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Условные обозначения:

-  — Номер задания
-  — Домашнее задание
-  — Слушай кассету

Lesson 1 My new English book

1a  Listen and say what the children's names are.



1b  Listen and sing along with Jane and Max.

The Back-To-School Song

One, two
Nice to see you.
It's really nice to see you.
One, two,
One, two, three
Would you like to sit with me?
Look, look
Here's my book
This is my new English book.
We're back again
We're back again
We're **back** again **at school**
It's so cool!

2b Complete the library file for your new English book.

My new English book

Title: _____
How many pages: _____
How many units: _____
Grammar support: Page _____
Write your name: Page _____
Wordlist: Page _____



2a In your new English book find a page you like and talk about it.

Example: Page 82 is very interesting. It's about history. I love history.

3 Talk about ten things in the classroom.

Example: A: What's this in English?

B: It's a ruler.

A: How do you spell it?

B: R-U-L-E-R

A: Thank you.

4a Put these words in alphabetical order.

	crayon
	climb
	cupboard
	chain
	cut

4b Find these words in the Wordlist and say what they mean in Russian.

1 **crayon** | 3 sharpener | 5 key ring
2 **dictionary** | 4 **glasses** | 6 **extra** (pen)

5a Look at the Wordlist on page 167 and answer the questions.

- 1 What is the word you want to know?
- 2 What does this word mean?
- 3 Where can you find this word for the first time in the book?
- 4 How can you know how to say this word?

5b Say these words and find them on these two pages.

[bæk] ... [pen] ... [sɪt] ...
[kæn] ... ['lɪsən] ... [kla:s] ...
[spel] ... [sku:l] ... [frəm] ...
['lesən] ... ['nʌmbə] ... [ɪn] ...

6 Answer these questions and fill in this information on the cover of your exercise book.

- Use the table Write your name on p. 165.

What's your first name?

What's your **surname**?

How old are you?

What class are you in?

Where are you from?

What number is your school?

First name _____

Surname _____

Your age _____

Class _____

City/Town _____

School number _____

Lesson 2 A new pupil

1a Listen and say what the new pupil's name is.

1b Complete with *are*, *is*, *'s*, or *'m*. Then listen and check. See *Grammar support 2*.



2a Guess the answers to the questions the children asked Dima during break.

- 1 How old ...?
- 2 Are you from ...?
- 3 What's your favourite ...?
- 4 Are you good at ...?

2b Listen and check your guesses in Ex. 2a.

2c Talk to your classmates and find someone who is like you.

- Use the questions in Ex. 2a.



1 [e] guesses
[ˈɡesɪs] ...
[ˈevrɪbədi] ...
[ˈtenɪs] ...
[ˈfrendz] ...

2 [ɪ] is
[ɪz] ...
[ˈpɪtsə] ...

3 [ə] America
[əˈmerɪkə] ...

4 [æ] ≠ [e] chat
[tʃæt] ...
[bæt] ...
[ˈæɪlks] ...
[ˈmæntɪstə] ...

5 [ɜ:] ≠ [e] world
[wɜ:lɪd] ...
[fɜ:st] ...
[wɜ:dz] ...

6 [tʃ] check
[tʃek] ...
[ˈtʃɪldrən] ...
[ˈkwɛstʃənz] ...

SOUNDS:
Say the words and find them on these two pages

3a Read the chat room conversation and answer the questions.

- 1 How many people are there in the **chat room**?
- 2 Who is this chat room for?
- 3 What are the **rules**?

MEET THE WORLD
CHAT ROOM FOR CHILDREN AGED 8–11

Are you new? Read the rules first.
No bad language. Speak good English. You can be here for no more than two hours a week.
Your parents must know.

- 1 😊 Are you from America?
- 2 🍷 How old are you?
- 3 🌸 Hello everybody.
- 4 😊 I'm 11. And you?
- 5 🍷 No, I'm not. I'm from England. And you?
- 6 😊 Hi. What's your name?
- 7 🍷 Are you good at sport?
- 8 😊 I'm from India.
- 9 🌸 My name's Leila.
- 10 🍷 What's your favourite food?
- 11 🌸 Chocolate. I love it!
- 12 😊 Pizza.
- 13 🍷 I'm good at football.
- 14 🌸 And I play tennis. Do you play tennis?
- 15 🍷 And guess my favourite food.
- 16 😊 It's ice cream.
- 17 🌸 It's ice cream.
- 18 🍷 Right. I love it.
- 19 🌸 How old are you, Ice cream?
- 20 😊 Where are you from, Leila?
- 21 🍷 My name's Darrel. I'm 9. And you?
- 22 😊 I don't play football. I like swimming.
- 23 🌸 I'm from Australia.
- 24 🌸 I'm 10.

3b These children chat about six different things. Unjumble their chat.

- 1 Are you from America? → 5 → 8
- 2 How old are you?
- 3 Hello everybody.
- 7 Are you good at sport?
- 10 What's your favourite food?
- 19 Where are you from, Leila?

3c Read and complete the children's profiles.

Name: Tanya
From: _____
Age: _____
Favourite food: _____
Sports: _____

Name: _____
From: _____
Age: _____
Favourite food: _____
Sports: _____

Name: _____
From: _____
Age: _____
Favourite food: _____
Sports: _____

4 Write an answer to this e-mail.

	alex2006@yahoo.com
<p>Hello, My name is Alex. I'm 11. I'm from Manchester. I'm good at football. My favourite food is pizza. What's your name? Where are you from? Are you good at sport? What's your favourite food? Let's make friends. Please write soon, Alex</p>	

Lesson 3 Me and my class

1a Look at the picture and answer the questions.

- 1 Who's that on the right of Max?
- 2 Who's that on the left of Max?
- 3 Who's that behind Max?

LOOK

Who's **that**?
That's Max.

1b Look at the photo, listen to what Max tells his mum about his new class and find Vicky.

2a Help Max to put the captions on the correct photos in his class album.



5B CLASS ALBUM

Look: what a wonderful bunch of pupils!
by Max (aged 11)

1 This is our English teacher. Her name is Miss Bennett. She's fair and kind. We are in an English lesson. We are all being very serious. But Jane's not. Can you see her laughing? She is just very happy that this lesson isn't maths.

2 That's my class after school. We are all good at sport. We all play football, boys and girls. That's Vicky on the left. She is a forward. She wears Number 3. The boy on the right is Roy. He is the best football player in our class.

3 That's us at the Christmas concert. We sang Christmas carols. The girl in the front is Joyce. She is a very good singer. She says that she can sing well because her favourite food is chocolate. She eats lots of it. She always has some chocolate in her bag. And on her face, too. Do you see it?

4 That's me in the middle of the picture. I'm with my classmates in the park. That's Jane. She is next to me on my right. Jane is my best friend. She's great. We like music and films and we both have dogs. We like walking and talking. Friends are for talking to. That's why you need them — you can talk to your friends.



2b Read the captions again and say true or false.

- 1 Miss Bennett is a teacher of English.
- 2 Jane's favourite subject is maths.
- 3 Joyce likes chocolate very much.
- 4 Roy can play football very well.
- 5 Jane has got a cat.

2c Find adjectives in Ex. 2a and spell them out.

- 1 f _ _ _
- 2 g _ _ _ _
- 3 k _ _ _
- 4 b _ _ _
- 5 s _ _ _ _ _
- 6 g _ _ _
- 7 h _ _ _ _


2d Say what adjectives Max uses to talk about his classmates and the teacher.

Jane
 Roy
 Miss Bennett
 Joyce

3 Help Max to write about his class photo in Ex. 1a.

- Use the words in the box.

That's my class. That's our Maths teacher. Her name is Miss Smith. She's very nice. That's me (1) ... of the teacher. The girl (2) ... of the teacher is Jane. Jane is my best friend. The boy (3) ... me is Dima. Dima is new. He's from Russia. That's Vicky (4) ... me. Vicky is a great football player.

on the left on the right behind in front of

4 Talk about the people in your own photos / pictures.

Example: A: Who's that boy / girl on the left of the picture?
 B: That's my new friend.

5 Write about a photo of your classmates / friends.

- Use Ex. 2a and Ex. 3 as an example.

1
 [left] left
 ['ælbəm] ...
 ['pɪktʃə] ...
 ['krɪsməs] ...
 ['mæks] ...
 [gɜ:l] ...

2
 [i:] ≠ [ɪ]
 ['ti:tʃə] teacher
 [hɪz] ...
 [wi:] ...
 [i:ts] ...
 ['vɪki] ...
 [si:] ...

3
 [v] ≠ [ɔ:]
 [wɒt] what
 [tɔ:k] ...
 [spɔ:t] ...
 [dɒgz] ...
 ['fɔ:wəd] ...

SOUNDS:
 Say the words
 and find them on these
 two pages

4
 [ʌ] ≠ [ɑ:]
 [mʌtʃ] much
 [ɪn 'frʌntəv] ...
 [pɑ:k] ...
 [klɑ:s] ...
 [bʌntʃ] ...

5
 [ʊ] ≠ [u:]
 [lʊk] look
 [hu:z] ...
 [fʊd] ...
 [sku:l] ...
 [gʊd] ...

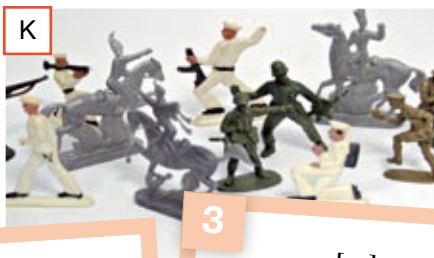
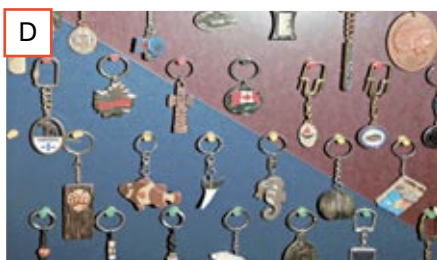
Lesson 4 Do you collect anything?

1a Look at the pictures and match them with the words.

- | | |
|--------------|-----------------|
| 1 stickers | 7 coins |
| 2 CDs | 8 dolls |
| 3 robots | 9 key rings |
| 4 model cars | 10 toy soldiers |
| 5 clocks | 11 posters |
| 6 seashells | 12 soft toys |

1b What do you think these children collect? Why?

Example: I think Jane collects dolls. Some girls like dolls.



- 1**
- [ˈeni] any
[ðem] ...
[swɒp] ...
[ɪts əˈdi:l] ...
[kɑːz] ...
[siˈdiːz] ...
[drɔː] ...

- 2**
- [ŋ] ≠ [n]
[ˈkiː rɪŋ] key ring

- 3**
- [ɔɪ]
[kɔɪnz] coins
[ˈtɔɪ dɒgz] ...

- 4**
- [aɪ]
[waɪ] why
[laɪk] ...
[maɪ] ...
[ˈeksəsaɪz] ...

- 5**
- [eɪ]
[ˈkreɪzi] crazy
[seɪ] ...
[əˈgeɪn] ...

- 6**
- [θ] ≠ [s]
[θɪŋk] think
[ˈæniθɪŋ] ...

SOUNDS:
Say the words
and find them on these
two pages

2 Read about Jane's collection and complete her conversation with Dima.

PHOTO ALBUM by JANE




I'm crazy about dogs. I've got more than 300 dogs in my dog collection. I've got a real pet dog called Rover, a lot of toy dogs, a dog clock, dog cards and posters, exercise books with dogs on the covers, a dog T-shirt. I can draw dogs and I read lots of books about dogs. Dogs are clever and funny.

Do you collect anything, Jane?
 Yes. I collect (1) ...
 Do you collect toy dogs?
 Yes, I've got (2) ...
 Have you got dog cards?
 (3) ...
 How many real dogs have you got?
 (4) ...
 Why do you collect them?
 (5) ...



3a Listen and say whose collection is in the photo, Max's or Dima's.



3b Listen again and put the phrases in the right order.

- ☐ A: **Let's swap.**
- ☐ B: Have you got any Russian key rings?
- ☐ C: OK, **it's a deal.**
- ☐ D: No, I haven't.

4 **Play Collectors' Fair.**

Have you got any stickers?

Yes, I have. Have you got any CDs?

No, I haven't.

Yes, I have. Let's swap.

No, I haven't.

OK, it's a deal.

No deal.

5 **Make a photo of your collection and write a caption for it.**

- Use Ex. 2 as an example.



Lesson 5 Hello on Music Radio



1a Listen and answer: What's the name of the radio game?

- A Read and Match
- B **Perfect Match**
- C Football Match

1b Listen and complete the rules of the game.

Answer (1) ... questions.

If your answers (2) ... our answers, you are a winner.

You get (3) ... and listen to your (4) ...

Call us on 95590078 and good luck!

2a Listen to the next part of the programme and answer the questions.

- 1 Who is the winner?
- 2 What is the prize?

a hit song

phone-in programme

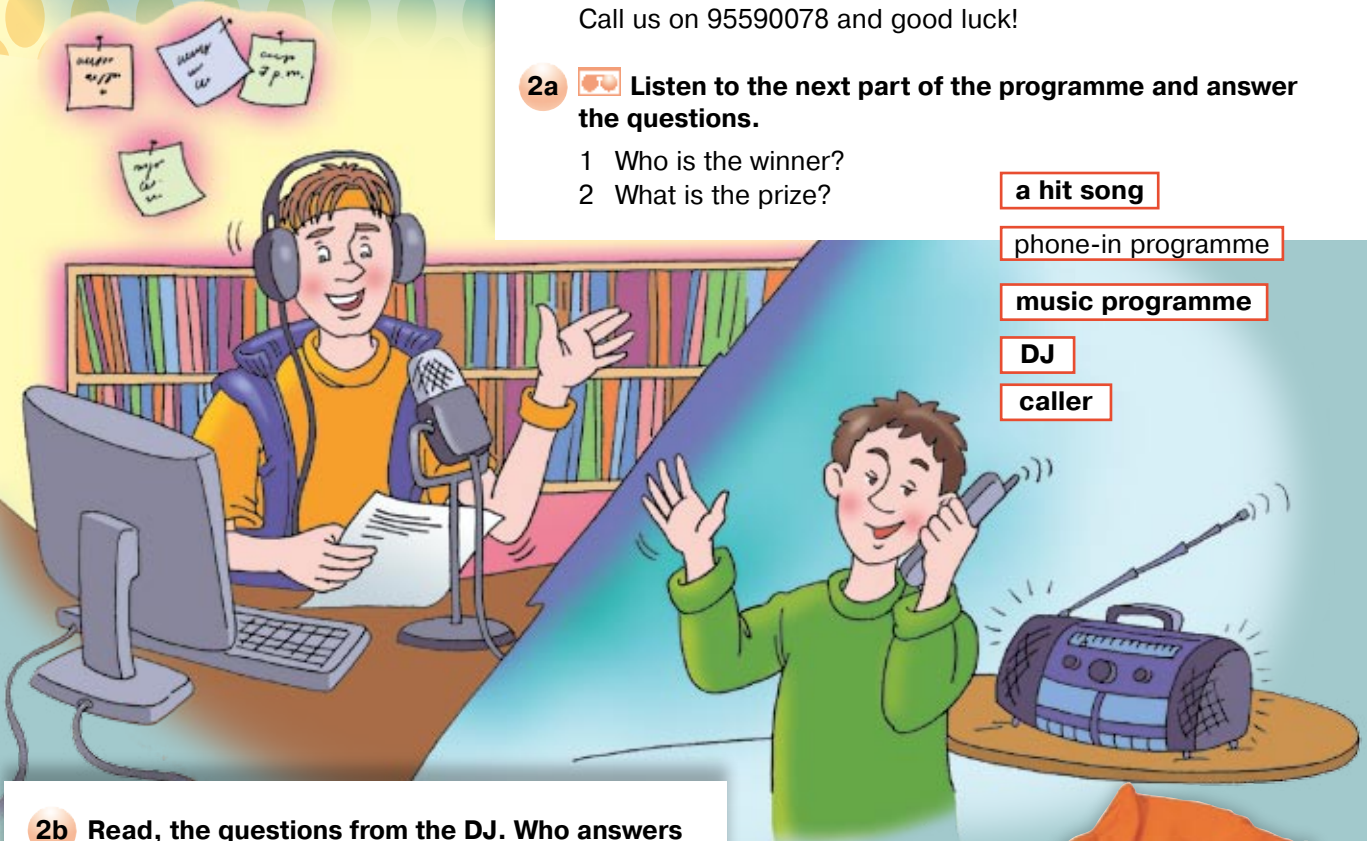
music programme

DJ

caller

2b Read, the questions from the DJ. Who answers them and what are their answers?

- 1 Is your friend's name Peter?
- 2 Are you good at dancing?
- 3 Is your best friend from London?
- 4 Are you twelve years old?
- 5 Do you collect CDs?



2008

RADIO

music radio

2c  Listen again and check your answers.

3a Write three questions and answers about each of: (a) friends, (b) school, (c) collections, (d) sports.

3b Role play.


Pupil A: You are a DJ on Music Radio. Choose a prize for a winner.
Talk to a caller and give him or her a prize.

Pupil B: You are a caller to Music Radio. Talk about your favourite song.

Talk to the DJ and answer questions.

This is my hello to...

...Thanks for calling Music Radio.

3c  Listen and sing a song.

Down, down!
Yellow and brown
The leaves are falling
Over the town.

September is the time
For beginning school.
It's great to be back!
School is cool!

The leaves are falling
One by one.
Summer's over.
School's begun.

Off to school
We go together.
School is cool
In any weather.



4 Write three questions and answers for a Music Radio programme.

1

['dɑ:nsɪŋ]	dancing
['feɪvərɪt]	...
[tə'geðə]	...
['pɜ:fɪkt]	...
[ru:lz]	...
['wɪnə]	...
[praɪz]	...

2

['weðə]	weather
['pi:tə]	...
['lʌndən]	...
[tʃu:z]	...
[tɔ:k]	...
['θæŋks]	...
[wʌn]	...

3

[əʊ]	
[he'ləʊ]	hello
['prəʊgræm]	...
['reɪdɪəʊ]	...
['rəʊl pleɪ]	...
['əʊvə]	...

SOUNDS:
Say the words
and find them on these
two pages

4

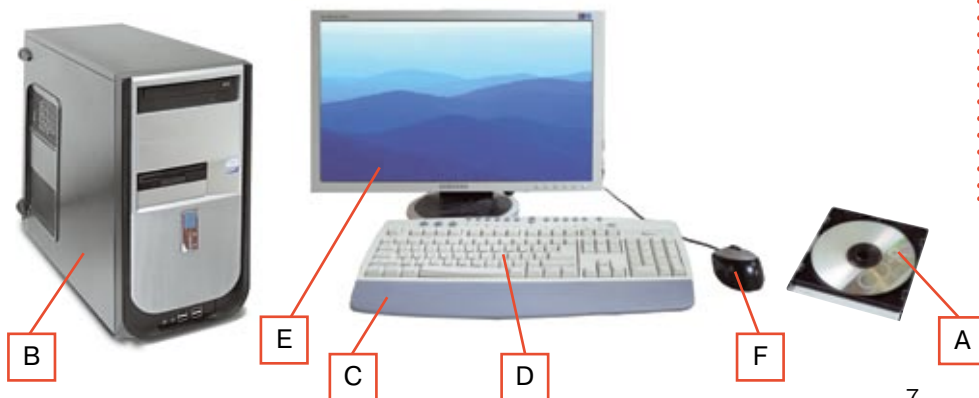
[aʊ]	
[daʊn]	down
[braʊn]	...
[taʊn]	...

5

[dʒ]	
[di:'dʒeɪ]	DJ

Lesson 6 I'm good at computers!

1a Look at the picture and match the words with the parts of the computer.

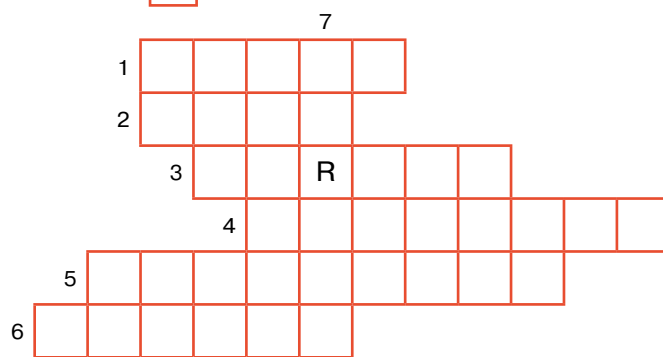


mouse
screen
processor
disc
keyboard
button

1b Fill in the puzzle with the words from Ex. 1a and guess the password.

Password

enter



2 Look at the words, read and say them.

click

drag

drop

highlight

cut

paste

attach

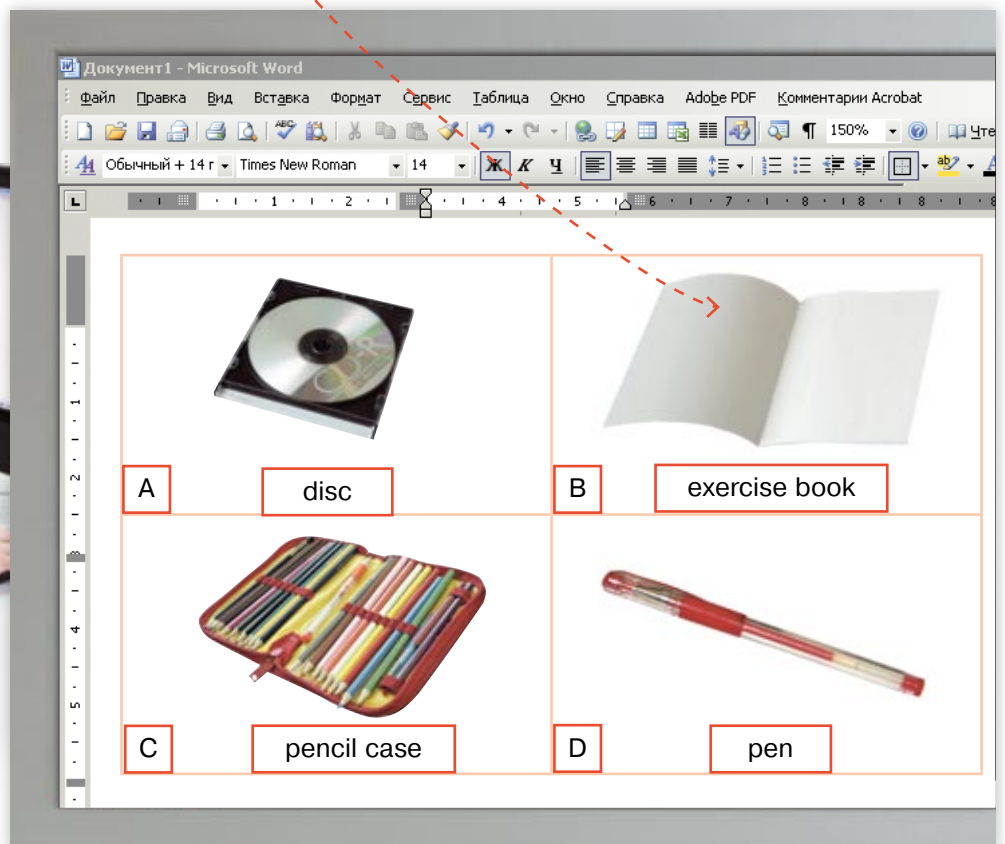
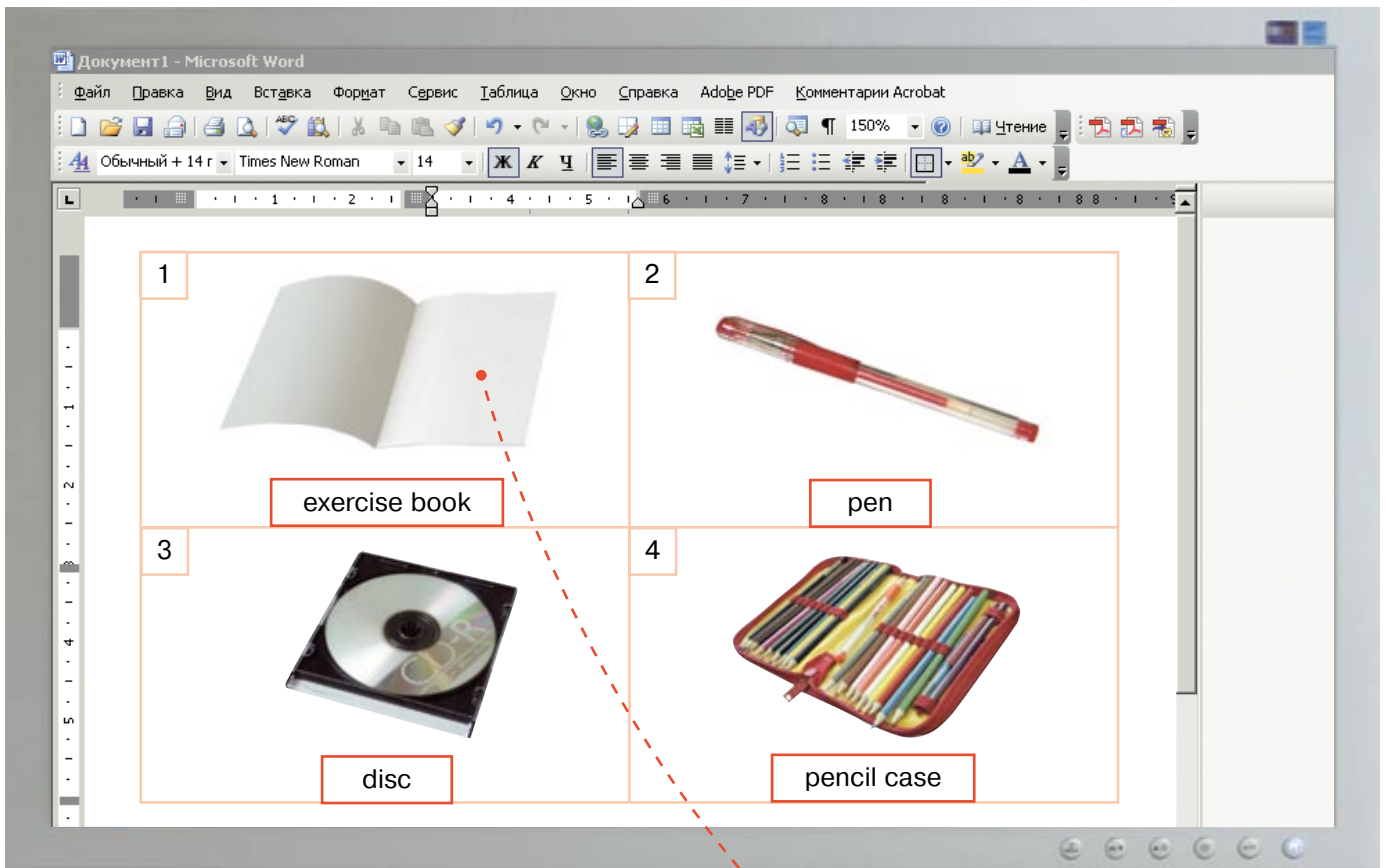
type

copy

3 Look at the screen and read the computer instructions. Draw your answers in the boxes (1–4) and write labels on the boxes.

- Click on the **mouse**. Draw it so you can drag and drop it into box 3.
- Click on the **keyboard**. Draw it so you can drag and drop it into box 1.
- Type (Write) **keyboard** under the picture in box 1.
- Highlight the **screen**. Cut and paste it by drawing it in box 2.
- Highlight the word **screen**. Cut and paste it by writing it in box 2.
- Highlight the **mouse**. Copy and paste it by drawing it in box 4.
- Type (Write) the word **mouse** under the picture in box 4.

4 Look at the screens and say how you can do that.



5 Look at the website pages and answer the questions.

- 1 What is the name of the website?
- 2 Who is it for?
- 3 What kind of collections can you find there?
- 4 What can you do on this website?
- 5 How can you swap?

Collectors' Fair

Read, write about collections and swaps.



Coins, toy soldiers

click to swap



Robots, model cars

click to swap

Key rings, stickers,
dolls, seashells

click to swap

Collectors' Fair



Key rings, stickers, dolls, seashells

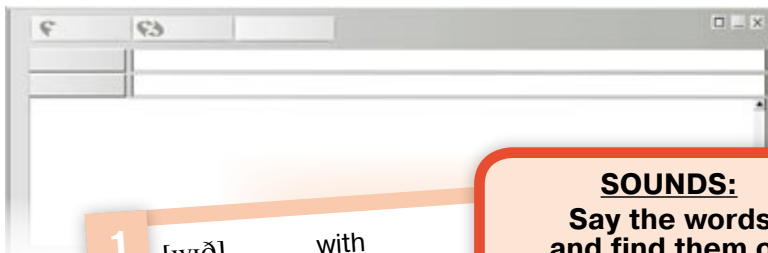
attach a picture

Hello,

I collect key rings and football stickers. I've got some cool CDs in my collection, too. Let's swap CDs.

Max

6 Write an e-mail to the "Collectors' Fair" website.



SOUNDS:
Say the words
and find them on
these pages

1 [wɪð] with
[maʊs] ...
['ki:bɔ:d] ...
[bʌtn] ...
[həʊ] ...
['pɑ:swɜ:d] ...
['entə] ...

2 [dræg] drag
[drɒp] ...
['haɪlɑ:t] ...
[peɪst] ...
[peɪdʒ] ...
[taɪp] ...
[ə'tætʃ] ...

4 [eə] there
[ðeə] ...
[feə] ...

3 [j] computer
[kəm'pjʊ:tə] ...
[ju:] ...
['ju:nɪt] ...

Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

- 1 Listen and complete the new pupil's profile.

New Student's Profile

Name: Rashi

- 1 From: _____
 2 Age: _____
 3 Class: _____
 4 Favourite food: _____
 5 Sports: _____

Score: / 10



- 2 Look at the pictures and write down what the children collect.

Example: Jane collects CDs, toy dogs and dolls.



Aigul



Renat

Score: / 8

- 3a Fill in the gaps with *am*, *is*, *are* or *isn't*.



This is my class. That's our history teacher. Her name (1) ... Alla Petrovna. She (2) ... very nice. I'm Anya. That's me on the left of the teacher. I (3) ... very good at history. History (4) ... my favourite subject. That's Kate in front of me. Kate and I (5) ... very good friends. We (6) ... good at sport. We play ping pong and badminton. And that's Natasha next to Kate. That's our new pupil behind me. His name (7) ... Alex. He (8) ... very serious. He (9) ... good at maths and computers, but he (10) ... good at sport.

Score: / 10

- 3b Read and find the people in the photo.

- Kate ☐
- Anya ☐
- Alex ☐
- Natasha ☐

Score: / 8

4 Read the instructions. Write and draw your answers on the screen.

1 Click on the mouse. Drag and drop it into box 2 by drawing it in box 2.

2 Highlight the word mouse. Cut and paste it by writing it in box 2.

3 Click on the book. Drag and drop it by drawing it in box 1.

4 Highlight the disc. Cut and paste it by drawing it in box 4.

5 Copy and paste the disc by drawing it in box 3.

6 Write CD under the picture in box 3.

Score: __ / 6

5 Answer the questions in Jane's visitor's book.

- 1 What's your first name?
- 2 What's your surname?
- 3 How old are you?
- 4 Where are you from?
- 5 What class are you in?
- 6 What number is your school?
- 7 What's your favourite food?
- 8 What sport are you good at?

Score: __ / 8

Total: __ / 50

Lesson 8 Project

Kids' online magazines!

1 Read about the kids' online magazines.

Music Illustrated

Each week, *Music Illustrated* covers music the way teens like it. Free audio downloads. Subscribe Now!

Crazy Collections

Crazy Collections is an online monthly magazine with everything for 9 to 14 year-old collectors.

That's me!

Every issue is packed with advice about friends, school, and relationships – real stories about REAL people.

Computer World

Monthly full-colour magazine with all the computer and all the latest, greatest games.

World Class

The only magazine for schools, classes and student groups everywhere. What's fun about YOUR class?

Let's Chat

Award winning weekly news magazine for girls aged 8 to 14. Tell us about yourself. Let's chat!

2 Send your article to an online magazine.

- Follow these steps:
 - 1 Choose a magazine.
 - 2 Fill in the registration form.
 - 3 Write your article for the magazine. Attach a picture.
 - 4 Send.

Sports World

The online school sports magazine.
Who's in your team?
Who won the competition?

Registration Form

Kids' online magazines

What is your name?	<input type="text"/>	How old are you?	<input type="text"/>
Are you a boy / a girl?	<input type="text"/>	Where are you from?	<input type="text"/>
What school do you go to?	<input type="text"/>	What is your class?	<input type="text"/>
What is our favourite sport?	<input type="text"/>	What is your favourite food?	<input type="text"/>
Are you good at computers?	<input type="text"/>	What are you good at?	<input type="text"/>
Do you collect anything?	<input type="text"/>	What do you collect?	<input type="text"/>
What is your e-mail?	<input type="text"/>		

[Click here to send your registration form.](#)

[Click here to send your article.](#)

[Click here to attach your picture.](#)

3 Read your own and your friends' articles.

4 Vote for the best online article.

Lesson 1 My timetable

1a Look at Jane's timetable and say the names of the subjects.

Jane's Timetable					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 – 9:10	Registration				
9:10 – 10:00	PE	Technology	Drama	French	Maths
10:00 – 10:50	English	Technology	English	PE	English
10:50 – 11:05	Break				
11:05 – 11:55	French	Science	Maths	Science	Technology
11:55 – 12:45	History	Art	PE	History	Technology
12:45 – 13:45	Lunch				
13:45 – 13:50	Registration				
13:50 – 14:40	Music	French	ICT	English	Geography
14:40 – 15:30	Maths	Maths		PE	French

1b Look at the timetable, listen and say what day of the week Jane:

- likes very much
- doesn't like (not) very much
- doesn't like at all

2a Read what Max, Jane and Dima say about their timetable and guess what the new words mean.

Max: We've got maths **four times a week**. That's great!
 Jane: We've only got drama **once a week** but I like drama.
 Dima: We've got science **twice a week**. That's not much.

LOOK

once	a week
twice	
four times	

2b Look at your timetable and compare it with Jane's timetable.

Example: Jane's got French four times a week. But we haven't got French at all. Jane's got history twice a week. We've got history twice a week too.

3a Sarah is from New Zealand. Look at her timetable and decide what the letters stand for.



	Mon	Tues	Weds	Thur	Fri
1	E	M	PE	M	M
2	F	E	SS	PE	E
Tea break					
3	M	L	L	E	PE
4	SS	A	M	T	F
Lunch					
5	PE	PE	E	SS	Mu
6		PE		ICT	

E English
 M ?
 PE _____
 F _____
 SS Social studies
 A _____
 T _____
 ICT Information and Communication Technology
 Mu _____
 L Literature

1
 ['dra:mə] drama
 ['deili] ...
 [ru:'ti:n] ...
 [tek'nɒlədʒi] ...
 ['sʌbdʒɪkt] ...
 [twaɪs] ...

2
 [wʌns] once
 [breɪk] ...
 [frentʃ] ...
 ['saiəns] ...
 [dʒɪ'nɒgrəfi] ...
 ['tʌɪm,teɪbəl] ...
 [sku:l] ...

3
 [ʃ]
 [ˌredʒɪ'streɪʃən] registration
 ['səʊfəl ˌstʌdɪz] ...

WORDS
to find and say

3b Jane and Sarah are talking about their timetables.

- Read and tick who says what.

- We usually have six lessons a day.
- We don't go to school on Saturday and Sunday.
- We've got English and maths every day.
- We've got registration **before** lessons.
- We've got registration before the fifth lesson too.
- We've got tea break **after** the second lesson.
- We've got four technology lessons a week.
- We've got lunch after the fourth lesson.

Sarah	Jane
	✓

3c Tell Jane or Sarah about your timetable.

Talk about:

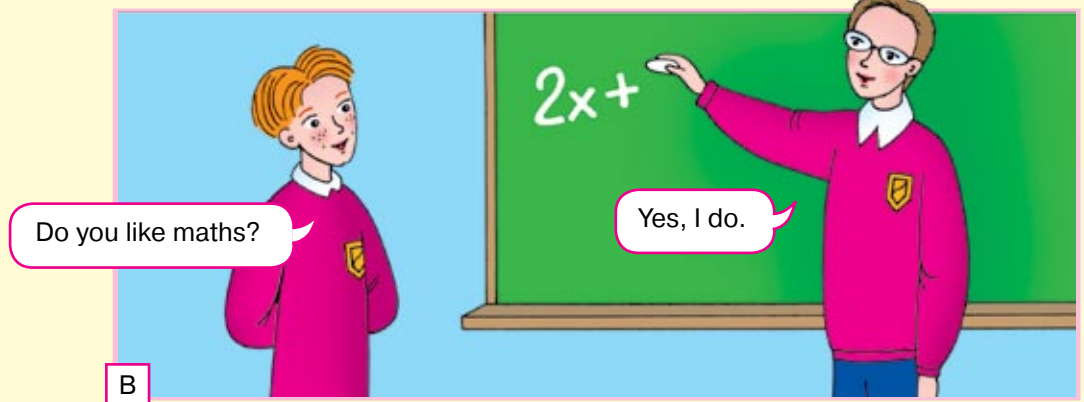
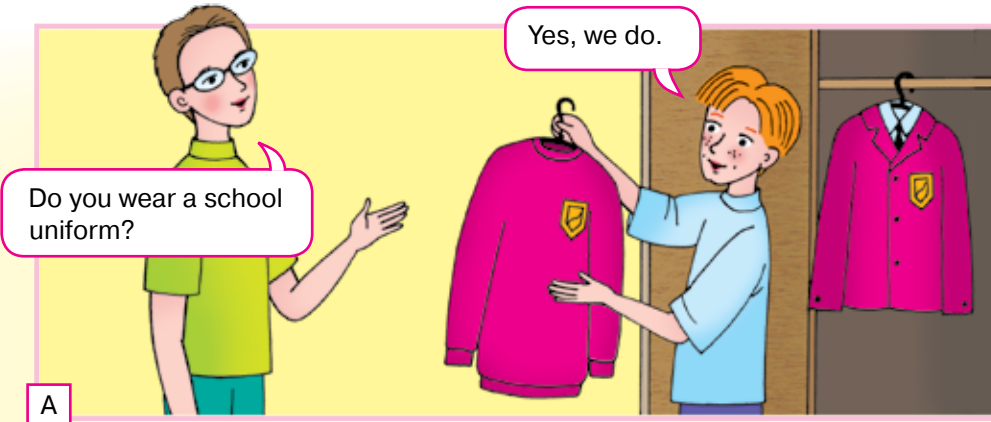
- how many lessons a day you usually have
- the days you go and don't go to school
- the subjects you've got in your timetable
- the lessons you have every day
- the lessons you have four times a week
- the lessons you have twice a week
- the lessons you have once a week
- when you have break and lunch

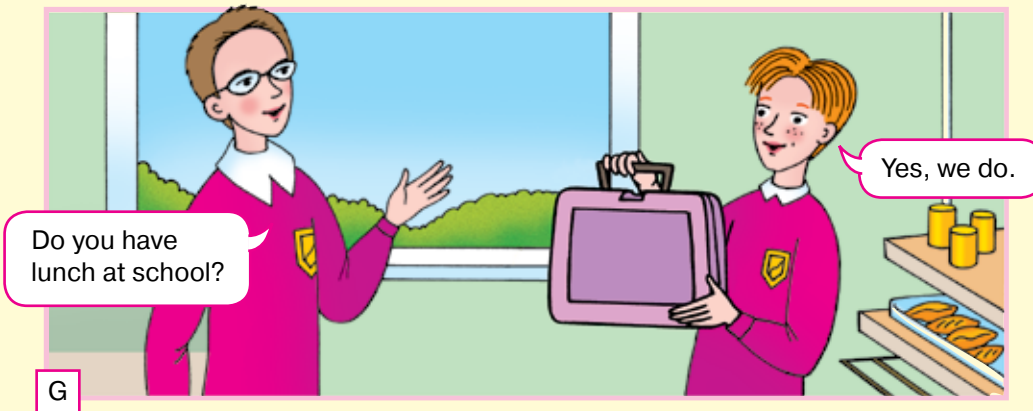
4 Write an e-mail about your timetable to Jane and Max.

- Use Ex. 3c for help.

Lesson 2 Things about my school

1a  Listen and put the pictures in the order you hear them.





Marking system

A	=	5
B	=	4+
C	=	4-
D	=	3
F	=	2

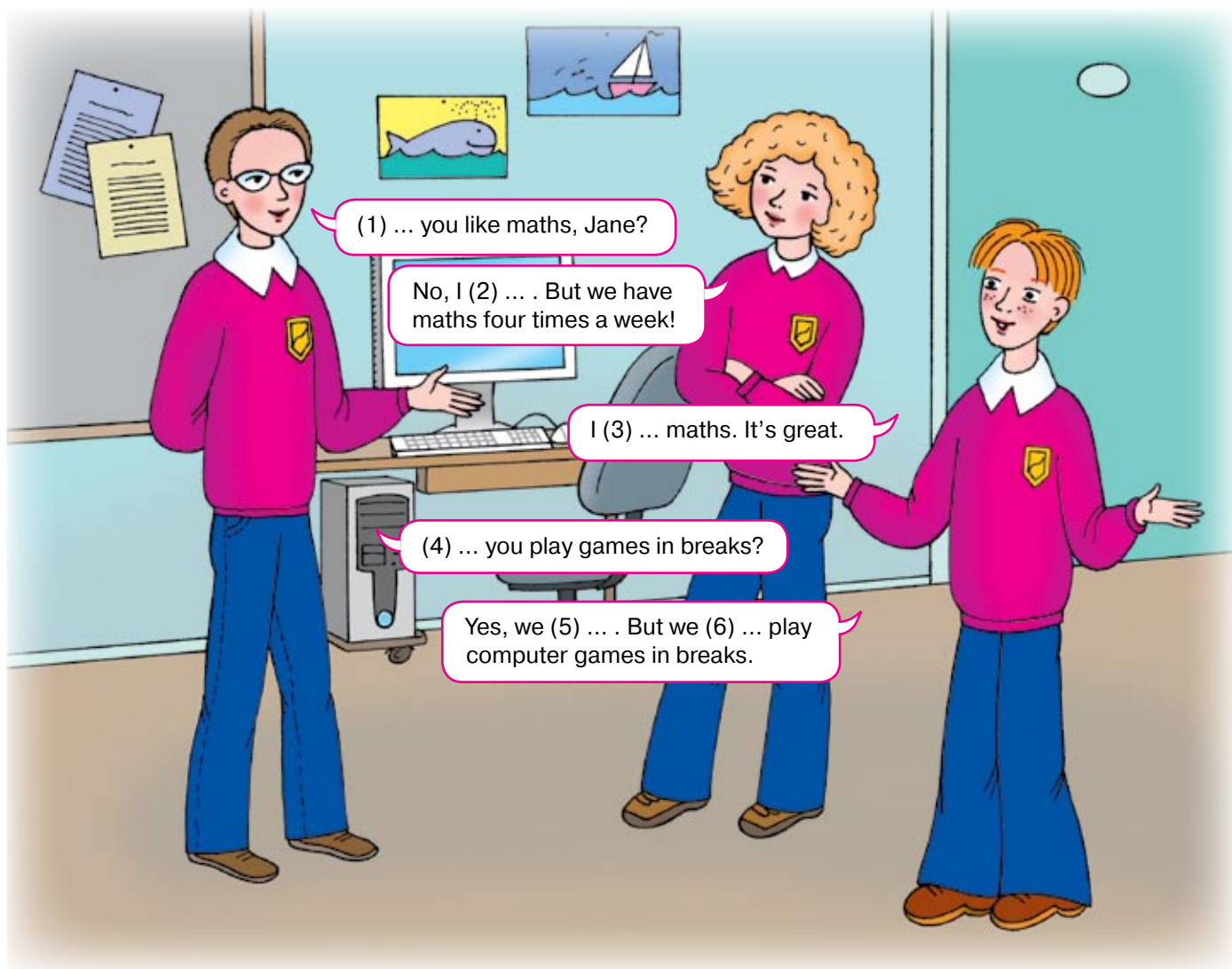
1b Match the Russian sentences with their English equivalents.

- 1 Мы ставим оценки в дневник.
- 2 Мы носим форму.
- 3 У нас есть обед.
- 4 У нас есть перемены.
- 5 Нам ставят оценки буквами.
- 6 Родители получают ведомость успеваемости в конверте.
- 7 Нам ставят оценки цифрами.

- a) We wear a uniform.
- b) We have breaks.
- c) We have lunch.
- d) Parents get school reports in envelopes.
- e) We put our marks in the school diary.
- f) We get marks in letters.
- g) We get marks in numbers.

2a Read Dima's questions and Max's answers in the LOOK box. Then answer the questions below.**See Grammar support 6.**

- 1 What words show that something happens every time?
- 2 What words show that you are asking a question?
- 3 What words do you need to give a short yes-answer?
- 4 What words do you need to give a short no-answer?
- 5 What words do you need to give a complete no-answer?

LOOKD: **Do** you **wear** a school uniform?M: Yes, we **do**.D: **Do** you **put** your marks in the school diary?M: No, we **don't**. We **don't put** our marks in the school diary. We only **write** down our homework in it.**2b Complete these conversations about school routines.**

3 Role play: talk to your partner who is from a different country about his / her school.

A: Ask questions and fill in your Card 1. Then use your Card 2 and answer Pupil B's questions.

B: Look at page 151.

Example: A: Where are you from?

B: France

...

Card 1 for Pupil A

Country	Uniform	Marks	Diaries	Reports	Breaks	Lunch

Card 2 for Pupil A

Country	Uniform	Marks	Diaries	Reports	Breaks	Lunch
Germany.	Yes, in some schools.	1 — excellent 2 — very good 3 — OK 4 — bad 5 — very bad	Yes.	Yes, at the end of the year.	A short break after each lesson; A longer break for lunch.	A break for lunch; Some pupils bring lunch from home.

4a Read these questions from German children and write your own answers.

1 Do you like all your subjects?
2 Do you wear a school uniform?
3 Do you get marks at school?
4 Do your parents get school reports?

4b Write your own questions for Sarah from New Zealand about her school routine.

1 marks / Do / in / put / your / you / diary ?
2 wear / Do / uniform / you / school / a ?
3 have / lesson / you / breaks / every / Do / after ?
4 in / get / Do / you / marks / letters ?

**WORDS
to find and say**

1

[ə'baʊt] about
[ˈɔːdə] ...
[ˈtaɪəd] ...
[rɪ'pɔːt] ...
[mɑːks] ...
[ˈdaɪəri] ...
[ˈkwɛstʃənz] ...
[ˌkɒnvə'seɪʃənz] ...

2

[j] ...
[ˈjuːnɪfɔːm] uniform
[juː] ...
[ˈjes aɪ 'duː] ...
[kəm'pjuːtə] ...
[njuː 'ziːlənd] ...

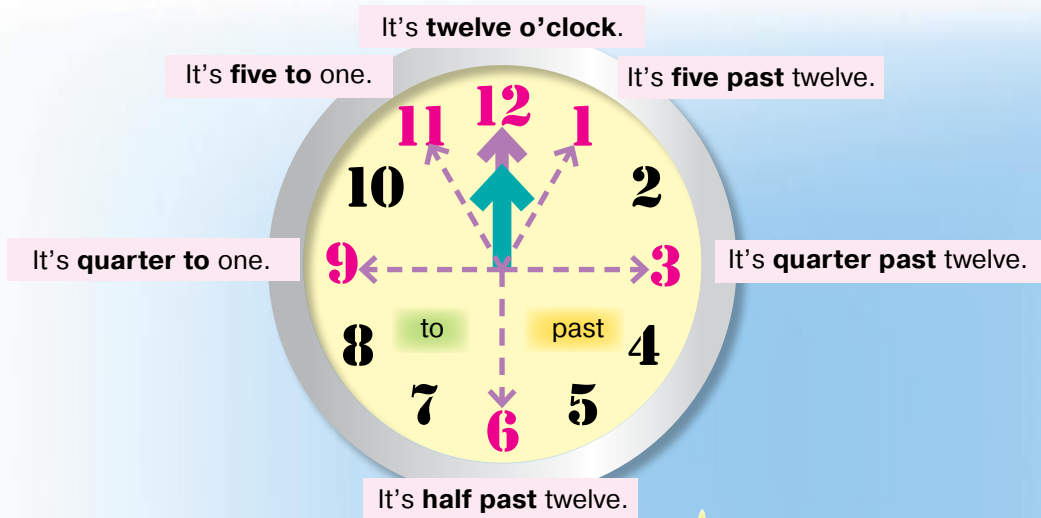
3

[eə] wear
[weə] ...
[ˈpeərənts] ...

Lesson 3 A day in my life

1a Learn to say the time.

WHAT'S THE TIME?



LOOK

in the morning
in the afternoon
in the evening
at night

0



12

18

22

24

morning

afternoon

evening

night

1b Play Bingo.

2a Read and match the verses with the pictures.

Oh, dear! What's the time?
 It's five o'clock,
 It's five o'clock in the morning.
Get up, get up.

1

I get up at five o'clock in the morning.

Oh, dear! What's the time?
 It's quarter past five,
 It's quarter past five.
Wash and dress, wash and dress.

2

I wash and dress at quarter past five in the morning

Oh, dear! What's the time?
 It's half past five, it's half past five
 Let's **have breakfast**,
 Let's have breakfast.

3

I have breakfast at half past five in the morning.



A




B



C

2b Guess what the words in bold in verses mean.

2c  Learn to say the chant. Listen and practise saying all the verses of the chant.

3a Compare the questions and answers in the LOOK box.

LOOK

Q: **Do** you **get up** at five o'clock on Sunday?

A: No, I don't.

Q: **What time** **do** you **get up** on Sunday?

A: At eight o'clock.

Q: **What** **do** you **do** after you get up?

A: Wash and dress.

3b Interview your friend about his / her Sunday. Fill in the gaps in the questions.

- 1 ... you go to school on Sunday?
- 2 What ... you do on Sunday?
- 3 What ... you do after breakfast?
- 4 What time ... you have lunch?
- 5 What ... you do before dinner?
- 6 What time ... you have dinner?
- 7 ... you watch TV after dinner?
- 8 What time ... you go to bed?

4 Make a chant about your morning.

Example:

Oh, dear! What's the time?

It's seven o'clock,

It's seven o'clock in the morning.

Get up,

Get up.

I get up at seven o'clock in the morning.

1

['kwɔ:tə]	quarter
[pɑ:st]	...
[hɑ:f]	...
[ɑ:ftə'nu:n]	...
[nɑ:t]	...
['vɜ:sɪz]	...
[wɒʃ]	...
['ɪntəvju:]	...
['brekfəst]	...
[lɜ:n]	...
[kəm'peə]	...

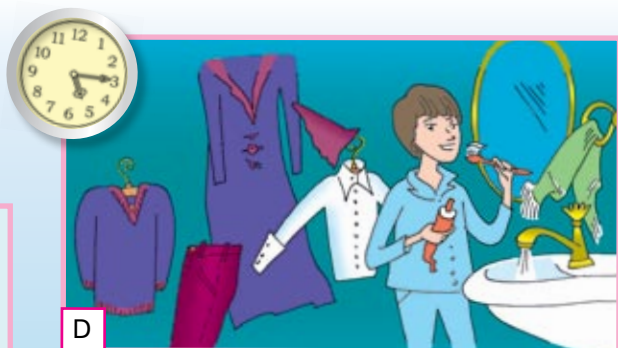
2

	[ŋ]
['bɪŋgəʊ]	...
['mɔ:nɪŋ]	...
['i:vniŋ]	...

3

	[ɪə]	dear
[dɪə]		

WORDS
to find and say



Oh, dear! What's the time?

It's ten past six,

It's ten past six in the morning.

Go to school, go to school.

I go to school at ten past six in the morning.

4



Oh, dear! What's the time?

It's quarter to seven,

It's quarter to seven

The lessons start at a quarter to seven in the morning.

I'm not late. I'm not late for Wizard School.

5

Lesson 4 Who does what

1a Read about Asya and complete the table.



I've got a dog. Her name is Asya. She is big. I get up at 7 o'clock. Asya gets up at 9 o'clock and has breakfast. I don't take her for a walk in the morning. My brother does it.

I come home at 1 o'clock. My dog meets me at the door. She barks and gives me a paw. I hug and stroke her.

I have lunch at 1:30, and Asya sits and looks at me. She usually eats special dog food. Mum cooks it for her.

In the evening I take her for a longer walk. And my brother helps me. Then she sits on the sofa and watches TV.

We live in a flat and Asya needs lots of exercise, so at weekends Dad takes us all to the park. Dad throws a ball and Asya brings it back.

Who does what

I	My brother	Mum	Dad	Asya
get up at 7 o'clock	helps me	cooks special dog food for Asya	takes us to the park	gets up at 9 o'clock

1b Compare the columns in the *Who does what* table and say when we add -s.

1c Compare the sentences in the LOOK box and work out the rule for *don't* and *doesn't*. See Grammar support 6.

LOOK

I **don't take** Asya for a walk in the morning.
Asya **doesn't get** up at 7 o'clock.

2 Listen, work out the rule and say the words in the box below.

-s	[gets]	get <u>s</u> up
-es	[pleɪz]	play <u>s</u>
	['wɒtʃɪz]	watch <u>es</u>

gets up cleans does meets gives
barks sits says eats cooks
becomes helps watches needs takes
throws brings washes jumps dresses

3a Help Anya to finish a poem about her dog.

I really wish I were my dog.
She (not get up) at 7 o'clock,
I go to school — she (walk) and (sleep),
I do homework — she (play) and (eat).

3b Now listen and hear if you got the poem right.

I really wish I were — как бы мне хотелось быть



4a Read about Max's pet. What kind of animal is he? / Is he a bird? Is he an animal?

His name is Richard. He's very funny.
He doesn't eat meat or fish. He usually eats pet food and he likes apples and bananas very much.
He gets up at 6 o'clock and starts talking. He says: "Max, Max, Max, get up, get up, get up."



4b Play the Guessing game.

A: Write down the name of a person or a pet.

Talk about him / her e.g.

- what he / she usually does;
- what he / she doesn't do.

Let your partners guess who / what it is.

B: Guess who or what Pupil A is describing.

5 Look at the picture and write about Vicky's pet.

Vicky has got a pet. It's a...



1

[hu:]	who
['lɒŋə]	...
[wɒt]	...
[θrəʊz]	...
[brɪŋz]	...
[pɔ:]	...
['speʃəl]	...
[strəʊk]	...
['wɒtʃɪz]	...
[flæt]	...
[dʌz]	...

WORDS
to find and say

2

[ʒ] [ʊə]
[ˈjuːʒəli] usually

Did you know that

In Britain the most popular black cats' names are *Africa*, *Abracadabra*, *Midnight*, *Chimpanzee*, *Pepsi*, *Bat*.
White cats are usually called *Cloud*, *Milky*, *Foggy*, *Ghost*, *Snowflake* or *Snowy*.



Lesson 5 Always, sometimes or never?

1a Look at the stickers and say what Alina does on weekdays and at weekends.

Example: Alina goes to the English drama club on Monday and on Wednesday.

The illustration shows a girl named Alina sitting at her desk in her room. The door is covered with colorful stickers listing her activities for each day of the week. On the desk, there is a computer monitor, keyboard, and a tennis racket. A teddy bear is sitting on the bed in the background.

Day	Activities
Monday	School 8:00-13:30 Chess club 14:00 English drama club 15:00-16:00
Tuesday	School 8:30-13:30 Chess club 14:00 Tennis 17:00-18:00
Thursday	School 8:00-13:30 Chess club 14:00 English drama club 15:00-16:00
Wednesday	School 8:30-13:30 Chess club 14:00 English drama club 15:00-16:00
Friday	School 8:30-13:30 Chess club 14:00 Tennis 17:00-18:00
Saturday	School 8:30-13:30 Chess club 14:00 Tennis 15:30-16:30
Sunday	Swimming pool Computer club Dancing Tennis 15:30-16:30

['grænmaðə]	grandmother	['tʃæmpɪən]	...
['sɑmtaɪmz]	...	['da:nsɪŋ]	...
['nevə]	...	['rʌʃə]	...
['swɪmɪŋ,pu:l]	...	['ɔ:lweɪz]	...
['wɪk'ends]	...	[θɪŋk]	...
['ɪŋɡlɪʃ]	...	['tʊənəmənt]	...

1b Read the stickers again and guess the new words.

Alina **always** goes to the chess club after school.

She **sometimes** goes to the swimming pool.

She **never** goes to school on Sundays.

2 Play the Nonsense game.

What do you always do in the morning?
What do you sometimes do in the ...?
What do you never do ...?

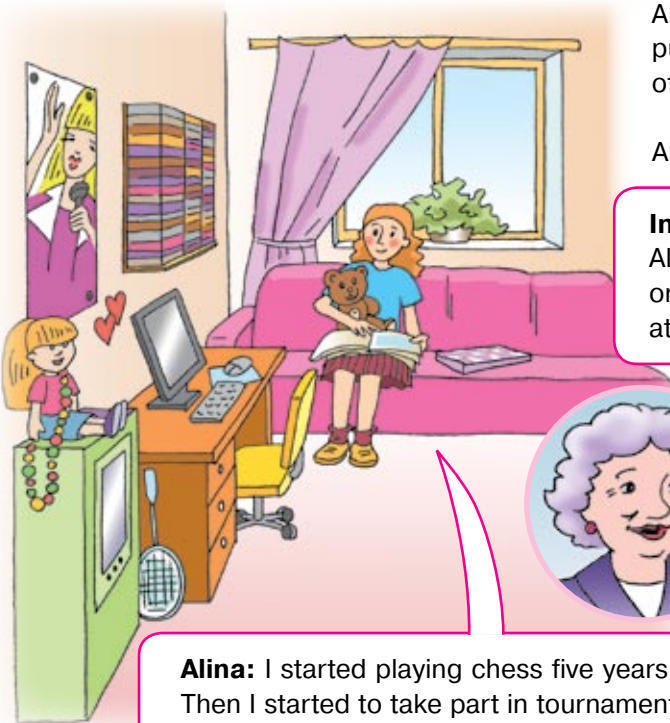
write and read

eat my breakfast

do homework

walk my dog

3a Read the text and say what helps Alina to study well.



Alina Shevchuk is from Russia. She is in class 5. Alina is the best pupil in her class and she became a chess champion at the age of 11. Some people think that she is a perfect pupil.

Read what they say about Alina and what Alina says about herself.

Inna Nikolayevna (maths teacher):

Alina is a perfect pupil. She is neat, well organised and intelligent. She is very good at maths. Her marks are always excellent.

**Nadezhda Petrovna (grandmother):**

Alina is a hard-working girl. She plays chess and tennis. She plays tennis three times a week and chess every day. She helps me in the house, reads a lot and never gets bad marks at school.



Alina: I started playing chess five years ago. At first it was just a hobby. Then I started to take part in tournaments. After school I go to the chess club and play chess with my teacher. At home I play chess with my computer. Sometimes my dad plays with me.

I travel to other places to take part in tournaments. I love chess, but I've got lots of other interests, too. I like playing tennis, going dancing, listening to music. I don't think I am a perfect pupil, but I know that playing chess helps me to study well.

tournament — турнир

3b Read the text in Ex. 3a again and answer the questions.

- Does Alina always get excellent marks at school?
- Does she always play chess after school?
- Does Alina like reading?
- Does she get bad marks?
- Does playing chess help her to study well?
- How often does she play tennis?
- How often does she play chess?

4a Compare the questions in the LOOK box.

LOOK

- Q: What **do** you always **do** in the morning?
 A: I walk my dog.
 Q: **Does** Alina always **get** excellent marks?
 A: Yes, she does.
 Q: **Does** Alina **play** volleyball?
 A: No, she doesn't.
 Q: How often **does** she **play** chess?
 A: Every day.

4b Complete the conversation using the words in the box and act it out.

does do does does watch

A: How often (1) ... your father (2) ... football on TV?

B: He never (3) He never has time in the evening.

A: What (4) ... he (5) ...?

B: My homework.

5 Write eight questions for your friend.

Example: *play computer games* — How often do you play computer games?

- watch TV
- help your mum
- play the guitar
- eat chocolate
- read books
- play football
- get up at 6 o'clock in the morning
- walk your dog

Lesson 6 Let's work together

- 1a** Look at the picture and say who is the writer, the photographer, the designer, the editor and the illustrator.



- 1b** Write who does what.

- | | |
|------------------|--|
| 1 a designer | a) makes the pages |
| 2 a photographer | b) takes photos |
| 3 an editor | c) draws pictures |
| 4 an illustrator | d) interviews people and writes about them |
| 5 a writer | e) corrects mistakes |

- 2a** Read the interview with Natasha and write the missing questions.

Interviewer: Congratulations! Your newspaper won the first prize. Your newspapers are always interesting. (do / How / them / make / you / ?)

Natasha: We work in a group. Artyom takes the pictures, he's our photographer.

Interviewer: Really? The photos are really nice. (him / Who / helps / ?)

Natasha: His dad.

Interviewer: (draws / who / the cartoons / And / ?)

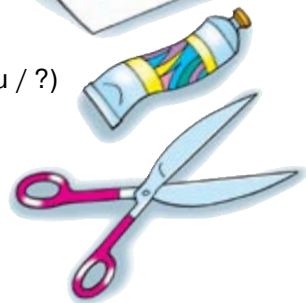
Natasha: Ira does. She's very good at drawing.

Interviewer: What about the articles? (Who / the articles / writes / the newspaper / for / ?)

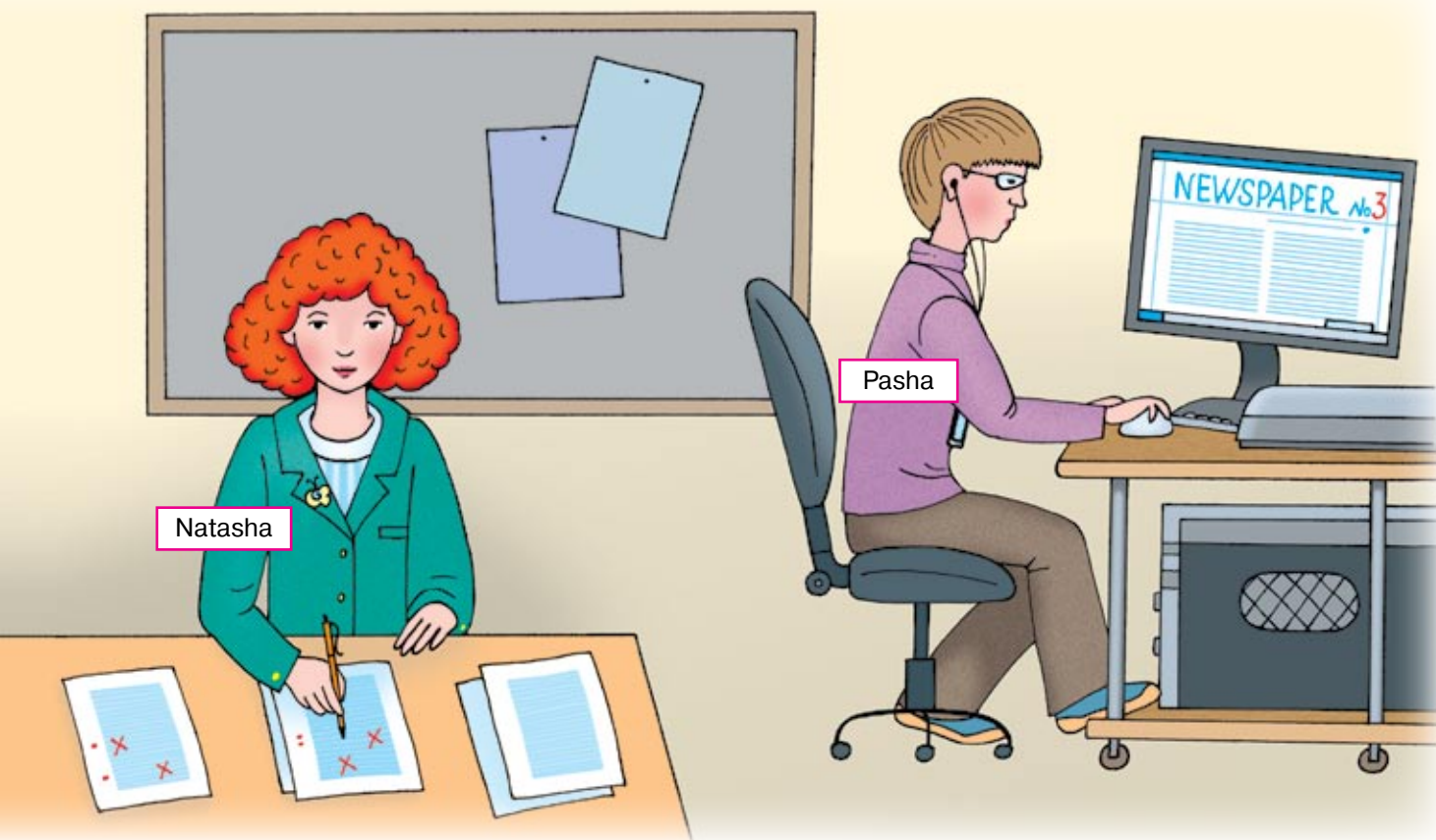
Natasha: Vika. She interviews people, and writes the articles and funny stories.

Interviewer: The pages look nice. (designs / Who / the pages / ?)

Natasha: Pasha designs the pages on the computer. He's very good at ICT. He knows how to use the scanner and the design software. Then we print the pages. I read them and correct any mistakes. Then our ICT teacher helps us to print out the whole newspaper in colour.



- 2b**  Listen to the interview and check your questions.

**LOOK**

Where **do** you **print** out your newspaper?
 Who **takes** the pictures?

WORDS
 to find and say

[dɪ'zʌnə] designer
 ['rɪtə] ...
 [fə'tɒgrəfə] ...
 ['ɪntrɪstɪŋ] ...
 [tə'geðə] ...
 ['ɪləstreɪtə] ...
 [peɪdʒ] ...
 [θɪŋz] ...
 ['rɪəli] ...
 [kə'tu:n] ...
 ['drɔ:ɪŋ] ...
 ['edɪtə] ...
 ['prɒdʒekt] ...
 [prɪ'peə] ...

2c Read the questions in the LOOK box and work out the rule.

- 1 Which question word is used in each question?
- 2 What is different in the questions?

3a Make a project group. Say who can be what in your group and why.

- Use Ex. 1b for help.

Example: A: Natasha can be the illustrator. She's (very) good at drawing.

B: Vitya can be the editor. He's good at English.

C: ...

3b Decide who does what in your project in Lesson 8 (p. 35) and talk to the other project group.

Example: A: Who draws pictures in your project group?

B: Natasha does. She is good at drawing. She's our illustrator.

4 Prepare to do your project.

- take / find / draw and bring to class some pictures of your school
- write about your timetable and favourite subjects
- write about things you usually do after school (sports, clubs, pets, etc)
- bring crayons, scissors, glue, paper

Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

1 Listen and find Anya's list.

A

Things to do after school

- 1 Take the dog for a walk
- 2 Cook lunch
- 3 Go to the English club
- 4 Do homework

B

- ### Things to do after school
- 1 Take the dog for a walk
 - 2 Help mum
 - 3 Do homework
 - 4 Go to my grandmother

C

Things to do after school

- 1 Have lunch
- 2 Go for a walk
- 3 Watch TV
- 4 Listen to music

Score: __ / 15

2 Read and complete the timetable.

Hello. I'm Mr Brown, a headteacher (директор).

My school is the best. There are a lot of subjects in our timetable. Every day there is maths and English. The first lesson is always maths. Biology is on Monday and Thursday, and history on Tuesday and Friday. Our pupils like ICT. It's on Wednesday and Friday. Come to our school.

Monday

- 1 Maths
- 2 Science
- 3 Biology
- 4 English
- 5 Art

Thursday

- 1 (c) ...
- 2 English
- 3 (d) ...
- 4 Technology
- 5 Music

Tuesday

- 1 Maths
- 2 English
- 3 (a) ...
- 4 PE
- 5 Technology

Friday

- 1 Maths
- 2 Geography
- 3 History
- 4 English
- 5 (e) ...


Wednesday

- 1 Maths
- 2 (b) ...
- 3 Drama
- 4 PE
- 5 ICT

Score: __ / 20

3 Write five sentences.

Example: Jane and her brother go for a walk after school.

Who \ What	go for a walk	play computer games	watch TV	help his mum	do their homework
Jane and her brother					
Max					
We					
Dima					
When	after school	sometimes	in the evening	often	at 5 o'clock

Score: __ / 15

Total: __ / 50

Lesson 8 Project

We'd like to know

1 Read the letters and choose one to answer.

- Explain why you would like to answer this letter.



A

Hello.

We live in a small town near Beijing. We are 10 and 11 years old and go to school. We usually walk to school or ride our bikes.

The school year begins in September. We have winter holidays from the 16th of January to the 1st of March and summer holidays from the 1st of August to the 1st of September.

School usually starts at 8:30 a.m. and finishes at 6 p.m. We have seven or eight lessons every day. We study Chinese, English, maths, geography, biology, music, art, ICT.

We always have a two-hour break for lunch.

After school we play football and basketball. Xiangai is our favourite board game.

We would like to know about your school and your class, your timetable, your favourite games.

Bye,

Bao, Feng, Chen, Hua, Lian, Yun



B

Hello, my name is Ricardo and I go to school in Turin. My friends go to school by bus or they walk, but I usually go by car. We wait in the hall and then we go into the class at 8:15.

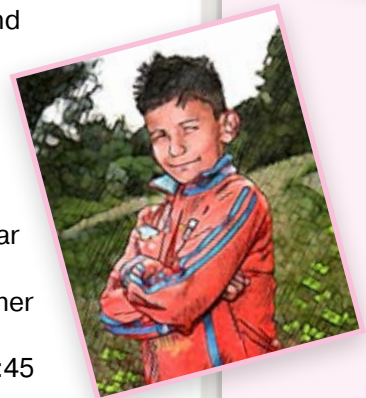
In the morning we have six lessons of 50 minutes each. We study: maths, geography, science, Italian, history, PE, ICT, music, art, design and technology, religion and English.

At 10:45 we have a break for ten minutes. School finishes at 1:25 p.m. but some pupils stay at school for music lessons or other extra curricular activities. Afternoon lessons start at 2:30 p.m. and finish at 6 p.m. On Monday and Wednesday I have a piano lesson from 2:30 to 3:30, together with my friend Eleonora. Then I go home. I have a break and I do my homework; I watch TV and have dinner at 7:30 with my family and at 10:45 I go to bed.

I'd like to know about your school day.

Bye,

Ricardo



2 In your project group write an answer.

Follow these steps:

1 Decide what you are going to write about:

- your school and your timetable
- your favourite subjects
- what you usually do after school
- questions about the children's families, friends, pets, classmates, etc
- the beginning of the letter and the end

2 Decide what materials prepared at home you are going to use.

3 Decide who does what.

4 Do your part of the project and put it all together.

3 Put your letter on the wall and read all the other letters.

Lesson 1 Family album

1a  Listen to the conversation between Dima and Jane. Answer Jane's questions.

- 1 How many brothers and sisters have you got, Dima?
- 2 What are their names?
- 3 How old are they?



1b Write the names of three of your relatives and let your classmates guess who they are.

Example: A: Is Olga your mum?

B: No, she isn't.

A: Is she your sister?

B: Yes, she's my younger sister.

LOOK

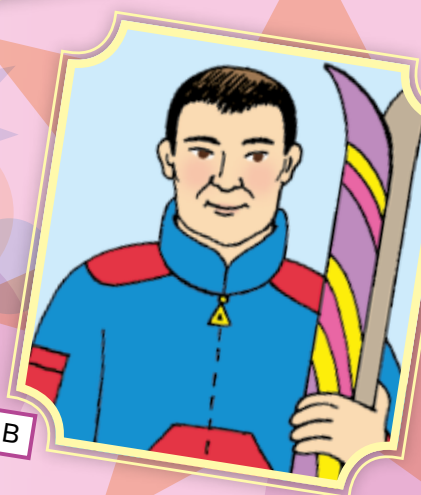
younger **er** sister / brother
older **er** sister / brother

2 Read and match the texts and the photos.

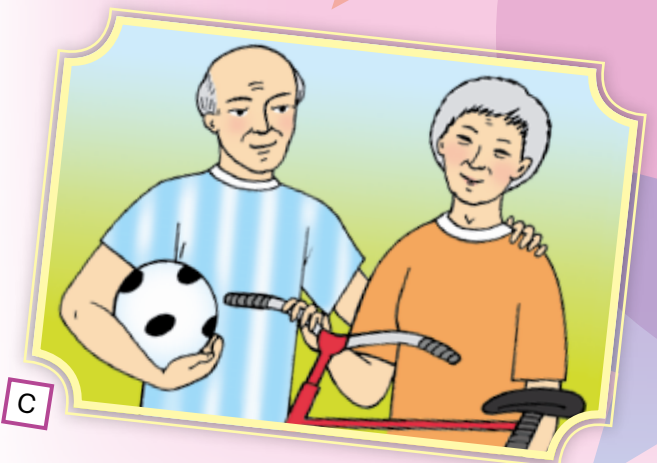
Welcome to



A



B



C



the Family Album Pages

On this website you can:

- display your treasured family photos
- design your own photo page

1

This is my mum. Her name is Svetlana and she is 45 years old. She likes talking to her friends and family on the phone every evening.

2

Hi there! This is me. My name's Aigul. I'm 11 years old. In this picture I'm with my **mother's** sister. She's my Aunt Lena. And that's her **husband**, my Uncle Dima. We're on holiday at Lake Borovoe. They say I'm very pretty and clever. I think they're really sweet.

3

This is my dad. His name's Arman. He's 49. He's very tall and strong. He looks like a Superman! He can ski very well.

4

This is my older brother Kairat. He's 26 and he's very clever. He's **married**. In this picture he and his **wife** Karina are with their baby. She's my **niece**, Alina. She's so cute and funny.

5

This is my younger brother. His name's Renat. He's six years old. He's lost all his front teeth. He's got a funny smile now. He starts school next year.

6

These are my **grandparents**. They're my **father's parents**. They're lots of fun. My **grandmother** Dania is 68 and she still rides a bicycle. My **grandfather** Chingeez is 70 and he plays football with me and my friends. They live in a village in Kazakhstan. I love them.



D



E



F

3 Match the words and phrases in the left and right hand columns.

- Sometimes more than one match is possible.
- 1 mother — a) a brother's daughter
- 2 father — b) married
- 3 husband and wife — c) dad
- 4 niece — d) mum
- 5 grandmother — e) granny
- 6 grandfather — f) grandpa
- 7 grandparents — g) a sister's daughter
- 8 parents



Aigul's grandmother
Name: ...
Age: ...

4a Read the text again and answer the questions.

- 1 Who is Lena?
- 2 What's her husband's name?
- 3 What does Aigul's mother like doing in the evening?
- 4 Who is her brother's wife?
- 5 What does 's mean?

LOOK

mother's sister — мамина сестра (разг.)
Aigul's father — папа Айгуль



Aigul's uncle
Name: ...
Age: ...



Aigul's aunt
Name: ...
Age: ...

4b Look, work out the rule and say the words.
See Grammar support 5.

- 's	Aigul's	[aɪ'gʊlz]
	Kairat's	['kairəts]
	Max's	['mæksɪz]

mum's phone Aunt Lena's husband
grandma's house my father's skis



Brother's wife
Name: ...
Age: ...



Aigul's brother
Name: ...
Age: ...

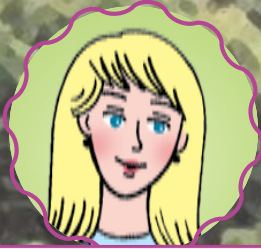
5 In groups, complete Aigul's family tree.



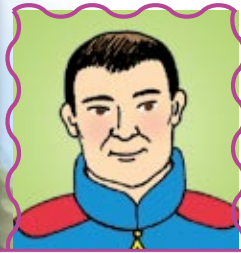
Aigul's niece
Name: ...
Age: ...



Aigul's grandfather
Name: ...
Age: ...



Aigul's mother
Name: Svetlana
Age: 45



Aigul's father
Name: ...
Age: ...



Aigul
Age: 11



Aigul's brother
Name: ...
Age: ...

6 Draw your family tree on a sheet of paper.

1 Write a short story about your family.

Example: *This is my mum. Her name's Marina. She's thirty-nine years old. She likes watching TV every evening.*

2 Add photos or drawings.

3 Make a web page like Aigul's.

WORDS to find and say

['græn,peərənts]	grandparents
['brʌðə]	...
[ðeə]	...
[ðeɪ]	...
[θri:]	...
['relatɪvz]	...
['jʌŋgə]	...
['əʊldə]	...
['græn,mʌðə]	...
[jɪəz]	...
['mʌðə]	...
['hʌzbənd]	...
['mæɪɪd]	...
[waɪf]	...
[ðæts]	...
[ni:s]	...
['frʌnt 'ti:θ]	...
['græn,fɑ:ðə]	...

Lesson 2 I look like my...

1a Listen to what Jane tells Dima about her brothers and write T (true) or F (false).

- 1 Dan and Will are twins but they don't **look the same**.
- 2 The twins have got short **fair** hair.
- 3 Jane is **taller than** her brothers.
- 4 The twins have **the same interests**.
- 5 Dan **looks like** his dad and Will looks like his mum.
- 6 Jane looks like her father.
- 7 Jane is younger **than** her brothers.

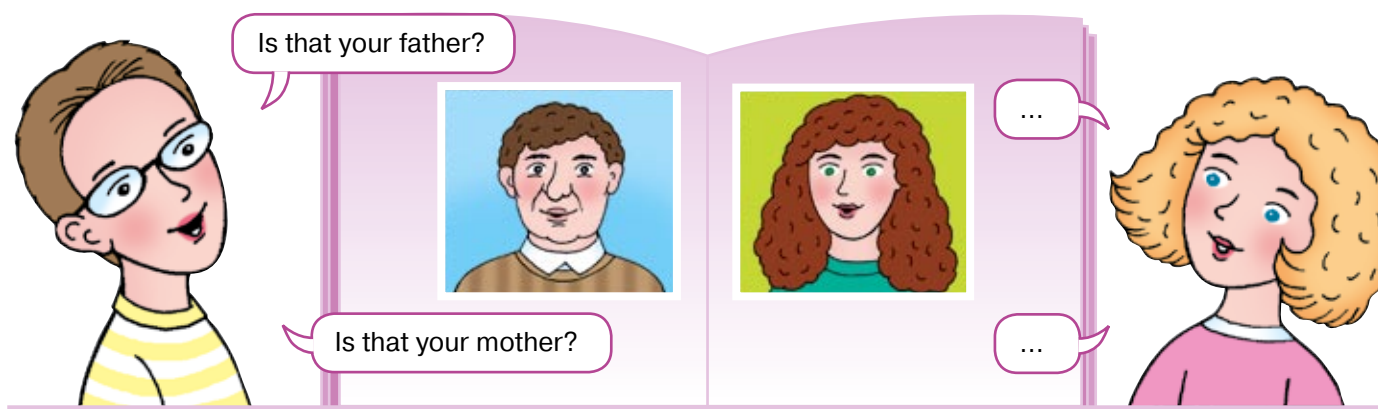
☐
☐
☐
☐
☐
☐
☐

These are my brothers, Dan and Will.



Are they twins?

1b Listen to the conversation again and decide what Jane can answer.



2 Ask your classmate about who he / she looks like or doesn't look like in his / her family.

Example: A: Do you look like your sister / your mum / uncle / etc?

B: I look like my sister. / I don't look like my sister. / My sister and I look the same.

LOOK

I **look like** my father.
 We **look the same**.
 I **don't look like** my brother.

3a Study the LOOK box and work out the rule. See Grammar support 7.

When we want to compare things or people we

- 1 add **-er** if the word is ...
- 2 add **more** if the word is ...

LOOK

young + er	
old + er	
fair — fair er ['feərə]	interesting — more interesting
big — big ger	intelligent — more intelligent
nice — nic er	famous — more famous
naughty — naught ier	

3b Compare Jane with her brothers.

- Use the words in the box.

Example: Jane is **taller than** her brothers.

long short tall small big slim
 fat / plump dark fair old young
 interesting naughty



4 Read the comic story and say who:

	gets a bar of chocolate	reads an interesting book	plays football with his dad	plays on computer	gets his parents' praise
Will					
Dan					

Double Trouble

1

Sweetheart,
Please keep an eye on your
brothers. Don't let Will play
computer games. He must read
the book about castles and get
ready for his history lesson.
Back from the gym at 6.
Love,
Mum and Dad

2



Will: Let's change our T-shirts.

Dan: Why?

Will: I'll give you a bar of chocolate.

Dan: OK.

3



Jane: What are you doing?

Will and Dan: Don't bother us. We're busy.

Jane: Will!!! Stop it! Go and read your book!

4



Dan: Alnwick Castle is famous as 'Hogwarts' Harry Potter's magic school... Huh? That's more interesting than computer games.

Jane: See! You're learning, Will. Dan, you can play computer games.

Will: Thank you, Jane... Ha, ha! My plan is working.

5



Mum: Good boy, Will! We're proud of you.

Dad: Well done, Will. Let's play football.

Will: Oh no! It's my game!

Mum and Dad: Dan?! Will?!

5 Write a short story about who you look like and who you don't look like in your family.

- Add photos or drawings.

Example: I've got a sister. Her name is Nina.

She is younger than me.

I don't look like my sister. I look like mum. She looks like dad. I'm taller than her. My hair is longer and darker than my sister's hair.

Lesson 3 My home is my castle

1a True or false?

- 1 You can only see castles in films and pictures.
- 2 Children can play in castles.
- 3 People do not live in castles now.

1b Read the text and check your answers.



My home is my castle

I'm really happy to welcome you to my home, Alnwick Castle. It is a beautiful castle in the North of England. It is about 1,000 years old. My home is a **special** place where history lives.

It is a **wonderful** family home and I love it very much. My children use the castle as a big playground.

You are welcome to visit many of the rooms.

There is a big **library**, a **study**, a **dining room**, a breakfast room and a picture gallery.

There are two living rooms. In the evening my family like sitting in the library reading books or talking. It is smaller than the living rooms. But it is our favourite place because it is very warm and comfortable. There are three fireplaces in this room.

My wife and I hope you enjoy your visit.

For more information visit our website:
www.alnwickcastle.com

The Duke of Northumberland

1c Read the text again and complete the table.

Alnwick Castle is	<i>beautiful, old, ...</i>
There is	...
There are	...
The family's favourite place is	<i>... because...</i>





2a Compare the Russian and the English sentences and say what is different.

У тебя дома **есть** столовая?

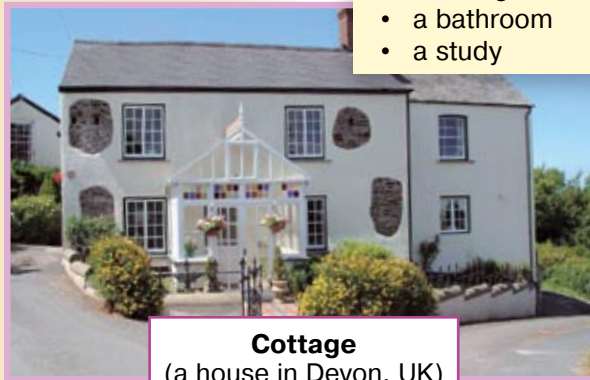
Is there **a dining room** **in** your home?

2b Choose the home you like and get your friend to guess it by asking only yes / no questions.

Example: A: Is there a dining room in the home?

B: Yes.

- a bedroom
- a kitchen
- a dining room
- a sitting room
- a bathroom
- a study



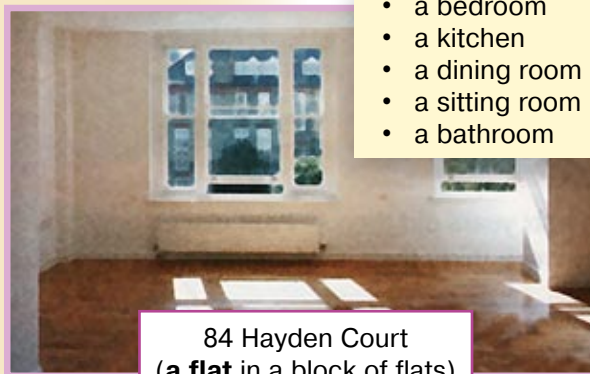
Cottage
(a house in Devon, UK)

- a bedroom
- a kitchen
- a dining room
- a sitting room
- a library
- a bathroom



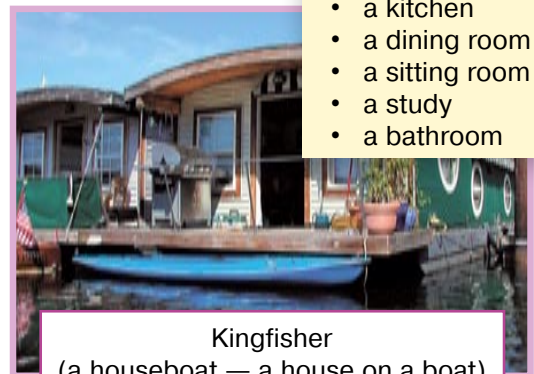
Windmill
(a house)

- a bedroom
- a kitchen
- a dining room
- a sitting room
- a bathroom



84 Hayden Court
(a flat in a block of flats)

- a bedroom
- a kitchen
- a dining room
- a sitting room
- a study
- a bathroom



Kingfisher
(a houseboat — a house on a boat)

WORDS to find and say

['kɑ:sl]	castle
['ɑ:nɪk]	...
[nɔ:θ 'ɪŋɡlənd]	...
['wʌndəfʊl]	...
['laɪbrəri]	...
['stɑ:di]	...
['daɪnɪŋ ru:m]	...
['pɪktʃə 'ɡæləri]	...
[ɪs'ðeə]	...
['devən 'kɒtɪdʒ]	...
['wɪnd,mɪl]	...
['kɪŋ,fɪʃə]	...
['sɪtɪŋ ru:m]	...

3 Tell your friend about your home.

Talk about:

- the rooms in your home
- your favourite / special place at home
- why it is your favourite place
- what you like doing there

4 Write about your family home / your grandparents home / your dacha.

- Add a drawing or a photo.

Lesson 4 Memories

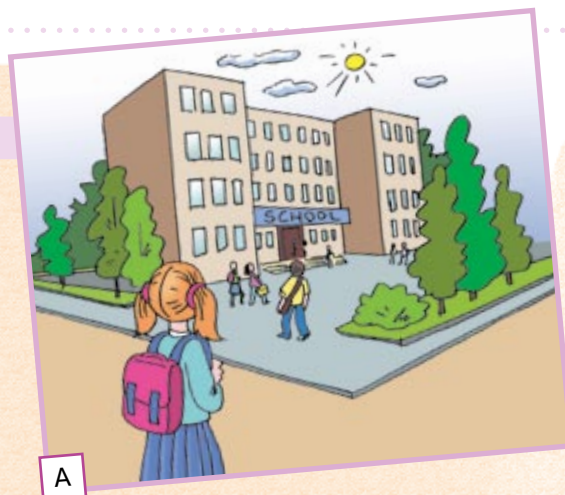
1 Match the children's memories (1–5) with the pictures (A–E).

- 1 my favourite toy
- 2 my first day in school
- 3 my summer holiday
- 4 Christmas time
- 5 my first pet

2a Read Jane's story and choose the matching picture on these pages.

Look at this picture. I was about six years old. It was so funny. It was in Australia. I remember that day. The weather was sunny and very hot. I was with my mum and dad on the beach. There were lots of seashells everywhere. And there was a very beautiful big seashell just near the water. I was so happy to find it. It was exciting. Suddenly my hand was in the seashell to explore the inside. For me it was fun, but my parents were scared.

remember — помню
suddenly — вдруг
inside — внутри



A



C

2b Answer the questions about Jane's story.

- 1 How old was Jane?
- 2 Where was she?
- 3 Who was with her?
- 4 What was there?
- 5 Why was Jane happy?
- 6 Why were Jane's parents scared?

LOOK

I **was** six years old then. — I **am** eleven now.
 They **were** thirty then. — My parents **are** thirty-five now.

3 Listen to Aigul talking to Jane and find a matching photo on this page.

4a Read what the children say and answer the questions. See Grammar support 11.

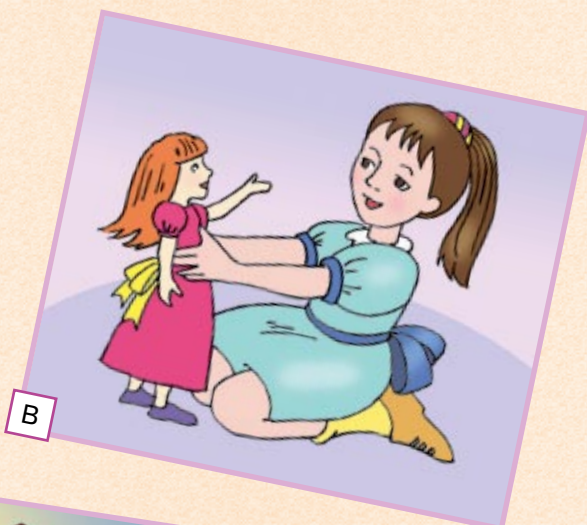
A Jane: How old were you?
 Aigul: I think I was three.

B Jane: Where were you?
 Aigul: We were in Moscow.

C Jane: Were you happy?
 Aigul: Yes, I was.

D Jane: Was it winter?
 Aigul: No, it wasn't.

- 1 Are they talking about the present or the past?
- 2 How do you know?
- 3 How do you ask questions with yes/no answer?
- 4 How do you ask if you want to know a special piece of information?



B



D



E

4b Order the words to make questions.

Example: you / were / old / how / ?

How old were you?

- 1 you / happy / were / ?
- 2 you / were / where / ?
- 3 it / good / was / ?

LOOK

A: How old **were** you?

B: I **was** three.

A: **Where** **were** you?

B: I **was** in Moscow.

A: **Were** you happy?

B: No, I **wasn't**.

A: **Was** it fun?

B: Yes, it **was**.

5a Read Dima's answers and choose the matching picture.

- 1 I was about four.
- 2 I was at my grandmother's cottage in the village.
- 3 My granny, grandpa and our dog Bim.
- 4 It was warm and rainy.
- 5 No, it wasn't. It was summer.
- 6 Yes, I was. Very happy!

5b Write Jane's questions for Dima's answers in Ex. 5a.

Example: Jane: How old were you?

Dima: I was about four.

6 Ask and answer questions about your earliest memories.

Example: A: What's your earliest memory?

B: I think it was when I was four.

C: Where were you?

7 Write about your special memories.

- 1 Think of:
 - first memories
 - birthday memories
 - summer holiday memories
 - first friend memories
 - first day at school memories
- 2 Add old photos.
- 3 Use Ex. 2a as an example.

Lesson 5 Family history

1a Match the words and their phonetic script and learn to say the new words.

1 an engineer	[ˌendʒɪˈnɪə]
2 a dancer	['dɑːnsə]
3 a policewoman	[pəˈliːswʊmən]
4 an athlete	['æθliːt]
5 a student	['stjuːdənt]
6 a doctor	['dɒktə]
7 a farmer	['fɑːmə]
8 a cosmonaut	['kɒzməʊnɔːt]
9 a policeman	[pəˈliːsmən]
10 a teacher	['tiːtʃə]

1b Explain what the people in the professions in Ex. 1a do. Match the people and their jobs.

Example: An engineer makes cars.

- He works on a farm.
- She dances in the Bolshoi Theatre.
- He makes cars.
- She studies biology.
- He does sports.
- He goes on space flights.
- She helps people.
- He works in the police.
- She works in the police.
- She works in a school.

1c Listen, write and practise saying.

◆◆◆	◆◆	◆◆◆	◆◆◆	◆◆◆◆
engineer				

2a Look at the pictures and say who was what 35 years ago.

Example: I think the man in Picture B was a dancer 35 years ago.



2b Listen and check your answers in Ex. 2a.

3a Read what Dima tells Max and choose the pictures which are from Dima's family album.

Dima: Look! That's my **great grandmother**. She **was born** in 1922. In this photo she was 30 years old.

Max: She was beautiful!

Dima: Yes. She was a policewoman. And that's my **great grandfather**. He was born in 1920. He was a soldier during World War II. After the war he was a teacher. They were both good dancers.

Max: Were they **famous** for dancing?

Dima: No, they weren't. It was their hobby.

Max: And who are the other people?

Dima: They are their friends. They were very famous dancers.

World War II — Вторая мировая война

3b Read the questions and complete Dima's answers.

1 Q: Was your great grandfather a soldier in 1944.

A: Yes, he ...

2 Q: Was your great grandmother a policewoman in 1940?

A: No, she ... , she was a student.

3 Q: Were they good dancers?

A: Yes, they ... good dancers, but they ... famous.

4 Q: Was your great grandfather a teacher in 1950?

A: Yes, he ...

4 Read Max's guesses about your great grandparents and correct if they are not true.

Example:

Max: Your great grandfather was a soldier during World War II.

You: No, he wasn't a soldier during World War II. /
Yes. He was a soldier during World War II. /
I don't know.

Max: Your great grandfather was born in 1928.

You: ...

Max: Your great grandfather was a famous athlete.

Max: Your great grandmother was a little girl during the Word War II.

Max: Your great grandmother was a teacher after the war.

Max: Your great grandmother was a doctor when she was young.

Max: Your great grandparents were astronauts.

Max: Your great grandparents were married in 1951.

5 Write a short story about your (great) grandparents.

- Add old photos.

Example: My great grandfather Victor was born in 1928. In 1941 he was a student. In 1950 he was a doctor. My great grandmother Anna was born in 1935. She was a teacher.



LOOK

I		was , wasn't = was not
He		
She		
It		

We		were , weren't = were not
You		
They		
...days / ...weeks / ...years ago		

Lesson 6 Everyone has a story to tell

1a Read the titles of the children's stories and match them with the photos.

1 My first holiday abroad by...

2 My little sister by...

3 Friends 4 life by...

1b Listen to the interviews with the children and name the authors of the stories in Ex. 1a.

- ☐ Chris Thomson
☐ Michael Down
☐ Karla Gray

2a Read the stories quickly and choose which one you like better.

My first holiday abroad

It was in March 2006. It was my first time in Italy **snowboarding** with my family. First it was a very long and boring long trip by car up to the mountains. But when we were finally there I was happy. It was fantastic. Beautiful mountains with real snow. I was nervous about going snowboarding for the first time. My mum was also scared. Our instructor, Kelly was helpful and kind. She was great. I remember I was at the top of the mountain with snow all around and my mum next to me smiling... I was happy, excited.

My sister

October 4, 1999 was a great day for me. My sister, Liz was born. She was so small, just a little, tiny thing. Her hands were smaller than a box of matches. Now she is eight.



A



B



C

2b Read the story you liked again and answer the questions:

- 1 When was it?
- 2 Where was the boy / girl?
- 3 What does he / she **remember**?
- 4 Was he / she happy?

3a Tell your partner about something that you remember.

- Use the questions in Ex. 2b for help.

3b Write a story about something you remember.

- 1 Write about someone from your family, a family event, a family holiday, or a family trip.
- 2 Add photos or drawings.

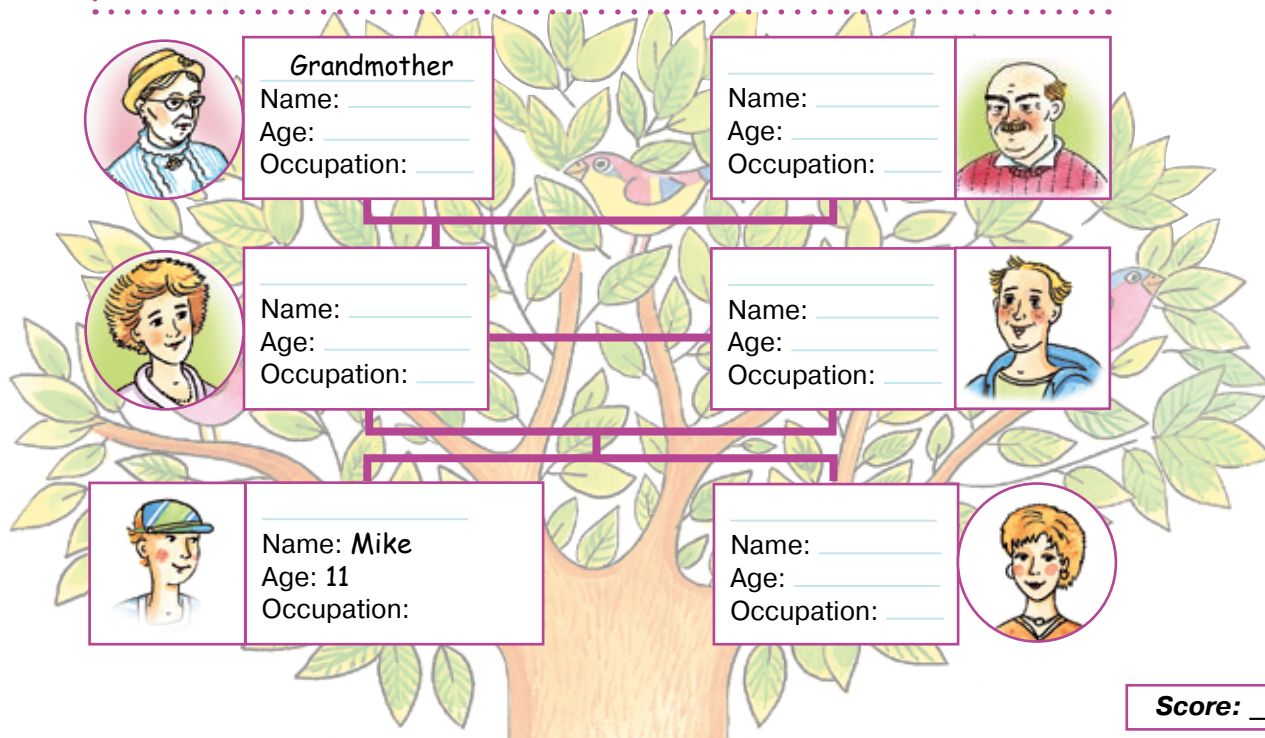
Lesson 7 Progress page

45—50	40—44	35—39	< 35
Very good	Good	OK	Look again

1 Listen and complete Mike's family tree.

- Use the information from the box.

pupil grandfather mother father sister it's me doctor teacher
policewoman student sportsman Andy Margaret Alan Jenny Claire
45 42 65 70 19



Score: __ / 21

2 Read Masha's e-mail to her new friend and write T (true) or F (false).

Address _____

Dear Chris,

My name is Masha and I'm 11. I've got a brother, Oleg and a sister, Lena. Oleg is two years younger than me. My sister is older than me. She is 15. In my family we are all tall and thin, but Oleg is a bit shorter. He looks like mum. He has got fair hair and green eyes. Lena looks like dad. She's got short dark hair and brown eyes. I look like my Aunt Luda. I've got long dark hair and blue eyes. We both look like granny. What about your family? Have you got any brothers or sisters? Hope to hear from you soon.

Love,
Masha

- Masha's got two brothers and a sister. ☐
- Oleg is shorter than Masha. ☐
- Lena is three years older than Masha. ☐
- Oleg is nine years old. ☐
- Masha looks like her mother. ☐
- Lena looks like her father. ☐
- Aunt Luda has got dark hair and blue eyes. ☐



Score: __ / 14

3 Look at the picture and complete the sentences about Max's home.

It is a big (1) There are (2) There is a (3) ... , (4) ..., (5) ... and (6)

1



2



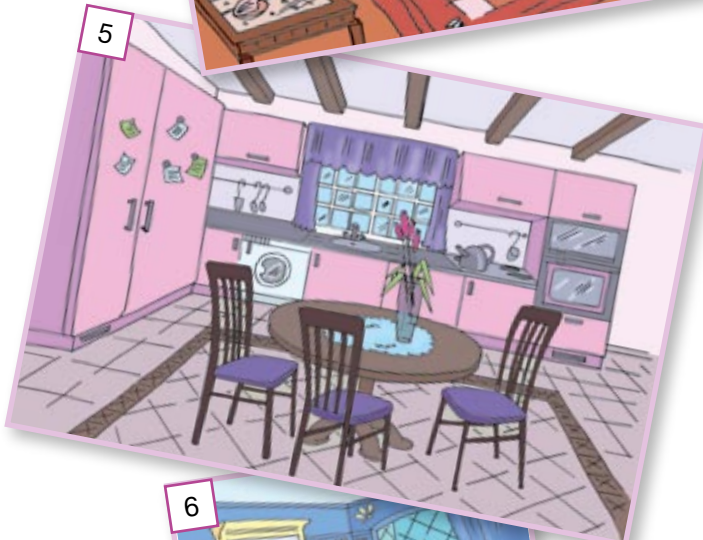
3



4



5



6



Score: __ / 6

4 Read the sentences and choose the right verb.

- 1 I think I *was* / *were* four.
- 2 My mother and my sister *was* / *were* with me.
- 3 We *was* / *were* on holiday abroad.
- 4 It *was* / *were* a happy time because...
- 5 ...people *was* / *were* friendly there.

Score: __ / 5

5 Write the questions for the answers Ex. 4.

- 1 How old...?
- 2 Who...?
- 3 Where...?
- 4 Why...?

Score: __ / 4

Total: __ / 50

Lesson 8 Project

My family website



1 At home:

- 1 Collect information about your family.
 - Use the material from your homework (Lessons 1–6).
- 2 Think about the design of your family website.
 - Make sure that you have got some photos or drawings.
- 3 Think about what to say about your family.
 - Choose one of the topics on this page.

2 Make a poster to present one of the pages from your family website.

- My family tree
- I look like my...
- My family home / our family dacha...
- My memories
- Family histories

3 Present a page from your family website.

- Put your poster on the blackboard / wall.
- Talk about what you have on it.

4 Listen to other pupils and ask questions for more information.


Example: Have you got an aunt or an uncle? What's your earliest memory?

5 Say what you like in every web page.

Example: I like the photos on this web page.

UNIT 4 Yummy, yummy

Lesson 1 I love bananas!

- 1a  Listen and say what food the children like.
- 1b With a friend / partner ask and answer what food you like.
Example: I like ice cream. And you?
- 2 Read the menu and match the words with the pictures.



MENU

Tomato and cucumber salad £ 2.00

Chicken and potatoes £ 3.50

Salmon and rice £ 3.50
With **peas, carrots and mushrooms** £ 2.00

Strawberry cake £ 1.50
Chocolate ice cream £ 1.50

Bananas, oranges, apples £ 1.00 each



**TUTTI-FRUTTI
CHILDREN'S CAFÉ**

- 3 Use the food words in the menu to complete the table.

	Meat / Fish	Vegetables	Fruit	

- 1 What is the same and what is different in these words?
- 2 Why do we have -s at the end in some words?
- 3 Can we count vegetables and fruit?
- 4 Can we count meat?



4a Read the conversation and answer the questions. See Grammar support 8.

Jane: OK, Max. Let's see what food we've got for the party.
 Max: Well, we've got **some** cheese and... a kilo of meat and... um...
 Ah, here we are. We've got **some** tomatoes and six oranges.
 Jane: That's good. But we haven't got **any** juice and we haven't got any
 bananas and we haven't got **any** ice cream!
 Max: No bananas? No ice cream! That's a disaster!
 Jane: Let's go and buy **some**.

- 1 What does *some* / *any* mean?
- 2 How do you translate them into Russian?
- 3 Why do we need them here?

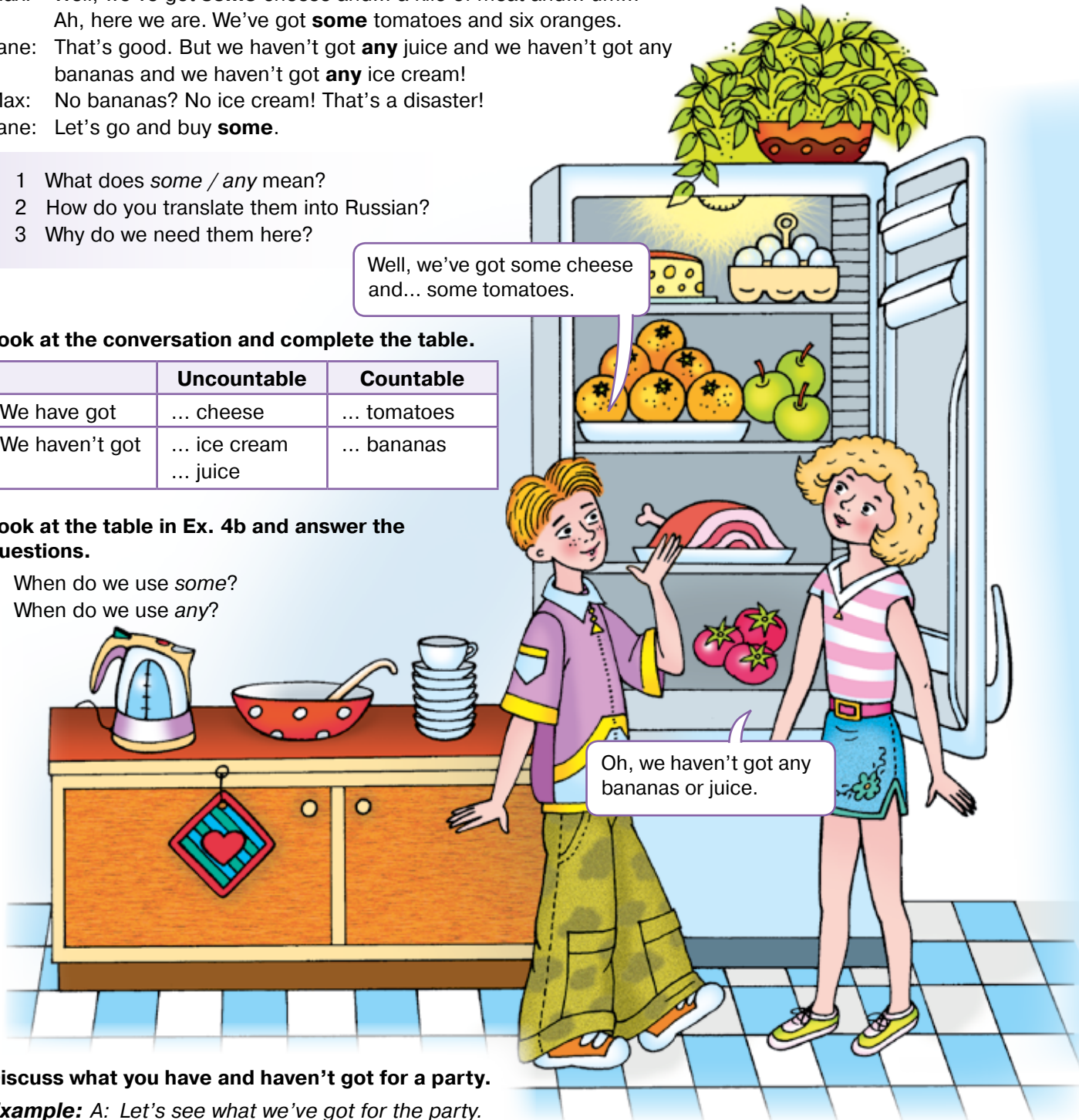
Well, we've got some cheese
and... some tomatoes.

4b Look at the conversation and complete the table.

	Uncountable	Countable
We have got	... cheese	... tomatoes
We haven't got	... ice cream ... juice	... bananas

4c Look at the table in Ex. 4b and answer the questions.

- 1 When do we use *some*?
- 2 When do we use *any*?



Oh, we haven't got any
bananas or juice.

5 Discuss what you have and haven't got for a party.

Example: A: Let's see what we've got for the party.
 We've got some cheese and some
 tomatoes.

B: But we haven't got any oranges or juice.
 Let's go and buy some.

C: OK. Let's.

6 Write a list of five food items you have got in your kitchen.

Example: We have got some rice. We have got some cucumbers.

Lesson 2 Have you got any bananas?

1 Read the words and match them with the pictures.

- 1 onion
- 2 water
- 3 butter
- 4 chocolate
- 5 bread



2 Listen and say what food Max's dad needs to buy.

Example: They've got some tomatoes.
They need some cheese.

3 Guess what is in the shopping bag.

Example: A: Have you got any apples?
B: No, I haven't. / Yes, I have.

4 Study the LOOK box and answer the teacher's questions.

LOOK

Q: Have you got **any** cheese?
A: No, I haven't.
Q: Have you got **any** apples?
A: Yes, I have.

Shopping list

- 1 cheese
- 2 milk
- 3 eggs
- 4 tomatoes
- 5 cucumbers
- 6 butter
- 7 orange juice

5 Play Are you ready for a picnic?

- In groups ask and answer questions about the food you've got for a picnic.
- Report to the class.

Example:

- We've got some chicken and bread. We've got some chocolate and some water. We're ready.
- We've got some tomatoes and carrots. But we need some oranges and some juice. No... we're not ready.

6 Write down which of the things on the list your mum bought / didn't buy yesterday.

Example: She bought some butter.
She didn't buy any apples.

Shopping list

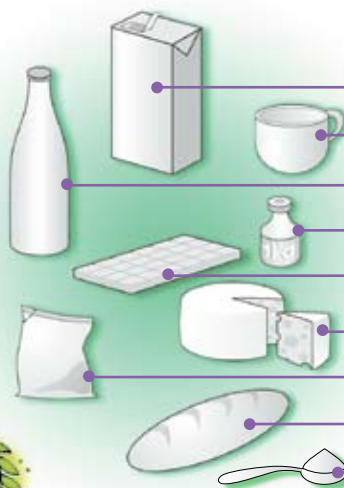
- 1 apples
- 2 butter
- 3 eggs 6
- 4 orange juice
- 5 bread
- 6 carrots
- 7 fizzy water
- 8 onions
- 9 tomatoes
- 10 salmon

Yesterday



Lesson 3 A packet of crisps, please

1a Make as many pairs as you can.



- 1 a carton of
- 2 a cup of
- 3 a bottle of
- 4 a kilo of
- 5 a bar of
- 6 a piece of
- 7 a packet of
- 8 a loaf of
- 9 a spoonful of

- a) chocolate
- b) lemonade
- c) tea
- d) cheese
- e) sugar
- f) bread
- g) juice
- h) crisps
- i) salt

LOOK

a cup of tea
[ə ,kʌp əv 'ti:]

1b Listen and practise saying.

2a Read and write **C** for customer or **S** for shop assistant.

- ☐ Hello. Can I help you?
- ☐ Yes, please. I'd like a kilo of bananas and two kilos of apples.
- ☐ Anything else?
- ☐ A packet of crisps, please.
- ☐ Here you are.
- ☐ Thank you.

2b Practise saying the conversation.

2c With a friend / partner practise asking for food in the shop.

3 Max wants to make a Sunday breakfast for his family (4 people).

- Look what there is on the table and make up a shopping list for him.

CHEESE OMLETTE

Makes 2 servings
Cooking time — 15 minutes
You need

- 4 eggs
- 2 tablespoons of milk
- 1 teaspoon of butter
- cheese
- salt



Shopping list
cheese...
.....

4 Write a shopping list for your birthday party.



Lesson 4 The lost trolley

- 1 Max's trolley is missing. Listen and complete the report.

All Foods Supermarket

SECURITY REPORT

Name: ...

Address: ...

Missing things:

Supermarket trolley.

..... bananas

..... juice

1 kilo

2 packets

..... chocolate



- 2 Ask and answer questions about the shopping trolleys and decide which one is Max's.

Example: Is there any milk in the trolley?

Yes, there is some milk.

How many cartons of milk are there?

There are three cartons.

- 3a Read the beginning of the article and the LOOK box and answer the questions. See Grammar support 12.

- Is the article about the past or the present?
- When do we use was? Were?

THE CASE OF LOST TROLLEY

Yesterday in All Foods Supermarket two people lost their shopping trolleys. The supermarket security officer looked into the case. Max and Victoria reported that their trolleys were missing, and that there was a lot of food in them.

LOOK

There was some milk in the trolley.
There were three cartons of milk in the trolley.

3b Read the article to the end and say why Max lost his shopping trolley.

THE CASE OF LOST TROLLEY

Yesterday in All Foods Supermarket two people lost their trolleys. The supermarket security officer looked into the case. Max and Victoria reported that their trolleys were missing and that there was a lot of food in them. There (1) ... five bananas in Victoria's trolley. There (2) ... five bananas in Max's trolley. There (3) ... a packet of crisps in her trolley and there (4) ... two packets of crisps in his trolley. There (5) ... two kilos of rice in the girl's trolley and there (6) ... some rice in the boy's trolley. There (7) ... some cheese in her trolley, but there wasn't any cheese in his trolley. There (8) ... one bottle of juice in her trolley and there (9) ... four bottles of juice in his trolley. So, they had nearly the same things in their shopping trolleys. No wonder they mistook them.

3c Fill in the gaps in the article in Ex. 3b with *was* / *were*.

4a Read the examples in the LOOK box and answer the questions.

- How do you ask questions with *yes* / *no* answer?
- How do you ask questions if you want a special piece of information?

LOOK

Was there any milk in your trolley?
How many cartoons of milk **were there**?

4b Play *At the Security Desk*.

5 Help Victoria to write a report to the security officer about her lost lunchbox.

Victoria May Form 5B 15 Park Avenue, Millbery, England

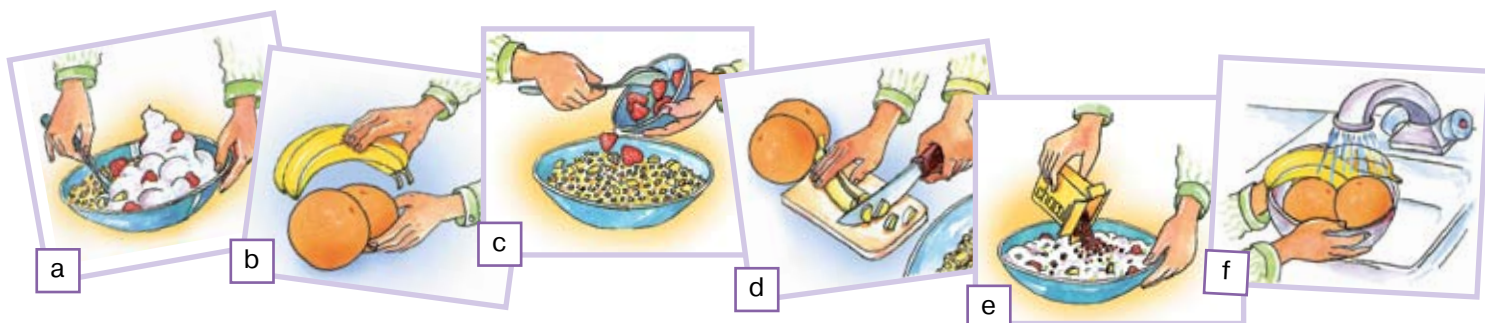


Lesson 5 Let's make a fruit salad

1a Do you know how to make a fruit salad?

- Put the pictures in the correct order.

	1				
a) mix	b) take	c) add	d) cut	e) put	f) wash



1b Listen to the conversation and check.

2 Read the recipe and fill in the missing words.

Fruit Iceberg

Take (1) ... apples and (2) ... them. Take two bananas. (3) ... the fruit into pieces. (4) ... five strawberries. Mix with (5) ... yogurt. You don't need (6) ... sugar. Put (7) ... ice cream on the top. Enjoy your fruit salad!

- a) any
- b) some
- c) a spoonful of
- d) wash
- e) some
- f) cut
- g) add

3a Read this recipe and find the odd one out.

- a) Take three bananas and an apple.
- b) Wash the fruit.
- c) Cut it into pieces.
- d) Add some lemon juice.
- e) Mix with cream.
- f) Add some tomatoes.
- g) Put some pieces of orange on the top.



4 Ask your partner about what you need to make a Russian Salad.

Pupil A: Ask your partner what things you need.

Example: How many ... do we need?

RUSSIAN SALAD

- ... potatoes
- 2 eggs
- ... small onions
- 5 tomatoes
- ... spoonfuls of oil

Pupil B: Go to page 151.

3b Choose the best name for the recipe and give reasons for / explain your choice.

Example: I think the best name is Fruit Tower.

- Fruit Tower
- Chocolate Gift
- Apple Salad



- For this salad you need: two potatoes / two bananas / two carrots / an onion / some strawberries / three tomatoes / three apples.
- Cut the fruit / the vegetables into small pieces and put them into a bowl.
- Mix the fruit / the vegetables with yogurt / mayonnaise.
- Add some sugar / salt / pepper.
- Put some cherries / an egg on the top.

5 Finish writing out the recipes for two salads.

- Choose words from the box.
- Look up any new words in the Wordlist.

FRUIT SALAD

For this salad you need two bananas, ...

VEGETABLE SALAD

For this salad you need two potatoes, ...

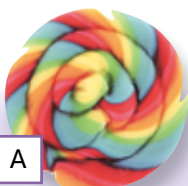
Lesson 6 Have you got a sweet tooth?

1a Look at these sweet things and match them with the words.

a lollipop
jam
Skittles
jelly babies
a carrot
sweets
a chocolate bar
lemonade
pastry



H



A



B



C



G



F



E



D

1b Say which word in Ex. 1a is the odd one out.

2a Do the questionnaire.

- 1 Do you put sugar in your tea?
a) yes b) no
- 2 Can you eat a jar of jam?
a) yes b) no
- 3 Do you eat chocolate every day?
a) yes b) no
- 4 Are carrots **sweet**?
a) no b) yes
- 5 Did you have a lollipop or any other sweets yesterday?
a) yes b) no
- 6 Do you drink a lot of lemonade, Coke or Pepsi?
a) yes b) no
- 7 Do you like pastry more than fruit?
a) yes b) no

2b Add up your score: one point for every (a) answer, no point for (b) answers.

2c Read what your score means. Compare the results with your partner's.

- 6-7 You've got a really sweet tooth. Do you go to the dentist often? Eat less sweets!
- 3-5 You've got a sweet tooth, but you don't eat too many sweet things. Good!
- 1-2 You haven't got a sweet tooth and you don't like sweets. Isn't your life boring?!

3a Listen to the morning radio programme and say who it is for.

- parents
- children
- parents and children

3b Listen to the radio programme again and answer the questions.

- 1 What food is sweet but good for you?
- 2 What vegetable is good for **dessert**?
- 3 What diet lets you eat a lot of sweet things one day a week?
- 4 Why is it good to eat an apple after you eat something sweet?

3c Say which part of the doctor's advice you would like to follow.

4a Read and choose the best title.

- Great news for a sweet tooth
- What to say to your parents if you want some chocolate
- Why chocolate is good for you

Back Home TV Radio Forum Where I live Contact us Search

Science & Nature: Topics

Animals Plants Human Body Our Planet Topics Games & Fun

Home > Science & Nature > Topics > The Science of Chocolate

Chocolate

Great news for every sweet tooth — chocolate is good for you. If you eat chocolate three times a month you can live a year longer than those who don't eat it at all. Of course don't eat too much and choose 'real' chocolate — that which has a lot of cocoa (70%). They also call it dark chocolate. It tastes a little bitter. But this kind of chocolate is your friend!

Why?

- Chocolate has a lot of minerals which are good for you.
- Chocolate is good for your **heart**.
- You feel happy when you eat chocolate because it tastes good and because it has the right chemicals.
- Chocolate helps you to think and concentrate. Pilots always take some chocolate when they fly a plane. So if you have a test, eat some chocolate to prepare for it.

heart [hɑ:t] — сердце

4b Read the text again and guess the underlined words.**4c Answer these questions.**

- 1 What kind of chocolate is best for you?
- 2 Why do pilots take some chocolate with them?
- 3 Why do you feel happy when you eat some chocolate?

5 Can you help this boy?

- Think of three things to say to his father.

6 Write down the conversation between the boy and his father.**Example:**

Boy: Please buy me some chocolate, Daddy!

Father: No, not today, Jimmy. Chocolate is not good for you.

Boy: ...

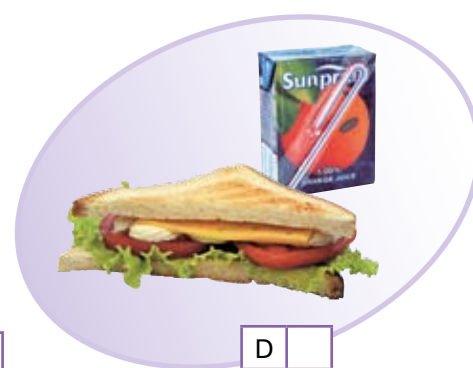
Father: ...



Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

1  Listen and number the pictures. There is one extra picture.

B C D

Score: ____ / 10

A

2 Write the words in each group.

carrot apple cheese tea juice egg lemon
cola tomato milk bread fizzy water orange
ice cream coffee lemonade ham banana
potato strawberry

FOOD			DRINK	
vegetables	fruit	other	hot	cold
carrot	apple	cheese	tea	juice
...

Score: ____ / 15

E

3 Which are the odd ones out in each line?

1	tomato	crisps	potato	onion
2	eggs	cheese	salt	chocolate
3	loaf	bread	salmon	sandwich
4	onion	kilo	spoonful	cup
5	pastry	skittles	tomato	sweets

Score: ____ / 5

F

4 Fill in the gaps with **some** / **any**.

A C: I'd like (1) ... strawberries. Have you got (2) ...?
S: Sorry, we haven't got (3) ... strawberries at the moment.

B C: Is there (4) ... cheese?
S: Yes, here you are. Anything else?
C: Have you got (5) ... mushrooms?
S: Of course, we have. Here you are.

Score: ____ / 5

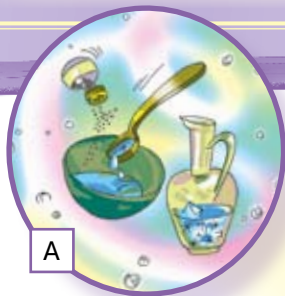
6 Read and number the pictures.

THE TRAVEL-THROUGH-TIME DRINK

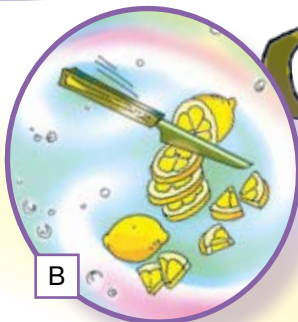
- 1 First break two eggs into a bowl.
- 2 Take two lemons and cut them into small pieces.
- 3 Add one spoonful of salt and two spoonfuls of Brazilian coffee.
- 4 After that add some black pepper and six spoonfuls of snow water.
- 5 Add one spoonful of strawberry jam and mix well.

Drink slowly from pink glasses six hours before you plan to travel.

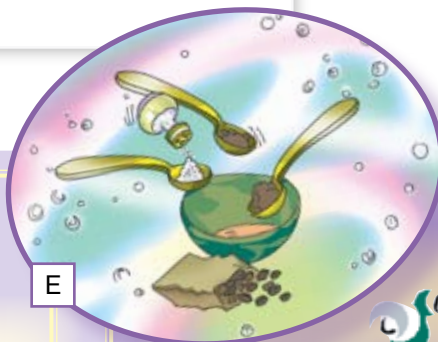
This drink is only for wizards who fly through time!



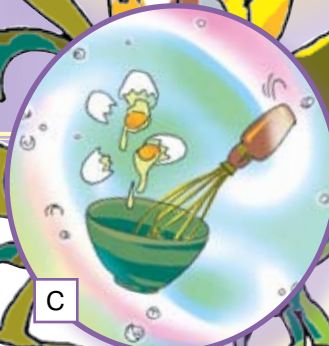
A



B



E



C



D

A

B

1 C

D

E

Score: ____ / 15

Lesson 8 Project

A TV food show

1 Prepare at home and bring to the class:

- 1 paper
- 2 scissors
- 3 glue
- 4 crayons
- 5 drawings or photos of food

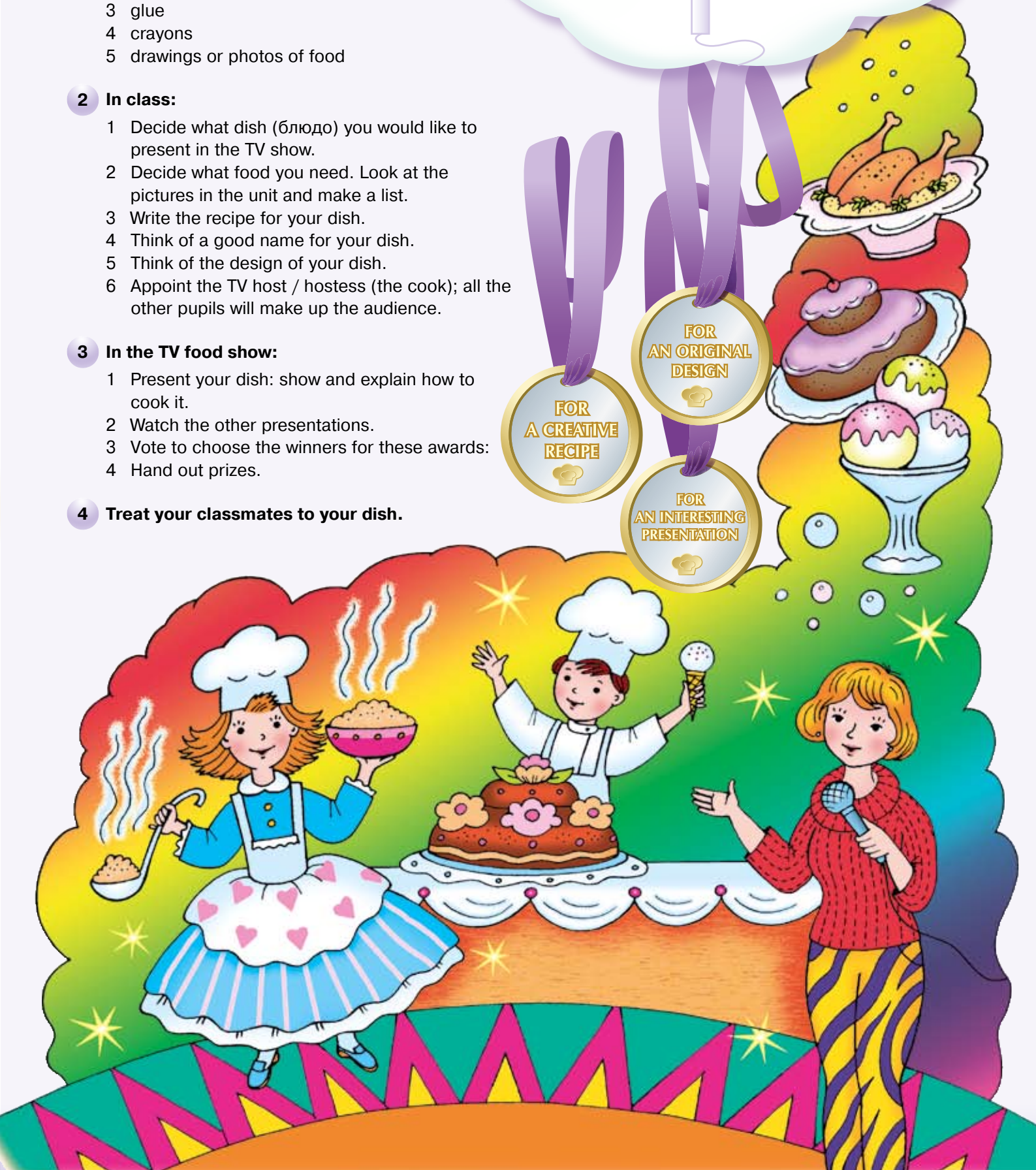
2 In class:

- 1 Decide what dish (блюдо) you would like to present in the TV show.
- 2 Decide what food you need. Look at the pictures in the unit and make a list.
- 3 Write the recipe for your dish.
- 4 Think of a good name for your dish.
- 5 Think of the design of your dish.
- 6 Appoint the TV host / hostess (the cook); all the other pupils will make up the audience.

3 In the TV food show:

- 1 Present your dish: show and explain how to cook it.
- 2 Watch the other presentations.
- 3 Vote to choose the winners for these awards:
- 4 Hand out prizes.

4 Treat your classmates to your dish.



Lesson 1 Mini beasts

1a Look at the pictures and find these insects.

Butterflies

Ants

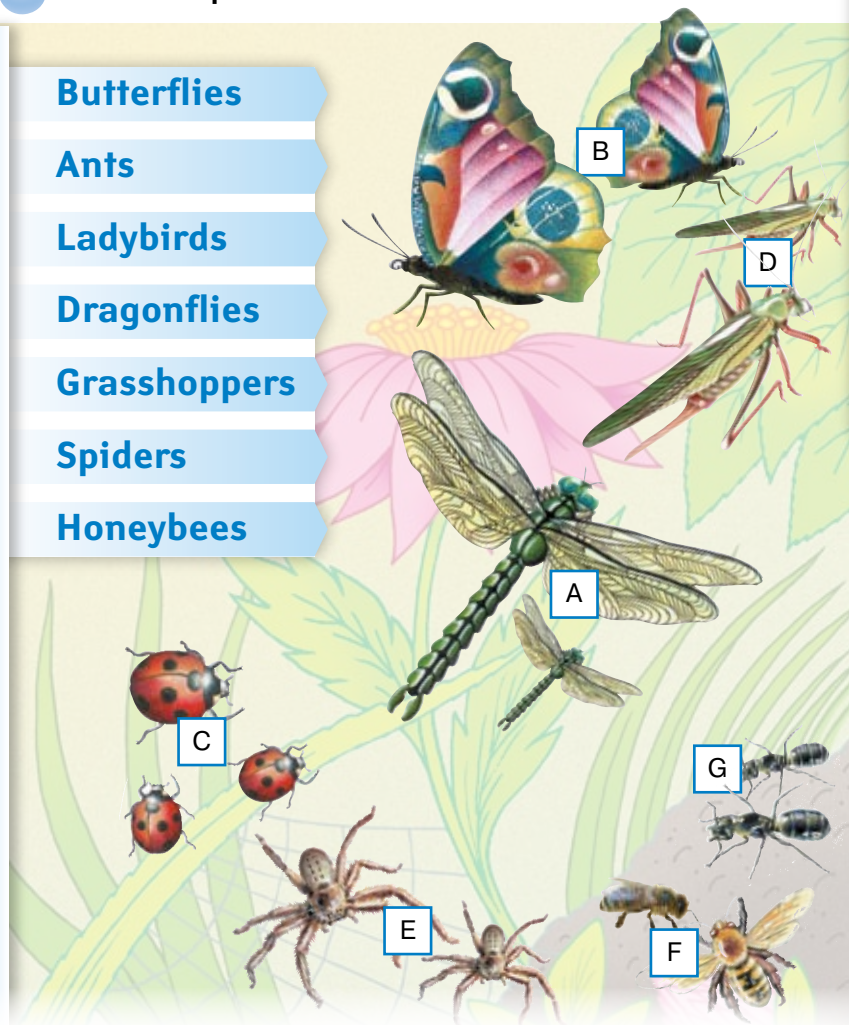
Ladybirds

Dragonflies

Grasshoppers

Spiders

Honeybees



Insect information

THE HONEYBEE



The bee is yellow and black. It has six legs, four wings and a small head with two eyes. All honeybees live in nests or hives. They eat sweet nectar from flowers. Bees make honey.



1b Say what you know about these insects.

Example: Bees make honey.

...make honey	...carry heavy things
...have black spots	...fly very fast
...make webs	...live in hives

2a Study the LOOK box and answer the questions.

- Is this true of one bee or all bees?
- How do we show it in the first sentence?
- How do we show it in the second sentence?

LOOK

Bees make honey.
The honeybee is yellow and black.

2b Choose the right answer to the questions.

- Which **insect** makes honey?
a) The bee b) A bee c) Bees
- Which insect carries heavy things?
a) An ant b) The ant c) Ants
- Which insect has black spots?
a) Ladybirds b) A ladybird c) The ladybird
- Which insect flies fast?
a) Flies b) The fly c) A fly
- Which animal makes a web?
a) A spider b) Spiders c) The spider

3 Look at the Insect information box and help Dima to fill in Observation sheet 1.

4a Listen and fill in Observation sheet 2.

Observation sheet 2

Name: _____
 Colour: _____
 Lives: _____
 Food: _____
 Has: _____
 Does: _____

5b Talk to your partner and ask for the missing information.

Pupil A: Use these Observation sheets.

Observation sheet 3

Name: the ant
 Colour: yellow, brown, red, or black
 Lives: in forests
 Has: six legs, a small head and a long body
 Does: carries heavy things

Observation sheet 4

Name: the butterfly
 Colour: colourful
 Lives: in forests, gardens, fields
 Has: four wings
 Does: eats nectar

Observation sheet 5

Name: the dragonfly
 Colour: _____
 Lives: _____
 Has: _____
 Does: _____

Observation sheet 6

Name: the ladybird
 Colour: _____
 Lives: _____
 Has: _____
 Does: _____

4b Spot the differences between the bee and the spider.

- Use Observation sheets 1 and 2.

Example: *The bee has six legs.*
The spider has eight legs.

5a Study the LOOK box and say when we use *a* and when we use no article.

LOOK

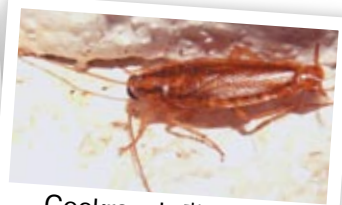
in a hive	in forests s
in a house	in gardens s
in a kennel	in fields s

Pupil B: Go to p. 152.

6 Choose an insect and fill in an Observation sheet.



Fly



Cockroach ['kɒkrəʊtʃ]



Your choice

Lesson 2 The giant squid

- 1a Read the newspaper article and say what Dr Bukodera knows and what he doesn't know about the giant squid.

Dr Bukodera works at the National Museum of Natural History in Washington, DC. He is a scientist who studies the giant squid. Dr Bukodera tells us: 'The giant squid is a very big animal. It lives deep in the sea. So it's an unusual animal. We know the giant squid is very long — about 18 metres. It's longer than a big bus! The giant squid has got eight arms and two long tentacles. The tentacles can be 15 metres long. It has a beak and a large head with very big eyes. They are thirty-eight centimetres wide — the size of a basketball. But there are many questions about the giant squid. How does it swim? How does it hunt? What does it eat? For many other animals, scientists have the answers to such questions — but not for the giant squid.'

- 1b Read the article again and label the parts of the giant squid's body using the words in the box.

- 2a  Listen and say what Dr Bukodera's interview is about.

- How the giant squid hides.
- How the giant squid hunts.

- 2b Read the sentences and complete them with the words in the box.

- The giant squid has big eyes to ... its **prey**.
- The giant squid uses its long tentacles to ... its prey.
- It uses strong arms to ... its prey.
- Then it uses its hard beak to ... its prey.
- When **in danger**, it uses its **inky cloud** to ... its enemy.

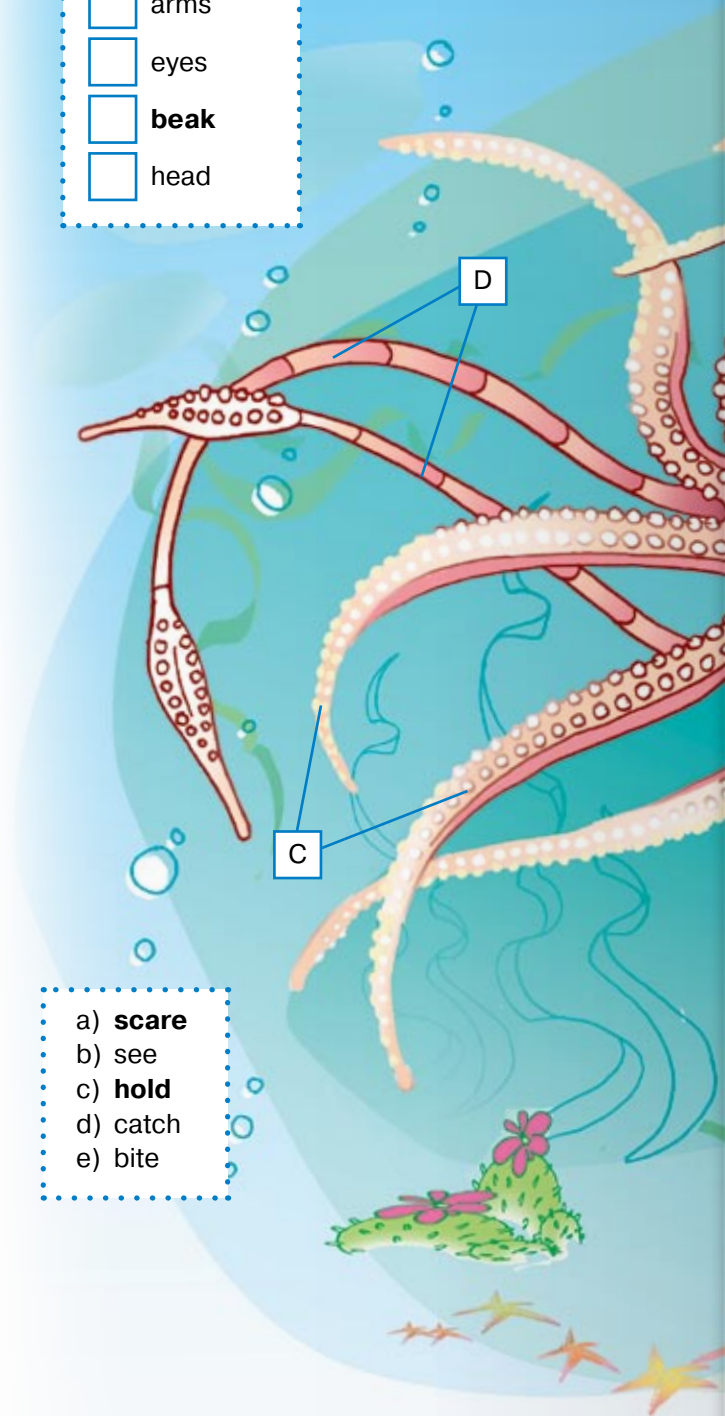
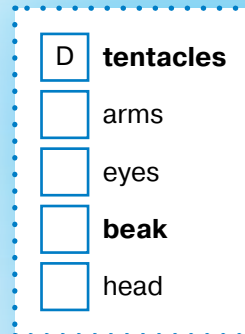
- 3a Study the LOOK box and answer the question.

What words say how the giant squid uses its tentacles?

LOOK

The giant squid uses its tentacles **to hold** its prey.

Giant



- a) **scare**
b) see
c) **hold**
d) catch
e) bite

squid



- 3b** Make two true and two false sentences about the animals. Let other pupils guess which sentences are false.

Example: The giraffe uses its long neck to get food.
The monkey uses its arms to catch mice.

The	squirrel	uses	tail	to	climb trees
	fox		long neck		swim
	monkey		claws		run fast
	giraffe		teeth		get food
	kangaroo		legs		jump
	bear		mouth		catch fish / mice
	tiger		arms		eat fish / mice

- 4** Choose an animal and write about how it eats.

- Use the example in Ex. 3b.



?

Your choice

Lesson 3 Perfect parents

1a Look at the pictures and say true (T) or false (F).



1

The mother kangaroo can fight. ☐



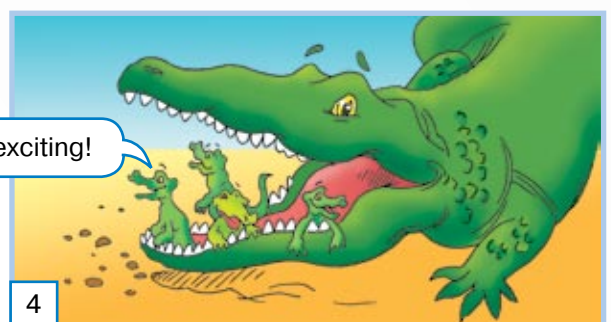
2

The father penguin keeps the eggs warm. ☐



3

The mother dolphin doesn't sleep for a month. ☐



4

Crocodiles eat their babies. ☐

1b Read and find evidence for or against.

Nile crocodiles with lots of teeth in a huge mouth are unusually **loving** parents. The mother croc is very **caring**. She always looks after the nest for three months. She leaves the nest only to cool down in the water. The father is **helpful**. He is usually close by to scare enemies. When the eggs break, the mother croc carefully picks up tiny crocs in her mouth and carries them to the water. She looks after the young crocs for two years. She feeds her babies with insects and small fish.

A **baby kangaroo** is called a joey. When a joey is born, it is very small — only the size of a finger. All kangaroos carry their babies in a pouch at the front of their stomachs. The joeys stay there for about eight months. Kangaroos are very **brave** mothers. When they fight, they jump in the air and then kick their enemies.

Penguins are very good parents. The father keeps eggs on his feet for 60 days. He doesn't eat a thing while they wait for their babies. Afterwards, they feed the chicks from their throats. When the mother penguins come back to their babies, the fathers go to sea to eat and rest.

Dolphins are very **attentive** mothers. A baby dolphin does not sleep for the first whole month of its life. Its mother does not sleep either. She keeps an eye on her baby.

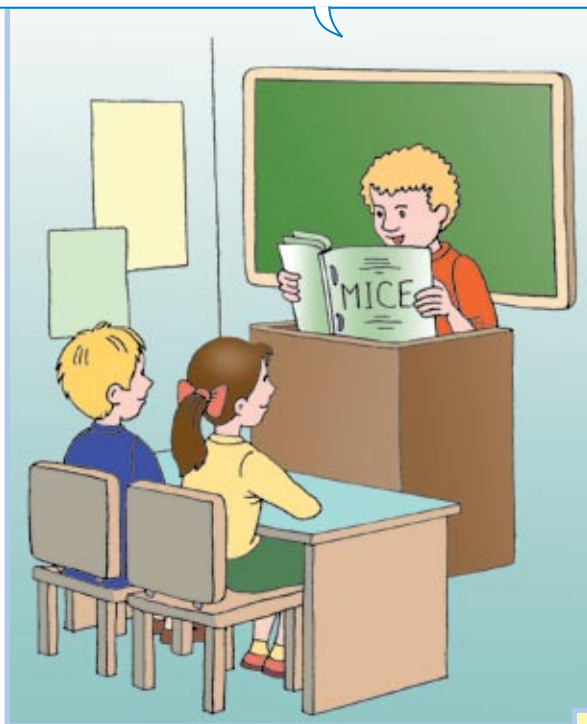
2a Read the text again and find the English words that mean the same.

- 1 готовый прийти на помощь ...
- 2 любящий ...
- 3 храбрый ...
- 4 заботливый ...
- 5 внимательный ...

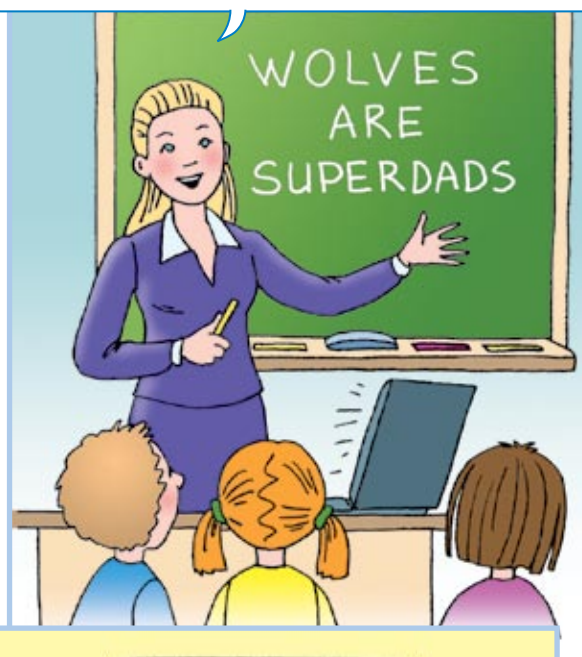
2b Read about these animals and finish the sentences.

Example: *I think the wolf is a very caring and brave father.*

The mouse dad brings material for nests, watches over and even washes the babies. I think he is a very...



The father wolf cares and watches over the babies. He brings food to the mother and pups. As they grow up, he not only plays with them but he also teaches them how to survive. I think he is a very...



The marmoset father takes care of the babies from birth. When the baby is born, the father cleans it. When the baby can eat food, the father feeds it. I think he is a very...

**3 Prepare a talk about animal parents.**

- Choose an animal from the box.
- Find out interesting facts about these animal parents. Use the internet.
- Use Ex. 2b as an example.

cat cow dog hamster giraffe guinea pig
duck koala rabbit seahorse hedgehog frog

Lesson 4 Wild visitors

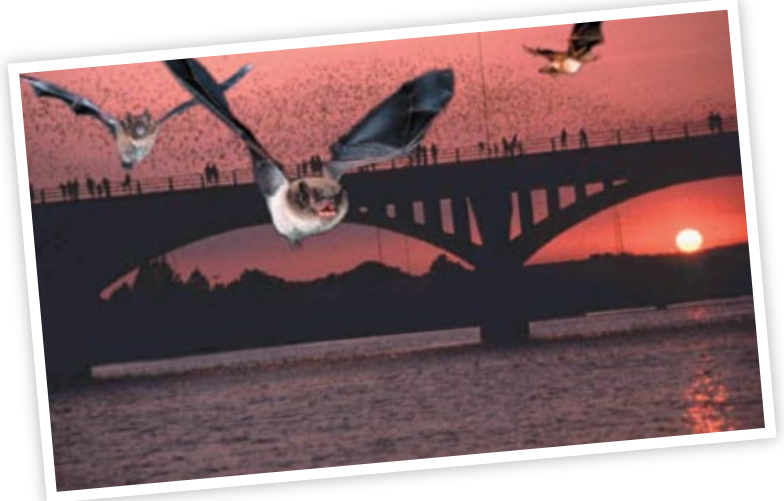
1a Look at the picture and guess what the people on the bridge are watching:

- a) birds
- b) **bats**
- c) cats

1b  Listen to the TV reporter and check your guesses.

1c  Listen again and choose the correct answers to the questions.

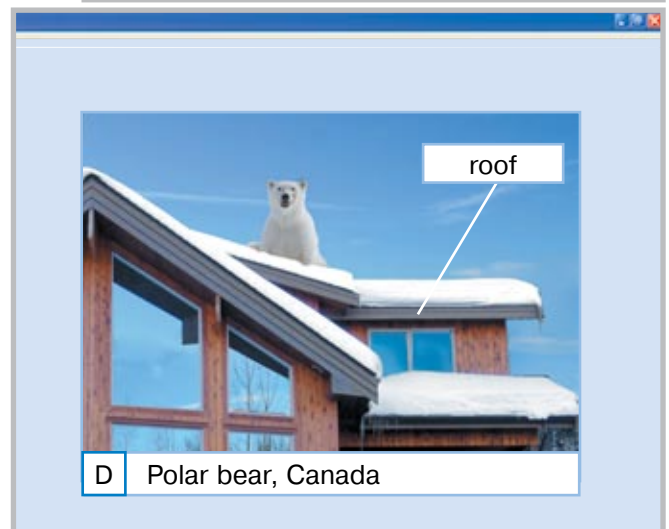
- 1 Where do the bats usually live?
 - a) in **caves** b) in trees c) in water
- 2 How many bats live under the bridge?
 - a) 1,500,000 b) 1,050,000 c) 1,500



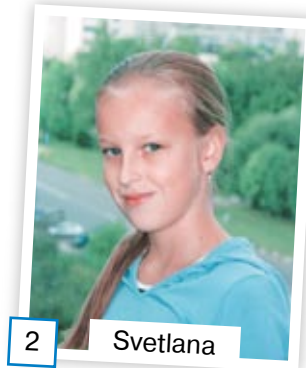
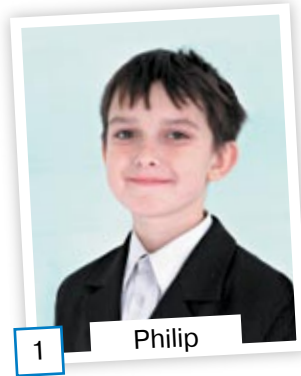
2a Look at the photos of animals and answer the questions.

Which of these animals live

- | | |
|----------------------|--------------------------|
| 1 at the North Pole? | 3 near lakes and rivers? |
| 2 at the South Pole? | 4 in the forest? |



- 2b**  Listen to children talking about the animals they saw and match the speakers with the photos of animals on page 70.



- 3a** Guess the meaning of the new words in the box below.

- 3b** Read and match the questions and answers.

- | | |
|--|---|
| 1 What wild animals visit your town? | a) No, they aren't dangerous at all. They are funny and friendly. |
| 2 What is their habitat in the wild ? | b) We can see them in the park. |
| 3 Where can you see them in your town? | c) I think because people give them food. |
| 4 Why do they come to the town? | d) Squirrels . |
| 5 Are they dangerous to humans ? | e) They usually live in the forest. |

- 4** Talk about these wild creatures.

- Use questions 2, 4, 5 in Ex. 3b.



- 5** Write a story about 'wild visitors' to your hometown.

- You can use the pictures in Ex. 4 and questions in Ex. 3b.

Lesson 5 When I was little...

1 Look at the pictures, read about animal babies and complete the sentences.

- Baby ... are white and have red eyes.
- Baby ... are born in a snow cave. When they are born they are very small.
- Baby ... come from eggs. When they are older they can change colour. They eat small insects and spiders.
- Baby ... are very small. When they are born they are one hundred grammes. When they are three months they can walk.



hedgehog



polar bear



panda ['pændə]

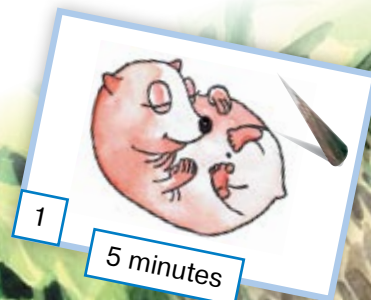


chameleon [kə'mi:liən]

2a Look at the pictures (1–7) and match them with the texts (a–g). Fill in the gaps with the words from the captions.

Example: I am 5 minutes old.

- I am ... old. I am white. I have no prickles. I can't see. I can't roll up. I have got a short tail and four long legs.
- I am ... old. I have got my prickles now. They are white. I am prickly! I eat my mother's milk.
- I am ... old. I can see, hear and smell. No worm can hide from me. I can roll up, too. I have got four brothers and sisters. We all roll up. It's fun!
- I am ... old. I sleep all day from morning till evening. At night my mother takes me and my brothers and sisters for a walk. She teaches us what we can eat. Our mum is very helpful.
- I am ... old. Now I am big! I don't drink my mother's milk any more. I eat insects, spiders, snakes and mice. But I don't eat fruit.
- I am ... old. I can run fast, I can swim; I can roll down a hill. I have got five thousand (5,000) prickles. I can jump and jam my prickles into a fox's nose. I am safe. Only cars and people are dangerous.
- It is winter and I am in bed. Good night. See you in March! I can help you in your garden.



2b Listen to the story and check.

2c Answer the questions.

- 1 When does the mother take the small hedgehogs for a walk?
- 2 What does the mother teach them to do?
- 3 Are hedgehogs good mothers? Why?

3 Read the text again part by part.**Do one task for each part.**

- a) Answer the question:
What colour is the hedgehog?
- b) Make more words with y at the end:
Example: *prickle — prickly*
sleep — sleep..., fluff — ..., smell — ...,
sun — sunn..., snow — ...
- c) Look at the picture and translate *roll up* into Russian.
- d) What does mum teach the baby hedgehog?

e) Is this true (T) or false (F)? ☐
Hedgehogs like apples.

f) Answer the questions:
What can the hedgehog do? Can you do it?
Ask your friend: Can you swim?

g) Look at the pictures and answer:
How can the hedgehog help in the garden?

4 Cover the text, look at the pictures in Ex. 2a and talk about when the hedgehog was little.**Example:** *It is five minutes old. It is...***5a Write about how baby animals grow up.**

- Get three to five pictures of animals at different ages.
- Write short texts about these pictures.
- Use Ex. 2a as an example.

5b If you can't find pictures and facts about baby animals write about when you were little.**Did you know that**

baby animals have special names?

A guinea pig's baby is called a *pup*

A hedgehog's baby is called a *piglet* or a *pup*

A penguin's baby is called a *chick*

A sheep's baby is called a *lamb*

A goat's baby is called a *kid*

A cow's baby is called a *calf*



Lesson 6 Big and beautiful

1a Read the information on the website and answer the question.

What do you think the zoo-keeper does?



Address: www.zoo

search

NEWS | INTERVIEW | VIDEO | FOTO | FORUM | REPORT

Zita the black rhino at London Zoo has a baby!

It was born at around 8 p.m. on Saturday 5 April 2008.

The Zoo used the internet to bring mother and baby to your computer.

[Click here to watch video.](#)

[Click here to listen to the interview with the zoo-keeper.](#)

Forum 'Would you like to be a zoo-keeper?'

Philip: ...
Bob: ...
Svetlana: ...
Jane: ...

1b  Listen to the interview and check.

Cleans the animals	<input type="checkbox"/>	Writes about the animals	<input type="checkbox"/>
Feeds the animals	<input type="checkbox"/>	Plays with the animals	<input type="checkbox"/>
Cooks for the animals	<input type="checkbox"/>	Takes animals for walks	<input type="checkbox"/>
Watches the animals	<input type="checkbox"/>		



Jason, the zoo-keeper looks after Zita the rhino.

2 Role play the interview with the zoo-keeper.

Pupil A: You're a zoo-keeper. You look after a rhino called King, the newborn's father. Answer the visitor's questions. Use the information in the table.

Name	Age	Weight	Character	Food	Other facts
King (the black rhino)	23	1.8 tonnes	friendly lazy doesn't like noise	grass, leaves, fruit, loves apples	runs fast
Your job: feed the rhino, clean the cage, wash the rhino, play games with the rhino, watch it and write reports.					

Pupil B: You are a visitor to the zoo. Ask the zoo-keeper questions.

- 1) after/ look / animals / What / you/ do / ?
- 2) his / name / What's / ?
- 3) is / old / King/ How / ?
- 4) do / he / What / can / ?
- 5) does / What / he / eat / ?
- 6) friendly / he / Is / ?
- 7) ...

3a  Listen to the conversation between Max and Jane after visiting the zoo and say who wants to be a zoo-keeper.

3b  Listen again and write down why Max and Jane want / don't want to be zoo-keepers.

I'd like to be a zoo-keeper	I wouldn't like to be a zoo-keeper
I want... I like... ...	I don't want... I hate... ...

3c Say if you would like to be a zoo-keeper. Why? Why not?

- Use the table in Ex. 3b for help.

4 Read a report about Zita and write a report about King.

- Use Ex. 2 for information.

Address



[NEWS](#) | [INTERVIEW](#) | [VIDEO](#) | [FOTO](#) | [FORUM](#) | [REPORT](#)



REPORT

Zita is the Black rhino. She's 12 years old. She is 1.5 tonnes (the weight of a small car). She likes fruit. She doesn't like noisy visitors. She is friendly and pretty but can be dangerous when she is angry. Zita is an attentive mother, she never leaves her baby alone.

Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

1 Listen to the interview and choose the right answer.

- The zoo-keeper looks after
 - tigers
 - rhinos
 - mammoths
- These animals have got fur which is
 - orange
 - white
 - yellow
- The baby's mother never
 - leaves her baby alone
 - goes outside
 - strokes them

Score: ____ / 15

2 Complete the sentences.

- Rhinos are **l** ____ mothers. They look after their young for years, protect them from enemies and teach them how to survive.
- Bats are **h** ____ mothers. They feed their babies on mother's milk, care for them and teach them to fly and find food.
- Fox is a very **a** ____ father. It brings food to the mother and pups (babies). The father plays with little foxes and teaches them how to survive.
- A mother octopus is very **c** _____. She doesn't eat for 2 months as she cares for her eggs.
- A mother moose is very **b** _____.

Score: ____ / 5

3 Use *the* or *zero* articles to fill in the gaps.

- (1) ... bat is a night animal. During the day,
 (2) ... bats usually roost in large groups in
 (3) ... caves, (4) ... attics, or (5) ... trees,
 hanging upside-down.

Score: ____ / 5

4 Put the words in the correct order.

- catch / arms / octopus / prey. / to / its / uses / The / its
- trunk / uses / its / The / elephant / food. / get / to
- kangaroo / legs / strong / The / uses / its / run. / jump / and / to
- swim. / to / uses / tail / its / The / crocodile
- The / uses / octopus / inky / its / cloud / scare / to / enemies. / its

Score: ____ / 5

5 Read the article from a website and answer the questions below with true (T) or false (F).



White (Bengal) tigers.

Update 4 August

Tigers are the biggest cats in the world. They live in hot jungles as well as in icy cold forests. White tigers have stripes all over their body. The stripes are like finger prints. No two are the same. Bengal tigers have a strong sense of smell. They also have a great vision which helps them to hunt during the night time. Bengal tigers can swim and move in the water. They have the ability to grow body hair according to how cold or hot it gets. Tigers are caring mothers. They get really angry when people come near the cubs to take pictures.

- Tigers have black spots all over the body. ☐
- White tigers can live in cold forests. ☐
- The stripes on their bodies are the same. ☐
- Tigers can smell well. ☐
- Tigers hunt at night. ☐
- Tigers are good mothers. ☐
- All the cats can't swim. ☐
- The white tiger's fur is thicker in winter. ☐
- White tigers can be dangerous. ☐
- People often come close to the cubs to take pictures. ☐

Score: ____ / 20

Total: ____ / 50

Lesson 8 Project

Animals and us

1 Prepare at home.

- 1 Choose an animal you would like to talk about
- 2 Choose a role:
zoo-keeper, scientist, reporter
- 3 Read your role card and do the task.

Role card for a scientist

- Read about the animal. Use encyclopedias, books about animals, magazines and the internet.
- Use a table to make notes.

Example:

Name	<i>Polar bear</i>
Habitat	<i>The North Pole</i>
How big it is	<i>3 m long, 770 kg</i>
What it looks like	<i>White fur, small head, big claws and strong teeth, a small tail, four strong paws</i>
What it eats	<i>Meat, fish</i>
How it gets food	<i>Hunts alone for seals and large fish, uses teeth and claws, swims in the sea</i>
Babies	<i>Usually two cubs</i>
Interesting facts	<i>Is a very good swimmer and runner. Can swim in very cold water.</i>

Role card for a zoo-keeper

- Prepare to answer questions about your animal.

Example:

Q: What do you feed polar bears at the zoo with?

A: They get fish and they like apples, strawberries and pears.

2 In class:

- 1 Split into three groups: a scientist, a reporter and a zoo-keeper in each group.
- 2 In your groups talk about your animal using what you have prepared at home.
- 3 Listen to the other speakers and fill in two answer sheets:

Role card for a reporter

- Write a report about your animal. Use Ex. 4 Lesson 2, Ex. 3 Lesson 3, Ex. 5 Lesson 4 in this unit.

Example:

Polar Bears are very large bears. They live at the North Pole. They are good swimmers and runners. Polar bears can run at 40 kph and swim in icy cold water.

Polar Bears are up to 3 metres long and weigh about 770 kg. They have a small head, 42 strong teeth and long claws. Their fur is white but their noses are black. They can smell well. They have a small tail.

Polar Bears are meat-eaters. They use their claws and teeth to catch their prey in the water. They eat seals and big fish. Polar bears don't drink water.

Polar Bear mothers usually have two cubs.



- Use pictures to illustrate your report.
- Make sure you use complete sentences.
- Check your grammar, spelling and punctuation.

Answer sheet

Name:	...
Colour:	...
Food:	...
Has:	...
Does:	...

Lesson 1 They lived many years ago

1 Read the encyclopedia entries and answer the questions. See **Grammar support 9**.

- Which animal can you see in the zoo?
- Which animal can you see only in a book?
- Which animal lives now?
- Which animal lived many years ago?

LOOK

Many years ago
10,000 years ago — ten thousand years ago

Woolly rhinoceros

The woolly rhinoceros lived in Siberia over ten thousand years ago and was a huge dangerous animal about two metres high. It was up to four metres long. It was a plant eater. It lived at the same time as early man, who hunted and ate it.

Rhinoceros

The rhinoceros lives in Africa and Asia. It is a large animal with a very thick grey skin and one or two horns. It cannot see well but can hear very well. It eats leaves and grass. People hunt it for the meat and horns. It is an unfriendly animal. It is also an endangered animal.



A



B

2a Listen to the guide and put the pictures in the same order as the guide talks about the animals.



C

Mammoth



D

Sabre-toothed tiger

2b Read and choose the right words to complete the Museum web page.

Address The Prehistoric Animal Museum

THE PREHISTORIC ANIMAL MUSEUM

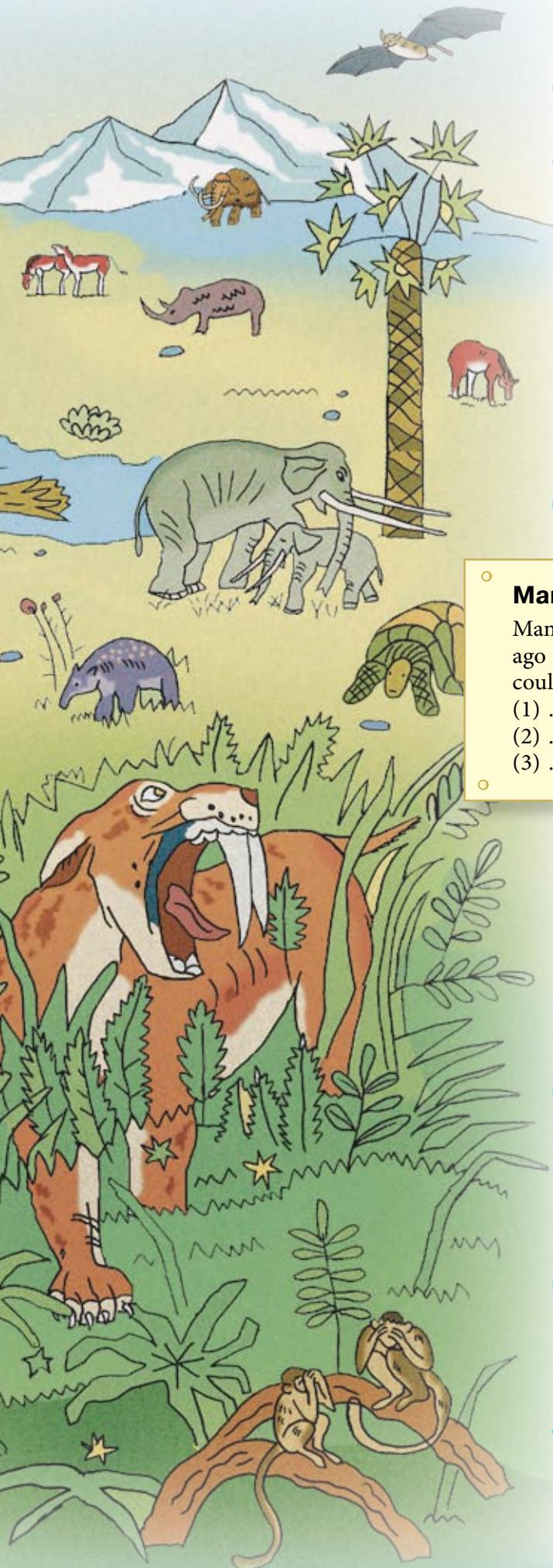
Earth before Time

During the last Ice Age, there were many (1) *small / large* animals, like the sabre-toothed cats, woolly rhinos, and mammoths. These animals disappeared about (2) *ten thousand / million* years ago.

Mammoths were (3) *plant eaters / meat eaters* and had a long (4) *tail / nose*, and long (5) *tusks / ears*.

The sabre-toothed tiger was a (6) *friendly / dangerous* animal. It was a (7) *meat eater / plant eater*, of course.

Archaeologists think that mammoths and sabre-toothed tigers lived long (8) *after / before* dinosaurs.



2c Listen to the guide again and check your answers in Ex. 2b.

3 Study the two LOOK boxes and answer these questions. See *Grammar support 11*.

- 1 What time are we talking about?
- 2 Why do we use **it**?
- 3 Why do we use **they**?

LOOK

The sabre-toothed tiger **was** a large animal.
It **was** a dangerous animal.
Sabre-toothed tigers **were** large animals.
They **were** dangerous animals.

4 Fill in the entries for the exhibits in the museum with **they were** and **it was**.

Mammoth

Mammoths lived between 2 million years ago and 9,000 years ago. The mammoths could live in very cold weather.

- (1) huge and hairy animals.
- (2) dangerous animals with long tusks.
- (3) plant eaters.

Sabre-toothed tiger

The sabre-toothed tiger lived in the North and South Americas and in Europe. (4) a dangerous meat eater. The sabre-toothed tiger was shorter than the lions we see today. But (5) more frightening. It used its sabre-teeth to kill big animals like horses and buffaloes.

5 Read the example and ask more questions about the woolly rhinoceros and other animals.

Example: Was the woolly rhinoceros a big animal?

big	small	dangerous	huge
friendly	unfriendly	frightening	large

6 Role play **Welcome to the Prehistoric Animal Museum**.

Pupil A: Choose a prehistoric animal and be a guide.
Look at page 151.

Pupil B: You are a visitor. Ask the guide about the animal.
Look at page 153.

7 Write about a prehistoric animal.

- Use Ex. 1 as a model.

Lesson 2 Native Americans

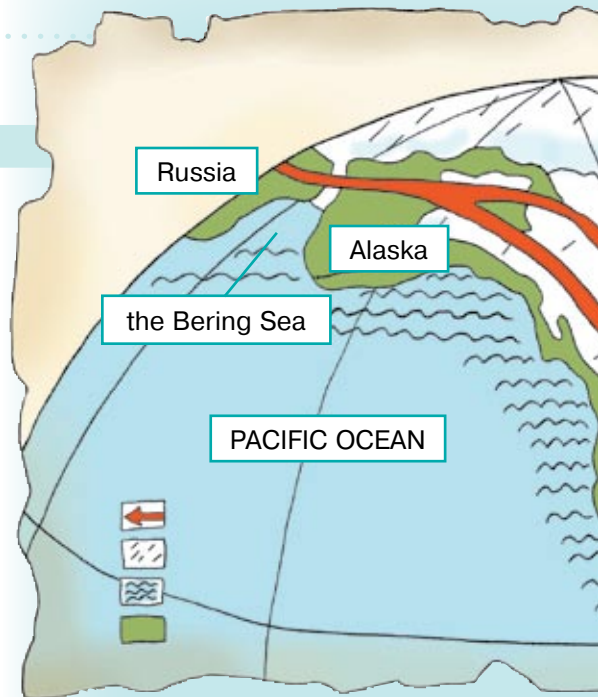
1a Read and answer the questions.

- 1 Did the Native Americans hunt mammoths?
- 2 Do they have relatives in Siberia?

The first Native Americans travelled to North America from Siberia during the Ice Age. Today Siberia is a part of Russia. They travelled across the Bering Sea when there was dry land between Alaska and Russia. Archaeologists know that the Native American people had hundreds of different tribes that could speak many different languages. They hunted and fished and had many different customs (обычай).

Christopher Columbus **visited America in 1492.**

The Europeans who arrived later killed many Native Americans and took their lands.



1b Match the words with the pictures.

- | | | |
|---------------------------------|-----------------------|-----------------------|
| 1 tribe ['traɪb] | 4 teepee ['ti:pi:] | 7 soldier ['səʊldɪə] |
| 2 buffalo ['bʌfələʊ] | 5 hunter ['hʌntə] | 8 farmer ['fɑ:mə] |
| 3 smoke signal ['sməʊk ,sɪgnəl] | 6 fisherman ['fɪʃməŋ] | 9 horseman ['hɔ:smən] |



2a Read the example in the LOOK box and answer the questions. See Grammar support 13.

- 1 When was it? In the past or in the present?
How do you know?
- 2 What happens to the word **visit**?
- 3 How do we make the past form of **visit**?

LOOK

Ved

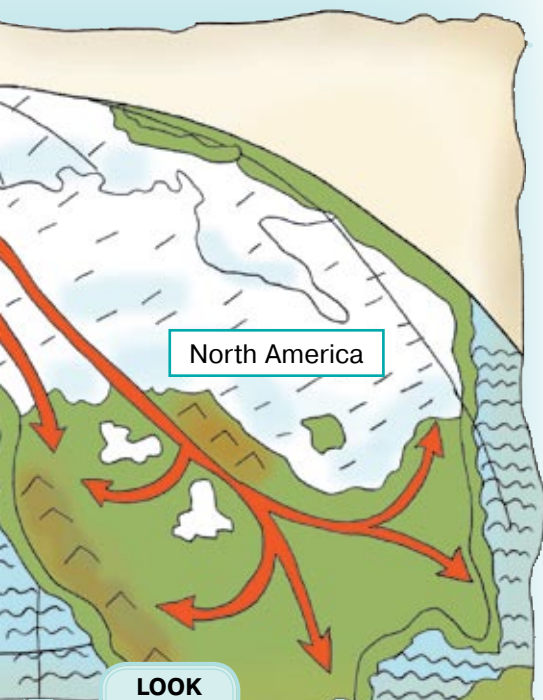
Christopher Columbus **visited** America in 1492.

2b Listen and put the verbs into the right columns.

[t]	[d]	[ɪd]

used collected travelled hunted farmed killed visited
fished lived played





North America

LOOK

Did they **hunt** dinosaurs?

No, they **didn't**.

Did they **visit** America?

Yes, they **did**.

- 3a** Listen to the interview with a Native American and match the tribes with the pictures in Ex. 1b.

- A The Iroquois ['ɪrəkwə]
B The Comanche [kə'mæntʃi]
C The Lenape [le'nə:peɪ]

- 3b** Listen to the interview again and answer the questions.

- 1 Was the Native Americans' life easy or difficult? Why?
- 2 What did these Native Americans do really well?
- 3 Where did these Native Americans live?
- 4 What did they hunt?

- 4** Read the examples in the LOOK box and answer the questions.
See **Grammar support 13**.

- 1 What is **did**?
- 2 What happens to the words **visit** and **hunt** in the question?
- 3 Can we have **did** and **visited** or **hunted** in the question?

- 5** Read the smoke signals and ask your partner about the tribe.

Example: *Were they soldiers?*

Did the Lake people collect plants and nuts?

Pupil A: Use these cards.

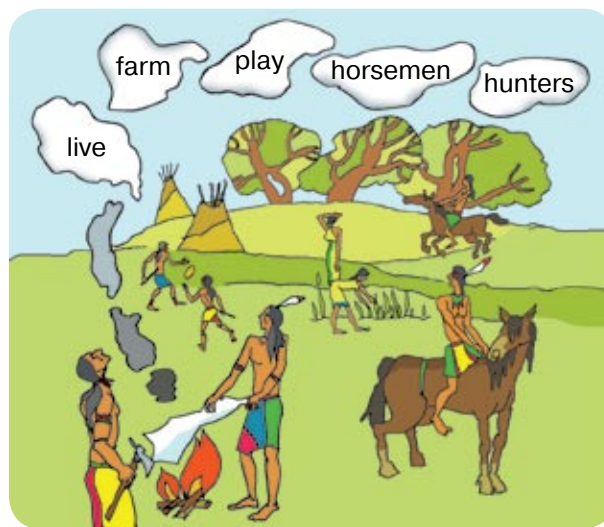
Pupil B: Go to page 152.

Card 1 for Pupil A

Ney'-a-ti 'A Camp by the Lake'



Card 2 for Pupil A



- 6** You came to America with Christopher Columbus.
Write a diary page about Native Americans.

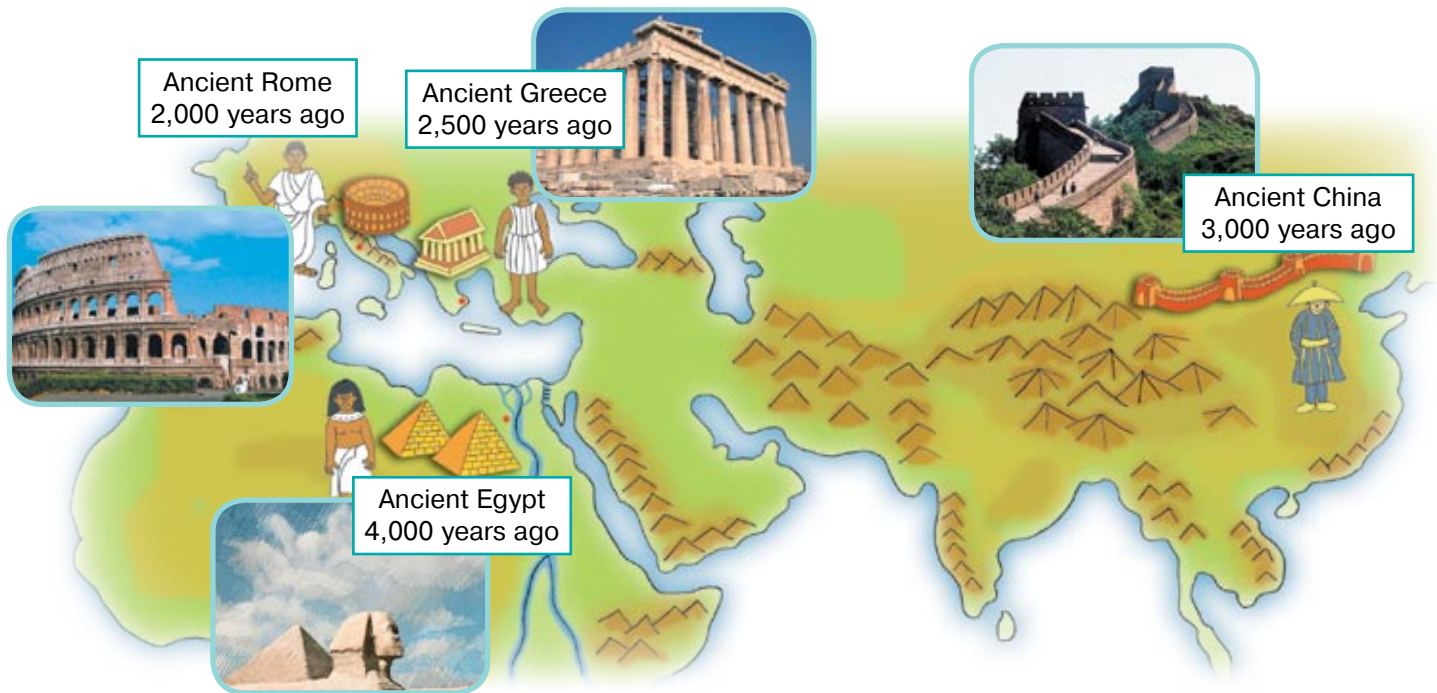
December, 12

When we first saw them, we were very surprised.
They did a lot of exciting things. ...

play ball hunt buffalo farm the land live in teepees
use smoke signals fishermen horsemen hunters
collect plants and nuts

Lesson 3 On a dig

1a Look at the picture and say the names of the ancient countries.



1b Read the names of the ancient peoples in the LOOK box and say when they lived. See Grammar support 14.

LOOK

Greece — **the Greeks**
 Rome — **the Romans**
 China — **the Chinese**
 Egypt — **the Egyptians**

2 Read the letter and answer the questions.

- 1 Where is Mark Brett?
- 2 Who is the letter about?

Dear Max and Victoria,

I'm on a dig in Greece. Last week I discovered a lot of interesting facts about the ancient Greeks. They studied maths and astronomy.

They went to the **theatre**, like us. They built houses with **central heating**, made wine and had parties. Athletes **took part** in the Olympic Games. It's all very interesting.

Where are you now? Write to me soon.

With best wishes,

Mark Brett

3a Find these words in the letter and fill in the second column.

go	went
build	
make	
have	
take	

3b Read the words in the Ex. 3a, listen and learn to say them.

4 Read the examples in the LOOK box and answer the questions. See Grammar support 13.

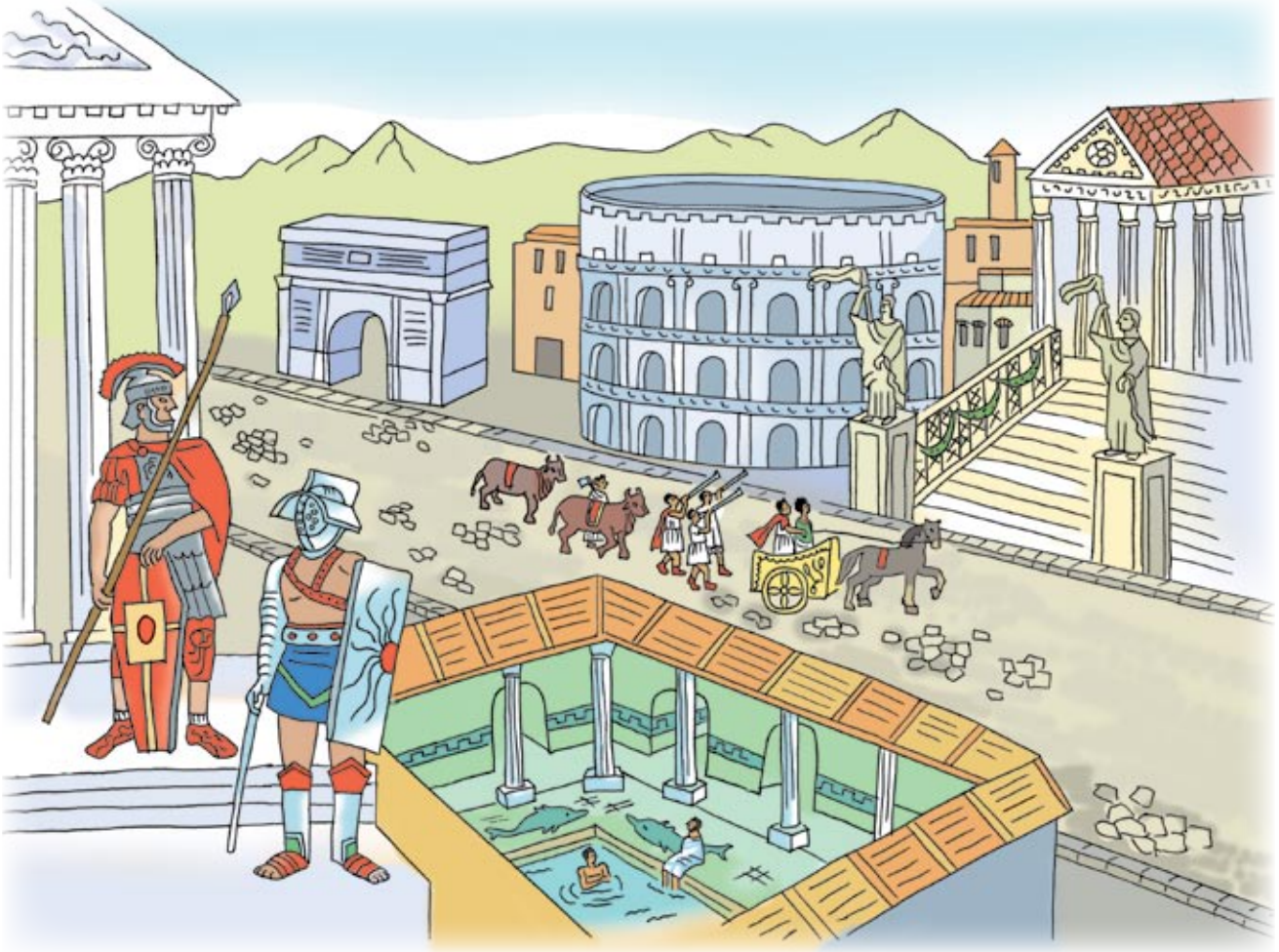
- 1 When was it? In the past or in the present? How do you know?
- 2 What happens to the word *take* when it is used in the past?
- 3 Does it take *-ed* at the end of the word?
- 4 What happens to the word *take* in the question?

LOOK

The ancient Greeks **took** part in the Olympic Games.

Did the ancient Greeks take part in the Olympic Games?
Yes, they **did**.

5 Read and ask the teacher for the information.



Example: Did the ancient Romans build theatres?

- 1 the ancient Romans / have houses with central heating?
- 2 the ancient Romans / make a lot of laws (законы)?
- 3 the ancient Romans / go to see gladiators' fights (бои гладиаторов)?
- 4 the ancient Romans / build good roads (дороги)?
- 5 the ancient Romans / build public **baths**?
- 6 the ancient Romans / take part in the Olympic Games?
- 7 the ancient Romans / go to the theatre?
- 8 the ancient Romans / have a strong **army**?

6 Write a letter to Mark Brett about the ancient Romans or some other ancient civilisation.

Dear Mark,
I'm on a dig in...

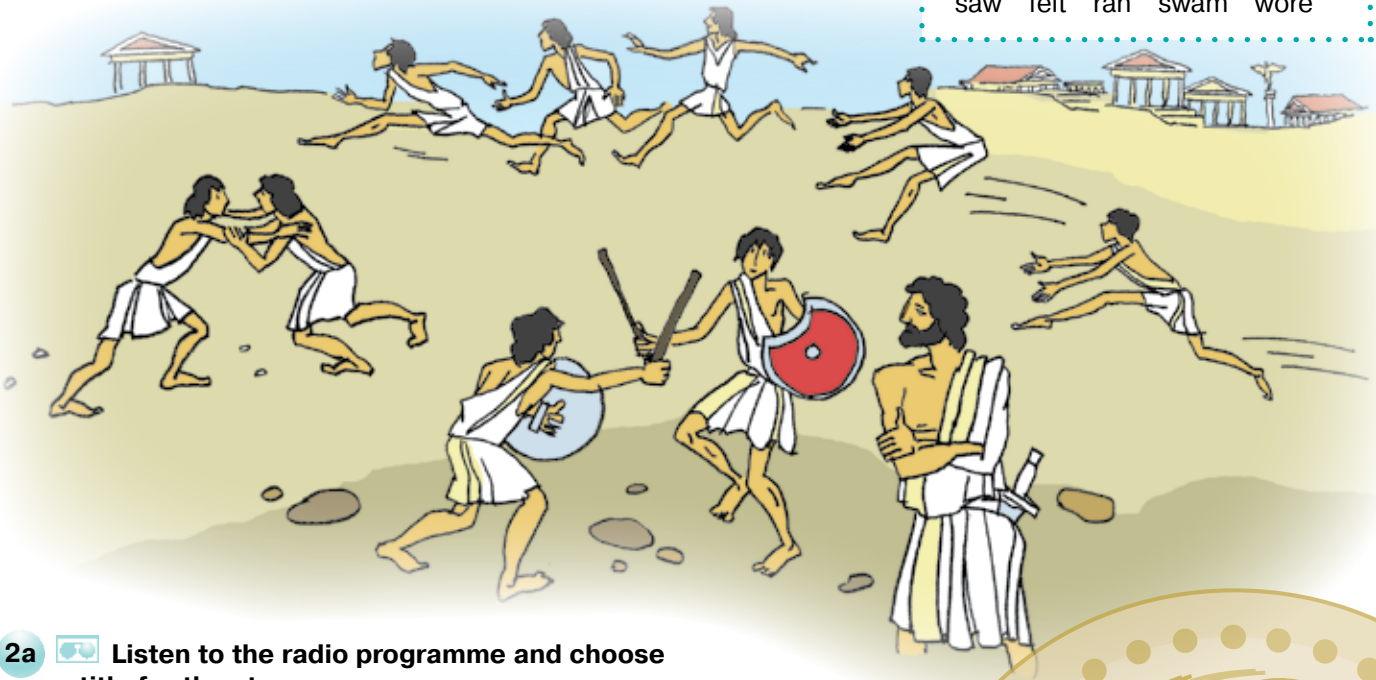
Looking forward to seeing you.
Best wishes,

Lesson 4 Ancient Sparta

1 Read and make pairs.

Example: run – ran

run swim think wear feel
choose see thought chose
saw felt ran swam wore



2a Listen to the radio programme and choose a title for the story.

- Soldiers of Sparta
- A Strong Boy

2b Listen again and put the sentences in the correct order.

- A He chose the child and took him away.
- B The man thought the child could make a fine soldier.
- C He saw that the boy was strong.
- D The tall man felt the arms and legs of the boy.

3a Read the newspaper interview with Professor Harris and find the answer to the question.

- Why were the Spartans the strongest soldiers in ancient Greece?

Q.: So life in Sparta was different from life in other parts of ancient Greece?
 Professor H.: Absolutely. Sparta was a difficult place to live. People didn't have good food and good clothes. In fact the Spartans couldn't have gold or silver.

Q.: And how did they teach their children?
 Professor H.: Spartan soldiers chose boys and trained them a lot. The Spartan army was very strong. But it was a hard life. The boys had only one tunic a year. They had no baths, they could only wash in the river – which was icy cold in winter.

Q.: Did they have enough food?
 Professor H.: The food was simple and poor and there wasn't very much of it.

Q.: So, it was a really hard life, wasn't it?
 Professor H.: It was. But they were great soldiers, strong and brave. We still use the word Spartan today to describe someone who lives a very strict and simple life.

3b Complete the Professor's table with ✓ and X.

		Boys in ancient Sparta	Modern children
1	train a lot to be soldiers	✓	X
2	wear tunics		
3	have a lot of food		
4	have baths		
5	swim in the icy river		

4 Read the examples in the LOOK box and explain the rules.

LOOK

Boys in ancient Sparta **trained** a lot to be soldiers.

Modern children **don't train** to be soldiers.

Boys in ancient Sparta **didn't have** a lot of food.

Modern children **have** a lot of food.

5a Look at the Professor's table in Ex. 3b and say what modern children do / don't do.

Example: Modern children *don't train a lot to be soldiers.*

Modern children have a lot of food.

5b Look at the Professor's table in Ex. 3b and say what boys in ancient Sparta did / didn't do.

Example: Boys in ancient Sparta *trained a lot to be soldiers.* Boys in ancient Sparta *didn't have a lot of food.*

6 Look at the cartoon strip and find what is wrong.

Example: The ancient Spartans *didn't have a lot of good food.*



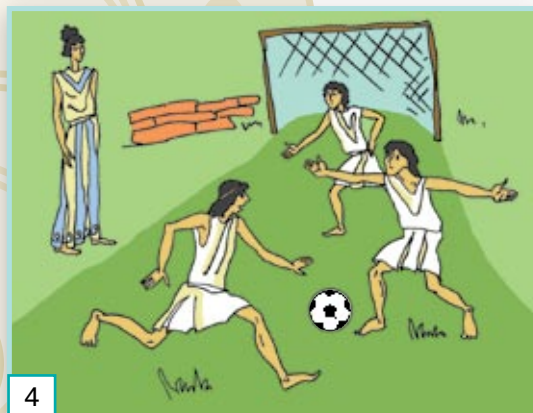
1



2



3



4

Lesson 5 Meet the great


1a Read the words in the LOOK box and explain the rule.

1b Write the past form of the verbs, explain the rule.

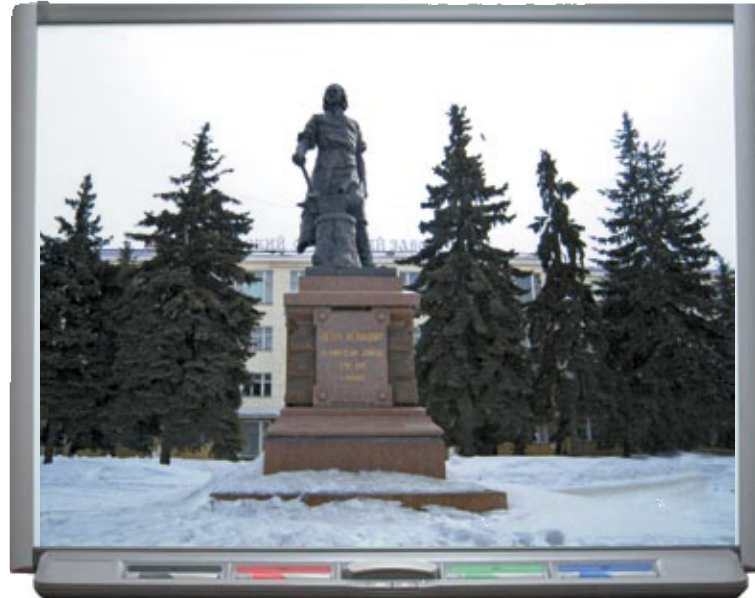
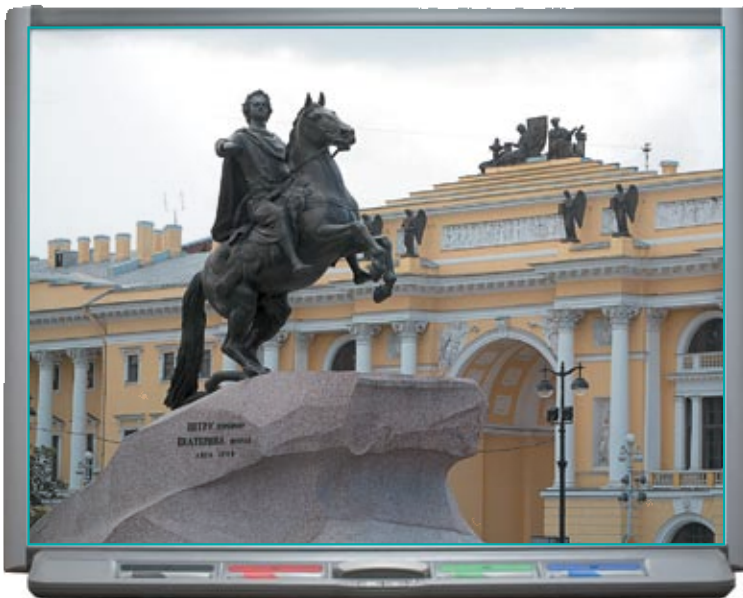
use collect hunt farm kill fish live
play study train like visit travel

LOOK

play + **ed** = **played**
use + **ed** = **used**
stop + **ed** = **stopped**
study + **ed** = **studied**

2  Look at the screens at the Interactive History Exhibition, listen to the computer and answer.

become a king live in a palace train to be a soldier study history
build new cities make a lot of ships organise a strong army



3a Look at the pictures and find the objects from the box below.



A

Prince Peter was always a leader. He was a big, strong boy. His friends knew that one day he'd be King of Russia, so they did what he told them.



B

Peter liked games very much. He played soldiers with his friends. Because he was a prince, he could use real guns!



C

The prince didn't make castles out of boxes, or use toy ones. He had a real castle where he could play.

toy guns
real guns
soldiers
prince
castles

3b Look at the pictures again, read the cartoon stories and find a mistake in each picture.

Example: There is a mistake in the picture because ...

4 Complete the history book.

Alexander the Great (1) ... (be) the son of King Philip of Macedonia. Alexander (2) ... (live) in a beautiful palace. He (3) ... (train) to be a soldier, like his father. He (4) ... (study) the history of wars.

Alexander (5) ... (be) very strong and brave. He (6) ... (play) soldiers with his friends and (7) ... (swim) in the river. Also Alexander (8) ... (like) horses very much. His favourite horse (9) ... (be) Bucephalus.

King Alexander (10) ... (be) a great soldier.

Lesson 6 Time travel

- 1 You are going to be time travellers and visit different times and places in a Time Machine.

- Make up groups of four
- Read the role cards and choose your roles

Role card 1

Navigator

You are the navigator in your team. Your job is to collect information about the time.

Role card 2

Archaeologist

You are the archaeologist in your team. Your job is to collect information about the place.

Role card 3

Historian

You are the historian in your team. Your job is to collect information about the people who lived in the place.

Role card 4

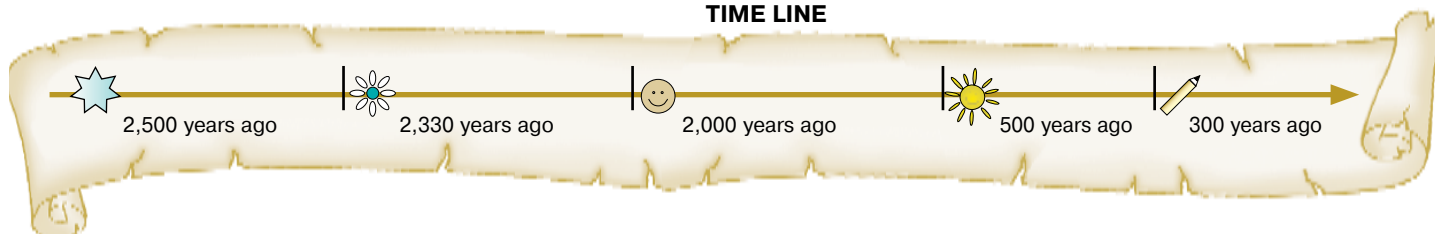
Captain

You are the Captain in your team. Your job is to help the other members of the team collect the information and to write the report for the Time Travel Centre.



- 2 Listen to the Time Travel Centre, look at the time line and find out where your team is.

TIME LINE



- 3 Read the questions and find the answers in Lessons 1–5 in this unit.

Questions for the Navigator:

- 1 What time did you visit?
- 2 Was it before or after the Ice Age?
- 3 Who lived then?
- 4 What did the people do?

Questions for the Archaeologist:

- 1 Where were you?
- 2 What was the place like?
- 3 Who lived there?
- 4 Where did the people live?
- 5 What did the people do?

Questions for the Historian:

- 1 Who lived there?
- 2 What did the people do?
- 3 What did the people make?
- 4 What did the people build?
- 5 What did the people have?

Task for the Captain

Prepare a report for the Time Travel Centre. See Ex. 4.

4 Report in your teams and help the Captain to fill in the chart.

Time	
Place	
People	
• live in	
• can	
• build	
• make	
• have	
Your choice	

5 Report to the Time Travel Centre and complete the big chart.

6 Decide which teams:

Collected a lot of facts	Made an interesting report	Spoke good English

7 Complete the captain's logbook about your travels.

We were in the time ... years ago.
We were in ...
It was fantastic! We saw ...

CAPTAIN'S LOGBOOK

Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

1a Listen and choose who the programme is about.

A the ancient Greeks

B the ancient Romans

Score __ / 4

1b Listen again and tick what is mentioned.

They:

a) built baths

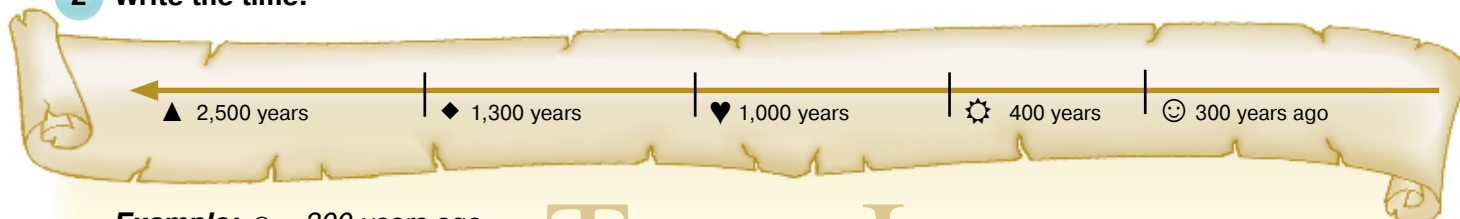
b) had a strong army

c) took part in wars

d) went to the theatre

Score __ / 8

2 Write the time.



Example: ☺ – 300 years ago.

- ⚙ ...
- ♥ ...
- ♦ ...
- ▲ ...

TIME LINE

Score __ / 4

Score __ / 4

3 Put the verbs into the right columns.

[t]	[d]	[ɪd]

used collected hunted farmed killed
visited fished travelled lived played

Score __ / 10

4 Name the people who lived in the place.

Example: ancient Greece – the Greeks

- a) ancient Rome
- b) ancient Sparta
- c) ancient Egypt
- d) ancient China

5 Write questions for these answers.

Example:

A: Yes, it did. The woolly rhinoceros lived in Siberia about 10,000 years ago.

Q: Did it live in Siberia?

- 1 A: Yes, they were. Sabre-toothed tigers were dangerous animals.
- 2 A: Yes, they did. The ancient Greeks studied maths and astronomy.
- 3 A: Yes, he did. Alexander the Great lived about 2,330 years ago.
- 4 A: Yes, he was. Peter the Great was about 2 metres tall.
- 5 A: Yes, they did. Boys in ancient Sparta swam in the icy river.

Score __ 10

6 Write five sentences for a history book.

Choose the topic you like best.

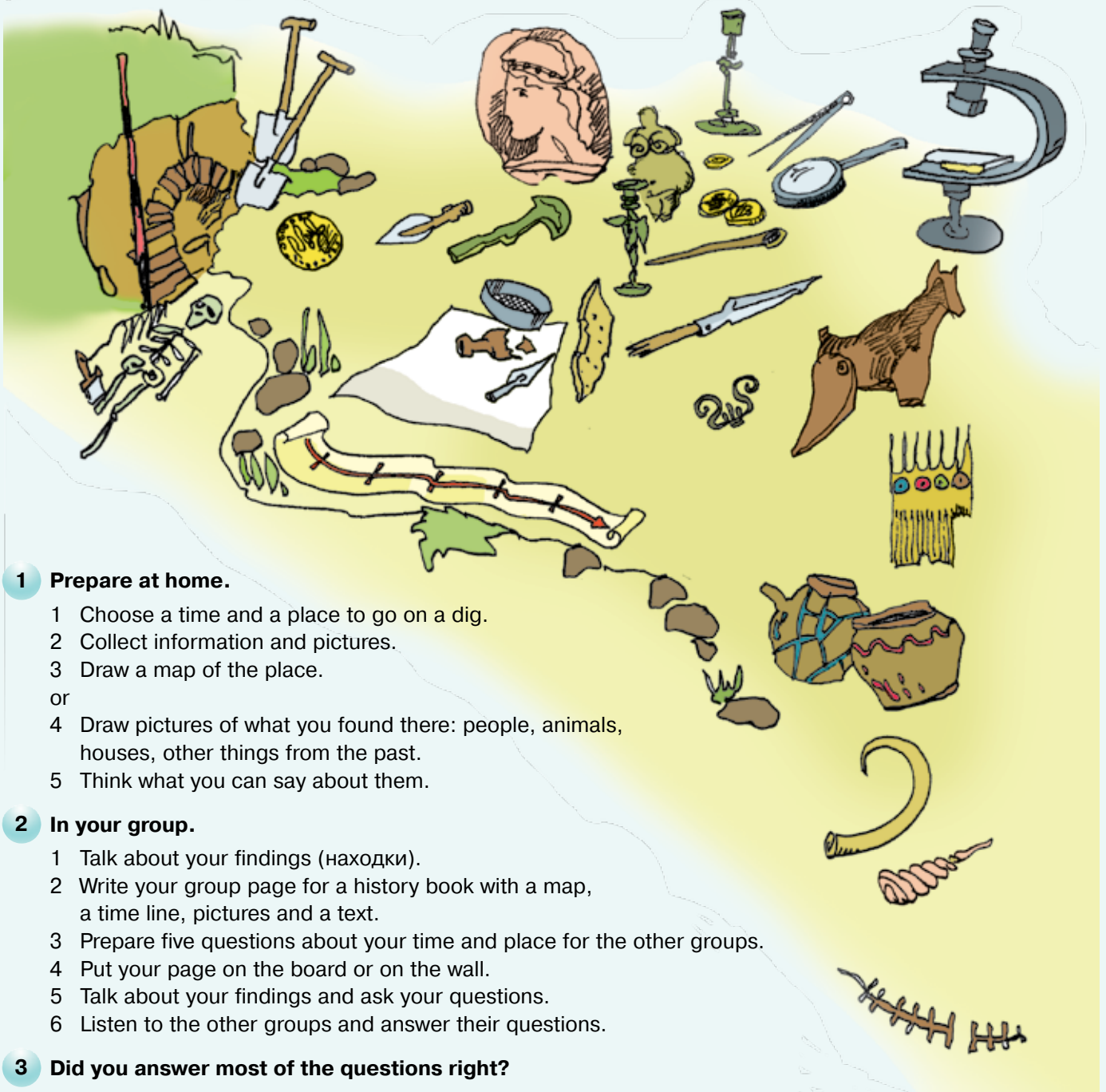
- the animals of the Ice Age
- the ancient Greeks
- the Native Americans
- the ancient Romans
- Peter the Great

Score __ 10

Total __ / 50

Lesson 8 Project

Let's be archaeologists



1 Prepare at home.

- 1 Choose a time and a place to go on a dig.
 - 2 Collect information and pictures.
 - 3 Draw a map of the place.
- or
- 4 Draw pictures of what you found there: people, animals, houses, other things from the past.
 - 5 Think what you can say about them.

2 In your group.

- 1 Talk about your findings (находки).
- 2 Write your group page for a history book with a map, a time line, pictures and a text.
- 3 Prepare five questions about your time and place for the other groups.
- 4 Put your page on the board or on the wall.
- 5 Talk about your findings and ask your questions.
- 6 Listen to the other groups and answer their questions.

3 Did you answer most of the questions right?

- If yes, you get an Archaeology Certificate.



Lesson 1 What's on?

1a Read and learn how to invite someone to the theatre.

Max: Let's go to the theatre.

Jane: **What's on?**

Max: Let's check on the internet.

1b Act out sad and happy characters.

2a Read and find a play for the children.

- 1 Max (aged 11) likes adventures. He is a scout.
- 2 Jane (aged 10) likes stories.
- 3 Aigul (aged 12) is interested in history.
- 4 Thomas (aged 3) likes cartoons.
- 5 Dima (aged 11) likes computers and technology.



What's On – Children's Shows

Sunday 8 February

Welsh Theatre

Hywel ['hʌwəl] **and the Mermaid.** A beautiful Welsh legend about a fisherman and a mermaid who saves his life. Ages 8–11. 11 a.m. & 5 p.m.

Puppet Theatre

Punch and Judy [ˈpʌntʃ ən ˈdʒuːdi]. A traditional 'Punch and Judy' puppet show. Don't wait to see it on a summer beach, watch it now. Ages 2–99. 2 p.m.

Arts Theatre

The Bear that wasn't there. A group of scouts are camping deep in the forest. A bear comes out of the forest. What happens next?! Ages 9–12. 10 a.m. & 12 a.m.

New Millennium Theatre

A Robot Father. A great play for kids and their dads to watch together. A mad professor designs a super robot. But he can't program this robot to be like a real dad. Ages 4–15. 11.30 a.m. & 2 p.m.

A Robot Father

Drama Centre

Midas the King ['maɪdəs ðə kɪŋ]. A myth from ancient Greece about a greedy king who loved gold. But in the end he understands that there are things more important than gold. Ages 10–12. 11.30 a.m. & 2 p.m.

MIDAS THE KING

2b Choose a show and invite your partner to see it.

Example:

A: Would you like to see 'Punch and Judy'? It's a puppet show.

B: I'd love to. I love puppet shows.

C: No, thanks. It's for little children. I'd like to see 'Midas the King'.

3a Look at the ticket and complete the conversation with the information from the ticket.

Max: Can I have two tickets for (1) ..., please?

Clerk: Sure. What time?

Max: At (2) ... o'clock.

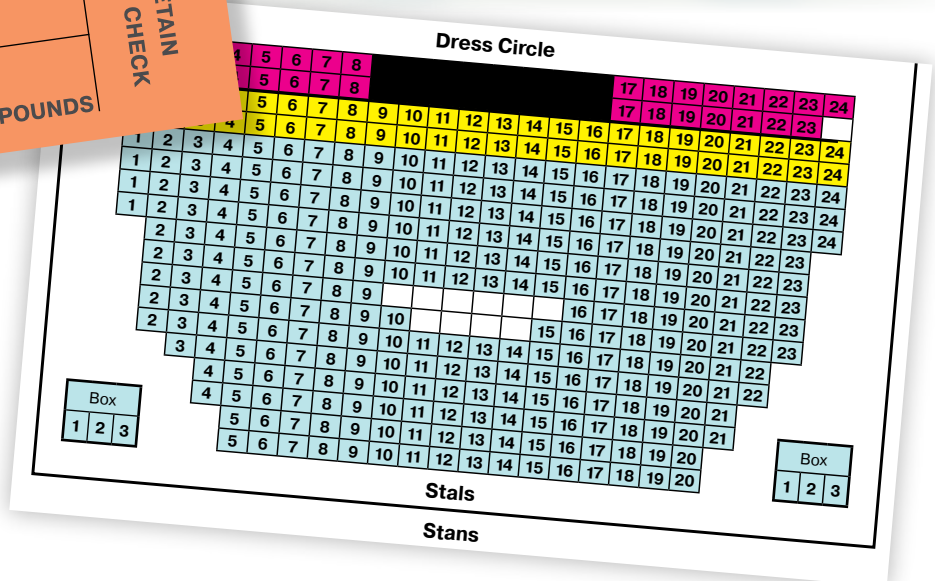
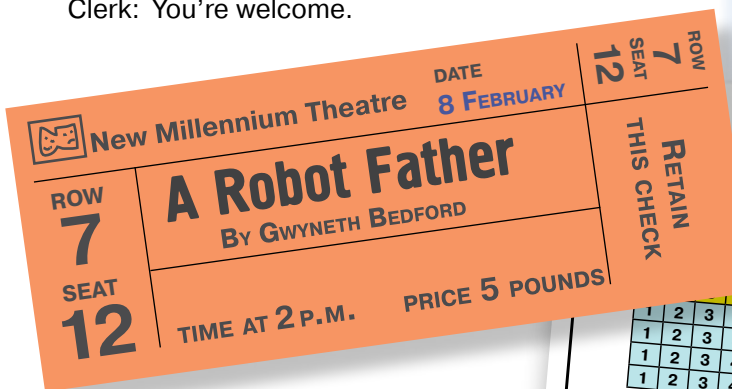
Clerk: Let me see. Is **row** (3) ... OK?

Max: Yes, that's fine. Somewhere in the middle, please.

Clerk: Here you are. That's (4) ... pounds, please.

Max: Thanks.

Clerk: You're welcome.



3b Listen to the conversation and check your answers of Ex. 3a.

3c Act out the conversation.

Pupil B: Look at p. 153.

Card for Pupil A

- 1 You sell tickets at the box office. Talk to Pupil B, complete the ticket and give it to him / her.
- 2 You want to buy two tickets for *Punch and Judy*. You want to see it at 2 o'clock.

4 Choose a show from Ex. 2a and write a note to invite a friend.

Example:

Let's go to the theatre on Sunday and see 'The Blue Bird'. It is on at the Drama Centre. It starts at 5 p.m. It's a fairy tale. Would you like to see it?

Lesson 2 The bear that wasn't there

1a Discuss these questions in pairs and report in class.

- Are you scared of the dark?
- Are you scared of bears?
- Are you scared of snakes?

1b Pretend you are very scared and answer the questions again.

1c Talk to a person who is scared and comfort him / her.

- Don't be scared! Don't be silly!
- There's no reason to be scared.
- There are no snakes here.
- There are no bears here.

2a  Listen to the play and put the pictures in the right order.



2b Look at the play and find:

- 1 The playwright's name.
- 2 Name the characters who say the words of the dialogue.

2c Divide the text of the play into six scenes, one to match each picture.

3 Prepare for the performance.

- 1 Choose the character you want to play.
- 2 Read these drama tips and follow them while preparing and performing.

Drama tips

- Face the front and look directly at the audience.
 - Don't just read your script, speak out loudly.
 - Don't hide your face, act out the part.
 - Move around with actions to suit the part.
- 3 Repeat your scene a few times until you can do it well.

4 Put on your hats and act out the play.

5 Your friend is going camping in the forest. She / He is scared. Write a note to cheer him / her up. Make it funny.

It's OK. Bears don't like scout hats!

DEEP IN THE FOREST

By Carolyn Graham

Characters:

Scout leader

Scout One and Scout Two

Bear

Chorus of scared scouts

- 1 **Leader** **Deep in the forest,**
away from home.
Isn't it fine?
- Scout one** I'm scared.
- 5 **Scout two** Me, too.
- Chorus** We're scared
Away from home,
Deep in the forest,
We're scared.
- 10 **Leader** Don't be **silly**.
You're **safe** in the forest.
There's no reason to be scared.
- 15 **Scout one** Mama said to be **careful**,
Mama said to **watch out**.
- Chorus** Watch out, watch out,
Mama said to watch out.
Mama said to be careful,
Mama said to watch out.
- 20 **Leader** Watch out?
For what?
- Scout two** Snakes and bears.
- Chorus** Snakes and bears,
Snakes and bears.
Mama said to watch out.
- Leader** Snakes and bears?
There are no snakes or bears here.
- Scout one** NO? Are you sure?
- Leader** Of course I'm sure.
- 30 **Chorus** No snakes, no bears.
No snakes, no snakes,
No bears here.
No snakes, no snakes,
No bears here.
- 35 **Leader** Now, close your eyes and go to sleep.
Remember, **NO** bears.
- Chorus** Close your eyes and go to sleep.
No snakes, no snakes, no bears.

- 40 **Leader** Look at that.
They're sleeping.
The sweet little scouts are sleeping.
- Chorus** Sleeping, sleeping.
The sweet little scouts are sleeping.
- 45 **Leader** Where's the moon?
Where are the **stars**?
It's very dark tonight.
- Chorus** Where's the moon?
Where are the stars?
It's very dark tonight.
- 50 **Leader** Oh, what's that over there?
- Chorus** What's that? What's that?
What's that over there?
- Leader** Is that a man over there?
- 55 **Chorus** A man over there?
- Bear** I'm not a man, I'm a bear.
I'm a bear that wasn't there.
- Leader** What? A bear?
- 60 **Bear** I'm the bear that wasn't there.
You said there were no bears here.
Well, I'm the bear that wasn't there.
- Chorus** He's the bear.
He's the bear.
He's the bear that wasn't there.
- 65 **Leader** I'm scared.
I'm scared.
Deep in the forest,
I'm scared.
- 70 **Bear** Don't be silly.
You're safe with me.
There's no reason to be scared.
- Leader** You don't eat scouts?
- Bear** Who me? Eat scouts?
- 75 **Chorus** I don't eat meat,
I'm a **vegetarian** bear.
He doesn't eat meat.
He doesn't eat scouts.
He's a vegetarian bear.
- 80 **Bear** Go back to sleep.
Close your eyes and go to sleep.
You're safe with me in the forest.
- Chorus** Go back to sleep,
Go back to sleep.
- 85 **Chorus** You're safe with him in the forest.

Lesson 3 A Robot Father

1a Make rhyming pairs.

Example: think — drink



1b Make up a rhyme and act it out.

I am a robot	I am a robot
I can think	I can hop
I am a robot	I am a robot
I can drink	I can't stop

2a Say what your Robot Father does.

A Father

- gives me a hug when I'm sad
- plays games with me
- tells interesting stories
- buys me sweets
- is kind
- is fun
- gives my mum flowers
- helps me with my homework
- knows how to **fix stuff**
- loves me
- ???

2b Choose the three top functions for a father.

3a Look at the play and find:

- | | |
|--------------------------|---|
| 1 The title of the play | 4 The dialogue (the words that characters say) |
| 2 The playwright's name | 5 The stage directions (they show what the characters do and how they feel) |
| 3 The list of characters | |

A Robot Father

By Gwyneth Bedford

Characters

Mad Professor E. Centric

Robot

Kids

Professor: Hello, hello, ladies and gentlemen, boys and girls, cats and dogs, goldfish and budgies, come and see Professor E. Centric's fantastic robot. You can **program** it. It can be your servant, your friend, your bodyguard, your pet — in fact anything you want! Let me demonstrate this amazing machine. *(Robot moves mechanically across the stage and shakes hands with professor. Touches his toes and makes other robotic movements.)*

Robot: Would-you-like-me-to-help-anybody? *(Speaking in robot voice.)*

Kids: Me, me, me!

Professor: Ok, you — small and important person. What do you want my robot to be? Your servant — to keep your room tidy, or your driver — to take you everywhere, or just be your friend?

Kid 1: Er, how about a Dad, make him like a Dad.

Kids: Yeah, great idea.

Professor: OK, boys and girls. What do I need to program him to do?

Kid 2: Give me a hug when I'm sad.

Kids: Yes, a really good hug. *(General agreement.)*

Professor: OK, a hug, let's try that. *(Prof does something with robot and then the robot comes up to a child and hugs him / her so tight that it lifts his / her legs off the ground and then drops him / her.)*



Kid 2: Not like that! That was awful.
 Professor: Hmm, well I can change that. What else does a robot dad do?
 Kid 3: He's fun.
 Kid 4: He's kind.
 Kid 1: He helps me with my homework.
 Kid 2: He buys me sweets.
 All kids together: No, he doesn't!
 Kid 3: He loves me even when I'm naughty.
 Kid 4: He buys my mum flowers.
 Kid 2: He cooks delicious meals. He comes shopping with me and buys me clothes.
 Kid 1: He tells lots of interesting stories.
 Kid 2: He picks me up from school and he's at all my football games.
 Kid 4: He takes me to music lessons.
 Kid 3: He does funny voices. He makes me laugh.
 Professor: Wait, wait, stop — are you sure he has to do ALL these things?
 Kid 4: Yes, and more. He plays computer games.
 Kid 2: And he buries my goldfish when it dies.
 Kid 3: He knows how to fix stuff. He can make things.
 Kid 4: He buys us ice cream.
 Kid 1: And does all the barbecues.
 Professor: Wait a minute! I think it's impossible for a robot to do all these things. I think your ideas are unrealistic. No one can do all these things — no one can be so multi-talented!
 Kids: Well, my dad is! And mine. And mine.
 Kid 1: Come on, let's go and find our dads and get a real hug.
 Kid 2: And a real ice cream! (*Kids run off stage.*)
 Professor: It's incredible that any human being can be more efficient than my super robot. (*Big sigh.*) Oh well, it's back to the drawing board. (*Exit professor and the robot.*)

servant ['sɜ:vənt] — слуга
bury ['beri] — хоронить
drawing board — чертежная доска
it's back to the drawing board —
 опять все сначала
human being [ˌhju:mən 'bi:ɪŋ] —
 человек
barbecue ['bɑ:bɪkjʊ:] — барбекю



3b **Listen, read and answer the questions.**

- 1 What functions do the children want Professor E. Centric to program into the Robot Father?
- 2 Which functions are the same as in Ex. 2a?

4a **Choose the character you would like to play and practise your lines.**

4b **Act out the play.**

5 **Do you think you can make a robot which is like a real human being? Why? / Why not?**

6 **Professor E. Centric wants to invent a new robot.**

- Choose a robot and list what this robot does:
 A Robot Mother
 A Robot Friend
 A Robot Teacher
 A Robot Grandmother

A Robot Teacher is kind and fair. He / She gives pupils good marks...

Lesson 4 Hywel and the Mermaid

1 Look at the pictures, listen to and repeat the words.



A

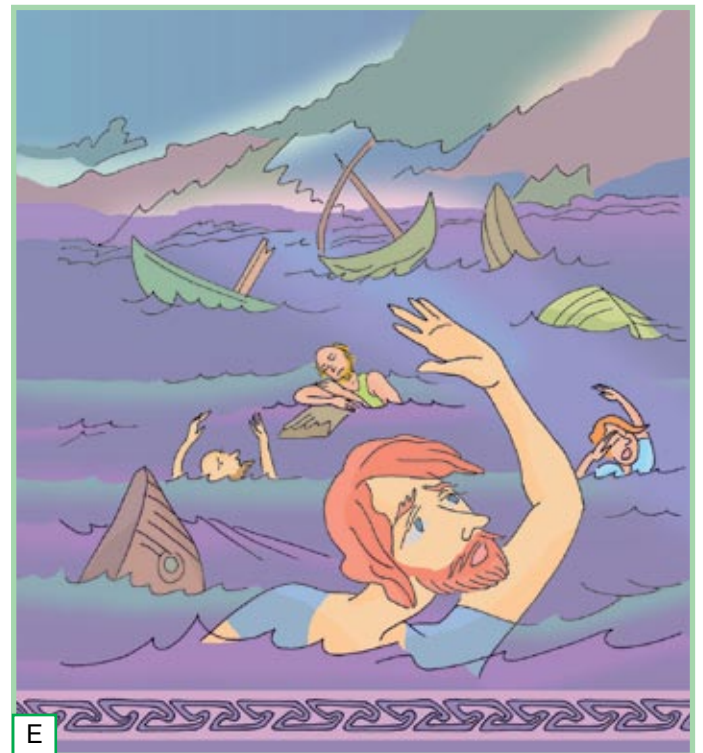
fisherman Hywel ['hæwəl]
rock [rɒk] — скала
mermaid Modlen ['mɒdlən]
net [net] — сеть
wave [weɪv] — волна
shore [ʃɔ:] — берег моря



B



D



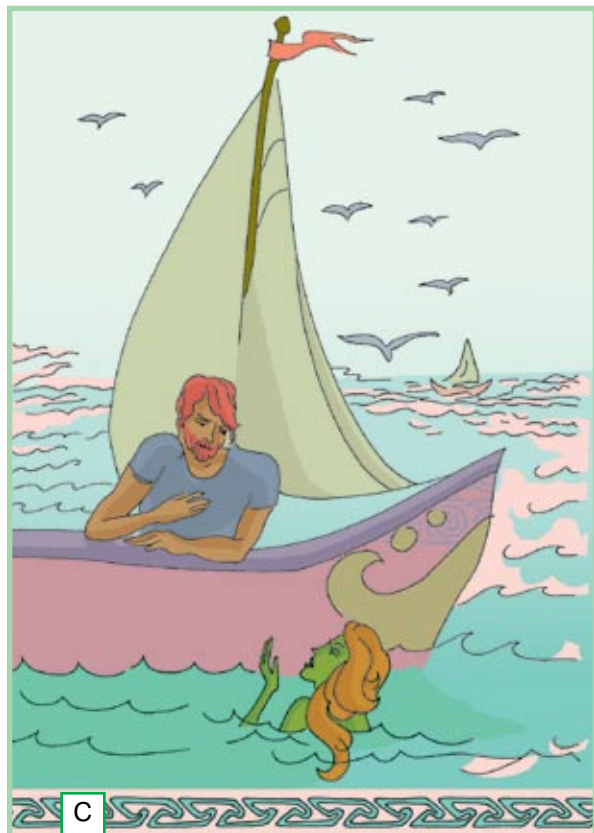
E

2a Look at the pictures and put them in order.

- There is one extra picture.

A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐

2b  Listen to the story and check your answer in Ex. 2a.



C



F



G

3a Read and match the pictures and the paragraphs.

- What paragraphs have no picture?

- ☐ 1 Once upon a time, there was a fisherman called Hywel. One day, he saw a very beautiful mermaid with long golden hair. She sat on a rock and sang a gentle song. Her name was Modlen 'She can come and live in my house', Hywel thought. 'I'll look after her.'
- ☐ 2 Modlen often saw him in his boat and she liked the fisherman. She agreed to go with him. But she was afraid to live on land with people. So, after a while the mermaid said, Please, let me go back to the sea!' But Hywel didn't listen to her.
- ☐ 3 He gave her food and water, but she was sad. She missed her home in the sea.
- ☐ 4 Hywel's friend said, 'Let her go.' But Hywel didn't like the idea. 'She can bring you bad luck if you don't let her go,' his friend said.
- ☐ 5 The mermaid lived in Hywel's house for a long time. She became very thin. 'Oh Hywel, I want to go home,' she said... 'I can help you if you are ever in danger at sea.'
- ☐ 6 So Hywel agreed to let her go. He took her to the sea and **kissed her goodbye**. 'I will call your name three times if ever you are in danger,' said Modlen.
- ☐ 7 Many years passed by, but Hywel never forgot about Modlen. Then one evening when he was out fishing, he saw Modlen swimming near his boat. 'Hywel, Hywel, Hywel! **Draw in your net** and go home!' she cried. The sea was **calm** and there were no clouds in the sky. But Hywel went home. The other fishermen laughed at him.
- ☐ 8 Suddenly a big storm started. There were huge waves, wind and rain but Hywel was safe back on land. 'Thank you, Modlen the mermaid,' said Hywel. He was now happy.

3b Answer the questions.

- Does the story have a sad or happy ending? Why?
- How many scenes are there in the story? What are they?
- How many characters are there in the story? Who are they?

4a In groups read the story again.

- Find where the characters are speaking.
- Write more lines for the characters to speak.

4b Read the drama tips and prepare to act out your play.

Drama tips

- If somebody in the audience laughs, don't laugh with them.
- Stop and wait in silence. Start when they can hear you again.
- If somebody talks in the audience, don't listen.
- Make an imaginary 'wall' between you and the audience.

4c Act out the story.

- 5 Choose a scene from 'Hywel and the Mermaid'. Write a script for it using the lines you wrote for the characters in Ex. 4a.

Lesson 5 A puppet show

1 Read and say the names of the puppets in the pictures.

Long before we had radio, cinema or television there were puppet shows. Children and their parents saw them in many countries. In Russia we had Petrushka. In England they had Punch and Judy. In England you can still see some traditional Punch and Judy shows on the beaches in summer.



2a Read and listen to the beginning of the puppet show and say what name of a fruit Punch calls children.

Punch: *(Comes up and dances jumping about, clapping, bowing and singing 'how-de-do-de-doo'.)* Oh hello everybody well every ... Judy! Judy! Where are you? Come here, my dear.

Judy: Oh, Mister Punch, I'm here. Are you hungry Mister Punch? *(Punch nods his head.)* OK then, would you like a sandwich? *(Punch nods.)* I'll go to the kitchen and make you a sandwich.

Punch: OK. OK. Then I can look after the baby. *(Punch laughs.)*



2b Make two finger puppets of Punch and Judy.

- 1 Make a red hat for Punch and a white cap and a skirt for Judy.
- 2 Draw their faces on your index fingers.
- 3 Put on the hat, the cap and the skirt.

2c Show the scene to your classmates.

- 1 Practise the lines with your partner.
- 2 Turn round and act out the play for your classmates from behind their desk.



3a Read what happens next and say how many puppets there are in the play.



1

Scene 1

Judy brings the baby to Punch.
Punch puts the baby on the table
and falls asleep. The baby is crying.



2

Scene 2

Judy comes in.
Judy wants to teach Punch a lesson.
She runs after him. She calls
a policeman.



3

Scene 3

The policeman comes up. He wants
to arrest Punch.
Punch makes a fool of him.



4

Scene 4

The clown Joey comes up. He has
five sausages.
Punch runs after him.
Joey gives Punch the sausages.



5

Scene 5

Punch has the sausages.
A crocodile comes up and takes them.
Punch runs after the crocodile.
The crocodile wants to bite Punch on the nose.



6

Scene 6

Punch is lying on the stage.
The doctor comes up.
The doctor sees that Punch is not ill.
The doctor examines Punch and wants
to give him an injection.
Punch runs away.

3b Answer the questions.

- | | |
|---------------------------------------|----------------------------------|
| 1 What does Punch do with the baby? | 4 Who gives Punch some sausages? |
| 2 Why does Judy teach Punch a lesson? | 5 What does the crocodile do? |
| 3 What does the Policeman want? | 6 Why does the doctor come? |

4a  Listen to an extract from the show and say which scene it is.

4b Read these lines and say what Punch really means.

Policeman: Well I'm very sorry Mister Punch but I have a warrant for your arrest!

Punch: You've left your wallet in your vest?!

Policeman: No, no, no. I have a warrant for your arrest!

Punch: I need to go and have a rest? Well, I can't do that!
We're in the middle of a show!

warrant — ордер на арест

wallet — бумажник

vest — жилет

have a rest — отдохнуть

5a Look at what happens in Scene 6 on page 101. Match these phrases to make up the dialogue between Punch and the doctor.

Punch:

- 1 Help! Help! Please call me a doctor.
- 2 Yes, doctor.
- 3 Terrible.
- 4 I had a fight with a crocodile. He hurt my nose badly.
- 5 Oh no! It's OK. I'm off. Goodbye!

Doctor:

- a) What's happened to you?
- b) Well, Mister Punch. You need an operation.
- c) Hello. Can I help you?
- d) How do you feel?

5b Choose the funniest ending or invent your own and act out the last scene.

Punch:

a)

Doctor: Mr Punch, you must do your hair.

Punch: Me, eat a chair?
Oh, no!

b)

Doctor: Well, Mr Punch...

Punch: Time for lunch? OK, let's go!

6 Write your own script for Scene 6. Include the title, the name of the playwright, list of characters, dialogue and stage directions.

Punch and the doctor

By (your name)

Characters:

Punch

Doctor

...

Scene 6

Punch: *(lying on the stage)* ...

Doctor: ...

Did you know that

Puppetry is a very ancient art form. There is evidence that puppets were used in Egypt as early as 2000 BC. Puppets made of clay and ivory were found in Egyptian tombs.

Puppets are controlled by people. Some puppets fit over the hand or a finger. Others have strings or rods that are moved from above or below.




Lesson 6 How did you like it?


1a Read the sentences. Put a plus (+), a minus (-), or plus / minus (+/-) next to them.

- That was great / incredible / fantastic. ☐
- That was alright, I suppose. ☐
- It was long and very boring. ☐
- I'll never go to the theatre again. ☐
- I really enjoyed the show. ☐
- It was terrible. ☐
- It was OK, but not great. ☐

1b  Listen to the end of the show. Did all the children like it?

2a  Listen again and say who liked the show (+), who thought it was OK (+/-) and who didn't like it (-):

- a) the first boy
- b) the girl
- c) the second boy

2b  Listen again and tick the things the children talk about.

	Boy 1	Girl	Boy 2
story			
actors			
music			
costumes			
acting			

2c Ask your partner what he / she thinks about the plays in Lessons 2, 3, 4 and 5 and talk about your impressions.

Example:

A: How did you like the story in Lesson 2, 'The bear that wasn't there'?

B: I liked it very much. It was great. And what about you? How did you like it?

A: I think it was long and very boring.



3a Read about this theatre and say who acts in it.

M.E.S.S. (Mr English Stage Stars) is a drama school for both children and adults specialising in musicals. The school does London and Broadway musicals. All the shows are in English. The school is for **professional** actors and for those who are not professionals, but everybody acts professionally here. This is real theatre! Let's start at the very beginning...



M.E.S.S.

3b Read the interview with the actors and match the questions with their answers.

- 1 Why did you join the theatre?
- 2 Are you afraid you may forget your lines?
- 3 Do you feel nervous on stage?
- 4 Do you want to be a professional actor?

wig — парик

I'm aware of it. — Я это понимаю.

bow — кланяться

A _____

Irina (12): One day my mum took me to the theatre and I really liked it. So I decided to join this theatre. I like acting very much. It's fun when you're not being you but somebody else. You show that you're happy or sad or that you're in love. In Cinderella I play three parts in one show.

Lyuba (13): I like acting very much. In my real life I sometimes act too. I mean when I make up a story, it's not true, but I really believe in it when I'm acting, so other people believe in it too. But I'm just imagining it and acting.

B _____

Lyuba (13): I don't know yet. Sometimes I want to be an actor, sometimes I want to be a singer.

Arthur (12): I don't think I want to be a professional actor when I grow up. Drama helps me to learn English better and not to forget it. Doing drama in English helps me to see what it is like to be an actor.

C _____

Sasha (13): Just a little bit. The audience are just ordinary people. They don't want to do you any harm. When I act on stage I do my best and I feel sure they like me, so I'm not scared. One day I even got some flowers after the show. A lady came up on the stage and gave them to me. I felt great. It was my Granny. But I didn't recognise her because she was acting too — she had a wig on!

Arthur (12): Yes, I do feel nervous. I'm scared of being on stage. But I'm aware of it. And at the same time I like the feeling very much. It's exciting. At the end of the show all the weight falls off your shoulders. You hear applause and you bow. It feels great.

D _____

Lyuba (13): I don't worry about the words. If I forget them I can always make something up and hide any mistakes. People in the audience don't know what is right.

Sasha (13): I never forget my words. I learn my words very well and I practise a lot before the show.



3c Read again and say who:

- 1 feels scared on stage
- 2 practises acting in real life
- 3 practises his lines a lot before the show
- 4 got some flowers from his grandmother
- 5 is not afraid to forget her lines
- 6 doesn't want to be a professional actor



4 Write a review for the class newsletter giving your opinion of the performances in this unit. Say whether you liked acting in them.

- Follow the plan:

I liked (*Title of the play*) very much.

The story was ...

The actors were ...

The costumes were ...

The music was ...

I played ... in it.

I practised my lines a lot. I didn't feel / felt scared / nervous.

Acting in the play was ... I really enjoyed it.

I want to be a professional actor now.

great
good
fantastic
incredible
exciting
interesting
cool
fun

Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

1a Listen and find Jane's ticket.



Score: __ / 5

1b Listen again, read the theatre guide and complete the information on Jane's ticket.

Children's Drama School

7 March

Cinderella 10 a.m.

Mermaid 2 p.m.

8 March

The Beauty and the Beast 12 p.m.

Show (a) ...

Date (b) ...

Time (c) ...

Row (d) ...

Seat 12

Price 5 pounds

Score: __ / 12

2 Program your Robot Mother.

- Write down three things your Robot Mother can do.

Example: My Robot Mother loves me.

Score: __ / 9

3 Write down the words for the things in the picture.

1 sea

5

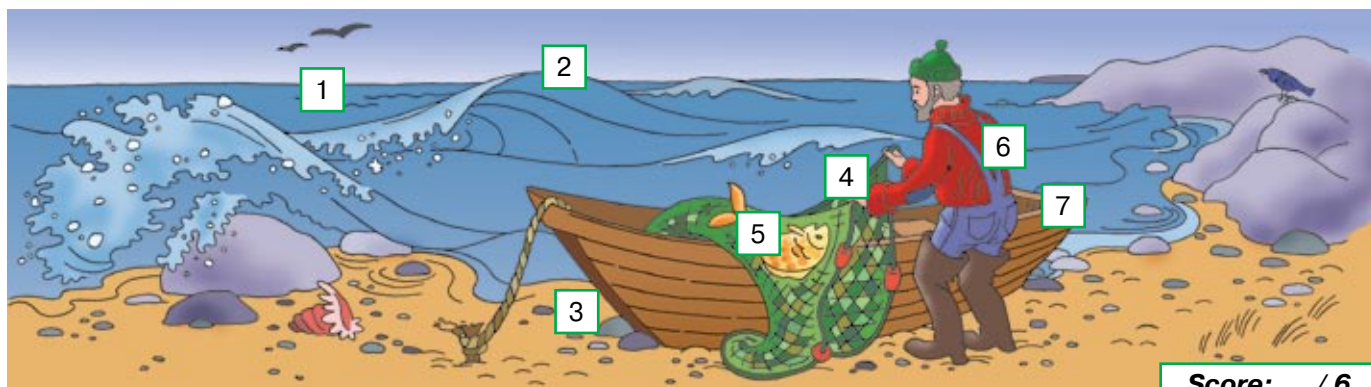
2

6

3

7

4



Score: __ / 6

4 Find and write the first four lines for the characters in the story.

The Rabbit and the Fox

One day a fox saw a rabbit. The Fox ran after it. He caught the Rabbit in his mouth and said, 'Little Rabbit, I want to eat you.'

What could the poor Rabbit do? He said to the Fox, 'Very well, Mr Fox, eat me up! But first please sing to me. You sing so well.'

The Fox was very happy to hear these words. He opened his mouth a little and began to sing:

'I'm a fox, look at me! I've caught a rabbit, fat is he!'

The Rabbit said, 'I can't hear you very well, Mr Fox. Can you sing a little louder?'

So the Fox opened his mouth a little more and began to sing a little louder:

'I'm a fox, look at me! I've caught a rabbit, fat is he!'

'Oh, that's better, Mr Fox,' said the Rabbit. 'But I know you can sing much better. Put me down on the grass near you. Then you can open your mouth very wide and sing very well.'

The Fox put the little Rabbit down on the grass near him, opened his mouth very wide and began to sing:

'I'm a fox, look at me! I've caught...'

'Oh, no, you haven't, you haven't,' cried the Rabbit, and ran away.

Before the Fox had time to close his mouth, the little Rabbit was far away.

Fox: Little Rabbit, I want to eat you.

Rabbit: (1) ...

Fox: (2) ...

Rabbit: (3) ...



Score: __ / 6

5 Write two sentences for each child:

Question: How did you like the show?



1 _____
2 _____



1 _____
2 _____

Score: __ / 12

Total: __ / 50

Lesson 8 Project

Let's play at theatre



1 In your group prepare for your show.

- 1 Choose a story from the unit.
- 2 Choose a director and actors for the characters.
- 3 Think of sound effects.
- 4 Choose some music for your play.
- 5 Choose the costumes, props and make-up.

2 Arrange the classroom into a theatre.

- 1 Make tickets.
- 2 Invite your parents, friends and relatives.

3 Act out the play for your teacher and classmates.

4 Watch the plays and complete the review form. Give one star (★) for a good try up to 5 stars (★★★★★) for best shows.

Title of the play	Acting	Story	Music and sound effects	Costumes, props and make-up	Actors

5 Vote for the Academy Awards.

- best actor (a boy)
- best actor (a girl)
- best costume
- best music
- best sound effects
- best props

6 Use pictures to make a show poster.

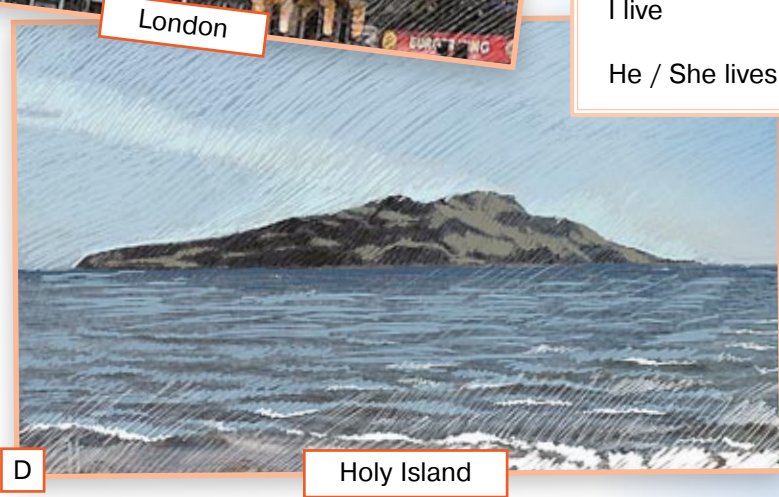
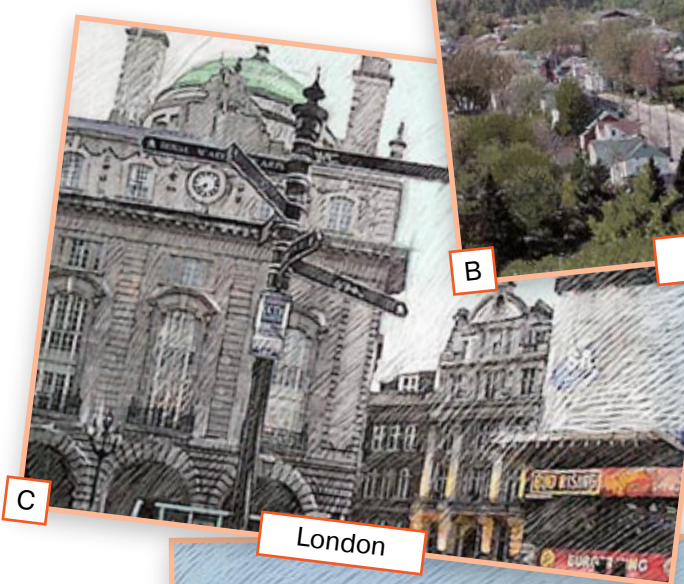
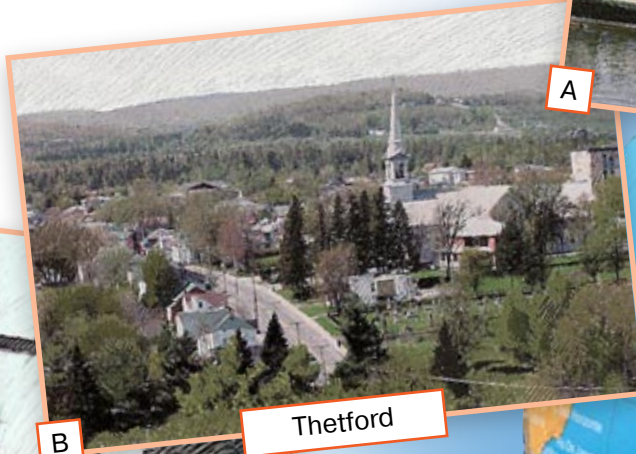
7 Write the title of the show and the actors' names under each photograph.



Lesson 1 Where do you live?

1 Match the photos and the words.

- 1 an island
- 2 a city
- 3 a town
- 4 a village



LOOK

I live	in a town / city
He / She lives	on an island




2a Listen and say who lives where.



2b  Listen again and tick the boxes with the answers.

- Why do you like living in your place?

I like living in / on ... because...	Lisa	Damon	Kirsty	Matthew
I like going to the city centre.				
we can go and see wildlife.				
it's nice to go round with friends.				
there isn't much traffic here.				
you can walk in the fields.				
it's a very beautiful town with lots of old buildings.				
we have lots of open space.				
people don't lock their doors.				
it's a big city and there are lots of shops and restaurants.				
people are really friendly here.				
there are lots of sights, cinemas and things to do.				
I like the school I go to.				
it is a safe place.				

2c  Listen and check if your answers are correct.

3 Tell your friend about the place where you live and why you like living there.

- Use sentences from Ex. 2b

4 Write about the place where you live and why you like living there.

Example: *I like living in Perm because I like going to the city centre.
There are lots of cafés and shops there...*

Did you know that

The world's biggest cities by population are Mumbai (India), Tokyo (Japan), Karachi (Pakistan), Delhi (India), Sao Paulo (Brazil), Moscow (Russia).



Lesson 2 The London Eye

A TOUR OF

- 1a Say the names of places and find them in the photos.

Buckingham Palace [ˈbʌkɪŋəm ˈpælɪs]

Trafalgar Square [trəˈfælgə ˈskweə]

Tower Bridge [ˌtaʊə ˈbrɪdʒ]

The Tower of London [ˌtaʊə ɒf ˈlʌndən]

Big Ben [ˌbɪɡ ˈben]



Buckingham Palace

It is the home of the Queen. It's the largest house in London with more than 660 rooms in it. It has an indoor swimming pool and a cinema.



C



The Tower of London

The Tower of London is a castle next to the River Thames. It is now a museum. The most **famous** things in the Tower of London are the **Crown Jewels**.

Big Ben

The name of the biggest bell in the clock tower in the Houses of Parliament building.

- 1b Say the words and match them with the Russian words.

1 popular [ˈpɒpjələ]

2 Crown Jewels [ˌkraʊn ˈdʒuːəls]

3 symbol [ˈsɪmbəl]

4 famous [ˈfeɪməs]

5 Nelson's Column [ˌnelsənz ˈkɒləm]

a) колонна Нельсона

b) символ

c) знаменитый

d) популярный

e) Сокровища Британской короны


- 2a Read the leaflet and do the Quickie London Quiz.

Quickie London Quiz

- What is in the middle of Trafalgar Square?
- What is Big Ben?
- Name the bridge which is a symbol of London.
- What place is the home of the Queen?

- 2b What place in London would you like to visit? Why?

Example: I'd like to visit Buckingham Palace because the Queen lives there.

- 3a  Listen to a tour guide and match the parts of the sentences.

1 In front of you is ...

2 Straight ahead you can see ...

3 On the right you can see ...

4 Behind us over there is ...

5 On the left is ...

a) the Tower of London

b) Hyde Park Corner

c) the Roman Wall of the City

d) No 10 Downing Street

e) Buckingham Palace

- 3b Take your partner on a guided tour of these famous places in London and say where to look.

Example: Straight ahead you can see Trafalgar Square.

LONDON



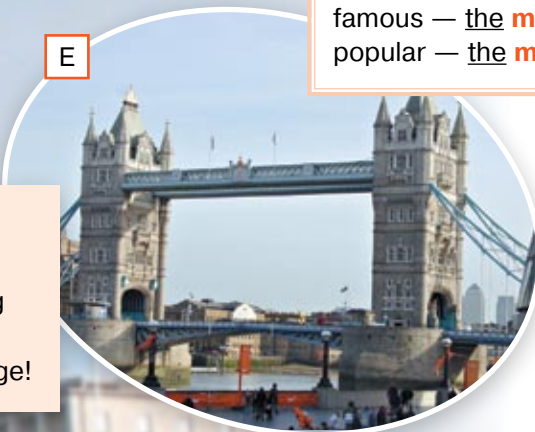
D

Trafalgar Square

It is a very **popular** place for people to meet. In the middle of the square there is the **Nelson's Column**, which is 51 m high with four huge lions.

Tower Bridge

One of London's best known sights, it is often used as a **symbol** representing London. It opens when big ships pass through. Not the same as London Bridge!



E

LOOK

big — the **biggest**
old — the **oldest**
large — the **largest**
famous — the **most** famous
popular — the **most** popular

4b Complete with the words in the box.

- Use the right form.

wonderful new popular
tall exciting famous large

Straight ahead you can see one of the (1) ... and (2) ... sights in London. It is The London Eye. It was opened on the 1st of February, 2000. It is (3) ... wheel in the world. It is 135 metres high. It has 32 capsules. You go up for twenty-five minutes and get (4) ... view from it. The Eye can give you a great view of (5) ... places: St Paul's Cathedral — one of (6) ... cathedrals in the world, Big Ben, Westminster and a lot of other (7) ... places.

5a Act out a tour of a famous place in your city / town / village.

A Straight ahead you can see...

B Now we're going over...

C Now we're in...

D We're turning into...

E Behind us you can see...

F On the left you can see...

G On the right you can...

H In front of you there is...

5b Write about the most popular, beautiful or newest place in your city, town, village.

- Use Ex. 2a for help.



Lesson 3 Where dreams come true

1a Look at the pictures of the town and the village and answer the questions.

- 1 Do you like this town? Why? / Why not?
- 2 Do you like this village? Why? / Why not?

1b Read these leaflets and answer the questions.

- 1 What can you find in these places?
- 2 What can you do there?

watch birds / animals / wildlife
go to the cinema / the theatre / a sports centre / school
visit museums / libraries
see cottages / shops / buildings / parks / restaurants
boring / exciting / tall / small / new / beautiful / historic



Come and live in the city of your dreams

U-City or New Songdo City is a new international city on a man-made island 40 miles from Seoul in South Korea. You can enjoy **modern design** and the beauty of **nature** there. You can enjoy its beautiful parks and **gardens** or watch the ducks and swans on the lakes. There are buildings of different styles. There is everything you need there: cinemas, theatres, museums, restaurants, libraries, sports centres and schools. English is the official language there. We invite you to this dream city.

Discover the magic of Holy Island

This beautiful, **peaceful**, historic island is in the North of England. It is not like the city. It has a small village with one school, some small shops and cottages where 150 people live. You can watch sheep, seals or other wildlife there. Come and visit the famous castle. It's 450 years old. You can enjoy **wonderful views** from this magical place which is on top of an extinct volcano.



- 1c** Ask your friend if he or she would like to live in U-City or on Holy Island and why.
See *Grammar support 16*.

Example:

Would you like to live in U-City?

Yes. I would. I like modern buildings and I can go to the cinemas, theatres, museums, cafés, libraries, sports centres there. What about you?

No, I'd like to live in this village on Holy Island because I like the country and the sea and can go fishing there or watch sheep and seals or other wildlife like birds.

LOOK

Would you like to live in / on...?
Yes, I would.
No, I wouldn't.


- 2a**  Listen to the interview and say where Jane and Dima would like to live.



- 2b** Read and complete the sentences.
Use the words from the box.

- 1 I'd like to live in a big ... place near the sea.
- 2 Because I love modern cities with ... and wide streets.
- 3 I'd like to live in a town with ...
- 4 I'd like to live on ...
- 5 I'd like to have many interesting places in my dream town: cinemas, theme ... , ... , ... , sports centres.
- 6 I can go sailing on the sea, ... in the sports centre, watch films in the cinemas, drive a car or ... in a balloon.

play tennis modern
cafés lots of parks and lakes shops
tall buildings travel parks an island

- 2c**  Listen to the interview again and check your answers in Ex. 2b.

- 3a** Interview your friend about his / her dream place.

• Take notes and then report to the group.
Example: A: Where would you like to live?
B: I'd like to live in a village.

- 1 Where / you / live / ?
- 2 Where / you / like / to live / ?
- 3 Why / you / like / to live there / ?
- 4 What / you / like / to have in your dream place / ?
- 5 What / you / do / in your dream place / ?

- 3b** In groups make a survey of popular dream places.

- 4** Make a leaflet about your dream city / town / village.

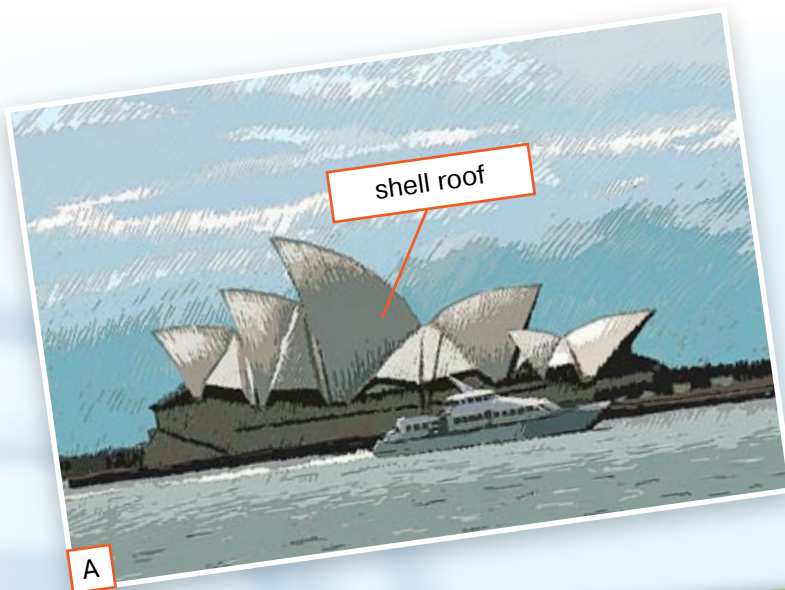
- Draw a picture or a plan.
- Write about what you would like to have in your city / town / village.
- What can you do there?

Example: I'd like to live in a village near the sea because I can go swimming and fishing. I can watch birds and dolphins. I'd like to have a cinema in my village. I can watch all the new films there.



Lesson 4 Incredible buildings

1a Match the names of the buildings with the photos.



1 **St Peter Mancroft** is the largest church in Norwich, England. It is next to the market place in the centre of the town. It is one of the most beautiful churches in England. It is famous for its special colourful window.

2 **The Petronas Twin Towers** in Kuala Lumpur, Malaysia are the world's tallest twin buildings.

3 **The Transfiguration church** (Russian: Преображенская) is Russia's miracle of **wooden architecture**. Because of its design it looks beautiful from all sides.

4 **The Sydney Opera House** is in Australia. It is one of the most famous buildings in the world. It is a modern design. The **roof** of the building has the **shape** of huge seashells. **Inside** the building there are pink **granite** walls and floors.



1b Look at the information in the tables and name the buildings.

1 UNESCO World Heritage

Location	Kuala Lumpur, Malaysia
Constructed	1995–1998
Material	Glass, metal
Use	Offices and shops
Height	452 m
Floors	88
Architect	César Pelli

2 UNESCO World Heritage

Location	Russian Federation, the Republic of Karelia, Kizhi (an island on Lake Onega)
Constructed	1722
Material	Wood
Use	Museum of wooden architecture


3 UNESCO World Heritage

Location	Sydney, Australia
Constructed	1973
Use	Theatres, Arts Complex
Architect	Jorn Utzon

1c Read the texts in Ex. 1a and 1b again and answer the questions.

- 1 What is St Peter Mancroft famous for?
- 2 How old is the Petronas Twin Towers building?
- 3 How tall are the towers?
- 4 How many floors has the building got?
- 5 Who is César Pelli?
- 6 What is one of the most beautiful wooden churches in Russia?
- 7 What design is the Sydney Opera House?
- 8 What shape is its roof?
- 9 What kind of walls and floors are inside the building?

2a Look at the photo of the Transfiguration church and say how many domes the church has got.

2b  Listen to the tour guide and check.

3 In pairs find out which of these buildings your partner would like to visit and why.

Example:

A: *Would you like to visit the Sydney Opera House?*

B: *No, I'd like to visit the Twin Towers because they are the tallest towers in the world.*

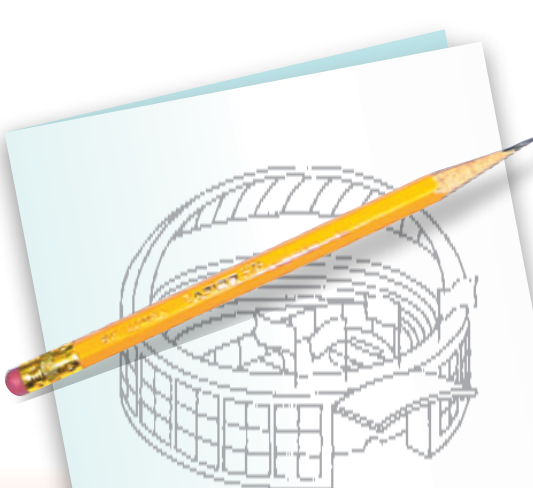
4 In groups decide which building is:

- the most beautiful
- the most unusual
- the most famous

5 Think about a building you would like to have in your place and write about its design.

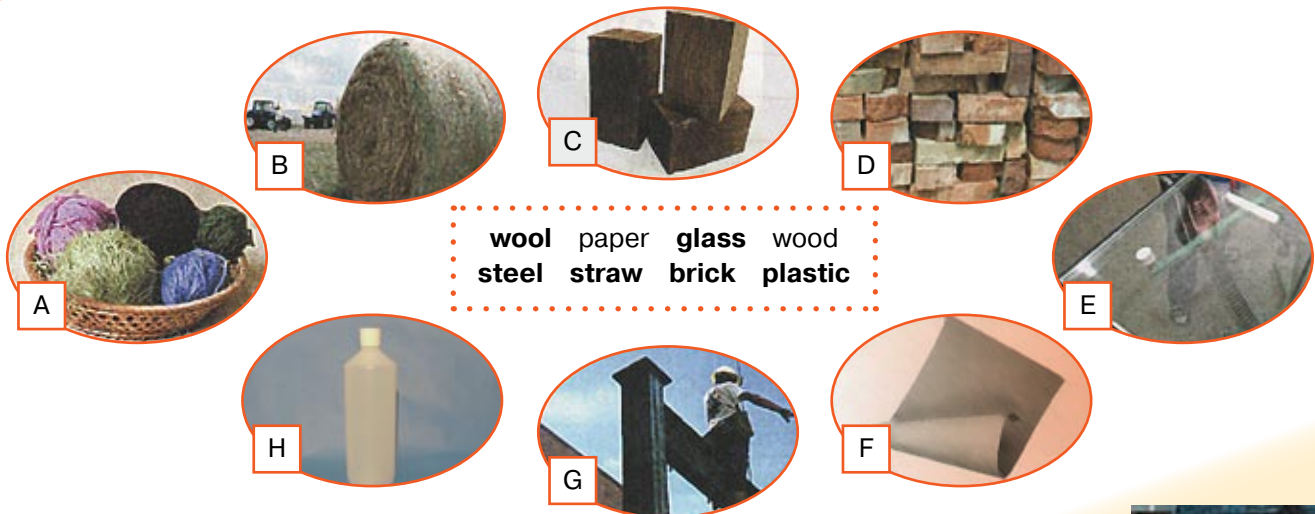
- Mention what is special about it:
 - the most unusual
 - the most beautiful
 - the most popular in your town / village
- Draw a picture or a plan.

Example: *I'd like to have a big sports centre in my village. It is a modern design. The roof has the shape of a football. Inside the building there are black and white granite walls and floors.*



Lesson 5 Build it yourself

1a Read the words and match them with the materials.



1b Read the article about the winners of the competition "Build it yourself" and say which house is:

- 1 the most modern
- 2 the most **impressive**
- 3 the most colourful

This handmade house is colourful and unique. The walls, windows and roof are made of wool.

A group of knitters in Britain knitted the house, trees and even the sculptures. It looks peaceful and wonderful. It's a local sight. You can build your own too.

knit — вязать



Architect Philip Johnson from the USA built this house. It has glass walls. It's one of the most modern houses. Would you like to live in a glass house?




Takaaki Kihara made this beautiful and detailed structure out of paper. It's the biggest paper building in the world! Impress your friends and teachers and build your own paper house.

1c Choose and say what nominations you would give.

Example: I think a wool house is the most unusual.

unique peaceful beautiful big unusual

2a  Listen to the children and match their names with the houses.



Mat



Philip



A



B



Neil



C

2b Say what houses the children want to build.

Example: Mat wants to build a...

2c Who do you think will win the 'Build it yourself' competition? Why?

Example: I think Mat will win because his house is the most...

3 In pairs find out what kind of houses your partner would like to build.

Example:

A: Would you like to build a straw house?

B: No, I'd like to build a house of steel and glass.

4  Take part in the 'Build it yourself' competition.

- Think about the house you would like to build.
- Draw a picture or a plan. Write about the materials you want to use.

Example: I'd like to build a straw house. It has got straw walls and the roof is covered with straw. It's easy to build with my friends.



Lesson 6 Moscow

1 Read about places in Moscow and say where you would like to go.



Moscow Zoo

It is a perfect place for children to visit. The zoo has more than 5,000 rare and exotic animals and birds. There are also fantastic aquariums.



Yuri Kuklachev's House of Cats

It is a unique place where cats and a dog are the only performers on stage. Cats are beautiful and proud animals, and here you can see their performances.

The Spasskaya Tower

It is the tallest of the twenty Kremlin towers. It's 67.3 metres high. The tower is famous for its clock made in the 16th century. The Kremlin clock strikes every hour, half hour and every quarter hour. The minute hand is 3.38 metres long.



Tretyakov Gallery

The Tretyakov Gallery is a unique collection of Russian art. Its founder, Pavel Tretyakov began collecting the finest works of Russian artists in 1856.

Poklonnaya Gora

It is a special place in the history of Moscow. Napoleon waited on Poklonnaya Mountain for the keys to Moscow. During World War II the soldiers passed by the Poklonnaya Mountain leaving for the front to defend Russia.

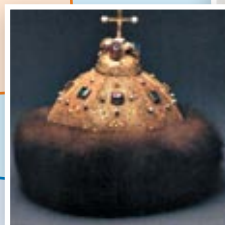


The Central Museum of Armed Forces

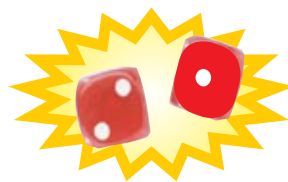
It is one of the world's greatest places to see military history. It was founded in 1919. There are 24 rooms showing the history of the Russian Army and Navy from the beginning of the 18th century until today.

The State Armoury

It is the oldest museum in Russia. In the halls of the State Armoury you can see the legendary Crown of Monomakh, the world's largest collection of Russian gold and silver and the weapons, crowns and clothes of Russia's rulers.



- 2 Look at the colourful squares and listen to your teacher's instructions. Play the board game *Moscow for kids*.



Rules:

- 1 Choose A, B, C or D and put the counters on the START square.
- 2 Throw a 6 to start. Then move clockwise.
- 3 When you land on a red square answer a red question, on a green square answer a green question etc.
- 4 When you land on a black square you have to go back to START.
- 5 When you land on a white square you have to miss a turn.
- 6 You are the winner if you get to the Ostankino Tower first.

Red Square

It is the oldest and most historical square in the centre of the city. The name means beautiful. Red Square is home to the State Historical Museum building, the GUM building and St Basil's Cathedral.



Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

1 Listen and match.

- Where do these people live?
- 1 Nick a) in a village
- 2 Sarah b) in a town
- 3 Dave c) in a city
- 4 Sarah's aunt d) on an island
- 5 Dave's uncle

Score: __ / 10

2 Complete the sentences. Put in the words in the correct form.

Example: This is (modern) house in the town.

This is the most modern house in the town.

- This book is (interesting) book you can find in the library.
- I think this building is (beautiful) in the town.
- The Petronas Twin Towers are (tall) twin towers in the world.
- Buckingham Palace is (large) house in London.
- What is (old) building in Moscow?

Score: __ / 10

3 Read and write where the children would like to live.

Mike:

I live in Belfast. Well, it is really good because there are lots of places to visit. I like visiting my uncle who lives in the country near the city. I like to go swimming and fishing with him. I would like to live in a village near the sea because I then can go sailing in a boat.

Nancy:

I live in Plymouth. I enjoy going to the Aquarium and the skating rink. I like going to the city centre because it's really nice just walking about with my friends and looking in shops at things that you'd like for Christmas. I love to walk to the Hoe and watch the sea.

Dave:

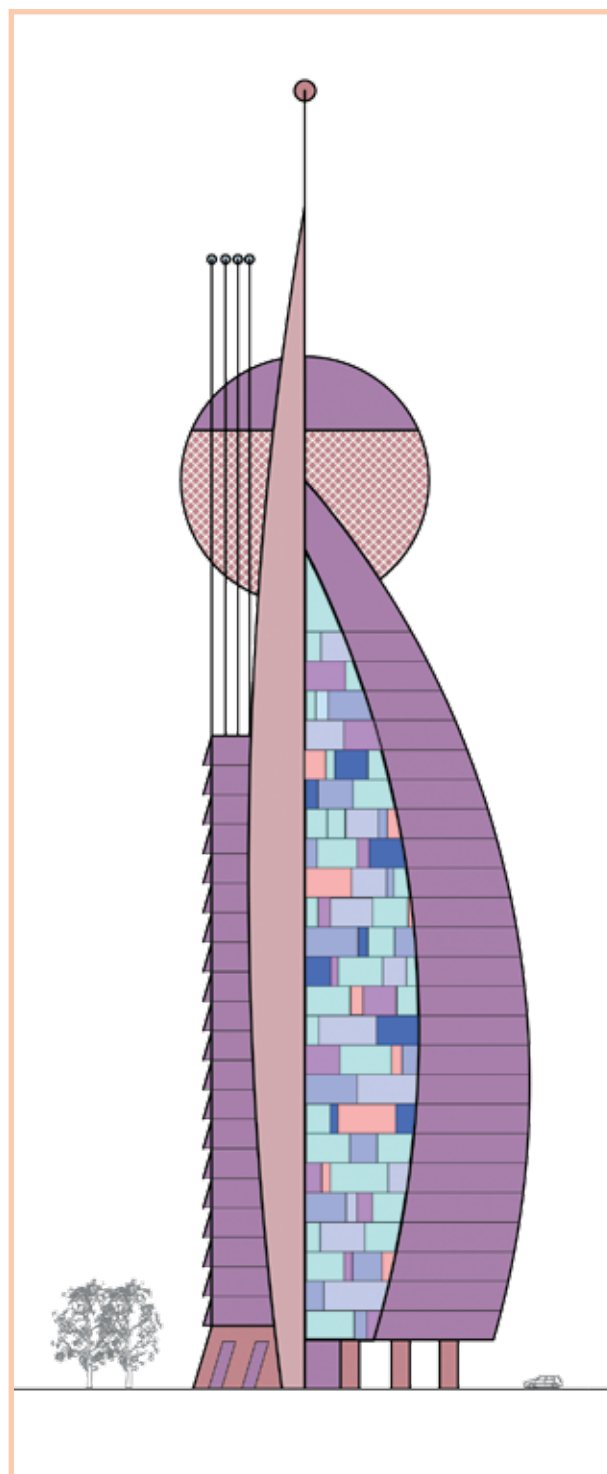
I love to live in Norwich because the people are really friendly and sometimes you meet all your friends and you get to go out playing with them. I'd like to live in London in 2012 because there will be Olympic Games and I'd like to watch this event.

- Mike would like to live...
- Nancy would...
- Dave...

Score: __ / 15

4 Jenny wants to be an architect. Look at her plan of a new project and write five sentences about the building.

Example: It is a tall building. It is a modern...



Score: __ / 15

Lesson 8 Project

A friendly place

- 1 Split into three groups / teams.
- 2 Brainstorm a list of buildings and do the research as a team. Ask each member of your team which buildings you would like to have in your home town or city. Sum up the results of your project.

Example: Would you like to have a leisure complex?

	Misha	Lena		
a leisure complex				
a church / cathedral				
...				

- a) Think of materials you are going to use (stone, wood, glass, metal) for buildings.
- b) Build a city / town / village / island.
 - Draw the buildings
 - Find the pictures, cut them out and paste them on to the poster.
 - Use cans, plastic bottles, boxes, cloth and other stuff to construct your project.
 - Use Lego to construct your project.

- 3 Make a sightseeng tour of your project for tourists.

Check list:

- 1 Did you build all the places you planned for your project?
- 2 Do you know how to name all the buildings?
- 3 Can you say what kind of materials you used?
- 4 Can you name the parts of your buildings?
- 5 What can you do in each of your buildings?
- 6 Would you like to live in the place you have built?

- 4 Make a presentation of your project.

You can start like this:

This is our project of a friendly place called '...'. It's a village / town / city / island. You can... and...

LANGUAGE SUPPORT

You can... and...
 On the left there is...
 On the right you can see...
 It's a swimming pool...
 This is a building with glass walls and a roof covered with...
 It has...
 It's the tallest...
 It's the most beautiful building...

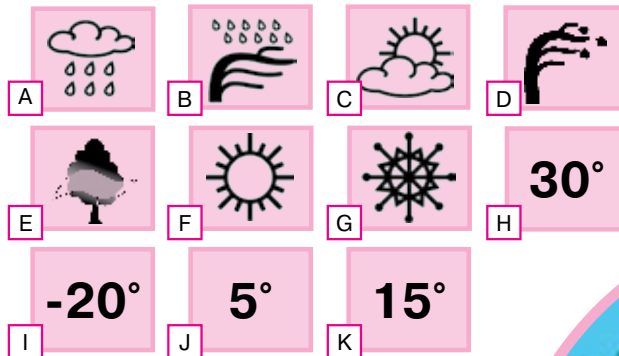
- 5 Choose a certificate for each project.



Lesson 1 What's the weather like?

1 Look at the pictures, read and match the words and the pictures.

- 1 **stormy**
- 2 **windy**
- 3 **cloudy**
- 4 **wet**
- 5 **foggy**
- 6 **sunny**
- 7 **snow(y)**
- 8 **hot**
- 9 **warm**
- 10 **cool**
- 11 **cold**

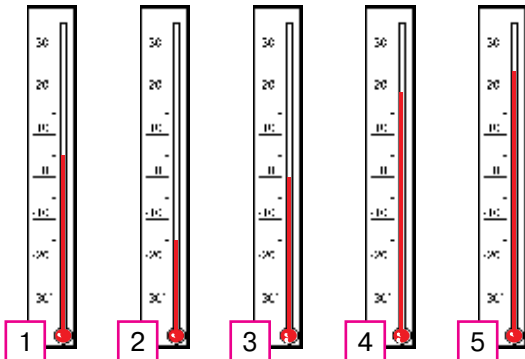


LOOK

sun + y = **sunny**
wind + y = **windy**
fog + y = **foggy**

2a Look and say the temperature.

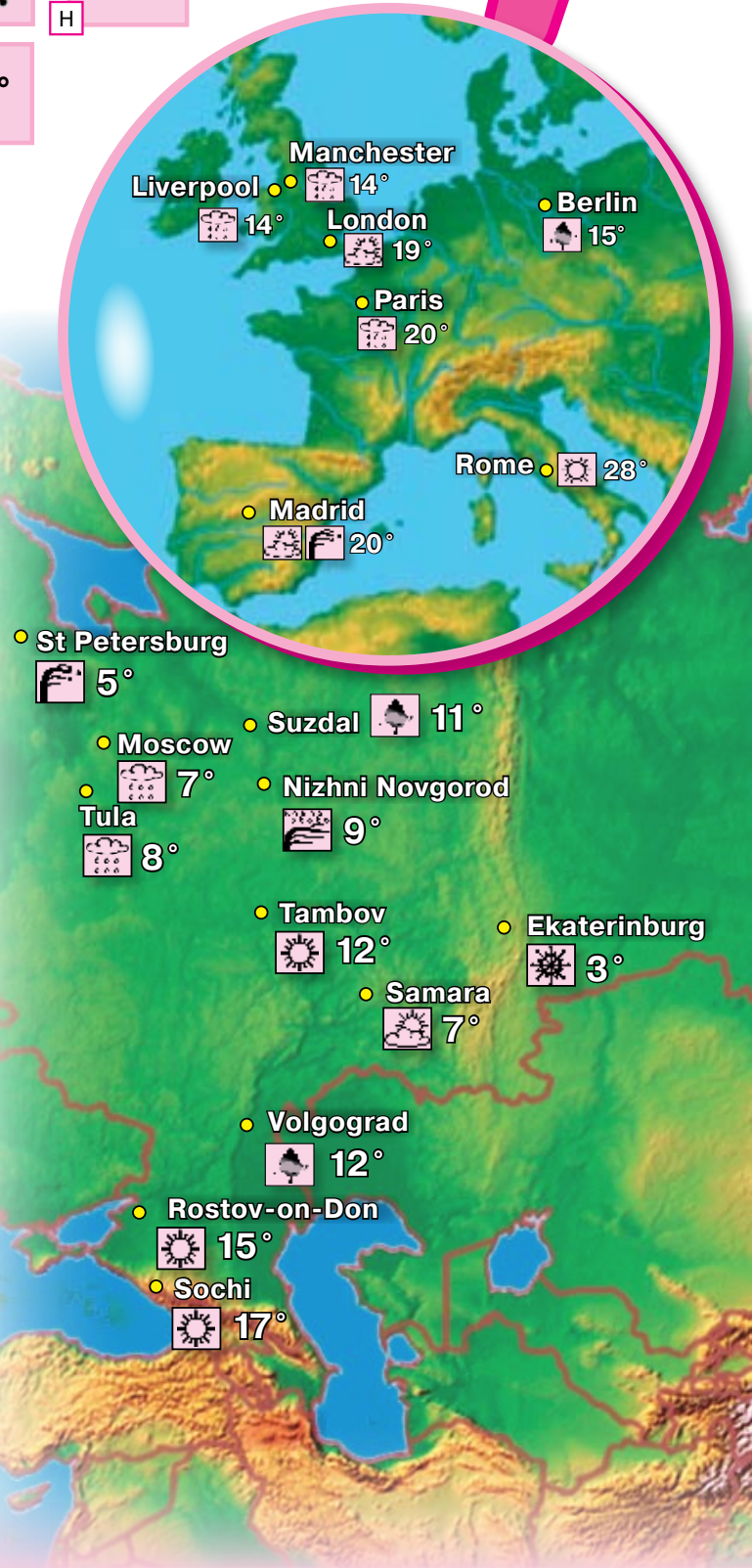
Example: It's 5 degrees. It's minus 10 (degrees).



2b Look at the map and talk about the weather with your partner.

*Example: A: What's the weather like in Tula?
B: It's cloudy and wet.
A: What's the **temperature**?
B: It's plus eight degrees.*

2c Listen and find where Jane is on the map.



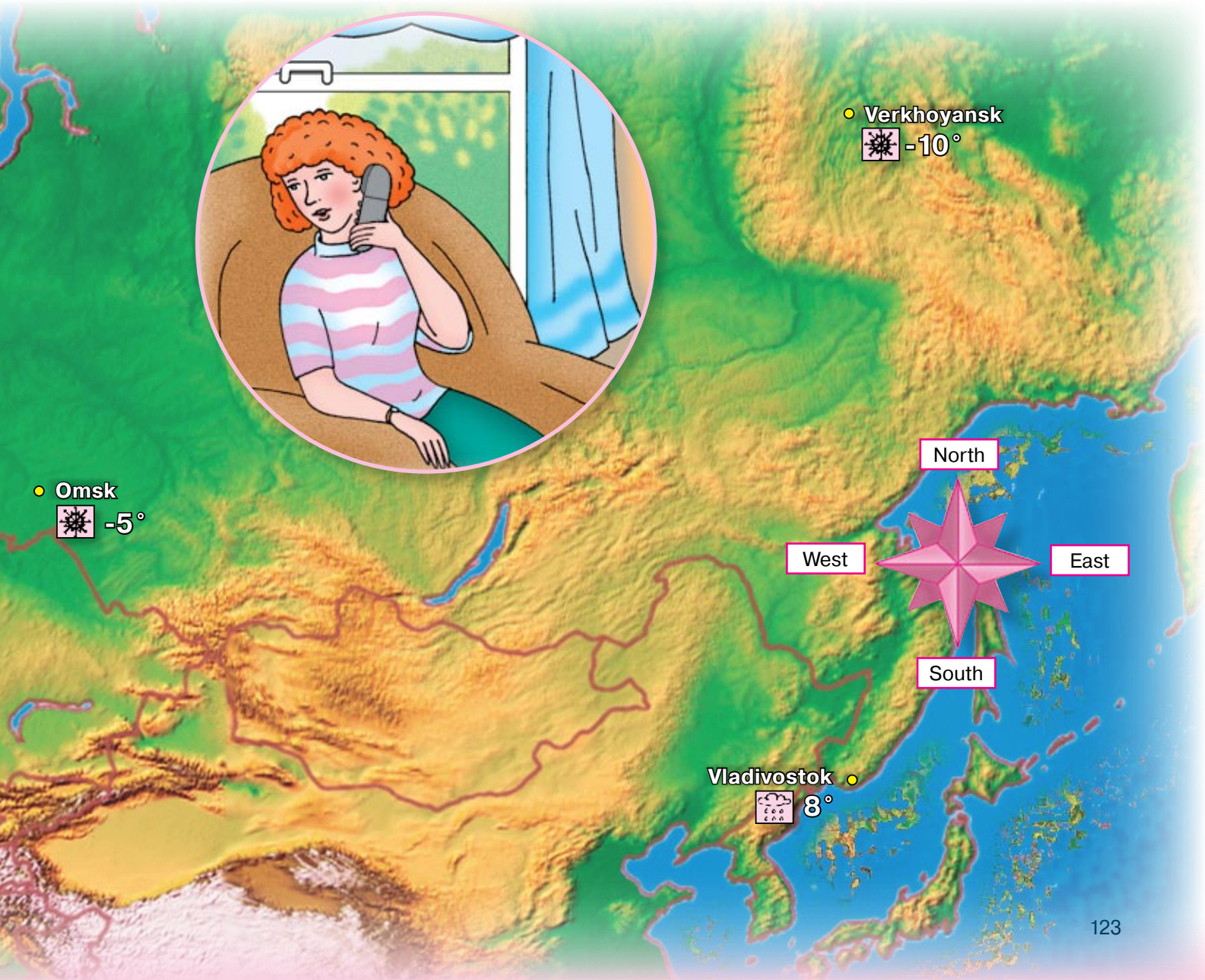
3 Look at the map, read the weather forecast and fill in the gaps.

Weather Forecast for Thursday, 28 April

Much of the European part of Russia has cloudy skies today. It is ... and cool in Moscow, where the temperature's ... degrees. It's ... in Tula, ... in Nizhni Novgorod and ... in Suzdal. In Samara it's **Occasional rain** is possible in the evening. Light snow and **low temperatures** are possible over the eastern part of Russia in Omsk, Verkhoyansk, Ekaterinburg and Vladivostok. In Verkhoyansk it's The temperature's In the south of Russia warm, sunny weather is expected until Thursday afternoon. It's ... in Sochi and Rostov-on-Don. The temperature in Sochi is ... degrees.

4 What's the weather like in your region? Write the weather forecast for your region.

Example: *It's wet and windy in Moscow. The temperature is seven degrees. In Podolsk it's warm and sunny. The temperature is eight degrees. Light snow and low temperatures (three degrees) are possible in Dmitrov.*



Lesson 2 Weather facts

1a Look at the pictures and say the names of the places.



1

Atacama desert [ˌɑːtəˈkɑːməˈdezət]



2

Cherrapunji [ˌtʃerəˈpʊndi]

3

The South Pole
[ˌsaʊθ ˈpəʊl]

1b Look at the fact file and answer the questions:

- Which place is **wet** in summer and **dry** in winter?
- Which place has **mild** weather in winter and **hot** weather in summer?
- Which places are very dry?
- Which place is **damp** in August and September and **humid** in June and July?
- Which place is very cold in winter and foggy in summer?
- Which places have summer in December?

Fact File

Name	What are the seasons?	What's the weather like?	What's the temperature?	How often does it rain?
Cherrapunji (India)	Wet season (summer) — May to September Dry season (winter) — October to March	cloudy and wet sunny	20 ... 30 °C 16 ... 25 °C	It rains almost every day, heavy rain. There's no rain for weeks.
Atacama desert	Summer — October to March Winter — April to September	windy and warm cool, cloudy	14 ... 27 °C 0 ... 25 °C	In some places it rains only once every 100 years.
El Azizia desert	Winter — May to September Summer — October to April	warm, sometimes hot sunny and hot	20 ... 25 °C 40 ... 50 °C max. 58 °C	Occasional rain in winter.
The North Pole	Winter — November to March Summer — March to November	very cold and windy cloudy, foggy and warm in June and July, sometimes sunny and hot. wet and cool in August and September	−30 ... −45 °C 0 ... 25 °C	It often rains from April to September.
The South Pole	Winter — March to November Summer — November to March	very cold, windy, stormy cold, windy	−60 ... −85 °C min. −91 °C −40 ... −60 °C	It never rains.



4

The North Pole [ˌnɔːθ 'pəʊl]



5

El Azizia desert [ˌelə'zɪzjə 'dezət]

1c Look through the fact file again and answer the question:

Which place is the hottest / the coldest / the driest / the wettest ?

2a **Listen to the radio programme and say which place it is about.**

2b **Listen again and answer.**

What is the hottest month in this place?

2c Answer the questions.

- 1 Would you like to go to Cherrapunji?
- 2 When would you like to go there?

3 Play the Guessing game.

Example:

A: It's windy and dry in summer. The temperature is between 14–27°C. It's cool, cloudy and dry in winter. The temperature is between 0–25°C. It's the driest place on earth.

B: Is it the Atacama desert?

A: Yes, it is.

4 Answer the questions about the climate and seasons where you live.

- 1 What is the hottest / coldest month where you live?
- 2 Is there a wet / dry season where you live?
- 3 When does winter / summer begin where you live?

5 Write about the climate and seasons where you live.

- Use this plan to help you.

Example: I live in St Petersburg.

It is a damp place.

It isn't a humid place like Sochi.

Did you know that

Hurricanes are very damaging. They can destroy a city in minutes. Hurricanes are given girls' and boys' names. Atlantic hurricanes are given their names in alphabetical order from the beginning of the season. This makes them easier to identify.



Plan

Winter begins (?)

Weather in winter (?)

Temperature (?)

Summer begins (?)

Weather in summer (?)

Temperature (?)

The hottest month (?)

The coldest month (?)

Lesson 3 Making plans

1a Look at the picture, listen and say what the children are talking about:

- A their plans for tomorrow
- B what they did yesterday
- C what they usually do

LOOK

What **are** you **going to** do?
I'm going to...
I'm not going to...
Are you going to...?
 Yes, I am. / No, I'm not.



1b Who says what? Listen and tick.

I'm going to		Dima	Aigul	Jane	Max
	take pictures				
	go out				
	go swimming				
	play football				
	play tennis				
	go fishing				

2 Find out what your partner is going to do tomorrow.

Example: A: Are you going to study maths tomorrow?

B: Yes, I am. / No, I'm not.

go horse-riding	fly a kite	play ping pong
go sailing	go to the amusement park	go camping
go fishing	go to the zoo	go shopping
play computer games	read a book	go skiing
do your homework	go for a walk with friends	visit granny
help with the housework	play football	go to the park
go skateboarding	play the guitar	ride a bike
do karate	watch TV	listen to music

3a A boy is talking to his sister about his plans. What is he going to do at the North Pole?

3b Listen to the conversation and check your guesses.



3c Write the girl's questions beginning with the words from the box.

What? Where? When? How? Why?

LOOK

Where **are** you **going to** go?

Example: When are you going to go?

4 Play the Nonsense game.

- In groups write a funny story about who is going to do what.
- On a sheet of paper write in turns answers to these questions:

Who?

What?

When?

Who... with?

Where?

1 Dima's dog Rex
2 is going to ride a bike
3 on Sunday
4 with his grandmother
5 in the park

5 Your friend is going to go on holiday. Ask five questions about his / her plans.

Example: Where are you going to go?

Lesson 4 If the weather's fine...



1a What are you going to do at the weekend?

- Copy the table and fill it in with your own answers.

	You	Your partner
play chess	X	
watch TV	X	
play computer games		
get up at 7 o'clock		
read a book		
ride my bike		
help my mum		
go fishing		
go swimming		
go skiing		

1b Ask your partner questions and fill in the second column in the table (Ex. 1a).

Example: A: What are you going to do at the weekend?
 B: I'm going to ride my bike.
 A: Are you going to play computer games?
 B: Yes, I am. / No, I'm not.

1c Are you both going to do the same things or different things? Report to the class.

Example: We're both going to watch TV at the weekend.
 We aren't going to play football at the weekend.

LOOK

on Sunday
 on Saturday | at the weekend

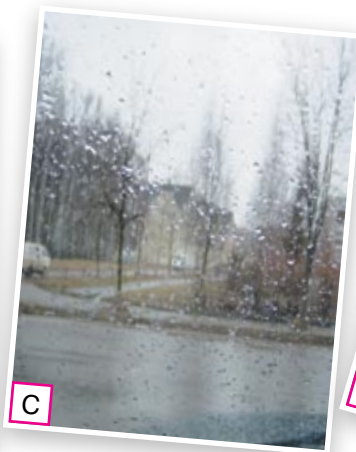
LOOK

I'm
 You're
 He's
 She's
 It's
 We're
 You're
 They're
 We aren't
 You aren't
 They aren't
 He isn't
 She isn't
 It isn't

going to watch TV.

- 2a** Look at the pictures and say what you are going / not going to do if the weather is like it is in the picture.

Example: *It's windy. I'm not going to ride my bike, I'm going to read a book.*



- 2b** Listen and number the pictures from Ex. 2a in the order this weather appears in the conversation.

- 2c** Study the LOOK box and answer the questions.

- 1 It's warm. Am I going to ride my bike in the park?
- 2 It's windy. Am I going to ride my bike in the park?

- 2d** How do you know the answer to these questions?

- 1 Which word tells you?
- 2 What is the Russian for this word?
- 3 Translate the sentences in the LOOK box into Russian.
What do you notice about the verbs?

LOOK

I'm going to ride my bike in the park if **it's** warm.
If it's windy, **I'm going to** watch TV.

- 3** Listen again and talk to your partner about the children's plans and how they can change because of weather.

Example: *Dima is going to ride a bike if it's warm.
If it's windy, he's going to watch TV.*

- 4** Fill in the missing words.

- 1 If the weather is ..., Max is going to go to the beach.
- 2 If it's wet, Aigul's going to
- 3 ... the weather's ..., Anya's going to go to the zoo with her friend.
- 4 ... it's windy and cloudy, Dima is going to

- 5** Play the **if** game and say what you are going to do, if it's...

- Do you know the weather forecast for tomorrow?
- Join two halves and read a sentence.

If it's hot,

I am going to make a snowman.

- 6** Write a nonsense story about what you are going to do at the weekend if the weather is hot, cold, wet...

Example: *If it's sunny and hot, I'm going to go skiing.
If it's cloudy and wet, I'm going to go swimming.*

Lesson 5 I ♥ holidays

1a  Listen and say what Misha and Katherine are going to do in June.

Example: Misha is going to visit his grandma.



1b In pairs talk about what you are going to do in summer.

Example: A: I'm going to ride my bike. What about you?

B: I'm going to go to the **seaside** to swim.

2a Read the words and match them with the pictures.

- 1 **summer camp**
- 2 **seaside holiday**
- 3 **holiday in the country**



2b Make as many sentences as you can.

It's	good fun great wonderful fantastic exciting brilliant amazing	to	swim in the sea.
			pick mushrooms.
			make sandcastles.
			ride a bike all day.
			go sailing.
			live in a tent.
			go camping.
			do sports.
			make new friends.

2c Say what holidays you like and why.

Example: I like summer camp, because I can play football, swim in the river. It's good fun.

3a Help Misha and Katherine to choose a summer camp.

Misha likes adventures and sports.



Katherine likes dancing.

Smile

If you are interested in acting, puppetry, ballet, rock music, jazz, choreography, folk dance, modern dance, circus drama, arts and crafts – our camp is for YOU!



Olympus

Do you want a school holiday filled with action, excitement and adventure?

Spend a week in our camp. Our programme will give you a chance to play tennis and volleyball, soccer, basketball and other team sports.

SMART

You enjoy school and want better marks... Welcome to our camp! You'll explore fun ways to make learning easier. There are special courses in geology, maths, gardening, astronomy, ecology, aviation and foreign languages (English, German, French).



A typical day offers many opportunities for campers to participate in a wide range of outdoor activities such as hiking, camping, rock climbing, sailing and swimming, plus tennis and archery.



Forest man

3b Choose a camp and say what you are going to do there.

Example: I'm going to go to Smart camp, because I like English and maths.

4 Write a letter to a pen pal about your summer plans and invite him / her to join you.

- Change the underlined words where necessary.

Dear Jane,

I really love holidays. They are such fun. In June I'm going to play all the time with my friends, ride my bike and read books. If the weather is fine we are going to go fishing and swimming in the river. In July I'm going to visit my grandparents. We pick mushrooms in the forest. In August I'm going to go to a sports camp and spend two weeks there. We are going to play football and basketball. If it's hot, we are going to go to the swimming pool every day.

Holidays are great fun! What are you going to do in the holidays? Let's go to the camp together.

Write me soon,

Anya

Lesson 6 Where to go?

- 1a Read the letters from Dima's new friends and match them with the pictures. There is one extra picture.

Hello, Dima,

What are you going to do on holiday?

Come to my place. I live near the sea. Alaska's a great place to visit. In summer you can do a lot of things, like go **sea fishing**, **flyfishing** and horseback riding.

In winter you can go skating, ice fishing and snowboarding, or you can drive your own team of **sled dogs** across the tundra.

Hope to hear from you soon,

James

Hi, Dima,

How are you?

Where are you going for your holidays?

Can you come and visit me this year?

Spain's beautiful at any time of year. In winter it isn't very cold, and in summer it's dry and sunny. The best time to visit Spain is May, June or September (when it's not too hot). We can go to the beach, the wild life park, or to the **Flamenco Dance Festival** — one of the most famous festivals in Spain.

Best wishes,

Camila

Hello, Dima,

Thanks for your letter and the pictures. Your city looks great. Do you often have snow in winter? I've never seen snow.

Here it's always warm or even hot in winter.

Why don't you come and see me in the holidays? We can visit National Parks. We can go on a **camel safari**, go fishing or even **water skiing**.

Hope to hear from you soon,

Maria



1b Read the letters again, find the words in bold type and guess what they mean.

1c Answer the questions.

- 1 What's the weather like in Alaska in summer?
- 2 What can you do in Alaska in summer?
- 3 What can you do in Alaska in winter?
- 4 What's the best time to visit Spain? Why?
- 5 What's the most famous festival in Spain?
- 6 What's the weather like in India in winter?
- 7 What are the best places to visit in India?

1d Where do you think Dima is going to go? Why do you think so?

Example: *I think he's going to go to Alaska in winter. He can go snowboarding and drive a team of sled dogs across the tundra. It's fantastic!*

2 Complete the fact file about your place.

My place	
Place (city, town, village)	
Weather in winter	
What can you do in winter	
Weather in summer	
What can you do in summer	
Places to visit	

3 Invite an English pupil to visit your place.

- Find some pictures of your place.
- Write about the weather in different seasons and the most popular activities.

Did you know that

The **Snow Castle of Kemi** is the biggest snow castle in the world. It is rebuilt every winter with a different type of architecture. About 300,000 people visit it every year in Kemi, Finland.

The area of the castle is between 13,000 and 20,000 square metres. The highest towers are over 20 metres. Some of the walls are over 1,000 metres long. The snow castle has a chapel, a restaurant and a hotel.

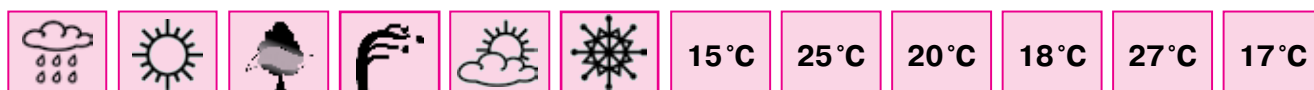
The Snow Restaurant has ice tables and seats covered with reindeer fur (мех оленя), as well as ice sculptures.



Lesson 7 Progress page

45–50	40–44	35–39	< 35
Very good	Good	OK	Look again

- 1 Listen, draw the weather symbols and write the temperatures for each city.
One weather symbol and one temperature are extra.



Moscow	Madrid	Paris	Rome	Berlin

Score: ____ / 14

- 2 Read and find the best place for the family in the picture to go to on holiday.

We are a family of four and live in a big city.

Our city is very beautiful. There are a lot of interesting places to see and things to do here. But it is a little bit noisy, especially in summer when many tourists come to visit.

We are going to go on holiday in summer and want to find the best place for everyone in the family.

My dad is fond of water sports; mum likes comfort — she's not going to live in a tent! My brother and I like adventures. We are going for a treasure hunt somewhere in the mountains or in the sea.



A

Suzdal

Plan a great day out with your family in this ancient Russian city!

There is always a lot to see and do for all the family:

- explore many historic places
- visit our museum
- enjoy a cup of traditional Russian tea in a café

B

GOLDEN LAKE

This is a beautiful, quiet place in the mountains. There is always a lot to see and do for all the family:

- comfortable holiday cottages
- guided tours to caves and waterfalls
- horse-riding
- mountain hiking and climbing
- water skiing

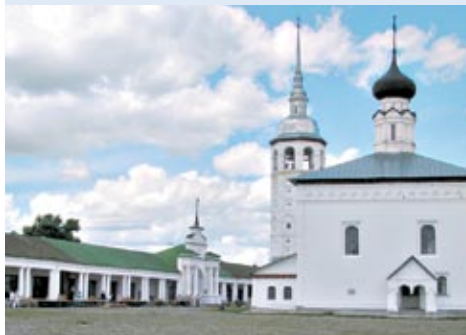


C

Rainbow Valley

Enjoy this / and of forests and rivers, where you can:

- live in a tent
- cook on a camp fire
- swim and fish in the river
- have adventures in the forest



Score: ____ / 12

- 3 What are children going to / not going to do at the weekend?

Example: If it's hot and sunny, Aigul is going to swim in the river.

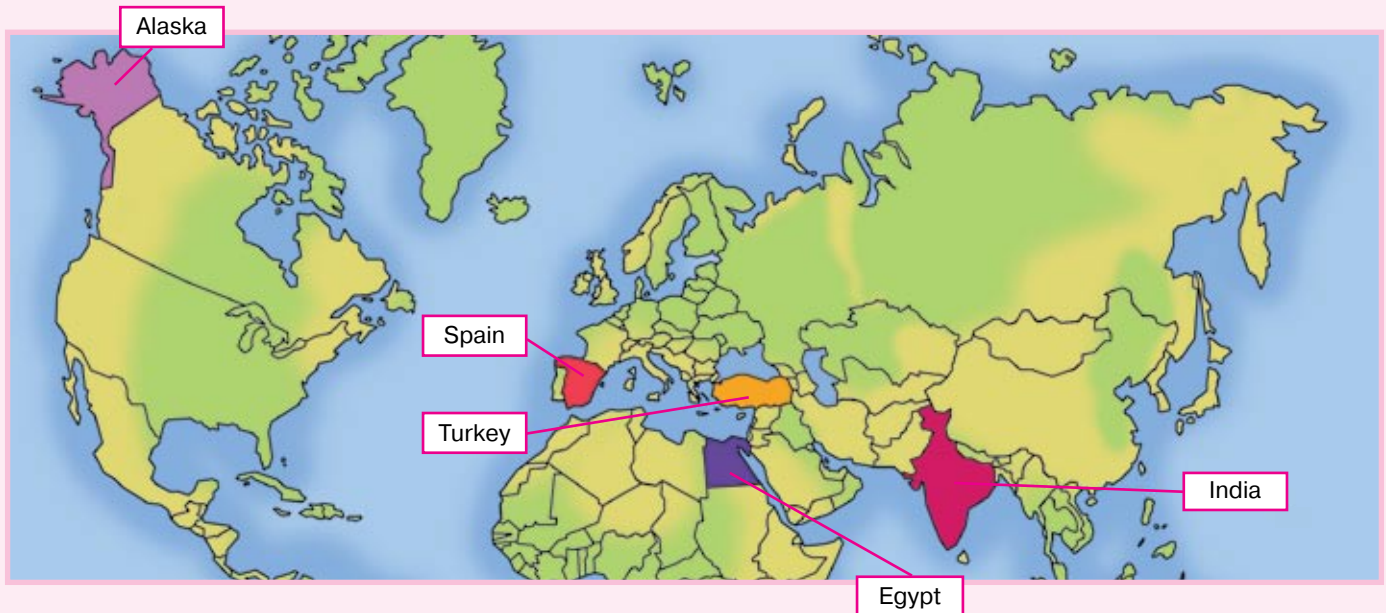
If it's wet, she is not going to walk in the park.

	wet	windy	foggy	hot and sunny
Aigul	walk in the park			swim in the river
Dima		fly a kite	ride a bike	
Max	play football		watch TV	
Jane		play tennis		go sailing

Score: ____ / 24

Total: ____ / 50

Lesson 8 Project **PLANNING A HOLIDAY**



1 Before you do your project:

- Get into groups of four.
- In your group choose a place and a season you want to present.
- Decide who is the meteorologist, archaeologist, tour guide and photographer for your group.
- Study your role cards.

1

METEOROLOGIST

- You write about the climate of your place.
- You report about the weather in this season.

Example: In Egypt winters are mild, summers are hot...

2

ARCHAEOLOGIST

- You talk about the historical sights of your place, name the most interesting places.

Example: The most interesting place in Egypt is the Pyramids.

3

PHOTOGRAPHER

- You collect pictures and photos or make drawings of your place. Show them to the other pupils and talk about them.

Example: This is the museum in Cairo. It's the oldest building in the city.

4

TOUR GUIDE

- You talk about the most popular seasonal activities in your place.

Example: You can go horse riding or camel riding, go swimming.

2 Make a poster to present your holiday place.

3 Present your place using your poster and ideas.

- Put your group posters on the blackboard or on the wall.
- Talk about your place (the weather, climate, famous sights and the most popular activities).

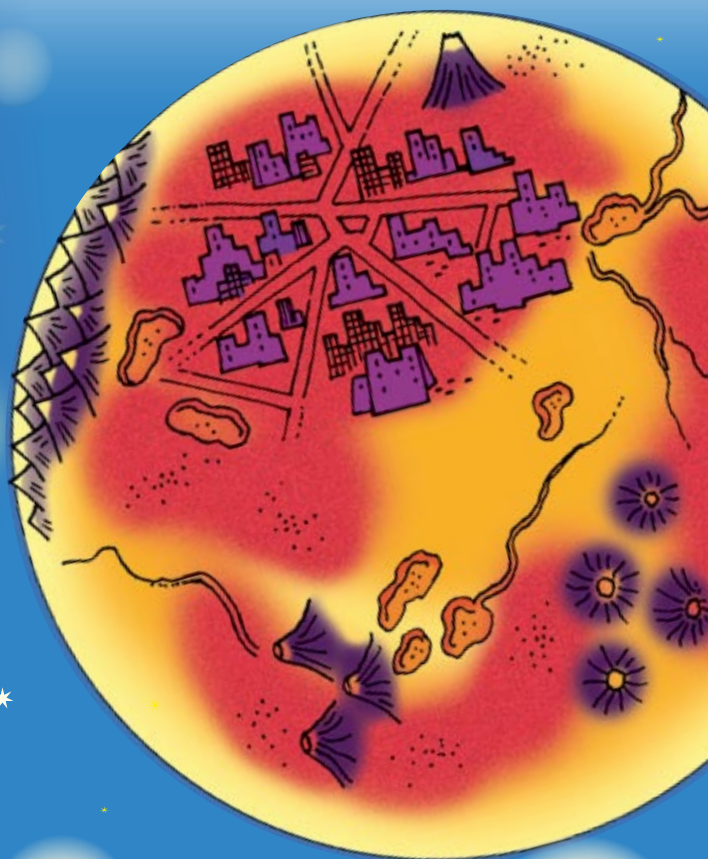
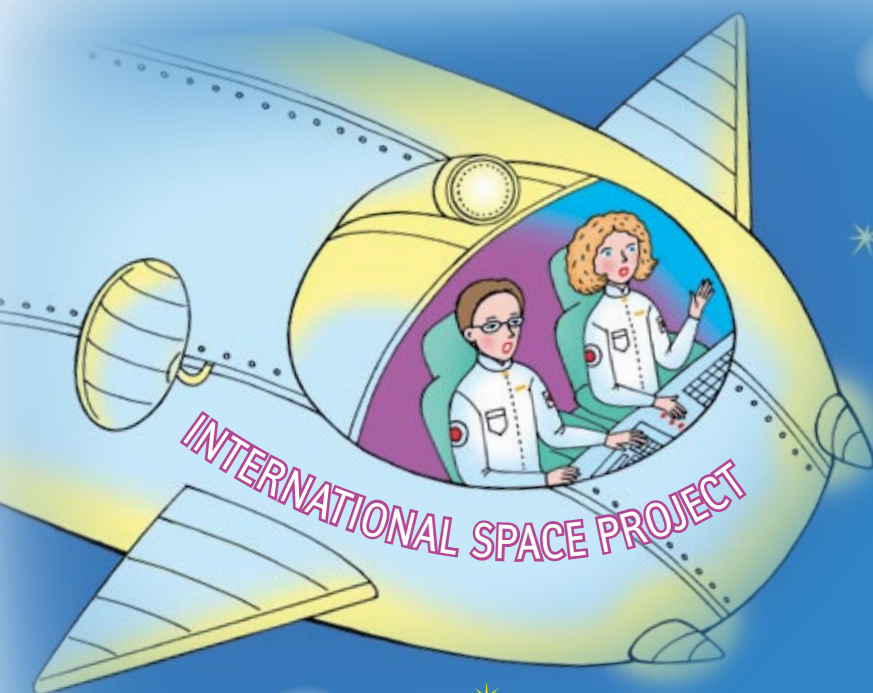
4 Listen to other groups' presentations and ask questions for more information.

Example: What's the weather like in... in summer? Can we go fishing there?

5 Choose the best place to go on holiday.

- Vote for the place you like best.
- You can't vote for the place your group presented!

Lesson 1 A strange planet



1 Listen to the conversation, read and answer the question.

- Do the children know the name of the planet?

Jane: Wow! Look! What a **strange** planet!
There're a lot of red rocks and deserts here... And black hills...

Dima: Those are not just hills, Jane. They're **volcanoes**. Look! There are a lot of **dried-out** rivers and lakes around them. And I can't see any **plants** or forests... It's a horrible place!

Jane: Yes, the view's scary. But look! Can you see those huge stones? They look like the **ruins** of a big city...

Dima: Yes, that's really strange. Let's ask our central computer about this planet.

Jane: OK, Eva, tell us the name of this planet, please.

Eva: Captain, that's impossible. The navigation system's out of action. You need to call the control station on Earth.

Dima: O-o-ps! We've got a problem.

2 Complete the Captain's logbook.

5 November 2085
12.03 p.m.

Captain Jane

We see a big planet with a lot of red (1) ... and black (2) There are no seas or oceans but there are a lot of (3) ... rivers and lakes.. No (4) ... or forests. It's very scary. And very (5) We see the (6) ... of a big city. No **life** there.

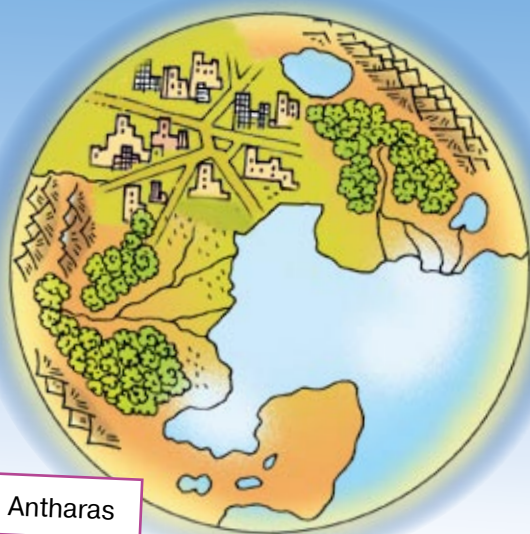
5 November 2080
12.41 p.m.

Captain Jane

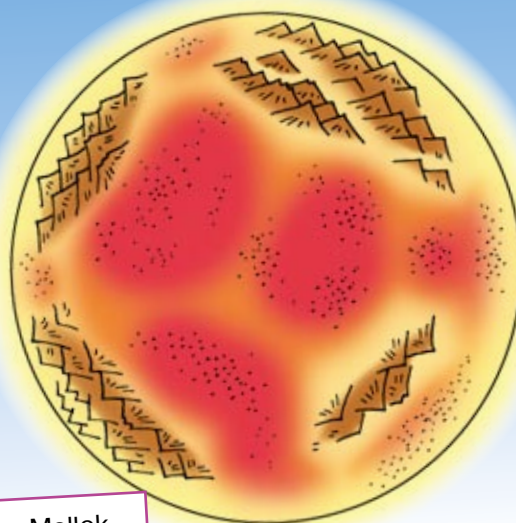
Our navigation system doesn't work. We are lost. We need to call Earth.

3a Look at this Planet Atlas and answer the questions:

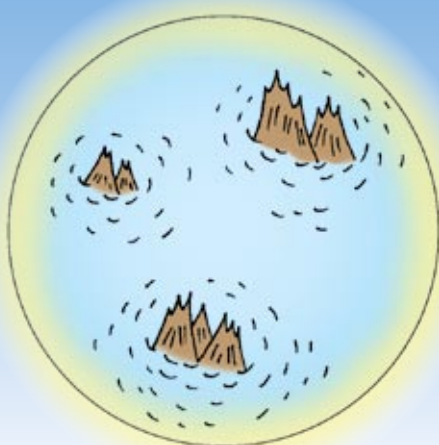
- Which do you think is the planet from Ex. 1? Why?



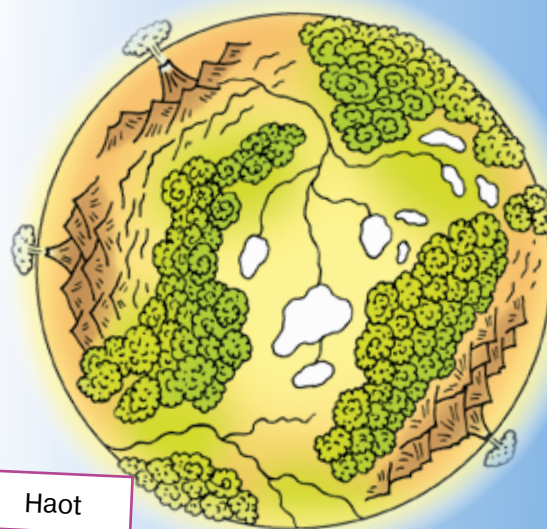
Antharas



Mallok



Edge 48



Haot

3b **Listen to the conversation and check your answer.**

4 Role play.

Pupil A: You are Craig Norman from the control station on Earth. Ask Jane / Dima questions about the planet.

Pupil B: You are Jane / Dima. Answer Craig Norman's questions about the planet.

5 Play the Guessing game.

Pupil A: Imagine you are a cosmonaut. Look at p. 153, choose a planet you are going to fly to and describe it to your partner.

Example: *This planet is large. There are mountains and hills there. The temperature is from -30 to 30°C .*

Pupil B: Look at the planets in the Planet Atlas. Listen to your partner and guess her / his planet.

6 Think of your own planet, draw it and write a description.

Lesson 2 Underground Land

1a Look at the pictures and put them in the right order.

A I thought I saw something on that rock.

B Where're we? My name's Zirt.

C What's that on the right? Jane, they can see us!


D Let's go and explore this

E Hey. Look! It's a seashell. Wow! What's this? Looks like the **footprint** of a giant bird.

1b Listen to Dima and Jane talking and check the order of the pictures.

- What happened after the landing?

2a Listen to the conversation with Zirt and say if he is happy to live underground?

2b  Listen again and complete the notes about the climate on Antharas now.

now	Climate		
	seasons	(1)	
	weather above ground	(2)	(3) t°
	weather underground	(4)	(5) t°

3 Look at the picture and complete the notes about people in Underground Land.

now	People	
	height	(1) short
	eyes	(2)
	ears	(3)

4a In pairs compare:

- the climate and life on Antharas many years ago and now;
- people on Antharas many years ago and now.

Example: Now it's colder on Antharas than before. People are shorter now. They were taller many years ago.

many years ago	Antharas: Climate		
	seasons	weather	t°
	winter	cold, sunny, snow	-15°
	spring / autumn	warm, cloudy, rain	16°
	summer	hot, sunny, dry	30°

many years ago	Antharas: People	
	height	tall
	eyes	big, blue or brown
	ears	small

4b In groups, report about how the climate and people on Antharas changed. Use the information in this lesson.

5 Complete the Captain's logbook using the adjectives in the correct form.

5 November 2085
22.03 p.m.

Captain Jane's log

...There is life on Antharas. But the people live underground and they are different now. They are (1) ... (short) than before. Their eyes are (2) ... (small) and their ears are (3) ... (big). They have red eyes and they are much fatter. They look ugly now.

The climate on Antharas **changed** too. Now there are no seasons there. It's (4) ... (warm) underground than above ground. But it's always damp and dark there...

We met giant animals above ground. They are (5) ... (strong) and (6) ... (frightening) than the planet's underground monsters. But monsters are (7) ... (dangerous) and (8) ... (**aggressive**). They sometimes look and talk like people... Antharas is still a mystery...

Lesson 3 Tell me about yourself

1a Look at the pictures, listen to Zirt's story and answer the question:

- Which of the pictures shows Zirt's family?



A



B



C

1b Read the names, listen again and say the names of the members of Zirt's family.

Example: The father's name's Zirt.

Zurs Zena Zirt Zak Zeta

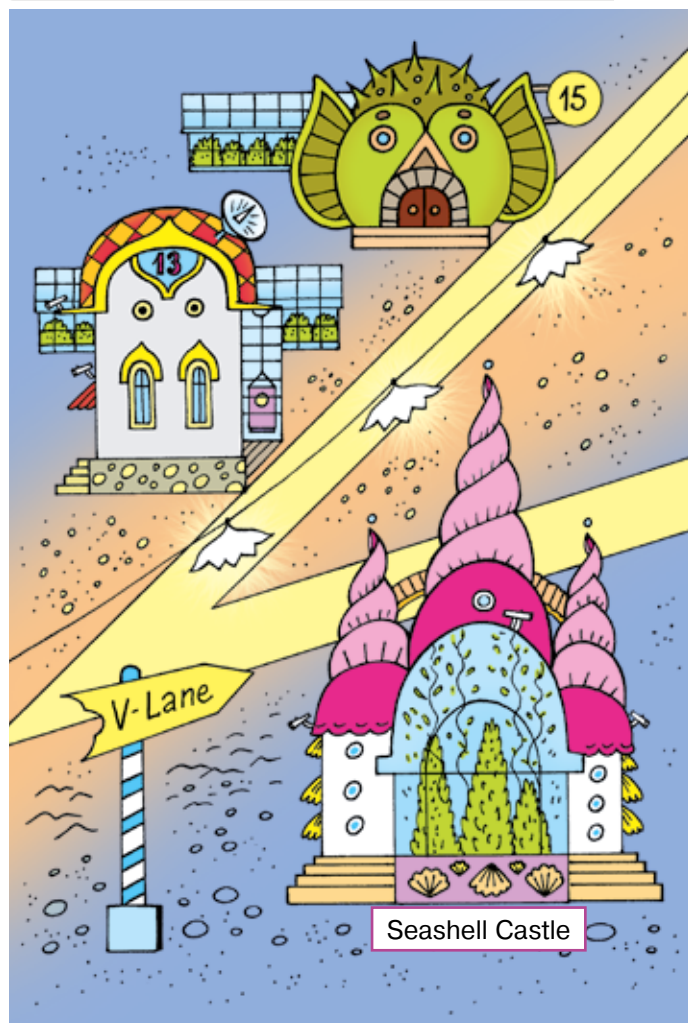
1c In Picture A the boy's name is Bak. In Picture C the woman's name is Veta. Guess the names of the other people in both pictures.

2 Read what Zirt says, look at the picture and answer the question:

- Where does each family live?



I live in **V-Lane**. My house has stone walls and the roof is covered with coloured glass. My friend and his wife helped me build it. He's a builder and she's a designer. They live opposite my house, in a beautiful castle covered with seashells. Can you see that **unusual** house behind? My best friend lives there with his wife and son. He's a hunter. We always spend our holidays together.



Seashell Castle

3a Look at the houses and complete the table.

Houses	No 13	No 15	Seashell Castle
the smallest			
the tallest			
the most unusual			
the most beautiful			✓
the most comfortable			
the worst			
the best			

3b Agree or disagree with your partner and give reasons.

Example:

A: I think Seashell Castle is the most beautiful house.

B: I agree with you. / I don't agree with you.
No 13 is more beautiful. It has the roof covered with coloured glass.

4a Match the words in the box with the objects in the five pictures below.

a tennis racket a baseball bat a fishing rod
a kite a mineral

4b Look at the pictures in Ex. 4a again and say what the families like / like doing.

Example: Zeta likes **gardening**.
Zak likes **sandwiches**.

5 Role play an interview with an Underground family.

Pupil A: You are Jane / Dima. Interview a family from Underground Land.

Prepare questions you'd like to ask.

- 1 What / name?
- 2 Where / from?
- 3 What / your house / like?
- 4 What / you / like doing?
- 5 What / favourite food?
- 6 Are / lakes and rivers?
- 7 Are / parks and stadiums?
- 8 Have got / a family?
- 9 Have got / a pet?
- 10 Do / like / your place? Why? / Why not?

Pupil B: Look at the three pictures in Ex. 1a and choose a family. You are a member of that family. Prepare to answer Jane's / Dima's questions.

6 Choose a family and write about it in the Captain's logbook.

11 November 2085
12.05 p.m.

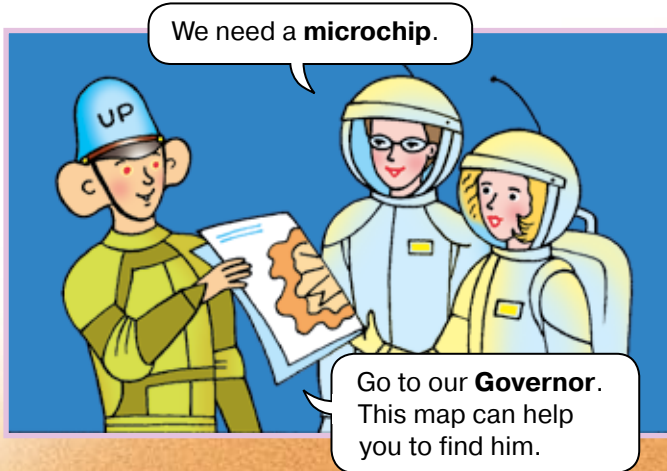
Captain Jane's log


We met a family from Underground Land
Their names are...

Lesson 4 Follow the map

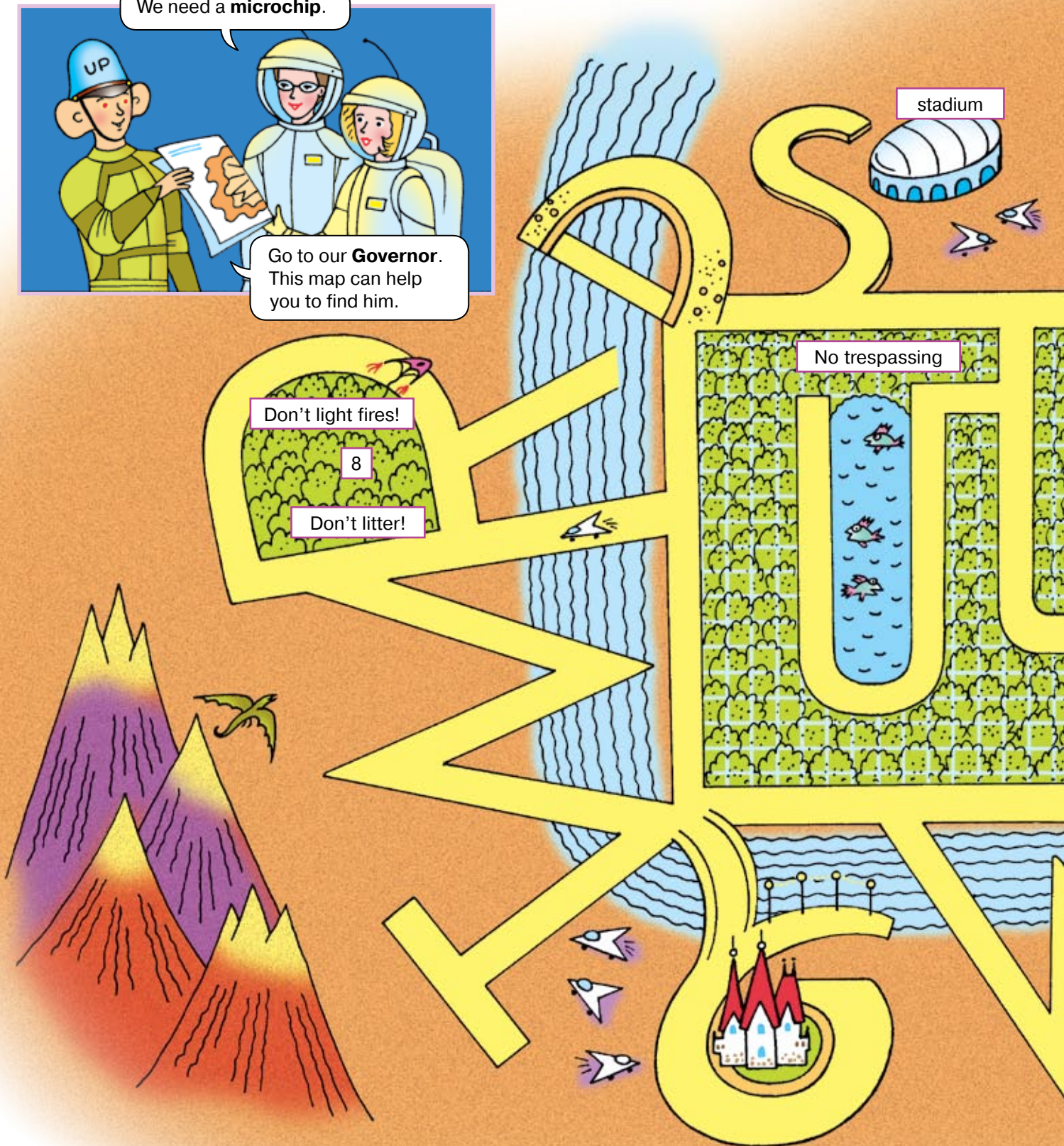
1a  Listen to the conversation and answer the question:

- Who do the children meet?



1b  Listen, follow the cosmonauts' route on the map and answer the questions:

- What do they see?
- Where are they?



2 Use the map and find the way to the castle.

on the left on the right next to in front of
behind between opposite near
in the centre of on the corner go along
go past turn left turn right cross

Pupil A: You are Jane or Dima. You are:

- 1 near the café
- 2 in front of the stadium
- 3 opposite the post office
- 4 in the park

Pupil B: Give your partner directions to get to these places.

Example:

A: Excuse me. Can you tell me the way to the castle, please?

B: Yes. It's opposite the museum. Go along the street You can't miss it.

A: Thank you.

3 Complete the captain's logbook using the correct form of the verb.

12 November 2085
18.07 p.m.

Captain Jane's log

We were in the centre of the city. There we (1) ... (see) a big cinema in C-Lane. We lost our map and didn't know how to get to the castle.

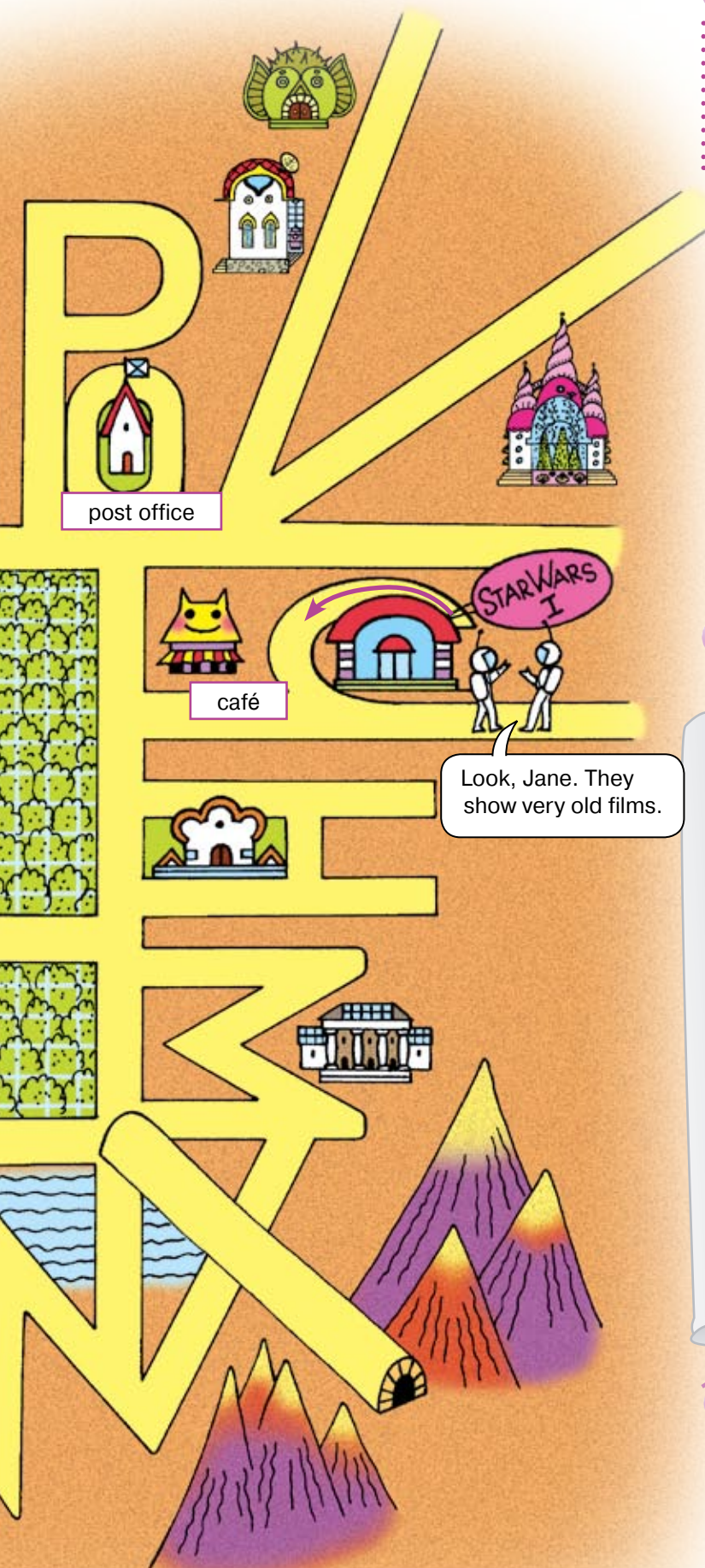
Then we (2) ... (meet) Dab and Nab. They (3) ... (want) to help us. Why did we listen to them? They (4) ... have very strange names and they (5) ... (not like) noise.

We (6) ... (cross) the street near the post office and (7) ... (go) past a beautiful lake. Then we (8) ... (turn) left and went along the river. We crossed the river over the bridge and (9) ... (come) to T-Lane. There (10) ... (be) no castle there. It was a **trap**!

4 Dima is in the centre of the city. Write a text message to help him get to the castle.

- Use Ex. 2.

Example: Right at cinema. Along...



Lesson 5 The manuscript hunt

1a Look at the pictures and complete the sentences with the words from the box.

volcano dried-out river cave manuscript tunnel ruins

Dear friends from Earth!
Help us to find the old (1) ...

Go to the (2) ... near the castle
and go along the (3) ...

...you'll see a big (4) ... on the left.
Go along the (5) ...

Be careful in the desert
and (6) ... Take...

1b  Listen and check.

2a Match the words and the pictures.

- binoculars
- spade
- gun
- magnifying glass
- paintbrush
- microscope



- 2b** Say what objects are Dima and Jane going to take with them? Why?

Example: They're going to take a spade. They can work on the archaeological digs with it.

- 3a** Look at the archaeological sites on the map and mark the place where you think the manuscript is.

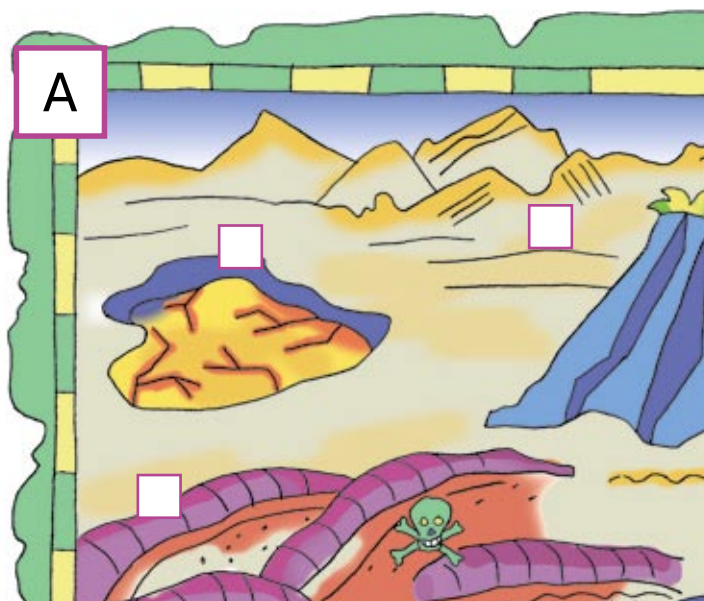
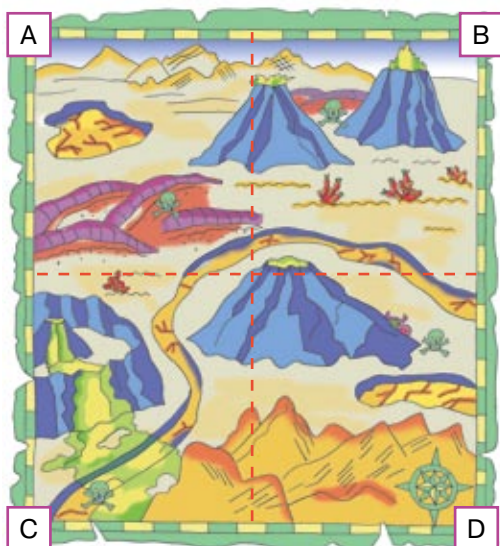
Example: I think the manuscript is in the desert.

archaeological digs
see far away places clearly
hunt animals
look at very small things
make things clean
read a map

- 3b** Look at your part of the map on page 154 and choose sites to dig.

- Work in groups of three or four.

Example: Let's dig between the lake and the rocks.
That's a good idea. / Yes, let's.



- 3c** In new groups of four, present your findings. Who found the manuscript?

Example: We found a piece of old **mosaic** in the rocks.

- 3d** Complete the report about your findings:

- Use Form 1 to report about **skeletons** of people and animals.
- Use Form 2 to report about objects.

Form 1

We found...
We used...
We think that it was...
He / It had...
We think that he / it was...
...lived in / near...

Form 2

We found...
We used...
We think that people used... to...
They could...

- 4** Draw a picture and write a description of one of your findings for the History Museum.

Lesson 6 The mystery of underground land

1 Listen to the Governor and fill in the gaps.

- Use the words from the box.

litter cut down clean fires kill



People of the planet,
Keep your planet (1)
Your planet is your home.
Be careful: Don't (2) ... your planet.
Don't (3) ... the animals.
Don't (4) ... the trees.
Don't light (5) ... in the
forests.
We didn't grow

2a Ask and answer about the life of the people on the planet.

Example: A: Did they keep the planet clean?

B: No, they didn't.

A: Did they litter the planet?

B: Yes, they did.

- 1 keep the planet clean
- 2 kill the animals
- 3 litter the planet
- 4 grow trees and flowers
- 5 cut down the trees
- 6 light fires in the forests
- 7 keep rivers and lakes clean
- 8 make the planet a better place

2b Why did life on Antharas change?

- Write your answer.

Example: *I think life changed because they cut down the trees.*

3a Ask and answer.

- Complete the table for yourself and your friend.

Example: A: *Do you water the plants at home?*

B: *Yes, always.*

Are you a friend of Earth?		
Do you	You	Your friend
1 drop litter in the street?		
2 grow trees and flowers?		
3 help animals and birds?		
4 keep rivers and lakes clean?		
5 cut down trees?		
6 keep your place clean?		
7 water the plants at home?		
8 make your home town a better place?		

- a) always
- b) usually
- c) sometimes
- d) never

3b How did you score? Look at page 154 and check.**4 Make a poster about our planet Earth and write the rules how to keep it.**

Example: 1 *Don't drop litter.*
 2 *Be friends to the animals.*
 3 ...



Lesson 7 Board game: Summerland



Don't light fires!

Summer Camp

Hive House

Dragonfly House

Ladybird House

Sports Centre

Castle

Sea Shell House

SUPERMARKET

does

doesn't

when?

there is



why?

do

who?

don't

this is

Gardens

the most



where?

have got

can

Fort

Past Simple



Present Simple

what?



be

Start

No trespassing!

Adventures in the Past

Don't litter!

Park

CAFE

NATURAL HISTORY MUSEUM



Adventures in the Future

look
like



is it?

use
it to

Finish

do
you?

if



can
you?

are you
going
to?

it is

so

how
often?

than

because



were

there
are

how?



let's

I'm
going
to

how
many?



was

How to play

You need: four or five players, a counter for each player and dice.

Aim: to get to the FINISH first.

- 1 Put the counters on START.
- 2 Players throw the dice and move counters from the START line. If you score a 5 with the dice, move 5 places.
- 3 When you land on a green square, use the word in the square and say a sentence.
Example: *I'm going to swim in the river.*
- 4 When you land on a blue square, ask another player a question.
Example: *Can you pick flowers in a field?*
- 5 When you land on a red square, talk about what happened on the square behind you and go back one square.
Example: *It was wet. I watched TV.*
- 6 When you land on a yellow square, talk about the weather.
Example: *The weather is fine. It's warm and sunny.*
- 7 When you land on a brown square, miss a turn and say why.
Example: *The weather is bad. I'm going to wait here.*

The winner is the one who gets to the FINISH first. If you go past FINISH, go back to the snow and ice and miss a turn.

Lesson 8 Project

MY FAVOURITES

1 Talk about your favourite project.

- 1 Display all your projects in class.
- 2 In groups of three or four choose a nominee for each of the categories.
- 3 Fill in the voting form.

YOUR CHOICE, YOUR VOICE!

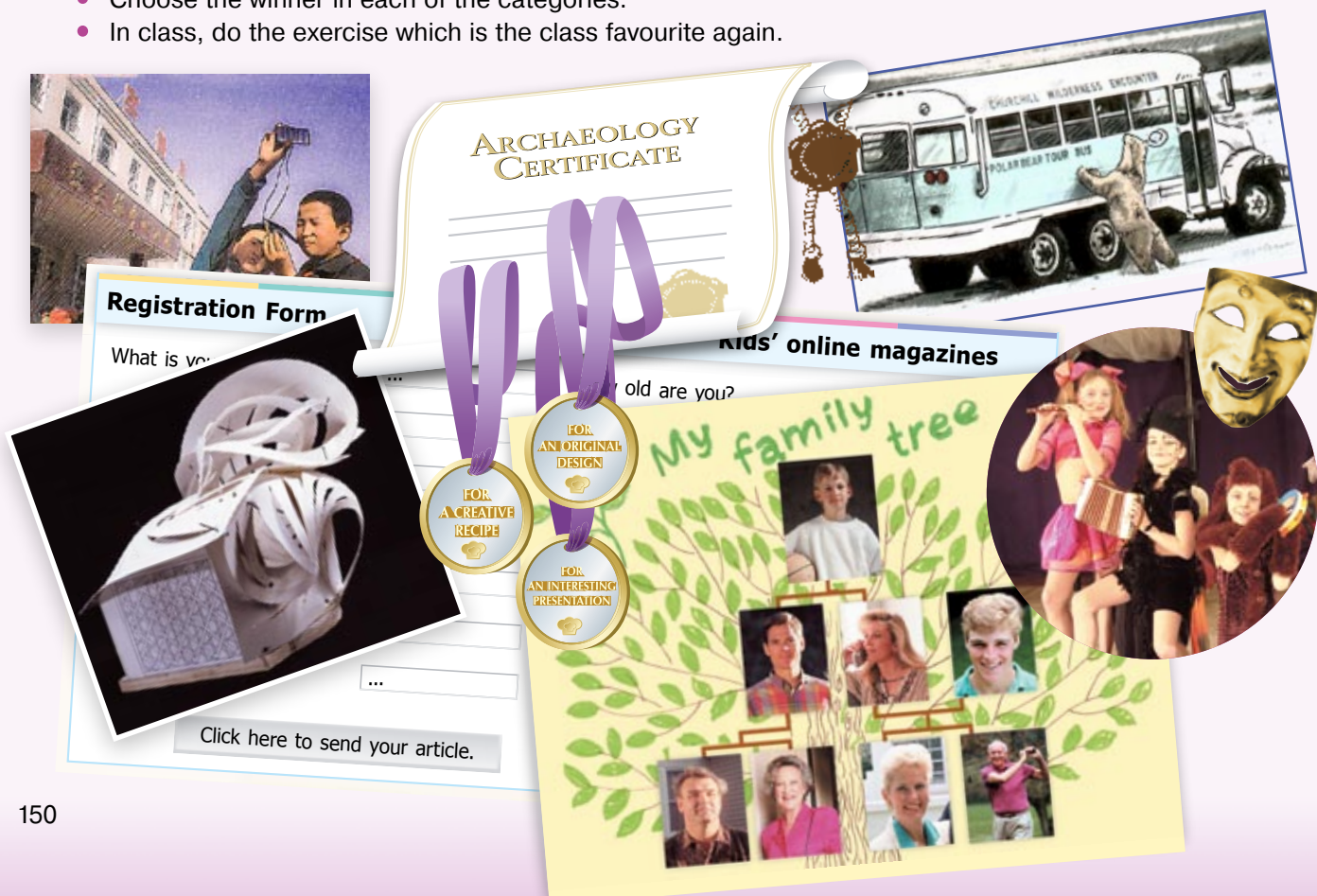
VOTING FORM FAVOURITES

Category	Group 1	Group 2	Group 3	Group 4	Group 5	Winners
The funniest						
The smallest						
The biggest						
The most interesting						
The most beautiful						
The most unusual						

2 Talk about your favourite lesson in your English textbook.

Category	Exercise	Stories	Pictures	Rhymes	Games	Homework
Favourite						
The most difficult						
The easiest						

- In groups of three or four look through your textbook and fill in the table.
- Choose the winner in each of the categories.
- In class, do the exercise which is the class favourite again.



Information gap exercises

Unit 2 Lesson 2

- 3 Pupil B: Answer Pupil A's questions using your Card 1. Then ask questions and fill in your Card 2.

Card 1 for Pupil B

Country	Uniform	Marks	Diary	Reports	Breaks	Lunch
France.	Yes (in some schools).	20 — excellent 1 — very bad	Yes. Pupils have got diaries to put marks and to write their homework.	No.	Yes, there's a short break after each lesson and a longer break for lunch.	There's a break for lunch / some pupils go home for lunch.

Example: B: Where are you from?
A: Germany.

Card 2 for Pupil B

Country	Uniform	Marks	Diary	Reports	Breaks	Lunch

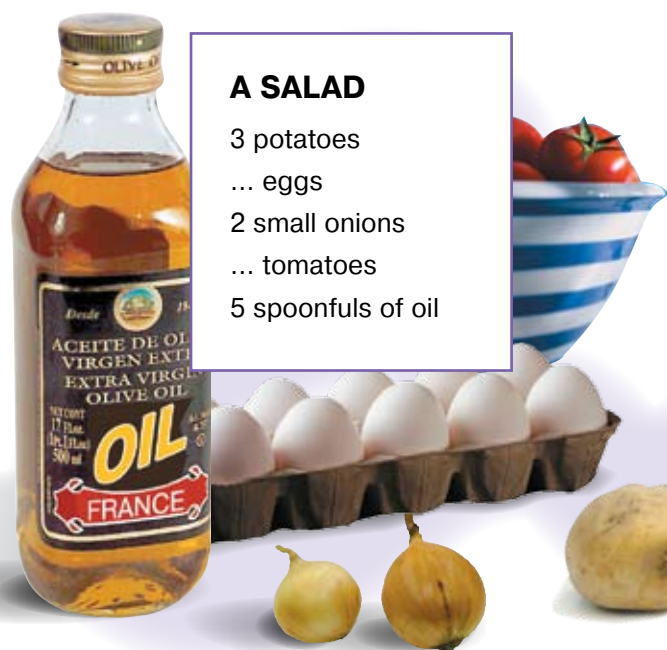
Unit 4 Lesson 5

- 4 Pupil B: Ask your partner to complete the recipe.

Example: How many ... do we need?

A SALAD

3 potatoes
... eggs
2 small onions
... tomatoes
5 spoonfuls of oil



Unit 6 Lesson 1

6

Card for Pupil A

- Say:
 - where the animal lived.
 - when the animal lived.
 - what it looked like.
- Answer the visitor's questions.



Unit 5 Lesson 1

5b Pupil B

Observation sheet 3

Name: *the ant*

Colour:

Lives:

Has:

Does:

Observation sheet 4

Name: *the butterfly*

Colour:

Lives:

Has:

Does:

Observation sheet 5

Name: *the dragonfly*

Colour: *green or grey*

Lives: *near lakes and rivers*

Has: *a long body, four large wings,
a big head, large eyes, six legs*

Does: *flies fast*

Observation sheet 6

Name: *the ladybird*

Colour: *red with black spots*

Lives: *in fields and gardens*

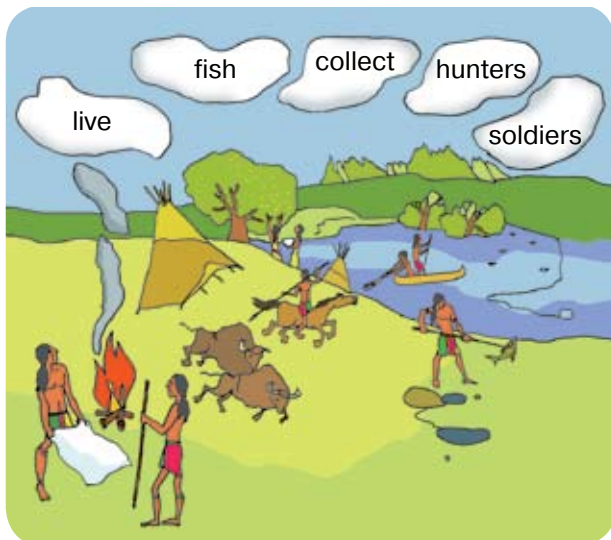
Has: *black legs, a small head*

Does: *flies*

Unit 6 Lesson 2

5

Card 1 for Pupil B



Example: Were they soldiers?
Did the Lake people collect plants
and nuts?

Card 2 for Pupil B

Tosh'-ka-hi U-ti
'A Camp among the Oaks'



Unit 6 Lesson 1

6

Card for Pupil B

- Ask:
 - 1 the name of the animal?
 - 2 dangerous?
 - 3 a plant eater / meat eater?
 - 4 lives now?

Unit 7 Lesson 1

3c

Card for Pupil B

- 1 You want to buy two tickets for *The Bear that wasn't there*. You want to see it at 12 o'clock.
- 2 You sell tickets at the box office. Talk to Pupil A, complete the ticket and give it to him / her.

Unit 10 Lesson 1

5 Fact files of the planets:

Name: Antharas
Size: large
Forms of life: people, animals, birds, insects, plants, trees
T°: -30 ... +30°C
Landscape: mountains, hills, seas, oceans, rivers, lakes
Aggressive forms of life: no

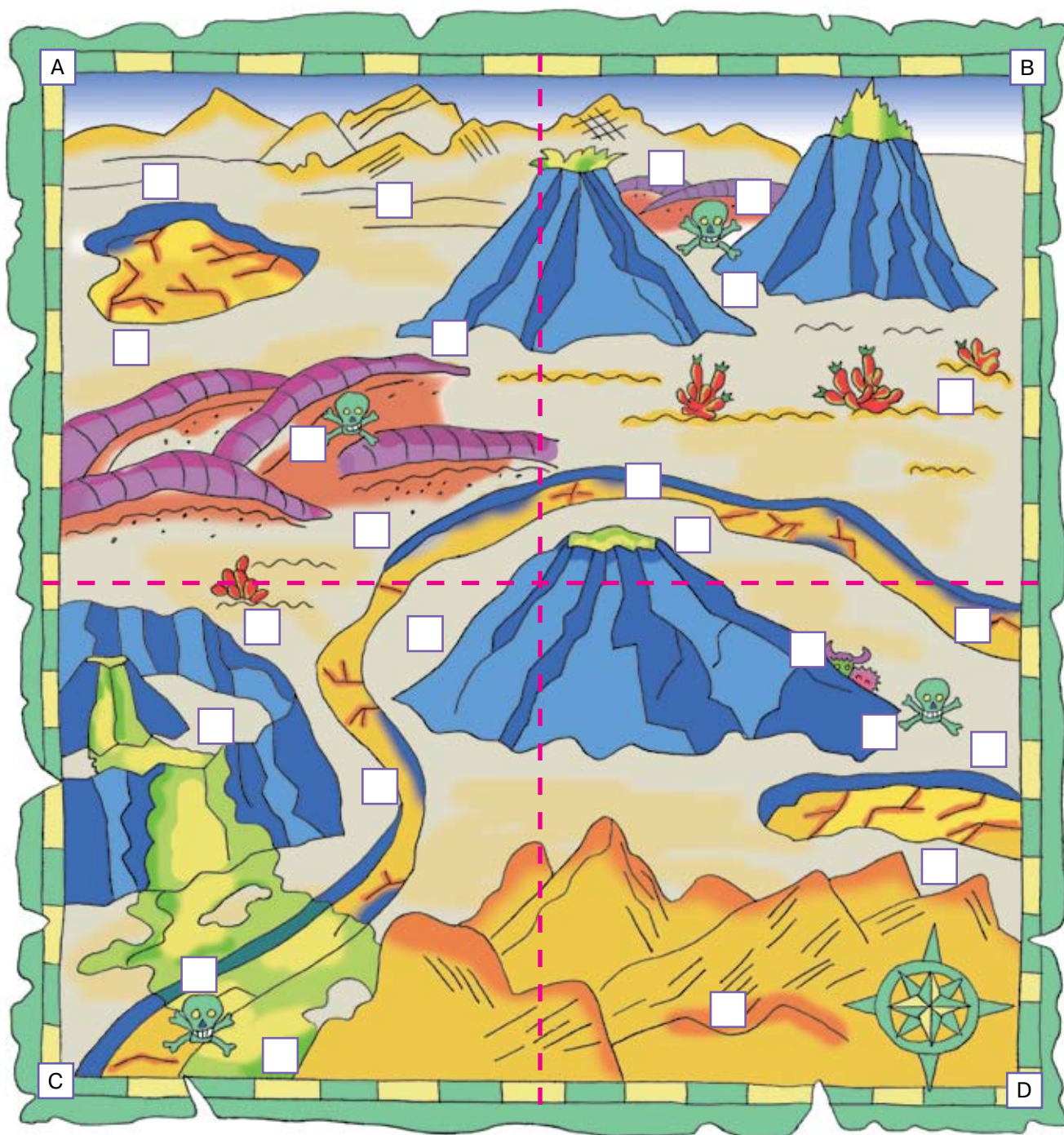
Name: Edge 48
Size: small
Forms of life: kiborgs, transformers
T°: 0 ... 15°C
Landscape: oceans, rocks
Aggressive forms of life: robot bees, robot squids

Name: Mallok
Size: large
Forms of life: insects, reptiles
T°: 50 ... 100°C
Landscape: mountains, deserts
Aggressive forms of life: radioactive scorpions and snakes, giant worms

Name: Haot
Size: large
Forms of life: wild tribes, animals, insects, plants, trees
T°: -5 ... +30°C
Landscape: jungles, volcanoes, rocks, hills, seas, rivers, lakes
Aggressive forms of life: black crocodiles, giant gorillas

Unit 10 Lesson 5

3b




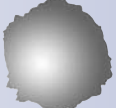


Unit 10 Lesson 6

3b

Check.

a) -10 b) -8 c) -4 d) -2

> 40	30-40	15-30	< 15
			

Grammar support

1. Личные местоимения и притяжательные прилагательные

Кто? Что?		Чей? Чья? Чьё?	
я он она он, она, оно	I he she it (неодушевленный предмет или животное)	my his her its	мой, моя, моё, мои его её его, её (о неодушевленном предмете или животном)
мы ты вы они	we you you they	our your your their	наш, наша, наше, наши твой, твоя, твоё, твои ваш, ваша, ваше, ваши их

2. to be (am, is, are)

Этот глагол поможет тебе представиться, сказать, сколько тебе лет и откуда ты. У этого глагола три разные формы.

Если ты говоришь о себе, используй форму **am**.

Если ты рассказываешь о своем друге или подруге, то тебе нужна форма **is**.

Ну а если тех, о ком ты говоришь, много, то тебе нужна форма множественного числа **are**.

I	am	} from London.
He/She/It	is	
We/You/They	are	

Обрати внимание, что в русском языке этот глагол в настоящем времени обычно отсутствует и на русский язык не переводится.

Например: I **am** Max. / Я — Макс.

Когда ты о чем-то рассказываешь и хочешь рассказать обо всем как можно быстрее, используй краткие формы:

I am	I'm
he is	he's
she is	she's
we are	we're
you are	you're
they are	they're

Краткие отрицательные формы выглядят так:

I am not	I'm not
is not	isn't
are not	aren't

Hello, Ann,
I am Max.
I am ten.
I am from London.

I'm Max.
I'm ten.
I'm from London.



LOOK

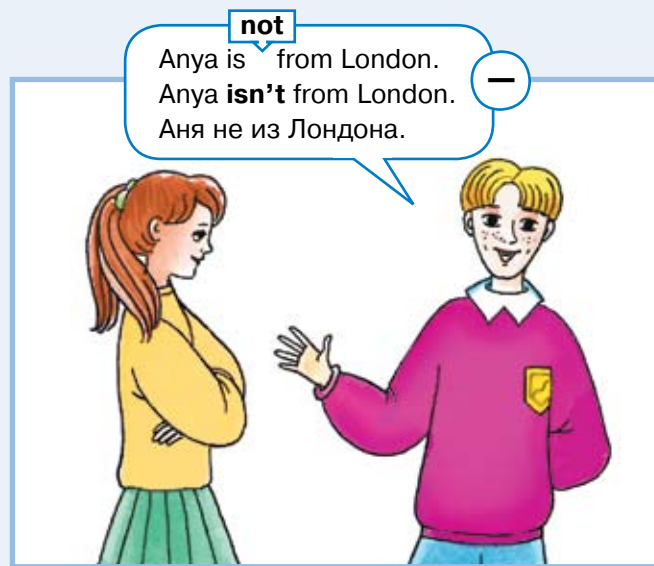
+ — утверждение

— — отрицание

? Yes / No — вопрос, на который отвечают "да" или "нет"

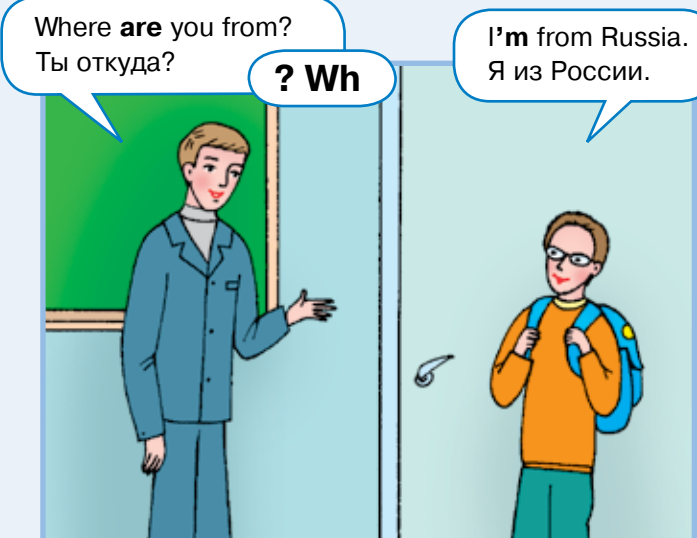
? Wh — вопрос со словами **when**, **where**, **why**, **how**, **who**, **what**

? Who / What



Обрати внимание, что в вопросе глагол **am** / **is** / **are** меняет свое место и становится перед подлежащим.

Не забудь, что недостаточно просто ответить **Yes** или **No**. Необходимо еще добавить соответствующее местоимение и нужную форму глагола.



3. have got / has got

Если ты хочешь рассказать о том, что у тебя есть (к примеру, похвастаться, что у тебя есть большая коллекция брелоков), тебе поможет **have got**.

Когда же ты говоришь, что есть у твоего друга или подруги, то нужно использовать **has got**.

I	}	have got	55 key rings.
We			
You			
They			
He	}	has got	
She			
It			

При этом в устной речи от **have** остается только **'ve**, а от **has** — только **'s**.



I've got a dog.
Jane's **got** a dog, too. **+**

not
I **have** **got** a dog.
I **haven't got** a dog. **-**



Обрати внимание, что в вопросе глагол **have** / **has** меняет свое место и становится перед подлежащим.

Не забудь, что недостаточно просто ответить **Yes** или **No**. Необходимо еще добавить соответствующее местоимение и нужную форму глагола.

Have you got any Russian key rings? **? Yes / No**

Yes, I **have**.

No, I **haven't**.

How many key rings **have** you **got**?

I've **got** 53.

Have you got any Russian key rings?

No, I **haven't**.

What have you got in your collection? **? Wh**

I've got 53 key rings.

4. Imperative (Повелительное наклонение)

На уроке ты, наверное, часто слышишь, как учитель говорит, обращаясь к классу:

Listen to me.
Look at the board.
Open your books at page 25.

Таким образом, учитель ведет урок и говорит, что вам нужно делать.

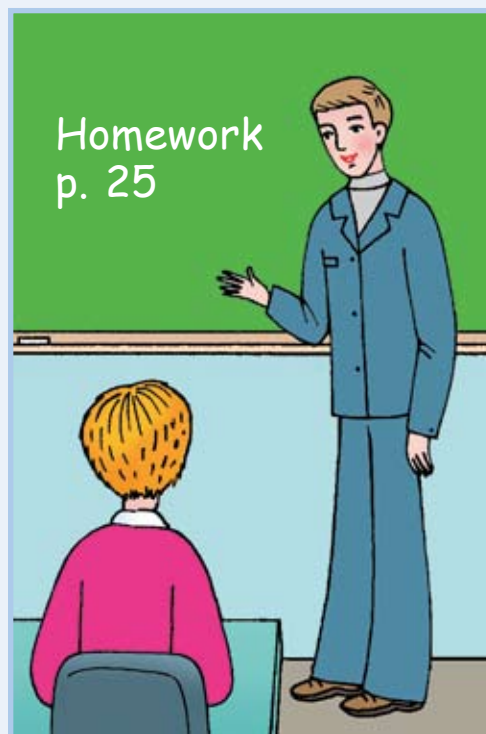
Иногда он говорит, что не нужно делать.

Don't talk.
Don't write in your book.
Don't cheat.

Форму повелительного наклонения можно также использовать, чтобы попросить о чем-нибудь. Чтобы быть вежливым, добавь слово PLEASE.

Say that again, please.

Spell that, please.



5. Притяжательное 's

Чтобы сказать, **чей** это родственник или друг, прибавь **'s**.

mother's sister — мамина сестра

Aigul's father — папа Айгуль

Чтобы сказать, **чье** это имя или чей предмет, прибавь **'s**.

older brother's name

's читается по-разному:

[a'gulz]

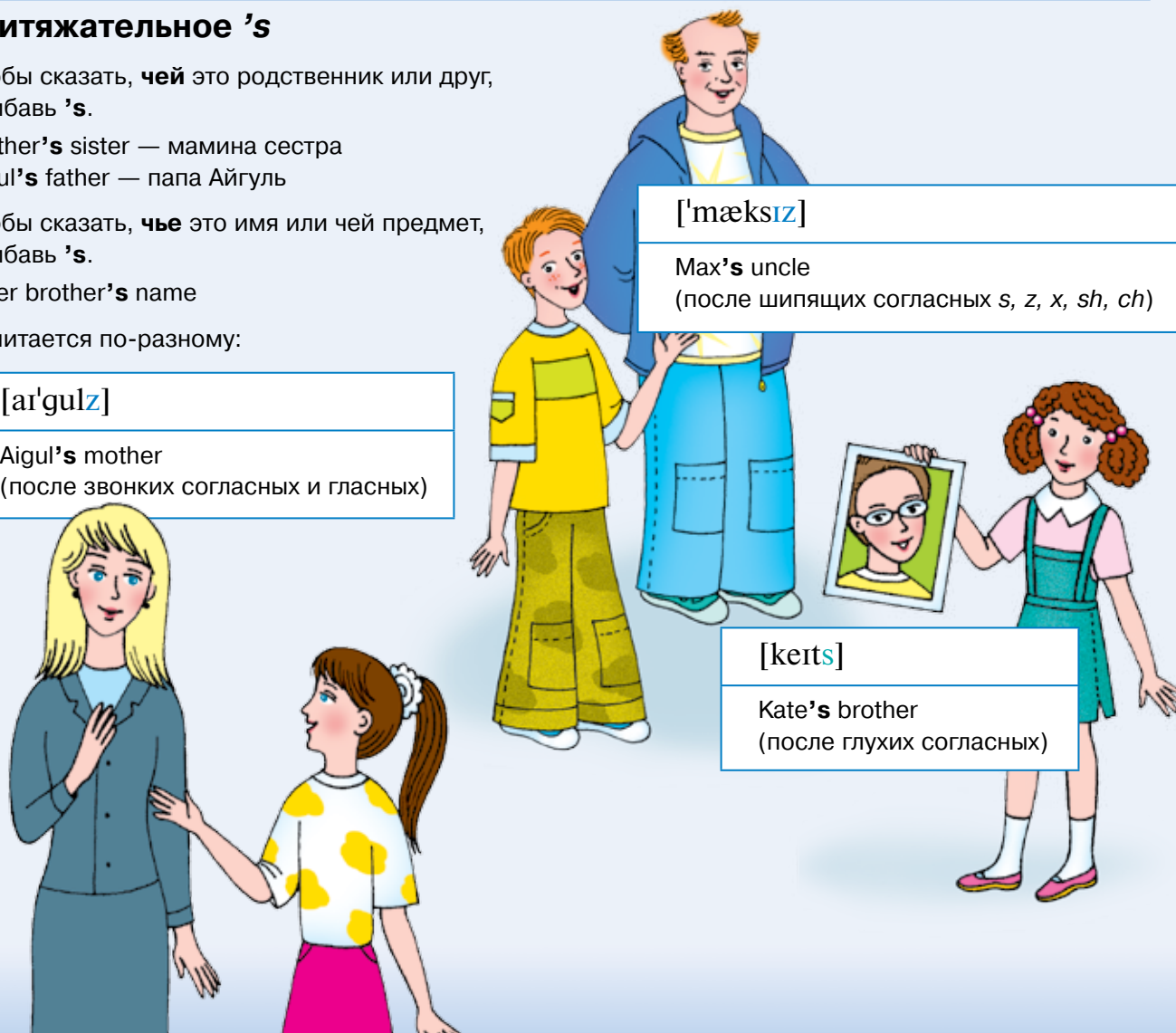
Aigul's mother
 (после звонких согласных и гласных)

['mæksɪz]

Max's uncle
 (после шипящих согласных s, z, x, sh, ch)

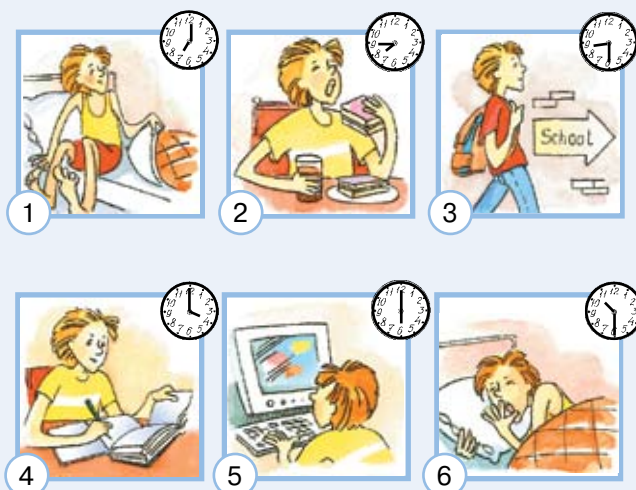
[keɪts]

Kate's brother
 (после глухих согласных)



6. -s (-es), do, does, don't, doesn't

Если ты хочешь рассказать о том, что ты делаешь каждый день, например, что происходит в школе, дома и так далее, используй форму **present simple**.



I **get up** at 7 o'clock.
He **gets up** at 7 o'clock.

+

I **don't** **get up** at 5 o'clock.

He **doesn't** **get up** at 5 o'clock.

-

Do you **get up** at 7? — Yes, I **do**.

No, I **don't**.

Does he **get up** at 7? — Yes, he **does**.

No, he **doesn't**.

? Yes / No

When **do** you **get up**?

When **does** he **get up**?

? Wh

7. -er, more

Если ты хочешь сравнить предметы или людей, то тебе помогут прилагательные в сравнительной степени. Если прилагательное короткое (один-два слога), прибавь к нему **-er**. Если прилагательное длинное, то поставь перед ним **more**.

long — longer

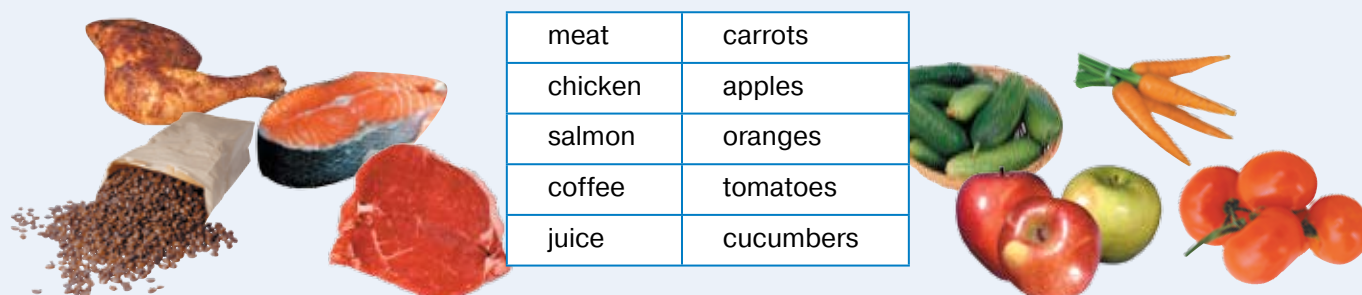
beautiful — **more** beautiful

Spelling		
e + r	y → ier	Гласный ударный звук между двумя согласными удваивается
large — larger	heavy → heavier	big — bigger no: old — older

8. Исчисляемые и неисчисляемые существительные

Некоторые предметы (например, продукты) легко посчитать по одному. Это исчисляемые существительные.

Другие вещества трудно посчитать по одному, мы говорим о них как о некотором количестве. Это неисчисляемые существительные.



Когда мы говорим о количестве продуктов, мы используем какие-то способы измерения, например, бутылка молока, плитка шоколада, пакет чипсов и т. д.

a bottle of milk
a bar of chocolate
a packet of crisps



Если продукты можно посчитать по одному, то, говоря об одном продукте, можно сказать так:

a lemon, an apple



Если ты хочешь сказать, что у кого-то есть какие-то продукты (неопределенное количество), скажи так:

We've got **some** apples and juice.

Если ты хочешь сказать, что продуктов нет, скажи так:

I haven't got **any** oranges or cheese.

Если ты хочешь узнать, есть ли у кого-нибудь какие-нибудь продукты, спроси так:

Have you got **any** cheese? Have you got **any** apples?

9. 2,000 years ago

Когда мы говорим о том, что какие-то события произошли какое-то время назад, мы используем фразу **...years ago**.

Например,

пять тысяч лет назад — 5,000 **years ago** — five thousand **years ago**

300 лет назад — 300 **years ago** — three hundred **years ago**

Слова *thousand* и *hundred* в этой фразе используются в единственном числе, **без** окончания **-s**.

10. There is... / There are...

Когда ты хочешь подчеркнуть, что предмет или человек **СУЩЕСТВУЕТ** / **ЕСТЬ**, нужно использовать **there is...** / **there are...** При этом ты можешь упомянуть, где находится этот предмет или человек:

There is a rabbit in the hat. (В шляпе есть кролик.)

What is there?
Что там (есть)?

There is a rabbit!
Там (есть) кролик!



1

There is no rabbit!
Там нет кролика!



2

There is a bird! /
Там (есть) птичка!



3

Если ты говоришь об одном предмете или человеке, то используй **there is...**
 Если людей или предметов больше, чем один, используй **there are...**



Если ты хочешь подчеркнуть, что чего-то НЕТ / НЕ СУЩЕСТВУЕТ, используй **there is no...** / **there are no...**



11. was... / were...

Если ты хочешь рассказать о том, что **было**, например, какая вчера **была** погода, какими **были** в молодости твои родители, тебе помогут **was / were**.

I / he / she / it	was	} to be
we / you / they	were	

The weather **was** fine yesterday.
 My parents **were** very young 10 years ago.

Was / Were поможет тебе рассказать, где ты **был(а)** вчера, прошлым летом, год назад.

Max **was** at a birthday party.

+

Anya **was not** at a birthday party.
 Anya **wasn't** at a birthday party.

—

Max **was** at a birthday party.

Was Max at a birthday party?

— **Yes**, he **was**. / **No**, he **wasn't**.

? Yes / No

Where **was** Max?

— He **was** at a birthday party.

? Wh

12. There was... / were...

Если ты хочешь сказать, что где-то (в каком-то месте) был какой-то предмет (предметы) или человек (люди), используй **there was...** / **there were...**

There was some milk in the trolley.

There were three cartons of milk in the trolley.

Если ты говоришь об одном предмете или человеке, используй **there was...**

There was a bottle of juice in the trolley.

В тележке была бутылка сока.

Если предметов или людей больше, чем один, используй **there were...**

There were two kilos of rice in the trolley.

В тележке было два килограмма риса.

13. -ed, did

Если ты хочешь рассказать о событиях в прошлом, о том, что кто-то сделал или делал некоторое время назад, или рассказать историю, используй **past simple**.

Boys in ancient Sparta **trained** to be soldiers.
They **swam** in the icy river.

+

They **did not train** to be farmers.
They **did not swim** in the swimming pool.

did not = didn't

—

Did they train to be soldiers?
Did they swim in the swimming pool?

? Yes / No

Where **did** they **swim**?

? Wh

Если ты хочешь рассказать о том, что ты или кто-то другой делал вчера (в воскресенье, летом), используй ту же форму **past simple**.

I **swam** in the swimming pool yesterday.

He **swam** in the swimming pool yesterday.



Окончание **-ed** читается по-разному:

после глухих согласных [t]	после звонких согласных и гласных [d]	после <i>t</i> и <i>d</i> [ɪd]
walk + ed = walked like — liked stop — stopped	open + ed = opened play — played	want + ed = wanted add — added



Present		Past simple
be (am, is, are)	быть	was / were
eat	есть	ate
begin	начинать	began
bite	кусать	bit
bring	приносить	brought [brɔ:t]
build	строить	built
buy	покупать	bought [bɔ:t]
catch	ловить	caught [kɔ:t]
come	приходить	came
can	мочь	could [kʊd]
choose	выбирать	chose
cut	резать	cut
do	делать	did
drink	пить	drank
draw	рисовать	drew
dream	мечтать	dreamt [dremt] или dreamed [dri:md]
feel	чувствовать	felt
find	находить	found
fly	летать	flew [flu:]
get	доставать, добираться	got
go	идти, ходить	went
grow	расти, выращивать	grew
have	иметь	had
lose	терять	lost
make	делать	made
run	бежать	ran
read [ri:d]	читать	read [red]
ride	ехать верхом	rode
say	говорить, сказать	said [sed]
see	видеть, смотреть	saw [sɔ:]
send	посылать	sent

Present		Past simple
sing	петь	sang
sit	сидеть	sat
sleep	спать	slept
spend	проводить	spent
spell	писать или произносить	spelt или spelled
swim	плавать	swam
take	брать, взять	took
tell	говорить, рассказывать	told
think	думать	thought
throw	бросать	threw
wear	носить одежду	wore
win	выиграть	won [wʌn]
write [raɪt]	писать	wrote [rəʊt]

14. the Greeks

О людях, которые жили или живут в каком-либо месте, говорят так:

Rome — the Romans

Sparta — the Spartans

Russia — the Russians

China — the Chinese

15. -est, most

Если ты хочешь сказать, что что-то или кто-то “самый-самый”, то тебе понадобится превосходная степень прилагательного.

Если прилагательное короткое (один-два слога), прибавь к нему **-est**.

Если прилагательное длинное, то поставь перед ним **most**.

Так как “самый-самый” может быть только один, то не забудь поставить перед ним **the**.

big — **the biggest**

famous — **the most famous**

16. would like

Если ты хочешь рассказать, о чем ты мечтаешь, тебе поможет выражение **would like**.

I'd like to live in a village near the sea.

Would you like to live in / on...?

Yes, I would.

Write your name

Буква русского алфавита	Написание буквы через английский алфавит	Буква русского алфавита	Написание буквы через английский алфавит
Аа	Aa	Рр	Rr
Бб	Bb	Сс	Ss
Вв	Vv	Тт	Tt
Гг	Gg	Уу	Uu
Дд	Dd	Фф	Ff
Ее	Ee	Хх	Kh kh
Ёё	Yo yo	Цц	Ts ts
Жж	Zh zh	Чч	Ch ch
Зз	Zz	Шш	Sh sh
Ии	Ii	Щщ	Shch shch
Йй	Yy	Ъ	”
Кк	Kk	Ы	y
Лл	Ll	Ь	,
Мм	Mm	Ээ	Ee
Нн	Nn	Юю	Yu yu
Оо	Oo	Яя	Ya ya
Пп	Pp		

Примеры написания русских имен в английской транслитерации:

Аня Смирнова

Anya Smirnova

Саша Чижова

Sasha Chizhova

Женя Мальцев

Zhenya Mal'tsev

Андрей Малахов

Andrey Malakhov

Евгений Щеглов

Yevgeny Shcheglov

Wordlist

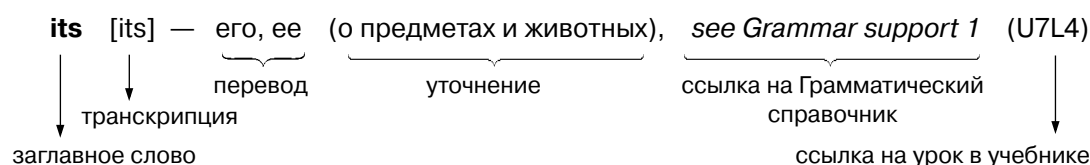
В этом Списке слов* ты найдешь все слова, которые встречаются в учебнике. Он поможет тебе перевести слово с английского языка на русский и подобрать нужную форму слова. Для того чтобы правильно и быстро отыскать нужное слово и его значение, надо хорошо знать, как он устроен.

Обычно словарь состоит из заглавных слов и словарных статей. Заглавное слово — это первое слово в словарной статье. А вся словарная статья объясняет произношение, значение и употребление заглавного слова. Все заглавные слова, включая имена собственные и сокращения, располагаются в словаре в алфавитном порядке. Если первые две буквы в словах одинаковые, то учитываются третьи, четвертые и т. д.

Если заглавное слово имеет несколько значений, каждое из них рассматривается в новой 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. В словарной статье на контекст указывает **уточнение**.

Чтобы сделать точный перевод, запомни, из чего состоит **словарная статья**.

Обычно она включает: **заглавное слово**, **[транскрипцию]**, **перевод**. В этом списке слов можно найти такие сведения:



В статьях могут быть такие ссылки:

see go — смотри другую форму слова

see Grammar support 1 — смотри Грамматический справочник, раздел 1

(U7L4) — Unit 7 Lesson 4 — смотри урок в учебнике, где появляется это слово

В словарной статье могут быть даны выражения с заглавным словом; другие формы слова, например, множественное число существительных, прошедшее время глаголов (для неправильных глаголов), сравнительная и превосходная степень некоторых прилагательных. Иногда даны грамматические пояснения.

В словаре ты найдешь такие сокращения:

<i>adj</i>	adjective	прилагательное
<i>adv</i>	adverb	наречие
<i>n</i>	noun	существительное
<i>prep</i>	preposition	предлог
<i>v</i>	verb	глагол
<i>sb</i>	somebody	кто-либо
<i>sth</i>	something	что-либо

Теперь ты сможешь быстро и правильно перевести слово. Успехов в работе переводчика!

* При составлении этого списка слов были использованы:
Longman Dictionary of Contemporary English.— Longman Group Ltd., 2003.
Большой англо-русский словарь: В 2 т. / Под общ. рук. И. Р. Гальперина.— М., 1972.
Мюллер В. К. Англо-русский словарь. Изд. 22-е.— М., 1988.

A

a [ə], [eɪ] — неопределенный артикль
about [ə'baʊt] *prep* — о (U9L1)
above ground [ə'blaʊn 'graʊnd] — над землей (U10L2)
abroad [ə'brɔ:d] *adv* — за границей (U3L4)
acting ['æktɪŋ] *n* — игра актеров (U7L6)
action ['ækʃən] *n* — действие (U9L5)
add [æd] — добавлять (U4L5)
adult ['ædʌlt] *n* — взрослый (U7L6)
after ['ɑ:ftə] *prep* — после (U2L1)
aggressive [ə'gresɪv] *adj* — агрессивный (U10L1)
always ['ɔ:lweɪz] *adv* — всегда (U2L5)
am [əm] *v* — форма глагола **be**, see *Grammar support 2*
amazing [ə'meɪzɪŋ] *adj* — удивительный, изумительный (U9L5)
amphitheatre ['æmfɪθiətrə] *n* — амфитеатр (U8L4)
ancient ['eɪnfənt] *adj* — древний (U6L3)
Ancient Greece ['eɪnfənt 'ɡri:s] — Древняя Греция (U7L1)
ancient Sparta ['eɪnfənt 'spɑ:tə] — древняя Спарта (U6L4)
ant [ænt] *n* — муравей (U5L1)
applause [ə'plɔ:z] *n* — аплодисменты (U7L6)
archaeologist [ˌɑ:ki'blɔ:dʒɪst] *n* — археолог (U6L1)
archaeology [ˌɑ:ki'blɔ:dʒi] *n* — археология (U6L6)
are [ɑ:] *v* — форма глагола **be**, see *Grammar support 2*
army ['ɑ:mi] *n* — армия (U6L3)
arrest [ə'rest] *v* — арестовать (U7L5)
astronomy [ə'strɒnəmi] *n* — астрономия (U6L3)
at the weekend [ˌwɪk'end] — на выходных (U9L4)
athlete ['æθli:t] *n* — атлет, спортсмен (U3L5)
attach [ə'tætʃ] *v* — прикрепить (U1L6)
attentive [ə'tentɪv] *adj* — внимательный (U5L3)
aviation [ˌeɪvɪ'eɪʃən] *n* — авиация (U9L5)

B

back at school [bæk ət sku:l] *v* — возвращаться в школу (U1L1)
bark [bɑ:k] *v* — лаять (U2L4)
bar [bɑ:] *of n* — плитка (шоколада) (U4L3)
baseball bat ['beɪsbɔ:l ,bæt] — бейсбольная бита (U10L3)
bat [bæt] *n* — летучая мышь (U5L4)
bath house ['bɑ:θ ,haʊs] — баня (U8L4)
baths [bɑ:θs] *n* — бани (U6L3)
be [bi] *v* — быть; для настоящего времени формы **am, is, are**; для прошедшего **was, were**, see *Grammar support 2, 11*

be careful ['keəfəl] — быть осторожным (U10L4)
be expected [ɪk'spektɪd] — ожидается (U9L1)
be on ['bi: 'ɒn] — идти (о спектакле, кино) (U7L1)
be out of action ['ækʃən] — не работать (U10L1)
beak [bi:k] *n* — клюв (U5L2)
bee [bi:] *n* — пчела (U5L1)
before [bɪ'fɔ:] *prep* — перед чем-либо (U2L1)
best [best] *adj* — лучший, see **good Grammar support 15**
better ['betə] *adj* — лучший see **good Grammar support 7**
binoculars [brɪ'nɒkjʊləz] *n* — бинокль (U10L5)
biology [baɪ'ɒlədʒi] *n* — биология (U2L1)
bit [bɪt] *v* — форма глагола **bite**, see *Grammar support 13*
bite [baɪt] (**bit**) *v* — кусать (U5L2)
bodyguard ['bɒdɪɡɑ:d] *n* — телохранитель (U7L3)
bottle of juice ['bɒtl] *n* — бутылка сока (U4L3)
brave [breɪv] *adj* — храбрый (U5L3)
bread [bred] *n* — хлеб (U4L2)
break [breɪk] *n* — перемена (U2L1)
buffalo ['bʌfələʊ] *n* — бизон (U6L2)
butter ['bʌtə] *n* — масло (U4L2)
butterfly ['bʌtəflaɪ] *n* — бабочка (U5L1)
button ['bʌtn] *n* — кнопка (U1L6)

C

caller ['kɔ:lə] *adj* — звонящий (U1L5)
calm [kɑ:m] *adj* — тихий (U7L4)
came [keɪm] *v* — форма глагола **come**, see *Grammar support 13*
camel safari ['kæməl sə'fɑ:ri] — сафари на верблюдах (U9L5)
captain ['kæptɪn] *n* — капитан (U6L6)
careful ['keəfəl] *adj* — осторожный (U7L2)
caring ['keərɪŋ] *adj* — заботливый (U5L3)
carrot ['kærət] *n* — морковь (U4L1)
carton of milk [kɑ:tn] *n* — картонная коробка молока (U4L3)
carry ['kæri] *v* — нести (U5L1)
case [keɪs] *n* — случай, происшествие, дело (U4L4)
catch [kætʃ] *v* — поймать, схватить (U5L2)
caught [kɔ:t] *v* — форма глагола **catch**, see *Grammar support 13*
cave [keɪv] *n* — пещера (U5L4)
CD [ˌsi: 'di:] *n* — компакт-диск (U1L6)
central heating [ˌsentərəl 'hi:tɪŋ] — центральное отопление (U6L3)
chameleon [kə'mi:liən] *n* — хамелеон (U5L5)
change [tʃeɪndʒ] *v* — изменить, измениться (U10L2)
changeable ['tʃeɪndʒəbəl] *adj* — изменчивый (U9L1)
character ['kærɪktə] *n* — герой (пьесы, книги) (U7L2)

chat room ['tʃæt ru:m] — чат (U1L2)
chatting to friends ['tʃætɪŋ tə 'frendz] — болтать с друзьями (U1L2)
chicken ['tʃɪkɪn] *n* — курица (U4L1)
Chinese [tʃaɪ'ni:z] 1 *n* — китаец, китайка, 2 *adj* — китайский (U6L3)
chocolate ['tʃɒklɪt] *n* — шоколад (U4L2)
choose [tʃu:z] *v* — выбирать (U6L4)
choreography [ˌkɒrɪ'ɒgrəfi] *n* — хореография (U9L5)
chose [tʃəʊz] *v* — форма глагола **choose**, see *Grammar support 13*
church [tʃɜ:ʃ] *n* — церковь (U8L1)
city centre [ˌsɪti 'sentə] — центр города (U8L1)
classmate ['kla:smeɪt] *n* — одноклассник (U1L2)
click [klɪk] *v* — щелкнуть (U1L6)
climate ['klaɪmɪt] *n* — климат (U9L2)
clock [klɒk] *n* — часы, настольные, башенные и т. д., но не ручные (U1L4)
coin [kɔɪn] *n* — монета (U1L4)
collector [kə'lektə] *n* — коллекционер (U1L6)
come [kʌm] *v* — приходить, приезжать (U6L2)
come true ['kʌm 'tru:] — сбываться (U8L3)
complete [kəm'plɪt] *v* — заполнить, завершить (U10L4)
computer [kəm'pjʊ:tə] *n* — компьютер (U1L6)
control station [kən'trəʊl 'steɪʃən] *n* — центр управления (U10L1)
cool [ku:l] *adj* — прохладный (U9L1)
That's cool! — (в разговорной речи) Здорово! (U1L1)
copy ['kɒpi] *v* — копировать, переписывать (U1L6)
costume ['kɒstjʊm] *n* — театральная одежда (U7L6)
cottage ['kɒtɪdʒ] *n* — деревенский домик (U3L3)
cosmonaut ['kɒzˌmɒnɔ:t] *n* — космонавт (U3L5)
crayon ['kreɪən] *n* — цветной карандаш (U1L1)
crisps [krɪspz] *n* — чипсы (U4L3)
Crown Jewels [ˌkraʊn 'dʒu:əlz] — Сокровища Британской короны (U8L2)
cucumber ['kju:kʌmbə] *n* — огурец (U4L1)
cup [kʌp] **of tea** *n* — чашка чая (U4L3)
customs ['kʌstəmz] *n* — обычаи (U6L2)
cut [kʌt] *v* — удалить, вырезать (U1L6), резать, рубить (U4L5), see *Grammar support 13*
cut down ['kʌt 'daʊn] — срубить (U10L6)

D

daily routines ['deɪli ru:'ti:nz] — повседневная жизнь, распорядок дня (U2L1)
damp [dæmp] *adj* — влажный и холодный (о климате) (U9L2)
dancer ['dɑ:nsə] *n* — танцор (U3L5)
day [deɪ] *n* — день (U2L1)

deep [di:p] *adv* — глубоко (U5L2)
deep in the forest ['di:p ɪn ðə 'fɒrɪst] — в дремучем лесу (U7L2)
degree [di'ɡri:] *n* — градус (о температуре) (U9L1)
desert ['dezət] *n* — пустыня (U9L2)
design [di'zeɪn] *v* — сконструировать (U7L3)
designer [di'zeɪnə] *n* — конструктор, дизайнер (U2L5)
dessert [di'zɜ:t] *n* — десерт (U4L6)
diary ['daɪəri] *n* — дневник (U2L2)
dictionary ['dɪkʃənəri] *n* — словарь (U1L1)
different styles ['dɪfərənt 'staɪlz] — разные стили (U8L3)
dining room ['daɪnɪŋ ru:m] — столовая комната (дома) (U3L3)
DJ [ˌdi: 'dʒeɪ] *n* — диджей (U1L5)
do homework ['həʊmwɜ:k] — делать домашнее задание (U2L3)
do the gardening ['gɑ:dnɪŋ] — работать в саду (U10L3)
Don't light fires! ['laɪt 'faɪəz] — Костры не разжигать! (U10L4)
Don't litter! ['lɪtə] — Не мусорить! (U10L4)
drag [dræg] *v* — тащить, тянуть (U1L6)
dragonfly ['dræɡənflaɪ] *n* — стрекоза (U5L1)
draw (a net) [drɔ:] *v* — вытащить (сеть) (U7L4)
dry [draɪ] *adj* — сухой (U9L2)
dress [dres] 1 *n* — платье, 2 *v* — одеваться (U2L3)
dried-out ['draɪd 'aʊt] — высохший (U10L1)
driving sled dogs ['draɪvɪŋ 'sled ,dɒgz] — езда на собачьей упряжке (U9L5)
drop [drɒp] *v* — уронить, упасть (U1L6)

E

earliest memories ['ɜ:liəst 'memərɪz] — (ранние) детские воспоминания (U3L4)
Earth [z:θ] *n* — Земля (U10L1)
ecology [i'kɒlədʒi] *n* — экология (U9L5)
editor ['edɪtə] *n* — редактор (U2L5)
effective [ɪ'fektɪv] *adj* — эффективный, полезный (U7L3)
Egyptians [ɪ'dʒɪptənz] *n* — египтяне (U6L3)
end [end] *n* — конец, окончание (U10L6)
engineer [ˌendʒɪ'nɪə] *n* — инженер (U3L5)
enter ['entə] *v* — войти (U1L6)
Europeans [ˌjʊərə'pi:ənz] *n* — европейцы (U6L2)
evidence ['eɪdɪns] *n* — доказательство, свидетельство (U5L3)
excellent ['eksələnt] *adj* — отличный (U2L2)
excitement [ɪk'saɪtmənt] *n* — радость, возбуждение (U9L5)
explore [ɪk'splɔ:] *v* — исследовать (U10L1)

extinct [ɪk'stɪŋkt] *adj* — вымерший (U8L3)
extra ['ekstrə] *adj* — дополнительный, лишний (U1L1)

F

fair (hair) [feə] *adj* — светлый (*о волосах*) (U3L7)
family home ['fæməli ,həʊm] — дом для семьи (U3L3)
famous ['feɪməs] *adj* — знаменитый (U8L2)
fat [fæt] *adj* — толстый (U7L7)
father ['fɑːðə] *n* — отец (U3L1)
favourite ['feɪvərɪt] *adj* — любимый (U2L2)
feel [fi:l] (**felt**) *v* — чувствовать (U6L4)
felt [felt] *v* — форма глагола **feel**, see *Grammar support 13*
fires ['faɪəz] *n* — огни, костры (U10L6)
fisherman ['fɪʃməŋ] *n* — рыбак (U6L2)
fix stuff ['fiks 'stʌf] — чинить вещи (U7L3)
flamenco dancing festival [flə'menʃkəʊ dɑːnsɪŋ 'festɪvəl] — фестиваль народного испанского танца “Фламенко” (U9L5)
flat [flæt] *n* — квартира (U2L4)
flew [flu:] *v* — форма глагола **fly**, see *Grammar support 13*
fly [flaɪ] (**flew**) *v* — летать, лететь (U5L1)
flyfishing [flaɪ'fɪʃɪŋ] *v* — ловить рыбу на крючок в виде мухи (U9L5)
follow ['fɒləʊ] *v* — следовать (U10L4)
footprint ['fʊt,prɪnt] *n* — след (U10L2)
fox [fɒks] *n* — лисица (U5L4)
French [frentʃ] *adj* — французский (U2L1)
from... till [frəm tɪl] *prep* — с... до (U5L5)
fruit [fru:t] *n* — фрукты (U4L1)

G

garden ['gɑːdn] *n* — сад (U8L3)
geography [dʒɪ'ɒɡrəfi] *n* — география (U2L1)
get a mark [mɑːk] — получить отметку / оценку (U2L2)
get up ['get 'ʌp] *v* — вставать (с постели) (U2L3)
giant squid ['dʒaɪənt 'skwɪd] — гигантский спрут (U5L2)
give a paw [pɔː] — дать лапу (*о собаке*) (U2L4)
glass [glɑːs] *n* — стекло (U8L4)
glasses ['glɑːsɪz] *n* — очки (U1L1)
go for walks [wɔːks] — ходить на прогулку (U8L1)
go round with (friends) ['gəʊ 'raʊnd wɪð] — общаться с (друзьями) (U8L1)
good fun [ɡʊd fʌn] *adv* — весело, забавно (U9L5)
Governor ['ɡʌvənə] *n* — правитель (U10L4)

granite ['grænɪt] *n* — гранит (U8L4)
grasshopper ['grɑːs,hɒpə] *n* — кузнечик (U5L1)
great grandfather ['greɪt 'grænd,fɑːðə] — прадед (U3L5)
great grandmother ['greɪt 'græn,mʌðə] — прабабушка (U3L5)
great grandparents ['greɪt 'græn,peərənt] — прапрадители (прадед и прабабушка) (U3L5)
grew *v* — форма глагола **grow**, see *Grammar support 13*
grow up ['grəʊ 'ʌp] *v* (**grew**) — вырасти (U7L6)

H

habitat ['hæbɪtæt] *n* — место обитания (U5L4)
half [hɑːf] *n* — половина (U2L3)
hard-working [hɑːd 'wɜːkɪŋ] *adj* — трудолюбивый (U2L5)
have [hæv] **smth on** — быть одетым во что-либо (U7L6)
have sth in common ['kɒmən] — иметь что-либо общее (U2L3)
heavy ['hevi] *adj* — тяжелый (*о весе*) (U9L1)
heavy rain ['hevi reɪn] — сильный дождь (U9L2)
height [haɪt] *n* — высота (U10L2)
held [held] *v* — форма глагола **hold**, see *Grammar support 13*
helpful ['helpfəl] *adj* — готовый прийти на помощь, оказывающий помощь (U5L3)
high temperature ['haɪ 'tempərəʃə] — высокая температура (U9L1)
highlight ['haɪlaɪt] *v* — выделить цветом (U1L6)
hill [hɪl] *n* — холм, небольшая гора (U5L5)
historian [hɪ'stɔːriən] *n* — историк (U6L6)
history ['hɪstəri] *n* — история (U2L1)
hit song [hɪt sɒŋ] — очень популярная песня, хит (U1L5)
hive [haɪv] *n* — улей (U5L1)
hold [həʊld] (**held**) *v* — держать (U5L2)
homework ['həʊmwɜːk] *n* — домашнее задание (U2L2)
horseman ['hɔːsmən] *n* — всадник, наездник (U6L2)
houseboat ['haʊsbəʊt] *n* — плавучий дом (лодка или баржа, приспособленные для жилья) (U3L3)
hug [hʌɡ] *v* — обнять (U2L4)
huge [hjuːdʒ] *adj* — огромный (U6L1)
human ['hjuːmən] *n* — человек (U5L4)
humid ['hjuːmɪd] *adj* — влажный и теплый (*о климате*) (U9L2)
hunter ['hʌntə] *n* — охотник (U6L2)
husband ['hʌzbənd] *n* — муж (U3L1)

I

Ice Age ['aɪs ˌeɪdʒ] — ледниковый период (U6L1)
icy ['aɪsi] *adj* — ледяной (U6L4)
illustrator ['ɪləstreɪtə] *n* — иллюстратор (U2L5)
impressive [ɪmˈpresɪv] *adj* — выразительный ((U8L5)
in danger ['deɪndʒə] — в опасности (U5L2)
in the wild [waɪld] — в дикой природе (U5L4)
Indians ['ɪndiənz] *n* — (историческое значение) индейцы (U6L2)
inky cloud ['ɪŋki ˈklaʊd] — чернильное облако (U5L2)
insect ['ɪnsekt] *n* — насекомое (U5L1)
inside [ɪnˈsaɪd] *prep* — внутри (U8L4)
intelligent [ɪnˈtelɪdʒənt] *adj* — умный (U2L5)
interests ['ɪntrɪsts] *n* — интересы, увлечения (U3L2)
It's a deal. [di:l] — Договорились. (U1L4)

J

jam [dʒæm] *n* — варенье, джем (U5L5)
jazz [dʒæz] *n* — джаз (U9L5)
jump [dʒʌmp] *v* — прыгать (U5L1)

K

key ring ['ki: ˌrɪŋ] — брелок для ключей (U1L4)
keyboard ['ki:bɔ:d] *n* — клавиатура (U1L6)
kill [kɪl] *v* — убить (U6L2)
kilo ['ki:ləʊ] *n* — килограмм (U4L3)
kiss goodbye ['kɪs ɡʊdˈbaɪ] — поцеловать на прощание (U7L4)

L

ladybird ['leɪdɪbz:d] *n* — божья коровка (U5L1)
land [lənd] *v* — 1) высадиться на землю после путешествия по воде (U6L2); 2) приземлиться после полета (U10L2)
landing ['lændɪŋ] *n* — посадка (U10L2)
landscape ['lændskeɪp] *n* — пейзаж (U10L1)
lane [leɪn] *n* — улица (U10L3)
lava ['lɑ:və] *n* — лава (вулканическая) (U10L5)
law [lə:] *n* — закон (U6L3)
leader ['li:də] *n* — вождь, лидер, руководитель (U6L5)
Let's swap. [swɒp] — Давай меняться. (U1L4)
library ['laɪbrəri] *n* — библиотека (U1L1)
life [laɪf] *n* — жизнь (U10L1)
light [laɪt] *adj* — легкий (о весе) (U9L1)
literature ['lɪtərətʃə] *n* — литература (U2L1)
litter ['lɪtə] 1 *n* — мусор; 2 *v* — мусорить (U10L6)
loaf [ləʊf] **of bread** *n* — булка хлеба (U4L3)

lock a door ['lɒk ə ˈdɔ:] — замкнуть дверь (U8L1)
logbook ['lɒgbʊk] *n* — бортовой журнал на корабле (U10L1)
look after ['lʊk ˈɑ:ftə] *v* — 1) ухаживать за кем-либо (U5L6); 2) следить за кем-либо (U10L3)
lose [lu:z] (**lost**) *v* — терять (U4L4)
lost [lɒst] *v* — 1) потерянный (U4L4); 2) форма глагола **lose**, see *Grammar support 13*
lots of space ['lɒts əv ˈspeɪs] — много места, просторно (U8L1)
loving ['lʌvɪŋ] *adj* — любящий (U5L3)
low temperature ['ləʊ ˈtempərətʃə] — низкая температура (U9L1)
lunch [lʌntʃ] *n* — обед (U2L1)
lunchbox ['lʌntʃbɒks] *n* — контейнер для переноски и хранения обеда (U2L2)

M

magnifying glass ['mæɡnɪfaɪɪŋ ɡlɑ:s] *n* — лупа, увеличительное стекло (U10L5)
make a web ['meɪk ə ˈweb] — плести паутину (U5L1)
make a fool of ['meɪk ə ˈfu:l əv] — одурачить (U7L5)
make honey ['meɪk ˈhʌni] — давать мед (о пчелах) (U5L1)
make up ['meɪk ˈʌp] *v* — придумать (U7L6)
mammoth ['mæməθ] *n* — мамонт (U6L1)
man-made [ˌmænˈmeɪd] *adj* — созданный человеком, искусственный (U8L3)
manuscript ['mænjʊskrɪpt] *n* — рукопись, манускрипт (U10L5)
many years ago ['meni jɪəz əˈɡəʊ] — много лет назад, давно, давным-давно (U6L1)
married ['mærid] *adj* — женатый, замужем (U3L1)
material [məˈtɪəriəl] *n* — материал (U8L4)
meat eater ['mi:tɪtə] *n* — хищник (U6L1)
mermaid ['mɜ:meɪd] *n* — русалка (U7L4)
metal [metl] *n* — металл (U8L4)
microchip ['maɪkrəʊtʃɪp] *n* — микросхема (U10L2)
mild [maɪld] *adj* — мягкий (о климате) (U9L2)
microscope ['maɪkrəskəʊp] *n* — микроскоп (U10L5)
mineral ['mɪnərəl] *n* — минерал (U10L3)
minute ['mɪnɪt] *n* — минута (U5L5)
missing ['mɪsɪŋ] *adj* — потерянный, отсутствующий (U4L4)
mission ['mɪʃən] *n* — цель, миссия, задача (U10L4)
mix [mɪks] *v* — смешивать (U4L5)
model cars ['mɒdl ˈkɑ:z] — модели автомобилей (U1L4)
modern dance ['mɒdn ˈdɑ:ns] *n* — современный танец (U9L5)
modern design ['mɒdn dɪˈzaɪn] *n* — современная конструкция (например, здания) (U8L3)

mosaic [məʊ'zeɪk] *n* — мозаика (U10L5)
mosque [mɒsk] *n* — мечеть (U8L4)
mother ['mʌðə] *n* — мать (U3L1)
mouse [maʊs] *n* — мышь (компьютерная) (U1L6)
multi-talented [ˌmʌlti'tæləntɪd] *adj* — разносторонний (U7L3)
mushroom ['mʌʃru:m] *n* — гриб (U4L1)
music programme ['mju:zɪk 'prəʊgræm] — музыкальная радио- или телепрограмма (U1L5)
mystery ['mɪstəri] *n* — тайна (U10L2)

N

narrator [nə'reɪtə] *n* — рассказчик (U7L4)
Native Americans [ˌneɪtɪv ə'merɪkənz] — коренные американцы (U6L2)
nature ['neɪtʃə] *n* — природа (U8L3)
navigation system [ˌnævɪ'geɪʃən 'sɪstɪm] *n* — система навигации (U10L1)
navigator ['nævɪgeɪtə] *n* — навигатор (*тот, кто умеет прокладывать маршрут корабля*) (U6L6)
neat [ni:t] *adj* — аккуратный (U2L5)
net [net] *n* — сеть (U7L4)
never ['nevə] *adj* — никогда (U2L5)
newborn ['nju:bɔ:n] *adj* — новорожденный (U5L6)
niece [ni:s] *n* — племянница (U3L1)
No deal. [nəʊ di:l] — Не договорились. (U1L4)
No trespassing. ['nəʊ 'trespəɪŋ] — Проход запрещен. (U10L4)

O

observation sheet [ˌɒbzə'veɪʃən ʃi:t] — форма для записи наблюдений (U5L1)
occasional (rain) [ə'keɪʒənəl] *adj* — кратковременный (дождь) (U9L1)
o'clock [ə'klɒk] *adj* — часов (например, **6 o'clock** — 6 часов) (U2L3)
official [ə'fɪʃəl] *adj* — официальный (U8L3)
older ['əʊldə] *adj* — старше, старший (U3L1)
on a dig [ˌɒn ə 'dɪg] — (*разг.*) на раскопках (*археологических или палеонтологических*) (U6L3)
onion ['ʌnjən] *n* — лук (*растение*) (U4L2)

P

packet ['pækɪt] **of rice** *n* — пакет риса (U4L3)
paintbrush [peɪntbrʌʃ] *n* — кисть (U10L5)
parents ['peərənts] *n* — родители (U4L1)
password ['pɑ:swɜ:d] *n* — пароль (U1L6)

past [pɑ:st] *n* — прошедшее, прошлое (U2L3)
paste [peɪst] *v* — приклеивать (U1L6)
peas [pi:z] *n* — горох (U4L1)
peaceful ['pi:sfəl] *adj* — мирный (U8L3)
penguin ['penɡwɪn] *n* — пингвин (U5L4)
perfect ['pɜ:fɪkt] *adj* — совершенный, без недостатков (U1L5)
photographer [fə'tɒgrəfə] *n* — фотограф (U2L5)
pick mushrooms ['pɪk 'mʌʃru:mz] — собирать грибы (U9L5)
piece [pi:s] **of cheese** — кусок сыра (U4L3)
plant [plɑ:nt] *n* — растение (U10L1)
plant eater ['plɑ:nti:tə] *n* — травоядный (U6L1)
playwright ['pleɪraɪt] *n* — драматург (U7L2)
polar bear [ˌpəʊlə 'beə] — полярный медведь (U5L4)
policewoman [pə'li:s,wʊmən] *n* — женщина-полицейский (U3L5)
popular ['pɒpjʊlə] *adj* — популярный (U8L2)
possible ['pɒsɪbəl] *adj* — возможный (U9L1)
poster ['pəʊstə] *n* — плакат, постер (U1L4)
powerful ['paʊəfəl] *adj* — обладающий властью (U6L5)
prey [preɪ] *n* — добыча (*животные, на которых охотятся другие животные*) (U5L2)
prickle ['prɪkəl] *n* — колючка (*ежа*) (U5L5)
prickly ['prɪkli] *adj* — колючий (*о еже*) (U5L5)
prince [prɪns] *n* — принц (U6L5)
processor ['prəʊsesə] *n* — процессор (U1L6)
professional [prə'feʃənəl] *adj* — профессиональный (U7L6)
program ['prəʊgræm] *v* — программировать (U7L3)
props [prɒps] *n* — реквизит, декорации (U7L8)
proud of ['praʊd əv] *adj* — гордый чем-либо (U8L6)
put a mark in diary ['pʊt ə 'mɑ:k ɪn 'daɪəri] — поставить оценку в дневник (U2L2)

Q

quarter ['kwɔ:tə] *n* — четверть (U2L3)
quick sands [kwɪk 'sænds] — зыбучие пески (U10L5)

R

racket ['rækɪt] *n* — теннисная ракетка (U10L3)
ran [ræn] *v* — форма глагола **run**, see *Grammar support 13*
recipe ['resɪpi] *n* — рецепт (U4L5)
recognise ['rekəɡnaɪz] *v* — узнать (U7L6)
registration [ˌredʒɪ'streɪʃən] *n* — регистрация, переключка, которую проводят по утрам в английских школах (U2L1)
remember [rɪ'membə] *v* — помнить (U7L2)

report [rɪˈpɔ:t] 1 *n* — доклад, 2 *v* — доложить, сообщить (U4L4)

rhino [ˈraɪnəʊ] *n* — сокращенно от **rhinoceros** (U5L6)

rhinoceros [raɪˈnɒsərəs] *n* — носорог (U5L6)

rice [raɪs] *n* — рис (U4L1)

roads [rəʊdz] *n* — дороги (U6L3)

rock music [ˈrɒk ˌmju:zɪk] *n* — рок-музыка (U9L5)

Romans [ˈrəʊmənz] *n* — римляне, граждане древнего Рима (U6L3)

roof [ru:f] *n* — крыша (U8L4)

routine [ruːˈti:n] *adj* — обыденный, обычный, повседневный (U2L2)

row [rəʊ] 1 *v* — грести (U7L4); 2 *n* — ряд (U7L1)

ruins [ruːnz] *n* — развалины (U10L1)

rules [ru:lz] *n* — правила (U1L2)

run [rʌn] (**ran**) *v* — бежать (U6L4)

S

sabre-toothed tiger [ˈseɪbətu:θt ˈtaɪgə] *n* — саблезубый тигр (U6L1)

safe [seɪf] *adj* — безопасный (U5L5)

safe place [ˌseɪf pleɪs] — безопасное место (U8L1)

salad [ˈsæləd] *n* — салат (U4L5)

salmon [ˈsæmən] *n* — лосось (U4L1)

salt [sɔ:lt] *n* — соль (U4L3)

same [seɪm] *adj* — такой же (U4L1)

sausages [ˈsɒsɪdʒɪz] *n* — сосиски (U7L5)

saw [sɔ:] *v* — форма глагола **see**, *see Grammar support 13*

scare [skeə] *v* — испугать (U5L2)

scene [si:n] *n* — сцена из спектакля (U7L2)

school subjects [ˈsku:l ˈsʌbdʒɪkts] — школьные предметы (U2L1)

science [ˈsaɪəns] *n* — учебный предмет в английской школе, который включает биологию, физику, химию и некоторые другие естественные науки (U2L1)

scientist [ˈsaɪəntɪst] *n* — ученый, занимающийся какой-либо из естественных наук (U5L2)

screen [skri:n] *n* — экран (U1L6)

sea fishing [ˈsiː ˌfɪʃɪŋ] — рыбная ловля в море или океане (U9L5)

seal [si:l] *n* — морской котик, тюлень (U8L3)

seashells [ˈsiːʃəls] *n* — морские раковины (U1L4)

seaside [ˈsiːsaɪd] *n* — морское побережье (U9L5)

seat [si:t] *n* — место (U7L1)

security guard [sɪˈkjʊərti ˌɡɑ:d] *n* — охранник (U4L4)

see [si:] (**saw**) *v* — смотреть, видеть (U5L1)

shape [ʃeɪp] *n* — форма (U8L4)

sharpener [ˈʃɑ:pənə] *n* — точилка

shore [ʃɔ:] *n* — берег моря (U7L4)

sight [saɪt] *n* — туристическая достопримечательность (U8L1)

silly [ˈsɪli] *adj* — глупый (U7L2)

simple [ˈsɪmpəl] *adj* — простой (U6L4)

skeleton [ˈskelɪtən] *n* — скелет (U10L5)

skull [skʌl] *n* — череп (U10L5)

smoke signal [ˈsməʊk ˌsɪɡnəl] *n* — дымовой сигнал (U6L2)

snowboarding [ˈsnəʊˌbɔ:dnɪŋ] *n* — катание на сноуборде (U9L6)

soccer [ˈsɒkə] *n* — американское название футбола (U9L5)

social studies [ˈsəʊʃəl ˌstʌdɪz] *n* — общественные науки (U2L1)

soft toys [ˌsɒft ˈtɔɪz] — мягкие игрушки (U1L4)

sometimes [ˈsʌmtaɪmz] *adv* — иногда (U3L1)

space flights [ˈspeɪs ˌflaɪts] — космические полеты (U3L5)

spade [speɪd] *n* — лопата (U10L5)

special [ˈspeʃəl] *adj* — специальный, особый (U2L4)

spider [ˈspaɪdə] *n* — паук (U5L1)

spoonful [ˈspu:nfʊl] **of oil** *n* — столовая ложка масла (U4L3)

squid [ˈskwɪd] *n* — кальмар (U5L2)

squirrel [ˈskwɪrəl] *n* — белка (U5L4)

stage [steɪdʒ] *n* — сцена (U7L6)

star [stɑ:] *n* — звезда (U7L2)

Star Wars [ˈstɑ: ˌwɔ:z] — “Звездные войны” (*название кинофильма*) (U10L4)

stepmother [ˈstepmʌðə] *n* — мачеха (U3L1)

stick [stɪk] *n* — палка, дубинка (U7L5)

stork [stɔ:k] *n* — журавль (U5L4)

storm [stɔ:m] *n* — буря, шторм (U9L1)

stormy [ˈstɔ:mi] *adj* — штормовой (U9L1)

strange [streɪndʒ] *adj* — странный (U10L1)

strawberry [ˈstrɔ:bəri] *n* — клубника (U4L5)

strict [strikt] *adj* — строгий (U6L4)

stroke [strəʊk] *v* — гладить (например, животное) (U2L4)

strongest [ˈstrɒŋɪst] *adj* — самый сильный (U6L4)

stuck [stʌk] — застрявший, форма глагола **stick** *see Grammar support 11*

study [ˈstʌdi] *v* — изучать (U2L5)

subjects [ˈsʌbdʒɪkt] *n* — предметы (*школьные*) (U2L2)

suddenly [ˈsʌdnli] *adv* — неожиданно, вдруг (U7L4)

summer camp [ˈsʌmə ˌkæmp] *n* — летний лагерь отдыха (U9L5)

sunglasses [ˈsʌŋˌɡlɑ:sɪz] *n* — солнечные очки (U10L5)

swam [swæm] *v* — форма глагола **swim**, *see Grammar support 13*

sweet [swit] — 1 *n* сладость (U4L6); 2 *adj* сладкий
sweet tooth [ˌswit ˈtu:θ] — сладкоежка (U4L6)
swim [swim] (**swam**) *v* — плавать (U6L4)

T

take [teɪk] (**took**) *v* — брать (U6L2)
teepee [ˈti:pi:] *n* — вигвам (*вид жилища*) (U6L2)
temple [ˈtempəl] *n* — храм (U8L4)
ten thousand years ago [ten ˈθaʊzənd jɪəz əˈɡəʊ] —
 десять тысяч лет назад (U6L1)
tentacles [ˈtentɪkəlz] *n* — щупальца (U5L2)
theatre [ˈθi:tə] *n* — театр (U6L3)
thin [θɪn] *adj* — тонкий, худой (U3L2)
things to do [ˈθɪŋz tə ˈdu] — то, чем можно заняться
 (U8L1)
think [θɪŋk] (**thought**) *v* — думать (U6L4)
thought [θɔ:t] *v* — форма глагола **think**, see *Grammar*
support 13
threw [θru:] *v* — форма глагола **throw**, see *Grammar*
support 13
time [taɪm] *n* — время (U2L3)
title [ˈtaɪtl] *n* — название (*пьесы*) (U7L2)
to [tə] *prep* — без (о времени, например,
five to ten — без пяти десять) (U2L3)
tomato [təˈmɑ:təʊ] *n* — помидор (U4L1)
took [tʊk] *v* — форма глагола **take**, see *Grammar*
support 13
tourist [ˈtʊərɪst] 1 *n* — турист; 2 *adj* — туристиче-
 ский (U8L4)
toy soldier [tɔɪ ˈsəʊldɪə] — оловянный солдатик
 (U1L6)
traffic [ˈtræfɪk] *n* — уличное движение (U8L1)
trap [træp] *n* — ловушка (U10L4)
tribe [traɪb] *n* — племя (U6L2)
trolley [ˈtrɒli] *n* — тележка (U4L4)
tunic [ˈtju:nɪk] *n* — туника (*одежда*) (U6L4)
tunnel [ˈtʌnl] *n* — туннель (U10L5)
type [taɪp] *v* — печатать (U1L6)

U

underground [ˈʌndəgraʊnd] *adj* — подземный
 (U10L2)
Underground Land [ˈʌndəgraʊnd ˈlænd] — Под-
 земелье, страна, расположенная под землей
 (U10L2)
unrealistic [ˌʌnrɪəˈlɪstɪk] *adj* — нереалистичный
 (U7L3)
unusual [ʌnˈju:ʒuəl] *adj* — необычный (U10L3)
use [ju:z] *v* — использовать (U5L2)

V

vegetable [ˈvedʒtəbəl] *n* — овощ (U4L1)
vegetarian [ˌvedʒɪˈteəriən] *n* — вегетарианец (U7L2)
video camera [ˈvɪdiəʊ ˌkæməɪə] *n* — видеокамера
 (U10L2)
view [vju:] *n* — вид (U8L3)
village [ˈvɪlɪdʒ] *n* — деревня (U8L1)
volcano [vɒlˈkeɪnəʊ] *n* — вулкан (U8L3)

W

was born [wəz ˈbɔ:n] *v* — родился (U5L6)
wash [wɒʃ] *v* — мыть, мыться (U2L3)
watch out for [ˈwɒtʃ ˈaʊt fɔ] *v* — остерегаться (U7L3)
water [ˈwɔ:tə] *n* — вода (U4L2)
water skiing [ˈwɔ:tə ˌski:ɪŋ] *n* — водные лыжи (*вид*
спорта) (U9L5)
wave [weɪv] *n* — волна (U7L4)
wear [weə] (**wore**) *v* — носить (*об одежде*) (U6L4)
wear uniform [weə ˈju:nɪfɔ:m] *v* — носить (*об одежде*)
 (U2L2)
week [wi:k] *n* — неделя (U2L1)
weekday(s) [ˈwi:kdeɪ] *n* — будние дни (U2L5)
weekend [wi:kˈend] *n* — выходные (U2L5)
welcome [ˈwelkəm] — 1) приветствовать; 2) Добро
 пожаловать! (U3L4)
well organized [ˈwel ˈɔ:gənəɪzd] *adj* — организо-
 ванный (U2L5)
wet [wet] *adj* — влажный (U9L1)
wife [waɪf] *n* — жена (U3L1)
wildlife [ˈwaɪldlaɪf] *n* — дикая природа, дикие живот-
 ные и растения (U8L3)
windmill [ˈwɪndmɪl] *n* — ветряная мельница (U3L3)
wire [waɪə] *n* — проволока (U6L3)
wood [wʊd] *n* — дерево (U8L4)
wooden [ˈwʊdn] *adj* — деревянный (U8L4)
wonderful [ˈwʌndəfəl] *adj* — удивительный (U8L3)
woolly (rhinoceros) [ˈwʊli] *adj* — шерстистый (но-
 coros) (U6L1)
wore [wɔ:] *v* — форма глагола **wear**, see *Grammar*
support 13

World War II [ˈwɜ:ld wɔ: ˈtu:] — Вторая мировая
 война (U3L5)
worship (gods) [ˈwɜ:ʃɪp] *v* — поклоняться (*богам*)
 (U8L4)
writer [ˈraɪtə] *n* — писатель (U2L5)

Y

younger [ˈjʌŋɡə] *adj* — моложе, младше, младший
 (U3L1)