

STUDENT'S BOOK

NEW MILLENNIUM ENGLISH

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

UNIT 7

UNIT 8

UNIT 9

UNIT 10

UNIT 11



6

С любовью и благодарностью к нашим семьям
за их бесконечное терпение, понимание и поддержку.
С глубокой признательностью к коллегам и учащимся
учебных заведений, в которых мы работаем.

Авторы

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Деревяно Н. Н. и др.

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Книга для учащегося "New Millennium English-6" обеспечивает обязательный минимум содержания образования, рассчитана на базисный учебный план три часа в неделю, соответствует программе курса "New Millennium English".

Книга для учащегося обеспечивает единство методического и дидактического подходов всего курса (5–11 классы) и является основной частью учебно-методического комплекта для 6 класса.

Книга состоит из 11 разделов, каждый из которых включает 6 уроков (презентация и закрепление языкового материала, развитие речевых навыков и умений, домашние задания), заданий для проверки достижений, урок проектного типа. Книга снабжена грамматическим справочником и алфавитным списком изученной лексики. Тематика текстов и заданий соответствует потребностям и интересам учащихся этой возрастной группы. Большое внимание уделяется формированию учебных навыков, групповой работе, навыков презентации. В учебнике последовательно реализован коммуниктивно-когнитивный подход, используется комбинация современных и традиционных техник. Рассмотрение страноведческого материала с культурной позиции позволяет решать задачу воспитания толерантности и уважения к другим народам и традициям.

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Условные обозначения:

-  — Номер задания
-  — Домашнее задание
-  — Работа в парах на разных страницах
-  — Слушай кассету



Summer is fun!

Lesson 1 Welcome back!

1 Look and say.



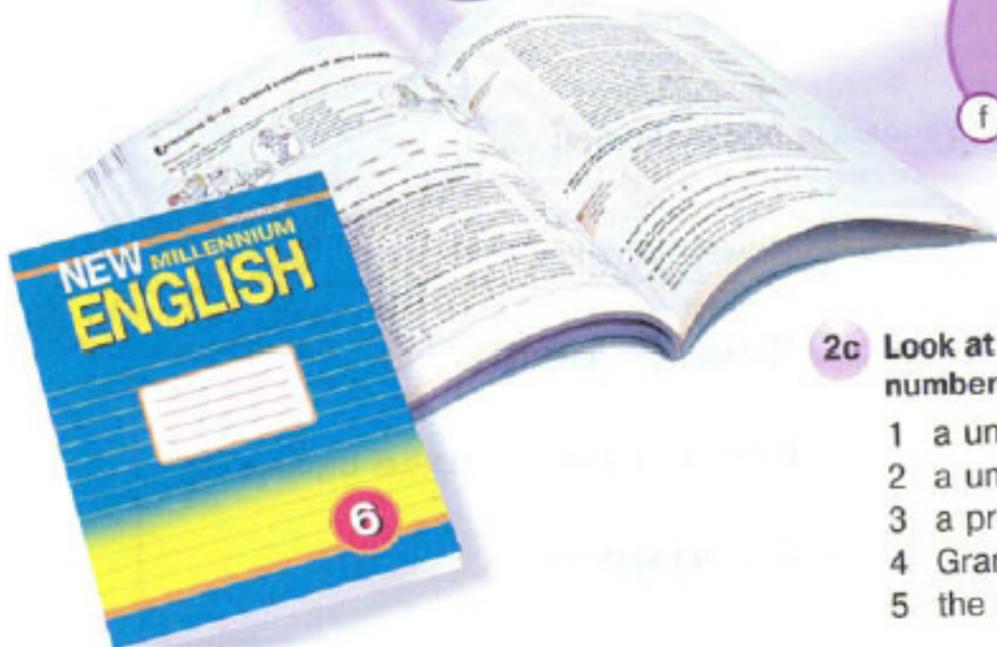
2a Answer the questions.

Book 6 Quiz

- 1 How many units are there in the book?
- 2 How many lessons are there in a unit?
- 3 What lesson is the project?
- 4 What is Lesson 7?
- 5 Where can you find the words that you don't know?
- 6 What is Unit 1 about?
- 7 Where can you find grammar rules?

2b Match the pictures and the words.

- 1 read
- 2 look
- 3 say
- 4 homework
- 5 write
- 6 listen
- 7 match
- 8 translate



2c Look at your new book and say the page number where there is:

- 1 a unit about books
- 2 a unit about Great Britain
- 3 a project about a party
- 4 Grammar Support
- 5 the Wordlist

3 Fill in the gaps with the sentences from the box.

Panel 1:
 Boy: Hello. Sorry I'm late. (a) ...
 Teacher: Please do.
 1 Can I come in?
 2 Here you are.

Panel 2:
 Teacher: (b) ...
 Yes?
 (c) ...
 Sunbathe.
 (d) ...
 S-U-N-B-A-T-H-E.
 (e) ...
 1 Thank you.
 2 Excuse me.
 3 Can I go out?
 4 How do you spell it?
 5 What's the English for *загорать*?

Panel 3:
 Teacher: (f) ...
 Exercise 6.
 (g) ...
 Page 25.
 (h) ...
 Exercise 6 page 25. OK?
 1 Say it again, please.
 2 Which page is it?
 3 What's our homework?
 4 I don't understand.

Panel 4:
 Boy: Have you got a pen, please?
 Girl: (i) ...
 1 Here you are.
 2 Please.
 3 Is this right?

Panel 5:
 Teacher: What is the Russian for fun, Victor?
 Victor: I'm sorry. (j) ...
 1 I don't know.
 2 Can I go out?

Panel 6:
 Boy: (k) ...
 1 Come to the board.
 2 No homework! Hooray!

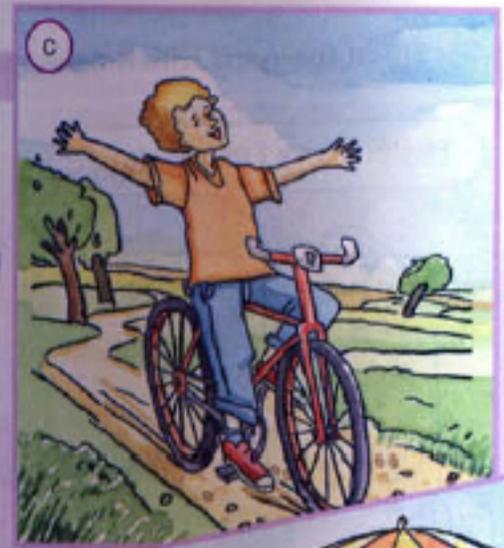
4 Translate into English.

- 1 Можно войти? — Да, пожалуйста.
- 2 Как пишется weather? — W-E-A-T-H-E-R. — Спасибо.
- 3 Можно взять ручку? — Да, пожалуйста.

Lesson 2 This summer was fun!

1 Match the words and the pictures.

- 1 go swimming
- 2 read books
- 3 ride a bike
- 4 eat ice cream
- 5 play football
- 6 sunbathe
- 7 go fishing
- 8 visit Granny
- 9 pick mushrooms and berries
- 10 make sandcastles
- 11 go travelling
- 12 go climbing





2 Listen, write and say what Dima wanted to do.

Example: Dima wanted to play football.

3a Read and say what Dima didn't do.

Example: Dima didn't ride his bike.

Dear Max,

How are you? Did you enjoy your summer holidays?

I had a great time. My holidays were wonderful. In June, I went to my granny's. I went swimming in the river, played football and went fishing with my uncle. It was fun.

In July, my cousin Anya came to see us. We went to the cinema and ate a lot of ice cream. She enjoyed it, but I think it was boring.

August was great! My Dad and I went to a campsite. It was *high* in the mountains and we went climbing. I took lots of photos.

What about you? What did you do in the holidays?

Please write *soon*.

Yours,

Dima

3b Read again and say what Dima did which he didn't plan to do.

Example: Dima went fishing.

4 Play *Fantasy Holidays*. Throw the dice and complete.

- 1 In the summer I went to...
- 2 I went there with...
- 3 We saw a lot of...
- 4 It was...
- 5 I went...
- 6 I ate a lot of...



1	our dacha	the seaside	the mountains	Australia	the planet Mars	Brazil
2	my dog	my parents	my friends	my teacher	B4 group	the Queen
3	trees	snowmen	lakes	parks	houses	dolphins
4	sunny	hot	rainy	warm	cold	windy
5	swimming	walking	shopping	to the beach	fishing	roller skating
6	fruit	ice cream	grass	fish	crocodiles	chocolate

5 Use the table in Ex. 4 and write a funny story *My Fantasy Holidays*.

Lesson 3 My best holiday

1a  Listen and say what Jane liked most on her trip.



1b Write questions for the interview.

Example: Where / you / go? – Where did you go?

- 1 What / you / see?
- 2 What / you / do?
- 3 What / you / eat?
- 4 What / you / like most?

1c  Listen again and answer the questions in Ex. 1b.

2a Read and say if Max wrote about his real or fantasy holiday.



My best holiday

I went to the Amazon jungle in South Africa. I went with my grandfather. He likes travelling very much. We saw crocodiles, kangaroos, monkeys and once we met a real tiger. It was very hungry and wanted to have me for lunch, but I jumped in the water and swam away. We went swimming and fishing in the Amazon, we hunted zebras and giraffes and of course we took a lot of photos. There are a lot of cocoa trees there and we ate a lot of chocolate every day. I liked the hippos most. They are very clever, fast animals. It was fun to ride a hippo. And there was no school, no homework. I liked it there.

2b Act out the interview with Max.

3 Role-play the programme.

Pupil A: You are an interviewer.

Pupil B: You talk about your real / fantasy holiday.

4 Write a letter to your English friend about your holiday. Use the letter in Lesson 2 to help you.

Lesson 4 We were playing football

1a Read and answer the question: *Was the man angry?*

Найдите в тексте предложения, которые описывают:

- 1 обстановку
- 2 что произошло

My sister and I were at the seaside. We were playing football. There was a man near us. He was eating an ice cream. I kicked the ball up really high and it came down, down, down... right on the ice cream! We laughed and laughed. Luckily, the man laughed, too.

LOOK

I **was** playing football.
We **were** playing football.

kick — пинать
laugh — смеяться
luckily — к счастью



1b Answer the questions.

- 1 Is the story funny?
- 2 Why did the man laugh?

1c Answer the questions in the box.

1d Look at the picture in Ex. 1a and say what else was happening at the seaside.

Example: *shine* — *The sun was shining.*

- 1 make sandcastles
- 2 swim in the sea
- 3 sunbathe
- 4 fish
- 5 read a book
- 6 eat sandwiches
- 7 play with a crab
- 8 play in the sea

2 Play *Are You a Good Witness?*

- Open your books at p. 136.

3 Choose a picture from pp. 137–138 and write the beginning of your story.

READ AND SAY

ng	[[ɪŋ]	thing reading
		[ŋg]	kangaroo English
		[nɔːʒ]	orange engineer

bring everything jungles fishing
dangerous boring evening England
climbing cringe going angry
travelling doing hungry skating

Lesson 5 Cringe!

1 Listen and repeat.

I was walking, walking, walking fast
I was late (clap-clap)
I was late (clap-clap)

I was running, running, running fast
I was hot (clap-clap)
I was hot (clap-clap)

So I took a bus
And I got a ride
And I came to school
Just on time (clap-clap)
Right at nine (clap-clap)
But on Sunday.
Cringe!

got a ride — проехался
on time — во время

2 Tell the beginning of the story you wrote at home and find an ending for it in Picture A, B or C.



3 Read and say which story A, B or C is missing.

At our summer camp we did a show "Alice in Wonderland". I was Alice. I was speaking on stage. Suddenly I saw a big wasp. It flew after me. I screamed and ran around. My friends thought I was crazy. They laughed and laughed.

stage — сцена
wasp — оса

In the summer I went to Peterhof with my cousins. It was a nice place and I liked it very much. The sun was shining, the birds were singing. I wanted to put a coin in the fountain, but I slipped and fell into the fountain. My cousins enjoyed the show! I laughed, too.

fountain — фонтан

- 4** Read again and find in the stories:
the beginning / setting
what happened
the ending
- 5** Make up a cringe-making story about Picture B.
- 6a** Write a cringe-making story for Picture B.
- 6b** Write your own cringe-making story.

Lesson 6 Summer story contest

- 1 Write a summer story for a teen magazine contest. Put in pictures or photos.
- 2 Tell your story to the group and show your souvenirs.

The collage features several summer-themed illustrations and photos:

- A soccer ball in the top right.
- A straw hat with a purple ribbon in the top left.
- A rocket ship with astronauts in space in the top center.
- A boy riding a kangaroo in a field in the top right.
- A girl holding a wreath of daisies in the middle right.
- A group of soccer players on a field in the middle right.
- A boy and girl foraging for mushrooms in a forest in the bottom left.
- A boy swimming with a dolphin in the bottom center.
- A jar of jam with a strawberry on the label in the bottom left.
- Sunglasses in the bottom left.
- A seashell in the bottom right.

A girl with long brown hair and a boy in a yellow t-shirt are lying on their backs, pointing at the images.

3 Choose:

- the funniest story
- the most unusual story
- the most interesting story
- the most beautiful pictures / photos
- the most interesting souvenir
- the most cringe-making story

UNIT 2 Reading? It's great!

Lesson 1 Books, books, books

1 Read, look and match.

Example: "Star dog" is a book about space adventure.
 "The adventure of the wishing chair" is a fairy tale.
 "Gladiator" is a story about historical events.

a	book story fairy tale poem comic legend	about	adventure magic things people historical people and events animals wildlife monsters spies detectives space
---	--	-------	--

2a  Listen to the children and say what kind of books they are talking about.

1 Mike	a) a book about an interesting man
2 Liz	b) a story about monsters
3 Jessica	c) a book about space
4 Nick	d) a book about historical places

2b  Listen again and say what the children think about the books.

Example: It's interesting.

3a Look and say.

Example: I think books about space are exciting.
 I think fairy tales are boring.

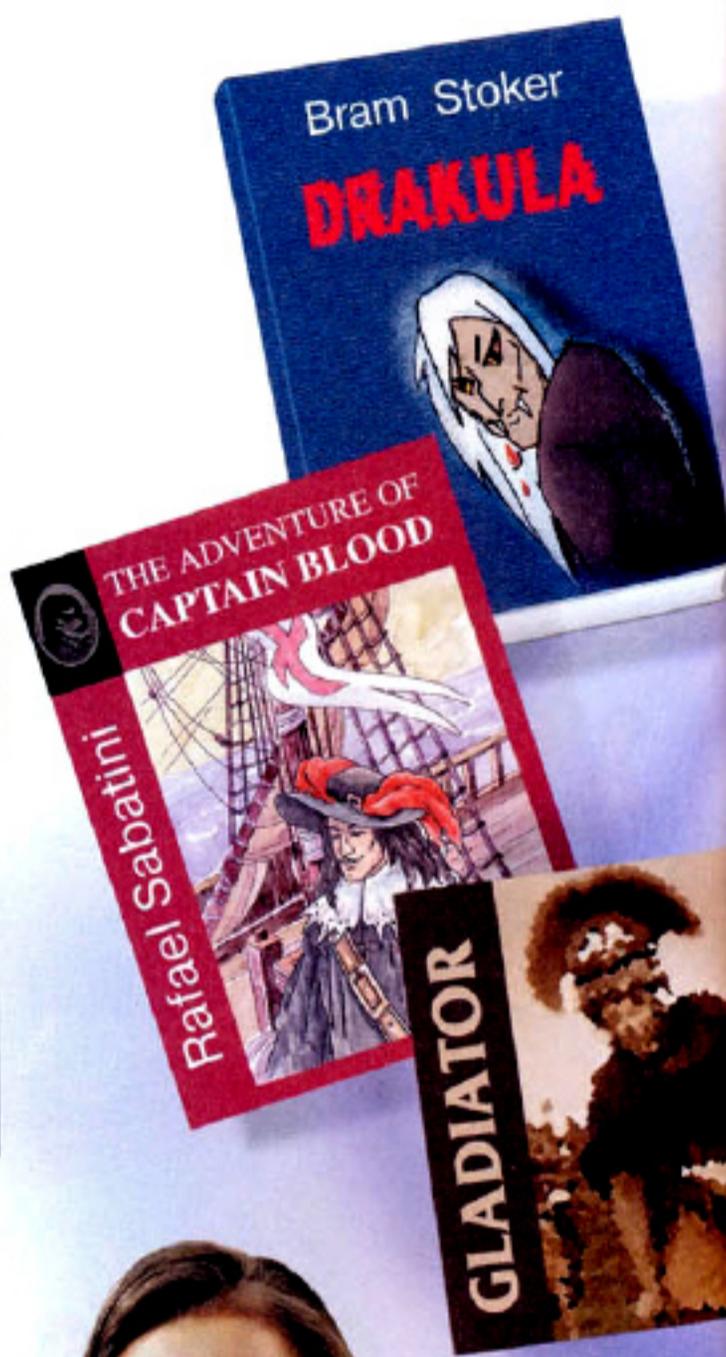
great	interesting	exciting	fantastic
fun	boring	funny	OK
			silly

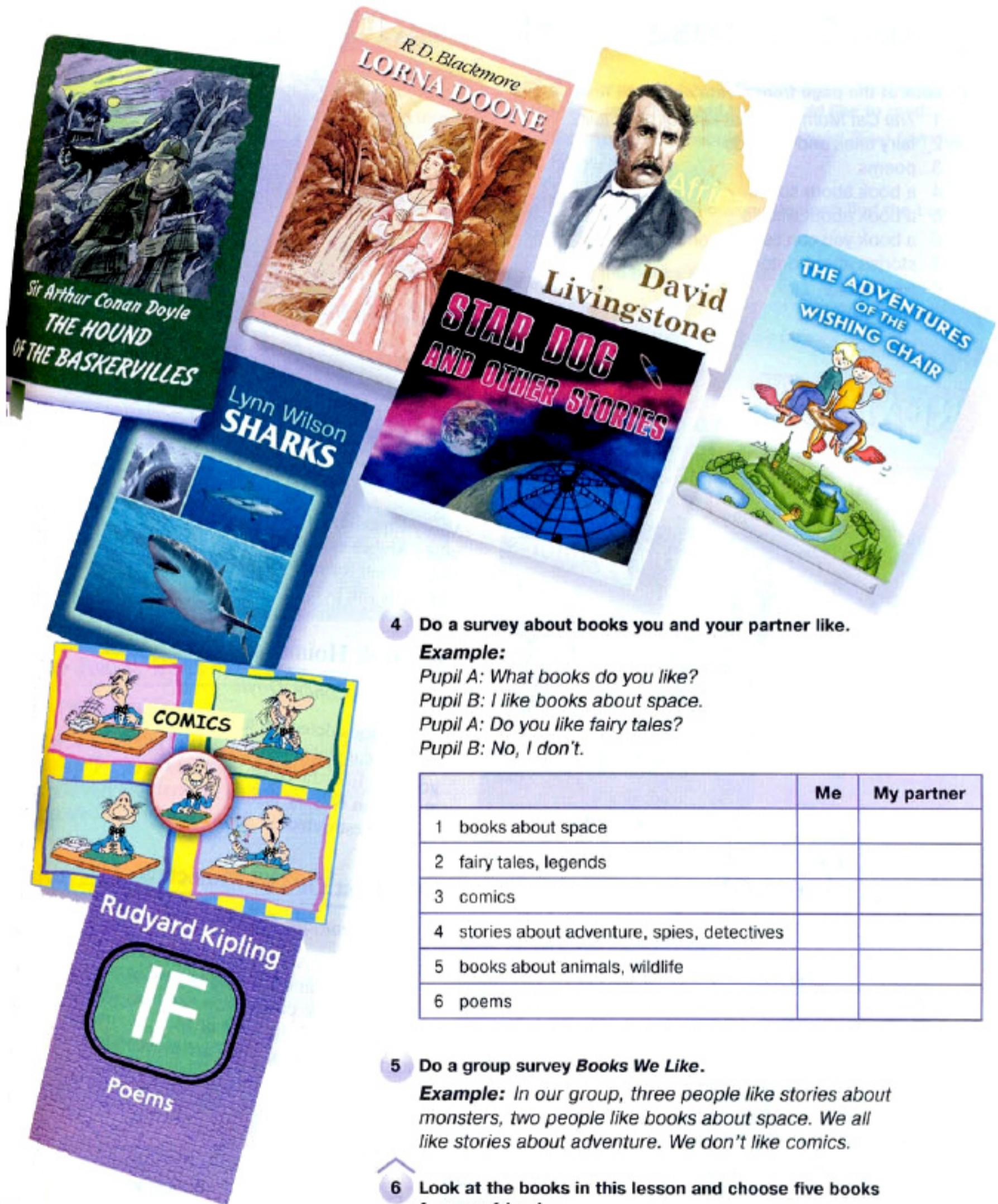
3b Talk about books with your partner.

Example:
 Pupil A: I think fairy tales are very boring.
 Pupil B: I disagree. I think they're very interesting.

LOOK

I agree.
 I disagree.





4 Do a survey about books you and your partner like.

Example:

Pupil A: What books do you like?
 Pupil B: I like books about space.
 Pupil A: Do you like fairy tales?
 Pupil B: No, I don't.

	Me	My partner
1 books about space		
2 fairy tales, legends		
3 comics		
4 stories about adventure, spies, detectives		
5 books about animals, wildlife		
6 poems		

5 Do a group survey **Books We Like**.

Example: In our group, three people like stories about monsters, two people like books about space. We all like stories about adventure. We don't like comics.

6 Look at the books in this lesson and choose five books for your friends.

Example: "The Adventures of the Wishing Chair" is for Anya. She likes fairy tales.

Lesson 2 Choose a book

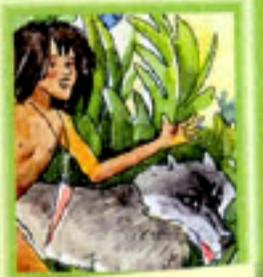
1 Look at the page from a catalogue and find:

- 1 *The Cat Mummy*. What kind of book is it?
- 2 fairy tales and legends
- 3 poems
- 4 a book about space
- 5 a book about wildlife
- 6 a book you can listen to on cassette
- 7 stories about detectives
- 8 new books

READERS



The Jungle Book
Rudyard Kipling



READERS

NEW

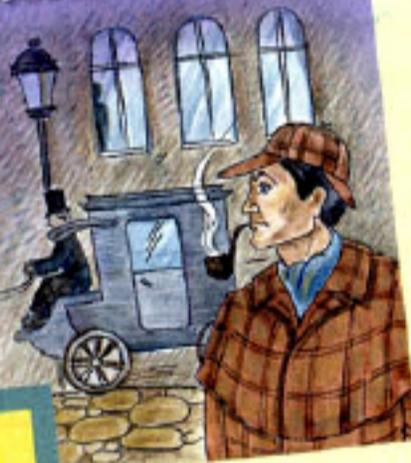
The Cat Mummy



Jacqueline Wilson

Sir Arthur Conan Doyle

Sherlock Holmes Stories



The Last Of The Mohicans

JAMES FENIMORE COOPER



Funny World



✓ — to read

The Cat Mummy ✓

Jacqueline Wilson

Verity loves her cat so much. She is so sorry when Mabel is ill. One day Verity and her family look for the cat but cannot find her. Where is the pet?

Sherlock Holmes Stories

Sir Arthur Conan Doyle

The famous detective and his friend Doctor Watson can solve any mystery. They are going to find the truth in some new cases. But it can be very difficult, too difficult even for the best detective in the world.

The Last Of The Mohicans

James Fenimore Cooper

1757, North America. The French and the English are at war. Generals give commands, soldiers fight. They come to the land of Indians. Indians start fighting too. They are brave. Their life is full of adventures.

Funny World ✓

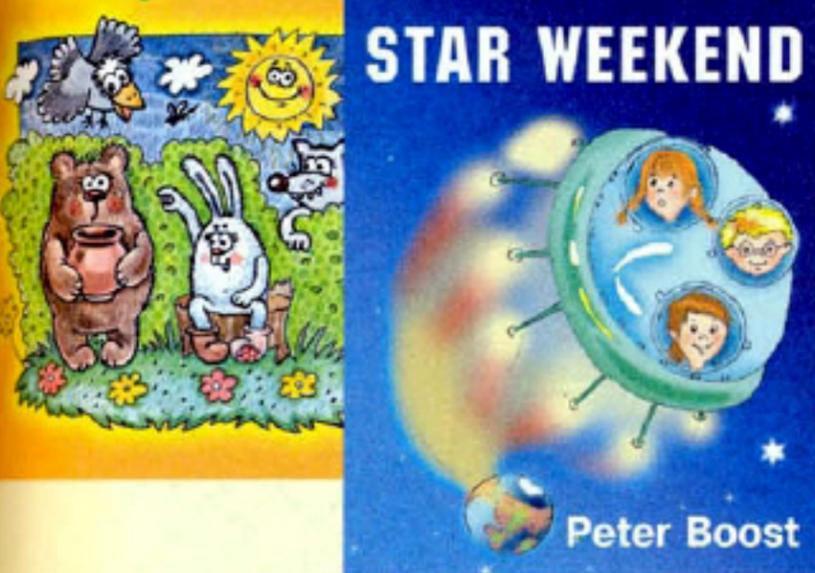
Short and funny, these poems are about what you see every day: school, home, weather. Do you want to laugh?

LOOK

What books would you like to read?

I	} would like = 'd like
You	
He / She / It	
We	
They	

Five Famous Fairy Tales



The Jungle Book

Rudyard Kipling

A little boy lives in the jungle in a family of wolves. He meets a lot of animals. They teach him about their life. Is he going to become a wolf?

Five Famous Fairy Tales

Animals talk like people. Objects move when you do not touch them.

People can do anything. It is a wonderful world of magic. You can get there if you read this book.

Star Weekend

Peter Boost

A group of children goes to a science museum. They see a strange machine and get into it. Suddenly it starts moving and takes them to a strange planet. Where is it? Who lives there?

2 Max read the catalogue and put ticks. Look and answer: *What books would he like to read?*

3 Listen and find in the catalogue the books **Meg, Jane, Max and Mike would like to read.**
Example: *Jane would like to read "Five Famous Fairy Tales".*

4a Listen to the conversation and find the books in the catalogue.

4b Fill in the books and act out.

In the Library

Librarian: Hello. Can I help you?
Jane: Yes. I want a book.
Librarian: What kind of books do you like?
Jane: Fairy tales and legends.
Librarian: Right. We've got... Which book would you like to read?
Jane: Fantastic! I'd like ... please.
Librarian: Here you are.
Jane: Thanks. Great!



5 Choose a) or b) for homework.

a) Write about your favourite book for *The Best Reader* competition. Copy and complete.

I like books about They are interesting and My favourite book is It is about I like it because

b) Write an ad (объявление) for the School Information Board about the books you would like to swap.

Example: *I've got "Five Famous Fairy Tales". It's a book of fairy tales. It's about magic things and magic people and animals. I'd like to read a book about wildlife.*

Lesson 3 I can read English books

1a Read and answer the questions.

- What is this book about?
- Would you like to read this book? Why? / Why not?

A young boy, Jim Hawkins, lives near the sea with his mother and father. One day, Billy Bones comes to live with them, and from that day things are different. Billy watches the sea and the **ships**. He is **afraid**. But what — or who — is he afraid of?

Very soon, Jim understands. Billy has a **map**. And a lot of people are **interested** in that map. Jim gets the map and looks for the **treasure**. He meets a lot of very dangerous people. He meets Long John Silver, a man with one leg, and Jim and Long John Silver go **far across** the sea in a ship called the *Hispaniola* to "Treasure Island".

Robert Louis Stevenson
TREASURE ISLAND



1b Read and answer the questions.

- 1 Could you answer the questions in Ex. 1a?
- 2 What helped you?
 - a) You used a dictionary.
 - b) You looked at the pictures.
 - c) You read the title.
- 3 What else helped you to answer the questions?

2 Find the words in bold in the text in Ex. 1a and answer these questions.

- 1 Do you know these words?
- 2 Can you guess them?
- 3 What can help you guess them?

3 Find nouns in the text in Ex. 1a.

Example: "Map" is a noun.

LOOK

word class — часть речи
noun (n) — существительное



4 Read the wordlist entry and match:

treasure ['treɪzə] n — сокровище

1 treasure	a) translation
2 <i>n</i>	b) word
3 ['treɪzə]	c) word class
4 сокровище	d) transcription

5a Put the words in bold in Ex. 1a in alphabetical order.

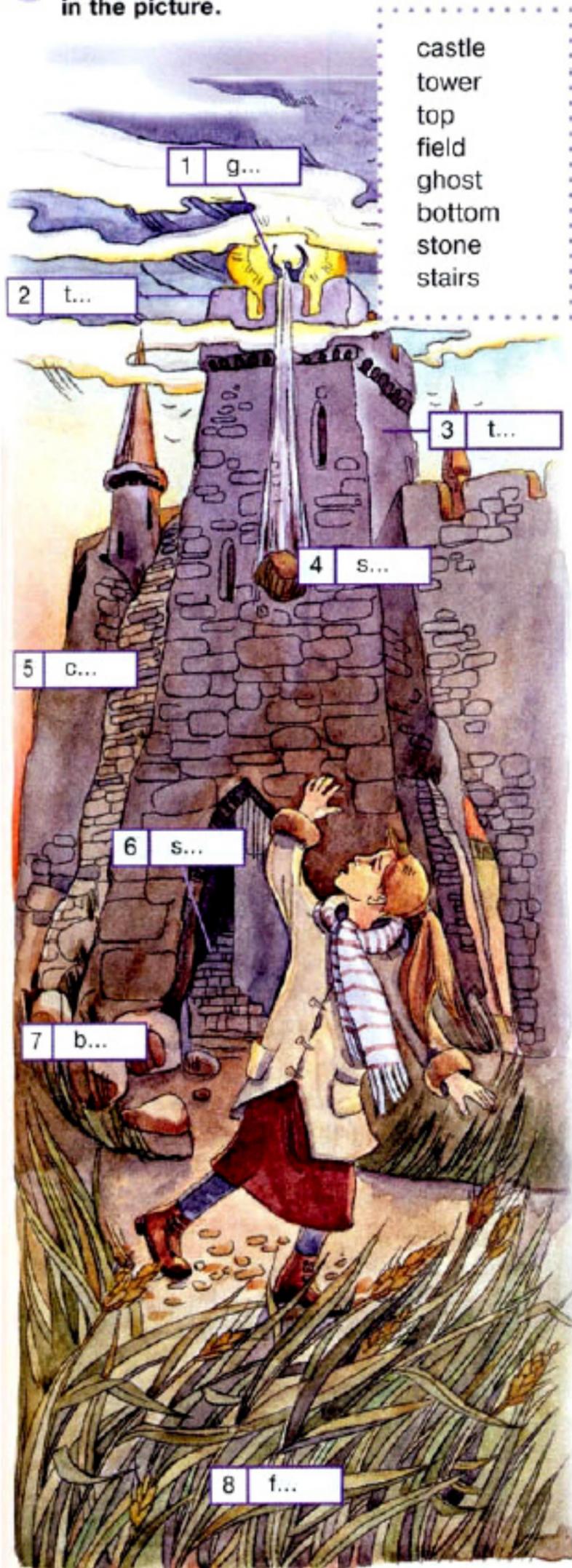
5b Check in the wordlist for the words in bold in Ex. 1a.

- 1 transcription
- 2 word class
- 3 translation

6 Copy the words in bold in Ex. 1a into your vocabulary book, write the transcription, *n* for nouns and the translation, or draw a picture. Learn the words.

Lesson 4 I love books

- 1 Look and match the words and the things in the picture.



- 2 Read and check your guesses.

- What do the words in bold mean?

After lunch Claire said, "I want to go for a walk."
"Don't get lost," Aunt Min told her.

There was a cold wind, and it got colder when she came to the castle field. But it was a nice, sunny
5 afternoon — an afternoon to **laugh** at stories about ghosts, she thought.

Claire moved across and up the field quickly.

Soon she was near the dark towers. There was no sun here and it was very cold. It was quiet. There
10 were no **sounds** of birds or animals.

She went over to the tallest tower — the Black Tower, the boy called it.

Did the woman **die** here? There was a door at the bottom. Inside, stone stairs went up to the top.

15 Suddenly Claire was afraid. "Why am I afraid?" she thought. "Ghosts?"

Then she heard a **sound**.

She thought it was a bird and looked up quickly ... and a big stone **fell** from the top of the tower.

- 3 Answer the questions. Find clues in the text.

- 1 What do you think Claire wanted to do?
- 2 Do you think she was afraid in the field?
- 3 How do you think Claire felt at the castle? Why?
- 4 How did you feel when you read about the castle?
- 5 Do you think she wanted to run away? When?
Where: in the field, at the castle, after the stone fell?
- 6 What do you think she did next?

- 4 Look at the picture and complete the description.

The place was a real mystery. The castle was in a (1) The walls of the (2) ... were dark. There was a (3) ... in the tallest (4) Stone (5) ... went up to the top. At the (6) ... of the tower there were many (7)

- 5 Complete Claire's diary. Finish the last sentence.

23 December. Today I decided to go to the (1) It was a (2) ... afternoon. I went quickly across the (3) I laughed at stories about (4) Soon I got to the tallest (5) There was no (6) ... here. I was (7) I saw a (8) ... in the tower. Inside I saw stone (9) At first I wanted to go there. Then I heard a (10) A big (11) ... fell from the (12) ... of the tower. I jumped away and looked up. I saw (13)

Lesson 5 Famous writers

1 Can you be a top writer? Answer the questions and find out.

1
 You see a pretty sunset when you are on holiday. Do you:
 a) Take a photo for your holiday album.
 b) Write a poem about the sunset.
 c) Put your sunglasses on.

2
 What do you write in your diary?
 a) All your friends' birthdays.
 b) What you do and feel each day.
 c) You don't have time to write a diary.

3
 What's your favourite subject at school?
 a) Art. You think it's great to draw.
 b) Literature, Russian, English. You like making up short stories.
 c) PE (Physical Education). It's fun.

4
 Your parents take you to the beach. How do you spend the day?
 a) You make a sandcastle.
 b) You read a good book.
 c) You swim in the sea and play.

5
 How do you keep in touch (поддерживаешь связь) with friends who live far away?
 a) Draw pictures or send them photos.
 b) Write a lot of letters.
 c) Call them on the phone.



Mostly a's: You're really good at art! You can be a good book illustrator. You enjoy making and drawing things. But don't forget to read a book too — it can give you some ideas for your next picture.

Mostly b's: You've got pen power (сила)! You really love writing. You can be a top writer, but remember that if you don't get out and have fun too, you don't have much to write about!

Mostly c's: You're really active! You think books are boring. You like playing sports. It's great to do a lot of activities, but you can miss some exciting adventures if you don't read.

READ AND SAY

writer write wrong wrote
 wr —[r] written wrap wreck writ
 wrestle wren wry wrist

2 Read and think of the questions you would like to ask John Escott.

Where			write?
When			start writing?
What	do	you	do after school?
How	did		study at school?
Why			
How many...			

3 Listen and find the answers to your questions.

4 Look and find adjectives.

Example: "Pretty" is an adjective.

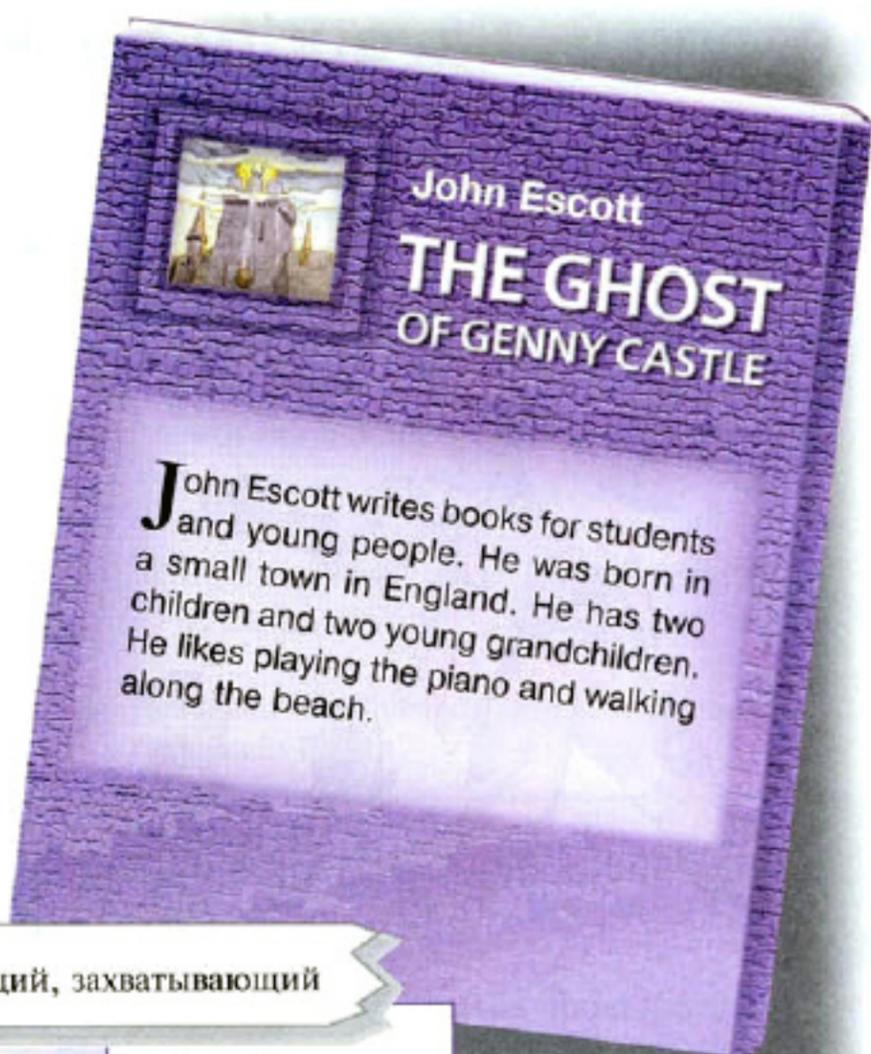
LOOK

word class — часть речи
 adjective (adj) — прилагательное

5 Read the wordlist entry and match.

exciting [ɪk'saɪtɪŋ] adj — возбуждающий, волнующий, захватывающий

- | | |
|--|------------------|
| 1 возбуждающий, волнующий, захватывающий | a) word |
| 2 exciting | b) word class |
| 3 adj | c) transcription |
| 4 [ɪk'saɪtɪŋ] | d) translation |



6 Read and ask your questions.

Do you want to find out more about your favourite author?

Read about J. K. Rowling and her books on the website <http://www.kidsreads.com/harrypotter/jkrowling.html>. You can find out where to write to her and ask all those questions you want to ask!

Like her character, Harry Potter, J. K. Rowling's life is like a fairy tale. She lived with her little daughter in a small cold flat in Edinburgh, and every day she went to a warm café to write her book. The book was *Harry Potter and the Philosopher's Stone*.

And Harry Potter worked magic for her. First, the Scottish Arts Council (Шотландский Совет по искусству) gave her a grant (стипендия) to finish the book. After that, her first Harry Potter book was the Children's Book of the Year at the British Book Awards (награды), and it won the Smarties Prize. People read about Harry Potter in England, France, Germany, Italy, Holland, Greece, Finland, Denmark, Spain, Sweden and Russia.



<http://www.kidsreads.com/harrypotter/jkrowling.html>

Lesson 6 Favourite books

1a Read and answer. Would you like to read these books? Why? / Why not?



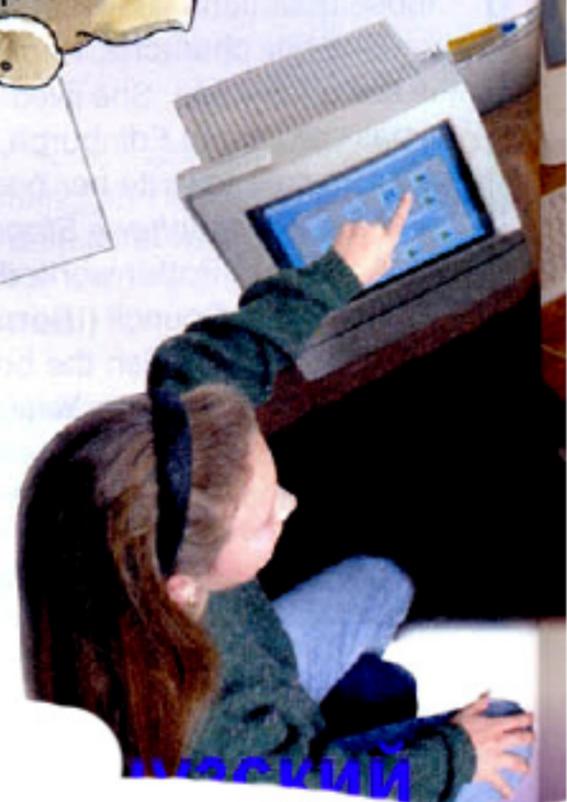
Review written by Whitney, 11
TREASURE ISLAND
 Robert Louis Stevenson

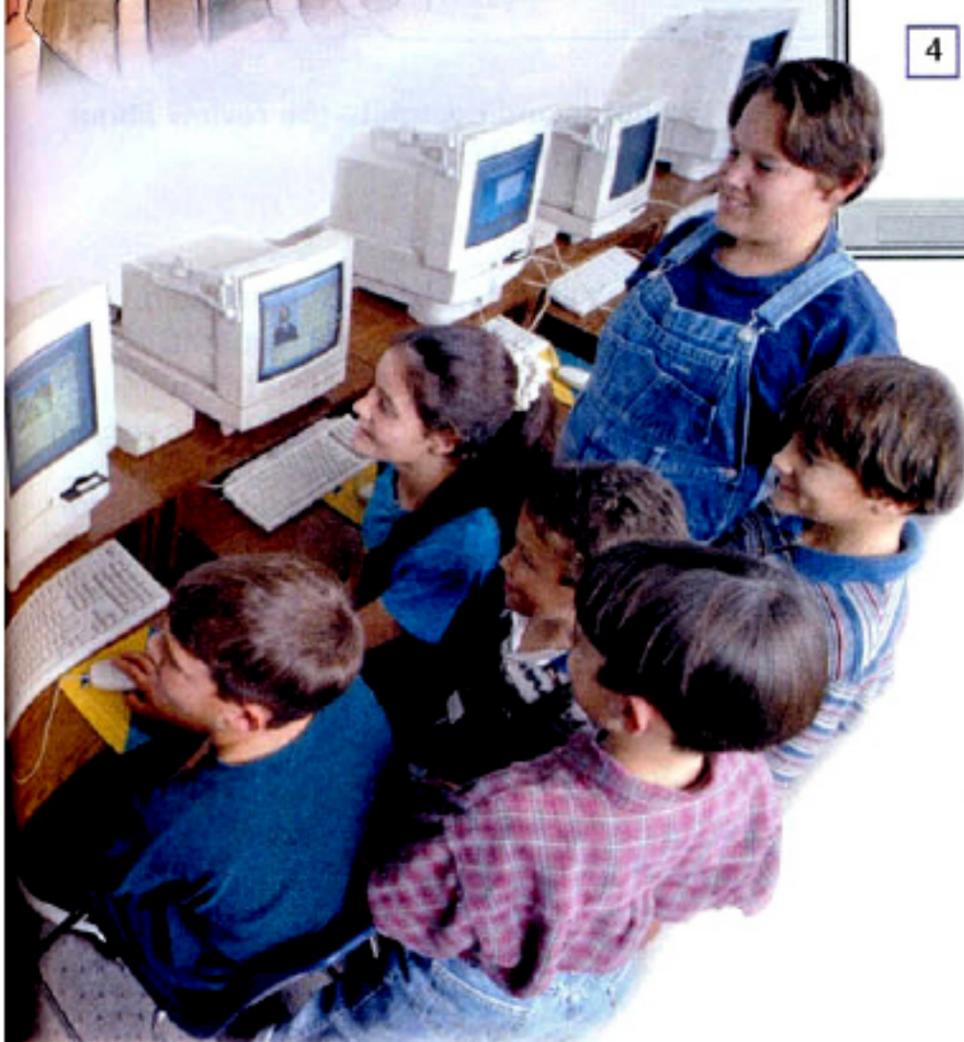
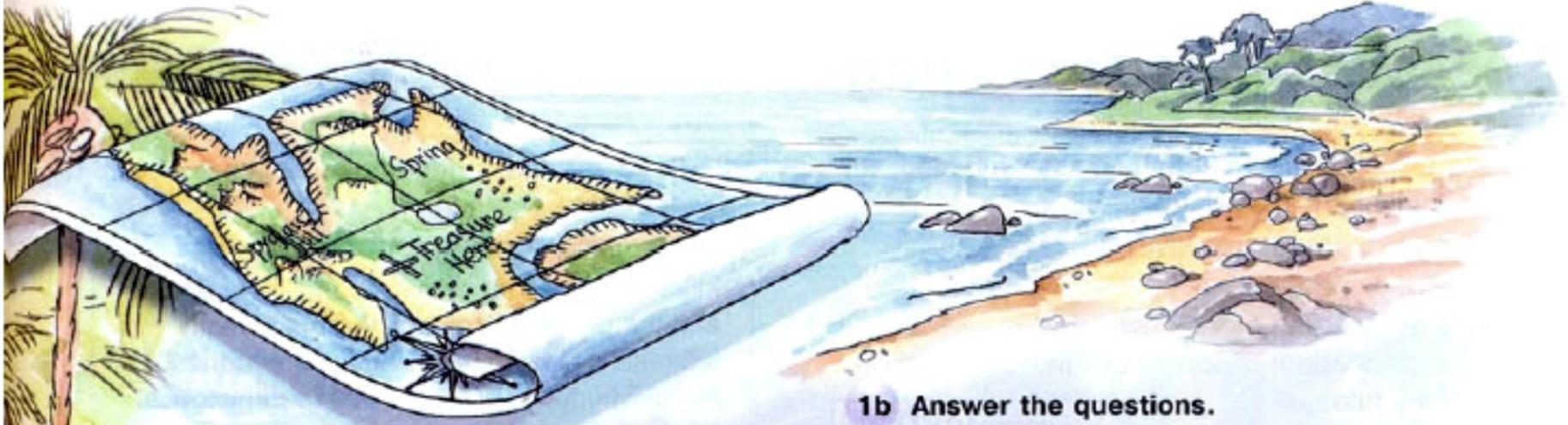
"Treasure Island" is a book about sea adventures, pirates and treasure. The main character is a boy, Jim Hawkins. He finds a treasure map and sails away on the ship *Hispaniola* for Treasure Island. The boy is clever and brave. He is my favourite character. Jim tries to find Captain Flint's gold. He finds the pirates' plans and tells Captain Smollett. I like this book because it is really interesting. I recommend this book to people who like real adventures and stories about pirates.



Review written by Heather, 12
THE ADVENTURES OF HUCKLEBERRY FINN
 Mark Twain

This is a book about a boy who loves adventures. The main character is Huck Finn. At the beginning of the book, the boy lives in Mrs Douglas' house. She is a kind woman. But Huck is not happy there. Everything in his life is boring. Then, one day, his father comes back to the town. He is a bad man. He hits Huck. So Huck runs away with a slave named Jim. My favourite characters are Huck and Jim. The slave is a runaway but he is kind and honest. Huck and Jim have a lot of adventures. I like this book because I like books with adventures. I think Mark Twain is a great writer. He wrote many stories but I like this one best. I recommend this book to people who like adventures.





1b Answer the questions.

- 1 Why do we write reviews?
- 2 What do these reviews include?
- 3 Do the reviews tell us what happened at the end? Why?

2a Read and find the four steps in the book reviews in Ex. 1a.

Four Steps to Writing a Book Review

- 1 Write the **title** and the writer.
- 2 Write three or four **sentences** about the story.
 - What is the story about?
 - Who are the **main characters**?
 - What do the main characters do in the story?
 - Who is your favourite character? Why?
- 3 Your **opinion**
 - Do you like the book? Why?
- 4 Your **recommendation**
 - Do you **recommend** this book to another person?

2b Answer the questions in Step 2.

3 Think about your favourite book and complete the review.

Title: ...
 Writer: ...
 This is a book about The main characters are They My favourite character is
 He / She I like this book because
 I recommend this book to people who like

4 Write a book review and bring it to class.

E-mail your review to stories@ukoln.ac.uk.
 You can also e-mail your review to Dr Livesey of Treasure Island at DoctorLivesey@home.tucked.up.in.bed.

Lesson 7 Progress page

1 Listen to the children and say what kind of books they are talking about.

- a) a story about detectives and spies
- b) a book about a real person
- c) a story about monsters
- d) a book about historical events
- e) fairy tales
- f) a story about wildlife

Score: 10 (2 x 5)

2 Read and find a good book for these children in Lesson 1.

I like stories about criminals and detectives, and the police. I think police work is really interesting. My favourite books are stories about Sherlock Holmes. I also read historical books. I only hate books about monsters.



Max: What I really like is books about adventure! Especially in the past. My favourite writer is James Fenimore Cooper. He wrote stories about Indians. They were very brave and were good hunters. I want to read all his books. I'd like to read...

Jane: I read a lot. I like books about space and adventure best. I think it's exciting to read about space and life on other planets. I also like reading about the future.

Meg: My favourite books are fairy tales. They're not very long but they're interesting. I like reading about magic things. I read tales from different countries. They're very exciting.

Score: 10 (2 x 5)

3 Ask questions for these answers.

TREASURE ISLAND

Robert Louis Stevenson

- 1 Robert Louis Stevenson began writing when he was a boy.— When...?
- 2 He finished his first book when he was sixteen.— When...?
- 3 He went to many different countries in his life. He lived in Scotland, in England, and after 1890 he lived on the island of Samoa with his wife, mother and son.— Where...?
- 4 He was ill (болен) and wanted to find a place with warm weather where he could live.— Why...?
- 5 He wrote poems and books about adventures.— What...?

Score: 10 (2 x 5)

4 Read the notes and complete the review about a book you are reading.

Title: ...

Writer: ...

This is a book about It is The main characters are They My favourite character is He / She I like this book because I recommend this book to people who like

Score: 10 (1 x 10)

5 You want to choose a book as a present for your partner. Ask him / her about.

- books he / she likes
- why he / she likes them
- favourite books
- books he / she would like to read
- books from the catalogue

Score: 10 (2 x 5)

Total: 50

Lesson 8 Project: A book fair

Title?

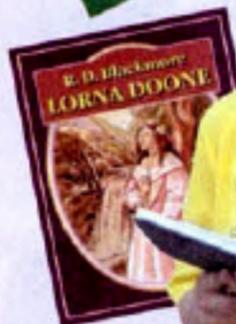
Writer?

What's it about?

Why?

Characters?

When?



1 Prepare to talk about your favourite book.

- Read your book review again.
- Think what you can tell your friends about your favourite book at the book fair.
- Draw a picture or a book cover for your favourite book to help you talk about it.
- Bring your picture to the class.

2 Talk about your book at the book fair.

When you speak, remember these rules:

- Do not talk too fast. Say each word clearly.
- Look at the people in the class.
- Tell people where they can get the book if they want to read it.

When you listen, prepare to answer these questions:

- What books do you know about?
- What writers do you know about?
- What books would you like to read? Why?
- Choose the books you like best. What is your first choice? Second choice? Third choice?

3 Talk about the book fair. Answer these questions.

- Was it easy / difficult / interesting / exciting to talk about your favourite book?
- Did you like doing it?

Lesson 1 Things I like

1a Read and choose three things you would like to do this weekend.

Example: *I'd like to listen to music, play with my pet and go dancing.*

1b Guess your friend's choice. Listen and check.

Example:

Pupil A: I think Dima would like to draw and watch TV.

Pupil B: Right. / Wrong. I'd like to go dancing.

2a Read and match.

1 **Britain**

Emily is from Britain. She loves listening to music. Sometimes she goes to discos with her friends. She often watches music programmes on TV.

2 **Australia**

Australia is a very warm country, so people like swimming. Diving is very popular. You can see the underwater world and feed the fish. Dick goes diving with his father. They are very good at taking underwater pictures.

3 **America**

American teenagers love sport. Andy and John are good at surfing and roller skating.

4 **Vietnam**

Children all over the world love animals and spend a lot of time with their pets. But some children in Vietnam have very exotic pets such as water buffaloes!

5 **China**

Wan Yin and her friends like making kites. Wanyin is very good at drawing, so her kites are always the most beautiful.

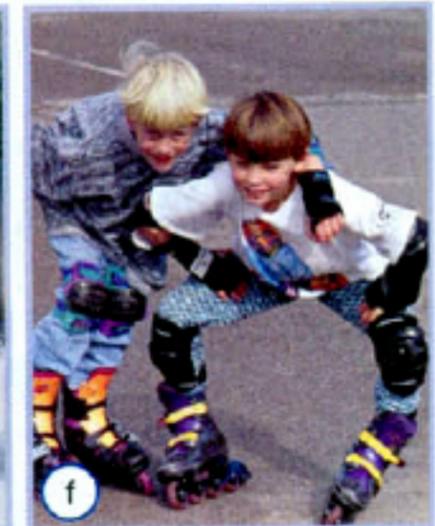
6 **Brazil**

Paolo has got an unusual hobby — he collects butterflies. His friends collect other things — stamps, badges, coins and toy cars, but Paolo thinks they're boring.

watch TV or video listen to music
play computer games go to the disco
play with my pet read
play a musical instrument
do sport go dancing draw sing

LOOK

to **make** kites
to **take** pictures



2b Answer the questions.

- Which of the interests in Ex. 2a are the most interesting / unusual?
- Which would you like to do?

READ AND SAY

ng [ŋ] long strong wrong king sing song going
 watching playing swimming dancing reading

LOOK

I like dancing.
 He is good at swimming.
 We hate watching TV.

BUT

I'd like to go to the disco.

3 Complete the sentences.

- 1 I love...
- 2 I'm good at...
- 3 I hate...
- 4 I'd like to ... this weekend.

4 Write the number, listen and tick (✓).



5 Interview your friend, or a famous person, or an alien (инопланетянина).

- 1 What / you / like doing?
- 2 Have / a pet?
- 3 What / you / collect?
- 4 You / like / sport?

6a Read the ads (объявления), choose a pen pal and write a letter to him / her, or write your own ad to this magazine.

YOUR
 MAGAZINE
 letter



I'm Josh and I'm from Texas.
 I like riding my bike, reading and watching videos. I love listening to music and playing it.
 I have five cats, so I love animals. My other interests are computer games, the Internet, sport and lots more.
 Please write back.

YOUR
 MAGAZINE
 letter



Hi, everyone! My name is Brittany and I am 12 years old. I am in year 7. I really love dancing, singing, skateboarding, talking on the phone, having pen pals and like every girl, I LOVE shopping! I'd like to have a pen pal – a girl or a boy. Write to me and tell me what you like doing.

6b Translate into English.

- 1 Я люблю книги.
- 2 Я люблю читать.
- 3 Я хотел бы прочитать эту книгу.

Lesson 2 Friendly or dangerous?

1 Look and say.

friendly poisonous harmless

LOOK

danger + **ous** = dangerous
poison + **ous** = poisonous



READ AND SAY

-ous [əs] poisonous dangerous famous
 continuous humorous vigorous
 generous nervous previous

2a Look and answer the questions.

- 1 What can a tarantula do?
- 2 What does a tarantula eat and drink?
- 3 Would you like to have a pet tarantula?

2b Read the text and answer the question:
What happened to Melissa's leg?

My Brown Beauty

I bought Melissa in Monster House. She is a large brown tarantula with beautiful **velvet** skin and thick legs. When I came up to her box at the pet shop, she **greeted** me with her front legs.

It is great watching her walk up the cage walls. Melissa is very friendly. She never bites. I thought she was dangerous. But she is really harmless like a mouse.

One day she climbed up the plastic wall, fell off and **hurt** her leg. There was green **blood** from her fourth right leg. I put some **medicine** on her leg and gave her more water. She looked better. And two months later, before Christmas, Melissa's fourth right leg **was missing**. It was not in the cage.

3a How much do you know about tarantulas?
Look and write true (T) or false (F).

- 1 Tarantulas are the biggest spiders.
- 2 Tarantulas like to eat cockroaches.
- 3 Tarantulas can bite.
- 4 Tarantulas can jump high.
- 5 Tarantulas are poisonous.
- 6 Tarantulas have more than four legs.

<input type="checkbox"/>

3b Listen and check.

4 Look at the picture and read the article. Write five questions for an interview with Malcolm Hughes.



Malcolm Hughes, star of ITV's "Mad About Pets", was our special guest at the Discover Dogs show last year. Malcolm is a famous specialist in training dogs. He and his boxer dog, Brave, are great fans of the show.

2c Read again and work out the words in bold.

Lesson 3 Films, videos, TV

1 Look at the programme and say the new words.

YOUR CHOICE TV

5.00 p.m. News and Weather
 5.15 p.m. Gold Trip: **Quiz show**
 6.00 p.m. Wildlife: **Documentary**
 showing tigers,
 penguins and kangaroos.
 6.30 p.m. Peter Pan and the Pirates
 Cartoon Box

7.10 p.m. The Big One:
Comedy series
 8.00 p.m. Music Time
 Greatest Hits
 9.00 p.m. **Videos** High 5:
 Extreme sports

LOOK

The news
 Sports news
 Nature news } **is fun.**

2a Give the programmes a star rating.

Example: Quiz shows are fantastic.

** — boring
 *** — OK
 **** — fun
 ***** — fantastic

1 the news

2 quiz shows

4 music
 programmes

3 **cartoons**

5 **documentaries**

6 **comedies**

7 nature
 programmes

8 **films**

9 **VIDEO CLIPS**



2b Look and answer the question: *What programmes do you watch and how often?*

*Example: I never watch quiz shows.
 I always watch nature programmes.*

2c Interview your partner.

Example:

Pupil A: What programmes do you watch? Why?

Pupil B: I often watch the sports news. It's fantastic!

What's your favourite TV programme?

Pupil A: I like cartoons. They're fun.

3 With your partner choose what you would like to watch together.

TV guide

BBC 1	
7.00 p.m.	Motor Racing
7.45 p.m.	Film News
8.30 p.m.	Cartoon Time
9.00 p.m.	Brain Game Quiz

What's on TV

SKY TV	
7.00 p.m.	Spy Series
7.45 p.m.	Discover the Antarctic
8.30 p.m.	Music Video
9.00 p.m.	Nature News

Example:

Pupil A: Let's watch motor racing at 7.00 p.m.

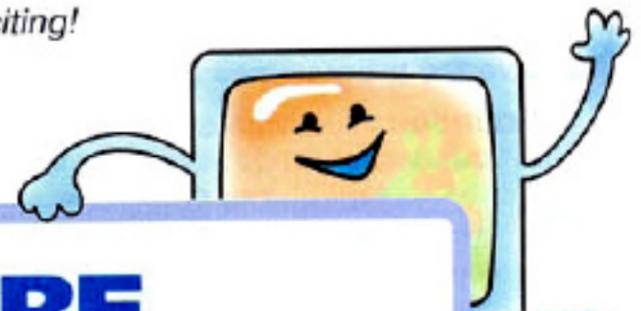
Pupil B: Oh, no. I don't like sport.

Pupil A: Why? Sport's fun! I often watch sport.

Pupil B: I think sport's boring! Let's watch Spy Series. It's more exciting!

Pupil A: OK.

4 Are you a TV fan? Answer the questions and find out.



TV QUESTIONNAIRE

- Do you watch TV before school?
a) Yes. b) No.
- Do you do your homework in front of the TV?
a) Yes. b) No.
- You have some free time. Would you like to watch TV or read a book?
a) TV. b) Book.
- Your favourite programmes are:
a) Cartoons. b) Shows and games. c) Nature programmes. d) Documentaries.
- You think watching TV is exciting:
a) Always. b) Often. c) Sometimes. d) Never.
- Usually you watch TV:
a) More than five hours a day.
b) Three hours a day.
c) One hour a day.
d) Less than one hour.

Work out your score.

- For all (a) answers score one point.
- For all (b) answers score two points.
- For all (c) answers score three points.
- For all (d) answers score four points.

- 6-10 points** You're a real TV fan. TV is your friend, your family and your life. It's a pity you don't live in the real world. If you don't stop watching TV so much, you're going to be a stranger in the real world. Your family and friends miss you.
- 11-14 points** You like watching TV. You don't watch it very much. Think of other exciting things you can do. They can make you a very interesting person. Your family and friends like to talk to you.
- 15-18 points** You are a very clever person. You have many interests. Your life's fun. It's nice to be your friend.

TV QUESTIONNAIRE

Lesson 4 Sports

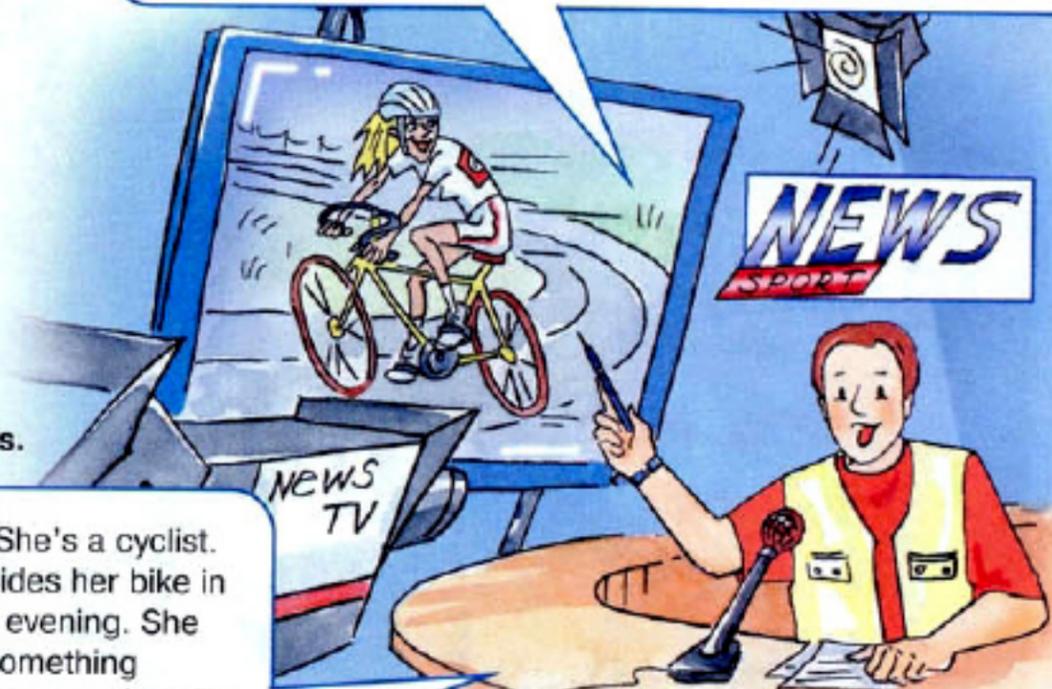
1 Read the text and answer the questions.

- 1 What is the name of the programme?
- 2 What kind of programme is it?
- 3 What is the programme about?
- 4 Would you like to watch it? Why?

Hello, I'm John Wilson. You're with World Sports, the most exciting sports programme on SKY TV. Today we're going to visit Russia and meet children doing some popular sports.

2a Look at the picture and answer the questions about the girl.

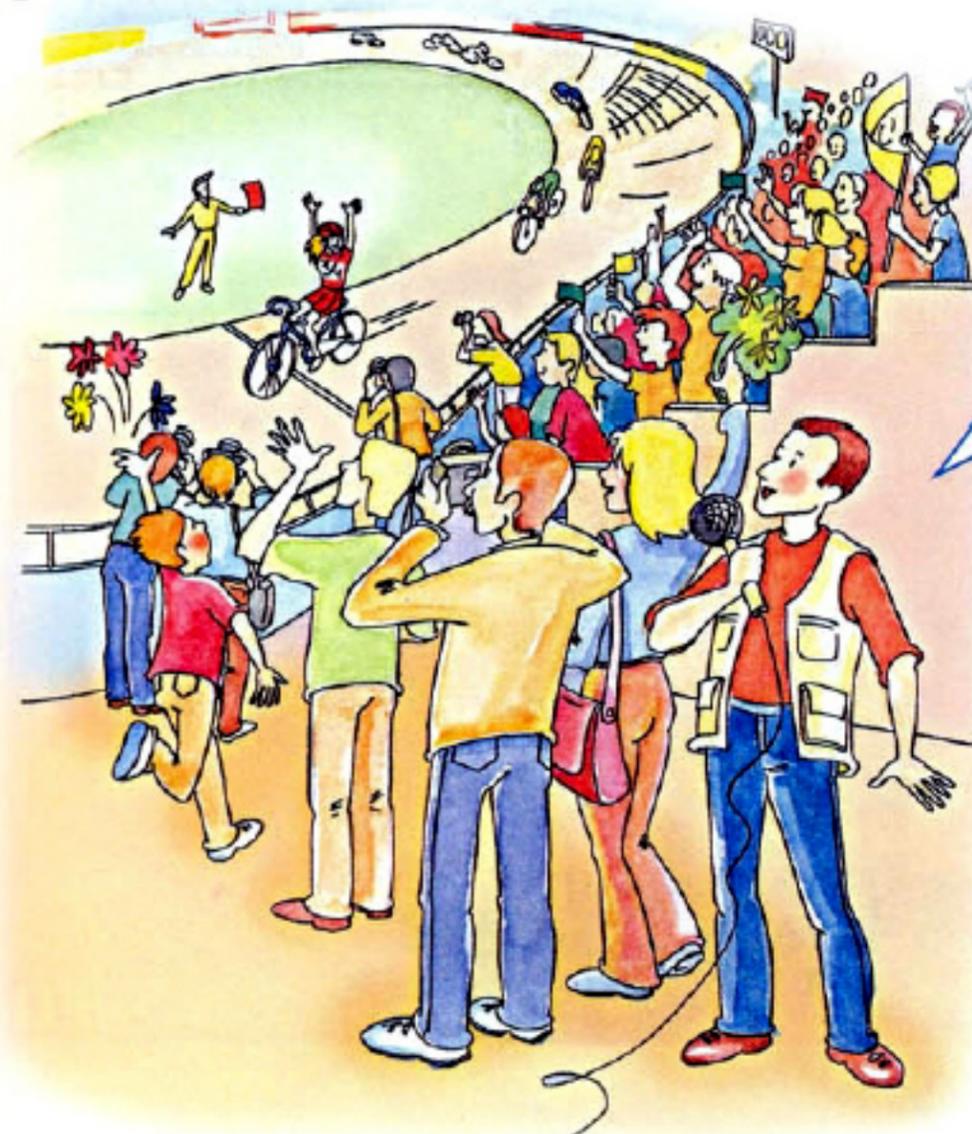
- 1 What sport does she do?
- 2 Does she ride her bike very well?
- 3 Does she like cycling?
- 4 Is she a good cyclist?
- 5 Is her bike special?



2b Read the text and check your answers.

Today's programme is about Anna. She's a cyclist. Anna loves cycling very much. She rides her bike in the morning, after school and in the evening. She thinks it's very exciting. Her bike's something special. It's a real sports bike. Anna's a good cyclist. She wants to win the cycling championship.

3a Read the text and look at the picture.



Now welcome to the cycling championship. All around me people **are watching** the race with great interest. Fans **are cheering** their favourite cyclists. Three cyclists (1) ... (come) to the finishing line. And number thirty-four (2) ... (cross) the line. Here is the new champion, Anna Chizhova! Oh, I can't see. Lots of photographers (3) ... (take) photos of the winner.

LOOK

I am	} watching the race.
You are	
He / She / It is	
We are	
You are	
They are	

3b Fill in the gaps in the text in Ex. 3a.

3c Cover the text and give a commentary.

4 Look, read and complete the commentary.

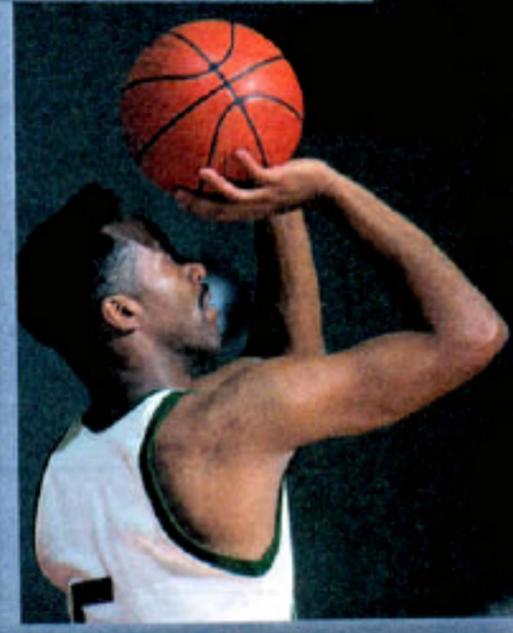
score a goal play the second game throw the ball into the basket
fight in the first round swim 100 metres come to the finish

Summer



Olympics

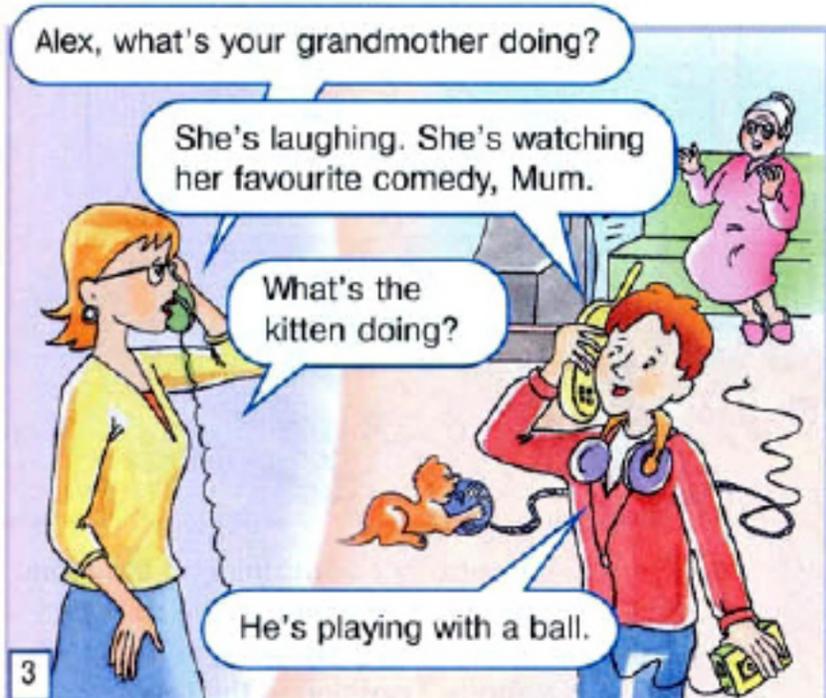
2020



Now welcome to the Summer Olympics 2020. Now we can see six Olympic sports events. You can watch your favourite sports. Let's go first to the cyclists. They are riding their bikes. ...

**TV
STUDIO**

5 Look, read and continue.



Alex is listening to a cassette. He can't do his homework because his little sister is ... His grandmother ... and ... His kitten ... His grandfather ... and ... His mother ...

Lesson 5 In Treasureland

Max is going to play his favourite computer game.
Help him to find the treasure.

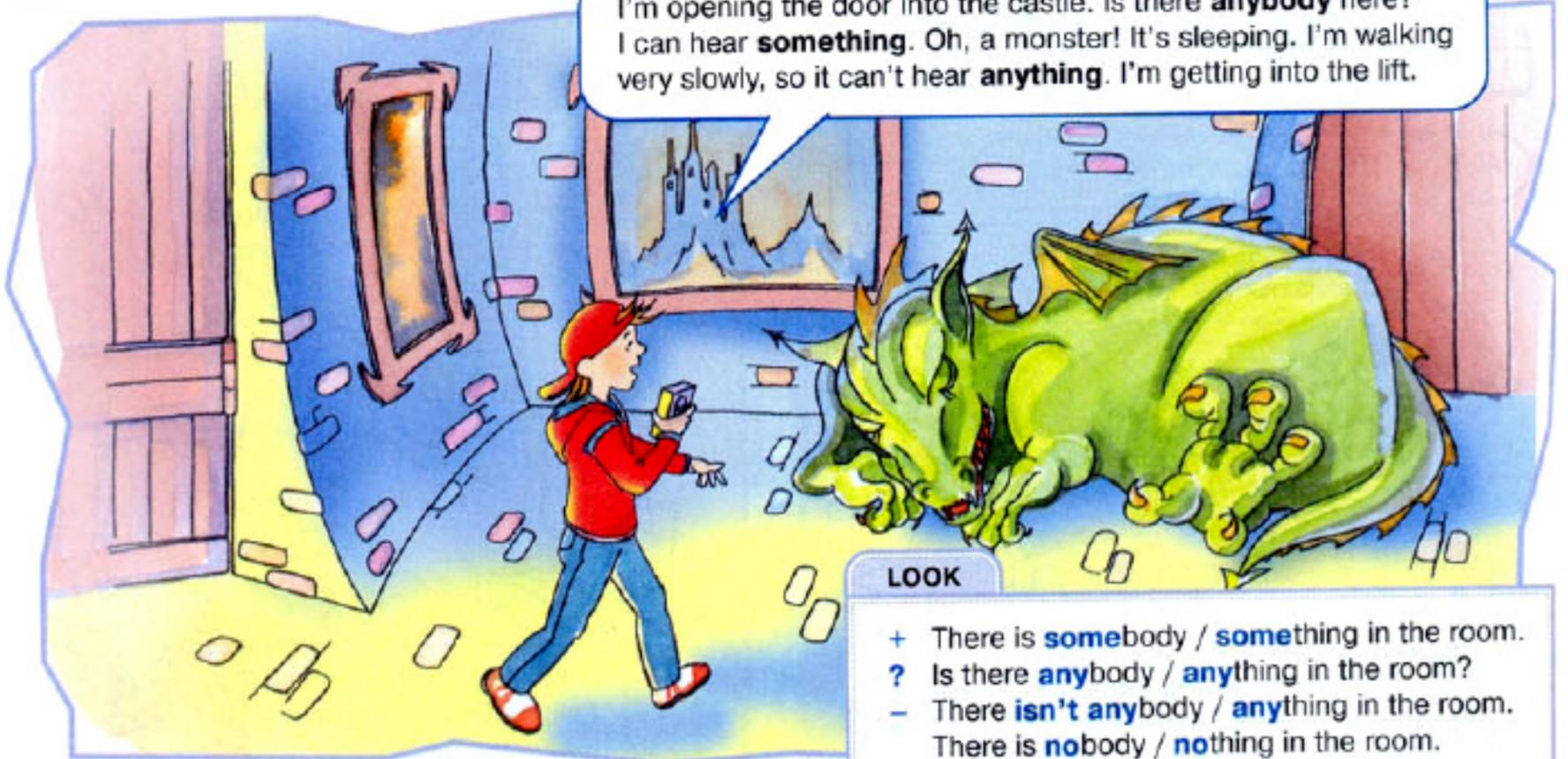
The treasure is in a secret place. It isn't easy to find, but you can get it, if you learn the magic words: **something, anything, nothing, somebody, anybody, nobody.**

Good luck!



1 Read and guess the new words.

I'm opening the door into the castle. Is there **anybody** here? I can hear **something**. Oh, a monster! It's sleeping. I'm walking very slowly, so it can't hear **anything**. I'm getting into the lift.



LOOK

- + There is **somebody** / **something** in the room.
- ? Is there **anybody** / **anything** in the room?
- There **isn't anybody** / **anything** in the room.
There is **nobody** / **nothing** in the room.

2 Read and help Max to solve the puzzle.

There is nobody in the lift. I can see something on the wall. It's a puzzle. I'm going to read it.



- 15
- 14
- 13
- 12
- 11
- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1

Tom lives on the fifteenth floor of a tall block of flats in a large city. He usually uses the lift to get home. The button for the first floor is at the bottom, the button for the fifteenth floor is at the top. If there is somebody in the lift, Tom always takes the lift to the fifteenth floor. But if there is nobody in the lift, he always presses the button for the tenth floor. He gets out on the tenth floor and walks up to the fifteenth floor. Why doesn't he go to the fifteenth floor when there is nobody in the lift?

button — кнопка
at the bottom — внизу
to press — нажимать

3 Listen and look at the picture.

Is there anything behind the door? I want to go there and see, but I'm too big. Have you got anything that can make me smaller?

I never help anybody, but I'm going to help you.



4 Listen and say what is happening.

Example: Somebody is swimming.

I'm small now. It's very dark, I can't see anything. What's happening? Somebody help me!

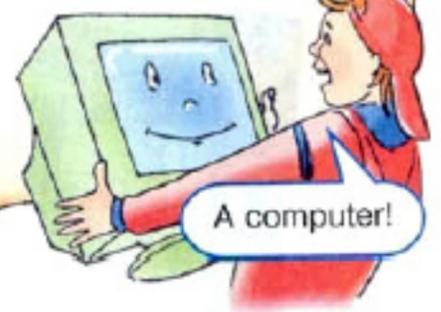


5 Fill in the gaps and help Max to find the treasure.

Hello, Max. Congratulations! Now you are big again, and you can have the treasure, if you fill in the right key words. Good luck!



(1) ... body put the treasure in this room many years ago, but didn't tell (2) ... body where it was. So (3) ... body could find the treasure for many years. We don't know (4) ... thing about the treasure, but people say it is (5) ... thing wonderful. There are a lot of chests in the room, but there is (6) ... thing interesting in them. The treasure is in the black box in the corner. There is (7) ... thing better than this. It's yours!



6 Read and fill in the right word. See the LOOK box on page 32.

- Boy: Excuse me...
- Shop assistant: Yes? Can I help you?
- Boy: I'd like (1) *something* / *nothing* new. Have you got (2) *something* / *anything* interesting?
- Shop assistant: Of course, we've got a lot of games. What kind of games do you like?
- Boy: I don't want (3) *anybody* / *anything* about cars or monsters. I'd like (4) *nobody* / *something* about dinosaurs.
- Shop assistant: Dinosaurs? Sorry, I'm afraid we haven't got (5) *anything* / *nothing* about dinosaurs.
- Boy: There is (6) *nobody* / *nothing* about dinosaurs in the shops! (7) *Nobody* / *Anybody* has got what I want!

Lesson 6 Computer games

1a Are you a computer fan? Do the test and find out.

- 1 You play computer games:
 - a) sometimes.
 - b) three to four times a week.
 - c) four hours every day.
- 2 If your friends invite you to go for a walk, you:
 - a) go for a walk with them.
 - b) invite them to play computer games with you.
 - c) tell them to go away.
- 3 If your mum tells you to go to bed, you say:
 - a) "OK, Mum."
 - b) "Mum, please, can I play some more?"
 - c) "I'm going to play all night."
- 4 When you play a computer game, you forget about:
 - a) your homework.
 - b) food.
 - c) everything.

1b Count your score and find out the result.

For every (a) answer score 1 point.
 For every (b) answer score 2 points.
 For every (c) answer score 3 points.

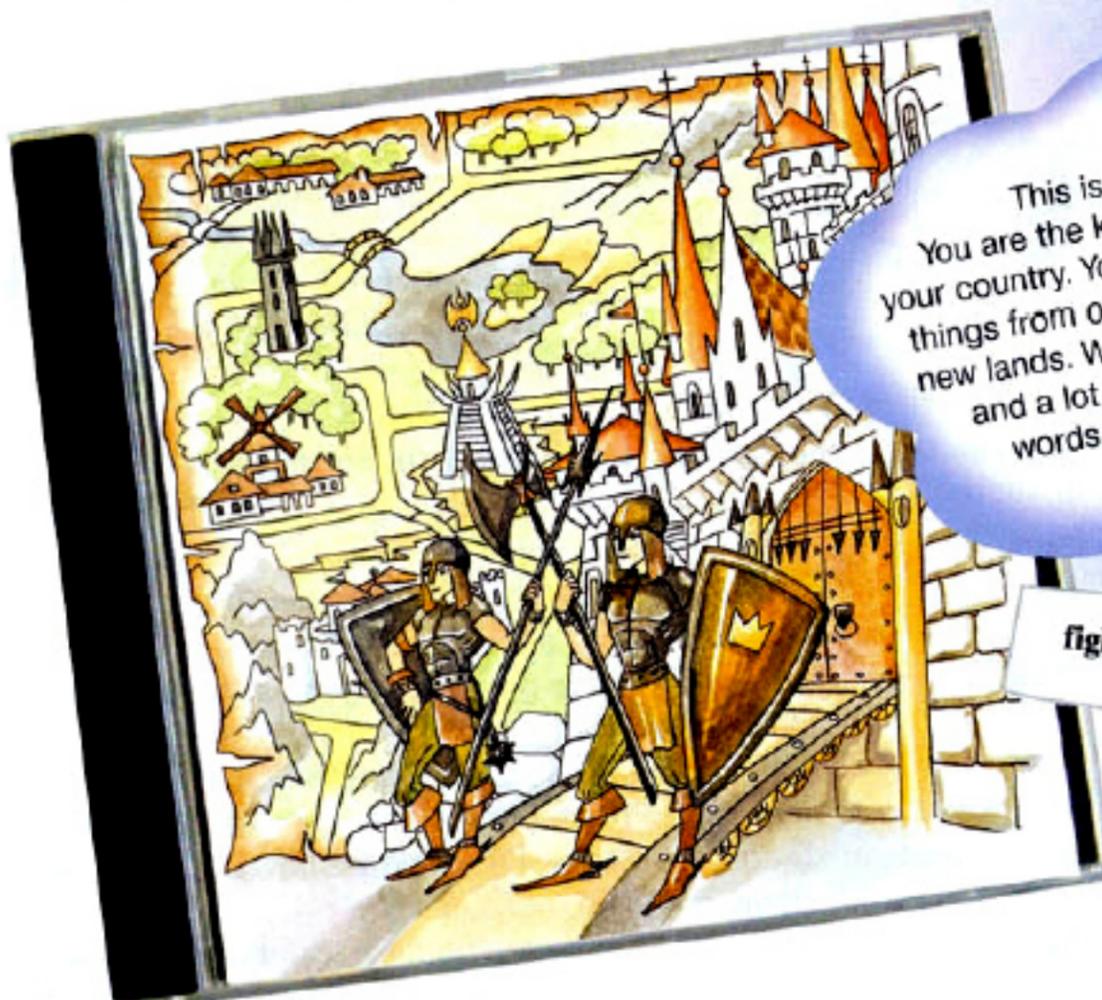
4-6:
 You like computers, but you also like many other things.

7-10:
 You sometimes think that computers are more important than people - and that's not right!

11-12:
 You're crazy about computers. Stop - it's getting dangerous!

2a Read and match the game reviews and the titles. There is one extra title.

- The Fastest Fantasy Land My Kingdom Make Friends



1
 This is a strategy game. You are the king and you are building your country. You build towns, buy different things from other countries, fight for new lands. When you get a lot of people and a lot of land, you learn magic words and become stronger.

fight — сражаться



3

This game is one of the best car races. You can see the road from your car. Other cars want to knock you off, and when they do, you've got a problem because your car is damaged. A great game for motor racing lovers.

race — гонка
 knock off — сбить
 damaged — повреждена

2

In this game you design a family of small robots. You build them a house, give them food and friends. You can invite all your robots' friends to a party, decorate the house, buy a big cake and choose the music for dancing. The pictures are beautiful, the music is nice and the game is really fantastic.



design [dɪ'zain] —
 конструировать, создавать
 decorate ['dekəreɪt] —
 украшать

2b Say which of the games you would like to play.

3 Listen and guess what game Max is playing.

4 What can / can't you do with a computer?

Example: I can read books.

read books play games watch films
 cook food buy things listen to music
 do sports clean your room
 make friends write letters

5 People who write in Internet chat rooms often use a special language. Read the letter and translate it into normal English.

U = you
 R = are
 C = see
 B = be
 4U = for you
 CU = see you
 2B = to be
 gr8 = great
 f2f = face to face
 @ = at
 asap = as soon as possible

Hi! It was gr8 2 hear from U. How R things @ school?

I'm going 2B in London 4 a week next month. Can we meet?

I'd love 2 CU f2f. Please write back asap. Love, Jack.

6 Homework. Write a short coded letter to your friend.

Lesson 7 Progress page

1 Listen and tick (✓) the programmes the children are going to watch.

- 1 7.00 p.m. World Cup Athletics News
- 2 7.00 p.m. Motor Racing
- 3 7.45 p.m. The Last of the Secret Agents? Comedy.
- 4 7.45 p.m. Magic Kite. Cartoon.
- 5 8.30 p.m. Music News

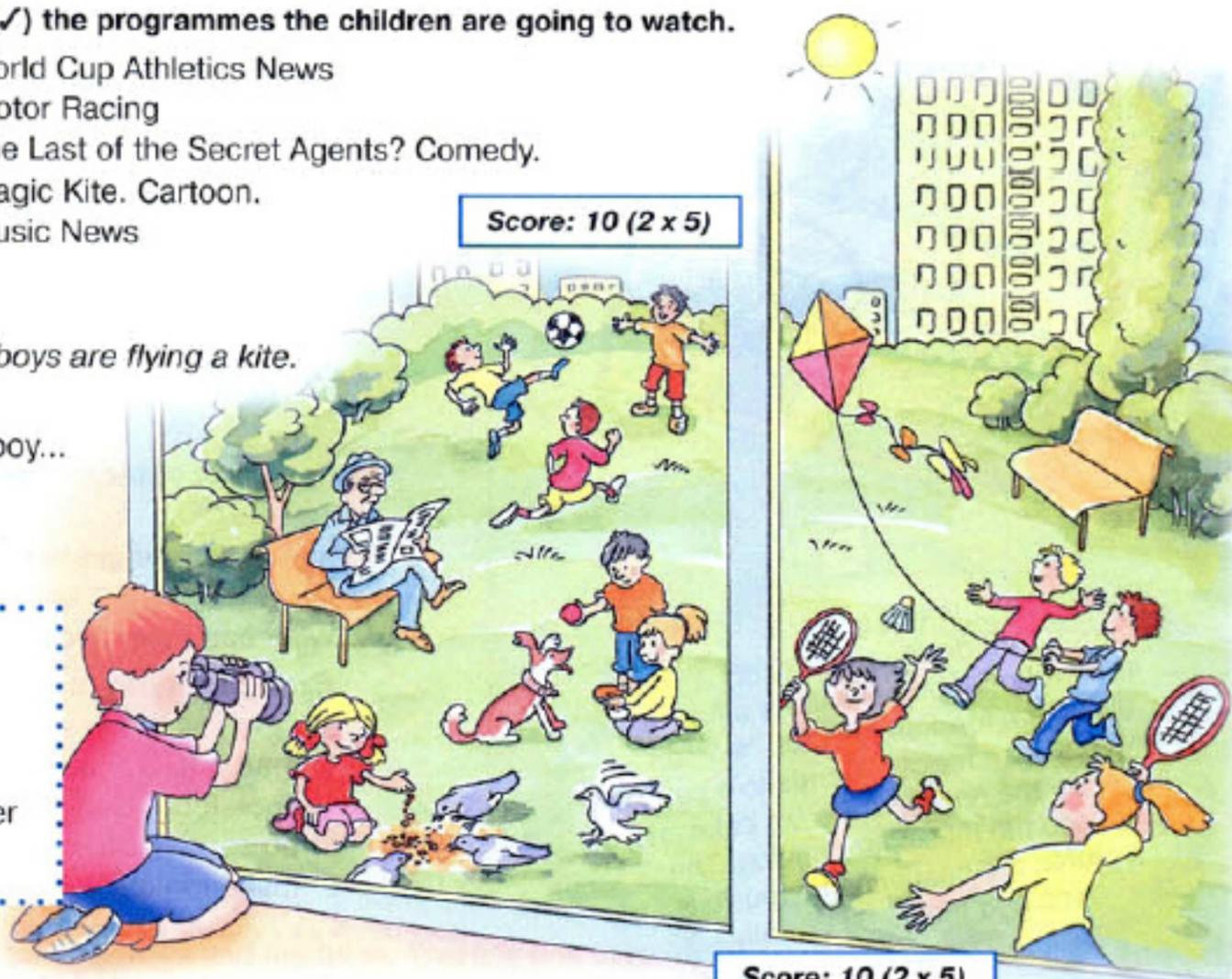
Score: 10 (2 x 5)

2 Look and write.

Example: The two boys are flying a kite.

- 1 The two girls...
- 2 The girl and the boy...
- 3 The old man...
- 4 The three boys...
- 5 The girl...

- play football
- play with a dog
- fly a kite
- play badminton
- read a newspaper
- feed the birds



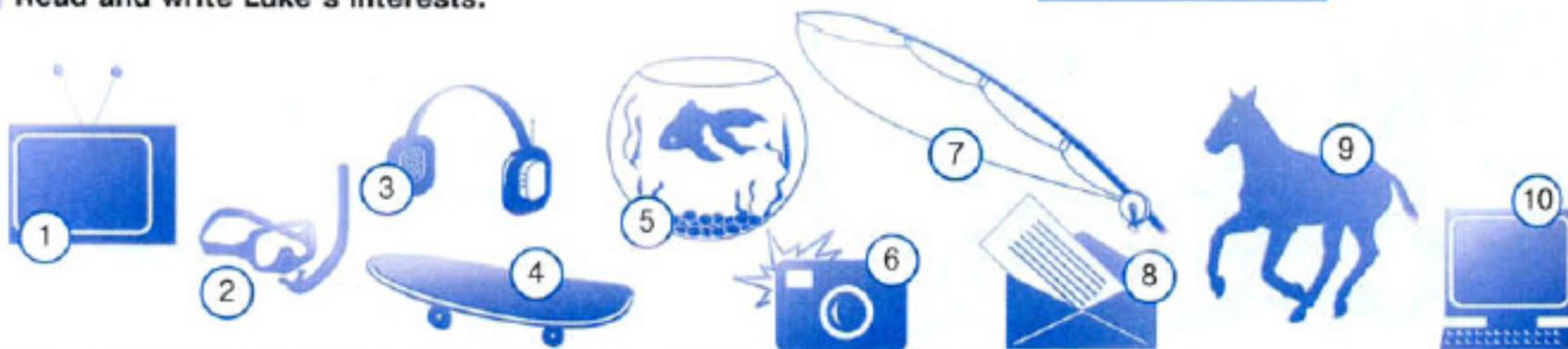
Score: 10 (2 x 5)

3 Read and choose the right word.

If you are looking for (1) *something* / *somebody* new and exciting, buy our game Neverland. The hero is travelling in a magic country, he is alone and there is (2) *anybody* / *nobody* to help him. He wants to find the castle where (3) *somebody* / *nobody* hid (спрятал) the treasure many years ago. He can't find (4) *something* / *anything* without your help. There is (5) *nobody* / *nothing* better than this game, so buy it and have great fun!

Score: 10 (2 x 5)

4 Read and write Luke's interests.



Hi! My name's Luke. I'm 12. I'm fond of diving, skateboarding and sea fishing. I keep a lot of pets at home: goldfish, two tarantulas and a dog. The dog's my favourite. We like to watch TV and listen to music together. I also like writing to friends. Many more interests. Write to me.

Luke

Score: 20 (2 x 10)

Total: 50

Lesson 8 Project: I'm a TV director!

1 You are a TV director. Think of a TV programme. Make it interesting or funny!

- Choose what you want to show and where:
 - a club for the owners of exotic animals
 - a football match
 - a sports competition
 - a computer club
 - your choice
- Choose what programme you want to show:
 - an interview
 - a commentary
 - your choice
- Think about the name of the programme and pictures.



2 Make up your programme.

- Choose the kind of programme and a title.
- Agree who are the characters / the presenter.
- Think what you are going to say and write the scenario.
- Prepare the studio.
- Have a rehearsal.

Hello, I'm John Wilson. You're with World Sports, the most exciting sports programme on SKY TV. Today we're going to visit Russia and meet children doing some popular sports.

3 Show your programme to the class.

4 Talk about the programmes.

- 1 Which programme did you like best?
- 2 Who was the best presenter / character?
- 3 What did you like / did you not like about this activity?



The English world

Lesson 1 I need English

1 Do the quiz *How much English do you know?*

- Translate into Russian:
 - Alice in Wonderland
 - Harry Potter and the Philosopher's Stone
 - Gulliver's Travels
- Say the name of:
 - three drinks in English
 - three pop singers or groups who sing in English
 - three English / American films
 - three computer games in English
 - three computer words
- Translate into English:
 - гостиница
 - электронная почта
 - Млечный Путь
- Say a line from an English song.
- Think of cartoon characters and say the English for:
 - мышь
 - утка
 - Белоснежка

2a Listen and say why the children are at school in summer.

Plymouth Summer Language School



best school
best students
best teachers

Learn English in England

2b Listen again and complete.

Azuko needs English to play (1) ..., to write (2) ... to her friends, and to go to a college in (3)
Annika needs English to be an (4) ... in Hollywood and to listen to (5)
Sasha needs English to surf the (6) ... and to read his favourite (7) ... in English.

3a Read and say what job the person does: a pilot, a computer programmer, a travel agent.

a I'm I go all over the world with groups of tourists. I talk to airport, hotel and restaurant workers all over the world. I need English to travel.

b I'm When I was at school I liked playing computer games. They were in English. I got interested in computers, and the computer helped me to learn English. I can't say some English words correctly but I read English very well.

c I'm When I fly the plane I speak to air traffic control by radio. They speak English to me, and I speak English too. I must speak and understand English well to fly a plane.

correctly — правильно

air traffic control — диспетчерская служба

3b Say what other jobs need English.

4a Work in a group of three and make a list of reasons why you need English.

Example: We need English to play computer games.

4b Ask five people in your class why they are learning English.

Example:

Pupil A: Why are you learning English?

Pupil B: I'm learning English to listen to English songs.

5 Interview five people: Why do they need English? Write about them.

Example: My father is an engineer. He needs English to use the computer at work.

Lesson 2 English in the world

1 Read and match.

1	300	a) seven million
2	5,000	b) one billion
3	7,000,000	c) three hundred
4	1,000,000,000	d) five thousand

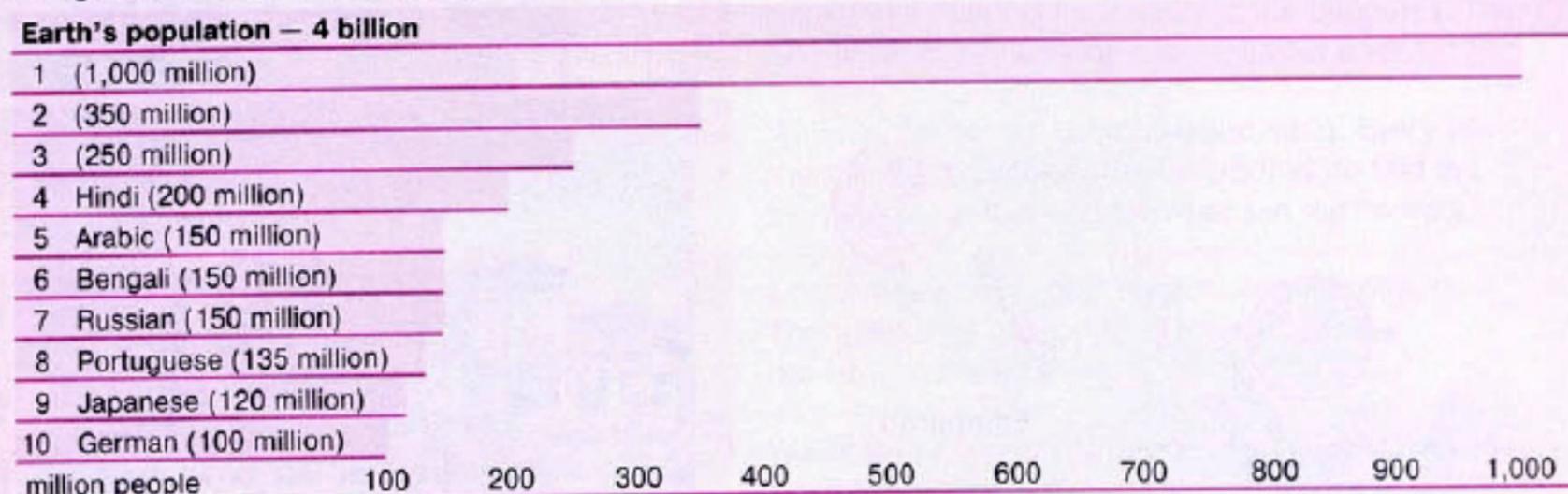
2 Learn some interesting facts.

Pupil A: Open p. 136.
Pupil B: Open p. 137.

3a Look at Diagram 1 and say:

- 1 the three top languages
- 2 how many people live on Earth
- 3 how many people speak Russian / English

Diagram 1 The ten languages that have the most speakers



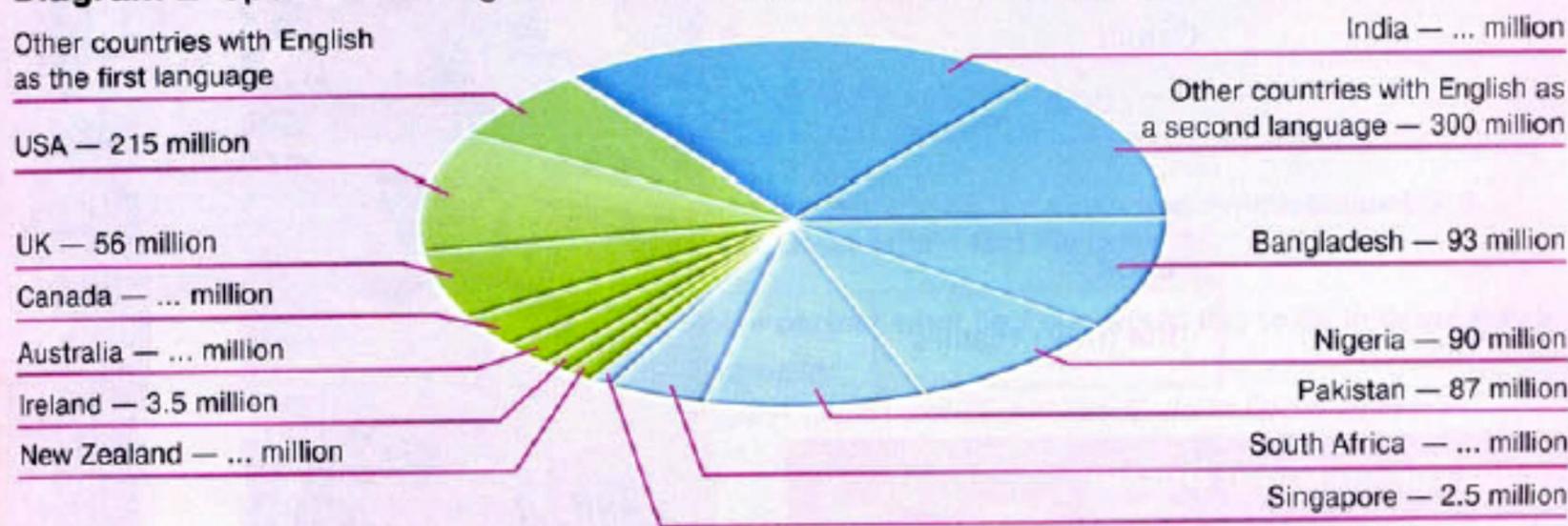
3b Listen and check. Write the names of the languages that have the most speakers.

3c Talk about the languages in Diagram 1.

Example: One hundred and twenty million people speak Japanese.

4 Listen, complete and say what the green and the blue colours mean.

Diagram 2 Speakers of English as a first and a second language 1,700 million



5 Read and say which diagram it is.

This diagram shows the top ten languages of the world. It says that 1,000 million people speak Chinese, 350 million speak English, 250 million speak Spanish.

6 Do you know how many pages you are going to read this year?

- Find out how many pages every textbook has.
- Make a diagram like Ex. 3a.
- Write a text like Ex. 5.

Lesson 3 England, Scotland, Wales,...

1 Look at the diagram and the map. Complete number 1 and 2 in the fact file.

UK population diagram



1



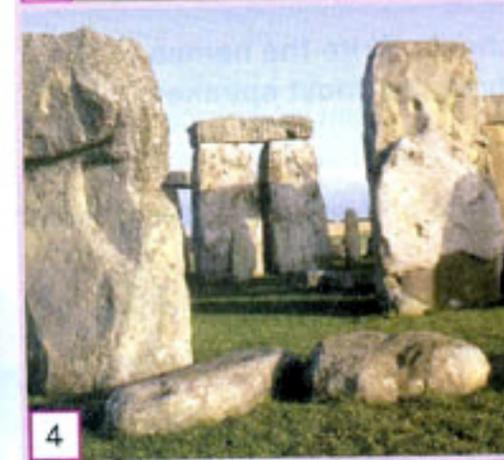
2



LOOK
the (river) Thames



3



4



5



6

Fact File on Great Britain				
	Country			
1	Capital			
2	Population			
3	Places of interest / Interesting facts			

protect — защищать, охранять
competition — соревнование
causeway — дамба; мостовая
giant — великан



7



8



9



10



11

2a Read and match the facts and the pictures.

- A** Buckingham Palace is the London home of Queen Elizabeth II, the British queen.
- B** Big Ben is the name of the big bell in the clock tower of the Houses of Parliament.
- C** Baker Street in London is a street where the detective Sherlock Holmes lived in the stories about him by Arthur Conan Doyle. There is a museum about Sherlock Holmes in Baker Street.
- D** Scotland's national instrument is the bagpipes. The Scottish piper is wearing a skirt, called a kilt.
- E** Wales is the country of music and song. Every year there is a competition, the Eisteddfod, to find the best poets, writers and musicians in the country.
- F** Loch Ness is the most famous lake in Scotland. There are a lot of reports of Nessie, a water monster that lives there.
- G** Wales is the country of princes and castles. In 1301, Edward I of England made his son Prince of Wales in Caernarvon Castle. And today, Queen Elizabeth II's son, Charles, is Prince of Wales.
- H** The Giant's Causeway in Northern Ireland has 40,000 stone columns. The legend says the giant Finn McCool loved a lady giant from an island near Scotland. He began to build this causeway to bring her to Ireland.
- I** Belfast in Northern Ireland is the newest capital in the world.

2b Read the texts in Ex. 2a again and complete number 3 in the Great Britain fact file in Ex. 1.

3 Ask a partner what he / she would like to do in Great Britain.

Example:

Pupil A: What would you like to do in Great Britain?

Pupil B: I'd like to visit the Tower of London.

In London	i'd like	to see
In Wales		to visit
In England		to walk along
In Scotland		to take photos of
In Northern Ireland		to watch

4 Complete a fact file on Northern Ireland. Use the fact file in Ex. 1 as an example.

Lesson 4 Bath and the Romans

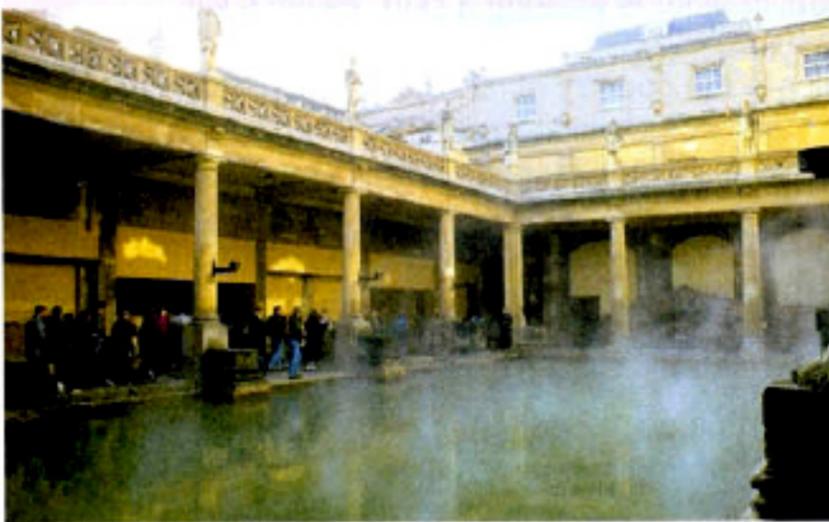
1 Look at the map and find the names of the places A, B, C, D and E.

2a Read and say where you can:

- 1 see an old post office
- 2 go boating on a river
- 3 see a collection of clothes
- 4 eat a famous bun
- 5 see the Roman Baths

BATH

A	Sally Lunn's House and Museum
B	The Museum of Costume
C	The Roman Baths
D	Bath Boating Station on the river Avon
E	Bath Postal Museum
F	Victoria Park
G	The American Museum



The Roman Baths

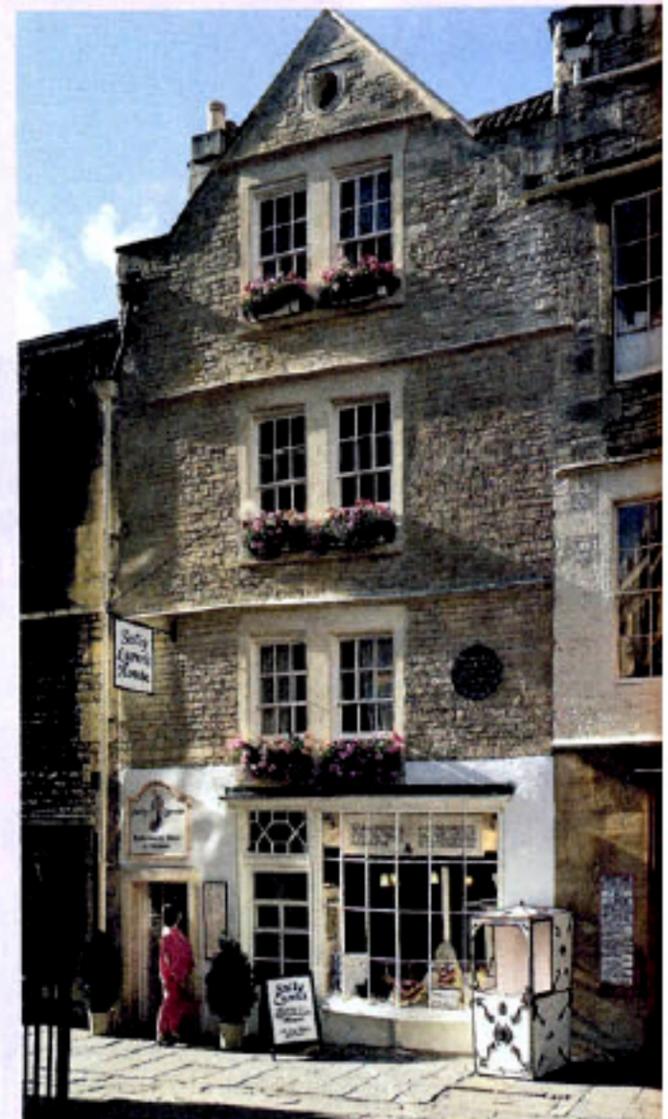
The place where the city began. The Baths are about two thousand years old. The water comes from a hot spring. It is the most famous place in Bath. You can drink the waters or tea in a special room.

spring — источник

Sally Lunn's House

The oldest house in Bath. More than three hundred years ago Sally Lunn baked famous buns that now have her name. You can visit a museum and see an old kitchen. Enjoy tea with a Sally Lunn bun and much more than that.

bake — выпекать
bun — булочка





Bath Postal Museum

Famous for posting the first stamp in the world. It happened in this historic building on 2 May, 1840. The stamp's name was Penny Black. In the museum there is an old post office, a collection of stamps, a film room, a tea room and a children's activity room.

post — отправлять
building — здание

The Bath Boating Station



An old boating station with tea gardens and a museum with different boats. Enjoy watching water birds. You can go on a river trip or you can go boating. It's fun to spend a summer day on the river Avon.



The Museum of Costume

A collection of more than a thousand pieces of men's, women's and children's clothes. You can see 200 dressed figures and follow how fashion changed from the 16th century till now. There is a shop and a library with books on the history of fashion.

clothes — одежда
dress — одевать(ся)
fashion — мода
century — век

- 2b Read and say what places you'd like to visit and why.

Example: *I'd like to visit the Bath Postal Museum because I collect stamps and I want to see a collection of stamps there.*

- 3 Listen and follow the route on the map.

- 4a With your partner agree on the three most interesting places.

Example:

Pupil A: Let's go to the Postal Museum. There's a collection of stamps there.

Pupil B: Yes, let's. That's a good idea. I love stamps. / Oh no, it's boring. Let's go to the Roman Baths.

- 4b Plan your route on the map.

Example: *First we go to the boating station, then to the Museum of Costume and after that to the Theatre Royal.*

- 5 Choose a place you'd like to go to. Write why you want to go there. Use the notes:

I'd like to visit ... because

1) there is ...; 2) I can ... there; 3) it is fun to ...

READ AND SAY

[g] — began figure degree

[dʒ] — college imagine gymnastics

guide engineer legend Bengali
Bangladesh Nigeria Singapore Germany
Portuguese agent ecology geography
geology bagpipe Pilgrims Gulliver

Lesson 5 York and the Vikings

1a Find York on the map of the UK in Lesson 3 in this unit.

- Is it in England or in Scotland?

1b Look at the postcards of York and put them in date order.

READ AND SAY

[ɪ] — river

[aɪ] — idea

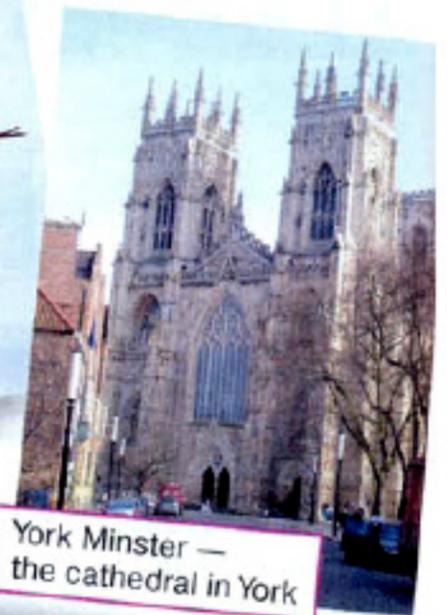
spring microphone children
 child activities machine website
 native Hindi Arabic Vikings
 invade radio kilt thistle pilot



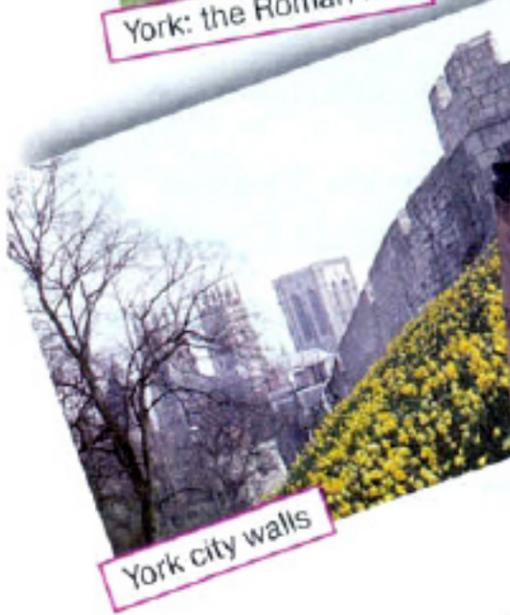
York: the Roman fort



The Vikings in York



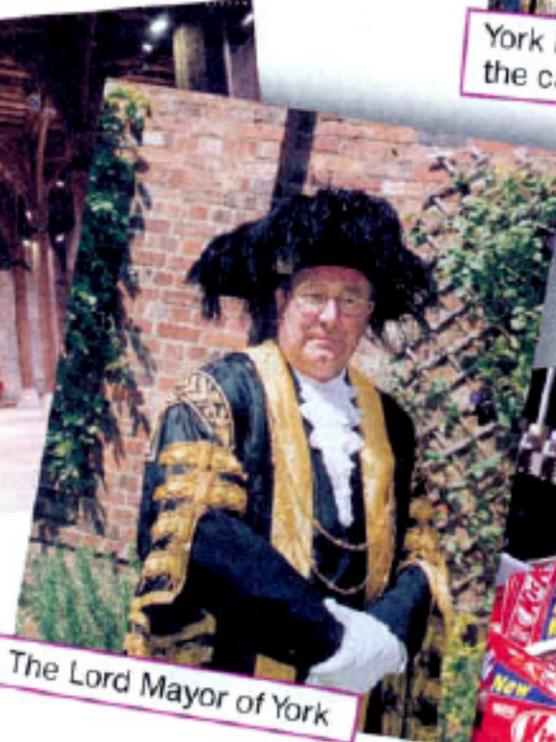
York Minster — the cathedral in York



York city walls



York Guildhall



The Lord Mayor of York



Nestlé's chocolate factory

1c Listen and check.

1d Listen again and write dates for each of the postcards.

1e Take turns. Ask and answer.

Pupil A: When did the Romans build a fort in York?
 Pupil B: In AD 71.

- Romans / come / to York
- Vikings / come / to York
- People / build / the city walls
- People / build / the castle
- People / finish / the cathedral
- Edward III / call his son the Duke of York
- York / get its first mayor
- People / build / the Guildhall
- People / make / chocolate

LOOK

BC — до нашей эры, e.g. 55 BC
AD — нашей эры, e.g. AD 71
in 1066 — in ten sixty-six
in 1812 — in eighteen twelve
in the 5th century

2 Read about the places in York.

- Choose two places you would like to visit and tell the class why.

Example: *I'd like to visit the chocolate factory because I'm interested in chocolate and I'd like to try some English chocolate.*

Visit the York city walls. They are open every day. You can walk along them and see the city.

Visit the 800-year-old Minster — the largest Gothic cathedral in Northern Europe. Climb the tower for beautiful views of the city. See the famous stained glass windows. See the photos of the 1984 fire and the things it destroyed — and the beautiful new things children made.

cathedral — собор
stained glass — coloured glass
destroy — разрушать

Visit a living museum! The castle museum has streets with shops from the nineteenth and early twentieth centuries. See how much you could buy for 5p.

Yorkshire Museum — come and find out about York and a thousand years of its history. Fantastic new displays show you York in Roman, Anglo-Saxon, Viking and medieval times.

medieval — средневековый

Visit the Jorvik Viking Centre. Visit and see York a thousand years ago when Erik Bloodaxe was king. Travel back to AD 975. Everything you see and feel is authentic: Viking chickens, a Viking sock and ice-skates. Hear people speak "Viking" — and smell the smells of the Viking streets! New at the Centre is a Viking longship — you can get on the longship and be a Viking!

authentic — настоящий, подлинный
sock — носок
ice-skates — коньки

Visit Clifford's Tower — the central part of York castle — in the daytime OR — only for the brave — go on a ghost walk at night and learn about the ghosts of this old city.

ghost — привидение

Interested in technology? Want to know about the first trains and how they worked? Want to know about the trains of the future? Visit the National Railway Museum, the world's largest railway museum. See Stephenson's Rocket and giant steam engines, the Eurostar and computer interactives. Drive a train yourself.

train — поезд
future — будущее

3 Write a postcard to your English teacher about your trip to York.

AIR MAIL

Dear...,
 I'm ...
 Best wishes,
 ...



Write the name and address of the person you send the card to here.

4 Write three true and three false sentences about the history of Great Britain.

Lesson 6 English in America

1a On the map find:

Plymouth (2), America, England, the Atlantic



1b Read and complete with the new words from Ex. 1a.

In September 1620 the Mayflower ship started for a new land from (1) ... in (2) There were 102 English men, women and children on the ship. They left (3) ... because they wanted to start a new life, to be free. They crossed (4) ... in 66 days and came to (5) ... in December 1620. They started a new city and they called it (6)

More and more people came to (7) ... from different countries. But they all began to speak English.

In 1776 a new country started — the United States of (8) The language of the country was English and they speak English in the USA now. But is it the same language as in England?



1c Answer the questions.

- 1 Why did people from England go to America?
- 2 Why do the two cities have the same name?
- 3 Why do they speak English in the USA?

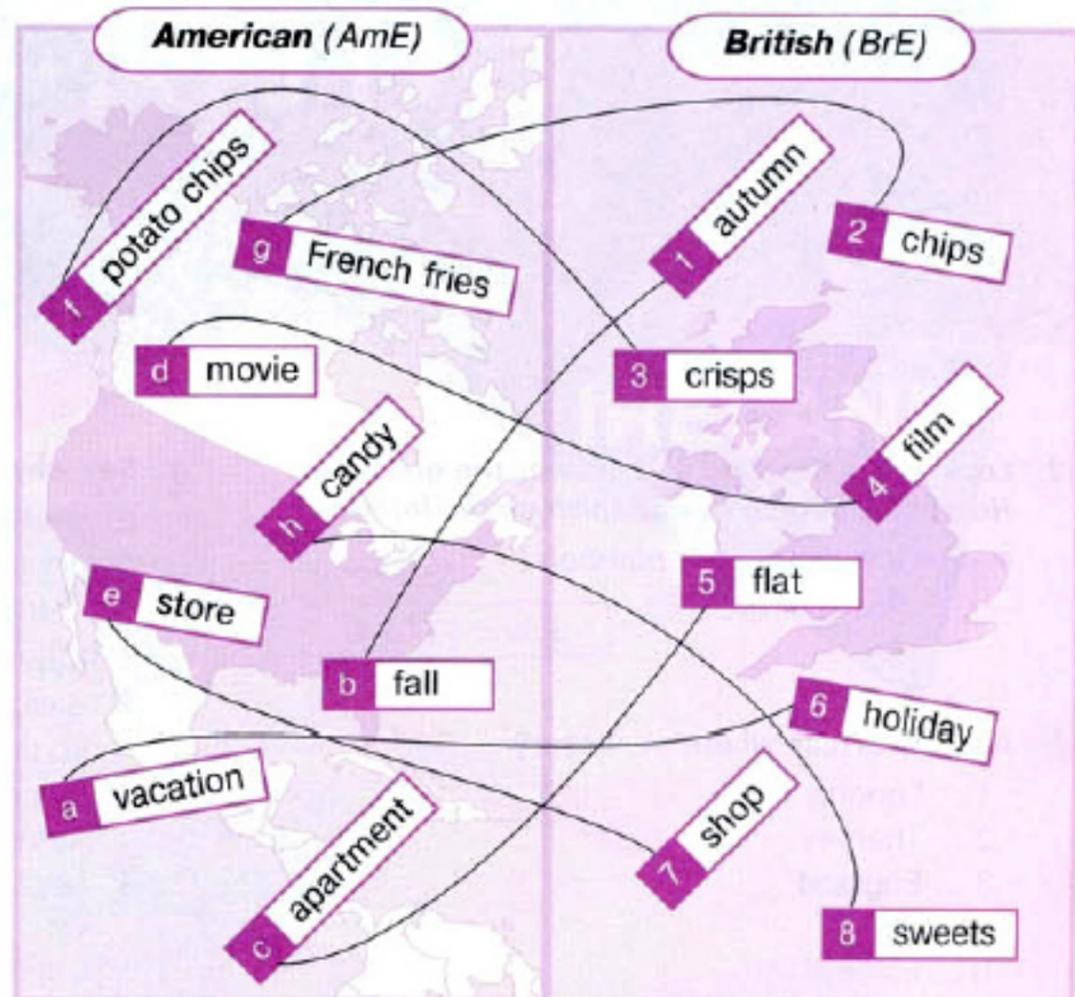


2a Listen and answer: *Is the boy from the USA or from Great Britain?*

2b Listen again and choose the correct answer.

- 1 Pat has:
 - a) a younger brother b) a younger sister c) an older sister
- 2 He lives:
 - a) in St Petersburg b) in Harrisburg c) in Hamburg
- 3 There are lots of ... around the city.
 - a) lakes b) mountains c) rivers
- 4 They often go:
 - a) cycling b) swimming c) cycling and swimming
- 5 Pat isn't at school now because:
 - a) he is ill b) he is on holiday c) he doesn't like school
- 6 He says that he likes:
 - a) going to school b) watching cartoons c) watching TV
- 7 He loves chocolate:
 - a) sweets b) bars c) ice cream

3 Match the American and the British words.



4 Find the words in the wordlist. Write:

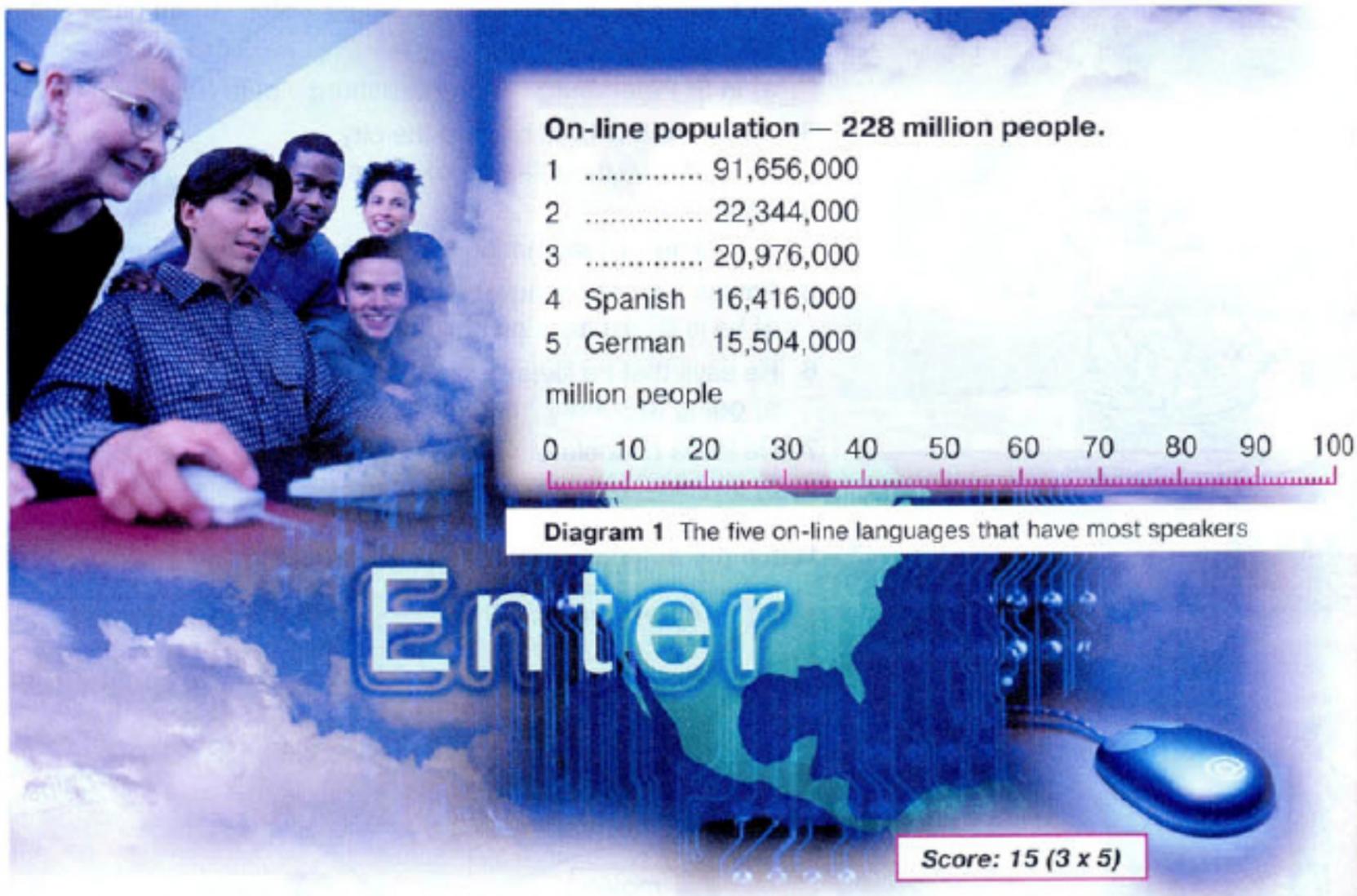
- if they are American (*AmE*) or British (*BrE*)
- if they are a noun (*n*) or a verb (*v*)
- the translation

Example: *apartment* – *AmE, n, квартира*

- 1 elevator 2 lift 3 underground 4 subway
 5 sneakers 6 trainers 7 mail 8 post

Lesson 7 Progress page

1 Listen and complete the diagram.



2 Look at the diagram and answer the question:
How many people use Spanish on the Internet?

- Write in words, not numbers!

Score: 5 (1 x 5)

3 Add the article where necessary.

- 1 ... London
- 2 ... Thames
- 3 ... England
- 4 ... USA
- 5 ... Volga
- 6 ... Scotland
- 7 ... UK
- 8 ... Atlantic
- 9 ... York
- 10 ... Great Britain

Score: 10 (1 x 10)

4 Say why these children need English.

Example: *Inna wants to be an engineer. (use the computer at work) — She needs English to use the computer at work.*

- 1 Katya: I love music. (understand English songs)
- 2 Sasha: I've got a computer. (write to my friends in different countries)
- 3 Igor: I love reading. (read books by British and American writers)
- 4 Nika: I want to be chess champion. (go to the World Chess Championship)
- 5 Semyon: I want to be a famous traveller. (travel to different countries)

Score: 10 (2 x 5)

5 Write which three places you'd like to visit in the UK and why.

Score: 10

Total: 50

Lesson 8 Project: A file on Britain

1 Make a report about a country or part of a country.

Speak about:

- How many people live there
- What language they speak
- What interesting places they have
- What you can do there if you visit the country

2 Prepare a poster about the country.

- You may draw maps and use postcards and different diagrams.
- Choose the most informative report.
- Choose the most beautiful poster.



London



IRELAND



SCOTLAND

Lesson 1 Christmas celebrations

1 Listen and say.

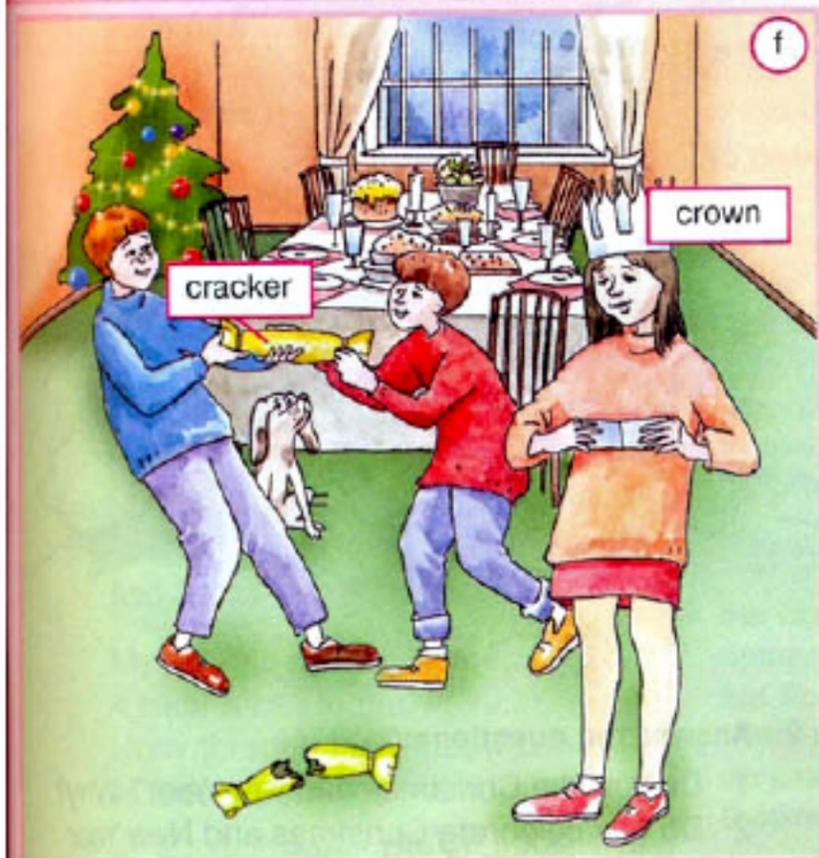
2a Read and match the texts and the pictures.

Christmas and New Year are the happiest and the busiest time of the year for millions of people all over the world.

- 1 Most families have a Christmas tree in their homes. They decorate the tree with colourful lights, tinsel and toys. They put presents for all the family under the Christmas tree. Before Christmas you can see colourful lights and decorations in the city streets and the shop windows too. The cities look beautiful.
- 2 On Christmas Eve children hang stockings for Father Christmas to fill with presents. In France, children put their shoes near the fireplace so Father Christmas can fill them with presents.
- 3 Singing Christmas songs is another old tradition. In England, Canada, the USA and other countries, groups of children and adults go from house to house and sing Christmas songs, called carols. Some people give them money, sweets and small presents.
- 4 British people have fun with crackers at Christmas lunch or dinner. The crackers go bang and inside you find a colourful paper party hat or crown, small presents and jokes.
- 5 Most Scottish families have a Christmas tree and sing carols but they have their most important celebration on New Year's Eve. It is called Hogmanay.
- 6 In Australia and New Zealand, December comes during the summer. Many people celebrate Christmas by going on a picnic or going to the beach. Schoolchildren have a six-week summer holiday at Christmastime.

31
December
Hogmanay





2b Read the text and find the meaning of the words.

decorate tradition carol
celebrate go bang

2c Read again and choose the country where you would like to celebrate New Year or Christmas.

Example: *I'd like to celebrate Christmas in Germany because they begin to celebrate Christmas on 24 December.*

2d Answer the questions.

- 1 Which of the texts are about Christmas and New Year celebrations in Britain?
- 2 Which celebrations are the same in Russia and in Britain?
- 3 Which celebrations are different?

Example: *In Britain they decorate a Christmas tree and in Russia we decorate a tree too. In Britain children hang stockings near the fireplace, but in Russia we don't do that.*

3a Interview your partner and find out his / her family traditions.

Example: *celebrate / New Year / with / family? — Do you celebrate the New Year with your family?*

- 1 Who / invite / to celebrate / New Year?
- 2 How / decorate / your / New Year tree?
- 3 Where / put / presents?
- 4 When / get / presents?
- 5 What / do / on New Year's Day?
- 6 Where / go / on New Year's Day?

3b Report about your friend's New Year's Day.

4 Write an A to Z of Christmas and translate the words.

Lesson 2 Dear everyone...

1a Read the letter and say what it is about.



1 31 Edward Road
Hastings
England

2 10 December

3 Dear Ann,

4 Thanks a lot for your letter. It was lovely to hear from you. I'm glad you're OK. You asked me to tell you about some Christmas traditions.

5 Christmas is my favourite festival. There are lots of reasons why I like it: a Christmas tree shining with lights and tinsel, colourful stockings hanging near the fireplace and presents. I love getting presents. Do you? My younger sister believes Father Christmas comes down the chimney and puts his presents in our stockings. But I know our parents do it.

Last Christmas I was at my aunt's in London. My cousin Susan and I went to Hyde Park to watch people swimming in the Serpentine. My uncle swam too. He likes swimming and he always swims on Christmas Day. Do you swim in winter?

6 What are your New Year traditions? Please write to me soon.

7 Love,
Emma



1b True (T) or false (F)?

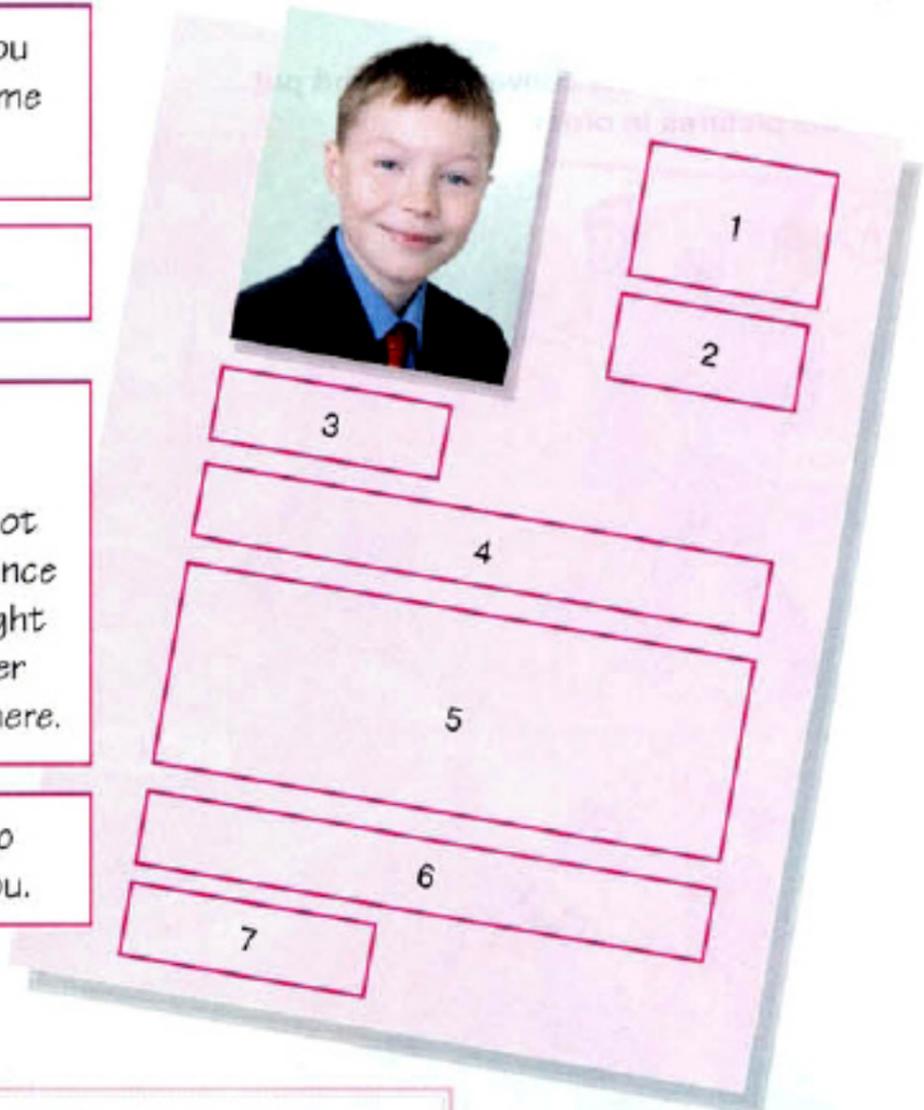
- 1 Emma likes Christmas.
- 2 She doesn't believe Father Christmas puts presents in the stockings.
- 3 Emma celebrated last Christmas with her aunt's family in Oxford.
- 4 Susan is Emma's friend.
- 5 Susan swam in the Serpentine.
- 6 The girls watched the swimmers in Hyde Park.

2 Answer the questions:

- 1 Do you like Christmas and New Year? Why?
- 2 Do you celebrate Christmas and New Year at home or with your friends?
- 3 Where did you go last time?
- 4 Do people swim in winter in your home town?
- 5 Would you like to swim at Christmastime?

3 Read the parts of Nikita's letter and match them to the right place.

- a It was nice to get a letter from you. Thank you for your story about your school. You asked me to tell you about our New Year traditions.
- b Best wishes, Nikita
- c 7 December
- d Well, we all like New Year very much. It's a fantastic festival. There's a beautiful big New Year tree in the central square in our city. A lot of people go there to have fun, sing songs, dance and play games near the New Year tree at night and in the daytime. You can meet Grandfather Frost and his granddaughter Snegurochka there.
- e Dear Alex
- f I look forward to hearing from you.
- g Flat 5
12 Kirov Street
Samara
Russia



LOOK

demonstrate + ion = demonstration — демонстрация
 instruct + ion = instruction — инструкция

4 Build new words.

Example: to demonstrate — demonstration

- to celebrate
- to act
- to translate
- to correct
- to dictate
- to illuminate
- to decorate

5 Read and learn the poem.

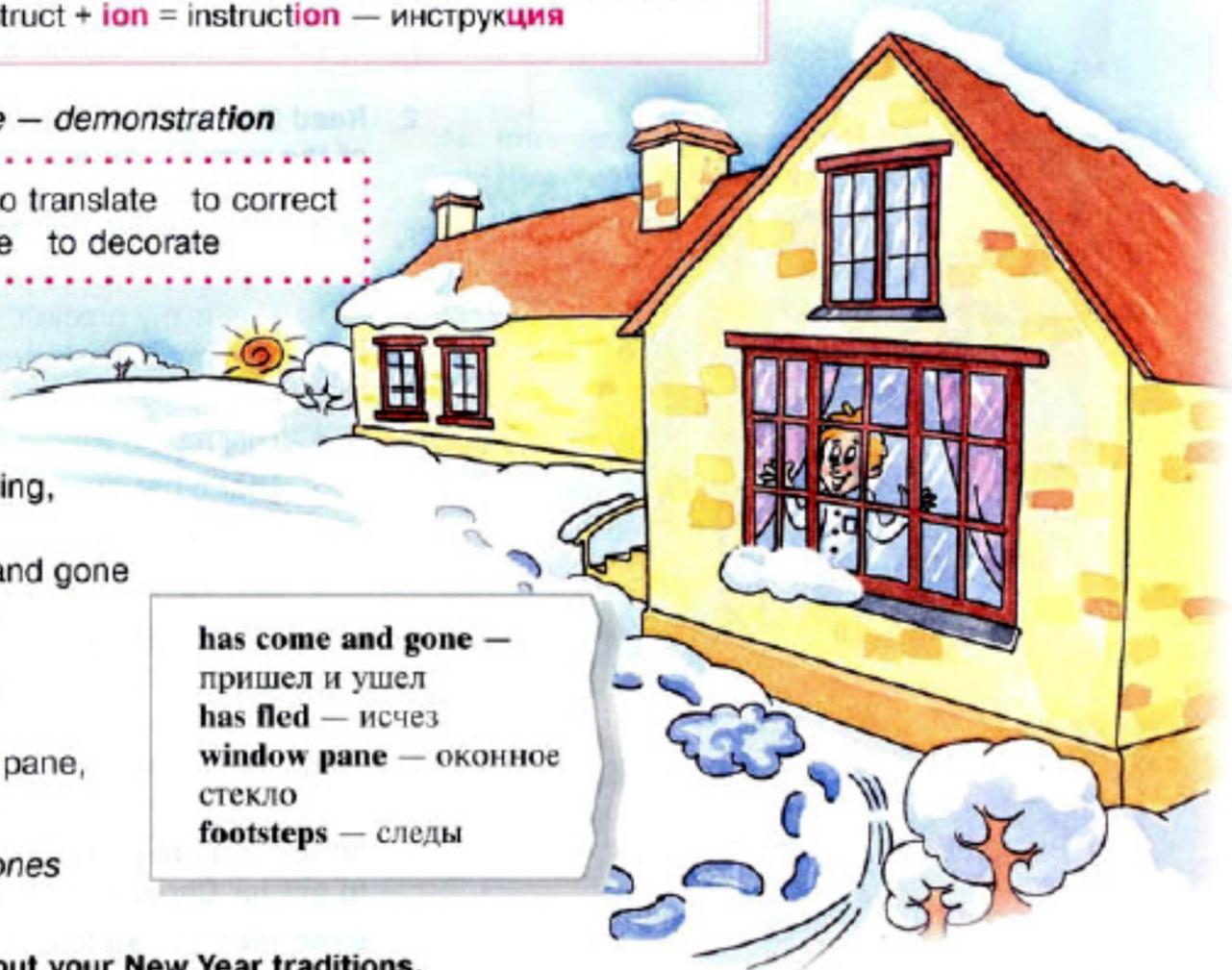
Christmas Morning

I wake on Christmas Morning,
 My stocking on my bed;
 Christmas Eve has come and gone
 And Santa Claus has fled.

My parents all around me:
 A bike! A ball to throw!
 I look through the window pane,
 At footsteps in the snow.

Peter Thabit Jones

has come and gone —
 пришел и ушел
has fled — исчез
window pane — оконное
 стекло
footsteps — следы



6 Write a letter to Emma about your New Year traditions.

- Use the letters from Ex. 1a and 3 to help you.

Lesson 3 I like presents



1a Listen to the conversation and put the pictures in order.



LOOK

my — **mine** its — **its**
 your — **yours** our — **ours**
 his — **his** your — **yours**
 her — **hers** their — **theirs**

It's **my** book. — It's **mine**.

1b Read the conversation and find the lines to go with the pictures.

Father: Now, it's time for presents.
 Roger: Hooray! I can't wait. Where's **mine**?
 Kate: Here you are, this is **yours** from me.
 Roger: Thanks... mm... what is it? Oh, sorry, here's **yours**.
 Kate: Wow, Roger, it's great! Thank you.
 Roger: Where are our presents for Mum and Dad?
 Kate: This is **hers** and that's **his**.
 Roger
 and Kate: Here you are, Mum. Here you are, Dad.
 Father: Thank you, children.
 Mother: Thanks, darlings. And this present is **ours**, your dad's and **mine**, for you, Roger, and this one is **ours** for you, Kate.
 Roger: A camera! Just what I wanted. Thanks a lot.
 Kate: A Walkman! Just what I wanted. Thank you very much.
 Mother: I'm glad you like them. Oh, I do like Christmas.
 Roger: Stop! Look at me! Say "cheese"!

1c Read the conversation aloud.

2 Read the conversation and find the meaning of the words in bold.

3 Match the English and Russian sentences.

1 This is my cracker.	a) Этот дом наш.
2 This cracker is mine.	b) Тот подарок её.
3 This is our house.	c) Это моя хлопушка.
4 This house is ours.	d) Это наш дом.
5 That's her present.	e) Вот её подарок.
6 That present is hers.	f) Эта хлопушка моя.

4 Play *Whose is this?*

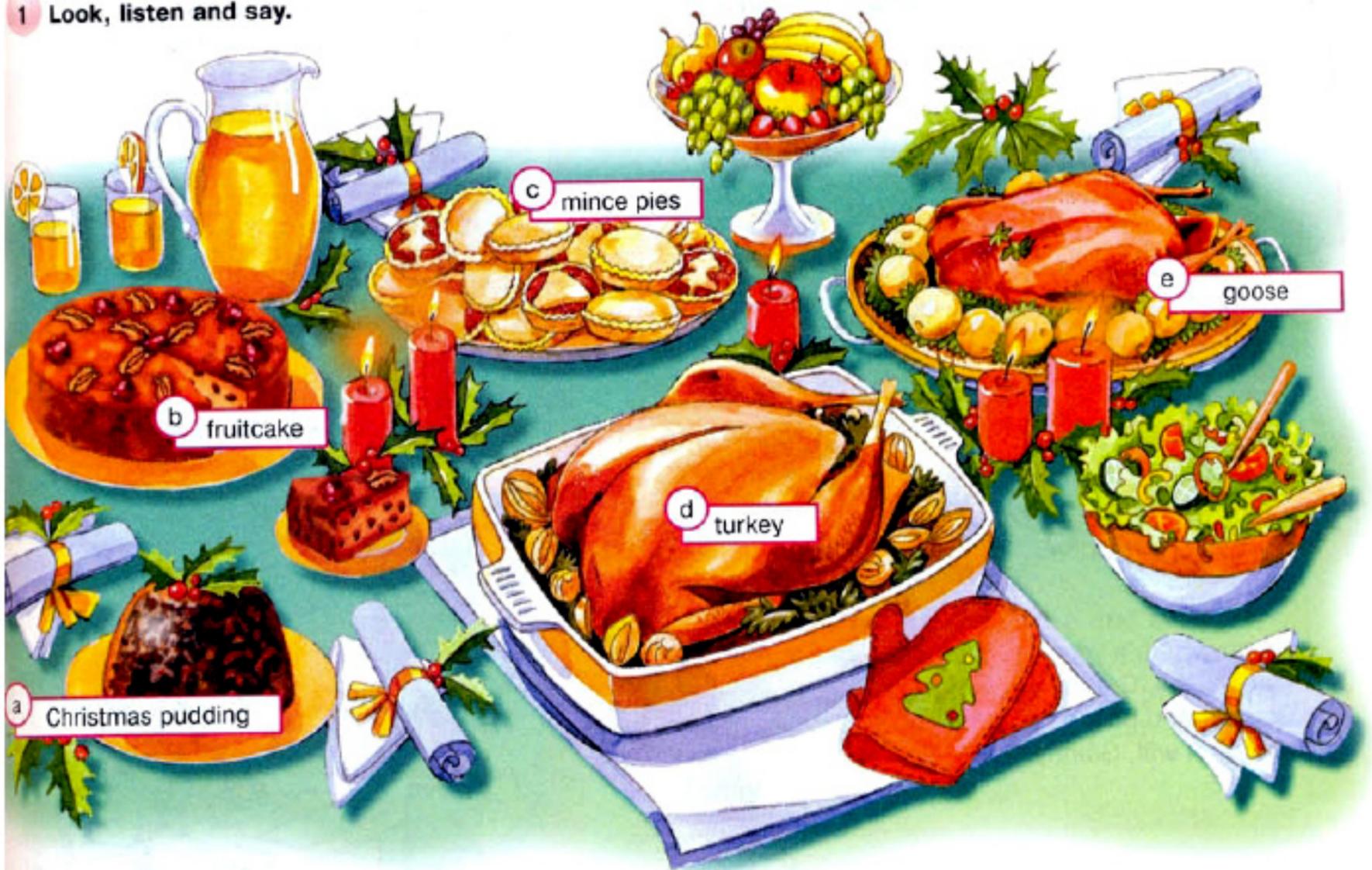
Example:
 Pupil A: Whose pen is this?
 Pupil B: It's his / hers / mine.

5 Write what present(s) you and your friend(s) would like to get for Christmas. Give reasons.

Example: I'd like to get a ball because I like playing football. My friend would like to get a book because she likes reading.

Lesson 4 Mmm... It's delicious!

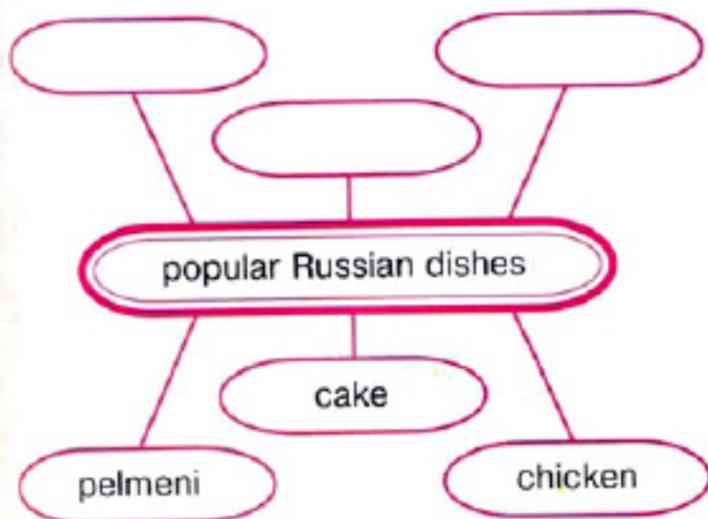
1 Look, listen and say.



2 Listen and match the countries and the dishes.

- 1 Britain
- 2 Australia
- 3 Canada and the USA
- 4 Germany

3 Answer the question: *What are the most popular New Year dishes in Russia?*



4a Interview each other and find the most popular New Year dishes in your class.

Example:

Pupil A: *What do you eat at New Year?*

Pupil B: *Russian salad, chicken and chocolate cake. And you?*

4b Report to the class.

Example: *The most popular New Year dishes in our group are Russian salad, pelmeni and chocolate cake.*

5 Write a letter to the radio programme about popular New Year dishes in Russia.

My name is ...

I want to say that in Russia there are no special New Year dishes.

Families prepare different dishes for New Year. ...

Lesson 5 I promise, I will...

1 Look, listen and translate what the children say.



Granny: Here's your bus. Bye, dear, be careful.
 Mary: Yes, Granny, I **will**.
 Granny: And phone me when you get home.
 Mary: I **will**, Granny. Bye.



Peter: Pass me the ball. Gooaal!
 Max: Oh, no!
 Man: You? Again? Don't play near my windows!
 Peter and Max: Sorry. We **won't**.

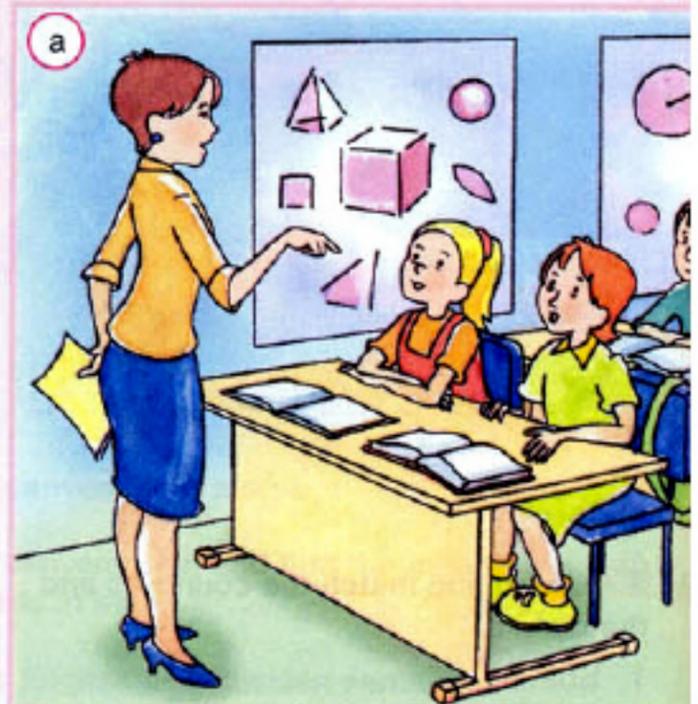
2a Look, read and complete the conversations. Match them and the pictures.

1 — Decorate the tree, children.
 — ...

2 — Be a good boy!
 — I promise...

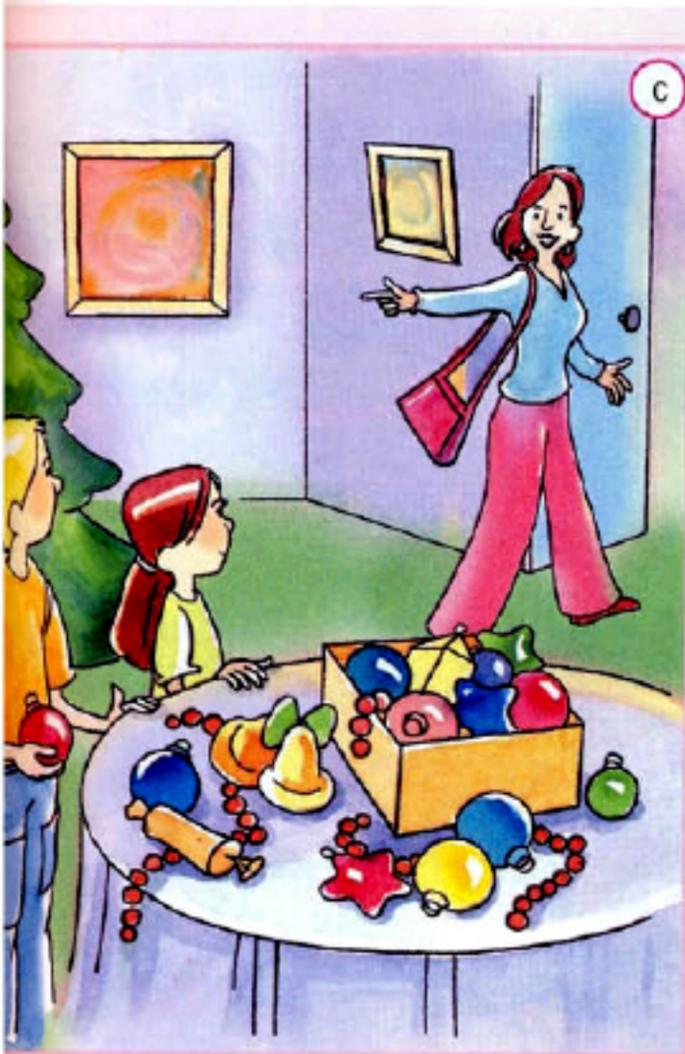
3 — Don't eat ice cream.
 — ...

4 — Don't talk in the lesson.
 — ..., miss.



LOOK

I **will** do.
I **won't** do. = I **will not** do.



2b Read the conversations in Ex. 2a aloud.

3 Make the rule.

- 1 When do we say *will*?
- 2 When do we say *won't*?

4 Read the New Year resolutions and find out:

- what the children promise to do next year.
- what the children promise not to do next year.

My New Year Resolutions

I will be good next year.
I will do all my homework and
I won't be late for my lessons.
I will also do some sport every day.

Dan

My New Year Resolutions

I won't eat lots of chocolate and sweets.
I will eat more fruit and vegetables.
I won't spend a long time on the phone and
I will practise the piano every day.

Jenny

New Year Resolutions

I will make my bed.
I will do the washing up after dinner.
I will feed my dog and walk him in the park.
I won't watch TV all day long.

Mike

5 Read the resolutions again and say true (T) or false (F).

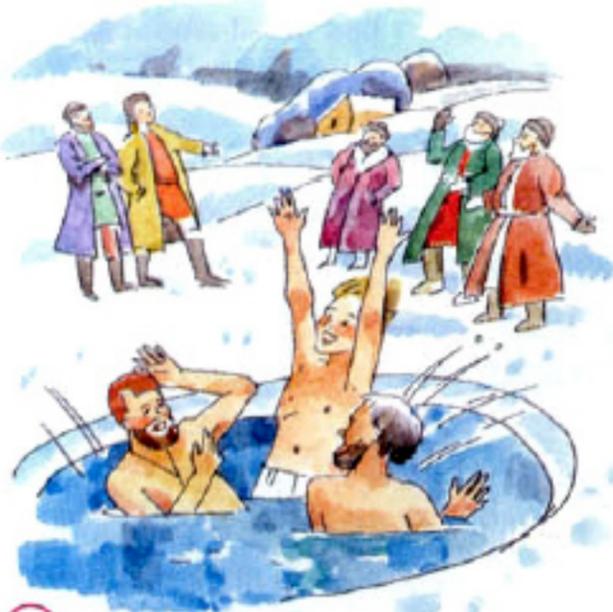
- 1 Dan likes doing sport.
- 2 Dan is never late for his lessons.
- 3 Jenny loves sweets and chocolate.
- 4 Jenny doesn't like talking on the phone.
- 5 Mike doesn't look after his dog often.
- 6 Mike likes watching TV.

6 Write your resolutions for the next week.

Example: I will finish my Harry Potter book.
I won't eat ice cream on Wednesday.

7 Write your resolutions for the New Year.

Lesson 6 Merry Christmas!



A swim in an ice hole



B tell fortunes



C wear costumes and masks



D sing "kolyadki"



E dance in a circle



F play near the bonfire



G eat pancakes

1a Look at the pictures and say the words.

1b Play the *Memory* game.

Example:

Pupil A: What are the people in picture A doing?

Pupil B: They're swimming in an ice hole.

2 Answer the questions.

1 Do any of the old Russian traditions happen now?

2 Which traditions would you like to take part in?

Example: I would like to tell fortunes.

3a Listen and put the pictures in the right order.

3b Listen again and say what traditional Christmas activities Lisa would like to do.

Example: I'd like to dance in a circle.

4 Play a chain game.

Example:

Pupil A: Would you like to sing "kolyadki"?

Pupil B: **Yes, that's a good idea.** Let's dance round the bonfire too.

Pupil C: **OK.** Shall we go swimming in an ice hole?

Pupil D: **Oh, no. It's very cold.** But let's wear masks when we sing "kolyadki".

Pupil E: **OK.** Shall we eat pancakes?

Pupil F: **Yes, they're my favourite...**

LOOK

Let's wear masks.
Would you like to sing?
Shall we play games?

5 Look at the cards. Find differences between the British cards and the Russian cards.



6 Design your own Christmas cards for your teacher and your friends.

Christmas Greetings

- ❖ With best wishes for Christmas and the New Year.
- * Wishing you every success for the New Year.
- * Wishing you a Christmas filled with love and friendship.
- * May your Christmas be filled with happy surprises.
- * Wishing you a Merry Christmas and a Happy New Year.
- ❖ With warm and friendly wishes for a Merry Christmas and a Happy New Year.
- * Season's greetings.

Lesson 7 Progress page

1a Listen to Martha and Paul. What presents did they get?



Score: 10 (2 x 5)

1b Listen again and write why the children enjoyed their presents.

Example: ...can paint.
 ...is his / her favourite sport.
 ...likes...

Score: 5 (1 x 5)

2 Fill in the gaps with *mine, his, hers, ours, theirs*.
Example: Is this poster yours? — Yes, it's mine.

- 1 This is Mary's cracker. It's...
- 2 This is our camera. It's...
- 3 These are her children's toys. They're...
- 4 This is my bike. It's...
- 5 These are John's cassettes. They're...

Score: 5 (1 x 5)

3 Read about Jack and write Jack's five New Year resolutions.

Example: I will be organised.

SCHOOL REPORT

Jack Wilson is not organised. He is often late for school. He doesn't do his homework every day. He doesn't like reading books. Jack is good at sports. But he spends too much time on the football field. So he can't spend more time on his homework.

Score: 15 (3 x 5)

4 Read the letter and invite Ann to go to the party with you.

Dear Natasha,
 Would you like to come to a Christmas party at our school?
 It starts at four o'clock on 7 January. It will be very interesting: dancing, singing songs, playing games and having a Christmas tea.
 You can bring your friend with you.
 See you soon,
 Helen

Dear Ann,
 Helen invited me to come to the (1) ... at (2) It starts at (3) ... on (4) She says they are going to have great fun. They're going to (5) ..., (6) ..., (7) ... and (8) (9) ... to come with me?
 Best wishes,
 (10) ...

Score: 15 (3 x 5)

Total: 50

Lesson 8 Project: Christmas party



1 Before the party.

- Make Christmas biscuits and bring them to the class.
- Make Christmas crackers.
- Decorate your classroom with tinsel, pictures and other Christmas decorations.
- Display your invitation cards, letters and New Year resolutions on the walls and the blackboard.

2 Read and put the activities in order to make a good party programme.



CHRISTMAS PARTY

Programme

- * Awards for the winners
- * The song "Jingle, bells!"
- * Cracker "salute"
- * Card "parade"
- * Christmas poems
- * Tasting Christmas biscuits
- * Guessing game
- * Christmas quiz
- * Playing Forfeits

3 Read, do the quiz and get your prize.

Christmas Quiz

- 1 When do British people celebrate Christmas?
- 2 Name five British Christmas traditions.
- 3 What is the traditional Christmas food in Britain?
- 4 How does Father Christmas go into houses?
- 5 Where are the presents for all the family?
- 6 When do Russian people celebrate Christmas?
- 7 When do people in Australia celebrate Christmas?
- 8 What do Scottish people call New Year's Eve?
- 9 What can you find inside Christmas crackers?
- 10 What are "kolyadki"?

4 Read the poem and fill in the gaps with the words: *boys, tree, tea, toys*. Learn the poem.

A Christmas Party

We're going to have a party
And a lovely Christmas (1) ...,
And flags and lighted **candles**
Upon the Christmas (2)

And then there will be crackers
And **caps** and hats and (3) ...,
A Christmas cake and presents
For all the girls and (4)

Adeline White

candle — свеча
cap — шапка



Lesson 1 What we wear

1 Read and choose the answer.

I usually wear:

- what my parents tell me to wear
- cool clothes
- comfortable clothes
- clean clothes
- my brother's / sister's clothes

2 Read and say the new words. Match the words and the pictures.

swimsuit jeans Reebok trainers
sweater shorts blouse

3 Imagine you have got £80. What clothes from the catalogue would you like to buy?

Example: I'd like to buy blue jeans and a sweater.

4a Group the adjectives in the box like in the LOOK box.

LOOK

funny	old	blue	American	jeans
мнение	качество	цвет	страна / фирма	

nice red cool warm Wrangler long
beautiful American old black Italian
Reebok short white

- 1 nice, ... 3 red, ...
2 old, ... 4 Wrangler, ...

4b Play in two teams. Make descriptions of clothes and find people who are wearing them.

Example:

Team 1: New blue jeans.

Team 2: Dima is wearing new blue jeans.

nice	red	sweater
beautiful	blue	blouse
new	white	shirt
cool	black	shoes
long	green	jeans
short	brown	trousers

shirt £25

T-shirt £10

dress £70

boys' shoes £40

girls' shoes £40

trousers £30

A £25

B £35

C £15

D £40

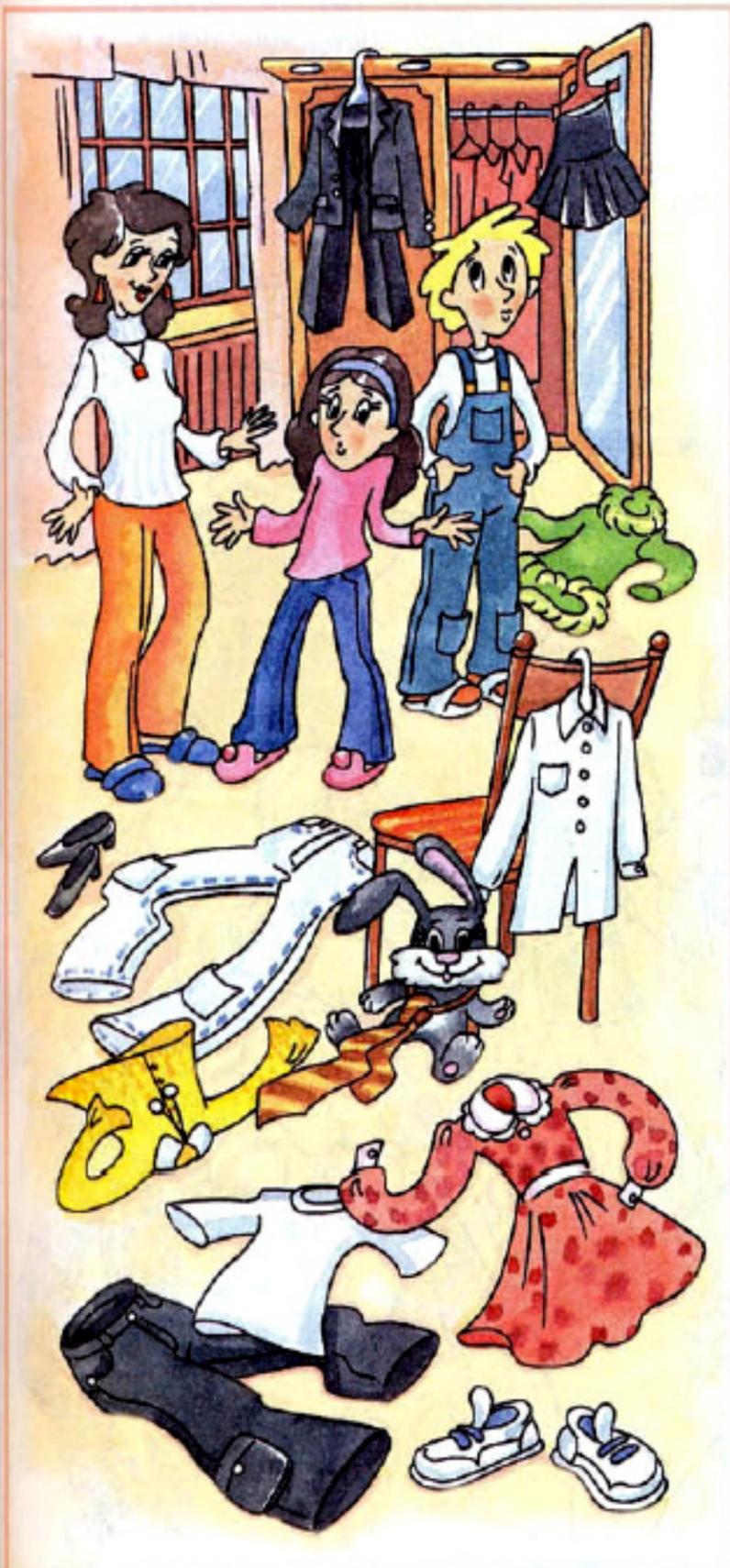
E £25

F £70

T + shirt = T-shirt
swim + suit = swimsuit

5a Mike and his sister Sue are going to go to their school party. Look at the picture and guess what they are going to wear.

Example: I think Sue is going to wear a yellow blouse.



5b  Listen and check.

6a Read and say whose things they are.

- a red dress
- a white sweater
- a black suit
- trainers

Part 1

Mother: What are you going to wear, Sue?
 Sue: I'm not sure. I've got that red dress.
 Mother: Yes, it's lovely.
 Sue: But it's old. I wore it for the last party.
 Mother: Why don't you wear your new blouse?
 Sue: Oh, no, I hate it.
 Mother: Why? I think it's very pretty.
 Sue: Mum, can I wear your white sweater?
 Mother: This sweater? Isn't it too big for you?
 Sue: Oh, no, it's cool. Please, Mum.
 Mother: OK, OK.

Part 2

Mother: And you, Mike? What are you going to wear?
 Mike: I don't know. I don't care.
 Mother: What about your black suit?
 Mike: No, I look stupid in it.
 Mother: No, you don't. Come on, be a good boy.
 Mike: I'm going to wear my jeans and a T-shirt. And my new trainers.

6b Act out one of the conversations.

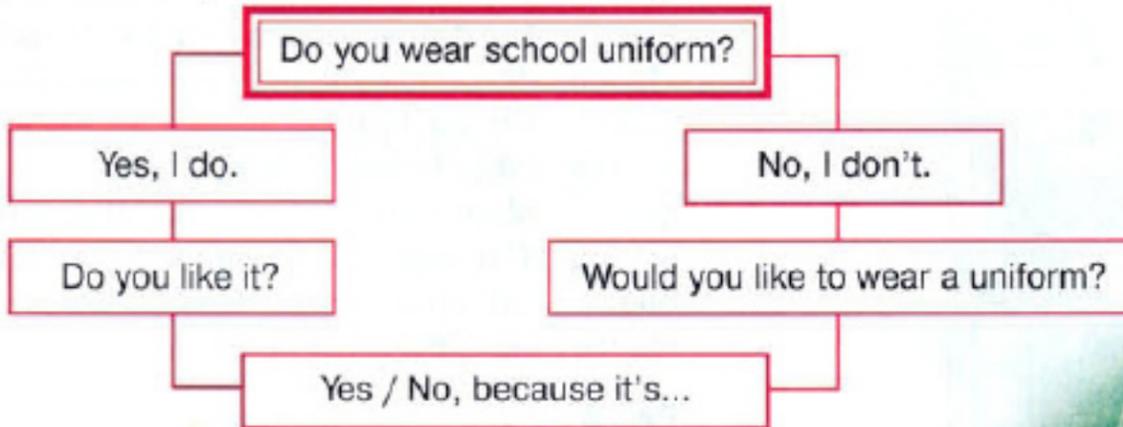
7 Find a photo from a magazine or draw a picture. Write what the person in the picture is wearing.

Example: He is wearing blue jeans, a white T-shirt and Reebok trainers.



Lesson 2 Fashion show

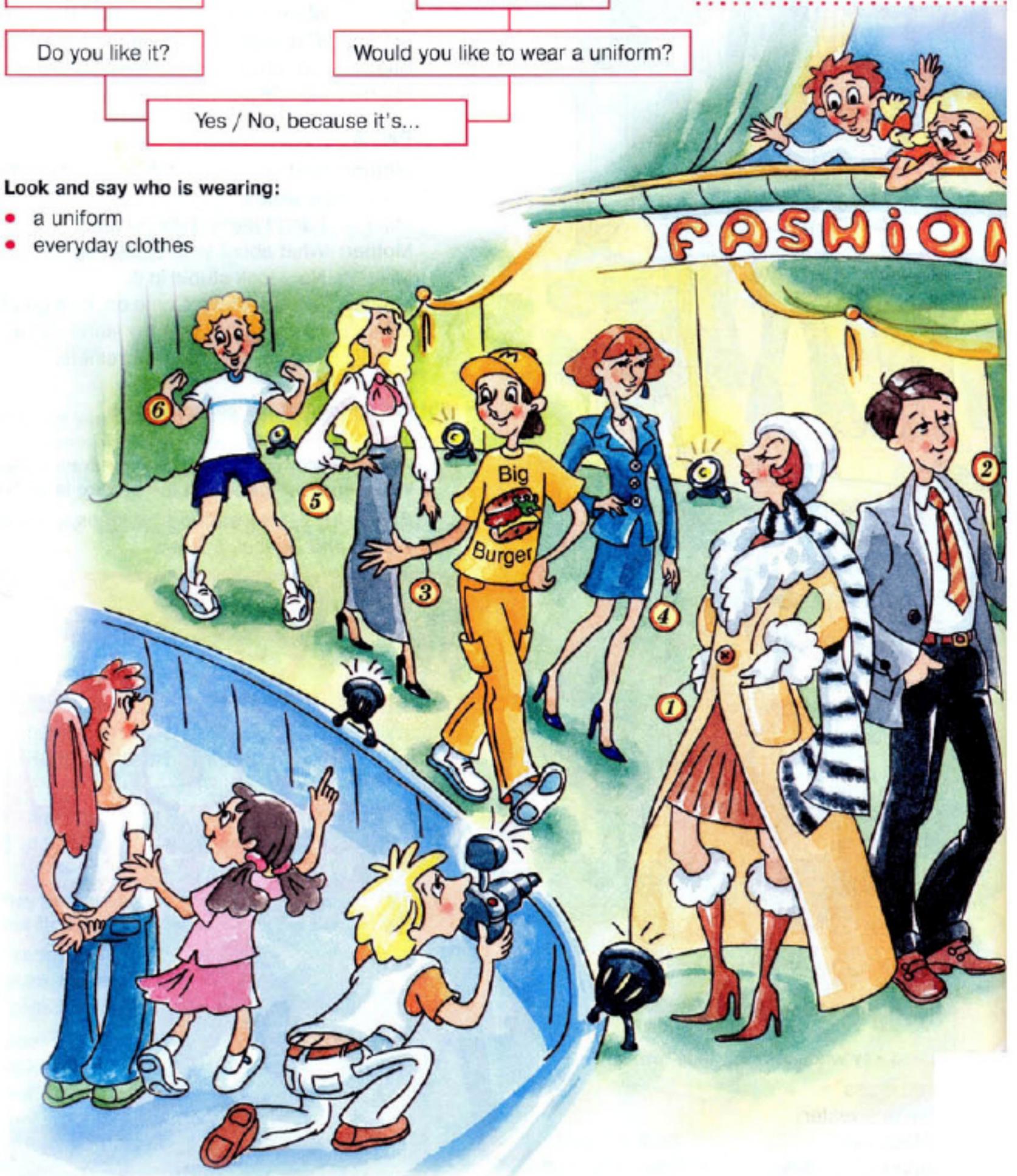
1 Answer the question.



comfortable / uncomfortable
beautiful / ugly
OK / boring

2a Look and say who is wearing:

- a uniform
- everyday clothes





- 2b Look, listen to Part 1 and find Alan, Nigel and Amanda.
- 2c Listen again and guess the words: *jacket, tie, socks, skirt.*
- 3a Look, listen to Part 2 and find Barbara, Jack and Liz.
- 3b Read the text and guess the meaning of the words in bold.

And here comes Barbara in a beautiful blue suit with big white **buttons**. She's also wearing dark blue shoes with **high heels**. Thanks, Barbara. Jack looks fantastic in a bright orange uniform: **a cap**, trousers with small **pockets** and a T-shirt with a hamburger on it. He works for the best fast food cafe in the city. And finally, meet Liz. She's wearing a warm winter **coat**, warm **boots**, a white **hat** and a white **scarf** with stripes.

READ AND SAY

ar [a:] park dark garden large far scarf
 ir [ɜ:] third first girl shirt T-shirt skirt
 or [ɔ:] sort lord Ford short shorts

dark lord girl T-shirt park third
 short far scarf shorts shirt sort
 garden skirt large first

4 Play Auction. Read and complete.

- a ... with big buttons
- a ... with a lot of pockets
- a ... with a picture on it
- a ... with stripes
- ... with high heels

LOOK

a blue suit **with** white buttons

5 Play Fashion Show.

Example: And here's our model. She is wearing a short blue skirt, a beautiful sweater and shoes with high heels.

6a Translate into English using the verb wear.

- 1 На мне теплое пальто, шапка и шарф.
- 2 Дома я хожу в шортах и майке.

6b Draw and describe a school uniform.

Example: This is a picture of a new uniform. Our model is wearing a yellow T-shirt with green stripes, green trousers, a green cap and black shoes. The new uniform is beautiful and comfortable.



Lesson 3 What did he look like?

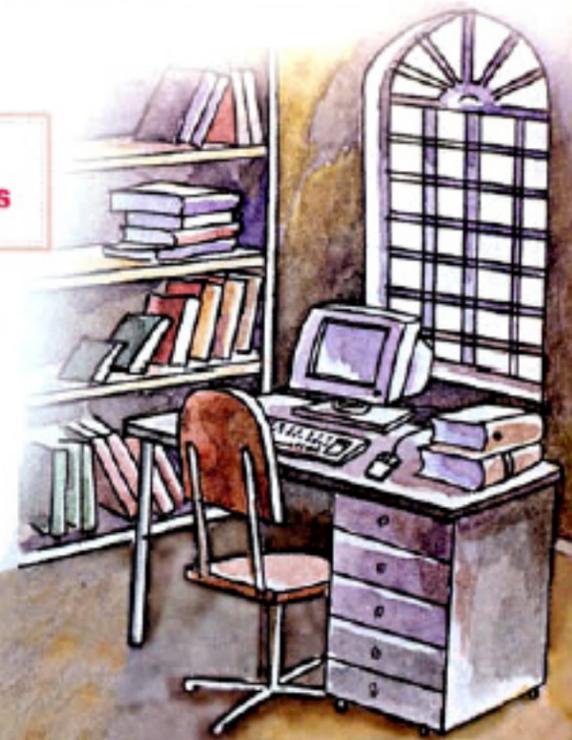
- 1 Read and guess the words in bold and find the boys in the picture.

Jim is tall. Mike is **as tall as** Jim, but he is thinner. Dave isn't **as tall as** Jim and Mike. Nick is shorter than Dave, and he is very thin, but his dog is **as fat as** a hippo.



LOOK

as tall as
not as tall as



- 2 Say who in the class is **as tall / strong / good at English / Maths / computers, etc.** as you.

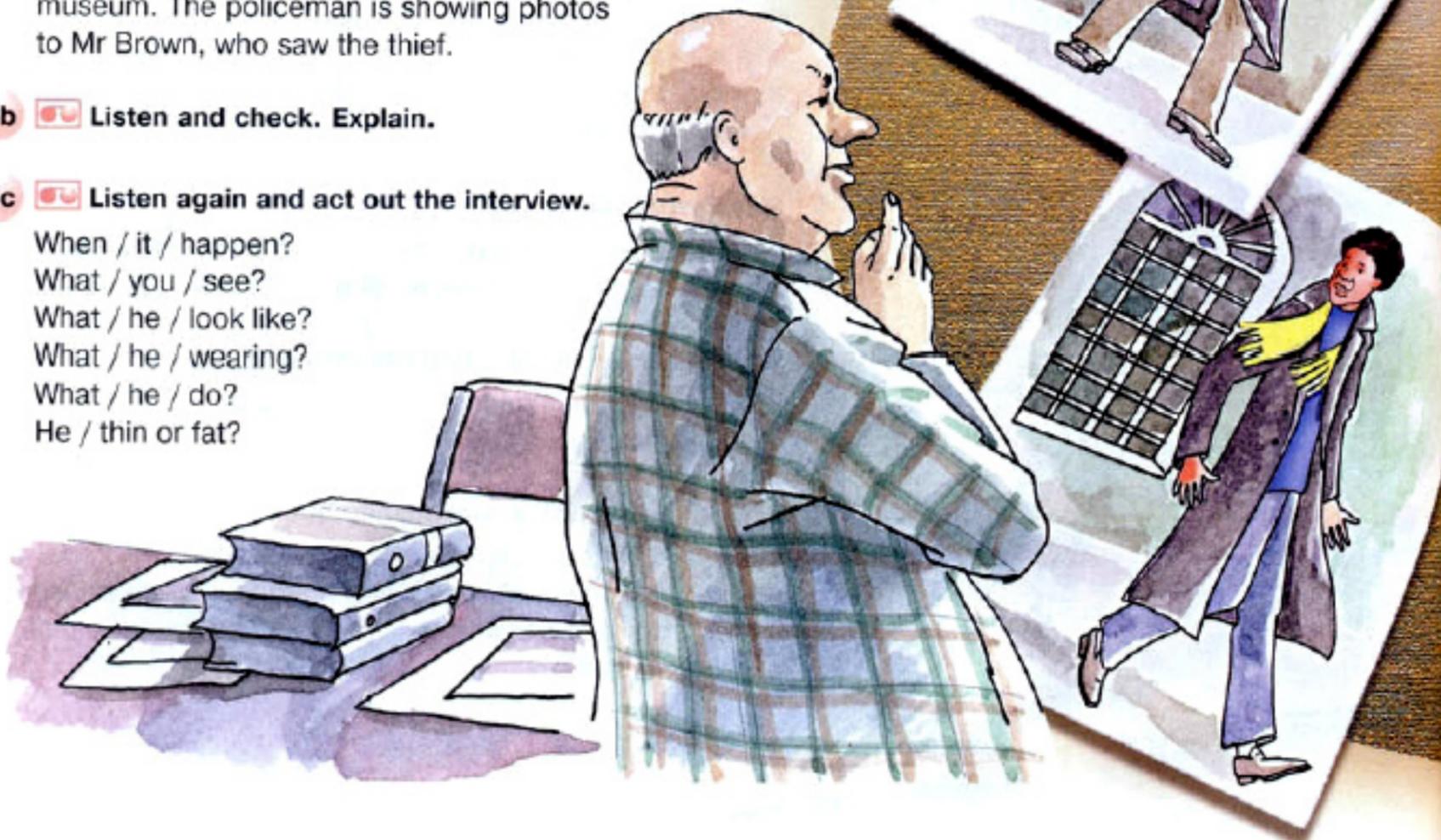
- 3a Look at the photos. Say who you think is the thief (вор).

Somebody has stolen (украд) a picture from the museum. The policeman is showing photos to Mr Brown, who saw the thief.

- 3b Listen and check. Explain.

- 3c Listen again and act out the interview.

When / it / happen?
What / you / see?
What / he / look like?
What / he / wearing?
What / he / do?
He / thin or fat?



- 4 Read the extract from a story by Arthur Conan Doyle. Act out the conversation between Mrs St Clair and a policeman. Use the questions from Ex. 3c.



Mr St Clair is a man of thirty-seven, a good husband and a loving father. Last Monday his wife went into town. When she was in the street, she suddenly heard a cry, and saw her husband in a second-floor window. He was wearing a dark coat, but no shirt or tie. Suddenly he disappeared (исчез). She ran into the house, but found only his clothes and a strange ugly man. The police arrested him.



- 5 Look at the picture and write to the police about the burglary that you saw. Use:

- the questions from Ex. 3c
- the words: *three days ago, a heavy bag, tall, blue jeans and a black T-shirt, to jump out of the window, thin.*



Lesson 4 Different colours – different people

1a Read and find out what you are like.

COLOUR TEST



People who like red are **strong** in character and love to be **active**. You always know what you want.

People who like green are **clever** and **calm**. You usually make plans for the future and don't like surprises.

People who like blue are very **talented**. You love art, music and literature. Other people like you because you are **friendly** and **honest**.

People who like orange are very **active** and **cheerful**. You are **fair** and very good at organising people. Your room is always clean.

People who like pink are **kind** and **warm**. You are always **friendly** and show your love for others. You are also a good leader.

to be ready —
БЫТЬ ГОТОВЫМ
to show —
ПОКАЗЫВАТЬ



People who like yellow are **open** and always ready to help. Sometimes you talk too much, but everybody listens to you. You are the good fun at parties and a very good friend.

1b Interview your partner.

Example:

Pupil A: What's your favourite colour?

Pupil B: Green.

Pupil A: What does the colour test say?

Pupil B: It says I'm clever and calm and I don't like surprises.

Pupil A: Do you agree?

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

2 Read and translate the words.

disagree dislike dishonest
unusual uncomfortable unfair unfriendly

3 Say what kind of people you like / don't like. Use the words in the box.

Example: I like people who are kind.

beautiful dishonest stupid warm kind
unfair cheerful friendly angry cold fair
ugly honest unfriendly clever boring

4 Say what you think about the man you see in the picture.

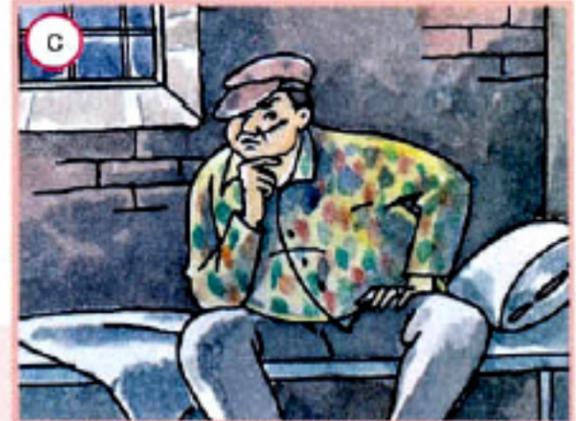
Pupil A: Look at p. 67 (Lesson 3, Ex. 4).

Pupil B: Look at p. 138 (at the end of the book).

5 Continue the text in Ex. 1a. Write about people who like white. Check with the teacher in the next lesson.

Lesson 5 Describing people

1 Read and find the photo.



The police arrested a man for killing Mr St Clair. We went to the prison to look at him. The man was asleep. He was wearing a coloured shirt under his coat. He was very dirty and ugly, and there was an old scar on his face. His hair was very bright red.

"He's beautiful, isn't he?" said the inspector.

"He certainly needs a wash," said Holmes. He opened his bag and took out, to my great surprise, a very large sponge.

"Ha! ha! You are a funny man," laughed the inspector. He opened the door and we went in. Holmes took the sponge and washed the man's face.

"Let me introduce you," he said, "to Mr Neville St Clair."

The man's face with the horrible scar and red hair disappeared! We saw a sad, good-looking man with black hair. He was sitting in his bed and looking around in surprise.

prison — тюрьма
bath sponge — губка
let me introduce you —
 позвольте вам представить
disappear — исчезнуть
sad — печальный

2 Play Detectives.

Example:

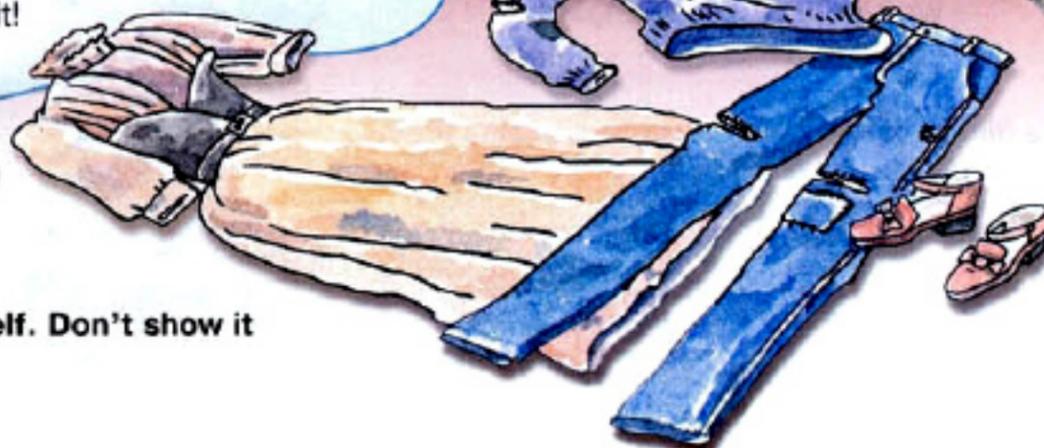
Pupil A: Hello, I'm a policeman / policewoman. I'm looking for a tall man with long fair hair and black eyes.

Pupil B: I'm sorry, I can't help you. / I think I know him.

3 Read and make your own descriptions.

Meet Mr Smart — a famous detective. He is very clever. He can look at clothes and guess who wore them.

I think these are a teenager's jeans. He is 13 to 14 years old. He is tall and thin, with an oval face. He has short fair hair and blue eyes. He is open and friendly. And... oh, yes, he plays the guitar, and his favourite food is fish and chips. It isn't difficult. You can do it!



4 Write a description of yourself. Don't show it to your classmates.

Lesson 6 Different or alike?

1a Read and find pictures of Jerry and Mr Smith.

Mr Smith's dog Jerry looks very much like Mr Smith. They are both quite fat, with brown hair and big brown eyes. They both look very kind.



1b Match the dogs and their owners. Explain your answer.

1c Think about the owner of the lone dog. What do you think he / she looks like?

LOOK

both + V
We both like chocolate.

2 Say what you and your friend:

- 1 both like / both have / can both do well.
Example: We both like computers. We can both swim.
- 2 have in common
Example: We are both calm.

LOOK

are / were + **both**
can + **both**
They are **both** quite fat.
We can **both** speak English.

3 You are a film director. You need actors to play the roles of two brothers / sisters in your new film.

- Choose the actors from your classmates.
- Prove that they are alike.

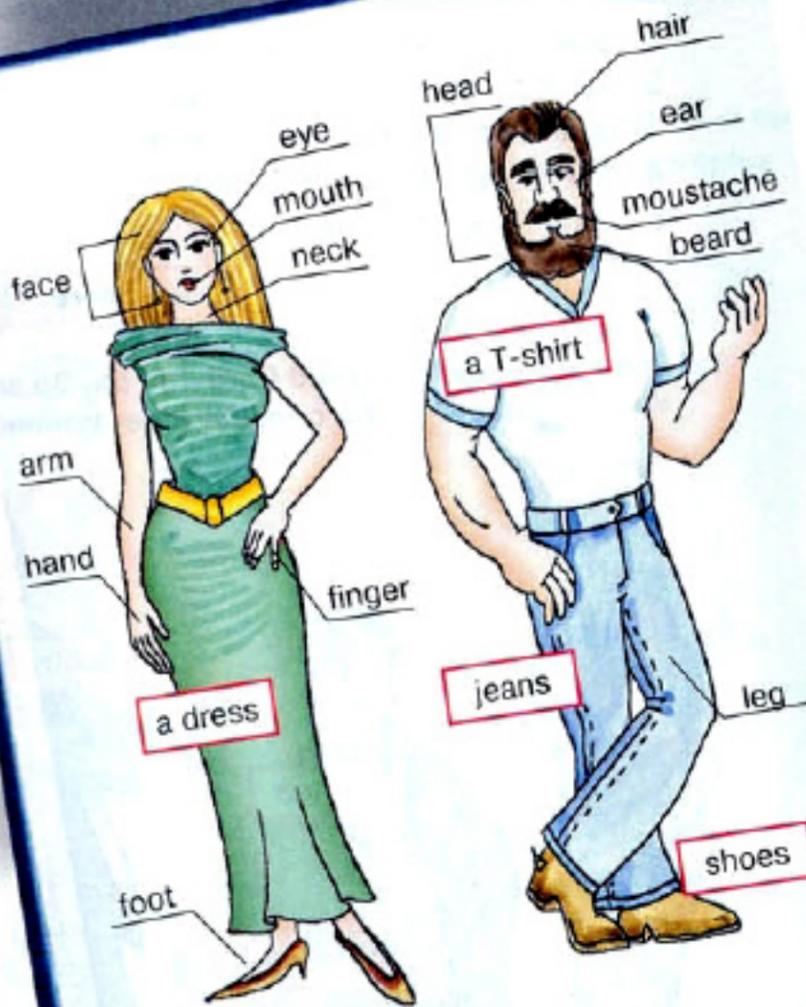
Example: Nina looks like Natasha. They are both tall, they both have blue eyes and fair hair.

4 Read, listen and find Steve in the picture.

Twelve British teenagers are going to come to Russia. They are going to live with Russian families for 10 days. Dima is going to meet his British friend Steve at the airport. Dima and Steve are pen pals, but Dima doesn't know what Steve looks like. They are talking on the phone.



5a Read and answer: *What kind of book is this?*



Name: people
Home: planet Earth
Food: meat, fruit, vegetables, bread, chewing gum
Description. People are quite tall, with long legs and short arms. They have got small eyes and ears. Men are usually taller and stronger than women. Women have got long hair on their heads, and some men have got hair on their faces (moustache and beard).
General information. People live in groups of three or four (families). They can hunt, make houses, read and write. They can also talk to each other. People usually wear clothes on their bodies. The most popular are jeans, sweaters and T-shirts.
Behaviour. People are usually friendly and active. They are quite clever. They love children very much. Many people do sports and have different hobbies.

- 5b Do you think this information is true?
- If it isn't, say why.
 - Add more facts about people (their interests, appearance, clothes, food, etc.).

5c Look at this Flippean boy and compare people and Flippeans.
Example: Flippeans are as tall as people. People and Flippeans have both got two ears. Flippeans haven't got hair on their heads.

6 What do you think about Flippeans?
 Fill in the gaps.

Name: ...
Home: ...
Food: ...
Description. Flippeans are ..., with ... legs and ... arms. They have got ... eyes and ... ears. They have got ... hair on their
General information. Flippeans can
Behaviour. Flippeans are They like



READ AND SAY

ear [ɪə] ear near hear clear fear beard
 air [eə] air hair chair Claire fair

ear — air fear — fair
 clear — Claire hear — hair

Lesson 7 Progress page

1 Listen and find the girl's mother in the picture.

This little girl is looking for her mum in the shop. She is crying. Help the policeman to find the girl's mother.

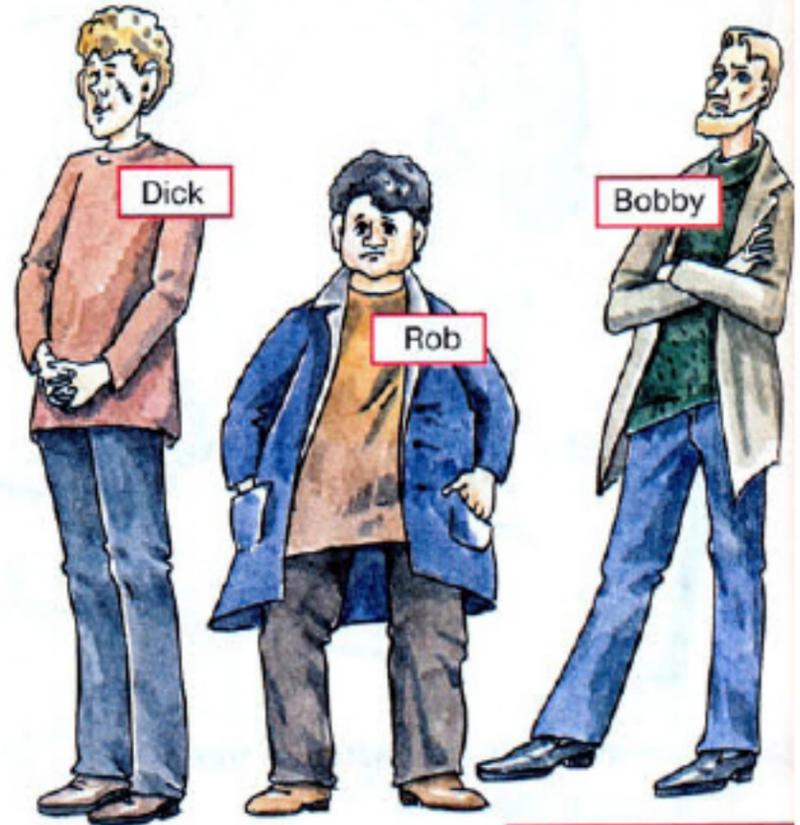


2 Look at the picture in Ex. 1. True (T) or false (F)?

- 1 Jane is not as tall as Sue.
- 2 Jane's hair is as long as Sue's.
- 3 Jane and Sue both look cheerful.
- 4 Sue is not as slim as Jane.
- 5 Jane looks like Sue.

Score: 15

3a Look at the picture, read Card 1 in Ex. 3b and write the name of the criminal (преступник).



Score: 10

3b Fill in Card 2.

1

WANTED DEAD OR ALIVE

Name: ...
 Body shape: tall, thin
 Face: small grey eyes, a long scar
 Hair: fair, curly

2

WANTED DEAD OR ALIVE

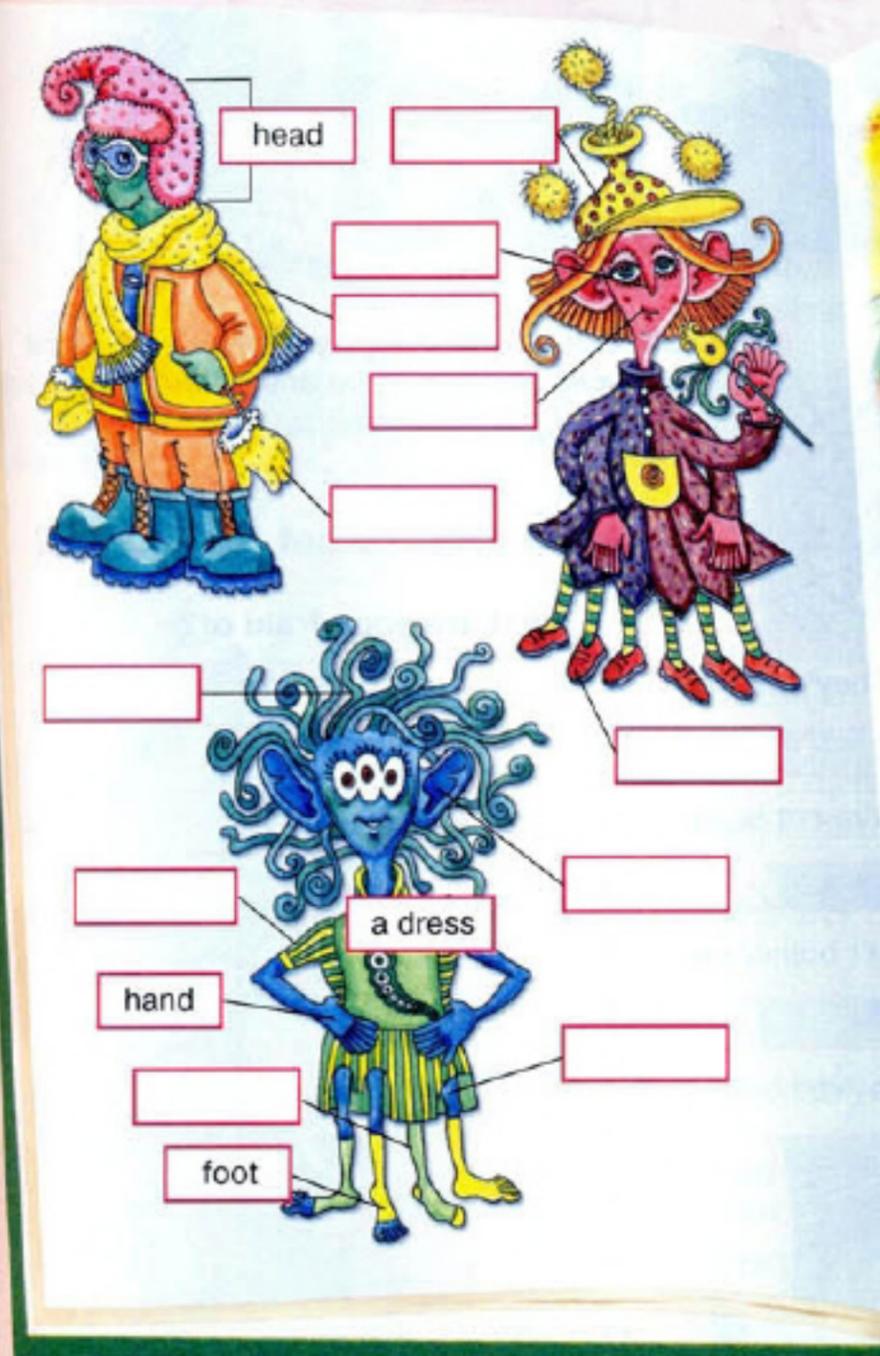
Name: Rob
 Body shape: (1) ...
 Face: (2) ...
 Hair: (3) ...

Score: 15

Total: 50

Lesson 8 Project: Space Encyclopedia

- 1 Work in groups. Draw an alien, think of a name for him / her and design his / her clothes.
- 2 Write an encyclopedia entry for your aliens, label the parts of their bodies and their clothes. See the examples.



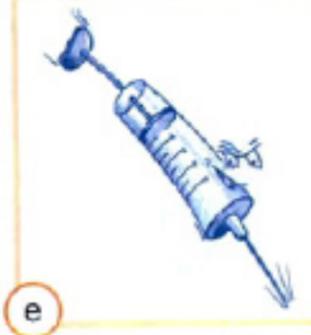
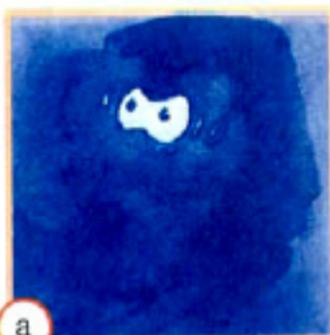
- 3 Present your page of the *Space Encyclopedia*.
- 4 Give each alien entry a title:
 - the funniest
 - the cleverest
 - the most unusual
 - the most cheerful
 - the most dangerous
 - space fashion show model, etc.
- 5 Join all the pages together and give your book a title. Display your encyclopedia in the classroom.

Spooky stories

Lesson 1 What are you afraid of?

1a Look at the scary (страшные) things. Listen, match the words and the pictures.

- skeleton witch vampire injection the dark



1b Read, tick (✓) the things you are afraid of and score your answers. Give one point for each tick.



Are you a scaredy-cat (трусишка)?

What are you afraid of?

1	ghosts	
2	snakes	
3	cockroaches	
4	witches	
5	spiders	
6	black cats	
7	injections	
8	thunderstorms	
9	vampires	
10	tests	
11	mice	
12	skeletons	
13	???	
Score:		

• Read what your score means.

8—13: You are a scaredy-cat! Watch out!
It's not good for your nerves.

4—7: You're not a scaredy-cat but very careful.

0—3: You are as brave as an astronaut.



2 Interview your partner and find the things he / she is afraid of.

Are you afraid of ghosts?

Are you afraid of the dark?

Ghosts? No, I'm not. They're funny.

The dark? Yes, I am. It's scary.

3a Listen and answer the question: Are Max, Tom and Jane afraid of any scary things?

3b Listen again. Explain your answer.

Example: Max is not afraid of any scary things. He thinks that ghosts and vampires aren't real.

4a Read and fill in the gaps with words from the box.

SPOOKY STORY

It was a black, black night.

In the black, black forest there was a black, black (1) In the black, black (1) ... there was a black, black (2) In the black, black (2) ... there was a black, black (3) On the black, black (3) ... there was a black, black (4) In the black, black (4) ... there was a SPOOKY (5) ...! BOO!!!

room
box
forest
table
house
(your word)

4b Listen and check. Tell the story. Make your friend jump.

5a Find out what things your family and your friends are afraid / aren't afraid of. Write about them.

*Example: My little sister is afraid of spiders.
My brother is not afraid of snakes.*

5b Write a spooky story. Use Ex. 4a as an example.



Lesson 2 It was dark...

1 Look and say. What were the children doing? Use words from the box.

Example: Alan was making a fire.

read a book
play volleyball
play the guitar
cook dinner
make a fire



2 Listen to the beginning of a spooky story and say what happened.

3a Read the text and answer the questions.

It was a warm summer evening. It was getting dark. There were no clouds in the sky. The moon was big and orange above the trees. The scouts were having a rest near the forest. Alan was making a fire. Tom was playing the guitar under the tree. Pat was making dinner. Jane and Pete were playing valleyball. Tony was reading a book. Suddenly the children heard a strange scream (крик) from the forest "Toowit-toowoo..."

(To be continued — продолжение следует)

- 1 When was it?
- 2 Who?
- 3 Where?
- 4 What were the children doing when...?
- 5 What happened?

3b Cover the picture and the story. In pairs, ask and answer the questions.

Example:

Pupil A: What was Alan doing when he heard the strange scream?

Pupil B: Alan was making a fire.

- 1 What was Tom doing when he heard the strange scream?
- 2 What was Pat doing when she heard the strange scream?
- 3 What were Jane and Pete doing when they heard the strange scream?
- 4 What was Tony doing when he heard the strange scream?

LOOK

Alan **was making** a fire when he **heard** a strange scream.

4 Play **What Were You Doing When The Teacher Came In?**

- Mime different actions and stop when your teacher comes in.
- Check your teacher's memory. Correct your teacher if he / she can't remember.

Example:

You: What was Katya doing when you came in?

Teacher: Katya was jumping (when I came in).

You: Katya wasn't jumping. She was running.

5a Translate into English and finish the last sentence.

Был холодный зимний вечер. Темнело. Маша и Петя шли домой после школьного новогоднего вечера. Петя рассказывал Маше про своего нового питомца, черного кота, как вдруг они услышали...

после — after
рассказывать — tell
как вдруг — when suddenly

5b Write the beginning of a spooky story.

- Think of two or three characters and write what they were doing when ...
- Use the questions in Ex. 3a as a plan.

It was ...

(They) were ...

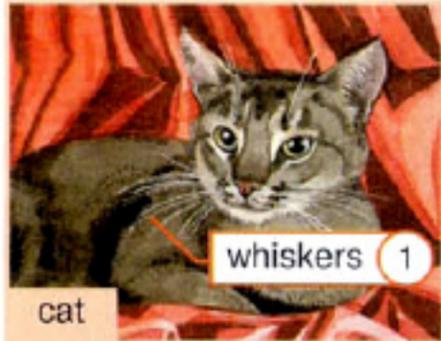
(He / She) was ... when (he / she / it) ...



Lesson 3 Suddenly...

1 Make word combinations and label the picture of a funny creature.

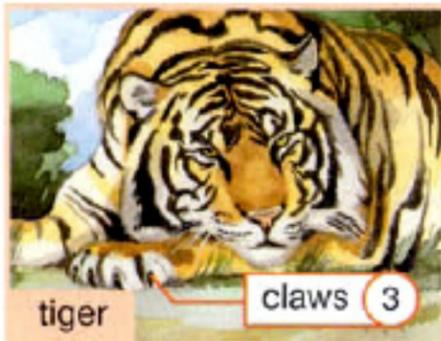
Example: whiskers — (1) the whiskers of a cat



cat



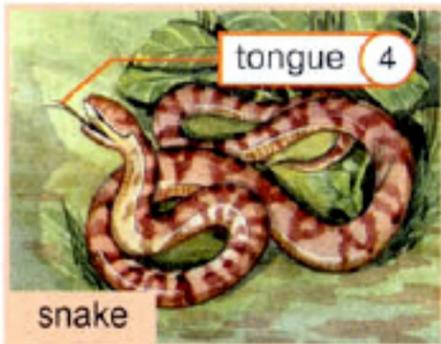
wolf



tiger



man



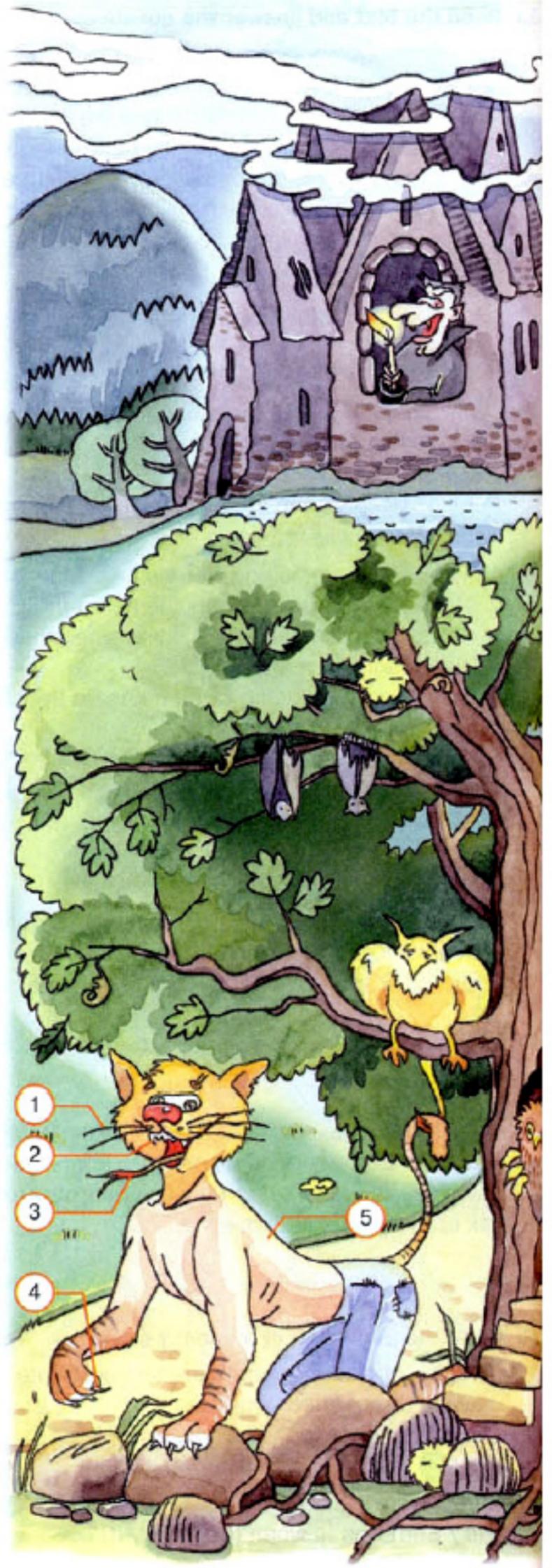
snake

2a Read and complete the descriptions of the creatures.

A He is a tall man with long black (1) He wears long dark clothes. He has a white face with little red (2) When he opens his mouth you can see a long (3) ..., small yellow teeth and the sharp (4) ... of a wolf. He bites you on your neck, drinks your blood and kills you. Hor-r-r-rible!

B It has the (5) ... of an old woman. It has an ugly, scary (6) ... with angry little eyes and a long (7) It can grab you with its big strong (8) ... of a tiger. It wears a long black dress and a black hat. It does black magic and it can turn you into a spider. Watch out! It is very dangerous.

2b Find the creatures in the picture. What are they?





3 Listen and answer: *What did the boys see in the nest?*

4 Read and find the description of the picture in the text.

"I know what it is," said Alan. "It's an owl."
 "I want a pet owl," said Tom. "Let's find one."

Because owls hunt at night and it was dark, Alan and Tom decided to find the owl the next day. Behind the camp there was a wood. The boys went there. They wanted to find the nest. Alan said, "Look, up there." There was a nest on the tree. They climbed up the tree.

The owl was there. It was sleeping. Suddenly the owl moved, and the boys saw its other face. It was the ugly face of a witch with big yellow eyes and sharp fangs.

The Witch Owl grabbed the boys with its strong claws and it flew up into the sky. Alan and Tom screamed and screamed, but nobody could hear them.

(To be continued)



READ AND SAY

-ture [tʃə] picture nature creature literature
 lecture culture temperature
 adventure feature furniture future

(t)ch [tʃ] teacher kitchen cheap chips watch
 witch which each catch match sketch
 Scotch chess chest chair cheese

5 Complete the description of a spooky creature with the right adjectives, draw a picture and think of a name for it.

It looks very frightening. It usually has the body of a man and the head of a monster with (1) ... hair and (2) ... ears. It has an ugly (3) ... face with (4) ... eyes and a (5) ... nose. You can see (7) ... fangs and a (8) ... tongue in its (9) ... mouth. It is (10) ... and it wears (11) ... clothes. It can walk through (через) walls, climb trees and run fast. You can hear its low scary voice at night when it grabs its victims (жертвы) with its (12) ... claws. Watch out!

Lesson 4 Finally...

- 1a Remember the beginning of the story about the two boys and the Witch Owl. Answer the question: *What do you think happened in the end?*
- 1b  Listen and check.
- 2 Read and fill in the gaps with verbs from the box.

cry fall (fell) answer decide want
begin (began) be run away (ran)

The Witch Owl dropped Alan and Tom into its mountain nest. There (1) were a lot of other children there: Pete and Jane, and Pat and Tony. They (2) ..., "We want to go home," but the nest was too high. There were no branches to climb down and they couldn't jump.

Then a low, creepy voice voice (3) ..., "Ha, ha, ha! You (4) ... to keep me as a pet. Well, now you are all my pets."

Suddenly, a storm (5) Lightning struck the branch under the nest and it (6) The children (7) ..., they were all free. Alan and Tom (8) ... to get a dog. Not an owl.

drop — бросать
branch — ветка
creepy — жуткий

lightening — молния
strike (struck) — ударять
free — свободный

- 3a Put the events in the right order.
- The boys went to the forest the next day. There they found the nest where the owl was sleeping.
 - The scouts were having a rest when they heard a strange scream from the forest. They thought it was an owl.
 - The Witch Owl wanted to keep the children in its nest as pets. A thunderstorm began, the branch fell and the children ran away.
 - It turned round and they saw the ugly face of a witch. The boys screamed but nobody could hear them. The Witch Owl grabbed them and took off into the sky.
 - Alan and Pete decided to find the owl in the forest because they wanted to have a pet owl.





3b Read and discuss.

- 1 Were the children happy to be pets? Why / Why not?
- 2 Can you keep an owl as a pet? What do you think?
- 3 What kind of animals can't you keep as pets?

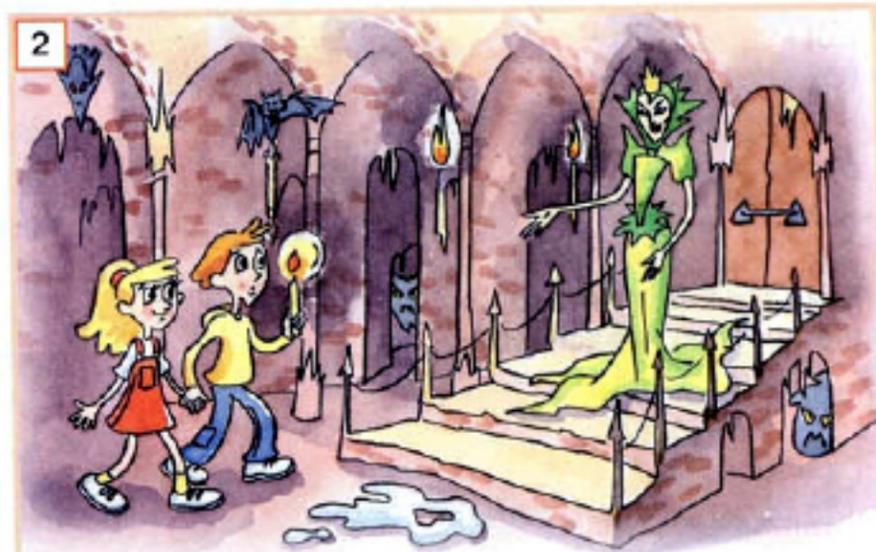
4 Choose the best title for the story.

- 1 A Strange Scream
- 2 A Pet Owl
- 3 The Nest Of The Witch Owl
- 4 Your own title

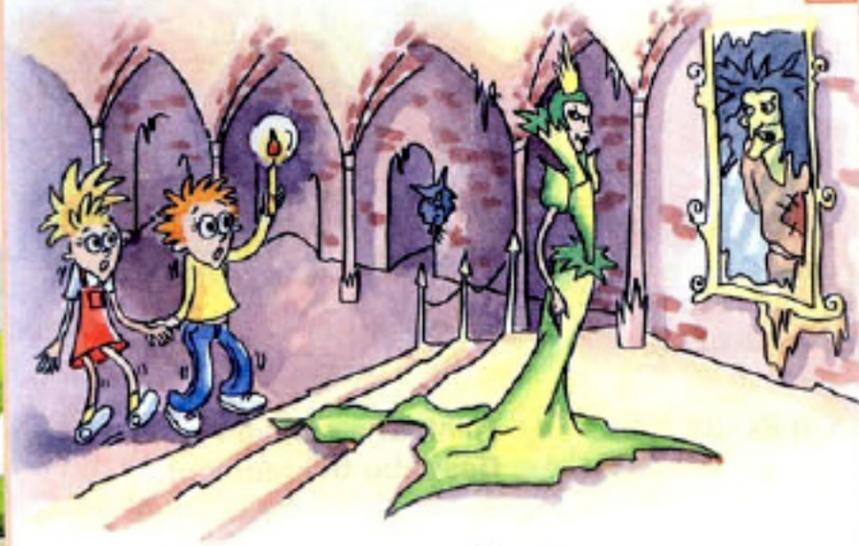
5 Look at the cartoons and write a spooky story. Use the phrases under the pictures.



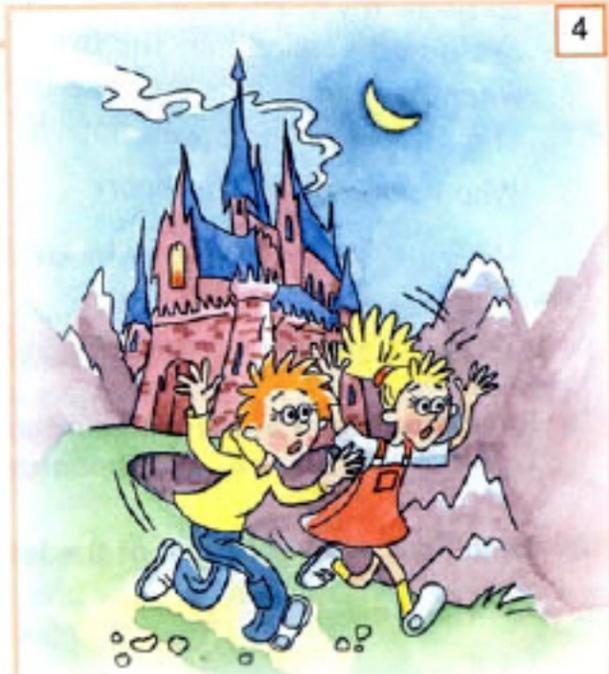
1
When... were walking..., ...saw candlelight... ...decided...



2
...came into the hall... took the candle.
Then... saw a lady upstairs. She had...
She was wearing...

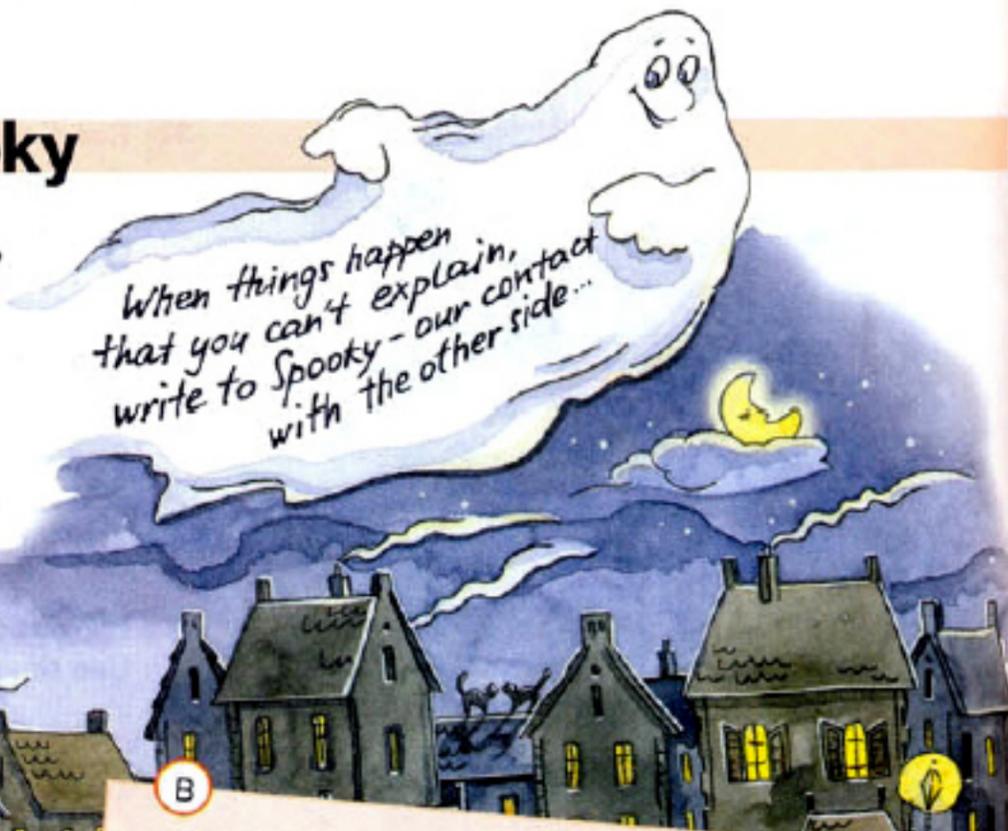


3
...was standing in front of the mirror.
Suddenly... saw a witch...



4
...screamed, "Aaaargh!!" ... ran away.
Finally... decided...

Lesson 5 Dear Spooky



1 Listen, follow and answer: *What is IT?*

When I heard IT
 The wind was blowing
 The dark was growing
 But I heard IT.
 What did you hear?
 I don't know.
 IT was horrible.
 When I saw IT
 The rain was pouring (лил)
 And trees were falling
 But I saw IT.
 What did you see?
 I don't know.
 IT was horrible.
 Aaaaaarrgh!



2a Read the two letters to Spooky and answer the question in each letter.

A

Dear Spooky,
 I was asleep on the sofa in the room where my granny lives. Suddenly I opened my eyes because something woke me up. The front door was shaking! I wanted to go to my mum, but I was too scared to get up so I called her. The front door was still shaking when my mum came into the living room. She opened the door. But there was nothing there!
 Who was shaking the door?
 Love,
 Kate

B

Dear Spooky,
 I was spending the night in a beautiful house (1) ... my friend lives. The bedroom was big and dark (2) ... we left the nightlight on. I was looking at my friend's doll collection (3) ... suddenly one of the dolls turned her head, pointed at me, (4) ... then clenched her fist. I screamed (5) ... nothing happened. I couldn't sleep all night (6) ... I was too scared.
 What was it?
 Love,
 Rose

shake — трясти
 clenched her fists — сжала кулаки



2b Read the letters again and join the sentences in Letter B with *but, so, and, because, when, where*.

3 Match the answer to one of the letters in Ex. 2a.

Dear ...,
 I think the doll didn't like you because you didn't say goodnight to it or you didn't play with it. The doll was angry with you. And don't watch horror films at night.
 Happy spooking,
 Spooky

4 Think of a moment when you were scared. Describe the moment.

5 Write a letter to Spooky. Use Ex. 2a to help you.

Dear Spooky,
 One day / Yesterday I ... I was ...ing when suddenly ... grabbed ...
 I felt ... so I ... but nothing ... What was it?
 Love,
 (your name)

Lesson 6 How to fight your fears

1a Read and answer: a) Who wants advice? b) What is the problem?

A I'm sure your parents can understand your problem if you just tell them. If you decide to go, you should sit in a window seat and enjoy the view. It is really fun! Remember, your parents love you and they don't want you to be unhappy.
Laura, 12

B My mum and dad love travelling. Flying in a plane is easier than driving in a car. I don't want to fly because I'm afraid of heights. How can I tell my parents this, but not give up our trips?
Haley, 12

C I am afraid of heights myself so when we get on a plane, I turn on my Walkman. Then I just relax and forget that I am on a plane.
You should say this to your parents: "Mum and Dad, I love travelling but there is a problem. I'm afraid of heights. Please, help me." Watch their reaction and see if they can help you. My mum helped me to fight my fear. I wish you luck!
Henry, 11

<http://www.im.com/chat> **SEND**

1b Answer the questions.

- 1 Who advises the girl to tell her parents about her fears?
- 2 Who thinks that flying is fun? Why?
- 3 Who listens to music on the plane?
- 4 Which advice do you like best? Why?

LOOK

You **should** ask your parents for help.
You **shouldn't** watch horror films before you go to bed.

2 Read the Tips for Kids and answer: What advice would you give Haley?

- Ask your parents for help.
 - Talk to your friend.
 - Think of something funny.
-
- Ask your teachers for advice.
 - Read out funny stories or jokes.
 - Sing a nice song.
-
- Sleep with a nightlight.
 - Repeat: "I CAN do it" three times.
 - Think that this is not real.
-
- Close your eyes, count to 10 and relax.

3 Play *Fight Your Fears With a Smile*.

- 4a Write some tips about how to fight your fear if you see a spider / have a maths test today / report to the whole class / take part in a competition.
- 4b Swap your letter to Spooky from Lesson 5 with a partner and write an answer. Use the notes to help you.

Dear (your partner's name),
I think it was...
You should / shouldn't...
Happy spooking,
Spooky

Lesson 7 Progress page

1 Listen to the conversations and answer: *Who or what are the people afraid of?*

- 1 ...
- 2 ...
- 3 ...
- 4 ...



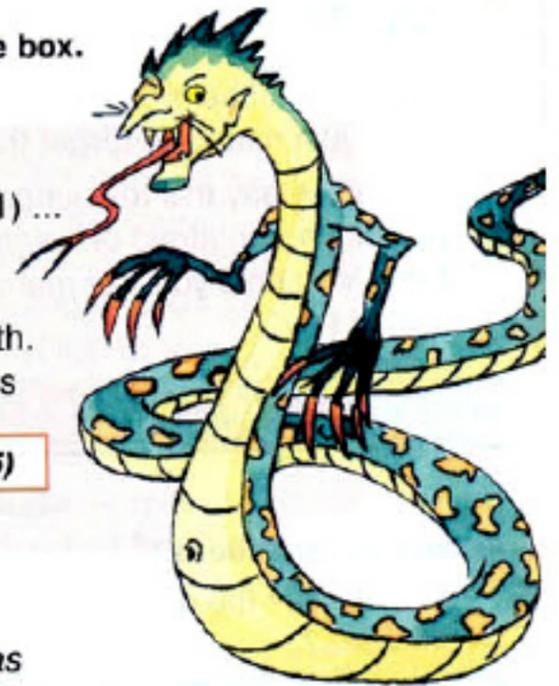
Score: 10 (2.5 x 4)

2 Complete the description of a spooky creature. Use the words from the box. There is one extra word.

- whiskers
- claws
- body
- tongue
- hair
- fangs

This creature has the head of a man and the (1) ... of a snake. It has an ugly face with small yellow eyes and the (2) ... of a cat. You can see sharp white (3) ... and a long red (4) ... in its mouth. It has two hands with strong scary (5) It moves quietly and grabs bad pupils with its strong tail.

Score: 10 (2 x 5)



3 Choose the right form.

One day I (1) *was walking / walked* in the park, when suddenly I (2) *was hearing / heard* a strange noise coming from the bushes (кусты). There I saw a real monster. It had the head of a wolf and the body of a man. It (3) *was looking / looked* at me.

I screamed and fell over. When I (4) *was opening / opened* my eyes, I (5) *was seeing / saw* a man with a monster mask in his hands. Cringe!

Score: 5 (1 x 5)

4 Join sentences with *but, when, so, where* and *because*.

One day I was walking my dog Argus in the park (1) ... there were a lot of rabbits. It was Halloween and the people were wearing spooky costumes (2) ... I put on my favourite monster mask. Suddenly Argus saw a rabbit and ran after it.

I called my dog (3) ... he didn't come from the bushes. I was looking for Argus (4) ... I saw a man on the road. He screamed and fell over. I thought he was scared of my mask (5) ... it was horrible. I took off the mask and went up to the man. We laughed together in the end.

Score: 10 (2 x 5)

5 Write Katie a letter and advise her how to fight fears. Use *should / shouldn't*.

I'm afraid of the dark and ghosts. Can you help me?
Katie

Score: 15

Total: 50

Lesson 8 Project: Spooky stories

1a In groups, make up a spooky story.

- Read or think of the beginning of the story.

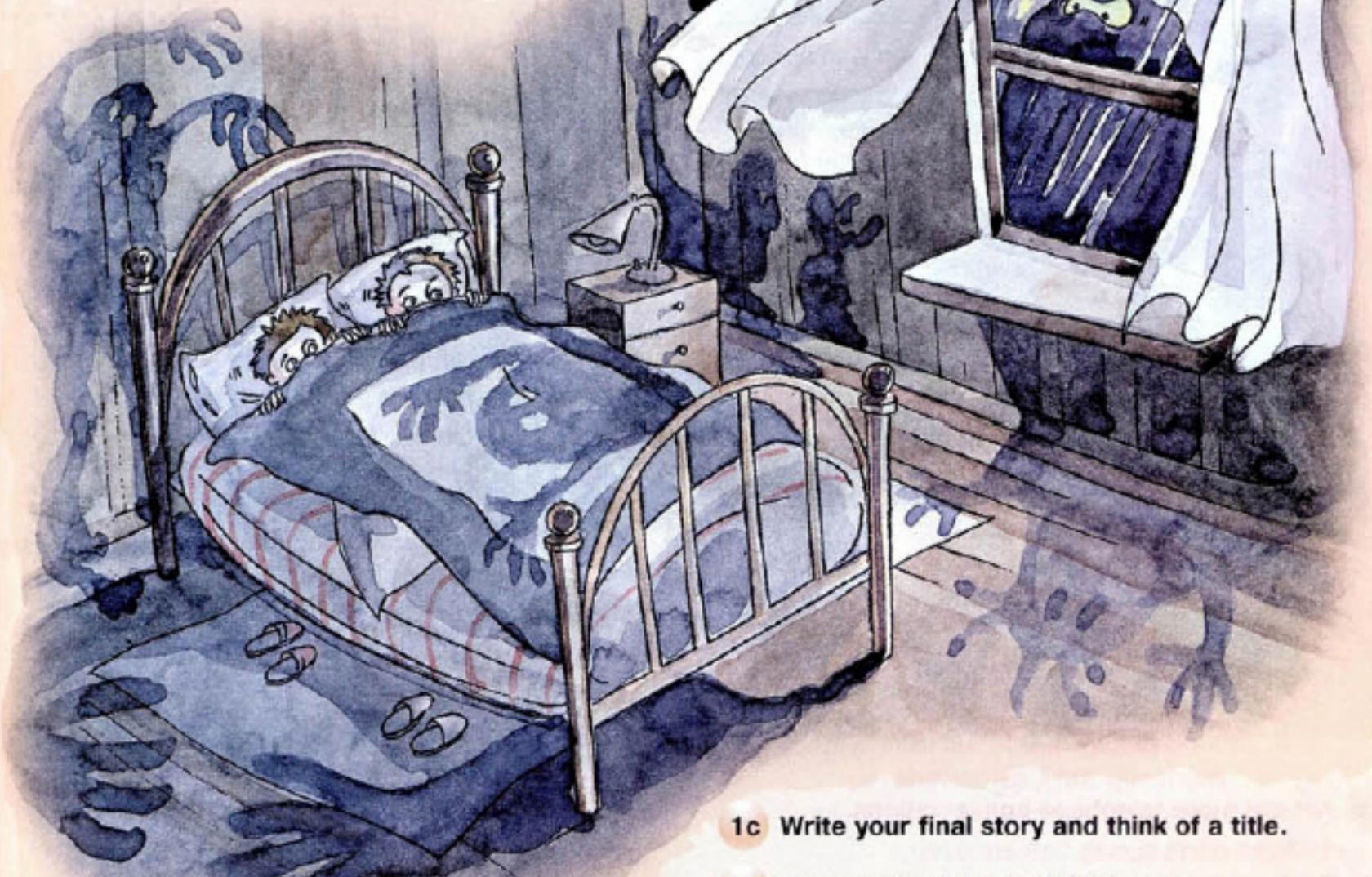
Example: *It was a stormy autumn night. The sky was dark with clouds and a strong wind was blowing. My brother and I were at our granny's. We were on holiday. Granny's old house stood alone on the other side of the village, near a forest. We were telling spooky stories in bed, when we heard a strange scary sound outside. When we looked out of the window, we saw...*

- 1 When was it?
- 2 What was the weather like?
- 3 Who?
- 4 Where?
- 5 What were you (he / she / they) doing when it happened?
- 6 What did you (he / she / they) see (hear, meet)?

1b Continue the story. Use the questions as a plan to write a first draft.

- Use *when, then, suddenly, finally*.

- 7 What did it look like?
- 8 What did you (he / she / they) do?
- 9 What happened then?
- 10 What happened in the end?



1c Write your final story and think of a title.

2 Read out the stories in class.

3 Say what you like about each story and why.

Lesson 1 What's the matter?

1a Match the pictures and the words.

- 1 a sore throat
- 2 a cold
- 3 a headache
- 4 stomachache



LOOK

tooth + ache = **toothache**
 stomach + ache = **stomachache**

1b Listen and answer: *What's the matter with Jake?*

2a Read and act out the telephone conversation.



3 Role play.

Pupil A: You invite your friend to do something.
 But he / she is ill. You give him / her advice.
 Pupil B: You are ill. You can't go out.



Example:

Pupil A: Let's go swimming.
 Pupil B: I'm sorry, I can't. I'm not well.
 (I don't feel well.)
 Pupil A: What's the matter?
 Pupil B: I've got a sore throat.
 Pupil A: Oh no. You should drink hot milk.
 I hope you get better soon.

4 You are ill. Your mother / father writes a message to your teacher.

Example:

10 March

Dear Mrs Brown,
 John can't come to school because he's got
 stomachache.
 Yours sincerely,
 Mrs Smith

2b Act out more telephone conversations.

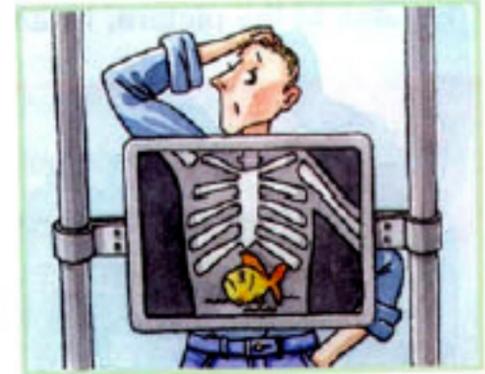
- 1 Mike can't speak.
- 2 Jane can't go to the party.
- 3 Tom can't go out.
- 4 Kate can't eat sweets.

Lesson 2 At the doctor's

1 Listen and answer: *What's the matter with Mike, Jane and Max?*

2a Read and answer: *Why is Mike ill?*

Mike: Good morning, doctor.
 Doctor: Good morning. How can I help you?
 Mike: Doctor, I've eaten four ice creams and I feel ill.
 Doctor: Open your mouth, please. Oh, it's red. Temperature? Headache?
 Mike: Yes, doctor.
 Doctor: Well, I think you've caught a cold. Stay in bed and take these tablets. Drink a lot of tea with lemon. ...And no more ice cream.
 Mike: Thank you, doctor.



have an X-ray

2b Look at the pictures and answer: *What's the problem?*

Example: *Mike (hurt) his leg.* — *Mike hurt his leg.*

- 1 Jane (eat) a lot of sweets.
- 2 Max (catch) a cold.
- 3 Henry (break) his arm.
- 4 Mary (cut) her hand.

LOOK

eat — ate — **eaten**
 break — broke — **broken**
 catch — caught — **caught**
 hurt — hurt — **hurt**
 cut — cut — **cut**



LOOK

have / has + **broken**
 I've **broken** my leg.
 He's **cut** his finger.

3a Read and complete the conversation.

— Hello. What's the matter?
 — I don't feel well. I've (1) ... my leg and I've (2) ... my arm.
 — Show me. Where?
 — Oh, doctor. Don't touch it, please.
 — Yes, mmm, your leg is OK but I'm afraid you've (3) ... your arm. You should have an X-ray first.
 — Thank you, doctor.

3b Listen and check.

3c Look at patients 3 and 4 in Ex. 2b and act out the dialogues.

4 Role play *At the Doctor's*.

Pupil A: You are ill. You visit the doctor and answer his / her questions.

Pupil B: You are a doctor. Ask your patient questions and give him / her advice.

5 Write the sentences from Ex. 2b and translate them into Russian.

Lesson 3 If you have flu, you should...

1 Look at the picture, listen, point and say.



2a In pairs, read the texts and complete the tables.

Pupil A: Read texts a, b and c.
Pupil B: Read texts d, e and f.



It's important to know what to do to feel better. Mrs Herb gives her advice.

a Cold? Keep warm and drink a lot of tea with lemon. Herbal tea can help you to fight colds. Garlic and onion are good in food. They will stop your runny nose. Sleep a lot and you will get better soon.

b If you've broken your arm or leg, stay calm (сохраняйте спокойствие) and call for help. Put a bandage on it and get to hospital as quickly as you can.

c If you have a burn, put your arm under cold running water. Do this for 5 to 10 minutes.

Problem	Treatment
a cold	keep warm, tea with lemon,

d If you have a sore throat or a bad cough, drink hot milk with baking soda or honey. Herbal tea kills bacteria.

e If you have a small cut, wash it and put a plaster on it. But if you have a bad cut, call the doctor.

f Flu? When this dangerous virus attacks you, you get ill at once. If you have flu, drink a lot of water, tea, juice or soup (chicken soup is OK). They help you to get the virus out of your body. If you have a high temperature, go to bed earlier and sleep a lot. You should stay home from school. Relax and use the time to read, listen to music or watch television.

Problem	Treatment
a sore throat	hot milk with baking soda

For kids to remember:
Never treat any illness on your own. Always talk to your parents and a doctor first!

2b In pairs, ask the questions and get advice.

Example:

Pupil A: I've cut my hand. What should I do?

: a cut a sore throat flu :

Pupil B: Oh dear. You should put a plaster on it.

: a cold a broken leg a burn :

2c Which part of Mrs Herb's advice is new for you?

3a What do you usually do if you have flu?
Complete the chart.

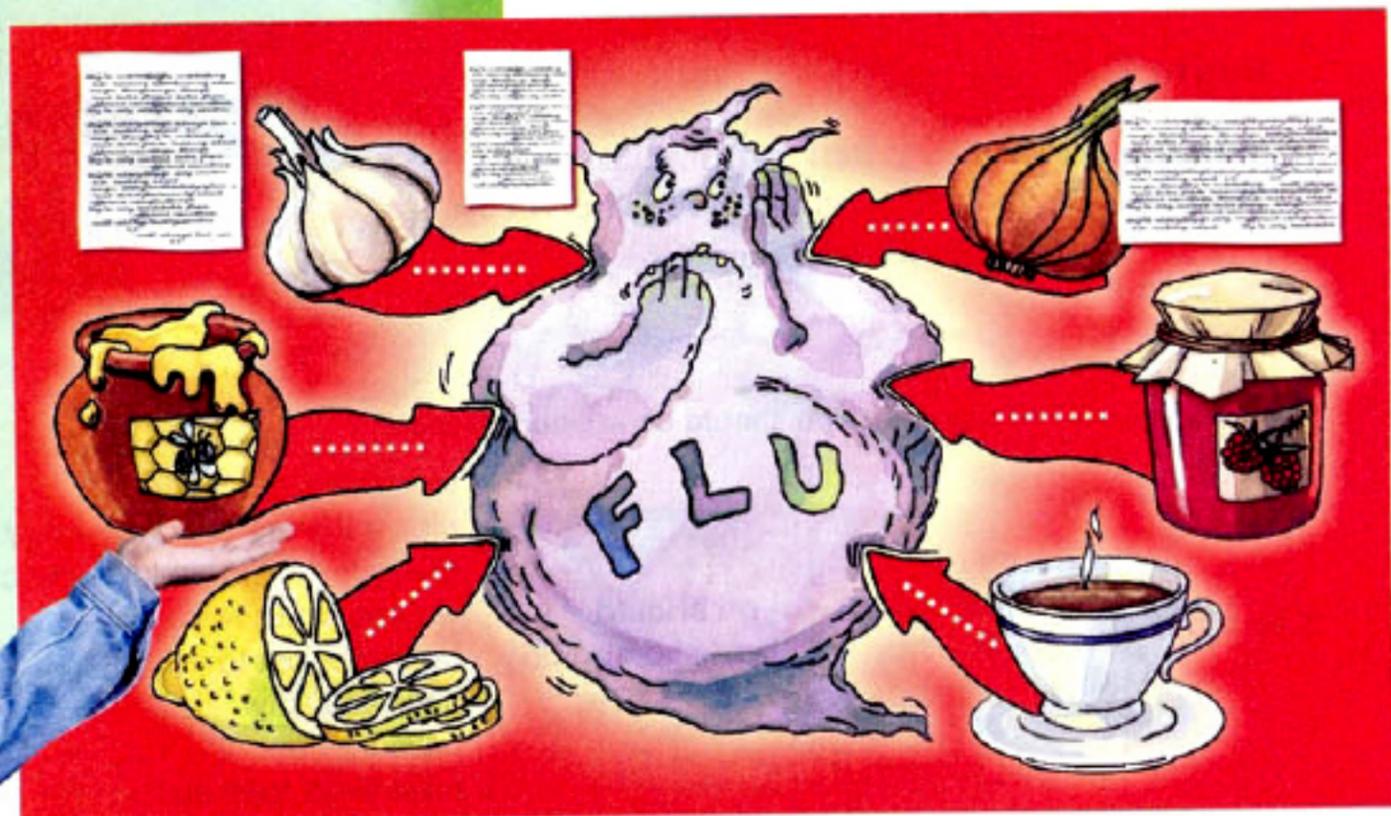
If you have flu, you should	Russian children	American children
eat drink do		



3b Listen and complete the chart for American children.

4 Make a poster about WHAT you should DO, if you have FLU. Use Ex. 2a and 3a to help you.

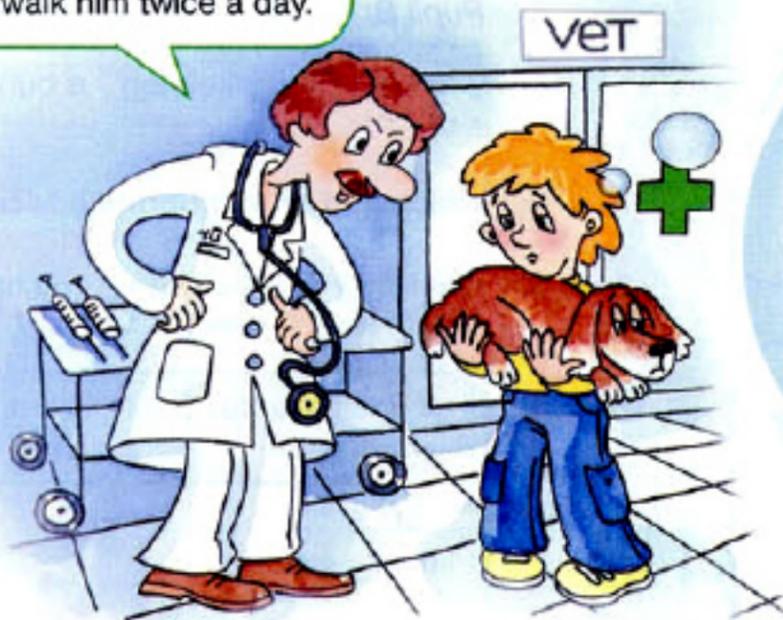
Example: If you have flu, you should drink a lot of water, tea or juice.



Lesson 4 Taking your pet to the vet

1 Look and answer: What questions does the vet ask Max? What is Max's answer?

Have you walked your pet?
You should walk him twice a day.



LOOK
Have you walked your dog?
Yes, I **have**.
No, I **haven't**.

2 Say what you should do to look after a pet.

You should	walk	your pet	once	a day.
	feed		twice	a week.
	clean the cage of		three times	a month.
	play with		many times	a year.
	take your pet to the vet			

3a Look, read and answer: What kind of programme is this? What is it about?

Radio Times · Sunday · 7 April

Radio 1

9.00 "Sit, Stay and Listen" with animal specialist, Dr Ted Gregory or Ted the Vet (phone 3997124 with your pet's problems).

3b Listen to the telephone calls and answer: What problems have the animals got?

LOOK
feed — **fed** — **fed**



3c Listen again and say what you should do in each situation.

If your pet	doesn't eat	you should	clean your pet's cage.
	has a broken leg		play with your pet once a day.
	is bored	he / she should	give your pet more love and care.
	looks unhappy		walk your pet twice a day.
			take your pet to the vet.
			have an X-ray.
			have injections.
			have fresh food and water.

3d Complete the conversation with the questions in the box.

Jim: Hello, Ted. Can you help my green iguana?
 Ted: Hello. What's the matter?
 Jim: She's bored and looks unhappy. What should I do?
 Ted: (1) ...?
 Jim: Yes, I have.
 Ted: Good. She should have fresh food and water every day. (2) ...?
 Jim: No, I haven't.
 Ted: You should walk her several times a week. (3) ...?
 Jim: No, I haven't.
 Ted: You should play with your iguana once a day. Give her more love and care. Good luck.
 Jim: Thank you, Ted.



Have you played with her?
 Have you fed her well?
 Have you walked your pet?

4 Role play At the Vet's.

Pupil A: Think of a pet and take it to the vet. Use Ex. 3d as an example.
 Pupil B: You are a vet. Ask what problem the pet has and give your advice.

5 You are a vet. Write your advice to answer the letters in a children's magazine.

Example: You should take your pet to the vet.
 You should walk your pet twice a day.



Pet Corner



Letters

My hamster, Sophie, has eaten my eraser. She's not eating or drinking. What should I do?

Jessica Newman

My three-year-old pit bull terrier, Borro, is bored and doesn't play with his ball. What's the matter with him?

Victor Grown

If you have an animal question or problem, our pet vet is here to help.

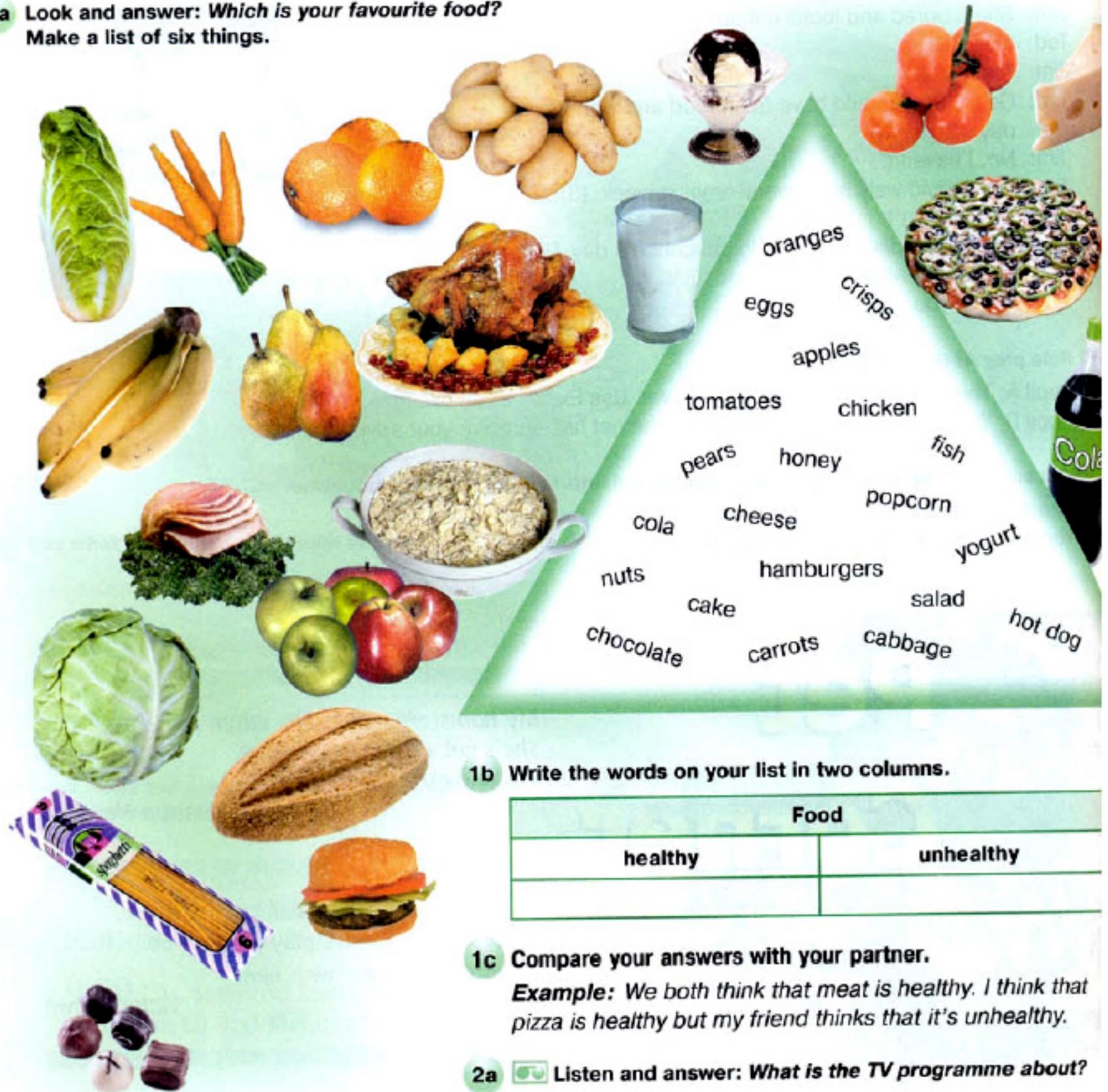
READ AND SAY

o (ou) + m, n, v, th — [ʌ]

son done come young brother
 stomach cover country money
 monkey glove none stomachache

Lesson 5 How to be healthy

1a Look and answer: *Which is your favourite food?*
Make a list of six things.



1b Write the words on your list in two columns.

Food	
healthy	unhealthy

1c Compare your answers with your partner.

Example: We both think that meat is healthy. I think that pizza is healthy but my friend thinks that it's unhealthy.

2a Listen and answer: *What is the TV programme about?*

2b Complete the table with the words from the box.

Keep you healthy	Give you energy	Help you to grow and make you strong	Empty foods
1 ...	cereals	cheese	7 ...
2 ...	3 ...	5 ...	cola
	pasta	6 ...	8 ...
	4 ...	fish	

- bread
- eggs
- meat
- nuts
- sweets
- fruit
- crisps
- vegetables



READ AND SAY

ea	{	[i:]	meat	clean	speak	tea
			head	health	eat	weather
		[e]	clean	please	bread	healthy
			least	team	ready	dreadful

2c Listen and check.

2d True (T) or false (F)?

- 1 All foods are good for you.
- 2 Vitamins and minerals help you to keep healthy.
- 3 Fruit and vegetables are full of sugar and fat.
- 4 Sweets, crisps and cola keep you healthy.
- 5 You should eat a variety of foods to stay healthy and grow big and strong.

2e Compare the table in Ex. 2b and your answers in Ex. 1b.

- 1 Is your favourite food healthy?
- 2 Were you right?
- 3 Was your friend right?

3a How healthy is your friend? Ask and write the answers.

Example:

Pupil A: Did you have breakfast yesterday?

Pupil B: No.

Pupil A: Do you have breakfast every day?

Pupil B: Yes.

Do / Did you ...?	Yes (✓) No (X)
1 have breakfast yesterday	
2 have breakfast every day	
3 eat fresh fruit and vegetables once a day	
4 eat cakes and sweets three times a day	
5 drink cola many times a week	
6 eat late yesterday evening	
7 clean your teeth twice a day	
8 do your exercises yesterday	
9 do some sport every week	
10 play computer games for more than one hour a day	
11 watch TV late at night	
12 go to bed late	

3b Score your answers on p. 139. Give advice to your friend.

Example: Eat fruit and vegetables every day.

You shouldn't eat a lot of sweets.

Don't watch TV for more than one hour a day.

You should go for a walk every day.

4 Write a poster *How to be Healthy*. Use Ex. 3b as an example.



Lesson 6 Laughter is the best medicine

1 Read and answer: *Is it true that a joke a day keeps the doctor away?*

Sometimes when I'm ill, my mum tells me a really good joke and I laugh. Then I feel better.

Charles

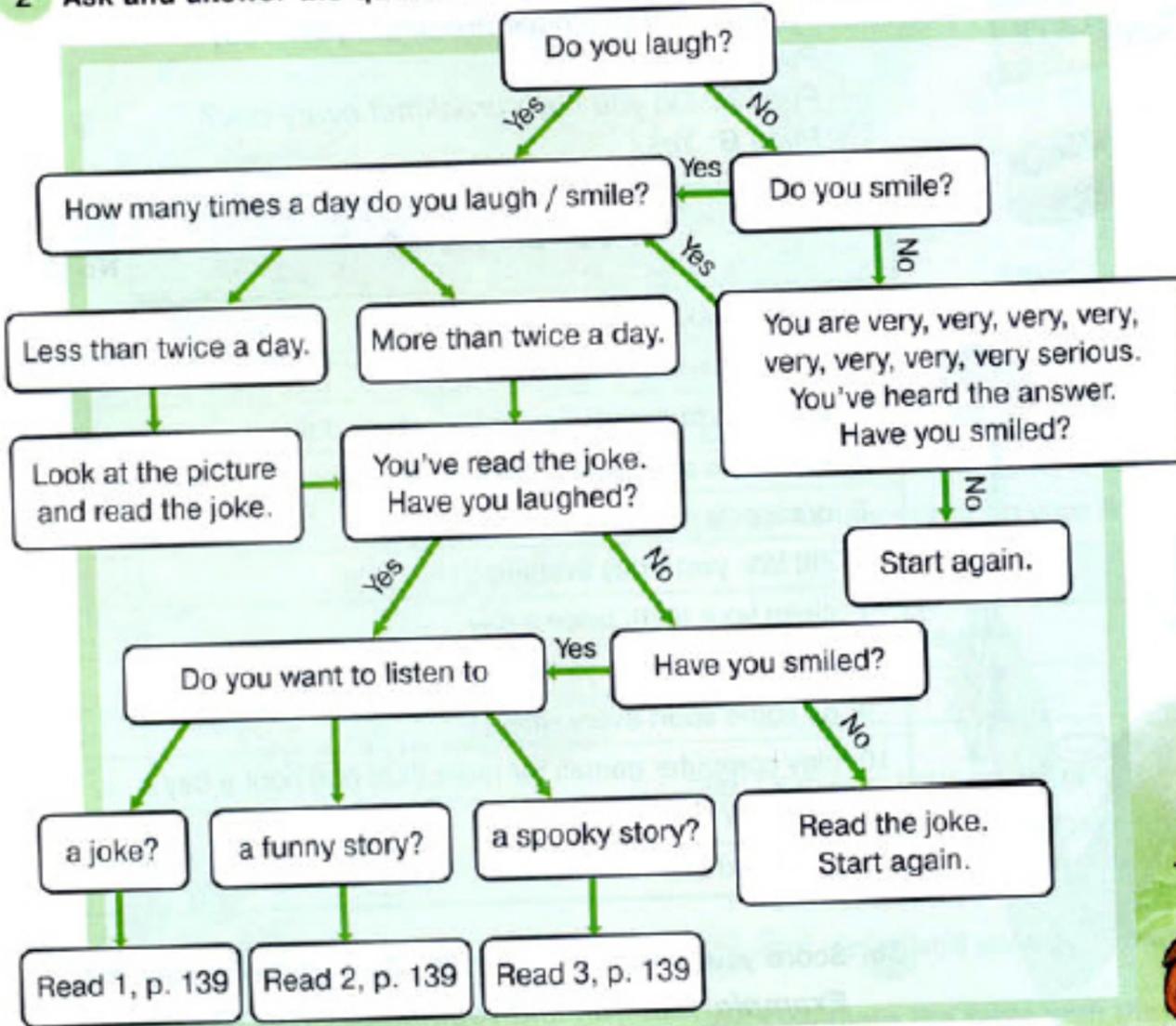


I feel better when I take some medicine and when my family tells me funny jokes.

Vanessa



2 Ask and answer the questions. Listen to your friend's advice.



My dog thinks he's a chicken.
 Take him to a vet.
 I can't - we need the eggs.



3a Find the last sentence for each of the jokes. Read and translate them.

1 Doctor, I think nobody can hear what I say.

2 Doctor, I'm scared. This is the first operation I'm going to have.

3 Doctor, I've eaten my pencil. What should I do?

4 Doctor, I think people can't see me.

5 Doctor, I've lost my memory.

a Use a pen.

b Who said that?

c I'm scared too. It's the first operation I'm going to do.

d What happened?

e What did you say?

When did it happen?

3b In pairs, act out the jokes.

4 Make up a story. Work in groups of three or four.

- Complete the sentence. Fold the paper over and pass it to your friend.
- A: (When) ... (he / she) ... went to the doctor.
 B: He / She said ...
 C: The doctor said He / She felt much better.

5 Write your own funny story about a visit to the doctor.

Last week the vet went to the doctor.

He said, "I've broken my tooth."

The doctor said, "You should put a bandage on it."

He felt much better.

READ AND SAY

ch	[tʃ]	match chose chips watch
		check chair catch chess
[k]		character technology toothache
		earache backache chemistry
		mechanic

Lesson 7 Progress page

1 Listen to the conversation at the doctor's. Write true (T) or false (F).

- 1 Mike has hurt his arm.
- 2 He fell over when he was playing basketball.
- 3 The doctor thinks that Mike has broken his arm.
- 4 Mike should have an X-ray.
- 5 He should stay away from school for two weeks.

Score: 10 (2 x 5)

2 Look and write a sentence for each picture. Example: He's got a cold.



1



2



3



4



5

Score: 10 (2 x 5)

3 Write the verbs in the present perfect.

Example: Mike (hurt) his arm. — Mike has hurt his arm.

- 1 I (hurt) my leg.
- 2 My friend (catch) a cold.
- 3 My cat (break) its tail.
- 4 She (eat) some bad mushrooms.
- 5 He (cut) his hand.

Score: 10 (2 x 5)

4 Put the lines of the conversation in the right order.

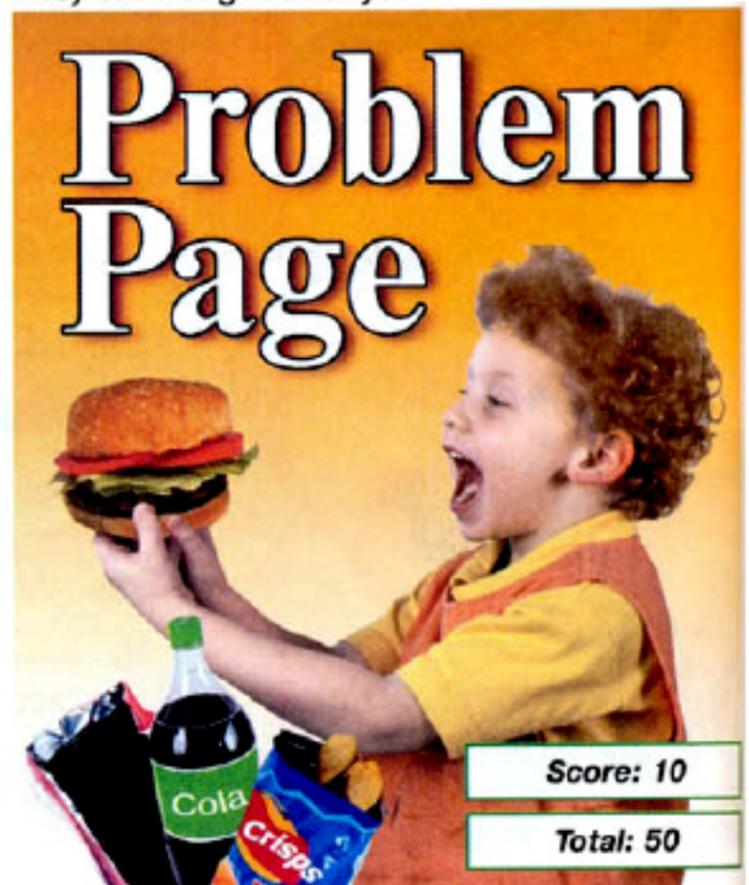
- A: You can't. Stay in bed and sleep a lot. Eat garlic, it helps to fight flu.
- B: I've got a terrible headache and a sore throat.
- C: Thank you, doctor.
- 1 D: Hello, Max. How can I help you?
- E: Have you got a temperature? Stomachache?
- F: Yes, right, I think you've got flu. Take some vitamins, keep warm and drink a lot of tea with lemon. Don't take any tablets.
- G: Yes, doctor. And I've got backache.
- H: Can I go out and visit my friends?

Score: 10

5 Look at Pat and his lunch bag. Write advice about what he should or shouldn't eat.

- Write at least six pieces of advice.

Example: You shouldn't eat hamburgers. They are not good for you.



Score: 10

Total: 50

Lesson 8 Project: How healthy are we?

Class survey *How healthy are we?*

- In groups A, B, C (four or five pupils), copy the questionnaire for your group. For example, Group A copies Questionnaire A.
 - In the questionnaire write the names of four or five pupils from other groups.
 - Use your questionnaire to interview the pupils on your list to find out your class's health habits and fill in the questionnaire.
- Make a report for your group.
 - Draw a bar chart and decide how healthy you are.
 - Make a poster and present it in pictures to the class.



To keep healthy we should:

- do some sport three or four times a week.
- play computer games and watch TV less than two hours a day.
- sleep eight to nine hours a day.
- go for a walk every day.
- eat fresh fruit and vegetables four or five times a day.
- not eat cakes and sweets every day or eat them only two or three times a week.

A	How often ... do some sport?	Times a week	How often ... go for a walk?	Times a week
	1		1	
	
		...pupil(s) does / do some sport...		
		...pupil(s) goes / go for a walk...		

B	How many hours a day ... play computer games and watch TV?	How many hours a day ... sleep?
	1	1

		...pupil(s) plays / play...
		...pupil(s) sleeps / sleep...

C	How often... eat fresh fruit and vegetables?	Times a day	How often... eat cakes and sweets?	Times a day
	1		1	
	
		...pupil(s) eats / eat...		
		...pupil(s) sleeps / sleep...		

Caring and sharing

Lesson 1 Do you help at home?

1a Look, read and match the robots and the words.

- | | |
|----------|--|
| do the | a) dusting
b) shopping
c) hoovering
d) washing up
e) cooking |
| make | f) my bed |
| feed | g) my cat |
| take out | h) the rubbish |
| water | i) the plants |

1b Say what housework you do.

Example: I do the dusting. I make my bed.

2a Answer the questions and count the points.

	How often do you	A / S / N
1	do the washing up?	
2	do the hoovering?	
3	do the dusting?	
4	do the shopping?	
5	do the cooking?	
6	water the plants?	
7	feed your pet?	
8	make your bed?	
9	take out the rubbish?	

How to score:

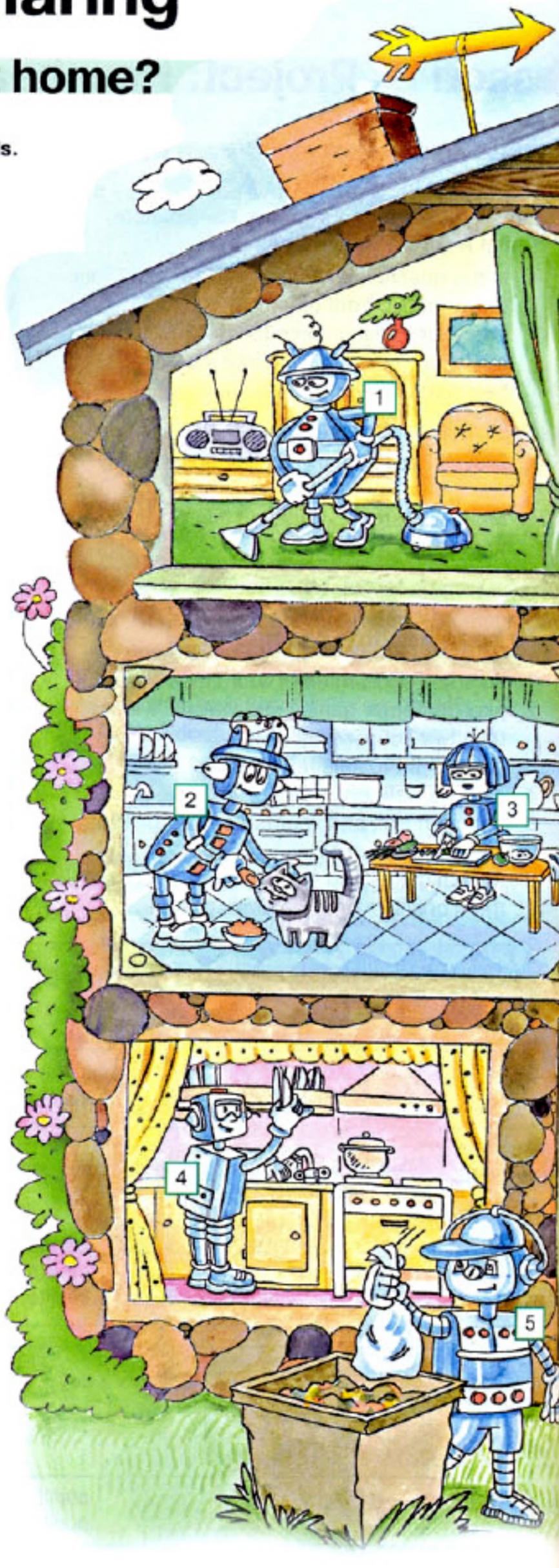
Always / Often (A) = 2 points

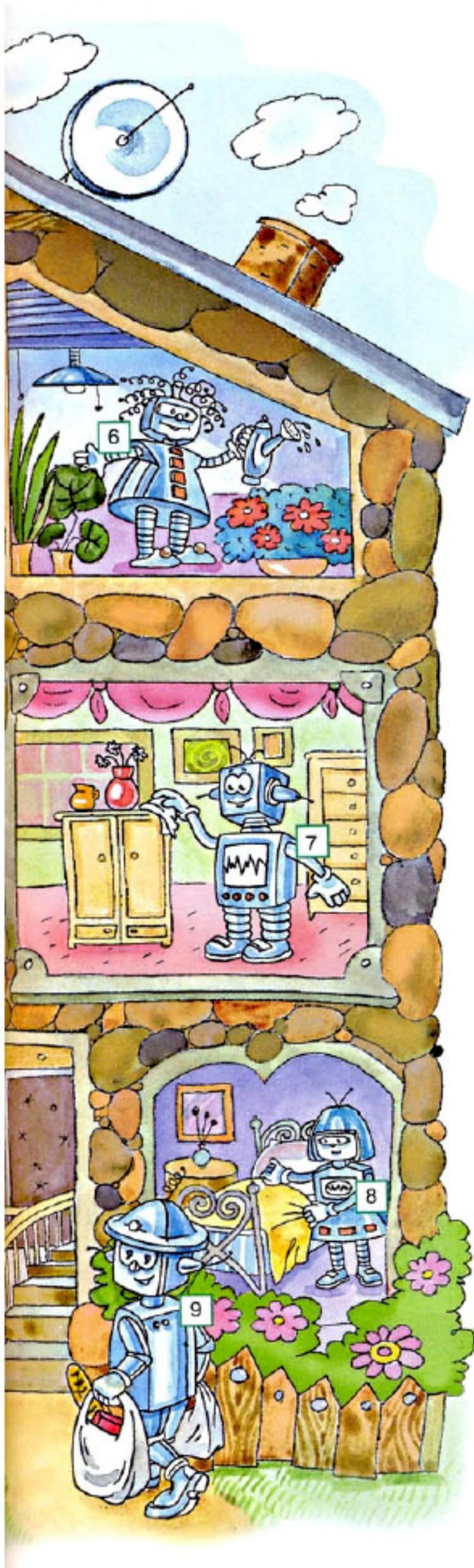
Sometimes (S) = 1 point

Never (N) = 0 point

2b Score your answers and read what your score means:

- 13 - 18 You really help your parents. They are proud (гордиться) of you.
- 7 - 12 You help, but you should help more. Think what else you can do or ask your parents, "Can I help you?"
- 0 - 6 Your poor parents! They work hard and you play. You need a babysitter!





3a Listen to the radio phone-in competition *Parents' Helping Hand*.

- Answer the question: *Is Laura a good candidate to win the competition?*



3b Listen again and count Laura's score.

- Look at the table in Ex. 2a.
- Write Laura's answers.

4a Interview your partner. Write down the answers and count the score.

Example:

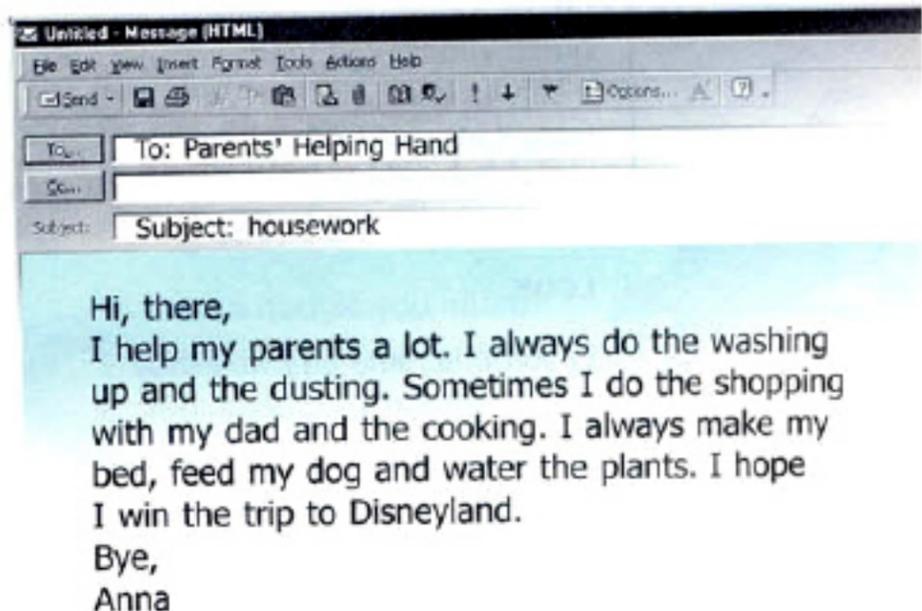
Pupil A: How often do you do the cooking?

Pupil B: Sometimes.

4b Compare your score to Laura's and your partner's. Who is the winner? Why?

Example: *I win the holiday. I always do the hoovering. Laura wins the holiday. She always does the washing up.*

5 Write an e-mail to the phone-in competition *Parents' Helping Hand* about what housework you do.



Lesson 2 A dog is for life

1a Look and say what the magazine *Woof!* is about.



1b Talk about how to look after a dog.

Example: You must walk your dog twice a day. / You mustn't give your dog sweets or chocolate.

You must
You mustn't

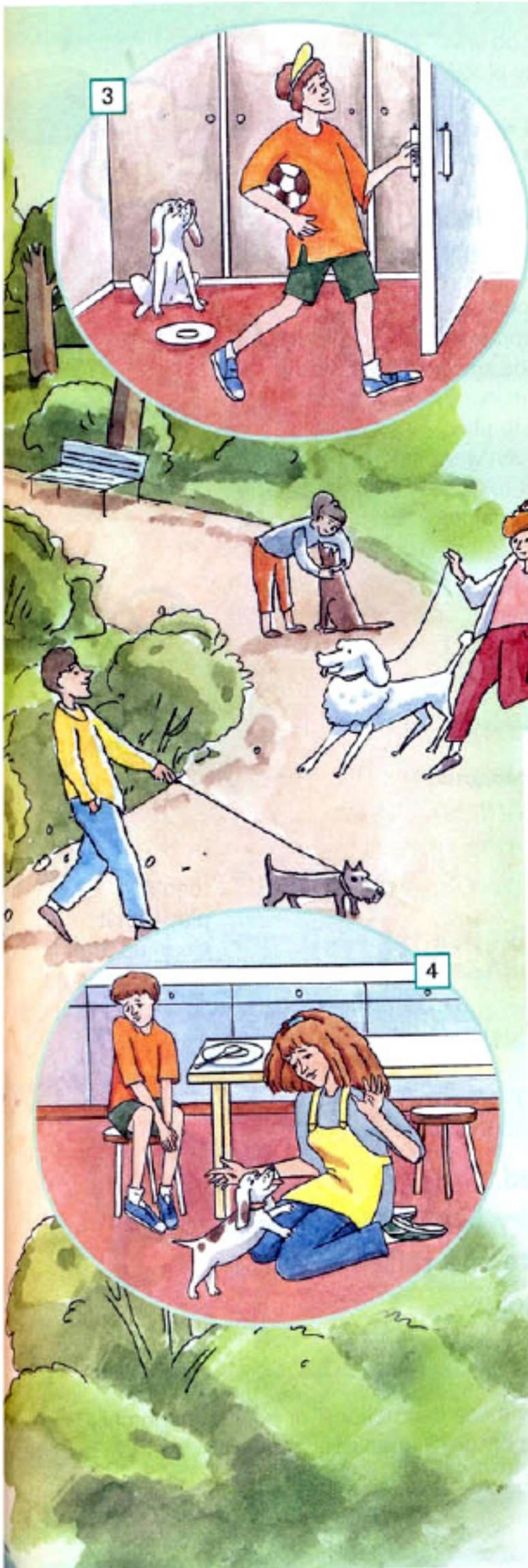
- walk your dog twice a day.
- give your dog sweets or chocolate.
- feed it.
- give it too much food.
- brush it.
- bath it.
- play with it.
- clean up after it.
- house-train it.
- take it to the vet if it is ill.
- brush your dog's teeth.
- clean its ears.
- have it in your bedroom.
- leave your dog in a car in warm weather.

LOOK

I / you / he / she / it / we / they
must / mustn't

You **must** look after your dog.
You **mustn't** give your dog chocolate.





2a Look, read and match the pictures and the paragraphs.

- a) But a month later Max stopped looking after it. He didn't feed it. He didn't...
- b) At first Max fed his dog every day. He walked it...
- c) But Max's mother did. She fed it three times a day. She walked it... But she didn't ...!
- d) Max asked his mother to buy him a dog. Max's mother told Max, "It's not easy to keep a dog. You must look after it." Max promised, "I will, I will."
 "You must feed it every day."
 "I will, Mum, I will. I'll feed it."
 "Promise?"
 "Yes, Mum, I will look after it. Please buy me a dog!"
 "OK."
 And Max's mother bought him a dog...

2b Complete the story about Max for each picture.

3 Translate and answer: *What pets are these instructions for?*

Example: *You mustn't give it bread.*

Нельзя давать ей хлеб.

Кормить её нужно зерном (on grain).

У нее должен быть небольшой пруд (pond), где она может плавать.

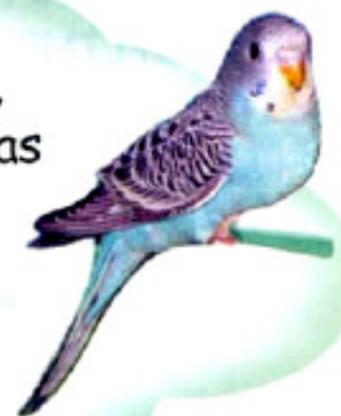
Вода в пруду должна быть чистой.

4 Think of a pet (a budgie, a turtle, a hamster, etc.) and write instructions to put up in a pet shop.

**A budgie is for LIFE,
not just for Christmas**

To keep a budgie you must:

- 1 Feed it three times a day.
- 2 You must...



Lesson 3 Virtual pets

1 Read and find out:

- 1 What was a Tamagotchi?
- 2 Where did it come from?
- 3 Why was it like a real pet?
- 4 What happened to the Tamagotchi if you didn't look after it?

A Tamagotchi was a virtual pet at the end of the 20th century. It came from Japan, and that's why its name was Japanese. It was very popular all over the world. Boys and girls, teens and adults bought it. Why? A Tamagotchi was very realistic and in many ways was like a real pet. It wanted to eat, it wanted to play, it went to bed at night, it got ill from time to time, and it even went to the toilet. You looked after it: fed it, played with it, put it to sleep, gave it injections, and cleaned up after it. If you didn't look after it, it died.

in many ways — во многих отношениях
teens = teenagers
adults — взрослые
from time to time — время от времени
die — умирать



2a Read and complete the Tamagotchi owner's manual (руководство пользователя). Use the words in the box.

Example: FOOD — You must feed it when it gets hungry.

TAMAGOTCHI OWNER'S MANUAL

How to keep your Tamagotchi happy and healthy

FOOD You must feed it when it gets hungry.

HEALTH You (1) ... when it gets ill.

LIGHT You (2) ... when it goes to bed.

DISCIPLINE You (3) ... when it is hungry but it doesn't want to eat.

TOILET You (4) ... when it goes to the toilet.

PLAY You (5) ... when it is not happy.

feed it
 play with it
 clean up after it
 turn off the light
 give it an injection
 discipline it



Remember to follow these instructions, or your Tamagotchi is going to die young or turn into an ugly creature!

2b Think and answer:

- 1 Why do you think the Tamagotchi was so popular all over the world?
- 2 Would you like to have a Tamagotchi?

3a  **Listen to an interview with a Tamagotchi owner and say what happened to her first Tamagotchi.**

3b  **Listen again and answer the questions.**

- 1 Why did Becky's first Tamagotchi die?
- 2 Why do parents and teachers get angry at you and your Tamagotchi?
- 3 Why does Becky love her Tamagotchi?

4a Read and say what pet each child chooses and why.

Global chat room

Today's hot spot: Virtual or real? Which would you like: a virtual pet or a real one?

LOOK

I think...
I believe...
In my opinion...

Carrie: I think first I'd like a virtual pet, because I can learn how to look after it, then a real one.

Jenny: I'd like a real one. I like real pets because you must look after them or they may die. You can't just press a button and get another one. In my opinion real pets give real love, virtual pets can't give you love at all.

Rob: I'd love a real one because it is more fun, and I believe I'm good at looking after pets and animals and I know how to look after any pet.

SEND

4b Join the discussion and say what you think.

- 5 Think of a name for a virtual pet and write a manual about how to look after it. Copy and complete the notes.

A ... OWNER'S MANUAL

Here are a few tips about how to keep your ... happy and healthy:
You must feed it when it is hungry.
You must...

Lesson 4 Mother's Day

England was one of the first countries to name one Sunday a year as Mother's Day. On that day (the second Sunday in March) English children do something special for their mothers to show how much they love and care for them.

1 Look and say what you can see on the table.

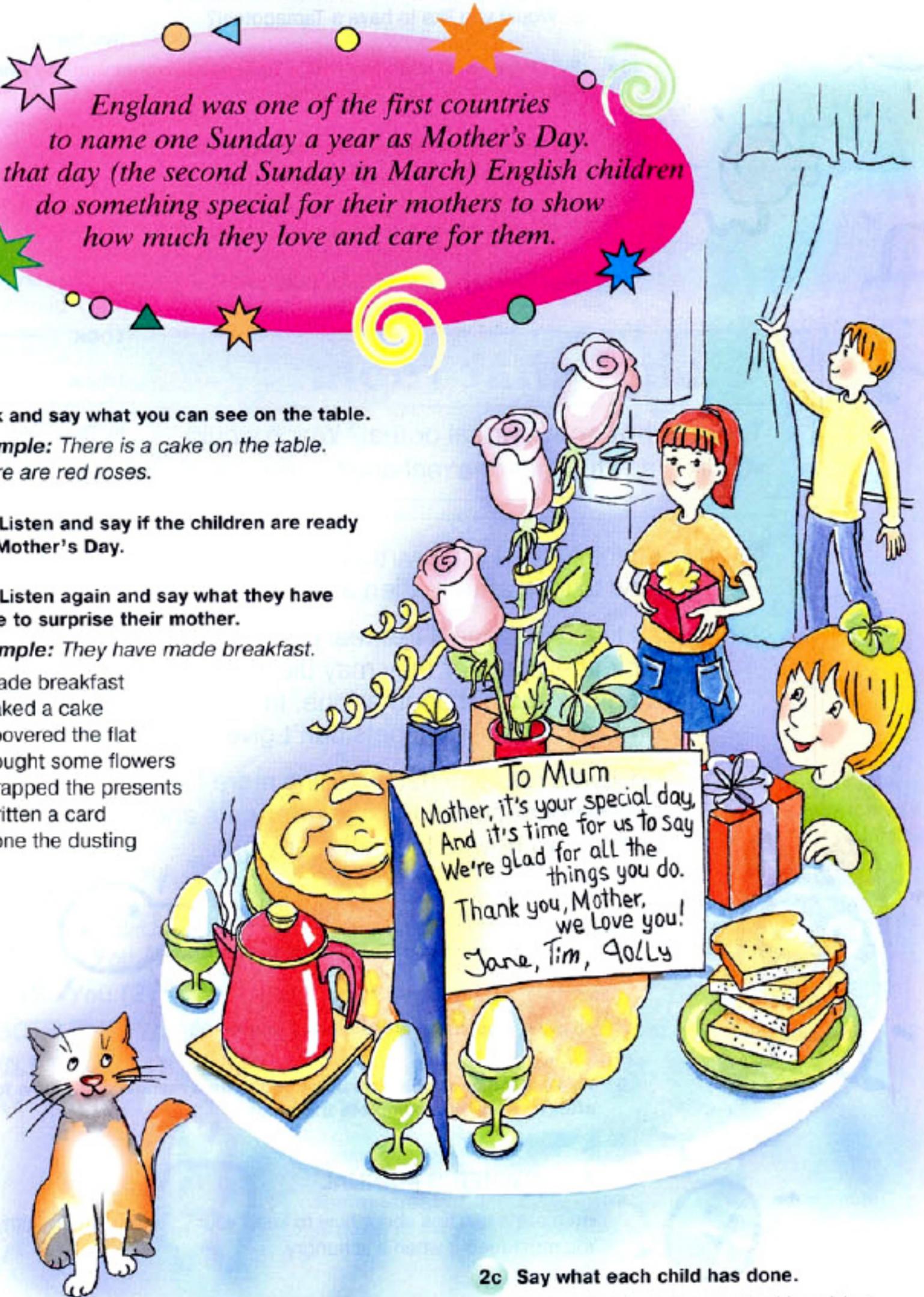
Example: There is a cake on the table.
There are red roses.

2a Listen and say if the children are ready for Mother's Day.

2b Listen again and say what they have done to surprise their mother.

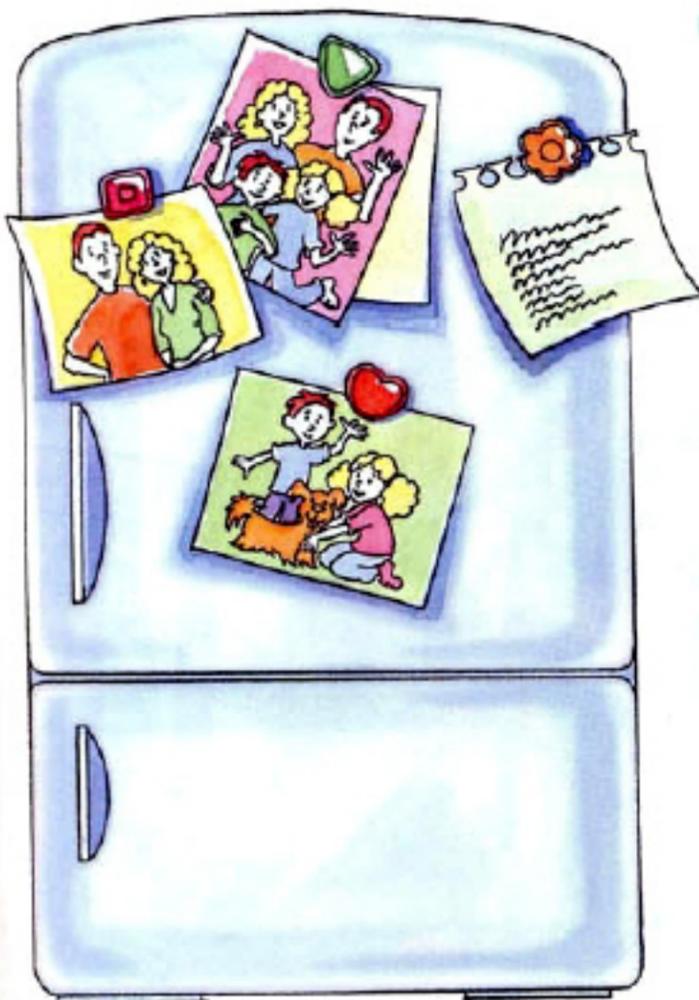
Example: They have made breakfast.

- made breakfast
- baked a cake
- hoovered the flat
- bought some flowers
- wrapped the presents
- written a card
- done the dusting



2c Say what each child has done.

Example: Jane has cooked breakfast.



3a Read and answer the questions.

- 1 Who is Richie?
- 2 What are they going to do for Richie's birthday?
- 3 Who are Lady and Toby?
- 4 What are they going to eat?

Hey, everybody. Sunday's Richie's birthday. Make sure you don't forget to:

- buy Richie a present (no sweets!).
- bath and brush Richie.
- invite Lady and Toby (and their owners too).
- do the shopping.
- make a picnic basket.
- make sandwiches.
- wash the fruit.
- make some salad.
- buy two packets of dog food.

See you all at 12 o'clock.

Mum

3b Find out if the family is ready for Richie's birthday party.

Pupil A: Look at p. 139.

Pupil B: Look at p. 140.

Example:

A: Have you bought Richie a present?

B: Yes, I have. / No, I haven't.

4a Look at the picture and write what Mike has done to get ready for school tomorrow.

- Use the phrases from the box.

Example: Mike has packed his bag.

- pack his bag
- set his alarm clock
- do his homework
- clean his shoes
- iron his trousers
- take an apple



4b Prepare a Bingo card (3 x 3) with the irregular verbs from this lesson and Unit 8.

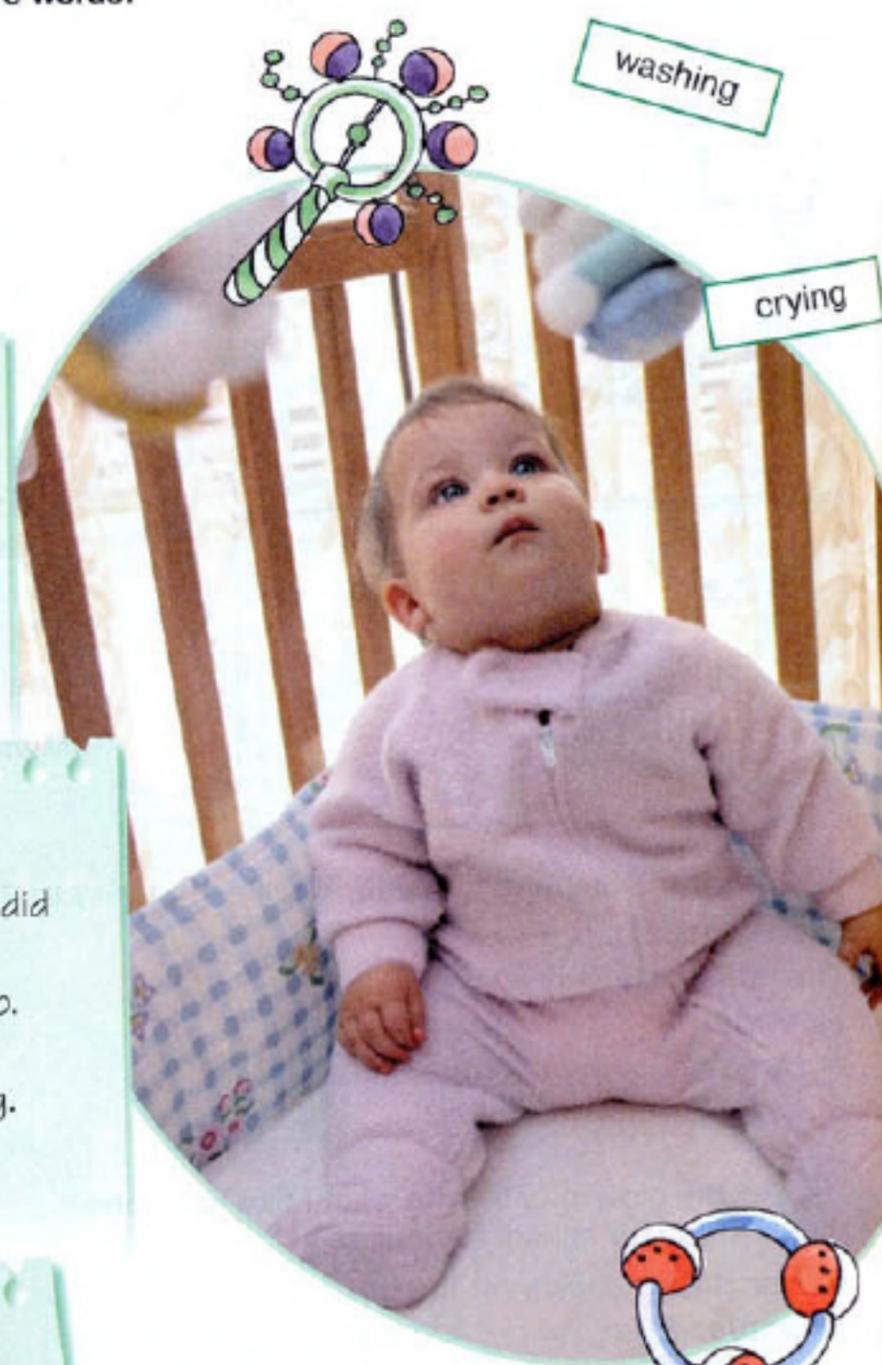
- Write the third form of each verb on a square.

Lesson 5 A new baby

1 Read and name the things in the picture. Add more words.

2  Listen and answer the question: *Why can't Mark go out?*

3a Read Mark's diary and answer the question: *Does Mark help to look after his new brother?*



(a) Day _____
 Nobody checked my homework again. And I did it, maths and English. The baby cries and cries. I think it's hungry, 'cos I'm hungry, too. Mum's stopped cooking and the fridge's empty. She has no time to do the shopping. Is Dad going to buy any food? I must do the shopping.

(b) Day _____
 I did the shopping and bought my favourite crisps. The baby cried again and I gave it a crisp. The baby liked it and stopped crying. But Mum said, "You mustn't give the baby crisps." That's what she says to me, too, "You mustn't eat so many crisps." No wonder the baby likes crisps. He's my brother!



(c) Day _____
 What a day! Nobody checked my homework. And I did it. The baby's here. Nobody's got any time for me, even Grandma. The baby sleeps and sleeps. When it doesn't, it cries. Mum does housework all day, ironing and washing. And I sit and watch TV. I must help but how???



3b Read again and put the pages in the right order.

3c Say how Mark felt on each day and why. Use the words in the box.

Example: Day 1 – Mark felt angry: he did his homework and nobody checked it; nobody had any time for him.

- happy hungry angry bored great
horrible sad good

(d) Day _____
I played my favourite CDs for the baby. He listened and we kind of danced. And I made five paper toys for him and fixed them above his bed. He looks at them and smiles. He doesn't cry. I know what I must do to help. My little brother is not going to cry again. He's got me, his big brother!



4a Complete the sentences from Mark's story.
I've ... the shopping.
I've ... five paper toys for him.

4b List the things you do and things you make.

4c How practical are you?
Pupil A: Look at p. 139,
Pupil B: Look at p. 140.

5a Write what things you can make and what housework you can do.
Example: I can make a paper plane and I can do the shopping.

5b Write your diary for your day yesterday.
1 What did you do?
2 Did you go anywhere?
3 Who did you meet?
4 What were the good / bad things about that day?
5 How did you feel and why?
6 Did you do any housework to help your parents?

Lesson 6 The rights of the child

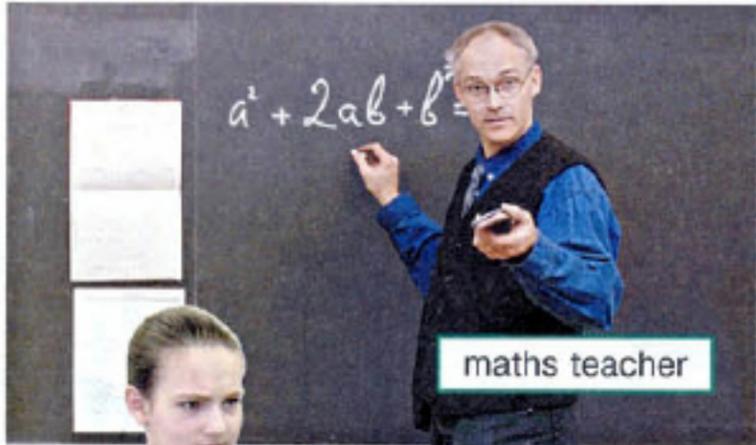
1a Read and say what each adult is saying.

Example: *You must do your homework. / You mustn't watch TV so much.*

- do your homework
- watch TV so much
- clean your room
- go to bed so late
- clean your teeth
- eat so many sweets
- practise the piano
- play so many computer games
- talk in the lesson
- chew gum when you talk
- come home so late

You must...

You mustn't...



maths teacher



head teacher



bossy sister



music teacher



dentist



grandmother

1b Give more examples from your life when people tell you: *You must...* / *You mustn't...*

2a Match the sentences.

- 1 You must clean your teeth.
- 2 You must do your homework for tomorrow.
- 3 You must eat your dinner.
- 4 You must drink your milk.
- 5 You must practise the piano.
- 6 You mustn't come home so late.
- 7 You mustn't watch TV so much.



- a) I've done two hours' practice.
- b) I don't watch TV.
- c) I've done it.
- d) I never come home late.
- e) I've eaten it.
- f) I've cleaned them. I clean them every day.
- g) I've drunk it.



2b Act out the conversation with a partner.

Example:

A: *You must do your homework.*

B: *I've done it.*

A: *You mustn't watch TV so much.*

B: *I don't watch TV.*

3a  Listen to a speaker at the conference on *The Rights of the Child*. What is the main idea of his speech?

- 1 Children should have the right to have an opinion.
- 2 Children have no rights.
- 3 Adults should stop nagging.

3b  Listen again and complete the list of rights of the child.

- 1 The child should have the right to have ... opinion.
- 2 The child should have the right to
- 3 The child should have the right to get love and care ... nagging.

3c Think of more rights of the child.

4 Prepare a speech for the conference. In your speech use:

Hello, everyone. Today I'd like to talk about

Finally, I'd like to say

Thank you.

5 Make a list of things your parents and other adults say you *must* or *mustn't* do. Translate them into English.

Example: Ты должен делать уроки.—

You must do your homework.

Нельзя так много смотреть телевизор.—

You mustn't watch TV so much.



Lesson 7 Progress page

1 Listen and tick what Mary has done to prepare for her birthday party.

Mary has:

- 1 hoovered the flat.
- 2 done the dusting.
- 3 made her bed.
- 4 baked an apple cake.
- 5 bought apples and eggs.

Score: 10 (2 x 5)

2 Write questions and answer them.

Example: you / do / the shopping (+)

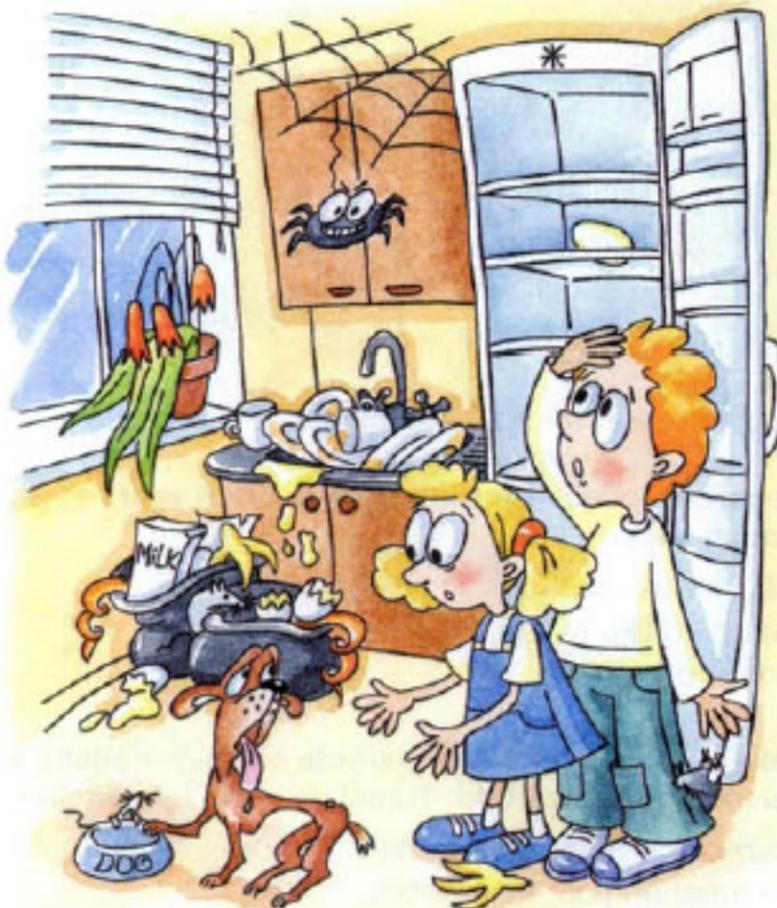
Have you done the shopping? – Yes, I have.

- 1 you / bake / a cake (-)
- 2 you / do / your homework (+)
- 3 you / make / coffee (-)
- 4 you / write / a letter (+)
- 5 you / walk / the dog (-)

Score: 10 (2 x 5)

3 Write five sentences about what housework the children must do before their parents come back from their holiday.

Example: We must take out the rubbish.

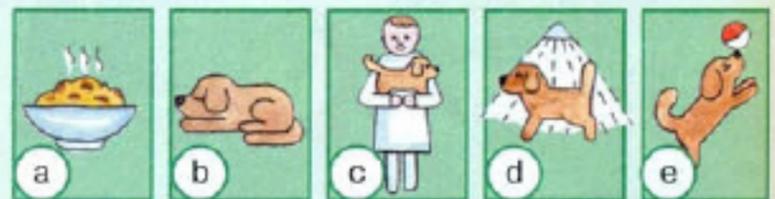


Score: 10 (2 x 5)

4 Read the instructions and match the headings and the paragraphs.



Pet Friend Instructions



food sleep vet cleaning play

How to play

Your Pet Friend is like a real pet. Keep it happy and healthy.

- 1 When your pet is hungry, you must feed it. Press the food key to choose some healthy food or a treat for your Pet Friend. Your pet needs healthy food to grow and a treat sometimes to keep it happy.
- 2 When your pet feels lonely, you must play with it. Press the play key and you will see a ball for your pet. Can your pet do tricks with the ball for you?
- 3 When your pet wants to sleep, you must turn off the light. Press the light key. When your pet wakes up, you must turn the light on. Press the light key again.
- 4 Your Pet Friend sometimes gets ill like a real pet. You must take it to the vet. Press the vet key.
- 5 If you want your Pet Friend to stay healthy you must clean up after your pet, and you mustn't let your pet walk around dirty. Press the shower key to give your pet a good clean.

Score: 10 (2 x 5)

5 Write instructions (five sentences) about how to look after a cat.

Example: You must brush your cat.

Score: 10 (2 x 5)

Total: 50

Lesson 8 Project: Our class constitution

1 Work in groups of three or four and write a draft of your class constitution.

- Make rules you want to have in your class.
- Begin with the sentences from the table.

Everybody	must mustn't should	do homework.
Nobody		give only good marks.
Teachers		always smile.
Boys		fight.
Girls		cheat.
Parents		tell lies.
		be late for class.
		do some sport every day.
		listen to the teacher.
		call each other names.
		talk in class.
		be polite (say thank you, hello, etc.).
		watch TV.

2 Think of more rules to add to your class constitution.

- 1 Rules for everybody (have chocolate for breakfast, jump to say hello, write with red pens, play games after school).
- 2 Special rules for girls (smile, dance and sing during breaks, help with homework).
- 3 Special rules for boys (not fight, play chess, learn to play the guitar).
- 4 Special rules for teachers (not give too much homework, give no homework for weekends, tell jokes, correct mistakes with a green pen, not invite parents to the school but talk to pupils about any problems).
- 5 Special rules for parents (do their children's homework, not ask children to help them with the housework).

3 Choose your top five rules. Write them on the board.

4 Vote on each rule.

5 Write the final draft and put it up at the front of the class.

**We, the pupils
of the 6th form...**

Have a nice journey!

Lesson 1 It was fantastic!

1a Read and answer: Which transport do you think is the slowest / the cheapest / the most exciting / dangerous / comfortable?

car ship plane helicopter horse
train camel coach bicycle

Example: I think the car is the most comfortable.

1b Compare and say which transport is faster, more expensive, boring or interesting to use.

Example: I think travelling by train is more boring than travelling by bike.

2 Read the question and the answers. What about you?



3a Interview your classmates about their travel experiences and complete the table.

Have you ever travelled by	once	twice	three times	often	never
plane?					
train?					
car?					
ship?					
bike?					
helicopter?					

3b Report to the class.

Example: Everybody has travelled by car.
Four people have travelled by car.
Three people have travelled by car twice.
Nobody has travelled by car.

4a Ask your partner about his / her past experiences. Use the verbs from the box.

Example:

Pupil A: Have you ever ridden a horse?

Pupil B: No, never. But I'd love to. / Yes, once.

LOOK

ride — rode — **ridden**
see — saw — **seen**
sleep — slept — **slept**
drive — drove — **driven**
fly — flew — **flown**
eat — ate — **eaten**
miss — **missed**
travel — **travelled**
climb — **climbed**

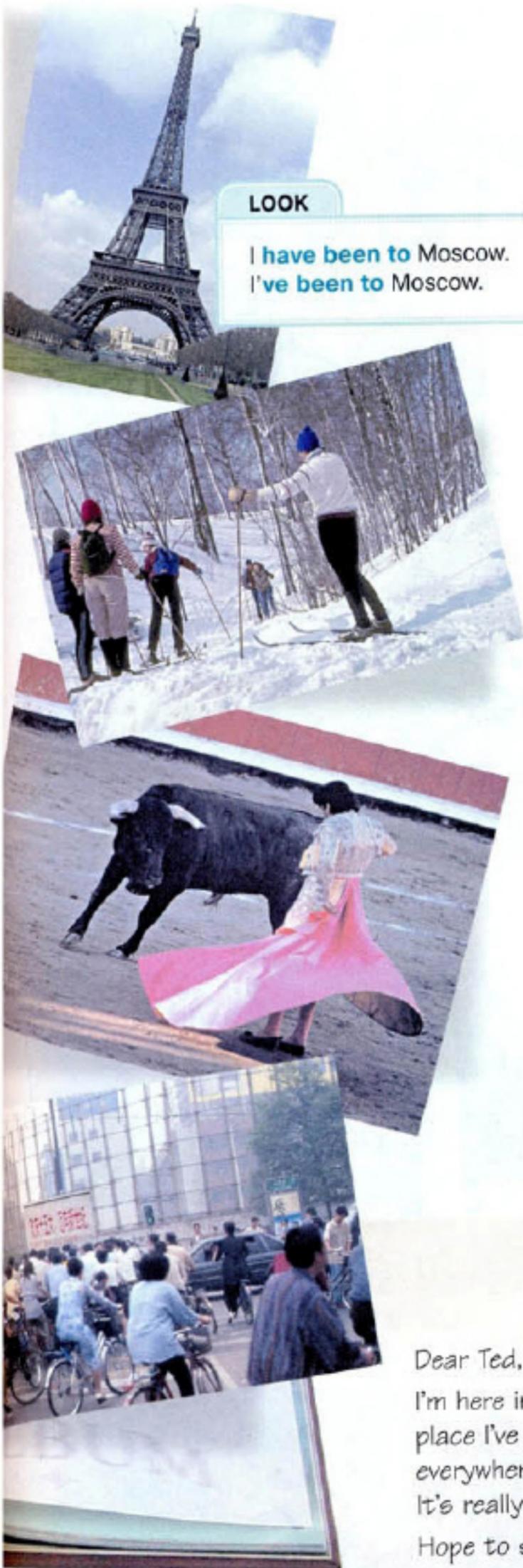
a mountain
a horse
a tractor
an Italian pizza
on the beach
a lesson
by car
a ghost

4b Tell the class about your and your partner's experiences.

Example: Both Sasha and I have climbed a mountain. / Sasha has eaten an Italian pizza but I haven't.

5a Look at John Duval's photo album. Guess what places he has been to.





LOOK

I have been to Moscow.
I've been to Moscow.

5b Listen and check your guesses.

6a Look at the pictures and tell your partner about the places you have been to or never been to.

Example: I've been to lots of museums. I've never been to the mountains.



6b Change partners and ask and answer about the places in the pictures.

Example:

Pupil A: Have you ever been to London?

Pupil B: No, I haven't. / No, never, but I'd love to.

7 Read the postcard. Imagine you are in Australia and write a postcard from that place.

Example:

Dear Ted,

I'm here in Siberia. It's the most interesting place I've ever been to. There's a lot of snow everywhere. Every day I go skiing or skating. It's really exciting.

Hope to see you soon.

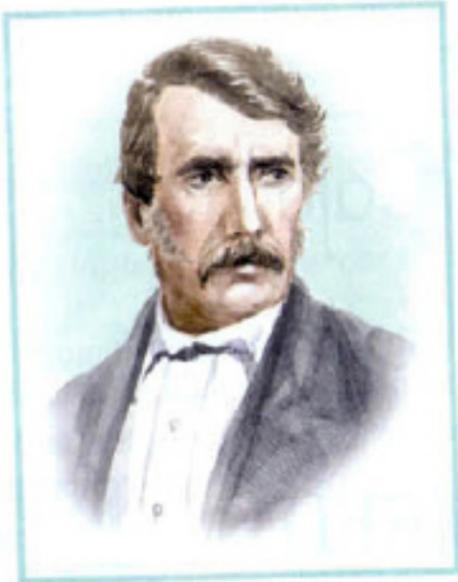
John



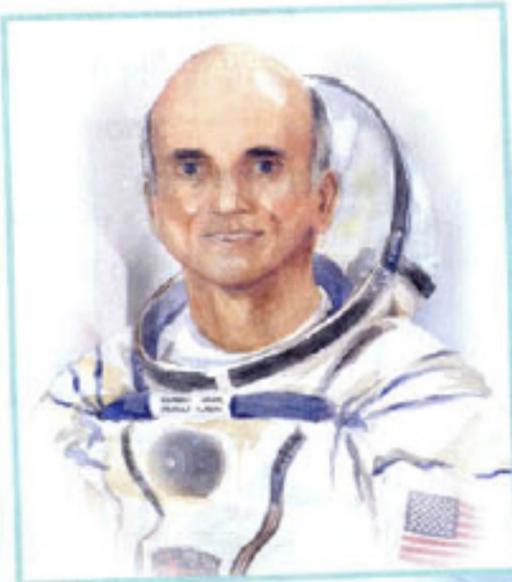
Ted Winston
8/33 Cain Avenue
3070, Victoria
Australia

Lesson 2 Famous travellers

1 Look, read and say what they are famous for.



travel / Africa / 1885



travel / space

Example: David Livingstone travelled to Africa in 1885. Dennis Tito has travelled into space.

- 1 Valeri Chkalov — fly / over the North Pole / America / 1937
- 2 Christopher Columbus — discover / America / 1492
- 3 Vladimir Lysenko — travel / round the world
- 4 Captain Cook — make a sea trip / round the world / twice / 1771 / 1774
- 5 Nikolai Przhevalski (1839–1888) — walk / 35,000 km across Central Asia / between 1870 and 1873
- 6 Yuri Senkevich — visit / over a hundred countries

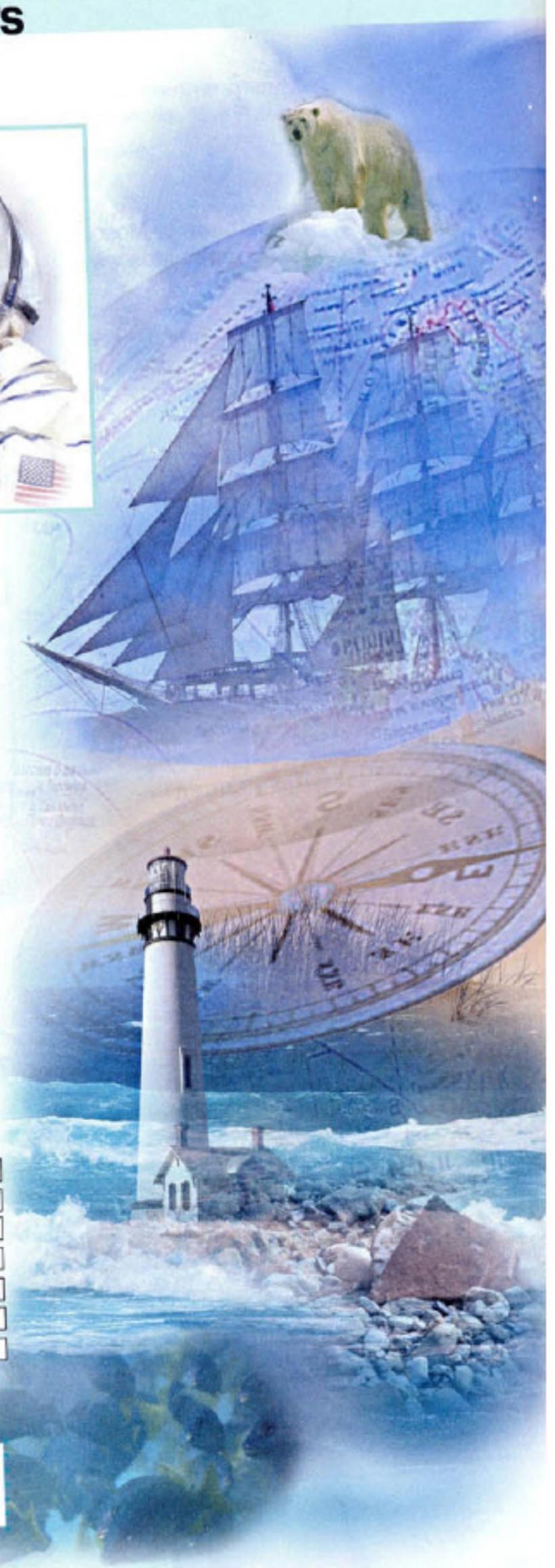
2a Listen and say why Dennis Tito travelled into space.

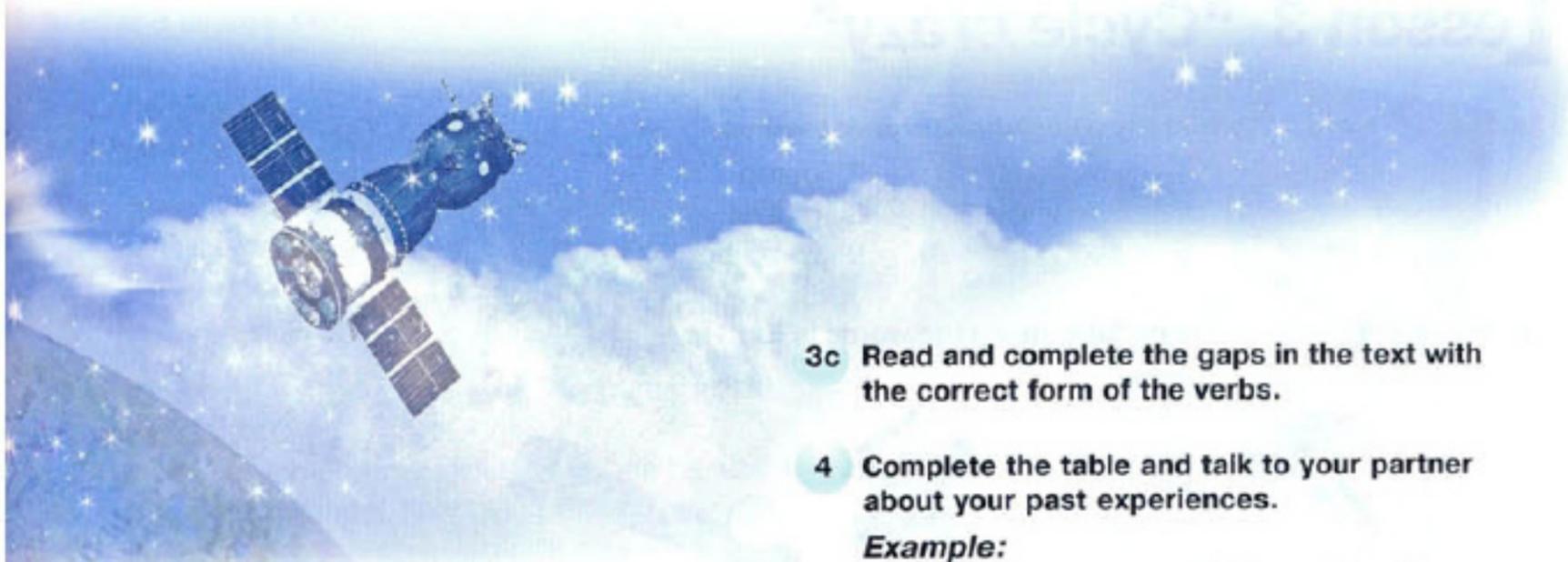
2b Listen again and say true (T) or false (F).

- 1 Dennis Tito is an astronaut.
- 2 His space flight was in 2000.
- 3 Dennis Tito is from America.
- 4 He travelled with some French astronauts.
- 5 He spent eighty days in space.
- 6 He has travelled around the Earth in his car.
- 7 He has travelled in a spaceship twice.

3a Read the words and guess their meaning.

rocket tourist millionaire international
photographing videoing





3b Read and answer.

- 1 Has Dennis Tito walked in space?
- 2 When did Dennis Tito make a trip into space?
- 3 What was the name of the spaceship?
- 4 What did Dennis want to do when he was young?
- 5 How much did he pay for the flight?
- 6 What did he do in space?
- 7 Was the trip dangerous?
- 8 Have you ever dreamed of going into space?
- 9 Would you like to travel into space? Why?

Anyone can go into space

"I (1 be) ... there and I think anyone can go into space," says the first space tourist Dennis Tito, who (2 make) ... the trip into space in April 2001.

California millionaire Dennis Tito and two Russian astronauts successfully docked their Soyuz TM-32 rocket with the International Space Station and (3 spend) ... eight days on the space station.

As a young man Dennis (4 dream) ... of going into space. Today his dream (5 come) ... true. He (6 pay) ... \$20 million for the trip and thinks the flight is worth that money.

During the flight Dennis Tito (7 spend) ... much of his time photographing and videoing Earth.

The trip (8 be) ... safe and Dennis Tito feels great after the flight.

dock — производить стыковку
come true — осуществиться
be worth — стоить, стоящий

3c Read and complete the gaps in the text with the correct form of the verbs.

4 Complete the table and talk to your partner about your past experiences.

Example:

Pupil A: Have you ever ridden a horse?

Pupil B: Yes, once.

Pupil A: Really? Did you like it?

Pupil B: Yes, I did. It was exciting.

Pupil A: When was it?

Pupil B: Two years ago.

Have you ever ...?	Yes / No	When? Where? (details)
ride a horse	Yes	two years ago
see an elephant	No	—
travel by train		
be to another town		
climb a mountain		
swim in the river		
fly in a helicopter		

5 Write questions to complete the interview with the famous Russian traveller, Vladimir Lyenko.

Example: Be / abroad? — Have you ever been abroad?

A: Yes, I have. I've been to lots of countries.

Q: When / start travelling?

A: When I was at school.

Q: Travel / down a river?

A: Yes I have. I have rafted down the highest mountain rivers of all the continents.

Q: Travel / around the world?

A: Once.

Q: How / travel?

A: By car.

Q: When / make / round-the-world car trip?

A: In 1997.

Q: How many countries / visit?

A: Sixty.

Lesson 3 "Cycle crazy"

1a Use the wordlist to find the translation for these words.

- | | | |
|-----------------|----------------|----------------|
| 1 first aid kit | 4 cycle helmet | 7 pump |
| 2 torch | 5 spare tyre | 8 gloves |
| 3 repair kit | 6 map | 9 water bottle |

1b Name the things in the picture, using the words in Ex. 1a.

- There is one extra letter.



2 Listen and say what the children are going to take with them to the camp.

3 Read and find how to make suggestions.

- A: Let's take a map. We need it to find the way.
 B: Good idea. I've got a new torch. I'll take it.
 A: What about that repair kit you got for your birthday? You never know...
 B: Shall I bring the first aid kit too?
 A: Sure. Last summer I cut my foot ...ugh. We should take some things to do in the evening. Why don't we take a ball?
 B: Yes and let's take tennis rackets too?
 A: Yeah, great.

LOOK

Why don't we take a ball?

4a Your class is going to spend two days at a campsite. In groups of four talk about what you are going to take with you.

4b Report to the class about your choice and fill in the table on the board.

Example: We're going to take a map.

Group 1	Group 2	Group 3
a map		
...		

5 Look at the table in Ex. 4b and decide which group is better prepared for the trip.

6a Read and choose the best title for the newspaper story.

- 1 A good cyclist
- 2 A new bike
- 3 A helmet helps

Ten-year-old Pete Baker was really proud of his new bicycle. He told his parents he wanted to ride it to and from school everyday. His parents said, "Yes but be careful."

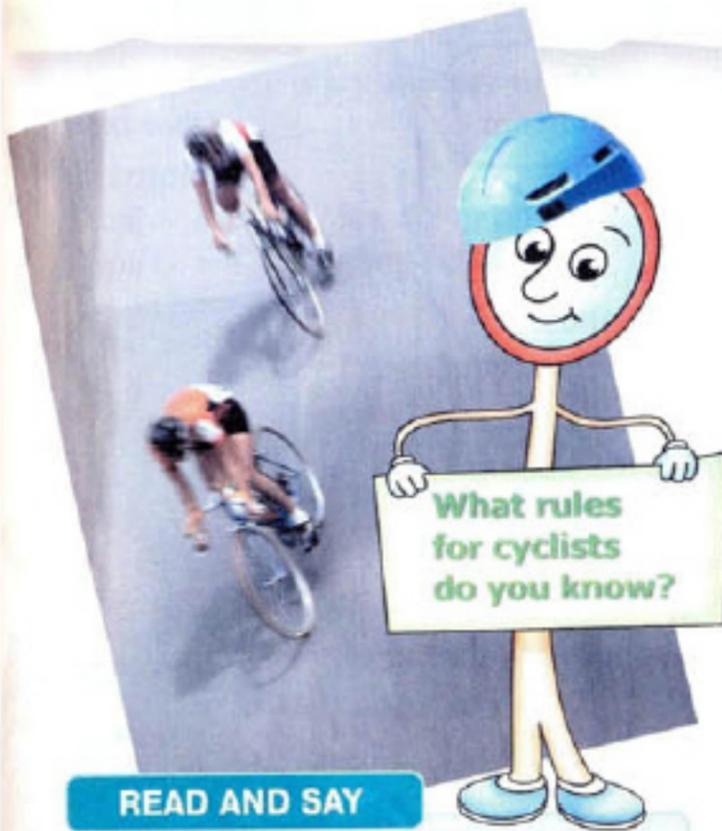
A week later a motorcycle hit Peter when he was riding home from school. "My helmet was smashed! I was scared to death," says Peter. "It was a foggy day. There were a few cars on the road. I was riding my bike slowly on the road. Suddenly I heard a noise behind me. I was scared and I turned left. A motorcycle hit me. My bicycle broke. I fell and got hurt very badly. I don't remember anything that happened after that," Peter told the reporter.

The person on the motorcycle was a twenty-year-old girl. She stopped and took the boy to hospital where Peter stayed for a month. The doctors said "The helmet saved Peter's life."

Now Peter is a member of a cycling club. He has learned a lot about safe cycling. And he thinks the rule "always wear a helmet when you ride a bike" is very important.



was proud — гордился
was smashed — был разбит полностью
was scared to death — был напуган до смерти



READ AND SAY

been reason wheel
 [i:] be weekend free meet
 people each see keep

6b Read and put the events in the right order.

- a) A motorcycle hit him.
- b) Peter goes to a cycling club.
- c) Peter went home by bike.
- d) Peter's parents bought him a new bicycle.
- e) The motorcyclist took him to hospital.
- f) His bike broke.
- g) He heard a noise.

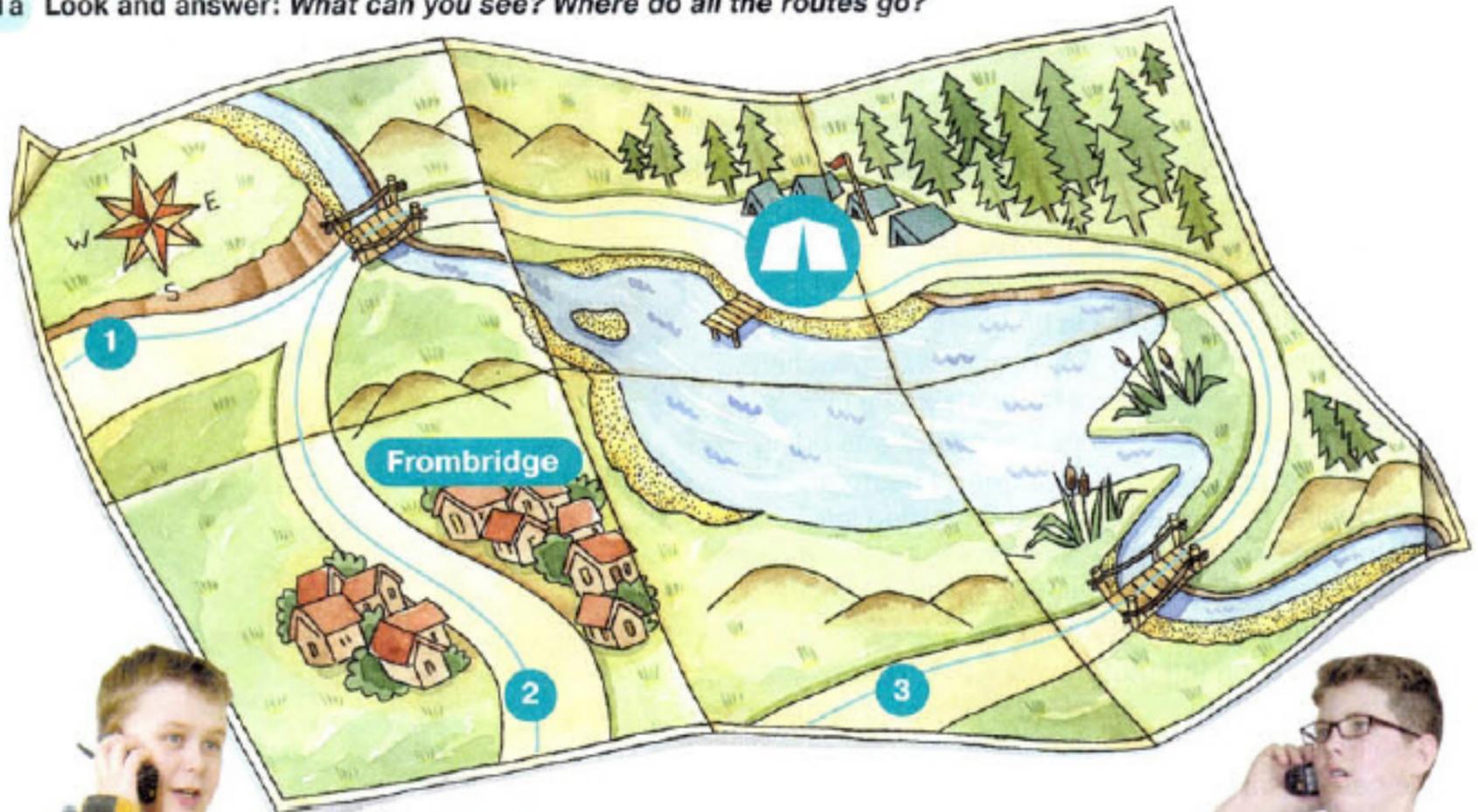
6c Are you a good cyclist? What rules for cyclists do you know?

7 Translate the conversation. Use three different forms of suggestions.

- Давай покатаемся на велосипеде?
- Хорошая идея. Давай пригласим Диму?
- Конечно. Я позвоню ему.
- Давай и Сергея пригласим тоже?
- Здорово!

Lesson 4 Plans for the weekend

1a Look and answer: *What can you see? Where do all the routes go?*



Paul



Max

1b Listen and answer. Which route have Max and his friends chosen?

2a Read and answer: *What are they talking about?*

What are you doing on Saturday?

I'm going on a bike ride. My friends and I are leaving at 6 a.m.

Can I go with you?

I think so. We're meeting at 5.30 near the school.

2b Read and correct.

Example: *Max isn't playing football. He's going to a campsite.*

- 1 Max is playing football at the weekend.
- 2 He is going on a walking holiday.
- 3 He is going to a campsite with his mum and dad.
- 4 They are leaving in the afternoon.
- 5 They are meeting near the shop.

LOOK

What **are** you **doing** at the weekend?
I'm **having** a picnic.

3a Read and answer: *Who is sure about the plans for the weekend?*

Jane

I'm going to play tennis with Alice but I need to phone her and find out about the time. I'm going to help my mum with the housework and I'm going to read an English book if I have time.

Victor

I'm playing in a football match at 3 p.m. at the school stadium. Then I'm having lunch at my granny's. And in the evening I'm going to a concert. By the way, I've got an extra ticket. Would you like to come?

3b Talk about your plans for the weekend. Make true sentences.

Example: *I'm going to get up early. / I'm not going to get up early.*

get up early play computer games
 cook dinner walk outside watch TV
 go to the countryside do my homework
 go to bed late

4 Look at Max's diary and say what he is doing next week.

Example:

Pupil A: What is Max doing on Monday?

Pupil B: He is meeting his aunt at 6 p.m.

Mon	6 p.m. – (meet) my aunt at the station
Tue	4.30 p.m. – (play) tennis
Wed	5.15 p.m. – (go) to the dentist
Thur	after lessons, Room 24 – (make) a poster about pets
Fri	–
Sat	evening – (visit) Granny
Sun	7 p.m. – (go) to a concert

5a Write a diary page for yourself.

5b Ask your friend about next week and find a time you can meet to go to the cinema together.

Example:

Pupil A: What are you doing on Friday? Let's go to the cinema.

Pupil B: Sorry, I can't. I am playing in a football match at 5.00 p.m.

Pupil A: OK. What about seven?

Pupil B: It's too late. Why don't we go on Saturday?

Pupil A: Fine. Shall we meet at 5 p.m.? Are you free at 5.00 p.m.?

Pupil B: Yes, I am. Let's meet at 4.45 in front of the cinema.

6 Write a message to a friend who is not at home at the moment and invite him / her to spend the weekend with you.

Example:

Ann,

Mary and I are going to the cinema on Saturday. Would you like to come? We've got an extra ticket. We're meeting at 5.45 in front of the cinema.

Kate

Lesson 5 On foot or by bus?

1 Listen and say which word you hear: *work* or *walk*?

2a Read, listen and repeat.

- Excuse me. Is there a post office near here?
- Yes, it's over there.
- How far is it?
- It's ten minutes on foot. Go straight on. You can't miss it.
- Thank you.

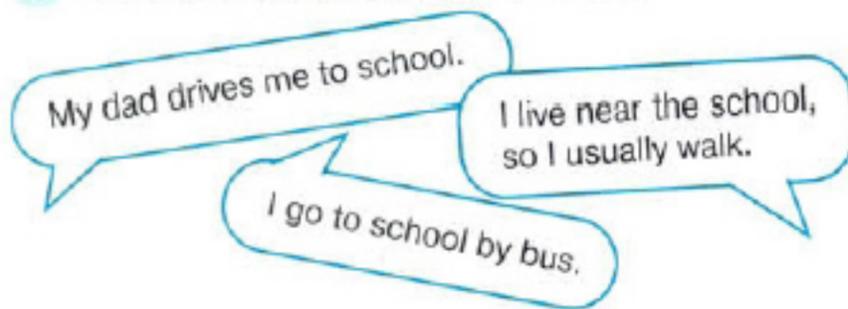
LOOK

by bus
on foot = walk

2b Act out a conversation.

You are a stranger in the town. Ask your partner about the places you want to go: library, bus station, bookshop, cinema, supermarket.

3 Read and say how you get to school.



4 Read and answer: *Do most of the children like walking or dislike it?*

- I think walking to school is good for children in a lot of ways. It teaches them how to be safe on roads. They feel active and it's better for their health.
- I like meeting friends on the way to and from school.
- I like walking in the rain. I did it yesterday. It was fun!
- It's boring. There's nothing to do. You just walk and walk.
- When our son started to walk to school he learned a lot about the dangers of the road — it was a real discovery for him.
- It gives us a chance to get exercise and get some fresh air.
- We can chat when we walk to school.
- Sometimes it takes a lot of time. You can be late for school.

5a Read and complete the table.

Advantages	Disadvantages
Healthy. It's fun.	It's hard. There are a lot of cars on the roads.
You can learn a lot.

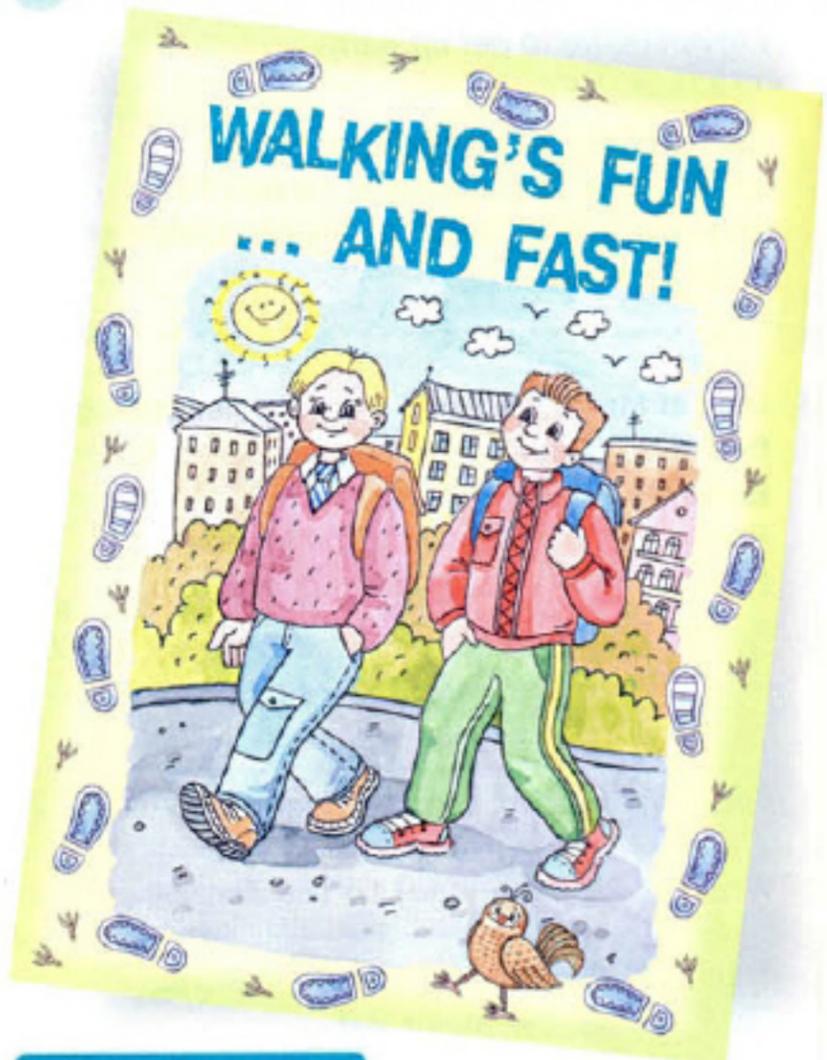
5b Add more ideas to the table.

5c Say why you like or don't like walking.

Example: *There are a lot of advantages of walking. For example, ... / I like walking because ...*

There are a lot of disadvantages of walking. For example, ... / I don't like walking because ...

6 Make a poster to support walking. Write a slogan.



READ AND SAY

[ɜ:]	}	work	tall	small	word	war
		walk	worker	ball	call	salt
[ɔ:]	}	wall	also	worst	chalk	talk
		warm	walk	warm	world	

Lesson 6 Where to go?

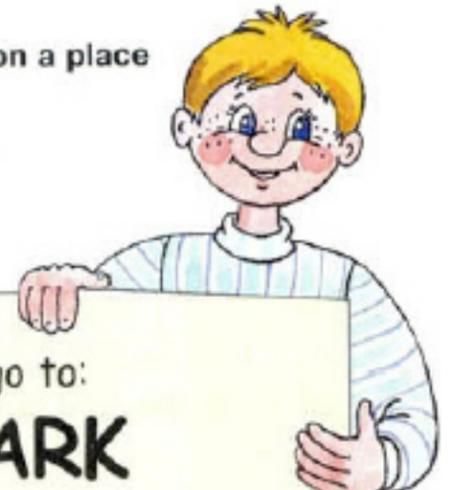
- 1 Ask and find out whose journey to school is the longest or the shortest.
Example: How long does it take you to get to school? – It takes me five minutes.
- 2 Make a list of places in your town where you usually walk to and write how long it takes you to walk to the places.
 - How much do you walk every day?
- 3a Read and answer: **Who wrote the letter? What is it about?**

Dear Dima,
 Thanks for your letter. It was really interesting to know about your favourite films.
 I like horror films too. Sometimes I also watch videos, but in my free time I like going out.
 My favourite place in California is a theme park with lots of rides. I hang out there and meet lots of people. You can get to the theme park by bus, but I like cycling there with my friends. It takes us about 20 minutes to get there. We usually have lots of fun there.
 My second favourite place is the beach at Santa Cruz. It's the best place to relax and see other people. People like going there.
 I'd like to visit Hollywood. There I can meet some of the stars and take pictures of them.
 Where do you like going in your free time?
 Best wishes,
 John

- 3b Read again and complete the table about John: **What are John's favourite places?**

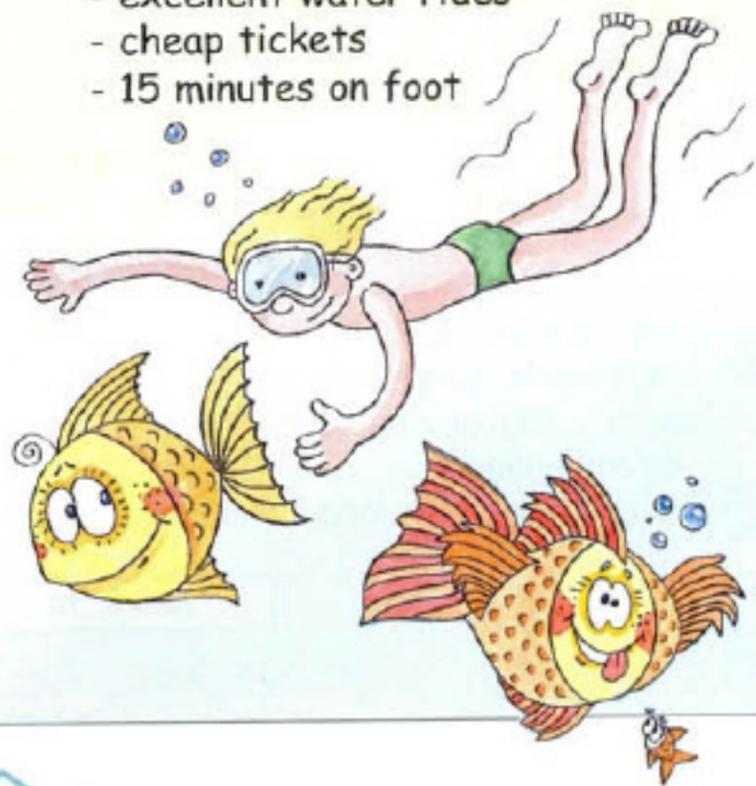
	What?	Why?	How?	How long?
John				
Max	aqua park	beautiful, ...		10 minutes
Mary		..., ..., crocodiles	plane	
Stephen	campsite			

- 4a  Listen to the children talking about their favourite places and complete the table in Ex. 3b.
- 4b Use the table to talk about Stephen and Mary.
Example: Max's favourite place is an aqua park. He likes it very much because it is beautiful and he can have a lot of fun there. The park is not far from his house, so he walks there with his parents. It usually takes them ten minutes to get there.
- 5a Ask about your partner's favourite places in town and tell the class what you have learned.
- 5b With your partner decide on a place to go to in your town.
 - Make a list of reasons.
 - Present it to the class.**Example:**



The best place to go to:
AQUA PARK

- beautiful and interesting
- excellent water rides
- cheap tickets
- 15 minutes on foot



- 6 Write a letter to a friend about your favourite place.
 - Explain why you like it.
 - Invite him / her to visit the place.
 - Use the ideas from Ex. 3 and Ex. 4.

Lesson 7 Progress page

1 Listen and complete the table: How long does it take the children to get to the school, to the library, to the shop, to the pool?

	School	Library	Shop	Pool
Mary	5 mins	(1) ...	12 mins	(2) ...
Mike	(3) ...	10 mins	(4) ...	(5) ...

Score: 10 (2 x 5)

2 Complete the sentences with the right words. Start with the letter given and follow the number of spaces.

- I think travelling by t _ _ _ _ is the most comfortable.
- I have never flown in a h _ _ _ _ _ _ _ _ _ _ .
- My father has bought a new c _ _ .
- Riding high on a friendly h _ _ _ _ is fantastic.
- A ticket on a b _ _ costs \$5.

Score: 10 (2 x 5)

3 Make sentences.

Example: My brother is going to the cinema tomorrow.

- at the weekend / you / what / doing / are / ?
- takes / five minutes / me / to get home / it / .
- does / take / how long / you / it / ?
- travelling / car / I / by / like / .
- having / we / a picnic / on Sunday / are / .

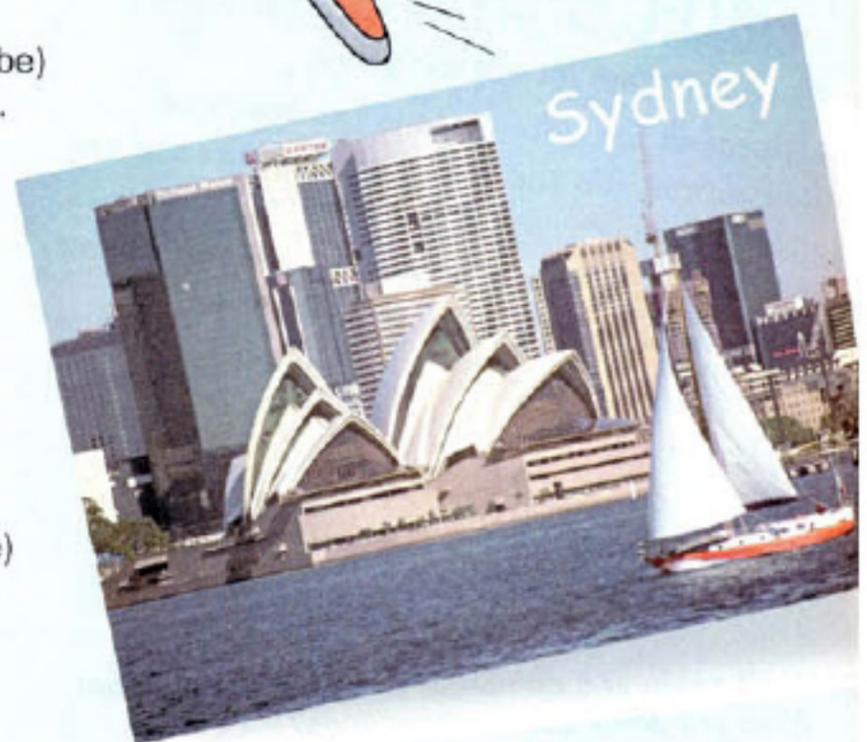
Score: 10 (2 x 5)



4 Write the right form of the verb.

- Hi. You look wonderful. Where have you been? (be)
- I (1) ... (be) to Australia. I (2) ... (come) just ... back.
- Where (3) ... you ... (go)?
- Sydney. It's fantastic! I (4) ... (see) lots of amazing things, (5) ... (visit) a lot of interesting places and (6) ... (meet) a lot of new friends.
- Great. How (7) ... you ... (get) there?
- By plane, of course.
- How was the flight? (8) ... you ... (like) it?
- Very much. Wonderful views from the window. It (9) ... (be) great but a bit tiring. It (10) ... (take) us eight hours.
- Really? I don't like long flights.

Score: 10



5 Write a message to your friend to invite him / her to go a computer club.

- Mention that you have agreed with your classmates to meet near the school at 5.30 p.m.

Score: 10

Total: 50

Lesson 8 Project: Have a safe journey!

1 Read the rules, complete the board game tasks (5, 10, 32) and enjoy playing it with your friends.

Welcome to the campsite!

START

1

2

3

4

5

40

39

38

37

36

35

34

33

32

31

30

29

28

27

Rules of the game

- 2 to 4 players can play the game.
- You and your friends are going on a bike trip. The first person to get to the campsite is the winner.
- Each person throws the dice and moves the right number of spaces.
- Follow the numbers and tasks below.
- When you are on a red space, miss a turn.
- When you are on a yellow space, read the instruction and do what it tells you.
- If you can't answer, miss a turn.
- If your answer is right, throw the dice to move forward again.
- If you are on a green space, throw the dice and move forward again.

Tasks

3 You are near the lake. Say how you can get to the other side.

5

9 Name five means of transport. Which is the fastest?

10

17 What are the three forms of the verbs: *ride, fly, drive*?

19 Have a rest and say three sentences about your favourite place.

22 Name five items of cycling equipment.

24 The road is dangerous at this point. Stop and miss a turn.

26 Say three sentences about why walking is good.

28 Translate the word *велосипед* and spell it.

30 You have forgotten the map. Go back to 11.

32

34 The road is good. Go faster and move to 23.

35 Name three famous travellers. What are they famous for?

37 Have a break and say three things you are doing at the weekend.

6

7

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18

Game Language

Let's start.

Whose turn is it now?

It's your turn.

Throw the dice.

What did you throw?

I threw a two.

Go back to 24.

Go forward two spaces.

Bad luck!

You're lucky.

Can I move on?

Congratulations!

Lesson 1 Country Code

1a Listen and say what the teenagers are doing:

- 1 enjoying the countryside
- 2 watching a video cassette
- 3 discussing a trip

1b Listen and decide which of these signs the children saw.

A



1



2

B



1



2

C



1



2

2 Look at the pictures and decide what the Wise Owl is saying.

Example:

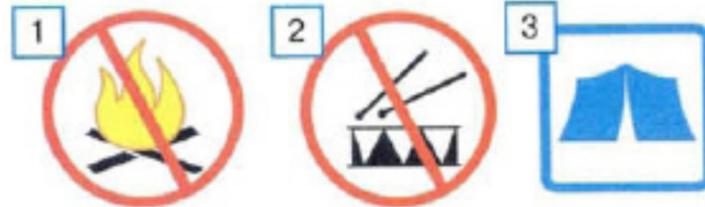
You **mustn't** cross a field without a path. You **must** find a path.





3a Read and say if the text is about:

- 1 how to get out of a spooky situation
- 2 how to behave
- 3 how to enjoy yourself



When in the countryside please remember...

Come along with us
 Our trip is very nice.
 Use the following rules:
 No fire in the forest.
 Take your litter home.
 Remember to keep your dog under control.
 You must keep all water clean.

Clean the picnic place when you go home.
 On the way, don't make a lot of noise.
 Don't take wild animals home.
 Enjoy wildlife and be its friend.

3b Read and say which sign does not match with the text.

3c Read and say what the Country Code means.

- 1 country roads
- 2 countryside
- 3 country rules

3d Read the Country Code again and say what we must / mustn't do when we are in the countryside.

Example: We mustn't make a fire in the forest.

4 Think of a place you like: a beach, a park, a forest, mountain area etc. Make a Country Code leaflet with five or more rules.

Example:

When on the beach please remember...
 You must keep the water clean.
 You mustn't leave litter...

Lesson 2 Prickly Farm



1a Read and say if the text is:

- 1 a list of rules for visitors to the place
- 2 an invitation to visit the place
- 3 a list of things lost in the place

Prickly Farm

Visit **Prickly Farm** and

- Feed and wash a horse
- Help to milk a cow
- Watch ostriches and their chicks
- Ride a donkey
- Walk in a hedgehog village
- Help in a hedgehog hospital
- Ride on a farm tractor
- Buy "Hedgehoggy" souvenirs
- Eat at "The Hoggly Cafe"

Come rain, Come shine, there is a lot to do on the farm.

1b Say what Max and Jane can do at Prickly Farm.

Example: If Max visits Prickly Farm, he can feed a horse.

If Max..., see different animals →
 feed the horses, goats and sheep →
 help the farm owners →
 learn how to take care of the animals →
 teach his sister how to do it →
 ???

If Jane..., go to the hospital for hedgehogs →
 help to look after the animals →
 feed the hedgehogs there →
 watch the hedgehogs in their garden →
 do the "Hedgehoggy" quiz →
 also play in the children's play area →
 ???

1c Ask and answer questions about Max and Jane.

Example:

What can Max do if he visits Prickly Farm?

He can see different animals.



2a Read the leaflet again and choose three things you are going to do if you visit Prickly Farm.

Example: *If I visit Prickly Farm, I'm going to wash a horse.*

2b Find another pupil in your class who is going to do the same if he / she visits the farm.

Example:

If you visit Prickly Farm, are you going to wash a horse?

Yes, I am. / No, I'm going to feed the ostriches.

2c Report to the class.

Example: *If Marina visits Prickly Farm, she's going to wash a horse, but I'm going to ride a donkey. And we're both going to buy "Hedgehoggy" souvenirs.*

3 Say what you should do if you go to Africa on a safari.

Example: *If you go on a safari, you should plan your route.*

plan your route get a guide book write a poem
get a camera get a sketch book have injections
put on a hat take a TV set watch wildlife
get out of the big animal's way take a compass
take photos see lions watch zebras and giraffes

4 A lot of people visit Prickly Farm, but not all of them behave in the right way.

- Look at the picture and make rules for the farm.
- Translate the rules into Russian.

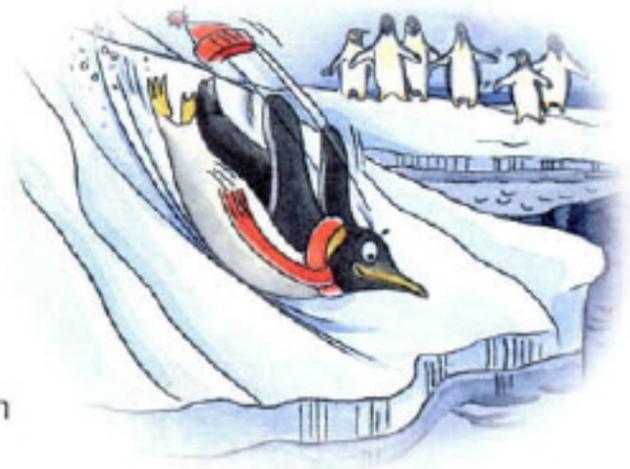
Example: *Drivers mustn't park on the grass. – Запрещается парковать машины на траве.*

Lesson 3 Weird animals

1a Make up questions for the quiz *What do you know about penguins?*

Example: *How many penguins are there?*

- 1 types of penguins / How many / are there?
a) 75 b) 70 c) 17
- 2 Where / find / can't you / penguins?
a) South America b) the Arctic c) the Antarctic
- 3 can't they / What / do?
a) fly b) jump c) swim
- 4 Which is / penguin / the largest?
a) Blue penguin b) Emperor penguin c) Macaroni penguin
- 5 takes care of / Who / the egg?
a) Emperor mother b) Emperor father c) both parents
- 6 Where / Emperor penguins / do / put their chicks when they go to sea?
a) school b) pocket c) kindergarten



1b Choose the right answer in Ex. 1a.

1c Listen and check.

2a Write questions you would like to ask about each of the animals in Ex. 2b.

2b Read and check if you can find the answers to your questions.



Sifakas

You can see sifakas in Madagascar, a big island near western Africa. Sifakas live in trees and eat leaves, flowers and fruit. They can jump up to 10 metres from one tree to the next tree. When sifakas are not in the trees, they move on two legs in small jumps. It looks strange, like dancing. Sifakas make noises like speaking. In the past, people thought that they were ghosts, not animals.



Dodos

Dodos were strange birds, which lived on an island in the Indian Ocean. They were gigantic, about 1.2 metres high, but they couldn't fly. They ate fruit and leaves and made their nests on the ground.

In 1507, Portuguese sailors came to the island and discovered the birds. They killed the birds for food. By 1680, there were no more dodos on the island. When we say something is "dead as a dodo", we mean that it is gone forever.

2c Answer the questions.

- 1 Why did people think that sifakas were ghosts?
- 2 Why did dodos make nests on the ground?

3 Make a quiz about an animal. Use Ex. 1a to help you.

Lesson 4 A great day out

1a Listen and say where the children are:

- a) a zoo b) a wildlife park c) jungle

1b Listen and decide true (T) or false (F).

- 1 The animals are in cages.
- 2 The children mustn't feed the animals.
- 3 The children can ask questions about the animals.
- 4 The children can touch the animals.
- 5 The children are happy.

2a Read and say what information is in the leaflets.

2b Read and find the best place for a family day out.

The family are interested in all kinds of monkeys, tigers, lions, kangaroos and other exotic animals, they would like to watch, learn and touch, to have lunch at midday and to take their dog with them.



Dartmoor Wildlife Park

Meet, Touch and Learn

Pelican feeding at the main lake 10 a.m.
 Big cat feeding time 3.30 p.m.
 Meeting kangaroos and their keepers
 2 p.m. and 3.15 p.m.
 Bear feeding time 4.30 p.m.
 Jaguar restaurant all day

- Picnic place
- Adventure playground
- Dogs welcome

Open 10 a.m. till 6 p.m., 365 days a year.

For further information please ring
 01752-837209.

Have fun and help!

10 a.m. Orangutan feeding time
11.30 a.m. Pelican and swan feeding time
12 a.m. Meeting Australian animals + a film and a talk about Australia
1.15 p.m. Lion and tiger feeding time and a talk
2 p.m. Chimpanzee show
3.45 p.m. Meet the elephants
5 p.m. Hedgehog hotel.
You can help us feed them and take care of them.
5.15 p.m. See the rest of the zoo
6 p.m. Pony rides

Please keep your dog under control.

Every 30 minutes there's a great zoo activity for you to join in and you can make your own wildlife souvenir to take home with you.

Open every day of the year.

Omsk Zoo



READ AND SAY

- c [s] decide space bicycle
 [k] can cut coat cup cage
 stick climate

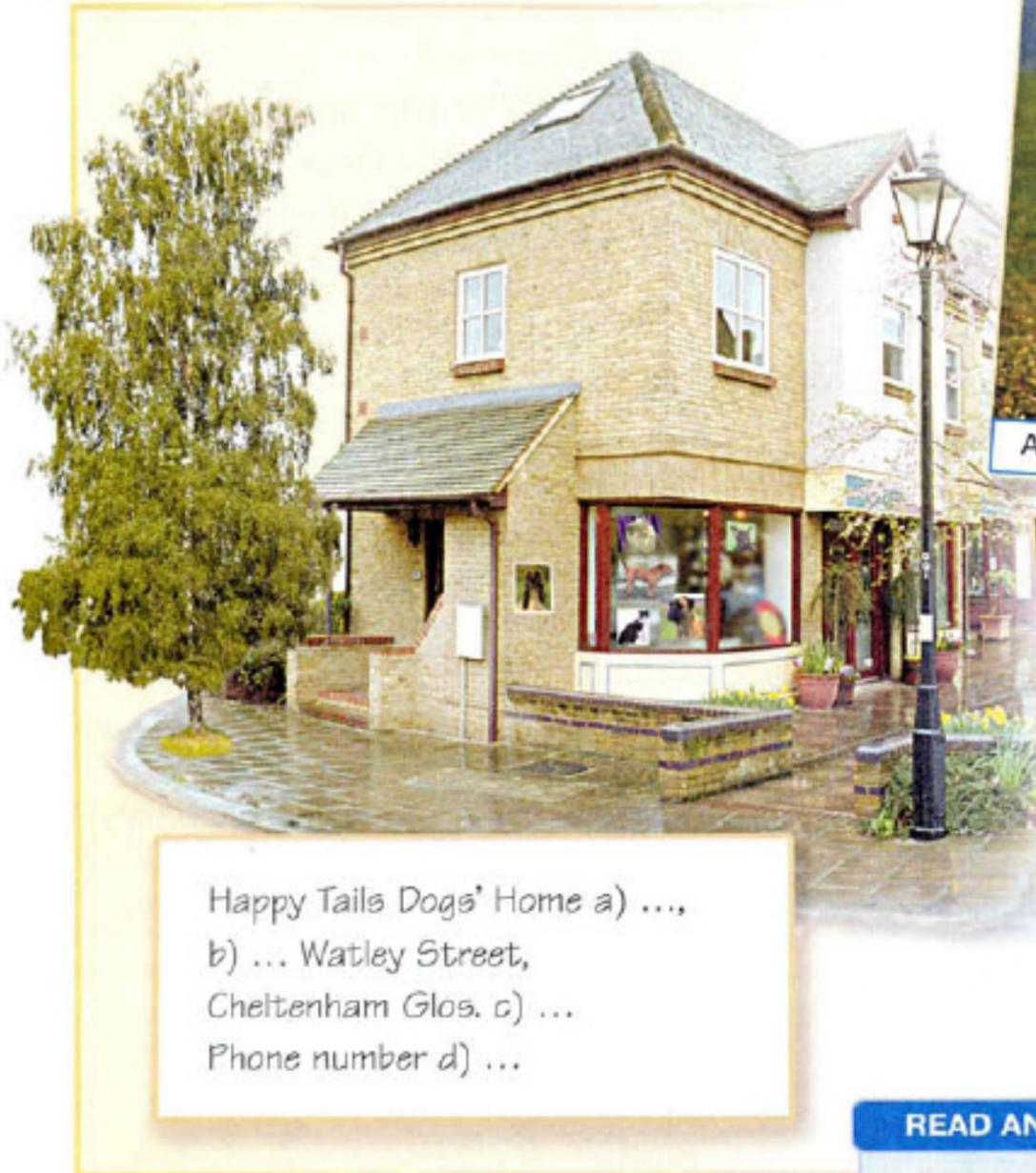
2c Choose the place you would like to visit and say what you can see or do there if you have only three hours.

Example: *I'd like to visit Omsk Zoo. If I have only three hours, I can go to meet the elephants. Then I can ride a pony.*

3 Write a leaflet for your own wildlife park, inviting people to visit it.

Lesson 5 Happy Tails

1a Listen and fill in the gaps.



READ AND SAY

[ɒ] — [ɔ:]
 dog — walk got — short fox — four

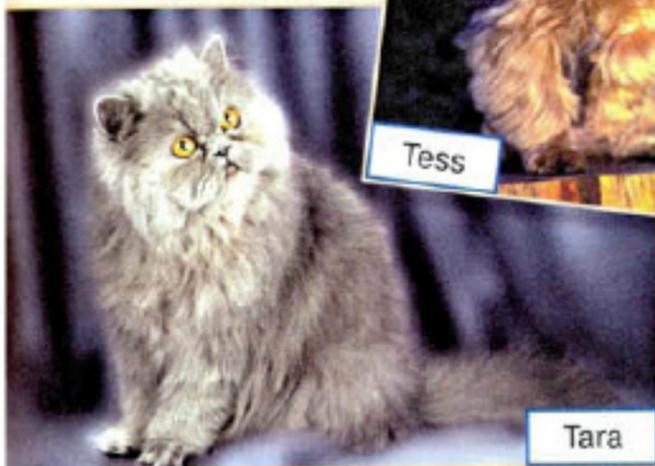
small long walker robber
 ball song jogging

1b Listen and say if the boy is happy with the dog he has been offered.

1c Listen again and fill in the form for Gregory.

1 Do you live in a house or a flat?	In a three-room flat, there is a big garden near my house.
2 Do you like long walks?	
3 Can you take the dog / cat for a walk?	
4 Have you got time to play with a dog / cat?	
5 Do you want to train your dog / cat?	Yes.
6 Have you got another animal?	
7 Have you got younger / older brothers or sisters?	
8 How many people are there in your family?	
9 Are there any dog or cat weird habits you don't like?	

2a Fill in the form to find a dog or a cat for yourself.



2b Read the descriptions of the animals and find a pet for yourself.

Barney is four years old. He is big and as black as night with a white spot on his neck and clever green eyes. He loves sleeping on armchairs. He likes toys, games and walks. He would like to live in the company of other pets.

Tara is a beautiful three-year-old cat. She is small and fluffy with a grey coat and a funny nose. She is very clever. Tara loves playing with her toys and is friendly to dogs. She likes bananas.

Hitta is a beautiful five-year-old boxer. She is dark brown with black stripes like a tiger. She is an ideal friend. She loves carrying bags and stones and running after a ball. Hitta is not very friendly to cats.

Agda is a very big, five-year old dog with a beautiful long coat. She doesn't like to stay at home without the family for long. She loves other animals. Agda needs a lot of exercise and enjoys long walks. She loves watching TV from the sofa!

Tess is a four-year-old dog. She is not very big. She is brown with a short black tail and big eyes. She enjoys playing games and loves children and her toys. She does not like being alone.

2c Guess which dog / cat your partner has found for himself / herself.

- Give as many reasons for your guess as you can.
- Swap forms and check your guess.

Example: *I think it's Tess. Your family lives in a small flat and Tess is a small dog.*

3 Choose the right translation.

Dogs' Home

- a) собачий дом
- b) кошачий дом
- c) приют для животных

4 You want to give a new home to a pet. Write a letter to the Happy Tails Dogs' Home to get an animal. Describe it and give reasons.



Barby
Barby is a dog.
She doesn't like cats.
Barby likes small children.

Dear Manager of Happy Tails Dogs' Home,

I would like to give Barby a home.

My parents and I live in a small flat, and Barby is a small dog and she can live in my room. Barby doesn't like cats and we have no cats. Barby likes small children but I have no younger brothers or sisters but there are a lot of small children in the yard.

I play tennis and football so Barby can play with me.

I will take care of her and take her for a walk.

Yours sincerely,

Michael White

Lesson 6 Earth Day

1a Listen and say if Earth Day is:

- 1 a biology lesson in which pupils learn about wildlife
- 2 an event when people take special care about wildlife
- 3 the day when people greet birds coming back



READ AND SAY

[ɜ:] turn further purr fur curly
 [aʊ] found round count sound shout
 [aʊ] now how down

1b Listen and choose the right answer.

- 1 What is the date of Earth Day?
 a) 2 April
 b) 20 April
 c) 22 April
- 2 What are David and Jane doing in the Earth Day event?
 a) working in a zoo
 b) organising activities
 c) planting flowers

2 Find out who is doing what in the Earth Day event.

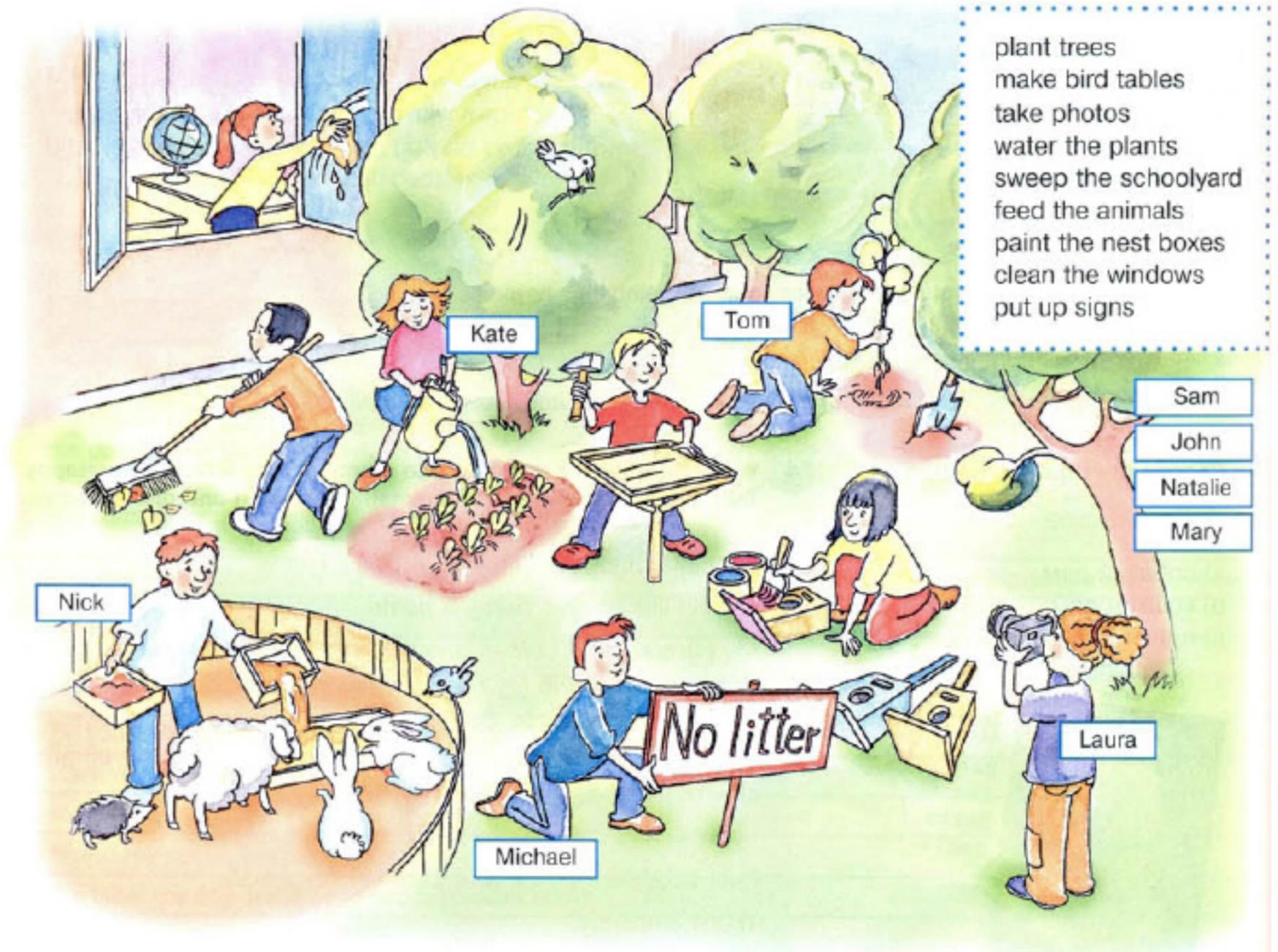
Pupil A: Look at the picture at this page.

Pupil B: Look at the picture at p. 140.

Example:

Pupil B: Is Nick planting flowers in the park?

Pupil A: No, he isn't. / Yes, he is.



3 Match and say using **must / should**.

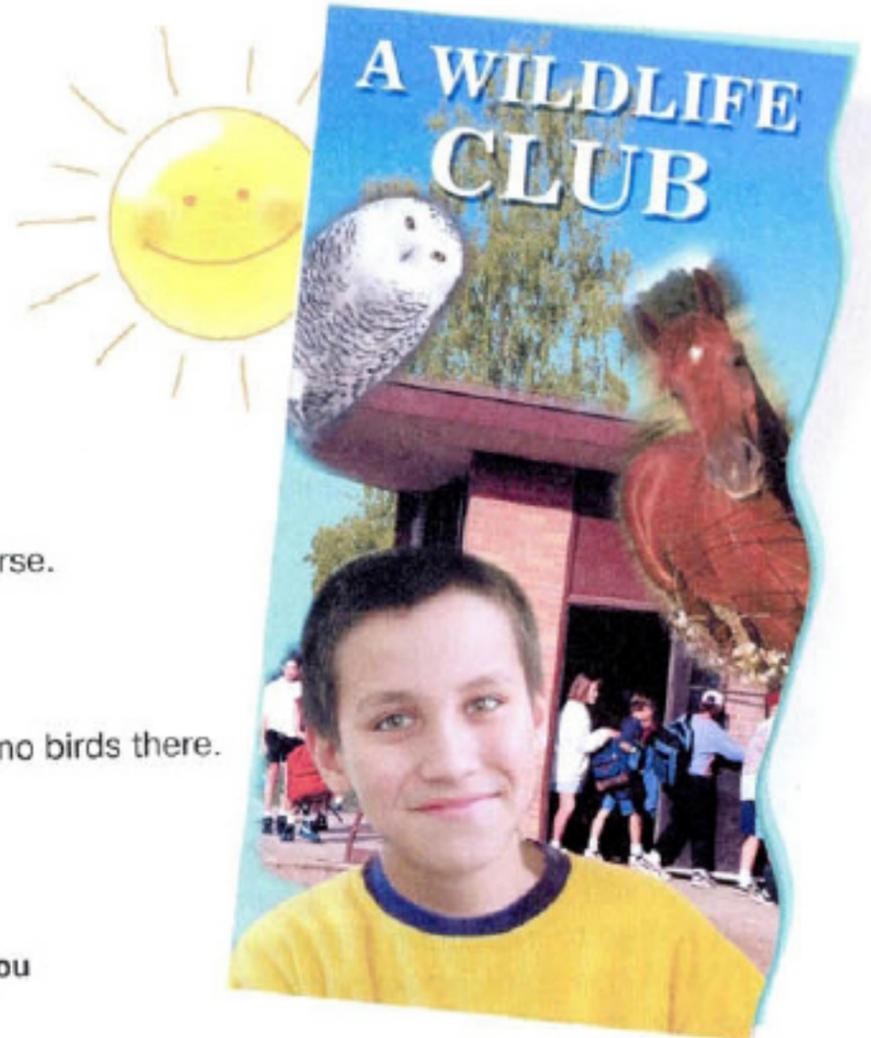
Example: 1b If we want to keep our schoolyard clean, we must get some litter bins.

We want	We do
1 keep the schoolyard clean	a) go to the zoo
2 have a green schoolyard	b) get some litter bins
3 help the zoo keepers	c) give them a home and look after them
4 make an album about Earth Day	d) water them
5 help homeless animals	e) clean it
6 have flowers around	f) plant trees
7 have a tidy sports ground	g) take photos

4a David and his friends are going to start a wildlife club at school. Read and choose what they are going to do.

Example: If there's a lot of litter in the park, they're going to make litter bins.

- There is a lot of litter in the school park.
 - light fire
 - make litter bins
 - plant trees
- There is nothing to eat for birds in the forest.
 - watch the birds
 - feed the birds
 - make a wildlife park
- People walk dogs on the grass.
 - phone the police
 - put a sign "No dogs, please"
 - plant new grass
- Many children have never touched a sheep or a horse.
 - show them photos of the animals
 - talk to them about these animals
 - take them to a farm
- The school garden is in danger because there are no birds there.
 - make nest boxes for birds
 - cut bushes
 - collect fruit and vegetables



4b In groups make a list of three wildlife problems that you would like to solve. Swap the lists and give advice.

Example:

Problem: There is a lot of litter in the park.

Advice: If there is a lot of litter, you should clean the park.

5 Choose the right translation for each of the words.

- Earth Day
- wildlife club
- nest box
- bird table
- Earth Day event

птичий столик субботник скворечник земной день
 клуб любителей природы коробка для гнезда
 кормушка клуб любителей дикой жизни День Земли

Lesson 7 Progress page

1a Listen and say what the advertisement is about.

1b Listen and decide true (T) or false (F).

- 1 There are only dogs there. F
- 2 The place is in England.
- 3 People take care of animals there.
- 4 The place is only open at Christmas.
- 5 It is more than a hundred years old.

Score: 20 (4 x 5)

2 Fill in the gaps with the right words. There is one extra word.

wildlife weird chicks save countryside zoo fun

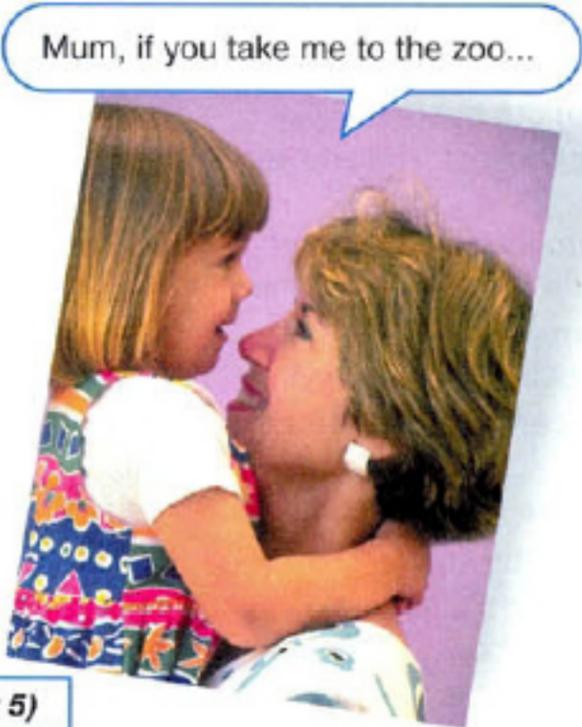
The Dartmoor Wildlife Park is in the beautiful (1) The animal keepers help to (2) ... a lot of (3) ... animals from dying out, but you can also watch ducks sitting on their eggs or pelicans walking their (4) It's a good change from an ordinary (5)

Score: 15 (3 x 5)

3 Choose the right phrase.

Example: Mum, if you take me to the zoo, I **can feed** / **must feed** the rabbits.

- 1 Sam, you **can touch** / **must touch** the sheep and goats if you go to the countryside with us.
- 2 If Max has some pocket money, he **must buy** / **should buy** a new stamp with a tiger.
- 3 If you go to Sochi, you **must watch** / **should watch** the dolphins doing tricks.
- 4 If next winter is very cold, we are **going to put up** / **are putting up** bird tables in the yards. We decided this at the meeting of the Wildlife Club.
- 5 "Kate, you **are going to** / **should** help your granny to milk the goat, if you visit her this summer," Mum said.



Score: 15 (3 x 5)

Total: 50

Lesson 8 Project: Earth Day every day

1 Collect all the photos, sketches and pictures you have in the group.

- Categorise them into two areas:
 - a) watching animals
 - b) helping wildlife

2 Choose one type of poster for the presentation.

3 Make a poster using the material you have got.

Watching animals

- Make two or three rules for people who go to the countryside to watch animals.
- Give the poster a title. You may get a title from the titles here or think of your own title.

Hush!

Be friendly

Please remember...

Lucky us

- Talk about when and where you watched the animals, name them, talk about how often you can watch these animals, and if they have any weird habits.

Helping wildlife

- Give the poster a title. You may get a title from the titles here or think of your own title.

Be wise

It's a must

The Earth needs help

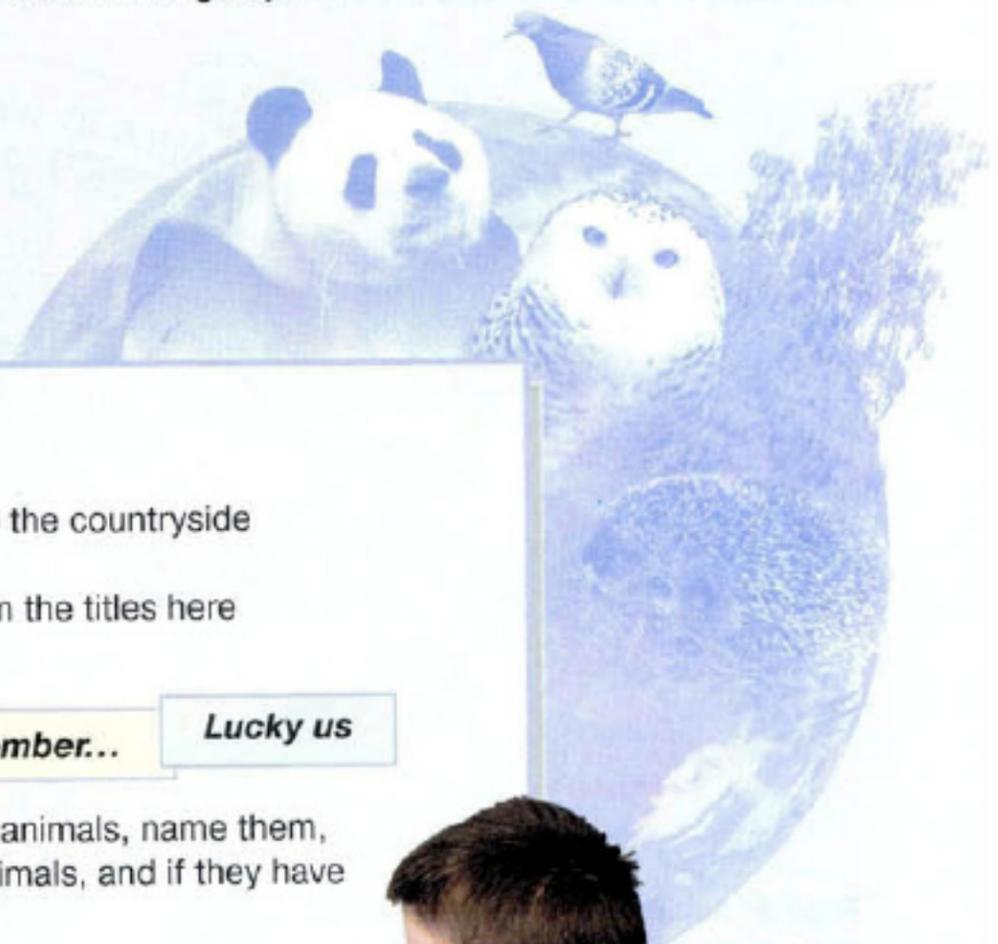
You must help

- Talk about what problem the poster presents (litter, homeless animals, broken trees, drawing on walls, etc.).
- Give two or three ideas about what people must do to solve the problem.

4 Present your poster.

5 Did you do well in the presentation? Answer the questions.

- 1 Did everyone take part in the project?
- 2 Did everyone take part in the presentation?
- 3 Did you speak loudly?
- 4 Did you forget any parts when you were presenting the poster?
- 5 Was the poster clear?
- 6 Did you use the poster in your presentation?
- 7 What should we do better next time?

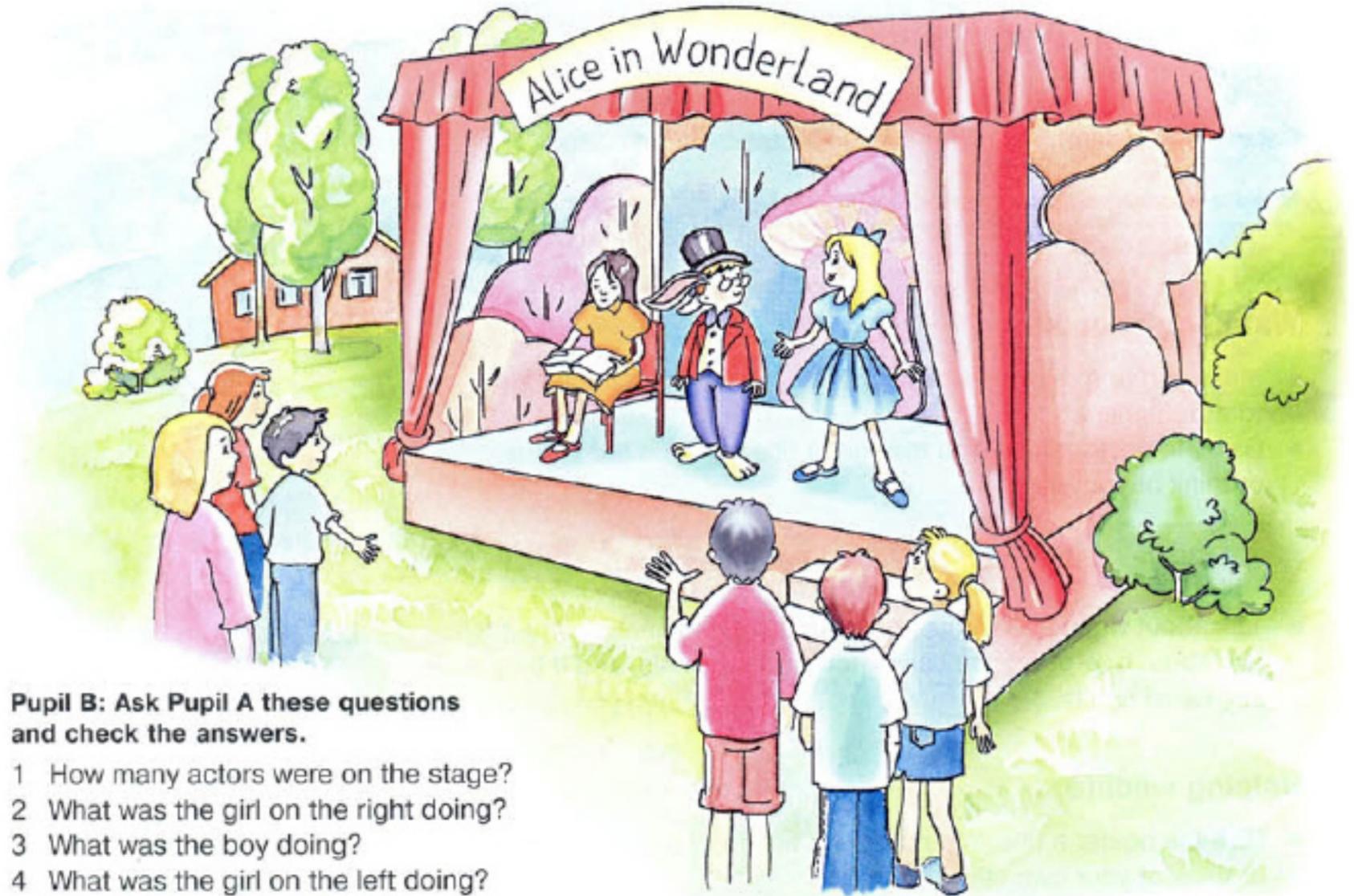


Information gap exercises

Unit 1 Lesson 4

- 2 Pupil A: Look at the picture for 10 seconds, close the book and answer your partner's questions.

Picture 1



Pupil B: Ask Pupil A these questions and check the answers.

- 1 How many actors were on the stage?
- 2 What was the girl on the right doing?
- 3 What was the boy doing?
- 4 What was the girl on the left doing?
- 5 What colour was her dress?

Unit 4 Lesson 2

- 1b Ask Pupil B questions, listen to the answers and fill in the gaps.

Pupil A

Example: How many people live in London? — Today more than ... people live in London.

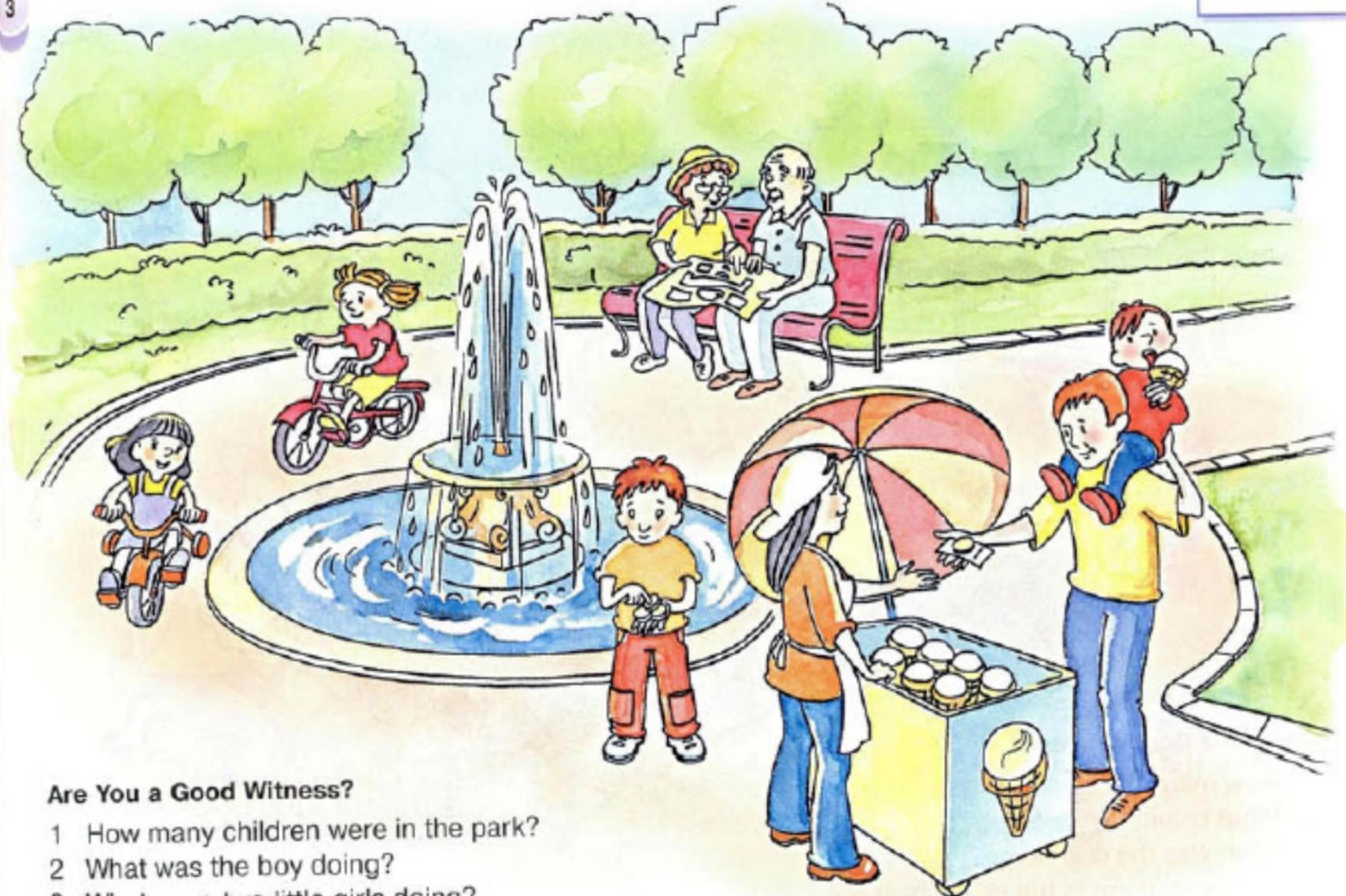
- 1 How many words did the first English dictionary have?
The first English dictionary had ... words.
- 2 How many Smiths are there in the USA?
There are more than ... Smiths in the USA.
- 3 How many people start the London Marathon every year?
Every year about ... people start it.

Answer Pupil B's questions. Use this information:

- 1 In 1881 more than 3 million people lived in London.
- 2 Today the Oxford English Dictionary has 500,000 words.
- 3 There are more than 800,000 Smiths in England and Wales.
- 4 The London Marathon is one of the biggest in the world.
Every year about 25,000 people finish the London Marathon.

Unit 1 Lesson 4

Picture 2



Are You a Good Witness?

- 1 How many children were in the park?
- 2 What was the boy doing?
- 3 What were two little girls doing?
- 4 What were the old man and the old woman doing?
- 5 How many ice creams were there in the picture?

Unit 4 Lesson 2

Pupil B

1b Answer Pupil A's questions. Use this information:

Example: Today more than 6 million people live in London.

- 1 The first English dictionary had 40,000 words.
- 2 There are more than 2,000,000 Smiths in the USA.
- 3 The London Marathon is one of the biggest in the world. Every year about 30,000 people start it.

Ask Pupil A questions, listen to the answers and fill in the gaps.

Example: How many people lived in London in 1881? —
In 1881 more than ... people lived in London.

- 1 How many words does the Oxford English Dictionary have?
Today the Oxford English Dictionary has ... words.
- 2 How many Smiths are there in England and Wales?
There are more than ... Smiths in England and Wales.
- 3 How many people finish the London Marathon every year?
Every year about ... finish the London Marathon.

Unit 1 Lesson 4

3

Picture 3



Are You a Good Witness?

- 1 How many girls were in the picture?
- 2 What colour was the dog?
- 3 What was the dog doing?
- 4 What was there in the picnic basket?
- 5 What were the boys doing?

Unit 6 Lesson 4

4



Unit 7 Lesson 3

Pupil B

- 1 Read, ask your partner and complete the description of Homo Spookus.

Example: What colour is its hair? What kind of ears does it have?

Homo Spookus looks very frightening. It usually has the body of a man and the head of a monster with long (1) ... hair and (2) ... green ears. It has an ugly scary face with small (3) ... eyes and a (4) ... brown nose. You can see (5) ... yellow fangs and a (6) ... green tongue in its red mouth. It grabs people and animals with its big strong claws.

Answer your partner's questions about Homo Spookus.

Example: Its hair is long.

Unit 7 Lesson 3

1 Read, ask your partner and complete the description of Homo Spookus.

Pupil A

What kind of hair does it have? What colour are its ears?

Homo Spookus looks very frightening. It usually has the body of a man and the head of a monster with (1) ... black hair and big (2) ... ears. It has an ugly scary face with (3) ... yellow eyes and a big (4) ... nose. You can see sharp (5) ... fangs and a long (6) ... tongue in its red mouth. It grabs people and animals with its strong, strong claws.

Answer your partner's questions about Homo Spookus.

Its hair is black.

Unit 8 Lesson 5

3b Score your answers.

Score for:	Yes	No
1	1	0
2	1	0
3	1	0
4	0	1
5	0	1
6	0	1
7	1	0
8	1	0
9	1	0
10	0	1
11	0	1
12	0	1

Less than 5 — You are not very healthy at all.

5–8 — Not bad, but you can do a lot to improve your health.

More than 8 — You are a very, very healthy person. Congratulations!

Unit 8 Lesson 6

2

- 1 You are friendly and optimistic. You should help your friends when they have problems.
- 2 You are not serious. You should read science fiction and books on literature, history, mathematics, biology and English.
- 3 Do you really want to listen to a spooky story? Listen: In a black, black school there was a black black board. If you don't smile, you should go to the blackboard.

Unit 9 Lesson 4

3b Ask Pupil B if he / she has done the following things:

Pupil A

- buy Richie a present
- do the shopping
- make a picnic basket
- make sandwiches
- buy two packets of dog food

Answer Pupils' A questions. This is what you have done:

- buy Richie a present ✓
- give Richie a bath and brush him ✓
- invite Lady and Toby ✓
- wash the fruit ✗
- make some Russian salad ✗

Unit 9 Lesson 5

4c How practical are you?

Pupil A

Complete the questions with *make* or *do* and ask Pupil B.

- 1 Can you ... an omelette?
- 2 Can you ... the dusting?
- 3 Can you ... the cooking?
- 4 Can you ... tea?
- 5 Can you ... a paper plane?
- 6 Can you ... the washing up?

Unit 9 Lesson 4

3b Answer Pupil A's questions.
That's what you have done:

- buy Richie a present ✓
- do the shopping ✓
- make a picnic basket ✗
- make sandwiches ✓
- buy two packets of dog food ✓

Ask Pupil A if he / she has done the following things:

- buy Richie a present
- bath and brush Richie
- invite Lady and Toby
- wash the fruit
- make some Russian salad

Pupil B

Unit 9 Lesson 5

4c How practical are you?

Complete the questions with *make* or *do* and ask Pupil A.

- 1 Can you ... a pizza?
- 2 Can you ... the ironing?
- 3 Can you ... soup?
- 4 Can you ... a paper doll?
- 5 Can you ... the hoovering?
- 6 Can you ... the washing?

Pupil B

Unit 11 Lesson 6

2

Pupil B



Грамматический справочник

Unit 1

Past continuous tense

Если ты рассказываешь о прошлом и описываешь, как это происходило в какой-то момент, используй **the past continuous**. Например,
My sister and I were at the seaside. We were playing football.

+	?	-
I was playing. You were playing. He / She / It was playing. We were playing. You were playing. They were playing.	Was I playing? Were you playing? Was he / she / it playing? Were we playing? Were you playing? Were they playing?	I was not / wasn't playing. You were not / weren't playing. He / She / It was not / wasn't playing. We were not / weren't playing. You were not / weren't playing. They were not / weren't playing.

Unit 2

I would like = I'd like

Если ты хочешь сказать в вежливой форме, что тебе чего-либо хочется, используй фразу **I'd like...** Например,

I'd like to read this book. — Мне бы хотелось прочитать эту книгу.

I'd like an apple. — Я бы хотел (съесть) яблоко.

Чтобы спросить о желаниях других (или предложить им что-нибудь), скажи **Would you like...?** Например,

Would you like to read this book? — Ты хотел бы прочитать эту книгу?

Would you like an apple? — Хочешь (съесть) яблоко?

Unit 3

Something, anything, nothing, somebody, anybody, nobody

Если ты говоришь о чем-то неопределенном, используй слова **something, anything, nothing**.
Если ты говоришь о ком-то неопределенном, используй слова **somebody, anybody, nobody**.

+	-	?
something somebody	not ... anything not ... anybody nothing nobody	anything anybody

Например,

There's somebody in the room. — В комнате кто-то есть.

There isn't anybody in the room. — В комнате никого нет.

Is there anybody in the room? — Есть кто-нибудь в комнате?

Сравни: There's **nothing** on the table.

There **isn't anything** on the table.

Present continuous tense

Если ты хочешь сказать о том, что происходит в то время, когда ты говоришь об этом (в момент речи) — как это делает комментатор в спортивном репортаже, используй **the present continuous tense**. Например,

Number 34 is crossing the finishing line.



I	am	not	watching TV.
He / She / It	is		
We / You / They	are		

Am	I	watching TV?
Is	he / she / it	
Are	we / you / they	

I'm running. / I am running.
You're running. / You are running.
He's running. / He is running.
She's running. / She is running.
It's running. / It is running.
We're running. / We are running.
They're running. / They are running.

I'm not running. / I am not running.
You aren't running. / You are not running.
He isn't running. / He is not running.
She isn't running. / She is not running.
It isn't running. / It is not running.
We aren't running. / We are not running.
They aren't running. / They are not running.

Сравни:

Когда ты говоришь о том, что происходит в момент речи, используй **the present continuous tense**.

Mike is in his room now. He's reading a book.

Когда ты говоришь о том, что повторяется регулярно или время от времени (every day, often, sometimes, usually), используй **the present simple tense**.

Mike likes sports. He rides his bike every day. He often plays football. Sometimes he plays tennis.

Unit 4

Numerals (Числительные)

Если ты называешь количество чего-либо или кого-либо, делай это так:

*There are **three hundred** people in my village.*

100	a hundred / one hundred
200	two hundred
5,000	five thousand
2,000,000	two million
1,000,000,000	one billion / a billion
1.5 billion	one and a half billion

Обрати внимание, что тысячи отделяются запятой, а десятичные дроби — точкой.

Если ты называешь даты, произноси их так:

1066 — ten sixty-six

2005 — two thousand and five

1475 — fourteen seventy-five

the 5th century — the fifth century

Артикль *the*

Если ты говоришь о реках, морях и океанах, о национальностях и языках, на которых говорят народы, о Соединенном Королевстве Великобритании и США, поставь перед ними артикль **the**. Например,

the river Avon, the Pacific Ocean, the British, the English language, the UK, the USA.

Unit 5

Possessive adjectives and pronouns (Притяжательные прилагательные и местоимения)

Если ты говоришь о предметах, которые принадлежат кому-то, например тебе, мне, им, то ты можешь сказать об этом так:

*This is **my book** или так: This **book** is **mine**.*

my — mine	his — his	our — ours
your — yours	her — hers	your — yours
	its — its	their — theirs

Не забудь поставить существительное после прилагательных **my, your, his, her, its, our, their**.
Никогда не ставь существительное после местоимений **mine, yours, his, hers, its, ours, theirs**.

Will / Won't

Если ты даешь обещание что-либо сделать или не делать, используй **will** или **won't**. Например,

Father: Please, don't be late for dinner.

*Son: I **won't**.*

Mother: Could you water the plants, please?

*Daughter: OK, Mum. I **will**.*

Unit 6

Порядок прилагательных

Если ты что-нибудь описываешь, то лучше употребить не более двух прилагательных, которые следует поставить в определенном порядке:

мнение / оценка	funny / beautiful
качество / размер / возраст	big / old
цвет	red
происхождение	Russian

Например,
a beautiful blue bag, a big Russian dictionary.

As ... as ... / Not as ... as ...

Если ты хочешь сказать о сходстве двух предметов или людей, используй **as ... as**. Например,
I'm as calm as my mother. — Я такой же спокойный, как мама.

Если же предметы или люди не похожи, используй **not as ... as**. Например,
I'm not as tall as my father. — Я не такой высокий, как папа.

Unit 7

Артикль *the* / *a*

В словосочетаниях с предлогом **of** употребляй артикль **the** с первым существительным и артикль **a** со вторым. Например,

the fangs of a wolf — клыки (как у) волка

Past continuous tense + past simple tense

Если ты говоришь о прошлом, в котором одно действие (короткое) прерывает другое (длительное), используй две грамматические формы. Для короткого действия — **the past simple tense**, для длительного действия — **the past continuous tense**. Например,



Should / Shouldn't

Если ты советуешь или не советуешь кому-либо что-то сделать, то используй **should** и **shouldn't**. Например,



Unit 8

Present perfect tense

Если ты рассказываешь о том, что уже произошло, и сейчас видишь результат произошедшего, используй **the present perfect tense**. Например,

I can't walk. I've broken my leg. — Не могу ходить (сейчас). Я сломал ногу (в прошлом).

I / You / We / They He / She	have has	not	done	the exercise.
Have Has	I / you / we / they / he / she	done		the exercise?

I've done the exercise. / **I have done** the exercise.

He's done the exercise. / **He has done** the exercise.

We haven't done the exercise. / **We have not done** the exercise.

She hasn't done the exercise. / **She has not done** the exercise.

Артикль *the / a*

Если ты говоришь о простуде, головной боли или больном горле, используй артикль **a**. Например,

I have a cold. He has a headache. She has a sore throat.

Если ты говоришь о любых других болезнях, не употребляй никаких артиклей. Например,

I've got toothache.

Unit 9

Must / Mustn't

Если ты хочешь сказать о том, что, по твоему мнению, нужно обязательно сделать, или о том, что ты или кто-то другой должен сделать, используй **must**. Например,

You must walk your dog twice a day. — Собаку нужно выгуливать два раза в день.

Mustn't выражает строгий запрет. Например,

You mustn't give chocolate to your dog. — Нельзя давать собаке шоколад!

Unit 10

Present perfect tense / Past simple tense

Когда ты говоришь о прошлом, ты можешь использовать две грамматические структуры: **the present perfect tense** и **the past simple tense**.

Сравни:

Если ты говоришь о событии, которое было когда-либо в твоей жизни до настоящего момента, и не указываешь, когда точно это происходило, используй **the present perfect tense**.

Например,

I've been to the mountains. — Я был (бывал) в горах.

Если ты хочешь расспросить кого-либо о событиях в прошлом, о жизненном опыте человека до настоящего времени, используй слово **ever** и **the present perfect tense**. Например,

Have you ever ridden a camel? — Ты когда-либо катался на верблюде?

Если ты говоришь о жизненном опыте человека, которого нет в живых, используй **the past simple tense**. Например,

Christopher Columbus discovered America. — Христофор Колумб открыл Америку.

Если ты рассказываешь о событиях, происходивших в определенное время в прошлом, например вчера, в 1995 году, прошлым летом, какое-то время назад, используй **the past simple tense**. Например,

I rode a camel last summer.

Present continuous tense / Be going to

Если ты говоришь о своих будущих планах, ты можешь использовать две грамматические структуры: **be going to** и **the present continuous tense**.

Если ты говоришь о планах и намерениях что-то сделать в будущем, используй **be going to**. Например,

I'm going to play football at the weekend. — Я собираюсь играть в футбол в выходные дни.

Если ты говоришь о своих планах на будущее и ты уже сделал что-либо для этого, например купил билеты, договорился о встрече, позвонил бабушке и сообщил о том, что будешь у нее в 5 часов, используй **the present continuous tense**. Например,

I'm playing a football match at 5 p.m. on Sunday. — У меня футбольный матч в 5 часов вечера в воскресенье.

Unit 11

Must / Mustn't

Если ты говоришь о правилах, которые нужно выполнять, используй **must**. Например,
You must keep your dog under control. — Держите собаку на поводке.

Если ты говоришь о правилах, запрещающих что-либо делать, используй **mustn't**. Например,
You mustn't make a noise. — Не шумите!

If ... can / If ... must / If ... should

Когда ты говоришь об условиях, при которых ты можешь что-либо сделать, употребляй **if ... can**. Например,

If you visit a wildlife park, you can see a tiger. — Если ты посетишь заповедник, ты сможешь увидеть тигра.

Когда ты говоришь об условиях, при которых тебе следует что-либо сделать (так как это было бы хорошо), употребляй **if ... should**. Например,

If you go on a safari, you should plan your route. — Если ты отправляешься на сафари, ты должен спланировать маршрут.

Когда ты говоришь об условиях, при которых ты должен что-либо сделать, потому что таковы правила, или ты совершенно уверен в необходимости твоих действий, употребляй **if ... must**. Например,

If you go on a safari, you must make injections. — Если ты отправляешься на сафари, ты должен сделать прививки.

Список неправильных глаголов

Present	Past simple	Past participle	Present	Past simple	Past participle
be (am, is, are)	was / were	been	learn	learnt, learned	learnt, learned
begin	began	begun	leave	left	left
bite	bit	bitten	light	lit	lit
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	meet	met	met
buy	bought	bought	pay	paid	paid
can	could		put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt, dreamed	dreamt, dreamed	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	shine	shone, shined	shone, shined
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	spell	spelt, spelled	spelt, spelled
find	found	found	spend	spent	spent
fly	flew	flown	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
grow	grew	grown	throw	threw	thrown
hang	hung	hung	understand	understood	understood
have	had	had	wear	wore	worn
hit	hit	hit	win	won	won
hurt	hurt	hurt	write	wrote	written

Wordlist / Список слов

В этом Списке слов* ты найдешь все новые слова, которые встречаются в учебнике.

В английском языке однокоренные слова, принадлежащие к разным частям речи, часто совпадают по форме, например *love* существительное и *love* глагол. Тогда каждое из них рассматривается в новой словарной статье.

Если слово имеет несколько значений, то они приводятся в одной словарной статье. К сожалению, слова нельзя переводить с одного языка на другой механически. Поэтому, чтобы выбрать правильный перевод, надо знать, в какой ситуации (контексте) слово употребляется.

Чтобы сделать точный перевод, запомни, из чего состоит **словарная статья**.

Обычно она включает: **заглавное слово**, [транскрипцию], **часть речи**, к которой относится данное слово, и **перевод**. Если данное слово — неправильный глагол, то его формы даны рядом в скобках, например **go (went, gone)**.

В словаре ты найдешь такие сокращения:

<i>AmE</i>	American English	американский вариант английского языка
<i>BrE</i>	British English	британский вариант английского языка
<i>adj</i>	adjective	прилагательное
<i>n</i>	noun	существительное
<i>v</i>	verb	глагол
<i>sb</i>	somebody	
<i>sth</i>	something	

Теперь ты сможешь быстро и правильно перевести слово. Удачи в работе переводчика!

A

absolutely [ˌæbsəˈlu:tli] — абсолютно (U1L3)

across [əkˈrɒs] — через, поперек (U2L3)

act out [ˈækt ˈaʊt] *v* — разыгрывать по ролям (U2L2)

active [ˈæktɪv] *adj* — активный, деятельный (U2L5)

ad [ˈæd] *n* — объявление, реклама (U2L2)

adjective [ˈædʒɪkɪtv] *n* — прилагательное (U2L3)

adult [ˈædʌlt] *n* — взрослый (U5L1)

adult [ˈædʌlt] *adj* — взрослый (U5L1)

advantage [ədˈvɑ:ntɪdʒ] *n* — преимущество (U10L5)

adventure [ədˈventʃə] *n* — приключение (U2L1)

advice [ədˈvaɪs] *n* — совет (U7L6)

afraid [əˈfreɪd] *adj* — испуганный

be afraid of — бояться (U2L3)

afternoon [ˈɑ:ftəˈnu:n] *n* — время после полудня

agree [əˈɡri:] *v* — соглашаться (U2L1)

air [eə] *n* — воздух

fresh air — свежий воздух (U10L5)

air traffic control — воздушная диспетчерская служба (U4L1)

alarm clock [əˈlɑ:m klɒk] *n* — будильник (U9L4)

also [ˈɔ:lsəʊ] — также (U6L2)

always [ɔ:lweɪz] — всегда (U3L3)

amazing [əˈmeɪzɪŋ] *adj* — удивительный (U9L7)

Amazon, the [ˈæməzən] *n* — Амазонка, река в Южной Америке (U1L3)

and [ænd / ənd] — и, а

Anglo-Saxons [ˈæŋɡləʊ ˈsæksən] *n* — англосаксы, представители германских племен, завоевавших Британию в V веке н. э. (U4L5)

angry [ˈæŋɡri] *adj* — сердитый, злой (U6L4)

feel angry — испытывать злость, раздражение (U9L5)

animal [ˈænɪməl] *adj* — животное

Antarctic, the [ˈænˈtɑ:ktɪk] *n* — Антарктида (U3L3)

anybody [ˈæniˌbɒdi] — кто-нибудь (в вопр. предл.), никто (в отрицат. предл.) (U3L5)

anyone [ˈæniwʌn] — кто-нибудь, никто, любой, всякий (U10L2)

anything [ˈæniθɪŋ] — что-нибудь (в вопр. предл.), ничего (в отрицат. предл.) (U3L5)

apartment [əˈpɑ:tmənt] *n* — (*AmE*) отдельная квартира (U4L6)

appear [əˈpiə] *v* — появляться (U9L7)

appearance [əˈpiərəns] *n* — внешность (U3L6)

Arabic [ˈæɹəbɪk] *n* — арабский язык (U4L2)

arm [ɑ:m] *n* — рука (от кисти до плеча) (U6L6)

* При составлении этого Списка слов были использованы:
Longman Dictionary of Contemporary English.— Longman Group Ltd., 1995.
Oxford Russian dictionary.— OUP, 2000.

Большой англо-русский словарь: В 2 т. / Под общ. ред. И. Р. Гальперина.— М., 1972.

Мюллер В. К. Англо-русский словарь. Изд. 22-е.— М., 1988.

around [ə'raʊnd] — вокруг (U1L5)
arrange [ə'reɪndʒ] *v* — организовать (U2L3)
arrange in alphabetical order — поставить в алфавитном порядке (U2L3)
arrest [ə'rest] *v* — арестовать (U6L3)
astronaut ['æstrə'nɔ:t] *n* — космонавт (U7L1)
athlete ['æθli:t] *n* — спортсмен, спортсменка (U3L4)
Atlantic, the [ə'tlæntɪk] *n* — Атлантический океан (U4L6)
at once [æt wʌns / ət wʌns] — немедленно (U8L3)
attack [ə'tæk] *v* — атаковать (U8L3)
attention [ə'tenʃn] *n* — внимание (U9L6)
Avon, the ['eɪvən] *n* — Эйвон, река в Англии (U4L4)
aqua park ['ækwə:pɑ:k] *n* — аквапарк

B

babysitter ['beɪbɪ'sɪtə] *n* — няня (U9L1)
backache ['bækɪk] *n* — боль в спине (U8L1)
bacteria ['bæktɪəriə] *n* — (мн. число) бактерии (U8L3)
bagpipe ['bæɡpaɪp] *n* — волынка (U4L3)
bake [beɪk] *v* — печь (U4L4)
bandage ['bændədʒ] *n* — бинт, повязка (U8L3)
Bangladesh ['bæŋɡlədeʃ] *n* — Бангладеш, государство в Южной Азии (U4L2)
basket ['bɑ:skɪt] *n* — корзина
be [bi:] (**was, were, been**) *v* — быть, существовать, находиться
be ill *v* — болеть (U8L1)
be scared of — пугаться (U7L5)
beach [bi:tʃ] *n* — пляж (U1L4)
beard [biəd] *n* — борода (U6L6)
because [bi'kɔ:z] — потому что
behaviour [bi'heɪvɪə] *n* — поведение (U6L6)
Belfast ['belfəst] *n* — Белфаст, столица Северной Ирландии (U4L3)
Bengali [ben'ɡɑ:lɪ] *n* — бенгальский язык (U4L2)
billion ['bɪljən] — миллиард (U4L2)
bird table ['bɜ:dteɪbl] *n* — кормушка для птиц (U11L6)
bit [bɪt] — *see* **bite**
bite [baɪt] (**bit, bitten**) *v* — кусать, жалить (U3L2)
blew [blu:] — *see* **blow**
blini ['blɪnɪ] *n* — блины (U1L3)
blood [blʌd] *n* — кровь (U3L2)
blouse [blaʊz] *n* — блузка (U6L1)
blow [bləʊ] (**blew, blown**) *v* — дуть (U7L5)
body ['bɒdɪ] *n* — тело (U7L3)
Bolshoi Theatre (the) ['bɒlʃɔɪ 'θɪətə] *n* — Большой театр (U1L3)
bonfire ['bɒnfɪə] *n* — костер (U5L6)
boot [bu:t] *n* — ботинок (U6L2)
bored [bɔ:d] *adj* — скучающий (U8L4)
feel bored — скучать
I feel bored. — Мне скучно. (U9L5)
boring ['bɔ:ɪŋ] *adj* — скучный, надоедливый (U2L2)
bossy ['bɒsɪ] *adj* — о человеке, который любит командовать (U9L6)

both [bəʊθ] — оба (U6L6)
bother ['bɒðə] *v* — беспокоить, волновать (U7L1)
bottom [bɒtm] *n* — дно, низ (U2L4)
brain [breɪn] *n* — мозг, ум; (во мн. числе) умственные способности (U3L3)
break [breɪk] (**broke, broken**) *v* — ломать
break a record — побить рекорд (U3L4)
broke [brəʊk] — *see* **break**
brush [brʌʃ] *v* — чистить щеткой (U9L2)
Buckingham Palace ['bʌkɪŋəm 'rælis] *n* — Букингемский дворец, резиденция британской королевы (U4L3)
buffalo ['bʌfələʊ] *n* — буйвол (U6L1)
burglar ['bɜ:ɡlə] *n* — грабитель, взломщик
building ['bɪldɪŋ] *n* — здание (U4L4)
built [bɪlt] — построенный (U2L1)
bun [bʌn] *n* — сдобная булочка (U4L4)
burn [bɜ:n] *n* — ожог (U8L3)
bush [bʊʃ] *n* — куст (U11L6)
but [bʌt] — но, а
button [bʌtn] *n* — кнопка, пуговица (U6L2)
by [baɪ] — указывает на способ передвижения
travel by plane путешествовать самолетом, на самолете (U10L1)

C

Caernarvon [kə'nɑ:vən] *n* — Карнарвон, городок в Уэльсе, который знаменит замком, где король Британии или старший сын королевы получает титул принца Уэльского (U4L3)
cage [keɪdʒ] *n* — клетка (U3L2)
call [kɔ:l] *v* — звать, называть (U4L6)
calm [kɑ:m] *adj* — тихий, спокойный (U6L4)
camel [kæmɪ] *n* — верблюд (U10L1)
campsite ['kæmpsaɪt] *n* — специально оборудованное место для отдыха туристов (U10L3)
candle [kændl] *n* — свеча (U5L6)
cap [kæp] *n* — кепка, фуражка (U6L2)
card [kɑ:d] *n* — открытка (U5L6)
Cardiff ['kɑ:dɪf] *n* — столица и главный порт Уэльса (U4L3)
care [keə] *v* — заботиться
I don't care. — Мне все равно. (U6L1)
carnival ['kɑ:nɪvəl] *adj* — карнавальный (U5L6)
carol ['kæərəl] *n* — рождественская песня (U5L1)
cartoon [kɑ:'tu:n] *n* — мультипликационный фильм, карикатура (U3L3)
cassette [kə'setɪ] *n* — кассета
on cassette — на кассете (U2L2)
catalogue ['kætəlɒɡ] *n* — каталог (U2L2)
catch a cold ['kætʃ ə 'kəʊld] *v* — простудиться (U8L2)
celebrate ['selɪbreɪt] *v* — отмечать, праздновать (U5L1)
celebration [selɪ'breɪʃn] *n* — празднование (U5L1)
century ['sentʃəri] *n* — век, столетие (U4L5)
cereal ['sɪəriəl] *n* — изделия из дробленого зерна, в США и Великобритании часто кукурузные хлопья и др. (U8L5)

- champion** ['tʃæmpjən] *n* — чемпион (U3L4)
championship ['tʃæmpjənʃɪp] *n* — чемпионат (U3L4)
chance [tʃɑ:ns] *n* — случай (U10L5)
character ['kærɪktə] *n* — герой, действующее лицо; характер (U2L6)
chat [tʃæt] *v* — разговаривать, болтать (U10L5)
check [tʃek] *v* — проверять (U9L5)
cheer [tʃɪə] *v* — приветствовать громкими возгласами, ободрять, поощрять (U3L4)
cheerful ['tʃɪəfəl] *adj* — веселый (U6L4)
chew [tʃu:] *v* — жевать (U9L6)
chewing gum — жевательная резинка
chick [tʃɪk] *n* — цыпленок, птенец (U11L2)
chimpanzee [ʃɪmpæn'zi:] *n* — шимпанзе (U11L4)
chimney ['tʃɪmni:] *n* — труба, дымоход (U5L2)
Chinese [tʃaɪ'ni:z] *n* — китайский язык (U4L2)
choose [tʃu:z] (**chose, chosen**) *v* — выбирать (U9L6)
chose [tʃəʊz] — see **choose**
Christmas ['krɪsməs] *n* — Рождество (U5L1)
Christmas pudding [ˌkrɪsməs 'pu:dɪŋ] *n* — рождественский пудинг (U5L4)
Christmas tree ['krɪsməs tri:] *n* — рождественская елка (U5L1)
Christmastime ['krɪsməstaɪm] *n* — Святки (U5L1)
cinema ['sɪnɪmə] *n* — кино (U4L6)
circle ['sɜ:kəl] *n* — круг, хоровод (U5L6)
class [klɑ:s] *n* — класс, разряд
word class — часть речи (U2L3)
claw [klɔ:] *n* — коготь, лапа с когтями (U7L3)
clean [kli:n] *v* — чистить, убирать (U9L2)
clean up (after) — убирать (за кем-либо) (U9L2)
cleaning [kli:nɪŋ] *n* — чистка, уборка
do the cleaning — делать уборку (U9L1)
clever ['klevə] *adj* — умный, сообразительный
clothes [kləʊðz] *n* — одежда (U5L6)
clue [klu:] *n* — ключ (к разгадке чего-либо) (U2L4)
coach [kəʊtʃ] *n* — автобус (междугородного сообщения) (U10L1)
coat [kəʊt] *n* — пальто, куртка (U6L2)
cockroach ['kɒkrəʊtʃ] *n* — таракан (U3L2)
coin [kɔɪn] *n* — монета (U1L5)
cold [kəʊld] *n* — простуда (U8L1)
college ['kɒlɪdʒ] *n* — колледж (U4L1)
comedy ['kɒmədi] *n* — комедия (U3L3)
Come on! *v* — (разг.) Давай! — возглас, которым подбадривают (U6L1)
Come off! *v* — (разг.) Перестань! — фраза, с помощью которой дают понять, что то, о чем говорится, — неправда или глупость (U6L1)
comic ['kɒmɪk] *n* — комиксы, журнал для детей, в котором истории представлены в картинках (U2L2)
common ['kɒmən] *adj* — общий (U6L6)
competition [ˌkɒmpɪ'tɪʃn] *n* — соревнование (U9L1)
consist of [kən'sɪst əv] *v* — состоять из (U4L3)
contact ['kɒntækt] *v* — устанавливать связь, связаться (U7L5)
contest ['kɒntest] *n* — соревнование (U1L3)
conversation [ˌkɒnvə'seɪʃn] *n* — разговор
cooking ['kʊkɪŋ] *n* — приготовление еды
do the cooking — готовить еду, обычно для всей семьи (U9L1)
cool [ku:l] *adj* — (разг.) крутой (U6L1)
costume ['kɒstjʊm] *n* — костюм (U4L4)
cough [kɒf] *n* — кашель (U8L3)
country code ['kʌntri 'kəʊd] *n* — свод правил поведения в сельской местности (U11L1)
cracker ['krækə] *n* — хлопушка (U5L1)
cranberry ['krænbəri] *n* — клюква (U8L3)
crazy ['kreɪzi] *adj* — сумасшедший (U1L5)
creature ['kri:tʃə] *n* — существо (U7L1)
cringe [krɪndʒ] *n* — жуть, кошмар (U1L5)
cringe-making [krɪndʒ] *adj* — кошмарный (U1L5)
crisps [krɪspz] *n* — (BrE) картофельные чипсы (U4L6)
crown [kraʊn] *n* — корона (U5L1)
cry [kraɪ] *v* — кричать, плакать (U6L3)
cub [kʌb] *n* — детеныш (зверя) (U1L3)
culture ['kʌltʃə] *n* — культура (U4L1)
curly ['kɜ:li] *adj* — кудрявый, волнистый (U6L5)
cut [kʌt] (**cut, cut**) *v* — резать (U8L2)
cut down — рубить (U11L1)
cut [kʌt] *n* — порез (U8L3)
cycling ['saɪklɪŋ] *n* — езда на велосипеде (U3L4)
cyclist ['saɪklist] *n* — велосипедист (U3L4)

D

- dacha** ['dɑ:tʃɑ:] *n* — дача (U1L2)
daffodil ['dæfədɪl] *n* — желтый нарцисс (U4L3)
dance [dɑ:ns] *v* — танцевать
danger ['deɪndʒə] *n* — опасность (U10L5)
dangerous ['deɪndʒərəs] *adj* — опасный (U3L2)
dark (the) [dɑ:k] *n* — темнота (U7L1)
darling ['dɑ:lɪŋ] *n* — дорогой (U5L3)
dead [ded] *adj* — мертвый (U3L2)
decorate ['deɪkəreɪt] *v* — украшать (U5L1)
decoration [ˌdeɪkə'reɪʃn] *n* — украшение (U5L1)
delicious [dɪ'lɪʃəs] *adj* — вкусный (U1L3)
dentist ['dentɪst] *n* — зубной врач (U8L2)
description [dɪ'skrɪpʃən] *n* — описание (U6L6)
design [dɪ'zain] *v* — составлять план, разрабатывать (U6L6)
detective [dɪ'tektɪv] *n* — детектив, сыщик (U2L1)
diary ['daɪəri] *n* — личный дневник (U2L4)
dictionary ['dɪkʃənənəri] *n* — словарь (U2L3)
difficult ['dɪfɪkəlt] *adj* — трудный (U4L6)
die [daɪ] *v* — умирать, умереть (U2L4)
different ['dɪfərənt] *adj* — другой (U4L6)
dinner ['dɪnə] *n* — обед
make dinner — приготовить обед (U7L2)
disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] *n* — недостаток (U10L5)
disappear [ˌdɪsə'pɪə] *v* — исчезать, исчезнуть (U6L3)
discipline ['dɪsɪplɪn] *v* — наказывать, дисциплинировать (U9L3)

discover [dis'kʌvə] *v* — открывать, сделать открытие (U3L3)

discovery [dis'klʌvəri] *n* — открытие (U10L5)

dish [dɪʃ] *n* — блюдо, кушанье (U5L4)

dishonest [dis'ɒnɪst] *adj* — нечестный (U6L4)

documentary [ˌdɒkjʊ'mentəri] *n* — документальный фильм (U3L3)

dodo ['dɒdɒ] *n* — дронг, вымершая птица (U11L3)

be as dead as a dodo — давно и полностью забытый (U11L3)

Dog's Home *n* — приют для бездомных животных (U11L5)

donkey ['dɒŋki] *n* — осел (U11L2)

dress [dres] *n* — платье (U6L1)

dress [dres] *v* — одевать, наряжать (U4L4)

get dressed — одеться, одеваться

drive [draɪv] (**drove, driven**) *v* — вести, ехать в автомобиле (U10L1)

drove — see **drive**

duck [dʌk] *n* — утка (U4L1)

dusting ['dʌstɪŋ] *n* — стирание пыли

do the dusting — стирать пыль (U9L1)

E

earache ['ɪərəɪk] *n* — ушная боль (U8L1)

Earth [z:θ] *n* — Земля (планета)

Earth Day — День Земли (U11L6)

Earth Day event — мероприятие в рамках Дня Земли, субботник (U11L6)

east [i:st] *n* — восток (U4L5)

Edinburgh ['edɪnbərə] *n* — Эдинбург, столица Шотландии (U4L3)

edition [ɪ'dɪʃn] *n* — выпуск (U2L5)

Eisteddfod [ai'stedfəd] *n* — ежегодный фестиваль в Уэльсе, на котором проводятся соревнования уэльских поэтов, певцов и музыкантов (U4L3)

e-mail ['i:meɪl] *v* — отсылать письма по электронной почте (U2L6)

empty ['emptɪ] *adj* — пустой (U8L5)

end [end] *n* — конец

energy ['enədʒɪ] *n* — энергия (U8L5)

England ['ɪŋɡlənd] *n* — Англия, часть Великобритании (U4L3)

entry ['entri] *n* — словарная статья (U3L3)

equipment [ɪ'kwɪpmənt] *n* — снаряжение, оборудование (U10L8)

eve [i:v] *n* — канун (U5L1)

event [ɪ'vent] *n* — событие (U2L1)

ever ['evə] — когда-либо, когда-нибудь (U10L1)

everybody ['evribɒdi] — каждый, все (U10L1)

everything ['evriθɪŋ] — все (U1L3)

example [ɪg'zɑ:mpəl] *n* — пример

for example — например

excellent ['eksələnt] *adj* — отличный (U10L6)

exciting [ɪk'saɪtɪŋ] *adj* — захватывающий, увлекательный (U2L2)

exercise ['eksəsaɪz] *n* — упражнение, физическое упражнение (U10L5)

exercise ['eksəsaɪz] *v* — упражняться, заниматься физическими упражнениями (U10L5)

experience [ɪk'spiəriəns] *n* — жизненный опыт (U10L1)

extreme [ɪk'stri:m] *adj* — крайний, чрезвычайный (U3L3)

F

fail [feɪl] *v* — провалить, не сделать что-либо (U10L8)

fair [feə] *n* — ярмарка (U2L8)

fair [feə] *adj* — светлый (U6L5), справедливый (U6L4)

fairy ['feəri] *adj* — волшебный, сказочный

fairy tale — сказка (U2L1)

fall [fɔ:l] (**fell, fallen**) *v* — падать (U1L5)

fall down *v* — падать (U10L3)

fall [fɔ:l] *n* — (AmE) осень (U4L6)

false [fɔ:ls] *adj* — неправильный

famous ['feɪməs] *adj* — знаменитый, известный (U2L6)

fan [fæn] *n* — болельщик (U3L3)

fang [fæŋ] *n* — клык, ядовитый зуб змеи (U3L2)

fantastic [fæn'tæstɪk] *adj* — потрясающий (U6L2)

fantasy ['fæntəzi] *n* — воображение, фантазия (U1L3)

far [fɑ:] *adj* — далекий, дальний

how far — как далеко (U2L3)

fashion ['fæʃn] *n* — мода (U4L4)

fast food ['fɑ:st fʊd] *n* — еда быстрого приготовления, продающаяся в кафе (напр., гамбургеры) (U6L2)

fat [fæt] *n* — жир (U8L5)

fat [fæt] *adj* — упитанный, полный (U6L3)

Father Christmas [ˌfɑ:ðə 'krɪsməs] *n* — (BrE) Дед Мороз (U5L1)

favourite ['feɪvərɪt] *adj* — любимый (U2L2)

fear [fiə] *n* — страх (U7L6)

fed — see **feed**

feed [fi:d] (**fed, fed**) *v* — кормить (U5L5)

feeding time ['fi:diŋ taɪm] *n* — время кормления (U11L4)

feel [fi:l] (**felt, felt**) *v* — чувствовать

fell — see **fall**

festival ['festɪvəl] *n* — праздник (U5L2)

field [fi:ld] *n* — поле (U2L4)

film [fɪlm] *n* — фильм (U3L3)

finally ['faɪnəli] — в заключение, в конце концов, наконец (U6L2)

find [faɪnd] (**found, found**) *v* — находить

find one's way — найти дорогу (U3L2)

find out — узнавать, выяснять (U3L2)

finger ['fɪŋgə] *n* — палец (на руке) (U6L6)

finishing line ['fɪnɪʃɪŋ laɪn] *n* — финиш, финишная черта (U3L4)

fire [faɪə] *n* — огонь, костер (U3L4)

make a fire — развести костер (U7L2)

fireplace ['faɪəpleɪs] *n* — камин (U5L1)

first [fɜ:st] — первый, во-первых

at first — сначала (U9L2)

first aid kit [ˌfɜːst ˈeɪd ˌkɪt] *n* — аптечка (U10L3)
flat [flæt] *n* — (BrE) квартира (U4L6)
flu [fluː] *n* — грипп (U8L1)
follow [ˈfɒləʊ] *v* — следовать (U9L3)
foot [fʊt] *n* — ступня (мн. ч. **feet**) (U6L6)
 on foot — пешком (U10L5)
forest [ˈfɒrɪst] *n* — лес (U7L1)
forfeits [ˈfɔːfɪts] *n* — фанты (U5L8)
fortune [ˈfɔːtʃn] *n* — судьба (U5L6)
fortune telling [ˈfɔːtʃn telɪŋ] *n* — гадание (U5L6)
forward [ˈfɔːwəd] — вперед (U10L8)
found — see **find**
fountain [ˈfaʊntɪn] *n* — фонтан (U1L5)
free [friː] *adj* — свободный
 be free — быть свободным (U10L4)
fresh [frɛʃ] *adj* — свежий
 fresh air — свежий воздух (U10L5)
fridge [frɪdʒ] *n* — (разг.) холодильник (U9L5)
friendly [ˈfrendli] *adj* — дружеский, дружелюбный (U3L2)
frightening [ˈfraɪtnɪŋ] *adj* — пугающий, страшный (U7L3)
fruitcake [ˈfruːtkɛɪk] *n* — фруктовый торт (U5L4)
fun [fʌn] *n* — веселье
 have fun — веселиться (U5L2)
funny [ˈfʌni] *adj* — смешной, забавный (U2L2)
future [ˈfjuːtʃə] *n* — будущее (U2L1)

G

garlic [ˈgɑːlɪk] *n* — чеснок (U8L3)
gave — see **give**
general [ˈdʒenərəl] *adj* — общий (U6L6)
ghost [gəʊst] *n* — приведение, дух (U2L4)
gigantic [dʒɪgəˈɡæntɪk] *adj* — громадный, гигантский (U11L3)
give [ɡɪv] (**gave, given**) *v* — дать, давать
 give a commentary [ˈkɒmentəri] *v* — прокомментировать (U3L4)
 give up *v* — уступить, отказаться (U7L6)
 give an injection — сделать укол (U9L3)
glad [glæd] *adj* — рад, доволен (U9L4)
glove [glʌv] *n* — перчатка (U10L5)
go [gəʊ] (**went, gone**) *v* — идти, ехать
 go bang *v* — взрываться (U5L1)
 go diving *v* — нырять (U3L1)
 go out *v* — выйти, выходить, гулять (U10L6)
 go roller skating [ˈrɔʊlə skeɪtɪŋ] *v* — кататься на роликовых коньках (U1L2)
goat [gəʊt] *n* — коза, козел (U11L2)
good [ɡʊd] *adj* — хороший
 good at (doing) sth — умелый, способный (U3L1)
 good at (e.g. maths) — способный к (напр., к математике) (U3L1)
 feel good — чувствовать себя хорошо (U9L5)
Good luck! [ˈɡʊd ˈlʌk] — Удачи! Счастливо! (U3L4)

goose [ɡuːs] *n* — гусь (мн. число **geese**) (U5L4)
Gothic [gɒθɪk] — стиль архитектуры, распространенный в Западной Европе в XII–XV веках
grab [græb] *v* — хватать, схватить (U7L3)
Grandfather Frost [ˈgrændˌfɑːðə ˈfrɒst] *n* — Дед Мороз (U5L2)
great [ɡreɪt] *adj* — великий (U2L2)
 It's great! — Здорово! Отлично! Великолепно!
greet [ɡriːt] *v* — приветствовать, здороваться, встречать (U3L2)
greeting [ˈɡriːtɪŋ] *n* — приветствие (U11L4)
grew — see **grow**
grow [ɡrəʊ] (**grew, grown**) *v* — расти
 grow up — вырасти (U9L7)
guide [ɡaɪd] *n* — гид (U4L4)
guitar [ɡɪˈtɑː] *n* — гитара
 play the (e.g. guitar) — играть на (напр., на гитаре)
 play (e.g. volleyball) — играть (напр., в волейбол)
gum [ɡʌm] *n* — жевательная резинка (U9L6)

H

hang [hæŋ] (**hung, hung**) *v* — вешать, висеть
 hang out — (разг.) отдыхать, развлекаться (U10L6)
happen [ˈhæpən] *v* — случаться, происходить (U6L3)
happy [ˈhæpi] *adj* — счастливый
 feel happy — чувствовать себя счастливым (U9L5)
hard [hɑːd] *adj* — тяжелый, трудный (U10L5)
harmless [ˈhɑːmləs] *adj* — безвредный, безобидный (U3L2)
hat [hæt] *n* — шляпа (U6L2)
hate [heɪt] (**doing sth**) *v* — ненавидеть, не любить (делать что-либо) (U3L1)
have an X-ray [ˈeks reɪ] — делать рентгеновский снимок (U8L2)
have a rest [rest] — отдыхать (U7L2)
have one's tooth out — удалить зуб (U8L2)
head [hed] *n* — голова (U3L4)
headache [ˈhedeɪk] *n* — головная боль (U8L1)
health [helθ] *n* — здоровье (U8L1)
healthy [ˈhelθi] *adj* — здоровый (U8L5)
heel [hiːl] *n* — каблук (U6L2)
height [haɪt] *n* — высота (U7L6)
helmet [ˈhelmit] *n* — шлем
 cycle helmet — шлем велосипедиста (U10L3)
help at home — помогать по дому (U9L1)
herbal [ˈhɜːbəl] *adj* — травяной, сделанный из трав (U8L3)
hers [hɜːz] — ee (U5L3), see *Grammar Support U5*
high [haɪ] *adj* — высокий (U1L2)
Hindi [ˈhɪndi] *n* — хинди, язык одного из народов Индии (U4L2)
his [hɪz] — ego (U5L3), see *Grammar Support U5*
historical [hɪˈstɒrɪkəl] *adj* — исторический (U4L2)
hit [hɪt] (**hit, hit**) *v* — ударить, ударять (U10L3)
holiday [ˈhɒlɪdi] *n* — праздник (U4L6)

Hollywood ['hɒliwʊd] *n* — Голливуд, район в городе Лос-Анджелес, где расположены знаменитые американские киностудии (U4L1)
honest ['ɒnɪst] *adj* — честный (U6L4)
honey ['hʌni] *n* — мед (U8L3)
hoover ['hu:və] *n* — (BrE) пылесос
do the hoovering — чистить при помощи пылесоса (U9L1)
horrible ['hɒrɪbəl] *adj* — ужасный, страшный (U7L1)
feel horrible — плохо себя чувствовать из-за болезни или обстоятельств (U9L5)
horse [hɔ:s] *n* — лошадь (U10L1)
hotel [həʊ'tel] *n* — гостиница
house-train ['haʊstreɪn] *v* — приучать домашнее животное ходить в туалет (U9L2)
hung — see **hang**
hungry ['hʌŋɡri] *adj* — голодный
feel hungry — хотеть есть, быть голодным (U9L5)
hurt [hɜ:t] (**hurt, hurt**) *v* — причинить боль, повредить, ушибить (U3L2)

I

ice hole ['aɪs hɔ:l] *n* — полынья, прорубь (U5L6)
ill [ɪl] *adj* — больной (U2L3)
illness ['ɪlnɪs] *n* — болезнь (U8L3)
illustrate ['ɪləstreɪt] *v* — иллюстрировать (U5L3)
illustrator ['ɪləstreɪtə] *n* — художник-иллюстратор (U2L5)
information [ˌɪnfə'meɪʃən] *n* — информация (U11L4)
injection [ɪn'ʃekʃən] *n* — укол (U7L1)
give an injection — сделать укол (U9L3)
insect ['ɪnsekt] *n* — насекомое (U3L2 Workbook)
instruction [ɪn'strʌkʃən] *n* — инструкция (U9L3)
follow instructions — следовать инструкции
interest ['ɪntrɪst] *n* — то, чем интересуешься, любишь делать, интерес (U3L4)
interested ['ɪntrɪstɪd] *adj* — заинтересованный (U2L3)
interesting ['ɪntrɪstɪŋ] *adj* — интересный (U2L1)
invite [ɪn'vaɪt] *v* — приглашать, пригласить (U9L4)
iron ['aɪən] *n* — утюг (U9L4)
ironing ['aɪənɪŋ] *v* — глажение
do the ironing — гладить (обычно для семьи) (U9L5)
island ['aɪlənd] *n* — остров (U2L3)
its [ɪts] — его, ее (о предметах и животных, но не о людях) (U5L3), see *Grammar Support U5*

J

jacket ['dʒækɪt] *n* — пиджак (U6L2)
Japanese [ˌdʒæpə'reɪni:z] *n* — японский язык (U4L1)
jeans [dʒi:nz] *n* — (всегда мн. число) джинсы (U6L1)
job [dʒɒb] *n* — работа (U4L1)
journey ['dʒɜ:nɪ] *n* — поездка, путешествие (U10L1)
jungle ['dʒʌŋɡəl] *n* — джунгли

K

keep [ki:p] *v* — содержать
keep a pet — держать, иметь домашнее животное (U9L2)
keep in touch — поддерживать связь (U2L5)
keeper ['ki:pə] *n* — смотритель (U11L4)
kick [kɪk] *v* — пинать, пнуть (U1L4)
kilt [kɪlt] *n* — юбка шотландского горца или солдата национальной гвардии, национальный шотландский костюм (U4L3)
Kremlin, the ['kremlɪn] *n* — Кремль (U1L3)

L

laugh [lɑ:f] *v* — смеяться (U1L4)
lay eggs ['leɪ 'egz] *v* — откладывать яйца (U11L3)
leader ['li:də] *n* — лидер (U6L4)
leaf [li:f] *n* — лист (мн. число **leaves**) (U11L3)
learn [lɜ:n] (**learnt, learnt**) *v* — учить, узнавать (U4L1)
learnt — see **learn**
leave [li:v] (**left, left**) *v* — оставлять, покидать (U4L5)
left [left] *adj* — левый
on the left — слева
to the left — налево
left — see **leave**
legend ['ledʒənd] *n* — легенда (U2L1)
light [laɪt] (**lit, lit**) *v* — зажигать, поджигать
light [laɪt] *n* — свет (U9L3)
lights [laɪts] *n* — огни, электрическая гирлянда (U5L1)
like [laɪk] *v* — любить, нравиться
I like — мне нравится
I would like — мне бы хотелось
line [laɪn] *n* — линия
finishing line — финишная черта (U3L4)
lit — see **light**
litter bin ['lɪtə bɪn] *n* — ящик для мусора (U11L6)
Loch Ness ['lɒx nes] *n* — озеро Лох-Несс в Северной Шотландии, в котором, по местным поверьям, живет огромное доисторическое чудовище (U4L3)
London ['lʌndən] *n* — Лондон, столица Великобритании (U4L3)
lone ['ləʊn] *adj* — один, сам по себе, без хозяина (о животном) (U9L3)
look [lʊk] *v* — смотреть, взглянуть
look after — ухаживать, присматривать (U9L2)
look like sb — быть похожим на кого-либо (U6L6)
look + adj — выглядеть, казаться (**look kind** — быть добрым с виду) (U6L1)
lose [lu:z] (**lost, lost**) *v* — терять, потерять
lost — see **lose**
get lost — заблудиться
love [lʌv] *v* — любить
I'd love to. — С удовольствием. (U10L1)
lovely ['lʌvli] *adj* — красивый, прекрасный (U6L1)
luckily ['lʌkɪli] — к счастью (U1L4)

M

- magic** ['mædʒɪk] *n* — магия, колдовство (U7L3)
magic ['mædʒɪk] *adj* — волшебный, магический (U2L1)
main [meɪn] *adj* — главный (U2L6)
make [meɪk] (**made, made**) *v* — делать
make a fire — разжигать костер (U7L2)
make dinner — готовить обед (U7L2)
make one's bed — заправлять постель (U9L1)
make a resolution — принимать решение (U5L5)
make sure — убедиться (U3L2)
manual ['mænjʊəl] *n* — руководство, инструкция по эксплуатации (U9L3)
Mars [mɑːz] *n* — Марс, четвертая по расстоянию от Солнца планета Солнечной системы (U1L2)
mask [mɑːsk] *n* — маска (U5L6)
means of transport ['miːnz əv 'trænsɔːt] *n* — транспортное средство (U10L8)
meet [miːt] (**met, met**) *v* — встречаться, знакомиться (U10L4)
memory ['meməri] *n* — память (U8L6)
message ['mesɪdʒ] *n* — записка (U10L4)
met — see **meet**
mice [maɪs] *n* — мыши (мн. число от **mouse**) (U7L1)
milk [mɪlk] *n* — молоко
milk [mɪlk] *v* — доить (U11L2)
million ['mɪljən] — миллион (U4L2)
mince pie [ˌmɪns 'paɪ] *n* — сладкий пирожок (U5L4)
mine [maɪn] — мой (U5L3), see *Grammar Support U5*
mineral ['mɪnərəl] *n* — минеральное вещество (U8L5)
mirror ['mɪrə] *n* — зеркало (U5L6)
miss [mɪs] *v* — пропускать, пропустить (U2L5)
missing ['mɪsɪŋ] — отсутствующий
She was missing. — Она отсутствовала. (U3L2)
month [mʌnθ] *n* — месяц (года)
a month later — через месяц (U9L2)
movie ['muːvi] *n* — (*AmE*) кинофильм (U4L6)
movie theater — (*AmE*) кинотеатр (U4L6)
mouse [maʊs] *n* — мышь (мн. число — **mice**)
moustache [mə'stɑːʃ] *n* — усы (U6L6)
mouth [maʊθ] *n* — рот (U6L6)
music ['mjuzɪk] *n* — музыка (U3L3)
must [mʌst / məst] *v* — нужно, необходимо (U9L2)
mustn't ['mʌsənt] *v* — нельзя (U9L2)

N

- nag** [næg] *v* — придирааться, ворчать, изводить (U9L6)
nature ['neɪtʃə] *n* — природа (U3L3)
nature-wise ['neɪtʃəwaɪz] *adj* — в согласии с природой (U11L1)
native ['neɪtɪv] *adj* — родной (язык); коренной (житель) (U4L2)
need [niːd] *v* — нуждаться (U9L3)
nerves [nɜːvs] *n* — нервы (U7L1)
nest [nest] *n* — гнездо (U7L4)

- nest box** ['nest bɒks] *n* — скворечник (U11L6)
never ['nevə] *n* — никогда (U3L3)
news [njuːz] *n* — новости (употребляется только с глаголом в ед. числе) (U3L3)
Nigeria [naɪ'dʒɪəriə] *n* — Нигерия, государство в Западной Африке (U4L2)
nightlight ['naɪtlaɪt] *n* — ночник (U7L6)
nip [nɪp] *v* — щипать, кусать (U3L2)
nobody ['nəʊbɒdi] — никто (U3L5)
north [nɔːθ] *n* — север (U4L5)
Northern Ireland [ˌnɔːðən 'aɪələnd] *n* — Северная Ирландия, одна из стран, составляющих Соединенное Королевство Великобритании (U4L3)
North Sea, the [ˌnɔːθ 'siː] *n* — Северное море, море, омывающее Северную Европу (U4L5)
nothing ['nʌθɪŋ] — ничто, ничего (U3L5)
noun [naʊn] *n* — существительное (U2L3)

O

- often** ['ɒfən] — часто
official [ə'fɪʃəl] *adj* — официальный (U4L2)
omelette ['ɒmlɪt] *n* — омлет (U9L5)
once [wʌns] — один раз, однажды (U8L4)
opinion [ə'pɪnjən] *n* — мнение (U2L6)
orangutan [ɔːræŋgʊ'tæŋ] *n* — орангутанг (U11L4)
ostrich ['ɒstrɪtʃ] *n* — страус (U11L2)
ours [aʊəz] — наш (U5L3), see *Grammar Support U5*
owner ['əʊnə] *n* — владелец, хозяин
pet owner — хозяин домашнего животного (U3L2)

P

- pack** [pæk] *v* — упаковывать, укладывать вещи (U9L4)
paid — see **pay**
Pakistan [ˌpækɪ'stɑːn] *n* — Пакистан, государство в Южной Азии (U4L2)
park [pɑːk] *n* — парк
aqua park — аквапарк (U10L6)
theme park — тематический парк (U10L6)
wildlife park — заказник, заповедник (U11L4)
pasta ['pæstə] *n* — макаронные изделия (U8L5)
path [pɑːθ] *n* — тропа (U11L1)
patient ['peɪʃənt] *n* — пациент (U8L2)
pay [peɪ] (**paid, paid**) *v* — платить (U10L2)
pelican ['pelɪkən] *n* — пеликан (U11L4)
penguin ['penɡwɪn] *n* — пингвин (U11L3)
perfect ['pɜːfɪkt] *adj* — совершенный, прекрасный (U9L6)
perform [pə'fɔːm] *v* — выполнять (U9L7)
person ['pɜːsən] *n* — человек, личность (U4L1)
personal qualities ['pɜːsənəl 'kwɒlɪtiz] — личные качества, черты характера (U6L4)
pet [pet] *n* — любимец, баловень, любимое животное (U3L2)

Peterhof *n* — Петергоф, пригород Санкт-Петербурга, знаменитый фонтанами и дворцами (U1L5)

phone [fəʊn] *v* — (*BrE*) звонить по телефону (U4L6)

phone-in [ˈfəʊnɪn] (*programme*) *n* — передача, в которой любой желающий может позвонить в студию (U9L1)

photographer [fəˈtɒɡrəfə] *n* — фотограф (U3L4)

picture [ˈpɪktʃə] *n* — картина, картинка, фотография

take pictures — фотографировать (U3L1)

pilot [ˈpaɪlət] *n* — летчик (U4L1)

pincer [ˈpɪnsə] *n* (обычно мн. число **pincers**) — хватательные челюсти у пауков (U3L2 Workbook)

plane [pleɪn] *n* — самолет (U9L5)

plant [plɑːnt] *n* — растение

water the plants — поливать домашние растения

plaster [ˈplɑːstə] *n* — пластырь (U8L3)

plastic [ˈplæstɪk] *adj* — пластический, пластмассовый (U3L2)

play [pleɪ] *v* — играть

play the guitar — играть на гитаре (U7L2)

pocket [ˈpɒkɪt] *n* — карман (U6L2)

poem [ˈpəʊɪm] *n* — стихотворение, поэма (U2L2)

poisonous [ˈpɔɪzənəs] *adj* — ядовитый (U3L2)

police [pəˈliːs] *n* — полиция (U2L1)

poor [pʊə] *adj* — бедный (U9L1)

popular [ˈpɒpjələ] *adj* — популярный (U9L3)

population [ˌpɒpjʊˈleɪʃən] *n* — население (U4L2)

Portuguese [ˌpɔːtʃuˈɡiːz] *adj* — португальский (U4L2)

potato chips [pəˈteɪtəʊ tʃɪps] *n* — (*AmE*) картофельные чипсы (U4L6)

post [pəʊst] *v* — отправить по почте (U4L4)

postal [ˈpəʊstl] *adj* — почтовый (U4L4)

pour [pɔː] *v* — лить (U7L5)

powder [ˈpaʊdə] *n* — порошок, пыль, пудра (U3L2)

power [ˈpaʊə] *n* — сила (U2L5)

practical [ˈpræktɪkəl] *adj* — умеющий все делать, мастер на все руки (U9L5)

present [ˈprezənt] *n* — подарок (U5L1)

presenter [priˈzɛntə] *n* — ведущий программы (U3L4)

press [pres] *v* — нажимать, нажать (U9L3)

pretty [ˈprɪti] *adj* — хорошенький, симпатичный (U6L1)

prize [praɪz] *n* — приз (U1L3)

programme [ˈprɒɡræm] *n* — программа, телевизионная передача (U3L3)

programmer [ˈprɒɡræmə] *n* — программист, специалист по компьютерным программам (U4L1)

promise [ˈprɒmɪs] *n* — обещание (U5L5)

promise [ˈprɒmɪs] *v* — обещать (U5L5)

proud [praʊd] *adj* — гордый

be proud of sb / sth — гордиться чем-либо / кем-либо (U9L1)

pudding [ˈpʊdɪŋ] *n* — пудинг (U5L4)

pump [pʌmp] *n* — насос (U10L3)

put (put, put) *v* — класть, положить

put out *v* — гасить (огонь, свет) (U11L1)

put up *v* — устанавливать, водружать (U11L6)

puzzle [ˈpʌzəl] *n* — загадка (U3L5)

Q

quick [kwɪk] *adj* — быстрый (U3L4)

quietly [ˈkwaɪətlɪ] — тихо, спокойно (U2L4)

quiz [kwɪz] *n* — викторина

quiz show — телевикторина, телеконкурс (U3L3)

R

race [reɪs] *n* — состязание в беге, скорости; гонка (U3L4)

radio [ˈreɪdɪəʊ] *n* — радио (U4L1)

ran — see **run**

raspberry [ˈrɑːzbəri] *n* — малина

raspberry jam — малиновое варенье (U8L3)

rating [ˈreɪtɪŋ] *n* — оценка; список, который показывает, какие фильмы, телепрограммы наиболее популярны; рейтинг (U3L3)

reaction [riˈækʃən] *n* — реакция (U7L6)

realistic [riˈælɪstɪk] *adj* — реалистичный, как настоящий (U9L3)

reason [ˈriːzən] *n* — причина (U5L3)

recommend [ˌrekəˈmend] *v* — рекомендовать (U2L6)

record [ˈrekɔːd] *n* — рекорд

break a record — побить рекорд (U3L4)

Red Square [red ˈskweɪ] *n* — Красная площадь (U1L3)

relax [rɪˈlæks] *v* — расслабляться, расслабиться (U7L6)

remember [rɪˈmembə] *v* — помнить (U1L3)

repair kit [rɪˈpeə kɪt] *n* — набор инструментов для ремонта (U10L3)

resolution [ˌrezəˈluːʃən] *n* — обещание, решение (U5L5)

make a resolution — принять решение

rest [rest] *n* — отдых, покой (U7L2)

have a rest — отдыхать (U7L2)

restaurant [ˈrestərɒnt] *n* — ресторан (U4L1)

review [rɪˈvjuː] *n* — обзор, обозрение (U2L6)

book review — рецензия, обзор книги (U2L6)

ride [raɪd] (**rode, ridden**) *v* — кататься, ездить верхом

ride across — переезжать через, ехать через

ride a bike — кататься на велосипеде (U3L4)

ride [raɪd] *n* — катание, поездка (U10L3)

go on a bike ride — прокатиться (U10L3)

rides [raɪdz] *n* — горки (аттракцион) (U10L6)

right [raɪt] *n* — право (на что-либо) (U9L6)

right [raɪt] *adj* — верный, правильный (U3L1)

That's right. — Правильно.

right [raɪt] *adj* — правый (U9L6)

to the right — направо

on the right — справа

road [rəʊd] *n* — дорога (U10L3)

rode — see **ride**

Roman [ˈrəʊmən] *n* — римлянин, гражданин государства Древний Рим, существовавшего с VIII века до н. э. по IV век н. э. и завоевавшего Британию в I веке н. э. (U4L4)

Roman [ˈrəʊmən] *adj* — римский (U4L3)

round [raʊnd] — вокруг
round the world — вокруг света (U10L2)
rubbish ['rʌbɪʃ] *n* — мусор (U9L1)
run [rʌn] (**ran, run**) *v* — бежать, бегать
run away — убегать, убежать (U1L5)
run around — бегать без определенного направления и цели (U1L5)
runny nose ['rʌni nəʊz] *n* — насморк (U8L3)

S

sad [sæd] *adj* — грустный
feel sad — грустить, чувствовать грусть (U9L5)
safari [sə'faɪrɪ] *n* — сафари, поездка по африканской саванне, в которой можно охотиться на диких животных, либо наблюдать за ними (U11L2)
sailor ['seɪlə] *n* — моряк (U11L3)
same [seɪm] — тот же самый, такой же (U4L6)
sang — see **sing**
save [seɪv] *v* — спасать, спасти (U10L3)
scar [skɑː] *n* — шрам (U6L5)
scare [skeə] *v* — пугать
be scared of — пугаться, бояться (U7L1)
scarf [skɑːf] *n* — шарф (U6L2)
scary ['skeəri] *adj* — жуткий, пугающий (U7L1)
science ['saɪəns] *n* — предметы естественно-научного цикла, наука (U2L2)
science fiction *n* — научная фантастика
Scotland ['skɒtlənd] *n* — Шотландия, одна из стран, составляющих Соединенное Королевство Великобритании (U4L3)
scout [skaʊt] *n* — бойскаут, член детской организации, которая учит детей практическим умениям, например разводить костер, ставить палатку, ориентироваться по компасу и т. д. (U7L2)
scream [skri:m] *n* — крик, вопль (U7L2)
scream [skri:m] *v* — кричать, вопить, визжать (U1L5)
second ['sekənd] — второй (U4L2)
send [send] (**sent, sent**) *v* — посылать (U5L6)
sensitive ['sensɪtv] *adj* — чувствительный (U3L2)
sent — see **send**
series ['siəri:z] *n* — сериал, сериалы (формы ед. и мн. числа совпадают) (U3L3)
set [set] (**set, set**) *v* — ставить, устанавливать
set an alarm clock — ставить будильник (на определенное время) (U9L4)
shamrock ['ʃæmrɒk] *n* — трилистник (растение), также эмблема Ирландии (U4L3)
sheep [ʃi:p] *n* — овца (мн. число — **sheep**) (U11L2)
shine [ʃaɪn] (**shone, shined**) *v* — светить (U1L5)
shirt [ʃɜ:t] *n* — рубашка (U6L1)
shoe [ʃu:] *n* — туфля (U5L1)
shone — see **shine**
shop [ʃɒp] *n* — магазин
do the shopping — делать покупки (U9L1)
shore [ʃɔː] *n* — берег (U10L8)

short [ʃɔ:t] *adj* — короткий, низкого роста (о человеке) (U6L3)
short story — рассказ (U2L5)
shorts ['ʃɔ:ts] *n* — (всегда мн. число) шорты (U6L1)
show [ʃəʊ] *n* — зрелище, спектакль
quiz show — телевикторина, телеконкурс (U3L3)
dog show — выставка собак, телепередача с участием собак (U9L2)
side [saɪd] *n* — сторона (U7L5)
silly ['sɪli] *adj* — глупый, простой (U2L1)
simple ['sɪmpəl] *adj* — простой (U4L6)
sing [sɪŋ] (**sang, sung**) *v* — петь (U5L1)
Singapore [sɪŋə'pɔː] *n* — Сингапур, независимый город-государство в Юго-Восточной Азии, бывшая колония Великобритании (U4L2)
singing [sɪŋɪŋ] *n* — пение (U5L1)
skeleton ['skelɪtən] *n* — скелет (U7L1)
skirt [skɜ:t] *n* — юбка (U6L2)
sleigh [sleɪ] *n* — сани (U5L3)
slim [slɪm] *adj* — стройный (U6L5)
slip [slɪp] *v* — поскользнуться (U1L5)
slogan ['slɒɡən] *n* — лозунг (U10L5)
smile [smaɪl] *v* — улыбаться (U8L6)
snake [sneɪk] *n* — змея (U7L1)
so [səʊ] — так, таким образом, поэтому (U7L5)
sock [sɒk] *n* — носок (U6L2)
solve [sɒlv] *v* — решать (задачу, проблему) (U3L5)
somebody ['sʌmbɒdɪ] — кто-то, кто-нибудь (в утвердит. предл.) (U3L5)
something ['sʌmθɪŋ] — что-то, что-нибудь (в утвердит. предл.) (U3L5)
song [sɒŋ] *n* — песня (U5L1)
soon [su:n] — скоро, вскоре (U1L2)
sore [sɔː] *adj* — больной, воспаленный
I've got a sore throat. — У меня болит горло. (U8L1)
sound [saʊnd] *n* — звук (U2L4)
sound [saʊnd] *v* — звучать (U1L2)
soup [su:p] *n* — суп (U9L5)
south [saʊθ] *n* — юг (U4L5)
space [speɪs] *n* — космос (U2L2); место, клетка в настольной игре (U10L8)
space flights — космические полеты
special ['speʃəl] *adj* — специальный, особый (U3L4)
specialist ['speʃəlist] *n* — специалист (U8L4)
Spanish ['spæɪnɪʃ] *n* — испанский язык (U4L2)
spare [speə] *adj* — лишний, запасной
spare tyre — запасная шина (U10L3)
speech [spi:tʃ] *n* — речь (U9L6)
spider ['spaɪdə] *n* — паук (U3L2)
spooky ['spu:ki] *adj* — страшный (U7L1)
spring [sprɪŋ] — источник (U4L4)
spy [spaɪ] *n* — шпион (U2L2)
spy stories — шпионские истории (U2L2)
stage [steɪdʒ] *n* — сцена (U1L5)
stairs [steəz] *n* — лестница (согласуется с глаголом во мн. числе) (U2L4)
stamp [stæmp] *n* — марка (U3L1)

station ['steɪʃən] *n* — станция (U4L4)
stay [steɪ] *v* — оставаться, останавливаться (U10L3)
step [step] *n* — шаг (U2L6)
stocking ['stɒkɪŋ] *n* — чулок (U5L1)
stomachache ['stʌməkəɪk] *n* — боль в животе (U8L1)
stone [stəʊn] *n* — камень (U2L4)
stone [stəʊn] *adj* — каменный (U3L4)
Stonehenge [ˌstəʊn 'hɛndʒ] *n* — Стоунхэндж, памятник доисторической культуры в Англии (U4L3)
store [stɔː] *n* — (*AmE*) магазин (U4L6)
story ['stɔːri] *n* — история, рассказ (U2L6)
straight [streɪt] — прямой, прямо
straight ahead — прямо вперед
go straight — идти прямо вперед (U4L4)
strange [streɪndʒ] *adj* — странный (U7L2)
strategy ['strætɪdʒɪ] *n* — стратегия (U3L6)
studio ['stjuːdiəʊ] *n* — студия (U1L3)
stupid ['stjuːpɪd] *adj* — глупый (U6L1)
suddenly [sʌdnli] — внезапно, вдруг (U1L5)
sunglasses ['sʌŋ,glɑːsɪz] *n* — солнцезащитные очки (U2L5)
sunset ['sʌnsɛt] *n* — закат (U2L5)
sure [ʃʊə] *adj* — уверенный
I'm not sure. — Я не уверен. (U6L1)
make sure — убедиться
surfing ['sɜːfɪŋ] *n* — серфинг, вид спорта, когда спортсмен катается на специальной доске на волнах прибоя (U4L1)
survey ['sɜːveɪ] *n* — список вопросов, с помощью которых опрашивают большое число людей, чтобы узнать их мнение о чем-либо, отношение к чему-либо; обзор, исследование
do a survey — провести исследование, опрос (U2L1)
swan [swɒn] *n* — лебедь (U11L4)
swap [swɒp] *v* — обменивать (U2L2)
sweater ['swetə] *n* — свитер (U6L1)
swimming trunks ['swɪmɪŋ trʌŋks] *n* — плавки (для купания) (U5L1)
swimsuit ['swɪmsuːt] *n* — купальный костюм (U6L1)

T

tablet ['tæblɪt] *n* — таблетка (U8L2)
take [teɪk] (**took, taken**) *v* — брать, взять (U10L6)
take a pet to the vet — сводить домашнее животное к ветеринару (U9L2)
take off — взлететь (U7L3)
take out (e.g. the rubbish) *v* — выбрасывать (например, мусор) (U9L1)
take part in sth — принимать участие (U5L6)
take pictures — фотографировать
take tablets — принимать таблетки (U8L2)
How long does it take? — Сколько времени это займет?
It takes five minutes. — На это потребуется пять минут.
tale [teɪl] *n* — рассказ, сказка (U2L1)
fairy tale ['feəri teɪl] — сказка (U2L1)

talented ['tæləntɪd] *adj* — талантливый, одаренный (U6L4)
tall [tɔːl] *adj* — высокий (U6L3)
tarantula [tə'reɪntjʊlə] *n* — тарантул (паук) (U3L2)
taught — *see* **teach**
teach [ti:tʃ] (**taught, taught**) *v* — учить (U10L5)
temperature ['tempərətʃə] *n* — температура (U8L1)
teens [tiːnz] *n* — подростки (U1L2)
tell [tel] (**told, told**) *v* — рассказывать
tell fortunes ['tel 'fɔːtʃənz] *v* — гадать, предсказывать судьбу (U5L6)
tell sb to do sth *v* — велеть кому-либо сделать что-либо (U9L6)
Thames, the [tɛmz] *n* — Темза, главная река Англии (U4L3)
theirs [ðeəz] — их (U5L3) *See Grammar Support U5*
theme park [θi:m pɑːk] — тематический парк
then [ðen] — затем (U7L4)
thin [θɪn] *adj* — худой, тонкий (U6L3)
thing [θɪŋ] *n* — вещь (U1L2)
thistle ['θɪsl̩] *n* — чертополох (растение), также эмблема Шотландии (U4L3)
throat [θrəʊt] *n* — горло (U8L1), *see also* **I've got a sore throat.**
thousand ['θaʊzənd] — тысяча (U4L2)
thunderstorm ['θʌndəstɔːm] *n* — гроза (U7L1)
tie [taɪ] *n* — галстук (U6L2)
time [taɪm] *n* — время; раз
three times — три раза (U8L)
tinsel ['tɪnsəl] *n* — мишура (U5L1)
title ['taɪtl] *n* — заглавие, название (U2L3)
toilet ['tɔɪlɪt] *n* — туалет (U9L3)
tongue [tʌŋ] *n* — язык (U7L3)
took — *see* **take**
toothache ['tuːθeɪk] *n* — зубная боль (U8L1)
top [tɒp] *n* — верх (U3L5)
top [tɒp] *adj* — верхний, наивысший, самый главный
top writer — лучший писатель (U2L5)
torch [tɔːtʃ] *n* — фонарик (U10L3)
tower ['taʊə] *n* — башня (U2L4)
Tower, the ['taʊə] *n* — (полное название **the Tower of London**) крепость на берегу реки Темзы, построенная в XI в., первоначально резиденция королей, затем государственная тюрьма, в настоящее время музей (U4L3)
toy [tɔɪ] *n* — игрушка
tradition [trə'dɪʃən] *n* — традиция (U5L1)
train [treɪn] *n* — поезд (U10L1)
train [treɪn] *v* — тренировать (U9L2)
train a dog — дрессировать собаку (U9L2)
trainer ['treɪnə] *n* — кроссовка (U6L1)
transcription [trænskrɪpʃən] *n* — транскрипция (U2L3)
translate [træns'leɪt] *v* — переводить (с одного языка на другой) (U5L1)
translation [træns'leɪʃn] *n* — перевод (с одного языка на другой) (U2L3)
travel agent ['trævəl ,eɪdʒənt] *n* — агент туристической фирмы (U4L1)

treasure ['treʒə] *n* — сокровище (U3L5)
treat [tri:t] *n* — лакомство (U9L7)
treat [tri:t] *v* — лечить (U8L3)
trick [trɪk] *n* — трюк (U9L7)
trip [trɪp] *n* — путешествие, поездка, экскурсия, рейс (U1L3)
make a trip — совершить поездку, съездить (U10L2)
sea trip — морское путешествие (U10L2)
trousers ['traʊzəz] *n* — (всегда мн. число) брюки (U6L1)
true [tru:] *n* — правда (U4L5)
try [traɪ] *v* — пытаться, стараться, пробовать (U8L3)
T-shirt ['ti:ʃt:t] *n* — майка-футболка (U6L1)
turkey ['tɜ:kɪ] *n* — индейка (U5L4)
turn [tɜ:n] *v* — поворачивать, повернуть
turn into ['tɜ:n ɪntə] *v* — превратить, превратиться (U7L3)
turn off — выключить, отключить (U9L3)
turn on — включать (U7L6)
twice [twɑɪs] — дважды (U8L4)
tyre [taɪə] *n* — шина
spare tyre — запасная шина (U10L3)

U

ugly ['ʌɡli] *adj* — уродливый
ugly creature — злобное, неприятное существо (U9L3)
UK, the [ju: 'keɪ] *n* — сокращенное название Королевства Великобритании (**the United Kingdom**) (U4L3)
understand [ˌʌndə'stænd] (**understood, understood**) *v* — понимать, понять (U4L1)
understood — see **understand**
unfair [ʌn'feə] *adj* — несправедливый (U6L4)
unfriendly [ʌn'frendli] *adj* — недружелюбный, неприятливый (U6L4)
unhappy [ʌn'hæpi] *adj* — несчастный (U8L4)
unhealthy [ʌn'helθi] *adj* — нездоровый, вредный для здоровья (U8L5)
uniform ['ju:nɪfɔ:m] *n* — форма (U6L2)
use [ju:z] *v* — использовать (U3L5)

V

vacation [və'keɪʃən] *n* — каникулы, отпуск (U4L6)
vampire ['væmpaɪə] *n* — вампир (U7L1)
variety [və'reɪəti] *n* — разнообразие (U8L5)
velvet ['velvɪt] *adj* — бархатный (U3L2)
video ['vɪdiəʊ] *n* — видеозапись (U3L3)
view [vjʊ:] *n* — вид (U7L6)
Viking ['vaɪkɪŋ] *n* — викинг, представитель группы народов, обитавших в древней Скандинавии. Викинги известны как отважные мореходы. В VIII–X веках контролировали побережье Британии и Северной Европы (U4L5)

virtual ['vɜ:tʃʊəl] *adj* — виртуальный, предполагаемый (U9L3)
virus ['vaɪərəs] *n* — вирус (U8L3)
visit ['vɪzɪt] *v* — посещать (U8L2)
volleyball ['vɒlibɔ:l] *n* — волейбол (U7L2)

W

Wales [weɪlz] *n* — Уэльс, одна из стран, составляющих Соединенное Королевство Великобритании (U4L3)
walk [wɔ:k] *n* — прогулка (U10L2)
walk [wɔ:k] *v* — ходить пешком, прогуливаться (U10L2)
walk a dog — выгуливать собаку (U9L2)
Walkman ['wɔ:kmən] *n* — плеер (U5L3)
wash [wɔʃ] — мыть
washing ['wɒʃɪŋ] *n* — стирка
do the washing — стирать (U9L5)
washing up *n* — мытье посуды
do the washing up — мыть посуду (U5L5)
wasp [wɒsp] *n* — оса (U1L5)
watch [wɒtʃ] *v* — смотреть, наблюдать (U3L4)
watch out *v* — остерегаться (U7L1)
water ['wɔ:tə] *n* — вода
water the plants — поливать растения (U9L1)
way [weɪ] *n* — путь, дорога
on the way — по пути, по дороге (U10L5)
wear [weə] (**wore, worn**) *v* — носить (об одежде)
weather ['weðə] *n* — погода (U3L3)
website ['websaɪt] *n* — место в сети Интернет, где можно найти информацию о компании, организации или человеке (U4L1)
weekend [,wi:k'end] *n* — время отдыха в конце недели
weird [wiəd] *adj* — странный, необычный (U11L3)
Welcome. ['welkəm] — Добро пожаловать. (U11L4)
went — see **go**
west [west] *n* — запад (U4L5)
What's the matter? — Что случилось? В чем дело? (U8L1)
when [wen] — когда (U7L4)
where [weə] — где (U7L5)
whiskers ['wɪskəs] *n* — усы (у животных) (U7L3)
Why don't we...? — Давайте... (предложение что-либо сделать) (U10L3)
widow ['wɪdəʊ] *n* — вдова (U3L2 Workbook)
wildlife ['waɪldaɪf] *n* — живая природа (U2L2)
wildlife park ['waɪldaɪf 'pɑ:k] *n* — заказник, заповедник (U11L4)
win [wɪn] (**won, won**) *v* — выиграть, победить, одержать победу (U3L4)
winner ['wɪnə] *n* — победитель (U3L4)
wise [waɪz] *adj* — мудрый (U11L1)
witch [wɪtʃ] *n* — ведьма (U3L5)
witness ['wɪtnɪs] *n* — свидетель (U1L4)
wizard ['wɪzəd] *n* — маг, волшебник (U3L5)
wolf [wɒlf] *n* — волк (мн. число **wolves**) (U7L3)
won — see **win**

wonder ['wʌndə] *n* — чудо (U1L5)
Wonderland ['wʌndələænd] *n* — страна чудес (U1L4)
word [wɜ:d] *n* — слово
word class — часть речи (U2L3)
work [wɜ:k] *v* — работать
work out *v* — выяснить, вывести значение, выработать (например, план) (U3L2)
wore — see **wear**
world [wɜ:ld] *n* — мир, свет
round the world — вокруг света (U10L2)
wrap [ræp] *v* — заворачивать, обертывать (U9L4)
writer ['raɪtə] *n* — писатель
top writer — лучший писатель (U2L5)
wrong [rɒŋ] *adj* — неверный, неправильный (U3L1)
That's wrong. — Неправильно!

X

X-ray ['eksreɪ] *n* — рентген (U8L2)

Y

yours [jɔ:z] — твой, ваш (U5L3) See *Grammar Support U5*
yummy ['jʌmɪ] *adj* — вкусный, объедение (U4L4)

Z

zoo [zu:] *n* — зоопарк (U11L4)

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