

# Spotlight

Student´s Book

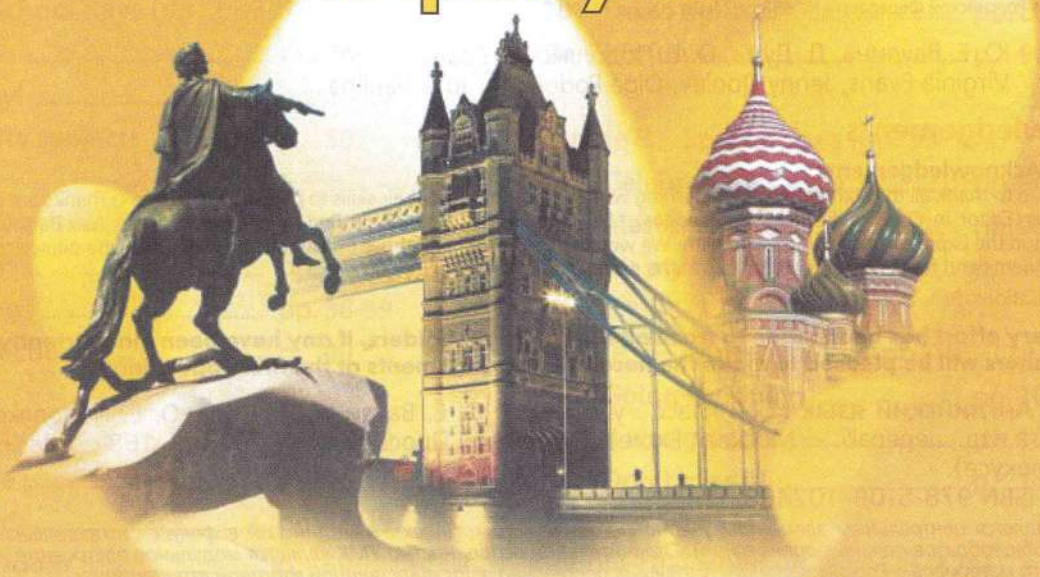
Virginia Evans
Jenny Dooley
Olga Podolyako
Julia Vaulina

5

Express Publishing

ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО

Английский в фокусе



# АНГЛИЙСКИЙ ЯЗЫК

## 5 класс

## Учебник

*Допущено*
*Министерством просвещения*
*Российской Федерации*

15-е издание, переработанное

Москва
Express Publishing
«Просвещение»
2023

УДК 373.167.1:811.111+811.111(075.3)
ББК 81.432.1я721
А64

*Серия «Английский в фокусе» основана в 2006 году.*

Учебник допущен к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования организациями, осуществляющими образовательную деятельность, в соответствии с Приказом Министерства просвещения Российской Федерации № 858 от 21.09.2022 г.

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

## Acknowledgements

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

Colour Illustrations: Pan, Stone.

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**Английский язык** : 5-й класс : учебник / Ю. Е. Ваулина, Д. Дули, О. Е. Подоляко, В. Эванс. — 15-е изд., перераб. — Москва : Express Publishing : Просвещение, 2023. — 168 с. : ил. — (Английский в фокусе).
ISBN 978-5-09-102408-1.

*Учебник является центральным элементом учебно-методического комплекта «Английский в фокусе» и предназначен для учащихся 5 классов общеобразовательных организаций. Отличительной особенностью УМК является модульное построение учебника, наличие аутентичного материала о России, заданий, готовящих постепенно к Государственной итоговой аттестации.*
*Учебник разработан в соответствии со всеми требованиями ФГОС ООО, утверждённого Приказом Министерства просвещения № 287 от 31.05.2021 г.*
Границы государств даны на октябрь 2022 г.
Аудиоприложение: https://prosv.ru/audio-spotlight5-1/

**УДК 373.167.1:811.111+811.111(075.3)**
**ББК 81.432.1я721**

Учебное издание

*Серия «Английский в фокусе»*

**Ваулина** Юлия Евгеньевна
**Дули** Дженни
**Подоляко** Ольга Евгеньевна
**Эванс** Вирджиния

**Английский язык**

5 класс

Учебник

Центр лингвистического образования
Ответственный за выпуск *М. В. Кедрова*
Редакторы *Е. Р. Михальчук, М. В. Кедрова*
Художественный редактор *Н. В. Дождева*
Корректор *Н. Д. Цухай*

Подписано в печать 10.10.2022. Формат 60×90/8. Гарнитура Прагматика. Уч.-изд. л. 17,81. Усл. печ. л. 21,0.
Доп. тираж 30 000 экз. Заказ № 71614СМ.

Акционерное общество «Издательство «Просвещение». Российская Федерация, 127473, г. Москва, ул. Краснопролетарская, д. 16, стр. 3, этаж 4, помещение I.

Адрес электронной почты «Горячей линии» — **vopros@prosv.ru**.

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

Отпечатано в филиале «Смоленский полиграфический комбинат»
АО «Издательство «Высшая школа». Российская Федерация, 214020, Смоленск, ул. Смольянинова, 1
Тел.: +7(4812) 31-11-96. Факс: +7(4812) 31-31-70. E-mail: spk@smolpk.ru http://www.smolpk.ru

**ISBN 978-5-09-102408-1**

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Сканируй, открывай и слушай!

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задание рекомендуется выполнять в личной тетради учащегося

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| | | VOCABULARY | GRAMMAR | READING |
|---|---|---|---|---|
| Starter | | English-speaking countries; the English alphabet; numbers (1-10); names; colours; common verbs; places; classroom objects; classroom language | Imperative | |
| Module 1 | 1a | school subjects; days of the week; school objects | articles – *a/an* | timetable; school notices |
| | 1b | numbers (11-20) | personal pronouns; the verb *'to be'* or-questions | dialogue: introducing yourself to a new student |
| | 1c | | capital letters | a subject choice form |
| | English in Use | greetings | | |
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| Module 2 | 2a | countries and nationalities; word formation (-an, -ish, -ian, -ese) | *have got* | article: Amazing Spidey! |
| | 2b | personal things | plurals; *this/these – that/those* | dialogue: talking about birthday presents |
| | 2c | numbers (21-100) | | message on a web forum: *I love stamps* |
| | English in Use | | | dialogue: buying a souvenir |
| | **Culture Corner** (p. 41) UK souvenirs; Writing Project: Russian souvenirs on the map; **Across the Curriculum: Geography** (p. 43) English-speaking countries; **Progress Check** (p. 44) | | | |

| LISTENING & PRONUNCIATION | SPEAKING/FUNCTIONS | WRITING |
|---|---|---|
| /eɪ/, /æ/, /b/, /k/, /d/, /g/, /h/, /aɪ/, /i/, /dʒ/, /k/, /l/, /m/, /n/, /p/, /kw/, /r/, /s/, /t/, /v/, /w/, /ks/, /ʃ/, /z/, /iː/, /e/, /oʊ/, /ɒ/, /uː/, /ʌ/; stressed and unstressed words in a sentence | greeting and introducing people; presenting yourself; identifying objects | |

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

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

| | | VOCABULARY | GRAMMAR | READING |
|---|---|---|---|---|
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| | 3b | furniture and appliances<br>word formation: compound nouns | *there is/there are;* possessive adjectives | dialogue: describing a flat |
| | 3c | | prepositions of place | a paragraph: *my bedroom* |
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| | 4b | appearance | possessive ('s/s')/whose; Imperative | dialogue: describing people |
| | 4c | Famous people: profile | | a fact file: *Teens' Favourite* |
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| | 5b | parts of the body of an animal | Present Simple (negative and interrogative), alternative questions | dialogue: at the zoo |
| | 5c | pets and farm animals | Present Simple: tag-questions | messages on a chat forum about pets |
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| | **Culture Corner** (p. 71) Furry Friends; **Across the Curriculum: Science** (p. 73) It's an insect's life!; **Progress Check** (p. 74) | | | |

| LISTENING & PRONUNCIATION | SPEAKING/FUNCTIONS | WRITING |
|---|---|---|
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| | describing a room; describing your new flat | |
| | asking about location (a dialogue) | a paragraph about your bedroom |
| listening for specific information; /ʊ/ – /uː/ | talking while viewing a house (a dialogue) | |
| | | |

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

| | | |
|---|---|---|
| -(e)s in Present Simple: /s/, /z/, /ɪz/ | talking about animals in your country; what is new for you in the text | a poster about animals in your country |
| listening for specific information | describing a wild animal; asking and talking about animals in the zoo (a dialogue) | a paragraph about a wild animal according to the plan |
| | talking about your pet(s) | a message about your pet in the forum |
| /e/ – /ɜː/ | talking with a vet about your pet (a dialogue) | |
| | | |

| | | VOCABULARY | GRAMMAR | READING |
|---|---|---|---|---|
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| | 6b | jobs; word formation: nouns with -er/-or, -man, -ist, -ic | Present Continuous | dialogue: talking about jobs |
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| | 7c | activities | | a postcard |
| | English in Use | | | dialogue: shopping for clothes |
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| | 8c | word formation: adjectives with un-<br>birthday meals | | article: *Birthday Treats* |
| | English in Use | Adjectives -ing/-ed + noun | | dialogue: ordering food |
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| LISTENING & PRONUNCIATION | SPEAKING/FUNCTIONS | WRITING |
|---|---|---|
| | asking about/telling the time; interviewing Lara Croft about her daily routine | a paragraph describing a daily routine |
| listening for specific information; /ŋ/ | talking about what people do for a living; talking about what people are doing in a photo | a paragraph about a street scene |
| | talking about weekend activities | an email about what your family are doing |
| listening for specific information; /ɔ:/ – /ɑ:/ | making suggestions (a dialogue) | |
| | | |

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

| | | |
|---|---|---|
| listening for specific information; /ŋ/, /ŋk/ | describing celebrations and festivals | a paragraph about a celebration |
| listening for specific information | talking about what you need to cook (a dialogue) | a birthday party plan |
| | making suggestions (a dialogue) | a magazine entry about birthdays in your country |
| /g/ – /ʤ/ | ordering food (a dialogue) | |
| | | |

| | | VOCABULARY | GRAMMAR | READING |
|---|---|---|---|---|
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| | 9b | places to go | Past Simple (regular verbs) | an email: describing a place you went to |
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| | | | | |
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| | 10b | activities and feelings; word formation: adjectives with -able, -ous, -ing | Future Simple; be going to | dialogue: plans for the day |
| | 10c | health matters;<br>word formation: nouns with -tion/-sion | | notes |
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| LISTENING & PRONUNCIATION | SPEAKING/FUNCTIONS | WRITING |
|---|---|---|
| weak form, strong form /wɒz/, /wɜ:/ | talking about the past | a short paragraph about your/your friend's favourite shop |
| /t/, /d/, /ɪd/; listening for specific information | asking questions about what your partner did last weekend | a short email to a friend about what you did last weekend |
| | | an email to your friend: a film review |
| /k/ | asking for/giving directions (a dialogue) | |
| | | |

| | | |
|---|---|---|
| listening for specific information; stressed and unstressed words in a sentence (rhythm) | giving advice about the best holiday option (a dialogue) | a holiday advert |
| | inviting/suggesting – accepting/refusing | describing photographs of your last holiday |
| | talking about health problems | a note |
| listening for specific information; /ɒ/ | renting a vehicle (a dialogue) | |
| | | |

# We learn English

for the Internet

for travel

for business

to read books in English

to watch films in English

to sing songs in English

to make friends

## The UK

Shakespeare

Queen Elizabeth I

a Queen's guard

fish & chips

## The USA

George Washington

the Statue of Liberty

hot dog

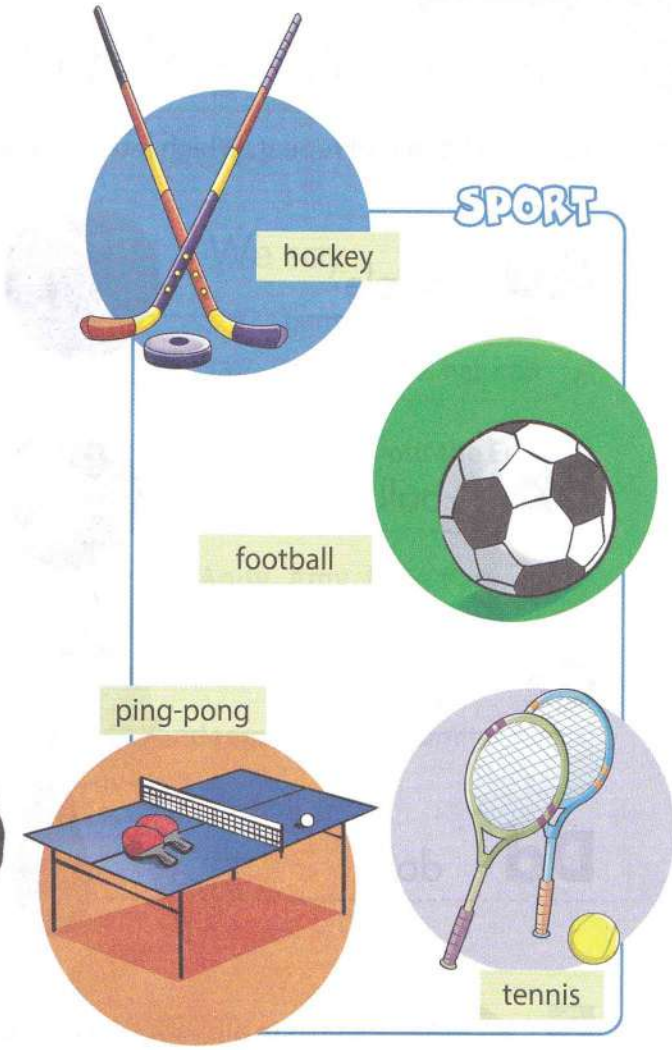
# Australia

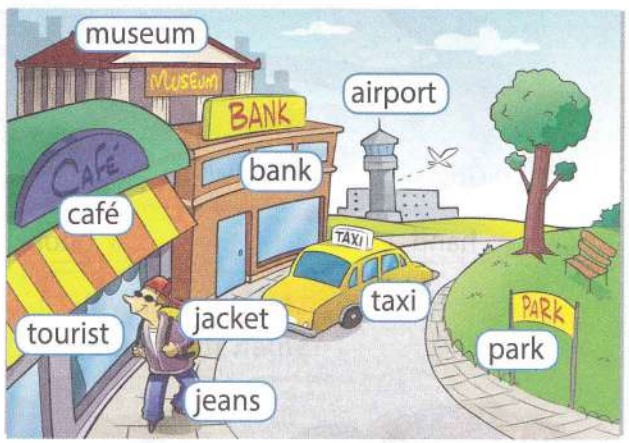



# New Zealand




# International Words






# The English alphabet (I)

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

**Aa** apple 

**Bb** ball 

**Cc** cat 

**Dd** doll 

**Ee** egg 

**Ff** fox 

**Gg** girl 

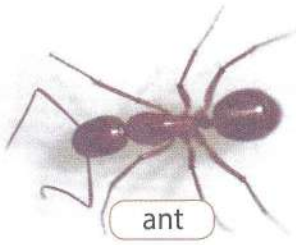
**Hh** hat 

**2** Put the words in alphabetical order.


hand


book


garlic


ant


cap


envelope


flag


dog

1 .....
2 .....
3 .....

4 .....
5 .....
6 .....

7 .....
8 .....

## 3 Sing THE Song

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

**4** 🎧 **Listen and repeat.**

**Reading Rules**

| We write | We say | |
|---|---|---|
| Bb | /b/ | **b**all, **b**ook |
| Cc | /k/ | **c**at, **c**ap |
| Dd | /d/ | **d**og, **d**oll |
| Gg | /g/ | **g**ame, fla**g** |
| Hh | /h/ | **h**and, **h**at |

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

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

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

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

## GAME

**Play the right/wrong game.**

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

**7** 🎧 **Listen and repeat.**

**Reading Rules**

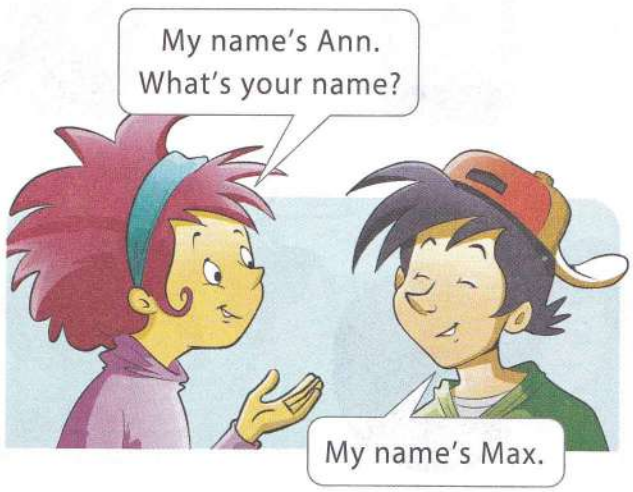
| We write | We say | |
|---|---|---|
| Aa | /eɪ/ | game, cake, name |
| | /æ/ | hand, apple, hat, cap |

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

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

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



# The English alphabet (II)

**1** Listen and repeat.

**Ii** ink 


**Jj** jam 


**Kk** kite 

**Ll** lemon 

**Mm** melon 

**Nn** nest 

**Oo** orange 

**Pp** pen 

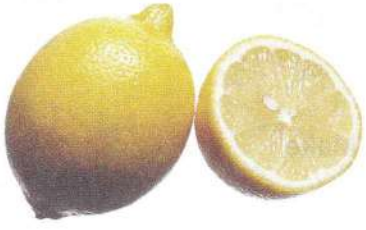
**Qq** queen 

**Rr** robot 

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




1 j__m



2 __m__



3 h__nd



4 a__p l__



5 __g__



6 d__l__

## 3 Sing THE Song

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

## 4 Listen and repeat.

**Reading Rules**

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

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

- A: *ink*
  B: *kite*
  A: *egg*

**GAME**

**Look at Exs 1 & 2. Guess the word.**

- A: *I____n. What's this?*
  B: *It's a lemon.*

## 6 Listen and repeat.

**Reading Rules**

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

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

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

## 8 Listen and repeat. Act out similar dialogues.



# The English alphabet (III)

**1** Listen and repeat.

**Ss** snake 

**Ww** window 

**Tt** train 

**Xx** box 

**Uu** uniform 

**Yy** yacht 

**Vv** vet 

**Zz** zebra 

**2** Sing THE Song

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

**3** Write the words in your notebooks.

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

**4** What's next? Write the letter.

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

**5** Listen and repeat.

**Reading Rules**

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

**6** Listen and repeat.

**Reading Rules**

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

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

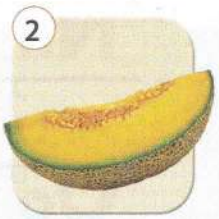
Peter, Eve, Benny, Betty, Henry

**GAME**

Say the word. Spell it.

▸ *A: lemon*
*B: L – E – M – O – N*

**8** Write the words.





1 a__p___
2 m__l___
3 l___o__
4 k___e
5 w____o__
6 e___
7 g___l
8 q____n
9 s___k__
10 o__a____
11 n__s__
12 z___r__








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






# The English alphabet (IV)

**1** a) Name the letters. Write them.

| | | | |
|---|---|---|---|
| A a | Aa Aa | L l | Ll Ll |
| B b | Bb Bb | M m | Mm Mm |
| C c | Cc Cc | N n | Nn Nn |
| D d | Dd Dd | O o | Oo Oo |
| E e | Ee Ee | P p | Pp Pp |
| F f | Ff Ff | Q q | Qq Qq |
| G g | Gg Gg | R r | Rr Rr |
| H h | Hh Hh | S s | Ss Ss |
| I i | Ii Ii | T t | Tt Tt |
| J j | Jj Jj | U u | Uu Uu |
| K k | Kk Kk | V v | Vv Vv |

Ww Ww Ww

Xx Xx Xx

Yy Yy Yy

Zz Zz Zz

b) Say a word which starts with each letter.

▸ *A, apple*

**2** **Find and name the odd letter out.**

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

**3** **Write the words in your notebooks.**

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

## 4 Sing THE Song

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

GAME

**Say a word which starts with the last letter.**

▸ *A: lemon*
*B: nest*

**5** **Listen and repeat.**

**Reading Rules**

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

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

Rose, Bob, Joe, Monty, Lola

**7** **Listen and read. Act out similar dialogues.**



# Numbers

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

1 one  2 two  3 three  4 four

5 five  6 six  7 seven

8 eight  9 nine  10 ten

**2** **Write the missing number.**

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

**3** **Write the number.**

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

**4** **Do the sums.**

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

**GAME**

**Play in pairs: Guess the number.**

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

# 5 Sing THE Song

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

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

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

| Boys | Girls |
|---|---|
| | |

b) **Listen and repeat.**

c) **Write your name in English in your notebook.**

**7** **Talk with your new friend.**

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







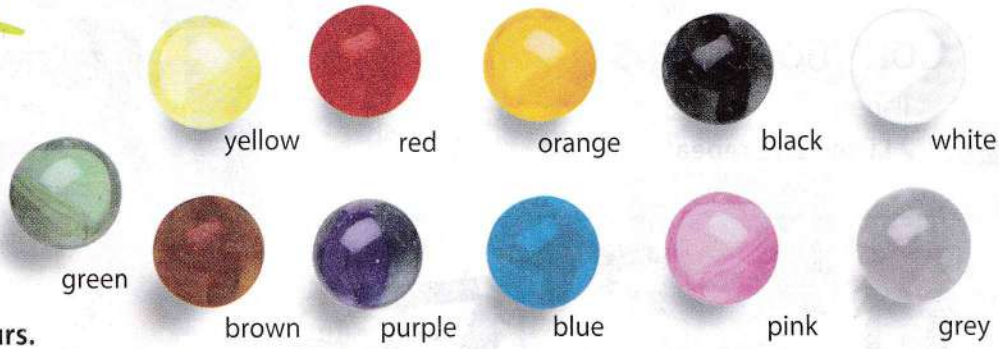




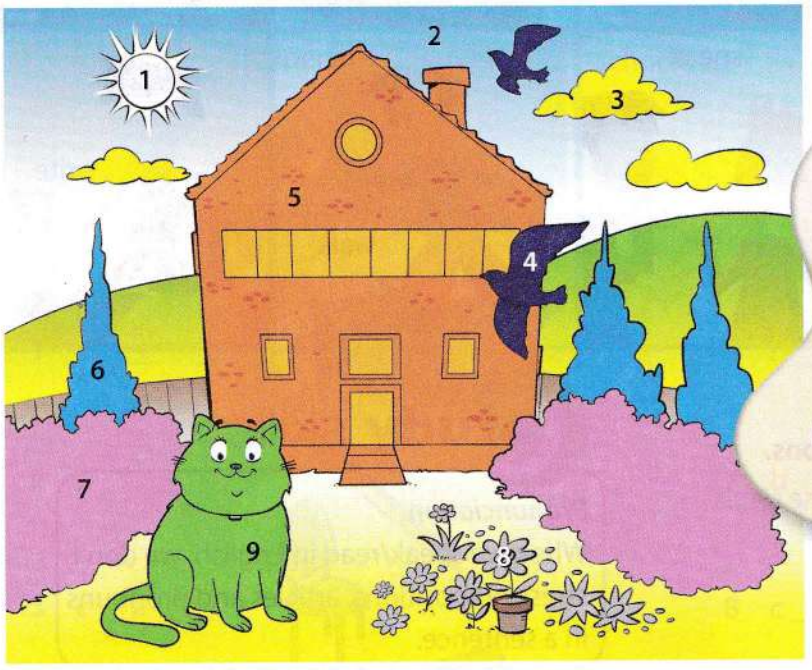

# Colours

**1** a) Listen and repeat.

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




**2** Look at the picture. Answer the questions.




**What colour is/are the:**

1 sun? ▸ *It's white*
2 sky?
3 clouds?
▸ *They are yellow.*
4 birds?
5 house?
6 trees?
7 grass?
8 flowers?
9 cat?

**What are they in real life?**

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

| | | | | |
|---|---|---|---|---|
| YELLOW | PURPLE | ORANGE | BLACK | |
| RED | BLUE | | ORANGE | YELLOW |
| GREEN | GREEN | PURPLE | | GREEN |
| RED | BLUE | BLACK | BLUE | RED ORANGE |

**4** Sing the Song

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



**5** Listen and repeat.

**Reading Rules**

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

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

Russ, Lucy, Duncan, June, July, Justin

## Common verbs

**1** Listen and repeat.




**GAME**

**Listen to your partner. Do the actions.**

► *A: Read, please!* *B: Please sing!*

## Places

**1** a) **Where are they? Read and say.**




► 1 *Tom's at the gym.*

b) **Give commands.**

► *Tom, run, please.*

## study skills

***Pronunciation***

When we speak/read in English, we don't stress prepositions, articles and pronouns in a sentence.

# Classroom objects


desk


pencil case


pencil


chair

**1** a) Listen and repeat.

b) Put the words in alphabetical order.


rubber


ruler


crayons


blackboard


glue


sharpener


notebook


schoolbag


pen


paperclips

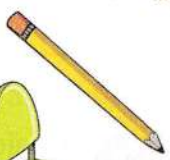

book

**2** Write the words. What's the hidden word?

1 s★___e__



2 p____★i__



3 c_★a___



4 n____b★____



5 b___k__★a__



6 r_★_e__



7 b★_o__



8 c_★____n



9 s★_n__



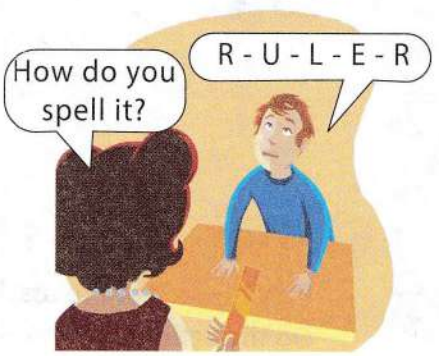
The hidden word is: s_____b___

**3** Discuss.

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

**4** Listen and repeat. Act out similar dialogues.



# Classroom language

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




**GAME**

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

# Module 1

## School days

### Before you start ...

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

### Look at Module 1

- Find the page numbers for pictures 1-3.

### Find the page numbers for

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

### Listen, read and talk about ...

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

### Learn how to ...

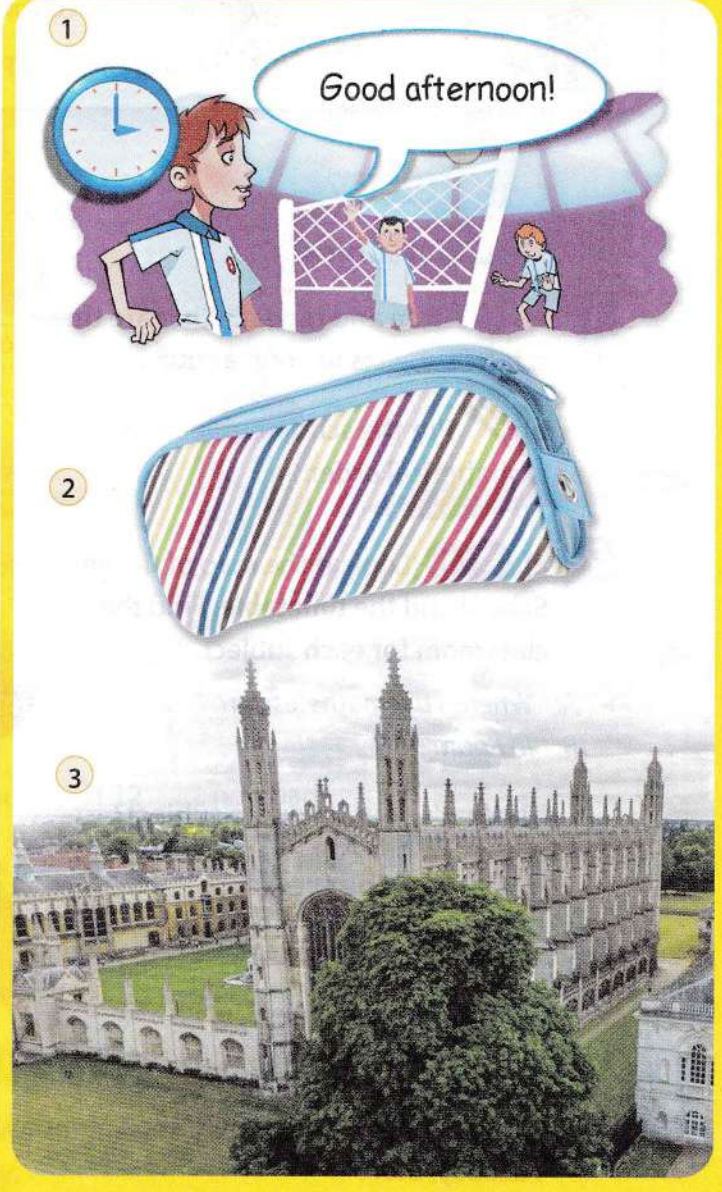
- talk about school subjects
- introduce yourself
- greet people

### Practise ...

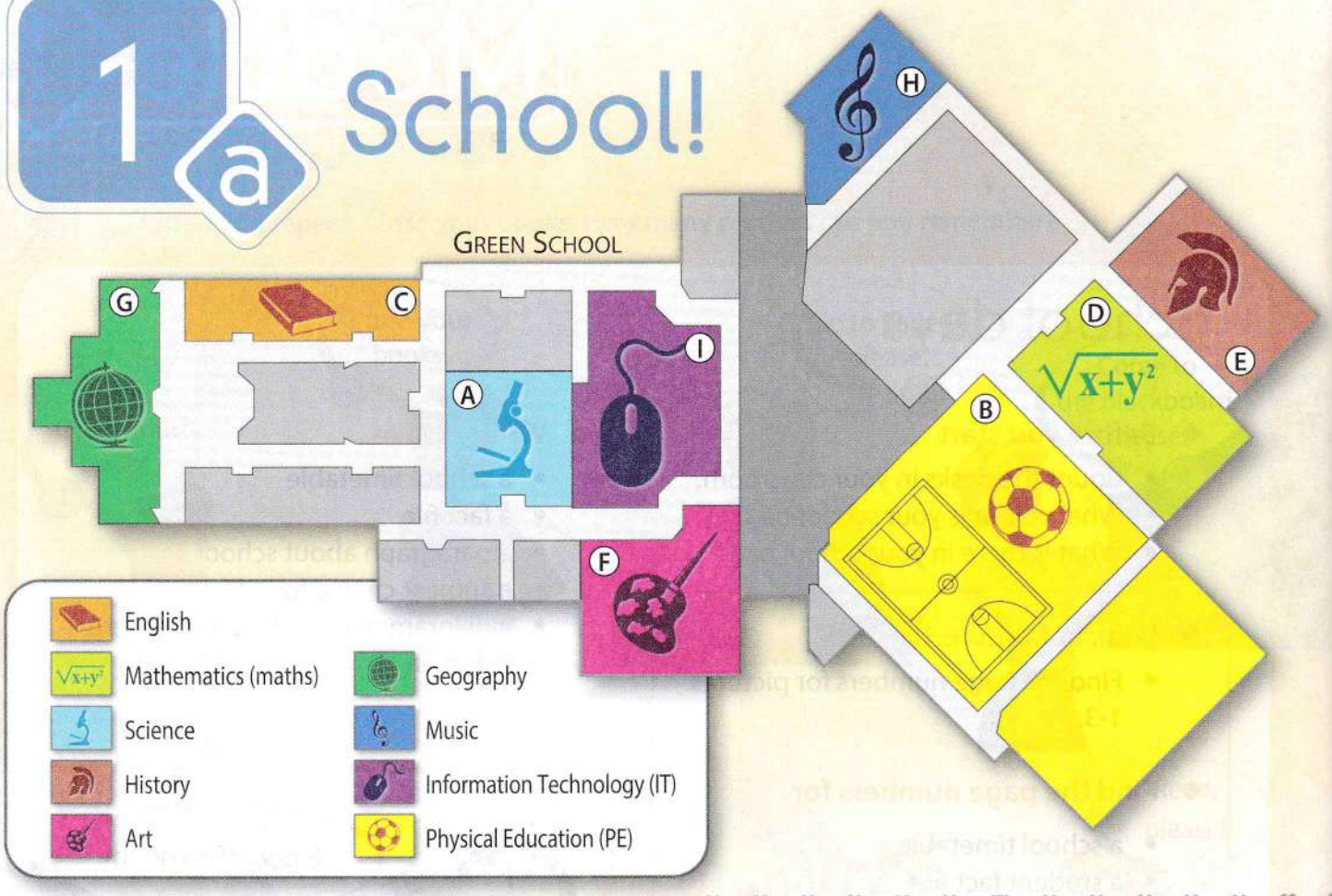
- a/an
- personal pronouns
- the verb *to be*
- or-questions
- capital letters
- reading rules: a, th
- pronunciation: /æ/, /eɪ/, /θ/

### Write / Make ...

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



# 1a School!




## Vocabulary

### ♦ School subjects

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

b) **Put the school subjects in alphabetical order.**

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

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

b) **What's your favourite subject?**

### ♦ Days of the week

**3** a) 🎧 **Listen and repeat.**

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

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

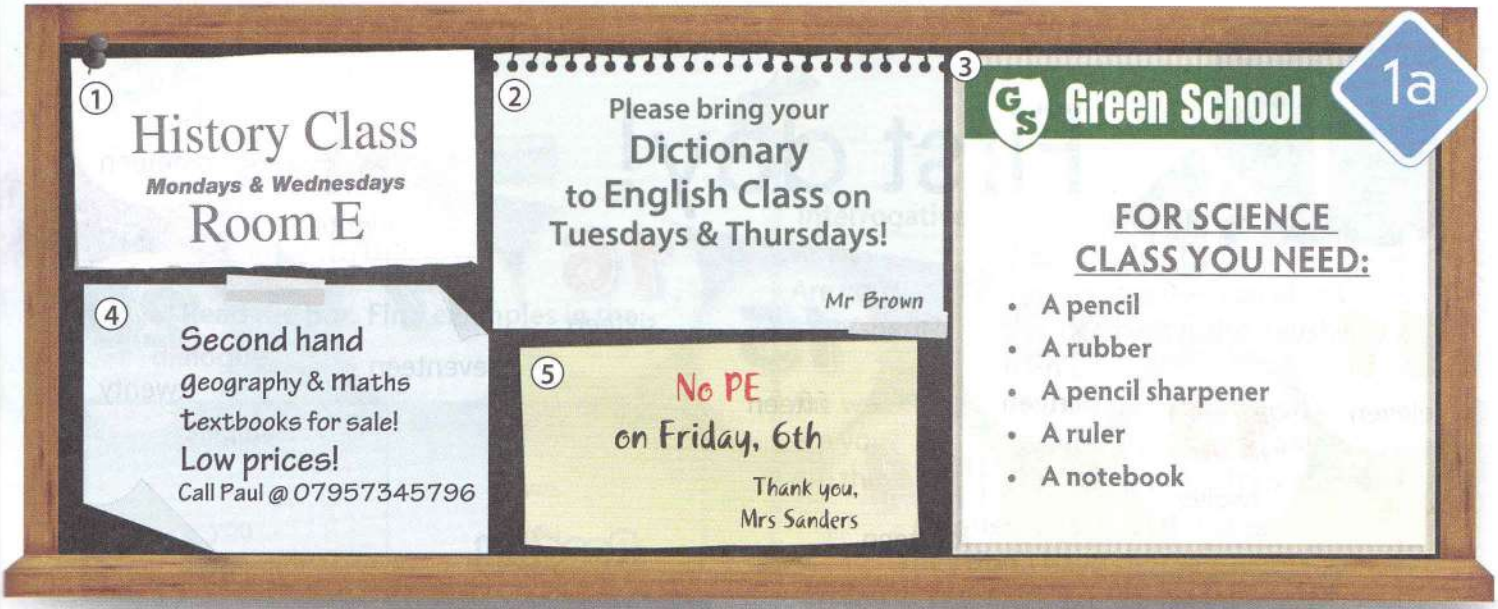
## Timetable

### Monday

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

## Reading

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




**b) Read the notices again and find:**

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

**c) Answer the questions.**

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

## Grammar Grammar Reference

### ♦ Articles – a/an

**5** **Read the rules.**

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

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

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


1 ► *a* pencil sharpener


2 ..... ruler


3 ..... rubber


4 ..... pencil case


5 ..... notebook


6 ..... atlas


7 ..... blackboard


8 ..... book


9 ..... school bag


10 ..... pen


11 ..... pencil


12 ..... notepad



13 ..... timetable

## GAME

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

## Writing (a school timetable)

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

# 1b First day!

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

## Vocabulary

### ♦ Numbers

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

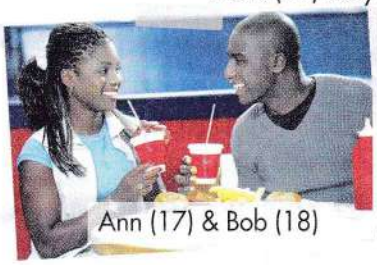
**2** **a)** **Look at the pictures. Talk about the people in the pictures.**

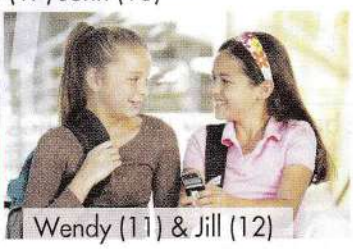
▸ *A: How old is Ann?*
*B: She's seventeen.*

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


Sue & Rita (17)

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


Ann (17) & Bob (18)


Wendy (11) & Jill (12)

**b) How old are you?** ▸ *I am ...*

## Everyday English

### ♦ Introducing yourself

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

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

## Reading

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

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

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

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

## Speaking

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

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

## Grammar Grammar Reference

### ♦ Personal pronouns

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

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

**b) Find the correct personal pronoun.**

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

### ♦ The verb 'to be'

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

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

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

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

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

► *Susan isn't new to the school.*

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

**Or-questions: start the same.**
**They don`t have short answers.**
Are you in Year 5 or Year 6? – I'm in Year 5.
Is your friend Russian or English? – He's Russian.

**8** **Complete the questions. Then answer them.**

1 ..... they in Year 7? Yes, ..... .
2 ..... they in Year 6 or Year 7? They ..... .
3 ..... you 10 or 11 years old? I ..... .
4 ..... it a ruler? Yes, ..... .
5 ..... you and Mary in the same class? No, ..... .
6 ..... he Mark? No, ..... .

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

• Wendy, 12? • Bob, 14? • Sue, 16?
• Rita, 11? • John, 18/16? • Ann, 11/17?

► *A: Is Wendy 12?* *A: Is John 16 or 18?*
*B: No, she isn't. She's 11.* *B: He is 16.*

**10** **Write the questions.**

1 ► *Are you new to the school*? No, I'm not.
2 ..... ? No, it isn't a rubber.
3 ..... ? Yes, I'm twelve.
4 ..... ? No, they aren't pencils.
5 ..... ? Yes, we're in Year seven.
6 ..... ? He isn't her friend, he is my friend.

## Writing (a fact file)

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

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



# 1c Favourite subjects

## Reading

**1** Read and answer the questions.

**MERTON SECONDARY SCHOOL**

**AFTER-SCHOOL CLASSES SUBJECT CHOICE FORM**

**Name:** Tony Mitchell (12)

**Class:** 8c

**Subjects:** Please tick (✓)

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

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

**2** **Read the short paragraph and correct the mistakes.**

▸12

Tony Mitchell is ~~14.~~ He's at Merton secondary school. He's in class 2b. He does English, Maths, Geography and Science.

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

**Capital letters**

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

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

## Listening

**4** **Listen and choose the right answer.**

1 What is the boy's name?




A B C

2 Where is the maths lesson?




A

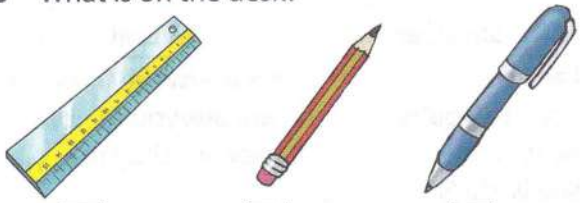



B




C

3 What is on the desk?



A B C

4 What is Mary's favourite subject?



A B C

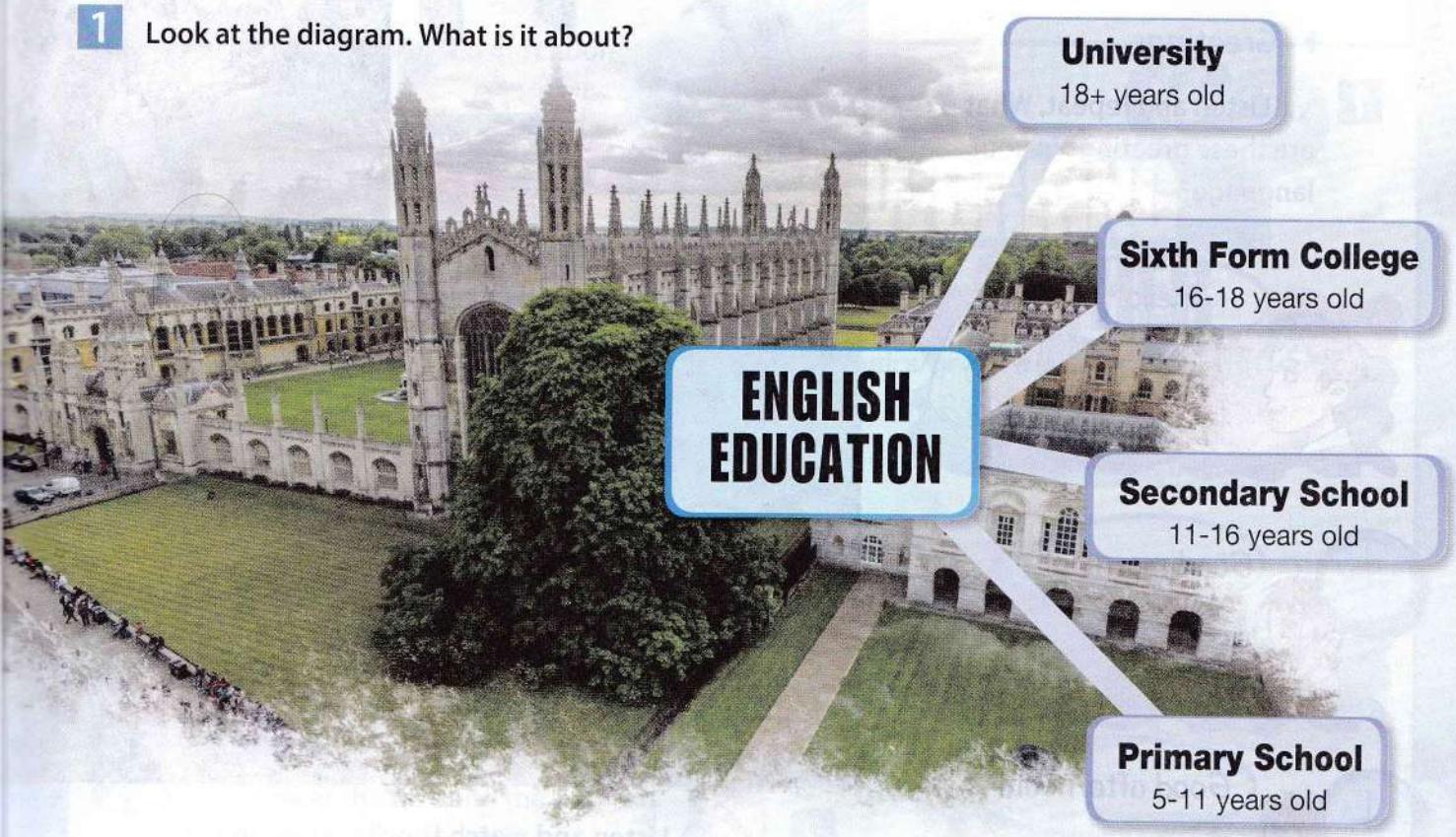
## Writing (a subject choice form)

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

# CULTURE CORNER

## *Schools in England*

**1** Look at the diagram. What is it about?




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

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




b) What school are you at?

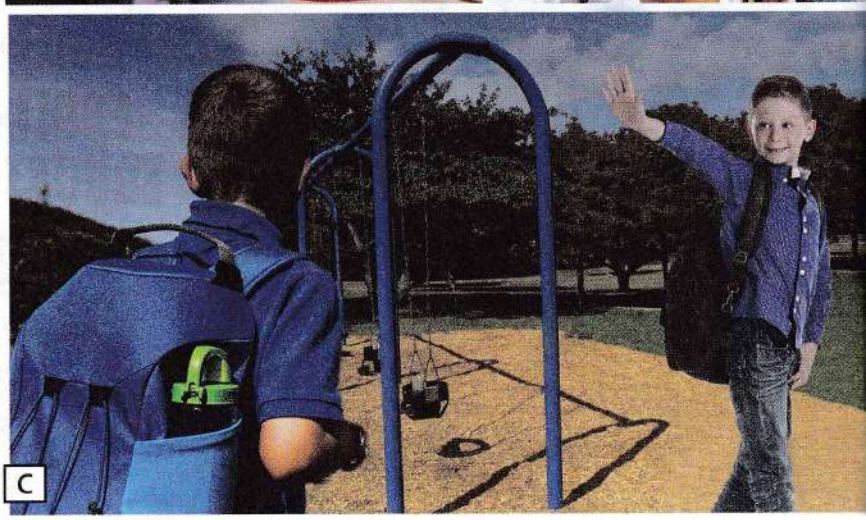
**Project**

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

# English in Use 1


A


B


C

## ♦ Greetings

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




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

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

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

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

**3** **Act out similar dialogues.**

### Pronunciation /eɪ/, /æ/, /θ/

| Reading Rules |
|---|
| • **a** – /eɪ/ n**a**me, /æ/ M**a**ths • **th** – /θ/ M**a**ths |

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

/eɪ/: gr**a**de, n**a**me, s**a**me, l**a**ter
/æ/: **a**m, th**a**nks, **a**tlas, b**a**g, m**a**n
/θ/: **th**anks, **Th**ursday, **th**ink

**1** How do you like working at school?




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

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

**3** Use the letters to form verbs.

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

**4** Time to mime: Work in groups. One person reads the rules in the poster. The others mime them.




## study skills

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

# Progress Check 1

## 1 Find the words.

1 a _ _ a _

2 p _ _ c _ _

3 n _ _ _ _ o _ _

4 r _ _ b _ _

5 n _ _ _ _ a _



( Points: 5X5 ___/25 )

## 2 Match the words.

| | | | |
|---|---|---|---|
| 1 | information | a | education |
| 2 | physical | b | break |
| 3 | school | c | technology |
| 4 | lunch | d | subjects |
| 5 | pencil | e | case |

( Points: 5X4 ___/20 )

## 3 Complete with *a/an*.

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

( Points: 5X3 ___/15 )

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

1 ..... Laura new to the school?
Yes, ..... .
2 ..... Tim in Year 5?
No, ..... .
3 ..... Paul and Steve at secondary school?
Yes, ..... .
4 ..... Jane and Claire in Year 7 or Year 6?
They ..... in year 6.
5 ..... Laura and Jane at primary school?
No, ..... .

( Points: 10X2 ___/20 )

## 5 Choose the correct response.

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

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

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

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

( Points: 4X5 ___/20 )

( My score: ___/100 )

## Now I Can ... ... in English

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

## Smile



# Module 2

## That's me!

### Before you start ...

- How old are you?
- What are your favourite school subjects?
- What is in your timetable?
- Is your best friend 10 or 11 years old?

### Look at Module 2

- Find the page numbers for pictures 1-3.

### Find the page numbers for

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

### Listen, read and talk about ...

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

### Learn how to ...

- say your age and nationality
- count from 21 to 1000
- give personal information
- buy a souvenir

### Practise ...

- word formation: adjectives with -an, -ish, -ian, -ese
- possessive adjectives
- the verb *have got*
- plurals
- *this – that/these – those*
- using short forms
- reading rules: u, o + n, m, v
- pronunciation: /s/, /z/, /ɪz/, /uː/, /ʌ/, -s ending plural

### Write / Make ...

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



# 2a I'm from ...



Avril Lavigne (Canadian)

## Vocabulary

### ♦ Countries & Nationalities

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

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

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

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

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

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

### ♦ Word formation

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

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

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

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




**GAME**

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

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



# Amazing SPIDEY!

*by Ann Smith*

★★★★★

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

## Reading

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

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

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

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

## study skills

*Making notes*
Read the text and find keywords, make them headings. List the points under the headings. Use your notes to present the topic.

## Speaking

**6** **Make notes in your notebooks then present the story of Spider-Man to the class.**

## Grammar Grammar Reference

♦ have got

**7** **Read the table. Find examples in the text.**

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

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



| Jane | | John |
|---|---|---|
| rubber | book | ruler |
| pen | pencil | notebook |
| sharpener | pencil case | notepad |
| atlas | | |

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

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

## Writing (a poster)

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

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

# 2b My things

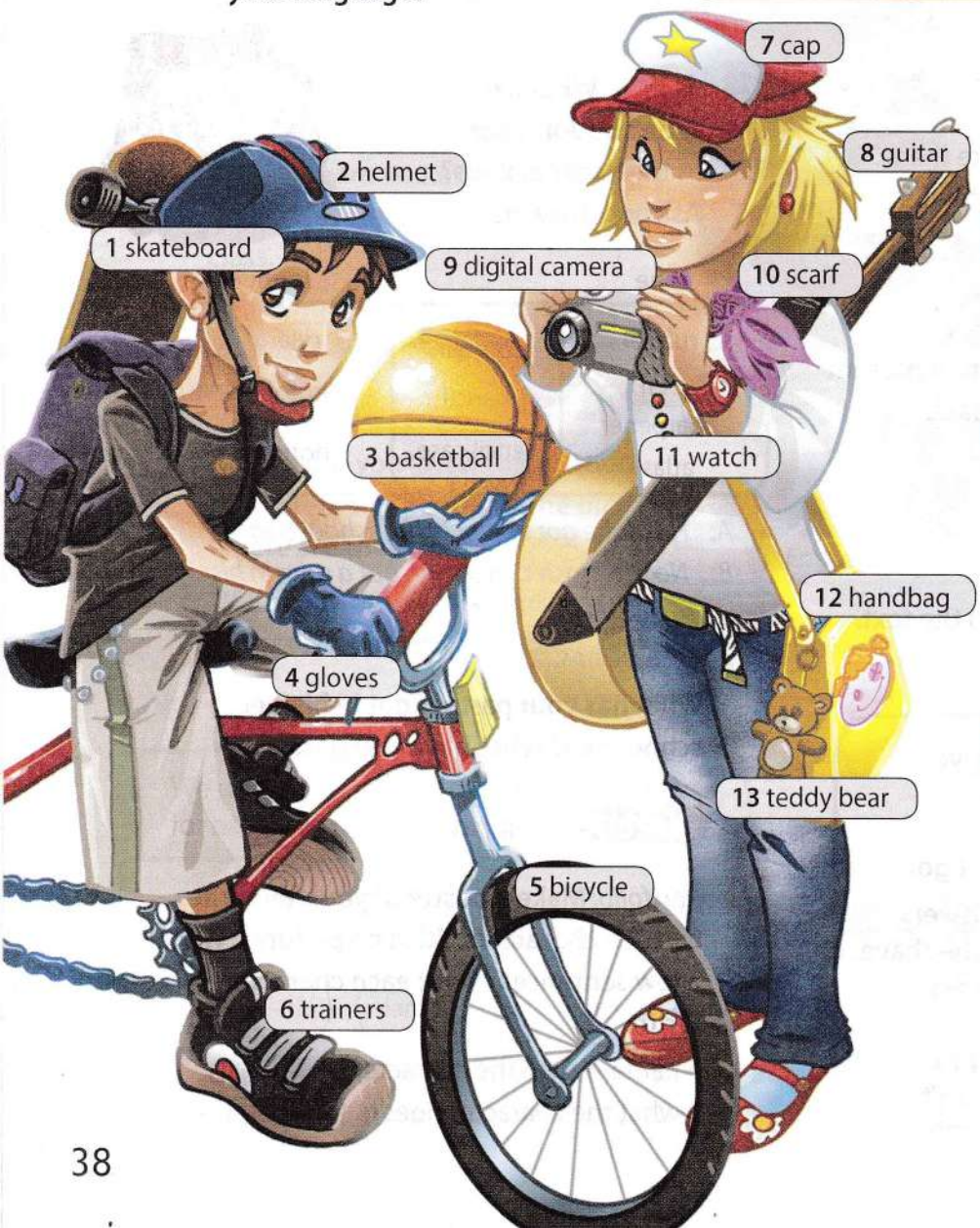
## Vocabulary

♦ Personal things

### study skills

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

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




## Reading

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

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

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

**c)** **Read the dialogue aloud.**

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

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

## Speaking

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

## Grammar Grammar Reference

### ♦ Plurals

**5** **Read the rules. Then write the plurals.**

noun + -s *one doll – two dolls*
-s, -ss, -sh, -ch, -x, -o + -es *bus – buses, class – classes, brush – brushes, watch – watches, fox – foxes, tomato – tomatoes*
consonant + y → -ies *lady – ladies* BUT *toy – toys*
-f/-fe → -ves *leaf – leaves, life – lives*

**IRREGULAR PLURALS**

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

**Nouns which are always plural:** trousers, clothes, people

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

## Pronunciation

**Reading Rules**

**(e)s after:**
- /f/, /k/, /p/, /t/, /θ/ → /s/ **caps**
- /s/, /ks/, /ʃ/, /tʃ/, /dʒ/, /z/, /ʒ/ → /ɪz/ **buses**
- **any other sounds** → /z/ **hens, peas**

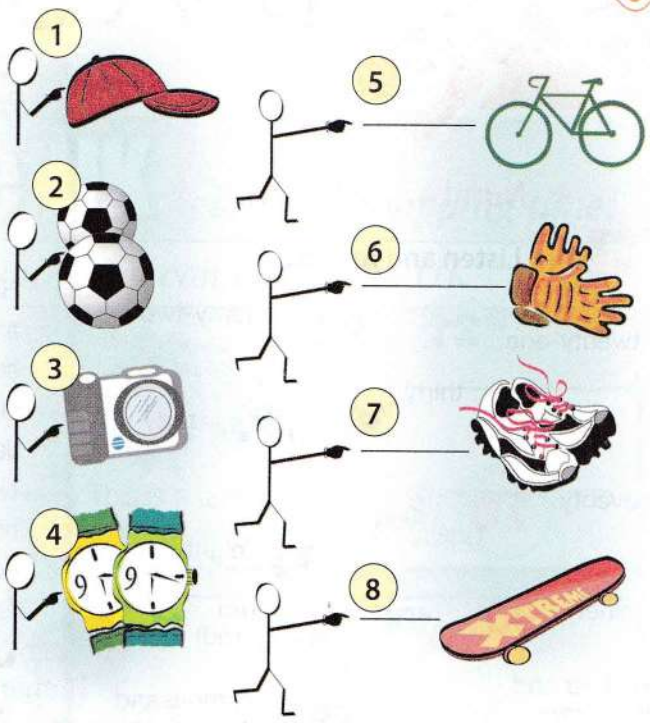
**6** **Listen and choose. Listen and repeat.**

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

### ♦ This/These – That/Those

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

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




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

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

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

## Listening

**9** **Listen and match the people to their presents.**

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

## Writing (a list)

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

# 2C My collection

## ♦ Numbers (21–1000)

**1** 🎧 **Listen and repeat.**

twenty-one **21** **22** twenty-two

fifty **50** thirty **30** **40** forty

seventy **70** **60** sixty

**80** eighty

ninety **90** **100** a hundred (one hundred)

two hundred and twenty-three **223** **1000** a thousand (one thousand)

**2** 🎧 **Listen and choose the correct number.**

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

**3** **Talk about the people in the pictures.**

- A: *How old is Emma?*
- B: *She's thirty.*
- A: *Where's she from?*
- B: *She's from England.*
- A: *Is Pedro from Spain or from Mexico?*
- B: *He`s from Mexico.*



*Emma*

(30)
England



*Miguel & Marta*

(60)
Spain

*Pedro*

(35)
Mexico






## Reading

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

**5** **Read the text aloud and complete sentences 1-3.**

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

**6** **a) Find all short forms in the text.**

**b)** **Rewrite the sentences. Use short forms.**

1 My name is Tom.
- *My name's Tom.*

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

**7** **What collections have you got? Ask and answer.**

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

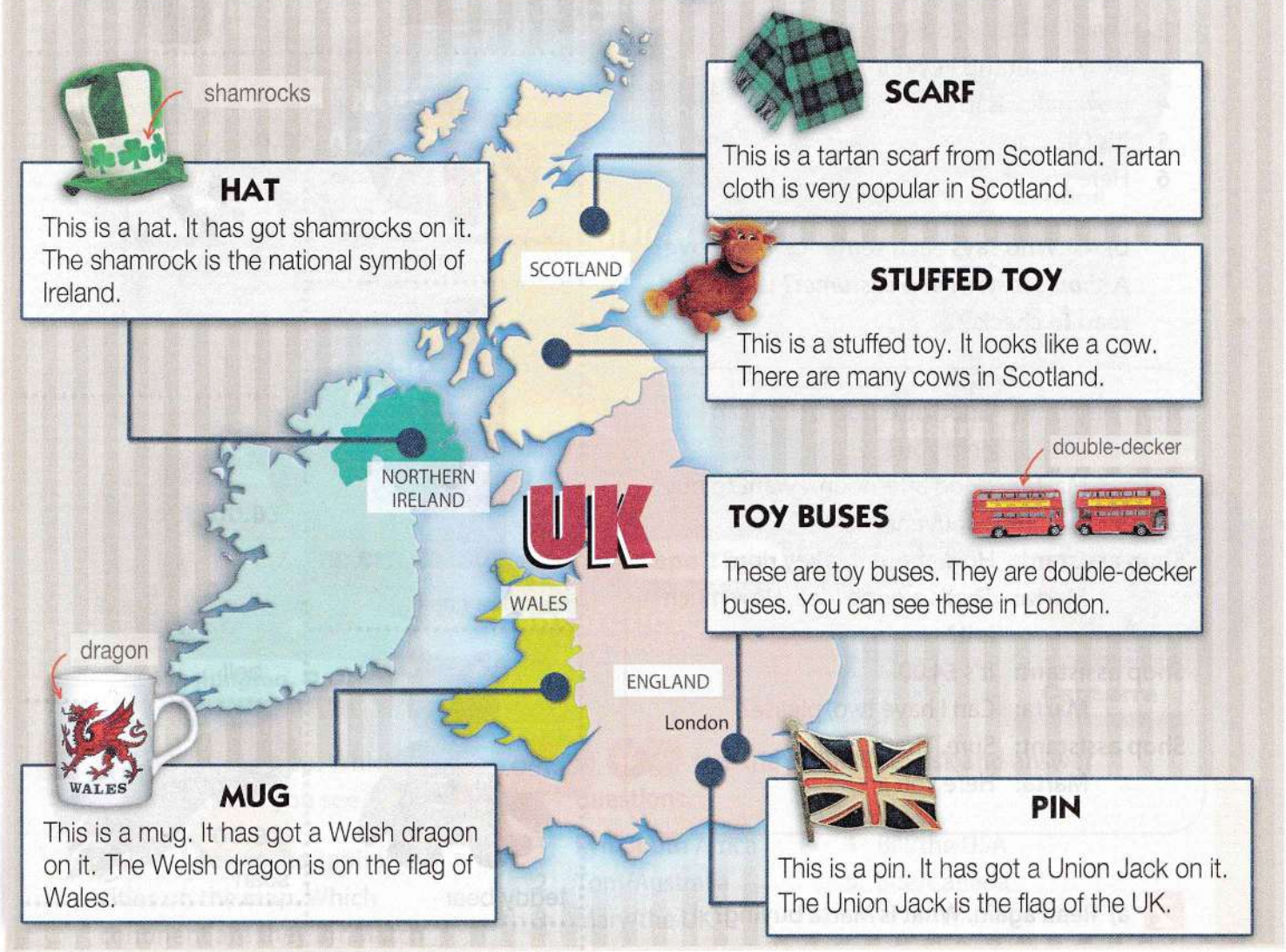
## Writing (a paragraph about your collection)

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

# CULTURE CORNER

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

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




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

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

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

► *The scarf is Scottish.*

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

### Project

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

# English in Use 2

## ♦ Buying a souvenir

**1** a) 🎧 **Listen and repeat.**

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

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

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

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

b) **Read the dialogue aloud.**

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




## Pronunciation /u:/, /ʌ/

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

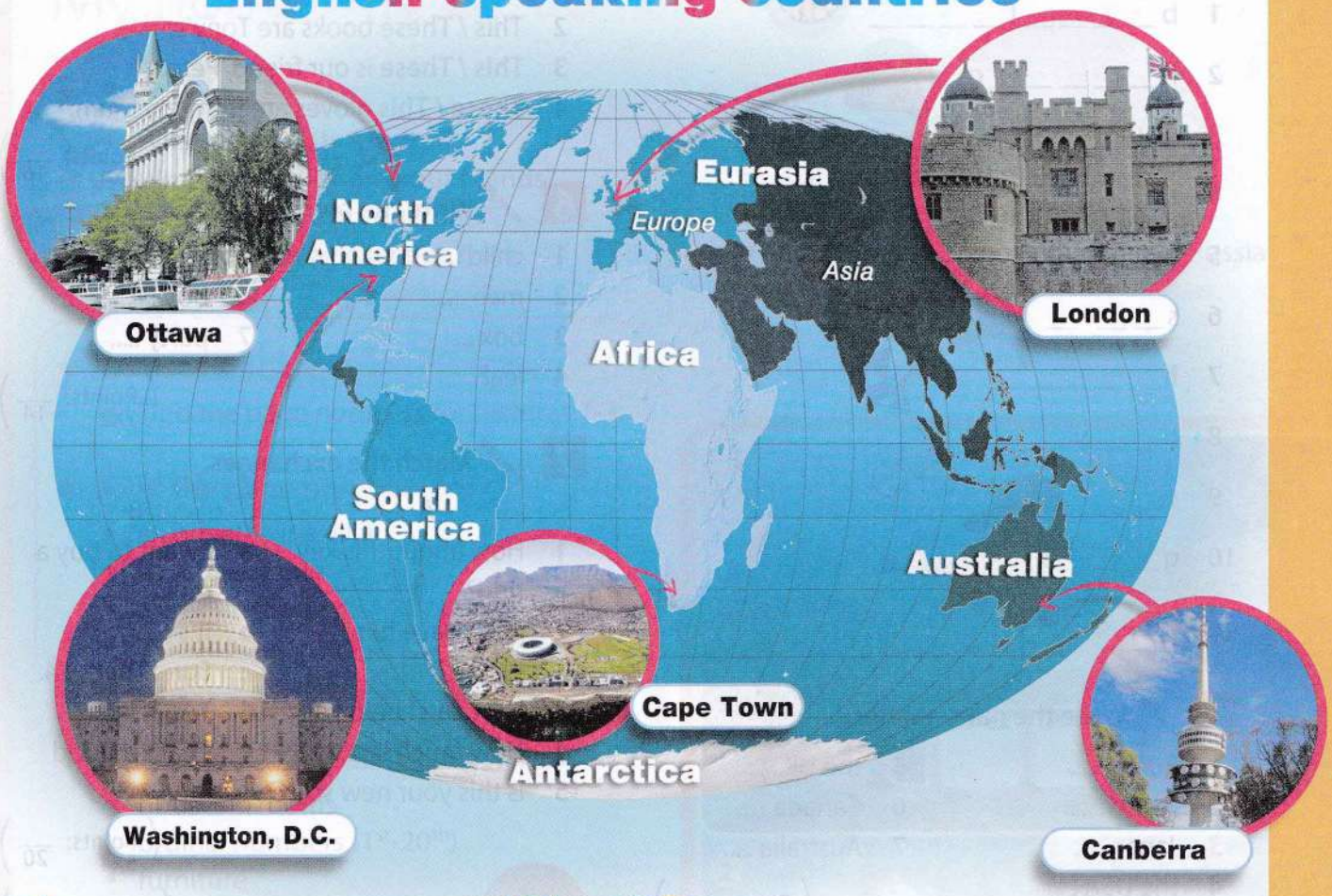
**4** 🎧 **Listen and repeat. Think of more words with the same sounds.**

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

# Extensive Reading 2

ACROSS THE CURRICULUM: GEOGRAPHY

## English-speaking countries




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

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

- the UK
- the USA
- Australia
- South Africa
- Canada

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

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

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

▸ *A: Where's Lyn from?*
*B: She's from South Africa.*
*A: What nationality is she?*
*B: She's South African.*
*A: What's the capital of South Africa?*
*B: Cape Town.*

b) What's the capital of Russia?

### Project

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

# PROGRESS CHECK 2

## 1 Complete the words.

1 b_____t_____

2 h_____g

3 g_____e__

4 t_____

5 w_____h

6 s___r__

7 h_____

8 b___y____

9 c___

10 g_____a__












( Points: 10X1 10 )

## 2 Write the nationalities.

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

( Points: 7X2 14 )

## 3 Write the numbers.

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

( Points: 5X2 10 )

## 4 Complete with: *has, hasn't, have, haven't.*

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

( Points: 8X2 16 )

## 5 Choose the correct word.

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

( Points: 4X4 16 )

## 6 Write the plurals.

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

( Points: 7X2 14 )

## 7 Match the exchanges.

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

( Points: 5X4 20 )

( My score: 100 )

## Now I Can ... ... in English

- talk about countries and nationalities
- talk & write about my personal things/collections
- write about my favourite cartoon character
- give personal information
- write a paragraph about my collection
- count to 1000
- buy souvenirs

## Smile



# Module 3

## My home, my castle

### Before you start ...

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

### Look at Module 3

- Find the page numbers for pictures 1-3.

### Find the page numbers for

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

### Listen, read and talk about ...

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

### Learn how to ...

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

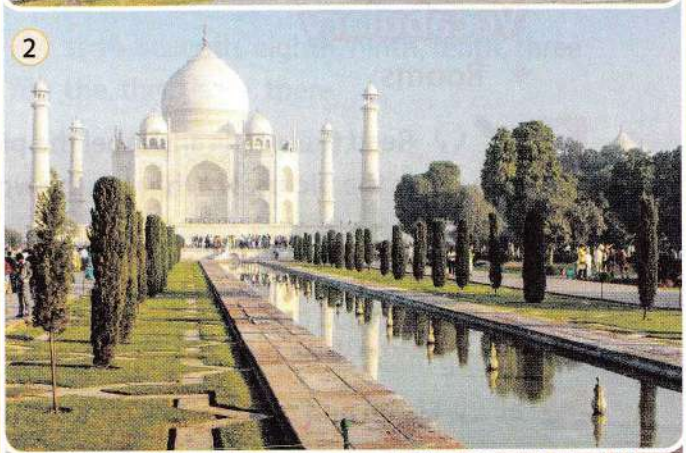
### Practise ...

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

### Write / Make ...

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






# 3a At home




## Vocabulary

♦ Rooms

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

• living room • kitchen • bathroom • bedroom • hall • dining room
• garage • study • playroom • laundry room • attic

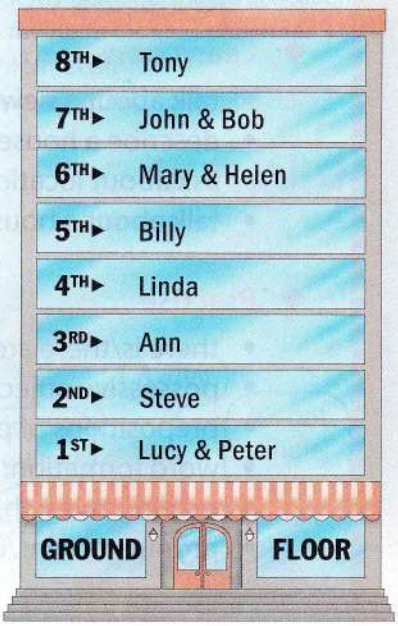
♦ Ordinal numbers

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

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

b) Which floor are the people on?

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



## study skills

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

## Reading

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

**4** **a)** **Read the text again and decide if statements 1-4 are *T* (true), *F* (false) or *DS* (Doesn't Say).**



### Live High Up!

In the south of England, near Surrey, Elspeth Beard, the famous **architect**, has got a very **unusual** house. It's a **water tower**, 130 ft* tall. The building is more than 100 years old. The **tower** has got six floors. There is a **reception room on** the ground floor. The bedrooms are on the first, second and third floors. They have all got their own bathrooms. The kitchen is on the fourth floor and the living room is on the fifth floor. There are 142 **steps** to the **roof**, 88 to the kitchen and 116 to the living room. It's a great way to **keep fit** as there isn't a **lift**. That's the **price** you pay for living high up!

* feet (1 ft/foot = 0.3048 metres)

1 The building is new.
2 There are nine rooms in it.
3 The living room is on the ground floor.
4 There are 113 steps to the kitchen.

**b) Explain the words in bold.**

## Speaking

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

• where • number of rooms/floors • types of rooms

**Use the headings to talk about your house.**

## Listening

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




## Pronunciation /θ/, /ð/

| Reading Rules | |
|---|---|
| th- | /θ/ fifth<br>/ð/ the |

**7** 🎧 **Listen and repeat. Then read out the sentences.**

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

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

## GAME

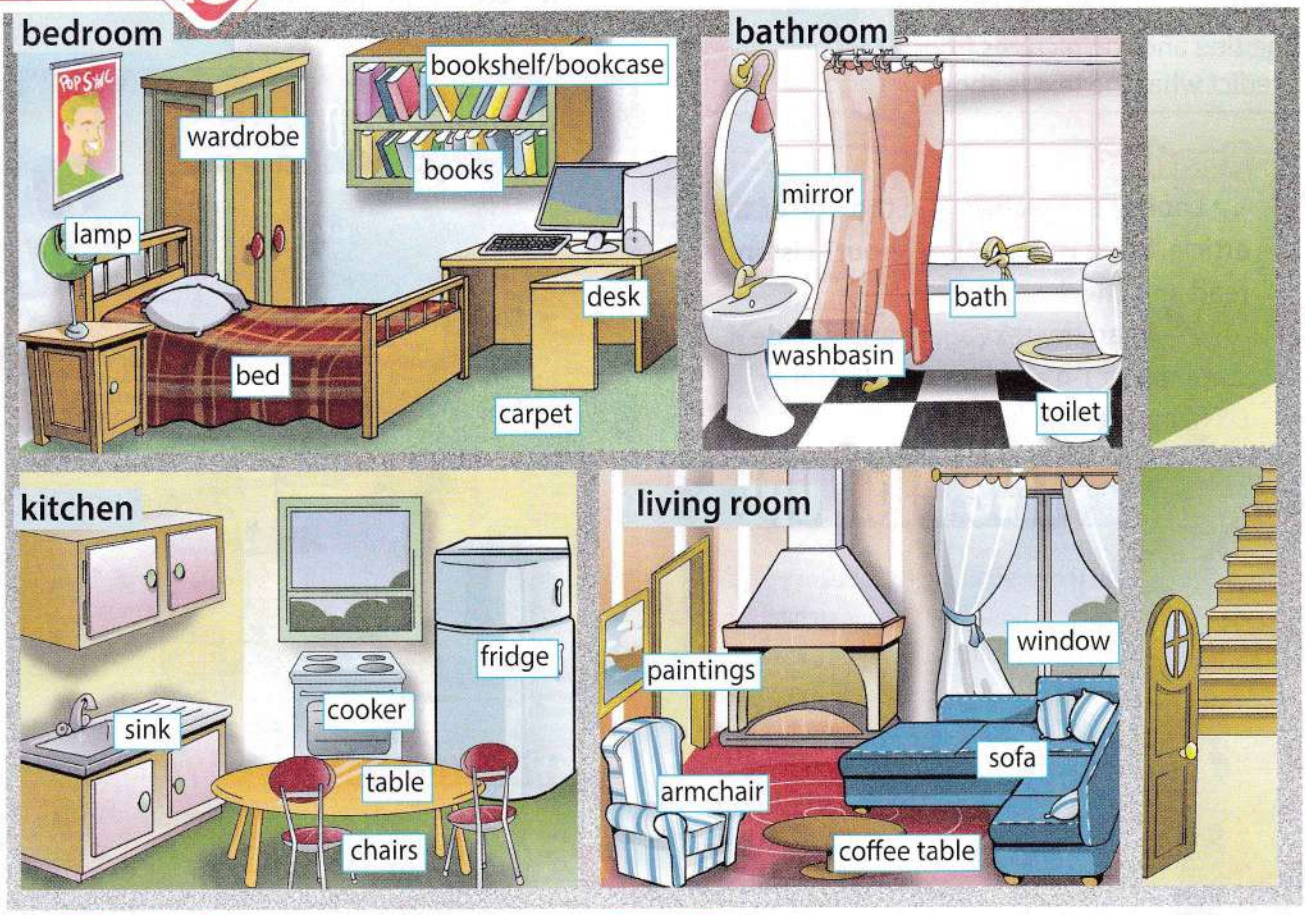
**Play in teams. Mime an activity you are doing in a room. The other team guesses where you are.**

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

## Writing (a paragraph about your house)

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

# 3b Move in!




## Vocabulary

♦ Furniture & appliances

**1** 🎧 **Listen and repeat. Which of these words sound similar in your language? Which words are formed from two nouns? What other compound nouns do you know?**

### study skills

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

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

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

## Reading

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

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

**b) Answer the questions.**

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

c) Read the dialogue aloud.

## Grammar Grammar Reference

### ♦ There is / There are

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

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

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

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

### ♦ Possessive adjectives

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

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

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

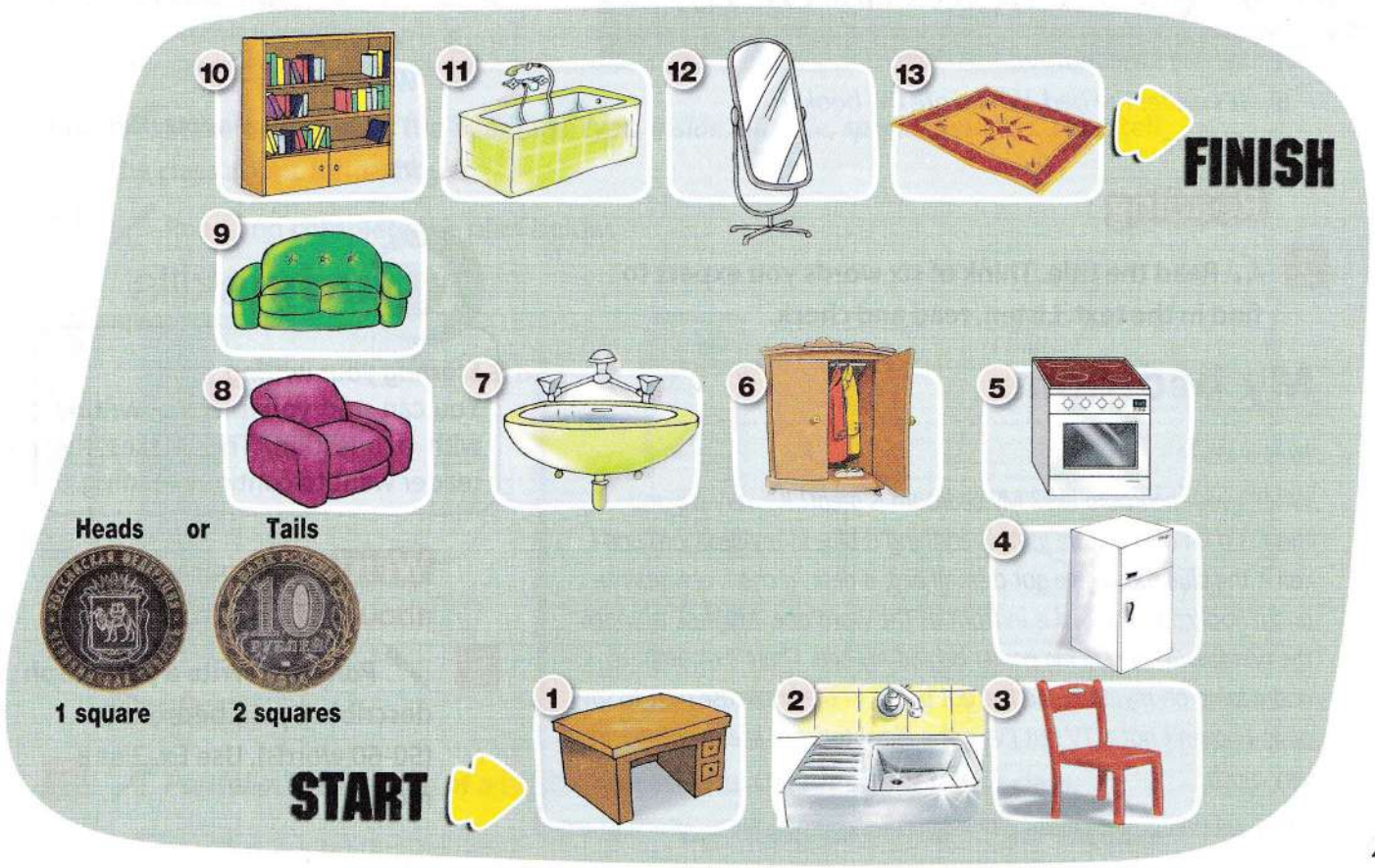
## Speaking

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

## GAME

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

▸ *1 table: T-A-B-L-E*



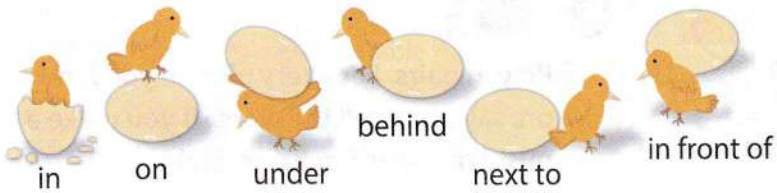
# 3c My bedroom




## Grammar Grammar Reference

♦ Prepositions of place

**1** a) 🎧 **Look, listen and repeat.**




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

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

## Reading

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

### My bedroom

by Julie White

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

**3** **Read the description aloud. Draw the plan of the bedroom.**

## Everyday English

♦ Asking about location

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

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

## study skills

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

## Writing (a paragraph about your bedroom)

**5** ***Portfolio:*** **Write a paragraph describing your bedroom (50-60 words). Use Ex. 2 as a model.**

# CULTURE CORNER

## A Typical English House

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

**2** **Read the text and complete the gaps with the correct word. Listen and check.**

Features | Download | Installation and Setup | Support | Sample Trips

Tweet 0 | Like 128K | Follow:

### Semi-**detached** Houses

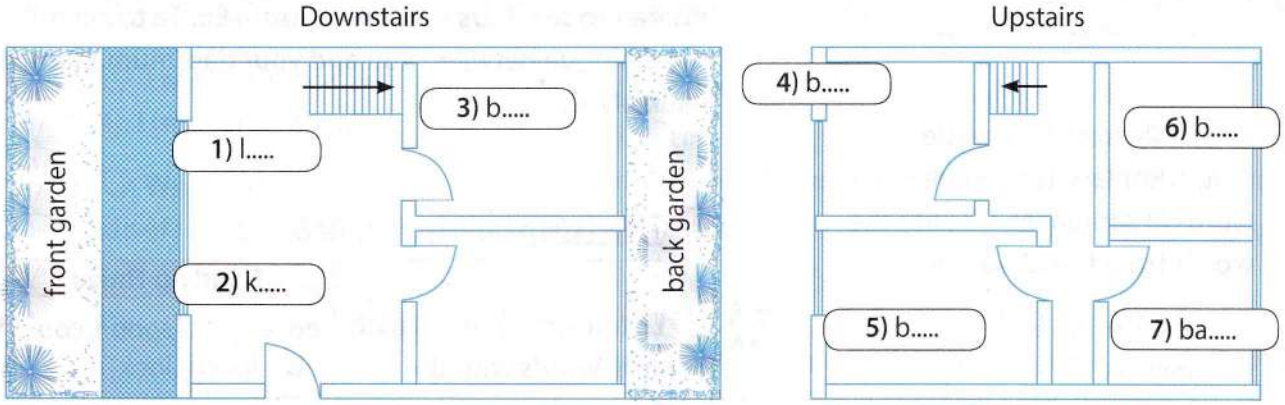
Hi, my name's John and I'm **0)** ▸ *from* England. My house is a semi-detached house made of bricks[1]. In my house there are three rooms downstairs and four rooms upstairs. Downstairs, there **1)** ..... a living room, a kitchen and a bathroom. Some houses **2)** ..... got a fireplace in the living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

[1] small red blocks used for building walls and houses
[2] system to keep the house warm




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

**4** **Read and complete the plan below.**




## Project

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

# English in Use 3




## ♦ Viewing a house

**1** a) 🎧 **Listen and repeat.**

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

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

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

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

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

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

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

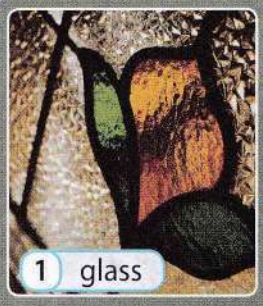
## Pronunciation /ʊ/, /u:/

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

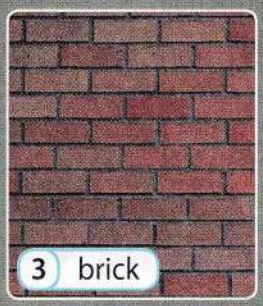
/u:/: room, boot, food, noon
/ʊ/: cook, hook, book

**Reading Rules**

oo – /u:/ spoon, cool
oo + k – /ʊ/ look


1 glass


2 marble

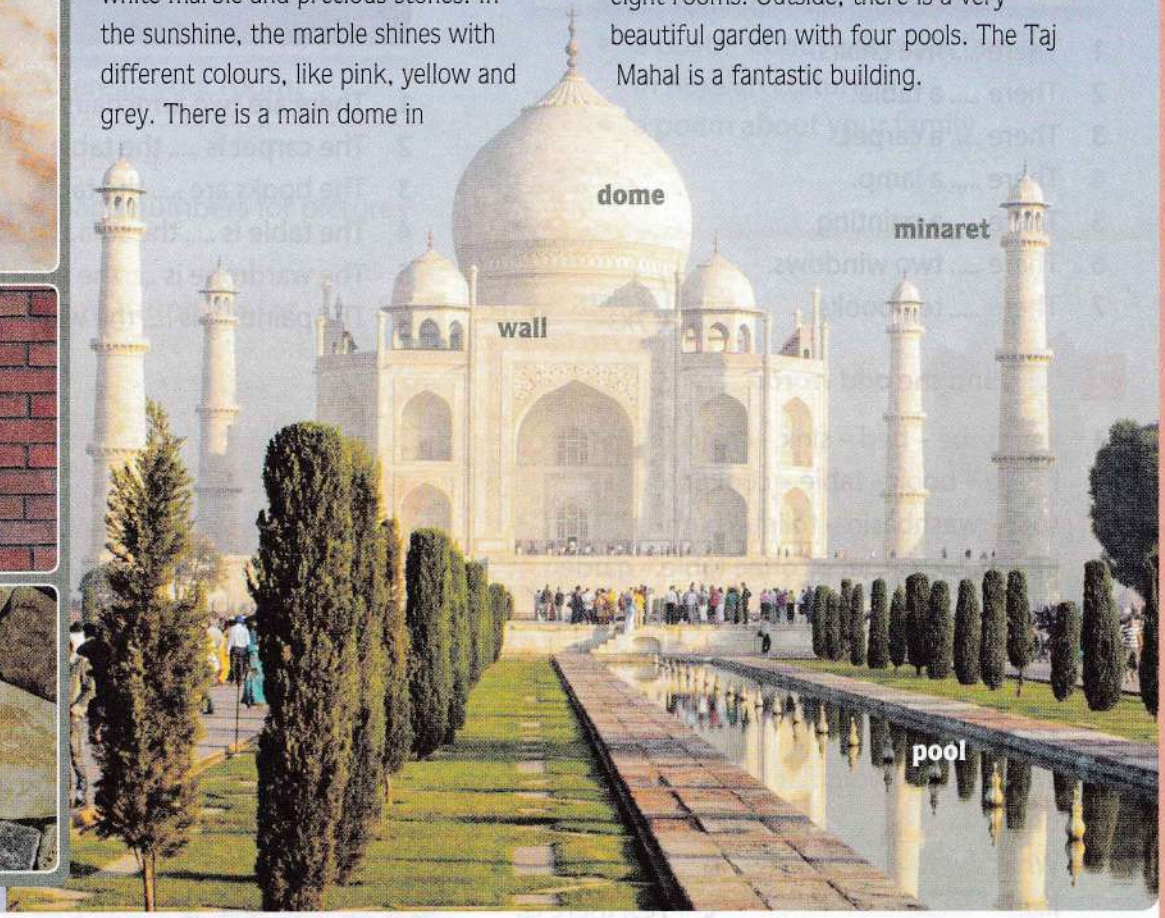

3 brick


4 stones

# Taj Mahal

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

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




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

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

**2** **Read and complete the sentences.**

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

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

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

## Project

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

# PROGRESS CHECK 3

**1** **Look at the picture. Complete with:** *is, isn't, are, aren't.*



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

(Points: 7X3 ___/21)

**2** **Find the odd word.**

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

(Points: 5X4 ___/20)

**3** **Match the exchanges.**

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

(Points: 5X5 ___/25)

**4** **Write the ordinal numbers.**

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

(Points: 8X2 ___/16)

**5** **Complete with:** *on, under, in, behind, in front of.*



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

(Points: 6X3 ___/18)

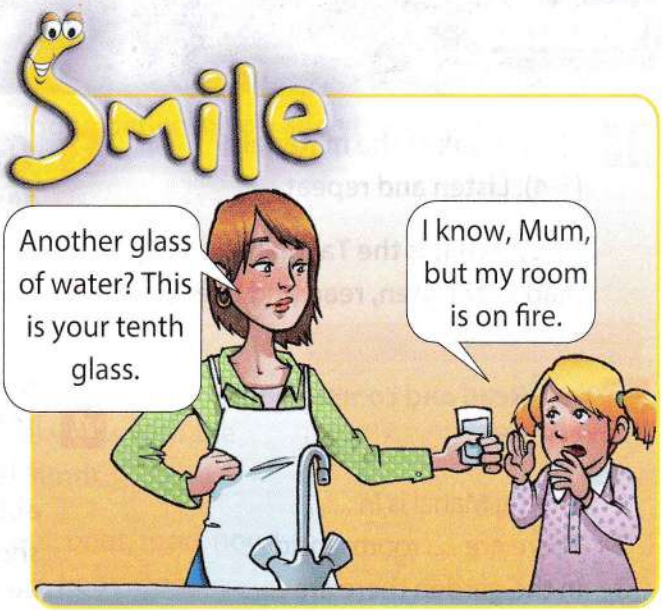
(My score: ___/100)

## Now I Can...

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

... in English

## Smile



# Module 4

## Family ties

### Before you start ...

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

### Look at Module 4

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- a diary
- a poem
- a family tree

### Listen, read and talk about ...

- your family
- appearances
- famous people
- The British Royal family
- animal similes

### Learn how to ...

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

### Practise ...

- can/can't
- subject/object pronouns
- possessive adjectives
- possessives: 's, whose
- Imperative
- word formation: adjectives with -ful
- reading rules: w, wh, e, ea, ee
- pronunciation: /w/, /i:/

### Write / Make ...

- a diary page about your family
- a paragraph describing a friend
- a profile of a famous person
- a poster about a famous family in Russian culture
- a poem about your family

1



2



3



# 4a My family!



## Vocabulary

♦ Family members

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

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

## Reading

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

**b) Read the text and decide if the sentences are *T* (True), *F* (False) or *DS* (Doesn't Say).**

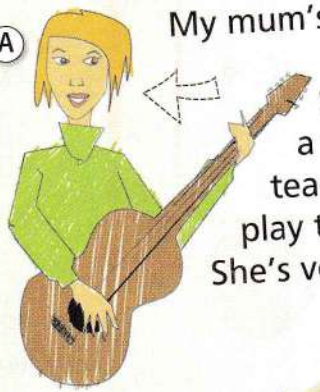
1 Kate plays the violin. ▸ *DS*
2 Jane can dance.
3 David can speak another language.
4 Kate's got a baby brother.
5 Kate visits her grandparents every weekend.

**c) Read the text aloud.**

# MY SECRET DIARY

Name: Kate Green
Age: 12

(A)



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

(B)



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

(C)



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

(D)




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

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

(E)



(F)



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

## study skills

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

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

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

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

▸ *Her father is cool.*

## Speaking

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

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

## Grammar Grammar Reference

### ♦ can (ability)

**5** **a) Read the table.**

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

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

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

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

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

### ♦ Object Pronouns/Possessive Adjectives

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

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

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

**8** **Complete with the correct *pronoun* or *possessive adjective*.**

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

## Writing (a diary page)

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

# 4b Who's who

## Famous Pairs




### Vocabulary

♦ Appearance

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

**Facial features** **Height** **Hair** **Build**

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




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

▸ *A: Is it a she?*
*B: No, it isn't.*

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

### Everyday English

♦ Asking for and giving personal information about someone

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

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







### study skills

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

## Reading

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

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

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

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

c) **Read the dialogue aloud.**

## Grammar Grammar Reference

### ♦ Possessive case ('s/s')/whose

**4** a) **Read the rules. Give more examples.**

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

b) **Discuss the family tree.**

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

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




### ♦ Imperative

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

*Come here, please!*

*Don't talk now!*

**6** **Use the prompts to make sentences.**

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

## Speaking

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

## Writing (a short description)

**8** ***Portfolio:*** **Write a short paragraph describing your friend (50–60 words).**

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

# 4C Famous people

## Reading

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



## Teens' Favourite!!!

**She's the world's favourite Latin singer. She's young, she's beautiful, she's got a great voice. Her name means 'Woman of Grace' in Arabic.**

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

**SHAKIRA'S FACTS**

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

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

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

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

## GAME

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

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

## Speaking

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

## Listening

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

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

## Writing (the profile of a famous person)

**6** *Portfolio:* Now write the profile of your favourite famous person. Use Shakira's profile as a model (50-60 words).

# CULTURE CORNER

## The British Royal Family

In September 2022, Elizabeth II, Queen of the United Kingdom died at the age of 96. Queen Elizabeth II was on the throne for 70 years. She was the longest-living and longest-reigning British monarch.

Queen Elizabeth II was the Queen of Great Britain and 14 countries, Canada, Australia and New Zealand among them. 150 million people live there. She became the Queen in 1953. She was enthusiastic and worked hard for her nation and had regular visits to foreign countries. She attended many cultural events as part of her public role. Her main leisure interests included horseracing, photography, and dogs, especially corgis.

The Queen was born on April 21, 1926 of the royal House of Windsor. Elizabeth II was a loving mother, grandmother and great-grandmother. Her children and grandchildren are all members of the Royal Family. The main Royal residence in London is Buckingham Palace. Members of the Royal Family supported the Queen in her many state and national duties, they helped by work in the UK and overseas. The Queen and the Royal Family were symbols of Great Britain and part of British history and culture.




The Queen had four children — three sons and a daughter. Her oldest son Charles was officially proclaimed Charles III King of the United Kingdom. Now the Queen's grandson Prince William is the next in line to the throne. He is married to Catherine (Kate) Middleton. They are now the Prince and Princess of Wales. In 2013 their first child Prince George was born. He is now the second in line to the throne after his father, Prince William.

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

For more information go to:
**http://gotourl.ru/11752**

Queen Elizabeth II's Signature



**1** **a) Who are the Royal Family? Read through and check.**
**b) Look at the Royal Family Tree. Match the pictures to the text.**
**c) Do you know any current information about the Royal Family? Tell the class.**

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

**Name:**
**Born:**
**Surname:**
**Crowned:**
**Married:**
**Children:**
**Personal features:**
**She ruled for:**
**Hobbies:**

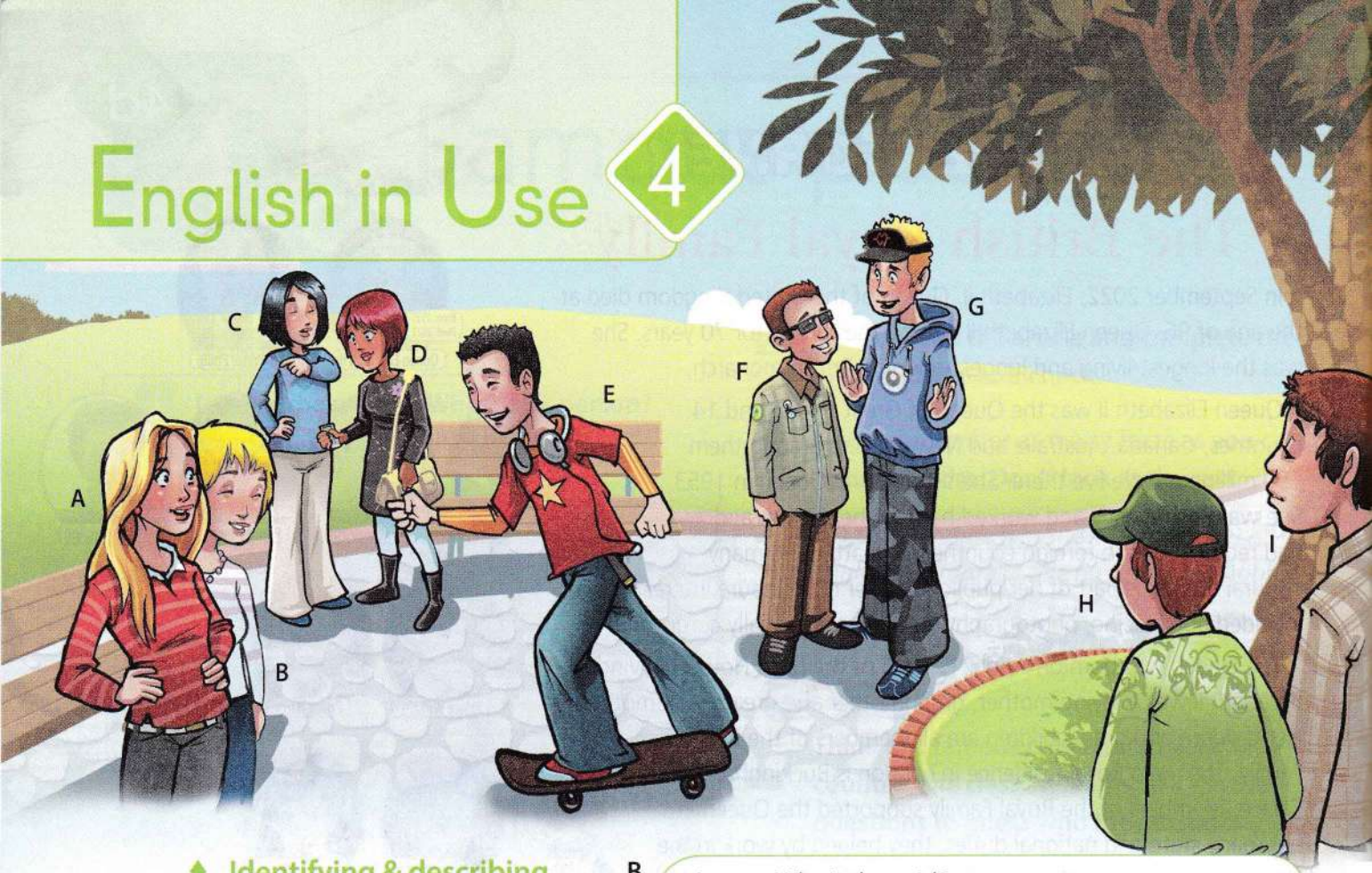
**3** **Talk about the British Royal Family. Use *who, how old, how many.***

► *A: Who's Princess Ann?*
*B: She's the Queen's daughter. How old is she?*
*A: 71. How many brothers and sisters has she? Etc.*

### Project

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

# English in Use 4




## ♦ Identifying & describing people

**1** a) 🎧 **Listen and repeat.**

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

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

**2** a) 🎧 **Listen to and read the dialogues and find the people in the pictures.**

A

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

B

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

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

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

## Pronunciation /w/, /iː/

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

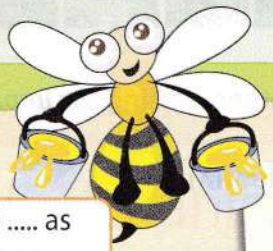
**Reading Rules**

**w, wh** – /w/ watch, what
**e, ee, ea** – /iː/ me, need, eat

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

# Extensive Reading 4

ACROSS THE CURRICULUM: LITERATURE



1 as ..... as a bee



2 as ..... as an owl



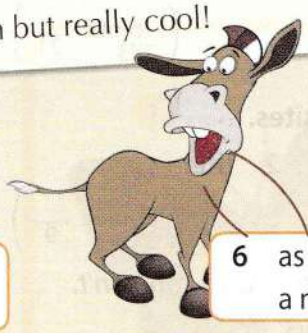
3 as ..... as a kitten



4 as ..... as a snail



5 as ..... as a mouse



6 as ..... as a mule



7 as ..... as an ox



8 as ..... as a peacock



9 as ..... as a lamb

## MY FAMILY

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

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

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

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

### ♦ Word formation

We use **-ful**, to form adjectives from nouns: playful, helpful, colourful, beautiful, wonderful

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

**3** **Read the text aloud. What animal similes can you find?**

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

▸ *bee – be*

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

**5** **Which animal simile best matches you? Which similes match other members of your family?**

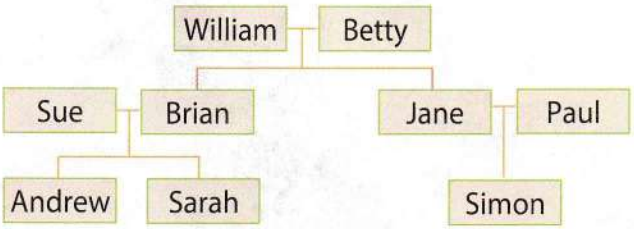
### Project

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

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

# Progress Check 4

**1** **Look at the family tree and complete the sentences.**




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

(Points: 7X3 ___/21)

**2** **Write the opposites.**

1 short – .....
2 thin – .....
3 big – .....

(Points: 3X3 ___/9)

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

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

(Points: 10X2 ___/20)

**4** **Choose the correct answer.**

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

(Points: 5X3 ___/15)

**5** **Make sentences using *the imperative*.**

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

(Points: 5X3 ___/15)

**6** **Match the questions to the answers.**

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

(Points: 5X4 ___/20)

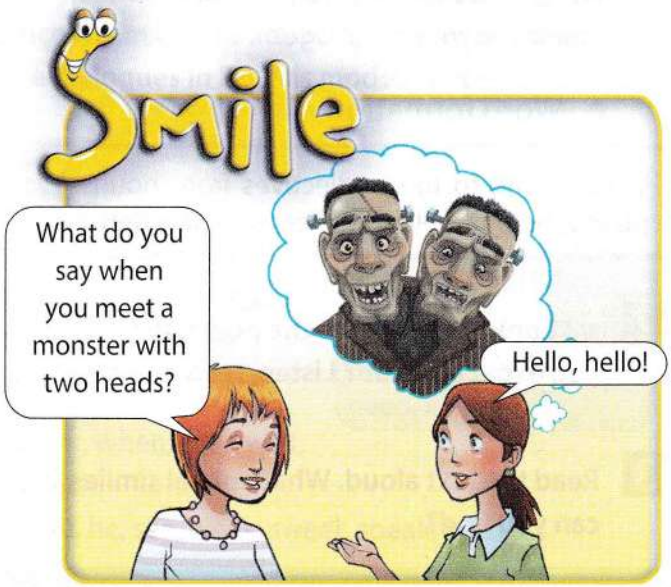
(My score: ___/100)

## Now I Can ...

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

... in English

## Smile



# Module 5

## World animals

### Before you start ...

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

### Look at Module 5

- Find the page numbers for pictures 1-3.

### Find the page numbers for

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

### Listen, read and talk about ...

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

### Learn how to ...

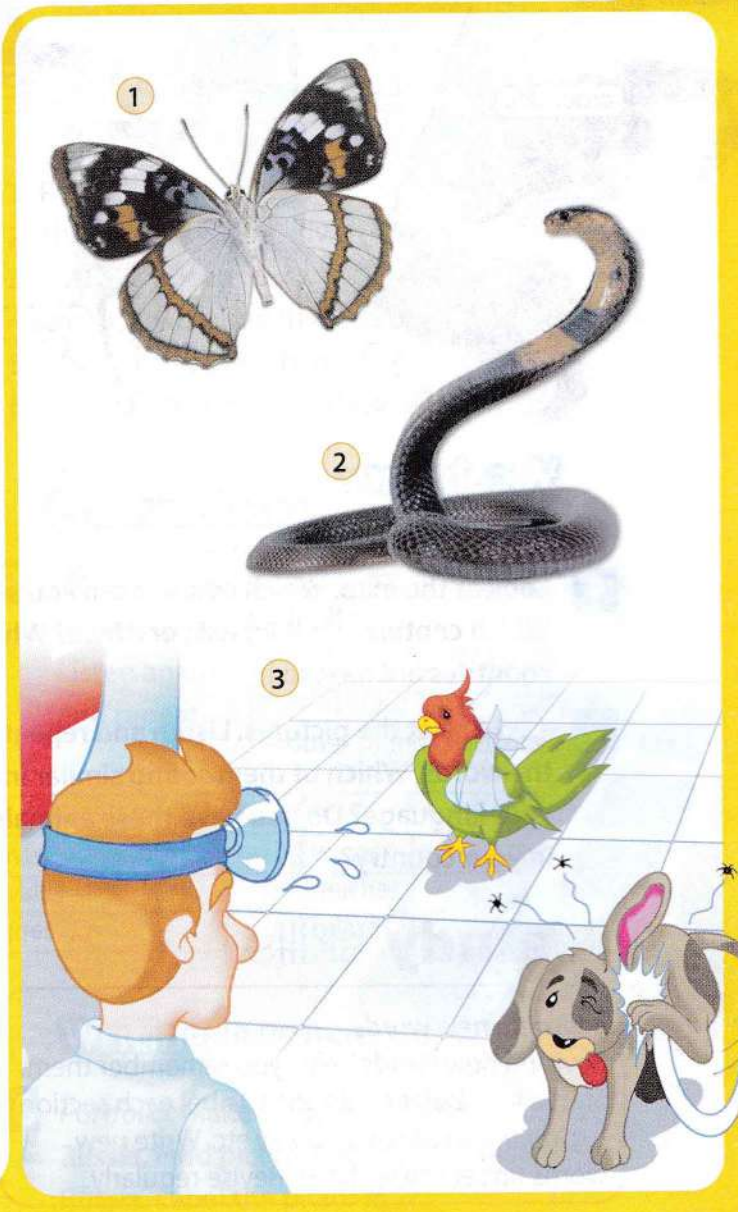
- find out about things
- fill in an advertisement
- describe your pets and their illnesses
- become a garden detective

### Practise ...

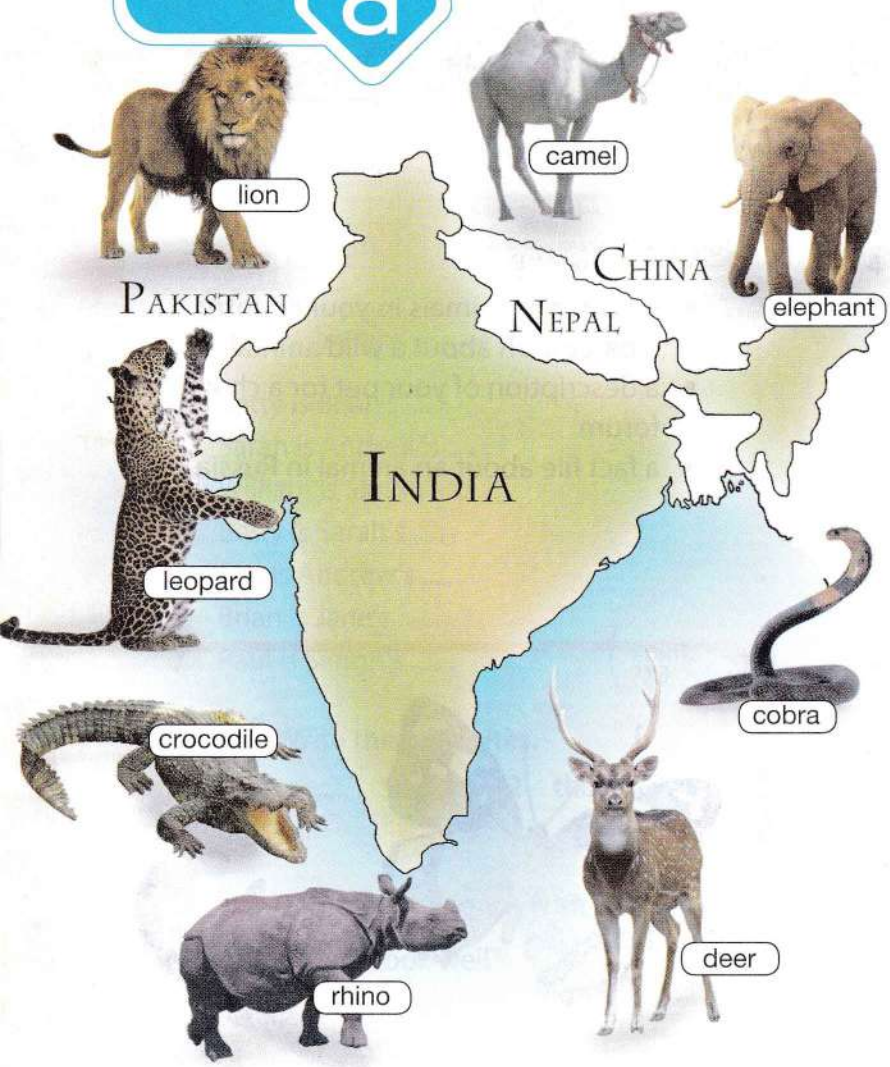
- word formation: adjectives with -al
- present simple (affirmative, negative & interrogative)
- tag-questions in present simple
- acting out a dialogue
- completing a fact file
- reading rules: e, ea, (e)s
- pronunciation: /s/, /z/, /ɪz/, /ɜ:/, /e/

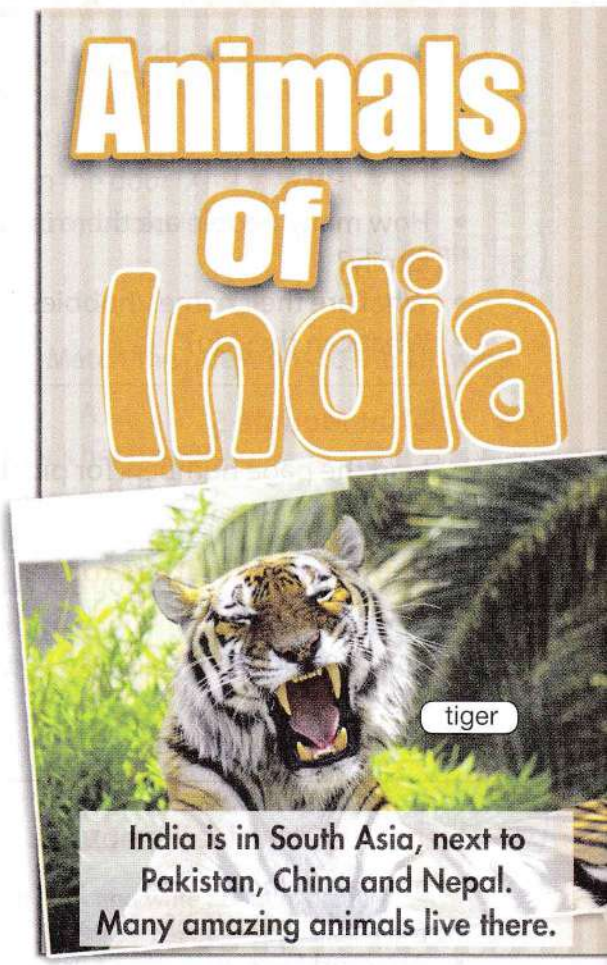
### Write / Make ...

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



# 5a Amazing creatures




## Vocabulary

♦ Animals

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

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

### study skills

***Learning new words***

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

## Reading

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

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

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

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

c) Explain the words in bold.

## Speaking

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

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

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

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

The Indian rhino is a funny animal! It only has one **horn** (African rhinos have two). It usually lives **alone** and likes to sit in water or **mud**. There are only about 2,000 Indian rhinos today.

## Grammar Grammar Reference

### ♦ Present Simple (affirmative)

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

We use **Present Simple** with:

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

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

### ♦ Word formation

We use **-al**, to form adjectives from nouns: nation – national

**3rd Person Singular**
**Spelling rules**

**verb + s**
*I eat – he eats, I like – she likes*

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

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

**7** **Write the third person singular.**

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

**8** **Put the verbs in brackets into the correct form.**

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

## Pronunciation /s/, /z/, /ɪz/

**9** **Listen and choose. Listen again and repeat.**

**Reading Rules**

(e)s after:

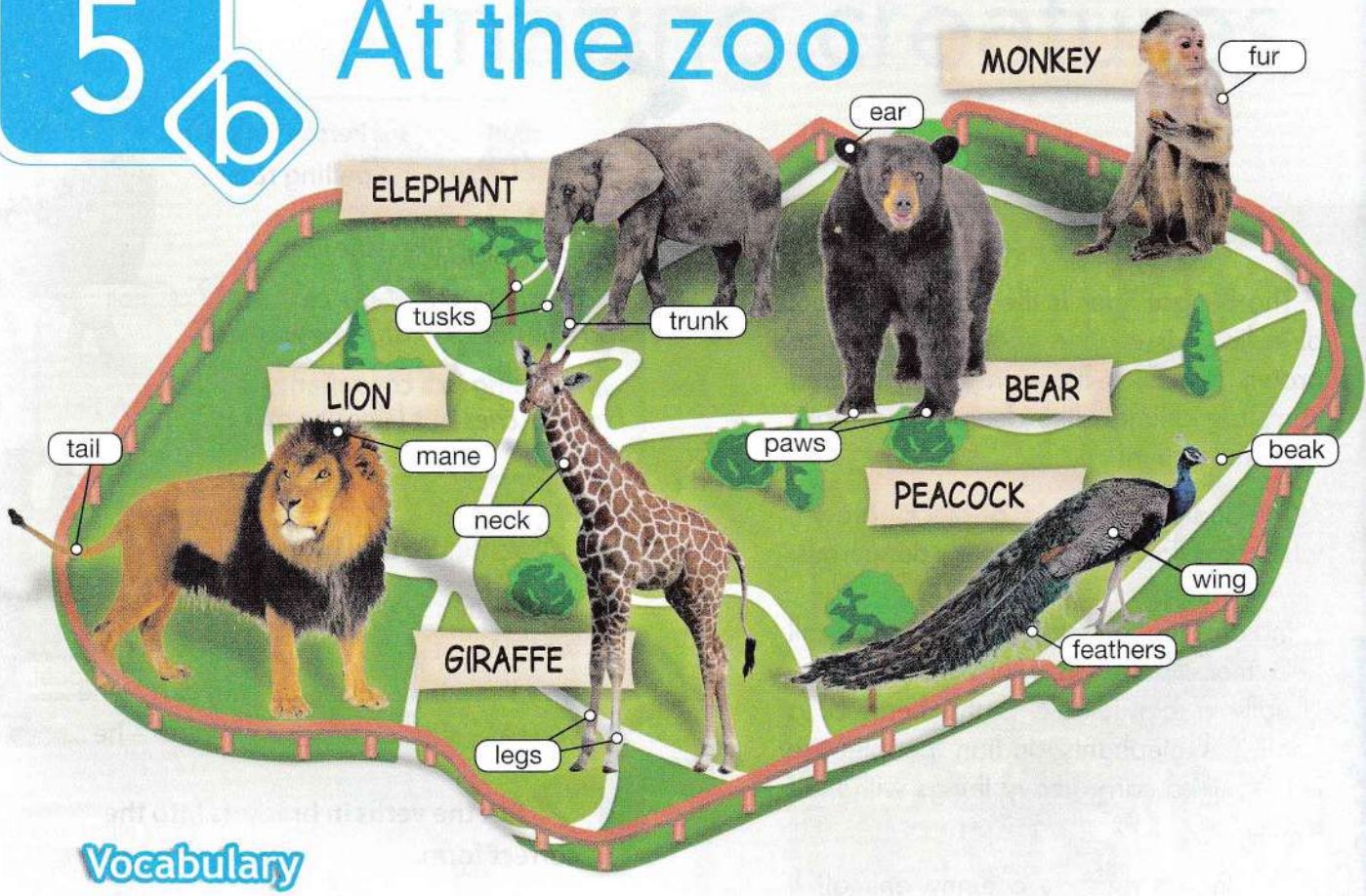
- /f/, /k/, /p/, /t/ – /s/ laughs
- /s/, /ʃ/, /tʃ/, /dʒ/, /z/ – /ɪz/ misses
- other sounds – /z/ plays

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

## Writing (a poster)

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

# 5 b At the zoo




## Vocabulary

♦ Parts of the body of an animal

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

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

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

long – short  big – small  thin – thick

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

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

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

## Reading

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

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

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

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

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

b) **Read the dialogue aloud.**

## Grammar Grammar Reference

### ♦ Present Simple (negative & interrogative)

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

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

**Interrogative**
**Do** I/you/we/they like tigers (or bears)?
**Does** he/she/it like tigers?

**Short answers**

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

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

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

b) **Ask and answer.**

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

## GAME

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

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

## Listening

**8** **Listen and complete the advertisement.**




## Speaking

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

## Writing (a paragraph about a wild animal)

**10** ***Portfolio:*** **Write a paragraph about a wild animal (about 60 words). Write:** • its name • what it looks like • colour. **Find a picture for your project.**

# 5C My pet




## Vocabulary

♦ Pets & Farm animals

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

b) List the animals under the headings:

**Pets** | **Farm Animals**

## Reading

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

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

## Grammar Grammar Reference

♦ Tag-questions

**3** Discuss the pets using tag-questions.

► *Jessie's cat plays all day, doesn't she? Stripes doesn't sleep at night, does she?*

## Speaking

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

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

## Writing (a description of your pet)

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

• type of pet • name • age
• description • activities

the forum
general
Pages: 1,2,3

### Chat forum

**Find new friends and talk about your pets online**

Jessie

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

Chris

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

Sarah

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

post a message

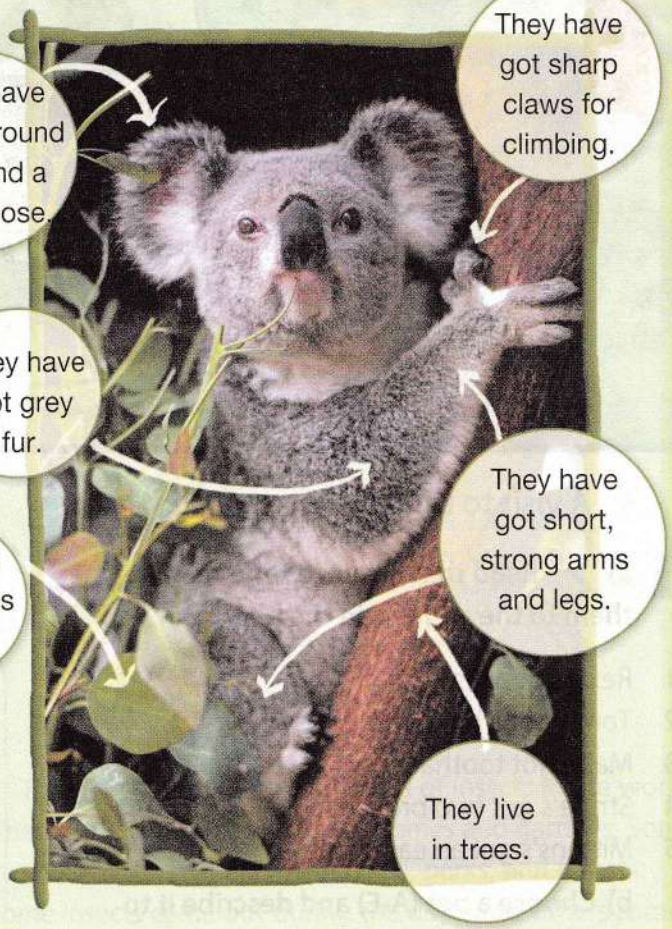
# CULTURE CORNER

## Furry Friends

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

### Cute Little Animals- Koalas

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




**Did you know that ...**

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

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

**Fact File**

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

**b)** **Read the text aloud to your partner.**

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

**Project**

**4** ***Portfolio:*** **Write a fact file about an animal in Russia (about 60 words). Use the fact file as a model. Stick on a picture.**

# English in Use 5




## A visit to the vet

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

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

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

**2** **Listen and repeat.**

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

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

**4** **Answer the questions.**

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

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

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

## Pronunciation /e/, /ɜ:/

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

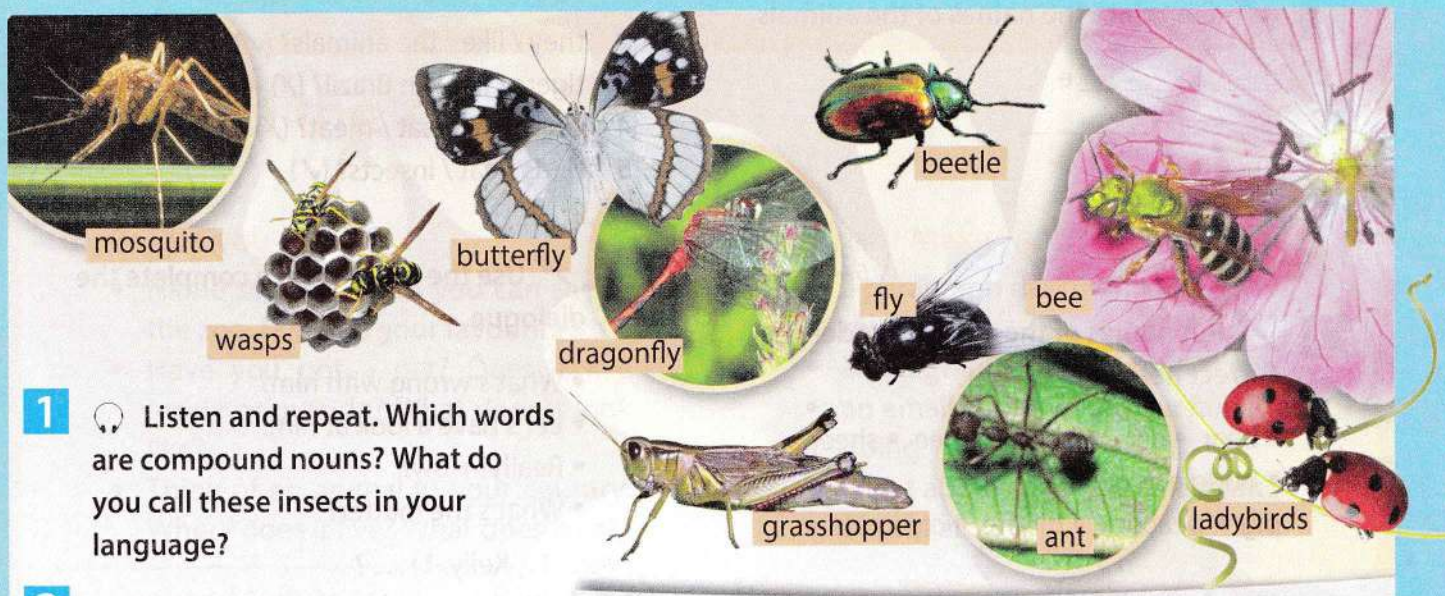
/e/ vet, health, end, send, men, breast, breath
/ɜ:/ curl, girl, burn, hurt

**Reading Rules**

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

# Extensive Reading 5

ACROSS THE CURRICULUM: SCIENCE




**1** Listen and repeat. Which words are compound nouns? What do you call these insects in your language?

**2** a) Read the title of the text. What do you expect to read about? Listen, read and check.

b) Read the text and answer the questions.

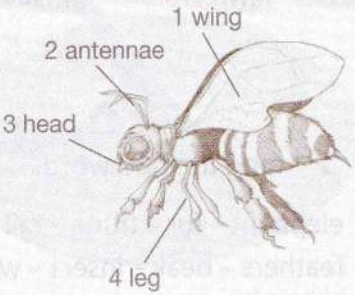
1 How many insects are there in the world?
2 Where do they live?
3 Why are insects important?
4 What can bees do?

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

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

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

## *It's an insect's life!*




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

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

[1] unwanted things, rubbish

**5** Sing the song!

SONG

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

# PROGRESS CHECK 5

## 1 Complete the names of the animals.

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

( Points: 5X4 ___ 20 )

## 2 Put names of the animals under the correct heading.

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

| pets | farm animals | insects | zoo animals |
|---|---|---|---|
| | | | |

( Points: 10X1 ___ 10 )

## 3 Find the odd word.

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

( Points: 5X2 ___ 10 )

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

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

( Points: 5X4 ___ 20 )

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

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

( Points: 5X4 ___ 20 )

## 6 Use the sentences to complete the dialogue.

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

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

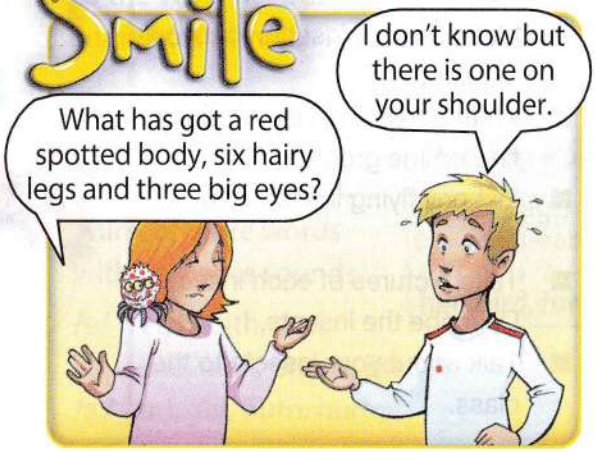
( Points: 4X5 ___ 20 )

( My score: ___ 100 )

## Now I Can... ... in English

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

## Smile



# Module 6

## Round the clock

### Before you start ...

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

### Look at Module 6

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- an Internet article
- an email
- a street scene

### Listen, read and talk about ...

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

### Learn how to ...

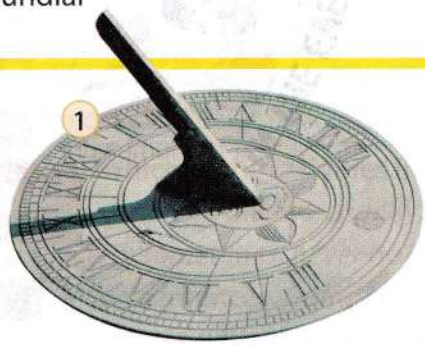
- talk about daily routines
- tell the time
- make and respond to suggestions

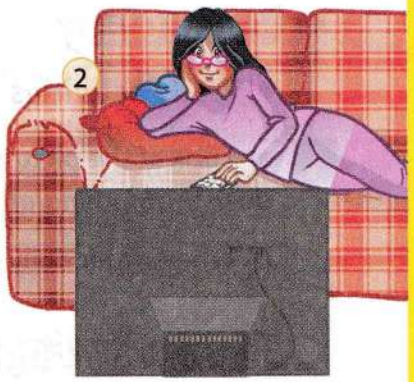
### Practise ...

- adverbs of frequency
- prepositions of time
- present continuous
- adverbs: comparatives
- word formation: adverbs with -ly; nouns with -er/or, -ist, -ic, -man
- reading rules: ing, or, ar
- pronunciation: /ŋ/, /ɔ:/, /ɑ:/

### Write / Make ...

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






# 6a Wake up!




## Vocabulary

♦ Daily activities

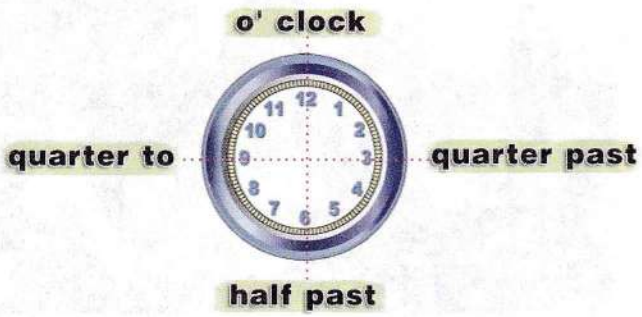
**1** a) Look at the pictures. What does Sally do *in the morning/afternoon/evening*?

b) What's your daily routine?

## Everyday English

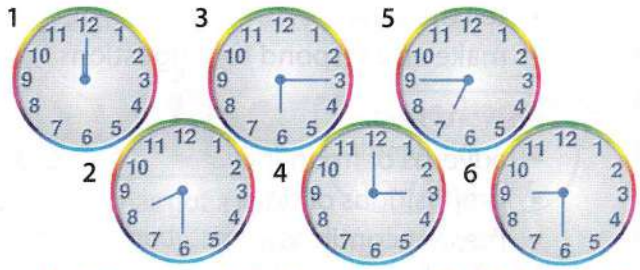
♦ Asking about/Telling the time

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




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

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




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

## GAME

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



# LARA CROFT

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

***In the morning ...***

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

***In the afternoon ...***

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

***In the evening ...***

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

## Reading

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

## study skills

***Completing a text***

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

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

## Speaking

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

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

▸ *Do you go jogging or swimming in the morning?*

## Grammar Grammar Reference

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

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

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

### ♦ Word formation

We use **-ly** to form adverbs from adjectives: usually, really

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

▸ *I never go jogging.*

### ♦ Prepositions of time

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

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

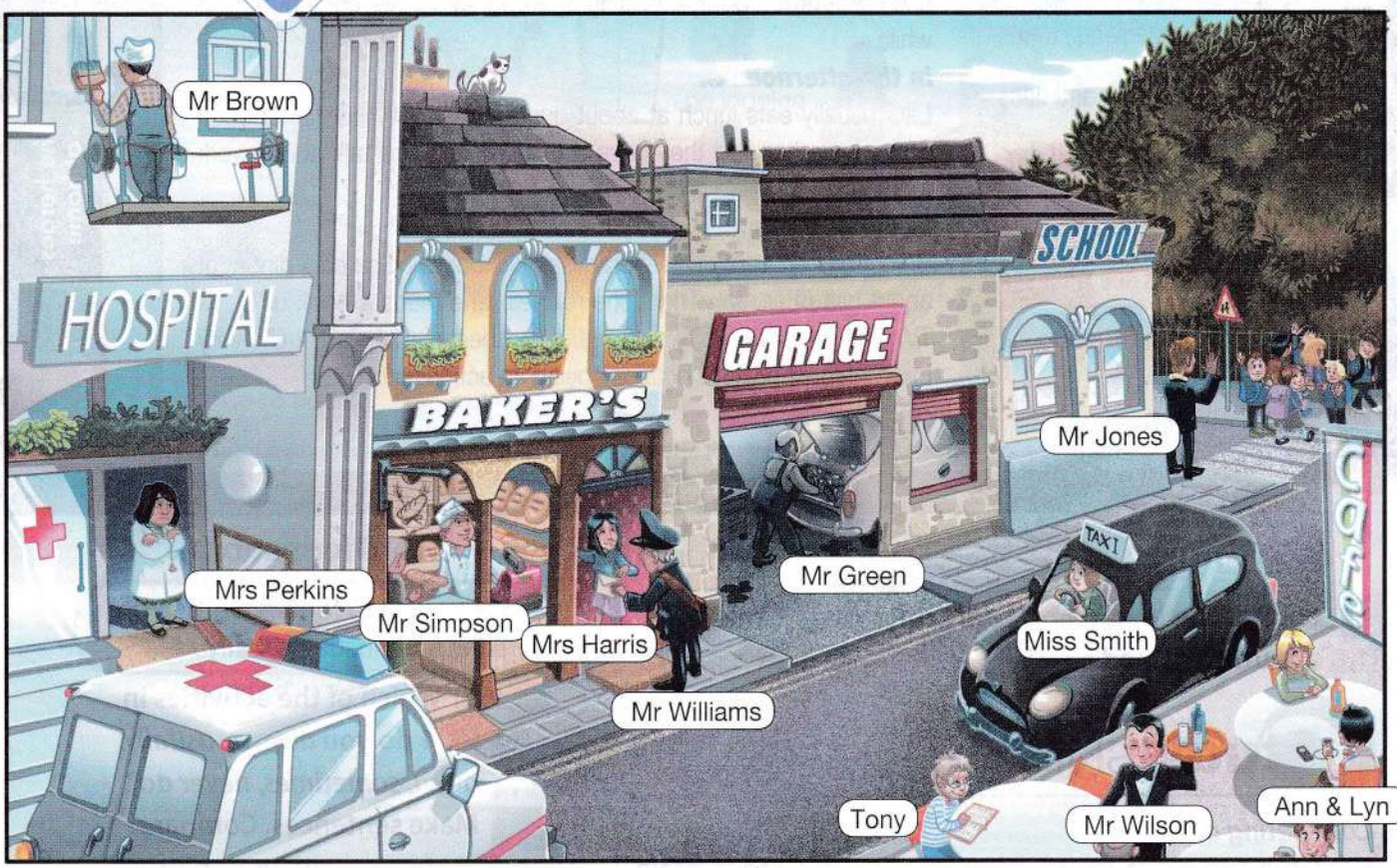
1 ..... 7 o'clock
2 ..... the morning
3 ..... midnight
4 ..... noon
5 ..... the evening
6 ..... half past six

## Writing (a paragraph describing a daily routine)

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

▸ *My name's Tony Stark and I have a very busy life. I get up at ...*

# 6b At work




## Vocabulary

### ♦ Jobs

**1** **Match the people in the picture to the jobs (1-10). Two words are extra. What suffixes do we use?**

| | | | |
|---|---|---|---|
| 1 | painter | 6 | waiter |
| 2 | doctor | 7 | dentist |
| 3 | tourist | 8 | mechanic |
| 4 | baker | 9 | taxi driver |
| 5 | teacher | 10 | postman |

► *Mr Brown is a painter.*

**2** **What are the people doing?**

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

► *Tony is reading a book.*

## Reading

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

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

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

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

## Grammar Grammar Reference

### ♦ Present Continuous

**4** **How do we form the Present Continuous? Find examples of actions happening now in the dialogue.**

**Present Continuous**

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

| Affirmative | | |
|---|---|---|
| I<br>you/we/they<br>he/she/it | am/'m<br>are/'re<br>is/'s | reading. |

| Negative | | |
|---|---|---|
| I<br>you/we/they<br>he/she/it | am not/'m not<br>are not/aren't<br>is not/isn't | reading. |

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

| | | |
|---|---|---|
| walk – walking | dance – dancing | swim – swimming |

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

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

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

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

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

## study skills

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

## Listening

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

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

## Pronunciation /ŋ/

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

| Reading Rules |
|---|
| ng – /ŋ/<br>reading |

sitting, reading, coming, playing, working, eating

## Speaking

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

## Writing (a paragraph)

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

# 6C Weekends



















## Vocabulary

### ♦ Activities

**1** **What are the people in the pictures (1-6) doing? Use the prompts to make sentences.**

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

▸ 1 *The family is washing the dog.*

## Reading

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

INBOX OUTBOX CONTACTS

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

Hi, Linda!
Thanks for your email. How are you? I'm doing my homework.
All the family are here and are busy too. Mum's in the living room. She's making some phone calls. Dad's working in the garden. It's hard work. My little brother, Tom, is helping him. He's planting some flowers. My sister, Zoe, is having a good time though. She's playing with her friend.
What are you doing? Any plans for Sunday? Write back soon.

Love,
Rosie

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

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

**b) How does Rosie begin and end her email?**

## Speaking

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

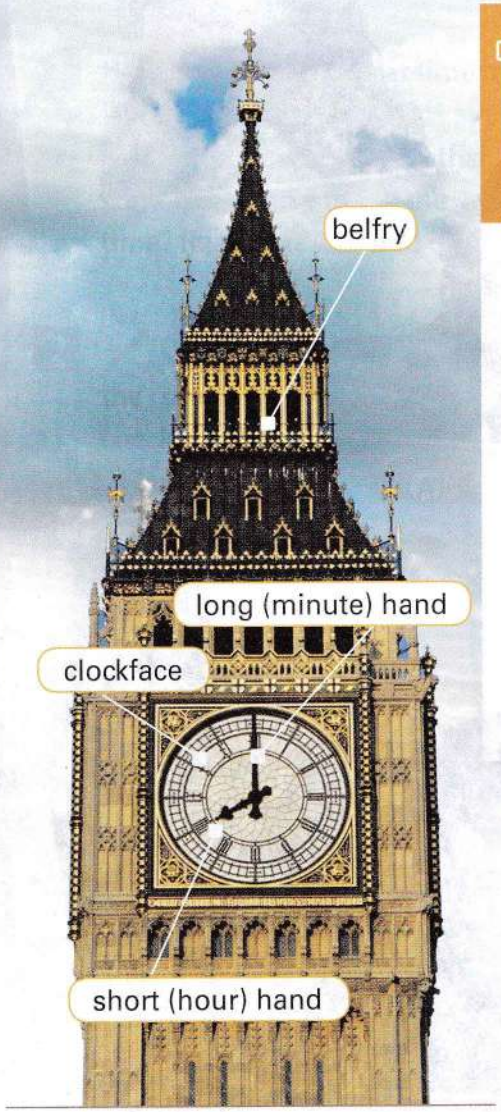
▸ *A: I usually send emails, but I never work in the garden.*
*B: My dad sometimes ...*

## Writing (an email about what your family are doing)

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

# CULTURE CORNER

## *Landmarks*




## TOP Tourist Attractions

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

Most people think that Big Ben is the tall clock tower that stands above the Houses of Parliament. Well no! Big Ben is not the clock tower. It is one of the four huge bells inside the tower. Its name comes from the bell's Commissioner of Works, Sir Benjamin Hall, or Ben. The tower is over 96 metres high. The bell inside the tower is 14 tons. The clock on the tower is also huge. Each of the four clockfaces is 7 metres wide. The hour hands are about 3 metres long and the minute hands are about 4 metres long.

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

**Adverbs: comparative/superlative forms**

quietly – more quietly – most quietly

**But:** fast – faster – fastest
high – higher – highest
well – better – best

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

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

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

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

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

1 To see Big Ben better go to Westminster.
2 To walk about Westminster more quietly come there early in the morning.

### Project

**5** ICT *Portfolio:* **Use the Internet to find information about a famous landmark in your country and write a short text about it (about 60 words). You can include:**

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

# English in Use 6









## ♦ Making suggestions

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

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

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

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

A

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

B

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

b) **Read the dialogues aloud.**

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

## Pronunciation /ɔ:/, /ɑ:/

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

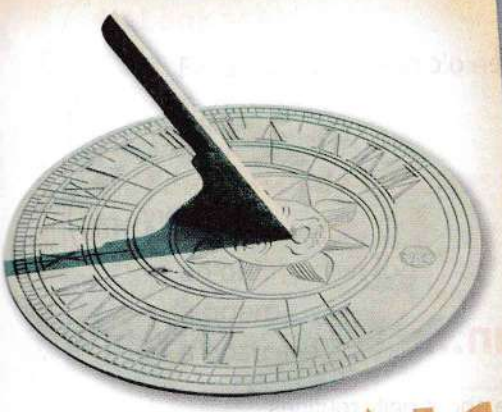
| Reading Rules |
| --- |
| or – /ɔ:/ short |
| ar – /ɑ:/ park |

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

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

**2** Read again and choose the correct word. Listen and check.

Ⓐ



# SUNDIALS

Go outside on a sunny day and look **1) at/on** your shadow[1]! Early **2) in/at** the morning and late in the afternoon, it is long. At lunchtime, it **3) has/is** very short. This is because the Earth spins every 24 hrs and the sun is in a different place **4) in/on** the sky at different times of the day. Sundials use shadows to tell the time. They **5) have/are** the oldest way to tell the time!

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

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

**Project**

**3** Make your own sundial.

Ⓑ

# With the sun shining

## IT'S THE PERFECT TIME TO MAKE A SUNDIAL.

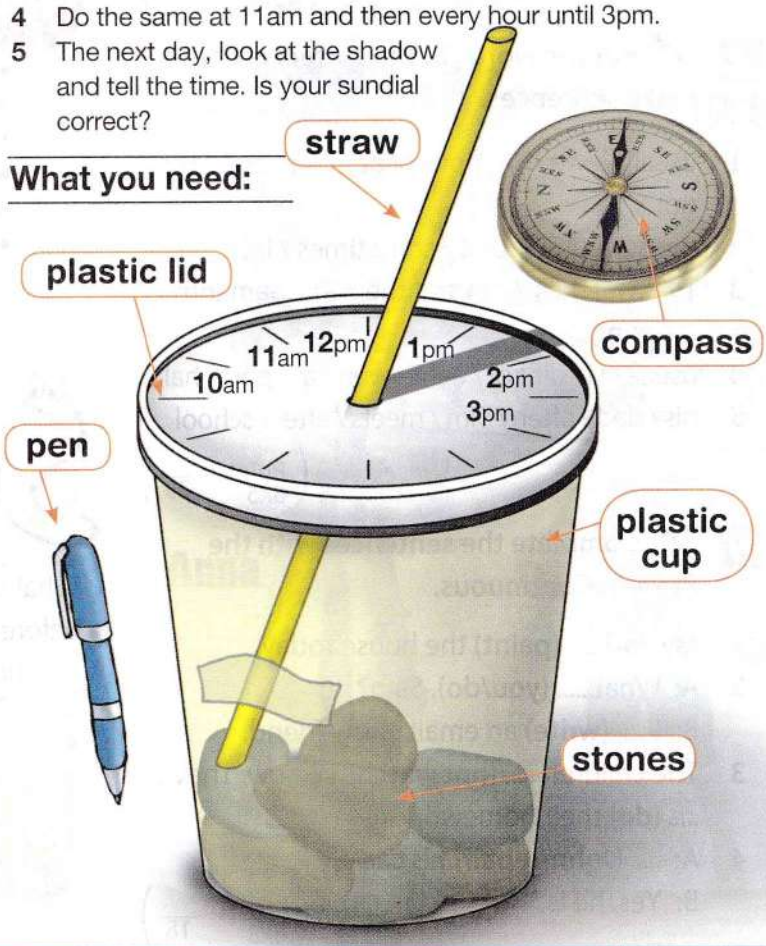
### How to make it:

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

### How to use it:

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

### What you need:



# PROGRESS CHECK 6

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

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

( Points: 6X2 ___/12 )

**2** **What time is it?**

1 
2 
3 
4 
5 

( Points: 5X3 ___/15 )

**3** **Name the jobs.**

1 hospital – d.....
2 baker's – b.....
3 garage – m.....
4 school – t.....
5 café – w.....

( Points: 5X2 ___/10 )

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

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

( Points: 5X5 ___/25 )

**5** **Complete the sentences with the Present Continuous.**

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

( Points: 6X3 ___/18 )

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

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

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

( Points: 4X5 ___/20 )

( My score: ___/100 )

## Now I Can... ... in English

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

## Smile



# Module 7

## In all weathers

### Before you start ...

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

### Look at Module 7

- Find the page numbers for pictures 1-3.

### Find the page numbers for

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

### Listen, read and talk about ...

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

### Learn how to ...

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

### Practise ...

- present simple and present continuous
- *It*-sentences
- adjectives: comparatives; opposites
- tag questions
- reading rules: o, ou, sh
- pronunciation: /əʊ/, /ʃ/

### Write / Make ...

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



# 7a Year after year













## Vocabulary

♦ Seasons, Months & Weather

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

**b) What are the people in each picture doing?**

- pick flowers
- play in the snow
- rake leaves
- go swimming

**2** **a) Match the sentences to the pictures.**

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

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

> A wind from the south has rain in its mouth.

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

▸ *A: In picture A, there are two children.*
*B: False. There is one girl.*
*A: She is playing in the snow.*
*B: True.*

## Reading

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

Main Room ▼ | New ▼

Main Room


Gus


Nemo


Amelia

Fun Room


**[Gus]** Hi, guys! I'm in an internet café. It's raining heavily outside. I'm fed up with this weather. It's raining all the time.


**[Nemo]** I don't know how you can live in Scotland. There are nicer places to go to study.


**[Gus]** Scotland's great. It's the winter I don't like. It's grey almost every day. I hate winter.


**[Amelia]** Hey! You think that's bad! It's freezing here in Switzerland. It's snowing again. There is so much snow sometimes that I can't even go out.


**[Gus]** That's not my kind of place, then.


**[Nemo]** It's summer here in Australia and I'm having a great time. I'm sitting on the balcony at the moment and it is very, very hot. I love the summer.


**[Amelia]** You are lucky.


**[Nemo]** I am. Anyway, how are things going for you?

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

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

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

**b) Find phrases/idioms which mean:**

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

## Speaking

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

## Everyday English

### ♦ Talking about the weather

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

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

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

**Question tags**
It is warm, isn't it?
It isn't hot, is it?

## Writing (a chat log)

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

# 7b Dress right




## Vocabulary

♦ Clothes

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

## study skills

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

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

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

► *Anna is wearing a long skirt, ...*

## GAME

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

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

## Everyday English

♦ Asking about clothes

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

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

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

## Reading

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

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

**5** a) **Read again and complete the sentences. Use the *Present Continuous*.**

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

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

c) **Read the dialogue aloud.**

## Grammar Grammar Reference

### ♦ Present Simple or Present Continuous

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

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

b) **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.**

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

## Speaking

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

## Listening

**8** **You will hear three conversations. For each question choose the correct answer.**

1 What is the weather like?




2 What is Jennifer wearing?




3 Which tie hasn't Andrew got?




## Writing

**9** ***Portfolio:*** **Find pictures of your family and friends. Write a short description of each picture (about 60 words). Write:**

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

# 7C It's fun

## Vocabulary

♦ Activities

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

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

## Pronunciation /aʊ/

**2** Listen and repeat.

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

down, now, out

## Reading

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

**4** Read again and answer the questions.

1 Where's Sandra staying?
2 What's the weather like?
3 What is she doing now?
4 Is her dad windsurfing or sailing a boat?
5 They are enjoying their holiday, aren't they?

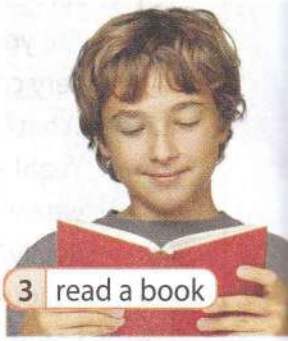
## Writing (a postcard)

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



















Dear Grandma and Grandpa,

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

Sandra



Mr and Mrs S Murphy
22 Farlan Road
Dublin 2
Ireland

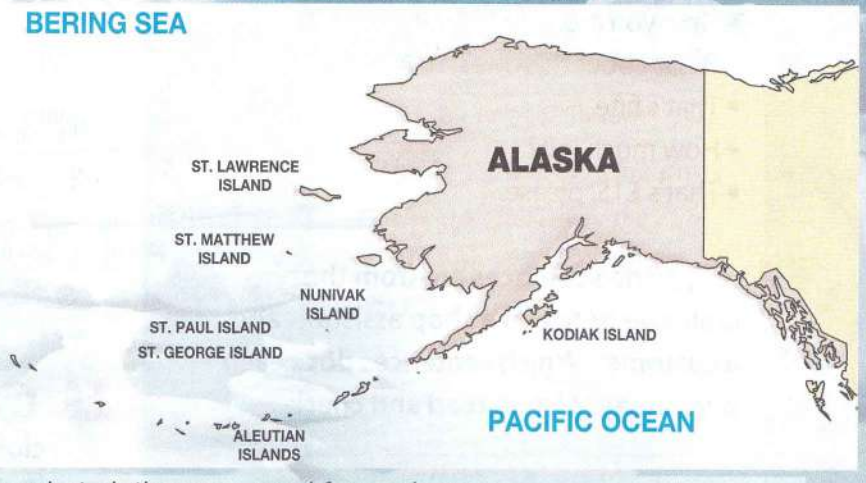
# CULTURE CORNER

## The Alaskan Climate




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

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




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

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

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

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

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

▸ *In winter, pack a long sleeved shirt, jeans, a warm hat and gloves, boots, a wool sweater and a winter coat.*

### Project

**4** ICT *Portfolio:* Work in groups. Collect information from the Internet to prepare a similar web page for people who want to visit your country/region. Write a few words about the weather, then recommend clothes for each season (about 60 words).

# English in Use 7

## ♦ Shopping for clothes

**1** 🎧 **Listen and repeat.**

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

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

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

**b)** ✎ **Read again, and answer the questions.**

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

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

**WOMEN'S SIZES**

| 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 |
|---|---|---|---|---|---|---|---|

**MEN'S SIZES**

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

**CHILDREN (aged 1-14)**

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

**T-SHIRTS**

| S | M | L | XL | XXL |
|---|---|---|---|---|

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




## Pronunciation /ʃ/

**5** 🎧 **Listen and repeat.**

| Reading Rules |
|---|
| sh – /ʃ/ shirt |

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

# Extensive Reading 7

ACROSS THE CURRICULUM: LITERATURE

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

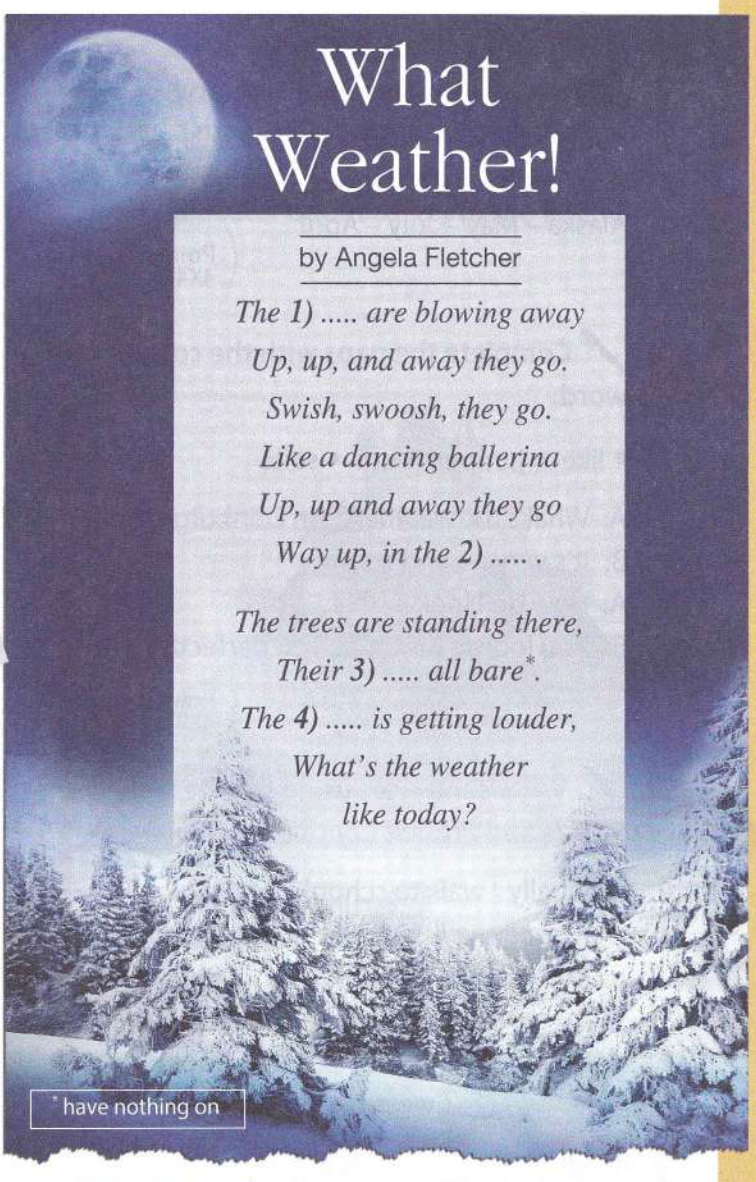
**2** a) Match the words/phrases in the list to the pictures (A-D).

• branches • leaves • sky • wind




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

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




## Grammar Grammar Reference

### ♦ Adjectives: comparatives

big-bigger-biggest
interesting – **more** interesting – **most** interesting
**But:**
good-better-best; bad-worse-worst

## Air facts ...

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

## Project

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

# PROGRESS CHECK 7

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

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

( Points: 4X4 16 )

**2** **Find the odd word.**

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

( Points: 4X4 16 )

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

• like • jumper • hot • suits

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

( Points: 4X4 16 )

**4** **Write sentences using the *Present Simple* and *Present Continuous*.**

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

( Points: 4X4 16 )

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

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

( Points: 8X2 16 )

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

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

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

( Points: 4X5 20 )

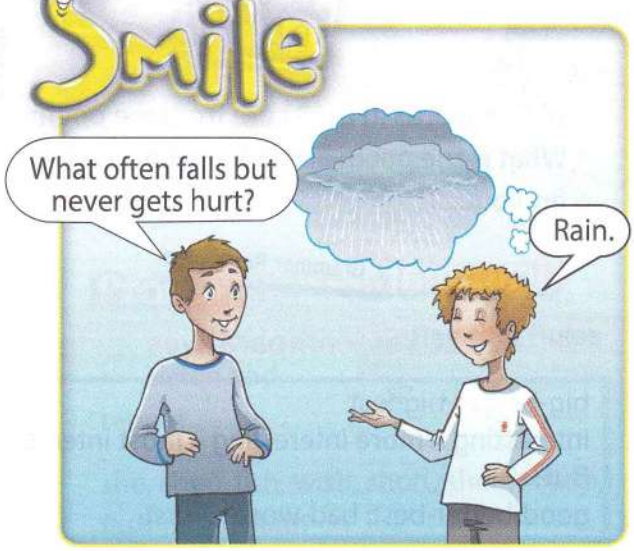
( My score: 100 )

## Now I Can...

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

... in English.

## Smile



# Module 8

## Special days

### Before you start ...

- Your favourite season is summer, isn't it? Why?
- What are you wearing now?
- What clothes do you wear in cold/ hot weather?

### Look at Module 8

- Find the page numbers for pictures 1-3.

### Find the page numbers for

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

### Listen, read and talk about ...

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

### Learn how to ...

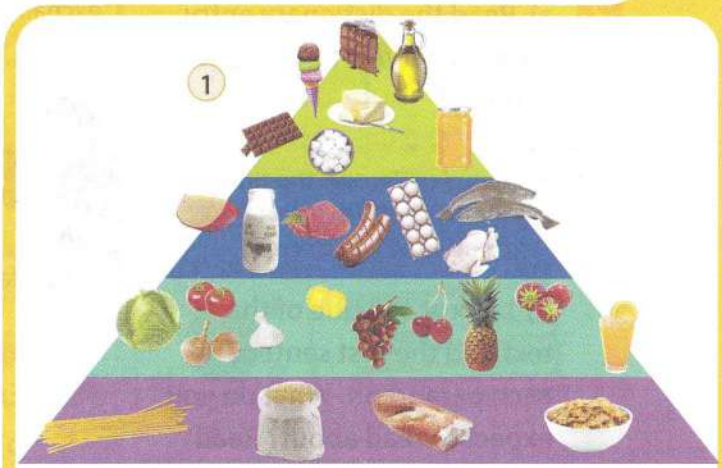
- make suggestions for a party
- order food

### Practise ...

- countable/uncountable nouns
- some/any
- much/many
- (a) little/(a) few
- adjectives -ing/-ed + noun
- word formation: adjectives, nouns and adverbs with un-; a dress – to dress
- reading rules: ng, nk, g, g + e, i
- pronunciation: /ŋ/, /ŋk/, /g/, /dʒ/

### Write / Make ...

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

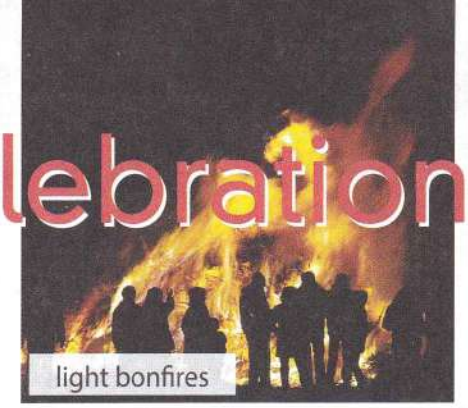








# 8a Celebrations







## Vocabulary

### ♦ Festive activities

**1** **Think of popular celebrations in Russia. Which of the activities in the pictures do you do?**

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



















## Reading

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

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

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

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

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

## HARVEST TIME AROUND THE WORLD

### Autumn

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

### Winter

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

### Spring

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

### Summer

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

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

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

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

## Speaking

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

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

## Grammar Grammar Reference

### ♦ Countable/Uncountable nouns

**6** a) Read the box below.

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



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



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



- **Some nouns only have a plural form:** *clothes, shorts, trousers*

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



1 ..... apple



2 ..... rice



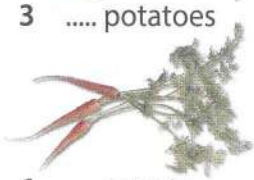
3 ..... potatoes



4 ..... biscuit



5 ..... tea



6 ..... carrots

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

## Listening

**7** Listen and choose the correct picture.

1 When is the festival?




A




B




C

2 Where does Jack live?



A

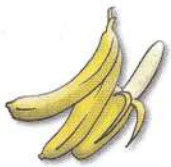


B

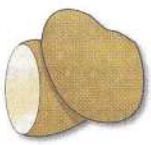


C

3 What does Amy want to eat?



A



B



C

## Pronunciation /ŋ/, /ŋk/

**8** Listen and repeat.

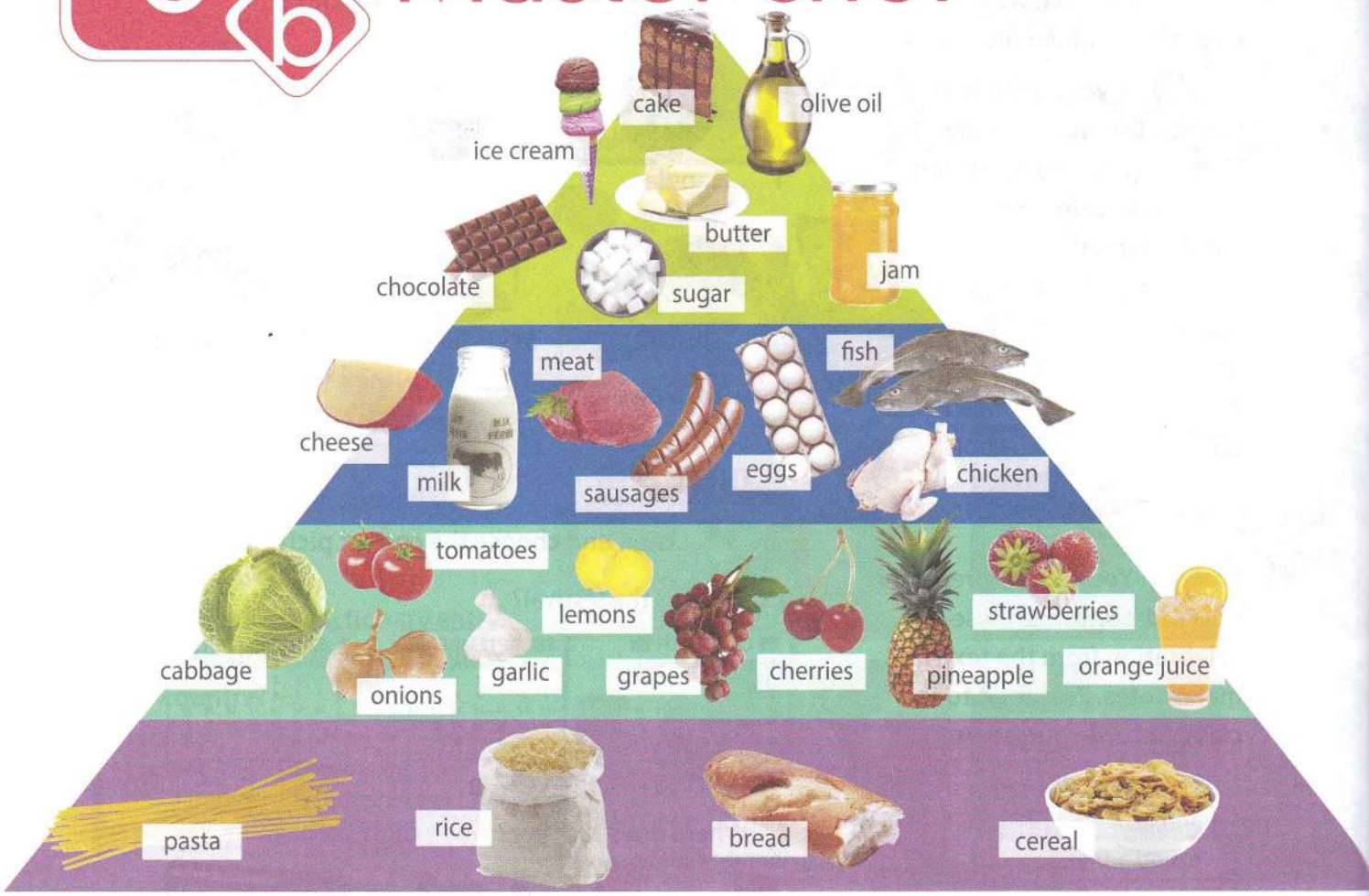
/ŋ/: sing, song, king, ring
/ŋk/: ankle, linker, tinker

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

## Writing (a paragraph about a celebration)

**9** ICT Think of a celebration in your country. Collect information from the Internet then write a short paragraph about it (about 60 words). Write:
• name of festival • time of the year • activities • food

# 8b Master chef




## Vocabulary

### ♦ Food & drinks

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

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

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

### ♦ Containers

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

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

## Reading

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

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

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

## Grammar Grammar Reference

♦ some/any – (how) much/ (how) many – (a) little/(a) few

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

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

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

**5** **a) Look at the pictures and complete with *some* or *any*.**



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

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

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

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

**6** **Read the rule. Then complete with: *much, many*.**

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

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

## Speaking

**7** ***Portfolio:* You want to cook your favourite meal tonight. Discuss what you need. Use the dialogue in Ex. 3 as a model. Record yourselves.**

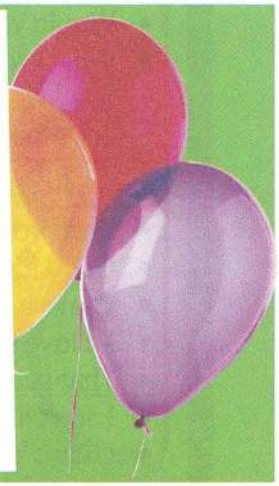
## Listening

**8** **a) Bob and Ann are talking. Look at the text. What are they talking about? Listen and check.**

**b) Listen and complete the gaps with the missing words 1-5.**

Birthday
Party Plan

Date: 0) ► Friday 22nd January
Time: 1) .....
Number of people: 2) .....
Food/Drin ks: 3 large pizzas
10 burgers
1 packet of chocolate 3) ..... ,
2 4) ..... of lemonade
Activities: party 5) ..... , dancing



## Writing (a birthday party plan)

**9** ***Portfolio:* Imagine it's your birthday. Write your birthday party plan. Write:**
• date • time • number of people • food/ drinks • activities

# 8C It's my birthday!

## Reading

**1** Close your eyes and listen to the music. Where are you? What are you doing? Who else is with you?

**2** a) Look at the pictures and read the first sentence of each text. How are they related to the title? Listen, read and check.

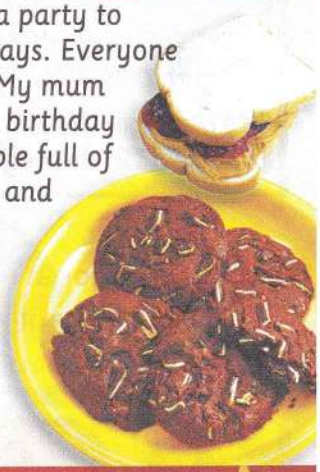
b) Read the text aloud. How do the British and the Chinese celebrate birthdays? What do the pictures show?



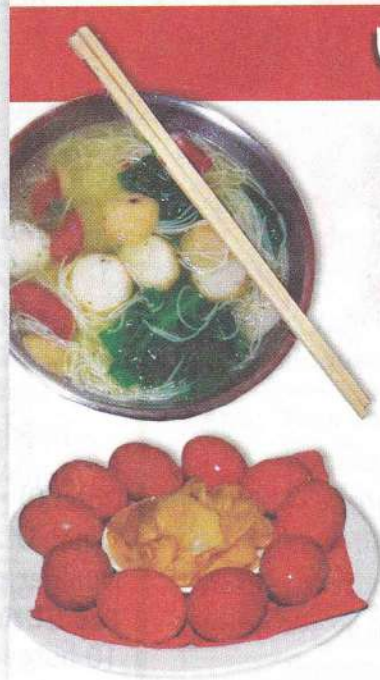
## Birthday Treats

### Britain

In Britain, we have a party to celebrate our birthdays. Everyone brings a small gift. My mum always makes me a birthday cake. We have a table full of food, crisps, sandwiches, small cakes and chocolate biscuits, ice cream and very small sausages you eat on a stick. I just love them. We decorate the house with balloons and I play party games with my friends. It's fantastic.
John (12)



### China



Birthday celebrations are very special in China. We eat very long noodles that mean we will have a long life. I eat them in soup and try not to cut them because it's **unlucky**! We also eat red eggs. Red is a special colour in China. It always means something happy and brings good luck. We decorate the house with red paper and all the family comes for a party. We also get money in red envelopes. It's fun.
Lee (13)

## Everyday English

♦ Making suggestions

**3** Imagine you are planning a birthday party. Decide what food you need.

| Making suggestions |
|---|
| • Would you like to (have) ... ? |
| • What/How about (having) ... ? |
| • Shall we (have) ... ? |
| • Let's (have) ... . |
| **Accepting & Refusing** |
| • That would be nice! |
| • Good idea. I like juice/cooking. |
| • That's a great idea. |
| • I'd love to. |
| • That sounds great! |
| • I don't like ... I hate juice/cooking. |
| • I don't think so. |

► *A: Shall we have some chocolate biscuits?*
*B: Yes, that's a great idea. What about sandwiches?*
*A: I don't like sandwiches. Can we have pizza?*

♦ Word formation

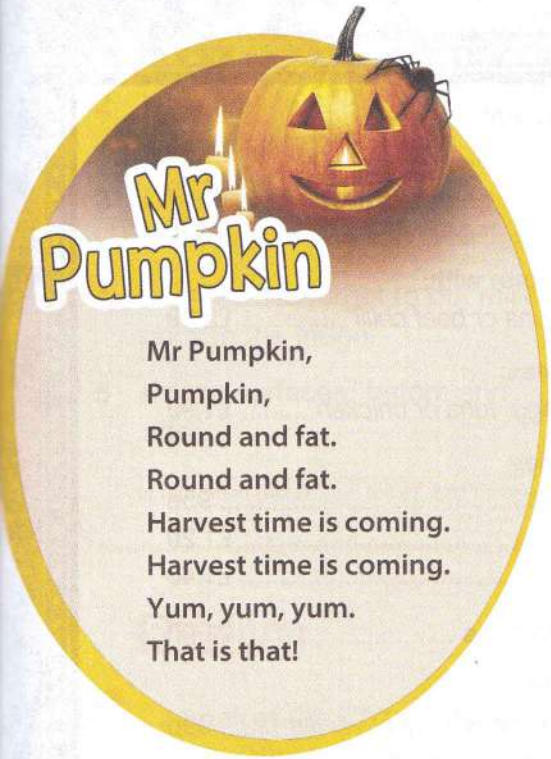
We use **un-** to form negative adjectives, adverbs and nouns.
**un**happy, **un**lucky (adj); **un**usually, **un**easily (adv); **un**safety (n).

## Writing (a magazine entry)

**4** *Portfolio:* **Write a short magazine entry about birthdays in your country (about 60 words). Write about:**
• food • decorations • activities

# CULTURE CORNER
## Thanksgiving

**1** 🎧 Listen to the song. What is it about? How is it related to the title 'Thanksgiving'?




Mr Pumpkin,
Pumpkin,
Round and fat.
Round and fat.
Harvest time is coming.
Harvest time is coming.
Yum, yum, yum.
That is that!

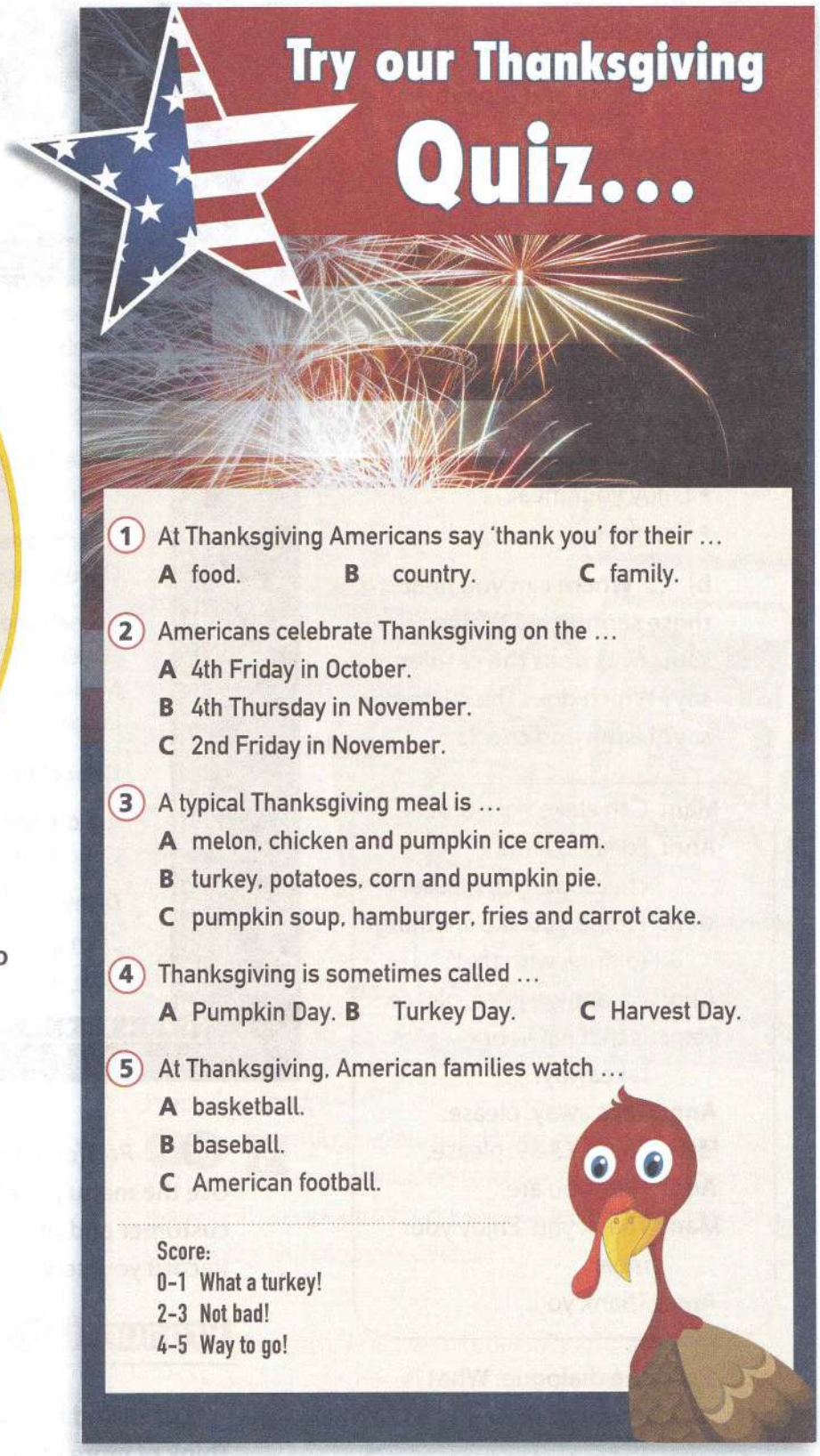
**2** a) How much do you know about Thanksgiving? Do the quiz.

b) 🎧 Listen to the radio programme and check your answers to the quiz. What is your score?

**3** Prepare a short radio programme on a celebration in your country. Include:

- its name
- when you celebrate it
- food
- special customs

Present your programme to the class.




1. At Thanksgiving Americans say 'thank you' for their ...
   **A** food. **B** country. **C** family.
2. Americans celebrate Thanksgiving on the ...
   **A** 4th Friday in October.
   **B** 4th Thursday in November.
   **C** 2nd Friday in November.
3. A typical Thanksgiving meal is ...
   **A** melon, chicken and pumpkin ice cream.
   **B** turkey, potatoes, corn and pumpkin pie.
   **C** pumpkin soup, hamburger, fries and carrot cake.
4. Thanksgiving is sometimes called ...
   **A** Pumpkin Day. **B** Turkey Day. **C** Harvest Day.
5. At Thanksgiving, American families watch ...
   **A** basketball.
   **B** baseball.
   **C** American football.

Score:
0–1 What a turkey!
2–3 Not bad!
4–5 Way to go!



**Project** (a quiz about a celebration)

**4** *Portfolio:* Prepare a quiz about your celebration from Ex. 3. Exchange your quiz with another student.

# English in Use 8




## ♦ Ordering food

**1** a) 🎧 **Listen and repeat.**

- Take away, please.
- Can I take your order?
- I'd like a large cheeseburger, please.
- Would you like anything to drink with that?
- Is that eat in or takeaway?
- Here you are.
- An orange juice, please.
- Enjoy your meal.
- Thank you.

b) 🎧 **Where can you hear these sentences? Which sentences does the cashier say? Which does the customer say? Listen and check.**

**Man:** Can I take your order?
**Ann:** I'd like a large cheeseburger, please.
**Man:** Would you like anything to drink with that?
**Ann:** An orange juice, please.
**Man:** Is that eat in or takeaway?
**Ann:** Take away, please.
**Man:** That's £3.89, please.
**Ann:** Here you are.
**Man:** Thank you. Enjoy your meal.
**Ann:** Thank you.

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

| Adjectives -ing/-ed + noun |
|---|
| *a **baked** potato –* |
| *a **cooking/baking** chef* |
| *a **scaring** film – a **scared** boy* |

| | |
|---|---|
| **Cheeseburger** | |
| Small | £1.99 |
| Medium | £2.49 |
| Large | £2.99 |
| **Baked potato with:** | |
| *Cheese, tuna or beef chilli* | £2.99 |
| **Sandwiches:** | |
| *Cheese, egg, tuna or chicken* | £1.99 |
| **French fries** | |
| Small | 95p |
| Medium | £1.20 |
| Large | £1.40 |
| **Chocolate cake** | £1.20 |
| **Ice cream:** | |
| *Chocolate, strawberry or vanilla* | 99p |
| **Drinks:** | |
| *Orange juice* | 90p |
| *Cola, lemonade, mineral water* | 70p |

**3** *Portfolio:* **You are at a fast food restaurant. Use the menu to act out a similar dialogue between a customer and the cashier. Use the sentences in Ex. 1a. Record yourselves.**

## Pronunciation /g/, /dʒ/

| Reading Rules |
|---|
| g – /g/ glass |
| g + e, i – /dʒ/ orange |

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

/g/: **g**lue, **g**arlic
/dʒ/: mar**g**in, la**rg**e

# Extensive Reading 8

ACROSS THE CURRICULUM: PSHE

**1** **Which of the sentences 1-5 are true for you?**

**When I cook/help in the kitchen ...**

1 I always wash my hands first.
2 I use one knife to chop[1] everything.
3 I wash fruit and vegetables really well.
4 I sometimes forget to put milk back in the fridge.
5 I clean surfaces[2] before and after.

[1] cut into small pieces [2] top of something

## Reading

**2** **Look at the kitchen in the picture. What is wrong? Listen, read and check.**

**3** **Now look at your answers in Ex. 1 again. What do you think you'll change next time you help in the kitchen?**

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

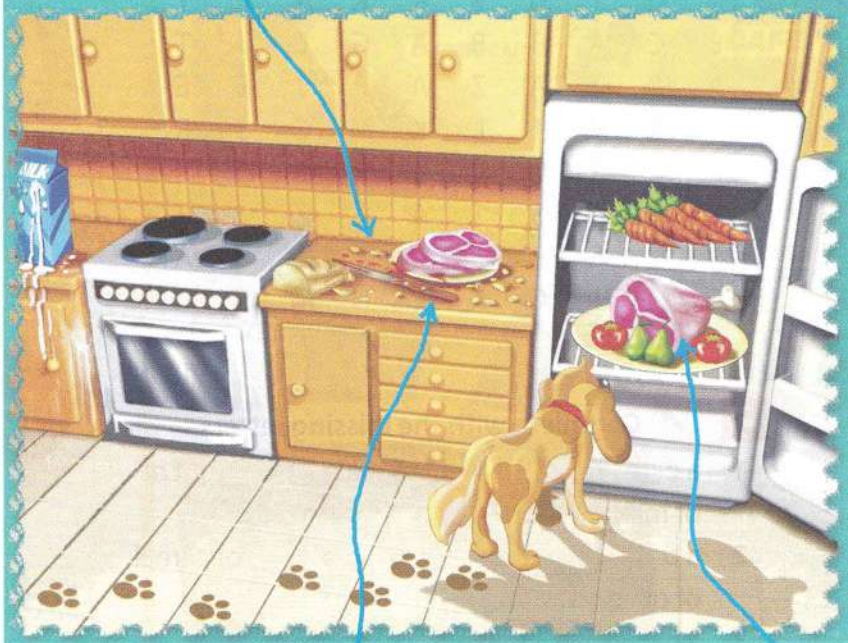
## Project

**4** ICT ***Portfolio:*** **Work in groups. Use the information on this page and information from the Internet to make a list of *dos* and *don'ts* for the kitchen. Use your list to make a poster called 'Be safe in the kitchen!'**

* PSHE: personal, social and health education

# DANGER!

**Keeping clean:**
Don't let pets in the kitchen. Always wash your hands well before you touch any food. Clean the work surfaces well to keep bacteria away!



**Preparing food:**
Wash fruit and vegetables well. Never chop raw[1] meat and then use the same knife for other food – to cut your bread, for example. There are lots of dangerous bacteria on raw meat. Use sharp knives and chop very carefully.

**Storing food:**
Bacteria can't live in the cold, but they love warm kitchens! Always keep raw meat, cooked food and dairy products like milk, cheese and yoghurt in the fridge. Don't put other food next to raw meat!

[1] not cooked

# PROGRESS CHECK 8

## 1 Match the words to form collocations.

| | | | |
|---|---|---|---|
| 1 | have | a | bonfires |
| 2 | dress | b | gifts |
| 3 | exchange | c | up |
| 4 | light | d | special food |
| 5 | decorate | e | street parades |
| 6 | cook | f | the house |

(Points: 6X2 — 12)

## 2 Find ten words for foods/drinks.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P | W | A | M | E | A | T | C | R | B |
| I | M | Y | T | L | L | A | S | T | U |
| N | G | T | U | S | K | K | N | P | T |
| E | C | A | B | B | A | G | E | I | T |
| A | A | Z | A | Z | A | P | J | E | E |
| P | S | M | I | L | K | M | G | S | R |
| P | C | R | Q | B | U | R | G | E | R |
| L | P | A | S | T | A | C | Z | J | J |
| E | U | E | R | I | C | E | E | E | A |
| C | H | I | C | K | E | N | M | S | Z |

(Points: 10X1 — 10)

## 3 Complete with the missing letters.

1 a c_____n of milk
2 a b_____e of olive oil
3 a b___l of sugar
4 a g_____s of orange juice
5 a p_____t of pasta
6 a b___ of cereal

(Points: 6X3 — 18)

## 4 Choose the correct word.

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

(Points: 8X2 — 16)

## 5 Complete the gaps with: *some, any, much, many.*

1 A: How ..... potatoes have we got?
B: Not ..... .
2 There are ..... peas, but there aren't ..... onions.
3 A: Are there ..... apples?
B: Yes, but not ..... .
4 A: Is there ..... rice?
B: Yes, but not ..... .

(Points: 8X3 — 24)

## 6 Use the prompts to complete the exchanges.

- Can I take your order?
- How about pizza? • There is some.
- Enjoy your meal. • That would be nice.

1 A: Would you like a glass of milk?
B: .....
2 A: .....
B: I'd like a cheese sandwich, please.
3 A: .....
B: I don't think so.
4 A: .....
B: Thank you.
5 A: Is there any orange juice?
B: .....

(Points: 5X4 — 20)

(My score: 100)

## Now I Can...

- talk and write about festivals and celebrations
- talk about and order food/drinks
- write a birthday party plan
- make suggestions about food for a party
- write a magazine entry about how we celebrate birthdays in Russia
- talk and write about kitchen safety

... in English.

## Smile



# Module 9

## Modern living

### Before you start …

- Do you usually have breakfast at school or at home?
- What do you usually eat for breakfast/lunch/dinner?
- How did you celebrate your birthday last year?
- Think of a holiday in your country. How do you celebrate it?

### Look at Module 9

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- a statue
- a shopping centre
- British coins

### Listen, read and talk about …

- shops & products
- places to go in a town
- events
- types of films

### Learn how to …

- ask for & give directions

### Practise …

- *a/an – the – zero article*
- *at – with*
- *was/were*
- *must/mustn't*
- past simple (regular/irregular forms)
- reading rules: was, were, ck
- pronunciation: /wɒz/, /wɜːʳ/

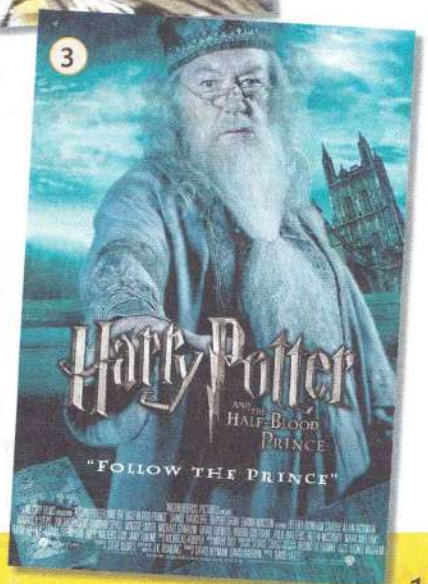
### Write / Make …

- an email reviewing a film you saw
- a short text about a famous area in the capital city of your country
- a poster about money in Russia









# 9a Going shopping




## Vocabulary

♦ Shops & products

**1** **a) Which shops can you see in the shopping centre? Where are they?**

*baker's, florist's, café, shoe shop, newsagent's, greengrocer's, toy shop, bookshop, chemist's, music shop, fast food restaurant, clothes shop, jeweller's*

▸ *I can see a florist shop called Laura's. The florist's is next to Benny's on the first floor.*

## Grammar Grammar Reference

♦ a/an – the – zero article

We use **a/an** with singular countable nouns when we mention something for the first time. We use no article (**zero article**) with plural countable or uncountable nouns when we mention something for the first time. We use **the** when it is clear which person/thing we mean. *Benny's is **a** shoe shop. You can buy shoes at Benny's. **The** shoe shop is next to Karen's.*

**b)** **You are at the shopping centre. Act out short dialogues. Use:** *a pair of shoes, some tulips, toys, a skirt, a magazine, some aspirin, a book, a teddy bear, medicine, a meal, a ring.*

▸ *A: So, what do you want to buy?*
*B: A pair of shoes.*
*A: Let's go to Benny's. They sell shoes there.*
*B: Where is it?*
*A: On the first floor.*

## Reading

**2** **Listen to and read the dialogue and mark the sentences 1-6 *T* (true) or *F* (false).**

1 Emma was at the shopping centre with Kelly yesterday.
2 Kelly thinks Emma's new shoes are nice.
3 Emma's new shoes weren't cheap.
4 Kelly and Emma decide to go to the mall together today.
5 Emma doesn't like the Rainforest café.

**Emma:** Hi, Kelly! How are you?
**Kelly:** Hi, Emma! I'm well, thanks. What about you?
**Emma:** I'm well too! Do you like my new shoes? I was at the mall yesterday with my mum. We were in Benny's shoe shop because there was a sale on.
**Kelly:** Oh! I love them! Were they expensive?
**Emma:** No, they weren't. They were really cheap! Only £15!
**Kelly:** Were there any sandals in the sale?
**Emma:** Yes, there were lots. Do you want to go to Benny's shoe shop together this afternoon? Then you can see.
**Kelly:** OK! We can have a snack at the Rainforest café too.
**Emma:** Good idea! I love the food there.

## Grammar Grammar Reference

### ♦ *was/were*

**3** **a) Read the table. Find examples in the dialogue.**

**Past Simple: was / were**

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

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

1 There ..... a lot of people in the fast food restaurant last night. It was very busy!
2 ..... Katie at school last week? – No, she ..... . She was sick.
3 These flowers are beautiful. They ..... expensive, weren't they. – No, they ..... .
4 ..... James and Charlotte at the florist's or at the bookshop? – They ..... at the florist's.
5 That's a pretty dress. ..... it in the sale? – Yes, it ..... .
6 ..... there a toy shop in that shopping centre? – No, there ..... .
7 Where ..... you yesterday, Sam? – I ..... at the zoo with my mum.
8 We ..... at home last night. – We ..... at the cinema with friends.

### ♦ Remember

We were **(where?)** at home **(when?)** last night.

### ♦ Talking about the past

**4** **In pairs, ask and answer questions using the prompts in the table.**

| | | |
|---|---|---|
| last Monday morning, yesterday afternoon, last Sunday evening, two days / weeks / months / years ago | **at** | home, school, Katie's BUT at **the** museum, cinema, theatre, zoo, library |
| | **with** | friends, family, relatives, classmates |

▸ *A: Where were you last Monday morning?*
*B: I was at school.*

## Pronunciation

| Reading Rules |
|---|
| **weak form:** /wəz/ /wəʳ/ |
| **strong form:** /wɒz/ /wɜːʳ/ |

**5** **Listen and repeat. Mind the stressed and unstressed words/syllables.**

'Tony was at the zoo 'yesterday afternoon.
'Was he at the park?
The 'children were at the cinema.
'Were the 'boys with Peter?

## Writing

**6** **Write a short paragraph about your/your friend's favourite shop (about 60 words). Write:** ***where it is, what it sells, when you/your friend were/was last there.***

▸ *Olga's favourite shop is Topshop. It's a clothes shop. It's near the café. We were there last Friday.*

# 9b It was great!




## Vocabulary

### ♦ Places to go

**1** **a) What do the posters (A-F) advertise?**

- a zoo • an art gallery
- a theatre • a fast food restaurant
- an adventure park
- a concert hall

► *Poster A advertises an art gallery.*

**b) What can you do at each place?** *see wild animals, listen to music, look at paintings, watch a play, eat a burger, go on a roller coaster*

► *You can see wild animals at the zoo.*

**NOTE:** ***in*** *a room* (inside)
***at*** *the bus stop* (open space)

## Reading

**2** **a) Read the first three lines in the email. What is it about? Listen, read and check.**

Mailbox | Compose mail

Hi, Sergei,
I hope you're well. Guess where I was last weekend! I decided to go to the Crazy Ride Adventure Park with my friends. The weather was great. There were a lot of people there. There were so many rides I couldn't **choose** which one to go on. I tried the Mega roller coaster. It was great. We wanted to go to the Hall of Mirrors but we didn't because there was a very long **queue**. We tried **candyfloss** but I didn't like it. We stayed until late in the evening.
What about you? Did you visit your grandparents?
Write back soon.
Sam

**b) Read the email again and answer the questions. Then explain the words in bold.**

1 Where was Sam last weekend?
2 Who else was with him?
3 Why didn't Sam go to the Hall of Mirrors?
4 What did Sam eat at the park?
5 Sam liked the Mega roller coaster, didn't he?

## study skills

***Remembering grammar structures***
Explore grammar structures in context. It helps you understand them better.

## Grammar Grammar Reference

### ♦ Past Simple (regular verbs)

**3** **Read the table. How do we form the negative and interrogative forms of the *Past Simple*? Find examples in the email.**

| Affirmative | Negative |
|---|---|
| I/You/He/She/It/We/They **watched** TV last night. | I/You/He/She/It/We/They **did not/ didn't watch** TV last night. |
| **Interrogative** | **Short answers** |
| **Did** I/you/he/etc watch TV last night? | Yes, I/you/he/etc **did.** No, I/you/he/etc **didn't.** |

**Form:** verb + *ed*
We use the Past Simple for actions which happened at a certain time in the past.
*He **played** football yesterday.* (When? Yesterday.)

**Spelling:**
- verbs ending in **-e + d** *like – liked*
- verbs ending in **consonant + y → -ied** *try – tried, tidy – tidied, study – studied*
- verbs ending in **vowel + y + -ed** *play – played, enjoy – enjoyed*
- verbs ending in one stressed vowel between two consonants, **double the last consonant + -ed** *stop – stopped, drop – dropped*

**Time expressions:** yesterday afternoon/ morning, last night/week/month, two days/ weeks ago, etc

**4** **Listen and choose the correct pronunciation. Listen again and repeat.**

| Verb | Past Simple | /t/ | /d/ | /ɪd/ |
|---|---|---|---|---|
| walk | walked | | | |
| live | lived | | | |
| reach | reached | | | |
| visit | visited | | | |
| watch | watched | | | |
| slip | slipped | | | |
| cry | cried | | | |
| travel | travelled | | | |

**5** **Put the verbs in brackets in the *Past Simple*.**

1 A: ..... **(you/play)** basketball yesterday afternoon?
B: No, I ..... . I ..... **(surf)** the Net.
2 A: ..... **(your cousin/visit)** Berlin or Prague last month?
B: He ..... **(visit)** Prague.
3 A: How old was Mozart when he ..... **(die)**?
B: 35 years old.
4 A: When ..... **(you/finish)** work yesterday?
B: At 5:00. Then I ..... **(walk)** home with Jane.
5 A: When ..... **(your parents/call)** you?
B: They ..... **(call)** an hour ago.

## Listening

**6** **Look at the poster. What does it advertise? Listen and complete gaps 1-5.**

The Royal Ballet presents
**Swan Lake**
by P. Tchaikovsky

**Come and see the Royal Ballet's leading stars in this famous classical ballet!**

Saturday, **1)** ..... September **2)** ..... pm
Royal Opera **3)** ..... , Covent Garden.
Tickets: £40 for **4)** ..... ; £25 for children
Book today! Call 0208 542 **5)** ..... for tickets.



## Speaking & Writing

**7** **What did your partner do last weekend? Ask questions using the phrases:** *watch TV, listen to music, cook dinner, tidy your room, play football, visit your grandparents, surf the Net.*

▸ *A: Did you watch TV last weekend?*
*B: Yes, I did.*

**8** **Write a short email to a friend about what you did last weekend (about 60 words). Use Ex. 2a as the model.**

# 9C Don't miss it!

## Vocabulary

### ♦ Types of films

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

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

## Reading

**2** 🎧 **Listen to and read the email and answer the questions. Explain the words in bold.**

1 What type of film is it?
2 What is the film about?
3 Who stars in the film?

**3** **How does Samantha recommend the film? Which two sentences below can she use instead?**

1 It's super.
2 It's well worth seeing.
3 It's a bore to watch.

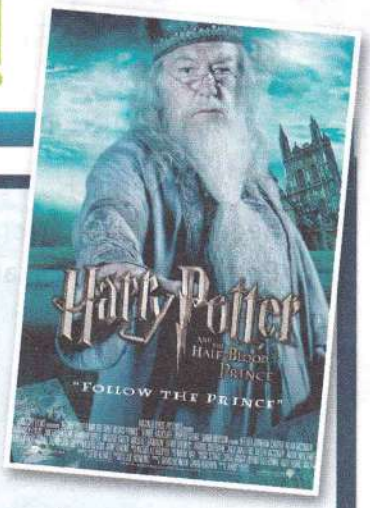
## Grammar Grammar Reference

### ♦ Past Simple (irregular verbs)

**4** **a) Read the theory. Find four irregular *Past Simple* forms in the email.**

**Past Simple – Irregular**

*I/You/He/She/We/They/It* ***left*** *an hour ago. Why* ***did he leave?***
Irregular verbs have irregular forms.
*He* ***ate*** *pasta last night.*




Hi Julia,
How are you? I had a great weekend. I went to the cinema on Saturday night with my friends. We saw *Harry Potter and the Half-Blood Prince*, a fantasy film **starring** Daniel Radcliffe, Rupert Grint and Emma Watson.

The sixth film of the Harry Potter **series** is about Harry Potter getting ready to **face** Voldemort. Dumblemore takes Harry with him on a **secret journey** in which Harry is a **witness** to the **battle** between **good** and **evil**.

I found the film exciting, and the **acting** was wonderful. I think it's a **must-see** for everyone.

How about you? Did you go to the seaside last weekend?
Love,
Samantha

**b) What are the past forms of the verbs below? Which are regular (*R*) and irregular (*I*)? See the list of irregular verbs at the end of the book.**

| | | |
|---|---|---|
| 1 see ▸ *saw (I)* | 6 write | 11 find |
| 2 go | 7 send | 12 think |
| 3 read | 8 buy | 13 have |
| 4 make | 9 work | 14 get |
| 5 take | 10 play | |

**c) Use the verbs in Ex. 4b to talk to your partner.**

▸ *A: Did you see a film last weekend?*
*B: Yes, I did. I saw 'Avatar'./No, I didn't.*
*A: You wrote a review, didn't you?*
*B: No, I didn't.*

## Writing (a film review)

**5** **a) Choose a film you like and make notes under the headings:**

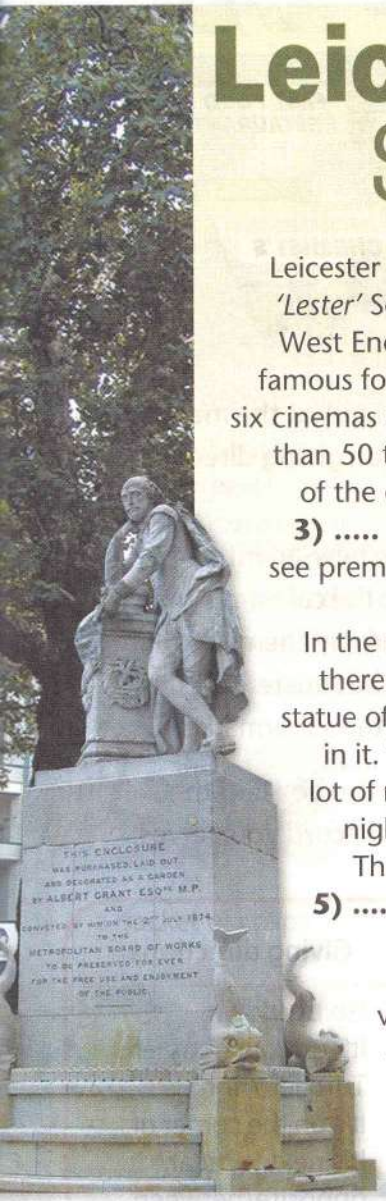
• type • plot • main characters • recommendation

**b) *Portfolio:* Use your notes from Ex. 5a to write an email to your friend about the film you saw. Use Ex. 2 as a model (about 60 words).**

# CULTURE CORNER

## Busy spots in London

**1** Look at the picture, then read the first sentence of the text. Where is this place? Think of three questions about it. Read the whole text. Can you answer your questions?



# Leicester Square

Leicester Square (pronounced *'Lester'* Square) is in London's West End. The square **1)** ..... famous for its cinemas. It's got six cinemas and **2)** ..... are more than 50 theatres nearby. One of the cinemas, the Odeon, **3)** ..... 1,700 seats! You can see premieres[1] of new films in Leicester Square.

In the middle of the square, there is a small park with a statue of William Shakespeare in it. There are also **4)** ..... lot of restaurants, cafés and nightclubs in the square. They are especially busy **5)** ..... Friday and Saturday evenings. Leicester Square is well worth[2] visiting – whether you are from London or a tourist.

[1] first performances
[2] deserving of

**2** Read and choose the correct word to complete gaps 1-5. Listen and check.

| | | | |
|---|---|---|---|
| 1 | A can | B is | C has |
| 2 | A there | B these | C they |
| 3 | A having | B have | C has |
| 4 | A a | B and | C the |
| 5 | A at | B in | C on |

**3** Last summer, your friend visited London and went to Leicester Square. Ask him *wh- questions* based on the text.

▸ *A: Where's Leicester Square?*
*B: In London's West End.*
*A: What did you do there?*
*B: I went to the theatre to see a new musical.*

### Grammar Grammar Reference

♦ must/mustn't

**4** a) Read the grammar box.

*You **must** be quiet in here. **(rule)***
*You **mustn't** touch the paintings.*
***(prohibition/you aren't allowed to)***

b) Look at the museum notice and complete the rules with *must* or *mustn't*.

**DURING YOUR VISIT TO THE MUSEUM ...**

You 1) ..... touch the statues. (✗)
You 2) ..... pay at the door. (✓)
Children 3) ..... be with an adult. (✓)
You 4) ..... eat or drink. (✗)
You 5) ..... leave by 5 o'clock. (✓)

### Project

**5** ICT Collect information and pictures about a famous place in a big city of your country that you visited not long ago. You can do some research on the Internet using these key words: *famous sights, tourist attractions*. Write a short text for tourists. Write:

• name • location • what it is famous for • things to do and see there • what you did and saw there

Present it to the class.

# English in Use 9

♦ Asking for/Giving directions




**1** Listen and repeat.

- Excuse me, is there a fast food restaurant near here? • Where exactly?
- Can you tell me where the cinema is?
- On my left? • You can't miss it.

**2** **The sentences in Ex. 1 are from the dialogues below. What are the dialogues about? Listen, read and check. Where does each person want to go? Find the places on the map.**

1
A: Excuse me, is there a fast food restaurant near here?
B: Yes, there's one on Berry Street.
A: Where exactly?
B: On the corner of Eldon Road and Berry Street.
A: Thanks a lot.

2
A: Excuse me, can you tell me where the cinema is?
B: Yes, sure. Go down Bath Street and turn right. Walk down Eldon Road. The cinema is on your left.
A: On my left?
B: Yes. It's opposite the toy shop.
A: Thank you.

**3** *Portfolio:* **Look at the map. Act out dialogues asking for/giving directions from:**

- the bakery to the newsagent's
- the bookshop to the café
- the music shop to the chemist's
- the toy shop to the square
- the chemist's to the supermarket

**Use the phrases in the box and the sentences in Ex. 1. Record yourselves.**

| Asking for directions | Giving directions |
|---|---|
| • Where's the …?<br>• How do I get to …?<br>• Could you tell me how to get to …? | • Go up/down ...<br>• It's on your right/left.<br>• Turn left/right ...<br>• It's on the corner of ...<br>• It's next to/near/ opposite/between ... |

## Pronunciation /k/

| Reading Rules |
|---|
| ck – /k/ clock, pack |

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

lock, dock, shock, lick, luck, duck

# Extensive Reading 9

ACROSS THE CURRICULUM: MATHS

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




**2** How much do coins A-F add up to altogether? Which of the following items can you buy with this sum of money?




a packet of crisps




a bar of chocolate




a jar of jam




a carton of orange juice




a bottle of cola




a box of chocolates

**3** Which coins will you use to pay for each of the items you can buy?

**4** Imagine you bought the items below yesterday. In pairs act out dialogues, as in the example.

- A: *What did you buy yesterday?*
  B: *I bought 2 cartons of orange juice.*
  A: *How much did they cost?*
  B: *They cost £2.20 altogether.*

1 two cartons of orange juice
2 a bar of chocolate and a bottle of water
3 a packet of crisps and a carton of orange juice
4 a jar of jam and a bar of chocolate

**5** You are in a shop. You have £1. Use the pictures in Ex. 2 to act out dialogues.

- A: *How much is this bar of chocolate, please?*
  B: *It's thirty-five pence.*
  A: *Here's a pound.*
  B: *Thank you. Here's your change, sixty-five pence.*

**6** ICT Make a poster about the coins in your country. Stick or draw pictures and label them. Use information from the Internet to find pictures.

1 euro = 100 cents; 1 rouble = 100 kopecks; 1 dollar = 100 cents

# PROGRESS CHECK 9

## 1 Match the products to the shops.

| | | | |
|---|---|---|---|
| 1 | magazines | a | shoe shop |
| 2 | aspirin | b | music shop |
| 3 | boots | c | chemist's |
| 4 | trousers | d | toy shop |
| 5 | a guitar | e | newsagent's |
| 6 | dolls | f | clothes shop |

(Points: 6X3 ___/18)

## 2 Find the odd word.

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

(Points: 5X3 ___/15)

## 3 Complete the sentences using the Past Simple.

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

(Points: 8X3 ___/24)

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




1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

(Points: 6X3 ___/18)

## 5 Complete the exchanges.

- Yes. There's one on Alma Street.
- On the 3rd floor.
- It's sixty pence.
- Yes, I did. I saw *Iron Man 2*.
- It's opposite the café.

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

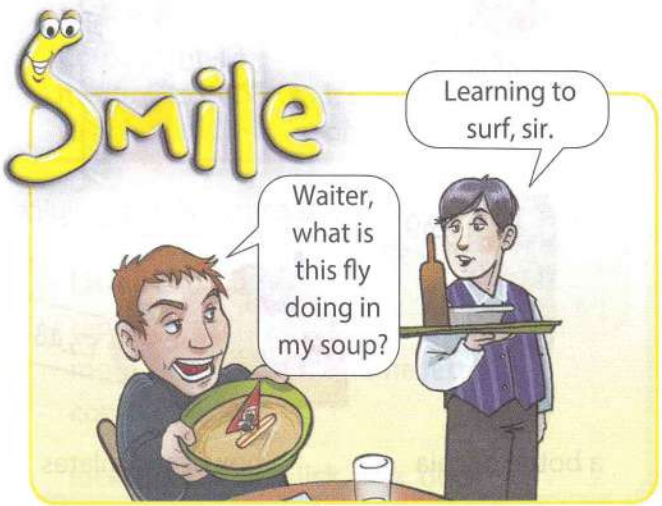
(Points: 5X5 ___/25)

(My score: ___/100)

## Now I Can ...

- talk and write about shops
- talk about places to visit
- write an email reviewing a film I saw
- write a short text about a famous area in Russia
- ask for & give directions

... in English.



# Module 10

## Holidays

### Before you start …

- How often do you go shopping and where? What do you usually buy? What did you buy last week?
- Where do you most like to go in your free time? What do you do there? What did you do last Sunday?
- What's your favourite film? What is it about? Where and when did you watch it?
- You watch TV every day, don`t you? Why?

### Look at Module 10

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- holiday adverts
- notes
- a board game

### Listen, read and talk about …

- types of holiday
- activities & feelings
- health matters
- Scotland
- safe camping

### Learn how to …

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

### Practise …

- *can/can't*
- *present perfect*
- *will/be going to*
- revision of present simple & present continuous
- word formation: nouns with -tion/ -sion; adjectives with -able, -ous, -ing
- reading rules: a, o
- pronunciation: /ʧ/, /ʤ/, /ɒ/
- pronunciation: stressed and unstressed words in a sentence (rhythm)

### Write / Make …

- an advert for your town/city
- a holiday brochure for a hotel
- a note
- a board game
- a cartoon strip

1




2




3



# 10a Travel & leisure

## Vocabulary

### ♦ Types of holiday

**1** a) **What type of holiday is each advert (A-E) about?**

- beach holiday • cruise
- safari • sightseeing tour
- activity holiday

b) **What's your favourite type of holiday? Where do you usually go? Where did you go last summer? Have you ever been to other countries?**

**2** **What is your favourite way of travelling?**



by coach / motorbike / train



car / ship / bike / plane / air

BUT on foot

- *I like travelling by car.*
- ***Have** you ever **travelled** by plane?*
- *I **have** (never) **travelled** by plane.*

## Reading

**3** a) **Listen to and read the adverts and find: *two places to stay, three activities, two means of transport and three countries.***

b) **Match the people (1-5) to the holidays (A-E).**

1 **Ann and Tony** want to have a good rest. They ***have*** already ***planned*** their trip.

2 **John** likes to do extreme sports. He ***has*** always ***been*** a risky person.

3 **Amy** wants to see animals. She ***has*** never ***seen*** lions and giraffes alive.

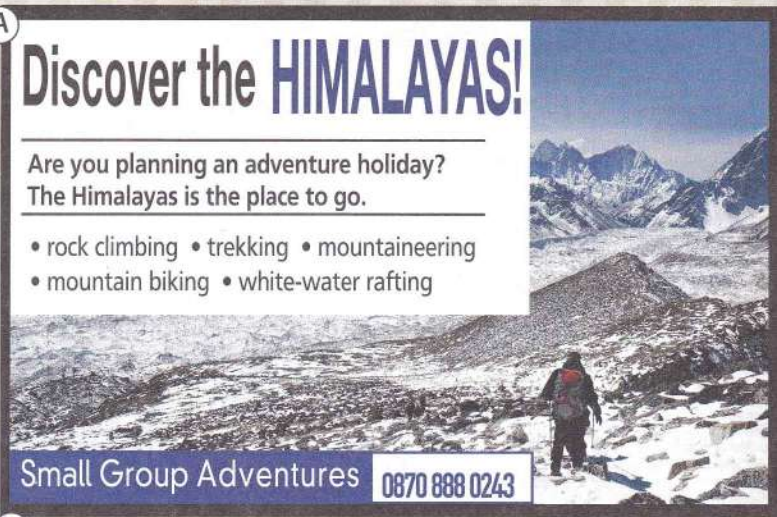
4 **Stella** likes to learn about ancient culture. She ***has*** never ***travelled*** by boat.

A

**Discover the HIMALAYAS!**

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

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



Small Group Adventures 0870 888 0243

B

**The Magic of AFRICA**

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

Call 01789 7685 for a free brochure!



5 **Mike** loves to see green countryside. He has never seen ol castles.

## Grammar

Grammar Reference

### ♦ Present Perfect

**Present Perfect**

- for life experience
- for finished actions with present result

| Affirmative | | |
|---|---|---|
| I/you/we/they<br>he/she/it | have/'ve<br>has/'s | studied/done |

| Negative | | |
|---|---|---|
| I/you/we/they<br>he/she/it | have not/haven't<br>has not/hasn't | studied/done |

| Interrogative | | |
|---|---|---|
| Have<br>Has | I/you/we/they<br>he/she/it | studied/done |

**4** **You are a travel agent. Your partner (client) wants to spend his/her holidays abroad. Use the information in the adverts to advise him/her. Record yourselves.**




► *A: I'd like to travel abroad this summer.*
*B: Why don't you go to the Himalayas?*
*A: The Himalayas? I have never been there. What can you do there? etc.*

## Grammar Grammar Reference

### ♦ can/can't

**5** a) **Read the grammar box.**

- **Can** for something allowed or possible.
  *You **can** buy souvenirs here. (it is possible, you are allowed).*
- **Can't** for something not allowed.
  *You **can't** smoke here. (it isn't allowed)*

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

1 2 3 4 5




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

**6** **Ask and answer questions. Use *can* or *may*.**

1 I /take pictures? ✓
► *A: Can I take pictures here?*
*B: Yes, you can.*
2 you / see elephants here? ✗
3 I / use my credit card? ✓
4 Mike / wear his shorts in the restaurant? ✗

## Listening

**7** a) **Listen to two people talking on the phone and complete with the missing information.**

**Name:** Harry ► *Smith*
**Place:** 1) .....
**Date/leave:** 2) ..... July
**Date/come back:** 3) ..... August
**Travel by:** 4) .....
**Price:** 5) .....

b) **In pairs, tell each other about Mr Smith's holiday.**

► *Mr Smith went to ...*
*He left ...*

## Writing (a holiday advert)

**8** ICT ***Portfolio:*** **Collect information from the Internet and make holiday adverts for places in your country. Use the adverts in Ex. 1 as models. Illustrate your adverts.**

# 10b Summer fun




## Vocabulary

### ♦ Activities & feelings

**1** a) **Look at the pictures and listen to the sounds. What images come to mind? Do you feel: *excited*? *bored*? *relaxed*?**

b) **Which of the activities do you think are:**

- tiring • relaxing
- boring • exciting
- fun • dangerous
- enjoyable

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

c) **Look at the highlighted adjective suffixes. Give one more example of each.**

## Reading

**2** a) **Read the first two exchanges in the dialogue. Where are Bill and Lucy? What are they talking about? What do you think they will do?**

b) **Read and listen to the dialogue. What do they decide to do?**

**Bill:** Good morning, Lucy.
**Lucy:** Good morning, Bill. Where are Tony and Steve?
**Bill:** They're sailing with their father. Will you have breakfast with me?
**Lucy:** Yes, sure! Now, what are your plans for today?
**Bill:** Well, it's difficult. There's so much choice here! What about you?
**Lucy:** I think I'll try scuba diving with my dad.
**Bill:** That sounds good. I think I'll try jet skiing. Then, I'll probably go swimming with my parents this afternoon. Do you want to come?
**Lucy:** Actually, I'd rather not. I'm sure I'll be tired after scuba diving!
**Bill:** Don't worry! I'll swim and you can just sunbathe!
**Lucy:** Oh ... OK then!

## Everyday English

### ♦ Inviting/Suggesting – Accepting/Refusing

**3** **a) Read the language box.**

| Inviting/Suggesting | Accepting/Refusing |
|---|---|
| • Would you like to come canoeing/ fishing etc with me?<br>• Why don't you come ... ?<br>• Do you want to come canoeing ...? | • Yes, sure!<br>• That sounds great/ good! |
| | • I'm sorry, but I can't.<br>• Actually, I'd rather not. |

**b)** *Portfolio:* **You're at the Pine Bay Hotel with your families. Use the activities in the pictures and the sentences in Ex. 3a to decide how to spend your day. Record yourselves.**

## Grammar Grammar Reference

### ♦ Future Simple / be going to

**4** **Read the rules in the grammar box. Find examples of:** ***on the spot decisions/ requests/predictions*** **in the dialogue.**

| | |
|---|---|
| **Affirmative:** | I/you/he etc **will** swim. |
| **Negative:** | I/you/he/etc **won't** swim. |
| **Interrogative:** | **Will** I/you/he/etc swim? |
| **Short answers:** | Yes, I/you/he/etc **will.**<br>No, I/you/he/etc **won't.** |

We use **will** for:

- **on the spot decisions:** *I'm really tired – I don't think* ***I'll play*** *football this afternoon.*
- **requests:** ***Will you help*** *me carry this box?*
- **predictions based on what we think or imagine:** *Come hiking with me, Joe.* ***It will be*** *really nice!*

**Note:** *will not = won't*

**be going to** is used **for plans.**

*What are you going to do?*

*We are going to go swimming.*

**5** **Respond to the statements.**

1 It's cold. (close the window) ▸ *I'll close the window.*
2 I'm hungry. (make a sandwich)
3 I need some money. (give)
4 I'm thirsty. (make some tea)
5 The door is open. (close)

**6** **Complete the sentences. Use the Future Simple/*be going to* and the verbs:**
• help • meet • pass • open • become • miss

1 I don't think I ▸ *will pass* the exam. It's too hard.
2 John ..... a doctor.
3 I don't think Laura ..... you with your exercises.
4 I'm sure Tony ..... his own shop one day.
5 Sue ..... us at the airport.
6 I think Ann ..... her plane.

## Writing (describing photographs)

**7** **a) Look at the photograph. What do you think they will do after they finish their breakfast? What do you think they did two days ago?**

**b)** *Portfolio:* **Find pictures of your last holiday. Make a poster. Under each picture write a short description. Write about:** • people • feelings • activities



Here we are at the hotel. It's hot and sunny.
We are wearing light clothes.
We are having breakfast outdoors.
We're very happy.

# 10C Just a note ...

## Vocabulary

### ♦ Health matters

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

b) **Use the phrases to discuss.**

- see a doctor • see a dentist
- take an aspirin • put lotion on

► *A: What's wrong with Mary?*
*B: She's got a temperature.*
*A: She should take an aspirin.*




## Reading

**2** **Read the notes quickly. What's Sally's problem? What does Matt suggest?**

(A)

Hi Matt,

Out to get lotion from pharmacy – got sunburn! Meet U at reception at 3!

Sally

(B)

Sally,

Can't B there at 3. Will B at beach with family 'til 4. What about 5 at pool? Hope sunburn better – stay out of sun!

Matt

P.S. Won't B late!

**3** **Read the 'Study Skills' box. What pronouns, possessive adjectives, articles and verbs are missing in notes A & B? What abbreviations are there?**

### ♦ Word formation

We use **-tion, -sion** to form nouns from verbs.
celebration; attraction; education; excursion

**4** **Rewrite these sentences in note form.**

1 I will see you outside school at four o'clock.
► *C U outside school at 4.*
2 I will meet you at three o'clock opposite the park.
3 I can't come to the cinema tonight. I've got lots of homework.
4 I am at Stacy's house. I will be back in an hour.

## study skills

***Writing a note***
Notes are short and informal. We can omit **pronouns** (*I, you, he* etc), **possessive adjectives** (*my, your* etc), **articles** (*the, a* etc) and **verbs** (*out = I am out*). We can also use abbreviations (*B = be*).

## Writing (a note)

**5** ***Portfolio:*** **You are at a holiday camp. Leave your friend a note in your room (20-30 words). Say:**

- where you are going
- what time you will meet up
- where you will meet up

**Use the notes in Ex. 2 as a model.**

# CULTURE CORNER

## All aboard

## Tour beautiful Scotland by coach!

Visit our lovely capital, scenic Highlands and much, much more! Sit back, relax and enjoy a coach tour of Scotland. Answer the questions to complete the tour!

**Did you win?**
How long did it take you to complete the tour? ..... minutes

FINISH

19 Coach stops for lunch. Go back 1.

13 Coach gets a flat tyre. Go back 1.

16 Stop to take photographs. Go back 2.

10 Stop for the night. Go back 3.

6 Go back 2.

3 Driver forgets his map. Go back 1.



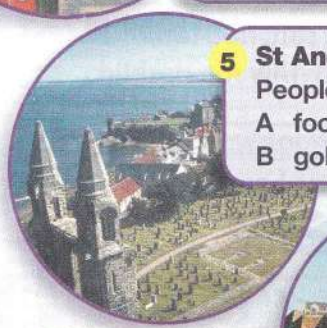
**15 Loch Ness**
This place has a famous
A snake
B monster



**11 Balmoral**
This castle is in
A Ballater
B London



**8 Oban**
This town has a famous
A cathedral
B tower



**5 St Andrews**
People come here to play
A football
B golf



**4 Stirling on the River**
Stirling is on the
A Forth
B Thames



**2 Edinburgh**
This city is famous for its
A castle
B river

Start Here



heads
Move 1 square



tails
Move 2 squares

Miss a turn if you get an answer wrong!

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

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

### Project (a board game)

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

# English in Use 10

## ♦ Renting (a bike/a car)

**1** 🎧 **Listen and repeat.**

- Can I help you?
- We'd like to rent two bikes, please.
- They look great.
- How many days would you like them for?
- Well, how much does it cost per day?
- It's £6 a day for each bike.
- We'll have them for two days then, please.
- Can you sign here, please?

**2** 🎧 **The sentences above are from a dialogue at Stan's shop. Who says what: the assistant or the customer? Listen, read and check.**

**3** **Read again. What kind of bikes does the customer rent?**

**Assistant:** Hello. Can I help you?
**Customer:** Yes, please. We'd like to rent two bikes, please.
**Assistant:** Right. We've got ordinary bikes or mountain bikes. Which would you prefer?
**Customer:** Erm ... mountain bikes, I think.
**Assistant:** Ok. Well, we've got these two red ones here.
**Customer:** They look great.
**Assistant:** How many days would you like them for?
**Customer:** Well, how much does it cost per day?
**Assistant:** It's £6 a day for each bike.
**Customer:** That's OK. We'll have them for two days then, please.
**Assistant:** Certainly. Can you sign here, please?
**Customer:** Of course.

**4** *Portfolio:* **Look at the advert. Your family are on holiday and want to rent something. Act out dialogues between the assistant and the customer. Record yourselves.**

## Pronunciation /ɒ/

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

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

**Reading Rules**
o - /ɒ/ on
a - /ɒ/ wash



# Extensive Reading 10

ACROSS THE CURRICULUM: GEOGRAPHY

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




b) **Read the cartoon again. What have the children got with them?**

**2** **How is the cartoon related to the leaflet?** 🎧 **Listen, read and check.**

## SafeCAMPING!

**When you camp in the mountains, make sure you...**

- take a whistle and a compass.
- pack some warm clothes..
- only drink bottled water.
- don't light matches inside the tent.
- pack food in containers.
- take your rubbish home with you.
- know about the wild animals that live there!



**3** **Match the points in the leaflet to the reasons below. Make sentences.**

- not be in danger
- not be in trouble if you get lost
- not start a fire
- not be cold at night
- the countryside/not be full of litter
- animals/not come close
- not have stomach problems with water from rivers and streams

► *You must take a whistle and a compass. Then you won't be in trouble if you get lost.*

### Project

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

# Progress Check 10

## 1 Complete with the right word.

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

(Points: 4X3 ___/12)

## 2 Match to form names of sports and activities.

| | | | |
|---|---|---|---|
| 1 | rock | a | surfing |
| 2 | jet | b | climbing |
| 3 | scuba | c | biking |
| 4 | mountain | d | seeing |
| 5 | sight | e | diving |
| 6 | wind | f | skiing |

(Points: 6X3 ___/18)

## 3 Match 1-4 with a-d.

1 I've got toothache.
2 I've got stomachache.
3 I've got a temperature.
4 I've got sunburn.

a Put some lotion on it!
b See a dentist!
c See a doctor!
d Take an aspirin!

(Points: 4X3 ___/12)

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

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

(Points: 5X4 ___/20)

## 5 Choose the correct word.

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

(Points: 9X2 ___/18)

## 6 Complete the exchanges.

- A: Hello, can **1)** ..... ?
  B: Yes. I **2)** ..... rent a car, please.
- A: Will you come hiking with me?
  B: I'm sorry but **3)** ..... .
- A: **4)** ..... is it per day?
  B: It's €24.
- A: What's **5)** ..... ?
  B: I've got a temperature.

(Points: 5X4 ___/20)

(My score: ___/100)

## Now I Can ... ... in English

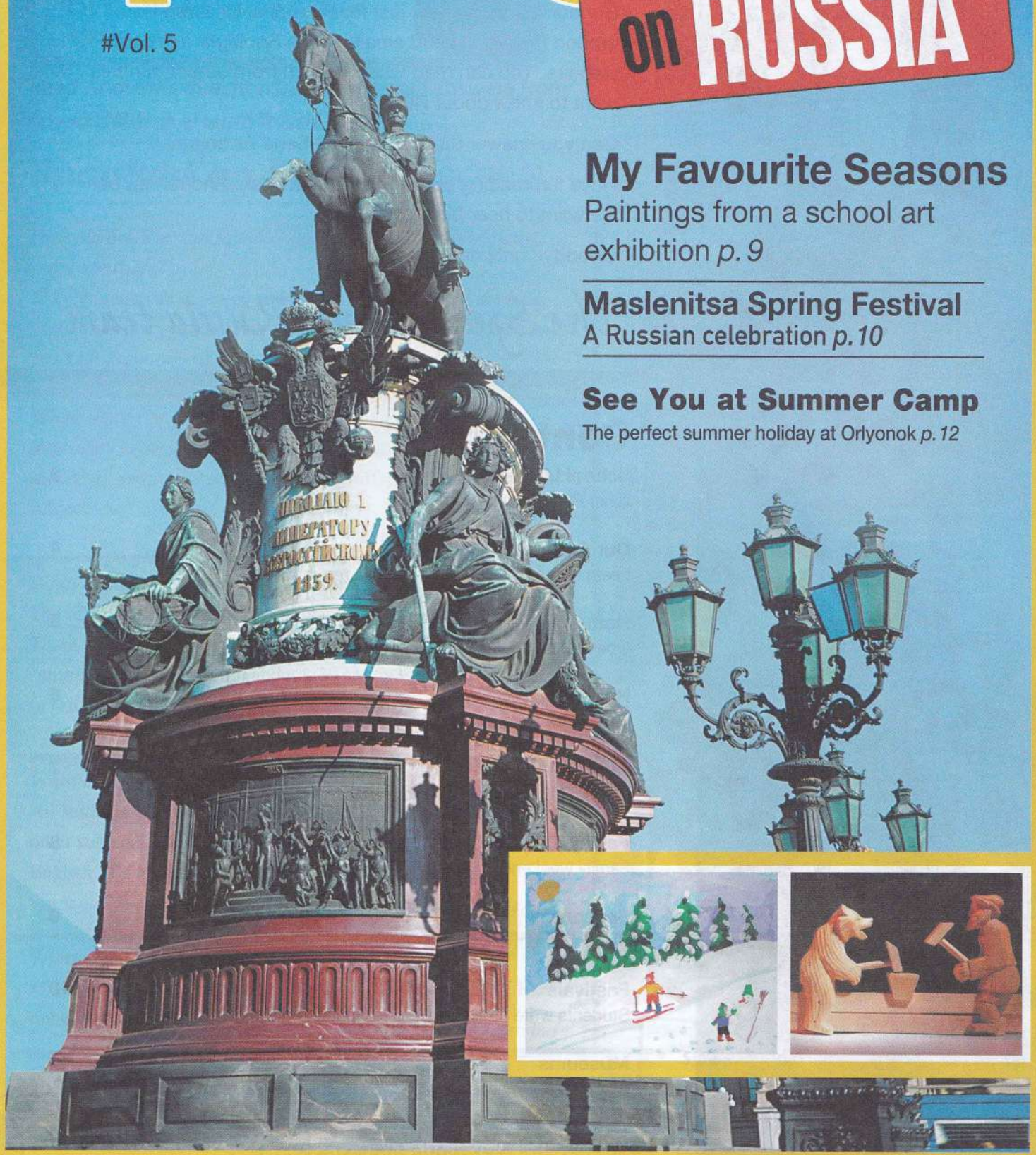
- talk about holidays and activities
- write an advert for my town, a poster, a note, and make a board game about Russia
- invite/accept & refuse invitations
- ask someone to do something
- rent a bike/car

## Smile



# Spotlight on RUSSIA

#Vol. 5




## My Favourite Seasons

Paintings from a school art exhibition *p. 9*

## Maslenitsa Spring Festival

A Russian celebration *p. 10*

## See You at Summer Camp

The perfect summer holiday at Orlyonok *p. 12*



Letter from the Editor

## Hello from Spotlight on Russia!

Our magazine is all about you and your great country – Russia!

It's about places and things from all over Russia. Read about **bears**, **toys**, a famous **tale** and much more!

But our magazine isn't just for Russians. Children from around the world send emails to the *Spotlight on Russia* website. You can read what children from other countries want to know about Russia.

Can you answer their questions? Send us an email!

Have fun reading about Russia in English. And remember – we want to hear from you!

Goodbye until next time!

*The Spotlight on Russia team.*

# Contents


**School Life** 3
What Russian schools are like

**Our Country** 4
Learn about two of Russia's ethnic republics

**Homes** 5
Open-air museums of old wooden buildings

**Hobbies** 6
Read "The Snow Maiden", a Russian folk tale in English

**Animals** 7
All about the Kamchatka brown bear

**Family Time** 8
Family weekends

**Seasons** 9
Paintings from a school art exhibition

**Festivals** 10
Students write about Maslenitsa Spring Festival

**Museums** 11
A school excursion to the Sergiev Posad Toy Museum

**Holidays** 12
The perfect summer holiday at Orlyonok

# School Life

## What are Russian schools like?

**Here's an email to the *Spotlight on Russia* website.**



Dear *Spotlight on Russia*
Hi! I'm Andrew Jones. I'm 10 years old, from Liverpool in the UK.
I've got some questions about Russian schools ...

**Read Andrew's questions, and the email answers from schoolchildren around Russia.**

## *Spotlight on Russia* at school

***How old are Russian schoolchildren in Year 1? How many years are there?***

They're about six or seven years old in Year 1. There are four years of primary school, five years of secondary school, and two years of senior school.

*Yuri (11), Perm*

***What about the teachers?***

In primary school, there is one class teacher for most subjects. In secondary and senior school, there is a different teacher for each subject.

*Daria (10), Nizhny Novgorod*

***What about lesson times and holidays?***

The school year lasts from 1st September to the end of May. There are three short holidays, and a three-month holiday in the summer. Lessons are from about 8:30 am to 3 pm, from Monday to Friday. But it can vary with different schools and regions.

*Yevgeni (11), Novosibirsk*

***What about school subjects?***

All students do Russian, history, maths and literature. There are other subjects, too. Foreign languages are important – especially English. It's my favourite! We start it in year 2.

*Sofya (10), Moscow*

***What about school uniform?***

Most schools have got a uniform, others haven't got one. I like mine very much.

*Maria (10), St Petersburg*










**DISCUSS**

- Is all the information true about your school?
- What's different between schools in Russia and the UK?
- Ask and answer Andrew's questions about your school.

**ACTIVITY**

- *Spotlight on Russia* is doing a survey. Write to us and vote for your favourite school subject.

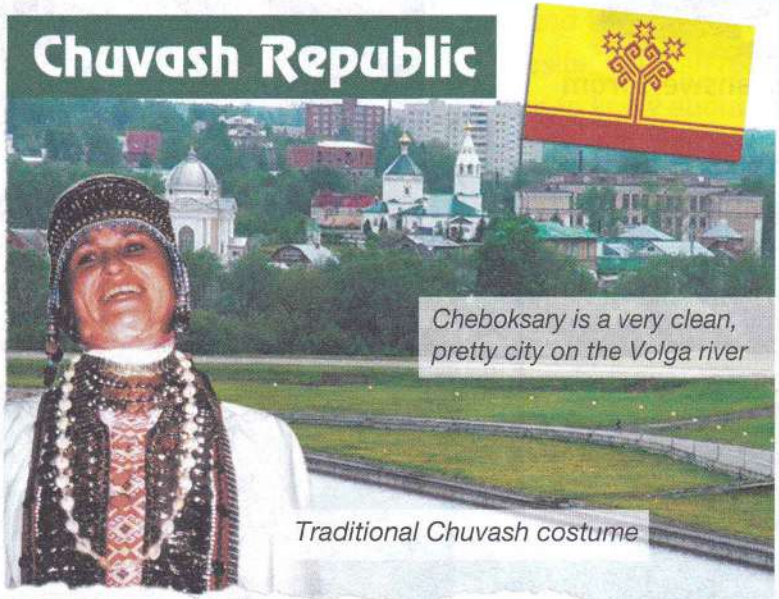
# Our Country

**One Country, Many Cultures ...**

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

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

## Chuvash Republic



*Cheboksary is a very clean, pretty city on the Volga river*

*Traditional Chuvash costume*

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

## Buryat Republic



*Beautiful Lake Baikal, Buryatia*

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

Buryatia is next to Lake Baikal. The capital is Ulan-Ude. There are about 1 million people in Buryatia, with 100 different nationalities – Russians, Buryats, Ukrainians, Tatars, Belorussians and more. The main languages are Russian and Buryat.

**Write to *Spotlight on Russia* and tell us about the republic or area you live in.**

**ACTIVITIES**

- **Fill out a fact file like this about each of the two republics above.**
- **Find out about another nationality with its own republic. Fill out a fact file, then write a short paragraph about it.**

**Name:**
**Location:**
**Capital:**
**Population:**
**Nationalities:**
**Languages:**

# Homes

**Russia's open-air museums show us wooden buildings from long ago. One very famous museum is Kizhi, on a beautiful island in Lake Onega (Onezhskoye) in Karelia. But there are many others.**

***Spotlight on Russia*** visits the museums at Malye Korely and Vitoslavlitsy near Novgorod.

## Here we are at Malye Korely, near Arkhangelsk.

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

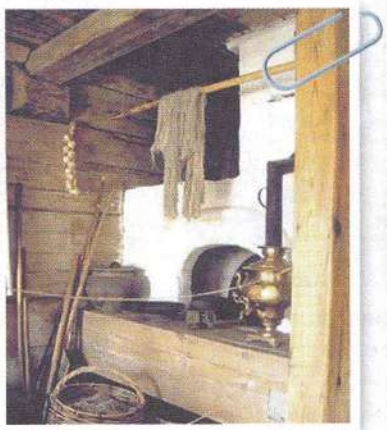




This is the 'beautiful corner' *(krasny)*, with the family icon and a special table for guests.

## Now we're at Vitoslavlitsy. Let's look inside the 1882 izba from Ryshevo.

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





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

ACTIVITIES

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

# Folk Stories

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

REPLY MAIL

My hobby is collecting dolls. I've got a *matryoshka* with a painting of the "Snow Maiden" on each doll. Can you tell me more about the Snow Maiden?



## ***Spotlight on Russia*** tells a traditional story.

*Dear Jeanne,*
*"Snegurochka", or "The Snow Maiden", is a well-known Russian folk tale. Here's our favourite version.*

# Snegurochka (The Snow Maiden)



An old man and his wife had no children. They were very sad about this. "Let's make a child out of snow," said the man one day.



They made a pretty snow-girl. "Look!" said the woman. "Her lips are red and her eyes are open!" The snow-girl was alive!



The old couple were very happy. They called their new daughter Snegurochka. She was kind and polite. But she was pale and shy.



Summer came. Snegurochka was not well. "Go out to play," her parents said. They were worried.



Snegurochka went to the forest with her friends. But is was very hot, and Snegurochka wasn't happy.



"Let's jump over a fire," the girls said. Snegurochka jumped – and melted. She was gone forever.

**DISCUSS**

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

**ACTIVITIES**

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

# Animals

**The bear is a national symbol of Russia. There are lots of folk tales about this strong and clever animal. But Russian bears aren't all the same. The Kamchatka brown bear isn't like Siberian bears.**

***Spotlight on Russia*** looks at ...

# KAMCHATKA'S GENTLE GIANTS



**Kamchatka is a wild land of volcanoes, forests and lakes. It is also home to thousands of Kamchatka brown bears.**

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

Unlike Siberian bears, these big animals are usually very peaceful. For most of the year they live in thick forests and eat berries, nuts and roots.

In the summer months, millions of salmon swim up Kamchatka's rivers from the sea. These fish are the bears' favourite food. Bears travel hundreds of kilometres to live next to the rivers and catch the salmon. Bears are very good swimmers, and their thick fur keeps them warm in the ice-cold water.

When summer finishes, the bears go back to the forest. There they make a warm den[1] where they can spend the winter.



[1]home

**DISCUSS**

- Do you like bears? Do you like other wild animals? Why/Why not?
- What stories or folk tales do you know about bears?
- What wild animals can you see in the part of Russia you live in?

**ACTIVITY**

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

# Family Time

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

***Spotlight on Russia*** spends the weekend with three typical Russian families










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

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

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

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

DISCUSS

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

ACTIVITY

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

# Seasons

***Spotlight on Russia*** goes to a schoolchildren's paintings exhibition. They are landscapes showing the students' favourite seasons.



1 Natalia Manuilova – 11 years old



2 Anastasiya Gorelova – 12 years old



3 Ekaterina Gorbunova – 11 years old



4 Yuri Litvinenko – 10 years old

A The sun is shining in a warm pink sky. There is blossom on the trees and the grass is green.

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

C The sun is shining, but there's a lot of snow. A child is skiing, and another child is making a snowman.

D It's a bit cloudy but it looks warm. There is a butterfly and some red flowers. The grass and the trees are green.

**Read the descriptions (A-D) and match them to the pictures (1-4). What season does each picture show?**

DISCUSS

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

ACTIVITY

- What's your favourite season? Draw a picture and send it to *Spotlight on Russia*. Write a short description of it.

# Festivals

## *Spotlight on Russia* receives an email...

Dear *Spotlight on Russia*
Hi! We're in Class 4C at Wood End School in South London. We're doing a school project about celebrations around the world. Can you tell us about a special Russian celebration?

**Read the answer from Class 5 at a Moscow school. They've got great photographs too!**





We're dancing around Lady Maslenitsa.



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

# Maslenitsa

## Spring Festival

'Maslenitsa' is the week before Lent. It's when Russians say goodbye to winter and welcome spring. It's a time of singing, dancing and fun. There's a lot to eat, too – especially *blinis* which are delicious butter pancakes.

Children dress up[1] and play in the snow. We go for sleigh rides, go sledging, have snowball fights and lots more. We make a straw doll of 'Lady Maslenitsa' who is dressed in special clothes. On Sunday evening, we burn Lady Maslenitsa on a big bonfire. The spring festival is over and Lent begins.

[1] put on special clothes



Children in fancy dresses

**DISCUSS**

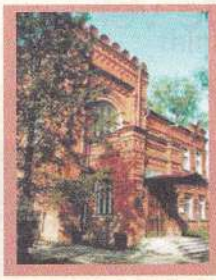
- Is this how you celebrate Maslenitsa in your area? What's different/the same?
- Do you like Maslenitsa? Why/Why not? What's your favourite celebration?

**ACTIVITY**

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

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

# Museums



## SERGIEV POSAD TOY MUSEUM

Sergiev Posad near Moscow is famous for its wooden toys. They still make toys there today, and they've got a great Toy Museum.

There are about 30,000 toys in the museum. There are old wooden 'Trinity' toys with moving parts. There are lots of dolls and matryoshkas and toy soldiers. There are modern electronic toys, too.

You must go there some day!



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



*A set of toy soldiers*



*An original 'Trinity' toy*



*A beautiful wooden troika*



*Painted Red Army soldiers*

**DISCUSS**

- Imagine you went to the Toy Museum last Friday. Did you like the visit? What did you see there?
- Do you often go on school excursions? Where do you go?
- What can you learn from visiting a museum?

**ACTIVITY**

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

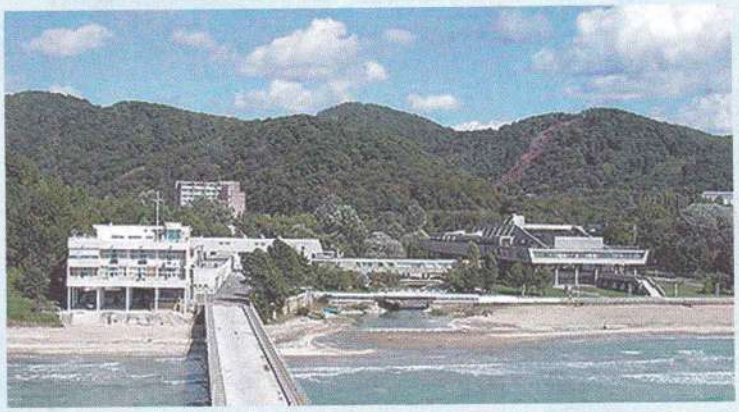
# Holidays

**Russia has got over 40,000 children's camps. Every year, over 5 million Russian children go to camps – especially in the summer. They go to make new friends, or just to have a great time. They swim, sunbathe, play sports and enjoy campfires, concerts and discos.**

***Spotlight on Russia*** looks at one very special camp ...

## See You at Summer Camp!

**Orlyonok** ОРЛЁНОК
Children's Centre












This year, 20,000 lucky children from all over Russia will go to the world-famous *Orlyonok Children's Centre*, on the Black Sea. This camp has got great beaches and sports facilities. It's got libraries, cinemas, museums and much more.

**Any child who comes to Orlyonok will have the holiday of a lifetime!**

DISCUSS

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

ACTIVITY

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

# Song Sheets

## Module 1

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

### Time for School

Bring your notepad, bring your pens,
bring your schoolbag too.
Bring your books, call your friends,
bring them all with you.

It's time for school, hooray, hooray!
Hurry up, it's my first day.
It's time for school, it's lots of fun.
School is great for everyone.

English, maths and history,
art and science, too
music and geography
are fun for me and you.

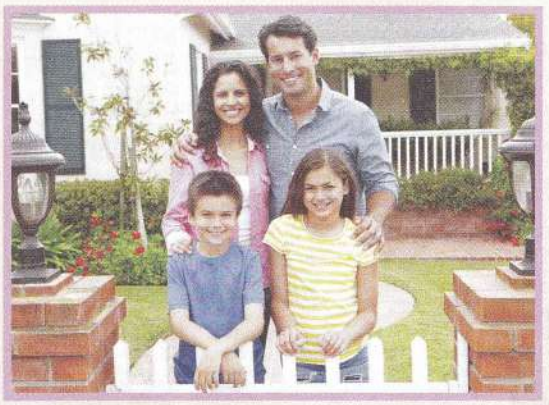
**2** What school subjects can you find in the song? Read and check.

**3** Which school objects can you see in the pictures? What things do you bring to school?

## Module 3

**1** Read the title of the song. Think of two reasons why home is 'sweet'.

### Home, Sweet Home



I run home from school each day.
I don't want to be late.
And, when I get home sweet home,
I always feel so great.

*Home is full of happiness;*
*the perfect place for me.*
*Home is always full of love.*
*It's where I want to be.*

When I walk through the door,
I always stop and smile.
All my problems disappear –
just for a little while.

**2** Listen and read. Does the singer feel the same way about home as you do?

**3** What does the singer mean when he says his "home is always full of love"?

## Module 5

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

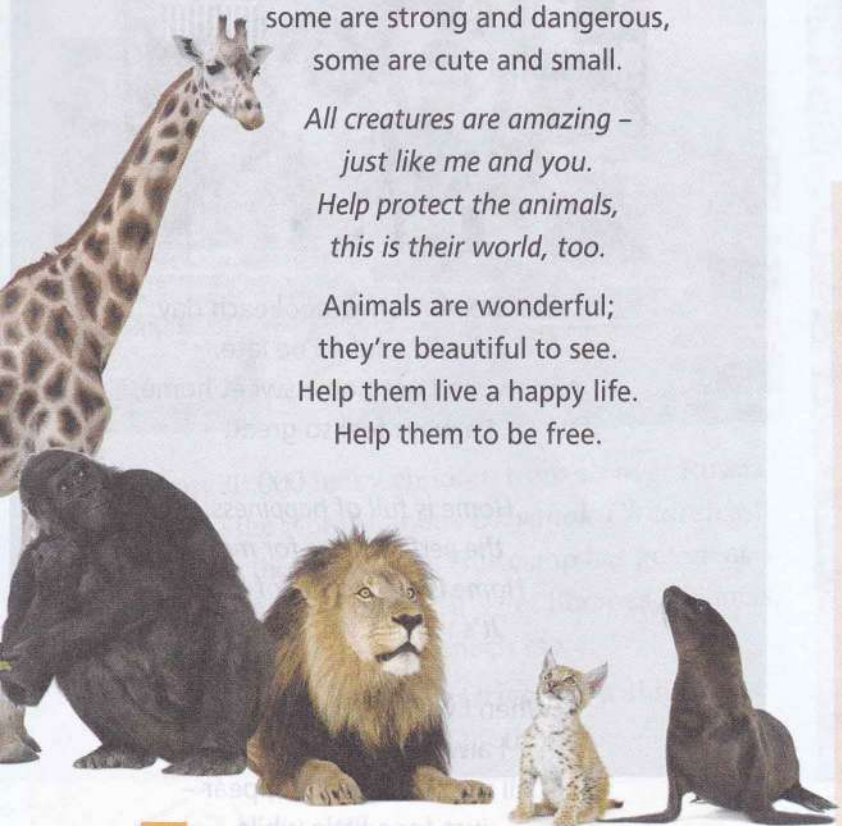


# Amazing Creatures

The world is full of animals.
Some are big and tall,
some are strong and dangerous,
some are cute and small.

*All creatures are amazing –*
*just like me and you.*
*Help protect the animals,*
*this is their world, too.*

Animals are wonderful;
they're beautiful to see.
Help them live a happy life.
Help them to be free.



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

**3** **Why are animals "amazing", according to the singer? Why should we help them?**

**4** **Which is your favourite animal?**

## Module 7

**1** **Name the seasons. Match the words to each season.**

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

🎧 **Listen and check.**



# Seasons Change

When spring is here, the world is new;
the grass is green, the sky is blue.
When summer comes, it's very hot;
We can play and swim a lot.

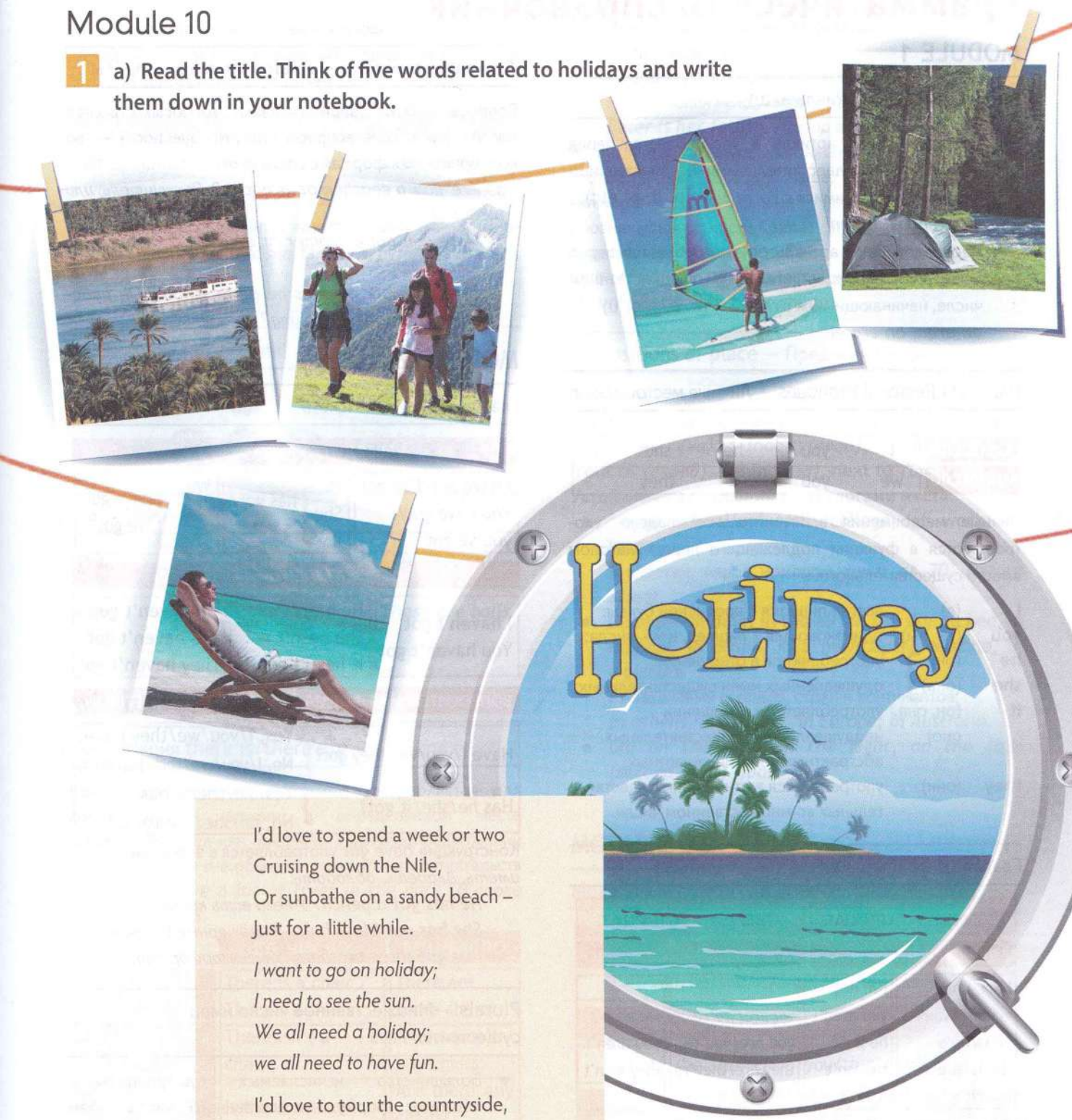
*The seasons change before our eyes.*
*Each season brings a new surprise.*
*The seasons change, they bring such joy*
*for every girl and every boy.*

When autumn's here, there's wind and rain –
It's time to stay indoors again.
When winter comes, the world is white.
Snow is such a lovely sight.

**2** **Read the song. What does 'The seasons change before our eyes' mean?**

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

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




I'd love to spend a week or two
Cruising down the Nile,
Or sunbathe on a sandy beach –
Just for a little while.

*I want to go on holiday;*
*I need to see the sun.*
*We all need a holiday;*
*we all need to have fun.*

I'd love to tour the countryside,
Or camp beside the sea,
Or go hiking in the mountains.
Why don't you come with me?

**b) 🎧 Listen and read. Which of the words in your list are in the song?**

**2** **How many different sorts of holidays can you find in the song? Which is your favourite?**

**3** **How does the song make you feel?**

# Grammar Reference Section — Грамматический справочник

## MODULE 1

### Неопределённый артикль a/an

- Неопределённый артикль **a** употребляется перед исчисляемыми существительными в единственном числе, начинающимися с согласных (b, d, p, etc): *a notebook, a pen*
- Неопределённый артикль **an** употребляется перед исчисляемыми существительными в единственном числе, начинающимися с гласных (a, e, i, o, u): *an area, an eraser*

### (Subject) Personal Pronouns — Личные местоимения

| | | | | | |
|---|---|---|---|---|---|
| ЕД. ЧИСЛО | I | you | he | she | it |
| МН. ЧИСЛО | we | you | | they | |

Личные местоимения в именительном падеже употребляются в функции подлежащего перед глаголом вместо существительного.

| | | |
|---|---|---|
| I | (я) | всегда пишется с прописной буквы; |
| you | (ты, вы) | одинаково для 2 лица ед. и мн. числа; |
| he | (он) | употребляются в отношении |
| she | (она) | одушевлённых имён существительных; |
| it | (он, она, оно) | употребляется в отношении неодушевлённых существительных, абстрактных понятий, животных; |
| they | (они) | употребляется в отношении существительных во множественном числе. |

### Глагол *to be* (быть, находиться, являться)

| УТВЕРДИТ. | ОТРИЦАТ. | УТВЕРДИТ. | ОТРИЦАТ. |
|---|---|---|---|
| ЕДИНСТВЕННОЕ ЧИСЛО | | МНОЖЕСТВЕННОЕ ЧИСЛО | |
| I am/I'm | I'm not | we are/we're | we aren't |
| you are/you're | you aren't | you are/you're | you aren't |
| he is/he's | he isn't | they are/they're | they aren't |
| she is/she's | she isn't | | |
| it is/it's | it isn't | | |

| ВОПРОСИТЕЛЬНАЯ | | КРАТКИЕ ОТВЕТЫ | |
|---|---|---|---|
| Am | I ...? | Yes, I **am.** | No, I'**m not.** |
| Are | you ...? | Yes, you **are.** | No, you **aren't.** |
| Is | he ...? | Yes, he **is.** | No, he **isn't.** |
| | she ...? | Yes, she **is.** | No, she **isn't.** |
| | it ...? | Yes, it **is.** | No, it **isn't.** |
| Are | we ...? | Yes, we **are.** | No, we **aren't.** |
| | you ...? | Yes, you **are.** | No, you **aren't.** |
| | they ...? | Yes, they **are.** | No, they **aren't.** |

### Alternative questions — Альтернативные вопросы

Вопросы выбора (альтернативные вопросы) строятся так же, как общие вопросы (Yes/No questions) — во всех временных формах с союзом **or**.

*Are you a teacher **or** a doctor? Вы учитель или врач?*

*Have you got a brother **or** a sister? У тебя брат или сестра?*

*Does he work **or** does he go to school? Он работает или ходит в школу?*

## MODULE 2

### глагол *have got* — иметь

| УТВЕРДИТЕЛЬНАЯ ФОРМА | | |
|---|---|---|
| I have got/I've got<br>You have got/ you've got | He, She, It — has got/'s got | We, You, They — have got/'ve got |

| ОТРИЦАТЕЛЬНАЯ ФОРМА | | |
|---|---|---|
| I **haven't got**<br>You **haven't got** | He **hasn't got**<br>She **hasn't got**<br>It **hasn't got** | We **haven't got**<br>You **haven't got**<br>They **haven't got** |

| ВОПРОСИТЕЛЬНАЯ ФОРМА | КРАТКИЕ ОТВЕТЫ |
|---|---|
| **Have** I/you/we/they **got?** | Yes, I/you/we/they **have.**<br>No, I/you/we/they **haven't.** |
| **Has** he/she/it **got?** | Yes, he/she/it **has.**<br>No, he/she/it **hasn't.** |

Конструкция *have got* употребляется в значении *иметь, владеть, обладать*:

*He **has got** a pencil. У него есть карандаш.*

*She **has got** black hair. У неё черные волосы.*

*I**'ve got** three brothers. У меня три брата.*

### Plurals — Множественное число имён существительных

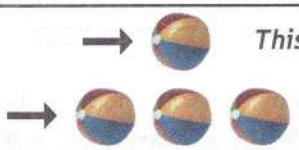
- Большинство исчисляемых существительных образуют форму множественного числа путём добавления суффикса **-s**: *a doll — two dolls*
- К существительным, оканчивающимся на **-s, -ss, -sh, -ch, -x, -o**, во множественном числе добавляется **-es**: *bus — buses, class — classes, toothbrush — toothbrushes, match — matches, fox — foxes*, etc.
- К существительным, оканчивающимся на гласную **+ y**, добавляется **-s**: *a toy - two toys*
- У существительных, оканчивающихся на согласную **+ y**, во множественном числе **y** заменяется на **i** и добавляется **-es**: *a lady - two ladies*

- У существительных, оканчивающихся на **-f/-fe**, во множественном числе **f/fe** заменяются на **v** и добавляется **-es**: *life - lives, scarf - scarves.*

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

- Ряд существительных имеет только форму множественного числа: *shorts, jeans, pyjamas, scissors, clothes, etc.*
  *Glasses are helpful if you can't see well.*

### this — these (этот — эти)



*This is a ball.*

*These are balls.*

### that - those (тот — те)



*That is a ball.*

*Those are balls.*

## MODULE 3

### Конструкция there is/there are

Конструкция *there is/there are* употребляется для сообщения о наличии в определённом месте какого-либо лица или предмета. Перевод предложений с *there is/there are* обычно начинается с обстоятельств места. *There are a lot of trees in the park. В парке много деревьев.*

| | ЕД. ЧИСЛО | МН. ЧИСЛО |
|---|---|---|
| УТВЕРДИТ. | There is a chair./ There's a chair. | There are **some** chairs. |
| ОТРИЦАТ. | There isn't a chair. | There aren't **any** chairs. |
| ВОПРОСИТ. | Is there a chair? | Are there **any** chairs? |

### Possessive Adjectives — Притяжательные местоимения

| ЕД. ЧИСЛО | | | | | МН. ЧИСЛО | | |
|---|---|---|---|---|---|---|---|
| I | you | he | she | it | we | you | they |
| my | your | his | her | its | our | your | their |
| мой | твой | его | её | его, её (неодуш.) | наш | ваш | их |

Притяжательные местоимения указывают:

a) на принадлежность:
   *This is **my** book. Это моя книга.*

b) на отношения между людьми:
   *Peter is **her** father. Питер её отец.*

В английском языке притяжательные местоимения употребляются гораздо чаще, чем в русском, и являются обязательными при существительных, обозначающих части тела, предметы одежды и родственные отношения. Raise **your** hands. Please, take off **your** coats. This is **my** brother Tom and that is **his** wife Betty with **their** children.

### Prepositions of place — Предлоги места

Предлоги места обозначают местонахождение предмета/лица относительно другого предмета/лица: **on** *(на)*, **under** *(под)*, **in** *(в)*, **in front of** *(перед)*, **behind** *(за)*, **next to** *(рядом)*.

**Устойчивые выражения с предлогами места**

- **at: at school/university/college, at work, at home**
  в адресах, перед номером дома: ***at** 20, Oxford Street.*
- **in: in the middle, in the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture**
  с названиями городов, стран и континентов:
  *in Athens, in England, in Europe, in Australia.*
- **on: *on the left, on the right, on the first (second, etc.) floor.***

## MODULE 4

### Модальный глагол can (умение, способность)

| УТВЕРДИТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **can** read. |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** |
| I/you/he/she/it/we/you/they **can't** read. |
| **ВОПРОСИТЕЛЬНАЯ ФОРМА** |
| **Can** I/you/he/she/it/we/you/they read? |
| **КРАТКИЕ ОТВЕТЫ** |
| **Yes**, I/you/he/she/it/we/you/they **can.** |
| **No**, I/you/he/she/it/we/you/they **can't.** |

Глагол *can* обозначает способность, умение делать что-либо. Глагол *can* не изменяется по лицам и числам, и за ним всегда следует смысловой глагол без частицы *to*:

*I **can** play the piano. Я умею (могу) играть на пианино.*

## Object Pronouns/Possessive Adjectives — Личные местоимения в объектном падеже/ Притяжательные местоимения

| ЛИЧНЫЕ | ЛИЧНЫЕ В ОБ. П. | ПРИТЯЖАТЕЛЬНЫЕ |
|---|---|---|
| I | me | my |
| you | you | your |
| he/she/it | him/her/it | his/her/its |
| we | us | our |
| you | you | your |
| they | them | their |

- Личные местоимения в английском языке, кроме именительного, имеют форму объектного (косвенного) падежа.
- Объектный падеж соответствует значению всех косвенных падежей в русском языке, может употребляться с предлогами.
  *me, to me, about me, etc. — меня, мне, мной, обо мне*
- Личные местоимения в именительном падеже употребляются в роли подлежащего.
  ***He** can dance well. Он хорошо танцует.*
- Личные местоимения в объектном падеже употребляются в роли дополнения.
  *Look at **him**! Посмотри на него!*
- Притяжательные местоимения употребляются перед существительными в роли определения.
  *This is **his** umbrella. Это его зонт.*

## The Possessive Case (whose?) — Притяжательный падеж существительных (чей?)

Притяжательный падеж выражает значение:

a) принадлежности
   *John's ball — мячик Джона;*
b) отношений между людьми
   *Linda's sister — сестра Линды.*

Притяжательный падеж используется также в названиях некоторых магазинов и учреждений:

*He's at the chemist's. (at the chemist's shop). Он в аптеке.*

Притяжательный падеж образуется:

a) с помощью **'s** (для одушевлённых существительных): *Jim's room — комната Джима, the girl's guitar — гитара девочки, Sarah's bicycle — велосипед Сары;*
- для обозначения принадлежности с неодушевлёнными существительными используется предлог **of**: *the windows of the house — окна дома;*

b) с помощью **'s** или просто апострофа от существительных в единственном числе, оканчивающихся на **-s**: *Doris's dress or Doris' dress — платье Дорис;*

c) с помощью апострофа от существительных множественного числа, оканчивающихся на **-s**: *the boys' toys — игрушки мальчиков;*

d) с помощью **'s** от существительных-исключений во множественном числе: *the women's dresses — платья женщин; the children's room — детская комната;*

- Существительные в притяжательном падеже часто употребляются в ответах на вопрос (**whose?**):
  *Whose is the guitar? It's Peter's.*
  *Whose are the cookies? They're Sally's.*

## The Imperative — Повелительное наклонение глаголов

**Употребление**

- Повелительное наклонение глаголов совпадает по форме с инфинитивом без частицы **to**. *Stand up! Вставай/Встаньте!*
- Отрицательная форма повелительного наклонения образуется при помощи Do not/Don't и инфинитива. *Do not/Don't come in! Не входи(те)!*
- Повелительное наклонение всегда обращено ко второму лицу единственного или множественного числа. *Open your books. Открой(те) свои книги.*
- Повелительное наклонение употребляется для выражения:
  a) приказания: *Be quiet! Тише!*
  b) инструкции: *Press the button on the left. Нажмите кнопку слева.*
  c) предложения/просьбы: *Have some orange juice. Выпейте апельсинового сока.*
  *Sit down, please!/Please sit down! Садитесь, пожалуйста*

# MODULE 5

## Present Simple (affirmative/negative & interrogative) — Настоящее простое время (утвердительная/отрицательная и вопросительная формы)

| УТВЕРДИТЕЛЬНАЯ ФОРМА | |
|---|---|
| I/You/He/She/It/We/You/They **work**.<br>He/She/It works. | |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** | |
| I/You/We/They **don't work.** | He/She/It **doesn't work.** |
| **ВОПРОСИТ. ФОРМА** | **КРАТКИЕ ОТВЕТЫ** |
| **Do** I/you/we/they **work?** | Yes, I/you/we/they **do.**<br>No, I/you/we/they **don't.** |
| **Does** he/she/it **work?** | Yes, he/she/it **does.**<br>No, he/she/it **doesn't.** |

Present Simple образуется от основной формы глагола (инфинитива). В утверждениях в третьем лице единственного числа к глаголу добавляется **-s.** В вопросах и отрицаниях используется вспомогательный глагол **do/don't** с **I, you, we, they** и **does/doesn't** с **he, she, it.** **-s** не добавляется к смысловому глаголу, когда присутствует вспомогательный **does/doesn't** (в вопросительной и отрицательной форме):

*I like apples. — Мне нравятся яблоки.*
*Bill (he) doesn't like bananas. — Билл не любит бананы.*
*Does she like computer games? — Любит ли она компьютерные игры?*

Альтернативные вопросы (вопросы выбора) строятся так же, как общие вопросы, но с союзом **or**:

*Does Ann walk her dog in the morning or in the afternoon? — Энн гуляет с собакой утром или вечером?*

**Правила правописания**

- К большинству глаголов в третьем лице единственного числа добавляется **-s**: *eat — eats*
- К глаголам, оканчивающимся на **-ss, -sh, -ch, -x** и **-o**, добавляется **-es**: *wash — washes, do — does*
- У глаголов, оканчивающихся на согласную + **y**, **y** заменяется на **i** и добавляется **-es**: *carry — carries*
- К глаголам, оканчивающимся на гласную + **y**, добавляется **-s**: *play — plays*

**Употребление**

Present Simple употребляется, когда речь идёт о:

- регулярно повторяющихся, повседневных действиях;
  *She usually sleeps long on Sundays.*
  *Она обычно пьёт кофе утром.*
- состояниях или постоянных действиях;
  *He lives in Russia. Он живёт в России.*
- непреложных истинах и законах природы;
  *The sun rises in the east. Солнце встаёт на востоке.*

Указатели времени (сигналы), употребляемые с Present Simple: every day/week/month/year, at night, in the morning/afternoon/evening, on Monday(s), Tuesday(s), наречия частотности (never, sometimes, often, usually, always).

## Question tags — Разделительные вопросы

- Разделительный вопрос представляет собой вопрос в конце высказывания. Он употребляется, в основном, в разговорной речи.
  *You like summer, **don't** you? Ты любишь лето, не так ли?*
  *He doesn't like rain, **does** he? Он не любит дождь, не так ли?*
- Разделительные вопросы образуются при помощи вспомогательного глагола, в котором стоит сказуемое в утверждении, и личного местоимения, соответствующего подлежащему.
  *Jane is from England, isn't **she**? Crocodiles swim in rivers, don't **they**?*
- Если сказуемое выражено модальным глаголом (can и др.) или глаголом be, то в вопросе используются сами эти глаголы.
  *Your grandma can cook very well, **can't** she? Твоя бабушка хорошо готовит, не так ли?*
- Если предложение утвердительное, то вопрос в конце будет отрицательным.
  *This is a bicycle, **isn't** it?*
- Если предложение отрицательное, то вопрос в конце будет утвердительным.
  *There is no TV in the living room, **is there**?*

# MODULE 6

## Adverbs of frequency — Наречия частотности

| never (никогда) | usually (обычно) | sometimes (иногда) |
|---|---|---|
| often (часто) | | always (всегда) |

С Present Simple употребляются наречия частотности. Они показывают, как часто происходит действие. В предложениях наречия частотности ставятся перед смысловым глаголом, но после глагола *to be*, а также вспомогательных и модальных глаголов (can, do и т. д.).

*I **usually** sleep long on Sundays.*
*Я обычно долго сплю по воскресеньям.*
*She is **always** happy. Она всегда счастлива.*
*He doesn't **often** read newspapers. Он нечасто читает газеты.*
*He can **never** sleep in the afternoon.*
*Он никогда не может заснуть днем.*

## Prepositions of time — Предлоги времени

| AT | ON |
|---|---|
| **время:** *at 7 o'clock*<br>**праздники:** *at Christmas, at Easter, at the weekend*<br>**в выражениях:** *at the moment, at present, at dawn, at noon, at night, at midnight* | **дни:** *on Monday, on New Year's Day*<br>**даты:** *on 6th May*<br>**время дня с указанием дня недели:** *on Tuesday evening*<br>**прилагательное (определение) + day:** *on a hot day* |

| IN | |
|---|---|
| **месяцы:** *in September*<br>**времена года:** *in the winter/spring/autumn*<br>**годы:** *in 1996*<br>**века:** *in the 20th century* | **в выражениях:** *in the morning/afternoon/evening, in an hour, in a minute, in a week/few days/ month/year (через)* |

### Present Continuous — Настоящее продолженное время

| УТВЕРДИТ. | ОТРИЦАТ. |
|---|---|
| I am/I'm<br>You are/you're<br>He is/he's<br>She is/she's<br>It is/it's<br>We are/we're<br>You are/you're<br>They are/they're<br>**sleeping.** | **I'm not sleeping.**<br>You **aren't sleeping.**<br>He / She / It **isn't sleeping.**<br>We / You / They **aren't sleeping.** |

| ВОПРОСИТ. | КРАТКИЕ ОТВЕТЫ |
|---|---|
| **Am I sleeping?**<br>**Are you sleeping?**<br>**Is** he / she / it **sleeping?**<br>**Are** we / you / they **sleeping?** | Yes, I **am.**<br>Yes, you **are.**<br>Yes, he/she/it **is.**<br>Yes, we/you/they **are.**<br>No, I'**m not.**<br>No, you'**re not.**<br>No, he/she/it **isn't.**<br>No, we/you/they **aren't.** |

- Present Continuous образуется при помощи вспомогательного глагола to be (am, is, are) и смыслового глагола с окончанием -ing.
- У глаголов, оканчивающихся на **-e**, опускается **-e** и добавляется **-ing**:
  *dance - dan**cing***
- У односложных глаголов с гласной между двумя согласными последняя согласная удваивается и добавляется **-ing:**
  *shop - shop**ping**, run - run**ning***
- У глаголов, оканчивающихся на **-l**, удваивается **-l** и добавляется **-ing**: *travel - travel**ling***
- У глаголов, оканчивающихся на **-ie, ie** заменяется на **y** и добавляется **-ing**. *lie - l**ying**, die - d**ying***

#### Употребление

Present Continuous употребляется, когда речь идёт о:

- действиях, происходящих сейчас, в момент речи;
  *He's **doing** his homework now.*
  *Он сейчас выполняет свою домашнюю работу.*
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи;
  *He's **writing** a book.*
  *Он пишет книгу.*

### Образование сравнительной и превосходной степени наречий

- К наречиям, совпадающим по форме с прилагательными (fast, early, late, high, near), добавляется **-er/-est.**
  *hard — harder — hardest;*
- К двусложным или многосложным наречиям добавляется **more/most.**
  *slowly — more slowly — most slowly.*

**Исключения:**

*good/well — better — best*
*bad/badly — worse — worst*
*much — more — most*
*many/lots — more — most*
*little — less — least*

## MODULE 7

### Adjectives: comparisons — Степени сравнения прилагательных

Прилагательные имеют две степени сравнения: сравнительную и превосходную.

| ПОЛОЖИТЕЛЬНАЯ | СРАВНИТЕЛЬНАЯ | ПРЕВОСХОДНАЯ |
|---|---|---|
| long<br>длинный | **-er** longer<br>длиннее | **the -est**<br>the longest<br>самый длинный |
| beautiful<br>прекрасный | **more**<br>more beautiful<br>прекраснее, более прекрасный | **(the) most**<br>the most beautiful<br>самый прекрасный |

- Сравнительная степень + **than** используется для сравнения двух людей/предметов/объектов:
  *Ben is taller than Emma.*
  *Бен выше Эммы / чем Эмма.*
  *Black football shoes are better than the red ones.*
  *Чёрные футбольные бутсы лучше, чем красные.*
- Превосходная степень + **of/in** используется при сравнении трех и более людей/предметов/объектов:
  *The lion is the strongest animal of all.*
  *Лев — самый сильный из всех зверей.*

#### Правила правописания

- В двусложных прилагательных с кратким гласным между двумя согласными конечная согласная удваивается и добавляется *-er* или *-est*:
  *big — bigger — (the)[1] biggest.*
- К односложным прилагательным, оканчивающимся на **-e**, добавляется: в сравнительной степени **-r**, в превосходной **-st**: *wise — wiser — (the) wisest.*
- В двусложных прилагательных, оканчивающихся на **-y, y** заменяется на **-i** и добавляется **-er** или **-est**: *sunny — sunnier — (the) sunnest.*
- **Исключения:** *good — better — (the) best; bad — worse — (the) worst; many/much — more — (the) most; little — less — (the) least.*

[1] Артикль относится к следующему за прилагательным существительному.

### It-sentences — Предложения с начальным it

В английском языке роль формального подлежащего выполняет местоимение "it", которое в безличном предложении не переводится на русский язык.

Безличные предложения употребляются при обозначении:

- Времени:
  ***It is** 6 o'clock. 6 часов.*
  ***It's** late. Поздно.*
- Расстояния:
  ***It is** five miles from here. В пяти милях отсюда.*
- Явлений природы:
  ***It's** freezing. Морозит.*

### Present Simple в сравнении с Present Continuous

- Present Simple употребляется для описания регулярных и повседневных действий, привычек и состояний:
  *Sarah **wakes** up at 7 o'clock* (повседневное действие). *Сара просыпается в 7 утра.*
  *He **walks** to the supermarket* (привычка). *Он ходит в супермаркет пешком.*
  *He **lives** near the train station* (постоянное действие). *Он живёт около вокзала.*
- Present Continuous употребляется для описания действий, происходящих в момент речи или действий, имеющих временный характер:
  *Peter **is playing** computer games **at the moment*** (момент речи). *Питер играет в компьютерные игры сейчас.*
  *She's **studying** History at university* (временное действие). *Она изучает историю в университете.*

## MODULE 8

### Countable/Uncountable nouns — Исчисляемые/неисчисляемые существительные

- Исчисляемые существительные (e.g. an orange, two oranges) имеют форму единственного и множественного числа.
  *a notebook, three notebooks*
- Неисчисляемые существительные не имеют формы множественного числа. К ним в частности относятся следующие группы существительных:
  **Еда:** *cheese, sugar, butter, salt, rice, flour, etc.*
  **Жидкости:** *water, coffee, tea, milk, tomato juice, lemonade, olive oil, etc.*
  Для обозначения количества с неисчисляемыми существительными (еда, жидкости) используются следующие слова: *jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet,* etc: *a jar of marmalade — банка апельсинового джема, a bottle of olive oil — бутылка оливкового масла.*
- Ряд существительных не имеет формы единственного числа. Например: *clothes, shorts, jeans, trousers, stairs, scissors.*

### a — an/some/any

| | ИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ | |
|---|---|---|
| | ЕД. ЧИСЛО | МН. ЧИСЛО |
| УТВЕРЖДЕНИЕ | There is **an** apple. | There are **some** pencils. |
| ОТРИЦАНИЕ | There isn't **an** apple. | There aren't **any** pencils. |
| ВОПРОС | Is there **an** apple? | Are there **any** pencils? |

| НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ | |
|---|---|
| УТВЕРЖДЕНИЕ | There is **some** jam. |
| ОТРИЦАНИЕ | There isn't **any** jam. |
| ВОПРОС | Is there **any** jam? |

### many/much/a lot of — много; (a) few/(a)little — мало

| | ИСЧИСЛЯЕМЫЕ | НЕИСЧИСЛЯЕМЫЕ |
|---|---|---|
| УТВЕРЖДЕНИЕ | a lot of | a lot of |
| ВОПРОС | (how) many | (how) much |
| ОТРИЦАНИЕ | many | much |

- **Some/any** перед неисчисляемыми существительными на русский язык не переводятся:
  *Can I have some water, please?*
  *Дайте мне, пожалуйста, воды.*
  Перед исчисляемыми существительными **some/any** переводятся на русский язык как «несколько»:
  *There are some apples in the basket.*
  *В корзине несколько яблок.*

**Употребление**

- **A lot of** употребляется в утверждениях с исчисляемыми и неисчисляемыми существительными:
  *She has got **a lot of** friends. У неё много друзей.*
  *There's still **a lot of** juice in the bottle.*
  *В бутылке ещё много сока.*
- В вопросительных и отрицательных предложениях употребляется **much** и **many**.
  *How **much** sugar have you got?*
  *Сколько сахара у вас есть?*
  *There are not very many **pencils** in the bag.*
  *В портфеле не очень много карандашей.*
- **few** (мало), **a few** (несколько) употребляется с исчисляемыми существительными во множественном числе.
  *There are **a few** eggs in the fridge. В холодильнике несколько яиц.*

*We have got* ***few*** *tomatoes. Let`s buy more for the soup. У нас мало помидоров. Давай купим еще для супа.*

- **little** (мало), **a little** (немного) употребляется с неисчисляемыми существительными.
  *Put* ***a little*** *sugar into your coffee. Положи немного сахара в кофе.*
  *There is* **little** *milk. We need more. Молока мало. Нам надо больше.*

## MODULE 9

### Неопределённый артикль a/an — Нулевой артикль — Определённый артикль the

- **a/an** употребляется перед исчисляемыми существительными в единственном числе, когда предмет/ лицо упоминается впервые, а также в значении «один».
  *I can see a white cat. Я вижу белую кошку.*
- **zero article** используется / артикль не ставится:

a) перед существительными во множественном числе и неисчисляемыми существительными при первом упоминании предметов/объектов:
*They sell toys at Toyland.*
*Do you like milk?*

b) если перед существительным есть другие определители:
притяжательные/указательные местоимения (*This boy is my new friend.*);
местоимения **some, any, no, every/each** (*Are there any bananas in the fridge?*);
вопросительные местоимения **whose, which, what** (*What time do you get up?*);
количественные числительные (*He has three brothers.*);
другое существительное в притяжательном падеже (*I like my granny's garden.*)

- **the** употребляется, когда речь идёт об определённом, уже известном предмете или лице.
  ***The*** *cat on the sofa is black. Кошка на диване чёрная.*

### Формы глагола *to be* в Past Simple

| УТВЕРЖДЕНИЕ | |
|---|---|
| I **was**<br>You **were**<br>He/She/It **was** | We/You/They **were** |
| **ОТРИЦАНИЕ** | |
| I **wasn't**<br>You **weren't**<br>He/She/It **wasn't** | We/You/They **weren't** |
| **ВОПРОС** | |
| **Was** I ...?<br>**Were** you ...?<br>**Was** he/she/it ...? | **Were** we/you/they ...? |
| **КРАТКИЕ ОТВЕТЫ** | |
| Yes, I/he/she/it **was.**<br>No I/he/she/it **wasn't.** | Yes, we/you/they **were.**<br>No, we/you/they **weren't.** |

### Past Simple — Прошедшее простое время

Past Simple правильных глаголов образуется путём добавления **-ed** к инфинитиву. Отрицательная и вопросительная формы образуются при помощи вспомогательного глагола **did** и основной формы (инфинитива) смыслового глагола.

| УТВЕРДИТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **worked.** |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** |
| I/you/he/she/it/we/you/they **didn't work.** |
| **ВОПРОСИТЕЛЬНАЯ ФОРМА** |
| **Did** I/you/he/she/it/we/you/they **work**? |
| **КРАТКИЕ ОТВЕТЫ** |
| Yes, I/you/he/she/it/we/you/they **did.**<br>No, I/you/he/she/it/we/you/they **didn't.** |

**Правила правописания**

- В глаголах, оканчивающихся на **-e**, добавляется только **-d**: *like - liked*.
- В глаголах, оканчивающихся на согласную + **y**, **y** заменяется на **i** и добавляется **-ed**: *stud***y** — *stud***ied.**
- В односложных глаголах с гласной между двумя согласными последняя согласная удваивается и добавляется **-ed**: stop — stop***ped***.

В английском языке есть большая группа **неправильных глаголов,** которые имеют особую форму Past Simple (см. список): ***go — went, see — saw, drink — drank,*** etc. Их следует запомнить. Они образуют вопросы и отрицания также при помощи **did/did not (didn't)** и основной формы смыслового глагола.

| УТВЕРДИТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **went.** |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** |
| I/you/he/she/it/we/you/they **didn't go.** |
| **ВОПРОСИТЕЛЬНАЯ ФОРМА** |
| **Did** I/you/he/she/it/we/you/they **go**? |
| **КРАТКИЕ ОТВЕТЫ** |
| Yes, I/you/he/she/it/we/you/they **did.**<br>No, I/you/he/she/it/we/you/they **didn't.** |

*He* ***saw*** *her. — **Did** he **see** her? — He **didn't see** her.*
Он видел её. — Видел ли он её? — Он её не видел.

**Употребление**

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

*He left yesterday. Он уехал вчера.*

Указатели времени (сигналы), употребляемые с Past Simple: yesterday, last Monday/month/week/etc, two days/weeks ago.

### Модальный глагол must (должен)

- **must** выражает обязанность и необходимость:
  *You **must** be careful in the streets.*
  *Ты должен быть осторожным на улице.*
- **mustn't** выражает запрет.
  *You **mustn't** speak loudly in here.*
  *Здесь нельзя разговаривать громко.*

## MODULE 10

### Модальный глагол can (разрешение, возможность)

- **can** употребляются для того, чтобы
  a) спросить разрешения;
  ***Can** I borrow your book?*
  *Могу я взять у тебя книгу?*
  b) попросить что-либо;
  ***Can** you pass me the salt, please?*
  *Ты не мог бы передать мне соль, пожалуйста?*
  c) предложить что-либо;
  ***Can** I give you a lift?*
  *Могу я Вас подвезти?*
- **can't** выражает запрет.
  *You **can't** park here. Здесь нельзя парковаться.*

### Future Simple (will) — Будущее простое время

| УТВЕРДИТЕЛЬНАЯ ФОРМА | |
|---|---|
| **ПОЛНАЯ ФОРМА** | **КРАТКАЯ ФОРМА** |
| I **will run.**<br>You/He/She/It/We/<br>You/They **will run.** | I'**ll run.**<br>You/He/She/It/We/<br>You/They'**ll run.** |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** | |
| **ПОЛНАЯ ФОРМА** | **КРАТКАЯ ФОРМА** |
| I **will not run.**<br>You/He/She/It/We/<br>You/They **will not run.** | I **won't run.**<br>You/He/She/It/We/<br>You/They **won't run.** |

| ВОПРОСЫ | КРАТКИЕ ОТВЕТЫ |
|---|---|
| **Will** I **run?** | Yes, I will./No, I won't. |
| **Will** you **run?** | Yes, you will./No, you won't. |
| **Will** he **run?** | Yes, he will./No, he won't. |
| **Will** she **run?** | Yes, she will./No, she won't. |
| **Will** it **run?** | Yes, it will./No, it won't. |
| **Will** we **run?** | Yes, we will./No, we won't. |
| **Will** you **run?** | Yes, you will./No, you won't. |
| **Will** they **run?** | Yes, they will./No, they won't. |

Будущее простое время **(will + инфинитив)** употребляется когда речь идёт о:

- решениях, принимаемых в момент речи
  *I'll go to sleep. Я пойду спать.*
- предположениях. В этом случае используются глаголы: **think, believe, expect**, etc, выражения **be sure, be afraid**, etc.
  *I **think** Tom will be a vet. He likes animals.*
  *Я думаю, что Том будет ветеринаром. Он любит животных.*
- просьбах
  ***Will** you **open** the door for me, please?*
  *Откройте мне дверь, пожалуйста!*

**be going to** употребляется для:

- описание планов и намерений на будущее
  *He is going to try jet skiing next summer.*
  *Он собирается попробовать (освоить) водные лыжи следующим летом.*

### Present Perfect — Настоящее совершенное время

- Present Perfect **(have + Past Participle)** употребляется для обозначения:
  a) действия, которое имело место в прошлом, и результат которого важен для настоящего (жизненный опыт)
  *I **have been** to London. Я бывал в Лондоне.*
  ***Have** you ever **travelled** to Siberia? — No, I **haven't**. Ты когда-нибудь путешествовал по Сибири? — Нет.*
  b) действия, завершившегося к моменту речи (его результат связан с настоящим)
  *They **have** already **planned** their trip. Они уже запланировали поездку.*
- Past Participle (причастие прошедшего времени) — третья форма глагола. Образуется при помощи суффикса **-ed** от правильных глаголов: **finish — finished, plan — planned.** Правила правописания такие же, как в форме Past Simple. Неправильные глаголы имеют особую форму Past Participle (таблица неправильных глаголов приведена в конце учебника): **be — been, go — gone, see — seen,** etc.
- Present Perfect часто употребляется в предложениях со словами: ***ever** (когда-нибудь). Have you **ever** seen Big Ben? Ты когда-нибудь видел Биг Бен?; **never** (никогда). My granny has **never** travelled to other countries. Моя бабушка никогда не путешествовала за границей; **just** (только что). I have **just** finished my homework. Я только что закончил домашнюю работу; **yet** (еще не, уже — в вопросах). He hasn't come **yet**. Он еще не пришел. I have already had lunch. Я уже пообедал.*

# Word List

## Starter Unit

alphabet /ælfəbɪt/ (n) алфавит
ant /ænt/ (n) муравей
apple /æpᵊl/ (n) яблоко
ball /bɔ:l/ (n) мяч
bird /bɜ:d/ (n) птица
black /blæk/ (adj) чёрный
blackboard /blækbɔ:d/ (n) школьная доска
blue /blu:/ (adj) синий, голубой
book /bʊk/ (n) книга
box /bɒks/ (n) коробка
brown /braʊn/ (adj) коричневый
café /kæfeɪ/ (n) кафе
cake /keɪk/ (n) пирог, торт
cap /kæp/ (n) кепка
cat /kæt/ (n) кот, кошка
chair /tʃeə/ (n) стул
climb /klaɪm/ (v) карабкаться, взбираться
colour /kʌlə/ (n) цвет
count /kaʊnt/ (v) считать, подсчитывать
crayon /kreɪən/ (n) цветной карандаш
cup /kʌp/ (n) чашка
date /deɪt/ (n) дата
desk /desk/ (n) письменный стол, парта
doctor /dɒktə/ (n) доктор, врач
doll /dɒl/ (n) кукла
draw /drɔ:/ (irr v) рисовать
eat /i:t/ (irr v) есть
egg /eg/ (n) яйцо
equals /ɪkwəlz/ (v) равняется
eraser /ɪreɪzə/ (n) ластик
finish /fɪnɪʃ/ (n;v) финиш, окончание; заканчивать
flag /flæg/ (n) флаг
fox /fɒks/ (n) лиса
flower /flaʊə/ (n) цветок
friend /frend/ (n) друг
garlic /gɑ:lɪk/ (n) чеснок
game /geɪm/ (n) игра
girl /gɜ:l/ (n) девочка
glass /glɑ:s/ (n) стекло
glue /glu:/ (n) клей
grass /grɑ:s/ (n) трава
green /gri:n/ (adj) зелёный
grey /greɪ/ (adj) серый
gym /ʤɪm/ (n) спортивный зал
have got иметь
hat /hæt/ (n) шляпа
hand /hænd/ (n) рука
house /haʊs/ (n) дом
I /aɪ/ (pron) я
ink /ɪnk/ (n) чернила
jam /ʤæm/ (n) джем, варенье
jeans /ʤi:nz/ (n) джинсы
kite /kaɪt/ (n) воздушный змей
know /nəʊ/ (irr v) знать
lemon /lemən/ (n) лимон
look /lʊk/ (v) смотреть
market /mɑ:kɪt/ (n) рынок
melon /melən/ (n) дыня
minus /maɪnəs/ (n) минус
museum /mju:zɪəm/ (n) музей
music /mju:zɪk/ (n) музыка
name /neɪm/ (n) имя
nest /nest/ (n) гнездо
nose /nəʊz/ (n) нос
notebook /nəʊtbʊk/ (n) тетрадь
now /naʊ/ (adv) сейчас
number /nʌmbə/ (n) число
orange /ɒrɪnʤ/ (n) апельсин
paper clips /peɪpə klɪps/ (n) скрепки
park /pɑ:k/ (n) парк
pen /pen/ (n) ручка
pencil /pensᵊl/ (n) карандаш
pencil case /pensᵊl keɪs/ (n) пенал
pink /pɪŋk/ (adj) розовый
please /pli:z/ (int) пожалуйста
plus /plʌs/ (n) плюс
pupil /pju:pᵊl/ (n) ученик
purple /pɜ:pᵊl/ (adj) пурпурный, фиолетовый
queen /kwi:n/ (n) королева
question /kwestʃən/ (n) вопрос
rainbow /reɪnbəʊ/ (n) радуга
reading rules /ri:dɪŋ ru:lz/ (n) правила чтения
red /red/ (adj) красный
right /raɪt/ (adj) правильный
robot /rəʊbət/ (n) робот
ruler /ru:lə/ (n) линейка
run /rʌn/ (irr v) бегать
say /seɪ/ (irr v) сказать
school /sku:l/ (n) школа
schoolbag /sku:lbæg/ (n) портфель, ранец
sharpener /ʃɑ:pnə/ (n) точилка
shop /ʃɒp/ (n) магазин
sing /sɪŋ/ (irr v) петь
sky /skaɪ/ (n) небо
sleep /sli:p/ (irr v) спать
snake /sneɪk/ (n) змея
speak /spi:k/ (irr v) говорить
spell /spel/ (v) называть по буквам
song /sɒŋ/ (n) песня
start /stɑ:t/ (v) начинать
sun /sʌn/ (n) солнце
train /treɪn/ (n) поезд
tree /tri:/ (n) дерево
uniform /ju:nɪfɔ:m/ (n) форма
vet /vet/ (n) ветеринар
walk /wɔ:k/ (v) ходить, гулять
white /waɪt/ (adj) белый
window /wɪndəʊ/ (n) окно
write /raɪt/ (irr v) писать
wrong /rɒŋ/ (adj) неправильный
yacht /jɔt/ (n) яхта
yellow /jeləʊ/ (adj) жёлтый
zebra /zebrə/ (n) зебра
zoo /zu:/ (n) зоопарк

Hello! Здравствуйте!
Hi! Привет!
What's your name? Как тебя зовут?

My name's ... Меня зовут ...
How are you? Как дела?
I'm fine, thanks. Спасибо, хорошо.
Nice to meet you. Рад познакомиться.
Goodbye! Bye! До свидания! Пока!
Where are you from? Откуда ты (из какой страны, города)?

## MODULE 1a

art /ɑ:t/ (n) изобразительное искусство
atlas /ætləs/ (n) атлас
break /breɪk/ (n) перемена
class /clɑ:s/ (n) класс, урок
dictionary /dɪkʃənrɪ/ (n) словарь
English /ɪŋglɪʃ/ (n) английский язык
favourite /feɪvərɪt/ (adj) любимый
geography /ʤi:ɒgrəfɪ/ (n) география
history /hɪstərɪ/ (n) история
*information technology (IT) /ɪnfəmeɪʃ°n teknɒləʤɪ/ (n) информационные технологии
mathematics (maths) /mæθəmætɪks/ (n) математика
notepad /nəʊtpæd/ (n) блокнот
physical education (PE) /fɪzɪk°l edjʊkeɪʃ°n/ (n) физическое воспитание
science /saɪəns/ (n) естествознание
school objects /sku:l ɒbʤɪkts/ предметы школьного обихода
student /stju:dənt/ (n) учащийся
subject /sʌbʤɪkt/ (n) предмет
teacher /ti:ʧə/ (n) учитель
textbook /tekstbʊk/ (n) учебник
timetable /taɪmteɪb°l/ (n) расписание

days of the week дни недели
Monday /mʌndeɪ/ (n) понедельник
Tuesday /tju:zdeɪ/ (n) вторник
Wednesday /wenzdeɪ/ (n) среда
Thursday /θɜ:zdeɪ/ (n) четверг
Friday /fraɪdeɪ/ (n) пятница
Saturday /sætədeɪ/ (n) суббота
Sunday /sʌndeɪ/ (n) воскресенье

## MODULE 1b

best /best/ (adj) лучший
eighteen /eɪti:n/ (num) восемнадцать
eleven /ɪlev°n/ (num) одиннадцать
same /seɪm/ (pron) такой же
fifteen /fɪfti:n/ (num) пятнадцать
fourteen /fɔ:ti:n/ (num) четырнадцать
grade /greɪd/ (n) класс
nineteen /naɪnti:n/ (num) девятнадцать
new /nju:/ (adj) новый
seventeen /sev°nti:n/ (num) семнадцать
sixteen /sɪksti:n/ (num) шестнадцать
strange /streɪnʤ/ (adj) странный
twelve /twelv/ (num) двенадцать
then /ðen/ (conj) затем
thirteen /θɜ:ti:n/ (num) тринадцать
together /təgeðə/ (adv) вместе
twenty /twentɪ/ (num) двадцать

Excuse me, ... Простите, ... Извините, ...
How do you spell it? Как это пишется? Как ты это произносишь по буквам?
How old are you? Сколько тебе лет?
Let's go! Пошли! Давай пойдём!

## MODULE 1c

capital letter /kæpɪt°l letə/ прописная буква
choose /ʧu:z/ (irr v) выбирать
country /kʌntrɪ/ (n) страна
full stop /fʊl stɒp/ (n) точка
language /læŋgwɪʤ/ (n) язык
other /ʌðə/ (adj) другой
secondary school /sekəndrɪ sku:l/ (n) средняя школа
subject choice form /sʌbʤɪkt ʧɔɪs fɔ:m/ (n) анкета (форма) выбора предметов

What class is he in? В каком он классе?
What subjects does he do? Какие предметы он изучает?

## MODULE 1d - Culture Corner

corner /kɔ:nə/ (n) угол, уголок
culture /kʌlʧə/ (n) культура
diagram /daɪəgræm/ (n) диаграмма
education system /edjʊkeɪʃ°n sɪstəm/ образовательная система
primary school /praɪmərɪ sku:l/ начальная школа
Sixth Form /sɪksθ fɔ:m/ старшие классы (Великобритания)
type /taɪp/ (n) тип, вид
university /ju:nɪvɜ:sɪtɪ/ (n) университет

## English in Use 1

Good afternoon! Добрый день!
Good evening! Добрый вечер!
Good morning! Доброе утро!
Good night! Спокойной ночи!
See you (later)! Увидимся (позже)!
See you tomorrow! До завтра!

## Across the Curriculum 1: Citizenship

ask /ɑ:sk/ (v) спрашивать
citizenship /sɪtɪz°nʃɪp/ (n) гражданство; граждановедение
mime /maɪm/ (v) изображать мимикой и жестами
share /ʃeə/ (v) делиться
smile /smaɪl/ (v) улыбаться
thank /θæŋk/ (v) благодарить
think /θɪŋk/ (irr v) думать
work /wɜ:k/ (v) работать

alone один, в одиночку
in groups в группах
in pairs в парах

*Information Technology (цветом) — цветом выделены слова и фразы, являющиеся новой тематической лексикой

## MODULE 2a

amazing /əmeɪzɪŋ/ (adj) изумительный
American /əmerɪkən/ (adj; n) американский; американец
aunt /ɑ:nt/ (n) тётя
Australian /ɒstreɪlɪən/ (adj; n) австралийский; австралиец
bite /baɪt/ (irr v) кусать
brilliant /brɪlɪənt/ (adj) замечательный; блестящий
British /brɪtɪʃ/ (adj; n) британский; британец
can /kæn/ (irr v) мочь; уметь
Canadian /kəneɪdɪən/ (adj; n) канадский; канадец
cartoon character /kɑ:tu:n kærəktə/ персонаж мультфильма
English /ɪŋglɪʃ/ (adj; n) английский; англичанин
evil /i:v$^{ə}$l/ (adj) злой
fast /fɑ:st/ (adj) быстрый
find out /faɪnd aʊt/ (phr v) выяснять
French /frentʃ/ (adj; n) французский; француз
Italian /ɪtælɪən/ (adj; n) итальянский; итальянец
Japanese /ʤæpəni:z/ (adj; n) японский; японец
live /lɪv/ (v) жить
nationality /næʃənælətɪ/ (n) национальность
New Zealander /nju: zi:ləndə/ (n) житель Новой Зеландии
quiet /kwaɪət/ (adj) тихий
people /pi:p$^{ə}$l/ (n) люди
powers /paʊəz/ (n) силы
Russian /rʌʃ$^{ə}$n/ (adj; n) русский
special /speʃ$^{ə}$l/ (adj) особенный
spider /spaɪdə/ (n) паук
stop /stɒp/ (v) останавливать(ся)
strong /strɒŋ/ (adj) сильный
wall /wɔ:l/ (n) стена
watch /wɒtʃ/ (v) смотреть, наблюдать
who /hu:/ (pron) кто

next door по соседству
speak English разговаривать по-английски

## MODULE 2b

basketball /bɑ:skɪtbɔ:l/ (n) баскетбольный мяч
bicycle (bike) /baɪsɪk$^{ə}$l/ (n) велосипед
child (pl: children) /ʧaɪld/ (n) ребёнок
digital camera /dɪʤɪt$^{ə}$l kæm$^{ə}$rə/ (n) цифровой фотоаппарат
fly /flaɪ/ (n) муха
foot (pl: feet) /fʊt/ (n) ступня
gloves /glʌvz/ (n) перчатки
guitar /gɪtɑ:/ (n) гитара
handbag /hændbæg/ (n) сумочка
helmet /helmɪt/ (n) шлем
knife /naɪf/ (n) нож
lamp /læmp/ (n) лампа
man (pl: men) /mæn/ (n) человек, мужчина
mouse (pl: mice) /maus/ (n) мышь
personal things /pɜ:s$^{ə}$nəl θɪŋz/ (n) личные вещи
present /prez$^{ə}$nt/ (n) подарок
scarf /skɑ:f/ (n) шарф
skateboard /skeɪtbɔ:d/ (n) скейтборд
teddy bear /tedɪ beə/ (n) плюшевый медведь
thing /θɪŋ/ (n) вещь, предмет
tie /taɪ/ (n) галстук
toy /tɔɪ/ (n) игрушка
tooth (pl: teeth) /tu:θ/ (n) зуб
trainers /treɪnəz/ (n) кроссовки
watch /wɒtʃ/ (n) часы
woman (pl: women) /wʊmən/ (n) женщина

Happy birthday! С днём рождения!

## MODULE 2c

age /eɪʤ/ (n) возраст
album /ælbəm/ (n) альбом
but /bʌt/ (conj) но
because /bɪkɒz/ (conj) потому что
hundred /hʌndrəd/ (num) сто; сотня
coin /kɔɪn/ (n) монета
collection /kəlekʃ$^{ə}$n/ (n) коллекция
easy /i:zɪ/ (adj) лёгкий
eighty /eɪtɪ/ (num) восемьдесят
feel /fi:l/ (irr v) чувствовать
fifty /fɪftɪ/ (num) пятьдесят
forty /fɔ:tɪ/ (num) сорок
great /greɪt/ (adj) большой, великий, отличный
happy /hæpɪ/ (adj) счастливый
nice /naɪs/ (adj) милый, приятный
ninety /naɪntɪ/ (num) девяносто
picture /pɪkʧə/ (n) картинка
seventy /sev$^{ə}$ntɪ/ (num) семьдесят
sixty /sɪkstɪ/ (num) шестьдесят
stamp /stæmp/ (n) марка
thirty /θɜ:tɪ/ (num)тридцать

be proud of гордиться чем-либо, кем-либо

## MODULE 2d - Culture Corner

buy /baɪ/ (irr v) покупать
cow /kaʊ/ (n) корова
double decker /dʌb$^{ə}$l dekə/ (n) двухэтажный автобус
dragon /drægən/ (n) дракон
holidays /hɒlədeɪz/ (n) каникулы
map /mæp/ (n) карта
mug /mʌg/ (n) кружка
Northern Irish /nɔ:ðən aɪərɪʃ/ (adj) ирландец (житель Северной Ирландии)
pin /pɪn/ (n) значок (зд.)
popular /pɒpjʊlə/ (adj) популярный
Scottish /skɒtɪʃ/ (adj) шотландский
shamrock /ʃæmrɒk/ (n) трилистник (эмблема Ирландии)
souvenir /su:vənɪə/ (n) сувенир
stuffed toy /stʌft tɔɪ/ (n) мягкая игрушка
tartan /tɑ:t$^{ə}$n/ (n) шерстяная клетчатая материя
Union Jack /ju:njən ʤæk/ (n) флаг Великобритании
Welsh /welʃ/ (adj/n) валлийский, валлиец (житель Уэльса)

## English in Use 2

bell /bel/ (n) колокольчик
customer /kʌstəmə/ (n) покупатель, клиент
key ring /kiː rɪŋ/ (n) брелок для ключей
shop assistant /ʃɒp əsɪstənt/ (n) продавец
thermos flask /θɜːmɒs flɑːsk/ (n) термос
T-shirt /tiː ʃɜːt/ (n) футболка
umbrella /ʌmbrelə/ (n) зонт

Here you are. Вот, пожалуйста.
How about ...? Как насчёт ... ?
How can I help you? Чем я могу помочь?
How much is it? Сколько это стоит?
I want to buy ... . Я хочу купить ... .
That's a good idea. Это хорошая идея.

## Across the Curriculum 2: Geography

awful /ɔːfʊl/ (adj) ужасный, страшный
capital (city) /kæpɪtᵊl sɪtɪ/ (n) столица
continent /kɒntɪnənt/ (n) континент, материк
English-speaking countries /ɪŋglɪʃ spiːkɪŋ kʌntrɪz/ англоговорящие страны
hole /həʊl/ (n) отверстие, дырка
quiz /kwɪz/ (n) викторина

## MODULE 3a

advert /ædvɜːt/ (n) рекламное объявление
architect /ɑːkɪtekt/ (n) архитектор
article /ɑːtɪkᵊl/ (n) статья
bathroom /bɑːθruːm/ (n) ванная комната
beautiful /bjuːtɪfʊl/ (adj) красивый
bedroom /bedruːm/ (n) спальня
dining room /daɪnɪŋ ruːm/ (n) столовая
false /fɔːls/ (adj) неверный
famous /feɪməs/ (adj) известный
first /fɜːst/ (num) первый
flat /flæt/ (n) квартира
floor /flɔː/ (n) пол, этаж
garage /gærɑːʒ/ (n) гараж
great /greɪt/ (adj) великий, большой, отличный
ground floor /graʊnd flɔː/ (n) первый этаж
hall /hɔːl/ (n) коридор, холл
home /həʊm/ (n) дом
kitchen /kɪtʃɪn/ (n) кухня
letter /letə/ (n) письмо
lift /lɪft/ (n) лифт
living room /lɪvɪŋ ruːm/ (n) гостиная
number (of) /nʌmbə əv/ (n) количество
own /əʊn/ (adj) собственный
pay /peɪ/ (irr v) платить
price /praɪs/ (n) цена
reception room /rɪsepʃᵊn ruːm/ (n) зал для приёма гостей
roof /ruːf/ (n) крыша
true /truː/ (adj) верный
second /sekənd/ (num) второй
step /step/ (n) ступенька
swimming pool /swɪmɪŋ puːl/ (n) бассейн
third /θɜːd/ (num) третий
tower /taʊə/ (n) башня
unusual /ʌnjuːʒʊəl/ (adj) необычный
view /vjuː/ (n) вид
villa /vɪlə/ (n) вилла

block of flats многоквартирный дом
for sale на продажу
keep fit поддерживать форму
live high up жить на верхних этажах

## MODULE 3b

appliance /əplaɪəns/ (n) бытовой прибор, устройство
armchair /ɑːmtʃeə/ (n) кресло
bath /bɑːθ/ (n) ванна
bed /bed/ (n) кровать
bookcase /bʊkkeɪs/ (n) книжный шкаф
book shelves (n) книжные полки
carpet /kɑːpɪt/ (n) ковёр
coffee table /kɒfi teɪbᵊl/ (n) журнальный столик
cooker /kʊkə/ (n) кухонная плита
fridge /frɪdʒ/ (n) холодильник
furniture /fɜːnɪtʃə/ (n) мебель
mirror /mɪrə/ (n) зеркало
painting /peɪntɪŋ/ (n) картина
sink /sɪŋk/ (n) раковина (на кухне)
sofa /səʊfə/ (n) диван, софа
table /teɪbᵊl/ (n) стол
television (TV) /telɪvɪʒᵊn/ (n) телевизор
toilet /tɔɪlət/ (n) туалет
wardrobe /wɔːdrəʊb/ (n) гардероб
washbasin /wɒʃbeɪsᵊn/ (n) раковина (в ванной)
window /wɪndəʊ/ (n) окно

How many? Сколько?
Really? На самом деле?
Sounds great! Хорошо! Здорово!
What's your new flat like? Как выглядит твоя новая квартира?
heads or tails (о монете) орёл или решка

## MODULE 3c

call /kɔːl/ (v) называть
computer /kəmpjuːtə/ (n) компьютер
everything /evrɪθɪŋ/ (pron) всё
poster /pəʊstə/ (n) плакат, постер
wall /wɔːl/ (n) стена

I like ... very much. Мне очень нравится ... .
Where exactly is it? Где именно это находится?

## MODULE 3d - Culture Corner

all /ɔːl/ (prn) все, весь
another /ənʌðə/ (pron) другой
back garden /bæk gɑːdᵊn/ (n) сад за домом
central heating /sentrəl hiːtɪŋ/ центральное отопление
downstairs /daʊnsteəz/ (adv) внизу
fireplace /faɪəpleɪs/ (n) камин

front garden /frʌnt gɑːdᵊn/ сад перед домом
inside /ɪnsaɪd/ (adv; prep) внутри
outside /aʊtsaɪd/ (adv; prep) снаружи
plan /plæn/ (n) схема, план
semi-detached /semɪ dɪtætʃt/ (adj) имеющий общую стену
special features /speʃᵊl fiːtʃəz/ особенности
typical /tɪpɪkᵊl/ (adj) типичный
upstairs /ʌpsteəz/ (adv) вверху

keep people warm согревать людей

## English in Use 3

big /bɪg/ (adj) большой
key /kiː/ (n) ключ
quite /kwaɪt/ (adv) вполне

Here we are. Вот мы и здесь.
It's great. Здорово.
Take a look. Взгляни.

## Across the Curriculum 3: Art & Design

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

in the centre в центре
be made of быть изготовленным, сделанным из

## MODULE 4a

baby /beɪbɪ/ (n) ребёнок
boy /bɔɪ/ (n) мальчик
brother /brʌðə/ (n) брат
burn /bɜːn/ (v) гореть, пригорать
caring /keərɪŋ/ (adj) заботливый, внимательный
clever /klevə/ (adj) умный
cookie /kʊkɪ/ (n) домашнее печенье
cool /kuːl/ (adj) классный
dad /dæd/ (n) папа
dance /dɑːns/ (v) танцевать
diary /daɪərɪ/ (n) дневник
family /fæmɪlɪ/ (n) семья
family members /fæmɪlɪ membəz/ члены семьи
food /fuːd/ (n) еда
friendly /frendlɪ/ (adj) дружелюбный
father /fɑːðə/ (n) отец
funny /fʌnɪ/ (adj) смешной
give /gɪv/ (irr v) давать
grandfather /grændfɑːðə/ (n) дед
grandma /grænmɑː/ (n) бабушка
grandmother /grændmʌðə/ (n) бабушка
grandpa /grænpɑː/ (n) дедушка
grandparents /grænpeərənts/ (n) дедушка и бабушка
hobby /hɒbɪ/ (n) хобби
kind /kaɪnd/ (adj) добрый
laugh /lɑːf/ (v) смеяться
make /meɪk/ (irr v) делать, готовить
mother /mʌðə/ (n) мать
mum /mʌm/ (n) мама
naughty /nɔːtɪ/ (adj) непослушный
noisy /nɔɪzɪ/ (adj) шумный
piano /pɪænəʊ/ (n) фортепиано
pilot /paɪlət/ (n) пилот
play /pleɪ/ (v) играть
secret /siːkrət/ (n/adj) секрет; тайный, секретный
see /siː/ (irr v) видеть
sister /sɪstə/ (n) сестра
sweet /swiːt/ (adj) сладкий, милый
tell /tel/ (irr v) говорить, рассказывать
violin /vaɪəlɪn/ (n) скрипка
visit /vɪzɪt/ (v) посещать, навещать
weekend /wiːkend/ (n) выходные, уик-энд
yet /jet/ (adv) ещё, пока что

every summer каждое лето

## MODULE 4b

appearance /əpɪərəns/ (n) внешность
build /bɪld/ (n) телосложение
classmate /klɑːsmeɪt/ (n) одноклассник
come /kʌm/ (irr v) приходить
description /dɪskrɪpʃᵊn/ (n) описание
ear /ɪə/ (n) ухо
eye /aɪ/ (n) глаз
facial features /feɪʃᵊl fiːtʃəz/ черты лица
fair /feə/ (adj) светлый, белокурый
fat /fæt/ (adj) толстый, упитанный
hair /heə/ (n) волосы
height /haɪt/ (n) рост
long /lɒŋ/ (adj) длинный
lovely /lʌvlɪ/ (adj) красивый
match /mætʃ/ (v) устанавливать соответствие, подходить
moustache /məstɑːʃ/ (n) усы
mouth /maʊθ/ (n) рот
nose /nəʊz/ (n) нос
party /pɑːtɪ/ (n) вечеринка
plump /plʌmp/ (adj) полный, пухлый
short /ʃɔːt/ (adj) короткий, невысокий
talk /tɔːk/ (v) разговаривать
tall /tɔːl/ (adj) высокий
thin /θɪn/ (adj) худой
whose /huːz/ (pron) чей
with /wɪð/ (prep) с

over there вон там

## MODULE 4c

cooking /kʊkɪŋ/ (n) кулинария
dancing /dɑːnsɪŋ/ (n) танцы
full name /fʊl neɪm/ полное имя
grace /greɪs/ (n) грация, изящество
guess /ges/ (v) угадывать
jazz /ʤæz/ (n) джаз
painting /peɪntɪŋ/ (n) рисование
person /pɜːsᵊn/ (n) личность, человек
place /pleɪs/ (n) место
profile /prəʊfaɪl/ (n) анкета, краткие сведения
singer /sɪŋə/ (n) певец, певица
singing /sɪŋɪŋ/ (n) пение
voice /vɔɪs/ (n) голос
young /jʌŋ/ (adj) молодой

## MODULE 4d - Culture Corner

comic book /kɒmɪk bʊk/ (n) книга (журнал) комиксов
cook /kʊk/ (v) готовить
drink /drɪŋk/ (irr v) пить
patient /peɪʃᵊnt/ (adj) терпеливый
saxophone /sæksəfəʊn/ (n) саксофон
slim /slɪm/ (adj) стройный
show /ʃəʊ/ (n) шоу, зрелище
Swedish /swiːdɪʃ/ (adj) шведский

all over the world во всём мире
be afraid (of) бояться (чего-либо)
What are they like? Какие они? (по нраву, характеру)
What do they look like? Как они выглядят?

## English in Use 4

now /naʊ/ (adv) сейчас
pretty /prɪtɪ/ (adj) симпатичный, хорошенький

as well также
What does she look like? Как она выглядит?
What is she like? Какая она? (по нраву, характеру)

## Across the Curriculum 4: Literature

bee /biː/ (n) пчела
busy /bɪzɪ/ (adj) занятой
gentle /ʤentᵊl/ (adj) добрый, мягкий
granny /grænɪ/ (n) бабушка
lamb /læm/ (n) ягнёнок, овечка
mule /mjuːl/ (n) мул, осёл
literature /lɪtᵊrəʧə/ (n) литература
owl /aʊl/ (n) сова
ox (pl: oxen) /ɒks/ (n) бык
peacock /piːkɒk/ (n) павлин
playful /pleɪfʊl/ (adj) игривый, весёлый
poem /pəʊɪm/ (n) стихотворение
rhyming words /raɪmɪŋ wɜːdz/ рифмующиеся слова
simile /sɪmɪlɪ/ (n) сравнение
slow /sləʊ/ (adj) медленный
snail /sneɪl/ (n) улитка
stubborn /stʌbən/ (adj) упрямый
title /taɪtᵊl/ (n) заглавие, название
wise /waɪz/ (adj) мудрый

as ... as такой ..., как
send an email отправить сообщение по электронной почте

## MODULE 5a

amazing /əmeɪzɪŋ/ (adj) чудесный, восхитительный
animal /ænɪmᵊl/ (n) животное
bite /baɪt/ (irr v) кусать
camel /kæməl/ (n) верблюд
carry /kærɪ/ (v) носить, переносить
cobra /kəʊbrə/ (n) кобра
creature /kriːʧə/ (n) создание, творение
crocodile /krɒkədaɪl/ (n) крокодил
cry /kraɪ/ (v) плакать
dangerous /deɪnʤərəs/ (adj) опасный
deer (pl: deer) /dɪə/ (n) олень
elephant /elɪfənt/ (n) слон
female /fiːmeɪl/ (adj) женский
grass /grɑːs/ (n) трава
habit /hæbɪt/ (n) привычка
heavy /hevɪ/ (adj) тяжёлый
hide /haɪd/ (irr v) прятать(ся)
horn /hɔːn/ (n) рог
hunt /hʌnt/ (v) охотиться
leopard /lepəd/ (n) леопард
lion /laɪən/ (n) лев
metre /miːtə/ (n) метр
mud /mʌd/ (n) грязь
permanent /pɜːmənənt/ (adj) постоянный
plant /plɑːnt/ (n) растение
relax /rɪlæks/ (v) отдыхать, расслабляться
rhino /raɪnəʊ/ (n) носорог
sleep /sliːp/ (irr v) спать
stripe /straɪp/ (n) полоса
swim /swɪm/ (irr v) плавать
tiger /taɪgə/ (n) тигр
trunk /trʌŋk/ (n) хобот
use /juːz/ (v) использовать
wash /wɒʃ/ (v) мыть

## MODULE 5b

address /ədres/ (n) адрес
adult /ædʌlt/ (n) взрослый
anyway /enɪweɪ/ (adv) в любом случае
beak /biːk/ (n) клюв
bear /beə/ (n) медведь
cute /kjuːt/ (adj) умный, сообразительный
feather /feðə/ (n) перо
find /faɪnd/ (irr v) находить
fish /fɪʃ/ (n) рыба
fruit /fruːt/ (n) фрукт
fur /fɜː/ (n) мех
giraffe /ʤɪrɑːf/ (n) жираф
hear /hɪə/ (irr v) слышать
highlighted /haɪlaɪtɪd/ (adj) выделенный
leg /leg/ (n) нога
mane /meɪn/ (n) грива
monkey /mʌŋkɪ/ (n) обезьяна

neck /nek/ (n) шея
opening times /əʊpənɪɪŋ taɪmz/ часы работы
otter /ɒtə/ (n) выдра
paw /pɔ:/ (n) лапа
peacock /pi:kɒk/ (n) павлин
penguin /peŋgwɪn/ (n) пингвин
reason /ri:z$^{ə}$n/ (n) причина
sound /saʊnd/ (n) звук
tail /teɪl/ (n) хвост
thick /θɪk/ (adj) толстый
ticket /tɪkɪt/ (n) билет
trunk /trʌŋk/ (n) хобот
tusk /tʌsk/ (n) бивень
wild /waɪld/ (adj) дикий
wing /wɪŋ/ (n) крыло

parts of the body части тела

## MODULE 5c

activity /æktɪvɪtɪ/ (n) деятельность, занятие
bright /braɪt/ (n) яркий
budgie /bʌdʒɪ/ (n) волнистый попугайчик
cow /kaʊ/ (n) корова
dog /dɒg/ (n) собака
duck /dʌk/ (n) утка
else /els/ (adv) ещё
farm animals /fa:m ænɪm$^{ə}$lz/ домашний скот
goat /gəʊt/ (n) козел, коза
golden /gəʊldən/ (adj) золотой
goldfish /gəʊldfɪʃ/ (n) золотая рыбка
goose (pl: geese) /gu:s/ (n) гусь
guinea pig /gɪnɪ pɪg/ морская свинка
guy /gaɪ/ (n) парень
hen /hen/ (n) курица
list /lɪst/ (v) составлять список, относить к чему-либо
notify /nəʊtɪfaɪ/ (v) оповещать, уведомлять
pet /pet/ (n) домашний питомец
rabbit /ræbɪt/ (n) кролик
sheep (pl: sheep) /ʃi:p/ (n) овца
take /teɪk/ (irr v) брать
tortoise /tɔ:təs/ (n) черепаха

all day long весь день
take sb for walks брать кого-либо на прогулку
talk online разговаривать через интернет

## MODULE 5d - Culture Corner

characteristic /kærɪktərɪstɪk/ (n) характеристика
complete /kəmpli:t/ (v) заполнять, завершать
cute /kju:t/ (adj) умный, сообразительный
eucalyptus /ju:kəlɪptəs/ (n) эвкалипт
fact file /fækt faɪl/ анкета
furry /fɜ:rɪ/ (adj) пушистый, меховой
get /get/ (irr v) получать
koala /kəʊa:lə/ (n) коала
leaf (pl: leaves) /li:f/ (n) лист
liquid /lɪkwɪd/ (n) жидкость
little /lɪt$^{ə}$l/ (adj) маленький
mammal /mæm$^{ə}$l/ (n) млекопитающее
marsupial /ma:su:pɪəl/ (adj) сумчатый
mean /mi:n/ (irr v) иметь в виду, обозначать
need /ni:d/ (v) нуждаться
never /nevə/ (adv) никогда
round /raʊnd/ (adj) круглый
sharp /ʃa:p/ (adj) острый
soft /sɒft/ (adj) мягкий
zoologist /zʊɒlədʒɪst/ (n) зоолог

during the day в течение дня
they don't make good pets они не поддаются приручению

## English in Use 5

breast /brest/ (n) грудь
breath /breθ/ (n) дыхание
broken /brəʊkən/ (adj) сломанный
earache /ɪəreɪk/ (n) боль в ухе
fleas /fli:z/ (n) блохи
health /helθ/ (n) здоровье
parrot /pærət/ (n) попугай
problem /prɒbləm/ (n) проблема
toothache /tu:θeɪk/ (n) зубная боль
vet /vet/ (n) ветеринар
visit /vɪzɪt/ (n; v) визит, посещение; посещать

be ill болеть
What's the matter? Что случилось?
What's wrong (with him)? Что (с ним) случилось?

## Across the Curriculum 5: Science

ant /ænt/ (n) муравей
antenna (plural: antennae) /æntenə/ (n) усик, щупальце
bee /bi:/ (n) пчела
beetle /bi:t$^{ə}$l/ (n) жук
butterfly /bʌtəflaɪ/ (n) бабочка
buzz around /bʌz əraʊnd/ (phr v) жужжать
call /kɔ:l/ (v) называть
dead /ded/ (adj) мёртвый
detective /dɪtektɪv/ (n; adj) детектив; детективный
dragonfly /drægənflaɪ/ (n) стрекоза
expect /ɪkspekt/ (v) ожидать
field /fi:ld/ (n) поле
fly /flaɪ/ (n) муха
forest /fɒrɪst/ (n) лес
grasshoper /gra:shɒpə/ (n) кузнечик
ground /graʊnd/ (n) земля
honey /hʌnɪ/ (n) мёд
important /ɪmpɔ:t$^{ə}$nt/ (adj) важный
insect /ɪnsekt/ (n) насекомое
ladybird /leɪdibɜ:d/ (n) божья коровка
life /laɪf/ (n) жизнь
keep /ki:p/ (irr v) хранить
million /mɪlɪən/ (n) миллион
mosquito /mɒskɪ:təʊ/ (n) комар
present /prɪzent/ (v) представлять
rubbish /rʌbɪʃ/ (n) мусор
unwanted /ʌnwɒntɪd/ (adj) ненужный, лишний
wasp /wɒsp/ (n) оса
waste /weɪst/ (n) отходы

## MODULE 6a

acrobatics /ækrəbætɪks/ (n) акробатика
action hero /ækʃᵊn hɪərəʊ/ главный герой
after /ɑːftə/ (prep) после
always /ɔːlweɪz/ (adv) всегда
archaeologist /ɑːkɪɒlədʒɪst/ (n) археолог
before /bɪfɔː/ (adv; prep) перед (о времени)
clock /klɒk/ (n) часы
daily /deɪlɪ/ (adj) ежедневный
daily routine /deɪlɪ ruːtiːn/ распорядок дня
get up /get ʌp/ (phr v) вставать (с постели)
fight /faɪt/ (irr v) бороться
late /leɪt/ (adv) поздно
often /ɒfᵊn/ (adv) часто
sometimes /sʌmtaɪmz/ (adv) иногда
usually /juːʒuəlɪ/ (adv) обычно
wake up /weɪk ʌp/ (phr v) просыпаться

at ... o'clock в ... часов
at home дома
at midnight/at night в полночь/ночью
at noon в полдень
do homework делать домашнее задание
do the/go shopping ходить за покупками
have/eat dinner ужинать
have/eat lunch обедать
for a while некоторое время
get dressed одеваться
go jogging совершать пробежку
go to bed ложиться спать
go to school ходить в школу
half past seven половина восьмого
Have you got the time, please? Скажите, пожалуйста, который час?
practise kick boxing упражняться в кикбоксинге
quarter past seven четверть восьмого
quarter to seven без четверти семь
What's the time, please? Скажите, пожалуйста, который час?
work on computer работать на компьютере

## MODULE 6b

ambulance /æmbjʊləns/ (n) машина скорой помощи
baker /beɪkə/ (n) булочник, пекарь
baker's /beɪkəz/ (n) булочная, пекарня
bakery /beɪkərɪ/ (n) булочная, пекарня
café /kæfeɪ/ (n) кафе
doctor /dɒktə/ (n) доктор, врач
drive /draɪv/ (irr v) водить, управлять автомобилем
hospital /hɔspɪtᵊl/ (n) больница
job /dʒɒb/ (n) работа
mechanic /mɪkænɪk/ (n) механик
Mr /mɪstə/ (n) мистер, господин
Ms /mɪz/ (n) мисс
Mrs /mɪsɪz/ (n) миссис
nurse /nɜːs/ (n) медицинская сестра, сиделка
paint /peɪnt/ (v) красить, рисовать (красками)
painter /peɪntə/ (n) маляр, художник
postman /pəʊstmən/ (n) почтальон
serve /sɜːv/ (v) подавать, обслуживать
taxi driver /tæksɪ draɪvə/ (n) таксист
wait /weɪt/ (v) ждать
waiter /weɪtə/ (n) официант
waitress /weɪtrəs/ (n) официантка

a street scene уличная сцена
across the road через дорогу
act out a dialogue разыгрывать диалог
catch the bus home сесть на автобус до дома
deliver letters доставлять письма
do a crossword разгадывать кроссворд
repair ремонтировать
say goodbye to ... попрощаться с ...
by the fire у огня
What does your dad do? Чем занимается твой папа?

## MODULE 6c

boring /bɔːrɪŋ/ (adj) скучный, неинтересный
hard work /hɑːd wɜːk/ трудная работа
newspaper /njuːspeɪpə/ (n) газета

Drop me a line. Напиши мне пару строк.
Have a good time! Желаю вам хорошо провести время!
Great to hear from you. Рад получить весточку от тебя.
make phone calls звонить по телефону
plant flowers сажать цветы
play (games) with играть (в игры) с ...
That's all for now! Пока это всё!
Write back soon. Отвечай поскорее.

## MODULE 6d - Culture Corner

above /əbʌv/ (adv; prep) над
belfry /belfrɪ/ (n) колокольня
exactly /ɪgzæktlɪ/ (adv) точно
hour hand /aʊə hænd/ часовая стрелка
huge /hjuːdʒ/ (adj) огромный
interesting /ɪntrəstɪŋ/ (adj) интересный
know /nəʊ/ (irr v) знать
landmark /lændmɑːk/ (n) достопримечательность
minute hand /mɪnɪt hænd/ минутная стрелка
most (people) /məʊst/ большинство (людей)
perhaps /pəhæps/ (adv) возможно
ton /tʌn/ (n) тонна
top /tɒp/ (n) верхушка, шпиль
tour guide /tʊə gaɪd/ экскурсовод
tourist attraction /tʊərɪst ətrækʃᵊn/ место, привлекающее туристов
wide /waɪd/ (adj) широкий

commissioner of works руководитель работ
every year каждый год

## English in Use 6

agree /əgriː/ (v) соглашаться
free /friː/ (adj) свободный
respond /rɪspɒnd/ (v) отвечать
suggestion /səʤestʃᵊn/ (n) предложение

go to the cinema ходить в кино

be tired уставать
See you at ... o' clock. Увидимся в ... часов.
Sure, that's a good idea. Конечно, это хорошая идея.
What/How about having a coffee? Как насчёт кофе?
Why don't we go ... ? Почему бы нам не пойти ... ?

## Across the Curriculum 6: Science

be ready /bɪ redɪ/ (v) быть готовым
centimetre /sentɪmiːtə/ (n) сантиметр
compass /kʌmpəs/ (n) компас
correct /kərekt/ (adj) правильный, верный
different /dɪfərənt/ (adj) различный
early /ɜːlɪ/ (adj; adv) ранний; рано
east /iːst/ (n) восток
hole /həʊl/ (n) отверстие, дырка
lid /lɪd/ (n) крышка
mark /mɑːk/ (n) отметка
mobile phone /məʊbaɪl fəʊn/ мобильный телефон
move around /muːv əraʊnd/ (phr v) вращаться вокруг
nearby /nɪəbaɪ/ (adj) близлежащий
need /niːd/ (v) нуждаться
north /nɔːθ/ (n) север
perfect /pɜːfɪkt/ (adj) идеальный, отличный
place /pleɪs/ (n) место
point /pɔɪnt/ (v) указывать
put /pʊt/ (irr v) класть
shadow /ʃædəʊ/ (n) тень
sky /skaɪ/ (n) небо
side /saɪd/ (n) сторона
south /saʊθ/ (n) юг
stone /stəʊn/ (n) камень
straw /strɔː/ (n) соломинка
sundial /sʌndaɪəl/ (n) солнечные часы
sunny day /sʌnɪ deɪ/ солнечный день
tape /teɪp/ (v) прикрепить скотчем (зд.)
top /tɒp/ (n) верх, верхушка
until /əntɪl/ (prep) до
use /juːz/ (v) использовать
west /west/ (n) запад

do the same делать то же самое

## MODULE 7a

autumn /ɔːtəm/ (n) осень
balcony /bælkənɪ/ (n) балкон
chat log /tʃæt lɒg/ чат
computer screen /kəmpjuːtə skriːn/ экран компьютера
go swimming идти купаться/плавать
image /ɪmɪʤ/ (n) изображение, образ
magazine /mægəziːn/ (n) журнал
mind /maɪnd/ (n) ум, разум
month /mʌnθ/ (n) месяц

January /ʤænjʊərɪ/ (n) январь
February /febjʊərɪ/ (n) февраль
March /mɑːtʃ/ (n) март
April /eɪprɪl/ (n) апрель
May /meɪ/ (n) май
June /ʤuːn/ (n) июнь
July (n) /ʤʊlaɪ/ июль
August /ɔːgəst/ (n) август
September /septembə/ (n) сентябрь
October /ɒktəʊbə/ (n) октябрь
November /nəʊvembə/ (n) ноябрь
December /dɪsembə/ (n) декабрь

proverb /prɒvɜːb/ (n) пословица, поговорка
season /siːzᵊn/ (n) время года
snow /snəʊ/ (n) снег
spring /sprɪŋ/ (n) весна
statement /steɪtmənt/ (n) утверждение
summer /sʌmə/ (n) лето
weather /weðə/ (n) погода
weather forecast /weðə fɔːkɑːst/ прогноз погоды
winter /wɪntə/ (n) зима
year /jɪə/ (n) год

at the moment сейчас, в настоящий момент
be fed up with sth устать от чего-либо
How are you doing? Как дела?
It doesn't suit me. Это не по мне.
It's fabulous! Это потрясающе!
It's (very) hot. (Очень) жарко.
It's awful! Это ужасно!
It's cold. Холодно.
It's freezing. Морозно.
It's raining (heavily). Идёт (сильный) дождь.
It's snowing. Идёт снег.
It's terrible! Это ужасно!
It's warm. Тепло.
The sun is shining. Светит солнце.
That's not my kind of place. Это место не для меня.
What's the weather like in ...? Какая погода в ...?
go swimming ходить купаться
pick flowers собирать цветы
rake leaves сгребать листья
You're lucky. Тебе повезло.

## MODULE 7b

airport /eəpɔːt/ (n) аэропорт
bag /bæg/ (n) сумка
blouse /blaʊz/ (n) блузка
boots /buːts/ (n) ботинки
clothes /kləʊðz/ (n) одежда
coat /kəʊt/ (n) пальто
couple /kʌpᵊl/ (n) пара
dress /dres/ (n) платье
get on /get ɒn/ (phr v) садиться на ... (о транспорте)
habit /hæbɪt/ (n) привычка
hang up /hæŋ ʌp/ (phr v) вешать телефонную трубку
high heels /haɪ hiːlz/ (n) высокие каблуки
joke /ʤəʊk/ (n) шутка
jumper /ʤʌmpə/ (n) джемпер
light /laɪt/ (adj) лёгкий, светлый
loose /luːs/ (adj) свободный (об одежде)
put on /pʊt ɒn/ (phr v) надевать
raincoat /reɪnkəʊt/ (n) плащ
shirt /ʃɜːt/ (n) рубашка
shoes /ʃuːz/ (n) туфли

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

go on foot ходить пешком
How do I look in this? Как я выгляжу в этом?
How does this look on me? Как это на мне смотрится?
I'm not sure it suits you. Я не уверен, что это подходит тебе.

## MODULE 7c

beach /bi:tʃ/ (n) пляж
enjoy /ɪnʤɔɪ/ (v) наслаждаться, получать удовольствие
greeting /gri:tɪŋ/ (n) приветствие; поздравление
local club /ləʊk°l klʌb/ (n) местный клуб
postcard /pəʊstkɑ:d/ (n) открытка
stay /steɪ/ (v) останавливаться, оставаться
sunbathe /sʌnbeɪð/ (v) загорать

go camping ходить в поход
go skiing кататься на лыжах
have a picnic устраивать пикник
It's fun. Весело.
make a snowman лепить снеговика
play golf играть в гольф
See you soon. Скоро увидимся.

## MODULE 7d - Culture Corner

calm /kɑ:m/ (adj) спокойный, тихий
climate /klaɪmət/ (n) климат
cool /ku:l/ (adj) прохладный
decide /dɪsaɪd/ (v) решать
jacket /ʤækɪt/ (n) куртка
long-sleeved /lɒŋ sli:vd/ (adj) с длинными рукавами
northwest /nɔ:θwest/ (adj) северо-запад
pack /pæk/ (v) упаковывать
sad /sæd/ (adj) грустный
short-sleeved /ʃɔ:t sli:vd/ (adj) с короткими рукавами
stressed /strest/ (adj) напряжённый
temperature /temprəʧə/ (n) температура
vary /veərɪ/ (v) различаться
walking shoes /wɔ:kɪŋ ʃu:z/ (n) спортивная обувь
wool sweater /wʊl swetə/ (n) шерстяной свитер

make sure убеждаться, удостовериться

## English in Use 7

clothing sizes /kləʊðɪŋ saɪzɪz/ размеры одежды
customer /kʌstomə/ (n) покупатель, клиент
collar /kɒlə/ (n) воротник

Any particular colour? Какой-то особенный цвет?
Have a nice day! Приятного дня!
Here you are. Вот, пожалуйста.
How can I help you? Чем я могу вам помочь?
How much does it cost? Сколько это стоит?
How much is it? Сколько это стоит?
I'm looking for ... . Я ищу ... .
Thank you — You're welcome. Спасибо — Пожалуйста.
What size are you? Какой у вас размер?

## Across the Curriculum 7: Literature

blow away /bləʊ əweɪ/ (phr v) уносить (ветром)
branch /brɑ:nʧ/ (n) ветка
dancing ballerina /dɑ:nsɪŋ bæləri:nə/ танцующая балерина
go away /gəʊ əweɪ/ (phr v) уходить
go up /gəʊ ʌp/ (phr v) подниматься вверх
land /lænd/ (n) земля
sea /si:/ (n) море
sky /skaɪ/ (n) небо
wind /wɪnd/ (n) ветер

## MODULE 8a

banana /bənɑ:nə/ (n) банан
biscuit /bɪskɪt/ (n) печенье
both /bəʊθ/ (pron) оба
carrot /kærət/ (n) морковь
celebrate /selɪbreɪt/ (v) праздновать
celebration /seləbreɪʃ°n/ (n) празднование, праздник
choose /ʧu:z/ (irr v) выбирать
complete /kəmpli:t/ (v) заполнять, завершать
cookery competition /kʊkərɪ kɒmpətɪʃ°n/ кулинарный конкурс
costume /kɒstju:m/ (n) костюм (карнавальный, театральный)
cranberry sauce /krænbərɪ sɔ:s/ клюквенный соус
cut /kʌt/ (irr v) резать, разрезать
crop /krɒp/ (n) урожай
dessert /dɪzɜ:t/ (n) десерт
dictionary entry /dɪkʃənrɪ entrɪ/ словарная статья
different varieties /dɪfrənt vəraɪətɪz/ различные виды
dish /dɪʃ/ (n) блюдо
dress up /dres ʌp/ (phr v) наряжаться
farmer /fɑ:mə/ (n) фермер
festive /festɪv/ (adj) весёлый, праздничный
festival /festɪv°l/ (n) праздник
fresh /freʃ/ (adj) свежий
harvest /hɑ:vɪst/ (n; v) урожай; собирать урожай
holiday /hɒlɪdeɪ/ (n) праздник
last /lɑ:st/ (v) длиться, продолжаться
moon /mu:n/ (n) луна
pumpkin pie /pʌmpkɪn paɪ/ тыквенный пирог
radio show /reɪdɪəʊ ʃəʊ/ радиопрограмма
rice /raɪs/ (n) рис
street parade /stri:t pəreɪd/ уличный парад
sweet potato /swi:t pəteɪtəʊ/ сладкий картофель
turkey /tɜ:kɪ/ (n) индейка
wheat /wi:t/ (n) пшеница

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

## MODULE 8b

bottle /bɒtᵊl/ (n) бутылка
bowl /bəʊl/ (n) миска, тарелка
box /bɒks/ (n) коробка
bread /bred/ (n) хлеб
burger /bɜːgə/ (n) гамбургер
butter /bʌtə/ (n) масло
cabbage /kæbɪʤ/ (n) капуста
cake /keɪk/ (n) торт
carton /kɑːtᵊn/ (n) пакет
cereal /sɪəriəl/ (n) крупы, злаки, хлопья
cheese /ʧiːz/ (n) сыр
cherry /ʧeri/ (n) вишня; черешня
chicken /ʧɪkɪn/ (n) курица, цыплёнок
chocolate /ʧɒklət/ (n) шоколад
container /kɒnteɪnə/ (n) ёмкость, сосуд
cupboard /kʌbəd/ (n) шкаф для посуды
everything /evrɪθɪŋ/ (pron) всё
garlic /gɑːlɪk/ (n) чеснок
glass /glɑːs/ (n) стакан
grapes /greɪps/ (n) виноград
ice cream /aɪs kriːm/ (n) мороженое
jar /ʤɑː/ (n) банка
lemonade /leməneɪd/ (n) лимонад
master chef /mɑːstə ʃef/ (n) шеф-повар
meal /miːl/ (n) приём пищи
meat /miːt/ (n) мясо
milk /mɪlk/ (n) молоко
olive oil /ɒlɪv ɔɪl/ (n) оливковое масло
onion /ʌnjən/ (n) лук
orange juice /ɒrɪnʤ ʤuːs/ апельсиновый сок
packet /pækɪt/ (n) пакет, пачка
pasta /pæstə/ (n) паста, макаронные изделия
pineapple /paɪnæpᵊl/ (n) ананас
pizza /piːtsə/ (n) пицца
sausage /sɒsɪʤ/ (n) сосиска
strawberry /strɔːbərɪ/ (n) клубника
shopping list /ʃɒpɪŋ lɪst/ список покупок
sugar /ʃʊgə/ (n) сахар
tomato /təmɑːtəʊ/ (n) помидор
tonight /tənaɪt/ (adv) сегодня вечером

## MODULE 8c

balloon /bəluːn/ (n) воздушный шар
bring /brɪŋ/ (irr v) приносить
Chinese /ʧaɪniːz/ (adj) китайский
crisps /krɪsps/ (n) чипсы
envelope /envələʊp/ (n) конверт
full of /fʊl əv/ полный чего-либо
good luck /gʊd lʌk/ удача
magazine entry /mægəziːn entrɪ/ журнальная статья
mean /miːn/ (irr v) значить, означать
money /mʌnɪ/ (n) деньги
noodles /nuːdᵊlz/ (n) лапша
paper /peɪpə/ (n) бумага
sandwich /sænwɪʤ/ (n) бутерброд
soup /suːp/ (n) суп
stick /stɪk/ (n) палка, палочка
treat /triːt/ (n) угощение
unlucky /ʌnlʌkɪ/ (adj) неудачливый

I'd love to ... Мне бы хотелось ...
I don't think so. Я так не думаю.
Would you like ...? Не желаете ...?

## MODULE 8d - Culture Corner

baseball /beɪsbɔːl/ (n) бейсбол
basketball /bɑːskɪtbɔːl/ (n) баскетбол
corn /kɔːn/ (n) кукуруза
custom /kʌstəm/ (n) обычай
fries /fraɪz/ (n) картофель фри
hamburger /hæmbɜːgə/ (n) гамбургер
quiz /kwɪz/ (n) викторина
score /skɔː/ (n) очко, гол
Thanksgiving (Day) /θæŋksgɪvɪŋ/ (n) День благодарения

## English in Use 8

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

Enjoy your meal! Приятного аппетита!
Is that eat in or take away? Вы будете есть здесь или заберёте с собой?

## Across the Curriculum 8: PSHE

back /bæk/ (adv) назад
bacteria /bæktɪərɪə/ (n) бактерии
carefully /keəfᵊlɪ/ (adv) аккуратно, тщательно
chop /ʧɒp/ (v) резать
clean /kliːn/ (v) чистить, очищать
dairy products /deərɪ prɒdʌkts/ молочные продукты
danger /deɪnʤə/ (n) опасность
first /fɜːst/ (adv) сначала
forget /fəget/ (irr v) забывать
fruit & vegetables /fruːt ənd veʤtəbᵊlz/ фрукты и овощи
keep away /kiːp əweɪ/ (phr v) держаться вдали от
keep out /kiːp aʊt/ (phr v) не допускать, не позволять
knife /naɪf/ (n) нож
prepare /prɪpeə/ (v) готовить, подготавливать
PSHE (Personal Social & Health Education) основы безопасности жизнедеятельности (ОБЖ)
sharp /ʃɑːp/ (adj) острый
store /stɔː/ (v) хранить

surface /sɜːfɪs/ (n) поверхность
touch /tʌtʃ/ (v) касаться, дотрагиваться
yoghurt /jɒgət/ (n) йогурт

the list of dos and don'ts список того, что можно и нельзя делать
for example например
keep clean содержать в чистоте

## MODULE 9a

aspirin /æspɪrɪn/ (n) аспирин
baker's /beɪkəz/ (n) булочная
bakery /beɪkərɪ/ (n) булочная
chemist's /kemɪsts/ (n) аптека
florist's /flɒrɪsts/ (n) цветочный магазин
greengrocer's /griːngrəʊsəz/ (n) овощной магазин
jeweller's /ʤuːələz/ (n) ювелирный магазин
mean /miːn/ (irr v) иметь в виду, означать
mention /menʃ°n/ (v) упоминать
newsagent's /njuːzeɪʤ°nts/ (n) газетный киоск
record shop /rekɔːd ʃɒp/ музыкальный магазин
sell /sel/ (irr v) продавать
shoe shop /ʃuː ʃɒp/ обувной магазин
shop /ʃɒp/ (n; v) магазин; делать покупки
shopping centre/mall /ʃɒpɪŋ sentə/ /mɔːl/ торговый центр
tulip /tjuːlɪp/ (n) тюльпан

fast food restaurant ресторан быстрого питания, фаст-фуд
look for искать
pair of shoes пара туфель

## MODULE 9b

adventure park /ədventʃə pɑːk/ парк аттракционов
advertise /ædvətaɪz/ (v) рекламировать
art gallery /ɑːt gælərɪ/ картинная галерея
candyfloss /kændɪflɒs/ (n) сахарная вата
classical /klæsɪk°l/ (adj) классический
concert hall /kɒnsət hɔːl/ концертный зал
exhibition /eksɪbɪʃ°n/ (n) выставка
museum /mjuːziːəm/ (n) музей
Net /net/ интернет
play /pleɪ/ (n; v) пьеса; играть
queue /kjuː/ (n) очередь
ride /raɪd/ (n) аттракцион (в парке)
roller coaster /rəʊlə kəʊstə/ американские горки
royal /rɔɪəl/ (adj) королевский
theatre /θɪətə/ (n) театр
theme park /θiːm pɑːk/ тематический парк
yesterday /jestədeɪ/ (adj) вчера
zoo /zuː/ (n) зоопарк

## MODULE 9c

action film /ækʃ°n fɪlm/ фильм жанра экшн, боевик
adventure film /ədventʃə fɪlm/ фильм-приключение
adult /ædʌlt/ (n) взрослый
animated /ænɪmeɪtɪd/ (adj) мультипликационный
become /bɪkʌm/ (irr v) становиться
comedy /kɒmədɪ/ (n) комедия
hero /hɪərəʊ/ (n) герой
horror film /hɒrə fɪlm/ фильм ужасов
romance /rəʊmæns/ (n) романтический фильм
face /feɪs/ (v) сталкиваться (зд.)
heading /hedɪŋ/ (n) заголовок
leading star /liːdɪŋ stɑː/ актёр/актриса в главной роли
main character /meɪn kærɪktə/ главный персонаж
miss /mɪs/ (v) пропускать
plot /plɒt/ (n) сюжет
recommend /rekəmend/ (v) рекомендовать
recommendation /rekəmendeɪʃ°n/ (n) рекомендация
review /rɪvjuː/ (n) обзор
save /seɪv/ (v) спасать

It is (well) worth seeing. Это стоит того, чтобы посмотреть.

## MODULE 9d - Culture Corner

busy spot /bɪzɪ spɒt/ оживлённое место
cinema /sɪnɪmə/ (n) кинотеатр
nearby /nɪəbaɪ/ (adv) поблизости
nightclub /naɪtklʌb/ (n) ночной клуб
premiere /premɪə/ (n) премьера
pronounce /prənaʊns/ (v) произносить
seat /siːt/ (n) место (для сидения)
square /skweə/ (n) площадь
statue /stætʃuː/ (n) статуя

how much/many сколько

## English in Use 9

opposite /ɔpəzɪt/ (prep) напротив
supermarket /sjuːpəmɑːkɪt/ (n) супермаркет

Can you tell me where the ... is? Не подскажете, где находится ...?
Could you tell me how to get to ... ? Скажите, как добраться до...
Excuse me. Is there a ... around here? Простите, где-нибудь поблизости есть ...?
on one's left/right справа/слева от кого-либо
turn right/left поворачивать направо/налево
walk down идти вниз по

## Across the Curriculum 9: Maths

bar /bɑː/ (n) плитка
change /ʧeɪnʤ/ (n) сдача
coin /kɔɪn/ (n) монета
cost /kɒst/ (irr v) стоить
item /aɪtəm/ (n) пункт, предмет
pence /pens/ (n) пенсы (мн.ч.)
penny /penɪ/ (n) пенс
pound /paʊnd/ (n) фунт стерлингов

## MODULE 10a

abroad /əbrɔːd/ (adv) за границей
activity holiday /æktɪvɪtɪ hɒlɪdeɪ/ активный отдых
advert /ædvɜːt/ (n) реклама

advise /ədvaɪz/ (v) советовать
ancient culture /eɪnʃənt kʌltʃə/ древняя культура
apartment /əpɑ:tmənt/ (n) квартира, апартаменты
beauty /bju:tɪ/ (n) красота
book /bʊk/ (v) заказывать, бронировать
camp /kæmp/ (n; v) лагерь; разбивать лагерь
coach /kəʊtʃ/ (n) автобус (междугородний)
countryside /kʌntrɪsaɪd/ (n) сельская местность
credit card /kredɪt kɑ:d/ кредитная карточка
cruise /kru:z/ (n) круиз
discover /dɪskʌvə/ (v) обнаруживать, открывать
experience /ɪkspɪəriəns/ (v) испытывать, знать по опыту
extreme sports /ɪkstri:m spɔ:ts/ экстремальный спорт
fill in /fɪl ɪn/ (phr v) заполнять
free brochure /fri: brəʊʃə/ бесплатная брошюра
full board /fʊl bɔ:d/ полный пансион
historic /hɪstɒrɪk/ (adj) исторический
holiday /hɒlədeɪ/ (n) каникулы, праздник, отпуск
hotel /həʊtel/ (n) гостиница
join (in) /ʤɔɪn ɪn/ (phr v) присоединяться
learn (about) /lɜ:n əbaʊt/ (v) узнавать (о)
leisure /leʒə/ (n) свободное время, досуг
magic /mæʤɪk/ (n) волшебство, магия
magnificent /mægnɪfɪsᵊnt/ (adj) великолепный
motorbike /məʊtəbaɪk/ (n) мотоцикл
mountaineering /maʊntɪnɪərɪŋ/ (n) альпинизм
price /praɪs/ (n) цена
rest /rest/ (n) отдых
rock climbing /rɒk klaɪmɪŋ/ скалолазание
safari /səfɑ:rɪ/ (n) сафари
sand /sænd/ (n) песок
ship /ʃɪp/ (n) теплоход, корабль
sightseeing tour /saɪtsi:ɪŋ tʊə/ тур по достопримечательностям
spend /spend/ (irr v) проводить (время)
travel /trævᵊl/ (n; v) путешествие; путешествовать
travel agent /trævᵊl eɪʤənt/ туристический агент
trekking /trekɪŋ/ (n) горный туризм

## MODULE 10b

airport /eəpɔ:t/ (n) аэропорт
bored /bɔ:d/ (adj) скучающий
boring /bɔ:rɪŋ/ (adj) скучный
business /bɪznɪs/ (n) бизнес
canoeing /kənu:ɪŋ/ (n) гребля на каноэ
decide /dɪsaɪd/ (v) решать
difficult /dɪfɪkəlt/ (adj) трудный, сложный
enjoyable /ɪnʤɔɪəbᵊl/ (adj) приятный, доставляющий удовольствие
excited /ɪksaɪtɪd/ (adj) взволнованный
exciting /ɪksaɪtɪŋ/ (adj) волнующий
feeling /fi:lɪŋ/ (n) ощущение, чувство
fishing /fɪʃɪŋ/ (n) рыбалка
hard /hɑ:d/ (adj) тяжёлый, трудный
hiking /haɪkɪŋ/ (n) поход
hungry /hʌŋgrɪ/ (adj) голодный
jet skiing /ʤet ski:ɪŋ/ катание на водных лыжах
mind /maɪnd/ (n) ум
relaxed /rɪlækst/ (adj) расслабленный
relaxing /rɪlæksɪŋ/ (adj) расслабляющий
sailing /seɪlɪŋ/ (n) хождение на яхте
scuba diving /sku:bə daɪvɪŋ/ подводное плавание, погружение с аквалангом
sunbathing /sʌnbeɪðɪŋ/ (n) приём солнечных ванн
tiring /taɪərɪŋ/ (adj) утомительный
tired /taɪəd/ (adj) уставший
white water rafting /waɪt wɔ:tə rɑ:ftɪŋ/ сплав (на плотах) по горным рекам
windsurfing /wɪndsɜ:fɪŋ/ (n) виндсёрфинг

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

## MODULE 10c

abbreviation /əbri:vɪeɪʃᵊn/ (n) аббревиатура, сокращение
dentist /dentɪst/ (n) стоматолог
headache /hedeɪk/ (n) головная боль
health matters /helθ mætəs/ вопросы здоровья
note /nəʊt/ (n) записка
pharmacy /fɑ:məsɪ/ (n) аптека
reception /rɪsepʃᵊn/ (n) стойка администратора
stomachache /stʌməkeɪk/ (n) боль в животе
sunburn /sʌnbɜ:n/ (n) ожог от солнца
temperature /temprəʧə/ (n) температура
toothache /tu:θeɪk/ (n) зубная боль

put lotion наносить мазь, лосьон
see a doctor посещать доктора
stay out of sun не выходить на солнце

## MODULE 10d - Culture Corner

aboard /əbɔ:d/ (adv) на борту
castle /kɑ:sᵊl/ (n) замок
cathedral /kəθi:drəl/ (n) собор
flat tyre /flæt taɪə/ спущенная шина
scenic /si:nɪk/ (adj) живописный, красивый
sit back /sɪt bæk/ (phr v) откидываться (на спинку сидения)
square /skweə/ (n) квадрат (зд.)
team /ti:m/ (n) команда
win /wɪn/ (irr v) выигрывать

miss a turn пропускать ход

## English in Use 10

kind /kaɪnd/ (n) вид, тип
ordinary /ɔ:dɪnrɪ/ (adj) обычный
reasonable /ri:znəbᵊl/ (adj) справедливый, разумный
rent /rent/ (v) брать напрокат
sign /saɪn/ (v) подписывать(ся), ставить подпись

per day в день

## Across the Curriculum 10: Geography

bottled water /bɒtᵊld wɔ:tə/ бутилированная вода
cartoon strip /kɑ:tu:n strɪp/ комикс
leaflet /li:flət/ (n) листовка
point /pɔɪnt/ (n) пункт

reason /riːzᵊn/ (n) причина
shut up /ʃʌt ʌp/ (phr v) замолчать
stream /striːm/ (n) ручей
tent /tent/ (n) палатка
whistle /wɪsᵊl/ (n) свисток

get lost потеряться
Let's have some fun! Давайте повеселимся!
start a fire разводить костёр

## Geographical Names

Africa /æfrɪkə/ Африка
Agra /ɑːgrə/ г. Агра (Индия)
Alaska /əlæskə/ Аляска
Aleutian Islands /əluːʃᵊn aɪləndz/ Алеутские острова
America /əmerɪkə/ Америка
Antarctica /æntɑːktɪkə/ Антарктика
Asia /eɪʒə/ Азия
Australia /ɒstreɪlɪə/ Австралия
Ballater /bælətə/ г. Баллатер (Великобритания)
Barranquilla /bærənkɪjə/ г. Баранкилла (Колумбия)
Belfast /belfɑːst/ Белфаст (Северная Ирландия)
Bering Sea /berɪŋ siː/ Берингово море
Brazil /brəzɪl/ Бразилия
Canada /kænədə/ Канада
Canberra /kænbərə/ Канберра
China /tʃaɪnə/ Китай
Columbia /kəlʌmbɪə/ Колумбия
Cork /kɔːk/ г. Корк (Ирландия)
Dona Lola /dəʊnə ləʊlə/ Дона Лола (курорт в Испании)
Dublin /dʌblɪn/ г. Дублин (Ирландия)
Edinburgh /edɪnbərə/ г. Эдинбург (Шотландия)
Egypt /iːdʒɪpt/ Египет
England /ɪŋglənd/ Англия
Europe /jʊərəp/ Европа
Forth /fɔːθ/ Форт (река в Шотландии)
France /frɑːns/ Франция
Germany /dʒɜːmənɪ/ Германия
Glasgow /glɑːzgəʊ/ г. Глазго (Шотландия)
(Great) Britain /(greɪt) brɪtᵊn/ Великобритания
Greece /griːs/ Греция
India /ɪndɪə/ Индия
Ireland /aɪələnd/ Ирландия
Italy /ɪtəlɪ/ Италия
Japan /dʒəpæn/ Япония
Kiska Island /kɪskə aɪlənd/ о. Киска (Аляска)
Kodiak Island /kəʊdɪæk aɪlənd/ о. Кадьяк (Аляска)
Korea /kərɪə/ Корея
Loch Ness /lɒk nes/ оз. Лохнесс
London /lʌndən/ Лондон
Mallorca /məjɔːkə/ о. Майорка (Испания)
Mexico /meksɪkəʊ/ Мексика
Mount Kilimanjaro /maʊnt kɪlɪmənʤɑːrəʊ/ гора Килиманджаро
Nepal /nəpɔːl/ Непал
New York City /njuː jɔːk sɪtɪ/ Нью Йорк
New Zealand /njuː ziːlənd/ Новая Зеландия
North America /nɔːθ əmerɪkə/ Северная Америка
Northern India /nɔːðən ɪndɪə/ север Индии
Northern Ireland /nɔːðən aɪələnd/ Северная Ирландия
Nunivak Island /nʌnɪvək aɪlənd/ о. Нунивак (Аляска)
Oban /əʊbən/ г. Обан (Великобритания)
Ottawa /ɒtəwə/ г. Оттава (Канада)
Pacific Ocean /pəsɪfɪk əʊʃᵊn/ Тихий океан
Pakistan /pɑːkɪstɑːn/ Пакистан
Pribilof Islands /prɪbɪlɒf aɪləndz/ острова Прибылова
the River Nile /rɪvə naɪl/ р. Нил
the River Stirling /rɪvə stɜːlɪŋ/ р. Стерлинг (Шотландия)
Russia /rʌʃə/ Россия
Scotland /skɒtlənd/ Шотландия
South America /saʊθ əmerɪkə/ Южная Америка
South Asia /saʊθ eɪʒə/ Южная Азия
Southwest Alaska /saʊθwest əlæskə/ юго-запад Аляски
Spain /speɪn/ Испания
Springfield /sprɪŋfiːld/ г. Спрингфилд (США)
St Andrews /sənt ændruːz/ г. Сент-Эндрюс (Шотландия)
St George Island /sənt ʤɔːʤ aɪlənd/ остров Святого Георгия
St Lawrence Island /sənt lɒrəns aɪlənd/ остров Святого Лаврентия
St Matthew Island /sənt mæθjuː aɪlənd/ остров Святого Матвея
St Paul Island /sənt pɔːl aɪlənd/ остров Святого Павла
Stirling /stɜːlɪŋ/ г. Стерлинг (Шотландия)
Surrey /sʌrɪ/ графство Суррей
Switzerland /swɪtsələnd/ Швейцария
Turkey /tɜːkɪ/ Турция
the Thames /temz/ р. Темза (Великобритания)
the Himalayas /ðə hɪməleɪəz/ Гималаи
the Philippines /ðə fɪlɪpiːnz/ Филиппины
the UK /ðə juː keɪ/ (the United Kingdom) Соединённое Королевство (Великобритании и Северной Ирландии)
the USA /ðə juː es eɪ/ (the United States of America) Соединенные Штаты Америки
Valley of the Kings /vælɪ əv ðə kɪŋz/ Долина Королей
Wales /weɪlz/ Уэльс
Washington DC /wɒʃɪŋtən diː siː/ Вашингтон (округ Колумбия)
Wellington /welɪŋtən/ г. Веллингтон (Новая Зеландия)
York /jɔːk/ г. Йорк (Великобритания)

## Personal Names

Alex (m) /ælɪks/
Alexa (f) /əleksə/
Alice (f) /ælɪs/
Amelia (f) /əmiːlɪə/
Amy (f) /eɪmɪ/
Andrew (m) /ændruː/
Andy (m) /ændɪ/
Angela (f) /ænʤələ/
Ann (f) /æn/
Antonio (m) /æntəʊnɪəʊ/
Anya (f) /ænjə/
Asterix (m) /æstərɪks/
Avril (f) /ævrɪl/
Bart (m) /bɑːt/
Ben (m) /ben/
Benjamin (m) /benʤəmɪn/

Benny (m) /bɛnɪ/
Betty (f) /bɛtɪ/
Bill (m) /bɪl/
Billy (m) /bɪlɪ/
Bob (m) /bɒb/
Brian (m) /braɪən/
Carla (f) /kɑ:lə/
Carmen (f) /kɑ:mən/
Cathy (f) /kæθɪ/
Chris (m) /krɪs/
Claire (f) /kleə/
Cliff (m) /klɪf/
Damien (m) /deɪmɪən/
Daria (f) /deəriə/
Darryl (m) /dærɪl/
Dave (m) /deɪv/
David (m) /deɪvɪd/
Diana (f) /daɪænə/
Duncan (m) /dʌŋkən/
Eliza (f) /ɪlaɪzə/
Elizabeth (f) /ɪlɪzəbəθ/
Emma (f) /ɛmə/
Esmeralda (f) /ɛzmərældə/
Eve (m) /i:v/
Fiona (f) /fiəʊnə/
Fred (m) /fred/
George (m) /ʤɔ:ʤ/
Gus (m) /gʌs/
Harry (m) /hærɪ/
Helen (f) /hɛlən/
Henry (m) /hɛnrɪ/
Homer (m) /həʊmə/
Isabel (f) /ɪzəbel/
Ivan (m) /aɪvᵊn/
Jack (m) /ʤæk/
James (m) /ʤeɪmz/
Jane (f) /ʤeɪn/
Janet (f) /ʤænɪt/
Jayne (f) /ʤeɪn/
Jeff (m) /ʤef/
Jennifer (f) /ʤɛnɪfə/
Jenny (f) /ʤɛnɪ/
Jessie (f) /ʤɛsɪ/
Jill (f) /ʤɪl/
Jim (m) /ʤɪm/
Joan (f) /ʤəʊn/
Joe (f) /ʤəʊ/
John (m) /ʤɒn/
Johnny (m) /ʤɒnɪ/
Jude (f) /ʤu:d/
Julia (f) /ʤu:lɪə/
Julio (m) /ʤu:lɪəʊ/
July (f) /ʤʊlaɪ/
June (f) /ʤu:n/
Juni (f) /ʤu:nɪ/
Justin (m) /ʤʌstɪn/
Karen (m) /kærən/
Kate (f) /keɪt/
Katherine /kæθərɪn/
Kelly (f) /kɛlɪ/
Ken (m) /ken/
Kitty (f) /kɪtɪ/
Lara (f) /lɑ:rə/
Laura (f) /lɔ:rə/
Lee (m) /li:/
Lily (f) /lɪlɪ/
Linda (f) /lɪndə/
Lisa (f) /li:sə/
Liz (f) /lɪz/
Lloyd (m) /lɔɪd/
Lola (f) /ləʊlə/
Lucy (f) /lu:sɪ/
Lynn (f) /lɪn/
Maggie (f) /mægɪ/
Marge (f) /mɑ:ʤ/
Mark (m) /mɑ:k/
Markus (m) /mɑ:kəs/
Marta (f) /mɑ:tə/
Mary (f) /mærɪ/
Mary Jane (f) /mærɪ ʤeɪn/
Matt (m) /mæt/
Max (m) /mæks/
Mel (m) /mel/
Miguel (m) /mi:gel/
Mike (m) /maɪk/
Miles (m) /maɪlz/
Mitten (m) /mɪtᵊn/
Monty (m) /mɒntɪ/
Natasha (f) /nətæʃə/
Nelson (m) /nɛlsən/
Nemo (m) /ni:məʊ/
Nora (f) /nɔ:rə/
Obelix (m) /ɒbəlɪks/
Olga (f) /ɒlgə/
Oliver (m) /ɒlɪvə/
Pam (f) /pæm/
Pat (f) /pæt/
Patsy (f) /pætsɪ/
Paul (m) /pɔ:l/
Pedro (m) /pedrəʊ/
Penny /penɪ/
Pete (m) /pi:t/
Peter (m) /pi:tə/
Phil (m) /fɪl/
Quasimodo (m) /kwɑ:zɪməʊdəʊ/
Rex (m) /reks/
Rita (f) /ri:tə/
Rose (f) /rəʊz/
Rosie (f) /rəʊzɪ/
Russ (m) /rʌs/
Russell (m) /rʌsᵊl/
Ryan (m) /raɪən/
Sally (f) /sælɪ/
Sam (f/m) /sæm/
Samantha (f) /səmænθə/
Sandra (f) /sændrə/
Sandy (f) /sændɪ/
Sarah (f) /seərə/

Sasha (m/f) /sæʃə/
Shakira (f) /ʃəkiːrə/
Sid (m) /sɪd/
Simon (m) /saɪmən/
Slava (m) /slɑːvə/
Stacy (f) /steɪsɪ/
Stan (m) /stæn/
Stella (f) /stelə/
Stephanie (f) /stefənɪ/
Steve (m) /stiːv/
Steven (m) /stiːvᵊn/
Stripes (f) /straɪps/
Sue (f) /suː/
Susan (f) /suːzᵊn/
Tanya (f) /tɑːnɪə/
Tara (f) /tɑːrə/
Ted (m) /ted/
Tim (m) /tɪm/
Tom (m) /tɒm/
Tommy (m) /tɒmɪ/
Tony (m) /təʊnɪ/
Tweety (f) /twiːtɪ/
Vicky (f) /vɪkɪ/
Wendy (f) /wendɪ/
William (m) /wɪljəm/
Wilma (f) /wɪlmə/
Zoe (f) /zəʊɪ/

## Other Proper Names

Big Ben /bɪg ben/ Биг Бен
Sir Benjamin Hall /sɜː benʤəmɪn hɔːl/ Бенджамин Холл
Shakespeare /ʃeɪkspɪə/ Шекспир
Elizabeth /əlɪzəbəθ/ Елизавета
Mel Gibson /mel gɪbsən/ Мэл Гибсон
Katherine Mansfield /kəθᵊrɪn mensfild/ Кэтрин Менсфилд
Russell Crowe /rʌsᵊl krəʊ/ Рассел Кроу

## The Language of Grammar

3rd person singular третье лицо, единственное число
ability способность
actions happening now действия, происходящие сейчас, в настоящий момент
adverbs of frequency наречия частотности
affirmative утвердительная форма
(not) allowed (не) позволено, разрешено
article артикль
capital letters прописные буквы
consonant согласный звук
continue reading продолжать чтение
countable nouns исчисляемые существительные
full stop точка
imperative повелительное наклонение
interrogative вопросительная форма
irregular plurals формы-исключения множественного числа
mention something for the first time упоминать что-либо впервые
negative отрицательная форма
object pronouns личные местоимения в объектном падеже
on the spot decision решение, принятое в момент речи
ordinal numbers порядковые числительные
permanent study постоянное обучение
personal pronouns личные местоимения
piece of writing письменное произведение
plural множественное число
possessive (case) притяжательный падеж
possessive adjectives притяжательные местоимения
possible возможный
prediction предсказание
prepositions of place предлоги места
prepositions of time предлоги времени
present continuous настоящее продолженное время
present simple настоящее простое время
prohibition запрет
repeated actions повторяющиеся действия
request просьба
rules правила
singular единственное число
short form краткая форма
spelling rules правила правописания
start writing начинать писать
subject pronouns личные местоимения в именительном падеже
uncountable nouns неисчисляемые существительные
vowel гласный звук
word formation словообразование

question word /kwestʃᵊn wɜːd/ вопросительное слово
what /wɒt/ (pron) что
when /wen/ (pron) когда
where /weə/ (pron) где
who /huː/ (pron) кто
whose /huːz/ (pron) чей
why /waɪ/ (pron) почему

## Study Skills Vocabulary

### MODULE 1

to learn better изучать лучше
work in pairs/groups работать в парах/группах

### MODULE 2

associate ассоциироваться, напоминать
headings заглавия, заголовки
international words интернациональные слова
key words основные (ключевые слова)
make notes делать записи, писать тезисы
remember помнить
similar похожий, схожий
underline подчёркивать

### MODULE 3

content содержание

more easily более легко
predict предсказывать

### MODULE 4

complete a dialogue/text дополнить диалог/текст
gap промежуток, пробел
missing words/sentences пропущенные слова/предложения

### MODULE 5

label дать название
revise (new words) повторять (новые слова)
vocabulary словарь

### MODULE 6

it makes sense это имеет смысл
multiple matching установление соответствия
related to each prompt относящийся к каждой подсказке

### MODULE 7

opposites антонимы (слова с противоположным значением)

### MODULE 9

context контекст
explore исследовать, изучать
grammar structures грамматические структуры

### MODULE 10

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

## Таблица транслитерации

| Буква русского алфавита | Буквенное соответствие английского алфавита | Буква русского алфавита | Буквенное соответствие английского алфавита |
|---|---|---|---|
| А а | A a | Р р | R r |
| Б б | B b | С с | S s |
| В в | V v | Т т | T t |
| Г г | G g | У у | U u |
| Д д | D d | Ф ф | F f |
| Е е | E e | Х х | Kh kh |
| Ё ё | Yo yo | Ц ц | Ts ts |
| Ж ж | Zh zh | Ч ч | Ch ch/tch |
| З з | Z z | Ш ш | Sh sh |
| И и | I i | Щ щ | Shch shch |
| Й й | Y y/Ii | ъ | " |
| К к | K k | ы | y |
| Л л | L l | ь | ' |
| М м | M m | Э э | E e |
| Н н | N n | Ю ю | Yu yu |
| О о | O o | Я я | Ya ya |
| П п | P p | | |

Примеры написания русских слов в английской транслитерации:

Светлана Попова — Svetlana Popova
Иван Сыромятин — Ivan Syromyatin
Якутск— Yakutsk
Челябинск — Chelyabinsk
Черкизово — Cherkizovo
Нахимовский проспект — Nakhimovskiy prospekt
Большой театр — Bolshoi Theatre

## Список сокращений

adj — adjective — имя прилагательное
adv — adverb — наречие
conj — conjunction — союз
f — feminine — женский пол
int — interjection — междометие
m — masculine — мужской пол
n — noun — имя существительное
num — numeral — числительное
pl — plural — множественное число
prep — preposition — предлог
pron — pronoun — местоимение
sing — singular — единственное число
v — verb — глагол
irr v — irregular verb — неправильный глагол
зд. — здесь

# Irregular Verbs (Неправильные глаголы)

| Infinitive | Past | Past Participle | Translation (Перевод) | Infinitive | Past | Past Participle | Translation (Перевод) |
|---|---|---|---|---|---|---|---|
| be | was/were | been | быть | leave | left | left | оставлять, покидать |
| become | became | become | становиться | | | | |
| begin | began | begun | начинать | let | let | let | позволять |
| break | broke | broken | ломать | lose | lost | lost | терять |
| bring | brought | brought | приносить | make | made | made | делать |
| build | built | built | строить | mean | meant | meant | означать, подразумевать |
| buy | bought | bought | покупать | | | | |
| can | could | — | мочь; уметь | meet | met | met | встречать |
| catch | caught | caught | ловить | pay | paid | paid | платить |
| choose | chose | chosen | выбирать | put | put | put | класть |
| come | came | come | приходить | read | read /red/ | read | читать |
| cost | cost | cost | стоить | ride | rode | ridden | ездить (верхом) |
| cut | cut | cut | резать | | | | |
| do | did | done | делать | run | ran | run | бежать |
| draw | drew | drawn | рисовать | say | said | said | говорить |
| dream | dreamt (dreamed) | dreamt (dreamed) | мечтать | see | saw | seen | видеть |
| | | | | sell | sold | sold | продавать |
| drink | drank | drunk | пить | send | sent | sent | отправлять |
| drive | drove | driven | водить (автомобиль) | set | set | set | устанавливать |
| | | | | show | showed | shown | показывать |
| eat | ate | eaten | есть | sing | sang | sung | петь |
| fall | fell | fallen | падать | sit | sat | sat | сидеть |
| feed | fed | fed | кормить | sleep | slept | slept | спать |
| feel | felt | felt | чувствовать | speak | spoke | spoken | говорить |
| find | found | found | находить | spend | spent | spent | тратить |
| fly | flew | flown | летать | stand | stood | stood | стоять |
| forget | forgot | forgotten | забывать | stick | stuck | stuck | приклеивать(ся) |
| forgive | forgave | forgiven | прощать | swim | swam | swum | плавать |
| get | got | got (gotten) | получать | take | took | taken | брать |
| give | gave | given | давать | teach | taught | taught | обучать |
| go | went | gone | идти | tell | told | told | рассказывать |
| have | had | had | иметь | think | thought | thought | думать |
| hear | heard | heard | слышать | understand | understood | understood | понимать |
| hide | hid | hidden | прятать(ся) | wake | woke | woken | просыпаться; будить |
| keep | kept | kept | хранить | | | | |
| know | knew | known | знать | wear | wore | worn | носить |
| learn | learnt (learned) | learnt (learned) | учить(ся) | win | won | won | выигрывать |
| | | | | write | wrote | written | писать |

# Pronunciation

## Vowels

| | | |
|---|---|---|
| a | /eə/ | care, rare, scare, dare, fare, share |
| | /eɪ/ | name, face, table, lake, take, day, age, ache, late, name, snake, make |
| | /æ/ | apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner |
| | /ɔː/ | ball, wall, call, tall, small, hall, warn, walk, also, chalk |
| | /ɒ/ | want, wash, watch, what, wasp |
| | /ə/ | alarm, away, America |
| | /ɑː/ | arms, dark, bar, star, car, ask, last, fast, glass, far, mask |
| e | /e/ | egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent |
| i | /ɪ/ | in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly |
| | /aɪ/ | ice, kite, white, shine, bite, high, kind |
| o | /oʊ/ | home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold |
| | /ɒ/ | on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox |
| | /aʊ/ | owl, town, bow, how, row, brown, now, cow |
| oo | /ʊ/ | book, look, foot |
| | /uː/ | room, spoon, too, tooth, food, moon, boot |
| | /ʌ/ | blood, flood |
| | /ɔː/ | floor, door |
| u | /ɜː/ | turn, fur, urge, hurl, burn, burst |
| | /ʌ/ | up, uncle, ugly, much, such, run, jump, duck, jungle, cup, hut, mud, luck |
| | /ʊ/ | pull, push, pull, full |
| | /j/ | unique, union |
| y | /aɪ/ | sky, fly, fry, try, shy, cry, by |

## Consonants

| | | |
|---|---|---|
| b | /b/ | box, butter, baby, bell, bank, black |
| c | /k/ | cat, coal, call, calm, cold |
| | /s/ | cell, city, pencil |
| d | /d/ | down, duck, dim, double, dream, drive, drink |
| f | /f/ | fat, fan, first, food, lift, fifth |
| g | /g/ | grass, goat, go, gold, big, dog, glue, get, give |
| | /dʒ/ | gem, gin, giant |
| h | /h/ | heat, hit, hen, hand, perhaps BUT hour, hourly, honest, dishonest |
| j | /dʒ/ | jam, just, job, joke, jump |
| k | /k/ | keep, king, kick |
| l | /l/ | lift, let, look, lid, clever, please, plot, black, blue, slim, silly |
| m | /m/ | map, man, meat, move, mouse, market, some, small, smell, smile |
| n | /n/ | next, not, tenth, month, kind, snake, snip, noon, run |
| p | /p/ | pay, pea, pen, poor, pink, pencil, plane, please |
| q | /kw/ | queue, quack, quarter, queen, question, quiet |
| r | /r/ | rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read |
| s | /s/ | sit, set, seat, soup, circle, snow, smell, glass, dress, goose |
| | /z/ | houses, cousin, husband |
| t | /t/ | two, ten, tooth, team, turn, tent, tool, trip, train, tree |
| v | /v/ | veal, vet, vacuum, vote, arrive, live, leave, view |
| w | /w/ | water, war, wish, word, world |
| y | /j/ | youth, young, yes, yacht, year |
| z | /z/ | zoo, zebra, buzz, crazy |

## Diphthongs

| | | |
|---|---|---|
| ea,ee | /ɪə/ | ear, near, fear, hear, clear, year, dear, beer, cheer, deer |
| | /iː/ | eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee |
| ei | /eɪ/ | eight, freight, weight, vein |
| | /aɪ/ | height |
| ai | /eɪ/ | pain, sail, tail, main, bait, fail, mail |
| ea | /eə/ | pear, wear, bear, tear |
| | /ɜː/ | earth, pearl, learn, search |
| ie | /aɪ/ | die, tie, lie |
| ou | /ʌ/ | tough, touch, enough, couple, cousin, trouble |
| | /aʊ/ | mouse, house, round, trout, shout, doubt |
| oi | /ɔɪ/ | oil, boil, toil, soil, coin, choice, voice, join |
| oy | /ɔɪ/ | boy, joy, toy, annoy, employ |
| ou | /ɔː/ | court, bought, brought |
| au | /ɔː/ | naughty, caught, taught |

## Double letters

| | | |
|---|---|---|
| sh | /ʃ/ | shell, ship, shark, sheep, shrimp, shower |
| ch | /tʃ/ | cheese, chicken, cherry, chips, chocolate |
| ph | /f/ | photo, dolphin, phone, elephant |
| th | /θ/ | thief, throne, three, bath, cloth, earth, tooth |
| | /ð/ | the, this, father, mother, brother, feather |
| ng | /ŋ/ | thing, king, song, sing |
| nk | /ŋk/ | think, tank, bank |

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# Spotlight 5

## В состав завершённой предметной линии входят следующие учебники:

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