

K. Kaufman M. Kaufman

Happy English.ru



ПОМОЩНИКИ
WAS, WERE



НУЖЕН
ПОМОЩНИК



НУЖЕН
ПОМОЩНИК



НУЖЕН
ПОМОЩНИК



ING

PROGRESSIVE

SIMPLE

PROGRESSIVE

SIMPLE

PAST PROGRESSIVE

DON'T ENTER
LIKE, KNOW,
SEE, HEAR...

AT THAT MOMENT IN THE PAST

LIKE

SEE

READ

KNOW

DON'T ENTER
AM, ARE, IS, MUST, CAN

MUST

IS

ARE

CAN

WORK

JUST

SEE

HEAR

TRY DoDidDone

ПОМОЩНИК HAD

нужен помощник

нужен помощник

BE

Для Неправильных глаголов

COME SEEM WRITTEN

FLY

WASH

Для Правильных глаголов

GO GONE

PERFECT

PERFECT PROGRESSIVE

PROGRESSIVE

FUTURE

PERFECT

PERFECT PROGRESSIVE

SIMPLE

PAST PERFECT

Before you went in,
We had opened the door.
You had never been,
To this town before.

DON'T ENTER
AM, ARE, IS, MUST, CAN

AM

IS

MUST

CAN

ARE

SEE

PRESENT PERFECT

ПОМОЩНИК HAVE

HAVE

DO

SEE

YET

TRY DoDidDone

ПОМОЩНИК HAD

НУЖЕН ПОМОЩНИК

BE

Для Неправильных глаголов

COME SEEM WRITTEN

FLY

WASH

Для Правильных глаголов

GO GONE

НУЖЕН ПОМОЩНИК

PERFECT

PROGRESSIVE

FUTURE

PERFECT PROGRESSIVE

SIMPLE

PAST PERFECT

Before you went in,
We had opened the door.
You had never been,
To this town before.

DON'T ENTER
AM, ARE, IS, MUST, CAN

SEE

IS

MUST

CAN

ARE

PRESENT PERFECT

ПОМОЩНИК HAVE

HAVE

DO

SEE

NEED HELP

NEED HELP

[illegible][illegible][illegible][illegible]

TRY DoDidDone

ПОМОЩНИК HAD

Для Неправильных глаголов

Помощники: BE, GO, GONE, COME, SEEM, WRITE, FLY, WASH, DO.

Нужен помощник: NEED HELP

ПРАВИЛЬНЫЕ ГЛАГОЛЫ

Для Правильных глаголов

PAST PERFECT

Before you went in,
We had opened the door.
You had never been,
To this town before.

DON'T ENTER
AM, ARE, IS, MUST, CAN

PRESENT PERFECT

помощник HAVE

Помощники: AM, IS, ARE, CAN, MUST, SEE.

Острова Тенз: PERFECT, PERFECT PROGRESSIVE, FUTURE (PROGRESSIVE, SIMPLE), PERFECT PROGRESSIVE, SIMPLE.

TRY DoDidDone

ПОМОЩНИК HAD

нужен помощник GO GONE

BE

Для Неправильных глаголов

COME SEEM WRITTEN

FLY

WASH

Для Правильных глаголов

PERFECT

PROGRESSIVE

FUTURE

SIMPLE

PERFECT PROGRESSIVE

PERFECT

PERFECT PROGRESSIVE

PAST PERFECT

Before you went in,
We had opened the door.
You had never been,
To this town before.

**DON'T ENTER
AM, ARE, IS, MUST, CAN**

AM

IS

MUST

ARE

CAN

PRESENT PERFECT

помощник HAVE

DO

SEE

YET

[illegible][illegible][illegible]

TRY DoDidDone

ПОМОЩНИК HAD

НУЖЕН ПОМОЩНИК

НУЖЕН ПОМОЩНИК

BE

Для Неправильных глаголов

COME SEEN WRITTEN

FLY

WASH

Для Правильных глаголов

GO GONE

PERFECT

PERFECT PROGRESSIVE

PROGRESSIVE

FUTURE

PERFECT

PERFECT PROGRESSIVE

SIMPLE

PAST PERFECT

Before you went in,
We had opened the door.
You had never been,
To this town before.

DON'T ENTER
AM, ARE, IS, MUST, CAN

SEE

IS

MUST

CAN

ARE

PRESENT PERFECT

ПОМОЩНИК HAVE

HAVE

DO

SEE

YES

НУЖЕН ПОМОЩНИК

НУЖЕН ПОМОЩНИК

К. И. Кауфман, М. Ю. Кауфман

Английский язык

**Счастливый английский.ру /
Happy English.ru**

**Учебник для 7 класса
общеобразовательных учреждений**

*Рекомендовано Министерством образования
и науки Российской Федерации к использованию
в образовательном процессе в образовательных учреждениях,
реализующих образовательные программы общего образования
и имеющих государственную аккредитацию*

ИЗДАТЕЛЬСТВО
Т И Т У Л
Т И Т У Л
PUBLISHERS

2008

**УМК “Happy English.ru” для 7 класса
включает следующие компоненты:**

- учебник с текстами для домашнего чтения по истории Англии
- книгу для учителя
- рабочие тетради № 1, 2 с раздаточным материалом
- аудиоприложение (аудиокассеты, CD MP3)

По вопросам приобретения книг следует обращаться в издательство “Титул”: 249035, г. Обнинск Калужской обл., а/я 5055,
тел.: (48439) 9-10-09, факс: (48439) 9-10-00,
e-mail: pochta@titul.ru (книга почтой), umk@titul.ru (оптовые покупатели).

Условные обозначения:



упражнения,
выполняемые в классе



тексты и упражнения,
связанные с сюжетом



слушайте аудиокассету, CD



работа в парах



работа в группах, игра



домашнее задание

К. И. Кауфман, М. Ю. Кауфман

К30 Английский язык: Счастливый английский.ру / Happy English.ru: Учебник для 7 кл. общеобраз. учрежд. — Обнинск: Титул, 2008. — 256 с.: ил.
ISBN 978-5-86866-427-4

Учебник “Счастливый английский.ру” для 7-го класса является третьим учебником при начале обучения с 5-го класса и шестым учебником при начале обучения со 2-го класса завершенного курса английского языка “Счастливый английский.ru”, предназначенного для учащихся основной и средней (полной) общеобразовательной школы.

УМК написан в соответствии с требованиями федерального компонента государственного стандарта общего образования и рекомендован Министерством образования и науки Российской Федерации. Курс обеспечивает необходимый и достаточный уровень коммуникативных умений учащихся в устной и письменной речи, их готовность и способность к речевому взаимодействию на английском языке в рамках обозначенной в стандарте тематики. К курсу “Happy English.ru” разработана авторская программа для 5–9-х классов.

ББК 81.2Англ-922

© К. И. Кауфман, М. Ю. Кауфман, 2004

© Издательство “Титул”, дизайн, воспроизведение, распространение, 2004; 2008, с изменениями

Содержание

Unit 1 Say hello to your old friends	4	Lesson 4 Is life at school easy?	121
Lessons 1, 2 Do you remember us?	6	Lesson 5 You should find friends	124
<i>Grammar</i> Артикль	9	<i>Grammar</i> Глагол <i>should</i>	124
Lesson 3 We are making a file	12	Lesson 6 School dinners	129
Lesson 4 Do you need a hand?	14	Lesson 7 Manners, manners... ..	132
Lesson 5 A horrible thing happened!	18	Lessons 8, 9 We must leave our land	133
Unit 2 Camping: Is it for you?	22	Unit 7 English school	138
Lesson 1 We are going camping	24	Lesson 1 <i>Grammar</i> Present Perfect	140
<i>Grammar</i> Артикль	25	Lesson 2 <i>Grammar</i> Present Perfect	146
Lesson 2 We must pack our backpacks	27	Lessons 3, 4 <i>Grammar</i> Present Perfect	151
Lesson 3 The most important equipment	31	Lesson 5 Have you ever...?	156
Lesson 4 Her backpack is as heavy as mine	35	<i>Grammar</i> Present Perfect	156
<i>Grammar</i> Местоимения. Союзы <i>as... as</i> , <i>not as... as</i>	35	Lesson 6 Play <i>Draggy</i>	160
Lessons 5, 6 Is Rob as good as gold?	38	Lessons 7, 8 The easiest way isn't always the best	161
Unit 3 Holidays	44	Unit 8 Sports	166
Lesson 1 The Tsar Bell and the Kunstkammer ...	46	Lessons 1, 2 Misha should help his team	168
<i>Grammar</i> Артикль	46	<i>Grammar</i> Present Perfect & Past Simple	168
Lessons 2, 3 I went to Turkey... ..	50	Lesson 3 Do you want to have fun?	172
Lessons 4, 5 How do you spend your holidays?	54	<i>Grammar</i> Наречие	172
Lesson 6 Project	57	Lesson 4 Do you need a player?	175
Unit 4 Nothing is forever	58	Lesson 5 At the match	179
Lesson 1 We can't drink this water	60	<i>Grammar</i> Конструкция <i>What a...</i>	179
Lesson 2 Litter lasts longer than us	63	Lessons 6, 7 The ring crosses the sea	185
<i>Grammar</i> Артикль	63	Unit 9 Who is your role model?	192
Lesson 3 We mustn't kill animals for clothes	67	Lesson 1 <i>Grammar</i> Past Perfect	194
Lessons 4, 5 They used to go camping... ..	71	Lessons 2, 3 "Scott of the Antarctic"	199
<i>Grammar</i> Конструкция <i>used to</i>	71	Lesson 4 A role model	202
Lesson 6 Project	77	Lessons 5, 6 Are you ambitious?	205
Unit 5 Let's plan a trip to England	78	Lesson 7 Project	207
Lesson 1 <i>Grammar</i> Past Progressive	80	Lessons 8, 9 The Battle of Hastings	208
Lesson 2 When he phoned, she was flying	86	Unit 10 Friends	214
<i>Grammar</i> Past Progressive	86	Lesson 1 Rob disappears	216
Lesson 3 The robbery	88	<i>Grammar</i> Повторение Present Progressive	216
Lesson 4 Misha is going to England	92	Lessons 2, 3 "A friend in need is a friend indeed"	221
Lessons 5, 6 How long will it take to get to England?	96	<i>Grammar</i> Present Simple	221
Lesson 7 Who was watching TV on Saturday afternoon?	101	Lesson 4 How well do you know your friend?	225
Lessons 8, 9 The ring of the Druids	104	<i>Grammar</i> Местоимение <i>each other</i>	225
Unit 6 School	110	Lesson 5 A friend will never let you down	227
Lessons 1, 2 English schools	112	<i>Grammar</i> Past Simple, Future Simple	227
<i>Grammar</i> Артикль	112	Lesson 6 My best friend	230
Lesson 3 Misha's first days at school	116	<i>Grammar</i> Past Progressive, Past Perfect	230
<i>Grammar</i> Местоимения <i>other, another</i>	116	Grammar Reference	233
		Vocabulary	249

1



UNIT

Say hello to your old friends

In this unit

- Boss, Agent Cute, Misha and Betsey's children say *hello*.
- What happened to a top secret document.
- The key to a family treasure.
- The MacWizards are in danger.

You will talk about the characters, their life, hobbies and plans for the future.

You will need these words and expressions:



Countries and cities

Russia
England
Germany
France
London
Berlin
Moscow
Paris

Say hello to your old friends

Family

relatives
a father
a mother
a sister
a brother
an uncle
an aunt
a grandmother
a grandfather

People

to be a nice guy
to be kind
to be friendly
to be fun
to be angry
to be clever
to be strong

Hobbies

to like
to be interested in some
to do sports
to go horse riding
to learn a language
reading books
playing computer games
business
hobby
to be boring
to have a pen friend
to stay with somebody



New grammar for you

Употребление артиклей с названиями стран, городов и языков.

Speak English in class

- **How are you today?** — Как дела?
- **Excuse me. Can I come in?** — Извините, можно войти?
- **Sorry! I don't understand!** — Извините, я не понимаю!
- **Sorry! I am late!** — Извините, я опоздал(а)!
- **What page is the exercise?** — На какой странице упражнение?

Do you understand the tasks?

- **Ask a question.**— Задайте вопрос.
- **Answer my question.**— Ответьте на мой вопрос.
- **Read the text.**— Читайте текст.
- **Write in the workbook.**— Пишите в рабочей тетради.
- **Translate the text.**— Переведите текст.
- **Complete the sentence.**— Закончите предложение.
- **Compare.**— Сравните.
- **Fill in the gaps.**— Заполните пропуски.
- **Fill in the table.**— Заполните таблицу.



Lessons 1, 2

Do you remember us?

1 Listen, read and guess the meaning of the underlined words and expressions.

Если в тексте вам встречаются незнакомые слова, воспользуйтесь моими советами:

1. Попробуйте вспомнить, нет ли похожего слова в русском языке. Если такое слово есть – значения русского и английского слова, скорее всего, тоже будут похожими.
2. Попробуйте догадаться о значении слова с помощью предыдущего и предшествующего предложений.
3. Подумайте – к какой части речи относится слово. Это глагол, существительное, прилагательное? Подумайте о значении этого слова: оно положительное или отрицательное?



Hello, let me introduce Agent Cute. He is a really nice guy. He speaks English, German, Turkish and French, and he is learning Russian. He likes sports, but he is not very strong. His favourite pastime is watching TV. Cute is not my best agent, but I always give him the most interesting cases because he is my brother. Last year an English boy got lost in Russia and Cute found him. That was good work, so I am going to give Agent Cute a present: he is going on holiday next month.

Hi, everybody! Meet my boss! He is the head of our agency. Boss is very clever. He speaks English, German, French, Japanese [ˌdʒæpəˈniːz], Chinese [tʃaɪˈniːz], Italian [ɪˈtæliən], Spanish and at the moment he is learning the language of the Tapagungu tribe in Africa. He is a workaholic – his detective agency is his business and his hobby. He doesn't get a lot of money but he likes to help people. Last year the boss helped me find a lost English boy. I made a lot of mistakes, so the boss was often angry. This summer the boss is going to take his first holiday. That will be interesting!





Hi, I am Rob MacWizard. I come from an old family of MacWizards. I like reading books and playing computer games. Last year I was in a very difficult situation. I had a pen friend in Russia and I wanted to visit him. But my great-great-great-great-great-great-great-great-great grandfather Robin MacWizard came to Russia from 1599 and I went to the Edinburgh of 1599. I didn't like it there, my life was in danger, but Misha and Agent Cute saved me. I am staying with Misha and his family this summer. Maybe, we'll be friends.

Hi, I am Misha Inin. I am from Lukinsk. I live with my father and mother and my sister Masha. I am an ordinary boy from an ordinary family and I go to an ordinary school. But last year changed my life. A boy from the past came to me. His name was Robin MacWizard. He was from the Edinburgh of 1599. Robin was my best friend, but he had to go back to his time. Life is not fun without him. My hobbies: football, books and languages are boring without Robin. But now Rob is staying with me. In August we are going camping together. I hope he'll like Russian forests and rivers.



Hi, I am Betsey MacWizard. I have three children: Rosy, Mark and Rob. I never worry about Rosy and Mark – they have a lot of friends, do sports, go horse-riding and read books. But Rob is always alone, and he doesn't have any friends. Last year we lost him in Russia. He was away for three months but he never talks to me about it. Now he is in Russia with Misha Inin. I am going to buy a new computer for Rob when he gets back. He loves computers.

2 Match the pictures and the sentences.

1. He / She is in danger.
2. He / She is a workaholic.



3 Copy the table into your exercise books. Fill in the table with sentences from the text.

	He / She does it regularly / normally / never.	He / She did it last year.	He / She is going to do it in the future.	He / She will do it in the future.	He / She is doing it now.
Misha	goes to an ordinary school.				
Rob MacWizard					
Boss					
Agent Cute					
Betsey					

4 Look at the pictures. Find the relatives.

Model: Agent Cute is Boss's brother. Boss is Agent Cute's brother.



Артикль (The Article)

Вы уже знакомы с некоторыми случаями употребления определенного артикля **the** и неопределенного артикля **a**, а также с теми случаями, когда ни тот, ни другой артикль употреблять нельзя. Чтобы вспомнить пройденный материал, соедините в правильном порядке вопросы и ответы.

1. Когда употребляется артикль **a**?
 - a) Определенный артикль **the** может употребляться с любыми существительными в необходимых контекстах. Артикль **the** употребляется, когда речь идет о лице / предмете, которые упоминались ранее: *I bought a new book yesterday. The book is interesting.*
2. Где должен стоять артикль в словосочетании прилагательное + существительное?
 - b) **An** употребляется перед исчисляемым существительным в единственном числе, если оно начинается с гласной: *an apple, an end.*
3. В каких случаях употребляется форма неопределенного артикля **an**?
 - c) Перед именами людей артикль не употребляется: *It's Pete. Pete is happy.*
4. В каких случаях употребляется артикль **the**?
 - d) В сочетании прилагательное + существительное артикль ставится перед прилагательным: *Alice is a nice girl. This man is a good doctor.*
5. Употребляется ли артикль перед именами людей?
 - e) Артикль **a** произошел от древнеанглийского числительного "one" и употребляется в основном с исчисляемыми существительными в единственном числе, когда какое-либо лицо или предмет называется впервые: *Suddenly he saw a boy.* — Неожиданно он увидел мальчика.
6. Употребляется ли артикль перед притяжательными местоимениями?
 - f) Перед притяжательными местоимениями артикль не употребляется: *I'll have to speak to your father.* — Мне придется поговорить с твоим отцом.

Познакомьтесь с новыми случаями употребления артиклей.

Артикль **a** употребляется перед существительным, когда оно является частью составного именного сказуемого:

*My friend will become **a great doctor**. He loves people. — Мой друг станет отличным врачом. Он любит людей.*

*Do you know Ann? She's **an old lady** from flat 3. — Вы знаете Анну? Это пожилая женщина из третьей квартиры.*

*I left without my friends. It was **a big mistake**. — Я ушел, не дождавшись своих друзей. Это было большой ошибкой.*

5 Use **the**, **a**, — (no article).

- | | |
|----------------------------|---------------------------------|
| 1. He is ... my friend. | 4. It was ... interesting film. |
| 2. She will be ... vet. | 5. Cute is ... bad agent. |
| 3. ... Simon is ... happy. | 6. It was ... their house. |

6 In your exercise books fill in the table with adjectives from the text.

Country	Language
England ['ɪŋɡlənd]	English
France [frɑ:ns]	
Germany ['dʒɜ:məni]	
Russia ['rʌʃə]	
China ['tʃaɪnə]	
Japan [dʒə'pæn]	
Spain [speɪn]	
Italy ['ɪtəli]	
Turkey ['tʃ:ki]	



7 Listen to the speaker and check your answers. Repeat the words after the speaker.

8 Complete the sentences.

Model: *He is from China. He speaks ... — He is from China. He speaks Chinese.*

1. She is from France. She speaks ...
2. He is from He speaks Japanese.
3. They are from Spain. They speak ...
4. We live in We speak Turkish.
5. In Italy they speak ...

9 Answer the question.

What language do people speak in the USA?

Homework

A Complete the sentences. Use the expressions:

your life will be in danger, to be a workaholic, to be the head of smth

1. Our boss works day and night because he...
2. If you cross the road and don't look,...
3. "I need to speak to your director." — "That's me. I... of this school."

B Look at the menu of the Food of the World restaurant. Match the food and the country.

Model: *Sushi is Japanese. You can have the best sushi in Japan.*



▶ What do you think about this type of food?

Model: *I like Japanese food. / I don't like Japanese food. / I don't know anything about Japanese food.*

C Use the, a, – (no article).

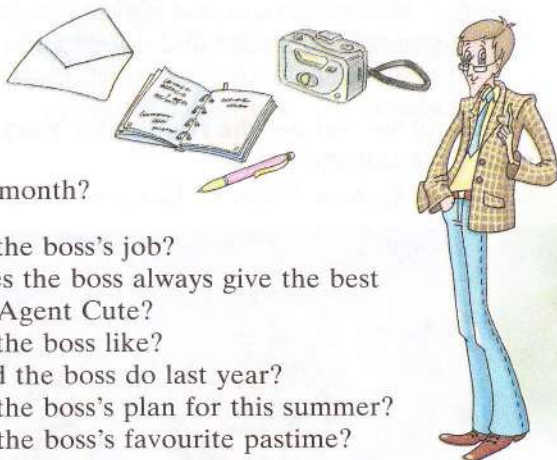
1. Olga lives in ... Russia. It is ... very big country.
2. He can't speak ... German. If he goes to ... Germany, he'll need ... translator.
3. Did ... Robin come from ... Edinburgh or from ... London?
4. Do you speak ... Japanese? Is it ... difficult?
5. We want to go to ... Turkey next year. — Go in September. It is ... best time in ... Turkey.
6. He lives in ... France, doesn't he? — Yes, this man is ... doctor from ... Paris.

Lesson 3

We are making a file

1 Use the information from the text on pages 6, 7 and answer the questions.

1. What does Agent Cute do?
2. Where does he come from?
3. Who does he work for?
4. What kind of person is he?
5. What did he do last year?
6. What are his hobbies?
7. What is he going to do next month?

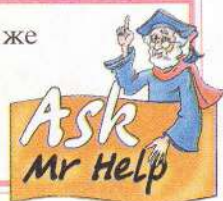


- a) What is the boss's job?
- b) Why does the boss always give the best cases to Agent Cute?
- c) What is the boss like?
- d) What did the boss do last year?
- e) What is the boss's plan for this summer?
- f) What is the boss's favourite pastime?
- g) What nationality is the boss?
- h) How many languages does the boss speak?

В английском языке, так же как и в русском, один и тот же вопрос можно сформулировать разными способами.

What do you do? — What's your job?

How are you? — How are things?



2 Look at the questions in Ex. 1 and find pairs of questions with similar meanings.

3 Fill in the gaps. Ask and answer questions about Rob MacWizard.

- | | |
|-------------------------|-----------------------|
| 1. ...come from? | 5. Does... friends? |
| 2. What... his address? | 6. What... last year? |
| 3. What... like? | 7. ...helped him? |
| 4. What... hobbies? | 8. ...going to do? |

4 Here are answers about Misha Inin. Write questions.

- | | |
|-----------------------------------|---|
| 1. ...? — Misha lives in Lukinsk. | 5. ...? — Last year he met his best friend. |
| 2. ...? — He goes to school. | 6. ...? — Robin was from Edinburgh. |
| 3. ...? — He has a sister. | 7. ...? — Because Robin is not with him. |
| 4. ...? — Her name is Masha. | |

- 5 Read the file on Agent Cute. Listen to the information and fill in the gaps.

File

Name:
Family name: *Cute*
Nationality: *British*
Country: *England*
Job: *agent*
Interests: *languages, watching TV*
What is he like? *a very nice guy.*



- 6 Use the information from the text of Lessons 1, 2 and the cassette and fill in the file on the boss.

File

Name:
Family name:
Nationality:
Country:
Job:
Interests:
What is he like?



- 7 Try to fill in the file on Robin MacWizard. Discuss your ideas.

File

Name:
Family name:
Nationality:
Country:
What does he do?
Interests:
What is he like?



Homework

- A Fill in the files on Rosy, Mark and Rob.

File

Name:
Family name:
Nationality:
Country:
What does she do?
Interests:
What is she like?



File

Name:
Family name:
Nationality:
Country:
What does he do?
Interests:
What is he like?



File

Name:
Family name:
Nationality:
Country:
What does he do?
Interests:
What is he like?



- B Speak about Robin, Rob or Misha.

- 8 Listen and check your answers.

Lesson 4

Do you need a hand?



Эта рубрика будет знакомить вас с английскими идиомами. Идиома — это выражение, смысл которого не равен смыслу составляющих его слов. Если переводить идиому дословно, получится бессмыслица.

Look at the pictures and match the idioms and their translations.
Only one translation is right.

1. You are pulling my leg.

Вы морочите мне голову (шутите).

Не дергайте меня за ногу!



2. Do you need a hand?

Рука не нужна?

Вам помочь?



1 Read.

a treasure ['treʒə] — сокровище
to swap [swɒp] — меняться
top secret — совершенно секретный
to drop smth — ронять что-либо

You are making it up. — Вы все выдумываете.
to deliver [dɪ'lɪvə] smth — доставлять что-либо
Guess what? — И представляешь?

2 Read the expressions. Put them in the right place.

1. I am Nick. How do you do?
2. Excuse me. I can't find the key!
3. It was very nice to meet you.

My name is Alex.
How do you do?

...



Goodbye! Thanks
for the party.

...



What's the matter?

...



3 Here is your old friend Agent Cute. He is on the train. Look at the underlined words in the text and the picture and try to guess:

1. Where will Agent Cute go?
2. What will his case be?
3. Who (koro) will he meet?
4. What will they talk about?

4 Read the text and fill in the gaps with these expressions.

1. My name is Minnie Mouse.
2. It was very nice to meet you.
3. How do you do?
4. Excuse me.
5. Goodbye!
6. How do you do.

Cute: Do you need a hand with this bag, madam?

Woman: Oh, yes, thank you very much.

Cute: My name is Cute, Agent Cute. I am going to Tunbridge Wells on very important business.

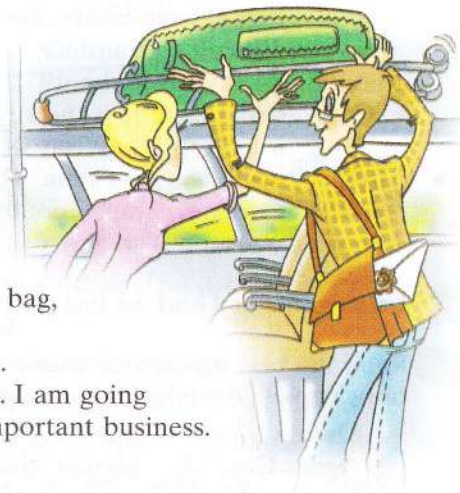
Woman: ...

Cute: ...

Woman: What's your business then?

Cute: I must deliver a document. It is the last task of a very important case.

Woman: Oh, I love adventures and difficult cases! Please tell me about this case. I won't tell anybody.



Cute: It's a long story but I can't say no to a beautiful lady. Last year I had a very interesting case. An English boy Rob went to his pen friend Misha Inin in Russia. After that he didn't write to his parents or phone them. His parents came to our agency for help. I worked on the case. I went to Russia and found Misha Inin and his family. They had a guest from England — Robin. But he was strange: he didn't phone his parents, he wore a Scottish kilt and he could FLY.

Minnie: You are pulling my leg!

Cute: It's true. I watched the boys in Russia, and when they went back to England, I watched them in England. And guess what! Robin was from 1599. He came from the past because he wanted to take the Stone of Destiny from Westminster Abbey back to Scotland. He was a Scottish patriot. And Rob was his great-great-great-great-great-great-great-great grandson. The two boys used the time tunnel and swapped places in time and I helped them swap back!

Minnie: This is a good story. Ha-ha-ha! You are making it up, aren't you? And what's your top secret document?

Cute: It's a note. Robin dropped it when he went through the time tunnel back to his time. It was in a secret language and it was difficult to translate.

Minnie: So what is it about?

Cute: Oh! This note is the key to an old family treasure! I am going to give it to Rob MacWizard's family. Maybe they'll find this treasure.

Minnie: Yes it is a very funny story.

Cute: ... It's my stop. Goodbye, Minnie! ...

Minnie: ..., Agent Cute!



5 Listen to the first and the last part of the text and check your answers.

6 Read the text again and answer: *true, false or no information*. Support your answers with the information from the text.

1. Minnie Mouse is strange.
2. Agent Cute likes Minnie Mouse.
3. Minnie Mouse likes Agent Cute.
4. Minnie Mouse is a very nice lady.
5. Cute wants to go on holiday.
6. Cute is not telling the truth about his important case.

7. Cute must deliver very important documents.
8. Minnie Mouse believes Cute's story.
9. Cute is a very good agent.
10. Cute is a very nice person.

7 Match the sentences and their translations.

- | | |
|-----------------------------------|---------------------------------------|
| 1. You are pulling my leg. | a) Это не имеет значения. |
| 2. It doesn't matter. | b) Это совершенно секретный документ. |
| 3. Do you need a hand? | c) Вам помочь? |
| 4. This is a top secret document. | d) Вы шутите. |

Homework

A Translate the words in brackets and fill in the gaps.

1. Agent Cute had to ... (доставить) a document to Rob MacWizard's family.
2. The document was ... (совершенно секретный).
3. Robin ... (уронил) the document when he went back to his time.
4. The document is a key to the ... (сокровище).
5. I have a cheese sandwich and you have a ham sandwich.
Let's ... (меняться).

B Minnie Mouse is writing Cute's story in her notebook. She believed the story. She is really interested in the family treasure! Tell your classmates: What does Minnie Mouse know about Misha and Rob? What did she forget? Put the verbs in brackets in the right form.

Last year Agent Cute ... (have) a very interesting case. An English boy Rob ... (go) to his pen friend Misha in Russia. His parents ... (come) to the detective agency for help. Agent Cute ... (work) on the case. He went to Russia and ... (find) Misha and his family. They had a visitor from England — Robin. Agent Cute ... (watch) the boys in Russia and, when they ... (go) to England, he watched them in England. Robin ... (be) from 1599. He came from the past because he ... (want) to take the Stone of Destiny from Westminster Abbey back to Scotland. The two boys used a time tunnel and ... (swap) places in time and Agent Cute helped them swap back! He ... (find) a note. It is the key to a family treasure.

Lesson 5

A horrible thing happened!



When you have to give bad news, you can start the sentence with *I am afraid...* (боюсь, что...)

1 Use *I am afraid* in the dialogues.

Model: Where is your bag? — It is at home. — ***I am afraid*** it is at home.

1. How is your mother? — She is not very well.
2. Give me the money. — I lost it.
3. We are going to have a nice party tomorrow. — I can't come.
4. Let's go shopping! — The shops are closed.



Guess the meaning of the underlined words.

1. The MacWizards are the boss's clients ['klaɪənts].
2. Today we are having a test and I don't know anything. It is a catastrophe [kə'tæstrəfi]!

2 Answer the questions about the text on pages 15–16.

1. Where did Agent Cute go?
2. Who (кого) did he meet?
3. Agent Cute told the woman about Misha and Robin, didn't he?
4. Why did the woman say, "You are pulling my leg"?
5. Why was the document top secret?

3 Agent Cute is talking to the boss. He has some bad news. Read and put the verbs in brackets in the right form.

Cute: Hi, Boss! A horrible thing (happen)! I can't (find) the top secret document!

Boss: I don't believe it! I (put) it into your bag! ... you (show) it to anybody?

Cute: No! Of course, I didn't.

Boss: ... you (tell) anybody about it?

Cute: Yes. But it doesn't matter. I (talk) about it to a very nice lady on the train.

Boss: ... you (tell) this lady about the treasure?

Cute: Yes, I am afraid I did.

Boss: Did she tell you her name?

Cute: Yes. Her name (be) Minnie Mouse!

Boss: You (pull) my leg!

Cute: What's wrong with the name?

Boss: The lady (give) you a false name! Minnie Mouse is Mickey Mouse's girlfriend and they are cartoon characters (герои мультфильмов). You (lose) the top secret document and our clients are in danger. It is a catastrophe.

Cute: But, Boss, I'll find the lady.

Boss: No, Cute, you can't do that. You are fired! (Вы уволены.)

4 Listen and check your answers.



English
in focus

Mickey and Minnie Mouse — characters in early Walt Disney cartoons. They are Disney symbols and are famous all over the world.



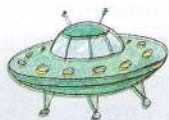
5 Match the underlined sentences with expressions from the box.

Model: *I don't believe you! You are inventing this story.* — *I don't believe you. You are making it up.*

- | | |
|----------------------------|-----------------------------------|
| 1. You are pulling my leg. | 4. Do you need a hand? |
| 2. It doesn't matter. | 5. This is a top secret document. |
| 3. You are fired. | 6. You are making it up. |

- a) I don't believe you! You are inventing this story.
- b) Don't worry about this book! You can return it tomorrow. It isn't important.
- c) A: Do you know the news?
B: No, I don't.
A: Your best friend Anna is going to China. She wants to live there.
B: You are joking!
- d) A: I'm going to wash the car.
B: It's really dirty! Do you need any help?
- e) Nobody must know about this document.
- f) You must leave the office and never come back.

- 6 In pairs. There are a lot of mistakes in these dialogues. Correct the mistakes, make up short dialogues and act them out.

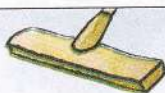


- 1 Yesterday I saw a UFO. It landed in our garden and three green men came out of it.

a You are fired.

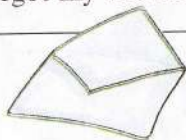


- 2 I have a lot of work: I must clean the house, do the shopping and cook dinner.



b You are making it up!

- 3 I am afraid I forgot my friend's address.



- 4 Excuse me Boss, but I lost a very important document.

c You mustn't open the door!
Your life is in danger.



- 5 Hello! Police! Somebody wants to get into my flat. I don't know who it is.

d It doesn't matter.



e Do you need a hand?

- 7 Something horrible happened. What was it? Choose an answer and explain it.

1. The MacWizards lost the family treasure.
2. Agent Cute was fired.
3. The MacWizards were in danger.

Homework

- A Agent Cute is writing a letter to Misha, but his Russian is not very good because he is very nervous. Write a letter in English.

Untitled - Message (HTML)

File Edit View Insert Format Tools Actions Help

Send

To: mishainin@lukinsk.ru

Cc:

Subject:

Дорогой Миша,

Я есть испуганный, ужасная вещь случилась. Я поехал в Танбридж-Уэлс. Я имел документ для Роба. Этот документ есть верхний секрет. Робин ронял его, я его подбирал. Этот документ есть ключ к сокровище. Я встретил очень красивая женщина на поезд. Она имела тяжелая сумка, и я спросил ее: "Вам нужна рука?" Она сказал: "Спасибо".

Мы разговаривали, и она мне говорил: "Ты есть сильный, ты есть красивый, рассказывай мне про свой бизнес". Я рассказывал ей про тебя, Роба и Робина, и она говорил: "Ты дергаешь меня за ногу". Потом она крада этот документ. Роб есть в опасность. Босс есть очень сердитый. Я есть уволенный. Рассказывай обо всем Робу.

Любовь,

Агент Кьют

How many new words do you know?

Chinese
French
German
Italian
It doesn't matter.
Japanese
Spanish
to swap
to be afraid

to be in danger
to be the head of smth
to drop smth
to make something up
to need a hand
to pull somebody's leg
top secret
a treasure

Turkish
a workaholic
a case
a catastrophe
a client
to deliver
Guess what?
ordinary

2



UNIT

Camping: Is it for you?

In this unit

- Misha and Rob are going camping.
- Is a camping stove more important than a mattress?
- Rob promises to be as good as gold.
- Are you a sleeping bag, a campfire or a torch?

You will talk about camping.

You will need these words and expressions:

Food

potatoes
a snack
mushrooms
a pizza
berries
fish
meat
sausage
cheese
vegetables
fruit
a sandwich
yoghurt
a biscuit
breakfast
dinner
tasty
to cook
to eat
to drink
to be hungry
a mug
a spoon
a fork

Health problems

to be tired
to be pale
to be ill
to have a headache
to have a sore throat
to have toothache
to have stomachache
to be allergic to something



Camping:
Is it for
you?

Clothes

a sweater
a pair of trainers
a jacket
a cap
a pair of trousers
a pair of jeans
a pair of socks
a pair of boots
a T-shirt

Holidays

a mountain
a lake
equipment
a tent
a guitar
to visit smb / smth
to enjoy smth
to walk



Colours

blue red green white
black yellow brown

New grammar for you

- Употребление артиклей с названиями рек, озер, морей, океанов, каналов, пустынь, горных цепей.
- Образование степеней сравнения прилагательных.
- Абсолютная форма местоимений.

Speak English in class

- — **Who is on duty today?** — Кто сегодня дежурный?
- — **I am. / We are.**
- — **Who is away today?** — Кто сегодня отсутствует?
- — **Ivanov is. / Everybody is here. / Nobody is away.**
- **Open your books on page 10.** — Откройте книги на десятой странице.
- **Be careful!** — Будьте внимательны!



Do you understand the tasks?

- **Listen to the cassette.** — Прослушайте аудиозапись.
- **Guess the meaning of the underlined words.** — Догадайтесь о значении подчеркнутых слов.
- **Match the pictures with the sentences.** — Сопоставьте картинки и предложения.
- **Find the right answer.** — Найдите правильный ответ.
- **Explain your answers.** — Объясните правильность своих ответов.
- **Look at the picture.** — Посмотрите на картинку.
- **Choose the right answer.** — Выберите правильный ответ.
- **Check your answers.** — Проверьте свои ответы.



Contractions (сокращения)

I am — I'm
you are — you're
he is — he's
she is — she's
it is — it's
we are — we're
they are — they're
that is — that's
he will — he'll
I will not — I won't

do not — don't
does not — doesn't
is not — isn't
are not — aren't
was not — wasn't
were not — weren't
have not — haven't
had not — hadn't
did not — didn't
cannot — can't
must not — mustn't



Lesson 1

We are going camping

1 Listen and read.

disgusting — отвратительный
 heavy ['hevi] — тяжелый
 to pick smth up — собирать что-либо
 to go camping — идти в поход
 to get wet through — промокнуть
 до нитки
 an adventure — приключение

wood — зд. хворост
 a campfire ['kæmpfaɪə] — костер
 a bear — медведь
 hard ground — зд. твердая земля
 to snore — храпеть
 burnt — подгоревший
 a source [sɔ:s] — исток

Friends



Guess the meaning of the underlined word.

There are a lot of mosquitoes [mə'skitəʊz] in summer.
 They fly around me and I can't sleep.

2 Misha wants to go camping and is talking to Rob about it. Listen, read and answer the questions.

1. What does Rob think about camping. Why?
2. What does Misha think about camping. Why?
3. Why did Rob say, "I'll go with you."?

Find the opposite of *soft* (мягкий) and *light* (легкий).

Misha: Good morning, Rob! I have a surprise for you. Next week we are going camping with my class!

Rob: No, thank you. I hate camping!

Misha: Don't say that! Camping is fun! We are going to Lake Volgo, it is one of the sources of our great Russian river — the Volga. We'll sleep in tents and cook our food on a campfire!

Rob: And what's wrong (а что не так?) with TV, computers, nice soft beds and pizza?

Misha: We can play computer games and eat pizza every day! It's boring! Camping is a real adventure!

Rob: I know, I know. You walk all day and you carry a heavy backpack. You are very tired in the evening, but you have to go and pick up some wood for the campfire. Then you eat disgusting burnt potatoes.



When you finally get into your sleeping bag, you can't sleep. Somebody snores, mosquitoes sit on your nose, the ground is hard and cold. And you are lucky if it doesn't rain and you don't get wet through. Is that fun? And I heard there are horrible big bears in Russian forests...

Misha: Are you scared, Rob?

Rob: Of course I'm not scared.

Misha: Then show me.

Rob: OK, OK. I'll go with you.

В словосочетании два прилагательных + существительное на первое место ставится прилагательное со значением оценки.

Например: *a clever young boy, a boring old book.*

3 Look through the text and find word combinations with two adjectives.

4 Write the adjectives in the right order.

1. My grandfather is a ... man. (old / brave)
2. Our office is in a ... house. (nice / new)
3. Ann's friends live in a ... village. (little / beautiful)
4. Nobody wanted to eat that ... soup. (disgusting / cold)

Артикль (The Article)

Артикль **the** употребляется с названиями рек, озер, морей, океанов, каналов, пустынь, горных цепей.

Например: *The Volga, the Black Sea, the Atlantic Ocean, the Baikal, the English Channel, the Sahara, the Alps.*

Если перед названием озера стоит слово *Lake*, то артикль, как правило, не употребляется.

Например: *Lake Volga, Lake Baikal.*

5 Choose the right answer and fill in the gaps. Write *the* or *– (no article)*.

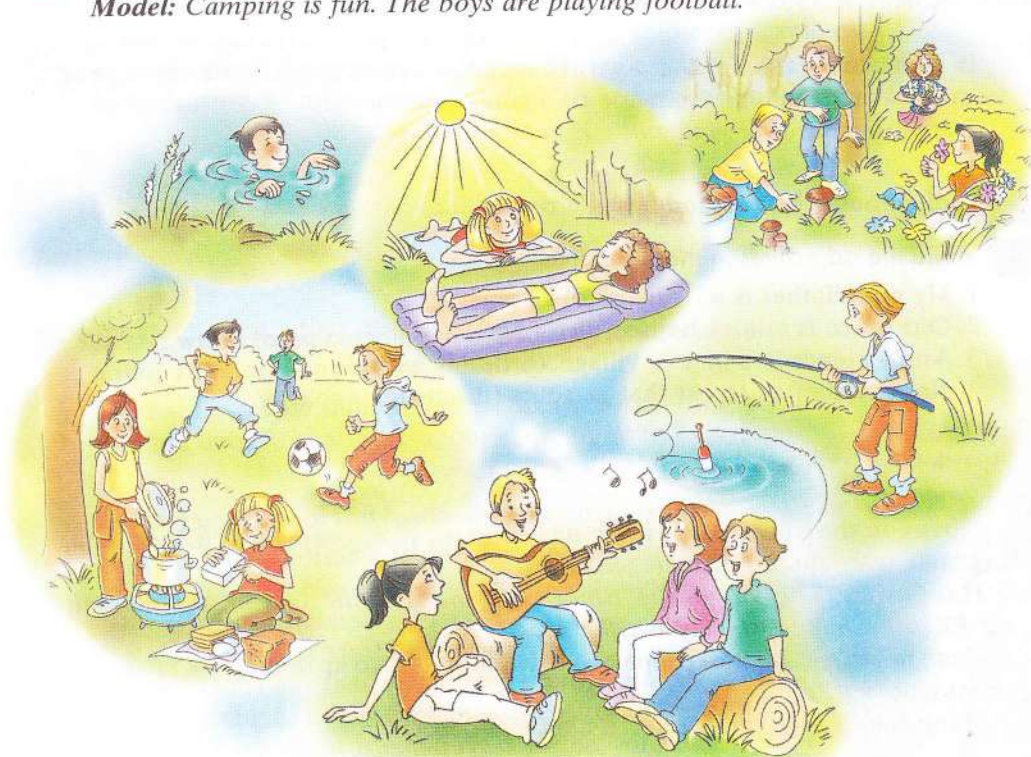
1. ... deepest lake in the world is ...
a) ... Lake Ontario b) ... Lake Volga c) ... Lake Baikal
2. ... warmest of the three is ...
a) ... Black Sea b) ... Red Sea c) ... Caspian Sea
3. ... longest river in the world is ...
a) ... Nile b) ... Volga c) ... Mississippi
4. ... largest ocean in the world is ...
a) ... Atlantic Ocean b) ... Pacific Ocean c) ... Indian Ocean
5. ... highest mountains are ...
a) ... Himalayas b) ... Alps c) ... Caucasus

- 6 In your exercise books fill in the table with sentences from the text on pages 24–25 which prove these ideas.

Camping is fun	I hate camping

- 7 Look at the picture and think: What is good about camping?

Model: Camping is fun. The boys are playing football.



- 8 In pairs. Talk about camping and say: Do you agree with Misha or with Rob? Why? Start with: I think, I believe, I agree, I don't agree, Probably, Maybe, I remember, I'm afraid, I'm sorry, but...

Homework

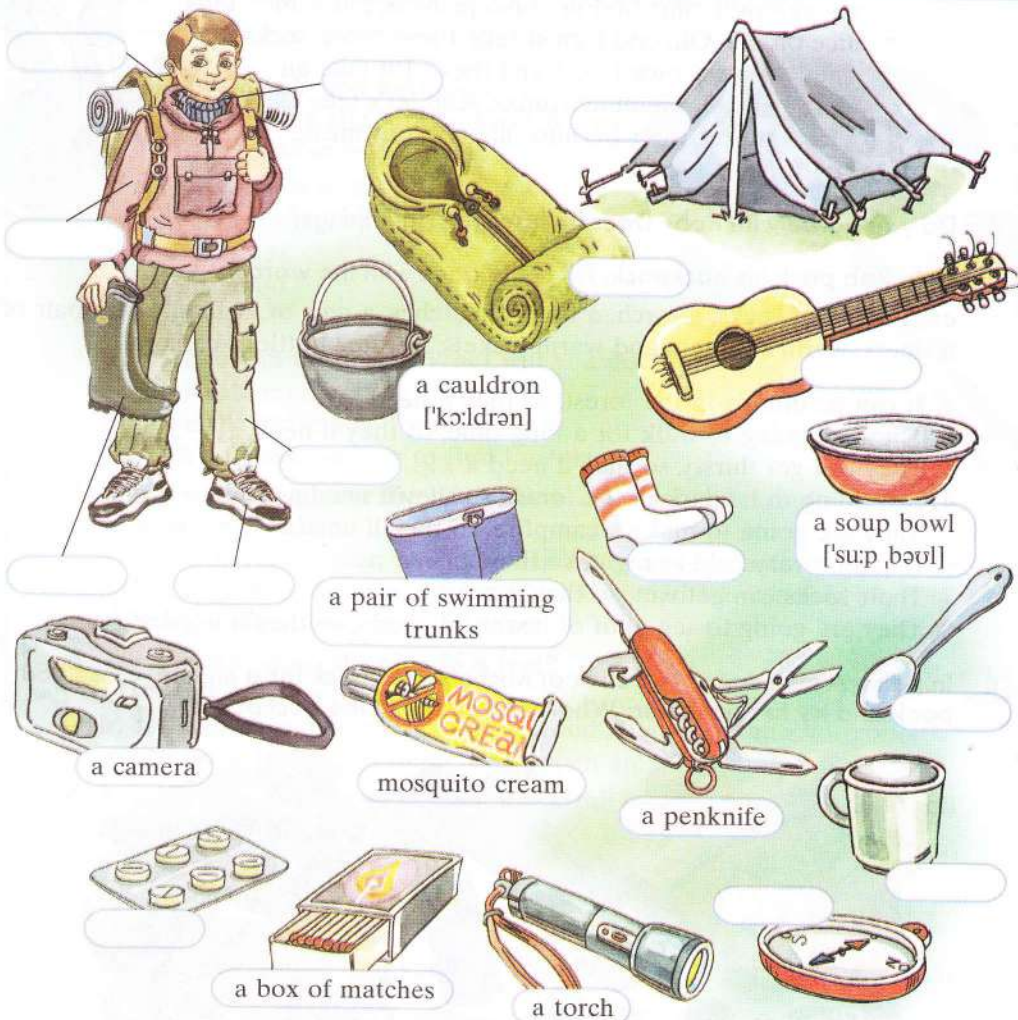
- A Do you want to go camping? Why? / Why not? Write about it. Use the sentences from the text or your own ideas. Start with "Camping is a real adventure..." or "I hate camping..."

Lesson 2

We must pack our backpacks

1 Look at the pictures and match them with the words from the box.

a warm sweater, a pair of trainers, a pair of trousers, a warm jacket, a backpack, a tent, a sleeping bag, a guitar, some medicine, a compass, a mug, a spoon, a pair of wellingtons, a pair of socks



2 You are going camping. What will you take with you? What won't you take with you? Start with: *It is important to have..., It doesn't matter if I don't have...*

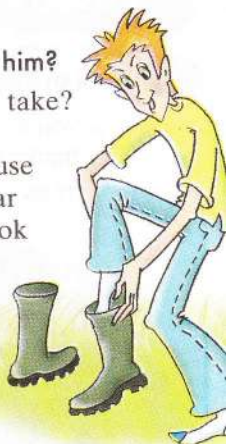
- 3 Listen and read. Choose the best translation for the underlined expression.

a) лучшая пара b) лишняя пара c) запасная пара

- ▶ How many pairs of swimming trunks is Rob going to take with him?

Misha: We must pack our backpacks. What are you going to take?

Rob: Oh, that's easy. We'll sleep in the sleeping bags, so I must take that. Then I'll wear my wellingtons because it is going to be wet and muddy in the forest. I'll wear my yellow T-shirt and my blue jeans because they look nice on me. Oh, and I must take these white socks. They are very nice too, aren't they? I'll take an extra pair of swimming trunks. And let's take a cassette recorder because life without music isn't fun.



- 4 Do you agree with Rob? Does he have the right things?

- 5 Help Rob pack his backpack. Fill in the gaps with the words.

extra pairs of socks, a torch, a box of matches, a pair of wellingtons, a pair of trainers, warm sweaters and warm jackets, a water bottle, a camera

1. It can be muddy in the forest, so they'll need ...
2. They are going to walk for a long time, so they'll need ...
3. They can get thirsty, so they'll need a ...
4. It is going to be dark in the forest, so they'll need a ...
5. They are going to make a campfire, so they'll need ...
6. It can be very cold at night, so they'll need ...
7. Their socks can get wet, so they'll need ...
8. They are going to see a lot of beautiful places, so they'll need a ...

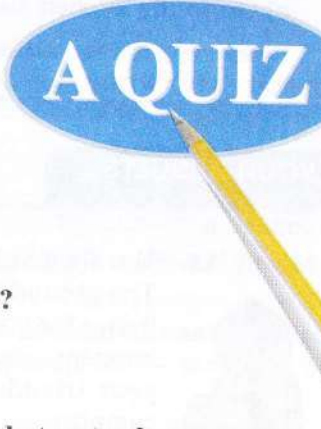
- 6 In pairs. A memory game. Look at Misha's backpack for a minute. Close your book and try to remember: What did you see in the backpack?



- 7 Yesterday Misha made a list of things to take with him. Look at his backpack and listen to Misha's list. What did he forget?
- 8 Tell your classmates: What things do you take when you go camping?

Homework

A A quiz. What kind of camper are you? Choose your answer.

- 
- At the weekends you normally...**
 - spend a day on the sofa and watch TV.
 - spend your time with friends.
 - walk your dog or go jogging.
 - Which character do you like best?**
 - Harry Potter
 - Robin Hood
 - Peter Pan
 - You are lost in the forest. What will you do?**
 - climb a tree and cry
 - sit on the ground and wait for help
 - use a compass and try to find the way
 - You are camping near the lake. There is no hot water, but you want to wash your hair.**
 - You won't wash your hair and wait for your cosy bathroom.
 - You'll warm up some water in the cauldron and ask somebody to help.
 - You'll wash your hair in the lake.
 - What is fun about sleeping in a tent?**
 - It's not my idea of fun.
 - You can have a good fight and a good laugh in a tent.
 - It is good for you to sleep in the open air.
 - You are camping. You get up early in the morning. Everybody is still asleep. What will you do?**
 - read a book
 - cook breakfast
 - make a campfire
 - You are going by car, so you can take one heavy thing with you. What will you take?**
 - a TV
 - a cassette recorder
 - a boat

8. When you go camping, your backpack is normally very heavy because you carry
- a) a lot of warm clothes
 - b) a lot of nice snacks
 - c) a lot of things for your friends
9. When you get home after camping what is the first thing you do?
- a) Go to the bathroom and have a long hot bath.
 - b) Phone all your friends and tell them all about your adventures.
 - c) Go to the kitchen and have something to eat.

YOUR RESULTS

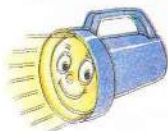
Mostly As – You are a **SLEEPING BAG**. Camping isn't your idea of fun. The ground is cold and the backpack is very heavy. So it's better for you to go by car. But you are clever. If something happens, you have good ideas which help everybody. And your friends really like to listen to your stories by the campfire.



Mostly Bs – You are a **CAMPFIRE**. Everybody likes you. You are always the centre of any group. You sing, you dance, you make jokes. Camping without you isn't fun. But you are not always ready for difficult situations – you need your friends like a campfire needs a lot of wood.



Mostly Cs – You are a **TORCH**. You are a very good camper and will survive in any situation. You always help your friends if they ask for help. You can make a campfire and cook food, you can carry heavy things. There is only one problem: Your light is very important, but it is not warm enough.



 Do you agree with your results? Why? Write 2–4 sentences.

Lesson 3

The most important equipment

1 Compare the words according to the model.

Model: *Germany / Canada / China (big) —*

Germany is big. China is bigger. Canada is the biggest.

1. the Volga / the Irtysh / the Thames (long)
2. a village / a city / a town (big)
3. a train / a plane / a car (fast)
4. Japan / Belgium / Spain (small)



В пятом классе вы познакомились с английскими прилагательными и узнали, как их сравнивать. Правильно соединив части предложений, вы вспомните изученные правила.

1. Английские прилагательные имеют
2. К прилагательным, состоящим из одного слога или двух слогов и оканчивающимся на **-y, -ow, -er**, в сравнительной степени прибавляется
 - a) буква **e** отбрасывается. Например: large — larger — largest
 - b) конечная согласная удваивается. Например: hot — hotter — hottest
 - c) положительную, сравнительную и превосходную степени сравнения. Например: long — longer — longest
 - d) буква **y** меняется на **i**. Например: early — earlier — earliest
 - e) good — better — best, bad — worse — worst
 - f) суффикс **-er**. Например: short — shorter; happy — happier; narrow — narrower
3. К прилагательным, состоящим из одного слога или двух слогов и оканчивающимся на **-y, -ow, -er**, в превосходной степени прибавляется
4. Если прилагательное оканчивается на букву **e**, то при прибавлении суффикса **-er** или **-est**
5. Если прилагательное оканчивается на ударный слог с кратким гласным, то при прибавлении суффикса **-er** или **-est**
6. Если прилагательное оканчивается на букву **y**, которой предшествует согласная, то при прибавлении суффикса **-er** или **-est**
7. Некоторые прилагательные образуют степени сравнения не по правилу, например:
 - g) суффикс **-est**. Например: short — shortest; happy — happiest; narrow — narrowest

Степени сравнения прилагательных (Degrees of Comparison)

Большинство прилагательных, состоящих из двух и более слогов, образуют степени сравнения с помощью слов **more** (более), **most** (наиболее), **less** (мнее) и **least** (наименее), которые ставятся перед прилагательными.

More и **less** употребляются перед прилагательными для образования сравнительной степени.

Например: exciting — *I think Anna's party will be **less exciting** than a boring film on TV.* — Я думаю, что вечеринка у Анны будет менее интересной, чем скучный фильм по телевизору.

difficult — *I think Russian is **more difficult** than English.* — Я думаю, русский язык труднее, чем английский.

comfortable — *My room in the hotel was **less comfortable** than my friend's. That was so unfair.* — Моя комната в отеле была менее удобной, чем комната моего друга. Это было так несправедливо.

Most и **least** употребляются перед прилагательными для образования превосходной степени. Существительное, определяемое прилагательным в превосходной степени употребляется с артиклем **the**.

Например: beautiful — *Mary is **the most beautiful** girl in our class.* — Мэри — самая красивая девочка в нашем классе.

interesting — *This is **the most interesting** film about animals you can find in this shop.* — Это самый интересный фильм о животных, который можно найти в этом магазине.

useful — *I think this is **the least useful** book from your list.* — Я думаю, это наименее полезная книга из твоего списка.

- 2 Misha and his friends are in the shop. They are buying equipment [ɪ'kwɪpmənt] (снаряжение) for camping. Look and find the new words.



3 What do you think?

1. What is the most important equipment for camping?
2. What is the least important equipment for camping?
3. What is the most expensive equipment?
4. What is the least expensive equipment?
5. What is the heaviest equipment?

4 Compare the equipment. Put the adjectives in brackets in the right form.

1. "A camping stove is (cheap) than a tent. Let's have it."
2. "We can't have a camping stove and a tent. We have only six thousand roubles. The tent is (expensive) thing, but it is also (important) equipment."
3. "A kettle is (expensive) thing, but we don't need it."
4. "A mattress is (cheap) than a camping stove, but it's (useful) equipment. We have our sleeping bags!"
5. "A mattress isn't (useful) thing, but it's important for me. It's (comfortable) to sleep on a mattress than on the ground."
6. "We can have a kettle — it's (cheap and light) thing."

5 Look at the picture in Ex. 2 and answer the questions. Use the information from Ex. 2, 4.

1. What does Misha want to buy? What does he say?
2. What does Vasya want to buy? What does he say?
3. What does Rob want to buy? What does he say?
4. What does Olga want to buy? What does she say?

6 Use the sentences from Ex. 4 and act out mini-dialogues between

- a) Misha and Vasya
- b) Misha and Olga
- c) Olga and Rob

7 Listen and check your answers.

Homework

A Put the adjectives in brackets in the right form.

1. Ted is (tall) ... than Steve.
2. My dad is (old)... than my mum.
3. They are the (happy) ... family in our town.
4. Mary's English is (bad) ... than her German.
5. Nick is the (good) ... football player in our class.
6. The (hot) ... day last year was 12 July.

B Complete the table with the right form of the adjective.

Положительная степень Positive degree	Сравнительная степень Comparative degree	Превосходная степень Superlative degree
famous		
	more favourite	
	better	
		(the) least important (thing)
creepy		
	more horrible	
	easier	
gloomy		
	less interesting	

C Write your opinion.

1. The most popular computer game is...
2. The most ancient monument in England is...
3. ...will be the most popular football player in Russia next year.
4. ...is the most interesting TV programme.

D Write questions for your friends. Ask them in class.

Model:

a) car (comfortable): What is the most comfortable car?

b) computer / TV (expensive): Is a computer more expensive than a TV?

a)

1. city (beautiful)
2. museum (interesting)
3. holiday (important)

b)

1. book / film (interesting)
2. Mathematics / History (difficult)
3. bicycle / car (cheap)
4. spring / autumn (warm)

Lesson 4

Her backpack is as heavy as mine

Сравнение прилагательных с помощью союзов **as... as**, **not as... as**

Качества предметов, действий и явлений можно сравнивать с помощью союзов **as... as** (такой же, как) и **not as... as** (не такой, как).

*This book is **as interesting as** that one.* — Эта книга такая же интересная, как та. *This book is **not as interesting as** that one.* — Эта книга не такая интересная, как та.

*She was **not as happy as** they thought.* — Она была не так счастлива, как они думали.

*My brother is **as tall as** you, but he is **not as old**.* — Мой брат такой же высокий, как ты, но он младше.

Обратите внимание: В таких предложениях подлежащее не повторяется дважды. Во второй части предложения оно заменяется словом **one**, а во множественном числе — **ones**.

*These shoes are better than those **ones**.* — Эти туфли лучше, чем те.

*I read all books by Philippa Gregory. Please give me this **one** and that **one**.* — Я читаю все книги Филиппы Грегори. Пожалуйста, дайте мне эту и ту.

Абсолютная форма притяжательных местоимений

Притяжательные местоимения в основной форме служат определением к существительному и ставятся перед ним: **my book**.

Притяжательные местоимения в абсолютной форме заменяют существительные, поэтому существительные после них не употребляются.

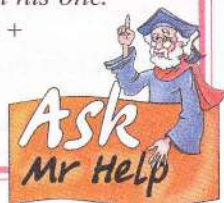
Например: ***My flat is bigger than yours.*** — Моя квартира больше, чем ваша.

He'll listen to all your secrets and will give you some good advice, but please, don't ask him about his. — Он выслушает все твои секреты и даст тебе хорошие советы, но, пожалуйста, не спрашивай о его.

Основная форма притяжательных местоимений	Абсолютная форма притяжательных местоимений
my ball — мой мяч	The ball is mine. — Мяч мой.
your ball — Ваш мяч	The ball is yours. — Мяч Ваш.
his ball — его мяч	The ball is his. — Мяч его.
her ball — её мяч	The ball is hers. — Мяч её.
its ball — его/её (о животном) мяч	The ball is its. — Мяч его/её (о животном).
our ball — наш мяч	The ball is ours. — Мяч наш.
your ball — ваш мяч	The ball is yours. — Мяч ваш.
their ball — их мяч	The ball is theirs. — Мяч их.

Вопрос: Правильно ли будет сказать *Her book is better than his one*.

Ответ: Нет, неправильно. Притяжательное местоимение + существительное заменяются только местоимением в абсолютной форме. *Her book is better than his*.



1 Change the sentences according to the model.

Model: *This is her torch. — The torch is hers.*

- | | |
|-----------------------------------|---------------------------------|
| 1. These are their matches. — | 4. These are our tents. — |
| 2. That is my camera. — | 5. That is his mattress. — |
| 3. This is your mosquito cream. — | 6. This is her camping stove. — |

2 Change the sentences according to the model.

Model: *Your bag is not as new as mine (old). — Your bag is older than mine.*

1. Peggy's backpack is not as heavy as mine (light). —
2. The weather today is not as good as it was yesterday (bad). —
3. This house is not as big as that one (small). —
4. This picture is not as (expensive) as that one (cheap). —
5. The Black Sea is not as warm as the Red Sea (cold). —
6. This cauldron is not as dirty as that one (clean). —

3 Fill in the gaps with *as... as* or *not as... as*.

1. Start with Exercise 1. It is ... difficult ... Exercise 2.
2. The film was ... good ... the book. I don't recommend it.
3. My friend's cat is ... funny ... mine. I like to play with it.
4. My new shoes are ... comfortable ... my old ones. I don't like to wear them.
5. I'm afraid I can't help you. My backpack is ... heavy ... yours.

4 Choose the right word.

1. Is that (your / yours) pen?
2. That pen is (my / mine).
3. That ball isn't (him / his).
4. Is your dress as old as (her / hers)?
5. Their flat is as small as (our / ours).
6. Our teacher was as good as (their / theirs).

5 Find the mistakes.

1. My bag is as clean as her one.
2. This book is interesting as that one.
3. His brother is older than hers brother.
4. Yours mistakes are as bad as mine ones.

- 6 Look at the people in the pictures. What are they saying to each other?
Act out the dialogues between them.

My job is good. Her job is good too.

My job is as good as hers.

Model 1



My job is good. Her job isn't good.

Her job is not as good as mine.

Model 2



1



2



3



4

1. Her pizza was tasty. His pizza wasn't tasty. — His pizza...
2. Your story was scary. My story was scary too. — My story...
3. Her mum was angry. His mum was angry too. — Her mum...
4. This book is very interesting. That book is boring. — That book...

7 Answer the questions.

1. Is the Ob as long as the Oka?
2. Is England as big as Russia?
3. Are the days in autumn as short as in spring?
4. Is St Petersburg as old as Moscow?
5. Is the Atlantic Ocean as big as the Pacific Ocean?
6. Is the Black Sea as warm as the Caspian Sea?
7. Is winter in Moscow as cold as winter in Tomsk?

Homework

A Choose the right word.

1. That tent wasn't him / his.
2. He is her / hers friend.
3. That kettle is their / theirs.
4. Look at his / him.
5. This pen isn't my / mine.

B Complete the sentences. Use the adjectives: light, famous, long, heavy.

1. The Thames is not as... as the Enisey.
2. Her backpack is as... as mine.
3. Their tent was not as... as ours.
4. Shakespeare is as... as Pushkin.

C Translate from Russian into English.

1. Этот перочинный нож не мой. Он — его.
2. Наша палатка не такая новая, как ваша.
3. Их спальные мешки не такие теплые, как наши.
4. Его книга такая же интересная, как ее.

Lessons 5, 6

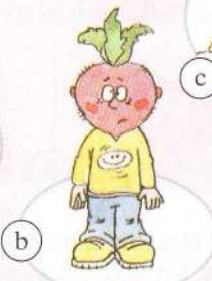
Is Rob as good as gold?

Idioms



1 Match the pictures with the idioms.

1. It is as hungry as a hunter.
2. He is as good as gold.
3. His face is as red as a beetroot.
4. He is as strong as an ox.



2 Listen and read.

to hurt — причинять боль

to share [ʃeə] smth with smb — (по)делиться с кем-либо чем-либо

to wash up — мыть посуду

to put up a tent — ставить палатку

3 Match the expressions with their translations.

1. to be as strong as an ox
2. to be as good as gold
3. to be as red as a beetroot
4. to be as hungry as a hunter

- a) быть красным от стыда
- b) быть голодным, как волк
- c) вести себя хорошо
- d) быть сильным, как вол



Guess the meaning of the underlined word.

If you cut your finger, you must put a plaster ['plɑ:stə] on it.

4 Read and say: What are the friends doing?

Misha, help! My backpack is too (слишком) heavy.

OK. Give it to me.
I'll carry it for you.



I can't walk! My feet hurt.

They hurt, because
you are wearing your
wellingtons! They are
not for walking. Put
on my trainers and put
a plaster on your feet.



I'm cold!

Put on my warm jacket and
here is an extra pair of socks.



We'll stay here for the night!

I'll pick up some wood!

I'll put up the tents!

I'll watch!

I'll cook dinner!

4

The food is great!

I'm as hungry as a hunter!

The food is disgusting!

5

Who will wash up after dinner?

Rob will. He has to do something!

Where is he?

6

I don't believe it. He is eating sandwiches, yoghurt and biscuits behind the tent.

I couldn't share these snacks! There isn't enough for everybody.



7

Rob! You don't want to do anything, but everybody has to help you! When my friends found you behind the tent, my face was as red as a beetroot!

I'll think about it! I promise! Tomorrow I'll be as good as gold.



8

5 What do you do with these things? Match the nouns with the verbs.

- | | |
|-----------------|------------|
| 1. campfire | a) put up |
| 2. wood | b) cook |
| 3. tasty snacks | c) pick up |
| 4. dirty dishes | d) wash up |
| 5. food | e) make |
| 6. tent | f) share |

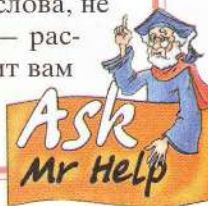
6 Who said these words and when?

- | | |
|--------------------------------------|--------------------------------------|
| 1. You are as strong as an ox. | 3. My face was as red as a beetroot! |
| 2. Tomorrow I'll be as good as gold. | 4. I'm as hungry as a hunter. |

- 7 Listen and try to understand the main idea of each story. Match the stories with the main ideas from the box. Be careful! There are four main ideas, but only three stories.

- a) He is as good as gold. c) He was as hungry as a hunter.
b) Her face was as red as a beetroot. d) He was as strong as an ox.

Для выполнения этого задания вам необязательно понимать каждое услышанное слово. Не обращайте внимания на незнакомые слова, не пытайтесь запомнить или записать услышанное. Ваша цель — слышать достаточное количество знакомых слов, это позволит вам понять общий смысл. Если вы не справились с заданием с первого раза — не отчаивайтесь. Прослушайте тексты еще раз.



8 Answer the questions.

- Why did Rob say to Misha, "You are as strong as an ox"?
- Why did Rob's feet hurt?
- How did Misha help Rob?
- Why was Rob cold?
- What did Misha do when the friends stopped for the night?
- What did Rob do?
- Where did the friends find Rob?
- Why was Misha's face as red as a beetroot?
- What did Rob promise Misha?

9 Fill in the table in your exercise books. Use the words for ideas:

backpack, trainers / wellingtons, warm jacket / nice T-shirt, extra pair of socks / extra pair of swimming trunks, food, tents, tasty snacks

What Rob did	What Rob didn't do
He gave his backpack to Misha.	He didn't carry his backpack.
He took his wellingtons.	He didn't take his trainers.

- 10 In pairs. Talk about and write a list of camping rules. What must people do? What mustn't people do?

Homework

A Choose the right answer.

- What can help you read a book in a sleeping bag?
a) a penknife b) a torch c) a tent

2. Where do people sleep in the forest?
a) in a tent b) in their wellingtons c) in their sweaters
3. What do you need if you get lost in the forest?
a) a penknife b) matches c) a compass
4. What do you need for your campfire?
a) some wood and matches b) some wood and a torch
c) a guitar and a penknife
5. What do you do with a tent?
a) You pick it up. b) You put it up. c) You take it up.

B Translate into English.

1. Мой рюкзак был не таким тяжелым, как его.
2. Его лицо было таким же красным, как мое.
3. Этот свитер не такой теплый, как тот.
4. Моя палатка больше, чем твоя.
5. Это место такое же красивое, как и то.

C Misha is writing about their first camping day. Complete his notes.
Use Ex. 7 and 8 for help.

15 August

Today was the most horrible day of my life. First Robin couldn't carry his backpack. I had to carry it for him.

How many new words do you know?

an adventure
a backpack
a camera
a campfire
heavy
a box of matches
a mosquito
mosquito cream
a penknife
to share smth with
smb
a pair of socks
a soup bowl

to be as good as gold
to be as hungry as a hunter
to be as red as a beetroot
to be as strong as an ox
to go camping
to pick up
to put up a tent
equipment
a torch
to wash up
a pair of wellingtons
wood
to get wet through

a bear
burnt
a cauldron
disgusting
extra
hard ground
to hurt
a plaster
a source
a pair of swimming
trunks
to snore

3



UNIT

Holidays

In this unit

- Rob saw the treasures of the Russian tsars!
- Olga went to Turkey.
- Anya went to the Crimea.

You will talk about holidays.

You will need these words and expressions:

Travelling

to travel
by train
by car
by boat
by plane
by underground
to lie in the sun
to swim
a swimming pool
a bicycle
a hotel

Seasons and months

spring
summer
autumn
winter
January
February
March
April
May
June
July
August
September
October
November
December

Holidays

Weather

It is cold.
It is hot.
rain
snow
the sun
the sky
the sea
the wind
to shine
to blow
to be warm

Camping

to put up a tent
to make a campfire
to cook on a campfire
to pick up wood
to pick berries and mushrooms
to pack a backpack
to buy equipment
to wash up
to share things
an adventure



New grammar for you

Употребление артиклей с названиями континентов, стран, деревень, регионов, островов, горных вершин, площадей, парков, улиц.



Speak English in class

- **Is this right?** — Это правильно?
- **Can you say that again, please?** — Повторите, пожалуйста, еще раз.
- **Can you play the cassette again, please?** — Поставьте, пожалуйста, кассету еще раз.
- **How do you say "...” in English?** — Как сказать по-английски "...”?

Do you understand the tasks?

- **Complete the sentence with the right form of the verbs in brackets.** — Закончите предложения, поставив глаголы в скобках в правильной форме.
- **Make questions from these sentences.** — Задайте вопросы к предложениям.
- **Start with the words in brackets.** — Начните со слов в скобках.
- **Find and correct the mistakes.** — Исправьте ошибки.
- **Do the crossword.** — Решите кроссворд.

Lesson 1

The Tsar Bell and the Kunstkammer

Артикль (The Article)

Без артикля употребляются названия:

континентов • стран • деревень • регионов • островов • горных вершин
• площадей • парков • улиц — *Corsica, America, Sakhalin, Strelkovka, Brompton Road, London, Baker Street, Tunbridge Wells, Kent, Kaluga Region, Africa, France, Trafalgar Square, Korolyov Street, Elbrus, Everest, Cuba, Madagascar, Hyde Park*

1 Put the names in the right columns.

Континенты	Страны	Острова	Горные вершины
...
Регионы	Города / Деревни	Площади / Улицы	Парки
...

Артикль the употребляется с названиями:

• стран, содержащих слова *state, kingdom, federation* и т. п. — *the United States, the United Kingdom, the Russian Federation*.
театров • музеев • картинных галерей • гостиниц — *the Hilton (hotel), the Globe Theatre, the Russian Museum, the National Portrait Gallery*.

Без артикля употребляются названия соборов и церквей. — *Westminster Abbey, St Mary's Church*.

2 Read, listen and say after the speaker.

1. The Kunstkammer [ˌkʊnstˈkæmə]
2. Peterhof ['pi:tə,hɔ:f]
3. Red Square [ˌred 'skweə]
4. the Kremlin ['kremlɪn]
5. St Basil's Cathedral [snt ˌbæzɪlz kə'θi:drəl]
6. the Bolshoi Theatre [ˌbɒlʃɔɪ 'θiətə]
7. the Hermitage ['hɜ:mɪtɪdʒ]
8. the Tretyakov Gallery [ˌtretiˈkɒf ˈgæləri]
9. the Armoury Chamber [ˌɑ:məri 'tʃeɪmbə]
10. the Tsar Bell [zɑ: 'bel]
11. the Tsar Cannon [zɑ: 'kænən]
12. the Crimea [kraɪ'mi:ə]
13. St Petersburg [snt 'pi:təzbɜ:g]
14. Moscow ['mɒskəʊ]



3 Which of the names in Ex. 2 are:

museums
geographical names
famous sights
theatres
squares
cathedrals

4 Match the names with the pictures. Where can you see these places?

Model: The first picture is Peterhof. I can see it if I visit St Petersburg.

the Kunstkammer
Peterhof
Red Square
the Kremlin
St Basil's Cathedral
the Bolshoi Theatre
the Hermitage
the Tretyakov Gallery
the Armoury Chamber
the Tsar Bell
the Tsar Cannon
the Mariinsky Theatre
the Summer Garden



5 Choose the right answer.

- The capital of Russia is
a) St Petersburg b) Yekaterinburg c) Moscow
- The capital of Russia in 1900 was
a) St Petersburg b) Yekaterinburg c) Moscow
- The most famous Moscow theatre is
a) the Bolshoi Theatre b) the Mali Theatre c) the Grand Opera
- The most famous museum in St Petersburg is
a) the Kremlin b) the Hermitage c) the St Petersburg museum of history
- The Kunstkammer is
a) a museum b) a prison c) a palace
- The founder of the Tretyakov Gallery was
a) Pavel Tretyakov b) Savva Morozov c) Yuri Dolgoruki
- In the Tretyakov Gallery you can see
a) a lot of books b) the treasures of the tsars c) beautiful pictures
- In the Armoury Chamber you can see
a) a lot of stones b) the treasures of the tsars c) beautiful pictures

6 Fill in the gaps with *the* or *—* (no article) and complete the sentences.
Use the words:

England, France, the USA, Italy, Russia, China, Germany.

Model: 1. The Eiffel ['aɪfəl] Tower is in France.



- ...Berlin [bɜ:'lɪn] Wall is in...
- ...Vatican ['vætɪkən] Museum is in...
- ...Tsar Bell is in...
- ...Statue of Liberty [ˈstætʃu: əv 'lɪbəti] is in...
- ...Great Wall is in...
- ...Natural History Museum is in...

- 7 Listen and check your answers. Learn to pronounce the names of the places of interest correctly.

Homework

A Answer the questions.

1. What can you see in Red Square?
2. What is Peterhof? What can you see there?
3. What is the biggest museum in St Petersburg?
4. What is the most famous garden in St Petersburg?
5. What is the most famous Moscow theatre?
6. What is the most famous St Petersburg theatre?
7. What can you see in the Armoury Chamber?

B Match the names of the cities with their transcriptions. Learn to read them. Which of these cities are capitals?

① Istanbul

② Tokyo

③ Berlin

④ Beijing

⑤ Rome

⑦ Moscow

⑥ London

⑧ New York

⑨ Madrid

⑩ Paris

- i) ['lʌndən]
- a) ['mɒskəʊ]
- e) [nju: 'jɔ:k]
- h) [mə'drɪd]
- d) ['pæris]
- f) [ɪstæn'bu:l]
- b) ['təʊkɪəʊ]
- g) [bɜ:'lɪn]
- c) [ber'dʒɪn]
- j) [rəʊm]

C Match the names of the countries and their capitals. Use the or — (no article).

Model: The capital of France is Paris.

England, France, the USA, Italy, Spain, Turkey, Russia, China, Japan, Germany

D Insert the articles where necessary.

Model: Sherlock Holmes lived in ... Baker Street. — Sherlock Holmes lived in Baker Street

1. Do you know about ... British Museum?
2. When we were in ... London, we lived in ... Arabella Hotel.
3. Let me show you the centre of ... Moscow: ... Red Square and ... Kremlin.
4. ... Trafalgar Square is in ... London.
5. ... America is a continent and ... USA is a country.
6. ... Oxford Street is very big.
7. ... Tretyakov Gallery is ... famous museum.

Lessons 2, 3

I went to Turkey and my friend went to St Petersburg

1 Listen and read. Match the underlined words with their translations.

1. I like to take pictures with my new camera.
2. I had a great suntan after my holiday in Turkey.
3. The trip was very exciting [ɪk'saɪtɪŋ]. I saw a lot of interesting things.
4. The cockerel woke us up in the morning when we stayed in the village.
5. The waiter brought me a cup of coffee and a sandwich.
6. Paul and Mary are from our entertainment team. They can sing and dance.

- a) загар
- b) увлекательный
- c) петух
- d) официант
- e) фотографировать
- f) команда, развлекающая отдыхающих



Guess the meaning of the underlined words.

1. When you go to the sea, you can learn windsurfing ['wɪnd,sɜ:fɪŋ].
2. Please send me a nice postcard from your holiday.
3. In summer when it's hot, children play in the fountains ['faʊntɪnz].
4. You can have a nice pizza in this Italian restaurant ['restərɒnt].



Приставка un-

Приставка **un-** + прилагательное = прилагательное с отрицательным значением.

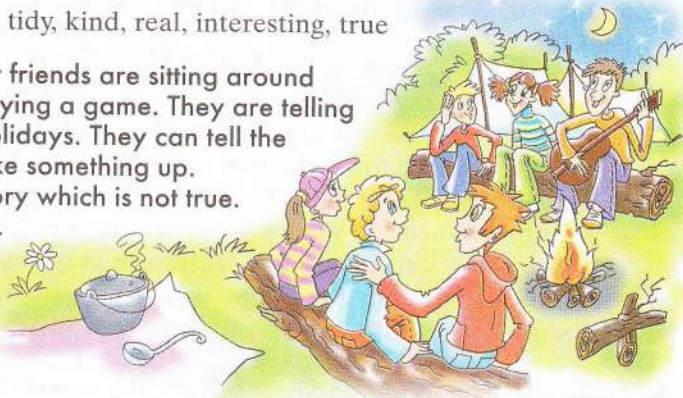
Например: *safe* (безопасный) — *unsafe* (небезопасный)

2 Write the negative form of the adjectives.

Model: *tidy* — *untidy*.

official, comfortable, tidy, kind, real, interesting, true

- 3 Misha, Rob and their friends are sitting around the campfire and playing a game. They are telling stories about their holidays. They can tell the truth or they can make something up. Read and find the story which is not true. Explain your answer.



Sasha's story

Last year my father said, "We are going to St Petersburg." I was very happy and told all my friends about the trip. They were interested in St Petersburg too and I promised to send postcards to everybody. My first days in St Petersburg were very exciting — I forgot about everyone. We saw the Hermitage, the biggest museum in the city. Then we went to the Kunstkammer, one of the oldest museums in Russia and the Bolshoi Theatre. We stayed in Peterhof and I could see the beautiful fountains and palaces out of my window.



On the last day I remembered about the postcards. The weather was very nice, so all my family went to the Summer Garden and I stayed at home. I felt very unhappy but I wrote thirty-five postcards and sent them to my friends!

Olga's story

In April we went to Turkey to Bodrum. I didn't like it there. We were unlucky with the weather, and the sea was cold. Our room was dirty and small, and there was no TV. The food in the restaurant was disgusting, the waiters were unfriendly and the entertainment team was really boring. There was a mini-zoo next to our hotel, so every day a cockerel woke us up at seven o'clock in the morning!



Rob's story

Misha and I went to Moscow. That was a cool trip! We went to Red Square and spent a day in the Kremlin. We took pictures of the Tsar Bell and the Tsar Cannon. We visited the Armoury Chamber and saw the treasures of the Russian tsars. I also went to St Basil's Cathedral. For me it is the symbol of Moscow. In the evening we went to the Bolshoi Theatre and saw a wonderful ballet. We had very little time and I didn't see the Tretyakov Gallery. I hope we can do it next time.



Anya's story

This summer we went to the Crimea for two months. My granny lives there. I loved the Black Sea. The water was very warm and clean. I learned to swim and my brother learned windsurfing. When the weather was bad, we went on some very interesting excursions. Bad weather is very unusual for the Crimea, so after two weeks we had a great suntan. It was the best holiday in my life.



4 Listen and check your answers. What is the name of a famous theatre?

5 Find adjectives with a negative meaning.

6 Answer the questions.

Who went on holiday abroad?

Who went to a big city?

Who went to the sea?

7 Discuss. What do you think?

Whose holiday was the most exciting? Why?

Whose holiday was the least exciting? Why?

Whose holiday was the most expensive?

Whose holiday was the cheapest?

8 Answer true, false or no information. Try to find more information.

1. It is sometimes cold in Turkey in April.

2. If you go to the sea, you can learn windsurfing.

3. The Tsar Bell is the biggest bell in the world.

4. The Hermitage is the biggest museum in the world.

5. The Hermitage is the oldest museum in St Petersburg.

6. Holidays abroad are always the most expensive.



Homework

A Whose photos (1–10) are these?

Model: The first picture is Olga's. She went to Turkey and took a picture of a Turkish market.



B Fill in the gaps with a positive or a negative form of the adjectives.

lucky, friendly, usual, happy, comfortable, kind

- I didn't buy those shoes because they were ...
- I was ... My father brought me a present.
- Miss Nasty is a very ... woman. Everybody is scared of her.
- Snow in August is very ...
- Alice was ... She won a prize in the lottery.
- The English were very ... When I got lost in London, they showed me the way.

C Write 6 to 8 sentences about your usual holiday. Use the table for ideas.

Where?	abroad, camping, to the village, to the sea
What's the place like?	beautiful, exciting, boring, interesting, cold, warm
With who? (с кем?)	alone, with my family, with my friends
How do you get there?	by train, by plane, by car, walk
Where do you stay?	at my granny's, at the hotel, at our friends', at the campsite (кемпинг)
What do you do there?	swim, play, read, help with the garden, visit interesting places, take pictures, meet old friends

Lessons 4, 5

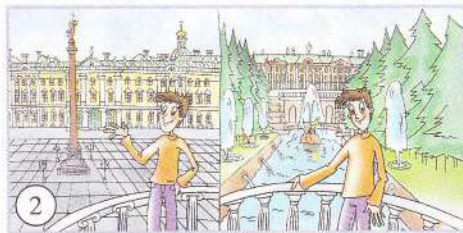
How do you spend your holidays?

1 Read Sasha's story again, fill in the gaps and answer the questions.

- Where ... he go to?
- Where ... he stay?
- What ... he see?
- What was the weather ...?
- What ... he promise his friends?
- ... postcards did he write?

2 Look at the pictures and describe what is happening.

Model: 1. Sasha is saying goodbye to his friends. He is promising to write.



3 In pairs. Try to remember: What places did Rob visit in Moscow? Which places do you want to visit?

4 Read Olga's story again. Here are her answers. Ask her some questions.

Model: Where did you go? — We went to Turkey.

- We went to Turkey.
- We stayed at the Larmona Hotel.
- No. I didn't.
- It was small and dirty.
- It was cold.
- The food was disgusting.
- They were unfriendly.
- It was boring.
- Because a cockerel woke us up.

- 5 Olga wants to make up a good story about her holiday. Help Olga change her story. Think of a good ending.

This April we went to Turkey to Bodrum. I liked it there! We were ... with the weather and the sea was Our room was ... and ..., ... TV. The food in the restaurant ..., the waiters ... and the entertainment team There was a mini-zoo next to our hotel, so every day a cockerel woke us up at seven o'clock in the morning. It was very good because

- 6 Look at the text on pages 51 and 52. Compare Olga's and Anya's stories. Use the plan.

Place
Time
Weather
Suntan
The sea
Activities
Opinion



Model: Olga went to Turkey and Anya went to the Crimea.

- 7 In your exercise books fill in the table with these activities.

to put up a tent, to play the guitar, to go windsurfing, to swim, to speak English, to milk cows, to make jam, to make a campfire, to dance, to cook on the campfire, to find the way in the forest, to go horse-riding, to make friends, to pick berries and mushrooms, to bring in the harvest, to feed hens and chickens, to do shopping, to see places of interest, to take pictures, to go by underground, to go fishing

If I go camping, I can	If I go to the village, I can	If I go abroad, I can	If I go to a big city, I can

- Which of these things can you do?
- Which of these things do you want to learn?

- 8 In pairs. You are going on holiday. What is the most important thing for you? Use Ex. 6 for ideas. Write down your friend's answers.

Model: A. What is the most important thing for you when you go on holiday?
B. The place is the most important thing. It must be beautiful and quiet (mexuŭ). And what about you?

- 9 In groups. Discuss with your friends and find out: Which of the following factors are the most / the least important for your classmates?
place, time, weather, sea (river, lake), activities, friends, family

Homework

A Rob is in the forest, but he is talking to his brother Mark on his mobile phone. You can hear only Rob's words. Read and answer the questions:

1. Where is Mark?
2. Is he alone?
3. Are they lucky with the weather?
4. What is Rosy doing?
5. What is Mark doing?

Rob: Where are you?

Mark: ...

Rob: That's great! Spain is beautiful.
What's the weather like?

Mark: ...

Rob: Oh, no! That's very unlucky. So what is Rosy doing?

Mark: ...

Rob: In the swimming pool?!

Mark: ...

Rob: You're joking! The water is cold, isn't it?

Mark: ...

Rob: OK, I see. And what are you doing?

Mark: ...

Rob: Again! I think it's the most boring film in the world!

Mark: ...

Rob: All right then. (Ну ладно.) Say hello to Mum and Dad! Bye!

Mark: ...



B Listen, check your answers and answer the question: What is Rosy wearing?

C Find the mistakes and correct them. Answer the questions.

1. Do more people speak *the* Chinese or *the* English?
2. Which is *the* largest country in *the* world?
3. Is *the* Africa larger than *the* Europe?
4. Which sea is smaller, *the* Baltic Sea or *the* Black Sea?
5. Are *the* Himalayas or *the* Alps *the* highest mountains in *the* world?
6. The deepest lake in *the* world is *the* Lake Ontario, isn't it?
7. Is *the* Caspian Sea or *the* Dead Sea *the* saltiest in *the* world?
8. Is *the* Amazon shorter than *the* Nile?
9. Does *the* Nile flow through *the* Egypt or through *the* Iran?

D Get ready for the project. Make a poster.

Lesson 6

Project

My summer adventure

- 1 Make a poster about your summer adventure. Use the material from the Cut Out page. You can write about a real adventure or you can make it up. Use photographs or draw the pictures. Don't forget to write what you are doing in the pictures. Use the plan:

Place

Weather at the time of the year.

How did you get there?

What did you do (see, learn) there?

Extra information



- 2 Give your poster a name. For example: "My summer adventure", "My winter catastrophe".
- 3 Present your posters to the class. Discuss your presentation. Put your poster on the wall.
- 4 Play a game. "I believe you".—"You are making it up".

Take turns to say something about your holidays. You can tell a true story or make it up. Your friends will listen to you and discuss your story. Then they will say "We believe you." or "You're making it up". At the end each player will tell his / her friends the truth.

How many new words do you know?

the Armoury Chamber
the Bolshoi Theatre
the Hermitage
the Kremlin
the Kunstkammer
Moscow
Peterhof
Red Square
St Basil's Cathedral

St Petersburg
the Tretyakov Gallery
the Tsar Bell
the Tsar Cannon
a postcard
exciting
to take pictures
entertainment team
a cockerel

the Crimea
a fountain
an opinion
a restaurant
suntan
the tsar
a waiter
windsurfing

4



UNIT

Nothing is forever

In this unit

- There was a forest fire at the campsite.
- Are you as green as grass?
- Camping in 2170.

You will talk about the world around us.

You will need these words and expressions:

The world around us: villages, towns and cities

air
water
a tree
a forest
a river
an ocean
an animal
to breathe
nature
clean
dirty
a street
a police station
heating

Weather

It is cold.
It is hot.
It rains.
It snows.
rain
snow
sun
to shine
wind
to blow
the sea
to be warm
the sky

Nothing
is
forever

Camping

to put up a tent
to make a campfire
to cook on a campfire
to pick up wood
to pick berries and mushrooms
to pack a backpack
equipment
to wash up
to share smth with smb
an adventure

Travelling

to travel
by train
by car
by boat
by plane
by underground
to lie in the sun
to swim
a swimming pool
a bicycle
a hotel

Seasons and months

spring
summer
autumn
winter
January
February
March
April
May
June
July
August
September
October
November
December



New grammar for you

- Употребление артиклей с предметами и понятиями, которые являются единственными в своем роде.
- Конструкция **used to**.



Speak English in class

- **Can you explain that again, please?** — Объясните это снова, пожалуйста.
- **Can you write it on the board, please?** — Напишите это на доске, пожалуйста.
- **Does anybody have a spare pen?** — У кого-нибудь есть лишняя ручка?
- **You'll have to do it again.** — Вам придется сделать это еще раз.
- **Goodbye, everyone.** — Всем до свидания.

Do you understand the tasks?

- **Give your opinion.** — Выскажите свое мнение.
- **Add the suffixes.** — Прибавьте суффиксы.
- **More than one answer can be right.** — Несколько ответов могут быть правильными.
- **Explain your answer.** — Объясните Ваш ответ.
- **Whose turn is it?** — Чья очередь?
- **It's my turn.** — Сейчас мой ход.
- **Find regular and irregular verbs.** — Найдите правильные и неправильные глаголы.

Lesson 1

We can't drink this water

1 Listen and read.

polluted [pə'lu:tɪd] — загрязненный

glass — стекло

litter — мусор

a campsite — кемпинг

There has been a forest fire. — Здесь был лесной пожар.



Guess the meaning of the underlined words.

1. Never play with dynamite ['daɪnəmaɪt]. It is dangerous!

2. You can buy Coke in a plastic ['plæstɪk] or a glass bottle.

Словообразование

Некоторые существительные в английском языке образованы от глаголов путем прибавления суффикса **-tion** [ʃn].

Например: *to celebrate* — *celebration*, *to execute* — *execution*.

2 These are the verbs. Add the suffixes and write the nouns.

Model: *to protect* — *protection*

to decorate, *to illuminate*, *to examine*, *to educate*, *to instruct*,
to prevent, *to collect*

3 After a long day Misha, Rob and their friends get to their favourite campsite. They want to stop for the night, but they can't. Look at the picture and say why.

Olga: We can't stay here! There has been a forest fire!

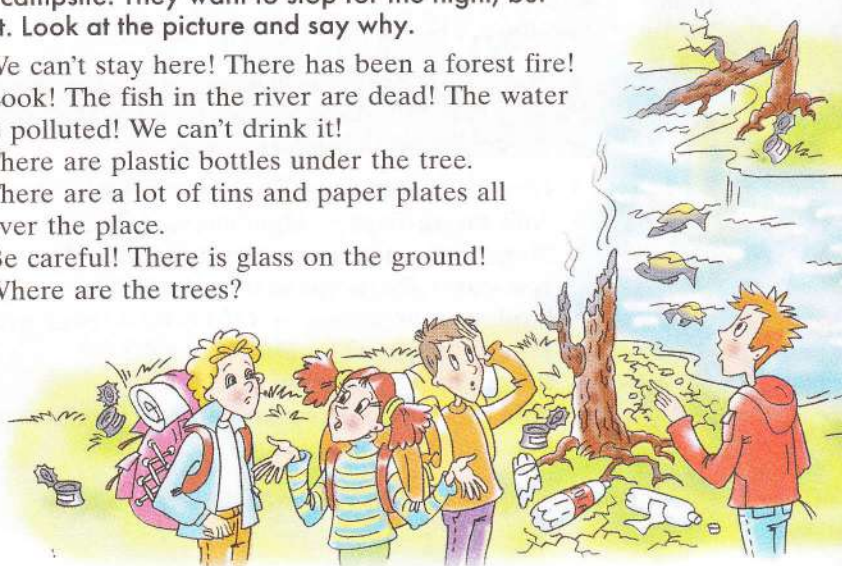
Rob: Look! The fish in the river are dead! The water is polluted! We can't drink it!

Misha: There are plastic bottles under the tree.

Vasya: There are a lot of tins and paper plates all over the place.

Anna: Be careful! There is glass on the ground!

Sasha: Where are the trees?



4 Look at the pictures on page 60 and answer the question: *What litter did the friends find at the campsite?*

5 Write about what happened. Use these expressions.

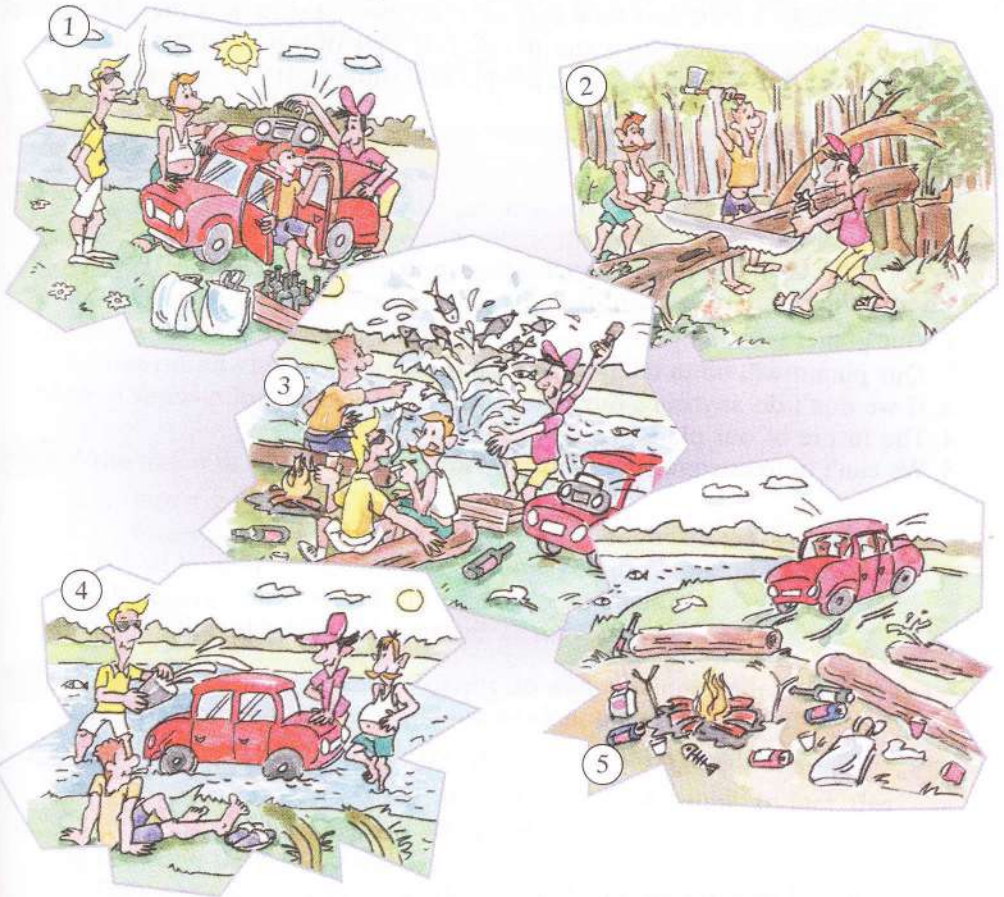
to start a fire, to pollute the water, to kill the fish, to leave litter, to cut down trees

Model: *Somebody started a forest fire.*

6 Look at the pictures and fill in the gaps.

litter, campfire, to wash, river, to cut down, dynamite, campfire

1. Four men came to the forest by car.
2. The men ... the trees for their
3. The men killed the fish with
4. They ... the car in the
5. The men didn't pick up their ... and left



- 7 Write green rules for campers. Use the key words: *trees, fire, litter.*


Model: Don't pollute water.

Homework

- A Read and translate with a dictionary. What is the story about?

Once there was a wise old man. He could answer any question in the world. Everybody knew about him. One day two boys said, "We're going to fool that old man. We'll catch a bird, go to the old man and say, 'We are holding something in our hands. Is it alive or is it dead?' If he says, 'Dead,' we'll let the bird fly, and if he says, 'Alive,' we'll kill it."

They caught a bird and they carried it to the old man and they said, "We are holding something in our hands. Is it alive or is it dead?" And the wise old man looked at the young people and smiled. "It's in your hands," he said.

-  What is the connection between the story and the topic of lesson 1? Choose the right answers.

1. Our planet is in danger.
2. Our planet will be in danger in the future.
3. If we don't do anything, our planet will be in danger.
4. The future of our planet is in our hands.
5. We can't help our planet anymore.

Lesson 2

Litter lasts longer than us

1 Listen and read.

environment [ɪn'vaɪrənmənt] — окружающая среда
 ecological [ˌi:kə'lɒdʒɪkəl] — экологический
 in fact — на самом деле
 to breathe [bri:ð] — дышать
 to last — длиться (зд. сохраняться)

to drop — зб. бросать
 still — все еще
 a plant — растение
 a leaf — лист
 a shower ['ʃaʊə] — душ



Guess the meaning of the underlined words.

1. This factory is bad for the environment. It pollutes the atmosphere ['ætməsfɪə] with toxins and dangerous chemicals ['kemɪklz].
2. The Russian climate ['klaɪmət] is very cold in winter.

Артикль (The Article)

Артикль *the* употребляется с предметами и понятиями, которые являются единственными в своем роде: the universe • the ground the sky • the environment • the world • the atmosphere.

Артикль *the* употребляется с названиями планет: the sun • the moon • the Earth.

Без артикля употребляются названия таких планет, как: Mars • Venus • Jupiter.

2 Write *the*, *a* or — (no article). Correct the false statements.

1. ... moon goes round ... sun.
2. ... forests and ... oceans are a part of ... environment.
3. If you look at ... sky in the morning, you can sometimes see ... moon.
4. The people of ... world must help the animals.
5. ... Earth is the biggest planet in ... universe.

3 What must Misha and Rob's friends do with the litter? What can't they do with it? Match the answers with the explanations.

1. Burn it.
 2. Bury it under the ground.
 3. Take it with them.
- a) They can't do this because litter lasts for a long time. In fact, tins and plastic bottles last for 500 years and glass lasts forever!
 b) They will have to do this!
 c) They can't do this, because the toxins from the litter will pollute the atmosphere.

4 In groups. Answer the questions and discuss: What does the word "environment" mean to you?

1. oceans, rivers, seas, lakes, forests and animals
2. oceans, rivers, seas, lakes, forests, animals, cars, plants and cities
3. oceans, rivers, seas, lakes and forests, animals, cars, plants, cities and people
4. oceans, rivers, seas, lakes and forests, animals, cars, plants, cities, people and YOU

5 When we say the Earth is in danger, what exactly is in danger?

1. the planet
2. the climate
3. the oceans
4. the forests
5. the animals
6. all of these — все вышеназванное
7. all of these and YOU

6 Misha, Rob and their friends are cleaning the place and writing a poem. Listen to the poem. Who is speaking in:

- the first verse (куплет)?
the second verse?
the third verse?
the fourth verse?
the refrain (припев)?

7 Listen again. Number the words in the order you hear them.

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> to drop | <input type="checkbox"/> rivers |
| <input type="checkbox"/> shower | <input type="checkbox"/> air |
| <input type="checkbox"/> trees | <input type="checkbox"/> to drink |
| <input type="checkbox"/> to cut down | <input type="checkbox"/> to breathe |
| <input type="checkbox"/> bath | <input type="checkbox"/> water |
| <input type="checkbox"/> litter | <input type="checkbox"/> to save |
| <input type="checkbox"/> to have | |


8 Make as many expressions as you can with these words.

Model: to drink water

8 Read the poem and give it a name. Choose from:

1. Today and tomorrow!
2. Save the environment!
3. Oceans, forests and animals!
4. Please, stop!





Today you are going camping
With your family, friends or class.
Please help us, don't drop any litter!
'Cos* your litter lives longer than us!

Refrain: 'Cos nothing is forever
And nature is getting tired.
If we don't stop and think today
Tomorrow the Earth could die.

Refrain

Today you cut down your forests
But the planet needs our leaves.
Please stop it because tomorrow
You'll have no air to breathe!


Refrain

You can have a bath or a shower
But today is the time to think.
Save the rivers because without them
You'll have no water to drink.

Refrain

Today we are still in your forests,
In the sky, in the rivers, but look:
Don't kill us! Because your children
Will see us in picture books.

Refrain



9 Add suffixes to these verbs and make nouns.
inform, situate, protect, pollute, organise

10 Match the nouns with the translations.
загрязнение, информация, организация, защита, ситуация

* 'cos = because

- 11 Fill in the gaps with the words from Ex. 9. Sometimes you need a noun and sometimes you need a verb. What does Greenpeace do? Listen and check your answers.

GREENPEACE

- Our ... wants to ... the environment.
- We fight against water and air
- Are you unhappy with the ecological ... in your region?
- Send us some ... about it and we'll try to help.

Homework

A Choose the right answers. More than one answer can be right.

1. What mustn't you do with litter?
a) Burn it. b) Drop it. c) Take it home.
2. Plants
a) grow in the forest b) pollute air c) grow in the sea
3. Greenpeace
a) protects animals b) protects people c) protects oceans, rivers, seas and lakes
4. We can help animals if we
a) put them in the zoo b) don't kill them c) don't cut down the forests
5. We can help the fish if
a) we don't pollute the oceans, rivers and lakes b) everybody buys an aquarium c) we don't use so much water

B Find the mistakes.

1. I see the plane in a sky.
2. A lot of factories pollute our the atmosphere.
3. Sun is a biggest star in our galaxy (Галактика).
4. People went to moon in the 20th century.

C Translate into English.

1. Животные, растения, моря и океаны нуждаются в нашей помощи.
2. Окружающая среда находится в опасности.
3. Вода в этой реке загрязнена.
4. Люди дышат воздухом и пьют воду.

Lesson 3

We mustn't kill animals for clothes

Приставка re-

Наличие приставки **re-** перед глаголом означает *снова, заново*. Во многих случаях *re-* соответствует приставке *пере-*.

Например: **Restart** the computer! — *Перезагрузи компьютер.*

*Jack is late. We'll have to **reheat** his food.* — *Джек опаздывает. Нам придется разогреть его еду еще раз.*

*He had to **reread** the story.* — *Ему пришлось заново перечитать рассказ.*

1 Rewrite these sentences. Use the prefix re-.

Model: Write these sentences again. — **Rewrite** these sentences.

1. Use this bag again.
2. The workers had to build this wall again.
3. We made a mistake. Count the people again.
4. This flat is very old. We must decorate it again.

2 Look at the pictures. Find words with the prefix re-. Try to guess the meaning. Check your answers in the dictionary. В каком случае re- является префиксом, в каком — это часть корня слова?



3 Listen and read.

to recycle — перерабатывать
a fur coat — шуба
a fine — штраф
rubbish — мусор

to turn off — выключать
to turn on — включать
to pay — платить

4 What do you think: Are these statements about people in England true or false?

1. People never forget to turn off the lights, because electricity is expensive.
2. Nobody wears fur coats, because it is not cold.
3. People sort their rubbish, because they want to help the environment.
4. People use pooper scoopers (совочки) and clean up after their dogs.
5. Nobody drops litter, because they like their towns and cities clean.
6. Nobody goes camping, because it's bad for the environment.
7. There are special factories which recycle materials.

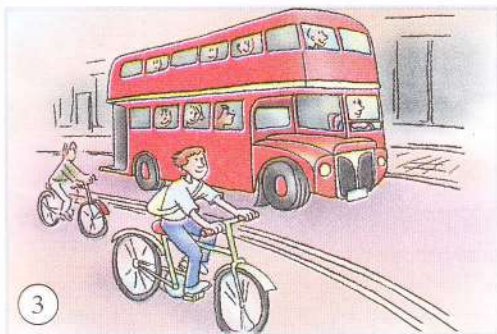
5 Rob is telling his new friends about the environment in his country. Listen and read. Guess the meaning of the underlined words. All of them are *Friends*.

1. We sort our rubbish: there are special containers for paper, tins, food, white glass, brown glass and green glass. After that special factories recycle these materials and people reuse them.
2. We never drop litter in the street. If somebody sees you, you have to pay a fine.
3. We never forget to turn off lights and water. Water, heating and electricity are expensive!
4. A lot of people use public transport. They don't go by cars, because firstly, cars pollute the atmosphere and secondly, because it's very difficult and expensive to park a car in a big city.
5. We clean up after our dogs with special pooper scoopers. If we don't — the fine is £50.
6. Our winters aren't very cold, so nobody wears fur coats. If you wear a fur coat, sometimes people from Greenpeace spray your coat with paint. "We mustn't kill animals for clothes," they say.
7. When we go camping, we never make campfires. We use camping stoves.

Find the words with *re-*, a synonym of the word *litter*, the opposite of *turn on*. Explain their meaning.

6 Match the pictures and the facts from the text.





7 Compare your answers (Ex. 4) with the information from Ex. 5. How do people in England protect the environment? Why do they do it? Start with:
In England people...
Some people do it because...

8 What can you save? Match the parts of the sentences.

- | | |
|--------------------------------------|--|
| 1. If I sort my rubbish, | a) I can save the environment. |
| 2. If I reuse my old exercise books, | b) I can save the oceans, seas and rivers. |
| 3. If I don't wear a fur coat, | c) I can save the forests. |
| 4. If I always turn water off, | d) I can save the animals. |

9 Discuss: How do people in Russia help the environment? How can you help the environment?

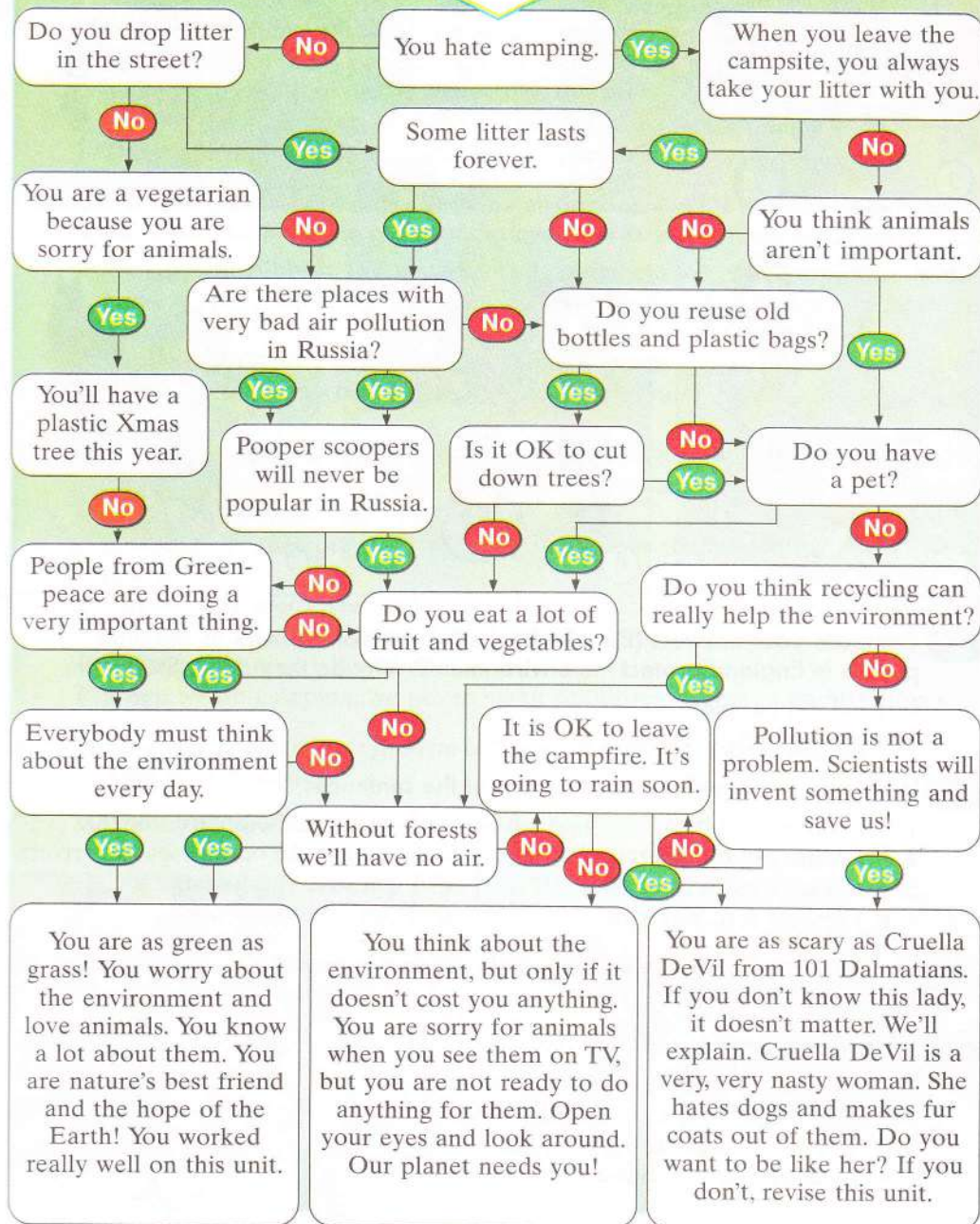
10 Write turn on or turn off.

- I'll ... the TV because nobody is watching it.
- ... the radio! I want to hear the news.
- You mustn't forget to ... the light.
- Let's dance. ... the music.

Homework

Are you as green as grass?

Start here



Конструкция *used to*

Для того чтобы рассказать о действиях, которые регулярно происходили в прошлом, в английском языке используется конструкция **used to** ['ju:stə], которая переводится как *бывало / имел обыкновение*.

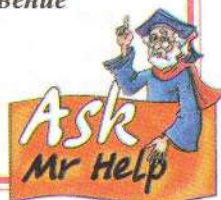
Например: *He **used to** play football on Sundays when he was twenty.* — Он *имел обыкновение* играть в футбол по воскресеньям, когда ему было двадцать лет.

*When we were young we **used to** sit on this bench and talk about everything in the world.* — Когда мы были молоды, мы *имели обыкновение* сидеть на этой лавочке и разговаривать обо всем на свете.

- **Образование утвердительных предложений с конструкцией *used to*.**
I / you / he / she / it / we / you / they used to play the piano two years ago.
- **Вопросительная и отрицательная формы с конструкцией *used to* образуются с помощью вспомогательного глагола *did*.**
He **didn't use to** play the piano two years ago.
Did he **use to** play the piano? Yes, he did. / No, he didn't.
What **did** he **use to** do two years ago?
- **Вопрос к подлежащему.**
Who **used to** play the piano two years ago? — He did.

Вопрос: А можно сказать: *I **use to** play football on Sundays.* — Я *имею обыкновение* играть в футбол по воскресеньям. Или *I'll **use to** play football on Sundays.* — Я *буду иметь обыкновение* играть в футбол по воскресеньям.

Ответ: Нет, нельзя. Конструкция **used to** употребляется только для описания действий, имевших место в прошлом. (**Past Simple**)



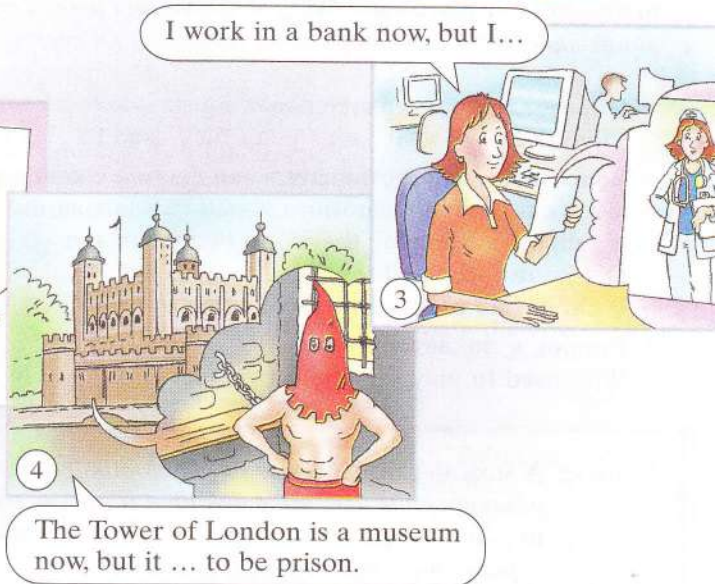
1 Fill in the gaps with *used to*. Translate into Russian.

1. My friend ... live in Moscow. Now he lives in St Petersburg.
2. Kate hates cooking, but three years ago she ... cook for her children.
3. I ... visit my granny every summer when I was a child.
4. I ... speak very good English, but I can't do it now.

2 Look at the pictures and complete the sentences.



Model: He used to play tennis when he was a child.



3 Listen and read.

oxygen ['ɒksɪdʒən] — кислород

poisonous ['pɔɪzənəs] — ядовитый

a stick — палка

a fault [fɔːlt] — вина

to play hide-and-seek — играть в прятки

a spaceship race — гонка на космических кораблях

Mars [mɑːz] — Марс

to take place — происходить

He started / stopped digging a hole in the ground. — Он начал / закончил копать ямку в земле.

4 Look at the words and answer the question. Explain your answer.

Does the story take place in the future or in the past?

5 Listen, read and choose a new name for the story.

- a) Camping used to be fun
- b) It was his fault
- c) The saddest birthday

The Bottle

10 July was a very special day. In fact, it was Jack Peterson's birthday. On that day everybody tried to do something nice for him. Mum and Dad always gave him a lot of presents and took him to interesting places. Two years ago they went on an excursion to Mars. Last year they went to the Galaxy Zoo. They saw interesting animals there: bats, rabbits, hens and the most exciting thing: a real dog!

Yes, all Jack's birthdays were great, but this year — 2170 — his Grandfather promised him the best present. "On your birthday," Granddad said, "we'll go camping!"

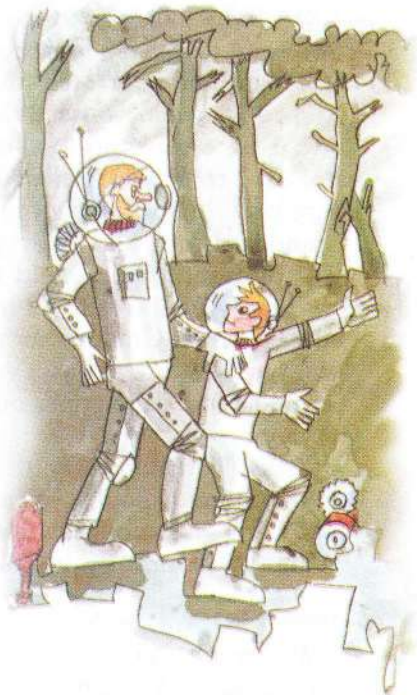
"Camping?" Jack didn't know this word, so he wasn't really interested, but suddenly he heard his mum's voice.

"Camping!" she cried. "What are you talking about?" "You can't put the life of my child in danger!" "It'll be OK, Kate,"

Grandfather sighed. "We'll wear our masks and we'll take a lot of extra oxygen with us." "And you won't touch anything! Do you promise, Dad?" Jack's mum shouted. "Of course I promise," Granddad answered. After this conversation Jack really wanted to go camping. "Camping is dangerous — it's a real adventure," he thought.

On the morning of 10 July Granddad woke Jack up very early. They put their masks on and went outside. It was dark. Jack knew about the sun, but he never saw it. They went to the forest. There were six trees and a little river. Grandfather found a stick and started digging a hole in the ground. He looked sad. "What are we going to do?" Jack asked. "Well, you can touch the water in the river, but don't forget to clean your hands after that. Or we can play hide-and-seek," Grandfather sighed. "Is that all camping is, Granddad?" Jack cried. "Then camping is the most boring thing in the world!"

"It used to be fun in my time," Granddad sighed again. "And what was it like?" Jack asked.



"In my time we used to go out without oxygen and masks. The air used to be good and clean, the sun used to shine and it used to be warm."

"You are joking, Granddad!" Jack said.

"No, it is true. We used to stay in this forest for two or three weeks. Yes, yes. This forest used to be very big."

"And where did you use to sleep?" Jack asked. "We used to sleep in tents on the ground. This place near the river used to be our campsite."

"And what did you use to eat?" Jack asked. "We used to cook our food on the campfire. We also used to pick berries and mushrooms. They were tasty." "Now I know you are pulling my leg, Granddad," Jack said. "Berries and mushrooms are poisonous. Every child knows that." "They didn't use to be poisonous in our time. And I'll tell you more. We used to swim in this river and drink the water from it." Grandfather stopped digging. There was something in the hole. Jack picked it up. It was a very old plastic bottle. There was some paper in it. Granddad took the paper out and read it. "Sam Peterson loves Susan Brown," the note read.

"Cool! Is that your bottle, Granddad? Who is Susan Brown?" Jack asked.

But Granddad didn't say anything. His face was as red as a beetroot. He took Jack's arm and said, "You want to see the spaceship race today, don't you? Then we must go home. I think camping was a really bad idea."



6 Answer the questions.

1. Why was 10 July a very special day?
2. How did Jack celebrate his birthday?
3. What did Jack's Grandfather promise him?
4. Why did Jack want to go camping?
5. What did the campsite look like?
6. What did Jack and his Grandfather find?
7. Whose bottle was it?

7 a) Find these words in the text and match them with their Russian equivalents:

said, sighed, asked, answered, cried
сказал, спросил, ответил, вздохнул, закричал

b) Complete the sentences with these words.

1. "What do you want to do?" – he... "I want to play football," – his friend...
2. "Help me! I'm falling!" – she...
3. "Today we are going to the zoo." – the teacher...
4. "I can't come to your party because I'm ill." – Ann...

8 Complete the sentences with the words in brackets. Use *used to*.

1. The air (be good), the sun (to shine) and it (to be) warm.
2. They (sleep) in the tents on the ground.
3. They (cook) their food on the campfire.
4. They (pick) berries and mushrooms.
5. They (swim) in the river.

9 Copy the table into your exercise books. Fill in the table with sentences from the text. In some cases you'll have to use your imagination.

Life on Earth in grandfather's time	Life on Earth in Jack's time
Camping used to be fun.	Camping is dangerous.
	People never go out without oxygen and masks.
The forest used to be big.	

10 Use the information from the second column and describe life on Earth like in Jack's time.

11 Discuss and choose an answer. There are no direct answers in the text.

1. Jack liked the Galaxy Zoo because
 - a) he liked animals and there were no animals on the planet.
 - b) it was an interesting place.
 - c) everybody went there.
2. Jack wanted to go camping because
 - a) it was something new.
 - b) it was something dangerous.
 - c) it was his grandfather's idea and Jack loved his Grandfather very much.
3. Grandfather wanted to go camping with Jack because
 - a) he wanted to tell Jack about life in the 21st century.
 - b) he wanted to see his old campsite again.
 - c) he wanted to have fun with his grandson and he didn't know that the campsite looked so bad.
4. When they found the bottle, Grandfather thought,
 - a) "We used to bury our rubbish in the ground. The tragedy of our planet is also my fault."
 - b) "Susan used to be a lovely girl."
 - c) "We mustn't touch anything here. It is dangerous for Jack. We must go home."
5. What didn't Jack's Grandfather and his friends use to do?
 - a) pick up their rubbish
 - b) play football
 - c) think about the environment

Homework

- A** Match the pictures with the sentences. Write: What is Granny saying to her granddaughter?

Model: I used to play the piano and you play computer games!



1. to play computer games
2. to listen to rock music
3. to wear jeans
4. to have short hair
5. to go out with girls and boys
6. to watch TV
7. to listen to classical music
8. to wear nice dresses
9. to play the piano
10. to have long hair
11. to read books
12. to go out with girls

- B** Think about your favourite pastimes. Write a list. Which of them can Jack Peterson do in his time? Which of them can't he do? Why?

Model: My favourite pastime is playing computer games. I think Jack Peterson can do it too. — There are computers in his time.

Lesson 6

Project

- 1 How can you help the environment? Use the tree leaf from the Cut Out page and write a promise.
- 2 Collect all your tree leaves and make a Green Tree. Read and discuss your promises.
- 3 In groups. Act out the story of Lesson 5 or the song of Lesson 2.

How many new words do you know?

an activist
atmosphere
chemicals
climate
a container
ecological
electricity
environment
a fine
a fur coat
glass
litter

material
a plant
plastic
polluted
public transport
rubbish
a spray
to turn off
to turn on
a campsite
to breathe
to last
to recycle

a fault
infact
Mars
oxygen
poisonous
a spaceship race
a shower
to sigh
to cry
a refrain
a verse
to take place
a stick
to dig
to play hide-and-seek
toxin

5



UNIT

Let's plan a trip to England

In this unit

- There is a robbery in the MacWizards' house.
- Misha is going to England.
- It takes 62 hours to get to Victoria Station from Moscow by bus.
- Find the seven keys and the treasure is yours.
- A Roman boy gets a magic ring.

You will talk about getting ready for a trip to England.

You will need these words and expressions:

Money

cheap
expensive
how much
kopeck
pence
pound
rouble
to cost
to pay

Travelling

by boat
by bus
by car
by plane
by train
comfortable
a ticket
to fly
to go
to phone
to plan
to travel

Let's plan a trip to England

Personal information

an address
age
a date of birth
a family name
a father
a friend
a mother
a name
a nationality
a place of birth
a relative
a telephone number



New grammar for you

Употребление глаголов во времени Past Progressive.



Speak English in class

- **How do you say this word?** — Как сказать это слово?
- **Sorry, I can't hear you.** — Извините, я вас не слышу.
- **Can I say something?** — Можно мне сказать?

Do you understand the tasks?

- **Choose from the words.** — Выберите из слов.
- **Explain your choice.** — Объясните свой выбор.
- **Find the difference.** — Найдите разницу.
- **Make a presentation.** — Сделайте презентацию.
- **Continue the sentences.** — Продолжите предложения.
- **Use the dictionary.** — Используйте словарь.
- **Find the odd word.** — Найдите лишнее слово.
- **Answer: true, false or no information.** — Ответьте: правильно, неправильно или нет информации.
- **Be ready to do it in the class.** — Будьте готовы сделать это в классе.

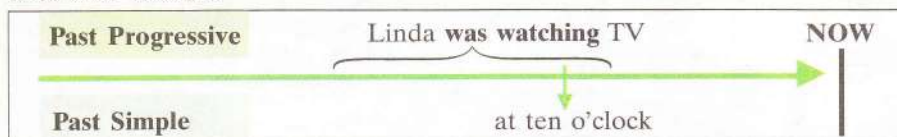
Past Progressive

Сегодня мы отправимся в таинственное графство **Past**, в котором описываются события, происходившие в прошлом. Наш путь лежит в город **Progressive (Continuous)** графства **Past**. В городе **Past Progressive** глаголы выражают действия, которые происходили в точно указанный момент в прошлом. Такие действия, как правило, продолжительны и наглядны. Ключ к этому городу — слова **at that moment in the past** (в тот момент времени в прошлом). Момент времени в прошлом может быть выражен:

а) точным указанием времени, когда происходило действие:

Linda was watching TV at 10 o'clock yesterday. — Линда смотрела телевизор вчера в десять вечера.

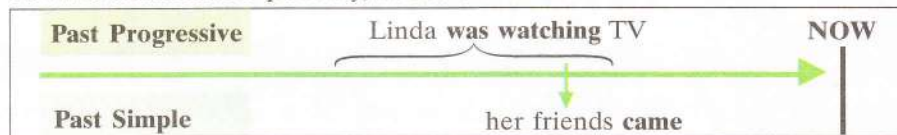
— *What were you doing on September 1 at 2 o'clock?* — Что вы делали первого сентября в два часа дня? — *I'm afraid, I don't remember.* — Боюсь, что я не помню.



б) другим глаголом в Past Simple:

Linda was watching TV when her friends came. — Линда смотрела телевизор, когда пришли ее друзья.

I couldn't watch the film yesterday. I was beginning my homework when it started. — Я не мог вчера посмотреть фильм. Я только начинал делать домашнюю работу, когда он начался.



Вопрос: Рассмотрим предложение: “Когда я **вошел**, мама **готовила** обед.”

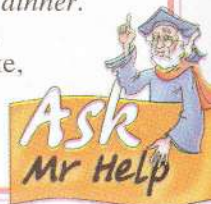
В этом предложении оба действия происходили в точно указанный момент времени в прошлом. Как же правильно его перевести?

When I came, Mother was cooking dinner. или
When I was coming, Mother cooked dinner.

Ответ: Правильный перевод *When I came, Mother was cooking dinner.*

В этом предложении два действия: **вошел** и **готовила**.

Для выражения того действия, которое длилось дольше, употребляется глагол в **Past Progressive** (**готовила**), а действие, которое было более кратким, выражается глаголом в **Past Simple** (**вошел**).

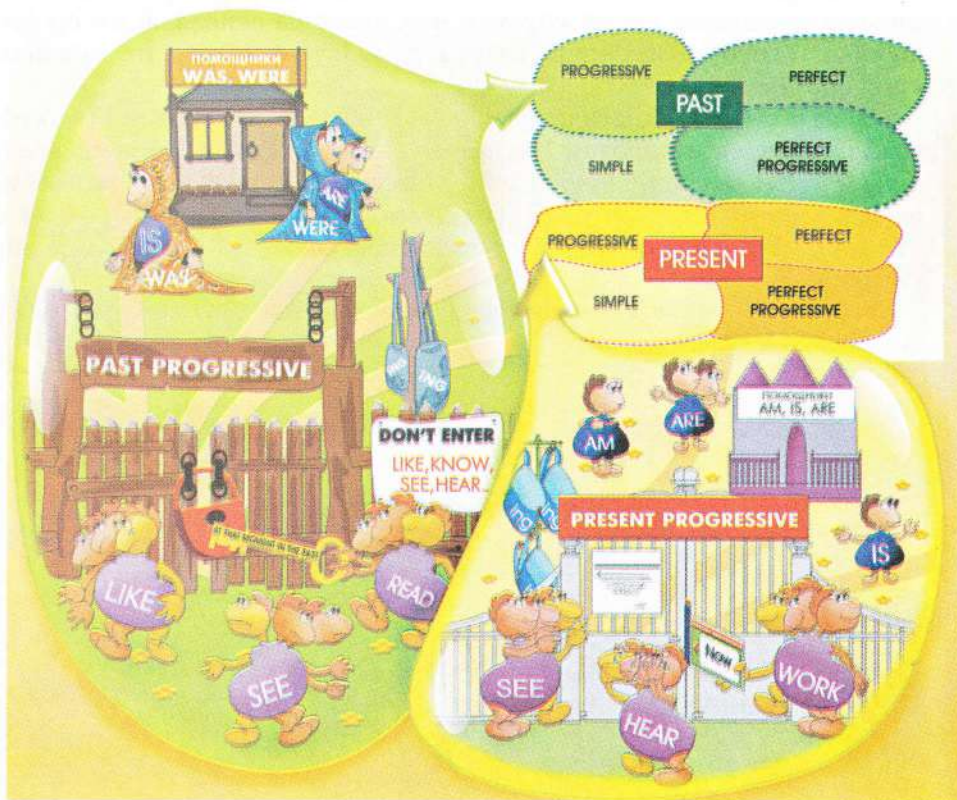


1 Read the sentences and find some keys to the Past Progressive.

Model: We were walking along the street when we saw James.

1. It was raining when we went out in the street.
2. I was doing my homework when the film started.
3. At 2 o'clock yesterday I was waiting for you at the station.
4. I was listening to my favourite song at 11 o'clock.

2 Город Progressive графства Past очень напоминает город Progressive графства Present. Сравните карты городов Present Progressive и Past Progressive. Найдите три сходства и одно различие.



3 Answer the questions.

- Каким глаголам запрещен вход в Past Progressive?
- Какую одежду получают глаголы в Past Progressive?
- Сколько помощников в городе Past Progressive?
- Как зовут помощников в городе Past Progressive?
- Есть ли что-нибудь общее между помощниками в Past Progressive и Present Progressive?

4 Read the explanation and check your ideas.

Перед входом в город грустно стоят глаголы *see, hear, want, understand, like, know, be*. Они читают объявление, сообщающее им о том, что в город **Past Progressive** вход для них запрещен. Им необходимо вернуться в **Past Simple**.

Мы зайдем в город с глаголом-дракошей **read**. Ему вход в город разрешен, и он беспрепятственно открывает ворота ключом, на котором написано **at that moment in the past**. Войдя в город, глагол **read** так же, как и все остальные глаголы, снимает с дерева одежду этого города — котомку **-ing**. Таким образом, глагол **read** превратился в **reading**. Это значит, что в **Past Progressive** все глаголы имеют одну и ту же форму, работая со всеми местоимениями. Надев котомку **-ing**, дракоша отправляется бродить по улицам города. Все улицы ведут к дому помощников. Это отделение компании **Be & Sons**.

До сих пор мы не заметили никакой разницы между городом **Progressive** графства **Present** и городом **Progressive** графства **Past**, но разница все же есть. На этот раз помощников двое — **was** и **were**. На них надеты именные плащи — признак того, что мы находимся в графстве **Past**. Это означает, что время **Past Progressive** образуется с помощью **was / were + основной глагол + -ing**.

Заглянем на улицу **Утвердительное предложение**. Вот как работает на ней дракоша **read**.



Улица Утвердительное предложение

I was reading at five o'clock yesterday.
 You were reading at five o'clock yesterday.
 He / She / was reading at five o'clock yesterday.
 We were reading at five o'clock yesterday.
 You were reading at five o'clock yesterday.
 They were reading at five o'clock yesterday.

О правилах орфографии при добавлении окончания **-ing** см. Грамматический справочник.



5 Rewrite these verbs with -ing.

fly, put, lie, make, carry, type, wear, tie, cut, act, drop, bite, share, take

6 Use the words in brackets in the Past Progressive.

1. She (wash up) yesterday morning.
2. Peggy (write) a story at 7 o'clock last night.
3. They (pick up) wood when we came.
4. We (sing) songs at 10 o'clock last Monday.
5. I (read) a book when she called.
6. When we came, she (sleep).

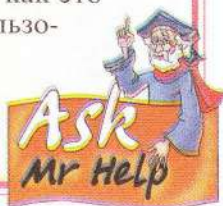
Вопрос: Я перевел на английский язык предложение: *Я был дома вчера в 7 часов.* — *I was being at home yesterday at seven o'clock.*
Это верно?

Ответ: Нет, ты не прав. Внимательно прочитай объявление на воротах города. Там написано, что глаголу *be*, в числе прочих, вход запрещен. Это значит, что вместо **Past Progressive**, как это тебе хочется сделать по смыслу, необходимо использовать эти глаголы в **Past Simple**.

Например: *I was at home at seven o'clock yesterday.*

I heard the news at three o'clock yesterday.

(Нельзя сказать — *I was hearing*.)



7 Put the verbs in brackets in the right form.

1. I (see) him at 6 o'clock yesterday.
2. She (hear) nothing when she opened the door.
3. They (want) to play football at 9 o'clock yesterday.
4. My sister (be) in the park at 10 o'clock this morning.
5. When the teacher looked at them, they (talk).
6. He (want) to meet her at 10 p.m. yesterday.
7. They (be) on holiday when we called.

8 Try to make these sentences negative.

1. I was watching TV when she came.
2. My friends were talking when I opened the door.
3. Granny was making a cake at ten this morning.
4. It was raining when we went out.
5. The boys broke the window when they were playing football.
6. He was playing tennis at six o'clock yesterday.
7. She was taking pictures when we saw her.
8. Ann was singing a song when John heard some noise.

9 Read the rules and check your ideas.

Улица Отрицательное предложение

I was not reading at five o'clock yesterday.

You were not reading at five o'clock yesterday.

He / She / was not reading at five o'clock yesterday.

We were not reading at five o'clock yesterday.

You were not reading at five o'clock yesterday.

They were not reading at five o'clock yesterday.

Обратите внимание: was not = wasn't, were not = weren't

Homework

A Put the verbs in brackets in the right form.

Yesterday at six o'clock we (play) football. The sun (shine). All our friends (watch) us. My mother (shout) something, but I couldn't hear her. I (want) to be the best. We (have) a lot of fun when our teacher (come) and (stop) the game.

B Write: What were the MacWizards doing when the police phoned?

Model: Mark was listening to music when the police phoned.



Lesson 2

When he phoned, she was flying with snow

Образование вопросительных предложений в Past Progressive

Общий вопрос

Was / Were + подлежащее + основной глагол + -ing + второстепенные члены предложения?

Were they flying over Scotland at 6 p.m. yesterday? — Yes, they *were*.

Альтернативный вопрос

Were they flying over Scotland or *were they flying* over England at 6 p.m. yesterday?

Вопрос к подлежащему. (Глагол всегда стоит в 3 лице ед. ч.)

Who *was flying* over Scotland at 6 p.m. yesterday? — He *was* / They *were*.

Специальный вопрос

What *were they doing* at 6 p.m. yesterday?

Разделительный вопрос

They *were flying* over Scotland at 6 p.m. yesterday, *weren't they*?

1 Make questions from these sentences.

1. My father was cooking dinner at two o'clock this afternoon.
2. She was writing a letter to her friend when he phoned.

2 Make questions. Start with the words in brackets.

1. We were making a campfire when Tom came. (When)
2. Our teacher was telling us about Africa when the bell rang. (What)
3. Friends were eating pizza at three o'clock. (Who)
4. My granny was sitting in the park when it got dark. (Where)

3 Read the poem and answer the question: *What is happening?*

Why are you not sitting at home?
What are you doing? You aren't on the phone!
Are you walking your funny cat?
Are you using the Internet?
Are you watching a film with friends?
Are you at school? I don't understand?
Why are you not sitting at home?
What are you doing? You aren't on the phone!



4 Masha's friend finally found her. What did he say to her? Change the poem according to the model.

Model: *I was looking for you but you weren't at home!*

5 Listen to the first part of the poem and check your answers.

6 Listen to the first and the second parts of the poem and say: *How many people are talking? What are they talking about? Sing along.*

Homework

A Read the poem and answer the questions. Use your imagination.

1. When did this conversation take place?
2. Who was having a magical time?
3. Who phoned?

Why were you not sitting at home?
What were you doing? You weren't on the phone!
Were you walking your funny cat?
Were you using the Internet?
Were you watching a film with friends?
Were you at school? I don't understand.

Refrain

When you phoned, I was watching the snowdrifts grow.
When you phoned, I was watching the snow.
When you phoned, I was flying with snow in the sky.
When you phoned, I was having a magical time.

When you phoned, I wasn't sitting at home,
So I couldn't answer the phone.
I wasn't walking my funny cat.
And I wasn't using the Internet.
And I wasn't watching a boring film.
I was doing a very exciting thing.

Refrain



B Choose the best name for the poem and sing along.

- a) A telephone conversation b) The first snow c) A winter day

C Find and write out:

- утвердительные предложения в Past Progressive и Past Simple
- отрицательные предложения в Past Progressive
- общие вопросы в Past Progressive
- специальные вопросы в Past Progressive

D Learn the song by heart.

Lesson 3

The robbery

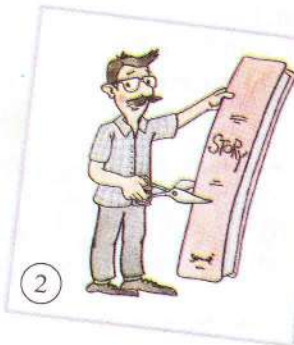


Вежливая просьба (a polite request)

Для того чтобы сделать просьбу более вежливой, в начале предложения используется глагол **could** — Could you...? — Не могли бы Вы...?

- 1 Which of these expressions is a polite request?
Match the expressions with the pictures.

- a) Could you stick to the point?
- b) We are really pressed for time.
- c) To cut a long story short.



- 2 Something is happening in the house of the MacWizard family. The police came to the house and are talking to an old lady. Listen, read and answer the questions.

- 1. Why does the policeman say: "Could you stick to the point?"
- 2. Why does the policeman say: "Sorry, but we are really pressed for time!"
- 3. Why does Mrs Larkin say: "To cut a long story short?"

Policeman: Did you call the police, Mrs Larkin?
Mrs Larkin: Oh, yes! I must tell you all about it.
A horrible thing happened.

Policeman: Tell us everything!

Mrs Larkin: Of course. At five o'clock I was making tea for my husband. He likes his tea very hot...



Policeman: Could you stick to the point, Mrs Larkin?

Mrs Larkin: Oh yes, I was making tea when I heard a strange noise in my neighbours' house. The MacWizard family live there, but they are on holiday at the moment.

Policeman: And what happened then?

Mrs Larkin: Everything was quiet for a while. Then I went to the garden. I was cutting my roses when I heard the strange noise again.

Policeman: Sorry, but we are really pressed for time!

Mrs Larkin: To cut a long story short, I went to their house and looked into the room through the window. There was a robber in the room. He was looking for something. He was trying to open a big box when he saw me. I was standing next to the window when the robber ran out of the house. I went home and phoned you!

3 Find the best translation for the expressions.

1. Could you stick to the point?

- a) Вы не могли бы приклеиться к точке?
- b) Нельзя ли покороче?
- c) Ближе к делу, пожалуйста!

2. We are really pressed for time.

- a) Нас давит время.
- b) У нас очень мало времени.
- c) Время не спрессуешь.

3. To cut a long story short...

- a) Если порезать историю...
- b) Короче говоря...
- c) Из песни слова не выкинешь.



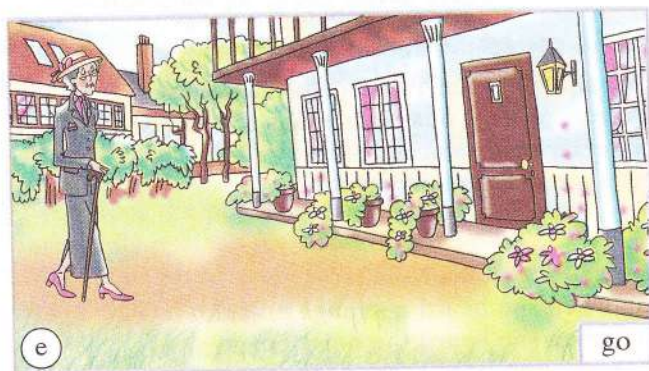
4 Look at the text again and correct the translation.

- 1. Миссис Ларкин сделала чай и слушала странный шум.
- 2. Миссис Ларкин полила розы и опять слушала этот шум.
- 3. Она ходила к дому и заглядывала в окно.
- 4. Когда она заглянула в окно, вор ограбил дом.

5 Answer the questions.

- 1. Why did Mrs Larkin call the police?
- 2. What was she doing when she heard a strange noise?
- 3. What was she doing when she heard the noise again?
- 4. What did Mrs Larkin see when she looked into the room?
- 5. What was the robber doing in the room?
- 6. When did the robber see Mrs Larkin?
- 7. What did the robber do in the end?

- 6 Write: What was happening in the pictures? Use the sentences from the text.
Model: a) — The robber was trying to open the box when he saw Mrs Larkin.



- 7 Put the pictures in the right order and make the summary of the story.

a	b	c	d	e	f

8 In pairs.

A: Retell the story. Don't read. Start with *To cut a long story short...*
Swap with your partner.

B: Listen to A. He / She must say six sentences. Use the expressions from
"When in Rome..." if the story gets very long. Swap with your partner.

9 Memory game. Try to remember: *What were the MacWizards doing when somebody robbed their house?* Check your answers on page 85 (Ex. B).

Homework

A Make these sentences more polite. Use *could*.

Model: Open the window! — Could you open the window?

1. Close the door!
2. Wash up!
3. Answer my question!
4. Help your mother!
5. Make a cup of tea!

B Write the questions for the answers.

1. ...when she heard a strange noise?
2. ...when she heard it again?
3. What...?
4. ...when she looked into the room?
5. ...when Mrs Larkin saw him?
6. ...when the robber ran out of the house?

- a) Mrs Larkin was making tea.
- b) Mrs Larkin was in the garden.
- c) The name of her neighbours is the MacWizards.
- d) She saw the robber.
- e) The robber was looking for something.
- f) She was standing next to the window.



Lesson 4

Misha is going to England

Let's hurry! –
Давайте поспешим!



Союз while

Союз **while** переводится на русский язык **в то время как**.

Например: **While** I was having a bath, somebody turned the water off. —

В то время как я принимал ванну, кто-то отключил воду.

Our surprise party didn't take place. Mary was doing shopping **while** all her friends were waiting for her in her flat. — Наша вечеринка-сюрприз не состоялась. Мэри ходила по магазинам, **в то время как** все ее друзья ждали ее в ее квартире.

- 1 Misha and Rob came home ten minutes ago. Misha's mother is telling them the news. Listen, read and find the best translation for the underlined word.

а) голова б) глава с) директор

Mother: Hi, guys. How was your holiday?

Misha: It was great. What's the matter, Mum?
You look worried.

Mother: While you were camping, I received a letter from Agent Cute. It's bad news, I am afraid.

Rob: What happened?

Mother: He had a secret note for Rob's family. On the way to Tunbridge Wells he met a woman. While he was talking to the woman, she stole the note.

Rob: It's not a catastrophe. I'm sure they made a lot of copies of the note.

Mother: Yes, you are right. But that's not all. While Rob's parents were on holiday, somebody robbed their house.

Misha: How do you know?

Mother: Yesterday when I was making dinner, the boss phoned. He said, "There is a connection between the two cases. The MacWizards are in danger. Rob must go back to England."



Misha: I'll go with him. The MacWizards are my friends.

Mother: But what about your school!

Rob: He can go to my school! Mum knows our head! She'll help!

Mother: OK. Misha is going with you, Rob.

Rob: I am leaving on 1 September.

Misha: Let's hurry! We have a lot to do.

2 Find the sentences with *while*. Write them in your exercise books. Translate them.

3 Choose the right answer. More than one answer can be right. You can use information from the text and your imagination.

1. Mother is worried because
 - a) she received a letter from Cute.
 - b) Misha and Rob were camping.
 - c) the MacWizards are in danger.
2. Mother knows the news
 - a) from the police.
 - b) from the boss.
 - c) from Agent Cute.
3. Misha wants to go to England because
 - a) the MacWizards are his friends.
 - b) he wants to find the treasure.
 - c) he wants to study at an English school.
4. When mother says, "We have a lot to do," she means
 - a) Misha needs a visa and a ticket.
 - b) Misha and Rob must buy tickets.
 - c) Misha and Rob must pack their things.



4 Listen and read.

an application [ˌæplɪˈkeɪʃn] form — анкета-заявление

to apply for something — обратиться с заявлением за чем-то

a full name — полное имя

a family name — фамилия

marital status ['mærtɪl 'steɪtəs] — семейное положение

sex — пол

male — лицо мужского пола

female ['fi:meɪl] — лицо женского пола

recent ['ri:snt] — недавний

to attach [ə'tætʃ] — прикреплять, прилагать

an embassy ['embəsi] — посольство

appropriate [ə'prəʊpriət] — соответствующий

a correspondence [ˌkɒrɪ'spɒndəns] address — адрес, по которому можно связаться с заявителем

- 5 Misha needs a visa to England. He is filling in the application form. Read and say:

1. What does Misha have to take to the embassy if he wants to get a visa?
2. What type of visa does Misha need?
3. How many photos does Misha need?
4. How long can Misha stay in England?
5. When is Misha going to fly to England?
6. When is Misha going to leave England?
7. Does Misha need his mother's or his father's photos?
8. What is Rob's address?
9. What is Misha's mother's full name?



SECTION 1 – WHAT TYPE OF VISA ARE YOU APPLYING FOR?

- Please tick the appropriate box.

Visitor ☒ Visitor in Transit ☐ Working Holiday-Maker ☐

If you are applying as a visitor, for how long do you want the visa? Note:
You can only stay in the UK for a maximum of 6 months at any one time.

6 months ☒ 1 year ☐ 2 years ☐ 5 years ☐ 10 years ☐

Student ☐ Returning Resident ☐

Please attach
two recent
photographs
this box

SECTION 2 – ABOUT YOU

- Please tell us your:

2.1 Full name, as it appears in your passport. Please underline your family name. <u>Mikhail Alexandrovitch Inin</u>		2.2 Passport number <u>42 No 1357925</u>
2.3 Date of birth <u>23 December 1985</u>	2.4 Place of birth. <u>Lukinsk, Russia</u>	
2.6 Sex Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>	2.7 Marital status Single <input checked="" type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> Separated <input type="checkbox"/>	
2.8 What is your father's full name? <u>Alexandr Pavlovitch Inin</u>		
2.9 What is your mother's full name? <u>Anna Nikolaevna Inina</u>		

• Your contact details

2.10 Your permanent home address 11, 10 Lipovaya Street, Lukinek, 435030 Russia		2.11 Your correspondence address if different from 2.10 —
2.12 Any home telephone number 222-771	2.13 Any home fax number —	2.14 Your personal e-mail address mishainin@lukinek.ru

SECTION 3 – ABOUT YOUR STAY IN THE UK

3.1 How long are you going to stay in the UK? 1 year

3.2 On what date are you going to arrive? 1 September

3.3 Why are you going to the UK? private visit

3.4 Do you have any family or close friends in the UK? Yes ☒ No ☐

If the answer is **yes** please give details below

Please give the full address and telephone number of the place where you are going to stay

19 Crescent Road, Tunbridge Wells, Kent, TN2 3GH, UK
Telephone number +44 1892 1258001

Homework

- A** This is a new e-mail from Agent Cute. He made a lot of mistakes again. Translate the letter into English.

Вчера, когда я приходил в офис, босс был разговаривающий на телефон. Я слышал что-то. Босс был разговаривающий с полиция. Что-то есть происходит. Босс не рассказывает мне. Он есть сердитый. Вчера в семь вечера я был наблюдающий за босс. Он был искающий какой-то документ.

Если порезать длинную историю коротко, вы должны быть в Англии через три дня. Спешить!

Агент Кьют

SEND

- B** Try to fill in the application form in the Workbook.

Lessons 5, 6

How long will it take to get to England?

1 Read the dialogue.

How long does it take to get to your school? — Сколько времени требуется, чтобы добраться до школы?

It takes me twenty minutes by bus.
Мне требуется 20 минут, чтобы добраться на автобусе.



2 Make up your own short dialogues. Use the table.

It takes	me	15 minutes	to wash up
	you	2 hours	to learn English
	him	a week	to clean the house
It took	her	4 hours	to make a campfire
	us	a month	to put up a tent
	them	a year	to pick up wood
	Misha	3 years	to do this exercise
It will take	Rob	an hour	to build a house
	the children	half an hour	to do shopping
	my sister	5 minutes	to find the station in a big ci
	her friend		to get to London

3 Listen and read.

fast — быстрый

a return ticket [rɪ'tʌ:n] — билет туда и обратно

a single ticket ['sɪŋɡl] — билет в одну сторону

Eurolines ['jʊərəʊˌlaɪnz] — Евролинии (компания-автоперевозчик)

British Airways ['eɪweɪz] — Британские авиалинии

4 Misha is going to buy a ticket to England. Listen, read and find:

- a) the name of a bus company
- b) the name of an airline
- c) the word for a very big boat which can carry (перевозить) buses and cars
- d) the price for a bus ticket
- e) the price for a plane ticket

Misha: How are we going to get to England?

Rob: The cheapest way is by bus. Eurolines go all over Europe.

Misha: But how can we get to England by bus? England is an island!

Rob: Oh, that's not a problem. In France the bus goes on a ferry. It is a big boat, which can carry buses, cars and people.

Misha: How much is the bus then?

Rob: A single ticket is £52 if you are 12 years old and £148 if you are older.

Misha: That's really cheap! I am twelve. How long does it take?

Rob: I don't know. We must find out.

Misha: What about the plane?

Rob: It is the fastest way. It took me only three and a half hours to get to Russia from England. But it was expensive! I paid £350 for a return ticket with British Airways.

Misha: And what about the train?

Rob: I don't think it's a good idea. It will take a long time to get to England by train and it is more expensive than the bus.



5 Read the text again. Find the translations of these sentences in the text.

- 1. Это займет много времени.
- 2. Это заняло у меня всего три с половиной часа.
- 3. Сколько времени это занимает?

6 Complete the sentences with information from the text.

... the cheapest way, because a ticket ... only £52.

... the fastest way, because ... Rob only three and a half hours to get from ... to ...

But it was It cost £350.

7 Fill in the gaps with the words *train, plane, bus*.

Model: *The ... is the fastest. – The **plane** is the fastest.*

1. The ... is faster than the bus, but it is not as fast as the plane.
2. The train is more expensive than the ..., but it is not as expensive as the ...
3. The ... is not as cheap as the bus, but it is faster than the train.
4. The ... is not as expensive as the plane, but it is more comfortable than the ...
5. The ... is the cheapest.
6. The ... is the most comfortable.

8 Answer the questions.

1. How can you get to England by bus?
2. Where can you take a ferry?
3. What is Eurolines?
4. How much will Misha's ticket cost if he goes by bus?
5. How long does it take to get to Russia from London by plane?
6. How much did a return ticket with British Airways cost?

9 What do you think? Try to guess.

How long does it take to get from Russia to England by bus?
How much is the plane ticket from Russia to England?

10 Misha is phoning the bus company Eurolines. Listen and check your guesses.

11 Listen to the first dialogue again and complete Misha's notes.

Company name: Eurolines
From: Moscow
To:
It takes:
It costs: £52

12 Now Misha is phoning the airline. Listen to the second dialogue again and complete Misha's notes.

Company name:
From: Moscow
To:
It takes: three and a half hours
It costs:

13 In pairs. Use Misha's notes and act out the dialogues.

14 Listen, read and say: *How long will it take*

- a) *from today to New Year?*
- b) *from the snow to the sun*
- c) *from the Earth to the moon?*

Summer holidays are gone.
Winter with its snow is here,
And how long will it take us
From today to New Year?

Think of presents and cards.
Think about Christmas trees.
It will not take you long
If you go there in your dreams.


It is windy and cold.
Life is boring and no fun.
And how long will it take us
From the snow to the sun?




You'll be fine. The sun will shine,
There'll be no snow or rain.
It will not take much time
If you go there by plane.



We did not find a plane
Took a very big balloon.
And how long will it take us
From the Earth to the moon?


Come along, come along,
Don't forget to sing this song.
If you don't go alone,
It will never take too long.





15 Sing along. Use the pictures for help.

Summer holidays are gone.
Winter with its  is here,
And how long will it take us
From today to New Year?

Think of  and .
Think about .
It will not ... long
If you go there in your dreams.

It is windy and cold.
Life is boring and no fun.
And how long...
From  to ?
You'll be fine. The sun will shine

There'll be no snow or rain.
It will not...
If you go there by .

We did not find a 
Took a very big .
And...
from  to ?

Come along, come along,
Don't forget to sing this song.
If you don't go alone,
It will never take too long.

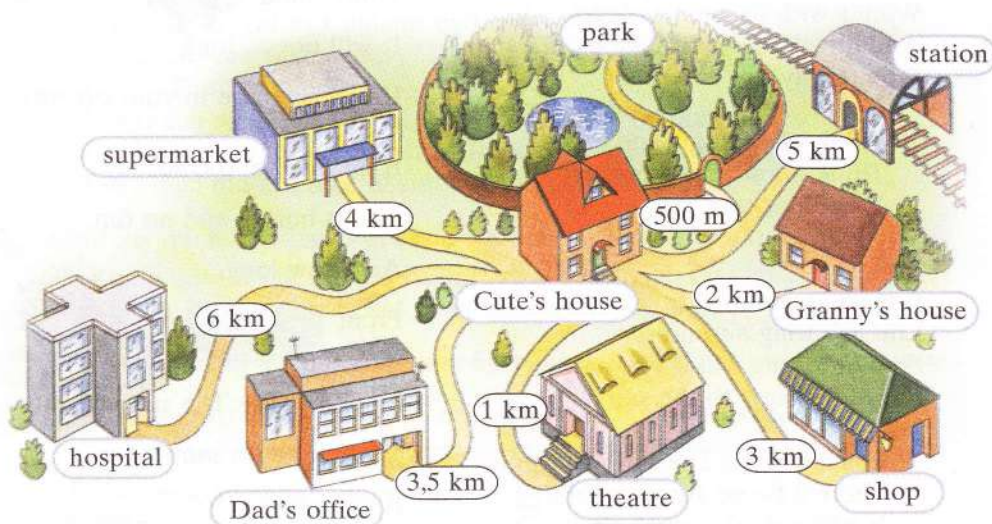
Homework

- A** Agent Cute always goes by bicycle in his home town. His speed is 12 km an hour (в час). Look at the picture and answer the questions.

How long does it take Agent Cute to get from his house

1. to the shop?
2. to the theatre?
3. to the hospital?
4. to his Granny?
5. to the station?
6. to his dad's office?
7. to the park?

Model: It takes Agent Cute twenty minutes to get to the supermarket.



- B** Read the situations and find out how long it took (takes) people to do something.

Model: Anna drove to Moscow yesterday. She left at seven o'clock and got to Moscow at nine o'clock. — It took Anna two hours to get to Moscow.

1. Agent Cute wrote a letter to Misha. He started at two o'clock and finished at three o'clock.
2. Mary read a book. She started it on Tuesday and finished it on Friday.
3. Mother and I cleaned the house yesterday. We started in the morning and finished in the evening.
4. We flew to Germany last year. We took off (поднялись в воздух) at nine o'clock and landed (приземлились) at eleven o'clock.

Lesson 7

Who was watching TV on Saturday afternoon?



- 1 The boss is looking for the robber. He made a list of the suspects (подозреваемых) and their alibis (алиби). Read the list and the boss's comments. Match the people with the names.

1. Mrs Larkin called the police.— OK.
2. Emily ['eməli] was abroad.— That's fishy! I must check it!
3. Angus ['æŋɡəs] was in his office.— On Saturday? Very fishy!
4. Angela ['æŋdʒələ] was watching TV.— On Saturday afternoon? Fishy!
5. Mary ['meəri] was at the party.— I must check it.
6. James [dʒeɪmz] was talking to the policeman.— Maybe OK, but I must check it.

I think one of you is a robber. What were you doing on Saturday 24 August at 5.30 p.m.?

d I was working.

f I was talking to the policeman.

a I was cutting my roses.

c I was watching "The Ghost". It's my favourite film.

e I was celebrating with my friends.

b I was in Spain.



2 Answer the questions:

- Whose story does the boss believe?
- Whose story does the boss want to check?
- Whose stories are very fishy? Why?
- Who do you believe?

3 In groups. Discuss: How can the boss check people's stories?

4 In groups. The boss will have to ask Emily, Angela, Angus, Mary and James some questions. Help him. Write as many questions as you can. Use information in brackets.

- | | |
|------------------------------------|--|
| a) Emily (ask her about her trip) | d) Mary (ask her about the party) |
| b) Angela (ask her about the film) | e) James (ask him about the policeman) |
| c) Angus (ask him about his job) | |

5 The boss had a busy morning. He made some phone calls. Match the people with the numbers. Write: Whose story was the boss checking?

Model: At 10 a.m. the boss was phoning his mum. They were talking about a TV programme. He was checking Angela's story.

7 a.m. — 0180 123421 — British Airways

7.30 a.m. — 0189234321 — the police

8 a.m. — 0189267542 — the hospital

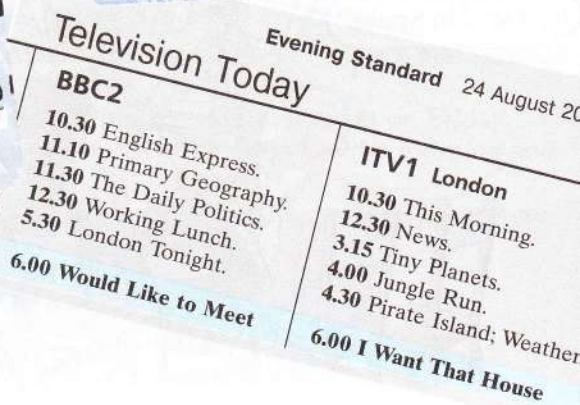
9 a.m. — 013495678 — Mary's friend

10 a.m. — 0127520415 — Mother (TV programme)

6 Listen to three conversations and answer the questions.

- Did James rob the MacWizards?
- Did Angus rob the MacWizards?
- Did Mary rob the MacWizards?

7 Look at the photos and say: Who robbed the MacWizards?



8 Listen and check your answer: What did the woman say?

Homework

- A The boss sent to the MacWizards a copy of the missing note.
Listen and read with a dictionary.

To Rob

*This thing is now in a faraway land
The Druids gave it before they went.
Our family passed¹ it from father to son
It is one in seven, there are seven in one.
Once² it brought death,
Once it showed the way,
Once it brought wealth,
Once it saved the day,
Once it brought love,
Once it brought hope,
Once it brought peace to the fighting folks.*

*It was kind to some people and it made³ some cry.
But for worse or for better⁴ it saved their lives.
But they lost this thing and the treasure got lost.
Find the seven keys and the treasure is yours.*



Rob: It's a riddle (загадка)! I don't understand.

Rosy: The robber understood it. He wanted to find something important in our house.

Misha: But the robber didn't take anything.

Rosy: He was pressed for time. When Mrs Larkin found him, he was trying to open the old box. There are ancient books in the box. Why did the robber want the old books?

Mark: I know! Because there is a key to a family treasure in them. Do you remember? "Our family passed it from father to son."

Rob: But there are thousands of books here! We can't read them all! Nobody will find this treasure.

Misha: I think it is simpler than that. We must find seven stories about one thing, because "it is one in seven, there are seven in one"

Mark: Yes! And the thing came from the Druids! So we must start with them! I remember a very interesting story in the old manuscript. Let's try it!

¹ передавала

² однажды

³ заставило

⁴ но к добру или нет

Lessons 8, 9

The ring of the Druids

1 Listen and read.

Romans ['rəʊmənɪz] — римляне
Celts [kelts] — кельты
Cambridge ['keɪmbɪdʒ] — Кембридж
Iceni [aɪ'si:ni] — айсини
Londinium [lɒn'dɪnɪəm] — Лондиниум
British Isles [brɪtɪʃ 'aɪləz] — Британские острова
Boudicca ['bu:dɪkə] — Бодикка
a Druid ['dru:ɪd] — друид
Helori [hə'lɔ:ri] — Хелори
a tribe — племя
an enemy ['enəmi] — враг
Julius Caesar [dʒu:liəs 'si:zə] — Юлий Цезарь
Patrick ['pætrɪk] — Патрик
a revolt [rɪ'vəʊlt] — восстание



BC — Before Christ [kraɪst] — до нашей эры

AD — Anno Domini [ænəʊ 'dɒmɪnaɪ] — наша эра

2 Before you read. Try to choose the right answers.

- Кто жил на Британских островах до нашей эры?
 а) кельтские племена б) римляне в) англичане
- Кто пытался завоевать Британские острова в начале нашей эры?
 а) кельтские племена б) римляне в) англичане
- Кем были друиды?
 а) воинами б) кельтскими священниками и учителями
 в) римскими священниками
- Каковы были отношения между завоевателями и коренным населением Британских островов?
 а) были врагами б) были друзьями в) иногда были врагами, а иногда друзьями
- Какой город был столицей Англии в те времена?
 а) Рим б) Лондон в) Колчестер
- Кем был Юлий Цезарь?
 а) римским императором б) римским аристократом
 и впоследствии императором в) писателем

3 Answer the questions:

1. What is the story about? 2. When does the story take place?

4 Read and check your answers. Use a dictionary.



The Ring of the Druids

“Grandpa, why do you always look so sad when you look at that big gold ring with snakes on?” my little grandson Mark asked me today. I can’t tell him now. The story is sad. But I am old, my time is coming. When Mark is eleven, he will get the ring and this letter. Then he will understand.

I was born in Rome in AD 41 and, to me, it was the best place in the world. But when I was fifteen, my family moved to Britain – a dangerous island, full of wild Celts. We lived near Cambridge in a small house. Not far from our house there was a big wall. Roman territory ended there. The wall was very long. A Celtic tribe, the Iceni, lived behind it. They were not enemies, but they were not friends either.

One day I was sitting next to the wall, when a stone landed at my feet.

“Roman pig! Get out of our land!” (*убирайся с нашей земли*) a voice shouted. I looked up and saw a girl standing on the wall. Suddenly she slipped and fell right off (*упала со стены*)! She didn’t move. I thought she was dead. But she opened her eyes and smiled.

“Nothing can happen to me,” she said. “I am wearing my father’s ring.” She showed me a big gold ring on her finger.

“Who is your father?” I asked.

“He is a Druid!”

I was really scared then. My granddad told me about Druids. He was with Julius Caesar when the Romans first came to the British Isles. My granddad never forgot the tall, angry men with long white hair and long white clothes.



"They cursed (*прокляли*) us! Caesar had so much trouble with them that he soon went back to Rome!" the old man always said.

The girl read my mind (*девчонка прочитала мои мысли*).

"Don't be stupid," she said. "Druids are our doctors, teachers and leaders. They learn their magic from plants. By the way, I am Helori. What's your name?"

We became friends and met near the wall or in the forest. We had wonderful talks about everything in the world. I knew a few Celtic words, but Helori's Latin was better, so we spoke Latin. Helori told me about the trees, the birds and the animals in Britain and I told her about Rome and the great Roman roads and bridges.

There was only one cloud on the horizon. Helori's mother was the sister of Boudicca, the queen of the Iceni tribe. Helori loved her aunt.

"She is strong and clever and fair," Helori said. "She will always fight for our freedom."

I didn't like it when Helori spoke about Romans and Celts, and the trouble between them. One day I knew why: I was in love with her; I wanted to marry her. When I told Helori about my feelings, she said, "I love you too. Let's get married."

Three months later we had a secret wedding. We didn't tell our parents or our friends. But our happiness was short. I was in the army, and our legion had to move to the north.

When I was saying a last goodbye to Helori, she suddenly said, "Come back alive, Patrick. Come back for your son (*вернись ради своего сына*)."

I was far away in the north when I heard the terrible news. The Romans were starting a war with the Iceni. They were killing their men, women and children.

"You must give us your money and your land," the Romans said to Queen Boudicca. Boudicca started a revolt. She burnt the Roman capital, Colchester, and killed all the Romans there. Then she burnt Londinium. The woman had no mercy, but I could understand her. Our legion rushed back (*поспешил назад*) to Colchester. When we were near the town, we saw that it was too late. Our families and friends were dead. There was only one thing we wanted to do —



find Boudicca and her people and kill them all. Our legion left the next morning. I had to go too. I was a soldier.

We found the Iceni not far from Londinium. There was a terrible battle. Romans and Celts were dying around me, but I wasn't looking around. I was fighting for my mother, for my father and for my five little sisters. Suddenly I saw Helori. She was under a big oak tree. An old Druid was standing next to her. Roman arrows were flying around him, but he didn't notice them. He had something in his arms.

I ran towards them. Helori was bleeding, but she smiled when she saw me.

"Why didn't your father's ring protect you?" I shouted.

"I don't need it any more," she said, and I saw tears in her eyes. "My life is in the life of the Iceni. Our tribe will die together. We cannot change that! But there is hope — our son. He is half Roman and half Celt. Take care of him! Goodbye my love!" And she died.

Suddenly the Druid spoke.

"I don't like you, young Roman. But I can't hate you. You are the father of my grandson. My daughter loved you. Here is your son. Be a good father to him. Take the ring too. The magic of the Druids will protect you." He gave me my son. Then he took the ring off his finger and put it into my hand. "Save your son," he said. "And remember the Druids."

I ran into the forest. My son was crying in my arms. When I turned round, I saw the Druid under the big oak tree. He was dead.



5 Look at the text again and match the names with the descriptions.

- | | |
|----------------|---|
| 1. Iceni tribe | a) The name of the Iceni girl |
| 2. Boudicca | b) The Roman capital |
| 3. Helori | c) The name of London then (в то время) |
| 4. Rome | d) The name of the writer of the story |
| 5. Colchester | e) The people who came to the British Isles from Rome |
| 6. Celts | f) The people who lived on the British Isles before the Romans came |
| 7. Romans | g) The name of the Iceni queen |
| 8. Londinium | h) The language of the Romans |
| 9. Patrick | i) The place where the writer of the story was born |
| 10. Latin | j) The name of Boudicca's tribe |

6 True or false? Read the sentences from the text and explain your answers.

1. The Romans were good builders.
2. The Druids were dangerous people.
3. The Celts and the Romans were enemies.
4. Julius Caesar came to Britain with his army, but he didn't stay long.
5. The Iceni wanted to be free.
6. The Romans wanted the Iceni's land.

7 Who said these words and in what situation?

1. "Grandpa, why do you always look so sad when you look at that big gold ring with snakes on?"
2. "Roman pig! Get out of our land!"
3. "They cursed us! Caesar had so much trouble with them that he soon went back to Rome."
4. "Come back alive, Patrick, come back for your son."
5. "You must give us your money and your land."
6. "Why didn't your father's ring protect you?"
7. "Save your son and remember the Druids."

8 Answer the questions.

1. Who is telling the story?
2. Where was the writer born?
3. Where did he live in England?
4. Where was the end of the Roman territory?
5. How did the Roman boy and the Celtic girl meet?
6. Why didn't the girl die when she fell off the wall?
7. What was the girl's name?
8. Who was the girl's aunt?
9. Why was the Roman boy scared of Druids?
10. Patrick and Helori got married, didn't they?
11. Who started the war between the Romans and the Celts?
12. What happened in the end?
13. What did the ring bring in this story?

Homework



A Fill in the gaps with the words and complete the information.

Londinium, roads, Celts, queen, Romans, Latin,
Julius Caesar, Colchester, enemies, tribes, bridges

More than two thousand years ago ... lived on the British Isles. They lived in groups. We call these groups Every group had its king or

The ... first came to the British Isles in 55 BC. They came with their leader They won a lot of battles and left.

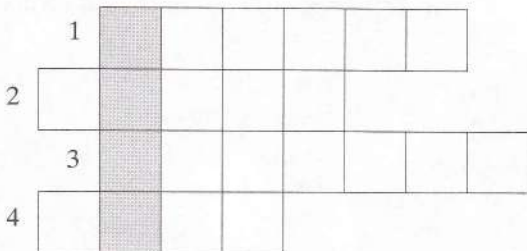
The Romans came back in AD 43. They came with 40,000 soldiers. The Romans were great builders. They built cities, ... and Their capital in Britain was Romans built London too. They called it Romans spoke

A lot of Celts learnt this language. Sometimes Celts and Romans lived together, but sometimes they were The Romans wanted the Iceni's land and in 60 AD the Iceni tribe revolted.

B Listen and check your answers.

C Do the crossword and find the first key to the treasure.

1. The name of the girl
2. The nationality of the boy
3. The name of the boy
4. The nationality of the girl



How many new words do you know?

an application form
an embassy
fast
female
fishy
a full name
male
marital status
a return ticket
sex
a single ticket

to apply for something
to be pressed for time
to cut a long story short
to stick to the point
while
AD – Anno Domini
appropriate
BC – Before Christ
Boudicca
British Isles
Cambridge

Celt
a correspondence address
a Druid
an enemy
Iceni
Londinium
recent
Roman
to attach
a tribe
Julius Caesar

6



UNIT

School

In this unit

- Misha is going to a public school.
- Manners are all that matters.
- Artos and his tribe have to leave their land.

You will talk about schools.

You will need these words and expressions:

School

a subject
a lesson
a class
classmates
teacher
sciences
Mathematics
Literature
History
a foreign language
Music
Art
arts
Physical Education
IT (Information Technology)
to be difficult
to be easy
to be interesting
to be the best pupil (student)
to be popular
to be good at something
to learn
to study
to know
to choose

Parts of the body

a head
a mouth
a hand
an arm

School

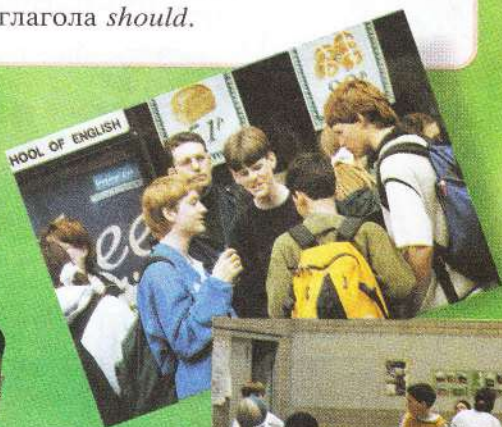


Food

potatoes
a snack
fish
meat
sausage
cheese
vegetable
fruit
a sandwich
breakfast
dinner
salt
pepper
tasty
to be polite
disgusting
to cook
to eat
to drink
to cut
to be hungry
a plate
a mug
a spoon
a fork
a knife

New grammar for you

- Употребление прилагательных в значении существительных.
- Местоимение *other*.
- Употребление модального глагола *should*.



Speak English in class

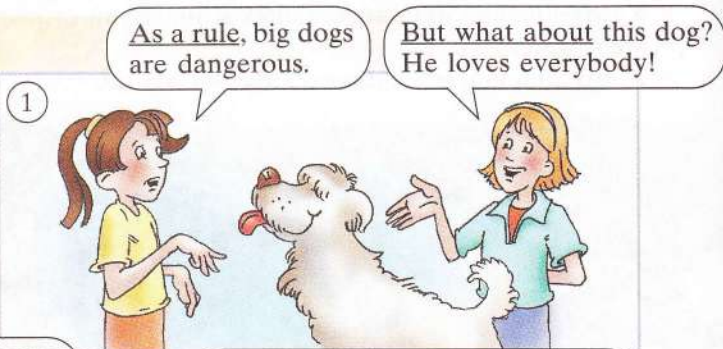
- **Can you speak slowly, please?** — Говорите помедленнее, пожалуйста.
- **Can I use your book?** — Можно взять твою книгу?
- **Can you give me an easier task?** — Вы не могли бы дать мне задание полегче?

What the teacher says

- **Come in.** — Войдите.
- **Go out.** — Выйдите.
- **Stand up.** — Встаньте.
- **Sit down.** — Садитесь.
- **Put your hands up.** — Поднимите руки.
- **Come to the board.** — Выйдите к доске.
- **Show me your homework.** — Покажите мне домашнюю работу.

Lessons 1, 2

English schools



In general, boys are better than girls at Mathematics.

The exception is my friend Kate. She is the best in our school!



1 Match the underlined words with their translations.

- | | |
|---------------------|-------------------------|
| 1. As a rule | a) но как же насчет |
| 2. But what about | b) как правило |
| 3. In general | c) исключением является |
| 4. The exception is | d) в общем |

▶ Translate the dialogues from "When in Rome...". Which phrases have similar meaning?

Употребление прилагательных в значении существительных

Прилагательные могут выполнять функции существительных. В таком случае они употребляются с определенным артиклем **the**, обозначают обобщенную группу людей и употребляются с глаголами во множественном числе.

Например: *In India **the poor** sleep in the streets.* — В Индии **бедные** спят на улицах.

2 Rephrase the statements according to the model.

Model: *Rich people have very good cars. — The rich have very good cars.*

1. Young people like pop music and don't like classical music.
2. English people don't speak many foreign languages.
3. Poor people are poor because they don't work.
4. Old people like to sit at home and watch TV.
5. French people make the best coffee.

3 In pairs. Think of an exception to each statement of Ex. 2. Don't forget to use the expressions from "When in Rome..."

Model: *A: In general, the rich have very good cars.*

B: The exception is my friend's father. He has a bicycle.

4 Listen and read.

public — общественный

private ['praɪvɪt] — частный

a public school — частная привилегированная школа

a state school — государственная школа

a boarding school ['bɔːdɪŋ skuːl] — школа-интернат

the rich — богатые

difference ['dɪfrəns] — различие

different — разный

scholarship ['skɒləʃɪp] — стипендия

an all-boys school — школа для мальчиков

coeducation — совместное обучение мальчиков и девочек



5 What are English schools like? Answer: true or false.

1. In England there are different types of schools.
2. English public schools are for everybody.
3. Public schools are the cheapest.
4. There are schools only for boys and only for girls.
5. State schools are not very expensive.
6. Some schools are for the rich.
7. If you go to a public school, you can be in one class with a prince or a future minister.
8. If you get a scholarship to a public school, you don't have to pay.
9. Scholarships are for the rich.
10. Scholarships are for the clever.

6 Rob and Misha are talking about their plans. Listen, read and answer the question: Why does Misha have to pack his things?

Rob: Pack your things, Misha. Tomorrow we are going to school. You will be with me and Mark.

Misha: That's good news. But why do I have to pack my things?

- Rob: Because our school is a long way away from here. It's a boarding school.
- Misha: That's interesting. Are there no schools in this area?
- Rob: Yes, there are some. They are state schools. But we don't go there. We go to a public school.
- Misha: Sorry, I don't understand. As a rule, state schools are for everybody, aren't they?
- Rob: Yes, they are.
- Misha: But aren't public schools for everybody too? So what's the difference?
- Rob: Everybody makes that mistake. A long time ago the famous public schools used to be for poor people, but now they are private schools and you have to pay to go there (чтобы там учиться). Public schools are not for everybody, they are the most expensive schools for the rich. Do you know about Eton?
- Misha: What is it?
- Rob: It is the most famous public school. A year at Eton costs £17,000. It is very old, and a lot of important people used to be students there. It is an all-boys school. Prince William, the Queen's grandson, went to Eton too.
- Misha: Why does your family want to pay so much money?
- Rob: They don't have to do that. Firstly, our school is not as expensive as Eton. And secondly, Mark and I got scholarships. That means we don't have to pay to go there.
- Misha: And how do you get a scholarship?
- Rob: You take a special exam, and if your results are very good, you get a scholarship.



Public school — частная школа. Самые известные английские частные школы — Eton, Harrow, Winchester — традиционно называются *public schools*. В Америке все частные школы называются *private schools*.

Eton College [ˌɪtn ˈkɒlɪdʒ] — the most famous English all-boys public school.
Prince William [ˌprɪns ˈwɪljəm] — the son of Prince Charles and Princess Diana.



7 Choose the right answer. More than one answer can be right.

- Public school means that
 - the school is private
 - the school is for everybody
- Boarding school means that
 - students live there
 - there are only boys there
 - it is abroad
- Eton is
 - a famous public school
 - a famous state school
 - the home of Prince William
- If you get a scholarship it means that
 - the school will pay you money
 - you'll have to take extra exams
 - you don't have to pay for the school

8 What did you learn about schools in England? Use the expressions from "When in Rome..." and make up mini-dialogues. Use the words in brackets.

Model: *You won't meet a famous person at school. (public school)*

A: *In general, you won't meet a famous person at school.*

B: *But what about **public schools**? A lot of famous people go there.*

- English children go to state schools. (public schools)
- Public schools are very expensive. (Rob's school)
- Public schools are for the rich. (scholarships)
- English children come home after school every day. (boarding schools)

9 Misha wants to tell Rob about Russian schools. Choose the right variant and complete Misha's sentences.

- In Russia 99 per cent of the children go to private schools / state schools.
- There are schools for boys and schools for girls. / Boys and girls go to school together.
- There are no private schools in Russia. / There are some private schools in Russia.
- There are no boarding schools in Russia. / There are some boarding schools in Russia.

10 Listen to Misha and check your notes.

11 Listen again and say: What does Misha say about these things? Do you agree with Misha?

- coeducation
- private schools in Russia
- boarding schools in Russia

Homework

See Workbook.

Lesson 3

Misha's first days at school

Местоимения *other, another*

Единственное число	Множественное число
the other thing, person — другой (второй, если надо сделать выбор из двух предметов или людей)	the other things, people — остальные
another thing, person — еще один, любой, другой	other things, people — другие

Например:

I have two brothers. One is younger than me and **the other** one is older. —

У меня два брата. Один — младше меня, **другой (второй)** — старше.

I don't like this hat. Give me **another** one. — Мне не нравится эта шляпа.

Дайте мне **другую (еще одну)**.

Some people like coffee. **Other** people like tea. — Некоторые люди любят кофе. **Другие** — любят чай.

I see ten pupils in the room. Where are **the other** pupils? — Я вижу в классе десять учеников. Где **остальные**?

1 Fill in the gaps. Use *other, another, the other*.

- I must read seven pages for the next test. I read four pages yesterday and I'll read ... pages tomorrow.
- Two of my friends are coming on Saturday. ... friends are coming on Sunday.
- This tea is very nice. Give me ... cup!
- This story is boring. Read ... one.
- Bill doesn't want to go with us. He has ... plans.



Guess the meaning of the underlined word.

At some schools pupils must wear a uniform ['ju:nɪfɔ:m].

2 Listen. Match the names of the subjects with the translations.

- | | |
|-----------------------------|----------------------------|
| 1. Geography | a) трудовое обучение |
| 2. Physics | b) биология |
| 3. Chemistry | c) религиозное образование |
| 4. Biology | d) физика |
| 5. Design and Technology | e) химия |
| 6. RE (Religious Education) | f) география |

3 Misha is writing to his parents about his first days at school. Look at the letter and say:

1. What's the name of the school?
2. What's the address of the school?
3. In which county (графство) is the school?



St David's
Blackstone Road
York
Yorkshire
YO24 3HF

Dear Mum and Dad,

Everything is OK here. The school is in a beautiful old castle. Rob and I are in a room with three other boys. The room is very big and airy (много воздуха). Lessons don't start very early. The first lesson is at 9.25, and a lesson is only 35 minutes.

The teachers are kind and my classmates are very friendly. There is another good thing: I can choose my subjects. I can do Maths, English, English Literature, Biology, Chemistry, Physics, German, French, History, Geography, IT, PE, Latin, Art, Music, Design and Technology and Religious Education.

I wear a cool uniform — grey trousers, a white shirt, a blue and red blazer, a grey pullover, a blue and red tie, and a yellow hat.

Love,
Misha

P.S. Don't worry. I am having a great time.



English
in focus



St David's School [sənt 'deɪvɪdz ,sku:l] — школа Святого Давида. Многие школы в Англии названы в честь святых.

Honor sit et baculum et ferula ['hɒnər 'sɪt et 'bɑːcʊlʊm 'et 'ferʊlə:] — (лат.) Да будет честь и посохом и розгой.

По традиции у многих английских школ и университетов есть девизы, которые выражают основную идею учебного заведения и являются руководством к действию для ее воспитанников. Девизы современных школ, как правило, написаны по-английски. Девизы старых школ написаны на латыни, поскольку во времена основания таких школ латынь была языком науки, культуры и религии.

Famous public schools and their mottos:

Eton college — *Floreat Etona* (Да процветает Итон).

Harrow county boys — *Virtus non Stemma* (Добродетель, а не происхождение).

School uniform

A lot of people think that school uniforms in England are for the children from rich families at the country's best public schools. But it is not always true. In fact, uniforms first came to schools for the poor because they were cheaper.

Today a lot of British schools have uniforms. One of the most important elements of the uniform is a school tie.

School tie — у англичан есть выражение "To be true to your school tie" — "Быть верным своему школьному галстуку".

Это означает, что и через много лет после окончания школы выпускники сохраняют верность своим школьным друзьям и всегда готовы помочь им. Для выпускников престижных частных школ такой галстук является не только символом дружбы и взаимопомощи, но и пропуском в общество самых известных и влиятельных людей страны.



- 4 In pairs. Look at the pictures and find Misha's uniform. What do you think about it? Is it really cool or is it funny?



5 Answer the questions.

1. Is Misha happy at the new school?
2. How many boys are there in the room?
3. When does Misha get up?
4. How long is a lesson?
5. Can Misha choose his subjects?
6. Is there anything fishy about Misha's letter?

6 Find in the text (Ex. 3) and read the descriptions of

- a) the school b) the room c) the uniform d) the teachers e) the classmates

7 Write the English words for the subjects. Which of these subjects did you study some years ago / are you studying now / are you planning to study by yourself?

- | | |
|------------------------------|---------------------------|
| 1. Религия | 10. Английский язык |
| 2. Математика | 11. География |
| 3. История | 12. Химия |
| 4. Французский язык | 13. Английская литература |
| 5. Немецкий язык | 14. Биология |
| 6. Латынь | 15. Физкультура |
| 7. Изобразительное искусство | 16. Информатика |
| 8. Физика | 17. Трудовое обучение |
| 9. Музыка | |

8 Listen and check your answers.



Предметы естественно-научного цикла называются **the sciences** ['saɪənsɪz].

Предметы гуманитарного цикла называются **the arts**.

9 Fill in the table with the subjects at St David's School.

the sciences	the arts

10 Complete the sentences with information from the text.

Model: The school is ... — The school is a castle.

1. There are ... boys in the room.
2. The lessons start ...
3. A ... is 35 minutes.
4. Children can ... their subjects.
5. ... are kind.
6. Everybody ... friendly.
7. Everybody ... a uniform.

Homework

- A** Look at the facts from Ex. 10 and write: What did you like / not like about Misha's new school? Write as much as you can. Be ready to discuss these facts in class.

Model: *The school is a castle.*

1. It's cool. I want to study at the castle. Castles are interesting.
2. I don't want to study at the castle. Castles can be very cold and not very cosy. And they are creepy!

- B** Look at the pictures and fill in the gaps with *other*, *another*, *the other*.



1 This pen doesn't write. I need ... one.



2 This book is boring. Do you have any ...?



3 Five pupils are here. Where are ... pupils?



4 I have two best friends. One is a boy ... friend is a girl.

Lesson 4

Is life at school easy?

- 1 Discuss the facts about St David's in class.



Guess the meaning of the underlined word.

This house is very old. It is a ruin ['ru:ɪn]!

- 2 Listen and read.

a compulsory subject [kəm'pʌlsəri] — обязательный (предмет)

an optional subject ['ɒpʃnəl] — предмет по выбору

polite [pə'laɪt] — вежливый

cheeky ['tʃi:ki] — развязный

a punishment ['pʌnɪʃmənt] — наказание

a detention [dɪ'tenʃn] — вид наказания, когда учитель оставляет ученика после уроков

to do lines — писать одно и то же много раз (вид наказания)

to bully smb ['bʊli] — задира́ть кого-либо

to punish smb — наказыва́ть кого-либо

- 3 Misha is writing an e-mail to his sister Masha. Read and compare it to Misha's letter to his parents. Which letter do you believe: this one or the other one?

To:	Mashainina@lukinsk.ru
From:	school
Subject:	

Dear Masha,

My first days at school were awful. The house is a ruin. We are in a big old room with no central heating. It is really cold. I have to wear a stupid uniform. I hate it! We get up at seven, and there are nine lessons every day! The teachers are very strict. We can only speak to them if they speak to us. We must call them Sir or Mrs.

Yesterday when I was running in the corridor, Mrs Nasty saw me. I got a detention for this. I had to stay in her room after school and do lines. I wrote "I mustn't run in the corridor" two hundred times. I think Mrs Nasty hates me.

We can choose some optional subjects, but Maths, English, English Literature, one foreign language, Religious Education, IT, DT, one subject from the arts and one subject from the sciences are compulsory.

I don't like the other boys from my class. They are nice and polite when the teacher is there, but when the teacher isn't there, they are really cheeky. At the moment I don't have any problems with them, but they bully Rob. I feel really unhappy and homesick. What can I do?

Much love,
Misha

▶ What do you think? Why didn't Misha tell his mum and dad the truth?

4 Answer: *true, false or no information.*

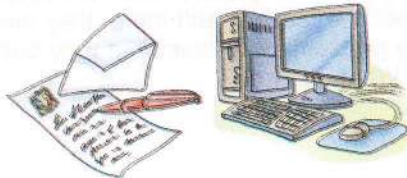
1. Misha likes his new school.
2. Misha likes to wear the school uniform.
3. Misha's room is big and cold.
4. Misha likes all the boys in his room.
5. Lessons start at seven o'clock.
6. Children get a lot of punishments at St David's School.
7. Rob is very popular in his class.
8. The school is a gloomy old house.
9. Misha is very good at Maths.
10. Music is a compulsory subject.

5 Look through Misha's letter and answer the questions: *What does Misha say about*

- | | |
|-------------------|-----------------------|
| a) the school | d) his teachers |
| b) his room | e) school subjects |
| c) his classmates | f) school punishments |

6 Fill in the table with information from Misha's letter to his mum and dad and his e-mail to Masha.

Letter to mum and dad	E-mail to Masha
	My first days at school were awful.
The school is in a beautiful old castle.	
My room is very big and airy.	
Lessons don't start very early. The first lesson is at 9.25.	
I can choose my subjects.	
	The teachers are strict.
My classmates are very friendly.	
	I have to wear a stupid uniform.
Don't worry. I am having a great time.	



- 7 Misha received a list of the compulsory subjects, but he can't read the second part with the optional subjects. Help Misha. Fill in the gaps with the subjects.

Biology, German, Geography, Art, Latin, Music, Physics, History, Chemistry, French



Compulsory subjects

- Maths
- English
- English Literature
- IT
- Design and Technology
- Religious Education

Optional subjects

- one foreign language (choose from Ge...)
- one subject from the sciences (choose from ...)
- one subject from the arts (choose from Mu...)

- 8 In pairs. Help Misha choose his subjects. Discuss: Which subject will be the easiest for him? Which one will be the most difficult? Why?

- 9 Listen to Misha's list of subjects and check your ideas. Write down the optional subjects. Why did he choose them?

Homework

- A Write about your school and get ready for a discussion in class. These questions will help you.

1. Where is your school?
2. Is your school big or small?
3. When do lessons start?
4. Can you choose your subjects?
5. What subjects are compulsory?
6. What subjects are optional?
7. What do you think is the most important subject?
8. What is your least favourite subject?
9. Do you have to wear a uniform?
10. What are your classmates like?
11. Does anybody bully people in your class?
12. What are your teachers like?
13. What is good in your school?
14. What things do you want to change?

Present Simple

Сегодня мы предпримем необычное путешествие. Мы снова ненадолго отправимся в город **Simple** графства **Present**. В этом городе нас интересует левый берег, где живут независимые глаголы **must** и **can**. Пройдем в глубь города и обнаружим еще один домик. Там живет интеллигентный глагол **should**. Глагол **should** похож по своему значению и употреблению на глагол **must**. **Should** также работает со всеми местоимениями и никогда не прибегает к услугам помощников. После глагола **should** так же, как и после глагола **must**, частица **to** перед глаголом не употребляется. Отличие их в том, что глагол **must** переводится на русский язык как *должен*, а глагол **should** переводится как *следует, надо*.

Сравните:

I really **must** do my homework in the afternoon. I can't concentrate in the evening. — Я действительно **должен** делать домашнюю работу днем. Вечером я не могу сосредоточиться.

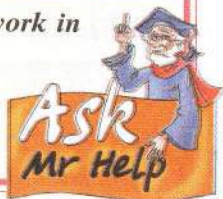
You **should** do your homework in the afternoon. Then we can do something interesting in the evening. — Тебе **следует** сделать домашнюю работу днем. Тогда вечером мы сможем поделать что-нибудь интересное.

Глагол **should** имеет одну неизменяемую форму для всех лиц единственного и множественного числа.



Вопрос: Почему в предложении *You should do your homework in the afternoon* перед *do* нет частицы *to*?

Ответ: Прочти объяснение внимательнее. В сочетании **should + глагол** частица **to** перед глаголом не употребляется.



1 Translate the advice into Russian. Who can give this advice to whom?

1. If you want to have good results, you should speak English every day.
2. You should go to bed earlier — you'll feel better.
3. If you go to Russia, you should see the Kremlin.
It's really beautiful.
4. You shouldn't buy this dress. You look fat in it.
5. You should phone me if you come home late.
6. You should do sports. Physical activity is good for you.

2 What should you do? Make your own sentences with *should*.

Model: *help mum — I think I should help mum.*
do my homework
be nice to my brother / sister
learn foreign languages
protect the environment
get a good education
be polite to everybody

Образование отрицательных предложений

После глагола **should** ставится частица **not**:

should not = shouldn't

You shouldn't eat these sweets. — Не следует есть эти конфеты.

3 Fill in the gaps. Use *should* or *shouldn't*. Translate into Russian.

1. People ... drop litter.
2. We ... recycle our rubbish.
3. Everybody ... eat vegetables and fruit.
4. Children ... watch TV all day long.
5. The rich ... help the poor.
6. We ... protect the environment.
7. You ... learn foreign languages.



Образование вопросительных предложений

Так как для образования вопросительных и отрицательных предложений глаголу **should** помощники не требуются, он работает сам.

You shouldn't eat this pizza all by yourself. It's bad for you.

- **Общий вопрос**

Should I help him? —

No, you needn't. / Yes, you should.

- **Альтернативный вопрос**

Should I go home or stay here?

- **Специальный вопрос**

What should I do?

Where should I meet you?

- **Вопрос к подлежащему**

Who should go with you? We all want to.

- **Разделительный вопрос**

We should help him, shouldn't we?
He shouldn't invite everybody he knows, should he?

4 Look at the pictures. What advice do these people give?

You should buy this hat.

Model

...watch this film.

1

...take some aspirin.

3

...carry so many bags.
Let me help you.

2

...walk the dog.

4

- 5 Masha answered her brother's letter. She gave him a lot of advice. Listen, read and find the best translation for the underlined word.

a) забирать часть b) принимать участие c) принимать чью-то сторону

Dear Misha,

Don't feel unhappy. Everything will change. Try to find new friends. Be polite and friendly with your classmates and teachers. Don't start a fight, but don't let anybody bully you or Rob.

Tell your classmates about Russia and our town. Try to take part in all their activities: play games, do sports, sing, go for walks. It is always easier to make friends when you do something in a group.

Wear your school uniform because everybody wears it. And don't forget the most important thing — Rob is in danger. Be careful!

Much love,

Masha

SEND

- 6 Rephrase Masha's advice. Use *should* and *shouldn't*.

Model: Misha shouldn't feel unhappy.

- 7 Discuss: What is Masha's best advice? What advice can you give to new pupils in your class?

- 8 What activities do you take part in?

Homework

- A Read the list of the rules at St David's School. Rewrite them. Use *must* / *mustn't* or *should* / *shouldn't*.

- ☺ Be polite.
- ☺ Say hello when you see a teacher.
- ☺ Come to school on time.
- ☺ Stand up when a teacher comes into the class.
- ☺ Wear your school uniform.
- ☹ Don't eat or drink in the classroom.
- ☹ Don't run in the corridors.
- ☹ Don't bring mobile phones to class.
- ☹ Don't talk to people in lessons.

B Look at the people's problems and try to give some advice. Start with:
You should... or You shouldn't...

The room is dirty.

1



I have a headache.

2



My car won't start.

3



I like this music.

4



My best friend has a problem.

5



Lesson 6

School dinners

Friends



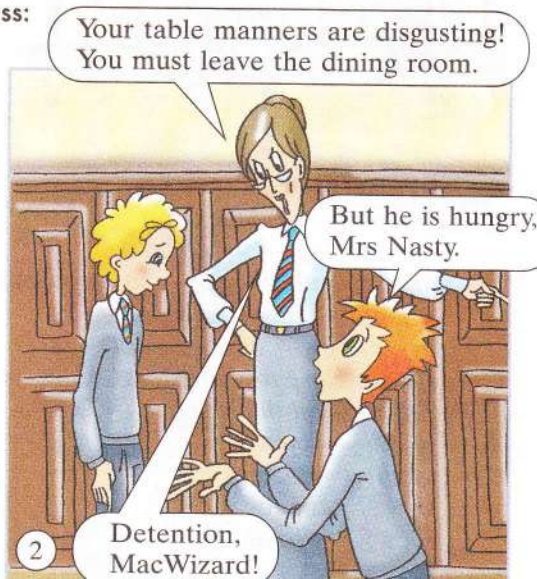
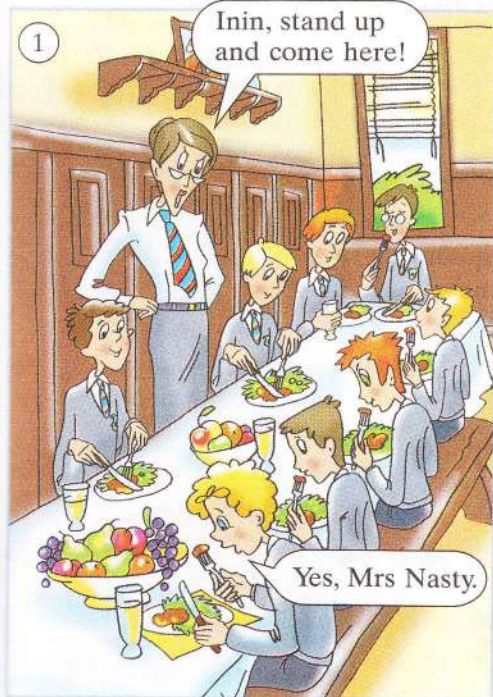
Guess the meaning of the underlined word.

Table manners ['mænəz] are very important if you eat in a restaurant.

- 1 Look at the pictures in Ex. 2 and guess:
What will happen in this lesson?
More than one answer is right.

1. Misha will find a new friend.
2. Misha will eat some good food.
3. Misha will have new problems.
4. Misha will leave school.
5. Misha will eat in the kitchen.

- 2 Misha and Rob are having dinner in the school dining room. A very strict teacher Angela Nasty is watching them. Read.



Hi, I'm Emily. I think Mrs Nasty really hates you, Misha. There is nothing wrong with your manners.

Thank you Emily, but I think I should leave the school. She does it to me every dinner. I can't live without food!

I can teach you perfect table manners.

But it's so boring!

It'll be fun. I promise.

3 Listen and read.

a napkin — салфетка

on your lap — на колени

to pass smth to smb — зд. передавать что-либо кому-либо

straight — прямой, прямо

never, ever — никогда-никогда

elbows close to your sides — локти прижаты к бокам

They are all that matters. — Они — это все, что имеет значение.

to bite — кусать

to chew — жевать

stew — жаркое

rude — грубый

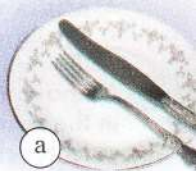
4 What do you know about table manners?

a) Say true or false.

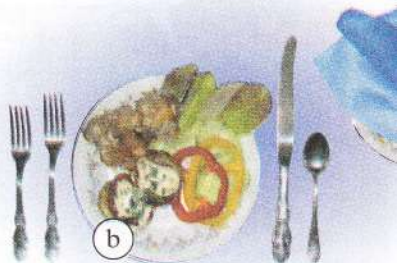
1. You should eat with your fork and spoon.
2. You shouldn't talk while you are eating.
3. You can eat your cake with a spoon.
4. You can eat chips with your fingers.
5. You should keep your napkin on the table near your plate.
6. The knife goes on the right of your plate.
7. If something on the table is too far away, you can stand up and take it.

b) Match the picture with the meaning.

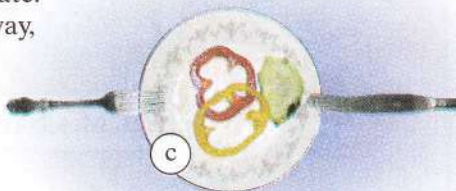
1. I am going to eat more.
2. I'm finished.
3. The table is set.



a



b



c

- 5 Emily is teaching Misha table manners. Listen, read, check your ideas and sing along.

Manners, Manners...

The fork goes on the left,
The knife goes on the right,
And never, ever try to eat
Without your fork and knife.

Spoons are for soup,
Forks – for cakes and stew.
But never, ever try to bite
More food than you can chew.

Refrain:

Manners, (manners)
They are all that matters.
Sit as straight as you could,
Elbows close to your sides.

Manners, (manners)
They are all that matters.
Never play with your food,
And you will be all right.

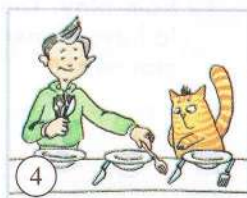
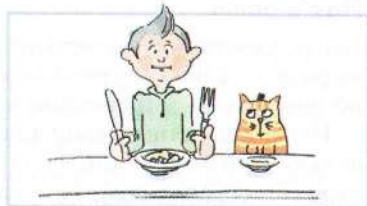
If something is too far,
You pass it to your mates.
But never, ever try to take
From other people's plates.
To talk at table is polite,
And not to talk is rude.
And never, ever try to talk
When your mouth is full of food.

Refrain

At table every time
You have to watch yourself,
And never, ever start
Without a napkin on your lap.

- 6 Look at the pictures. Write your advice to the boy.

Model: Sit as straight as you could.



Homework

- A Rewrite the poem. Use *should* or *shouldn't*.

Model: The fork should go on the left, the knife should go on the right.

- B Get ready for a game.

Lesson 7

Manners, manners...

1 Play a game.

В игре участвуют два-четыре игрока. Перед началом игры вырежьте карточки из раздела **Cut Out** и разложите их на игровом поле поверх игровых квадратов по номерам — картинками вверх. Вам также понадобятся фишки и кубик.

Играющие ставят свои фишки на клетку **Start**, по очереди бросают кубик и делают столько ходов, сколько выпало на кубике. После того как один из игроков остановился на нужном игровом квадрате, любой другой участник снимает с квадрата карточку, читает вопрос и проверяет правильность ответа. Если игрок, чья фишка находится на данном игровом квадрате, правильно отвечает на этот вопрос, он кладет карточку с вопросом в свою копилку. Если нет, карточка остается лежать на игровом поле. Побеждает тот, кто первым дойдет до финиша, набрав максимальное количество карточек.

2 Emily says: Manners are all that matters. Do you agree?

3 Role-play. You will need: some food, plates, knives, forks, spoons, napkins. Try to have dinner together. Give a prize to the pupil, who has the best table manners.

Homework

A Rob found something very interesting. Read and give advice to Misha and Rob. Should they give the paper to Mrs Nasty or should they give it to Mark?

Rob: Misha! Look! When you left, I found this on the floor.

Misha: It's a page of a very old book!

Rob: Yes, it's a story, but I can't read it. It's in a very old language!

Misha: Who dropped it? Did you see?

Rob: I didn't see anything.

Anybody could do it.

Let's give this page to Mark. I think he can translate it.

Two days later

Mark: I translated the page! I don't believe it!

Rob: What happened?

Mark: It's a story from the MacWizard family history book.

Misha: How could somebody from your school get it?

Mark: I don't know. But there is a story about a ring on this page.

Rob: It's one of the keys, isn't it?

Mark: Maybe.



Lessons 8, 9

We must leave our land

1 Listen and read.

Angles ['æŋɡlz] — англ
Saxons ['sæksənz] — саксы
pagan ['peɪn] — язычник, языческий
a priest [priːst] — священник
Knights of the Round Table —
 рыцари Круглого стола

Artos ['ɑːtəs] — Артос
Arthur ['ɑːθə] — Артур
Cedric ['sedrɪk] — Седрик
a cart [kɑːt] — телега
to compare smth with smth — срав-
 нивать что-либо с чем-либо

2 Try to answer the questions.

- После нескольких веков римского завоевания на Британских островах жили
 - только римляне
 - потомки римлян и кельтов
 - только кельты
- После ухода римских завоевателей Британские острова
 - больше не пытались завоевать
 - начали завоевывать германские племена
 - снова завоевали римляне
- К пятому веку нашей эры кельты — жители Британских островов — были
 - язычниками
 - друидами
 - христианами
- Что вам известно о короле Артуре и рыцарях Круглого стола?
 - Их не существовало.
 - Это средневековые рыцари — участники крестовых походов.
 - Король Артур был кельтским королем, жил в Камелоте и был другом волшебника Мерлина.

3 Listen, read and check your answers.

The ring shows the way

Part I

Something was happening. Artos could feel it. Their little farm was quiet as usual, but yesterday he saw a lot of carts on the road. They went past Artos's house all day and all night. "Where are the people going?" he asked. "People are going to the mountains — to safety," his father said. He looked worried. Artos began to feel afraid.

"What's the matter, Father?"

"Artos, you are only seven, but we must talk. Do you remember our great King Arthur?"

"Of course, I know all about him. Every boy in the tribe does. Arthur was a great king and Merlin, the greatest wizard of all time, helped him. He had thirteen



knights – his friends. When they had meetings, Arthur never sat on his throne. He had a special Round Table for the meetings to show (*чтобы показать, что*) that he and all his knights were equal. And...”

“Don’t forget the most important thing, Artos. King Arthur beat our enemies, the pagan Angles and Saxons, and gave us fifty years of peace.”

“Yes, Father. I know that. I hate the Angles and the Saxons. They first came to Britain in the fifth century after the Romans left.”

“Yes, son, it was a hundred and fifty years ago. The Angles and the Saxons landed on the east coast, near London, and moved west. They are slowly taking all of Britain. They even call our land Anglia — the land of the Angles. It is so unfair.”

The father sighed. “Now be brave, son. A Saxon king is coming here with a great army. They will burn our beautiful farm and all the farms of the tribe. We must leave our land forever.”

Artos began to cry.

“Artos, do you remember the motto of our tribe?”

“Yes, Father.”

“Put your hand on mine and say it.”

“Fight for the ring. Fight with the ring. Fight in the ring.”

“And what does it mean, Artos?”

“It means our tribe must stay together and help our friends. We are the People of the Ring. Together we are free and strong like Arthur’s Knights of the Round Table.” Artos said.

“Tomorrow we will have a special ring meeting. There we will make the decision. I think we should move to the North.”

Suddenly Artos was angry. “Why do these Angles and Saxons want our land, Father? They have nearly all our land. WE always have to move. Why?”

“Because,” said his father, “behind them in Europe are other tribes. They attack the Saxons, and then the Saxons attack us.”

That night Artos couldn’t sleep. He was sitting next to the fire and thinking about the horrible news. But the boy wasn’t looking at the fire, he was playing with his father’s ring. It was the main treasure of their tribe. Artos put the ring on his finger and... fell asleep.

He had a very strange dream. In the morning Artos went to the priest. The boy told the priest about his dream. “What should I do?” he asked. “The ring has spoken (*Кольцо заговорило*),” the priest answered. “Do what you have to do. Don’t be afraid.”





English in focus

King Arthur — король Артур. Кельтский король, прославившийся победами над англами и саксами. В шестом классе вы узнали о государстве короля Артура — Камелоте — и его друге — волшебнике Мерлине, который, по преданию, велел воздвигнуть Стоунхендж на Солсберийской равнине, где это каменное сооружение находится и по сей день. Об этом периоде истории Британии известно немного, и, несмотря на большое количество легенд, факт существования короля Артура вызывает большие сомнения.

The Angles and the Saxons — англы и саксы — германские племена, захватившие Британские острова к концу пятого века.

4 Answer the questions.

1. Where did Artos and his family live?
2. Why did his father look worried?
3. Who were the enemies of Artos and his tribe?
4. What was Artos' tribe going to do?
5. Why did Artos hate the Angles and the Saxons?
6. What happened at night?

5 When and why did these things happen? Use the words from the text.

Model: 1. Artos knew that something was happening. — Because yesterday Artos saw a lot of carts. They went past his house all day and all night.

- | | |
|------------------------|--------------------------|
| 2. The father sighed. | 4. Artos felt angry. |
| 3. Artos began to cry. | 5. Artos couldn't sleep. |

6 a) Who said these words?

1. "Fight for the ring. Fight with the ring. Fight in the ring."
2. "We are the People of the Ring. Together we are free and strong like Arthur's Knights of the Round Table."

b) What do the words *Fight for the ring. Fight with the ring. Fight in the ring* mean? Choose the right answer.

1. The main treasure of the tribe is the ring. People know that the ring is magic. The ring always helps the tribe and people are ready to fight for the ring.
2. People of the tribe must always be together (in the ring) and are ready to fight for their friends (for the ring).

c) Why does Artos compare the ring of the tribe with King Arthur's Round Table?

1. Because Arthur's Round Table was magic and the ring is magic.
2. Because the ring is round and the table is round. If you sit in the ring, everybody is equal. Nobody is better or worse.

7 True or false? Read the sentence from the text and explain your answer.

1. The Romans had to leave the British Isles.
2. The Angles and the Saxons were Germanic tribes.
3. The Celts, the Angles and the Saxons were friends.
4. The Celts had to leave their land.
5. The Celts were pagans.
6. The Angles and the Saxons were Christians.
7. The word "Anglia" means "the land of the Angles"

Homework

A Look at the map of England in the 7th century.

Некоторые из этих названий вы можете найти и на современной карте Великобритании. Догадайтесь о происхождении географических названий. Сопоставьте названия на карте и их значения.

1. Sussex
 2. Wessex
 3. Essex
 4. East Anglia
- a) East Saxons
b) East Angles
c) West Saxons
d) South Saxons

Anglo-Saxon
Kingdoms

What will happen next? Try to predict. You can check your guesses at the end of the next unit.

B Look at the map again. What do you think? Where will Artos and his tribe go?



C Look at the pictures of the ring meeting. Only one picture is right. Which one? Explain your answer.



How many new words do you know?

Angles
as a rule
Biology
a boarding school
cheeky
Chemistry
a compulsory subject
Design and Technology
to give smb a detention
difference
different
an exception
Geography
in general

an optional subject
coeducation
Physics
polite
private
public
a punishment
to punish
a state school
the rich
to bully smb
to do lines
what about...
all that matters
an all-boys school

elbows close
to one's sides
a napkin
never, ever
pagan
to pass smth to smb
rude
Saxons
a scholarship
stew
straight
to bite
to chew
a motto
a priest

7



UNIT

English school

In this unit

- Somebody has broken the window in Misha's room.
- The best marks in an English school.
- The coolest thing Misha has ever done.
- Play *Draggy*.
- The ring shows the way.

You will talk about life in an English school.

You will need these words and expressions:

School

a boarding school
a class
a classmate
a detention
a lesson
a mark
private
public
a punishment
a state school
a teacher
to be good at something
to be popular
to be the best pupil (student)
to bully smb
to choose
to do lines
to know
to learn
to study

Subjects

Art
Biology
Chemistry
compulsory
DT (Design and Technology)
favourite
a foreign language
Geography
History
IT (Information Technology)
Literature
Mathematics
Music
optional
PE (Physical Education)
Physics
RE (Religious Education)
science
to be difficult
to be easy
to be interesting

English school



New grammar for you

Употребление глаголов во времени Present Perfect.



Speak English in class

- **I've finished.** — Я закончил(а).
- **See you again next Wednesday.** — Увидимся в следующую среду.
- **See you tomorrow afternoon.** — Увидимся завтра днем.
- **See you in Room 7 after the break.** — Встречаемся в кабинете № 7 после перемены.
- **Have a good holiday.** — Приятного отдыха.

What the teacher says

- **You have made a lot of progress.** — У Вас большие успехи.
- **That's much better.** — Так намного лучше.
- **Well done.** — Хорошо.
- **Not quite right. Try again.** — Не совсем верно. Попробуйте еще раз.

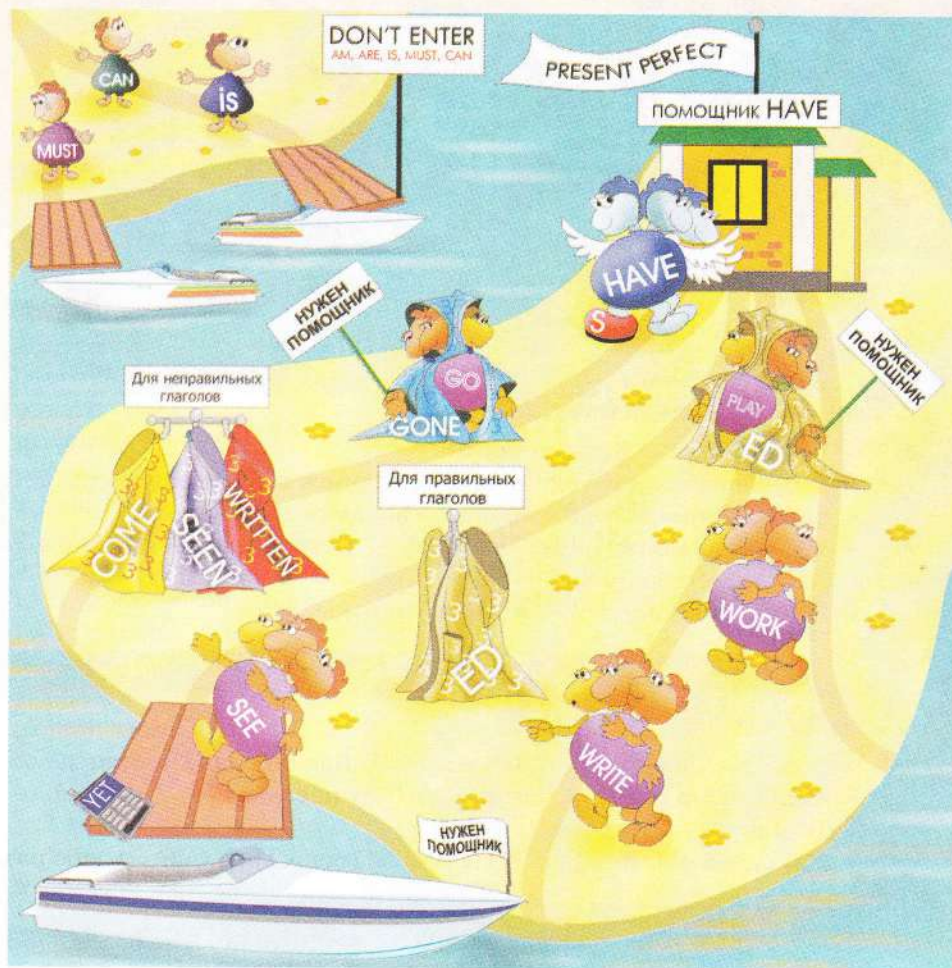


Lesson 1

In the country DoDidDone

Present Perfect

Сегодня наш путь лежит в графство **Present**. Мы впервые посетим самый загадочный город этого графства — город **Perfect**, находящийся на зыбкой границе между настоящим и прошлым. В городе происходит странная путаница. Вы скоро увидите, что многие глаголы в городе считают, что они находятся в прошлом и поэтому носят одежду, очень похожую на одежду прошедшего времени. И только верный своему долгу дракоша-помощник **have** продолжает носить форму настоящего времени, не давая городу окончательно погрузиться в прошлое.

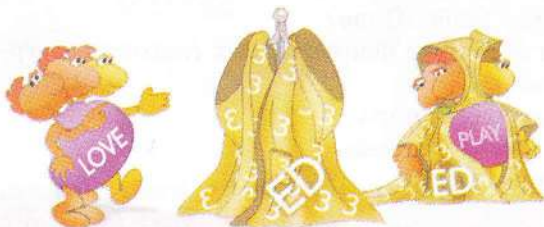


Над городом развевается флаг с полным названием города **Present Perfect**. В отличие от всех остальных городов страны **DoDidDone** этот город не обнесен высокой стеной. Он стоит на воде. Его улицы и дома хорошо видны с нашего берега.

У самого берега острова стоят две вешалки, вокруг которых толпятся глаголы. На первой вешалке написано "**Для правильных глаголов**". На ней висят длинные плащи с капюшонами. Все плащи одинакового цвета и расшиты буквами **-ed** и цифрами **3**. Если вы помните, очень похожие плащи глаголы-дракоши надевали в городе **Past Simple**. Отличаются плащи только цветом и цифрами. Имена дракош — те же, что и в **Past Simple**. Например: *work — worked — worked*.

1 Dress the dragons in the clothes of Present Perfect and read them.

love, work, live, watch, cook, paint, dance, drop, pick, pollute, protect



2 Listen and check your answers.

На второй вешалке написано "**Для неправильных глаголов**". На ней висит множество разноцветных именных плащей, расшитых цифрами **3**. Это плащи для наших старых знакомых — неправильных глаголов. На первый взгляд плащи похожи на именные плащи города **Past Simple**. Надев плащи, дракоши также до неузнаваемости изменяются. Однако для того чтобы работать с ними и дальше, вам опять придется выучить их новые имена — третью форму глагола.

Например: *go — went — gone*



3 What clothes will each dragon get? Dress the dragons and read the pairs.



drink, fall, be, forget, speak, build,
do, see, take, put, cut, buy, go, lose,
give

put, taken, seen, done, bought, cut,
gone, drunk, been, forgotten,
fallen, built, spoken

4 Listen and check your answers.

5 Answer the questions.

- Почему волшебная страна, по которой путешествуют глаголы-дракоши, называется DoDidDone?
- Выпишите из таблицы неправильных глаголов по три глагола, у которых совпадают:
 - первая и вторая формы
 - вторая и третья формы
 - все три формы

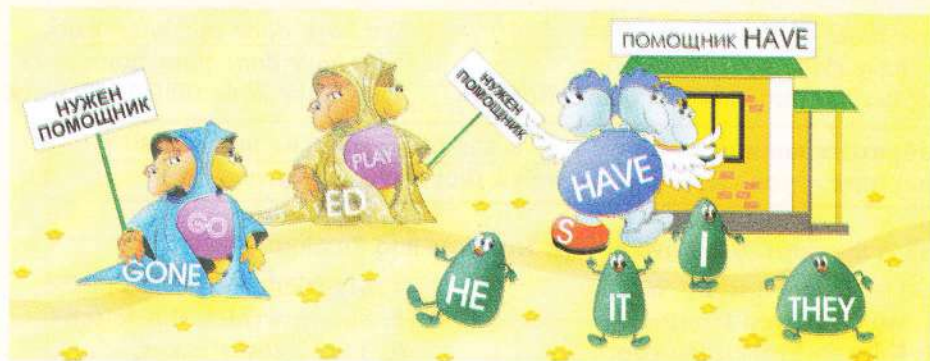
Обратите внимание, что плащи полностью закрывают голову, руки и ноги дракош. Таким образом, и правильные, и неправильные глаголы-дракоши имеют одну и ту же форму со всеми подлежащими-местоимениями.

	Единственное число	Множественное число
1		
2		
3		

Посмотрим, что происходит на улицах города **Present Perfect**.

Глаголы гуляют по городу в плащах. В руках у них плакаты “Нужен помощник”. Все улицы ведут к дому помощника **have**, без которого в городе не обходится ни одно дело.

Познакомимся с помощником **have** поближе. Он никому не отказывает в помощи и не берет за это никакой платы. Проходя через его дом, глаголы остаются в своих плащах. Сам же помощник **have** терпеть не может плащей. Как мы уже говорили, помощник **have** — единственный в этом городе носит форму настоящего времени — тапочек на одной ноге.



Обратите внимание: Когда глагол **have** работает помощником, он не переводится на русский язык.

Глагол-дракоша в плаще, расшитом цифрой 3 (III форма глагола), переводится на русский язык глаголом совершенного вида. Это означает, что время **Present Perfect** образуется с помощью **have / has + основной глагол в III форме**.

Например: I have seen a UFO. — Я видел НЛО.

You have lost your key. — Вы потеряли ключ.

He has read a book. — Он прочитал книгу.

We have been to London. — Мы побывали в Лондоне.

	Единственное число	Множественное число
1	I	WE
2	YOU	YOU
3	IT SHE HE S	THEY

Улица Утвердительное предложение



*I have done my homework.
You have done your homework.
He / She / has done his / her / homework.*

*We have done our homework.
You have done your homework.
They have done their homework.*

Обратите внимание: I have = I've, she has = she's, he has = he's
you have = you've, we have = we've, they have = they've

6 Fill in the gaps. Use *have* or *has*. Translate into Russian.

- | | |
|-----------------------------------|---------------------------------|
| 1. I ... listened to the teacher. | 4. My friends ... called me. |
| 2. We ... played tennis. | 5. She ... written this letter. |
| 3. Kate ... broken the cup. | 6. You ... lost the key. |

Улица Отрицательное предложение



*I have not done my homework.
You have not done your homework.
He / She / has not done his / her homework.*

*We have not done our homework.
You have not done your homework.
They have not done their homework.*

Обратите внимание: have not = haven't, has not = hasn't

7 Change the sentences according to the model.

Model: *I have finished this book. — I haven't finished this book.*

- | | |
|---------------------------------------|-----------------------------------|
| 1. Peggy has made a tasty cake. | 4. Kate has heard the news. |
| 2. Mother has bought a lot of sweets. | 5. They have come to the park. |
| 3. I have found an interesting book. | 6. She has finished the exercise. |

Homework

A Copy the table and fill it in.

I form	II form	III form
come		
	played	
	went	
		seen
do		
	understood	
fly		
		bought
	thought	
catch		
	liked	
be		
	left	
		got
sing		
drop		
	ate	
		danced
	wrote	

B Put the verbs in brackets in the Present Perfect. Translate into Russian.

1. Mary has (open) the window.
2. The teacher has (give) us a lot of homework.
3. I have (phone) my granny.
4. You have (read) this book.
5. We have (make) a very nice picture.

C Change the sentences of Ex. B. Use the short form of *have* and *has*.

D Learn seven irregular verbs by heart.

Lesson 2

In the country DoDidDone

Present Perfect

Попытаемся войти в город **Present Perfect**. К городу можно добраться на лодках. Лодки находятся на сигнализации. К каждой сигнализации имеется свой пульт. Таким образом, пультов-паролей к городу несколько. Глаголы-дракоши в городе **Present Perfect** выражают действия, которые:

- уже произошли
- **никогда** не происходили
- произошли **только что**
- **еще не** произошли
- произошли **когда-нибудь**

Как вы видите, понять, что происходит в городе, нелегко, но не будем отчаиваться!

Вспомним о большом количестве лодок. К каждой из них существует отдельный пульт с отдельным паролем. Вот они:

already — уже

never — никогда

just — только-что

yet — еще не, уже

ever — когда-нибудь



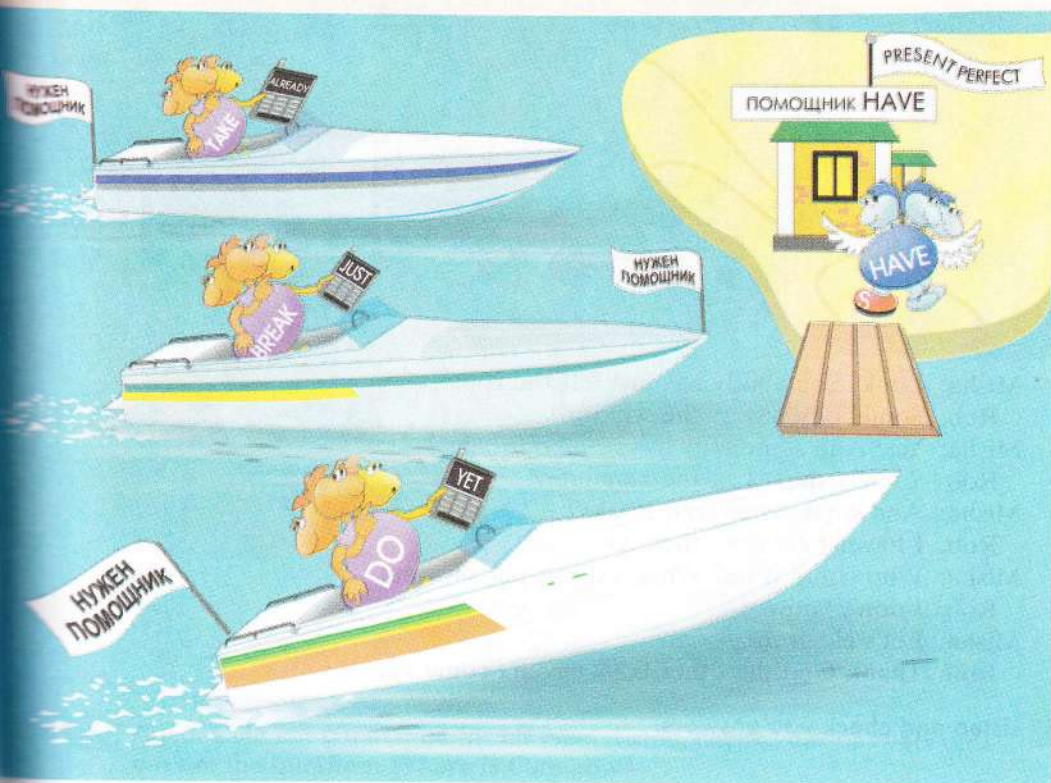
Вместе с глаголами-дракошами мы будем отправляться в город на каждой лодке и в каждом случае будем пользоваться отдельным пультом-паролем. Так мы постепенно разберемся во всех случаях употребления глаголов в этом городе.

Однако вход разрешен не всем глаголам. Перед лодочной станцией висит объявление “Глаголам **am, is, are, must, can** переправа запрещена.” Это означает, что данные глаголы не употребляются во времени **Present Perfect**.

Сегодня мы отправляемся в город **Present Perfect** на трех лодках. Пультом к первой является слово **just** (только что). В этом случае глаголы употребляются для выражения действий, которые произошли в прошлом **только что**, но их результат мы видим в настоящем (сейчас). Например: *Somebody has just broken the window.* — Кто-то **только что** разбил окно. (Сейчас мы видим, что окно разбито, но мы не знаем, кто и когда его разбил.)

В предложении слово **just** ставится между глаголом-помощником и основным глаголом.

Пультом ко второй лодке является слово **yet** (еще не). Глаголы с этим словом употребляются в отрицательных предложениях для выражения действий,



которые еще не произошли. Слово **yet** также употребляется в вопросительных предложениях и переводится на русский язык как *уже*.

Например: *I haven't done my homework yet.* — Я *еще* не сделал домашнюю работу. *Have you done your homework yet?* — Ты *уже* сделал домашнюю работу?

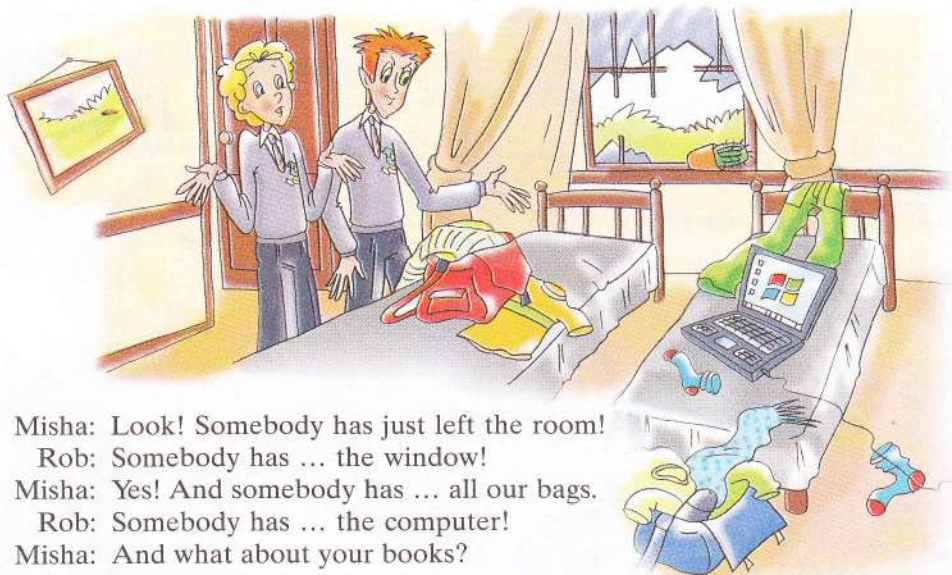
Слово **yet** ставится в конце предложения.

Пултом к третьей лодке является слово **already** (*уже*). Глаголы с этим словом употребляются для выражения действий, которые уже произошли.

Например: *I have already seen this film.* — Я *уже* посмотрел этот фильм. В предложении слово **already** ставится между глаголом-помощником и основным глаголом.

Обратите внимание на то, что слова **just, yet, already** могут и не использоваться, однако если вы можете мысленно подставить их, в предложении употребляется время **Present Perfect**.

- 1 Misha and Rob came to their room at school. Read, look at the picture and fill in the gaps. Use the verbs *open, turn on, break*.



Misha: Look! Somebody has just left the room!

Rob: Somebody has ... the window!

Misha: Yes! And somebody has ... all our bags.

Rob: Somebody has ... the computer!

Misha: And what about your books?

Rob: I haven't checked them yet.

Misha: Who could it be? What did this person want?

Rob: I don't know.

Misha: Let's clean the room!

Rob: Thank God the other boys haven't come yet.

- 2 Listen and check you answers.

- 3 Agent Cute is alone in his house. He hasn't found a new job and his life is very boring at the moment. Read the list of things Agent Cute wants to do today.

1. Wash my hair
2. Cook the food for the week
3. Read the newspaper
4. Clean the bedroom
5. Write an e-mail to Misha
6. Buy a ticket to York
7. Buy some fruit and vegetables
8. Wash the windows
9. Go to the theatre

- 4 Look at the picture of Agent Cute's flat. Write sentences with *has* or *hasn't*.



- 5 Agent Cute left a message for his mum. Listen, check your answers and answer the question: Where is Cute now?

Homework

- A** Look at the pictures and write. Use these words and word combinations.
eat, see a new film, do homework, read the book, wash hair, do the shopping

Model: 1. Alexey has just eaten his lunch. Ivan hasn't eaten his lunch yet.

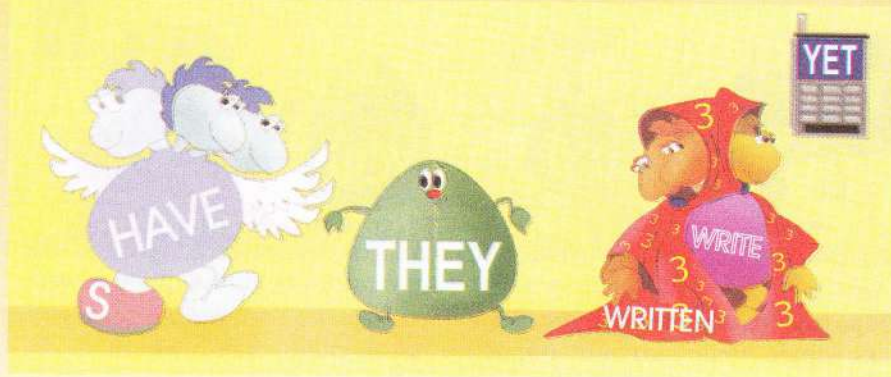


- B** Learn seven irregular verbs by heart.

Улица Общий вопрос

Как и все остальные помощники, на этой улице дракоша-помощник **have** перелетает на первое место.

***Have they written a letter?** — Они написали письмо?*



Образование общих вопросов в Present Perfect

Have I written a letter? — Yes, I have. / No, I haven't.

Have you written a letter? — Yes, you have. / No, you haven't.

Has he / she / written a letter? — Yes, he / she / has. / No, he / she / hasn't.

Have we written a letter? — Yes, we have. / No, we haven't.

Have you written a letter? — Yes, you have. / No, you haven't.

Have they written a letter? — Yes, they have. / No, they haven't.

1 Read the sentences and ask general questions.

- | | |
|------------------------------------|--------------------------------------|
| 1. Peter has opened the window. | 5. They've seen an interesting film. |
| 2. We have read a very good book. | 6. Misha's been to London. |
| 3. Mary has lost her dog. | 7. You've bought the book. |
| 4. My friends have gone to school. | 8. We've finished our work. |

Обратите внимание! В утвердительных предложениях глаголы **have, has** могут стоять в сокращенной форме: *They've gone. Cute's lost the note.* В вопросительных предложениях используется только их полная форма. ***Have they gone? Has Cute lost a note?***

Улица Специальный вопрос

Как вы уже знаете, для того чтобы образовать специальный вопрос, перед общим вопросом нужно поставить вопросительное слово.

Why have I written a letter?

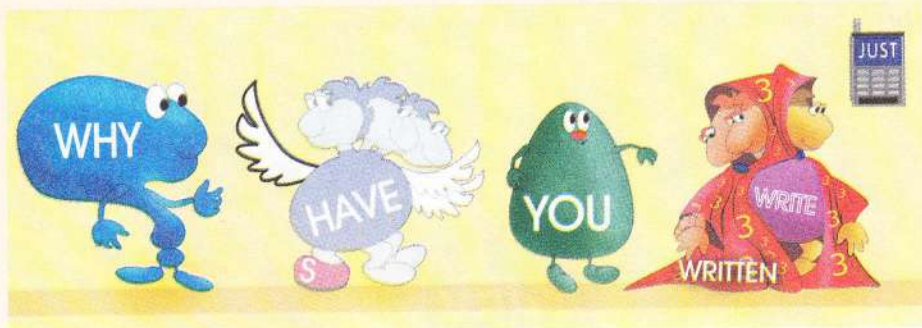
Why have you written a letter?

Why has he / she / written a letter?

Why have we written a letter?

What have you written?

What have they done?



Обратите внимание! **Present Perfect** никогда не употребляется в вопросах, которые начинаются с вопросительных слов **when** и **where**.

Улица Вопрос к подлежащему

Так же, как и во многих других городах, эта улица короткая и грязная. Дракоша-помощник **have** работает на ней только в тапке.



Who has written a letter? — {

- I have.
- You have.
- He / She / has.
- We have.
- You have.
- They have.

2 Ask general questions. Use Mr Help's magic table.

1. We have just finished dinner.
2. I haven't done my homework yet because yesterday I was tired.
3. He has already eaten five apples.
4. Somebody has closed the door.
5. They haven't bought any fruit yet, because the shops are closed.

Вопросительное слово	Общий вопрос
1. What	
2. Why	
3. How many	
4. What	
5. Why	

3 Misha writes to his sister every day. Her letters help him. Listen, read and answer the question: *Is Misha happy at the moment? Why? / Why not?*

Имя: _____
 Фамилия: _____
 Тема: _____

Dear Misha,

How are you? Have you made any new friends? Have you learnt any new games? Have you found any interesting subjects? Have you got any good marks?

Please write to me.

Love,

Masha

Имя: _____
 Фамилия: _____
 Тема: _____

Dear Masha,

I have just done two hundred lines, so I don't feel very happy at the moment. The other boys at school don't want to play with me. I am always with Rob.

English and PE are my favourite subjects. I got a B in English and an A in PE. I also got two Cs in German and a D in Maths.

Love,

Misha

- 4 Match Masha's questions with Misha's answers.

Model: Have you made any friends? — I am always with Rob.

- 5 Write to Agent Cute about Misha.

Model: Misha has just done two hundred lines.

- 6 What do you think about Misha's marks? Will Masha understand them? Try to guess: What is the best mark? What is the worst mark?

A	in PE
B	in English
C, C	in German
D	in Mathematics

English marks	Russian marks
A* (star)	Excellent (отлично)
A	Very good
B	Good
C	Satisfactory (удовлетворительно)
D	Poor (плохо)
E	Very poor
F	Awful

- 7 Look at the table and compare Russian and English marks.

1. What is the best mark?
2. What is the worst mark?
3. What is worse, C or F?
4. What is better, A or A*?

- 8 Look at the children in the class. They have just got their test results. What marks have they got?

Model: Misha has got a D.



9 In groups. Play a game **What have you just done?**

Водящий выходит из класса (или отворачивается), остальные участники игры производят любое действие, результат которого будет замечен водящему. По возвращении играющие спрашивают водящего: "What have we (I) just done?" Водящий должен заметить, что изменилось, и дать ответ.

Model: (Передвинут стол) A: What have we just done?

B: Have you opened the window?

A: No, we haven't.

B: Have you moved the table?

A: Yes, we have.

Here are some ideas: You can move tables, open and close books, write something, swap clothes, drop something. But don't break anything!

Homework

- A Write: What are your plans for today? What have you already done? What are you going to do?

Model: Today I want to walk my dog and phone my best friend. I have already phoned my friend. I am going to walk my dog.

- B These are Misha's results for October. Write a letter to Misha's mother and tell her about his marks. Remember! His mother doesn't understand English marks.

Model: Misha has got an excellent mark in English.

Maths	D	Music	A
English	A*	Art	A
English Literature	B	PE	A
German	D	IT	B
Physics	C	Religious Education	C
History	B	DT	A*

- C Learn seven irregular verbs by heart.

Lesson 5

Have you ever...?

1 Play a game. Take your cards from the Cut Out page.

You have cards with the 1st form of the verb. Your teacher has cards with the 3rd form. He reads the cards one by one. When you hear your verb, raise your hand and get a card from the teacher. The first who finishes is the winner.

Present Perfect

Сегодня мы отправимся в город **Present Perfect** на новой лодке. Она открывается пультами, на которых написано **never** (никогда), **ever** (когда-нибудь). **Never** используется в отрицательных предложениях, действия которых еще не происходили в чьей-либо жизни.

*I have **never** seen a tiger in my life.* — *Я **никогда** в своей жизни не видел тигра.*

Ever используется в вопросительных предложениях.

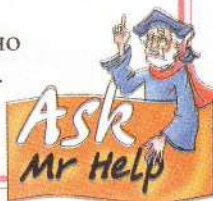
*Have you **ever** played football?* — *Вы **когда-нибудь** играли в футбол?*

Обратите внимание на то, что, как и остальные пульты-пароли, **ever** и **never** могут и не употребляться в предложении, однако если в предложении используется время **Present Perfect**, они подразумеваются.



Вопрос: Почему в предложении *I have **never** seen a tiger in my life* перед глаголом **seen** нет отрицания? Ведь в русском языке здесь два отрицания: **никогда** и **не видел**. Значит, надо сказать: *I never haven't seen.*

Ответ: Ты забыл, что в английском предложении возможно лишь одно отрицание. Слово **never** – отрицательное. Значит, глагол, который следует за ним, всегда будет стоять в положительной форме.



2 Make sentences from these words. Translate them into Russian.

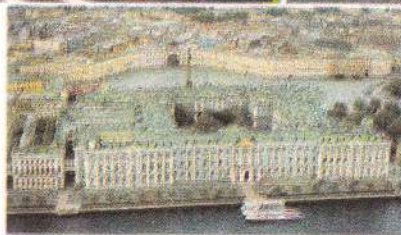
1. built / never / has / he / a house /.
2. London / they / seen / have / never /.
3. have / read / you / ever / this book /?
4. have / I / met / him / never /.

3 Write questions about these things.
Start with *Have you ever seen...?*



▶ Ask and answer the questions.

4 Write questions about these places. Start with *Have you ever been to...?*



▶ Ask and answer the questions.



Guess the meaning of the underlined word.

The giraffe [dʒɪ'rɑ:f] is the tallest animal in the world.



Elton John is an English pop singer

Jumbo jet is a very large plane for carrying passengers

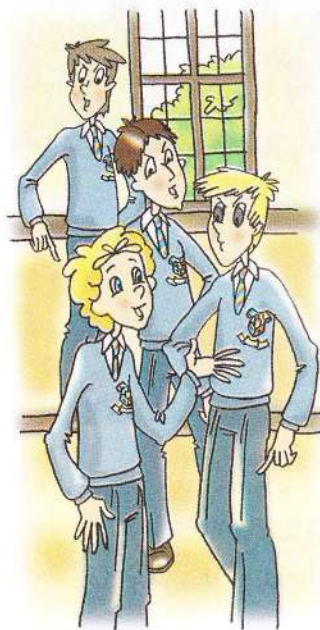
5 Listen and read.

to lose [lu:z] — зд. проигрывать

to do a parachute ['pærəʃʊt] jump — прыгать с парашютом

to dive — нырять

6 Misha is trying to make new friends. The boys from his class are asking him a lot of questions. Listen, read and sing along.



Boys:

Have you met famous people?

Have you tried English tea?

Have you ever fallen
off a very high tree?

Have you ever played golf?

Have you lost? Have you won?

And what's the coolest thing
you have ever done?

Misha:

I have met Elton John,

And I've tried English tea.

I have never fallen
off a very high tree.

But when I was eleven,

I did a parachute jump.

And that's the coolest thing
I have ever done.



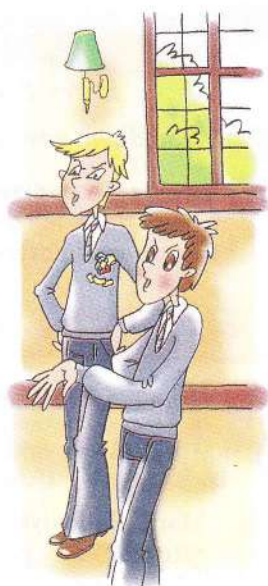


Boys:

Have you ever found money?
Have you travelled to Spain?
Have you ever gone
on a jumbo jet plane?
Do you know how to dive?
Have you swum in the sea?
And what's the coolest thing
you have ever seen?

Misha:

I have never found money,
and I haven't been to Spain.
And I've never gone
on a jumbo jet plane.
But I've seen a giraffe,
It walked down our street.
And that's the coolest thing
I have ever seen.



7 Find the negative and positive sentences in the poem. Translate them into Russian.

8 Answer: true, false or no information.

1. Misha has never met a famous person.
2. Misha has fallen off a high tree and that's the coolest thing he has ever done.
3. Misha has swum in the sea.
4. Misha doesn't know how to dive.
5. Misha hasn't been to Spain.
6. Misha has never played football.
7. A jumbo jet is a plane.

9 Fill in the table with the verbs from the song.

I form	II form	III form
meet	met	met

10 Match the questions with the answers from the poem.

Model: Have you met famous people? — I have met Elton John.

11 Write about Misha.

Model: Misha has met Elton John. Misha has tried English tea.

- 12 In pairs. Ask and answer the questions from the song. Start with *Have you ever...*?

Model: A: Have you ever met a famous person?

B: Yes, I've met Garry Kasparov, a famous chessplayer.

- Write down your partner's answers. Tell your classmates about them.

- 13 What's the coolest thing you have ever done or seen? Write 2–4 sentences about it and tell the class.

Discuss and find out: Who has done or seen the coolest thing?

Homework

- A Write ten questions for your friends. Start with: *Have you ever...*?

- B Mark, Misha and Rob are discussing the news. They think they can find the treasure. Listen and read.

Mark: Hi, guys! I have translated the second part of the story.

Rob: That's great. Thank you. We'll read it this evening.

Have you found the second key to the treasure?

Mark: Yes, it's there.

Rob: But what about the other keys?

Misha: We must find the book with missing pages
(с вырванными страницами) in our house.

Mark: I have already thought about it.

Rob: So what's the plan?

Mark: I've phoned Rosy. She'll try to find the book for us.

Misha: That's a good idea!

Mark: What about the robber? Have you seen or heard anything?

Misha: Yes, we have. Somebody has searched (обыскал) our room.

Mark: Have you told the head about it?

Rob: No, we haven't. We want to wait and catch the robber.



- C Find the sentences with the same meaning in the conversation of Ex. B.

1. Does the head know about it?
2. I can give you the second part of the story.
3. Do you know the second key to the treasure?
4. Can you tell me anything about the robber?

- D Learn seven irregular verbs by heart.

Lesson 6

Play Draggy

- Play Draggy. Use the cards from the Cut Out page.

Lessons 7, 8

The easiest way isn't always the best

1 How much do you remember?

1. Artos is
 - a) a Roman b) a Celt c) a Saxon
2. Artos's tribe is in danger because
 - a) the Angles and the Saxons want their land b) the Romans want their land
 - c) other Celts want their land
3. King Arthur
 - a) protected the Celts b) was a Saxon king c) was Artos's father
4. In the fifth century AD the Celts were
 - a) Christians b) pagans c) Druids
5. Artos had a very strange dream because
 - a) he had the ring on his finger b) he was scared c) he was a wizard

2 Listen and read.

a slave — раб

Picts — пикты

Wealas ['wɪləs] — одно из древних названий Уэльса

Scots — скотты

3 Read and check your answers.

The ring shows the way

Part II

The next morning was bright and clear. The meeting started in the afternoon. Everybody went to the special meeting place near the mountain. All the members of the tribe were sitting in a huge ring. Usually people made jokes and smiled, but today everybody was gloomy.

Suddenly a thousand voices shouted "Who has the ring?"

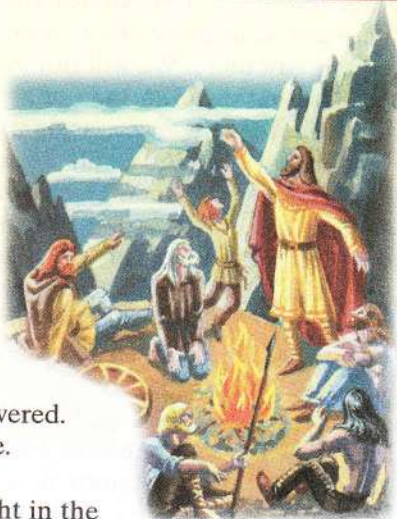
"I have the ring," Artos's father, Cedric, answered.

"Speak, we are listening," shouted the tribe.

"What's the motto?"

"Fight for the ring! Fight with the ring! Fight in the ring!" a thousand voices shouted again.

Then Cedric started: "You know the bad news, but we mustn't lose hope.





Yes, we will lose our farms, our animals and our houses. But we are together and we have the tribe's gold. It will help us in the new land. Today we'll have to choose. Where do we go?

We can go to the West where our brothers and sisters Celts live. It is a beautiful green land with lakes and mountains. We can find safety there – for a while (*на какое-то время*). There we will be with friendly Celtic tribes – for a while.

But if we go to the West, the pagan Germanic tribes will follow us – in ten years or in fifty years or even in a hundred years. Where do we go then? Into the sea?

The alternative (*другой выход*) is the North, the cold, dangerous land of Picts and Scots. The Angles and the Saxons will not follow us there – ever (*там англы и саксы никогда не будут нас преследовать*). Many Celtic tribes are already there. We will not be alone."

Cedric sat down. A man of about forty stood up. He came up to Cedric and took the ring. His face was angry.

"Cedric is old and mad," he said. "I have two daughters. They will want to live a civilised life, marry a civilised husband, have civilised children. They don't want to live with horrible Picts and Scots. We don't even know their language. The West for me!" Somebody laughed.

Suddenly Artos ran forward and snatched (*выхватил*) the ring from the man.

"Artos, please. We have no time for your nonsense," shouted Cedric.

But nothing could stop the boy. "I have the ring," he said "I can speak!"

People smiled. "Let him speak! He has the ring!"

"Yesterday," Artos said, "I was playing with the ring. I put it on my finger and I fell asleep. I had a dream. I must tell you about it."

Everybody was listening now.

"Suddenly I was flying. Up, up, over the mountains. Over rivers. Over forests. I was in the West. I saw people. They were cold and wet. I looked into their faces.

They were you. Then everything changed. It was the same place, but there was a small town there. Everybody was happy. The houses were nice.”

“You see — the West is best,” shouted the man.

“Sssshhh! He has the ring, the ring speaks,” said the people.

“I was still in that land, but everything changed again,” said Artos. “There was a big castle near the small town. The people in the castle were tall and rich. They had many soldiers. But they didn’t speak our language. They called that land Wealas, the land of slaves. The people who lived in the small town spoke our language. They were poor and unhappy. I think they were our grandchildren. Then I heard a voice, ‘The easiest way is not always the best,’ it said.”

The crowd was silent.

“Then I flew north into the land of the Picts. I saw the same people again. They were working day and night. The land was poor, the lakes cold, the winds strong and the mountains unfriendly, but those people were free and happy. A voice said to me “Your way is the hard one.”

Artos finished, but nobody spoke. The people’s faces were sad but brave.

They were thinking about the long and dangerous way to the North; the way to freedom.



4 Answer the questions.

1. Who could speak at the meeting?
2. Did the tribe have a leader?
3. Where could the tribe go?
4. Which was the easier choice?
5. Which was the more difficult choice?
6. Which way did the people choose?
(Show the place on the map.)
7. Why did they choose it?

5 Look at the text again. Match the names from the text with modern names (современные названия). More than one answer can be right.

1. Scotland
 2. Wales
- a) Wealas
b) the North
c) The West
d) the land of Picts and Scots



6 Complete the sentences: What did the ring say?

It will be difficult, but the people will be free if...

It will be easy, but the grandchildren of the people will be slaves if...

7 Match the parts of the sentences. Complete the explanations.

1. People from the tribe call Wales the West...
2. In the future people will call the West Wealas (the land of slaves)...
3. Cedric calls the Angles and the Saxons pagan Germanic tribes...
4. Cedric calls Scotland the land of Picts and Scots...
5. People call Scotland the North...

- a) because other Celtic tribes — the Picts and Scots — live there.
- b) because it is in the north of Great Britain.
- c) because they weren't Christians and came from Germany.
- d) because it is in the west of Great Britain.
- e) because the Angles and the Saxons will come to that country and the Celts will become slaves.

8 What are the reasons (аргументы) for and against the West? Who said the words?

Who said it?	For (за)	Against (против)
Cedric		
The man		
Artos		
The voice		

9 What were the reasons for and against the North? Who said the words?

Who said it?	For (за)	Against (против)
Cedric		
The man		
Artos		
The voice		

10 Choose the answer and find the second key to the treasure.

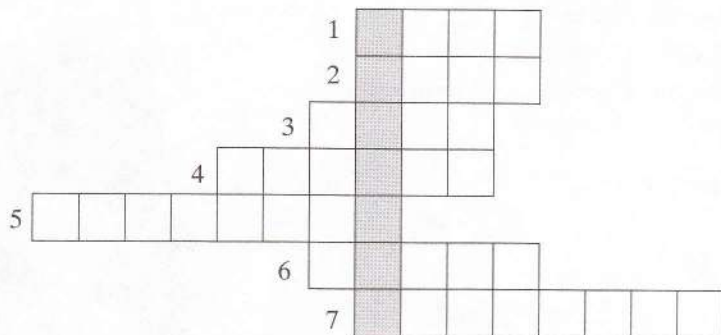
What was the most important thing for Artos's tribe?

land, gold, the ring, freedom, religion

Homework

A Do the crossword in the Workbook and check your answer.

1. Artos fell asleep by the
2. Artos' tribe are the people of the
3. Some Celts went to the... because it was not far away.
4. The person who gave Artos good advice was a Christian
5. The name of the land of Picts and Scots today is
6. The table of King Arthur and his knights was
7. The special meeting place was by the



B Translate into English.



English
in focus

В пятом веке на Британские острова пришли англ и саксы. Это были германские племена. Кельты были христианами, а саксы — язычниками. Саксы нападали на кельтов и забирали их землю. Некоторые кельтские племена ушли на запад. Сейчас это Уэльс. Другие кельтские племена ушли на север. Сейчас это Шотландия.

How many new words do you know?

already
ever
just
never
to dive

to do a parachute jump
to lose
yet
Picts

Scots
a slave
Wealas
West

Sports

In this unit

- There are sharks, tigers, bears and foxes in St David's School.
- Misha plays a game of football.
- The ring crosses the sea.

You will talk about sports.

You will need these words and expressions:

Hobbies and pastimes

an activity

to be a couch potato

to be boring

to be brave

to be exciting

to be fun

to be interested in smth

to choose

to do gardening

to do sports

to go dancing

to go horse-riding

to go jogging

to go swimming

to hate

to like

to read

to play computer games

to play musical instruments

to take part in something

Sports



New grammar for you

- Сравнение случаев употребления времен Present Perfect и Past Simple.
- Наречия.
- Восклицательные предложения.



Speak English in class

- **Can you check this, please?** — Вы можете это проверить?
- **I don't know how to do this exercise.** — Я не знаю, как сделать это упражнение.
- **I agree.** — Я согласен / согласна.
- **I don't agree.** — Я не согласен / не согласна.
- **What do you think?** — Что вы думаете?
- **That's a good idea.** — Это хорошая идея.

What the teacher says

- **Make groups of three.** — Разбейтесь на группы по трое.
- **Turn your desks round.** — Разверните свои парты.
- **Sit back to back.** — Сядьте спиной друг к другу.
- **Work together with your partner.** — Работайте вместе с партнером.
- **Work on your own.** — Работайте самостоятельно.

Особенности употребления Present Perfect и Past Simple

Глаголы в форме **Present Perfect** и **Past Simple** переводятся на русский язык глаголами прошедшего времени.

I have already written a letter. — Я уже **написал** письмо.

I wrote a letter yesterday. — Я **написал** письмо вчера.

Однако между употреблением этих времен есть существенные различия.

Present Perfect употребляется:

- для выражения действий, совершившихся в прошлом, результат которых значим в настоящий момент;
- для выражения действий, которые произошли в еще не закончившийся период времени: *today, this month, in my life.*

Present Perfect не употребляется с обозначением места или времени совершения действия и, следовательно, никогда не употребляется в вопросах, начинающихся с *When* и *Where*.

Исключение составляет вопрос *Where have you been?* — Где ты был?, если он задается в начале разговора.

Past Simple употребляется:

- для выражения действий, совершившихся в прошлом и не имеющих связи с настоящим;
- с указаниями места и времени совершения действия: *at school, in the shop, yesterday, in 1991.*

Различия в употреблении Present Perfect и Past Simple

Present Perfect	Past Simple
I can't unlock the door, because I have lost my key. — Я не могу отпереть дверь, потому что я потерял ключ. (Ключ потерян в прошлом, неизвестно когда, но сейчас я не могу отпереть дверь. Для говорящего важен факт отсутствия ключа.)	I lost my key two weeks ago. — Я потерял ключ 2 недели назад. (Ключ потерян 2 недели назад. Для говорящего важно, когда он был потерян.)
I have visited my Granny twice this year. — Я посетил бабушку дважды в этом году. (Год еще не закончился.)	I saw them this morning. — Я видел их сегодня утром. (Утро закончилось — 4 часа дня.)
I have never seen a UFO. — Я никогда не видел НЛО. (Я пока еще никогда не видел НЛО. Но моя жизнь продолжается. Возможно, я еще его увижу.)	Queen Elizabeth I never saw a car. — Королева Елизавета I никогда не видела машину. (Говоря о Елизавете I, мы говорим о законченном периоде времени в прошлом, поскольку она давно умерла.)

1 Use the verbs in brackets in the Present Perfect or the Past Simple.

1. I (read) already this book.
2. My father (read) this book last year.
3. I (be) never to London.
4. My friend (be) in London last year.
5. I (see) this dress in the shop next to my house.
6. Everybody (see) already this dress. I want to buy a new one.

2 Listen and read.

skiing — катание на лыжах
skating — катание на коньках
to compete — соревноваться
a competition — соревнование
a team — команда
sharks — акулы
bears — медведи
to earn — зарабатывать
a point — очко
a cup — кубок
training — тренировка
to give up (an activity) — бросать
(какое-либо занятие)



3 Misha is talking to his teacher Mr Grams. Look at their faces. How do they feel? Choose from these words.

to be angry, to be scared, to be happy, to be sad,
to be sorry, to be excited, to be interested

4 Listen, read and answer the question: Why does Mr Grams call Misha a tiger?

Mr Grams: I want to talk to you, Misha. You are the worst tiger we have ever had!

Misha: What? Why am I a tiger, sir?

Mr Grams: There are four teams in our school: the Tigers, the Bears, the Sharks and the Foxes. When a new pupil comes to school, he goes into one of the teams. The teams compete. If you do something good, you earn your team points. If you do something bad, you lose your team points. At the end of the year one team wins and gets a cup. It is very important for everybody at school.

Misha: I am sorry, sir, I didn't know about it, sir.

Mr Grams: Then I am telling you: "You are a tiger. I am the head of your team and you have already lost us twenty points."

Misha: Why have I lost all these points, sir?

- Mr Grams: You have already been late three times and you've had three detentions.
- Misha: When was I late, sir?
- Mr Grams: Well, you were late on Monday, 12 October, on Thursday, 15 October and last Friday.
- Misha: What should I do now, sir?
- Mr Grams: You must earn some points for your team.
- Misha: But how, sir?
- Mr Grams: There are a lot of activities you can do and earn points. Have you ever done any sports?
- Misha: Yes, I have. I've done skiing and skating. I did skiing when I was seven and I did skating when I was four. But I gave up years ago.
- Mr Grams: I think you should look at this list of activities and choose something.
- Misha: Thank you, sir.



In English schools pupils have to address men teachers "Sir" and women teachers "Miss" or "Mrs".

5 Find in the text and copy into your exercise books.

- Sentences in the Past Simple
- Sentences in the Present Perfect



Прокомментируйте правила употребления этих времен, используя правила, изученные вами на этом и на предыдущих уроках.

6 Answer true, false or no information.

1. Misha is a bear.
2. Misha didn't know anything about the team system.
3. This competition is very important for all the pupils of St David's School.
4. Misha has earned his team twenty points.
5. Misha doesn't want to compete.
6. Misha wants to help his team.
7. Nobody likes Misha because he has lost his team twenty points.
8. Misha lost some points on Monday, 12 October.
9. Misha can earn some points if he chooses an activity.

7 Fill in the gaps with the words from the text.

There are four ... in St David's School: the Tigers, the ..., the ... and the
The teams

Every new ... goes into one of the teams. If a pupil does something good, he / she his / her team If a pupil does something bad, he / she ... his / her team Pupils can also earn points if they do

- 8 What about your school? Do you have any teams and competitions? Do you like competitions? Has your class ever won?
- 9 In pairs. In his life Mark has had some hobbies. Act out a dialogue between Mark and the reporter. Ask Mark and write: When did he have these hobbies? Information for Mark is on page 174.

Information for the reporter.

Mark's hobbies	When did he have his hobbies?
• archaeology	
• music	
• collecting stamps	
• football	
• horse-riding	

- 10 Listen and fill in the table. How old was Masha when she had these hobbies? Tell your classmates about them.

Swimming	Gardening	Playing the piano	Dancing

- 11 Listen again and say: *Why did Masha give up swimming, gardening and playing the piano?*

Homework

A Translate from Russian into English.

- Они построили дом в прошлом году.
- Сегодня он уже видел своего друга.
- В этом году я получила уже шесть хороших оценок.
- Папа только что принес фрукты.
- В прошлом году я прочитала две английские книги.

B Write: How many hobbies have you had in your life? How many have you given up? How old were you when you had these hobbies? Why did you give up?

Lesson 3

Do you want to have fun?

Наречие (The Adverb)

Наречие — это часть речи, которая поясняет глаголы, прилагательные и другие наречия.

Наречия подразделяются на подклассы. С некоторыми из них вы уже знакомы.

Наречия времени (*когда?*): **now, then, yesterday**

Наречия частотности (*как часто?*): **often, never, ever, sometimes**

Наречия места и направления (*где? куда?*): **here, there, inside, abroad**

Познакомьтесь с наречиями образа действия

Наречия образа действия образуются от прилагательных с помощью суффикса **-ly** и отвечают на вопрос *как? каким образом?*

Например: *sad* (грустный) — *sadly* (грустно)

Правила орфографии

Если прилагательное оканчивается на букву **l**, то при добавлении суффикса **-ly** конечная **l** удваивается: *beautiful* — *beautifully*.

Если прилагательное оканчивается на букву **y**, а перед ней стоит согласная, то при добавлении суффикса **-ly** конечная **y** меняется на **i**: *happy* — *happily*.

Обратите внимание на исключение: *good* — хороший, но *well* — хорошо

1 Образуйте наречия образа действия от прилагательных.

bad, good, stupid, angry, slow, clear, quick (быстрый), loud, easy, usual



Guess the meaning of the underlined word.

The builders worked with enthusiasm [ɪn'tʃu:ziæzm] and finished the house quickly.

2 Listen and read.

a challenge ['tʃælɪndʒ] — вызов

to be fit — быть в хорошей физической форме

to join smth / smb — присоединяться к чему-либо / кому-либо

- 3 Misha wants to join a club. At the moment he is reading the list of activities.
- Read the information.
 - Match the headings and the advertisements for the five clubs.
 - Translate the names of the clubs.

cheerleaders ['tʃiə,lɪ:dəz] club
 snowboarding club
 horse-riding club
 the Tiger's football club
 choir [kwaɪə] — xop

Horse-riding is for people who have the style! You love horses and fresh air. You want to know all about horses and ride well. If that is you — join our riding club.
 Saturdays and Sundays from
 7 a.m. to 4 p.m.



For boys and girls of any age.

If you can sing beautifully, join our choir. If you can't, come and try.

We'll teach you!

Every day 4 p.m. to 7 p.m.
 in the cathedral.

Do you want to have fun?

Can you shout loudly?

Can you dance well?

Everybody is welcome.

If you join us, you will find the best friends you have ever had.

All you need is enthusiasm.

Every Friday and Saturday
 8 p.m. to 9 p.m.



Do you want to live dangerously?

Jump with us!

Snowboarding is a beautiful and exciting sport, but it is also hard work!



If you are
 super brave
 super cool
 and
 super fit
 Come and jump with us!
 Starts 1 December.

Do you need a challenge?

We have one for you!

The Tigers need a new player for their football team. You must be really fit and you'll have to learn quickly. Don't forget: the final is on 29 October.

Come every day from 6 p.m. to 8 p.m.



4 Complete the sentences with information from the text. Use the words:

dangerously, loudly, beautifully, quickly

1. If you can sing ... — join the choir.
2. If you want to live ... — join the snowboarding club.
3. If you can learn ... — join the Tigers football club.
4. If you can shout ... — join the cheerleaders club.

5 Copy the table and fill it in with the expressions:

- | | |
|---------------------------|---|
| 1. It's hard work. | 10. It's for people who want to live dangerously. |
| 2. It's beautiful. | 11. You must be fit if you want to do it. |
| 3. It's a challenge. | 12. It's for people who love animals. |
| 4. It's fun. | 13. It's for people who love sports. |
| 5. You need a good voice. | 14. It's for people with style. |
| 6. It's interesting. | 15. It's difficult. |
| 7. It's exciting. | 16. Everybody can learn it. |
| 8. It's boring. | 17. It takes a lot of time to learn it. |
| 9. It's easy. | 18. You must play well in the team. |

Snowboarding	Choir	Cheerleading	Horse-riding	Football

6 In groups. Discuss: Which club should Misha choose? Think about:

1. Which club will be interesting for him? Why?
2. Will the club help him find new friends?
3. Will the club help him earn points for the Tigers quickly?
4. Will he be good at the activity in that club?
5. How much of Misha's time will it take?

7 Which club do you want to join? Why? Use the expressions from Ex. 5.

Homework

A Make an advertisement for a school club. Use the Cut Out page.

B Make adverbs from the adjectives.

kind, shy, cold, angry, wonderful, mad, cheap, clear, slow, soft, real

Information for Mark to Ex. 9 p. 171.

Mark was really interested in football when he was six.
Mark collected stamps and went horse riding when he was eleven.
At the moment Mark is interested in archaeology and music.

Lesson 4

Do you need a player?

1 Play a game.

Answer the questions.

a)

Do you know anything about football?

Do you like football?

Have you ever played football? Did you like it?

Have you ever watched football? Did you like it?

b)

If most of your answers are "yes", go to the left of the classroom. If most of your answers are "no", go to the right of the classroom.

c)

Make two teams from both groups and do Ex. 2, 3.



2 Answer true or false. If false, give the right answer.

1. There are ten players in a football team.
2. No player can touch the ball with his hands.
3. The most important thing in football is to score a goal.
4. Football was invented (был изобретен) in America.
5. Russia's most famous football goalkeeper is Lev Yashin.
6. Italy has never been the world champion in football.
7. There is a game called (под названием) rugby football.
8. There is a game called American football.

3 Answer the questions.

1. Name as many Russian football clubs as you can.
2. Name as many English football clubs as you can.
3. Name as many Russian football players as you can.
4. Name as many English football players as you can.
5. Say as many football terms in English as you can.
6. Name as many games with a ball as you can.



Guess the meaning of the underlined words.

This team has won the final [fʌnl]. They are the champions ['tʃæmpiənz].

4 Listen and read.

to beat smb — победить кого-либо
to lose [lu:z] — проиграть
a draw [drɔ:] — ничья
to end in a draw — закончиться вничью
a score [skɔ:] — счет
to score a goal — забить гол

a goal [gəʊl] — ворота (футб.)
three — two — 3-2
before — до (прежде)
a forward — нападающий
a defender — защитник
nil — ноль (в футболе)

5 Misha wants to join the Tigers football club. He is talking to the team. Listen and choose the right answer.

The Tigers will take Misha into their team because

- a) Misha is very good at football.
- b) their best players are not there.
- c) the match is not important.
- d) Mark is his friend.

6 Read and answer the questions.

- 1. Why is the best forward not in the team?
- 2. Why is the game important?
- 3. Did the Tigers lose to the Foxes?
- 4. How many games did the Tigers win last year?

Misha: Hi, guys. Do you need a player?

Jim: Yes, we do, but we don't need you!

Mark: Stop it, Jim. He is our last chance. Jackson has broken his arm, Andrews has caught a cold, Graham has left the school and Black has joined the choir.

Jim: Why did he do that?

Mark: He went there with his best friend Kate Small. Ha-ha-ha!

Jim: It isn't funny. He was our best forward. Last year he scored three goals. And now he's not with us!

Misha: Is this match very important?

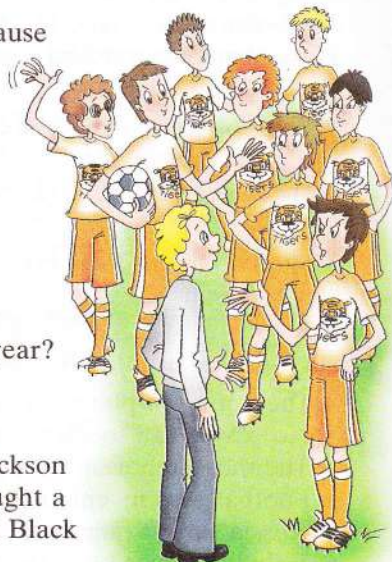
Mark: It's the final. All our team worked really hard for it last year. In March we beat the Bears. The score was 2-1. Then we played with the Sharks and they lost one-three. In April we played with the Foxes. The game ended in a draw: 3-3. So tomorrow is the most important match of the year.

Misha: If you give me a chance, I can try to help.

Jim: Have you ever played football before?

Misha: Yes, I have. It's my favourite game.

Jim: OK, Inin, you are in the team. We have no time to train you. The match is tomorrow morning. You'll be a defender. Try to help our goalkeeper, that's all you have to do.



Misha: Don't worry, I will.

Mark: See you tomorrow.

Misha: Bye!

7 In pairs

A. See this page. Ask your partner and write last year's results. Use the phrases: Which teams played? What was the score? Who won? Who lost?

B. See page 184.

	Tigers	Bears	Foxes	Sharks
Tigers				
Bears				
Foxes				
Sharks				

8 Answer the questions.

1. What is the strongest team?
2. What is the weakest team?
3. Who is going to play in the final?

9 Listen and check your answers.

10 Use information from the text and match the pictures and the people.

Andrews, Jackson, Black, Graham



Homework

A Fill in the gaps and complete the dialogue.

score, to beat, to win, match, nervously

- Have you seen the ... between “Spartak” and “Lockton”?
- No, I haven't. Who has ...?
- “Spartak” has ... “Lockton”?
- What was the ...?
- 1-0.
- How did the teams play?
- “Spartak” played very well, but “Lockton” played

B Who are these people? Match the words and the pictures.

referee [ˌrefəˈriː], coach [kəʊtʃ], forward ['fɔ:wəd], defender [dɪ'fendə], goalkeeper ['gəʊlˌki:pə]



C Who does these things?

1. ... stays in the goal.
2. ... attacks the goal and scores.
3. ... protects the goal.
4. ... trains the team.
5. ... officiates (судит) the match.

Lesson 5

At the match

1 Listen and read.

brilliantly — замечательно
to make a save — спасти ворота
a pass — пас
to dodge [dɒdʒ] — обводить (делать обманное движение)
to block — блокировать
towards [tə'wɔːdz] — по направлению к
to hit — ударять

to be in possession [pə'zɒʃn] — владеть мячом
to have a clear field — иметь перед собой открытое пространство
to be a natural born... — быть прирожденным (футболистом, хоккеистом и т. д.)
to miss — промахиваться
to dive — эд. бросаться к мячу

Восклицательные предложения

В английском языке есть восклицательные предложения, которые имеют особую структуру. Они начинаются с **What...**!

Например: **What a pretty girl!** — Какая хорошенькая девочка! В таких предложениях артикль **a** употребляется перед исчисляемым существительным в единственном числе.

Например: **What a cold day!** — Какой холодный день!

Артикль не употребляется перед неисчисляемым существительным или перед существительным во множественном числе.

Например: **What wonderful weather!** — Что за прекрасная погода!

What clever girls! — Что за умные девочки!

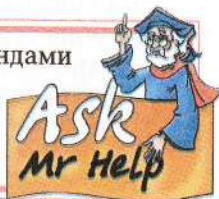
2 Translate into Russian

1. What a beautiful house!
2. What a good idea!

3. What good news!
4. What interesting books!

На этом уроке вы узнаете, как прошел матч между командами *Тигров* и *Медведей*.

Обратите внимание на то, что в комментариях матчей, как правило, используется время the Present Simple.



3 Read and listen to Mr Smart's commentary on the final.

These are the last five minutes of the final for the St David's cup. The score is still nil — nil. I don't believe it because the Bears are playing brilliantly and the Tigers are really nervous. Everybody knows that the Bears are the strongest school team and they always win. I must say, the Tigers have no



chance today. The goalkeeper of the Tigers, Jim Stabber, is very good and has already made ten fantastic saves. But the Tigers can't score without their great forward, Ben Black.

And the Bears know it! Another attack from the Bears. O'Neill in possession. He has a clear field. Where is the Tigers' new defender, Misha Inin? Is he sleeping? Now he has woken up and is quickly running back towards his goal, but a Bear blocks him. O'Neill hits the ball, Stabber dives after it. O'Neill misses!

The attack isn't over yet. Harrison is in possession. He hits the ball. Stabber is still on the ground. What a save! This goalkeeper knows his job!

But the Bears don't give up easily. Another attack. Inin blocks it. Now there will be a pass. What's happening?

Inin wants to attack. What a stupid idea! Let's watch him. Inin is still in possession. Inin is running towards the Bears' goal.

The defenders are ready. Fantastic! Inin dodges Morrison. I don't believe it. He dodges Flint and Carrington! What an excellent move! The boy is a natural! Inin hits the ball AND HE SCORES!!!

What a game! The Tigers have won for the first time in twenty years.



1



4



6

- 4 Look at the text again and find the sentences which start with **What a...** How does Mr Smart feel when he says those sentences?

- 5 Match the pictures with the sentences from the text.

- a) Stabber dives.
- b) Misha dodges Flint.
- c) O'Neill hits the ball.



d) Misha scores.

e) What a save!

f) Harrison is in possession.

g) Inin is running towards the Bears' goal.

6 Complete the sentences with words from the brackets.

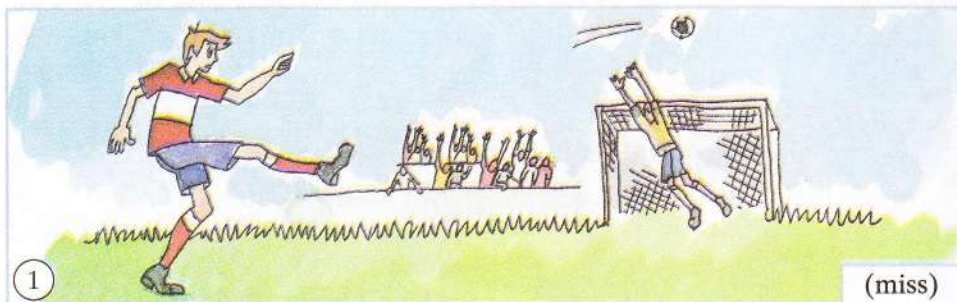
1. The Tigers were (nervous / nervously).
2. The Bears played (brilliant / brilliantly).
3. The Bears didn't give up (easy / easily).
4. Stabber made some (fantastic / fantastically) saves.
5. Misha (quick / quickly) ran back towards his goal.

7 Answer the questions.

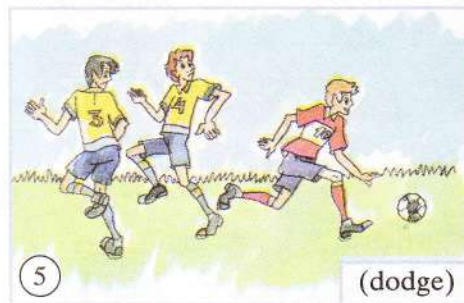
1. What was the score five minutes before the end of the match?
2. Which team played brilliantly?
3. Which team was nervous?
4. Why couldn't the Tigers score?
5. Why couldn't the Bears score?
6. How many saves did Stabber make?
7. How many Bears did Misha dodge?
8. Will Misha be a defender in the next game?

8 Write out Mr Smart's good and bad comments. When and why did he say these things?

- 9 Look at the pictures. What's happening? / What has happened? Use the Present Perfect or the Present Progressive and the words *forward*, *goalkeeper*, *defender*.



Model: *The forward has just missed.*



10 Translate the dialogue into English.



Ты смотрел финальный матч?

Нет, а какой счет?

Один — ноль.

Кто выиграл?

Тигры.

Тигры? Я не могу в это поверить.

Да, их вратарь несколько раз спасал ворота.

А кто забил гол?

Миша Инин из России.

Но он был защитником.

Да. Но он прирожденный нападающий.

Тигры победили Медведей. Фантастика!

Homework

A Fill in the gaps and complete the sentences.

It was a very interesting game. Everybody thought "It will ...," because five minutes before the end the ... was nil — nil. The Bears played ... , and the Tigers were The Bears couldn't ..., because the Tigers'... was very good. Stabber made some fantastic

But the Tigers couldn't score, because their ... wasn't with them.

In the beginning Misha Inin was not very good, but in the end he ran towards the Bears' goal, ... their defenders, ... the ball and ...! In the next game Misha will be a

B Fill in the gaps with *a*, *an* or *—* (no article).

1. What ... interesting trip!
2. What ... beautiful city!
3. What ... tasty food!
4. What ... day!
5. What ... move!
6. What ... boring film!
7. What ... clever pupils!

C Read.

Hi guys! Congratulations!

Rosy! You are here! Have you seen it?

Yes, what a game! But I've brought you something.

Have you found the book?

Yes, I have. It was under the armchair. The robber dropped it there.

Now we'll find the keys to the treasure. I promise!

Information for B.

Answer your partner's questions. Use these expressions:
to end in a draw, to win, to lose, to beat.

	Tigers	Bears	Foxes	Sharks
Tigers		3-0	3-3	3-1
Bears			4-2	2-0
Foxes				
Sharks			1-1	

Lessons 6, 7

The ring crosses the sea

1 Listen and read.

a Viking ['vaɪkɪŋ] — викинг
 to raid — совершать набеги
 to starve [stɑ:v] — умирать от голода
 merciless ['mɜ:sɪləs] — беспощадный
 a sail — парус
 England ['ɪŋɡlənd] — страна Англоv

Bjorn [bjɔ:n] — Бьерн
 Olaf ['ɒləf] — Олаф

2 Try to answer the questions about England in the 9th century.

- Основным населением Британских островов были
 а) англосаксы б) кельты с) римляне
- На Англию нападали
 а) кельты б) викинги с) англосаксы
- Викинги изначально жили в
 а) Шотландии б) Германии с) Скандинавии
- Скандинавскими странами считаются
 а) Дания и Норвегия б) Финляндия с) Норвегия и Швеция
 д) все вышеперечисленные страны
- Основным занятием викингов было
 а) земледелие б) рыболовство с) грабежи и набеги
- Англосаксы
 а) воевали с захватчиками б) заключали с ними соглашения
 с) и то и другое

3 Read and check your answers.



The ring crosses the sea

1. Bjorn lived in a little village in Norway. He lived with his mother and little brothers and sisters. Bjorn's father Olaf was always away at sea. Olaf was a real Viking: handsome, strong and merciless. Bjorn loved his father but he didn't miss him. Viking men didn't spend much time with their families; they went to sea and raided other countries. They always came home with a lot of gold and silver. Vikings were the kings of the sea; their ships were big and fast.



Bjorn was eleven but he was big for his age and helped his mother with everything. He hated cooking, cleaning and washing, but fishing was all right.

This morning his mother wanted some fish so Bjorn was checking his nets in the sea when he suddenly saw a dragon's head and then a huge colourful sail on the horizon. Then he saw more dragon's heads and more sails. Bjorn jumped with joy. They were Viking ships. His father and the fathers of all his friends were coming back home from sea.

"They are coming! They are coming!" Bjorn shouted and ran to the village.

2. And soon the men left their ships and came to the village. Everybody was happy. But Bjorn noticed something. This time the Vikings came home very quickly and didn't bring much gold or silver with them. That was strange, but Bjorn couldn't ask anybody about it.

Next evening Bjorn was playing in a tree when he saw his father and mother. They were talking. Bjorn heard every word.

"Look, Olga, I have a present for you. We burnt a monastery in the land of Picts and Scots, killed the people and I got this ring," his father said.

"I don't need the stupid ring!" his mother shouted, "Give it to Bjorn, he'll like it. I need gold for the family. Do you remember you have a family here, Olaf?"

"Yes, I do," Bjorn's father said. "I'm doing my best."

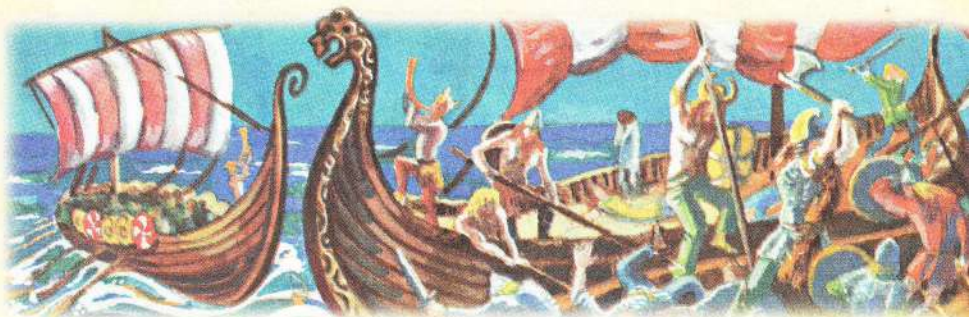
"No, you aren't. Why did you come back so early? Where is the gold? Why did you go to the poor land of the Scots. Why didn't you go to England?"

"Don't be angry, Olga. Everything is different this time. Alfred, the new king of England, is strong and wise. He can read and write and he can THINK. He built a lot of ships and they are not worse than the Viking ships. He beat us at sea. What a shame! And then he gave us some gold, but we had to promise something."

"What did you promise?"

"We promised to leave England forever and never raid and kill there."

"You, idiot! Do you remember your promises to me? These were your words:



‘We’ll leave this cold, dark country, Olga. We’ll move to England. It’s nice and warm, and there is a lot of good land’. My sister lives there, your aunt lives there with her family. They raid the English and take everything from them because the English are weak.”

“We can always go to England and live there, but now it’s different: We cannot kill the English and take their gold. We must be good neighbours – not enemies.

We have promised!”

“I don’t want to know. I am tired of this country. There is no land, no food and in winter we don’t see the sun for three months! But I don’t want to starve in England, because you have made your stupid promise. You must go back to England and beat King Alfred.”

That evening his father came to Bjorn and gave him a present — a ring. Bjorn liked the ring — it was big and beautiful and had snakes on. The ring became his favourite thing. “This is my lucky ring,” Bjorn said to the boys in the village.

3. Five months later the Vikings were getting on their ships again. They had broken their promise to King Alfred. This time Bjorn and all his family were on the ship with his father. They were going to England.

Bjorn saw the English land on a gloomy spring morning in 873. The land didn’t look nice and friendly. Suddenly Bjorn heard the voices “Be careful! Be careful!” He looked at the sea and saw the ships. They weren’t Viking ships, but they were also good and fast, and there were four of them. The Vikings attacked. Bjorn was very excited: it was a real battle. The Vikings burnt the first ship, and the second and the third. Now there was only one English ship left. Bjorn looked at his family. They were dancing with joy.

At that moment his favourite ring fell off his finger. Bjorn ran along the ship. He didn’t want to lose his treasure. He picked it up and raised his head. He saw a horrible thing: the soldiers from the last English ship had killed all his family.



4. In an hour everything was over. The Vikings had burnt the last English ship and had come to the English shore.

When they left the ship, Bjorn sat down and cried. He was in England, but it didn't make him happy. It was the worst day of his life. A huge Viking, his father's friend, came up to him. "Why are you crying boy?" he asked. "People always die in battles. It isn't important."

"And what is important?" Bjorn shouted.

"It is important to win and we won," the man answered.

"Now you can live in England with us or with your aunt or with your father's aunt. You can choose."

Bjorn thought about the idea and suddenly he understood "I can't stay here," he said quietly. "This is not my land. This is the land of the English. They will protect it and one day they will beat you. I want to live in my country, in Norway." At that moment Bjorn looked at the ring on his finger. The ring had saved his life.

"And this ring didn't bring me any luck. It belongs to England. Let it stay here!" With these words Bjorn threw the ring to the ground and went back to the ships. He was going home.



4 Match the parts of the text with the pictures.





The Vikings — Викинги начали нападать на Англию в конце VIII века. Они грабили и убивали мирных жителей, сжигали монастыри.

King Alfred the Great — Король Альфред Великий — единственный король Англии, удостоившийся титула Великий. Он с переменным успехом сражался с викингами и в итоге достиг с ними договоренности. Викинги стали селиться на территории Англии, мирно соседствуя с англичанами. Королю Альфреду также принадлежит заслуга создания английского флота.



5 Match the sentences with the translations.

1. Five months later the Vikings were getting on their ships again. They had broken their promise to King Alfred.
 2. He saw a horrible thing: the soldiers from the last English ship had killed all his family.
 3. In an hour everything was over. The Vikings had burnt the last English ship and had come to the English shore.
 4. At that moment Bjorn looked at the ring on his finger. The ring had saved his life.
- a) Через час все было кончено. Викинги сожгли последний английский корабль и высадились на английский берег.
 - b) В этот момент Бьёрн посмотрел на кольцо на своем пальце. Кольцо спасло ему жизнь.
 - c) Пять месяцев спустя викинги вновь садились на свои корабли. Они нарушили свое обещание королю Альфреду.
 - d) Он увидел ужасную картину: солдаты с последнего английского корабля убили всю его семью.

Посмотрите на предложения упр. 5 еще раз. Все предложения описывают действия в прошлом, но некоторые события произошли раньше других. Например: *В этот момент Бьёрн посмотрел на кольцо на своем пальце. Кольцо спасло ему жизнь.*

Вопрос: Что произошло раньше: Бьёрн посмотрел на кольцо или кольцо спасло ему жизнь?

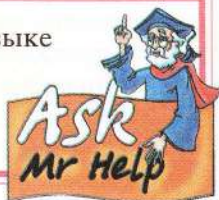
Ответ: Раньше — кольцо спасло ему жизнь.



6 Заполните таблицу предложениями из упр. 5.

Прошедшее время	Предпрошедшее время
At that moment Bjorn looked at the ring on his finger.	The ring had saved his life.

Попытайтесь догадаться, как выражается в английском языке предпрошедшее время: какую одежду надевают глаголы и какой помощник с ними работает. Свои догадки вы сможете проверить на следующем уроке.



7 Choose the right answer:

- Bjorn lived in
a) Norway b) Denmark c) England
- Vikings called England
a) Engaland b) Scotland c) India
- Engaland means
a) the land of Indians b) the land of Angles c) the long island
- The Vikings were the kings of the sea because
a) they had gold and silver b) they had good ships c) they were strong
- The Vikings were scared of King Alfred because
a) Alfred was a friend of the wizard Merlin b) Alfred built ships
c) Alfred was very kind
- The Viking women wanted to live in Engaland because
a) The English climate was nicer b) there was a lot of silver and gold there
c) they wanted to see a new country

8 Make questions for these answers.

- | | |
|---|---|
| 1. His name was Bjorn. | 6. Bjorn's father gave him a ring. |
| 2. He lived in Norway. | 7. The Vikings went to Engaland in spring. |
| 3. One morning he saw his father's ship. | 8. The English killed Bjorn's family. |
| 4. His father raided Engaland. | 9. Bjorn wanted to go back to his homeland. |
| 5. His mother was angry because she wanted to live in Engaland. | |

9 Answer the questions. Support your answers with the information from the text.

- How did Bjorn's father get the ring?
- Did the ring make Bjorn happy? Why?
- Did Bjorn want to stay in England?
- Why did he say in the end, "I want to live in Norway"?

- 10 What was the climate in Norway like?
Write 5–7 sentences. Use the plan.

The days
The nights
The wind
The sun
Summers
Winters
The land
The climate



- 11 Answer the question and find the third key to the treasure.
What made (что делало) the Vikings the kings of the sea?

Homework

- A There are some mistakes in Jim's essay (сочинение). Correct them.

The Vikings came from Finland. It is a warm country. The land there was very good, so the Vikings were very good farmers. Some Vikings were soldiers. They raided England, killed people and took their gold. The Vikings came to England by horses. Their horses were very good. King Arthur was very clever. He built ships and fought with the Vikings. Finally, he beat them and the Vikings became good neighbours.

How many new words do you know?

a bear
before
a challenge
a cheerleading club
a choir
to compete
a competition
a cup
a defender
a draw
a forward
a goal
nil
a point
to score
a shark

skating
skiing
a snowboarding club
a team
to be fit
to beat smb
to earn smth
to give up smth
to join smth / smb
to lose
to score a goal
training
a Viking
brilliantly
merciless
a pass

a sail
still
to be a natural born
to be in possession
to block
to dive
to dodge
to have a clear field
to hit
to make a save
to miss
to raid
to starve
towards
a referee
to officiate

9



UNIT

Who is your role model?

In this unit

- Who is a real hero?
- Robert Scott and Roald Amundsen.
- What does Bill Gates do?

You will talk about your role models.

You will need these words and expressions:

Jobs

a writer
a poet
a traveller
a manager
a scientist
an inventor
a sportsman
a sportswoman
a politician
a soldier
an actor (actress)
a singer
a teacher
a pilot
an astronaut

Countries and nationalities

Russia
England
the USA
Scotland
Norway
Russian
English
American
Scottish
Norwegian

Who is your role model?



Zhores Alfeyorov



Yuri Gagarin



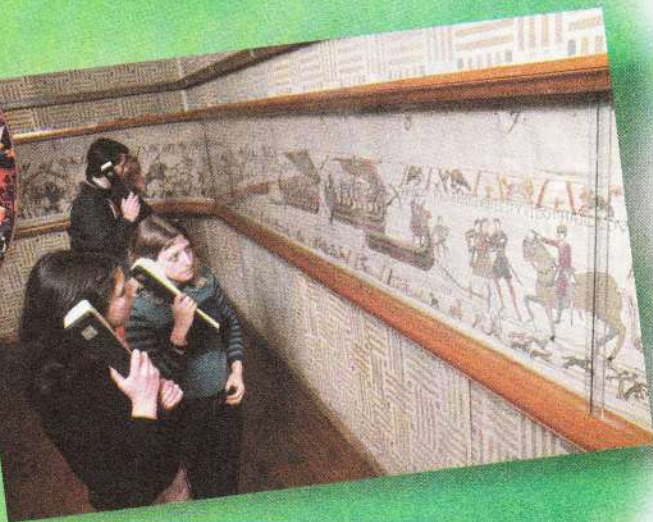
Maya Plisetskaya

People

to be a good guy
to be nice
to be kind
to be friends
to be fun
to be angry
to be clever
to be strong
to be brave

New grammar for you

Употребление глаголов во времени Past Perfect.



Leonid Roshal

Speak English in class

- **How do you spell it, please?** — Назовите по буквам, пожалуйста.
- **How do you pronounce it, please?** — Как это произносится?
- **first** — сначала
- **next** — далее
- **after that** — после этого
- **then** — затем
- **finally** — в конце

What the teacher says

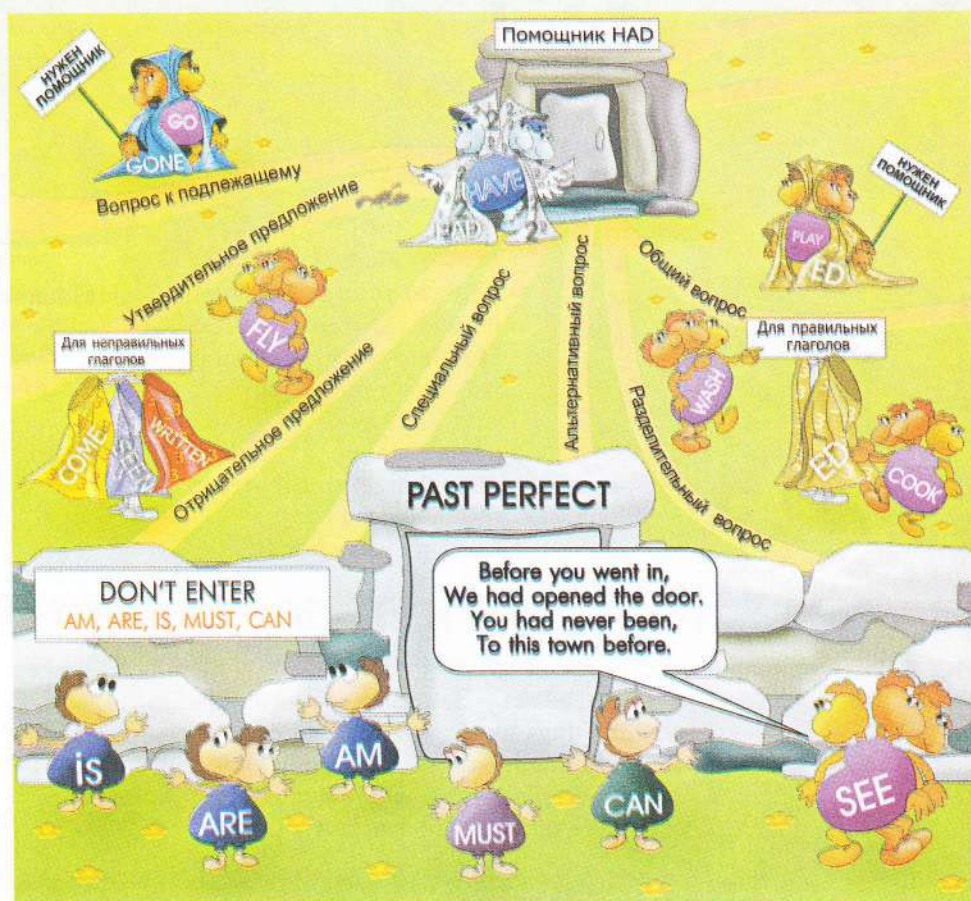
- **Close your books.** — Закройте ваши книги.
- **Put your things away.** — Отложите свои вещи в сторону.
- **Let's begin our lesson now.** — Давайте начнем урок.
- **Is everybody ready to start?** — Все готовы начать?
- **Be quiet.** — Соблюдайте тишину.

Past Perfect

Отправимся в город **Perfect** графства **Past**. Это самый старинный город страны **DoDidDone**. Глаголы в этом городе выражают действия, которые происходили раньше, чем действия в городе **Past Simple**.

На воротах города написано его полное название **Past Perfect**. Мы видим объявление, что глаголам **am, is, are, must, can** вход запрещен. Глагол-дракоша **see** подошел к воротам города. Ключа к воротам нет. Они открываются с помощью старинного заклинания.

Глагол-дракоша **see** произносит заклинание (см. иллюстрацию) и заходит в город.



У входа в город **Past Perfect** стоят хорошо знакомые нам две вешалки: **Для правильных глаголов** и **Для неправильных глаголов**. Эти вешалки мы уже видели в городе **Present Perfect**. На вешалке **Для правильных глаголов** по-прежнему висят плащи одного цвета, расшитые буквами **-ed** и цифрами **3**. На вешалке **Для неправильных глаголов** также висят разноцветные именные плащи, расшитые цифрами **3**. Это означает, что глаголы-дракоши в городе **Past Perfect** имеют те же имена (ту же форму), что и в городе **Present Perfect**.

Прогуляемся по городу вместе с глаголом-дракошей **see**. Все улицы города ведут к дому помощника **had**. Приглядевшись к помощнику повнимательней, мы узнаем нашего старого знакомого — помощника **have**. В городе **Past Perfect** помощник **have** надел плащ и превратился в **had**. Это означает, что время **Past Perfect** образуется с помощью **had + основной глагол в III форме**.

	Единственное число	Множественное число
1		
2		
3	  	

Спряжение глагола **see** в **Past Perfect**

I had seen
 You had seen
 He / She / It had seen
 We had seen
 You had seen
 They had seen

Улица Утвердительное предложение



I had seen my present before Santa Claus came.

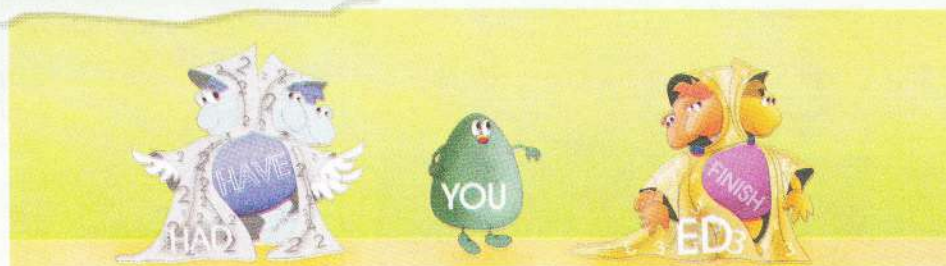
Улица Отрицательное предложение



I **had not finished** the letter when my friend **phoned**.

had not = hadn't

Улица Общий вопрос



Had you finished the letter before your friend **came**?

На улицы **Специальный вопрос** и **Вопрос к подлежащему** глаголы входят крайне редко. В этом случае они образуют вопросы по тем же правилам, что и в **Present Perfect**.

Глагол в форме **Past Perfect** выражает действие, которое произошло в прошлом **раньше** другого действия. Действие, которое произошло **раньше**, употребляется в форме **Past Perfect**, а то, которое произошло **позже**, — в **Past Simple**.

Например: *Misha **had helped** Robin before he **met** Rob.* —

Миша **помог** Робину **прежде**, чем он **познакомился** с Робом.

Обратите внимание! **Past Perfect** употребляется для выражения **предшествования**. Если описываются действия, которые **следовали** друг за другом, употребляется **Past Simple**.

Сравните:

She **bought** some food, **came** home and **cooked** dinner.

Before she **cooked** dinner she **had bought** some food.

- 1 St David's Express, the school newspaper, had a report about yesterday's match. Listen and read.



St David's Express

The Tigers' surprise

Look at the happy faces in the picture! The Tigers are smiling. They have won the house cup for the first time in twenty years.

Yesterday morning there was no hope for the Tigers. They simply couldn't win the match and they understood that. Their best forward, Ben Black, had left them. Their brilliant defender, Sam Jackson, had broken his arm. Everybody knew the Bears were going to win the cup. But the Tigers had a surprise for us. They won yesterday's game thanks to their fantastic new player, Misha Inin. Misha joined the team a day before the final match. He had read their advert in the school activities list. Inin hadn't had any training, but he played really well and scored the winning goal.

Read our interview with a new star tomorrow.



- 2 Which events in the text took place

- a) before yesterday morning?
- b) yesterday morning?

- 3 Copy the table and fill it in with the sentences.

До вчерашнего утра	Во время вчерашнего утра	После вчерашнего утра
Their best forward, Ben Black, had left them.	Yesterday morning there was no hope for the Tigers.	The Tigers are smiling.

- 4 Look at the pairs of sentences. Make new sentences with the words in brackets. Use the Past Simple or the Past Perfect.

Model: *The Tigers couldn't win. (because) Their best forward left them. —
The Tigers couldn't win because their best forward had left them.*

1. The Tigers had no hope. (because) Their brilliant defender, Sam Jackson, broke his arm.
2. Misha joined the team. (before) The match started.
3. Misha came to the Tigers. (because) He read their advert in the activities list.
4. Misha didn't have any training. (but) He played very well.

Homework

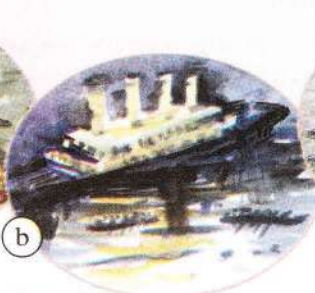
- A How well do you remember this book? Are these sentences true or false? Translate the sentences into Russian. Correct the false sentences.

1. Misha had met Robin before he met Rob.
2. Misha had known Rob before Rob came to Russia.
3. Agent Cute had lost his job before he went to Tunbridge Wells with a top secret document.
4. Before Agent Cute lost his job he had helped Misha and Robin.
5. Agent Cute had sent a letter to Misha before Misha went camping.
6. Misha had wanted to go to England before he received a letter from Agent Cute.
7. Misha hadn't had any friends before he joined the football team.



Match the facts with the pictures.

1. The Titanic had been the safest ship in the world before it hit an iceberg.
2. Romeo had loved another girl before he met Juliet.
3. Queen Elizabeth I had been a prisoner in the Tower before she became queen.



Lessons 2,3

"Scott of the Antarctic"



Guess the meaning of the underlined words.

1. I like to read interviews ['intəvjuz] with the stars.
2. Jane Brown is the best reporter on our newspaper.
3. The expedition [eksprɪ'dɪʃn] to the north was very difficult.
A lot of people died.
4. A pony ['pəʊni] is a very small horse.

1 In pairs. Role-play.

A: You are a reporter. You must interview Misha Inin. Ask him ten questions about his life, hobbies, friends and Russia.

B: You are Misha Inin. Answer the reporter's questions.

2 Write your interviews. Read them in the class and choose the best reporter.

3 Listen and read.

a role model — образец для подражания

a hero — герой

courage ['kʌrɪdʒ] — храбрость

strength — сила

an explorer [ɪk'splɔːrə] — путешественник
(по неисследованным местам)

an inscription — надпись

a race — гонка

a route [ruːt] — маршрут

sledge — сани

a naval-officer [neɪvəl 'ɒfɪsə] —
морской офицер

4 Read the interview with Misha and answer the questions.

1. Why does Kate call him a hero?
2. What does Misha think about heroes?
3. Who is Misha's role model?

St David's Express

Everybody in St David's School wants to know more about Misha Inin. Today he has given our reporter Kate Bernard an interview.

Kate Bernard: Congratulations, Misha! That was a very good game!

Misha Inin: Thank you.

Kate Bernard: Today you are everybody's hero, but two days ago you had no friends, and the teachers gave you bad marks and detentions.

Misha Inin: Please, don't call me a hero! I was lucky, that's all. When life at school was difficult, I thought about real heroes and then my problems didn't look very important.

Kate Bernard: So who is a real hero for you?

Misha Inin: My role model is an Englishman, Robert Falcon Scott.

Kate Bernard: Please tell us about him. It will be very interesting for our readers.

5 Read the story and answer the questions.

Who was

Robert Falcon Scott ['rɒbət 'fɔːlkən 'skɒt]?

Roald Amundsen ['rəʊəld 'ɑːmʊndsn]?

What is

Terra Nova [ˌtɛrə 'nɒvə]?

The South Pole [ˌsaʊθ 'pəʊl]?

6 Put the paragraphs in the right order and read the text.

Robert Scott

1. Finally on 12 January Scott and his men got to the South Pole. There they saw a Norwegian flag; Amundsen had got there two weeks before.

The people in Scott's expedition died on their way back to the camp. Winter killed them.

They were not the first at the South Pole, but in the hearts of people all over the world they did a more important thing. They showed an example of courage, strength and love for their country.

There is a simple wooden cross in the Antarctic. People put it there in the memory of the brave Englishmen. ".....," says the inscription on the cross.

2. On 1 November 1912 Scott and his expedition started to go to the Pole. The weather was very bad: it was cold and windy. Very quickly Scott understood that he had made a lot of mistakes. The sledges didn't work. The ponies couldn't walk in deep snow and soon died. Scott hadn't bought any dogs, and the men had to pull the sledges with their food and equipment. The team had never been to the Antarctic before, so they were not ready for all the difficulties. But they still didn't forget their dream. They wanted to be the first at the South Pole. Every day they walked and walked through the snow. The English expedition remembered Amundsen and didn't want to lose that race.

3. On 15 June 1910 the English ship "Terra Nova" left England and went to the Antarctic. On board the ship was an English naval-officer Robert Falcon Scott. He had a dream. He wanted to be the first at the South Pole. Scott had already been to the Antarctic and had prepared for everything. He had planned the route and chosen four strong brave men. Scott had bought all the equipment: warm clothes, food, electric sledges and Siberian ponies. Yes, he had thought of everything, but one thing worried Scott: another famous explorer Roald Amundsen from Norway, had also gone to the Antarctic. The race for the South Pole had begun.





7 Match the mottos with the translations.

1. Один за всех и все за одного
2. Бороться, искать, найти и не сдаваться
3. Через тернии к звездам
- a) Per aspera ad astra (лат.)
- b) All for one and one for all
- c) To strive, to seek, to find, and not to yield

8 What do you think? Which of these mottos is on the cross in the Antarctic?

9 Listen and check all your answers.

10 Answer the questions.

1. When did Scott leave England?
2. Where did he go?
3. How many men went with him?
4. When did Scott start the expedition?
5. How long did it take Scott to get to the South Pole?
6. Who was the first man at the South Pole?
7. Whose flag did Scot see at the South Pole?
8. Did Scott come back?

11 Scott was leaving England on 15 June 1910. What mistakes had he already made? Write out the sentences from the text.

Model: *He had chosen the wrong men. They had never been to the Antarctic before, so they were not ready for all the difficulties.*

12 Imagine that you can talk to Robert Scott. Write advice for him. Use *should* or *shouldn't* and these words and expressions.

Model: *You should find men who have already been to the Antarctic.*

men who have been to the Antarctic, dogs, ponies, electric sledges, stronger men, food, equipment, to hurry, to buy, to take, to choose

Homework

See Workbook.

Lesson 4

A role model

- 1 Play a game. In pairs. After Misha's interview a lot of readers have sent letters about their role models to St David's Express. Listen to four stories. Who are the stories about?

Игра проходит в четыре этапа. Разделитесь на команды. Вы услышите четыре жизнеописания известных людей. Во время прослушивания после каждой фразы предусмотрена короткая пауза. Если вы уже знаете, о ком идет речь, и можете назвать имя этого человека без дальнейшего прослушивания, поднимите руку и дайте ответ. Если ответ неправильный, вы выбываете из этого этапа игры. Побеждает та команда, которая даст наибольшее количество правильных ответов первой.



Guess the meaning of the underlined word.

His grandfather is very rich. He is a multimillionaire [ˌmʌltiˌmɪljəˈneə].

- 2 Listen and read.

a founder — основатель

successful [sək'sesfl] — успешный

computer software ['sɒftweə] — программное обеспечение для компьютеров

a chemist — химик

a physicist ['fɪzɪsɪst] — физик

to graduate ['grædʒu,eɪt] — закончить вуз

charity — благотворительный

a mission — миссия (христианская)

a nun — монашка

a follower — последователь

Macedonia [ˌmæsi'dəʊniə] — Македония

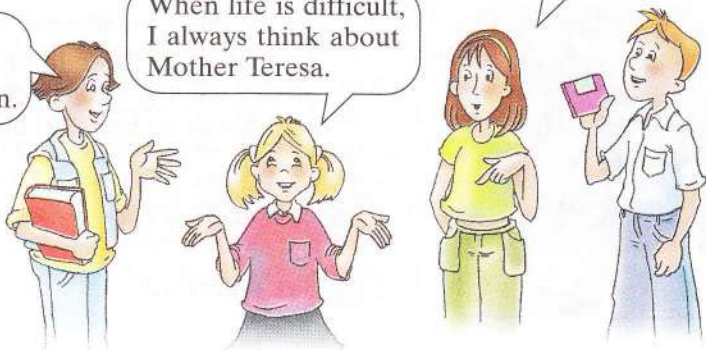
- 3 Look at the names. What can you say about these people?

I think Mikhail Lomonosov was a very interesting man.

When life is difficult, I always think about Mother Teresa.

My role model is William Wallace.

I want to be like Bill Gates.





St David's Express

1. She was born in 1910 in Macedonia. She was a Catholic nun and the founder of the charity missions. These missions helped the poor and the sick. In 1979 she got the Nobel Peace Prize for her work. She had started her work in Calcutta, but later her followers opened other missions in many other parts of the world. Today there are about (примерно) 500 centres in different countries. These centres give food to 500,000 families and help 90,000 sick people every year.

2. He was born on 28 October, 1955, in Seattle. When he was thirteen, his parents sent him to an expensive private school. In that school he met his future business partner, Paul Allen, and started programming computers. After school he went to Harvard, the best university in the USA. But he never graduated. He left Harvard two years later and gave all his time to Microsoft, the company he had started with Paul Allen in 1975. Today he is a multimillionaire. His company, Microsoft, is the biggest and most successful computer software company in the world.

3. He was born in 1711, in a little village near Arkhangelsk. His father was a fisherman and couldn't read or write, but this boy was very unusual. He liked books and always wanted to know more. When he was 19, he left home and went to Moscow. He went to school there. Fifteen years later he became the founder of the Moscow State University. He was a great chemist, physicist, writer and poet.

4. He lived in Scotland in the 13th century. He was twenty, when English soldiers came to Scotland, and the dark days began. The English wanted to take everything in the land, so he and his friends fought against the English, and his enemies began to hate his name. He was only thirty-five when the English caught and executed him. He had given his life for the freedom of his country. His name lives in the heart of everybody who loves freedom. I learnt about him from the film "Braveheart".



The Nobel Prize — Нобелевская премия.

Every year a special committee chooses people who get prizes for important work in physics, medicine, chemistry, literature or towards world peace.



Traditionally the King of Sweden presents Nobel Laureates with the prizes.

Homework

A Who said what? Match the person with the words. Explain your answers.

1. "We can do no great things; only small things with great love."
2. "If you want to be a programmer, you should write programs, and study great programs that other people have written."
3. "Russia will grow with Siberia."
4. "Every man dies, not every man really lives."



(a)



(b)



(c)



(d)

Lessons 5, 6

Are you ambitious?

- 1 Listen to the story about Mother Teresa again and fill in the gaps.

She was born ... She was a ... and the founder of the charity missions. These missions helped ... and ...

In 1979 she got ... Prize for her work. She ... her work in Calcutta, but later her followers opened other missions in many other parts of the world.

Today there are about ... in different countries. These centres give food to 500,000 families and help ... sick people every year.



- 2 Look through the text again and find

- прилагательные в функции существительных
- предложение в Past Perfect
- числительные

- 3 Answer the questions.

1. How often do people get the Nobel Peace Prize?
2. Why do people get the Nobel Peace Prize?
3. Do you know any Russian people, who have got the Nobel Peace Prize?

- 4 True or false? Correct the mistakes.

1. Bill Gates was born in the USA.
2. Bill Gates went to Eton.
3. Harvard is the best university in England.
4. Bill Gates met his future business partner at university.
5. Bill Gates didn't graduate from the university.
6. Today Bill Gates is a very poor man.
7. Microsoft is a computer software company.

- 5 Listen to the story about Bill Gates again and write questions for the answers.

1. He was thirteen.
2. He met his future business partner, Paul Allen.
3. After school he went to Harvard.
4. He left Harvard two years later.
5. Because he wanted to work for Microsoft.

- 6 Listen to the story about Lomonosov again. Write the names of the subjects according to the model.

Model: *Geographer — Geography*

chemist, physicist, mathematician, poet, writer

- 7 Fill in the file about Lomonosov (see Workbook). Sometimes you'll have to use your own knowledge.

- 8 Try to remember as much as you can about the man from the fourth story. Complete the sentences, then listen and check your answers.

1. His name was ...
2. He lived in ...
3. He was twenty when ... came to his country.
4. He fought against ...
5. He was ... when his enemies caught and executed him.
6. He died for the ...

- 9 Listen and read.

generous ['dʒənərəs] — щедрый
modest ['mɒdɪst] — скромный
ambitious [æm'bɪʃəs] — честолюбивый
intelligent [ɪn'telɪdʒənt] — умный
bossy ['bɒsi] — властный
serious ['sɪəriəs] — серьезный

hard-working — трудолюбивый
lazy — ленивый
mean — жадный
a quality ['kwɒləti] — качество
to respect [rɪ'spekt] — уважать

- 10 Write the opposite of the following words.

generous, modest, ambitious, intelligent, hard-working, mean, friendly

- 11 Answer the questions.

- What qualities do you respect in people?
- What are the worst qualities?

- 12 Read the sentences about Mother Teresa, Bill Gates, William Wallace and Mikhail Lomonosov. Does the speaker like or dislike the people in the sentences?

1. When Bill was at school, he was very ambitious.
He worked day and night.
2. Mother Teresa was very kind and modest.
3. Bill Gates is very bossy.
4. Lomonosov was very hard-working.
5. William Wallace was brave but ambitious, so the English caught him.

- 13 What do you think? What were Mother Teresa, Mikhail Lomonosov and William Wallace like? What is Bill Gates like? Use the words from the list and these words.
clever, talented, kind, friendly, brave, successful, workaholic, to like the challenge, to love people, to be interested in science
- 14 What qualities do all the role models have? Why will people always remember them?
- 15 Discuss. *What qualities do you need if you want to be successful in life?* Write your formula for a successful person.
- 16 Read the stories again and answer the question: *What were (are) the most important things in the lives of Mother Teresa, Bill Gates, Mikhail Lomonosov, William Wallace?* Try to answer in one word.

Homework

A Choose the right answer.

- Mother Teresa was
a) a nun b) a doctor c) a teacher
- Bill Gates is
a) a Scottish patriot b) a multimillionaire c) a great poet
- Mikhail Lomonosov is
a) Russian b) American c) English
- The founder of the Moscow State University was
a) Bill Gates b) Mikhail Lomonosov c) Alexander Pushkin
- William Wallace fought against
a) the English b) the Saxons c) the Vikings
- Mother Teresa started her work in
a) Macedonia b) Calcutta c) Seattle
- ... got the Nobel Peace Prize.
a) Mother Teresa b) Bill Gates c) Mikhail Lomonosov

- B Do you have a role model? Is there a person you respect? Use the *Cut Out* page and write about this person. Be ready to talk about him or her in class.

Lesson 7

Project

Make presentations about your role model. Discuss your presentations. Put your projects on the wall.

Lessons 8, 9

The Battle of Hastings

1 Listen and read.

Frenchmen ['frentʃmən] — французы

Normans ['nɒmənz] — норманны

Hastings ['heɪstɪŋz] — Гастингс

to decide [dɪ'saɪd] — решить

courage ['kʌrɪdʒ] — храбрость

a trap — ловушка

a war cry — боевой клич

well-trained — хорошо обученный

huge — огромный

to chase — преследовать

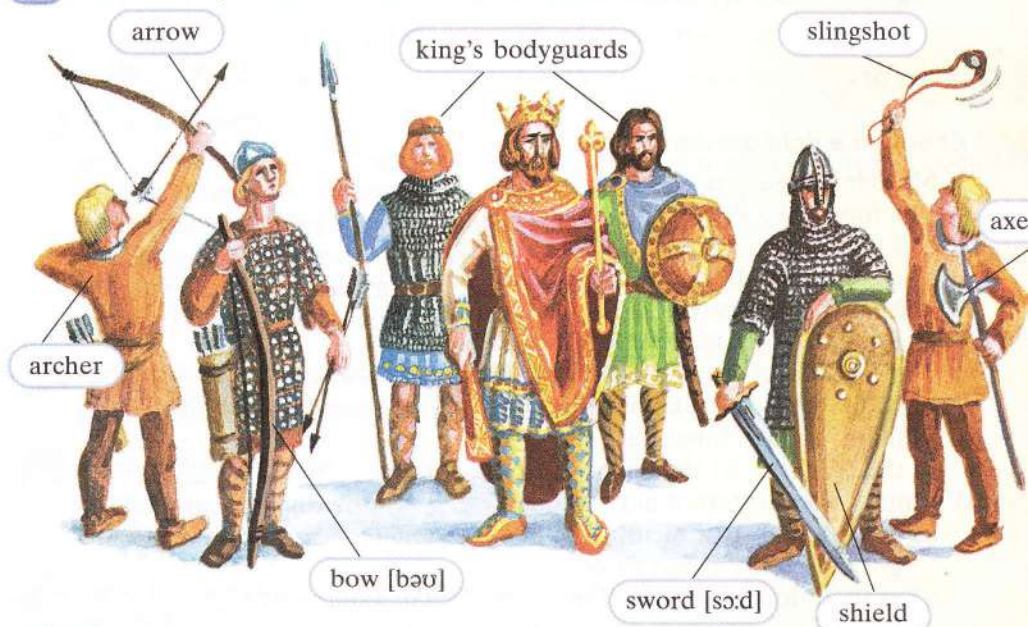
to shoot — стрелять

Elmer ['elmə] — Элмер

Sigurd ['sɪɡəd] — Сигурд

Norwegians [nɔ:'wi:ʒnz] — норвежцы

2 Look at the picture and translate the words.



3 Try to give the right answers.

- 1066 год — одна из важнейших дат в истории Англии, потому что в этом году
 - а) был основан Лондон
 - б) раздробленные королевства соединились в одно
 - с) Англию завоевали норманны
- The Battle of Hastings означает
 - а) битва при городе Гастингсе
 - б) битва короля Гастингса
 - с) битва англичан с гастингсами
- Норманны пришли из
 - а) Германии
 - б) Скандинавии
 - с) Франции

The Battle of Hastings

Part I

Elmer, an Anglo-Saxon boy, was hiding in a big tree. He had promised his father to stay at home. But on that early morning of October 14, 1066 he had secretly come to watch a battle. The battle was going to change Britain for ever.

Now Elmer could see his father with his long shield. He was one of King Harold Godwinson's bodyguards. He had joined the king's army that had just come back from fighting the Norwegians in the north of Britain.

At the front of the army the Anglo-Saxon soldiers made a wall of shields. Below them, at the bottom of the hill, were the Normans.

A few days before things had been so very different. It had been a peaceful, sunny afternoon, and Elmer had been fishing in the little river near the house.

Suddenly a horse had stopped in front of Elmer's father.

"My lord," the rider could hardly breathe, "Normans!"

"Normans? Where?"

"Hastings."

"How many ships?"

"Five hundred, six hundred, maybe more. They have horses with them and archers – hundreds of them."

"So they have come," said Elmer's father with a sigh. "William and his Frenchmen!"

"Why does everybody want to fight us, Father?" Elmer asked.

"Because England is a rich country, son, and because our last king, Edward, couldn't decide."

"Couldn't decide what?"





“Who should be the next king. Edward didn’t have a son, and William and Harold are both Edward’s relatives, you see. First he promised his crown to William of Normandy. Then, many years later, when he was dying, he left the throne to our King Harold. Now Harold has become our king, but William thinks that England is his. There was another man, who also wanted to be the king of England, the Viking Harald Hardrada. Our king Harold has just beaten him. We are not ready for another battle.”

The Norman war cry “Ut! Ut! Ut! (Out! Out! Out!)” interrupted Elmer’s thoughts. Again and again the Norman arrows fell against the English shield wall. Again and again the Norman horses charged up the hill, but the English drove them off with their great axes. Nothing could break the strong shield wall.

Now the Norman soldiers were getting nearer. The Anglo-Saxons waited until they were close. Then they brought out their secret weapon — the slingshot. The right side of the Norman army began to go back. Elmer’s heart jumped with joy when they turned and ran! Many of the Anglo-Saxons ran after them. They wanted to chase the Normans back into the sea.

But at the bottom of the hill the rest of the huge, well-trained Norman army was waiting. It was a trap. They attacked the Anglo-Saxons who had run down the hill and killed them all.

After that things began to get worse for the Anglo-Saxons. They lost courage. The Norman archers began to shoot their arrows high into the air. The arrows fell at the back of the English army. One of the arrows killed King Harold. It hit him in the eye.

He died and with him Anglo-Saxon Britain died too. Britain now belonged to William of Normandy.

Elmer ran far, far into the forest. He didn’t go home, because he was scared of the Normans. He lived on berries and fish. One day he found a ring in the river. He picked it up. The ring shone brightly and there were two Celtic snakes on it. Elmer put the ring on his finger and suddenly he felt better. He was not scared and tired any more. He decided to go home.

When Elmer got to his father's house there was nothing there: only burnt ruins. Somehow (*каким-то образом*) he understood his family were dead. "Hey, Elmer!" a voice shouted from the forest. It was Sigurd, one of his father's servants. Elmer saw tears in his eyes. "After the battle... the battle," Sigurd said, "the Norman soldiers came here. They wanted food, animals, chickens — anything. Some people tried to stop them. That was a mistake. They burnt the house. They killed everybody. Your family, my family. You can see... I ran away into the forest. There was nothing I could do. When I came back we buried them — one big grave for everybody." Sigurd began to cry. Elmer put his hand on Sigurd's shoulder. "One day the Normans will be sorry," he said. "I will wait. You will wait. It doesn't matter how long. We will never forget 14 October, 1066."



5 Choose the right answer. More than one answer can be correct.

1. In 1066 the English were fighting
a) the Vikings b) the Frenchmen c) the Normans
2. When Elmer's father talks about Frenchmen, he means
a) Vikings b) Normans c) Germans
3. The enemies came to England
a) by ship b) by horse c) on foot
4. The English lost because
a) they didn't have ships b) they had just fought another battle
c) they got into a trap
5. In a battle the Normans used
a) shields b) bows c) slingshots
6. In a battle the English used
a) shields b) slingshots c) axes
7. After the battle the Normans
a) were kind to the English b) burnt the houses of the English
c) killed the English

6 Look at the story again and find:

- the name and the nationality of the King of England who had died before the battle.
- the name and the nationality of the man who was the king of England on 14 October, 1066.
- the name and the nationality of the man who had just lost the battle in the north of Britain.
- the name and the nationality of the man who became the King of England after 14 October, 1066.

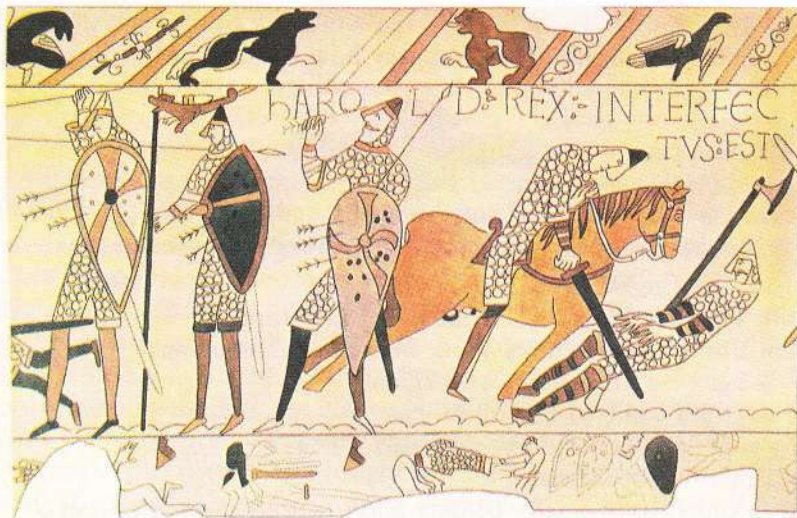
- 7 Why were there so many people who could become the king of England?



English in focus

Bayeux Tapestry [ˈbaɪzˈtæpəstri] – гобелен из аббатства Байё (Франция). На гобелене XI века длиной 70 метров вышиты эпизоды завоевания Англии норманнами.
Rex – в переводе с латинского означает король.

- 8 Look at the Bayeux Tapestry on this page and on page 193. Find Norman soldiers, English soldiers and King Harold Godwinson. Explain your answers.



- 9 Fill in the gaps with the names Harold Godwinson, Edward, Harald Hardrada, Hastings, William of Normandy. Put the events in the correct order.

14 October, 1066 the Normans beat the English and ... became the King of England.

30 September, 1066 William and his army landed near ...

6 January, 1066 King ... died. He left no children. Before he died he had given the English throne to ...

25 September, 1066 ... and his Viking army attacked. King Harold Godwinson beat the Vikings.

28 September, 1066 William left Normandy. Six hundred and ninety-six ships sailed to England.

Homework

A Look at the pictures and write a short story about Elmer.

Model: Elmer was the son of a rich man.



How many new words do you know?

ambitious
bossy
courage
an example
Frenchmen
generous
hard-working
a founder
successful
computer software
Macedonia

a hero
intelligent
lazy
mean
modest
Normans
a quality
a chemist
a physicist
to graduate
a role model

serious
strength
to respect
to present smb
with a prize
an inscription
a naval-officer
a race
charity
a mission
a route

a sledge
to chase
to decide
to shoot
a trap
huge
well-trained
a war cry
a nun
a follower

10



UNIT

Friends

In this unit

- Somebody kidnaps Rob.
- A friend in need is a friend indeed.
- Who is "a fair-weather friend"?

You will talk about friends and friendship.

You will need these words and expressions:



People and their qualities

to be a good guy

to be nice

to be kind

to be friends

to be fun

to be angry

to be clever

to be strong

generous

modest

ambitious

intelligent

bossy

serious

hard-working

lazy

mean

a quality

to respect

polite

rude

cheeky

to bully

Friends



New grammar for you

Возвратное местоимение **each other**.



Speak English in class

- **I missed the lesson, because I was ill.** — Я пропустил(а) урок, потому что болел(а).
- **I'm sorry. I haven't done my homework.** — Извините, я не выполнил(а) домашнее задание.
- **I've left my book at home.** — Я оставил(а) книгу дома.
- **I haven't finished the exercise yet.** — Я еще не закончил(а) упражнение.

What the teacher says

- **It's time to finish.** — Пора заканчивать.
- **Are you with me?** — Вы слушаете меня?
- **Are you OK?** — Все в порядке?
- **You have five minutes for this task.** — На это задание у вас пять минут.
- **Collect your exercise books, please.** — Пожалуйста, соберите тетради.

Lesson 1

Rob disappears

1 Listen and read.

to disappear [ˌdɪsəˈpiə] — исчезать
to kidnap [ˈkɪdnæp] — похищать
a kidnapper [kɪdˈnæpə] — похититель

2 Misha and Rob are reading an advert. Read and answer the questions.

1. Who is having a party?
2. Why is he having it?
3. Where is the party?
4. When is it going to begin?

3 Listen and read.

A party!

Simon Ferguson is leaving school
on Friday.
He is having a party on Saturday.
We are celebrating at 10 p.m.
at Green Moon disco.
Please come!

What are you thinking about?

The party is today!
I really want to go!



1

But they have closed all the doors.

I know, but one of the windows on our floor is open. We can get out the window, climb down the roof and go to the disco.



3

I agree. It's going to be fun.
But we can't leave the school.



2

Don't be boring, Misha!
We can leave our room in the evening and come back quietly at night.

I think you're right.
Nobody will notice.
Let's invite Mark and the boys from our room.

Mark is busy.
He is translating the second part of the story.



4

I'm not going without him.

OK. The book can wait.

4 Fill in the table with the sentences in the Present Progressive.

Действие, происходящее в настоящий момент времени	Действие, происходящее в более длительный отрезок времени	Запланированное действие

- 5 Misha and Rob are dreaming about the party. What are the boys going to do? What do you think about their plans? Use the words and expressions.

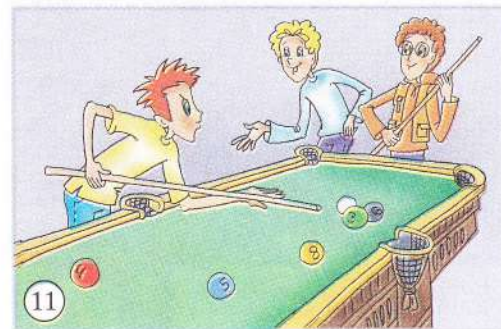
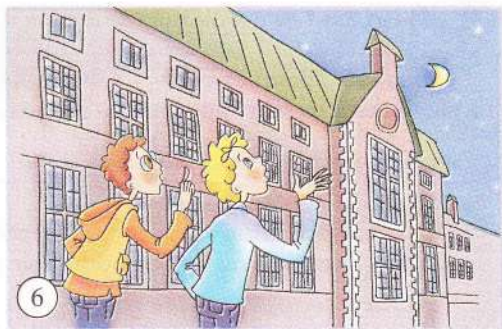
Model: climb down the roof — The boys are going to climb down the roof.

- climb down the roof
- get into town by taxi
- dance with girls, drink cola
- play pool (бильярд)
- play computer games
- have fun
- wear the coolest clothes
- eat tasty sandwiches
- get back by taxi
- climb up the roof

- 6 What is happening in the pictures? Write sentences, put the pictures in the right order and get the story about Misha, Rob and Mark's adventure.

Model: 1 — The boys are opening the window.







7 Agent Cute is writing a letter to the boss. Listen, read and check your answers to Ex. 7. What has happened?

Dear Boss,

I know you have fired me, but we all need your help. Last night Misha, Rob and Mark went to a party with their friends. They put on their coolest clothes, opened a window, climbed down the roof and went to the party by taxi.

At the party they danced, drank cola, ate sandwiches, played pool and computer games, listened to music. They got back to school, but they couldn't climb up the roof. They hadn't thought about it. They woke me up because my room is on the ground floor. I opened the window for them. We were talking in my room when I noticed something: Rob had disappeared.

Yours,

Ex-agent Cute

▶ What does the word ex-agent mean?

8 Write the names of

a) an ex-president b) an ex-champion c) an ex-prime minister

Homework

A Read the card and answer the questions.

1. Who is inviting you to the party?
2. What is he / she celebrating?
3. When is the party going to begin?
4. Where is the party?

Dear friend!
Please come to my
BIRTHDAY PARTY
On 20 May at 4 a.m.
At Kurchatov St. 1-125
From Kate
Please reply to Kate



Write five questions about the party.

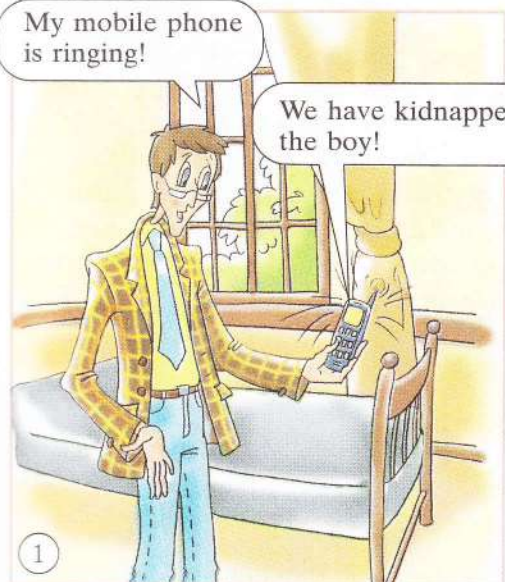
Model: Are we going to dance?

B Use the card from the Cut Out page. Invite your friends to a party.

C Read and answer the question: What has happened to Rob?

My mobile phone is ringing!

We have kidnapped the boy!

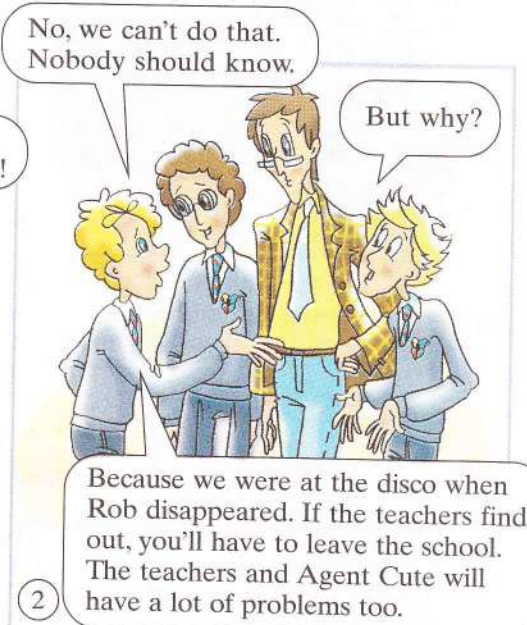


Lessons 2,3

"A friend in need is a friend indeed"

- 1 In pairs. Rob has disappeared. Give advice to Agent Cute and his friends. What should they do? What shouldn't they do? Why?
- 2 Read the sentences. Does the speaker like the people in the sentences?
 1. I don't believe Kate. She often lets me down.
 2. When I had a problem, Sam stood by me. He is a good friend.
 3. Jane is very selfish. She is not interested in other people's problems.
 4. My friend is always there for me.
 5. I always talk my problems through with Helen. I can phone her at night and she'll listen to me.
- 3 Listen, read and check your ideas.

to let somebody down — подводить кого-либо
 to stand by somebody — поддерживать кого-либо
 to be selfish — быть эгоистичным
 a bit — немножко
 friendship ['frendʃɪp] — дружба
 to talk something through [θru:] — обсуждать
 through thick and thin — что бы ни случилось
- 4 Listen, read and say: What are the friends going to do? What are the friends not going to do?



But we must help Rob.
Let's talk it through.

If you give them the book,
you'll never find the treasure.

We'll have to give them the
history book. They don't need
Rob, they need the book.

But if we don't give them the
book, we'll never see Rob
again. And he's my best friend!

Rob? Rob is nobody's
best friend! Rob doesn't
understand friendship.

No, he's my friend! He is always there for me when
I need him and he never lets me down and we always
have fun together. When Mrs Nasty was horrible to
me, he stood by me. Sometimes he is a bit selfish, but
he is intelligent. It's never boring with him.
To cut a long story short, I don't need the treasure —
I want my friend back!

I agree with you. I must
help my little brother.
Let's give them the book.

But we haven't finished the story yet.
Can we read the second part quickly?

No, we can't. It'll take days
to translate it. We are pressed
for time. They are going to
phone us in a minute!

5 Write what will happen if the friends do these things.

Model: If they phone the police, the teachers will have problems.

1. phone the police
2. wake the teachers up
3. write to the boss
4. give the history book to the kidnappers
5. (not) give the history book to the kidnappers
6. try to look for Rob

6 Answer the questions.

1. What is more important for Misha: his friend or the treasure?
2. Why does Misha think that Rob is his friend?
3. What does Misha respect about Rob?
4. What doesn't Misha like about Rob?

7 Answer the questions.

1. Do you have a friend?
2. Has he / she ever let you down?
3. Do you have fun together?
4. Is he / she always there for you?
5. What qualities do you like in him / her?
6. What qualities don't you like in him / her?

8 Read and translate the sayings about friendship. Find the sayings with the main idea: **A friend will stand by you.**

1. Life without friendship is like the sky without sun.
2. True friendship starts the moment one person says to another, "What? You too? I thought I was *the only one!*" (один такой)
3. The best mirror is an old friend.
4. A friend in need is a friend indeed.
5. A friend is the one who walks in, when others walk out.
6. Every person is a new door to a different world.
7. A friend is someone who can sing you the song of your heart when you've forgotten it.

9 Discuss the meanings of the sayings. Which one do you like? Why?

10 In pairs. Discuss: What things are the most important for you in friendship? Use these words and expressions:

it is important, it doesn't matter, I think a friend should (be), I think a friend shouldn't, I agree, I don't agree, as a rule, but what about

11 Read and answer the questions.

1. What should Cute do with the book?
2. Where is the meeting place?



Where can we meet?



2

Go to the bus station. Find the bus to London. It leaves at 5.30. Give the book to the driver. Don't talk to him. He doesn't work for us.

When will we see Rob?



3

You have to believe us. He'll be back.

12 Discuss: What have we learnt about the kidnappers?

13 Look at the texts of Ex. 4 and Ex. 11 again. Fill in the table with the sentences in the Present Simple.

Действия, происходящие (не происходящие) регулярно	Действия, происходящие в соответствии с графиком или расписанием	Present Simple вместо Future Simple в придаточных предложениях времени и условия

Homework

A What will you do in these situations? Give true answers.

Model: If my friend lets me down, I will (not) forgive him / her.

1. Your friend lets you down.
2. Your friend needs your help.
3. Your friend phones you at six o'clock in the morning.
4. Your friend spends the weekend with other friends.
5. Your friend is angry with you.
6. Your friend has a problem with Mathematics.
7. Your friend leaves your school.

B Get ready for "How well do you know your friend?" quiz.

1. Prepare as many questions about friends as you can.
2. Swap your questions with your best friend.
3. Try to answer the questions.

Lesson 4

How well do you know your friend?

Возвратное местоимение *each other* (друг друга)

Местоимение **each other** переводится как *друг друга*. Например: *We see each other every day.* — Мы видим друг друга каждый день. (Мы видимся каждый день.)



1 Complete the sentences. Use *each other*. Translate the sentences into Russian.

1. Friends should always help
2. My cat and my dog don't like
3. My friend and I are at school together but we never see ... at the weekends.
4. Mary and Kate don't talk to Kate has let Mary down.
5. Jim and his brother Tom can't live without

2 Translate the sentences into English.

1. Друзья всегда слушают друг друга.
2. Мы не видели друг друга вчера.
3. Мы звоним друг другу каждый день.
4. Посмотрите друг на друга!

3 How close are you and your friend? Follow the chart and find out. (See p. 226.)

4 What should real friends do? What shouldn't they do? Write sentences with *each other*.

5 Play a game *How well do you know your friend?* Your teacher will tell you the rules of the game.

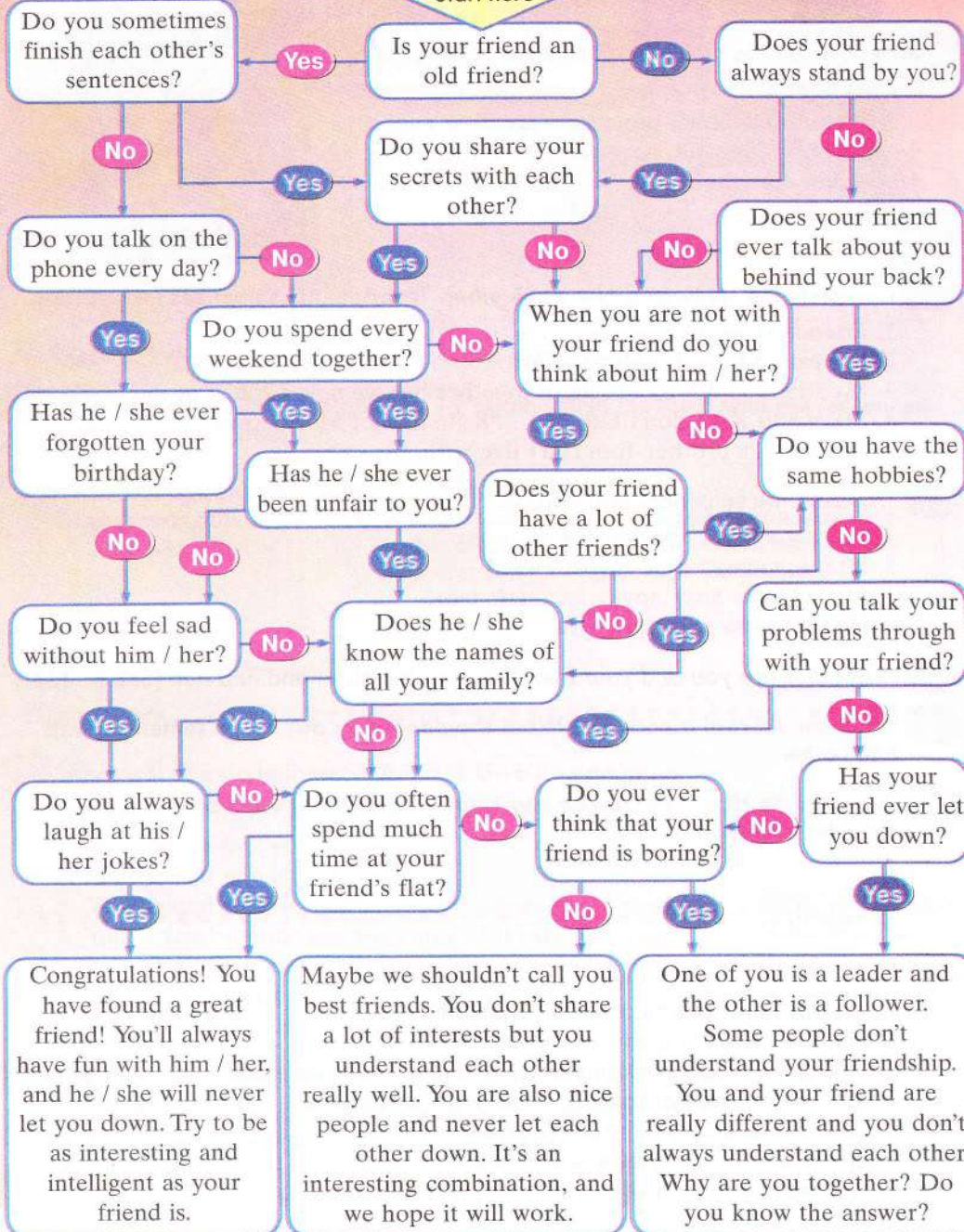
Homework

A Translate into English.

1. Мой друг меня никогда не подведет.
2. Мы должны обсудить эту проблему.
3. Мой друг немножко ленив, но это не имеет значения.
4. Друг будет заступаться за меня до последнего.
5. Мне очень весело с моим другом.
6. Дружба — это очень важная вещь.
7. Мой друг и я не можем жить друг без друга.

How close are you and your friend?

Start here



Lesson 5

A friend will never let you down

1 Listen and answer the question: *Where was Rob?*

2 Read and find sentences which answer the questions.

1. Has Cute given the book to the kidnappers?
2. What has happened to Rob?
3. What will never happen?

Agent Cute: I have found the bus stop and I have given the book to the driver, but I haven't seen Rob.

Rob: Don't worry. I'm here.

Mark: Where have you been?

Rob: I was at the disco all the time. Somebody had closed the door and I couldn't get out. I fell asleep. When I woke up, the door was open. I took a taxi and rushed to the school.

Misha: So nobody kidnapped you. It was a joke!

Agent Cute: It wasn't a joke. Don't forget: somebody closed the door.

Rob: What has happened here? I don't understand!

Mark: You didn't come back from the disco with us! Then somebody phoned and said: "If you want to see Rob again — give us the MacWizard history book." We gave them the book.

Rob: Oh, no! The book with the keys to the treasure!

Misha: Yes, that book. But you're safe — it's the most important thing!

Rob: That's awful! We'll never find our family treasure and it's my fault!



3 Answer: *true or false.*

1. Agent Cute has saved Rob.
2. Rob's life was in danger.
3. The friends will never find the history book again.
4. Agent Cute will try to find the kidnappers.
5. Rob is very angry with his friends because they have given the book to the kidnappers.

- 4 Rob has prepared a present for Misha. He has written a poem.
Read and say: *What word is missing?*

With ... you have a lot of fun.
A ... will never let you down.
You'll tell your secrets to your ... ,
And he will always understand.
A ... is always there for you,
And you can talk your problems through.
And now the most important thing,
He'll be with you through thick and thin.
But if your ... just wants some fun.
And when you need him — lets you down.
And doesn't give a helping hand,
That is a fair-weather
He'll stand by you to the end —
And then you call that one your



- 5 Listen, check your answers and sing along.



English
in focus

Sonnet — сонет — стихотворение из 14 строк.

Стихотворения в форме сонетов писали и пишут многие известные поэты. Однако истинным расцветом сонетов можно считать эпоху Возрождения, когда сонеты писали Петрарка, Шекспир и Данте.

- 6 Choose the correct translation of the word *fair* (adj.).

- | | |
|--------------------------|------------------------------|
| 1. честный, справедливый | 3. ясный, солнечный, хороший |
| 2. белокурый, светлый | 4. красивый, прекрасный |

- 7 How do you understand the expression "fair-weather friend"?
Choose the correct picture.



▶ What is the opposite of "fair-weather friend"? How do you tell the difference between them? Use the expressions from the sonnet.

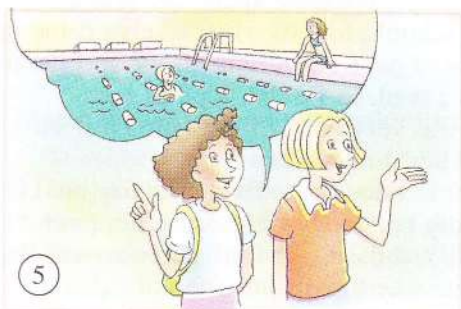
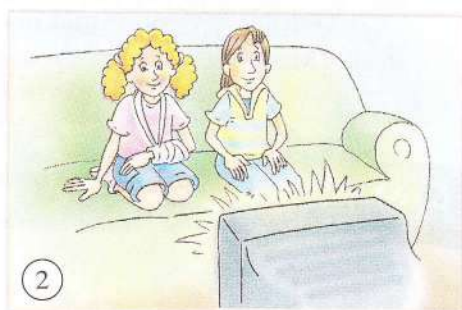
Homework

- A Write the qualities of a real friend and a "fair-weather friend". What do they do?

Real friend	"Fair-weather friend"
stays with you through thick and thin	lets you down

- B Look at the pictures and write a short story. Make up the ending. Give your story a name.

Model: Kate and Jane were best friends. They did everything together, but one day Jane broke her arm.



Lesson 6

My best friend

1 Read and try to guess: *Who is the kidnapper?*

Rosy: What has happened here guys?
Agent Cute phoned me and said,
“Rob is in danger.”

Mark: Oh, Rosy. Don't worry. Everything is
OK now. We have found Rob, but...

Rosy: What?

Mark: We have lost the book and the family treasure.

Agent Cute: I have a plan! The kidnapper knows a lot about school, teachers
and pupils. He is from this school, that means: you know him!

Misha: Yes! We'll find the kidnapper and get our book!

Mark: Yes, but let's talk about it later. I have very good news for you.
Rosy. Rob has finally found a real friend.



Friends



Guess the meaning of the underlined words.

Asthma ['æsmə] is a disease.

2 Rosy is very happy for her brother. She thinks that friendship is the most important thing in the world. Listen and read. Put the pictures in the right order.

Rosy: You know my best friend Evelyn ['i:vlɪn], don't you?

Rob: Sure, she was the most popular girl in your school.

Rosy: She wasn't always popular. I'll tell you our story.

Evelyn and I went to a new school. Evelyn had been my best friend before that, but at a new school I made a lot of new friends. They didn't like Evelyn. She wasn't good at school, she didn't wear cool clothes and didn't do any sports because she had really bad asthma. She was unpopular and everybody bullied her. Deep down, I understood that the girls were nasty and rude, but I wanted to be with them, and we laughed at my friend together.

One day we were playing in the school grounds when Evelyn came up. She could hardly breathe. She was going to have an asthma attack and she needed help. I could see this but I had to be cool, so I didn't look at her.

Suddenly Evelyn fell down. She was very pale. But the girls just said, “Let's leave her here. Somebody will find her,” and we ran away.

Next day Evelyn wasn't at school. I worried about Evelyn all day, but I couldn't phone her parents. I was scared. Finally, I phoned and talked to her mum. “Evelyn is in hospital, but she'll be better in a few days,” she said. She was very happy to hear from me. Evelyn hadn't told her anything.

Next morning I went to the hospital. Evelyn was very weak but she smiled when she saw me. I didn't smile back. I cried and cried by her bed. "I am really sorry about what has happened, I have let you down." I said. "It's OK," she answered. "It's not your fault."

When Evelyn got back to school, she became my best friend again. We went everywhere together. "I will stand by her," I said to the others. At first they laughed, but later some of them made friends with Evelyn.

I am so happy that Evelyn has forgiven me.

She is the coolest person I have ever met. When we choose friends, we should look at who the people are inside and not what clothes they wear or what they can do.



3 Match the words and expressions from the text with these sentences.

1. At school pupils were rude to Evelyn. Nobody liked her.
2. Evelyn's marks were not very good.
3. Rosy didn't help Evelyn when she needed her.
4. Rosy said to her other friends, "I'll be with Evelyn through thick and thin."
5. Evelyn understood Rosy and was her friend again.

4 Put the verbs in brackets in the right form.

1. Evelyn and Rosy (be) friends before they went to school.
2. Evelyn came up to Rosy, when she (play) with her other friends.
3. When Evelyn was in danger, Rosy (not help) her.
4. Evelyn's mother didn't know anything because Evelyn (not tell) her.
5. Evelyn is the coolest person Rosy ever (met).

5 Discuss. Prove your ideas with information from the text.

1. What kind of friend was Rosy to Evelyn?
2. What kind of friend was Evelyn to Rosy?
3. Why did Rosy laugh at Evelyn?
4. Why did Rosy leave Evelyn when she needed help?
5. Why did Evelyn forgive Rosy?
6. Why did the other girls become friends with Evelyn?

6 Find the main idea of the text. Do you agree?

Homework

A Do you want to be a friend of Evelyn or Rosy? Why? What kind of people are Rosy and Evelyn? Write 4–6 sentences.

B Have you ever had any problems with your friends? Write 4–6 sentences.

And now it's time for Misha, Rob, Rosy, Mark and Agent Cute to say goodbye to you. What happened to the history book? Who is the kidnapper? Will the friends find the family treasure? What will happen in St David's School? You will find the answers to these questions next year in "Happy English.ru-8"



How many new words do you know?

a bit
a fair-weather friend
friendship
a kidnapper

through thick and thin
to be selfish
to be with smb
to disappear

to kidnap
to let smb down
to stand by smb
to talk smth through

The Noun (Имя существительное)

Имя существительное — это часть речи, которая обозначает одушевленный или неодушевленный предмет и отвечает на вопросы *кто?* *что?* Например: *a girl, a pen.*

В предложении имена существительные чаще всего бывают подлежащими, дополнениями, обстоятельством.

Nina is my friend. (*Nina* — подлежащее)

I saw a girl in the street. (*a girl* — дополнение)

He wasn't at school yesterday. (*at school* — обстоятельство места)

Существительные, которые имеет форму единственного и множественного числа, называются **исчисляемыми**.

Например: *a book — two books, a mug — a lot of mugs.*

Существительные, которые имеют только одну форму, называются **неисчисляемыми**. К таким относятся названия веществ: *butter, sugar*, абстрактные понятия: *time, friendship*.

Множественное число имен существительных образуется с помощью прибавления окончания **-s** к существительному: *a pen — pens, a cat — cats.*

- После звонких согласных и гласных окончание **-s** читается как [z]: *a pen — pens* [z].
- После глухих согласных окончание **-s** читается как [s]: *a mop — mops* [s].
- После шипящих и свистящих **s, ss, x, sh, ch** к существительному добавляется окончание **-es**, которое читается как [ɪz]: *a bench — benches* [ɪz], *a fax — faxes* [ɪz], *a bus — buses* [ɪz], *a bush — bushes* [ɪz].

Запомните имена существительные, которые образуют множественное число не по общему правилу:

Единственное число	Множественное число
man — мужчина	men — мужчины
woman — женщина	women — женщины
tooth — зуб	teeth — зубы
child — ребенок	children — дети
foot — ступня	feet — ступни

The Possessive Case (Притяжательный падеж имен существительных)

Для того чтобы выразить, **кому** принадлежит предмет, в английском языке существует **притяжательный падеж**. Существительные в единственном числе образуют притяжательный падеж с помощью окончания **-s**, перед которым стоит апостроф ('). Например: *Tom's hat — шляпа Тома.*

- Чтобы образовать притяжательный падеж, к существительному во множественном числе добавляется только апостроф ('). Например: *The girls' room.*

После звонких согласных и гласных апостроф **s** читается как [z]: *Tom's, boy's*.

После глухих согласных апостроф **s** читается как [s]: *Pat's, Mark's*.

После шипящих и свистящих апостроф **s** читается как [ɪz]: *Boss's*.

- Притяжательный падеж также образуется с помощью предлога **of**. Например: *This is **the** room of my friend.* — *Это комната моего друга.*

The Article (Артикль)

Артикль **a** произошел от древнеанглийского существительного *один*, поэтому он употребляется только с исчисляемыми существительными в единственном числе.

Артикль **a** употребляется в следующих случаях:

- когда какое-либо лицо или предмет называется впервые — *I saw **a** boy.*
- когда существительное является частью составного именного сказуемого — *He is **a** doctor.*

Перед исчисляемыми существительными в единственном числе, если они начинаются с гласной, для благозвучия к артиклю **a** добавляется **n** — **an**: *She gave me **an** apple.*

Определенный артикль **the** произошел от древнеанглийского местоимения *этот* и может употребляться с любыми существительными без ограничений.

Артикль **the** употребляется:

- когда при существительном имеется определение, которое выделяет его из всех остальных лиц или предметов данного класса — *I have read **the** letter which you sent. **The** window in my room is broken.*
- когда речь идет о предмете или человеке, которые упоминались ранее — *Where is **the** book I gave you yesterday?*
- с существительными, которые являются уникальными или единственными в данной ситуации — ***The** earth goes round **the** sun. I'd like to speak to **the** director of your company.*

The Adjective (Имя прилагательное)

Имя прилагательное — это часть речи, которая обозначает признак предмета и отвечает на вопрос *какой?*

Степени сравнения прилагательных

Английские прилагательные имеют положительную, сравнительную и превосходную степени сравнения. К прилагательным, состоящим из одного или двух слогов, в сравнительной степени прибавляется суффикс **-er**, а в превосходной степени — суффикс **-est**.

Положительная степень	Сравнительная степень	Превосходная степень
long (длинный)	longer (длиннее)	longest (самый длинный)

- Если прилагательное оканчивается на букву **e**, то при прибавлении суффикса **-er** или **-est** буква **e** отбрасывается.

Положительная степень	Сравнительная степень	Превосходная степень
nice (приятный)	nicer (приятнее)	nicest (самый приятный)

- Если гласная буква стоит в закрытом слоге, то при прибавлении суффикса **-er** или **-est** конечная согласная удваивается.

Положительная степень	Сравнительная степень	Превосходная степень
fat (толстый)	fatter (толще)	fattest (самый толстый)

- Если прилагательное оканчивается на букву **y**, которой предшествует согласная, то при прибавлении суффикса **-er** или **-est** буква **y** меняется на **i**.

Положительная степень	Сравнительная степень	Превосходная степень
happy (счастливый)	happier (счастливее)	happiest (самый счастливый)

- Запомните прилагательные, которые образуют степени сравнения не по общему правилу.

Положительная степень	Сравнительная степень	Превосходная степень
good (хороший)	better (лучше)	best (самый лучший)
bad (плохой)	worse (хуже)	worst (самый плохой)

Перед существительным, определяемым прилагательным в превосходной степени, обычно ставится артикль **the**. *It was **the happiest** day in his life.*

- Прилагательные можно сравнивать с помощью союза **than** (чем). Например: *Tom's flat is **bigger than** Misha's flat.* — Квартира Тома больше, чем квартира Миши.

The Pronoun (Местоимение)

Местоимение — это часть речи, которая употребляется вместо имени существительного и прилагательного. Например: ***He** is a programmer. They are **my** friends.*

Местоимения делятся на несколько подгрупп: **личные, притяжательные, неопределенные**. Личные местоимения имеют два падежа — именительный и объектный.

Если личные местоимения употребляются в предложении в качестве подлежащего, то они стоят в именительном падеже. Если они употребляются в качестве дополнения, то они стоят в объектном падеже.

Английские личные местоимения в именительном и объектном падежах

Именительный падеж <i>кто? что?</i>	Объектный падеж <i>кого? что? кому? чему? кем? чем? о ком? о чем?</i>
I я	me меня, мне, мной, (обо) мне
you ты (Вы)	you вас, вам, вами, (о) вас
he он	him его, ему, им, (о) нем
she она	her ее, ей, ею, (о) ней
it оно, он, она (<i>неодушевл.</i>)	it ее, ей, ею, (о) ней, его, ему, им, (о) нем
we мы	us нас, нам, нами, (о) нас
you вы	you вас, вам, вами, (о) вас
they они	them их, им, ими, (о) них

Притяжательные местоимения

my мой, моя, мое, мои	its его, ее (<i>с неодушевл. предметами</i>)
your Ваш, Ваша, Ваше, Ваши	our наш, наша, наше, наши
his его	your ваш, ваша, ваше, ваши
her ее	their их

Притяжательные местоимения служат определением к существительному и отвечают на вопрос *чей?* Например: **my pen**, **his book**, **your brother**.

Притяжательные местоимения не изменяются по родам, числам и падежам.

Например: **my dress** — *мое* платье, **my pen** — *моя* ручка, **my friends** — *мои* друзья, **about my flat** — *о моей* квартире.

В английском языке притяжательные местоимения обязательны при существительных, обозначающих части тела, предметы одежды, родственников. Например:

His nose is long. Her dress was the best at the party. My mother is a teacher.

В отличие от русского языка, где есть местоимение *свой*, английские притяжательные местоимения согласуются с личными местоимениями.

He took his bag. — Он взял *свой* (его) портфель.

She took her bag. — Она взяла *свой* (ее) портфель.

They opened their books. — Они открыли *свои* (их) книги.

Местоимения *some, any, no*

Местоимение **some** означает *несколько, какое-то количество* и употребляется в утвердительных предложениях.

I have some friends. — У меня есть несколько друзей.

There is some coffee in my cup. — В чашке есть кофе.

В вопросительных и отрицательных предложениях употребляется местоимение **any**, которое означает *сколько-нибудь, какой-нибудь*.

Do they have any books? — У них есть (какие-нибудь) книги?

Do you have any coffee? — У вас есть (сколько-нибудь) кофе?

В отрицательных предложениях местоимение **any** означает *никакой*.

I don't have any friends. — У меня нет (никаких) друзей.

*We don't have **any** coffee. — У нас нет (никакого) кофе.*

No означает *никакой* и употребляется в отрицательных предложениях.

*He has **no** time. — У него нет времени.*

*There is **no** sugar in the tea. — В чае нет сахара.*

Местоимения *something, nothing, anything, everything, somebody, nobody, anybody, everybody*

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
somebody (кто-то)	anybody (кто-нибудь)	nobody (никто)
something (что-то)	anything (что-нибудь)	nothing (ничего)

Эти местоимения образованы от местоимений **some, no, any, every** и подчиняются тем же грамматическим правилам.

Обратите внимание, что в отличие от русского языка с местоимением **everybody** (*все*) в английском языке употребляются глаголы в 3 лице единственного числа.

*Everybody **was** at home. — Все были дома.*

При наличии в предложении местоимений **nothing, nobody** не требуется дополнительных отрицаний.

Сравните: ***Никто** его **не** знал. **Nobody** knew him.*

Местоимения *much, many, a lot of*

Much (*много*) употребляется с **неисчисляемыми** существительными. Как правило, **much** употребляется в вопросительных и отрицательных предложениях.

*I don't eat **much** butter. — Я не ем много масла.*

*Do you have **much** time? — У вас много времени?*

Many (*много*) употребляется с **исчисляемыми** существительными во всех типах предложений.

*We don't need **many** apples. — Нам не нужно много яблок.*

*Do you have **many** friends? — У вас много друзей?*

A lot of (*много*) употребляется как с **исчисляемыми**, так и с **неисчисляемыми** существительными во всех типах предложений.

*She has **a lot of** time. — У нее много времени.*

*We don't need **a lot of** apples. — Нам не нужно много яблок.*

*Do you have **a lot of** friends? — У вас много друзей?*

Местоимения *few, little*

Little (*мало*) употребляется с **неисчисляемыми** существительными.

*There is **little** snow this winter. — Этой зимой мало снега.*

Few (*мало*) употребляется с **исчисляемыми** существительными.

*There are **few** houses in that street. — На той улице мало домов.*

The Numeral (Имя числительное)

Имя числительное — это часть речи, которая обозначает количество предметов, число, а также порядок предметов при счете. Имена числительные в английском языке делятся на количественные и порядковые.

Количественные числительные

Количественные числительные от 1 до 12 — простые. Они не имеют специальных окончаний.

Количественные числительные от 13 до 19 оканчиваются на **-teen**: *six + -teen = sixteen*

Количественные числительные, обозначающие десятки, оканчиваются на **-ty**: *six + -ty = sixty*

Обратите внимание на два ударения в словах, оканчивающихся на **-teen**.

В словах, оканчивающихся на **-ty**, ударение падает на первый слог.

Сравните: *sixteen* [ˌsɪksˈtiːn] — *sixty* [ˈsɪksti].

1 — one	6 — six	11 — eleven	16 — sixteen	20 — twenty	60 — sixty
2 — two	7 — seven	12 — twelve	17 — seventeen	30 — thirty	70 — seventy
3 — three	8 — eight	13 — thirteen	18 — eighteen	40 — forty	80 — eighty
4 — four	9 — nine	14 — fourteen	19 — nineteen	50 — fifty	90 — ninety
5 — five	10 — ten	15 — fifteen			

Количественные числительные от 21 до 99, состоящие из десятков и единиц, пишутся через дефис. Например: *twenty-nine*.

Между словами **hundred**, **thousand**, **million** и следующими за ними названиями десятков и единиц при произнесении ставится **and**. Например: *465 — four hundred and sixty-five*, *3,892 — three thousand eight hundred and ninety-two*.

Порядковые числительные

Порядковые числительные отвечают на вопрос *какой по счету?*

Порядковые числительные в английском языке образуются от количественных числительных с помощью суффикса **-th**.

Количественные числительные (сколько?)	Порядковые числительные (какой по счету?)	Количественные числительные (сколько?)	Порядковые числительные (какой по счету?)
4 four	fourth	12 twelve	twelfth
5 five	fifth	13 thirteen	thirteenth
6 six	sixth	14 fourteen	fourteenth
7 seven	seventh	15 fifteen	fifteenth
8 eight	eighth	16 sixteen	sixteenth
9 nine	ninth	17 seventeen	seventeenth
10 ten	tenth	18 eighteen	eighteenth
11 eleven	eleventh	19 nineteen	nineteenth
		20 twenty	twentieth

Порядковые числительные обычно являются определением к существительным. В предложении они стоят перед этими существительными. Существительные в этом случае обычно имеют определенный артикль, который ставится перед порядковым числительным: *the fourth day* — *четвертый день*.

Запомните исключения:

first — *первый*, *second* — *второй*, *third* — *третий*.

The Verb (Глагол)

Глагол — это часть речи, которая обозначает действие и отвечает на вопросы *что делать?* *что сделать?*

Неопределенная форма глагола

Если перед глаголом стоит частица **to**, это означает, что глагол стоит в неопределенной форме и отвечает на вопрос *что делать?* Например: *to read* — *читать*.

Образование повелительных предложений

Утвердительная форма повелительного наклонения совпадает с неопределенной формой глагола (без частицы **to**): *Listen!* — *Послушайте!*

Отрицательная форма образуется с помощью вспомогательного глагола **do** и отрицания **not**: *Don't cry.* — *Не плачь.*

Порядок слов в английских утвердительных предложениях

Подлежащее в английских утвердительных предложениях всегда стоит перед сказуемым. Сказуемое стоит после подлежащего и перед дополнением. Дополнение следует за сказуемым. обстоятельство обычно стоит в начале или в конце предложения.

Второстепенные члены располагаются в следующем порядке:

1. Дополнение, отвечающее на вопросы *кого?* *что?*
2. обстоятельство места, отвечающее на вопрос *где?*
3. обстоятельство времени, отвечающее на вопрос *когда?*

I play computer games in my room every day. — *Я играю в компьютерные игры*
подл. сказ. что? где? когда? в моей комнате каждый день.

The Present Simple Tense (Настоящее простое время)

Употребление Present Simple Tense

Present Simple Tense употребляется для выражения действий, которые происходят:

- регулярно

He plays tennis every day. — *Он играет в теннис каждый день.*

- в соответствии с графиком или расписанием

The train arrives at 6 o'clock. — *Поезд прибывает в 6 часов.*

- вместо Future Simple в придаточных предложениях времени и условия

I'll phone him if I have time. — *Я позвоню ему, если у меня будет время.*

Образование Present Simple Tense

Present Simple Tense образуется с помощью I формы глагола: *They play football every day.* — *Они играют в футбол каждый день.*

Спряжение глаголов в Present Simple Tense

I	meet	we	} meet
you	meet	you	
he / she / it	meets	they	

I	do	we	} do
you	do	you	
he / she / it	does	they	

Образование утвердительных, отрицательных и вопросительных предложений

• Утвердительное предложение (УП)

УП = Подлежащее + глагол + второстепенные члены предложения

You drink milk every morning. Mike drinks milk every morning.

• Отрицательное предложение (ОП)

Для образования отрицательных предложений используется вспомогательный глагол **do**, который имеет форму **does** в 3 лице ед. ч., и отрицательная частица **not**.

Обратите внимание: **do not = don't, does not = doesn't**

ОП = Подлежащее + don't (doesn't) + глагол в I форме

You don't drink tea every morning. Mike doesn't drink tea every morning.

• Общий вопрос (ОВ)

Для образования вопросительных предложений используется вспомогательный глагол **do**, который имеет форму **does** в 3 лице ед. ч.

ОВ = Do / Does + подлежащее + глагол в I форме + второстепенные члены предложения

Do you drink milk every morning? — Yes, I do.

Does Mike drink milk every morning? — Yes, he does.

• Альтернативный вопрос

Представляет собой два общих вопроса, соединенных союзом **or** (или). Обычно в речи второй вопрос сокращается.

Does Mike drink milk or (does Mike drink) tea every morning?

• Вопрос к подлежащему (ВП)

В вопросе к подлежащему основной глагол всегда употребляется в 3 лице ед. ч.

ВП = Who / What + глагол в 3 лице ед. ч. + второстепенные члены предложения

Who drinks milk every morning? — You do.

- **Специальный вопрос (СВ)**

СВ = Вопросительное слово + **ОВ**

What do you drink every morning? What does Mike do?

- **Разделительный вопрос**

Ann and Liz work in a bank, don't they? — Энн и Лиз работают в банке, не так ли?

Yes, they do. — Да, работают.

Ann and Liz don't work in a bank, do they? — Энн и Лиз не работают в банке, не так ли?

Yes, they do. — Нет, работают.

Чтение окончания -s в английских глаголах

Окончание **-s** в английских глаголах читается как [z] после гласных и звонких согласных: *read — reads; play — plays; live — lives.*

Окончание **-s** читается как [s] после глухих согласных: *work — works.*

К глаголам, которые оканчиваются на **s, ss, sh, ch, x**, добавляется окончание **-es**, которое читается как [ɪz]: *teach — teaches, wash — washes, press — presses, fix — fixes.*

К глаголам, которые оканчиваются на **o**, добавляется окончание **-es**, которое читается как [z]: *goes [gəʊz], does [dʌz].*

Если глагол оканчивается на букву **y**, которая стоит после согласной, то к глаголу добавляется окончание **-es**, а **y** меняется на **i**: *fly — flies.*

Глагол to be в Present Simple Tense (Настоящее простое время)

Глагол **to be** (быть, находиться, являться) в Present Simple Tense имеет формы: **am, is, are.**

Я ученик. — I am a pupil. Он в школе. — He is at school.

Они мои друзья. — They are my friends.

Спряжение глагола to be в Present Simple

Единственное число		Множественное число	
I	am (I'm)	we	are (we're)
you	are (you're)	you	are (you're)
he / she / it	is (he's, she's, it's)	they	are (they're)

- **Утвердительное предложение:** *They are at home. — Они дома.*
- **Отрицательное предложение:** *They are not in the shop. — Они не в магазине.*
- **Общий вопрос:** *Are they in the shop? — Они в магазине? No, they are not.*
- **Специальный вопрос:** *Where are they? — Где они?*
- **Вопрос к подлежащему**

В вопросе к подлежащему глагол **to be** всегда употребляется в 3 лице ед. ч. (**is**).
Who is at home? — Кто дома? They are. — Они.

- **Разделительный вопрос**

Tom is from London, isn't he? — Том из Лондона, не так ли?

Yes, he is. — Да, он из Лондона.

Глагол can (уметь, мочь) в Present Simple Tense

Глагол **can** имеет одну неизменяемую форму для всех лиц единственного и множественного числа.

Образование утвердительных, отрицательных и вопросительных предложений

- **Утвердительное предложение:** *I can help. — Я могу помочь.*

- **Отрицательное предложение**

После глагола **can** ставится отрицательная частица **not** — **cannot = can't**:

He can't help. — Он не может помочь.

- **Общий вопрос**

На первое место ставится глагол **can**: **can** + подлежащее + глагол:

Can he help Robin? — Он может помочь Робину? Yes, he can. / No, he can't.

- **Альтернативный вопрос:** *Can Misha or (can) Cute help Robin? — Misha can.*

- **Вопрос к подлежащему:** *Who can help Robin? — Кто может помочь Робину? Misha can.*

- **Специальный вопрос:** *What can Misha do? — Что может сделать Миша? He can help Robin.*

- **Разделительный вопрос:** *Misha can help Robin, can't he? — Миша может помочь Робину, не так ли? Yes, he can. — Да, может.*

Глагол must (должен) в Present Simple Tense

Глагол **must** имеет одну неизменяемую форму для всех лиц единственного и множественного числа.

Образование утвердительных, отрицательных и вопросительных предложений

- **Утвердительное предложение:** *I must go. — Я должен идти.*

- **Отрицательное предложение**

После глагола **must** ставится отрицательная частица **not** — **must not = mustn't**:

You mustn't open the window. — Нельзя открывать окно.

- **Общий вопрос**

На первое место ставится глагол **must**: **must** + подлежащее + глагол:

Must he help Robin? — Он должен помочь Робину?

Yes, he must. / No, he mustn't.

- **Альтернативный вопрос:** *Must he help Robin or (must he help) Cute?*

- **Вопрос к подлежащему:** *Who must help Robin?*

- **Разделительный вопрос:** *He mustn't help Robin, must he? — Yes, he must. Нет, должен.*

The Past Simple Tense (Прошедшее простое время)

Употребление Past Simple Tense

Past Simple употребляется для выражения:

- действий, которые происходили в прошлом обычно, часто, всегда
He usually came home late. — Он обычно приходил домой поздно.
- единичных действий, которые происходили в прошлом
We saw an interesting film last week. — Мы смотрели интересный фильм на прошлой неделе.
- последовательных действий, которые происходили в прошлом
I bought two tickets, met my friend and we went to the theatre. — Я купил два билета, встретился с другом, и мы пошли в театр.

Образование Past Simple Tense

Past Simple образуется с помощью прибавления окончания **-ed** к правильным глаголам (*work — worked*) или II формы неправильных глаголов (*go — went*).

Таблицу неправильных глаголов можно найти в конце каждого учебника.

Глаголы в Past Simple имеют одну и ту же форму во всех лицах.

Спряжение глаголов в Past Simple Tense

I	}	watched met
you		
he / she / it		
we		
you		
they		

Образование утвердительных, отрицательных и вопросительных предложений

- **Утвердительное предложение (УП)**

УП = Подлежащее + глагол во II форме + второстепенные члены

Misha saw my friend last month. — Миша видел моего друга в прошлом месяце.

- **Отрицательное предложение (ОП)**

Для образования отрицательных и вопросительных предложений используется вспомогательный глагол **did** и отрицательная частица **not**.

ОП = Подлежащее + did not + глагол в I форме + второстепенные члены

Misha did not see my friend last week. — Миша не видел моего друга в прошлом месяце.

Обратите внимание! **did not = didn't**

- **Общий вопрос (ОВ)**

Для образования вопросительных предложений используется вспомогательный глагол **did**.

ОВ = Did + подлежащее + глагол в I форме + второстепенные члены

Did Misha see my friend last month? — Yes, he did.

- **Альтернативный вопрос**

Did Misha see my friend last month or (did Misha see my friend) last week?

- **Вопрос к подлежащему (ВП)**

ВП = Who + глагол во II форме + второстепенные члены

Who saw my friend last month? — Misha did.

- **Специальный вопрос (СВ)**

СВ = Вопросительное слово + ОВ

When did Misha see my friend? Whose friend did Misha see?

- **Разделительный вопрос**

Misha didn't see my friend last month, did he? — Миша не видел моего друга в прошлом месяце? Yes, he did. — Нет, видел.

Чтение и правописание окончания **-ed** в английских глаголах

После гласных и звонких согласных окончание **-ed** читается как [d]:

play — played.

После глухих согласных окончание **-ed** читается как [t]:

work — worked.

Если слово оканчивается на **t** или **d**, окончание **-ed** читается как [ɪd]:

want — wanted.

Если глагол оканчивается на букву **e**, то при добавлении **-ed** буква **e** отбрасывается: *love — loved, dance — danced.*

Если глагол оканчивается на букву **y**, а перед ней стоит согласная, то при добавлении **-ed** буква **y** меняется на **i**: *study — studied.*

Если глагол оканчивается на согласную, которой предшествует ударная гласная в закрытом слове, то такая согласная удваивается: *stop — stopped.*

Глагол **to be** в Past Simple Tense

Спряжение глагола **to be** в Past Simple Tense

I	}	was	we	}	were
you			you		
he / she / it			they		

Образование утвердительных, отрицательных и вопросительных предложений

- **Утвердительное предложение:** *They were at home. — Они были дома.*

- **Отрицательное предложение**

Для образования отрицательных предложений после глаголов **was** и **were** ставится отрицательная частица **not**.

They were not in the park. — Они не были в парке.

Обратите внимание! **was not = wasn't, were not = weren't**

- **Общий вопрос**

Для образования вопросительных предложений глаголы **was** и **were** ставятся на первое место.

Were they in the park? — No, they weren't.

- **Альтернативный вопрос:** *Were they at home or (were they) in the park? — They were at home.*

- **Специальный вопрос:** *Where were they? — They were at home.*

- **Вопрос к подлежащему:** *Who was at home? — They were.*

- **Разделительный вопрос:** *They were at home, weren't they? — Yes, they were.*

Глагол **can** в Past Simple Tense

Глагол **can** в Past Simple имеет одну неизменяемую форму **could** (мог / могла) для всех лиц единственного и множественного числа.

- **Утвердительное предложение:** *He could read when he was five. — Он мог читать, когда ему было 5 лет.*

- **Отрицательное предложение:** *She couldn't read when she was five.*

Обратите внимание! **could not = couldn't**

- **Общий вопрос:** *Could he swim when he was five? — No, he couldn't.*

- **Специальный вопрос:** *What could he do when he was five?*

- **Вопрос к подлежащему:** *Who could read? — Кто мог читать? He could.*

- **Разделительный вопрос:** *He could read when he was five, couldn't he? — Yes, he could.*

Глагол **must** в Past Simple Tense

Глагол **must** (должен) в Past Simple формы не имеет и заменяется глаголом **had to** (должен был, пришлось).

- **Утвердительное предложение:** *I had to do my homework. — Я должен был (мне пришлось) сделать домашнюю работу.*

- **Отрицательное предложение**

Для образования отрицательных и вопросительных предложений глаголу **had to** требуется вспомогательный глагол **did**.

He didn't have to write her a letter. — Ему не пришлось писать ей письмо.

- **Общий вопрос:** *Did she have to help him? — Yes, she did.*

Ей пришлось помочь ему? — Да.

- **Специальный вопрос:** *Why did they have to go to England? — Почему им пришлось поехать в Англию?*

- **Вопрос к подлежащему:** *Who had to meet him? — He did.*

- **Разделительный вопрос:** *You had to help him, didn't you? — Yes, I did.*

The Present Progressive Tense (Настоящее длящееся время)

Употребление Present Progressive Tense

Present Progressive употребляется для выражения действий, которые происходят:

- в точно указанный момент в настоящем
She is reading the book now. — Она читает книгу сейчас.
- в более длительный период в настоящем
They are moving to a new flat. — Они переезжают на новую квартиру.
- для выражения запланированных действий, которые произойдут в будущем
I am leaving tomorrow. — Я уезжаю завтра.

Present Progressive не употребляется со следующими глаголами:

to love — любить	to see — видеть
to remember — помнить	to know — знать
to like — нравиться	to hear — слышать
to need — нуждаться	to want — хотеть
to forget — забывать	to think — (в значении) полагать
to be — быть, находиться	to believe — верить
to hate — ненавидеть	to understand — понимать

Образование Present Progressive Tense

Present Progressive образуется с помощью вспомогательных глаголов **am / is / are** + глагол в I форме + окончание **-ing**.

Спряжение глаголов в Present Progressive Tense

I	am	} working	we	} are working
you	are		you	
he	is		they	
she	is			
it	is			

Образование утвердительных, отрицательных и вопросительных предложений

- **Утвердительное предложение (УП)**

УП = Подлежащее + am / is / are + глагол + -ing + второстепенные члены предложения

He is speaking to Jane now. — Он разговаривает с Джейн сейчас.

- **Отрицательное предложение (ОП)**

ОП = Подлежащее + am / is / are + not + глагол + -ing + второстепенные члены предложения

He is not speaking to Sabby now.

- **Общий вопрос (ОВ)**

ОВ = Am / Is / Are + подлежащее + глагол + -ing + второстепенные члены предложения

Is he speaking to Jane now? — Yes, he is.

- **Альтернативный вопрос**

Представляет собой два общих вопроса, соединенных союзом *or* (или). Обычно в речи второй вопрос сокращается.

Is he speaking to Jane or (is he speaking) to Sabby now?

- **Вопрос к подлежащему (ВП)**

ВП = Who / What + is + глагол + -ing + второстепенные члены предложения

Who is speaking to Jane now? — He is.

- **Специальный вопрос (СВ)**

СВ = Вопросительное слово + ОВ

What is he doing?

Why is he speaking to Jane?

- **Разделительный вопрос**

He is speaking to Jane now, isn't he? — Yes, he is.

Правописание окончания -ing

Если глагол оканчивается на **-e**, то при прибавлении окончания **-ing** буква **e** отбрасывается: *take — taking, give — giving*.

Конечная согласная удваивается, если ей предшествует ударная гласная, стоящая в закрытом слоге: *cut — cutting, begin — beginning*.

Буквосочетание **ie** меняется на **y**: *die — dying*.

The Future Simple Tense (Будущее простое время)

Употребление Future Simple

Future Simple употребляется для выражения действий:

- которые произойдут в будущем. Эти действия могут быть как однократными, так и повторяющимися.

You worked hard last year. I hope you will pass the exam. — Ты упорно работал в прошлом году. Я надеюсь, ты сдашь экзамен.

We'll see each other twice a week next month. — Мы будем видеться два раза в неделю в следующем месяце.

- когда решение о будущем действии было принято в момент речи и не было запланированным.

It's raining. I'll take my umbrella. — Идет дождь. Я возьму зонт.

Образование утвердительных, отрицательных и вопросительных предложений

Future Simple образуется с помощью вспомогательного глагола **will** + глагол в I форме.

Спряжение глаголов во Future Simple				Спряжение глагола <i>to be</i> во Future Simple			
I	will ('ll)	}	see	I	will ('ll)	}	be
you	will ('ll)			you	will ('ll)		
he / she / it	will ('ll)			he / she / it	will ('ll)		
we	will ('ll)	}	see	we	will ('ll)	}	be
you	will ('ll)			you	will ('ll)		
they	will ('ll)			they	will ('ll)		

- **Утвердительное предложение:** *He will write a letter next week.*
- **Отрицательное предложение:** *He will not write a letter tomorrow.*
Обратите внимание! **will not = won't.**
- **Общий вопрос:** *Will he write a letter next week? — Yes, he will.*
- **Альтернативный вопрос:** *Will he write a letter tomorrow or (will he write a letter) next week?*
- **Вопрос к подлежащему:** *Who will write a letter next week? — He will.*
- **Специальный вопрос:** *When will he write a letter?*
- **Разделительный вопрос:** *He will not write a letter tomorrow, will he? — No, he won't.*

В сокращенной форме глагол **will ('ll)** может употребляться только в утвердительных предложениях. В вопросительных предложениях используется полная форма — **will**.

Отсутствие будущего времени в условных придаточных предложениях

В английских придаточных предложениях условия вместо будущего времени (Future Simple) употребляется настоящее время (Present Simple).

We will go to the theatre if my friend phones me. — Мы пойдем в театр, если мой друг позвонит мне.

Vocabulary

noun (*n*) — существительное
verb (*v*) — глагол
adjective (*adj*) — прилагательное
pronoun (*pron*) — местоимение
conjunction (*conj*) — союз
adverb (*adv*) — наречие
prefix (*pref*) — приставка
suffix (*suff*) — суффикс
preposition (*prep*) — предлог

A

a bit [bit] *adv* — немного
act out [ækt 'aʊt] *v* — разыгрывать (*диалог*)
activity [æk'tɪvɪti] *n* — деятельность, занятие
add [æd] *v* — добавлять
Africa ['æfrɪkə] — Африка
admire [əd'maɪə] *v* — восхищаться
advert (сокр. от **advertisement**) *n* — объявление
afraid [ə'freɪd] *adj* — испуганный
be afraid — испугаться
agency ['eɪdʒənsi] *n* — агентство
airline ['eəlaɪn] *n* — авиакомпания
alive [ə'laɪv] *adj* — живой
be alive — быть живым
all [ɔ:l] *adv* — все
all [ɔ:l] *adj* — весь, целый
Alps [ælpz] — Альпы
alternative [ɔ:l'tɜ:nətɪv] *adj* — альтернативный
Amazon ['æməzɒn] — Амазонка (*река*)
ambitious [æm'bɪʃəs] *adj* — честолюбивый
American [ə'merɪkən] 1. *n* — американец, 2. *adj* — американский
Angara [ˌɑ:ngə'tɑ:] — Ангара (*река*)
Anno Domini [ˌænəʊ 'dɒmɪnaɪ] — наша эра
Antarctic [æn'tɑ:ktɪk] — Антарктика
anywhere ['eniweə] *adv* — где-нибудь, куда-нибудь
appear [ə'pɪə] *v* — появляться
application form [ˌæplɪ'keɪʃn fɔ:m] *n* — бланк заявления
apply [ə'plai] *v* — обращаться с просьбой

appropriate [ə'prəʊpriət] *adj* — соответствующий, подходящий

aquarium [ə'kwɛəriəm] *n* — аквариум

archer ['ɑ:tʃə] *n* — лучник

argument ['ɑ:gjʊmənt] *n* — аргумент, довод

Armoury Chamber [ɑ:məri 'tʃeɪmbə] — Оружейная палата

arts [ɑ:ts] — гуманитарные предметы

Asia ['eɪzə] — Азия

asthma ['æsmə] *n* — астма

Atlantic Ocean [ət'læntɪk 'əʊʃn] — Атлантический океан

atmosphere ['ætmosfɪə] *n* — атмосфера

attach [ə'tætʃ] *v* — прилагать

attack [ə'tæk] 1. *n* — нападение, 2. *v* — атаковать

author ['ɔ:θə] *n* — автор

average ['ævərɪdʒ] *adj* — средний

away [ə'weɪ] 1. *adv* — далеко, 2. *adj* — далекий
axe [æks] *n* — топор

B

backpack ['bækpæk] *n* — рюкзак

Baikal [baɪ'kaɪl] — Байкал

balloon [bə'lʊ:n] *n* — воздушный шар

Baltic Sea ['bɔ:ltɪk 'si:] — Балтийское море

be asleep [bi: ə'sli:p] *v* — спать

bear [beə] *n* — медведь

beaten ['bi:tɪn] (III ф. от **beat**) *v* — побил

beetroot ['bi:tru:t] *n* — свекла

Beijing [ˌbei'dʒɪŋ] — Пекин

Belgium ['beldʒəm] — Бельгия

bell [bel] *n* — звонок, колокол

belong [brɪ'lɒŋ] *v* — принадлежать

below [bi'ləʊ] 1. *prep* — под, 2. *adv* — вниз

Berlin [bɜ:'lɪn] — Берлин

berry ['beri] *n* — ягода

billion ['bɪljən] *n* — миллиард

bite [baɪt] *v* — кусать

blazer ['bleɪzə] *n* — форменный пиджак

bleed [bli:d] *v* — кровоточить

block [blɒk] *v* — блокировать

blues [blu:z] *n* — блюз

board ['bɔ:d] *n* — доска (*классная*)

boarding school ['bɔ:diŋ 'sku:l] — школа-интернат

bodyguard ['bɒdɪɡɑ:d] *n* — телохранитель
bore [bɔ:] *n* — скука
born [bɔ:n] *adj* — рожденный
borsch [bɔ:ʃ] *n* — борщ
bossy ['bɒsi] *adj* — властный
both [bəʊθ] *pron* — оба
bottom ['bɒtəm] *n* — основание
break [breɪk] *n* — перерыв
breathe [bri:ð] *v* — дышать
bridge [brɪdʒ] *n* — мост
bright [braɪt] *adj* — яркий
brilliant ['brɪljənt] *adj* — превосходный
bring in the harvest — собирать урожай
broke [brəʊk] (II ф. от **break**) *v* — сломался
bully ['bʊli] *v* — задира́ть, изводить
burn [bɜ:n] *v* — гореть, сжигать
burnt [bɜ:nt] (III ф. от **burn**) 1. *v* — сжег,
 2. *adj* — сожженный
bury ['beri] *v* — хоронить
butterfly ['bʌtəflaɪ] *n* — бабочка



camper ['kæmpə] *n* — турист
campfire ['kæmpfaɪə] *n* — походный костер
camping ['kæmpɪŋ] *n* — кемпинг
campsite ['kæmpsait] *n* — место походной
 стоянки
cannon ['kæpən] *n* — пушка
care [keə] *n* — забота, осторожность
cart [kɑ:t] *n* — телега
carry ['kæri] *v* — нести
case [keɪs] *n* — случай, задание
Caspian Sea ['kæspɪən 'si:] — Каспийское
 море
cassette recorder [kə'set rɪˌkɔ:də] —
 магнитофон
catastrophe [kə'tæstrəfi] *n* — катастрофа
Caucasus ['kɔ:kəsəs] — Кавказ
cauldron ['kɔ:ldrən] *n* — котелок
Celtic ['keltɪk] *adj* — кельтский
challenge ['tʃælɪndʒ] *n* — вызов
champion ['tʃæmpiən] *n* — чемпион
charity ['tʃærɪti] *n* — милосердие
chart [tʃɑ:t] *n* — таблица, схема
chase [tʃeɪs] *v* — преследовать
cheap [tʃi:p] *adj* — дешевый
cheeky ['tʃi:ki] *adj* — развязный
cheerleaders ['tʃiə,lɪ:dəz] — группа
 поддержки
Chelsea ['tʃelsi] — Челси (футбольный клуб)

chemicals ['kemɪklz] *n* — химикалии
chemist ['kemɪst] *n* — химик
Chemistry ['kemɪstri] — химия
chew [tʃu:] *v* — жевать
China ['tʃaɪnə] — Китай
Chinese [tʃaɪ'nɪz] 1. *n* — китаец, 2. *adj* —
 китайский
choir ['kwaɪə] *n* — хор
church [tʃɜ:tʃ] *n* — церковь
civilised ['sɪvəlaɪzd] *adj* — цивилизованный
classical ['klæsɪkl] *adj* — классический
clear [klɪə] *adj* — ясный
client ['klaɪənt] *n* — клиент
climate ['klaɪmət] *n* — климат
climb down / up [klaɪm 'daʊn / ʌp] *v* —
 спускаться / взбираться
club [klʌb] *n* — клуб
coach [kəʊtʃ] *n* — тренер
coast [kəʊst] *n* — побережье
cockerel ['kɒkərəl] *n* — петушок
collect [kə'lekt] *v* — собирать
colourful ['kʌləfəl] *adj* — красочный
combination [kəm'bɪneɪʃn] *n* — сочетание
commentary ['kɒməntəri] *n* — комментарий
committee [kə'mɪti] *n* — комитет
comparative [kəm'pærətɪv] *adj* — сравни-
 тельный
compare [kəm'peə] *v* — сравнивать
compete [kəm'pi:t] *v* — соревноваться
competition [kəm'pi:tɪʃn] *n* — соревнование
comprehensive [kəm'prɪ'hensɪv] *adj* —
 общеобразовательный
compulsory [kəm'pʌlsəri] *adj* — обяза-
 тельный
congratulation [kən'grætʃu'eɪʃn] *n* —
 поздравление
conjunction [kən'dʒʌŋkʃn] *n* — союз
connection [kə'nekʃn] *n* — связь
contact ['kɒntækt] *v* — связываться
container [kən'teɪnə] *n* — контейнер
continent ['kɒntɪnənt] *n* — континент
contraction [kən'trækʃn] *n* — сокращение
conversation [kɒnvə'seɪʃn] *n* — разговор
corridor ['kɒrɪdɔ:] *n* — коридор
Corsica ['kɔ:sɪkə] — Корсика
county ['kaʊnti] *n* — графство
courage ['kʌrɪdʒ] *n* — храбрость
cover ['kʌvə] 1. *n* — обложка, 2. *v* —
 покрывать
cream [kri:m] *n* — крем
Crimea [kraɪ'mi:ə] — Крым

cross [krɒs] *n* — крест
crossword ['krɒswɜ:d] *n* — кроссворд
crowd [kraʊd] *n* — толпа
crown [kraʊn] *n* — корона
Cuba ['kju:bə] — Куба

D

danger ['deɪndʒə] *n* — опасность
death [deθ] *n* — смерть
decide [dɪ'saɪd] *v* — решать
decision [dɪ'sɪʒn] *n* — решение
deep [di:p] *adj* — глубокий
defender [dɪ'fendə] *n* — защитник
deliver [dɪ'lɪvə] *v* — доставлять
Denmark ['denmɑ:k] — Дания
detail ['di:teɪl] *n* — деталь
detention [dɪ'tenʃn] *v* — оставление после

уроков

dial [daɪəl] *v* — звонить по телефону

direct [dɪ'rekt] *adj* — прямой

director [dɪ'rektə] *n* — директор

disappear [dɪsə'piə] *v* — исчезать

disco ['diskəʊ] *n* — дискотека

disgusting [dɪs'gɑ:stɪŋ] *adj* — отвратительный

dish [dɪʃ] *n* — блюдо

dislike [dɪs'laɪk] *v* — не любить

dive [daɪv] *v* — нырять, бросаться к мячу

divorced [dɪ'vɔ:st] *adj* — разведенный

dodge [dɒdʒ] *v* — обводить (*игрока*)

Don [dɒ:n] — Дон (*река*)

drank [dræŋk] (II ф. от **drink**) *v* — пил

draw [drɔ:] *n* — ничья

to end in a draw — закончиться

ничью

drop [drɒp] *n* — капля

drove [drəʊv] (II ф. от **drive**) *v* — ехал на машине, гнал

dug [dʌg] (II ф. от **dig**) *v* — выкопал

Dutch [dʌtʃ] — голландский язык

duty ['dju:ti] *n* — обязанность

dynamite ['daɪnəmaɪt] *n* — динамит

E

earn [z:n] *v* — зарабатывать

ecological [ˌi:kə'lɒdʒɪkl] *adj* — экологический

educate ['edʒukeɪt] *v* — обучать

elbow ['elbəʊ] *n* — локоть

Elbrus [el'brʊs] — Эльбрус

electric [ɪ'lektrɪk] *adj* — электрический
electricity [ɪ,lek'trɪsɪti] *n* — электричество

embassy ['embəsi] *n* — посольство

enemy ['enəmi] *n* — враг

Enisey [ˌjenɪ'seɪ] — Енисей (*река*)

entertainment team [ˌentə'teɪnmənt ˌti:m] — команда, развлекающая отдыхающих

enthusiasm [ɪn'θju:zɪ,æzəm] *n* — энтузиазм
environment [ɪn'vaɪrənmənt] *n* — окружающая среда

equal ['i:kwəl] *adj* — равный

essay ['eseɪ] *n* — очерк, эссе

Essex ['esɪks] — Эссекс (*графство*)

Eton [i:tn] — Итон

eve [i:v] *n* — канун

even [i:vən] *adv* — даже

event [r'vent] *n* — случай

ever ['evə] *adv* — когда-либо

Everest ['evərɛst] — Эверест

examine [ɪg'zæmɪn] *v* — исследовать

excellent ['eksələnt] *adj* — превосходный

exception [ɪk'sepʃn] *n* — исключение

exciting [ɪk'saɪtɪŋ] *adj* — впечатляющий, интересный

expedition [ˌeksprɪ'dɪʃn] *n* — экспедиция

explorer [ɪk'splɔ:rə] *n* — путешественник
по неисследованным местам

F

family name *n* — фамилия

fantastic [fæn'tæstɪk] *adj* — превосходный, блестящий

fast [fɑ:st] 1. *adj* — быстрый,

2. *adv* — быстро

fault [fɔ:lt] *n* — ошибка

feeling ['fi:lɪŋ] *n* — чувство

feet [fi:t] *n* — ступни

female ['fi:meɪl] *n* — лицо женского пола

ferry ['feri] *n* — паром

file [faɪl] *n* — файл

final [faɪnəl] *n* — финал

fine [faɪn] *n* — штраф

Finland ['fɪnlənd] — Финляндия

fisherman ['fɪʃməŋ] *n* — рыбак

fishy ['fɪʃɪ] *adj* — подозрительный

fit [fɪt] *adj* — пригодный

flag [flæg] *n* — флаг

flow [fləʊ] *n* — поток

flower ['flaʊə] *n* — цветок

flown [fləʊn] (III ф. от **fly**) *v* — летал

folk [fəʊk] *n* — люди, народ
follow ['fɒləʊ] *v* — следовать
follower ['fɒləʊə] *n* — последователь
fool [fu:l] *v* — одурачить
foreign ['fɔ:rin] *adj* — иностранный
fork [fɔ:k] *n* — вилка
formula ['fɔ:mjʊlə] *n* — формула
forward ['fɔ:wəd] 1. *n* — форвард, нападающий, 2. *adv* — вперед
founder ['faʊndə] *n* — основатель
fountain ['faʊntin] *n* — фонтан
freedom ['fri:dəm] *n* — свобода
freeze ['fri:z] *v* — замерзать
fresh [fref] *adj* — свежий
friendship ['frendʃip] *n* — дружба
fur [fɜ:] *n* — мех

G

galaxy ['gæləksi] *n* — галактика
gallery ['gæləri] *n* — галерея
gate [geit] *n* — ворота
generous ['dʒenərəs] *adj* — щедрый
Germany ['dʒɜ:məni] — Германия
ghost [gəʊst] *n* — привидение
giraffe [dʒə'rɑ:f] *n* — жираф
graduate ['grædʒueit] *v* — закончить вуз
ground [graʊnd] *n* — земля, основание
grow [grəʊ] *v* — расти

H

Harvard ['hɑ:vəd] — Гарвард
harvest ['hɑ:vɪst] *n* — урожай
Hastings ['heɪstɪŋz] — Гастингс
hat [hæt] *n* — шляпа
heading ['hedɪŋ] *n* — заголовок
heavy ['hevi] *adj* — тяжелый
Hermitage ['hɜ:mɪtɪdʒ] — Эрмитаж
hero ['hɪərəʊ] *n* — герой
hide-and-seek [haɪd ənd 'sɪk] *n* — прятки
Himalayas [hɪmə'leɪəz] — Гималаи
hit [hɪt] *v* — ударять
holiday ['hɒlɪdeɪ] *n* — праздник, каникулы
be on holiday — быть на каникулах, в отпуске
hope [həʊp] 1. *n* — надежда, 2. *v* — надеяться
horizon [hə'reɪzn] *n* — горизонт
horror ['hɒrə] *n* — ужас
horse [hɔ:s] *n* — лошадь

hungry ['hʌŋɡri] *adj* — голодный
hurry ['hʌri] *v* — спешить
hurt [hɜ:t] *v* — причинять боль

I

illuminate ['ɪlu:mɪneɪt] *v* — освещать
illustrate ['ɪləstreɪt] *v* — иллюстрировать
imagine ['ɪmədʒɪn] *v* — воображать
in general [ɪn 'dʒenərəl] *adv* — вообще
indeed [ɪn'di:d] *adv* — действительно
Indian ['ɪndiən] 1. *n* — индеец, индеец, 2. *adj* — индийский, индейский
Indian Ocean ['ɪndiən] — Индийский океан
inform [ɪn'fɔ:m] *v* — информировать
inscription [ɪn'skɪpʃn] *n* — надпись
instruct [ɪn'strʌkt] *v* — инструктировать
intelligent [ɪn'telɪdʒənt] *adj* — умный
interrupt [ɪntə'rʌpt] *v* — прерывать
interview ['ɪntəvju:] *n* — интервью
Iran ['ɪrɑ:n] — Иран
irregular ['ɪrɪɡjʊlə] *adj* — неправильный
Istanbul [ɪstæn'bu:l] — Стамбул
Italian ['ɪtæliən] 1. *n* — итальянец, 2. *adj* — итальянский
Italy ['ɪtəli] — Италия

J

Japan [dʒə'pæn] — Япония
Japanese [dʒæpə'neɪz] 1. *n* — японец, 2. *adj* — японский
join [dʒɔɪn] *v* — соединять, присоединять
joy [dʒɔɪ] *n* — радость
Julius Caesar [dʒu:liəs 'si:zə] — Юлий Цезарь
jumbo jet ['dʒʌmbəʊ dʒet] *n* — аэробус
jump [dʒʌmp] 1. *n* — прыжок, 2. *v* — прыгать
Jupiter ['dʒu:pɪtə] — Юпитер
just [dʒʌst] *adv* — только что

K

kebab [kɪ'bæb] *n* — шашлык
keep [ki:p] *v* — держать
kettle [ketl] *n* — чайник
kidnap ['kɪdnæp] *v* — похищать людей
kidnapper [kɪd'næpə] *n* — похититель
knife [naɪf] *n* — нож
Kolskiy ['kɒlski] — Кольский п-ов
Kremlin ['kremlin] — Кремль
Kunstammer [kʊnst'kæmə] — кунсткамера

L

lap [læp] *n* — колени

in smb's lap — на коленях у кого-либо

Latin ['lætin] — латинский

laugh [lɑ:f] 1. *n* — смех, 2. *v* — смеяться

lazy ['leɪzi] *adj* — ленивый

leaf [li:f] *n* — лист

learnt [lɜ:nt] (III ф. от **learn**) *v* — узнал

least [li:st] (превосх. ст. от **little**) —

меньше всего

Lena ['lenə] — Лена (*река*)

length [leŋθ] *n* — длина

legion ['li:dʒən] *n* — легион

less [les] (сравн. ст. от **little**) — меньше

liberty ['libəti] *n* — свобода

litter ['lɪtə] *n* — мусор

lord [lɔ:d] *n* — лорд

lose [lu:z] *v* — проигрывать, терять

luck [lʌk] *n* — удача

M

Macedonia [ˌmæsi'dəʊniə] — Македония

Madagascar [ˌmædə'gæskə] — Мадагаскар

madam [ˌmædəm] *n* — мадам

Madrid [mæ'drid] — Мадрид

mail [meɪl] *n* — почта

maker ['meɪkə] *n* — изготовитель

male [meɪl] *n* — лицо мужского пола

manner ['mænə] *n* — манера

manuscript ['mænʃʊskript] *n* — рукопись

Mariinsky [ˌmæriˈnski] — Мариинский (*театр*)

marital ['mæritl] *adj* — брачный

marry ['mæri] *v* — жениться

Mars [mɑ:z] — Марс

material [mə'tɪəriəl] *n* — материал

mathematician [ˌmæθɪmə'tɪʃn] *n* — математик

mattress ['mætrəs] *n* — матрас

maximum ['mæksɪmə] *n* — максимум

measurement ['meʒəmənt] *n* — измерение

Mediterranean Sea [ˌmedɪtə'reɪniən 'si:] —

Средиземное море

merciless ['mɜ:sləs] *adj* — беспощадный

Mercury ['mɜ:kjʊəri] — Меркурий

mercy ['mɜ:si] *n* — милосердие

Microsoft ['maɪkrəʊsɒft] — Майкрософт

middle ['mɪdl] *n* — середина

million ['mɪljən] *n* — миллион

mine [maɪn] *pron* — мой

miss [mɪs] *v* — пропускать, промахнуться, скучать

missionary ['mɪʃnəri] *n* — миссионер

Mississippi [ˌmɪsɪ'sɪpi] — Миссисипи (*река*)

modest ['mɒdɪst] *adj* — скромный

monastery ['mɒnəstri] *n* — монастырь

more [mɔ:] (сравн. ст. от **many / much**) — больше

mosquito [mə'skɪtəʊ] *n* — комар

most [mɔ:st] (превосх. ст. от **many / much**) — больше всего

multimillionaire [ˌmʌltɪˌmɪljə'neə] *n* — мультимиллионер

N

napkin ['næpkin] *n* — салфетка

nasty ['næsti] *adj* — злобный

national ['næʃnəl] *adj* — национальный

natural ['nætʃərəl] *adj* — естественный

naval [neɪvl] *adj* — морской

negative ['negətɪv] *adj* — отрицательный

nervous ['nɜ:vəs] *adj* — нервный

news [nju:z] *n* — новость, новости

nil [nɪl] *n* — ноль

Nile [naɪl] — Нил (*река*)

Nobel Prize [nɔ:bel 'praɪz] — Нобелевская премия

noise [nɔɪz] *n* — шум

north [nɔ:θ] *n* — север

Norwegian [nɔ:'wi:ʃn] — норвежец

noun [naʊn] *n* — существительное

nun [nʌn] *n* — монахиня

O

oak [əʊk] *n* — дуб

Ob [əʊb] — Обь (*река*)

ocean ['əʊʃn] *n* — океан

officer ['ɒfɪsə] *n* — офицер

official [ə'fɪʃl] 1. *n* — чиновник, 2. *adj* — официальный

Oka [ə'kɑ:] — Ока (*река*)

Ontario [ɒn'tɪəriəʊ] — Онтарио (*озеро*)

opera ['ɒpərə] *n* — опера

operator ['ɒpəreɪtə] *n* — оператор

opinion [ə'pɪnjən] *n* — мнение

opposite ['ɒpəzɪt] *n* — антоним

optional subject ['ɒpʃnəl 'sʌbdʒɪkt] *n* — предмет по выбору

ordinary ['ɔ:dənəri] *adj* — обычный

other ['ʌðə] *adj* — другой

oxygen ['ɒksɪdʒən] *n* — кислород

P

- Pacific Ocean** [pə'sɪfɪk] — Тихий океан
pack [pæk] *v* — укладывать, упаковывать
paella [pə'elə] *n* — паэлья (*блюдо из морепродуктов*)
paper ['peɪpə] *n* — бумага
parachute ['pærəʃu:t] *n* — парашют
Paris ['pærɪs] — Париж
pay [peɪ] 1. *n* — плата, 2. *v* — платить
peace [pi:s] *n* — мир
peaceful ['pi:sfəl] *adj* — мирный
peninsula [pɪ'nɪnsjələ] *n* — полуостров
penknife ['pen,knaɪf] *n* — перочинный нож
period ['piəriəd] *n* — период
permanent ['pɜ:mənənt] *adj* — постоянный
Peterhof ['pi:tə,hɔ:f] — Петергоф
photograph ['fəʊtə,grɑ:f] 1. *n* — фотография, 2. *v* — фотографировать
physical ['fɪzɪkl] *adj* — физический
physicist ['fɪzɪsɪst] *n* — физик
pick [pɪk] *v* — собирать
place name ['pleɪs,neɪm] *n* — географическое название
planet ['plænɪt] *n* — планета
plant [plɑ:nt] *n* — растение
plaster ['plɑ:stə] *n* — пластырь
plastic ['plæstɪk] *adj* — пластмассовый
poisonous ['pɔɪzənəs] *adj* — ядовитый
Pole [pəʊl] — полюс
pollute [pə'lut] *v* — загрязнять
pony ['pəʊni] *n* — пони
pool [pu:l] *n* — бильярд
positive ['pɒzɪtɪv] *adj* — положительный
possession [pə'zɒʃn] *n* — владение
postcard ['pəʊstkɑ:d] *n* — открытка
prefix ['pri:fiks] *n* — приставка
present ['pri:zent] *v* — представлять (*кому-то что-то*)
presentation [prezən'teɪʃn] *n* — представление кого-либо / чего-либо (*презентация*)
prevent [pri'vent] *v* — предотвращать
price [praɪs] *n* — цена
priest [pri:st] *n* — священник
prime minister [praɪm 'mɪnɪstə] — премьер-министр
prize [praɪz] *n* — приз
programme ['prəʊgræm] *n* — программа
pronounce [prə'naʊns] *v* — произносить
protect [prə'tekt] *v* — защищать

- prove** [pru:v] *v* — доказывать
pull [pʊl] *v* — тащить, тянуть
punishment ['pʌnɪʃmənt] *n* — наказание

Q

- quality** ['kwɒləti] *n* — качество
quick [kwɪk] *adj* — быстрый
quiet ['kwaɪət] *adj* — тихий

R

- race** [reɪs] *n* — гонка
radio ['reɪdiəʊ] *n* — радио
realistic [riə'lɪstɪk] *adj* — реалистичный
reason ['ri:zn] *n* — причина
receive [rɪ'si:v] *v* — получать
recent ['ri:snt] *adj* — недавний
recycle [ri'saɪkl] *v* — перерабатывать
referee [ˌrefə'ri:] *n* — рефери (*судья*)
refrain [rɪ'freɪn] *n* — припев
region ['ri:ʃn] *n* — область
regular ['regjʊlə] *adj* — правильный
reload [ri:'ləʊd] *v* — перезагрузить
remake [ri:'meɪk] *n* — переснятый фильм
reporter [rɪ'pɔ:tə] *n* — репортер
resident ['rezɪdənt] *n* — резидент
respect [rɪ'spekt] *v* — уважать
restart [ri'stɑ:t] *v* — начать заново
restaurant ['restərɒnt] *n* — ресторан
result [rɪ'zʌlt] *n* — результат
reuse [ri:'ju:z] *v* — повторно использовать
revolt [rɪ'vəʊlt] *n* — восстание
rewrite [ri:'raɪt] *v* — переписывать
riddle ['rɪdl] *n* — загадка
rider ['raɪdə] *n* — наездник
Robin Hood [ˌrɒbɪn 'hʊd] — Робин Гуд
Roman ['rəʊmən] — римлянин
Rouffort [ˌrʊkfo:rt] — рокфор (*сыр*)
route [ru:t] *n* — маршрут
rude [ru:d] *adj* — грубый
rugby ['rʌgbi] *n* — регби
ruin ['ru:ɪn] *n* — развалина

S

- safety** ['seɪfti] *n* — безопасность
Sahara [sə'hɑ:rə] — Сахара
Sakhalin [sækə'li:n] — Сахалин
sang [sæŋ] (II ф. от **sing**) *v* — пел

sat [sæt] (II ф. от **sit**) *v* — сидел
satisfactory [sætɪs'fæktəri] *adj* — удовлетворительный
sauce [sɔ:s] *n* — соус
scholarship ['skɒləʃɪp] *n* — стипендия
score [skɔ:] *n* — счет
search [sɜ:tʃ] *n* — поиск
Seattle [si'tætl] — Сиэтл
section ['sekʃn] *n* — зд. раздел
select [sɪ'lekt] *v* — выбирать
selfish ['selfɪʃ] *adj* — эгоистичный
separated ['sepə'reɪtɪd] *adj* — разлученный
serious ['sɪəriəs] *adj* — серьезный
set [set] *n* — набор
sex [seks] *n* — пол (муж. / жен.)
shame [ʃeɪm] *n* — позор
share [ʃeə] *v* — делиться чем-либо
shark [ʃɑ:k] *n* — акула
shield [ʃi:ld] *n* — щит
ship [ʃɪp] *n* — корабль
shone [ʃɒn] (II ф. от **shine**) *v* — сверкал
shore [ʃɔ:] *n* — берег
should [ʃʊd] *v* — следует
shoulder ['ʃəʊldə] *n* — плечо
shout [ʃaʊt] 1. *n* — крик, 2. *v* — кричать
shower ['ʃaʊə] *n* — душ, ливень
shy [ʃaɪ] *adj* — застенчивый, робкий
Siberia [sɪ'brɪə] — Сибирь
sick [sɪk] *adj* — больной
sigh [saɪ] 1. *n* — вздох, 2. *v* — вздыхать
sign [saɪn] *v* — подписывать
silent ['saɪlənt] *adj* — молчаливый
be silent — молчать
single [sɪŋɡl] *adj* — не женат / не замужем
skating ['skeɪtɪŋ] *n* — катание на коньках
slave [sleɪv] *n* — раб
sledge [sleɪdʒ] *n* — сани
slingshot ['slɪŋ,ʃɒt] *n* — праща
slip [slɪp] *v* — поскользнуться
slow [sləʊ] *adj* — медленный
snack [snæk] *n* — закуска
snake [sneɪk] *n* — змея
snore [snɔ:] *v* — храпеть
snowboarding ['snəʊ,bɔ:ɪdɪŋ] *n* — катание на сноуборде
snowdrift ['snəʊ,drɪft] *n* — сугроб
soft [sɒft] *adj* — мягкий
software ['sɒft,weə] *n* — программное обеспечение
solar ['səʊlə] *adj* — солнечный
somehow ['sʌmhaʊ] *adv* — так или иначе

someone ['sʌmwʌn] *pron* — кто-то
sort [sɔ:t] *n* — вид
sound [saʊnd] *n* — звук
soup bowl ['su:p,bəʊl] *n* — миска
source [sɔ:s] *n* — источник
south [saʊθ] *n* — юг
spaceship ['speɪs,ʃɪp] *n* — космический корабль
Spanish ['spænɪʃ] — испанский
spare [speə] *adj* — свободный, запасной
speech [spi:tʃ] *n* — речь
speed [spi:d] *n* — скорость
spend [spend] *v* — проводить, тратить
spent [spent] (II, III ф. от **spend**) *v* — проводил
spray [spreɪ] *v* — брызгать
St Petersburg [sənt'pi:təzbɜ:g] — Санкт-Петербург
St Basil's Cathedral [snt,bæzɪlz kə'θɪdrəl] — храм Василия Блаженного
stamp [stæmp] *n* — марка
starve [stɑ:v] *v* — голодать
state [steɪt] *n* — государство
statement ['steɪtmənt] *n* — утверждение
status ['steɪtəs] *n* — положение
stay [steɪ] *v* — останавливаться, оставаться
stew [stju:] *n* — жаркое
stole [stəʊl] (II ф. от **steal**) *v* — украл
stove [stəʊv] *n* — печка
strength [streŋθ] *n* — сила
style [stɑɪl] *n* — стиль
substitute ['sʌbstɪtju:t] *v* — заменять
successful [sək'sesfl] *adj* — успешный
Sudan [su:'dæn] — Судан
suffix ['sʌfɪks] *n* — суффикс
suit [su:t] 1. *n* — костюм 2. *v* — подходить, устраивать
sung [sʌŋ] (III ф. от **sing**) *v* — спел
suntan ['sʌn,tæn] *n* — заггар
superlative [su:'pɜ:lətɪv] *adj* — превосходный (степень)
supplementary [sʌplɪ'mentəri] *adj* — дополнительный
survive [sə'vaɪv] *v* — выживать
sushi ['su:ʃɪ] *n* — сүши (рыбное блюдо)
swam [swæm] (II ф. от **swim**) *v* — плывал
swap [swɒp] *v* — обмениваться
swimming trunks [trʌŋks] *n* — плавки
swum [swʌm] (III ф. от **swim**) *v* — проплыл
synonym ['sɪnənim] *n* — синоним
system ['sɪstəm] *n* — система

T

taperecorder ['teɪpɪˌkɔːdə] *n* — магнитофон

taxi ['tæksi] *n* — такси

team points [ˌtiːm 'pɔɪnts] *n* — командные очки

tear [tɪə] *n* — слеза

terrible ['terɪbl] *adj* — ужасный

territory ['terɪtəri] *n* — территория

thanks to [θæŋks] — благодаря

thousand ['θaʊzənd] *n* — тысяча

thrown [θrəʊn] (III ф. от **throw**) *v* — выбросил

tidy ['taɪdi] *adj* — опрятный

tie [taɪ] *n* — галстук

“Titanic” [taɪˈtænik] — “Титаник”

Tokyo ['tɔʊkiəʊ] — Токио

torch [tɔːtʃ] *n* — фонарик

towards [tə'wɔːdz] *prep* — по направлению к

toxin ['tɒksɪn] *n* — отравляющее вещество

tragedy ['trædʒədi] *n* — трагедия

transit ['trænsɪt] *n* — проездом

translator [trænsˈleɪtə] *n* — переводчик

transport ['trænsˌpɔːt] *n* — транспорт

trap [træp] *n* — западня

treasure ['treʒə] *n* — сокровище

trouble ['trʌbl] *n* — неприятность

try [traɪ] *v* — пробовать

tsar [zɑː] *n* — царь

Turkish ['tɜːkɪʃ] — турецкий

turn on ['tɜːnˈɒn] *v* — включать

turn off ['tɜːnˈɒf] *v* — выключать

U

unfair [ʌnˈfeə] *adj* — несправедливый

unfriendly [ʌnˈfrendli] *adj* — недружелюбный

uniform ['juːnɪˌfɔːm] *n* — одежда

universe ['juːnɪvɜːs] *n* — вселенная

unlock [ʌnˈlɒk] *v* — отпирать

unlucky [ʌnˈlʌki] *adj* — неудачный

unsafe [ʌnˈseɪf] *adj* — опасный

unusual [ʌnˈjuːʒuəl] *adj* — необычный

United States of America (USA) [juːˈnaɪtɪd 'steɪts əv əˈmerɪkə] — Соединенные Штаты Америки (США)

usual ['juːʒuəl] *adj* — обычный

V

Vatican ['væɪtɪkən] — Ватикан

Venus ['vɪnəs] — Венера

verse [vɜːs] *n* — куплет

visa ['vɪzə] *n* — виза

visitor ['vɪzɪtə] *n* — посетитель

Volga ['vɒlgə] — Волга (*река*)

Volgo ['vɒlgəʊ] — Волго (*озеро*)

W

waiter ['weɪtə] *n* — официант

wealth [welθ] *n* — богатство

weapon ['wepən] *n* — оружие

wear [weə] *v* — носить (*об одежде*)

wedding ['wedɪŋ] *n* — свадьба

weekend [ˌwiːk'end] *n* — выходные дни (суббота, воскресенье)

welcome ['welkəm] *adj* — добро пожаловать

whole [həʊl] *adj* — целый

wide [waɪd] *adj* — широкий

widowed ['wɪdəʊd] *adj* — овдовевший

win [wɪn] *v* — побеждать

windsurfing ['wɪndˌsɜːfɪŋ] *n* — виндсёрфинг

winner ['wɪnə] *n* — победитель

wise [waɪz] *adj* — мудрый

woke [wəʊk] (II ф. от **wake**) *v* — проснулся

won [wʌn] (II, III ф. от **win**) *v* — выиграл

wooden [wʊdn] *adj* — деревянный

workaholic [ˌwɜːkəˈhɒlɪk] *n* — трудоголик

Y

yet [jet] *adv* — еще

В соответствии со статьей 19 пунктом 2 “Закона об авторском праве и смежных правах” в данном издании использованы фотографии:

© Walter McBride/Retna Ltd/RPG (с. 19); © ITAR-TASS Photo Agency (с. 44–48, 53); © PhotoXpress (с. 45–47, 53, 166, 173, 192, 193); © Graham Tim/Sygma/Corbis Corporation/RPG (с. 110, 114); © Bob Krist/Corbis Corporation/RPG (с. 113); © Tim Graham/Corbis Corporation/RPG (с. 114); © Ted Spiegel/Corbis Corporation/RPG (с. 118, 193); © Museum of Flight/Corbis Corporation/RPG (с. 157); © Neal Preston/Corbis Corporation/RPG (с. 158); © George Hall/Corbis Corporation/RPG (с. 158); © Stefan Lindblom/Corbis Corporation/RPG (с. 204); © Annie Griffiths Belt/Corbis Corporation/RPG (с. 205); © LWA-Dann Tardif/Corbis Corporation/RPG (с. 215)

Thanks and acknowledgements

The books of the series "Happy English.ru" wouldn't have been possible without constant inspiration and help from Sergey Kononenko, the General Director of Titul Publishers.

We'd like to thank the Ashcroft family: Clare, Rob, Tom, Mathew, Will and Hugo!
Our special thanks go to all students and teachers of St Andrew's primary and nursery school of Much Hadham who were so hospitable and helpful.

We would like to thank our dearest friends from England: Betsey W. Dix, Thomas van den Bergh, Diana and Martin Dillon, Liz and Robin Baillie, Mark Waters and our beloved Dutch friend Lodewijk Wolff for their constant support and involvement. We are grateful to Sabby Izzard who generously provided us with the books from her shop. We'd like to acknowledge that we've received a lot of ideas and advice from Peggy Morrison who consulted us on English school life.

Our history pages have been written with a lot of help and under the supervision of Simon Morrison.

We are deeply grateful to E. N. Solovova for consultancy on methodological aspects and K. V. Ronzhina for her invaluable comments on the manuscript.

We are indebted for the work of the reviewers Yu. F. Guryeva, K. V. Ronzhina, T. A. Kuznetsova whose insightful critiques helped us to considerably improve the book.

Наша огромная благодарность замдиректора по подготовке изданий Светлане Шириной; дизайнерам Екатерине Валяевой и Наталье Валяевой; художникам Илоне Таубе, Евгении Сергеевой, Денису Жеребцову, Татьяне Богомягих, Анне Савельевой, Инне Слюнковой; инженерам по компьютерной обработке изображений Наталье Вишенковой, Льву Новоселову; корректорам Галине Мартыненко и Галине Киселевой; оператору Татьяне Вильчинской за их самоотверженный труд, помощь и поддержку. Мы искренне признательны руководителю ансамбля "Веселый дилижанс" Алексею Гвоздеву и солистке Маше Разумной за талантливое исполнение песен учебника.

Учебное издание

Кауфман Клара Исааковна
Кауфман Марианна Юрьевна

Английский язык

Счастливый английский.ru/
Happy English.ru

Учебник для 7 класса
общеобразовательных учреждений

Замдиректора по подготовке изданий С. В. Ширина
Завредакцией учебных изданий по английскому языку К. И. Кауфман
Консультант Пико Кэсиди

Корректоры Г. А. Киселева, Г. П. Мартыненко

Дизайн макета, верстка В. КиН

Художники: Т. С. Богомягих, Д. В. Жеребцов, А. С. Кудашкина, А. В. Савельева, Е. В. Сергеева,
И. С. Слюнкова, И. Ю. Таубе, М. Ю. Яковлев

Фотографии П. А. Игнатова, Л. Н. Новоселова, И. В. Соколовой

Художественный редактор Е. А. Валяева

Цифровая обработка изображений Н. С. Вишенковой, Л. Н. Новоселова

Лицензия ИД № 00416 от 10.11.99.

Санитарно-эпидемиологическое заключение о соответствии санитарным правилам РФ
№ 77.99.60.953.Д.000090.01.08 от 16.01.2008.

Подписано в печать 18.07.2008. Формат 70 x 90/16. Гарнитура "Таймс". Печать офсетная.
Бумага офсетная. Усл. печ. л. 18,67. Уч.-изд. л. 21,2. Усл. кр.-отт. 79,3. Тир. 35 000 экз. Зак. № 4610.
Издательство "Титул". 249035, г. Обнинск, Калужская обл., а/я 5055.

Тел. (48439) 9-10-09. E-mail pochta@titul.ru (книга почтой), umk@titul.ru (оптовые покупатели).

Отпечатано с готовых диапозитивов в ОАО "Тверской ордена Трудового Красного Знамени
полиграфкомбинат детской литературы им. 50-летия СССР".

170040, г. Тверь, пр. 50 лет Октября, 46.



READING RULES AND PRONUNCIATION SYMBOLS

[eɪ] name

[g] go

[æ] bag

[h] hen

[i:] me

[k] kite

[e] pen

[l] lamp

[aɪ] five

[m] man

[ɪ] tin

[n] nine

[əʊ] nose

[p] pencil

[v] dog

[r] rose

[ju:] cute

[s] son

[ʌ] bus

[t] ten

[aɪ] my

[v] very

[j] yes

[w] wizard

[b] bed

[z] zoo

[d] dad

[aʊə] our

[f] film

[ə] driver,
actor

[u:] moon

[i:] tree

[ɔ:] port, four

[ʊ] book

[ʃ] she

[ɑ:] car

[tʃ] bench

[dʒ] page

[k] black

[ʒ] treasure

[eɪ] say, they

[θ] thin

[ð] this

[ŋ] song

[i] happy

[aʊ] house,
town

[əʊ] blow

[ɔɪ] boy

[ɪə] here

[eə] air

[ɜ:] her

[i:] tea

[aʊə] tower

[kw] queen

[s] face

[aɪ] kind, night,
child

[i:] see

[ɜ:] turn

[ɜ:] girl

[ɔ:] water

[w] why

[ʌ] come, son,
love, mother

[h] who

[eɪ] day

[f] phone

[ɑ:] class, past,
ask

[eɪ] they

[eə] air

[ɔ:] ball

[ʊ] bush, p

[eə] there

[ɑ:] dance,
answer

[r] write

[ɜ:] work

[ɔ:] walk

[ɪə] hear

[n] know

[eɪ] mail

[ɔ:] autumn

[ʃn] station

[ɑ:] after

[ʒ] measure

[ɑ:] father

[ɔ:] daughter

[ju:] few

[tʃ] future

[e] head

List of irregular verbs

I форма	II форма	III форма
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held

I форма	II форма	III форма
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
shake	shook	shaken
shine	shone	shone
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

**УМК “Happy English.ru” для 7 класса
включает следующие компоненты:**

- учебник с текстами для домашнего чтения по истории Англии
- книгу для учителя
- рабочие тетради № 1, 2 с раздаточным материалом
- аудиоприложение (аудиокассеты, CD MP3)

Информация об УМК находится на сайте

www.happyenglish.ru

Интернет-поддержка учебников
и дополнительные материалы

– на сайте **www.titul.ru**

– на интернет-портале **www.englishteachers.ru**



По вопросам приобретения книг следует обращаться
в издательство “Титул”: 249035, г. Обнинск Калужской обл.,
а/я 5055, тел.: (48439) 9-10-09, факс: (48439) 9-10-00,
e-mail: pochta@titul.ru (книга почтой), umk@titul.ru (оптовые покупатели).

ISBN 978-5-86866-427-4



9 785868 664274 >