I live in ... It's a city/town/village.

I live in a flat/house.  
I like/don't like it because  
my bedroom/the  
garden/... is ...

There's a park/church/  
shopping centre/... in our ...  
It's great/interesting/...

It's near / a long way  
from my school / the city  
centre / ...

... is a great place / boring  
for kids because ...



### 2 LISTENING Form 7PK's project

exs. 1, 2

Listen to part of the lesson and answer the questions.

- Which photo does Mr Kingsley talk about?
- Which *three* questions do the students have to answer?
  - Is it easy to get there?
  - Is it open every day?
  - Is it interesting or fun for kids?
  - Is the price OK?
  - Is it only for kids?
- What are the answers to the three questions?
- How many places do the groups have to choose?

### 3 The project begins

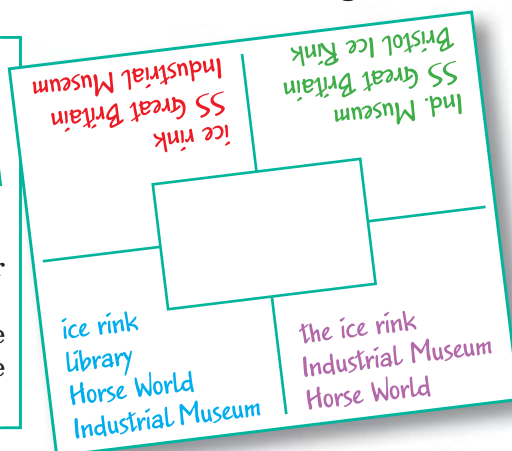
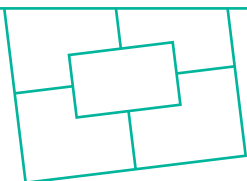
Ananda, Jack, Jo and Sophie are in a group together. They read the task below. Their ideas are in each corner of the place mat. These sentences are wrong. Correct them.

- The students each make a place mat.
- There is one idea that all the students have got.

#### Form 7PK project : Great places for children

##### TASK: Place mat activity

- Make a place mat like this on one big piece of paper:
- Each student must write three great places in one corner of the place mat. Use different colours! (3 minutes)
- Talk about all the ideas in your group. Agree on the best three places. Write them in the middle of the place mat. (2 minutes)



each corner = every corner

agree *on* a place

#### 4 The third place

exs. 3, 4, 5

Read and listen to the dialogue. Do the task below.

Next the group has to agree on the three best ideas.

**Sophie:** We've all got the Industrial Museum and the ice rink.

**Jo:** So what's our third place?

**Sophie:** What about Horse World?

**Ananda:** I don't think Horse World is a good idea. It's too far away. You need a car.

**Jack:** Yes, Ananda is right.

**Jo:** I think so too. I'm for the SS Great Britain.

**Ananda:** I'm against the Industrial Museum *and* the ship. Too much history.

**Sophie:** You're right. So let's take the library.

**Jo:** The library?

**Jack:** Yes, why not? It's a great place.

**Ananda:** And it's free. OK, Jo?

**Jo:** OK.

**Sophie:** Good. Now let's write our three places in the middle of the place mat.

Answer the questions.

- 1 Why does the group decide not to go to Horse World and the SS Great Britain?
- 2 Give one reason why the library is a good idea.

#### 5 PROJECT Great places for children (Part 1)

ex. 6

Do a project like 7PK's. Copy the plan below.

**Step 1** Use a place mat like in ex. 3. Agree on three great places in your city/town/village. Use the phrases on the right.

**Step 2** Find out more about your places. You can visit them, collect brochures or search the Internet.

TOPIC Great places for children in ... OUR GROUP: ...

STEP 1 Three great places in our city/town/village:

Place 1: ...

Place 2: ...

Place 3: ...

STEP 2 Information about the places

	Place 1	Place 2	Place 3
Is it interesting or fun?			
Is it easy to get there?			
Is the price OK?			
...			



Bristol Central Library



Horse World

**i**  
SS = steam ship. The letters go in front of the name of the ship.

#### PROJECT

**Positive:**

*What about ...?*

*I think ... is a good idea.*

*... is right.*

*I think so too.*

*I'm for ... because ...*

*Let's take the ...*

**Negative:**

*I don't think ... is a good idea.*

*I'm against ... because ...*

*No, ... is wrong.*

for ↔ against

# Part A PRACTICE



## 1 REVISION Past simple

a) Write what these people did last week. Complete the sentences with the **past simple** form of the verbs in brackets.

- 1 On Monday Sophie \_\_\_\_ (watch) the seahorses at the Seaquarium.
- 2 Jack and Jo \_\_\_\_ (be) at the Bristol Megabowl on Wednesday.
- 3 At the weekend Ananda \_\_\_\_ (see) the gorillas at Bristol Zoo.
- 4 Mr Kingsley \_\_\_\_ (take) a trip to a Safari Park last week.
- 5 Yesterday Dan \_\_\_\_ (go) to the shops in the centre of Bristol.
- 6 On Tuesday the SHoCK Team \_\_\_\_ (look at) the helicopters at the Industrial Museum.

b) Now you  
What did you do last week?

## 2 VOCABULARY Word fields

a) Put the words and phrases below in the right baskets. Some words can go in two baskets. Your teacher tells you how much time you have.

badminton • basketball • birthday cake • *bridge* • church • clean your room • dance to music • do homework • do yoga • downstairs • drama lesson • flat • Geography • go swimming • go to bed • have a shower • have breakfast • hutch • invitation • kitchen • learn • lunch break • Maths • museum • open a present • party game • player • teacher • team • village • wardrobe • win

b) Compare your answers with a partner.

*A: I've got ... words in the basket "At school". How many have you got?*

*B: I've got ... I put "library" in the basket "At school". Where did you put it ?*



## 3 VOCABULARY Word partners (1)

a) Copy the words from the **red box** in red and the words from the **blue box** in blue on pieces of paper. Make word partners.

*baseball team, ...*

*baseball* • bus • chocolate • drama • dress • exercise • glass • ice • lunch • mobile • orange • pet • shop • tennis

assistant • book • bowl • break • cake • club • juice • phone • racket • rehearsal • rink • stop • shop • *team*

**EXTRA**

b) Write a story with five of the word pairs from a). It can be funny/scary/...



#### 4 VOCABULARY Word partners (2)

a) Which words go with these verbs? Make word partners.

take	away • breakfast • fun •	get	dressed • home • homework •
have	notes • a train	do	judo • a mess • a mistake •
		make	models • ready • up late

b) Give your partner four word partners from a). He/She has to make sentences with them.

c) What nouns go with these verbs?

watch • read • look at • play • write • ride • listen to

*watch TV/a show/...*

Now write at least one sentence with each verb from c).

*After dinner I watch TV.*

#### 5 LISTENING Holiday photos

Kate and William from London were on holiday in Bristol last month. They are looking at their photos. Listen and put the photos in the right order. There is one extra photo.

1 = Picture C



#### 6 WRITING At Bristol Zoo

Read this very short story and write it again. Use the words, places and times in the boxes. Write a really interesting story. Think of a good title. Start like this: *Yesterday my best friend and I went to the zoo ...*

We went to the zoo.  
We like animals.  
We went with my parents.  
We saw animals.  
I liked the elephants.  
We had an ice cream.  
We were tired.  
We went home.  
It was a ... day.

a lot of

after four hours

interesting

in Bristol

best



very much

by bus

chocolate

after some time

great

# Part B

## PLACES IN BRISTOL



take a photo, NOT make a photo

this  
these  
HERE

that  
those  
THERE



- 1 – River
- 2 – Museum
- 3 – Bridge
- 4 – Cinema
- 5 – Tower
- 6 – Shopping centre
- 7 – Café
- 8 – Station
- 9 – Park

### 1 The Industrial Museum

exs. 1, 2, 3

Read and listen to the text. Do the task below.

The children are finding out about the Industrial Museum.

“Let’s take our photo over there, in front of that old car,” Jo said.

“No, here,” Jack said. “This car is better.”

“All these cars look the same,” Sophie said.

“Let’s take our photo with those buses over there.

Look, that last bus is from Bristol.”

“Everything here is from Bristol, Sophie,” Jo said.

“You girls are ...”

“We girls are what, Jo?” Sophie asked. “I hate it when people don’t finish their sentences.”

“Yeah, Sophie, and I hate it when ...”

“And I hate it when people argue,” Ananda said.

“Let’s take the photo over there. Look, it’s the world’s first holiday caravan. Ready? OK, smile, please!”

Correct the sentences.

- 1 Jo wants to take a photo in front of an old bus.
- 2 The things in the museum come from many places.
- 3 Sophie doesn’t finish her sentence.
- 4 They take a photo in front of an old car.

### 2 Places to go

a) Ask your partner where the places in town are.

Use the words below.

behind • between • in front of • near • next to

A: Where’s the shopping centre?

B: It’s next to the ...

b) Make a plan for this afternoon together.

A: I’d like to go to the museum.

B: No, I’d like ... better. Let’s go to ...

### 3 LISTENING A weekend in Bristol

Marc is talking to his younger sister, Yolanda, about his weekend in Bristol. Listen and complete the sentences.

- 1 First, Marc went to ...
- 2 Marc ... a tornado.
- 3 The SS Great Britain is an ...
- 4 Marc thinks that Cabot Tower is ...
- 5 Horse World was too ...
- 6 Park street is ... and there ...
- 7 Marc talked to a girl in a ...

#### 4 At the library

Read and listen to the text. Do the task below.

"It's really quiet," Ananda whispered.  
 "That's why I like it," Sophie whispered back. "I come here because it's always so loud at home."  
 "Hey, Jack," Jo said. "Isn't that Mr Green?"  
 "Oh, yes," said Jack and started to walk towards Mr Green.  
 "What are you going to do?" Ananda asked him.  
 "I'm going to find out what he's reading!"  
 "Jack, he knows you," Ananda said. "And maybe he saw me at the station, too. Soph..."  
 "I'm not going to do it!" said Sophie. "I'm much too nervous. Jo, you go."  
 So Jo went and looked. Then he came back to his friends.  
 "He's looking at plans," he said. "Plans of Clifton Suspension Bridge."  
 "Oh no! He's going to ..." Jack stopped and looked at the others.  
 "What?" whispered Ananda. "What's he going to do?"  
 "I think he's going to blow up the Suspension Bridge."

Complete the sentences about the text.

- 1 Sophie likes the library because ...
- 2 Sophie doesn't want to ...
- 3 Mr Green ... plans.
- 4 The plans are of ...
- 5 Jack thinks ...



loud ↔ quiet  
 whisper ↔ shout

Note the two *r*'s in library

#### 5 LOOKING AT LANGUAGE

exs. 4, 5, 6

Copy and complete the chart with the sentences from the text with the form of *going to*.

Positive	Negative	Questions
<i>I'... find out what he is reading.</i>	<i>I'... to do it.</i>	<i>What ... do after ...?</i>

You use *going to* when you talk about ...

yesterday • today • tomorrow

GRAMMAR  
FILE  
22

What's the difference?  
*I'm doing my homework now.*  
*I'm going to do my homework later.*

#### 6 Now you

Make a list of things you are going to do and when you are going to do them. Find someone with the same plans.

A: What are you going to do this evening?

B: I'm going to see Ivan.

A: What are you going to do on Saturday?

C: I'm going to meet some friends.

A: Oh, I'm going to meet some friends too.

	me	...
this evening on Saturday ...	– play the piano – go to Tonya's birthday party ...	



# Part B PRACTICE

## 1 REVISION Present simple

Prunella is working on her project, "Great places for poltergeists". Complete her sentences with the **present simple** form of the verbs in brackets.

I **1** \_\_\_\_ (not know) lots of places because I'm a poltergeist. I **2** \_\_\_\_ (live) in the Carter-Browns' house and **3** \_\_\_\_ (never/visit) other countries. But my uncle Henry **4** \_\_\_\_ (always/tell) me about fantastic places in different parts of the world. **5** \_\_\_\_ (you/know) Paris? Well, my uncle Henry **6** \_\_\_\_ (often/go) there. He **7** \_\_\_\_ (say) it's beautiful, but how **8** \_\_\_\_ (he/know)? He **9** \_\_\_\_ (not have got) a head, so he can't see! My favourite place **10** \_\_\_\_ (be) my room. I **11** \_\_\_\_ (share) it with my friend Sophie. She **12** \_\_\_\_ (always/say) it **13** \_\_\_\_ (be) her room, but it **14** \_\_\_\_ (be) really our room.

## 2 GRAMMAR Word order in subordinate clauses

a) Remember the stories in the book. Put the words in brackets in the correct place.

- Mr Kingsley didn't like it Jo made a joke about Sophie's name. (when)  
*Mr Kingsley didn't like it **when** Jo made a joke about Sophie's name.*
- The twins were both nervous they went into the classroom. (before)
- The twins' mum isn't in Bristol she went to New Zealand. (because)
- The SHoCK Team started Mr Green was a guest at the Pretty Polly B&B. (when)
- Prunella helped Sophie she had to write an essay for homework. (when)
- Prunella was sorry Sophie didn't invite her to her party. (because)
- Sophie found a mouse she opened Jack and Ananda's present. (after)
- Jonah had to walk the plank he knew Ann Bonny's secret. (because)

b) Complete the sentences about yourself.

- After I got home yesterday, ...
- I went to ... last week because ...
- I said "sorry" to ... when ...
- Before I went to bed last night, I ...

## 3 GRAMMAR This, that, these, those

a) Complete the sentences with **this is** / **these are**.

- \_\_\_\_ my room.
- \_\_\_\_ my wardrobe.
- \_\_\_\_ my library books.
- \_\_\_\_ my new hockey shoes.
- \_\_\_\_ my cousins in this photo.
- \_\_\_\_ my favourite magazine.
- \_\_\_\_ my new CD player.

b) Complete the sentences with **that is** / **those are**.

- \_\_\_\_ my brother Dilip's room.

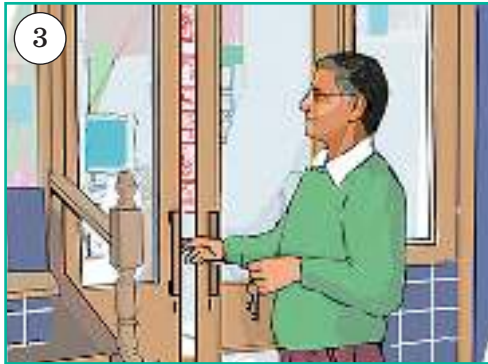


- \_\_\_\_ his boring comics.
- \_\_\_\_ his new mobile phone.
- \_\_\_\_ his shoes.
- \_\_\_\_ his favourite CDs.
- \_\_\_\_ his MP3 player. It's great.
- \_\_\_\_ his book about India.

#### 4 GRAMMAR *going to*-future

Look at the pictures and say what the people *are going to* do.

- 1 Dan is going to play ...
- 2 Jack is going to ...
- 3 Mr Kapoor ...
- 4 ...



#### 5 GRAMMAR *going to*-future

a) Write down some funny plans for next week. Then talk to a partner about them.

*A: On Monday I'm going to ... What are you going to do?*

*B: I'm going to ... On Tuesday I'm ... What are ...?*

Monday — sleep all day  
Tuesday — dance with my dog  
Wednesday — ...

b) Make appointments with three other partners. Tell them about your first partner's plans.

#### 6 PRONUNCIATION [ʃ], [tʃ] and [dʒ]

a) Listen. Which number is the boy? Which numbers are the monsters?



b) Put the words below in the right lists. Then listen and check.

armchair • bridge • church • English •  
finish • Geography • hutch • information • juice •  
orange • picture • question • shout • shopping •  
village • which • worksheet

[ʃ]  
ship

[tʃ]  
chip

[dʒ]  
job

c) Say *one* of the words in these pairs. Your partner mimes the word.

1 ship — chip

3 juice — choose

5 show — Jo

2 share — chair

4 check — Jack

6 cheese — she's



## Part

## C

## THE PRESENTATION



## 1 Sophie is the boss

Read and listen to the dialogue. Do the task below.

**Sophie:** Jo, Jack! Ananda is sticking the photos on now. What are you two doing?

**Jo:** Well, at the moment we're writing notes for the presentation.

**Sophie:** OK, but you should be careful. You boys always make a mess when you write.

**Jo:** OK, Baby Soph. You're the boss!

**Sophie:** Oh, no! Ananda! You're using too much glue now. I never use so much. Look, there's glue everywhere.

**Ananda:** Sorry, boss. You're right — you're always right. So you stick a photo on your arm every day, I suppose. Or only on Fridays?

Answer the questions.

- 1 What is Ananda doing?
- 2 What is Jo doing?
- 3 What does Sophie think the boys always do?
- 4 Why does Ananda call Sophie the boss?
- 5 What's on Sophie's arm?

## 2 LOOKING AT LANGUAGE

exs. 1, 2, 3

Find the sentences in the text with the verbs *stick*, *write* and *use* in these two tenses:

Present simple	Present progressive
... you <i>stick</i> a photo ...	Ananda ...
...	...

Which tense do you use with words like *now*, *at the moment*?

## 3 The poster



stick → stuck (past simple)



## Great places for Kids in Bristol

Sophie Carter-Brown, Jack Hanson, Ananda Kapoor, Jo Shaw

- ★ Lots of fun
  - Meet friends
  - Junior disco on Saturdays
- ★ In city centre: Frogmore Street
- ★ Not too expensive: £3.50 for students
- ★ Nice and cool in summer!



Look at Mr Kingsley's questions in ex. 2 on p. 130 again.

Then answer his questions about the Bristol Ice Rink.



#### 4 Presentation time

exs. 4, 5

Read and listen to the first part of the presentation and do the tasks below.

"Well, we've got time for one more presentation," Mr Kingsley said. "Let's take Jo, Sophie, Jack and Ananda."

The group went to the front of the classroom. Jack started. "Our three places are the ice rink, the Industrial Museum and the library. Ananda is first."

"OK, Jack," Ananda said. "I'd like to talk about the ice rink. We like it for lots of reasons ..."

a) Look at the presentation phrases below.

Write them down in the right order.

1 *Our three places are ...*

2 *Ananda is first.*

Our three places are ...

Ananda is first ...

First, ...

That's the end of our presentation.

And third, ...

Jo is next.

We like ... for lots of reasons.

Have you got any questions?

I'd like to talk about ...

Second, ...

b) Now listen to the group's presentation and check.

Who said the yellow phrases? And the orange phrases?

c) Listen again and take notes about what they say about the ice rink.

#### 5 STUDY SKILLS How to make a presentation

Перед тем как ты начнёшь проводить презентацию:

- сделай короткие записи о том, о чём ты будешь рассказывать;
- отрепетируй презентацию вместе со своими одноклассниками;
- решите, кто из вас будет выступать.

#### 6 PROJECT Great places for children (Part 2)

exs. 4, 5

Finish the project that you began on p. 131.

**Step 3** Make a poster for your presentation. Use pictures and key words like the poster on p. 138.

**Step 4** Present your poster. Use the phrases on this page.

##### STEP 3 Poster

Photos: ...

Text/material: ...

##### STEP 4 Presentation

Introduction: speaker A

Place 1: speaker B

Place 2: speaker C

Place 3: speaker D



SKILLS FILE  
6

PROJECT

# Part C PRACTICE

## 1 Present progressive

Talk about the pictures with a partner.

**A:** In picture 1A, Ananda is reading a book. What is she doing in 1B?

**B:** In picture 1B, she's ...



1A read



1B follow



2A make



2B sit



3A listen to



3B listen to

## 2 GRAMMAR Present simple and present progressive

Prunella usually plays tricks on Sophie's family, but at the moment she's trying to be nice. Complete the sentences with the correct form of the verbs in brackets. Say what she *usually/often/sometimes does* and what she *is doing now*.

- 1 Prunella often *drops* (often/drop) cakes, but now *she's making* (make) a cake.
- 2 She \_\_\_\_ (usually/take away) Sophie's clothes, but now she \_\_\_\_ (wash) them.
- 3 She \_\_\_\_ (sometimes/play) football in the living room, but she \_\_\_\_ (clean) it now.
- 4 She \_\_\_\_ (often/draw) pictures in Sophie's exercise book, but at the moment she \_\_\_\_ (help) Sophie with her homework.
- 5 She \_\_\_\_ (often/throw) plates, but she \_\_\_\_ (wash) them right now.
- 6 She \_\_\_\_ (sometimes/draw) on Mr Carter-Brown's car, but now she \_\_\_\_ (clean) it.



### 3 GRAMMAR Present simple and present progressive

Complete the sentences with the *present simple* or the *present progressive* form of the verbs in brackets. Then say who the men in the picture are.

- Mr Wiggle usually \_\_\_\_ (wear) a white shirt, but now he \_\_\_\_ (not wear) a white shirt.
- Mr Woggle never \_\_\_\_ (wear) red shoes, but he \_\_\_\_ (like) red jeans.
- Mr Waggle \_\_\_\_ (love) red jeans, but he \_\_\_\_ (not wear) them now.
- Mr Waggle \_\_\_\_ (wear) Mr Wiggle's white shirt now.
- Mr Wiggle \_\_\_\_ (think) green shoes are terrible. He never \_\_\_\_ (wear) them.
- Mr Woggle \_\_\_\_ (not like) blue, but he \_\_\_\_ (wear) blue now.



### 4 EVERYDAY ENGLISH Planning a visit to the zoo

a) Can you say these things in English?

1 Туда легко добраться? • 2 С собой нельзя брать собак. • 3 Ты не мог бы для меня это перевести? • 4 Он открыт ежедневно с 10 утра до 7 вечера. • 5 Сколько стоят билеты? • 6 Можешь сказать мне, когда работает зоопарк, пожалуйста?

b) Sarah is staying in St Petersburg. She's got a brochure about the zoo and she asks Boris to help her. Complete the dialogue with your answers to a) and practise it with a partner. There is one extra sentence.

**Sarah:** Excuse me, Boris, \_\_\_\_?

**Boris:** Yes, of course.

**Sarah:** Thank you. \_\_\_\_?

**Boris:** It's open \_\_\_\_.

**Sarah:** And \_\_\_\_?

**Boris:** Children's tickets cost 100 roubles.

**Sarah:** \_\_\_\_?

**Boris:** Yes, there are a lot of buses from here.

**Sarah:** Fantastic! Oh, what does it say here about the elephants?

**Boris:** You can't visit them. They aren't feeling well.

**Sarah:** Next time then!

### 5 WRITING An interesting place

Your English school wants to write about interesting places in Russia in its school magazine. Think of a place and write an email about it to your English friend.

Dear ...  
Last month I went to ...  
It was great because ...

Where was it?  
What was it?  
How did you get there?  
What did you do?  
Why did you like it?  
What was the best thing about it?



## Extended reading

### The Mr Green mystery

a) What is the story so far? Look at ex. 1 in Unit 5, p. 112.

Sophie was early for the SHoCK Team meeting at Jack's house.

"Doorbell, doorbell!" Polly called.

Jack went and opened the door.

"Parcel for Mr Green."

"Thank you," Jack took the parcel in.

"I must put this parcel in Mr Green's room, Sophie," he said. He took the key from the kitchen.

"Are you sure he's out, Jack?" Sophie asked.

Jack knocked on Mr Green's door. No answer.

"OK, you go in," said Sophie.

Jack opened the door. He went in and took the parcel to the table. And then he saw a piece of paper on the table. There was a number on it.

"Hmm," Jack said, "I know that number." Then he remembered: "It's Mum's phone number at work. Why has Mr Green got her number?"

Jack was worried now. He started to look at other things on the table. Suddenly Sophie called: "Jack! Somebody's coming!"

"Oh, no — it must be Mr Green!" Jack said and came out of the room. "Let's wait on the stairs," he whispered.

Then there was a voice in the hall. "Hello, Michael," it said. It wasn't Mr Green's voice. After a few seconds Jack and Sophie saw Mr Green — and the man in black.

"Who are you? How do you know my name?" Mr Green sounded scared.

"I know everything about you, Michael. We have to talk, you and me. Let's go into your room."

"Yes, but ..."

"No 'buts', Michael!"

The man in black pushed Mr Green into the room and closed the door.

"Call the police on your mobile, Sophie," Jack whispered and ran to the door and listened.

"Turn on the computer," the man in black said.

"Do you work for Howard?" Mr Green asked.

"Yes. And you know what he wants."



"When I worked for him, he took all my ideas." Mr Green said. "But he can't have this idea!"

"Can't? Howard hates it when people say 'can't!'" the man said. "I really don't want to hurt you, Michael, but ..."

Mr Green cried in pain: "Aaagh!"

In the hall, Jack looked at the key in his hand – and locked Mr Green's door.

"What's that?" shouted the man in black. He ran to the door and tried to open it. "Who's there? Open this door. Open it or ..."

Jack smiled and went back to Sophie.



**b) Read the story. Right or wrong? Correct the wrong sentences.**

- 1 Jack takes the parcel to his room.
- 2 The number is his mother's mobile phone number.
- 3 Mr Green is scared.
- 4 The man in black's name is Howard.
- 5 Jack calls the police.
- 6 The man in black locks Mr Green's door.

**c) What happens next? Talk to your partner.**

- 1 Does the man open the door and shout at Jack and Sophie?
- 2 Does the SHoCK Team come and help?

**d) The end of the story! Listen to the first part and complete the sentences.**

- 1 Who were those two kids? Where ...?
- 2 ... my name?
- 3 Let's go in ...
- 4 It's all over. The police ...
- 5 Mr Green, you must tell us — ...?

**e) Listen to Mr Green's story and put the sentences in the right order.**

- A The man in black followed him all the time.
- B His boss Howard gave him only £500.
- C When Mr Green left school, he worked for a software company.
- D *Mr Green wasn't very good at school.* = 1
- E He left the company.
- F He always loved computers.
- G He invented the game "The Smith Family". It made a lot of money.
- H The man in black wanted his new game.
- I Mrs Hanson helped him.
- J He invented a new game, "City Maker".

**f) Do you think the SHoCK Team did a good job? Why?**

# Window on the world

## Disneyworld in Florida, USA

Disneyworld in Orlando, Florida, is a very big and popular place for a holiday. There are four different Theme Parks and different Water Parks. You can go hiking, biking, boating, swimming and do many more things there.

At **Animal Kingdom** there are animals like in a zoo, and you can go on a safari.

### Theme Parks

Magic Kingdom has rides, shows and attractions. This is the place to find all the favourite characters from Disney cartoons.



At **Epcot** you can go on great rides: through the sea and into the sky, through the past and the future. There are also very famous sights from Europe, China and other countries.

At **Hollywood Studios** you can see how they make films and TV shows in the USA.

The **Water Parks** are fun for everyone! You can spend a whole day there and go swimming or go on water rides.

### a) Read the texts. Answer the questions.

Where can you

- ... have fun in the water all day?
- ... see things from the past?
- ... see characters from Disney films?
- ... see animals?
- ... see how they make films?

### b) What do you like best at Disneyworld?

### c) Find out about other Disneyworld parks. Tell the class.





## Russian corner

### I live in a great place ...

#### My home town is Vladivostok ...

Vladivostok is a big seaport. It's nine hours by plane to Moscow, but it's only a short trip ( \_\_\_\_ ) Japan. So there are a lot of Japanese cars here. My father is a fisherman. They send fish from here all over Russia. "Fantasy Park" is my favourite place ( \_\_\_\_ ) Vladivostok. There are lots of things to do. You can spend all day in the park and have fun. — *Ivan* (12)



*"Fantasy Park" in Vladivostok*

#### I live in Pyatigorsk ...

It's very beautiful here. There are a lot of mountains around our town, so the air and the water are fresh and clean. Many famous people like Tolstoy and Lermontov lived here. People come here ( \_\_\_\_ ) all parts of the country on holiday or for their health. Why not visit my city? — *Masha* (11)



*Pyatigorsk*

#### I live inside the Artic Circle ...

It's very cold in Novy Port in the far north ( \_\_\_\_ ) Russia. My village is famous because ( \_\_\_\_ ) 2006 a man found a mammoth baby in the ice. He called the baby Lyuba, which is the name of his wife. There are also "ice caves" here, where it's  $-15^{\circ}\text{C}$  in winter and in summer. If you like adventure, come to Novy Port! — *Dima* (13)



*Ice caves in Novy Port*

#### I'm from Svetlogorsk ...

My small town is on the Baltic Sea. It's got beautiful beaches, and people love to come here on holiday. What I also like is a big paintball centre. My parents and I often go there and have fun ( \_\_\_\_ ) hours! — *Sveta* (12)



*The beach in Svetlogorsk*

a) Read the texts, then fill in the gaps in the text with the correct prepositions below.

for • from • in (x2) • of • to

b) Read the information about the places again. Then read what the children say below. Choose the best place for them to visit.

- 1 "I enjoy swimming in the sea."
- 2 "I like adventure games."
- 3 "I'm very interested in Biology."
- 4 "I want to go to a really cold place."
- 5 "I don't like the sea much, but I love mountains."
- 6 "I'd like to visit a place a very long way from Moscow."

c) Look for another interesting place in Russia on the Internet. Imagine that you live there and write a paragraph about it.



# Cross-curricular studies: geography

## The United Kingdom



The distance from north to south is 603 miles (970 kilometres). The distance from London to Edinburgh is 330 miles (534 kilometres). The English Channel is the small sea between England and France. There is a tunnel under the Channel to France. The trip from London to Paris is two and a half hours by train.

### England

- Capital: London
- They call the clock tower next to Parliament in London "Big Ben".
- Robin Hood from Nottingham lived in the forest. He helped poor people.

### Scotland

- Capital: Edinburgh
- There is a lot of oil and gas in the sea around Scotland.
- There are many lakes ("lochs") and mountains. Some people say that there is a monster in Loch Ness.

### Wales

- Capital: Cardiff
- There are many mountains and a lot of sheep.
- The people love the game of rugby.

### Northern Ireland

- Capital: Belfast
- The grass is very green because it rains a lot.
- The SS Titanic came from Belfast.



### a) Read the text. Correct the sentences.

- 1 Edinburgh is the capital of England.
- 2 It's two and a half hours by boat to Paris.
- 3 Big Ben is a man's name.
- 4 Robin Hood lived in Nottingham.
- 5 There are a lot of fish in the sea near Scotland.
- 6 Loch Ness is famous because it is beautiful.
- 7 The capital of Wales is Edinburgh.
- 8 They like football in Wales.

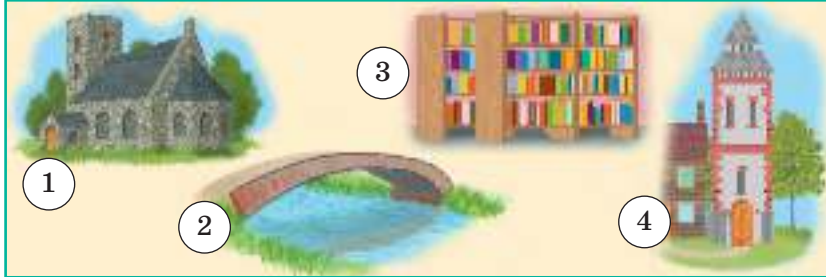
b) What is each of the pictures on the map about? Look for some information on the Internet.



c) Choose a country in the United Kingdom. Look for more things about it on the Internet. Present what you find to the class.

# Checkpoint

## 1 VOCABULARY What are the names of these places?



## 2 GRAMMAR What's right? Put the words in the correct order and make complete sentences.

- 1 Presentations are fun \_\_\_\_ (because / can / you / in groups / work).
- 2 The kids saw some great things \_\_\_\_ (when / to the museum / they / went).
- 3 Sophie argued \_\_\_\_ (because / used / too much glue / Ananda / for the poster).
- 4 Ananda hates it \_\_\_\_ (when / argue / people / all the time).

## 3 GRAMMAR Complete the sentences with *this*, *that*, *these* and *those*.

**Dan:** No, it's wrong. \_\_\_\_ is your cola and \_\_\_\_ are your chips. \_\_\_\_ orange juice is for me, and \_\_\_\_ are my sandwiches.

## 4 GRAMMAR Choose the correct verb form.

**Lucy:** I 1 \_\_\_\_ (usually go/'m usually going) to my guitar lesson on Tuesdays. But this week I 2 \_\_\_\_ (go/'m going) on Wednesday. What about you?

**Tim:** Well, we 3 \_\_\_\_ (don't have/aren't having) Maths homework on Wednesdays, but I 4 \_\_\_\_ (do/'m doing) my Maths homework now because it was for yesterday. Tomorrow afternoon I 5 \_\_\_\_ ('m not going to do/don't do) homework because I 6 \_\_\_\_ (went/'m going to go) to the cinema.



## 5 WRITING Write about your city, town or village. What is there in your town?

**Ideas:** houses, flats, cafés, shops, churches, museums, libraries, schools, parks, sports clubs.

**Phrases:** *I live in ... It's a nice ... My favourite place is ... There are lots of ... We've got ...*



## More practice

### 1 VOCABULARY A word game

How fast can you find the word pairs?

*alarm* • American • city • class • dining • free • fruit • glue • Happy • ice • jumble • notice • orange • pencil • pet • school (x2) • shop • shopping • telephone • tongue • washing

sale • football • sharpener • shop • *clock* • bag • assistant • birthday • list • number • subject • twister • board • teacher • machine • centre • juice • cream • stick • salad • time • room

*alarm clock*

### 2 VOCABULARY Words around the city

Complete the sentences with the right word.

- Jack and Ananda are at the s\_\_\_\_. They are waiting for a train.
- People go to c\_\_\_\_ on Sundays.
- You can learn lots of interesting things at s\_\_\_\_.
- Bristol has a fantastic Suspension B\_\_\_\_.
- Most people take their money to a b\_\_\_\_.
- Tomsk is a t\_\_\_\_ in Russia.
- There are lots of books in a l\_\_\_\_.
- The Industrial M\_\_\_\_ is open from Tuesday to Sunday.
- Please write three great places in each c\_\_\_\_ of the place mat.
- They've got great shoes in the new s\_\_\_\_ in Baker Street.

### 3 GRAMMAR Oliver's day

Oliver is not well. He can't go to school. Look at the pictures and the words below. Say what he *usually does* and what he *is doing now*.

alone • at 7 o'clock • book • breakfast • lemonade • lunch • tea • with his brother

drink • get up • go • have • have got • play • read • sleep • watch TV



1



2



3



4



5



6

In the afternoon

In the evening

In the evening

- 1 Oliver usually gets up at ..., but today he is ...

#### 4 GRAMMAR At Bristol Ice Rink

Put the words in the correct order and complete the sentences.

- 1 Sophie, Jack, Ananda and Jo often go to the ice rink because \_\_\_\_  
(very much / skating / they / like).
- 2 Jo went to the ice rink when \_\_\_\_  
(he / to learn / wanted / how to skate).
- 3 On Saturday afternoons Sophie likes to go to the ice rink because \_\_\_\_  
(likes / she / the junior disco).
- 4 Ananda can't go to the ice rink very often because \_\_\_\_  
(has to / she / at home / help).
- 5 Jack goes to the ice rink when \_\_\_\_  
(he / ice hockey / wants to / play).
- 6 On Tuesday evenings you can't go to the ice rink because \_\_\_\_  
(is / the Bristol Ice Hockey Club / there).



#### 5 LISTENING Tips for presentations

A class is preparing presentations. Listen and put the things they say about a good presentation in the right order. There is one extra thing they don't say.

**A** Use words like *first*, *second*, ...

**B** Make a poster.

**C** Write new or difficult words on the board.

**D** Look at the class.

**E** Say what you want to talk about.

**F** Ask the class if they have got any questions.

**G** Don't speak too fast.

**H** Read from your notes.

#### 6 WRITING Cabot Tower

Write a short text about Cabot Tower for a poster presentation.  
Use these notes:

- Cabot Tower / 32.4 m high / on a hill / near Bristol Harbour
- the tower / over 100 years old / John Cabot / to America / in 1497
- Cabot / by his ship / to Newfoundland / in North America
- the name / his ship / Matthew
- Cabot Tower / from many parts of the city

Use the correct form of the verbs below.

be • go • come • can see



## Self-evaluation

Now I can ...	Very well	OK	Practise!
– do a group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– present a project in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– listen to and understand the end of the SHoCK Team story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk about the future with <i>going to</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– understand better how to use present simple and present progressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use <i>this, that, this</i> and <i>these</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Key vocabulary

against	против	present	представлять
agree (on)	зд. выбрать (что-либо)	presentation	презентация
at the moment	в настоящий момент	price	цена
begin – began	начинать – начинал	smile	улыбаться
better	лучше	step	шаг
bridge	мост	stick on —	приклеивать —
church	церковь	stuck on	приклеил
city centre	центр города	take photos	фотографировать
climb	карабкаться	touch	трогать
corner	угол	tower	башня
each	каждый	village	деревня
enjoy	наслаждаться	whisper	шёпот
explore	исследовать		
far	дальний	I'd like to ...	Я бы хотел...
finish	заканчивать	I wouldn't like to ...	Я бы не хотел...
free	свободный	You should ...	Тебе следовало бы...
fun	веселье		
library	библиотека		
loud	громкий		
middle (of)	середина (чего-либо)		



# Skills file — Учись учиться

## Содержание

### **1 Learning vocabulary (Units 1–6) — Учим новые слова (Циклы 1–6)**

- 1.1 Как вести словарь
- 1.2 Как изучать новые слова при помощи карточек
- 1.3 Полезные советы

### **2 Mind maps (Unit 2) — Диаграммы ассоциативных связей (Цикл 2)**

- 2.1 Зачем нужны диаграммы ассоциативных связей?
- 2.2 Как составить диаграмму ассоциативных связей?

### **3 Looking up words (Unit 3) — Работаем со словарём (Цикл 3)**

- 3.1 Зачем нужен словарь?
- 3.2 Как пользоваться словарём?

### **4 Taking notes (Unit 4) — Делаем заметки (Цикл 4)**

- 4.1 Когда нужно делать заметки?
- 4.2 Как делать заметки?

### **5 Understanding new words (Unit 5) — Понимаем значение новых слов (Цикл 5)**

### **6 Giving a presentation (Unit 6) — Делаем презентацию (Цикл 6)**

# Skills file — Учись учиться

## 1 Learning vocabulary (Units 1–6) — Изучаем новые слова (Циклы 1–6)

### 1.1 КАК ВЕСТИ СЛОВАРЬ

Многие учащиеся легче запоминают новые слова, когда записывают их в словарь.

- **Тетрадь-словарь**

Начерти три колонки на странице в тетради:

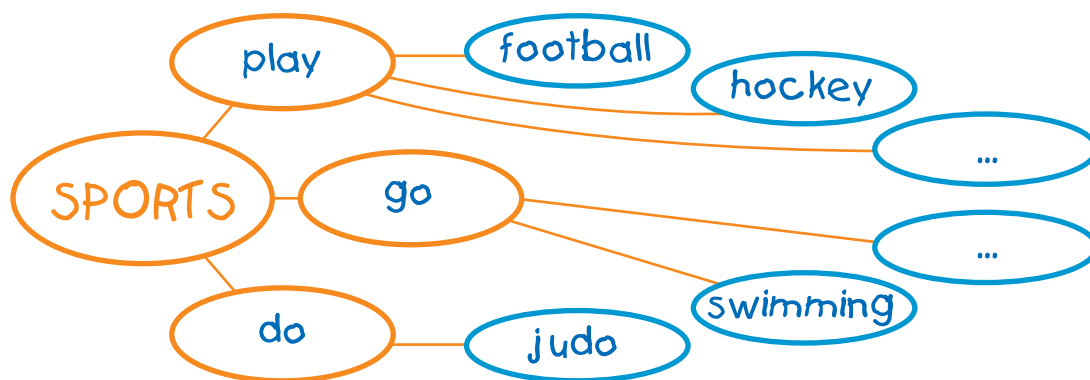
- В первую колонку запиши новое слово на английском языке, во вторую колонку — транскрипцию этого слова, а в третью колонку помести перевод слова и образец его употребления в предложении.
- Прочитай слова вслух.

- **Электронные словари**

Ты можешь использовать электронные словари для заучивания новых слов. Многие из них содержат программу, специально разработанную для этого.

- **Схема из слов**

Новые слова можно распределить по группам и объединить их в одну схему:



- **Словарь в картинках**

Используй ассоциативные картинки для лучшего запоминания слов. Например:



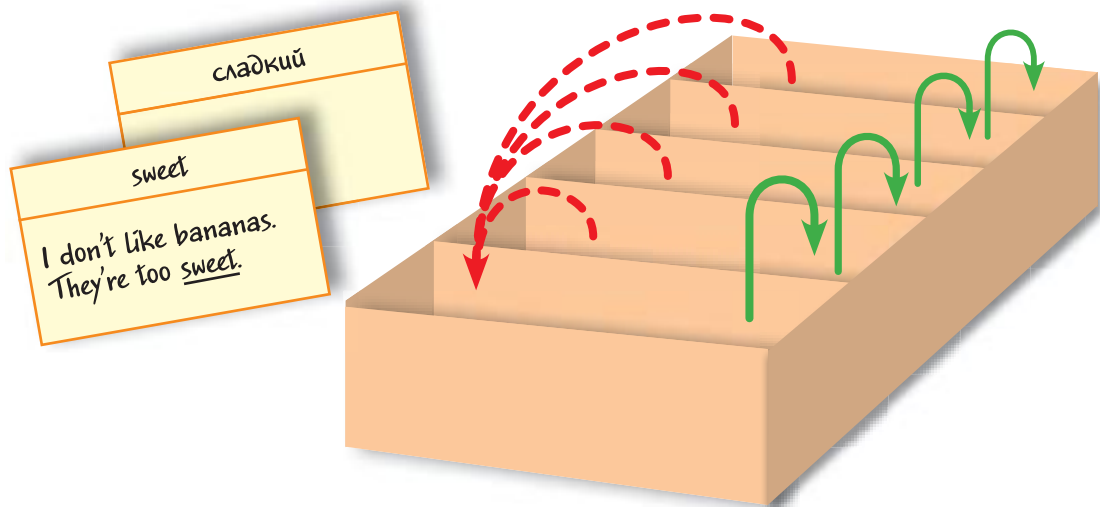
### 1.2 КАК ИЗУЧАТЬ НОВЫЕ СЛОВА ПРИ ПОМОЩИ СЛОВАРНЫХ КАРТОЧЕК

**Шаг 1.** Напиши слово на английском языке и образец употребления этого слова в предложении на одной стороне карточки. Напиши перевод этого слова и предложения на другой стороне карточки. Помести эту и другие карточки в первую секцию коробки.

**Шаг 2.** Когда первая секция коробки заполнится, вытащи из неё карточки и выбери те, слова на которых ты уже знаешь. Помести эти карточки в следующую секцию. Карточки с теми словами, которые ты не помнишь, верни обратно в первую секцию коробки.

**Шаг 3.** Спустя некоторое время вторая секция коробки тоже заполнится. Далее сделай то же самое: выбери карточки со словами, которые ты знаешь, и помести их в следующую, третью секцию, а те карточки, слова на которых ты не помнишь, помести в первую.

**Шаг 4.** Таким образом, последовательно карточки дойдут до пятой секции. Затем вытащи их из пятой секции. Если ты вспомнил перевод пять раз, наверняка это слово ты уже знаешь наизусть!



—————→ Карточки со словами, которые ты знаешь

- - - - -→ Карточки со словами, которые ты не помнишь

### 1.3 ПОЛЕЗНЫЕ СОВЕТЫ

- Учи слова маленькими блоками, по 7–10 слов за один раз.
- Учи слова регулярно. Лучше потратить на изучение слов 5–10 минут в день, чем 2 часа раз в неделю.
- Учить новые слова веселее с кем-нибудь вместе. Вы также можете проверить знания друг у друга.

## 2 Mind maps (Unit 2) —

### Диаграммы ассоциативных связей (Цикл 2)

#### 2.1 ЗАЧЕМ НУЖНЫ ДИАГРАММЫ АССОЦИАТИВНЫХ СВЯЗЕЙ?

Диаграммы связей помогут тебе собрать воедино все твои идеи по определённой теме. Например, они помогут тебе во время выступления с презентацией или написания письма/рассказа/эссе.



## 2.2 КАК СОСТАВИТЬ ДИАГРАММУ АССОЦИАТИВНЫХ СВЯЗЕЙ?

**Шаг 1.** Сделай список всех слов и выражений, которые ты вспомнишь по определённой теме. Например, можно сделать такой список по теме «Школа»:

Art, school bag, pencil, Maths, morning break,  
pencil case, rubber, Science, pen, felt tip, ruler,  
exercise book, classroom, board, teacher, homework,  
worksheets, student, Geography, Biology, Russian,  
History, Music, lunch break, timetable

**Шаг 2.** Возьми чистый лист бумаги и несколько цветных ручек.

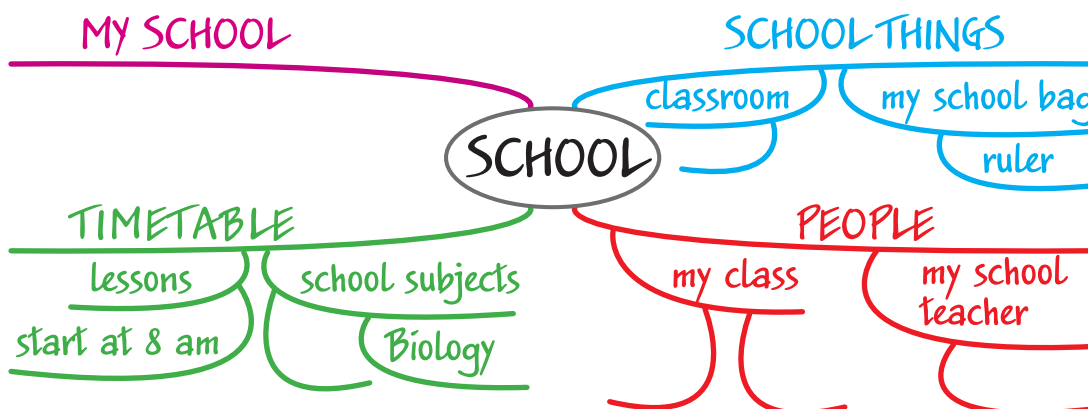
**Шаг 3.** Напиши тему в кружке (облачке) посередине листа:

SCHOOL

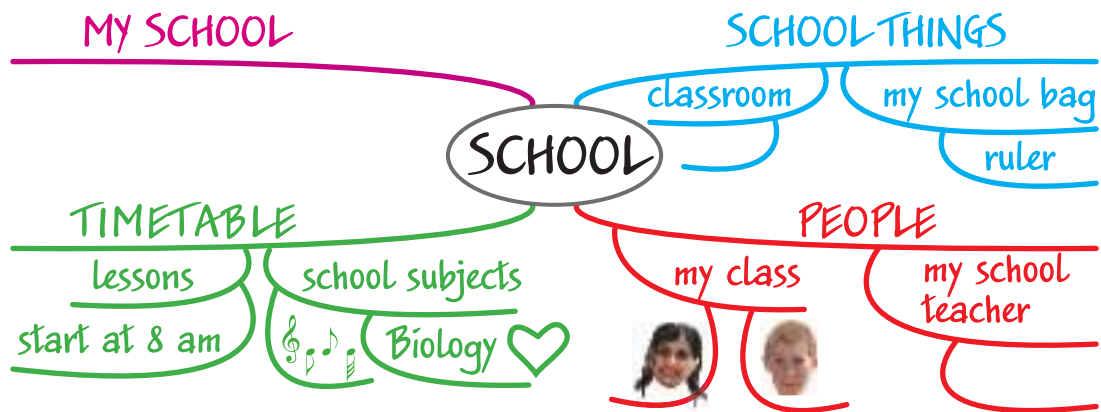
**Шаг 4.** Придумай основные заголовки или группы для своих идей. Используй ручки разных цветов:



**Шаг 5.** Добавь ещё несколько идей к основным заголовкам/группам:



**Шаг 6.** Если хочешь, можно использовать символы или рисунки вместо слов:



### 3 Looking up words (Unit 3) — Работаем со словарём (Цикл 3)

#### 3.1 ЗАЧЕМ НУЖЕН СЛОВАРЬ?



Словарь нужен для того, чтобы ты мог найти незнакомое слово, посмотреть, как оно произносится по транскрипции и узнать его перевод. В словари также обычно включаются примеры употребления новых слов в предложениях и нужные фразы.

#### 3.2 КАК ПОЛЬЗОВАТЬСЯ СЛОВАРЁМ?

Все слова в словаре расположены в алфавитном порядке.

**Шаг 1.** Найди незнакомое тебе слово. Убедись, что ты выбрал правильную часть речи (существительное, глагол, прилагательное и т. д.).

**Шаг 2.** Внимательно прочитай слово по транскрипции.

**Шаг 3.** Прочитай перевод слова. Будь внимателен: многие слова могут быть многозначными (имеют несколько разных значений). Убедись, что перевод слова подходит по контексту.

### 4 Taking notes (Unit 4) — Делаем заметки (Цикл 4)

#### 4.1 КОГДА НУЖНО ДЕЛАТЬ ЗАМЕТКИ?

Иногда ты читаешь или слышишь что-то, что хотел бы запомнить. Для этого нужно записать ключевые слова.

## 4.2 КАК ДЕЛАТЬ ЗАМЕТКИ?

Таня спросила свою подругу Энн из Англии о том, как англичане празднуют Хэллоуин. Посмотри, какие ключевые слова подчеркнула Таня в письме от Энн:

Dear Tanya,

Do I have a Halloween party? Yes, I do – every year. I invite some girls from the hockey team and from my class, but I don't invite any boys. It's a girls' party. This year I'm a vampire. Mum is a poltergeist. The party usually starts at seven o'clock. We play games like Poltergeist Party or Dance of the Vampires. Then we eat pizza and chocolate cake. My Mum always tells a scary story at the end of the party. I like scary stories like "Dracula". Mum tells the best scary stories in the world!

Your friend  
Anne

А теперь посмотри, какие заметки и как сделала Таня на листе бумаги:

Anne: ✓ *Halloween party — every year*

*invites some girls, boys*

Anne: *vampire*

*party starts: at 7*

*play games, eat pizza + choc. cake*

*end of party: Mum tells scary story*

Подсказки:

- используй цифры вместо слов (например, "7" вместо "seven").
- используй символы, значки и сокращения (например, ✓ вместо "yes", + вместо "and").
- используй "not" или × вместо отрицательных предложений.



## 5 Understanding new words (Unit 5) — Понимаем значение новых слов (Цикл 5)

Если в тексте тебе встретилось незнакомое слово, не спеши открывать словарь! Это займёт время, и чтение текста не доставит тебе удовольствия. Всегда можно догадаться о значении слова самостоятельно.

Есть несколько способов догадаться о значении новых слов:

1 Если в тексте есть иллюстрации, они могут помочь. Посмотри на картинку на следующей странице и прочитай это предложение:  
*On the fourth day the lookout saw a ship.*



Что означает слово “lookout”?



**2** В английском языке есть слова, которые произносятся практически так же, как и в русском. Догадайся, что означают эти слова.

cabin • captain • galleon • Hurrah • minute • pirate • Spanish

**3** Иногда незнакомые слова состоят из частей слов, перевод которых ты знаешь:

singer • friendly • unhappy • endless

**4** Слова, которые находятся рядом с незнакомым словом, часто также могут тебе помочь. Посмотри на пример. Сможешь догадаться, что означает слово “sail”?

*“A great ship. Do many men sail on her?” asked the young man.*

## 6 Giving a presentation (Unit 6) — Делаем презентацию (Цикл 6)

Представь, что ты узнал много информации по определённой теме и хочешь рассказать её своим одноклассникам. Как можно привлечь их внимание и заинтересовать их, и в то же время не волноваться?

### КАК СДЕЛАТЬ ХОРОШУЮ ПРЕЗЕНТАЦИЮ?

#### Подготовка

Запиши самые важные пункты презентации в виде заметок, например на пронумерованных карточках или в виде диаграммы ассоциативных связей.



Сделай плакат или презентацию на компьютере, чтобы сделать выступление интереснее. Пиши/печатай текст крупными буквами, чтобы его можно было легко прочитать.



Отрепетируй презентацию самостоятельно, желательно перед зеркалом. Это придаст тебе уверенности перед выступлением. Говори медленно и громко.

Now I'd like to talk about pirates ...

### MY FAVOURITE PLACES IN KURSK

1



2

3



4

### Во время презентации

Перед началом выступления повесь постер на классную доску или выведи презентацию на экран через проектор. Проверь, в правильном ли порядке карточки с заметками.

Во время презентации смотри на одноклассников.

Объясни одноклассникам, о чём ты собираешься им рассказать. Не читай заметки на карточках, говори спокойно и уверенно. Сделай список незнакомых слов и напиши перевод.

My presentation is about ...  
First, I'd like to talk about ...  
Second, ...

Here's a new word. /  
Here are some new words.  
... is ... in Russian.

Если ты используешь плакат или электронную презентацию, обращай внимание одноклассников на нужный слайд.

This picture/photo/...  
shows ...

### Завершение презентации

Когда ты рассказал всё, что хотел, закончи свою презентацию и спроси одноклассников, есть ли у них какие-нибудь вопросы.

That's the end of my  
presentation. Have you  
got any questions?

Thank you.

Поблаговари слушателей за внимание.

# Grammar file — Грамматический справочник

## UNIT 1

- 1 Personal pronouns (Личные местоимения)
- 2 The verb *to be* (Глагол *to be*)
- 3 The verb *can* (Модальный глагол *can*)
- 4 Imperatives (Повелительное наклонение)
- 5 The verb *have got* (Глагольная конструкция *have got*)

## UNIT 2

- 6 The plural of nouns (Множественное число существительных)
- 7 Present simple (Настоящее простое время)
- 8 Possessive pronouns (Притяжательные местоимения)
- 9 The possessive form (Притяжательный падеж существительных)

## UNIT 3

- 10 Present simple (Настоящее простое время)
- 11 Adverbs of frequency: word order (Наречия частотности: порядок слов)
- 12 The verb (*to*) *have to* (Модальный глагол (*to*) *have to*)

## UNIT 4

- 13 Personal pronouns: object forms (Личные местоимения в косвенном падеже)

- 14 *Some* and *any* (Неопределённые местоимения *some* и *any*)
- 15 Present simple and present progressive (Сравнение настоящего простого времени и настоящего продолженного времени)
- 16 Present progressive (Настоящее продолженное время)

## UNIT 5

- 17 Past simple (Прошедшее простое время)
- 18 Past simple of the verb *to be* (Форма прошедшего времени глагола *to be*)
- 19 Past simple: positive statements (Утвердительные предложения в прошедшем простом времени)
- 20 Past simple: negative statements (Отрицательные предложения в прошедшем простом времени)
- 21 Past simple: questions and short answers (Вопросительные предложения и краткие ответы в прошедшем простом времени)

## UNIT 6

- 22 *Going to*-future (Конструкция *be going to*)
- 23 Word order in subordinate clauses (Порядок слов в придаточных предложениях)
- 24 Present simple and present progressive in contrast (Сравнение настоящего простого времени и настоящего продолженного времени)



# Grammar file — Грамматический справочник

## UNIT 1

### 1 Personal pronouns (Личные местоимения)

Jack is nice. → *He's* nice.  
My pencil is red. → *It's* red.

*You* are nice. = Ты хороший(ая). Вы хороший(ая). Вы хорошие.

Личные местоимения:  
*I, you, he, she, it, we, you, they.*

Личные местоимения «ты» и «вы» в английском языке — *you*.

мужской род — *he*  
женский род — *she*  
средний род или предмет — *it*

домашнее животное — *he* или *she*  
животное без клички — *it*  
несколько человек, предметов, животных — *they*

### 2 The verb *to be* (Глагол *to be*)

а) Предложения			
Полная форма		Краткая форма	
+	—	+	—
I am	I am not	I'm	I'm not
you are	you are not	you're	you aren't
he/she/it is	he/she/it is not	he's/she's/it's	he/she/it isn't
we are	we are not	we're	we aren't
you are	you are not	you're	you aren't
they are	they are not	they're	they aren't

В речи и письмах личного характера обычно употребляется краткая форма глагола *to be*.

### б) Вопросы



*Who are you?*  
*Are you my friend?*

Am I ...? / Are you ...? / Is he/she/it ...?  
Are we ...? / Are you ...? / Are they ...?

Вопросы бывают специальными, с **вопросительным словом** (*Who ...?*), или общими, без **вопросительного слова** (*Are you ...?*)

После вопросительного слова часто употребляется краткая форма глагола *to be*:  
*Who's that? / Where's my book? / What's your name?*

### с) Краткие ответы

+	—
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

**!** После *yes* не употребляется краткая форма глагола *to be*:  
*Yes, I am. / Yes, we are, etc.*

### 3 The verb *can* (Модальный глагол *can*)

#### а) Предложения



Глагол *can* обозначает возможность, способность, умение делать что-либо.

*Can/can't* не изменяется по числам.

#### б) Вопросы и краткие ответы

- *Can* you do tricks?
- Yes, I *can*. / No, I *can't*.

Так строятся вопросы и краткие ответы.

### 4 Imperatives (Повелительное наклонение)

Write the words on the board, please.  
Polly, *don't sing*. And *don't talk*, please.

В английском языке существует одна форма повелительного наклонения, которая **не изменяется по лицам, числам и родам**. Отрицательная форма повелительного наклонения образуется так: **вспомогательный глагол *do not/don't* + начальная форма глагола без частицы *to***: *Don't walk*. (Полная форма: *Do not walk*.)

### 5 The verb *have got* (Глагольная конструкция *have got*)

#### а) Предложения

Jack *has got* a parrot.  
Sophie *hasn't got* a parrot. She's *got* a dog.  
Jo and Dan *have got* pets, too.

*Have got* употребляется с местоимениями *I, you, we* и *they*. *Has got* употребляется с местоимениями *he, she, it*.

**!** *She's got a dog.* = *She has got a dog.*  
(Неправильно: *She ~~is~~ got a dog.*)  
*She's very nice.* = *She is very nice.*

Полная форма		Краткая форма	
+	—	+	—
I have got	I have not got	I've got	I haven't got
you have got	you have not got	you've got	you haven't got
he/she/it has got	he/she/it has not got	he's/she's/it's got	he/she/it hasn't got
we have got	we have not got	we've got	we haven't got
you have got	you have not got	you've got	you haven't got
they have got	they have not got	they've got	they haven't got

**b) Вопросы**

*Have you got a pet? / Has Jack got a pet?*

! В вопросах *got* ставится после подлежащего (*you, Jack*).

Have I/you got ...? Has he/she/it got ...? Have we/you got ...? Have they got ...?

**c) Краткие ответы**

*Have you got a pet?*

— Yes, I *have*. / No, I *haven't*.

*Has Jack got a pet?*

— Yes, he *has*.

! В кратких ответах *got* не употребляется.

После *yes* всегда употребляется полная форма глагола *have*. (Неправильно: Yes, ~~he's~~.)

**UNIT 2****6 The plural of nouns (Множественное число существительных)**

a parrot  
(ед. ч.)



two  
parrots  
(мн. ч.)

**1**

desks [desk**s**] • lamps [læmp**s**]  
flats [flæt**s**] • parrots ['pærə**t**s]

Ssss ...

**2**

beds [bed**z**] • bags [bæg**z**]  
girls [gɜ:l**z**] • rooms [ru:m**z**]  
boys [bɔɪ**z**] • trees [tri:b**z**]  
sisters ['sɪstə**z**]

Zzzz ...

**3**

boxes ['bɒks**ɪz**] • houses ['haʊ**z**ɪz]  
matches ['mætʃ**ɪz**] • cages ['keɪdʒ**ɪz**]

Большинство исчисляемых существительных образуют форму множественного числа путём добавления **-s**.

Окончание **-s** произносится по-разному в зависимости от согласной на конце слова в единственном числе.

Окончание **-s** произносится как [s] после глухих согласных звуков, например k, p, t.

Окончание **-s** произносится как [z] после звонких согласных звуков, например d, g, l, m, и после гласных звуков.

К существительным, оканчивающимся на **-s**, **-ss**, **-ch**, **-x** или **-sh**, во множественном числе добавляется **-es**. Окончание произносится как [ɪz]. К существительным, оканчивающимся на **-e**, во множественном числе добавляется **-s**. Окончание произносится как [ɪz].



baby → babies  
activity → activities

family → families  
hobby → hobbies

one fish → two fish  
mouse → mice  
tooth → teeth

• У существительных, оканчивающихся на **согласную** + **-y**, во множественном числе **-y** заменяется на **-i** и добавляется **-es**: *raspberry* — *raspberries*, *baby* — *babies*.

• К существительным, оканчивающимся на **гласную** + **-y**, добавляется **-s**: *boy* — *boys*, *toy* — *toys*.

Некоторые существительные имеют особую форму множественного числа. Их необходимо запомнить.

## 7 Present simple (Настоящее простое время)

### а) Утвердительные предложения



*I **get up** at 7.15 every morning. Then I **clean** my teeth.*

Джо рассказывает о действиях, которые он совершает регулярно (*every morning*). Предложения употребляются в **present simple**.

I/You like  
He/She/It likes  
We/You/They like

apples and bananas.

Форма 3-го лица единственного числа образуется путём добавления **-s** к смысловому глаголу.

Present simple?  
He, she, it?  
YES, YES! An 's'!



### б) Правила произношения и правописания глаголов в форме 3-го лица единственного числа

Sheeba likes **[-ks]** meat.  
She sleeps **[-ps]** in a basket.

Toby cleans **[-nz]** the cage.  
Jack tells **[-lz]** his friends about Polly.

Dan uses **[-ziz]** a blue pencil.  
Prunella opens and closes **[-ziz]** things.

К большинству глаголов в форме 3-го лица единственного числа добавляется **-s**. Окончание произносится как **[s]**.

К глаголам, оканчивающимся на звонкую согласную, добавляется **-s**. Окончание произносится как **[z]**.

К глаголам, оканчивающимся на **-e**, добавляется **-s**. Окончание произносится как **[iz]**.

• Ananda *copies* sentences from the board.

Toby *tries* to help Sophie.

• Prunella *plays* tennis with her uncle.

• Sophie *goes* to Cotham School in Bristol now.

She *does* her homework in her room.

• У глаголов, оканчивающихся на **согласную + -y, -y** заменяется на **-i** и добавляется **-es**. Окончание произносится как [ɪz].

• К глаголам, оканчивающимся на **гласную + -y**, добавляется **-s**. Окончание произносится как [s].

• К глаголам *go* и *do* добавляется **-es**.

### с) Отрицательные предложения

I don't like  
You don't like  
He/She/It doesn't like  
We don't like  
You don't like  
They don't like

apples and bananas.

• Отрицательные предложения, в которых глагол стоит в форме 3-го лица единственного числа, образуются так: **вспомогательный глагол *does not/doesn't* + смысловой глагол без окончания -s**.

• Отрицательные предложения, в которых глагол стоит в других грамматических лицах, образуются так: **вспомогательный глагол *do not/don't* + смысловой глагол**.



Polly says,  
Please don't guess.  
In **doesn't** + verb  
There's just one 's'!

## 8 Possessive pronouns (Притяжательные местоимения)

my room	моя комната	our room	наша комната
your room	твоя/ваша комната	your room	ваша комната
his room	его комната	their room	их комната
her room	её комната		
its room	его (ср. род) комната		

## 9 The possessive form (Притяжательный падеж существительных)

**Единственное число:** существительное + **'s** (the dog's basket, Michael's car, the cat's name)

**Множественное число:** форма множественного числа существительного + **'** (the rabbits' hutch, the Johnsons' house, the students' show)

Притяжательный падеж используется, для того чтобы показать принадлежность чего-либо кому-либо, и строится при помощи притяжательной частицы **-s**.

## UNIT 3

### 10 Present simple (Настоящее простое время)

#### а) Общие вопросы

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

Polly says,  
Please don't guess.  
In questions with **does**  
There's just one 's'!

- Общие вопросы, в которых глагол стоит в форме 3-го лица единственного числа, образуются так: **вспомогательный глагол does** + подлежащее + **смысловый глагол без окончания -s**.  
*Size 4 fits. → Does size 4 fit? (~~fits~~)*



- Общие вопросы, в которых глагол стоит в других грамматических лицах, образуются так: **вспомогательный глагол do** + подлежащее + **смысловый глагол**.

#### б) Краткие ответы

*Do you get up early?*

— Yes, I *do*. / No, I *don't*.

*Does Jack hate sport?*

— Yes, he *does*. / No, he *doesn't*.

#### с) Специальные вопросы

*When do you play tennis, Prunella?*

And *where* do you play?

*Do you play tennis?* (общий вопрос)

*When do you play tennis?*

*How does he play tennis?* (специальные вопросы с вопросительными словами: *When, Where, What, How, Why*)

### 11 Adverbs of frequency: word order (Наречия частотности: порядок слов)



*I never sleep.*  
*I usually go in all the rooms at night.*

**Наречия частотности** показывают, как часто что-то происходит. К ним относятся *always* — всегда (100%), *usually* — обычно (75%), *often* — часто (50%), *sometimes* — иногда (25%), *rarely/seldom* — редко/эпизодически (10%), *never* — никогда (0%).

Наречия частотности ставятся в предложении перед смысловым глаголом.



Jack *always* writes great stories.  
(Неправильно: ~~writes often~~)  
Prunella can *often* help Sophie.  
(Неправильно: ~~can help often~~)



I'm **usually** nice  
to Sophie.

**Наречия частотности** никогда не ставятся после смыслового глагола и перед дополнением.

**Наречия частотности** ставятся после вспомогательного глагола и глагола *to be*.

## 12 The verb (to) have to (Модальный глагол (to) have to)

I *have to* get up early every day.  
I *have to* help in the kitchen.

*Have to/has to* употребляется для выражения необходимости, обусловленной обстоятельствами — «вынужден», «приходится».

! После модального глагола *have* или *has* всегда употребляется частица *to*.

+	—	?
I/you have to He/she/it has to We/you/they have to	I/you don't have to He/she/it doesn't have to We/you/they don't have to	Do I/you have to ...? Does he/she/it have to ...? Do we/you/they have to ...?

## UNIT 4

### 13 Personal pronouns: object forms (Личные местоимения в косвенном падеже)

I can't do this homework. You can help *me*.  
You don't know me, but I know *you*.  
There's Jack. He's nice. Can you see *him*?  
I like *her*. (Sophie)  
I like *it*. (my school)  
I like *them*. (my parents, my new shoes)

Личные местоимения в косвенном падеже (*me, you, him, her, it, us, you, them*) употребляются после глаголов или предлогов в функции дополнения.

### 14 Some and any (Неопределённые местоимения *some* и *any*)

We've got *some* crisps and *some* cheese.

*Some* употребляется в утвердительных предложениях перед существительными во множественном числе или неисчисляемыми существительными.

But we haven't got *any* orange juice.  
Have we got *any* biscuits?

**Предложение:** Would you like *some* biscuits?  
**Просьба:** Can I have *some* juice, please?

*Any* употребляется в отрицательных и вопросительных предложениях перед существительными во множественном числе или неисчисляемыми существительными.

В просьбах и предложениях обычно употребляется *some*.

### 15 Present simple and present progressive (Сравнение настоящего простого времени и настоящего продолженного времени)

present simple

*I **help** in the kitchen every day.*

present progressive

*I'm **helping** in the kitchen **right now**.*

**Present simple** употребляется, когда речь идёт о постоянных действиях.

**Present progressive** употребляется, когда речь идёт о действиях, происходящих в настоящий момент.

### 16 Present progressive (Настоящее продолженное время)

**а) Утвердительные и отрицательные предложения**  
Sophie *is helping* in the kitchen.  
Emily *isn't helping*.  
You're *making* a mess, Prunella.  
I'm *getting* things ready for the party.

**Present progressive** образуется так: вспомогательный глагол *to be (am, is, are)* + смысловой глагол с окончанием *-ing*.

У большинства глаголов окончание *-ing* добавляется к начальной форме глагола без частицы *to*: *help + -ing = helping*.

- У глаголов, оканчивающихся на *-e*, опускается *-e* и добавляется *-ing*: *make → making, give → giving*.

- У односложных глаголов с гласной между двумя согласными удваивается последняя согласная и добавляется *-ing*: *drop → dropping, get → getting, run → running*.

+		—	
I'm		I'm not	
you're		you aren't	
he's/she's/it's		he isn't/she isn't/	
we're	working	it isn't	working
you're		we aren't	
they're		you aren't	
		they aren't	

**b) Вопросительные предложения и краткие ответы**

*Are you working, Dad?*

— Yes, I *am*. / No, I'm *not*.

*Is Sophie's mum making a salad?*

— Yes, she *is*. / No, she *isn't*.

Вопросительные предложения образуются так: **вспомогательный глагол *to be (am, is, are)* + подлежащее + глагол с окончанием *-ing***.

Краткие ответы образуются так: **Yes + подлежащее + полная форма глагола *to be (am/is/are)* и No + подлежащее + полная/краткая отрицательная форма глагола *to be (am not, isn't, aren't)***.

## UNIT 5

### 17 Past simple (Прошедшее простое время)

*Last week Ananda followed Mr Green to the station.*

**Past simple** употребляется, когда речь идёт о действиях, которые произошли в определённый момент времени в прошлом.

Указатели времени, употребляемые с past simple: *last week, yesterday, three days ago* и т. д.

### 18 Past simple of the verb *to be* (Форма прошедшего времени глагола *to be*)

**Jo:** The dress rehearsal *was* great. We *were* all good.

**Dan:** Jack *wasn't* bad. The girls *weren't* bad. And you *were* fantastic, Jo!

**Jo:** Really? *Was* I fantastic?

**Dan:** Well ... no, you *weren't*. Not really.

Глагол *to be* имеет две формы прошедшего времени:

*I, he/she/it was*                      *you, we, they were*

В отрицательных предложениях: *wasn't* и *weren't*.

Специальные вопросы: *Was I ... / Were you ...?* и т. д.

Краткие ответы: *Yes, I was / No, you weren't* и т. д.

### 19 Past simple: positive statements (Утвердительные предложения в прошедшем простом времени)

**a) Правильные глаголы**

I *watched* Mr Green yesterday. Ananda *followed* him, too.

**Past simple** правильных глаголов образуется путём добавления ***-ed*** к начальной форме глагола без частицы ***to***: I watch → I *watched*.

К глаголам, оканчивающимся на ***-e***, добавляется только ***-d***: I live → I *lived*.

• У глаголов, оканчивающихся на **согласную + *-y***, ***-y*** заменяется на ***-i*** и добавляется ***-ed***: I study → I *studied*.

НО: I play → he *played*.

**b) Неправильные глаголы**

Lots of people *went* to the Spring Show.

(Начальная форма: *go*)

Другие (неправильные) глаголы не образуют форму past simple добавлением ***-ed*** (см. список неправильных глаголов — *List of irregular verbs*).



## 20 Past simple: negative statements (Отрицательные предложения в прошедшем простом времени)



*I **didn't follow** Mr Green yesterday.  
Ananda **didn't have** time.*

Отрицательные предложения образуются так: вспомогательный глагол **did not/didn't** + подлежащее + начальная форма глагола без частицы **to**.

Сравни:

Present simple	<i>I <b>don't play</b> the clarinet.</i>	<i>Jo <b>doesn't play</b> the clarinet.</i>
Past simple	<i>I <b>didn't play</b> the clarinet.</i>	<i>Jo <b>didn't play</b> the clarinet.</i>

## 21 Past simple: questions and short answers (Вопросительные предложения и краткие ответы в прошедшем простом времени)

*Did your dad go to the Spring Show, Jo?  
— Yes, he **did**. / No, he **didn't**.*

- Вопросительные предложения образуются так: вспомогательный глагол **did** + подлежащее + начальная форма глагола без частицы **to**. (Неправильно: *Did he went?*)
- Краткие утвердительные ответы образуются с **did**, а краткие отрицательные ответы — с **didn't**.

Сравни:

Present simple	<i>Do you <b>play</b> the clarinet?</i>	<i>Does Jo <b>play</b> the clarinet?</i>
Past simple	<i>Did you <b>play</b> the clarinet?</i>	<i>Did Jo <b>play</b> the clarinet?</i>

## UNIT 6

### 22 Going to-future (Конструкция *be going to*)

**а) Утвердительные и отрицательные предложения**

*I'm **going to find out** what Mr Green is reading.*

*Sophie **isn't going to help** Jack.*

*Be going to* употребляется, когда речь идёт о планах и намерениях на ближайшее будущее. Утвердительные предложения строятся так: **be (am/is/are) + going to + начальная форма глагола**.

Отрицательные предложения строятся так: **I'm not / You aren't / He isn't + going to + начальная форма глагола**.

**б) Вопросительные предложения и краткие ответы**

*Is Ananda **going to help** Jack?*

*— Yes, she **is**. / No, she **isn't**.*

Сравни:

**Dan:** Be quiet, please. I'm doing my homework. (Дэн делает домашнюю работу сейчас (в настоящий момент): употребляется **present progressive**.)

**Jo:** I'm going to do my homework tomorrow. (Джо собирается сделать домашнюю работу завтра: употребляется конструкция **be going to**.)

### 23 Word order in subordinate clauses (Порядок слов в придаточных предложениях)



I like the library **because** I like books. And I like the library **because it's quiet**.

Придаточные предложения обычно начинаются со слов *because, when, that*:

... **because it's quiet**.

Порядок слов в придаточном предложении такой же, как и в главном предложении:

подлежащее — сказуемое — дополнение:

Главное

предложение

П С

Д

I like the library

Придаточное

предложение

П С

Д

because I like the books.

### 24 Present simple and present progressive in contrast (Сравнение настоящего простого времени и настоящего продолженного времени)

#### Present simple

**Present simple** употребляется, когда речь идёт о:

- постоянных, повторяющихся или повседневных действиях:

*Polly usually cleans her cage on Saturdays.*

- действиях, происходящих друг за другом (обычно при описании с *First ..., then ..., after that ...*):

*First Ananda follows Mr Green to the station, then she watches him.*

*After that she calls Jack on her mobile.*

#### Present progressive

**Present progressive** употребляется, когда речь идёт о:

- действиях, происходящих в момент речи:

*Look, Polly is cleaning her cage now.*

- действиях, которые происходят на протяжении какого-либо времени в момент речи, но ещё не закончились:

*They're following and watching Mr Green.*

## **Appendices**

**English-Russian dictionary**

**List of irregular verbs**

**List of names**

**Classroom English**

**Source list texts**



## АНГЛО-РУССКИЙ СЛОВАРЬ

*adj* — adjective — прилагательное

*adv* — adverb — наречие

*AmE* — American English — «американский» английский

*BrE* — British English — «британский» английский

*conj* — союз

*informal* — разговорный

*n* — noun — существительное

*phr* — выражение

*pl* — plural — множественное число

*prep* — preposition — предлог

*sb* — somebody — кто-либо

*sth* — something — что-либо

*v* — verb — глагол

## А

after /'ɑ:ftə/ — *adv* после

against /ə'geɪnst/ — *prep* против

agree (on) /ə'gri:/ — *v* 3д. выбрать (что-либо)

alarm clock /ə'la:m,klɒk/ — *n* будильник

argue /'ɑ:gu:/ — *v* спорить, ругаться

armchair /'ɑ:mtʃeə/ — *n* кресло

army /'ɑ:mi/ — *n* армия

art /ɑ:t/ — *n* искусство

article /'ɑ:tɪkl/ — *n* статья

artist /'ɑ:tɪst/ — *n* художник

assembly hall /ə'sembli,hɔ:l/ —  
*n* актовый зал

assistant /ə'sɪst(ə)nt/ — *n* помощник,  
консультант

shop assistant — *n* продавец

athletics /æθ'letɪks/ — *n* атлетика

at the moment — *adv* в настоящий  
момент

attraction /ə'trækʃ(ə)n/ —  
*n* аттракцион

aunt /ɑ:nt/ — *n* тётя

autumn /'ɔ:təm/ — *n* осень

## В

balcony /'bælkəni/ — *n* балкон

band /bænd/ — *n* оркестр

barbecue /'bɑ:bɪkju:/ — *n* барбекю

basin /'beɪs(ə)n/ — *n* раковина

basket (of) /'bɑ:skɪt/ — *n* корзина  
(чего-либо)

bath /bɑ:θ/ — *n* ванна

beach /bi:tʃ/ — *n* пляж

beaver /'bi:və/ — *n* бобёр

before /bɪ'fɔ:/ — *prep* до

begin (began, begun) /bɪ'ɡɪn/ —  
*v* начинать

behind /bɪ'haɪnd/ — *prep* за

bend /bend/ — *v* наклоняться

biro /'baɪərəʊ/ — *n* шариковая ручка

birthday /'bɜ:θdeɪ/ — *n* день  
рождения

biscuit /'bɪskɪt/ — *n* печенье

blazer /'bleɪzə/ — *n* спортивная куртка

block /blɒk/ — *n* 1) блок; 2) кусок  
block of flats —

многоквартирный дом

block of ice — глыба льда

blouse /'blaʊz/ — *n* блузка

boat /bəʊt/ — *n* лодка

boring /'bɔ:ɪŋ/ — *adj* скучный

bowl /bəʊl/ — *n* 1) аквариум;  
(of) 2) миска (чего-либо)

branch /brɑ:ntʃ/ — *n* ветка

break /breɪk/ — *v* ломать

breeze /bri:z/ — *n* лёгкий ветерок

bridge /brɪdʒ/ — *n* мост

bright /braɪt/ — *adj* яркий

brochure /'brɔʃʊə/ — *n* брошюра

bubble /'bʌb(ə)l/ — *n* пузырь  
speech bubble — «облачко»  
с текстом

budgie /'bʌdʒɪ/ — *n* (informal)  
волнистый попугай

bump /bʌmp/ — *v* пинать, ударять

busy /'bɪzi/ — *adj* занятый

buy /baɪ/ — *v* покупать

## С

- café /'kæfeɪ/ — *n* кафе  
 cage /keɪdʒ/ — *n* клетка  
 canoeing /kə'nu:ɪŋ/ — *n* плавание  
     на каное  
 canteen /kæn'ti:n/ — *n* столовая  
 carpet /'kɑ:pɪt/ — *n* ковёр  
 cave /keɪv/ — *n* пещера  
 ceiling /'si:lɪŋ/ — *n* потолок  
 chase /tʃeɪz/ — *v* преследовать  
 cheese /'tʃi:z/ — *n* сыр  
 chicken /'tʃɪkɪn/ — *n* курица  
 chimney /'tʃɪmni/ — *n* дымовая труба  
 chips /tʃɪps/ — *pl n* 1) (*BrE*) жареный  
     картофель; 2) (*AmE*) чипсы  
 choir /'kwaɪə/ — *n* хор  
 choose /tʃu:z/ — *v* выбирать  
 church /'tʃɜ:tʃ/ — *n* церковь  
 chutney /'tʃʌtni/ — *n* чатни  
     (индийская кисло-сладкая  
     фруктово-овощная приправа  
     к мясу)  
 classmate /'kla:s,meɪt/ —  
     *n* одноклассник  
 classroom /'kla:s,ru:m/ — *n* классная  
     комната  
 clay /kleɪ/ — *n* глина  
 clean /kleɪn/ — *adj* чистый  
 clever /'kleɪvə/ — *adj* умный  
 climb /klaɪm/ — *v* карабкаться  
 clothes /kləʊðz/ — *pl n* одежда  
 cocktail stick /'kɒkteɪl,stɪk/ —  
     *n* коктейльная палочка  
 collect /kə'lekt/ — *v* собирать,  
     коллекционировать  
 collect stamps — *phr*  
     коллекционировать марки  
 cooker /'kʊkə/ — *n* плита  
 corner /'kɔ:nə/ — *n* угол  
 cornflakes /'kɔ:n,fleɪks/ —  
     *n* кукурузные хлопья  
 costume /'kɒstjʊm/ — *n* костюм  
 cover /'kʌvə/ — *v* накрывать  
 crest /krest/ — *n* герб  
 crisps /krɪspz/ — (*BrE*) *n* чипсы  
 cucumber /'kju:kʌmbə/ —  
     *n* огурец  
 cupboard /'kʌbəd/ — *n* шкаф для  
     посуды  
 curtain /'kɜ:t(ə)n/ — *n* занавеска

## D

- dance /dɑ:ns/ — *v* танцевать  
 dance to music — танцевать  
     под музыку  
 daughter /'dɔ:tə/ — *n* дочь  
 dead /ded/ — *adj* мёртвый  
 deer (*pl deer*) /dɪə/ — *n* олень  
 design /dɪ'zain/ — 1) *n* дизайн;  
     2) *v* проектировать  
 detached house /dɪ'tætʃt,haʊs/ —  
     *n* особняк  
 detective /dɪ'tektɪv/ — *n* детектив  
 diary /'daɪəri/ — *n* дневник  
 different (from) /'dɪfrənt/ —  
     *adj* отличный (от)  
 dishwasher /'dɪʃ,wɒʃə/ —  
     *n* посудомоечная машина  
 distance /'dɪstəns/ — *n* расстояние  
 doorbell /'dɔ:,bel/ — *n* дверной звонок  
 doorstopper /'dɔ:,stɒpə/ — *зд.*  
     треугольный сэндвич в форме  
     ограничителя для открывания  
     двери  
 downstairs /,daʊn'steəz/ — *adv* вниз  
 drama /'dra:mə/ — *n* театральное  
     искусство  
 drink (drank, drunk) /drɪŋk/ — *v* пить  
 drop /drɒp/ — *v* ронять

## E

- each /i:tʃ/ — *adj* каждый  
 empty /'empti/ — *adj* пустой  
 enjoy /ɪn'dʒɔɪ/ — *v* наслаждаться  
 enough /ɪ'nʌf/ — *adv* достаточно  
 equipment /ɪ'kwɪpmənt/ —  
     *n* оборудование  
 essay /'eseɪ/ — *n* сочинение, эссе  
 example /ɪg'zɑ:mpl/ — *n* пример  
 for example — например  
 exchange /ɪks'tʃeɪndʒ/ —  
     *v* обменивать(ся)  
 expensive /ɪk'spensɪv/ — *adj* дорогой  
 experiment /ɪk'sperɪmənt/ —  
     *n* эксперимент  
 explore /ɪk'splɔ:/ — *v* исследовать  
 extra /'ekstrə/ — *adj* лишний

## F

- fancy dress party — *n* маскарад  
 far /fɑ:/ — *adj* дальний

favourite /'feɪvərɪt/ — *adj* любимый  
 feed /fi:d/ — *v* кормить  
 felt-tip (pen) /'feltɪp/ — *n* фломастер  
 find /faɪnd/ — *v* находить  
     find out — выяснить  
 finish /'fɪnɪʃ/ — *v* заканчивать  
 first /fɜ:st/ — *adj* первый  
 fit /fɪt/ — *v* подходить по размеру  
 flat /flæt/ — 1) *n* квартира;  
     2) *adj* плоский  
 floor /flɔ:/ — *n* пол  
 follow /'fɒləʊ/ — *v* следовать  
 food /fu:d/ — *n* еда  
 forehead /'fɒrɪd/ — *n* лоб  
 form /fɔ:m/ — *n* класс  
 free /fri:/ — *adj* свободный  
     free time — свободное время  
 fridge /frɪdʒ/ — *n* холодильник  
 friend /frend/ — *n* друг  
     best friends — лучшие друзья  
 fruit /fru:t/ — 1) *n* фрукт;  
     2) *adj* фруктовый  
     fruit juice — фруктовый сок  
     fruit salad — фруктовый салат  
 full /fʊl/ — *adj* полный, заполненный  
 fun /fʌn/ — *n* веселье  
 fur /fɜ:/ — *n* мех

## G

gate /geɪt/ — *n* ворота  
 get /get/ — *v* 1) получать;  
     2) становиться  
     get dressed — одеваться  
     get off (train) — сходить  
     с (поезда)  
     get on (train) — садиться  
     на (поезд)  
     get up — вставать  
 glass (of) /glɑ:s/ — *n* стакан (чего-либо)  
 glue stick /'glu:stɪk/ — *n* клеящий  
     карандаш  
 go riding — *phr* кататься на лошади  
 go swimming — *phr* плавать  
 grandchild /'græn,tʃaɪld/ — *n* внук  
 guest /gest/ — *n* гость  
 guinea pig /'ɡni:piɡ/ — *n* морская  
     свинка  
 guitar /ɡɪ'tɑ:/ — *n* гитара  
 gymnastics /dʒɪm'næstɪks/ —  
     *n* гимнастика

## H

hamster /'hæmstə/ — *n* хомяк  
 hang /hæŋ/ — *v* вешать  
 happy /'hæpi/ — *adj* счастливый  
 hate /heɪt/ — *v* ненавидеть  
 have /hæv/ — *v* иметь  
     have breakfast/lunch —  
     завтракать/обедать  
     have to — приходится (что-  
     либо делать)  
 hay /heɪ/ — *n* солома  
 helicopter /'helɪ,kɒptə/ — *n* вертолёт  
 hide /haɪd/ — *v* прятать(ся)  
 high /haɪ/ — *adj* высокий  
 hockey shoe /'hɒki,ʃu:/ — обувь для  
     хоккея на траве  
 hole /həʊl/ — *n* дыра  
 homework /'həʊm,wɜ:k/ —  
     *n* домашняя работа  
 hungry /'hʌŋɡri/ — *adj* голодный  
 hurry /'hʌri/ — *v* торопиться  
     be in a hurry — торопиться  
 hutch /'hʌtʃ/ — *n* клетка

## I

ice cream /'aɪs,kri:m/ — *n* мороженое  
 in front of — *prep* впереди  
 ingredient /ɪn'ɡri:diənt/ —  
     *n* ингредиент  
 interactive whiteboard /,ɪntə'rektɪv  
     'waɪt,bɔ:d/ — *n* интерактивная  
     доска  
 invent /ɪn'vent/ — *v* изобретать  
 invitation /,ɪnvɪ'teɪʃ(ə)n/ —  
     *n* приглашение  
     invitation list — список  
     приглашённых  
 invite /ɪn'vaɪt/ — *v* приглашать

## J

jazz /dʒæz/ — *n* джаз  
 jeans /dʒi:nz/ — *n* джинсы  
 joke /dʒəʊk/ — 1) *n* шутка;  
     2) *v* шутить  
 judo /'dʒu:dəʊ/ — *n* дзюдо  
 jug (of) /dʒʌɡ/ — *n* кувшин (чего-  
     либо)  
 jumble sale /'dʒʌmbl,seɪl/ —  
     *n* блошинный рынок  
 junior /'dʒu:nɪə/ — *adj* младший



**К**

kite /kaɪt/ — *n* воздушный змей  
 knee /ni:/ — *n* колено  
 knock /nɒk/ — *v* стучать

**L**

lab /ləb/ — *n* лаборатория  
 label /'leɪbl/ — *v* обозначать,  
 отмечать  
 lake /leɪk/ — *n* озеро  
 lasagne /lə'zænjə/ — *n* лазанья  
 late /leɪt/ — *adj* поздний  
 laugh /lɑ:f/ — 1) *n* смех;  
 2) *v* смеяться  
 lay /leɪ/ — *v* класть  
 lay the table — *phr* накрывать  
 на стол  
 lazy /'leɪzi/ — *adj* ленивый  
 learn /lɜ:n/ — *v* изучать, учить  
 lemonade /,lemə'neɪd/ — *n* лимонад  
 leotard /'li:ɔ:tɔ:d/ — *n* трико  
 lesson /'les(ə)n/ — *n* урок  
 lettuce /'letɪs/ — *n* салат-латук  
 library /'laɪbrəri/ — *n* библиотека  
 life (*pl* lives) /laɪf/ — *n* жизнь  
 like /laɪk/ — *v* 1) любить; 2) нравиться  
 listen (to) /lɪsn/ — *v* слушать (что-  
 либо/кого-либо)  
 loud /laʊd/ — *adj* громкий  
 lunch /lʌntʃ/ — *n* обед, ланч

**М**

magazine /,mægə'zi:n/ — *n* журнал  
 make models — *phr* собирать модели  
 mammoth /'mæməθ/ — *n* мамонт  
 marmalade /'mɑ:məleɪd/ —  
*n* цитрусовый джем  
 maths /mæθs/ — *n* математика  
 may /meɪ/ — *v* мочь  
 mess /mes/ — *n* грязь, мусор  
 make a mess — *phr* мусорить  
 miaow /mjaʊ/ — *v* мяукать  
 middle (of) /mɪdl/ — *n* середина  
 (чего-либо)  
 mime /maɪm/ — *v* изображать мимикой  
 mind map /'maɪndmæp/ — *n* диаграмма  
 ассоциативных связей  
 minus /'maɪnəs/ — *n* минус  
 mistake /mɪ'steɪk/ — *n* ошибка  
 modern /'mɒdən/ — *adj* современный

mountain /'maʊntɪn/ — *n* гора  
 mouse (*pl* mice) /maʊs/ — *n* мышь  
 mozzarella /,mɒtsə'relə/ — *n* сыр  
 моцарелла  
 muesli /'mju:zli/ — *n* мюсли  
 museum /mju:'zi:əm/ — *n* музей  
 music /'mju:zɪk/ — *n* музыка

**N**

nature /'neɪtʃə/ — *n* природа  
 need /ni:d/ — *v* нуждаться  
 neighbour /'neɪbə/ — *n* сосед  
 nervous /'nɜ:vəs/ — *adj* нервный  
 network /'netwɜ:k/ — *n* сеть, схема  
 из слов  
 never /'nevə/ — *adv* никогда  
 next to /'nekstə/ — *prep* рядом с  
 nickname /'nɪk,neɪm/ — *n* прозвище  
 noodle /'nu:d(ə)l/ — *n* лапша

**O**

official /ə'fɪʃ(ə)l/ — *adj* официальный  
 often /'ɒf(ə)n/ — *adv* часто  
 on the radio — *phr* по (на) радио  
 orange /'ɒrɪndʒ/ — *n* апельсин  
 out of /'aʊtəv/ — *prep* без, вне

**P**

packet (of) /'pækɪt/ — *n* пачка (чего-  
 либо)  
 page /peɪdʒ/ — *n* страница  
 pain /peɪn/ — *n* боль  
 paint /peɪnt/ — *v* красить  
 paintball /'peɪnt,bɔ:l/ — *n* пейнтбол  
 parcel /'pɑ:s(ə)l/ — *n* посылка  
 parrot /'pærət/ — *n* попугай  
 pass /pɑ:s/ — *v* *зд.* проплывать (мимо)  
 patch /pætʃ/ — *n* клочок, лоскут  
 PE (physical education) /,pi:'i:/ —  
*n* физкультура  
 photo /'fəʊtəʊ/ — *n* фотография  
 take photos — *phr*  
 фотографировать  
 piece (of) /pi:s/ — *n* кусок (чего-либо)  
 place mat /'pleɪs,mæt/ — *n* *зд.* лист  
 ватмана для создания проекта  
 plate (of) /pleɪt/ — *n* тарелка (чего-  
 либо)  
 playground /'pleɪ,graʊnd/ — *n* игровая/  
 спортивная площадка

plus /plʌs/ — *n* плюс  
 poltergeist /'pɒltə,gaɪst/ —  
*n* полтергейст  
 porch /pɔːtʃ/ — *n* крыльцо  
 practise /'præktɪs/ —  
*v* тренироваться  
 present — 1) /'prez(ə)nt/ *n* подарок;  
 2) /prɪ'zent/ *v* представлять  
 presentation /,prez(ə)n'teɪʃ(ə)n/ —  
*n* презентация  
 price /praɪs/ — *n* цена  
 programme /'prəʊɡrəm/ —  
*n* *зд.* программа для концерта  
 pull /pʊl/ — *v* тянуть  
 push /pʊʃ/ — *v* толкать

## Q

quiet /'kwaɪət/ — *adj* тихий  
 quiz /kwɪz/ — *n* опрос, викторина

## R

racket /'rækt/ — *n* ракетка  
 rain /reɪn/ — 1) *n* дождь; 2) *v* идти  
 (о дожде)  
 RE (religious education) /,ɑːr'iː/ —  
 основы религиозной культуры  
 really /'riːlɪ/ — *adv* действительно  
 reason /'riːz(ə)n/ — *n* причина  
 recipe /'resəpi/ — *n* кулинарный  
 рецепт  
 rehearsal /rɪ'hɜːs(ə)l/ — *n* репетиция  
 dress rehearsal — *phr*  
 генеральная репетиция  
 rehearse /rɪ'hɜːs/ — *v* репетировать  
 report /rɪ'pɔːt/ — *n* доклад  
 result /rɪ'zʌlt/ — *n* результат  
 ride /raɪd/ — *n* аттракцион  
 robber /'rɒbə/ — *n* грабитель  
 roof /ruːf/ — *n* крыша  
 rouble /'ruːb(ə)l/ — *n* рубль  
 rowing /'rəʊɪŋ/ — *n* гребля  
 rubber /'rʌbə/ — *n* ластик  
 rugby /'rʌɡbi/ — *n* регби

## S

sail /seɪl/ — *v* управлять (судном)  
 sailor /'seɪlə/ — *n* моряк  
 sandwich /'sæn(d)wɪdʒ/ —  
*n* бутерброд, сэндвич  
 sausage /'sɒsɪdʒ/ — *n* сосиска

scary /'skeəri/ — *adj* страшный  
 science /'saɪəns/ — *n* 1) естествознание;  
 2) наука  
 scuba diving /'skuːbə,daɪvɪŋ/ —  
*n* подводное плавание  
 с аквалангом  
 seahorse /'siːhɔːs/ — *n* морской конёк  
 secret /'sɪkrət/ — *n* секрет  
 sell (sold) /sel/ — *v* продавать  
 semi-detached house  
 /,semɪdɪ'tætʃt'haʊs/ — *n* дом  
 из двух квартир, имеющих  
 общую стену  
 shake /ʃeɪk/ — *v* трясти  
 share /ʃeə/ — *v* делиться  
 sharpener /'ʃɑːp(ə)n(ə)/ — *n* точилка  
 shelf (*pl* shelves) /ʃelf/ — *n* полка  
 ship /ʃɪp/ — *n* корабль  
 shirt /ʃɜːt/ — *n* рубашка  
 shopping list /'ʃɒpɪŋ,lɪst/ — *n* список  
 покупок  
 shout /ʃaʊt/ — *v* кричать  
 show /ʃəʊ/ — *n* представление, шоу  
 shower /'ʃaʊə/ — *n* душ  
 sing (sang, sung) /sɪŋ/ — *v* петь  
 single /sɪŋɡl/ — *adj* одинокий  
 (холост/не замужем)  
 sink /sɪŋk/ — *n* раковина  
 size /saɪz/ — *n* размер  
 smile /smaɪl/ — 1) *n* улыбка;  
 2) *v* улыбаться  
 soap /səʊp/ — *n* мыло  
 sock /sɒk/ — *n* носок  
 sofa /'səʊfə/ — *n* диван  
 software company /'sɒft,weə'kʌmp(ə)nɪ/ —  
*n* компания, выпускающая  
 программное обеспечение для  
 компьютера  
 sound /saʊnd/ — *n* звук  
 spaceship /'speɪs,ʃɪp/ —  
*n* космический корабль  
 spell /spel/ — *v* говорить/писать по  
 буквам  
 spring /sprɪŋ/ — *n* весна  
 spy /spaɪ/ — *n* шпион  
 squirrel /'skwɪrəl/ — *n* белка  
 stage /steɪdʒ/ — *n* сцена  
 stairs /steəz/ — *n* ступеньки  
 station /'steɪʃ(ə)n/ — *n* станция  
 step /step/ — *n* шаг

stick (stuck) on /stɪk/ —  
*v* приклеивать  
 stilt /stɪlt/ — *n* свая  
 walk on stilts — ходить на  
 ходулях  
 stove /stəʊv/ — *n* печка  
 stretch /stretʃ/ — *v* тянуть(ся)  
 stuff /stʌf/ — *n* вещи  
 summer /'sʌmə/ — *n* лето  
 sunglasses /'sʌn,ɡlɑːsɪz/ —  
*n* солнцезащитные очки  
 sure /ʃʊː/ — *adj* уверенный  
 swap /swɒp/ — *v* обмениваться  
 sweatshirt /'swet,ʃɜːt/ — *n* толстовка  
 sweet /swiːt/ — 1) *n* конфета; 2) *adj*  
 сладкий  
 synchronise /'sɪŋkrənaɪz/ —  
*v* синхронизировать

## T

tap /tæp/ — *n* водопроводный кран  
 teach /tiːtʃ/ — *v* учить, преподавать  
 team /tiːm/ — *n* команда  
 terraced house /'terɪst,haʊs/ —  
*n* таунхаус  
 terrible /'terəb(ə)l/ — *adj* ужасный  
 thirsty /'θɜːsti/ — *adj* хотеть пить  
 throw /θrəʊ/ — *v* бросать, кидать  
 ticket /'tɪkɪt/ — *n* билет  
 tie /taɪ/ — *n* галстук  
 timetable /'taɪm,teɪb(ə)l/ —  
*n* расписание  
 tired /'taɪəd/ — *adj* уставший  
 toast /təʊst/ — *n* тост  
 tongue /tʌŋ/ — *n* язык  
 tongue twister — скороговорка  
 tooth (*pl* teeth) /tuːθ/ — *n* зуб  
 tortoise /'tɔːtəs/ — *n* сухопутная  
 черепаха  
 touch /tʌtʃ/ — *v* трогать  
 tower /'taʊə/ — *n* башня  
 traditional /trə'dɪʃ(ə)nəl/ —  
*adj* традиционный  
 trick /trɪk/ — *n* фокус  
 do tricks — показывать  
 фокусы  
 trip /trɪp/ — *n* поездка  
 trousers /'traʊzəs/ — *n* брюки, штаны

try /traɪ/ — *v* пробовать  
 try on — примерять  
 turn /tɜːn/ — *v* поворачивать  
 turn on/off — включать/  
 выключать  
 twin /twin/ — *n* близнец

## U

uncle /'ʌŋk(ə)l/ — *n* дядя  
 understand /,ʌndə'stænd/ —  
*v* понимать  
 uniform /'juːnɪfɔːm/ — *n* форма  
 upstairs /ʌp'steɪz/ — *adv* наверху  
 use /juːz/ — *v* использовать  
 usually /'juːʒuəli/ — *adv* обычно

## V

village /'vɪlɪdʒ/ — *n* деревня  
 voice /vɔɪs/ — *n* голос  
 vowel /'vaʊəl/ — *n* гласный звук

## W

wall /wɔːl/ — *n* стена  
 want /wɒnt/ — *v* хотеть, желать  
 wardrobe /'wɔːdrəʊb/ — *n* шкаф для  
 одежды  
 warm /wɔːm/ — *adj* тёплый  
 watch /wɒtʃ/ — 1) *n* наручные часы;  
 2) *v* смотреть, наблюдать  
 water /'wɔːtə/ — *n* вода  
 whisper /'wɪspə/ — 1) *n* шёпот;  
 2) *v* шептать  
 window /'wɪndəʊ/ — *n* окно  
 winter /'wɪntə/ — *n* зима  
 wish /wɪʃ/ — 1) *n* желание;  
 2) *v* хотеть, желать  
 without /wɪð'aʊt/ — *prep* без  
 wood /wʊd/ — *n* древесина  
 wool /wʊl/ — *n* шерсть  
 worksheet /'wɜːk,ʃiːt/ — *n* рабочий лист  
 write down — *phr* записывать  
 wrong /rʊŋ/ — *adj* неверный,  
 неправильный

## Y

yesterday /'jestədeɪ/ — *adv* вчера  
 yoga /'jəʊgə/ — *n* йога  
 yurt /jɜːt/ — *n* юрта



## IRREGULAR VERBS

Infinitive	Past simple	Past participle	
(to) arise	arose	arisen	возникать, появляться
(to) be	was/were	been	быть, находиться
(to) beat	beat	beaten	бить, ударять
(to) become	became	become	становиться
(to) begin	began	begun	начинать(ся)
(to) bet	bet	bet	биться об заклад
(to) bleed	bled	bled	кровоточить
(to) blow	blew	blown	дуть
(to) break	broke	broken	ломать
(to) bring	brought	brought	приносить
(to) broadcast	broadcast	broadcast	транслировать
(to) build	built	built	строить
(to) burn	burnt, burned	burnt, burned	жечь
(to) buy	bought	bought	покупать
(to) cast	cast	cast	1) бросать, кидать; 2) распределять (роли)
(to) catch	caught	caught	ловить
(to) choose	chose	chosen	выбирать
(to) come	came	come	приходить
(to) cost	cost	cost	стоить
(to) creep	crept	crept	ползти
(to) cut	cut	cut	резать
(to) deal (with)	dealt	dealt	иметь дело (с)
(to) dig	dug	dug	копать
(to) do	did	done	делать
(to) draw	drew	drawn	рисовать
(to) dream	dreamt, dreamed	dreamt, dreamed	мечтать
(to) drink	drank	drunk	пить
(to) drive	drove	driven	вести (машину)
(to) eat	ate	eaten	есть, кушать
(to) fall	fell	fallen	падать

(to) feed	fed	fed	кормить
(to) feel	felt	felt	чувствовать
(to) fight	fought	fought	драться, сражаться, бороться
(to) find	found	found	находить
(to) flee	fled	fled	спасаться бегством
(to) fly	flew	flown	летать
(to) forbid	forbade	forbidden	запрещать
(to) forget	forgot	forgotten	забывать
(to) freeze	froze	frozen	замерзать
(to) get	got	got	получать
(to) give	gave	given	давать
(to) go	went	gone	идти, ехать
(to) grow	grew	grown	расти
(to) hang	hung	hung	висеть
(to) have (got)	had	had	иметь
(to) hear	heard	heard	слышать
(to) hide	hid	hidden	прятать
(to) hit	hit	hit	ударять, бить
(to) hold	held	held	держать
(to) hurt	hurt	hurt	ранить
(to) keep	kept	kept	хранить, держать
(to) know	knew	known	знать
(to) lay	laid	laid	накрывать (на стол), класть
(to) lead	led	led	вести, руководить
(to) learn	learnt, learned	learnt, learned	учить, изучать
(to) leave	left	left	оставлять, покидать
(to) lend	lent	lent	одалживать
(to) let	let	let	позволять
(to) lie	lay	lain	лежать
(to) light	lit	lit	зажигать
(to) lose	lost	lost	терять, проигрывать
(to) make	made	made	делать, изготавливать
(to) mean	meant	meant	иметь в виду
(to) meet	met	met	встречать(ся)

(to) overcome	overcame	overcome	побороть, преодолеть
(to) overtake	overtook	overtaken	догнать, наверстать
(to) pay	paid	paid	платить
(to) put	put	put	класть
(to) read	read	read	читать
(to) retell	retold	retold	пересказывать
(to) ride	rode	ridden	кататься
(to) ring	rang	rung	звонить
(to) rise	rose	risen	подниматься
(to) run	ran	run	бегать
(to) say	said	said	сказать
(to) see	saw	seen	видеть
(to) seek	sought	sought	искать
(to) sell	sold	sold	продавать
(to) send	sent	sent	посылать, отправлять
(to) set	set	set	устанавливать
(to) shake	shook	shaken	трясти
(to) shine	shone	shone	блестеть
(to) shoot	shot	shot	стрелять
(to) show	showed	shown	показывать
(to) shut	shut	shut	закрывать
(to) sing	sang	sung	петь
(to) sink	sank	sunk	тонуть
(to) sit	sat	sat	сидеть
(to) sleep	slept	slept	спать
(to) smell	smellt, smelled	smellt, smelled	пахнуть
(to) speak	spoke	spoken	говорить
(to) spell	spellt, spelled	spellt, spelled	писать или произносить по буквам
(to) spend	spent	spent	проводить, тратить
(to) spoil	spoilt, spoiled	spoilt, spoiled	портить
(to) spread	spread	spread	растягивать
(to) stand	stood	stood	стоять
(to) steal	stole	stolen	красть, воровать
(to) stick	stuck	stuck	приклеивать, наклеивать



(to) sting	stung	stung	жалить
(to) strike	struck	struck	наносить удар, бить
(to) swear	swore	sworn	клясться
(to) swim	swam	swum	плавать
(to) take	took	taken	брать
(to) teach	taught	taught	учить, преподавать
(to) tear	tore	torn	разрывать
(to) tell	told	told	рассказывать
(to) think	thought	thought	думать
(to) throw	threw	thrown	кидать
(to) understand	understood	understood	понимать
(to) wake	woke	woken	просыпаться, будить
(to) wear	wore	worn	носить
(to) win	won	won	выигрывать
(to) wind	wound	wound	закручивать, заводить
(to) write	wrote	written	писать

## LIST OF NAMES

### First names (Имена)

**Ananda** [ə'nændə]  
**Ann** [æn]  
**Anna** [ænə]  
**Anne** [æn]  
**Barnabas** ['bɑ:nəbəs]  
**Becky** ['bekɪ]  
**Ben** [ben]  
**Betty** ['betɪ]  
**Bill** [bɪl]  
**Billy** ['bɪli]  
**Catherine** ['kæθərɪn]  
**Dan** [dæn]  
**Daniel** ['dæniəl]  
**Dennis** ['dɛnɪs]  
**Dilip** ['dɪlɪp]  
**Elizabeth** [ɪ'lɪzəbəθ]  
**Emily** ['eməli]  
**Emma** ['emə]  
**Hannah** ['hænə]  
**Harry** ['hæri]  
**Henry** ['henri]  
**Hip** [hɪp]  
**Hop** [hɒp]  
**Howard** ['haʊəd]  
**Indira** [ɪn'dɪərə]  
**Jack** [dʒæk]  
**Jane** [dʒeɪn]  
**Jay** [dʒeɪ]  
**Jenny** ['dʒɛni]  
**Jim** [dʒɪm]  
**Jo** [dʒəʊ]  
**John** [dʒɒn]  
**Johnny** ['dʒɒni]  
**Jonah** ['dʒəʊnə]  
**Kim** [kɪm]  
**Larry** ['læri]  
**Laura** ['ləʊrə]  
**Lee** [li:]  
**Les** [lez]  
**Liz** [lɪz]  
**Mark** [mɑ:k]  
**Mary** ['meəri]  
**Michael** ['maɪkl]  
**Michelle** [mɪ'ʃel]  
**Mike** [maɪk]  
**Nora** ['nɔ:rə]  
**Pat** [pæt]

**Paul** [pɔ:l]  
**Peter** ['pi:tə]  
**Polly** ['pɒli]  
**Prunella** [pru'nelə]  
**Sanjay** ['sændʒeɪ]  
**Sheeba** ['ʃi:bə]  
**Sheila** ['ʃi:lə]  
**Simon** ['saɪmən]  
**Sophie** ['səʊfi]  
**Spike** [spaɪk]  
**Tim** [tɪm]  
**Toby** ['təʊbi]  
**Wanda** ['wɒndə]  
**Winston** ['wɪnstən]  
**Yoko** ['jəʊkəʊ]

### Family names (Фамилии)

**Barker** ['bɑ:kə]  
**Baxter** ['bækstə]  
**Baynton** ['beɪntən]  
**Bonny** ['bɒni]  
**Brown** [braʊn]  
**Carter-Brown** ['kɑ:tə 'braʊn]  
**Depp** [dep]  
**Elliot** ['eliət]  
**Green** [gri:n]  
**Hanson** ['hænsn]  
**Hitchcock** ['hɪtʃkɒk]  
**Kapoor** [kə'pɔ:, kə'pʊə]  
**King** [kɪŋ]  
**Kingsley** ['kɪŋzli]  
**Milligan** ['mɪlɪgən]  
**Milne** [mɪln]  
**Rackham** ['rækəm]  
**Shaw** [ʃɔ:]  
**Smith** [smɪθ]  
**Thompson** ['tɒmpsn]  
**White** [waɪt]

### Place names (Географические названия)

**Bath** [bɑ:θ]  
**Bristol** ['brɪstl]  
**Cabot Tower** [,kæbət 'taʊə]

### Clifton Suspension Bridge

[,klɪftən sə'spenʃn brɪdʒ]  
**Cooper Street** ['ku:pə strɪt]  
**Cotham** ['kɒtəm]  
**Cotham Park Road** [,kɒtəm pɑ:k 'rəʊd]  
**Delhi** ['delɪ]  
**England** ['ɪŋɡlənd]  
**Frogmore Street** ['frʊgmɔ: strɪt]  
**Germany** ['dʒɜ:məni]  
**Hamilton Street** ['hæməltən strɪt]  
**Harbourside** ['hɑ:bəsaɪd]  
**India** ['ɪndiə]  
**The Industrial Museum** [ɪn,dəstriəl mju'zi:əm]  
**Italy** ['ɪtəli]  
**London** ['lʌndən]  
**New York** [,nju: 'jɔ:k]  
**New Zealand** [nju: 'zi:lənd]  
**Paris** ['pæris]  
**Paul Road** [,pɔ:l 'rəʊd]  
**Portway** ['pɔ:tweɪ]  
**Russia** ['rʌʃə]  
**Stockholm** ['stɒkhəʊm]  
**Tokyo** ['təʊkiəʊ]  
**Uganda** [ju'gændə]  
  
**Other names (Другие названия)**  
**Aardman** ['ɑ:dmən]  
**Halloween** [,hæləʊ'i:n]  
**Hokey Cokey** [,həʊki 'kəʊki]  
**Madonna** [mæ'dɒnə]  
**Oxfam** ['ɒksfæm]

## CLASSROOM ENGLISH

### ФРАЗЫ КЛАССНОГО ОБИХОДА НА АНГЛИЙСКОМ ЯЗЫКЕ

<b>You need help</b>	<b>Если вам требуется помощь</b>
Sorry, I don't understand.	Извините, я не понимаю.
Can you say that again, please?	Не могли бы вы повторить?
Can you speak louder, please?	Не могли бы вы говорить громче?
Can I ask a question, please?	Можно задать вопрос?
Can you help me, please?	Не могли бы вы мне помочь?
What does ... mean?	Что означает...?
Is ... the right word for ...?	Как правильно переводится...?
I've got ... — is that right too?	Мой ответ — ... Это тоже правильно?
Can you spell ... , please?	Не могли бы вы произнести по буквам / написать слово...?
How do you say the first word in line 2?	Как произносится первое слово во второй строке?
Can you write that on the board, please?	Не могли бы вы написать это на доске?
Can we listen to that again, please?	Можно нам прослушать запись ещё раз?
Sorry, I can't find it. What page are we on?	Извините, я не могу найти это (упражнение / этот текст). На какой мы странице?
What's for homework?	А что нам задано на дом?
<b>You're in trouble</b>	<b>Вы в беде</b>
Sorry, I'm late / I haven't done my homework.	Извините, я опоздал / не сделал домашнюю работу.
Sorry, I've left my exercise book at home.	Извините, я забыл свою тетрадь дома.
I haven't finished yet.	Я ещё не закончил.
Sorry, I wasn't listening / I don't know.	Извините, я прослушал(а) / не знаю.
I can't do number 3.	У меня не получается сделать третий номер (третье задание).
<b>Talking about texts</b>	<b>Обсуждение текстов</b>
The story / play / poem / song / film is about ...	В рассказе/пьесе/песне/фильме говорится о...



The action takes place during/in ...

In lines 15–20 it says that ...

The main character is ...

The man/woman/...

seems to be very lonely/angry/sad /...

The relationship between ... and ...  
is strange/...

It was funny/scary/boring/... when ...

I liked it/didn't like it when ...

I found the ending surprising /  
disappointing/silly/... because ...

I think the story is funny/exciting/...  
because ...

The story made me (feel) happy/  
angry/...

Действие происходит во время / в...

В строчках 15–20 говорится о...

Главный герой...

Мне кажется, этот мужчина  
(эта женщина) очень одинокий(ая)/  
злой(ая)/грустный(ая)/...

Отношения между... и...  
странные/...

Было забавно/страшно/  
скучно, когда...

Мне понравилось/не понравилось,  
когда...

Концовка меня удивила/  
разочаровала/показалась  
глупой/..., потому что...

Мне кажется, что рассказ  
смешной/захватывающий/...,  
потому что...

История меня развеселила/  
разозлила/...

### In a discussion

In my opinion...

Let me give you an example...

First ... / Second ... / And finally ...

I agree/disagree (with ...) because ...

Yes, you're right. / Exactly!

What Masha says is right/wrong.

You say ..., but ...

What do you mean exactly?

You may be right, but ...

I'm not so sure. Maybe/Perhaps ...

What do you think (about ...)?

### Во время дискуссии

По моему мнению (По-моему),...

Я могу привести пример...

Во-первых, ... / Во-вторых, ... /  
И наконец, ...

Я (не) согласен(а) с..., потому  
что...

Да, ты прав(а). / Совершенно  
верно! (Точно!)

То, что говорит Маша, правильно/  
неправильно.

Ты говоришь..., но...

Что конкретно ты имеешь  
в виду?

Возможно, ты прав(а), но...

Я не уверен(а). Может быть /  
Возможно...

Что ты думаешь (о...)?

**Working with a partner or in a group**

Can I work with...?

What are we going to do first?

Let's read the task again.

Whose turn is it? — It's my/your turn to write/ask questions.

I think we should/could...

Have you got any ideas?

I really like your idea. /  
That sounds good.

Where can we find out about...?

What did you find on the Internet?

What do you think of my text/  
picture /...?

I don't understand what you mean. /

I'm not sure about that.

Let's write ... on our poster.

Let's put the picture here.

How much (more) time do we have?

We've only got ... minutes left.

Let's do ... quickly and then go on to ...

Maybe we should leave out ... /  
say something about ...

We've nearly finished.

**Работа в парах или в группах**

Можно мне выполнить задание  
вместе с...?

С чего мы начнём?

Давай прочитаем задание ещё раз.

Чья очередь? — Моя/твоя  
очередь писать/задавать  
вопросы.

Я думаю, нам следует/мы могли  
бы...

Есть идеи?

Мне очень нравится твоя идея. /  
Звучит хорошо.

Где мы можем найти  
информацию о...?

Что ты нашёл в Интернете?

Что ты думаешь о моём  
сочинении/  
фотографии/...?

Я не понимаю, что ты имеешь в  
виду. /

Я в этом не уверен(а).

Давай напомним... на плакате.

Давай наклеим сюда  
фотографию.

Сколько времени у нас осталось?

У нас осталось всего... минут.

Давай быстро сделаем... и затем  
перейдём к...

Может, нам пропустить ... /  
сказать что-нибудь о...?

Мы почти закончили.

**Giving a talk/presentation**

The topic of my talk/presentation is ...

I'm going to divide my talk into ... parts.

First/Next/... I would like to ...

**Выступление/презентация**

Тема моего выступления / моей  
презентации...

Я разделю своё выступление на...  
частей.

Сначала/Затем/... я бы  
хотел(а)...

Finally, I'll tell you something about ...

On the first slide on the left /  
right you can see ...

To sum up I'd like to say...

Are there any questions or comments?

Наконец, я расскажу вам кое-что  
о...

На первом слайде слева /  
справа вы видите...

В заключение, я бы хотел(а)  
сказать...

У вас есть какие-нибудь вопросы  
или комментарии?

### What your teacher says

Copy / Fill in the chart / form.

Correct the mistakes.

Don't forget to check your spelling.

Be careful with the word order.

Write it on the board, please.

Compare your sentences /  
answers /... with a partner.

Discuss ... in your group.

Practise / Act out the dialogues  
with a partner, please.

Walk around the class  
and ask other students.

Take / Make notes.

Imagine you are ...

What do you think of ...?

Have you got any other ideas?

Give three reasons.

Have you finished?

Present your talk / poster /...  
to the class.

Do exercise 3 for homework, please.

### Что говорит ваш учитель

Перерисуйте (Перепишите) /  
Заполните таблицу / анкету.

Исправьте ошибки.

Не забудьте проверить  
орфографию.

Аккуратнее с порядком слов.

Напишите, пожалуйста, это на  
доске.

Сравните свои предложения /  
ответы/... с одноклассником.

Обсудите... в группе.

Потренируйте / Разыграйте,  
пожалуйста, диалог  
с одноклассником.

Пройдись по классу  
и опроси одноклассников.

Запишите.

Представьте, что вы...

Что вы думаете о...?

У вас есть ещё идеи?

Назовите три причины.

Вы закончили?

Выступите / Сделайте презентацию  
плаката /... перед классом.

Сделайте упражнение 3 дома,  
пожалуйста.



## SOURCE LIST TEXTS:

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p. 124: 'The Poetry United Chant' by Les Baynton; 'Rain' by Spike Milligan, © Spike Milligan Productions Ltd.; 'Halfway Down' by A.A. Milne. From *When We Were Very Young* by AA Milne. Copyright © 1924 The Trustees of the Pooh Properties. Published by Egmont UK Ltd and used with permission.

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About Bristol / Bristol Homestay (<http://www.homestaybristol.com/bristol/>, as at 10.05.2016) (p. 129)

Rob Cousins, Bristol (p. 9, p. 10, p. 11 image 2, p. 12, p. 14, p. 15, p. 16, p. 17 top, p. 18, p. 19, p. 20, p. 21 top, p. 22, p. 24, p. 28, p. 31, p. 32–33, p. 43 image B, p. 46, p. 47 images 7, 11 and 12, p. 48, p. 50, p. 63 image 1–3 and 7–8, p. 64 top and centre, p. 69 top, p. 70 left top and bottom, p. 85, p. 94, p. 102, p. 107, p. 111, p. 112, p. 133 images A, D and H, p. 134 top, p. 136, p. 138, p. 139)

Caffeine dose for you! : English Odyssey: Horseworld Bristol Day 5 (<http://themeowmeowscribbles.blogspot.ru>, as at 10.05.2016) (p.131)

Corbis, Düsseldorf (p. 69 bottom)

Fashion Design Institute: California Fashion Design Camp (<http://www.paliadventures.com>, as at 10.05.2016) (p. 122)

Gareth Evans, Berlin (p. 30, p. 67 top and centre, p. 77 bottom, p. 86) Libraries (<http://bmicilib.tumblr.com/>, as at 10.05.2016) (p. 131)

NoNaMe (nnm.me, as at 10.05.2016) (p. 145)

On the road with Jim and Mary (<http://otrwwjam.wordpress.com>, as at 10.05.2016) (p.122)

Outhouseworldphoto's Weblog (<http://outhouseworldphoto.wordpress.com>, as at 10.05.2016) (p. 34)

Pennsylvania Resident Summer Camp (<http://www.lohikan.com/spycamp.htm>, as at 10.05.2016) (Spy camp, p. 122)

Roland Beier, Berlin (p. 50, p. 115, p. 117, p. 137 bottom, p. 141)

South West Railways (<http://southwest-railways.50webs.com/>, as at 10.05.2016) (p. 133)

Space Camp (<http://www.spacecamp.com/>, as at 10.05.2016) (p. 122)

Travel with Kevin and Ruth: The S.S. Great Britain in Bristol (<http://www.travelwithkevinandruth.com>, as at 10.05.2016) (p.129)

Vasily Martynov (Geoid.ru, as at 15.11.2012) (p. 145)

VIACOM International Media Networks Germany (<http://www.viacom.de>, as at 10.05.2016) (p. 34)

ГБОУ СОШ № 364 ([http://schvu1282.mskobr.ru/common\\_edu/shkol\\_noe\\_otdelenie\\_364/](http://schvu1282.mskobr.ru/common_edu/shkol_noe_otdelenie_364/), as at 10.05.2016) (p. 35)

Этномир (ethnomir.ru, as at 10.05.2016) (p. 57)

Мишкін Art (<http://www.mishkinart.narod.ru/>, as at 10.05.2016) (p. 145)

### **SOURCE LIST ILLUSTRATIONS (PARTIAL):**

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Fliss Cary / Graham-Cameron Illustration, UK (p. 12, p. 13, p. 15, p. 27, p. 42, p. 45, p. 51, p. 52, p. 55, p. 68 top and centre, p. 72, p. 76-77, p. 90, p. 91, p. 93, p. 95, p. 96, p. 98, p. 99, p. 135, p. 137 top, p. 138, p. 140, p. 142, p. 143)

Johann Brandstetter, Neuötting (p. 120–121)

Julie Colthorpe, Berlin (p. 21 bottom right, p. 39, p. 43, p. 54, p. 63 images 5, 6)

Учебное издание

Серия «Сферы 1—11»



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## **Английский язык**

**5 класс**

Учебник для общеобразовательных организаций

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Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—953000.  
Изд. лиц. Серия ИД № 05824 от 12.09.01. Подписано в печать с оригинал-макета  
00.00.00. Формат 84×108<sup>1</sup>/<sub>16</sub>. Бумага офсетная. Гарнитура SchoolBookCSanPin. Печать  
офсетная. Уч.-изд. л. . Тираж экз. Заказ № .

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