



Syllabus
based on
Common
European
Framework

Spotlight

Student's Book

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5



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5 класс

Учебник

для общеобразовательных учреждений

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

LISTENING & PRONUNCIATION	SPEAKING/NOTIONS FUNCTIONS	WRITING
/e/, /æ/, /b/, /k/, /d/, /g/, /h/, /a/, /i/, /dʒ/, /k/, /l/, /m/, /n/, /p/, /kw/, /r/, /s/, /t/, /v/, /w/, /ks/, /ʃ/, /z/, /i:/, /e/, /o:/, /ɒ/, /u:/, /ʌ/	introducing people; presenting yourself; identifying objects	

		a school timetable
	introducing yourself	a fact file about yourself
listening for specific information		a subject choice form

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

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

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

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	VOCABULARY	GRAMMAR	READING	
Module 5	5a	animals	present simple (affirmative)	article: <i>animals of India</i>
	5b	parts of the body of an animal	present simple (negative and interrogative)	dialogue: at the zoo
	5c	pets and farm animals		messages on a chat forum about pets
Culture Corner (p. 71) - Furry Friends; English in Use (p. 72) - a visit to the vet /e/ - /ɜ:/; Extensive reading: Across the curriculum: (Science) It's an insect's life! (p. 73); Progress Check (p. 74)				
Module 6	6a	daily activities	adverbs of frequency; prepositions of time	website entry: <i>Lara Croft</i>
	6b	jobs	present continuous	dialogue: talking about jobs
	6c	activities		an email: giving news
Culture Corner (p. 81) - Landmarks; English in Use (p. 82) - making suggestions /ɔ:/ - /ɑ:/; Extensive reading: Across the curriculum: (Science) Sundials (p. 83); Progress Check (p. 84)				
Module 7	7a	seasons; months and weather		chatroom conversation about the weather in various places of the world
	7b	clothes	present simple or continuous	dialogue: talking about clothes
	7c	activities		a postcard
Culture Corner (p. 91) - The Alaskan Climate; English in Use (p. 92) - shopping for clothes /j/; Extensive reading: Across the curriculum: (Literature) What weather! (p. 93); Progress Check (p. 94)				
Module 8	8a	festive activities	countable - uncountable nouns	article: <i>Harvest time around the world</i>
	8b	food and drinks; containers	<i>some/any - (how) much/(how) many</i>	dialogue: looking for foods for tonight's dinner
	8c			article: <i>Birthday Treats</i>
Culture Corner (p. 101) - Thanksgiving; English in Use (p. 102) - ordering food /g/ - /dʒ/; Extensive reading: Across the curriculum: (PSHE) Danger! Keep out! (p. 103); Progress Check (p. 104)				
Module 9	9a	shops and products	<i>a/an/the</i>	advertisement: <i>Hamleys, The Land of Toys</i>
	9b	places to go	<i>must/mustn't</i>	dialogue: in an art gallery
	9c	types of films		a review: <i>Spy Kids 2</i>
Culture Corner (p. 111) - Busy spots in London; English in Use (p. 112) - asking for/giving directions /k/; Extensive reading: Across the curriculum: (Maths) British Coins (p. 113); Progress Check (p. 114)				

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

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

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

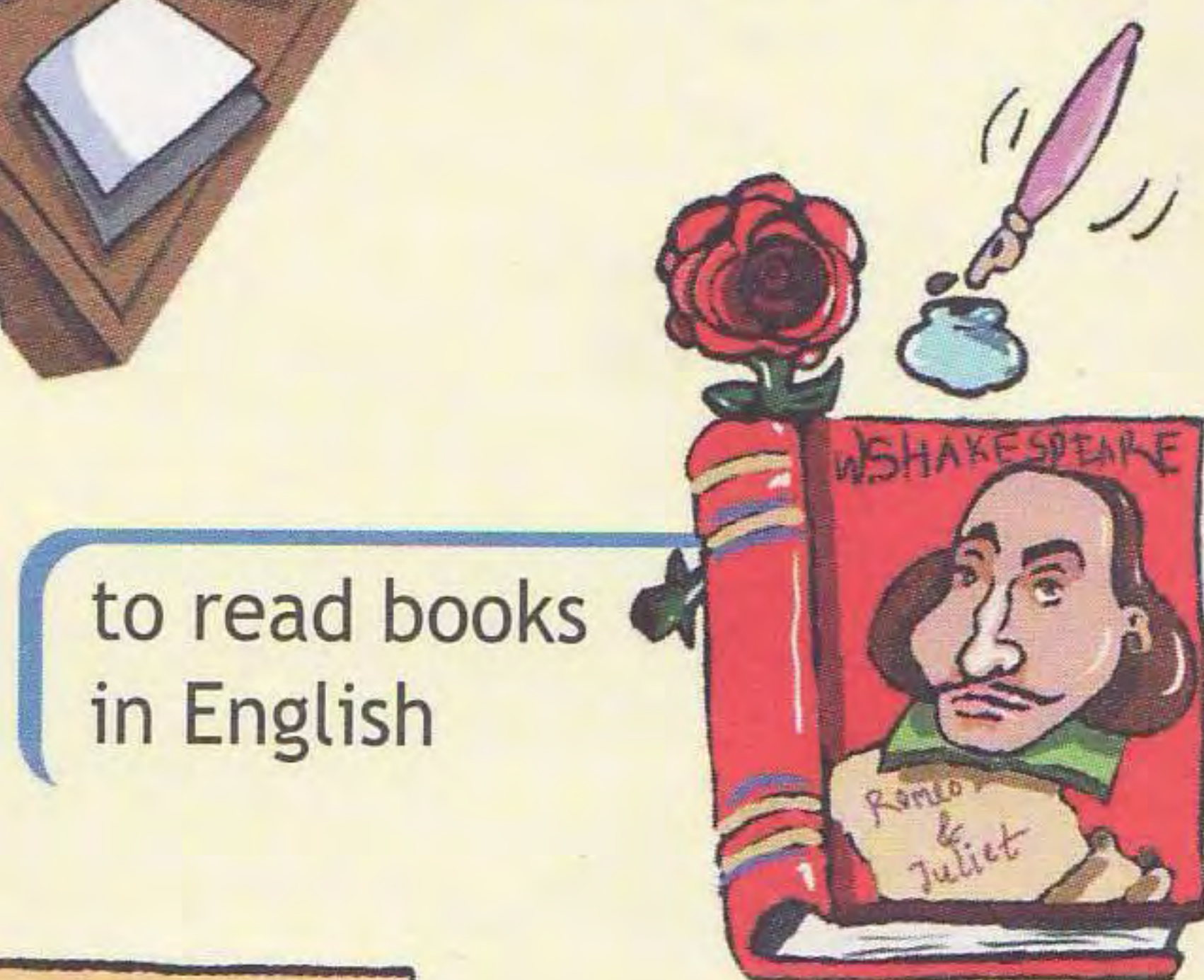
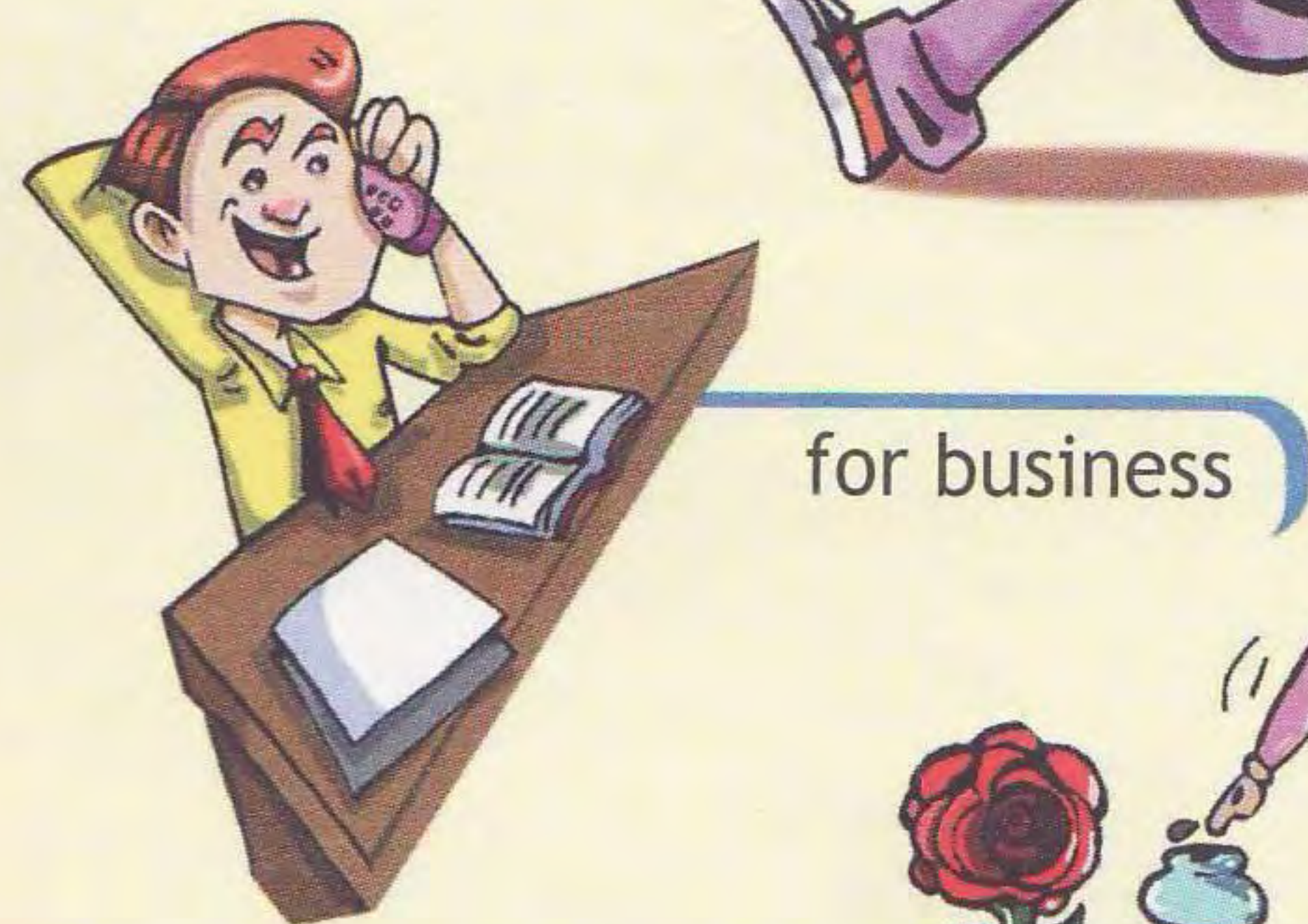
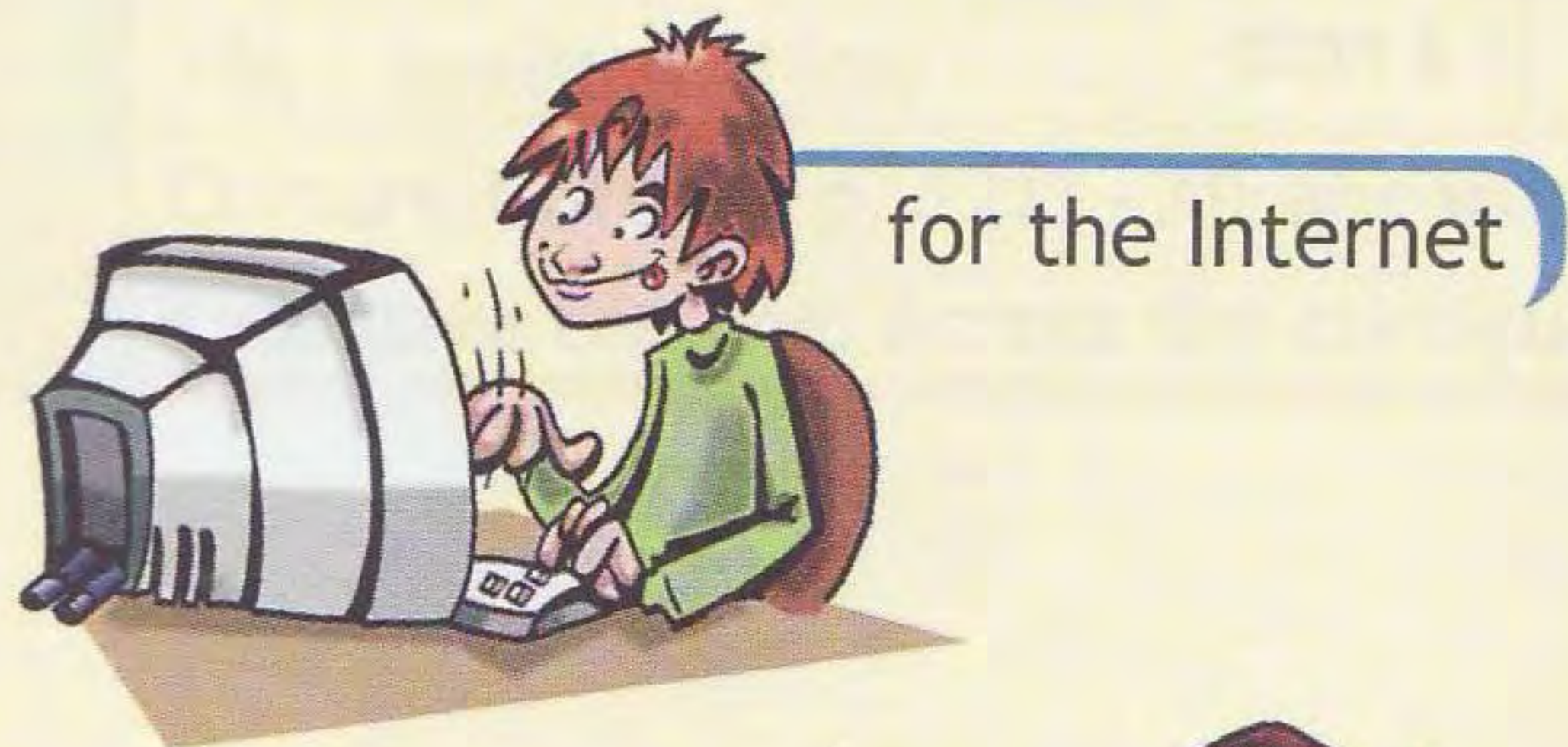
listening for specific information; /ŋ/, /ŋk/	describing celebrations and festivals	a paragraph about a celebration
listening for specific information	talking about what you need to cook	a birthday party plan
	making suggestions	a magazine entry

/ʊ/, /aɪ/	offering help and asking for information	an article about a famous shop
listening for specific information	talking about a place or an event	a poster for an event
	recommendation of a film	a film review

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

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

We learn English



The UK



a Queen's guard

fish & chips

The USA

George Washington

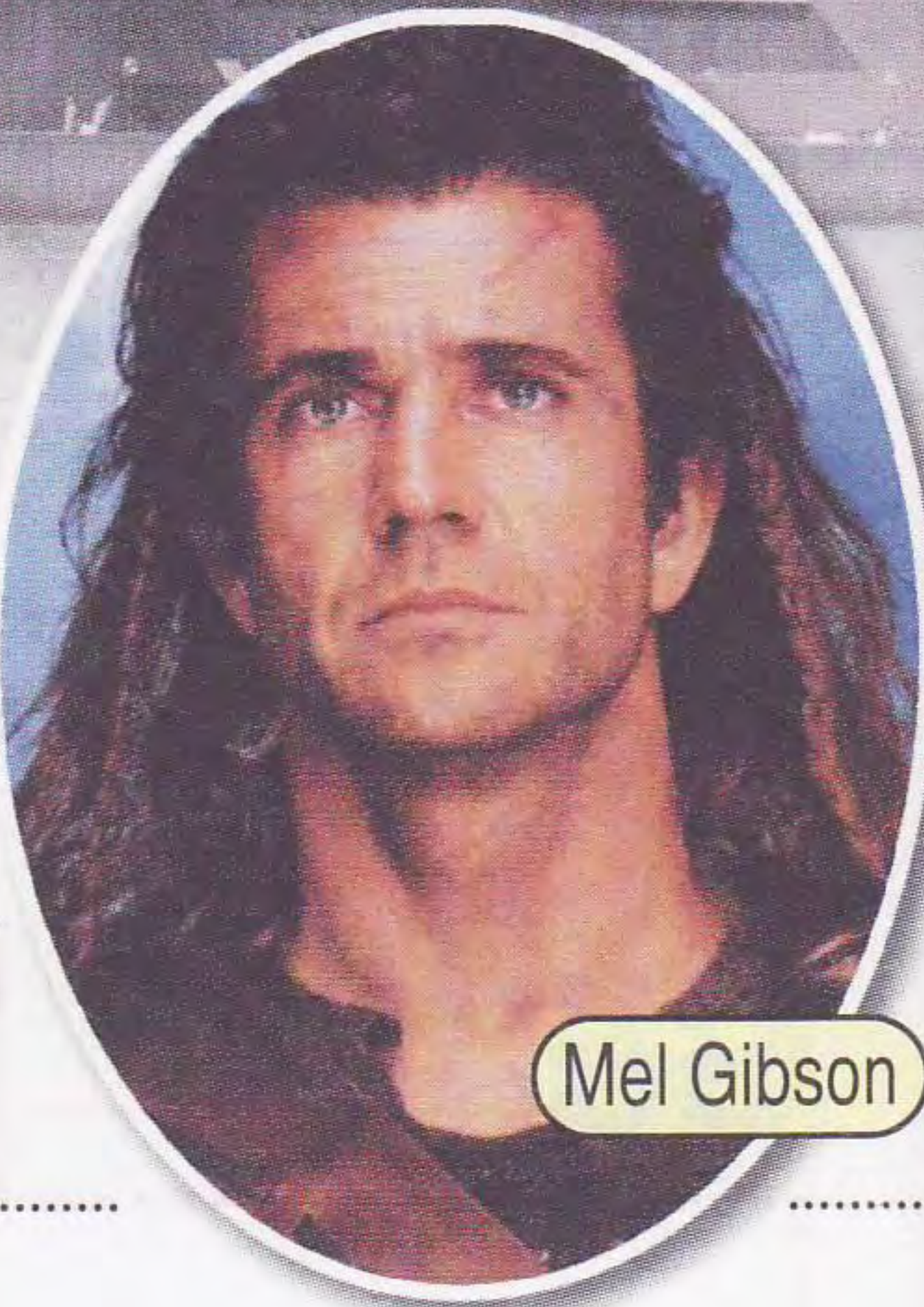
the Statue of Liberty

hot dog

Australia



kangaroo



Mel Gibson

New Zealand



kiwis



Katherine Mansfield



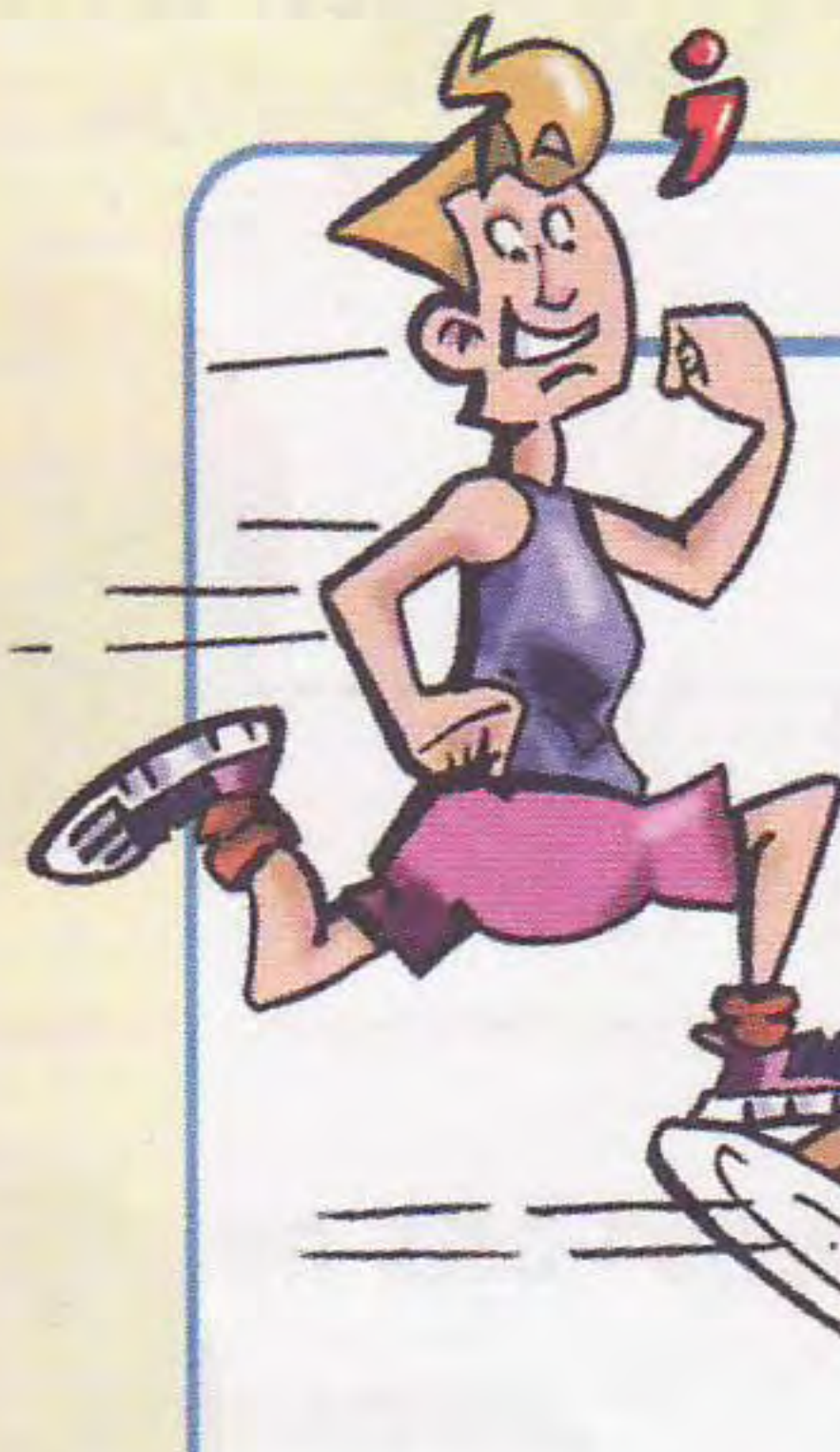
sheep



Russell Crowe

Shared Words

SPORT



start



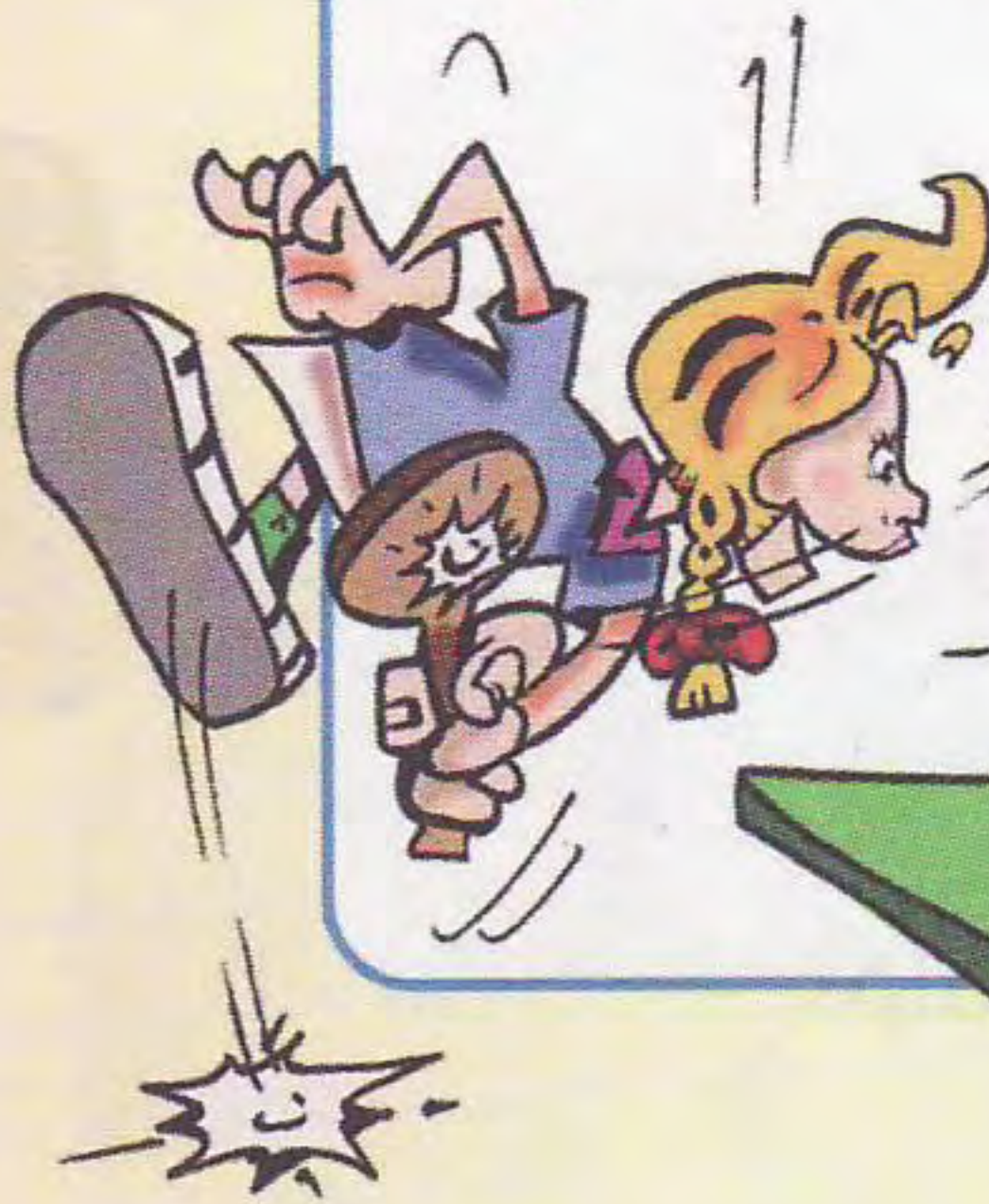
finish



football



ping-pong



airport

CAFE

bank

museum

café

tourist

jacket

taxi

park

jeans



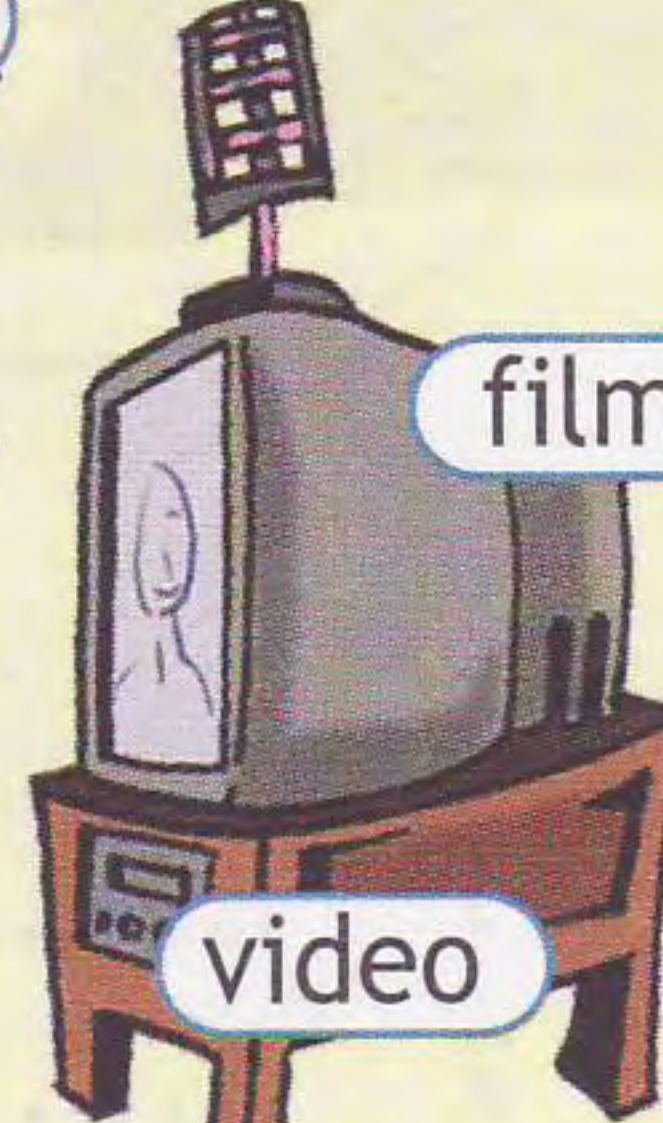
computer



zebra



music



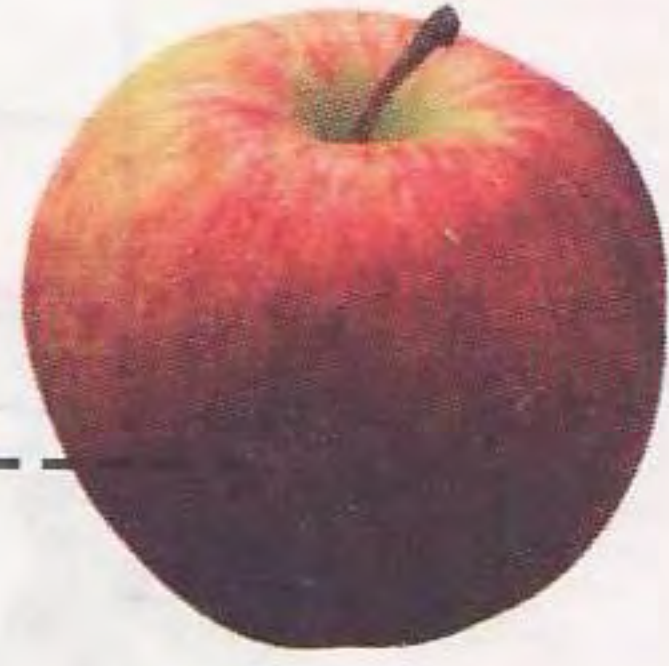
film

video

The English alphabet (I)

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

Aa apple



Ee egg



Bb ball



Ff fox



Cc cat



Gg girl



Dd doll



Hh hat



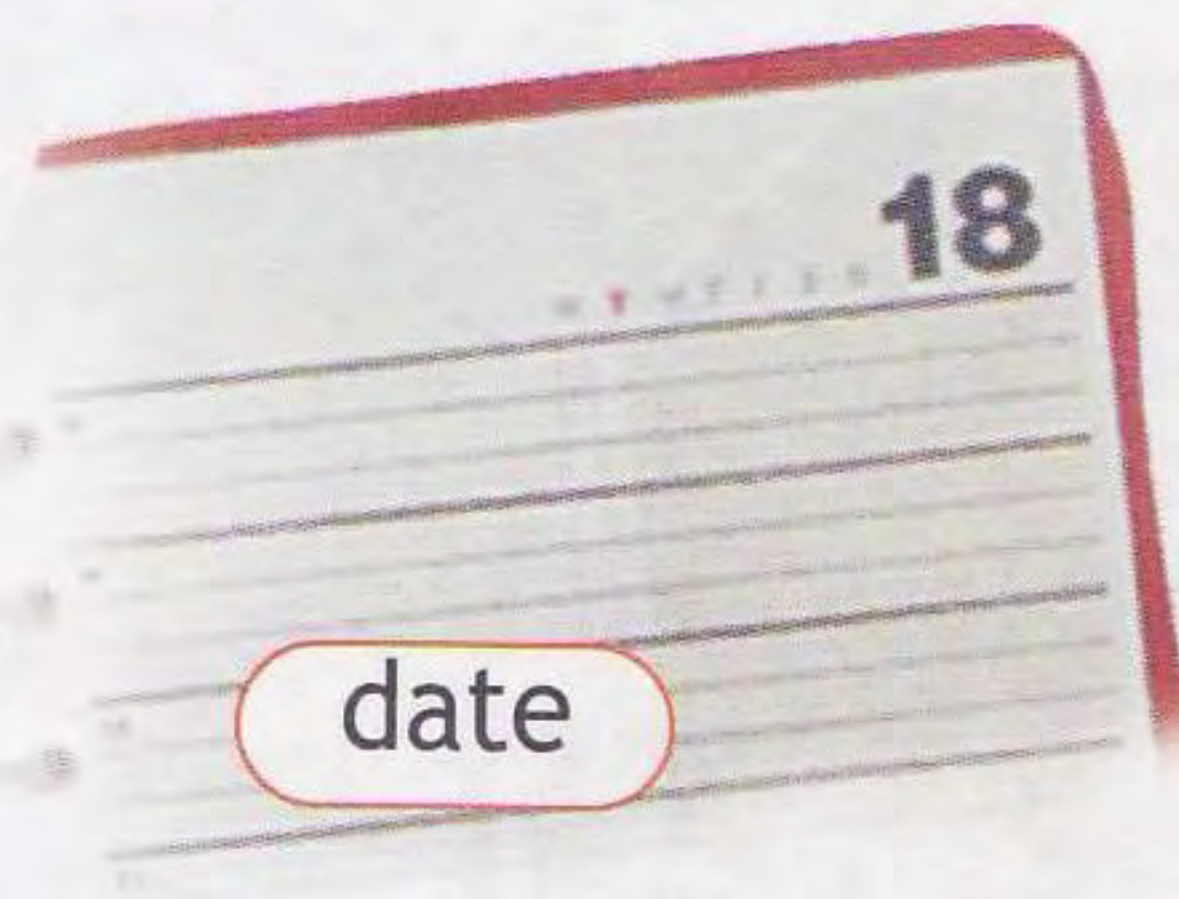
2 Put the words in alphabetical order.



cap



book



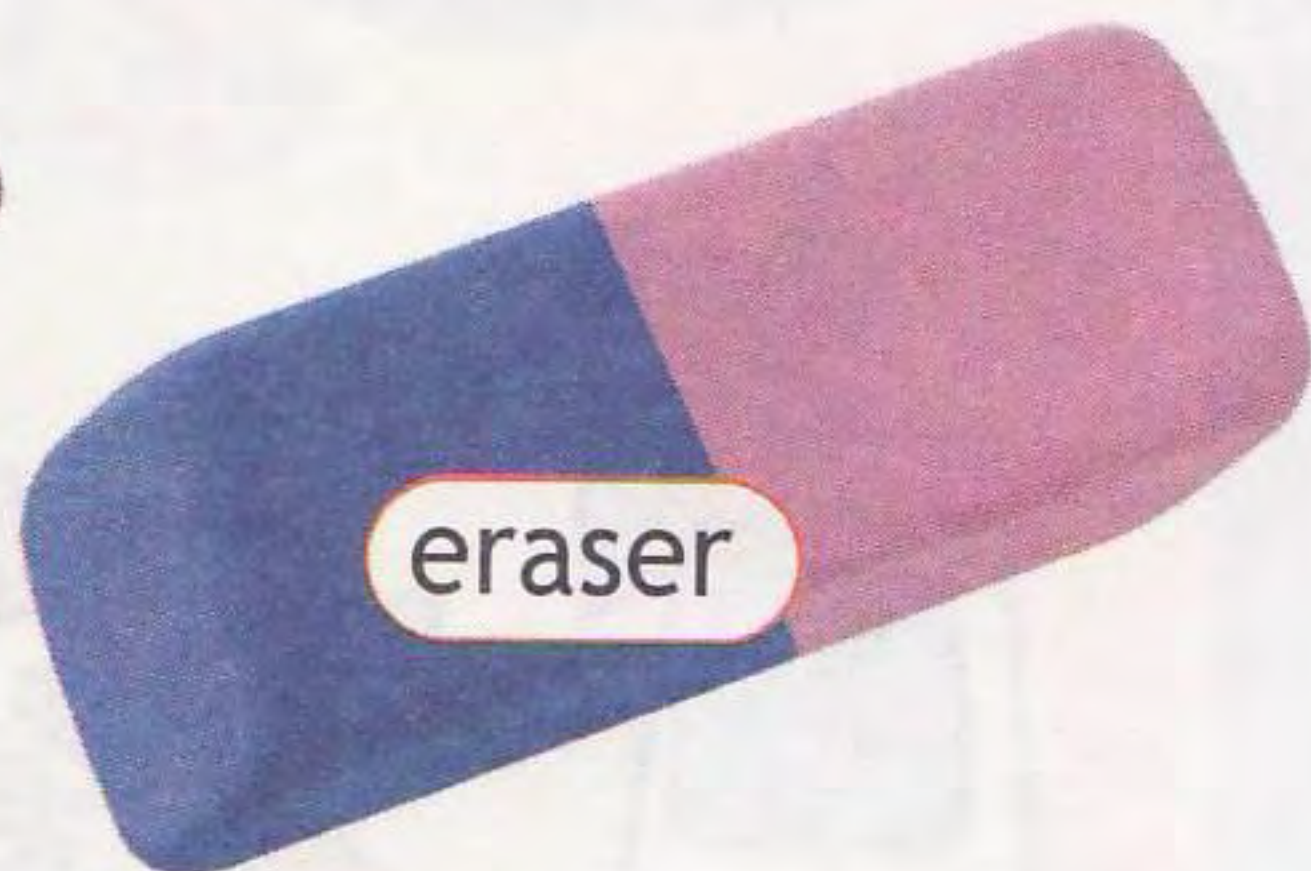
date



ant



hand



eraser



flag



garlic

- 1
- 2
- 3

- 4
- 5
- 6

- 7
- 8

3 Sing THE Song

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

4 Listen and repeat.

6 Reading Rules

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

5 Write the words. Then spell them.

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

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

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

GAME

Play the right/wrong game.

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

7 Listen and repeat.

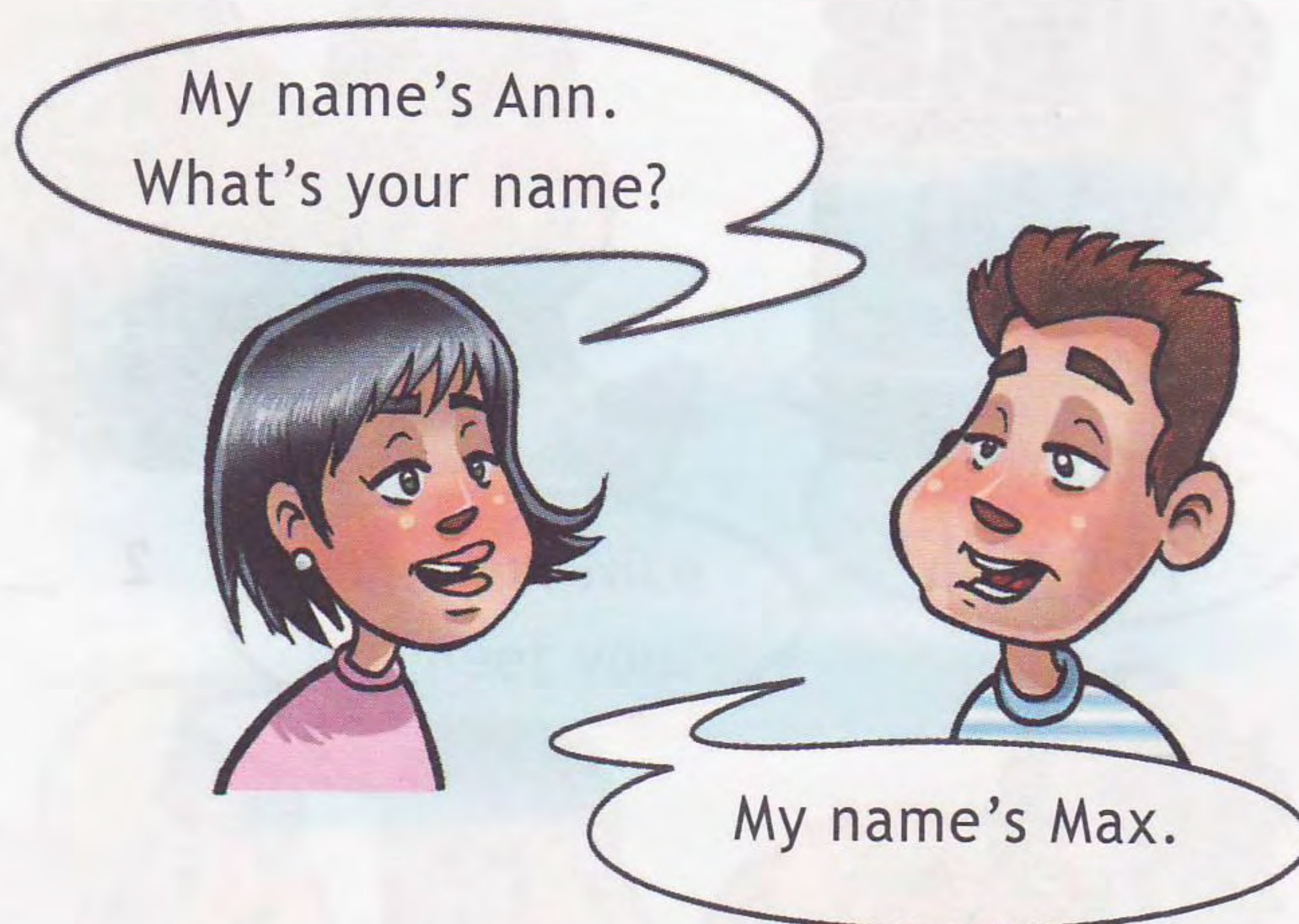
Reading Rules

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

8 Listen and repeat. Read out the English names.

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

9 Listen and repeat. Act out similar dialogues.



The English alphabet (II)

1 Listen and repeat.

Ii ink



Nn nest



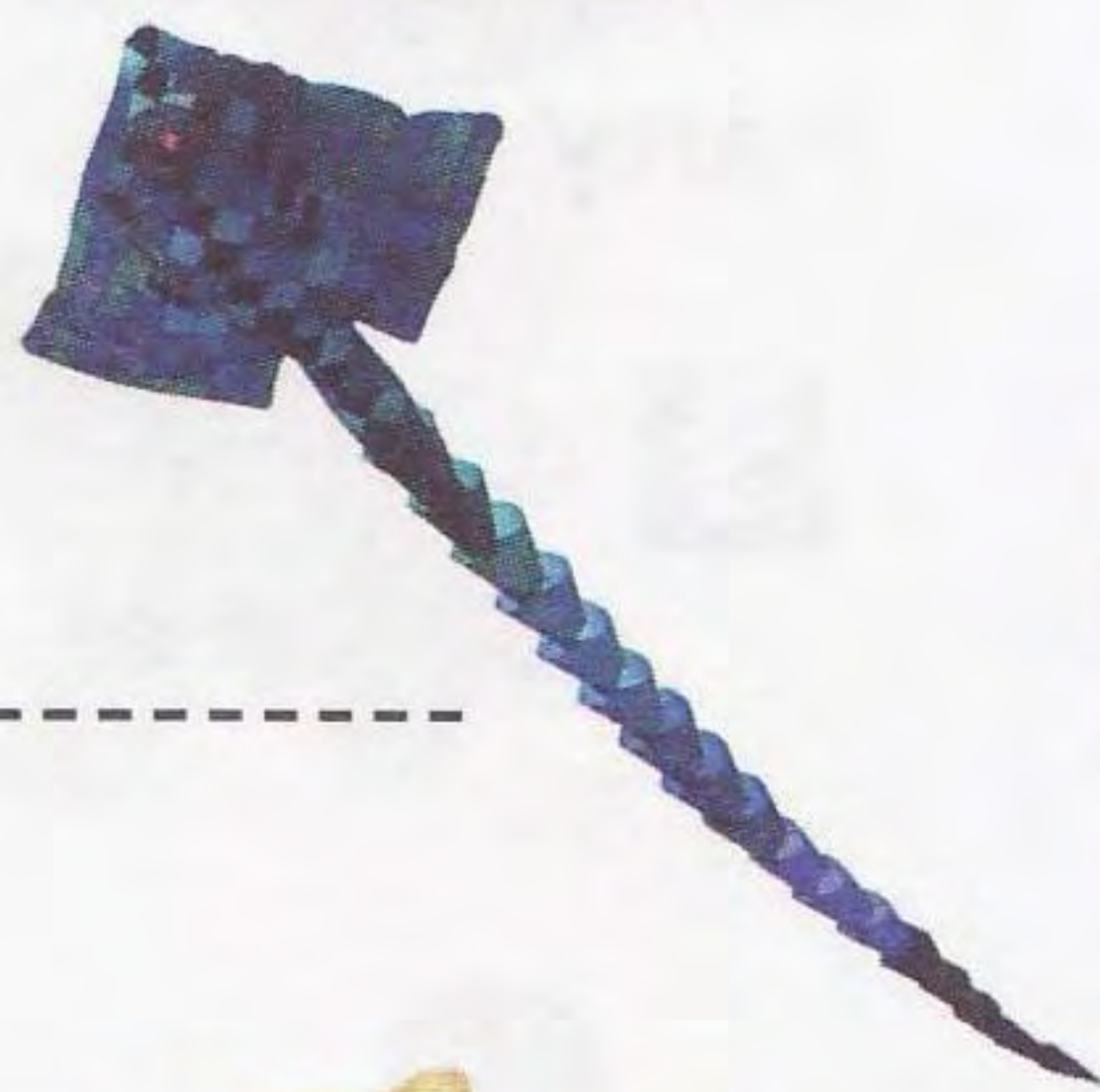
Jj jam



Oo orange



Kk kite



Pp pen



Ll lemon



Qq queen



Mm melon



Rr robot



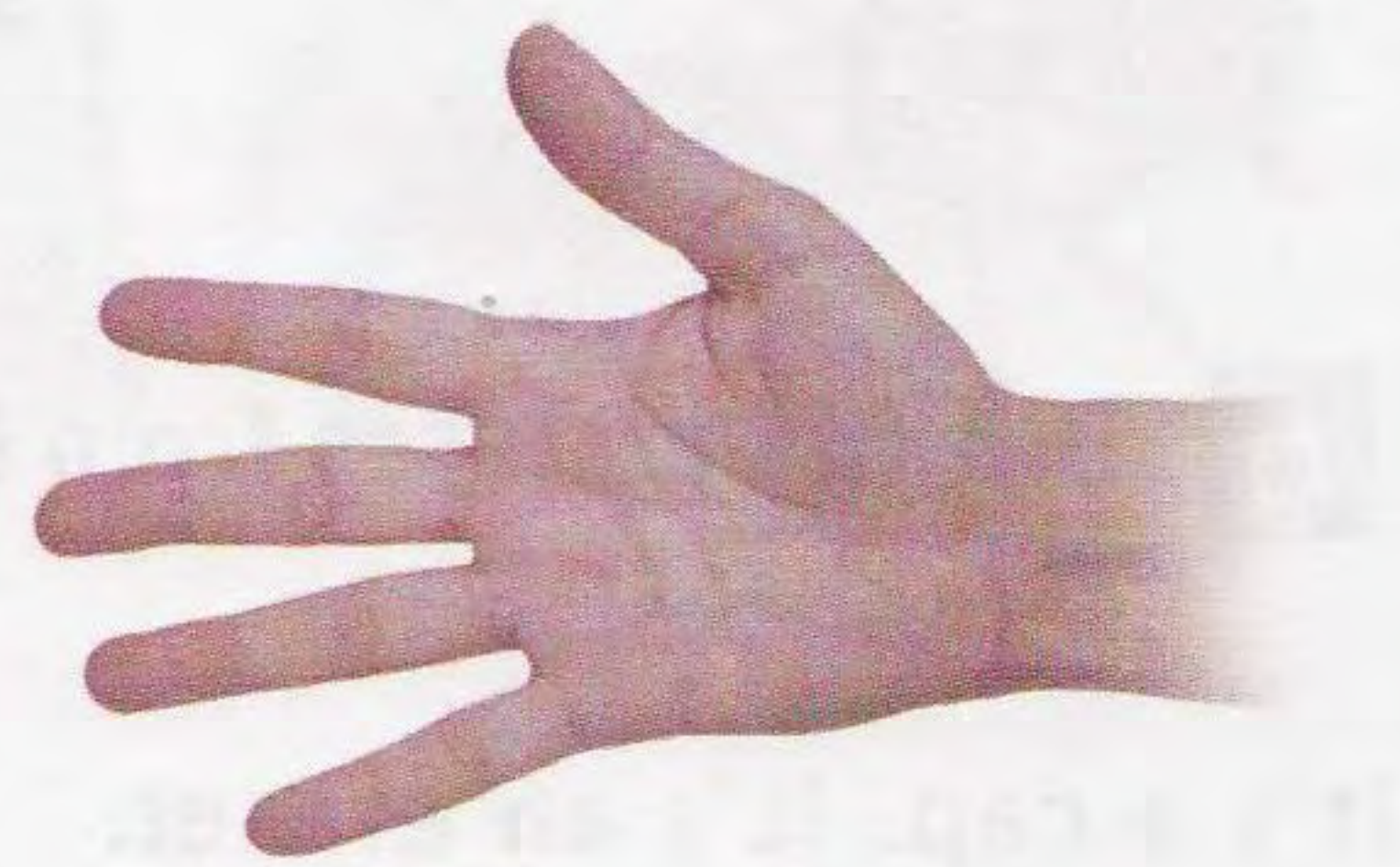
2 Complete the words. Listen and read. Then spell.



1 j _ _ m



2 _ _ _ m _ _



3 h _ _ nd



4 a _ _ p l _ _



5 _ _ g _ _



6 d _ _ l _ _

3 Sing THE Song

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

4 Listen and repeat.

Reading Rules

We write

We say

Jj

/dʒ/ jam, jeans

Kk

/k/ kite, ink

Ll

/l/ lemon, flag, glass

Mm

/m/ melon, name

Nn

/n/ nest, pen, ant

Pp

/p/ pen, apple, cap

Qq (+ Uu)

/kw/ queen, question

Rr

/r/ robot, orange

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

A: ink

B: kite

A: egg

GAME

Look at Exs 1 & 2. Guess the word.

A: l _ _ _ n. What's this?

B: It's a lemon.

6 Listen and repeat.

Reading Rules

We write

We say

li

/aɪ/ kite, hi

/ɪ/ it, is, ink

7 Listen and repeat. Read out the English names.

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

8 Listen and repeat. Act out similar dialogues.



The English alphabet (III)

1 Listen and repeat.

Ss snake



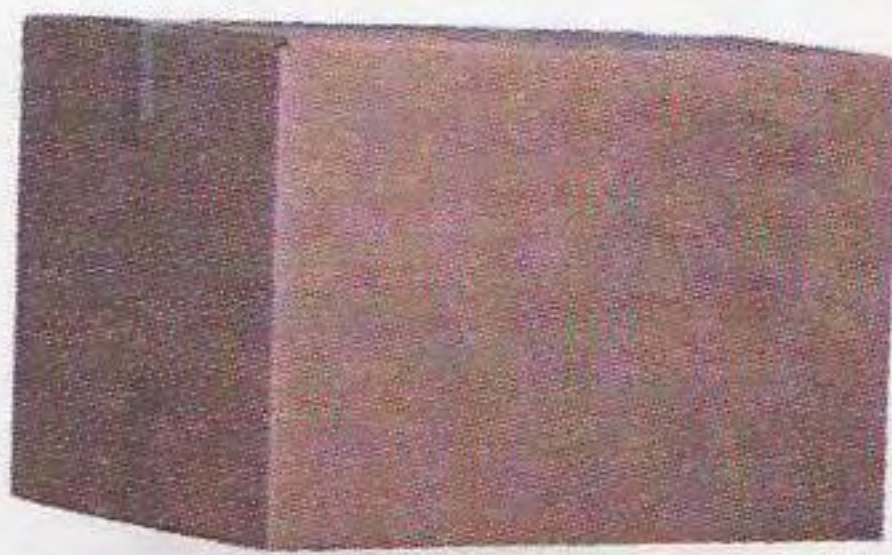
Ww window



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.

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

4 What's next? Write the letter.

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

5 Listen and repeat.

Reading Rules

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

6 Listen and repeat.

Reading Rules

We write

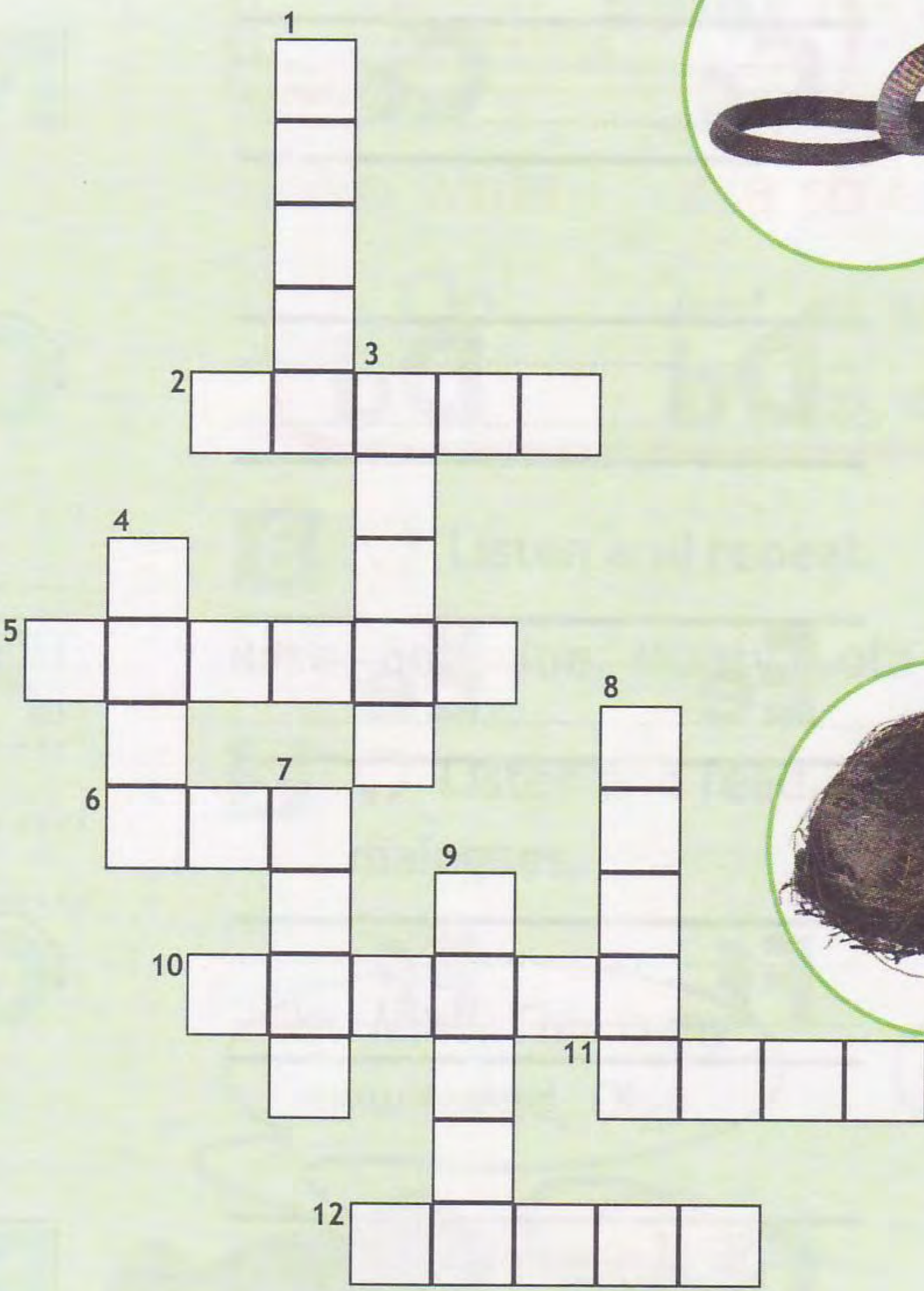
We say

Ee

/i:/ Pete, me

/e/ egg, nest, vet, pen

8 Complete the crossword. Spell the word.



9 Listen and repeat. Act out similar dialogues.



The English alphabet (IV)

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

A a

Aa Aa

L l

Ll Ll

B b

Bb Bb

M m

Mm Mm

C c

Cc Cc

N n

Nn Nn

D d

Dd Dd

O o

Oo Oo

E e

Ee Ee

P p

Pp Pp

F f

Ff Ff

Q q

Qq Qq

G g

Gg Gg

R r

Rr Rr

H h

Hh Hh

S s

Ss Ss

I i

Ii Ii

T t

Tt Tt

J j

Jj Jj

U u

Uu Uu

K k

Kk Kk

V v

Vv Vv

Ww

Ww Ww

Yy

Yy Yy

Xx

Xx Xx

Zz

Zz Zz

b) Say a word which starts with each letter.

▶ A, apple

2 Name and circle the odd letter out.

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

3 Write the words in your notebooks.

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

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

<p>We write</p> <p>Oo</p>	<p>We say</p> <p>/oo/ no, note, nose, bone</p> <p>/o/ fox, doctor, doll, box</p>
----------------------------------	-----------------------------------------------------------------------------------------

6 Listen and repeat.

Rose, Bob, Joe, Monty, Lola

7 Listen and read. Act out similar dialogues.



Numbers

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

1 one 2 two 3 three 4 four

5 five 6 six 7 seven

8 eight 9 nine 10 ten

2 Write the missing number.

- 1 one, two, ► *three*, four
- 2 one, four,, ten
- 3, eight, six, four
- 4 two,, six, eight

3 Find the number.

- | | |
|---------------|---------------|
| 1 EON | 4 INNE |
| 2 OUF R | 5 NTE |
| 3 IXS | 6 EHETR |

4 Do the sums.

- | | |
|----------------------------------------------------|--------------------|
| 1 $1 + 2 =$ ► <i>3 (one plus two equals 3)</i> | 5 $5 + 1 =$ |
| 2 $7 - 4 =$ ► <i>3 (seven minus four equals 3)</i> | 6 $3 + 2 =$ |
| 3 $6 + 2 =$ | 7 $10 - 1 =$ |
| 4 $9 - 1 =$ | 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? Seven, eight.
 Three, four. It's late.
 Fine and you? Nine, ten.
 Five, six. Let's count again.
 What time is it?

Names

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

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

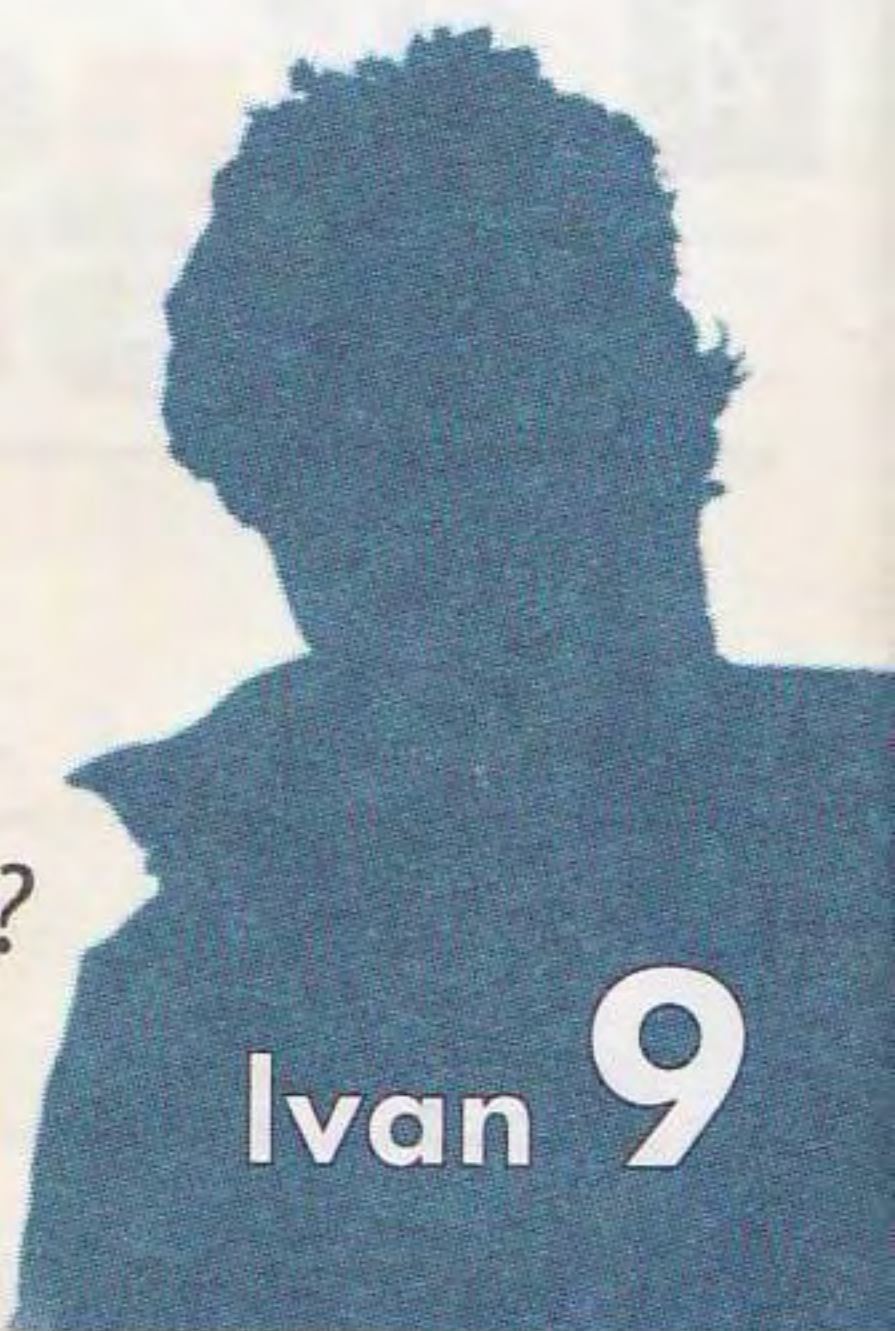
Boys	Girls

b) Listen and repeat.

c) Write your name in English.

7 Ask and answer.

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



Colours

1 a) Listen and repeat.



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

2 Look at the picture. Answer the questions.



What colour is/are the:

- 1 sun? 5 house?
- 2 sky? 6 trees?
- 3 clouds? 7 grass?
- 4 birds? 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.

Russ, Lucy, Duncan, June, July, Justin

Common verbs

1 Listen and repeat.



GAME

Listen to your partner. Do the actions.

▶ A: Read, please!

B: Please sing!

Places

1 a) Where are they?



▶ 1 Tom's at the gym.

b) Give commands.

▶ Tom, climb please.

Classroom objects



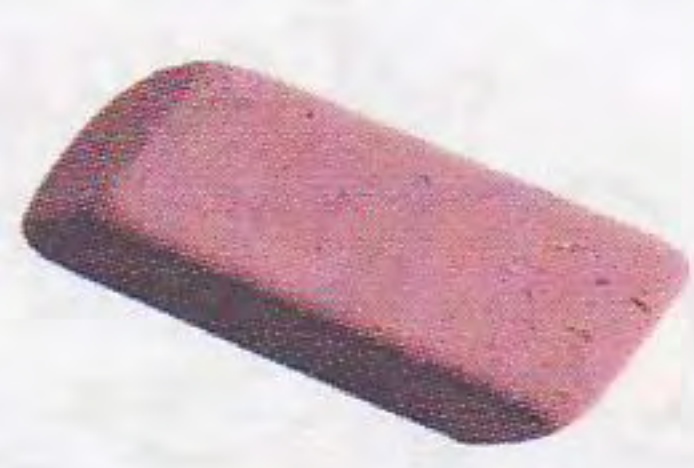
desk



pencil case



pencil



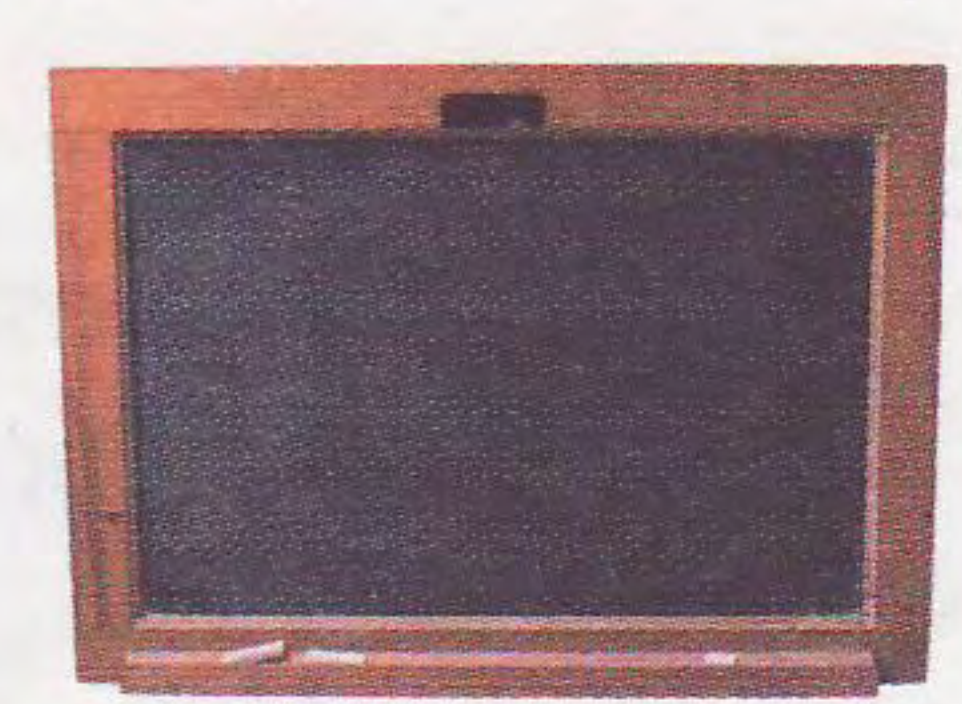
eraser



ruler



crayons



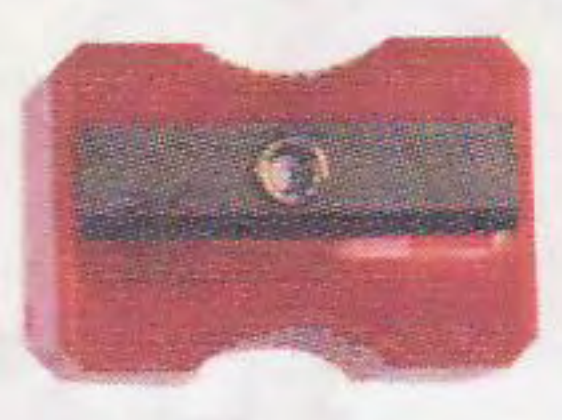
blackboard



chair



glue



sharpener



notebook



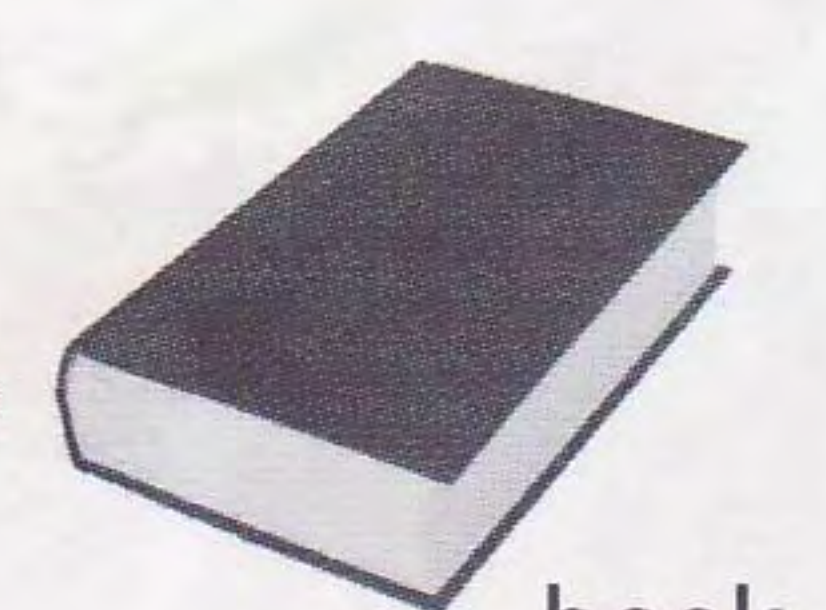
school bag



pen



paperclips



book

1 a) Listen and repeat.

b) Put the objects in alphabetical order.

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

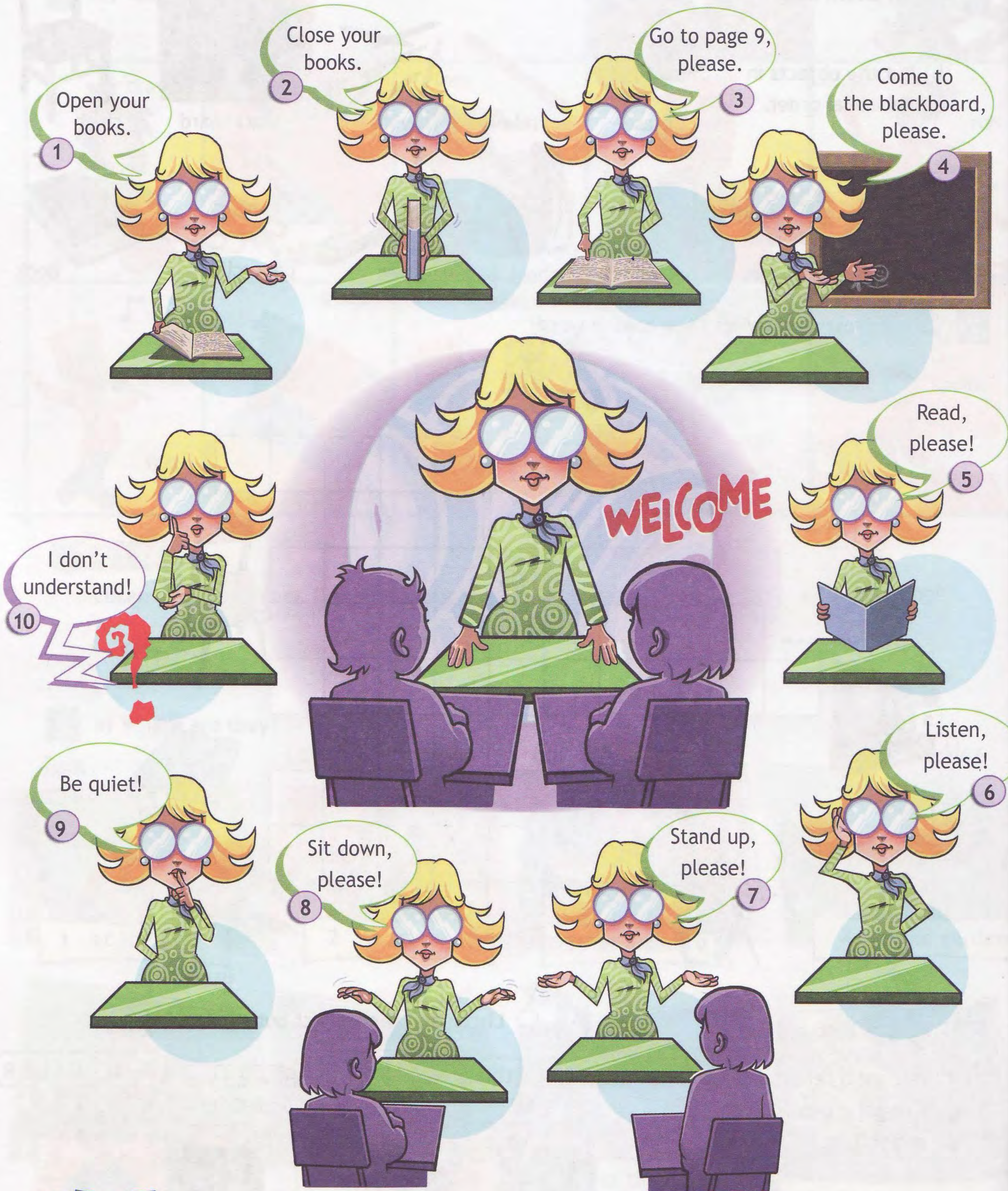
3 Discuss.

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

4 Listen and repeat. Act out similar dialogues.

Classroom language

1 Listen and repeat. Close your books. How many 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.

- ◆ **Before you start ...**
 - Count the desks in your classroom.
 - What colour is your school bag?
 - What is in your school bag?

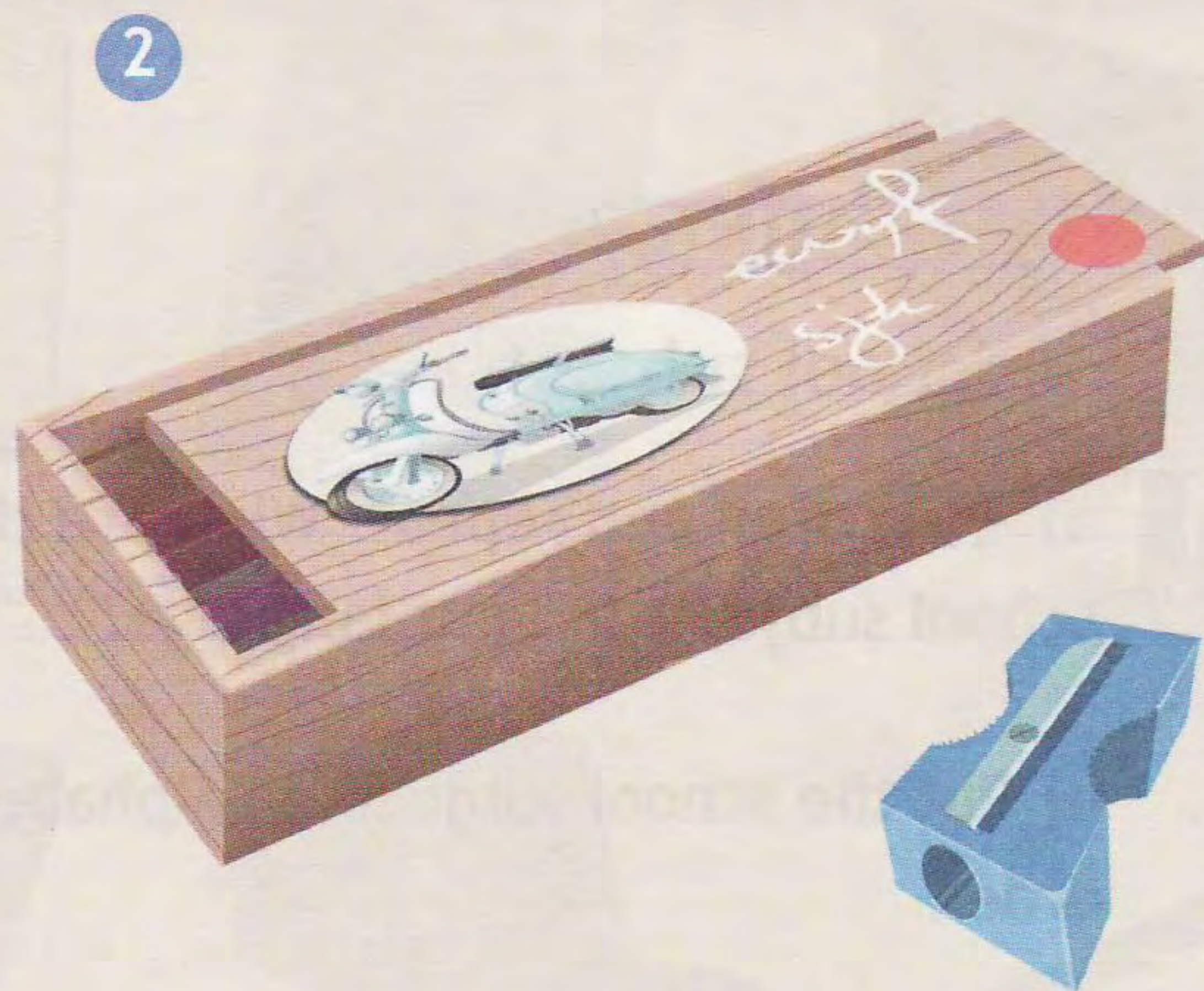
- ◆ **Look at Module 1**
 - Find the page numbers for pictures 1-3.
- ◆ **Find the page numbers for**
 - a school timetable
 - a student fact file
 - a subject choice form
 - a game

- ◆ **Listen, read and talk about ...**
 - school subjects
 - numbers 1-20
 - days of the week
 - a school timetable
 - schools in Britain
 - greetings
 - working together in class

- ◆ **Learn how to ...**
 - talk about school subjects
 - introduce yourself
 - greet people

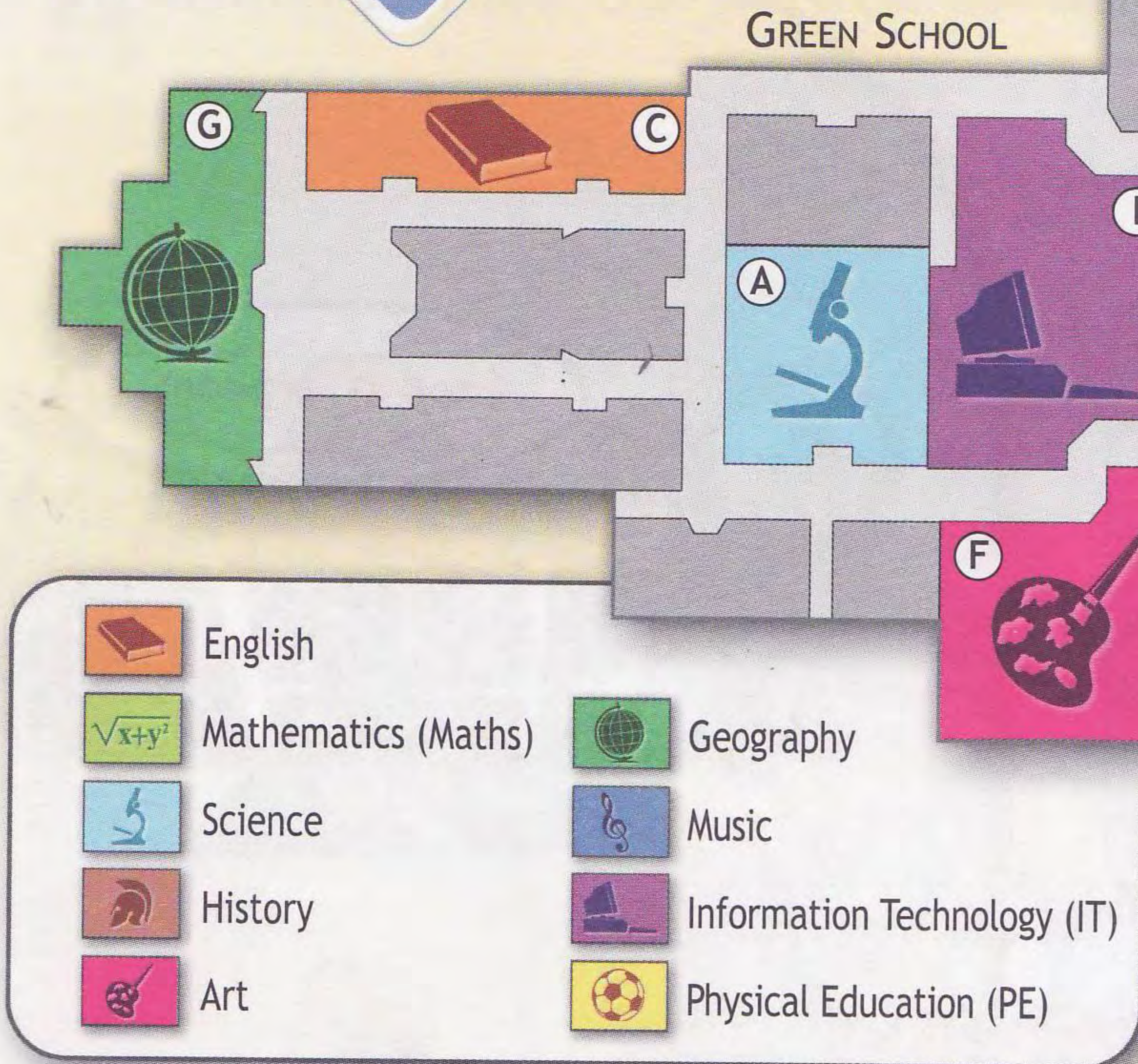
- ◆ **Practise ...**
 - a/an
 - personal pronouns
 - the verb 'to be'
 - capital letters
 - reading rules: a, th
 - pronunciation: /æ/, /eɪ/, /θ/

- ◆ **Write / Make ...**
 - a school timetable
 - a fact file
 - a paragraph about school
 - a subject choice form
 - a diagram of the education system in your country



1 a

School!



Timetable

Monday		Tu
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	.....

Vocabulary

◆ School subjects

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

b) Put the school subjects in alphabetical order.

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

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

b) What's your favourite subject?

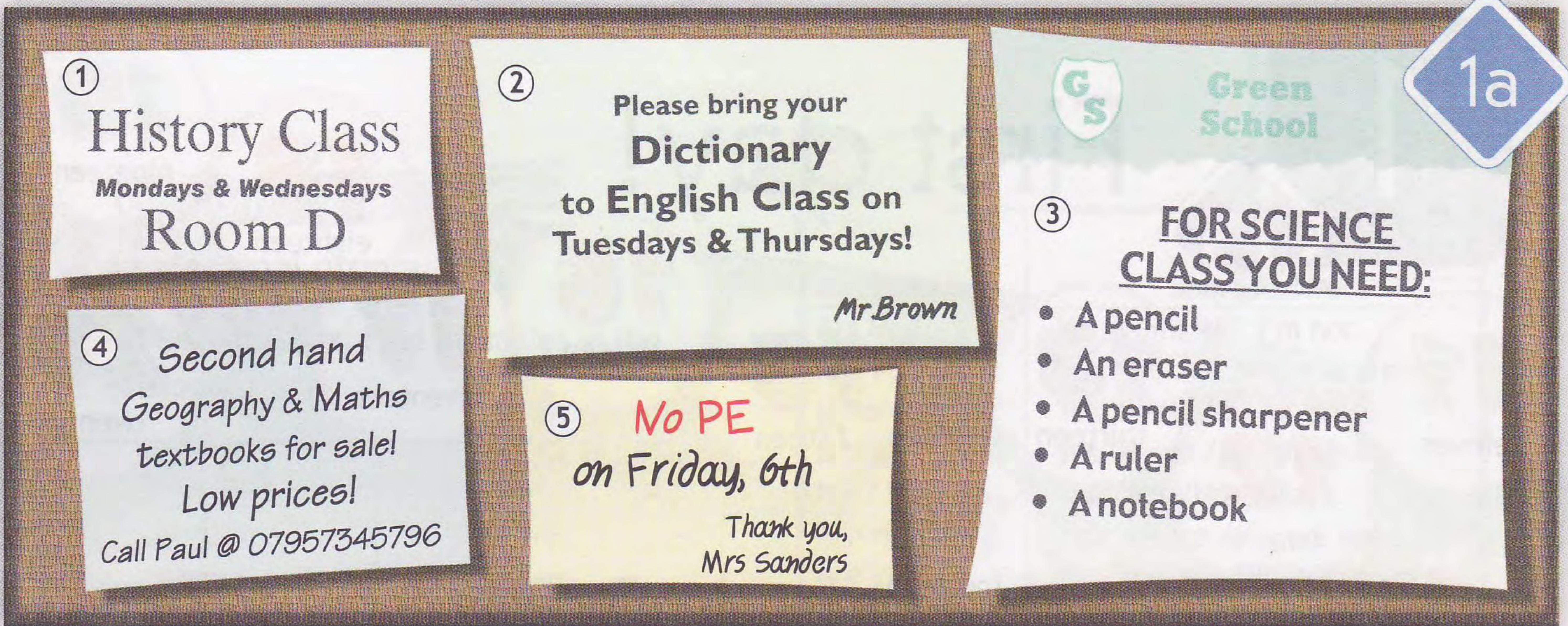
◆ Days of the week

3 Listen and repeat.

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

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

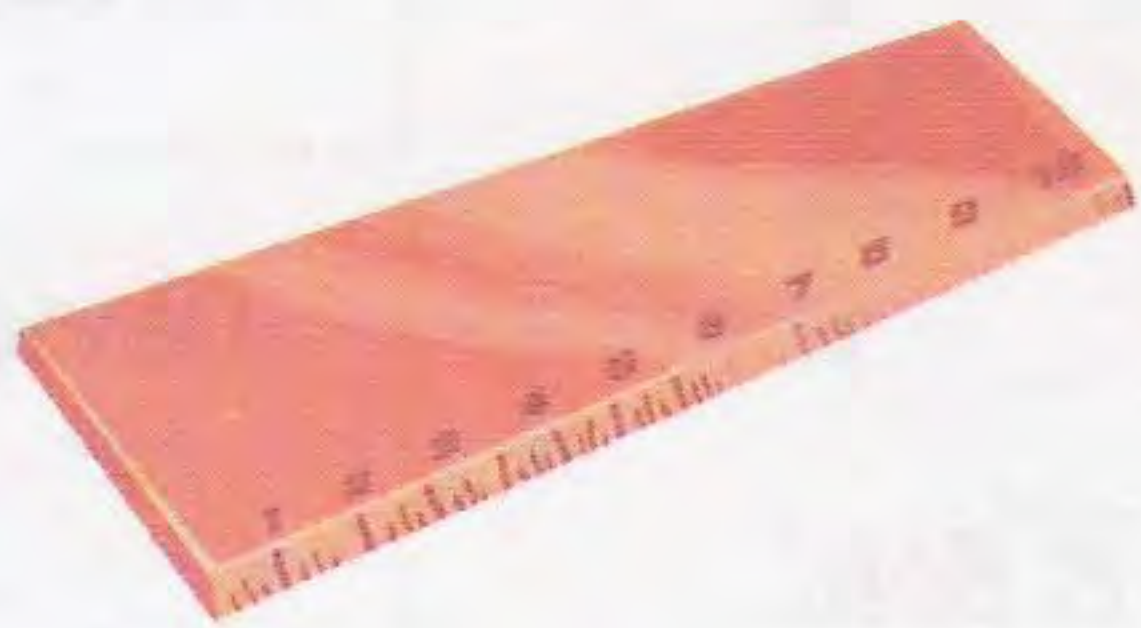
c) Answer the questions.

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

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



1 ▶ a pencil sharpener



2 ruler



3 eraser



4 pencil case



5 notebook



6 atlas



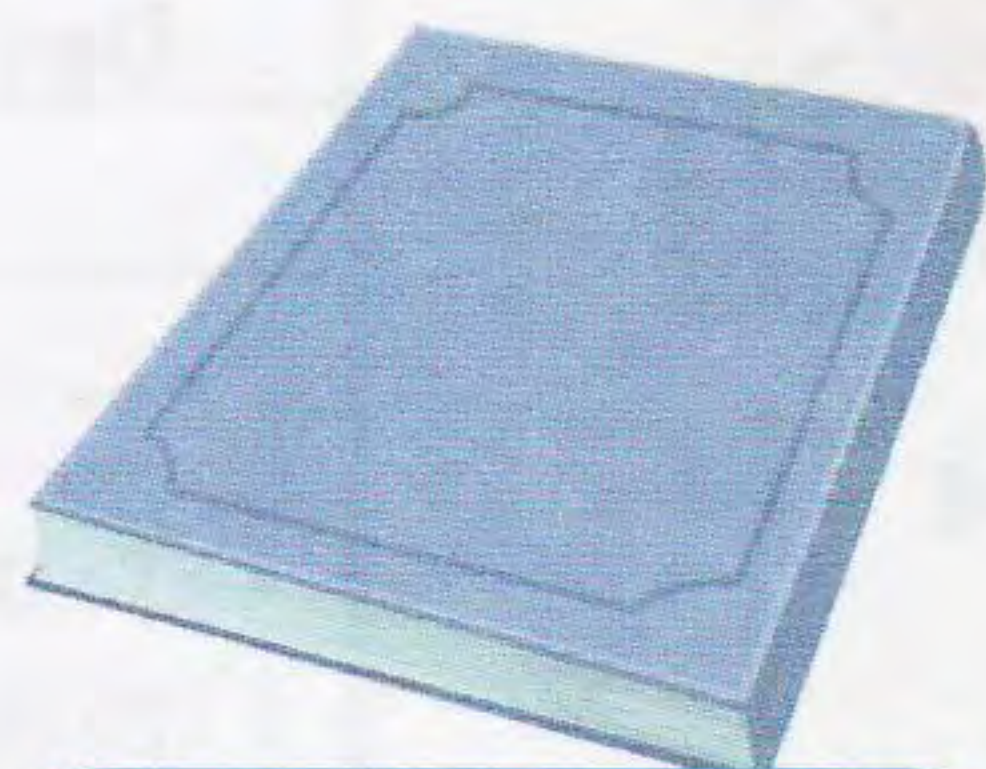
7 blackboard

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



8 book



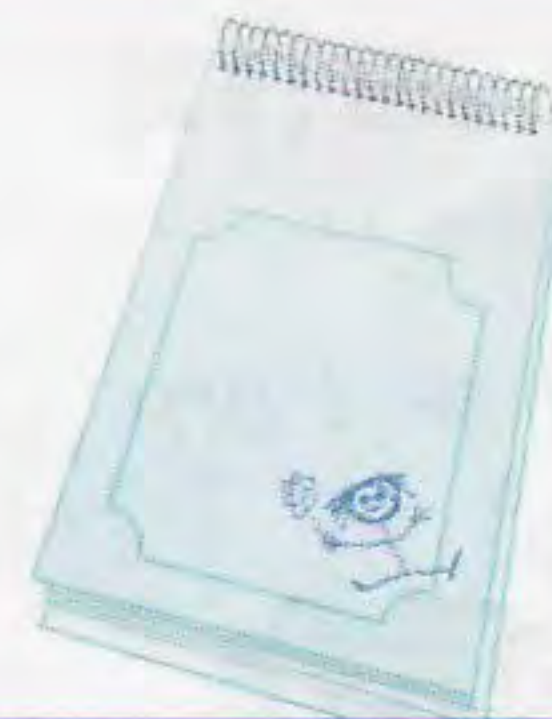
9 school bag



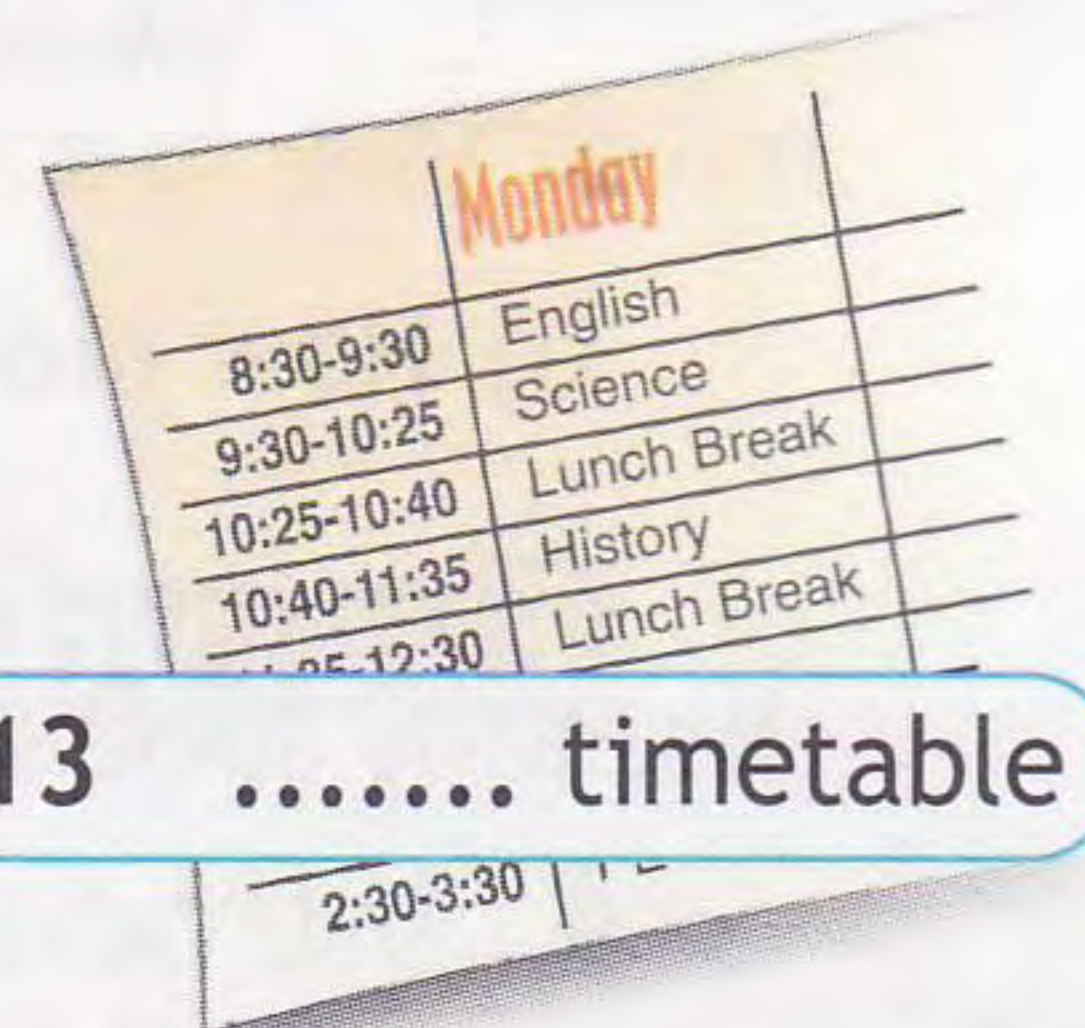
10 pen



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.

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



First day!

11
eleven

12
twelve

13
thirteen

14
fourteen

15
fifteen

16
sixteen

17
seventeen

18
eighteen

19
nineteen

20
twenty

Vocabulary

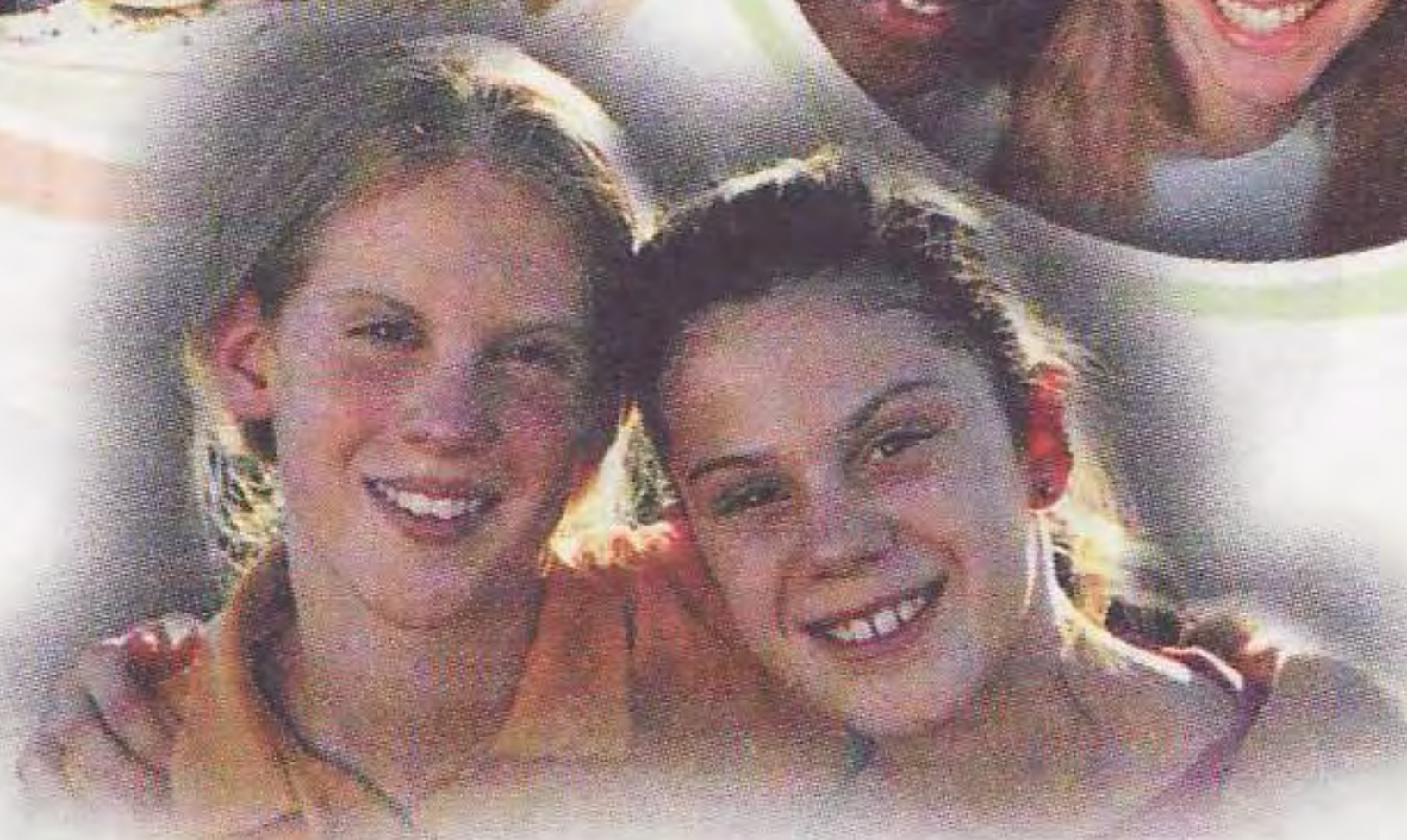
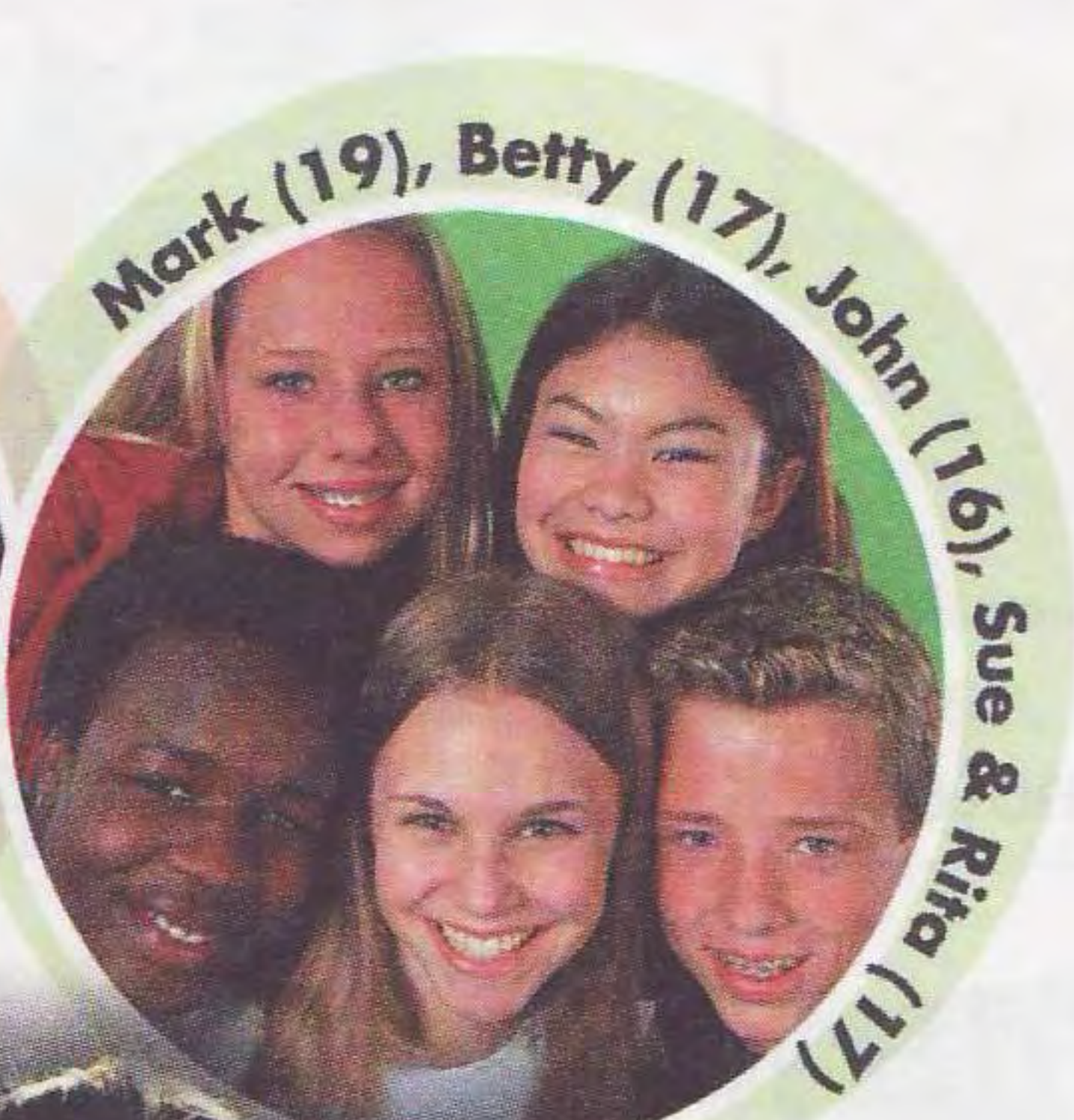
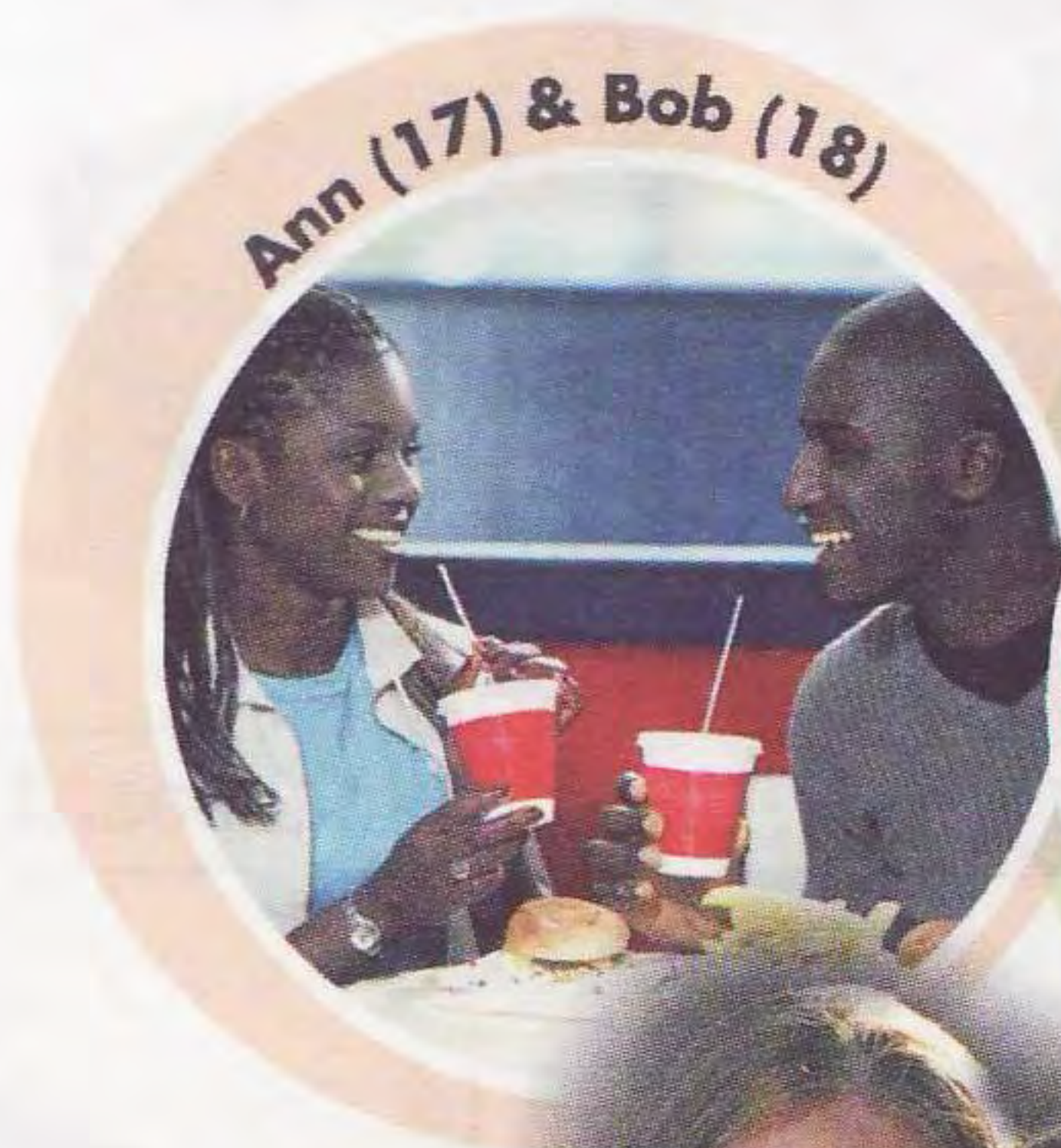
◆ Numbers

1 Listen and repeat. Count from 1 to 20.

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

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

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



Wendy (11) & Jill (12)

b) How old are you? ▶ *I am ...*

Everyday English

◆ Introducing yourself

3 Read the dialogue. Introduce yourselves.

A: Hello. My name's Linda Thomas.

B: Hi! I'm Susan Wilson.

A: Nice to meet you, Susan.

B: Nice to meet you, too.

Reading

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

Markus: Excuse me, where is the science lesson?

David: It's in room D. Are you new to the school?

Markus: Yes, I am. My name's Markus.

David: My name's David. Nice to meet you, Markus. Your name is strange. How do you spell it?

Markus: It's M-A-R-K-U-S.

David: I see. How old are you?

Markus: I'm twelve. And you?

David: I'm twelve too! Are you in class 2E?

Markus: Yes, I am!

David: Me too! Let's go to the science lesson together then!

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

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

Speaking

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

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

Grammar Grammar Reference

◆ Personal pronouns

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

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

- b) Write the correct personal pronoun.

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

◆ The verb 'to be'

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

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

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

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

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

► Susan isn't new to the school.


Interrogative

Short Answers

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

- 8 Complete the questions. Then write answers.

- they in grade 5? Yes,
- you 11 years old? No,
- it a ruler? Yes,
- you and Mary in the same class?
No,
- he Mark? No,

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

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

► A: Is Wendy 12?

B: No, she isn't. She's 11.

- 10 Write the questions.

- Are you new to the school? No, I'm not.
-? No, it isn't an eraser.
-? Yes, I'm twelve.
-? No, they aren't pencils.
-? Yes, we're in year seven.

Writing (a fact file)

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

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





Favourite subjects

Reading

1 Read and answer the questions.

MERTON
SECONDARY SCHOOL

SUBJECT CHOICE FORM

Name: Tony Mitchell (12)

Class: 7c

Subjects: Please tick (✓)

Maths <input type="checkbox"/>	Art <input checked="" type="checkbox"/>	Music <input checked="" type="checkbox"/>
English <input type="checkbox"/>	PE <input type="checkbox"/>	Other <input type="checkbox"/>
Geography <input type="checkbox"/>	IT <input type="checkbox"/>	language <input type="checkbox"/>
History <input type="checkbox"/>	Science <input type="checkbox"/>	

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

2 Read the short paragraph and correct the mistakes.

▶ 12

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

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

Capital letters

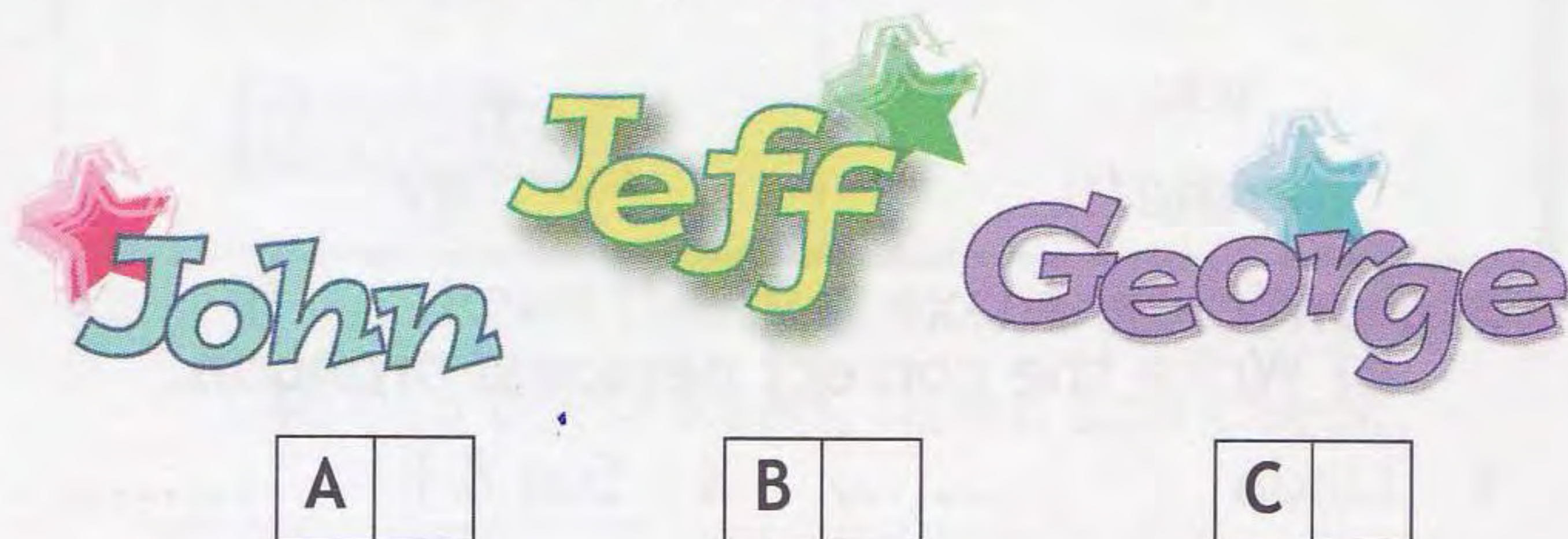
In English we use capital letters after full stops and for names (*John*), the personal pronoun 'I' and days of the week (*Monday*), months (*April*) and names of countries (*Russia*). Is it the same in your language?

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

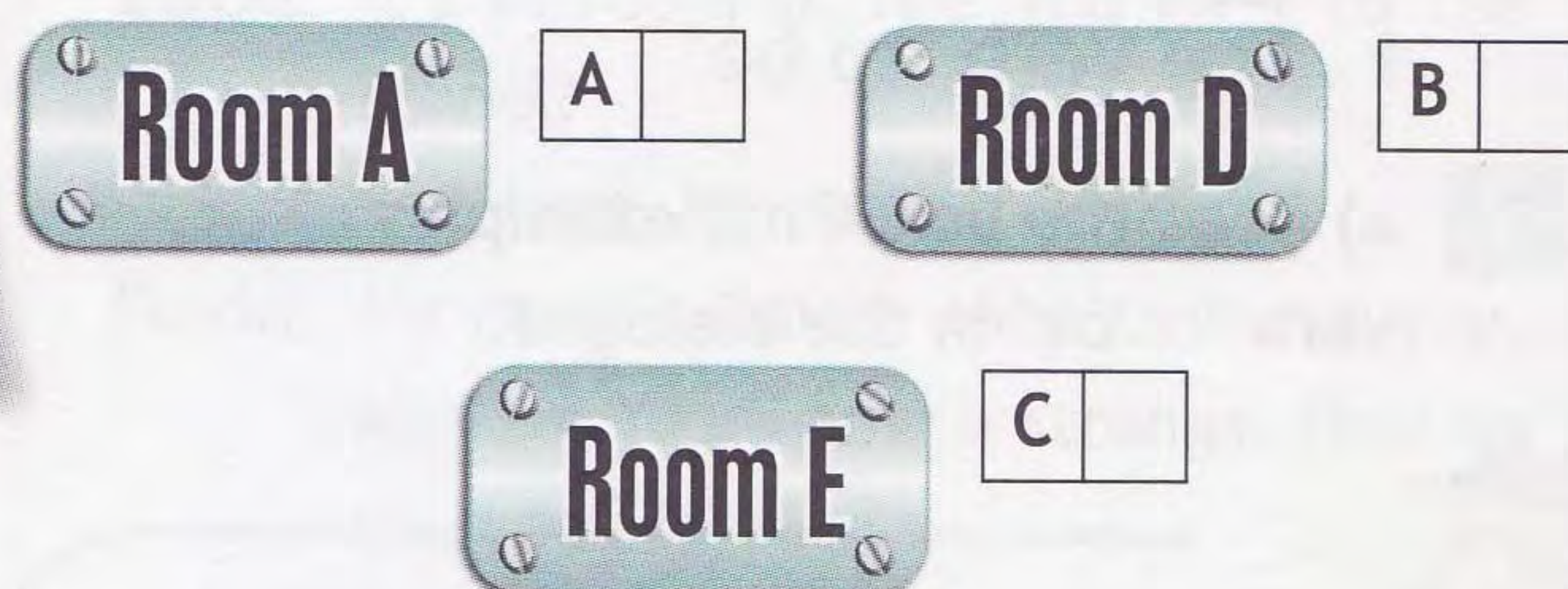
Listening

4 Listen and tick (✓) the right picture.

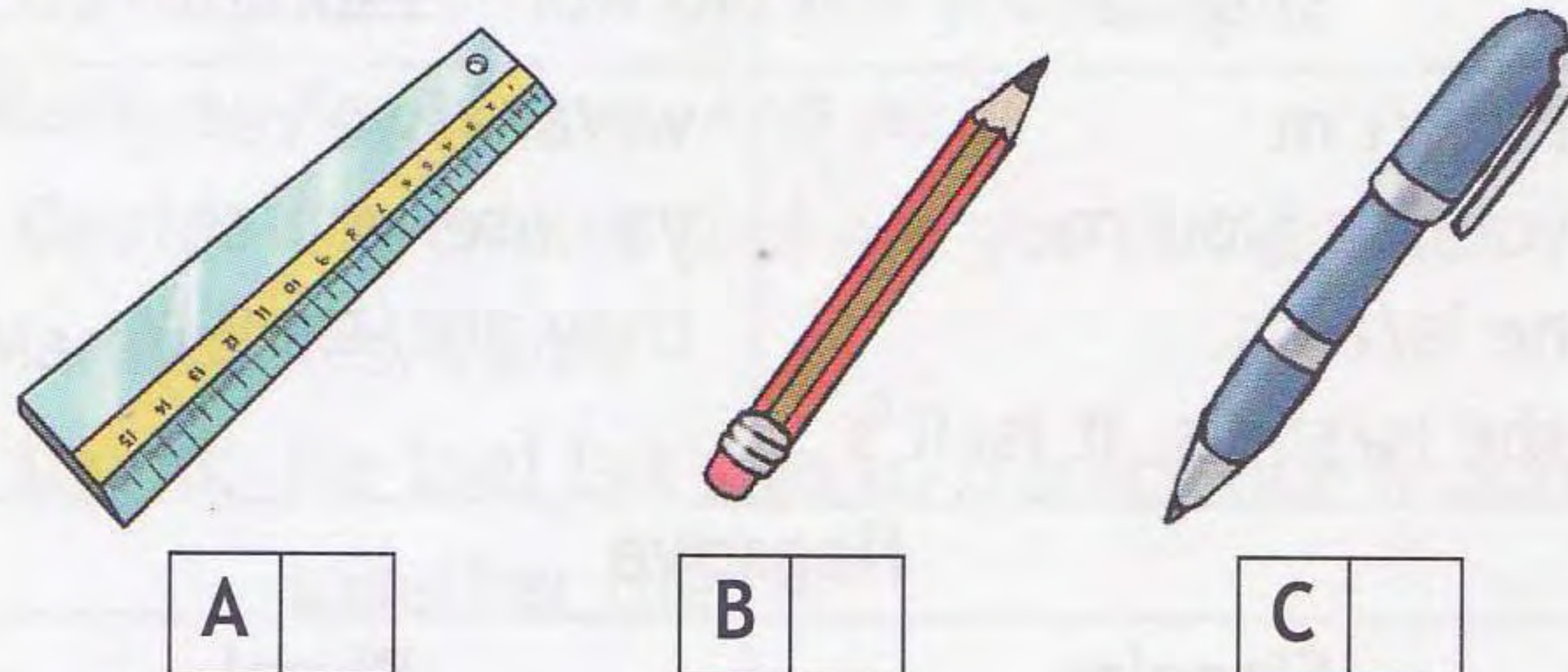
1 What is the boy's name?



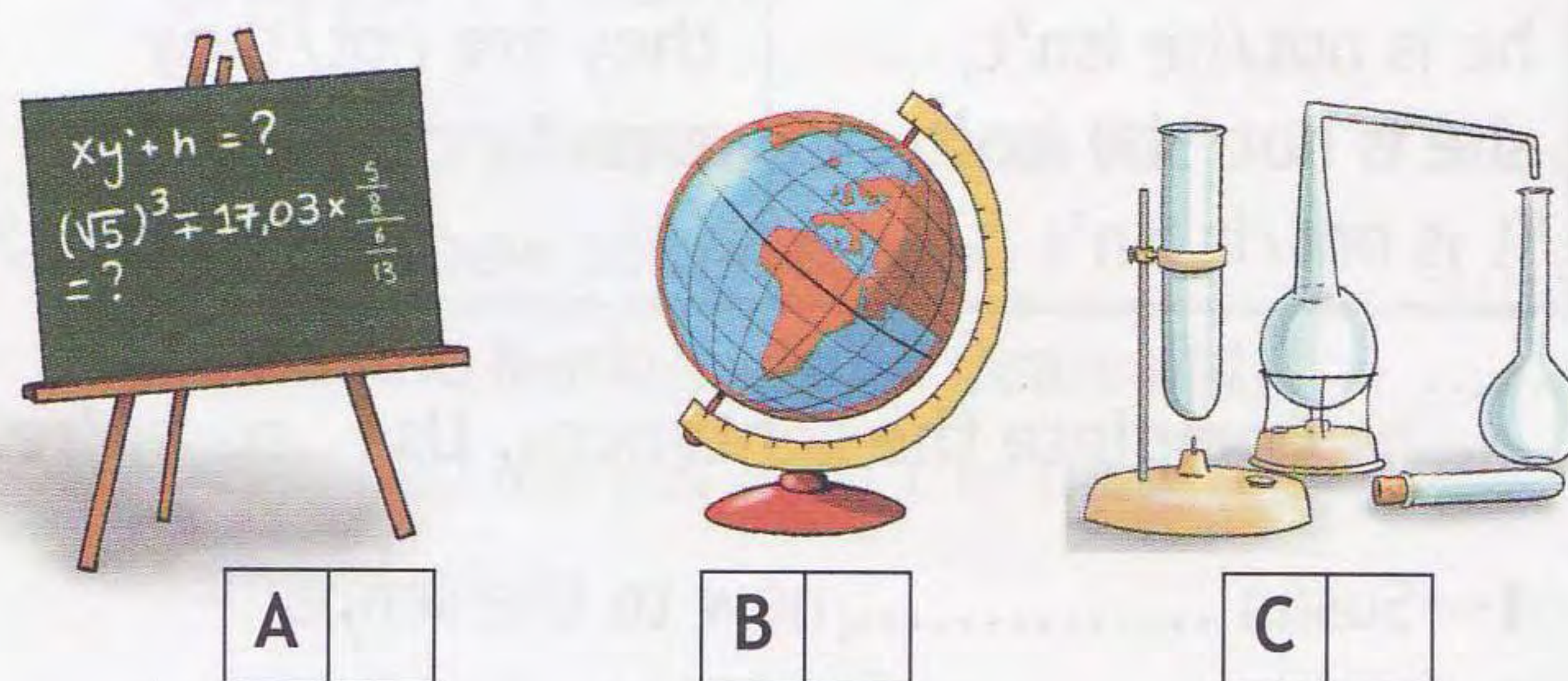
2 Where is the maths lesson?



3 What is on the desk?



4 What is Mary's favourite subject?



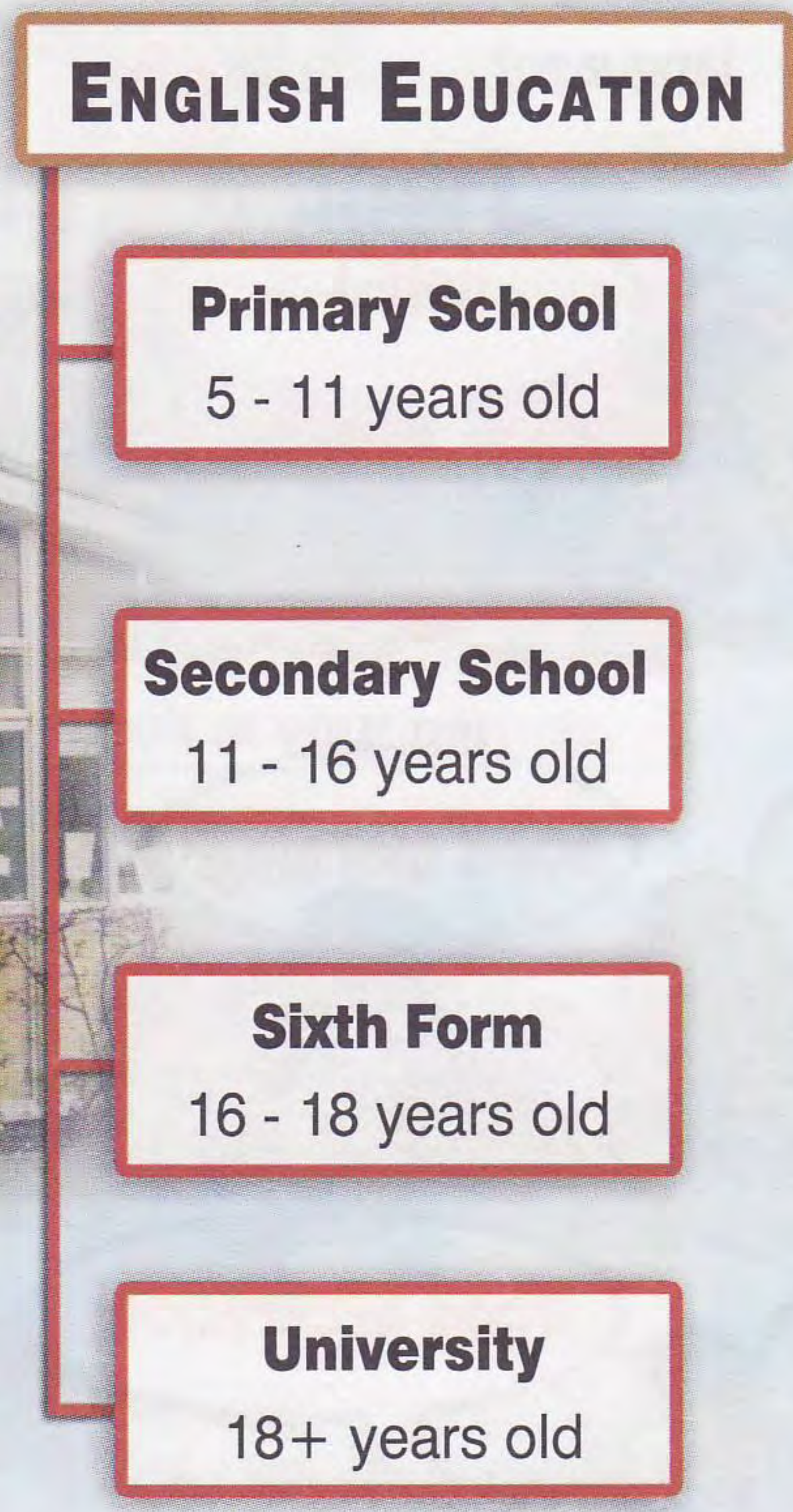
Writing (a subject choice form)

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

CULTURE CORNER

Schools in England

1 Look at the diagram. What is it about?



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

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



Fiona - 13



Bill - 23



Tim - 9



Betty - 17

b) What school are you at?

Project

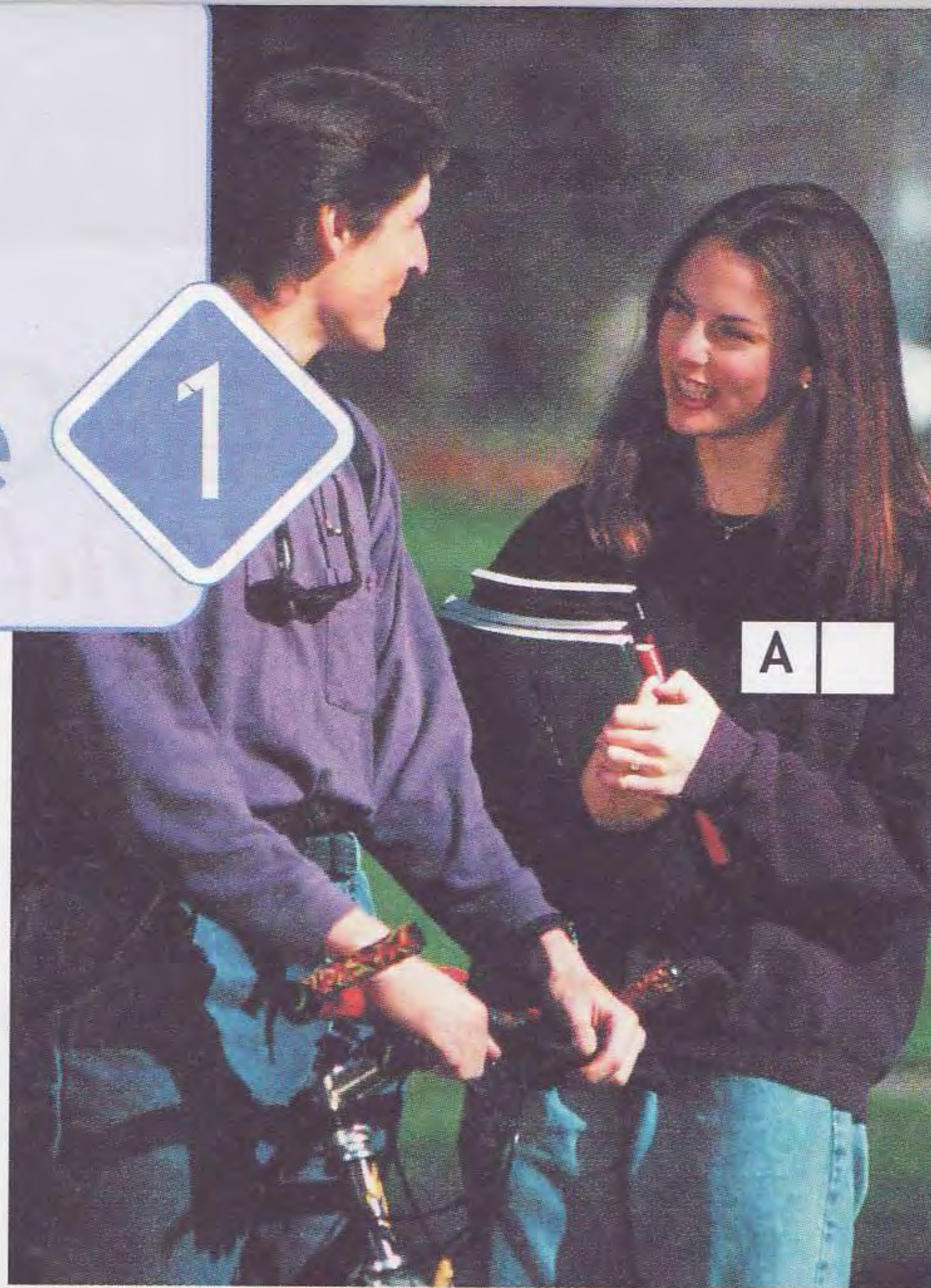
3 **Portfolio:** Make a similar diagram about the education system in your country. How similar is it to England's?

English in Use

1

◆ Greetings

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



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

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

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

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

- 3 Act out similar dialogues.

Pronunciation /eɪ/, /æ/, /θ/

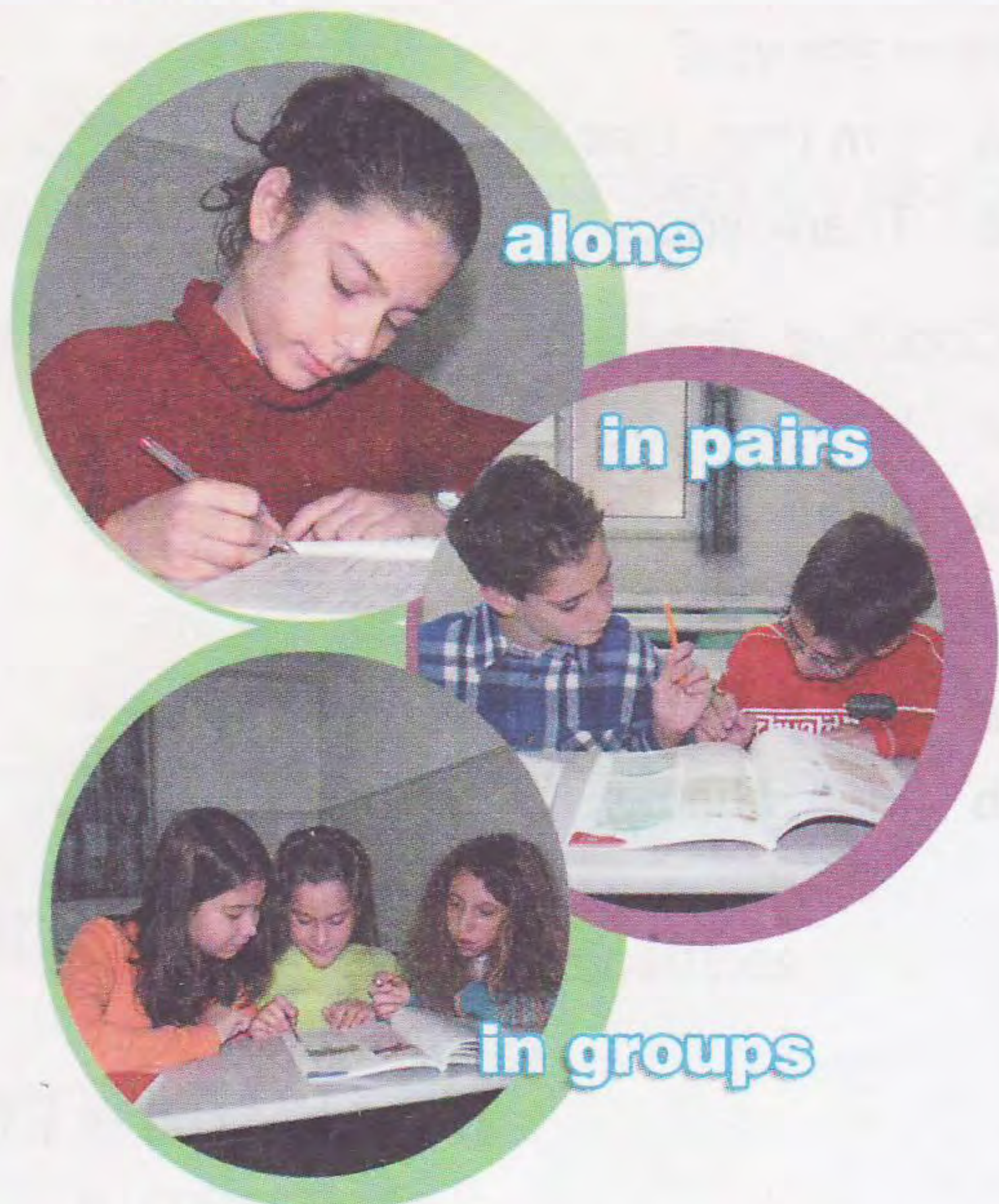
- 4 Listen and repeat. Think of more words with the same sounds.

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

Reading Rules

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

1 How do you like working at school?



2 a) Look at the title and the pictures. What is the poster about? Listen, read and check.
b) Now say three rules you remember about working together.

3 Use the letters to form verbs.

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

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

study skills

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

Working 2 gether!

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

Look at your partner.

Listen to your partner.

Say 'sorry', 'please' and 'thank you'.

Be kind and smile.

Share your things.

Think of new ideas.

Ask questions.

PROGRESS CHECK 1

1 Complete the words.

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

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

3 Complete with *a/an*.

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

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

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

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

(Points: $\frac{10 \times 2}{20}$)

5 Choose the correct response.

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

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

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

Now I Can ...

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

... in English

Smile

Tim, can you spell the word 'mouse'?

M-O-U-S

A tail!

Good, but what's at the end?

That's me!

Module 2

◆ Before you start ...

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

◆ Look at Module 2

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

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

◆ Listen, read and talk about ...

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

◆ Learn how to ...

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

◆ Practise ...

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

◆ Write / Make ...

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



2 a

Vocabulary

Countries & nationalities

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

COUNTRIES NATIONALITIES

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

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

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

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

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

Word formation

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

- 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.

3

Group the nationalities in Ex. 1a under:

I'm from ...

GAME

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

- ▶ Team A S1: Italy.

Team B S1: Italian.

1 Avril Lavigne (Canadian)

2 Batman (American)

3 Asterix (French)

4 Jude Law (British)

5 Yu-Gi-Oh (Japanese)

Reading

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!

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

Speaking


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

Grammar Grammar Reference

◆ have got

7 Read the table. Find examples in the text.

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

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



Jane

John

eraser	book	ruler
pen	pencil	notebook
sharpener	pencil case	notepad
atlas		

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

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

Writing (a poster)

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

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

2

My things

Vocabulary

◆ Personal things

study skills

International words in English

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

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

Reading

- 2 a) Read the first exchange. Who's got a new bike?
b) What is Amy's present? Listen and read to find out.

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



- c) Read the dialogue aloud.

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

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

Speaking

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

Grammar Grammar Reference

◆ **Plurals**

5 Read the rules. Then write the plurals.

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

IRREGULAR PLURALS

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

- | | |
|-----------------------|---------------|
| 1 doll ▶ <i>dolls</i> | 5 ball |
| 2 party | 6 boy |
| 3 man | 7 knife |
| 4 box | 8 watch |

Pronunciation

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

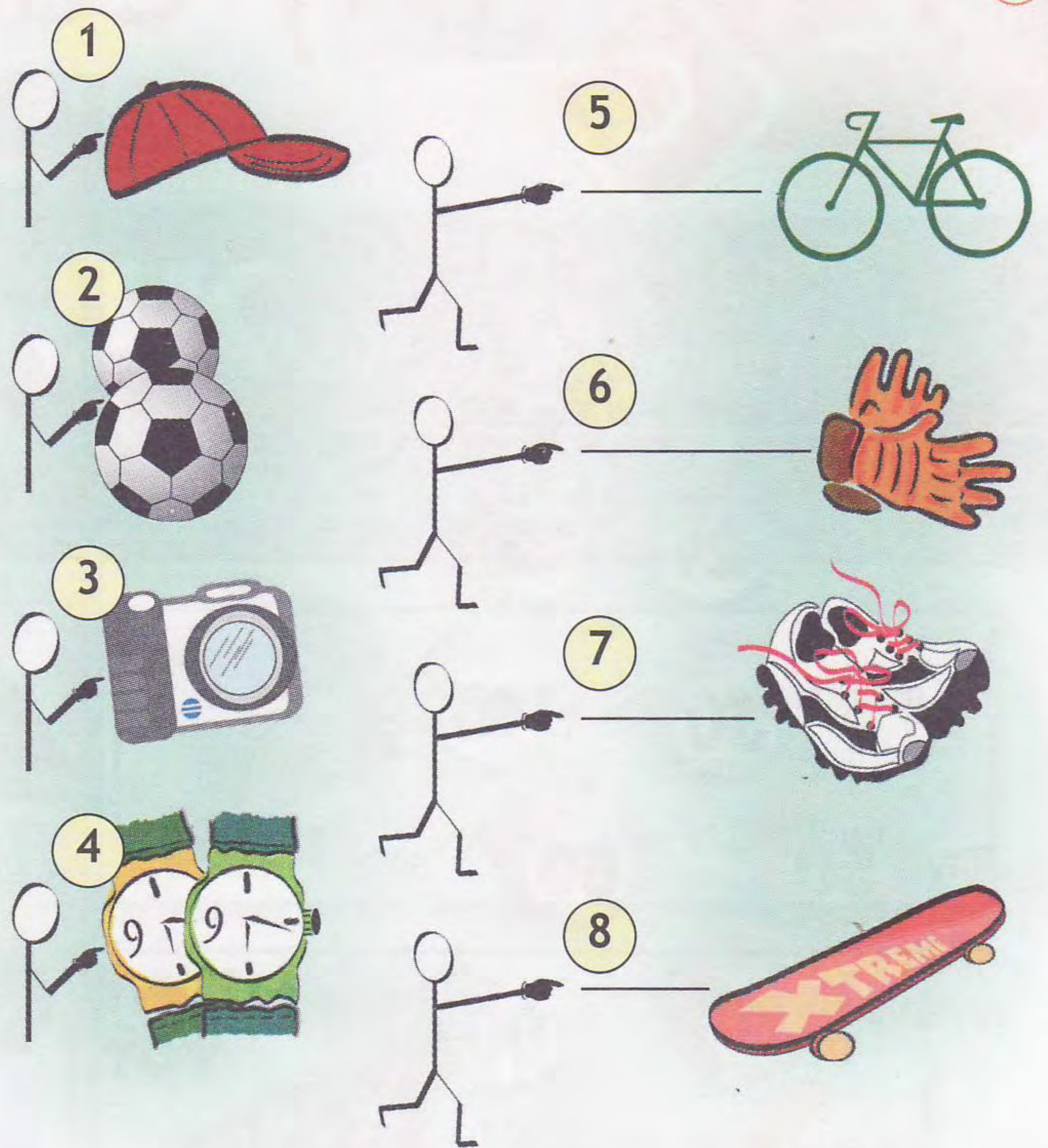
Reading Rules
 /f/, /k/, /p/, /t/, /θ/, - /s/ caps
 /s/, /ks/, /ʃ/, /tʃ/, /dʒ/, /z/, /ʒ/ - /ɪz/ buses
 any other sounds - /z/ hens

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

◆ **This/These - That/Those**

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

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



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

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

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

Listening

9 Listen and match the people to their presents.

People	Presents
1 <input type="checkbox"/> John	a skateboard
2 <input type="checkbox"/> Sue	b camera
3 <input type="checkbox"/> Tara	c watch
4 <input type="checkbox"/> Ken	d scarf
5 <input type="checkbox"/> Jim	e guitar
	f gloves
	g bicycle
	h basketball

Writing (a list)

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

2 C

My collection

Numbers (21-100)

1 Listen and repeat.

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

thirty **30** **40** forty

fifty **50** **60** sixty

seventy **70** **80** eighty

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

2 Listen and circle the correct number.

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

3 Ask and answer questions as in the example.

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

Emma

(30)
England

Miguel & Marta

(60)
Spain

Pedro

(35)
Mexico

@ Internet Explorer

I  **stamps**

stamps

 **hats**

 **books**

 **coins**

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



Reading

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


5 Read and complete sentences 1-3.

- Tom is years old.
- Tom is from
- There are stamps in Tom's collection.

6 a) Find all short forms in the text.

b) Rewrite the sentences. Use short forms.

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

7  What collections have you got? Ask and answer.

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

Writing (a paragraph about your collection)

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

CULTURE CORNER

UK souvenirs

Holidays in the UK and it's shopping time!

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

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

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

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

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

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

PIN
This is a pin. It has got a Union Jack on it. The Union Jack is the flag of the UK.

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

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

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

► The scarf is Scottish.

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

Project

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

English in Use 2

◆ Buying a souvenir

1 a) Listen and repeat.

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

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

2 a) Read again. What is Marta buying?

Shop assistant: Good afternoon. How can I help you?

Marta: Good afternoon. I want to buy a souvenir.

Shop assistant: How about this key ring?

Marta: That's a good idea. How much is it?

Shop assistant: It's £4.00.

Marta: Can I have two, please?

Shop assistant: Sure. That's £8.00.

Marta: Here you are.

b) Read the dialogue aloud.

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



Pronunciation /u:/, /ʌ/

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

/u:/: glue, blue

/ʌ/: cut, much, such

but Monday, love, London, mother

Reading Rules

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

English-speaking countries




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

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

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

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

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

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

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

b) What's the capital of your country?

Project

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

PROGRESS CHECK 2

1 Do the crossword.

1 Basketball
2 Handbag
3 Gloves
4 Sneakers
5 Watch
6 Scarf
7 Blower
8 Bicycle
9 Cap
10 Guitar

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

2 Write the nationalities.

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

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

3 Write the numbers.

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

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

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

- they got a computer?
Yes, they
- he got a sister?
No, he
- Tom got a pen in his school bag?
Yes, he
- you got a computer?
No, I

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

5 Circle the correct word.

- That / This boy over there is John.

- This / These books are Tony's.
- This / These is our friend, Pete.
- Those / This gloves are from my mum.

(Points: $\frac{4 \times 4}{16}$)

6 Write the plurals.

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

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

7 Match the exchanges.

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

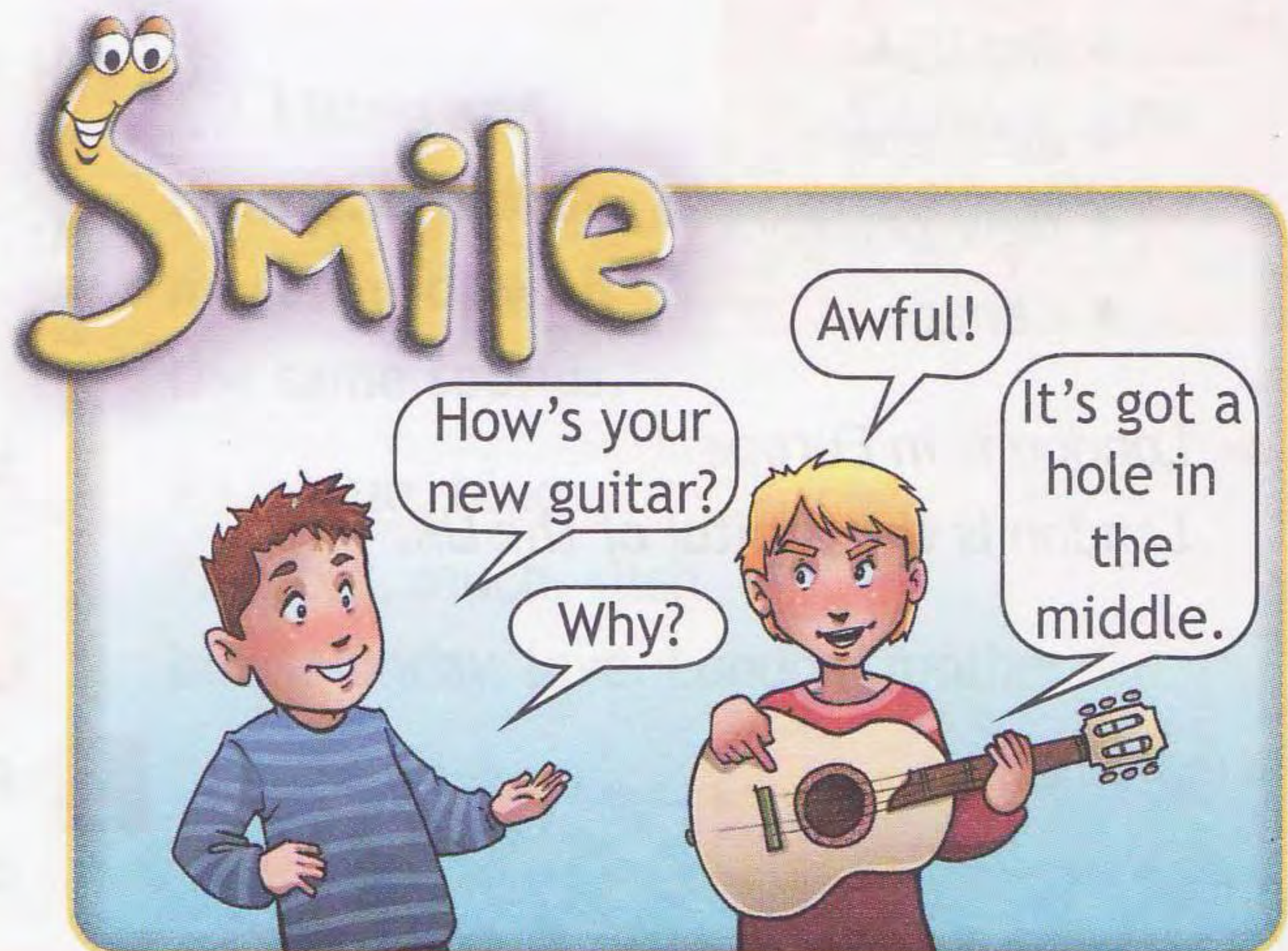
(Points: $\frac{5 \times 4}{20}$)

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

Now I Can ...

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

... in English



My home, my castle

Module 3

◆ Before you start ...

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

◆ Look at Module 3

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

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

◆ Listen, read and talk about ...

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

◆ Learn how to ...

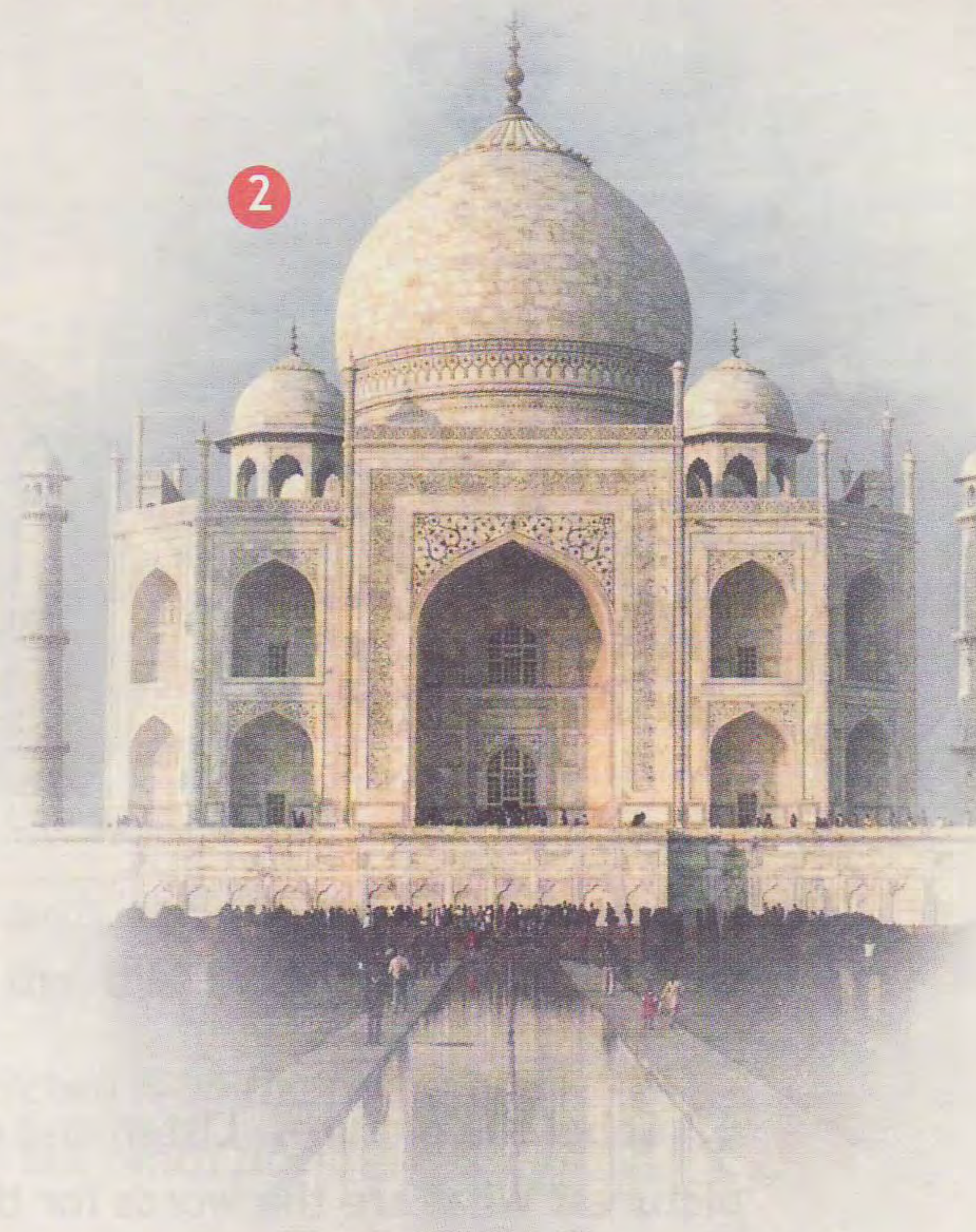
- talk about a new flat
- describe a house
- ask about location
- talk about a house for rent

◆ Practise ...

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

◆ Write / Make ...

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



3 a

At home



block of flats

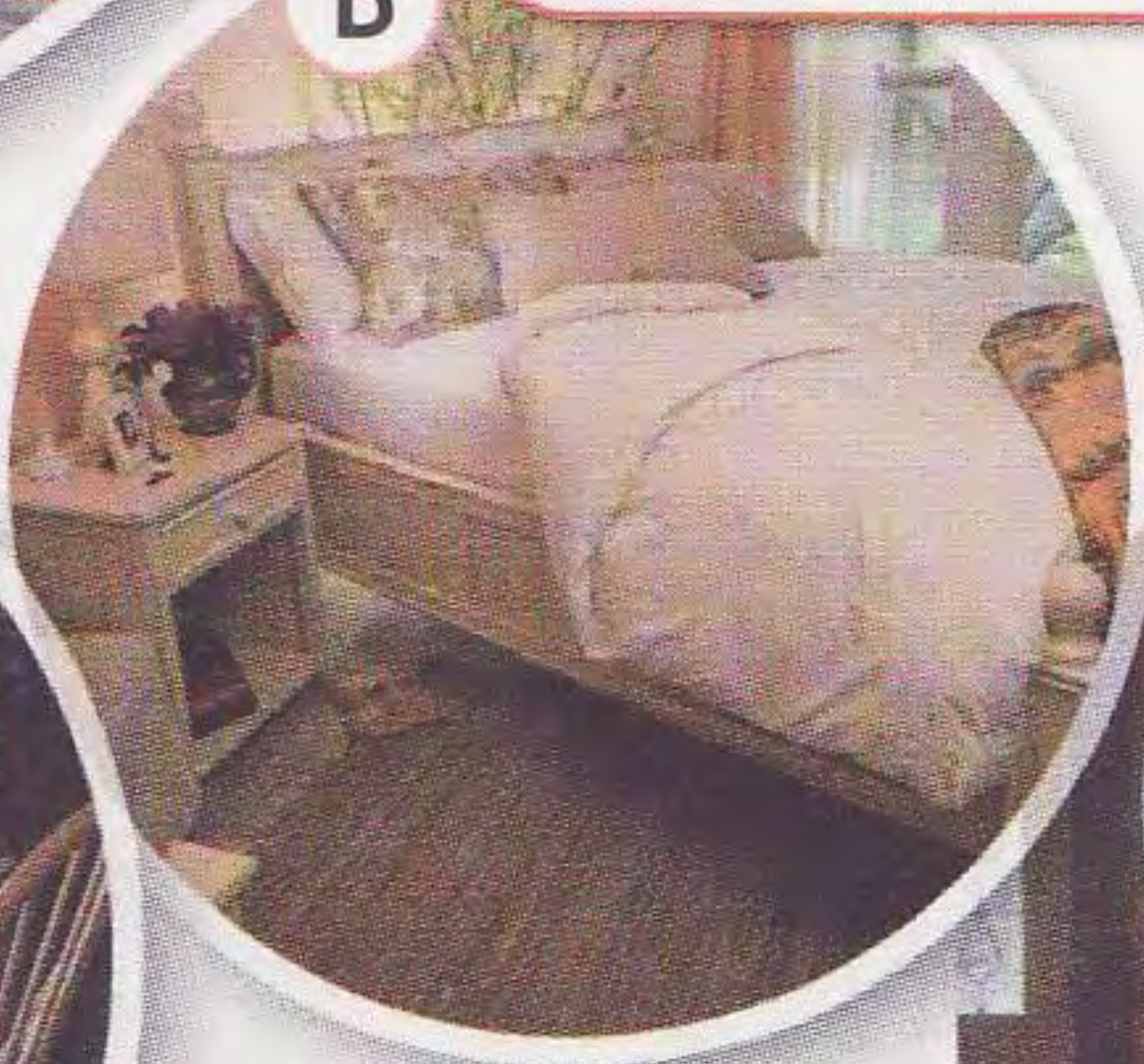


house



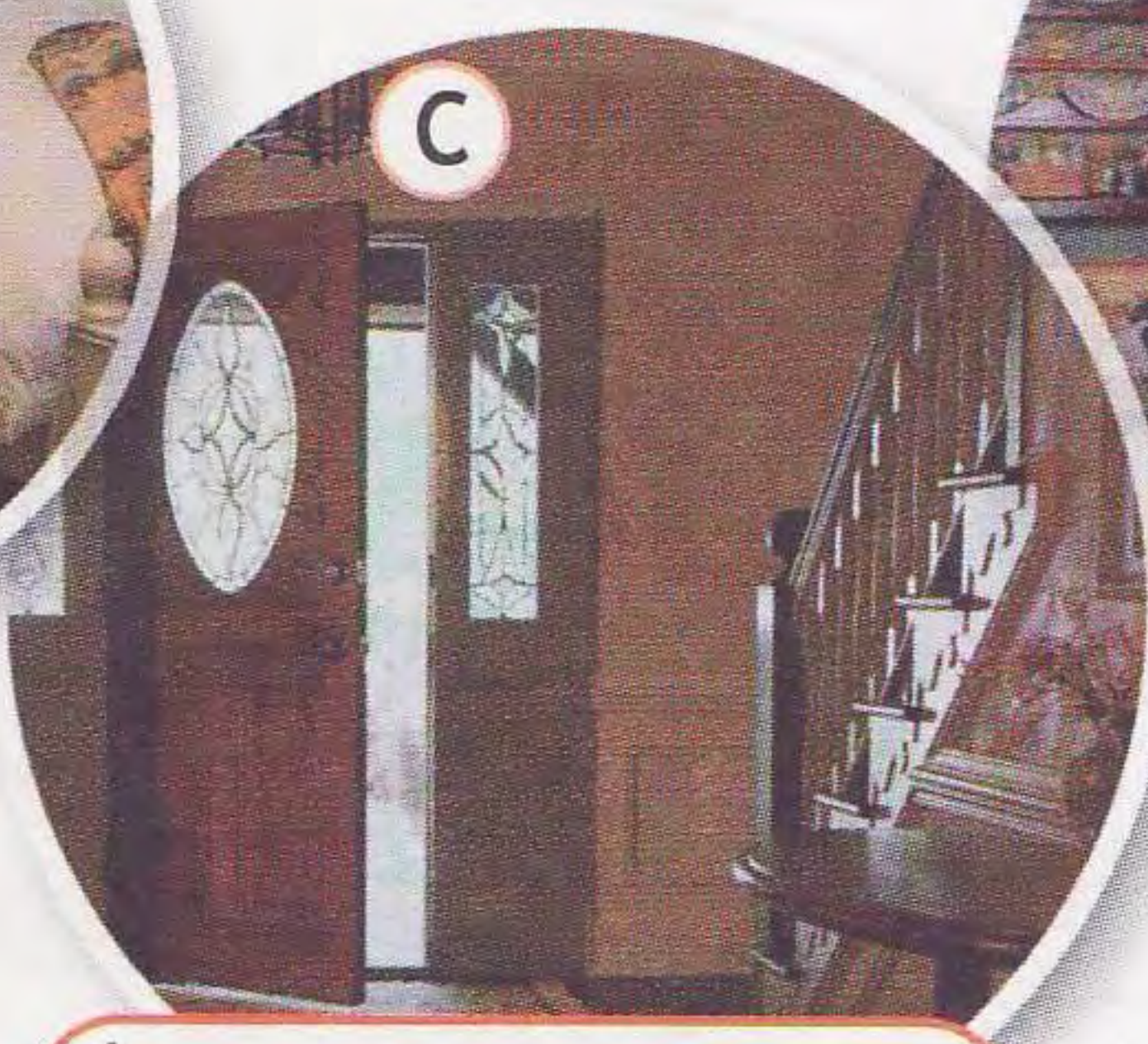
A

d.....



B

b.....



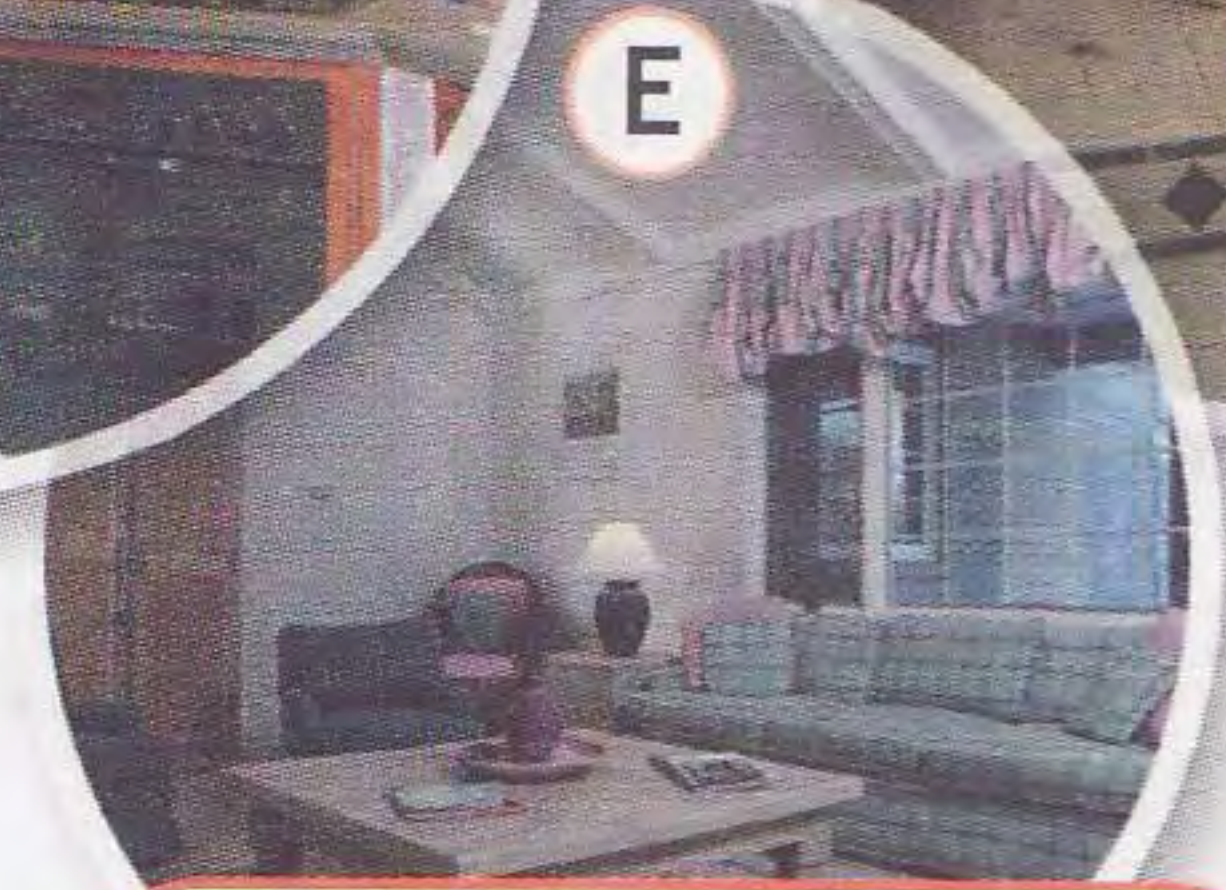
C

h.....



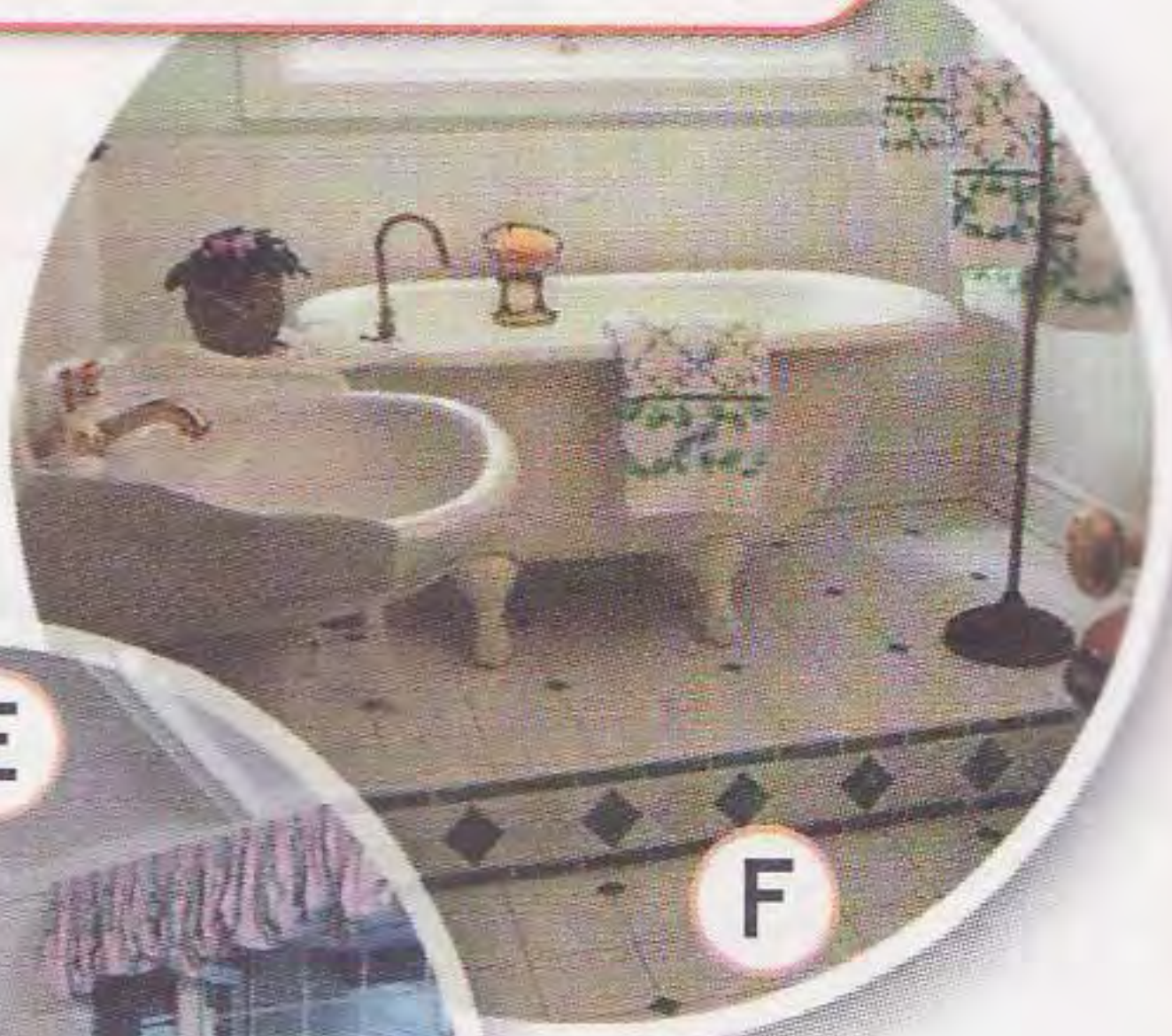
D

k.....



E

l.....



F

b.....

Vocabulary

◆ Rooms

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

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

◆ Ordinal numbers

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

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

b) Which floor are the people on?

▶ A: Which floor is Ann on?

B: She's on the third floor.



study skills

Predicting content

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

Reading

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

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



Live High Up!

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

* feet (1 ft = 0.3048 metres)

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

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

Speaking

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

- where
- number of rooms/floors

Use the headings to talk about your house.

Listening

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



FOR SALE

€875,000

Villa in Mallorca

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

Contact:
5)@house.com.au

Pronunciation /θ/, /ð/

7 Listen and repeat. Then read out the sentences.

Reading Rules

th - /θ/ fifth
/ð/ the

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

- ▶ The kitchen is on the fifth floor.
- This is the tenth floor.

GAME

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

- ▶ Team A S1: (mime sleeping)
- Team B S1: Are you in the bedroom?

Writing (a paragraph about your house)

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

3

Move in!



Vocabulary

◆ Furniture & appliances

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

study skills

Remembering new words

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

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

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

Reading

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

Sandy: Hi, Olga. What's your new flat like?

Olga: It's very nice.

Sandy: Really?

Olga: Yes. There's a small living room, a kitchen, a bedroom and a bathroom.

Sandy: Has it got any furniture?

Olga: Yes, it has. There's a sofa and an armchair in the living room but there isn't a television. And in the bedroom there's a bed and a desk.

Sandy: How about the kitchen? Is there a cooker?

Olga: Yes, there is. There's a fridge and a table too.

Sandy: Sounds great!

- b) Answer the questions.

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

c) Read the dialogue aloud.

Grammar Grammar Reference

◆ **There is / There are**

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

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

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

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

◆ **Possessive adjectives**

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

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

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

Speaking

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

GAME

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

▶ 1 table: T-A-B-L-E

START HERE

HEADS = 1 square
TAILS = 2 squares

FINISH

3 C

My bedroom

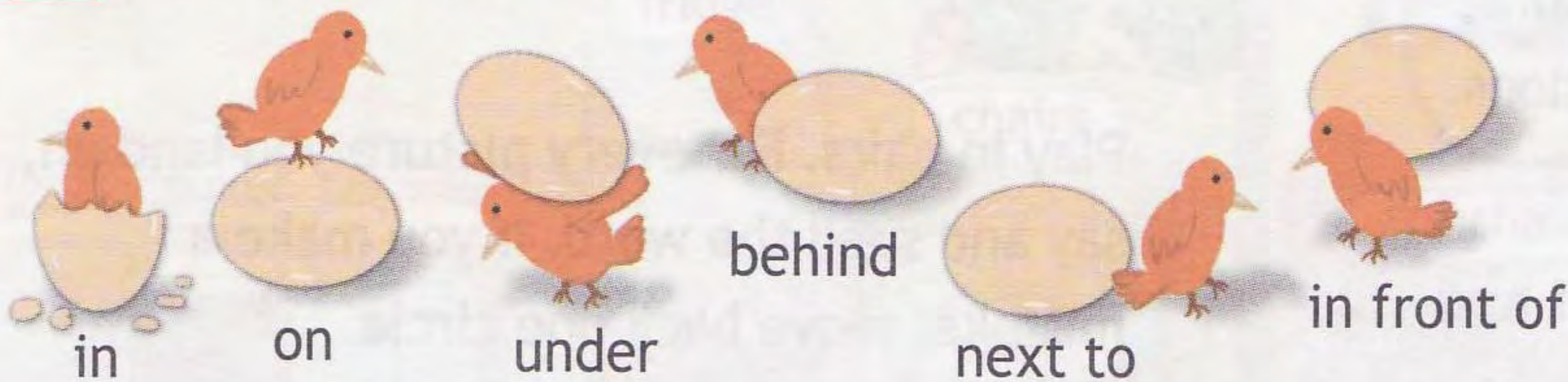


Peter's bedroom

Grammar Grammar Reference

◆ Prepositions of place

1 a) Look, listen and repeat.



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

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

Reading

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

My bedroom

by Ann Smith

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

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

Everyday English

◆ Asking about location

4 Ask questions about your partner's bedroom.

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

study skills

Starting your writing

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



Writing (a paragraph about your bedroom)

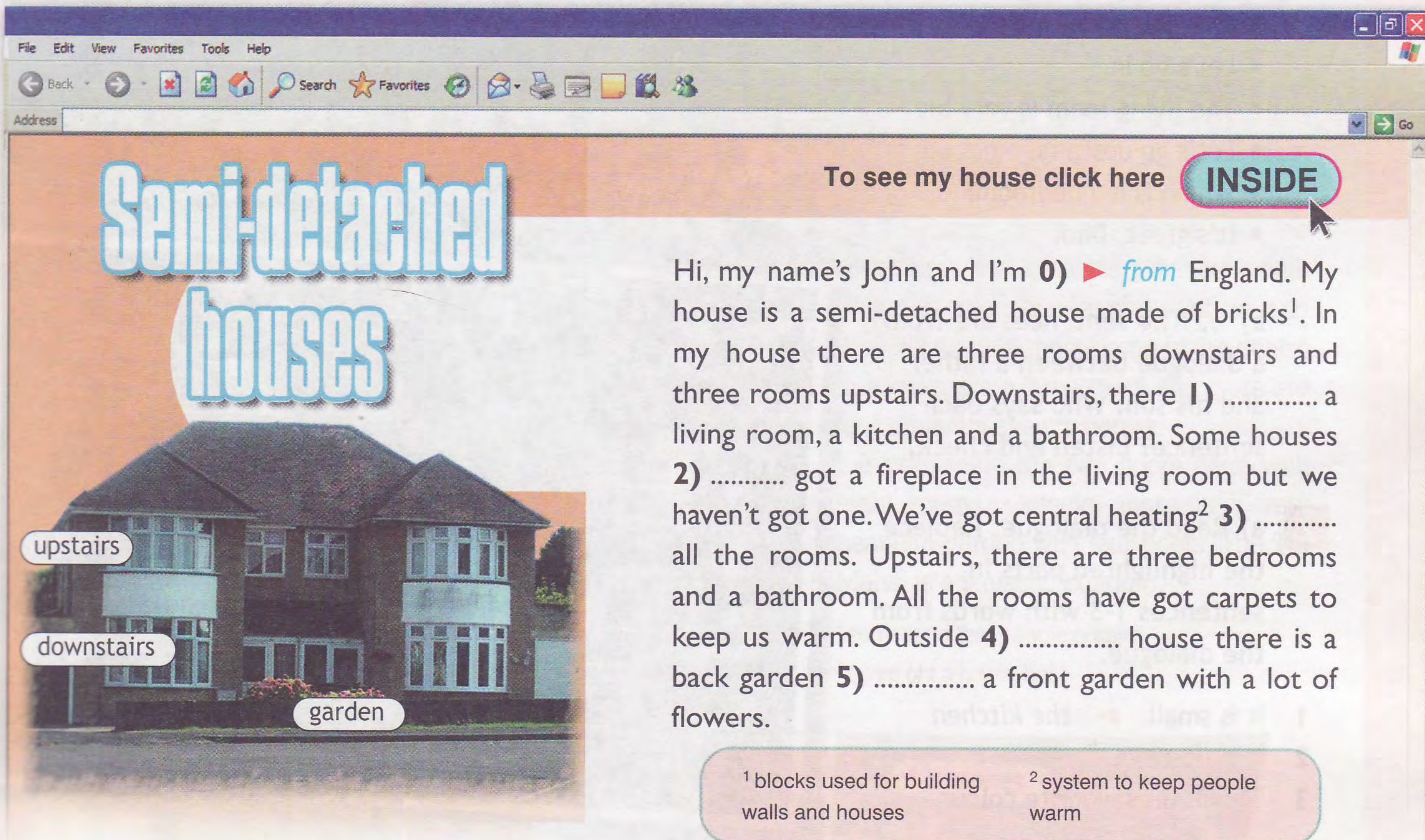
5 **Portfolio:** Write a paragraph describing your bedroom (30-50 words). Use Ex. 2 as a model.

CULTURE CORNER

A Typical English House

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

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



To see my house click here **INSIDE**

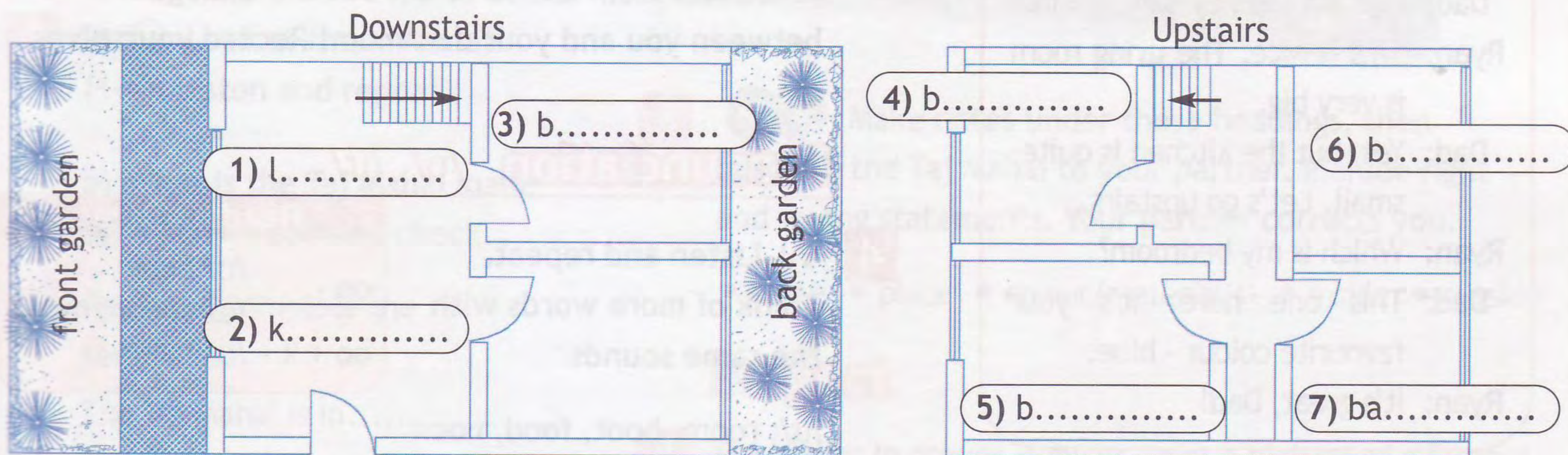
Semi-detached houses

Hi, my name's John and I'm **0**) *from* England. My house is a semi-detached house made of bricks¹. In my house there are three rooms downstairs and three rooms upstairs. Downstairs, there **1**) a living room, a kitchen and a bathroom. Some houses **2**) got a fireplace in the living room but we haven't got one. We've got central heating² **3**) all the rooms. Upstairs, there are three bedrooms and a bathroom. All the rooms have got carpets to keep us warm. Outside **4**) house there is a back garden **5**) a front garden with a lot of flowers.

¹ blocks used for building walls and houses ² system to keep people warm

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

4 Read and complete the plan below.



Project

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

English in Use 3

◆ Viewing a house

1 a) Listen and repeat.

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

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

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

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

Ryan: Which house is it, Dad?

Dad: This one. Here we are.

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

Dad: I've got the key. Let's go in.

Ryan: This is nice. The living room is very big.

Dad: Yes, but the kitchen is quite small. Let's go upstairs.

Ryan: Which is my bedroom?

Dad: This one here. It's your favourite colour - blue.

Ryan: It's great, Dad!

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

A

B



3



Portfolio: Imagine your parents want to buy a new house/flat. They take you 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.

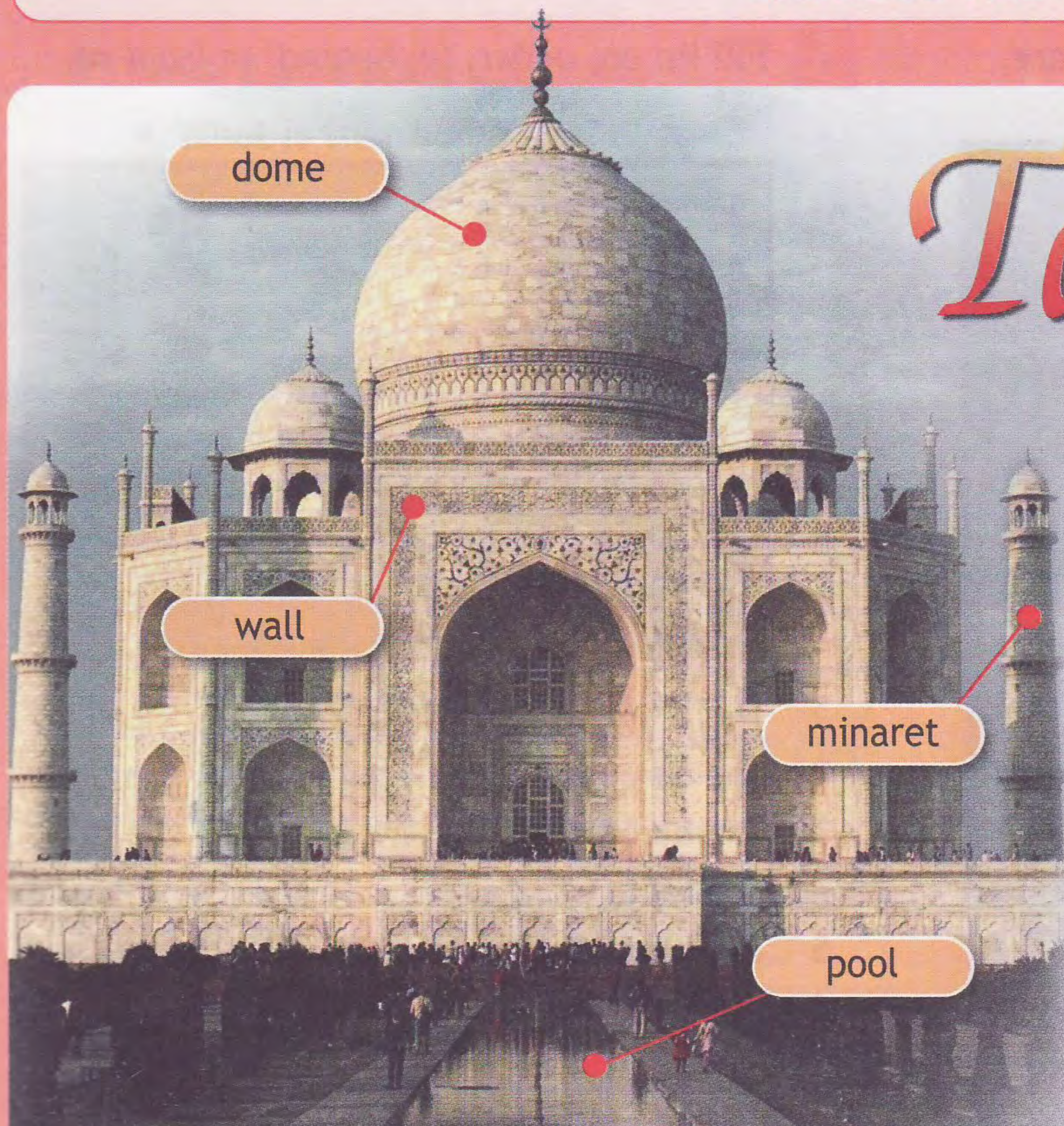
Think of more words with the same sounds.

/u:/: room, boot, food, noon

/ʊ/: cook, hook, book

Reading Rules

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



Taj Mahal

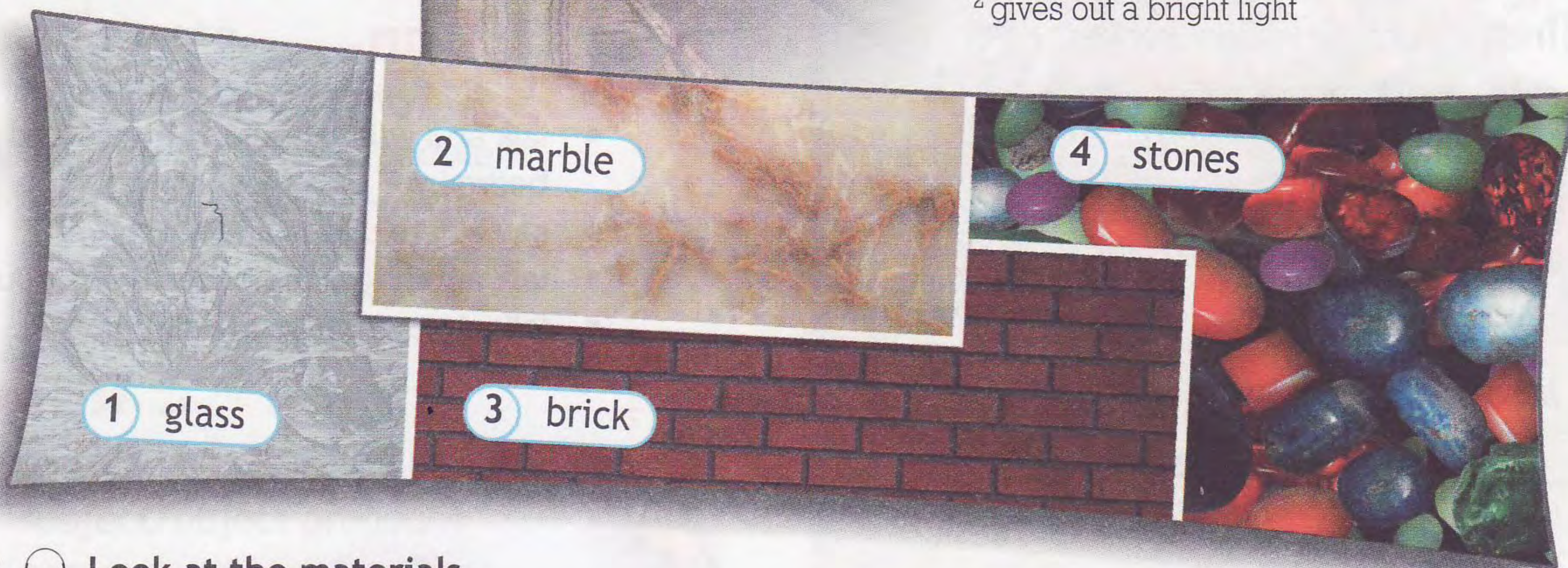
The Taj Mahal is in Agra, India. It is one of the Eight Wonders¹ of the Modern World. The palace is made of white marble and precious stones. In the sunshine, the marble shines² with different colours, like pink, yellow and grey. There is a main dome in the centre that looks like a large pearl and there 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 something that people admire

² gives out a bright light

THE MATERIALS



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

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

2 Read and complete the sentences.

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

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

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

Project

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

PROGRESS CHECK 3

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



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

(Points: $\frac{7 \times 3}{21}$)

2 Cross the odd word out.

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

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

3 Match the exchanges.

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

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

4 Write the ordinal numbers.

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

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

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



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

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

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

Now I Can...

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

... in English

Smile



◆ Before you start ...

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

◆ Look at Module 4

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a diary
- a poem
- a family tree

◆ Listen, read and talk about ...

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

◆ Learn how to ...

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

◆ Practise ...

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

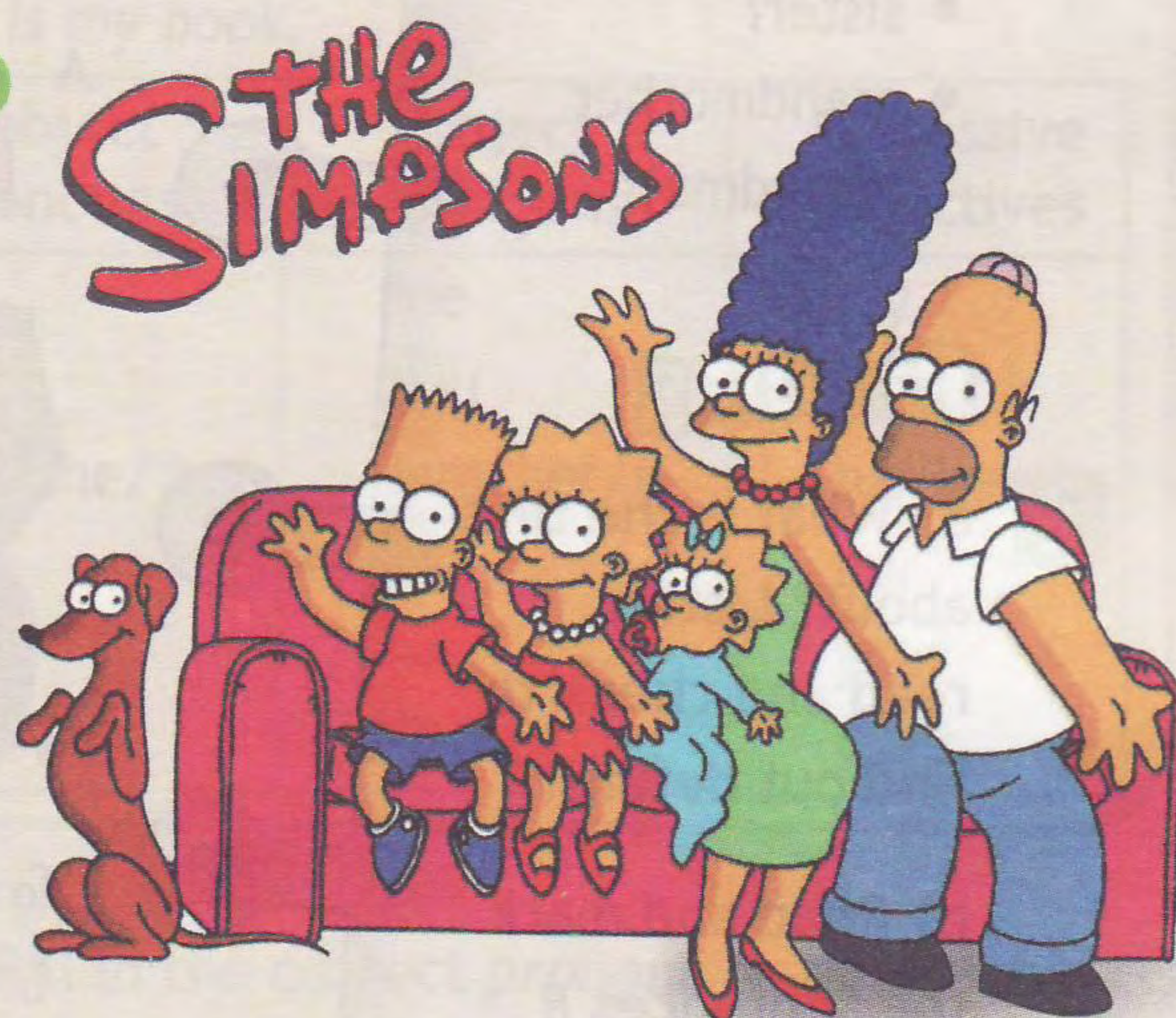
◆ Write / Make ...

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

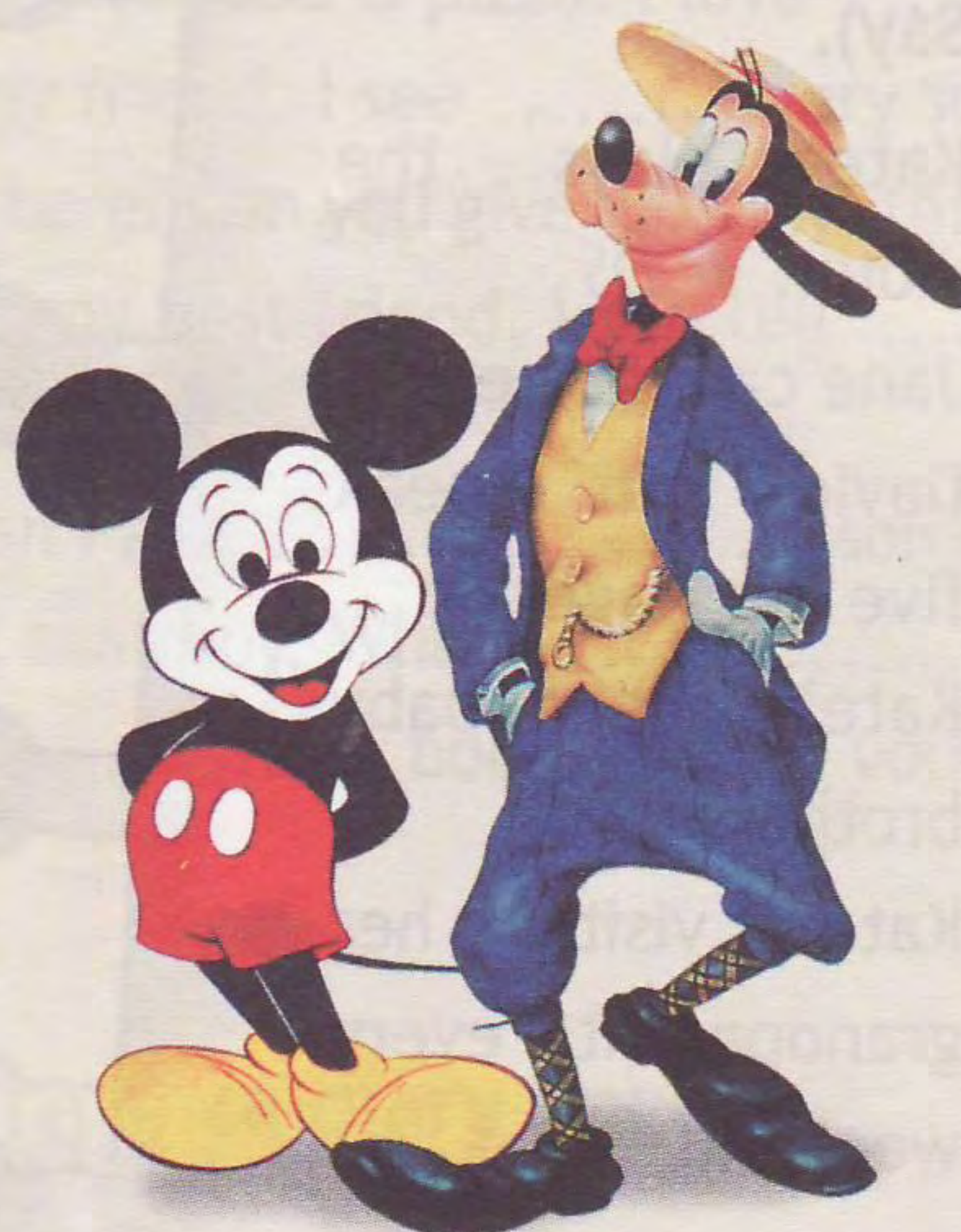
1



2



3



My family!

Vocabulary

◆ Family members

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

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

Reading

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

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

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

c) Read the text aloud.



Name: Kate Green
Age: 12

B



A



My Mum's name is Jane.

She's 35 and a music teacher. She can play the guitar. She's very clever.

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

C



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

D



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

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

E



F



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

study skills

Using word lists

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

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

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

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

► Her father is cool.

Speaking

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

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

Grammar Grammar Reference

can (ability)

5 a) Read the table.

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

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

- Jane play the guitar.
- Emma walk.
- Helen make cookies.
- David speak Russian.
- Ben make people laugh.

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

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

Object Pronouns/Possessive Adjectives

7 Read the table and the examples.

We use subject pronouns *before* the verb. *She sings well.*

We use object pronouns *after* the verb. *Listen to her!*

We use possessive adjectives *before* nouns. *This is my book.*

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

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

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

Writing (a diary page)

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

4

Who's who?

Famous Pairs

Vocabulary

◆ Appearance

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

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

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

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

▶ A: *Is he tall?*

B: *Yes, he is./No, he isn't.*

A: *Has he got red hair?*

B: *Yes, he has./No, he hasn't.*

Everyday English

◆ Asking for and giving personal information about someone

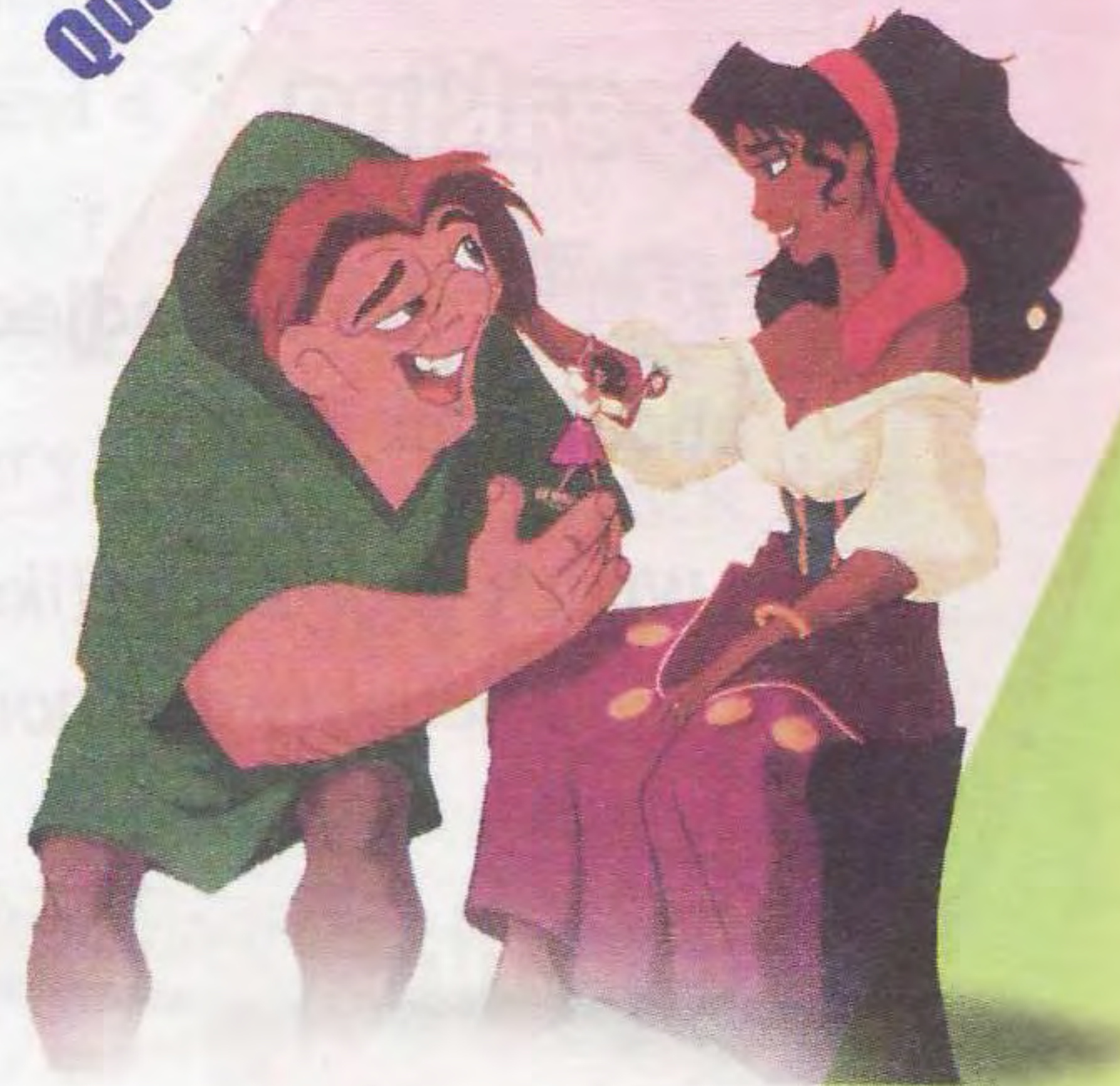
2 😊😊 Use the table below to ask and answer questions about a classmate.

Asking for information	Giving information
<ul style="list-style-type: none"> • What's his/her name? • Where's he/she from? • How old is he/she? • Has he/she got any brothers or sisters? 	<ul style="list-style-type: none"> • (His/Her name's) Tim/Tanya. • He/She's from (Russia). • He/She's twelve (years old). • Yes, he/she's got (1 brother and 2 sisters)./No, he/she hasn't./I don't know.

Fred & Wilma Flintstone



Quasimodo & Esmeralda



Mickey Mouse & Goofy



Asterix & Obelix



study skills

Completing a dialogue

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

Reading

- 3 a) Read Janet's lines in the dialogue. What is the dialogue about?
 b) Fill in the gaps (1-5) in the dialogue with the missing sentences (A-F). There is one extra sentence. Listen and check.

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

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

- c) Read the dialogue aloud.

Grammar Grammar Reference

◆ Possessive ('s/s')/whose

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

noun singular + 's

Bill's brother
 Ann's room
 Whose brother is Tony?
 Mary and Helen's.

noun plural -s + '

the boys' ball BUT
 the men's car

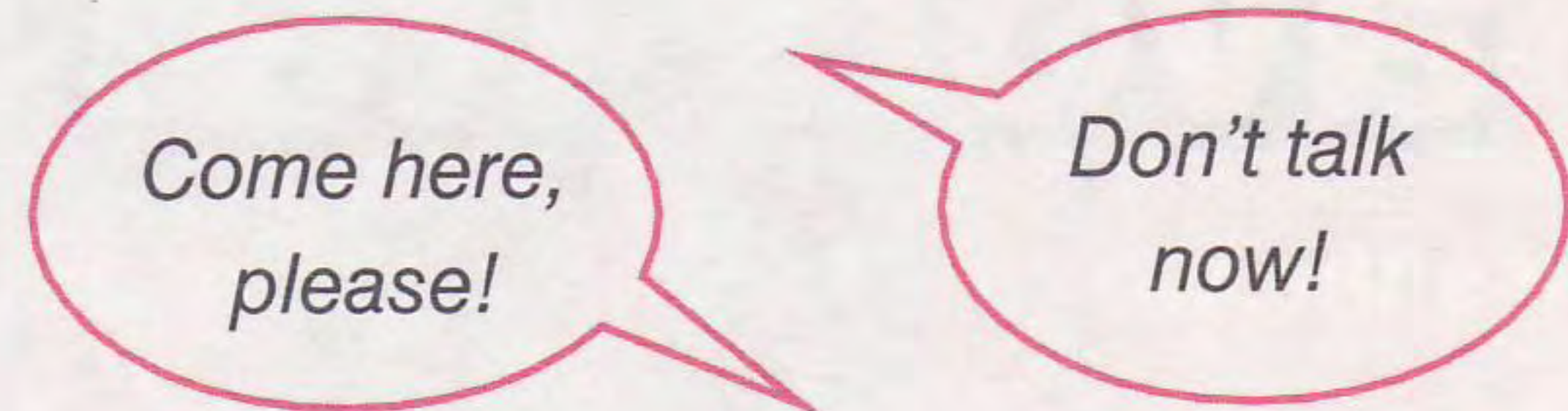
- b) Ask and answer questions.

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



◆ Imperative

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



- 6 Use the prompts to make sentences.

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

Speaking

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

Writing (a short description)

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

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

4 C

Famous people

Reading

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



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

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

SHAKIRA'S FACTS

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

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

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

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

GAME

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

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

Speaking

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

Listening

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

People	Hobbies
1 <input type="checkbox"/> Ann	A football
2 <input type="checkbox"/> Tony	B painting
3 <input type="checkbox"/> Pat	C computer games
4 <input type="checkbox"/> Bill	D cooking
5 <input type="checkbox"/> Laura	E playing the guitar
	F singing
	G dancing

Writing (the profile of a famous person)

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

CULTURE CORNER

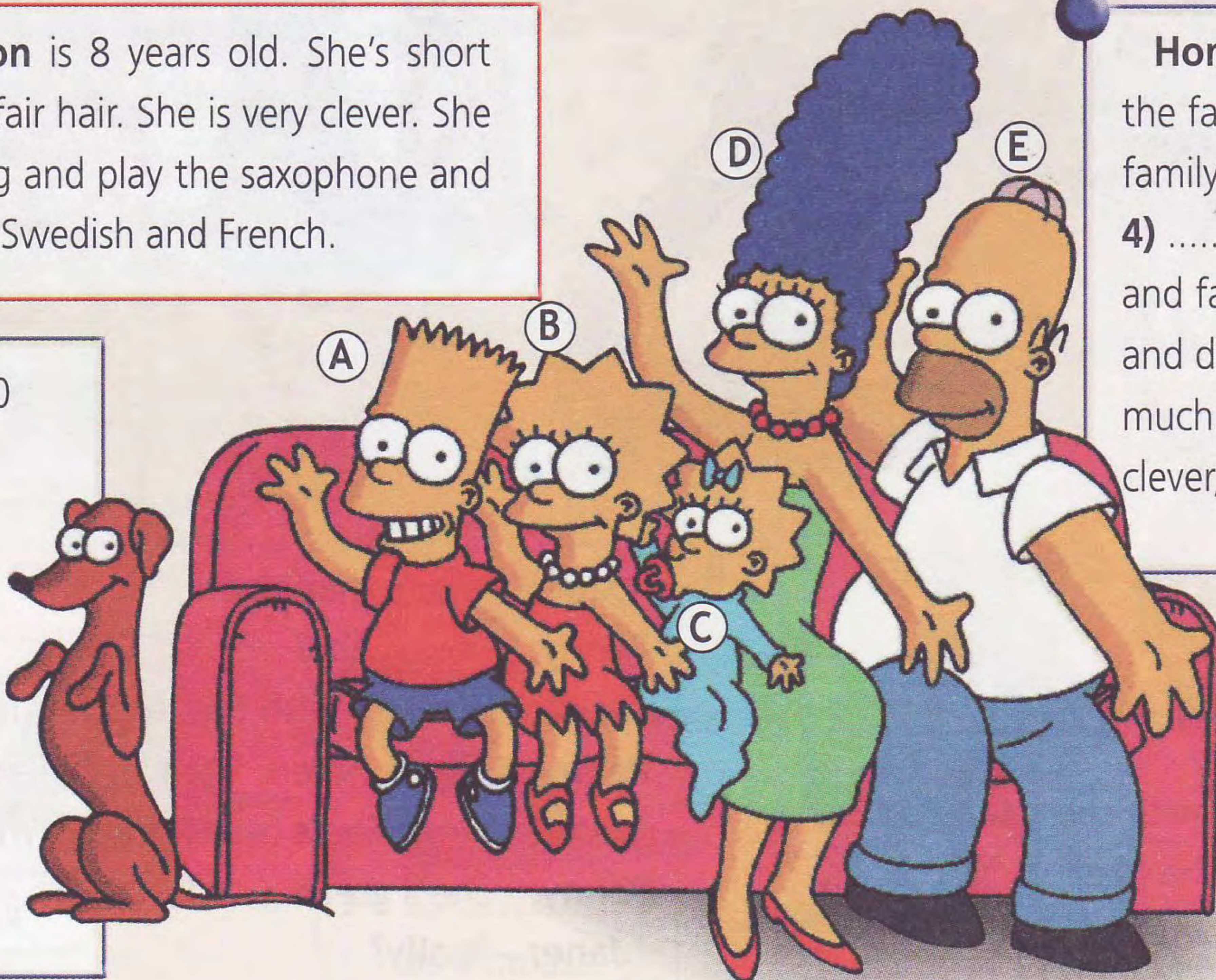
American TV Families

THE SIMPSONS

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

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

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



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

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

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

- 1 a) 🎧 Listen to the music. Does it match a cartoon or a quiz?
b) Who are *The Simpsons*? What do they look like? What are they like? Read through and check.
c) Match the pictures to the text.

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

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

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

Project

- 4 Portfolio: Make a poster about your favourite TV family in your country. Find pictures and write short descriptions. Use the text above as a model.

English in Use 4



◆ Identifying & describing people

1 a) 🎧 Listen and repeat.

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

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

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

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

B

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

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

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

Pronunciation /w/, /i:/

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

/w/ want, when, why, well,
 wow, which

/i:/ Pete, he, see, week, sweet, speak, bee

Reading Rules

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



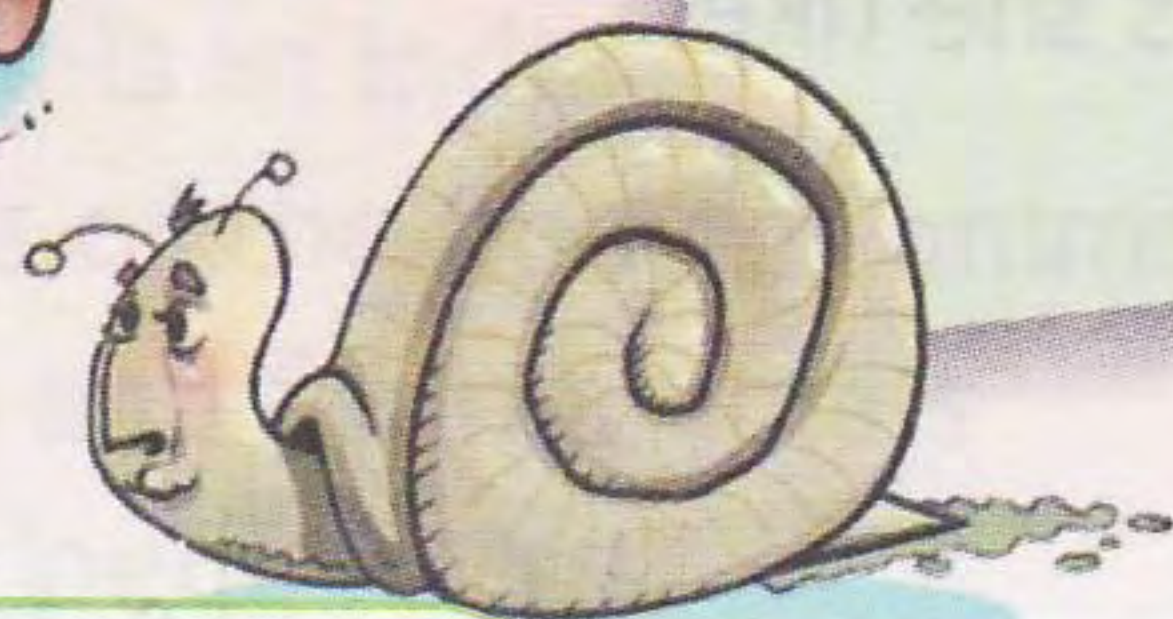
1 as
as a bee



2 as
as an owl



3 as
as a kitten



4 as
as a snail



5 as
as a mouse



6 as
as a mule



9 as
as a lamb



8 as
as a peacock



7 as
as an ox

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?

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

3 Read again. What animal similes can you find?

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

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

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

Project

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

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

PROGRESS CHECK 4

1 Look at the family tree and complete the sentences.



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

(Points: $\frac{7 \times 3}{21}$)

2 Write the opposite.

- 1 short \neq 3 big \neq
- 2 thin \neq

(Points: $\frac{3 \times 3}{9}$)

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

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

(Points: $\frac{10 \times 2}{20}$)

4 Circle the correct answer.

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

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

5 Make sentences using *the imperative*.

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

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

6 Match the questions to the answers.

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

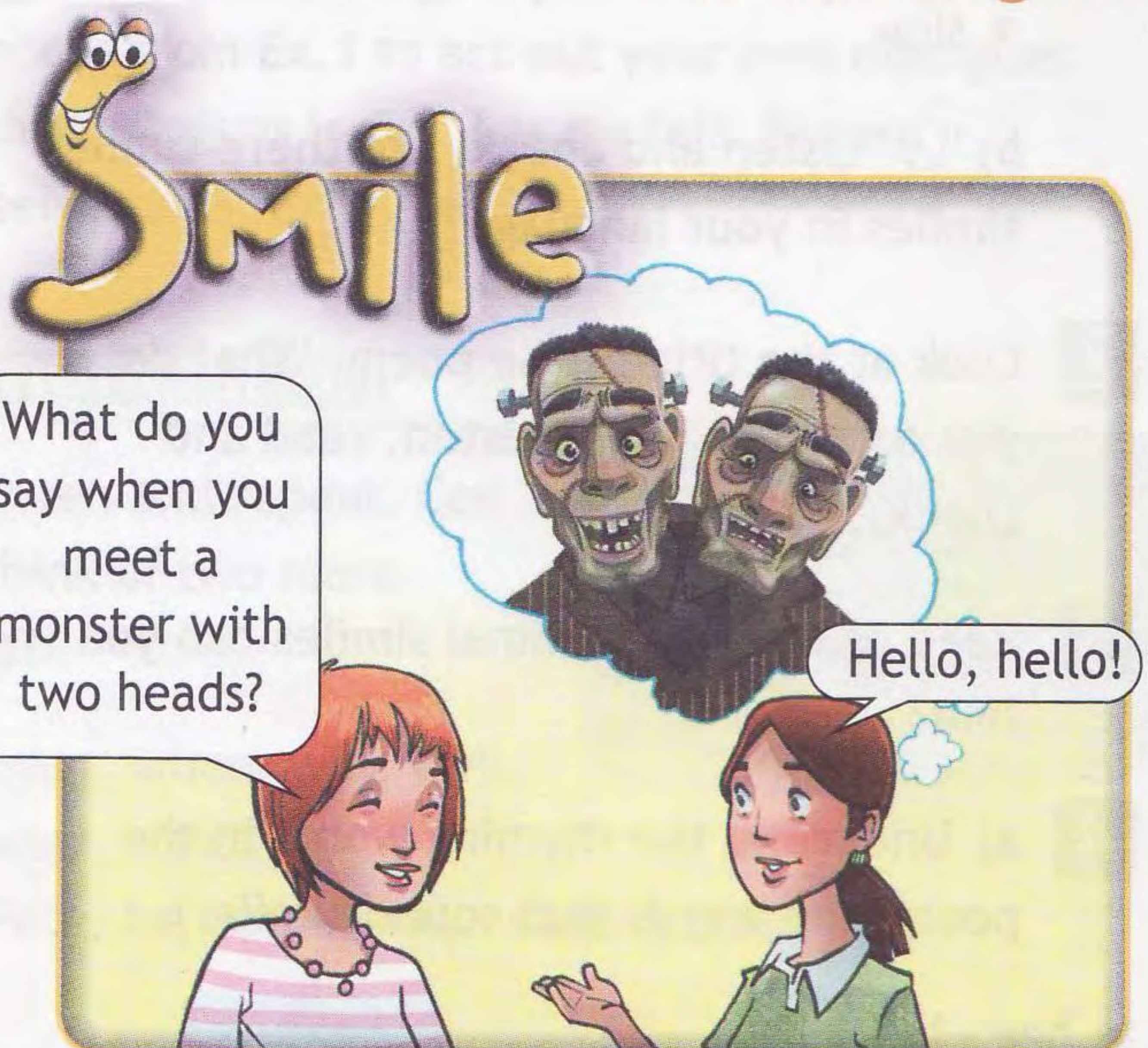
(Points: $\frac{5 \times 4}{20}$)

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

Now I Can...

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

... in English



◆ **Before you start ...**

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

◆ **Look at Module 5**

- Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

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

◆ **Listen, read and talk about ...**

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

◆ **Learn how to ...**

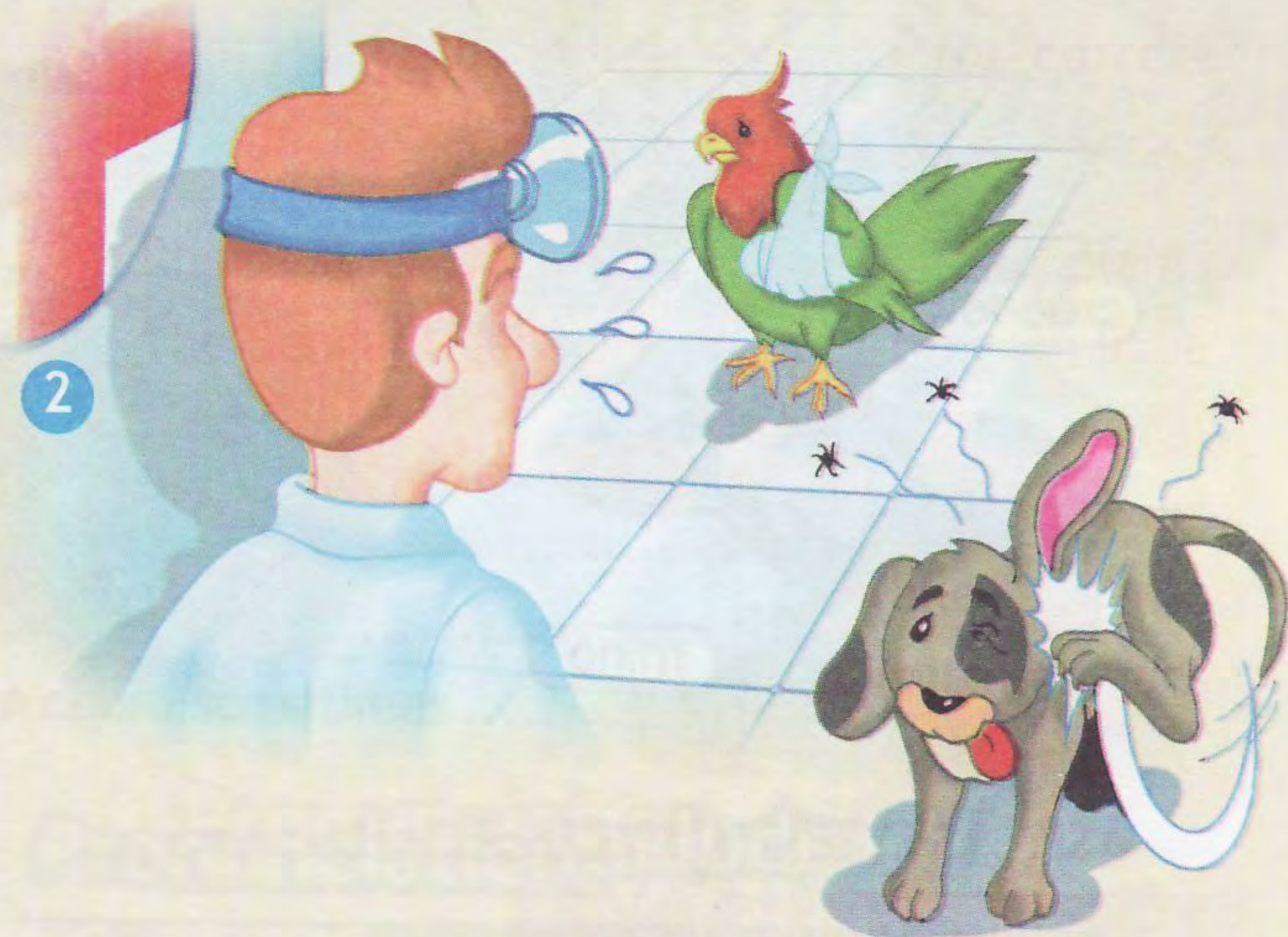
- find out about things
- fill in an advertisement
- describe your pets and their illnesses
- become a garden detective

◆ **Practise ...**

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

◆ **Write / Make ...**

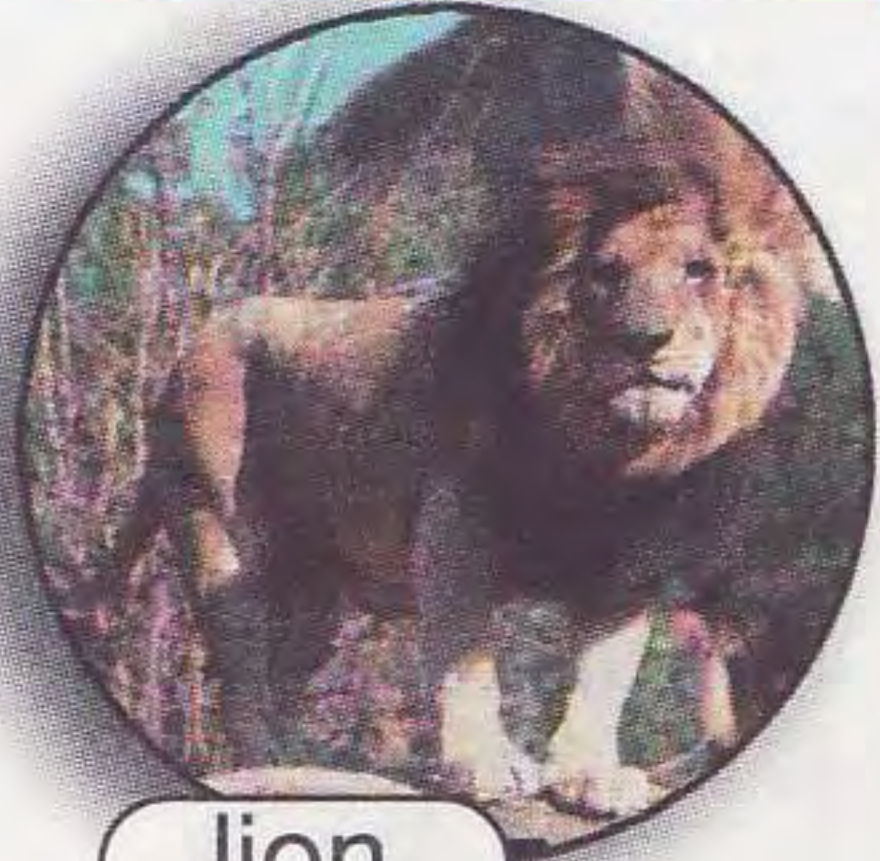
- a poster of animals in your country
- a paragraph about a wild animal
- a description of your pet for a chat forum
- a fact file about an animal in your country



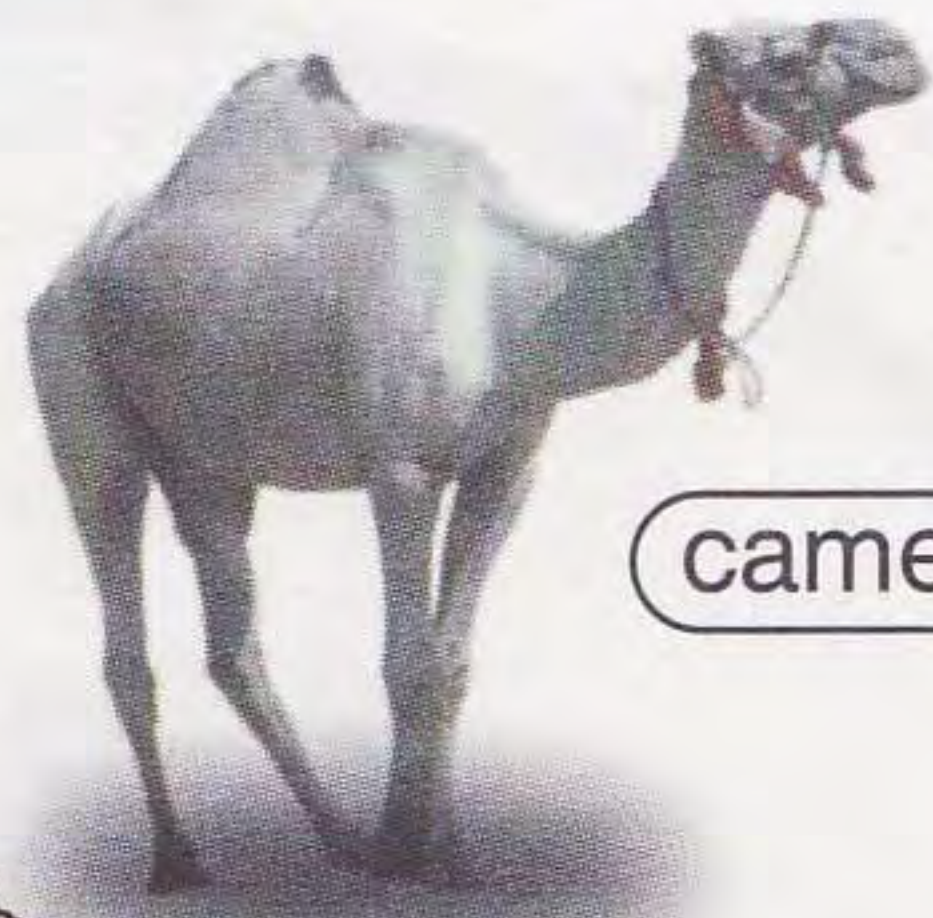
5

a

Amazing creatures



lion



camel



elephant

PAKISTAN

CHINA

NEPAL

INDIA



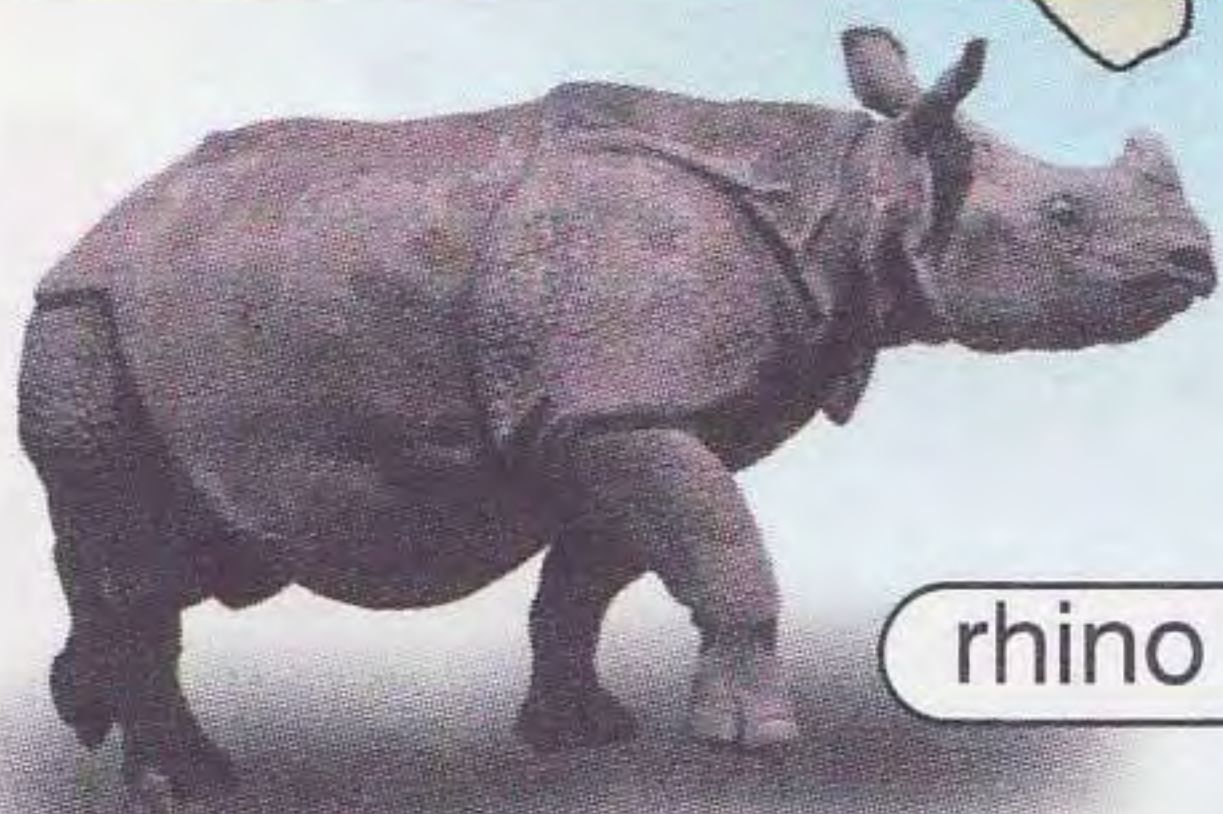
leopard



crocodile



cobra

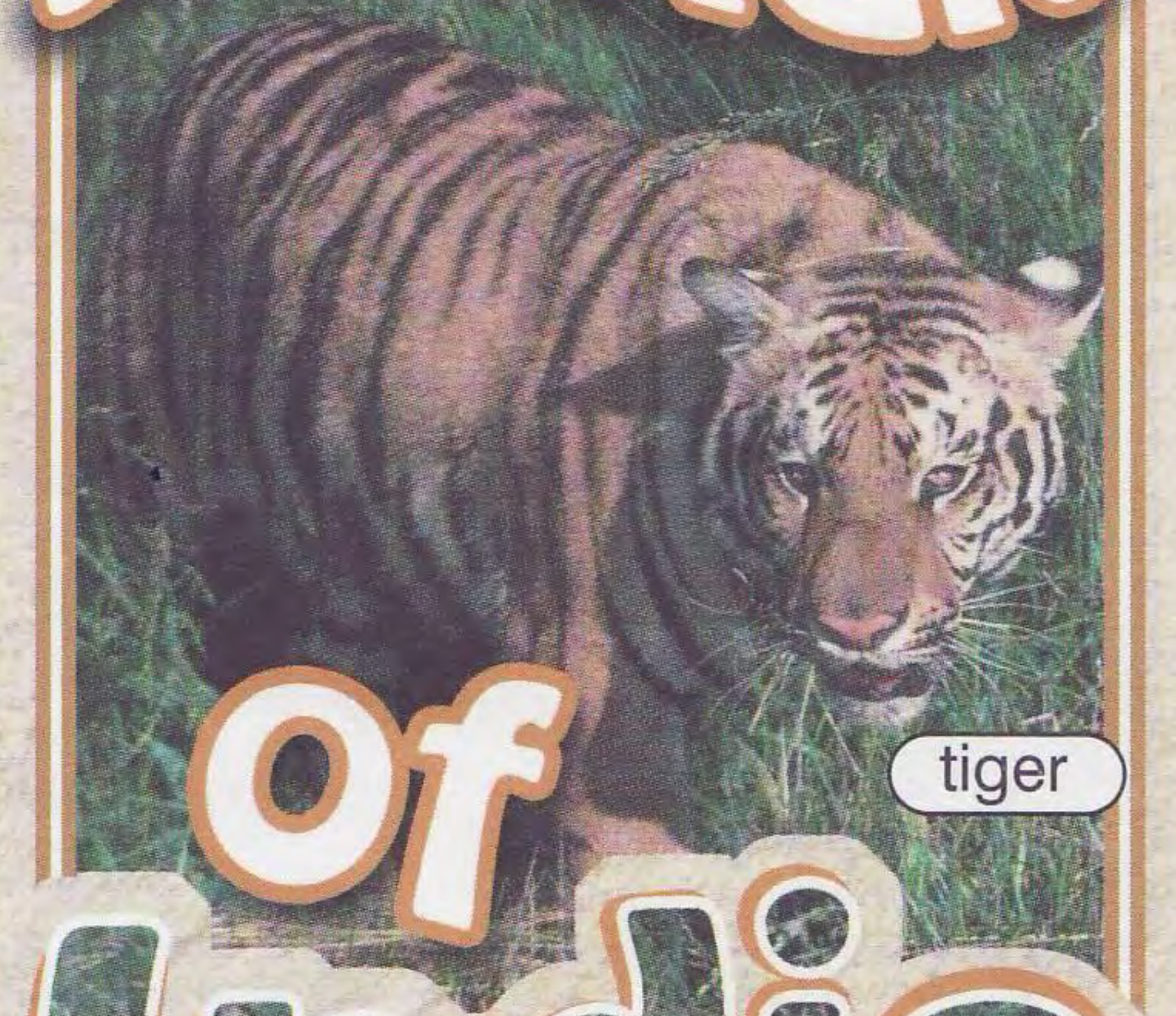


rhino



deer

animals



tiger

Of India

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

Vocabulary

◆ Animals

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

study skills

Learning new words

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

Reading

- 3 Look at the title of the text. What animals do you think it is about?
- 4 a) Think of two questions you can ask about Indian animals. Listen and read. Can you answer them?
b) Read and find the name(s) of:
 - three countries
 - five animals
 - five colours
 - five other adjectives

Explain the words in bold.

Speaking

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

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

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

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

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

Grammar Grammar Reference

◆ Present Simple (affirmative)

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

Use

Present simple:

permanent states *He **plays** football on Mondays.*

repeated actions *He **lives** in Russia.*

habits *I **have** coffee in the morning.*

I run

we run

you run

you run

he/she/it runs

they run

3rd Person Singular

Spelling rules

verb + s

I eat - he eats, I like - he likes

verb -ss/-sh/-ch/-x/-o + es

I go - he goes, I wash - she washes

verb ending in a consonant y → -ies

I cry - he cries but I say - he says


- 7** Write the third person singular.

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

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

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

Pronunciation /s/, /z/, /ɪz/

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

Reading Rules

/f/, /k/, /p/, /t/ - /s/ laughs

/s/, /ʃ/, /tʃ/, /dʒ/, /z/ - /ɪz/

misses

other sounds - /z/ plays

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

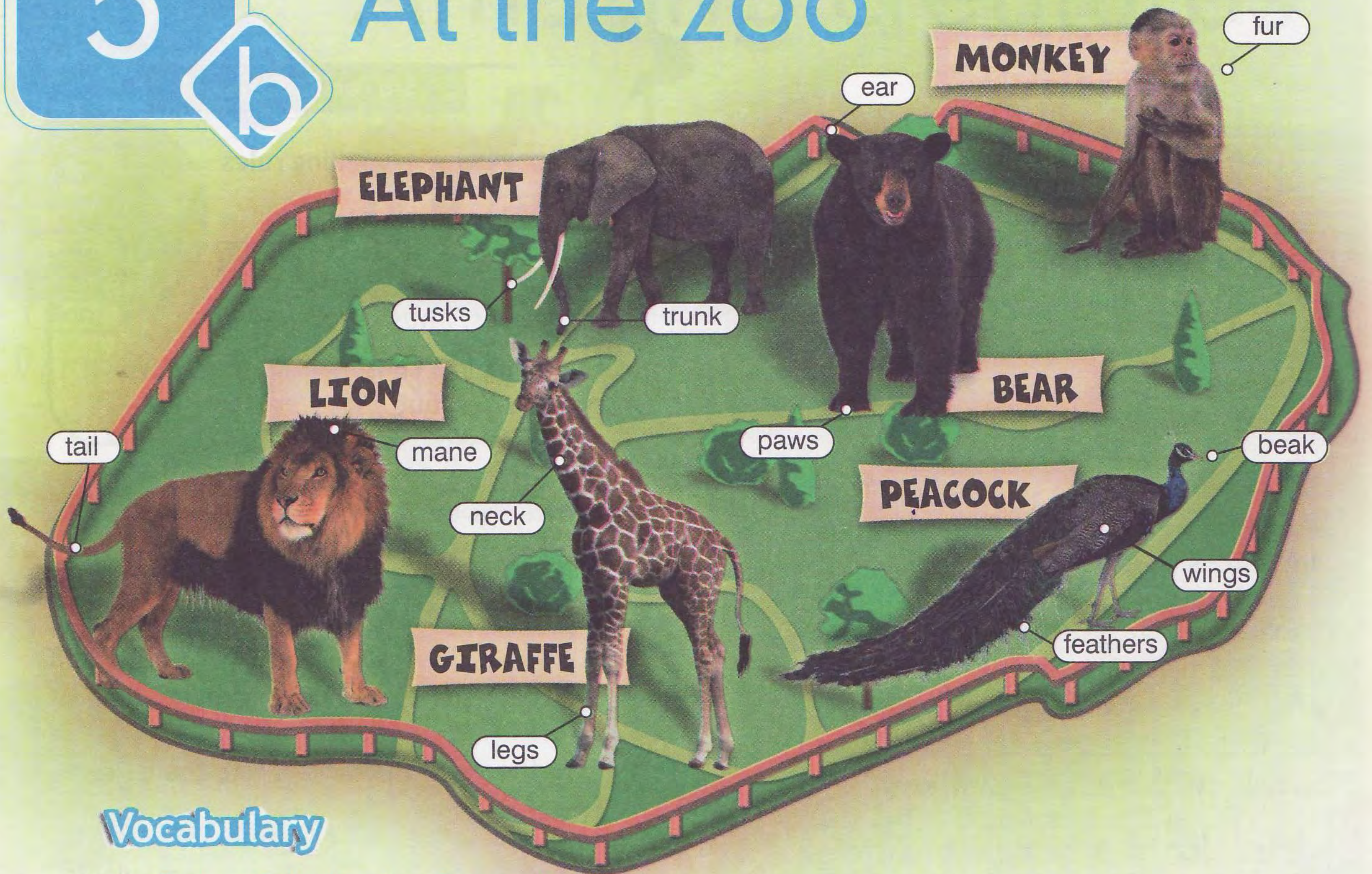
Writing (a poster)

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

5

b

At the zoo



Vocabulary

◆ Parts of the body of an animal

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

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

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

long ≠ short big ≠ small thin ≠ thick

- ▶ A: Which animal has got a long neck?
B: The giraffe.

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

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

Reading


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

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

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

5 a) Find the words in the dialogue for the underlined pronouns.

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

b)  Read the dialogue aloud.

Grammar Grammar Reference

◆ Present Simple (negative & interrogative)

6 Read the table. Find examples in the dialogue.

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


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

Short answers

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

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

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

b)  Ask and answer.

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

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

GAME

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

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

Listening

8  Listen and complete the advertisement.

VISIT LONDON ZOO

for a great 0) ► *family* day out!

Address: Regent's 1), London


Opening Times: 2) am – 4:00 pm closed 3) Day

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

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



Speaking

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

Writing (a paragraph about a wild animal)

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

5 C

My pet

Vocabulary

Pets & Farm animals

- Look at the pictures. Listen to the sounds and say which animal it is.
 - List the animals under the headings:

PETS **FARM ANIMALS**

Reading

- Read the title of the text. What is the text about? Listen, read and check.
 - Read again. What pet has each person got? What are their pets' names?
- Underline all the *present simple* verb forms. Explain their meanings.

Speaking

- 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)

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

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



Home - Microsoft Internet Explorer

Chatforum.com

the forum general

Pages: 1, 2, 3

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?

Internet zone

CULTURE CORNER

Furry Friends

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

Cute Little Animals- Koalas

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

Did you know that...

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

They have got big round ears and a black nose.

They have got grey fur.

They eat eucalyptus leaves.

They have got sharp claws for climbing.

They have got short, strong arms and legs.


They live in trees.



- 2 Read again and complete the fact file.

Fact File

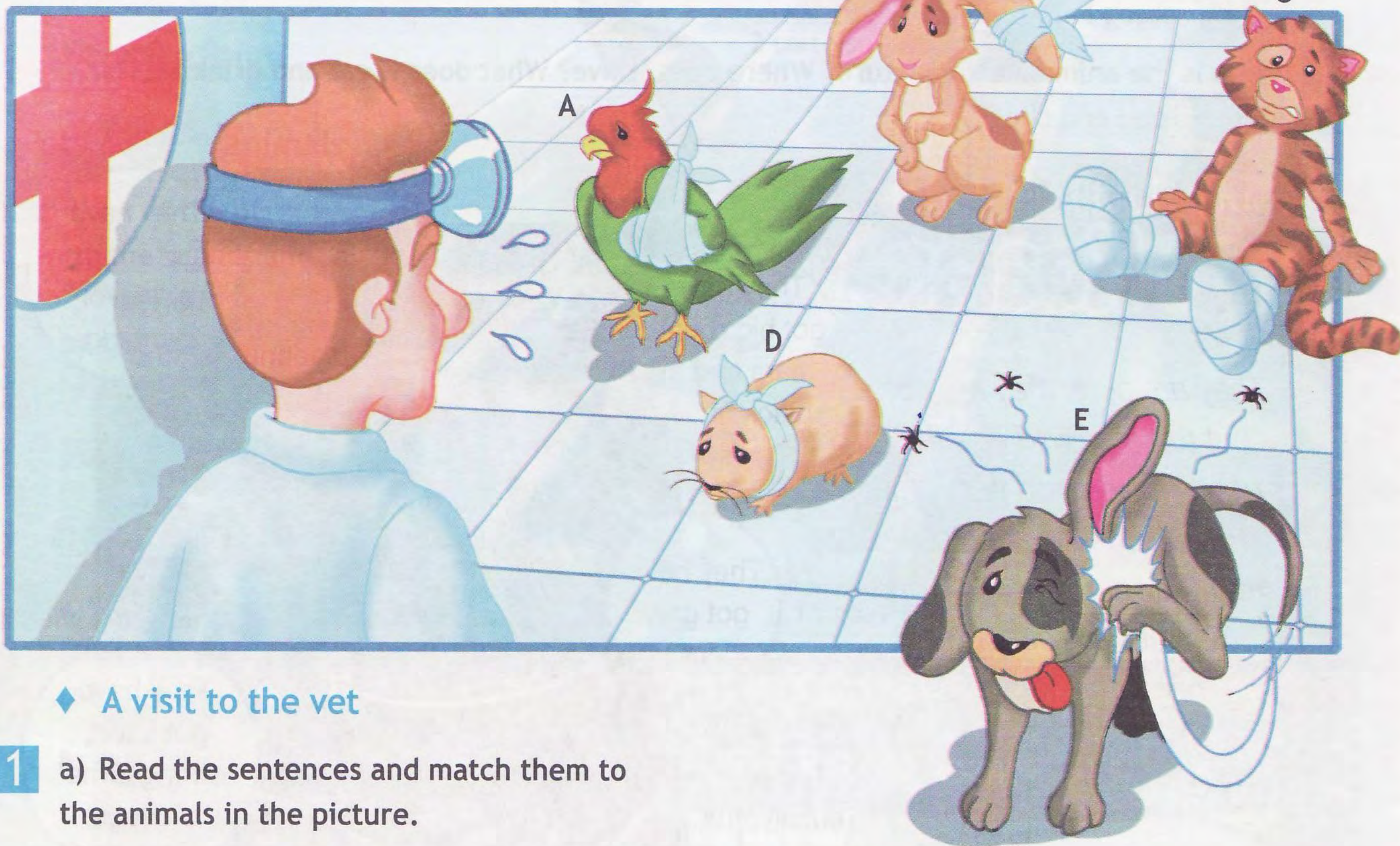
Animal:	Koala
Face:	1 <input type="text"/>
Body:	2 <input type="text"/>
Colour:	3 <input type="text"/>
Home:	4 <input type="text"/>
Food:	5 <input type="text"/>

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

Project

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

English in Use 5



◆ A visit to the vet

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

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

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

2 🎧 Listen and repeat.

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

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

4 Answer the questions.

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

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

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

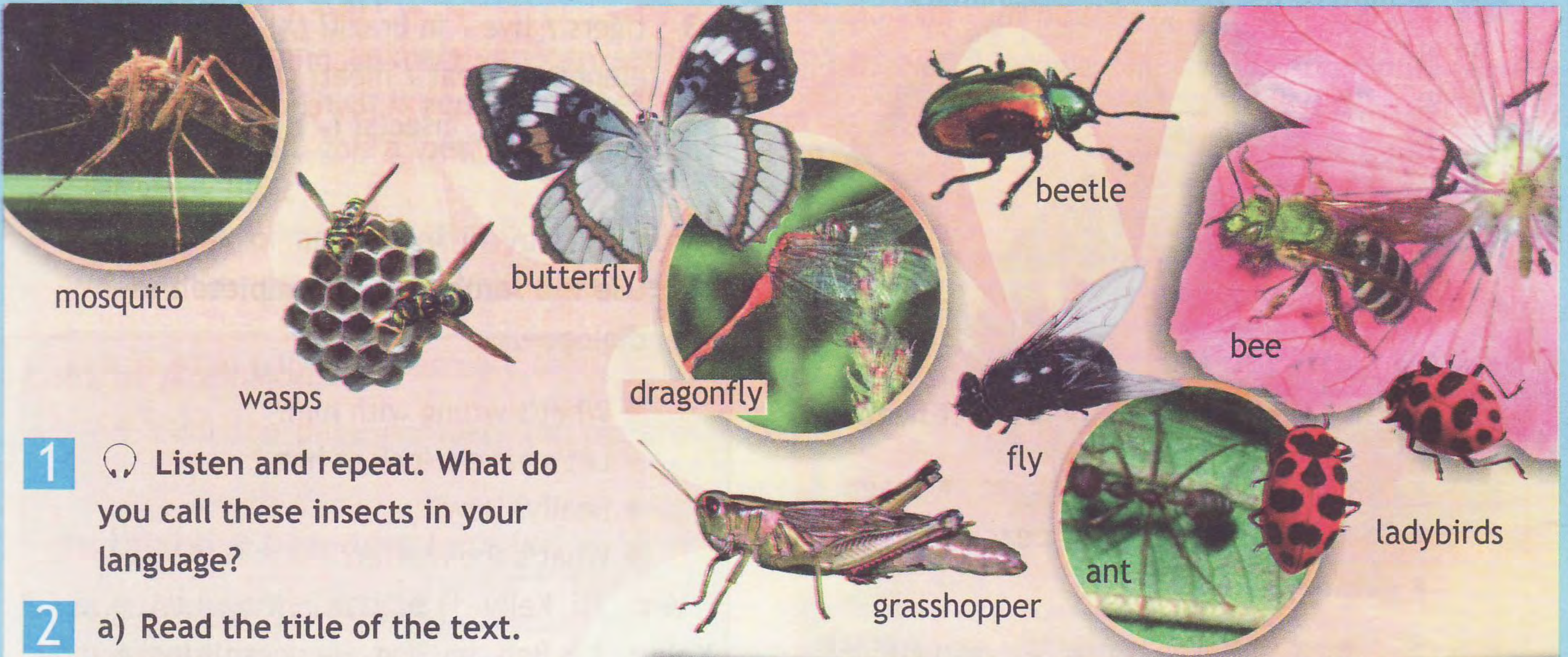
Pronunciation /e/, /ɜ:/

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

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

Reading Rules

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



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

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

b) Read the text and answer the questions.

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

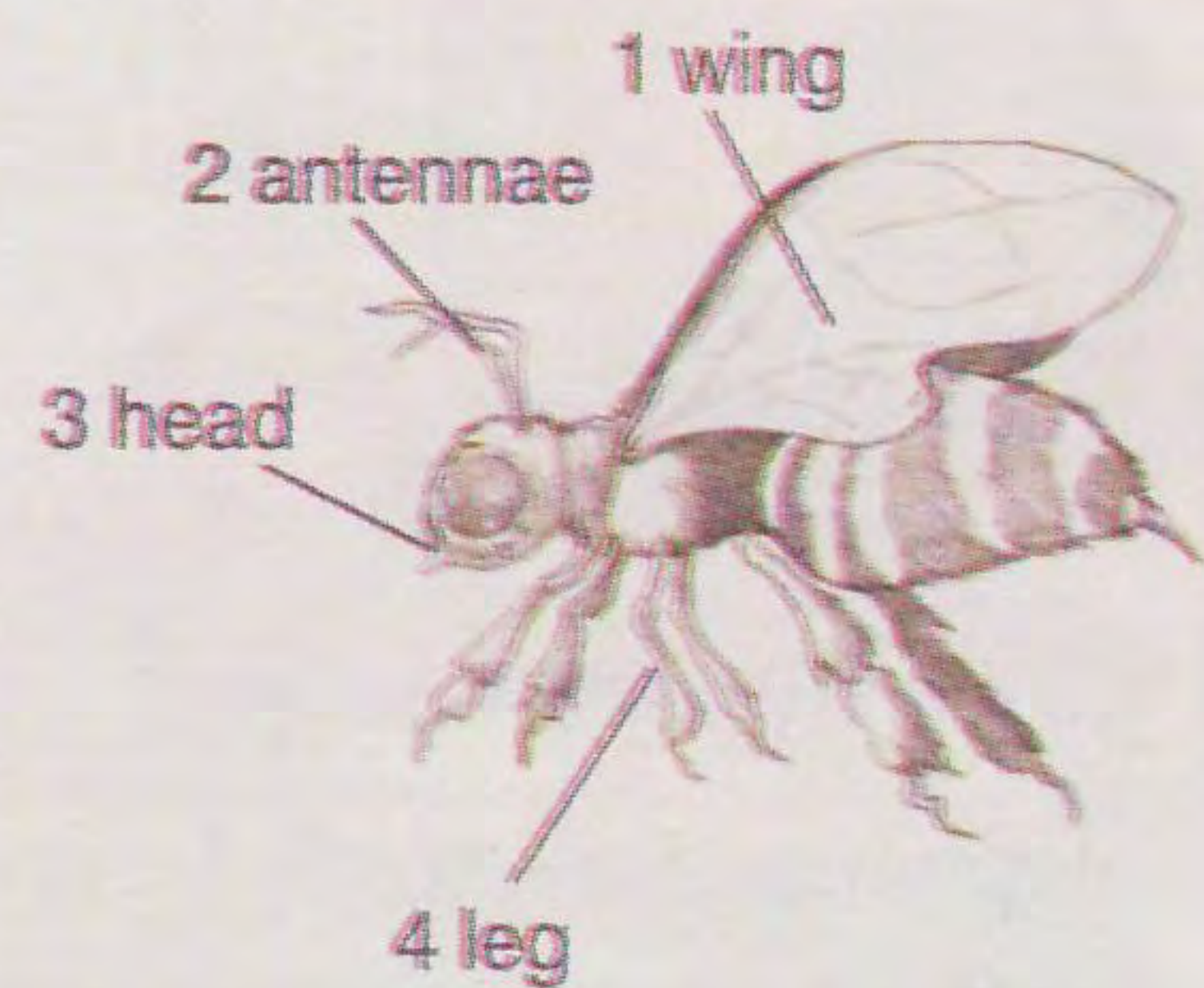
3 Which facts from the text do you find interesting? Tell the class.

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



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

It's an insect's life!



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

Insects are really important. They keep our gardens clean because they eat dead leaves and other waste¹. 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: $\frac{5 \times 4}{20}$)

2 Put the animals under the correct heading.

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

pets	farm animals	insects	zoo animals

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

3 Circle the odd one out.

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

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

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

- 1 plays / on / football / He / Mondays.
- 2 Brazil / in / lives / He.
- 3 live / trees / in / Monkeys.
- 4 plants / Rhinos / eat.
- 5 A / bites / cobra / humans.

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

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

- 0 you / like / tigers (X)
 - ▶ Do you like tigers?
 - No, I don't.
- 1 she / eat / vegetables? (✓)

- 2 they / like / the animals? (✓)
- 3 tigers / live / in Brazil? (X)
- 4 elephants / eat / meat? (X)
- 5 birds / eat / insects? (✓)

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

6 Use the sentences to complete the dialogue.

- 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)

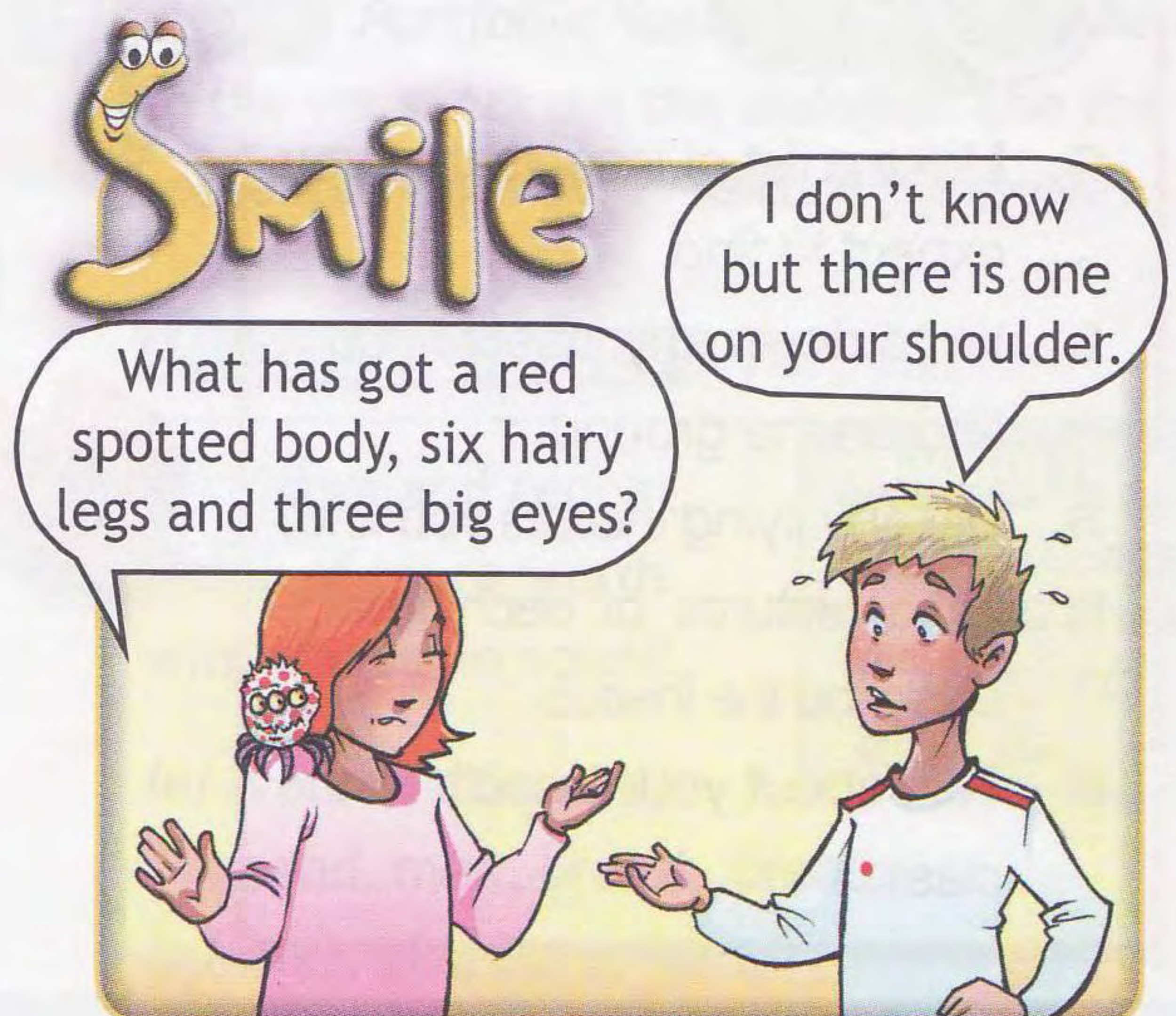
(Points: $\frac{4 \times 5}{20}$)

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

Now I Can...

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

... in English



◆ **Before you start ...**

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

◆ **Look at Module 6**

- Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

- an Internet article
- an email
- a street scene

◆ **Listen, read and talk about ...**

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

◆ **Learn how to ...**

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

◆ **Practise ...**

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

◆ **Write / Make ...**

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



6 a

Wake up!



Vocabulary

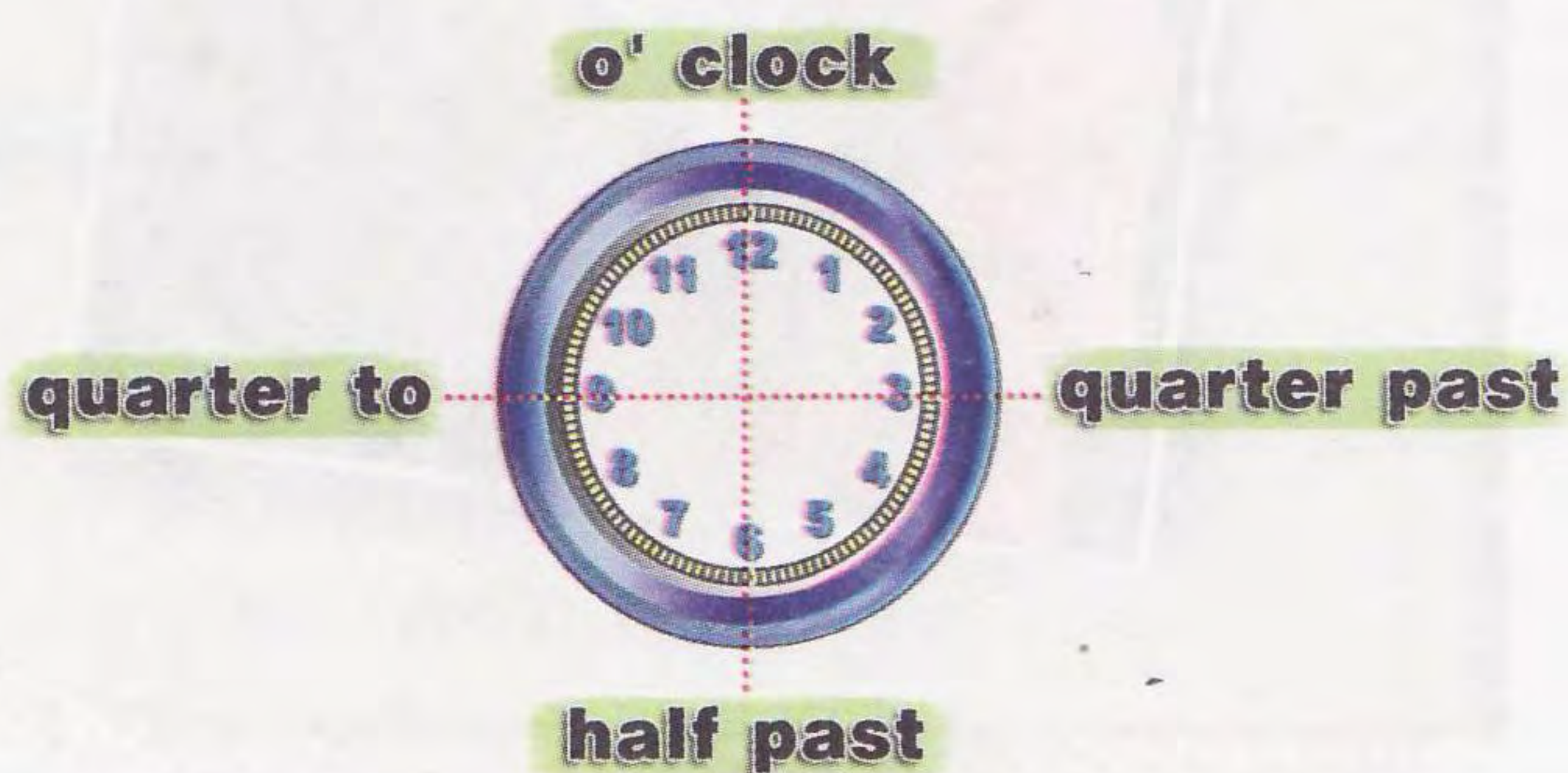
Daily activities

- 1 a) Look at the pictures. What does Sally do *in the morning/afternoon/evening*?
- b) What's your daily routine?

Everyday English

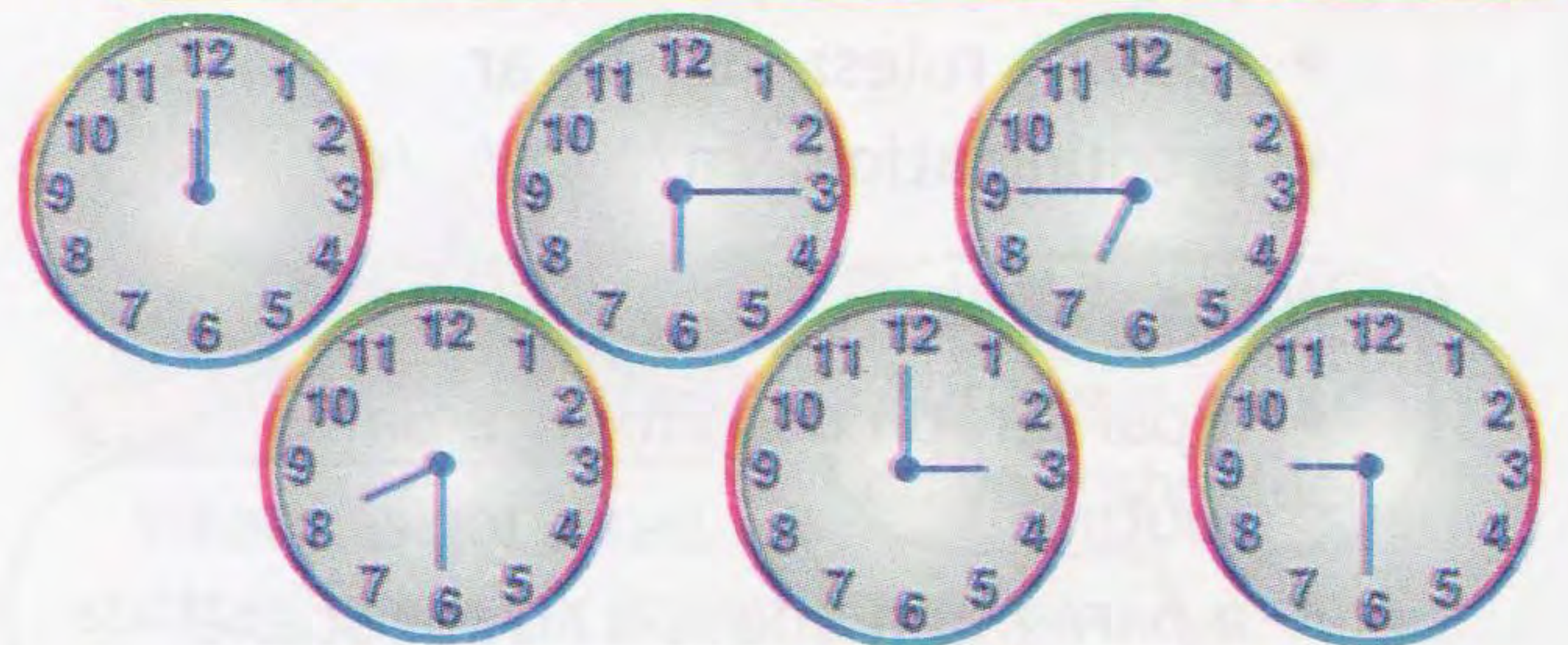
Asking about/Telling the time

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



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

Asking	Telling
<ul style="list-style-type: none"> What time is it, please? Have you got the time, please? Excuse me, what's the time, please? 	<ul style="list-style-type: none"> It's five o'clock. It's half past five. It's quarter past six.



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

GAME

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

Lara Croft



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

In the morning ...

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

In the afternoon ...

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

In the evening ...

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

Reading

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

Study skills

Completing a text

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

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

Speaking

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

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

Grammar Grammar Reference

- ◆ Adverbs of frequency (*always, usually, often, sometimes, never*)

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

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

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

► *I never go jogging.*

◆ Prepositions of time

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

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

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

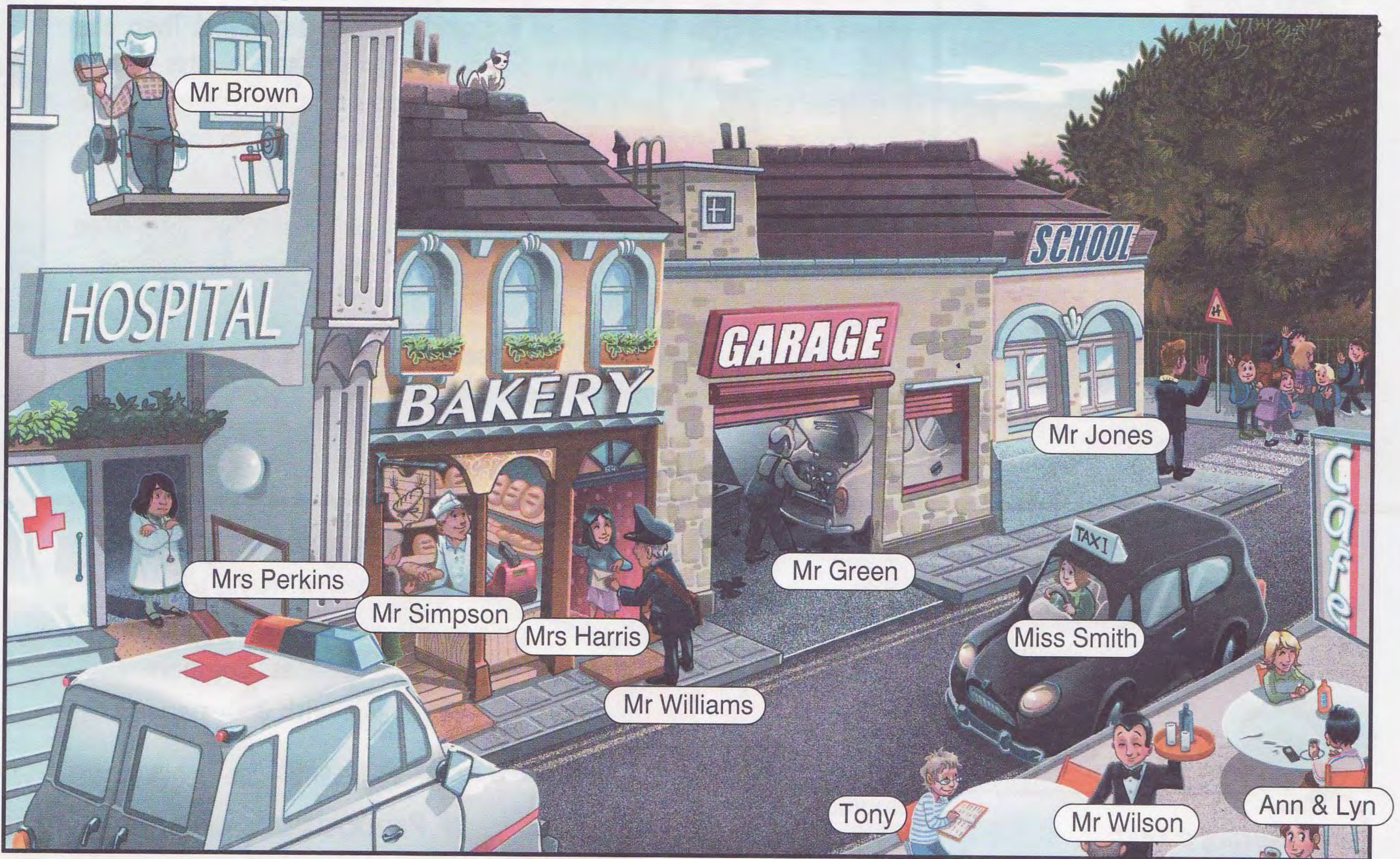
Writing (a paragraph describing a daily routine)

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

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

6 b

At work



Vocabulary

◆ Jobs

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

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

► Mr Brown is a painter.

- 2 What are the people doing?

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

► Tony is reading a book.

Reading

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

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

James: Hi, Mike! What are you doing?

Mike: I'm waiting for my dad. He's painting this hospital.

James: Is he a painter?

Mike: Yes, he is. I sometimes meet him after school, then we catch the bus home. What does your dad do?

James: He's a teacher. Look! There he is, across the road. He is waving goodbye to the children. We usually walk home together. Come and meet him!

Mike: OK, and then you can meet my dad!

James: OK, let's go!

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

Grammar Grammar Reference

◆ Present Continuous

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

Present Continuous

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

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

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

walk - walking dance - dancing swim - swimming

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

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

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

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

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

Study skills

Listening: multiple matching

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

Listening

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

Children	Jobs
0 <input type="checkbox"/> F Karen	A teacher
1 <input type="checkbox"/> James	B nurse
2 <input type="checkbox"/> Mark	C mechanic
3 <input type="checkbox"/> Jane	D baker
4 <input type="checkbox"/> Andy	E postman
5 <input type="checkbox"/> Sarah	F doctor
	G waiter
	H pilot

Pronunciation /ŋ/

9 Listen and repeat.

Reading Rules
ing - /ŋ/
reading

sitting, reading, coming, playing, working, eating

Speaking

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

Writing (a paragraph)

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

6 C

Weekends



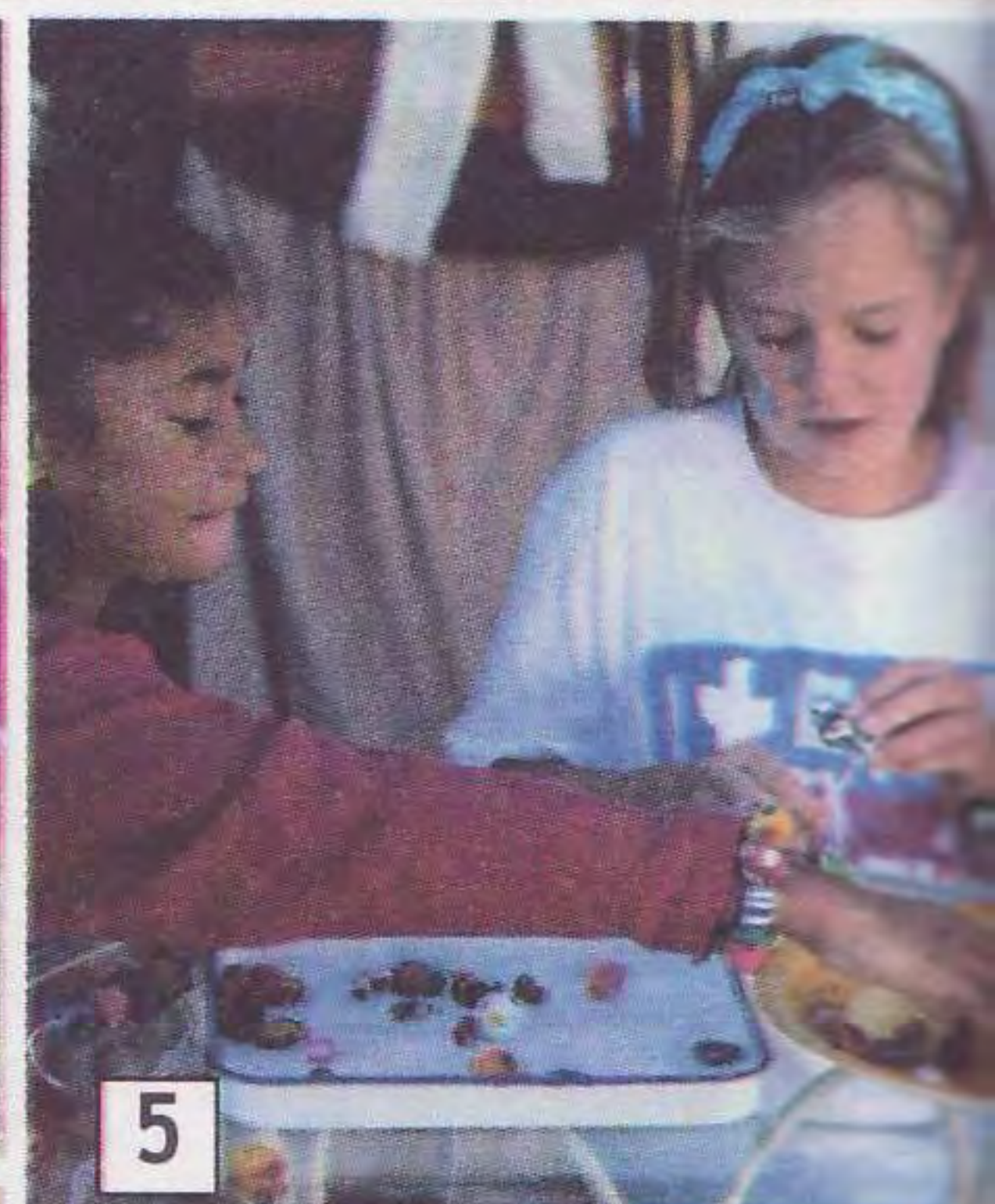
Vocabulary

◆ Activities

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

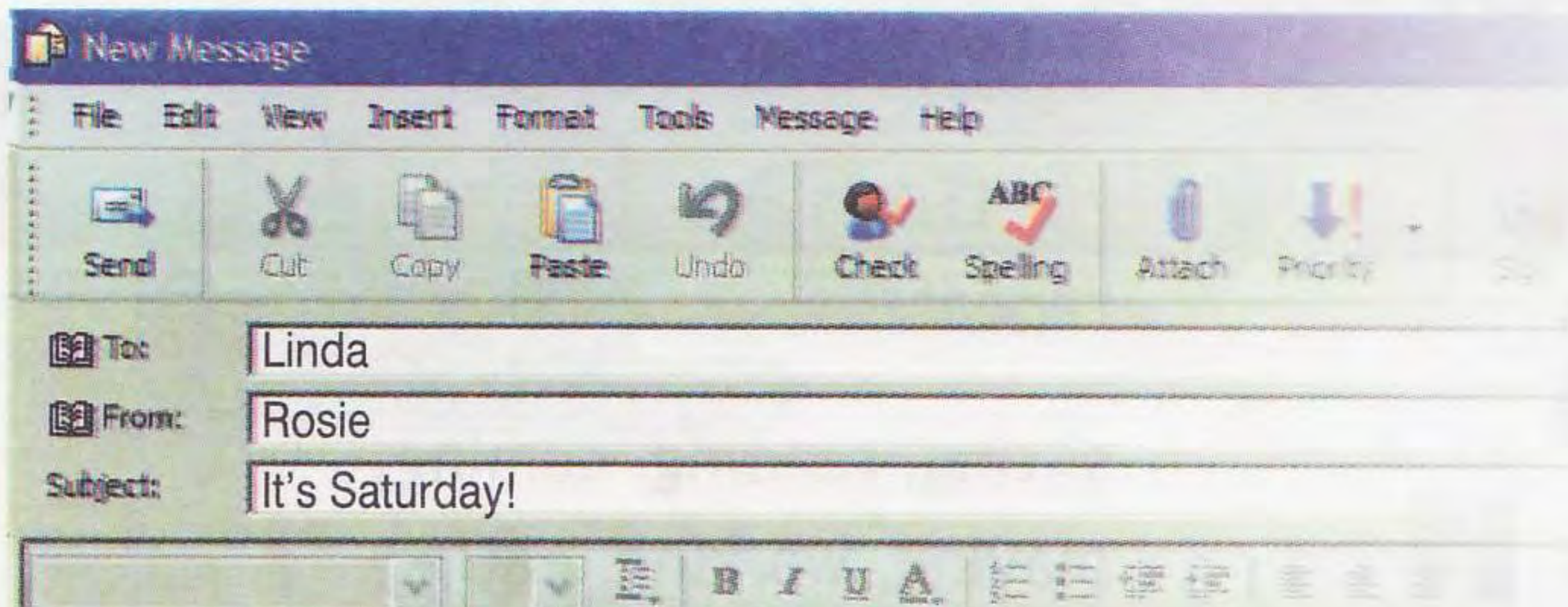
- write an email
- wash the dog
- play with a friend
- make a phone call
- work in the garden
- plant flowers
- drink coffee

▶ **1** *She is writing emails.*



Reading

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



Hi, Linda!

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

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

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

Love,
Rosie

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

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

b) How does Rosie begin and end her email?

Speaking

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

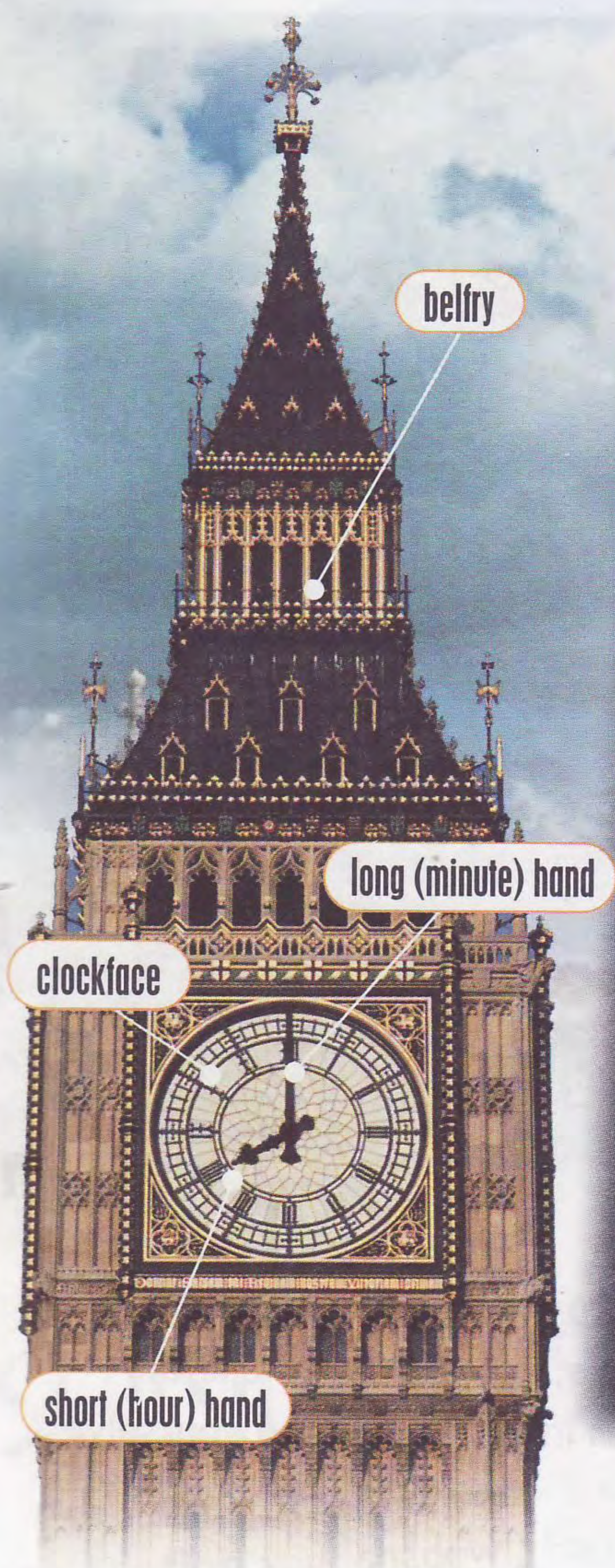
- ▶ *A: I usually send emails but I never work in the garden.*
B: My dad sometimes ...

Writing (an email about what your family are doing)

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

CULTURE CORNER

Landmarks



TOP Tourist Attractions

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

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

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

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

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

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

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

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


Project

5 *Portfolio:* Find information about a famous landmark in your country and write a short text about it. You can include:

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

English in Use 6

◆ Making suggestions

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

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

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

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

A **Matt:** Hi, Jenny. Are you free this afternoon?

Jenny: Why?

Matt: Let's go shopping! I want to buy some new football boots.

Jenny: Sorry, I'm busy this afternoon. How about going tomorrow?

Matt: Sure, that's a good idea.

Jenny: OK, see you at 5 o'clock then.

B **David:** Hello, Sally. What are you doing?

Sally: Nothing, really.

David: Why don't we go jogging in the park?


Sally: No, thanks. I'm very tired. How about going for a coffee?

David: Sounds great!




b) Read the dialogues aloud.



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

Pronunciation /ɔ:/, /ɑ:/

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

Reading Rules

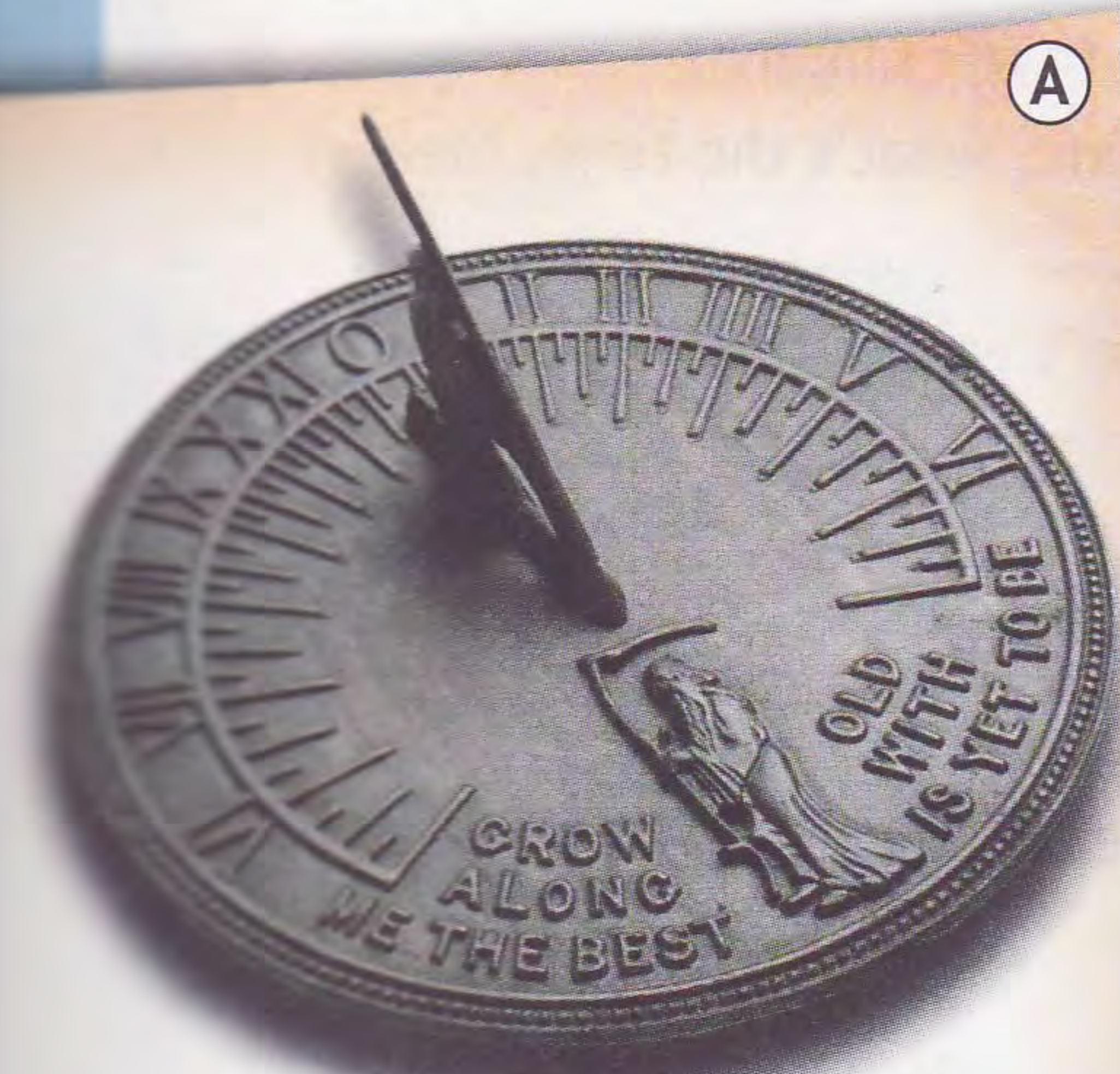
or - /ɔ:/ short
ar - /ɑ:/ park

/ɔ:/: morning, sport

/ɑ:/: garden, Mark, parliament

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

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



A

SUNDIALS

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

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

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

Project

3 Make your own sundial.

B

With the sun shining

IT'S THE PERFECT TIME TO MAKE A SUNDIAL.

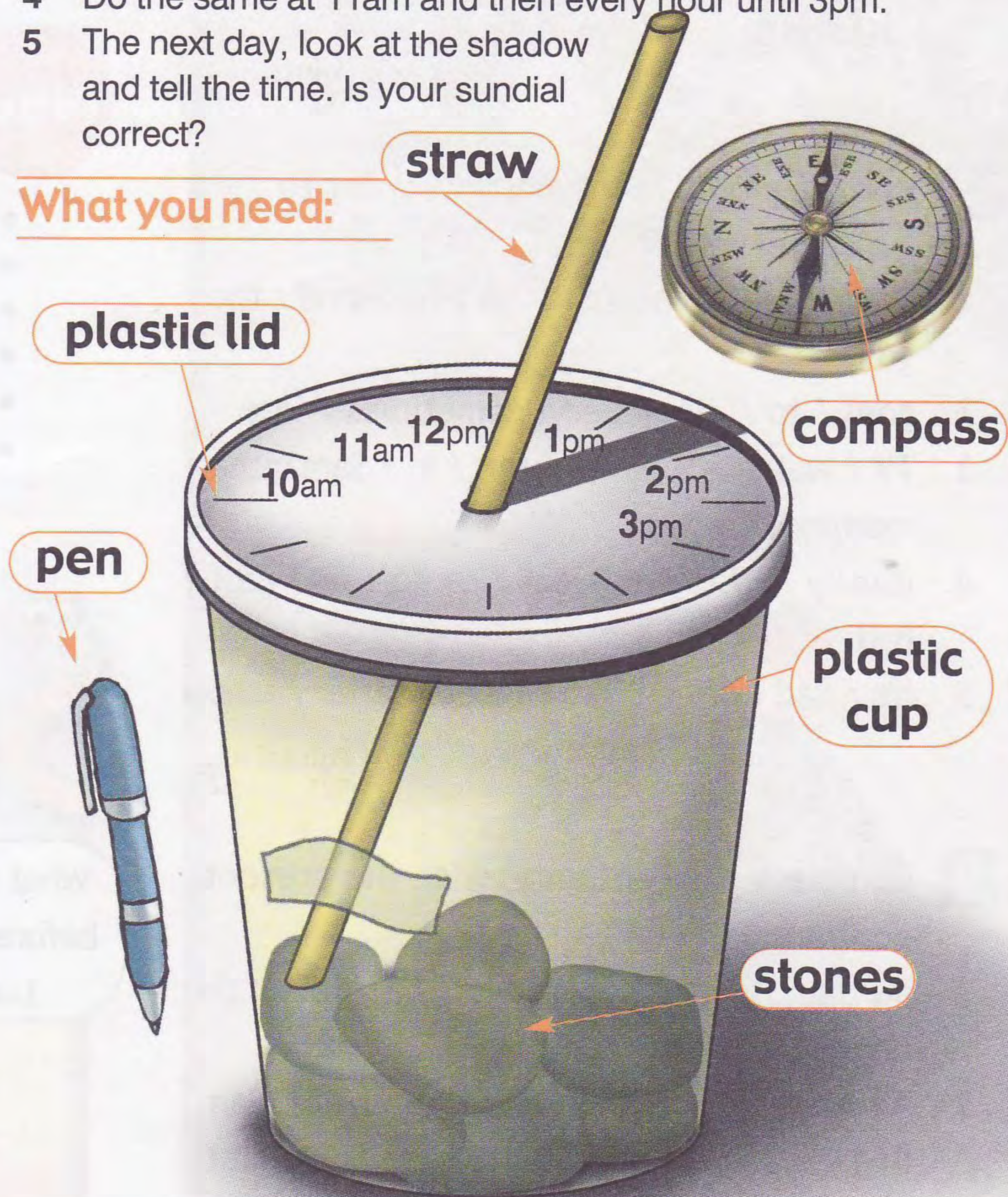
How to make it:

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

How to use it:

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

What you need:



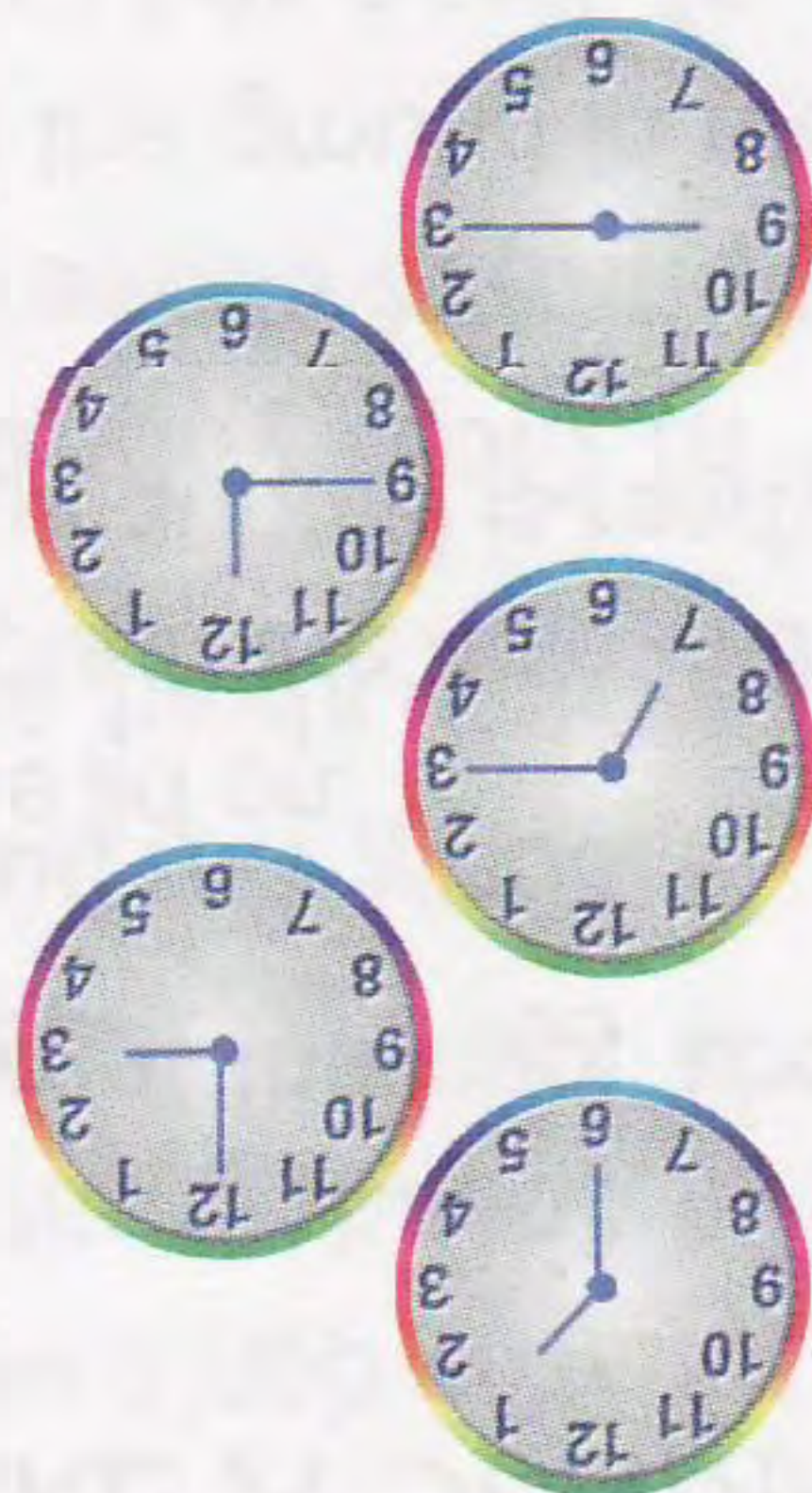
PROGRESS CHECK 6

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

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

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

2 What time is it?



- 1
- 2
- 3
- 4
- 5

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

3 Write the jobs.

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

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

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

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

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

5 Complete the sentences with the present continuous.

- 1 My dad (paint) the house today.
- 2 A: What (you/do), Sam? B: I my friend.

6

Use the prompts to fill in the gaps.

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

- 3 The children (not watch) TV now. They (do) their homework.
- 4 A: (John/repair) his car? B: Yes, he is.

Now I Can...

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

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

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

- 1 A: Excuse me, what's the time, please?
B:
A: Sorry, I've got a lot of homework.
B:
A: It's quarter past five.
B:
A: Have you got the time, please?
B:
A: Let's go to the cinema!
B:
A: Why don't we go shopping this afternoon?
B:
A: Sounds great!
B:
4 A:
B: It's seven o'clock.



What comes before eight, Lucy?



... in English

In all weathers

Module 7

◆ Before you start ...

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

◆ Look at Module 7

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

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

◆ Listen, read and talk about ...

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

◆ Learn how to ...

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

◆ Practise ...

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

◆ Write / Make ...

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



7 a

Year after year

(A) Winter

December
January
February



(B) Spring

March
April
May



(D) Autumn

September
October
November



(C) Summer

June
July
August



Vocabulary

◆ Seasons, Months & Weather

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

b) What are the people in each picture doing?

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

2 a) Match the sentences to the pictures.

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

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

A wind from the south has rain in its mouth.

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


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


Reading


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


Main Room


New


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


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


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

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

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

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

 [Amelia] You are lucky.

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

Main Room

Gus

Nemo

Amelia

Fun Room

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

5 a) Read the text and answer the questions.

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

b) Find phrases/idioms which mean:


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

Speaking

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

Everyday English

◆ Talking about the weather

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

What's the weather like today?

Responding Negatively ☹️

Responding Positively 😊

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

- It's a lovely/beautiful day!
- It's warm!
- It's very hot.
- (It's) fabulous!


▶ A: Hi, Tanya. Where are you?

B: I'm in Belfast.

A: What's the weather like in Belfast today?

B: It's awful. It rains all the time.

Writing (a chat log)

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

7 b

Dress right



Vocabulary

◆ Clothes

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

study skills

Opposites

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

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

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

► Angela is wearing a long skirt, ...

GAME

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

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

Everyday English

◆ Asking about clothes

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

Asking	Answering
<ul style="list-style-type: none"> • How do I look in this? • How does this look on me? • What do you think of my (dress)? • Do I look all right in this? 	<ul style="list-style-type: none"> • It/They look(s) great/fabulous on you. • You look lovely/great. • It/They suit(s) you perfectly. • I'm not sure it/they suit(s) you. • That/Those look(s) terrible on you.

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

Reading

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

Patsy: Hi, Ann. I'm **getting on** the plane now.

Ann: Can't wait to see you. I'm on my way to the airport.

Patsy: All right! See you in a couple of hours.

Ann: Are you wearing warm clothes? It's very cold here.

Patsy: What?

Ann: Yeah! And it's really windy. I'm wearing my coat and scarf.

Patsy: Really? I'm wearing a short skirt and a blouse. It's hot here.

Ann: I'm **only joking**. It's a lovely, hot day today in Glasgow.

Patsy: You're awful!


Ann: No, I'm not.

Patsy: Okay, I'm hanging up now. See you later.

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

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

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

- c)  Read the dialogue aloud.

Grammar Grammar Reference

◆ Present Simple or Continuous


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

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


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

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

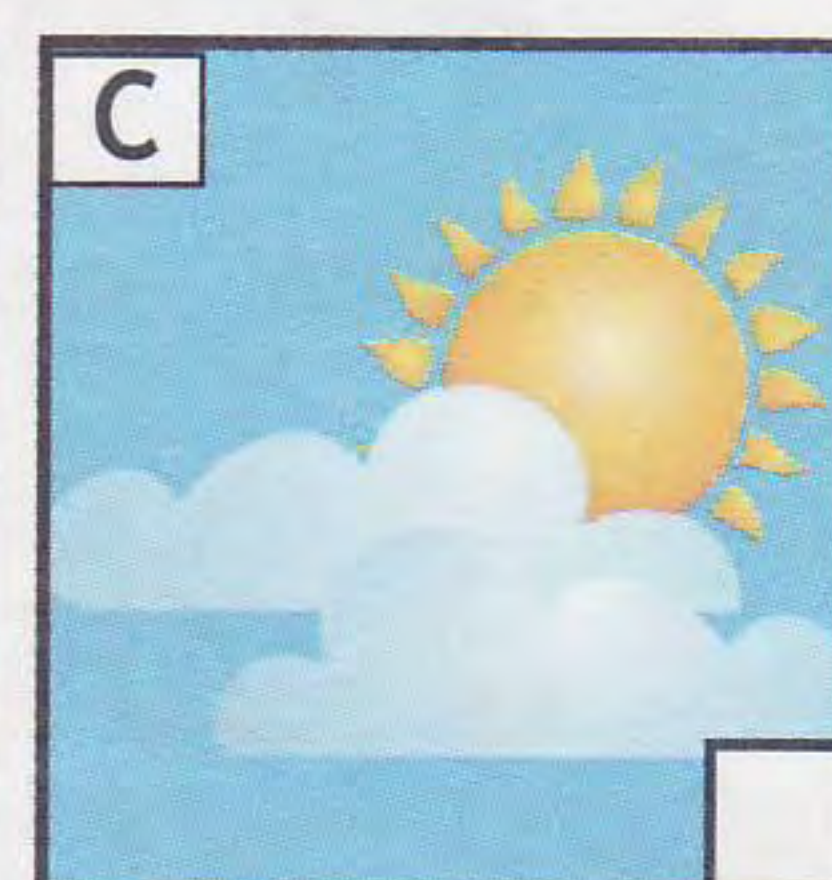
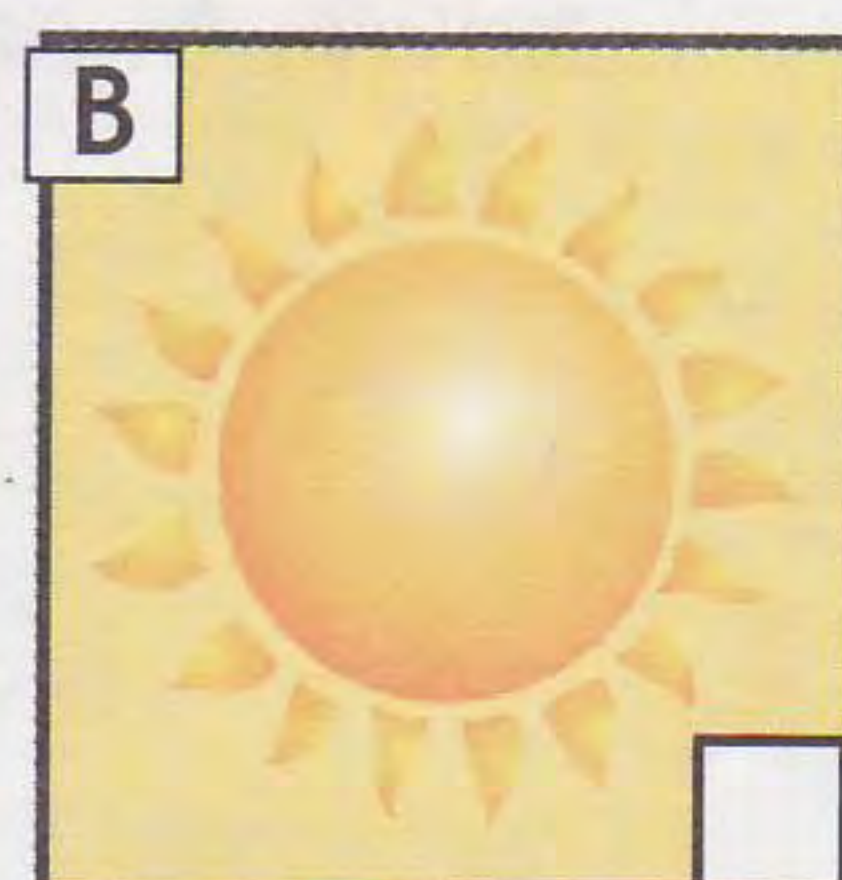
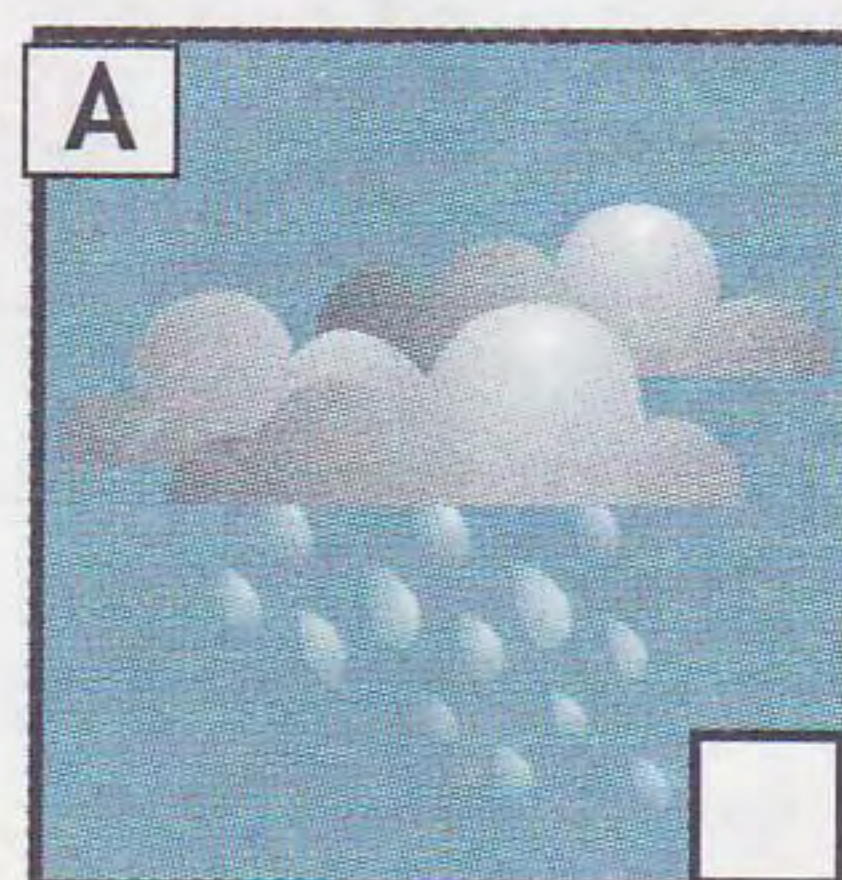
Speaking

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

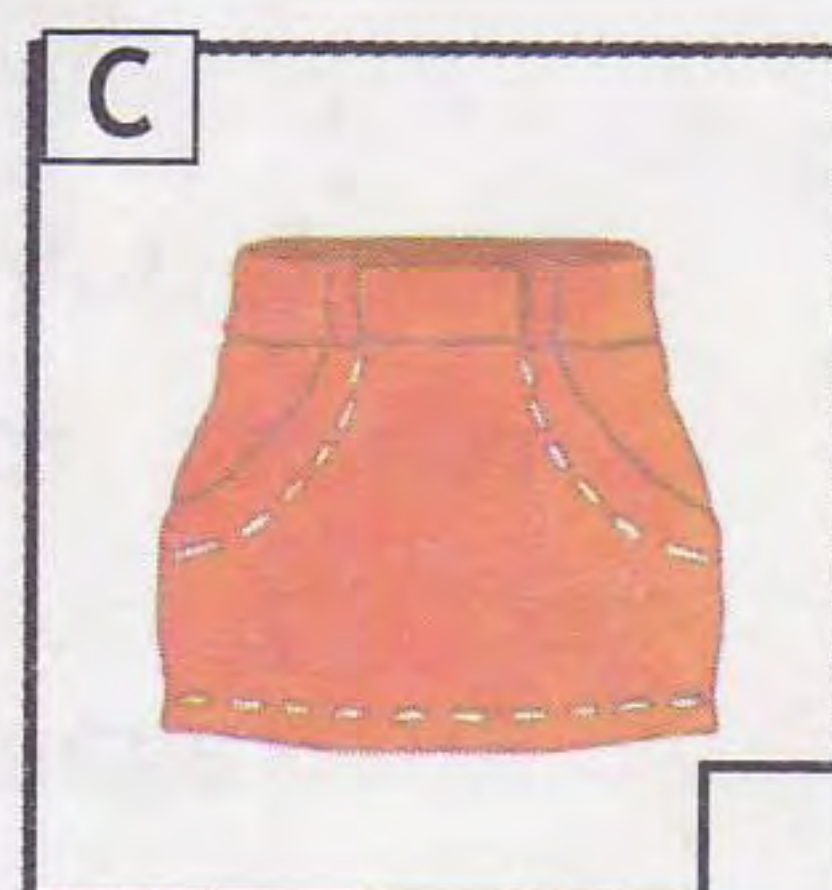
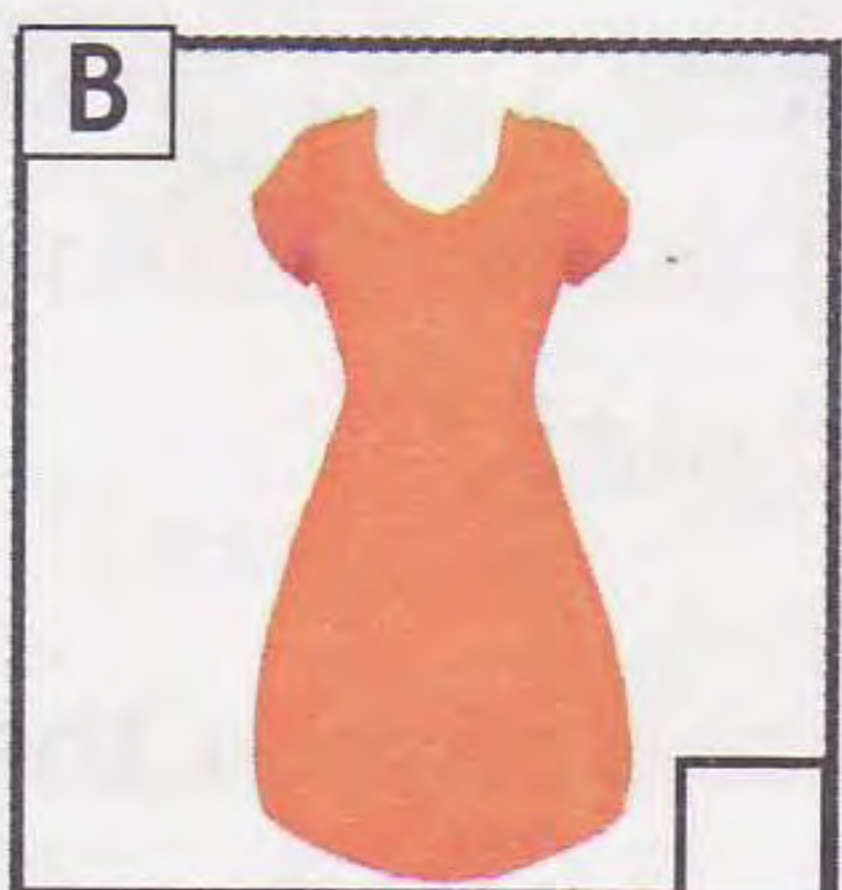
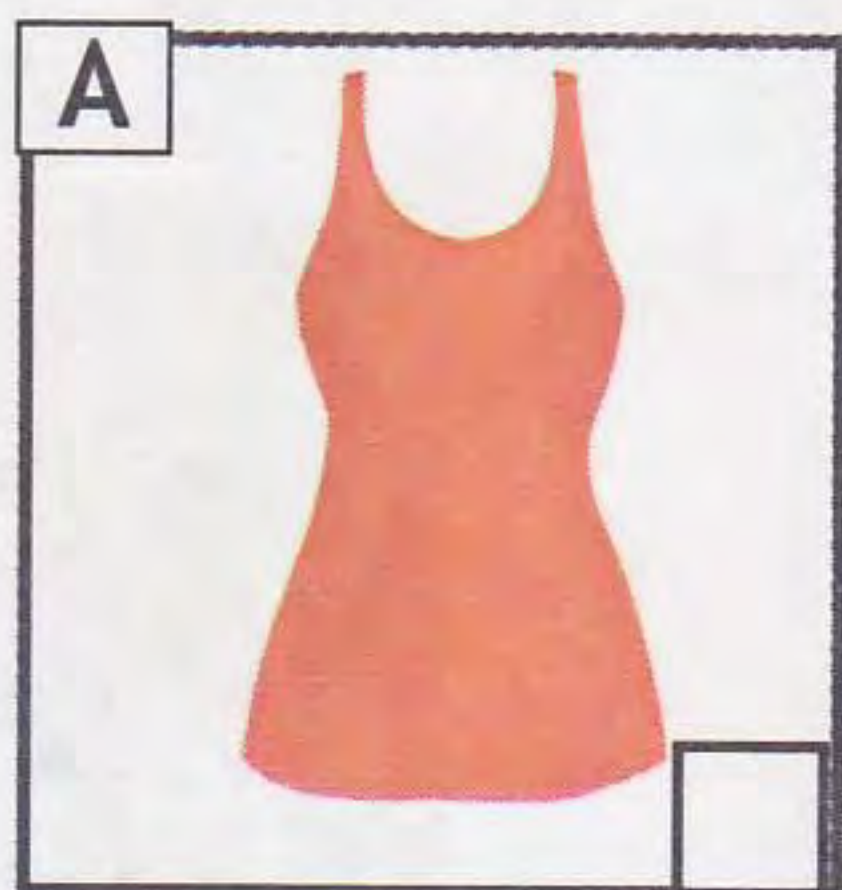
Listening

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

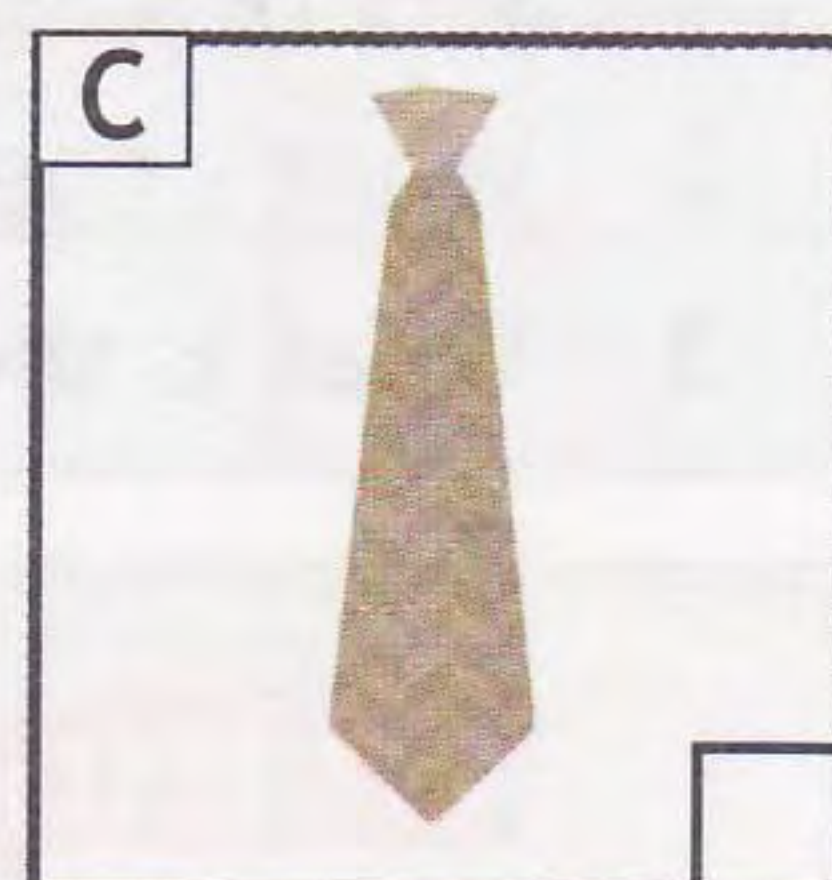
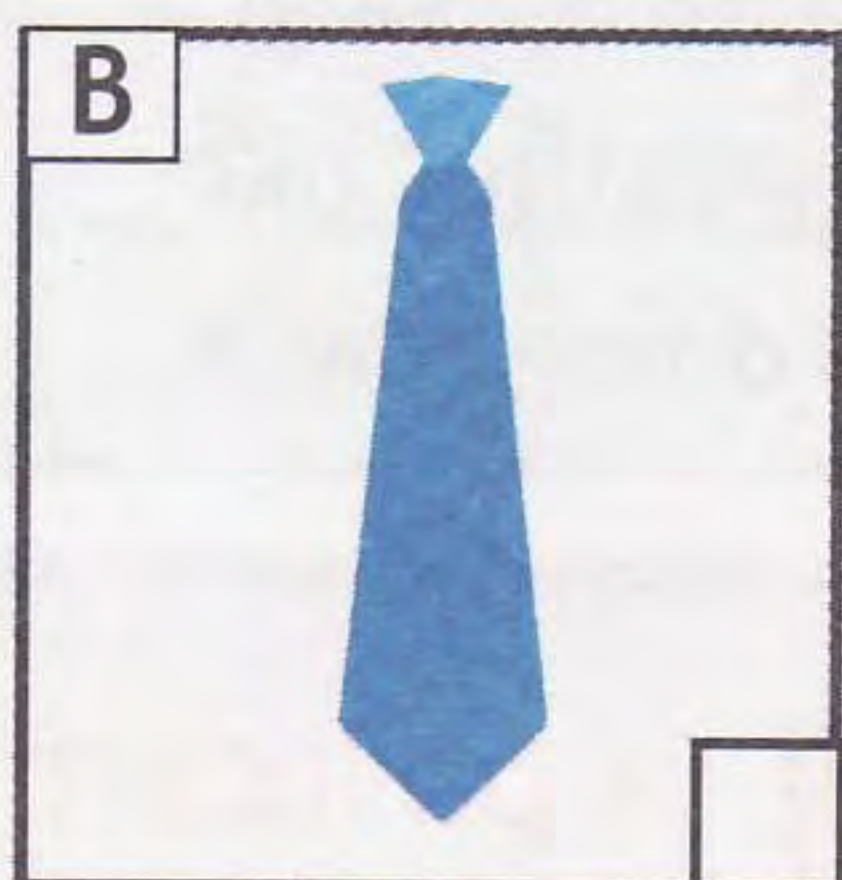
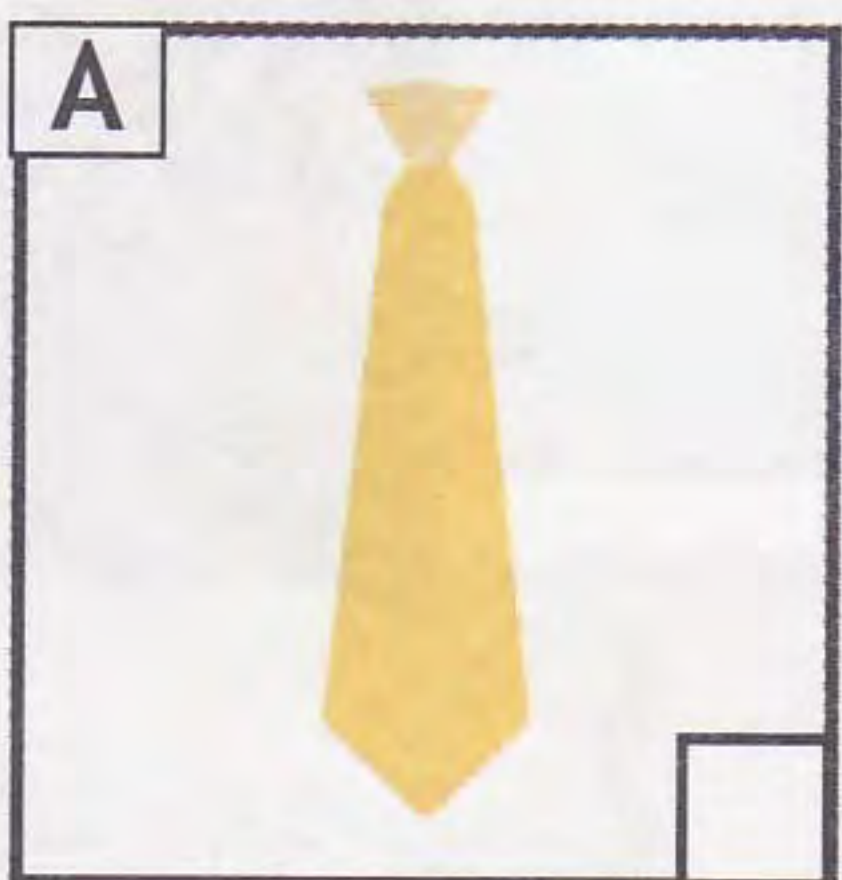
- 1 What is the weather like?



- 2 What is Jennifer wearing?



- 3 Which tie hasn't Andrew got?



Writing

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

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

7 C

It's fun

Vocabulary

◆ Activities

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

► We usually go camping when it is hot.

Pronunciation /aʊ/

- 2 Listen and repeat.

down, now, out

Reading Rules

ow, ou - /aʊ/
brown, blouse

Reading

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

- 4 Read again and answer the questions.

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

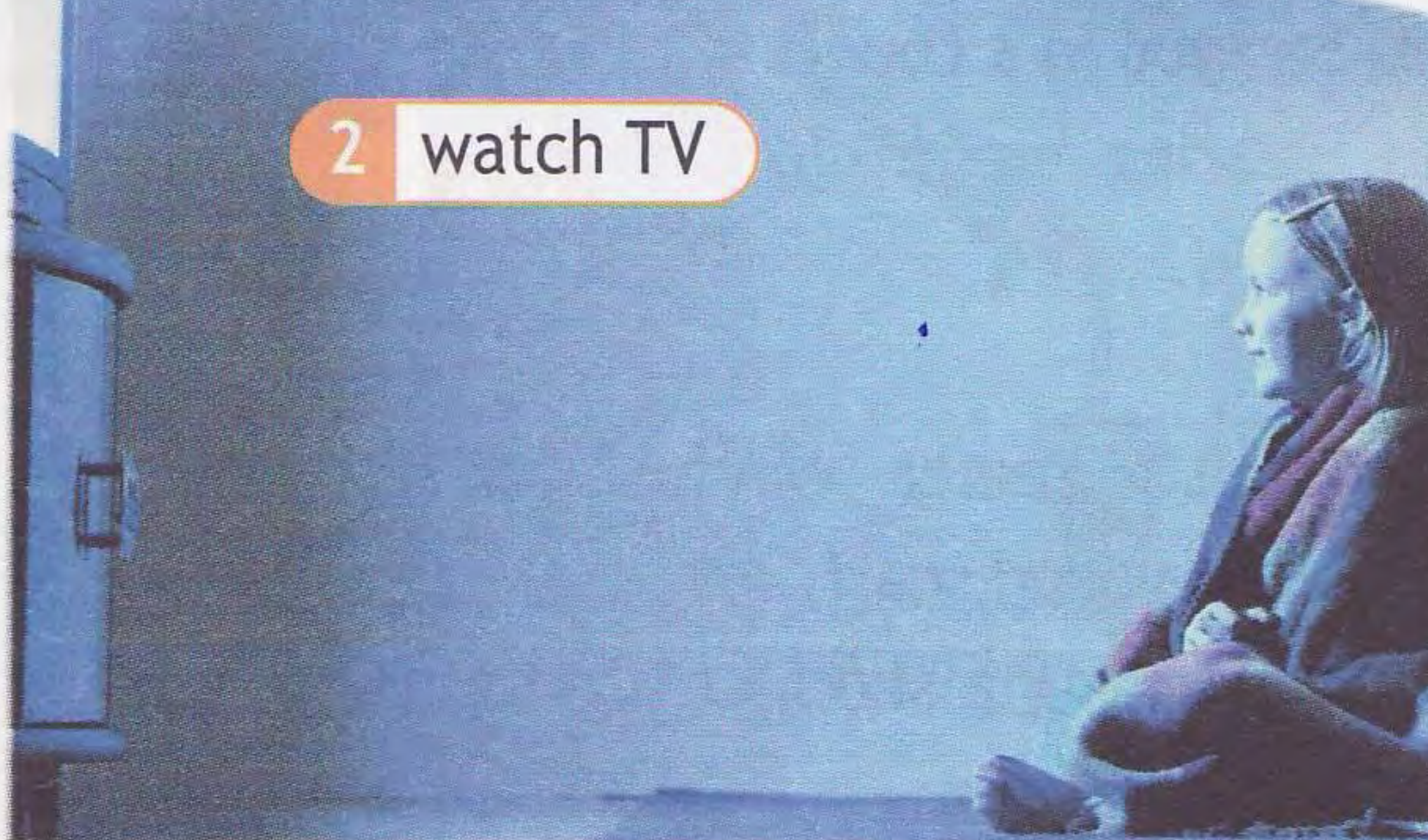
Writing (a postcard)

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

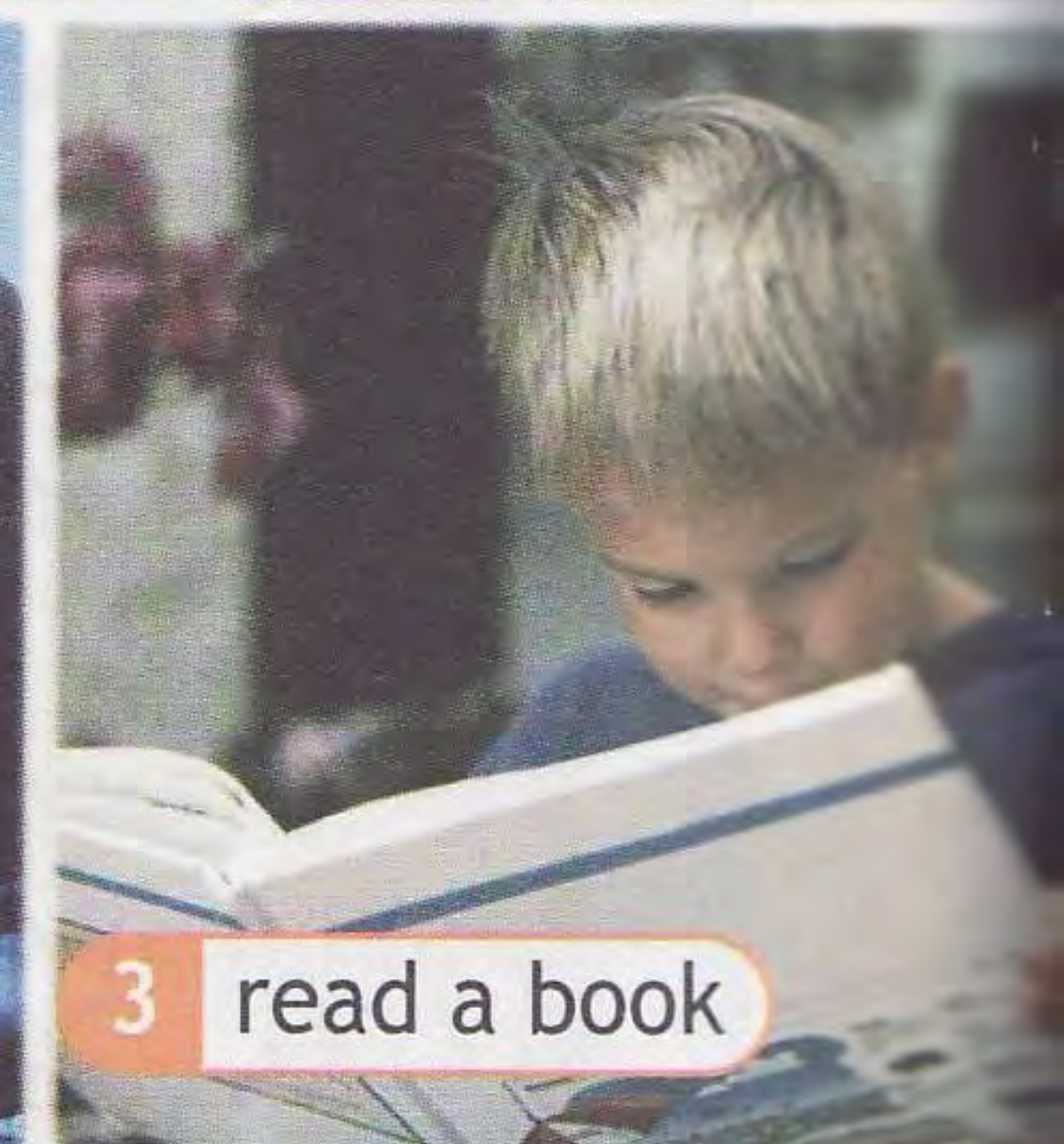
1 go skiing



2 watch TV



3 read a book



4 make a snowman



5 have a picnic



6 go camping



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

Sandra



Mr and Mrs S Murphy
22 Farlan Road
Dublin 2
Ireland

CULTURE CORNER

The Alaskan Climate

@ Internet Explorer

ALASKA

Alaska is in the northwest corner of the USA.

Temperatures in Alaska in the summer vary from 16°C to 27°C. Early mornings and nighttime 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.

BERING SEA



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

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

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

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

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

Project


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

English in Use 7

◆ Shopping for clothes

1  Listen and repeat.

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

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

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

b) Read again, and answer the questions.

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


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

WOMEN'S SIZES							
8	10	12	14	16	18	20	22

MEN'S SIZES							
Shirts	14	14½	15½	16	16½	17	17½
Trousers	30	32	34	36	38		


CHILDREN (aged 1-14)							
1-2	2-3	3-4	5-6	7-8	9-10	11-12	13-14

T-SHIRTS				
S	M	L	XL	XXL

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




Pronunciation //

5  Listen and repeat.

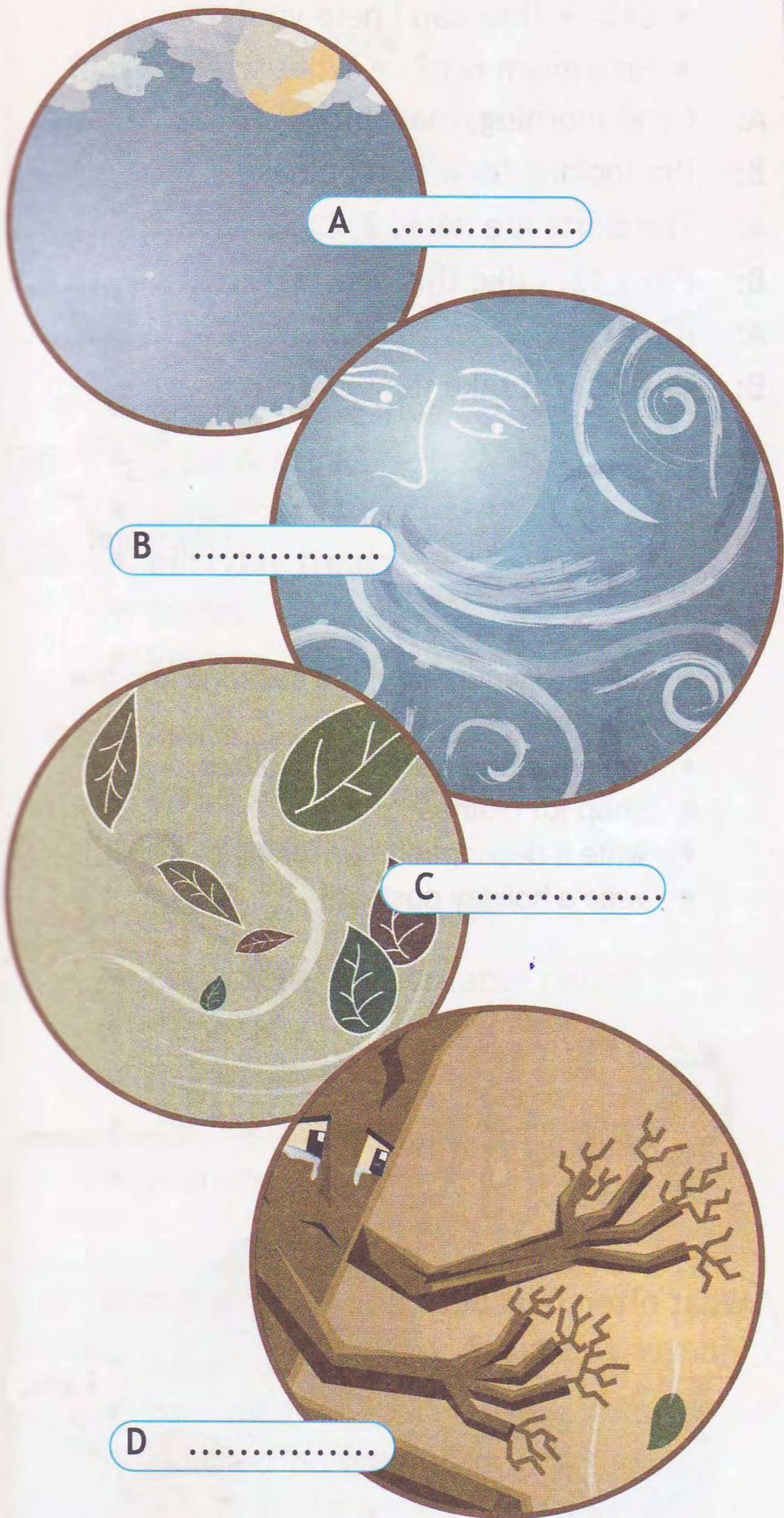
she, shop, fish, wish, short, shoe, sheep, fashion, cushion

Reading Rules
sh - /ʃ/ shirt


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

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

- sky • wind • leaves • branches



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

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

What Weather!



by Angela Fletcher

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

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

* have nothing on

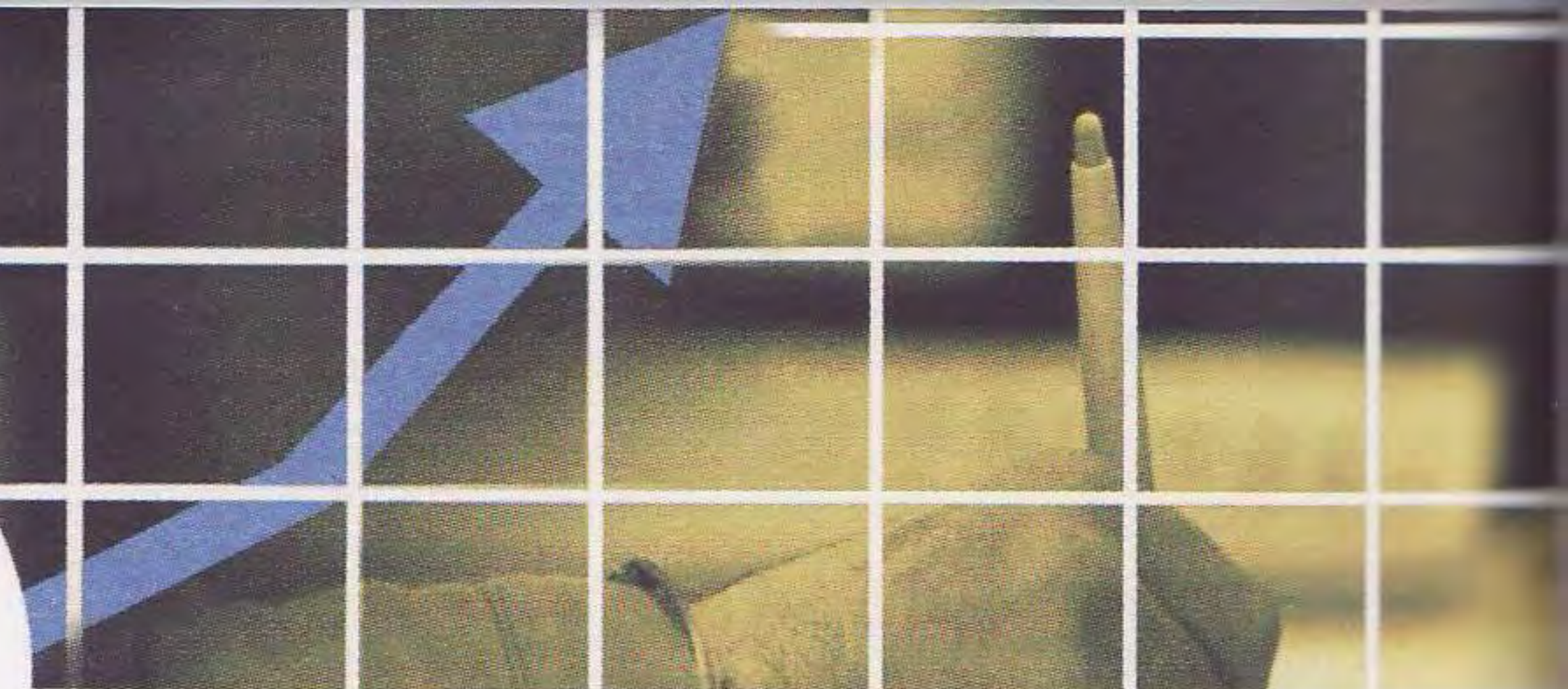
Air facts ...

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

Project

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

PROGRESS CHECK 7



1 Write the seasons. What season is it now?

- 1 sr 3 s
 2 w 4 a

(Points: $\frac{\quad}{4 \times 4}$ 16)

2 Circle the odd word out.

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

(Points: $\frac{\quad}{4 \times 4}$ 16)

3 Complete the gaps with the correct word.

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

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

(Points: $\frac{\quad}{4 \times 4}$ 16)

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

- 0 I / usually / walk to school - go by bicycle
 ► *I usually walk to school but today/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: $\frac{\quad}{4 \times 4}$ 16)

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

- 1 I (not/want) to go out tonight as I (study) for a test at the moment.
 2 My brother (play) football every Sunday but this Sunday he (go) camping.

3 Rose (talk) to that French tourist at the moment. She (speak) French well.

4 Tom (watch) a film on television now. He (not/often/do) this.

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

6 Use the prompts to complete the dialogue.

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

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

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

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

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.



◆ Before you start ...

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

◆ Look at Module 8

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

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

◆ Listen, read and talk about ...

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

◆ Learn how to ...

- make suggestions for a party
- order food

◆ Practise ...

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

◆ Write / Make ...

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



2



3



8 a

Celebrations

set off fireworks



dress up



have street parades



light bonfires



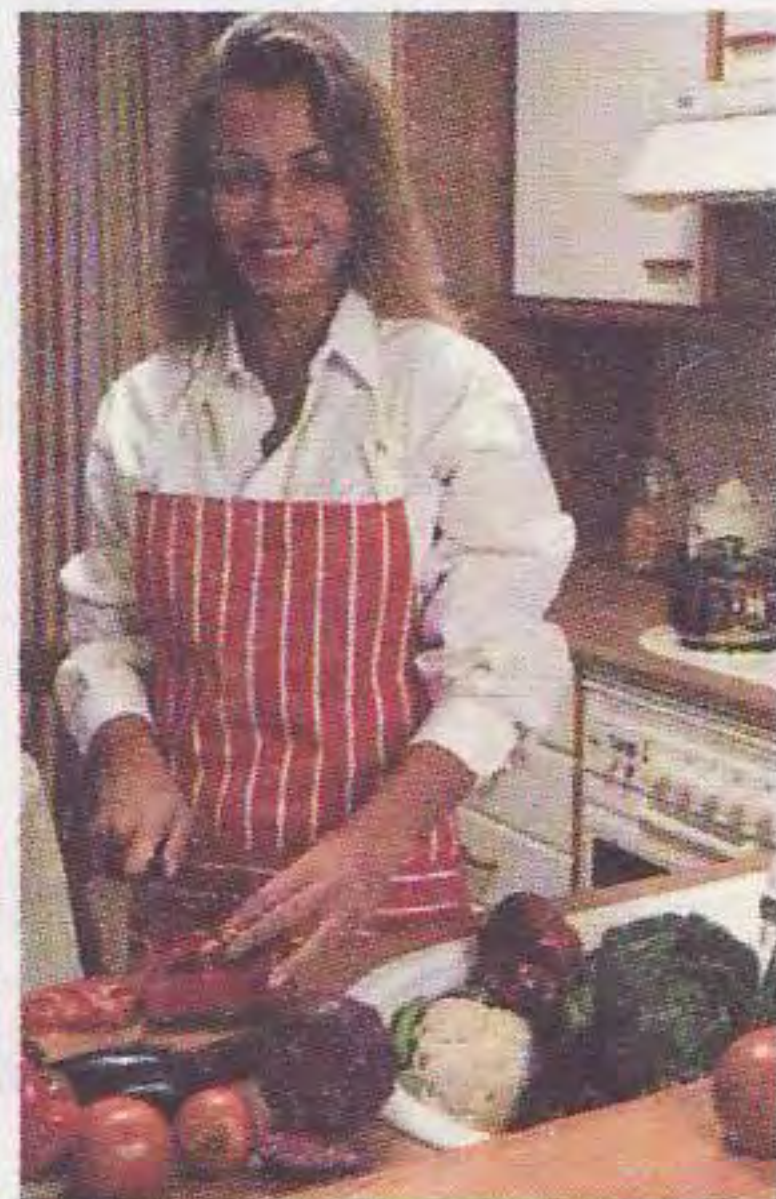
decorate the house



exchange gifts



have a family dinner



cook special food

Reading

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

occurrence.
harvest /hɑ:ˈvɪst/ N-SING the time farmers collect their crops
 /hɑ:ˈvɪst/ VB collect crops

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

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

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

Vocabulary

◆ Festive activities

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

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

HARVEST

TIME AROUND THE

WORLD

Autumn

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

Winter

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



Spring

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

Summer

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

- 4** a) Look at the highlighted words in the text. Which is a verb/noun?
 b) Use your dictionary to mark the words below *V* (verb), *N* (noun) or *B* (both). Then make sentences with the words marked *B*.

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

Speaking




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


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

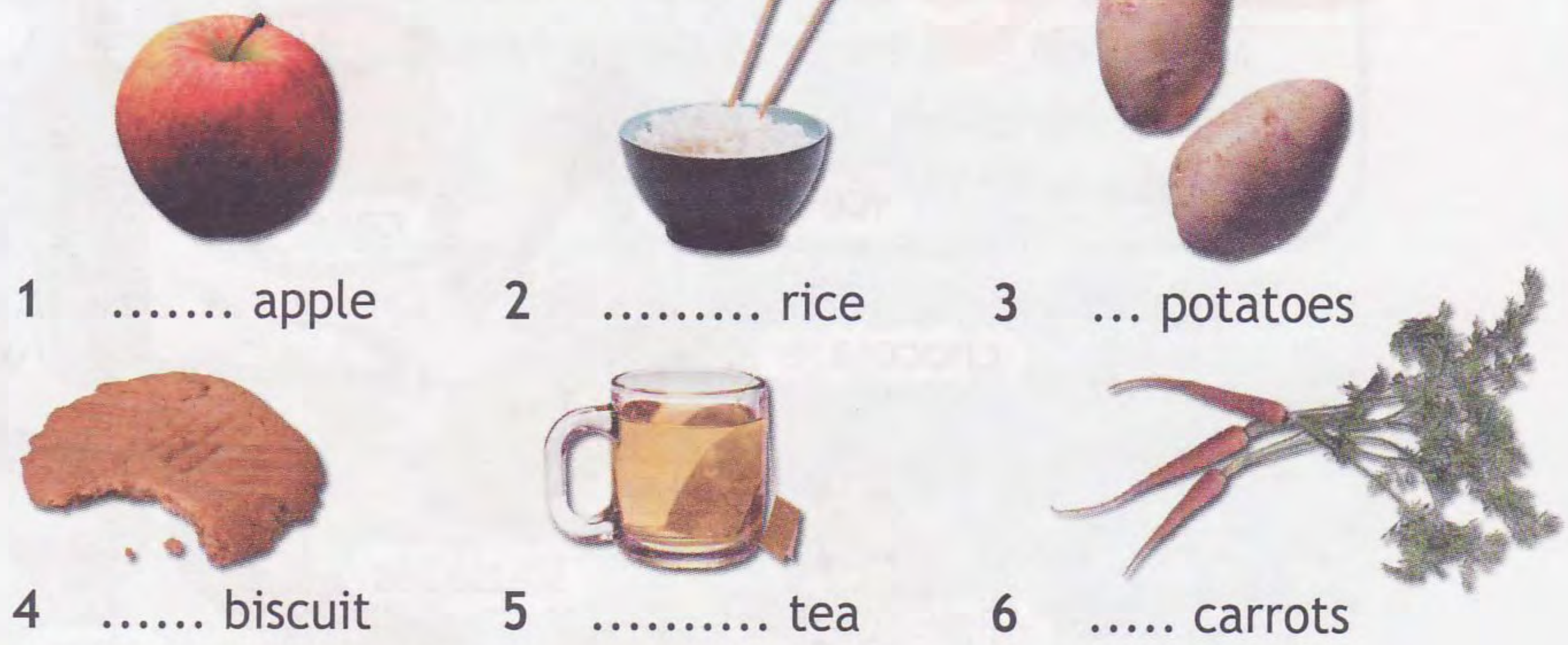
Grammar Grammar Reference

◆ **Countable/Uncountable nouns**

- 6** a) Read the box below.


- **Countable nouns** (what we can count)
- *a/an + countable nouns* in the singular
 a banana 
- *some + countable nouns* in the plural
 four/some bananas 
- **Uncountable nouns** (what we can't count)
 some milk
 (NOT: a milk) 

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



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

Listening

- 7**  Listen and tick the correct picture.

- 1 When is the festival?



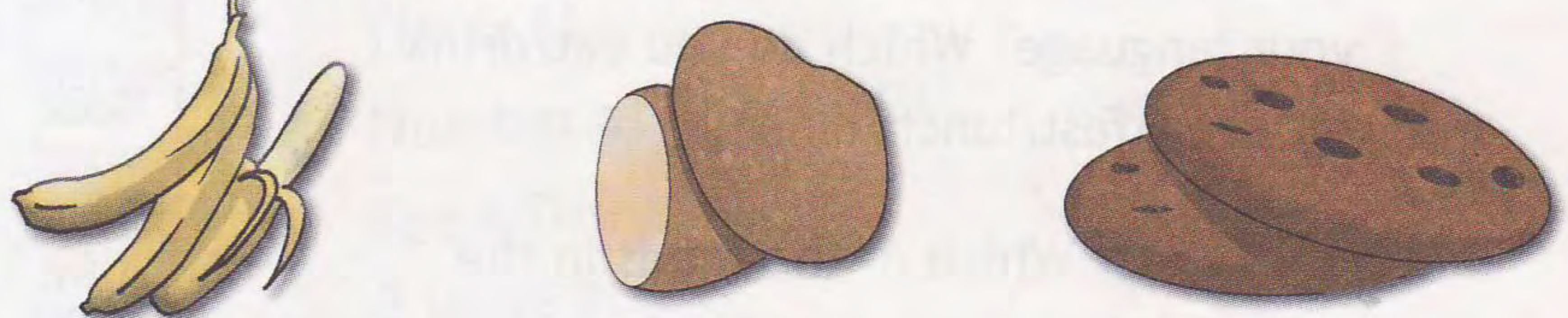
- A B C

- 2 Where does Jack live?




- A B C

- 3 What does Amy want to eat?



- A B C

Pronunciation /ŋ/, /ŋk/

- 8**  Listen and repeat.

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

Reading Rules

ng - /ŋ/ thing
 nk - /ŋk/ thinker

Writing (a paragraph about a celebration)

- 9** Think of a celebration in your country. Write a short paragraph about it. Write:

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

Master chef



Vocabulary

◆ Food & drinks

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

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

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

◆ Containers

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

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

Reading

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

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

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

Grammar Grammar Reference

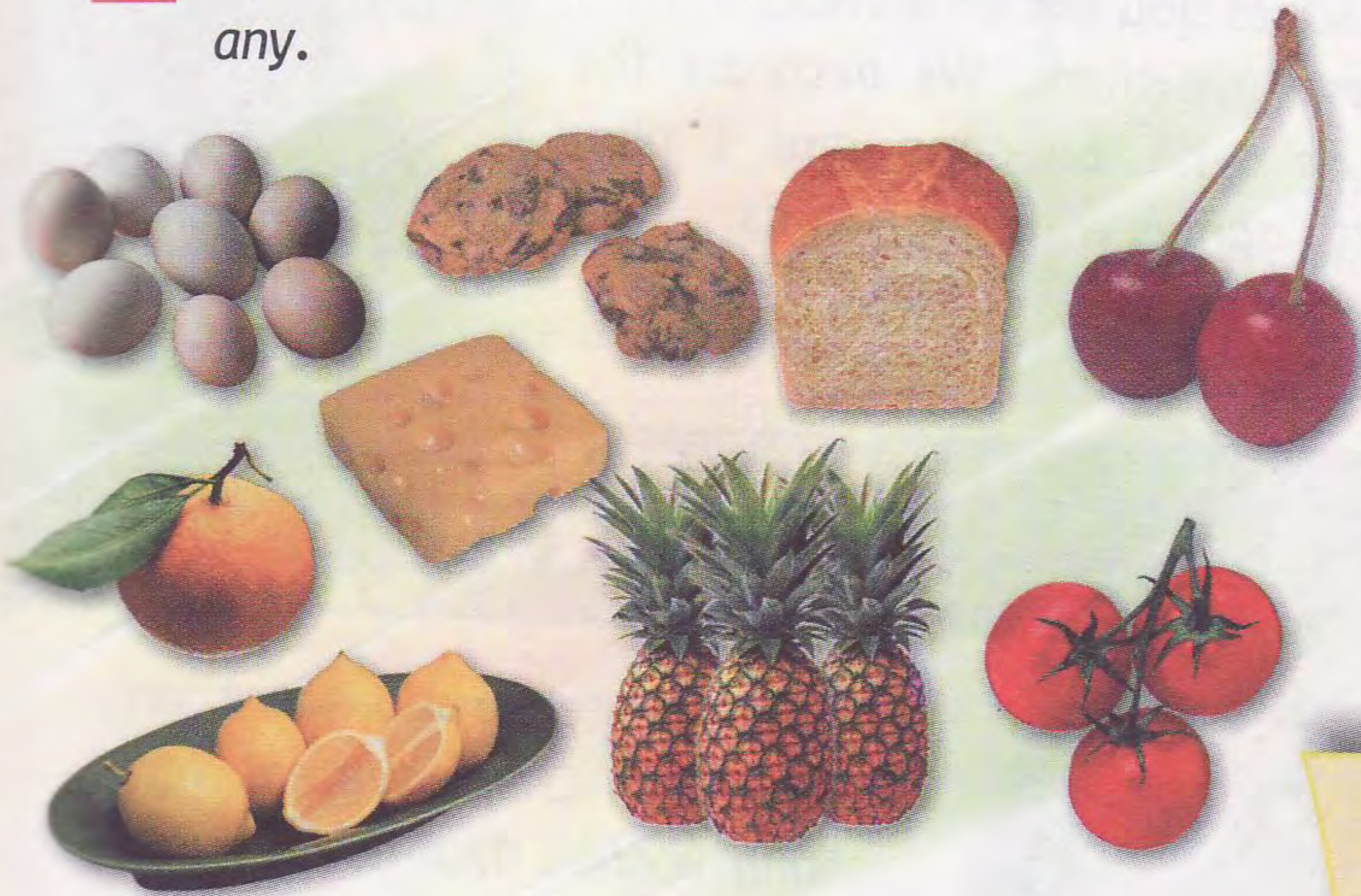
◆ Some / Any - (How) much/(How) many

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

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

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

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



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

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

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

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

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

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

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

Speaking

- 7 **Portfolio:** You want to cook your favourite meal tonight. Discuss what you need. Use the dialogue in Ex. 3 as a model. Record yourselves.

Listening

- 8 a) Bob and Ann are talking about something. Look at the text. What are they talking about? Listen and check.
- b) Listen and fill in the missing words 1-5.

Birthday Party Plan

Date: 0) ► *Friday* 22nd January

Time: 1)

Number of people: 2)

Food/Drinks:

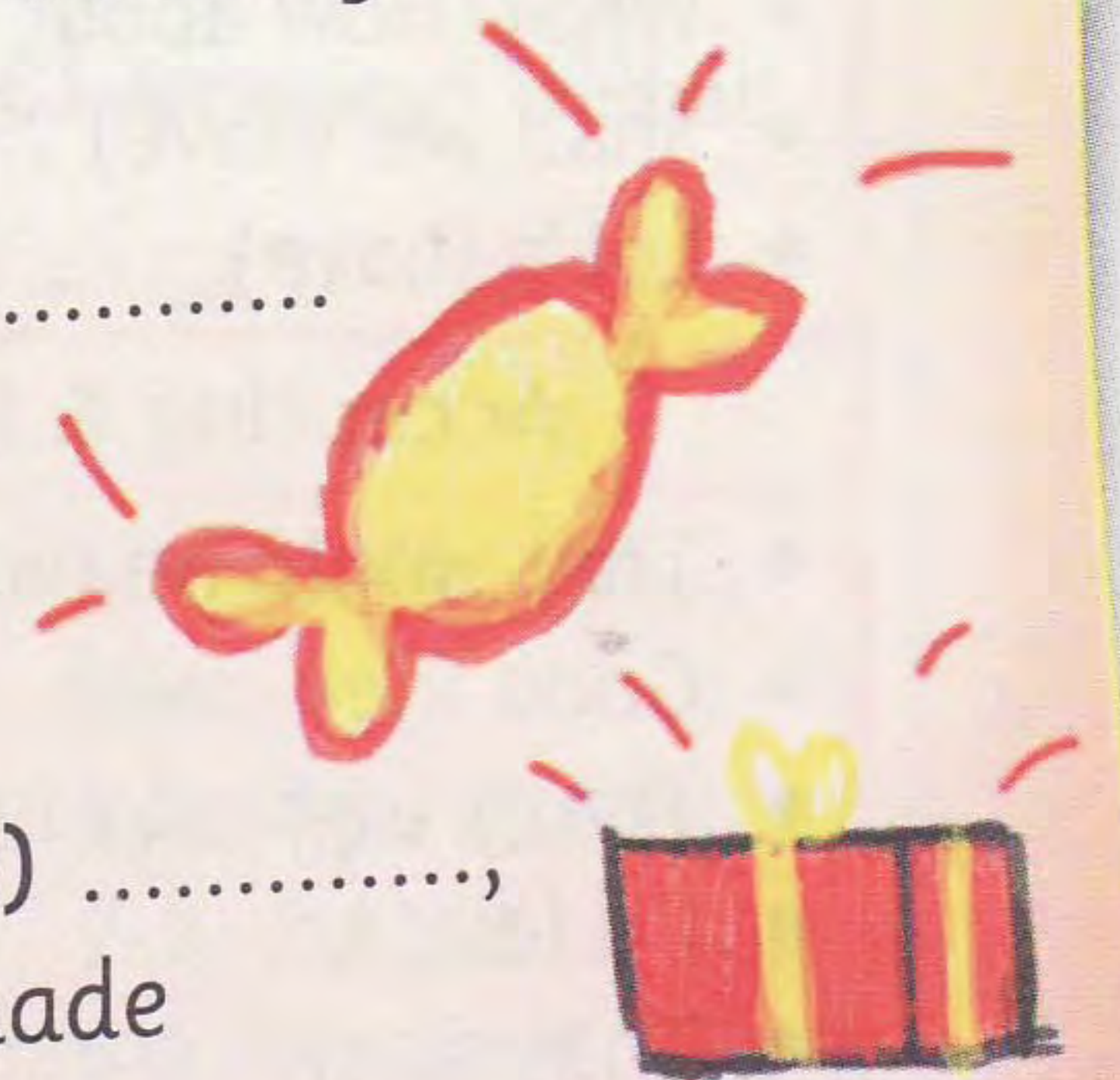
3 large pizzas

10 burgers

1 packet of chocolate 3)

2 4) of lemonade

Activities: party 5), dancing



Writing (a birthday party plan)

- 9 **Portfolio:** Imagine it's your birthday. Write your birthday party plan. Write:

- date • time • number of people
- food/drinks • activities



It's my birthday!

Reading

- 1 Close your eyes and listen to the music. Where are you? What are you doing? Who else is with you?
- 2 a) Look at the pictures and read the first sentence of each text. How are they related to the title? Listen, read and check.
b) Read the text. How do the British and the Chinese celebrate birthdays? What do the pictures show?

Everyday English

◆ Making suggestions

- 3 Imagine you are planning a birthday party. Decide what food you need.

Making suggestions

- Would you like to (have) ... ?
- What/How about (having) ... ?
- Shall we (have) ... ?
- Let's (have)

Accepting & Refusing

- That would be nice!
- Good idea.
- That's a great idea.
- I'd love to.
- That sounds great!
- I don't like ...
- I don't think so.

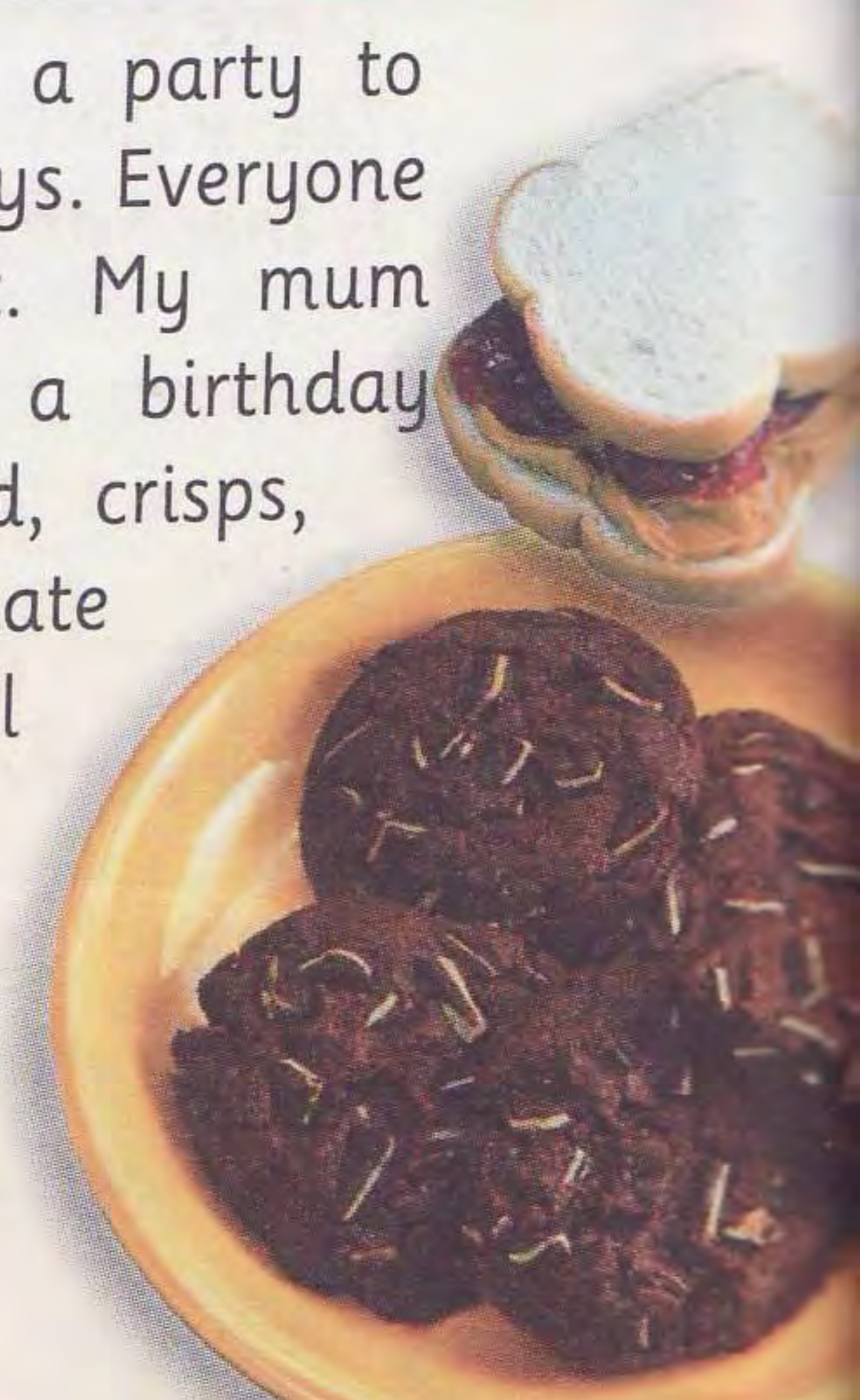
- A: *Shall we have some chocolate biscuits?*
B: *Yes, that's a great idea. What about sandwiches?*
A: *I don't like sandwiches. Can we have pizza?*

Birthday Treats

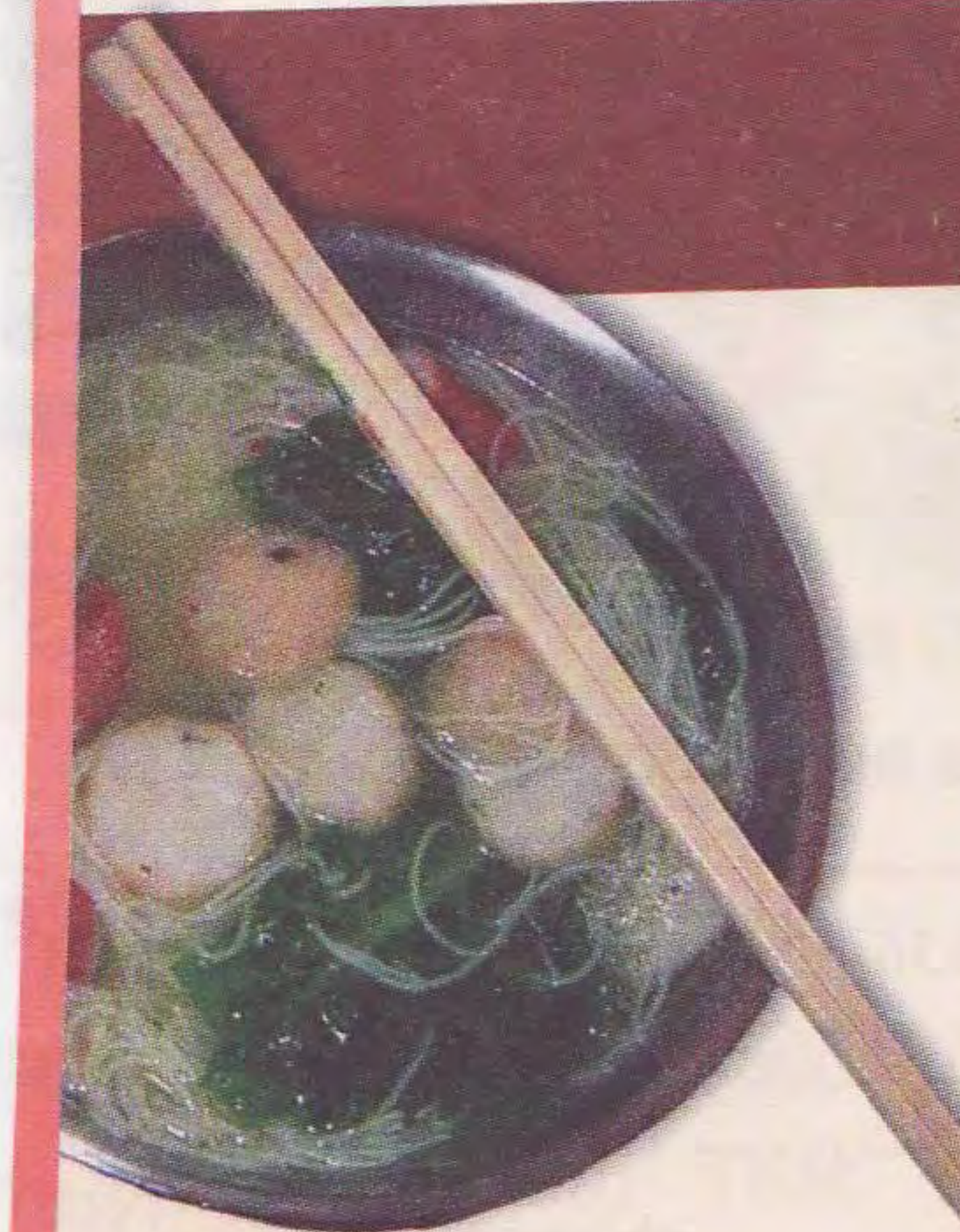
Britain



In Britain, we have a party to celebrate our birthdays. Everyone brings a small gift. My mum always makes me a birthday cake. We have a table full of food, crisps, sandwiches, small cakes and chocolate biscuits, ice cream and very small sausages you eat on a stick. I just love them. We decorate the house with balloons and I play party games with my friends. It's fantastic.
John (12)



CHINA




Birthday celebrations are very special in China. We eat very long noodles that mean we will have a long life. I eat them in soup and try not to cut them because it's unlucky! We also eat red eggs. Red is a special colour in China. It always means something happy and brings good luck. We decorate the house with red paper and all the family comes for a party. We also get money in red envelopes. It's fun.
Lee (13)

Writing (a magazine entry)

- 4 **Portfolio:** Write a short magazine entry about birthdays in your country. (50-60 words) Write about:
 - food • decorations • activities

CULTURE CORNER


Thanksgiving


- 1**  Listen to the song. What is it about? How is it related to the title 'Thanksgiving'?



Mr Pumpkin,
Pumpkin,
Round and fat.
Round and fat.
Harvest time is coming.
Harvest time is coming.
Yum, yum, yum.
That is that!

- 2** a) How much do you know about Thanksgiving? Do the quiz.

b)  Listen to the radio programme and check your answers to the quiz. What is your score?

- 3**  Prepare a short radio programme on a celebration in your country. Include:

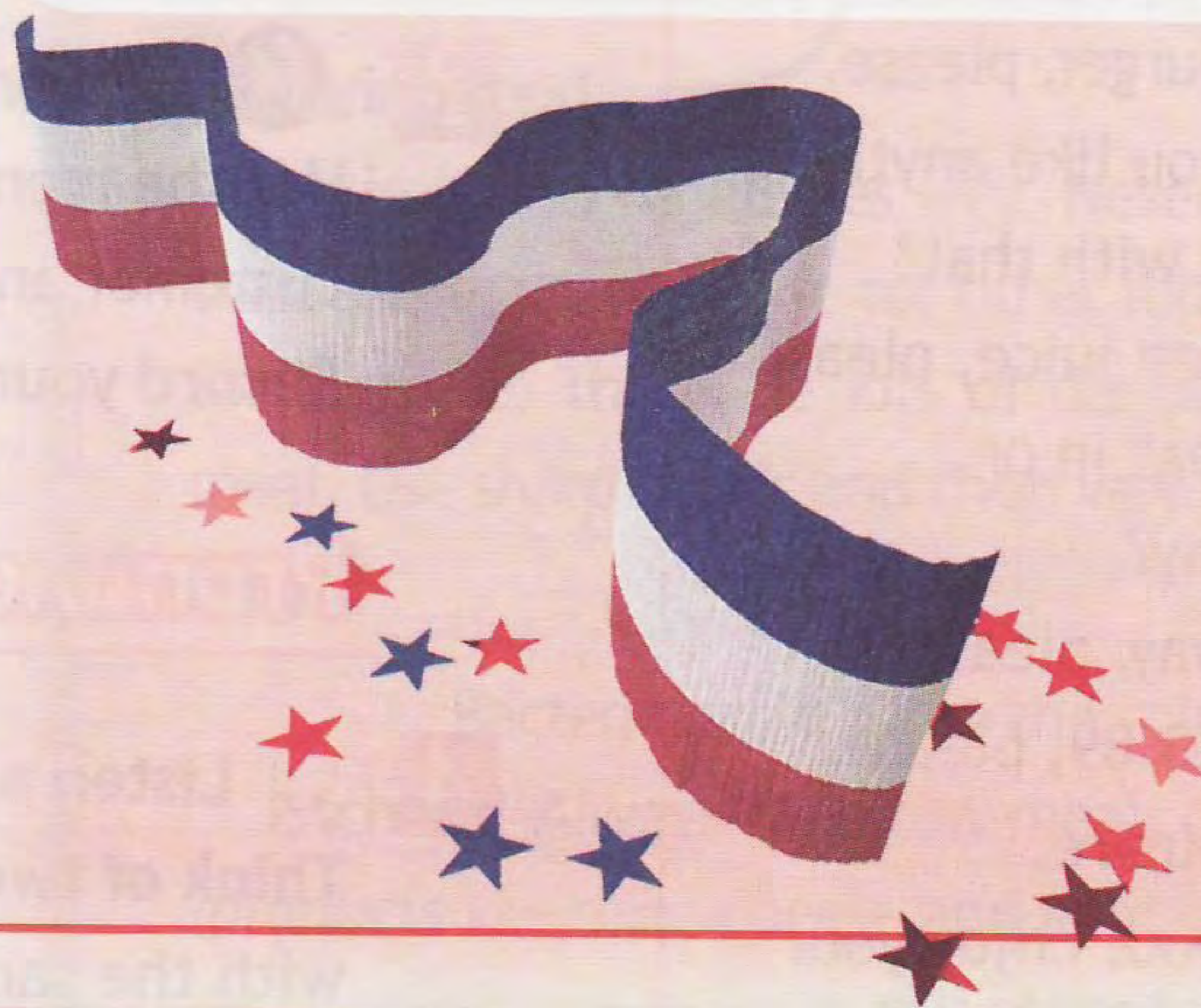
- its name
- when you celebrate it
- food
- special customs

Present your programme to the class.

IT'S HOLIDAY TIME IN AMERICA- IT'S THANKSGIVING!

Try our Thanksgiving Quiz...

- 1** At Thanksgiving Americans say 'thank you' for their ...
A food. B country. C family.
- 2** Americans celebrate Thanksgiving on the ...
A 4th Friday in October.
B 4th Thursday in November.
C 2nd Friday in November.
- 3** A typical Thanksgiving meal is ...
A melon, chicken and pumpkin ice cream.
B turkey, potatoes, corn and pumpkin pie.
C pumpkin soup, hamburger, fries and carrot cake.
- 4** Thanksgiving is sometimes called ...
A Pumpkin Day. B Turkey Day. C Harvest Day.
- 5** At Thanksgiving American families watch ...
A basketball. B baseball. C American football.



Score:

- 0-1 What a turkey!
2-3 Not bad!
4-5 Way to go!

Project (a quiz about a celebration)

- 4** **Portfolio:** Prepare a quiz about your celebration from Ex. 3. Exchange your quiz with another student.

◆ Ordering food

1 a) 🎧 Listen and repeat.

- Take away, please.
- Can I take your order?
- I'd like a large cheeseburger, please.
- Would you like anything to drink with that?
- Is that eat in or takeaway?
- Here you are.
- An orange juice, please.
- Enjoy your meal.
- Thank you.

b) 🎧 Where can you hear these sentences? Which sentences does the cashier say? Which does the customer say? Listen and check.

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

Man: Can I take your order?
 Ann: I'd like a large cheeseburger, please.
 Man: Would you like anything to drink with that?
 Ann: An orange juice, please.
 Man: Is that eat in or takeaway?
 Ann: Take away, please.
 Man: That's £3.89, please.
 Ann: Here you are.
 Man: Thank you. Enjoy your meal.
 Ann: Thank you.



Tony's Takeaway

MENU

Cheeseburger	
Small	£1.99
Medium	£2.49
Large	£2.99
Baked potato with:	
<i>Cheese, tuna or beef chilli</i>	£2.99
Sandwiches:	
<i>Cheese, egg, tuna or chicken</i>	£1.99
French fries	
Small	95p
Medium	£1.20
Large	£1.40
Chocolate cake	£1.20
Ice cream:	
<i>Chocolate, strawberry or vanilla</i>	99p
Drinks:	
<i>Orange juice</i>	90p
<i>Coke, lemonade, mineral water</i>	75p

3 🗣️ **Portfolio:** You are at a fast food restaurant. Use the menu to act out a similar dialogue between a customer and the cashier. Use the sentences in Ex. 1a. Record yourselves.

Pronunciation /g/, /dʒ/

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

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

Reading Rules

g - /g/ glass
 g + e, i - /dʒ/ orange

1 Which of the sentences 1-5 are true for you?

When I cook/help in the kitchen ...

- 1 I always wash my hands first.
- 2 I use one knife to chop¹ everything.
- 3 I wash fruit and vegetables really well.
- 4 I sometimes forget to put milk back in the fridge.
- 5 I clean surfaces² before and after.

¹ cut into small pieces ² top of something

Reading

- 2** Look at the kitchen in the picture. What is wrong? Listen, read and check.
- 3** Now look at your answers in Ex. 1 again. What do you think you can change next time you help in the kitchen?

► *I'll wash my hands before I cook.*

Project

4 **Portfolio:** Work in groups. Use the information on this page and any ideas to make a list of *dos* and *don'ts* for the kitchen. Use your list to make a poster called 'Be safe in the kitchen!'

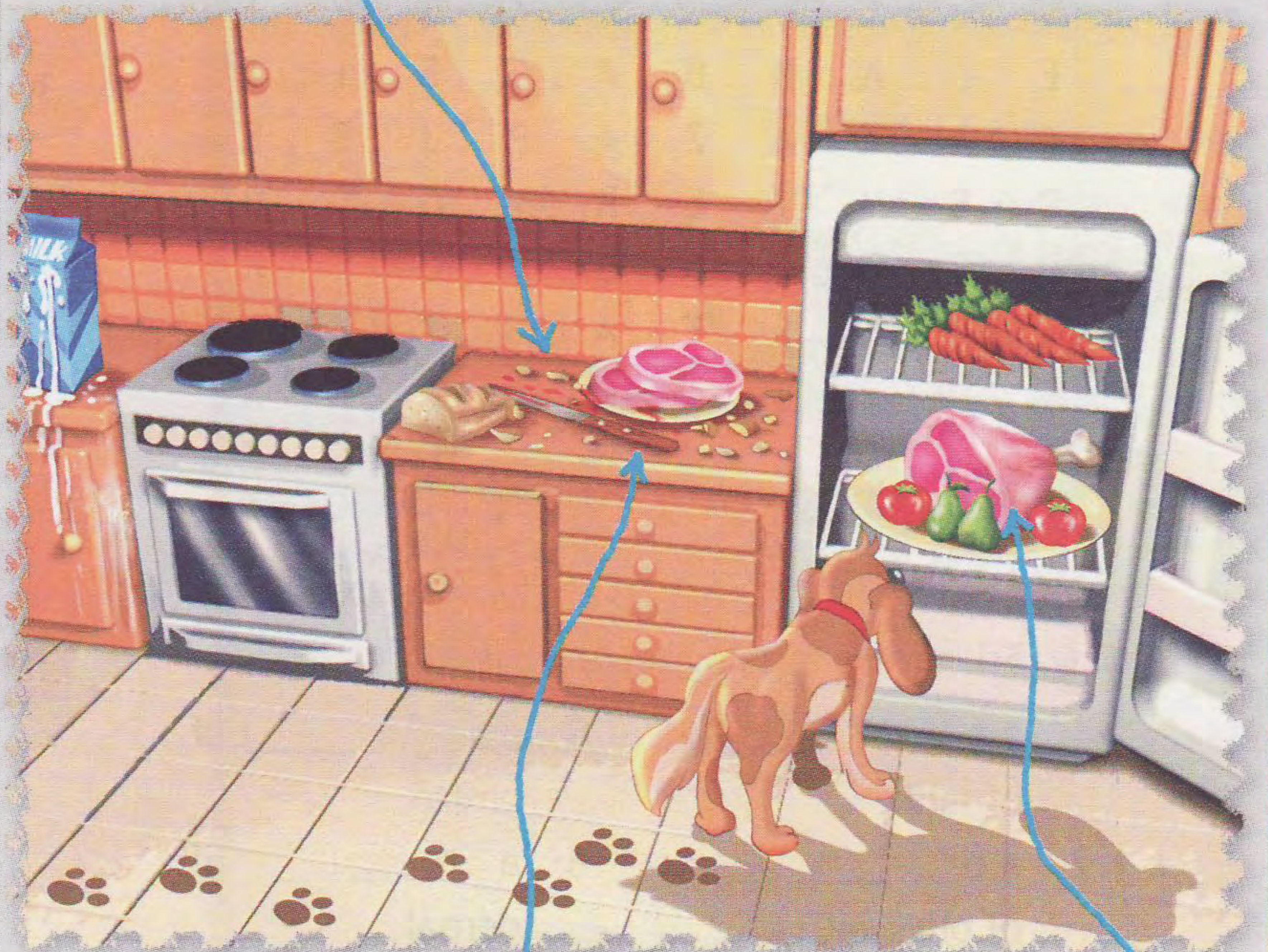
DANGER!



KEEP OUT!

Keeping clean:

Don't let pets in the kitchen. Always wash your hands well before you touch any food. Clean the work surfaces well to keep bacteria away!



Preparing food:

Wash fruit and vegetables well. Never chop raw¹ meat and then use the same knife for other food - to cut your bread, for example. There are lots of dangerous bacteria on raw meat. Use sharp knives and chop very carefully.

Storing food:

Bacteria can't live in the cold, but they love warm kitchens! Always keep raw meat, cooked food and dairy products like milk, cheese and yoghurt in the fridge. Don't put other food next to raw meat!

¹ not cooked

PROGRESS CHECK 8

1 Match the words to form collocations.

- | | | | |
|---|----------|---|----------------|
| 1 | have | a | bonfires |
| 2 | dress | b | gifts |
| 3 | exchange | c | up |
| 4 | light | d | special food |
| 5 | decorate | e | street parades |
| 6 | cook | f | the house |

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

2 Find ten foods/drinks.

P	W	A	M	E	A	T	C	R	B
I	M	Y	T	L	L	A	S	T	U
N	G	T	U	S	K	K	N	P	T
E	C	A	B	B	A	G	E	I	T
A	A	Z	A	Z	A	P	J	E	E
P	S	M	I	L	K	M	G	S	R
P	C	R	Q	B	U	R	G	E	R
L	P	A	S	T	A	C	Z	J	J
E	U	E	R	I	C	E	E	E	A
C	H	I	C	K	E	N	M	S	Z

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

3 Fill in the missing letters.

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

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

4 Choose the correct word.

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

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

5 Fill in the gaps with: some, any, much, many.

- A: How potatoes have we got?
B: Not
- There are peas, but there aren't onions.

3 A: Are there apples?
B: Yes, but not

4 A: Are there bananas?
B: No, there aren't

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

6 Use the prompts to complete the exchanges.

- Can I take your order?
- How about pizza? • There is some.
- Enjoy your meal. • That would be nice.

1 A: Would you like a glass of milk?
B:

2 A:
B: I'd like a cheese sandwich, please.

3 A:
B: I don't think so.

4 A:
B: Thank you.

5 A: Is there any orange juice?
B:

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

Now I Can...

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

- talk and write about festivals and celebrations
- talk about and order food/drinks
- write a birthday party plan
- make suggestions about food for a party
- write a magazine entry about how we celebrate birthdays in my country
- talk and write about kitchen safety

... in English.



◆ **Before you start ...**

- What do you usually eat for breakfast/lunch/dinner?
- How do you celebrate your birthday?
- Think of a celebration in your country. How do you celebrate it?

◆ **Look at Module 9**

- Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

- a statue
- a shopping centre
- British coins

◆ **Listen, read and talk about ...**

- shops & products
- places to go in a town
- events
- types of films

◆ **Learn how to ...**

- offer help & ask for information
- ask for & give directions

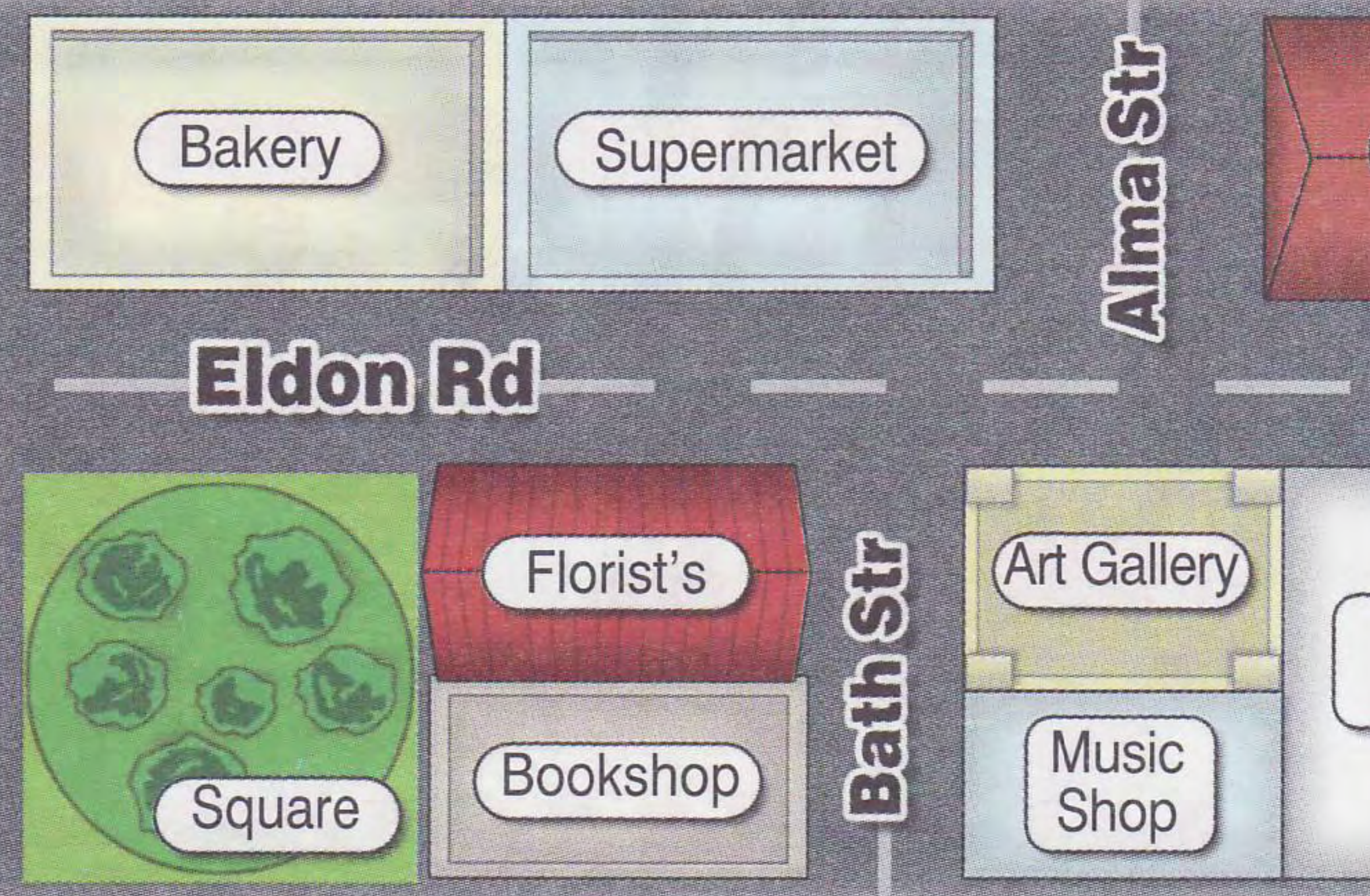
◆ **Practise ...**

- *a/an - the*
- *at - in*
- *must/mustn't*
- reading rules: i, y, ck
- pronunciation: /i/, /aɪ/, /k/

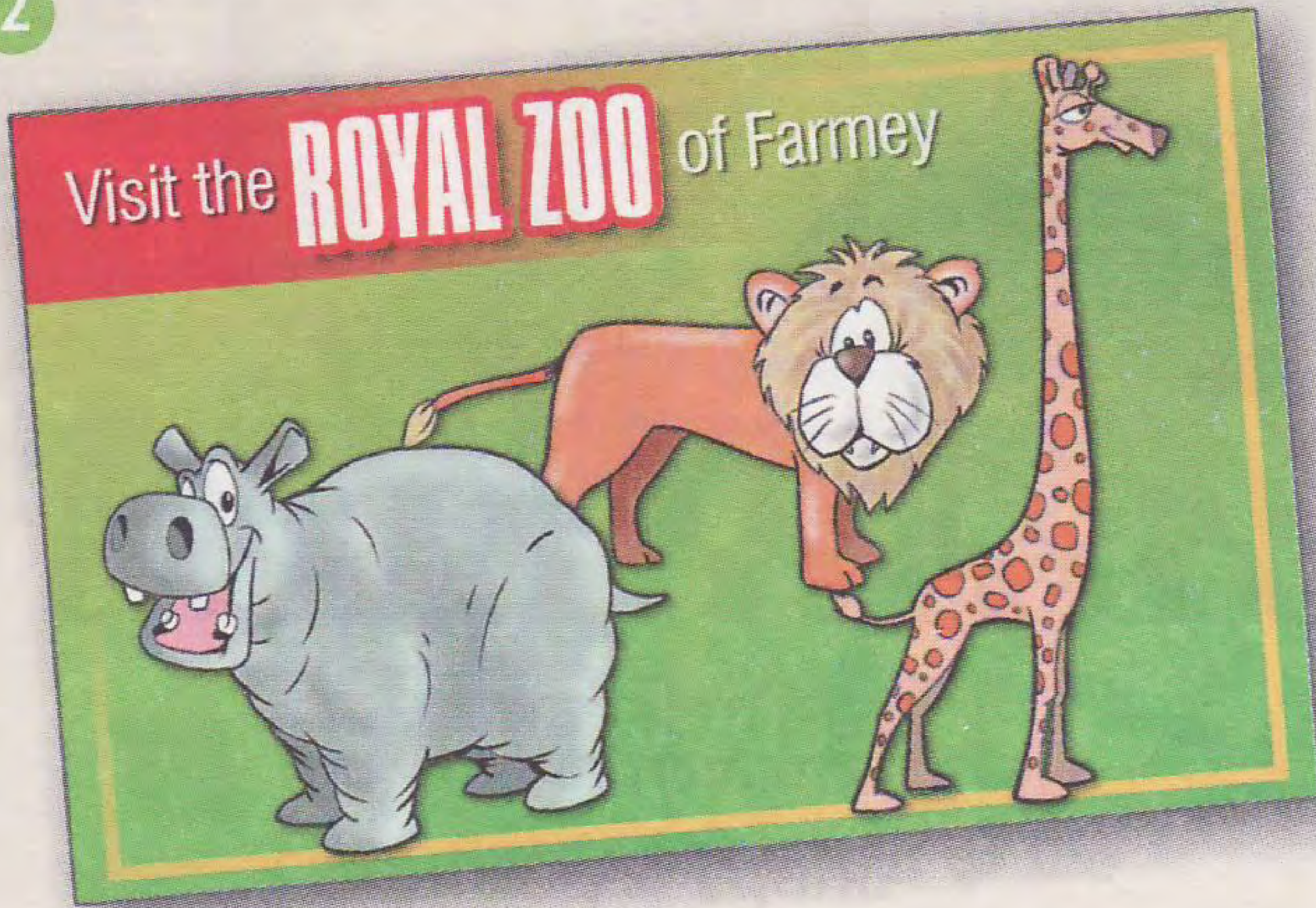
◆ **Write / Make ...**

- an article about a famous shop in your country
- a poster for an event in your area
- a film review
- a short text for a famous area in the capital city of your country
- a poster about money in your country

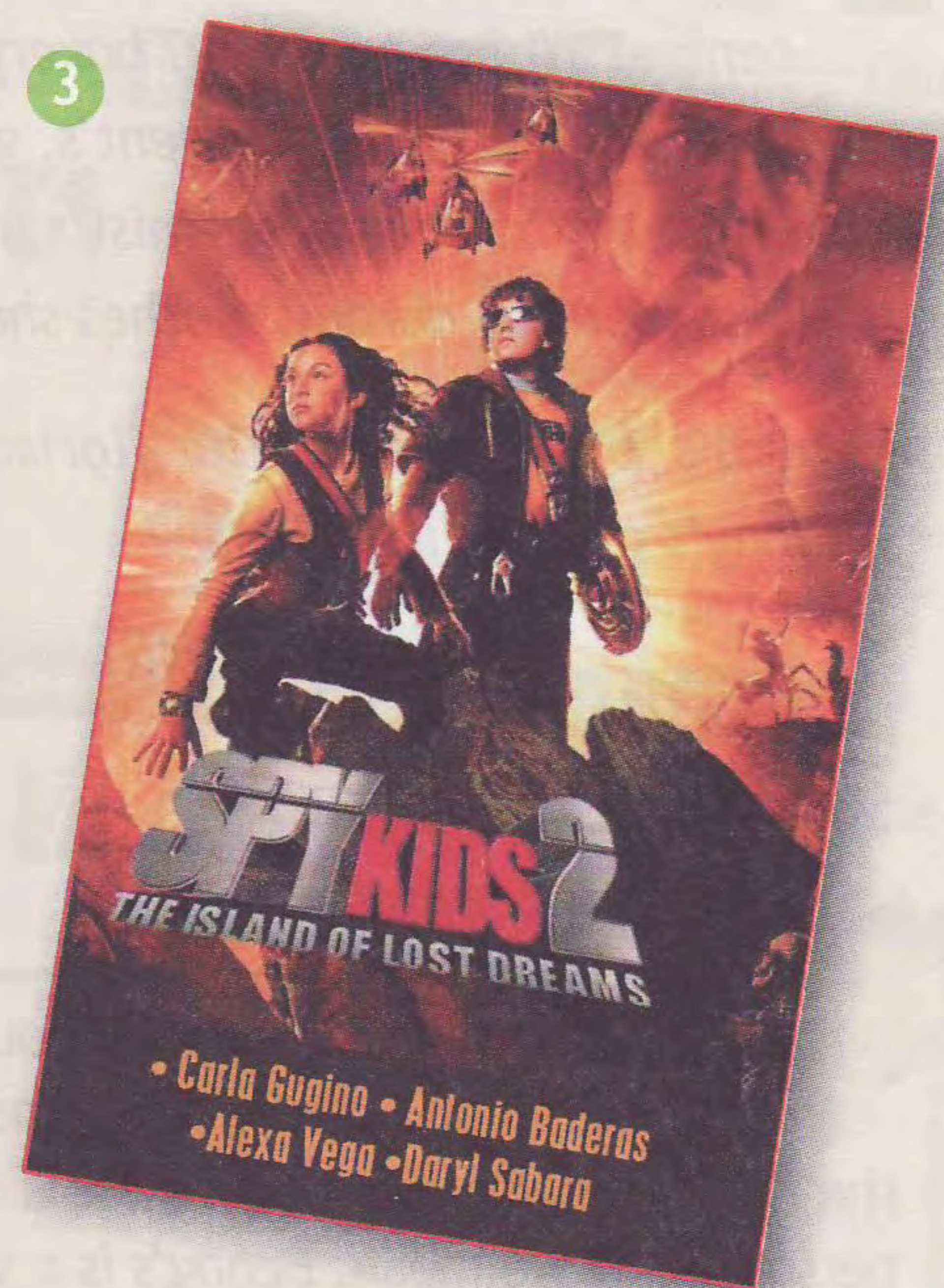
1



2



3



9 a

Going shopping



Vocabulary

◆ Shops & products

- 1** a) Which shops can you see in the shopping centre? Where are they? *bakery, florist's, café, shoe shop, newsagent's, greengrocer's, toy shop, bookshop, chemist's, record shop, fast food restaurant, clothes shop, jeweller's*

► *Laura's is a florist's. The florist's is next to Benny's on the first floor.*

Grammar Grammar Reference

◆ A/An - The

We use **a/an** with singular countable nouns when we mention something for the first time. We use **the** when it is clear which person/thing we mean. *Benny's is a shoe shop. The shoe shop is next to Karen's.*

b) Fill in: *a, an, or the.*

- 1 I want to buy pair of shoes.
- 2 Can I have aspirin, please?
- 3 *Diana's* is jeweller's. There's fast food restaurant next to it.
- 4 Is there bookshop around?
- 5 shoe shop opposite my house is very cheap.
- 6 *Karen's* is clothes shop. clothes shop is on the first floor.

Reading

- 2** a) Look at the title and the pictures of the text on p. 107. Where is Hamleys? What can you buy there? Read or listen and find out.
b) What do these numbers in the text refer to? Explain the words in bold.

- 5 million
- 250
- 35,000
- 4,500
- 2 million

Hamleys

The Land of Toys

If you go to London, you must visit Hamleys in Regent Street. It is a world famous toy shop and one of London's popular tourist attractions ...

- It is **nearly** 250 years old!
- There are six floors and a basement.
- 4,500 people work there.
- Many famous people **shop** there.
- Sometimes the Royal family buy toys from there.
- **Around** 5 million people visit Hamleys every year. 2 million people go there to do their Christmas shopping.
- Children can have their birthday party there.
- There are over 35,000 **different** toys in the shop.

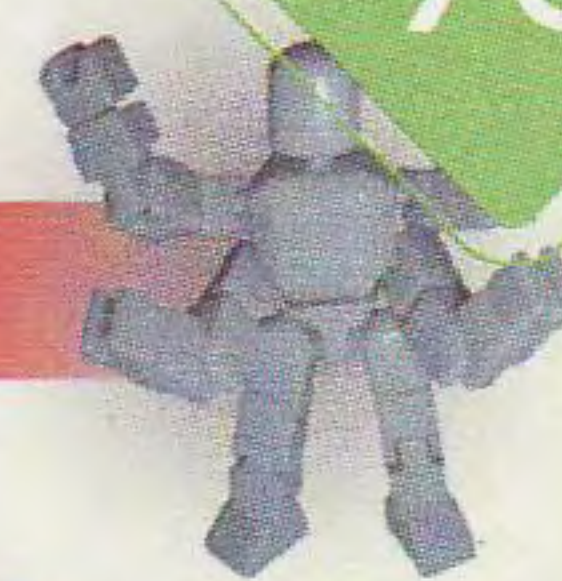
1,000 = a/one thousand, 1,000,000 = a/one million

9a

FLOOR GUIDE

5th floor (BOYS)

Action Figures Café



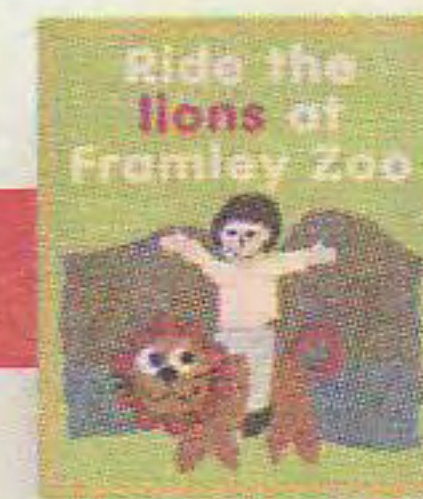
4th floor (MODELS)

Trains & Planes, Remote Control Cars, Soldiers



3rd floor (GIRLS)

Dolls & Accessories, Fancy Dress



2nd floor (PRESCHOOL)

Toys for young children



1st floor (GAMES)

Jigsaws, Board Games



Ground floor (SOFT TOYS)

Teddy Bears, Puppets, Stuffed Animals



Basement

Computer Games, Lego, Gadgets, Electronic Games

- 3 Look at the floor guide. Which floor(s) do you go to if you want to: *buy something for your brother, your sister, your baby sister; eat something?* Which floor(s) would you like to go to? Why?

Everyday English

◆ Offering help & asking for information

- 4 Imagine you are at *Hamleys*. Use the floor guide and the box below to act out short dialogues.

Offering help	Asking for information
<ul style="list-style-type: none"> • Can I help you (at all)? • How can I help you? 	<ul style="list-style-type: none"> • Yes, please. I'm looking for ... • I'd like to buy ...

- A: *Can I help you at all?*
 B: *Yes, please. I'm looking for a toy train.*
 A: *They are on the fourth floor.*
 B: *Thank you very much.*
 A: *You're welcome.*

Speaking

- 5 You work at Hamleys. Give a class of students a tour of the shop. Record yourselves.

Pronunciation /i/, /aɪ/

- 6 Listen and repeat. **Reading Rules**
- | | | |
|------|------|-----------|
| i, y | /i/ | six, myth |
| | /aɪ/ | nice, sky |
- fly, I, my, miss, million, children

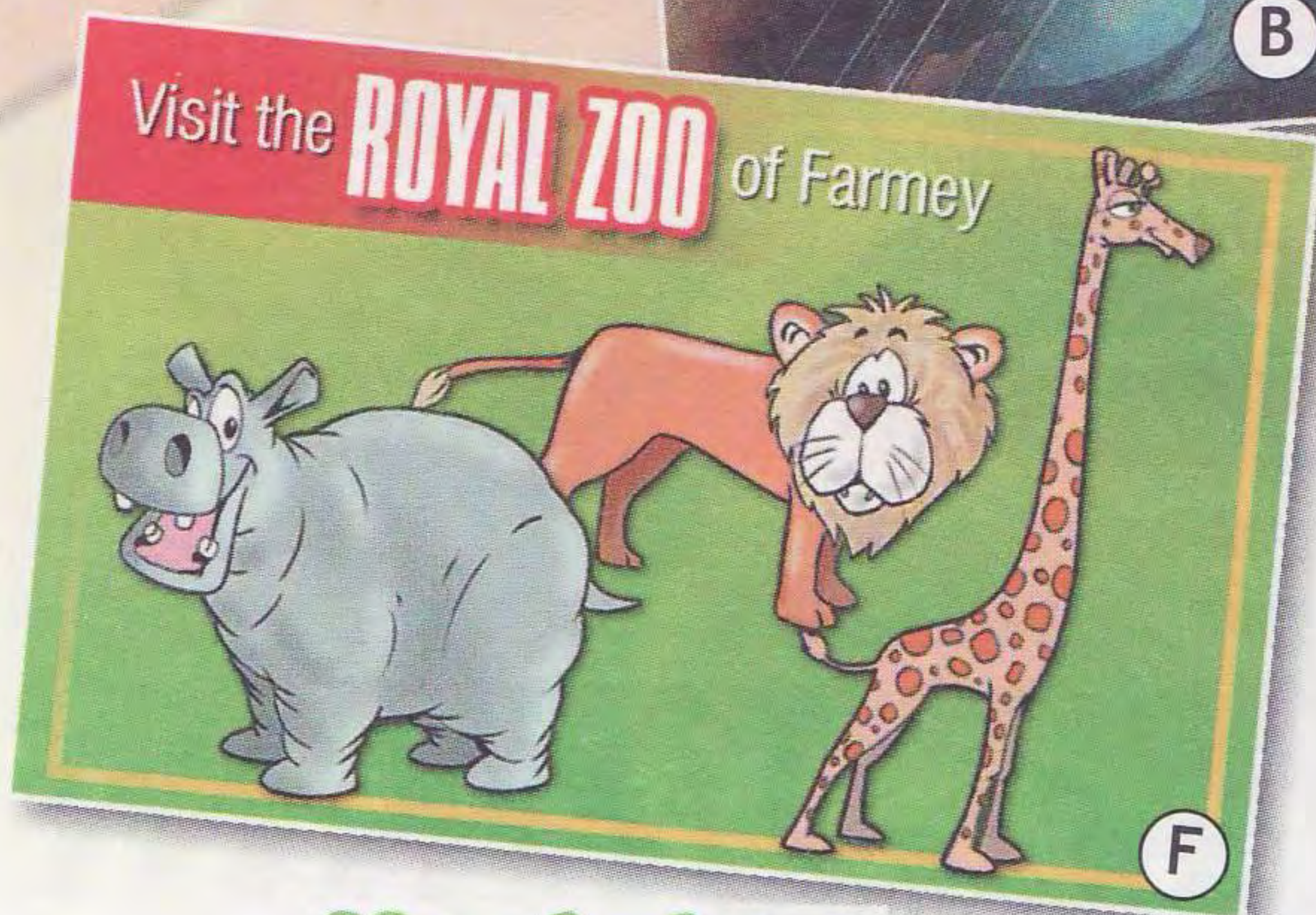
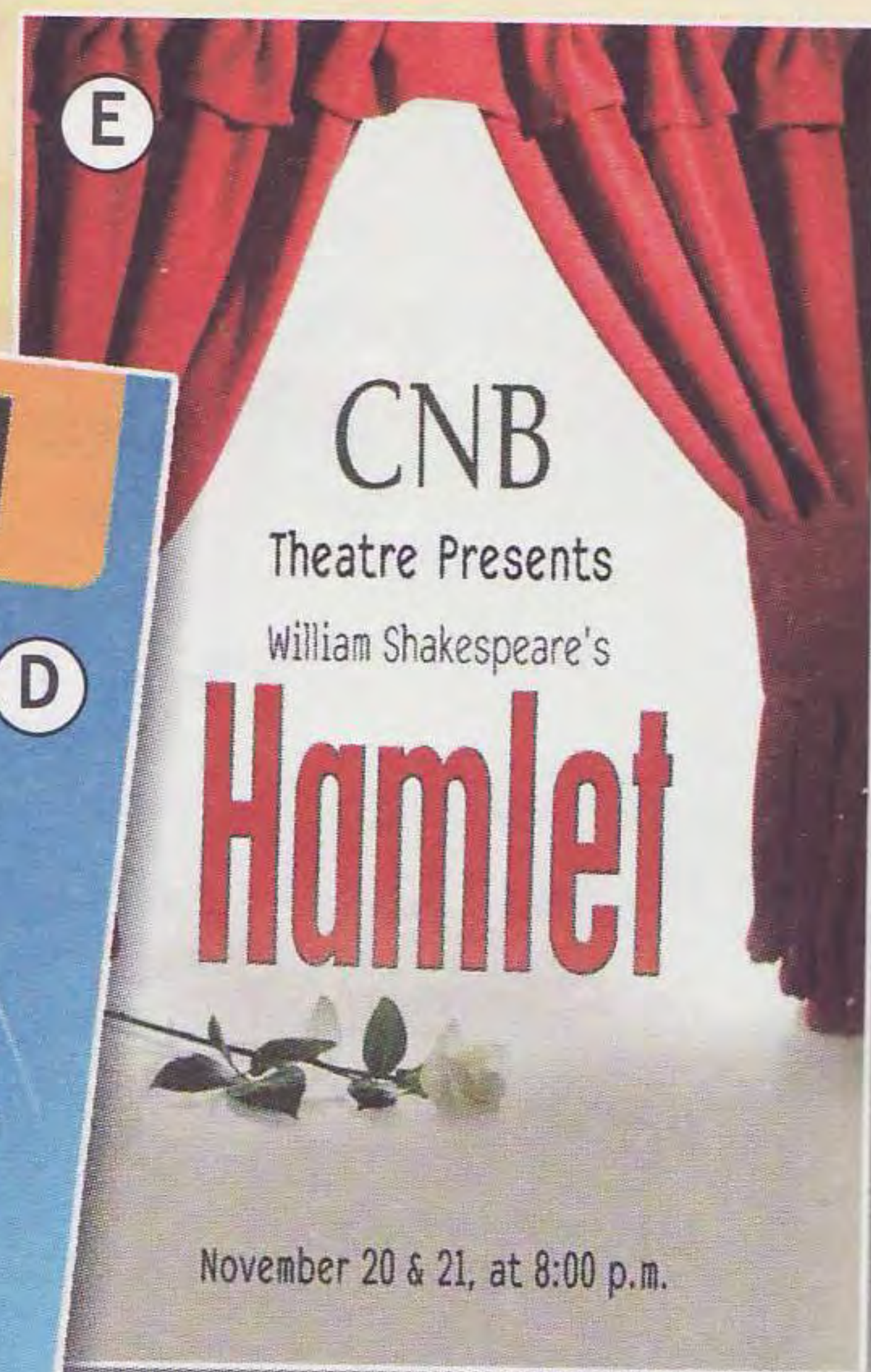
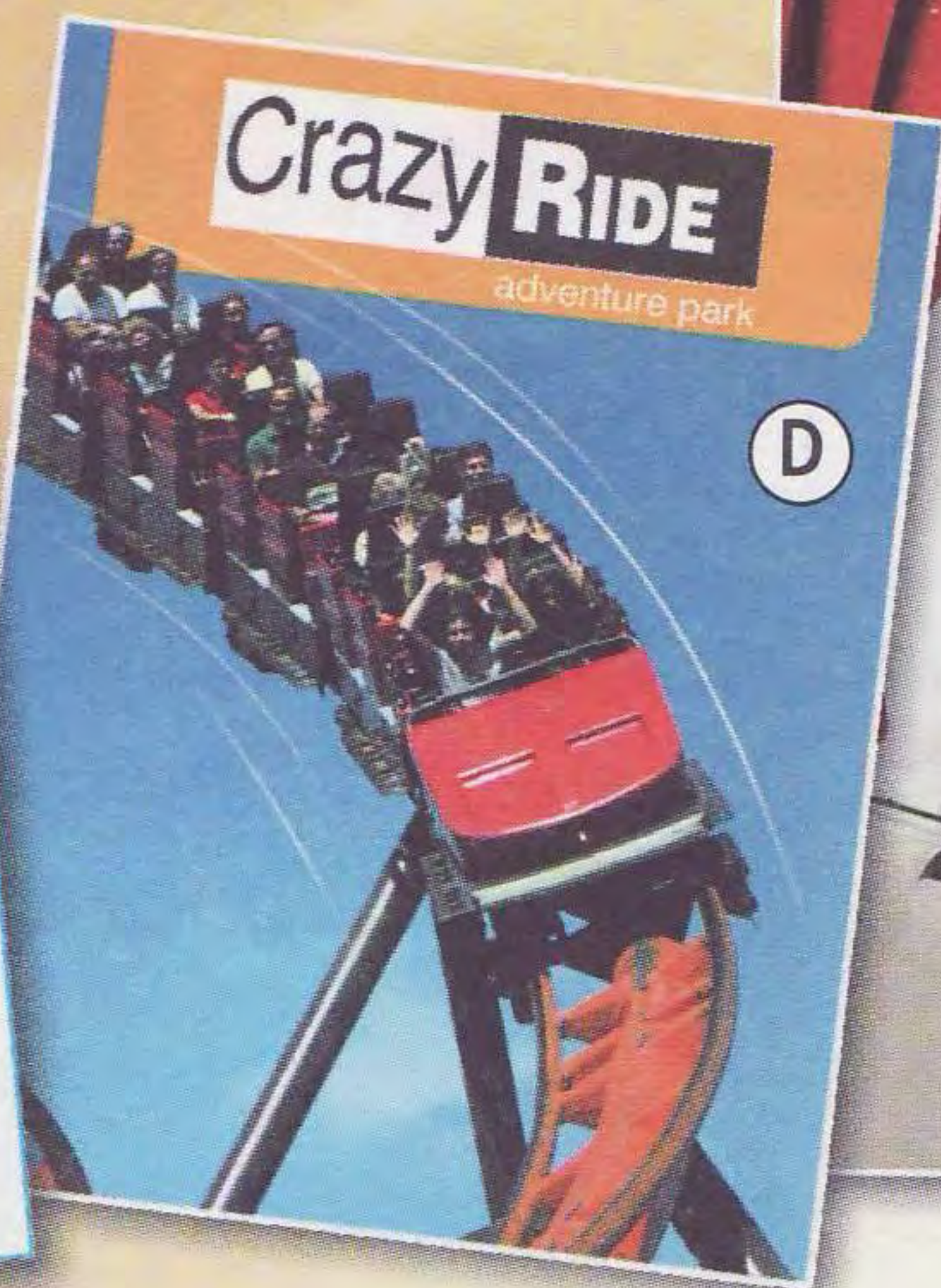
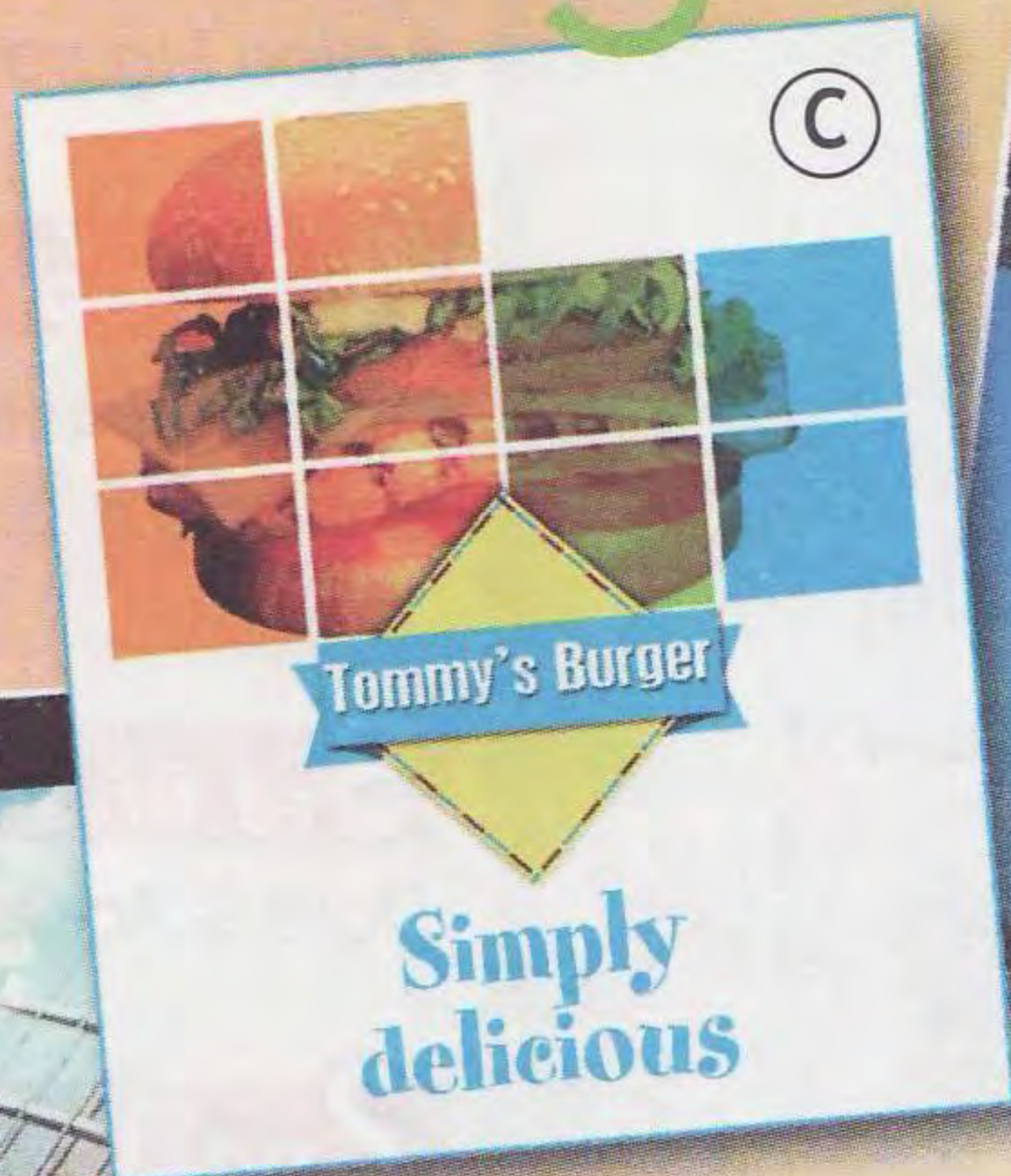
Writing (an article)

- 7 **Portfolio:** Write a short article about a famous shop in your country. It's for a teens magazine. Write:
- where it is
 - what it sells
 - any other interesting (fun) facts

9

b

Let's go



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

► We can see wild animals at the zoo.

NOTE: *in a room* (inside)
at the bus stop (open space)

- 2 Listen to the sounds and say where you are and what you can do there.

Reading

- 3 a) Read the first exchange. Where are Alex and Sarah? Who doesn't like the place? Why? Listen and read to find out.

Alex: I hate art galleries!

Sarah: Shh, Alex! Look at the sign. It says you must be quiet!

Alex: But I'm so bored!

Sarah: Then look at the paintings. They're fantastic!

Alex: Hmm ... this one is quite nice. Let's take a photo!

Sarah: Can't you read? The sign says you mustn't take photographs. It's bad for the paintings.

Alex: You mustn't do this, you mustn't do that ...

Sarah: Oh, Alex! Look. Why don't you go to the café and have a cup of coffee? Wait for me there.

Alex: OK, but you mustn't be late. The film starts at 8.

- b) Read again and answer the questions (1-5). Read the dialogue aloud.

Who ...

- | | |
|-------------------------------------------------|------------------------------------------|
| 1 doesn't want to be at the art gallery? ► Alex | 4 thinks the gallery has a lot of rules? |
| 2 really likes the paintings? | 5 leaves the gallery early? |
| 3 wants to take a photo? | |

study skills

Remembering grammar structures

Explore grammar structures in context. It helps you understand them better.

Grammar Grammar Reference

◆ **must/mustn't**

- 4 a) Read the grammar box. Find examples of *rules/prohibition* in the dialogue.


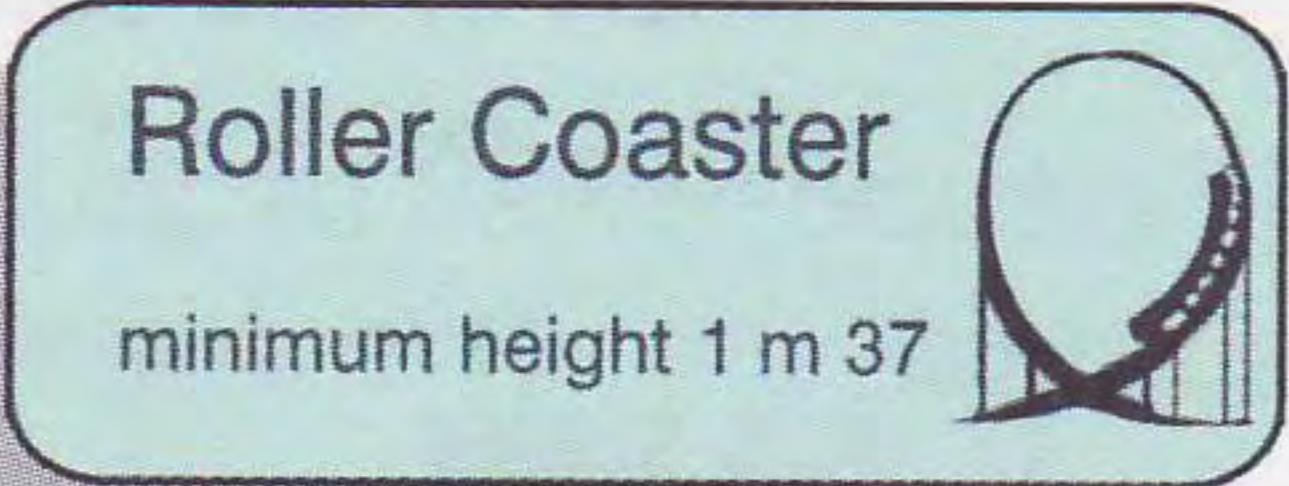
You must be quiet in here. (rule)
You mustn't touch the paintings. (prohibition/you aren't allowed to)

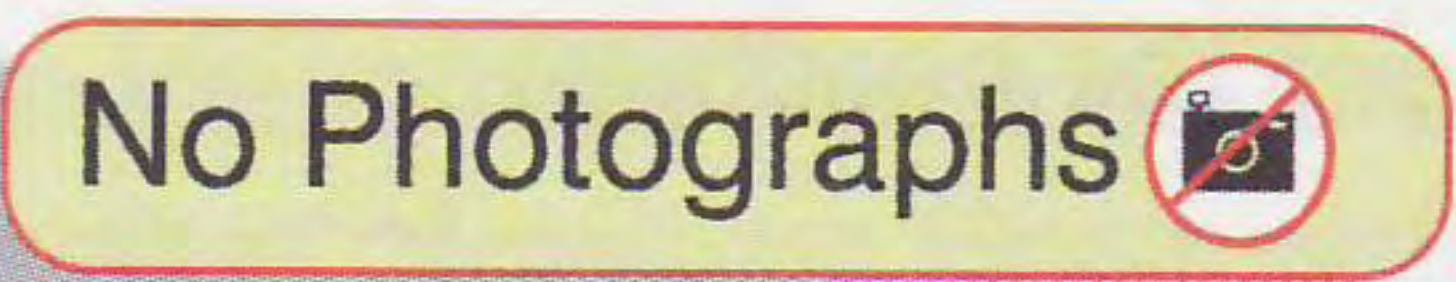

- b) Look at the museum notice and complete the rules with *must* or *mustn't*.

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.


- 5 Match the signs (A-D) to their meanings (1-4). Where can you see them in Ex. 1?

A  B 

C  D 

- 1 You mustn't take pictures here.
 2 You must be quiet.
 3 You mustn't give them food.
 4 Small children mustn't go on this ride.

Speaking

- 6  **Portfolio:** You are at one of the places in Ex. 1. You don't like it but your friend does. Make up and act out your dialogue. Use Ex. 3 as a model. Give your dialogue a funny ending. Record yourselves.

York Town Council invites you to a


9b

Fireworks Display!

Come and celebrate our town's 500th

- 0) ► *birthday*
 Green Palace 1)
 2), 17th March
 3) pm
 4) entry for everybody!
 Children must be with an 5)

Listening

- 7  Look at the poster above. What is it for? Listen and complete gaps 1-5.

- 8 Fill in the gaps (1-4) with the question words below. Use the poster in Ex. 7 to ask and answer questions.

- How much • When • What • Where
- What time

- 1 is the event?
 2 & does it take place?
 3 does it start?
 4 does it cost?

- A: *What is the event?*
 B: *It's a fireworks display.*

Writing (a poster for an event)

- 9 **Portfolio:** Make a poster for an event in your area (e.g. a special concert, celebration). Include:

- what the event is • place • date
- time • cost • any special rules

Use the poster in Ex. 7 as a model.



Don't miss it!

Spy Kids 2:

The Island of Lost Dreams ★★★★★

by Stephanie Granger, year 9

Spy Kids 2 The Island of Lost Dreams is a great action film about the Cortez family. Mum and dad (Carla Gugino and Antonio Banderas) are real **government spies** who suddenly **disappear**. Their two kids, Carmen and Juni (Alexa Vega and Daryl Sabara), are the only people on earth who can **rescue** them.

The kids, **armed** with a bag of **high-tech gadgets**, face horrible monsters and become heroes as they manage to **save** their parents and the world from the child robots.

Spy Kids 2 is a film **full of action** and adventure. It is the **perfect** film for the whole family. Don't miss it.



Vocabulary

◆ Types of films

1 Listen to the music. Which type of film does it match?

- horror • romance • comedy
- action • animated

Reading

2 a) Look at the poster and answer the questions. What do you think Stephanie can say about the film in her review? Listen, read and check.

- 1 What type of film is it?
- 2 What is the film about?
- 3 Who are the lead actors?

b) Explain the words in bold.

3 How does Stephanie recommend the film? Which of the sentences below can she use instead?

- 1 It's super.
- 2 It is well worth seeing.
- 3 It's boring to watch.

4 Make notes under the headings:

- type • plot • main characters
- recommendation

Use your notes to summarise the review.

Writing (a film review)

5 a) Choose a film you like and make notes under the headings in Ex. 4.

b) *Portfolio*: Use your notes to write a short review for the school magazine. Use Ex. 2 as a model. (50-80 words)

CULTURE CORNER

Busy spots in London

- 1** Look at the pictures, then read the first sentence of the text. Where is this place? Think of three questions about it. Read through. Can you answer them?



Leicester Square

Leicester Square (pronounced *Lester Square*) is in London's West End. The square **1)** famous for its cinemas. It's got six cinemas and **2)** are more than 50 theatres nearby. One of the cinemas, the Odeon, **3)** 1,700 seats! You can see premieres¹ of new films in Leicester Square.

In the middle of the square there is a small park with a statue of William Shakespeare in it. There are **4)** lot of restaurants, cafés and nightclubs. They are especially busy **5)** Friday and Saturday evenings. Leicester Square is worth² a visit for Londoners as well as tourists.



¹ first performances
² enjoyable

- 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** Ask and answer *wh-questions* based on the text.

- ▶ A: *Where's Leicester Square?*
B: *In London's West End. What is it famous for?*

- 4** You are a tour guide in London. Talk to your group about Leicester Square. Answer the group's questions. Think about:

- where it is
- what it is famous for
- what is there

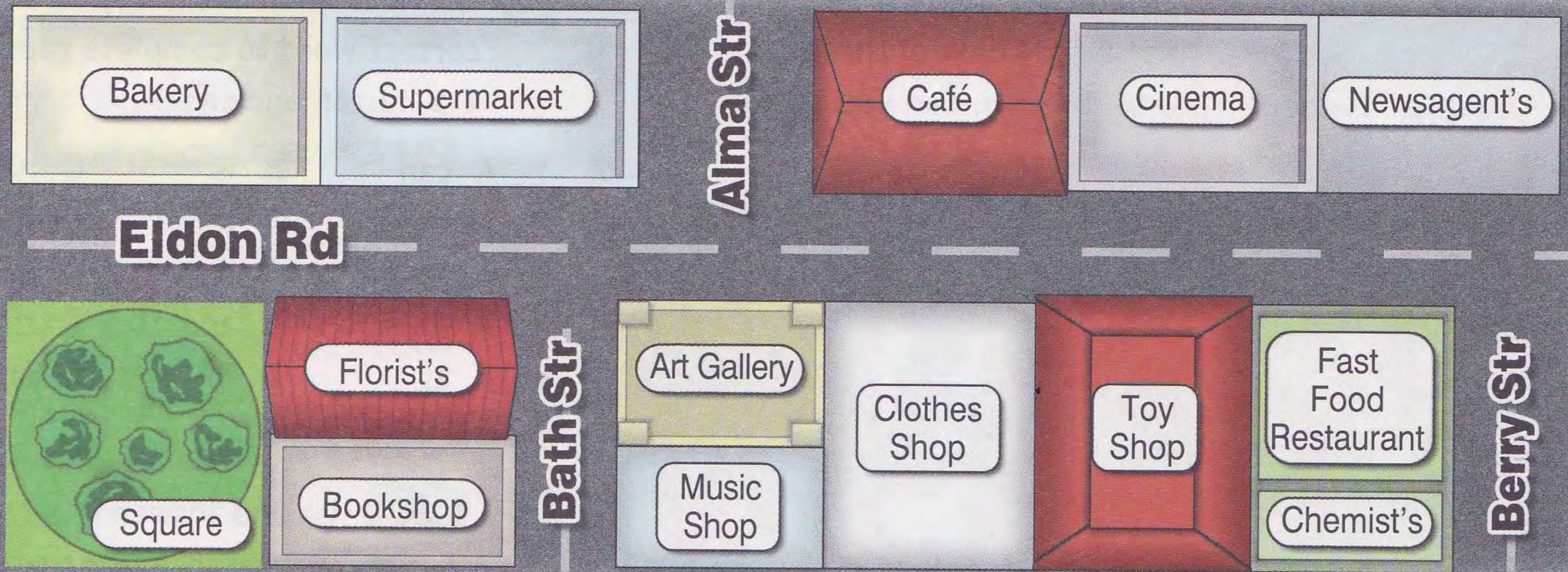
Project

- 5** *Portfolio:* Collect information and pictures about a famous area in the capital city of your country. Write a short text for tourists. Write:

- name • location
- what it is famous for
- things to do and see there

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 1 & 2. What are they about? Listen, read and check. Where does each person want to go? Find the places on the map.

1
A: Excuse me, is there a fast food near here?
B: Yes, there's one on Berry Street.
A: Where exactly?
B: On the corner of Eldon Road and Berry Street.
A: Thanks a lot.

2
A: Excuse me, can you tell me where the cinema is?
B: Yes, sure. Go down Bath Street and turn right. Walk down Eldon Road. The cinema is on your left.
A: On my left?
B: Yes. It's opposite the fast food restaurant. You can't miss it.
A: Thank you.

3 Portfolio: Look at the map. Act out dialogues asking for/giving directions from:

- the bakery to the newsagent's
- the bookshop to the café
- the music shop to the chemist's
- the toy shop to the square
- the chemist's to the supermarket

Use the phrases in the box and the sentences in Ex. 1. Record yourselves.

Asking for directions	Giving directions
<ul style="list-style-type: none"> • Where's the ...? • How do I get to ...? • Could you tell me how to get to ...? 	<ul style="list-style-type: none"> • Go up/down ... • It's on your right/left ... • Turn left/right ... • It's on the corner of ... • It's next to/near/opposite/between ...

Pronunciation /k/

Reading Rules

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

ck - /k/ cock, pack

lock, dock, shock, lick, luck, duck

1 Put the coins A-G in order from one penny to one pound.

British Coins

G

1p = one penny
2p = two pence
10p = £1 (one pound)

2 How much do the coins A-F add up to altogether? Which of the following items can you buy with this sum of money?

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 a) How much does it cost to buy:

- 1 a packet of crisps and a bottle of cola?
▶ $20p + (\text{plus}) 26p = (\text{equals}) 46p$
- 2 a bar of chocolate and a bottle of cola?
- 3 two bottles of cola?
- 4 a jar of jam and a bar of chocolate?

b) How much change do you get from £1 for each of the above?

▶ $100p - (\text{minus}) 46p = 54p$

5 You are in a shop. You have £1. Use the pictures in Ex. 2 to act out dialogues.

- ▶ A: How much is this bar of chocolate, please?
B: It's thirty-five pence.
A: Here's a pound.
B: Thank you. Here's your change, sixty-five pence.

Project

6 Make a poster about the coins in your country. Stick or draw pictures and label them.

1 euro = 100 cents; 1 rouble = 100 kopecks;
1 dollar = 100 cents

PROGRESS CHECK 9

1 Match the products to the shops.

- | | | | |
|----------------------------|-----------|---|--------------|
| 1 <input type="checkbox"/> | magazines | a | shoe shop |
| 2 <input type="checkbox"/> | aspirin | b | music shop |
| 3 <input type="checkbox"/> | boots | c | chemist's |
| 4 <input type="checkbox"/> | trousers | d | toy shop |
| 5 <input type="checkbox"/> | CDs | e | newsagent's |
| 6 <input type="checkbox"/> | dolls | f | clothes shop |

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

2 Circle the odd word out.

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

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

3 Complete the phrases.

- computer • Royal • action • wild
- tourist • to do • adventure • roller

- figure
- attraction
- their Christmas shopping
- family
- animals
- coaster
- park
- game

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

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

no smoking

1

Sorry! No animals
Thank you

2

**Keep dogs
on leads**

3

Keep Left

4

**No cycling in
the gardens**

5

**Clean up after
your dog**

6

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

5 Complete the exchanges.

- Yes. There's one on Alma Street.
- On the 3rd floor.
- I'm looking for a board game.
- You are welcome.
- It's opposite the café.

- A: Where is the toy department?
B:
- A: Thank you very much.
B:
- A: Excuse me, is there a supermarket around here?
B:
- A: Can you tell me where the bakery is?
B:
- A: How can I help you?
B:

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

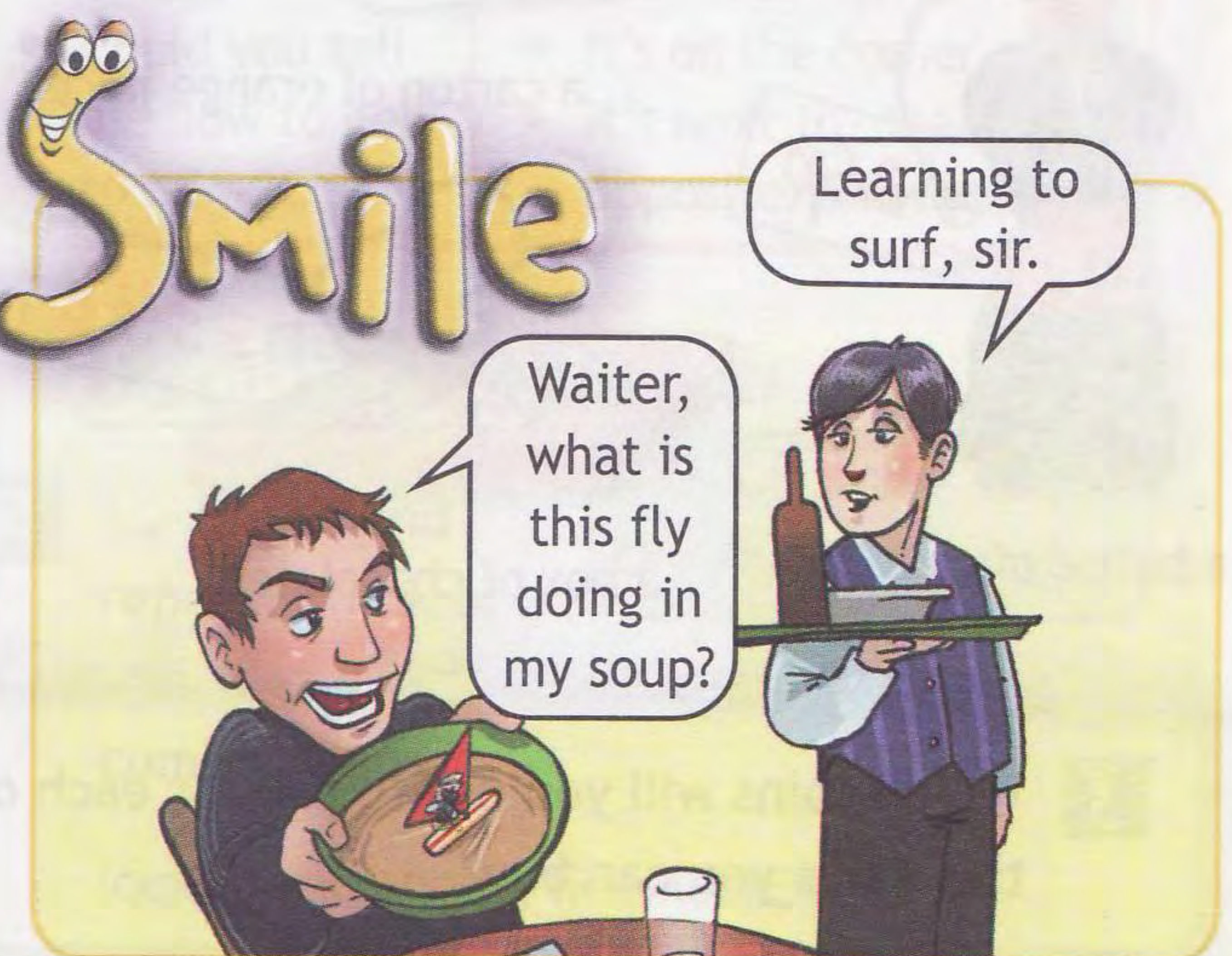
(My score: $\frac{100}{100}$)

Now I Can ...

- talk and write about shops & products
- make a poster for an event in my country
- talk about places to visit
- write a film review
- write a short text for an area in my country
- offer help & ask for information
- ask for & give directions

... in English.

Smile



◆ **Before you start ...**

- How often do you go shopping and where? What do you usually buy?
- Where do you most like to go in your free time? What do you do there?
- What's your favourite film? Talk about it.

◆ **Look at Module 10**

- Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

- holiday adverts
- notes
- a board game

◆ **Listen, read and talk about ...**

- types of holiday
- activities & feelings
- health matters
- Scotland
- safe camping

◆ **Learn how to ...**

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

◆ **Practise ...**

- *can* - *can't*
- *will*
- revision of present simple & present continuous
- reading rules: ch, j, a, o
- pronunciation: /tʃ/, /dʒ/, /b/

◆ **Write / Make ...**

- an advert for your town/city
- a holiday brochure for a hotel
- a note
- a board game
- a cartoon strip



2



3



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?

2 How do you like to travel?

  
by coach / motorbike / train

   
car / ship / bike / plane / air

BUT on foot 

► I like travelling by car.

Reading

3 a) Listen to and read the adverts and find: *two places to stay, three activities, two means of transport and three countries.*

b) Match the people (1-5) to the holidays (A-E).

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

A Discover the Himalayas!

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

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

Small Group
Adventures

0870 888 0243

B SPAIN

There's everything for everyone on Dona Lola

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

Sun, Sea and Sand from only £225 per person!

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with "The Queen of the Nile"


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

7 nights
from
£429

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Speaking

4  You are a travel agent. Your partner (client) wants to spend his/her holidays abroad. Use the information in the adverts to advise him/her. Record yourselves.

- A: I'd like to travel abroad this summer.
- B: Why don't you go to the Himalayas?
- A: The Himalayas? What can you do there? etc.

Grammar

Grammar Reference

◆ can/can't

5 a) Read the grammar box.

- Can for something allowed or possible.
You can buy souvenirs here. (it is possible, you are allowed)
- Can't for something not allowed.
You can't smoke here. (it isn't allowed)

study skills

Pronunciation
Practise pronunciation. Listen to recorded texts. Repeat sounds, rhythm and pace. Record yourself to see if you sound natural.

D IRELAND BY COACH

DUBLIN

CORK

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



www.goireland.com

E


The Magic of AFRICA


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





Call 01789 7685 for a free brochure!


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

1 

2 

3 

4 

5 


a You can't eat or drink.

b You can buy ice creams.

c You can't take photographs.


d You can park here.

e You can't camp.

6  Ask and answer questions.

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

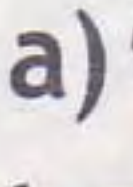
Pronunciation /tʃ/, /dʒ/

7  Listen and repeat.

Reading Rules
ch - /tʃ/ cheese
j - /dʒ/ join

/tʃ/: chin, chest, catch, much
/dʒ/: jam, joke, jump

Listening

8 a)  Listen to someone booking a ticket by phone and fill in the missing information.

Name: Harry ▶ *Smith*

Place: 1)

Date/leave: 2) July

Date/come back: 3) August

Travel by: 4)

Price: 5)

b) Use the completed phrases to talk about Mr Smith's holiday.

▶ Mr Smith wants to ...
He wants to leave ...

Writing (a holiday advert)

9 **Portfolio:** Make holiday adverts for places in your country. Use the adverts in Ex. 1 as models. Illustrate your adverts.

Summer fun



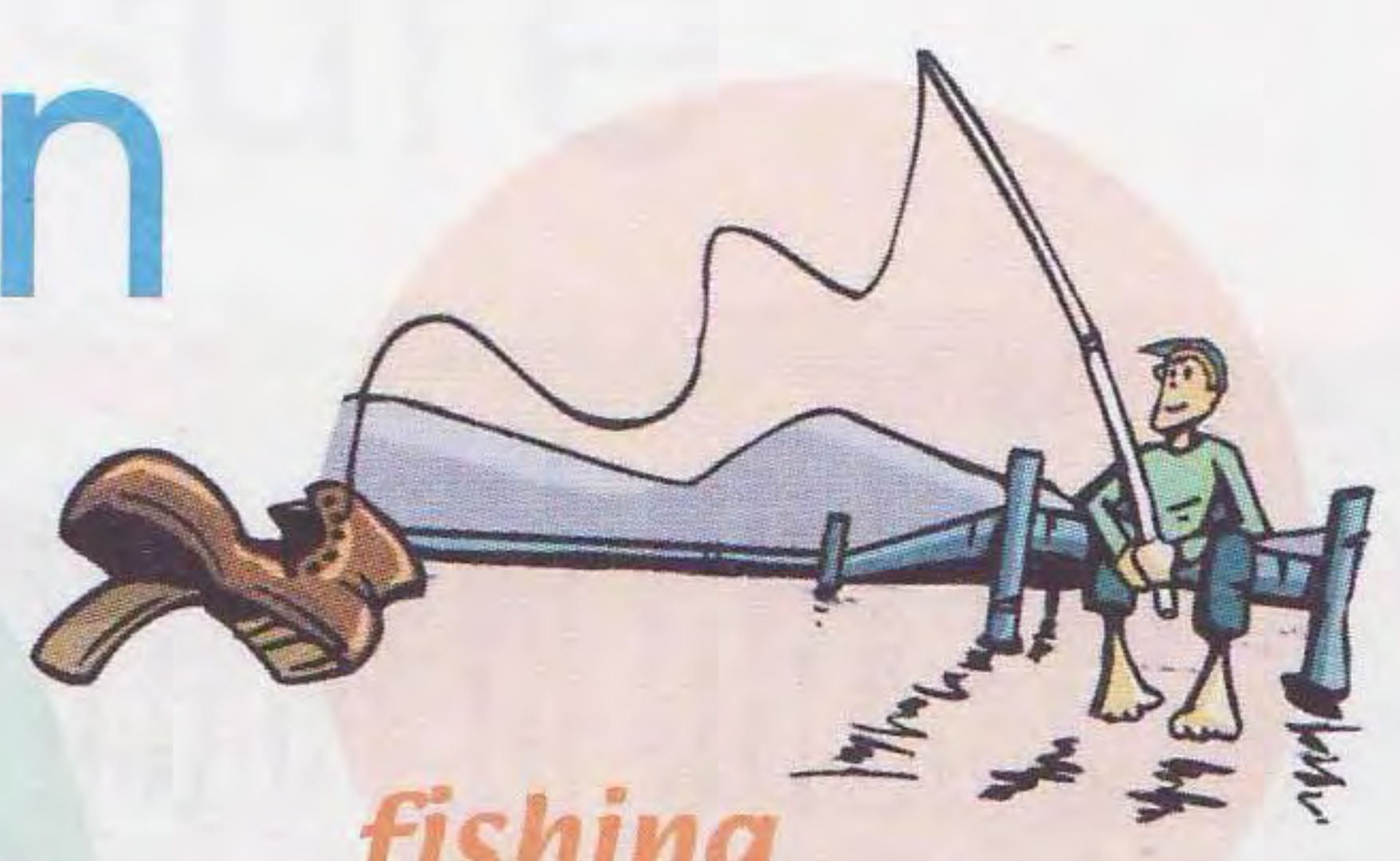
hiking



sunbathing



swimming



fishing



sailing

Pine Bay



windsurfing



jet skiing



white water rafting



scuba diving

Vocabulary

◆ Activities & feelings

- 1 a) Look at the pictures and listen to the sounds. What images come to mind? Do you feel: *excited?* *bored?* *relaxed?*

b) Which of the activities do you think are:

- tiring • relaxing
- boring • exciting
- fun • dangerous
- enjoyable

▶ A: *I think white water rafting is exciting.*

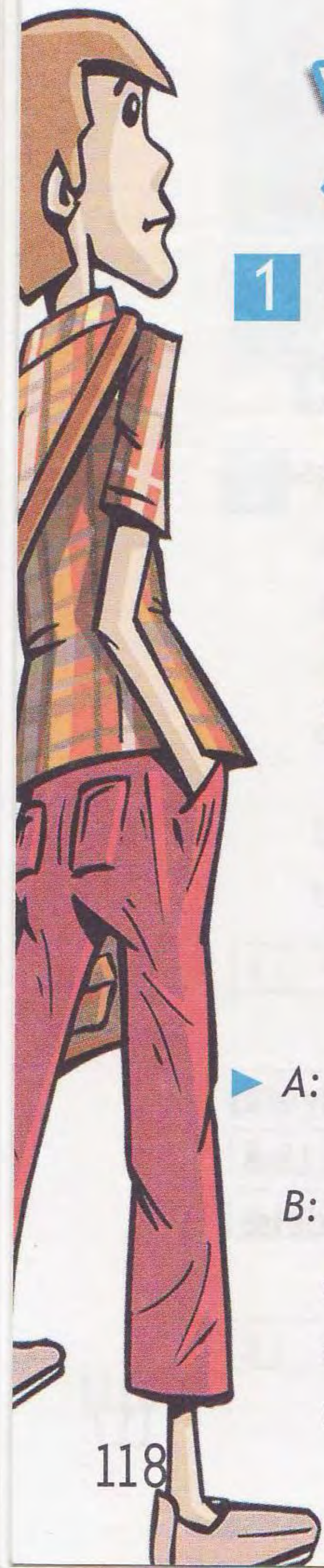
B: *Really? I find it dangerous.*

c) Look at the highlighted adjective endings. Give one more example of each.

Reading

- 2 a) Read the first two exchanges in the dialogue. Where are Bill and Lucy? What are they talking about? What do you think they will do?
- b) Read and listen to the dialogue. What do they decide to do?

Bill: Good morning, Lucy.
 Lucy: Good morning, Bill. Where are Tony and Steve?
 Bill: They're sailing with their father. Will you have breakfast with me?
 Lucy: Yes, sure! Now, what are your plans for today?
 Bill: Well, it's difficult. There's so much choice here! What about you?
 Lucy: I think I'll try scuba diving with my dad.
 Bill: That sounds good. I think I'll try jet skiing. Then I'll probably go swimming with my parents this afternoon. Do you want to come?
 Lucy: Actually, I'd rather not. I'm sure I'll be tired after scuba diving!
 Bill: Don't worry! I'll swim and you can just sunbathe!
 Lucy: Oh ... OK then.




Everyday English

◆ Inviting/Suggesting - Accepting/Refusing

3 a) Read the language box.

Inviting/Suggesting	Accepting/Refusing
<ul style="list-style-type: none"> • Would you like to come canoeing/ fishing etc. with me? • Why don't you come ... ? • Do you want to come canoeing ...? 	<ul style="list-style-type: none"> • Yes, sure! • That sounds great/ good! • I'm sorry, but I can't. • Actually, I'd rather not.

b)  **Portfolio:** You're at the Pine Bay Hotel with your families. Use the activities in the pictures and the sentences in Ex. 3a to decide how to spend your day. Record yourselves.

Grammar Grammar Reference

◆ will

4 Read the rules in the grammar box. Find examples of: *on the spot decisions/ requests/predictions* in the dialogue.

Affirmative: I/you/he etc will swim.
Negative: I/you/he/etc won't swim.

Interrogative: Will I/you/he/etc swim?
Short answers: Yes, I/you/he/etc will.
 No, I/you/he/etc won't.

We use will for:

- **on the spot decisions:** *I'm really tired - I don't think I'll play football this afternoon.*
- **requests:** *Will you help me carry this box? Of course!*
- **predictions based on what we think or imagine:** *Come hiking with me, Joe. It will be really nice!*

Note: will not = won't

5 Respond to the statements.

- 1 It's cold. (close the window) ► *I'll close the window.*
- 2 I'm hungry. (make a sandwich)
- 3 I need some money. (give)
- 4 I need a drink. (make some tea)
- 5 The door is open. (close)

6 Complete the sentences. Use the verbs:

- help • meet • pass • open • become
- miss

- 1 I don't think I ► *will pass* the exam. It's too hard.
- 2 I think John a doctor.
- 3 I don't think Laura you with your exercises.
- 4 I'm sure Tony his own business one day.
- 5 I don't think she us at the airport.
- 6 I think Ann her plane.

Writing (describing photographs)

7 a) Look at the photograph. What do you think they will do after they finish their breakfast?

b) **Portfolio:** Find pictures of your last holiday. Make a poster. Under each picture write a short description. Write about: • people • feelings • activities





Here we are at the hotel. It's hot and sunny. We are wearing T-shirts and shorts. We are having breakfast outdoors. We're very happy.

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.*



Mary



Sam



Dennis



Kathy

Reading

- 2 Read the notes quickly. What's Sally's problem? What does Matt suggest?

Hi Matt,

Out to get lotion from pharmacy - got sunburn! Meet u at the reception at 3!

Sally

Sally,

Can't b there at 3. Will b at beach with family 'til 4. What about 5 at pool? Hope sunburn better - stay out of sun!

Matt

P.S. Won't b late!

- 3 Read the 'Study Skills' box. What pronouns, possessive adjectives, articles and verbs are missing in notes A & B? What abbreviations are there?

- 4 Rewrite these sentences in note form.

- 1 I will see you outside school at four o'clock.
▶ *C u outside school at 4.*
- 2 I will meet you at three o'clock opposite the park.
- 3 I can't come to the cinema tonight. I've got lots of homework.
- 4 I am at Stacy's house. I will be back in an hour.

Writing (a note)

- 5 **Portfolio:** You are at a holiday camp. Leave your friend a note in your room (20-30 words). Say:

- where you are going
- what time you will meet up
- where you will meet up

Use the notes in Ex. 2 as a model.

study skills

Writing a note

Notes are short and informal. We can omit pronouns (*I, you, he* etc.), possessive adjectives (*my, your* etc.), articles (*the, a* etc.) and verbs (*out = I am out*). We can also use abbreviations (*b = be*).

CULTURE CORNER

Tour beautiful Scotland by coach!

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!

All aboard



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

2 Edinburgh
This city is famous for its
A castle
B river

4 Stirling on the River
Stirling is on the
A Forth
B Thames

3 Driver forgets his map. Go back 1.

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.

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

Project (a board game)

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



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

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 /b/

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

Reading Rules

o - /b/ on
a - /b/ wash

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

Stan's

Rent-it-all

BICYCLES - MOTORCYCLES - CARS

MOTORCYCLES	BICYCLES	CARS
from £12 per day!	from £6 per day!	from £24 per day!

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



b) Read again. What have the children got with them?

2 How is the cartoon related to the leaflet? Listen, read and check.

3 Match the points in the leaflet to the reasons below. Make sentences.

- not be in danger
- not get lost
- not start a fire
- not be cold at night
- the countryside/not be full of litter
- animals/not come close
- not have stomach problems with water from rivers and streams

► You must take a whistle and a compass. Then you won't get lost.

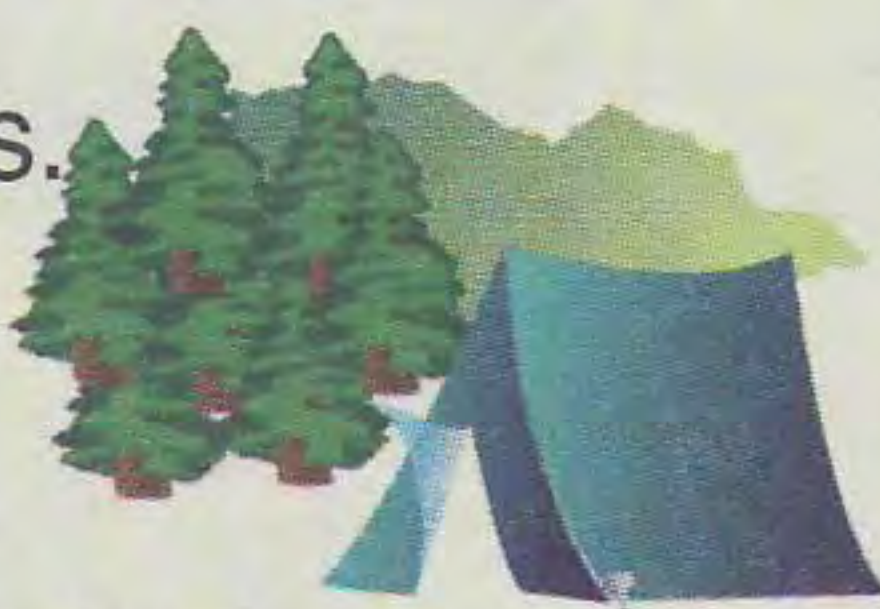
Project

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

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!



PROGRESS CHECK 10

1 Fill in the right word.

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

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

2 Match to form names of sports and activities.

- | | |
|-----------------------------------------|------------|
| 1 <input type="checkbox"/> rock ... | a surfing |
| 2 <input type="checkbox"/> jet ... | b climbing |
| 3 <input type="checkbox"/> scuba ... | c biking |
| 4 <input type="checkbox"/> mountain ... | d seeing |
| 5 <input type="checkbox"/> sight ... | e diving |
| 6 <input type="checkbox"/> wind ... | f skiing |

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

3 Match 1-4 with a-d.

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

- Stay out of the sun!
- See a dentist!
- See a doctor!
- Take an aspirin!

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

4 Fill in *can* or *can't*.

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

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

5 Circle the correct word.

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

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

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 euros.
- A: What's 5)?
B: I've got a temperature.

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

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

Now I Can ...

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

... in English



Spotlight

on **RUSSIA**

#Vol. 5

www.spotlightonrussia.ru

My Favourite Seasons

Paintings from a school art exhibition *p 9*

Maslenitsa Spring Festival
a Russian celebration *p 10*

See You at Summer Camp

the perfect summer holiday at Orlyonok *p 12*





Letter from the Editor

Hello from *Spotlight on Russia!*

Our magazine is all about you and our great country – Russia! It's about places and things from all over Russia. Read about **bears, toys**, a famous **young musician** and much more!

You can tell us about yourself and where you live in Russia, too. Send an e-mail to: www.spotlightonrussia.ru

But our magazine isn't just for Russians. Children from around the world send e-mails to the *Spotlight on Russia* website. You can read what children from other countries want to know about Russia.

Can you answer their questions? Send us an e-mail!

Have fun reading about Russia in English. And remember – we want to hear from you!

Goodbye until next time.

The *Spotlight on Russia* team.

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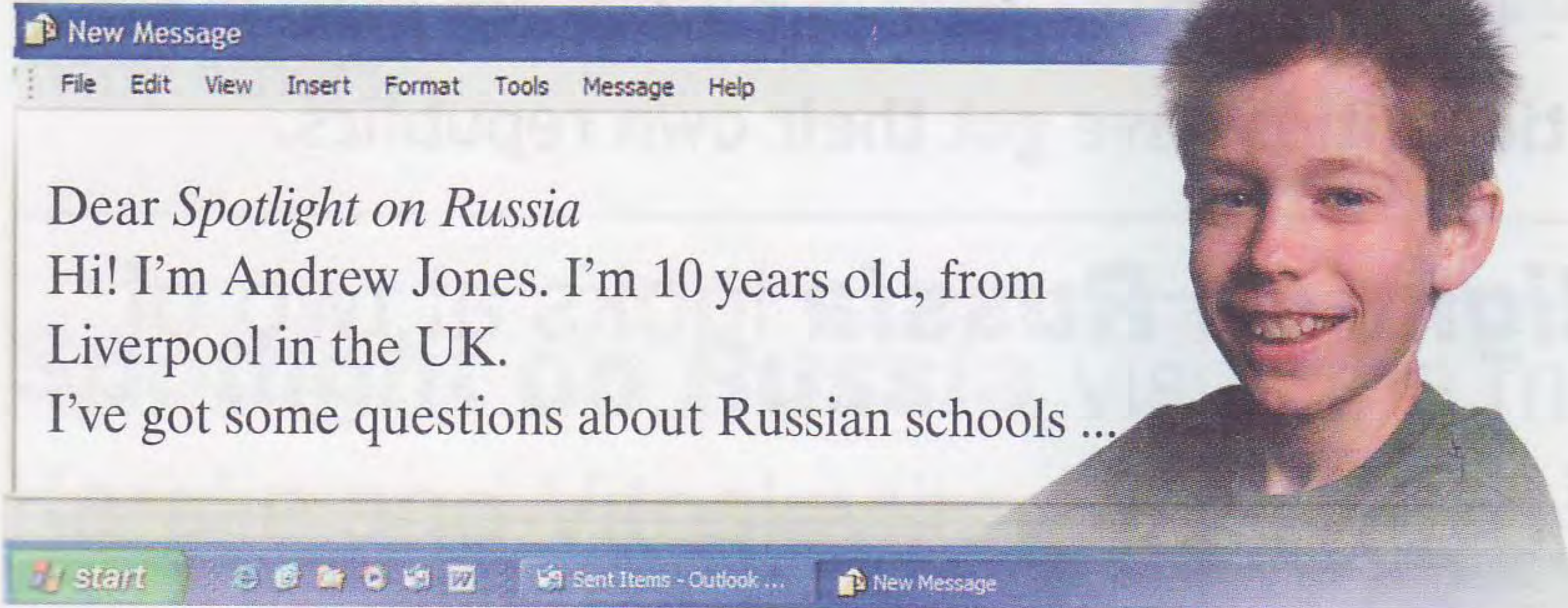
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The perfect summer holiday at Orlyonok

What are Russian schools like?

Here's an e-mail to the *Spotlight on Russia* website.



Read Andrew's questions, and the e-mail answers from schoolchildren around Russia.

Spotlight on Russia at school

How old are Russian schoolchildren in Year 1? How many years are there?

They're about six years old in Year 1. There are four years of primary school, five years of secondary school, and two years of senior school.

Yuri (11), Perm

What about the teachers?

In primary school there is one class teacher for most subjects. In secondary and senior school there is a different teacher for each subject.

Daria (10), Nizhny Novgorod

What about lesson times and holidays?

The school year is from 1st September to the end of May. There are three short holidays, and a three-month holiday in the summer. Lessons are from about 8:30 am to 3 pm, from Monday to Friday.

Yevgeni (11), Novosibirsk

What about school subjects?

All students do Russian, History, Maths and Literature. There are other subjects, too. Foreign languages are important – especially English. It's my favourite!

Sofya (10), Moscow

What about school uniform?

Some schools have got a uniform, others haven't got one.

Maria (10), St Petersburg

Spotlight on Russia is doing a survey. Write to us and vote for your favourite school subject.



- ACTIVITIES**
- Is all the information true about your school?
 - What's different between schools in Russia and the UK?
 - Ask and answer Andrew's questions about your school.

Our Country

One Country, Many Cultures ...

Russia has got 145 million people. They're all Russian citizens - but there are over 130 different nationalities. Many nationalities have got their own republics.

Spotlight on Russia looks at two of these.



Chuvash Republic

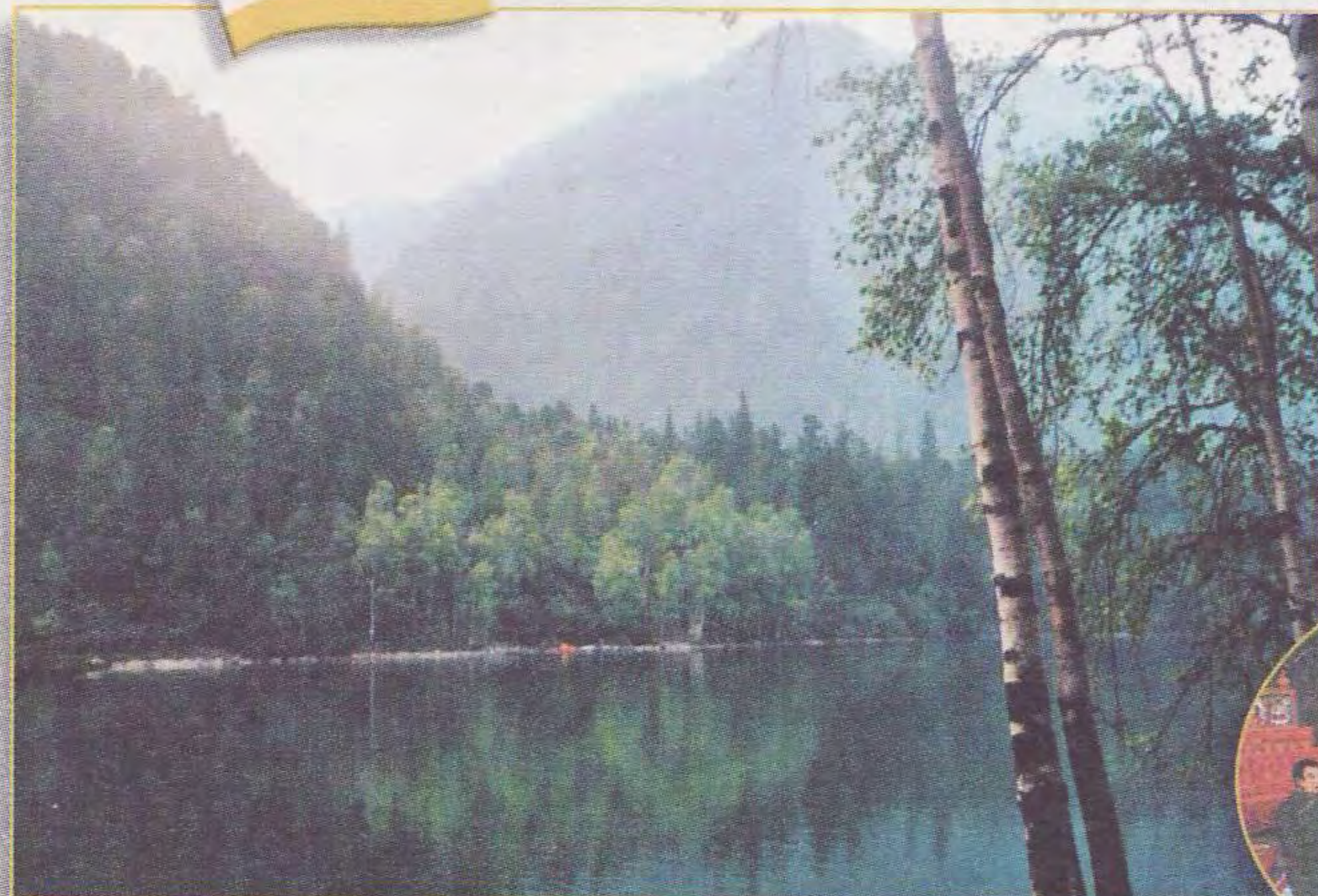
Traditional Chuvash costume

Chuvashia's capital is Cheboksary. It is on the River Volga. Chuvashia's population is about 1.4 million people. Two out of three people are Chuvash. There are also many Russians, and 50 other nationalities. Many people speak Chuvash as well as Russian. Chuvash people have still got their own culture and traditions.



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

Buryat Republic



Beautiful Lake Baikal, Buryatia

Buryatia is next to Lake Baikal. The capital is Ulan-Ude. There are about 1 million people in Buryatia, with 100 different nationalities – Russians, Buryats, Ukrainians, Tatars, Belorussians and more. The main languages are Russian and Buryat.



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

Write to **Spotlight on Russia** and tell us about the republic or area you live in.

ACTIVITIES

- Fill out a fact file like this about each of the two republics above.
- Find out about another nationality with its own republic. Fill out a fact file, then write a short paragraph about it.

Name:

Location:

Capital:

Population:

Nationalities:

Languages:

Russia's open-air museums show us wooden buildings from long ago. One very famous museum is Kizhi, on a beautiful island in Lake Onega (Onezhskoye) in Karelia. But there are many others.

Spotlight on Russia visits the museums at Malye Karelie and Vitoslavlitsy near Novgorod.

Here we are at Malye Karelie, near Arkhangelsk.

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



This is the 'beautiful corner' (*krasny*), with the family icon and a special table for guests.

Now we're at Vitoslavlitsy. Let's look inside the 1882 'Ryshevo' izba.

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



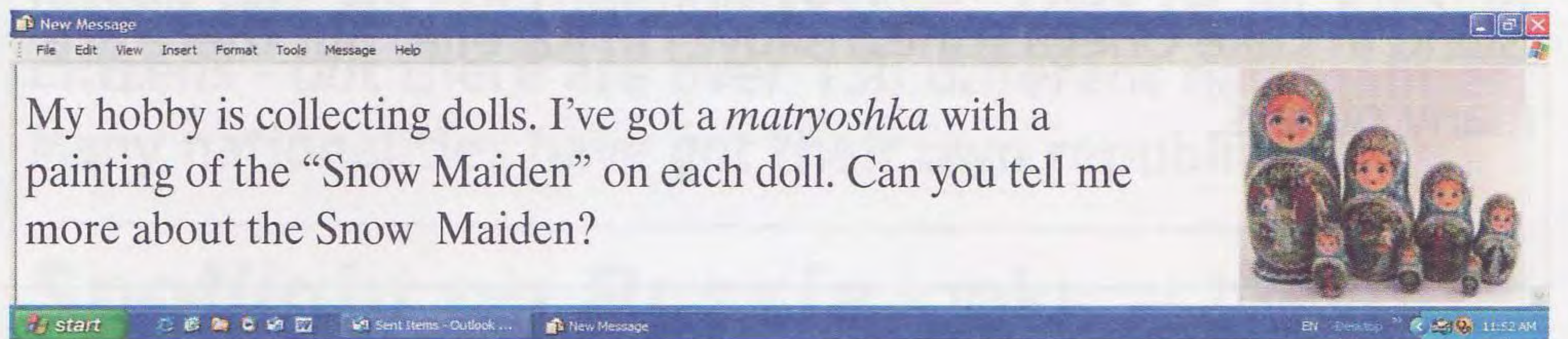
There are low benches along the other walls, one or two tables, and a cupboard for dishes.

There are different sorts of traditional buildings in different parts of Russia. Draw or photograph some old buildings and send your pictures to us, with a short description.

ACTIVITIES

- Tell your partner about the rooms and furniture in your house.
- Use the text to tell your English-speaking pen friend about a typical Russian izba.

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



Dear Jeanne,

"Snegurochka", or the "Snow Maiden", is a well-known Russian folk tale. Here's our favourite version.

Snegurochka (The Snow Maiden)



An old man and his wife haven't got any children. They're very sad about this. "Let's make a child out of snow," says the man.



They make a pretty snow-girl. "Look!" says the woman. "Her lips are red and her eyes are open!" The snow-girl is alive!



The old couple are very happy. They call their new daughter Snegurochka. She is kind and polite. But she is pale and shy.



Now it is summer. Snegurochka is not well. "Go out to play," her parents say. They are worried.



Snegurochka is in the forest with her friends. But it's very hot, and Snegurochka isn't happy.



"Let's jump over a fire," the girls say. Snegurochka jumps – and melts. She is gone for ever.

Write to *Spotlight on Russia* and tell us your favourite folk tale. Draw pictures for it too!

- Cover the text. Use the pictures to tell the class the story of Snegurochka.
- Is this the version of Snegurochka you know?
- What are your/your friends' hobbies?

ACTIVITIES

For many people, the bear is a national symbol of Russia. There are lots of folk tales about this strong and clever animal. But Russian bears aren't all the same. The Kamchatka brown bear isn't like Siberian bears.

Spotlight on Russia looks at ...

KAMCHATKA'S GENTLE GIANTS

Kamchatka is a wild land of volcanoes, forests and lakes. It is also home to thousands of Kamchatka brown bears.

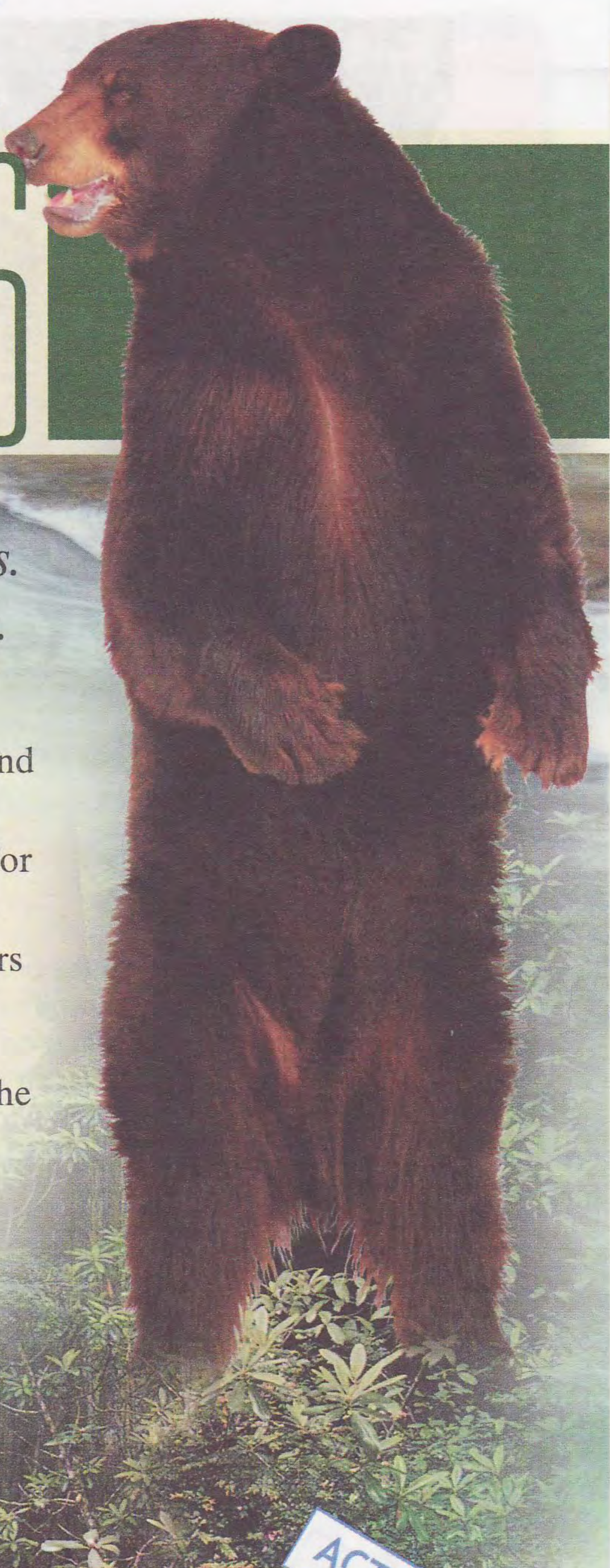

The Kamchatka brown bear is very, VERY big. It can weigh 400 kg. When it stands up, it can be 2.50 m tall. It is very strong, with big teeth and long, sharp claws.

These big animals are usually very peaceful – unlike Siberian bears. For most of the year they live in thick forests and eat berries, nuts and roots.

In the summer months, millions of salmon swim up Kamchatka's rivers from the sea. These fish are the bears' favourite food. Bears travel hundreds of kilometres to live next to the rivers and catch the salmon. Bears are very good swimmers, and their thick fur keeps them warm in the ice-cold water.

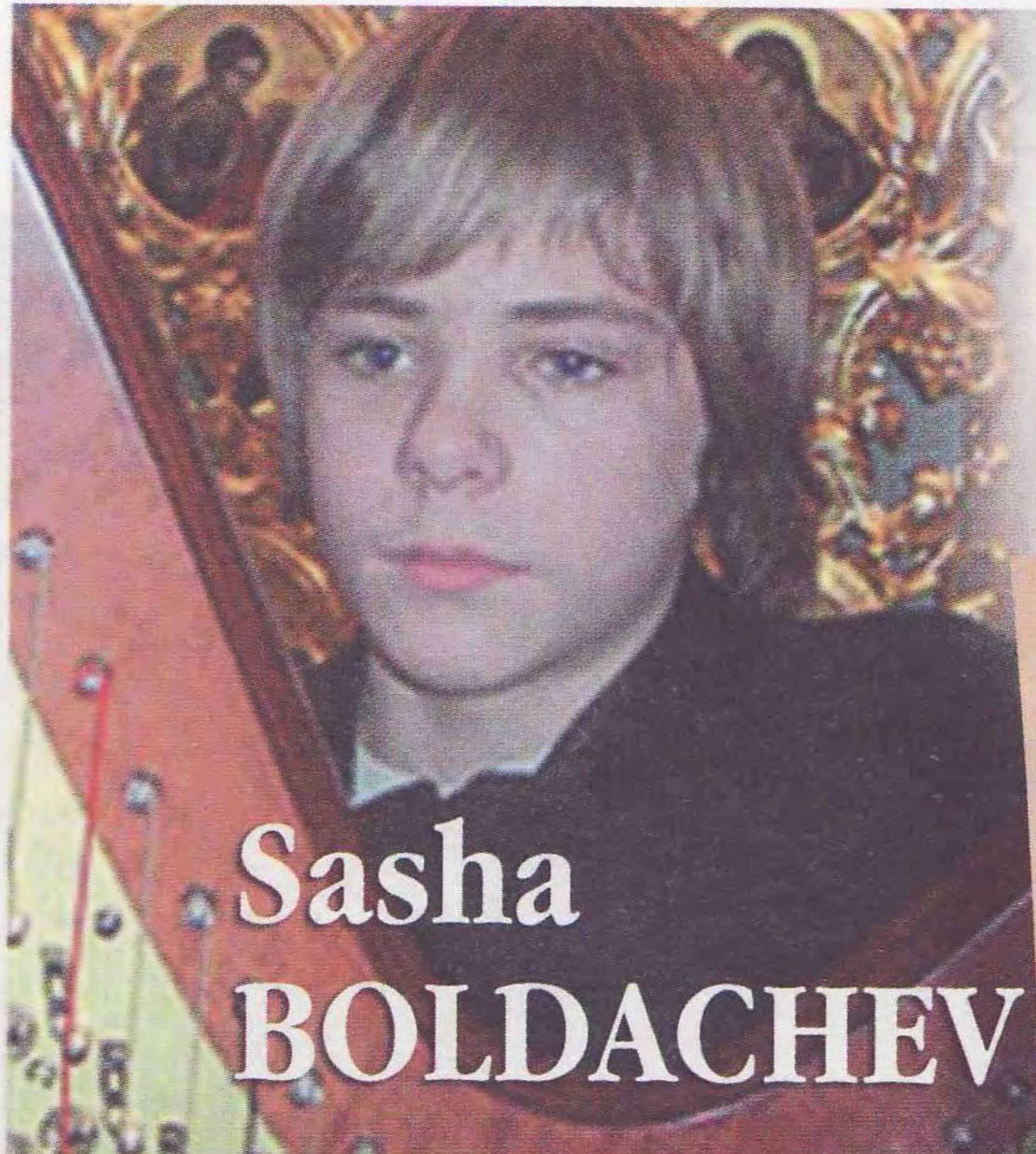
When summer finishes, the bears go back to the forest. There they make a warm den¹ where they can spend the winter.

¹home

- 
- 
- ACTIVITIES**
- Do you like bears? Do you like other wild animals? Why/Why not?
 - What stories or folk tales do you know about bears?
 - What wild animals can you see in the part of Russia you live in?

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

Sasha Boldachev is a normal young Russian boy with normal interests. But he's also a famous musician who gives concerts all over the world. He is the winner of many international competitions for composing, as well as playing.



**Sasha
BOLDACHEV**



Sasha performing at the age of eight (sitting on a box because his arms are so short!)



Sasha's cats – Modya, Gosha and Vinya (Vinya has got one blue eye and one green eye!)

Spotlight on Russia looks at this child prodigy who plays the harp like an angel.

Important Dates

21 January 1990	Sasha Boldachev is born in St Petersburg.
1994	He begins studying music.
1995	Sasha enters the Special Lyceum of St Petersburg Conservatory.
1996	He begins composing his own music and playing in concerts.
1999	Sasha goes to Lithuania on his first foreign concert tour.
2000	He wins his first big competitions.
2005	Sasha is the Laureate of the European Foundation for Culture.

Residence Sasha lives in St Petersburg.

Family Sasha's mother, Irina Sharapova, is a concert pianist and a professor at the St Petersburg Conservatory. His father, Alexander, is an advertising and book designer.

Routine Music takes up a lot of Sasha's time. He practises several hours every day. He also travels and performs all over the world.

Hobbies In his free time, Sasha reads, watches TV and plays computer games. In the summer, he goes fishing and hunts for mushrooms.

Pets The Boldachevs have got three cats – Modya, Vinya and Gosha.

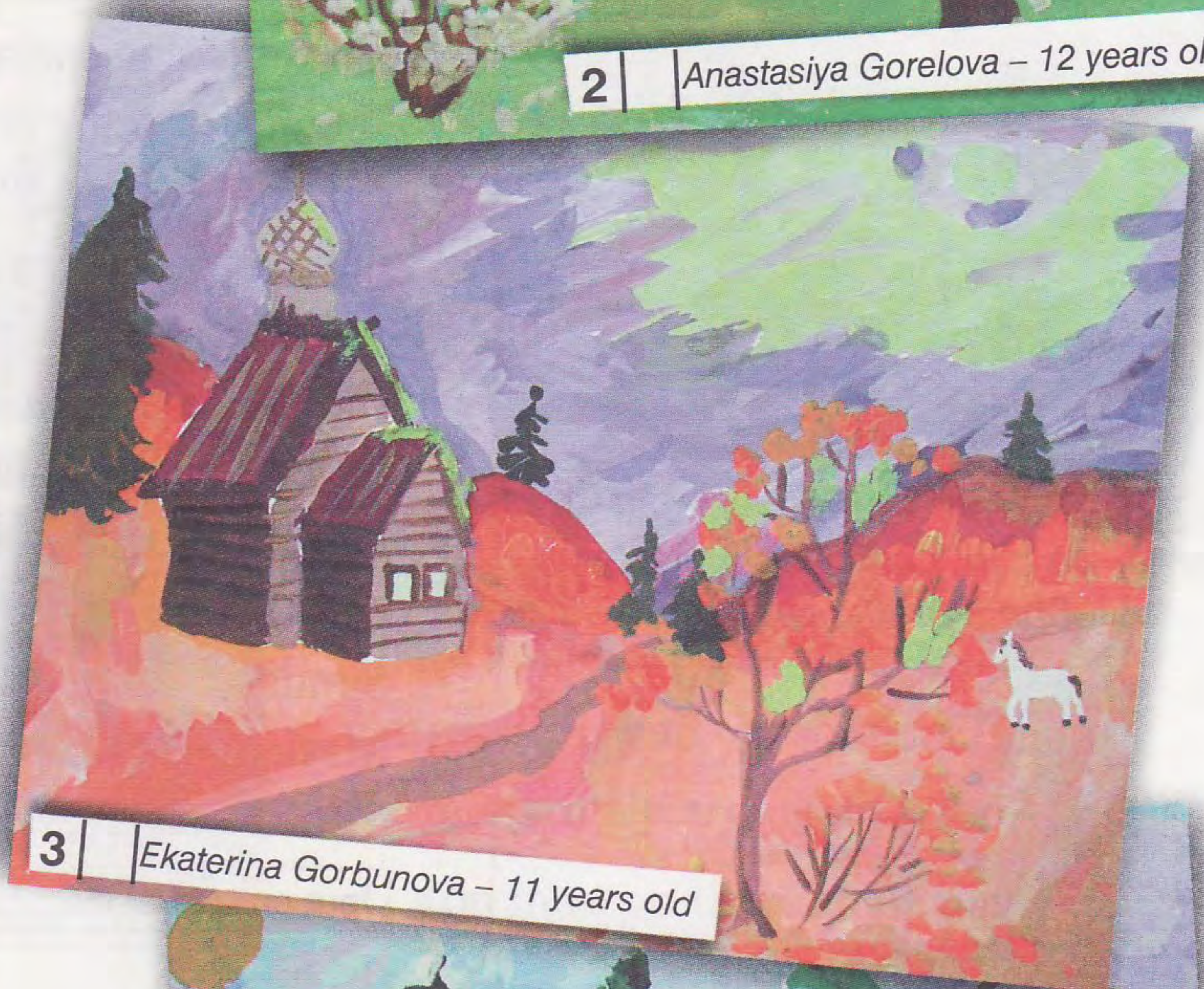
Contact Sasha's e-mail address is boldachev@classicalmusic.spb.ru

ACTIVITIES

- Ask and answer questions about Sasha (e.g. How old is he? What does he do? etc)
- What can you do well? What job do you want to do when you leave school? Discuss.

Who is your favourite Russian celebrity? Send us a fact file like this about the person.

Spotlight on Russia goes to an exhibition of paintings by schoolchildren. They are landscapes showing the students' favourite seasons.



A The sun is shining in a warm pink sky. There is blossom on the trees and the grass is green.

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

C The sun is shining, but there's a lot of snow. A child is skiing, and another child is making a snowman.

D It's a bit cloudy but it looks warm. There is a butterfly and some red flowers. The grass and the trees are green.

Read the descriptions (A-D). What picture (1-4) is each comment about? What season does each picture show?

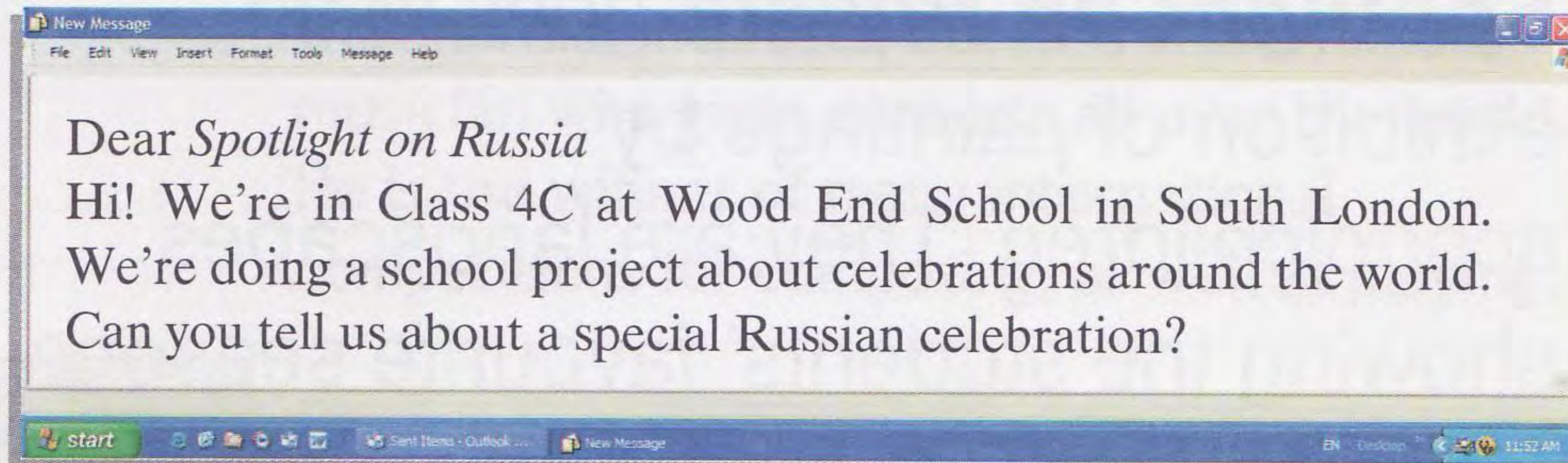
ACTIVITIES

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

What's your favourite season? Paint a picture and send it to *Spotlight on Russia*. Write a short description of it.

Festivals

Here's another e-mail to the *Spotlight on Russia* website.



Read the answer from Class 5 at a Moscow school. They've got great photographs too!

Maslenitsa Spring Festival

'Maslenitsa' is the week before Lent. It's when Russians say goodbye to winter and welcome spring. It's a time of singing, dancing and fun. There's a lot to eat, too – especially *blinis*, which are delicious butter pancakes.

Children dress up¹ and play in the snow. We go for sleigh rides, go sledging, have snowball fights and lots more. We make a straw doll of 'Lady Maslenitsa', who is dressed in special clothes. On Sunday evening, we burn Lady Maslenitsa on a big bonfire. The spring festival is over and Lent begins.

¹put on special clothes



This is the straw doll that we call 'Lady Maslenitsa'. She's pretty, isn't she?



Children in fancy dress



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



We're dancing around Lady Maslenitsa.

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

- ACTIVITIES
- Is this how you celebrate Maslenitsa in your area? What's different/the same?
 - Do you like Maslenitsa? Why/Why not? What's your favourite celebration?

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

Sergiev Posad

TOY MUSEUM



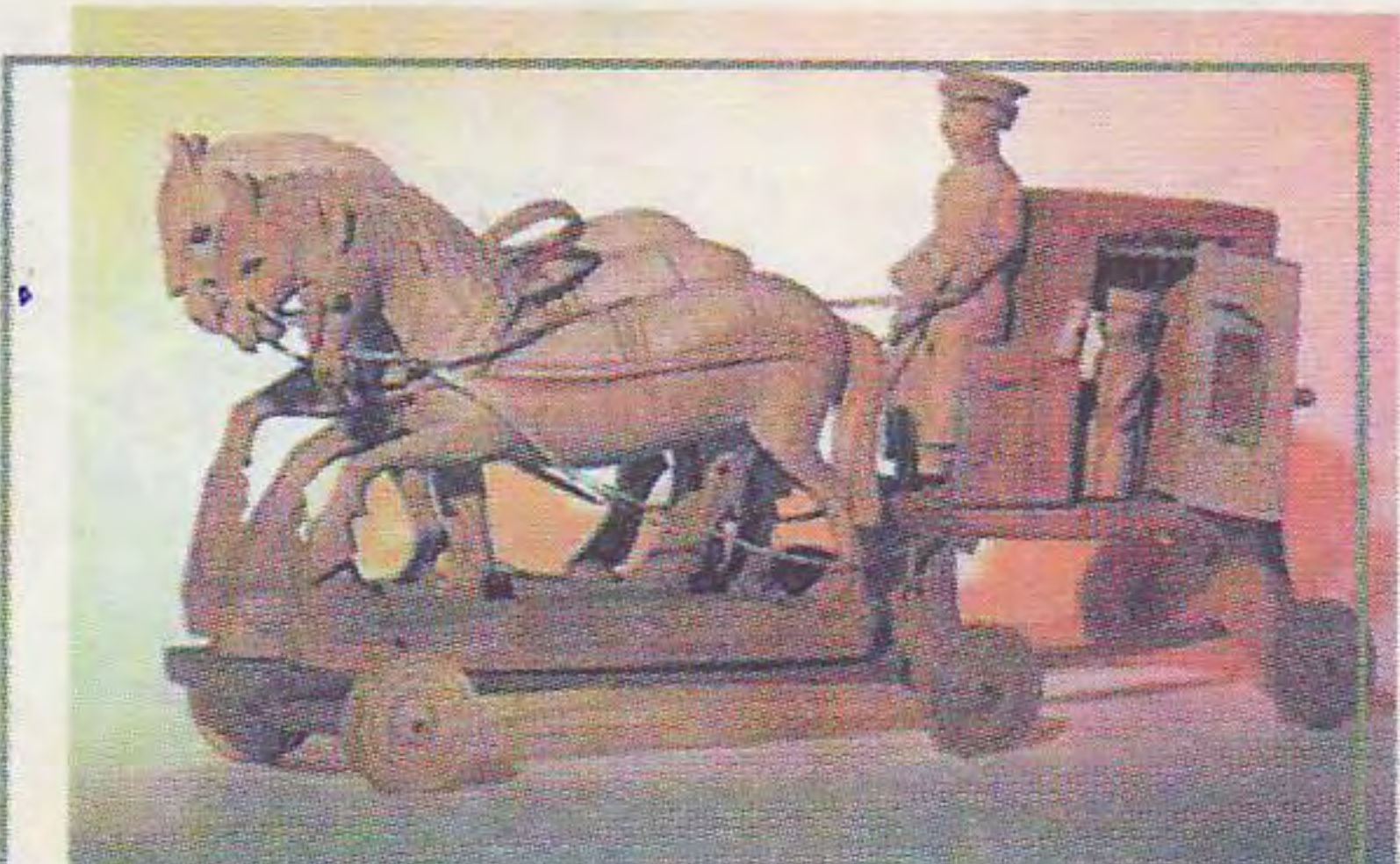
A set of toy soldiers



An original 'Trinity' toy



This is the very first Russian matryoshka, painted by Sergei Maliutin in 1898.



A beautiful wooden troika



Painted Red Army soldiers

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!

ACTIVITIES

- Do you still play with toys?
- Do you often go on school excursions? Where do you go?
- What can you learn from visiting a museum?

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

Holidays

SEE YOU AT SUMMER CAMP!

Russia has got over 50,000 children's camps. Every year, over 6 million Russian children go to camp - especially in the summer. They go for health reasons, to make new friends, or just to have a great time. They swim, sunbathe, play sports and enjoy campfires, concerts and discos.

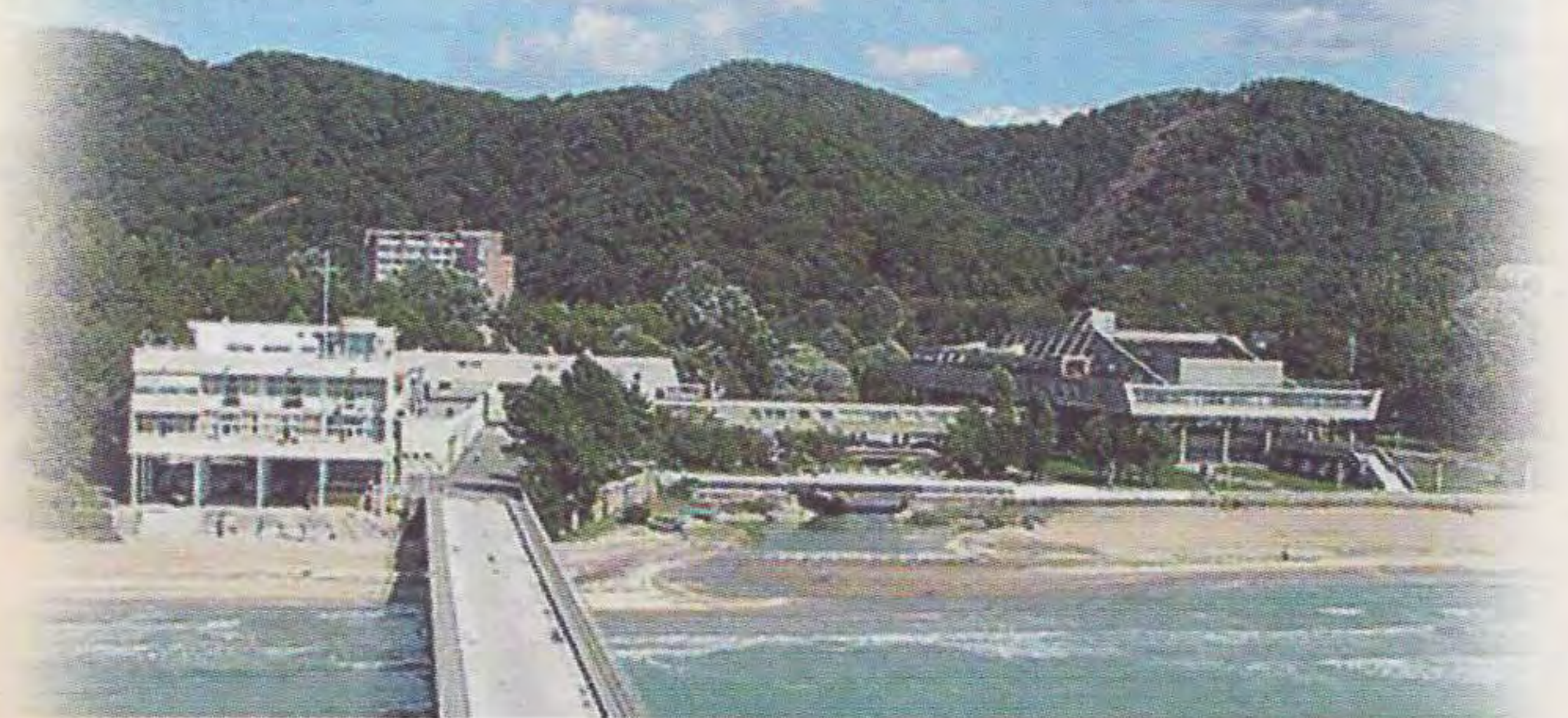
Spotlight on Russia looks at one very special camp ...



ACTIVITIES

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

Orlyonok  ОРЛЕНОК
 Children's Centre



This year, 20,000 lucky children from all over Russia will go to the world-famous *Orlyonok Children's Centre*, on the Black Sea. This camp has got great beaches and sports facilities. It's got libraries, cinemas, museums and much more.

Any child who comes to Orlyonok will have the holiday of a lifetime!

Write and tell us about the children's camp you go to. Send photos too!

MODULE 1

Неопределенный артикль a/an

- Неопределенный артикль **a** употребляется перед существительными в единственном числе, начинающимися с согласных (b, d, p, etc):
a notebook, a pen
- Неопределенный артикль **an** употребляется перед 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 перед глаголом вместо существительного, в том числе имени собственного.

I:	(я)	всегда пишется с прописной буквы;
you:	(ты, вы)	одинаково для 2-го лица ед. и мн. числа;
he:	(он)	говорим об одушевленных именах существительных;
she:	(она)	
it:	(он, она, оно)	говорим о предметах или животных;
they:	(они)	говорим о любых именах существительных во множественном числе.

Глагол to be (быть, находиться, являться)

УТВЕРДИТ.	ОТРИЦАТ.	УТВЕРДИТ.	ОТРИЦАТ.
ЕДИНСТВЕННОЕ ЧИСЛО		МНОЖЕСТВЕННОЕ ЧИСЛО	
I am/I'm	I'm not	we're	we aren't
you are/you're	you aren't	you're	you aren't
he is/he's	he isn't	they're	they aren't
she is/she's	she isn't		
it is/it's	it isn't		

ВОПРОСИТЕЛЬНАЯ	КРАТКИЕ ОТВЕТЫ	
Am I ...?	Yes, I am.	No, I'm not.
Are you ...?	Yes, you are.	No, you aren't.
Is { he ...? she ...? it ...?	Yes, he is.	No, he isn't.
	Yes, she is.	No, she isn't.
	Yes, it is.	No, it isn't.
Are { we ...? you ...? they ...?	Yes, we are.	No, we aren't.
	Yes, you are.	No, you aren't.
	Yes, they are.	No, they aren't.

MODULE 2

Глагол have got (иметь)

УТВЕРДИТЕЛЬНАЯ ФОРМА		
I } have got/ You } 've got	he } has got/ she } 's got it }	we } have got/ you } 've got they }
ОТРИЦАТЕЛЬНАЯ ФОРМА		
I haven't got You haven't got	he hasn't got she hasn't got it hasn't got	we haven't got you haven't got they haven't got
ВОПРОСИТЕЛЬНАЯ ФОРМА	КРАТКИЕ ОТВЕТЫ	
Have I/you/we/they got...?	} Yes, I/you/we/they have. } No, I/you/we/they haven't.	
Has he/she/it got...?	} Yes, he/she/it has. } No, he/she/it hasn't.	

Глагол 'have got' употребляется:

- в значении «иметь, обладать»:
He has got a pencil. У него есть карандаш. (Он имеет.)
- при описании людей, животных или предметов:
She has got black hair. У нее черные волосы.
- для обозначения отношений между людьми:
I've got three brothers. У меня три брата.

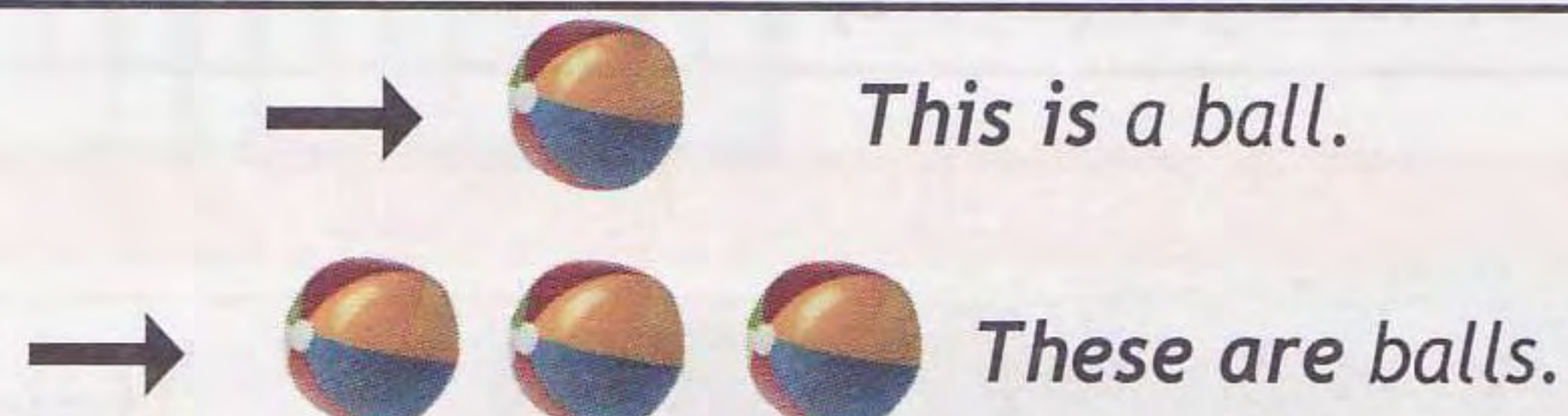
Plurals — Формы множественного числа существительного

- Большинство существительных образуют форму множественного числа путем добавления окончания **-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** изменяется на **-i** и добавляется **-es**: *a lady — two ladies*
- У существительных, оканчивающихся на **-f** или **-fe**, во множественном числе **-f** или **-fe** изменяются на **-v** и добавляется **-es**: *life — lives, scarf — scarves*.

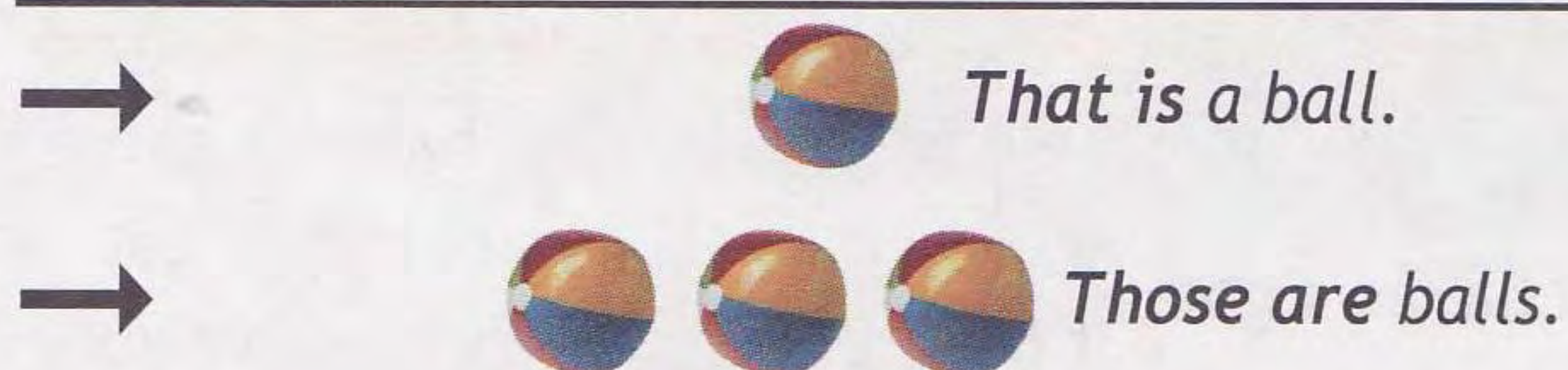
ИСКЛЮЧЕНИЯ

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

This – These (этот — эти)



That – Those (тот — те)



MODULE 3

Конструкция There is/There are

Конструкция *There is/There are* употребляется для сообщения о наличии в данном месте какого-либо лица или предмета. Перевод предложений с *There is/There are* на русский язык 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

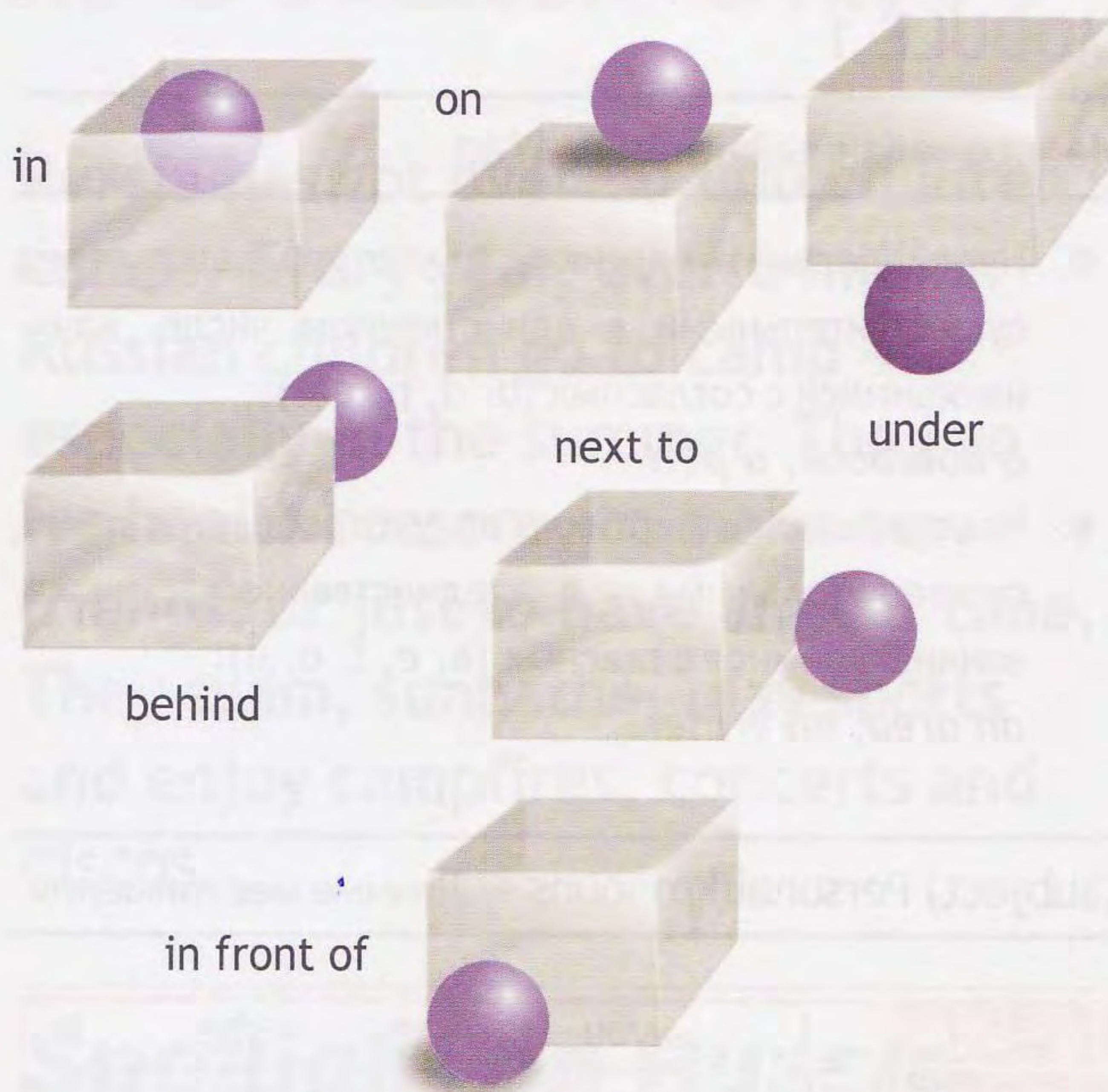
I	you	he	she	it	we	you	they
my	your	his	her	its	our	your	their
мой	твой	его	ее	его, ее (неодуш.)	наш	ваш	их
ЕД. ЧИСЛО					МН. ЧИСЛО		

Притяжательные местоимения указывают:

- a) на принадлежность:
This is my book. Это моя книга.
- b) на отношения между людьми:
Peter is her father. Питер ее отец.

Prepositions of place – Предлоги места

Предлоги места помогают описать местонахождение предмета/лица: **on, under, in, in front of, behind, next to.**



Устойчивые выражения с предлогами места

- **at:** *at school/university/college, at work, at home*
в адресах, перед номером дома: *at 20, Oxford Street.*
- **in:** *in the middle of, in the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture*
с названиями городов, стран и континентов:
in Athens, in England, in Europe, in Australia.
- **on:** *on the left, on the right, on the first, (second, etc) floor.*

MODULE 4

Модальный глагол can (мочь)

УТВЕРДИТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they can read.
ОТРИЦАТЕЛЬНАЯ ФОРМА
I/you/he/she/it/we/you/they can't read.
ВОПРОСИТЕЛЬНАЯ ФОРМА
Can I/you/he/she/it/we/you/they read?
КРАТКИЕ ОТВЕТЫ
Yes, I/you/he/she/it/we/you/they can. No, I/you/he/she/it/we/you/they can't.

Глагол **can** обозначает возможности, способности, умения. Глагол **can** не изменяется по лицам и числам и за ним всегда следует смысловой глагол без частицы **to**: *I can play the piano. Я могу (умею) играть на пианино.*

Object Pronouns/Possessive Adjectives – Личные местоимения в объектном падеже/Притяжательные местоимения

ЛИЧНЫЕ МЕСТОИМЕНИЯ	ЛИЧНЫЕ МЕСТОИМЕНИЯ В ОБЪЕКТНОМ ПАДЕЖЕ	ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ
I	me	my
you	you	your
he/she/it	him/her/it	his/her/its
we	us	our
you	you	your
they	them	their

- Объектный падеж соответствует значению косвенного падежа в русском языке.
me – меня, мне, мной, обо мне.
- Личные местоимения употребляются в роли подлежащего.
He can dance well. Он хорошо танцует.
- Личные местоимения в объектном падеже употребляются в роли дополнения.
Look at him! Посмотри на него!
- Притяжательные местоимения употребляются перед существительными в роли определения.
This is his umbrella. Это его зонт.

The Possessive Case/Whose? – Притяжательный падеж существительных/Чей?

Притяжательный падеж выражает значение:

- принадлежности;
John's ball – мячик Джона.
- отношения 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)
They are at McDonald's.

Притяжательный падеж образуется:

- с помощью 's (для одушевленных существительных):
Jim's room – комната Джима, the girl's guitar – гитара девочки, Sarah's bicycle – велосипед Сары.
 - с помощью предлога of (для неодушевленных существительных):
the windows of the house – окна дома.
- Если имя собственное оканчивается на -s, добавляется 's или только апостроф ('): *Doris's dress or Doris' dress – платье Дорис.*
 - К существительным множественного числа, окан-

чивающимся на -s, добавляется только апостроф ('): *the boys' toys – игрушки мальчиков.*

- К существительным-исключениям во множественном числе добавляется 's: *the women's coats – пальто женщин.*
- 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! Встань / Встаньте!*
- Отрицательная форма повелительного наклонения образуется при помощи **Do not/Don't** и инфинитива. *Do not/Don't come in! Не входи (те)!*
- Повелительное наклонение всегда обращено ко второму лицу единственного или множественного числа. *Open your books. Открой (те) свои книги.*
- Повелительное наклонение употребляется для выражения:
 - приказания: *Be quiet! Тише!*
 - инструкции: *Press the button on the left. Нажмите кнопку слева.*
 - предложения/просьбы: *Have some orange juice. Возьмите немного апельсинового сока.*
Sit down, please! / Please sit down! Садитесь, пожалуйста!

MODULE 5

Present Simple (affirmative/negative & interrogative) – Настоящее простое время (утвердительная/отрицательная и вопросительная формы)

УТВЕРДИТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they work.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I/you/we/they don't work. he/she/it doesn't work.

ВОПРОСИТ. ФОРМА

КРАТКИЕ ОТВЕТЫ

Do I/you/we/they work? } Yes, I/you/we/they do.
No, I/you/we/they don't.
Does he/she/it work? } Yes, he/she/it does.
No, he/she/it doesn't.

Present Simple образуется при помощи основной формы глагола (инфинитива). В утверждениях в третьем лице

единственного числа к глаголу добавляется **-s**. В вопросах и отрицаниях используется вспомогательный глагол **do/don't** с **I, you, we, they** и **does/doesn't** с **he, she, it**. **-s** не добавляется к смысловому глаголу, когда присутствует вспомогательный **does/doesn't** (в вопросительной и отрицательной форме):

I like apples. — Мне нравятся яблоки.

My sister (she) likes coke. — Моя сестра любит кока-колу.

Bill (he) doesn't like bananas. — Билл не любит бананы.

Does she like computer games? Любит ли она компьютерные игры?

Правила правописания

- К большинству глаголов в третьем лице единственного числа добавляется **-s**: *eat — eats*
- К глаголам, оканчивающимся на **-ss, -sh, -ch, -x** и **-o**, добавляется **-es**: *wash — washes, do — does*
- У глаголов, оканчивающихся на согласную + **y, -y** заменяется на **-i** и добавляется **-es**: *carry — carries*
- К глаголам, оканчивающимся на гласную + **y**, добавляется **-s**: *play — plays*

Употребление

Present Simple употребляется, когда речь идет о:

- регулярно повторяющихся, повседневных действиях;
She usually has coffee in the morning. Она обычно пьет кофе утром.
- состояниях или постоянных действиях;
He lives in Russia. Он живет в России.
- непреложных истинах и законах природы;
The sun rises in the east. Солнце встает на востоке.

Указатели времени (слова-сигналы), употребляемые с Present Simple: *every day/week/month/ year, at night, in the morning/afternoon/evening, on Monday(s), Tuesday(s)*, наречия частотности (*never, sometimes, often, usually, always*).

MODULE 6

Adverbs of frequency — Наречия частотности

never (никогда)	usually (обычно)	sometimes (иногда)
often (часто)		always (всегда)

- С Present Simple употребляются наречия частотности. Они показывают, как часто что-либо происходит. В предложениях они занимают место перед смысловым глаголом, но после глагола **to be**, а также вспомогательных и модальных глаголов (**can, do** и т. д.).

I usually sleep long on Sundays.

Я обычно долго сплю по воскресеньям.

She is always happy. Она всегда счастлива.

He can never sleep in the afternoon.

Он никогда не может заснуть днем.

Prepositions of time — Предлоги времени

AT	ON
<p>время: <i>at 7 o'clock</i></p> <p>праздники: <i>at Christmas, at Easter, at the weekend</i></p> <p>в выражениях: <i>at the moment, at present, at dawn, at noon, at night, at midnight</i></p>	<p>дни: <i>on Monday, on New Year's Day</i></p> <p>даты: <i>on 6th May</i></p> <p>время дня с указанием дня недели: <i>on Tuesday evening</i></p> <p>прилагательное (определение) + day: <i>on a hot day</i></p>

IN	
<p>месяцы: <i>in September</i></p> <p>времена года: <i>in (the) winter/spring/autumn</i></p> <p>годы: <i>in 1996</i></p> <p>века: <i>in the 20th century</i></p>	<p>в выражениях: <i>in the morning/afternoon/evening</i>, в значении «через» <i>in an hour, in a minute, in a week/ few days/ month/year (через)</i></p>

Мы не используем предлоги времени перед словами **today, tomorrow, tonight** or **yesterday**. *Can you phone me tomorrow afternoon? Позвони мне завтра днем.*

Present Continuous — Настоящее продолженное время

УТВЕРДИТ.	ОТРИЦАТ.
<p>I'm You're He's She's It's We're You're They're</p> <p>} sleeping.</p>	<p>I'm not sleeping. You aren't sleeping. He She } isn't sleeping. It We You } aren't sleeping. They</p>

ВОПРОСИТ.	КРАТКИЕ ОТВЕТЫ
Am I sleeping?	Yes, I am.
Are you sleeping?	Yes, you are.
Is he sleeping?	Yes, he/she/it is.
Is she sleeping?	Yes, we/you/they are.
Is it sleeping?	No, I'm not.
Are we sleeping?	No, you're not.
Are you sleeping?	No, he/she/it isn't.
Are they sleeping?	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 – dancing
- У односложных глаголов с кратким гласным между двумя согласными удваивается последняя согласная и добавляется **-ing**:
shop – shopping, run – running
- У глаголов, оканчивающихся на **-l**, удваивается **-l** и добавляется **-ing**: *travel – travelling*
- У глаголов, оканчивающихся на **-ie, -ie** заменяется на **-y** и добавляется **-ing**. *lie – lying, die – dying*

Употребление

Present Continuous употребляется, когда речь идет о:

- действиях, происходящих сейчас, в момент речи;
He's doing his homework now.
Он сейчас выполняет свою домашнюю работу.
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи;
He's writing a book.
Он пишет книгу.

MODULE 7

Present Simple в сравнении с Present Continuous

- Present Simple употребляется для описания регулярных и повседневных действий, привычек и состояний:
Sarah wakes up at 7 o'clock (повседневное действие). *Сара просыпается в 7 утра.*
He walks to the supermarket (привычка). *Он ходит в супермаркет пешком.*
He lives near the train station (постоянное состояние). *Он живет 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 etc.) имеют форму единственного и множественного числа.
a notebook, three notebooks
- Неисчисляемые существительные не имеют формы

множественного числа. К ним относятся следующие группы существительных:

Еда: *cheese, sugar, butter, salt, rice, flour*

Жидкости: *water, coffee, tea, milk, tomato juice, lemonade, olive oil, etc*

Для обозначения количества с неисчисляемыми существительными используются следующие слова: *jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet etc*: *a jar of honey – банка меда, a bottle of olive oil – бутылка оливкового масла.*

A – An/Some/Any

ИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ		
	ЕД. ЧИСЛО	МН. ЧИСЛО
УТВЕРЖДЕНИЕ	There is an apple.	There are (some) pencils.
ОТРИЦАНИЕ	There isn't an apple.	There aren't any pencils.
ВОПРОС	Is there an apple?	Are there any pencils?

НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ	
УТВЕРЖДЕНИЕ	There is some jam.
ОТРИЦАНИЕ	There isn't any jam.
ВОПРОС	Is there any jam?

Much/Many/A lot of – Много

	ИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ	НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ
УТВЕРЖДЕНИЕ	a lot of	a lot of
ВОПРОС	(how) many	(how) much
ОТРИЦАНИЕ	many	much

- **Some/any** перед неисчисляемыми существительными на русский язык не переводятся:
Can I have some water, please?
Дайте мне, пожалуйста, воды.
Перед исчисляемыми существительными **some/any** переводятся на русский язык как “несколько”:
There are some apples in the basket.
В корзине несколько яблок.

Употребление

- **A lot of** употребляется в утверждениях с исчисляемыми и неисчисляемыми существительными:
She has got a lot of friends. *У нее много друзей.*
There's still a lot of juice in the bottle.
В бутылке еще много сока.

- В утвердительных предложениях с исчисляемыми существительными во множественном числе может употребляться **many**, а с неисчисляемыми существительными **much**.

He's got many shoes. У него много ботинок.

There's much butter in the fridge.

В холодильнике много масла.

- В вопросительных и отрицательных предложениях употребляются **much** и **many**.

How much sugar have you got?

Сколько сахара у вас есть?

There are not many desks in the classroom.

В классе немного парт.

MODULE 9

Неопределенный артикль a/an. Определенный артикль the.

- A/an употребляется перед исчисляемыми существительными в единственном числе, когда предмет/лицо упоминается впервые, а также в значении "один".

I can see a white cat. Я вижу белую кошку.

- The употребляется, когда речь идет об определенном, уже известном предмете или лице.

The cat on the sofa is black. Кошка на диване черная.

Модальный глагол must (должен)

- **Must** выражает обязанность и необходимость:

You must be careful in the streets.

Ты должен быть осторожным на улице.

- **Mustn't** выражает запрет.

You mustn't speak loudly in here.

Здесь нельзя разговаривать громко.

MODULE 10

Модальный глагол can

- **Can** употребляется для того, чтобы

a) спросить разрешения;

Can I borrow your book?

Могу я взять у тебя книгу?

b) попросить что-либо;

Can you pass me the salt, please?

Ты не мог бы передать мне соль, пожалуйста?

c) предложить что-либо;

Can I give you a lift?

Могу я вас подвезти?

- **Can't** выражает запрет.

You can't park here. Здесь нельзя парковаться.

Future Simple (will) — Будущее простое время

УТВЕРДИТЕЛЬНАЯ ФОРМА	
ПОЛНАЯ ФОРМА	КРАТКАЯ ФОРМА
I will run.	I'll run.
You will run.	You'll run.
He will run.	He'll run.
She will run.	She'll run.
It will run.	It'll run.
We will run.	We'll run.
You will run.	You'll run.
They will run.	They'll run.

ОТРИЦАТЕЛЬНАЯ ФОРМА	
ПОЛНАЯ ФОРМА	КРАТКАЯ ФОРМА
I will not run.	I won't run.
You will not run.	You won't run.
He will not run.	He won't run.
She will not run.	She won't run.
It will not run.	It won't run.
We will not run.	We won't run.
You will not run.	You won't run.
They will not run.	They won't run.

ВОПРОСЫ	КРАТКИЕ ОТВЕТЫ
Will I run?	Yes, I will./No, I won't.
Will you run?	Yes, you will./No, you won't.
Will he run?	Yes, he will./No, he won't.
Will she run?	Yes, she will./No, she won't.
Will it run?	Yes, it will./No, it won't.
Will we run?	Yes, we will./No, we won't.
Will you run?	Yes, you will./No, you won't.
Will they run?	Yes, they will./No, they won't.

Будущее простое время (**will + инфинитив смыслового глагола**) употребляется, когда речь идет о:

- решениях, принимаемых в момент речи.

I'll go to sleep. Я пойду спать.

- предположениях. В этом случае используются глаголы: **think, believe, expect, etc.**, выражения **be sure, be afraid, etc.**

I think Tom will be a doctor when he grows up.

Я думаю, что Том будет доктором, когда вырастет.

- просьбах.

Will you open the door for me, please?

Откройте мне дверь, пожалуйста!

Starter Unit

- alphabet*** /ælfəbet/ (n) алфавит
ant /ænt/ (n) муравей
apple /æpəl/ (n) яблоко
ball /bɔ:l/ (n) мяч
bird /bɜ:rd/ (n) птица
black /blæk/ (adj) черный
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) кружка
date /deɪt/ (n) дата
desk /desk/ (n) письменный стол, парта
doctor /dɒktə/ (n) доктор, врач
doll /dɒl/ (n) кукла
draw /drɔ:/ (v) рисовать
eat /i:t/ (v) есть
egg /eg/ (n) яйцо
equals /i:kwəlz/ (v) равно
eraser /ɪreɪzə/ (n) ластик
finish /fɪnɪʃ/ (n/v) финиш, окончание/заканчивать
flag /flæɡ/ (n) флаг
fox /fɒks/ (n) лиса
flower /flaʊə/ (n) цветок
friend /frend/ (n) друг
garlic /gɑ:rlɪk/ (n) чеснок
game /geɪm/ (n) игра
girl /gɜ:rl/ (n) девочка
glass /glɑ:s/ (n) стекло
glue /ɡlu:/ (n) клей
grass /grɑ:s/ (n) трава
green /ɡri:n/ (adj) зеленый
grey /ɡreɪ/ (adj) серый
gym /dʒɪm/ (n) спортивный зал
have got /hæv gɒt/ (v) иметь
hat /hæt/ (n) шляпа
hand /hænd/ (n) рука
house /haʊs/ (n) дом
I /aɪ/ (pron) я
ink /ɪŋk/ (n) чернила
jam /dʒæm/ (n) джем, варенье
jeans /dʒi:nz/ (n) джинсы
kite /kaɪt/ (n) воздушный змей
know /nəʊ/ (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:ziəm/ (n) музей
music /mjuzɪk/ (n) музыка
name /neɪm/ (n) имя
nest /nest/ (n) гнездо
nose /noʊz/ (n) нос
notebook /noʊtbʊk/ (n) тетрадь
now /naʊ/ (adv) сейчас
number /nʌmbə/ (n) число
orange /ɒrɪndʒ/ (n) апельсин
paperclips /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/ (adv) пожалуйста
plus /plʌs/ (n) плюс
pupil /pju:pəl/ (n) ученик
purple /pɜ:pəl/ (adj) пурпурный, фиолетовый
queen /kwi:n/ (n) королева
question /kwɛstʃən/ (n) вопрос
rainbow /reɪnbəʊ/ (n) радуга
reading rules /ri:dɪŋ ru:lz/ (n) правила чтения
red /red/ (adj) красный
right /raɪt/ (adj) правильный
robot /rəʊbɒt/ (n) робот
ruler /ru:lə/ (n) линейка
run /rʌn/ (v) бегать
say /seɪ/ (v) говорить
school /sku:l/ (n) школа
school bag /sku:l bæɡ/ (n) портфель, ранец
sharpener /ʃɑ:pneɪ/ (n) точилка
shop /ʃɒp/ (n) магазин
sing /sɪŋ/ (v) петь
sky /skaɪ/ (n) небо
sleep /sli:p/ (v) спать
snake /sneɪk/ (n) змея
speak /spi:k/ (v) говорить
spell /spel/ (v) произносить, писать 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 /hwaɪt/ (adj) белый
window /wɪndəʊ/ (n) окно
write /raɪt/ (v) писать
wrong /rɒŋ/ (adj) неправильный
yacht /jɒt/ (n) яхта
yellow /jeləʊ/ (adj) желтый
zebra /zi:brə/ (n) зебра
zoo /zu:/ (n) зоопарк
Hello! Здравствуй!
Hi! Привет!
What's your name? Как тебя зовут?

*alphabet — цветом выделены слова и фразы, не являющиеся активной лексикой

My name's ... Меня зовут ...
 How are you? Как дела?
 I'm fine, thanks. Спасибо, хорошо.
 Nice to meet you. Рад познакомиться.
 Goodbye! Bye! До свидания! Пока!
 Where are you from? Откуда ты (из какой страны, города)?

MODULE 1a

Art /ɑːt/ (n) изобразительное искусство
 atlas /ætɪləs/ (n) атлас
 break /breɪk/ (n) перемена
 class /klɑːs/ (n) класс, урок
 dictionary /dɪkʃənri/ (n) словарь
 English /ɪŋɡlɪʃ/ (n) английский язык
 favourite /feɪvərɪt/ (adj) любимый
 Geography /dʒiɒɡrəfi/ (n) география
 History /hɪstəri/ (n) история
 Information Technology (IT) /ɪnfə'meɪʃn tek'nɒlədʒi/ (n)
 информационные технологии
 Mathematics (Maths) /mæθəmætɪks/ (n) математика
 notepad /nəʊtpeɪd/ (n) блокнот
 Physical Education (PE) /fɪzɪkəl edʒʊkeɪʃn/ (n)
 физическое воспитание
 Science /saɪəns/ (n) естествознание
 school objects /sku:l ɒbʃɪkts/ (n) предметы школьного
 обихода
 student /stjuːdənt/ (n) учащийся
 subject /sʌbʃɪkt/ (n) предмет
 teacher /ti:tʃə/ (n) учитель
 textbook /tekstbʊk/ (n) учебник
 timetable /taɪmteɪbəl/ (n) расписание
 days of the week дни недели
 Monday /mʌndeɪ/ (n) понедельник
 Tuesday /tjuːzdeɪ/ (n) вторник
 Wednesday /wenzdeɪ/ (n) среда
 Thursday /θɜːzdeɪ/ (n) четверг
 Friday /fraɪdeɪ/ (n) пятница
 Saturday /sætə'deɪ/ (n) суббота
 Sunday /sʌndeɪ/ (n) воскресенье

MODULE 1b

best /best/ (adj) лучший
 eighteen /eɪtɪn/ (num) восемнадцать
 eleven /ɪlevən/ (num) одиннадцать
 same /seɪm/ (pron) тот же
 fifteen /fɪftɪn/ (num) пятнадцать
 fourteen /fɔːtɪn/ (num) четырнадцать
 grade /ɡreɪd/ (n) класс
 nineteen /naɪntɪn/ (num) девятнадцать
 new /njuː/ (adj) новый
 seventeen /sevəntɪn/ (num) семнадцать
 sixteen /sɪksɪn/ (num) шестнадцать
 strange /streɪndʒ/ (adj) странный
 twelve /twelv/ (num) двенадцать
 then /ðen/ (conj) затем
 thirteen /θɜːtɪn/ (num) тринадцать
 together /təgeðə/ (adv) вместе

twenty /twenti/ (num) двадцать
 Excuse me, ... Простите, ... Извините, ...
 How do you spell it? Как ты это пишешь, произносишь
 (по буквам)?
 How old are you? Сколько тебе лет?
 Let's go! Пошли! Давай пойдём!

MODULE 1c

capital letter /kæpɪtəl letə/ (n) прописная буква
 choose /tʃuːz/ (v) выбирать
 country /kʌntri/ (n) страна
 full stop /fʊl stɒp/ (n) точка
 language /læŋɡwɪdʒ/ (n) язык
 other /ðə/ (adj) другой
 secondary school /sekəndri sku:l/ (n) средняя школа
 subject choice form /sʌbʃɪkt tʃɔɪs fɔːm/ (n) анкета
 (форма) выбора предметов
 What class is he in? В каком он классе?
 What subjects does he do? Какие предметы он
 изучает?

MODULE 1d - Culture Corner

corner /kɔːnə/ (n) угол, уголок
 culture /kʌltʃə/ (n) культура
 diagram /daɪagræm/ (n) диаграмма
 education system /edjuːkeɪʃn sɪstɪm/ (n) образовательная
 система
 primary school /praɪməri sku:l/ (n) начальная школа
 Sixth Form /sɪksθ fɔːm/ (n) старшие классы
 (Великобритания)
 type /taɪp/ (n) тип, вид
 University /juːnɪvɜːsɪti/ (n) университет

English in Use 1

Good afternoon! Добрый день!
 Good evening! Добрый вечер!
 Good morning! Доброе утро!
 Good night! Спокойной ночи!
 See you (later)! Увидимся (позже)!
 See you tomorrow! До завтра!

Across the Curriculum 1: Citizenship

ask /ɑːsk/ (v) спрашивать
 citizenship /sɪtɪzənʃɪp/ (n) гражданство
 mime /maɪm/ (v) изображать жестами
 share /ʃeə/ (v) делиться
 smile /smaɪl/ (v) улыбаться
 thank /θæŋk/ (v) благодарить
 think /θɪŋk/ (v) думать о ком-либо, чем-либо
 work /wɜːk/ (v) работать
 alone самостоятельно
 in groups в группах
 in pairs в парах

MODULE 2a

amazing /ə'meɪzɪŋ/ (adj) изумительный
 American /ə'merɪkən/ (adj/n) американский/
 американец
 aunt /ɑːnt/ (n) тетья
 bite /baɪt/ (v) кусать
 brilliant /brɪ'lɪənt/ (adj) замечательный, блестящий
 British /brɪ'tɪʃ/ (adj/n) британский/британец
 can /kæn/ (v) мочь
 Canadian /kə'neɪdiən/ (adj/n) канадский/канадец
 cartoon characters /kɑːtuːn kærɪktəz/ (n) персонажи
 мультфильма
 English /ɪŋɡlɪʃ/ (adj/n) английский, англичанин
 evil /ɪ'vɪl/ (adj) злой
 fast /fɑːst/ (adj) быстрый
 find out /faɪnd aʊt/ (phr v) выяснять
 French /frentʃ/ (adj/n) французский/француз
 Italian /ɪ'tæliən/ (adj/n) итальянский/итальянец
 Japanese /dʒæpə'neɪz/ (adj/n) японский/японец
 live /lɪv/ (v) жить
 love /lʌv/ (v) любить
 nationality /næʃənə'ləti/ (n) национальность
 New Zealander /njuː ziːləndə/ (n) житель Новой
 Зеландии
 quiet /kwaɪət/ (adj) тихий
 people /piːpl/ (n) люди
 powers /paʊəz/ (n) силы
 Russian /rʌʃn/ (adj/n) русский
 small /smɔːl/ (adj) маленький
 special /speʃl/ (adj) особенный
 spider /spaɪdə/ (n) паук
 stop /stɒp/ (v) останавливать(ся)
 strong /strɒŋ/ (adj) сильный
 wall /wɔːl/ (n) стена
 watch /wɒtʃ/ (v) смотреть, наблюдать
 who /huː/ (question word) кто
 next door по соседству
 speak English разговаривать на английском

MODULE 2b

basketball /bɑːskɪtbɔːl/ (n) баскетбольный мяч
 bicycle (bike) /baɪsɪkl/ (n) велосипед
 child /tʃaɪld/ (n) ребенок
 children /tʃɪldrən/ (n) дети
 digital camera /dɪdʒɪtəl kæmərə/ (n) цифровой
 фотоаппарат
 fly /flaɪ/ (n) муха
 foot /fʊt/ (n) ступня
 gloves /glʌvz/ (n) перчатки
 guitar /gɪtɑː/ (n) гитара
 handbag /hændbæɡ/ (n) сумочка
 helmet /helmt/ (n) шлем
 knife /naɪf/ (n) нож
 lamp /læmp/ (n) лампа
 man /mæn/ (n) человек, мужчина
 mouse /maʊs/ (n) мышь
 personal things /pɜːsnəl θɪŋz/ (n) личные вещи
 present /preznt/ (n) подарок

scarf /skɑːf/ (n) шарф
 skateboard /skeɪtbɔːrd/ (n) скейтборд
 teddy bear /tedi beə/ (n) плюшевый медведь
 thing /θɪŋ/ (n) вещь, предмет
 tie /taɪ/ (n) галстук
 toy /tɔɪ/ (n) игрушка
 tooth /tuːθ/ (n) зуб
 trainers /treɪnəʳz/ (n) кроссовки
 watch /wɒtʃ/ (n) часы
 woman /wʊmən/ (n) женщина

Happy birthday! С днем рождения!

MODULE 2c

age /eɪdʒ/ (n) возраст
 album /ælbəm/ (n) альбом
 but /bʌt/ (conj) но
 because /bɪkɒz/ (conj) потому что
 a hundred /ə hʌndrəd/ (num) сотня
 coin /kɔɪn/ (n) монета
 collection /kəlekʃən/ (n) коллекция
 easy /iːzi/ (adj) легкий
 eighty /eɪti/ (num) восемьдесят
 feel /fiːl/ (v) чувствовать
 fifty /fɪfti/ (num) пятьдесят
 forty /fɔːti/ (num) сорок
 great /ɡreɪt/ (adj) большой, огромный
 happy /hæpi/ (adj) счастливый
 nice /naɪs/ (adj) милый, приятный
 ninety /naɪnti/ (num) девяносто
 picture /pɪktʃə/ (n) картинка
 seventy /sevənti/ (num) семьдесят
 sixty /sɪksti/ (num) шестьдесят
 stamp /stæmp/ (n) марка
 thirty /θɜːti/ (num) тридцать
 be proud of гордиться чем-либо, кем-либо

MODULE 2d - Culture Corner

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

English in Use 2

bell /bel/ (n) колокольчик
 customer /kʌstəmə/ (n) покупатель
 key ring /ki: rɪŋ/ (n) брелок для ключей
 shop assistant /ʃɒp əsɪstənt/ (n) продавец
 thermos flask /θɜ:zms flɑ:sk/ (n) термос
 T-shirt /ti: ʃɜ:t/ (n) футболка
 umbrella /ʌmbrelə/ (n) зонт

Here you are. Вот, пожалуйста.
 How about ...? Как насчет ... ?
 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 /ɔ:ful/ (adj) ужасный, страшный
 capital (city) /kæpɪtəl sɪti/ (n) столица
 continent /kɒntɪnənt/ (n) континент, материк
 English-speaking countries /ɪŋɡlɪʃ spi:kɪŋ kʌntrɪz/ (n)
 англоговорящие страны
 hole /həʊl/ (n) отверстие
 quiz /kwɪz/ (n) викторина

MODULE 3a

advert /ædvɜ:rt/ (n) реклама
 architect /ɑ:kɪtekt/ (n) архитектор
 article /ɑ:tɪkəl/ (n) статья
 bathroom /bɑ:θru:m/ (n) ванная комната
 beautiful /bjʊ:tɪfʊl/ (adj) красивый
 bedroom /bedrʊm/ (n) спальня
 dining room /daɪnɪŋ ru:m/ (n) столовая
 false /fɔ:ls/ (adj) неверный
 famous /feɪməs/ (adj) известный
 first /fɜ:st/ (num) первый
 flat /flæt/ (n) квартира
 floor /flɔ: / (n) пол, этаж
 garage /gæra:ʒ/ (n) гараж
 great /ɡreɪt/ (adj) великий, большой
 ground floor /graʊnd flɔ: / (n) первый этаж
 hall /hɔ:l/ (n) коридор
 home /hoʊm/ (n) дом
 kitchen /kɪtʃɪn/ (n) кухня
 letter /letə/ (n) письмо
 lift /lɪft/ (n) лифт
 living room /lɪvɪŋ ru:m/ (n) гостиная
 number (of) /nʌmbə/ (n) количество
 own /əʊn/ (adj) собственный
 pay /peɪ/ (v) платить
 price /praɪs/ (n) цена
 reception room /rɪsepʃən ru:m/ (n) зал для приема гостей
 roof /ru:f/ (n) крыша
 true /tru:/ (adj) верный
 second /sekənd/ (num) второй
 step /step/ (n) ступенька
 swimming pool /swɪmɪŋ pu:l/ (n) бассейн

third /θɜ:d/ (num) третий
 tower /taʊə/ (n) башня
 unusual /ʌnju:zʊəl/ (adj) необычный
 view /vju:/ (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 /əpraɪəns/ (n) бытовой прибор, устройство
 armchair /ɑ:mtʃeə/ (n) кресло
 bath /bɑ:θ/ (n) ванна
 bed /bed/ (n) кровать
 bookcase /bʊkkeɪs/ (n) книжный шкаф
 carpet /kɑ:pɪt/ (n) ковер
 coffee table /kɒfi teɪbəl/ (n) журнальный столик
 cooker /kʊkə/ (n) кухонная плита
 fridge /frɪdʒ/ (n) холодильник
 furniture /fɜ:nɪtʃə/ (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 /wɔ:drəʊb/ (n) гардероб
 washbasin /wɒʃbeɪsɪn/ (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) орел или решка

MODULE 3c

CD player /si: di: pleɪə/ (n) проигрыватель компакт-дисков
 call /kɔ:l/ (v) называть
 computer /kəmputə/ (n) компьютер
 everything /evrɪθɪŋ/ (pron) все
 poster /pəʊstə/ (n) плакат, постер
 wall /wɔ:l/ (n) стена

I like ... very much. Мне очень нравится
 Where exactly is it? Где это находится точно?

MODULE 3d - Culture Corner

all /ɔ:l/ (adj) все, весь
 another /ənəðə/ (adj) другой
 back garden /bæk ɡɑ:rdən/ (n) сад за домом
 central heating /sentrəl hi:tnɪŋ/ (n) центральное
 отопление
 downstairs /daʊnsteəz/ (adv) вниз

fireplace /faɪəˈpleɪs/ (n) камин
 front garden /frʌnt ɡɑːrˈdɪn/ (n) сад перед домом
 inside /ɪnˈsaɪd/ (adv/prep) внутри
 outside /aʊtsaɪd/ (adv/prep) снаружи
 plan /plæn/ (n) схема, план
 semi-detached /semi dɪtætʃt/ (adj) имеющий общую стену
 special features /speʃl fi:tʃəz/ (n) особенности
 typical /tɪpɪkəl/ (adj) типичный
 upstairs /ˌʌpstəʊz/ (adv) вверх
 keep people warm согревать людей

English in Use 3

big /bɪɡ/ (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 /dɪzʌɪn/ (n) конструирование, дизайн
 different /dɪfərənt/ (adj) различный
 dome /dəʊm/ (n) купол
 fantastic /fæntəstɪk/ (adj) фантастический
 marble /mɑːbəl/ (n) мрамор
 minaret /mɪnəret/ (n) минарет
 pearl /pɜːl/ (n) жемчуг
 palace /pælɪs/ (n) дворец
 precious /preʃəs/ (adj) драгоценный
 shine /ʃaɪn/ (v) сверкать, сиять
 stone /stəʊn/ (n) камень
 sunshine /sʌnʃaɪn/ (n) солнечная погода
 wonder /wʌndə/ (n) чудо
 world /wɜːld/ (n) мир, свет
 in the centre в центре
 be made of быть изготовленным, сделанным из

MODULE 4a

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

funny /fʌni/ (adj) смешной
 give /ɡɪv/ (v) давать
 grandfather /ɡrændfɑːðə/ (n) дед
 grandma /ɡrænmaː/ (n) бабушка
 grandmother /ɡrænmdʌðə/ (n) бабушка
 grandpa /ɡrænpɑː/ (n) дедушка
 grandparents /ɡrænpreərənts/ (n) дедушка и бабушка
 hobby /hɒbi/ (n) хобби
 kind /kaɪnd/ (adj) добрый
 laugh /lɑːf/ (v) смеяться
 make /meɪk/ (v) делать, готовить
 mother /mʌðə/ (n) мать
 mum /mʌm/ (n) мама
 naughty /nɔːti/ (adj) непослушный
 noisy /nɔɪzi/ (adj) шумный
 piano /piænəʊ/ (n) фортепиано
 pilot /paɪlət/ (n) пилот
 play /pleɪ/ (v) играть
 secret /sɪːkrɪt/ (n/adj) секрет/тайный, секретный
 see /siː/ (v) видеть
 sister /sɪstə/ (n) сестра
 sweet /swiːt/ (adj) сладкий, милый
 tell /tel/ (v) говорить, сказать
 violin /vaɪəlɪn/ (n) скрипка
 visit /vɪzɪt/ (v) посещать, навещать
 weekend /wiːkend/ (n) выходные, уик-энд
 yet /jet/ (adv) еще, пока что
 every summer каждое лето

MODULE 4b

appearance /əpɪərəns/ (n) внешность
 build /bɪld/ (n) телосложение
 classmate /klɑːsmet/ (n) одноклассник
 come /kʌm/ (v) приходиться
 description /dɪskrɪpʃn/ (n) описание
 ear /ɪə/ (n) ухо
 eye /aɪ/ (n) глаз
 facial features /feɪʃl fi:tʃəz/ (n) черты лица
 fair /feə/ (adj) светлый, белокурый
 fat /fæt/ (adj) толстый, упитанный
 hair /heə/ (n) волосы
 height /haɪt/ (n) рост
 long /lɒŋ/ (adj) длинный
 lovely /lʌvli/ (adj) красивый
 match /mætʃ/ (v) находить соответствие
 moustache /məʊstɑːʃ/ (n) усы
 mouth /maʊθ/ (n) рот
 nose /nəʊz/ (n) нос
 party /pɑːti/ (n) вечеринка
 plump /plʌmp/ (adj) полный, пухленький
 short /ʃɔːt/ (adj) короткий, невысокий
 talk /tɔːk/ (v) разговаривать
 tall /tɔːl/ (adj) высокий
 thin /θɪn/ (adj) худой
 whose /wʊz/ (prep) чей
 with /wɪð/ (prep) с
 over there вон там

MODULE 4c

cooking /kʊkɪŋ/ (n) кулинария
 dancing /dɑːnsɪŋ/ (n) танцы
 full name /fʊl neɪm/ (n) полное имя
 grace /ɡreɪs/ (n) грация, изящество
 guess /ɡes/ (v) угадывать
 jazz /dʒæz/ (n) джаз
 painting /peɪntɪŋ/ (n) рисование
 person /pɜːsn/ (n) личность, фигура
 place /pleɪs/ (n) место
 profile /praʊfaɪl/ (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/ (v) пить
 eat /iːt/ (v) есть
 patient /peɪʃnt/ (adj) терпеливый
 saxophone /sæksəfoʊn/ (n) саксофон
 slim /slɪm/ (adj) стройный
 show /ʃəʊ/ (n) шоу, зрелище
 Swedish /swɪːdɪʃ/ (adj) шведский

all over the world во всем 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 /prɪti/ (adj) симпатичный
 as well также

Across the Curriculum 4: Literature

bee /biː/ (n) пчела
 busy /bɪzi/ (adj) занятой
 gentle /dʒentəl/ (adj) добрый, мягкий
 granny /ɡræni/ (n) бабушка
 kitten /kɪtən/ (n) котенок
 lamb /læm/ (n) ягненок, овечка
 Literature /lɪtərəʃə/ (n) литература
 mule /mjʊːl/ (n) мул, осел
 owl /aʊl/ (n) сова
 ox /ɒks/ (n) бык
 peacock /piːkɒk/ (n) павлин
 playful /pleɪfʊl/ (adj) игривый, веселый
 poem /pəʊm/ (n) стихотворение
 rhyming words /raɪmɪŋ wɜːdz/ (n) рифмующиеся слова
 simile /sɪmɪli/ (n) сравнение
 slow /sləʊ/ (adj) медленный
 snail /sneɪl/ (n) улитка
 stubborn /stʌbən/ (adj) упрямый
 title /taɪtl/ (n) заглавие, название

wise /waɪz/ (adj) мудрый
 as ... as такой ..., как
 send an email отправить сообщение по электронной почте

MODULE 5a

amazing /əmeɪzɪŋ/ (adj) чудесный, восхитительный
 animal /ænɪməl/ (n) животное
 bite /baɪt/ (v) кусать
 camel /kæməl/ (n) верблюд
 carry /kæri/ (v) носить, переносить
 cobra /kɒbrə/ (n) кобра
 creature /kriːʃə/ (n) создание, творение
 crocodile /krɒkədəɪl/ (n) крокодил
 cry /kraɪ/ (v) плакать
 dangerous /deɪndʒərəs/ (adj) опасный
 deer (plur: deer) /diə/ (n) олень
 elephant /elɪfənt/ (n) слон
 female /fiːmeɪl/ (adj) женский
 grass /ɡrɑːs/ (n) трава
 habit /hæbɪt/ (n) привычка
 heavy /hevi/ (adj) тяжелый
 hide /haɪd/ (v) прятать(ся)
 horn /hɔːn/ (n) рог
 hunt /hʌnt/ (v) охотиться
 leopard /leɪpəd/ (n) леопард
 lion /laɪən/ (n) лев
 metre /mɪtə/ (n) метр
 mud /mʌd/ (n) грязь
 permanent /pɜːmənənt/ (adj) постоянный
 plant /plɑːnt/ (n) растение
 relax /rɪlæks/ (v) отдыхать, расслабляться
 rhino /raɪnoʊ/ (n) носорог
 sleep /sliːp/ (v) спать
 stripe /straɪp/ (n) полоса
 swim /swɪm/ (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 /eniweɪ/ (adv) в любом случае
 beak /biːk/ (n) клюв
 bear /beə/ (n) медведь
 cute /kjʊːt/ (adj) умный, сообразительный
 feather /feðə/ (n) перо
 find /faɪnd/ (v) находить
 fish /fɪʃ/ (n) рыба
 fruit /fruɪt/ (n) фрукт
 fur /fɜː/ (n) мех
 giraffe /dʒɪrɑːf/ (n) жираф
 hear /hɪə/ (v) слышать
 highlighted /haɪlaɪtɪd/ (adj) выделенный
 leg /leg/ (n) нога
 mane /meɪn/ (n) грива

monkey /mʌŋki/ (n) обезьяна
 neck /nek/ (n) шея
 opening times /ˌoʊpənɪŋ taɪmz/ (n) часы работы
 otter /ɒtə/ (n) выдра
 paw /pɔː/ (n) лапа
 peacock /piːkɒk/ (n) павлин
 penguin /penɡwɪn/ (n) пингвин
 reason /riːzən/ (n) причина
 sound /saʊnd/ (n) звук
 tail /teɪl/ (n) хвост
 thick /θɪk/ (adj) толстый
 ticket /tɪkɪt/ (n) билет
 tusk /tʌsk/ (n) бивень
 wild /waɪld/ (adj) дикий
 wing /wɪŋ/ (n) крыло
 parts of the body части тела

MODULE 5c

activity /æktɪvɪti/ (n) деятельность, занятие
 bright /braɪt/ (n) яркий
 budgie /bʌdʒi/ (n) волнистый попугайчик
 cow /kaʊ/ (n) корова
 dog /dɒɡ/ (n) собака
 duck /dʌk/ (n) утка
 else /els/ (adv) еще
 farm animals /fɑːm ænɪmʌlz/ (n) домашний скот
 goat /ɡəʊt/ (n) козел, коза
 golden /ɡəʊldən/ (adj) золотой
 goldfish /ɡəʊldfɪʃ/ (n) золотая рыбка
 goose /ɡuːs/ (n) гусь
 guinea pig /ɡɪni piɡ/ (n) морская свинка
 guy /ɡaɪ/ (n) парень
 hen /hen/ (n) курица
 list /lɪst/ (v) составлять список, относить к чему-либо
 notify /nəʊtɪfaɪ/ (v) оповещать, уведомлять
 pet /pet/ (n) домашний питомец
 rabbit /ræbɪt/ (n) кролик
 sheep (plural: sheep) /ʃiːp/ (n) овца
 take /teɪk/ (v) брать
 tortoise /tɔːtəs/ (n) черепаха
 all day long весь день
 take sb for walks брать кого-либо на прогулку
 talk online разговаривать в реальном времени

MODULE 5d - Culture Corner

characteristic /kærɪktərɪstɪk/ (n) характеристика
 complete /kəmplɪt/ (v) заполнять, завершать
 cute /kjʊt/ (adj) умный, сообразительный
 eucalyptus /juːkəlɪptəs/ (n) эвкалипт
 fact file /fækt faɪl/ (n) «визитная карточка»
 furry /fɜːri/ (adj) пушистый, меховой
 get /get/ (v) получать
 koala /kəʊɑːlə/ (n) коала
 leaf (plural: leaves) /liːf/ (n) лист
 liquid /lɪkwɪd/ (n) жидкость
 little /lɪtəl/ (adj) маленький
 mammal /mæməl/ (n) млекопитающее

marsupial /mɑː'sʊpiəl/ (adj) сумчатый
 mean /miːn/ (v) иметь в виду, обозначать
 need /niːd/ (v) нуждаться
 never /nevə/ (adv) никогда
 round /raʊnd/ (adj) круглый
 sharp /ʃɑːp/ (adj) острый
 soft /sɒft/ (adj) мягкий
 zoologist /zəʊplədʒɪst/ (n) зоолог
 during the day в течение дня
 they don't make good pets они не поддаются приручению

English in Use 5

breast /breɪst/ (n) грудь
 breath /breθ/ (n) дыхание
 broken /brəʊkən/ (adj) сломанный
 earache /ɪərəɪk/ (n) боль в ухе
 fleas /fliːz/ (n) блохи
 health /helθ/ (n) здоровье
 parrot /pærət/ (n) попугай
 problem /prɒbləm/ (n) проблема
 toothache /tuːθeɪk/ (n) зубная боль
 vet /vet/ (n) ветеринар
 visit /vɪzɪt/ (n) визит, посещение
 be ill болеть
 What's the matter? Что случилось?
 What's wrong (with him)? Что (с ним) случилось?

Across the Curriculum 5: Science

antenna (plural: antennae) /æntenə/ (n) усик, щупальце
 beetle /biːtl/ (n) жук
 butterfly /bʌtə'flaɪ/ (n) бабочка
 buzz around /bʌz əraʊnd/ (phr v) жужжать
 call /kɔːl/ (v) называть
 dead /ded/ (adj) мертвый
 detective /dɪtektɪv/ (n) детектив
 dragonfly /dræɡənflaɪ/ (n) стрекоза
 expect /ɪkspekt/ (v) ожидать
 field /fiːld/ (n) поле
 fly /flaɪ/ (n) муха
 forest /fɒrɪst/ (n) лес
 grasshopper /grɑːʃɒpə/ (n) кузнечик
 ground /ɡraʊnd/ (n) земля
 honey /hʌni/ (n) мед
 important /ɪmpɔː'tɒnt/ (adj) важный
 insect /ɪnsekt/ (n) насекомое
 ladybird /leɪdɪbz:'d/ (n) божья коровка
 life /laɪf/ (n) жизнь
 keep /kiːp/ (v) хранить
 million /mɪljən/ (n) миллион
 mosquito /mɒski:təʊ/ (n) комар
 present /prɪzɪnt/ (v) представлять
 rubbish /rʌbɪʃ/ (n) мусор
 unwanted /ʌnwʌntɪd/ (adj) ненужный, лишний
 wasp /wɒsp/ (n) оса
 waste /weɪst/ (n) отходы

MODULE 6a

acrobatics /ækroʊbætiks/ (n) акробатический трюк
 action hero /ækʃən hɪərəʊ/ (n) главный герой
 after /ɑːftə/ (prep) после
 always /ɔːlweɪz/ (adv) всегда
 archaeologist /ɑːˈkiɒlədʒɪst/ (n) археолог
 before /bɪfɔː/ (adv) перед
 clock /klɒk/ (n) часы
 daily /deɪli/ (adj) ежедневный
 daily routine /deɪli ruːtiːn/ (n) распорядок дня
 get up /get ʌp/ (phr v) вставать (с постели)
 fight /faɪt/ (v) бороться
 late /leɪt/ (adv) поздно
 often /ɒfən/ (adv) часто
 sometimes /sʌmtaɪmz/ (adv) иногда
 usually /juːʒʊəli/ (adv) обычно
 wake up /weɪk ʌp/ (phr v) просыпаться
 at ... o'clock в ... часов
 at home дома
 at midnight/at night в полночь/ночью
 at noon в полдень
 do homework делать домашнее задание
 do/go the shopping ходить за покупками
 have/eat dinner ужинать
 have/eat lunch обедать
 for a while некоторое время
 get dressed одеваться
 go jogging совершать пробежку
 go to bed ложиться спать
 go to school ходить в школу
 half past seven половина восьмого
 Have you got the time, please? Скажите, пожалуйста, который час?
 practise kickboxing 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) карета скорой помощи
 baker /beɪkə/ (n) булочник, пекарь
 bakery /beɪkəri/ (n) булочная, пекарня
 café /kæfeɪ/ (n) кафе
 doctor /dɒktə/ (n) доктор, врач
 drive /draɪv/ (v) водить, управлять автомобилем
 hospital /hɒspɪtəl/ (n) больница
 job /dʒɒb/ (n) работа
 mechanic /mɪkænik/ (n) механик
 Mr /mɪstə/ (n) мистер, господин
 Ms /mɪz/ (n) мисс
 Mrs /mɪsɪz/ (n) миссис
 nurse /nɜːs/ (n) медицинская сестра, сиделка
 paint /peɪnt/ (v) красить, рисовать
 painter /peɪntə/ (n) маляр, художник
 postman /pəʊstmən/ (n) почтальон
 serve /sɜːv/ (v) подавать, обслуживать

taxi driver /tæksi draɪvə/ (n) таксист
 wait /weɪt/ (v) ждать
 waiter /weɪtə/ (n) официант
 a street scene уличная сцена
 across the road через дорогу
 act out a dialogue разыгрывать диалог
 catch the bus home сесть на автобус до дома
 deliver letters доставлять письма
 do a crossword разгадывать кроссворд
 repair ремонтировать
 say goodbye to ... попрощаться с ...
 by the fire у огня
 What does your dad do? Чем занимается твой папа?

MODULE 6c

boring /bɔːrɪŋ/ (adj) скучный, неинтересный
 hard work /hɑːd wɜːk/ (n) трудная работа
 help /help/ (v) помогать
 newspaper /njuːspetə/ (n) газета
 Drop me a line. Напиши мне строчку.
 Have a good time! Желаю вам хорошо провести время!
 Great to hear from you. Рад, что ответил(а).
 make phone calls звонить по телефону
 plant flowers сажать цветы
 play (games) with играть (в игры) с ...
 That's all for now! Пока это все!
 Write back soon. Отвечай поскорее.

MODULE 6d - Culture Corner

above /əbʌv/ (adv) над
 belfry /belfri/ (n) колокольня
 exactly /ɪgzæktli/ (adv) точно
 hour hand /aʊə hænd/ (n) часовая стрелка
 huge /hjuːdʒ/ (adj) огромный
 interesting /ɪntrestɪŋ/ (adj) интересный
 know /nəʊ/ (v) знать
 landmark /lændmɑːk/ (n) достопримечательность
 minute hand /mɪnɪt hænd/ (n) минутная стрелка
 most (people) /məʊst/ (n) большинство
 perhaps /pəˈhæps/ (adv) возможно
 ton /tʌn/ (n) тонна
 top /tɒp/ (n) верхушка, шпиль
 tour guide /tʊə gaɪd/ (n) экскурсовод
 tourist attraction /tʊərɪst ətrækʃən/ (n) место, привлекающее туристов
 wide /waɪd/ (adj) широкий
 commissioner of works руководитель работ
 every year каждый год

English in Use 6

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

be tired устать
 see you at ... o' clock увидимся в ... часов
 Sure, that's a good idea. Конечно, это хорошая идея.
 What/How about having a coffee? Как насчет кофе?
 Why don't we go ... ? Почему бы нам не пойти ... ?

Across the Curriculum 6: Science

be ready /bi redi/ (v) быть готовым
 centimetre /sentimɪtə/ (n) сантиметр
 compass /kʌmpəs/ (n) компас
 correct /kərekt/ (adj) правильный, верный
 different /dɪfərənt/ (adj) различный
 early /ɜːli/ (adj) ранний
 east /iːst/ (n) восток
 hole /həʊl/ (n) отверстие
 lid /lɪd/ (n) крышка
 mark /mɑːk/ (n) отметка
 mobile phone /məʊbaɪl fəʊn/ (n) мобильный телефон
 move around /muːv əraʊnd/ (phr v) вращаться вокруг
 nearby /nɪəˈbaɪ/ (adj) близлежащий
 need /niːd/ (v) нуждаться
 north /nɔːθ/ (n) север
 perfect /pɜːfɪkt/ (adj) идеальный, отличный
 place /pleɪs/ (n) место
 point /pɔɪnt/ (v) указывать
 put /pʊt/ (v) класть
 shadow /ʃædɔʊ/ (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 /sʌni deɪ/ (n) солнечный день
 tape /teɪp/ (v) прикрепить скотчем (зд.)
 top /tɒp/ (n) верх, верхушка
 until /ənˈtɪl/ (prep) до
 use /juːz/ (v) использовать
 west /west/ (n) запад

do the same делать то же самое

MODULE 7a

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

July (n) /dʒulaɪ/ июль
 August /ɔːɡəst/ (n) август
 September /septembə/ (n) сентябрь
 October /ɒktəʊbə/ (n) октябрь
 November /nəʊvembə/ (n) ноябрь
 December /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/ (n) 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). Идет (сильный) дождь.
 It's snowing. Идет 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 /kloʊðz/ (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 /dʒɔːk/ (n) шутка
 jumper /dʒʌmpə/ (n) джемпер
 light /laɪt/ (adj) легкий, 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 /ʃɔːts/ (n) шорты
 skirt /skɜːt/ (n) юбка
 socks /sɒks/ (n) носки
 suit /suːt/ (n) костюм
 telephone conversation /telɪfəʊn kɒnvə'seɪʃn/ (n)
 телефонный разговор
 tight /taɪt/ (adj) тесный (об одежде), обтягивающий
 trainers /treɪnə'z/ (n) кроссовки
 trousers /traʊzə'z/ (n) брюки
 wear /weə/ (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 /ɪn'dʒɔɪ/ (v) наслаждаться, получать удовольствие
 greeting /griːtɪŋ/ (n) привет, приветствие
 local club /ləʊkəl klʌb/ (n) местный клуб
 postcard /pəʊstkɑːd/ (n) открытка
 stay /steɪ/ (v) останавливаться, оставаться
 sunbathe /sʌnbeɪð/ (v) загорать

go camping ходить в поход

go skiing кататься на лыжах

have a picnic устраивать пикник

It's fun. Весело.

make a snowman лепить снеговика

play golf играть в гольф

See you soon. Скоро увидимся.

MODULE 7d - Culture Corner

calm /kɑːm/ (adj) спокойный, тихий
 climate /klaɪmət/ (n) климат
 cool /kuːl/ (adj) прохладный
 decide /dɪ'saɪd/ (v) решать
 jacket /dʒækɪt/ (n) куртка
 long-sleeved /lɒŋ slɪːvd/ (adj) с длинными рукавами
 northwest /nɔːθwest/ (adj) северо-запад
 pack /pæk/ (v) упаковывать
 sad /sæd/ (adj) грустный
 short-sleeved /ʃɔːt slɪːvd/ (adj) с короткими рукавами
 stressed /strest/ (adj) напряженный
 temperature /temprətʃə/ (n) температура
 vary /veəri/ (v) различаться
 walking shoes /wɔːkɪŋ ʃuːz/ (n) спортивная обувь
 wool sweater /wʊl swetə/ (n) шерстяной свитер

make sure убеждаться, удостовериться

English in Use 7

clothing sizes /kloʊðɪŋ saɪzɪz/ (n) размеры одежды
 customer /kʌstəmə/ (n) покупатель
 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 /brɑːntʃ/ (n) ветка

dancing ballerina /dɑːnsɪŋ bælə'rɪnə/ (n) танцующая балерина

go away /ɡəʊ əweɪ/ (phr v) уходить

go up /ɡəʊ ʌp/ (phr v) подниматься вверх

land /lænd/ (n) земля

sea /siː/ (n) море

sky /skaɪ/ (n) небо

wind /wɪnd/ (n) ветер

MODULE 8a

banana /bə'nɑːnə/ (n) банан

biscuit /bɪskɪt/ (n) печенье

both /bəʊθ/ (pron) оба

carrot /kærət/ (n) морковь

celebrate /selɪbreɪt/ (v) праздновать

celebration /seləbreɪʃn/ (n) празднование, праздник

choose /tʃuːz/ (v) выбирать

complete /kəmplɪt/ (v) заполнять, завершать

cooking competition /kʊkɪŋ kɒmpɪtɪʃn/ (n) кулинарный конкурс

costume /kɒstjʊm/ (n) костюм

cranberry sauce /krænbəri sɔːs/ (n) клюквенный соус

cut /kʌt/ (v) резать, разрезать

crop /krɒp/ (n) урожай

dessert /dɪzɜːt/ (n) десерт

dictionary entry /dɪkʃənri ɛntri/ (n) словарная статья

different varieties /dɪfrənt vərɪə'tɪz/ (n) различные виды

dish /dɪʃ/ (n) блюдо

dress up /dres ʌp/ (phr v) наряжаться

farmer /fɑːmə/ (n) фермер

festive /festɪv/ (adj) веселый, праздничный

festival /festɪvəl/ (n) праздник

fresh /frefʃ/ (adj) свежий

harvest /hɑːvɪst/ (n/v) урожай/собирать урожай

holiday /hɒlɪdeɪ/ (n) праздник

last /lɑːst/ (v) длиться, продолжаться

moon /muːn/ (n) луна

pumpkin pie /pʌmpkɪn paɪ/ (n) тыквенный пирог

radio show /reɪdɪəʊ ʃəʊ/ (n) радиопрограмма

rice /raɪs/ (n) рис

street /stri:t/ (n) улица

sweet potato /swi:t pətetəʊ/ (n) сладкий картофель

turkey /tɜːki/ (n) индейка

wheat /'hiːt/ (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 /bɜːrgə/ (n) гамбургер
 butter /bʌtə/ (n) масло
 cabbage /kæbɪdʒ/ (n) капуста
 cake /keɪk/ (n) торт
 carton /kɑːtɒn/ (n) пакет
 cereal /sɪəriəl/ (n) хлопья
 cheese /tʃiːz/ (n) сыр
 cherry /tʃeri/ (n) вишня
 chicken /tʃɪkɪn/ (n) курица, цыпленок
 chocolate /tʃɒklɪt/ (n) шоколад
 container /kɒnteɪnə/ (n) емкость, сосуд
 cupboard /kʌbəd/ (n) шкаф для посуды
 everything /evriθɪŋ/ (pron) все
 garlic /gɑːlɪk/ (n) чеснок
 glass /glɑːs/ (n) стакан
 grapes /greɪps/ (n) виноград
 ice cream /aɪs kriːm/ (n) мороженое
 jar /dʒɑː/ (n) банка
 lemonade /leməneɪd/ (n) лимонад
 master chef /mɑːstəʃef/ (n) шеф-повар
 meal /miːl/ (n) прием пищи
 meat /miːt/ (n) мясо
 milk /mɪlk/ (n) молоко
 olive oil /ɒlɪv ɔɪl/ (n) оливковое масло
 onion /ʌnjən/ (n) лук
 orange juice /ɒrɪndʒ dʒuːs/ (n) апельсиновый сок
 packet /pækɪt/ (n) пакет, пачка
 pasta /pæstə/ (n) паста, макароны
 pineapple /paɪnæpəl/ (n) ананас
 pizza /pɪtsə/ (n) пицца
 sausage /sɒsɪdʒ/ (n) сосиска
 strawberry /strɔːbəri/ (n) клубника
 shopping list /ʃɒpɪŋ list/ (n) список покупок
 sugar /ʃʊgə/ (n) сахар
 tomato /təməʊtəʊ/ (n) помидор
 tonight /tənaɪt/ (n) сегодня вечером

MODULE 8c

balloon /bəluːn/ (n) воздушный шарик
 bring /brɪŋ/ (v) приносить
 Chinese /tʃaɪniːz/ (adj) китайский
 crisps /krɪspz/ (n) чипсы
 envelope /ɛnvəloʊp/ (n) конверт
 full of /fʊl ɒv/ (adj) полон чего-либо
 good luck /gʊd lʌk/ (n) удача
 magazine entry /mæɡəzɪn ɛntri/ (n) журнальная статья
 mean /miːn/ (v) значить, означать
 money /mʌni/ (n) деньги
 noodles /nuːdʒlz/ (n) лапша
 paper /peɪpə/ (n) бумага
 sandwich /sænwɪdʒ/ (n) бутерброд
 soup /suːp/ (n) суп
 stick /stɪk/ (n) палка, палочка

treat /tri:t/ (n) угощение
 unlucky /ʌnlʌki/ (adj) неудачливый

I'd love to ... Мне бы хотелось ...
 I don't think so. Я так не думаю.
 Would you like ...? Не желаете ...?

MODULE 8d - Culture Corner

baseball /beɪsbɔːl/ (n) бейсбол
 basketball /bɑːskɪtbɔːl/ (n) баскетбол
 call /kɔːl/ (v) называть
 corn /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 ɪtəɪtəʊ/ (n) печеный картофель
 beef /biːf/ (n) говядина
 cashier /kæʃɪə/ (n) кассир
 chilli /tʃɪli/ (n) острый, стручковый перец (чили)
 chips /tʃɪps/ (n) чипсы
 coke /kəʊk/ (n) кока-кола
 fast food /fɑːst fʊd/ (n) еда быстрого приготовления
 medium /miːdiəm/ (adj) средний
 menu /menjuː/ (n) меню
 mineral water /mɪnərəl wɔːtə/ (n) минеральная вода
 order /ɔːdə/ (n/v) заказ/заказывать
 takeaway /teɪkəweɪ/ (n) еда на вынос
 tuna /tjuːnə/ (n) тунец
 vanilla /vænɪlə/ (n) ваниль

Enjoy your meal. Приятного аппетита.

Is that eat in or take away? Вы будете кушать здесь или заберете с собой?

PSHE (Personal, Social & Health Education) основы безопасности жизнедеятельности

Across the Curriculum 8: PSHE

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

surface /sɜːfɪs/ (n) поверхность
 touch /tʌtʃ/ (v) касаться, дотрагиваться
 yoghurt /jɒgə't/ (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

accessories /ækse'sɔːrɪz/ (n) аксессуары, принадлежности

aspirin /æspɪrɪn/ (n) аспирин

bakery /beɪkəri/ (n) булочная

basement /beɪsmənt/ (n) цокольный этаж

board game /bɔːd geɪm/ (n) настольная игра

chemist's /kemɪsts/ (n) аптека

Christmas /krɪsməs/ (n) Рождество

different /dɪfrənt/ (adj) различный

fancy dress /fænsɪ dres/ (n) маскарадный костюм

florist's /flɒrɪsts/ (n) цветочный магазин

gadget /gædʒɪt/ (n) приспособление

greengrocer's /griːngrou'səʒ/ (n) овощной магазин

if /ɪf/ (conj) если

imagine /ɪmædʒɪn/ (v) воображать

jeweller's /dʒuːələʒ/ (n) ювелирный магазин

jigsaw /dʒɪgsoʊ/ (n) пазл

look for /lʊk fɔː/ (v) искать

mean /miːn/ (v) иметь в виду, обозначать

mention /menʃn/ (v) упоминать

nearly /nɪə'li/ (adv) около, почти

newsagent's /njuːzeɪdʒənts/ (n) газетный киоск

preschool /priːsku:l/ (n) дошкольное учреждение

puppet /pʌpɪt/ (n) кукла

record shop /rekɔːd ʃɒp/ (n) музыкальный магазин

refer to /rɪfəːtə/ (v) относиться к

remote control /rɪməʊt kəntrəʊl/ (n) дистанционное
 управление

sell /sel/ (v) продавать

shop /ʃɒp/ (n/v) магазин, делать покупки

shopping centre/mall /ʃɒpɪŋ sentəʔ/mɔːl/ (n) торговый
 центр

soldiers /souldʒəʔz/ (n) солдатики

stuffed animal /stʌft ænɪməl/ (n) мягкая игрушка

the Royal family /ðə rɔɪəl fæmɪli/ (n) королевская семья

there /ðeə/ (adv) там, туда

tour /tuə/ (n) тур

toy /tɔɪ/ (n) игрушка

tulip /tjuːlɪp/ (n) тюльпан

fast food restaurant ресторан быстрого питания,
 фастфуд

MODULE 9b

adult /ædʌlt/ (n) взрослый

advertise /ædvə'taɪz/ (v) рекламировать

area /eɪrɪə/ (n) район, площадь

art gallery /ɑːt gæləri/ (n) картинная галерея

bad /bæd/ (adj) плохой

bored /bɔːd/ (adj) скучающий

concert hall /kɒnsə't hɔːl/ (n) концертный зал

cost /kɒst/ (n/v) стоимость/стоить

crazy /kreɪzi/ (adj) сумасшедший

during /dʒʊərɪŋ/ (prep) в течение, во время

each /iːtʃ/ (adj) каждый

ending /endɪŋ/ (n) конец, окончание

entry /entri/ (n) вход (зд.)

event /ɪvent/ (n) событие

exhibition /eksɪbɪʃn/ (n) выставка

feed /fiːd/ (v) кормить

display /dɪspleɪ/ (n) показ

hate /heɪt/ (v) ненавидеть

invite /ɪnvaɪt/ (v) приглашать

leave /liːv/ (v) покидать, оставлять

meaning /miːnɪŋ/ (n) значение

modern /mɒdə'n/ (adj) современный

museum /mjuːziəm/ (n) музей

performance /pə'fɔːməns/ (n) представление

photo /fəʊtəʊ/ (n) фотография

play /pleɪ/ (n/v) пьеса/играть

ride /raɪd/ (n) аттракцион (в парке)

roller coaster /rɔʊləʔ kəʊstəʔ/ (n) американские горки

rule /ruːl/ (n) правило

sign /saɪn/ (n) знак

statue /stætʃuː/ (n) статуя

switch off /swɪtʃ ɒf/ (v) отключать

theatre /θiːətəʔ/ (n) театр

theme park /θiːm pɑːk/ (n) тематический парк

town council /taʊn kaʊnsəl/ (n) городская мэрия

how much/many сколько

take a photo/pictures фотографировать

MODULE 9c

action film /ækʃn fɪlm/ (n) фильм жанра экшн, боевик

adventure film /ədventʃəʔ fɪlm/ (n) фильм-приключение

animated /ænɪmeɪtɪd/ (adj) мультипликационный

armed /ɑːmd/ (adj) вооруженный

become /bɪkʌm/ (v) становиться

comedy /kɒmədi/ (n) комедия

horror film /hɒrəʔ fɪlm/ (n) фильм ужасов

disappear /dɪsə'piəʔ/ (v) исчезать

face /feɪs/ (v) сталкиваться (зд.)

government spy /gʌvə'nment spaɪ/ (n) государственный
 шпион

heading /hedɪŋ/ (n) заголовок

hero /hɪərəʊ/ (n) герой

high tech /haɪ tek/ (adj) высокотехнологичный

horrible /hɒrɪbəl/ (adj) ужасный

island /aɪlənd/ (n) остров

lead actor/lead actress /liːd æktəʔ/ /liːd æktrəs/ (n)
 актер/актриса в главной роли

lost dream /lɒst driːm/ (n) потерянная мечта

main character /meɪn kærɪktəʔ/ (n) главный персонаж

manage /mænɪdʒ/ (v) управлять

miss /mɪs/ (v) пропускать

monster /mɒnstəʔ/ (n) монстр

parent /peərənt/ (n) родитель

plot /plɒt/ (n) сюжет
 recommend /rekəmənd/ (v) рекомендовать
 recommendation /rekəməndeɪʃn/ (n) рекомендация
 rescue /reskjʊ/ (v) спасать
 review /riːvju/ (n) обзор
 romance /rəʊmæns/ (n) романтический фильм
 save /seɪv/ (v) спасать
 summarise /sʌməraɪz/ (v) подводить итог
 whole /hoʊl/ (adj) весь

It is (well) worth seeing. Это стоит того, чтобы посмотреть.

MODULE 9d - Culture Corner

busy spot /bɪzi spɒt/ (n) оживленное место
 cinema /sɪnɪmə/ (n) кинотеатр
 location /ləʊkeɪʃn/ (n) местонахождение
 nearby /nɪəˈbaɪ/ (adv) поблизости
 nightclub /naɪtklʌb/ (n) ночной клуб
 premiere /premɪə/ (n) премьера
 pronounce /prəˈnaʊns/ (v) произносить
 read through /riːd θruː/ (phr v) прочесть бегло
 seat /siːt/ (n) место (для сидения)
 square /skweə/ (n) площадь

English in Use 9

direction /dɪˈrekʃən/ (n) направление
 opposite /əˈpəzɪt/ (prep) напротив
 supermarket /sjuːpəˈmɑːkɪt/ (n) супермаркет

Can you tell me where the ... is? Не подскажете, где находится ...?

Could you tell me how to get to ... ? Скажите, как добраться до...

Excuse me. Is there a ... around here? Простите, а где-нибудь поблизости есть ...?

on one's left/right справа/слева от кого-либо

turn right/left поворачивать направо/налево

walk down идти вниз по

Across the Curriculum 9: Maths

amount /əˈmaʊnt/ (n) количество
 add up to /æd ʌp tə/ (phr v) подытоживать
 bar /bɑː/ (n) плитка
 change /tʃeɪndʒ/ (n) сдача
 coin /kɔɪn/ (n) монета
 equals /iːkwəlz/ (v) равно
 from /frɒm/ (prep) из
 item /aɪtəm/ (n) пункт, предмет
 pence /pens/ (n) пенни (мн.ч.)
 penny /peni/ (n) пенс
 pound /paʊnd/ (n) фунт стерлингов

MODULE 10a

abroad /əˈbrɔːd/ (adv) за границей
 activity holiday /æktɪvɪti hɒlɪdeɪ/ (n) активный отдых
 advert /ædvɜːt/ (n) реклама
 advise /ədvaɪz/ (v) советовать

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

MODULE 10b

airport /eəˈpɔːt/ (n) аэропорт
 bored /bɔːd/ (adj) скучающий
 boring /bɔːrɪŋ/ (adj) скучный
 business /ˈbɪznɪs/ (n) бизнес
 canoeing /kəˈnuːɪŋ/ (n) гребля на каноэ
 decide /dɪsaɪd/ (v) решать
 difficult /dɪfɪkəlt/ (adj) трудный, сложный
 enjoyable /ɪnˈdʒɔɪəbəl/ (adj) приятный, доставляющий удовольствие
 excited /ɪksaɪtɪd/ (adj) взволнованный
 exciting /ɪksaɪtɪŋ/ (adj) волнующий
 feeling /fiːlɪŋ/ (n) ощущение
 fishing /fɪʃɪŋ/ (n) рыбалка
 hard /hɑːd/ (adj) тяжелый, трудный
 hiking /haɪkɪŋ/ (n) пешеходный туризм
 hungry /ˈhʌŋɡri/ (adj) голодный
 jet skiing /dʒet skiːɪŋ/ (n) катание на водном мотоцикле
 mind /maɪnd/ (n) ум
 relaxed /rɪlæksɪd/ (adj) расслабленный
 relaxing /rɪlæksɪŋ/ (adj) расслабляющий

sailing /seɪlɪŋ/ (n) хождение на яхте
 scuba diving /sku:bə daɪvɪŋ/ (n) подводное плавание, погружение с аквалангом
 sunbathing /sʌnbæɪdɪŋ/ (n) загар
 tiring /taɪərɪŋ/ (adj) утомительный
 tired /taɪəd/ (adj) уставший
 white water rafting /ˈwaɪt wɔ:təʳ rɑ:ftɪŋ/ (n) сплав на плотах
 windsurfing /wɪndzɜ:ʳfɪŋ/ (n) виндсерфинг
 Don't worry! Не волнуйтесь!
 pass the exam сдать экзамен

MODULE 10c

abbreviation /əbrɪvɪeɪʃn/ (n) аббревиатура, сокращение
 dentist /dentɪst/ (n) стоматолог, дантист
 headache /hedɪk/ (n) головная боль
 health matters /helθ mətəʳz/ (n) вопросы здоровья
 note /nəʊt/ (n) записка
 pharmacy /fɑ:ˈmɑ:sɪ/ (n) аптека
 reception /rɪsepʃn/ (n) стойка администратора
 stomachache /stʌməkeɪk/ (n) боль в животе
 sunburn /sʌnbɜ:ʳn/ (n) ожог от солнца
 temperature /temprətʃəʳ/ (n) температура
 toothache /tu:θeɪk/ (n) зубная боль
 put lotion наносить мазь, лосьон
 see a doctor посещать доктора
 stay out of sun держаться подальше от солнца

MODULE 10d - Culture Corner

aboard /əbɔ:rd/ (adv) на борту
 castle /kɑ:səl/ (n) замок
 cathedral /kəθɪːdrəl/ (n) собор
 flat tyre /flæt taɪəʳ/ (n) спущенная шина
 scenic /sɪːnɪk/ (adj) живописный, красивый
 sit back /sɪt bæk/ (phr v) откидываться (на спинку сиденья)
 square /skweəʳ/ (n) квадрат (зд.)
 team /ti:m/ (n) команда
 win /wɪn/ (v) выигрывать
 miss a turn пропускать ход

English in Use 10

kind /kaɪnd/ (n) вид, тип
 ordinary /ɔ:ˈdɪnri/ (adj) обычный
 reasonable /rɪːznəbəl/ (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 /bɒtəd wɔ:təʳ/ (n) бутилированная вода
 cartoon strip /kɑ:ˈtu:n strɪp/ (n) комикс
 leaflet /li:flət/ (n) листовка
 point /pɔɪnt/ (n) пункт
 reason /rɪːzn/ (n) причина

shut up /ʃʌt ʌp/ (phr v) замолчать
 stream /stri:m/ (n) ручей
 tent /tent/ (n) палатка
 whistle /ˈwɪsəl/ (n) свисток

get lost потеряться
 Let's have some fun! Давайте повеселимся!
 start a fire разводить костер

Geographical Names

Africa /æfrɪkə/ Африка
 Agra /ɑ:grə/ г. Агра (Индия)
 Alaska /əlæskə/ Аляска
 Aleutian Islands /əlu:ʃn əɪləndz/ Алеутские острова
 America /əmerɪkə/ Америка
 Antarctica /æntɑ:ˈktɪkə/ Антарктида
 Asia /eɪʃə/ Азия
 Australia /əstreɪliə/ Австралия
 Ballater /bælətəʳ/ г. Баллатер (Великобритания)
 Barranquilla /bærənki:kjə/ г. Баранкилла (Колумбия)
 Belfast /belfɑ:st/ Белфаст (Северная Ирландия)
 Bering Sea /bæərɪŋ si:/ Берингово море
 Brazil /bræzɪl/ Бразилия
 Canada /kænədə/ Канада
 Canberra /kænbərə/ Канберра
 China /tʃaɪnə/ Китай
 Columbia /kəlʌmbiə/ Колумбия
 Cork /kɔ:k/ г. Корк (Ирландия)
 Dona Lola /doʊnə loʊlə/ Дона Лола (курорт в Испании)
 Dublin /dʌblɪn/ г. Дублин (Ирландия)
 Edinburgh /edɪnbərə/ г. Эдинбург (Шотландия)
 Egypt /i:ʃɪpt/ Египет
 England /ɪŋglənd/ Англия
 Europe /jʊərəp/ Европа
 Forth /fɔ:θ/ Форт (река в Шотландии)
 France /frɑ:ns/ Франция
 Glasgow /glɑ:zɡəʊ/ г. Глазго (Шотландия)
 (Great) Britain /(greɪt) brɪtɪn/ Великобритания
 Greece /gri:s/ Греция
 India /ɪndiə/ Индия
 Ireland /aɪələnd/ Ирландия
 Italy /ɪtəli/ Италия
 Japan /dʒəpæn/ Япония
 Kiska Island /kɪskə əɪlənd/ о. Киска (Аляска)
 Kodiak Island /kouːdiæk əɪlənd/ о. Кадьяк (Аляска)
 Korea /kəriə/ Корея
 Loch Ness /lɒk nes/ о. Лохнесс
 London /lʌndən/ Лондон
 Mallorca /məjɔ:ˈkə/ о. Майорка (Испания)
 Mexico /meksɪkəʊ/ Мексика
 Mount Kilimanjaro /maʊnt kɪlɪmændʒɑ:rou/ гора, вулкан Килиманджаро
 Nepal /nɪpɔ:l/ Непал
 New York City /nju: jɔ:k sɪti/ Нью-Йорк
 New Zealand /nju: zɪlənd/ Новая Зеландия
 North America /nɔ:θ əmerɪkə/ Северная Америка
 Northern India /nɔ:θəˈn ɪndiə/ север Индии
 Northern Ireland /nɔ:θəˈn aɪələnd/ Северная Ирландия
 Nunivak Island /nʌnɪvæk əɪlənd/ о. Нунивак (Аляска)

Oban /oʊbən/ г. Обан (Великобритания)
 Ottawa /otəwə/ г. Оттава (Канада)
 Pacific Ocean /pəˈsɪfɪk oʊʃn/ Тихий океан
 Pakistan /pɑːkɪstɑːn/ Пакистан
 Pribilof Islands /prɪbɪləf aɪləndz/ острова Прибылова
 the River Nile /rɪvəˈnaɪl/ р. Нил
 the River Stirling /rɪvəˈstɜːrlɪŋ/ р. Стерлинг (Шотландия)
 Russia /rʌʃə/ Россия
 Scotland /skɒtlənd/ Шотландия
 South America /saʊθ əmeɪkə/ Южная Америка
 South Asia /saʊθ eɪʃə/ Южная Азия
 Southwest Alaska /saʊθwest əlæskə/ юго-запад Аляски
 Spain /speɪn/ Испания
 Springfield /sprɪŋfi:ld/ г. Спрингфилд (США)
 St Andrews /sənt ændruːz/ г. Сент-Эндрюс (Шотландия)
 St George Island /sənt dʒɔːrdʒ aɪlənd/ остров Святого
 Георгия
 St Lawrence Island /sənt lɔːrəns aɪlənd/ остров Святого
 Лаврентия
 St Matthew Island /sənt mæθjuː aɪlənd/ остров Святого
 Матвея
 St Paul Island /sənt pɔːl aɪlənd/ остров Святого Павла
 Stirling /stɜːrlɪŋ/ г. Стерлинг (Шотландия)
 Surrey /sʌri/ графство Суррей
 Switzerland /swɪtsələnd/ Швейцария
 Turkey /tɜːki/ 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] Соединенное
 Королевство (Великобритании и Северной
 Ирландии)
 the USA /ðə juː es eɪ/ [the United States of America]
 Соединенные Штаты Америки
 Valley of the Kings /væli 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) /æɪks/
 Alexa (f) /əleksə/
 Alice (f) /æɪs/
 Amelia (f) /əmiːliə/
 Amy (f) /eɪmi/
 Andrew (m) /ændruː/
 Andy (m) /ændi/
 Angela (f) /ændʒələ/
 Ann (f) /æn/
 Antonio (m) /æntoʊniəʊ/
 Anya (f) /ænjə/
 Asterix (m) /æstərɪks/
 Avril (f) /ævrɪl/
 Bart (m) /bɑːt/
 Ben (m) /ben/
 Benjamin (m) /benɪdʒəmɪn/
 Benny (m) /beni/

Betty (f) /beti/
 Bill (m) /bɪl/
 Billy (m) /bɪli/
 Bob (m) /bɒb/
 Brian (m) /braɪən/
 Carla (f) /kɑːlə/
 Carmen (f) /kɑːmən/
 Cathy (f) /kæθi/
 Chris (m) /krɪs/
 Claire (f) /kleə/
 Cliff (m) /klɪf/
 Damien (m) /deɪmɪən/
 Daria (f) /deəriə/
 Darryl (m) /dæriːl/
 Dave (m) /deɪv/
 David (m) /deɪvɪd/
 Diana (f) /daɪənə/
 Duncan (m) /dʌŋkən/
 Eliza (f) /ɪlaɪzə/
 Elizabeth (f) /ɪlɪzəbəθ/
 Emma (f) /emə/
 Esmeralda (f) /ezməˈrældə/
 Eve (m) /iːv/
 Fiona (f) /fiəʊnə/
 Fred (m) /fred/
 George (m) /dʒɔːrdʒ/
 Gus (m) /gʌs/
 Harry (m) /hæri/
 Helen (f) /helən/
 Henry (m) /henri/
 Homer (m) /hoʊmə/
 Isabel (f) /ɪzəbel/
 Ivan (m) /aɪvən/
 Jack (m) /dʒæk/
 James (m) /dʒeɪmz/
 Jane (f) /dʒeɪn/
 Janet (f) /dʒænit/
 Jayne (f) /dʒeɪn/
 Jeff (m) /dʒef/
 Jennifer (f) /dʒenɪfə/
 Jenny (f) /dʒeni/
 Jessie (f) /dʒesi/
 Jill (f) /dʒɪl/
 Jim (m) /dʒɪm/
 Joan (f) /dʒəʊn/
 Joe (f) /dʒəʊ/
 John (m) /dʒɒn/
 Johnny (m) /dʒɒni/
 Jude (f) /dʒuːd/
 Julia (f) /dʒuːliə/
 Julio (m) /dʒuːliəʊ/
 July (f) /dʒʊlaɪ/
 June (f) /dʒuːn/
 Juni (f) /dʒuːni/
 Justin (m) /dʒʌstɪn/
 Karen (m) /kærən/
 Kate (f) /keɪt/
 Katherine /kæθərɪn/
 Kelly (f) /keli/

Ken (m) /kɛn/
 Kitty (f) /kɪti/
 Lara (f) /lɑ:rə/
 Laura (f) /lɔ:rə/
 Lee (m) /li:/
 Lily (f) /lɪli/
 Linda (f) /lɪndə/
 Lisa (f) /li:sə/
 Liz (f) /lɪz/
 Lloyd (m) /lɔɪd/
 Lola (f) /lɒlə/
 Lucy (f) /lu:si/
 Lynn (f) /lɪn/
 Maggie (f) /mægi/
 Marge (f) /mɑ:rdʒ/
 Mark (m) /mɑ:k/
 Markus (m) /mɑ:kəs/
 Marta (f) /mɑ:tə/
 Mary (f) /mæri/
 Mary Jane (f) /mæri dʒeɪn/
 Matt (m) /mæt/
 Max (m) /mæks/
 Mel (m) /mel/
 Miguel (m) /mi:gel/
 Mike (m) /maɪk/
 Miles (m) /maɪlz/
 Mitten (m) /mɪtən/
 Monty (m) /mɒnti/
 Natasha (f) /nətʃəʃə/
 Nelson (m) /nɛlsən/
 Nemo (m) /ni:mou/
 Nora (f) /nɔ:rə/
 Obelix (m) /ɒbəlɪks/
 Olga (f) /ɒlgə/
 Oliver (m) /ɒlɪvə/
 Pam (f) /pæm/
 Pat (f) /pæt/
 Patsy (f) /pætsi/
 Paul (m) /pɔ:l/
 Pedro (m) /pedrou/
 Penny /peni/
 Pete (m) /pi:t/
 Peter (m) /pi:tə/
 Phil (m) /fɪl/
 Quasimodo (m) /kwɑ:zɪmɒdɒu/
 Rex (m) /reks/
 Rita (f) /ri:tə/
 Rose (f) /rəʊz/
 Rosie (f) /rəʊzi/
 Russ (m) /rʌs/
 Russell (m) /rʌsəl/
 Ryan (m) /raɪən/
 Sally (f) /sæli/
 Sam (m) /sæm/
 Samantha (f) /səmænθə/
 Sandra (f) /sændrə/
 Sandy (f) /sændi/
 Sarah (f) /sɛərə/
 Sasha (m/f) /sæʃə/

Shakira (f) /ʃəki:rə/
 Sid (m) /sɪd/
 Simon (m) /saɪmən/
 Slava (m) /slɑ:və/
 Stacy (f) /steɪsi/
 Stan (m) /stæn/
 Stella (f) /stelə/
 Stephanie (f) /stefəni/
 Steve (m) /sti:v/
 Steven (m) /sti:vən/
 Stripes (f) /straɪps/
 Sue (f) /su:/
 Susan (f) /su:zən/
 Tanya (f) /tɑ:niə/
 Tara (f) /tɑ:rə/
 Ted (m) /ted/
 Tim (m) /tɪm/
 Tom (m) /tɒm/
 Tommy (m) /tɒmi/
 Tony (m) /təʊni/
 Tweety (f) /twi:ti/
 Vicky (f) /vɪki/
 Wendy (f) /wendi/
 William (m) /wɪljəm/
 Wilma (f) /wɪlmə/
 Zoe (f) /zəʊi/

Other Proper Names

Big Ben /bɪg ben/ Биг Бен
 Sir Benjamin Hall /sɜ:bɛndʒəmin hɔ:l/ Бенджамин Холл
 Shakespeare /ʃeɪkspiə/ Шекспир
 Elizabeth /ɪlɪzəbəθ/ Елизавета
 Mel Gibson /mel gɪbsən/ Мэл Гибсон
 Katherine Mansfield /kæθərɪn mænsfild/ Катерина Менсфилд
 Russell Crowe /rʌsəl krou/ Рассел Кроу

The Language of Grammar

3rd person singular третье лицо единственное число
 ability способность
 actions happening now действия, происходящие сейчас, в настоящий момент
 adverbs of frequency наречия частотности
 affirmative утвердительная форма
 (not) allowed (не) позволено
 article артикль
 capital letters прописные буквы
 consonant согласный звук
 continue reading продолжать чтение
 countable nouns исчисляемые существительные
 full stop точка
 habits привычки
 imperative повелительное наклонение
 interrogative вопросительная форма
 irregular plurals формы-исключения множественного числа
 mention something for the first time упоминать что-либо впервые
 negative отрицательная форма
 object pronouns личные местоимения в объектном падеже
 on the spot decision решение, принятое в настоящий момент
 ordinal numbers порядковые числительные
 permanent study постоянное обучение
 personal pronouns личные местоимения
 piece of writing письменное произведение
 plural множественное число
 possessive (case) притяжательный падеж
 possessive adjectives притяжательные местоимения
 possible возможный
 prediction предсказание
 prepositions of place предлоги 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
 starting writing начинать писать
 subject pronouns личные местоимения
 uncountable nouns неисчисляемые существительные
 vowel гласный звук
 word formation словообразование

question word /kwestʃn wɜːd/ (n) вопросительное слово
 what /hwaɪt/ (question word) что
 when /hwen/ (question word) когда
 where /hweə/ (question word) где
 who /huː/ (question word) кто
 whose /huːz/ (question word) чей
 why /hwaɪ/ (question word) почему

Study Skills Vocabulary

MODULE 1

to learn better изучать лучше
 work in pairs/groups работать в парах/группах

MODULE 2

associate ассоциироваться, напоминать
 headings заглавия, заголовки
 international words международные слова
 keywords основные (ключевые слова)
 making notes делать записи
 remember помнить
 similar похожий, схожий
 underline подчеркивать
 words слова

MODULE 3

content содержание
 more easily более легко
 predict предсказывать

MODULE 4

complete a dialogue/text составить диалог/текст
 gap промежуток, пробел
 missing words/sentences пропущенные слова/предложения

MODULE 5

label помечать
 revise (new words) повторять (новые слова)
 vocabulary словарь

MODULE 6

it makes sense это имеет смысл
 multiple matching приведение в соответствие
 related to each prompt относящийся к каждой подсказке

MODULE 7

opposites антонимы

MODULE 9

context контекст
 explore исследовать, изучать
 grammar structures грамматические структуры
 understand понимать

MODULE 10

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

Таблица транслитерации

Буква русского алфавита	Буквенное соответствие английского алфавита	Буква русского алфавита	Буквенное соответствие английского алфавита
А а	A a	Р р	R r
Б б	B b	С с	S s
В в	V v	Т т	T t
Г г	G g	У у	U u
Д д	D d	Ф ф	F f
Е е	E e	Х х	Kh kh
Ё ё	Yo yo	Ц ц	Ts ts
Ж ж	Zh zh	Ч ч	Ch ch
З з	Z z	Ш ш	Sh sh
И и	I i	Щ щ	Shch shch
Й й	Y y	ъ	”
К к	K k	ы	y
Л л	L l	ь	,
М м	M m	Э э	E e
Н н	N n	Ю ю	Yu yu
О о	O o	Я я	Ya ya
П п	P p		

Примеры написания русских слов в английской транслитерации:

- Светлана Попова — Svetlana Popova
- Иван Сыромятин — Ivan Syromyatin
- Якутск — Yakutsk
- Челябинск — Chelyabinsk
- Черкизово — Cherkizovo
- Нахимовский проспект — Nakhimovskiy prospekt

Список сокращений

- adj — adjective — имя прилагательное
- adv — adverb — наречие
- conj — conjunction — союз
- f — feminine — женский род
- int — interjection — междометие
- m — masculine — мужской род
- n — noun — имя существительное

- num — numeral — числительное
- pl — plural — множественное число
- prep — preposition — предлог
- pron — pronoun — местоимение
- sing — singular — единственное число
- v — verb — глагол
- зд. — здесь

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

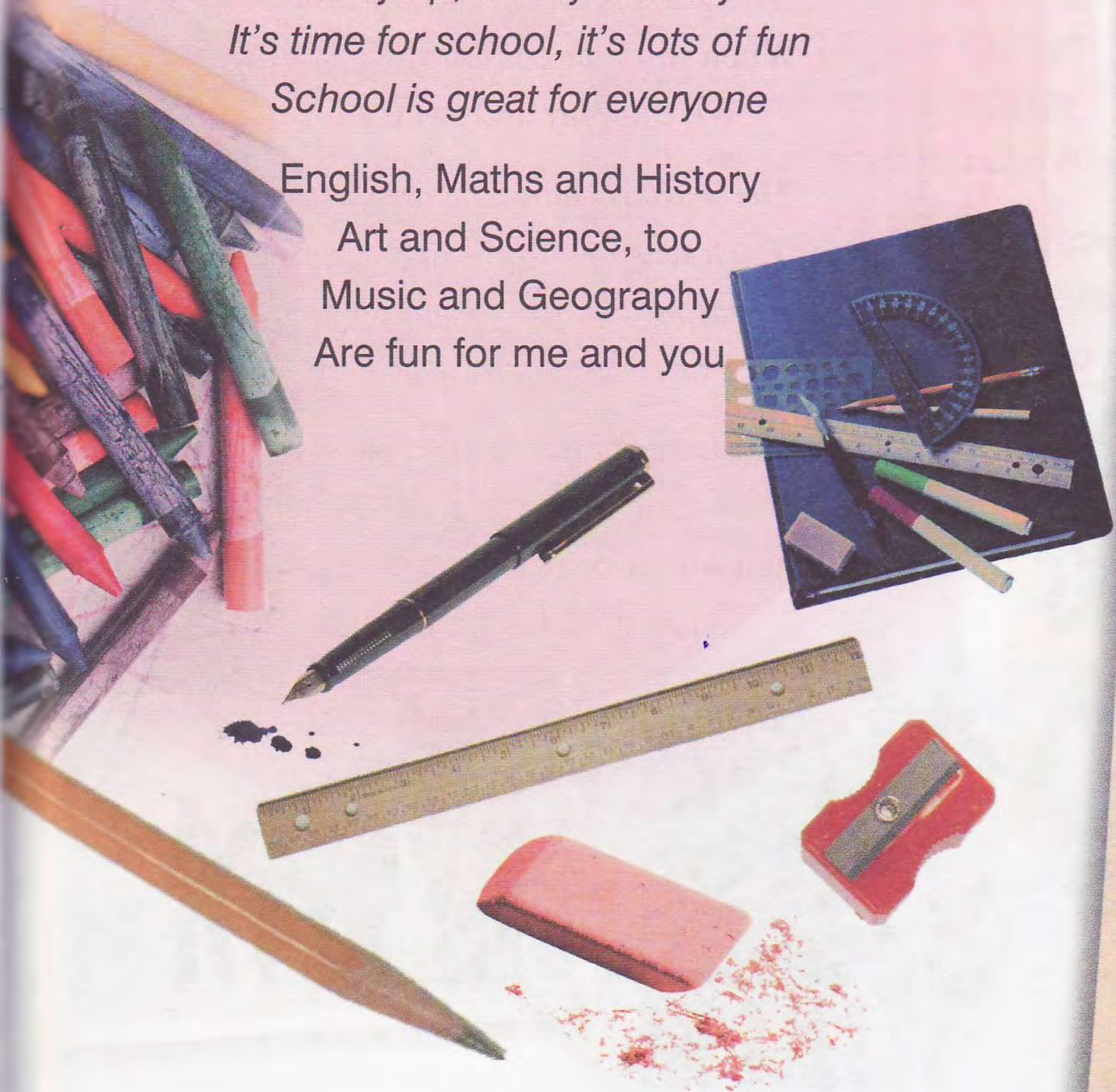
School is great for everyone

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

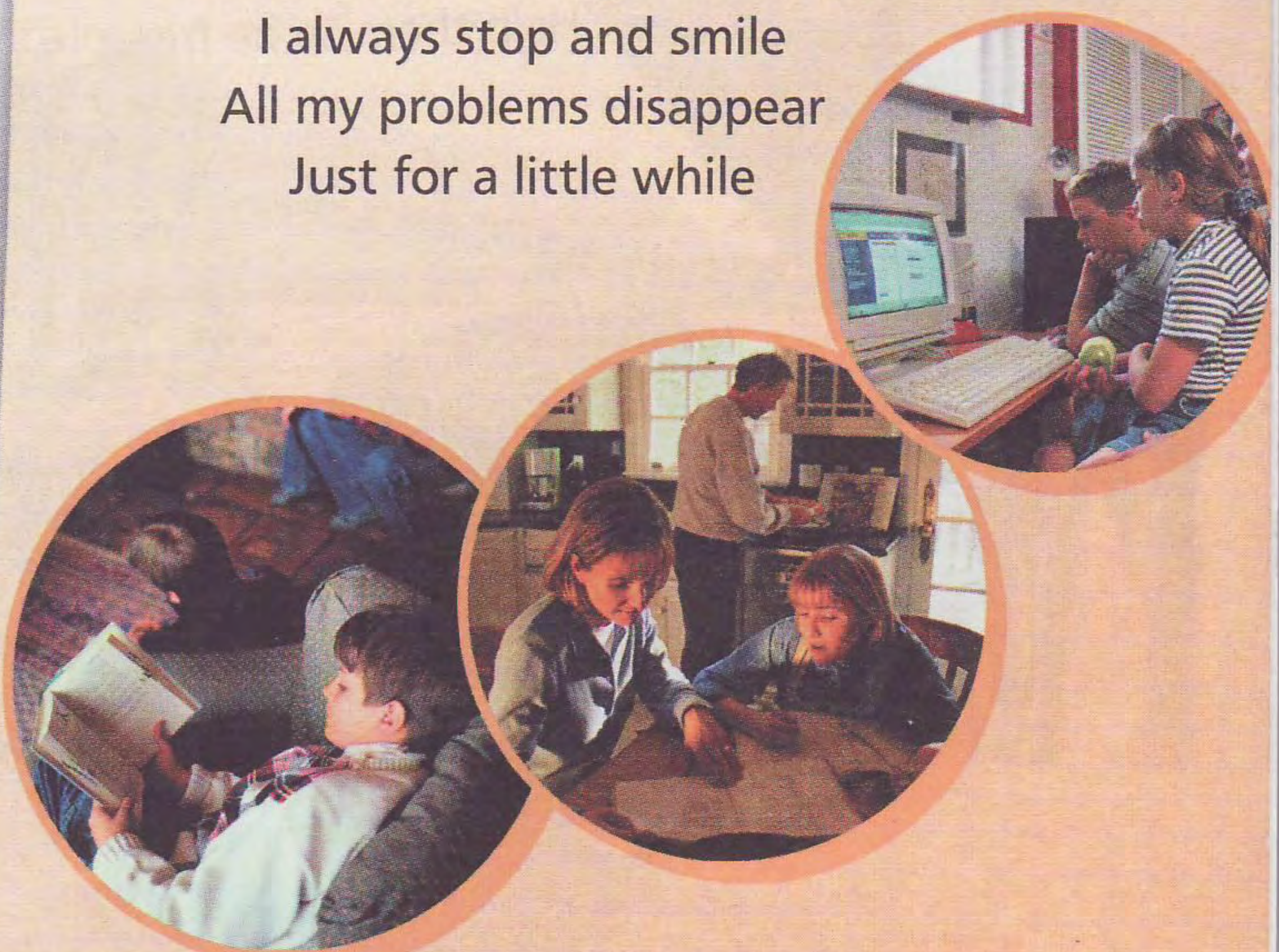
- 1 Read the title of the song. Think of two reasons why home is 'sweet'.

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*

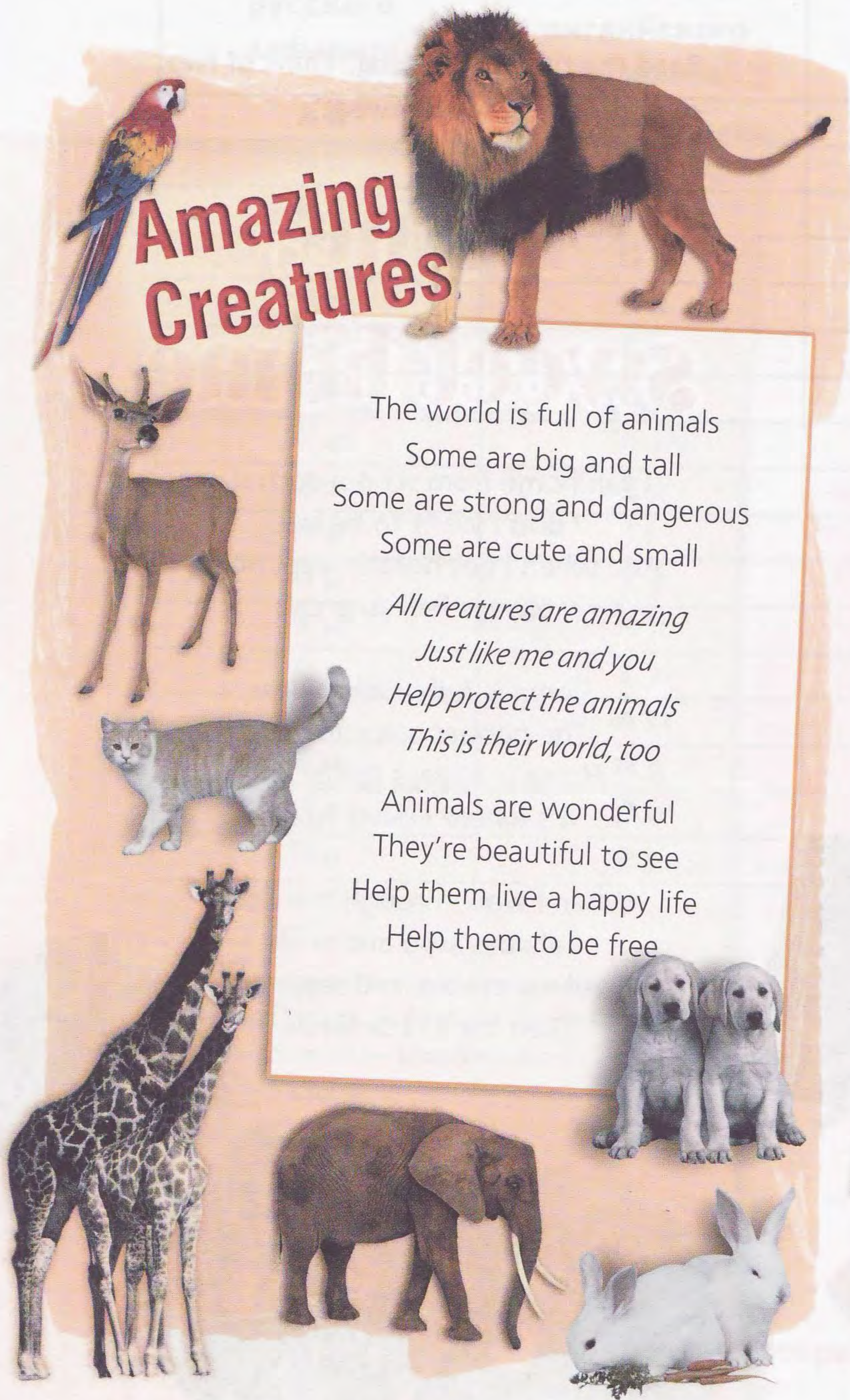
When I walk through the door,
I always stop and smile
All my problems disappear
Just for a little while



- 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

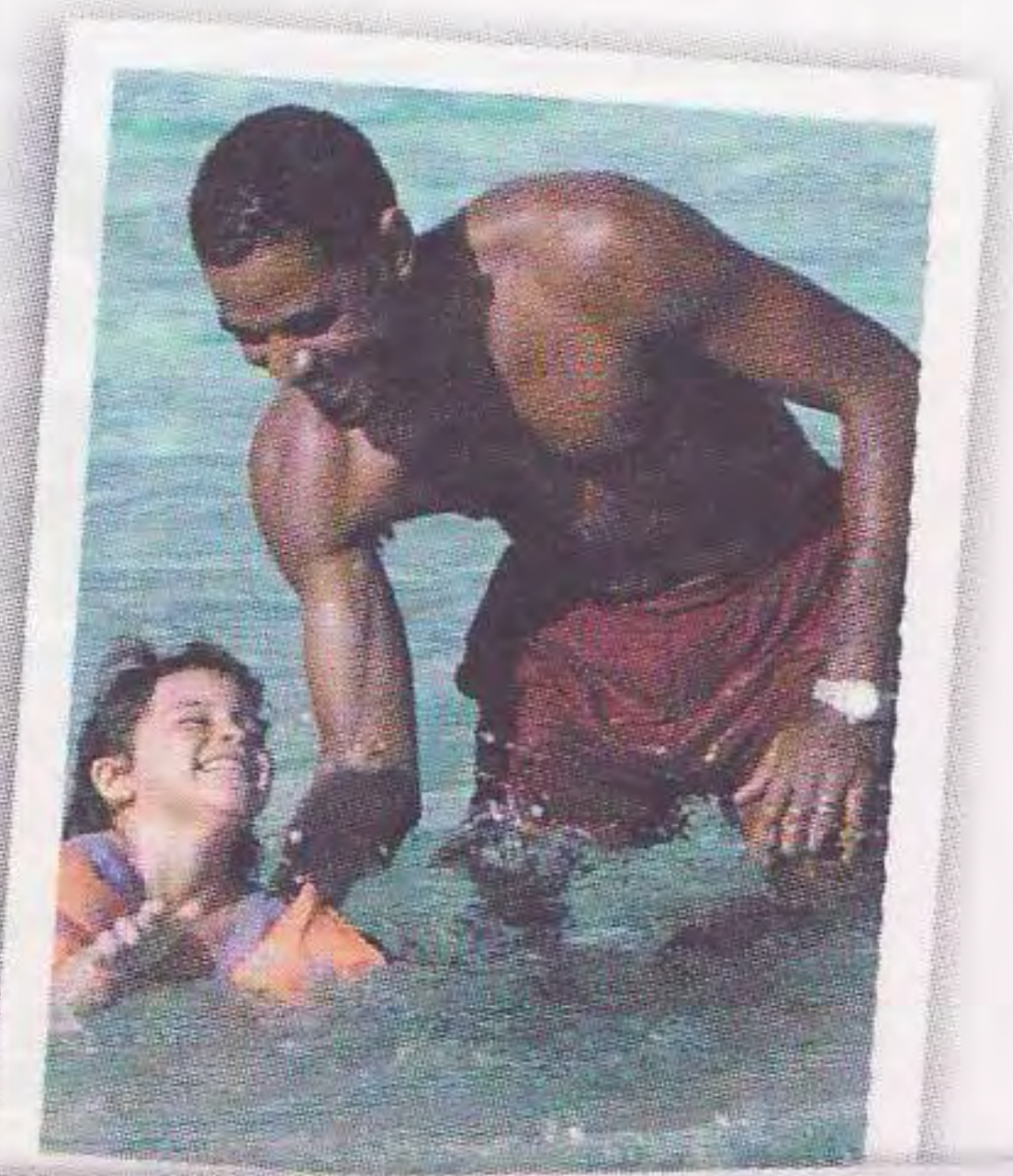
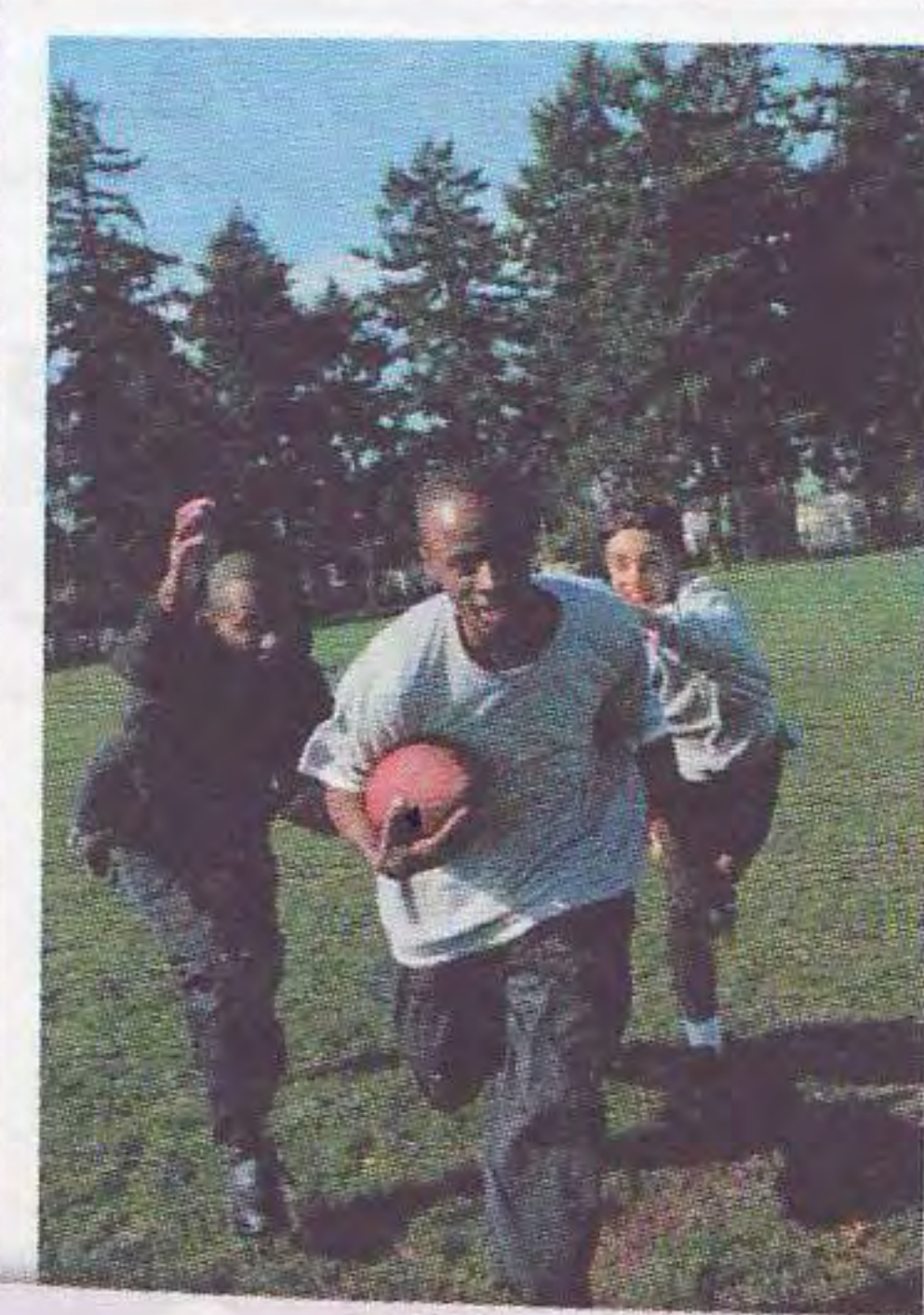
- 2 Look at the pictures. Which animal is *big, tall, strong, dangerous, small, cute*?
- 3 Why are animals "amazing", according to the singer? Why should we help them?
- 4 Which is your favourite animal?

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?

Module 10

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



Holidays



I'd love to spend a week or two
Cruising down the Nile
Or sunbathe on a sandy beach
Just for a little while

*I want to go on holiday
I need to see the sun
We all need a holiday
We all need to have fun*

I'd love to tour the countryside
Or camp beside the sea
Or go hiking in the mountains
Why don't you come with me?



- b) Listen and read. Which of the words in your list are in the song?

- 2 How many different sorts of holidays can you find in the song? Which is your favourite?

- 3 How does the song make you feel?

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
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	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	/oo/	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
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ʊ/	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	/iə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	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
	/ɜ:/	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	/ɔ:/	court, bought, brought
au	/ɔ:/	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