НОВАЦИОННАЯ ОЛА ФГОС

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5 класс







«РУССКОЕ СЛОВО»
MACMILLAN

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My World

1

Unit contents:

Vocabulary Numbers; family; classroom objects; places in a town / city

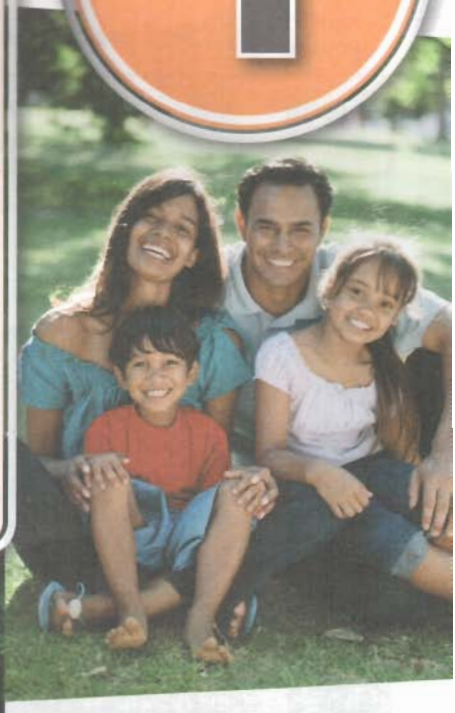
Grammar Possessive adjectives, possessive 's; plural nouns; the (definite article); prepositions of place; any, a/an; there is / there are

Skills Talk about family relationships
Say where things are
Describe places in a town / city
Listen to a conversation and a description
Read a play
Write an essay 'Where I Live'

Across the curriculum Geography

Culture spot Wales







Family quiz ...

1 Which of these people are male and which are female?

brother sister aunt uncle grandfather grandmother niece nephew

2 What do we call two brothers or sisters who were born at the same time?

3 My mother's brother has got a son called Mark. Mark's sister is called Julia. Julia is my ... .

a) aunt b) cousin c) niece

My sister is four months old. Who is the youngest person in your family?



1 My Family

Pronunciation and vocabulary

1 2 **Listen and practise saying these words.**

brother aunt grandmother pet father cousin grandfather
sister uncle mother twins niece nephew

2 Look at the picture. Guess who is who in Mandy's family. Use the words in exercise 1.

Rudolph – Mandy's brother



Listening and reading

3 3 **Listen and read. What are the missing words?**

Mandy This is a photo of my family.
Kate Oh, right. Who are Gordon and Vera?
Mandy They're my grandparents. Gordon's my grandfather and Vera's my (1) ... .
Kate Wow! How old are they?
Mandy Gordon's a hundred and one and Vera's ninety-nine.
Kate And Martha and Vincent are your parents, right?
Mandy That's right. Martha's my (2) ... and Vincent's my (3) ... .
Kate Great. And who's Bernard?
Mandy He's my (4) ... and Cynthia's my (5) ... .
Kate And who are Sam and Pam?
Mandy They're my (6) ... .
Kate Cool. Are they twins?
Mandy Yes, they are. And they're four years old.
Kate And Bernard and Cynthia are their parents.
Mandy That's right. And Rudolph's my (7) ... and Helga's my (8) ... .
Kate And Bonehead and Cactus are your (9) ... .
Mandy Yes, that's right.



4 Work with a classmate. Look at the picture and ask and answer about Mandy's family.

Who's Gordon?
He's Mandy's grandfather. How old is he?
He's a hundred and one. Wow!



Real English

Great. Wow! Cool. Right.

5 3 **Listen to the dialogue again. Then read it in pairs.**

2 My Desk Is a Mess

Pronunciation and vocabulary

1 7 **Listen and practise the -s (-es) endings.**

[z]	pens rubbers magazines bags posters chairs
[s]	books desks sweets socks T-shirts
[ɪz]	pencil cases hairbrushes boxes

2 8 **Listen to the words and find them in the picture. Listen again and practise saying these words.**

rubber sweets magazine homework chair desk hand books pencil case bag posters hairbrush ruler pencil sharpener chocolate

Listening and reading

3 9 **Look at the picture and complete the dialogue. Then listen and check.**

Della What's the matter, Molly?

Molly My desk is a mess! Where are my (1) … ?

Della They're under the (2) … . Look, they're next to your bag.

Molly Oh, yes. Thanks, Della. And where's my (3) … ?

Della Look. It's on the (4) … .

Molly Oh, yes. Oh, dear. Where are my (5) … ?

Della Look. They're in your (6) … .

Molly Great. Oh, no! Where's my (7) … ?

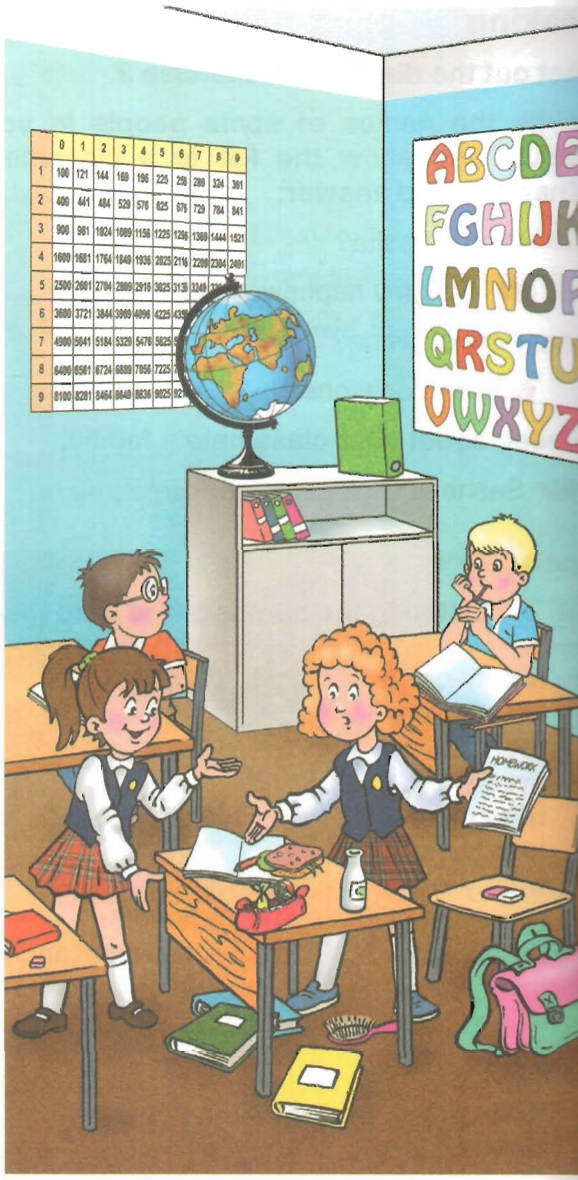
Della Don't worry, Molly. It's in your (8) … .

Molly Oh, yes. Thanks a lot, Della.



Real English

Oh, yes. Thanks (a lot).
Look. Oh, dear.



4 Answer these questions.

1 Her books.

1 What's under the desk?
2 What's in Molly's hand?
3 What's in the pencil case?
4 What's on the chair?
5 What's next to the bag?

5 9 **Listen to the dialogue again. Th read it in pairs.**



Remember!

Singular



Where **is** the **pen**?
It is on the desk.

Plural



Where **are** the **pens**?
They are on the desk

Speaking

6 **Act out the dialogue in exercise 3.**

7 **Write the names of some people in your family and show the list to a classmate. Then ask and answer:**

Who's Sasha?

He's my nephew.

How old is he?

He's only one.

8 **Speak about your classmate's family.**

Sasha is Olga's nephew. He's only one.

Vocabulary

9 4 **Listen to the numbers and read them.**

21	twenty-one	31	thirty-one
22	twenty-two	40	forty
23	twenty-three	50	fifty
24	twenty-four	60	sixty
25	twenty-five	70	seventy
26	twenty-six	80	eighty
27	twenty-seven	90	ninety
28	twenty-eight	100	a hundred
29	twenty-nine	101	a hundred and one
30	thirty		

10 **Do the sums.**

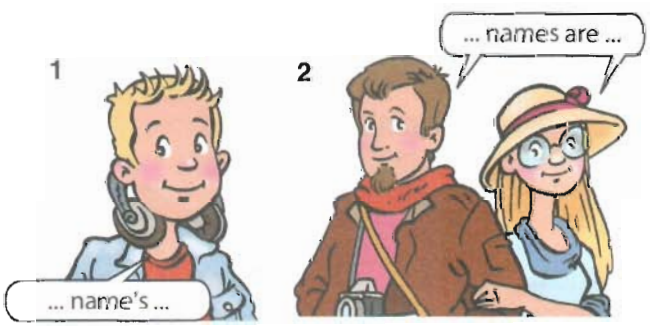
1 Twenty-three plus sixty-eight equals ninety-one.

1	23 + 68 = ?	4	80 – 31 = ?
2	47 – 37 = ?	5	305 + 160 = ?
3	19 + 46 = ?	6	117 – 17 = ?

Grammar

11 **Look at the picture of Mandy's family. Complete with their, my, his, her, our, its and the names.**

1 My name's Rudolph.





5 **Now listen and check.**

Grammar spot
Possessive 's

Gordon is Mandy's grandfather.
Martha is Helga's mother.

Language guide p17

12 **Make true sentences about Mandy's family.**

1 Bernard is Rudolph's uncle.

1 Bernard is … uncle.
2 Mandy is … niece.
3 Rudolph is … nephew.
4 Mandy, Helga and Rudolph are … cousins.
5 Gordon and Vera are … grandparents.

Check your English

13 6 **Look at the picture of Mandy's family and listen to the questions. Answer with:**

Yes, he/she is. No, he/she isn't.
Yes, they are. No, they aren't.

14 **Make six true sentences about you and your classmates with This is my/your/his/her/our/their … and things in the classroom.**

This is our desk.

Speaking

6 **Act out the dialogue in exercise 3.**

7 **Work with a classmate. Take it in turns to ask questions about Molly's desk.**

- Where are the sweets?
  - They're in the pencil case.
- Where's the rubber?
  - It's on the chair.

8 **Now ask and answer about your desks. Use in, on, under, next to.**

1 Where are the pencils? They're on the desk.

1 Where are the pencils?
2 Where's the rubber?
3 Where's the pencil case?
4 Where's the homework?
5 Where are the books?
6 Where's the pencil sharpener?
7 Where are the pens?
8 Where's the bag?

Grammar



Grammar spot
the (definite article)

Where's **the** red T-shirt?
Where are **the** books?

9 **Look at the picture of Molly's desk. Complete the questions.**

1 Where are the books? They're under the desk.

1 Where are ...? They're under the desk.
2 Where is ...? It's on the chair.
3 Where are ...? They're in the pencil case.
4 Where is ...? It's next to the chair.

10 **a) Write four sentences about things in your classroom. Don't show your classmates.**

They're in my bag. It's under Marina's desk. They're on the wall. It's next to the teacher's desk.

b) Now read your sentences to the class. Can your classmates guess?

- They're in my bag.
  - Your books?
- It's under Marina's desk.
  - Her bag?



Grammar spot
Prepositions of place


It's **in** the box.


It's **under** the box.


It's **on** the box.

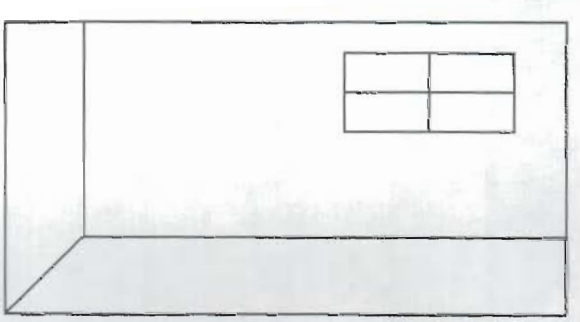

It's **next to** the box.

11 10

The song 'My Sister Jessie' p137

Check your English

12 11 **Copy this drawing onto a piece of paper. Then listen and draw.**



13 **Now work with a classmate. Ask and answer questions about your drawing. Use Where's / Where are ... ? and It's / They're ....**

Are your drawings the same?

Language guide p17

3 My Dream Town

Pronunciation and vocabulary

1 (12) **Listen to the words. How many of these places can you find in Dream Town in exercise 2? Listen again and practise saying the words.**


beach


castle


cinema


park


river


railway station


supermarket


swimming pool


bus station

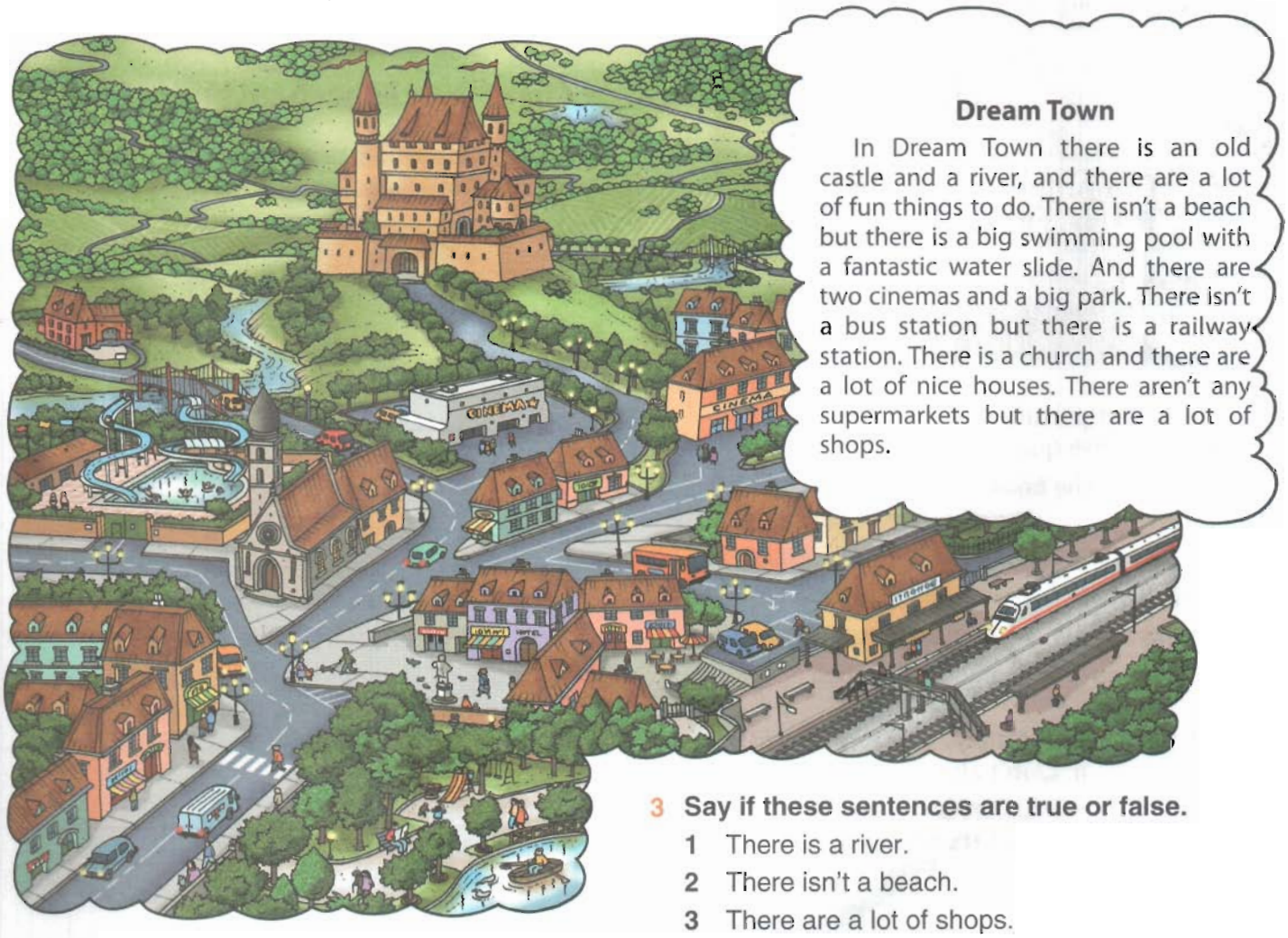

bridge


house


restaurant

Listening and reading

2 (13) **Listen to the text about Dream Town and read it.**



Dream Town

In Dream Town there is an old castle and a river, and there are a lot of fun things to do. There isn't a beach but there is a big swimming pool with a fantastic water slide. And there are two cinemas and a big park. There isn't a bus station but there is a railway station. There is a church and there are a lot of nice houses. There aren't any supermarkets but there are a lot of shops.

3 **Say if these sentences are true or false.**

1 There is a river.
2 There isn't a beach.
3 There are a lot of shops.
4 There is a bus station.
5 There aren't any cinemas.

Speaking

4 a) **What is your favourite place in Dream Town? Write it down on a piece of paper.**

b) **Compare the results with your classmates. What's the class' favourite place?**

5 **Speak about Dream Town.**

Grammar



Grammar spot
any, a / an

Negatives
There aren't any cinemas.
(BUT There isn't a beach.)

Questions
Are there any shops?
(BUT Is there a river?)

Language guide p17

6 a) **Complete the sentences about Dream Town. Use a/any.**

1 Are there any bridges?

1 Are there ... bridges?
2 Is there ... swimming pool?
3 Is there ... restaurant?
4 Are there ... bus stations?
5 Are there ... houses?
6 Are there ... supermarkets?

b) **Complete the sentences about Dream Town. Use: There is/There isn't/There are/There aren't/Is there/Are there.**

1 There isn't a beach.
2 Is there a castle?

1 ... a beach.
2 ... a castle?
3 ... a lot of shops.
4 ... any supermarkets?
5 ... a railway station.
6 ... any supermarkets.

7 **Now write short answers about the place where you live using the questions from exercise 6 a). Use:**
Yes, there is./Yes, there are.
No, there isn't./No, there aren't.

Vocabulary

8 **Read the words and guess their meanings.**

café museum stadium sports centre

9 **Use the words from exercise 8 to complete the sentences.**

1 There are a lot of pictures in a ... .
2 There are two swimming pools in the ... .
3 There is a big ... . We play football there.
4 There are a lot of snacks and drinks in my favourite ... .



Study skills

How can you remember new words?
Draw a picture and write the initial letters.



h...



r...

10 **Draw a map of your dream town. Let your classmate guess what there is in your map.**

Is there a swimming pool?
Yes, there is.
Are there any schools?
No, there aren't.

Writing

11 **Now write a description of your dream town.**

My Dream Town
In my dream town there are ...

Check your English

12 14 **Listen to Rosie describing her dream town. Write a list of the places in her town.**



13 **Write eight true sentences about the place where you live. Use:**
There is a ... There isn't a ... There are a lot of ... There aren't any ...
Now tell your classmates about it.

4 The Place Where I Live

Reading

1 **Read John's answers to the questionnaire.**





John Connolly, 11, Ballycarry, Northern Ireland

Questionnaire

1 Where is your home?

My home is ... in a city ☐
in a town ☐
in a village ✓
in the country ☐

2 How many of these places are near your home?

park	✓	cinema	☐
swimming pool	☐	shops	✓
castle	✓	bus stop	✓
railway station	☐	supermarket	☐
school	☐	café/restaurant	☐

3 What is good about the place where you live?

It's very beautiful and there is a park.

4 What is bad about the place where you live?

There are only two shops in the village and my school is a long way from my home.

5 What is your dream place to live?

My dream place to live is ...


in a big city ☐


in the country ☐


in the mountains ☐


by the sea ☐


on an island ✓

2 **Tell the class about the place where John lives.**

Listening

3 15 **Listen to Olga's answers to the questionnaire. Then read the answers choosing the correct words.**

1 My home is in **a city/a town/a village/the country**.

2 There's **a park/a cinema/a bus stop/a school** and there are **two shops/two supermarkets/two restaurants** near my home.

3 **My school is near my home./My friends live near my home./The place where I live is very beautiful.**

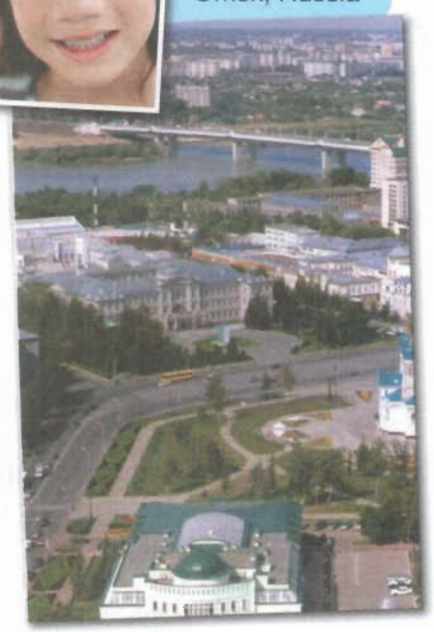
4 There isn't **a park/a swimming pool/a cinema/a shop/a bus stop/a café/a school** where I live.

5 My dream place to live is **in a big city/in the country/in the mountains/by the sea/on an island**.

4 **Tell the class about the place where Olga lives.**



Olga, 10, Omsk, Russia



Speaking

5 **Answer the questions of the questionnaire from exercise 1. Work with a classmate asking and answering the questions.**

6 **Tell the class about the place where you live.**



Study skills

Look up new words in a dictionary!



Writing

7 **Write about where you live with:**

My home's in a city/town/village/the country.		
There is a/an ...	and	a/an
There are two/three ... /a lot of ...		two/three ... /a lot of ...
There isn't a/an ...	but	there is a/an ...
There aren't any ...		there are two/three ... /a lot of ...

Where I Live

My home is in a small town. There are a lot of shops and two supermarkets. There is an old castle and there are two schools. There isn't a theatre but there is ...



Writing tip

1 **and, but**

There are a lot of shops **and** two supermarkets. (+ +)

There isn't a cinema **but** there is a sports centre. (− +)

2 Use adjectives like **big**, **small**, **old**, **new**, **nice**.
I live in a **small** town.



Culture spot

Fact file: Wales

Country:	Wales
Capital city:	Cardiff
Population:	Three million
Size:	20 779 sq km





Wales is a small country in Britain. There are lots of castles in Wales. The main cities are Cardiff, Swansea and Newport. There are two official languages: English and Welsh. There is a national holiday on 1st March to celebrate St David's Day.



Discussion

In pairs, compare Wales with your country.

Wales is smaller than Russia.

Your country fact file

Prepare a similar fact file about your country.

5 Reading

1 Read the dialogue quickly. Find out who is coming to visit.

Tidy Your Bedroom!



Katie is in her bedroom.
Her mum knocks on the door.

Mum Katie? Is your bedroom tidy?
Katie Erm ...
Mum Katie?
Katie Well ...
Mum Oh, Katie! What a mess! Your grandmother is visiting and she's sleeping in here tonight.
Katie That's OK. What's the problem?
Mum There isn't any space for her to put her things.
Katie Yes, there is. There's an empty cupboard next to the window.
Mum That cupboard is too small. It's tiny.
Katie But Granny's small too, and she doesn't bring many things.
Mum Katie, stop reading that book and tidy your bedroom.

Five minutes later

Dad Katie?
Katie Yes?
Dad Can I come in?
Katie Yes.
Dad Katie, your mum isn't very happy.
Katie Oh, dear. Why not?
Dad Because your bedroom is messy and your grandmother is sleeping here tonight.
Katie But Mum's never happy with my room, Dad.
Dad That isn't true. Your room is very messy. Put your books on your desk. They're all over the floor.
Katie But I like sitting on the floor and reading.
Dad Where's your chair?
Katie It's there.
Dad Where?
Katie It's next to the desk.
Dad I can't see it. Is it under all those clothes?
Katie Yes, it is.
Dad Put the clothes away, Katie. Look, your wardrobe is empty.
Katie But I'm reading now, Dad. Later ...
Dad No, Katie. You always say 'later' and then you don't do it. You've got fifteen minutes to tidy your room.
Katie But ...
Dad No 'buts' – fifteen minutes.

Fifteen minutes later in the kitchen.

Katie Hi, Mum.
Mum Is your bedroom tidy?
Katie Yes, it is.
Dad Are your clothes in the wardrobe?
Kate Yes, they are.
Dad Are your books on your desk?
Kate Yes, they are.
Dad I don't believe it! Her bedroom is perfect. Everything is in the right place.
Mum Hm ... that's strange. Why ...
Katie Mum?
Mum Yes?
Katie Can I have some money? I want to buy a ticket for a pop concert.
Mum & Dad Ha ha ha.

2 Read the dialogue again and choose the correct words.

1 The empty cupboard is too **small** / **messy** for Katie's grandmother.
2 Katie thinks her bedroom is **all right** / **messy**.
3 There are **clothes** / **books** on the floor.
4 Katie likes sitting on **her bed** / **the floor**.
5 Katie is **reading** / **listening to music**.
6 Katie **tidies** / **doesn't tidy** her room in the end.

3 Speak with a partner. Describe your bedroom and say what you do to keep it tidy.

6 Geography

1 16 **Listen and repeat.**

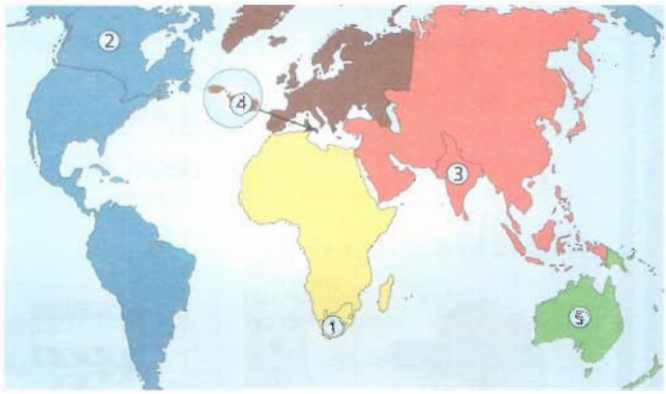
peninsula mild temperate climate moderate temperatures

English-speaking countries around the world

English is an official language in many countries around the world. There are English-speaking countries on every continent. Let's look at some of them.

2 **Point and name countries 1–5. Match the capital cities in the box with the countries.**

Pretoria Ottawa New Delhi
Valletta Canberra



3 **What colour are these continents on the map?**

Africa Europe Asia America Oceania

4 **Read the texts.**

Malta
Malta is a group of islands in the Mediterranean Sea. It is on a peninsula – like an island attached to a piece of land. The capital of Malta is Valletta. Valletta is an old city by the sea. The islands lie 93 km south of the Italian island of Sicily. Valletta has got a Mediterranean climate. This means there are very warm, dry summers and mild, wet winters.

New Zealand
New Zealand is an island country in the Pacific Ocean. There are two main islands – North Island and South Island – and lots of smaller islands. The capital of New Zealand is Wellington. It is on the south-western end of North Island by the sea. Wellington has got a temperate climate. This means there are moderate temperatures all year. The city is also windy all year and there is a lot of rain.

5 **Say if these statements are true or false.**

1 New Zealand is one big island.
2 New Zealand is in the Mediterranean Sea.
3 Valletta is an island.
4 Wellington is by the sea.
5 The climate in Valletta changes in the winter.
6 It often rains in Wellington.

PROJECT

Find some facts about another English-speaking country and about your own country.

Plan
Make these headings in your notebook:
Country 1: continent, location, capital, climate.
Country 2: continent, location, capital, climate.

Research
Find out information about the two countries and make notes under the headings.

Prepare
Write two short texts (similar to the texts in exercise 4). Ask your teacher to correct your texts.

Present your material
Copy the corrected texts onto a piece of paper and make a classroom display. Add some pictures if you like!

Language Guide

Vocabulary

Family

aunt brother cousin father grandfather grandmother mother sister uncle

Numbers

21	twenty-one	28	twenty-eight	70	seventy
22	twenty-two	29	twenty-nine	80	eighty
23	twenty-three	30	thirty	90	ninety
24	twenty-four	31	thirty-one	100	a hundred
25	twenty-five	40	forty	101	a hundred and one
26	twenty-six	50	fifty		
27	twenty-seven	60	sixty		

Classroom objects

bag book chair desk homework magazine pencil case poster rubber

Places in a town / city


beach


castle


cinema

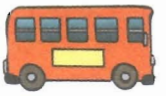

park


river


railway station


supermarket


swimming pool


bus station


bridge


house


restaurant

café museum stadium sports centre

My home is ...


in a city / town


in the country / a village


in the mountains


by the sea


on an island

Dictionary extra!



cupboard (n) ★★
dirty (adj) ★★
empty (adj) ★★★
ticket (n) ★★★
tidy (v) ★
tiny (adj) ★★★
wardrobe (n) ★



Real English

Great. Wow! Cool. Right.
Oh, yes. Thanks (a lot).
Look. Oh, dear.

Grammar

Притяжательные местоимения

Личное местоимение	Притяжательное местоимение
I	**my**
you	**your**
he	**his**
she	**her**
it	**its**
we	**our**
you	**your**
they	**their**

Притяжательный падеж имён существительных

- Притяжательный падеж указывает принадлежность предмета или лица кому-либо.
- Притяжательный падеж существительных в единственном числе образуется путём прибавления к существительным окончания **-'s** (т. е. знака апостро́фа и буквы s).

  He is Mandy**'s** grandfather.
- Притяжательный падеж существительных во множественном числе образуется путём прибавления к ним одного только апостро́фа.

  This is the Glows**'** pet.
- Притяжательный падеж существительных, образующих множественное число не по правилам, формируется путём прибавления к ним окончания **-'s**.

  These are the children**'s** bags.
- Если необходимо указать на принадлежность одного и того же предмета двум и более лицам, то окончание **-'s** прибавляется только к последнему существительному.

  This is Della and Molly's desk.

Определённый артикль

- Слово **the** — определённый артикль. Определённый артикль ставится перед существительными как в единственном, так и во множественном числе.
- Определённый артикль употребляется с существительным, обозначающим уже известный, повторно упомянутый, предмет.

  This is a book. **The** book is on the table.
- Определённый артикль употребляется, когда понятно, исходя из ситуации, о чём или о ком идёт речь.

  Where's **the** rubber? It's on **the** desk.
- Определённый артикль употребляется с существительным, обозначающим единственный в своём роде предмет.

  The Sun is beautiful.

Предлоги места

Where's the hairbrush?



It's **in** the bag.



It's **on** the table.



It's **under** the chair.



It's **next to** the bag.

any, a / an

- Местоимение **any** употребляется в отрицательных предложениях в значении «нисколько» и вопросительных предложениях в значении «несколько», «немного».

  There aren't **any** cinemas.
  Are there **any** shops?
- Местоимение **any** никогда не употребляется с исчисляемыми существительными в единственном числе. В этом случае с существительными употребляется неопределённый артикль **a / an**.

  There isn't **a** cinema.

Progress check

Check you can do these things.

1 I know the names of nine family relationship words.

Unscramble the words.

1 grandfather

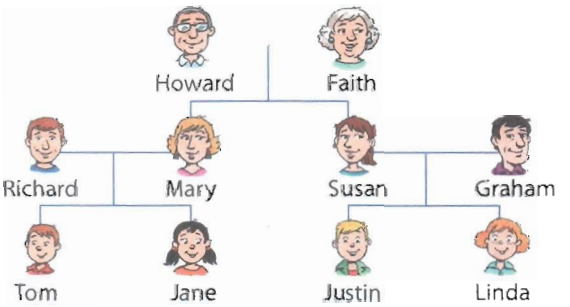
1 gfrndatareh
2 theraf
3 tuna
4 hrobetr
5 thmoer
6 streis
7 gmorahdntre
8 cnelu
9 unicos

2 I can talk about family relationships using the possessive 's and possessive adjectives.

Look at Tom's family tree. Answer the questions.

1 She's Justin's mother. She's his mother.

1 Who is Susan? (Justin)
2 Who is Tom? (Jane)
3 Who are Justin and Linda? (Tom)
4 Who are Howard and Faith? (Linda)
5 Who is Richard? (Justin)
6 Who is Graham? (Linda)



3 I can say where things are.

Answer the questions about your desk with It is / They are and the prepositions in / on / under / next to.

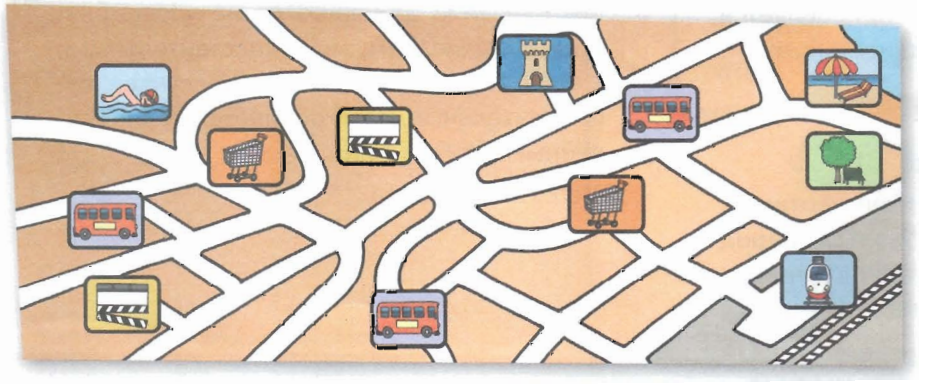
1 Where are your pens?
2 Where is your rubber?
3 Where are your books?
4 Where is your dictionary?
5 Where are your pencils?
6 Where is your pencil case?

4 I can talk about places in a town or city.

Look at the map. Make sentences with There's / There isn't a ... and There are ... / There aren't any ... .

There are two supermarkets. ...

supermarket café beach castle hotel museum park
railway station cinema swimming pool bus station



All about School

2

Unit contents:

Vocabulary School subjects; everyday objects; food

Grammar Prepositions of time; have / has got; a / an (indefinite article); some, any; countable and uncountable nouns

Skills Tell the time
Talk about a school timetable
Talk about things we've got
Talk about food
Talk about quantity
Listen to a description, a play and an interview
Read an article
Write an essay 'About My School'

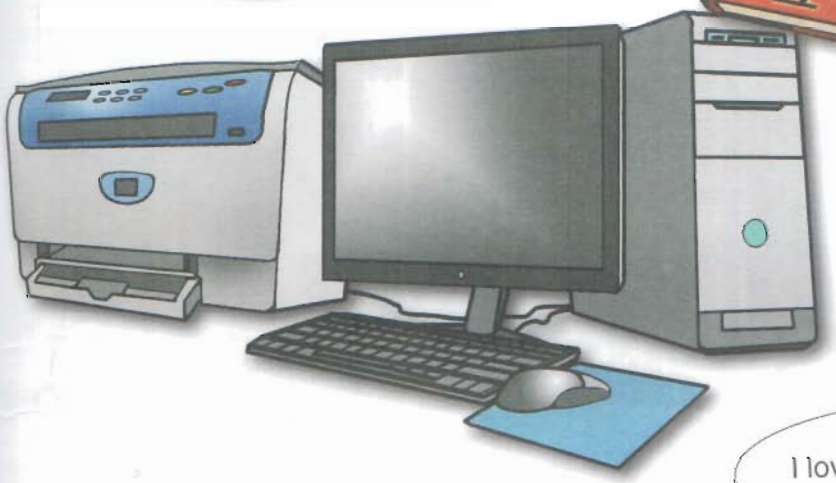
Across the curriculum Language

Culture spot Schools in England





Hi! My name's Charlie!





I love Art. What's your favourite subject?



School quiz...

Can you name the subjects?

1 You learn about countries, mountains and rivers.
2 You learn about the past.
3 You do sport and get lots of exercise.
4 You learn how to use a computer.
5 You learn how to speak to people from the UK and the USA.

7 A Really Busy Day

Pronunciation and vocabulary

1 17 **Look at the clocks. Listen and practise saying the time.**

a  b  c  d  e  f 

g  h  i  j  k  l 

Now work with a classmate. Ask and answer about the time.

What time is it?

It's two o'clock.

2 18 **Listen and practise saying these words.**

French English Art History PE (Physical Education) Science Geography
Music Maths IT (Information Technology) basketball meeting chess club

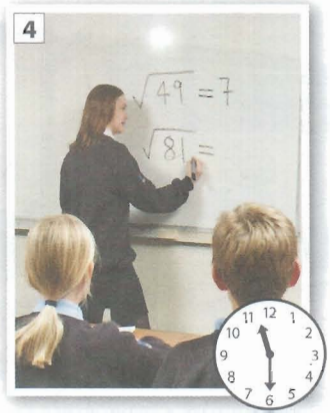
Listening and reading

3 19 **Listen to Rosie telling about her school day. Use the pictures below to help you understand.**

















4 19 **Listen again and point to the pictures.**

5 Read the text about Rosie's day. Say if sentences 1—5 are true or false.



It's Monday and I've got a really busy day. I've got Geography at nine o'clock. Then I've got a basketball meeting at ten o'clock. After that, I've got Science at twenty past ten. Then I've got Maths at half past eleven. And that's just the morning. At lunchtime I've got chess club at half past twelve and then in the afternoon, I've got Art at quarter past one and PE at ten to three. Then after school, I've got basketball at quarter to four. And that's the end of my school day. Phew!

1 She's got Geography at 9 am.
2 She's got Science at 9.40 am.
3 She's got Maths after chess club.
4 She's got Art at 2.50 pm.
5 She's got basketball at 3.45 pm.

Speaking

6 Look at the pictures in exercise 3 and speak about Rosie's school day.

On Monday Rosie's got a really busy day. ...

7 20 **Listen to Rosie's timetable and read it.**

	9.00-10.00	10.00 - 10.20	10.20-11.20	11.30-12.30	12.30 - 1.15	1.15-2.30	2.30 - 2.50	2.50-3.45
Monday		B		8×3=24	L		B	
Tuesday	Hello	R			U	8×3=24	R	Bonjour!
Wednesday		E	Hello		N		E	
Thursday	8×3=24	A		Hello	C		A	
Friday	Hello	K	Bonjour!	8×3=24	H		K	

Now work with a classmate. Ask and answer about Rosie's timetable.

What time's Geography on Wednesday?
It's at quarter past one.

8 Choose a day of the week and say your timetable. Let your classmates guess what day of the week you're speaking about.

Writing

9 Make up your dream timetable and write about it.

My Dream Timetable
On Friday, I've got English at nine o'clock. Then I've got Science ...

Language guide p31

Check your English

10 Draw clocks showing these times.

1 It's ten to two.
2 It's quarter past six.
3 It's five past nine.
4 It's twenty to three.
5 It's half past twelve.

11 Write down four true and four false sentences about your timetable. Read them to your classmates and let them guess which ones are true.

8 My Big School Bag

Pronunciation and vocabulary

1 21 **Listen and match these words with the pictures in the survey. Listen again and practise saying the words.**

sweets – 8

sweets sandwich keys money hairbrush mobile phone tissues rubbish purse teddy bear

Survey

What have YOU got in your school bag today?
How many of these things have you got with you today?


1


2


3


4


5


6


7


8


9


10

2 a) 22 **Listen to the questions. Think about your answers.**

b) 22 **Listen again. Put your hand up to show which things you've got. Count the votes and write the results on the board.**

1 mobile phone – 5 pupils
2 money – 4 pupils

Grammar

Grammar spot

have got + a / an, some, any

a / an



some, any



I've got **a** sweet. I've got **some** sweets. Have you got **a** sweet? Have you got **any** sweets? I haven't got **any** sweets.

Language guide p31

3 **Choose the correct word.**

1 Have you got **a**/**any** tissues?
2 Have you got **an**/**any** orange?
3 Have you got **a**/**any** key?
4 I've got **a**/**some** sweets.
5 I've got **an**/**some** apple.
6 I've got **a**/**some** hairbrush.
7 I haven't got **a**/**any** mobile phone.
8 I haven't got **a**/**any** money.
9 I haven't got **a**/**any** purse.

Listening

4 23 **Listen and say what things Zola and Boris have got. Use the pictures in exercise 1.**



5 23 **Listen again. Make a list of all the things Boris and Zola have got.**

Boris and Zola

tissues
keys

6 **Make sentences with They've got a/some ... or They haven't got a/any ...**

They've got a mobile phone.
They haven't got any sandwiches.

7 24

The song 'It's the Weekend' p138

Speaking

8 **Work with your classmates. Look at the pictures in exercise 1. Ask and answer.**

- Have you got a teddy bear?
  - No, I haven't.
- Have you got any tissues?
  - Yes, I have.

9 **a) Make a list of the things you've got in your school bag.**

tissues, an MP3 player, headphones, ...

b) Tell your classmate about the things you've got in your school bag.

- In my school bag I've got a lot of things. I've got some tissues. Also, I've got ...

Check your English

10 **Put the words in the correct order.**

1 got | a mobile phone | I've | .

2 you | any sweets | got | have | ?

3 haven't | we | got | any money | .

4 we've | sandwiches | some | got | .

11 **What has Stacey got in her school bag? Write five sentences.**



Stacey has got a lot of things in her school bag. She's got ...

9 My Lunchbox

Pronunciation and vocabulary

1 25 **Listen to these words and find them in the pictures in exercise 2. Listen again and practise saying the words.**

orange – picture 3

orange ham sandwich yoghurt
biscuits chicken salad chocolate bar
cheese sandwich cake apple crisps

Listening and reading

2 26 **Listen and read. Guess the winner of the competition.**

Real English

I see. Great. Right.

Healthy Lunchbox Competition

1



Molly What have you got in your lunchbox today, Ben?
Ben I've got a ham sandwich and some biscuits.
Molly Have you got any salad?
Ben No, I haven't, but I've got a yoghurt.
Molly Umm. Thank you.

2



Molly And Ben, what's Della got in her lunchbox?
Ben She's got a chocolate bar, a cheese sandwich and some crisps.
Molly Has she got an apple?
Ben No, she hasn't, but she's got some cake.
Molly I see. Thank you.

3



Molly And lastly, what has Craig got?
Ben He's got some chicken and some salad.
Molly Has he got any fruit?
Ben Yes, he has. He's got an apple and an orange.
Molly Great. And has he got any chocolate bars or cake?
Ben No, he hasn't.

4



Mrs Wood Right. Thank you. The winner of our healthy lunchbox competition is …

3 27 **Listen to the play again and check your guess. Then read the play with your classmate.**

4 **Answer the questions.**

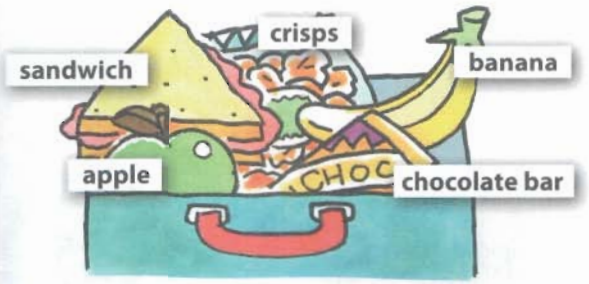
1 Ben has.

1 Who's got a ham sandwich?
2 Who's got a cheese sandwich?
3 Who's got a chocolate bar?
4 Who's got an apple?
5 Who's got a yoghurt?

Speaking

5 Act out the play in exercise 2 with your classmates.

6 a) Draw and label your perfect lunchbox.



b) Then work with a classmate. Show your drawings and describe your lunchboxes.

I've got a sandwich.

c) Now answer questions from the class about your classmate's lunchbox. Answer with Yes, he/she has. No, he/she hasn't.

Has Nikita got any salad?

No, he hasn't.

7 Work in groups of three or four. Hold a competition, using your perfect lunchboxes. Choose the winner.

Grammar spot

Countable nouns + -s (-es):
I've got some/I haven't got any biscuits.
Are there any sandwiches?
Uncountable nouns (no plural):
I've got some/I haven't got any salad.
Is there any fruit/cake?

Language guide p31

Writing

8 Write a description of your and your classmate's lunchboxes.

Our Lunchboxes
I have got ... Olga has got ...

Writing tip
Headings

capital letter
Our Lunchboxes
no full stop

Listening

9 28 Listen and say what Nancy has got in her lunchbox.



10 28 Listen again. Write lists of the things Nancy has got and hasn't got.

She's got	She hasn't got
a chicken sandwich	any chocolate bars
...	...

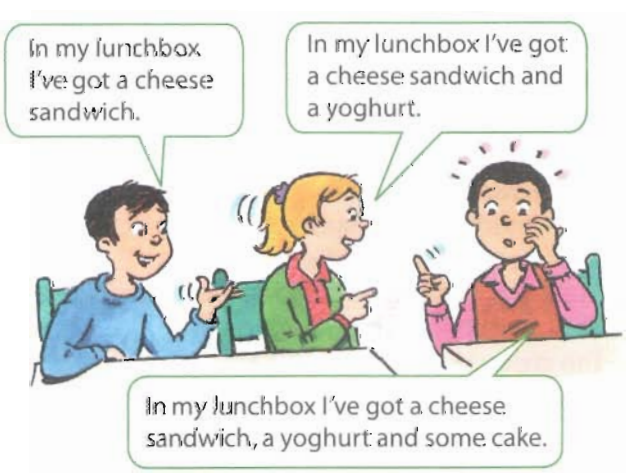
What do you think? Has Nancy got a healthy lunchbox?

Check your English

11 Complete with have, 've, haven't, has, 's, hasn't.

Ben What ... you got in your lunchbox today?
Molly I ... got a chicken sandwich.
Ben ... you got any cake?
Molly No, I ... , but I ... got a yoghurt.
Ben What ... Craig got?
Molly He ... got some salad and some crisps.
Ben ... he got a chocolate bar?
Molly No, he ... .

12 Play the Memory game.



10 My School

Skills Cross-cultural

Listening and reading

1 29 **Read and listen to the interview with Severin.**



What is your school called?
My school's called **Steinegg Primary School**.
Where is your school?
It's in **Appenzell** in the east of Switzerland.
What year are you in?
I'm in **year 5**.
How many students are there in your class?
There are **nineteen students**.
How many boys are there and how many girls?
There are **eight** boys and **eleven** girls.
Who are your best friends in your class?
My best friends are **Fabian** and **Andrej**.
How many school subjects have you got?
We've got **twelve** school subjects.
What are your favourite school subjects?
My favourite school subjects are **Music, Sport, English, Art** and **Maths**.
What are your favourite things in your classroom?
My favourite things are the **sofa,** the **TV,** the **computer** and the **door**!

2 **Read the interview again and complete the following sentences.**

1 Severin's school is called … .
2 He's in year … .
3 He's got … school subjects.
4 His favourite school subjects are … .

3 **Now make sentences about you and your school.**

I study at school. My school number is ...
It is in ...

Listening

4 30 **Listen to Sandrine talking about her school in Cameroon in Africa. Then answer the questions.**

1 How old is she?
2 What year is she in?
3 How many school subjects has she got?
4 What are her favourite subjects?
5 How many girls are there in her class?
6 What are her favourite things in the classroom?



Speaking

5 a) 31 **Jamil goes to school in Agra in India. Match the answers with the questions. Then listen and check.**

A		B
1	What is his school called?	4 Omar and Sabar
2	What is the name of his teacher?	5 English, PE and Science
3	How many students are there in his class?	2 Mr Das
4	Who are his best friends?	3 28 boys
5	What are his favourite school subjects?	1 The Rainbow Public School



b) Now ask and answer the questions with a classmate.

- What's his school called?
- The Rainbow Public School.

Writing

6 **Write about your school. Use the questions in exercise 1 as an outline.**

My School
I go to school №107. It is in Saint Petersburg. I'm in year 5.



Writing tip
Capital letters

names (Fox Primary School)
places (London)
school subjects (English)



Culture spot

Fact file: Schools in England



Education	Age
Primary school	5–11
Secondary school	11–16
Sixth form college	16–18
Higher education (university, etc)	18+

Children at secondary schools in England usually study between eight and ten subjects. Everybody studies Maths, English, PE and a foreign language like French, German or Spanish. Other subjects are ICT, Geography, Music, History and the sciences (Biology, Chemistry and Physics). Students take official state exams called GCSEs (General Certificate of Secondary Education) at the age of 16.

Discussion

In pairs, compare schools in England with schools in Russia.

- In England children start school at five, but in Russia we start school at seven.

Your country fact file

Prepare a similar fact file about schools in your country.

11 Reading

1 Read the article. Find out the name of the English Language teacher.

My Favourite School Subject

My favourite school subject is English. I like it because it is interesting and also because I am quite good at it! We have English Language classes three times a week, on Mondays at 10 o'clock, on Wednesdays at 11 o'clock and on Thursday afternoons at 3 o'clock. Each class lasts 50 minutes. I never get bored.

At the moment we're learning about synonyms and antonyms. A synonym is a word that means the same as another word, for example 'little' and 'small'. Antonyms are opposites, like 'old' and 'young'. It's not difficult. Sometimes spelling is difficult. We have a spelling test every Monday. We have to write ten words. Sometimes the words are quite easy but this week one of the words was 'brilliant'. That's a difficult one! Most of the class (including me) wrote 'briliant' with one 'l'!

My English Language teacher is called Mr Thornton. He can speak four foreign languages. He can speak French, German, Spanish and Russian. He says that it's very important to understand your own language first. When you understand how verbs change in one language, it's much easier to learn another language. I think that's true.



I learn French at school and I think it's quite easy.

Mr Thornton's friendly and kind, but he gives us lots of homework. This week I've got to write a composition. I like writing so I don't mind. We've got an exam next week, so I have to study too. I think I'm a good student. I always do my homework. I pass most of my exams but I'm not very good at Maths!

2 Read the article again and say if the sentences are true or false.

1 The writer is good at English.
2 The writer sometimes gets bored in the English Language classes.
3 The students have a grammar test every Monday.
4 The writer can speak four foreign languages.
5 The writer gets lots of homework.
6 The writer is very good at Maths.

3 Speak with a partner. What are your favourite subjects? Why?

12 Language

Where do words come from?

All languages have got words that originally come from other languages. Sometimes these words, such as **taxi**, **stop** or **sandwich**, are used in nearly every language. The English language has got words from dozens of other languages. **Spaghetti** comes from Italian, **pyjamas** comes from Hindi and **hand** comes from German.

1 Match these words with their languages of origin.

1 robot	a) Turkish
2 shampoo	b) Persian
3 caviar	c) Japanese
4 yoghurt	d) Serbo-Croat
5 coffee	e) Hindi
6 tsunami	f) Arabic
7 vampire	g) Czech

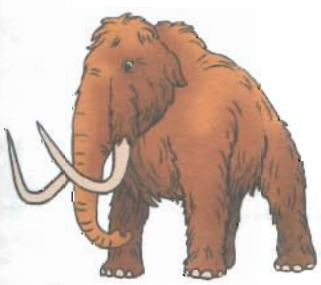
2 Which English words related to education come from these old Greek and Latin words? Can you guess?

Latin
scientia [meaning 'knowledge']
littera [meaning 'letter']
artem [meaning 'work of art']
lingua [meaning 'tongue']

Greek
geographia [meaning 'earth – describe']
historia [meaning 'learning by asking']
bioslogia [meaning 'life – study of']
tekhnelogia [meaning 'system – study of']

3 Some English words come from Russian. Match these words with the pictures.

1 balaclava 2 cosmonaut 3 borsch
4 mammoth


a)


b)


c)


d)

Project

Find some facts about Russian ICT words that come from English.

Plan
Make a list of twelve Russian words related to technology and communication. For example, компьютер, перезагрузка, принтер ...

Research
Find out which of the words are the same or similar in English.

Prepare
Write a list of the words that come from English.

Present your material
Copy the words onto a piece of paper and draw a picture to show what each word means.

Language Guide

Vocabulary

School subjects

Art English French Geography History IT (Information Technology) Maths Music PE (Physical Education) Science

Everyday objects

hairbrush 

mobile phone 

purse 

keys 

money 

rubbish 

sandwich 

sweets 

teddy bear 

tissues 

Food

apple crisps biscuit cake cheese sandwich chicken chocolate bar ham sandwich orange salad yoghurt

Dictionary extra!

antonym (n)
composition (n) ★★
difficult (adj) ★★★
exam (n) ★★
foreign (adj) ★★★
get bored (v)
important (adj) ★★★
spelling (n) ★
synonym (n)



Real English

I see. Great. Right.

Grammar

have got

Единственное число	Множественное число
I **have got**	We **have got**
You **have got**	You **have got**
He **has got** She **has got** It **has got**	They **have got**

Утвердительные предложения

Полная форма	Краткая форма
I/You/We/They **have** got a biscuit.	I/You/We/ They**'ve** got a biscuit.
He/She/ It **has got** a biscuit.	He/She/It**'s got** a biscuit.

Отрицательные предложения

Полная форма	Краткая форма
I/You/We/They **have not got** a biscuit.	I/You/We/They **haven't got** a biscuit.
He/She/It **has not** got a biscuit.	He/She/It **hasn't got** a biscuit.

Вопросы

Утвердительное предложение	Вопрос
You **have got** a biscuit.	**Have** you **got** a biscuit?
She **has got** a biscuit.	**Has** she **got** a biscuit?

Краткие ответы

Вопрос	Краткий ответ
Have I/you/we/they got a biscuit?	Yes, I/you/we/they **have**. No, I/you/we/they **haven't**.
Has he/she/it **got** a biscuit?	Yes, he/she/it **has**. No, he/she/it **hasn't**.

some, any, a / an, two / three / ..., a lot of



I've got **some** biscuits.



There**'s a** biscuit.



Have I got **any** biscuits?



There **are two** biscuits.



There **are some** biscuits.



I haven't got **any** biscuits



There **are a lot of** biscuits.

Исчисляемые и неисчисляемые существительные

- Исчисляемые существительные обозначают предметы, которые можно сосчитать.

  There's a biscuit. There **are** some biscuits.

- Неисчисляемые существительные обозначают вещества, которые нельзя пересчитать. Они имеют только форму единственного числа и согласуются только с глаголами в единственном числе.

  Her hair is curled.

Предлоги времени

I've got English **on** Monday.
My birthday is **in** September.
I wake up **at** half past seven.

on	**on** Monday, Tuesday и т. д.
in	**in** the morning/afternoon/evening **in** September, October и т. д.
at	**at** night / midnight **at** one o'clock / half past seven и т. д.

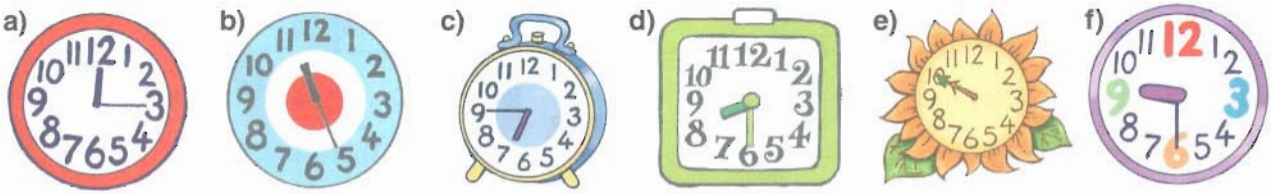
Progress check

Check you can do these things.

1 I can tell the time.

Tell the time in each picture.

a) b) c) d) e) f)



2 I know the names of some school subjects.

In your notebook, write the names of these school subjects.

1 A... 2 S... 3 G... 4 P... E...

5 H... 6 M... 7 M... 8 I... T...



3 I can talk about my school timetable.

Choose a day of the week and describe your timetable.

On Monday I've got Maths at eight o'clock. Then I've got Music at ten past nine. After that, I've got Art at half past ten.

4 I can make sentences with 'have got'.

Make true sentences with:

1 I've got ...
2 I haven't got ...
3 My best friend has got ...
4 My best friend hasn't got ...

5 I can talk about quantity.

Complete with a / an, two, some, any.

Jack Have you got (1)... sweets?
Fiona No, I haven't got (2)... sweets but I've got (3)... chocolate bar.
Jack Have you got (4)... sandwiches?
Fiona Yes, I've got (5)... sandwiches and I've got (6)... drink.
Jack Have you got (7)... mobile phone?
Fiona No, I haven't got (8)... mobile phone.
Jack What else have you got?
Fiona I've got (9)... apple and (10)... keys.
Jack What about rubbish? Have you got (11)... rubbish?
Fiona No, I haven't got (12)... rubbish but I've got (13)... tissues.



Work and Play

3

Unit contents:

Vocabulary Everyday activities, classroom activities; transport

Grammar Present simple (affirmative, negative, questions); prepositions of time (at, in); adverbs of frequency; imperative (affirmative, negative)

Skills Talk about daily routine
Talk about being a good friend
Give instructions
Listen to a story, an interview and a rap
Read a story
Write an essay 'My Journey to School'

Across the curriculum Arts & Crafts

Culture spot Children's hobbies in Ireland



















A typical day quiz ...

1 Match the words from A with the words from B to find six typical activities.

A		B	
1)	do	a)	the Internet
2)	have	b)	to school
3)	surf	c)	teeth
4)	go	d)	homework
5)	brush	e)	with friends
6)	hang out	f)	breakfast

2 What order do you do these activities in?

I go to bed at half past ten.
What about you?



13 A Day with the Glow Family

Pronunciation and vocabulary

1 32 **Listen and match the word combinations in A with their explanations in B. Listen again and practise saying these word combinations.**

1 – c

A

1	wake up	5	have a snack
2	get dressed	6	do homework
3	have breakfast	7	get home
4	leave home	8	have dinner

B

a have a meal in the morning b put your clothes on c stop sleeping d study at home e have a meal in the afternoon f eat between meals g go away from home h come back home

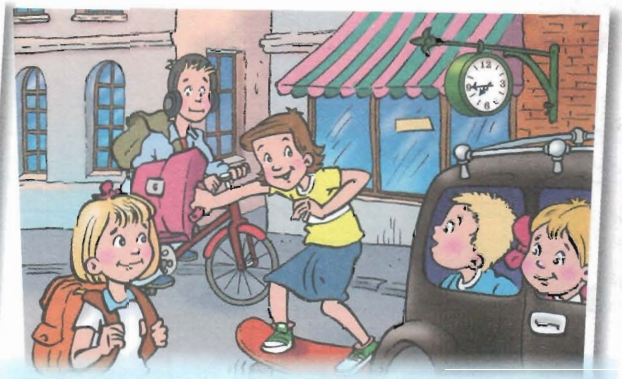
Listening and reading

2 33 **Listen to the story about a day with the Glow family and say how long their usual day is. Use the pictures in exercise 3 to help you understand the story.**

3 **Read about the Glow family's day. Say if sentences 1—5 are true or false.**



In the morning, we wake up at ten to seven. We get up and get dressed. Then we have breakfast at half past seven.



We leave home at quarter to eight and go to school. The twins go by car and I walk. Rudolph rides his bike and Helga skateboards to school.



In the afternoon, we get home at quarter past three. Then we have a snack and do our homework.



In the evening, we have dinner at eight o'clock and then we all go to the living room.



And at midnight, we all go to bed.

1 The Glows have breakfast at 7.30 am.
2 The twins walk to school.
3 Rudolph goes to school by car.
4 They get home at 2.45 pm.
5 The Glows have dinner at 8 pm.



Grammar spot
Prepositions of time

In the morning/ afternoon/ evening
At quarter past six At midnight

Language guide p45

Speaking

4 Look at the pictures in exercise 3 and speak about the Glow family's day.

5 Is your day similar? Speak about it.

My usual day begins early. In the morning, I wake up at …

Vocabulary

6 Make phrases.

1 surf the Internet

A

1 surf	2 make	3 sleep	4 play
5 read	6 look at	7 watch	8 paint

B

a TV	b the Internet	c the stars
d chess	e books about inventions	f model skyscrapers
g pictures of animals	h on the rug	

7 34 Listen to Mandy speaking about what her family usually does in the evening.



8 Work with a classmate. Take it in turns to speak about the Glow family's evenings.

Gordon and Vera watch TV.

Speaking

9 In your family, what do you usually do in the evening? Speak about it.

In the evening, my brother surfs the Internet. …

10 a) Write a questionnaire with four questions.

What do you do in the evening?

	Yes	No
1 *Do you watch TV?*	☐	☐
2 *Do you surf the Internet?*	☐	☐
3 *Do you …*		

b) Then exchange questionnaires with a classmate. Answer your classmate's questionnaire. Tick (✓) the boxes.

c) Return the questionnaire. Report to the rest of the class about your classmate.

Natalia doesn't watch TV. She surfs the Internet. …



Remember!

Sam surf**s** the Internet.
Dan play**s** tennis.
Pam watch**es** TV.

Check your English

11 Read about Alice's day. Fill in the gaps and put the sentences in the correct order.



1 Then I … home and … to school.
2 I … up at quarter to seven in the morning, … dressed and … breakfast.
3 In the evening, I … dinner at eight o'clock.
4 In the afternoon, I … home at quarter past three.
5 Then I … a snack and … my homework.

12 Write down four true and four false sentences about your usual weekday. Read them to your classmates and let them say if they are true or false.

14 Are You a Good Friend?

Pronunciation

1 35 **Listen and practise saying the proverb.**

A friend in need is a friend indeed.

Listening and reading

2 36 **Listen and read. Look at the pictures to help you understand. Think about your answers.**

Answer the questions. Choose A, B, C, D or E.



1 Are you friendly?
A always B usually C often
D sometimes E never



2 Are you a good listener?
A always B usually C often
D sometimes E never



3 Do you remember your friends' birthdays?
A always B usually C often
D sometimes E never



4 Are you on time?
A always B usually C often
D sometimes E never



5 Do you tell the truth?
A always B usually C often
D sometimes E never



6 Do you help your friends?
A always B usually C often
D sometimes E never

Key

0–4 points | 5–9 points | 10–14 points | 15–19 points | 20–24 points

A = 4 points B = 3 points C = 2 points D = 1 point E = 0 points

3 36 **Listen again. Write your answers.**

1 B

4 **Look at the key. How many points have you got? Are you a good friend? Answer with: Yes, I am./No, I'm not.**

Language guide p45

Grammar spot
Frequency adverbs

always usually often sometimes never

(100%) (85%) (70%) (30%) (0%)

Grammar

5 Write true sentences about you with:

always usually often
sometimes never

1 I'm usually friendly.

1 I'm ... friendly.
2 I'm ... a good listener.
3 I ... remember my friends' birthdays.
4 I'm ... on time.
5 I ... tell the truth.
6 I ... help my friends.

6 Speak about yourself. Use the sentences from exercise 5 to help you. Are you a good friend?

Listening and speaking

7 a) 37 Listen to the interview. Does the boy get the job?



b) 37 Listen again. Then act out the interview with a classmate. Ask the questions in exercise 2 and answer with Yes, I am./No, I'm not./Yes, I do./No, I don't.

End the interview with You've got the job. or You haven't got the job.

8 38

The song 'My Best Friend' p139

Study skills

9 39 Listen and think about your answers to the questions.

Are you a good student of English?



1 Do you usually write new words in your exercise book?



2 Do you always do your English homework?



3 Do you sometimes listen to songs in English?



4 Do you often ask and answer questions in class?



5 Do you always listen to your teacher and classmates?



6 Do you sometimes look up new words in a dictionary?

10 Now ask and answer the questions with a classmate. Use Yes, I do. or No, I don't.

Check your English

11 Complete the sentences about Peter.

friendly listener time remembers
the truth helps

Peter is a perfect friend.

1 He always ... his friends' birthdays.
2 He is always on ... .
3 He is always ... .
4 He always tells ... .
5 He is always a good ... .
6 He always ... his friends.



12 Are these sentences true or false about you?

1 false

1 I usually write new words in my exercise book.
2 I always do my English homework.
3 I sometimes listen to songs in English.
4 I often ask and answer questions in class.
5 I never listen to my teacher and classmates.
6 I usually look up new words in a dictionary.

15 Classroom Rap

Pronunciation

1 40 **Listen and practise saying the words from the box.**

get	key	cheese	friend	read	three	never
tea	tell	sleep	help	feet	ten	red	leave

2 40 **Listen again. Put the words in the correct list.**

1 [e] get, ...
2 [i:] key, ...

Listening and reading

3 41 **Listen. Look at the picture to help you understand the words.**

Come into the classroom.
And say your name.
Hand in your homework.
Don't play a game!

Open the window.
Close the door.
Look at the teacher.
Stand on the floor.

Now clean the blackboard.
Don't sit over there!
Work with your classmate.
Don't brush your hair!

Read your English book.
And count to eight.
Pick up your pencil.
Don't talk to your mate!



4 41 **Listen again. Match each line of the rap with a boy or girl in the picture.**

Come into the classroom – d

5 **Read the rap in chorus with your classmates.**

6 **Work in small groups. Take it in turns to act out the rap.**

Come into the classroom.



Vocabulary

7 Read. Which of these classroom jobs do you and your classmates usually do?

write the day and date on the board
clean the blackboard
hand out homework
water the class plants
air the classroom during the break
switch the light on

8 Work with a classmate. Roleplay a dialogue between 'a teacher' and 'a pupil': one gives instructions from exercise 7, the other acts them out. Then swap your roles.



Polite tip

When you make a request, always say 'please'.
Please sit on your chair.
Sit on your chair, please.

9 42 Play the Please game. Make sure you've got a pen, a piece of paper and a book. Then listen and act out the instructions. Only do the instructions when you hear 'please'.









Check your English

10 Match the verbs in A with the words in B.

A		B	
1	count	a	the classroom
2	pick up	b	your homework
3	clean	c	your name
4	come into	d	to ten
5	brush	e	the door
6	close	f	the blackboard
7	say	g	your hair
8	hand in	h	your pen
9	air	i	the classroom during the break
10	switch	j	the class plants
11	water	k	the light on

11 Write down a list of dos and don'ts of your English class life and compare it with your classmates.

dos	don'ts
• work with your classmates	• run
• listen to CDs	

Language guide p45

16 My Journey to School

Skills Cross-cultural

Reading

1 a) **You've got three minutes to read the texts on this web page.**



How bad is your journey to school?

1 I love my journey to school. I go by bus and the bus driver always puts on a CD. We all sing to the music. It's amazing!
Claire, 11, Cardiff, Wales

2 There aren't any buses where I live and I walk to school. My journey is okay when it's sunny but it's horrible when it's rainy.
Amanda, 12, Fife, Scotland

3 I cycle to school. I get very tired because there is a huge hill. But it's great coming home because it's all downhill.
Sam, 11, Plymouth, England

4 My home is 10 kilometres from school. I go to school by car with my dad. I hate the journey. There's always a lot of traffic and my journey sometimes takes an hour. I'm often late for school.
Jade, 10, Fermoy, Ireland

5 I hate my journey to school. I go to school on the underground. There are always a lot of people on the trains and there aren't any seats.
Brett, 11, London, England

b) **Now match the texts with the photos.**



Listening



2 a) 43 **Listen. Where does Alex live?**

b) 43 **Listen again. Choose the correct words.**

1 Alex lives in **Holland**/**England**.
2 She **cycles**/**walks** to school.
3 Her journey takes **30**/**20** minutes.
4 **35%**/**45%** of children cycle to school in Holland.
5 There **are**/**aren't** a lot of bike racks at her school.
6 Cycling **is**/**isn't** easy in Holland.

Speaking

3 a) Complete this questionnaire about you. Don't show your classmates.

1 My home is a kilometre from school.

MY JOURNEY TO SCHOOL

1 How far is your home from school? My home ...
2 How do you go to school? I go to school by bus/car/train. I go to school on the underground. I walk/cycle to school.
3 Do you go to school on your own? Yes, I do./No, I go to school with my ...
4 How long does your journey take? It takes ...
5 Do you like your journey to school? Yes, I do./No, I don't.

b) Ask and answer the questions with a classmate. Write notes of your classmate's answers.

name of pupil	Masha
how far	7 km
how	bus
with	friend
how long	20 mins
like	no

c) Report back to the rest of the class about your classmate.

Masha's home is seven kilometres from school.

Writing

4 Write about your journey to school. Use the texts in exercise 1 as a model and the questionnaire in exercise 3 to help you.

My Journey to School

My home is two kilometres from school. I walk to school with my friends Roma and Dima ...



Writing tip

Use texts in the book as a model to help your writing.

My home is 10 kilometres from school. I go to school by car with my dad. I hate the journey ...

Jade, 10, Fermoy, Ireland



Culture spot

Fact file: Children's hobbies in Ireland

Collecting things



Some children collect picture cards of football or other sports. Others collect stamps. They stick the cards or stamps into a special book called an album. Children also collect coins, postcards and Barbie dolls.

Discussion

In pairs, compare children's hobbies in Ireland with children's hobbies in Russia.

Children in Ireland and Russia like collecting things ...

Making models

Lots of children make models. Some use pieces of plastic to make cars, boats or planes. Others use pieces of wood to build models of famous buildings. You can buy model 'kits' in toy shops.



Flying kites

One popular outdoor hobby in Ireland is kite-flying. There are kite clubs in all parts of the country. Some kites are small and basic. Others look like dragons, birds or other animals.



Your country fact file

Prepare a similar fact file about hobbies in your country.

17 Reading

1 Read the text and answer the questions.

a) What did Huck never do?

b) What do the ghosts take away at midnight?

Huckleberry Finn



Tom Sawyer had two special friends. Their names were Joe Harper and Huckleberry Finn. Huckleberry is a long name. Everybody called the boy 'Huck'.

Aunt Polly said to Tom, 'You must be a good boy, Tom' and Joe's mother said to Joe 'You must be a good boy, Joe'. They wanted the boys to behave well.

Huck Finn did not live with anybody. He had no mother or brothers and sisters. And he had no uncles and no aunts. His father lived a long way from him. He was a bad man and he did not like Huck. In good weather, Huck slept outside by the river. In bad weather, he slept inside a barn. He never went to church and he never went to school. Huck wore very old clothes and he never wore shoes. He never washed.

The other boys liked Huck. They wanted to be Huck. They did not want to go to church. They did not want to go to school. The mothers of the other boys did not like Huck. Their sons had to go to church and they had to go to school.

On Monday morning, Tom was walking to school. Near the school, he met Huck. Tom was not happy. He did not like Monday mornings. Huck was very happy. He was carrying a dead cat.

'Hello, Huck,' said Tom.

'Hello, Tom,' said Huck.

'What have you got?' asked Tom.

'A dead cat!' said Huck.

'Why?' asked Tom.

'A dead cat cures warts,' said Huck.

Tom looked at his hands and he looked at Huck's hands. 'We've both got warts,' said Tom. He pointed to the little hard bumps on Huck's fingers. He looked at his own fingers.

'How does a dead cat cure warts?' asked Tom.

'A bad man dies,' Huck replied. 'People take him to the graveyard. They bury him in the ground. That night, you take the dead cat to the graveyard. At midnight, ghosts come. They take away the dead man. The dead man has to follow the ghosts. The cat follows the dead man. And the warts follow the cat. So the cat cures your warts. It's easy!'

2 Read the text again and choose the correct word.

1 Tom had **two** / **three** good friends.
2 Tom's **mother** / **aunt** is called Polly.
3 Huck **sometimes** / **always** slept outside.
4 Huck wore old **clothes** / **shoes**.
5 The other boys **liked** / **didn't like** Huck.
6 **Aunt Polly** / **Huck** believes a dead cat can cure warts.

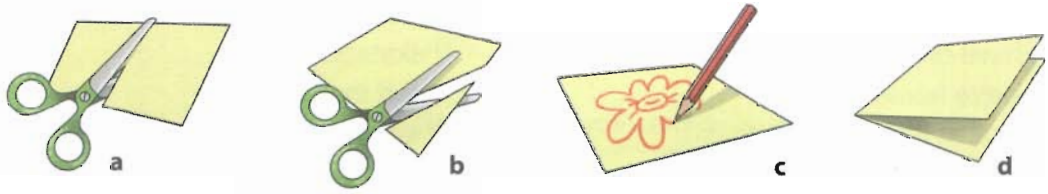
3 Speak with a partner. Describe your best friend(s).

18 Arts & Crafts

Origami

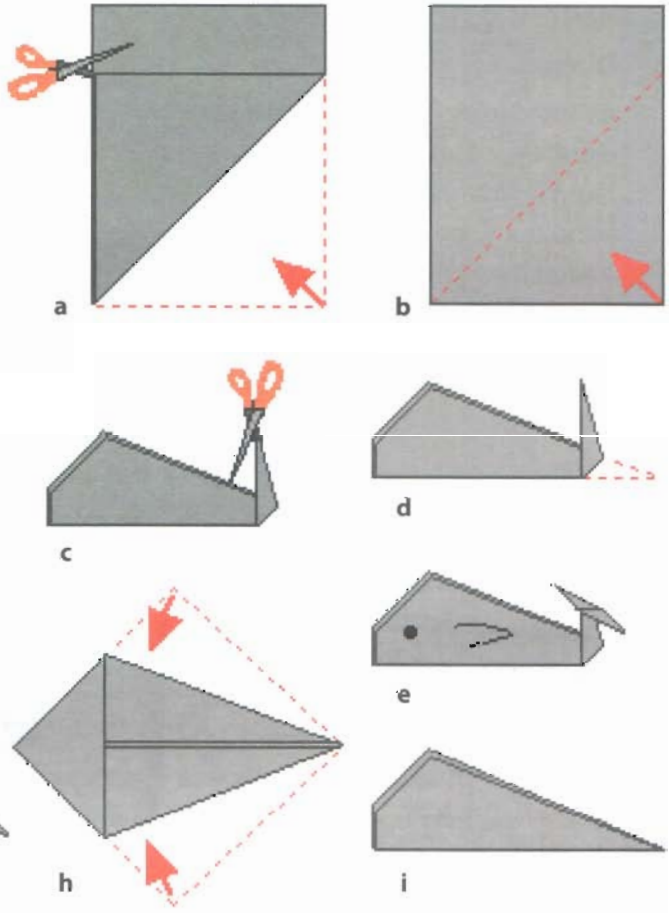
1 Match the words with the pictures.

1 draw
2 fold
3 cut
4 cut off



2 Match these instructions with the pictures. Then make an origami whale.

1 Fold one corner of a piece of paper over to the opposite side.
2 Cut off the rectangle from the folded paper.
3 Fold two opposite sides towards the centre until they meet.
4 Fold the tip over until it meets the other folds.
5 Fold the paper in half along the centre.
6 Fold the tail up.
7 Cut through the end of the fold in the tail.
8 Fold the edges of the tail outwards.
9 Draw eyes and fins to finish your origami whale.



Project

Make another origami animal.

Plan
Choose one of these animals: a bird, a dog, a frog, a butterfly, a tortoise.

Research
Go to http://www.origami-fun.com/origami-animals.html. Find instructions to make your origami animal.

Prepare
Get everything you need to make your origami animal, then follow the instructions step by step.

Present your material
Make a classroom display of your origami animals.

Language Guide

Vocabulary

Everyday activities

do homework
get dressed
get home
have breakfast / dinner / a snack
leave home
look at the stars
make model skyscrapers
paint pictures of animals
play chess
read books about inventions
skateboard
surf the Internet
wake up
watch TV

Classroom activities

air the classroom during the break
clean the blackboard
hand in your homework
hand out homework
switch the light on
switch the light off
talk to your classmate
water the class plants
work with a classmate
write the day and date on the board

Transport

cycle go by bus / car / train go on the underground walk

Dictionary extra!



amazing (adj) ★★
barn (n) ★★
behave (v) ★★
bump (n)
cure (v) ★
downhill (adv)
hate (v) ★★★
journey (n) ★★★
wart (n)



Polite English

Please, sit on your chair.
Sit on your chair, please.

Grammar

Грамматическое время present simple

- Время **present simple** употребляется для выражения действий, которые происходят часто, регулярно, обычно.

  I never **go** to school on Saturday.

- Время **present simple** употребляется также для выражения общеизвестных фактов.

  Cats **like** mice.

Утвердительные предложения

Единственное число	Множественное число
I **play** football.	We **play** football.
You **play** football.	You **play** football.
He / She / It **plays** football.	They **play** football.

Отрицательные предложения

Полная форма	Краткая форма
I **do not play** tennis.	I **don't play** tennis.
You **do not play** tennis.	You **don't play** tennis.
He / She / It **does not play** tennis.	He / She / It **doesn't play** tennis.
We / You / They **do not play** tennis.	We / You / They **don't play** tennis.

Вопросы и краткие ответы

Вопрос	Краткий ответ
Do I **play** tennis?	Yes, I **do**. No, I **don't**.
Do you **play** tennis?	Yes, I **do**. No, I **don't**.
Does he **Does** she **play** tennis? **Does** it	Yes, he / she / it **does**. No, he / she / it **doesn't**.
Do we **Do** you **play** tennis? **Do** they	Yes, we / I / they **do**. No, we / I / they **don't**.

Наречия частотности

I **always** have breakfast in the morning.
I **usually** wake up at 7 am.
I **often** help my friends.
I'm **never** late for school.
I'm **sometimes** late for dinner.

always usually often sometimes never

(100%) (85%) (70%) (30%) (0%)

Повелительное наклонение



Утвердительная форма	Отрицательная форма
Open your books.	**Don't open** your books.
Go.	**Don't go**.

Выражение вежливой просьбы

Please don't go. или Don't go, **please**.

Предлоги времени

I've got English **on** Monday and Wednesday.
My birthday is **in** September.
I wake up **at** half past seven.

on	**on** Monday, Tuesday и т. д.
in	**in** the morning / afternoon / evening **in** September, October и т. д.
at	**at** night **at** midnight **at** one o'clock / half past seven и т. д.

Progress check

Check you can do these things.

1 I know these words.

Write the words in the order that you do them every day.

do homework go to bed go to school get up wake up have breakfast
get dressed leave home have dinner get home have a snack

2 I can talk about daily routine.

Can you remember the Glow family's daily routine? Tell the story.

In the morning, we wake up at ten to seven. ...



In the morning, we (1) ... up at ten to seven. We (2) ... up and (3) ... dressed. Then we (4) ... breakfast at half past seven. We (5) ... home at quarter to eight and (6) ... to school. The twins (7) ... by car and I (8) ... . Rudolph (9) ... his bike and Helga (10) ... to school. In the afternoon, we (11) ... home at quarter past three. Then we (12) ... a snack and (13) ... our homework. In the evening, we (14) ... dinner and then we all (15) ... to the living room. And at midnight we all (16) ... to bed.

3 I can use adverbs of frequency.

Make true sentences about you.

1 I never eat ...
2 I sometimes go ...
3 I often play ...
4 I usually wake up at ...
5 I always watch ...

4 I can answer present simple questions.

Answer the questions.

1 Are you eleven years old?
2 Do you like spinach?
3 Are you from England?
4 Do you go to school?
5 Are you happy?
6 Are you always on time for lessons?
7 Do you play football?
8 Do you make models?

5 I can answer questions about my journey to school.

Answer the questions.

1 How far is your home from school?
2 How do you go to school?
3 Do you go to school on your own?
4 How long does your journey take?
5 Do you like your journey to school?

6 I can understand instructions.

Please do these things.

1 Stand up.
2 Sit down.
3 Open your book.
4 Read your book.
5 Close your book.
6 Look at your teacher.
7 Pick up your pen.
8 Write your name.
9 Put your pen on the desk.
10 Count to 10 in English.

Revision

1 Complete with 'my', 'your', 'his', 'her', 'its', 'our', 'your', 'their'.

1 

2 

3 

4 

5 

6 

7 

8 

2 Point to these things in your classroom. Use 'This is ...' / 'These are ...', 'That is ... ' / ' Those are ...'.

1 books **2** pen **3** pencil case **4** posters **5** homework
6 dictionaries **7** bag **8** chair **9** desk **10** rubber

3 Complete the conversation with 'there is', 'there isn't', 'there are', 'there aren't', 'Is there', 'Are there'.

A ... a beach in the town?
B No, ... a castle and a beautiful river.
A ... any good shops here?
B Yes, ... And ... also two supermarkets.
A ... any cinemas?
B No, ... any cinemas.
A ... a railway station?
B No, ... a railway station but ... a bus station.

4 Join ideas in a sentence with 'and' or 'but'.

1 two cinemas | there are | a café | and

2 but | any supermarkets | there aren't

a lot of shops | there are

3 a beach | a river | there is | but

there isn't

4 and | a bus station | there is

a railway station

5 two parks | there isn't | there are

a beach | but

5 Say the days of the week.

6 Work with a classmate. Can you remember the names of ten school subjects?

7 Name these eleven things to eat using 'a' / 'an' or 'some'.

1  2  3  4  5  6 

7  8  9  10  11 

8 Make questions with these words.

1 you | any sweets | have | got | ?

2 any money | got | your best friend | has | ?

3 any sandwiches | your classmates | got | have | ?

4 a key | have | you | got | ?

5 has | an MP3 player | your teacher | got | ?

9 Match the adverbs with the numbers.

A often B always C never D sometimes E usually

1 2 3 4 5

(100%) (85%) (70%) (30%) (0%)

10 Make questions with these words. Then answer the questions about you.

1 Do you always get up early?
No, I don't. I usually get up late on Saturday.

1 Do you / early / get up / always / ?
2 Are you usually / in the morning / tired / ?
3 Do you / every weekend / shopping / go / ?
4 Do you / often / to the cinema / go / ?
5 Are you / at home / usually / at the weekends /?
6 Do you / your friends / every day / meet / ?

My Tidy World

4

Unit contents:

Vocabulary Everyday objects and activities; types of materials, containers

Grammar Present continuous, present simple; expressions of frequency, adverbs of frequency; object pronouns

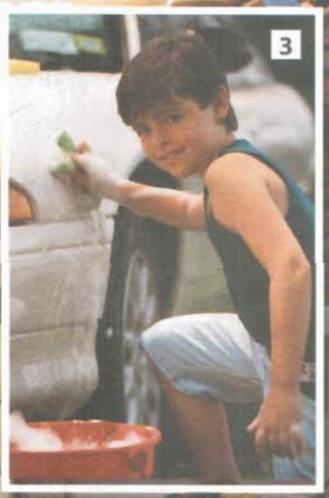
Skills Talk about things we are doing now
Talk about how often we do things
Talk about what things are made of
Listen to a description, an interview and a story
Read an interview
Write a list of household chores

Across the curriculum Science

Culture spot Children's household chores in Britain









Clean & tidy quiz ...

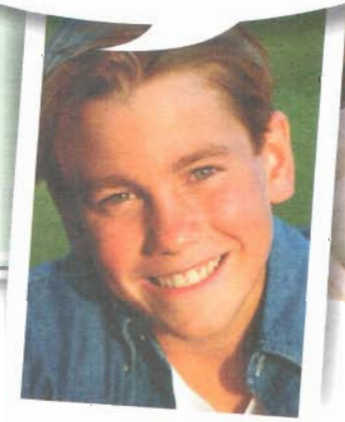
1 What chores ...

1 ... do you do outside?
2 ... do you do in the kitchen?
3 ... do you do with water?

2 What chores ...

1 ... do you do more than every day?
2 ... do you do in the evening?
3 ... do you do once a week?

I make my bed, take the dog for a walk and wash the dishes. What chores do you do?



19 Saturday Morning Chores

Pronunciation and vocabulary

1 (44) **Listen and match the word combinations in A with their explanations in B. Listen again and practise saying the word combinations.**

1 – e

A

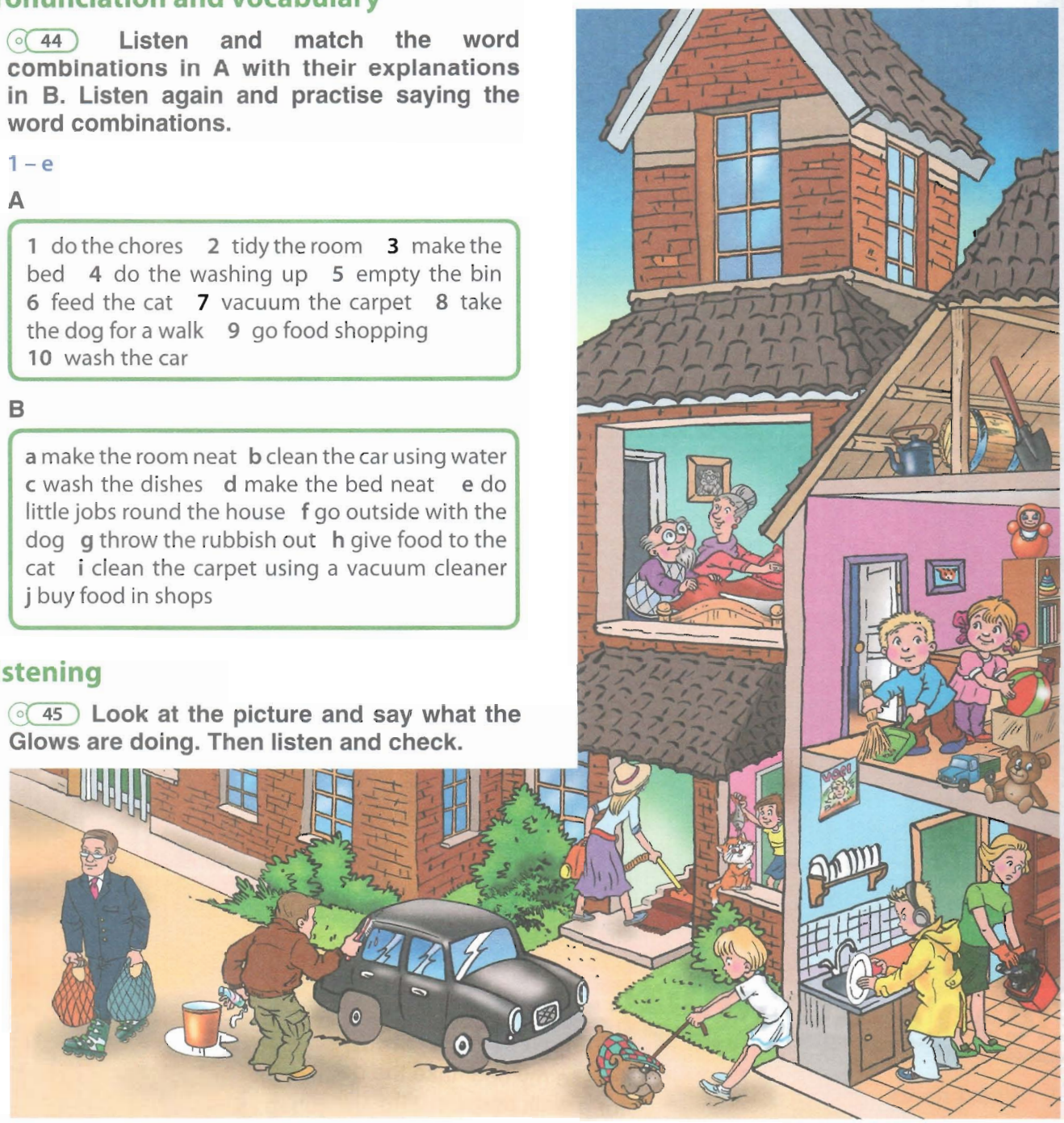
1 do the chores 2 tidy the room 3 make the bed 4 do the washing up 5 empty the bin 6 feed the cat 7 vacuum the carpet 8 take the dog for a walk 9 go food shopping 10 wash the car

B

a make the room neat b clean the car using water c wash the dishes d make the bed neat e do little jobs round the house f go outside with the dog g throw the rubbish out h give food to the cat i clean the carpet using a vacuum cleaner j buy food in shops

Listening

2 (45) **Look at the picture and say what the Glows are doing. Then listen and check.**



3 (45) **Listen again. Then answer the questions with Yes or No.**

1 – Yes. 2 – No.

1 Are Sam and Pam tidying their room?
2 Is Mandy going food shopping?
3 Is Martha emptying the bin?
4 Is Bernard vacuuming the carpet?
5 Are Gordon and Vera doing the washing up?
6 Is Vincent going food shopping?
7 Is Cynthia making the bed?
8 Is Rudolph doing the washing up?
9 Is Helga feeding Cactus?



Grammar spot

Present continuous

Mandy **is taking** the dog for a walk.
Gordon and Vera **are making** the bed.

Language guide p61

Speaking

4 Describe your family's chores. Use the present continuous. Begin with the following:

Today is Saturday. At the moment I am … . My mother is … .

Vocabulary

5 a) Find these things in the picture on page 50.


raincoat


rubber gloves


toothbrush


fish


roller skates


toys

b) 46 Listen to the questions. Think about the answers.

1 What's Bernard washing with his toothbrush?
2 What are Sam and Pam doing?
3 What's Cactus eating?
4 What's Martha wearing on her hands?
5 What's Rudolph wearing?
6 What's Vincent wearing on his feet?

c) Work with a classmate. Ask and answer.

What's Bernard washing with his toothbrush?

His car.

Speaking

6 Carry out a class survey about chores.

a) Write a list of your chores in the family.

Look after my little brother / sister
Wash the clothes

b) Work in a group of three or four. Find out how many classmates in your group do these chores. Write the results on a sheet of paper.

c) Now report to the class.

Two of us look after little brothers and sisters. All of us do the washing up. ...

Grammar

7 Complete the sentences with the present continuous of the verbs in brackets.

1 They are riding their bikes.

1 They … their bikes. (ride)
2 She … the window. (close)
3 He … a shower. (have)
4 She … her hair. (brush)
5 He … the door. (open)
6 They … their teeth. (clean)

8 47 Listen and match the sentences in exercise 7 with the pictures.

He is having a shower. – e

a 

b 

c 

d 

e 

f 

9 Work with a classmate. Ask and answer about the pictures in exercise 8.

What's she doing?

She's brushing her hair.

Check your English

10 Complete the dialogues with the present continuous of the verbs in brackets.

A What ... you ... ? (do)
B I ... my room. (tidy)
A Where ... she ... ? (go)
B She ... to school. (go)

11 Do you remember the Glows' household chores? Write three questions with What ...? Then work in a group of four: close your books and ask and answer the questions.

What's Cynthia vacuuming?

The carpet.

20 Work and Play

Pronunciation

1 (48) **Listen and practise saying word combinations 1–8.**

WORK

1 tidy your room



2 do the washing up



3 go food shopping



4 lay the table



PLAY

5 go swimming



6 play computer games



7 surf the Internet



8 hang out with friends



Listening

SURVEY How often do you ...?

2 a) (49) **Listen to the survey questions and Ian answering them.**

b) (49) **Listen again and complete the sentences with the words from the box.**

once	twice	three	four	every	never
morning	day	Sunday	week	weekend	month

1 He tidies his room once or twice a week.

1 He tidies his room ... or ... a ... .
2 He does the washing up ... or ... times a ... .
3 He ... goes food shopping.
4 He lays the table for dinner every ... .
5 He goes swimming ... Saturday ... .
6 He plays computer games every ... .
7 He surfs the Internet ... day.
8 He hangs out with his friends ... day after school.

c) (49) **Listen again and check.**



Ian

Speaking

3 **Speak about Ian. Begin with the following:**

Ian is a schoolboy. He often helps about the house. He tidies ...

Vocabulary

4 a) Read these words. Make up word combinations with them.

once a week

once	twice	three times	four times
a day	a week	a month	a year

every month

every				
day	week	weekend	month	Saturday

b) 50 Look at the pictures in exercise 1. Listen to the survey questions and answer them.

How often do you tidy your room?

I tidy it twice a week.

c) Work with a classmate. Ask and answer the same questions. Compare your answers and report the results to the class.

I tidy my room twice a week, but Misha tidies his room once a week.

Grammar



Grammar spot

Expressions of frequency

How often does he tidy his room?
He tidies his room **once or twice a week.**

How often does he go food shopping?
He goes shopping **every Saturday morning.**

5 Write questions about Ian beginning with How often. Then ask a classmate to answer your questions.

How often does Ian tidy his room?

6 a) Write six sentences about what you do after school with:

I

do my homework
tidy my room
do the washing up
have a snack
go swimming
surf the Internet
watch TV
hang out with friends

every
once a
twice a
three times a

day.
week.
weekend.
month.
Monday.
Tuesday.
...

1 *I do the washing up every day.*

b) Now tell a classmate how often you do these things after school.

7 51

The song 'Rock Star' p140

Writing

8 Write a story about Tidy Ted. Begin with the following:

My English File

Tidy Ted

This is Ted. He is eleven. Ted is a tidy boy. He always does his homework. He never makes a mess ...



Check your English

9 52 **Listen. Find out what Nyree does:**

once or twice a week
always sometimes often
every Saturday afternoon
three or four times a week



10 52 **Listen again. All these sentences are false. Correct them.**

1 Nyree sometimes tidies her room.
2 She never looks after her little sister.
3 She does the washing up every day.
4 She goes swimming three or four times a month.
5 She goes to the cinema every day.
6 She sometimes hangs out with her friends after school.

11 Work with a classmate. Ask and answer the questions about Nyree.

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21 Saving the World

Pronunciation and vocabulary

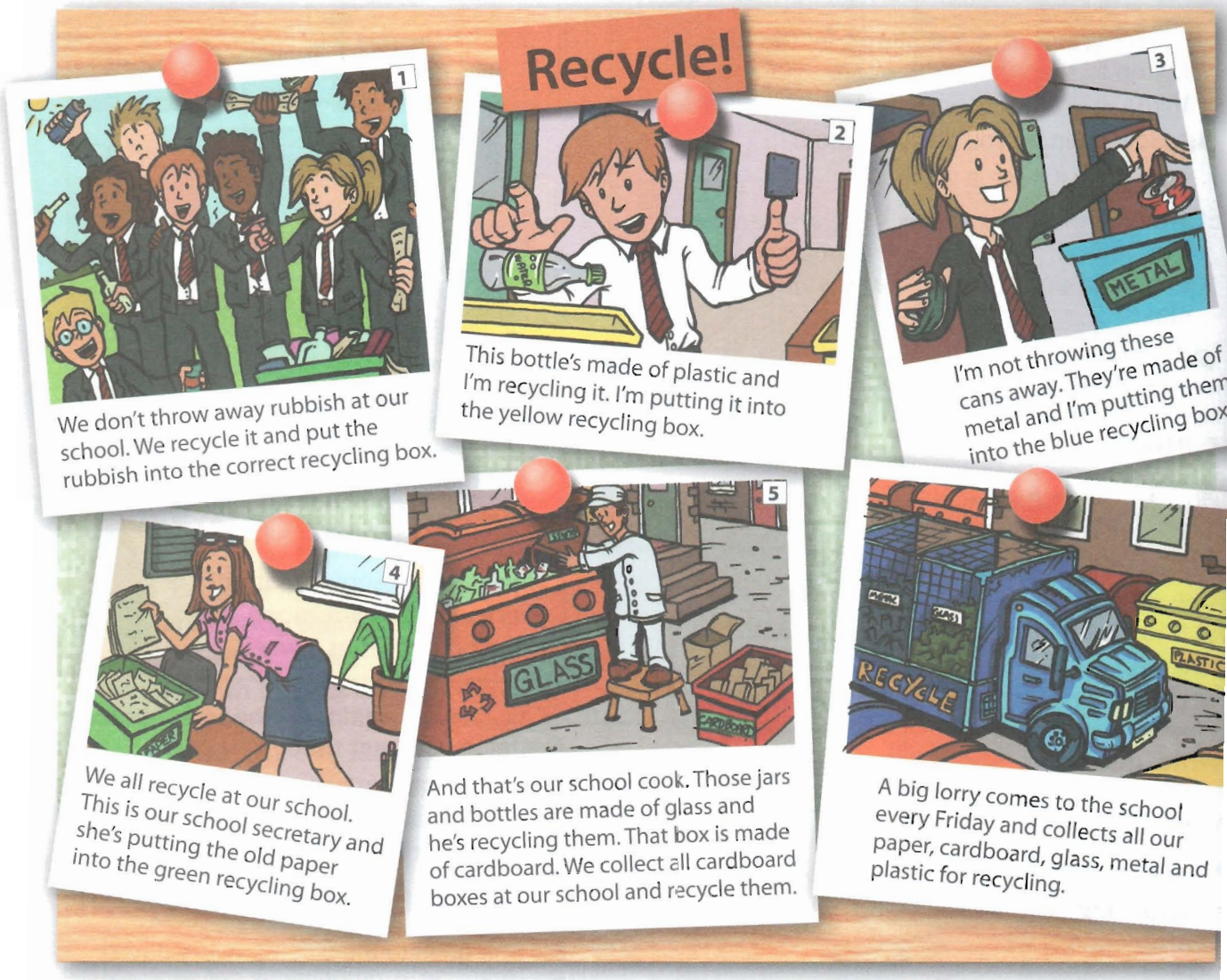
1 (53) **Listen to these words and find them in the pictures in exercise 2. Listen and practise saying these words and word combinations.**

plastic bottles – picture 2

plastic bottles metal cans glass jars
paper cardboard boxes lorry rubbish

Listening and reading

2 (54) **Listen to the story and read it. Say how many recycling boxes there are in the school.**



3 **Now read the story again and answer the questions.**

1 What are the children holding in picture 1?
2 What's the bottle made of in picture 2?
3 Is the girl throwing away the cans in picture 3?
4 Where is the secretary putting the paper?
5 Is the cook recycling the glass?
6 How often does the lorry come to the school?



Grammar spot
it / them

This **bottle**'s made of plastic. I'm recycling **it**.
Those **jars** are made of glass and he's recycling **them**.

Speaking

4 **Act out the story from exercise 2.**

5 **Look at the pictures in exercise 2 again and speak about the ways the schoolchildren recycle rubbish. Begin with the following:**

The children do not throw away rubbish. They recycle it and put the rubbish into the correct recycling box. ...

Vocabulary

6 **Read these words and remember them.**



7 **Work with a classmate. Ask and answer.**

What's the bottle made of?

It's made of glass.

What are the wrappers made of?

They're made of ...

55 **Listen and check.**

8 **Now match the things with the correct recycling box. Ask and answer.**

Where does the bottle go?

It goes in the green box.

Where do the wrappers go?



Grammar



Grammar spot

Present simple / present continuous

Present simple
We always **recycle** rubbish.

Present continuous
We'**re recycling** these bottles.

9 **Look at the picture. Read about the girl's habits choosing the correct words.**

1 She plays **tennis/football**.
2 She likes **sweets/chocolate**.
3 She goes **swimming/ice-skating**.
4 She wears **jeans/skirts**.
5 She reads **books/magazines**.



10 **What's the girl doing?**

She's sitting on her bed. She's ...

Check your English

11 a) **Describe your habits using the verbs like, wear, play, read.**

b) **Make four sentences describing what you're doing right now.**

12 **In your classroom, what's made of glass, plastic, cardboard, metal or paper? Find and say.**

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22 Helping at Home

Listening and reading

1 56 **Listen and read. Find out what this sign means.**

My home's a B & B or a Bed and Breakfast. A B & B is a house with one or two bedrooms for paying guests. In my house there are five bedrooms: two are for guests and three are for my family. We've also got two bathrooms: one for the guests and the other for us.



Durham, England



1

In the school holidays, my sister Ruth and I help our parents at our B & B. I help my mum make the beds and vacuum the guests' bedrooms. My sister's good at cooking so she helps our dad cook breakfast. Breakfast is very important in a B & B and our guests usually want a full English breakfast with eggs, bacon, sausage, tomatoes, mushrooms and beans. We also help our parents with another important job: talking to the guests and answering their questions.

2



2 **Read again, then answer the questions.**

1 They live in a B & B.

1 Where do Billy and his family live?
2 What is a B & B?
3 How does Billy help at the B & B?
4 How does Ruth help at the B & B?
5 What are Billy and Ruth doing in picture 1?
6 Can you name the different kinds of food in picture 2?

Listening

3 57 **Listen to Adila. How does she help her mother?**



Adila, 11,
Dar es Salaam,
Tanzania

4 57 **Listen again. Match these phrases with the pictures.**

fetch water from the well
cook dinner collect wood for the fire
shake out the rugs sweep the floor



Speaking

5 **Work with two or three classmates. Take it in turns to ask and answer these questions.**

Where do Billy and Ruth live?

They live in a B & B.

1 Where do Billy and Ruth live?
2 How many bedrooms has their house got?
3 How do Billy and Ruth help their parents?
4 What's a full English breakfast?
5 Where does Adila live?
6 How does Adila help her mum?
7 Why does Adila like going to the well?

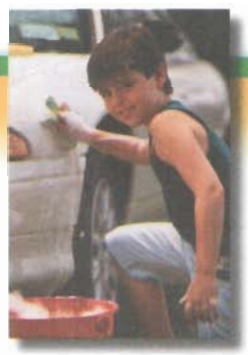
Writing

6 **How do you help at home? Write a list of things you do and things you help do. Use exercises 1, 4 to help you.**

I usually help with the washing up.
I sometimes look after my little sister.
I tidy my room.
I help my dad in the garden.



Culture spot



Fact file: Children's household chores in Britain

In Britain, children often help do household chores. Boys and girls often help their parents after school or at the weekend. These are the chores that they usually do.

bedroom	make the bed, tidy the room, put away clothes
kitchen	wash the dishes, dry the dishes, put the dishes away, feed the dog
living / dining room	vacuum the carpet, lay the table, clear the table
outside	wash the car, go shopping, take the dog for a walk, take out the rubbish

Discussion

In pairs, compare children's chores in Britain with children's chores in Russia.

Both in Britain and Russia, children usually tidy their bedrooms: they make the bed, ...

Your country fact file

Prepare a similar fact file about children's chores in your country.

23 Reading

1 Read the interview with a member of Greenpeace Russia quickly. Find out what is happening to freshwater seals in Lake Baikal.

Interview with a Member of Greenpeace Russia



Kate Hello Sergei.
Sergei Hello.
Kate Can you tell me something about your organisation?
Sergei Yes, of course. I'm a member of Greenpeace Russia. We've got thousands members in all parts of the country.
Kate Greenpeace is famous all over the world. What does Greenpeace do in Russia?
Sergei We've got many different projects.
Kate Tell me about one of them.
Sergei We're trying to restore the Russian forests. Most people don't understand the importance of forests. Forests produce clean air and water. They are home to thousands of plants and animals. They also give work to one and a half million people in Russia.
Kate What problems have the forests got?
Sergei We are cutting down too many trees to make wood, but we aren't planting enough new trees. Years ago there was more control of this. These days there is less control. We are working with the Ministry of Natural Resources. One day things will be better. Every time we cut down a tree, we need to plant a tree. It's very simple.
Kate What other projects have you got?
Sergei One project that I am involved with is Lake Baikal.
Kate What's the problem with Lake Baikal?
Sergei Pollution! At the moment the problem isn't too big, but we have to make sure it doesn't grow. Lake Baikal is the deepest lake in the world. It's also very clear. Lake Baikal is home to many different animals. For example, the number of freshwater seals in Lake Baikal is going down. We have to protect them.
Kate Why are there fewer seals now?
Sergei Because of the pollution in the lake. There is a paper factory that puts its waste directly into the lake. These chemicals are dangerous for the plants and animals. We're trying to stop them. Greenpeace is asking for 'zero pollution'.
Kate How can people help?
Sergei They can donate money to Greenpeace Russia. They can tell their friends and family about the problems. They can join the organisation.
Kate How can people find out more about Greenpeace Russia?
Sergei That's easy. Go to www.greenpeace.org/russia. There's information about the organisation, the work we do and how to join.
Kate Thank you very much, Sergei, and good luck with your projects.

2 Read the interview again and answer the questions.

1 Where is Greenpeace famous?
2 How many people in Russia have work because of the forests?
3 What is special about Lake Baikal?
4 What is killing the freshwater seals in Lake Baikal?
5 What causes the pollution of Lake Baikal?
6 Where can you find information about Greenpeace?

3 Speak with a partner. What are the most serious environmental problems in your area? How can you help?

24 Science

Things made from recycled materials

1 58 **Listen and repeat.**

stick together throw away weave
keep safe dry tie together

2 **Match the words with the pictures.**

1 paper
2 plastic
3 metal
4 fabric
5 glass


a)


b)


c)


d)


e)

3 **Read about the creative ideas. Which idea do you like best?**

We can recycle paper and cardboard, metal, plastic, wood, fabric and glass. Bottle factories usually collect old bottles to recycle into new bottles and paper factories often turn old paper into new paper. But sometimes designers think of very creative ideas to make new things out of old things. Look at these!

1 Use old magazines to make this pretty wastepaper bin. Make rolls of paper and then stick the rolls together with strong glue.



2 When there isn't any ink in your pen, don't throw it away. Keep it safe until you have a collection. Then, when you've got lots, you can make a unique chandelier to decorate and light up any room in the house.



3 Don't throw your sweet wrappers in the bin! Spend a few hours on a rainy afternoon making this colourful bracelet.



4 If you've got lots of old coloured plastic bags, weave them together to make a useful basket for the house or garden.



5 Collect old clothes from your family and friends. Wash and dry them, and then tie them together to make a comfortable fabric chair for your bedroom!



Project

Find another recycling idea.

Plan
Choose a material from the list in exercise 2.

Research
Go to http://www.makingfriends.com/recycle.htm and look at the ideas for making things from the recycled material you chose.

Prepare
Choose one of the ideas, read the instructions and collect the things you need.

Present your material
Make your recycled thing and take it into class to show your teacher and classmates.

Language Guide

Vocabulary

Everyday activities

Work

collect wood for the fire
cook dinner
do the chores
do the washing up
empty the bin
feed the cat
fetch water from the well
go food shopping
lay the table
make the bed
shake out the rug
sweep the floor
take the dog for a walk
tidy the room
vacuum the carpet
wash the car

Play

go swimming
hang out with friends
play computer games
surf the Internet

Everyday objects


raincoat


rubber gloves


toothbrush


roller skates


toys

Types of materials


cardboard


metal


glass


paper


plastic

Containers


bottle


wrappers


can


packet


pots


jar

Dictionary extra!



B & B (Bed and Breakfast) (n)
cut down (v)
forest (n) ★★★
freshwater (adj)
generation (n) ★★★
lorry (n) ★★
member (n) ★★★
pollution (n) ★★★
produce (v) ★
protect (v) ★★★
recycle (v) ★
restore (v) ★★★
rubbish (n) ★★
seal (n) ★★

Grammar

Грамматическое время present continuous

Утвердительные предложения

Полная форма	Краткая форма
I am eating.	I'm eating.
You are eating.	You're eating.
He is She is eating. It is	He's She's eating. It's
We are You are eating. They are	We're You're eating. They're

Отрицательные предложения

Полная форма	Краткая форма
I am not eating.	I'm not eating.
You are not eating.	You aren't eating.
He is not She is not eating. It is not	He isn't She isn't eating. It isn't
We are not You are not eating. They are not	We aren't You aren't eating. They aren't

Вопросы и краткие ответы

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

- Время **present continuous** употребляется для выражения действий, которые длятся сейчас, в момент речи.

present simple или present continuous

present simple
Present simple употребляется для выражения регулярных действий.
В **present simple** часто употребляются указатели времени: **every day / week / year; always, usually, often, sometimes, never.**

present continuous
Present continuous употребляется для выражения действий, которые длятся сейчас, в момент речи.
В **present continuous** часто употребляется указатель времени **now.**

Указатели времени: место в предложении

Выражения частотности

We go shopping **two or three times a month.**
Do you watch TV **every day?**

Наречия частотности

наречие частотности — глагол
I **never drink** milk.

глагол be — наречие частотности
My friend **is often** late for school.

Объектные местоимения





Единственное число	Множественное число
me	us
you	you
him her it	them

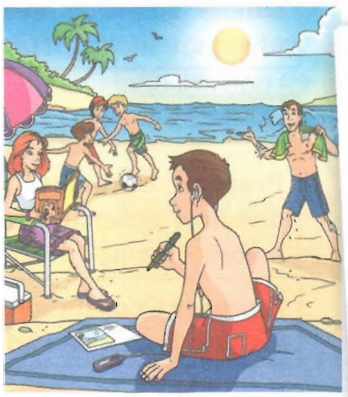
Progress check

Check you can do these things.

I can use the present simple and the present continuous.

Choose the correct words to complete the postcard.

1 write/'m writing
2 listen/'m listening
3 come/'m coming
4 play/'m playing
5 go/'m going
6 doesn't like/isn't liking
7 sits/'s sitting



Hi Eric.

I (1) ... this postcard on the beach. It's a beautiful day and I (2) ... to music. I (3) ... to the beach every day. I usually (4) ... beach football and (5) ... swimming in the sea with my dad. My mum (6) ... sitting in the sun. She (7) ... under a beach umbrella now.

See you soon.

Rich

Eric Jones

I know the names of some chores.

What chores are the children doing? Make sentences with He's / She's / They're.

1 She's laying the table.

















I can use expressions of frequency.

Make four true sentences about youself with:

1 every day **2** once or twice a week **3** every afternoon
4 two or three times a month

1 I watch TV every day.

I can say what things are made of.

Make sentences with It's / They're made of ... Use the initial letters to help you.

1 It's made of glass.

1 
g...

2 
c...

3 
m...

4 
p...

5 
p...

6 
g...

Comparing People, Animals or Things

5

Unit contents:

Vocabulary Adjectives to describe and compare people, animals or things; animals

Grammar Comparative and superlative adjectives; object pronouns

Skills Compare two people, animals or things; compare three or more people, animals or things
Listen to survey questions, a description and a quiz
Read an entry from a reference book
Write an essay about city or country life

Across the curriculum Science

Culture spot Natural wonders in Northern Ireland

















People quiz ...

1 Look at the pictures and say who is:

tall, short, talkative, silent, lazy, hard-working, friendly, unfriendly, young, old.

2 Can you name a television character who is ...

1 ... funny?
2 ... friendly?
3 ... lazy?
4 ... hard-working?

3 Can you name a television character who is ...

1 ... tall?
2 ... short?
3 ... young?
4 ... old?



My best friend is clever, but she's a bit lazy. Can you describe your best friend?

25 Friends

Pronunciation and vocabulary

1 59 **Listen to the words and match them with the pictures in exercise 3. Listen again and practise saying the words.**

talkative – picture 3

talkative	tall	good at sport	friendly	
hard-working	funny			

2 **Find opposites and remember them.**

talkative – silent

talkative	tall	good	friendly	
hard-working	funny			
lazy	serious	short	bad	silent
unfriendly				

Listening

3 60 **Look at the survey and listen to Nyree. What are Nyree's answers?**



Tamsin



Nyree

Friends survey

Compare yourself with a friend.
Choose the correct answer.

1 Are you older than your friend?



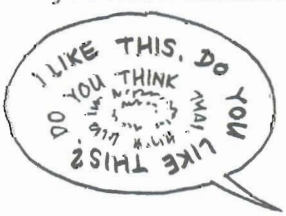
★ Yes, I am.
★ No, I'm not.
★ We're the same.

2 Are you better at sport than your friend?

★ Yes, I am.
★ No, I'm not.
★ We're the same.



3 Are you more talkative than your friend?



★ Yes, I am.
★ No, I'm not.
★ We're the same.

4 Are you funnier than your friend?

★ Yes, I am.
★ No, I'm not.
★ We're the same.



5 Are you more hard-working than your friend?



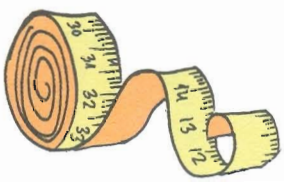
★ Yes, I am.
★ No, I'm not.
★ We're the same.

6 Are you friendlier than your friend?

★ Yes, I am.
★ No, I'm not.
★ We're the same.



7 Are you taller than your friend?



★ Yes, I am.
★ No, I'm not.
★ We're the same.

4 60 **Listen to Nyree again and complete the sentences.**

1 Nyree ... the same age as Tamsin.
2 They are both ... at sport.
3 ... is more talkative than ... .
4 The girls are ... funny.
5 ... is more hard-working than ... .
6 But ... is friendlier than ... .
7 Nyree ... taller than her friend.

Grammar spot
Comparative adjectives

Nyree is **taller than** Tamsin.
Tamsin is **more talkative than** me.
Are you **better** at sport **than** your friend?

Language guide p75

Speaking

5 **Tell your classmates about Nyree and Tamsin.**

Nyree and Tamsin are friends. They're both 12. ...

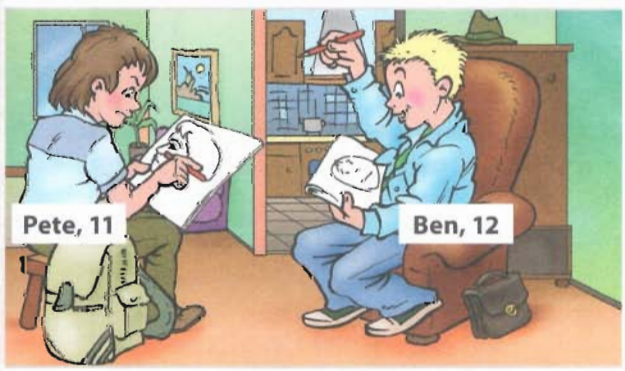
6 **a) Complete the survey about you and a friend. Don't show your classmates.**
b) Work with a classmate. Ask and answer.

7 **Speak about your classmate and his/her friend.**

My classmate Ann has got a friend. Her name's Lena. Ann is ...

Listening

8 **a)** 61 **Listen. Look at the picture. Who are the sentences about – Pete or Ben?**



b) 61 **Listen again and write your answers – Ben or Pete.**

1 Ben

Grammar

9 **Make sentences about Ben and Pete with:**
Pete/Ben is ... than Ben/Pete.
Pete's/Ben's ... is ... than Ben's/Pete's ... .

more comfortable younger better bigger
smaller longer older more hard-working

Ben's bag is smaller than Pete's bag.

Writing

10 **Compare yourself with a friend or someone in your family. Write seven or eight sentences.**

My English File

My Brother and I

My brother's name is Anton. I am younger than him. He is taller than me. ...

Spelling tip

big — bigger
funny — funnier

Check your English

11 **Write a list of comparative adjectives from these words.**

talkative tall good friendly
hard-working funny old young
comfortable long short big small

talkative more talkative
tall ...

12 **Compare two of your favourite singers, actors or sportsmen/women using some of these words: young, tall, beautiful, strong, popular, good at.**

Beyoncé is younger than Shakira.

26 My Family

Pronunciation

1 62 **Practise saying these adjectives.**

the oldest the best the fittest
the youngest the friendliest
the most beautiful the most generous
the most talkative the most handsome

Listening and reading

2 63 **Listen to Wayne talking about his family. Say how many sisters he has got.**

3 **Now read about Wayne's family. Find the people and things Wayne talks about in the picture.**



Sally's my grandmother and today's her 70th birthday. What's special about Gran? Well, she's the oldest person in my family and she's holding the youngest person, Gina. Gina's my baby cousin and she's only nine months old. I think Gina's the most beautiful person in my family!

That's Uncle Tony behind the sofa. Look at the present he's giving Gran. It's so big! Tony's the most generous person in our family. He always gives us great presents.

And that's my sister, Tina. Tina's the fittest person in my family and she's also the best at sport. She's crazy about exercise and loves going to the gym.

And that's my mum, Linda. She's the friendliest person in my family and she's also the most talkative. She loves parties and chatting to people.

And me. Well, umm, I'm the most handsome person in my family!

4 **Copy the chart about Wayne's family and complete it.**

Name	Relationship	Special thing
Sally	grandmother	oldest
Gina		
Tony		
Tina		
Linda		



Real English

Gran chatting crazy about

Grammar



Grammar spot
Superlative adjectives

She's **the oldest** person in my family.
Tony is **the most generous** person in my family.
She's **the best** at sport.

Language guide p75

5 **In your notebook, write the superlative adjectives from these words. Mind the spelling.**

1 messy – the messiest

1	messy	7	beautiful
2	good	8	small
3	young	9	funny
4	fit	10	far
5	friendly	11	generous
6	big	12	bad

6 **Look at the picture on page 66. Make sentences about Wayne's family with:**

the most talkative the most generous
the fittest the most beautiful
the most handsome the oldest
the friendliest the youngest

Sally's the oldest person in Wayne's family.

7 64

The song 'Our Family' p141

Speaking

8 **Speak about Wayne's family. Use exercise 4 as an outline. Begin with the following:**

Wayne's got a big family. Sally's his grandmother. She's ...

9 **a) Write five questions to ask a classmate with Who is the ... person in your family? Use the words in the box in exercise 6.**

Who is the oldest person in your family?

b) Work with a classmate. Take it in turns to ask and answer.

Who is the oldest person in your family?

My grandfather. He's 67 years old.

Writing

10 **Write about your classmate's family.**

My Friend's Family

Nina has got a big family. Her grandfather is the oldest in the family. He is 67 years old. ...

Check your English

11 **Complete the questions with the superlative. Then answer the questions.**

1 Who is the tallest student in your class?

1 Who is the ... student in your class? (tall)
2 Who is the ... student in your class? (hard-working)
3 Who is the ... at sport in your class? (good)
4 Who is the ... student in your class? (friendly)
5 Who is the ... student in your class? (talkative)
6 Who has got the ... hair in your class? (long)

12 **Make true sentences about your family with:**

talkative hard-working beautiful
generous funny friendly

My grandfather is the most talkative in our family.

27 Which Is Faster?

Pronunciation and vocabulary

1 65 **Listen and find these animals in the 'Animal quiz'. Listen again and practise saying the words.**

deer – d

deer tortoise cheetah camel
owl dolphin cobra scorpion
fly mosquito chimpanzee bear
buffalo elephant snail ant

Listening and reading

2 66 **Listen to the animal quiz and read it. Think about your answers to the questions.**

Animal quiz

Can you guess the answers to these questions?

Fast

1 Which is faster:


or


a a snail b a tortoise?

2 Which is the fastest animal:





c a cheetah d a deer e a horse?

Intelligent

5 Which is more intelligent:


or


k a dog l a mouse?

6 Which is the most intelligent animal:

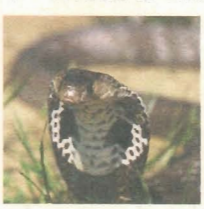




m an owl n a chimpanzee o a dolphin?

Dangerous

3 Which is more dangerous:


or


f a cobra g a scorpion?

4 Which is the most dangerous insect:





h an ant i a fly j a mosquito?

Strong

7 Which is stronger:


or


p a horse q a camel?

8 Which is the strongest animal:





r a bear s a buffalo t an elephant?

3 67 **Work with a classmate. Write your answers. Then listen and check.**

1 A tortoise is faster than a snail.

Grammar

Grammar spot
Comparative / superlative

Comparative
A tortoise is **faster than** a snail.
A cobra is **more dangerous than** a scorpion.

Superlative
A cheetah is **the fastest** animal.
A mosquito is **the most dangerous** insect.

Language guide p75

4 Look at the animals in exercise 2. Read the sentences using the comparative or superlative of the adjectives in brackets.

1 A tortoise is faster than a snail.

1 A tortoise is ... than a snail. (fast)
2 A cheetah is the ... animal. (fast)
3 A cobra is ... than a scorpion. (dangerous)
4 A mosquito is the ... insect. (dangerous)
5 A dog is ... than a mouse. (intelligent)
6 A chimpanzee is ... animal. (intelligent)
7 A camel is ... than a horse. (strong)
8 An elephant is the ... animal. (strong)

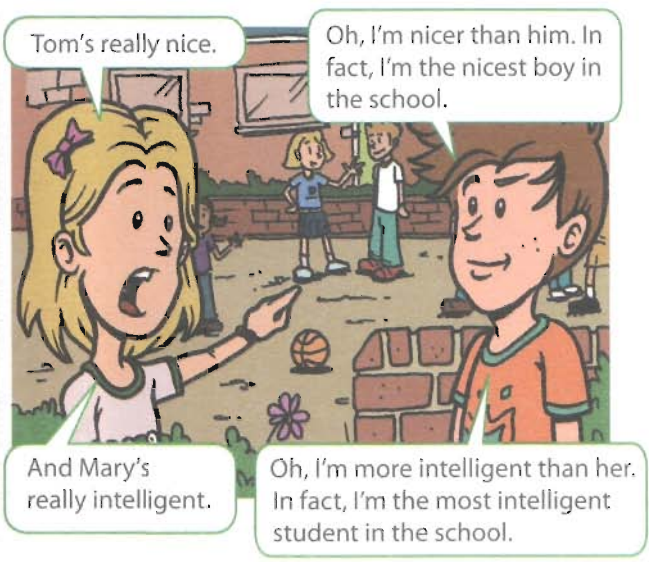
Speaking

5 Make three true and three false statements about any animals. Let your classmate agree or disagree with you.

A tiger is bigger than a hippo.

I don't think so. A hippo is bigger than a tiger.

6 68 Listen to Annie and her classmate Billy. Act out their dialogue.



7 Work with a classmate. Continue the dialogue using the words in the box.

nice strong friendly polite
good at sport funny handsome
kind beautiful friendly

Annie Tom's really polite.
Billy Oh, I'm more polite than him. In fact, I'm the most polite boy in the school.
Annie And Mary's really ...

Writing

8 Write a quiz about animals, people and things. Use exercise 2 to help you.

My English File

Quiz

1 *Which are more expensive: cars or bicycles?*
2 *Which do you think is the best football team: Manchester United, Barcelona or Juventus?*
3 ...

9 Exchange the quizzes with a classmate. Answer your classmate's quiz.

Study skills

10 In your notebook, write a list of comparative and superlative adjectives you know.

Adjective	Comparative	Superlative
big	bigger	biggest
good	better	...

Check your English

11 Read the questions using the correct words. Then answer the questions.

1 Are you the **taller**/**tallest** in your class?
2 Are you **taller**/**tallest** than your friend?
3 Is your friend **better**/**best** at Maths than you?
4 Who is the **better**/**best** at Maths in your class?
5 Are you the **older**/**oldest** in your class?
6 Is your friend **oldest**/**older** than you?

12 Work in a group. Make seven or eight statements about your group. Then report to the class.

Misha is the tallest in our group.
Sveta is better at English than Pavel.

28 City or Country?

Skills Cross-cultural

Listening and reading

1 69 **Steve lives in Bristol, a city in England. Read and listen to Steve and say if he wants to live in the country.**



There are some good things about living in a village in the country. It's quieter than the city. Also, it's more beautiful and it's cleaner because there aren't many cars and buses.

However, there are a lot of bad things about living in the country. It's more boring than living in the city. Cinemas, cafés and swimming pools are a long way from your home. Also, it's more difficult to go shopping in the country because there aren't many shops. But the worst thing about living in the country is that it's more difficult to find friends there. It's easier to find friends in a city because there are more kids the same age as you.

I live in Bristol and I like living in the city because it's more exciting and more interesting than living in the country.



2 **Now read the text again. What are three good things about living in the country? What are three bad things? Write notes.**

Good things: quieter, more ...
Bad things: more boring, ...

Listening

3 70 **Listen to Helen. She lives in Charfield, a village 20 miles from Bristol. Does she think it is better to live in the city?**



4 70 **Listen again. What does Helen say? Read the statements using the correct words.**

There are some good things about living in a city.

1 There are **lots of**/**some** good things about living in a city.
2 Cities are **boring**/**exciting**.
3 Most kids **have got**/**haven't got** the money to go to cinemas or cafés.
4 It's **easier**/**more difficult** to meet friends in a city.
5 Friends live **close to**/**a long way from** my house.

Speaking

a) 71 **Listen to the questions. Think about your answers.**

1 Which is quieter: a city or the country?
2 Which is more beautiful?
3 Which is cleaner?
4 Where are there more cars and buses?
5 Which is more exciting?
6 Where are there more things to do?
7 Where is shopping more difficult?
8 Where is it easier to find friends?
9 Where is it easier to hang out and play with friends?

b) Work with a classmate. Take it in turns to ask and answer the questions.

Which is quieter: a city or the country?

The country.

Writing

6 Write about where you live. What are the good things and what are the bad things?

The Country

There are some good things and some bad things about living in the country.

I think a good thing is that there are lots of trees ...

I think a bad thing is ...



Writing tip
Connecting words

It is quieter than the city. **Also**, it is more beautiful ...
However, there are lots of bad things about living in the country. ...



Culture spot

Fact file: Natural wonders in Northern Ireland

Name:	The Giant's Causeway
Where:	County Antrim, Northern Ireland
What:	Giant columns of hard basalt rock formed in the sea millions of years ago after a volcano erupted.
Description:	The tops of the columns are like steps and visitors walk across them. Most of the columns are hexagonal. That means they've got six sides.
Facts & figures:	There are 40 000 giant columns. The tallest ones are about 12 metres high.



Discussion

In pairs, talk about a natural wonder that you know.

I know a natural wonder. It's called ...

Your country fact file

Prepare a similar fact file about a natural wonder in your country.

29 Reading

1 Read these entries from a reference book. Find out how heavy the Russian sturgeon is.

Endangered Species in Russia

SAIGA ANTELOPE



The **saiga** lives on the steppes of the North-West Precaspian region of Russia. It has got a longer nose than other antelopes. It can run fast and it can swim well too. The saiga lives in open spaces. It travels from place to place in big groups. The saiga eats grass and other plants. The number of Saiga antelopes is falling because people hunt them for their horns. Today the saiga population is only 1500 and each year this number gets smaller.



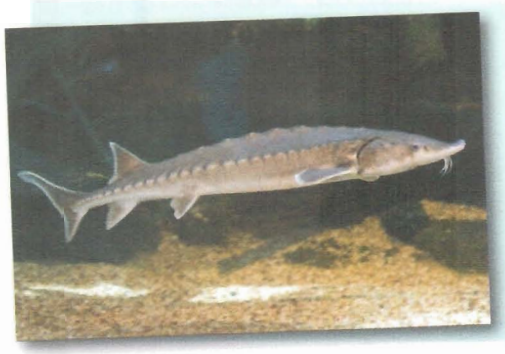
STELLER SEA LION

The **Steller sea lion** lives in the north of the Pacific Ocean. It is the biggest sea lion in the world. Adult males are more than three metres long. They live for twenty years. Females are smaller than males but they live ten years longer. The Steller sea lion lives on land and in the sea. It likes cold water and it eats all kinds of fish. The number of Steller sea lions is falling because fishermen catch them by accident.

JAPANESE CRESTED IBIS

The Japanese, or **crested**, **ibis** lives in parts of Russia, Japan, Korea and China. It is a big white bird with long pink feathers. It lives near water or on high areas of land. It eats fish, frogs and insects. The Japanese crested ibis is nearly extinct. This is because farming chemicals destroyed most of its habitat.





RUSSIAN STURGEON

The **Russian sturgeon** lives in Russia, Azerbaijan, Georgia, Iran and a few other countries. It is a big fish. It can grow as long as two metres and it weighs more than a hundred kilos. The Russian sturgeon lives in salt water. It is an endangered species because people catch it for its meat and eggs. People make caviar from its eggs. They sell it to shops all around the world.

2 Read the texts again and answer the questions.

Which animal ...

1 ... do fisherman catch by accident?
2 ... do people catch to make caviar?
3 ... eats frogs?
4 ... has a population of only 1500?
5 ... has got pink feathers?
6 ... travels around in large groups?

3 Speak with a partner. Take turns. Choose one of the endangered species above, read about it a few times and then see how much information you can remember.

30 Science

National flowers

Lots of countries around the world have got national flowers. We often see pictures of them on souvenirs or postcards from their countries.

1 72 **Listen and repeat.**

daffodil thistle lotus chamomile kowhai

2 Match the fact files with the pictures.

a) 

b) 

c) 

d) 

e) 

1 **Flower:** daffodil
Country: Wales
Colour: yellow
Interesting facts: Sometimes called 'narcissus'. Used to produce a medicine to help people with Alzheimer's disease.

2 **Flower:** thistle
Country: Scotland
Colour: pink
Interesting fact: Leaves have got sharp prickles to protect them from plant-eating animals.

3 **Flower:** lotus
Country: India
Colour: pink and white
Interesting facts: Grows in water (an aquatic plant). Used in Chinese medicine and cooking.

4 **Flower:** chamomile
Country: Russia
Colour: white and yellow
Interesting fact: Flowers are dried and used to make a herbal tea.

5 **Flower:** kowhai
Country: New Zealand
Colour: golden yellow
Interesting fact: Flowers are poisonous!

Project

Write a fact file for another national flower.

Plan
Choose a country from the ones below:
the USA, England, Ireland, Malta, South Africa, Canada.

Research
Do an Internet search using the name of the country and 'national flower'.

Prepare
Make notes under each of these headings: Flower, Country, Colour, Interesting fact.

Present your material
Write the fact file and draw a picture of the flower. Make a classroom display of your fact files.

Language Guide

Vocabulary

Adjectives to describe and compare people, animals or things

bad
beautiful
boring
clean
dangerous
difficult
easy
exciting
expensive
far
fast
fit
friendly
funny
generous
good (at)
handsome
hard-working
intelligent
interesting
kind
lazy
long
messy
nice
old
polite
quiet
serious
short
silent
strong
talkative
tall
unfriendly
young

Animals

ant
bear
buffalo
camel
cheetah
chimpanzee
cobra
deer
dog
dolphin
elephant
fly
fox
giraffe
hippo
lion
mosquito
owl
scorpion
snail
tiger
tortoise
wolf

Dictionary extra!



antelope (n)
chemical (n) ★★★
destroy (v) ★★★
extinct (adj) ★
feather (n) ★
female (n) ★★★
fisherman (n) ★
grass (n) ★★★
habitat (n) ★
horn (n) ★★
hunt (v) ★
ibis (n)
male (n) ★★★
population (n) ★★★
sea lion (n)
sturgeon (n)



Real English

Gran
chatting
crazy about
You're right.
I don't think so.
In fact, …

Grammar

Степени сравнения прилагательных

Правила образования сравнительной и превосходной степеней прилагательных:

Односложные прилагательные

Прилагательное	Сравнительная степень	Превосходная степень
tall	taller	tallest
old	older	oldest

Односложные прилагательные, оканчивающиеся на согласную букву, перед которой стоит одна гласная буква

Прилагательное	Сравнительная степень	Превосходная степень
big	bigger	biggest
fit	fitter	fittest

Двусложные прилагательные, оканчивающиеся на согласную букву + -y

Прилагательное	Сравнительная степень	Превосходная степень
funny	funnier	funniest
happy	happier	happiest

Многосложные прилагательные

Прилагательное	Сравнительная степень	Превосходная степень
comfortable	**more** comfortable	**most** comfortable
talkative	**more** talkative	**most** talkative

Исключения

Прилагательное	Сравнительная степень	Превосходная степень
good	better	best
bad	worse	worst
many / much	more	most
little	less	least

- Для сравнения двух одушевлённых или неодушевлённых предметов употребляются прилагательные в сравнительной степени и союз **than**.

  A cobra is **more dangerous than** a scorpion.

- Иногда, чтобы сравнить два предмета, достаточно употребить только прилагательное в сравнительной степени.

  A scorpion is dangerous but a cobra is **more dangerous**.

- Для сравнения трёх и более одушевлённых или неодушевлённых предметов употребляются прилагательные в превосходной степени.

  A cheetah is **the fastest** animal (in the world).

- В предложениях с прилагательными в превосходной степени часто употребляются такие выражения, как **of all, in the world, in my family, in the school, (that) I know.**

- Перед прилагательными в превосходной степени употребляется определённый артикль **the**.

Progress check

Check you can do these things.

1 I know when to use the comparative and the superlative.

Complete the dialogue with:

old older oldest good better best

A Who's the (1) ... boy in your class?
B Tony.
A How (2) ... is he?
B He's nearly twelve.
A Is he (3) ... than Susan?
B No, he isn't. Susan's 12.
A And who's the (4) ... at sport in your class?
B Becky. She's in the school netball team.
A Is she (5) ... than you?
B Yes, she is. I'm not very (6) ... at sport.



2 I know how to write comparative and superlative adjectives.

Copy and complete the table.

Adjective	Comparative	Superlative
big	bigger	biggest
good		
intelligent		
funny		
dangerous		
fit		
friendly		
bad		

3 I can use object pronouns.

What is the boy saying? Make sentences with He's taller than ... and the pronouns:

me you him her us them

1 He's taller than us.


1


2


3


4


5


6

Rules

6

Unit contents:

Vocabulary School clothes; sports actions; traffic

Grammar Have to (obligation), can (permission), must (obligation)

Skills Talk about things we have to do at home and at school
Talk about things we can or can't do
Talk about traffic rules
Listen to a description and a quiz
Read a recipe
Write about sports, school or traffic rules

Across the curriculum Health & Safety

Culture spot School rules in Scotland





School rules quiz ...

1 Answer these questions about schools.

1 Japanese schoolchildren wear ... in the classroom.
a) shoes b) slippers c) sandals

2 Eton is a famous school in England for ... .
a) girls b) boys c) girls and boys

3 In Spain children can leave school when they are ... .
a) fourteen b) fifteen c) sixteen

2 Complete the sentences so they are true for you.

1 We have to be at school at ... in the morning.
2 We have to take our ... to school.
3 We mustn't ... in the classroom.

I have to wear a school uniform. What do you wear to school?



31 We Have to Wear a School Uniform

Pronunciation and vocabulary

1 (73) **Listen to the words and find them in the pictures in exercise 2. Listen again and practise saying these words.**

jackets ties trousers shirts
skirts slippers school bags

Listening and reading

2 (74) **Listen and read about rules in Masami's school. Do you have to do the same things in your school?**



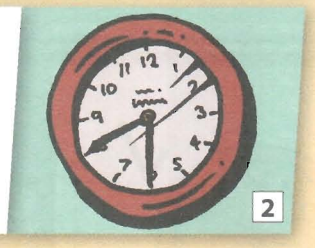
Masami, 11

MY SCHOOL IN JAPAN



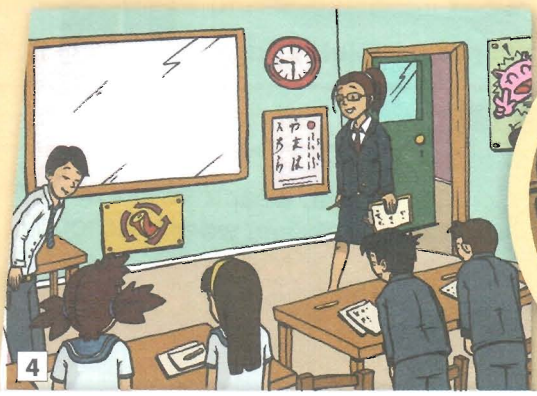
We have to wear a uniform at our school. Our uniform's dark blue and grey. We wear jackets, ties, and white shirts. Boys wear trousers and girls wear skirts.

We have to be at school at 8.30. Our lessons start at 8.40.





When we get to school we have to change our shoes. We always wear slippers inside the school.



At the beginning of a lesson, we have to stand up and greet our teacher with a bow. We have to put our hand up to ask questions. Then we have to stand up when we answer our teacher's questions.



Our school bags are really heavy. That's because we have to study ten school subjects!



At the end of the day we have to clean and tidy our classroom.

3 Read choosing the correct words.

1 Japanese pupils have to wear a uniform.

1 Japanese pupils **have/don't have** to wear a uniform.
2 They have to be at school at half past **nine/eight**.
3 They have to change their **shoes/clothes** at school.
4 They **have/don't have** to greet their teacher with a bow.
5 They have to study **ten/twenty** subjects.
6 They **have/don't have** to tidy their classroom.

Speaking

4 Imagine you are Masami. Tell your classmates about your school.

I'm Masami. I'm from Japan. I'm 11 years old. In my school we have to …

5 What's the most difficult thing Masami and his classmates have to do? Vote.

Grammar



Grammar spot
have to (obligation)

Do we **have to** wear a uniform?
Yes, we **do**. / No, we **don't**.

We **have to** / We **don't have to** wear a uniform.

Does he/she **have to** wear a uniform?
Yes, he/she **does**. / No, he/she **doesn't**.

He/She **has to** / He/She **doesn't have to** wear a uniform.

6 Make questions with have to. Then answer the questions.

1 Do girls in your school have to wear trousers? No, they don't.

1 girls in your school / wear trousers?
2 your friend / change shoes in his or her school?
3 you / wear slippers inside the school?
4 you / stand up when you answer?
5 you and your classmates / clean and tidy your classroom at the end of the day?
6 your friend / study more than ten subjects?

Speaking

7 75 Look at the pictures in exercise 2 and listen to the questions. Think about your answers.

8 Work with a classmate. Ask and answer.

Do you have to wear a school uniform?

No, we don't.

9 Make two lists about things you have to and don't have to do at your school. Tell your classmates about them.

We have to …

1 switch off our mobile phones.
2 …

We don't have to …

1 go to school on Sunday.
2 …

Listening

10 76 Listen to Ian. Say why he likes Sundays.

11 76 Listen again. What does Ian have to do on Sunday? Make sentences with:

He has to or He doesn't have to.

1 He doesn't have to get up early.

1 get up early
2 do some chores
3 wear a school uniform
4 get ready for school
5 do homework
6 go to bed early



Check your English

12 Write two questions with these words. Then answer the questions.

1 have to | does | do any chores | your | friend | ?

2 a | tie | you | have to | do | wear | ?

13 Write eight true sentences about the things you have to and don't have to do today.

Language guide p89

32 Rules of Sport

Pronunciation and vocabulary

1 (77) **Listen to these verbs and match them with the pictures. Listen again and practise saying the verbs.**

catch kick carry head
throw hit roll hold

catch – c



Listening and reading

2 (78) **Listen to the quiz questions and read them. Think about your answers.**

RULES OF SPORT!

Answer these questions.

1 Basketball



a) Can you carry the ball?
b) Do you have to throw the ball?
c) Can you catch the ball?

2 Bowling



a) Can you throw the ball?
b) Do you have to roll the ball?
c) Can you stand on the line?

3 Tennis



a) Do you have to hit the ball with your hand?
b) Do you have to wear special shoes?
c) Can you head the ball?

4 Football



a) Can only the goalkeeper catch the ball?
b) Do the two teams have to wear different colours?
c) Can you carry the ball?

3 a) (78) **Work with a classmate. Listen to the questions again and answer them with: Yes, you can./No, you can't./Yes, you do./No, you don't.**

b) (79) **Listen and check.**



Grammar spot

Can (permission)

Can we **carry** the ball?
Yes, you **can**./No, you **can't**.

You **can carry** the ball.
You **can't carry** the ball.

Language guide p89

Grammar

4 a) Work with a classmate. Write three questions about a popular sport with Can you ... ? Use your dictionaries to help with new vocabulary.

Football

Can you kick the ball?
Can you hit the ball with your hand?
Can you roll the ball?

b) Take it in turns to ask your classmates your questions.

In football, can you kick the ball?

Yes, you can.

c) Make sentences with You can ... or You can't ... .

In bowling, you can't throw the ball.



1 Bowling



4 Football



2 Tennis



5 Bowling



3 Basketball



6 Tennis

Speaking

5 Think of a sport and tell your classmates about its rules. Let your classmates guess this sport.

It is a sport with a ball. You can/You can't ... . You have to/You don't have to ... .

6 a) Look and answer the questions.

1 What things can you do there?
2 What things can't you do?
3 What things do you have to do?

a



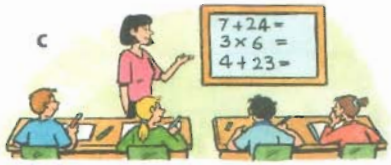
swimming pool

b



park

c



classroom

b) Write some ideas.

You can write in your notebooks.
You can't eat or drink.
You have to pay attention.

c) Now read your ideas to your classmates. Can they guess the place?

You can't eat or drink.

Is it a classroom?

Yes, it is.

7 80

The song 'Dream Park' p142

Writing

8 Make up a new sport and write its rules.

My English File

Headball

A team can have 10 players.
Headballers can't kick the ball, but they can head it over the net.
They have to wear special helmets. ...

Check your English

9 Make true sentences about basketball using the correct words.

1 You **can**/**can't** kick the ball.
2 You **can**/**can't** catch the ball.
3 You **have to**/**don't have to** throw the ball.

10 Find information about volleyball and write five or six sentences about its rules. Use reference books or online resources.

33 Traffic Rules

Pronunciation and vocabulary

1 (81) **Listen to the words and find them in the picture in exercise 2. Which word is missing? Listen and practise saying these words.**

parking meter cycle lane pavement
traffic lights crash helmet motorbike
traffic warden crossroads
pedestrian crossing road sign

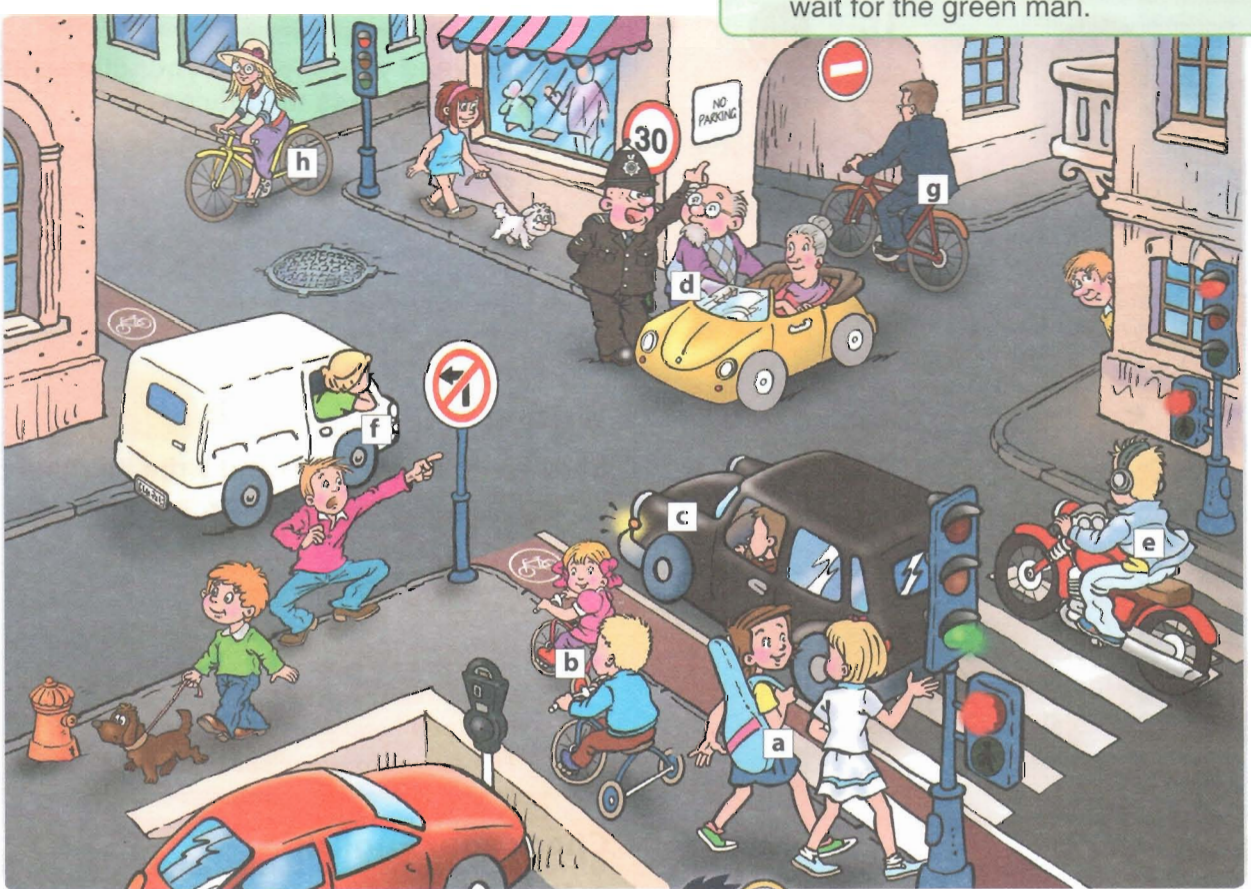
Listening and reading

2 a) (82) **Listen and read. Match the traffic rules with the Glows.**

1 – f

Traffic rules

1 You mustn't drive more than 30 mph.
2 You must stop when the traffic light is red.
3 You mustn't enter this street.
4 You must keep straight on. You mustn't turn left.
5 You mustn't park here.
6 You must cycle in the cycle lane. You mustn't cycle on the pavement.
7 You must wear a crash helmet when you ride a motorbike.
8 You mustn't cross the road. You must wait for the green man.



b) (82) **Listen again and check your answers. Then point to the Glows and say the traffic rules.**

a – You mustn't cross the road. You must wait for the green man.

Grammar spot

must, mustn't (obligation)

You **must walk** on the pavement.
You **mustn't turn** left.

Language guide p89

Grammar

3 Look at the traffic signs. Make sentences with You must/mustn't and these words.

turn left stop wear a crash helmet
cross the road park keep straight on

1 You must keep straight on.



1 2 3 4 5 6

4 Change the sentences. Use must or mustn't.

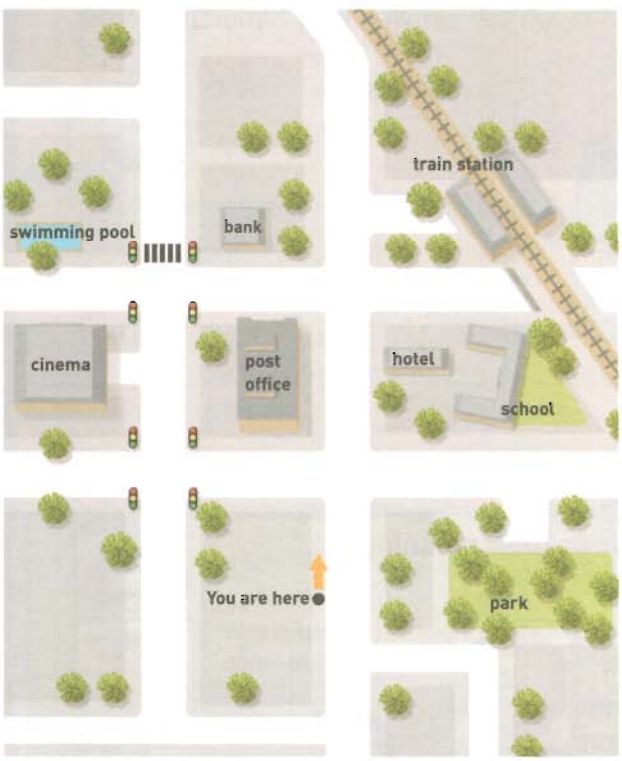
1 You must switch off your phone when you drive.

1 Switch off your phone when you drive.
2 Don't cross the road when the light is red.
3 Be careful when you cross the road.
4 Walk on the pavement.
5 Don't cycle on the pavement.
6 Fasten your seat belt.
7 Don't drive more than 60 kph.
8 Cycle in the cycle lane.

Speaking

5 Speak about traffic rules in your country.

Drivers must stop when the traffic light is red.



6 a) Look at the map. Find You are here and follow the instructions. What are the missing words?

– Excuse me, where is the ... , please?
– Turn left at the crossroads. Keep straight on until the traffic lights and turn right. Then keep straight on until the pedestrian crossing. Cross the road. Keep straight on. The ... is on the right.

b) 83 Listen and check.

c) Work with a classmate. Take it in turns to give directions to the different places on the map. Use the phrases in the box to help you.

turn left / right keep straight on (until)
cross the road it's on the left / right
walk along (the road)

Excuse me, where is the bank, please?
Walk along the road and turn left at the ...

Check your English

7 a) Complete sentences 1—4 with must or mustn't and an appropriate verb.

b) Look at the map in exercise 6 and write the instructions from You are here to the train station.

Walk along the road ...

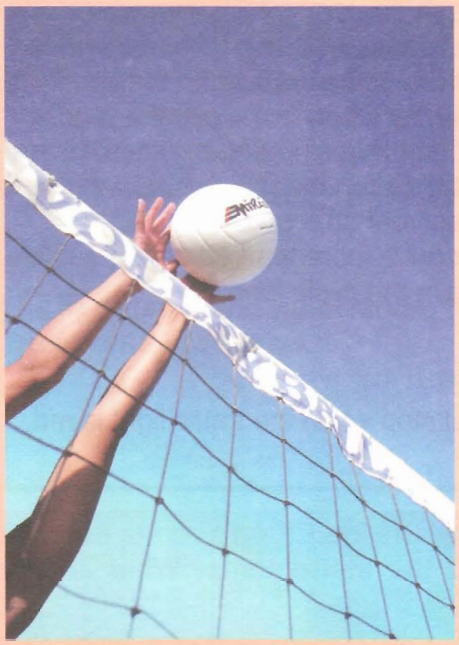
In my country ...

1 You ... a crash helmet when you ride a motorbike.
2 You ... in the cycle lane.
3 You ... at more than 60 kph in a city.
4 You ... when the traffic light is red.

34 Rules, Rules, Rules

Reading

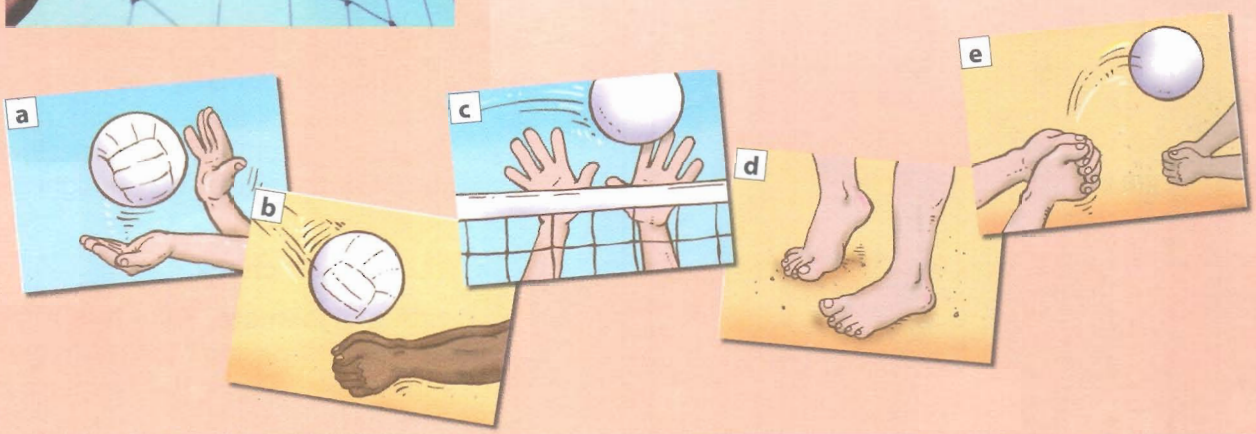
1 a) Read and match the rules with the pictures.



Beach Volleyball

Beach volleyball is a very popular game all over the world but especially on the beaches of Brazil, America and Australia. These are the rules.

1 You play beach volleyball with bare feet. You can't wear shoes or trainers.
2 You serve the ball by throwing the ball into the air with one hand and hitting it with your other hand. The ball has to go over the net.
3 You have to hit the ball back over the net with your hand or arm. The ball can't touch the ground.
4 You can pass the ball twice to your teammates. Then you have to hit it back over the net.
5 You can't touch the net with your hands and arms.



b) Read again. Find these words in the text and guess their meanings.

1 bare feet **2** serve **3** hit back **4** pass **5** touch

Listening

2 a) 84 Ian goes to school in Shetland and has a very strict French teacher. Listen. Do you have the same rules in your English classes?

b) 84 Listen again. What are the missing verbs?

1 We can't ... with our friends in her lessons.
2 We have to ... to our classmates.
3 We have to ... new words in our notebooks.
4 We have to ... our French textbooks to every lesson.
5 We don't have to ... French all the time.
6 We can ... questions in English.
7 We have to ... 70% in tests.



Speaking

3 a) 85 **Listen to the questions. Think about your answers.**

Weekends

1 Can you stay in bed all morning?
2 Do you have to tidy your room?
3 Can you hang out with your friends?
4 Do you have to do homework?
5 Can you watch a lot of TV?
6 Do you have to go to bed early?
7 Do you have to go for a walk?

b) Work with a classmate. Take it in turns to ask and answer the questions.

Can you stay in bed all morning?
Yes, I can.

c) Tell the rest of the class about your classmate.

Anna can stay in bed all morning.

Writing

4 **Work with a classmate. Choose one of the subjects to write about. Use can/can't, have to/don't have to, must/mustn't.**

1 **Sport**
Write a list of rules for a sport or game you know. Write the name of the sport, but don't show a classmate. Then read your rules to your classmate. Can he/she guess the name of the sport?

2 **School**
Write a list of rules for your school and classroom. Then exchange lists with a classmate. Are your rules the same as your classmate's?

3 **Traffic**
Write a list of traffic rules either for a pedestrian or a driver. Then exchange lists with your classmate. Are your rules the same as your classmate's?



Culture spot

Fact file: School rules in Scotland

School rules are important because they help to keep students safe at school. Here are some typical rules for schools in Scotland.


You mustn't run in the corridors.


You mustn't eat or drink in the classroom.


You mustn't wear jewellery.


You mustn't wear make-up.


You must be punctual for classes.

You must wear your school uniform.




You must be polite and behave well all the times.


You must bring a note from a parent if you need to leave school early.

Discussion

In pairs, compare the school rules in Scotland with your school rules.

Both in Scotland and in Russia, children must be punctual for classes.

Your country fact file

Prepare a similar fact file about school rules in your country.

35 Reading

1 **Read the recipe. Find out how much flour and butter you need to make apple crumble.**

A Typical English Dessert

Apple crumble



Ingredients

500 g apples
200 g sugar
150 g flour
75 g butter

Instructions

1. Peel, core and slice the apples.
2. Put a layer of apples into an oven dish.
3. Sprinkle with sugar.
4. Repeat steps 2 and 3. Use 150 g of the sugar.
5. Put the flour into a bowl.
6. Cut small pieces of butter and add it to the flour.
7. Blend the butter and flour together.
8. Add 50 g of sugar to the bowl.
9. Mix the sugar with the flour and butter.
10. Sprinkle the 'crumble' over the apples.
11. Preheat the oven to 190°C and bake for 15 minutes.
12. Reduce the temperature to 180°C and bake for another 45 minutes or until the crumble is golden brown.
13. Eat hot or cold. Serve with cream or ice cream.

2 **Read the recipe again and answer the questions.**

1. How many apples do you need to make apple crumble?
2. How much sugar do you need?
3. Which recipe steps do you need to repeat?
4. Which three ingredients do you use for the 'crumble'?
5. How long do you bake the crumble for in total?
6. Which two ways can you eat apple crumble?

3 **Speak with a partner. What's your favourite dessert? How do you make it?**

36 Health & Safety

Safety rules

It is important to know, understand and follow safety rules.

1 Match these UK safety rules with the signs.

1 You must wear a seat belt.
2 You can cross the road.
3 You mustn't eat or drink.
4 You mustn't cross the road.
5 You must use a baby seat.
6 You mustn't speak to the driver.



a)



b)



c)



d)



e)



f)

2 Which of the safety rules in exercise 1 are the same in your country?

Project

Write some safety rules for your school.

Plan
Make a list of the different areas around the school (the classroom, the corridor, etc).

Research
In pairs or small groups, think of one or two safety rules for each area.

Prepare
Write your school safety rules and ask your teacher to check your spelling.

Present your material
Make a poster with the safety rules and illustrate it with signs.

Language Guide

Vocabulary

Clothes

jacket shirt skirt slippers tie trousers

Playing sport


head


carry


catch


hit


throw


kick


roll


hold

Traffic

crash helmet
crossroads
cycle lane
motorbike
parking meter
pavement
pedestrian crossing
road sign
traffic lights
traffic warden
cross the road
fasten your seat belt
keep straight on
park
stop
turn left / right
wear a crash helmet

Dictionary extra!



bake (v) ★
bowl (n) ★★
butter (n) ★★
core (v)
crumble (n)
cut (v) ★★★
flour (n) ★
layer (n) ★★★
mix (v) ★★★
oven (n) ★★
peel (v) ★
rub (v) ★★★
slice (v) ★
sprinkle (v) ★
sugar (n) ★★★

Grammar

Модальный глагол have to

Утвердительные предложения

Единственное число	Множественное число
I / You **have to** go. He / She / It **has to** go.	We / You / They **have to** go.

Отрицательные предложения

Полная форма	Краткая форма
I / You **do not have to** go.	I / You **don't have to** go.
He / She / It **does not have to** go.	He / She / It **doesn't have to** go.
We / You / They **do not have to** go.	We / You / They **don't have to** go.

Вопросы и краткие ответы

Вопрос	Краткий ответ
Do I / you **have to** go?	Yes, I **do**. No, I **don't**.
Does he / she / it **have to** go?	Yes, he / she / it **does**. No, he / she / it **doesn't**.
Do we / you / they **have to** go?	Yes, we / you / they **do**. No, we / you / they **don't**.

- Модальный глагол **have to** передаёт необходимость совершить действие, так как этого требуют обстоятельства или кто-либо.

  I **have to** go shopping. (потому что в доме закончились продукты)

- Для выражения отсутствия необходимости совершить какое-либо действие употребляется **don't have to**.

  I **don't have to** go to school on Sunday. (потому что по воскресеньям мы не учимся)

Модальный глагол can

Утвердительные предложения

Единственное число	Множественное число
I / You / He / She / It **can** ski.	We / You / They **can** ski.

Отрицательные предложения

Полная форма	Краткая форма
I / You / He / She / It / We / You / They **cannot** ski.	I / You / He / She / It / We / You / They **can't** ski.

Вопросы и краткие ответы

Вопрос	Краткий ответ
Can I / you / he / she / it / we / you / they ski?	Yes, I / you / he / she / it / we / you / they **can**. No, I / you / he / she / it / we / you / they **can't**.

- Модальный глагол **can** употребляется для выражения способности совершать действия.

  I **can** ski.

- Модальный глагол **can** также употребляется для выражения разрешения или позволения.

  Can we go to the park, please? Yes, you **can**.

Модальный глагол must

Утвердительные предложения

Единственное число	Множественное число
I / You / He / She / It **must** work.	We / You / They **must** work.

Отрицательные предложения

Полная форма	Краткая форма
I / You / He / She / It / We / You / They **must not** work.	I / You / He / She / It / We / You / They **mustn't** work.

- Модальный глагол **must** употребляется для выражения необходимости, обязанности совершать действия.

  You **must** fasten your seatbelt.

- Для выражения запрета употребляется **must not / mustn't**.

  You **mustn't** be late for school.

Progress check

Check you can do these things.

1 I can ask questions about rules.

a) Complete the questions with Can you or Do you have to.

1 ... wear slippers in the classroom?
2 ... hang out with your friends any time you like?
3 ... eat food you don't like?
4 ... sit with your friends in class?

b) Now answer the questions about you.

2 I can understand rules.

Match the swimming pool rules with the pictures.

1 You can't jump into the water.
2 You have to use the steps.
3 You have to shower.
4 You can't throw balls.
5 You can't wear shoes.

a)



b)



c)



d)



e)



3 I can talk about traffic rules.

Choose must or mustn't to complete these rules.

1



You must / mustn't wear a helmet on a motorbike.

2



You must / mustn't turn left here.

3



You must / mustn't cross when you see the red man at a pedestrian crossing.

4



You must / mustn't cycle in a cycle lane.

5



You must / mustn't wait for the green man at a pedestrian crossing.

6



You must / mustn't enter a street with this sign.

Revision

1 Complete the dialogue with the present continuous of the verbs in brackets.



A Hi, Kim. What ... you ... ? (do)
B I ... TV. (watch)
A What ... you ... ? (watch)
B A quiz show. ... you ... your homework? (do)
A No, I'm not. I ... a book. (read)
B What ... your brother ... ? (do)
A He ... computer games. (play)
B ... he ... Magic Mountain? (play)
A I don't know.

2 Write four true sentences about yourself with 'always', 'often', 'usually', 'sometimes' or 'never'.

1 I walk to school.
2 I hang out with my friends after school.
3 I surf the Internet.
4 I get up early.

3 Think of a friend and make sentences.

I'm He's / She's	old good at sport talkative funny hard-working friendly tall	than him / her. than me.

4 Write four questions.

1 chair | is | comfortable | your | more | ?
2 bigger | than | my bag | your bag | is | ?
3 you | than | taller | me | are | ?
4 me | younger | than | you | are | ?

5 Complete the text with 'me', 'him', 'her', 'it', 'us', 'them'.

My name is Steve. I have got one brother and one sister. My sister's name is Liza and my brother's name is Edward. Liza is 15 and I'm 12. She is older than (1) ... . She is very nice and I like (2) ... a lot. Edward is ten. I'm older than (3) ... . My grandmother also lives at home with (4) ... . I like music very much and play the piano but I can't play (5) ... very well. My top two sports are basketball and football and I like (6) ... very much.

6 Choose the correct words.



1 It's **raining** / **rains**.



2 Yes, I **play** / **'m playing** tennis.



3 I usually **go** / **'m going** to bed at 10.30.



4 I **go** / **'m going** to bed. Good night.

7 Complete the sentences about Wayne's family using superlative adjectives. Use the initial letters to help you.

1 Sally's the o... person in Wayne's family.



2 Gina's the y... and the m... b... person in Wayne's family.



3 Linda's the f... person in Wayne's family and she's also the m... t... .



4 Tony's the m... g... person in Wayne's family.



5 Tina's the f... person in Wayne's family and she's also the b... at sport.



8 Write two rules about each sport using 'can' / 'can't' and 'have to' / 'don't have to'.



basketball



bowling



tennis



football

9 Find the names of five different types of road features in this word snake.

parkingmetertrafficlightspavementpedestriancrossingtrafficwarden

10 Match the words with the signs. Then write six traffic rules using 'must' / 'mustn't'.

turn left | stop | wear a crash helmet | cross the road | park | keep straight on



1 2 3 4 5 6

Life in the Past

7

Unit contents:

Vocabulary Occupations; everyday / free-time activities

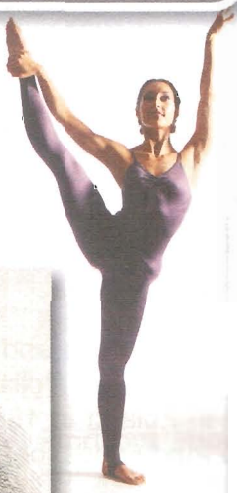
Grammar Past simple: to be, questions, regular and irregular verbs

Skills Talk about the past
Ask questions about what people did in the past
Talk about what you did in the past
Listen to a fact file, a story and a diary
Read a tale
Write a diary of a school trip

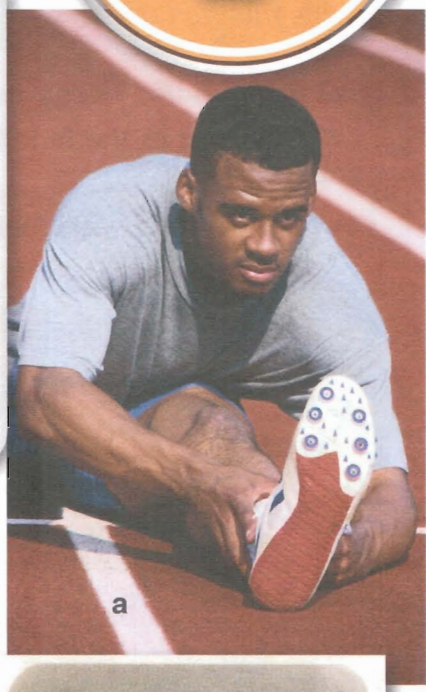
Across the curriculum ICT (Information and communication technologies)

Culture spot A history of trainers in the USA





b



a



d



e

Famous people in the past quiz ...

1 Look at the pictures and guess the people's jobs.

2 Match the famous people with their jobs.

1) Pablo Picasso	a) dancer
2) Marie Curie	b) writer
3) Anna Pavlova	c) scientist
4) Arthur Conan Doyle	d) athlete
5) Jesse Owens	e) painter



My hero from the past is Christopher Columbus. Who is yours?

37 Famous People

Pronunciation and vocabulary

1 86 **Listen to the words and match them with the pictures in exercise 2. Listen again and practise saying these words.**

artist – 2

artist dancer inventor writer scientist

Listening and reading

2 87 **Listen to the fact file about famous people and read it. Say who these people were.**

Anna Pavlova was a famous dancer.

Fact file: Famous People



1 Who was Anna Pavlova? She was a dancer. She was Russian. She was born in 1881. She is one of the greatest dancers of all time.





2 Who was Leonardo da Vinci? He was an artist, an inventor and a scientist. He was Italian. He was born in 1452. His most popular painting is the Mona Lisa.





3 Who were Marie and Pierre Curie? They were scientists. Marie Curie was Polish. Pierre Curie was French. She was born in Poland in 1867. He was born in France in 1859. They are famous for the discovery of radium.





4 Who were the Brontë sisters? They were writers. They were English. Their names were Anne, Charlotte, and Emily. Charlotte Brontë's most popular book is 'Jane Eyre'.



3 87 **Copy the table. Then listen to the fact file again and complete the table.**

Name	Occupation	Nationality
Anna Pavlova	dancer	...
Leonardo da Vinci		
Marie Curie		
Pierre Curie		
The Brontë sisters		

Language guide p105

Grammar spot

Past tense of verb *be*

Who **was** Anna Pavlova? She **was** a dancer.
Was she Russian? Yes, she **was**.

Who **were** Marie and Pierre Curie?
They **were** scientists.
Were they Russian? No, they **weren't**.

Speaking

4 **Speak about any of the people in the fact file.**

5 **Ask and answer about:**

1 Galina Ulanova
2 Isaac Levitan
3 Mikhail Lomonosov
4 Leo Tolstoy

Who was Galina Ulanova?
She was a dancer.

Vocabulary

6 a) 88 **Listen and repeat. Then match the words with the famous people in the pictures.**

singer teacher astronomer athlete queen



1 Cleopatra, Egyptian, 69 BC–30 BC



2 Jesse Owens, American, 1913–1980



3 Maria Montessori, Italian, 1870–1952



4 Luciano Pavarotti, Italian, 1935–2007



5 Nicolaus Copernicus, Polish, 1473–1543

b) 89 **Listen and check.**

c) **Speak about one of the people in the pictures.**



Study tip

How to say and write dates

1913 Nineteen thirteen
1506 Fifteen oh six
2009 Two thousand and nine
1600 Sixteen hundred

Listening

7 a) 90 **Look and listen.**



1



2

b) 90 **Listen again. Choose the correct words.**

1 He was **an artist/a singer/a musician**.
He was **French/Spanish/German**.
His name was Pablo Picasso.

2 They were **musicians/film stars/artists**.
They were **American/English/Polish**.
Their names were Chico, Harpo and Groucho Marx.

Speaking

8 a) **Think of a famous person. Write the name, occupation and nationality.**

Ivan Shishkin, artist, Russian

b) **Take it in turns to ask and answer. Use Was he/she ...?**

Was he a scientist? No, he wasn't.

Writing

9 **Find out about a famous person and write about him/her.**

My English File

Modest Mussorgsky

Mussorgsky was a composer. He was Russian and he was born in 1839. He was most famous for ...

Check your English

10 **Complete the dialogue with was, wasn't, were, weren't.**

A Who ... Pierre and Marie Curie?
B They ... scientists.
A ... they American?
B No. He ... French. She ... Polish.
A ... she born in France?
B No, she ... . She ... born in Poland.

11 **Say the dates.**

1– eighteen twelve

1 1812 2 2047 3 1906 4 1900

38 Nineteen Hundred

Pronunciation

1 91 **Listen and practise saying these verbs.**

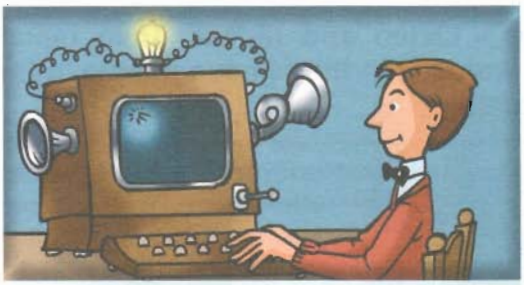
played	used	listened	travelled
skied	cycled	phoned	watched

Listening

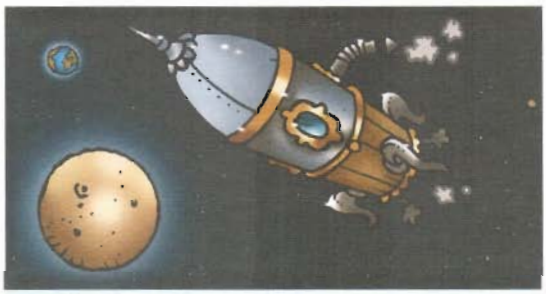
2 92 **Look at the pictures and listen. What three activities didn't people do in 1900?**



1 Did people play football in 1900?
Yes, they did./No, they didn't.



2 Did they use computers?
Yes, they did./No, they didn't.



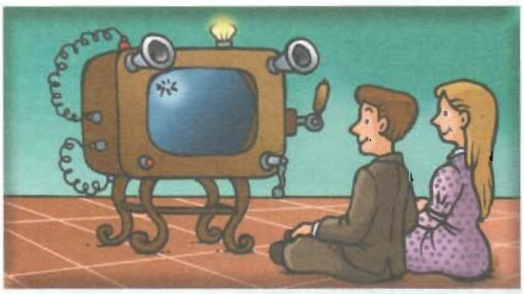
3 Did they travel in space?
Yes, they did./No, they didn't.



4 Did people ski in the mountains?
Yes, they did./No, they didn't.



5 Did they cycle to work?
Yes, they did./No, they didn't.



6 Did they watch TV?
Yes, they did./No, they didn't.

3 93 **Listen and check. Then ask and answer the questions.**

Did they play football in 1900?

Yes, they did.



Grammar spot

Past simple questions

Did people **play** football?

Yes, they **did**.

No, they **didn't**.

Language guide p105

Grammar

4 a) Choose the correct word to make true sentences about people in 1900.

1 People played football.

1 People **played**/**didn't play** football.
2 They **used**/**didn't use** computers.
3 They **travelled**/**didn't travel** in space.
4 They **skied**/**didn't ski** in the mountains.
5 They **cycled**/**didn't cycle** to work.
6 They **watched**/**didn't watch** TV.

b) 94 **Listen and check.**



Grammar spot

Past simple (regular verbs)

They play**ed** football. They **didn't play** football.
They watch**ed** TV. They **didn't watch** TV.

Language guide p105

5 Make questions. Then answer them.

1 Did you play football yesterday?
No, I didn't. I played football last weekend.

1 you/play football/yesterday? ✗ last weekend
2 they/ski in the mountains/last year? ✓
3 she/travel abroad/last month? ✗ last year
4 you/use a computer/when you were five? ✗ when I was eight
5 he/cycle to school/last Tuesday? ✓

Speaking

6 a) What was life like when your teacher was your age? Write three questions to ask your teacher.

Did people have mobile phones?
Did people play computer games?
Did people wear trainers?

b) Ask your questions.

Did people have mobile phones?
No, they didn't.

7 a) Look at the questionnaire and read. Think about your answers.

Last weekend

How many of these activities did you do last weekend?



1 Did you phone your friends?
2 Did you listen to music?
3 Did you watch TV?
4 Did you use a computer?
5 Did you travel by bus?
6 Did you hang out with your friends?





b) Work with a classmate. Take it in turns to ask and answer the questions.

Did you phone your friends?
No, I didn't.

c) Report back to the class about your classmate.

Masha didn't phone her friends. She listened to music. …

Writing

8 Find out what your parents or teacher did and didn't do when they were your age and write about it.

My English File

Life in the Past

When my parents were my age, they didn't use mobile phones. …

Check your English

9 Make six sentences about what you did last weekend. Use any of these verbs and a dictionary to help you with new vocabulary.

1 played 2 used 3 listened 4 travelled
5 skied 6 cycled 7 phoned 8 watched

1 I played computer games.
2 I used a microwave.

39 Every Word Is True

Pronunciation

1 95 **Listen and practise saying these word pairs.**

take – took sit – sat read – read leave – left go – went
have – had buy – bought see – saw get – got

Listening

2 a) 96 **Look at the pictures and listen. Use the pictures to help you understand. Is Professor Moriarty telling Sherlock Holmes the truth?**



b) 96 **Listen again. Make notes of all the differences between Moriarty's statement and the pictures.**

1 by bus not by taxi

Reading and speaking

3 Read Moriarty's statement in exercise 2. Imagine you are the professor. Speak about your day.

Grammar



Grammar spot

Past simple (irregular verbs)

I **took** a taxi to Hyde Park.
I **sat** on the grass and **read** a magazine.

Language guide p105

4 a) What did Professor Moriarty do yesterday? Write true statements. Use these words:

took sat read left had
went saw bought got

a bus a newspaper on a bench by taxi
at a quarter past twelve at twelve o'clock
a film a Chinese restaurant a new shirt

In the morning he took a bus to ...

b) 97 Now listen and check.

Speaking

5 a) 98 Listen to Sherlock Holmes and Professor Moriarty.



Holmes Did you take a taxi to Hyde Park?
Moriarty Yes, I did.
Holmes No, you didn't take a taxi. You took a bus.

b) Work with a classmate. Play Holmes and Moriarty. Ask and answer.

Did you take a taxi to Hyde Park?
Yes, I did.
No, you didn't ...

6 Play Holmes and speak about Moriarty's day. Begin with the following:

Professor Moriarty's statement is full of lies. In the morning he didn't take a taxi to Hyde Park. He took a bus. ...

7 a) How many of these things did you do last weekend? Write a list. Don't show your classmates.

I had a shower.
I played computer games.
I sat in the park.
I watched TV.
I read a magazine.
I bought sweets.
I listened to music.
I got up late.
I took a bus.
I cycled to a friend's house.
I went swimming.
I saw a film.
I phoned a friend.

b) Work with two or three classmates. Ask questions with Did you ... ? Answer with Yes, I did. / No, I didn't.

Did you buy sweets?
No, I didn't.

8 99

The song 'Last Summer' p143

Check your English

9 Complete the sentences with the past simple of the verbs in brackets.

1 (go)
A ... you ... swimming last weekend?
B No, I ... ... swimming. I ... to the cinema.

2 (read)
A ... you ... a newspaper yesterday?
B No, I ... ... a newspaper. I ... a book.

3 (get up)
A ... you ... ... late last Saturday?
B No, I ... ... late. I ... ... very early.

10 Now work with a classmate. Make other dialogues with:

have/had buy/bought take/took
watch/watched listen/listened

40 School Trip

Reading

1 a) **Read Calum's diary. Where was his trip to? How many places did he visit?**



Calum (11), Leicester, England

My School Trip

06:00	I got up early and went to school.
07:00	I sat next to Mick on the coach and we had sandwiches for breakfast. The traffic was really bad and it took 3 hours to get to London.
10:00–13:30	The first thing we did was go to the **Natural History Museum**. We saw a lot of interesting things but the thing I liked most was the dinosaur – it was enormous!
13:30–14:30	We got back on the coach and went to the **Tower of London**. On the way we had more sandwiches for lunch!
14:30–16:00	The Tower of London was fantastic. We saw the Beefeaters and the **Crown Jewels**.
16:00–17:30	Then we walked to the **London Eye**. It was a long walk and we weren't very happy. I was hungry and had another sandwich.
18:00–18:40	The London Eye was brilliant. At the top we were 135 m above London. The views were amazing and we saw **Big Ben**.
19:00–22:00	We stopped on the way back home and had fish and chips in a restaurant. It was really nice to have fish and chips after all those sandwiches!

b) **Find these words in the diary. Can you guess what they mean?**

1	coach	2	traffic	3	enormous
4	on the way	5	the top	6	view

c) **Match the pictures with places in Calum's diary.**

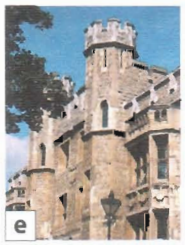
a Crown Jewels











Listening and speaking

2 a) 100 **Look at Calum's diary and listen.**

b) **Work with a classmate. Ask and answer.**

What time did he get up?

At six.

1 What time did he get up?
2 Who did he sit next to on the coach?
3 Where did he go first?
4 What did he like best there?
5 Where did he go next?
6 What did he see there?
7 What did he see at the top of the London Eye?

Listening

3 a) 101 **Listen to Anne talking about her school trip. What did she see first?**


a Notre Dame


b Mona Lisa


c Eiffel Tower


d River Seine

b) 101 **Listen again. Can you guess the meaning of these words?**

1 paintings 2 boat trip
3 steps 4 lift 5 view

Writing

4 **Write a diary of a school trip. Use Calum's diary as a model. Use dictionaries to help you with new vocabulary.**

My School Trip to Disneyland

Monday 8.30 We went to Disneyland Paris by coach. It took 14 hours! On the way we sang songs.
Tuesday 8.00 We arrived in Disneyland and the first thing we did was have breakfast. We had ...



Writing tip
Useful expressions

The first thing we did was go to the Science Museum.
It took three hours to get to London.
The thing I liked most was the dinosaur.
On the way we had more sandwiches.
It was **fantastic/brilliant/amazing**.



Culture spot

Fact file: A history of trainers in the USA

When the first trainers appeared in the USA, they weren't fashion wear. They were practical sports shoes, worn by sportsmen and sportswomen. These days everybody wears trainers – to do sport but also to go to school, to go shopping, to go dancing and to do just about anything.

1907	The first trainers appeared. American basketball players wore them.
Early 1900s	Bicycle tyre factories started making trainers. Converse™ made All Star™ basketball trainers and US Rubber™ made Keds™.
1930s	Young people started wearing trainers as a fashion item.
1936	The first canvas tennis shoes appeared.
1970	Every sport had its own trainers.
1971	The American company Nike™ began making trainers.
1985	Nike™ brought out Air Jordans™ trainers.
1990s	Trainers became a fashion statement.
Today	More and more trainers are sold every year.

Discussion

In pairs, describe a pair of trainers you like.

The trainers are white and blue. They've got some letters on the side. They are comfortable.

Your class fact file

Copy the fact file. Then ask your classmates questions and complete the information.

Class: _____ TRAINERS FACT FILE	
Number of students	
Number of pairs of trainers	
Average number of pairs of trainers per student	
Most popular colours of trainers	
Most popular brands of trainers	

41 Reading

1 Read the tale about King Arthur quickly. Find out the name of King Arthur's foster brother.

King Arthur

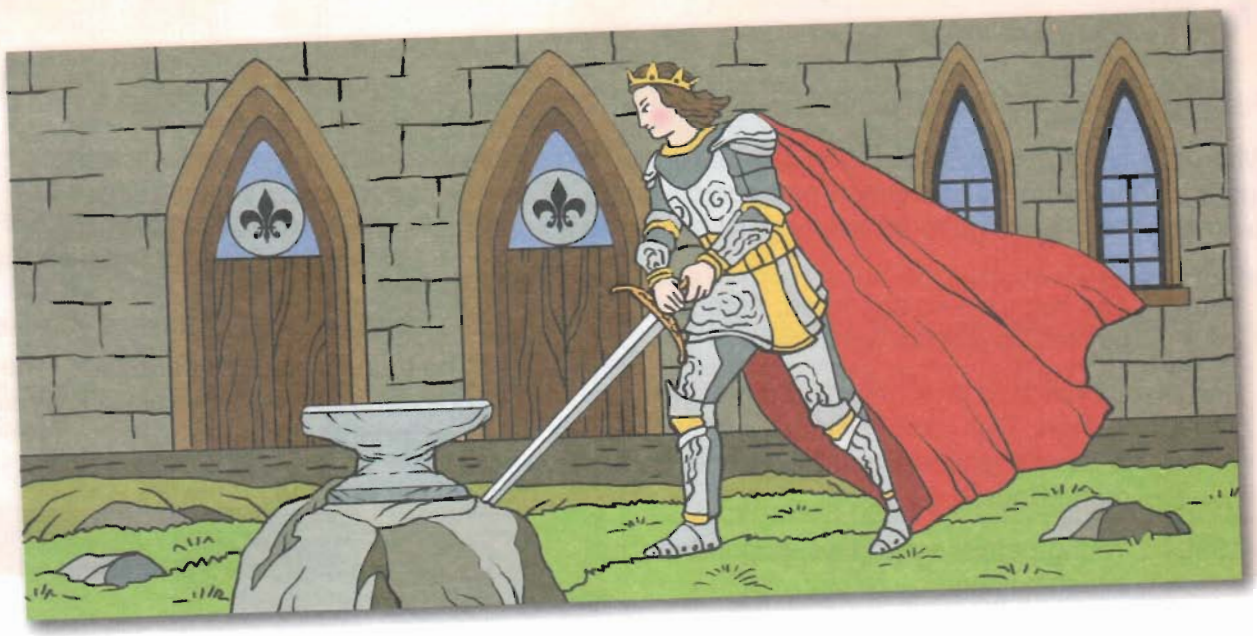
Many centuries ago, King Uther and Queen Igraine had a son named Arthur. He was born at Tintagel Castle. The King wanted to protect his son from an attack by the Saxons. He decided to give Arthur to his wizard, Merlin. Merlin sent Arthur away to the countryside. He grew up with Sir Ector and with his foster brother, Kay. He never knew who his real parents were.

Years later King Uther died. Nobody knew he had a son. Everybody was arguing about who would be the new King of Britain. Suddenly a mysterious stone appeared in the churchyard of St Paul's Cathedral in London. There was a big sword stuck in it. There was a message on the sword. It said 'The person who pulls the sword from the stone is the King of Britain'.

Everybody was excited. Lots of knights and princes tried to pull the sword out of the stone, but nobody was strong enough to do it. It was completely stuck. It was impossible to move the sword.

Years later, when Arthur was fifteen years old, his older brother Kay was learning to be a knight. He went to his first tournament in London. He was going to learn to use his sword. He told Arthur to bring his sword. Arthur looked everywhere, but he couldn't find Kay's sword.

Arthur went to look for another sword. He went to St Paul's Cathedral and in the churchyard he saw the sword in the stone. He tried to pull it out and it came out easily. He gave the sword to his brother. Everybody wanted to know who had pulled the sword from the stone. At first, no one believed that Arthur had done it. But he repeated what he had done. Everybody was amazed. Finally, Arthur became King Arthur, the new King of Britain.



2 Read the story again and answer the questions.

1 Why did King Uther give his son to Merlin?
2 Who did Arthur grow up with?
3 Where was the message?
4 Who tried to pull the sword from the stone?
5 How old was Arthur when he pulled the sword from the stone?
6 Who did Arthur give the sword to?

3 Speak with a partner. What other stories do you know about famous people in history?

42 ICT

Information and communication technologies

These days news travels fast. When an earthquake hits a country on one side of the world, we see photographs of the damage almost immediately on the opposite side of the world. Mass media and communication technology is changing all the time.

1 102 **Listen and repeat.**

printing press typewriter photocopier mobile phone laptop newspaper

2 Can you name these means of communication? What order were they invented in?


a)


b)


c)


d)


e)


f)


g)


h)

3 Look at the timeline and check your answers.

Communication timeline

1450	Johannes Gutenberg invented the printing press.
1605	Newspapers first appeared in Europe.
1714	Henry Mill invented the typewriter.
1835	Samuel Morse invented Morse code.
1876	Alexander Graham Bell invented the telephone.
1895	Alexander Popov invented the radio.
1933	Vladimir Zvorykin invented electronic television.
1938	Chester Carlson invented the photocopier.
1972	The first personal computer appeared.
1979	The first mobile phones appeared.
1981	The first laptops appeared.
1994	The Internet was born.

Project

Make a fact file about an invention.

Plan
Choose one of the inventions in the timeline.

Research
Go to the Internet and find out more information. Make notes about the inventor and the invention.

Prepare
Draw or download a picture of the invention.

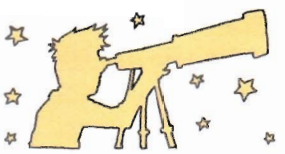
Present your material
Write the information on a piece of paper or card. Add the picture. Make a classroom display of communication inventions.

Language Guide

Vocabulary

Occupations


artist


astronomer


athlete


composer


dancer


inventor



scientist


singer



teacher


writer

Everyday activities

cycle to work
have a shower
take a taxi / bus
use a microwave
use computers

Free-time activities

get up late
play football
sit on a bench
ski in the mountains
travel abroad

Dictionary extra!

amazed (adj)
argue (v) ★★★
believe (v) ★★★
century (n) ★★★
foster (adj)
impossible (adj) ★★★
knight (n)
message (n) ★★★
mysterious (adj) ★★
stone (n) ★★★
sword (n) ★★
wizard (n)

Grammar

Грамматическое время past simple с глаголом to be

Утвердительные предложения

Единственное число	Множественное число
I **was** at home.	We **were** at home.
You **were** at home.	You **were** at home.
He / She / It **was** at home.	They **were** at home.

Отрицательные предложения

Полная форма	Краткая форма
I **was not** at home.	I **wasn't** at home.
You **were not** at home.	You **weren't** at home.
He / She / It **was not** at home.	He / She / It **wasn't** at home.
We / You / They **were not** at home.	We / You / They **weren't** at home.

Вопросы и краткие ответы

Вопрос	Краткий ответ
Was I at home? **Were** you at home?	Yes, I **was**. No, I **wasn't**.
Was he / she / it at home?	Yes, he / she / it **was**. No, he / she / it **wasn't**.
Were we / you / they at home?	Yes, we / you / they **were**. No, we / you / they **weren't**.

Грамматическое время past simple: правильные и неправильные глаголы

Правильные глаголы	Неправильные глаголы
play > **played**	go > **went**
watch > **watched**	sit > **sat**
cycle > **cycled**	read > **read**

Утвердительные предложения

Единственное число	Множественное число
I **played** football.	We **played** football.
You **played** football.	You **played** football.
He / She / It **played** football.	They **played** football.

Отрицательные предложения

Полная форма	Краткая форма
I **did not** go home.	I **didn't** go home.
You **did not** go home.	You **didn't** go home.
He / She / It **did not** go home.	He / She / It **didn't** go home.
We / You / They **did not** go home.	We / You / They **didn't** go home.

Вопросы и краткие ответы

Вопрос	Краткий ответ
Did I play football? **Did** you play football?	Yes, I **did**. No, I **didn't**.
Did he / she / it play football?	Yes, he / she / it **did**. No, he / she / it **didn't**.
Did we / you / they play football?	Yes, we / you / they **did**. No, we / you / they **didn't**.

- Время **past simple** употребляется для выражения событий, ситуаций или состояний, которые имели место в прошлом.
- Часто в предложениях в **past simple** употребляются указатели времени: **last week / month / year / Saturday, ten years ago, on Tuesday, in the morning, at ten o'clock, yesterday** и др.
- В вопросительных предложениях в **past simple** часто употребляется вопросительное слово **When.**

  When did you paint this picture? I painted it last year.

Progress check

Check you can do these things.

1 I can use the past simple of 'be' and occupations.

Write about the famous people choosing the correct words.

dancer athlete astronomer artist writer scientist queen

1 Anna Pavlova was a dancer.

1 Anna Pavlova **2** The Brontë sisters **3** Leonardo da Vinci **4** Cleopatra
5 Marie and Pierre Curie **6** Jesse Owens **7** Nicolaus Copernicus

2 I can talk about nationalities.

Match the nationalities with the famous people in exercise 1.

1 The Brontë sisters were English.

1 English **2** Russian **3** Italian **4** Polish **5** American **6** French **7** Egyptian

3 I can ask and answer past simple questions.

Ask and answer questions about life in 1900. Use the words in the box.

travel in space play football cycle to work use computers
ski in the mountains watch TV

Did people travel in space?

No, they didn't.

4 I can describe activities in the past simple.

What did Ian do last Saturday? Use the initial letters to help you.

1 In the morning he got up early and had a shower.



1 In the morning he ... up early and ... a s... .

2 He ... T...  and he ... to m... .

3 Then he ... a b...  to town and ... some new j... .

4 In the afternoon he ... to the p...  and ... f... .

5 Then he ... on the g...  and ... a m... .

6 In the evening he ... his f...  and they ... to the c... .

7 They ... a comedy f... .

Telling a Story

8

Unit contents:

Vocabulary Everyday activities; seaside objects and activities

Grammar Past simple (regular and irregular verbs); phrasal verbs; past time expressions; Wh-questions

Skills Talk about what we did in the past
Listen to a conversation, a story and an autobiography
Read a story
Write an autobiography

Across the curriculum Art

Culture spot The yellow-eyed penguins of New Zealand





The past quiz ...

Choose the correct date.

1 Leonardo da Vinci finished the Mona Lisa between ... .
a) 1503–1506 b) 1603–1606 c) 1703–1706

2 Charlotte Brontë wrote 'Jane Eyre' in ... .
a) 1747 b) 1847 c) 1947

3 They built the Eiffel Tower in Paris in ... .
a) 1689 b) 1789 c) 1889

4 Alexander Graham Bell invented the telephone in ... .
a) 1776 b) 1876 c) 1976

I think Leonardo da Vinci was amazing. Who do you think was amazing?



43 A Bad Start to the Day

Pronunciation

1 (103) **Listen and practise saying these word pairs.**

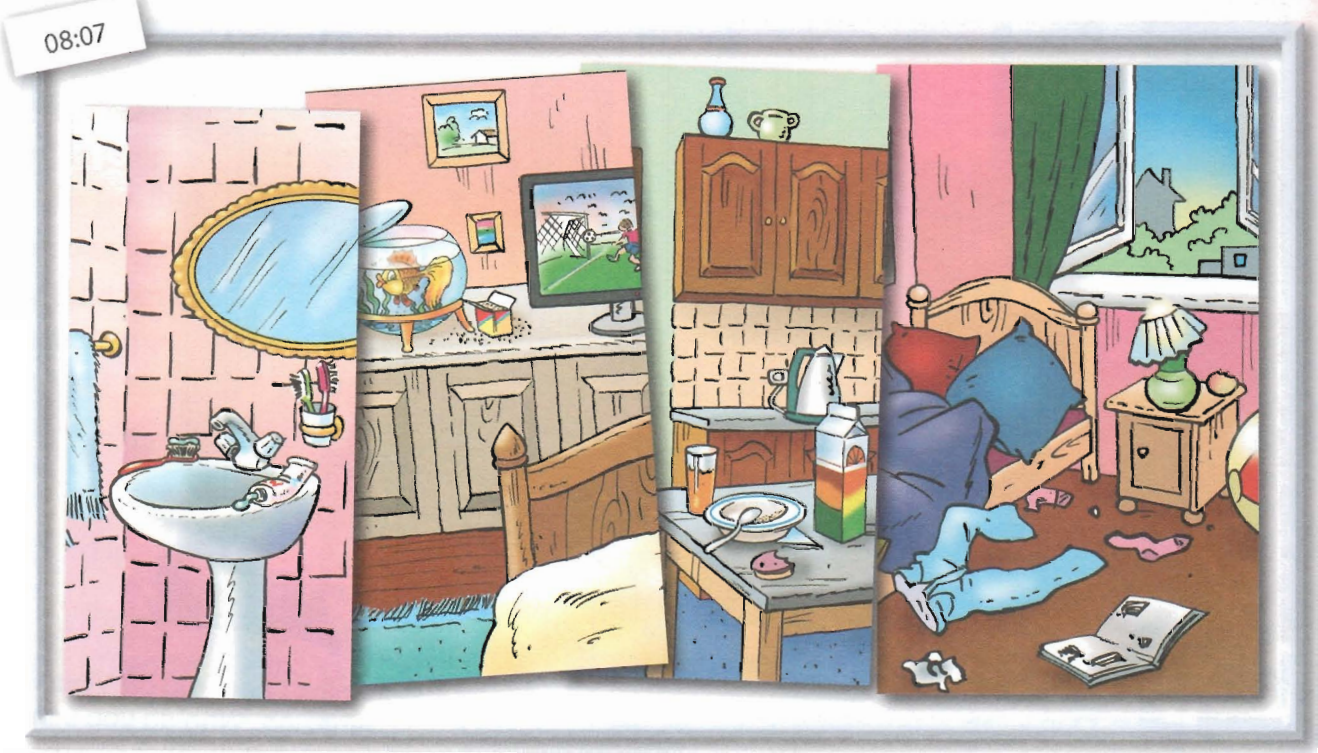
have – had wake up – woke up close – closed
arrive – arrived switch off – switched off

Listening and reading

2 (104) **Listen to the dialogue and read it. Say what happened to Wayne in the morning.**



Sue Are you OK, Wayne?
Wayne No, not really.
Sue Why? What's the matter?
Wayne Oh, I had a really bad start to the day. I woke up late.
Sue Were you late for school?
Wayne No, I arrived on time, but I left my Science homework at home.
Sue Oh, dear.
Wayne Yes, and I didn't close my bedroom window or switch off the lights.



3 (104) **Listen to the dialogue again. Then read it with a classmate.**

4 **Look at the pictures in exercise 2. Read the sentences, choosing the correct words.**

1 He didn't make his bed.

1 He **made/didn't make** his bed.
2 He **fed/didn't feed** his fish.
3 He **drank/didn't drink** his orange juice.
4 He **ate/didn't eat** his sandwich.
5 He **switched off/didn't switch off** the TV.
6 He **closed/didn't close** the window.
7 He **cleaned/didn't clean** his teeth.
8 He **picked up/didn't pick up** his clothes.

(105) **Listen and check.**



Real English

Are you OK?
Oh, dear.

Speaking

5 Think of a possible ending to the dialogue in exercise 2. Act out the dialogue with a classmate.

6 Imagine you are Wayne. Speak about your morning.

Oh, I had a really bad start to the day. …

Grammar

7 Copy and complete these lists.

Regular verbs		Irregular verbs	
close	closed	eat	ate
clean	…	leave	…
switch off	…	put on	…
open	…	make	…
pick up	…	feed	…
arrive	…	drink	…
		wake up	…

8 Make sentences in the past simple.

1 I switched off the light.

1 I / switch off the light.
2 you / wake up early?
3 he / not feed the pet.
4 you / leave your English homework at home?
5 I / put on my gloves.
6 they / arrive on time?
7 she / not clean her teeth.

Listening

9 a) 106 Listen. How many of these things did you do this morning?



1 wake up



6 eat



2 put on



7 switch off



3 make



8 leave



4 feed



9 clean



5 drink



10 pick up

b) Work with your classmates. Ask and answer:

Did you wake up late?

Yes, I did. / No, I didn't.



Remember!

Phrasal verbs

switch **off** put **on** pick **up** wake **up**



10 Play the Memory game with your classmates. Mime the actions.



Check your English

11 Ask a classmate what he or she did this morning. Use these verbs:

wake up switch off clean close pick up
leave put on make open feed drink eat

Did you wake up early this morning?

Yes, I did.

Make notes of his / her answers.

wake up early – yes

12 Now write about what your friend did or didn't do this morning.

Philip woke up early this morning. He …

44 A Day Out at the Seaside

Pronunciation and vocabulary

1 (107) **Listen to the words and find them in the picture in exercise 3. Listen and practise saying the words.**

postcards	sandcastle	donkey	shade	beach	fishermen	wetsuit	café sea

2 **Match the verbs.**

have – had

have	swim	build	read	write	hang out	speak	ride	run	wear	throw

built	had	wore	hung out	swam	rode	read	ran	threw	wrote	spoke

Listening and reading

3 (108) **Listen and point to the Glows in the picture.**



4 **Read and complete the text.**

1 – swam

read	rode	spoke	swam	built	wrote	wore	threw	hung out	ran

Last summer the Glows had a day out at the seaside. Martha (1) ... in the sea and Sam and Pam (2) ... a huge sandcastle. Vera (3) ... in the shade and Mandy (4) ... a lot of postcards. Rudolph (5) ... in a café and Helga (6) ... to two fishermen. Gordon (7) ... a donkey and Vincent (8) ... along the beach. Cynthia (9) ... a wetsuit and Bernard (10) ... balls for Bonehead.

(108) **Listen and check.**

Speaking

5 **Look at the picture in exercise 3. What did the Glows do at the seaside? Ask and answer with What did ... do? He / She ... .**

What did Vincent do?

He ran along the beach.

Grammar spot
Past simple — Wh-questions

When did the Glows travel to the seaside?
What did Vera read?

6 a) 109 **Rudolph Glow is talking to a friend about last Saturday. Listen and finish the questions.**



1 I woke up late.
What time did you wake up?

1 I woke up late.
What time ...?
2 I phoned a friend.
Who ...?
3 We met in town.
Where ...?
4 We had a snack.
What ...?
5 We went to the park.
How ...?
6 We saw some classmates.
Who ...?
7 We talked.
What ...?

b) 109 **Listen again. Then act out the conversation with a classmate.**

c) **Now talk to your classmate about what you did last Saturday.**

I played computer games.

What game did you play?

I played ...

Grammar

Grammar spot
Past time expressions

I went shopping **last weekend**.
Did you go out **yesterday**?

Language guide p119

7 **Make true sentences about yourself with these past time expressions.**

yesterday last night last weekend
last summer last Saturday afternoon

I saw a film yesterday.
I played a computer game last night.

Check your English

8 a) **Write three questions with these words. Then answer the questions about you.**

1 What time did you wake up this morning?
I got up at 7.30.

1 this morning did what time you wake up ?

2 hang out with did last weekend who you ?

3 you go where last summer did ?

b) **Make sentences about what you did in the past. Use these verbs.**

sat rode spoke swam built
wrote wore threw hung out ran

I sat next to my friend.
I rode a horse.

45 Gulliver in Lilliput

Pronunciation and vocabulary

1 (110) **Listen and practise saying these word pairs.**

hit – hit swim – swam wake up – woke up have – had shoot – shot
understand – understood feed – fed sleep – slept take – took

2 (111) **Listen to these words and find them in the pictures in exercise 3. Listen again and practise saying the words.**

storm waves ship rock bow
soldier arrow horses wagon

Listening and reading

3 (112) **Listen and read. Use the pictures to help you understand.**



My name is Lemuel Gulliver and I'm a ship's doctor. On 5th November, 1699 there was a terrible storm. There were huge waves and my ship hit a rock. Then I swam to an island.



The next morning I woke up on the beach. There was a very small man a few centimetres from my nose. He was a soldier and had a bow and arrow and he was scared.



There were hundreds of soldiers and they all had bows and arrows. I tried to stand up but the soldiers shot arrows at me. The arrows were very small but I didn't try to stand up again.



I was very hungry. I asked for food but the soldiers didn't understand. They didn't speak English. I pointed to my mouth and they understood. Then, the soldiers fed me.



I was very tired after my meal and slept. That night the soldiers took me to their city. A thousand horses pulled the wagon.

4 Match the beginnings with the endings.

1 Gulliver's ship hit a rock.

1	Gulliver's ship	a	woke up on the beach.
2	He swam	b	arrows at him.
3	The next morning he	c	for food.
4	Gulliver tried	d	hit a rock.
5	The soldiers shot	e	took him to their city.
6	Gulliver asked	f	to stand up.
7	That night the soldiers	g	to an island.

Speaking

5 Use the sentences in exercise 4 as an outline and tell your classmates about Gulliver.

Gulliver was a ship's doctor. On the 5th of November, 1699 ...



Speaking tip
Telling a story — time expressions

On 5th November, 1699 there was ...
The next morning I woke up ...
Then I swam ...
That night the soldiers took ...

Pronunciation

a) 113 Listen and practise saying these verbs.

bring	brought	run	ran
build	built	say	said
drink	drank	sit	sat
feed	fed	swim	swam
forget	forgot	take	took
hang	hung	throw	threw
make	made	understand	understood
meet	met	wake	woke
read	read	wear	wore
ride	rode	write	wrote

b) 114 Listen. Can you hear the infinitive or the past tense? Say the answer.

bring – infinitive

c) Now test your classmate. Read the infinitive or the past tense.

Grammar

7 Complete the questions with the past simple of the verbs. Then answer the questions.

1 Where did Gulliver swim? — He swam to an island.

1 Where ... Gulliver ...? (swim)
2 Where ... Gulliver ...? (wake up)
3 ... Gulliver hungry? (be)
4 ... the soldiers ... Gulliver? (feed)
5 What ... Gulliver ... after his meal? (do)
6 Where ... the soldiers ... Gulliver? (take)

8 115

The song 'Gulliver's Story' p144

Check your English

9 Study the table and make sentences about Sue's last holiday.


Sue

swim	wear		
in the swimming pool ✗ in the sea ✓	trousers and a jumper ✗ shorts and a T-shirt ✓		
go	**eat**	**drink**	**play**
to school ✗ to the seaside ✓	pizza or chips ✗ fruit and vegetables ✓	cola ✗ juice ✓	tennis ✗ beach volleyball ✓

Sue didn't swim in the swimming pool. She swam in the sea.

10 Think of somewhere you went. For example, a party or the zoo. Write seven or eight sentences about it using the past simple.

Last week I went to the zoo. ...

46 My Life

Listening and reading

1 (116) **Listen to Anka's autobiography. Where did Anka live? Where does she live now?**

2 **Read the autobiography. Match the phrases in the text with the pictures.**



My autobiography

1997 I was born on 26th February in Poland.

1998 I took my first steps and said my first words. My first word was kot (cat in English).

1999 I got my first pet, a dog.

2000 My brother Kuba was born on 7th May.

2001 I went to nursery school. I had an operation in hospital.

2002 I got my first bike for my birthday. I learnt how to ride my bike.

2003 I started primary school and met my friends Magda and Sonia. I learnt how to swim.

2004 I began guitar lessons and I went skiing for the first time.

2005 We went on holiday to the Baltic coast and I saw the sea for the first time.

2006 I went on my first skiing holiday with my class. I won a music competition.

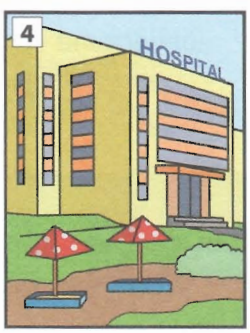
2007 My family moved to Peterborough in England. I made a new friend. Dana is from the Czech Republic and I had my first conversation in English with her.

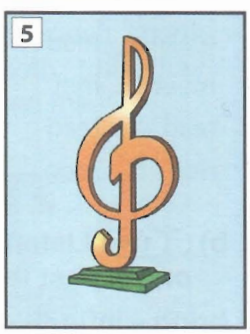
2008 I started secondary school. I wore a school uniform for the first time and made my first English friends. My grandmother visited us in the summer and we went to a theme park called Alton Towers. At Christmas we went back to Poland for two weeks and I was very excited and happy because I saw my friends Magda and Sonia again.











3 **When did Anka do these things?**

1 1998

1 take first steps
2 say first word
3 ride a bike
4 go to primary school
5 learn to swim
6 play the guitar
7 go on first skiing holiday
8 see the sea
9 win a music competition
10 speak English
11 wear a school uniform

Speaking

4 a) 117 **Listen to the questions. Look at exercise 2 and think about your answers.**

1 When was Anka born?
2 What was her first word?
3 When did she learn how to ride a bike?
4 Who did she meet in 2003?
5 Where did her family move to in 2007?
6 Who did she meet there?
7 What did she wear for the first time in 2008?
8 Who visited Anka's family in England?
9 Where did Anka and her family go at Christmas?

b) 117 **Listen again. Then work with a classmate. Take it in turns to ask and answer.**

When was Anka born?

In 1997.

Listening



5 118 **Listen. Where does Jess live now? Where did she live?**

6 118 **Listen again. Find the missing information.**

1 Jess was born in ... .
2 Jess' family moved to Kenya when she was ... years old.
3 They lived there for ... years.
4 Jess went to ... and ... school in Kenya.
5 She spoke ... and Swahili in Kenya.
6 Her family moved back to Cardiff in ... .
7 She liked life in ... more than life in ... .

Writing

7 **Write your autobiography. Use Anka's autobiography as a model.**

My autobiography

2000 I was born in Tomsk, Russia.
2001 I took my first steps and said my first word.
2002 ...



Culture spot

Fact file: The yellow-eyed penguins of New Zealand

The yellow-eyed penguin lives in New Zealand. It is one of the most endangered penguin species on the planet. It almost disappeared but now it is being protected by the Yellow-eyed Penguin Trust.

1980s	Research showed that the yellow-eyed penguin population was in danger of disappearing.
1987	Conservationists formed the Yellow-eyed Penguin Trust. They wanted to protect these penguins.
1989	The Trust started a plant nursery to grow plants and trees for the penguins' habitats.
1989–2009	The Trust built fences to protect the penguins' habitats. They also planted lots of trees and bought land to make more penguin reserves.
Today	The penguin population is increasing all the time because of the hard work of the Yellow-eyed Penguin Trust. There are now 486 pairs of penguins on the New Zealand mainland.



Discussion

In pairs, talk about why it is important to protect endangered species.

I think it's important because if a species dies, other species lose their food.

Your country fact file

Prepare a similar fact file about an endangered species or an environmental organisation in your country.

47 Reading

1 Read the extract from 'Gulliver in Lilliput'. Find out which country wanted to attack Lilliput.

Gulliver in Lilliput

I woke up inside a beautiful old temple. It was one of the biggest buildings in the whole of Lilliput. Later that day I met the Emperor. He spoke to me but I didn't understand him. He used mysterious words that I didn't know. The Emperor couldn't understand me either! It was a problem of languages.

The Emperor sent six of his best teachers to me and I learnt their language. I learnt the country's name was Lilliput and the people were called Lilliputians.

The Lilliputians called me Man-Mountain and they were still afraid of me because I was so big. The Emperor gave his soldiers an order and they looked in my pockets. They found my comb, my watch, my diary and my pistol. They took away my things, but they didn't know what they were!

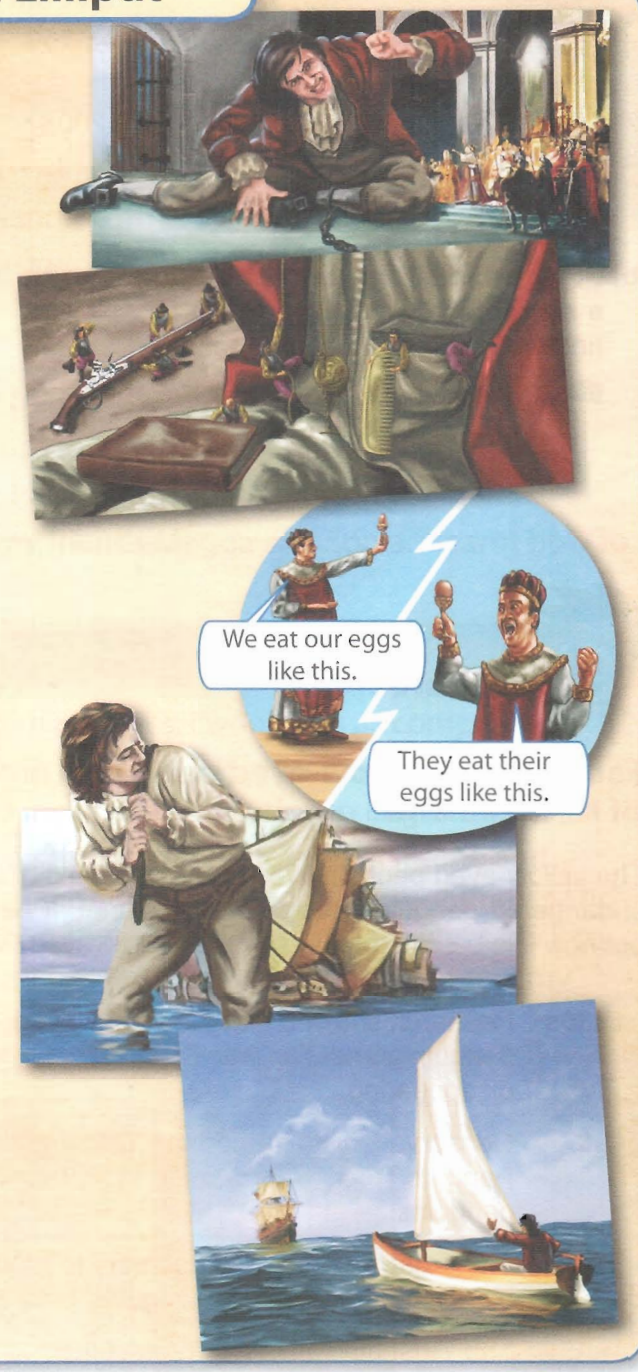
The Lilliputians were now my friends. I visited the city and played with the children in the streets.

One day the Emperor asked for my help. A country called Blefuscu planned to attack Lilliput. The Emperor explained why the Lilliputians and Blefuscudians were enemies. It was a long story.

I didn't want Blefuscu to attack Lilliput. I swam to Blefuscu and took all their ships back to Lilliput.

The Emperor was very happy and welcomed me back to Lilliput. But not all Lilliputians were happy. Some important Lilliputians didn't like me.

I left Lilliput and went to Blefuscu. The Emperor of Blefuscu was kind to me, but I wanted to go home. Finally I left Blefuscu on a boat. An English ship found me at sea and took me home.



2 Read the text again and answer the questions.

1 Where was Gulliver when he woke up?
2 Why didn't Gulliver understand the Emperor?
3 Why do you think the Lilliputians called Gulliver 'Man-Mountain'?
4 Which personal objects did the Lilliputians take from Gulliver?
5 What did Gulliver take back to Lilliput from Blefuscu?
6 How did Gulliver finally travel home?

3 Speak with a partner. How do you like travelling? Why?

48 Art

Famous figures in Russian art and culture

It is important to remember key figures in the art and culture of your country.

1 119 **Listen and repeat.**

actor singer musician director art collector founder

2 Match the words with the definitions.

1	stage name	a)	the clothes an actor wears
2	lines	b)	a person who starts a museum or a business
3	costume	c)	a person who tells actors what they must do
4	director	d)	make or invent
5	founder	e)	a name an actor uses
6	create	f)	a person who collects things
7	collector	g)	the words an actor speaks

3 Read about two famous figures in Russian art and culture. Match the pictures with the texts.


a)


b)


c)


d)

1 Konstantin Stanislavski was a famous actor and director. He was born Konstantin Sergeievich Alexeiev, in Russia in 1863. Stanislavski was his stage name. When he started acting, plays were boring because the actors spoke their lines without emotions and they didn't wear interesting costumes. Stanislavski changed this. He invented a more exciting style of acting and introduced costumes too. In 1898, Stanislavski helped to found the Moscow Art Theatre and became its director. He died in 1938. Today we remember him for his 'system' – a method for actors to create realistic characters on stage.

2 Pavel Mikhailovich Tretyakov was a famous art collector. He was born in Russia in 1832. Tretyakov was a businessman and the founder of the Moscow Merchant Bank. He loved art and he started to collect paintings when he was 24. He decided to create a national art gallery for his country. At first, he kept the paintings in a gallery in his home. In 1893, he opened the 'Pavel and Sergey Tretyakov City Art Gallery' with his brother. Today it is the State Tretyakov Gallery and it is one of the greatest museums in the world. Tretyakov died in 1898.

Project

Make a fact file about a famous figure in art and culture.

Plan
Choose a famous artist from one of these groups: music, art, theatre, literature or architecture.

Research
Go to the Internet or the library and read about his / her life. Make notes.

Prepare
Write a short paragraph about him / her.

Present your material
Illustrate the text with some pictures. Make a classroom display of famous figures in art and culture.

Language Guide

Vocabulary

Everyday activities

arrive on time
clean (my) teeth
comb (my) hair
eat cereal / a sandwich
feed the pet / fish
get dressed
make the bed
pick up clothes
put on (my) school uniform
switch off the TV

Seaside activities

build a sandcastle
have a day out at the seaside
lie in the shade / sun
ride a donkey
swim in the sea
walk along the beach
wear a wetsuit
write a postcard



boat rock ship
storm waves

Dictionary extra!

diary (n) ★★
emperor (n) ★
enemy (n) ★★★
pocket (n) ★★★
soldier (n) ★★★
temple (n) ★★
welcome (v) ★★★



Real English

Are you OK?
Oh, dear.

Grammar

Грамматическое время past simple: специальные вопросы (Wh-questions)

- Специальные вопросы задаются с целью получения уточняющей информации и начинаются с вопросительного слова. Специальные вопросы в английском языке часто называют 'Wh-questions', т. к. большинство вопросительных слов начинается с буквосочетания 'Wh'.
- Специальный вопрос (кроме вопроса к подлежащему) начинается с вопросительного слова, за которым следуют вспомогательный или модальный глагол, подлежащее и смысловой глагол.

What?	Что?	**What** did you read?
When?	Когда?	**When** did he come?
Where?	Где?	**Where** did she play?
Which?	Который? Какой?	**Which** poem did you like best?
Who?	Кто?	**Who** (Кому) did Becky call?
Whom?	Кого? Кому?	**Whom** did they meet there?
Whose?	Чей?	**Whose** pen did Sheila use?
Why?	Почему?	**Why** did she cry?
How?	Как?	**How** did you find me?
How long?	Как долго? Сколько?	**How long** did Harry wait?
How many / much?	Сколько?	**How many** did you count? **How much** did they pay?

- В специальных вопросах к подлежащему соблюдается прямой порядок слов.

What?	Что?	**What** happened to you yesterday?
Who?	Кто?	**Who** called him?

Грамматическое время past simple: указатели времени

- Часто в предложениях в past simple мы употребляем указатели времени: **last week / month / year / Saturday, ten years ago, on Tuesday, in the morning, at ten o'clock, yesterday** и др.

  I woke up **at eight o'clock**.
  My family moved here **ten years ago**.

Progress check

Check you can do these things.

1 I can use irregular verbs to describe activities in the past.

a) Make sentences about the Glows with the words in A and B.

1 Martha swam in the sea.

A		B	
1	Martha swam	a)	a wetsuit.
2	Sam and Pam built	b)	a donkey.
3	Vera read	c)	in a café.
4	Mandy wrote	d)	along the beach.
5	Rudolph hung out	e)	in the sea.
6	Helga spoke	f)	a lot of postcards.
7	Gordon rode	g)	a huge sandcastle.
8	Vincent ran	h)	in the shade.
9	Cynthia wore	i)	balls for Bonehead.
10	Bernard threw	j)	to two fishermen.

b) Describe from memory what the Glows did at the seaside.

2 I can answer past simple questions.

Answer the questions. Write full sentences.

1 I went to bed at half past nine.

1 What time did you go to bed last night?
2 Where did you go last weekend?
3 How did you travel to school this morning?
4 What did you have for breakfast?
5 When did you do your homework?
6 What time did you get up this morning?

3 I can tell the story of Gulliver arriving in Lilliput.

Work with a classmate. How quickly can you complete the story with the words in the box? Tell the story.

small waves morning arrows took thirsty meal English bow horses island food soldiers stand up wagon water centimetres hit storm hungry mouth

1 storm



My name is Lemuel Gulliver and I'm a ship's doctor. On November 5th, 1699 there was a terrible (1) ... . There were huge (2) ... and my ship (3) ... a rock. I swam to an (4) ... .

The next (5) ... I woke up on the beach. There was a very (6) ... man a few (7) ... from my nose. He was a soldier and had a (8) ... and arrow.

There were hundreds of (9) ... and they all had bows and arrows. I tried to (10) ... but the soldiers shot arrows at me. The (11) ... were very small but I didn't try to stand up again.

I was very (12) ... and (13) ... . I asked for (14) ... and (15) ... but the soldiers didn't understand. They didn't speak (16) ... . I pointed to my (17) ... and they understood. The soldiers fed me.

I was very tired after my (18) ... and slept. That night the soldiers (19) ... me to their city. A thousand (20) ... pulled the (21) ... .

Looking into the Future

9

Unit contents:

Vocabulary Everyday activities; show objects and activities; future predictions; holiday activities

Grammar Going to (plans and intentions), will (future predictions), want / let's

Skills Talk about plans and intentions
Talk about future predictions
Make suggestions
Say what we want and don't want to do
Listen to survey questions, a diary and a conversation
Read an email
Write about a perfect holiday centre

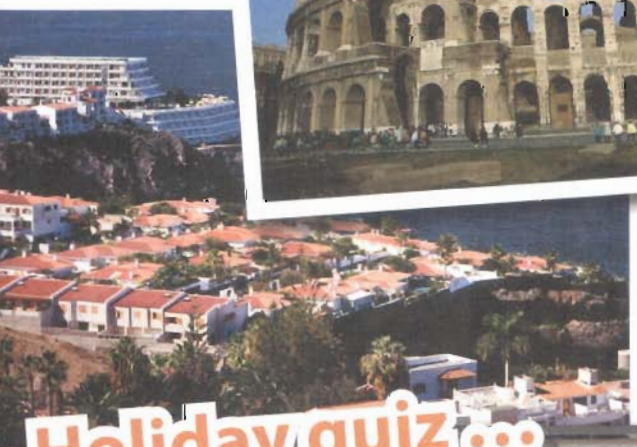
Across the curriculum Language

Culture spot Tourist attractions in Canada











Holiday quiz ...

My dream holiday is New York. What's your dream holiday?



Choose the correct answer.

1 Which European country is the most popular holiday destination?
a) France b) Spain c) Italy

2 How many people visit Paris each year?
a) 10 million b) 20 million c) 30 million

3 How long are the summer holidays for schools in Britain?
a) four weeks b) six weeks c) eight weeks

4 Which of these European holiday destinations hasn't got a beach?
a) Brighton, UK b) Trieste, Italy c) Amsterdam, Holland

49 Holiday Plans

Pronunciation

1 (120) **Listen and practise this tongue twister.**

We're going to go to the zoo to see a kangaroo ... and a panda eating bamboo, too!

Listening and reading

2 (121) **Listen and read. Match the pictures with the questions.**



1 Are you going to get up late? ..... Yes, I am. / No, I'm not.
2 Are you going to visit your relatives? ..... Yes, I am. / No, I'm not.
3 Are you going to play a lot of sport? ..... Yes, I am. / No, I'm not.
4 Are you going to surf the Web? ..... Yes, I am. / No, I'm not.
5 Are you going to read a lot of books? ..... Yes, I am. / No, I'm not.
6 Are you going to learn something new? ..... Yes, I am. / No, I'm not.
7 Are you going to hang out with your friends? ..... Yes, I am. / No, I'm not.
8 Are you going to do any schoolwork? ..... Yes, I am. / No, I'm not.

3 (121) **Listen to the survey questions again. Write your answers in your notebook.**

Speaking

4 **Carry out a class survey.**

a) Work in groups. Ask and answer the questions.

Are you going to get up late?

Yes, I am. / No, I'm not.

b) What are your classmates going to do in the holidays? Report the results to the class.

Three of us are going to get up late. ...

Grammar

5 Make questions and answers.

1 Is she going to swim? No, she isn't. She's going to lie in the sun.

1 she / swim?	lie in the sun
2 you / get up late?	get up early
3 they / surf the Web?	play a lot of sport
4 he / hang out with his friends?	visit his relatives
5 she / stay at home?	travel abroad
6 you / play the whole day?	help my parents about the house

Study skills

You can look up new vocabulary in a **monolingual** dictionary.

6 Study this dictionary entry and answer the questions.

surf [sɜ:f] verb ★
1 to ride on waves in the sea on a SURF BOARD: **go surfing** *Do you want to go surfing tomorrow?*
2 to look at various places on the Internet or on television: *She spends hours every day just surfing the Net.*

1 What **part of speech** is the word?
2 How many **meanings** has the word got?
3 Are there **examples** of how to use the word? Are they helpful?
4 What's the English for 'заниматься сёрфингом'?

Writing

7 What are your plans for next week?

a) Write a list of six or seven things you are going to do next week. Look up any new vocabulary in a dictionary.

Help parents
Visit grandparents
Paint room

b) Write about your plans for next week.

My English File

My Plans for Next Week

I'm going to help my parents in the garden. I'm going to visit my grandparents. I'm going to help my aunt paint her room ...



Grammar spot
Going to (plans and intentions)

Are you going to get up late?
Yes, I am./No, I'm not.
I'm going to/I'm not going to get up late.

Language guide p133

Speaking and listening

8 a) Two friends are going to have a sleepover tonight. What are they going to do? Make sentences with going to and these words:

watch eat drink listen play phone take
sweets cola their friends a computer game
a film some photos to music

They're going to watch a film.

b) 122 Listen and check.

Check your English

9 Make questions with these words. Then answer the questions about you.

1 tonight/ watch/ are/ TV/ you/ going to ?
2 you/ on Saturday/ meet/ going to/ are/ your friends ?
3 do/ are/ this evening/ your homework/ going to/ you ?

10 Give three answers to each question.

1 What are you going to do this summer?
2 What aren't you going to do tomorrow?

50 The Talent Show

Pronunciation and vocabulary

1 (123) **Listen to the words and find them in the pictures in exercise 3. Listen again and practise saying the words.**

costume – d

costume	judge	microphone
audience	stage	guitar

16th February @ 2pm

The School Talent Show

★ Sing!

Act! ★

Dance!

Entertain!

1st prize: Gold medal

2nd prize: Silver medal

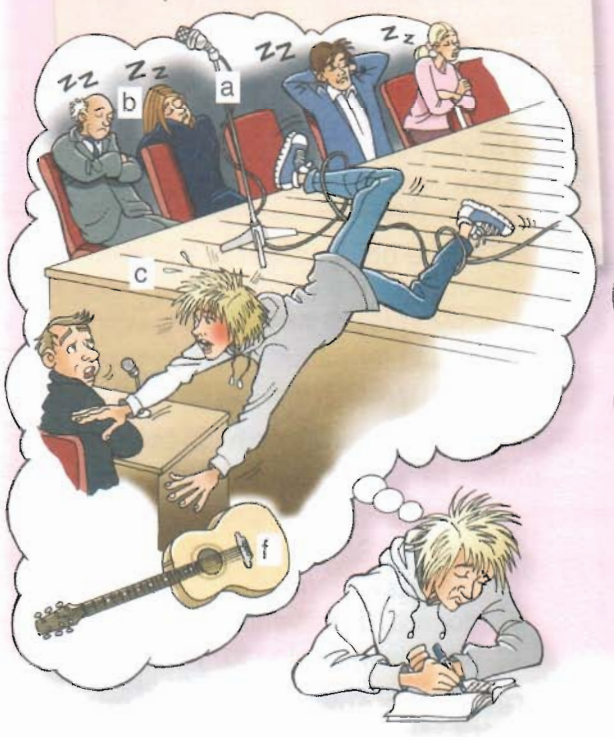
3rd prize: Bronze medal

Listening and reading

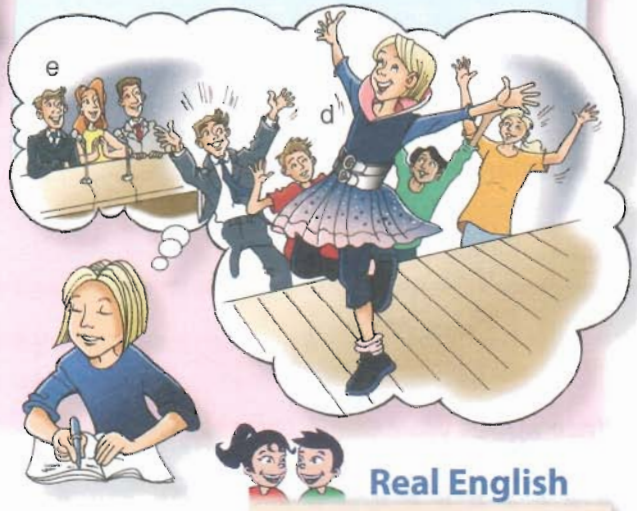
2 (124) **Listen to Phoebe and Oscar. What do they think will happen at the talent show?**

3 **Read Oscar's and Phoebe's diaries and answer the questions.**

15th February
It's the school talent show tomorrow and I'm dreading it. Will I remember the words to my song? Will the audience fall asleep? I think it'll be a disaster. I'll fall off the stage and I'll drop my guitar. The microphone won't work and my friends will laugh at me.



15th February
I can't wait for the show tomorrow! I think it'll be great! I'll dance brilliantly and I won't make any mistakes. My costume will look amazing. My friends will all cheer for me. The judges will love me and I'll win the first prize. Then my picture will be in the local newspaper and I'll be famous.



Real English

I can't wait for ...
I'm dreading it.

1 The microphone.

1 What won't work?
2 Who will fall off the stage?
3 Who will have an amazing costume?
4 Who won't make any mistakes?
5 Who will laugh at Oscar?
6 Who will love Phoebe?

Speaking

4 **Imagine you are Phoebe or Oscar. Tell your classmate what will happen to you tomorrow.**

Grammar



Grammar spot
Future predictions with 'will'

I'll fall off the stage.
My friends will laugh at me.
I won't make any mistakes.
Will I remember the words to the song?
Yes, I will./No, I won't.

Language guide p133

5 **Phoebe and Oscar are talking about the talent show. Use will / 'll or won't to complete the dialogue.**

1 will be
2 won't remember



Oscar Oh Phoebe, I'm really worried about the talent show. I'm sure it [1] ... (be) a disaster. I [2] ... (not remember) the words to my song and the judges [3] ... (hate) me.

Phoebe Don't be silly, Oscar! You [4] ... (sing) really well and you [5] ... (play) your guitar brilliantly. You [6] ... (not forget) the words to your song, and the judges [7] ... (give) you the silver medal.

Oscar The silver medal! Who [8] ... (get) the gold medal?

Phoebe I will, of course!

125 **Listen and check your answers.**

Speaking

6 **Act out the dialogue from exercise 5.**

7 **Imagine you're going to take part in a school talent show. Speak about your predictions with a classmate. Use exercise 5 as a model.**

8 **a) Write three predictions about your future. Use the ideas in the box.**

I think I'll be a teacher. I'll travel to another country and I'll speak six languages. ...

be a pop star
be a pilot
be a teacher
live in a big house
marry a famous person
have ten children
meet an important person
travel to another country
win an amazing prize
speak six languages
help other people
design an amazing invention

b) Work in pairs. Can you guess your partner's predictions?

Will you be a teacher?
Yes, I will!
Will you have ...

c) Speak about your classmate's predictions.

Misha will be a teacher. ...

Writing

9 **Write next week's horoscope for a classmate.**

My English File

Misha's Horoscope

Next week you will get some good marks. You will go to the zoo. ...

Check your English

10 **Complete these predictions with will or won't and the correct verb from the box.**

become cheer forget
dance give fall over

1 Phoebe ... well at the Talent Show.
2 The judges ... Phoebe the gold medal.
3 Phoebe ... a famous dancer.
4 Oscar ... at the Talent Show.
5 He ... the words to his song.
6 The audience ... loudly.

11 **Write four or five predictions about your future. Use your own ideas.**

51 Let's Go Rafting

Pronunciation and vocabulary

1 (126) **Listen and match these attractions with the pictures on the Funland map. Listen again and practise saying these words.**

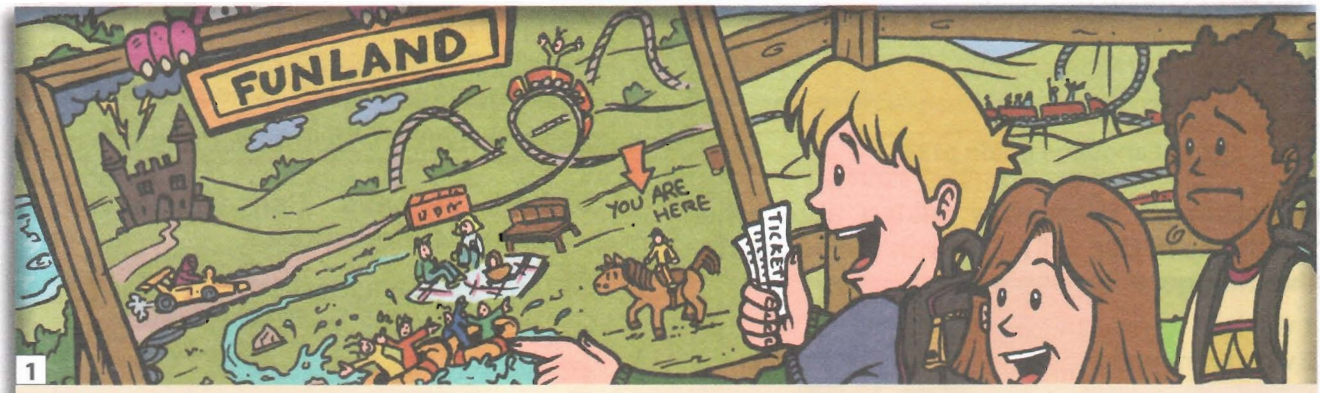
horse-riding – c

horse-riding rafting roller coaster Haunted Castle picnic go-karting

Listening and reading

2 (127) **Listen to the conversation. Say what Amy, Dan and Jim want to do at Funland.**

3 **Now read the conversation and answer the questions.**



1

Dan Great! Let's go rafting.
Amy Yes, I want to go rafting.
Dan How about you, Jim? Do you want to go rafting?
Jim No, I don't want to go rafting. It's too cold.



2

Dan I know. Let's ride the roller coaster.
Jim Yes, that's a good idea.
Dan How about you, Amy? Do you want to ride the roller coaster?
Amy No, I don't. It's too scary.



3

Amy I know. Let's go horse-riding.
Dan No, I don't want to go horse-riding. I'm afraid of falling off.



4

Jim I know. Let's have a picnic.
Amy / Dan Yes, that's a great idea. Let's do that.



Real English

How about you?
It's too cold / too scary.
I know.
That's a great idea.

1 Who wants to go rafting?
2 Who doesn't want to ride the roller coaster?
3 Who doesn't want to go horse-riding?
4 Who wants to have a picnic?

Speaking

4 **Work in groups of three. Act out the conversation in exercise 3.**

Grammar

Grammar spot
Want to / Let's + infinitive

Want to

Do you **want to go** rafting? Yes, I do. / No, I don't.
I **want to go** rafting.
I **don't want to go** rafting.

Let's

Let's ride the roller coaster.

5 a) **What do you want to do at Funland? Make suggestions with Let's or Do you want to ...**

1 Let's go rafting. / Do you want to go rafting?

1 go rafting	4 have a picnic
2 ride the roller coaster	5 visit the Haunted Castle
3 go horse-riding	6 go go-karting

b) **Listen to your classmate's suggestions. Then answer with: Yes, that's a good idea. Let's do that. Or No, I don't want to do that. It's too ...**

Let's go rafting.
Yes, that's a good idea. Let's do that.

6 (129)

The song 'Let's Go to Funland' p145

Speaking

7 **Work with a classmate. Speak about your plans for a day out. Use:**

A Let's ...
B No, I don't want to ...
It's too cold / scary / difficult / boring / ...
A What do you want to do?
B I want to ...
A That's a good idea! Yes, let's ...

Let's go to the park.
No, I don't want to ...

Listening

8 (129) **Listen to Amy, Jim and Dan talking after their picnic. What place do all the children want to visit?**

9 (129) **Listen again and answer these questions.**

1 What do Amy and Dan want to do?
2 Why doesn't Jim want to do that?
3 What does Jim want to do?
4 Do Amy and Dan want to do that too?

Pronunciation

10 (130) **Listen and practise the tongue twister.**

Ronald rode a scary red roller coaster after riding horses with Rosie.



Now say the tongue twister really fast.

Check your English

11 **Choose the correct words.**

1 Let's **go** / **to go** to the cinema.
2 Do you want **watch** / **to watch** TV?
3 Let's **play** / **to play** tennis.
4 I don't want **have** / **to have** breakfast.

12 **Match the beginnings and the endings of the phrases. Write if you like or don't like these attractions.**

1 visit the Haunted Castle

1	visit	a	the roller coaster
2	go	b	the Haunted Castle
3	have	c	horse-riding / go-karting / rafting
4	ride	d	a picnic

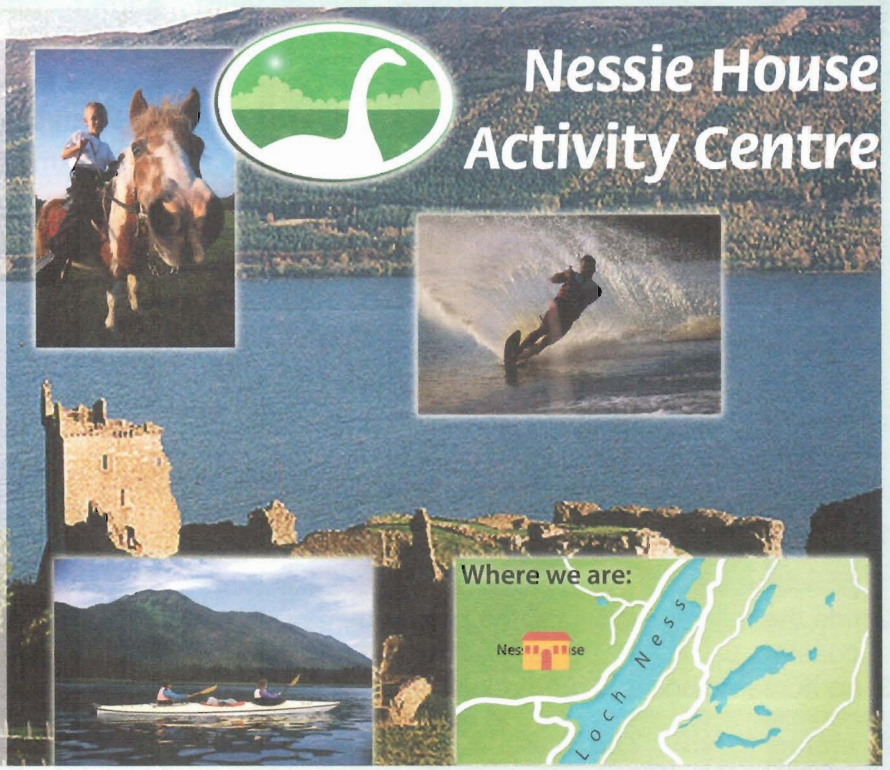
I like visiting the Haunted Castle. It's fun.

52 Loch Ness Holiday

Listening and reading

1 a) 131 Listen and read. Where is Nessie House?

Nessie House is on the famous Loch Ness in Scotland and it's the perfect place for an exciting holiday. When you come, you will stay in rooms for four, eight or twelve people. During the day you will learn three new activities with expert teachers or instructors. And in the evenings you will go to the Monster Café and play table tennis, video games, board games or watch films in our cinema room.



b) Imagine you are going to visit Nessie House with three classmates. Complete the booking form.

Booking form

1 How are you going to travel to Nessie House?

- By train ☐
- By coach ☐
- By car ☐

2 Which room do you want to book?

- Room for 4 people ☐
- Room for 8 people ☐
- Room for 12 people ☐

3 What activities do you want to do during the day? Tick three boxes.

Canoeing	☐	Acting	☐
Rock climbing	☐	Arts and Crafts	☐
Water skiing	☐	Horse-riding	☐

4 Which is your favourite evening activity? Tick one box.

Table tennis	☐	Video games	☐
Board games	☐	Films	☐

5 What meals do you want to have at Nessie House?

Breakfast ☐ Lunch ☐ Dinner ☐

You can also order packed lunches.
Tick this box to order packed lunches. ☐

Speaking

2 a) 132 Look at the booking form. Listen and practise asking the questions.

1 How are you going to travel to Nessie House?
2 Which room do you want to book?
3 What activities do you want to do during the day?
4 Which is your favourite evening activity?
5 What meals do you want to have at Nessie House?
6 Do you want a packed lunch?

b) Work with a classmate. Ask and answer the questions.

How are you going to travel to Nessie House?

By car.

Listening

3 a) 133 Look at the booking form and listen to Joanna.



b) 133 Listen again. Are these sentences true or false?

1 Twenty students went on the school trip to Scotland.
2 They travelled to Loch Ness by plane and coach.
3 Joanna chose canoeing, rock climbing and acting for her activities.
4 They had three meals a day in Nessie House.
5 They saw the Loch Ness Monster.

Writing

4 Write a description of your perfect holiday centre. Use the description in exercise 1 as a model.

Lake House Holiday Centre

Lake House is on the shore of Lake Como in Italy. It's a perfect place for an exciting water sports holiday ...



Culture spot

Fact file: Tourist attractions in Canada

Canada is a wonderful country with plenty of things to see and do. There are lots of exciting tourist attractions for all the family. Read about a few.

Name:	The Rocky Mountain Rail Tour Company	The Quebec Winter Carnival	Native American village	Aurora Borealis
Where?	The Canadian Rockies, British Columbia	Quebec	SGang Gwaay, British Columbia Coast	Yukon
What?	A train ride through the Yoho National Park	Dog sled rides, concerts, skating, parades	Ancient totem poles	Colourful lights in the northern sky

Discussion

In pairs, talk about which of these places you'd like to visit. Give reasons.

I'd like to go to the carnival in Quebec because I love watching parades.

Your country fact file

Prepare a similar fact file about some tourist attractions in your country.



53 Reading

1 Read the email quickly. Find out which type of transport Carl's father hates.

Wish You Were Here!



Hi Sasha,

Thanks for your email. Your camping holiday in Ireland sounds fantastic. Take lots of photos! I'm going to leave for Spain in an hour so I haven't got much time right now. Dad said there's going to be Internet in the hotel so let's chat tomorrow!

It's going to take nearly a whole day to get there. First Uncle Tony is going to take us to the train station in his car. Then we're going to catch a train to London. We're going to take the tube across London to the airport. It's underground railway, but everyone calls it 'the tube'. I'm a bit nervous about flying. It's going to be my first time in an aeroplane. Mum thinks I'm going to enjoy it but I'm not sure!

We're going to stay in a hotel and Dad told me there's going to be a special club there for kids. I don't know what they are going to do in this club, but I want to learn some Spanish so I hope the other children are not all English like me! I'm going to take my sister's digital camera. Let's compare holiday photos!

It's nearly time to go. I don't want to be late or Mum will be in a bad mood all day! She isn't very happy with Dad because she wanted to get a bus to the airport. Dad hates travelling by bus!

Speak soon,
Carl

Send Cancel

2 Read the email again and choose the correct words.

1 **Sasha / Carl** is on holiday in Ireland.
2 There's going to be Internet **on the train / in the hotel**.
3 Carl is **excited / nervous** about travelling by aeroplane.
4 Carl wants to meet children from **England / Spain**.
5 Carl's going to take his **mother's / sister's** camera on holiday.
6 Carl's mother wanted to catch a **train / bus** to the airport.

3 Speak with a partner. Which transport do you normally use when you go on holiday?

54 Language



The future of English

1 Match the words with the definitions.

1	native speaker	a)	from another country
2	non-native speaker	b)	able to speak three languages
3	foreign	c)	able to speak many languages
4	basic skill	d)	a person who speaks a language they learnt at school
5	trilingual	e)	something you need to know how to do in order to live (eg, reading or writing)
6	multilingual	f)	a person who speaks the language of their parents

It is impossible to know what is going to happen in the future, but language experts have lots of ideas about what is going to happen to English.

2 Read these predictions about the future of English and answer the questions that follow.

Today there are more non-native speakers than native speakers. Experts say that their number will grow in the future even faster. One of the reasons is that more and more people around the world need English for business and communication. English is also the language of economics, technology, advertising and tourism. Another reason is effective teaching techniques. Today you can even study English online!

Experts predict that, in the future, the type of English that we learn at school will change. There will be less focus on grammar and accuracy. Teachers will concentrate more on speaking and writing skills, making sure that students learn how to communicate well.

More and more schools around the world will start teaching school subjects like Maths and Science in English. This means that Maths and Science teachers will need to have a good level of English themselves.

Experts also believe that children will soon start learning English from an earlier age. This is already happening in some countries, where pupils as young as two years old have an hour or two of English each week.

In the future English will change from being a 'foreign language' to a 'basic skill'. At the same time, people will learn other foreign languages. More people will be bilingual, trilingual and multilingual.

1 What are the two types of English speakers?
2 Which skills will English teachers focus on in the future?
3 What will happen to the age of English students in the future?
4 Which of the experts' predictions do you think will come true? Why?
5 Do you think studying English online is effective? Why?

Project

Make an English language poster.

Plan
Choose a subject from these: Economics, Technology, Communication, Advertising, Tourism.

Research
Work in a group. Brainstorm a list of words and phrases related to your topic.

Prepare
Check the spelling in a dictionary.

Present your material
Make a poster with the topic in the middle and the words around the outside. Use different coloured pens for each word.

Language Guide

Vocabulary

Free-time activities

get up late
hang out with friends
help parents about the house
learn something new
listen to music
play a lot of sport
read a lot of books
stay at one's house for a sleepover
surf the Web
take some photos
travel abroad
visit relatives

Show

audience
costume
guitar
judge
microphone
stage
cheer for somebody
win the first prize / the gold medal

Future predictions

be a pilot
be a pop star
be a teacher
design an amazing invention
have ten children
help other people
live in a big house
marry a famous person
meet an important stranger
speak six languages
travel to another country
win an amazing prize

Holiday activities

go-karting
horse-riding
rafting
canoeing
water skiing
rock climbing
playing board games / table tennis / video games
having a picnic
riding the roller coaster
visiting the Haunted Castle

Dictionary extra!



chat (v)★★
digital (adj)★★
nearly (adv)★★★
nervous (adj)★★
tube (n)★★



Real English

I can't wait for …
I'm dreading it.
How about you?
It's too cold / too scary.
I know.
That's a great idea.

Grammar

be going to

Утвердительные предложения

Полная форма	Краткая форма
I **am going to** sleep.	I'**m going to** sleep.
You **are going to** sleep.	You'**re going to** sleep.
He / She / It **is going to** sleep.	He / She / It '**s going to** sleep.
We / You / They **are going to** sleep.	We / You / They '**re going to** sleep.

Отрицательные предложения

Полная форма	Краткая форма
I **am not going to** sleep.	I'**m not going to** sleep.
You **are not going to** sleep.	You **aren't going to** sleep.
He / She / It **is not going to** sleep.	He / She / It **isn't going to** sleep.
We / You / They **are not going to** sleep.	We / You / They **aren't going to** sleep.

Вопросы и краткие ответы

Вопрос	Краткий ответ
Am I **going to** sleep? **Are** you **going to** sleep?	Yes, I **am**. No, I **am not**.
Is he / she / it **going to** sleep?	Yes, he / she / it **is**. No, he / she / it **isn't**.
Are we / you / they **going to** sleep?	Yes, we / you / they **are**. No, we / you / they **aren't**.

- Конструкция **be going to** употребляется для описания планов или выражения намерения совершить какое-либо действие.

  I **am going to** visit my aunt next week.

Грамматическое время future simple

Утвердительные предложения

Полная форма	Краткая форма
I / You **will** work.	I / You '**ll** work.
He / She / It **will** work.	He / She / It '**ll** work.
We / You / They **will** work.	We / You / They '**ll** work.

Отрицательные предложения

Полная форма	Краткая форма
I / You **will not** work.	I / You **won't** work.
He / She / It **will not** work.	He / She / It **won't** work.
We / You / They **will not** work.	We / You / They **won't** work.

Вопросы и краткие ответы

Вопрос	Краткий ответ
Will I / you work?	Yes, I **will**. No, I **won't**.
Will he / she / it work?	Yes, he / she / it **will**. No, he / she / it **won't**.
Will we / you / they work?	Yes, we / you / they **will**. No, we / you / they **won't**.

- Время **future simple** употребляется для выражения действий, которые, как предполагает говорящий, произойдут в будущем.

  I think I'll **be** an artist.

- Время **future simple** также употребляется для выражения предположения о том, какая будет погода.

  It **will be windy** tomorrow.

- Время **future simple** также употребляется для выражения спонтанно принятых решений.

  I'm hungry. I'll **make** a sandwich.

- Время **future simple** также употребляется в тех случаях, когда даётся обещание выполнить какое-либо действие.

  I'll **do** my homework.

Progress check

Check you can do these things.

1 I can talk about plans and intentions.

Match the activities with the pictures. Make true sentences about your plans for this summer using going to / not going to and the activities.

visit relatives do school work stay in bed all morning
hang out with friends play a lot of sport

1  2  3  4  5 

1 I'm going to hang out with my friends.

2 I can make suggestions.

a) Name the activities. Use the initial letters to help you.

1 
h...-r...

2 
r...

3 
g...-k...

4 
r... c...

5 
c...

6 
w... s...

b) Make suggestions with Let's ... for each picture.

1 Let's go horse-riding.

3 I can write about what I want to do.

Write five sentences about what you want to do this weekend.

I want to go to the cinema. ...

4 I can write about what I don't want to do.

Fill in the gaps to make true sentences about you.

1 I don't want to go rock climbing. It's too scary.

1 I don't want to ... It's too scary.
2 I don't want to ... It's too difficult.
3 I don't want to ... It's too boring.
4 I don't want to ... It's too cold.

5 I can make predictions about the future.

Make questions. Then ask and answer with a classmate.

1 live in another country?
2 get married?
3 be famous?
4 be rich?
5 be happy?

Will you live in another country?
No, I won't.

Revision

1 Complete the dialogue with 'was', 'wasn't', 'were' or 'weren't'.

1 **A** ... you late for school this morning?
B No, I ... . I ... on time.

2 **A** ... all the students there?
B No, they ... . Two students ... late.

3 **A** ... your teacher happy?
B No, she ... . She ... very sad.

2 Choose the correct word.

A Did you **go / went** to the park yesterday?
B Yes, we **do / did**. We **go / went** in the afternoon.
A Did you **play / played** handball?
B No, we **don't / didn't** play handball. We **play / played** tennis.

3 Sam always does the same things every day. Read the text then write what he did yesterday.

He got up at half past seven and he had a shower. ...

He gets up at half past seven and he has a shower. Then he has breakfast. He leaves home at twenty past eight and walks to school. He arrives at school at a quarter to eight. He meets his friends after school. They play football. Then he goes home and watches TV. Then he does his homework. Then he reads a book and listens to music. Then he goes to bed.



4 Make phrasal verbs. Then match the verbs with the pictures.

1	switch	**a**	up
2	put	**b**	up
3	pick	**c**	on
4	wake	**d**	off

1 

2 

3 

4 

5 Make questions. Then answer about yourself.

1 What time / yesterday / wake up / you / ?
2 Who / you / last holiday / make friends with / ?
3 your classes / When / last Tuesday / finish / ?
4 you / Where / travel / two years ago / ?
5 last week / What book / you / read / ?

6 How many of these things are you going to do tonight? Make sentences with 'I'm going to' / 'I'm not going to'.

1 watch TV
2 do some homework
3 read a book
4 go to bed early
5 tidy my room
6 play computer games

7 Make suggestions with 'Let's' and 'Do you want to'.

1 Let's go rafting.
Do you want to go rafting?

1 go rafting
2 go rock climbing
3 go go-karting
4 have a picnic
5 ride the roller coaster
6 go horse-riding

8 Use 'will' and the phrases in brackets to make sentences about the future.

1 It's very cold. I think it'll snow tomorrow.

1 It's very cold. (snow tomorrow)
2 I like pop music. (buy a CD)
3 The school's netball team is good. (win the match)
4 My mum's birthday is on Friday. (make a cake)
5 I like Chemistry. (be a scientist)

9 Write Oscar's and Phoebe's predictions about the School Talent Show.

1 I will drop my guitar.

1 I / drop my guitar.
2 The microphone / not work.
3 My friends / laugh at me.
4 I / dance really well.
5 I / not make any mistakes.
6 My costume / look amazing.



10 Write these people's jobs.

1 Marie Curie
2 Charlotte Brontë
3 Leonardo da Vinci
4 Alexander Popov
5 Anna Pavlova
6 Jesse Owens
7 Maria Montessori
8 Nicolaus Copernicus

11 Make phrases to describe a day out at the seaside.

1 build
2 have
3 lie
4 ride
5 swim
6 walk
7 wear
8 write

a a postcard
b in the shade
c along the beach
d a wetsuit
e in the sea
f a day out
g a donkey
h a sandcastle

Song

1 10 **Read the song. Guess the missing prepositions. Then listen and check.**

on in under next to

My Sister Jessie





Chorus
My sister, Jessie,
Is messy, messy, messy.
Monday through to Friday,
Her bedroom is untidy.



She says ...
Where's my T-shirt?
It's over there!
Where's my homework?
It's (1) ... the chair!
Where are my trainers?
They're (2) ... the floor!
Where are my books?
They're (3) ... the door!

Chorus



She says ...
Where are my sweets?
They're (4) ... the box.
Where's my hairbrush?
It's (5) ... your socks!
Where's my magazine?
It's (6) ... your bed!
Where's my favourite hat?
It's (7) ... your head!

Chorus

2 **Role play the dialogue between Jessie and her brother.**

Where's my T-shirt?

It's over there, Jessie.

3 10 **Listen again and sing along.**

Mini project



1 Read David's profiles of his heroes. Can you add any information about the two people?

My Heroes

Ronaldinho

Occupation
He is a footballer.

Name
Ronaldo de Assís Moreira

Date of birth
21 March, 1980

Place of birth
Porto Alegre, Brazil

National Team
Brazil
Number 10



Eddie Murphy



Occupation
He is a film star.

Name
Edward Regan Murphy

Date of birth
3 April, 1961

Place of birth
Brooklyn, New York

Films
The Nutty Professor
Beverley Hills Cop
Shrek (he is the donkey!)

My favourite Eddie Murphy film
Daddy Day Care

David

2 Write profiles of two famous people.

3 Show your profiles to your classmates. Answer any questions.

Song

1 (24) **Listen to the song. What has the singer got? Choose the things from the box.**

mobile phone	sweets	books	keys	apple
chocolate bar	sandwiches	car	teddy bear	

It's the Weekend



I've got some books and a mobile phone.
My bag is packed, I'm ready to go.
I've got an apple and a chocolate bar.
My mum, dad and brother are in the car.

Chorus

Yeah, yeah, it's a beautiful day,
It's the weekend.
Yeah, yeah, everything's OK,
It's the weekend.
Yeah, yeah, we're on our way,
It's the weekend.
HURRAY!

I've got some sweets and my brother's got a teddy bear.
My bag is packed, are we almost there?
We've got a ball for the beach and a magazine.
The sky is blue and the grass is green.

Chorus

2 **Tell your classmates what the singer has got for the weekend.**

3 (24) **Listen again and sing along.**

Mini project



Fantasy Interview

1 Read Andrea's interview. Can you guess the name of her character?

Interview with X

A What's your name?
B My name's X.
A Where are you from?
B I'm from Duckberg in the USA.
A Have you got a girlfriend?
B Yes, I have.
A What's her name?
B Her name's Daisy.
A Have you got any nephews?
B Yes, I have. Their names are Huey, Dewey and Louie.
A What's your favourite food?
B Pancakes.
A What's your favourite sport?
B My favourite sport is swimming.
A Who's your best friend?
B Mickey.
A What colour are your feet?
B Orange.
A Thank you, Mr X. And goodbye.
B Quack.

Andrea

2 Choose a character from a cartoon, film or TV programme. Find more information about your character on the Internet or in books.

3 Write an interview with your character. Don't write the name or show your classmates!

4 Read out your interview to the rest of the class. Can your classmates guess who the famous character is?

Song

1 38 **Read the song and guess the missing words. Then listen and check.**

always often sometimes never



My Best Friend

You're (1) ... on time, you're (2) ... late,
You don't get up before half past eight.
You're (3) ... happy and you're (4) ... sad,
But you're my best friend, and that's not bad.

Chorus

Oh yes, you're my best friend.
You know it's true,
You're my best friend.
Oh yes, you're cool.

You have biscuits for breakfast and you (5) ... eat fruit,
You don't remember birthdays but you (6) ... tell the truth,
You're (7) ... sweet and you're (8) ... mad.
But you're my best friend, and that's not bad.

Chorus

You get up at midnight and look at the stars,
You (9) ... eat your friends' chocolate bars.
You sleep under your bed and you skateboard to school,
But you're my best friend, and that's pretty cool.

Chorus

You like bananas on your pizza and ham in your cake,
You put crazy stickers on your pencil case.
You wear a purple hoody, a red hat and orange shoes,
But you're my best friend, and that's the truth.

Chorus

2 **Tell your classmates what the singer's best friend is like. Tell the class about your best friend.**

3 38 **Listen again and sing along.**

Mini project

1 Read Julia's description. What do you like about her weekend?

My Dream Weekend

Do you like my dream weekend?

Saturday

In the morning ...
I sleep a long time and wake up at half past ten. Then I get up and have a big breakfast.



In the afternoon ...
I haven't got any homework and my mum says don't clean your room today! I meet my friends in town and we go shopping. I buy new jeans and a top.

In the evening ...
We go to a pizza restaurant and have a big pizza. Then we go to the cinema. I go to bed at midnight!



Sunday

In the morning ...
I sleep a long time and get up at half past ten. I have a healthy breakfast of orange juice and cereal.

In the afternoon ...
It's a beautiful day and I go cycling with my brother and sister. We go to the forest and swim in the lake.



In the evening ...
I have dinner with my family and we watch TV. I'm tired and I go to bed at nine o'clock. It's the end of my dream weekend!

Julia

2 Write about your dream weekend. Draw pictures or cut out photos from magazines.

3 Exchange descriptions with your classmates. Do they like your dream weekend?

Song

1 51 **Listen to the song and say when the Rock star does these things – from Monday to Friday or at the weekends.**

skate to school clean the floor play the guitar
write songs dance eat a cheese salad sandwich

Rock Star

I make the bed every morning at eight,
I tidy my room and put on my roller skates.
I skate to school five days a week.
I do my homework in the evening and
I clean my teeth.

Monday to Friday, I work and do my chores –
I read my books and I clean the floors.
But at the weekends, I sing and play the guitar
because I'm a famous rock star!

Chorus

It's the weekend now and I'm singing,
I'm dancing,
I'm writing songs and having fun.
It's the weekend now and I'm singing,
I'm dancing,
I'm singing my song, it's number one!

I eat my lunch at school with my mates –
A cheese salad sandwich and a piece of cake.
We take the bus home and we hang out after school.
My friends don't know my secret, and that is cool.

Yes, on Saturday and Sunday I don't work, or do my chores –
I don't read my books or clean the floors,
Because I'm a world famous rock star
And at the weekends, I sing and play the guitar!

Chorus

2 **Tell the class what things the Rock star does during the week and what things he does at the weekends. Then tell the class about you.**

3 51 **Listen again and sing along.**

Mini project

1 Read about Jasmine's robot. Can you think of some more things Jasmine's robot does?

My Useful Robot



My robot makes breakfast every morning.
She does my Maths homework.
She sings to me every night.
She brings me breakfast in bed on Sunday mornings.
She tidies and cleans my room.
She looks after my little brother.
She eats the food I don't like.



Jasmine

2 Invent a robot and write a description. For example, a sporty robot, an intelligent robot, a funny robot. Illustrate with pictures.

3 Exchange robots with your classmates. Choose the most useful robot.

Song

1 64 **Listen to the song and say who is ... .**

a) the sportiest
b) the most generous
c) the most talkative
d) the most hard-working
e) the oldest
f) the youngest
g) the funniest

Our Family

I'm the best with computers,
I'm really good at IT.
My cousin Joe is the sportiest,
He loves to do PE.
My uncle Fred's the most generous,
He buys presents as big as a house.
My brother Mike's the most talkative,
He loves chatting, even to a mouse!

Chorus

Welcome to our family,
We're the friendliest people in town!
Welcome to our family,
We're the happiest people around!



My mum is the most hard-working,
She's always got things to do.
My great-grandma is the oldest,
She's one hundred and two.
My cousin Jen's the youngest,
She's only one and a half.
My sister Sue is the funniest,
She makes everybody laugh.

Chorus



2 **Tell your classmates about the singer's family. Describe your family to the class.**

3 64 **Listen again and sing along.**

Mini project



1 Read Marina's descriptions of Beyoncé and Rihanna. Do you agree with her?

Beyoncé is a R&B singer

She is also a songwriter, film star and fashion designer. She is American. She is older than Rihanna. Two of her most successful songs are 'Crazy in Love' and 'Baby Boy'. Two of her films are The 'Pink Panther' and 'Dreamgirls'.



Rihanna is a singer



She is from Barbados in the West Indies. She is taller than Beyoncé. Her most famous song is called 'Umbrella'. I think Rihanna is a better singer than Beyoncé. I think she is more beautiful than Beyoncé.

Marina

2 Write a profile comparing two famous people.

3 Show your descriptions to your classmates. Answer any questions.

Song

1 80 **Read these statements about Dream Park and guess if they are true or false. Then listen and check.**

a) You can lie on the grass.
b) You can't wear roller skates.
c) You can do anything.
d) You can't ride your bikes.
e) You can't kick a ball.
f) You can climb the trees.

Dream Park

Chorus

We've got our own rules, in our Dream Park,
Life's pretty cool, in our Dream Park,
We can have a great time, in our Dream Park,
We're always fine, in our Dream Park.

You can lie on the grass,
You can jump and sing,
You can wear roller skates,
You can do anything.
But you have to have fun
in the rain, in the sun
in our Dream Park,
in our Dream Park.

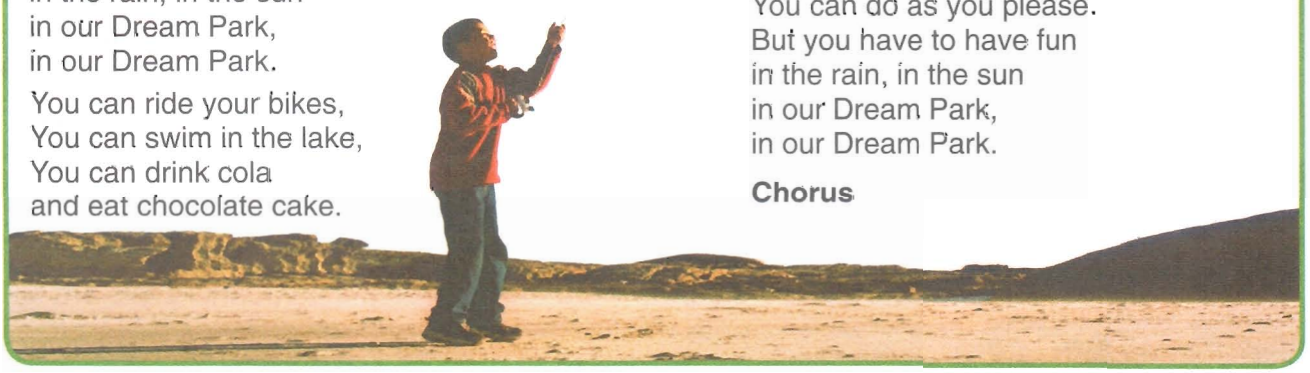
You can ride your bikes,
You can swim in the lake,
You can drink cola
and eat chocolate cake.

But you have to have fun
in the rain, in the sun
in our Dream Park,
in our Dream Park.

Chorus

You can kick a ball,
You can climb the trees,
You can fly a kite,
You can do as you please.
But you have to have fun
in the rain, in the sun
in our Dream Park,
in our Dream Park.

Chorus



2 **Tell the class about the rules in Dream Park. Which rules do you like best? Why?**

3 80 **Listen again and sing along.**

Mini project



1 Read Karen's quiz. Answer the questions.

How much do you know about music?

a) **What is the name of this musical instrument?**
A guitar
B keyboards
C harp



b) **How many famous composers do you know? Name as many as you can.**

c) **Match the dance with a country.**

1	Samba	a)	Austria
2	Tango	b)	Spain
3	Waltz	c)	Brazil
4	Flamenco	d)	Argentina

d) **What is the odd word out?**
hip hop piano jazz country pop classical

Karen

2 Write a quiz about one of your favourite topics. Here are some ideas.
Art Animals TV shows
Films Books Celebrities

3 Ask your classmates to write answers to your quiz.

Song

1 99 **Read the song and fill in the gaps with the verbs in the box. Then listen and check.**

camped counted cycled danced listened played
sang swam took travelled went were

Last Summer

Last summer we (1) ... to the mountains
and then we (2) ... the fast train to Rome.
Last summer we (3) ... to Paris
and then we (4) ... all the way home.

Chorus

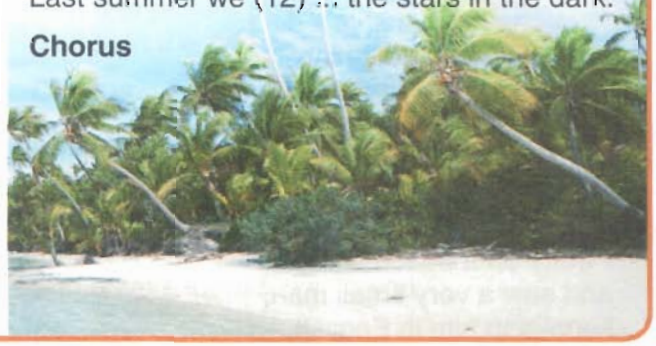
Now it is winter.
The sky is cold and grey.
But I remember last summer,
I had fun every day.

Last summer we (5) ... to music
and then we (6) ... in the sea.
Last summer we (7) ... on the beach,
Last summer, oh yes, we (8) ... free.

Chorus

Last summer we (9) ... songs together
and then we (10) ... volleyball in the park.
Last summer we (11) ... on the beach,
Last summer we (12) ... the stars in the dark.

Chorus



2 **Tell the class about the singer's last summer holiday. What did you do last summer?**

3 99 **Listen again and sing along.**

Mini project



1 Read Paul's story. What do you think is the most fantastic part of his story?

My Fantastic Day



I got up late and had a dinosaur for breakfast.



Then I went shopping and bought a Ferrari.



Then I went to the park and played a game of football with David Beckham.

In the afternoon I flew to New York.



In the evening I drove around New York City in a limousine.





And then I woke up!

Paul

2 Make a poster about a fantastic day. Use pictures from magazines to help you write the story.

3 Show your poster to your classmates.

Song

1 115 **Put the events in the correct order. Then listen and check.**

a) I swam to an island.
b) I travelled to a city.
c) My ship hit a rock.
d) I woke up on a beach.
e) The soldiers fed me.
f) They shot arrows at me.
g) There were hundreds of soldiers on the beach.



Gulliver's Story

Chorus

Listen, will you listen
to this story of mine,
When I was a ship's doctor
in sixteen ninety-nine?

My ship hit a rock
in a terrible storm.
I swam to an island
and I slept until dawn.*

I woke on a beach
and saw a very small man,
I spoke to him in English,
He did not understand.

There were hundreds of soldiers
on the beach, by the sea,
They were tiny but dangerous
and they shot arrows at me.

I was hungry and thirsty,
I wanted to eat,
and so the soldiers fed me,
then I slept on the beach.

A thousand horses pulled a wagon,
and I travelled in the night
To a beautiful city
with a palace, fine and bright.

Chorus

*dawn = when the sun rises in the morning

2 **Work with a classmate. Do you know what happened to Gulliver next? Discuss and make up an ending to the song.**

3 115 **Listen again and sing along.**

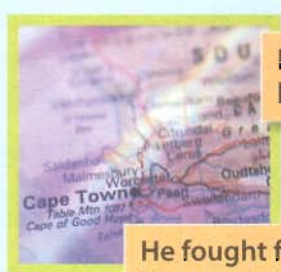
Mini project

1 Read about Paul's hero. Do you know his name?

My Hero



My hero was born in South Africa in 1918.



He studied law and became a politician.

He fought for human rights.



He spent 27 years in prison.

He was the President of South Africa from 1994 to 1999.

He became famous all over the world.

2 Write about a famous person. Don't write the name.

3 Read about your classmates' heroes. Can you guess the names?

Paul

Song

1 (145) **What does the singer want to do in Funland? Guess five correct activities. Then listen and check.**

a) ride the roller coasters
b) eat hamburgers
c) go rafting
d) have a picnic
e) go to the Haunted Castle
f) go go-karting
g) take a lot of photos



Let's Go to Funland!

I want to visit Funland,
I want to ride the roller coasters with you.
[too scary!]
I want to eat hot dogs and ice cream
and go horse-riding with you.

Chorus

I want to have some fun.
How about you?
Yes, let's have some fun,
Let's go to Funland, me and you!

I want to visit Funland,
I want to go rafting with you. [too cold!]
I want to have a picnic
and sit in the park with you.

Chorus

I want to visit Funland,
I want to go to the Haunted Castle with you.
[Let's go!]
I want to take a lot of photos
and have a lot of fun with you.

Chorus

2 **Tell the class about what the singer wants to do in Funland. Do you want to visit Funland? Why?**

3 (145) **Listen again and sing along.**

Mini project

1 Read Terry's advertisement. Do you think Newtown Linford is a good place for a holiday?

Holiday advertisement

Welcome to Newtown Linford
I live in a village called Newtown Linford. It's in Leicestershire, England and it's a lovely place for a holiday.



How to get there
By car – The M1 motorway
By air – East Midlands Airport
By train – Leicester Station and then by bus

A good place to stay
The Bradgate B&B. It costs £30 per person per night.

A good place to visit
Bradgate Park. You can see deer and an old castle. This castle was the home of Lady Jane Grey.



A good place to eat
Chanwood Teashop has tea and cakes. The cakes are delicious.

Terry

2 Make a holiday advertisement for your hometown.
3 Show your advertisement to your classmates.

Aa

abroad (adv) [ə'brɔ:d] за границей
accuracy (n) ['ækjʊrəsi] точность, правильность
actor (n) ['æktə(r)] актёр
advertising (n) ['ædvə(r),taɪzɪŋ] реклама
Africa (n) ['æfrɪkə] Африка
age (n) [eɪdʒ] возраст
ago (adv) [ə'gəʊ] (тому) назад
air (v) [eə(r)] проветривать
always (adv) ['ɔ:lweɪz] всегда
amazed (adj) [ə'meɪzd] изумлённый
amazing (adj) [ə'meɪzɪŋ] изумительный
America (n) [ə'merɪkə] Америка
ancient (adj) ['eɪnʃ(ə)nt] древний
ant (n) [ænt] муравей
antelope (n) ['æntɪ,ləʊp] антилопа
antonym (n) ['æntənɪm] антоним
appear (v) [ə'pɪə(r)] появляться
Arabic (adj) ['ærəbɪk] арабский
architecture (n) ['a:(r)kɪ,tektʃə(r)] архитектура
argue (v) ['a:(r)gju] спорить, утверждать
arrive (v) [ə'raɪv] приезжать, прибывать
arrow (n) ['ærəʊ] стрела
Art (n) [a:(r)t] изобразительное искусство
Asia (n) ['eɪʒə] Азия
audience (n) ['ɔ:diəns] публика, аудитория
aunt (n) [a:nt] тётя

Bb

bad (adj) [bæd] плохой
bag (n) [bæg] сумка, портфель
bake (v) [beɪk] выпекать
balaclava (n) [,bælə'kla:və] вязаный шлем; маска, закрывающая низ лица
barn (n) [ba:(r)n] сарай
basalt (adj) ['bæsɔ:lt] базальтовый
basket (n) ['ba:skɪt] корзина
beach (n) [bi:tʃ] пляж
bear (n) [beə(r)] медведь
beautiful (adj) ['bju:təf(ə)l] красивый
bed and breakfast [,bed ən 'brekfəst] (B & B) *семейная гостиница, в которой предоставляется необходимый минимум услуг: номер и завтрак*
bedroom (n) ['bedru:m] спальня
behave (v) [bɪ'heɪv] вести себя, поступать
believe (v) [bɪ'li:v] верить
bench (n) [bentʃ] скамья
bilingual (adj) [baɪ'lɪŋgwəl] двуязычный
bin (n) [bɪn] контейнер для мусора
Biology (n) [baɪ'ɒlədʒi] биология
birthday (n) ['bɜ:(r)θdeɪ] день рождения
biscuit (n) ['bɪskɪt] печенье
board game (n) ['bɔ:(r)d ,geɪm] настольная игра
boat (n) [bəʊt] лодка, корабль
book (n) [bʊk] книга
boring (adj) ['bɔ:rɪŋ] скучный
bottle (n) ['bɒt(ə)l] бутылка
bow (n) [bəʊ] лук (*оружие*)
bowl (n) [bəʊl] миска, чашка
bracelet (n) ['breɪslət] браслет
breakfast (n) ['brekfəst] завтрак
bridge (n) [brɪdʒ] мост
bring out (v) [,brɪŋ 'aʊt] производить, выпускать
brother (n) [brʌðə(r)] брат
buffalo (n) ['bʌfələʊ] буйвол
bump (n) [bʌmp] шишка, выпуклость
bus station (n) [,bʌs 'steɪʃ(ə)n] автовокзал
butter (n) ['bʌtə(r)] сливочное масло

Cc

café (n) ['kæfeɪ] кафе
camel (n) ['kæm(ə)l] верблюд
can (n) [kæn] жестяная банка
can (v) [kæn, kən] уметь, мочь
canoeing (n) [kə'nu:ɪŋ] гребля на каноэ
canvas (n) ['kænvəs] материя, текстиль
capital (n) ['kæpɪt(ə)l] столица
car (n) [ka:(r)] машина, автомобиль
cardboard (n) ['ka:(r)d,bɔ:(r)d] картон
carnival (n) ['ka:(r)nɪv(ə)l] карнавал
carpet (n) ['ka:(r)pɪt] ковёр
carry (v) ['kæri] носить, перевозить
castle (n) ['ka:s(ə)l] за́мок
catch (v) [kætʃ] ловить, хватать
caviar (n) ['kævi,a:(r)] икра (*рыбная*)
celebrate (v) ['selə,breɪt] праздновать, отмечать
century (n) ['sentʃəri] век, столетие
cereal (n) ['sɪəriəl] хлопья, крупа
chair (n) [tʃeə(r)] стул
chamomile (n) ['kæməmaɪl] ромашка
chandelier (n) [,ʃændə'lɪə(r)] люстра
change (v) [tʃeɪndʒ] менять
character (n) ['kærɪktə(r)] персонаж, образ
chat (v) [tʃæt] болтать, беседовать
cheer (v) [tʃɪə(r)] ободрять, «болеть»
cheese (n) [tʃi:z] сыр
cheetah (n) ['tʃi:tə] гепард
chemical (n) ['kemɪk(ə)l] химикат
Chemistry (n) ['kemɪstri] химия
chicken (n) ['tʃɪkɪn] цыплёнок, мясо кур
chimpanzee (n) [,tʃɪmpæn'zi:] шимпанзе
chocolate bar (n) ['tʃɒklət ,ba:(r)] плитка шоколада
chore (n) [tʃɔ:(r)] работа по дому
cinema (n) ['sɪnəmə] кинотеатр, кино
city (n) ['sɪti] большой город

clean (adj) [kliːn] чистый, опрятный
clean (v) [kliːn] чистить, прибирать
climate (n) ['klaɪmət] климат
cobra (n) ['kəʊbrə] кобра
coin (n) [kɔɪn] монета
collect (v) [kə'lekt] собирать, коллекционировать
collector (n) [kə'lektə(r)] коллекционер
college (n) ['kɒlɪdʒ] колледж
column (n) ['kɒləm] колонна
comb (v) [kəʊm] расчёсывать (*волосы*)
competition (n) [ˌkɒmpə'tɪʃ(ə)n] соревнование, конкурс
composition (n) [ˌkɒmpə'zɪʃ(ə)n] сочинение
computer game (n) [kəm'pjuːtə(r) ˌgeɪm] компьютерная игра
cook (v) [kʊk] готовить (*пищу*)
core (v) [kɔː(r)] сердцевина
cosmonaut (n) ['kɒzmə,nɔːt] космонавт
costume (n) ['kɒstjuːm] костюм
country (n) ['kʌntri] страна
cousin (n) ['kʌz(ə)n] кузен, кузина; двоюродный брат, двоюродная сестра
crash helmet (n) [ˌkræʃ 'helmɪt] шлем (*мотоциклиста*)
create (v) [kri'eɪt] создавать, творить
creative (adj) [kri'eɪtɪv] творческий
crisp (n) [krɪsp] хрустящий картофель
cross (v) [krɒs] пересекать, переходить
crossroads (n) ['krɒs,rəʊdz] перекрёсток
crumble (n) ['krʌmb(ə)l] *традиционный английский десерт из кусочков яблок или других фруктов, запечённых под крошкой из песочного теста*
culture (n) ['kʌltʃə(r)] культура
cupboard (n) ['kʌbə(r)d] шкаф, буфет
cure (v) [kjʊə(r)] вылечивать, исцелять
cut (v) [kʌt] резать
cut down (v) [ˌkʌt 'daʊn] вырубать (*лес*)
cut off (v) [ˌkʌt 'ɒf] отрезать
cycle lane (n) ['saɪk(ə)l ˌleɪn] велосипедная дорожка (*в городе*)
Czech (adj) [tʃek] чешский

Dd

daffodil (n) ['dæfədɪl] жёлтый нарцисс
dangerous (adj) ['deɪndʒərəs] опасный
day (n) [deɪ] день
day out (n) [ˌdeɪ 'aʊt] свободный день
deer (n) [dɪə(r)] олень
designer (n) [dɪ'zaɪnə(r)] дизайнер
desk (n) [desk] парта; письменный стол
destroy (v) [dɪ'strɔɪ] разрушать
diary (n) ['daɪəri] дневник
difficult (adj) ['dɪfɪk(ə)lt] трудный, сложный
digital (adj) ['dɪdʒɪt(ə)l] цифровой
dining room (n) ['daɪnɪŋ ruːm] столовая (комната)
dinner (n) ['dɪnə(r)] ужин
director (n) [daɪ'rektə(r)] режиссёр
dirty (adj) ['dɜː(r)ti] грязный
disappear (v) [ˌdɪsə'pɪə(r)] исчезать
disease (n) [dɪ'ziːz] болезнь
do the washing-up (v) [ˌduː ðə 'wɒʃɪŋ'ʌp] мыть посуду
dog (n) [dɒg] собака
dog sled (n) ['dɒg ˌsled] собачья упряжка
dolphin (n) ['dɒlfɪn] дельфин
donkey (n) ['dɒŋki] осёл
downhill (adv) [ˌdaʊn'hɪl] под гору, вниз по склону
dry (v) [draɪ] сушить

Ee

earthquake (n) ['ɜː(r)θˌkweɪk] землетрясение
easy (adj) ['iːzi] лёгкий, несложный
edge (n) [edʒ] край, кромка
effective (adj) [ɪ'fektɪv] эффективный
elephant (n) ['elɪfənt] слон
emperor (n) ['emp(ə)rə(r)] император
empty (adj) ['empti] пустой
empty (v) ['empti] опустошать, освобождать
endangered species (n) [ɪnˌdeɪndʒə(r)d 'spiːʃiːz] вымирающий вид
enemy (n) ['enəmi] враг
England (n) ['ɪŋgləndˌ] Англия
English (adj) ['ɪŋglɪʃ] английский
English (n) ['ɪŋglɪʃ] английский язык
entertain (v) [ˌentə(r)'teɪn] развлекать
erupt (v) [ɪ'rʌpt] извергаться (*о вулкане*)
Europe (n) ['jʊərəp] Европа
every (adj) ['evri] каждый
exam (n) [ɪg'zæm] экзамен
exciting (adj) [ɪk'saɪtɪŋ] волнующий, увлекательный
expensive (adj) [ɪk'spensɪv] дорогой
expert (n) ['ekspɜː(r)t] эксперт
extinct (adj) [ɪk'stɪŋkt] вымерший

Ff

fabric (n) ['fæbrɪk] ткань, материя
famous (adj) ['feɪməs] известный, знаменитый
far (adj) [fɑː(r)] далёкий
fashion (n) ['fæʃ(ə)n] мода
fast (adj) [fɑːst] быстрый
fasten (v) ['fɑːs(ə)n] застёгивать
father (n) ['fɑːðə(r)] папа, отец
favourite (adj) ['feɪv(ə)rət] любимый
feather (n) ['feðə(r)] перо; оперенье
feed (v) [fiːd] кормить
female (n) ['fiːmeɪl] особь женского пола; самка
fence (n) [fens] ограда, изгородь
fetch (v) [fetʃ] (сходить и) привести, принести
figure (n) ['fɪgə(r)] выдающаяся личность
fin (n) [fɪn] плавник
fisherman (n) ['fɪʃə(r)mən] рыбак
fit (adj) [fɪt] подтянутый, в хорошей спортивной форме

flour (n) [flaʊə(r)] мука́
fly (n) [flaɪ] муха
fold (v) [fəʊld] складывать вдвое, перегибать
foreign (adj) ['fɒrɪn] иностранный
forest (n) ['fɒrɪst] лес
foster (adj) ['fɒstə(r)] приёмный (*о ребёнке*)
founder (n) ['faʊndə(r)] основатель
fox (n) [fɒks] лиса
French (n) [frentʃ] французский язык
freshwater (adj) ['freʃˌwɔːtə(r)] пресноводный
Friday (n) ['fraɪdeɪ] пятница
friendly (adj) ['frenˌ(d)li] дружелюбный, приветливый
funny (adj) ['fʌnɪ] смешной, забавный
future (adj) ['fjuːtʃə(r)] будущий
future (n) ['fjuːtʃə(r)] будущее

Gg

generation (n) [ˌdʒenə'reɪʃ(ə)n] поколение
generous (adj) ['dʒenərəs] щедрый, великодушный
Geography (n) [dʒiː'ɒgrəfi] география
get bored (v) [ˌget 'bɔː(r)d] заскучать
get dressed (v) [ˌget 'drest] одеться
giraffe (n) [dʒə'rɑːf] жираф
glass (n) [glɑːs] стекло
glove (n) [glʌv] перчатка
glue (n) [gluː] клей
go-karting (n) ['gəʊˌkɑːtɪŋ] картинг (*гонки на картах – простейших гоночных автомобилях без кузова*)
good (at) (adj) [gʊd (ət)] способный к чему-либо
grandfather (n) ['græn(d)ˌfɑːðə(r)] дедушка
grandmother (n) ['græn(d)ˌmʌðə(r)] бабушка
grass (n) [grɑːs] трава
guitar (n) [gɪ'tɑː(r)] гитара

Hh

habitat (n) ['hæbɪtæt] среда обитания
hairbrush (n) ['heə(r)ˌbrʌʃ] щётка для волос
half (n) [hɑːf] половина
ham (n) [hæm] окорок; ветчина
hand in (v) [ˌhænd 'ɪn] сдавать (*для рассмотрения, проверки, например домашней работы, и т.п.*)
hand out (v) [ˌhænd 'aʊt] раздавать
handsome (adj) ['hæns(ə)m] красивый, симпатичный (*о мужчине*)
hang out (v) [ˌhæŋ 'aʊt] гулять (*с друзьями*)
hard-working (adj) [ˌhɑː(r)d'wɜː(r)kɪŋ] трудолюбивый
hate (v) [heɪt] ненавидеть
Haunted Castle (n) ['hɔːntɪd ˌkɑːs(ə)l] за́мок с привидениями
have to (v) ['hæv ˌtə] быть должным, быть вынужденным (*сделать что-либо*)
head (v) [hed] отбивать мяч головой
health (n) [helθ] здоровье
healthy (adj) ['helθi] здоровый
hexagonal (adj) [hek'sægənəl] шестиугольный
higher education (n) [ˌhaɪə(r) ˌedjʊ'keɪʃ(ə)n] высшее образование
Hindi (n) ['hɪndi] язык хинди (*официальный язык Индии*)
hippo (n) ['hɪpəʊ] бегемот
History (n) ['hɪst(ə)ri] история
hit (v) [hɪt] ударять, натолкнуться (*на скалы*)
hobby (n) ['hɒbi] хобби, увлечение
hold (v) [həʊld] держать
homework (n) ['həʊmˌwɜː(r)k] домашняя работа
horn (n) [hɔː(r)n] рог
horse riding (n) ['hɔː(r)s ˌraɪdɪŋ] езда верхом на лошади
hotel (n) [həʊ'tel] отель, гостиница
household (adj) ['haʊsˌhəʊld] домашний, хозяйственный
hunt (v) [hʌnt] охотиться

Ii

ibis (n) ['aɪbɪs] ибис
important (adj) [ɪm'pɔː(r)t(ə)nt] важный
impossible (adj) [ɪm'pɒsəb(ə)l] невозможный
Information Technology (IT) (n) [ɪnfə(r)ˌmeɪʃ(ə)n tek'nɒlədʒi] информатика
intelligent (adj) [ɪn'telɪdʒ(ə)nt] умный; разумный
interesting (adj) ['ɪntrəstɪŋ] интересный
invent(v) [ɪn'vent] изобретать
invention (n) [ɪn'venʃ(ə)n] изобретение
Ireland (n) ['aɪlənd] Ирландия
island (n) ['aɪlənd] остров

Jj

jacket (n) ['dʒækɪt] жакет; пиджак
Japan (n) [dʒə'pæn] Япония
Japanese (adj) [ˌdʒæpə'niːz] японский
jar (n) [dʒɑː(r)] кувшин
jewellery (n) ['dʒuːəlri] ювелирные украшения
journey (n) ['dʒɜː(r)ni] поездка
judge (n) [dʒʌdʒ] судья

Kk

keep safe (v) [ˌkiːp 'seɪf] беречь, хранить в надёжном месте
key (n) [kiː] ключ
kick (v) [kɪk] пинать, ударять ногой
kind (adj) [kaɪnd] добрый
kit (n) [kɪt] набор, комплект чего-либо
kitchen (n) ['kɪtʃən] кухня
kite-flying (n) ['kaɪt ˌflaɪɪŋ] запуск воздушных змеев
knight (n) [naɪt] рыцарь
kowhai (n) ['kəʊwaɪ] куваи (*растение, символ Новой Зеландии*)

Ll

laptop (n) ['læpˌtɒp] ноутбук, портативный компьютер

last (v) [lɑːst] прошлый
lay (v) [leɪ] класть; накрывать (*на стол*)
layer (n) ['leɪə(r)] слой
lazy (adj) ['leɪzi] ленивый
leave (v) [liːv] оставлять, уезжать
level (n) ['lev(ə)l] уровень
lie (v) [laɪ] лежать
lion (n) ['laɪən] лев
living room (n) ['lɪvɪŋ ruːm] гостиная
long (adj) [lɒŋ] длинный
lorry (n) ['lɒri] грузовик
lotus (n) ['ləʊtəs] лотос
lunch box (n) ['lʌntʃ bɒks] коробка для завтрака

Mm

magazine (n) [ˌmægə'ziːn] журнал
mainland (n) ['meɪnˌlænd] большой остров, обширная часть суши
make the bed (v) ['meɪk ðə bed] убирать постель
make-up (n) ['meɪkʌp] макияж
male (n) [meɪl] особь мужского пола; самец
Malta (n) ['mɔːltə] Мальта
mammoth (n) ['mæməθ] мамонт
marry (v) ['mæri] жениться, выходить замуж
mass media (n) [ˌmæs 'miːdiə] средства массовой информации
Maths (n) [mæθs] математика
Mediterranean Sea (n) [ˌmedɪtə'reɪniən 'siː] Средиземное море
member (n) ['membə(r)] член
merchant (n) ['mɜː(r)tʃ(ə)nt] купец
message (n) ['mesɪdʒ] послание
messy (adj) ['mesi] грязный, неопрятный
metal (n) ['met(ə)l] металл
microphone (n) ['maɪkrəˌfəʊn] микрофон
microwave (n) ['maɪkrəˌweɪv] микроволновая печь
midnight (n) ['mɪdˌnaɪt] полночь
mild (adj) [maɪld] мягкий, умеренный (*о климате*)
mix (v) [mɪks] смешивать
mobile phone (n) [ˌməʊbaɪl 'fəʊn] мобильный телефон
moderate (adj) ['mɒd(ə)rət] умеренный, средний (*о температуре воздуха*)
Monday (n) ['mʌndeɪ] понедельник
money (n) ['mʌni] деньги
month (n) [mʌnθ] месяц
mosquito (n) [mɒ'skiːtəʊ] комар
mother (n) ['mʌðə(r)] мама, мать
motorbike (n) ['məʊtə(r)ˌbaɪk] мотоцикл
mountain (n) ['maʊntɪn] гора
multilingual (adj) [ˌmʌlti'lɪŋgwəl] многоязычный
museum (n) [mjuː'ziːəm] музей
music (n) ['mjuːzɪk] музыка
musician (n) [mjuˈzɪʃ(ə)n] музыкант
must (v) [mʌst, məst] должен, обязан
mysterious (adj) [mɪ'stɪəriəs] таинственный, загадочный

Nn

national (adj) ['næʃ(ə)nəl] национальный
native (adj) ['neɪtɪv] родной (*о языке, стране*)
natural (adj) ['nætʃ(ə)rəl] естественный, натуральный
nearly (adv) ['nɪə(r)li] почти
nervous (adj) ['nɜː(r)vəs] нервный
never (adv) ['nevə(r)] никогда
New Zealand (n) [nju'ziːlənd] Новая Зеландия
news (n) [njuːz] новости
newspaper (n) ['njuːzˌpeɪpə(r)] газета
nice (adj) [naɪs] приятный, хороший, милый
night (n) [naɪt] ночь
non-native (adj) [nɒn'neɪtɪv] неродной (*о языке*)
Northern Ireland (n) [ˌnɔːðən 'aɪlənd] Северная Ирландия

Oo

Oceania (n) [ˌəʊsi'ɑːniə] Океания
old (adj) [əʊld] старый
on time (adv) [ɒn 'taɪm] во́время
once (adv) [wʌns] один раз
online (adv) ['ɒnlaɪn] в режиме реального времени
orange (n) ['ɒrɪndʒ] апельсин
origami (n) [ˌɒrɪ'gɑːmi] оригами (*искусство складывания фигурок из бумаги*)
outside (adv) [ˌaʊt'saɪd] снаружи; на улице
oven (n) ['ʌv(ə)n] духовой шкаф
owl (n) [aʊl] сова

Pp

packet (n) ['pækɪt] пачка; упаковка; пакет
paint (v) [peɪnt] красить, окрашивать
paper (n) ['peɪpə(r)] бумага
parade (n) [pə'reɪd] парад
park (n) [pɑː(r)k] парк
park (v) [pɑː(r)k] парковать(ся)
parking meter (n) ['pɑː(r)kɪŋ ˌmiːtə(r)] счётчик времени стоянки автомобиля
pavement (n) ['peɪvmənt] тротуар
PE (n) [ˌpiː 'iː] физическое воспитание, физкультура
pedestrian crossing (n) [pəˌdestriən 'krɒsɪŋ] пешеходный переход
peel (v) [piːl] чистить, снимать кожицу
pencil case (n) ['pens(ə)l keɪs] пенал
penguin (n) ['peŋgwɪn] пингвин
peninsula (n) [pə'nɪnsjʊlə] полуостров
Persian (adj) ['pɜː(r)ʃ(ə)n] персидский
photocopier (n) ['fəʊtəʊˌkɒpiə(r)] копировальная машина
Physics (n) ['fɪzɪks] физика
pick up (v) [ˌpɪk 'ʌp] подбирать
picnic (n) ['pɪknɪk] пикник
pilot (n) ['paɪlət] пилот, лётчик
plant nursery (n) [plɑːnt 'nɜː(r)s(ə)ri] растительный питомник

plastic (n) ['plæstɪk] пластмасса
pocket (n) ['pɒkɪt] карман
poisonous (adj) ['pɔɪz(ə)nəs] ядовитый
polite (adj) [pə'laɪt] вежливый
pollution (n) [pə'luːʃ(ə)n] загрязнение (*окружающей среды*)
pop star (n) [ˌpɒp 'stɑː(r)] поп-звезда
population (n) [ˌpɒpjʊ'leɪʃ(ə)n] население
postcard (n) ['pəʊs(t)ˌkɑː(r)d] открытка
poster (n) ['pəʊstə(r)] плакат, постер
prickle (n) ['prɪk(ə)l] шип; колючка; иголка
primary (adj) ['praɪmərɪ] начальный (*об образовании*)
printing press (n) [ˌprɪntɪŋ 'pres] печатный станок
produce (v) [prə'djuːs] производить
protect (v) [prə'tekt] защищать; охранять
punctual (adj) ['pʌŋktʃuəl] пунктуальный
purse (n) [pɜː(r)s] кошелёк
put on (v) [ˌpʊt 'ɒn] надевать (*что-либо*)

Qq

quiet (adj) ['kwaɪət] тихий, спокойный

Rr

rafting (n) ['rɑːftɪŋ] рафтинг, сплав по горным рекам на надувных плотах
railway station (n) ['reɪlweɪ ˌsteɪʃ(ə)n] вокзал, железнодорожная станция
raincoat (n) ['reɪnˌkəʊt] плащ
rectangle (n) ['rekˌtæŋg(ə)l] прямоугольник
recycle (v) [riː'saɪk(ə)l] перерабатывать
relative (n) ['relətɪv] родственник
reserve (n) [rɪ'zɜː(r)v] заповедник
restaurant (n) ['rest(ə)rɒnt] ресторан
restore (v) [rɪ'stɔː(r)] восстанавливать
ride (n) [raɪd] ездить
river (n) ['rɪvə(r)] река
road sign (n) ['rəʊd saɪn] дорожный знак
rock climbing (n) ['rɒk ˌklaɪmɪŋ] альпинизм, скалолазание
roll (v) [rəʊl] скатывать, сворачивать
roller skates (n) ['rəʊlə(r) skeɪts] роликовые коньки
roller coaster (n) ['rəʊlə(r) ˌkəʊstə(r)] аттракцион «железная дорога»; американские горки
rub (v) [rʌb] тереть, потирать
rubber (n) ['rʌbə(r)] резина
rubbish (n) ['rʌbɪʃ] мусор
rug (n) [rʌg] коврик
rule (n) [ruːl] правило

Ss

safety (n) ['seɪftɪ] безопасность
salad (n) ['sæləd] салат (*блюдо*)
sandcastle (n) ['sæn(d)ˌkɑːs(ə)l] замок из песка
sandwich (n) ['sæn(d)wɪtʃ] бутерброд, сэндвич
Saturday (n) ['sætə(r)deɪ] суббота
Science (n) ['saɪəns] естественно-научные предметы
scorpion (n) ['skɔː(r)piən] скорпион
Scotland (n) ['skɒtlənd] Шотландия
sea lion (n) [siː 'laɪən] морской лев
seal (n) [siːl] тюлень
seaside (n) ['siːˌsaɪd] морское побережье
seat belt (n) ['siːt belt] ремень безопасности
secondary (adj) ['sekənd(ə)rɪ] средний (*об образовании, школе*)
sell (v) [sel] продавать
Serbo-Croat (adj) [ˌsɜːbəʊ'krəʊæt] сербохорватский
serious (adj) ['sɪəriəs] серьёзный
shade (n) [ʃeɪd] тень, укрытое от солнца место
shake out (v) [ʃeɪk] выбивать (*ковёр*)
shampoo (n) [ʃæm'puː] шампунь
sharp (adj) [ʃɑː(r)p] острый
ship (n) [ʃɪp] корабль
shirt (n) [ʃɜː(r)t] рубашка
short (adj) [ʃɔː(r)t] короткий
shower (n) ['ʃaʊə(r)] душ
silent (adj) ['saɪlənt] немногословный, молчаливый
singer (n) ['sɪŋə(r)] певец, певица
sister (n) ['sɪstə(r)] сестра
size (n) [saɪz] размер
skateboard (n) ['skeɪt ˌbɔːd] скейтборд (*доска на роликах*)
skateboard (v) ['skeɪt ˌbɔːd] кататься на скейтборде
skill (n) [skɪl] умение, навык
skirt (n) [skɜː(r)t] юбка
skyscraper (n) ['skaɪˌskreɪpə(r)] небоскрёб
slice (v) [slaɪs] тонкий кусочек
slippers (n) ['slɪpə(r)z] тапочки
snack (n) [snæk] лёгкая закуска (to have a snack – перекусить)
snail (n) [sneɪl] улитка
soldier (n) ['səʊldʒə(r)] солдат
sometimes (adv) ['sʌmtaɪmz] иногда
space (n) [speɪs] космос
spelling (n) ['spelɪŋ] правописание
sports centre (n) ['spɔː(r)ts ˌsentə(r)] спортивный центр
sprinkle (v) ['sprɪŋk(ə)l] посыпать
stadium (n) ['steɪdɪəm] стадион
stage name (n) ['steɪdʒ neɪm] сценический псевдоним
stamp (n) [stæmp] почтовая марка
stick together (v) [stɪk tə'geðə(r)] скреплять
stone (n) [stəʊn] камень
storm (n) [stɔː(r)m] шторм
straight (adv) [streɪt] прямо
stranger (n) ['streɪndʒə(r)] незнакомец
strong (adj) [strɒŋ] сильный
sturgeon (n) ['stɜː(r)dʒ(ə)n] осётр
subject (n) ['sʌbdʒɪkt] школьный предмет

sugar (n) ['ʃʊgə(r)] сахар
Sunday (n) ['sʌndeɪ] воскресенье
supermarket (n) ['suːpə(r),maː(r)kɪt] супермаркет
surf the Internet (v) ['sɜː(r)f ðə ɪntə(r),net] бороздить Интернет, сидеть в Интернете
sweep (v) [swiːp] подметать, мести
sweet (n) [swiːt] конфета
swimming pool (n) ['swɪmɪŋ puːl] плавательный бассейн
switch off (v) [ˌswɪtʃ 'ɒf] выключать, отключать
switch on (v) [ˌswɪtʃ 'ɒn] включать
sword (n) [sɔː(r)d] меч
synonym (n) ['sɪnənɪm] синоним

Tt

table tennis (n) ['teɪb(ə)l ˌtenɪs] настольный теннис
tail (n) [teɪl] хвост
talkative (adj) ['tɔːkətɪv] разговорчивый
tall (adj) [tɔːl] высокий
teacher (n) ['tiːtʃə(r)] учитель, учительница
technique (n) [tek'niːk] метод, технический приём
technology (n) [tek'nɒlədʒi] технология
temperate (adj) ['temp(ə)rət] умеренный (*о климате*)
temperature (n) ['temprɪtʃə(r)] температура
temple (n) ['temp(ə)l] храм
thistle (n) ['θɪs(ə)l] чертополох
throw away (v) [ˌθrəʊ ə'weɪ] выбрасывать
Thursday (n) ['θɜː(r)zdeɪ] четверг
ticket (n) ['tɪkɪt] билет
tidy (v) ['taɪdi] приводить в порядок, прибирать
tie (together) (v) [ˌtaɪ tə'geðə(r)] связывать вместе
tiger (n) ['taɪgə(r)] тигр
timetable (n) ['taɪmˌteɪb(ə)l] расписание
tiny (adj) ['taɪni] крошечный
tissue (n) ['tɪʃuː] салфетка
toothbrush (n) ['tuːθˌbrʌʃ] зубная щётка
tortoise (n) ['tɔː(r)təs] черепаха
totem pole (n) ['təʊtəm pəʊl] тотемный столб
tourism (n) ['tʊərɪz(ə)m] туризм
tourist attraction (n) ['tʊərɪst ə'trækʃ(ə)n] туристическая достопримечательность
traffic lights (n) ['træfɪk laɪts] светофор
traffic warden (n) ['træfɪk ˌwɔː(r)d(ə)n] инспектор дорожного движения (*как правило, контролирует соблюдение правил стоянки автомобилей*)
train (n) [treɪn] поезд
trainers (n) ['treɪnə(r)z] кроссовки
travel (v) ['træv(ə)l] путешествовать
trilingual (adj) [ˌtraɪ'lɪŋgwəl] знающий три языка
trousers (n) ['traʊzə(r)z] брюки
tsunami (n) [tsuː'naːmi] цунами
tube (n) [tjuːb] метро (*в Лондоне*)
Tuesday (n) ['tjuːzdeɪ] вторник
Turkish (adj) ['tɜː(r)kɪʃ] турецкий
turn (v) [tɜː(r)n] поворачивать
twice (adv) [twaɪs] дважды; два раза
typewriter (n) ['taɪpˌraɪtə(r)] печатная машинка
tyre (n) ['taɪə(r)] шина

Uu

uncle (n) ['ʌŋk(ə)l] дядя
underground (n) ['ʌndə(r),graʊnd] метро, подземка
unfriendly (adj) [ʌn'fren(d)li] недружелюбный
uniform (n) ['juːnɪfɔː(r)m] униформа
unique (adj) [juː'niːk] уникальный
university (n) [ˌjuːnɪ'vɜː(r)səti] университет
usually (adv) ['juːʒʊəli] обычно

Vv

vacuum (v) ['vækjʊəm] пылесосить
vampire (n) ['væmpaɪə(r)] вампир
village (n) ['vɪlɪdʒ] деревня
visit (n) ['vɪzɪt] посещать, навещать
volcano (n) [vɒl'keɪnəʊ] вулкан

Ww

wagon (n) ['wægən] тележка, повозка
wake up (v) [ˌweɪk 'ʌp] просыпаться
Wales (n) [weɪlz] Уэльс
walk (v) [wɔːk] гулять, идти пешком
wardrobe (n) ['wɔː(r)drəʊb] платяной шкаф, гардероб
wart (n) [wɔː(r)t] бородавка
wastepaper (n) [weɪs(t)'peɪpə(r)] бумажные отходы, макулатура
watch (v) [wɒtʃ] наблюдать; смотреть (*телевизор*)
water (v) ['wɔːtə(r)] поливать
water skiing (n) ['wɔːtə(r) ˌskiːɪŋ] катание на водных лыжах
wave (n) [weɪv] волна
weave (v) [wiːv] сплетать, вплетать
Wednesday (n) ['wenzdeɪ] среда
week (n) [wiːk] неделя
welcome (v) ['welkəm] приветствовать
well (n) [wel] колодец
Welsh (adj) [welʃ] уэльский
wetsuit (n) ['wetˌsuːt] гидрокостюм
whale (n) [weɪl] кит
win (v) [wɪn] выигрывать, побеждать
wizard (n) ['wɪzə(r)d] колдун, маг, волшебник
wolf (n) [wʊlf] волк
wonder (n) ['wʌndə(r)] чудо
wood (n) [wʊd] дрова
wrapper (n) ['ræpə(r)] фантик, обёртка

Yy

year (n) [jɪə(r)] год
yoghurt (n) ['jɒgə(r)t] йогурт
young (adj) [jʌŋ] молодой