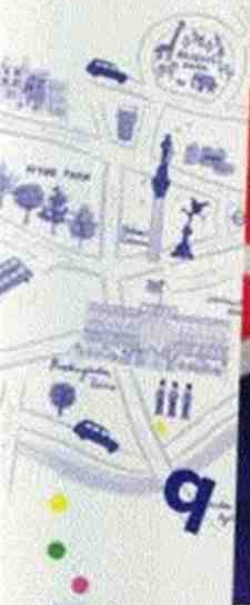


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АНГЛИЙСКИЙ ЯЗЫК

4

класс



«РУССКОЕ
СЛОВО»
MACMILLAN

НАЧАЛЬНАЯ ИННОВАЦИОННАЯ ШКОЛА



НАЧАЛЬНАЯ ИННОВАЦИОННАЯ ШКОЛА

Ю.А. Комарова
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АНГЛИЙСКИЙ ЯЗЫК

BRILLIANT

**Учебник для 4 класса
общеобразовательных
учреждений**

3-е издание

Рекомендовано
Министерством образования и науки
Российской Федерации

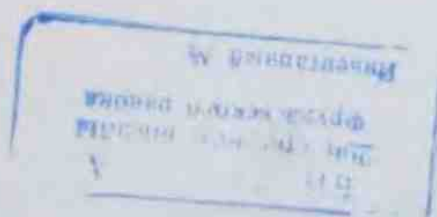
Экспертное заключение № 10106-5215/474 от 01.11.2010 г. (научная экспертиза)
Экспертное заключение № 001440 от 25.01.2014 г. (педагогическая экспертиза)
Экспертное заключение № 703 от 10.02.2014 г. (общественная экспертиза)

Учебник соответствует
Федеральному государственному
образовательному стандарту

Москва
«Русское слово»


MACMILLAN

2014








Дорогой друг!

Ты открыл эту книгу, а это значит, что твой путь по удивительной стране английского языка продолжается!

В этой стране тебе предстоит совершить путешествие, полное приключений и сюрпризов. Вместе с героями нашей книги Бриллом, Норой, Элис, Дэнзиллом и Берти ты побываешь в Счастливом городе. Там вы увидите, как снимается фильм, заблудитесь и угодите в ловушку к недоброжелателям, но вас ждёт смелый побег и благополучное освобождение. Вы избавите жителей от Арабеллы и Отто, сделав детей Счастливого города снова счастливыми.

Наслаждайся волшебным путешествием и изучай английский язык с удовольствием!

Условные обозначения

-  – задание на аудирование
-  – работа в парах
-  – игра
-  – домашняя работа
-  – письменное задание

Содержание

Информация для преподавателей
и родителей

| Уровень | Название | Тема | Коммуникативные задачи | Лексико-грамматический материал |
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| 1 | Sounds and Intonation С. 6–15 | Фонетический курс | Фонетически правильно оформлять свою речь | Общепотребительная лексика |
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| 2 | This Is Happy Town С. 19–25 | Повторение | Описывать местность; называть людей / животных / предметы, находящиеся вблизи и вдали; спрашивать о местонахождении чего-либо или кого-либо | <i>There is / There are ... This / That is ... These / Those are ... Who ...? What ...? Where ...?</i> |
| | Geography Country Facts С. 26 | Межпредметные связи | Рассказывать о некоторых странах Европы | <i>flag, language, population, capital city</i> |
| 3 | Are They Playing? С. 27–33 | Мои школьные предметы | Вести диалог о любимых школьных предметах; описывать, что происходит в момент речи; считать до 100 | Грамматическое время <i>present continuous (I)</i> ; множественное число имён существительных; названия школьных предметов; числительные от 10 до 100 |
| | Maths Measurements С. 34 | Межпредметные связи | Вести диалог о единицах измерения физических величин | <i>weight, weigh, height, high, length, long, speed, fast, measure</i> |
| 4 | Otto Is Arabella's Brother С. 35–41 | Моя семья | Вести диалог о принадлежности предметов; вести диалог о семье; спрашивать и сообщать время в часах и минутах; спрашивать о том, что происходит в момент речи | Грамматическое время <i>present continuous (II)</i> ; <i>Whose ... is it? our, their</i> ; Прилагательный падеж имён существительных; названия членов семьи |
| | Zoology Young Animals С. 42 | Межпредметные связи | Знать английские названия детёнышей некоторых животных | <i>cat, cub, foal, kitten, lamb, puppy, young</i> |
| 5 | What Have You Got? С. 43–49 | Еда | Спрашивать в магазине о наличии продуктов; вести диалог о продуктах питания | <i>have got some, any</i> ; Исчисляемые и неисчисляемые существительные |
| | The World Around Us Healthy Food С. 50 | Межпредметные связи | Вести диалог о продуктах питания, полезных для здоровья | <i>diet, sugar, fat, vitamins, protein</i> |
| 6 | I Make Bread Every Day С. 51–57 | Профессии | Рассказывать о профессиях; спрашивать и объяснять дорогу; рассказывать о повседневных занятиях | Грамматическое время <i>present simple (I)</i> ; наречия <i>always, never</i> ; названия профессий |
| | The World Around Us Jobs С. 58 | Межпредметные связи | Описывать профессии | <i>builder, shop assistant, farmer, dentist, vet, waiter</i> |

| Раздел | Название | Тема | Коммуникативные задачи | Лексико-грамматический материал |
|--------------------------------|--|---------------------|---|--|
| 7 | Do You Draw Pictures? С. 59–65 | Погода | Рассказывать, как часто происходят действия; вести диалог о погоде; вести диалог о занятиях в разные времена года | Грамматическое время <i>present simple</i> (II); наречия <i>sometimes, usually, often</i> ; названия времён и месяцев года |
| | Geography Weather С. 66 | Межпредметные связи | Описывать погоду в разные времена года | <i>sunny, snowy, cloudy, foggy, windy, rainy, freezing, hot</i> |
| 8 | Open the Door! С. 67–73 | Наши действия | Отдавать команды в игре; описывать направление движения | Повелительное наклонение; предлоги места; глаголы движения; названия видов спорта |
| | The World Around Us People In Sport С. 74 | Межпредметные связи | Рассказывать о некоторых видах спорта, употребляя спортивную лексику | <i>score, goal, goggles, racquet, gloves, jump</i> |
| 9 | They Were in the House С. 75–81 | Транспорт | Описывать действия, произошедшие в прошлом | Грамматическое время <i>past simple</i> с глаголами <i>was / were</i> ; названия видов транспорта |
| | Geography Continents С. 82 | Межпредметные связи | Знать английские названия континентов; вести диалог о странах и континентах; сравнивать континенты | <i>Europe, Asia, Africa, Australia, South America, Antarctica, North America; continent, country, north, south</i> |
| 10 | We Played a Good Trick! С. 83–89 | Моё детство | Вести диалог о событиях, которые произошли в прошлом; рассказывать о своём детстве | Грамматическое время <i>past simple</i> (правильные глаголы) |
| | The World Around Us Sports С. 90 | Межпредметные связи | Знать английские названия некоторых видов спорта | <i>skydiving, bungee jumping, snowboarding, rafting</i> |
| 11 | Did You See Bertie? С. 91–97 | Путешествия | Вести диалог о событиях в прошлом; рассказывать о своих поездках и путешествиях | Грамматическое время <i>past simple</i> (неправильные глаголы) |
| | The World Around Us Transport С. 98 | Межпредметные связи | Знать английские названия некоторых видов транспорта | <i>bicycle, boat, ferry, helicopter, hovercraft, plane, train, tram; land, sea, air</i> |
| Irregular Verbs (С. 99) | | | | |
| Grammar Reference (С. 100–107) | | | | |
| Read for Fun! (С. 108–117) | | | | |
| Dictionary (С. 118–127) | | | | |

1 Sounds and Intonation

Артикль *the*

Произноси артикль *the* как [ði:] перед словами, начинающимися с гласных звуков, и как [ðə] перед словами, начинающимися с согласных звуков.

1 Listen and repeat.

the orange

the apple

the octopus

the insect

the umbrella

Now say the words in the pictures. Use the article *the*.



2 Listen and repeat.

the boys

the school

the fish

the mice

the feet

Now say the words in the pictures. Use the article *the*.



3 Read the words. Use the article *the* before the words.

cow

boat

ice cream

orange

flower

animal



Do the exercises on page 4 of your Activity Book.

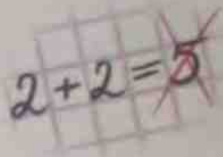
wr- wh-

4 Listen and repeat. Mind the silent letters. 

write [raɪt]



wrong [rɒŋ]



wrist [rɪst]



wrap [ræp]



whale [weɪl]



white [waɪt]



wheel [wi:l]



wheat [wi:t]




Now talk to your friend, like this:



Spell the word 'write', please.

w-r-i-t-e

Well done!

5 Now listen to the question words. 

where

what

when

who


whose

Ask your friend questions beginning with the question words, like this:




When's your birthday?

In May.

 Do the exercises on page 5 of your Activity Book.

-lk -lf -lm

6 Listen and repeat. Mind the silent letter. 

talk [tɔ:k]



walk [wɔ:k]



half [ha:f]



calf [kɑ:f]



palm [pɑ:m]



calm [kɑ:m]



7 Say the words in the pictures.



Now talk to your friend, like this:



What's the English for 'пальма'?

Palm.

How do you spell it?

p-a-l-m

Thank you!



Do the exercises on page 6 of your Activity Book.

-st- -mn

8 Listen and repeat. Mind the silent letters.



listen [lɪsn]



whistle [wɪsl]



castle [kɑ:sl]



fasten [fɑ:sn]



autumn [ˈɔ:təm]



column [ˈkɒləm]



9 Mime any word from exercise 8. Your friends must guess it and say it.



10 Talk to your friend, like this:



How do you spell 'fasten'?

f-a-s-t-e-n

You're right!

Do the exercises on page 7 of your Activity Book.

Связующий звук [r]

Обычно звук [r] в конце слова не произносится, например: *there* [ðeə], *here* [hɪə]. Но в связной речи, если за таким словом следует слово, начинающееся с гласного звука, звук [r] в конце слова произносится, например: *there are* ['ðeərə]. Это делает речь плавной, а фразы произносятся легче.

11 Listen and repeat.



there are ['ðeərə]

where are ['weərə]

here it ['hɪərɪt]

are at ['ɑ:rət]

12 Listen to the sentences and repeat them.



Here it is!

Where are we?

The boys and girls are at home.

There are trees and flowers in the park.



Describe your classroom using *there is / there are*.
Mind the sound [r] at the end of words.

There is a teacher in my classroom. There are ten pupils ...



Do the exercises on page 8 of your Activity Book.

Сокращения

Когда мы говорим, то зачастую сокращаем некоторые слова и фразы. Например мы, как правило, говорим *It's my school*, а не *It is my school*. То, что в речи сокращается, на письме обозначается особым знаком – апострофом (').

13 Listen and repeat.

am

I am → I'm

is

there is → there's

it is → it's

are

we are → we're

has

he has → he's

it has → it's

have

they have → they've

14 Read the sentences. Then describe the pictures using short forms.



I am a girl.



We are friends.



They have got the stars.



There is a book on the table.



Do the exercises on page 9 of your Activity Book.

and

Союз *and* служит для связи слов в предложении. Как правило, в устной речи *and* бывает безударным. Если следующее за союзом *and* слово начинается с согласного звука, то звук [d] в слове *and* не произносится.

15 Listen and repeat.

and trousers [ən'traʊzəz]

a jumper and trousers

She's wearing a jumper
and trousers.



and trees [ən'tri:z]

flowers and trees

There are lots of flowers
and trees.



and a café [əndə'kæfeɪ]

a shop and a café

There's a shop and a café
in the zoo.




and legs [ən'legz]

arms and legs

Baboons have got very
strong arms and legs.



16 Now read the sentences from exercise 15.


 Do the exercises on page 10 of your Activity Book.


Интонация вопросительных предложений Yes/No questions


Вопросы, на которые можно ответить Yes или No, произносятся с повышением интонации.


17 Listen and repeat.

Are you a  pupil?

Are you  ten?

Have you got any  toys?

Do you like to  swim?

Is there a  living room in your house?



18 Listen and read the dialogue. Then act it out.

Sam – Hi, Sue!

Sue – Hello!

Sam – This is my little sister, Helen. Have you got a sister?

Sue – Yes, I have. Her name is Amy.

Sam – Is she your younger sister?

Sue – Yes, she is.

Sam – Do you like playing with her?

Sue – Yes, I do.

Sam – Is there a playing room in your house?

Sue – No, there isn't. We play in the garden.

19 Ask your friends the questions from exercise 17 and listen to their answers. Mind the intonation.




Do the exercises on page 11 of your Activity Book.

Интонация вопросительных предложений *Wh- questions*


Вопросы, начинающиеся с вопросительных слов *What? Where? When? Who? Whose? How? How many?*, произносятся с понижением интонации.


20 Listen and repeat.


What's your  name?

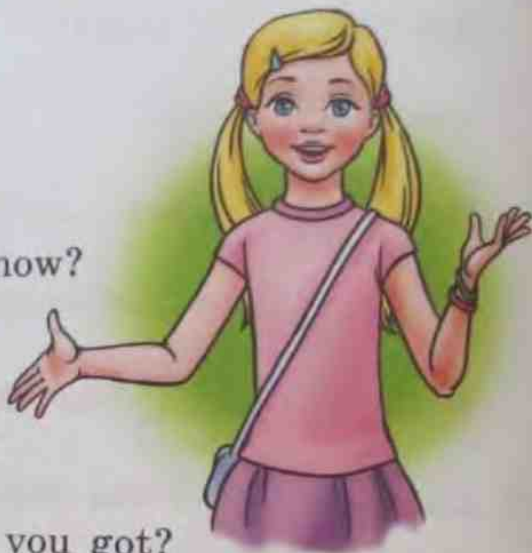
How are  you?

Where are your  parents now?

 When is your birthday?

Who is your best  friend?

How many  brothers have you got?



21 Listen and read the dialogue. Then act it out.

Sam - What is your name?

Sue - My name is Sue. What is your name?

Sam - My name is Sam. How old are you?

Sue - I'm ten.

Sam - When is your birthday?

Sue - In October. How many friends have you got?

Sam - I have got lots of friends. My best friend is Tom. Who is your best friend?

Sue - My best friend is Jo.

22 Ask your friends the questions from exercise 20 and listen to their answers.



Do the exercises on page 12 of your Activity Book.



23 Read. Name the silent letter in each word.

silent letter 'w'

wrap [ræp]



palm [pɑ:m]



whale [weɪl]



castle [kɑ:sɪ]



calf [kɑ:f]



column ['kɒləm]



walk [wɔ:k]



24 In class, discuss phonetic rules for these sentences. Read.

When's your birthday?

There are flowers in the park.

Is there an apple in the orange bag?

Where are we?

Now listen and repeat.



Do the exercises on page 13 of your Activity Book.



Meet the Story Characters!

Bertie



Brill



Denzil



1



2



3




4




5



6

1 Listen, look and point. 

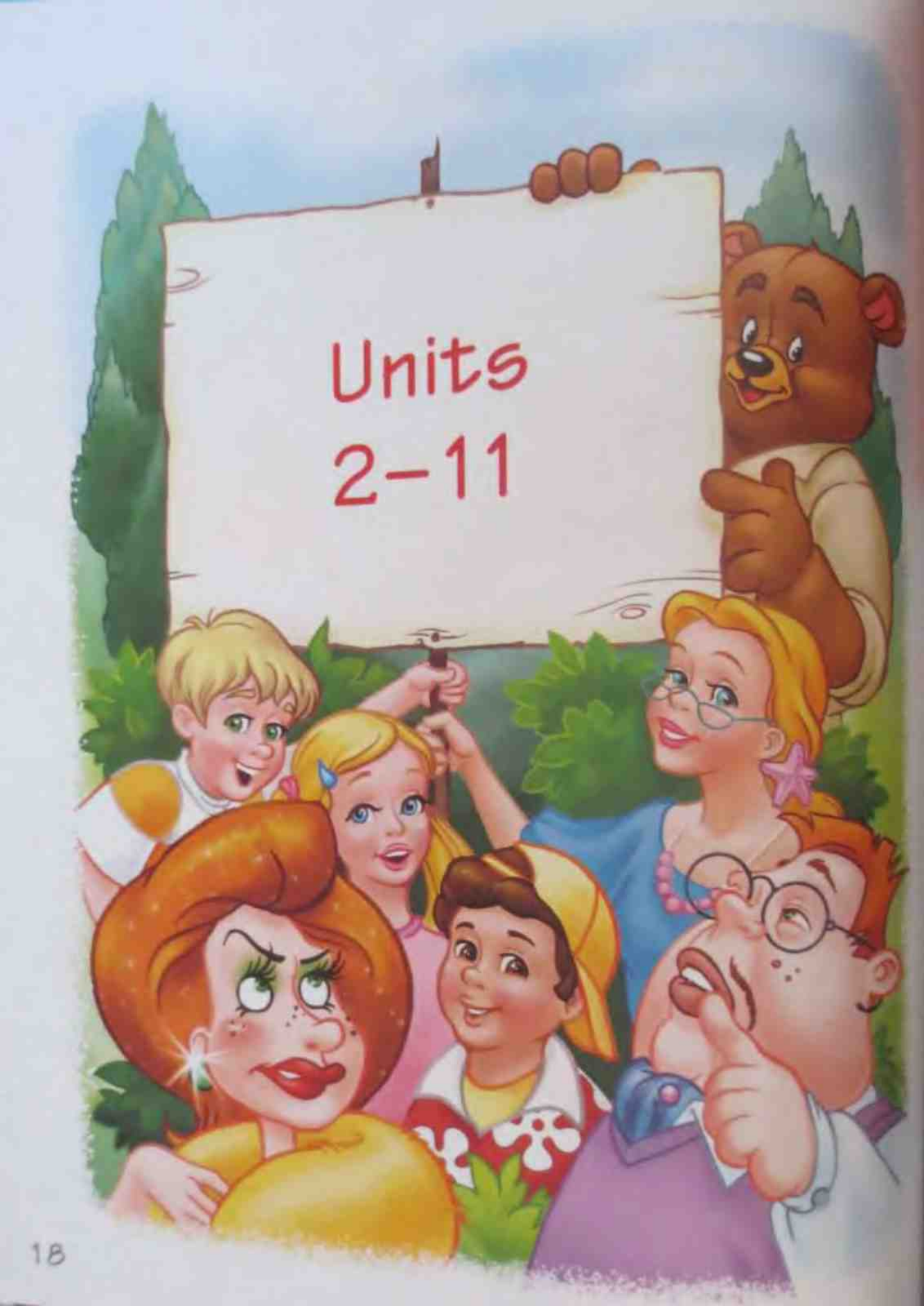
2 Listen, look and count. 

Nora

Alice



BRITISH COUNCIL
LONDON
1997



Units
2-11

2 This Is Happy Town


In this unit you will revise how to:

- ★ talk about places using *this / that / those / these*
- ★ identify people and places
- ★ talk about places using *There is / There are*




Pronunciation Warm-Up

[ð] [θ]


1 Listen and repeat. Then read. 

[ð] this these that those they there
[θ] three mouth thirsty tooth bath birthday

2 Listen and read the word you hear. 

1 there / where
2 that / sat
3 they / way

4 those / toes
5 three / tree
6 mouth / mouse

Listen and repeat all words. Then read. 

3 Listen and say. Then read.

campsite

tent

town

4 Look at the pictures and name the town where Brill and his friends come. Think and say where the friends go.

5 Listen and read.



Where are all the girls and boys?

They're at school.



Let's go to the school, Happy Town, Happy School!

No, let's go to the shops.

He's hungry!



Who are you?
Who's she?
Who's he?



I'm Brill. This is Nora, Denzil, Alice and Bertie.

That's the school.

No, no school! I'm hungry!!!



I don't like this town. This isn't a happy town and that isn't a happy school!

Bertie!



6 Read the sentences which are true.

- 1 There are lots of trees in Happy Town.
- 2 Those flowers are horrible.
- 3 Denzil is in the tent.
- 4 Bertie is hungry.
- 5 The Happy Town girls and boys are at home.

Do the exercises on page 14 of your Activity Book.

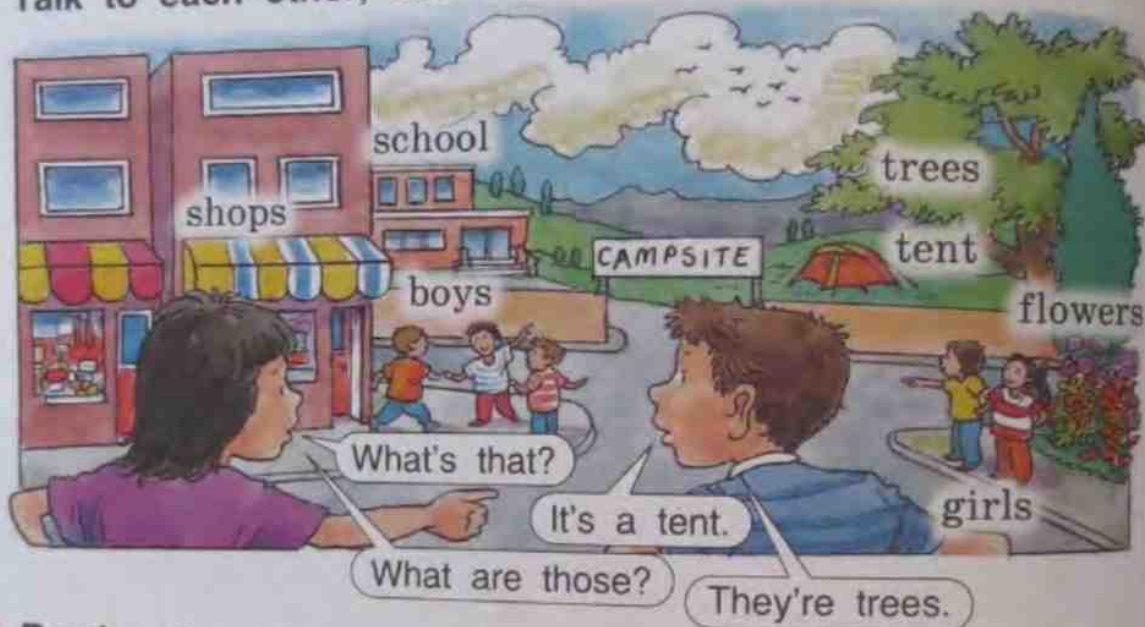
This is Nora. These are my friends.
 That's a tent. Those are big flowers.
 What's that? It's a tent.
 What are those? They're trees.

That's = That is



That's Nora.
 Those are my friends.

7 Your friend and you are in Happy Town.
 Talk to each other, like this:



8 Read and point.

1 This is a tent.

2 Those are houses.

3 That's a school.

4 These are flowers.

a



b



c



d



Now talk about your classroom, like this:

This is my desk. ...

Do the exercises on page 15 of your Activity Book.

Who's he?
Who's she?
Who are they?
Where's he/she?
Where's the tent?
Where are they?

He's Bertie.
She's Alice.
They're Brill and Nora.
He's/She's in the tent.
It's on the campsite.
They're at school.

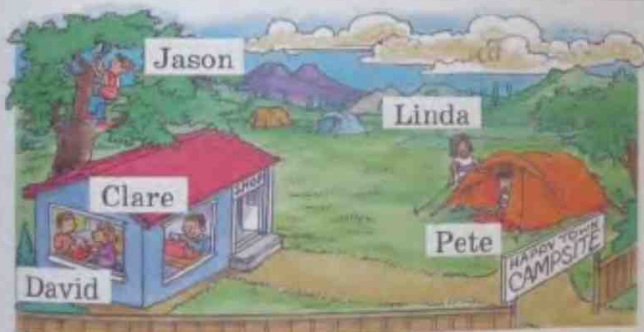
Who's = Who is

Where's = Where is

- 9 Ask your friend about the children at the campsite, like this:

Who's she? Where's she?

She's Clare. She's in the shop.



- 10 Read.

Hi, Linda!
How are you? Where are you now? Where's Jason?
Where are Clare and David? Where's Pete?
Say 'Hello' to everyone. I miss you all.
Take care,
Mum

Imagine you are Linda. Write a letter to Mother and answer the questions. Use the picture in exercise 9.

Do the exercises on page 16 of your Activity Book.

11

Sing.



This is a very nice place
Happy Town, Happy Town.
These are flowers,
These are trees,
Those are girls and boys.

There are lots of lovely things
In Happy Town, in Happy Town.
Let's stay here
And make some friends
In Happy, Happy Town.



12

Listen and point.



13

Listen again. Then close your book and describe
pictures A and B to your friend, like this:



In picture A there's a campsite.
There are two tents and two ...



Do the exercises on page 17 of your Activity Book.

Revision

14 Read.



Hello! My name is Steve. I am wearing a red jumper. Can you see me? I am from England. I am English. This is my school and these are my friends. They are English, too. England is in Great Britain. Look at the British flag. It is the Union Jack. The British flag is red, white and blue.



My name is Lucy and this is my sister Carrie. We are from America. My T-shirt has got pink and white stripes. Look at the American flag. It has got red and white stripes! There are thirteen stripes and fifty stars on the flag.

15 Choose the answer.

At school. England. Lucy. Red and white.

- 1 Who is from America? Lucy.
- 2 Where is Steve from?
- 3 What colour are the stripes on the American flag?
- 4 Where are Steve and his friends?

16 Now talk about the Russian, British and American flags.

Do the exercises on page 18 of your Activity Book.

Geography

Country Facts

flag
language
population
capital city

1 Flag



Language: Italian

Capital city: Rome

Population: 60 million

3 Flag



Language: Portuguese

Capital city: Lisbon

Population: 11 million

2 Flag



Language: English

Capital city: London

Population: 61 million

4 Flag



Language: Russian

Capital city: Moscow

Population: 142 million

1 What are the facts?

Italy Portugal Russia the UK

What's the country? Point and say the name of the country.

2 Remember the facts about the countries. Then ask your friend, like this:



What's the population of the UK?

Right!

It's 61 million.

3 Say the names of the four countries and their capitals in English. What are they in Russian? Are these names similar or different?

3 Are They Playing?

In this unit you will learn how to:

- ★ talk about what is happening
- ★ talk about school lessons
- ★ count from 20 to 100



Pronunciation Warm-Up

-teen -ty

1 Listen and repeat. Then read.

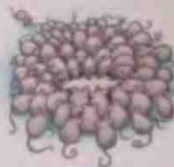


| | | | |
|-----------|--------------|---------|------------|
| thirteen | [θɜː'ti:n] | thirty | ['θɜːti] |
| fourteen | [,fɔː'ti:n] | forty | ['fɔːti] |
| fifteen | [,fɪf'ti:n] | fifty | ['fɪftɪ] |
| sixteen | [,sɪks'ti:n] | sixty | ['sɪks'tɪ] |
| seventeen | [,sevn'ti:n] | seventy | ['sevntɪ] |
| eighteen | [,eɪ'ti:n] | eighty | ['eɪtɪ] |
| nineteen | [,naɪn'ti:n] | ninety | ['naɪntɪ] |
| hundred | ['hʌndrəd] | | |

2 Listen and repeat.



Ninety-nine mice are eating rice.



3 Listen and name the number you hear.



| | | | |
|---|---------|---|------------------|
| 1 | 13 / 30 | 5 | 17 / 70 |
| 2 | 14 / 40 | 6 | 18 / 80 |
| 3 | 15 / 50 | 7 | 19 / 90 |
| 4 | 16 / 60 | 8 | hundred / hungry |

4 Listen and say. Then read.

watch

make a film

spoil

famous

horrible

5 Look at the pictures. What is happening in the school playground? Are the Happy Town children happy?

6 Listen and read.

1 That's the school and this is the playground.

Are the children playing?
Are they climbing and jumping?



No, they aren't.



2 Who are those people?

They're watching an actress.



3 They're photographers. That woman is Arabella Bell.

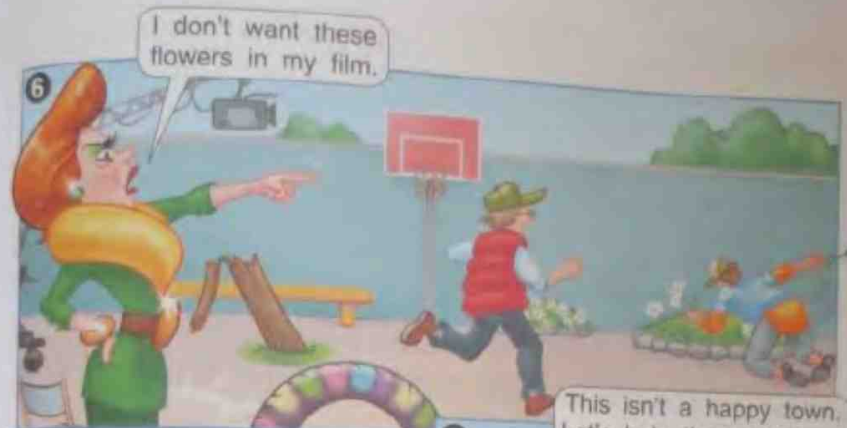
She's famous. She's making a film.



4 Arabella's bad.

5 This playground is perfect for my new film. Go away, children!

We can't play in the playground.



7 Now answer the questions.

- 1 Are the children playing? No, they aren't.
- 2 Are the children jumping?
- 3 Are the children watching Arabella?
- 4 Is Arabella spoiling the school playground?
- 5 Are the children happy?

Do the exercises on page 19 of your Activity Book.

I'm playing now.
 He's/She's playing now.
 We're playing now.
 They're playing now.

→ I'm not playing now.
 → He/She isn't playing now.
 → We aren't playing now.
 → They aren't playing now.

Are you playing?
 Is he/she playing?
 Are they playing?

Yes, I am./No, I'm not.
 Yes, he/she is./No, he/she isn't.
 Yes, they are./No, they aren't.

8 Listen to the words, read them and remember.
 Then talk to your friend about your favourite lessons.



Geography



History



English



Maths



PE



Art

What's your favourite lesson?

English.

9 Describe the actions.

Picture 1. She's reading now.



1



2



3



4

Do the exercises on page 20 of your Activity Book.

10 Look, read and say.



1 He's counting.

He's doing Maths.



3 He's drawing flags.



2 She's painting.



4 They're running.

11 Find the word pairs and write them.
Then listen, check and say.



child



leaf



man



woman



mouse



person



men



children



mice



women



people



leaves

child - children

12 Choose and read.

- 1 The man / men are painting.
- 2 The women is / are writing.
- 3 The mouse is / are running.
- 4 The people / person is walking.
- 5 The children / child are reading.

Do the exercises on page 21 of your Activity Book.

- 13 Listen to the numbers, read them and remember. Then ask your friend to count.

10
ten

20
twenty

30
thirty

40
forty

50
fifty

60
sixty

70
seventy

80
eighty

90
ninety

100
one hundred

21
twenty-one

22
twenty-two

Can you count from 40 to 50?

Yes, I can. Forty, forty-one, forty-two...

- 14 Sing.

Two little mice
In the house.
They're running
Up and down the stairs!

Twenty-two little mice
In the house.
They're running
Up and down the stairs!



One little mouse
In the house.
It's running
Up and down the stairs!

- 15 Look and listen. What lesson are the children doing?

In Class 1 they are doing Geography now.



Do the exercises on page 22 of your Activity Book.

Revision

16 Read.



These children are having an Art lesson. They are in the Tate Gallery in London. They are looking at a painting. A man from the museum is talking and the children are listening.



These children are in a big museum. It is the Natural History Museum in London. They are having a History lesson in the museum. They are looking at the dinosaurs. This dinosaur has got a small head and a tail. It has got short legs. The children are reading about the dinosaur.

17 Now answer the questions.

In the Tate Gallery

Yes, they are.

- 1 Are they listening?
- 2 Are they doing PE?

In the Natural History Museum


- 1 Are they looking at tigers?
- 2 Are they doing History?

18 Say what you are doing in the English lesson now.

Do the exercises on page 23 of your Activity Book.

Maths

Measurements

| | | |
|--------|---------|--|
| weight | weigh |  |
| height | high | |
| length | long | |
| speed | fast | |
| | measure | |



The car travels at 100 kph.



The elephant weighs 7000 kg.



Josh is 1.5 metres tall.

1 Make sentences.

1 *cm* means ...

2 *g* means ...

3 *kg* means ...

4 *kph* means ...

5 *m* means ...

cm means centimetre and measures length or height.

- a ... kilometres per hour and measures speed.
- b ... centimetre and measures length or height.
- c ... kilogram and measures weight.
- d ... metre and measures length or height.
- e ... gram and measures weight.

2 Ask your friend these questions.



How fast can you walk, Ann?

I walk at 5 kilometres per hour.

How tall are you?

How much does your bag weigh?

3 Now tell about your friend.

Ann can walk ...

4 Otto Is Arabella's Brother


In this unit you will learn how to:

- ★ talk about families
- ★ tell the time



Pronunciation Warm-Up

's

1 Listen and repeat. Then read. 


| | | | | |
|------|-----------|----------|---------|------------|
| [z] | Otto's | Bertie's | Brill's | Arabella's |
| [s] | Patrick's | Pete's | Olaf's | Philip's |
| [ɪz] | Alice's | Liz's | Ross' | Trish's |


2 Find rhymes.

Example: Pat's hats.

| | |
|-----------|---------|
| Pat's | dresses |
| Clare's | boxes |
| Ann Cox's | chairs |
| Ted's | hats |
| Tess' | beds |




Now listen, check and repeat. 

- 3 Listen and say. Then read. 

car

scary

food shop

- 4 Look at Arabella and Otto. What can you say about them?
Where is Bertie going to?
- 5 Listen and read. 





6 Now read and say.

It's Otto's car.

- 1 His car is small and yellow.
- 2 Her car is big and green.
- 3 His shop is a food shop.
- 4 Her house is scary.



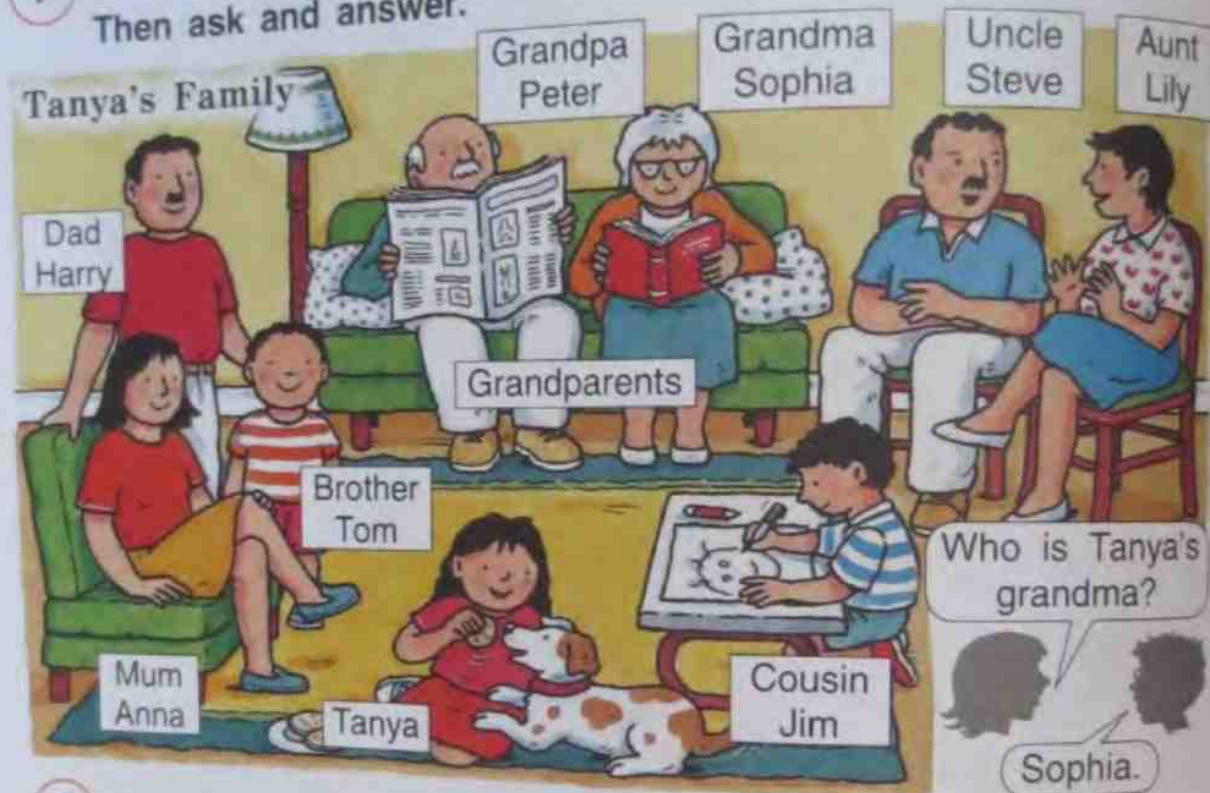
Do the exercises on page 26 of your Activity Book.

Who's Bertie's sister?
 Whose car is it?
 This is our house.

Alice is Bertie's sister.
 It's Otto's car.
 That's their house.



7 Read and remember the family words.
 Then ask and answer.



8 Talk to your friend about Tanya's family.



What's Tanya's cousin doing?

He's drawing.


Now describe Tanya's family to your class.
 Then write your description.

This is Tanya's family. Tanya is playing with the dog. Tanya's cousin ...

9 Read, point and say. Use *Our* or *Their*.




- 1 We've got a blue car. *Our car is blue.*
- 2 They've got a yellow house.
- 3 We've got old grandparents.
- 4 They've got a pink car.
- 5 They've got young grandparents.
- 6 We've got a white and blue house.

10 Sing. 

His dad's car is a big green car.
His dad's car is very big and slow.
My mum's car
Is a little yellow car.

My mum's car can go, go, go.
My mum's car
Is a very little car,
But my mum's car can go!



11 Play the game 'Whose thing is it?', like this: 



Whose pencil is it?

Do the exercises on page 28 of your Activity Book.

12 Point, ask and answer.

What's the time?



It's four o'clock.



It's a quarter past four.



It's half past four.



It's a quarter to five.

13 Listen, look and point.



1



3



2



4



14 Listen again and answer the questions.



1 What's the time? It's a quarter to eight.

What's Maria doing? She's reading a book.

2 What's the time?

What's George doing?

3 What's the time?

What are Sophie and Anna doing?

4 What's the time?

What are John and Angela doing?



Do the exercises on page 29 of your Activity Book.

Revision

15 Read.



This is Queen Elizabeth. She is the queen of England. Look at her crown. It is purple, white and silver. It is very beautiful.



This is Prince Philip. He is Queen Elizabeth's husband. Prince Philip is the Duke of Edinburgh. Look at his black hat. It is very big.

These are Queen Elizabeth's grandchildren, Prince Harry and Prince William. Look at Harry's jacket. It's dark blue. William's jacket is grey.



16 Look and say. Use the words from the box.



It is Prince Philip's hat.
It is his hat.

Queen Elizabeth's
Harry's William's
Prince Philip's




17 Bring a photo of your mum, dad, sister or brother to the class and describe it.

This is my mum. ...

Do the exercises on page 30 of your Activity Book.

Zoology

Young Animals

| | | |
|--------|-------|---|
| calf | puppy | foal |
| kitten | cub | lamb |
| | young |  |



1 Talk to a friend, like this:



What's the first picture?

It's a bear.

2 Make sentences.

A young bear is called a cub.

1 A young bear is called a ...

a ... calf.

2 A young cow is called a ...

b ... cub.

3 A young cat is called a ...

c ... foal.

4 A young horse is called a ...

d ... kitten.

5 A young dog is called a ...

e ... lamb.

6 A young sheep is called a ...

f ... puppy.

3 Play a memory game with your friend, like this:



A lamb is a young ...

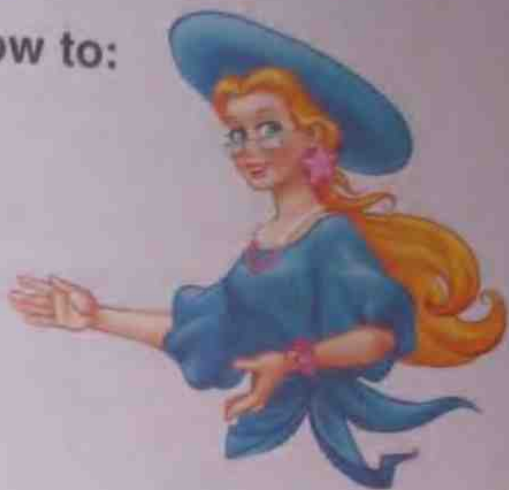
sheep.

4 Cut and paste pictures of a hen, a goose and a duck. What are their babies' names in English? Find out and write.

5 What Have You Got?


In this unit you will learn how to:

- ★ talk about food
- ★ talk about quantity using *some* and *any*
- ★ talk with a shop assistant



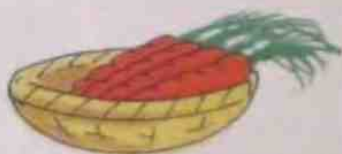
Pronunciation Warm-Up

some any

- 1 Listen and repeat. Then read. 

Is there any bread?

Are there any carrots?




Yes, there is some bread.

Yes, there are some carrots.



No, there isn't any bread.

No, there aren't any carrots.

2 Listen and say. Then read. 

banana


carrot

pea

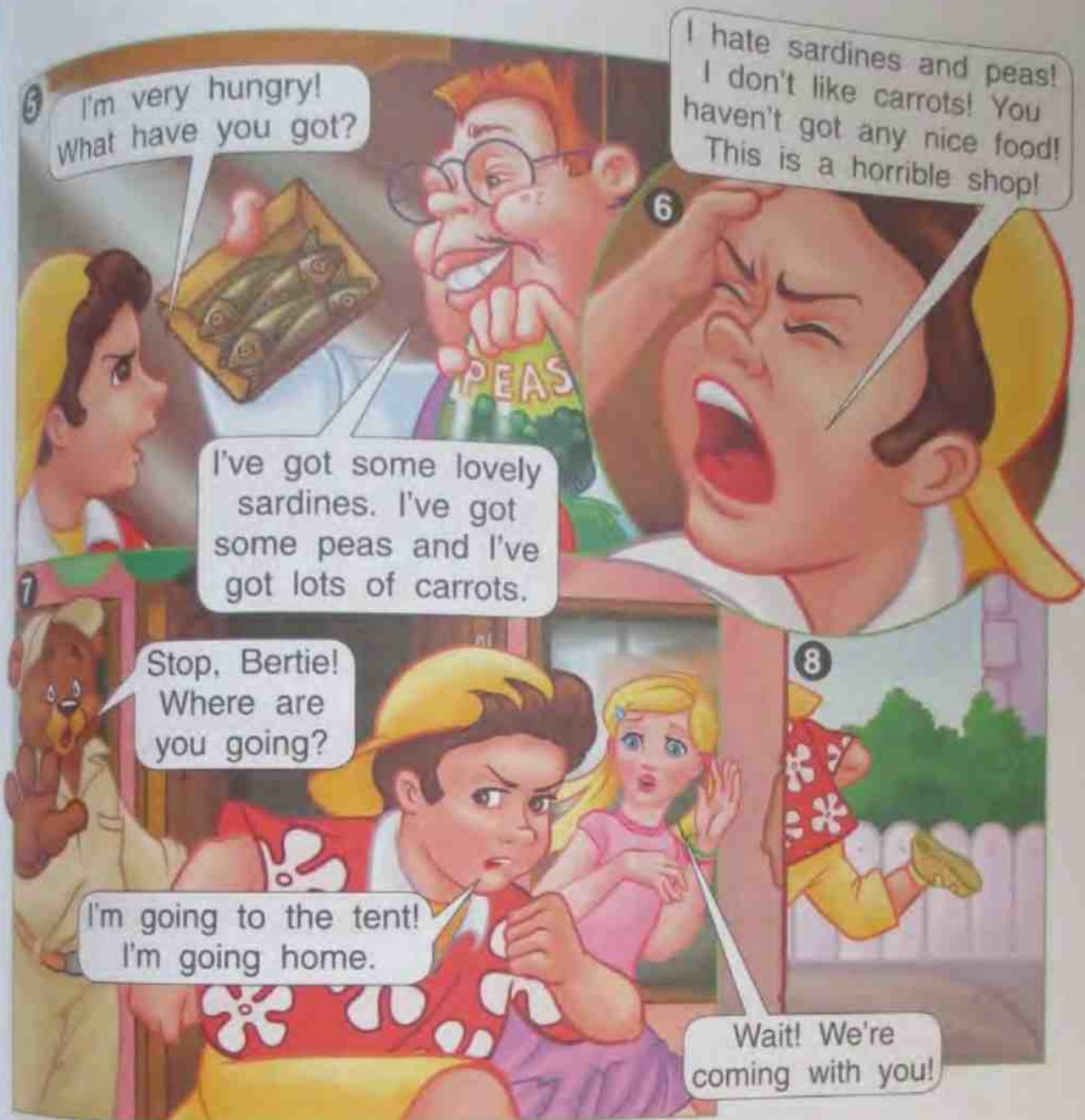
sardine

tomato

3 Look at the pictures. What has Otto got in his shop?
Does Bertie like Otto's shop?

4 Listen and read. 





5 Now choose and say.

Otto hasn't got any fruit.

- 1 Otto's got some / hasn't got any fruit.
- 2 Otto's got some / hasn't got any spaghetti.
- 3 Otto's got some / hasn't got any sardines.
- 4 Otto's got some / hasn't got any pizza.
- 5 Otto's got some / hasn't got any carrots.
- 6 Otto's got some / hasn't got any peas.

Do the exercises on page 31 of your Activity Book.

Have you got any ice cream?
Yes, I have. / No, I haven't.

Is there any bread?
Yes, there is some bread.
No, there isn't any bread.

Are there any biscuits?
Yes, there are some biscuits.
No, there aren't any biscuits.



6 Look and say.

There are some tomatoes.



There aren't any tomatoes.



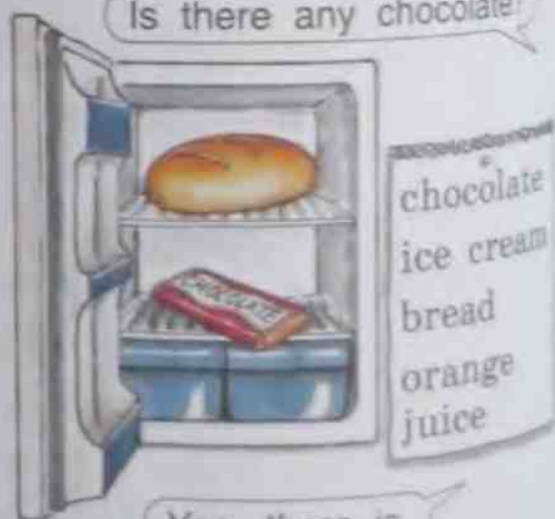
7 What food is there?




Are there any tomatoes?




Is there any chocolate?



Do the exercises on page 32 of your Activity Book.

8 play the game 'In the shop', like this: 

 Have you got any crisps?

Yes, I have. 



9 Choose and say about your picture.

1 I've got / haven't got some / any



2 I've got / haven't got some / any



3 I've got / haven't got some / any



10 Read the note.


Ann,


Could you buy food, please?

We haven't got any bread
and we haven't got any milk.

Love,

Mum

Imagine you're a mum / dad. Write a note to your daughter / son and ask to buy some food. 

 Do the exercises on page 33 of your Activity Book.

11 Sing.



There aren't any toys in Otto's shop,
There isn't any bread or cheese.
You can't buy anything in Otto's shop,
Only sardines and peas!

There isn't any cake,
There aren't any crisps,
There aren't any nice things at all.
Otto's shop is a horrible shop.
You can't even buy a ball!



12 Listen and say what's missing in Annie's and Peter's trolleys.



13 Listen again. Then answer the questions.



- 1 Is there any bread in Annie's trolley?
- 2 Are there any crisps in Peter's trolley?
- 3 Is there any chocolate in Annie's trolley?
- 4 Are there any bananas in Peter's trolley?

Yes, there is.



Do the exercises on page 34 of your Activity Book.

Revision

14 Read.



This woman isn't from Europe. She is from Thailand. She hasn't got a shop. She has got a boat. She has got lots of bananas and some flowers on her boat. But she hasn't got any ice cream. It is very hot in Thailand!



This girl is in the supermarket. It is a very big shop. She has got a trolley. What has she got in her trolley? She has got some orange juice and some ice cream. Has she got any carrots or apples? Yes, she has. Has she got any sardines? No, she hasn't.

15 Now answer the questions.

- 1 Has the woman got any ice cream?
- 2 Has she got any bananas?
- 3 Has the girl got any carrots?
- 4 Has she got any oranges?

No, she hasn't.

16 Draw a trolley with your favourite food. Say what you have got in your trolley.

I have got some ...

Do the exercises on page 35 of your Activity Book.

The World Around Us

Healthy Food

diet sugar

fat vitamins

protein



1 Read.

I eat healthy food. I drink milk for the vitamins. I don't eat lots of cake. Cakes have lots of sugar. Sometimes I eat sausages. They have lots of good protein, but they've got fat. I eat lots of fruit and vegetables. I eat soup every day. It's very good for you. I have a healthy diet.

2 Are these sentences true or false?

- 1 There are some vitamins in milk.
- 2 There isn't any sugar in cake.
- 3 Sausages haven't got fat.
- 4 Protein is good for you.
- 5 Fruit isn't healthy.

True.

3 Ask your friend about his or her diet.



What food do you eat?

I eat lots of fruit and vegetables.
They've got lots of vitamins.

4 Is your friend's diet healthy? Write about it.

My friend's diet is healthy (isn't healthy).
He/She eats -

6 I Make Bread Every Day

In this unit you will learn how to:



- ★ talk about jobs
- ★ talk about everyday activities
- ★ give directions

Pronunciation Warm-Up

ending -s (-es)

1 Listen and repeat. Then read.



[z] waters

goes

listens

reads

sings

[s] makes

works

likes

eats

hops

[ɪz] washes

teaches

munches

hisses

mixes

2 Listen, translate and compare.




1 Rob's nose.
Rob knows.

2 My friends play tennis.
My friend plays tennis.



Now listen again and read.



3 Listen and say. Then read. 


baker

gardener

policeman

taxi driver

4 Look at the pictures. Who helps Bertie find his way?
Does Nora help Bertie?

5 Listen and read. 

1 Oh, a policeman.
Excuse me, where's
the campsite?

1 Turn left, turn right, go
straight on. It's there.

2 Turn right, no ..., turn left, no ...
go straight on, no ... What do
you do? Are you a policeman?

4 Thank you
very much.

I'm lost. Where's
the campsite?

No, I'm a baker.
I make bread
every day.

3 Oh, bread!

I've got some
lovely cheese pies.
Here you are.

I don't know. Ah, look!
Here's the taxi driver. He
drives his taxi every day.

Oh, thank you!

I want to go
home. Where's
the campsite?

Can I help you?

5

Thank you very much.

Turn left, turn right, go
straight on. There it is.

6 Turn right, no, turn left. Oh, I always forget right and left ...



Aah! Who are you?

Is this the campsite?

I'm the gardener. I water the flowers.

The campsite? No. This is ...

Be quiet, be quiet! I'm your friend.



Hello, little boy! You're very wet. Come in.



No! No!



Brill! Alice! Nora! Deniz! Where are you?

6 What do these people do?

- 1 A policeman
- 2 A baker
- 3 A gardener
- 4 A taxi driver

- makes bread.
- helps people.
- waters taxis.
- drives flowers.

A policeman helps people.

Do the exercises on page 38 of your Activity Book.

I drink milk every day. → I don't drink milk every day.
 He/She drinks milk. → He/She doesn't drink milk.
 They drink milk. → They don't drink milk.
 I always drink milk.
 I never drink milk.

7 Describe Miss Green's day.

Miss Green gets up at seven o'clock.



- 1 Miss Green doesn't drink milk.
- 2 Miss Green gets up at seven o'clock.
- 3 Miss Green has lunch at home every day.
- 4 Miss Green goes home at half past one.
- 5 Miss Green gives homework every day.
- 6 Miss Green walks to school.



Do the exercises on page 39 of your Activity Book.

8 Tell your friend about your day.

I get up at half past seven every day. I ...

Now listen to your friend. Then write about your friend, like this:

My friend Boris gets up at a quarter to seven. He ...



9 Read about the jobs and point to the pictures.

1 I'm a policewoman. I always help people. I never get lost! I wear a uniform and a hat.

2 I'm a farmer. I always drive a tractor. I never drive a taxi. I work with animals.

3 I'm a doctor. I work in a hospital. I always give children nice medicine. I never give children bitter medicine.

4 I'm a singer. I always sing happy songs. I never sing sad songs.



10 Now talk to your friend about the jobs, like this:



policewomen teachers
farmers doctors
singers taxi drivers

What do policewomen do?

They always help people.
They never get lost.
They wear uniforms.

11 Sing.



What do you do?
What do you do every day?
I'm a baker. I make bread.
And I make cheese pies.



What do you do?
What do you do every day?
I'm a taxi driver.
I toot and hoot and drive.



What do you do?
What do you do every day?
I'm a teacher in a school.
I read and draw and write.



12 Look and say.

Turn left.



Turn right.



Go straight on.



13 Listen and show the paths on the map.



14 Now play the game 'Ask the way'.



Excuse me, where's the school?

Go straight on, turn right.

Thank you!

Do the exercises on page 41 of your Activity Book.

Revision

15 Read.



I am a zoo-keeper. I work in a zoo. I clean the elephant house every day and I give the elephants their food. They always eat apples and bananas and they drink water. This baby elephant likes chocolate biscuits! His name is Timbo!



I am a pilot. I fly planes. The planes are very big. They go very fast and very high. I fly planes to Russia, England, France and Italy. I do not fly every day. I fly on Mondays, Wednesdays and Fridays. I always look at the clouds in the sky. I never go to sleep in the plane!

16 Choose and say.

The zoo-keeper works in a zoo.

- 1 The zoo-keeper works in a zoo / farm / plane.
- 2 The elephants eat water / apples / cola.
- 3 Timbo is a zoo-keeper / a chocolate biscuit / an elephant.
- 4 The pilot flies cars / planes / taxis.
- 5 The pilot flies / doesn't fly / goes every day.

17 Write a letter about someone you know and what they do. Send it to Brill and Nora!

18 Describe your favourite job. Your friends must guess it.

I work in a hospital. I help people. I usually wear ...

Are you a doctor?

Do the exercises on page 42 of your Activity Book.

The World Around Us

Jobs

builder
shop assistant
farmer dentist
vet waiter



1 Match sentences.

I'm a vet. I look after animals.
I often work outside.

- 1 I'm a vet.
- 2 I'm a builder.
- 3 I'm a shop assistant.
- 4 I'm a farmer.
- 5 I'm a dentist.
- 6 I'm a waiter.

- a I work in a restaurant.
I often work outside.
- b I look after animals.
I often work outside.
- c I make houses.
- d I work in a hospital.
I look after teeth.
- e I work in a shop.
- f I grow fruit and vegetables.

2 Talk to a friend, like this:



Do you work outside?

Yes, I do.

Do you grow things?

Yes, I do.

Are you a farmer?

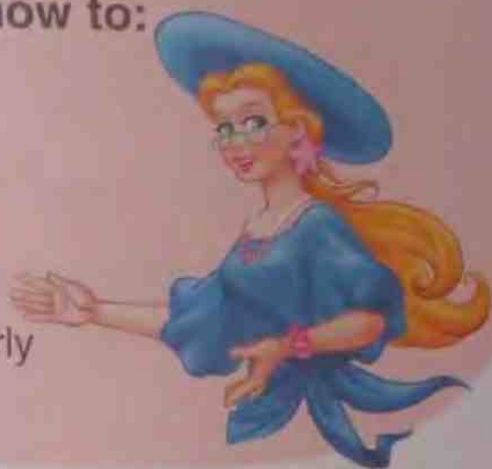
Yes, I am.

- ### 3
- What do the words *builder*, *farmer*, *waiter* have in common? Think of other job words ending in *-er* and say them. How many do you remember?

7 Do You Draw Pictures?


In this unit you will learn how to:

- ★ name the seasons and the months of the year
- ★ talk about the weather and describe the seasons
- ★ talk about activities you do regularly



Pronunciation Warm-Up

silent letters

1 Listen and name the silent letters in each line. 

tight

night

lightning



write

wrong

wrap



lamb

comb

climb





listen

castle

Christmas




Now listen again and repeat. 

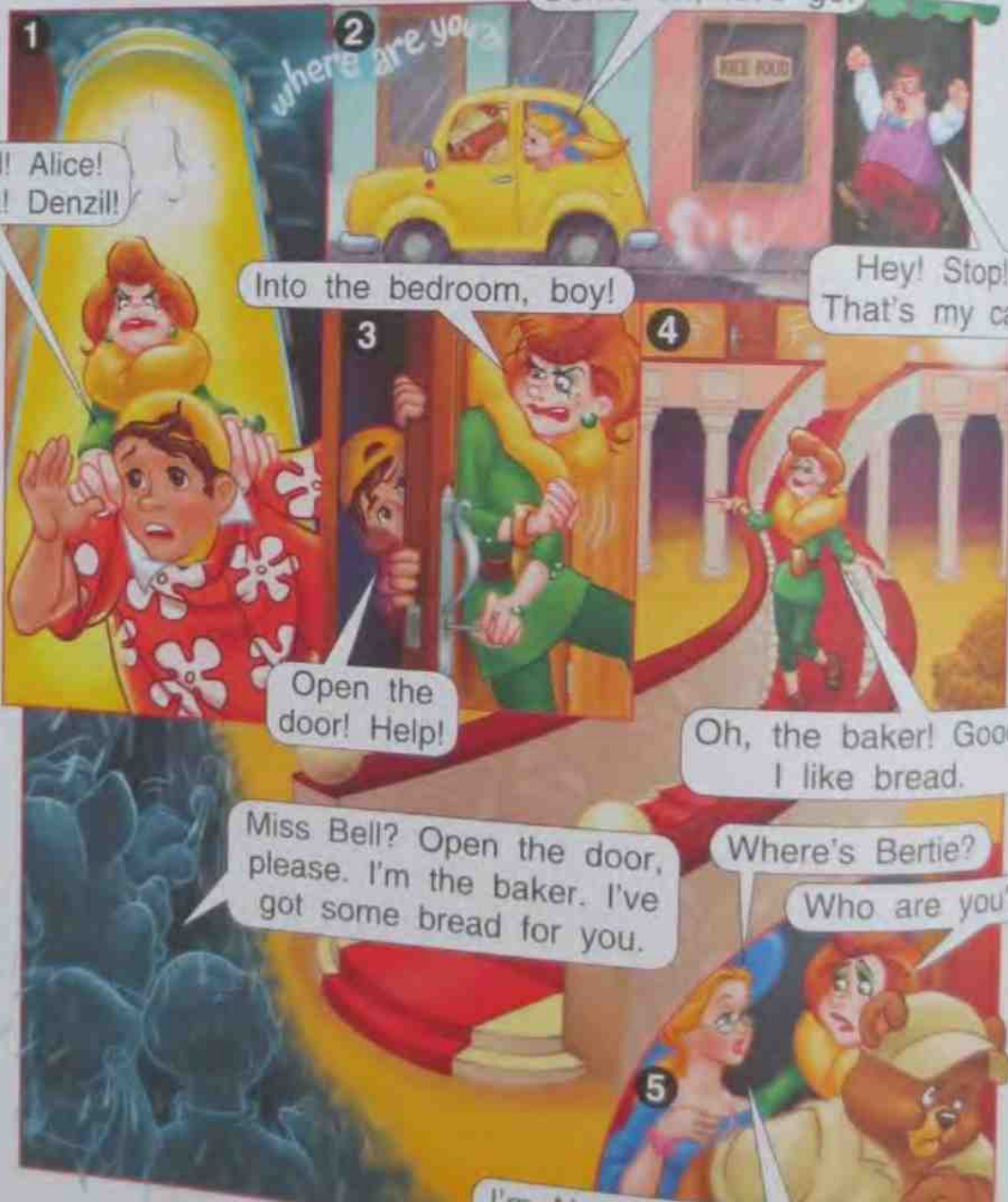
- 2 Listen and say. Then read. 

Good night!

wet

- 3 Look at the pictures. What is happening in Arabella's house? Do you think Bertie's friends will save him?

- 4 Listen and read. 



1
Brill! Alice!
Nora! Denzil!

2
where are you?

That's Bertie.
Come on, let's go!

Into the bedroom, boy!

Hey! Stop!
That's my car!

3
Open the door! Help!

4
Oh, the baker! Good.
I like bread.

5
Where's Bertie?
Who are you?

I'm Nora. I'm a teacher.

We sing and dance. When it's raining we draw pictures and read. Do you draw pictures?



5 Now answer the questions.

- 1 Does Bertie like Arabella? No, he doesn't.
- 2 Does Brill make bread?
- 3 Do they sing and dance at Nora's school?
- 4 Does Arabella like pictures?
- 5 Do Brill and Denzil want to see Bertie?

Do the exercises on page 43 of your Activity Book

Do you draw pictures?
Does he/she draw pictures?
Do they draw pictures?

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

What do you wear in the summer?
What does he/she wear in the summer?

6 Read and remember the words. Then read the sentences.

| | | | | |
|--------|---------|-------|-----------|-------|
| always | usually | often | sometimes | never |
| ✓✓✓✓✓ | ✓✓✓✓ | ✓✓✓ | ✓✓ | ✗ |

I sometimes have lunch at home.

- 1 I ✓✓ have lunch at home.
- 2 He ✓✓✓ plays football with his friends.
- 3 She ✓✓✓✓ does her homework.
- 4 They ✗ eat sardines.
- 5 We ✓✓✓✓ watch TV after school.

7 Answer the questions about your school.

At your school

- 1 Do you play games? Often.
- 2 Do you sing songs?
- 3 Do you write in your books?
- 4 Do you draw pictures?

Now write about your school, like this:

At my school we often play games.
We _____

Do the exercises on page 44 of your Activity Book.

8 Listen and say. Remember the weather words.



It's rainy.



It's sunny.



It's cloudy.



It's snowy.



It's cold.



It's hot.



It's windy.

9 What's the weather like outside today?



What's the weather like today?

It's rainy.



10 Sing.



The wind is blowing
And it is snowing,
It's cold and it's windy outside.
But don't be frightened
Of the thunder and lightning.
It's nice and warm inside.

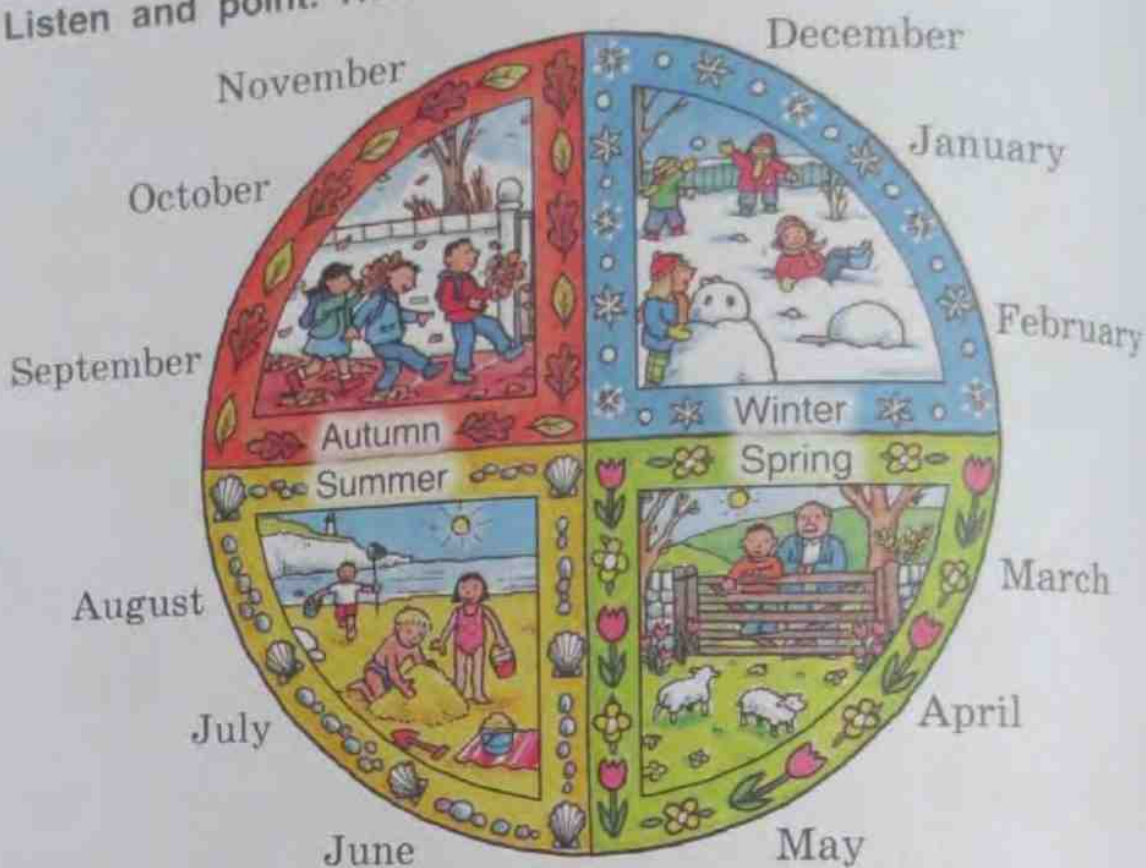
Go to bed,
Rest your head,
And listen to the rain outside.
And don't be frightened
Of the thunder and lightning.
It's nice and warm inside.

Sleep tight! Sweet dreams!



Do the exercises on page 45 of your Activity Book.


11 Listen and point. Remember the new words. 



12 Listen again. Then answer the questions. 

She plays in the snow.

- 1 What does the girl do in the winter?
- 2 What does the boy do in the spring?
- 3 What do the children do in the summer?
- 4 What do the children do in the autumn?

13 Ask and answer about seasons. 

What do you do in the summer?

I go on holiday.

14 Look at exercise 11 again. Then close your book and say the months from memory!



Do the exercises on page 46 of your Activity Book.

Revision

15 Read.



In the winter in Russia it is usually very cold. There's a lot of snow. After school the children throw snowballs in the parks. They often go skiing and skating. These boys are sliding down the hill. They are having lots of fun!



In the autumn in America it is cold and windy. All the leaves fall off the trees. The colours are beautiful in the autumn. Look at the orange and yellow leaves. These children live in America. They love playing outside. They always play in the leaves in the autumn.

16 Now answer the questions.

No, they don't.

- 1 Do the children go to the beach in the winter?
- 2 Do they throw snowballs in the winter?
- 3 Do they often go skating?
- 4 Do the leaves fall off the trees in the spring?
- 5 Do the children like playing outside?

17 What is your favourite season? Say what you do in it. Use the words *always, usually, often, sometimes, never.*

Do the exercises on page 47 of your Activity Book.

Geography Weather

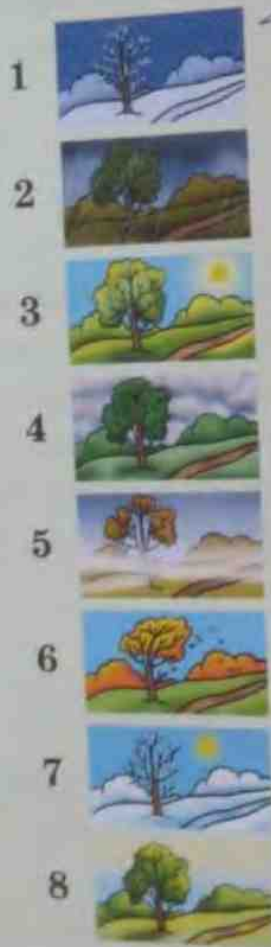
sunny
cloudy
windy
freezing

snowy
foggy
rainy
hot



1 What's the weather like? Look, point and say.

Picture 1 - It's snowy.



a cloudy

b foggy

c freezing

d hot

e rainy

f snowy

g sunny

h windy

2 Describe the weather in the place where you live, like this:

I live in Sochi. In the summer it's usually hot and sunny, but sometimes it's rainy. In the autumn ...

3 Read the weather words on this page again. What letter is at the end? Can you find two that are different?

8 Open the Door!

In this unit you will learn how to:

- ★ give instructions
- ★ describe movements



Pronunciation Warm-Up

imperative

1 Listen to the chants and repeat. Then recite.



Hide-and-Seek

Close your eyes!
Count to ten!
Open your eyes!
Find your friend!



Good Manners


Don't be late!
Take your plate!
Eat your lunch!
Don't munch!



Way to School

Turn left!
Turn right!
Go straight on!
Don't be late!
Let's go! Come on!




2 Listen and say. Then read. 

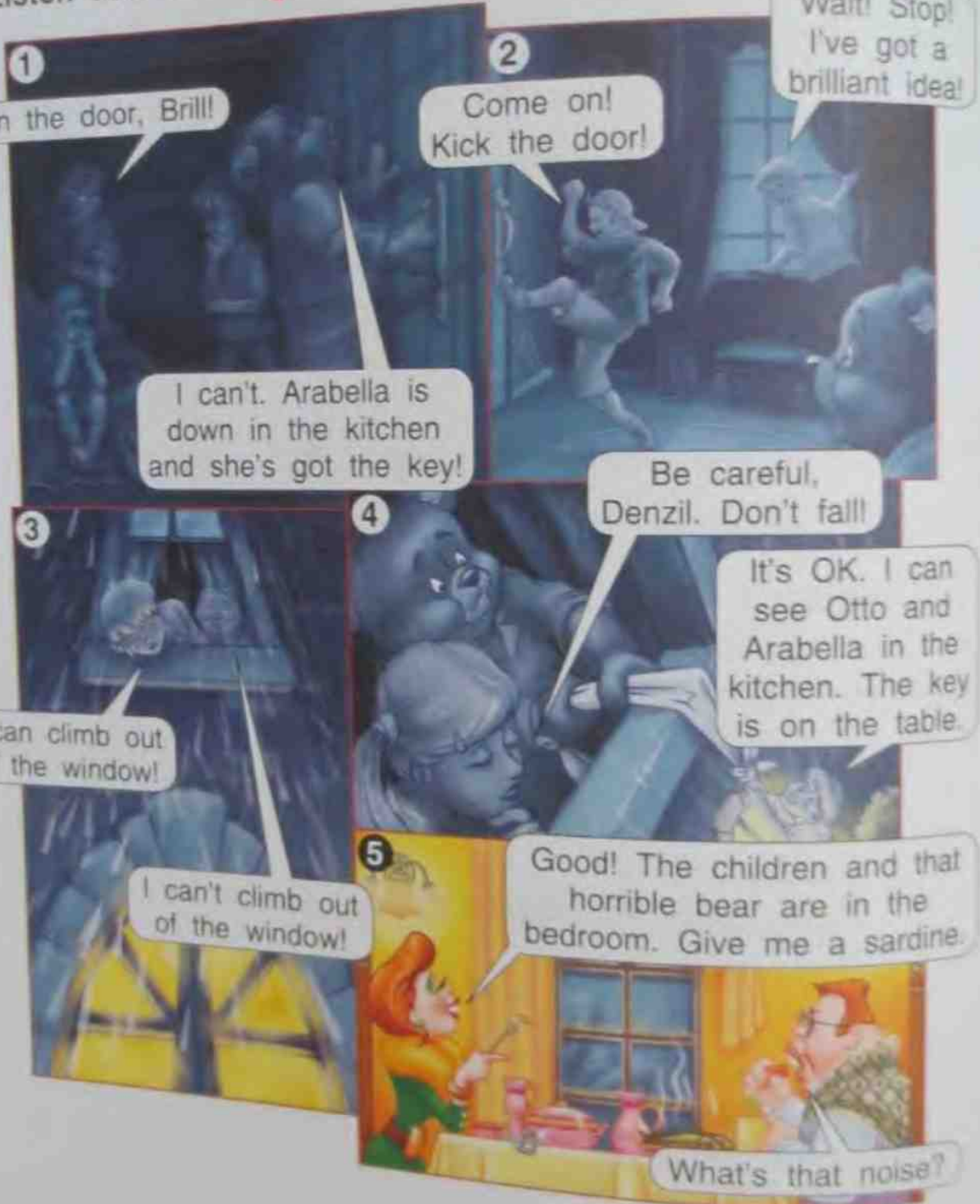
window

noise

ghost

3 Look at the pictures. How do the friends get out of Arabella's house? Who scares Arabella and Otto?

4 Listen and read. 





5 Now make sentences.

Arabella is down in the kitchen.

1 Arabella is

out

the kitchen table.

2 Nora can't climb

down

the table.

3 The key is

under

in the kitchen.

4 Otto gets

on

of the window.

Do the exercises on page 50 of your Activity Book.

Throw the ball.
 Don't throw the ball.
 Give the apple to Bertie.
 Don't give the apple to Bertie.

Don't give the apple to Bertie.



6 Listen to the words, then read them and remember.



pull



climb



kick



throw



fall



give

7 Give instructions to the children.
 Use the words from exercise 6.

Don't kick the door.



1

... the door.



4

... over the wall.



2

... the ball to your friend.



5

... the biscuits to your sister.



3

... his hair.



6

... into the swimming pool.



Do the exercises on page 51 of your Activity Book.

8 Look at the pictures. Read and remember the words.



over



between



into



up



down



out of

9 Look at the race and give instructions. Use the words from exercise 8.



1 Jump ... the swimming pool.

Jump into the swimming pool.

2 Climb ... the wall.

3 Don't go ... the shop.

4 Run ... the tree and the wall.

5 Climb ... the tree.

10 Now play the game 'Brill says ...', like this:




Brill says 'Kick the ball!'

Sit down!




Do the exercises on page 52 of your Activity Book.

11 Sing and do. 


Put your left hand up and wave, wave, wave.
Put your right hand up and wave, wave, wave.
Put your left leg out and shake, shake, shake.
Put your right leg out and shake, shake, shake.

Wave your left hand,
Wave your right hand,
Shake your left leg,
Shake your right leg.



12 Listen, find and point to the right picture. 



13 Listen again. Then make sentences and say. 

- | | |
|--------|--------------------------|
| 1 Go | the fridge. |
| 2 Open | down to the kitchen. |
| 3 Open | the kitchen door. |
| 4 Get | up to the bedroom again. |
| 5 Come | the cake! |
| 6 Eat | the big chocolate cake. |

Go down
to the kitchen.



Do the exercises on page 53 of your Activity Book.

Revision

14 Read.

A



These children are doing taekwondo. They wear white trousers and white tops. They kick and jump and they shout. They sometimes fall down! They travel to other taekwondo schools and play matches with other children.

B



These children are skiing. They go skiing every day. They wear helmets and ski suits. They can ski very fast and they have got lots of prizes. They love this sport and they are going to go to the 2014 Winter Olympic Games in Sochi!

15 Correct the sentences.

The children have got white trousers.

- A
- 1 The children have got black trousers.
 - 2 They never fall down.

- B
- 1 They wear hats.
 - 2 They can't ski very fast.


16 Bring a photo of a sport activity to the class and describe it.

These people are doing ...

Do the exercises on page 54 of your Activity Book.

The World Around Us

People in Sport

score goal 
goggles racquet
gloves jump



skier



ice-skater



tennis
player



football
player



boxer



high
jumper

1 Match sentences.

Nastya is a tennis player.
She hits the ball with her racquet.

- 1 Nastya is a tennis player.
- 2 Sasha is a boxer.
- 3 Alexei is a football player.
- 4 Katya is a high jumper.
- 5 Yuri is a skier.
- 6 Anna is an ice-skater.

- a He scores a goal.
- b He wears his goggles.
- c She hits the ball with her racquet.
- d She loves to dance.
- e She is good at running and jumping.
- f His gloves are red.

2 Mime and guess.

What am I doing? Who am I?

You're playing tennis. You're a tennis player.

- ### 3 Find sport words on this page which sound much the same in English and in Russian. Write them down. For example, goal – гол.

9 They Were in the House

In this unit you will learn how to:

- ★ talk about the past using *was / were*
- ★ talk about future plans using *going to*
- ★ talk about different types of transport



Pronunciation Warm-Up

was

1 Listen and read.

There was a young lady from Clare.

She was happy to ride on a bear.


After the ride

She was inside.

There was a smile on the face of the bear.

Now recite the limerick to your friends.




2 Listen and say. Then read. 

bus

hot-air balloon

beach

3 Look at the pictures. Where are the friends now?
What's Brill's brilliant idea?

4 Listen and read. 

1 Run! Run!

I can't run.

Yes, you can.

2 Where are the children?

They were in the house now! Get the car!

3 Look at that bus. It's going to go to the beach.

Quick! Jump on!

4 To the beach!

5 What's that?

It's a hot-air balloon! I've got a brilliant idea!



5 Now say *True* or *False*.

- 1 The children are in the house now. False.
- 2 Otto and Arabella are going to the beach.
- 3 Otto has got a brilliant idea.
- 4 Nora, Brill and the children are jumping out of the hot-air balloon.
- 5 Arabella and Otto are flying away.

Do the exercises on page 55 of your Activity Book.


They were in the house.
Now they are on the beach.
She was in the car.
Now she is in the balloon basket.



6 Choose *was* or *were* and read the sentences.

She was at school. Now she's on the bus.

- 1 She was / were at school. Now she's on the bus.
- 2 They was / were on bikes. Now they're on the beach.
- 3 It was / were in the sky. Now it's in the sea.
- 4 He was / were in the shop. Now he's at home.

7 Sing. 

This town wasn't happy,
It was very sad.
Arabella wasn't good,
She was very bad.

Now we are happy.
We can sing and play.
We can have a lovely time,
Hip hip hooray!

8 Write. 



Arabella



Otto



Brill, Nora
and the children

Yesterday Arabella was
in the playground.

 Do the exercises on page 56 of your Activity Book.

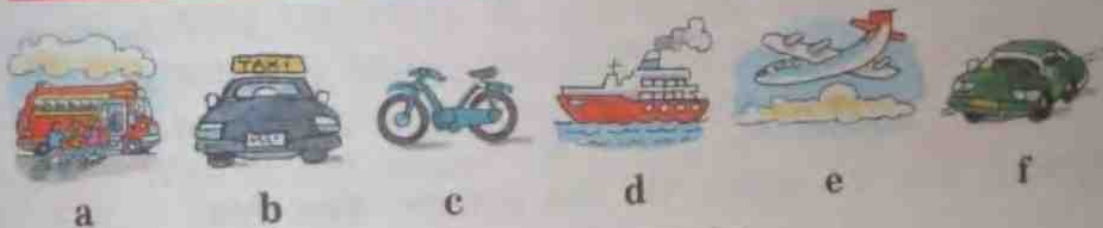
9 Read and point.

- 1 We're going to climb out of the window.
- 2 We're going to jump on the bus.
- 3 I'm going to jump on my bike.
- 4 She's going to open the door.



10 What's the transport? Read and remember. Match and say.

plane boat bus taxi car bike



Picture A is a bus.

11 Choose a transport to get to these places.



to the park
to the zoo
to school
to Great Britain
to Brilliant Island
to Sochi
to the beach

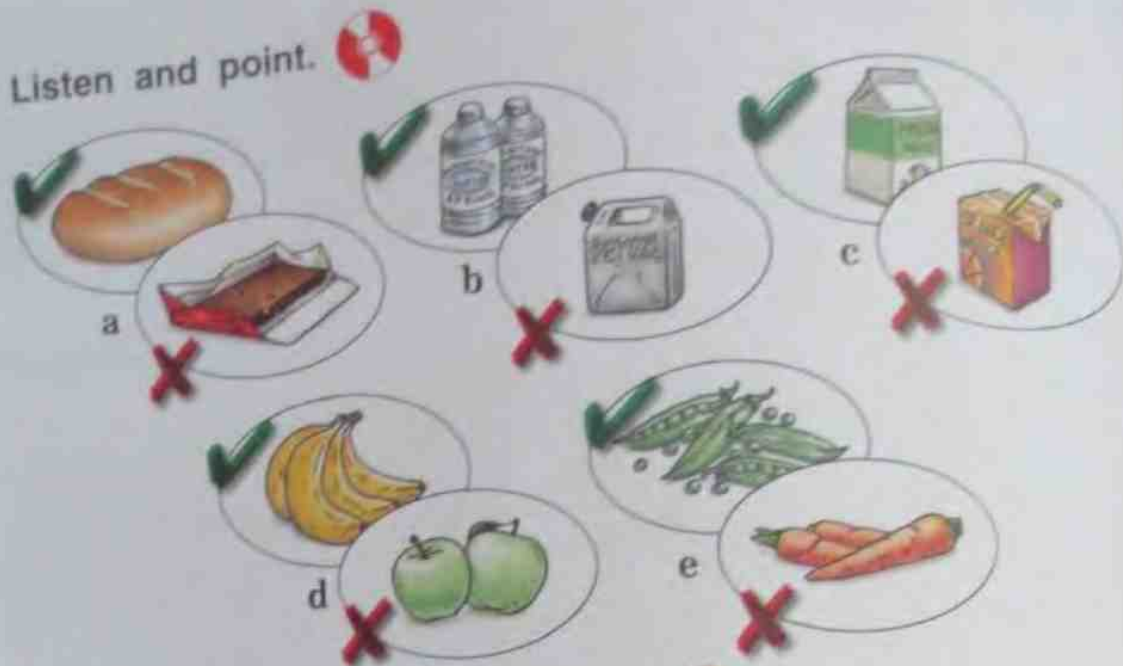
by bike
by bus
by taxi
by boat
by plane
by car

I can get to the park by bike.

I can get to the park by bus.

Do the exercises on page 57 of your Activity Book.

12 Listen and point.



13 Listen again. Then say, like this:

There are some bananas, but there aren't any apples.

- 1 bananas / apples
- 2 bread / chocolate
- 3 carrots / peas
- 4 petrol / water
- 5 milk / orange juice

14 Now play the game 'Do the action', like this:



Do the exercises on page 58 of your Activity Book.

Revision

15 Read.

Last year I was in Iceland. There are a lot of geysers there. This is The Great Geyser. It can be 60 metres high! The water is always hot in it.



Last summer I was in Siberia, near Lake Baikal. It was very warm there. Lake Baikal is the 'Great Blue Eye of Siberia'. It is very deep and old. It is over 25 million years old! The water is fresh. It is clean and clear, too!

Last year my father was in the Libyan Desert in Africa. He was in the Great Sand Sea. It is a real 'sea' of dunes. There is a lot of sand there, but there are oases there, too. Was it hot there? Of course it was!



16 Answer the questions.

1 Where are the geysers?

They are in Iceland.

2 Was it cold in the desert?

3 How old is Lake Baikal?

4 Is the water hot in the geysers?

5 Is there any sand in the desert?

17 Where were you last year? Describe the place.

Last year I was ...

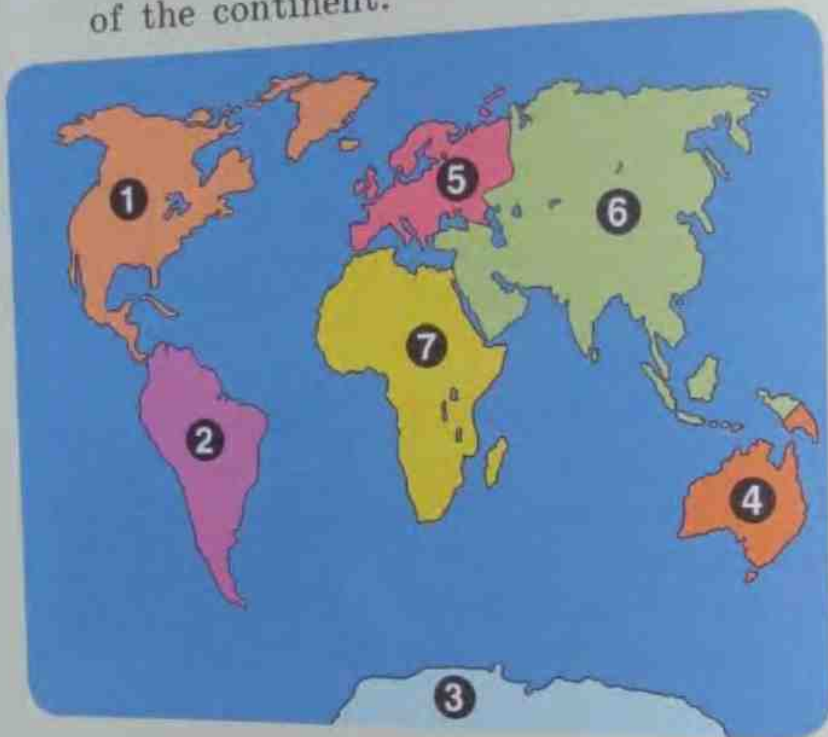
Do the exercises on page 59 of your Activity Book.

Geography Continents

Europe Asia Africa
Australia South America
North America Antarctica
continent country

1 Which continent?

Look at the map. Point and say the name of the continent.



Continent 1 -
North America.

2 Talk to your friend, like this:



Which continent is Canada in?

Canada is in North America.

Which continent is the biggest?

Asia is the biggest continent.

3 Write which continents Russia, the UK and the USA are in.

Russia is in -

10 We Played a Good Trick!

In this unit you will learn how to:

- ★ talk about past actions



Pronunciation Warm-Up



Listen.



| | | |
|-----|------|---------|
| | [t] | looked |
| -ed | [ɪd] | shouted |
| | [d] | played |

- 1 Listen and repeat. Then read. 

[t] danced [dɑːnst]

[ɪd] painted [ˈpeɪntɪd]

[d] saved [seɪvd]

helped [helpɪd]


waited [ˈweɪtɪd]

cleaned [kliːnd]

jumped [dʒʌmpɪd]

wanted [ˈwɒntɪd]

listened [ˈlɪsnd]


- 2 Listen and repeat. Then read. 

Helen helped her mum.

Pat painted a picture.

Liza listened to the song.



3 Listen and say. Then read. 


circus

clown

contest

acrobat

4 Can Brill and his friends go back to Brilliant Island? What kind of surprise do Happy Children have for Brill and his friends?

5 Listen and read. 



Arabella and Otto were so scared! They looked at us from the balloon basket and they shouted 'Bring us back! Bring us back!'



Your plan was brilliant! I liked it!



We played a good trick! But now it's time to go back to Brilliant Island.



Yes, we saved Happy Town from Arabella and Otto. But now Alice, Bertie and I must go back home ...



No, no! Wait! Children, you can't go home now. Brill, we can't go back to Brilliant Island!

Yes, we helped Happy Children, but we didn't eat at all ...

Why?

The children from Happy Town have a surprise for you. Can you hear the noise?

7

6

What's that noise?

It's the circus! It's the Super Duper Circus! The best circus in the world!

8

I can see the clowns!
Look! Elephants, tigers,
bears, seals and acrobats!

Tonight we're going
to have a big show.
We're going to have
the Talent Contest!

9

Are you ready, children? Are you
good at singing or dancing?

6 Read and say the name.

Arabella and Otto.

1 They were scared.

2 His plan was brilliant.

3 They must go home.

4 He didn't eat well.

5 They have a surprise.

Do the exercises on page 62 of your Activity Book.

I played football.
He/She played basketball.
They played volleyball.

Did you play volleyball?
Did he/she play football?

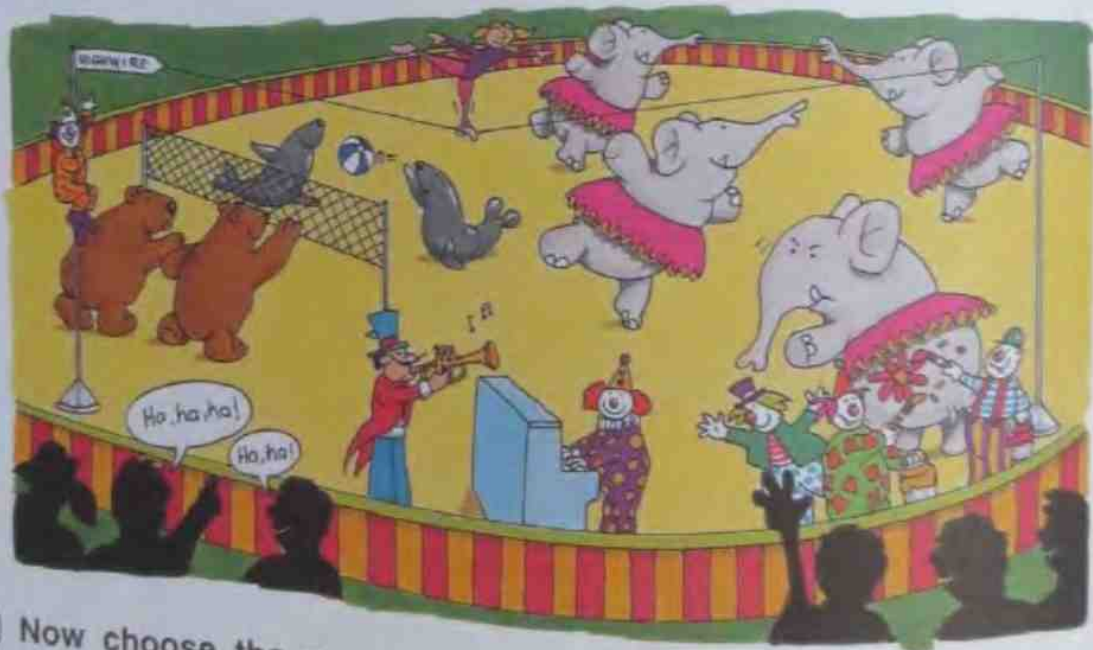
I didn't play volleyball.
He/She didn't play football.
They didn't play football.

Yes, I did. / No, I didn't.
Yes, he/she did.
No, he/she didn't.

7 Read and point.

- 1 She walked on the high wire.
- 2 They danced.

- 3 They played volleyball.
- 4 They painted the elephant.



8 Now choose the correct word and read the sentences.

- 1 The clowns painted / didn't paint the elephant.
- 2 The elephants played / didn't play volleyball.
- 3 The acrobat walked / didn't walk on the high wire.
- 4 The ringmaster played / didn't play the piano.



Do the exercises on page 63 of your Activity Book.

Yesterday I played volleyball.
Did you play volleyball yesterday?

Last weekend / week / month / year ...

9 Look and read. Then read the questions and answer:
Yes, he did or No, he didn't.

Yesterday Coco was busy.



He cleaned
his car.



He walked
in the street.



He played
the trumpet.



He visited
his mum.



He danced
with his friends.

- 1 Did Coco clean his house yesterday? No, he didn't.
2 Did he play the piano? 4 Did he walk to school?
3 Did he visit his mum? 5 Did they dance?

10 Ask and answer.



walk in the park clean your teeth play volleyball
visit your grandparents

Did you walk in the
park last weekend?

Yes, I did.

11 Now write about your friend's weekend, like this:

Last weekend Sasha walked in the park.

Do the exercises on page 64 of your Activity Book.


12 Sing. 

When I was one, when I was one
 I liked my bear, I liked my ball,
 I painted pictures on the wall,
 I was happy, I was small
 When I was one.




Now I am nine, I'm nearly ten!
 I like my bike, I like my friends,
 I like going to my school.
 I don't paint pictures on the wall!
 I am happy, I am tall,
 Now I'm nearly ten.



13 Listen and point. 




14 Listen again. Then answer the questions. 

- 1 Did he play basketball?
- 2 Did she play volleyball?
- 3 Did he like milk?

No, he didn't.

- 4 Did she like milk?
- 5 Did he like cheese?
- 6 Did she like cheese?

 Do the exercises on page 65 of your Activity Book.

Revision

15 Read.

Do you know Alan Milne? He is the author of two books about Winnie-the-Pooh. Winnie-the-Pooh was a very nice teddy bear. He loved honey very much. Did he have friends? Of course he did! His friends were Christopher Robin, Piglet, Tigger, Rabbit, Kanga, Roo, Owl and others.



Do you know Lewis Carroll? He is the author of *Alice's Adventures in Wonderland*. Alice was a small curious girl. One day she jumped down a rabbit-hole and then her adventures in Wonderland started. Who lived in Wonderland? The March Hare, the Caterpillar, the Queen and others lived there.



Do you know Joanne Rowling? She's the author of the *Harry Potter* stories. Harry was a boy wizard. He studied in a school of magic for wizards. Was he a good wizard? Of course he was! And he was a good friend, too.



16 Correct the sentences.

- 1 Winnie-the-Pooh was a rabbit.
- 2 Winnie-the-Pooh lived in Wonderland.
- 3 Harry Potter jumped down a rabbit-hole.
- 4 Alice was a wizard.
- 5 Harry Potter was a bad friend.

No. He was a bear.

17 Now speak about Winnie-the-Pooh, Alice or Harry Potter.

Do the exercises on page 66 of your Activity Book.

The World Around Us

Sports

skydiving
bungee jumping
snowboarding
rafting



1 Make sentences.

When you go rafting you get wet.

- | | |
|----------------------------------|------------------------------|
| 1 When you go rafting ... | a ... you need lots of snow. |
| 2 When you go snowboarding ... | b ... you jump off a bridge. |
| 3 When you go skydiving ... | c ... you need a parachute. |
| 4 When you go bungee jumping ... | d ... you get wet. |

2 Play the game 'What's the sport?'.

You jump off a bridge.



Bungee jumping!

3 Which sport is the most dangerous? Choose and write.

I think - is the most dangerous sport.

11 Did You See Bertie?

In this unit you will learn how to:

- ★ ask and answer about past events



Pronunciation Warm-Up



Listen.



didn't ['dɪdnt]

- 1 Listen and repeat. Then read.

didn't see didn't win didn't like didn't go
 didn't sing

- 2 Listen and repeat. Then read.

Did you see Bertie? No, I didn't. I didn't see Bertie.



3 Listen and say. Then read.



cafeteria

winner

prize

4 Look at the pictures. What is going on in the Super Duper Circus? Who is the winner?

5 Listen and read.



1 The Talent Contest!
Number One. Mr Bouncy and
his song, 'Bouncy Ball'!

It was a very
good song.

Yes, it was.

2 Number Two. Mr and Mrs
Cuttlebutter and their song,
'We like red tomatoes'!

Did you see Bertie?

I saw him at
the cafeteria.

3 Number Three.
The Brilliant Children.

Come on, children.
Alice - you are first.
Bertie - where's Bertie?

I am here!

4 We are happy children,
We're happy boys and girls.
Step to the left, step to the right
Turn around, jump in the air and sing!

Happy girls and happy boys
All around the world.
All the children like games and toys.
All the children are the same.
Black, white, yellow and brown
All the children are the same!



5 Thank you.
Thank you all
very much!

And the winners are ...
The Brilliant Children!
They get the first
prize – the biggest
bicycle in the world!

6 Hooray!



Did you like
the song?

Yes, I did. It was
the best song!

6 Whose song did you like? Use *I liked* or *I didn't like*.

- 1 Mr Bouncy's song
- 2 Mr and Mrs Cuttlebutter's song
- 3 the children's song

I didn't like
Mr Bouncy's song.

Do the exercises on page 67 of your Activity Book.

I had lunch.
He/she had lunch.
We had lunch.
They had lunch.

Did you have lunch?

I didn't have lunch.
He/she didn't have lunch.
We didn't have lunch.
They didn't have lunch.

Yes, I did. / No, I didn't.












7 Find the word pairs and read them.

do go have see am

went did was had saw

do - did

8 Look, choose and read.

Last week we went on a school outing! We go/went on a  to an . It was sunny. We saw/see some seals in the sea and lots of  in the sky. On the beach we play/played  and . We had/have lunch on the . We had/have  and . My friend Billy go/went in the sea with his  on! We all laughed/laugh, but the teachers didn't laughed/didn't laugh. At  we go/went . We didn't wanted/didn't want to go. We had/have a brilliant day!

Last week we went on a school outing!
We went on a ship to an island. ...

9 Talk about your journey.

Last year I went to the country. I saw ...

10 Listen to your friend.
Then write about your friend's journey, like this:

Last year my friend
Dima went to ...

Do the exercises on page 68 of your Activity Book.


11 Read the questions. Choose and read the right answers.

Quiz 'Can you remember?'



- | | | |
|----|--|--------------------------------------|
| 1 | Were the children happy in Happy School? | Yes, they were. No, they weren't. |
| 2 | Was Arabella a teacher? | Yes, she was. No, she wasn't. |
| 3 | Did Arabella spoil the playground? | Yes, she did. No, she didn't. |
| 4 | Did Nora like Arabella? | Yes, she did. No, she didn't. |
| 5 | Did Bertie buy any food in Otto's shop? | Yes, he did. No, he didn't. |
| 6 | Did Bertie find the way to the campsite? | Yes, he did. No, he didn't. |
| 7 | Did Brill, Nora and the children save Bertie? | Yes, they did. No, they didn't. |
| 8 | Did Arabella and Otto go in the balloon? | Yes, they did. No, they didn't. |
| 9 | Did Brill and Nora go back to Brilliant Island? | Yes, they did. No, they didn't. |
| 10 | Did Brill and Nora like Mr Bouncy's song? | Yes, they did. No, they didn't. |
| 11 | Did the children sing and dance in the Talent Contest? | Yes, they did. No, they didn't. |
| 12 | Did Mr and Mrs Cuttlebutter get the biggest bicycle? | Yes, they did. No, they didn't. |


Do the exercises on page 69 of your Activity Book.

12 Sing. 


Were you at the circus?
 Were you there?
 Did you see the acrobats?
 Did you see the bears?
 Did you see the clowns falling down?
 Did you like the Super Duper Circus?




I was at the circus.
 I was there.
 I saw the acrobats.
 I saw the bears.
 I saw the clowns falling down.
 Yes, I liked the Super Duper Circus.
 I loved the Super Duper Circus!

13 Listen and point. 



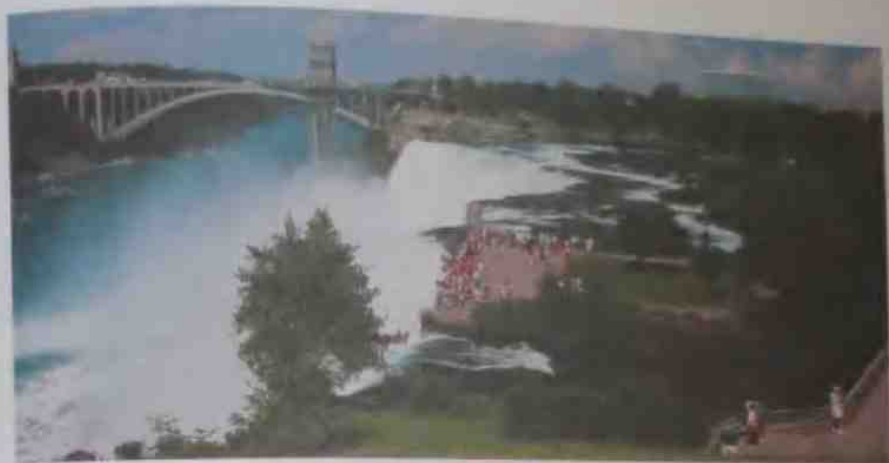
14 Listen again. Then answer the questions. 

- 1 Did he go to the USA last year? Yes, he did.
- 2 Did she visit her family in Spain?
- 3 Did she have a great time in England?
- 4 Did she see lots of cars in Italy?
- 5 Did she like Italy?
- 6 Did he play games at the campsite in France?

 Do the exercises on page 70 of your Activity Book.

Revision

15 Read.



Last June we went to the Niagara Falls with our school. The Falls are between Canada and the USA. We went by coach. We listened to the radio on the coach. It was a very long journey. We looked at the Falls from the Rainbow Bridge. It was brilliant. We had a picnic in the park. There were lots of animals. They liked our picnic!

16 Now choose and read.

- 1 They went to the Niagara Falls last **June** / **July**. They went to the Niagara Falls last June.
- 2 They went by **car** / by **coach**.
- 3 The Falls are between the USA and Canada / Mexico.
- 4 They went to see a **waterfall** / a **mountain**.
- 5 They had a picnic in the **park** / on the **coach**.
- 6 The animals **didn't like** / **liked** their picnic.

17 Speak about your school outing.

Last month ...

Do the exercises on page 71 of your Activity Book.

The World Around Us

Transport

bicycle boat
 ferry helicopter
 hovercraft plane
 train tram



1



2



3



4



5



6



7



8

1 Land, sea or air?

Look at the pictures.

Say the name of the transport and say **land, sea or air**.

Picture 1, bicycle – land.

2 Talk to a friend, like this:



Last year I went to London.

Did you go by air?

No, I didn't.

Did you go by train?

Yes, I did.

3 Guess the transport!

In Great Britain it's the Underground or the Tube,
 in the USA it's the subway. In Russia it's ...

Irregular verbs

| | | |
|-----------------|--------------------------|-----------------------|
| be [bi:] | was / were [wɒz] / [wɜ:] | быть, находиться |
| become [br'kʌm] | became [br'keɪm] | становиться |
| begin [br'gɪn] | began [br'gæn] | начинать |
| build [brɪd] | built [brɪlt] | строить |
| buy [baɪ] | bought [bɔ:t] | покупать |
| catch [kætʃ] | caught [kɔ:t] | ловить |
| do [du:] | did [dɪd] | делать, выполнять |
| draw [drɔ:] | drew [dru:] | рисовать |
| drink [drɪŋk] | drank [dræŋk] | пить |
| eat [i:t] | ate [et] | есть |
| fall [fɔ:l] | fell [fel] | падать |
| find [faɪnd] | found [faʊnd] | находить |
| fly [flaɪ] | flew [flu:] | летать |
| forget [fə'get] | forgot [fə'gɒt] | забывать |
| get [get] | got [gɒt] | получать |
| give [gɪv] | gave [geɪv] | давать |
| go [gəʊ] | went [went] | идти, ехать |
| have [hæv] | had [həd] | иметь, обладать |
| know [nəʊ] | knew [nju:] | знать |
| learn [lɜ:n] | learnt [lɜ:nt] | учить, изучать |
| make [meɪk] | made [meɪd] | делать, изготавливать |
| meet [mi:t] | met [met] | встречать |
| put [put] | put [put] | класть |
| read [ri:d] | read [red] | читать |
| run [rʌn] | ran [ræn] | бегать |
| say [seɪ] | said [sed] | сказать |
| see [si:] | saw [sɔ:] | видеть |
| send [send] | sent [sent] | посылать |
| sing [sɪŋ] | sang [sæŋ] | петь |
| speak [spi:k] | spoke [spəʊk] | говорить |
| stand [stænd] | stood [stud] | стоять |
| swim [swɪm] | swam [swæm] | плавать |
| take [teɪk] | took [tuk] | брать |
| tell [tel] | told [təʊld] | сказать, рассказывать |
| think [θɪŋk] | thought [θɔ:t] | думать |
| win [wɪn] | won [wɒn] | выиграть, победить |
| write [raɪt] | wrote [rəʊt] | писать |

Grammar Reference

Unit 1

Артикли

Слова *a* и *an* – формы неопределённого артикля. Мы ставим *a* или *an* перед словами в единственном числе. Артикль *a* ставится перед словами, которые начинаются с согласного звука, артикль *an* – перед словами, которые начинаются с гласного звука. Например: *a ball, an orange; a tall man, an old man.*

Мы употребляем неопределённый артикль, говоря о любом предмете из класса схожих предметов. Например: *There's a book on the desk.* (книга, а не ручка)

Слово *the* – определённый артикль. Мы ставим *the* перед существительными как в единственном, так и во множественном числе. Мы употребляем определённый артикль, когда:

- говорим об уже известном предмете, например: *This is a book. The book is on the table.*
- понятно, исходя из ситуации, о чём или о ком идёт речь, например: *This is our classroom. The walls are yellow. The door is brown.*
- говорим о единственном в своём роде предмете, например: *The Sun is beautiful.*

Unit 2

Указательные местоимения

Слова *this / these* и *that / those* – это указательные местоимения.

Мы употребляем местоимения *this* и *these*, когда указываем на людей, животных или предметы, которые находятся вблизи нас. *This* употребляется с существительными в единственном числе. Например: *This is a book.* Это книга. (здесь)

These употребляется с существительными во множественном числе. Например: *These are rulers.* Это линейки. (здесь)

Мы употребляем местоимения *that* и *those*, когда указываем на людей, животных или предметы, которые находятся вдали от нас.

That употребляется с существительными в единственном числе.

Например: **That is a girl.** Это девочка. (там)

Those употребляется с существительными во множественном числе.

Например: **Those are boys.** Это мальчики. (там)

В устной речи мы обычно употребляем краткую форму оборота *That is*, например: **That's a cat.**

В вопросительных предложениях указательные местоимения *this / these* и *that / those* употребляются так:

Is **this** a nice dress? Yes, it is. / No, it isn't.

Is **that** a good book? Yes, it is. / No, it isn't.

Are **these** cakes tasty? Yes, they are. / No, they aren't.

Are **those** rabbits? Yes, they are. / No, they aren't.

Обрати внимание: в кратких ответах на такие вопросы указательные местоимения не употребляются.

Обороты *there is / there are*

Мы употребляем обороты *there is* и *there are*, когда хотим сообщить, что кто-то или что-то находится в определённом месте.

Оборот *there is* мы употребляем с существительными в единственном числе, оборот *there are* – с существительными во множественном числе. Например:

There is a book in the school bag. В школьной сумке книга.

There are trees in the garden. В саду деревья.

В устной речи мы обычно употребляем сокращённую форму оборота *there is*, например: **There's a mouse** in the house.

Оборот *there are* сокращённой формы не имеет.

Unit 3

Грамматическое время *present continuous*

Мы употребляем время *present continuous* для описания действия, которое длится в настоящий момент.

Present continuous образуется с помощью вспомогательного глагола *to be (am, is, are)* и смыслового глагола, к которому добавляется окончание *-ing*:

'm = am

I'm sleeping.

's = is

He's / She's / It's sleeping.

're = are

We're / They're sleeping.

Для образования отрицательного предложения после глагола *to be* (*am, is, are*) мы ставим отрицание *not*.

'm not = am not

I'm not sleeping.

isn't = is not

He / She / It isn't sleeping.

aren't = are not

We / They aren't sleeping.

Для образования вопросительного предложения мы ставим глагол *to be* (*am, is, are*) в начало предложения:

Yes, I am. / No, I'm not.

Are you sleeping?

Yes, he / she is. No, he / she isn't.

Is he / she sleeping?

В предложениях в *present continuous* часто употребляется указатель времени *now*.

They are doing PE now.

Множественное число имён существительных

Множественное число имён существительных образуется так:

- к большинству существительных мы прибавляем *-s* (*book – books*);
- к существительным, которые оканчиваются на согласную + *-y*, мы прибавляем *-es*, при этом *-y* меняется на *-i* (*baby – babies*);
- к существительным, которые оканчиваются на *-s, -ss, -sh, -ch, -x* или *-o*, мы прибавляем *-es* (*box – boxes*). Исключения: *zoo – zoos, kangaroo – kangaroos*;
- к существительным, которые оканчиваются на *-f*, мы прибавляем *-es*, при этом *-f* меняется на *-v* (*leaf – leaves*);
- к существительным, которые оканчиваются на *-fe*, мы прибавляем *-s*, при этом *-f* меняется на *-v* (*knife – knives*). Исключение: *giraffe – giraffes*.

Множественное число некоторых существительных образуется не по правилам: *child – children, man – men, woman – women, person – people, foot – feet, tooth – teeth, sheep – sheep, mouse – mice, fish – fish*.

Притяжательный падеж имён существительных

Притяжательный падеж показывает, кому принадлежит кто-либо или что-либо. Притяжательный падеж обычно имеют лишь одушевлённые существительные.

У существительных в единственном числе притяжательный падеж образуется при помощи *-s*, перед которым ставим апостроф (*'*). Например: *It is Otto's car.*

У существительных во множественном числе притяжательный падеж образуется только при помощи апострофа. Например: *These are the boys' hats.*

У существительных, образующих множественное число не по правилам, притяжательный падеж образуется при помощи *-s*, перед которым ставим апостроф (*'*). Например: *This is the children's playground.*

Если мы хотим сказать, что кто-то или что-то принадлежит двум и более лицам, то мы ставим апостроф (*'*) и *-s* только один раз. Например: *This is Arabella and Otto's house.*

Притяжательные местоимения

Притяжательные местоимения показывают, так же как и притяжательный падеж имён существительных, кому принадлежит что-либо или кто-либо. Например: *This is **his** chair.*

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

Unit 5

Исчисляемые и неисчисляемые существительные

Исчисляемые существительные обозначают предметы, которые можно посчитать (*an orange, a table*). Исчисляемые существительные согласуются с глаголами в единственном и множественном числе. Например:

This is an orange.

These are oranges.

Неисчисляемые обозначают вещества, которые нельзя пересчитать (*bread, food*).

Неисчисляемые существительные всегда употребляются с глаголом в единственном числе. Например: *There is some bread.*

Местоимения *some* и *any*

Мы часто употребляем *some* и *any*, когда говорим о количестве чего-либо.

Местоимение *some* употребляется только в утвердительных предложениях в значении «несколько», «немного». Например:

There are some bananas in Otto's shop.

Otto's got some nice food in his shop.

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

There aren't any bananas in Otto's shop.

Are there any bananas in Otto's shop?

Otto hasn't got any nice food in his shop.

Has Otto got any nice food in his shop?

Местоимения *some* и *any* никогда не употребляются с исчисляемыми существительными в единственном числе! В этом случае с существительными употребляется неопределённый артикль *a / an*. Например: *There is an apple on the table.*

Units 6 and 7

Грамматическое время *present simple*

Мы употребляем время *present simple*, когда говорим о том, что мы делаем регулярно, например каждый день.

I clean my teeth every day.

Если в предложениях в *present simple* мы используем подлежащее в 3-м лице единственного числа или местоимения *he / she / it*, то к смысловому глаголу прибавляется окончание *-s (-es)*:

Bill cleans his teeth. Mary goes to school. The cat catches mice.

He cleans his teeth. She goes to school. It catches mice.

Вспомогательный глагол *do / does* и отрицание *not* помогают превратить утвердительное предложение в отрицательное:

I don't clean my teeth. don't = do not

He / She doesn't clean his / her teeth. doesn't = does not

Чтобы построить вопрос, мы ставим вспомогательный глагол *do / does* перед подлежащим:

Do you clean your teeth? Yes, I do. / No, I don't.

Does she clean her teeth? Yes, she does. / No, she doesn't.

What do you do at the weekend?

Where does she live?

Запомни: если вопрос задаётся к подлежащему, вспомогательный глагол не используется, а к смысловому глаголу добавляется окончание *-s (-es)*. Например: *Who lives in this house? Кто живёт в этом доме?*

В предложениях в *present simple* часто употребляются слова, которые указывают на повторный характер действий:

always (всегда) *usually* (обычно) *often* (часто) *sometimes* (иногда)
never (никогда)

Такие слова обычно ставятся перед смысловым глаголом.

Например:

I always drink milk. We usually drink milk. She often drinks milk.

He sometimes drinks milk. They never drink milk.

present simple or present continuous?

| present simple | present continuous |
|---|--|
| <p>Present simple употребляется для выражения регулярных действий</p> <p>Mr Jones goes to work by bus.</p> | <p>Present continuous употребляется для выражения действий, которые происходят сейчас, в момент речи</p> <p>I'm watching TV now.</p> |
| <p>В present simple часто употребляются указатели времени: every day / morning / week / month; always, usually, often, sometimes, never</p> | <p>В present continuous часто употребляется указатель времени now</p> |

Unit 8

Повелительное наклонение

Глагол в повелительном наклонении выражает просьбу, приказ, команду. Предложения в повелительном наклонении начинаются с глагола. Например:

Open the door.

Go straight on.

Глагол в повелительном наклонении может также выражать запрещение. Такие предложения мы начинаем с *Do not*.

Например: *Don't talk.* *don't = do not*

Unit 9

Грамматическое время *past simple* с глаголом *to be*

Глаголы *was* и *were* – это формы глагола *to be* в *past simple*. Мы употребляем время *past simple* для описания действий и состояний, имевших место в определённый момент в прошлом. Например:

Last summer I was in Siberia.

We were at school yesterday.

Чтобы построить отрицательное предложение, к глаголам *was* и *were* мы добавляем *not*. Например:

I wasn't in Siberia last summer.
We weren't at school yesterday.

wasn't = was not
weren't = were not

Вопросы с глаголами *was* и *were* мы строим так:

Were you / they in Siberia last summer?

Yes, we / they were.
No, we / they weren't.

Was he / she in Siberia last summer?

Yes, he / she was.
No, he / she wasn't.

Units 10 and 11

Грамматическое время *past simple*

Мы употребляем время *past simple* для описания действий и состояний, имевших место в прошлом. Для образования утвердительного предложения в *past simple* к большинству глаголов прибавляется окончание *-ed (-d)*. Такие глаголы называются правильными. Например:

I helped my mother yesterday.
I danced at the party.

Но есть глаголы, чьи формы в *past simple* образуются не по правилам. Такие глаголы называются неправильными. Например: *I went to school yesterday**.

Отрицательные предложения в *past simple* образуются при помощи вспомогательного глагола *did* и отрицания *not*. Мы ставим *did not (didn't)* перед смысловым глаголом.

I didn't walk.
My sister didn't eat a cake.

Для образования вопросительной формы мы ставим *Did* в начале предложения.

Did you walk?
Did you eat a cake?

В предложениях в *past simple* часто употребляются указатели времени *yesterday, last weekend / week / month / year*. Например:

Yesterday I played volleyball.
Last weekend he played football.

* Список неправильных глаголов можно посмотреть на странице 99.

Read for Fun!



Read the shape poems.
Think of words and
write your shape poem.

Up! Down! Come on! Let's go! Where are we going? I don't know.

No legs! Small head! A horrible snake! Long and red!

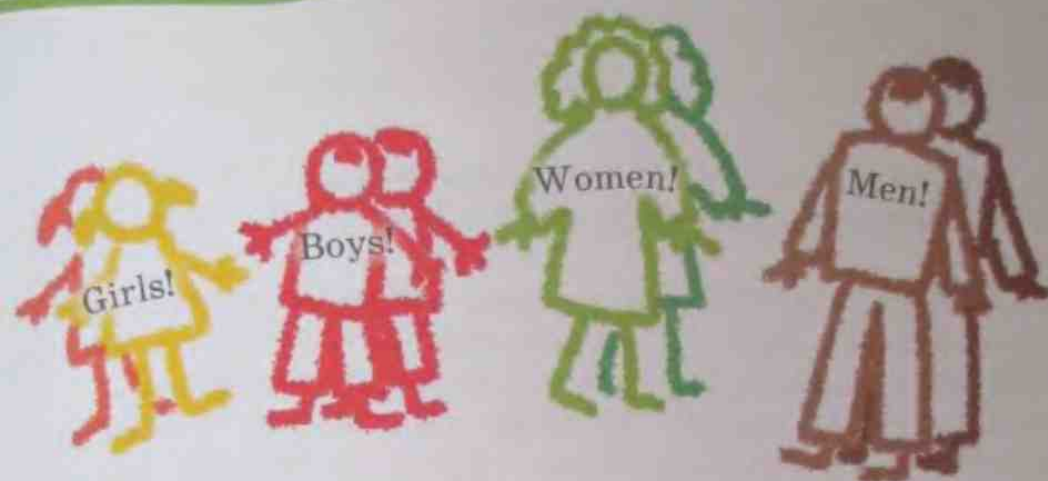
Question! Question! Question!
Where? Who? What?

Ask your questions!
Learn a lot!

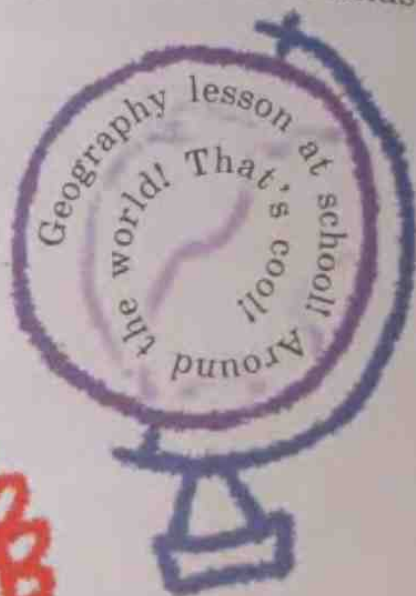
I'm writing.
I'm painting.
I'm drawing.
I'm pointing.
I'm counting

with my fingers
and my hands.

Shape Poems



We're all people. We're all friends.





Read for Fun!

Read and make a list of all the food in the e-mails.

Hi, Anna!

I'm writing this e-mail on my dad's computer. I'm sending some photos of my family with this e-mail, too. We're having a picnic.

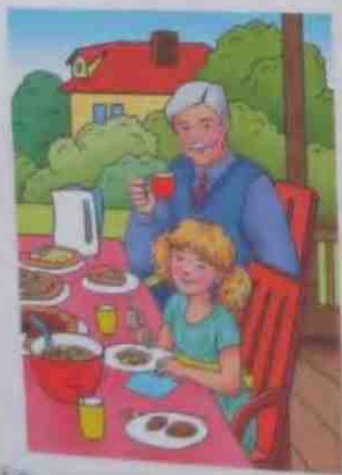
Look at the photo of me and my mum and grandma. Can you see my grandma's pies? There is an apple pie, a fish pie and a mushroom and meat pie. Apple pie is my favourite!

Can you see the photo of my cousin Liza and my grandpa? Liza's eating vegetable salad and my grandpa's drinking tea.

That's my dad and my cousin Dima. My dad's putting cream on his pancake. Yummy! And Dima's giving meatballs to my dog!

Yes, that's my family! We like food! I'm looking at the photos now and I'm hungry!

Love,
Misha



Fun and Food

Hello, Misha!

Thanks for your e-mail and the photos. I'm sending some photos of my family with this e-mail now. My family likes food, too!

Here's a photo of me and my mum. We're making pancakes on Pancake Day. We're throwing them up and catching them!

Look at the photo of my mum, dad, grandpa, grandma and me in our garden! It's Father's Day! My mum and grandma are cooking sausages and meat on a barbecue for my dad and my grandpa - my dad's dad!

That's me in the photo with my cousin Joel. We're standing outside a fish and chip shop and we're eating fish and chips. English people like fish and chips!

Write soon!

Love,
Anna



Read for Fun!



Read the tale.

Masha lives with her aunt and uncle and their son Foma. Her mother and father are in another country. Her aunt and uncle and her cousin, Foma, aren't good to Masha. It is winter and it is snowing. It is cold and windy outside. 'I want some flowers from the forest,' says Masha's aunt. 'But it's January and there aren't any flowers now,' says Masha. Her aunt doesn't listen and pushes Masha outside in the cold.

Masha walks in the forest in the snow. She is very sad. Then she sees a big fire in the middle of the forest. There are twelve men next to the fire. The men look at Masha and say, 'We are the twelve months of the year and we can help you.'



'I am March. That's the end of winter,' says a young man. He claps his hands and there isn't any snow.

'I am April,' says a young man. He claps his hands and it isn't windy and cold.

'I am May. Spring is here,' says a young man. He claps his hands and it is sunny. The forest is green and there are lots of flowers.



Twelve Months of the Year

Masha says thank you and picks some flowers. Then she runs home.

Masha gives the flowers to her aunt and uncle and Foma about the months of the year.

'We're going to those men in the forest,' they say. 'We want to have all the mushrooms, berries and flowers in the forest.' They run into the forest and find the twelve men. 'Clap your hands, June,' Foma says. But June doesn't clap his hands. January claps his hands and it is snowing and very cold.

Foma and the aunt and uncle turn into snowmen. 'Please, forgive us! We won't do it again!', they say. Then August claps his hands. It is very hot and sunny. The snowmen turn back into people.



Masha's mother and father are now with Masha again. Every year the months come and give lots of mushrooms, berries and flowers to them.

Read for Fun!

Read. Then write how we can take care of our world.



It's Sunday. Jenny is with her family in the car. Jenny is looking out of the car window. She can see two boys. They are spray painting on the wall of her school. Jenny is shouting at the boys, 'Stop! Don't paint on that wall.'



The family is driving in the countryside. There was a fire on a hill and now it isn't green. It's black and there aren't any trees or flowers on it.



Now Jenny and her family are at the seaside. It isn't a hot day and they aren't going to swim. They want to play on the beach. But look at the plastic bags!



It is Monday and Jenny is at school. Jenny and her class are looking at the school wall. She is talking to the class about the wall, the hill and the beach. 'It was Sunday. I was in the car ...'.

Help Our Planet



Now Jenny and her class are cleaning the school wall.




Jenny and her class are on the beach today. They are cleaning the beach.



Today Jenny and her family are on the hill in the countryside again. There are children from Jenny's class and their parents, too. They have got some baby trees and they are planting them on the hill.



The teacher is talking to the class. 'There were horrible drawings on the school wall. There were no trees on the hill. The beach was dirty. Now the wall and the beach are clean and there are some trees on the hill. Well done! So, please don't spray paint the walls, don't light fires in the countryside, and pick up your rubbish! Take care of the world!'



Take care
of our world!

Read for Fun!

Read the fable.
What lesson does
the fable teach?



1



One day a fox fell
into a deep well.

2



A thirsty goat came
to that well to drink.

3



The goat saw the fox
and asked, 'Is the water
good?' The fox pretended
to be happy and said,
'Oh, the water is great.
Come down here!'

The Fox and the Goat



4

The goat didn't think about the depth of the well and jumped down. He drank. Then the fox said, 'You see, it's very difficult to get out of the well because it's very, very deep. I've got an idea. You will place your forefeet on the well and bend your head. I will run up your back and get out. Then I'll help you out.'

The goat did as the fox said.

5



6



The fox got out, but didn't help the goat. The goat got very angry and began to cry. But the fox said, 'You are a fool! You jumped down, but you didn't think about the way up.'

Look before you leap.



Dictionary

Aa

about [ə'baʊt] о (ком-либо, чѐм-либо)

acrobat ['ækɹə,bæt] акробат

action ['ækʃn] действие

Activity Book [æk'tɪvətɪ buk] Рабочая тетрадь

actor ['æktə] актѐр

actress ['æktɹəs] актриса

adventure [əd'ventʃə] приключение

Africa ['æfrɪkə] Африка

again [ə'geɪn] снова

air [eə] воздух

all [ɔ:l] весь, все

always ['ɔ:lweɪz] всегда

America [ə'merɪkə] Америка

angry ['æŋɡrɪ] сердитый

animal ['ænɪml] животное

answer ['ɑ:nsə] 1) ответ;
2) отвечать

ant [ænt] муравей

Antarctica [æn'tɑ:ktɪkə] Антарктида

any ['eni] несколько, немного

apple ['æpl] яблоко

April ['eɪprəl] апрель

arm [ɑ:m] рука (от плеча до кисти)

around [ə'raʊnd] вокруг

Art [ɑ:t] изобразительное искусство

article ['ɑ:tɪkl] статья

Asia ['eɪzə] Азия

ask [ɑ:sk] спрашивать

August ['ɔ:gəst] август

aunt [ɑ:nt] тѐтя

Australia [ə'streɪlɪə] Австралия

author ['ɔ:θə] автор

autumn ['ɔ:təm] осень

Bb

baboon [bə'bu:n] павиан

baker ['beɪkə] пекарь

banana [bə'nɑ:nə] банан

barbecue ['bɑ:bɪ,kju:] барбекю

basket ['bɑ:skɪt] корзина

basketball ['bɑ:skɪt,bɔ:l] баскетбол

bath [bɑ:θ] ванна

beach [bi:tʃ] пляж

bear [beə] медведь

beautiful ['bju:təfl] красивый

bedroom ['bedru:m] спальня

before [bɪ'fɔ:] до; перед

bend [bend] наклонять, сгибать

between [bɪ'twi:n] между

bicycle ['baɪsɪkl] велосипед

birthday ['bɜ:θdeɪ] день рождения

biscuit ['bɪskɪt] печенье

black [blæk] чѐрный

blow [bləʊ] дуть (о ветре)

blue [blu:] голубой; синий

boat [bəʊt] лодка

box [bɒks] коробка; рамочка

boxer ['bɒksə] боксѐр

boy [bɔɪ] мальчик

bread [bred] хлеб

British ['brɪtɪʃ] британский

builder ['bɪldə] строитель

bungee jumping ['bʌndʒi: dʒʌmpɪŋ] прыжки с высоты с эластичным канатом (очень опасный вид спорта)

bus [bʌs] автобус
busy ['bɪzi] занятой
buy [baɪ] покупать

Cc

café ['kæfeɪ] кафе
cafeteria [,kæfə'tiəriə] кафетерий
cake [keɪk] торт
calf [kɑ:f] телёнок
calm [kɑ:m] спокойный
campsite ['kæmp,saɪt]
палаточный лагерь
Canada ['kænədə] Канада
capital ['kæpɪtl] столица
car [kɑ:] машина, автомобиль
care [keə] забота
(take care беречь, заботиться)
careful ['keəfl] осторожный
carrot ['kærət] морковь
castle ['kɑ:sl] замок
catch [kætʃ] ловить
caterpillar ['kætə,pɪlə] гусеница
centimetre ['sentɪ,mi:tə]
сантиметр
check [tʃek] проверять
cheese [tʃi:z] сыр
chicken ['tʃɪkɪn] курица,
цыплёнок (еда)
child [tʃaɪld] ребёнок
Chile ['tʃɪli] Чили
chocolate ['tʃɒklət] шоколад
choose [tʃu:z] выбирать
Christmas ['krɪsməs] Рождество
circus ['sɜ:kəs] цирк
classmate ['kla:s,meɪt]
одноклассник, одноклассница
clean [kli:n] чистый
clear [kliə] прозрачный
climb [klaɪm] подниматься,
взбираться

close [kləʊz] закрывать
cloud [klaʊd] облако
cloudy ['klaʊdi] облачный,
облачно
clown [klaʊn] клоун
coach [kəʊtʃ] автобус дальнего
следования
cold [kəʊld] холодный
colour ['kʌlə] цвет; краска
column ['kɒləm] колонна
comb [kəʊm] расчёска
Come on! [,kʌm 'ɒn] Идём!,
Пошли!
compare [kəm'preə] сравнивать
contest ['kɒntest] конкурс
continent ['kɒntɪnənt] материк
cook [kʊk] готовить (еду)
cool [ku:l] отличный, классный
correct [kə'rekt] 1) исправлять;
2) правильный
count [kaʊnt] считать,
подсчитывать
country ['kʌntri] страна
countryside ['kʌntri,saɪd]
сельская местность
cousin ['kʌzn] двоюродный брат,
кузен; двоюродная сестра,
кузина
cow [kaʊ] корова
crisps [krisps] хрустящий
картофель, чипсы
crown [kraʊn] корона
cub [kʌb] детёныш (дикого
животного)
curious ['kjʊəriəs] любопытный

Dd

dance [da:ns] танцевать
dangerous ['deɪndʒərəs] опасный
dark [dɑ:k] тёмный

December [dɪ'sembə] декабрь
deep [di:p] глубокий
dentist ['dentɪst] зубной врач
depth [depθ] глубина
describe [dɪ'skraɪb] описывать
desert ['dezət] пустыня
diet ['daɪət] диета
different ['dɪfrənt] различный
dinosaur ['daɪnə,sɔ:] динозавр
direction [daɪ'rekʃn] направление
dirty ['dɜ:ti] грязный
discuss [dɪ'skʌs] обсуждать
doctor ['dɒktə] врач, доктор
door [dɔ:] дверь
down [daʊn] вниз; внизу
draw [drɔ:] рисовать
drink [drɪŋk] пить
driver ['draɪvə] водитель
duke [dju:k] герцог
dune [dju:n] дюна

Ee

each [i:tʃ] каждый
eat [i:t] есть, съесть
Edinburgh ['edɪnbəgə] Эдинбург
(столица Шотландии)
egg [eg] яйцо
elephant ['elɪfənt] слон
English ['ɪŋɡlɪʃ] 1) англичане;
английский язык;
2) английский
Europe ['juərəp] Европа
everyday ['evri,deɪ] ежедневный
exciting [ɪk'saɪtɪŋ]
захватывающий
exercise ['eksəsaɪz] упражнение

Ff

fable ['feɪbl] басня
fact [fækt] факт

fall [fɔ:l] падать
(fall off опадать (о листве))
false [fɔ:ls] неправильный
famous ['feɪməs] известный
farmer ['fɑ:mə] фермер
fast [fɑ:st] быстрый; быстро
fasten ['fɑ:sn] застёгивать
fat [fæt] жир
February ['februəri] февраль
ferry ['ferɪ] паром
find [faɪnd] находить
(find out узнать, выяснить)
finger ['fɪŋgə] палец
fire ['faɪə] пожар; костёр
first [fɜ:st] первый
fish and chips [ˌfɪʃn'tʃɪps]
жареная рыба с картофелем
фри (классическое английское
блюдо)
flag [flæg] флаг
flower ['flaʊə] цветок
fly [flaɪ] летать (fly a plane
управлять самолётом)
foal [fəʊl] жеребёнок
foggy ['fɒɡɪ] туманный
food [fu:d] еда
food shop ['fu:d ʃɒp]
продовольственный магазин
fool [fu:l] глупец
foot [fʊt] нога (ступня)
football ['fʊt,bɔ:l] футбол
forefoot ['fɔ:,fʊt] передняя нога
или лапа
forget [fə'get] забывать
France [frɑ:ns] Франция
freezing ['fri:zɪŋ] морозный
fresh [freʃ] свежий, несолёный
(о воде)
Friday ['fraɪdeɪ] пятница
fridge [frɪdʒ] холодильник

friend [frend] друг, подруга
frighten ['fraɪtən] пугать
fruit [fru:t] фрукт; фрукты
fun [fʌn] забава, веселье
future ['fju:tʃə] будущее

Gg

gallery ['gæləri] галерея
game [geɪm] игра
garden ['gɑ:dn] сад
gardener ['gɑ:dnə] садовник
Geography [dʒi:'ɒgrəfi] география
get [get] получать; брать
(get out of выбираться из;
get up вставать *(после сна)*)
geyser ['gi:zə] гейзер
ghost [gəʊst] привидение
give [gɪv] давать
glove [glʌv] перчатка
go [gəʊ] идти, ехать
(Go away! Уходи(те) прочь!;
Go straight on. Иди(те) прямо;
go on случаться, происходить)
goal [gəʊl] гол
goggles ['gɒglz] защитные очки
gram [græm] грамм
grandchildren ['græn,tʃɪldrən]
внуки
grandparents ['græn,peərənts]
бабушка и дедушка
green [gri:n] зелёный
grey [greɪ] серый
guess [ges] догадываться,
угадывать

Hh

half [hɑ:f] половина
happen ['hæpən] происходить,
случаться
happy ['hæpi] счастливый

hat [hæt] шапка
hate [heit] ненавидеть
have [hæv] иметь, обладать
(have to быть *должным*
(что-либо делать))
head [hed] голова
healthy ['helθi] здоровый;
полезный *(о еде)*
hear [hiə] слышать
heavy ['hevi] тяжёлый
height [haɪt] высота
helicopter ['helɪ,kɒptə] вертолёт
helmet ['helmit] шлем
help [help] помогать
high [haɪ] высокий
high wire [haɪ 'waɪə] натянутая
проволока *(под*
куполом цирка)
hill [hɪl] холм
hiss [hɪs] шипеть
History ['hɪstri] история
hooray [hu'reɪ] ура
hoot [hu:t] гудеть
hop [hɒp] подпрыгивать
horrible ['hɒrəbl] ужасный
horse [hɔ:s] лошадь
hospital ['hɒspɪtl] больница
hot [hɒt] жаркий, горячий;
жарко
hot-air balloon [hɒt'eə bə'lu:n]
азростат *(воздушный шар,*
наполненный горячим воздухом)
hovercraft ['hɒvə,kra:ft] корабль
на воздушной подушке
hungry ['hʌŋɡri] голодный
husband ['hʌzbənd] муж

Ii

ice cream ['aɪskri:m] мороженое
Iceland ['aɪslənd] Исландия

ice-skater ['aɪs,sketə] фигурист,
фигуристка
identify [aɪ'dentɪfaɪ] узнавать,
определять
imperative [ɪm'perətɪv]
повелительное наклонение
insect ['ɪnsekt] насекомое
inside ['ɪn,saɪd] внутри; в доме
instruction [ɪn'strʌkʃn] инструкция
into ['ɪntu:] в(о), на
intonation [ɪntə'neɪʃn] интонация
Italian [ɪ'tæljən] 1) итальянский
язык; 2) итальянский
Italy ['ɪtəli] Италия

Jj

jacket ['dʒækɪt] куртка, жакет
January ['dʒænjuəri] январь
job [dʒɒb] работа
juice [dʒu:s] сок
July [dʒu'laɪ] июль
jump [dʒʌmp] прыгать
jumper ['dʒʌmpə] джемпер
June [dʒu:n] июнь

Kk

key [ki:] ключ
kick [kɪk] ударять ногой, пинать
kilogram ['kɪlə,græm] килограмм
kilometre ['kɪlə,mi:tə] километр
kitchen ['kɪtʃən] кухня
kitten ['kɪtn] котёнок

Ll

lady ['leɪdi] леди
lamb [læm] ягнёнок
language ['læŋgwɪdʒ] язык, речь
leaf [li:f] лист (растения)
learn [lɜ:n] учить (что-либо);
учиться

left [left] левый; налево
leg [leg] нога
length [leŋθ] длина
lesson ['lesn] урок
light a fire [laɪt ə'faɪə] разводить
огонь
lightning ['laɪtnɪŋ] молния
like [laɪk] любить, нравиться
like this [laɪk 'ðɪs] так, вот так
limerick ['lɪmərɪk] лимерик
(короткое юмористическое
стихотворение)

line [laɪn] строка
list [lɪst] список
listen ['lɪsn] слушать
little ['lɪtl] маленький
living room ['lɪvɪŋ ru:m] жилая
комната
long [lɒŋ] длинный
look [lʊk] смотреть
(look after заботиться о;
ухаживать (за кем-либо,
чем-либо))
lost [lɒst] потерянный
(be / get lost заблудиться)
lovely ['lʌvli] милый; чудный
lunch [lʌntʃ] обед, ланч

Mm

magic ['mædʒɪk] магия,
волшебство
make [meɪk] делать
(make a film снимать фильм;
make friends подружиться)
man [mæn] мужчина
map [mæp] карта
March [mɑ:tʃ] март
match [mætʃ] 1) соревнование;
2) подбирать (под пару)
Maths [mæθs] математика

May [meɪ] май
mean [mi:n] означать, значить
measure ['meʒə] измерять
measurement ['meʒəmənt]
измерение (действие)

meat [mi:t] мясо
meatball ['mi:t,bɔ:l] фрикаделька
medicine ['medsn] лекарство
metre ['mi:tə] метр
milk [mɪlk] молоко
mime [maɪm] изображать
что-либо или кого-либо
жестами или мимически
mind [maɪnd] следить; помнить
mineral water ['mɪnərəl ,wɔ:tə]
минеральная вода

missing ['mɪsɪŋ] пропущенный
Monday ['mʌndeɪ] понедельник
month [mʌnθ] месяц (года)
mouse [maʊs] мышь
mouth [maʊθ] рот
munch [mʌntʃ] жевать, чавкать
mushroom ['mʌʃru:m] гриб

Nn

never ['nevə] никогда
new [nju:] новый
Niagara Falls [naɪ,ægərə 'fɔ:lz]
Ниагарский водопад
night [naɪt] ночь
noise [nɔɪz] шум
north [nɔ:θ] 1) север; 2) северный
nose [nəʊz] нос
nothing ['nʌθɪŋ] ничего, ничто
November [nəʊ'vembə] ноябрь

Oo

oasis [əʊ'eɪsɪs] оазис
(мн. ч. oases [əʊ'eɪsɪ:z])
October [ɒk'təʊbə] октябрь

octopus ['ɒktəpəs] осьминог
odd one out [ɒd wʌn 'aʊt]
лишний
often ['ɒfn] часто
(the) Olympic Games
[ə,lɪmpɪk 'geɪmz]
Олимпийские игры
option ['ɒpʃn] вариант
orange ['ɒrɪndʒ] 1) апельсин;
2) оранжевый
our [aʊə] наш
out of [aʊt əv] из (указывает
на движение из чего-либо)
outing ['aʊtɪŋ] (загородная)
прогулка; экскурсия
outside [aʊt'saɪd] на открытом
воздухе; на улице
over [əʊvə] через, над

Pp

page [peɪdʒ] страница
paint [peɪnt] красить,
раскрашивать; писать (картину)
painting ['peɪntɪŋ] картина
pair [peə] пара
palm [pɑ:m] ладонь
pancake ['pæn,keɪk] блин
parachute ['pærəʃu:t] парашют
park [pɑ:k] парк
past [pɑ:st] прошедший; после
path [pɑ:θ] путь, маршрут
PE (Physical Education) [pɪ:'i:]
физическое воспитание
pea [pi:] горох; горошина
people ['pi:pl] люди
perfect ['pɜ:fɪkt] идеальный,
отличный
person ['pɜ:sn] человек; osoba
petrol ['petrəl] бензин
phonetic [fə'netɪk] фонетический

photo ['fəʊtəʊ] фотография
piano [pi'ænəʊ] пианино;
фортепьяно
picture ['pɪktʃə] картина; рисунок
pie [paɪ] пирог; пирожок
pilot ['paɪlət] лётчик, пилот
pink [pɪŋk] розовый
pizza ['pi:tʃə] пицца
place [pleɪs] 1) место;
2) размещать
plan [plæn] план, замысел
plane [pleɪn] самолёт
planet ['plænɪt] планета
plant [plɑ:nt] сажать, высаживать
(о растениях)
plastic bag [,plæstɪk 'bæg]
полиэтиленовый пакет
play [pleɪ] играть
playground ['pleɪ,graʊnd]
площадка для игр
point [pɔɪnt] указывать
policeman [pə'li:smən]
полицейский
policewoman [pə'li:s,wʊmən]
женщина-полицейский
population [,pɒpjʊ'leɪʃn]
население
Portugal ['pɔ:tʃʊɡl] Португалия
Portuguese [pɔ:tʃʊ'gi:z]
1) португальский язык;
2) португальский
pretend [prɪ'tend] притворяться,
делать вид
prince [prɪns] принц
prize [praɪz] приз
project ['prɒdʒekt] проект
pronunciation [prə,nʌnsi'eɪʃn]
произношение
protein ['prəʊti:n] белок, протеин
(вещества, обеспечивающие

жизнедеятельность растений,
животных и человека)

pull [pʊl] тянуть, натягивать
puppy ['pʌpi] щенок
purple ['pɜ:pl] фиолетовый

Qq

quantity ['kwɒntəti] количество
quarter ['kwɔ:tə] четверть
queen [kwi:n] королева
question ['kwɛstʃn] вопрос

Rr

race [reɪs] состязание
в скорости
racquet ['ræki:t] ракетка
rafting ['rɑ:ftɪŋ] рафтинг (сплав
по рекам)
rain [reɪn] дождь; идти (о дожде)
rainy ['reɪni] дождливый
read [ri:d] читать
ready ['redi] готовый (к действию)
recite [ri'saɪt] декламировать;
читать вслух (стихи и т. п.)
red [red] красный
regularly ['regjʊləli] регулярно
remember [rɪ'membə] помнить,
запомнить
repeat [ri'pi:t] повторять
restaurant ['restrɒnt] ресторан
revise [ri'vaɪz] повторять
(выученный материал)
rhyme [raɪm] рифма
rice [raɪs] рис
ride [raɪd] 1) езда, поездка
(верхом); 2) ездить верхом
right [raɪt] правый; направо
rubbish ['rʌbɪʃ] мусор
rule [ru:l] правило
Russia ['rʌʃə] Россия

Russian ['rʌʃn] 1) русский язык;
2) русский

Ss

sad [sæd] грустный
sand [sænd] песок
sardine [sɑ:'di:n] сардина
Saturday ['sætədeɪ] суббота
sausage ['sɒsɪdʒ] колбаса;
сосиска
save [seɪv] спасать
say [seɪ] говорить; сказать
scare [skeə] пугать
scary ['skeəri] страшный
school [sku:l] школа
score [skɔ:] забить (гол)
sea [si:] море
seal [si:l] тюлень
season ['si:zn] время года
send [send] посылать,
отправлять
sentence ['sentəns] предложение
September [sep'tembə] сентябрь
shake [ʃeɪk] трести
shop [ʃɒp] магазин
shop assistant [ʃɒp ə'sɪstnt]
продавец
shout [ʃaʊt] кричать
show [ʃəʊ] зрелище, шоу
Siberia [saɪ'biəriə] Сибирь
silent letter ['saɪlənt 'letə]
непроизносимая буква
silver ['sɪlvə] серебряный
sing [sɪŋ] петь
singer ['sɪŋə] певец; певица
skate [skeɪt] кататься
на коньках
ski [ski:] ходить на лыжах
skier ['ski:ə] лыжник, лыжница
sky [skai] небо

skydiving ['skaɪ,daɪvɪŋ] затажные
прыжки с парашютом
sleep [sli:p] спать
slide [slɑɪd] кататься по льду
slow [sləʊ] медленный
small [smɔ:l] маленький
snow [snəʊ] снег
(It is snowing. Идёт снег.)
snowball ['snəʊ,bɔ:l] снежок
snowboarding ['snəʊ,bɔ:diŋ]
сноуборд
snowman ['snəʊmæn] снеговик,
снежная баба
snowy ['snəʊɪ] снежный
(о погоде)
some [sʌm] немного, несколько
someone ['sʌmwʌn] кто-нибудь,
кто-то
sometimes ['sʌmtaɪmz] иногда
soon [su:n] скоро
soup [su:p] суп
south [saʊθ] юг; южный
spaghetti [spə'geti] спагетти
Spain [speɪn] Испания
speak [spi:k] говорить
speed [spi:d] скорость
spoil [spɔɪl] портить
spray paint [spreɪ peɪnt]
окрашивать распылением
spring [sprɪŋ] весна
stairs [steəz] лестница
star [stɑ:] звезда
step [step] 1) шаг; 2) шагать
stripe [straɪp] полоса
strong [strɒŋ] сильный
sugar ['ʃʊgə] сахар
suit [su:t] костюм
summer ['sʌmə] лето
Sunday ['sʌndeɪ] воскресенье
sunny ['sʌni] солнечный; солнечно

supermarket ['su:pə,mɑ:kɪt]
магазин самообслуживания
surprise [sə'praɪz] сюрприз
swimming pool ['swɪmɪŋ pu:l]
бассейн

Tt

taekwondo [taɪkwɒn'dəʊ]
тхеквондо
tail [teɪl] хвост
tale [teɪl] сказка
talent ['tælənt] талант
talk [tɔ:k] говорить, разговаривать
tall [tɔ:l] высокий
taxi ['tæksɪ] такси
tea [ti:] чай
teacher ['ti:tʃə] учитель,
учительница
teddy bear ['tedɪ ,beə] плюшевый
медвежонок
tennis player ['tenɪs ,pleɪə]
теннисист, теннисистка
tent [tent] палатка
Thailand ['taɪlənd] Таиланд
thank [θæŋk] благодарить
that [ðæt] тот
their [ðeə] их
then [ðen] затем, потом
there [ðeə] там
these [ði:z] эти
they [ðeɪ] они
thing [θɪŋ] вещь
think [θɪŋk] думать
thirsty ['θɜ:stɪ] испытывающий
жажду (be thirsty хотеть пить)
this [ðɪs] этот
those [ðəʊz] те
throw [θrəʊ] бросать, кидать
thunder ['θʌndə] гром
Thursday ['θɜ:zdeɪ] четверг

tiger ['taɪgə] тигр
tight [taɪt] тугой; тесный
(Sleep tight! Спи крепко!)
tired ['taɪəd] усталый, уставший
toe [təʊ] палец на ноге
tomato [tə'mɑ:təʊ] помидор
tonight [tə'naɪt] сегодня вечером
toot [tu:t] гудеть, сигналить
tooth [tu:θ] зуб
top [tɒp] верх (одежды)
town [taʊn] город
tractor ['træktə] трактор
train [treɪn] поезд
tram [træm] трамвай
translate [træns'leɪt] переводить
(с одного языка на другой)
transport ['træns'pɔ:t] транспорт
travel ['trævl] путешествовать
tree [tri:] дерево
trick [trɪk] трюк; хитрость
(play a good trick
разыгрывать, подшучивать)
trolley ['trɒli] тележка
trousers ['traʊzəz] брюки
true [tru:] верный, правильный
trumpet ['trʌmpɪt] труба (духовой
музыкальный инструмент)
T-shirt ['ti:ʃɜ:t] футболка
Tuesday ['tju:zdeɪ] вторник
turn [tɜ:n] поворачивать (менять
направление движения)
type [taɪp] тип, вид

Uu

(the) UK (United Kingdom) [ju: 'keɪ]
Соединённое Королевство
umbrella [ʌm'brelə] зонт
uncle ['ʌŋkl] дядя
uniform ['ju:nɪfɔ:m] форма (одежда)
unit ['ju:nɪt] раздел учебника

up [ʌp] вверх, наверху
(the) USA (United States
of America) [ju: es 'ei] США
(Соединённые Штаты Америки)
use [ju:z] использовать
usually ['ju:ʒuəli] обычно

Vv

vegetable ['vedʒtəbl] овощ
very ['veri] очень
vet [vet] ветеринарный врач
visit ['vizi:t] навещать, посещать
vitamin ['vitəmin] витамин
volleyball ['vɒli,bɔ:l] волейбол

Ww

wait [weɪt] ждать
waiter [weɪtə] официант,
официантка
walk [wɔ:k] ходить; идти пешком
wall [wɔ:l] стена
warm [wɔ:m] тёплый; тепло
wash [wɒʃ] мыть; стирать
watch [wɒtʃ] смотреть (watch TV
смотреть телевизор)
water ['wɔ:tə] 1) вода;
2) поливать
waterfall ['wɔ:tə,fɔ:l] водопад
wave [weɪv] размахивать, махать
way [weɪ] путь, дорога
wear [weə] носить (одежду)
weather ['weðə] погода
weekend [,wi:k'end] выходные
дни в конце недели
weigh [weɪ] весить
weight [weɪt] вес
well [wel] хорошо
wet [wet] мокрый
(get wet промокнуть)
whale [weɪl] кит

what [wɒt] что?, кто?
wheat [wi:t] пшеница
wheel [wi:l] колесо
when [wen] когда?
where [weə] где?
which [wɪtʃ] какой?, который?
whistle ['wɪsl] свистеть
white [waɪt] белый
who [hu:] кто?
whose [hu:z] чей?
win [wɪn] победить, выиграть
window ['wɪndəʊ] окно
windy ['wɪndɪ] ветреный; ветрено
winner ['wɪnə] победитель
winter ['wɪntə] зима
wizard ['wɪzəd] волшебник,
колдун
woman ['wʊmən] женщина
word [wɜ:d] слово
work [wɜ:k] работа
world [wɜ:ld] мир
wrap [ræp] заворачивать,
упаковывать
wrist [rɪst] запястье
write [raɪt] писать
wrong [rɒŋ] неправильный,
неверный

Yy

year [jɪə] год
yellow ['jeləʊ] жёлтый
yesterday ['jestədeɪ] вчера
young [jʌŋ] молодой
Yummy! ['jʌmɪ] Объединение!

Zz

zoo [zu:] зоопарк
zoo-keeper ['zu:ki:pə] служитель
зоопарка
zoology [zu:'ɒlədʒɪ] зоология

Учебное издание

НАЧАЛЬНАЯ ИННОВАЦИОННАЯ ШКОЛА

Комарова Юлия Александровна
Ларионова Ирина Владимировна
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Английский язык

Brilliant

Учебник для 4 класса
общеобразовательных учреждений

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Фотографии

Corbis с. 57 (левая); *Fotobank* с. 89 (верхняя, средняя);
Natural History Museum с. 33 (верхняя); *Photas* с. 25, 27, 89 (нижняя);
Stone с. 49 (левая), с. 65 (правая); *Tassphoto* с. 65 (левая), с. 73 (В), с. 81 (верхние);
Tate Gallery с. 33 (нижняя); *Topham Picturepoint* с. 73 (А).
Haddon Davies с. 49 (правая)

Песни

Авторы слов *Jeanne Perrett* и *Mary Charington*
Музыка *Andy Dench*

Благодарность

Издательство благодарит *Emily Rosser, Adele Moss, Deborah Hughes*.

Подписано в печать 22.04.14. Формат 84x108 1/16. Печать офсетная.

Бумага офсетная. Усл. печ. л. 13,44.

Тираж 10 000 экз. Заказ 0193/14.

Изд. № 17410.

ООО «Русское слово — учебник».
125009, Москва, ул. Тверская, д. 9/17, стр. 5.
Тел.: (495) 969-24-54, (499) 689-02-65.

ISBN 978-5-00007-694-1



9 785000 076941

Отпечатано в соответствии с предоставленными материалами
в ООО «ИПК Парето-Принт».
170546, Тверская область, Промышленная зона Борьково-1,
комплекс № 3А.
www.pareto-print.ru