

Syllabus based on Common European Framework

# Spotlight

Student´s Book

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6

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## 6 класс

## Учебник

для общеобразовательных учреждений

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# Who's who?

# Module 1

### ◆ Look at Module 1

- Find the page numbers for pictures 1-3.

### ◆ Find the page numbers for

- a family tree ☐
- a student identity card ☐
- a map ☐
- flags ☐
- a joke ☐

### ◆ Listen, read and talk about ...

- family members
- countries and nationalities
- identification
- personal details
- the UK
- the Earth

### ◆ Learn how to ...

- talk about your family
- say your name, age, nationality, telephone number and home address
- read numerals
- talk about your country
- describe people
- describe location on a map
- introduce & greet people
- use graphic organisers

### ◆ Practise ...

- the verb 'to be'
- the verb 'to have'
- question words
- the possessive case
- possessive adjectives
- possessive pronouns
- pronunciation of /æ/ - /e/

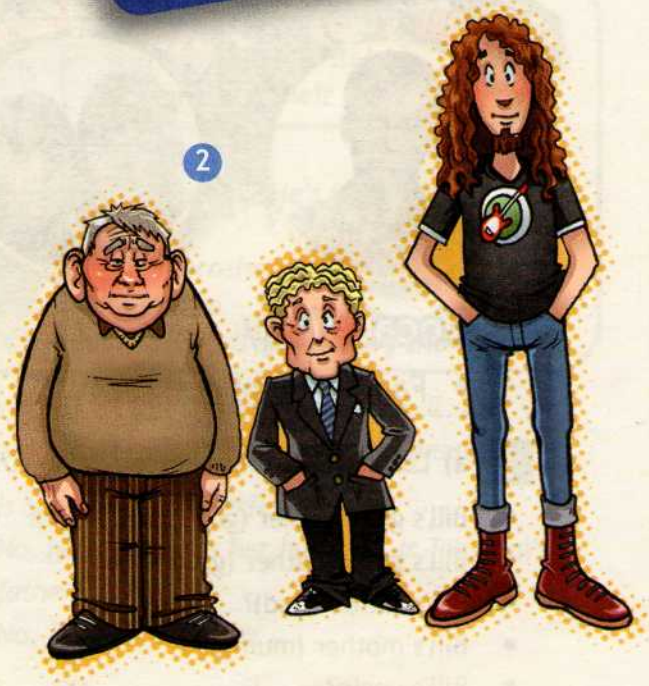
### ◆ Write / Make ...

- a letter to your pen friend about you & your family
- a membership card
- a factfile about your country
- a short text about your country

1



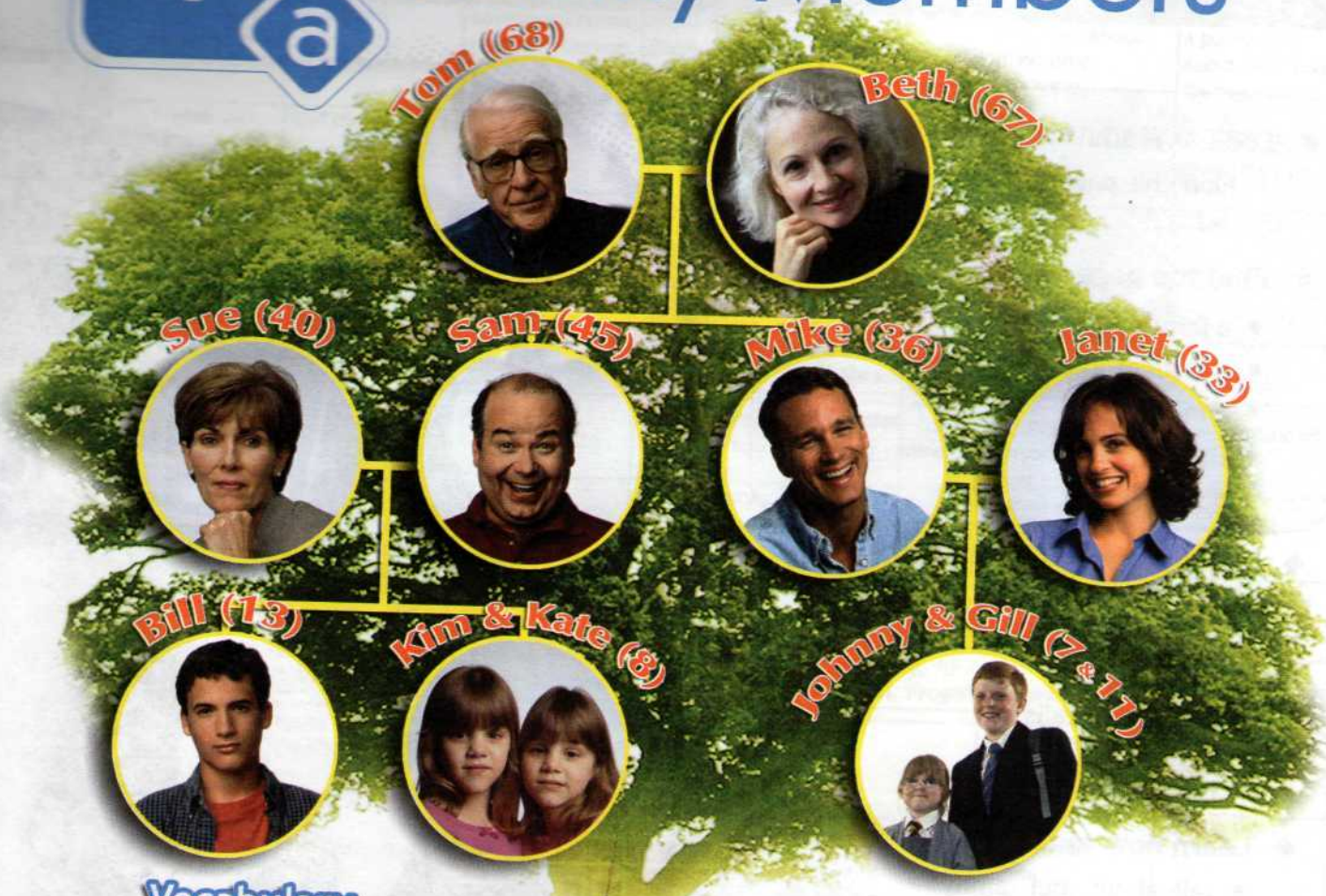

2



3



# 1a Family Members




## Vocabulary

♦ Family members

**1** **a) Look at Bill's family tree. Who is/are:**

- Bill's grandfather (grandpa)? ► *Tom*
- Bill's grandmother (grandma)?
- Bill's father (dad)?
- Bill's mother (mum)?
- Bill's uncle?
- Bill's aunt?
- Bill's sisters?
- Bill's cousins?

**b) Talk about Bill's family, as in the example.**

► *Tom is Bill's grandfather. He's 68 years old.*

**2** **Look at the family tree again. Who is/are:**

1 twins?
2 Bill's parents?
3 Bill's grandparents?
4 Mike's son?
5 Sam's wife?
6 Janet's husband?
7 Sue's daughters?
8 in their late thirties?
9 in his mid forties?

## Reading

**3** **a) Look at the text. What is it? Who is it from? Read the first paragraph. Does Bill know Miguel?**

*Dear Miguel,*

*Hi! I'm Bill Phelps and I'm thirteen years old. I'm from Sydney, Australia. Here is a photo of my family and our relatives.*

*My parents' names are Sue and Sam. My dad is short with dark hair. My mum is tall with short, fair hair. I haven't got a brother but I've got two sisters. They're twins. Their names are Kim and Kate and they're eight years old. Mike is my father's brother. He's a doctor and he's married to Janet. They've got two children, Johnny and Gill. Tom and Beth are my grandparents. They are in their late sixties.*

*Well, that's all about me and my family. Please write soon and tell me about your family. Send a picture, too.*

*Bye for now,*
*Bill*

b) 🎧 Listen and read the letter and mark the sentences 1-4 *T* (true) or *F* (false). Read the letter out loud.

1 Janet is Bill's mum. .....
2 Bill's got two brothers. .....
3 Tom and Beth have got two sons. .....
4 Johnny and Gill are Bill's cousins. .....

**4** Ask and answer questions about Bill's family.

► *S1: How many sisters has Bill got?*
*S2: He has got two sisters. How many ...*

## Vocabulary

♦ Appearance

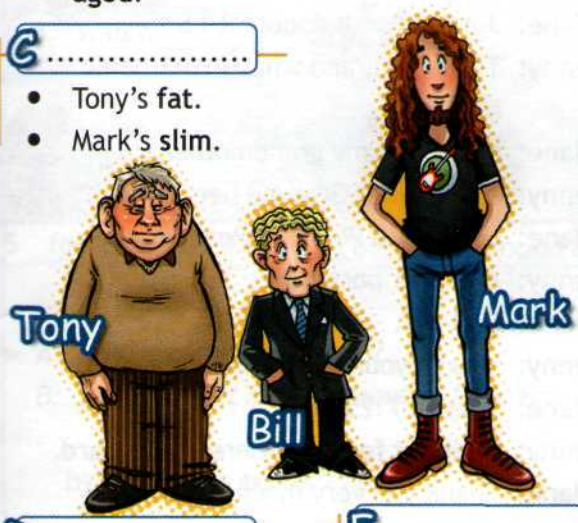
**5** Look at the drawings. Read the sentences, then use the prompts to label each group.

• age • hair • height
• weight • facial features

**A** .....
- Tony's **old**.
- Mark's **young**.
- Bill's **middle aged**.

**B** .....
- Mark's **tall**.
- Bill's **short**.

**C** .....
- Tony's **fat**.
- Mark's **slim**.




**D** .....
- Tony's ears are **big**.
- Bill's nose is **small**.
- Tony's head is **big**.
- Mark's eyes are **big**.
- Bill's mouth is **small**.

**E** .....
- Bill's hair is **short** and **fair**.
- Tony's hair is **straight** and **grey**.
- Mark's hair is **long** and **wavy**.

## Speaking

**6** Use the adjectives in bold in Ex. 5 to ask and answer questions about Tony, Bill and Mark.

► *A: Is Mark's hair long and curly?*
*B: Yes, it is. Is Tony slim?*
*A: No, he isn't. He is fat.*

## Grammar Grammar Reference

♦ Possessive adjectives/case

**7** a) Study the tables. Explain the possessive adjectives in your language.

TO SHOW POSSESSION

Possessive adjectives

This is { my/your/his/her/its/ our/your/their } family.

- singular noun + **'s**
  *Johnny is **Janet's son**. - He's **her** son.*
- plural noun + **'**
  *Bill is the **twins' brother**.- He's **their** brother.*
- last noun of a phrase + **'s**
  *This is **Johnny and Gill's dad**. He's **their** dad.*

b) Look at Bill's family tree on p. 2. Ask and answer questions, as in the example.

► *A: Is Sam Sue's brother?*
*B: No, he isn't. He is her husband. Is Tom Kim's father?*
*A: No, he isn't. He's her ...*

## GAME

Write some of your relatives' names on the board. The class, in two teams, try to guess who each person is.

► *Team A S1: Is Alexander your father?*
*You: No, he isn't.*
*Team B S1: Is he your uncle?*
*You: Yes, he is.*

## Writing (a letter)

**8** *Portfolio:* Write a letter to your pen friend about you and your family. Use the letter in Ex. 3 to help you.

# 1b Who are you?

## Vocabulary

♦ Forms of identification

**1** a) Look at the cards. Which is a credit card? an identity card? a membership card? a driving licence?




b) What information from the list is on each card?

- full name • home address • nationality
- identification number • expiry date
- telephone number • postcode

c) Where/When do you need a membership card?

## Reading

**2** a) Read the first exchange. Who are the people talking? Where are they? Read, listen and check.

b) Read the dialogue and complete the membership card.

**VIDEOWORLD**



Name: Jane
Surname: 1) .....
Address: 10, Peartree Road,
2) .....
Postcode: 3) .....
Phone Number: 4) .....
Membership Number: 2200

**Penny:** Hello, **how can I help you?**
**Jane:** I would like to **join** the video club, please.
**Penny:** Of course. What's your name?
**Jane:** Jane Harris.
**Penny:** Right, how do you spell that?
**Jane:** J-A-N-E H-A-double R-I-S
**Penny:** Thank you, and what's your home address?
**Jane:** I live with my grandmother.
**Penny:** That's fine. Give me hers.
**Jane:** OK. It's 10 Peartree Road, London.
**Penny:** And your postcode?
**Jane:** SW1 4TA
**Penny:** What's your telephone number?
**Jane:** It's 020 7125 9990.
**Penny:** **That's it for now.** Here's your **card.**
**Jane:** Thank you very much. Goodbye.

c) Explain the words/phrases in bold then in pairs act out the dialogue.

**3** Read again. What are these numbers?

1 10 2 7125 9990 3 5w1 4TA

## Grammar Grammar Reference

♦ Possessive pronouns

**4** Read the examples. What is the difference between the *possessive adjectives* and the *possessive pronouns*? Say them in your language.

*This is **my** card. – It's **mine**.*

| | | | | | |
|---|---|---|---|---|---|
| my | → | mine | our | → | ours |
| your | → | yours | your | → | yours |
| his | → | his | their | → | theirs |
| her | → | hers | | | |
| it | → | — | | | |

**5** a) Use the prompts to form questions and answers, as in the example.




► *A: Whose computer is this?*
*B: It's Tina's. It's her computer. It's hers.*

b) Circle the correct answer.

1 This car is **mine / my**.
2 This is **her / hers** card.
3 Whose telephone number is this? It's **theirs / their**.
4 Is she **your / yours** sister?
5 This address isn't **her / hers**.
6 This isn't **our / ours** car.

## Everyday English

♦ Asking for/Giving personal information

**6** Listen and repeat. Then, ask and answer the questions below.

- What's your name?
- How do you spell it?
- How old are you?
- What nationality are you?
- Where are you from?
- What's your home address?
- What's your telephone number?

## Speaking

**7** Look at these students' identification cards and present them to the class.

INTERNATIONAL STUDENT & YOUTH EXCHANGE IDENTITY CARD



STUDENT | IDENTITY No: 1234567

CITY UNIVERSITY
UNIVERSITY

DIANA ACTON
NAME

MAR 10 88 — AMERICAN
DATE OF BIRTH — NATIONALITY

14 COOPER STREET, LONDON
ADDRESS

Diana Acton
SIGNATURE

STUDENT SPORTS CARD



**Name:** Peter Sonders
**Nationality:** Australian
**Address:** 49 Allison Street, Bowen Hills, QLD 4006
**Phone Number:** 07 3852 2600

► *This is ... . She's ... . Her address ... . Her telephone number is ... .*

**8** You want to register at the local library. Take roles and act out a dialogue. You can use the dialogue in Ex. 2 as a model.

## Writing (a library card)

**9** *Portfolio:* Make a student library card for your partner. Use the answers from Ex. 6 to help you.

# 1C My country

## Vocabulary

♦ Countries & Nationalities

**1** a) Match the countries to the nationalities. Listen and check. What nationality are you?



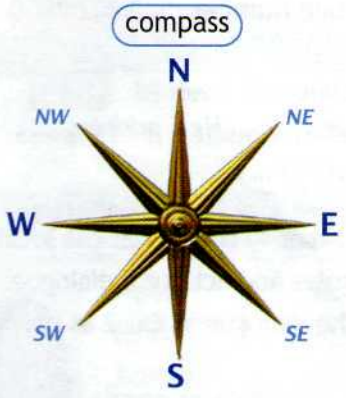
| *Countries* | *Nationalities* |
|---|---|
| Brazil | Japanese |
| Britain | German |
| Germany | Russian |
| Japan | Spanish |
| Poland | Brazilian |
| Russia | British |
| Spain | Polish |

b) Choose a flag and describe it to your partner. Your partner guesses which one it is.

## Everyday English

♦ Describing Location

**2** a) What do the letters on the compass mean? Use the box to say.




- ... the south/north/east/west ...
- ... in the northeast/ southwest/ etc of ...

b) Ask and answer as in the example.

► *A: Where exactly is Africa?*
*B: It's in the north of Chile.*

## Reading

**3** Read the title of the text. What do you expect the text to be about? Listen, read and check. Then answer the questions (1-3). Explain the words in bold.

1 Where's Maria from?
2 What's the capital city of Chile?
3 What can a tourist see in Chile?




### I ♥ Chile

Hello. My name is Maria. I am from Chile in South America. I **live** in the **capital** city, Santiago. Chile is a beautiful country with lots to see. In the south, there is **ice** and snow but in the north there are **deserts**. Tourists come to Chile to visit the Atacama Desert, Patagonia, and the Andes Mountains. The Central Valley has a lot of **rivers**. Chile is a wonderful place to live but also to visit.

**4** Close your books. Imagine you are Maria and say three things you remember about Chile.

## Writing (a short article about your country)

**5** *Portfolio:* Write a short article about your country.
Write: *name; location; capital city; places a tourist can visit*

Use the text in Ex. 3 as a model (30-50 words).

# CULTURE CORNER

## Reading

**1** a) What colours are the flags below? How are they related to the map?


Wales


Scotland


old flag of Ireland


The Union Jack


England




b) Read the title of the text. What do you think the text is about? Listen and check. Which flag does the text describe?

**2** a) Read the factfile and complete the diagram.

### The United Kingdom

**Country:** The United Kingdom includes England, Scotland, Wales and Northern Ireland.

**Capital:** London is the capital of the UK but also the capital of England. Cardiff is the capital of Wales, Edinburgh is the capital of Scotland and Belfast is the capital of Northern Ireland.

**Flag:** The Union Jack includes the flags of England and Scotland as well as the old flag of Ireland. Each country has its own flag as well as the Union Jack.

**Population:** 60,441,457

**Currency:** British Pound

b) Explain the words in bold. Then, look at the map and say where Swansea, Portsmouth, Newcastle and Aberdeen are.

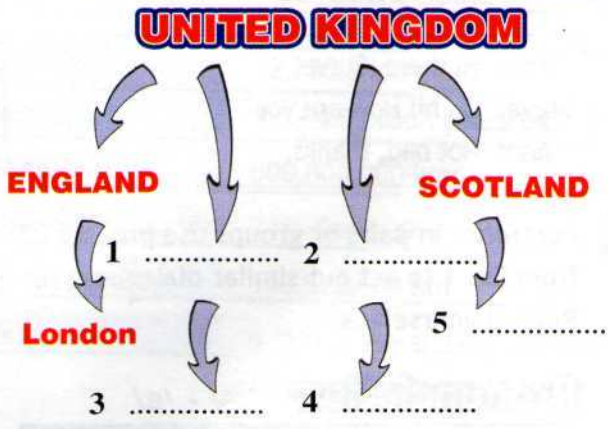
► *Portsmouth is in the south of the UK.*

c) Use the diagram to talk about the UK.

## study skills

***Using graphic organisers***

Use graphic organisers to record the key information in a text. This helps you understand the main points better.

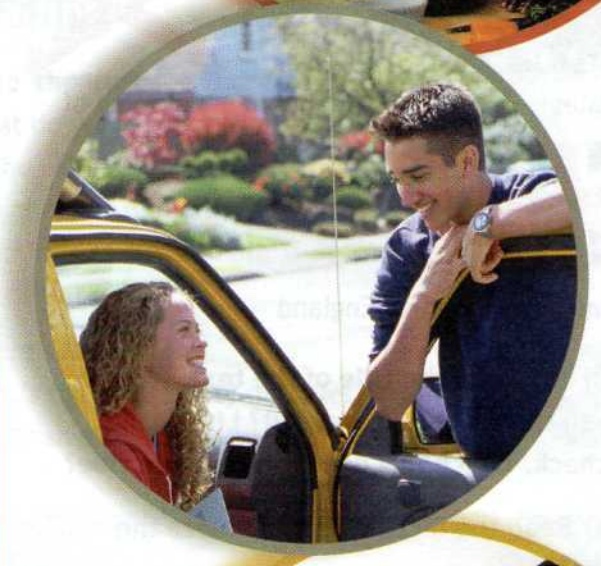



## Project (a factfile about your country)

**3** *Portfolio:* Make a factfile about your country. Draw the flag then write a short text. Write: *name of country, capital city, description of flag* (30-50 words).

# English in Use 1







## ♦ Introducing & greeting people

**1** **Read the sentences. Which do we use to introduce people? to greet people?**

- Hi! How are you?
- I'm fine, thanks.
- I'd like to introduce you to ...
- Pleased to meet you.
- This is my friend ...
- Not bad, thanks.

**2** 🎧 **Listen and read. Who meets for the first time?**

A
**Cathy:** Tony! Come in!
**Tony:** Hi Cathy. How are you?
**Cathy:** I'm fine, thanks. How about you?
**Tony:** Fine.
**Cathy:** I'd like to introduce you to Jim.
**Tony:** Hello Jim. Pleased to meet you.
**Jim:** Pleased to meet you too.

B
**Mary:** Good morning Bill. How are you?
**Bill:** Fine, thanks. And you?
**Mary:** Fine thanks.

C
**Ann:** Hi there, Steve.
**Steve:** Oh hi! How are you?
**Ann:** Not bad, thanks.

**3** ***Portfolio:*** **In pairs or groups use phrases from Ex. 1 to act out similar dialogues. Record yourselves.**

## Pronunciation /æ/ - /e/

**4** a) 🎧 **Listen and repeat. Add two words to each category.**

| Reading Rules |
|---|
| a - /æ/ Sam |
| e - /e/ Ted |

/æ/: Dan, Matt, Brad, Stan
/e/: Dennis, Fred, Kent, Betty

**b) Read out the sentences.**

*Dan and Matt are friends.*
*Where are Brad and Fred?*
*Stan's from Kent.*

**Note**

Good morning (to 12:00)
Good afternoon (12:00 to 18:00)
Good evening (18:00 to 24:00)

# Extensive Reading 1

## ACROSS THE CURRICULUM: GEOGRAPHY




**1** Look at the text. How is it related to the map?

**2** a) Use the table to read the numbers below.

- 12,756.3 km
- 4.6
- 71%
- 6
- 4

**READING NUMBERS**

| | | |
|---|---|---|
| 200 | = | two hundred |
| 2,000 | = | two thousand |
| 2,000,000 | = | two million |
| 1.2 | = | one point two |
| 5% | = | five per cent |

b) How are these numbers related to the text? Listen, read and say.

**3** Read again and label the continents on the map.

**4** *Portfolio:* Look at the map. Use the information in the factfile to present Earth to the class. Record yourselves.



## EARTH

Earth is the planet we live on. It is the fifth largest planet of our solar system[1] and the only planet with conditions suitable for life.

| | |
|---|---|
| **Diametre:** | 12,756.3 km |
| **Age:** | 4.5 - 4.6 billion years old |
| **Total Surface Area:** | 509,600,000 km$^2$ |
| **Surface covered by water:** | 71% (land 29%) |
| **Distance from the Sun:** | 149,573,000 km |
| **Continents:** | 6 (Africa, Antarctica, Eurasia[2], Australia, North America, and South America) |
| **Oceans:** | 4 (Atlantic, Pacific, Arctic, Indian) |
| **World Population:** | 6,441,131,400 (approx) |

[1] *the sun & its planets*

[2] *Asia and Europe*

# PROGRESS CHECK 1

## 1 Complete the pairs.

1 father - m _ _ _ _ _
2 brother - s _ _ _ _ _
3 husband - w _ _ _
4 grandpa - g _ _ _ _ _ _
5 uncle - a _ _ _
6 son - d _ _ _ _ _ _ _

(Points: 6X3 ___/18)

## 2 Fill in the missing words.

1 Spain - .....
2 ..... - Polish
3 ..... - Brazilian
4 Britain - .....

(Points: 4X3 ___/12)

## 3 Fill in the gaps with the correct form of the verbs *be* and *have*.

| | football | watch | skateboard | computer | camera |
|---|---|---|---|---|---|
| Laura | ✗ | ✓ | ✗ | ✓ | ✗ |
| Steve | ✗ | ✗ | ✗ | ✓ | ✓ |
| Paul | ✓ | ✓ | ✗ | ✗ | ✗ |
| Tony | ✗ | ✗ | ✓ | ✗ | ✓ |

1 ..... Laura got a camera?
No, she ..... .
2 ..... Steve and Tony got cameras?
Yes, they ..... . Their cameras ..... old.
3 ..... Paul got a red football?
Yes, he ..... but it ..... red.
It ..... white.
4 Laura and Steve ..... got skateboards.
5 Laura and Paul's watches ..... very big.

(Points: 4X5 ___/20)

## 4 Fill in the gaps with the *possessive pronouns* or *adjectives*.

1 This is John and this is ..... brother.
2 That is Mary's car. It's ..... .
3 You can have this book. It's ..... .
4 Ann and Fiona are sisters. ..... surname is Harris.
5 I love ..... family.

(Points: 5X4 ___/20)

## 5 Write the opposites.

1 old man ≠ .....
2 tall boy ≠ .....
3 big eyes ≠ .....
4 short hair ≠ .....
5 straight hair ≠ .....

(Points: 5X2 ___/10)

## 6 Match the questions to the answers.

| | | | |
|---|---|---|---|
| 1 | What's your name? | A | Brazil |
| 2 | How old are you? | B | Paul |
| 3 | Where are you from? | C | Twelve |
| 4 | What nationality are you? | D | Brazilian |

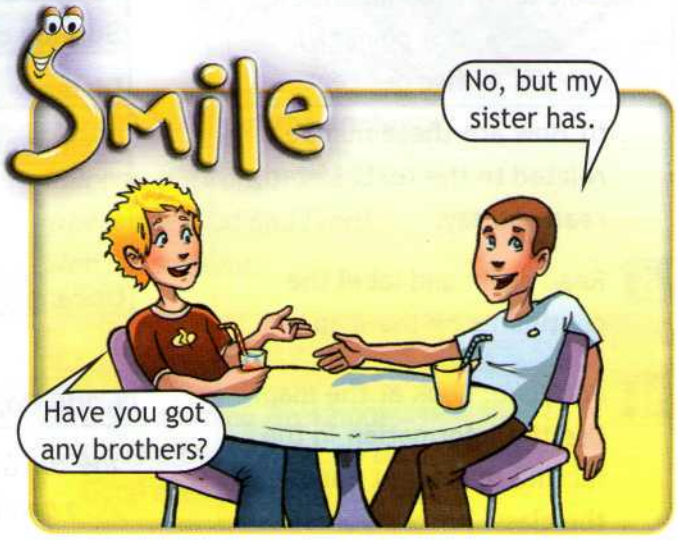
(Points: 4X5 ___/20)

(My score: ___/100)

## Now I Can ...

- talk & write about my family
- describe people/belongings
- talk about/write my personal details
- describe location on a map
- introduce myself & others
- greet people
- talk about countries/nationalities
- write a short text about my country

## ... in English



# Here we are!

# Module 2




### Before you start ...

- Present yourself to the class. Talk about: name, city, age, address, telephone number, nationality
- How many members are there in your family? Describe them.
- Where's your country? Which is the capital city? What can a tourist see in your country?

### Look at Module 2

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- a plan of a room ☐
- a party invitation ☐
- a clock face ☐
- a business card ☐

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

- the time
- months & seasons
- your house, rooms & furniture
- neighbourhoods & shops
- famous streets

### Learn how to ...

- tell the time
- say what the date is
- say where things are
- describe your neighbourhood
- request services

### Practise ...

- ordinal numbers
- *a/an, some & any*
- prepositions of place
- rules of reading: silent & pronounced /w/
- pronunciation of /ʊ/ & /uː/

### Write / Make ...

- a calendar of your classmates' birthdays
- a party invitation
- a street map of your neighbourhood
- a description of your living room
- a paragraph about your neighbourhood
- a paragraph about a famous street in your country
- a scaled map of your room

# 2a Happy Times

## Reading

**1** a) Listen to and read the invitations A-D. What is the occasion? Who is inviting whom? When do the events take place?

A

Dear Tina,
You are invited to my birthday party
on Sat 15 Dec at 17:30
My address is 18, Oxbridge Rd.,
Plymton.
Hope to see you there!
Janet

B

A party is brewing and you're invited!

Trick or Treat at Steve Johnson's house 31st October 6:00 pm
Globe Quay, 16 Globe St. LS11 5QG

C



**Please join us to celebrate the graduation of Phillip Taylor from Leeds University**

Friday, June 12th at 8:00 pm
Drinks, Dinner & Dessert
on Broad Street, Birmington, B12HQ

**David and Shelley Taylor**

D

e-mail

Previous | Reply | Reply All | Forward | Flag | Print | Deleted Items

From: Claire Haig
To: Sara Brightman
Subject: Party!

Hey Sara,
My 12th birthday is next week! Please come to my party on Sunday, 4th September at 5:45 pm. My address is 17, Belgrave Road, Westbourne.
See you then!
Love,
Claire

b) How many abbreviated words (e.g. Mon - Monday) can you find in the invitation cards above? Underline them and guess what they stand for.

c) Turn Claire's email into a party invitation using the appropriate abbreviations.

## Vocabulary

### ♦ Days of the week

**2** a) Listen and repeat.

• Monday • Tuesday • Wednesday
• Thursday • Friday • Saturday • Sunday



b) In pairs, act out similar exchanges.

► *A: What's your favourite day of the week?*
*B: It's Monday. We have PE lessons on Monday.*
*A: Mine too./Mine is Friday. I have music lessons on Friday.*

### ♦ Ordinal numbers

**3** a) Listen and repeat.

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

b) Say the numbers.

21st 22nd 23rd 24th 25th
26th 27th 28th 29th 30th

## Everyday English

### ♦ Months of the year & Seasons

**4** a) Listen and repeat.

- January • February • March • April
- May • June • July • August
- September • October • November
- December

b) Put the months in the seasons.

| Winter | Spring | Summer | Autumn |
|---|---|---|---|
| ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... |

c) Use the prompts to act out similar exchanges.

- 17/08 • 03/06 • 01/01
- 02/12 • 29/10 • 12/05

► *A: What's the date today?*
*B: It's 17th August.*

### ♦ Telling the time

**5** a) Listen and repeat.




*pm: between 12 noon and 12 midnight*
*am: between 12 midnight and 12 noon*
*1:15 a quarter past one / one fifteen*
*1:30 half past one / one thirty*

b) Ask and answer questions, as in the example.

- 3:30 • 8:10 • 12:45 • 5:00 • 11:20
- 9:35 • 3:45 • 2:55

► *A: Excuse me, what time is it, please?*
*B: It's half past three./It's three thirty.*
*A: Thank you.*

## Grammar Grammar Reference

### ♦ Prepositions of time

**6** Study the table. Find examples in the cards in Ex. 1.

- **at:** ***hours*** **- at** 8:00 **- at** night/**at** the weekend
- **on:** ***days*** **- on** Monday, ***dates*** **- on** 6th May
- **in:** ***months*** **- in** January, ***seasons*** **- in** autumn, ***years*** **- in** 1992, **in** the morning, **in** the afternoon/evening

## GAME

Your teacher says a word without a preposition. In teams, add the preposition.

► *T: August* | *T: weekend*
*Team A: in August* | *Team B: at the weekend*

## Speaking

**7** a) Interview your classmates about their birthdays and write down the answers.

► *A: Whose birthday is in spring?*
*B: Mine.*
*A: When's your birthday?*
*B: It's on 5th May.*
*A: How old are you?*
*B: I'm 12.*

b) In groups, make a calendar showing all your classmates' birthdays. Present it to the class.

► *Maria and Pete's birthdays are on ... .*

## Writing (an invitation card)

**8** *Portfolio:* Imagine it's your birthday. Write an invitation card to your best friend. Write: *date*; ***place***; ***address***

# 2b My place




## Vocabulary

♦ Rooms & Furniture

**1** **What room can you see in the picture?**

• bedroom • living room • dining room
• kitchen • bathroom • study

**2** **Where in your house can you find the following?** *clock, bed, computer, sink, table, cooker, cupboards, wardrobe, basin, fridge, mirror, bathtub, bookcase, shelves, window*

## study skills

***Remembering new words***
Think of a place to match each new word you learn. This helps you remember them.

## Grammar Grammar Reference

♦ A(n) / Some / Any

**3** **Read the examples and complete the sentences 1-3. Then describe the living room above. Use adjectives.**

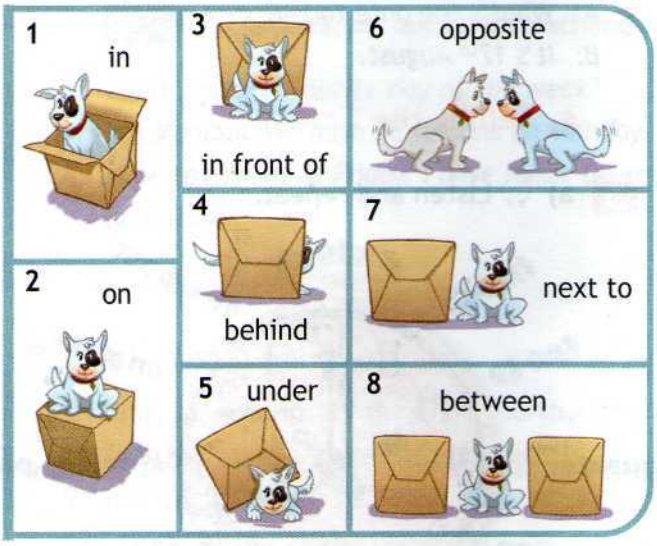
► *There's **a** sofa in the living room.*
*There are **some** cushions in the living room.*
*There aren't **any** chairs in the living room.*
*Are there **any** books in the living room?*

1 We use ..... in the singular.
2 We use ..... in affirmative plural.
3 We use ..... in the negative and interrogative.

♦ Prepositions of place

**4** **Look at the drawings. Where is the dog?**

► *1 He's in the box.*




**5** **Look at the living room and complete the sentences.**

1 The lamp is ..... the coffee table.
2 There is a table ..... the sofa.
3 There is a window ..... the sofa.
4 The flowers are ..... the vase.
5 There is a cat ..... the table.
6 There are some paintings ..... the wall.

## Reading

**6** **a) Read the first three exchanges. Where are Laura, Steve and John? What are they about to do? What's their relationship?**

**b) Think of six words you expect to hear. Listen and read and check.**

**Laura:** Oh, I love our new house! What a big living room!
**Steve:** It's really great! Now, let's put the furniture in place. Can you give me a hand, John?
**John:** Sure. Dad. Let's start.
**Steve:** Where do you want the sofa, Laura?
**Laura:** Put it in front of the window.
**Steve:** All right ... What about this armchair?
**John:** Quick, Dad, it's really heavy!
**Laura:** Can you put it next to the fireplace?
**John:** Agh! Dad, watch out! Is it OK, right here?
**Laura:** No, not there! It looks better on the other side, between the fireplace and the door. That's great!
**Steve:** Right ... Where shall we put this clock?
**Laura:** Oh, put it on the wall, opposite the sofa. Be careful! It's very expensive!
**John:** Phew ... Mum, calm down! We're doing our best, OK?
**Laura:** OK, I'm sorry. Hmm ... What else ...? What about this table? Let's place it between the sofa and the armchair.
**Steve:** Err ... What about the carpet, Laura?
**Laura:** Oh dear! I want that to go under all the furniture!

**7** **a) In groups of three, read out the dialogue. Then, replace the pronouns in bold in sentences 1-5 with words from the dialogue.**

1 **He** asks for help.
2 Put **it** in front of the window.
3 It's between the fireplace and the door.
4 **It** costs lots of money.
5 **This** is to go under all the furniture.

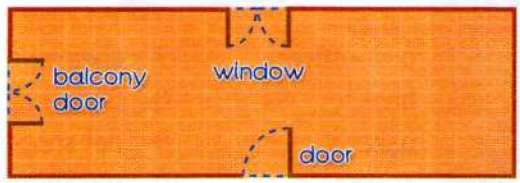
**b) Read again and find phrases which mean:**

1 Can you help me?
2 Hurry!
3 That's fantastic.
4 Take it easy!
5 What's next?

**b) Draw a scene from the dialogue.**

## Speaking

**8** **Imagine you are moving house. In pairs look at the plan of the bedroom. Make a list of the things you want to put in it. Then in groups decide what to put in it and where. Use dialogue in Ex. 6 as a model.**




## Pronunciation /w/

**9** **Listen and repeat. In which word is "w" silent? Use the words to complete the first speaker in the questions below.**

**Reading Rules**
**w - /w/** we, win, when, why
**silent w - /ʰw/** whom, whose

| where | who | what | which | when |
|---|---|---|---|---|

1 **A:** .....
**B:** It's on 5th November.
2 **A:** .....
**B:** The cushions are on the sofa.
3 **A:** .....
**B:** It's an armchair.
4 **A:** .....
**B:** Mary's bag is the red one.
5 **A:** .....
**B:** He's my father.

## Writing (a description of my living room)

**10** ***Portfolio:*** **Draw a plan of your living room. Write a description of it based on the plan. Present it to the class.**

# 2C My neighbourhood

## Vocabulary

♦ Shops

**1** a) Listen and repeat. Where can you buy the things in the pictures? What else can you buy in places 1-12?

A ☐ newspapers



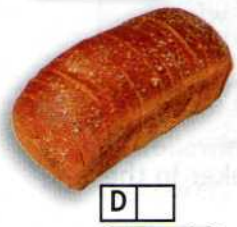
B ☐ aspirin





C ☐ ball

1 post office
2 bank
3 baker's
4 greengrocer's
5 supermarket
6 newsagent's
7 chemist's
8 library
9 pet shop
10 restaurant
11 toy shop
12 sports shop



D ☐ bread



E ☐ vegetables

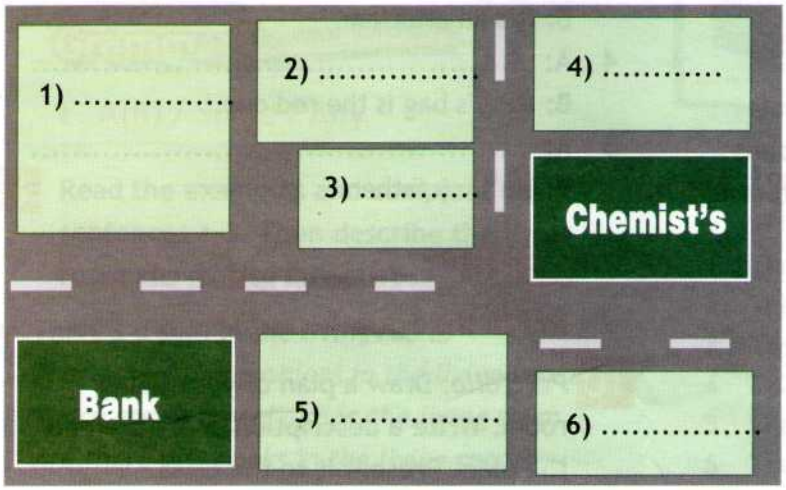


F ☐ stamps

► *You can buy stamps at the post office.*

## Listening

**2** Listen to the conversation and label the places in the map below. Say where each shop is.




## Reading

**3** a) Read the title in the text. Think of six words you expect to read. Listen and read and check.



# My neighbourhood

I live in a beautiful neighbourhood. There are a lot of shops and cafés around here. There's a post office right next to the bank. Opposite the bank, there's the newsagent's. There's also a supermarket opposite the post office and a bus station in front of the supermarket. Next to it there's the chemist's. Behind it, there's a library. Opposite the chemist's, there's my favourite coffee shop! I like my neighbourhood a lot!

Tony Smith

b) In pairs, ask and answer comprehension questions.

## Writing (a description of your neighbourhood)

**4** *Portfolio:* Draw a street map of your neighbourhood and label the buildings. Then, write a short paragraph, describing it. Use Ex. 3 as a model.

# Culture Corner

## Reading

**1** a) Look at the pictures and the headings. Where is each street?

b) Where can you find: *outdoor cafés? lots of shops? film museums? banks?* Read, listen and check.

**2** a) Read again. For questions 1-4, choose the correct answer (A, B or C).

1 Many of the shops on Oxford Street are very old.
A right B wrong C doesn't say

2 You can see famous actors outside Mann's Chinese Theatre in Los Angeles.
A right B wrong C doesn't say

3 Wall Street is a narrow street.
A right B wrong C doesn't say

## study skills

***Extending your study***

When you come across an interesting fact, research it further on the Internet. Keep your own file of interesting web pages. This helps you improve your English.

b) Which place would these people find interesting? Why?

- David is an economist.
- Stella enjoys shopping.
- Peter loves the movies.
- Claire likes fashionable clothes.

c) Write the names of the streets in the text using abbreviations.

## Note

| | | | |
|---|---|---|---|
| St: | street | Rd: | road |
| Blvd: | Boulevard | Pl: | place |
| Ave: | Avenue | Ln: | lane |

# Famous Streets

### OXFORD STREET, London, England



Oxford Street in the heart of London is the most famous shopping street in the world. Debenhams, D H Evans, John Lewis and Selfridges all have large stores on Oxford Street.

### HOLLYWOOD BOULEVARD Los Angeles, USA



Hollywood Boulevard is in Los Angeles. There are many cafés, restaurants and film museums. There are also the Guiness World Records Museum and Mann's Chinese Theatre. On the pavement outside Mann's there are handprints and footprints of famous actors.

### WALL STREET New York, USA



New York's Wall Street in the centre of Manhattan is a symbol of money and power. It is a short and narrow street. It is where most of the city's banks are.

## Project (a tourist guide)

**3** *Portfolio:* Write a tourist guide section of about 80 words about a famous street in your city. Write about:

- its location (centre, south, north, ...)
- what you can find there (shops, cafés, ...)
- what you can do there (relax, walk, ...)

Decorate your tourist guide with photographs.

# English in Use 2

## ♦ Requesting services

**1** **Read the sentences. They come from two telephone conversations. What are the dialogues about?**

- Hello, Power Masters.
- What can I do for you?
- I have no electricity in my house.
- I'll come over and have a look.
- What's up?
- There's a problem with the flat.
- I'll send the plumber over.
- Thank you.

**2** **Listen and read. What is Mrs Brown's, Jane's problem?**

A

**David:** Hello, Power Masters.
**Mrs Brown:** Hello, can I speak to David, please?
**David:** Speaking.
**Mrs Brown:** David, hi. This is Helen Brown.
**David:** Oh, hello Mrs Brown. What can I do for you?
**Mrs Brown:** Well, I have no electricity in my house. I'm in the dark.
**David:** Right. I'll come over and have a look.
**Mrs Brown:** Thank you.

B

**Jane:** Good evening. Could I speak to Mr Campbell, please?
**Mr Campbell:** Mr Campbell speaking.
**Jane:** Mr Campbell, this is Jane from the Warren Avenue flat.
**Mr Campbell:** Hi, Jane. What's up?
**Jane:** Well, there's a problem with the flat. The heating doesn't work.
**Mr Campbell:** Right. I'll send the plumber over.
**Jane:** Thank you.

**3** *Portfolio:* **Look at the business card. Imagine you need Frank Howard's services for one of the problems. Use phrases from Ex. 1 to act out a telephone conversation in pairs. Record yourselves.**

FRANK HOWARD

**Plumber - Electrician**

32 Conley Str, Barrow
Tel. 01984 258888
Mob. 7744 305960

**ON CALL 24 HOURS A DAY, 7 DAYS A WEEK**



TV doesn't work



tap is leaking

## Pronunciation /ʊ/ - /u:/

**Reading Rules**
oo - /u:/ pool
oo + k, u - /ʊ/ pull

**4** **Listen and tick (✓). Listen again and repeat. Read out the sentences. Think of other words.**

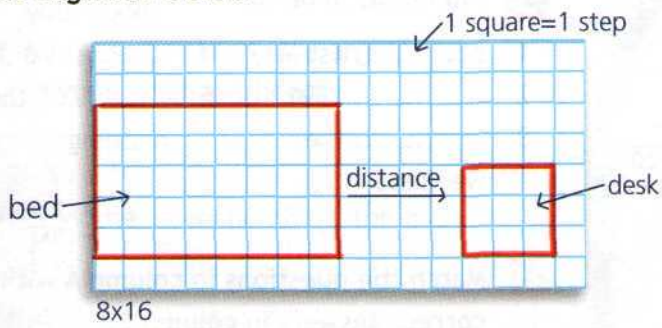
| | /ʊ/ | /u:/ | | /ʊ/ | /u:/ |
|---|---|---|---|---|---|
| full | | | look | | |
| fool | | | Luke | | |

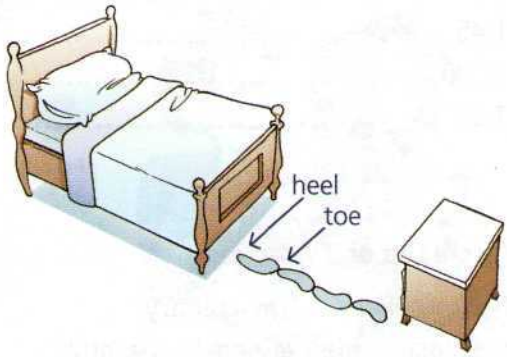
*Look at Luke. He has a book.*
*The pool is full.*

# Extensive Reading 2

ACROSS THE CURRICULUM: MATHS

**1** **Look at the title of the text and the drawing. What do you think the text is about? Read through and check.**



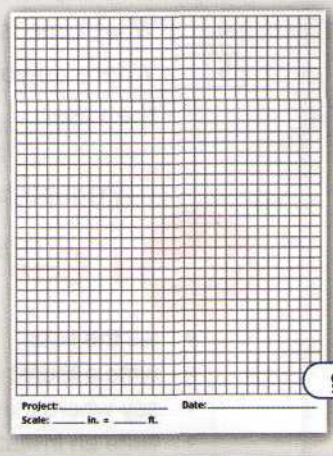




**2** **Read the text and complete the missing words. Listen and check.**

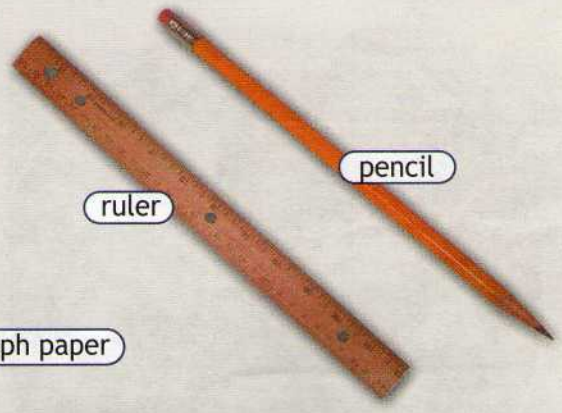
## Draw a Map to Scale

A scale of a map is the relationship between the size of something in the map and its size in the real world. How can you draw a map to scale?

### What you need:




graph paper




### What you have to do:

**1** Choose two objects **1)** i __ your bedroom, like your bed and the desk or the chair and the window.

**2** Use steps to measure the distance.

**3** Walk in a straight line. Place your feet from heel to toe. Count how many steps it takes to get from one object to **2)** t __ __ other. Write down the number of steps.

**4** Choose a scale, like one square on the graph is the same as one step. Draw a map of **3)** y __ __ __ room. Use the measurements in steps. Write the map scale at the bottom of the graph paper.

**5** This **4)** i __ a scaled map of your room.

**3** ***Project:*** **Use the information in the text to draw a scaled map of your room. Present it to the class.**

# PROGRESS CHECK 2

## 1 What time is it?

1 8:25 .....
2 11:15 .....
3 1:45 .....
4 12:00 .....
5 7:30 .....

(Points: 5X4 ___/20)

## 2 Circle the odd word out.

1 bank - baker's - vase - library
2 fireplace - sofa - armchair - bathtub
3 newsagent's - toy shop - supermarket - aspirin
4 spring - May - autumn - winter
5 first - two - ninth - sixth

(Points: 5X4 ___/20)

## 3 Look at the picture and complete the sentences with prepositions of place.



1 The window is ..... the sofa.
2 The coffee table is ..... the armchair.
3 The lamp is ..... the coffee table.
4 There's a fireplace ..... the room.
5 There's a small table ..... the sofa.

(Points: 5X4 ___/20)

## 4 Choose the correct word.

1 Is there **a/some** baker's?
2 There are **any/some** shops in that street.
3 There aren't **some/any** supermarkets here.
4 My birthday is **on/in** 5th November.
5 Meet me **on/at** 8.30!

(Points: 5X2 ___/10)

## 5 Fill in: *at*, *in* or *on*.

1 ..... 1st May
2 ..... 1991
3 ..... the weekend
4 ..... 8:30 pm
5 ..... the morning

(Points: 5X2 ___/10)

## 6 Match the questions in column A with the correct answers in column B.

| A | | B | |
|---|---|---|---|
| 1 | What's the date today? | a | Place it over there. |
| 2 | How old are you? | b | It's on 5th May. |
| 3 | When is your birthday? | c | It's half past three. |
| 4 | What time is it? | d | I'm 12. |
| 5 | Where do you want the vase? | e | It's 17th August. |

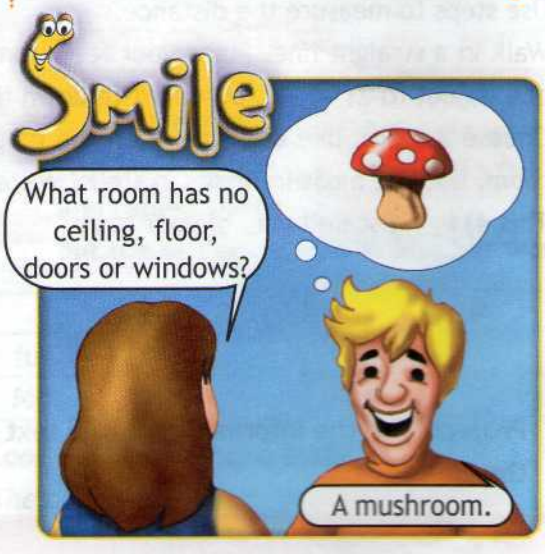
(Points: 5X4 ___/20)

(My score: ___/100)

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

- tell the time
- write a tourist guide
- say where things are
- write an invitation card
- describe my house, its rooms & furniture
- describe my neighbourhood
- request services
- draw a scaled map

## Smile



# Getting around

# Module 3

## Before you start ...

- When's your birthday?
- What's your house like? Describe your room.
- Name some shops. Are any of them in your neighbourhood?

## Look at Module 3

- Find the page numbers for pictures 1-3.

## Find the page numbers for

- a street map ☐
- a road safety leaflet ☐
- traffic signs ☐
- a famous person ☐

## Listen, read and talk about ...

- means of transport
- road safety
- traffic signs
- famous racing drivers
- driving in the UK/your country
- symbolisms of red

## Learn how to ...

- give instructions
- give directions

## Practise ...

- the imperative
- can & can't/cannot (ability, permission & prohibition)
- pronunciation of /æ/ - /ɑ:/, /ɑ:/ - /ɒ/
- homographs

## Write / Make ...

- a safety leaflet for children playing outside
- a poster of traffic signs in your country
- a short article about a famous person
- a poster for tourists about driving in your country

1



2



3

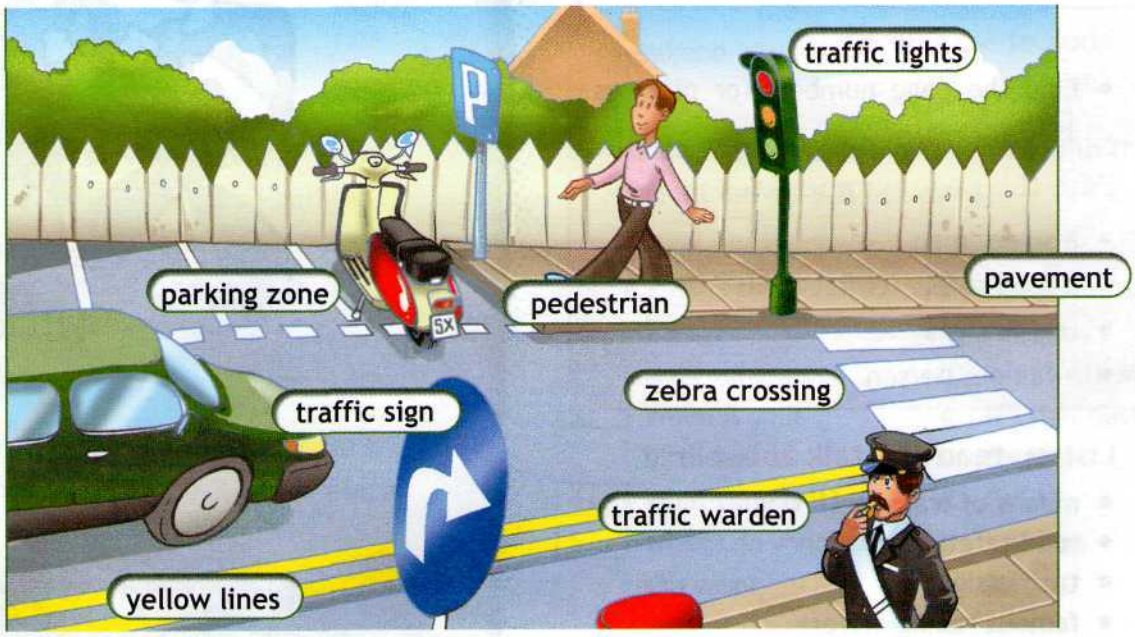


# 3a Road safety

## Vocabulary

♦ Getting around

**1** Which of these things can you see on the road outside: *your school*? *your home*?




**2** Match the words in columns A and B to make phrases. In pairs discuss what is dangerous/safe to do in your country.

| | A | | B |
|---|---|---|---|
| 1 g | wear | A | the window |
| 2 f | walk straight | B | the pavement |
| 3 e | look | C | the driver |
| 4 d | run onto | D | the road |
| 5 c | talk to | E | both ways |
| 6 b | walk on | F | across the road |
| 7 a | lean out of | G | a seat belt |

► *It's safe to wear a seat belt.*

## Grammar Grammar Reference

♦ The Imperative (Giving instructions)

**3** a) Read the examples. How do we form the imperative?

*Wear your seat belt!* ***Don't talk*** *to the driver!*

b) Use the phrases in Ex. 2 to give instructions on road safety.

1 When on the street, ► *look both ways before crossing. Don't* .....

2 When in the car, .....

3 When on the bus, .....

## Reading

**4** a) Look at the text and its title on p. 23. What do you expect to read in it? Listen, read and check.

b) Read the text and match the titles (A-D) to the sections (1-4). Then, explain the words in bold.

**A. When you ride your bike**

**B. When you travel in a car**

**C. When you cross the street on foot**

**D. When you travel on a bus**

# Be Safe on the Road!



1) ..... :
Look for a zebra crossing or a traffic lights crossing.
Don't **cross** between **parked** cars.
Stop before you walk onto the road.
**Stand on** the **pavement** near the **kerb**.
Listen and look both ways for **traffic**.
Make sure it's clear and walk straight across the road.
Don't run.

2) ..... :
Make sure your bike is in good **working condition**.
Check your brakes and tyres regularly.
Wear a bicycle helmet.
Ride with the **flow** of traffic, not against it.
Use bike **lanes**.
Wear **bright** clothes in daytime.
Never carry a second person on your bike.



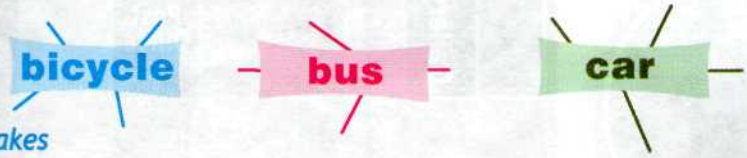
3) ..... :
Stand well back until the bus has stopped completely.
Don't push others when you enter the bus.
Sit down on your seat quietly and quickly.
If there aren't free seats, use handgrips.
Don't talk to the driver or **annoy** others on the bus.
Don't lean out of the window.
Don't wave from the window.




4) ..... :
Always sit in the back seat if you are under twelve years old.
Wear a seat belt.
Don't block the rear view mirror.
Don't play with the car door handles.
Always use the door on the pavement side to get out of the car.



**5** **Read again and complete the spidergrams with words from the text.**




► *brakes*

## Speaking

**6** **Which of the things mentioned in the text do you do when you travel/walk to and from school? Tell the class.**

**7** **Fill in: *by, on, in*. Then make sentences using them.**

1 ..on.. foot; 2..by.. car/bus/train/plane/bike
3 ..on.. a bus; 4 ..in.. the 8 o'clock train

## GAME

**The road safety officer comes to your class to check your knowledge of road safety rules. In teams say how to behave/not behave in certain situations.**

► *Team A S1: When you cross a street look both ways for traffic.*

## Listening

## study skills

***Listening for specific information***
Read the questions and possible answers. Underline the key words. This helps you do the listening task.

**8** **Underline the key words in statements 1-3. Listen and choose the correct answer.**

1 Paula and David are
A in the car.
B it the school playground.
C on the street.

2 The zebra crossing is
A quite far.
B between the bus and a parked car.
C safe.

3 David tells Paula to
A look both ways.
B make sure the road is clear.
C go quickly to the other side.

## Writing (a leaflet)

**9** ***Portfolio:* Make a leaflet of do's and don'ts to tell school students what to do when playing outside.**

# 3b On the move

## Vocabulary

♦ Means of transport

**1** Match the means of transport to the verbs. Listen and check.

| | | | |
|---|---|---|---|
| 1 | ride | a | a plane |
| 2 | fly | b | a bike |
| 3 | sail | c | a car |
| 4 | drive | d | a boat |

## Grammar

Grammar Reference

♦ Can (ability)

**2** Look at the pictures. What *can/can't* you do?

► *I can ride a bike, but I can't fly a plane.*




♦ Can (prohibition/permission)

**3** What do these traffic signs tell us? Circle the correct word.



1 You **can/ can't** park here.



2 You **can/ can't** turn right.



3 You **can/can't** drive at 25 mph.



4 You **can/ can't** go straight.



5 You **can/ can't** go here.



6 You **can/can't** turn left.

## Listening

**4** Listen to the dialogue between Jane and her driving instructor. They are at point X. Mark the **route** they take and say where Jane parks the car in the end.



## Reading

**5** **a) Read the first and the last exchange of the dialogue. Where is Jane? What is she doing? Listen, read and check.**

**b) Read the dialogue and answer the questions.**

1 Where's the driving school?
2 Can Jane turn right into Apple Street?
3 Can Jane park in front of the hospital?

**Instructor:** Are you ready Jane?
**Jane:** Yes! Let's do this.
**Instructor:** OK, remember now, you have to be **careful** on the road all the time. OK, go down Bridge Road towards the Park hotel.
**Jane:** OK! Should I go straight or do you want me to turn right into Apple Street?
**Instructor:** No, you can't turn right into Apple Street and you can't go straight. Look at the sign!
**Jane:** Oh yeah! I can only turn left here.
**Instructor:** Very good! So, turn left into Apple Street.
**Jane:** Here we go ...
**Instructor:** **Perfect!** Now, stop at the traffic lights because the light is red. When the light **turns green**, turn left into Mill Street.
**Jane:** I see.
**Instructor:** Now, park **in front of** the hospital.
**Jane:** But I can't park there! Look at the sign.
**Instructor:** **Excellent!** Turn left into Green Street and go towards the park.
**Jane:** Fine.
**Instructor:** **Watch out!** There's a car coming.

**6** **Read again. Explain the words in bold. Find sentences which express examples of: *permission*, *prohibition* and *giving directions*.**

## Study skills

*Homographs*
A homograph is a word that has the same spelling as another. Homographs differ from each other in meaning and sometimes pronunciation.

**7** **Look at the highlighted words. How do they differ? Match the words to their definitions:** *bank*; *sheet*; *right*; *light*

1 bed cover/a single piece of paper .....
2 we keep money in/sides of a river .....
3 opposite of left/correct .....
4 not heavy/not dark .....

## Speaking

**8** *Portfolio:* **Imagine you are learning to drive. Act out the dialogue between you and the instructor. Use the map on p. 24 and the table below. You can start from any point you want to.Record yourselves.**

| Giving driving directions | |
|---|---|
| • turn left/right into ...<br>• go down ...<br>• go straight ... | • go towards ...<br>• stop at the traffic lights<br>• park in front of ... |

## Pronunciation /æ/ - /ɑ:/

**9** **a) Listen and repeat.**

| Reading Rules |
|---|
| a - /ɑ:/ car, grass |
| a - /æ/ dance, cat |

can /kæn/
can't /kɑ:nt/

**b) Listen and read the exchanges. In pairs use the map to act out similar exchanges.**

► *A: **Can** I turn left here?*
*B: Yes, you **can** turn left, but you **can't** turn right.*

## Writing (a poster)

**10** *Portfolio:* **Make a poster. Draw traffic signs you can see in your country. Then explain them to the class. Use *can* or *can't*.**

# 3C Hot wheels

## Reading

**1** a) Listen to the sounds. How are they related to the title? What images come to your mind?

b) Look at the title and the picture in the article. Who is the person? What is he famous for?

**2** a) Listen, read and complete the sentences 1-3.

1 Shumacher's nickname is .....
2 He comes from .....
3 His hobbies are ..... and .....

### Michael Schumacher



1 Michael Schumacher, or Schumi, is a very famous racing car driver. He's got lots of fans around the world.

2 Michael comes from Germany. He was born on 3rd January, 1969. He is rather tall and thin with short dark hair. Michael can drive very fast cars. He can also play football and tennis very well.

3 Michael is Ferrari's best Formula 1 driver. "I'll do everything I can to bring the Number One to Ferrari", he says. "The whole team and the fans deserve it."



b) Read again and complete the fact file below.

| | |
|---|---|
| **Full Name:** | ▶ *Michael Schumacher* |
| **Occupation:** | ..... |
| **Team:** | ..... |
| **Born:** | ..... |
| **Personal details:** | ..... |
| | ..... |

**3** Which paragraph includes:

- personal details & hobbies?
- what he is famous for?
- the company he works for and a quote?

## Speaking

**4** Look at the fact file below and present Kimi Raikkonen to the class.



**Name:** Kimi
**Surname:** Raikkonen
**Nickname:** Iceman
**Occupation:**
Racing car driver
**Nationality:** Finnish
**Born:** 17th October, 1979
**Personal details:** short blond hair
**Hobbies:** snowboarding, jogging, ice-hockey
**Current Team:** McLaren Mercedes

## Writing (an article about a famous person)

**5** *Portfolio:* Write a short article about Kimi Raikkonen or a famous sportsman in your country. Use the text in Ex. 2 as a model. Stick on a picture. (50-60 words)

# CULTURE CORNER

## Getting around in LONDON

**A. Underground**



Over 3 million people a day use the Underground or Tube to get around in London. The Tube has 275 stations in many different parts of the city and 12 lines that can take you to any place you want. So, don't forget to have a Tube map with you before you start your journey!



**B. Red Double-Decker Bus**

You can see these red double-decker buses in London. They are tall but they are not very fast. Tourists like taking these buses because they can have a nice view of the city from the upper deck.

**C. Black Cab**



Black cabs are special taxis that have a lot of room for passengers and their luggage. Black cab drivers take a test of their knowledge of London, as they have to know all of the 25,000 streets within 10 km of the city centre!

## Reading

**1** a) 🎧 **Listen to the sounds. Imagine the scene. What can you see, hear, smell?**

b) **Read the title and the subheadings. What is the text about? Listen, read and check.**

## study skills

***Reading for specific information***

Read the questions and the answers. Find the part of the text each question refers to. The information may be phrased in different words. This helps you choose the correct answer.

c) **Answer questions 1-3. Give reasons.**

1 The Underground is also called the
A Cab. B Tube. C Station.

2 Red double-decker buses are
A slow. B low. C old.

3 Cab drivers in London
A are 40 years old. B are kind to passengers.
C sit exams.

## Speaking

**2** **Which forms of transport can a tourist use in London? Discuss in pairs.**

## Listening

**3** 🎧 **Read the subheadings in the poster. What is it about? What words are missing from the gaps 1-6? Listen and complete. Were your guesses correct?**

| | |
|---|---|
| **Driving** | The British drive on the **1)** ..... hand side of the road. |
| **Speed Limits for Cars** | • Cities and towns **2)** ..... mph<br>• Motorways 70 mph |
| **Traffic Lights** | • Red: stop<br>• Red and amber together: get **3)** ..... but don't move<br>• Green: go if the way is clear<br>• amber lights: stop |
| **Pedestrian Crossings** | • Always stop when the red light shows.<br>• If there are no **4)** ....., pedestrians have the right of way. |
| **Seat Belts** | Always wear your seat belt when you travel by **5)** ..... . |
| **Crash Helmets** | Always wear your crash helmet while on a **6)** ..... . |

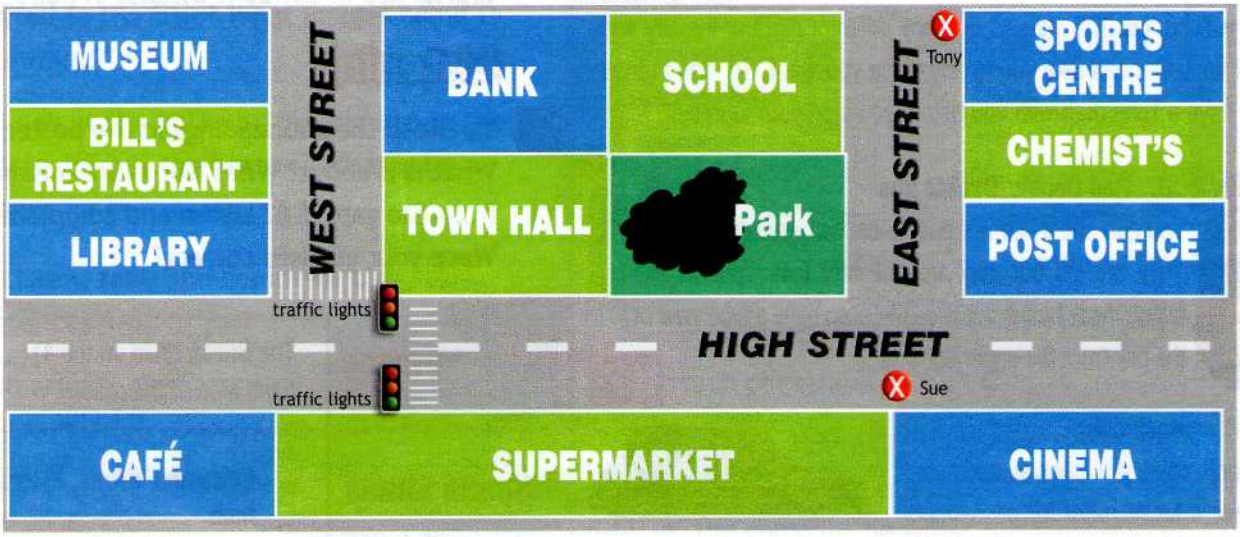
## Project (a poster)

**4** *Portfolio:* **What are the rules for driving in your country? Make a poster for tourists.**

# English in Use 3

♦ Asking for/Giving directions

**1** Look at the map. What kind of map is it? What can you see on it?




**2** Read the sentences below. Which give directions? Which are said by someone asking for directions?

√1 Excuse me, how can I get to ...?
2 Just cross/go up/go down this road/street and ...
√3 Is it far?
4 Take the first/second turning on your left/ right ...
5 I'm new to the area.
√6 Excuse me, could you tell me the way to ...?
√7 Do you know where ... is?
8 Turn right/left and go straight on.

**3** Listen and read the dialogues. Where does each person want to go?

A
**Tony:** Excuse me, is there a post office near here?
**Ann:** Yes, there's one on the corner.
**Tony:** Thank you.
**Ann:** You're welcome.

B
**Sue:** Excuse me, how can I get to the library?
**Jack:** Go down the street until you get to the traffic lights. Turn right and go straight on. It's on your left next to Bill's restaurant.
**Sue:** Is it far?
**Jack:** Not really.
**Sue:** Thank you very much.
**Jack:** Don't mention it.

**4** *Portfolio:* Work in pairs. Use the map and the phrases in Ex. 2 to ask for and give directions. Record yourselves.

- from the cinema to the museum
- from the café to the sports centre
- from the library to the chemist's

## Pronunciation /ɑ:/ - /ɒ/

**Reading Rules**
a /ɑ:/ park o /ɒ/ pot

**5** Listen and tick (✓). Listen again and repeat. Then read out the sentences.

| | /ɑ:/ | /ɒ/ | | /ɑ:/ | /ɒ/ | | /ɑ:/ | /ɒ/ |
|---|---|---|---|---|---|---|---|---|
| sharp | | | shop | | | mock | | |
| shark | | | shock | | | mark | | |

*The shark's teeth are sharp.*
*Mark the shop on the map.*

# Extensive Reading

ACROSS THE CURRICULUM: ART & DESIGN

**1** Look at the pictures. How are they related to the title of the text?

**2** Colours have different meanings. What does red symbolise in each picture: *protection? danger? respect? love?* Decide in pairs. Read and check.

**3** Read the text and choose the correct word A, B or C to complete the gaps 1-5. Listen and check.

## study skills

***True Friends***

When your read a text look for words that are the same or similar in your language, i.e. *true friends*. They help you understand the text.

**4** Are there words in the text that are the same or similar in your language?

**5** Read again and make notes. Use them to present symbolisms of red to the class.

**6** *Project:* What does red symbolise in your country? Collect information and make notes. Present it to the class.



## What does RED mean?



*Colours are all around us and they can mean or symbolise different things. Let's take a look at ... **RED**.*

Red can be the colour of danger. When traffic lights are red, they warn[1] drivers and pedestrians **1)** ..... stop. The red light is always **2)** ..... the top of the lights where everyone can see it.



Red is also the colour for kings and queens. When royalty[2] visit places, people roll out[3] a red carpet for them to walk **3)** ..... . This is a sign of respect.

The red cross is a symbol of protection. It is the symbol of an organisation which gives help to those who need it. During a war, soldiers don't fire[4] those who carry[5] the red cross symbol.



A red rose is a sign **4)** ..... romantic love. On Valentine's Day people give each other red roses or chocolates **5)** ..... red boxes that look like hearts.



| | | | | |
|---|---|---|---|---|
| 1 | **A** in | **B** on | **C** to |
| 2 | **A** at | **B** in | **C** – |
| 3 | **A** with | **B** at | **C** on |
| 4 | **A** at | **B** of | **C** in |
| 5 | **A** on | **B** with | **C** in |

[1]tell [2]kings and queens [3]straighten [4]shoot [5]contain

# PROGRESS CHECK 3

**1** **Fill in the gaps with *can* or *can't*.**



1 You ..... park here.



3 You ..... turn left.



2 You ..... go straight.




4 You ..... drive at 50 mph.

(Points: 4X3 — 12)

**2** **Guess the words.**

1 traffic s _ _ _
2 seat b _ _ _
3 traffic l _ _ _ _ _
4 zebra c _ _ _ _ _ _ _
5 parking z _ _ _
6 yellow l _ _ _ _

(Points: 6X3 — 18)

**3** **Fill in:** *in, on, by, of*.

1 He's travelling ..... the 8 o'clock train.
2 We go to school ..... foot.
3 She is afraid of travelling ..... plane.
4 Don't lean out ..... the window.
5 Walk ..... the pavement.

(Points: 5X3 — 15)

**4** **Complete the sentences with these words.**

• sail • drive • ride • fly • cross

1 I can't ..... a plane, but I can ..... a boat.
2 Don't ..... the road when the light is red.
3 If you want to learn how to ..... a car, you can go to a driving school.
4 When the weather is good, I ..... my bike in the park.

(Points: 5X2 — 10)

**5** **Write the opposites.**

1 go ≠ .....
2 turn left ≠ .....
3 go up the street ≠ .....
4 red lights ≠ .....
5 fast ≠ .....

(Points: 5X3 — 15)

**6** **Put the words in the correct order to form full sentences.**

1 both/cross/ways/look/before/you/road/the
2 parked/cross/between/don't/cars
3 traffic/against/ride/don't
4 bicycle/wear/helmet/a
5 pavement/stand/on/the

(Points: 5X4 — 20)

**7** **Put the sentences in the correct order to make a dialogue.**

☐ Yes, there's one quite near.
☐ You're welcome.
☐ How do I get there?
▶1 Excuse me, is there a hospital near here?
☐ Go down Bridge Road and turn left into Green Street.
☐ Thank you.

(Points: 5X4 — 20)

(My score: — 100)

## Now I Can...

- talk about means of transport
- talk about safety in the street
- express ability, prohibition, permission
- interpret traffic signs
- ask for and give directions
- write a short article about a famous racing car driver
- talk and write about public transport
- explain what red means in your country

... in English



# Day after day

# Module 4

### Before you start ...

- What are the dos & don'ts for being safe on the road?
- How do you go to school from your house? Describe the route.
- Name a famous racing driver. What do you know about him?

### Look at Module 4

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- a quiz ☐
- a pie chart ☐
- a spidergram ☐

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

- daily routines
- entertainment & TV programmes
- a perfect day
- Britain's Teens' leisure activities
- different types of graphs

### Learn how to ...

- talk about routines and habits
- talk about entertainment preferences
- make suggestions
- use exclamations
- talk about your perfect day
- carry out a survey
- make/cancel an appointment

### Practise ...

- adjectives
- present simple affirmative, negative, interrogative & short answers
- adverbs of frequency
- linkers
- I like/I don't like
- pronunciation of /s/ - /z/ - /ɪz/ & /ɪ:/ - /ɪ/

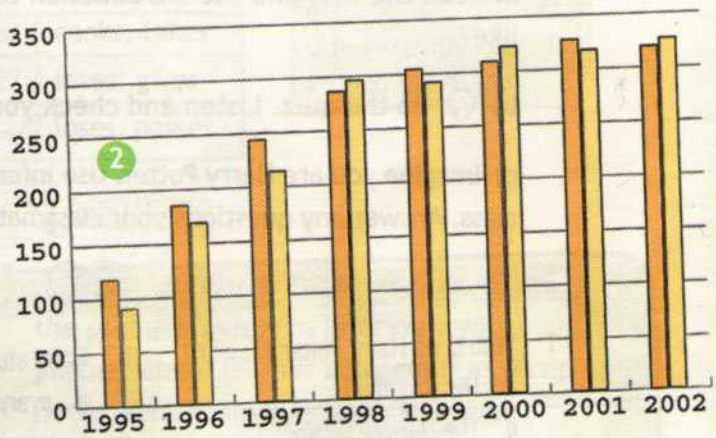
### Write / Make ...

- a paragraph about a typical day for you
- an article about your 'Perfect Day'
- a class survey
- an article about teenage life in your country

1



2




3



# 4a Day in, Day out

## Vocabulary

♦ Daily routine

**1** Which of the activities in the pictures do you do: *in the morning? at noon? in the afternoon? in the evening? at night? at weekends?*




## Reading

**2** a) Read the title and the introduction to the quiz. Who's Harry Potter? What is his daily routine like?

b) 🎧 Do the quiz. Listen and check your answers. Then explain the words in bold.

c) Imagine you are Harry Potter. Use information from the quiz to talk about your routine to the class. Answer any questions your classmates may have.

1 Who does Harry Potter live with?
- a His parents
- b The Dursley family
- c Ron and Hermione

2 Which school does Harry go to?
- a Muggles' School
- b Azkaban
- c Hogwarts

3 Where does Harry usually have breakfast?
- a In the Great Hall.
- b in the tower **dormitory**.
- c in the Forbidden Forest.

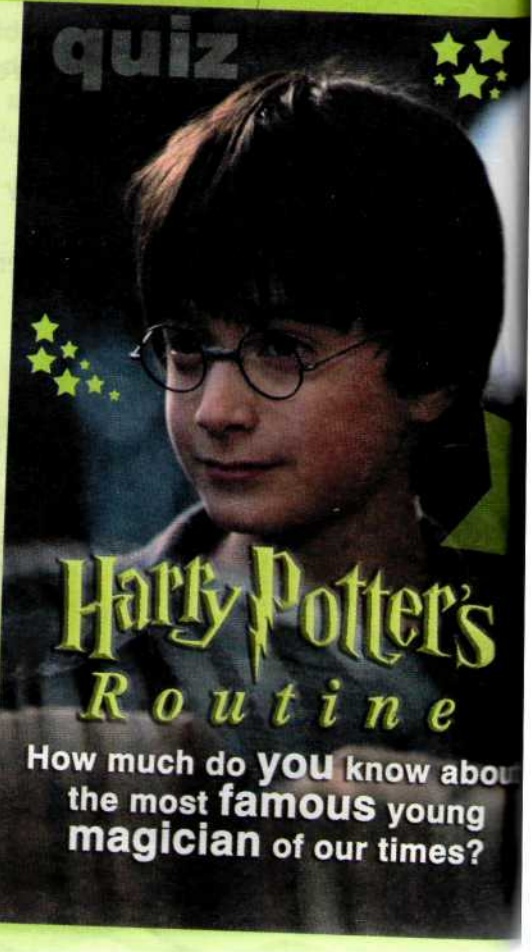
4 Harry studies Herbology at the **greenhouse** .... a week.
- a three times
- b twice
- c once

5 Harry studies the night skies
- a every Monday morning.
- b every Wednesday at midnight.
- c in the evening.

6 What does Harry often play in his free time?
- a Broomfights
- b Quidditch
- c Hide and seek

7 What do Harry and his friends usually do after dinner?
- a They meet in the **common room**.
- b They go straight to bed.
- c They do magic tricks.

8 Where does Harry always sleep?
- a in his house dormitory
- b in his own room
- c in a **dungeon**



## Grammar Grammar Reference

### ♦ The Present Simple

**3** a) **Read the sentences. Which expresses: a *daily routine*? a *habit*? a *permanent state*?**

*She always sleeps early.*
*He reads books in his free time.*
*He lives in Moscow.*

b) **Read the box. Then, underline the forms of the *present simple* in the text. Which verb forms express: *a daily routine*? *a habit*?**

| Affirmative | |
|---|---|
| I/you/we/they sleep | he/she/it sleeps |
| **Negative** | |
| I/you/we/they **don't** sleep | |
| he/she/it **doesn't** sleep | |
| **Interrogative** | |
| Do I/you/we/they sleep? | **Does** he/she/it sleep? |

**4** **Write the third person singular.**

1 I go - she .....
2 I sleep - he .....
3 I study - she .....
4 I play - he .....
5 I catch - she .....
6 I fix - he .....
7 I wash - she .....
8 I cry - he .....

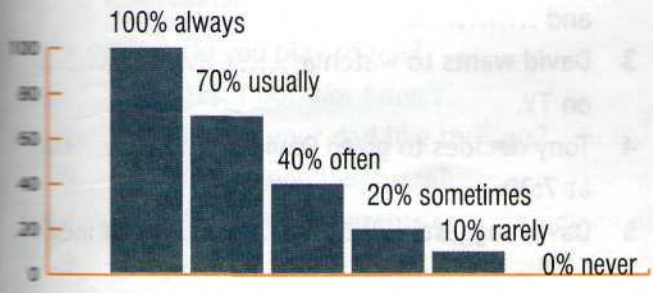
**5** **Fill in with the correct form of the verbs.**

1 What time ..... **(school/start)**?
2 ..... **(Harry/eat)** frogs for lunch?
3 He ..... **(teach)** History of Magic.
4 He ..... **(go)** to school on foot.

### ♦ Adverbs of frequency

**6** a) **Read the sentences and the graph. Where do we put the *adverbs of frequency*?**

1 Harry and his friends **usually meet** in the meeting room.
2 He's **never** late for classes.




b) **Put the words in the correct order.**

1 never/Harry/school/walks/to
2 Hermione/studies/always/a lot
3 usually/students/free time/their/in/common room/the/spend
4 The Dursleys/often/Harry/don't/treat/well
5 Hedwig/brings/sometimes/Harry's/mail

c) **Underline the words in the quiz that show how often something happens. Make sentences with these words about yourself.**

## Pronunciation /s/ - /z/ - /ɪz/

**7** 🎧 **Listen and repeat. Add two verbs to each catergory.**

| | |
|---|---|
| /-s/ | cooks, takes |
| /-z/ | loves, gives |
| /-ɪz/ | loses, passes |

**Reading Rules**

**/f/, /k/, /p/, /t/ - /s/**
kicks, laughs, etc
**/s/, /ʃ/, /tʃ/, /dʒ/, /z/ - /ɪz/** kisses, washes, etc
other sounds - **/z/**
swims, plays, etc

## Speaking

**8** **Use the phrases from Ex. 1 and the prompts below to interview your partner about his/her daily routine. Keep notes work in small groups. Use your notes to talk about your partner's daily routine to the class.**

- wake up • have breakfast/lunch/dinner
- have a shower/a bath • get dressed
- go to school • have lessons
- do my homework • go out with friends
- watch TV • listen to music
- help my parents around the house

► *A: What time do you wake up?*
*B: I wake up at ...*

## Writing (a paragraph about your typical day)

**9** ***Portfolio:*** **What's a typical Monday for you? Make notes, then write a short paragraph.**

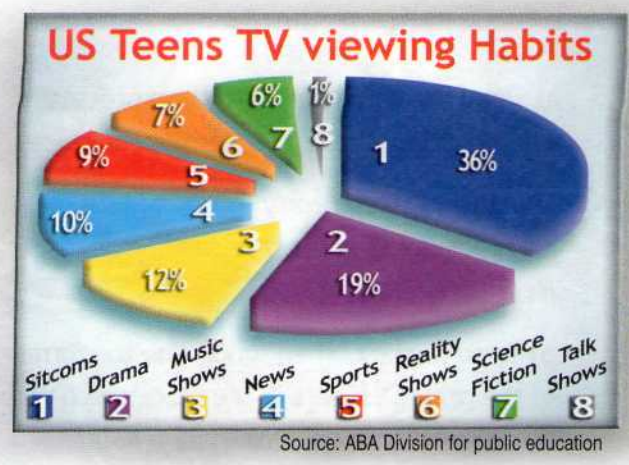
# 4b How about ...?

## Vocabulary

♦ TV programmes

**1** a) Look at the TV programmes in the pie chart. Which ones exist in your country?

b) 🎧 Listen to the music extracts. Which TV programme do they match?



Source: ABA Division for public education

► 1 *abbreviation for situation comedy.*

## Everyday English

♦ Expressing likes/ dislikes

**2** Read the pie chart. What do American teenagers like watching on TV?

► *19% of American teenagers like watching dramas.*

**3** What do you like watching on TV? Use the table and the adjectives to tell the class.

We use certain suffixes at the end of verbs, nouns etc to form adjectives in English. These are: *-ful (wonder - wonderful), -ing (disgust - disgusting), -able (enjoy - enjoyable), -ic (fantasy - fantastic)*

| | |
|---|---|
| love | don't like |
| like | hate |
| great, exciting, delicious, enjoyable, interesting, fantastic, fine, wonderful | boring, awful, terrible, disgusting, dull, horrible |

► *I don't like reality shows. I think they're boring.*

**4** What do you like? Discuss.

**Food:** pizza, hamburgers, spaghetti, fish, chicken

**Sports:** football, basketball, skiing, windsurfing

**Pastimes:** going/cinema, eating out, dancing

► *A: What's your favourite food?*
*B: I love pizza! I think it's great. What about you?*
*A: I like hamburgers. They are fantastic.*

♦ Making suggestions

**5** a) Look at sentences 1-4. Which express suggestions?

b) 🎧 Match the sentences (1-4) with the responses (a-d). Listen and check.

| | | | |
|---|---|---|---|
| 1 ☐ | Are you free tonight? | a | I think so. |
| 2 ☐ | Would you like to join me? | b | Count me in! |
| 3 ☐ | What about a pop concert? | c | Pop music is not really my thing. |
| 4 ☐ | How about a pizza? | d | No, thanks. |

## Reading

**6** a) Read the first exchange in the dialogue. What do you expect to read? Read through and check.

b) Read and listen to the dialogue and complete sentences 1-5.

1 Tony wants to go to ..... with David tonight.
2 David doesn't like ....., ..... and .....
3 David wants to watch a ..... on TV.
4 Tony decides to go to David's ..... at 7:30.
5 David suggests ..... for dinner.

**Tony:** Hi David. Are you free tonight?
**David:** I think so. Why?
**Tony:** Because there's a new thriller on at the Rex. Would you like to join me?
**David:** No, thanks. I don't like thrillers.
**Tony:** Oh ... What about a comedy then? There's one starring Jim Carrey.
**David:** I don't know ... I don't really like him.
**Tony:** What about a pop concert then?
**David:** Well, pop music is not really my thing ...
**Tony:** Oh. I've got it! It's Thursday today and your favourite sitcom is on TV!
**David:** Yes, that's true ... Do you want to watch it with me?
**Tony:** That's a great idea! Let's meet at your place at 7:30 then!
**David:** Cool! How about some pizza for dinner?
**Tony:** Count me in!

## Speaking

**7** *Portfolio:* **It's Saturday afternoon. Invite your friend to watch TV together. Use the sentences in Ex. 4 as well as your own ideas. Record yourselves.**

## Grammar Grammar Reference

♦ Present Simple (short answers)

**8** **a) Read the box. Which verb do we use to form short answers?**

**Short Answers**

| | |
|---|---|
| Do you play tennis? | Yes, I **do**. / No, I **don't**. |
| Does he like skiing? | Yes, he **does**. / No, he **doesn't**. |

**b) Fill in *do/does*, then answer the questions.**

1 ▶ *A: Do* you play tennis?
*B: Yes, I do./No, I don't.*
2 ..... your dad like thrillers?
3 ..... you like pizza?
4 ..... your parents go to the cinema?
5 ..... your friend like sitcoms?

## Listening

**9** **a) Look at the poster. What words are missing? Listen and complete the gaps.**

**New Film Starts Today...**

**Name:** 1) ..... of Rock
**Type of film:** 2) .....
**Rating:** 3) .....
**Time:** 12pm/3pm 4) .....
**Price:** 5) £ .....

**b) In pairs ask and answer questions about the film in the poster. Decide whether you'd like to see it.**

## Pronunciation (exclamations)

**10** **a) Listen and repeat. Which of these are positive/negative?**

1 Yuck! 2 Wow! 3 Super! 4 Ugh!

**b) Ask and answer as in the examples. Use the prompts in Ex. 3 and the expressions in Ex. 9a.**

▶ *A: How about spaghetti tonight?*
*B: Yuck! I hate it./Wow! That's great.*

## study skills

*Carrying out a survey*
To carry out a survey you need to prepare simple *Yes/No* questions. This way you can get accurate answers.

## Writing (a paragraph on a survey)

**11** *Portfolio:* **Carry out a class survey. Ask your classmates about their favourite TV programmes. Keep notes, then write a paragraph. Use *most/some/very few/none of*.**

▶ *Most of my classmates like ... . Some of them don't like ... . A few hate ...*

# 4C My favourite day

## Reading

**1** **Work in pairs. What is a perfect day like for you? Brainstorm to complete the spidergram.**




**2** **a) Look at the title. Which is Ann's favourite day? Why? Read and listen to find out.**

### I ♥ Saturdays

*by Ann Smith*

Saturday is a perfect day for me. It starts at 9 o' clock with a big breakfast. Then, I put on my special uniform and I set off with my best friend, Christina for the Scout Club! There, we meet up with the Scout leader and the rest of the team and we go camping. Later, we arrive at the forest and put up our tents. After that, the leader teaches us new things, like how to tie knots and build fires. In the afternoon, we play football or go climbing. At 6:00 o' clock, we cook dinner on the campfire. When we finish dinner, we go to our tents. We tell stories before we go to sleep! I absolutely love Saturdays!



**b) Now, answer the following questions.**

1 Which is Ann's perfect day?
2 What does she do in the morning?
3 What does she do in the afternoon?
4 What does she do in the evening?

## Grammar

Grammar Reference

♦ Linkers

## Study skills

*Using linkers*

While narrating an event use appropriate linkers to show the order events happen. This makes your writing more organised.

**3** **a) Underline the words in the text which show the order things happen.**

**b) Link the sentences. Use:** *and, then, after that, when, before.*

1 On Saturdays I meet my friends for coffee. We go to the cinema.
2 She has breakfast. She leaves for school.
3 On Sundays we have a family dinner. We watch a movie.
4 I get up. The alarm clock rings.
5 She has a bath. She gets dressed.

## Speaking

**4** **In pairs discuss your perfect day. Use the questions in Ex. 2b to help you.**

► *A: Which is a perfect day for you?*
*B: Tuesday.*

## Writing (an article)

**5** ***Portfolio:*** **Write a short article about your perfect day of the week for the school magazine. Write why you like it and what you do in the *morning, afternoon, evening*, (50-80 words).**

# CULTURE CORNER

## TEENAGE LIFE IN BRITAIN

***Name:*** *James Johnson*
***Lives:*** *In a semi-detatched house with his dad Tony, mum Carol and brothers Chris (11) and Julian (9)*

**When does school start/finish?**
It starts at 8:30 **1)** ..... finishes at 3:15. It's quite a short day, but we get lots of homework as well!

**Do you get any pocket money?**
Oh yes, I get £10 a week. I spend it **2)** ..... my mobile phone, CDs and the cinema. My Mum gives me extra money if I help her out around the house though.

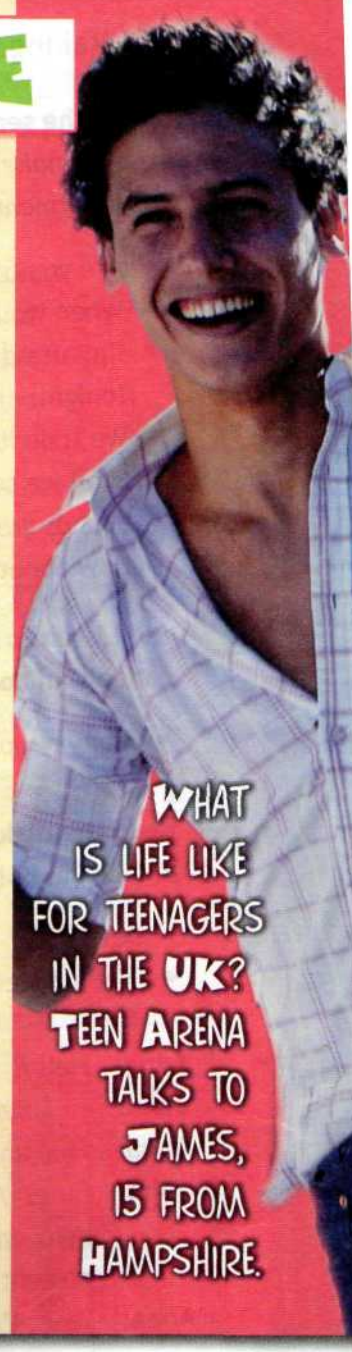
**How do you spend you free time?**
I love computers! I surf the net **3)** ..... night or I play on my Playstation. I listen to music a lot. My favourites are, McFly, Avril Lavigne, Beyonce and Mis-teeq. I also watch a lot of television. Eastenders is the best soap opera. It's on four times **4)** ..... week.

**Do you get along[1] with your family?**
Most of the time, but I often argue[2] with my brothers. It's usually about the Playstation. They say I don't let them use it often enough. I disagree of course.

**What do you like/dislike about being a teenager?**
I like my life at the moment. I work hard **5)** ..... school, but I have a good time as well. It is nice being a teenager.

| | | | | |
|---|---|---|---|---|
| 1 | **A** also | **B** and | **C** small |
| 2 | **A** on | **B** for | **C** with |
| 3 | **A** on | **B** in | **C** every |
| 4 | **A** the | **B** on | **C** a |
| 5 | **A** at | **B** on | **C** under |

[1] have a good relationship [2] quarrel




### Reading

**1** a) Look at the text. Is it from a website? magazine? newspaper?

b) How do you think British teenagers spend their free time? Read the text to check.

**2** Fill in the gaps 1-5 with the correct word (A-C). Listen and check.

### Speaking

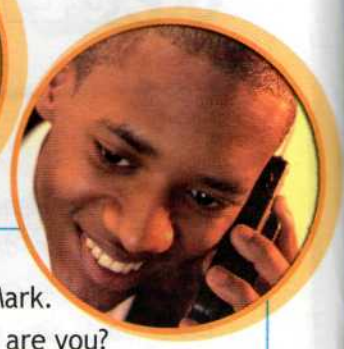
**3** Make notes about teenagers' leisure activities in Britain. Then use your notes to tell the class about them. How similar/different are your leisure activities?

### Project (an article)

**4** *Portfolio:* What is life like for teenagers in your country? Write a short article for an English teenage magazine. Use pictures to illustrate your article.

# English in Use 4





## ♦ Making/Cancelling an appointment

**1** **Read the sentences below. Which can we use to *make an appointment*? *cancel an appointment*?**

- Are you free tomorrow?
- When would you like to meet?
- I'm afraid I can't make it to the cinema tonight.
- We'll do it some other time.
- Shall we say 12:30 at the train station?
- Sounds great!
- How about Friday night then?

**2** 🎧 **Listen to two dialogues. Who makes/ cancels an appointment?**

- Anna • John • Dave • Mark

**3** **Read the dialogues and replace the phrases in bold with the sentences below.**

- Definitely • I'm OK • I'm sorry
- That's a great idea • Get better soon

A

**Anna:** Hello?
**John:** Hi Anna, it's John. How are you?
**Anna:** Fine and you?
**John:** **Fine.** Are you free tomorrow to help me choose Tina's birthday present?
**Anna:** Yeah, **I'd love to.** When would you like to meet?
**John:** How about 10 o'clock in the morning?
**Anna:** I have an Italian class until 12, so we can meet after that.
**John:** **Sounds great.** Shall we say 12.30 at the train station?
**Anna:** Sure. See you there.
**John:** Thanks, Anna. Bye.





B

**Dave:** Hello?
**Mark:** Hi Dave, it's Mark.
**Dave:** Mark, hi. How are you?
**Mark:** Not that well, actually. I've got a terrible cold.
**Dave:** **Oh, no!**
**Mark:** I'm afraid I can't make it to the cinema tonight.
**Dave:** Don't worry about it, we'll do it some other time.
**Mark:** How about Friday night then?
**Dave:** That would be great. **Hope you feel better soon.**
**Mark:** Thanks.

**4** *Portfolio:* **Use the prompts to act out similar dialogues in pairs. You can use your own ideas as well. Record yourselves.**

- help buy a new bag
- school meeting until 11:00
- 12:00 at the shopping centre

- toothache
- cancel day trip to the lake tomorrow
- next weekend

## Pronunciation /i:/ - /ɪ/

**5** 🎧 **Listen and tick. Listen again and repeat.**

**Reading Rules**
ee, ea - /i:/ beef, beat
i - /ɪ/ kit, bit

| | /i:/ | /ɪ/ |
|---|---|---|
| heat | | |
| hit | | |
| seek | | |
| sick | | |

| | /i:/ | /ɪ/ |
|---|---|---|
| leave | | |
| live | | |
| feet | | |
| fit | | |

▶ *He leaves for work early because he lives far.*
*Fit those shoes on to your feet.*

**1** Read the title. How is it related to the pictures? What do you think the text is about? Read and check.

**2** 🎧 Use the words to fill in the missing words. Listen and check.

• which • we • are
• a • is • be

**3** Which type of graph is best for comparing things? Why do you think the third chart is called a pie chart? What can you read in these graphs?

**4** Which type of chart would you use to present the following information:

> Things teenagers spend their money on
> • food: 50%
> • clothes: 20%
> • entertainment: 30%

**5** Close your books and tell the class why we use graphs and what the most important types are.

**6** In pairs carry out a survey about an important aspect of your school life (sports, clubs, school meals). Make a graph to show the results. Present it to the class.

**7** *Project:* Find various types of graphs. Bring them to the class and explain them.

# Drawing numbers

It is not always easy to pass along[1] information about numbers using just words. One of **0)** *the* best ways to do that is to use a graph or **1)** ..... chart. Some of them **2)** .....: the line graph, the bar graph and the pie chart.

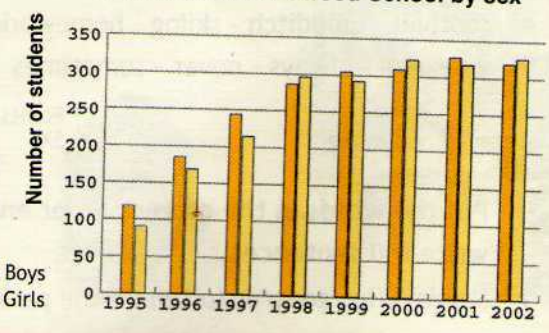
## The Line Graph

In this type of graph, **3)** ..... use a line to present information. The line graph shows information, which changes over time.



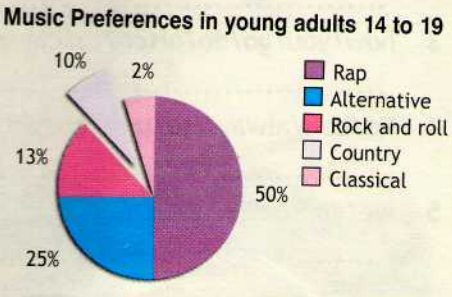

## The Bar Graph

Bar graphs can **4)** ..... horizontal or vertical. This type of graph **5)** ..... very useful for comparing[2] two or more similar things.




## The Pie Chart

In pie charts you can see **6)** ..... section[3] is large and what sections are small. In many pie charts, the most important section is separated from[4] the rest of the pie.




[1] give [2] discover differences and similarities between two things [3] part [4] is apart from

# PROGRESS CHECK 4

**1** **Use the prompts to complete the sentences.**

• on • off • up • about • out

1 Stop worrying ..... your exams!
2 What time shall we meet .....?
3 I want to find ..... the truth!
4 Put ..... your jacket! It's cold!
5 What time do you usually set ..... for the Scouts Club?

(Points: 5X2 ___/10)

**2** **Write the opposite.**

1 interesting ≠ .....
2 delicious ≠ .....
3 nice ≠ .....
4 love ≠ .....
5 wonderful ≠ .....

(Points: 5X2 ___/10)

**3** **Circle the odd one out.**

1 pizza - hamburgers - tennis - fish
2 boring - dull - great - awful
3 sitcom - reading - news - drama
4 football - quidditch - skiing - homework
5 weekend - always - never - sometimes

(Points: 5X4 ___/20)

**4** **Put the words in the correct order and write full sentences.**

1 Sundays/he/goes/on/often/to the park
.....
2 she/late/is/never
.....
3 how/you/go/do/often/to/cinema/the?
.....
4 he/bed/always/to/late/goes
.....
5 we/go/sometimes/camping
.....

(Points: 5X4 ___/20)

**5** **Form questions. Then, answer them.**

1 you/go/school?
2 your father/work/in an office?
3 your mother/help/you/with/your homework?
4 your teacher/shout/in class?
5 your friends/watch/TV/after school?

(Points: 5X4 ___/20)

**6** **Use the sentences to complete the dialogue.**

• What about a pop concert, then?
• Would you like to join me?
• I think so, why? • Count me in!

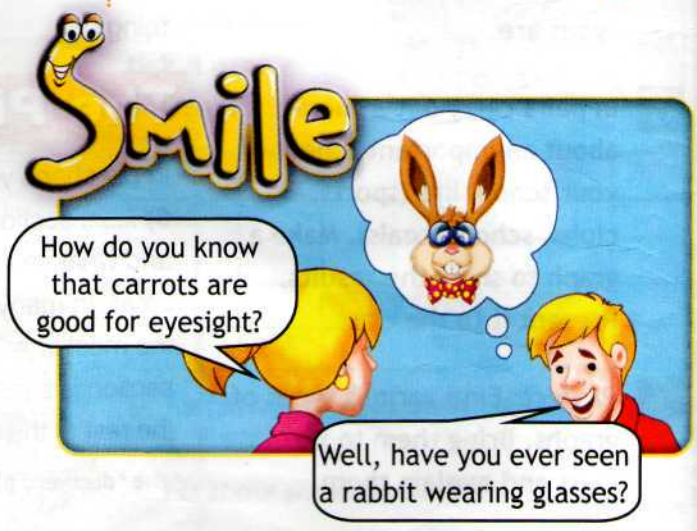
A: Are you free tonight?
B: 1) .....
A: There's a new thriller on at AMC. 2) .....
.....
B: No, thanks. I hate thrillers.
A: 3) .....
B: That's a great idea! 4) .....

(Points: 4X5 ___/20)

**Now I Can...** (My score: ___/100)

- talk about daily routines/(dis)likes
- talk and write about my perfect day
- talk about leisure activities in Britain
- make suggestions
- use exclamations
- explain graphs
- make/cancel an appointment
- carry out a survey

... in English



# Feasts

# Module 5

### Before you start ...

- What is life like for teenagers in Britain?
- What do you do on Mondays?
- What's your favourite day? How do you spend it?

### Look at Unit 5

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- an email ☐
- a Halloween costume ☐
- an Indian celebration ☐
- a short biography ☐

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

- party preparations
- an Indian festival
- a Halloween celebration
- birthday presents
- New Year's Eve preparations
- *Through the Looking Glass*

### Learn how to ...

- talk about celebrations & festivals
- ask for and express opinions
- ask for/give dates
- make a speech
- order flowers

### Practise ...

- present continuous: affirmative/ negative/interrogative
- *make & do*
- words that have the same pronunciation but different meaning

### Write / Make ...

- an invitation card
- a description of a scene
- a speech about a special day in your country
- a poster to advertise an annual event in your country
- a list of presents for your family



# 5a Festive time

## Vocabulary

♦ Making preparations

**1** a) Fill in *make* or *do*. Listen and check.

1 ..... the decorations
2 ..... the dusting
3 ..... your homework
4 ..... a phone call
5 ..... the gardening
6 ..... tea
7 ..... a special dish
8 ..... the washing-up
9 ..... the shopping
10 ..... a cake

b) What are the people in the picture doing?

► *The woman in picture 1 is making tea.*

## Reading

**2** a) Look at the heading of the email. Who's sending it to whom? What is the email about?

b) Read the email and put the paragraphs in the right order.

**3** a) Read again. Who are the people in the pictures (1-6)? Explain the words in bold.

b) Find a New Year's greeting in the email. What do you say in your language?






Get Msg | New Msg | Replay | Replay All | Forward | File | Next | Print | Delete | Stop

From: Rosa
To: Lizzie
Subject: Season's greetings

Dear Lizzie,

[A] What about you? How are you spending New Year's Eve? Whatever you are doing, have a wonderful time. I wish you and your family a Happy New Year.

[B] We are very busy at the moment. Dad is doing the last minute shopping. Mum is making a special dish, **fried baby eels**. They're **delicious**, honest! Aunt Betsie is making tea for everyone and Grandma is doing the gardening. Clara and Steve are doing the washing-up. Steve's also washing the **grapes** for tonight. In Spain, it's good luck to eat twelve grapes at midnight on New Year's Eve! As for the twins, they are making the decorations. They are **excited**. Spanish people call New Year's Eve Nochevieja, which **means** the old night. This is because the 31st of December is the last night of the old year.

[C] How's everything back in NY? I hope the weather isn't too cold. Here in Madrid, everyone is getting ready to **celebrate** New Year's Eve. The shops are full of people. They are buying presents and food. **Council workers** are decorating the streets and making preparations for tonight's celebrations in the Plaza del Sol.

All the best!

Rosa

## Grammar Grammar Reference

♦ Present Continuous (affirmative)

**4** a) Look at the sentences. How do we form the *present continuous affirmative*?

*I **am making** a phone call.*
*He **is doing** his homework.*
*We **are making** a cake now.*

b) Read the verb forms for the email again and find the verb forms for *actions happening now*, at the moment of speaking.

c) Write the *-ing* form of the verbs. Find them in the email and check. What are the spelling rules?

1 spend ▶*spending*
2 get .....
3 bake .....
4 wash .....

**5** Use the prompts to say what the people in the picture are doing. What are they celebrating?

- blow a party horn
- talk on the mobile
- dance
- play the drums
- eat a sandwich
- bring a cake

▶ *John is blowing a party horn.*

## Speaking

**6** 🎧 Listen to the music and the sounds. Imagine the scene. Describe to your partner what is happening.




**7** Imagine it is New Year's Eve in your country. What are you/your family doing? Discuss it in small groups.

## GAME

Work in two teams. In turn, each team mimes a party scene. The other team writes down what they think each student is doing. The team with the most correct answers wins.

## Listening

**8** 🎧 Look at the text. What is it? Can you guess what type of words are missing? Listen and complete the gaps.




## Writing (an invitation card)

**9** *Portfolio:* Write an invitation card for a party. Use the invitation in Ex. 8 as a model.

# 5b Let's celebrate

## Vocabulary

♦ Celebrations

**1** a) **Match the activities to the pictures.**

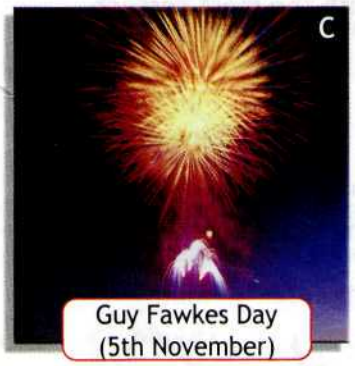
- make wreaths • exchange gifts
- wear costumes • offer flowers & sweets
- eat traditional food • watch parades
- watch a firework display


A

St Patrick's Day (17th March)


B

Thanksgiving (4th Thursday of November)


C

Guy Fawkes Day (5th November)


D

Halloween (31st October)


E

May Day (1st May)


F

Valentine's Day (14th February)

b) **Ask and answer questions.**

► *A: When is St Patrick's Day?*
*B: It is on the 17th March.*
*A: What do people do on that day?*
*B: They watch parades.*

**2** **In pairs, make a list of celebrations in your country. Which of the activities in Ex. 1 do you do during these celebrations?**

## Reading

**3** a) **Read the first exchange. Are Pete and Tess in the same place? Read the last exchange and check.**

b) **What do you think is happening at the party? Listen, read and check. Explain the words in bold.**

**Pete:** So, is the party going well?
**Tess:** WHAT DID YOU SAY?
**Pete:** Is the party going well? It sounds as if everyone's having a great time.



**Tess:** Yeah, it's **absolutely** brilliant.
**Pete:** Well, a party for a gang of ten-year-olds isn't my idea of a good time. Are you all wearing costumes?
**Tess:** Yes. I'm wearing my **witch** costume and Chris is wearing his Frankenstein costume.
**Pete:** Oh, he's not wearing that old thing again!
**Tess:** Yeah, and he's **terrifying** everyone.
**Pete:** What kind of games are you playing? Are you **bobbing for apples**?
**Tess:** No. We're playing **musical chairs** and **pin** the tail on the donkey. It's great fun.
**Pete:** What about food? What are you eating?
**Tess:** Well, I made a pumpkin pie and toffee apples and the kids are really enjoying them so they're **nearly all gone**.
**Pete:** Oh, keep me one, please!
**Tess:** OK! Are you doing anything at the moment?
**Pete:** No, not really.
**Tess:** Well, why don't you **come over** and help yourself to some toffee apples? The party **is nearly over** anyway. Then, you can help me **clean up**!
**Pete:** I would do anything for a toffee apple! See you in ten minutes.

**4** **Match the phrasal verbs to their meanings.**

| | | | |
|---|---|---|---|
| 1 ☐ | dress up | a | move place |
| 2 ☐ | run out | b | visit |
| 3 ☐ | come over | c | finish |
| 4 ☐ | join in | d | become part of sth |
| 5 ☐ | pop round | e | wear costumes |

**5** **Read again and find:**

- three names of games
- two types of food
- two types of costume

**Use your answers to tell the class how the people in the dialogue celebrate Halloween.**

## Everyday English

♦ Asking for/expressing opinions

**6** **Work in pairs. Imagine you are at a celebration. Use the phrases below to act out exchanges as in the example. Ask about: *music, food, costumes, activities, guests*, etc**

| Asking for opinions | |
|---|---|
| • What do you think of ...? | • How do you like the ... ? |
| • What is/are the ... like? | • Do you like ... ? |
| **Responding** | |
| • They're/It's fantastic/brilliant/cool. | • I don't really like it/them. |
| • Not bad at all. | • They're/It's awful/terrible/horrible. |
| • Quite good. | • Nothing special. |

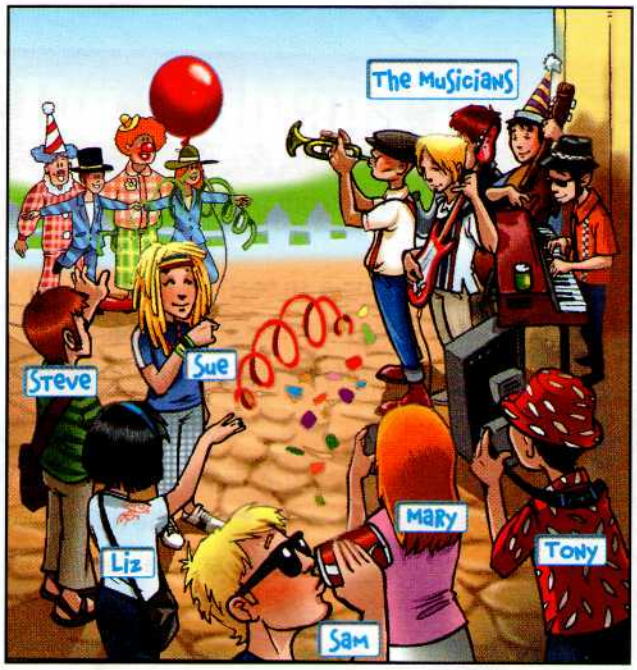
► *A: What do you think of the music?*
*B: It's fantastic.*

## Grammar Grammar Reference

♦ Present Continuous (negative & interrogative)

**7** **Read the sentences. How do we form the negative and interrogative forms of the *present continuous*? Find examples in the dialogue in Ex. 3.**

*She **isn't making** a wreath.*
*"**Are you** watching TV?" "**Yes, I am.**"*
*"**Is he** making a phone call?" "**No, he isn't.**"*




**8** **Ask and answer questions about the picture. Then, describe the scene.**

1 Sam/play music?
► *A: Is Sam playing music?*
*B: No, he isn't. He's ...*
2 Liz & Steve/take pictures?
3 Sue/dance?
4 Sam/throw streamers?
5 the musicians/perform tricks?
6 the clowns/hold balloons?
7 Tony & Mary/drink Coke?

## GAME

**Imagine you are attending a special event. The class in teams try to guess what you are doing there.**

► *Leader: I'm at a party.*
*Team A S1: Are you dancing? etc*

## Writing (description of a scene)

**9** ***Portfolio:*** **Find a picture showing your family, relatives or friends celebrating a special event. Write a short paragraph about what the people in the picture are doing. Give your paragraph a title.**

# 5C Special days

## Listening

**1** a) Listen to the music. What country do you think it is from?

b) Sumit is giving a speech to his classmates about a festival in India. Listen and put the events in the order you hear them.

- pray ☐ • watch the fireworks ☐
- have a meal ☐ • decorate the house ☐
- visit people ☐ • make special lamps ☐
- exchange gifts ☐ • light lamps ☐

## Reading

**2** Read Sumit's speech and fill in the missing adjectives (1-6).




"Hello.
Today, I'm going to talk to you about an important festival in my country, India. In late autumn, we celebrate Diwali, the Festival of Lights. Diwali lasts five days. Before the festival, the whole family makes some preparations. We put up colourful decorations in our homes and children make special festive lamps. On that day we visit relatives, we have festive meals and we exchange gifts. In the evening, we light our Diwali lamps and we pray to Lakshmi, the goddess of wealth. Finally, there is an exciting fireworks display. Everybody has a great time.
Thank you for listening."

1 ..... festival
2 ..... decorations
3 ..... lamps
4 ..... meals
5 ..... fireworks/ display
6 a ..... time

**3** Which words/time phrases does Sumit use to show the order of the events?

## study skills

***Making notes for a speech***

When you make a speech, have notes of the main points written down in front of you. This helps you remember what you want to say in the right order.

**4** Imagine you want to prepare a speech about a special day in your country. Complete the notes about this day.

Name: .....
Date/Season: .....
Country: .....
Activities/Food: .....
Feelings: .....

## Speaking

**5** *Portfolio:* Use your notes in Ex. 4 to present the festival to your classmates. Record your speech.

## Writing (a speech about a special day)

**6** *Portfolio:* Use the phrases in the language boxes below and your notes from Ex. 4 to write your speech. (50-60 words)

**Beginning a speech**

Hello./Good afternoon/evening. etc
Today, I'm going to talk to you about ...

**Ending a speech**

Thank you for your time./Thank you for listening.
Do you have any questions?
Is there anything you would like to ask me?

# Culture Corner

## Reading

**1** **What do you call an event that takes place every:**

1 hour? ▶ *hourly*
2 day? .....
3 week? .....
4 month? .....
5 year? ...../ annual

**2** **Name some festivals in your country. What do people do on these days?**

## Reading

**3** **What can the text be about? What are the people in the pictures doing? Listen, read and check.**

**4** **a) Read again and mark the sentences, *Right*, *Wrong* or *Doesn't Say*. Then label the pictures. Describe them to your partner.**

1 The Highland games are an annual event.
A Right B Wrong C Doesn't say

2 The games are in winter.
A Right B Wrong C Doesn't say

3 The marching bands wear funny hats.
A Right B Wrong C Doesn't say

4 The caber is very heavy.
A Right B Wrong C Doesn't say

5 Tickets are always available.
A Right B Wrong C Doesn't say

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

## Speaking

**5** **What do visitors see and do in Braemar on the first Saturday in September? Make notes and prepare a one-minute radio commentary for the Highland Games. Present it to the class.**

## Project (a poster)

**6** ***Portfolio:*** **Think of an event that takes place every year in your school. Make a poster to advertise it. Write:** *name and date*; *place*; *activities*. **Illustrate your poster with pictures.**

## The Highland Games

Many highland games take place all over Scotland every year. The most famous **meeting** is in Braemar, a small village in the Scottish Highlands. The games are always on the first Saturday in September.



Many athletes travel to Scotland each year to **take part** in the games. They **compete** in events like *the hammer throw*, *shot put* and *the hill run*. There are also music and dancing competitions. **Marching bands** perform for the crowds. They wear traditional clothing and play.



The most popular event of the day is the 'tug of war'. Two teams **hold onto** a **rope** and try to pull the other team over the line. 'Tossing the caber' is also popular. The athletes have to run holding a heavy **tree trunk**, the caber, **upright**. Then, they stop and throw it towards the sky.



Tickets always **sell out** months before the games start. It's a great day out for all the family.

# English in Use 5

## ♦ Ordering flowers

**1** **Look at the flowers in the pictures. What are their names in your language? When do people offer flowers in your country?**




**2** **Read the sentences. These sentences are from the following dialogue between a shop assistant and a customer. Who says what? Listen and check.**

- I'd like to send some flowers, please.
- When would you like us to send them?
- A dozen red roses.
- Would you like to include a card?
- That will be £40 including delivery.

**3** 🎧 **Listen and fill in the order form. Read the dialogue and check.**

**Order Code:** F 4052
**Flower Type:** .....
**Quantity:** .....
**Name:** .....
**Full Address:** .....
**Postcode:** E1
**Price:** .....

**M:** Good morning. I'd like to send some flowers, please.
**SA:** Of course. What do you have in mind?
**M:** A dozen red roses.
**SA:** When would you like us to send them?
**M:** On the morning of February 14th.
**SA:** Who are they for?
**M:** For Ms Laura Johnson at 25 Blackheath Green, London.
**SA:** Would you like to include a card?
**M:** Yes, please. I have it ready.
**SA:** Right. That will be £40 including delivery.
**M:** Here you are. Thank you very much.



**4** *Portfolio:* **It's Mother's day and you want to order some flowers for your mother. Work in pairs. Take roles and act out the dialogue between you and the shop assistant. Use the sentences in Ex. 2. Record yourselves.**

## Pronunciation

**5** **a)** 🎧 **Listen and circle the word that does not sound the same as the others. Listen again and repeat.**

| | | | |
|---|---|---|---|
| 1 | brick | break | brake |
| 2 | dear | deer | die |
| 3 | hear | hire | here |
| 4 | know | now | no |
| 5 | meat | meet | met |
| 6 | ride | red | read |
| 7 | soon | sun | son |

**b) What do the words that sound similar mean? Check with your dictionary.**

# Extensive Reading 5

ACROSS THE CURRICULUM: LITERATURE

## study skills

***Reading widely***

Reading outside class will help you increase your vocabulary and improve your English. Read books, newspapers and magazines or browse the Net.

**1** **a) Look at the pictures and answer the questions.**

1 What do you know about *Alice in Wonderland*?
2 Is Alice a real person or a fictional character?
3 Who created this character?
4 Who's Humpty Dumpty? What does he look like?

**b) Read the short text and check your answers.**

**Lewis Carroll (1832-1898)** is a very famous English writer of books for children. His most famous books include *Alice's Adventures in Wonderland* and *Through the Looking Glass*. These books are about the adventures of Alice, a little girl, in a strange place called Wonderland. The extract is a short dialogue from the second book. Alice is talking to Humpty Dumpty, an egg with a nose and a mouth!



**2** **a) Skim through the dialogue and find a word beginning with *un-*. What does it mean? When do we use this prefix?**

**b) Form opposites with the following words.**

• friendly • happy • lucky • kind • real

## Through the Looking Glass



**Alice:** What a beautiful belt you've got!
**Humpty Dumpty:** It's a cravat, child, and a beautiful one, as you say. It's a present from the White King and Queen! There now!
**Alice:** Is it really?
**Humpty Dumpty:** They gave it to me, for an unbirthday present!
**Alice:** I beg your pardon?
**Humpty Dumpty:** I'm not offended.
**Alice:** I mean, what is an unbirthday present?
**Humpty Dumpty:** A present people give you when it isn't your birthday, of course!
**Alice:** I like birthday presents best.
**Humpty Dumpty:** You don't know what you are talking about! How many days are there in a year?
**Alice:** Three hundred and sixty-five.
**Humpty Dumpty:** And how many birthdays have you?
**Alice:** One.
**Humpty Dumpty:** I'd rather see that on paper.
**Alice:** *(writing on a piece of paper)* 365 - 1 = 364
**Humpty Dumpty:** Then that shows that there are three hundred and sixty four days when you might get unbirthday presents ...
**Alice:** Certainly ...

**3** **Listen and read and answer questions 1-4. Take roles and read out the dialogue.**

1 What is Humpty Dumpty's present?
2 Is it his birthday today?
3 Who gave the unbirthday present to him?
4 Why does Humpty Dumpty like unbirthday presents?

**4** ***Project:*** **Write the names of your family members and their birthdays. Then make a list of presents for them.**

# PROGRESS CHECK 5

**1** **Fill in *make* or *do*.**

1 ..... a special dish
2 ..... the shopping
3 ..... your homework
4 ..... the decorations
5 ..... the washing-up
6 ..... tea
7 ..... the dusting

(Points: 7X2 ___/14)

**2** **Match the words to form collocations.**

| | | | |
|---|---|---|---|
| 1 ☐ | light | a | gifts |
| 2 ☐ | exchange | b | the house |
| 3 ☐ | decorate | c | lamps |
| 4 ☐ | make | d | a costume |
| 5 ☐ | wear | e | preparations |
| 6 ☐ | visit | f | the fireworks |
| 7 ☐ | watch | g | people |

(Points: 7X4 ___/28)

**3** **Fill in the sentences with the words below.**

• up • out • over • fun • round • in

1 Children usually have ..... dressing ..... .
2 Come ..... here and join ..... the game.
3 Can I pop ..... to borrow some sugar? It's run ..... .

(Points: 3X6 ___/18)

**4** **Fill in the gaps with the *present continuous*.**

1 A: What ..... **(Lizzie/do)** right now?
B: She ..... **(make)** tea.
2 A: Hey! You ..... **(not/watch)** the fireworks!
B: Yes, I am! I ..... **(take)** some pictures as well.
3 A: ..... **(the twins/cut)** the bread?
B: No, they are washing the dishes.

(Points: 5X4 ___/20)

**5** **Use the prompts to fill in the gaps.**

• Who are they for? • Nothing special.
• Not bad at all. • It's awful.
• I don't like them.

1 A: What are the toffee apples like?
B: .....
2 A: Is the festival good?
B: .....
3 A: What do you think of my costume?
B: .....
4 A: How do you like the food?
B: ..... . I really don't like it.
5 A: .....
B: My mother.

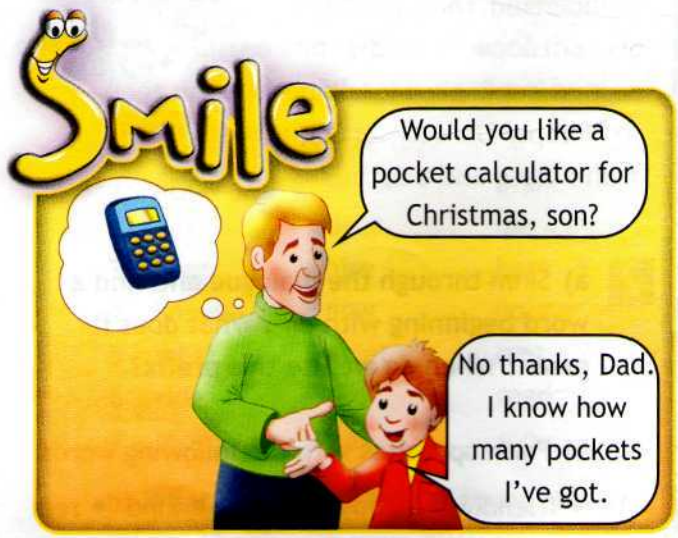
(Points: 5X4 ___/20)

(My score: ___/100)

## Now I Can...

- talk about festivals, preparations & celebrations
- ask for and express my opinion
- talk about actions happening now
- write an invitation card
- write a short description of a scene
- write/make a speech about a special day
- make a poster to advertise an annual event in your country

... in English



# Leisure activities

# Module 6

### Before you start ...

- Name some festivals in your country. Imagine you are attending one now. What is happening?
- Think of a special day in your country. How do you celebrate it?

### Look at Module 6

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- a poster ☐
- a board game ☐
- a book cover ☐

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

- hobbies & interests
- school clubs
- games & free-time activities
- board games
- puppets

### Learn how to ...

- express your likes and dislikes
- justify your choices
- carry out a survey
- shop for a present

### Practise ...

- present simple vs present continuous
- prepositions of time and place
- compound nouns
- linking sentences: because
- pronunciation of /ɔ:/ - /ɜ:/

### Write / Make ...

- a short paragraph about your classmates' favourite free-time activities
- a poster about your classmates favourite games
- a board game
- a short article about a popular board game in your country
- a puppet



# 6a Free time

## Vocabulary

### ♦ Activities

**1** **Look at the pictures. Which of these *do/don't* you do ...**

1 every day?
2 every week?
3 every weekend?
4 on holiday?

### ♦ Expressing likes/dislikes

**2** **Read the table, then ask and answer questions as in the example. Use the pictures on p. 52. You can use your own ideas too.**

| | |
|---|---|
| Do you like/ enjoy ...? | Yes, I do.<br>Yes, I'm very keen on/ fond of/interested in ... |
| | No, I don't.<br>Not really/at all. |

► *A: Do you like windsurfing?*
*B: Yes, I'm very keen on windsurfing. What about you?*




## study skills

***Understanding the reason***

The format of the text tells you what sort of a text you will read (e.g. letter, brochure, leaflet). This helps you understand why the text was written.

## Reading

**3** **a) Look at the leaflet on p. 53. What is it about? Where could you see it? How many clubs are there?**

**b) Listen, read and find the correct clubs.**

1 ..... meet(s) once a week.
2 ..... meet(s) twice a week.
3 ..... meet(s) three times a week.
4 ..... meet(s) daily.

**c) Explain the highlighted words. Use your dictionary to help you. Choose any five words and make sentences.**

# Bolton Middle SCHOOL

*Clubs meet at 4:30, right after school.*

## Clubs and Activities

**Art Club:** Are you keen on painting? Then, join us! We work in groups and learn how to draw and paint. We also go on trips to art museums!
**Meetings:** Wednesdays & Fridays



**Drama Club:** Are you good at acting? Our drama club is the club for you. We write and present our own plays! We also go to the theatre a lot!
**Meetings:** Mondays



**Sports Club:** Do you want to have fun? Go cycling, swimming and windsurfing with us, or play football, basketball or baseball in one of our teams!
**Meetings:** Tuesdays



**Computer Club:** Are you interested in computers? Learn new programmes, use our PCs to do your homework and play the best computer games ever!
**Meetings:** every day



**Book Club:** Are you fond of literature? Read exciting novels, talk about them and exchange books.
**Meetings:** Mondays, Thursdays & Fridays



**Music Club:** Are you mad about music? Then join one of the bands in our club and ... let the good times rock!
**Meetings:** Fridays



**Photography Club:** Are you interested in photography? Come to our club, print your own pictures and meet people who love photography!
**Meetings:** Tuesdays & Thursdays



## Grammar Grammar Reference

### ♦ Compound nouns

**4** **Read the box. How many compound nouns can you find in the text? Can you think of more?**

In English we can put two words together to make a new word. e.g. *home + work = homework*
These words are compound nouns.

**5** **Use *-er, -ist, -or* to make nouns.**

1 act ► *actor*; 2 direct .....; 3 art .....; 4 football .....; 5 play .....; 6 write .....; 7 paint .....; 8 cycle .....; 9 present .....

### ♦ Linking sentences

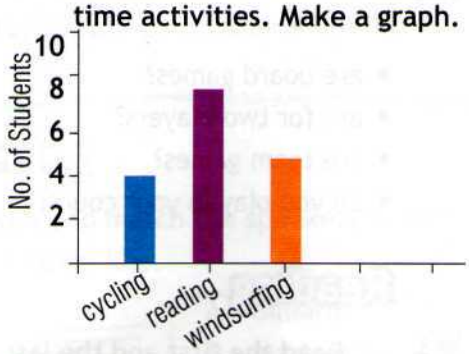
**6** **Which of the clubs in Bolton Middle School do/don't you want to join? Tell your partner.**

| | |
|---|---|
| x | dull |
| x x | tiring |
| x x x | awful |
| ✪ | fun |
| ✪ ✪ | interesting |
| ✪ ✪ ✪ | brilliant |

► *I want to join the Art Club* ***because*** *it's fun. I don't want to join the Sports Club* ***because*** *it's tiring.*

## Speaking

**7** **Carry out a survey about your classmates' favourite free time activities. Make a graph.**




► *A: What do you most like doing in your free time?*
*B: I love going cycling.*

## Writing (a paragraph about likes and dislikes)

**8** ***Portfolio:*** **Write a paragraph about your classmates' likes/ dislikes Use your graph in Ex. 7.**

► *Most of my classmates enjoy ... because ... . Some like ...*

# 6b Game on!

## Vocabulary

- Games




**1** **Which of the games in the pictures**

- are board games?
- are for two players?
- are team games?
- do you play in your country?

## Reading

**2** **Read the first and the last line of the dialogue. What are Tom and Jim doing? Listen, read and check.**

**3** **a) Read the dialogue. How many games are mentioned? What do Jim and Tom decide to do in the end?**

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

**Tom:** Jim, are you doing anything?
**Jim:** Nothing much. I am listening to music and **waiting** for the rain to stop. I am playing baseball at 5:00.
**Tom:** You're always playing with your friends.
**Jim:** Don't say that. You know I play baseball every Tuesday.
**Tom:** Do you want to play something with me for a **change**?
**Jim:** Like what? And don't say Monopoly, backgammon or scrabble. They are **boring**.
**Tom:** Yes, I bet it's boring when you always **lose**.
**Jim:** I don't care about losing.
**Tom:** Yeah right. You **suggest** something then.
**Jim:** How about darts?
**Tom:** That's not **fair**. You're tall and always get more points.
**Jim:** Tommy, it's not about who **wins** or **loses** but how you play the game!
**Tom:** You are right. Darts then.

**c) Find phrases which mean:**

- Such as? • I don't mind. • That's not right.
- What about ...?

## study skills

*Acting out a dialogue*

Before you act out a dialogue think of the place, who you are and how you feel. When you act out your part use gestures. This helps you use English in a natural way.

## Speaking

**4** **a) In pairs continue the dialogue.**

**b)** ***Portfolio:*** **Work in pairs. You are at home on Saturday evening. Act out a similar dialogue to the one in Ex. 2. You can use the games in Ex. 1, as well as your own ideas. Record yourselves.**

## Grammar

Grammar Reference

### ♦ Present simple vs present continuous

**5** **Find verb forms in the dialogue which show:**

- a permanent state.
- daily routine or habit.
- an action happening now.
- a fixed arrangement in the near future.
- annoyance.

**Identify the tenses.**

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

1 Jason ..... **(not/come)** with us tonight.
2 What ..... **(you/do)** in your free time?
3 We ..... **(usually/meet)** in the library at three o'clock.
4 Greg ..... **(learn)** to play chess today.
5 ..... **(Mary/speak)** French well?
6 I ..... **(not/often/go)** skiing.
7 It ..... **(rain)** at the moment.
8 You ..... **(always/lose)** your keys!
9 My father ..... **(play)** chess every afternoon.
10 I ..... **(have)** dinner with my grandparents tonight.

**7** **Choose the correct word/phrase.**

1 Alice **isn't/doesn't** like playing backgammon.
2 **Do/Are** you doing your homework?
3 We usually **eat/eating** out on Sundays.
4 **Do/Are** they playing chess now?
5 My friend and I **play/are playing** scrabble on Wednesday afternoons.
6 I **don't/isn't** like jigsaw puzzles.

**8** **Complete the text with the correct form of these verbs:** *like, argue, play, prefer, live, love, win, enjoy, (not always) agree, not be*

Hi, I'm Sarah and I **1)** ..... in London. I **2)** ..... playing games, especially board games like monopoly and scrabble. My sister also **3)** ..... games. We **4)** ..... scrabble at the moment but we **5)** ..... . We often **6)** ..... because I **7)** ..... scrabble but she **8)** ..... monopoly. Today my sister **9)** ..... very happy because I **10)** ..... again!

## Listening

**9** **Listen and match the speakers to the activities they like.**

| | |
|---|---|
| Speaker 1 | A billiards |
| Speaker 2 | B marbles |
| Speaker 3 | C darts |
| Speaker 4 | D dominoes |
| Speaker 5 | E scrabble |
| | F chess |
| | G jigsaw |

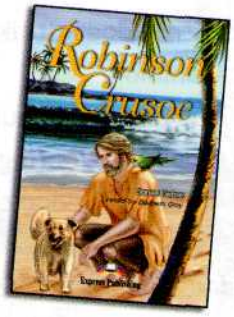
## Writing (a poster)

**10** ***Portfolio:*** **Ask your classmates about their favourite games. Make a poster with the most popular games. Stick pictures and label them. Think of a title for the poster.**

# 6C Pastimes

## Reading

**1** Where is the man in the picture? What do you think he does there? Complete the verbs on the board game to find out.




**2** Listen to and read the instructions. Then, play the Robinson Crusoe game in groups of four.

Both children and adults around the world love playing Snakes and Ladders. Snakes and Ladders is not a modern game. It comes from an old Indian game. It is a game about good and evil.

Snakes and Ladders is a game for two to six players. To play it, you need the board, a dice and some counters. You start on square number ONE and you move your counter the number of squares shown on the dice. When you land on a square at the bottom of a ladder you go UP to the top of the ladder, but when you land on a snake you go DOWN to the tail of the snake. Whoever gets to the last square first wins!

## Robinson Crusoe game

FINISH

| | | | | | | |
|---|---|---|---|---|---|---|
| 43 | 44 | 45 ... and he ..... **(hear)** the birds singing. | 46 | 47 He ..... **(miss)** his family ... | 48 ... and he ..... **(teach)** him words ... | 49 |
| 42 ... and he ..... **(cook)** on fire. | 41 | 40 | 39 | 38 | 37 | 36 |
| 29 | 30 | 31 Sometimes, he ..... **(sit)** under the trees ... | 32 | 33 He often ..... **(feel)** lonely ... | 34 ... and he ..... **(not/feel)** happy. | 35 He ..... **(play)** with his parrot ... |
| 28 He ..... **(grow)** rice and corn ... | 27 | 26 | 25 ... and he ..... **(explore)** the island. | 24 | 23 | 22 |
| 15 He ..... **(not/have)** warm clothes ... | 16 | 17 ... and he ..... **(eat)** fruit and coconuts. | 18 | 19 | 20 ... and he ..... **(think)** about home. | 21 |
| 14 | 13 | 12 | 11 He often ..... **(go)** for long walks ... | 10 | 9 | 8 He ..... **(not/have)** a shower ... |
| START 1 ... and he ..... **(be)** cold at night. | 2 He ..... **(wake)** up early ... | 3 | 4 ... and he ..... **(wash)** in the river. | 5 | 6 | 7 |

## Writing (a board game)

**3** *Project*. Work in groups. Make your own board game (Snakes & Ladders) about free-time activities. Then, play it with your partner.

# CULTURE CORNER

# Board Games

## Reading

**1** **Which of the games in the pictures: is *about solving a crime? is about buying and selling property? uses letters to make words?* Listen, read and check.**

**2** **a) Read again and mark the statements *Y* (yes) or *N* (no). Explain the words in bold.**

1 *Cluedo* is a game to play at home. .....
2 In *Scrabble*, the players answer questions. .....
3 You can buy *Monopoly*™ in 200 countries. .....
4 *Scrabble* is like a crossword puzzle. .....

**b) What do these numbers mean? Make sentences.**

• 80 • 1943 • 1949 • 1933
• 1934 • 5000 • 200 million

► *You can buy Monopoly™ in 80 different countries.*

## Speaking

**4** **What is the most popular board game in your country? Make notes under the headings, then talk about it.**

- name
- aim
- how to play it
- number of players

### CLUEDO

England, 1943. Anthon Pratt invents Cluedo and his wife **designs** the board. Waddington Games buys the idea, **releases** the game in 1949 and it becomes a great success. The aim of the game is to find out the identity of the **killer** of Dr Black, the **murder weapon** and the **scene** of the crime. In order to do that, players move around the house and ask the other players questions. The first player to solve the crime wins.

### SCRABBLE

New York, 1933. Alfred Butts notices how popular crossword puzzles are and **comes up with** the idea of Scrabble.

In Scrabble players pick seven letter tiles **at random** and then try to make words using their letters. Players get **bonus points** for using certain squares on the board and using letters like Q and Z. The player with the most points at the end of the game wins.

### MONOPOLY

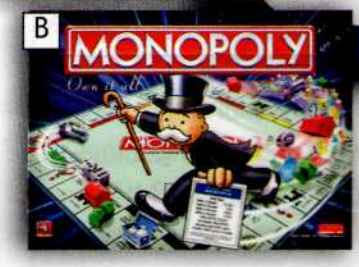
USA, 1934, Charles Darrow invents the Monopoly™ board game and makes the first 5000 sets of the game himself!

The **aim** of the game is to make as much money as possible. In order to do that players buy, sell and rent **property**. One by one, the players **run out** of money and the last player left is the winner. Today, Monopoly™ is the best selling board game in the world with **sales** of over 200 million sets in different countries.

A




B




C




## Project

**5** ***Portfolio:*** **Write a paragraph about a popular board game in your country. Write: *name, number of players, aim.***

# English in Use 6




## ♦ Buying a present

**1** **Do you go shopping for your friend's presents? What presents do you buy? What shops do you prefer?**

**2** 🎧 **Read the sentences below and mark *(S)* for the shop assistant and *(C)* for the customer. What are they talking about? Listen, read and check.**

1 How can I help you? .....
2 I am looking for a birthday present for a friend. .....
3 Is it for a girl or a boy? .....
4 What about a jigsaw puzzle then? .....
5 How much are they? .....
6 I'm afraid that's too expensive. .....
7 I have the perfect thing for you. .....
8 Would you like me to wrap it? .....

**3** **Read the dialogue. What does Greg buy for Judy?**

**Shop Assistant:** Good morning. How can I help you?
**Greg:** Good morning. I am looking for a birthday present for a friend.
**Shop Assistant:** Is it for a girl or a boy?
**Greg:** It's for my friend Judy. She is twelve tomorrow.
**Shop Assistant:** What does your friend like doing in her free time?
**Greg:** She likes playing board games and meeting friends.
**Shop Assistant:** What about a jigsaw puzzle then?
**Greg:** That's a good idea. How much are they?
**Shop Assistant:** This one has 5000 pieces and costs €18.
**Greg:** I'm afraid that's too expensive. I only have €15.
**Shop Assistant:** Let me see. Does she like painting?
**Greg:** Yes, she loves drawing and making things.
**Shop Assistant:** How about this puppet making set? It's only €13.
**Greg:** That's great. I'll take it.
**Shop Assistant:** Would you like me to wrap it?
**Greg:** Yes please.

**4** *Portfolio:* **Imagine it is your English friend's birthday and you want to buy him/her a present. In pairs, act out dialogues like the dialogue in Ex. 3. Use the toys and prices in the pictures above to help you. Record yourselves.**

## Pronunciation /ɔ:/–/ɜ:/

**5** 🎧 **Listen and tick (✓). Listen again and repeat.**

**Reading Rules**
o + r - /ɔ:/ port
a + l/lk - /ɔ:/ chalk
e - u, i + r = /ɜ:/ girl

| | /ɔ:/ | /ɜ:/ |
|---|---|---|
| form | | |
| firm | | |
| shirt | | |
| short | | |
| talk | | |

| | /ɔ:/ | /ɜ:/ |
|---|---|---|
| Turk | | |
| walk | | |
| work | | |
| war | | |
| were | | |

# Puppet show

*Everyone loves puppets! They are fun, sometimes crazy, and even when they are sad they still make us laugh.*




There are many different types of puppets. Some are very easy to make but others can be more difficult. **Glove puppets** are one of the easiest types of puppets to make. You just take a piece of cloth, attach a wooden or rubber head and put it over your hand. You use your fingers to move the puppet's head and the arms.

The **marionette** is a more difficult puppet to make and to use, but it's more fun to play than the glove puppet. Marionettes have whole bodies and legs and can move in many ways. The puppeteer uses strings to move it.




We can use puppets to educate or to tell stories, but with puppets we always have fun. When we see puppets move and talk we forget that they are just plastic, wood or cloth and we enter a world of adventure and fun.




**1** **Which pictures show:**

- a glove puppet?
- a marionette?
- a finger puppet?

**2** **What materials are these puppets made of?**

- cloth • wood • string
- leather • rubber • plastic

**Read, listen and check.**

**3** **Read again. List all words related to parts of the body.**

**4** *Project:* **Follow the instructions to make your own puppet.**

**Use your puppets to act out a story.**



## Make a Sock Puppet

**You need:**
- ✓ *a sock*
- ✓ *two buttons*
- ✓ *wool*
- ✓ *glue*
- ✓ *scissors*



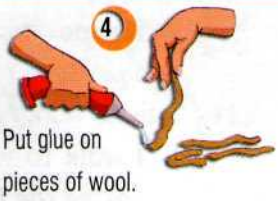

Put a sock on your hand.




Put glue on the back of the buttons.




Place them on the sock.




Put glue on pieces of wool.




Place it on the sock at the back of your hand.

**Your puppet is ready**

# PROGRESS CHECK 6

## 1 Form compound nouns.

| | | | |
|---|---|---|---|
| 1 | house | a | day |
| 2 | wind | b | paper |
| 3 | basket | c | surfing |
| 4 | news | d | work |
| 5 | birth | e | ball |

(Points: 5X3 ___/15)

## 2 Complete the gaps with the words below.

• interested • keen • mad • fond • good

1 Tony is ..... about football. He never misses a match on TV!
2 Are you ..... in history as well?
3 Jane's little daughter is very ..... at dancing!
4 I'm quite ..... of comedies. What about you?
5 Anthony is not ..... on classical music.

(Points: 5X2 ___/10)

## 3 Circle the odd word out.

1 dull - tiring - awful - fun
2 dominoes - painting - backgammon - billiards
3 good - fond - keen - bad
4 rarely - quick - never - always

(Points: 4X5 ___/20)

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

1 walk to work / take bus
► *I walk to work every day but today I'm taking the bus.*
2 eat vegetables / eat meat
3 play volleyball / play basketball
4 go windsurfing / go skiing
5 play darts / play chess
6 read a book / meet friends

(Points: 5X4 ___/20)

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

1 I can't go out tonight because I ..... ..... **(study)** for my maths exam.
2 I ..... **(not/want)** to leave yet. I ..... **(have)** such a good time.
3 Christine ..... **(not/watch)** much TV because she ..... **(prefer)** to read.

(Points: 3X5 ___/15)

## 6 Use the prompts to complete the dialogues.

• I don't mind • That's not right! • Like what? • How about a board game?

1 A: We never do anything fun at the weekends!
B: .....
2 A: Can I close the window?
B: .....
3 A: Let's do something for your birthday!
B: .....
4 A: .....
B: That's a great idea!

(Points: 4X5 ___/20)

(My score: ___/100)

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

- talk about what I like to do in my free time
- recognise different board games
- make my own board game
- use the present simple and present continuous
- form and use compound nouns
- shop for a present
- make a puppet
- carry out a survey

## Smile



# Now & then

# Module 7

## Before you start ...

- What do you like doing in your free time?
- Name some popular games. Which is your favourite? What is the aim of the game?

## Look at Unit 7

- Find the page numbers for pictures 1-3.

## Find the page numbers for

- a ghost town ☐
- a ghost story ☐
- a quiz ☐

## Listen, read and talk about ...

- a ghost town
- a ghost story
- Walt Disney
- Superman
- lost property
- toys of the past

## Learn how to ...

- describe places in the past
- narrate events in the past
- describe feelings
- ask for and give biographical information
- report lost property

## Practise ...

- *there was/were*
- past simple - regular/irregular verbs
- pronunciation of -ed: /t/ - /d/ - /ɪd/
- pronunciation: *where - were*

## Write / Make ...

- a paragraph about your town 100 years ago
- a ghost story
- a biography
- a poster about popular toys in the past
- an article about a superhero in your country









# 7a In the past




## Vocabulary

♦ Describing places

**1** **Match the opposites. Then, ask and answer questions about the picture.**

| A | | B | |
|---|---|---|---|
| clean | beautiful | ugly | polluted |
| busy | crowded | deserted | quiet |

► *A: Was Mineral Park a deserted town in 1871?*
*B: No, it wasn't.*
*A: Were the streets quiet?*
*B: Yes, they were.*

**2** **Describe the town to your partner.**

► *In 1871, there was/were ...*

## Reading

**3** **a) What is a ghost town? Listen, read and circle the correct answer.**

1 a town ghosts live in
2 a town which does not exist any more
3 a town in which people lived but now there aren't any

**b) Read again and give each paragraph a title. Then, explain the words in bold.**

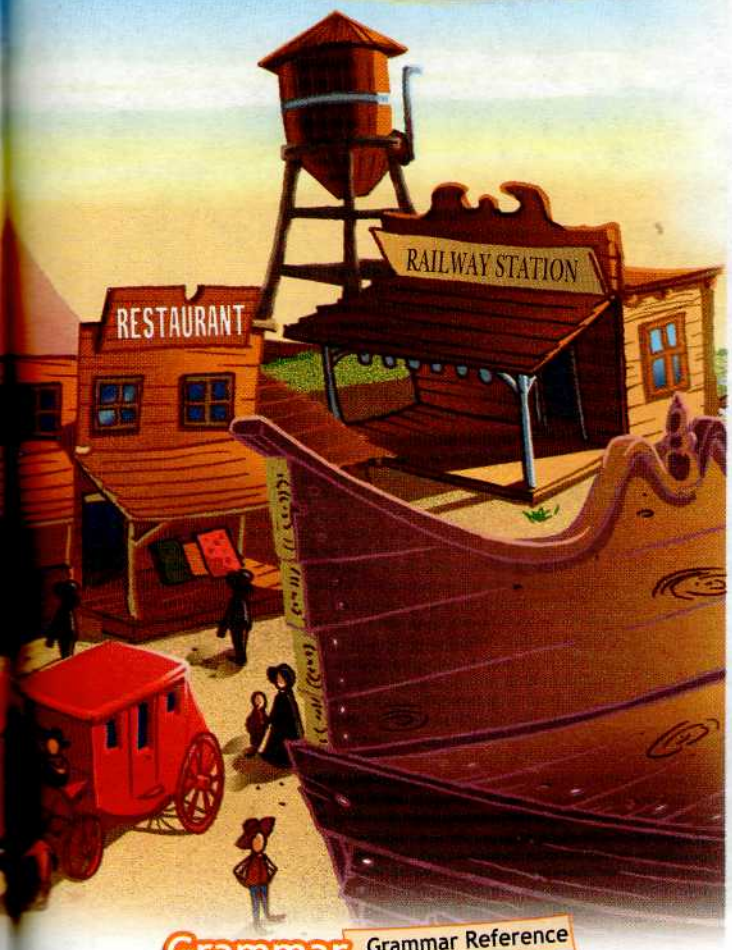
### MINERAL PARK - THE GHOST TOWN

Mineral Park is a town in the United States. It is called a 'ghost town' because no one lives there anymore. It was a different town in the past though.

In 1871, 700 people lived in Mineral Park. There was a school, lots of shops, a post office, saloons, a doctor's, a hotel, a restaurant and even a **weekly newspaper**. It was a very busy town with lots of people but no cars. People travelled by train and on horses.

Lots of the people from Mineral Park, worked in the **mines**. After work they liked to spend their free time in the saloons and restaurants. Everyone was happy and **wealthy**, but all that stopped.

After 1887 Mineral Park started to change into a quiet town. Many families moved to other towns and the shops closed down. Some people tried to stay but there was nothing for them to do. By 1912, the town was nearly empty. Today, there are only a few **ruined** buildings left. People still visit Mineral Park though to **get an idea** of what life was like in the past.




## Grammar Grammar Reference

### ♦ Past Simple (Regular verbs)

**4** a) Read the box. Then list the verbs which express an action in the past in the text.

**PAST SIMPLE**
for actions in the past

**Regular verbs**

**Affirmative (+):**
I/you/he/she/it/we/you/they look**ed**

**Interrogative (?):** **Short Answers**
**Did** { I/you/he/she/it/ we/you/they } **look?** < Yes, I did. / No, I didn't.

**Negative (-):**
I/you/he/she/it/we/you/they **didn't look**

**Time adverbials**
yesterday, last night/week/year, three days ago

**The verb 'to be'**
I/he/she/it was we/you/they were

b) What are the spelling rules for adding *-ed* to the regular verbs in the *past simple*? Look at the list you made in Ex. 4a and say.

**5** Rewrite the sentences, using the words in brackets.

1 Sharon moves to San Francisco. **(last month)**
2 The town is busy. **(50 years ago)**
3 His father works in a mine. **(in 1995)**
4 She often visits her grandma. **(yesterday)**

**6** a) Write the *past simple* of the verbs in the correct box. Listen and repeat.

• want • open • wash • work • carry
• cook • clean • watch • play • visit
• travel • listen

| /ɪd/ | |
|---|---|
| /t/ | |
| /d/ | |

b) Use the verbs above in the *past simple* to make sentences about yourself.

• last night • yesterday • last weekend
• last summer • yesterday afternoon

► *I watched TV yesterday.*
*I didn't play tennis last weekend.*

**7** List the things there *were/weren't* in Mineral Park in 1871. Use your list to tell your partner what was/wasn't there.

► *There were many shops.*

## Speaking

**8** Work in pairs. Imagine you are interviewing a person who lived in Mineral Park. Use the prompts to ask and answer questions.

• work/mines • move/other towns
• travel/by cars • live/blocks of flats

► *A: Did people work in the mines?*
*B: Yes, they did.*

## Pronunciation

**9** Listen and repeat. Can you think of more words that have the same pronunciation but different spelling?

where /ʰweəʳ/ were /wɜːʳ/

► *Where were you born?*

## Writing (a description of a place)

**10** Write a short paragraph about what your town was like 100 years ago. Think about: *shops, streets, transport.*

# 7b Halloween Spirit



## Vocabulary

♦ Feelings

**1** How do you feel when ...

- you have an exam?
- you work for a long time?
- you are on holiday?
- you have nothing to do?
- you are alone in the dark?
- you don't understand something?

**Use the adjectives to tell your partner.**

worried
scared excited
miserable
bored puzzled
tired stressed

► *I feel worried when I have an exam.*

## Reading

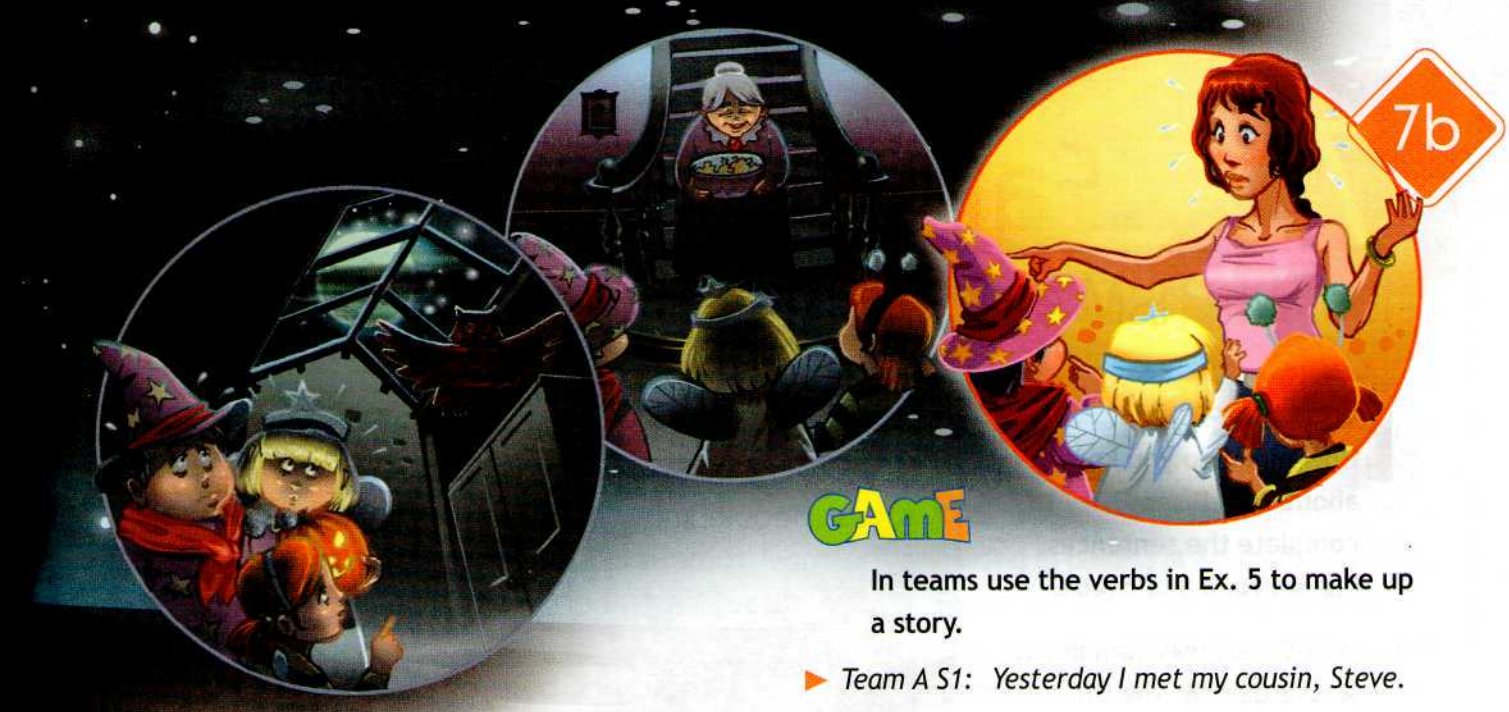
**2** a) Listen to the sounds and look at the pictures. What do you think the story is about?

b) Can you tell how the people feel in each picture? Read and listen to the story and check.

It was Halloween night so my brothers and I decided to go trick or treating. We were very excited.
By the time we got to the last house in the street, it was very late and we were tired. The house looked empty, but we **knocked** anyway. The door opened on its own. Although we were scared, we decided to go in and have a look. Suddenly, we heard a loud noise and a **huge creature** jumped out in front of us.
"Don't be afraid, it's just an owl," said a voice from behind us.
We turned around and saw an old lady at the bottom of the stairs. She **rushed** over and **introduced** herself.
"Hello, I'm Mrs Shade. Let me give you some treats you **naughty** little **ghosts**!"
When we finally got home, our Mum was very worried.
"Where were you?" she shouted, the moment we walked in.
"Don't worry mum. We were at Mrs Shade's house, you know the big one at the end of the street. She gave us treats and ..."
Mum looked **puzzled**. "**What on earth** are you talking about?" she said. "Mrs Shade died ten years ago!"

**3** Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say). Then explain the words in bold.

1 The children's costumes were scary. .....
2 There was an owl in the house. .....
3 The old lady offered the children some treats. .....
4 Mum believed the children's story. .....



7b

## Grammar Grammar Reference

### ♦ Past Simple (Irregular verbs)

**4** **a) Look in the text and fill in the past tense form of the verbs below. Which are regular and which are irregular?**

1 be; 2 decide; 3 have; 4 get; 5 knock; 6 answer; 7 open; 8 hear; 9 jump; 10 turn; 11 see; 12 rush; 13 introduce; 14 shout; 15 walk; 16 give; 17 die; 18 say

**b) Use the verbs above to complete the sentences below.**

1 The policeman ..... a scream in the dark.
2 Mara ..... a strange creature at the window.
3 The children ..... back late at night.
4 Tom ..... something to his friend.
5 Ann ..... a scary feeling when she saw the empty house.

**5** **a) Look at the irregular verbs section to say the past forms of the verbs:** *meet, read, drink, make, find, spend, leave, keep, come, eat, go.*

**b) Work in pairs. Ask and answer questions.**

- last Saturday • a month ago
- last year • last week • a fortnight ago

► *A: Did you meet your friend last week?*
*B: No, I didn't. I met him two weeks ago.*

## GAME

**In teams use the verbs in Ex. 5 to make up a story.**

► *Team A S1: Yesterday I met my cousin, Steve.*

## Listening

**6** **Listen and match the people to where they were yesterday.**

| | | | |
|---|---|---|---|
| 1 ☐ | Tony | A | restaurant |
| 2 ☐ | Ann | B | doctor's |
| 3 ☐ | Mary | C | post office |
| 4 ☐ | John | D | park |
| 5 ☐ | Bill | E | train station |

## Speaking

**7** **Make a list of the events in the order they happened in the story. Use your list to tell the story to the class.**

## study skills

***Sequence of events***
When you write a story present the events in the order they happened. This helps the reader follow your story.

## Writing (a story)

**8** ***Portfolio:*** **Your school magazine asked its readers to send in short stories for the annual short story competition with title:** ***A day to remember*****. Write your story (80-120 words). Write:**

- when/where/who/what • what happened
- before the main event • the main event
- what happened in the end/your feelings

# 7C Famous firsts



## Reading

**1** **How much do you know about Walt Disney? Try to complete the sentences. Listen, read and check.**

1 Walt Disney was born in ..... .
A the US B the UK
C Australia

2 He sold his first drawing at the age of ..... .
A 10 B 7 C 20

3 He received ..... Academy Awards in his lifetime.
A 2 B 32 C 12

4 He made ..... films while he was alive.
A 91 B 41 C 81

**2** **Read and label the paragraphs with the headings. Explain the words in bold.**

- early years • later years
- name/famous for
- date of death

**3** **Underline all past forms in the text. In pairs use them to ask and answer questions.**

▶ *A: When was Walt Disney born?*
*B: On December 5th 1901.*

## Speaking

**4** **Role play in pairs. One of you is Walt Disney's great grandson/daughter, the other is a journalist. Use information from the text to talk about him.**

1 _____

Most people know all about Mickey Mouse. Mickey is the most famous cartoon character of all times, but what about his father, Walt Disney?

2 _____

Walt Elias Disney was born on December 5th 1901 in Chicago Illinois. He liked drawing from an early age and he sold his first **sketches** to his neighbours when he was only seven years old. In August 1923 he left for Hollywood. He had only $40 with him. His brother Roy lived in California and **together** they started the now famous Disney Brothers studio in their uncle's **garage**.

3 _____

Walt created his most famous character Mickey Mouse in 1928. Mickey appeared in the first **sound cartoon**, *Steamboat Willie* the same year. Walt won the first of his 32 Academy awards in 1932 for the film *Flowers and Trees*. Over the next five years Walt Disney made some of his most popular films such as, *Snow White and the Seven Dwarfs, Pinocchio, Fantasia, Dumbo and Bambi*. He made 81 films in total while he was alive.

4 _____

Walt Disney died in 1966. His work lives on today with each new generation enjoying his films and cartoons.

## Writing (a biography)

**5** **Think of a famous person of the past and make notes under the headings:**

- name • date of birth • place of birth • early years
- later years • famous for • date of death

**6** ***Portfolio:*** **Write a short biography about this person. (60-80 words) Use the text in Ex. 2 as an example.**

# CULTURE CORNER

## Vocabulary

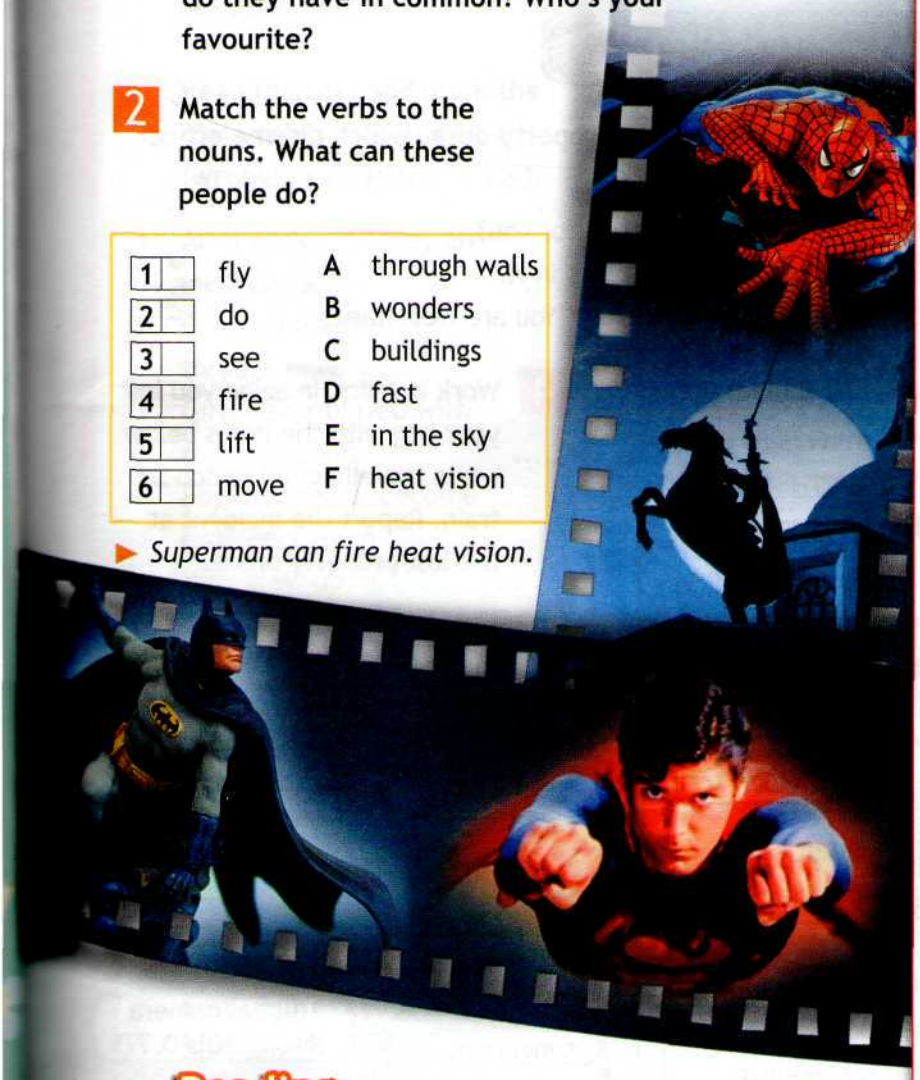
♦ Superheroes/Special powers

**1** **Who are the people in the pictures? What do they have in common? Who's your favourite?**

**2** **Match the verbs to the nouns. What can these people do?**

| | | | |
|---|---|---|---|
| 1 | fly | A | through walls |
| 2 | do | B | wonders |
| 3 | see | C | buildings |
| 4 | fire | D | fast |
| 5 | lift | E | in the sky |
| 6 | move | F | heat vision |

► *Superman can fire heat vision.*



## The Man of Steel

A blue uniform, red **trunks**[1], red boots, and a long, flowing red **cape**. Tall, strong, **invisible**. Kind, smart, **just**! Faster than a speeding **bullet**! More powerful than a train! Able to **leap** from building to building at a single **bound**! That's Superman, our most favourite superhero!

Superman was created in 1933. His real 'parents' were high school students Jerry Siegel and Joe Shuster from Cleveland, Ohio. Jerry and Joe were rather shy and **unpopular** at school, so they made up a superhero to live a life of fantasy through him!

As the story goes, Superman came from dying planet Krypton. His parents sent him to Earth in a **rocket** in order to save him. The rocket landed in Kansas near a town called Smallville. A couple of farmers found the boy, adopted[2] him and named him Clark. As Clark grew older, he gained[3] strength from the Sun. By the time he was an adult he was able to fly, fire heat vision from his eyes and see through walls. From that point, he was Superman.

Superman is a symbol of the American dream. He is a man who tries hard and succeeds. He is also a classical hero who fights criminals and **rescues** the **helpless**. He is the superhero we all know and love!

[1]shorts [2]took into their family [3]got

## Reading

**3** **a) Skim through the text. Which of the superheroes above is it about? Listen, read, and check.**

**b) Read the text again and complete the sentences in your own words. Then explain the words in bold.**

1 Superman's creators .....
2 Superman's planet .....
3 Superman's parents .....
4 Superman is able to .....

## Speaking

**4** **Highlight the most important information in the article and make notes. Use your notes to give a summary to the class.**

## Project

**5** ***Portfolio:*** **Is there a superhero in your country? Write a short article about him/her. Write:**

- what he/she looks like
- his/her origins
- his/her superpowers
- your feelings

# English in Use 7

## ♦ Reporting lost property

**1** **Look at the sign. Where can you see it? *In an airport? In a train station? In a park?* What can you do there?**

**LOST PROPERTY**

**2** **Read the sentences. They are from a dialogue at the lost property desk. Which did the office clerk say?**

- Excuse me. Is this the lost property office? • What can I do for you?
- Where did you leave it? • What does it look like? • What was in it?
- Let's have a look inside to check. • Thank you very much. • You are welcome.

**3** **Listen and read the dialogue. Which is Mr Sanders' suitcase?**








**Mr Sanders:** Excuse me. Is this the lost property office?
**Office Clerk:** Yes. What can I do for you?
**Mr Sanders:** I lost my bag and I would like to report it.
**Office Clerk:** Where did you leave it?
**Mr Sanders:** I think I left it on the 9 o'clock train from Leeds.
**Office Clerk:** What does it look like?
**Mr Sanders:** It is a big leather bag.
**Office Clerk:** What colour is it?
**Mr Sanders:** It's brown.
**Office Clerk:** Does it have a handle?
**Mr Sanders:** Yes, it does.
**Office Clerk:** What was in it?
**Mr Sanders:** Some clothes and my camera, a Nikon 325.
**Office Clerk:** OK ... I have some bags over here. Do any of these look familiar?
**Mr Sanders:** Yes, mine is the one in the corner.
**Office Clerk:** Let's have a look inside to check ... A couple of T-shirts and your camera. Here you are.
**Mr Sanders:** Thank you very much!
**Office Clerk:** You're welcome.

**4** **Work in pairs. Imagine you lost your bag with the items below while travelling to London by train. Report the incident at the lost property office.**




## Pronunciation /iː/ - /ɪə/

**Reading Rules**

**e, ee - /iː/** see
**ea, ee + r - /ɪə/** beer

**5** **Listen and tick (✓). Listen again and repeat.**

| | /iː/ | /ɪə/ | | /iː/ | /ɪə/ |
|---|---|---|---|---|---|
| cheese | | | he | | |
| cheers | | | hear | | |
| deer | | | knee | | |
| dear | | | near | | |

**1** **Look at the pictures and the title. What do you think the text will be about? Listen, read and check.**

**2** **Read the text and mark the statements as *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 All the toys of today are mechanical. .....
2 Children learn through play. .....
3 Girls never played with rocking horses. .....
4 Boys wanted to become engineers when they grew up. .....
5 Children from poor families didn't have any toys. .....

**3** **Read again and find five words related to material.**

**4** **Use the pictures to talk to your friend about what toys children had in the past. Express your likes and dislikes.**

**5** ***Portfolio:*** **Ask your grandparents and your parents and make a poster about popular toys of the past in your country. Draw or stick pictures. Label them.**

# Toying With the past

Dolls that sing and dance, cars that move at the touch of a button and aeroplanes that fly are the toys that make children happy today. Now, let's take a journey into the past. What toys were there in a child's playground in the 18th century or the Victorian times?

In those times, building bricks with letters of the alphabet on them were very common. Toys of this kind helped children learn while playing. Other toys such as model kitchens, doll's houses, toy stoves and tea sets taught girls how to run a home. Dolls of wood, clay and wax were also very popular with girls and prepared them to become mothers. As for boys, tool kits, trains, cars, trucks and garages gave them an interest in engineering. Both boys and girls, though, loved their rocking horses, and teddy bears.

Things for children from poor families were different. They played mostly on the street and they didn't have money to buy new dolls or toy cars. They used mud, tin caps, old clothes and their imagination to make their own toys.

No matter how old or new, expensive or cheap toys are, they always have a special place in children's hearts, throughout the ages.


doll's house



building bricks


delivery truck


rocking horse

# PROGRESS CHECK 7

**1** **Write the opposites.**

1 ugly - .....
2 busy - .....
3 crowded - .....
4 polluted - .....

(Points: 4X5 ___/20)

**2** **Match the words to form collocations.**

| | | | |
|---|---|---|---|
| 1 | weekly | a | buildings |
| 2 | ghost | b | newspaper |
| 3 | ruined | c | an idea |
| 4 | run | d | town |
| 5 | get | e | a home |

(Points: 5X4 ___/20)

**3** **Fill in the gaps with the right word.**

1 I felt p _ _ _ _ _ when the man spoke to me in Chinese.
2 He never smiles. He's such a m _ _ _ _ _ _ _ man.
3 She's leaving for Paris tomorrow. She's so e _ _ _ _ _ .
4 Karen hasn't come back from work yet. I'm getting w _ _ _ _ _ .
5 After working all day in the garden, Tim felt very t _ _ _ .

(Points: 5X4 ___/20)

**4** **Rewrite the sentences in the past. Use the words in brackets.**

1 We go to the cinema on Sundays. **(last Sunday)**
.....
2 She has a cold. **(a week ago)**
.....
3 It's a beautiful day today. **(yesterday)**
.....
4 I see Carol on the bus every day. **(last Tuesday)**
.....
5 They often travel to London. **(a month ago)**
.....

(Points: 5X4 ___/20)

**5** **Write five sentences about what you did yesterday.**

1 .....
2 .....
3 .....
4 .....
5 .....

(Points: 5X4 ___/20)

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

| | | | |
|---|---|---|---|
| 1 | When was Einstein born? | a | Germany. |
| 2 | When did Einstein die? | b | In 1955. |
| 3 | What was Einstein famous for? | c | In 1879. |
| 4 | Where was Einstein from? | d | He was a famous scientist. |

(Points: 4X5 ___/20)

(My score: ___/100)

## Now I Can...

- talk about places in the past
- narrate events in the past
- write a short story
- talk about feelings
- write a biography
- ask for and give biographical information
- describe a superhero
- report lost property
- talk about toys of the past

... in English.

## Smile



# Rules & Regulations

Module 8

### Before you start ...

- What was your town like 100 years ago?
- What do you know about Walt Disney?
- What toys did children play with in the 18th century?

### Look at Module 8

- Find the page numbers for pictures 1-3.

### Find the page numbers for

- a cottage ☐
- a gym ☐
- signs ☐
- a questionnaire ☐

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

- types of dwellings & rules/ regulations
- places in town
- house rules
- signs & what they mean
- the Empire State Building
- your neighbourhood

### Learn how to ...

- make/accept/refuse suggestions
- express obligation
- show absence of necessity
- book theatre tickets

### Practise ...

- *must/mustn't/can't/(don't) have to*
- comparisons
- *past simple*
- pronunciation of /əʊ/ - /aʊ/

### Write / Make ...

- a poster about your bedroom rules
- warning signs for various places
- campsite rules
- a short text about a famous building in the country
- a leaflet for your neighbourhood

1



2



3



# 8a That's the rule


palace

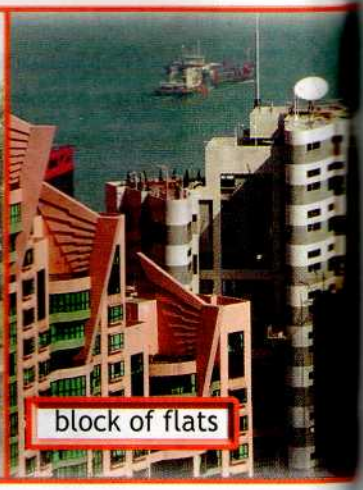

hotel


tent


cottage


university halls of residence


house


block of flats

## Vocabulary

♦ Types of dwellings

**1** **Which of the types of dwelling in the pictures can you see in your country?**

► *In my country you can see ...*

## Reading

**2** **Look at the leaflet. Who is it for? Read the headings and subheadings. Listen and read and check.**

**3** **a) Read the leaflet and mark the sentences 1-8 *T* (true) or *F* (false). Correct the false sentences. Then, explain the words in bold.**

1 Students can only have parties in their rooms.
2 Students can have dogs in their bedrooms.
3 Students can use the kitchen appliances.
4 Students can put posters on the common room walls.
5 Students mustn't wear shoes in the dining room.
6 Students must drive slowly on campus.
7 Students can give food to the animals in the outdoor areas.
8 Guests can stay for a week.

**b) In pairs think for an extra rule for each heading.**

## THE INTERNATIONAL SUMMER SCHOOL
## RULES & REGULATIONS

# STUDENTS MUST KEEP THE PREMISES CLEAN and TIDY!

**BEDROOMS**

- You mustn't make noise.
- You mustn't put posters on the walls.
- You can't keep pets in the rooms.
- You can't have parties in your room at any time.

**COMMON ROOM**

- You can use the common room but you must get **permission** to invite friends or have parties.
- You can decorate the common room but you mustn't move the furniture.
- You can't use the common room after 21:00 on weekdays.

**DINING HALL**

- You mustn't come to the dining room **barefoot**.
- You mustn't **remove** food from the dining room.

**OUTDOOR AREAS**

- You mustn't park your bike in the garden.
- You must cycle carefully.
- You can't take your bike inside the School buildings.
- You mustn't feed the **squirrels** or the birds.

**VISITORS**

- You must always **register** your overnight guests at the Accommodation Office.
- Guests can't stay for a period longer than four nights.
- You can't have **overnight** guests during the **exam** period or the **study week**.

## Grammar

Grammar Reference

♦ must - mustn't - can't

**4** Read the theory box. Find examples in the leaflet. Explain what they mean.

- **can't:** refusing permission *You **can't** play loud music at night. (You aren't allowed to)*
- **must:** obligation *You **must** keep the room clean and tidy. (That's the rule)*
- **mustn't:** prohibition *You **mustn't** eat in class. (It's forbidden)*

**5** Fill in: *must*, *mustn't* or *can't*.

1 Please don't make so much noise. We ..... wake the children.
2 There isn't much time. We ..... hurry.
3 You ..... cook your meals in the room. It isn't allowed.
4 You ..... wear a seatbelt when you are in a car. That's the rule.
5 You ..... put posters in the room. It's forbidden.

## Speaking

**6** Imagine you are a new student at the summer school. Find out what the rules are. Use the information in the leaflet.

▶ *A: Can I listen to loud music in my room?*
*B: I'm afraid you can't. You mustn't make noise in your room!*

## GAME

You are a guest in a British house. In teams think of the rules there. Make your rules as funny as possible.

## Writing (a poster)

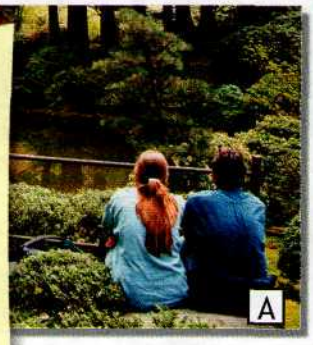
**7** *Portfolio: My room rules*. Make a poster. Write what people *must*, *mustn't* or *can't do* when they are in your room.

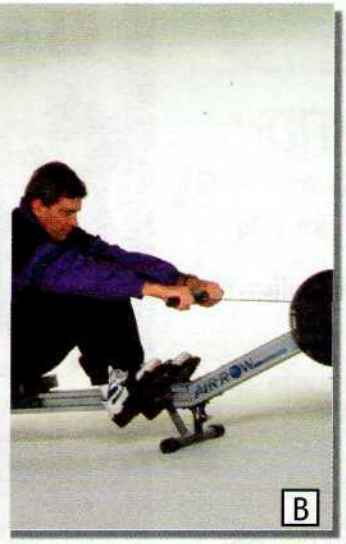
# 8b Shall we?

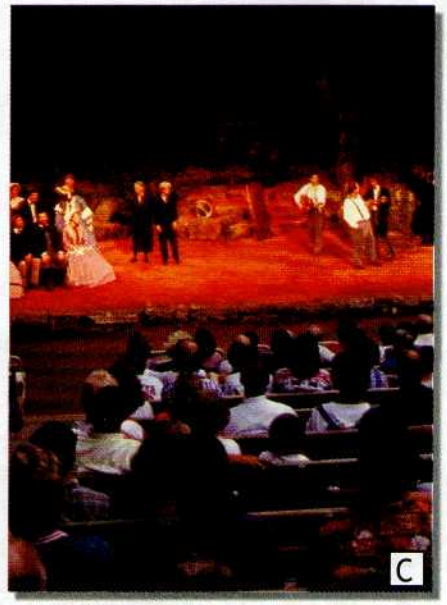
## Vocabulary

♦ Places in town

1 swimming pool
2 aquarium
3 restaurant
4 theatre
5 park
6 department store
7 stadium
8 zoo
9 library
10 gallery
11 fast food (restaurant)
12 gym
13 cinema
14 sports centre

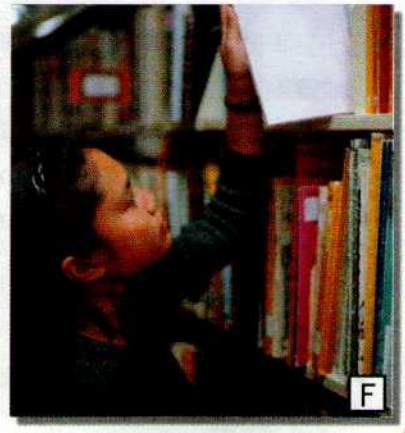

A


B


C


D


E


F

**1** a) **Which of the places 1-10 can you see in the pictures (A-F)? Describe the pictures.**

b) **In which of these places can you:**

- relax? • exercise? • meet friends?
- see animals? • buy things you need?
- have a picnic? • read? • eat a snack?
- see works of art? • watch a film?

► *You can relax in the park.*

**Which ones did you visit last week/month/year? What did you do there?**

## Reading

**2** a) **Read the first exchange in each dialogue. What is the dialogue going to be about? Listen, read and check.**

b) **Read again. Where do they decide to go? When? Explain the words in bold.**

**Bob:** What do you feel like doing tonight?
**David:** How about eating out?
**Bob:** Brilliant idea! I'm very hungry!
**David:** Shall we go to Marcel's?
**Bob:** Marcel's? **Are you joking?** It's the most expensive restaurant in town!
**David:** No, it isn't. There are many restaurants that are more expensive than Marcel's.
**Bob:** Well, how about Castella?
**David:** It's nice, but it's always so **crowded**! I want to go somewhere more relaxing.
**Bob:** How about Antonio's? It's cheaper than Marcel's and quieter than Castella.
**David:** That sounds good! I hope they still serve the smoked salmon.
**Bob:** **Eew**! How can you eat that?
**David:** **Are you serious?** It's the tastiest thing in the world! Come on, let's go.

## Grammar Grammar Reference

### ♦ Comparisons

**3** Read the box and the sentences. Which form do we use to compare: *two people/things? two or more people/things?* Find examples in the text.

| | | |
|---|---|---|
| big | bigger | biggest |
| long | longer | longest |
| pretty | prettier | prettiest |
| glamorous | more glamorous | most glamorous |
| good | better | best |
| bad | worse | worst |
| much/many | more | most |
| little | less | least |

1 Jim is **taller than** Tom.
2 Gold is **more expensive than** silver.
3 Andrew is **the tallest** boy in our class.
4 Stella is **the most beautiful** girl in our class.

**4** Fill in the gaps with the right comparative.

►1 Paul is five years *younger* **(young)** than Nick. He is the ..... **(young)** child in our family.
2 People in the countryside are ..... **(friendly)** than they are in the city.
3 These suitcases are heavy, but this one is the ..... **(heavy)** of all.
4 Ann is the ..... **(beautiful)** girl I know.

## study skills

*Learning outside the classroom*
Look at signs, notices, labels etc in English. Use your background knowledge to understand them. It's a good way of using English in real life.

### ♦ Warnings

**5** Look at the signs. In which of the places in Ex. 1 can you see them? What do they mean?

► *1 park - You mustn't step on the grass.*

1 


2 


3 


4 


5 


## Listening

**6** Peter and Sharon are at the zoo. Listen and put a tick (✓) in the correct box.

| | must | mustn't |
|---|---|---|
| pay for an entrance ticket | | |
| eat in there | | |
| take pictures | | |
| feed animals | | |
| keep the grounds clean | | |
| speak quietly | | |

## Everyday English

### ♦ Making suggestions/Accepting/Rejecting

**7** *Portfolio:* It's Saturday afternoon. Use the expressions in the table to decide where to go. Record your dialogue.

| Suggestions | |
|---|---|
| • How about ...? • Shall we ...? • Why don't ...? | |
| **Accepting** | **Rejecting** |
| • OK. Let's ... | • I don't really like ... |
| • Brilliant idea! | • No, I'm afraid I can't. |
| • That sounds good! | • Well, I'd rather not. |

► *A: How about going to the zoo?*
*B: Brilliant idea!/Well, I'd rather not. Why don't ... etc*

## Writing (signs)

**8** *Portfolio:* Choose some of the places in Ex. 1 and prepare some signs for them.

# 8C House Rules

## Reading

**1** Read the first exchange. Who owns the room? Who wants to rent it? Can you guess the questions Daniel will ask? Think about:

- rent • rules • address
- phone number

Listen, read and check.

**Mr Cox:** Well, Daniel. This is your room. What do you think?
**Daniel:** It's very nice.
**Mr Cox:** Glad you like it. Now, remember, there are some rules. You mustn't make noise, and you have to keep the room tidy.
**Daniel:** Ah, I see. Can my friends come round?
**Mr Cox:** Only if they are students in this school. And only between 1pm and 9pm.
**Daniel:** Oh, I see. Can I bring food from the dining room here?
**Mr Cox:** Not really. You can only have snacks and soft drinks in your room. But remember, your room must always be tidy.
**Daniel:** Erm ... OK. Thank you Mr Cox.
**Mr Cox:** I hope you're comfortable here, Daniel.

**2** Read again. What are Mr Cox's rules?

## study skills

*Using interjections*
When speaking use short words such as: Oh, Ah, Well, Gee, etc to express your feelings. This makes you sound more natural.

**3** Look at the dialogue. What do the highlighted words show: *surprise, hesitation, introducing a remark.*

## Grammar Grammar Reference

♦ have to - don't have to / needn't

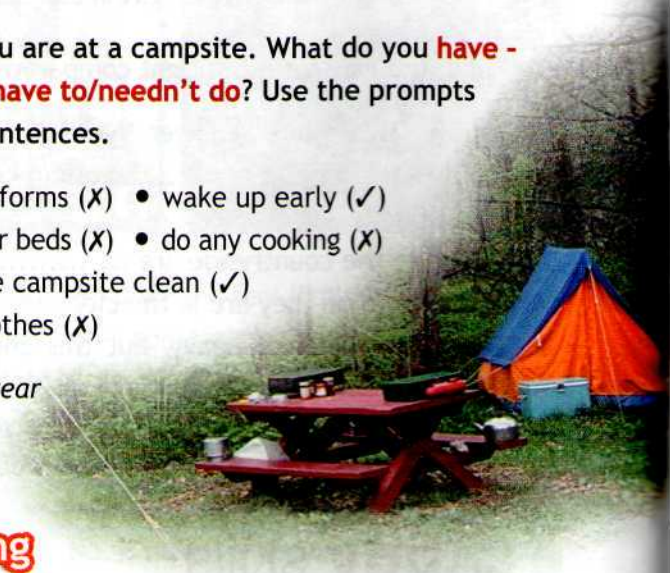
**4** Read the sentences. Which shows that something *is/isn't* necessary?

► *You **have to** pay the rent on time.*
*You **don't have to/needn't** bring your own bedsheets.*

**5** Imagine you are at a campsite. What do you **have - don't you have to/needn't do**? Use the prompts to make sentences.

- wear uniforms (✗) • wake up early (✓)
- make our beds (✗) • do any cooking (✗)
- keep the campsite clean (✓)
- wash clothes (✗)

► *We needn't wear uniforms.*



## Speaking

**6** a) Now act out a dialogue between you and the campleader. Use ideas from Ex. 5.

b) Imagine you are back from the campsite. Your friend asks you about your holiday there.

► *A: Did you wake up early?*
*B: Yes, I did./No, I didn't.*

## Writing (campsite rules)

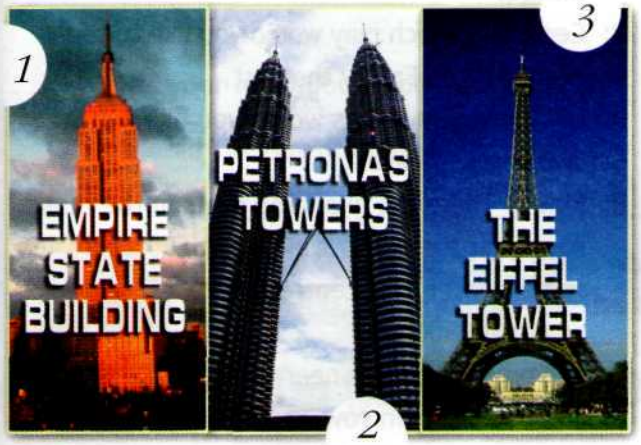
**7** *Portfolio:* Use ideas from Ex. 5 to write campsite rules.

# Culture Corner

## Reading

**1** Match the buildings to the countries. What is so special about these buildings?

• France ☐ • Malaysia ☐ • USA ☐




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

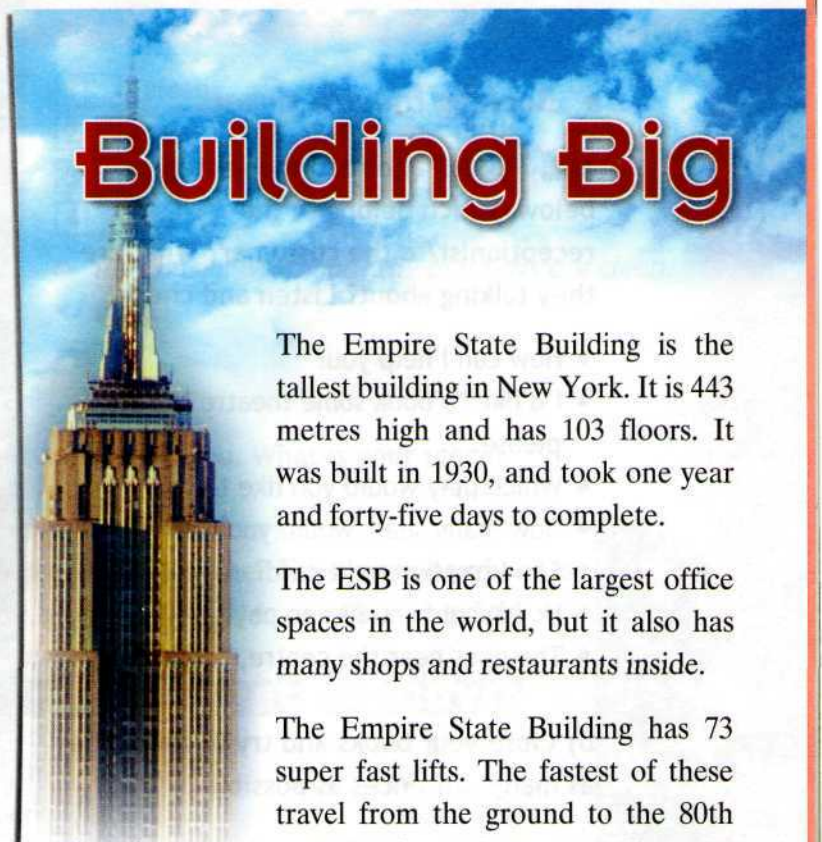
b) Read the statements and mark them *(R)* for Right, *(W)* for wrong and *(DS)* for Doesn't Say.

1 The Empire State Building is the tallest building in America.
2 Lots of people work inside the Empire State Building.
3 You can get to the top of the Empire State Building in 45 seconds.
4 The lights on the top floors of the Empire State Building change colours many times a day.

**3** Read again and find five adjectives in the superlative. What does each describe?

## Speaking

**4** Close your books and tell the class three things about the Empire State Building.



# Building Big

The Empire State Building is the tallest building in New York. It is 443 metres high and has 103 floors. It was built in 1930, and took one year and forty-five days to complete.

The ESB is one of the largest office spaces in the world, but it also has many shops and restaurants inside.

The Empire State Building has 73 super fast lifts. The fastest of these travel from the ground to the 80th floor in only 45 seconds! If you choose to walk to the top, you need to climb 1860 steps.

At the Empire State Building most visitors go straight to the Observatory on the 86th floor. The view is amazing. On a clear day you can see for miles around. Looking at the Empire State Building from a distance is also great. The top floors are decorated with beautiful lights. These change colours every day. Depending on the occasion, the building can be white, green, blue, purple, red or orange!

If you are ever in New York, don't forget to visit the Empire State Building. It offers the best view of New York, and it is one of the city's most historic buildings.

## Project

**5** *Portfolio:* Collect information, then write a short text about a famous building in your country. Write:

• name • town/city • recommendation
• number of floors • when built • height
• what a visitor can do/see there • type

# English in Use 8




## ♦ Booking theatre tickets

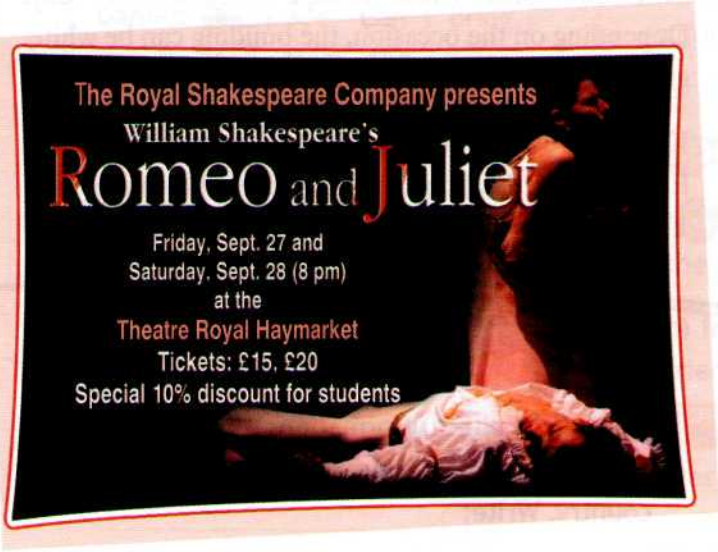
**1** **a) Listen and read the sentences below. Which belong to the receptionist/to the customer? What are they talking about? Listen and check.**

- How can I help you?
- I'd like to book some theatre tickets, please.
- Which play would you like to see?
- How many seats would you like?
- Can I pay by credit card?
- How would you like to pay?
- The ones near the centre, I think.

**b) Close your books and try to remember as many sentences as possible.**

**2** **Read the dialogue. How much are Mr Darcey's tickets? How does he pay?**

**3** ***Portfolio:*** **Work in pairs. Look at the poster. You want to book some tickets for the performance. Take roles and act out the dialogue. Record yourselves.**




**R:** Hello, Theatre Royal Haymarket. How can I help you?
**C:** Hello. I'd like to book some theatre tickets, please.
**R:** Certainly. Which play would you like to see?
**C:** 'Hamlet', on Friday the 21st.
**R:** OK. How many seats would you like?
**C:** Two seats, please.
**R:** Fine ... There are available seats in the fourth row, near the front, which cost £30 each, and some nearer the centre ... £25 each. Which would you like?
**C:** Mmmm ... The ones near the centre, I think.
**R:** So, two seats in row 11 ... Friday the 21st ... That comes to a total of £50. How would you like to pay?
**C:** Can I pay by credit card?
**R:** Certainly. Just give me the number and the expiry date.
**C:** 3959 3854 1104 9455. Expires this March.
**R:** And your name?
**C:** Mark Darcy.
**R:** Thank you, Mr Darcy. You can collect your tickets at the theatre on Wednesday at 7pm. The performance starts at 8 pm. Enjoy the show.
**C:** Thank you very much.

## Pronunciation /əʊ/ - /aʊ/

**4** **Listen and tick (✓). Listen again and repeat. Then read out the sentences.**

| Reading Rules | | |
|---|---|---|
| oa | | road |
| ow | - /əʊ/ | know |
| on + e | | bone |
| ou | - /aʊ/ | house |
| ow | | cow |

| | /əʊ/ | /aʊ/ | | /əʊ/ | /aʊ/ | | /əʊ/ | /aʊ/ |
|---|---|---|---|---|---|---|---|---|
| know | | | coach | | | tone | | |
| now | | | couch | | | town | | |

*Do you know when the coach reaches the town?*
*Can you please sit on the couch now?*

# Extensive Reading 8

ACROSS THE CURRICULUM: SOCIAL SCIENCES

**1** Match the adjectives 1-4 to their opposites. Which of these adjectives describe the *buildings, parks, benches, playgrounds, bus stops, roads* and *shops* in your neighbourhood?

| | | | |
|---|---|---|---|
| 1 | clean | a | old |
| 2 | new | b | dirty |
| 3 | safe | c | dangerous |
| 4 | quiet | d | noisy |

► *In my neighbourhood, the buildings are clean/ dirty.*

**2** a) Is your neighbourhood neat and tidy?

b) Read the questionnaire and circle the right answer for you. What is your score?





**A neighbourhood is a place where people live together. Every neighbourhood is special to the people who live there, so it is important to keep it neat and tidy.**

## Is your neighbourhood neat & tidy?

| | | | |
|---|---|---|---|
| 1 | Can you see graffiti on the buildings? | Yes | No |
| 2 | Are the streets and roads full of litter? | Yes | No |
| 3 | Are there parked cars on the pavements? | Yes | No |
| 4 | Do you usually find chewing gum on the benches in the parks? | Yes | No |
| 5 | Can you see any broken swings in the playgrounds? | Yes | No |
| 6 | Are the rubbish bins full? | Yes | No |
| 7 | Are the road and street signs damaged? | Yes | No |
| 8 | Are the bus stops old and their benches broken? | Yes | No |
| 9 | Are the traffic lights out of order? | Yes | No |
| 10 | Is there a bad smell in the area? | Yes | No |

**My Score**

| | | |
|---|---|---|
| *0-3* | *No* | *Start looking after your neighbourhood! After all, it is your home!* |
| *4-5* | *No* | *You are on the right track. With a bit more work, your neighbourhood is going to look much better!* |
| *6-7* | *No* | *You have a very neat and tidy neighbourhood! Well done!* |









**3** Describe your neighbourhood to the class. You can use pictures or slides if you like.

**4** *Project:* Make a leaflet for your neighbourhood, telling people what they must/mustn't do to keep it neat and tidy.

# PROGRESS CHECK 8

**1** **Fill in the right word.**

1 Students usually stay in University halls of r_ _ _ _ _ _ _ _ .
2 I love staying in a t _ _ _ when I go camping.
3 John lives in a block of f _ _ _ _ in the city centre.
4 The king was in a c _ _ _ _ _ by the lake.

(Points: 4X3 ___ 12)

**2** **Match the words to form phrases.**

| | | | |
|---|---|---|---|
| 1 ☐ | swimming | a | guests |
| 2 ☐ | electrical | b | pool |
| 3 ☐ | department | c | tickets |
| 4 ☐ | rubbish | d | bin |
| 5 ☐ | overnight | e | store |
| 6 ☐ | entrance | f | appliances |

(Points: 6X3 ___ 18)

**3** **Write the opposites.**

1 clean ≠ .....
2 new ≠ .....
3 neat ≠ .....
4 quiet ≠ .....
5 safe ≠ .....

(Points: 5X2 ___ 10)

**4** **Write the correct comparative.**

1 A: This top is too big for me. I need a ..... ..... **(small)** one.
B: I'm sorry, this is the ..... **(small)** size we have.
2 Tom is always smiling. He is the ..... ..... **(friendly)** person I know.
3 This book is ..... **(difficult)** than the one we did last year.
4 When the traffic is heavy, it is ..... **(easy)** to walk to work than drive my car.

(Points: 5X4 ___ 20)

**5** **Circle the correct word.**

1 You **must / mustn't / can't** eat in the classroom. It's not allowed!
2 Students **can't / have to / don't have to** take the rubbish out. The cleaners will do it.
3 You **mustn't / must /can't** enter the building after 10 o'clock. The entrance is closed.
4 You **can't / must / mustn't** get permission to invite friends in your room.
5 You **can / must / can't** sit on the grass! You will destroy the flowers.
6 I **rent / rented / rents** a flat yesterday.
7 How much **did / do / are** you pay per month?
8 We **go / are going / went** out last night.
9 You **can't / couldn't / don't** have parties in your rooms! It's not allowed.
10 Look! They **are dancing / dance / danced.**

(Points: 10X2 ___ 20)

**6** **Complete the exchanges.**

1 A: How..... going to the cinema on Tuesday evening?
B: I'm ..... I can't. I have a French class.
2 A: ..... don't we visit Ann tomorrow?
B: Sure! Brilliant .....!
3 A: I'm going out. Would you like to come?
B: I'd ..... not.

(Points: 5X4 ___ 20)

(My score: ___ 100)

## Now I Can...

- talk and write about rules & regulations
- interpret signs • book theatre tickets
- express permission, obligation, prohibition
- make, accept and reject suggestions
- compare things, buildings and people

... in English



# Food & Refreshments

# Module 9

## Before you start ...

- What are your bedroom rules?
- What can you do to keep your neighbourhood neat and tidy?
- Name some places in your town. Can you say one rule for each?
- What did you do last Saturday night?

## Look at Module 9

- Find the page numbers for pictures 1-3.

## Find the page numbers for

- a receipt ☐
- a menu ☐
- a recipe ☐
- the food pyramid ☐

## Listen, read and talk about ...

- food and drink
- tastes and dishes
- containers and quantities
- British food and places to eat
- eating out
- ways to cook
- the food pyramid
- British money

## Learn how to ...

- order food/drinks
- book a table at a restaurant
- pronunciation of /n/- /ŋ/,/æ/ - /ʌ/

## Practise ...

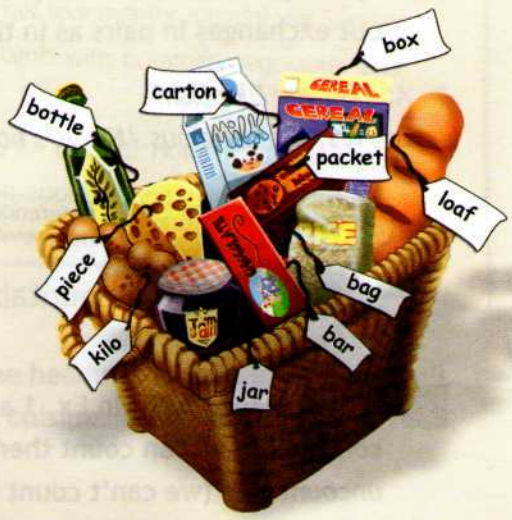
- countable/uncountable nouns/ quantifiers
- present simple vs present continuous
- past simple

## Write / Make ...

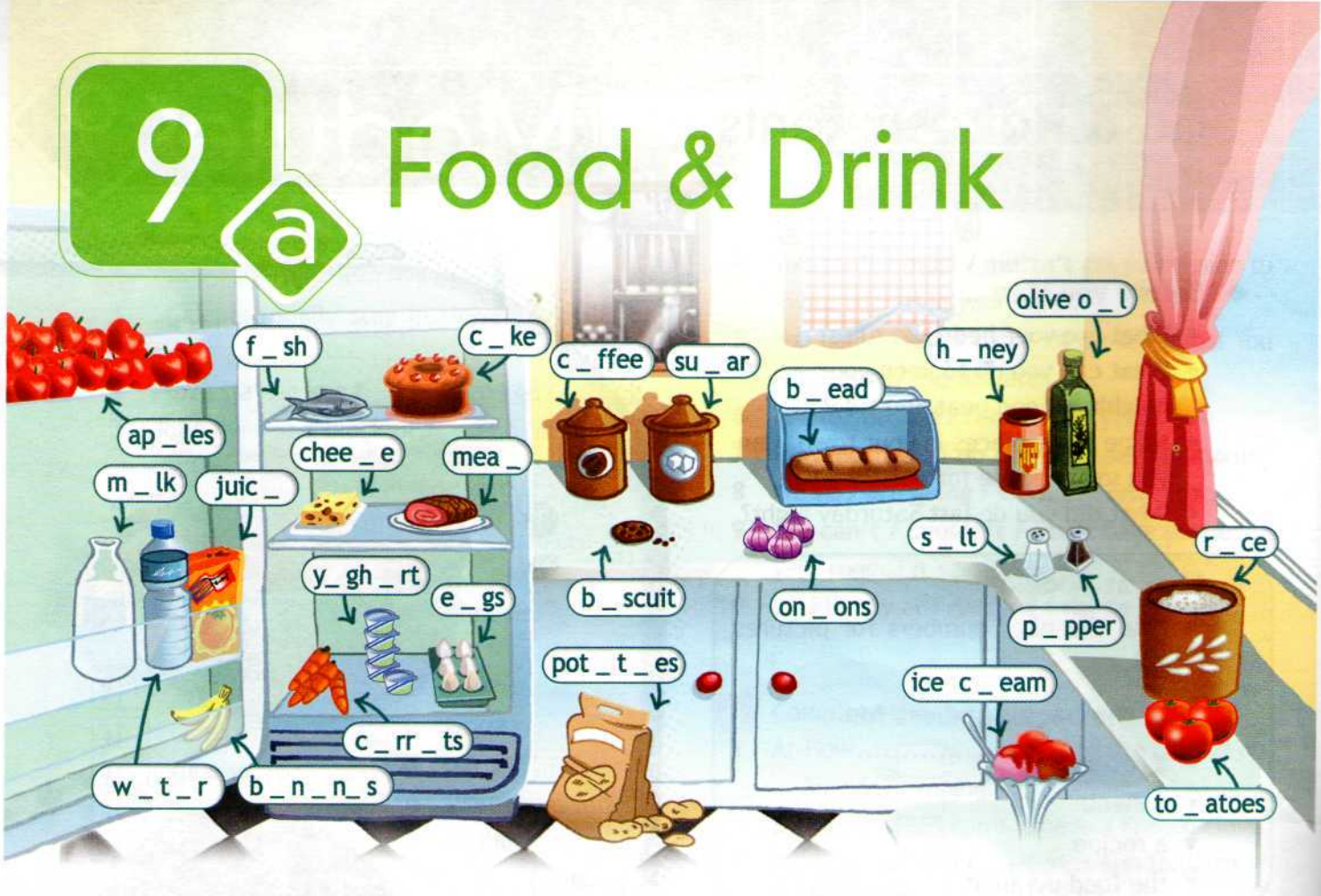
- a shopping list for your favourite dish
- an advert for a restaurant
- a recipe
- an article about places to eat in your country
- a list of what you ate yesterday







# 9a Food & Drink




## Vocabulary

♦ Types of food/drink

**1** a) 🎧 Try to fill in the missing letters. Listen and check, then repeat. Which of these items are **fruit/meat/vegetables/drinks/dairy products**? Which of them are similar in your language?

b) Choose items from the picture and act out exchanges in pairs as in the example.

► *A: Do you like fish?*
*B: Yes, it's delicious./No, it's horrible.*

## Grammar Grammar Reference

♦ Countable - Uncountable nouns/ Quantifiers

**2** Which of the words in Ex. 1 are:
***countable*** **(we can count them)?**
***uncountable*** **(we can't count them)?**

► *apples (C), water (U)*

**3** a) Read the examples and the rules.

1 To make this dish you need **some** tomatoes, **an** egg and **some** olive oil.
2 We need to go to the supermarket; we haven't got **any** eggs and we haven't got **much** olive oil. We haven't got **many** potatoes, either.
3 Are there **any** tomatoes in the fridge?
4 I think we have **a little** milk and **a few** eggs. Do we need **any** olive oil?

- We use **some** in the affirmative and **any** in the negative and the interrogative.
- We use **much** (enough)**/a little** (not much but enough) with uncountable nouns
- We use **many** (enough)**/a few** (not many but enough) with countable nouns.
- We use **a lot of** with both countable and uncoutable nouns.

b) Look at the picture in Ex. 1 and ask and answer questions.

► *A: Is there any milk?*
*B: Yes, there's some milk.*
*A: Is there any sugar?*
*B: Not much.*
*A: Are there any tomatoes?*
*B: Not many.*

♦ Containers & quantities

**4** **Look at Ann's shopping basket. What did she buy?**




► *Ann bought a bottle of olive oil.*

## Listening

**5** 🎧 **Listen and complete the gaps (1-6).**

| | £ |
|---|---|
| POTATOES | 0.87 |
| GREEN PEPPERS | 1.89 |
| 1) ..... | 0.45 |
| GRAPES | 2.00 |
| 2) ..... | 3.99 |
| CEREAL | 2.79 |
| HONEY | 3) ..... |
| 4) ..... | 0.65 |
| CHEDDAR CHEESE | 2.89 |
| FRESH MILK | 0.86 |
| CHOCOLATE BISCUITS | 0.99 |
| JAM | 0.95 |
| 5) ..... | 0.50 |
| TOTAL | 6) ..... |
| CASH | 25.00 |
| CHANGE DUE | 4.97 |

THANK YOU FOR SHOPPING WITH US

**6** **Look at the receipt. Ask and answer questions.**

£1 = one pound
£1.10 = one pound ten (pence)
£0.45 = forty-five (pence)

► *A: Did you buy cheese?*
*B: Yes, I did.*
*A: How much was it?*
*B: It was two pounds fifty-nine (pence).*

## Reading

**7** **a) Which of the following sentences are true about British food? Decide in pairs. Listen and read and check.**

1 The British eat a traditional English breakfast every morning.
2 Most British people have a sandwich for lunch.
3 Chinese food is very popular in Britain.

**b) Read and match the headings to the paragraphs. How many types of food/drink shown in the picture in Ex. 1 can you find in the text? Then, explain the words in bold.**

**British meals** **Tasty treats** **A traditional meal**

### Eating the British Way



*What's your idea of British food? If the answer is bacon and eggs or fish and chips, then you might be in for a surprise.*

1 Most people in the UK rush to work in the morning. This **means** they don't have time to make the traditional English breakfast of egg, bacon and sausages. They may have one at weekends though. During the week, they choose a breakfast of cereal or toast with tea, coffee or fruit juice. Lunch is a simple meal. Many children at school and **adults** at work bring a 'packed lunch' from home. This is a sandwich, a packet of crisps, a piece of fruit and a drink. Dinner is a meal for the whole family. Spaghetti bolognaise and shepherd's pie are all favourites. Many British order **takeaways** as well! Indian, Chinese food and pizzas are all very popular.

2 On Sundays, the British get together for a traditional Sunday roast. This is roast beef or lamb with potatoes, vegetables and gravy.

3 But ... is there anything for **dessert**? **Home-made** puddings like bread and butter pudding, apple pie and trifle are all delicious British desserts. Without them no meal is complete!

## Speaking

**8** **Make notes under the headings in Ex. 7b. Talk in small groups about British cuisine. What did you find special about it?**

## Writing (a shopping list)

**9** ***Portfolio:*** **Think of your favourite dish. What do you need to make it? Make a shopping list.**

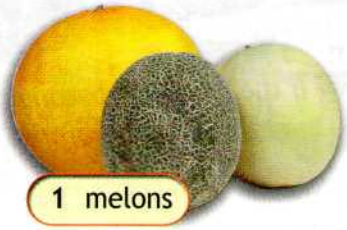
# 9b On the menu

## Vocabulary

♦ Tastes & Dishes

**1** **What do the food items in the pictures taste like? Use the adjectives to make sentences.**

- bitter • salty • sweet
- hot and spicy • sour



1 melons

► *Melons are sweet.*



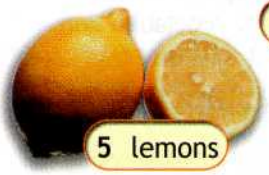
2 crisps



3 pepper



4 celery



5 lemons

**2** **Which of the food in the pictures is/are:**

- a vegetable? • a snack?
- a spice? • a fruit?

**3** **a) Look at the text. What is it? Where can you see it?**

**b) Put the headings in the right place. Can you think *of one more dish/drink for each category?***

- Main Courses • Starters • Desserts • Drinks



# Menu

**The Ship Inn**

1) .....

| | |
|---|---|
| Mixed Greens | £5.95 |
| Chef's Salad | £7.95 |
| Scotch Egg | £6.25 |

2) .....

| | |
|---|---|
| Spicy Grilled Chicken | £10.50 |
| Roast Beef and Vegetables | £11.40 |
| Baked Fish with Tomatoes & Olives | £10.30 |
| White Bean and Lamb Soup | £9.65 |
| Sirloin Steak and Creamed Mushrooms | £11.40 |

3) .....

| | |
|---|---|
| Chocolate Ice-cream | £3.40 |
| Fruit Salad | £5.00 |
| Lemon Pie | £2.85 |

4) .....

| | |
|---|---|
| Mineral Water | £2.00 |
| Soft Drinks | £1.00 |
| Milk Shakes | £2.00 |
| Juices | £2.00 |

## Reading

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

**b) 🎧 Listen and read. What does each person order? How much will they pay?**

**c) Are there any words in the dialogue that look/sound similar in your language?**

**Sheila:** Thanks for inviting me to lunch.
**George:** You're welcome. Oh, I love this place.
**Sheila:** Me too. Where's the menu? I'm really hungry.
**George:** The waiter's bringing it now, look!
**Waiter:** Here you are, sir.
**George:** Thank you. Hmm, I want the roast beef.
**Sheila:** Really? But you usually have the spicy grilled chicken.
**George:** Well, today I'm trying something else for a change. What about you? Do you want the sirloin steak with creamed mushrooms? You always enjoy that.
**Sheila:** No, I'm having the chef's salad today. I'm on a diet.
**Waiter:** Are you ready to order, sir?
**George:** Yes. We'd like the chef's salad and the roast beef, please.
**Waiter:** Would you like anything to drink?
**George:** Can I have a glass of mineral water, please?
**Sheila:** And could I have a cola, please?
**Waiter:** A glass of mineral water and a cola ... Thank you.

## Everyday English

♦ Ordering food/drinks

**5** *Portfolio:* **Read the box. Which phrases are more polite? Work in groups of three. Use the menu in Ex. 3 to act out a dialogue like the one in Ex. 4. Record your dialogue.**

| Requesting | Suggesting |
|---|---|
| May I ...?/Can I ...?/I want ... | Would you like ...?/How about ...?/Do you want ...? |
| Could I ...?/I'd like ..., please. | |

## Grammar

♦ Present Simple vs. Present Continuous

**6** **Read the examples. Which verb form expresses:**
• a daily routine/habit? • an action happening now?

*I usually* ***have*** *lunch at 1:00. I'****m having*** *lunch now.*

**Find more examples in the dialogue.**

**7** **Put the verbs in brackets in the *present simple* or *continuous*.**

1 I ..... **(love)** pasta but my brother doesn't, so we ..... **(have)** grilled chicken today.
2 A: What ..... you ..... **(do)**?
B: Oh, I ..... **(read)** a magazine. I ..... ..... **(wait)** for my favourite TV show to start.
3 A: How often ..... you ..... **(eat)** out?
B: Once a week. I ..... **(meet)** my friends and we ..... **(go)** to Tony's.
4 A: Where ..... **(you/go)**?
B: To the supermarket. We ..... **(not/have)** any pasta. ..... you ..... **(want)** something?

**8** **What do you/your relatives usually do at the weekend? What are you/they doing now?**

## Pronunciation

**9** **Listen and tick. Listen again and repeat.**

**Reading Rules**
**n - /n/** lemon, now
**n + k, g /ŋ/** thing, drink

| | /n/ | /ŋ/ | | /n/ | /ŋ/ |
|---|---|---|---|---|---|
| thanks | | | want | | |
| inviting | | | king | | |
| melon | | | never | | |

## Listening

**10** **Listen to a radio ad and complete the gaps (1-4).**

Angelo's
Fine Italian Food
1 ____ Clarendon Street, Newton
• live pianist
• large variety of healthy and 2 ____ meals
• meals for two from 3 ____
For reservations call
4 ____

## Writing (an ad)

**11** *Portfolio:* **Imagine you are a restaurant owner! Make an ad for your restaurant!**

# 9C Let's cook!




## study skills

*Using dictionaries*

Dictionaries present words in alphabetical order. A dictionary entry can show

- how a word is pronounced. • what part of speech it is.
- a simple explanation. • an example sentence.

Use dictionaries while you learn a foreign language. This will help you expand your vocabulary.

## Vocabulary

**1** **Use your dictionaries to explain the words below. What part of speech are they? How do we pronounce them. Which actions can you see in the pictures? What is the past tense of these verbs?**

• boil • fry • stir • dice • mix • bake • add • melt • peel • pour

## Reading

**2** **Look at the text? What type is it?** • *a menu* • *a shopping list* • *a receipt* • *a recipe*

### Ingredients

- *2 cups flour*
- *½ cup sugar*
- *1½ tsp. baking powder*
- *1 tsp. baking soda*
- *½ tsp. salt*
- *1 egg*
- *1 cup yoghurt*
- *1/4 cup milk*
- *¼ cup oil*
- *2 tbsp. orange juice*
- *1 cup diced apple*
- *½ cup raisins*

### *Apple Muffins*



- Preheat oven to 400 degrees.
- In a bowl, **1) stir** together the flour, sugar, baking powder, baking soda and salt.
- In another bowl, **2) mix** the egg, yoghurt, milk, oil and orange juice.
- **3) Add** the mixture to the first bowl together with the diced apple and raisins and stir well.
- **4) Put** the mixture into 16 muffin cups and **5) bake** for 20-24 minutes.

**Preparation:** 15 min. **Cooking:** 20-24 min **Portions:** 16

**3** **a) Listen and read. What information does the recipe include? Decide in pairs.**

1 time it takes to make
2 how many it serves
3 where you need to make it
4 what you need to make it
5 how to make it

**b) What do you think this snack tastes like?**

## Speaking

**4** **a) Tell the class what you have to do to make apple muffins. Use *first, second, after that*.**

► *First, stir ...*

**b) What did you/your family cook last Sunday? How? Tell your partner.**

## Writing (a recipe)

**5** ***Portfolio:*** **Write a recipe for a dish in your country. List the instructions in the correct order.**

## Reading

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

**2** **Read the text again and match the places A-D to the statements 1-5.**

1 Both the British & tourists enjoy eating there.
2 Business people have dinners there.
3 They are busy mostly at lunchtime.
4 You can eat food from many different countries there.
5 You can find them all around Britain.

## Speaking

**3** **Read again and list all the names of desserts, drinks, meat, dairy products, vegetables. Which words are the same in your language?**

**4** **What place would you choose to eat out at when in the UK? Why? Discuss in small groups.**

## Project (an article)

**5** ***Portfolio:*** **Choose some popular eating places in your country and write a short article about them. Present it to the class. Write about:**

- name
- food one can eat there
- prices (expensive/cheap)

# Places to eat in the UK



### A Sandwich bars

Most people in the UK work in offices. They don't have time to make their own lunch. This is why sandwich bars are so popular. In a sandwich bar you can buy sandwiches, pastries, cakes, soft drinks, juice and coffee. Then, you may choose to eat your lunch there, or take it back to work.

### B Restaurants



British people go to restaurants on special occasions like birthdays and [1]anniversaries, or on business meetings. People like to visit all sorts of restaurants. Indian, Chinese, Italian and Mexican cuisine, are all very popular. British food is very tasty as well. The dishes usually include fresh meat or fish with vegetables.

### C Fish & chips shops



Fish and chips shops are England's traditional take- away food. They serve fried fish covered in butter with fried potatoes. People like to add salt and vinegar, peas, tomato ketchup or curry sauce. There are thousands of fish and chip shops all over Britain. Locals and tourists all love to visit them.

### D Pie & Mash shops



Pie and mash is one of Britain's most traditional dishes! It is exactly what it says: meat pies with mashed potato in herb sauce. The first pie and mash shop [2]dates back two hundred years. Today, pie and mash shops are very simple and cheap places to eat.

[1]special day to remember [2]go back

# English in Use 9



## ♦ Booking a table at a restaurant

**1** 🎧 **The sentences are from the following dialogue. Which belong to the host/customer? What does the customer want? Listen and check.**

- I'd like to book a table, please.
- When would you like it for?
- For how many people?
- We'll be four.
- For tomorrow evening, at 9:00 pm.
- Could I also have a contact number?
- What name should I book it under?
- You're welcome.

**2** **Read the dialogue and complete the notes.**

**Customer:** Hello. I'd like to book a table, please.
**Host:** Certainly. When would you like it for?
**Customer:** For Thursday evening, at 7:00 pm.
**Host:** Thursday evening, March 25. For how many people?
**Customer:** We'll be four - two children.
**Host:** Certainly, sir. What name should I book it under?
**Customer:** Stephens. That is S-T-E-P-H-E-N-S.
**Host:** Stephens, right. Could I also have a contact number?
**Customer:** Sure, it's 5698477.
**Host:** So that's a table for four for Thursday evening, March 25th at seven. Thank you, Mr Stephens.
**Customer:** You're welcome.

### Table 14

**Name: 1)**

**Contact Number: 2)**

**People: 3)**

**Date: 4)** , March 25

**Time: 5)**

**3** *Portfolio:* **It's your father's birthday next Tuesday. You and your brother/sister are planning a surprise dinner party at a famous restaurant. Make a phone call to reserve a table. In pairs, take the roles of a customer and a waiter and act out the dialogue. Record yourselves.**

## Pronunciation /æ/ - /ʌ/

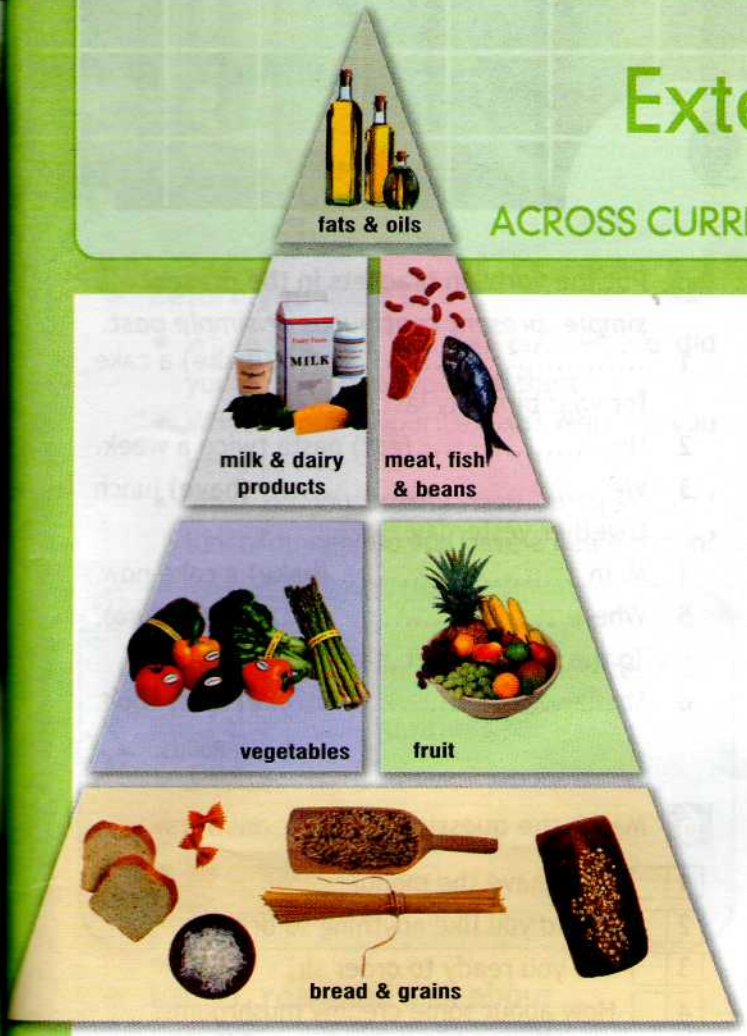
**4** 🎧 **Listen and tick (✓). Listen again and repeat.**

**Reading Rules**
u - /ʌ/ cut
a - /æ/ cat

| | /æ/ | /ʌ/ | | /æ/ | /ʌ/ |
|---|---|---|---|---|---|
| us | | | cat | | |
| as | | | cut | | |
| bug | | | mad | | |
| bag | | | mud | | |

# Extensive Reading 9

ACROSS CURRICULUM: FOOD TECHNOLOGY




## Eat **well**, feel **great**, look **great!**

***We all want to be healthy. What foods can help us with that?***

**Bread and Grains** A balanced diet is based on bread and grains (foods like rice and cereal). These foods give you fibre, iron and vitamin B. At least 40% of what you eat every day should be types of food in this category.

**Fruit and vegetables** You should eat plenty of vegetables and fruit every day to make sure you get enough potassium and vitamins A, C and E.

**Dairy products** Types of food in this category, like milk and cheese, have lots of calcium and vitamin D. These two elements protect your bones. You should consume milk, cheese or yoghurt every day.

**Meat, fish and beans** This category also includes eggs and nuts. These types of food give you iron, magnesium and protein. While meat, such as chicken, is better for you than fatty, red meat.

**Fats and oils** A little oil every day (about five or six spoonfuls) is useful against heart disease.

Eat wisely. If you eat a balanced diet, you will feel great, look great, and always be healthy!

## **study** skills

***Using what you know***

Before you read ask yourself what you know about the topic. This helps you guess the meaning of the text.

**1** **Look at the food pyramid. What do you know about these foods? Which help us keep healthy?**

**2** **a) Read the title of the text. How is it related to the food pyramid? Listen, read to find out.**

**b) Read the article. Which food type contains the following:**

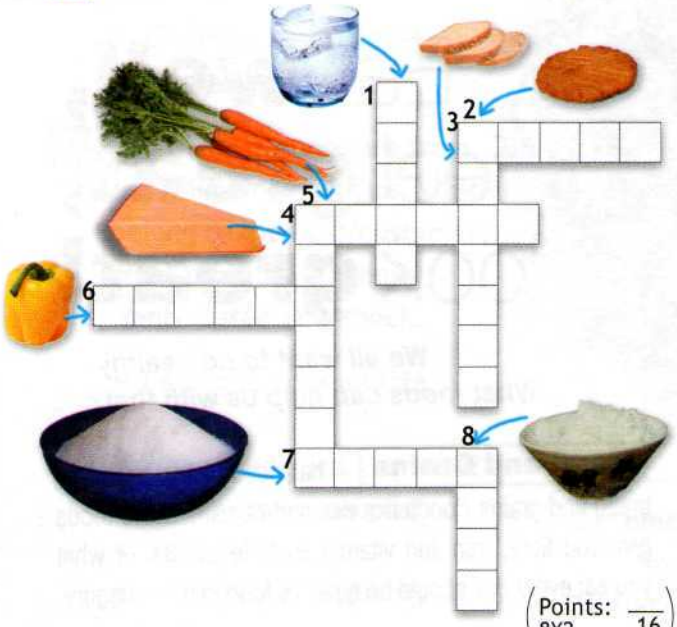
- fibre
- iron
- vitamin
- potassium
- calcium
- protein

**3** **Present the food pyramid in Ex. 1 to the class. Say what each food group gives us.**

**4** ***Project:*** **Work in pairs. Make a list of what you ate yesterday. Was it all healthy? Compare with your partner.**

# PROGRESS CHECK 9

## 1 Do the crossword.



(Points: 8X2 ___/16)

## 2 Circle the odd word out.

1 breakfast - lunch - dinner - dessert
2 lemon - jam - honey - sugar
3 boil - fry - order - bake
4 starters - drink - main courses - desserts
5 bread - fibre - iron - vitamin

(Points: 5X4 ___/20)

## 3 Write the correct word.

1 a b _ _ _ _ _ of olive oil
2 a b _ _ of cereal
3 a p _ _ _ _ _ of biscuits
4 a b _ _ of rice
5 a j _ _ of jam
6 a l _ _ _ of bread
7 a b _ _ of chocolate.

(Points: 7X2 ___/14)

## 4 Underline the correct word.

1 There is **some/any** milk in the fridge.
2 Are there **any/some** bananas left?
3 There are **a lot of/much** biscuits in the box.
4 There wasn't **many/any** coffee left.
5 Is there **much/many** rice left?
6 There are **much/many** dishes to choose from.
7 I want **a few/a little** sugar in my coffee.
8 We've got **a little/a few** oranges here.

(Points: 8X2 ___/16)

## 5 Put the verbs in brackets in the *present simple*, *present continuous* or *simple past*.

1 ..... **(you/bake)** a cake for your birthday last week.
2 He ..... **(eat)** pasta twice a week.
3 We ..... **(have)** lunch together yesterday.
4 Mum ..... **(bake)** a cake now.
5 Where ..... **(you/go)**? To the supermarket.
6 Sheila ..... **(not/like)** spicy food.

(Points: 6X3 ___/18)

## 6 Match the questions to their answers.

1 ☐ Can I have the menu?
2 ☐ Would you like anything to drink?
3 ☐ Are you ready to order sir?
4 ☐ How about some creamy mushrooms?

a No, I'm on a diet.
b Here you are, sir.
c A glass of mineral water, please.
d Yes. I'd like the chef's salad, please.

(Points: 4X4 ___/16)

## Now I Can ...

(My score: ___/100)

- talk/write about food/drinks/healthy eating/ containers and quantities/British money
- book a table
- order food/drinks
- write a recipe/a restaurant ad/a shopping list
- write an article about places to eat in your country

... in English.



# Holiday Time

# Module 10

## Before you start ...

- When did you last eat out? Where did you go? What do you eat there?
- What's your favourite dish? What do you need to make it?
- What do you usually have for breakfast/lunch/dinner? Do you have a healthy dish?

## Look at Unit 10

- Find the page numbers for pictures 1-3.

## Find the page numbers for

- a letter ☐
- weather symbols ☐
- an email ☐
- a brochure ☐

## Listen, read and talk about ...

- holiday and weekend activities
- weather and clothes
- your plans/intentions
- places to visit/things to do in Edinburgh
- types of beaches

## Learn how to ...

- make plans
- make predictions based on what we see or know
- talk about the weather
- book a hotel room
- ask for/give/refuse permission

## Practise ...

- *going to - present continuous - will*
- reading rules of /ɒ/, /ɔ:/
- linkers *(so, because)*
- researching a topic

## Write / Make ...

- a letter to a friend about holiday plans
- a dialogue asking for/refusing permission
- an email about weekend plans
- a tourist brochure about the capital city in your country
- a poster about beaches in your country



# 10a Holiday plans

## Vocabulary

♦ Holiday activities

**1** **Where were you last summer? Where would you like to go on holiday this summer? Which of the following do you want to do during your holiday? Tell your partner.**

► *This summer I would like to go on a holiday to ... . I'm going to visit museums and taste local food.*




## Reading

**2** **a) The pictures above are related to the letter. What is the letter about? Where are Lucy and her family?**

Dear Darren,

☐ First of all, we are going to do a lot of sightseeing. We are going to see the Kremlin, Red Square, St Basil's Chruch, Lenin's Tomb, the Pushkin Museum of Fine Arts and The State History Museum. Dad is also going to take us to the famous Bolshoi Ballet theatre. Isn't it wonderful? My sister wants to go on a day trip down the Moskva River but Dad says it's too tiring, so we are not going to travel there. That's OK though because we are going to spend a whole day in the Moscow Zoo, the largest zoo in Russia which has a great collection of animals and exotic species.

☐ I'm going to take lots of interesting pictures to show you when I get back. I'm also going to bring you a Matryoskha.

☐ Mum can't wait to go shopping. She wants to visit the GUM department store, the largest department store in Russia, where you can find everything from clothes to caviar. She says she needs to have a whole day there. As for me, I'm going to taste as many local dishes as possible. Russian cuisine is delicious and their pies and chocolates are just great. I hope I can fit in my clothes when we come back.

☐ Greetings from Moscow! I arrived here with my family yesterday and we're already excited! The city is terrific and there are a million things to do.

Take care,
Lucy

**b) Put the paragraphs in the right order. Listen and check.**

**c) Where did you spend your last holiday? What did you do/see there?**

**3** **Read the letter and complete the sentences.**

1 Lucy and her family are ...
2 They are going to see ...
3 The trip down Moskva River is ...
4 Lucy's mother is going to ...

**4** Read again. What adjectives/phrases does Lucy use to describe her feelings?

## Grammar Grammar Reference

♦ Going to

**5** a) Read the sentences. Which expresses: *plans for the future? intentions/ambitions for the future?*

1 He's **going to** apply for work at a summer camp during his summer holidays.
2 Ann's **going to** travel abroad next month.

b) Work in small groups. Make a list of places Lucy and her family are going to visit. Use your list to tell the group about Lucy's family's plans.

## Speaking

**6** In pairs, ask and answer as in the example.

1 Your friend wins €100.
► *A: What are you going to do with it?*
*B: I'm going to go on a boat cruise.*
2 Your friend's holiday starts next week.
3 Your friend's birthday is next weekend.
4 Your friend is going to a party tonight.
5 Your friend doesn't like his new school.

**7** Use the prompts to act out exchanges.

1 hire a car – travel to Bodrum
2 rent a boat – go fishing
3 buy some stamps – post some letters
4 go shopping – buy souvenirs
5 buy a film – take some pictures

► *A: What are you going to do?*
*B: I'm going to hire a car because I want to travel to Bodrum.*

## GAME

Think of a place and tell the class. The class asks you questions to find out what you are going to do there.

► *A: I'm going to the supermarket.*
*B: Are you going to buy some fruit?*

## Listening

**8** Listen and tick (✓) the correct box.

1 What is Jane going to do on holiday?


A ☐


B ☐


C ☐

2 What are Mark and Jim going to do on Saturday night?


A ☐


B ☐


C ☐

3 What does Sarah like best about Paris?


A ☐


B ☐



C ☐

## Pronunciation /ʌ/

**9** Listen and repeat. Think of two more words to add to the list.

| Reading Rules | | |
|---|---|---|
| u<br>o + n, m, v, th<br>ou<br>oo | /ʌ/ | but<br>come<br>cousin<br>blood |

money, mother, fun, mum, enough, couple, flood

## Writing (a letter)

**10** *Portfolio:* You are on holiday in your favourite city. Write a letter to your best friend, saying what you *are going/not going to* do there. Compare with what you did during your last holiday.

# 10b What's the weather like?

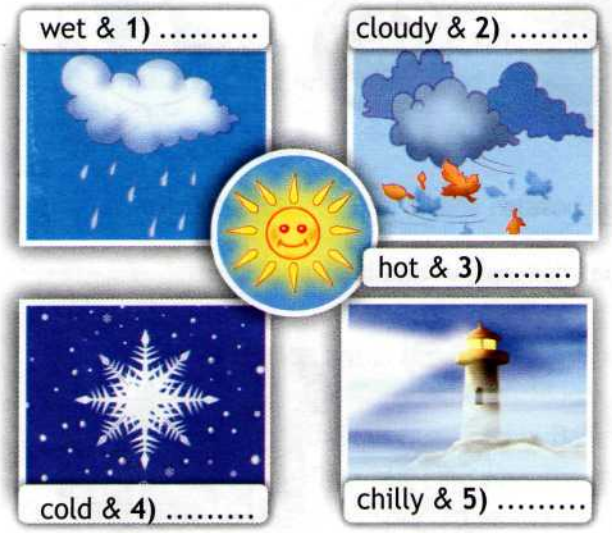
## Vocabulary

♦ Weather & clothes

**1** a) Fill in the adjective.

1 rain - ►*rainy*
2 cloud - .....
3 wind - .....
4 fog - .....
5 snow - .....
6 sun - .....
7 chill - .....
8 storm - .....

b) Use appropriate adjectives to complete the expressions.




**2** a) Look at the chart, then ask and answer as in the example.

| | |
|---|---|
| London | 10°C |
| Copenhagen | -5°C |
| Moscow | 5°C |
| Paris | 8°C |
| Cairo | 30°C |

°C = degrees -°C = minus

► *A: What's the weather like in London today?*
*B: It's wet and rainy with a temperature of 10°C.*

b) In pairs, compare the weather in the cities on the chart.

► *Copenhagen has the lowest temperature.*

c) What was the weather like yesterday? What will the weather be like tomorrow? Discuss in pairs.

**3** What are these clothes called in your language? Use the prompts and the pictures to act out similar exchanges.




• rainy • snowy • stormy • boiling hot
• wet • sunny • freezing cold

► *A: It's going to be rainy today.*
*B: I know. I'll wear my raincoat and boots then.*

## Reading

**4** 🎧 Read the first exchange in the dialogue. What is the dialogue about? Listen, read and check.

**5** Read the dialogue and complete the sentences. Then explain the words/expressions in bold.

1 Kathy is meeting ..... .
2 Kathy is wearing ..... .
3 The weather is ..... .
4 Kathy wants to borrow ..... .
5 Claire wants to go ..... .

**Claire:** Where are you going, Kathy?
**Kathy:** Downtown. I'm meeting Helen in half an hour.
**Claire:** But look at you. You're wearing a thin dress and sandals. You're going to get **soaked**!
**Kathy:** What are you talking about?
**Claire:** Look at those big black clouds. It's definitely going to rain!
**Kathy:** Hmm, perhaps you're right. Er ... so could I **borrow** your coat?
**Claire:** No way! It's **brand new**! Why don't you take my raincoat?
**Kathy:** You mean that horrible yellow thing? No thanks!
**Claire:** OK, OK, just trying to help ...
**Kathy:** Hey ... Can I borrow your umbrella instead?
**Claire:** Yes, sure ... oh, hang on a minute!
**Kathy:** What?
**Claire:** I need it too. I'm going shopping in a while.
**Kathy:** No problem. I can call a taxi.
**Claire:** OK but **hurry**. The shops are closing in an hour.

## Everyday English

### ♦ Asking for - Giving/refusing permission

**6** a) Read the box. Which phrases would you use when you talk to: *your best friend*? *your teacher*?

| Asking for Permission | | |
|---|---|---|
| • Can I ...? | • Could I ...? | • May I ...? |
| **Giving/Refusing Permission** | | |
| • Yes, sure./ Of course.<br>• OK. No problem.<br>• Yes, that's fine. | | • No way!<br>• I'm afraid you can't because ...<br>• I'm sorry you may not. |

b) Use the phrases to act out exchanges: *borrow/jacket, drive/car, wear/red T-shirt, borrow/umbrella, take day off/tomorrow*

► *A: Can I borrow your jacket?*
*B: Yes, sure./I'm sorry, you can't.*

## Grammar Grammar Reference

### ♦ Present continuous (future meaning) - Going to - Will

**7** Read the sentences and the rules.

We use the *present continuous* for actions we have already arranged to do in the near future.
***I'm flying*** *to Rome tomorrow.*
We use *going to* to express our plans/intentions or to make predictions based on what we see.
*She* ***is going to*** *study Law.*
*Look out! You* ***'re going to*** *fall.*
We use *will* for on-the-spot decisions.
*The phone is ringing.* ***I'll*** *answer it.*

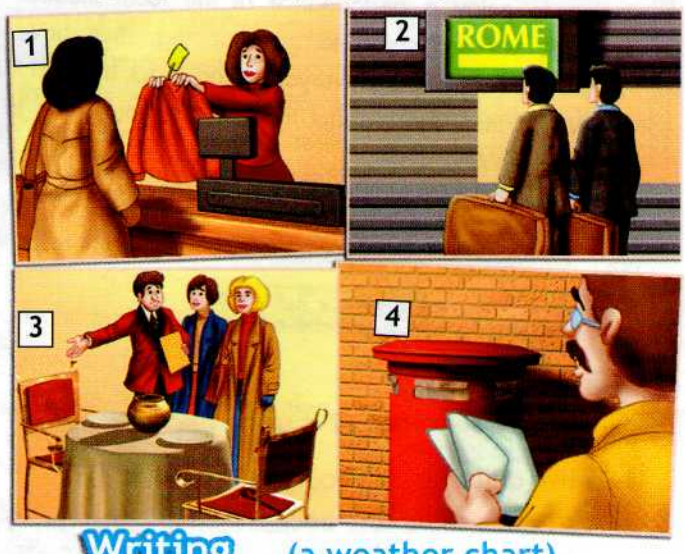
**8** a) In pairs, interview each other about your plans in the next few days.

► *A: What are you doing on Tuesday?*
*B: I'm ... What about you?*

b) Complete the second speaker.

1 A: It's too hot.
2 A: It's raining.
3 A: It's too cold.

**9** Look at pictures 1-4. What is each person going to do? *buy, fly, eat, post*




## Writing (a weather chart)

**10** *Portfolio:* Look in the newspapers /on the Net/ on TV and make a chart showing the weather in various cities in your country for tomorrow.

# 10C Weekend fun
















## Vocabulary

♦ Weekend Activities

**1** **a) What are you going to do this weekend? Use the pictures to tell your partner.**

► *I'm going to have a party this weekend.*

**b) What did you do last weekend?**

## Reading

**2** **Listen and read the email below. How many of the activities in the pictures are mentioned? What is Jane going to do on Saturday/Sunday morning? afternoon? evening?**

Get Msg | New Msg | Reply | Reply All | Forward | File | Next | Print

Dear Sue,

Thanks for your email! How are you? As for me, I'm looking forward to a fabulous family weekend.

My brothers are going to be here on Saturday morning. Mum and Dad have some errands to run in the morning, so they are going to come sometime before noon. We are going to have lunch together at a restaurant. In the afternoon, we are going to visit the art gallery because mum wants to see the paintings there. In the evening, we are going to enjoy a performance at the local theatre. On Sunday morning we are going to go shopping, then have a picnic in Sherwood Forest before everyone heads back home in the afternoon.

Well, I think that's about it. How are you going to spend your weekend? Write soon.

Love,
Jane

## Grammar Grammar Reference

♦ Linkers

**3** **Rewrite sentences 2-4 using *because* and *so*.**

1 I live quite far. I'm going to be late.
*I'm going to be late* ***because*** *I live quite far. (reason)*
*I live quite far,* ***so*** *I'm going to be late. (result)*
2 I have some errands to run. I'm going to see you later.
3 She is ill. She is not going to come to the party.
4 He's got a broken leg. He's not going to play basketball.

## study skills

***Brainstorming for ideas***

Before writing, brainstorm for ideas. Write your ideas down, then choose the most important ones. This helps you organise your writing.

## Writing (an email about weekend activities)

**4** **Brainstorm for ideas to complete the spidergram with the activities you and your family are going to do this weekend.**




**5** **a) Which sentences are opening *(O)* / closing *(C)* remarks?**

1 I must go now.
2 It was nice to hear from you.
3 Well, I think that's about it.
4 How are you?
5 Thanks for your email.
6 I haven't heard from you for ages.
7 Write soon.
8 Well, that's all for now.

**b) *Portfolio:* Use your answers in Exs 4 & 5a to write a short email to your friend about what you are going to do this weekend (50-60 words).**

# CULTURE CORNER

## Reading

**1** Listen to the music. What country does it remind you of: *Italy*, *Scotland*, or *France*?

**2** Look at the text. What is it about? What can you see/do in this place. Listen, read and check.

**3** Read the brochure. Where can someone see:

- the Crown Jewels • toys
- fish • dancers & musicians
- Edinburgh from the air

## Speaking

**4** What is each person going to do while in Scotland? Why? Use the verbs: *go on*, *attend*, *visit*.

- John – enjoys flying
- Catherine – keen on folk music
- Jeremy – fond of architecture
- Sharon – interested in sea life
- Tamara – collects dolls

▶ *John is going to go on the Scotland Ballooning Tour because he enjoys flying.*

## study skills

***Researching a topic***

Get information from Internet sites or magazines in English. Highlight the most important points. Look for facts that support them (e.g. names of places). This helps you select the points to include in your writing.

## Project (a tourist brochure)

**5** *Portfolio:* Do research. Make a tourist brochure for tourists about the capital city of your country. Write: *places to visit*; *things to see*. (60-80 words)



# The Edinburgh Experience

## with cosmo tours...

*What are you going to do?*

**EDINBURGH CASTLE**

The place to go if you like castles! Go on an interesting tour of the castle and admire spectacular views of the city as well as the Crown Jewels. Edinburgh Castle is also the home of the One O'Clock Gun. This is fired every day except Sunday at precisely 1:00 pm to provide everyone with an accurate[1] check for their clocks and watches!

**THE MILITARY TATTOO EXPERIENCE**

Don't miss the Military Tattoo Experience – the largest outdoor event in Scotland right in front of beautiful Edinburgh Castle! Enjoy a wonderful show of music and dance, pipers playing their bagpipes, bands parading, and men in kilts dancing to folk tunes!

**THE MUSEUM OF CHILDHOOD**

Described as 'the noisiest museum in the world', the Museum of Childhood is a favourite with adults and children. It is a treasure house full of objects, telling of childhood, past and present. There are toys and games of all kinds from many parts of the world, ranging[2] from dolls and teddy bears to train sets and tricycles. Listen to the children chanting[3] multiplication tables in the 1930s classroom and watch the street games Edinburgh children played in the 1950s.

**DEEP SEA WORLD**

Experience[4] the 'underwater safari' of a lifetime! Go under the sea in a 71 metre transparent[5] tunnel and get ready to see exiting sea life close enough to touch it!

**SCOTLAND BALLOONING TOUR**

Your chance to get a terrific view of Edinburgh. Fly in a hot air balloon and you will enjoy what you see!

[1]exact [2]varying [3]singing [4]feel [5]clear

# English in Use 10



## ♦ Booking a hotel room

**1** **Look at the picture. Where are the people? What are they doing?**

**2** **Read the sentences. Who can say them: *a hotel receptionist? a customer?* Read, listen and check.**

- How can I help you?
- I'd like to book a room, please.
- Would you like a single room or a double?
- How much is it per night?
- Could I have your name, please?
- You can check in any time after 12 noon.

**3** **Read the dialogue and answer the questions.**

1 How many days is the reservation for?
2 What type of room does she want?
3 How much does the room cost?
4 What does the price include?

**4** ***Portfolio:* You want to book a room. Take the roles of a receptionist and a customer. Use the prompts to act out your telephone conversation. You can use the dialogue in Ex. 3 as a model. Record yourselves.**

- single room with TV and shower/£30 per night (breakfast included)
- double room with en suite bathroom/£50 per night (no breakfast)

**Receptionist:** Strand Hotel. Good morning – how can I help you?
**Mrs Scott:** Good morning. I'd like to book a room, please – from Friday to Monday.
**Receptionist:** Certainly, madam. Would you like a single room or a double?
**Mrs Scott:** A double, please, with a bathroom.
**Receptionist:** One moment, please ... yes, we have a room available.
**Mrs Scott:** Oh, good. And how much is it per night?
**Receptionist:** £70, with breakfast.
**Mrs Scott:** Excellent. Yes, that's fine.
**Receptionist:** Could I have your name, please, madam?
**Mrs Scott:** Oh, yes, of course! It's Scott – Mrs F Scott.
**Receptionist:** Thank you, Mrs Scott. That's a double room from Friday 16th to Monday 19th. You can check in any time after 12 noon on Friday.
**Mrs Scott:** Thank you very much. Goodbye.
**Receptionist:** Goodbye, Mrs Scott.

## Pronunciation /ɔ:/ – /ɒ/

**5** **Listen and tick (✓). Listen again and repeat.**

**Reading Rules**

**o, a** - /ɒ/ dog, want
**or, aw, ough,au, ore,** - /ɔ:/ horse, law, ought

| | /ɔ:/ | /ɒ/ | | /ɔ:/ | /ɒ/ |
|---|---|---|---|---|---|
| dog | | | war | | |
| born | | | from | | |
| sort | | | on | | |
| of | | | course | | |

► *She was born during the war.*

# Extensive Reading 10

## ACROSS THE CURRICULUM: GEOGRAPHY

### ♦ Types of beaches

**1** **a) Which of the beaches in the pictures has got ...?**

a white sand?
b shells?
c black sand?
d pebbles?
e rocks?
f dunes?

**b) Which beach do you like the most?**

**2** **a) What forms a beach? Read, listen and find out.**

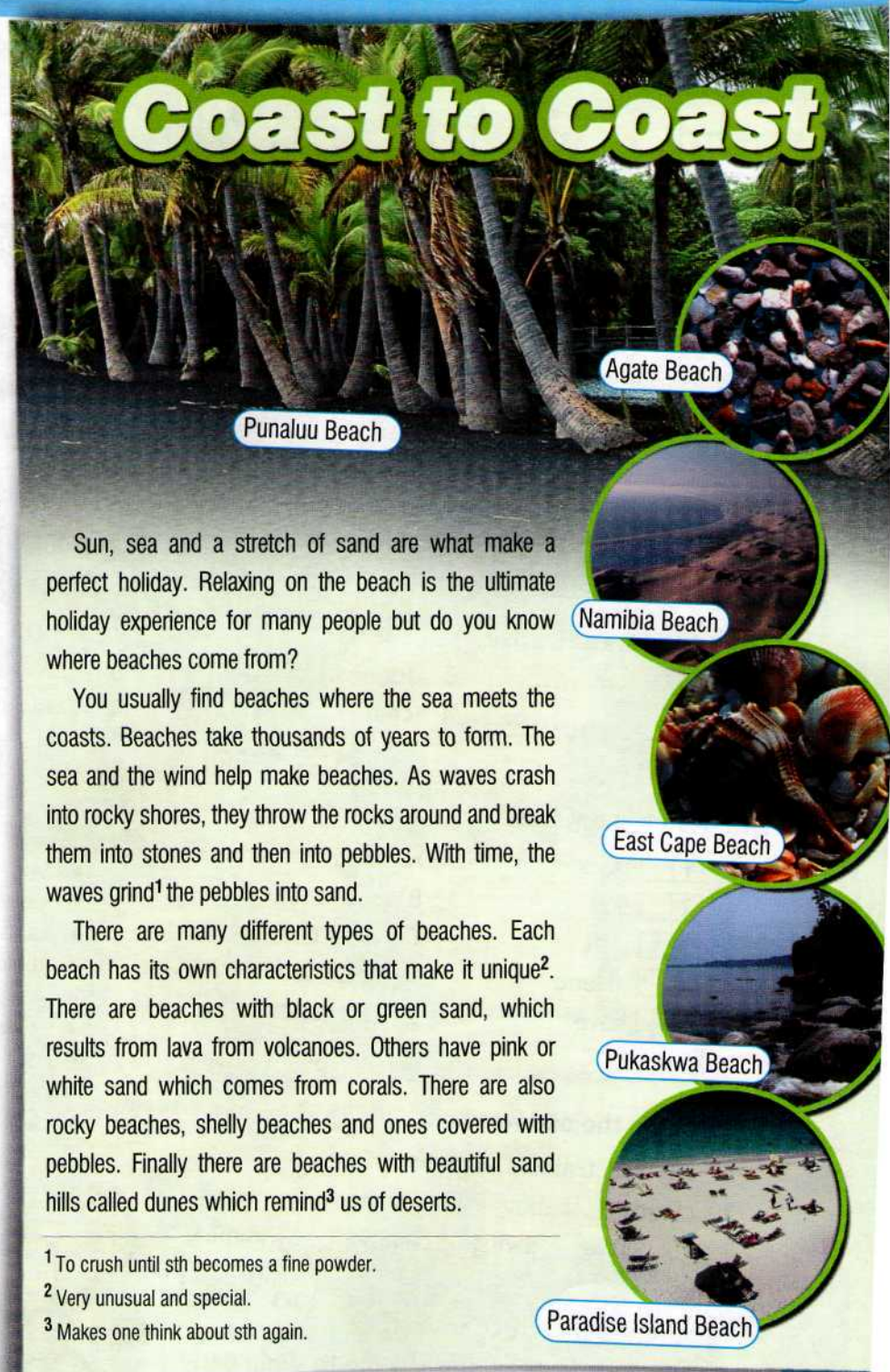
**b) Read the text again and mark the sentences 1-5 *(T)* True and *(F)* for False. Correct the false sentences.**

1 Sand and sea form beaches. .....
2 Sand comes from pebbles. .....
3 All the beaches are of the same material. .....
4 Coral makes pink sand. .....
5 You can only see dunes in deserts. .....

**3** **Find the adjectives in the text which describe the following:**

- holiday
- shores
- beaches
- sand

**4** **Give each paragraph a heading. Make notes under the headings. Use the headings and your notes to talk about beaches.**




Sun, sea and a stretch of sand are what make a perfect holiday. Relaxing on the beach is the ultimate holiday experience for many people but do you know where beaches come from?

You usually find beaches where the sea meets the coasts. Beaches take thousands of years to form. The sea and the wind help make beaches. As waves crash into rocky shores, they throw the rocks around and break them into stones and then into pebbles. With time, the waves grind[1] the pebbles into sand.

There are many different types of beaches. Each beach has its own characteristics that make it unique[2]. There are beaches with black or green sand, which results from lava from volcanoes. Others have pink or white sand which comes from corals. There are also rocky beaches, shelly beaches and ones covered with pebbles. Finally there are beaches with beautiful sand hills called dunes which remind[3] us of deserts.

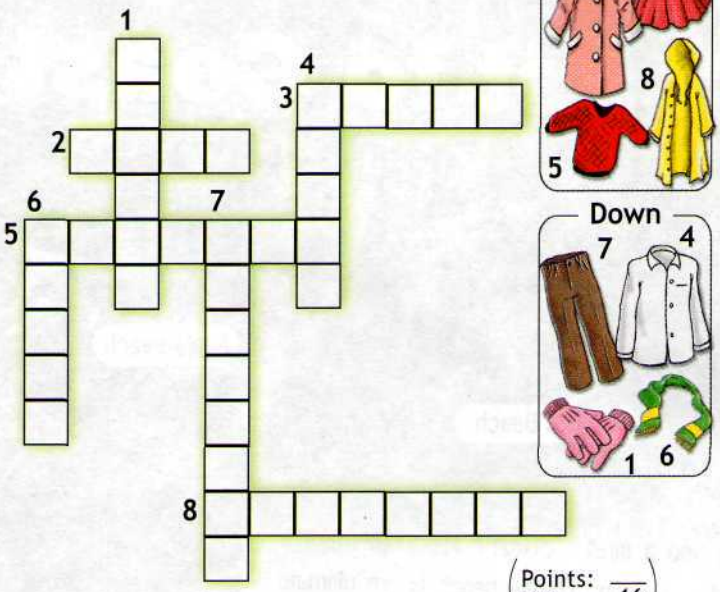
[1] To crush until sth becomes a fine powder.
[2] Very unusual and special.
[3] Makes one think about sth again.

**5** **Make a poster. Find pictures of beaches in your country or around the world. Stick them on a piece of paper and write a short text about each. Write:**

- name of each
- where it is
- what it has got

# PROGRESS CHECK 10

## 1 Do the crossword.



Across



Down



(Points: 8X2 — 16)

## 2 Write the adjective.

1 sun - .....
2 rain - .....
3 fog - .....
4 chill - .....

(Points: 4X2 — 8)

## 3 Match the words.

| | | | |
|---|---|---|---|
| 1 | taste | A | a performance |
| 2 | buy | B | souvenirs |
| 3 | visit | C | a party |
| 4 | attend | D | local food |
| 5 | have | E | art galleries |

(Points: 5X3 — 15)

## 4 Circle the odd word out.

1 boots - trainers - shorts - shoes
2 cloudy - shabby - hot - windy
3 go: skiing - diving - camping - swimming

(Points: 3X3 — 9)

## 5 Circle the correct answer.

1 She's tired. She **will / is going to** sleep early tonight.
2 The doorbell is ringing. I **will / am going to** answer it.
3 Dr Brown **is travelling / will travel** to Paris tomorrow morning.
4 I **am seeing / will see** my dentist on Wednesday.

(Points: 4X4 — 16)

## 6 Look at the pictures. What *is/isn't* Pete going to do while on holiday?

1 .....
2 .....
3 .....
4 .....
5 .....
















(Points: 5X4 — 20)

## 7 Complete the exchanges.

1 Can I borrow your hat? Yes, ..... .
2 May I use your camera? No, I'm ..... .
3 Can I use your pen? Yes, that's ..... .
4 Could I borrow your coat? No, ..... .

(Points: 4X4 — 16)

## Now I Can ...

(My score: — 100)

- talk and write about my holiday activities
- describe the weather & my clothes
- talk about my plans
- make predictions
- ask for-give/refuse permission
- write an email about my weekend activities
- book a hotel room
- write a tourist brochure
- talk about types of beaches

... in English.

## Smile



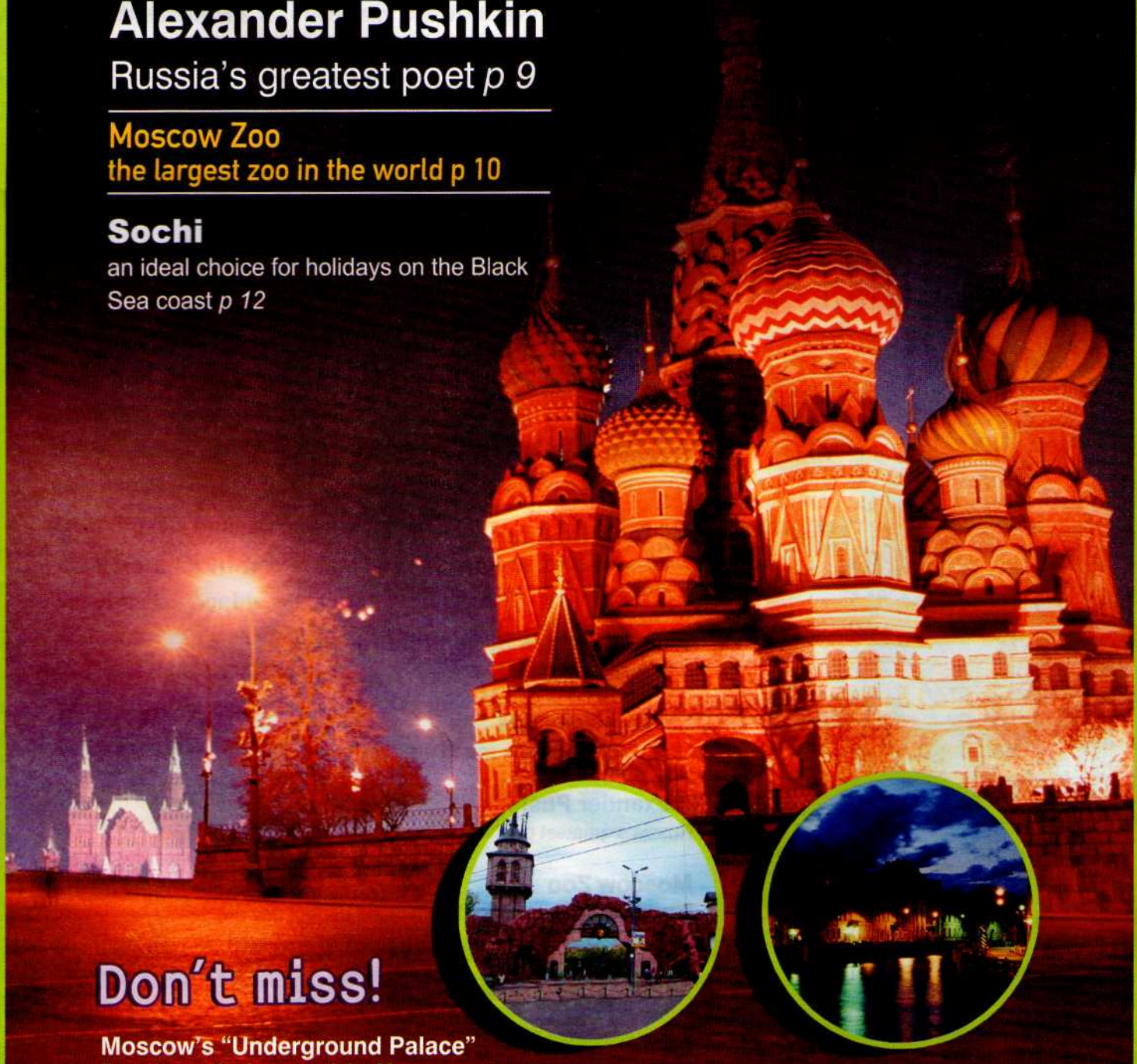
# Spotlight on RUSSIA

#Vol. 6
www.spotlightonrussia.ru.

## Alexander Pushkin
Russia's greatest poet *p 9*

## Moscow Zoo
the largest zoo in the world p 10

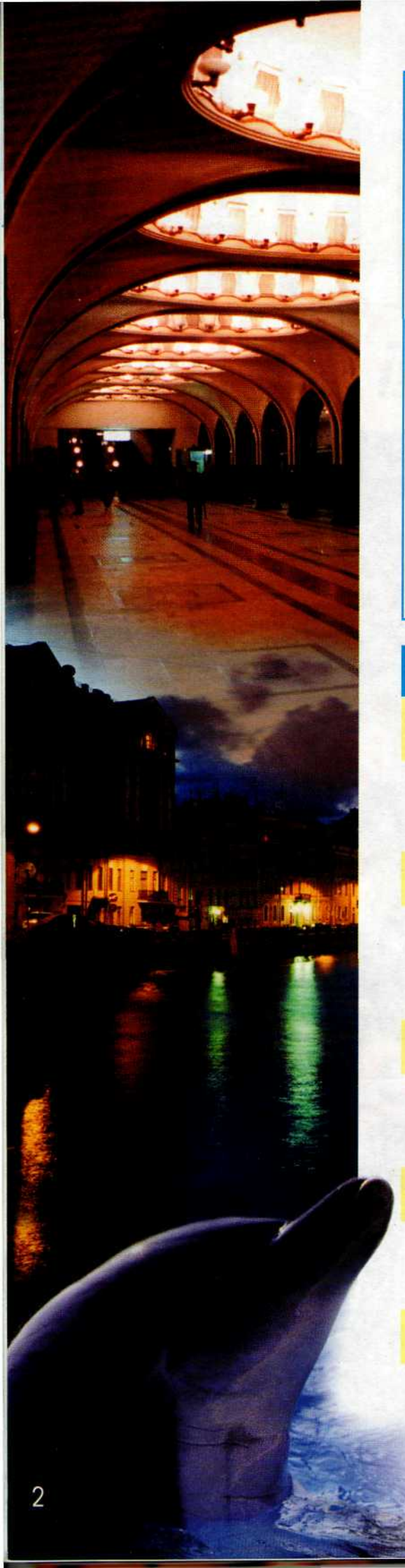
## Sochi
an ideal choice for holidays on the Black Sea coast *p 12*



## Don't miss!

**Moscow's "Underground Palace"**
*Experience the beauty of the Moscow metro*

**White Nights in St Petersburg**
Experience a wonder of nature in the "Venice of the North"



Editor's Letter

**A very big hello from the 'Spotlight on Russia' team.**

We are very excited about our magazine and hope that you all like it.

In this issue there are some great articles about the White Nights of St Petersburg, Moscow Zoo, daily life in Russia, the great poet Alexander Pushkin and many, many more.

We hope you find the magazine interesting as well as useful. Also, there are plenty of great competitions for you to enter, so have fun.

Lastly, if you have a good idea for an article or any other comments please send us an email on: www.spotlightonrussia.ru. Children from all over the world may read your articles and discover your country.

Goodbye, until the next time,

***The 'Spotlight on Russia' team.***

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Russians' favourite way to relax.

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The resort capital of Russia. Have fun on the Black Sea coast!

# Families

**What is your home life like? How big is your family? Do your parents work? Do you live in a house or an apartment?**

This week, ***Spotlight on Russia*** talks to Anna, (13) about her life in Moscow.




***Anna, can you tell me a little about your family?***
Well, my family is quite small. I haven't got any brothers or sisters. My grandmother lives with us, so all together there are four people in my family.

***Do you live in a house or an apartment?***
We live in a big apartment near the city centre. I love it here.

***Do your parents work?***

Yes, they both work. They are teachers. I am lucky because my grandmother looks after[1] me when they are at work. I often help her around the house and we go shopping together in the afternoons.

***What is it like being a child in Russia?***

We have a lot of fun, like most children, but winter makes our life a bit different. It gets very cold so we can't play outside. When it snows I go skiing and ice-skating. Little children also build snowmen and have snowball fights.

***Do you spend much time outside?***

When the weather in warm[2], we spend plenty of[3] time outside. At the weekends I love going on bike rides with my friends. I also enjoy trips to the countryside with my parents.

**So, how do you like life in Moscow? Is your life the same as Anna's or different? Write in and tell us about yourself.**

[1]takes care of [2]not cold [3]as much as possible

**ACTIVITIES**

- Compare your life to Anna's. Discuss it in class.
- Work in pairs. Use the questions in bold to interview your partner. Record your dialogue.

# Dachas



Anna (12) – Tumen



Anton (12) – Astrakhan



Andrey (11) – Voronezh



Olga (11) – Murmansk

**Are you a country lover or a city slicker[1]? Many Russians love the countryside. So every weekend they escape to their "dachas".**

## But what's a "dacha"? ***Spotlight on Russia*** finds out more ...

Many Russian people have a plot [2] of land out in the country called a "dacha". They often have a small house there where they can relax or grow fruit and vegetables in the garden.

Dachas are usually a few kilometers outside the city. So Friday evening and Saturday morning thousands of cars, buses and local trains carry[3] millions of people to their dachas outside the city. People carry[4] bags, backpacks and small carts with what they need for a relaxing weekend at the dacha. You can often see cats and dogs in the cars as people usually take their pets with them.

People spend their weekends at their dachas during the spring, summer and autumn. During the spring people clear the garden. Many people plants vegetables such as cucumbers, tomatoes, onions and potatoes while others prefer to grow flowers. In the summer, families swim and fish in nearby lakes and rivers. They also pick[5] fruit and berries which they use to make jam. Autumn is the most beautiful season on the dacha. All of the trees, grass and plants are green, red and yellow and there are a lot of colourful flowers.

During the long, cold Russian winters, people can't wait to return to their dachas. There they can relax and get away from[6] and the busy city life.

**Look at the pictures, then vote for your favourite dacha.**

[1]someone who lives and works in the city and is used to city life.
[2]small area, [3]transport, [4]have with them, [5]collect, [6]escape from

**ACTIVITIES**

- **Imagine you want to explain to your English pen-friend what a dacha is. Use the information in the text to tell the class. Talk about:**
  - what it is
  - where you can find it
  - how people use it
- **Vote for the best picture. Give reasons.**
- **Write to us about your dacha and what you like to do there.**

# Metro

**When you visit Moscow be sure to travel in style on one of the most amazing metro systems in the world. Read on to find out more.**

## *Spotlight on Russia* visits Moscow's underground palace.

Moscow is the capital city of Russia. It is one of the largest cities in Europe. Around eleven million people live there. Many tourists visit Moscow every year to see its famous sights and fantastic architecture.

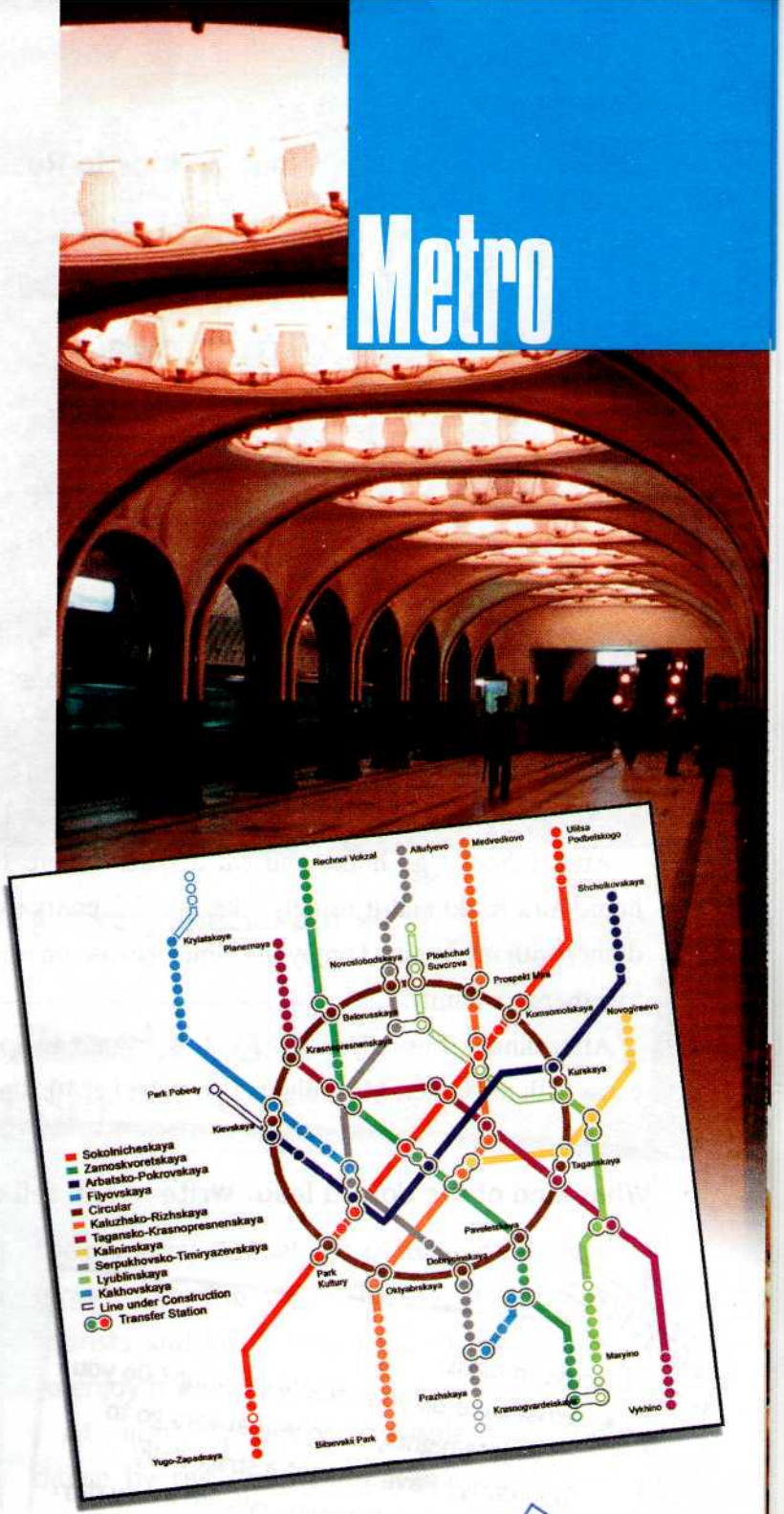
The most popular means of transport for locals and visitors is the metro. The Moscow metro is very fast. It has 164 stations around the city and it is always very busy. Seven million passengers use it every day from 6am to 1am. Passengers can tell where a train goes from the voice of the announcers. All trains that go to the centre have a male voice and trains that go away from the centre have a female voice.

The metro goes to all major[1] sights. The Station Ploshcad Revolutsii takes you to the Kremlin and Red Square. The metro station Teatralnaya is near the Bolshoi and Maly Theatres. But the metro is also an attraction in itself. People call it "The Underground Palace", because many stations are really beautiful with mosaic ceilings, wonderful chandeliers[2], beautiful sculptures and brilliant paintings.

For a real life adventure, every visitor to this beautiful city should take a ride on the underground metro. It is one of Moscow's major tourist attractions.

**Do you enjoy travelling on the metro? What's your favourite station? Write in and tell us to win free metro tickets for a week.**

[1]important [2]lights hanging from the ceiling




### ACTIVITIES

- Is there a metro in your town? Compare it to Moscow's metro.
- Which type of transport do you use most? Why?
- In pairs decide where you are in Moscow. Ask for/tell the way to Moscow State University, Bolshoi Theatre, Botanic Garden, Gorky Central Park of Culture and Tsaritsino estate. The names on the metro map can help you.

**What do kids in Russia do every day? Is their life exciting?**

# Hi!

## ***Spotlight on Russia*** talks to Marina Smirnova – a 12-year-old student from St Petersburg.

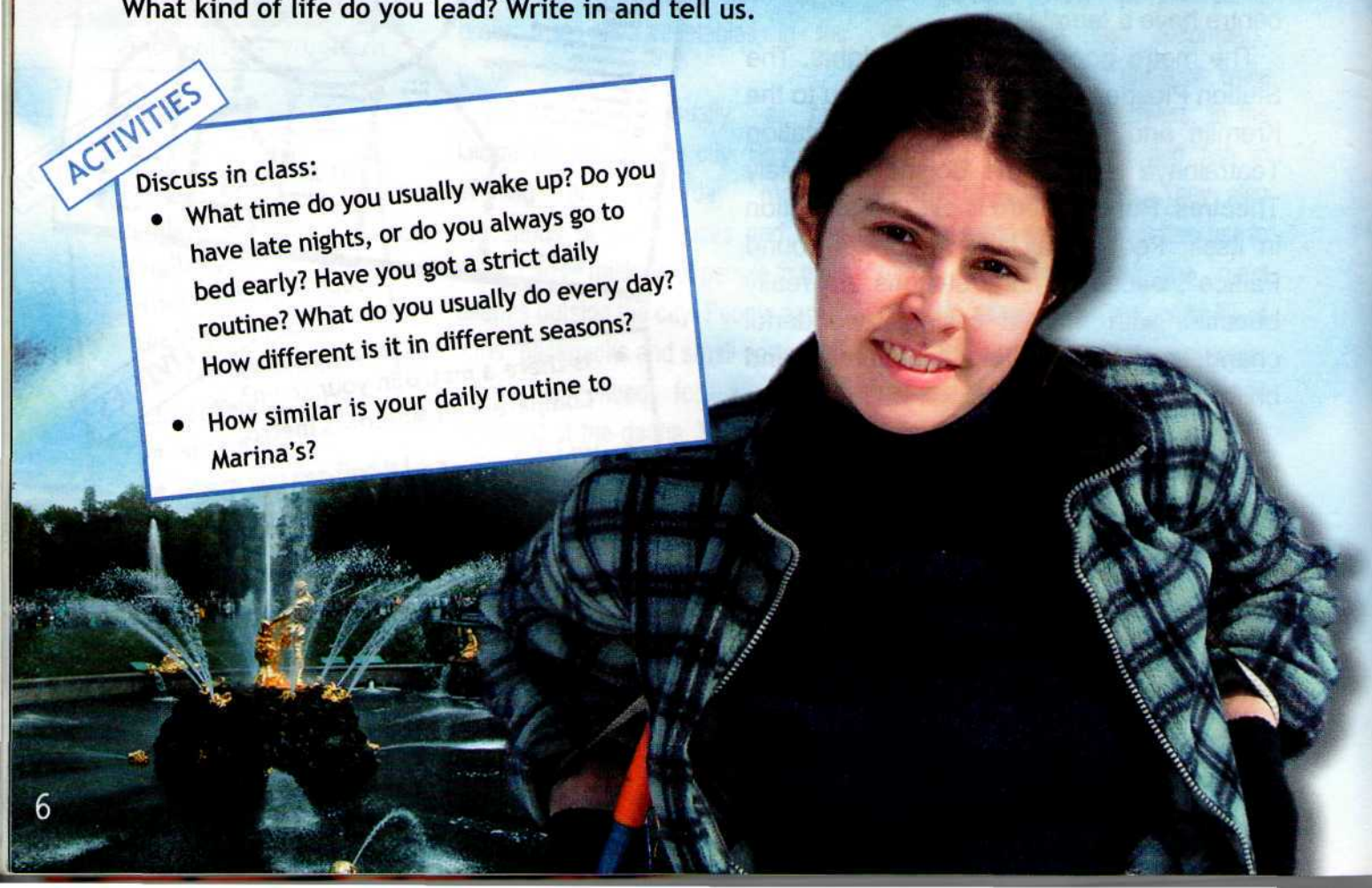
Hi, my name is Marina Smirnova. I'm 12 years old and I live in the beautiful town of St Petersburg. My daily routine is typical of most students my age.

I get up at 7:00 am and after a quick breakfast I walk to school. School starts at 8:00 am and finishes at 2:00pm from Monday to Friday. There are 30 students in my class and every day we have 6-7 lessons. Each lesson lasts 45 minutes with a 10-minute break in between. My favourite lessons are history and maths. They are both very interesting. We have lunch in the school canteen during the longer break in the afternoon. We have many exciting things to do at school after classes. On Tuesday and Thursday I have guitar lessons.

After school I go home and eat a snack before I start on my homework. We always have lots of homework to do and it usually takes me 2-3 hours to finish it. Around 6 o'clock in the evening, I have dinner with my family. I enjoy this time because on weekdays it's the only chance we have to relax and be together as a family.

After dinner, I usually watch TV. I like watching Sports and Music shows. Sometimes I play a game of chess with my father. Most nights I go to bed at 10:30pm and read for a while before I go to sleep.

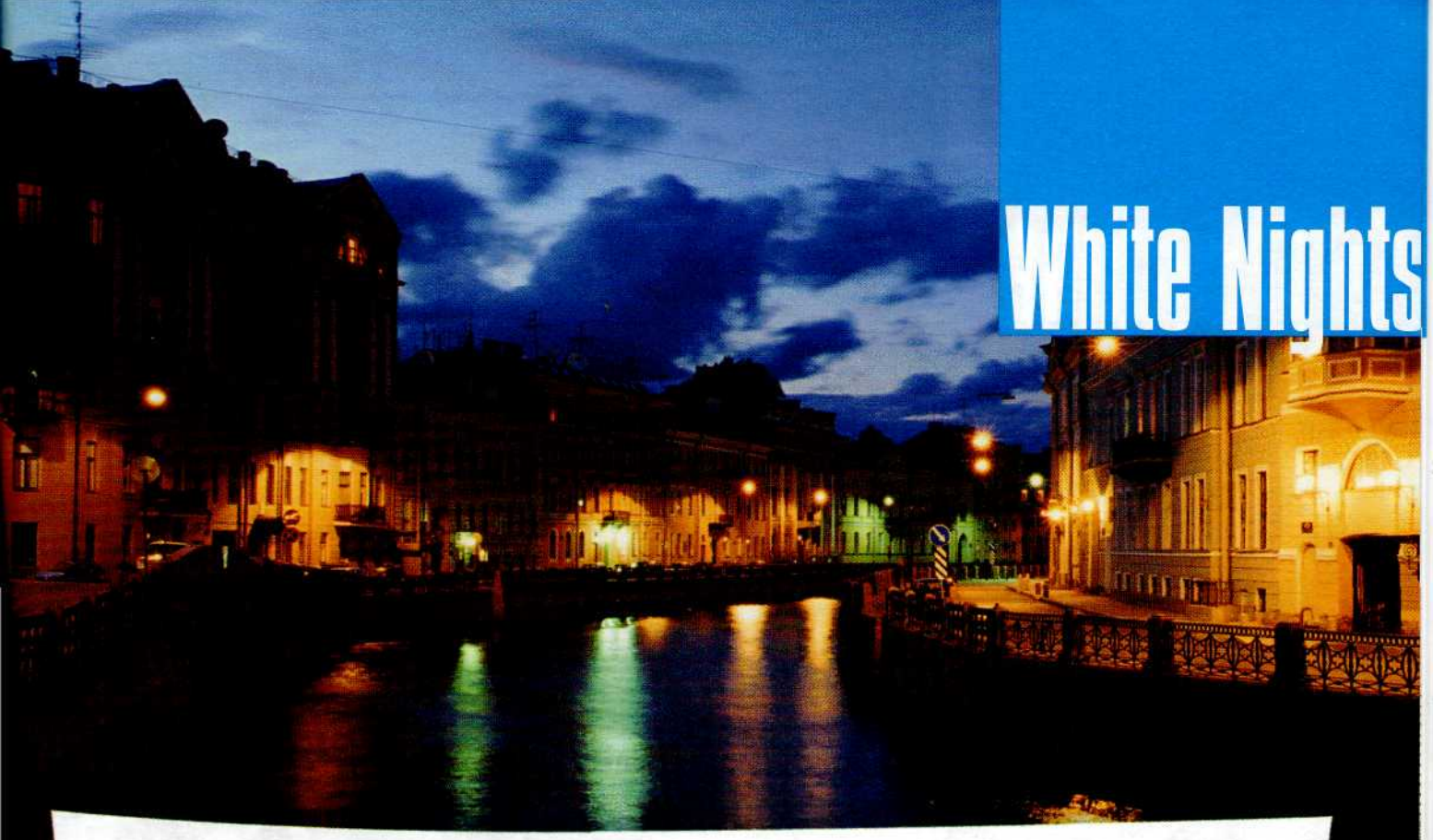
**What kind of life do you lead? Write in and tell us.**



**ACTIVITIES**

Discuss in class:

- What time do you usually wake up? Do you have late nights, or do you always go to bed early? Have you got a strict daily routine? What do you usually do every day? How different is it in different seasons?
- How similar is your daily routine to Marina's?



# White Nights

**Summer time in St Petersburg is very special but why?**

## ***Spotlight on Russia*** visits "Venice of the North".

People often say that St Petersburg is the 'Venice of the North'. This is because it is a beautiful city with 90 waterways, 42 islands and 300 bridges. Every summer from June until July something wonderful happens in St. Petersburg. It is a wonder of nature that Russians call the 'White Nights'.

Visitors from all over the world travel to the city to see this. During the White Nights the sun does not set completely and a silver glow[1] fills the sky. This sight attracts tourists and locals who take to the streets to enjoy it and celebrate.

At night, crowds[2] of people sing and dance by the Neva River. They watch the bridges open as boats pass by and fireworks fill the sky. A visit to St Petersburg during that time is a fantastic experience.

**The White Nights are certainly a beautiful sight. Write to us about any other interesting event you know about. The best articles get to appear in the next two issues of "Welcome to Russia".**

[1]light [2]a large number of

ACTIVITIES

- What is special about St Petersburg? What happens at that time? Discuss in class.
- Look at the picture and discuss it with your partner. Imagine you are tourist over there. What are you doing?

# Free time



**How do people in Russia spend their free time? It's not all work and no play.**

## ***Spotlight on Russia*** finds out what leisure means to Russian people.

Russian people spend their spare[1] time in many different ways. One thing they all love is reading. Russians also love going to the cinema and the theatre.

When it comes to more active pastimes, skiing and ice-skating are very popular with people of all ages. In the winter, many people skate on frozen ponds and skating rinks. Ice-skating is one of Russia's most important sports. Russians are also famous for their ice hockey teams. Many of the top players in Canada and the United States are from Russia.

Other free time activities include: hiking, mountain climbing, backpacking and canoeing. Many Russians take part in organised sport. Football is the favourite, but many people also do gymnastics, or play volleyball and basketball.

In the summer, chess games take place[2] in parks. Another hobby is stamp collecting and there are thousands of stamp clubs.

People from different nationalities in Russia have their own traditional types of exercise. For example, the Yakuts of central Siberia are very good reindeer-sled racers and the Buryats in eastern Siberia love archery.

**We are trying to find out what our readers like to do in their spare time. Be part of our big survey today. Write a short article/letter about what you do in your free time and send it to us.**

[1]free [2]happen



**ACTIVITIES**

Discuss in class:

- Which are the Russians' favourite leisure activities?
- What are the favourite leisure activities of the people where you live?
- What do you do in your free time?

# Fame

**Britain has Shakespeare, Germany has Goethe and Russia has Alexander Pushkin. He was a brilliant poet and writer, and a favourite with all Russian literature fans.**

## ***Spotlight on Russia*** finds out more about this famous Russian writer.



Alexander Pushkin was born in Moscow on 6th June 1799. From a young age his nurse taught him all about Russian folktales and traditions. Alexander wasn't a good student, but he loved to read and spent many hours in his father's library. He wrote his first poem at the age of 8 and published his first poem at 15.

His work was very different from the other writers at the time and this often got him into trouble with the tsar and the government. For example, one of his most famous plays, *Boris Godunov* was only published years after he wrote it for political reasons.

After marrying a beautiful young girl called Natalya Goncharova in 1831 he continued to write. Millions of people consider his novel, *Eugeny Onegin*, his poem, *The Bronze Horseman* and his drama, *The Stone Guest*, to be masterpieces[1].

Alexander Pushkin was only 37 when he died. He played a great part in 'The Golden Age of Russian Literature'. He's Russia's greatest[2] poet and national pride.

**"Spotlight on Russia" is having a poetry competition for all the young writers out there. Send us a poem about your life and win the chance to see it in next month's issue!!**

[1]the best ones [2]most important

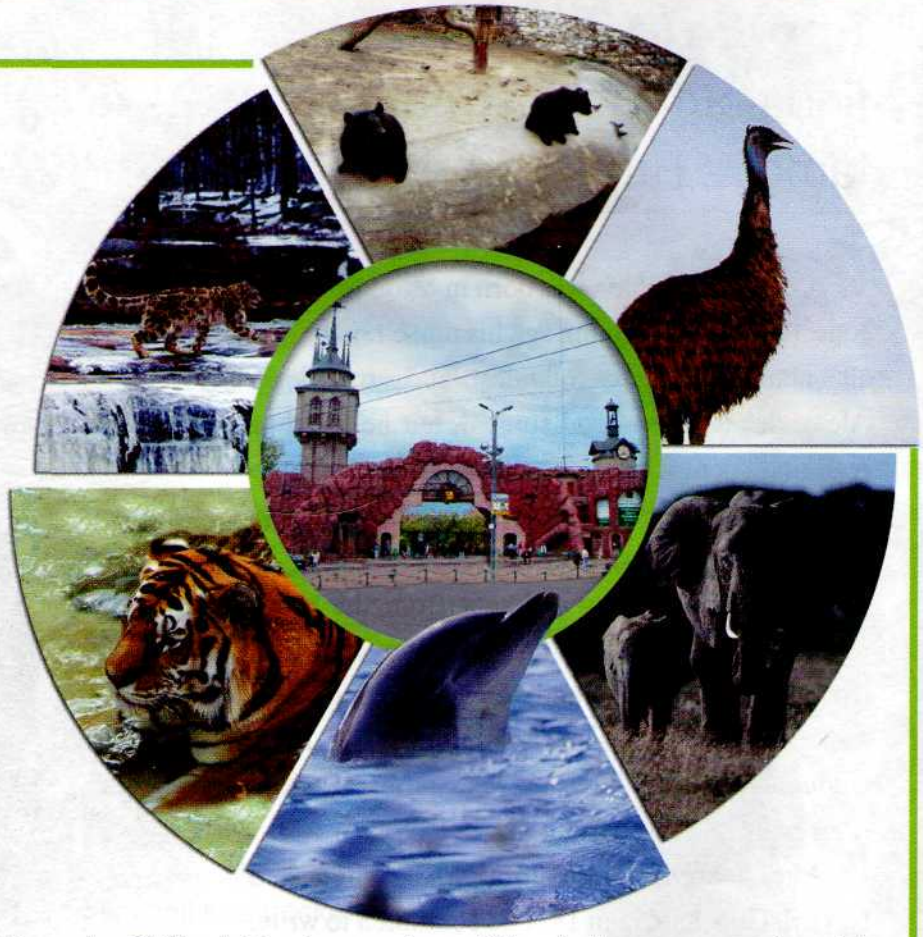
**ACTIVITIES**

- Make a timeline about Pushkin's life. Add more facts about him. Use it to talk to the class about him.
- Write a quiz for your classmates about Pushkin's life and work and send it for our website.

# Moscow Zoo

**Who would believe you can find tigers, monkeys, snakes and fish in the centre of the Russian capital?**

## ***Spotlight on Russia*** visits the Moscow Zoo.



Tigers, monkeys, emus and fish in the very centre of the Russian capital! These creatures all live in the Moscow Zoo, one of the largest in the world! Moscow Zoo covers an area of 20 [1]hectares which is home to over 7000 different [2]species. The zoo has also got many exotic animals and birds. Getting around the Zoo is easy but get a map to make sure you see everything.

First, visit the Animal Island. There you can see the Amur tigers, the white snow leopard, the Himalaya bears, the Asian lions and even an Australian emu, which is almost two metres tall! It is on the second floor of 'Animal Island' and it is full of colourful fish in large aquariums. Don't miss the Night World exhibition too. This is a great chance for you to see the night animals since they sleep during the day! For all young visitors, the Children's Zoo is a must! Children can see the heroes of their favourite fairy tales: the three piglets, the wolf and seven young goats and many other animals well known to all the kids.

Kids of all ages can also visit playgrounds and buy gifts from the souvenir shops. There are also cafés and picnic areas. All of these things make visiting the zoo a perfect day out!

**What's your favourite animal? Send us pictures and a short description and win tickets for Moscow zoo.**

[1]1 hectare equals to 10,000 square metres
[2]kinds of animals

**ACTIVITIES**

- Imagine you visited the Moscow Zoo. What did you do and see there? Tell your partner.
- Describe your route around the Moscow Zoo using the picture. Say what you are watching.

# Mushrooms

**You find them in every kitchen in Russia. What are they? ... Mushrooms of course.**



## *Spotlight on Russia* finds out about this old Russian tradition.















## Mushrooms

Every year from July to October many Russian people go hunting[1] for mushrooms. It is a very old Russian tradition. Some people collect mushrooms to sell in shops and restaurants in the cities but most of them end up in the Russian kitchen. Housewives bake the mushrooms with sour cream in the oven, fry them in butter, or boil them in soups. Sometimes they cook them as a main dish, or mix them with cheese, yoghurt, beef or chicken. Let's look at the recipe Olga sent us.

**Ingredients:**

10-12 large fresh mushrooms
¼ cup grated cheese
½ cup soft cheese
1 tablespoon oil
½ tablespoon parsley
1 onion
salt / pepper

Try making your own tasty Stuffed Mushrooms with the recipe Olga sent us.



**Directions**

1. Clean mushrooms properly[2].
2. Remove[3] stems. Chop them in small pieces.
3. Fry the stems in oil with onion.
4. Mix cheese, parsley and fried stems and onions.
5. Fill[4] mushrooms with the mixture.
6. Cook under hot grill for 3 minutes.

**Did you like them? We are looking for more tasty recipes. Send your favourite one to us. Any recipe that appears in "Welcome to Russia" wins a cookery book.**

[1]playing [2]the right way [3]get rid of [4]make full

**ACTIVITIES**

- **Tell your partner about mushrooms in your family traditions.**
- **Read the article and find:**
  - four verbs related to cooking
  - three dairy products
  - poultry
  - a type of meat

# Sochi

**If you think Russia is all about snow and cold weather, you can be wrong. You can enjoy a warm sunny beach holiday at Sochi.**

## ***Spotlight on Russia*** visits Sochi – the resort capital of Russia.



The city of Sochi is a popular Russian holiday resort on the Black Sea coast. It is about 1,500 miles south of Moscow. The city is famous for its warm weather, beautiful landscapes, golden beaches and health spas.

Every summer, more than 1.5 million visitors from Russia and abroad[1] spend their holidays there. People travel to Sochi by both air and sea. It has got an international airport with flights to most major Russian cities, as well as Europe. Its port has a direct[2] sea link with Turkey, Greece, Georgia and Ukraine.

Most tourists visit the city in the summer, but the winter season attracts skiers to the Krasnaya Polyana resort. As well as skiing, visitors can enjoy hunting, fishing and mountain climbing. There are also lots of festivals in Sochi and every year in June there is the international film festival. In the evening, Sochi is alive[3] with colourful street cafés and restaurants where you can eat delicious food at reasonable[4] prices.

Sochi is a city that has got something to offer everyone. Whether you want to spend time on the ski slopes or at the beach, Sochi is the ideal choice for you.

**What was your best holiday? Write in and tell us about and win a weekend at Sochi.**

[1]foreign [2]straight [3]active [4]not extreme

### ACTIVITIES

**Discuss in class:**

- **What impressed you most about Sochi?**
- **Collect information on another holiday resort in your country and write an aricle about it. Write about:**
  - home
  - location
  - what famous for
  - activities one can do
  - recommendation

# МОДУЛЬ 1

## Subject Personal Pronouns — Личные местоимения

| ЕД. ЧИСЛО | I | you | he | she | it |
|---|---|---|---|---|---|
| МН. ЧИСЛО | we | you | | they | |

Личные местоимения в именительном падеже употребляются перед глаголом вместо существительного/имени собственного.

**I:** (Я) — всегда пишется с прописной буквы;
**You:** (ты, вы) — одинаково для ед. и мн. числа;
**He:** (он), **She:** (она) — говорим об одушевленных именах существительных;
**It:**(он, она, оно) — говорим о предметах или животных;
**They:** (они) — говорим об одушевленых и неодушевленных именах существительных во множественном числе.

## Глагол *to be* (быть, находиться, являться)

Глагол to be — единственный английский глагол, изменяющийся по числам и лицам. Его формы надо запомнить.

| УТВЕРДИТ. | ОТРИЦАТ. | УТВЕРДИТ. | ОТРИЦАТ. |
|---|---|---|---|
| ЕДИНСТВЕННОЕ ЧИСЛО | | МНОЖЕСТВЕННОЕ ЧИСЛО | |
| I am/I'm<br>You are/<br>You're<br>He is/He's<br>She is/She's<br>It is/It's | I'm not<br>You aren't<br>He isn't<br>She isn't<br>It isn't | We are/<br>We're<br>You are/<br>You're<br>They are/<br>They're | We aren't<br>You aren't<br>They aren't |

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

*I'm thirteen years old. Мне тринадцать лет. He is in his bedroom. Он в своей спальне. They are friends. Они друзья.*

При переводе на русский язык глагол *to be* в предложениях часто опускается.

## Plurals — Формы множественного числа

- Большинство существительных образуют форму множественного числа путем добавления окончания **-s**: *a car — two cars*.
- К существительным, оканчивающимся на **-s**, **-ss**, **-sh**, **-ch**, **-x**, **-o**, во множественном числе добавляется **-es**: *buses, dresses, brushes, benches, boxes, tomatoes* etc.
- К некоторым существительным, оканчивающимся на **-o**, добавляется только **-s**: *videos, photos*.
- К существительным, оканчивающимся на гласную + **y**, добавляется **-s**: *a boy — two boys*.
- У существительных, оканчивающихся на согласную + **y**, во множественном числе **-y** заменяется на **-i** и добавляется **-es**: *a berry — two berries*.
- У существительных, оканчивающихся на **-f** или **-fe**, во множественном числе **-f** или **-fe** заменяются на **-v** и добавляется **-es**: *leaf — leaves, knife — knives*.
- **Исключения**: *a man — men; a woman — women; a child — children; a foot — feet; a tooth — teeth; a mouse — mice*.

## Possessive Case — Притяжательный падеж существительного

Притяжательный падеж употребляется для того, чтобы:

a) показать принадлежность чего-либо кому-либо: *Mary's bag — сумка Мэри;*
b) показать отношения между двумя или более людьми: *Tom's uncle — дядя Тома;*
c) в названиях некоторых магазинов, учреждений: *at the baker's — в булочной, at the florist's — в цветочном магазине, at Bob's — у Боба дома.*

Притяжательный падеж образуется с помощью окончания **'s** (для людей и животных). *Jim's flat. Квартира Джима. My cat's toy. Игрушка моей кошки.*

- К существительным в единственном числе добавляется **'s**: *the girl's doll — кукла девочки; Rosa's car — машина Розы.*
- Если имя собственное оканчивается на **-s**, добавляется **'s** или только апостроф (**'**): *Doris's hat or Doris' hat — шляпка Дорис.*
- К существительным множественного числа, оканчивающимся на **-s**, добавляется только апостороф (**'**): *The girls' room — комната девочки.*
- К существительным-исключениям во множественном числе добавляется **'s**: *the children's books — книги детей.*

## Possessive adjectives. Possessive pronouns — Притяжательные местоимения. Абсолютная форма притяжательных местоимений

| ЕД. ЧИСЛО | | | | | МН. ЧИСЛО | | |
|---|---|---|---|---|---|---|---|
| I | you | he | she | it | we | you | they |
| my | your | his | her | its | our | your | their |
| mine | yours | his | hers | its | ours | yours | theirs |

Абсолютная форма притяжательных местоимений употребляется без существительных. Притяжательные местоимения и абсолютная форма притяжательных местоимений употребляются, чтобы:

a) определить принадлежность чего-либо кому-либо: *This is my bike. Это мой велосипед. This bike is mine. Этот велосипед мой.*
b) показать отношения между двумя или более людьми: *Derek is her brother. Дерек ее брат.*

### Глагол have (got) — (иметь)

В разговорной речи глагол 'have got' используется преимущественно в сокращенной форме.

| УТВЕРДИТЕЛЬНАЯ ФОРМА | | |
|---|---|---|
| I've got<br>You've got | He's got<br>She's got<br>It's got | We've got<br>You've got<br>They've got |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** | | |
| I haven't got<br>You haven't got | He hasn't got<br>She hasn't got<br>It hasn't got | We haven't got<br>You haven't got<br>They haven't got |

| ВОПРОСИТЕЛЬНАЯ ФОРМА | КРАТКИЕ ОТВЕТЫ |
|---|---|
| Have I/you/we/they got? | Yes, I/you/we/they have.<br>No, I/you/we/they haven't. |
| Has he/she/it got? | Yes, he/she/it has.<br>No, he/she/it hasn't. |

Глагол 'have got' употребляется, чтобы:

a) показать принадлежность чего-либо кому-либо:
*He has got a ball. У него есть мяч.*

b) описывать людей, животных или предметы:
*She has got blue eyes. У нее голубые глаза.*

c) показать отношения между людьми:
*I have got two sisters. У меня (есть) две сестры.*

Часто предложения с 'have got' переводятся на русский язык без дословного перевода самого глагола ('иметь').

## МОДУЛЬ 2

### Ordinal numbers — Порядковые числительные

1 – first; 2 – second; 3 – third; 4 – fourth.

Порядковые числительные отвечают на вопрос 'который' и образуются от количественных при помощи **-th**: seven–seven**th**, ten–ten**th**, 56–fifty-six**th**.

Следует запомнить формы числительных: 1 – first; 2 – second; 3 – third. Они используются для образования составных порядковых числительных: 51**st**, 101**st**, 22**nd**, 382**nd**, 63**rd**, 6503**rd**.

**Правила правописания**

- Следует запомнить: five-fifth, nine-ninth, twelve-twelfth, twenty/thirty/forty – twentieth/thirtieth/ fortieth.
- В предложениях порядковые числительные всегда употребляются с артиклем **the**:
*He took the first prize at the Olympic Games. Он получил первый приз на Олимпийских играх.*
*It's my thirteenth birthday today. Сегодня день моего тринадцатилетия.*
- В датах пишется: September 1, July 4, а читается the first of September – *первое сентября;* the fourth of July – *четвертое июля.*

### Some/Any

Местоимения **some** и **any** употребляются с неисчисляемыми существительными (sugar, bread) и исчисляемыми существительными во множественном числе (pens, cars и т. д.): *some bread – немного хлеба; some apples – несколько яблок.*

- **Some** выступает в значении *немного, несколько.* **Some** употребляется в утвердительных высказываниях:
*I've got some money. У меня есть немного денег.*
*I've got some books. У меня есть несколько книг.*
- **Any** употребляется в вопросах и отрицательных высказываниях: *Have you got any money/books? У вас есть деньги/книги? No, I haven't got any money/books. Нет, у меня нет денег/книг.*
- **Some** употребляется в вопросах, когда мы предлагаем что-либо или просим о чем-либо:
*Would you like some coffee? Не желаете ли кофе?*
*Can I have some coffee, please? Можно мне кофе, пожалуйста?*

### Prepositions of place — Предлоги места

Предлоги места помогают определить местонахождение предмета/лица: **on, under, in front of, behind, beside/next to, near, at, in, between, and opposite.**

- **at** употребляется:
в выражениях: **at school/university/college, at work, at home;**
в адресах, когда речь идет о номере дома:
**at 20, Oxford Street;**
- **in** употребляется:
в выражениях: **in the middle, in the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture;**
с названиями городов, стран и континентов:
**in Athens, in England, in Europe, in Australia;**
- **on** употребляется:
в выражениях: **on the left, on the right, on the first floor.**

### Prepositions of time — Предлоги времени

| AT | ON |
|---|---|
| время: *at 7 o'clock*<br>праздники: *at Christmas, at Easter, at the weekend*<br>в выражениях:<br>*at the moment, at present, at dawn, at noon, at night, at midnight* | дни: *on Monday, on New Year's Day*<br>даты: *on May 6th*<br>время дня:<br>*on Tuesday evening*<br>прилагательное + **day:** *on a hot day* |

| IN | |
|---|---|
| месяцы: *in September*<br>времена года: *in (the) winter/spring/autumn*<br>годы: *in 1996*<br>века: *in the 20th century* | в выражениях: *in the morning/afternoon/ evening, in an hour, in a minute/in a week/ in a few days/month/year (через)* |

# МОДУЛЬ 3

## The Imperative — Повелительное наклонение глаголов

- Повелительное наклонение глаголов совпадает с инфинитивом без частицы **to**: *Sit down!* Садись/Садитесь.
- Отрицательная форма повелительного наклонения образуется при помощи Do not/Don't и инфинитива: *Do not/Don't talk to him! Не разговаривай(те) с ним!*
- Повелительное наклонение всегда обращено ко второму лицу единственного или множественного числа: *Take your books. Возьми(те) свои книги.*
- Повелительное наклонение употребляется, чтобы:
  a) отдавать приказания: *Stop that noise! Прекратите этот шум;*
  b) давать указания/инструкции: *Cut the paper in two pieces. Разрежь(те) бумагу на две части;*
  c) предлагать что-либо: *Have some cake. Возьмите немного торта;*
  d) просить о чем-либо. Мы обычно добавляем слово **please** в начале или в конце предложения: *Be quiet, please! или Please be quiet! Тише, пожалуйста!*

## Глагол Can/Can't (мочь, уметь)

| УТВЕРДИТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **can** walk. |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** |
| I/you/he/she/it/we/you/they **can't** walk. |
| **ВОПРОСИТЕЛЬНАЯ ФОРМА** |
| **Can** I/you/he/she/it/we/you/they walk? |
| **КРАТКИЕ ОТВЕТЫ** |
| **Yes**, I/you/he/she/it/we/you/they **can.** |
| **No**, I/you/he/she/it/we/you/they **can't.** |

Глагол **can** относится к особой группе модальных глаголов. Он не изменяется по лицам и числам и за ним всегда следует смысловой глагол без частицы to. **Can** употребляется для того, чтобы:

a) показать способность/умение: *I can sing! Я умею петь.*
b) попросить кого-либо что-либо для нас сделать: *Can you open the door, please? Откройте дверь, пожалуйста!*
c) попросить что-либо: *Can I have a piece of cake, please? Можно мне кусочек торта?*
d) попросить разрешения сделать что-либо: *Can we play on the computer, please? Мы можем поиграть на компьютере?*
e) выразить запрет: *You can't turn left here! Здесь нельзя повернуть налево!*

# МОДУЛЬ 4

## Present Simple — Настоящее простое время

| УТВЕРДИТЕЛЬНАЯ ФОРМА | |
|---|---|
| I/you/we/you/they **work.** He/she/it **works.** | |
| **ОТРИЦАТЕЛЬНАЯ ФОРМА** | |
| I/you/we/they **don't work** | He/she/it doesn't **work** |
| **ВОПРОСИТЕЛЬНАЯ ФОРМА** | **КРАТКИЕ ОТВЕТЫ** |
| **Do** I/you/we/they **work?** | **Yes**, I/you/we/they **do.**<br>**No**, I/you/we/they **don't.** |
| **Does** he/she/it **work?** | **Yes**, he/she/it **does.**<br>**No**, he/she/it **doesn't.** |

Present Simple образуется при помощи основной формы глагола (инфинитива). В утверждениях в третьем лице единственного числа к глаголу добавляется **-s.** В вопросах и отрицаниях мы используется вспомогательный глагол **do/don't** с **I, you, we** и **they** и **does/doesn't** с **he, she** и **it.** **-s** не добавляется к смысловому глаголу, когда присутствует вспомогательный **does/doesn't.**

**Правила правописания**

- К большинству глаголов в третьем лице единственного числа добавляется **-s**: *work – works.*
- К глаголам, оканчивающимся на **-ss, -sh, -ch, -x** и **-o,** добавляется **-es**: *miss – misses, go – goes.*
- У глаголов, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-es**: *study – studies.*
- К глаголам, оканчивающимся на гласную + **y,** добавляется **-s**: *play – plays.*

**Употребление**

Present Simple употребляется, когда речь идет о:

- регулярно повторяющихся, повседневных действиях: *She usually plays tennis at the weekend. Она обычно играет в теннис по выходным;*
- постоянных состояниях: *She likes sweets. Она любит конфеты;*
- непреложных истинах и законах природы: *The sun sets in the west. Солнце садится на западе.*

Указатели времени (сигналы), употребляемые с Present Simple: every day/week/month/ year, at night, in the morning/afternoon/evening, on Monday(s), Tuesday(s), наречия частотности (never, seldom, rarely, sometimes, often, usually, always).

## Time words — слова-связки

Ряд союзов и наречий времени обеспечивают логическую/временную связь между предложениями и частями предложений. К ним относятся: **and, then, after that, when, before, later** и т. д.
*Think **before** you start working.*
*Подумай прежде чем начнешь работать.*

### Adverbs of frequency — Наречия частотности

| | | |
|---|---|---|
| never никогда | seldom/rarely ~~часто~~ редко | sometimes иногда |
| often часто | usually обычно | always всегда |

- С Present Simple употребляются наречия частотности. Они показывают, как часто что-либо происходит. В предложениях они занимают место перед смысловым глаголом, но после глагола to be, а также вспомогательных и модальных глаголов (can, do, и т. д.).
  *I **usually** work on Sundays. Я обычно работаю по воскресеньям. He is **always** late for school. Он всегда опаздывает в школу. He **can never** wake up before 10 o'clock. Он никогда не может проснуться раньше 10 утра.*

# МОДУЛЬ 5

### Present Continuous — Настоящее продолженное время

Present Continuous образуется при помощи вспомогательного глагола **to be** и смыслового глагола с окончанием **-ing**.
В связной речи Present Continuous употребляется в сокращенной форме.

| УТВЕРДИТЕЛЬНАЯ ФОРМА | ОТРИЦАТЕЛЬНАЯ ФОРМА |
|---|---|
| I'm / You're / He's / She's / It's / We're / You're / They're **playing** | I'm not playing<br>You aren't playing<br>He / She / It **isn't playing**<br>We / You / They **aren't playing** |

| ВОПРОСИТЕЛЬНАЯ ФОРМА | КРАТКИЕ ОТВЕТЫ |
|---|---|
| Am I playing? | Yes, I am. |
| Are you playing? | Yes, you are. |
| Is he / she / it playing? | Yes, he/she/it is. |
| | Yes, we/you/they are. |
| | No, I'm not. |
| Are we / you / they playing? | No, you're not. |
| | No, he/she/it isn't. |
| | Yes, we/you/they aren't. |

**Правила правописания**

- В глаголах, оканчивающихся на **-e**, опускается **-e** и добавляется **-ing**: *write – writing*.
- В односложных глаголах с кратким гласным между двумя согласными удваивается последняя согласная и добавляется **-ing**: *sit – sitting, swim – swimming*.
- В глаголах, оканчивающихся на **-l**, удваивается **-l** и добавляется **-ing**: *travel – travelling*.
- В глаголах, оканчивающихся на **-ie**, **-ie** заменяется на **-y** и добавляется **-ing**: *lie – lying, die – dying*.

**Употребление**

Present Continuous употребляется, когда речь идет о:

- действиях, происходящих сейчас, в момент речи:
  *He's **reading** a book now. Он читает книгу сейчас;*
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи:
  *I'm **working** for my exam. Я готовлюсь к своему экзамену;*
- запланированном действии в будущем:
  *I'm playing tennis on Saturday. В субботу я буду играть в теннис (согласно плану).*

Указатели времени (сигналы), употребляемые с Present Continuous: now, at the moment, these days, at present, always, tonight, still.

# МОДУЛЬ 6

### Present Simple в сравнении с Present Continuous

- Present Simple употребляется для описания регулярных и повседневных действий, привычек и постоянных состояний: *Sarah **starts** school at 8 o'clock* (повседневное действие). Сара начинает учиться в 8 утра. *He **likes** coffee in the morning* (привычка). Он любит кофе по утрам. *He **lives** near the hospital* (постоянное состояние). Он живет около больницы.
- Present Continuous употребляется для описания действий, происходящих в момент речи или действий, имеющих временный характер: *Peter **is watching** TV **at the moment*** (момент речи). *Питер сейчас смотрит телевизор. He's **studying** Law at University* (временное действие). *Он изучает право в университете.*

### State verbs — Глаголы состояния

Некоторые глаголы не образуют формы Present Continuous, поскольку они описывают состояние, а не действие (например, like, want, know, love):
*I want a car. (NOT: ~~I'm wanting~~ a car.)*
*Pete loves basketball. (NOT: ~~Pete is loving~~ basketball.)*
*Jenny likes cats. (NOT: ~~Jenny is liking~~ cats.)*
*I know the answer. (NOT: ~~I am knowing~~ the answer.)*

# МОДУЛЬ 7

### Формы глагола *to be* в Past Simple

| УТВЕРДИТЕЛЬНАЯ | ОТРИЦАТЕЛЬНАЯ | ВОПРОСИТЕЛЬНАЯ |
|---|---|---|
| I was | I wasn't | Was I ...? |
| You were | You weren't | Were you ...? |
| He / She / It **was** | He / She / It **wasn't** | Was he / she / it ...? |
| We / You / They **were** | We / You / They **weren't** | Were we / you / they ...? |

| КРАТКИЕ ОТВЕТЫ | |
|---|---|
| **Yes,** I/he/she/it **was.** | **Yes,** we/you/they **were.** |
| **No,** I/he/she/it **wasn't.** | **No,** we/you/they **weren't.** |

### Past Simple — Прошедшее простое время

Past Simple **правильных глаголов** образуется путем добавления **-ed** к инфинитиву.

| УТВЕРДИТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **worked.** |

| ОТРИЦАТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **didn't work.** |

| ВОПРОСИТЕЛЬНАЯ ФОРМА |
|---|
| **Did** I/you/he/she/it/we/you/they **work?** |

| КРАТКИЕ ОТВЕТЫ | |
|---|---|
| **Yes,** I/you/he etc **did.** | **No,** I/you/he etc **didn't.** |

**Правила правописания**

- В глаголах, оканчивающимся на **-e,** добавляется только **-d**: *like – liked.*
- В глаголах, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-ed**: *study – studied.*
- В односложных глаголах с кратким гласным между двумя согласными удваивается последняя согласная и добавляется **-ed**: *stop – stopped.*
- В глаголах, оканчивающихся на **-l**, **-l** удваивается и добавляется **-ed**: *travel – travelled.*

В английском языке есть большая группа **неправильных глаголов**, которые образуют форму Past Simple не путем добавления **-ed** (см. список GR7): ***go – went, see – saw, drink – drank,*** etc. Их следует запомнить. Они образуют вопросы и отрицания также при помощи **did/did not (didn't)** и основной формы смыслового глагола.

*He **went** out. – **Did** he **go** out? – He **didn't go** out.*
*Он вышел. — Вышел ли он? — Он не выходил.*

| УТВЕРДИТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **went.** |

| ОТРИЦАТЕЛЬНАЯ ФОРМА |
|---|
| I/you/he/she/it/we/you/they **didn't go.** |

| ВОПРОСИТЕЛЬНАЯ ФОРМА |
|---|
| **Did** I/you/he/she/it/we/you/they **go?** |

| КРАТКИЕ ОТВЕТЫ | |
|---|---|
| **Yes,** I/you/he etc **did.** | **No,** I/you/he etc **didn't.** |

**Употребление**

Past Simple употребляется, когда речь идет о действиях, которые происходили в прошлом. То есть мы знаем, когда действие было совершено:
*He left yesterday. Он уехал вчера.*

Указатели времени (сигналы), употребляемые с Past Simple: yesterday, last Monday/month/week/ etc, two days/weeks ago.

## МОДУЛЬ 8

### Модальные глаголы — Must (должен, обязан)/ Mustn't/Can't

- **Must** употребляется, чтобы выразить обязательство и необходимость: *You must listen to your teacher.*
  *Ты должен слушать учителя.*
- **Mustn't** и **can't** употребляются, чтобы выразить запрет: *You mustn't drive over 35 mph. Ты не должен/тебе нельзя ездить со скоростью выше 35 миль в час. You can't enter the building after 8.00 pm. Вы не должны/Вам нельзя входить в здание после 8 вечера.*

### Have to/Don't have to (модальное значение)

- **Have to** употребляется, чтобы выразить необходимость, вынужденность действия согласно обстоятельствам:
  *We have to be at the airport at 9.00 o'clock.*
  *Мы должны (вынуждены) быть в аэропорту в 9 часов.*
- **Don't have to/needn't** употребляются, чтобы выразить отсутствие необходимости:
  *You don't have to wash the dishes. I'll do it.*
  *Тебе не нужно мыть тарелки. Я вымою.*
  *You needn't worry. Тебе не стоит беспокоиться.*

### Comparisons — Степени сравнения прилагательных

Прилагательные имеют две степени сравнения: сравнительную и превосходную.

| | СРАВНИТЕЛЬНАЯ | ПРЕВОСХОДНАЯ |
|---|---|---|
| young | -er<br>younger | the -est<br>the youngest |
| interesting | more<br>more interesting | the most<br>most young |

- Сравнительная степень + than используется для сравнения двух людей/предметов/объектов:
  *She is older than her brother. Она старше своего брата.*
  *It's colder today, than it was yesterday.*
  *Сегодня холоднее, чем вчера.*
- Превосходная степень + of/in используется при сравнении трех и более людей/предметов/объектов:
  *Tom is the tallest boy in his basketball team.*
  *Том самый высокий мальчик в баскетбольной команде.*

- Односложные и двусложные прилагательные на -y, -er образуют сравнительную степень путем добавления -er, а превосходную — -est:
  *tall – taller – (the) tallest;*
  *pretty – prettier – (the) prettiest.*
- Многосложные прилагательные образуют сравнительную степень с помощью more, а превосходную с помощью слова most и артикля the: *beautiful – more beautiful – (the) most beautiful.*

**Правила правописания**

- К односложным прилагательным, оканчивающимся на -e, добавляется: в сравнительной степени -r, в превосходной -st: *safe – safer – (the) safest.*
- В двусложных прилагательных, оканчивающихся на -y, y заменяется на -i и добавляется -er или -est: *early – earlier – (the) earliest.*
- В двусложных прилагательных с кратким гласным между двумя согласными, конечная согласная удваивается и добавляется -er или -est:
  *big – bigger – (the) biggest.*
- **Исключения**: *good – better – (the) best; bad – worse – (the) worst; many/much – more – (the) most; little – less – (the) least.*

# МОДУЛЬ 9

## Uncountable nouns (quantity) — Неисчисляемые существительные: обозначение количества

Неисчисляемые существительные не имеют формы множественного числа. К ним относятся: *cheese, sugar, butter, salt, rain, snow, water, coffee, tea, milk, orange juice, lemonade*, etc.

Следующие слова используются с соответствующими неисчисляемыми существительными для обозначения количества: *jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet*, etc:
*a jar of marmalade, a bottle of water.*

## Much/Many/A lot of (много) A few/A little (несколько/немного)

| | Исчисляемые существительные | Неисчисляемые существительные |
|---|---|---|
| УТВЕРЖДЕНИЕ | A lot (of) | A lot (of) |
| ВОПРОС | (how) many | (how) much |
| ОТРИЦАНИЕ | many | much |
| ВСЕ ТИПЫ | A few | A little |

**Употребление**

- **A lot of** употребляется в утверждениях с исчисляемыми и неисчисляемыми существительными:
  *She's got a lot of/lots of books. У нее много книг.*
  *There's a lot of milk in the fridge. В холодильнике много молока.*
- **Much** употребляется в вопросах и отрицаниях с неисчисляемыми существительными, например:
  *How much money have you got? Сколько у тебя денег?*
  *There isn't much sugar in the bowl. В миске немного сахара.*
- **Many** употребляется с исчисляемыми существительными во множественном числе в вопросах и отрицаниях:
  *Are there many books on the shelf? На полке много книг? There aren't many books on the shelf. На полке немного книг.*
- В вопросах с неисчисляемыми существительными употребляется **how much**, а с исчисляемыми **how many:**
  *How much sugar do we need? Сколько сахара нам нужно? How many boys are there in your class? Сколько мальчиков в вашем классе?*
- **A few** употребляется с исчисляемыми существительными, а **a little** с неисчисляемыми в значении (несколько-немного) в утверждениях, вопросах и отрицаниях:
  *There is a little water in the glass. В стакане немного воды. There are a few flowers in the vase. В вазе несколько цветов.*

# МОДУЛЬ 10

## Be going to (собираться, намереваться)

| УТВЕРДИТЕЛЬНАЯ ФОРМА | ОТРИЦАТЕЛЬНАЯ ФОРМА |
|---|---|
| I **'m going to** leave | I **'m not going to** leave |
| you **'re going to** leave | you **aren't going to** leave |
| he, she, it **'s going to** leave | he, she, it **isn't going to** leave |
| we, you, they **'re going to** leave | we, you, they **aren't going to** leave |

| ВОПРОСИТЕЛЬНАЯ ФОРМА | КРАТКИЕ ОТВЕТЫ |
|---|---|
| **Am** I **going to leave?** | **Yes**, I **am.**/**No**, I **am not.** |
| **Are** you **going to leave?** | **Yes**, you **are.**/**No**, you **aren't.** |
| **Is** he, she, it **going to leave?** | **Yes**, he/she/it **is.**<br>**No**, he/she/it **isn't.** |
| **Are** we, you, they **going to leave?** | **Yes**, we/you/they **are.**<br>**No**, we/you/they **aren't.** |

**'Be going to'** употребляется, когда речь идет о:

a) планах и намерениях на ближайшее будущее:
*I'm going to play football this afternoon.*
*Днем я собираюсь поиграть в футбол;*

b) когда есть доказательство, что что-либо произойдет в ближайшем будущем:
*There are dark clouds in the sky. It is going to rain.*
*На небе темные тучи. Собирается дождь.*
*The bike breaks don't work. He is going to fall down.*
*Тормоза велосипеда не работают. Он сейчас упадет.*

# Irregular Verbs
## (Неправильные глаголы)

| Infinitive | Past | Перевод | Infinitive | Past | Перевод |
|---|---|---|---|---|---|
| be | was/were | быть | hold | held | держать |
| beat | beat | бить | keep | kept | хранить |
| become | became | становиться | know | knew | знать |
| begin | began | начинать | learn | learnt (learned)* | учить(ся) |
| bite | bit | кусать | leave | left | покидать |
| blow | blew | дуть | let | let | позволять |
| break | broke | ломать | lose | lost | терять |
| bring | brought | приносить | make | made | делать |
| build | built | строить | mean | meant | подразумевать |
| burn | burnt (burned)* | гореть | meet | met | встречать(ся) |
| buy | bought | покупать | pay | paid | платить |
| can | could | мочь, уметь | put | put | класть |
| catch | caught | ловить | read /ri:d/ | read /red/ | читать |
| choose | chose | выбирать | ride | rode | ехать |
| come | came | приходить | run | ran | бегать |
| cost | cost | стоить | say | said | говорить |
| cut | cut | резать | see | saw | видеть |
| do | did | делать | sell | sold | продавать |
| draw | drew | рисовать | send | sent | отправлять |
| dream | dreamt (dreamed)* | мечтать | set | set | устанавливать |
| drink | drank | пить | show | showed | показывать |
| drive | drove | водить | sing | sang | петь |
| eat | ate | есть | sit | sat | сидеть |
| fall | fell | падать | sleep | slept | спать |
| feed | fed | кормить | smell | smelt (smelled)* | пахнуть |
| feel | felt | чувствовать | speak | spoke | говорить |
| fight | fought | сражаться | spell | spelt (spelled)* | называть по буквам |
| find | found | искать | | | |
| fly | flew | летать | spend | spent | проводить |
| forbid | forbade | запрещать | stand | stood | стоять |
| forget | forgot | забывать | swim | swam | плавать |
| forgive | forgave | прощать | take | took | брать |
| freeze | froze | замерзать | teach | taught | учить |
| get | got | получать | tell | told | говорить |
| give | gave | давать | think | thought | думать |
| go | went | идти | throw | threw | бросать |
| grow | grew | расти | understand | understood | понимать |
| hang | hung | вешать | wake | woke | пробуждаться |
| have | had | иметь | wear | wore | носить (одежду) |
| hear | heard | слушать | win | won | выигрывать |
| hide | hid | прятать | write | wrote | писать |
| hit | hit | ударять | | | |

* Возможно образование формы Past путем добавления окончания -ed.

Группы:
1. Такие же
2. – ew
blow – blew
draw – drew
fly – flew
know – knew
throw – threw

3. send – sent build – built
spend – spent
d → t

4. i – ee
i: – e
read – read
drink – drank
swim – swam
sing – sang
feed – fed
sit – sat

5. +t
* i: – e

6. pay – paid
say – said

# Word List

## MODULE 1
### 1a Family Members

age /eɪʤ/ (n) возраст
aunt /ɑ:nt/ (n) тетя
big /bɪg/ (adj) большой
brother /brʌðəʳ/ (n) брат
child /ʧaɪld/ (n) ребенок
children /ʧɪldrən/ (n pl) дети
cousin /kʌzᵊn/ (n) двоюродный брат/сестра
curly /kɜ:ʳli/ (adj) кудрявый
daughter /dɔ:təʳ/ (n) дочь
dad /dæd/ (n) папа
fair /feəʳ/ (adj) светлый
fat /fæt/ (adj) толстый
grey /greɪ/ (adj) седой
hair /heəʳ/ (n) волосы
height /haɪt/ (n) рост
husband /hʌzbənd/ (n) муж
long /lɒŋ / (adj) длинный
middle aged /mɪdᵊl eɪʤd/ (adj) среднего возраста
mum /mʌm/ (n) мама
old /əʊld/ (adj) старый
parents /peərənts/ (n pl) родители
short /ʃɔ:t/ (adj) короткий
sister /sɪstəʳ/ (n) сестра
slim /slɪm/ (adj) стройный
son /sʌn/ (n) сын
straight /streɪt/ (adj) прямые (о волосах)
twins /twɪnz/ (n) близнецы
uncle /ʌŋkᵊl/ (n) дядя
wavy /weɪvi/ (adj) волнистые (о волосах)
weight /weɪt/ (n) вес
wife /waɪf/ (n) жена
young /jʌŋ/ (adj) молодой

be in one's early sixties быть немногим старше 60
be in late thirties быть немногим младше 40
be in mid twenties быть в возрасте 25 лет
be married to smb. быть женатым, замужем за кем-либо
facial features черты лица

### 1b Who are you?

address /ədres/ (n) адрес
camera /kæmrə/ (n) фотоаппарат
computer /kəmpju:təʳ/ (n) компьютер
nationality /næʃənælɪti/ (n) национальность
postcode /pəʊstkəʊd/ (n) почтовый индекс
skateboard /skeɪtbɔ:ʳd/ (n) скейтборд
surname /sɜ:ʳneɪm/ (n) фамилия
watch /wɒʧ/ (n) часы

alarm clock будильник
credit card кредитная карта
date of birth дата рождения
driving licence водительское удостоверение
expiry date* дата истечения срока действия
full name полное имя
home address домашний адрес
identity card удостоверение личности
identification number идентификационный номер
join a club вступать в клуб
membership card членский билет (карта)
telephone number телефонный номер
register a library записываться в библиотеку

### 1c My Country

Brazil /brezɪl/ (n) Бразилия
Brazilian /brəzɪliən/ (adj/n) бразильский/бразилец
Britain /brɪtᵊn/ (n) Великобритания
British /brɪtɪʃ/ (adj/n) британский/британец
Chile /ʧɪli/ (n) Чили
Chilean /ʧɪliən/ (adj/n) чилийский/чилиец
compass /kʌmpəs/ (n) компас
desert /dɪzɜ:t/ (n) пустыня
east /i:st/ (n) восток
exactly /ɪgzæktlɪ/ (adv) точно
German /ʤɜ:ʳmən/ (adj/n) немецкий/немец
Germany /ʤɜ:ʳməni/ (n) Германия
include /ɪnklu:d/ (v) включать
Japan /ʤəpæn/ (n) Япония
Japanese /ʤæpəni:z/ (adj/n) японский/японец
location /ləʊkeɪʃᵊn/ (n) местонахождение
mountains /maʊntɪns/ (n pl) горы
north /nɔ:ʳθ / (n) север
north-east /nɔ:ʳθ i:st/ (n) северо-восток
north-west /nɔ:ʳθ west/ (n) северо-запад
Poland /pəʊlənd/ (n) Польша
Polish /pəʊlɪʃ/ (adj/n) польский/поляк
Russia /rʌʃə/ (n) Россия
Russian /rʌʃᵊn/ (adj/n) русский/русский
south /saʊθ/ (n) юг
Spain /speɪn/ (n) Испания
Spanish /spænɪʃ/ (adj/n) испанский/испанец
valley /vælɪ/ (n) долина
west /west/ (n) запад

### 1d Culture Corner

Belfast /belfɑ:st/ (n) Белфаст
Cardiff /kɑ:ʳdɪf/ (n) Кардифф
country /kʌntri/ (n) страна
currency /kʌrənsi/ (n) валюта
Edinburgh /edɪnbᵊrə/ (n) Эдинбург
England /ɪngləndˌ/ (n) Англия
Ireland /aɪələnd/ (n) Ирландия
London /lʌndən/ (n) Лондон
map /mæp/ (n) карта
population /pɒpjʊleɪʃᵊn/ (n) население
Scotland /skɒtlənd/ (n) Шотландия
Wales /weɪᵊlz/ (n) Уэльс

as well as а также, так же как
British pound британский фунт стерлингов (£)
the Union Jack флаг Великобритании
the United Kingdom Соединенное Королевство

### English in Use/Extensive Reading 1

diameter /daɪæmɪtə/ (n) диаметр
distance /dɪstəns/ (n) расстояние
Earth /ɜ:θ/ (n) Земля (планета)
greet /gri:t / (v) приветствовать
per cent /pə sent/ (n) процент
total /təʊtᵊl/ (adj) общий, полный

conditions suitable for life условия, пригодные для жизни
introduce smb to smb представлять кого-либо кому-либо
solar system солнечная система
surface area площадь поверхности

## MODULE 2
### 2a Happy Times

April /eɪprɪl/ (n) апрель
at midnight (n) /ət mɪdnaɪt/ в полночь
at midday (n) /ət mɪddeɪ/ в полдень
August /ɔ:gəst/ (n) август
birthday /bɜ:ʳθdeɪ/ (n) день рождения
celebrate /selɪbreɪt/ (v) праздновать
December /dɪsembəʳ/ (n) декабрь
eighteenth /eɪti:nθ/ (num) восемнадцатый
eighth /eɪtθ/ (num) восьмой
eleventh /ɪlevᵊnθ/ (num) одиннадцатый
event /ɪvent/ (n) событие
February /febjuəri/ (n) февраль
first /fɜ:ʳst/ (num) первый
fifteenth /fɪfti:nθ/ (num) пятнадцатый
fifth /fɪfθ/ (num) пятый
fortieth /fɔ:ʳtɪɪθ/ (num) сороковой
forty-fourth /fɔ:ʳtɪ fɔ:ʳθ/ (num) сорок четвертый
fourteenth /fɔ:ʳti:nθ/ (num) четырнадцатый
fourth /fɔ:ʳθ/ (num) четвертый
Friday /fraɪdeɪ/ (n) пятница
graduation /grædʤueɪʃᵊn/ (n) окончание учебного заведения
invitation /ɪnvɪteɪʃᵊn/ (n) приглашение
January /ʤænjəri/ (n) январь

July /ʤʊlaɪ/ (n) июль
June /ʤuːn/ (n) июнь
March /mɑːʳʧ/ (n) март
May /meɪ/ (n) май
Monday /mʌndeɪ/ (n) понедельник
nineteenth /naɪntiːnθ/ (num) девятнадцатый
ninth /naɪnθ/ (num) девятый
noon /nuːn/ (n) полдень
November /nəʊvembəʳ/ (n) ноябрь
occasion /əkeɪʒᵊn/ (n) случай
o'clock /əklɒk/ (adv) на часах, ровно
October /ɒktəʊbəʳ/ (n) октябрь
Saturday /sætəʳdeɪ/ (n) суббота
second /sekənd/ (num) второй
sixteenth /sɪkstiːnθ/ (num) шестнадцатый
sixth /sɪksθ/ (num) шестой
September /septembəʳ/ (n) сентябрь
seventeenth /sevᵊntiːnθ/ (num) семнадцатый
seventh /sevᵊnθ/ (num) седьмой
Sunday /sʌndeɪ/ (n) воскресенье
take place /teɪk pleɪs/ (v) проходить
tenth /tenθ/ (num) десятый
third /θɜːʳd/ (num) третий
thirteenth /θɜːʳtiːnθ/ (num) тринадцатый
thirtieth /θɜːʳtɪəθ/ (num) тридцатый
thirty-second /θɜːʳti sekənd/ (num) тридцать второй
Thursday /θɜːʳzdeɪ/ (n) четверг
Tuesday /tjuːzdeɪ/ (n) вторник
twelfth /twelfθ/ (num) двенадцатый
twentieth /twentiəθ/ (num) двадцатый
twenty-first /twenti fɜːʳst/ (num) двадцать первый
Wednesday /wenzdeɪ/ (n) среда

a quarter past четверть часа
a quarter to без четверти
half past половина
Halloween holiday праздник Хэллоуин
invite smb. to a party приглашать кого-либо на вечеринку
trick or treat угости, а не то пожалеешь

## 2b My place

armchair /ɑːʳmʧeəʳ/ (n) кресло
basin /beɪsᵊn/ (n) таз
bathroom /bɑːθruːm/ (n) ванная комната
bathtub /bɑːθtʌb/ (n) ванна
bedroom /bedruːm/ (n) спальня
bookcase /bʊkkeɪs/ (n) книжный шкаф
carpet /kɑːʳpɪt/ (n) ковер
ceiling /siːlɪŋ/ (n) потолок
cooker /kʊkəʳ/ (n) кухонная плита
cupboard /kʌbəʳd/ (n) шкаф для посуды (буфет)
cushion /kʊʃᵊn/ (n) диванная подушка
curtain /kɜːʳtᵊn/ (n) штора
expensive /ɪkspensɪv/ (adj) дорогой
fireplace /faɪəʳpleɪs/ (n) камин
floor /flɔːʳ/ (n) пол
flower /flaʊəʳ/ (n) цветок
fridge /frɪʤ/ (n) холодильник
kitchen /kɪʧɪn/ (n) кухня
mirror /mɪrəʳ/ (n) зеркало
newspaper /njuːspeɪpəʳ/ (n) газета
painting /peɪntɪŋ/ (n) картина
shelf /ʃelf/ (n) полка
sink /sɪŋk/ (n) раковина
study /stʌdi/ (n) кабинет
vase /vɑːz/ (n) ваза
wardrobe /wɔːʳdrəʊb/ (n) гардероб

coffee table журнальный столик
dining room столовая
do one's best делать все от себя зависящее
living room гостиная
move a house переезжать
give smb. a hand помогать кому-либо
Watch out! Осторожно!
Calm down! Успокойся!

## 2c My neighbourhood

aspirin /æspɪrɪn/ (n) аспирин
baker's /beɪkəʳz/ (n) булочная
bank /bæŋk/ (n) банк
café /kæfeɪ/ (n) кафе
chemist's /kemɪsts/ (n) аптека
greengrocer's /griːngrəʊsəʳz/ (n) овощной магазин
library /laɪbrəri/ (n) библиотека
neighbourhood /neɪbəʳhʊd/ (n) окрестности
newsagent's /njuːzeɪʤᵊnts/ (n) газетный киоск
stamp /stæmp/ (n) марка
supermarket /suːpəʳmɑːʳkɪt/ (n) супермаркет
vegetables /veʤtəbᵊlz/ (n pl) овощи

bus station автобусная остановка
coffee shop кафетерий
pet shop зоомагазин
post office почта
sports shop спортивный магазин
teddy bear плюшевый медведь (игрушка)
toy shop магазин игрушек

## 2d Culture Corner

avenue /ævɪnjuː/ (n) проспект
boulevard /buːləvɑːʳd/ (n) бульвар
lane /leɪn/ (n) переулок
place /pleɪs/ (n) площадь
road /rəʊd/ (n) шоссе
street /striːt/ (n) улица
pavement /peɪvmənt/ (n) тротуар
narrow /nærəʊ/ (adj) узкий
power /paʊəʳ/ (n) власть, сила
store /stɔːʳ/ (n) магазин

fashionable clothes модная одежда
outdoor café уличное кафе

## English in Use/Extensive Reading 2

come over /kʌm əʊvəʳ/ (phr v) приезжать
choose /ʧuːz/ (v) выбирать
heating /hiːtɪŋ/ (n) отопление
measurements (n pl) измерения
plumber /plʌməʳ/ (n) водопроводчик

a scale of a map масштаб карты
at the bottom внизу
heel and toe от пятки до мыска (стопа)
measure the distance измерять расстояние
requiring services службы по вызову
the tap is leaking кран течет
What's up? Что случилось?

## MODULE 3
## 3a Road safety

annoy /ənɔɪ/ (v) досаждать, раздражать
block /blɒk/ (v) загораживать
brakes /breɪks/ (n) тормоза
check /ʧek/ (v) проверять
clear /klɪəʳ/ (adj) свободный
cross /krɒs/ (v) пересекать
dangerous /deɪnʤərəs/ (adj) опасный
driver /draɪvəʳ/ (n) водитель
enter /entəʳ/ (v) входить
flow of /fləʊ ɔv/ (n) поток чего-либо
handgrip /hændgrɪp/ (n) поручень
kerb /kɜːb/ (n) обочина
park /pɑːʳk/ (v) парковать(ся)
pedestrian /pɪdestriən/ (n) пешеход
push /pʊʃ/ (v) толкать
ride /raɪd/ (v) ехать
safe /seɪf/ (adj) безопасный, в безопасности
traffic /træfɪk/ (n) движение
use /juːz/ (v) использовать
tyre /taɪəʳ/ (n) шина

back seat заднее сиденье
bike lane велосипедная дорожка
bicycle helmet велосипедный шлем
lean out of the window высовываться из окна
look both ways смотреть в обе стороны
on foot пешком
parking zone парковка
seat belt ремень безопасности
traffic lights светофор
traffic sign дорожный знак
traffic warden дорожный инспектор, регулировщик
zebra crossing пешеходный переход, «зебра»

## 3b On the move

careful /keəfʊl/ (adj) осторожный
excellent /eksələnt/ (adj) отличный
gallery /gæləri/ (n) галерея
perfect /pɜ:fikt/ (adj) превосходный
plane /pleɪn/ (n) самолет
remember /rɪmembəʳ/ (v) помнить
train /treɪn/ (n) поезд

be careful будь осторожен
draw a map рисовать карту
driving school автошкола
go straight on идти прямо
go towards идти по направлению к
turn green смениться на зеленый
turn right/left повернуть направо/налево

## 3c Hot wheels

bring (brought) /brɪŋ/ (v irr.) приносить
deserve /dɪzɜ:v/ (v) заслуживать
fan /fæn/ (n) фанат, болельщик
fast /fɑ:st/ (adj) быстрый
hobby /hɒbi/ (n) хобби
jogging /ʤɒgɪŋ/ (n) оздоровительный бег
nickname /nɪkneɪm/ (n) прозвище
occupation /ɒkjʊpeɪʃᵊn/ (n) занятие
team /ti:m/ (n) команда

be born родиться
famous for знаменитый благодаря чему-либо
personal details личные данные
racing car driver автогонщик

## 3d Culture Corner

amber /æmbəʳ/ (adj) желтый (сигнал светофора)
city centre центр города
forget (forgot) /fəget/ (v irr.) забывать
get around (phr v) передвигаться
journey /ʤɜ:nɪ/ (n) поездка
luggage /lʌgɪʤ/ (n) багаж
room /ru:m/ (n) место, пространство
tourist /tʊərɪst/ (n) турист
underground /ʌndəʳgraʊnd/ (n) метро

a nice view прекрасный вид
black cab черный кэб (такси в Лондоне)
double-decker bus (n) двухэтажный автобус

## English in Use/Extensive Reading 3

protection /prətekʃᵊn/ (n) защита
respect /rɪspekt/ (n) уважение
soldier /səʊlʤəʳ/ (n) солдат
townhall /taʊnhɔ:l/ (n) мэрия
war /wɔ:ʳ/ (n) война
warn /wɔ:n/ (v) извещать, предупреждать

# MODULE 4

## 4a Day in, Day out

always /ɔ:lweɪz/ (adv) всегда
catch (caught) /kæʧ/ (v irr.) ловить
cook /kʊk/ (v) готовить
cry /kraɪ/ (v) плакать
dormitory /dɔ:ʳmɪtri/ (n) общежитие, общая спальня (для учащихся)
dungeon /dʌnʤᵊn/ (n) темница, подземелье
frog /frɒg/ (n) лягушка
fix /fɪks/ (v) устанавливать
greenhouse /gri:nhaʊs/ (n) оранжерея
habit /hæbɪt/ (n) привычка
kick /kɪk/ (v) ударять, пинать
kiss /kɪs/ (v) целовать
laugh /lɑ:f/ (v) смеяться
lose (lost) /lu:z/ (v irr.) терять
never /nevəʳ/ (adv) никогда
often /ɒfᵊn/ (adv) часто
rarely /reəʳli/ (adv) редко
sometimes /sʌmtaɪmz/ (adv) иногда
spend (spent) /spend/ (v irr.) проводить (время)
teach (taught) /ti:ʧ/ (v irr.) обучать
treat (well) /tri:t/ (v) обращаться (хорошо)
usually /ju:zuəli/ (adv) обычно

brush my teeth чистить зубы
common room комната отдыха
do my homework делать домашнее задание
get dressed одеваться
go out with friends выходить (на прогулку) с друзьями
have a shower принимать душ
hide and seek игра в прятки
listen to music слушать музыку
magic tricks волшебство
once a month раз в месяц
play sports играть в спортивные игры
twice a week дважды в неделю

## 4b How about...?

awful /ɔ:fʊl/ (adj) ужасный
be on (phr v) идти (на сцене, на экране)
boring /bɔ:rɪŋ/ (adj) скучный
chicken /ʧɪkɪn/ (n) курица, цыпленок
comedy /kɒmədi/ (n) комедия
dancing /dɑ:nsɪŋ/ (n) танцы
decide /dɪsaɪd/ (v) решать
delicious /dɪlɪʃəs/ (adj) восхитительный
disgusting /dɪsgʌstɪŋ/ (adj) отвратительный
drama /drɑ:mə/ (n) драма
dull /dʌl/ (adj) скучный
enjoyable /ɪnʤɔɪəbᵊl/ (adj) приятный
exciting /ɪksaɪtɪŋ/ (adj) захватывающий
fine /faɪn/ (adj) хороший, прекрасный
fish /fɪʃ/ (n) рыба
great /greɪt/ (adj) замечательный
hamburger /hæmbɜ:ʳgəʳ/ (n) гамбургер
horrible /hɒrɪbᵊl/ (adj) жуткий, страшный
interesting /ɪntrestɪŋ/ (adj) интересный
news /nju:z/ (n) новости
pizza /pi:tsə/ (n) пицца
science fiction /saɪəns fɪkʃᵊn/ (n) фантастика
sitcom /sɪtkɒm/ (n) комедия положений
skiing /ski:ɪŋ/ (n) лыжи
spaghetti /spəgeti/ (n) спагетти
star /stɑ:ʳ/ (v) сниматься в главной роли
sports /spɔ:ʳts/ (n) спортивные программы
talk show /tɔ:k ʃoʊ/ (n) ток-шоу
teenager /ti:neɪʤəʳ/ (n) подросток
terrible /terɪbᵊl/ (adj) страшный
thriller /θrɪləʳ/ (n) триллер
windsurfing /wɪndsɜ:ʳfɪŋ/ (n) виндсерфинг
wonderful /wʌndəʳfʊl/ (adj) изумительный, чудесный

eat out питаться вне дома (в кафе и т. п.)
music shows музыкальные шоу
pop concert концерт поп-музыки
pop music популярная музыка
reality shows реалити-шоу

## 4c My favourite day

camp /kæmp/ (v) лагерь отдыха
climb/go climbing /klaɪm/ (v) взбираться
meet (met) /mi:t/ (v irr.) встречать(ся)
movie /mu:vɪ/ (n) фильм
put on (a dress) (phr v) /pʊt ɒn/ надевать (платье)
put up (a tent) (phr v) /pʊt ʌp/ ставить (палатку)
set off /set ɒf/ (phr v) отправляться (в путь)

arrive in Moscow/at the airport прибывать в Москву/аэропорт
build a fire сложить костер
leisure activities занятия в свободное время
scout club клуб скаутов
scout leader лидер, вожатый скаутов
the rest of остальные
tell a story рассказывать историю
tie knots завязывать узлы

## 4d Culture Corner

disagree /dɪsəgri:/ (v) не соглашаться
get along with (phr v) ладить с кем-либо
playstation /pleɪsteɪʃᵊn/ (n) игровая приставка
teenage /ti:neɪʤ/ (adj) подростковый

mobile phone мобильный телефон
pocket money карманные деньги
semi-detached house дом, имеющий общую стену с другим
surf the net бродить по Интернету
soup opera мыльная опера

## English in Use/Extensive Reading 4

appointment /əpɔɪntmənt/ (n) встреча, свидание
cancel /kænsᵊl/ (v) отменять
chart /ʧɑːʳt/ (n) диаграмма
compare /kəmpeəʳ/ (v) сравнивать
definitely /definɪtlɪ/ (adv) определенно, точно
graph /grɑːf/ (n) график
hope /həʊp/ (v) надеяться
worry /wʌrɪ/ (v) беспокоиться

feel better чувствовать себя лучше
have got a cold быть простуженным
pass along давать, передавать

## MODULE 5
## 5a Festive time

bake /beɪk/ (v) печь
dance /dɑːns/ (v) танцевать
grapes /greɪps/ (n) виноград
wish /wɪʃ/ (v) желать

as for что касается
be busy быть занятым
be excited быть взволнованным
blow a horn дуть в рожок
council workers работники городских служб
do the dusting вытирать пыль
do the gardening заниматься садоводством
do the shopping делать покупки
do the washing up мыть посуду
Good luck! Удачи!
make preparations готовиться
make a cake печь торт, пирожное
make a phone call звонить по телефону
make tea заваривать чай
play the drums играть на барабанах

## 5b Let's celebrate

be over (phr v) заканчиваться
celebration /selɪbreɪʃᵊn/ (n) празднование
clean up /klɪn ʌp/ (phr v) прибирать(ся)
cool /kuːl/ (adj) классный
costume /kɒstjuːm/ (n) костюм
dress up /dres ʌp/ (phr v) наряжаться
exchange /ɪkstʃeɪnʤ/ (v) обменивать
gang /gæŋ/ (n) банда
guest /gest/ (n) гость
join in /ʤɔɪn ɪn/ (phr v) присоединяться
offer /ɒfəʳ/ (v) предлагать
pumpkin /pʌmpkɪn/ (n) тыква
run out of /rʌn aʊt ɔv/ (phr v) исчерпать
terrify /terɪfaɪ/ (v) пугать, ужасать
Thanksgiving /θæŋksgɪvɪŋ/ (n) День благодарения
witch /wɪʧ/ (n) ведьма
wreath /riːθ/ (n) венок, гирлянда

bobbing for apples откусывание яблока без помощи рук (игра)
Guy Fawkes Day День Гая Фокса
May Day /meɪ deɪ/ (n) 1 Мая
perform tricks показывать фокусы
pin the tail on the donkey прикреплять ослу хвост (игра)
St. Patrick's Day День Святого Патрика
throw streamers бросать серпантин
toffee apple яблоко в карамельной глазури
Valentine's Day День Святого Валентина

## 5c Special days

activities /æktɪvɪtɪs/ (n) занятия, деятельность
colourful /kʌləʳfʊl/ (adj) красочный, яркий
display /dɪspleɪ/ (n) показ
festive /festɪv/ (adj) праздничный, радостный
finally /faɪnəlɪ/ (adv) в заключение, окончательно
goddess /gɒdes/ (n) богиня
last /lɑːst/ (v) длиться
pray /preɪ/ (v) молиться
important /ɪmpɔːtᵊnt/ (adj) важный
whole /hoʊl/ (adj) весь, целый
wealth /welθ/ (n) богатство

decorate the house украшать дом
exchange gifts обмениваться подарками
have a great time прекрасно проводить время
have a meal кушать, принимать пищу
light lamps зажигать фонари
make a speech выступать с речью
put in order расставить по порядку
put up decorations развешивать украшения
watch the fireworks смотреть фейерверк

## 5d Culture Corner

advertisement /ædvɜːʳtɪsmənt/ (n) реклама
annual /ænjuəl/ (adj) ежегодный
athlete /æθliːt/ (n) спортсмен
available /əveɪləbᵊl/ (adj) доступный
before /bɪfɔːʳ/ (prep) перед
upright /ʌpraɪt/ (adj) прямой, вертикальный
compete /kəmpiːt/ (v) соревноваться
competition /kɒmpɪtɪʃᵊn/ (n) соревнование
crowd /kraʊd/ (n) толпа
hill run /hɪl rʌn/ (n) бег по холмам
hold onto /hoʊld ɒntu/ (phr v) держаться за
popular /pɒpjʊləʳ/ (adj) популярный
pull over /pʊl oʊvəʳ/ (phr v) перетягивать
rope /roʊp/ (n) канат
sell out /sel aʊt/ (v) распродавать
traditional /trədɪʃənᵊl/ (adj) традиционный
try /traɪ/ (v) пробовать
towards /təwɔːʳdz/ (prep) к, по направлению к

hammer throw метание молота
marching band марширующий оркестр
shot put толкание ядра
take part in the game участвовать в игре
take place состояться, происходить
tossing the caber подбрасывание столба
tree trunk ствол дерева
tug of war перетягивание каната

## English in Use/Extensive Reading 5

adventure /ədventʃəʳ/ (n) приключение
belt /belt/ (n) ремень
carnation /kɑːʳneɪʃᵊn/ (n) гвоздика
cravat /krəvæt/ (n) галстук
create /kriːeɪt/ (v) создавать
daisy /deɪzi/ (n) маргаритка
extract /ekstrækt/ (n) отрывок, фрагмент
lucky /lʌkɪ/ (adj) удачный
quantity /kwɒntɪti/ (n) количество
rose /roʊz/ (n) роза
strange /streɪnʤ/ (adj) странный
sunflower /sʌnflaʊəʳ/ (n) подсолнух
tulip /tjuːlɪp/ (n) тюльпан

a/two dozen (roses/tulips/daisies) дюжина/две (роз, тюльпанов, и т. п.)
a fictional character вымышленный персонаж
be offended быть обиженным
have in mind иметь в виду
I beg you pardon! Прошу прощения!
include a card приложить открытку
including delivery включая доставку
send flowers отправлять цветы
through a looking glass сквозь зеркало

## MODULE 6
## 6a Free time

acting /æktɪŋ/ (n) выступление
at the weekend /wiːkend/ (n) в выходные дни
brilliant /brɪliənt/ (adj) выдающийся
brochure /brəʊʃəʳ/ (n) брошюра, проспект
leaflet /liːflɪt/ (n) листовка, буклет
learn /lɜːʳn/ (v) учиться
novel /nɒvᵊl/ (n) роман
PC (personal computer) /piː siː/ (n) персональный компьютер

paint /peɪnt/ (v) рисовать
photography /fətɒgrəfi/ (n) фотография
present /prɪzent/ (v) дарить
present /prezᵊnt/ (n) подарок
print /prɪnt/ (v) печатать
tiring /taɪəɪrɪŋ/ (adj) утомительный

art museum художественный музей
be good at преуспевать в чем-либо
be fond of любить что-либо
be keen on быть увлеченным чем-либо
be mad about сходить с ума по чему-то, безумно нравиться
be interested in интересоваться чем-либо
go cycling кататься на велосипеде
go on trips совершать поездки
go windsurfing заниматься виндсерфингом
have fun веселиться
join a club вступать в клуб
let the good times rock давай хорошо повеселимся
present plays ставить постановки

## 6b Game on!

annoyance /ənɔɪəns/ (n) раздражение, досада
agree /əgriː/ (v) соглашаться
argue /ɑːrgjuː/ (v) спорить
arrangement /əreɪnʤmənt/ (n) договоренность
backgammon /bækgæmən/ (n) нарды
billiards /bɪliərdz/ (n) биллиард
chess /ʧes/ (n) шахматы
darts /dɑːrts/ (n) дартс
dominoes /dɒmɪnoʊz/ (n) домино
enjoy /ɪnʤɔɪ/ (v) любить, обожать
fair /feəʳ/ (adj) честный
lose (lost) /luːz/ (v irr.) терять, проигрывать
marbles /mɑːrbᵊlz/ (n) шарики
monopoly /mənɒpəli/ (n) монополия
permanent /pɜːrmənənt/ (adj) постоянный
points /pɔɪnts/ (n) очки (в играх)
prefer /prɪfɜːr/ (v) предпочитать
scrabble /skræbᵊl/ (n) скрэбл (игра в слова)
state /steɪt/ (n) состояние
suggest /səʤest/ (v) предлагать
win (won) /wɪn/ (v irr.) выигрывать, побеждать

board game настольная игра
for a change для разнообразия
in the end в конце концов
I bet держу пари
I don't care (about) мне все равно
jigsaw puzzle пазл, мозаика
wait for smb. ждать кого-либо

## 6c Pastimes

about /əbaʊt/ (prep) о
coconut /koʊkənʌt/ (n) кокос
corn /kɔːrn/ (n) кукуруза
dice /daɪs/ (n) кубик
explore /ɪksplɔːr/ (n) исследовать
go down /goʊ daʊn/ (phr v) опускаться
go up /goʊ ʌp/ (phr v) подниматься
grow (grew) /groʊ/ (v irr.) расти
hear (heard) /hɪəʳ/ (v irr.) слышать
in /ɪn/ (prep) в
island /aɪlənd/ (n) остров
lonely /loʊnli/ (adj) одинокий
miss /mɪs/ (v) скучать
parrot /pærət/ (n) попугай
pawn /pɔːn/ (n) пешка
rice /raɪs/ (n) рис
sing (sang) /sɪŋ/ (v irr.) петь
square /skweəʳ/ (n) клеточка
think (thought) /ϴɪŋk/ (v irr.) думать
under /ʌndəʳ/ (prep) под
warm /wɔːrm/ (adj) теплый

snakes and ladders «змеи и лестницы» (игра)

## 6d Culture Corner

aim /eɪm/ (n) цель
at random /æt rændəm/ (adv) наугад
customer /kʌstəməʳ/ (n) покупатель
cost (cost) /kɒst/ (v irr.) стоить
discover /dɪskʌvəʳ/ (v) обнаруживать
design /dɪzaɪn/ (v) разрабатывать
invent /ɪnvent/ (v) изобретать
property /prɒpetɪ/ (n) имущество
release /rɪlɪz/ (v) выпускать (в свет)
weapon /wepən/ (n) оружие

as much as possible как можно больше
be/become a great success пользоваться огромным успехом
bonus points призовые очки (бонус)
come up with (phr v) предлагать
letter tiles плитки (фишки) с буквами
solve a crime раскрыть преступление
the scene of crime картина преступления

## Use of English/Extensive Reading 6

attach /ətæʧ/ (v) прикреплять
drawing /drɔːɪŋ/ (n) рисование
educate /edjʊkeɪt/ (v) обучать
glove /glʌv/ (n) перчатка
glue /gluː/ (n) клей
look for /lʊk fəʳ/ (phr v) искать
marionette /mærɪənet/ (n) марионетка
only /oʊnli/ (adv) только
puppet /pʌpɪt/ (n) кукла (в кукольном театре)
puppeteer /pʌpɪtɪəʳ/ (n) кукловод
rubber /rʌbəʳ/ (n) резина
scissors /sɪzəz/ (n) ножницы
string /strɪŋs/ (n) веревка
wooden /wʊdᵊn/ (adj) деревянный
wrap /ræp/ (v) завертывать

chess board шахматная доска
dart set набор для игры в дартс
hang gliding plane модель планера
make us laugh заставляет нас смеяться
roller skates роликовые коньки
table tennis set набор для игры в настольный теннис
What about..? Как насчет..?

# MODULE 7

## 7a In the past

ago /əgəʊ/ (adv) тому назад
busy /bɪzi/ (adj) суетливый, занятой
crowded /kraʊdɪd/ (adj) переполненный
deserted /dɪzɜːrtɪd/ (adj) безлюдный, пустынный
different /dɪfrənt/ (adj) другой, непохожий
empty /empti/ (adj) пустой
even /iːvᵊn/ (adv) даже
horse /hɔːrs/ (n) лошадь
mine /maɪn/ (n) рудник, шахта
modern /mɒdərn/ (adj) современный
quiet /kwaɪət/ (adj) тихий
ruined /ruːɪnd/ (adj) разрушенный
saloon /səluːn/ (n) салун
wealthy /welϴi/ (adj) богатый
ugly /ʌgli/ (adj) безобразный
yesterday /jestədeɪ/ (adv) вчера

be called называться
ghost town город-призрак
last night вчера вечером
last week на прошлой неделе

## 7b Halloween Spirit

anyway /enɪweɪ/ (adv) в любом случае, все равно
bored /bɔːrd/ (adj) скучающий
creature /kriːʧəʳ/ (n) создание, существо
fortnight /fɔːtnaɪt/ (n) две недели
huge /hjuːʤ/ (adj) огромный
introduce /ɪntrədjuːs/ (v) представлять(ся)
knock /nɒk/ (v) стучать
miserable /mɪzərəbᵊl/ (adj) несчастный
naughty /nɔːti/ (adj) непослушный
owl /aʊl/ (n) сова
puzzled /pʌzᵊld/ (adj) озадаченный
rush /rʌʃ/ (v) мчаться, устремляться
scared /skeəʳd/ (adj) испуганный
scream /skriːm/ (n) крик
shout /ʃaʊt/ (v) кричать
stairs /steəʳz/ (n) лестница

stressed /strest/ (adj) напряженный
suddenly /sʌdᵊnlɪ/ (adv) вдруг
tired /taiəʳd/ (adj) уставший
treat /tri:t/ (n) угощение
worried /wʌrid/ (adj) озабоченный

by the time к тому времени

## 7c Famous firsts

alive /əlaɪv/ (adj) живой
biography /baɪɒgrəfi/ (n) биография
cartoon /kɑ:ʳtu:n/ (n) мультфильм
death /deθ/ (n) смерть
die /daɪ/ (v) умирать
garage /gærɑ:ʒ/ (n) гараж
generation /ʤenəreɪʃᵊn/ (n) поколение
live on /lɪv ɒn/ (phr v) продолжать жить
receive /rɪsi:v/ (v) получать
sketch /sketʃ/ (n) эскиз, набросок
studio (n) /stju:dioʊ/ студия

academy award премия Академии («Оскар»)
in his lifetime при жизни
in total всего, в сумме
sound film звуковой фильм

## 7d Culture Corner

able /eɪbᵊl/ (adj) способный
adopt /ədɒpt/ (v) усыновлять
adult /ædʌlt/ (n) взрослый
Batman /bætmæn/ (n) Бэтмен
bullet /bʊlɪt/ (n) пуля
cape /keɪp/ (n) накидка с капюшоном
fantasy /fæntəzi/ (n) фантазия
farmer /fɑ:ʳməʳ/ (n) фермер
helpless /helpləs/ (adj) беспомощный
just /ʤʌst/ (adj) справедливый
invisible /ɪnvɪzɪbᵊl/ (adj) невидимый
leap /li:p/ (v) перепрыгивать
make up /meɪk ʌp/ (phr v) выдумывать
powerful /paʊəʳfʊl/ (adj) сильный
rescue /reskju:/ (v) спасать
rocket /rɒkɪt/ (n) ракета
shy /ʃaɪ/ (adj) застенчивый
smart /smɑ:ʳt/ (adj) умный
Spiderman /spaɪdəʳmæn/ (n) Человек-паук
Superman /su:pəʳmæn/ (n) Супермен
superhero /su:pərhɪrəu/ (n) супергерой
Zorro /zɒroʊ/ (n) Зорро
trunks /trʌŋks/ (n) плавки
unpopular /ʌnpɒpjʊləʳ/ (adj) непопулярный

American dream американская мечта
fight criminals бороться с преступниками
fire heat vision стрелять огненными лучами
gain strength получать силу
in order to с целью, чтобы

## Use of English/Extensive Reading 7

century /sentʃʊrɪ/ (n) век
common /kɔmᵊn/ (adj) распространенный
familiar /fəmɪliəʳ/ (adj) хорошо знакомый
handle /hændᵊl/ (n) ручка
imagination /ɪmæʤɪneɪʃᵊn/ (n) воображение
item /aɪtəm/ (n) предмет
leather /leðəʳ/ (n) кожа
poor /pʊə/ (adj) бедный
report /rɪpɔ:ʳt/ (v) сообщать

at the touch of прикосновением, нажатием
build bricks строить из кубиков
clay and wax глина и воск
lost property office бюро находок
rocking horse конь-качалка
run a home вести хозяйство
the Victorian times Викторианская эпоха
throughout the ages через годы
tool kit набор инструментов

# MODULE 8

## 8a That's the rule

accommodation /əkɒmədeɪʃᵊn/ (n) размещение, расселение
barefoot /beəfʊt/ (adv) босиком
campus /kæmpəs/ (n) территория (школы и т. п.)
cottage /kɒtɪʤ/ (n) коттедж
hotel /hoʊtel/ (n) гостиница
palace /pælɪs/ (n) дворец
poster /pəʊstə/ (n) плакат
premise /premɪs/ (n) помещение
squirrel /skwɪrᵊl/ (n) белка
student /stju:dᵊnt/ (n) учащийся
tidy /taɪdi/ (adj) опрятный, чистый

get permission получать разрешение
it's forbidden это запрещено
it's (not) allowed это (не) разрешено
kitchen appliances кухонное оборудование
make noise шуметь
outdoor area прилегающая территория
register overnight guests регистрировать гостей, остающихся на ночь
remove food from выносить еду из
school building здание школы
types of dwelling типы жилищ
university halls of residence университетское общежитие
block of flats многоквартирный дом
feed animals кормить животных

## 8b Shall we?

aquarium /əkweəriəm/ (n) аквариум
colleague /kɔli:g/ (n) коллега
experienced /ɪkspɪəriənst/ (adj) опытный
friendly /frendlɪ/ (adj) дружелюбный
glamorous /glæmərəs/ (adj) обаятельный
gym /ʤɪm/ (n) спортивный зал
intelligent /ɪntelɪʤənt/ (adj) умный
pretty /prɪti/ (adj) приятный, симпатичный
relax /rɪlæks/ (v) отдыхать
serve /sə:v/ (v) подавать (на стол)
stadium /steɪdiəm/ (n) стадион

Are you joking? Вы шутите?
Are you serious? Вы серьезно?
come on давай(те)
department store универмаг
fast food (restaurant) ресторан быстрого обслуживания
have a snack перекусывать
smoked salmon копченый лосось
sports centre спортивный центр
swimming pool бассейн
What do you feel like doing? Чем бы ты хотел заняться?

## 8c Rules & Regulations

bedsheet /bed ʃi:t/ (n) простыня
comfortable /kʌmftəbᵊl/ (adj) удобный
own /əʊn/ (adj) собственный
rent /rent/ (v) арендовать

## 8d Culture Corner

amazing /əmeɪzɪŋ/ (adj) изумительный
complete /kəmpli:t/ (v) заканчивать, завершать
floor /flɔ:ʳ/ (n) этаж
ground /graʊnd/ (n) земля
historic /hɪstɒrɪk/ (adj) исторический
metre /mi:təʳ/ (n) метр
observatory /əbzə:ʳvətri/ (n) смотровая площадка
occasion /əkeɪʒᵊn/ (n) случай
step /step/ (n) шаг
visitor /vɪzɪtəʳ/ (n) посетитель

depending on the occasion в зависимости от ситуации
office space офисное пространство

## Use of English/Extensive Reading 8

broken /brəʊken/ (adj) сломанный
collect /kəlekt/ (v) собирать, коллекционировать
damaged /dæmɪʤd/ (adj) поврежденный
front /frʌnt/ (n) передняя сторона (чего-либо)
graffiti /grəfi:ti:/ (n) граффити
expire /ɪkspaɪəʳ/ (v) истекать

litter /lɪtə$^{r}$/ (n) мусор
look after /lʊk aftə$^{r}$/ (phr v) ухаживать за кем-либо, чем-либо
messy /mesɪ/ (adj) запачканный, грязный
pay (paid) /peɪ/ (v irr.) платить
performance /pə$^{r}$fɔ:$^{r}$məns/ (n) представление, постановка
questionnaire /kwestʃəneə$^{r}$/ (n) анкета
receptionist /rɪsepʃənɪst/ (n) администратор
row /rəʊ/ (n) ряд
seat /si:t/ (n) место
show /ʃəʊ/ (n) спектакль, шоу
swing /swɪŋ/ (n) качели

book tickets заказывать билеты
out of order в нерабочем состоянии
rubbish bins урны
ticket counter билетная касса
you're on the right track вы на правильном пути

## MODULE 9
## 9a Food & Drink

biscuit /bɪskɪt/ (n) печенье
bitter /bɪtə$^{r}$/ (adj) горький
carrot /kærət/ (n) морковь
cereal /sɪərɪəl/ (n) крупа
chocolate /tʃɒklɪt/ (n) шоколад
cuisine /kwɪzi:n/ (n) кухня
dairy /deəri/ (adj) молочный
dessert /dɪzɜ:$^{r}$t/ (n) десерт
either /aɪðə$^{r}$/ (pron) тоже (в отрицательных предложениях)
gravy /greɪvɪ/ (n) подливка
home-made /həʊm meɪd/ (adj) домашнего приготовления
honey /hʌnɪ/ (n) мед
hot /hɒt/ (adj) горячий
lamb /læm/ (n) ягненок
meat /mi:t/ (n) мясо
onion /ʌnjən/ (n) лук
pepper /pepə$^{r}$/ (n) перец
potato /pəteɪtəʊ/ (n) картофель
poultry /pəʊltri/ (n) домашняя птица
pound /paʊnd/ (n) фунт (о весе, 453 грамма)
pudding /pʊdɪŋ/ (n) пудинг
salty /sɔ:lti/ (adj) соленый
sausage /sɒsɪʤ/ (n) сосиска, колбаса
sour /saʊə$^{r}$/ (adj) кислый
spicy /spaɪsi/ (adj) острый
starter /stɑ:$^{r}$tə$^{r}$/ (n) закуска
sweet /swi:t/ (adj) сладкий
takeaway /teɪkəweɪ/ (n) блюдо с доставкой на дом
toast /təʊst/ (n) тост (поджаренный хлеб)
tomato /təmɑ:təʊ/ (n) помидор
trifle /traɪf$^{ə}$l/ (n) бисквит со взбитыми сливками
vegetables /veʤtəb$^{ə}$lz/ (n pl) овощи
yoghurt /jɒgə$^{r}$t/ (n) йогурт

bacon and eggs яичница с беконом
chilli con carne чили кон карне (второе блюдо, популярно в Великобритании)
fish and chips рыба с жареным картофелем
main course основное (горячее) блюдо
olive oil оливковое масло
packed lunch ланч с собой
roast beef ростбиф
rush to work спешить на работу
shepherd's pie картофельная запеканка с мясом
spaghetti bolognaise спагетти с соусом Болонез

## 9b On the menu

bean /bi:n/ (n) боб, фасоль
beef /bi:f/ (n) говядина
celery /seləri/ (n) сельдерей
crisps /krɪsps/ (n) чипсы
diet /daɪət/ (n) диета
greens /gri:nz/ (n) зелень
melon /melən/ (n) дыня
mushroom /mʌʃru:m/ (n) гриб
pie /paɪ/ (n) пирог
steak /steɪk/ (n) мясо (стейк)
waiter /weɪtə$^{r}$/ (n) официант
add /æd/ (v) добавлять
boil /bɔɪl/ (v) кипятить
dice /daɪs/ (v) нарезать кубиками
fry /fraɪ/ (v) жарить
mix /mɪks/ (v) перемешать
peel /pi:l/ (v) очищать
pour /pɔ:$^{r}$/ (v) наливать
preheat /pri:hi:t/ (v) разогревать
stir /stɜ:$^{r}$/ (v) размешивать
taste /teɪst/ (v) пробовать
pasta (n) /pæstə/ паста, макароны
spice (n) /spaɪs/ специя, пряность

be on a diet быть на диете
chef's salad салат от шеф-повара
grilled chicken жареная курица
milk shake молочный коктейль
sirloin steak стейк из филе

## 9c Let's cook!

bowl /bəʊl/ (n) миска
carton /kɑ:$^{r}$t$^{ə}$n/ (n) пакет
degree /dɪgri:/ (n) градус
flour /flaʊə/ (n) мука
jar /ʤɑ:$^{r}$/ (n) банка
kilo /ki:ləʊ/ (n) килограмм
loaf /ləʊf/ (n) батон
melt /melt/ (n) растапливать, растворять
mixture /mɪkstʃə$^{r}$/ (n) смесь
muffin /mʌfɪn/ (n) кекс
packet /pækɪt/ (n) пакет, пачка
portion /pɔ:$^{r}$ʃ$^{ə}$n/ (n) порция
raisin /reɪz$^{ə}$n/ (n) изюм
receipt /rɪsi:t/ (n) чек, квитанция
recipe /resɪpɪ/ (n) рецепт (кулинарный)
tablespoon (tbsp) /teɪb$^{ə}$lspu:n/ (n) столовая ложка
teaspoon (tsp) /ti:spu:n/ (n) чайная ложка

baking powder разрыхлитель теста
baking soda пищевая сода
shopping list список покупок

## 9d Culture Corner

anniversary /ænɪvɜ:sərɪ/ (n) юбилей, памятная дата
pastries /peɪstrɪs/ (n) выпечка
vinegar /vɪnɪgə/ (n) уксус

herb sauce соус из трав

## English in Use/Extensive Reading 9

fibre /faɪbə/ (n) мышечная ткань
grains /greɪnz/ (n) злаки, зерно
healthy /helθɪ/ (adj) здоровый
iron /aɪən/ (n) железо
protein /prəʊti:n/ (n) белок
potassium /pətæsjəm/ (n) калий
protect /prətekt/ (v) защищать
vitamin /vɪtəmin/ (n) витамин
wisely /waɪzlɪ/ (adv) разумно, мудро

be based on быть основанным на
reserve a table зарезервировать столик

## MODULE 10
## 10a Holiday plans

caviar /kæviɑ:$^{r}$/ (n) икра
collection /kəlekʃ$^{ə}$n/ (n) коллекция, собрание
couple /kʌp$^{ə}$l/ (n) пара
exotic /ɪgzɒtɪk/ (adj) экзотический
flood /flʌd/ (n) наводнение
species /spi:ʃiz/ (n) вид
terrific /tərɪfɪk/ (adj) прекрасный, отличный
tomb /tu:m/ (n) мавзолей

attend a performance посещать представление
buy souvenirs покупать сувениры
go on a boat cruise ехать в круиз (на теплоходе)
go/do sightseeing осматривать достопримечательности
hire a car брать автомобиль напрокат
holiday activities занятия на отдыхе
next month в следующем месяце
post some letters отправлять письма по почте
rent a boat брать лодку напрокат
stay in a luxurious hotel останавливаться в роскошом отеле

taste local food пробовать местную еду
travel abroad путешествовать за границей

## 10b What's the weather like?

borrow /bɒrəʊ/ (v) взять на время
chilly /tʃɪli/ (adj) прохладный
cloud /klaʊd/ (n) облако
cloudy /klaʊdi/ (adj) облачный
fog /fɒg/ (n) туман
foggy /fɒgi/ (adj) туманный
hang on /hæŋ ɒn/ (phr v) подождать
hurry /hʌri/ (v) торопиться, спешить
jacket /ʤækɪt/ (n) куртка
rainy /reɪni/ (adj) дождливый
raincoat /reɪnkəʊt/ (n) плащ
sandal /sændᵊl/ (n) сандалия
scarf /skɑːʳf/ (n) шарф
shirt /ʃɜːʳt/ (n) рубашка
shorts /ʃɔːʳts/ (n pl) шорты
skirt /skɜːʳt/ (n) юбка
snowy /snəʊi/ (adj) снежный
storm /stɔːʳm/ (n) ураган, буря, гроза
stormy /stɔːʳmi/ (adj) штормовой, бурный
sunny /sʌni/ (adj) солнечный
sweater /swetəʳ/ (n) свитер
top /tɒp/ (n) топ
trainers /treɪnəʳz/ (n pl) кроссовки
trousers /traʊzəʳz/ (n pl) брюки
T-shirt /tiː ʃɜːʳt/ (n) футболка, тенниска
wet /wet/ (adj) мокрый, влажный
windy /wɪndi/ (adj) ветреный

boiling hot очень жарко
brand new совершенно новый
day off выходной
freezing cold очень холодно
get soaked промокнуть

## 10c Weekend fun

fabulous /fæbjʊləs/ (adj) потрясающий

head back home направляться домой
look forward to smth./doing smth. ожидать чего-либо с нетерпением
run errands выполнять задания, поручения

## 10d Culture Corner

accurate /ækjʊrət/ (adj) точный
admire /ədmaɪəʳ/ (v) восхищаться
architecture /ɑːʳkɪtekʧəʳ/ (n) архитектура
bagpipes /bægpaɪps/ (n) волынка
band /bænd/ (n) оркестр
castle /kɑːsl/ (n) замок
chant /ʧɑːnt/ (v) петь, воспевать
childhood /ʧaɪldhʊd/ (n) детство
except /ɪksept/ (prep) за исключением
experience /ɪkspɪəriəns/ (v) испытать
fire /faɪəʳ/ (v) стрелять
kilt /kɪlt/ (n) килт (шотландская мужская юбка)
lifetime /laɪftaɪm/ (n) целая жизнь
military /mɪlɪtri/ (adj) военный
musician /mjuːzɪʃᵊn/ (n) музыкант
object /ɒbʤɪkt/ (n) предмет, вещь
piper /paɪpəʳ/ (n) волынщик
provide /prəvaɪd/ (v) обеспечивать
tour /tuəʳ/ (v) тур
transparent /trænspærənt/ (adj) прозрачный
treasure /treʒəʳ/ (n) сокровище
tricycle /traɪsɪkᵊl/ (n) трехколесный велосипед
tunnel /tʌnᵊl/ (n) туннель

crown jewels драгоценности короны
folk music народная музыка
hot air balloon воздушный шар
multiplication table таблица умножения
range from выстраивать(ся)
remind smb. of smth. напоминать кому-либо о чем-либо
sea life морская жизнь
underwater safari подводное сафари

## English in Use/Extensive Reading 10

check in/out /ʧek ɪn/, /ʧek aʊt/ (phr v) зарегистрироваться/выписаться из гостиницы
crash /kræʃ/ (v) разбиваться
dunes /djuːns/ (n pl) дюны
grind /graɪnd/ (v) стирать в порошок
pebbles /pebᵊls/ (n) галька
stretch /stretʃ/ (n) участок, полоса
reservation /rezəʳveɪʃᵊn/ (n) резервирование, бронирование
ultimate /ʌltɪmɪt/ (adj) максимальный, наивысший
volcano /vɔlkeɪnəu/ (n) вулканы

double room номер на двоих
en suite bathroom совмещенная ванная
per night за ночь
single room номер на одного

## The Language of Grammar

abbreviated words — сокращения
actions happening now — действия, происходящие сейчас
adjectives — прилагательные
adverbs of frequency — наречия частотности
affirmative — утвердительный
comparative (degree) — сравнительная степень
comparisons — степени сравнения прилагательных
compound nouns — сложные существительные
countable nouns — исчисляемые существительные
express ability/permission/prohibition — выражать способность, разрешение, запрет
express obligation — выражать обязательство
give instructions — давать инструкции, указания
imperative — повелительное наклонение
intentions/ambitions for the future — намерения/планы на будущее
interrogative — вопросительный
irregular verbs — неправильные глаголы
linkers — слова-связки
linking sentences — связь предложений
make plans for the future — строить планы на будущее
make predictions — предсказывать
narrate events in the past — рассказывать о событиях в прошлом
negative — отрицательный
noun — имя существительное
numerals — числительные
opposites — антонимы
ordinal numbers — порядковые числительные
Past Simple — прошедшее простое время
permanent state — постоянное состояние
plural — множественное число
possessive case — притяжательный падеж существительного
possessive adjectives — притяжательные местоимения
possessive pronouns — абсолютная форма притяжательных местоимений
prepositions of place — предлоги места
prepositions of time — предлоги времени
Present Simple — настоящее простое время
Present Continuous — настоящее продолженное время
Present Simple vs Present Continuous — настоящее простое время в сравнении с настоящим продолженным
refuse permission — отказывать в разрешении
regular verbs — правильные глаголы
repeated action — повторяющееся действие
singular — единственное число
short answers — краткие ответы
show absence of necessity — показывать отсутствие необходимости
spelling rules — правила правописания
superlative (degree) — превосходная степень
the third person singular — 3 лицо, единственное число
time adverbials — обстоятельства времени
uncountable nouns — неисчисляемые существительные
verb — глагол

## Study Skills Vocabulary

appropriate linkers — подходящие слова-связки
background knowledge — базовые знания
brainstorming for ideas — 'мозговой штурм' (выработка идеи)
browse the Net — бродить в Интернете
carry out a survey — проводить опрос
expand vocabulary — увеличивать словарный запас
graphic organizers — графические обозначения
homograph — омограф (слова, одинаковые по написанию, но разные по значению)
increase vocabulary — увеличивать словарный запас
interjections — междометия
research further — исследовать глубже
listening/reading for specific information — аудирование/чтение с целью получения определенной информации
making notes — делать заметки
narrating an event — рассказывать о событии
part of speech — часть речи
read widely — читать больше
rephrasing — перефразирование
research a topic — исследовать тему
sequence of events — последовательность событий
synonyms — синонимы
'true friends' — 'настоящие друзья' (слова родного языка, схожие с иностранными)
use English in a natural way — говорить на английском естественно
use gestures — использовать жесты

## Список сокращений

adj — adjective — имя прилагательное
adv — adverb — наречие
cj — conjunction — союз
int — interjection — междометие
n — noun — имя существительное
num — numeral — числительное
pl — plural — множественное число
prep — preposition — предлог
pron — pronoun — местоимение
sing — singular — единственное число
v — verb — глагол
v irr. — irregular verb — неправильный глагол

* expiry date — цветом выделены слова и фразы, не являющиеся активной лексикой

# Song Sheets

## Module 2

**1** **Read the first line of the song. Why is the singer lucky? Think of two reasons. Listen and read and check.**

### Family

I'm lucky to have a family
They mean the world to me
It doesn't matter what I do
Their love for me is always true

*My family, my family,*
*They are always there for me*
*We all agree it's good to be*
*A great big happy family*

Look around and you will see
Everyone needs family
When you're sad or feeling blue
Your family is there for you



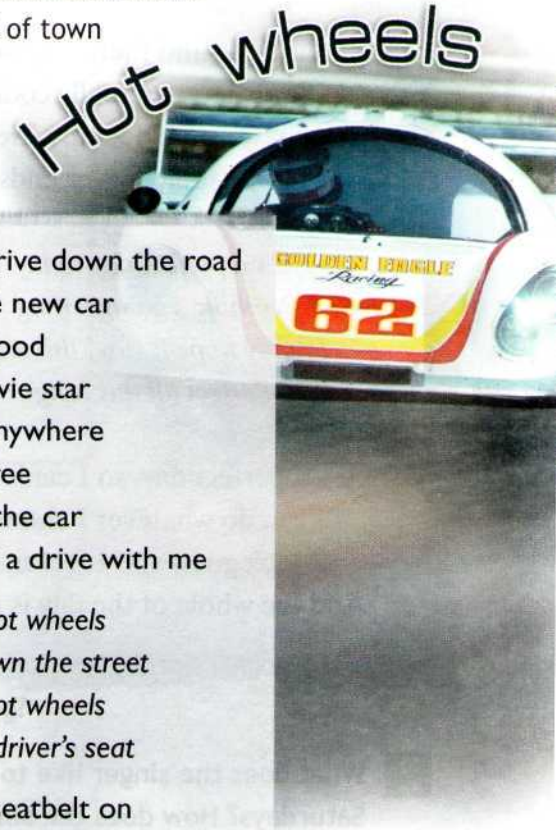
**2** **How many members are there in your family? How do you feel towards them? Do you feel lucky to have a family? Why?**

## Module 3

**1** **Look at the title and the key phrases. What is the song about? Read, listen and check.**

- like a movie star • feel free • cool car
- put the seatbelt on
- wind the windows down
- get out of town

### Hot wheels




When I drive down the road
In my nice new car
I feel so good
Like a movie star
I can go anywhere
I feel so free
So get in the car
Come for a drive with me

*Cool car, hot wheels*
*Driving down the street*
*Cool car, hot wheels*
*I'm in the driver's seat*

Put your seatbelt on
And wind the windows down
Let's go for a drive
And get out of town
There are no red lights
They're all green today
So let's wave goodbye
And be on our way

**2** **Read the song and find the words which rhyme.**

1 car - .....
2 free - .....
3 street - .....
4 down - .....
5 today - .....

## Module 6

**1** Read the title of the song. Think of two reasons why the day is perfect. Listen and read. Were your guesses correct?

# Perfect Day

*It's a perfect day today*
*Nothing's going wrong*
*I really hope it stays this way*
*Perfect all day long*

It's Saturday and there's no school
Saturdays are really cool
I can relax and meet my friends
I hope today never ends

*It's a perfect day today*
*Nothing's going wrong*
*I really hope it stays this way*
*Perfect all day long*

It's a perfect day, so I can't lose
I can do whatever I choose
I look good and I feel fine
And the whole of the day is mine

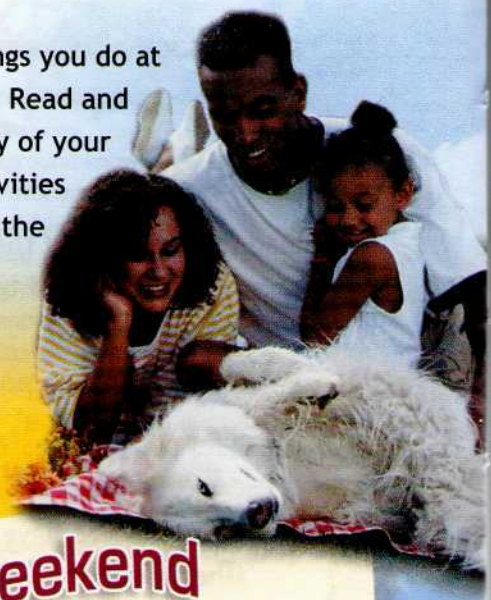
**2** What does the singer like to do on Saturdays? How does the singer 'look' and 'feel'?

**3** Which phrase/sentence best describes the picture?



## Module 8

**1** Say three things you do at the weekend. Read and listen. Are any of your weekend activities mentioned in the song?



# The Weekend

Let's have a picnic
Let's eat out
That's what the weekend
Is all about
Let's go skiing
What a great idea
I'm so glad
That the weekend is here

*The weekend is here*
*So come on everyone*
*Spend the weekend with me*
*It's going to be fun*

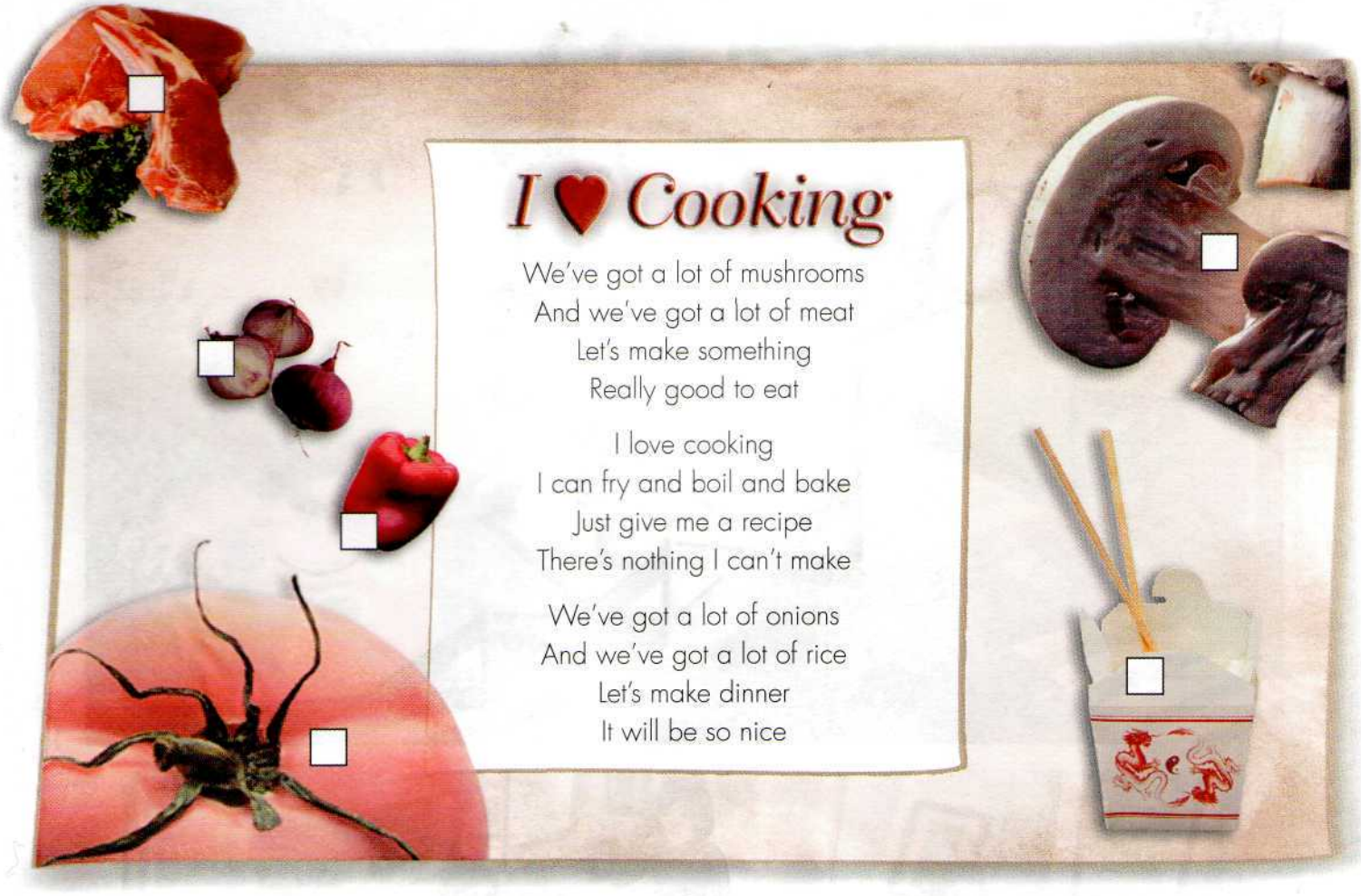
I love Saturday
And Sunday too
The weekend is great
There's so much to do
Let's have a party
And invite all our friends
I'm so happy
I love weekends

**2** Read the song and find four things they can do at the weekend.

**3** Which of the activities do you like to do?

# Module 10

**1** **Which of the ingredients in the pictures are mentioned in the song? Listen and tick (✓).**



## I ♥ Cooking

We've got a lot of mushrooms
And we've got a lot of meat
Let's make something
Really good to eat

I love cooking
I can fry and boil and bake
Just give me a recipe
There's nothing I can't make

We've got a lot of onions
And we've got a lot of rice
Let's make dinner
It will be so nice

**2** **Read the song and underline three cooking verbs.**

**3** **What type of meal is the singer describing?**


restaurant
theatre
BUS
STOP



# Spotlight 6

Syllabus based on Common European Framework

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ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО