Teens'

ENGLISH

Для школ общего среднего образования с русским языком обучения

Утверждено Министерством народного образования Республики Узбекистан

6



Pupil's book

Workbook

ИЗДАТЕЛЬСКО-ПОЛИГРАФИЧЕСКИЙ ТВОРЧЕСКИЙ ДОМ «УЗБЕКИСТАН»
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Авторы:
Светлана Хан, Людмила Камалова, Лутфулло Жураев

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– аудирование и понимание на слух, выполнение видеозаданий;


– выполнение заданий в игровой форме;


– задания для письма с рабочей тетради; ученики открывают рабочую тетрадь, переписывают и выполняют соответствующие задания;


– задания для письма из учебника; ученики переписывают и выполняют соответствующие задания в тетради;


– диалоги для практики говорения;


– дополнительные задания для сильных учеников или классов.

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Dear Pupil!

Welcome to **Teens' English 6**!

This **classbook** is full of interesting and fun activities and exercises which will help you learn and practise English. At the back of the book you can find a useful list of grammar points and vocabulary.

The **workbook** contains extra exercises and activities to help you practise your English in the classroom or at home.

With the help of the **progress checks** you can test the knowledge you got from the units.

There is also a **multimedia resource** which you can use with your teacher or at home to develop your listening skills.

Remember that the best way to learn English is by using it. Try to use English as much as you can during your lessons and at home with your friends.

We hope that you will enjoy using this course and that your own English will soon get better!

Have fun!

The Authors

Дорогой друг!

Добро пожаловать в учебник **Teens' English 6!**

В этом **учебнике** много интересных и забавных заданий и упражнений, которые помогут тебе в изучении английского языка. В конце книги ты найдёшь полезный грамматический справочник и словарь.

Рабочая тетрадь включает в себя дополнительные задания и упражнения, которые помогут тебе в изучении английского языка в классе или дома.

В **контрольных работах** ты можешь проверить свои знания, полученные во время изучения разделов учебника.

Для развития навыков слушания имеется **мультимедийное приложение**, которым можно пользоваться вместе с учителем и самостоятельно дома.

Помни, что лучший способ выучить английский язык — это пользоваться им. Старайся пользоваться английским языком как можно чаще на уроках и дома с друзьями.

Мы надеемся, что ты получишь удовольствие, занимаясь по этим материалам, и твой уровень владения английским языком вскоре станет намного выше!

Учись с радостью!

Авторы

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LESSON 1 Jobs at school

1 **Listen and repeat.**

2b **Listen and check.**

2a **Work in groups of 4/5. Read the text and complete the sentences with the words in the picture.**



A lot of people work at your school. They do a lot of different jobs. For example, your (1) ... helps you to learn. The (2) ... helps teachers, pupils and parents. The (3) ... answers the telephone and works with letters and papers. The (4) ... knows about the books and helps children to find books.
The school (5) ... helps sick children. The (6) ... in the canteen makes lunch every day. And the (7) ... cleans the school. What is your job at school? Your job is to learn.

3 **Work in groups of 4/5. Ask and answer about jobs in your school.**

e.g. **A:** *(takes a card)*
B: Do you answer the telephone?
A: No.
C: Do you clean the school?
A: Yes.
C: You are the cleaner.

4a **Listen and complete the sentence.**

4b **Write T for True and F for False.**

5a **Match the questions and answers. Say about Farruh Zakirov.**

5b **Work in pairs.**

Pupil A: Look at this page. Ask and write about David Beckham.

e.g. **A:** What's his name?
B: His name's David Beckham.

Pupil B: Look at page 11.



Munojat Yulchieva lives in Uzbekistan. She was born in a village near Fergana. Her parents had eight children. She has five sisters and two brothers. She is a singer. She sings classical Uzbek songs. She goes to a lot of countries and villages to give concerts. She knows a lot of old songs. Young and old people like her songs.

LESSON 2 Professions

1 **Listen and sing.**

2a **Work in pairs. Look and match.**

1) a photographer; 2) an interpreter; 3) a computer programmer; 4) an architect; 5) a policeman; 6) a sales assistant; 7) a chef; 8) a gardener; 9) a TV star; 10) a reporter



2b **Work in pairs. Listen and repeat. Point to the picture.**

3a **Find similar words.**

3b **Listen and check.**

5 **Play "Tic Tac Toe".**

e.g. A librarian works in a library. She knows about the books. She helps children to find books.

4 **Match the sentences and the jobs.**

e.g. Karima works at the school. She speaks English to pupils. *Teacher*

librarian *X*	chef	gardener
cleaner	interpreter	reporter
teacher	nurse	secretary

6a **Work in groups of 4/5. Complete the table.**

e.g. **A:** What's your father's job? (What does your father do?)
B: He's an engineer.

6b **Report.**

e.g. Lena's father is an engineer. Her mother is a doctor.

LESSON 3 He wants to be a/an ...

1 **Listen and sing.**

2 **Chain Drill.**



3 **Listen to Sevara, Laziz and Dilnoza. Complete the table.**

Use: pilot, reporter, interpreter, planes, English, film stars

4a **Listen and match.**



Lucy Daniel Madina Rustam Davron Sabina Aziz Heggy Alisher

4b **Work in pairs. Look and say what Aziz and his friends want to be.**

e.g. **A:** What does Daniel want to be?
B: Daniel wants to be a computer programmer.
A: Why?
B: Because he likes computers. What does ...?

Remember:

What do you want to be?
I want to be a doctor because I like to help sick people.
Daniel wants to be a computer programmer because he likes computers.

5a **Work in groups of 5/6. Ask and write what your friends want to be and why.**

e.g. **A:** What do you want to be?
B: I want to be ... because ...

name	job	why
Regina	doctor	help sick people

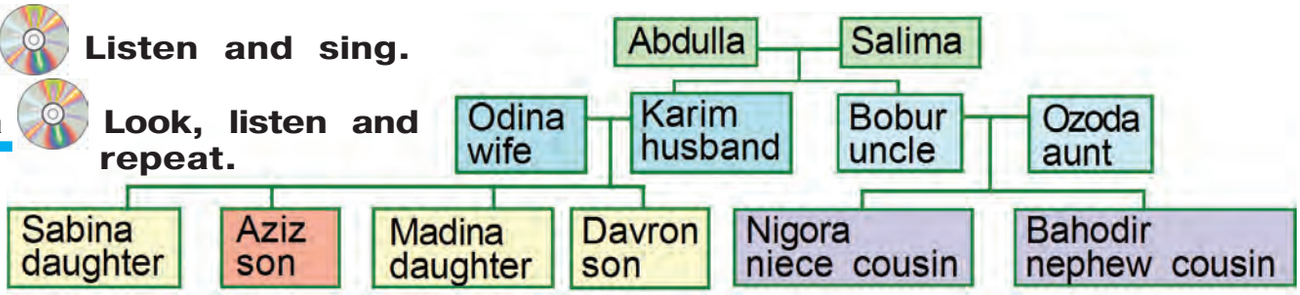
5b **Report.**

e.g. Regina wants to be a doctor because she wants to help sick people.

LESSON 4 A wedding in Fergana

1 **Listen and sing.**

2a **Look, listen and repeat.**



2b **Look and write about Aziz's family.**
e.g. Odina – Karim = wife – husband

2c **Work in groups. Play "The Abdullaev Family".**
e.g. **Davron:** My name's Davron.
Pupils: Do you have any brothers or sisters?
Davron: My father's name's Karim. I have a twin sister. Her name's Madina.

3a **Read about the Abdullaev family and answer the questions.**

1 Whose wedding party is it?
2 What do these words mean?
relative, wedding, get married



My name is Aziz. We live in a small village near Fergana. My cousin's name is Nigora. She is my parents' niece. My father and her father are brothers. Nigora is getting married. A lot of relatives are here for the wedding party. We are very busy. My uncle's friend is making palov. My sister Sabina and aunt Ozoda are making cakes. My mother is helping her niece with her wedding dress. My grandparents are here too. They are very old. They live in Fergana. I am making a video and taking photos. It is great. I want to be a reporter.

3b **Work in pairs. Match the parts and make sentences about Aziz.**
e.g. **A:** His parents' niece is making cakes.
B: No, his parents' niece is getting married.

4 **Draw your family tree and write about one relative.**

5 **Work in groups of 4/5. Ask and answer about the relative. Complete the table.**

LESSON 5 Uzbek and English weddings



1 **Listen and sing.**

2 **Play "Find Someone Who".**
e.g. Zamira has two brothers.

3 **Look, listen and repeat. Write the meaning of the words from the Wordlist.**

pageboy, bride, bridesmaid,
bridegroom, throw, confetti



4a **Look at the pictures. Find and say differences between Uzbek and English weddings. Read and check.**
e.g. In England they have pageboys.
In Uzbekistan we have ... .

Hello. My name's Sally. Today's a great day. It's my sister Victoria's wedding and I'm a bridesmaid. I must help Victoria with her wedding dress, her hair and her flowers. The bridesmaid has a special dress too. Can you see it? It's white and green. I like it very much. My two cousins are bridesmaids too. My little brother is a pageboy. In England weddings are usually on Saturday. First we have the wedding. Then we throw confetti. Then we have a big party with a cake. The cake is beautiful!



5 **Listen and repeat.**

4b **Work in pairs. Ask and answer. Complete the table.**
A: You are from Great Britain.
e.g. Do girls in Uzbekistan have a white wedding dress?
B: You are from Uzbekistan.
e.g. Do girls in Great Britain have a white wedding dress?

4c **Report.**
e.g. In Great Britain girls have a white wedding dress. In Uzbekistan girls usually have a traditional Uzbek dress and a white wedding dress.



Something old,
Something new,
Something borrowed,
Something blue.



UNIT 1 Work and family

LESSON 6 Project

1 **Listen and sing.**





2 **Play "What's My Job?"**

e.g. **A:** What do I do?
B: You like trees and flowers.
A: Am I a sales assistant?
B: No. You work in the park.
A: Am I a gardener?
B: Yes.

3a Work in groups. Make a poster about your favourite person.





Name:

Profession:

Country:

What s/he is famous for:

3b Make the presentations.





David Beckham is from England. He was born in London. He has three sons and a daughter. He is a good football player. He goes to different countries for football matches. He trains a lot every day. He has a lot of friends in his team. They want to win the FA Cup Final.

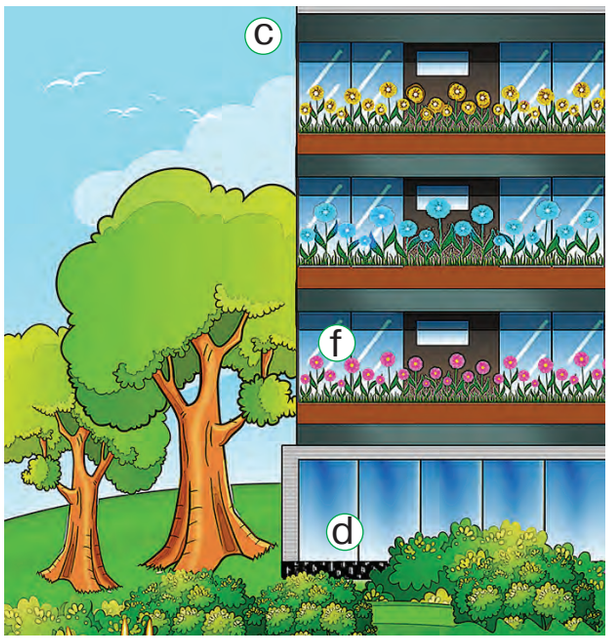
Unit 1 • Lesson 1

Activity 5b Work in pairs.
Pupil B: Look at this page.
Ask and write about Munojat Yulchieva.

e.g. **B:** What's her name?
A: Her name's Munojat Yulchieva.

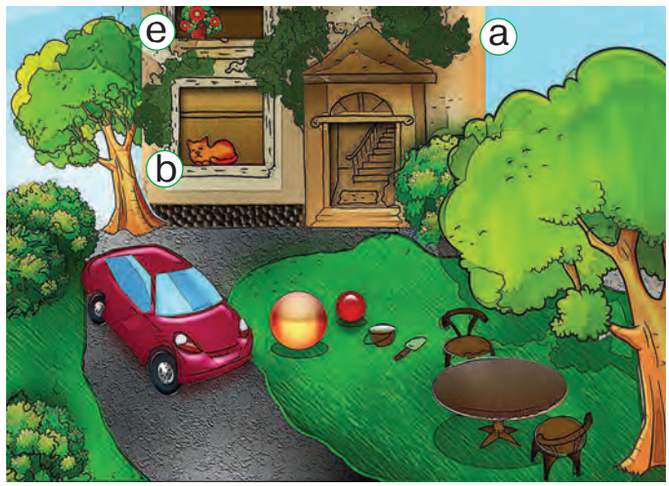
LESSON 1 An English house

1 **Listen and repeat.**



2a **Look and match. Listen and repeat.**

1 a block of flats
2 a two-storey house
3 (on) the ground floor
4 (on) the first floor
5 downstairs
6 upstairs



2b **Work in pairs. Point and say.**

e.g. **A:** *(points)*
B: A block of flats.

Upstairs, floor (2), Downstairs, two-storey

3a **Read Lucy's letter. How many rooms do they have?**

Dear Aziz,
Thanks for your letter. You ask me to describe my house. It is (1) a ... house. (2) ... on the first (3) ... there are three bedrooms, a bathroom and a toilet. My bedroom is between my parents' room and my brother's room. My room is bigger than his room. My room is the best!
(4) ... on the ground (5) ... there is a living room, a dining room and a kitchen.
There is a small but beautiful garden in front of the house. We like playing in the garden. Sometimes we eat in the garden. My dad parks his car in the street in front of the house.
Please write to me about your house.
Love,
Lucy

3b **Look at Lucy's house plan. Label the rooms.**

3c **Work in pairs. Ask and guess the room.**

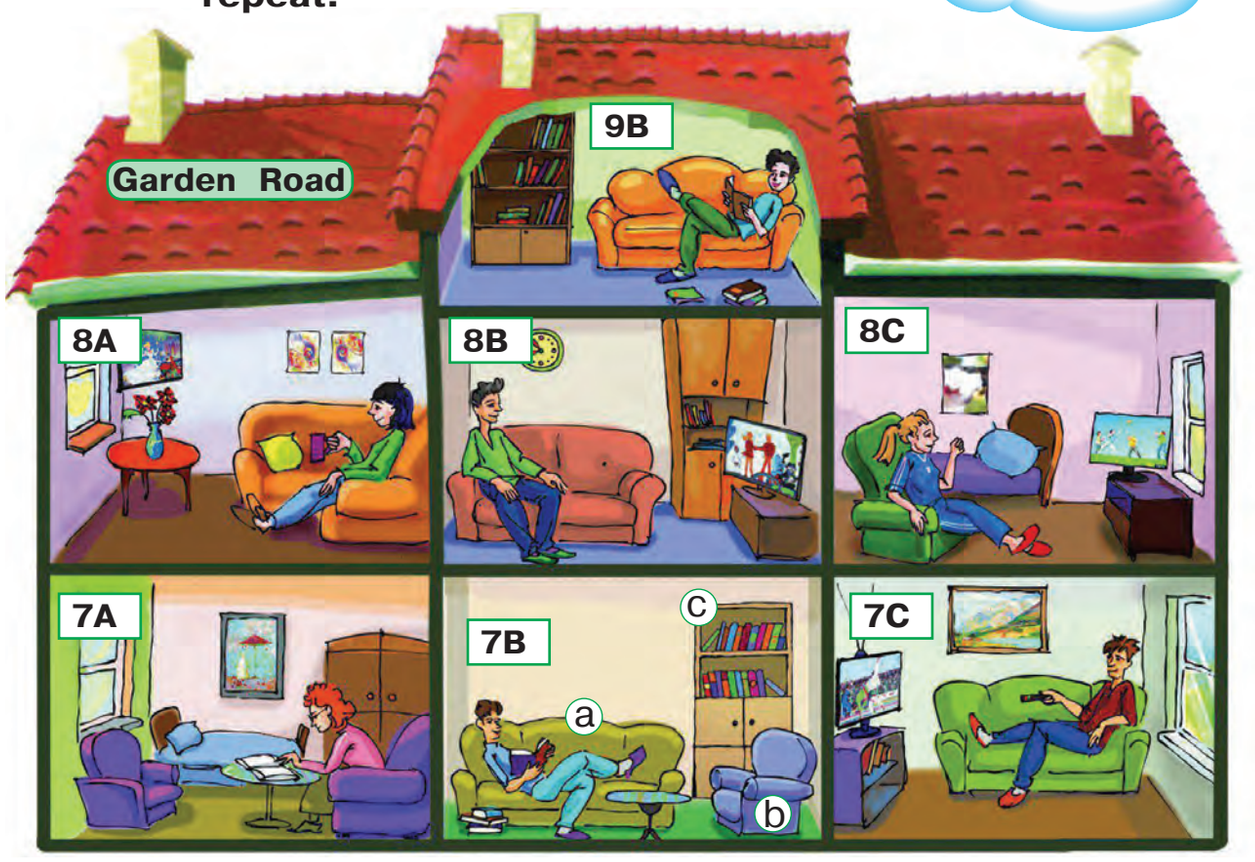
e.g. **A:** *(chooses a room)*
B: Is the room downstairs? Is there a cooker? ...

LESSON 2 Welcome to my home!

1 **Listen and sing.**

1) a book case
2) a sofa
3) an armchair

2a **Look and match. Listen and repeat.**



2b **Play "Snowball".**

e.g. **A:** a sofa
B: a sofa, a book case
C: a sofa, a book case, a ...

3a **Listen and find.**

3b **Play "Where's Mr Brown?"**

Pupil A: **Look at this page. You have info for Pupil B on page 14. Find where Mr Willis, Mrs Trish and Mrs Read live.**
Pupil B: **Look at page 35.**

e.g. **Pupil A:** Does Mr Willis have a sofa?
Pupil B: Yes.
Pupil A: Is he watching TV?
Pupil B: Yes.
Pupil A: Does he have a clock on the wall?
Pupil B: Yes.
Pupil A: Thank you. Mr Willis lives at 8B Garden Road.
Pupil B: Well done!

LESSON 3 Tidy up your room!

1 **Listen and sing.**

2 **Read and repeat.**

Happy Harry helps at home on the holiday!

3 **Look, read and write instructions.**

e.g. Put the books in the bookcase.

Farruh,
Please clean your room!
Put your things in the right rooms or places.
Then take the rubbish out.
Mum



4a **Choose and write three sentences.**

e.g. I mopped the floor.

4b **Play a guessing game.**

e.g. Did you mop the floor?

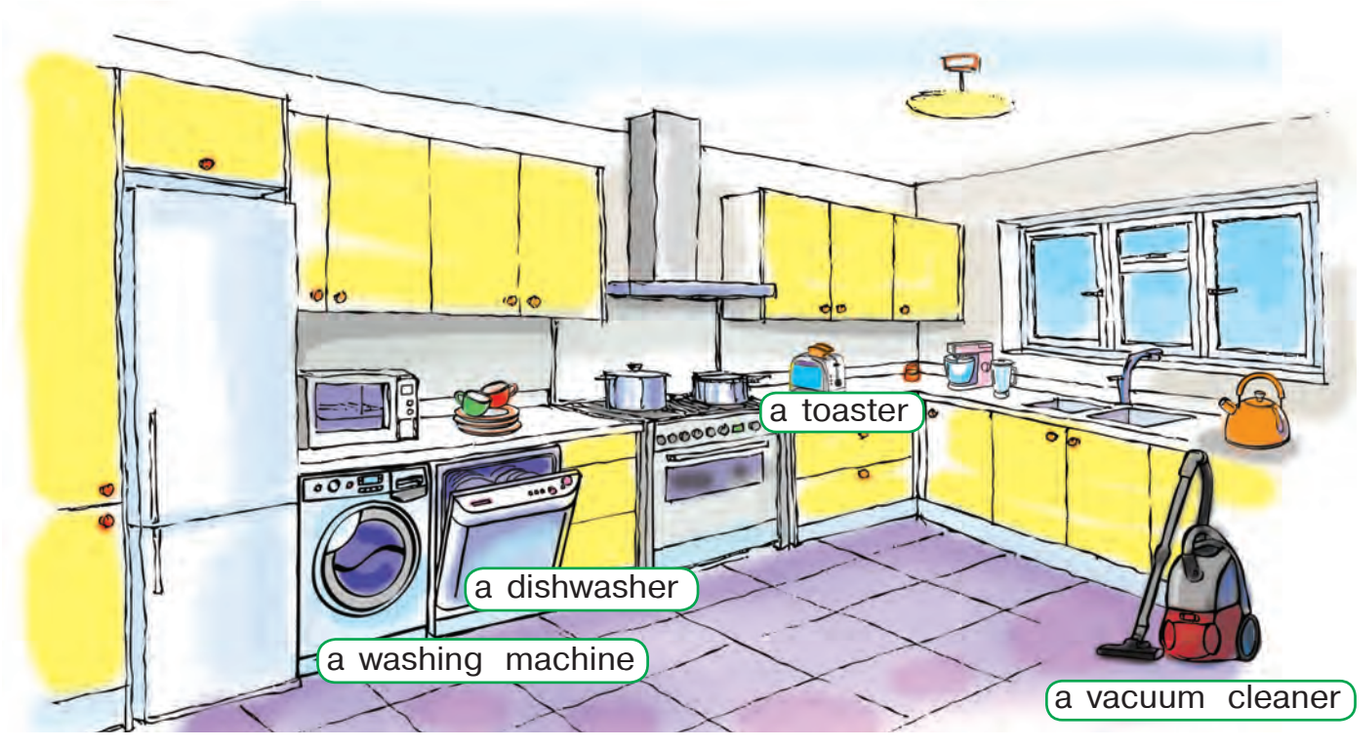
Info for Pupil B

person	address
Mr Brown	9B Garden Road
Mr Bin	7C Garden Road
Mrs Green	7A Garden Road

LESSON 4 Homes, sweet homes ...

1 **Listen and sing.**

2 **Look, listen and repeat.**



3 **Play "Kim's Game".**

4 **Work in groups of 3. Ask and answer.**

e.g. **A:** Do you have a TV?
B: Yes/No.

5 **Listen and complete.**

Dear Lucy,
Thanks for your letter and the (1) ... of your house. It looks great.
I live in a big (2) ... . There are (3) ... rooms in it. There is a living room, a dining room, and five bedrooms, a kitchen and a bathroom.
My dad's favourite room is our (4) ... room. Look at the photo. There are three armchairs, a big sofa, a table and six (5) ... in it. There is a big (6) ... on the wall. We like watching TV in the evening. Our favourite (7) ... is National Geographic. I like (8) ... about different animals, insects, birds and fish. They are very interesting! My mum's favourite room is the (9) ... . She likes her big fridge and a new dishwasher. I like them too! It's nice that your house and our house have two (10) ... .
Come and visit us. Come soon.
Love,
Aziz

LESSON 5 Unusual houses

1 **Listen and sing.**

2 **Play "We are washing dishes!"**

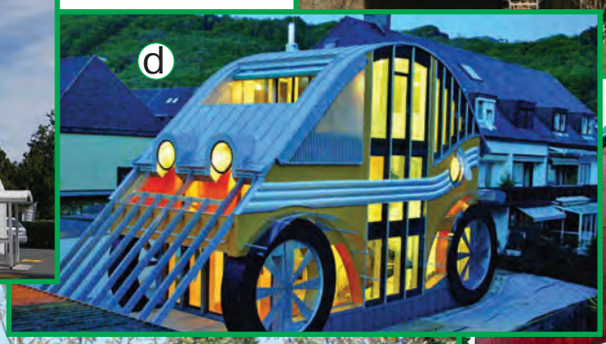
3a **Look, read and match.**

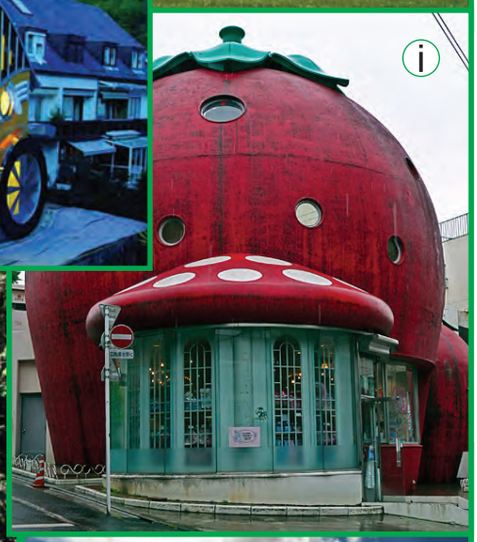
1 Stone House, Portugal
2 Flying Boat, Japan
3 The Shoe House, the USA
4 The Dog House, New Zealand
5 The Auto House, Austria
6 The Strawberry House, Japan
7 The Boeing 727 House, Costa Rica















3b **Chain Drill.**

e.g. **A:** The Strawberry House.
B: It's from Japan. The Dog House.
C: It's from ...

3c **Work in groups of 4/5. Choose, write and say.**

e.g. I'd like to live in the Boeing 727 House because I like planes.

3d **Report.**

e.g. Aziz and Farhod would like to live in the Auto House because they like cars.

LESSON 6 Project My dream home

1 Listen and sing.

2a Draw and describe your dream house.

2b Make a presentation.











I can

I can say where people live.
Я могу сказать, кто где живёт.

I can describe a house/flat.
Я могу описать дом, квартиру.

I can draw a plan of the house/flat.
Я могу нарисовать план дома, квартиры.

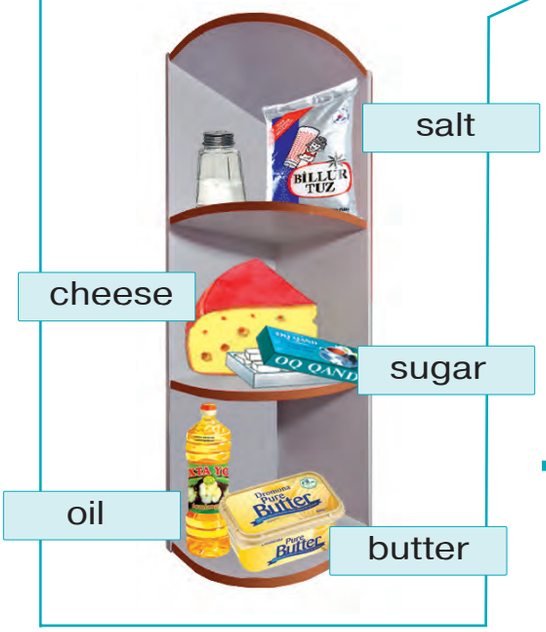
I can talk and write about devices we use at home.
Я могу сказать и написать об электроприборах, которые мы используем дома.

I can draw and describe my ideal home.
Я могу нарисовать и описать дом моей мечты.

LESSON 1 What's in the fridge?

1 **Listen and repeat.**

2a **Look, listen and repeat.**





4a **Look and write 4 sentences.**

e.g. There is some meat on the first shelf.

2b **Work in pairs. Point and say.**

A: *(points)*
B: Cheese.

3 **Work in groups. Put the words in the right place.**

e.g. There is an egg.
There is some butter.



egg butter
banana cheese oil
apple sweet sugar
orange salt

Remember:

There is an ice cream.
There is some sugar.

4b **Work in pairs. Say True or False.**

e.g. **A:** There is some meat on the second shelf.
B: False. There is some meat on the first shelf.

5 **Listen and draw.**

LESSON 2 Is there any fruit?

1 **Listen and sing.**

2a **Look and match. Listen and repeat.**

1) flour
2) lemonade
3) chips



2b **Work in pairs. Point and say.**

A: *(points)*
B: Flour.



3 **Work in pairs. Read and answer the questions.**

1) What is Aziz going to eat?
2) What is he going to drink?

Aziz: Hello, Mum. What's for lunch? I'm hungry ...
Mum: Sausages, chips and tomatoes.
Aziz: Great! My favourite. Is there any juice?
Mum: No ... There's some tea.
Aziz: OK ... I'd like black tea with lemon ... Is there any fruit?
Mum: Yes ... bananas and apricots.
Aziz: Apricots ... Yuck. You know I don't like them.
Mum: Sorry, you can eat bananas then ... Go and wash your hands. Lunch is ready.



4 **Work in pairs. Find five differences.**

Pupil A: Look at this picture.
Pupil B: Look at the picture on page 23.

e.g. Pupil A: Is there any lemonade in picture B?
Pupil B: No. Is there any jam in picture A?

5 **Work in pairs. Ask and answer.**

A: Is there any milk?
B: Yes. / No.

Remember:

Is there any rice?
Yes. / No.

LESSON 3 There are a lot of vegetables.

1 **Listen and sing.**

2a **Work in pairs. Read and match with pictures.**





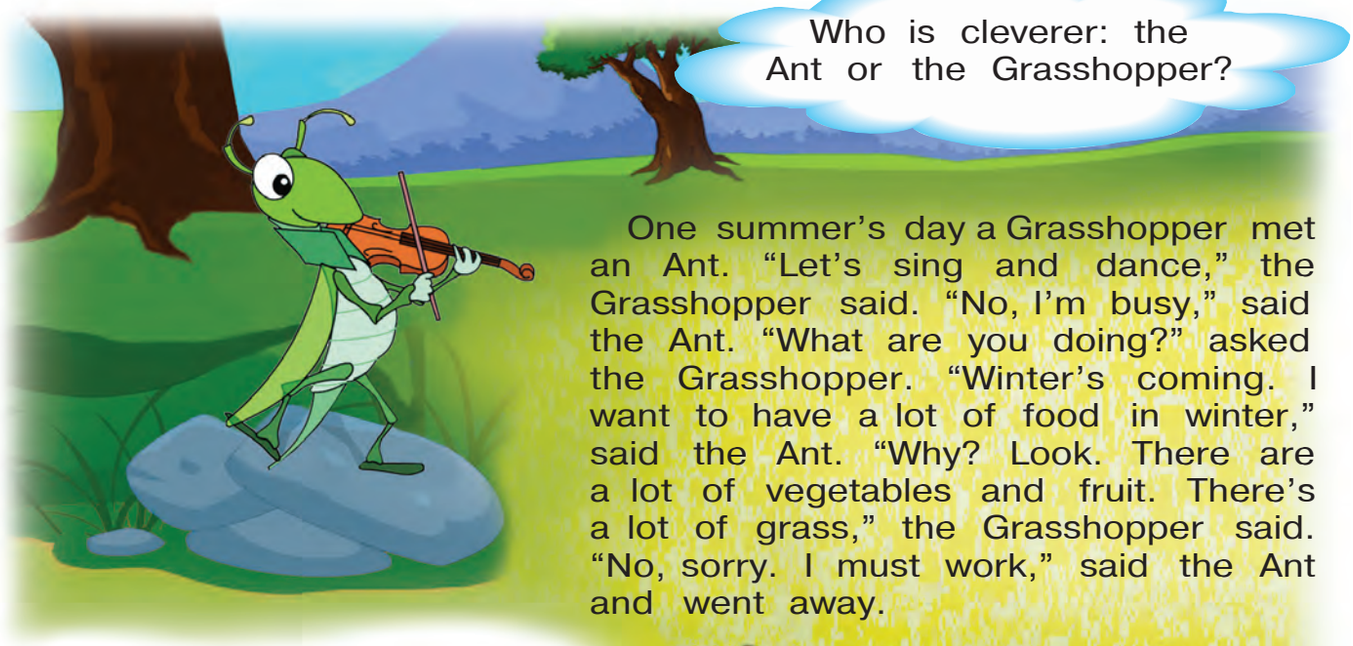
1. On this table there is a lot of bread and honey. There are a lot of bananas, apples and tomatoes.

2. On this table there is a lot of rice and sugar. There are a lot of bananas, apples and tomatoes.

3. On this table there is a lot of bread and honey. There are a lot of bananas, apples and pumpkins.

2b **Play "There is a lot of ...".**

3a **Read and answer the question.**



One summer's day a Grasshopper met an Ant. "Let's sing and dance," the Grasshopper said. "No, I'm busy," said the Ant. "What are you doing?" asked the Grasshopper. "Winter's coming. I want to have a lot of food in winter," said the Ant. "Why? Look. There are a lot of vegetables and fruit. There's a lot of grass," the Grasshopper said. "No, sorry. I must work," said the Ant and went away.



Remember:

There are a lot of vegetables.
There is a lot of milk.

3b **Work in pairs. Complete the story.**

LESSON 4 Supermarkets and shops

1 **Listen and sing.**

2a **Listen and repeat.**

2b **Work in groups. Write your poem.**

Shopping, shopping.
Let's go shopping.
We can buy a lot of food:
Bread and butter,
cheese and ice cream.
It is so good!

3a **Look, listen and repeat.**



3b **Listen and match with the sections.**

4a **Put the words in the right column.**

sausages, tomatoes,
chocolate cakes, meat, fruit cakes,
lemons, banana yogurt, lemon biscuits,
cucumbers, strawberries, milk

Dairy	Bakery	Meat	Fruit and veg
milk			

4b **Work in pairs. Ask and answer.**

e.g. **A:** Where can I buy sausages?
B: Go to the meat section. Where can I buy ...?

LESSON 5 A bar of chocolate, please.

1 **Listen and sing.**



2a **Read and answer the question.**

Where do people in Britain buy food?

In Britain people buy food in supermarkets, small shops and markets. Supermarkets sell fruit, vegetables and all kinds of food. They can sell TVs, computers, books and other things too. Some are open all night. Small shops sell food and other things too. For example, people can buy pens there. Some shops are open every day. Others are not open on Sundays. Shops usually open at 9.00am. They usually close at 5.30 or 6.00pm. Some shops close at 9.00 or 10pm and some supermarkets are open 24 hours. Markets do not open after 5.30pm or on Sundays.

2b **Answer the questions.**

1) Where do people in Uzbekistan buy food?
2) Where does your family buy food?

3 **Look and match. Listen and repeat.**

1 a bottle of
2 a packet of
3 a box of
4 a jar of
5 a bar of
6 a kilo of



4 **Work in groups of 4/5. Play "Say a Sentence".**

e.g. I'd like a bar of chocolate.

chocolate, mineral water, sausages, jam, peaches, tea, biscuits, honey, tomatoes, yogurt, coffee, juice

5a **Listen and read.**



Good morning.
One packet?
What kind?
How many packets?
Here you are.

Good morning.
I'd like some green tea, please.
Yes, and some biscuits.
Lemon biscuits, please.
Two, please.
Thank you.

5b **Work in pairs. Play "Customer and Sales Assistant".**

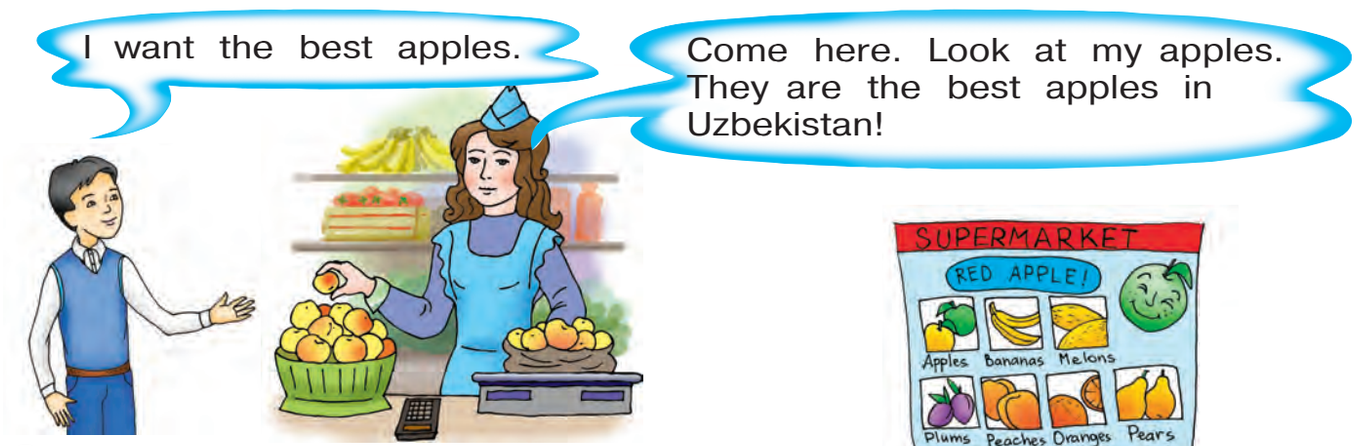
UNIT 3 At the grocery

LESSON 6 Project

1 **Listen and sing.**

2a **Prepare for the game "Let's Go Shopping".**

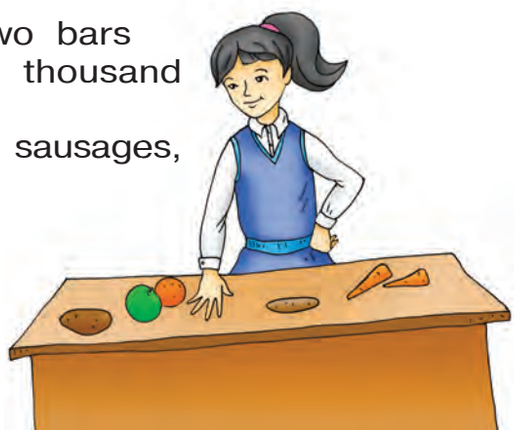
2b **Play "Let's Go Shopping".**



2c **Make the report.**

e.g. Customers: I bought 2 kilos of ... , two bars of chocolate. I have three thousand soums.

Sales assistants: I have three kilos of sausages, three bananas etc.





Unit 3 • Lesson 2

Activity 4 Work in pairs. Find five differences.

Pupil B: Look at the picture.

e.g. Pupil 1: Is there any lemonade in picture B?

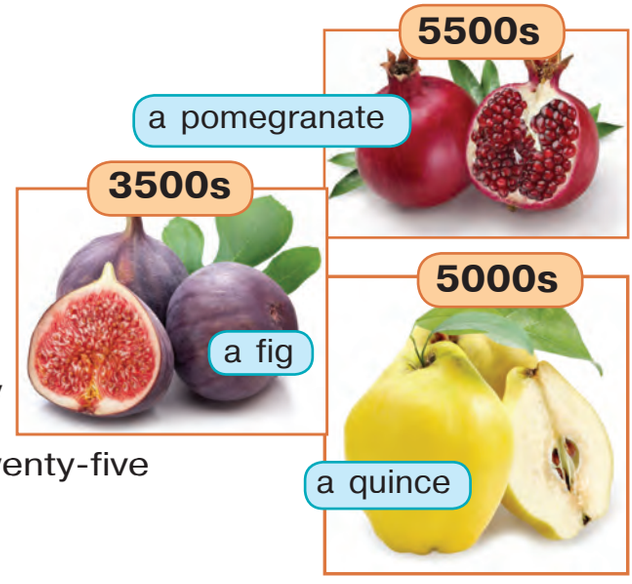
Pupil 2: No. Is there any jam in picture A?



LESSON 1 How much are they?

1 **Listen and repeat.**

2 **Look, listen and repeat.**



3a **Work in pairs. Match the numbers with words.**

1) 250; 2) 1500; 3) 2125; 4) 1250

a) one thousand five hundred
b) one thousand two hundred and fifty
c) two hundred and fifty
d) two thousand one hundred and twenty-five

3b **Listen and repeat.**

4a **Work in pairs. Read and answer the questions.**

1) How much are quinces?
   a) 1500 soums b) 2500 soums c) 5000 soums

2) How much does the customer* pay*?
   a) 5000 soums b) 2500 soums c) 1500 soums

3) How many quinces does the customer buy?
   a) half a kilo b) a kilo c) two kilos

Customer: Do you have any quinces?
Sales assistant: Yes. How many quinces do you want?
Customer: How much are they?
Sales assistant: They're 5000 soums a kilo.
Customer: Half a kilo*, please.
Sales assistant: Anything else*?
Customer: No, thank you.
Sales assistant: That's 2500 soums, please.
Customer: Here you are.
Sales assistant: Thank you.



Remember:

5000 soums a kilo
260 – two hundred and sixty
7520 – seven thousand five hundred and twenty
$^1/_2$ – half a kilo
Anything else?

4b **Listen and repeat.**

5 **Work in pairs. Write your dialogue.**

LESSON 2 How much does it cost?

1 **Listen and sing.**

2 **Look, listen and repeat.**

3 **Work in pairs. Read, look and match. Find the meaning of the words with * in the Wordlist.**

I'm small and red. I grow very fast. I grow under the ground*. You can eat me raw. I'm in salads. 1

I'm not a plant. I'm white or brown. I have a hat. I grow on the ground. People usually don't eat me raw*. 2

I'm the most popular vegetable in Uzbekistan. I grow under the ground. I'm brown. You can't eat me raw. Children like me very much. 3

mushroom



C

turnip

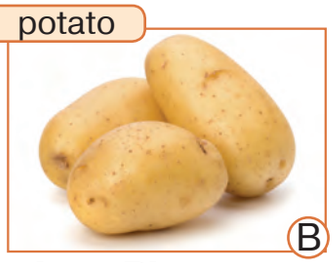


radish



A

potato



B

4 **Work in groups of 4/5. Play "Guess the Vegetable".**

e.g. A: *(takes a card and says)* It's big and round.
B: Does it grow under the ground?
A: No.
C: Do we eat it raw?
A: No.
D: Is it orange?
A: Yes.
E: Do we eat it in somsas and mantis?
A: Yes.
All: It's a pumpkin!

5 **Read, listen and repeat. Find the word with * in the Wordlist.**

C: How much do potatoes cost*?
S: They cost 1000 soums a kilo.
C: Two kilos, please.
S: Here you are. Anything else?
C: Yes. How much do cabbages cost?
S: They cost 500 soums each*.
C: One cabbage, please.
S: That's 2500 soums please.
C: Here you are.
S: Thank you.

6 **Work in pairs. Play "Customers and Sales Assistants".**

e.g. C: How much do tomatoes cost?
S: They cost 1200 soums a kilo.
C: Two kilos, please.
S: Here you are. That's 2400 soums, please.

tomatoes 1200 soums/kg
peaches 3000 soums/kg
cucumbers 1400 soums/kg
pumpkins 1000 soums each
onions 500 soums/kg
cabbages 800 soums each

Remember:
How much do cabbages cost?
How much do tomatoes cost?
They cost 500 soums each.
They cost 1200 soums a kilo.

LESSON 3 Do you want to be healthy?

1 **Listen and sing.**

2 **Read and answer the questions.**

What's in your lunchbox? Is it healthy food?





My lunchbox

I look in my lunchbox
To see sandwiches there.
With cheese or sausage
Or maybe a pear.

Sometimes it is an apple,
Or a raw vegetable.
I like healthy lunches
Because they help me grow.

3a **Work in pairs. Read and find the words with *. Does "should" mean:**

a) can? b) must? c) like?

To be healthy you must eat good food. Good food gives you a lot of energy*, vitamins* and minerals*. The best way to get these is to eat fresh fruit and vegetables five times a day. Drink a lot of water. You should have two litres* every day. You should eat bread, meat and potatoes for energy. Eggs, fish and milk make your bones strong. Meat, eggs, fish, cheese, milk help you to be strong. To have good hair and eyes you should eat eggs and fish. But you shouldn't eat a lot of sweets or chocolates because they are bad for your teeth. And you shouldn't eat at a different time or often eat a lot.



















3b **Work in groups of 4/5. Complete the table.**

e.g. We should eat good food.

3c **Work in pairs. Ask and answer.**

e.g. **A:** What food should we eat to have good hair?
B: You should eat eggs and fish.





LESSON 4 Are your animals healthy?

1 **Play "Fruit and Vegetables".**



2a **Answer the question.**

In cartoons rabbits often eat carrots. Are carrots good for rabbits?

2b **Work in pairs. Read and complete the text.**

a) carrots a week b) stay at home c) are bad d) a lot of grass e) shouldn't eat carrots

Doctor White tells us how to look after our rabbits.
Well, the first thing I want to tell you is that carrots (1) ... for rabbits' teeth. A lot of people don't know this. But rabbits (2) ... . Rabbits' teeth grow very quickly: two millimetres a week. Usually this is OK because in the wild rabbits eat (3) ... . In fact they eat for half the day. But domestic rabbits always (4) ... . They don't eat much grass. We give them other things like carrots. But this gives rabbits a problem. Their teeth grow and grow fast. They get very long and this is bad for the rabbit.
So remember – don't give your rabbit a lot of carrots. One or two (5) ... is good. Give your rabbit lots of grass.

2c **Listen and check.**



3a **Work in groups. Choose one of the topics and write a radio programme.**

e.g. Hello. Today our programme is about what to feed cows and horses.
You should ...
You shouldn't ... because ... .

cows and horses	dogs at home
good: eat old grass in spring	**good:** wet and dry food, some vegetables, apples, bananas, strawberries, water
bad: drink water after new grass in spring ... makes them sick ... can kill them	**bad:** grapes, melons, onions, peas, fresh milk, raw meat, chocolate ... makes them sick

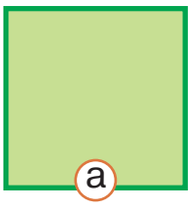
3b **Make a presentation of your programme.**

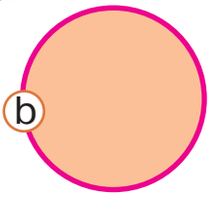
LESSON 5 Whose sandwich is this?

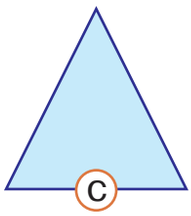
1 **Listen and sing.**

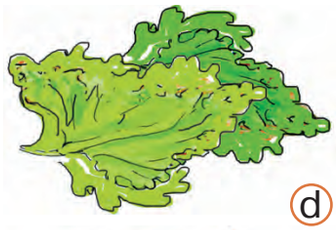
2a **Work in pairs. Match. Listen and repeat.**

1) triangle
2) square
3) circle
4) raisins
5) lettuce


a


b


c


d


e

2b **Work in pairs. Point and say.**

2c **Find triangles, squares and circles in the classroom.**

3a **Look, read and find Madina's and Aziz's sandwiches.**

A

Madina

1 Cut circle eyes from an egg.
2 Put raisins for the eyes.
3 Put triangle hair from lettuce.
4 Cut a circle mouth from a tomato.
6 Cut a triangle nose from a carrot.


1


2


3


4

B

Aziz

1 Cut triangle eyes from an egg.
2 Put raisins for the eyes.
3 Put raisins for hair.
4 Cut a square mouth from a cucumber.
5 Cut a circle nose from a tomato.

3b **Draw your sandwich. Write five sentences.**

e.g. 1 It has circle eyes from an egg.
2 It has raisins for the eyes.
3 ...

3c **Work in pairs. Picture dictation.**

e.g. **A:** It has circle eyes from an egg. It has raisins for the eyes.

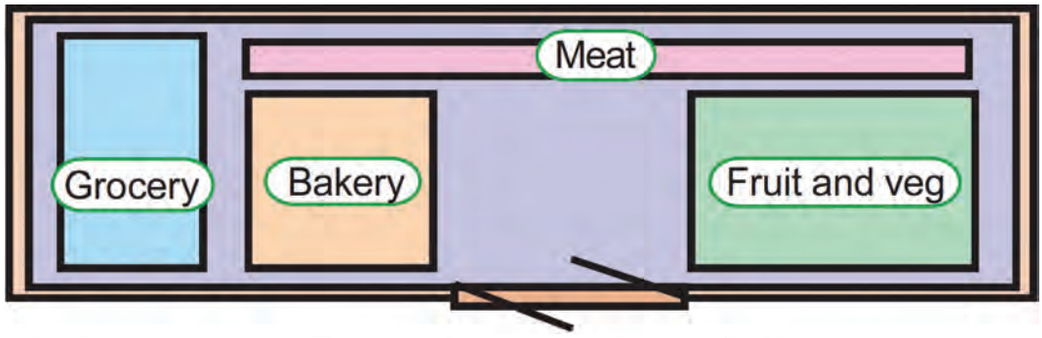
LESSON 6 Project

1 **Listen and sing.**

2a **Work in groups. Prepare a presentation of a supermarket.**

Bakery:

e.g. There is some bread.
There are some chocolate and fruit cakes.
There are a lot of biscuits.



2b **Work in groups. Present your plan of the supermarket.**

e.g. Come to our supermarket Shark Yulduzi. In our supermarket there are 4/5/6 sections. You can find the freshest vegetables and fruit in the fruit and veg section. We have figs, ... In the dairy section there is the tastiest yogurt, ...

I can

1) I can say about vegetables.
Я могу рассказать об овощах.

e.g. I grow under the ground. I'm long and thin. I'm yellow or orange. You can cook me or eat me raw.

2) I can ask and answer about how much fruit and vegetables cost.
Я могу спросить о том, сколько стоят фрукты и овощи и ответить на этот вопрос.

e.g. – How much do potatoes cost?
– They cost 1000 soums a kilo.

3) I can say what food you should eat to be healthy.
Я могу сказать, какую еду мы должны есть, чтобы оставаться здоровыми.

e.g. We should eat fresh fruit and vegetables. We shouldn't eat a lot of sweets or chocolates.

4) I can say how to look after domestic animals.
Я могу сказать, как ухаживать за домашними животными.

e.g. Don't give your rabbit a lot of carrots. Give your rabbit a lot of grass.

5) I can write how to make a sandwich.
Я могу написать, как приготовить сэндвич.

e.g. Cut triangle eyes from an egg. Put raisins for the eyes.

LESSON 1 When's your birthday?

1 **Listen and repeat.**

2a **Look at the table. Say the date of your birthday.**

e.g. the 31st of November

-st	-nd	-rd
first (1st) twenty-first (21st) thirty-first (31st)	second (2nd) twenty-second (22nd)	third (3rd) twenty-third (23rd)

-th
fourth (4th) fifth (5th) sixth (6th) seventh (7th) eighth (8th) ninth (9th) tenth (10th) eleventh (11th) twelfth (12th) thirteenth (13th) fourteenth (14th) fifteenth (15th) sixteenth (16th) seventeenth (17th) eighteenth (18th) nineteenth (19th) twentieth (20th) twenty-fourth (24th – 30th)

2b **Chain Drill.**

e.g. **A:** When's your birthday?
B: My birthday's on the 3rd of February.

3a **Work in pairs. Put the years in order. Listen and check.**

1949 → **2014**

2014, 1953, 1981, 2003, 1968, 1996, 2000, 1979, 1949

3b **Listen and repeat.**

3c **Work in pairs. Point and say.**

e.g. **A:** *(points)*
B: Nineteen eighty-one.

4 **Play "Bingo".**

Bingo!!!

2014	1981	1968
1953	2008	2000

5a **Listen and match the people and years.**

e.g. 1b

1 grandad	a) 1978
2 father	b) 1953
3 mother	c) 2006
4 elder sister	d) 1981
5 little sister	e) 2003
6 Arslan	f) 2014



Remember:
1982 – nineteen eighty-two
2000 – two thousand
2008 – two thousand and eight

5b **Work in pairs. Ask and answer.**

e.g. **A:** When was Arslan's grandad born?
B: In ...

LESSON 2 Happy birthday!

1 **Listen and sing.**



2 **Look and answer the questions. Find the meaning of the words with *.**

1) What's the name of the restaurant*?
2) How many adults* are at the party?

3 **Work in pairs. Ask and answer.**

e.g. **A:** What do you have on your birthday?
B: I have a birthday party. What do you ... ?

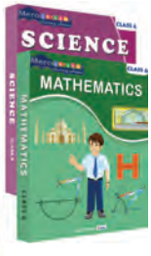
What do you	have get do sing	on your birthday?

a birthday card, a birthday party, go to the restaurant, birthday cake, a present, "Happy birthday"

4a **Choose 2 presents for your family/friends and write 2 sentences.**

e.g. A football is for my friend Azamat because he likes playing football.









4b **Work in groups. Say about the presents. What presents are the most popular?**

e.g. The box of chocolates is for my granny because she likes sweets. The roses are for my Mum because she likes flowers.

5 **Work in pairs. Look at the invitation card and put the sentences in order.**

e.g. 1b



LESSON 3 Birthdays are fun!

1 **Listen and sing.**

2a **Work in pairs. Read and find the meaning of the words with* in the Wordlist. Point and say.**

e.g. A: *(points)*
B: A birthday party with cartoon heroes.

1) a birthday party with cartoon heroes
2) a birthday party with a clown*
3) a birthday party with balloons
4) a birthday party in the jungle
5) a birthday party with table fireworks*
6) a dinosaur* birthday party













2b **Chain Drill.**
e.g. I'd like to have a birthday party with table fireworks.

2c **Work in groups of 4/5. Choose a birthday party.**
e.g. I'd like to have a dinosaur birthday party because I like dinosaurs.

3a **Work in pairs. Read and put in order.**
e.g. 1 Dear John

3b **Write your answer to the invitation card.**



LESSON 4 My best birthday

1 **Listen and sing.**

2a **Work in pairs. Read and change the verbs.**

Dear Aziz,
On Sunday I (1) celebrated (celebrate) my birthday. That was my best birthday! I (2) ... (have) a beautiful birthday party in our garden. I invited my best friends and relatives. My mother (3) ... (cook) a big tasty cake. I (4) ... (get) lots of presents. I (5) ... (want) to know what the presents were. It was so exciting opening all the presents. I (6) ... (get) a lovely picture from my brother, two interesting books from my aunt and uncle. My father gave me a CD with songs of my favourite singers and my friend Diana gave me a big box of chocolates. My grandmother (7) ... (give) me beautiful flowers. And I (8) ... (have) a lot of birthday cards from my friends. We (9) ... (dance), (10) ... (sing) songs and (11) ... (play) funny games with the clowns. I (12) ... (like) my birthday party very much.
Please write about your best birthday.
Love
Lucy

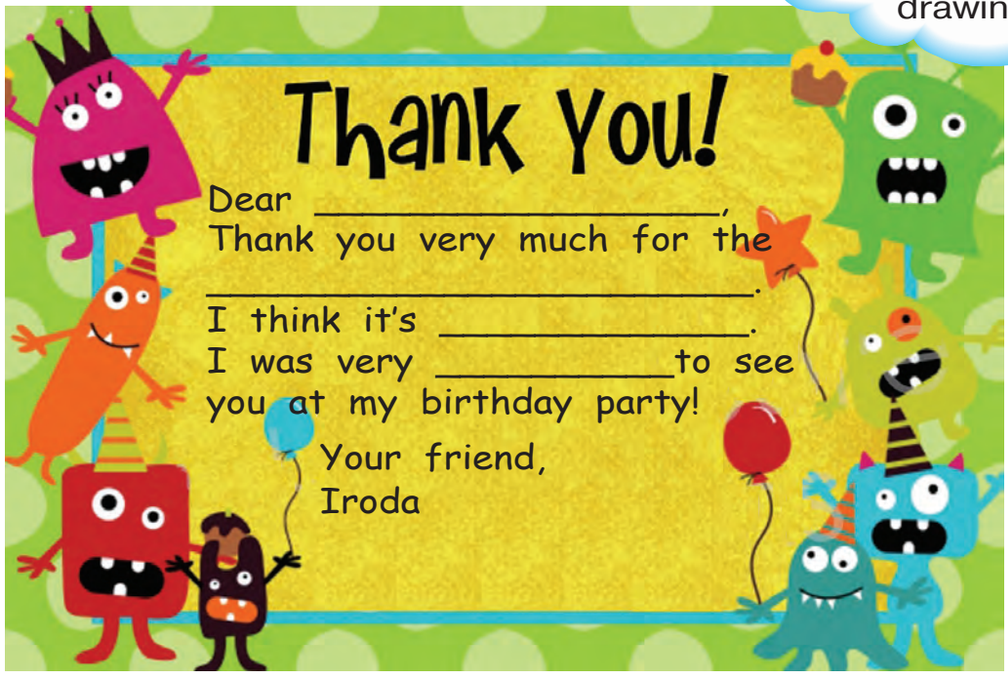
2b **Listen and check.**

3a **Write five sentences about your best birthday.**

3b **Work in groups of 4/5. Read your texts. Say who had the best birthday.**

4 **Work in pairs. Complete the sentences.**

happy, beautiful, Akmal, album for drawing

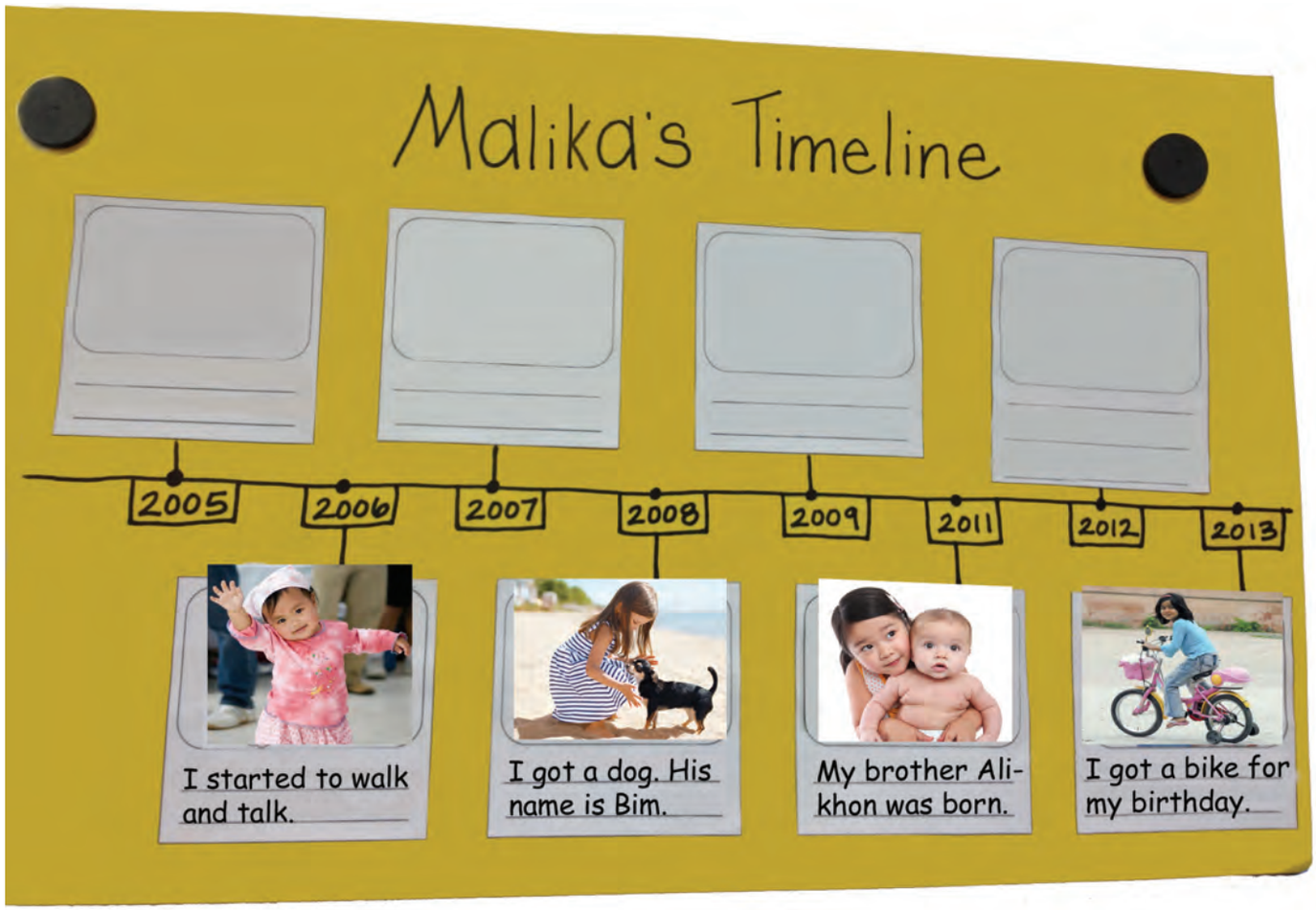


LESSON 5 My Timeline

1 **Listen and sing.**

2a **Work in pairs. Ask and answer. Complete Malika's timeline.**
Pupil A: Look at this page.
Pupil B: Look at page 59.

e.g. **Pupil A:** What happened in 2005?
Pupil B: Malika was born.



2b **Work in pairs. Look at your timelines and check.**

3a **Make your timeline. Write four sentences.**

e.g. In 2018 I got a mobile phone for my birthday.

3b **Work in pairs. Compare your timelines. What is different?**

3c **Report.**

e.g. Shuhrat's birthday is on the 5th of May and my birthday is on the 14th of June.

LESSON 6 Project

1 **Listen and sing.**

2a **Complete the Timeline about you.**

last summer	September	October	November
e.g. *went to Samarkand*			

2b **Write four sentences about you.**

e.g. Last summer I went to Samarkand.

2c **Work in groups of 4/5. Choose the most interesting things for your group.**

e.g. **A:** What happened last summer/in September?
B: I went to Samarkand.

	last summer	September	October	November
Azamat	**e.g.** *went to Samarkand*			
Nina				
Shohruh				
Nilufar				

Unit 2•Lesson 2

Activity 3b Work in pairs. Play "Where's Mr Brown?"

Pupil B: Look at this page. You have info for Pupil A. Find where Mr Brown, Mr Bin and Mrs Green live.

e.g. **Pupil A:** Does Mr Willis have a sofa?
Pupil B: Yes.
Pupil A: Is he watching TV?
Pupil B: Yes.
Pupil A: Does he have a clock on the wall?
Pupil B: Yes.
Pupil A: Thank you. Mr Willis lives at 8B Garden Road.
Pupil B: Well done!

Info for Pupil A

person	address
Mr Willis	8B Garden Road
Mrs Read	8A Garden Road
Mrs Trish	8C Garden Road

LESSON 1 What did you do yesterday?

1 **Listen and repeat.**

2 **Play "Miming".**

watch TV, have a shower, buy a book, wake up late, eat meat, play computer games, work in the garden, drink tasty juice, take the rubbish out

e.g. A: *(mimes)*
B: Did you watch TV?
A: No.
C: Did you play computer games?
A: Yes.

3 **Listen and match the dialogues and pictures.**

e.g. Dialogue 1e











4a **Work in pairs. Read and write your dialogue.**

A: What did you do yesterday?
B: We went to ... .
A: What did you do there?
B: We ... .
A: How was it?
B: It was ... .

interesting, boring, fun, great

help mother, brush teeth, take the rubbish out, get washed, play sew-saw, do homework, do the washing, go to the theatre, play chess, go fishing, play the piano/rubob

4b **Act your dialogue out.**

LESSON 2 Dinosaurs

1 **Listen and sing.**



2a **Look at the picture and answer the question.**

What do you know about dinosaurs?

2b **Work in groups of 4/5. Read and answer the question.**

What new information did you know from the text?







Facts about dinosaurs

The first dinosaurs lived 250 million years ago.
They were the largest animals on Earth.
Dinosaurs lived in America, Africa, Asia and Europe.
There were different kinds of dinosaurs.
Some dinosaurs were very small: about 9.5 cm long.
Some dinosaurs were very large: about 40 metres long.
Some dinosaurs had four legs. Some dinosaurs had two legs and two arms.
But all dinosaurs had a tail.
The biggest dinosaurs ate plants. Some smaller dinosaurs ate other dinosaurs or animals.
Some dinosaurs lived in the seas and in the air.
Sometimes people find dinosaur footprints. They find dinosaur eggs too.
Baby dinosaurs were very small.
Crocodiles and birds are relatives of the dinosaur.
66 million years ago dinosaurs died. We do not know why!

2c **Work in pairs. Read and say True or False.**

1 All dinosaurs were very big. *F*
2 All dinosaurs were meat-eaters.
3 All dinosaurs had a tail.
4 Some dinosaurs had two arms.
5 Some dinosaurs were very small.
6 People find dinosaur footprints.
7 Dinosaurs lived in the seas and in the air.

3a **Work in pairs. Choose a dinosaur. Look at the table and complete the sentences.**

3b **Work in pairs. Ask and answer about a dinosaur.**

e.g. How many years ago did T. Rex/Dilong live?
How long/tall was ...? How big head/teeth ...?
How many ...? Where ...? What ...?

LESSON 3 What did he look like?

1 **Listen and sing.**

2 **Play "Find Someone Who".**
e.g. Did you get up late yesterday?

3a **Read and answer the question: What does the boy want?**



3b **Work in pairs. Help the boy to find the man.**
Pupil A: Look at this page. Ask and answer.
e.g. Was his bag big? What colour was his bag?
Pupil B: Look at page 47. Ask and answer.
e.g. Was his hair curly? What colour were his eyes?

Pupil A:

Here is your information. The man was short. He had brown eyes. He had curly, black hair and a yellow cap. Ask your friend about the man's jacket (colour), his nose (big/small), his bag (big/small, colour), if he was thin/plump.



3c **Work in pairs. Write a description of the man.**
e.g. The man was short.

LESSON 4 How old are bicycles?

1 Listen and sing.

2a Work in pairs. Read the years. Put the years in order.

2b Listen and repeat.

3a Work in pairs. Read and find the meaning of the new words in the Wordlist.

1960



f

1980



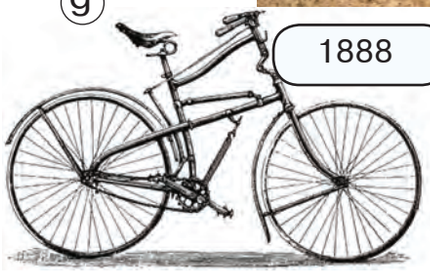
a

1920



e

g



1888



c

1870

b

1885



d

1817

Facts about bicycles

Did you know that bicycles are 200 years old? But the first bicycles were different.

1 In ... Carl Drais from Germany made the first "Running Machine." It had two wheels*. But people moved* on foot.
2 In ... the bicycle had a very big front wheel.
3 In ... Starely from England made a better bicycle. He used a chain* for a bicycle. The front wheel was not bigger than the second wheel.
4 In ... Dunlop from Scotland made the wheels with air.
5 In ... people made first bicycles for children.
6 In ... people made the racing bicycles*.
7 In ... people started to use the mountain bicycles*. Today – Every year people make about 100 million bikes in the world.

3b Work in pairs. Match the sentences and pictures.

e.g. 1d

3c Listen and check.

3d Work in pairs. Ask and answer.

e.g. **A:** What happened in 1817?
B: Carl Drais made the first "Running Machine."

Remember:

100 million – one hundred million

bike=bicycle

LESSON 5 When I was ...

1 **Listen and sing.**

2 **Play "Past Tense".**
e.g. have - had

have	count	go
open	put	start
cost	wash	sleep
buy	clean	make
like	want	jump

3a **Work in pairs. Read and answer the questions.**
What did the boy want to have? Why?

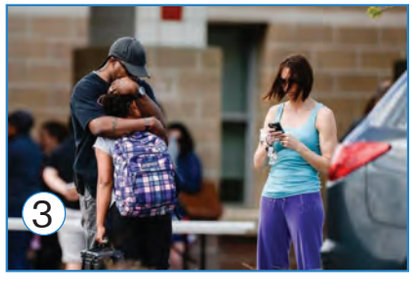
When I was a little boy we lived in a small village. My school was far from home. I went there on foot. I was unhappy because I did not have a bike. My friend Sam had a bike and he rode to school. I asked my parents to buy me a bike but my father did not have money.

3b **Work in pairs. Read and put the sentences in order.**

a) After that Sam's parents bought him a new big bike. It was wonderful.
b) One day when I went to school, I saw Sam on the road. He could not move. He had a sore leg.
c) Sam gave me his old bike. I was happy to have a bike.
d) His parents took him home.
e) I took his bike and rode to his home.


1


2


3


4


5

3c **Listen and check.**

4a **Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl.**
e.g. When I was a little boy/girl, my favourite toy was ... .
I liked playing ... .

4b **Report. Say about the most favourite toys and games in your group.**
e.g. The most favourite toy in our group was ...
We liked playing ... .

LESSON 6 Project

1 **Listen and sing.**

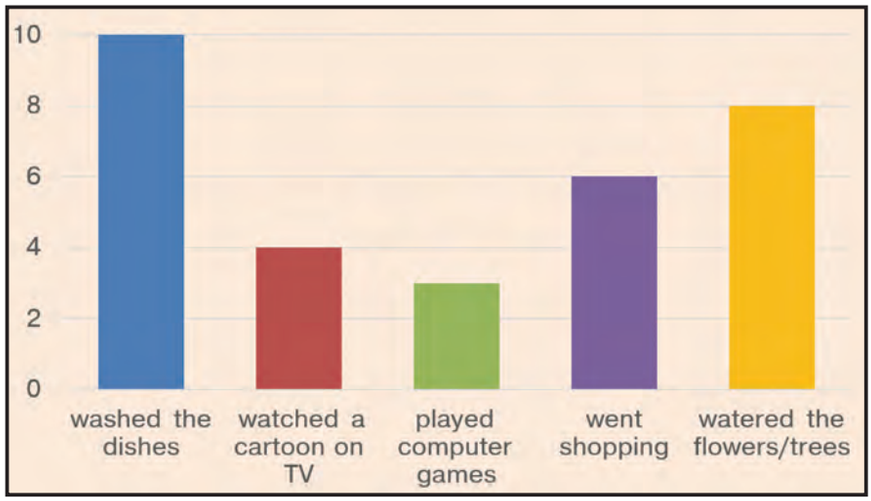
2a **Work in groups of 4/5. Play "Find Someone Who".**
e.g. Did you wash the dishes yesterday?

2b **Report.**
e.g. Four pupils in our group washed the dishes.

3a **Make a class graph.**

3b **Report.**
e.g. 9 pupils washed the dishes.

3c **Work in pairs. Look at the graph of Class 6D and compare with your class graph.**
e.g. 10 pupils in Class 6D washed the dishes.
9 pupils in our class washed the dishes.



I can

1) **I can say the date and year of my birthday.**
Я могу назвать дату своего рождения.
e.g. My birthday is on the 3rd of February. I was born in 2006.

2) **I can say years.**
Я могу назвать года.
e.g. 1981 – Nineteen eighty-one.

3) **I can say about birthday presents.** Я могу рассказать о подарках на день рождения.
e.g. The box of chocolates is for my granny because she likes sweets.

4) **I can write an invitation card, an answer to the invitation card and a Thank-you letter.**
Я могу написать пригласительную открытку и ответ на приглашение, а также благодарственное письмо.

5) **I can ask and say about what I did yesterday.** Я могу спросить и рассказать о том, что я делал(а) вчера.
e.g. What did you do yesterday? We went to the zoo.

6) **I can say about dinosaurs.** Я могу рассказать о динозаврах.
e.g. They were the largest animals on Earth.

7) **I can say about the first bicycles.** Я могу рассказать о первых велосипедах.
e.g. Bicycles are 200 years old. But the first bicycles were different.

LESSON 1 Where did pizza come from?

1 **Listen and repeat.**

2a **Work in pairs. Look and match the words and pictures.**

1 fish and chips
2 cheeseburger
3 hamburger
4 pizza
5 bread
6 chocolate
7 hot dog
8 pasta
9 coffee


a


c


d


e


f


b


g


i


h

2b **Work in pairs. Read and complete the table.**

1 Pizza came from Italy. People started to make pizza long ago.
2 Cheeseburgers came from the USA. In 1926 a man from the USA put some cheese on a hamburger and got a cheeseburger.
3 Pasta came from China. A great man Marco Polo lived in Italy. He travelled to China and brought pasta from China to Italy.
4 Bread is the oldest food. It came from Asia. People in Asia began to make bread thousands of years ago.
5 Chocolate came from Mexico. Children and adults like eating chocolate and drinking hot chocolate.
6 A hot dog came from Frankfurt. Frankfurt is one of the biggest cities in Germany. Hot dogs are very popular in the world.
7 Fish and chips came from England. It is very popular in Great Britain.
8 Coffee came from Africa. Coffee trees are 10 metres tall. They grew in Africa a thousand years ago.

2c **Play "Ball".**

A: *(throws a ball)* pasta
B: China

Remember:

burger = hamburger/ cheeseburger

2d **Chain drill.**

A: Where did coffee come from?
B: From Africa. Where did chocolate come from?
C: From …

3a **Work in groups of 5. Play "Find Someone Who".**

3b **Report.**

LESSON 2 How to make pancakes

1 **Listen and sing.**

pancake, mix, enjoy, finally, fry

2 **Work in pairs. Match the sentences and pictures.**

How to make pancakes:

1) First take three eggs and mix them with some milk.
2) Then put some sugar and salt.
3) Then put some flour and mix it.
4) Finally fry the pancakes with some oil for two minutes.
5) Enjoy your pancakes. You can eat them with butter, jam or honey.











3 **Work in pairs. Complete the sentences.**

4a **Work in pairs. Read and choose a title.**

1) Pancake Day 2) Pancake races 3) English pancakes

Hello Aziz,
Thank you for your letter. I liked it. It's interesting you cook pancakes in Uzbekistan. We make pancakes too. We eat them with some lemon juice. If you don't like lemons, you can eat them with some jam.
When winter finishes, we have Pancake Day. Pancake Day is at the end of February. In England some places have pancake races. The women must throw their pancakes in the air three times when they run. It's great fun to watch these races!
Write to me soon.
Love
Lucy

4b **Work in pairs. Ask and answer.**

1) Do people in England cook pancakes?
2) What's the difference between English and Uzbek pancakes?
3) Do people in Uzbekistan have Pancake Day?
4) What happens on Pancake Day in England?



LESSON 3 Can you cook palov?

1 **Listen and sing.**





2a **Answer the questions.**

1 Who are the people in the pictures?
2 Who do you think made the first palov?

2b **Work in pairs. Read and find the meaning of the words in the Wordlist. Match the texts and pictures.**

1 Some people say his cook was the first person* to cook palov. One day he was hungry. His soldiers* were hungry too. He said to his cook, "Please cook something special". The cook took rice, oil, carrots, meat and onions and made palov. All the soldiers liked it and they ate a lot. Now palov is many people's favourite meal.

2 Some people say he made the first palov. A sick man came to him and asked for help. He looked at the man and checked his health. Then he said, "Take rice, oil, carrots, meat and onions and cook them. Add some water. When it's ready, eat it. Do this often. This meal makes you strong." This was the first palov. People in Uzbekistan eat it often and it makes them strong.

2c **Listen and check.**

3a **Look and answer the question.**
Why does Sabina cook for the family?

Mum is at granny's house and I must cook for the family.



3b **Work in pairs. Look and say about Sabina's list.**
e.g. Sabina bought bread for breakfast.

LESSON 4 What do you have for a picnic?

1 **Listen and sing.**

2a **Work in pairs. Read and answer the questions.**

1 Where does Lucy's family have picnics?
2 What do they have for a picnic?
3 Do they cook on a picnic?
4 What do they do on a picnic?



a picnic,
a knife, a plate,
a fork, a spoon

Dear Aziz
You asked me about picnics in England. We live not far from a park. In summer when it is hot, I like going for a picnic to the park. A lot of people have picnics there. We usually take some plates, forks and glasses. We also take spoons to eat dessert and yogurt. Sometimes we cook sausages. We take some fruit and some bottles of Coca Cola. We take a knife to cut fruit and watermelons. And we cook a lot of hamburgers. We go for a picnic every weekend when the weather is good. On a picnic we have a rest, eat delicious meal and play games. Write to me about picnics in Uzbekistan.
Love
Lucy

2b **Work in pairs. Copy and complete the table.**

	in England	in Uzbekistan
place for a picnic	**e.g.** *a park*	
people have		
people cook		
people do		

2c **Work in groups of 4/5. Say about picnics in Uzbekistan and England.**

e.g. In England people go for a picnic to a park.
In Uzbekistan we go for a picnic to a river or to the mountains.

3 **Listen and complete the sentences.**

LESSON 5 How often do you eat fast food?

1 **Listen and sing.**

2 **Work in pairs. Put the words in the correct place.**

3 **Read and answer the question. Write the new words.**

What food at the market is cheap/expensive?

4 **Listen and match.**



Aisha George Diego Chrystal David

1 ... eats fast food every day because s/he likes it.
2 ... often eats fast food because s/he does not have time to cook.
3 ... does not often eat fast food but s/he eats it when s/he is with her/his friends.
4 ... does not eat fast food because it is unhealthy and you can be very plump.
5 ... eats at home because it is cheap and tasty and fast food is not healthy.

5a **Work in groups of 4/5. Ask and answer. Complete the table.**

e.g. **A:** How often do you eat fast food?
B: I often eat fast food because it's delicious.
I don't often eat fast food because it's unhealthy.

name	often eats fast food	doesn't often eat fast food	why
e.g. *Askar*	✓		*It's delicious.*

5b **Report.**

e.g. Askar often eats fast food because it's delicious.

LESSON 6 Project

1 **Listen and sing.**

2 **Work in pairs. Look at the food pyramid. Ask and answer.**

Eat only a little



e.g. A: How much ... should we eat?
B: We should eat ... a little/not much/a lot.

Eat not much



3a **Complete the food pyramid for you.**

Eat a lot



3b **Write five sentences about your pyramid.**

e.g. I eat cereal a little.

3c **Work in pairs. Say about your pyramids.**

e.g. A: I eat cereal a little.
B: You should eat cereal a lot.

Unit 6•Lesson 3

Activity 3b Work in pairs. Help the boy to find the man.

Pupil A: Look at page 38. Ask and answer.
e.g. Was his bag big? What colour was his bag?

Pupil B: Look at this page. Ask and answer.
e.g. Was his hair curly? What colour were his eyes?

Pupil B:

Here is your information. The man was plump. He had a big black bag. He had a green jacket on. His nose was big. Ask your friend about the man's eyes (colour), his hair (curly/straight, colour) and cap (colour), if he was tall/short.



LESSON 1 What did you have for breakfast?

1 **Listen and repeat.** **2** **Play "Do You Like ...?"**

3 **Work in pairs. Read and say True or False.**

Did you know?
9000 years ago people had a kind of porridge for breakfast.
5000 years ago in Africa farmers ate some bread and onions for breakfast.
2000 years ago people in Europe did not have breakfast. Only farmers, children and sick people had breakfast.
People started to have breakfast in the 16th century. They drank coffee or tea.
Now breakfast is the most important meal of the day because it gives us vitamins, minerals and energy from morning to evening.

1 People had porridge 9000 years ago.
2 Farmers in Africa had a kind of porridge 5000 years ago.
3 Farmers, children and sick people in Europe had breakfast 2000 years ago.
4 People in the 16th century had breakfast with coffee or tea.
5 Breakfast is important because it gives minerals and vitamins to our body.

4a **Work in pairs. Listen and choose the pictures for Serena and Jane.**







4b **Work in pairs. Answer the questions.**
1 What did Serena have for breakfast?
2 What did Jane have for breakfast?

e.g. Serena had ... .

5a **Write two sentences about your breakfast.**

e.g. I ate ... . I drank ... .

5b **Work in pairs. Ask and answer.**

e.g. **A:** What did you have for breakfast?
B: I ate ... . I drank ... .

LESSON 2 Would you like ...?

1 **Listen and sing.**

2 **Listen and do.**

3a **Work in pairs. Match the dialogues and pictures.**

Bread and butter, milk and tea,
Put your finger on your knee.
Bread and butter, cake and ice,
Put your hands on your eyes.
Bread and butter, duck and rose,
Put your finger on your nose.
Bread and butter, juice and eggs
Put your hands on your legs.



1
A: Would you like some pancakes?
B: Yes, please. Mm. They are delicious. Pass me some jam, please.
A: Here you are. Help yourself to some fruit.
B: Thank you. I'm full.

2
C: Would you like a cup of tea?
D: Yes, please. It's nice. Pass me a piece of cheese, please.
C: Here you are. Help yourself to some cereal.
D: Thank you. I'm full.



3b **Listen and repeat.**

4 **Work in pairs. Look at the picture in activity 3a. Ask and say.**
e.g. A: Would you like some ... ?
B: Yes, please./No, thank you.
A: Help yourself.

cereal, milk, fruit, juice, bread, butter, cheese, sausages, meat, eggs, porridge, jam, honey, tea, coffee

5a **Work in pairs. Write your dialogue.**

5b **Act out your dialogue.**

LESSON 3 At the canteen

1 **Listen and sing.** **2** **Listen, read and repeat.**

to queue

3a **Work in groups of 4/5. Ask and answer. Complete the table.**

1) Do you eat in the school canteen?
2) What do you eat in the canteen when you are hungry?
3) What do you drink in the canteen when you are thirsty?
4) Do you queue?

3b **Report.**

e.g. Four people in our group eat in the canteen.

4a **Work in pairs. Read the letter the Estover pupils wrote to their school director. Answer the questions.**

1) Do the pupils of Estover school like the meals in the canteen? Why?/Why not?
2) What food would they like to have?

Dear Mr James
We studied the school canteen meals for two weeks. The meals are delicious. But we would like more healthy food. For example, we would like potato or apple pies not chips and hamburgers. We would like more salads too. Please, can you help us?
Thank you.















4b **Work in pairs. Answer the questions about your school canteen.**

1) Do you like the meals in the canteen? Why?/Why not?
2) What food would you like to have?

LESSON 4 Table manners

1 **Listen and sing.**

napkin,
polite, manner

We say “Thank you”,
We say “Please”,
We put napkins
On our knees.
That’s how we do
The things right.
We have manners,
We are polite.

2 **Listen and repeat the poem. Answer the questions.**

1) What is this poem about?
2) Are you polite?

3a **Work in pairs. Match the sentences and pictures.**

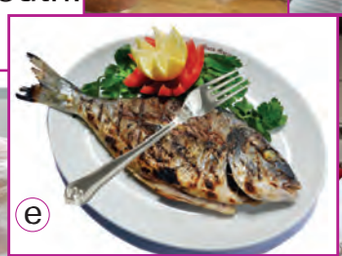
e.g. 1c

1) You use a napkin for your mouth and hands.
2) You use a mobile phone at the table.
3) You talk when you eat.
4) You wash your hands before meal.
5) You thank the cook for your meal.
6) You are polite.
7) You read when you eat.
8) You use a fork for fish.
9) You make a noise at the table.
10) You put a lot of food in your mouth.



















3b **Work in pairs. Write G for good and B for bad table manners. e.g.** 1G

4a **Work in pairs. Write five sentences about what you must and must not do at the table.**

e.g. 1) Use a napkin for your mouth and hands.
2) Don’t use a mobile phone at the table.

4b **Work in pairs. Point to the picture in activity 3a and say.**

e.g. **A:** *points*
B: Don’t put a lot of food in your mouth.

LESSON 5 Lay the table

1 **Listen and sing.**







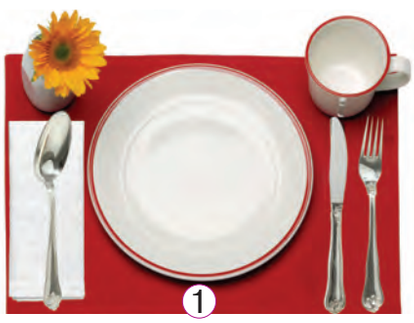


2a **Look and put the sentences in order.** **e.g.** 1c

a) The Stork was very hungry and very sad because he could not eat the soup. He went home hungry.
b) The Fox was very sad and she went home hungry.
c) One day, the Fox asked her friend Stork to come to dinner.
d) The next day the Stork asked the Fox to come to dinner.
e) When the Stork came, the Fox put some soup on a plate. She did not want the Stork to eat the soup. The Stork could not eat soup from the plate! The Fox ate all her soup, and said it was delicious.
f) When the Fox came, the Stork said he cooked some lovely soup for dinner. The Stork gave the soup in tall jars. He could eat his soup, and he ate all his soup. But the Fox could not get the soup from the jar.











2b **Listen and check.**

3 **Listen and choose the correct picture.**

4 **Work in pairs. Point and say.**
e.g. **A:** *(points to a plate and says)* A plate.
B: You should put a plate in the centre.

5 **Play "The Table Race".**

UNIT 8 At the table

LESSON 6 Project

1 **Listen and sing.** **2a** **Work in pairs. Complete the table. Write what you must and must not do at the lesson.**

write nicely, be late, look the new words in the Wordlist, talk to your friend loudly, help your friends, look at the window, be active, do homework, bring toys to the classroom, have a pen and pencil, eat at the lesson, listen to the teacher, sleep at the lesson, play games at the lesson, listen to each other, go to school every day, draw on the desk, be polite

must	mustn't
e.g. *write nicely, ...*	*don't be late, ...*

2b **Work in groups of 4/5. Write 10 rules for a lesson and make a poster.**

2c **Report.**

I can

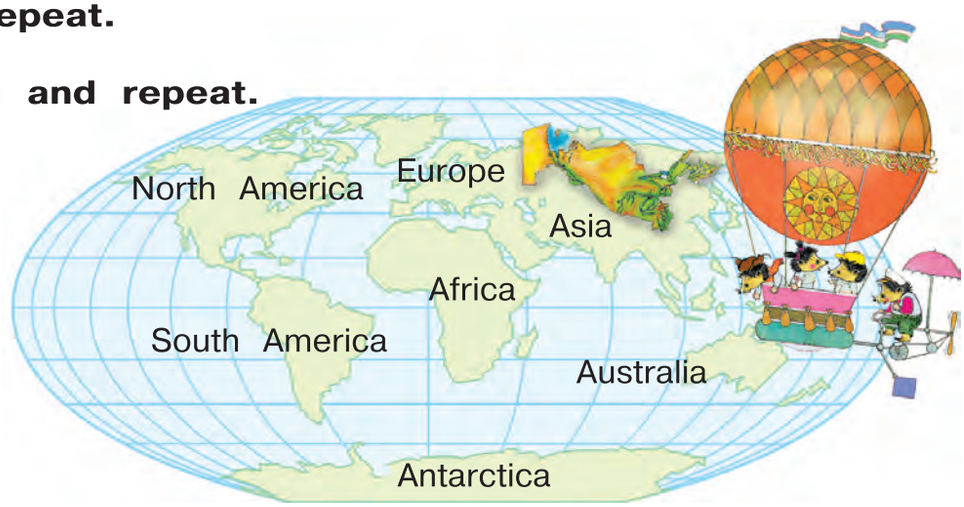
1) **I can say where some food came from.** Я могу сказать, откуда появилось то или иное блюдо.
   e.g. Pizza came from Italy.
2) **I can say how to make pancakes and other food.** Я могу сказать, как приготовить блины и другую еду.
   e.g. First take three eggs and mix them with some milk. Then ...
3) **I can say about picnics in Uzbekistan and England.** Я могу рассказать о выездах на природу в Узбекистане и Англии.
   e.g. In England people go for a picnic to a park.
4) **I can ask and answer about breakfast.** Я могу спросить о завтраке и ответить на этот вопрос.
   e.g. What did you have for breakfast?
5) **I can ask and answer what people would like to eat.** Я могу спросить о том, что люди хотят съесть, и ответить на этот вопрос.
   e.g. **A:** Would you like some ...?
   B: Yes, please./No, thank you.
6) **I can ask and answer about the school canteen.** Я могу спросить о школьной столовой и ответить на этот вопрос.
   e.g. Do you like the meals in the canteen?
7) **I can say what we must and must not do at the table.** Я могу сказать, что мы должны и не должны делать за столом.
   e.g. Use a napkin for your mouth and hands. Don't put a lot of food in your mouth.
8) **I can lay the table.** Я могу накрыть на стол.
   e.g. The forks are on the left and a knife is on the right.
9) **I can write rules for a lesson.** Я могу написать о правилах поведения в классе.
   e.g. Write nicely. Don't be late.

LESSON 1 Continents, countries ...

1 **Listen and repeat.**

2a **Look, listen and repeat.**

1) the world
2) continent
3) Asia
4) Africa
5) North America
6) South America
7) Europe
8) Antarctica
9) Australia



2b **Listen, draw the route and answer the question.**
Heggy and his friends are not going to one continent. Which ones are they going to?

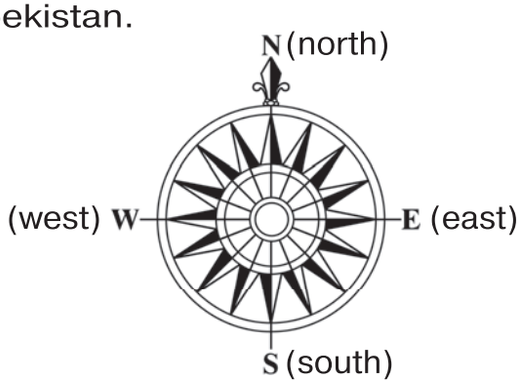
2c **Read and answer the question.**
Would you like to visit Antarctica? Why?/Why not?

Antarctica has the coldest climate on the Earth. It is the fifth largest continent and the coldest, windiest, driest place in the world. Antarctica's lowest air temperature record was on 21 July 1983, with −89.2°C at Vostok Station. Antarctica has 90% of the world's ice and more than 70% of its fresh water.
Antarctica is home to penguins. Penguins are very interesting birds. They cannot fly but they swim very well and eat fish! Some penguins live in the ice and snow.



3a **Work in pairs. Look and say.**
e.g. Kazakhstan is to the north of Uzbekistan.





3b **Work in groups of 4/5. Play "Guess The Country".**
e.g. A: This country is in Asia. It's to the north of Uzbekistan.
All: Kazakhstan

3c **Write three sentences.**
e.g. Turkmenistan is to the south of Uzbekistan.

UNIT 9 Round the world in 14 days

LESSON 2 We're in Europe.

1 **Listen and sing.**

2 **Look, listen and answer the questions.**

1) Where is the Eiffel Tower?
2) How many steps does the Eiffel Tower have?
3) How many people visit it every year?
4) What do children do in ski schools?



3a **Look, read and complete.**

3b **Read and check.**



The United Kingdom of Great Britain and Northern Ireland (the UK) has four parts: England, Scotland, Wales and Northern Ireland. The capital of Wales is Cardiff. Edinburgh is the capital of Scotland. London is the capital of the UK and of England. Every year more than eleven million tourists come to London.

4 **Read and match.**







A The London Eye is the biggest Ferris wheel *(колесо обозрения)* in Great Britain. It is next to the River Thames. The wheel is 135 m high. It has 32 cabins. A cabin can take 25 people. It is very popular with tourists because they can watch a wonderful city from it.

B The London Underground (the tube) is the world's first and oldest underground. There are 11 lines and 270 stations today. People can travel around the city with this transport. People sometimes can see deer, bats, snakes, mice and mosquitoes there.

C Buckingham Palace is in the centre of London. The Queen and her family live there when they are in London. The Palace has 775 rooms. 52 bedrooms are for the Queen's family and her guests. 450 people work there. There is a cinema, a swimming pool and a doctor's room too. Many tourists watch the Changing of the Guard *(смена караула)*. Every year the Queen invites about 8,000 people to her three garden parties.

LESSON 3 Brr! North America

1 **Listen and sing.**

2 **Look and answer the questions.**

1) How many countries are in North America?
2) What are they?
3) Which country is the biggest/ smallest?



3a **Work in pairs. Read and complete.**

1	a) North	b) South
2	a) west	b) north
3	a) Ottawa	b) Washington
4	a) children	b) adults
5	a) like	b) live
6	a) continents	b) cities

Canada is in (1) **e.g.** *a* America, to the (2) ... of the United States. The capital of Canada is (3) ... . People in Canada speak English and French. (4) ... learn English and French in schools. Many people learn Spanish and German. About 34 million people (5) ... in Canada. In big cities, Vancouver and Toronto, for example, there are a lot of people from other countries and (6) ... : Europe, Asia, Africa and South America. They live and work there.







3b **Listen and check.**

3c **Work in pairs. Ask and answer.**

e.g. Where's Canada?

LESSON 4 The longest, the biggest ...

1 **Listen and sing.**

2 **Play "This is a Wild Animal."**

3a **Look, listen and repeat.**

1) Brazil 3) boat
2) Amazon 4) scared



3b **Read Heggy's letter. Match the animals and texts.**

Dear friends at home

1 South America is famous for its wild animals. There are many kinds. We saw some of them. We drove to the jungle in the north of Brazil. We were really lucky. We walked very quietly and we saw a jaguar. It is a kind of South American cheetah. It was beautiful and very fast. I was really scared. I think jaguars like eating hedgehogs!

2 Then we went by boat up the Amazon river in the east of Brazil. It is the biggest river in South America. We saw alligators there. They were three metres long, fast and have big teeth! They are like crocodiles. We didn't stay there long. We didn't know. Maybe alligators like eating hedgehogs too!

3 In Brazil we took a helicopter to the rain forest. There we met an unusual animal: an armadillo. Armadillos aren't very big but they are very strong. They have a 'house' on their backs like a tortoise. Armadillos don't eat hedgehogs – they eat insects!

4 The last animal we saw in the forest in Brazil was a vampire bat. It was small and slow but – Heeeeelp! Do you know the story of Dracula? He met a vampire bat. It drank his blood. We didn't stay long in that forest!

See you soon.
Love
Heggy


armadillo a


vampire bat b


jaguar c


alligator d

3c **Work in pairs. Play "Listen and Guess".**

e.g. **A:** This animal lives in rain forests. It's very strong. It has a 'house' on it's back.
B: Armadillo!

LESSON 5 Kiwis, koalas and kangaroos

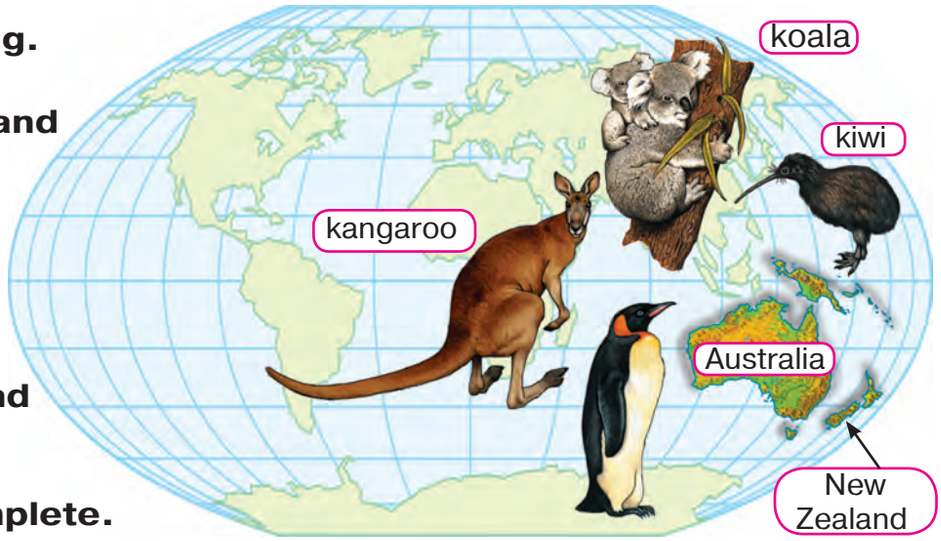
1 **Listen and sing.**

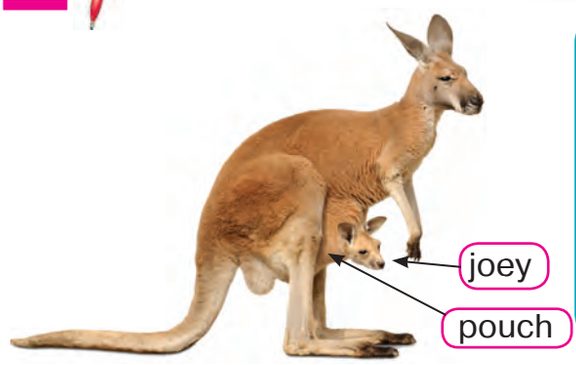
2a **Look, listen and repeat.**

2b **Work in pairs. Point and say.**
e.g. Kiwis live in New Zealand.

3a **Play "Mix and Match!"**

3b **Read and complete.**





Kangaroos live in Australia. Kangaroos eat grass, plants and leaves. They can live months with no water. They are red, brown or grey. They can hop at 64 kilometers an hour. They can jump 9 meters high. The babies are called 'joeys' and they live in their mother's pouches for 9 months.

Koalas live in Australian eucalyptus *(эвкалипт)* forests. They are brown or grey. They have big ears, small eyes, big noses and no tails. They move slowly. They eat at night. They sleep between 18 to 22 hours a day. Koalas only eat eucalyptus leaves. They eat about 400 grams a day. The babies are called 'joeys' and they live in their mother's pouches for 6-7 months.





Kiwis live in New Zealand. Kiwis are small birds. They are brown and grey. They have small wings but cannot fly. They have no tails. They can run fast. Kiwis eat leaves, seeds and berries. Their eggs are big and can be 450 grams.

4a **Complete the table.**

4b **Work in pairs. Look and report.**
e.g. I want to know where koalas sleep. Farida wants to know ...

LESSON 6 Project

1 **Listen and sing.**

2 **Create a class poster of wild animals.**

3 **Listen to group's presentation.**



Unit 5•Lesson 5

Activity 2a Work in pairs. Ask and answer. Complete Malika's timeline. Pupil B: Look at this page.

e.g. Pupil A: What happened in 2005?
Pupil B: Malika was born.



LESSON 1 Do you know Uzbekistan?

1 **Listen and repeat.**

1) the Chimgan Mountains
2) the Fergana Valley
3) the Aral Sea
4) the Syr Darya River
5) the Amu Darya River
6) the Zarafshan River
7) the Kyzylkum Desert

2a **Look, listen and match.**



2b **Work in pairs. Ask and answer.**

e.g. A: Where's the Aral Sea?
B: It's in the west of Uzbekistan.

3 **Listen and repeat.**

e.g. 32,500,000 – thirty-two million five hundred thousand

3,309; 1,900; 2,500,000; 4,643; 447,400; 877; 1,500; 4,000

4a **Find the meaning of the words in the Wordlist.**

population, area, climbing, hiking, snowboarding

4b **Work in pairs. Read and complete the table.**

Uzbekistan is in the centre of Central Asia. Its area is 447,400 sq km. The population of Uzbekistan is more than 32,500,000 people. The capital of Uzbekistan is Tashkent (more than 2,500,000 people). The most important river is the Amu Darya (1,500 km long). But the longest river in Central Asia is the Syr Darya (1,900 km long). The Zarafshan River in the east is 877 km long. A famous sea in Uzbekistan is the Aral Sea. But it is not very big now. In the middle of the Kyzylkum Desert there are some lakes. The biggest is the Aidarkul Lake (4,000 sq km). In Uzbekistan there are a lot of high mountains. The highest mountain is Khazret Sultan (4,643 m high). It is in the north. The most famous mountains in Uzbekistan are the Chimgan Mountains (3,309 m high) not far from Tashkent. They are popular places for climbing, hiking, horse riding and winter sports: skiing and snowboarding.

Remember:

Kazakhstan is to the north of Uzbekistan.
The Aral Sea is in the west of Uzbekistan.
sq km = square kilometres
m = metres

4c **Work in pairs. Ask and answer about Uzbekistan.**

e.g. What is the highest/longest ... ?
How long/high/big ...?

LESSON 2 What is the UK?

1 **Listen and sing.** **2** **Work in pairs. Read and complete the table.**

There are three countries in Great Britain: England, Scotland and Wales. But the United Kingdom (UK) has four parts: England, Scotland, Wales and Northern Ireland. Its full name is the United Kingdom of Great Britain and Northern Ireland. The UK is in Europe. The area of the UK is 244,880 square kilometres. The population of the UK is 65,200,000. There are four main nationalities: English, Scottish, Welsh and Northern Irish. The capital of the UK and England is London (8,800,000 people); the capital of Scotland is Edinburgh (500,000 people); the capital of Wales is Cardiff (862,000 people) and the capital of Northern Ireland is Belfast (585,000 people).

3a **Listen and repeat.**

3b **Listen and complete the sentences.**

1,085; 354; 392; 56; 346; 1,344

the North Sea, the Atlantic Ocean, the Thames, the Severn, Ben Nevis, Snowdon, Lough Neagh, Loch Ness, water skiing

To the north and east of the UK is the North Sea. To the west and south is the Atlantic Ocean. The most famous river is the River Thames in London. It is (1) e.g. 346 km long, but it is not the longest. The longest river is the Severn. It is (2) ... km long. The two highest mountains are Ben Nevis in Scotland and Snowdon in Wales. Ben Nevis is (3) ... m high and Snowdon is (4) ... m high. The largest lakes are Lough Neagh in Northern Ireland and Loch Ness in Scotland. Lough Neagh is (5) ... sq km and Loch Ness is (6) ... sq km. Two small lakes, Lake Windermere and Ullswater, are popular for sailing and water skiing.









3c **Work in pairs. Ask and answer.**
e.g. How high/How long ... ? What is the population/area ... ?

LESSON 3 Welcome to the USA!

1 **Listen and sing.**

2a **Listen and repeat.**

2b **Listen and repeat the numbers.**

9,600,000 326,400,000 7,500,000
3,730 2,330 4,000

the Great Lakes, Washington, the Pacific Ocean, the Mississippi, the Colorado, the Saint Lawrence, the Rocky Mountains, Canada, the Atlantic Ocean, the USA

2c **Work in pairs. Read and complete the map.**



America's Travel invites you to visit the USA. The USA is a big country. It has an area of 9,600,000 sq km. There is a lot you can do and see! And there are a lot of friendly people you can meet. The population is 326,400,000 people! There are many nationalities in the USA: English, German, Chinese and Uzbek! The capital of the USA is Washington. Its population is 7,500,000 people. Visit Washington and see the President's home and office – the White House.
If you like swimming, sailing or fishing, you are lucky. To the east of the USA is the Atlantic Ocean and to the west is the Pacific Ocean. And there are many big rivers in the USA: the longest rivers are the Mississippi (3,730 km) and the Colorado (2,330 km). If you want to have a rest, you can visit the Great Lakes in the north. If you are strong, you can go climbing in the Rocky Mountains in the west. They are more than 4,000 metres high! You can take a tent and cook your meals there. And if you want more, to the north of the USA is Canada and to the south is Mexico. Don't think long. Phone us today for a wonderful holiday. See you in the USA!

3a **Look at the tables. Write four questions.**

e.g. Which area is bigger: the UK or Uzbekistan?
Which country has more people?

	Uzbekistan	The UK	The USA
population	32,500,000	65,200,000	326,400,000
area	447,400 sq km	244,880 sq km	9,600,000 sq km
river	Amu Darya – 1,500 km	Severn – 354 km	Colorado – 2,330 km long
mountains	Khazret Sultan – 4,643 m	Ben Nevis – 1,344 m	Rocky Mountains – 4,000 m
capital	Tashkent – 2,500,000 people	London – 8,800,000 people	Washington – 7,500,000 people

3b **Work in groups of 4/5. Look at the table. Ask and answer the questions.**

e.g. Which area is bigger: the UK or Uzbekistan? Which country has more people? How high/long/big is ... ?

LESSON 4 Australia

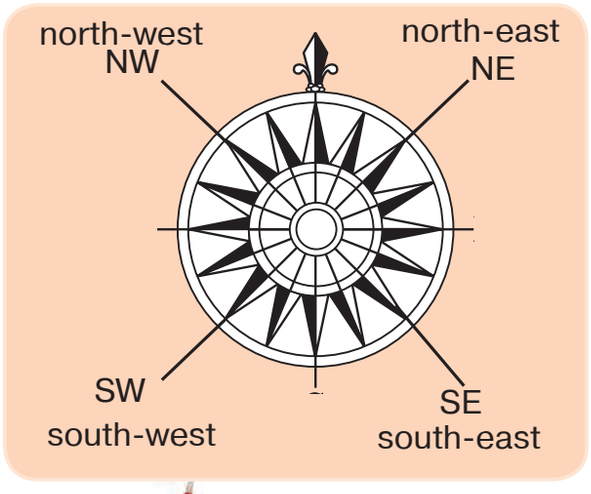
1 **Listen and sing.**

2a **Work in pairs. Look and answer the questions.**

1) Is Australia an island or a country?
2) What animals live in Australia?



2b **Listen and repeat.**



the Indian Ocean, the Murray River, the Australian Alps, Perth, Canberra



3a **Listen and complete the map.**

3b **Work in pairs. Say True or False.**

e.g. 1F

1) The Murray River is in the north of Australia.
2) Perth is in the south-west of Australia.
3) Canberra is the capital of Australia.
4) There are no high mountains in Australia.
5) Perth is in the south-west of Australia.
6) Australia is an island.
7) The Pacific Ocean is to the south and to the west.

4a **Work in pairs. Look at the table and write seven questions.**

e.g. Which country has the biggest population?
Where is the River Severn?

4b **Work in groups of 4/5. Look at the table. Ask and answer.**

e.g. Which river is longer: the Murray or the Severn?

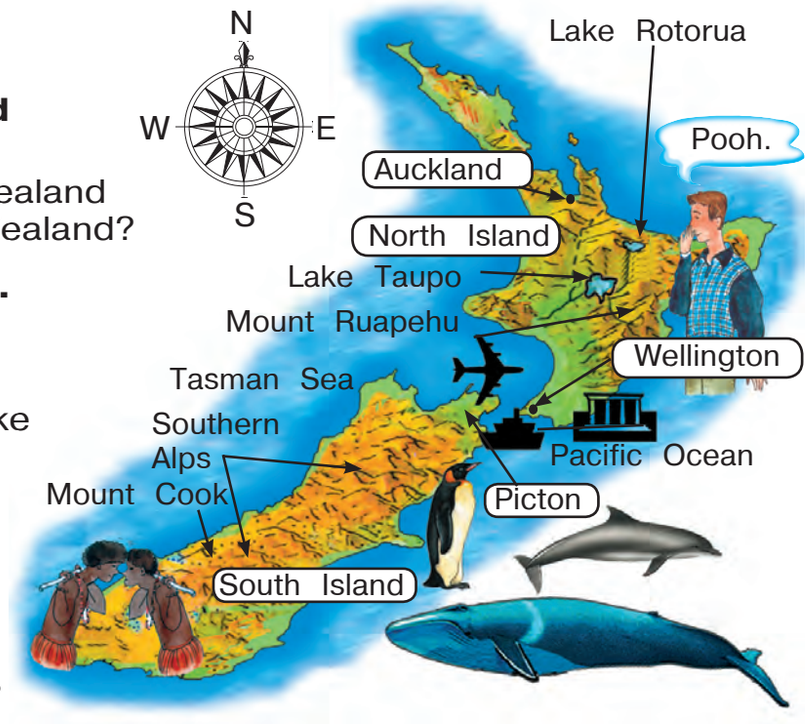
	Uzbekistan	The UK	Australia
population	32,500,000	65,200,000	24,600,000
area	447,400 sq km	244,880 sq km	7,700,00 sq km
river	Amu Darya – 1,500 km	Severn – 354 km	Murray – 2,375 m
mountains	Khazret Sultan – 4,643 m	Ben Nevis – 1,344 m	Australian Alps – 2,228 m

LESSON 5 New Zealand

1 **Listen and sing.**

2 **Look at the picture and answer the question.**

What animals live in New Zealand and in the sea near New Zealand?



3a **Listen and repeat.**

New Zealand, Wellington, airport, North Island, South Island, the Southern Alps, Lake Taupo, Lake Rotorua, Maori

3b **Read the letter and answer the questions.**

1) Who is the letter from?
2) What does Laura want to do?
3) What is the letter about?

Dear Laura
Thanks for your letter. I was very happy to read that you want to have a holiday in New Zealand. Here is what we can do. You can come on Sunday 29 December. Dick can meet you at Wellington airport on North Island. Wellington is the capital, so there are a lot of things to do. On Wednesday we can go to South Island and visit the Southern Alps. They are big mountains. We can walk and climb there. The air is fresh and clean. The highest mountain is 3,754 metres.
Then on Thursday we can fly back to North Island and go to Lake Taupo. It's a really good place for fishing and having a rest. On Friday we can go to Lake Rotorua. It's a wonderful place with hot lakes. Just one thing – the air is not good! Near Rotorua, we can meet Maori people, eat some Maori food and watch their dancing. Let me know if you like my plan. Write soon.
Love Susan

4a **Write the answer to the questions.**
What place in New Zealand would you like to visit? Why?
e.g. I would like to visit Lake Taupo because it is a good place for fishing and having a rest.

4b **Work in groups. Listen and complete the table.**

4c **Report.**
e.g. Ildar wants to visit Lake Taupo because it is a good place for fishing and having a rest.

LESSON 6 Project

1 **Listen and sing.**

2 **Look at Lessons 1,2,3,4,5 and write four questions.**

e.g. What is the capital of ... ?
What are big mountains in ...?
What are big lakes in ...?
What are big cities in ...?
What is the longest river in ... ?
Where is the river ... ?
Which mountains are higher ... ?



3a **Work in groups of 4/5. Prepare a list of 10 questions for the quiz.**

3b **Work in groups. Play "Geographical Quiz".**

I can

1) **I can write big numbers.** Я могу написать большие числа. **e.g.** 32,200,000 – thirty two million two hundred thousand

2) **I can say about Uzbekistan's geography, its area and population.** Я могу рассказать о географическом положении Узбекистана, его площади и населении. **e.g.** Uzbekistan is in the centre of Central Asia. Its area is 447,400 sq km. The population of Uzbekistan is 32,500,000 people.

3) **I can complete the outline maps of different countries and Uzbekistan.** Я могу заполнить контурные карты Узбекистана и других стран.

4) **I can say about the location of rivers, mountains and cities in different countries and Uzbekistan.** Я могу рассказать о местоположении рек, гор и городов в Узбекистане и других странах. **e.g.** The Australian Alps are in the south of Australia.

5) **I can say about the areas and population of different countries.** Я могу рассказать о занимаемой площади и населении разных стран. **e.g.** The population in the USA is more than in the UK.

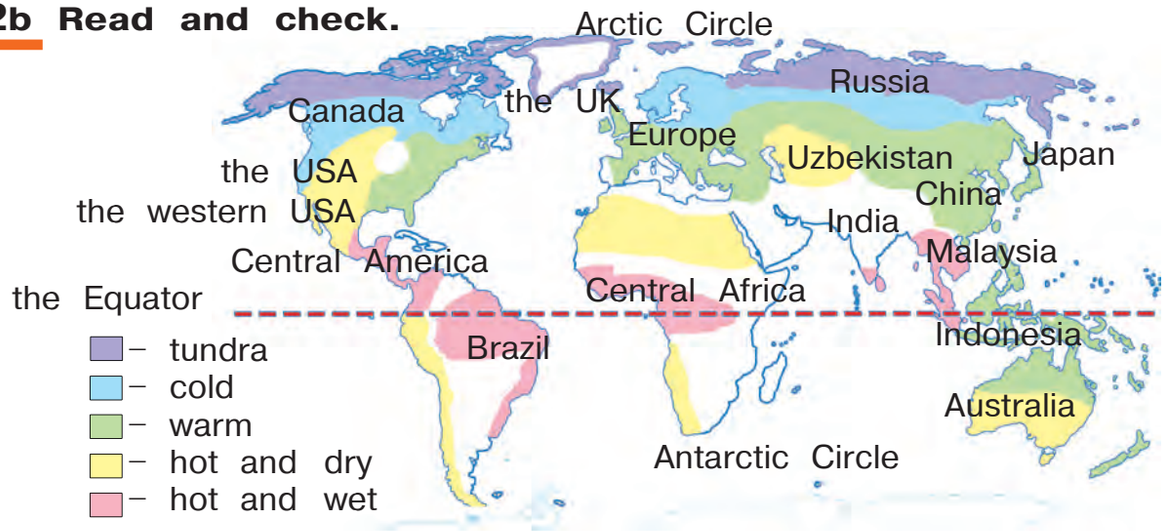
6) **I can choose a country to visit.** Я могу выбрать, какую страну посетить. **e.g.** I would like to visit New Zealand because it has the cleanest air, and Lake Taupo, the most beautiful place to swim.

LESSON 1 Climate of the world

1 **Listen and repeat.**

2a **Answer the question.**
What does the word ‘climate’ mean?

2b **Read and check.**



We say ‘weather’ when we talk about how the weather is today. In some places the weather is the same all day. In other places there are several kinds of weather in one day. We use ‘climate’ when we talk about the usual weather and temperature of a place. We must record* the weather every day for a long time. Then we know the climate of a place.

2c **Answer the question.** What’s the climate like in your place?
e.g. It’s cold in winter.

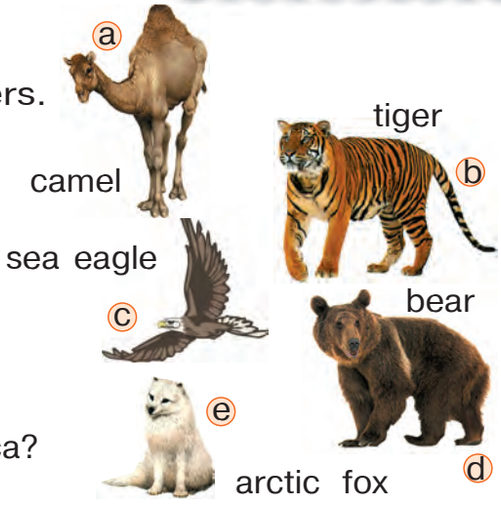
3a **Write the meaning of the words. Check in the Wordlist.**
the Equator, the Arctic Circle, the Antarctic Circle, tundra, climate, hot and wet, hot and dry, warm, cold

1 tundra
2 cold
3 warm
4 hot and dry
5 hot and wet

3b **Look, listen and repeat.**

4 **Match the animals and climates.**

5 **Chain Drill.**
e.g. A: Arctic foxes.
B: Arctic foxes live in the tundra. Tigers.



6a **Look, listen and point.**

6b **Answer the question.**
What climate do the places near the Equator/the Arctic Circle have?

7 **Chain Drill.**
e.g. A: Brazil. **B:** Hot and wet. Australia.

8 **Work in pairs. Ask and answer.**
e.g. A: What’s the climate like in Central Africa?
B: It’s hot and wet.

LESSON 2 What's the climate like?

1 **Listen and sing.**

2 **Look at graph A. Answer the questions.**

1) What's the climate like in Uzbekistan?
2) What's the longest/shortest season?
3) When do the summers/winters begin?

3 **Listen and guess the climate.**

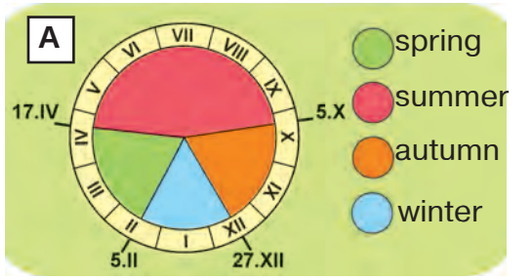
4a **Look at graph B. Listen and repeat.**

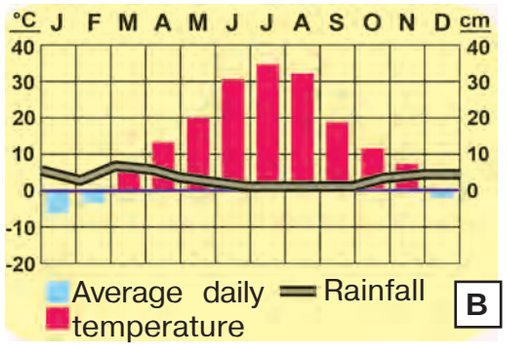
average, rainfall

4b **Read the dictionary page. Say what information you can get from the dictionary.**

Rainfall *(n)* Rain, snow or hail that the area has in a period of time.
e.g. The desert is an area with very low rainfall. This year's rainfall was very high.
Average *(adj)* Average means usual, typical.
e.g. In Uzbekistan in summer the average temperature is high and average rainfall is very low.

The climate of Uzbekistan

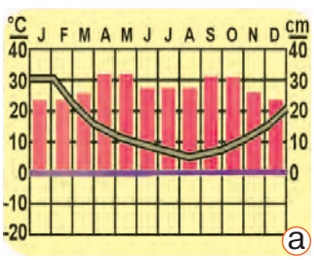


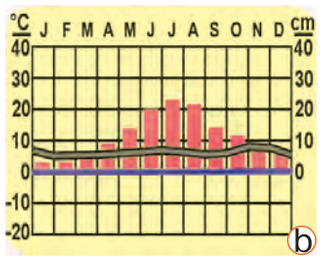


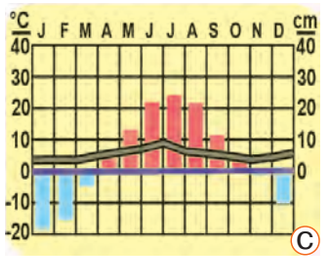
4c **Answer the questions.**

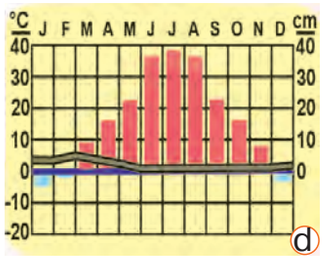
1) What's the average temperature in Uzbekistan in January and July?
2) What's the average rainfall in January and July?

5a **Write the climate for each graph.**









5b **Match the graphs and countries.**

1) Russia 2) Turkmenistan 3) Indonesia 4) Great Britain

5c **Add and write more countries for each climate.**

e.g. Hot and dry: Turkmenistan, Uzbekistan, Kyrgyzstan ...

6 **Work in groups. Choose a country. Talk about it. Use the questions.**

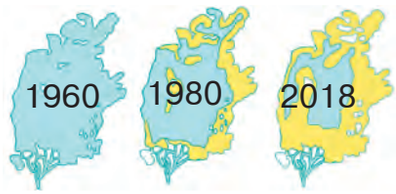
1) Where is the country?
2) What's the climate like?
3) What's the average temperature in summer/winter?
4) What's average rainfall in winter/summer?

LESSON 3 Save water!

1 **Listen and sing.**

2a **Look at the maps and answer the questions.**

The Aral Sea



1) Was the sea bigger or smaller 58 years ago?
2) Where does the water of the Amu Darya and Syr Darya usually go?
3) Where did the water of the rivers go 58 years ago?
4) Why is the lake smaller now?
5) Can fresh-water fish live in very salty* water?

2b **Read and answer the questions: What can you do?**

e.g. We can plant trees.

The Amu Darya and Syr Darya rivers are smaller than before. The two rivers are very long. Many people use their water for growing fruit, vegetables and cereals. After the rivers became smaller, the Karakum and Kyzylkum deserts grew bigger. What can we do to stop the deserts?

plant trees, recycle paper, buy recycled paper, save water, water vegetables at night

3 **Read and complete the table.**

Children can do a lot of good things to save our world. People in cities **waste** a lot of water every day.

- You brush your teeth. The water runs. You waste 15-20 **litres** of water every minute.
- You do your **washing up**. The water runs. You waste 38 litres of water.
- In summer the water runs when you **wait** for cold water. You can fill 24 bottles.
- You have a shower. You use 15-20 litres of water every minute! You can fill 40 big bottles.
- You have a bath. You use 230 litres of water.

When you **reduce** the water you use, you save water. Learn from people in villages.

4a **Copy and complete the table. Answer the questions.**

1) How many times a day do you do each thing in the table?
2) Count how much water you use each time.
3) Write the total water you use each day.

I use water	times	litres
Brush teeth	2	3
Wash hands and a face		
Wash dishes		
Have a shower		
Have a bath		
Total		

4b **Work in pairs. Write instructions.**

e.g. Do not run water when you brush your teeth. You can save 46 litres of water every day.

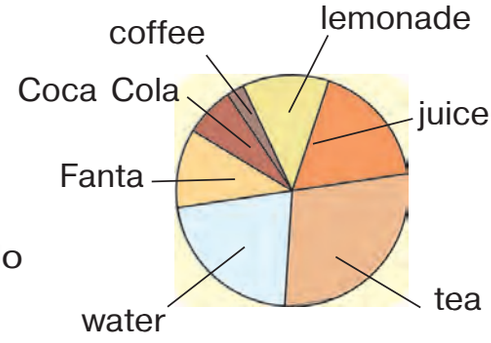
LESSON 4 Save energy!

1 **Listen and sing.**

2 **Play "Favourite Drinks".**

3 **Look and answer.**

1) What drinks do the Abdullaevs have?
2) Which is their favourite drink?
3) Do people in Uzbekistan like tea?
4) How many cups of tea does your family have each day?
5) Do you think British people like or do not like tea?



4 **Listen and answer the question.**
What drinks are popular in Britain?

5a **Read and guess the new words. What helped you to guess the new words?**

gas, electricity, million

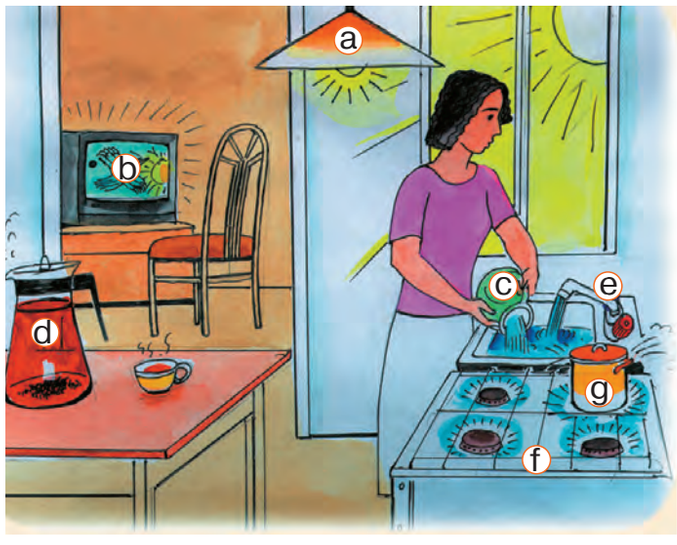
5b **Read and answer.**

1) How can we save energy?
2) How many cups of tea does your family usually drink?

When we make tea and coffee we use energy: gas, electricity and coal. Global warming* comes from energy we use. So each time we make a cup of tea we make a problem for our world. People drink 229 million cups of tea and coffee every day. We should save the energy we use to make tea and coffee. If we want three cups of tea, we should put three cups of water in the kettle. But often we put in five or six cups of water. We use 90 seconds* more for a kettle with three cups than for a kettle with one cup. So each time we use a kettle we should save energy and water. We should think: how many cups do I want?

5c **Look, read and match.**

1) Save water!
2) Use all the water!
3) Save energy!
4) Don't waste water!



6a **Work in groups. Talk about how we can save energy and water at school and at home. Draw a picture. Give a short slogan.**



e.g. Save energy!

6b **Report to the class.**

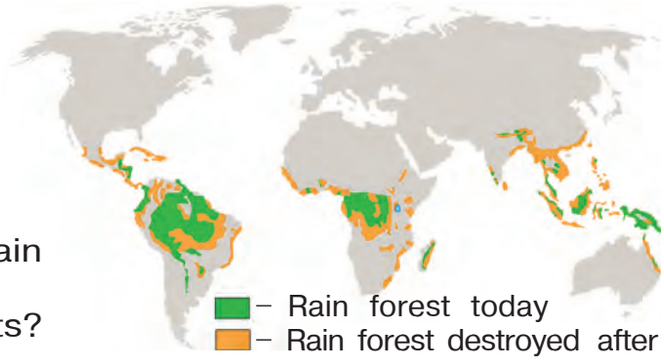
LESSON 5 Save our rain forests!

1 **Listen and sing.**

2 **Look, read and answer.**

A rain forest is a forest with tall trees. It rains a lot there.

1 Where are the rain forests?
2 What is the climate like in a rain forest?
3 What countries have rain forests?
4 Was the area of rain forests bigger or smaller before 1945?
5 Why is the area of rain forests going down now?
6 What problems are there?



3a **Work in groups. Read and give a title to the text.**

People cut down trees for farms, houses, to make bread, to cook, to keep their houses warm and to make paper. When people cut down trees they destroy forests. Over the past 70 years people cut down almost 50% of the rain forests. Paper comes from trees. When we use a lot of paper, we must cut down a lot of trees. Trees give us clean air and oxygen. Trees are homes for many animals and birds. So trees are very important for us. We must take care of them.

3b **Work in pairs. How can we help rain forests?**

use both sides of paper, use old paper to clean windows, don't write on the desks in school, plant trees

4 **Look and answer.**

1) Which picture means 'to recycle'?
2) What can we recycle?

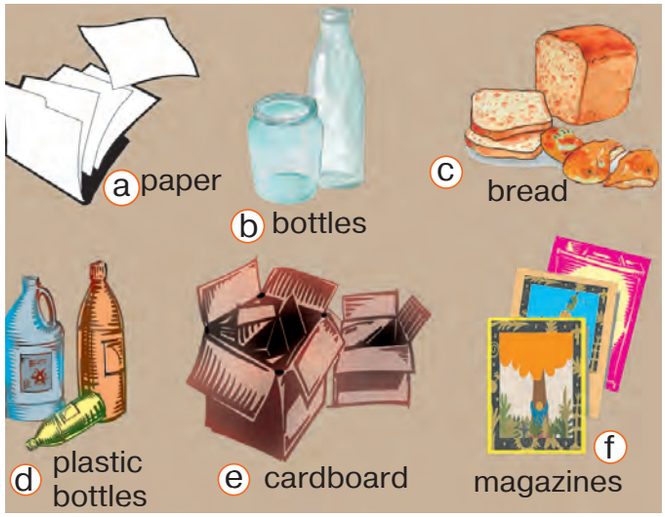




5 **Work in groups. Complete the poster.**

Rain forests need your help.

What are rain forests? (Write 1-2 sentences).
Where are they?
Why are they important?
What's happening?
(What's the problem?)
What can you do?
(**e.g.** Buy recycled paper...)



LESSON 6 Project

1 **Listen and sing.**

report, rewrite, repeat, reuse, ready, resell, result, repeat, region, refill, red, redo, reduce, recycle

2a **Answer the questions.**

1) What things can you reuse?
2) In which words does **re-** mean 'do it again'?
e.g. 'do it again' – rewrite

2b **Look and say what we can reduce, recycle, reuse and turn off*.**
e.g. We can save trees if we recycle paper.

water, electricity, gas, energy, trees



2c **Say True or False.**

1) We save water when we have a bath.
2) We waste water when we brush our teeth and the water is running.
3) We waste energy when we put more water in the kettle than we want.
4) Uzbekistan has a hot and wet climate.
5) Trees give oxygen to people and animals.

2d **Do the quiz.**

1) This country is hot and wet.
2) These animals are white in winter.
3) The climate in Great Britain.
4) You should do it with water and energy.
5) The favourite drink in Great Britain.

2e **Work in groups of 4. Write ten sentences for your group quiz.**

Unit 13 • Lesson 5

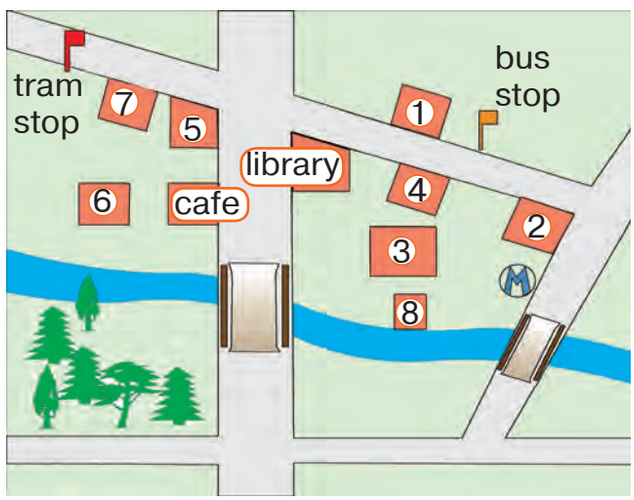
Activity 2a Work in pairs. Copy and complete the plan.

Pupil B: Look at this page.

e.g. Pupil A: What's next to the metro?

Pupil B: The book shop.

① the bank	⑤ the office
③ the market	⑦ the bakery

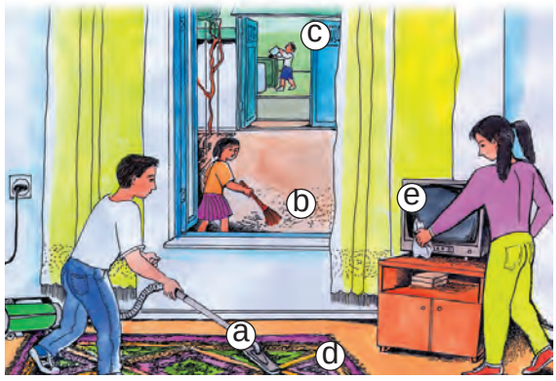


LESSON 1 What were you doing?

1 **Listen and repeat.**

2 **Work in pairs. Look and match.**

1) to sweep
2) to take the rubbish out
3) a vacuum cleaner
4) to dust
5) a rug



3 **Work in pairs. Write the verbs.**

e.g. take – taking

sweep, work, dust, clean, do, work

4a **Read Aziz's story and answer the question.**

Why were the children busy at 11am last Sunday?

Last Sunday we were at home. We got up late and had breakfast. After breakfast we wanted to watch TV. Suddenly our granny phoned. She and grandfather wanted to visit us. We looked around: our rooms were untidy. We started to tidy up the rooms. Our grandfather and grandmother came at 11am. We were busy at that time. Sabina **was dusting** the room. Madina and Davron **were working** in the yard. Madina **was sweeping** and Davron **was taking** the rubbish out. I **was cleaning** the rug with the vacuum cleaner. We made tea and asked our grandparents to sit and watch TV.

4b **Work in pairs. Complete the sentences.**

5 **Chain Drill.**

A: I was sweeping the floor at 6pm yesterday.
What were you doing at 6pm yesterday?

B: I was watching TV at 6pm yesterday. What were you doing... ?

6a **Work in pairs. Read and put in order. e.g.** 1b

a Heggy's mother told them, "Don't take a stick and a stone, but smile at the hedgehogs in the water." Heggy and Chamby went back to the river, looked at the hedgehogs and smiled at them.

b Last Sunday Heggy and Chamby wanted to go to the Blue Forest. The Blue Forest was near the river. Chamby told Heggy, "There's a hedgehog in the river. He's angry."

c They saw that the hedgehogs in the water smiled at them too! Heggy and Chamby were happy.



d They had a stone and a long stick too! Heggy and Chamby ran back home.

e Heggy and Chamby took a stone and a stick. In the water they saw two hedgehogs.

6b **Answer the questions.**

Do you like the story? Which is better: to smile or to be angry?

LESSON 2 An accident

1 **Listen and sing.**

2 **Chain drill.**
What were you doing yesterday at 5pm/10 minutes ago/at six o'clock this morning?

3 **Work in pairs. Find the words in the Wordlist. Write the meaning.**

traffic, get on, get off, accident



4a **Work in pairs. Look at the picture and answer the question.**
Where is the red car? Why?

4b **Look and write four questions.**

bark, sit, talk, stand, get off, get on, on the ground, behind

4c **Work in pairs. Ask and answer.**
e.g. **A:** What was the dog doing?
B: It was barking at the cat.
What colour was the girl's blouse?

4d **Work in pairs. Read and look at the picture. Find 8 differences.**

Policeman: What's your name?
Mr Brown: My name's Henry. Henry Brown. I work in a small cafe in Chestnut Street.
Policeman: What did you do in the afternoon?
Mr Brown: I was working in the cafe. Usually there isn't much traffic in the street and it's quiet. But yesterday it was different. At 3... er... about 3 o'clock in the afternoon I heard a loud noise and went out to have a look.
Policeman: What did you see?
Mr Brown: A dog was barking at two boys. The boys were standing behind a tree. A cat was sitting under a tree. There was a green bus. It was standing near the bank. The bus driver, well... he was laughing loudly at the dogs and the boys. A girl was getting off the bus and a boy was getting on the bus.
Policeman: Did you see an accident?
Mr Brown: Yes, I saw an accident: a big red car was near a tree. The driver was a woman. She was standing near her car. She looked really unhappy. Well, I wanted to help her and phoned the traffic police.
Policeman: Thank you.

LESSON 3 Do you like fairy tales?

1 **Listen and sing.**

2a **Answer the questions.**

1) Do you like reading fairy tales?
2) How do fairy tales usually begin in your mother tongue?
3) What are the characters of this story?

2b **Work in pairs. Read and put the verbs in the correct form.**

Once upon a time the snake (1) ... (be) king over all animals. One day he (2) ... (be) very hungry, but he (3) ... (not want) to eat his usual food. He (4) ... (decide) that he would like to eat the sweetest meat in the world. So he (5) ... (tell) the mosquito to bite all the animals and find the most delicious meat. The mosquito (6) ... (want) to help the king. He (7) ... (go) to the forest and jungles, and (8) ... (bite) the bears and the monkeys, the foxes and the tigers. He (9) ... (go) to the grassland and (10) ... (taste) the gazelles and zebras. He tasted the lions and wolves and rabbits. He tasted all the animals, but (11) ... (can) not find the meat for his king. Then he (12) ... (see) a human baby...

(to be continued)
(продолжение следует)



2c **Listen and check.**
Answer the questions.
How does the story end?
What do you think?

2d **Work in pairs. Complete the sentences.**

e.g. Fairy tales in English begin with "Once upon a time".

1) Fairy tales in English begin ... .
2) The king sent the mosquito to find ...
3) The mosquito wanted ...
4) The mosquito went to ...
5) The mosquito tasted ...
6) The mosquito could not ...
7) The mosquito saw ...

3a **Work in groups of 4/5. Write five sentences about a character from a popular fairy tale.**

e.g. A: The character's a good girl. Her name's "Beep". She has a mother and a grandmother. Her granny lives behind the forest. "Beep" likes flowers. She doesn't like wolves. Who is it?

3b **Work in groups. Play "Beep". Guess the fairy tale and the character.**

LESSON 4 Can birds and animals talk?

1 **Listen and sing.**

2a **Work in pairs. Listen and match.**

1) the mosquito	a) was sleeping
2) the snake	b) was flying
3) the baby	c) was sitting
4) the mother	d) was having a rest
5) the swallow	e) was cooking



2b **Work in pairs. Read and check your answers.**

The baby was sleeping under a tree and his mother was cooking food. The mosquito was sitting on the baby's arm. He took a small bite. "How delicious!" cried the mosquito, "this is what the king wants!" And he flew away quickly to take the good news to the snake. He did not see that a swallow was flying after him. After some time the mosquito came to the large tree where the snake was having a rest. "Oh, my King," he said, "I tasted all the animals in the world. I know which is the sweetest meat of all. It's the meat of ..."

(to be continued)



2c **Work in pairs. Read and say True, False or Don't Know.**

1) The baby and the mother were sleeping under a tree.
2) The mosquito bit the baby and liked the human meat.
3) The mosquito flew away quickly to the king with the good news.
4) A swallow heard the mosquito's words.
5) The mosquito came to the snake's home in the mountains.
6) The mosquito did not like the human meat.

2d **Work in pairs. Answer the questions.**

1) Who is the new character?
2) Who can talk in this fairy tale?
3) What fairy tales do you know where birds, animals, flowers and things talk?

3 **Work in pairs. Play "A Chain".**

e.g. A: (Who?)	My friend
B: (And who?)	and my dog
A: (What were they doing?)	were swimming
B: (Where?)	in the river
A: (When?)	at 6am yesterday.
B: (the end of the story)	And they liked it./But they didn't like it.

LESSON 5 A happy end

1 **Listen and sing.**

3a **Listen and answer the question.**

Why do swallows have Vs in their tales?

3b **Read and choose the best title for the fairy tale.**

Why Mosquitoes Cannot Speak
The Snake and the Swallow
The Human Baby and the Animals

2 **Agree or disagree.**

1) Fairy tales are boring.
2) All fairy tales have happy end.
3) Fairy tales are only for small children.
4) There are only good characters in fairy tales.
5) Fairy tales teach us many clever things.

Then, the swallow flew down and bit the mosquito's tongue. "... bzzz, bzzz," continued the mosquito because now he could not speak. This made the snake very angry. How did he know the most delicious meat? The mosquito could not say it. The snake wanted to catch the swallow, but the bird was very fast. The snake could only bite a piece out of his tail before he flew away.

From that time on the mosquito can only say "bzzz", and the snake and the swallow hate each other.

When a swallow flies, we can see the V in his tail made by the snake. And we remember the day when the swallow saved the human baby. When a swallow makes a nest in your home, it is very good for you.



3c **Work in pairs. Complete the sentences.**

4 **Work in pairs. Read and match the texts and the fairy tales.**

1) Thumbelina 2) Goldilocks 3) Mowgli 4) Snow Queen

A The three bears lived in a big house in the forest. Daddy Bear, Mummy Bear and Baby Bear liked porridge. They eat porridge in the morning. Today the porridge is too hot.

B People live in cities and villages. But that boy did not live in a house. He lived in the jungle. He did not live with his parents. In the jungle his father was a wolf. His mother Ruksha, was a wolf too. Little wolves were his brothers. He liked playing with them.

C There was a girl. She wanted to find her best friend Kai. Her favourite flower was a rose. She and Kai liked roses. An old woman lived in a garden. She liked the girl. The old woman had a magic wand. In her garden there was always summer.

D Once there lived a girl. She was very small. She lived on a flower. She and her mother lived in a big house. Then frogs took her to the river. A swallow helped her to go to a warmer country.

LESSON 6 Project

1 **Listen and sing.**

2a **Work in groups. Write a fairy tale.**



2b **Exchange your fairy tales.**

1) Read the fairy tales and give a title.
2) Draw a picture.
3) Write a caption for your picture.

I can

1) I can say sentences in the Past Continuous. Я могу сказать предложения в прошедшем длительном времени.
e.g. Yesterday at 11 o'clock Sabina was dusting the room. Madina and Davron were sweeping the yard and taking the rubbish out.

2) I can talk about different countries and continents. Я могу рассказать о разных странах и континентах.
e.g. Antarctica has the coldest climate on the Earth.

3) I can save water and energy. Я могу экономить воду и электроэнергию.
e.g. We should recycle paper.

4) I can tell a fairy tale with a plan. Я могу рассказать сказку по плану.
e.g. Once upon a time…
Then…
After that …
From that time on …

LESSON 1 Do you know?

1 **Find the words in the Wordlist. Write the meaning.**
chief important shake clasp nod kiss

2 **Answer the question.**
What are Uzbek people famous for?

3a **Work in pairs. Answer the questions.**

1) How do men in Uzbekistan greet each other*?
2) How do women in Uzbekistan greet each other?
3) How do young people greet adults?
4) How do you greet your friends?



3b **Read and say how African people greet each other.**

People in Africa like traditional village life. They are very warm and friendly. Children and adults shake hands when they meet friends or relatives. Young men and women clasp hands with their friends at parties. Some chiefs use the back of the hand to show they are important.



4a **Work in pairs. Answer the questions.**

1) What do Uzbek boys do when they meet?
2) What do Uzbek girls do when they meet?
3) What do English boys do when they meet?
4) What do English girls do when they meet?

4b **Listen and check.**



5a **Read, copy and complete.**
Do you know?

In Uzbekistan men and women greet each other in different ways: they shake hands or kiss each other. In Europe if men and women are friends they kiss each other. In England it is usually one kiss, in France two and in Poland three! Eskimos say hello by touching their noses. Maoris in New Zealand do this too. In Uzbekistan we nod and say 'Yes' or shake our heads and say 'No'. English and American people nod and shake their heads. Sometimes they say 'Yes' or 'No' too. But Bulgarian* and Greek* people shake their heads for 'Yes' and nod for 'No'.



people	greeting
e.g. Uzbek	Men shake hands, women kiss

5b **Work in groups of three. Play "Guess the People".**
Pupil A and **B:** *(touch noses)*
Pupil C: Eskimos?

LESSON 2 Mr Whitfield went fishing.

1 **Play “My Hobby”.**

2a **Answer the questions about your last weekend*.**

1) Where did you go?
2) When did you go there?
3) How did you get there?
4) Who did you go there with?
5) What did you do there?
6) How long were you there?
7) What food did you take with you?
8) What time did you come back home?
9) Did you like your weekend?

2b Work in pairs. Ask your friend about his/her last weekend.

e.g. A: Where did you go?
B: I went to the mountains.

fishing, food, to buy, bread, sausages, fruit, vegetables, to pay, nice, lunch, to sleep, to catch*, to come back, to be happy

2c Report.

3a Look and make a story. Use the words.



3b Work in pairs. Answer the questions.

1) What is Mr Whitfield’s hobby?
2) What did Mr Whitfield want to do?
3) Why didn’t he catch any fish?

a rest, fishing, sausages, day, fish, fruit, bread, supermarket, lunch

4 **Copy and complete the sentences.**

Mr Whitfield decided to go (1) ... . In the morning Mr Whitfield went to the (2) ... and bought (3) ..., ... and (4) ... . Before (5) ... he decided to have (6) ... . After (7) ... he decided to have (8) ... . He didn’t catch any (9) ... but he had a nice (10) ... . On the way home he went to the (11) ... again and bought some (12) ... . His children were happy.

LESSON 3 Do you have a ‘bird table’?



1 Look and answer the questions.

Do you know any other animals that help people? How do they help?

2a Read and answer the questions.

1) How do animals help people?
2) How do people help animals?

People in Great Britain like animals. There are even special hospitals, which help wild animals. There are a lot of television films about wildlife. They are very popular with children and grown-ups. A lot of British families have ‘bird tables’ in their gardens. Birds can eat from them during the winter months. The ‘bird table’ should be high because cats can eat birds. The British often think their animals are like people. For example, in Britain animals can have jobs like people. British Rail* has cats and pays them for their work. Their job is to catch mice. There is usually one cat per station. They get food and free medical help. The cats don’t catch a lot of mice but they are very popular with the British Rail staff and travellers.

2b Work in pairs. Answer the questions.

Do you have any animals? Do they do any work? Would you like to have any animals to work for you? Are animals important for you?

2c Work in pairs. Answer the question.

What jobs can dogs do?

e.g. Dogs help people who cannot see.

save people, help people who cannot see, work with the police, work in a circus, help farmers, work in space, find people in the mountains, find people after earthquakes



2d Write five sentences.

3 Work in groups. Answer the questions.

How do we help animals?
What can we do in schools or at home?

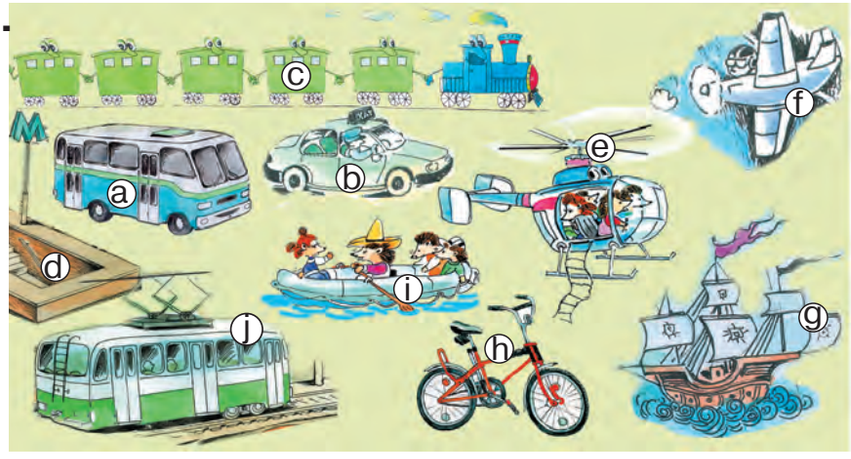
LESSON 4 What's the best transport?

1 **Play "Simon Says".**

e.g. We want Group A to turn left.

2 **Look, listen and match.**

1) car
2) tram
3) bus
4) bicycle
5) metro
6) train
7) plane
8) ship
9) helicopter
10) boat



3 **Chain Drill.**

Planes are the fastest transport.

4a **Make a diagram.**

4b **Work in groups of 4/5. Answer the question.**

What's the best transport?

e.g. The best transport is the bicycle because it's the cheapest and healthiest.

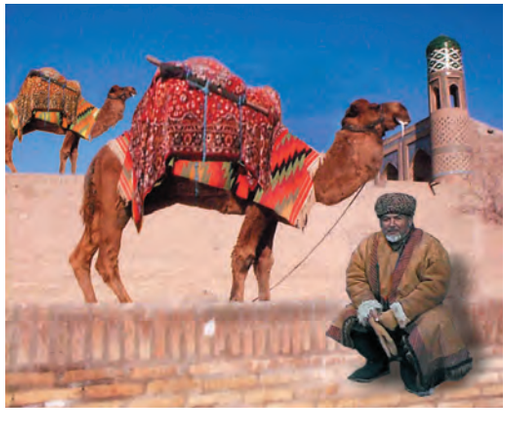
5a **Look at the picture and answer the questions.**

1) Who can you see?
2) When do you think it is?
   1900 1800 1700 1600
3) What are they doing?
4) What do you know about caravans?

fast, slow, good, bad, clean, dirty, cheap, healthy, dangerous, expensive, comfortable

5b **Read the text and give a title.**

For many years, in the desert camels were the only kind of transport. Before the age of modern trains, camel trains carried all the things between Central Asia and Europe. People made camel trains with 10,000 to 15,000 animals. Each camel could carry approximately 200 kilos and could travel twenty miles* a day. This kind of transport was so important that people called camels the 'ships of the desert'.



5c **Answer the questions.**

1) Would you like to travel with a caravan?
2) Would you like to live in those days? Why?/Why not?

5d **Look and answer the questions.**

1) What other animals do people use for transport and work?
2) Does your family use any animals?

LESSON 5 What's next to ... ?

1 **Play "I Spy...".**

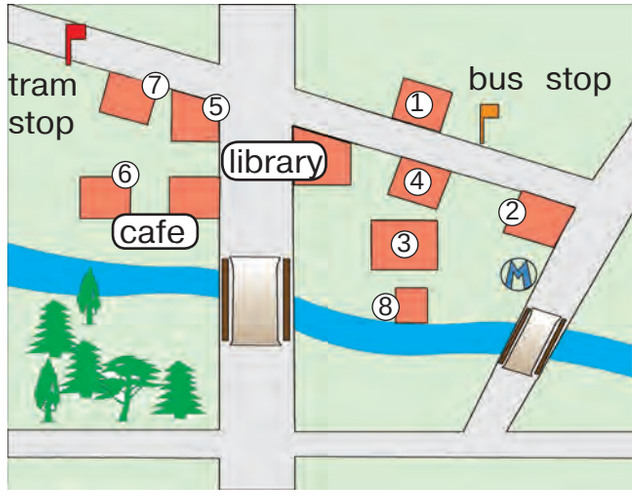
A: I spy with my little eye something beginning with 's'.
B: Is it on the left?

on the left, on the right, between, in front of, behind, next to

2a **Work in pairs. Copy and complete the plan.**

Pupil A: Look at this page.
Pupil B: Look at page 71.

e.g. Pupil A: What's next to the bus stop?
Pupil B: The bank.



② the book shop
④ the grocery
⑥ the hospital
⑧ the restaurant

2b **Look and find what places you can add.**

2c **Work in groups. Add to the map.**

I think it should be next to the bus stop. We can go to school easily.



Where's the best place for the school?



Oh no. The bus stop is noisy. I think it should be next to the market. We can buy snacks easily.



That's a great idea! What do you all think?

What about next to the park? We can rest after classes.



Oh no. The market is noisy too.



2d **Present your group plan.**

e.g. We decided to build a sports centre. Our sports centre is near the ... .
It should be ... because ... . You can go there by ... because it's not far from ... .

2e **Choose and make your class plan.**

3 **Play the "Longest Sentence".**

e.g. The girl is standing next to her house.
The beautiful girl is standing next to her new house.
The beautiful girl and her friend are standing next to her new house.

LESSON 6 I can ... I know ...

1) Do the quiz. What can you do in English? How much do you know? Write correct sentences.

1) I can talk about now. (Present Simple)
2) I can talk about yesterday. (Past Simple)
3) I can talk about things happening now. (Present Continuous)
4) I can talk about dates and years. (Navruz)
5) I can talk about my birthday and my friends' birthdays.
6) I can talk about special festivals in Uzbekistan and in other countries.
7) I can talk about when people were born. (You)
8) I can talk about jobs and professions. (Three of your relatives.)
9) I can say what I want to be. (Your job/profession)
10) I can talk about shapes. (▲ ● ■)
11) I can talk about the position of countries and cities. (Uzbekistan, Tashkent)
12) I can talk about countries: where they are, their size, the capital, and some geographical information. (You can choose a country.)
13) I can talk about different types of transport. (Give eight.)
14) I can talk about food in Uzbekistan and in other countries. (You can choose.)
15) I can talk about two actions with when/before/after. (You can choose.)
16) I can talk about my family. (Write eight kinds of relatives **e.g.** granny)
17) I can talk about my home. (Describe your room.)
18) I can talk about how much/many. (Describe what is in your schoolbag.)
19) I can describe people. (You and your friend/relative.)
20) I can describe things with smell/taste/look. (You can choose.)
21) I can compare things and say which is bigger or the biggest. (You and some of your friends.)
22) I can offer and ask for food at the table politely. (Write a short dialogue.)
23) I can say and write numbers up to one million. (5, 23, 108, 87,000, 400,000)
24) I can say where things are. (You and four of your classmates)
25) I can write a recipe. (palov)
26) I can write a birthday card. (Draw a birthday card for your friend/relative and write a message.)
27) I can make suggestions. (can)
28) I can give instructions. (Write 5 things for your friend to do **e.g.** Close your eyes.)
29) I can do the shopping. (**e.g.** I'd like a packet of tea. Use 'sugar' 'sausages' 'milk' 'chocolates'.)
30) I can give advice. (should).
31) I can give reasons. (because)
32) I can give instructions. (do/don't do)
33) I can talk about 'rules'. (must)
34) I can talk about what other people want. (want me to...)
35) I can write an invitation. (Draw and write an invitation to your birthday party for your friend.)
36) I can follow instructions. (Read and draw the sandwich.)
37) I can respond to an invitation. (Write and say you can come.)

2) Count how many things you can do. Compare with others in the class. How did you do?

Classwork and homework

Lesson 1 Jobs at school

Classwork

4a **Listen and complete the sentence.**

Vali is talking to the _____

a director
b school doctor
c teacher

4b **Write T for True and F for False.**

1 Vali has a sore throat.
2 Vali has a tummy ache.
3 Vali likes tea.
4 Vali had a lot of fruit and vegetables today.
5 Vali does not eat healthy food.

5a **Match the questions and answers. Say about Farruh Zakirov.**

1 What is his name?	a singer/film star
2 What is he?	b famous "Yalla" group
3 Where was he born?	c Tashkent
4 Where is he from?	d Uzbekistan
5 What does he do?	e Farruh Zakirov
6 What is he famous for?	f gives concerts in different countries

5b **Work in pairs. Pupil A: Ask and write about David Beckham. Answer the questions about Munojat Yulchieva.**

e.g. **A:** What's his name?
B: His name's David Beckham.

Name: *David Beckham*
Profession:
Country:
Was born in:
What he does:
What he is famous for:

Pupil B: Ask and write about Munojat Yulchieva. Answer the questions about David Beckham.

e.g. **B:** What's her name?
A: Her name's Munojat Yulchieva.

Name: *Munojat Yulchieva*
Profession:
Country:
Was born in:
What she does:
What she is famous for:

Homework

1 **Look at the questions and write about a person in your school. Don't write her/his name.**

Прочитайте вопросы и напишите о ком-нибудь из класса. Не пишите его/её имя.

e.g. *She is a cook. She works in the canteen. She makes lunches every day.*

1 What is her/his job?
2 Where does s/he work?
3 What does s/he do at work?

2 **Put the words in order.**

Поставьте слова по порядку.

e.g. 1 *She was born in a village near Fergana.*

Classwork and homework

1 was/She/born/in/a/near/village/Fergana.
2 had/Her/eight/parents/children.
3 songs/She/a lot of/knows/old.
4 trains/He/a lot/day/every.
5 his/He/a lot of/friends/has/in/team.

Lesson 2 Professions

Classwork

3a Find similar words.

photographer, policeman, interpreter, assistant, TV star, programmer, librarian, architect, gardener

oOoo	oOo	Ooo
photographer	*policeman*	*programmer*

4 Match the sentences and the jobs.
e.g. 1 *a teacher*

a teacher, a nurse, a chef, a gardener, a secretary, a photographer, a doctor, a pilot, a reporter

1 Karima works at the school. She speaks English to pupils.
2 Olga works at the hospital. She helps sick people.
3 Aziza works at the office. She helps her director with letters and papers.
4 Hamid works in the park. He likes trees and flowers.
5 Rustam takes photos of many famous people.
6 Alexander works at the hotel. He cooks lunches and dinners.
7 Sherzod works at the airport. He flies for Uzbekistan Airlines.
8 Sabohat works for a newspaper. She interviews people.
9 Zuhra works at the hospital. She helps the doctor.

6a Work in groups of 4/5. Complete the table.

e.g. **A:** What's your father's job? (What does your father do?)
B: He's an engineer.

name	father	mother
e.g. *Lena*	*engineer*	*doctor*

Homework

1 Do the puzzle. Решите кроссворд.

1 The ... helps the pupils to learn.
2 The ... helps teachers, pupils and parents.
3 The ... answers the telephone and works with letters and papers.
4 The ... cleans the school.
5 The ... makes lunch every day.
6 The ... helps sick children.
7 The ... knows about the books and helps children to find books.

1	*t*	*e*	*a*	*c*	*h*	*e*			
2									
3									
4									
5									
6									
7									

Classwork and homework

2 **Write 2 sentences about your parents'/relatives' jobs and what they do.** Напишите 2 предложения о работе ваших родителей/родственников и о том, что они делают.

Lesson 3 He wants to be a/an ...

Classwork

pilot, reporter, interpreter, planes, English, film stars

3 **Listen to Sevara, Laziz and Dilnoza. Complete the table.**

name	wants to be ...	why
Laziz	**e.g.** *a reporter*	because he wants to interview ...
Dilnoza	*an*	because she likes ...
Sevara		because she likes ...

4a **Listen and match.**

1	Daniel	a) a librarian
2	Sabina	b) a computer programmer
3	Madina	c) a reporter
4	Rustam	d) a farmer
5	Davron	e) a pilot
6	Lucy	h) a doctor
7	Aziz	f) a nurse
8	Alisher	g) a chef

5a **Work in groups of 5/6. Ask and write what your friends want to be and why.**

e.g. What do you want to be?
I want to be ... because ... .

name	job	why
e.g. *Regina*	*doctor*	*help sick people*

Homework

1 **Write about the profession you want to choose.**
Напишите о профессии, которую вы хотите выбрать.
e.g. *My name is Nigora. I want to be a ... because ...*

2 **Read and complete the sentences. Use the words:**
Прочитайте и закончите предложения. Используйте слова:

breakfast, people, home, hospital, takes, car, helps

This is Nancy. She is a nurse. She works at the (1) ... . She looks after sick (2) ... . She gets up at six in the morning. She (3) ... a shower and puts on her clothes. She has (4) ... at half past six. At seven o'clock she drives her (5) ... to the hospital. Nancy starts work at eight o'clock. She (6) ... the doctors. She goes (7) ... at five o'clock.



Lesson 4 A wedding in Fergana

Classwork

2b **Look and write about Aziz's family.**
e.g. Odina — Karim = *wife - husband*

Odina — Sabina =
Ozoda — Madina =
Aziz — Karim =
Karim — Bahodir =
Davron — Nigora =

Classwork and homework

3b **Work in pairs. Match the parts and make sentences about Aziz.**

1 His parents' niece is	a) helping her niece with her wedding dress.
2 Aunt Ozoda is	b) live in Fergana.
3 His mother is	c) getting married.
4 His uncle's friend is	d) making palov.
5 Aziz is	e) making cakes.
6 His grandparents	f) taking photos and making a video.

5 **Work in groups of 4/5. Ask and answer about the relative. Complete the table.**

name	relatives	jobs
e.g. *Saida*	*cousin Suhrob*	*12. Pupil. Village not far from Tashkent.*

Homework

1 **Look at the table in activity 5. Choose three friends and write about their relatives.**

Посмотрите на таблицу в задании 5. Выберите троих друзей и напишите об их родственниках.

e.g. *Saida has a cousin. His name's Suhrob. He's 12. He's a pupil. He lives in the village not far from Tashkent.*

2 **Put the words in the correct place.**

Поставьте слова в нужное место.

married, palov, dressed, video, cake, up

get	make
e.g. *married*	

Lesson 5 Uzbek and English weddings

Classwork

2 **Play "Find Someone Who".**

e.g. Do you have have three uncles.

1 _____ has three uncles.
2 _____ has a lot of nieces.
3 _____ has a lot of nephews.
4 _____ has a twin in family.
5 _____ has one sister.
6 _____ has no brothers and sisters.
7 _____ has grandparents in a village.

Classwork and homework

4b Work in pairs. Ask and answer. Complete the table.

A: You are from Great Britain.

e.g. Do girls in Uzbekistan have a white wedding dress?

B: You are from Uzbekistan.

e.g. Do girls in Great Britain have a white wedding dress?

	Uzbekistan	Great Britain
wedding dress	1...	1 **e.g.** *white wedding dress*
wedding cake	2...	2...
cards	3...	3...
presents	4...	4...
flowers	5...	5...
weddings on a Saturday	6...	6...
pageboy	7...	7...
bridesmaid	8...	8...

Homework

1 Write the words in order.

Запишите слова по порядку.

e.g. 1 *It's my sister Victoria's wedding.*

1 my/sister/It's/Victoria's/wedding.

2 I/help/must/Victoria/with/wedding dress/her.

3 The/bridesmaid/a special/has/too/dress.

4 England/In/weddings/are/on/Saturday/usually.

2 Look at activity 4b. Write 5 sentences.

Посмотрите на задание 4b. Напишите 5 предложений.

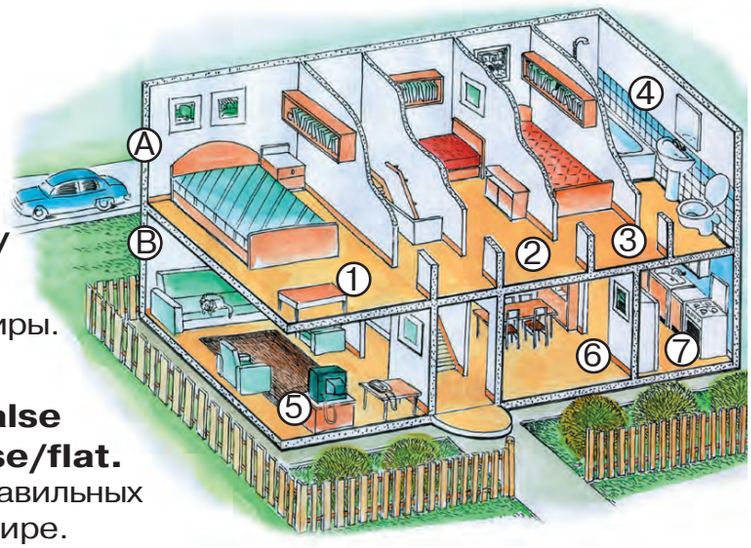
e.g. *In Great Britain they have bridesmaids and in Uzbekistan we have bride's friends.*

UNIT 2 Houses and homes

Lesson 1 An English house

Classwork

3b Look at Lucy's house plan. Label the rooms.



Homework

1 Draw a plan of your house/flat. Label the rooms.

Нарисуйте план своего дома/квартиры. Напишите названия комнат.

2 Write two true and two false sentences about your house/flat.

Напишите 2 правильных и 2 неправильных предложения о своём доме/квартире.

Classwork and homework

Lesson 2 Welcome to my home!

on the right,
on the left,
between, under
next to

Homework

Look at 3a on page 13. Choose one flat. Write 5 sentences. Посмотрите на задание 3а на странице 13. Выберите одну из квартир. Напишите 5 предложений.

e.g. *There is an armchair next to the sofa.*

Lesson 3 Tidy up your room!

Classwork

4a Chose and write three sentences.

e.g. *I mopped the floor.*

	activities	you	your friend
1	wash the dishes		
2	mop the floor		
3	play computer games		
4	watch TV		
5	take the rubbish out		
6	feed animals		
7	sweep the yard		
8	read a book		

Homework

Look at 4a. Write five sentences.
Посмотрите на задание 4а. Напишите 5 предложений.

e.g. *I swept the yard.*

Lesson 4 Homes, sweet homes ...

Classwork

4 Work in groups of 3. Ask and answer.

e.g. A: Do you have a TV?
B: Yes/No.

1	... a TV			
2	... a computer			
3	... a fridge			
4	... a toaster			
5	... a cooker			
6	... a vacuum cleaner			
7	... a washing machine			
8	... a dishwasher			

Classwork and homework

Homework

Look at 5. Read and write T for True and F for False. Correct false sentences. Посмотрите на задание 5. Прочитайте и напишите «T» для правильных и "F" для неправильных предложений. Исправьте неправильные предложения.

1 Aziz lives in a block of flats. **e.g.** *F Aziz lives in a house.*
2 There are seven rooms, a kitchen and a bathroom.
3 There is a big TV on the table.
4 Aziz likes watching nature programmes.
5 The family likes watching TV in the evening.
6 Aziz's mum doesn't like her kitchen.

Lesson 5 Unusual houses

Classwork

3c Work in groups of 4/5. Choose, write and say.
e.g. *I'd like to live in the Boeing 727 House because I like planes.*

	Me			
1 Stone House				
2 Flying Boat				
3 The Shoe House				
4 The Dog House				
5 The Auto House				
6 The Strawberry House				
7 The Boeing 727 House				

Homework

Write five sentences. Напишите 5 предложений.
e.g. *We use a chair to sit on it.*

1) We use a toaster _____
2) We use a washing machine _____
3) We use a vacuum cleaner _____
4) We use a dishwasher _____
5) We use a cooker _____

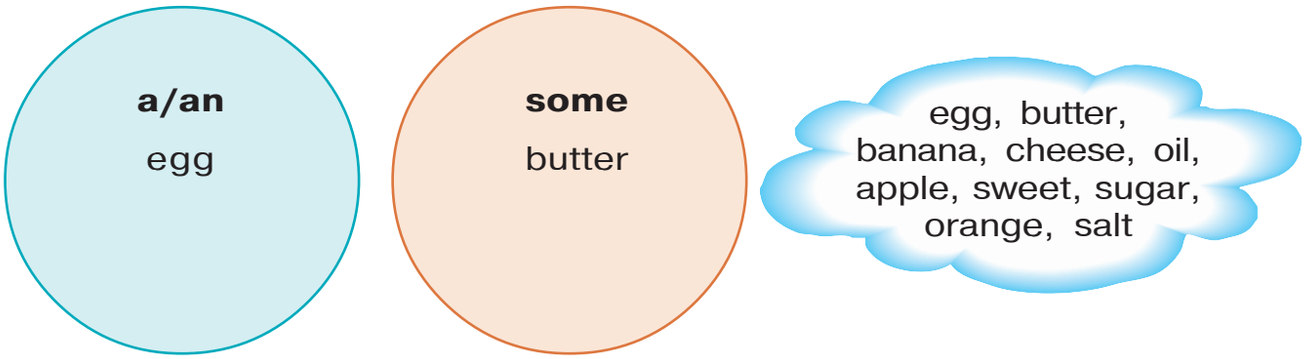
UNIT 3 At the grocery

Lesson 1 What's in the fridge?

Classwork

3 Work in groups. Put the words in the right place.
e.g. *There is an egg. There is some butter.*

Classwork and homework



4a Look and write four sentences.

e.g. *There is some meat on the first shelf.*

Homework

Draw your fridge or cupboard and write five sentences.
Нарисуйте свой холодильник или шкаф и напишите 5 предложений.

e.g. *On the first shelf of the fridge/cupboard there is some butter and some cheese./There is an ice cream./ There is a cake.*

Lesson 2 Is there any fruit?

Homework

Look at activity 4 and write four differences.
Посмотрите на задание 4 и напишите четыре предложения.

e.g. *There is some lemonade in picture A but in picture B there is some tea.*

Lesson 3 There are a lot of vegetables.

Classwork

3b Work in pairs. Complete the story.

When winter came, the Grasshopper was _____. He was _____. There was _____ food in his cupboard. But the Ant was _____. He had _____ food in his cupboard.

happy, hungry
unhappy, no
a lot of

Homework

1 Look in your fridge or cupboard. Write five sentences. Use "a lot of" and "some".
Загляните в свой холодильник или шкаф. Напишите 5 предложений, используя "a lot of" и "some".

e.g. *There is a lot of rice in the cupboard.*

Classwork and homework

2 **Read and draw the table from the fairy tale. Choose the correct answer to the question.**
Прочитайте и нарисуйте стол из сказки. Выберите правильный ответ к вопросу.

Who ate the cake? a) Tina b) Fina c) Tina and Fina



City Mouse and Farm Mouse

Fina Mouse lives in a city. Tina Mouse lives on a farm. One day Fina comes to see Tina. “Hello, Tina,” says Fina. “How are you?” Tina is happy to see her friend. “Hello, come to the table. Let’s have dinner,” she says. “But wait a moment. I’m making some coffee.” Fina looks at the table. There is a lot of cheese, a lot of sausages and some bread. There are some pears and a lot of apples. On the table Fina sees a big cake. “Oh, there’s a cake too. Yummy. I like cakes,” she says. When Tina comes to the room with coffee, she looks at the table. “Oh, no!” she says. “Where’s my cake?!” “The cake was delicious!” says Fina.



Lesson 4 Supermarkets and shops

Classwork

2b **Work in groups. Write your poem.**

Shopping, shopping.
Let’s go shopping.
We can buy a lot of food:
_____ and _____,
_____ and _____.
It is so good!

Homework

Answer the questions. Ответьте на вопросы.
1) Where can we buy biscuits?
e.g. *We can buy biscuits in the bakery section.*
2) Where can we buy yogurt?
3) What can we buy in the dairy section?
4) What can we buy in the meat section?

Lesson 5 A bar of chocolate, please.

Homework

Your friends are coming to your birthday. Write a shopping list. Ваши друзья приходят к вам на день рождения. Напишите список покупок.

e.g. *a big chocolate cake, ...*

Classwork and homework

Lesson 1 How much are they?

Homework

Here you are. any 3000 Thank you. much kilo please 5000

1 Complete the dialogues. Закончите диалоги.

A: Do you have (1) ... grapes?
B: They are 1500 soums a (2)...
A: Two, please.
B: That's (3) ... soums.
A: Here you are.
B: (4) ...

A: How (5) ... are those oranges?
B: 10000 soums a kilo.
A: Half a kilo (6) ...
B: That's (7) ... soums, please.
A: (8) ...
B: Thank you.

2 Write the numbers. Напишите числа.

e.g. 1) one thousand seven hundred and fifty *1750*
2) six thousand _____
3) two thousand four hundred _____
4) one thousand two hundred _____
5) five thousand five hundred _____
6) two thousand one hundred and fifty _____
7) eight thousand three hundred and fifty _____

Lesson 2 How much does it cost?

Homework

pomegranates, mushrooms, ice creams quinces, turnips, radishes, rice, cabbages, pears, meat, cherries, chocolate

1 Put the words in the correct column. Поставьте слова в нужную колонку.

fruit	vegetable	other fruit
e.g. *quinces*		

2 Write in order. Напишите по порядку.

e.g. *1f*

a Here you are. Anything else?
b Thank you.
c They are 1200 soums a kilo.
d Sorry, no. 2400 soums, please.
e Here you are.
f How much do onions cost?
g Do you have any cucumbers?
h Two kilos, please.

Lesson 3 Do you want to be healthy?

Classwork

3b Work in group of 4/5. Complete the table.

eat good food, go to bed late, get up early, eat fresh fruit, eat salads, eat a lot of hot dogs, eat at a different time, have a lot of water, eat a lot of sweets, often eat a lot, do morning exercises

should	shouldn't
eat good food	

Classwork and homework

3c Work in pairs. Ask and answer.

e.g. A: What food should we eat to have good hair?
B: You should eat eggs and fish.

to have	food
good hair and eyes	**e.g.** *eggs and…*
bones and teeth	
energy	
to be strong	

Homework

1 Match the parts of the words to make five fruit.
Соедините части слов так, чтобы получилось 5 фруктов.

e.g. *cherry*
1) cher cot
2) pome ry
3) me mon
4) qui granate
5) apri lon
6) le nce

2 Put the words in order.
Поставьте слова по порядку.

1) healthy/To be/you/eat/must/good food.
2) of energy/Good/gives/you/food/a lot.
3) You/of water/drink/litres/two/every day/should.
4) eat/You/meat and potatoes/should/for energy.
5) eat/You/a lot of/sweets/shouldn't/or chocolates.

Lesson 4 Are your animals healthy?

Homework

1a Complete the table with what food you should and shouldn't feed your cat. Запишите в таблице, какую еду вы должны и не должны давать своей кошке.

good for cats	bad for cats
e.g. *wet or dry food,*	*grapes and raisins,*

wet or dry food, milk, chicken, meat, bones, fruit, fish, vitamins and minerals, sweets, bread, some rice, water, cakes

1b Complete the sentences. Закончите предложения.

How to feed your cat? You must feed your cat two times a day. You should give your cat …
You shouldn't give your cat …

Lesson 5 Whose sandwich is this?

Homework

1 Read and answer the questions.
Прочитайте и ответьте на вопросы.

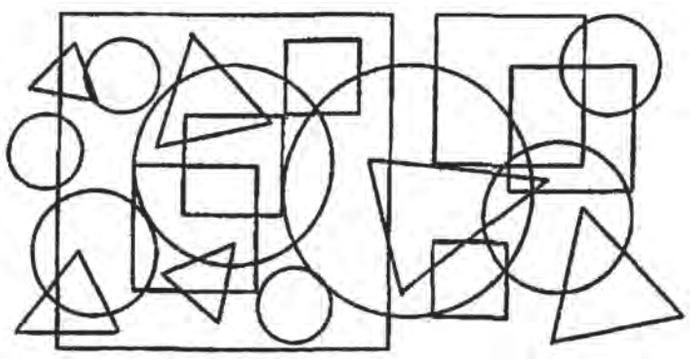
1 Why do we keep food in the fridge?
2 How do we keep food clean and fresh?
3 Why do we keep food with a lot of sugar or salt?

We can keep food cool in the fridge. We use jars, bottles, boxes and paper bags to keep our food clean and fresh. We can keep food with lots of sugar or salt. Food can stay fresh with a lot of salt and sugar. And it stays fresh in cool places.

Classwork and homework

2 **How many circles, squares and triangles can you see?** Посчитайте, сколько кругов, квадратов и треугольников вы видите.

Circles:
Triangles:
Squares:



UNIT 5 Birthday

Lesson 1 When's your birthday?

Homework

Write about three relatives. Напишите о трёх своих родственниках.

e.g. *My father's birthday is on the 18th of April. He was born in ... .*

Lesson 2 Happy birthday!

Homework

Draw and write an invitation card to your birthday party. Нарисуйте и подпишите пригласительную карточку на свой день рождения.

Lesson 3 Birthdays are fun!

Homework

1a **Read and complete the last sentence.** Прочитайте и закончите последнее предложение.

1) I was very happy.
2) I wasn't happy.

My name is Mary. On my 12th birthday my parents said to me "Happy birthday!" In the morning my brother John had a basketball class and my other brother Dan had a football class. So my dad and mum took them and I stayed at home. I watched TV and I was very sad. I didn't get a birthday card or a present. But in the evening we went to a restaurant and had a birthday party. My brothers and my parents gave me lovely presents. And I had a wonderful birthday party with two clowns and a lot of balloons. I had a birthday cake. I got a lot of birthday cards from friends. On that day ... .

1b **Say True or False.** Напишите "True" (правильно) или "False" (неправильно).

1 Mary stayed at home in the morning.
2 She had basketball classes on that day.
3 She watched TV.
4 In the evening they went to a restaurant.
5 Mary got birthday presents.
6 She didn't have a birthday cake.
7 Mary wasn't happy with her birthday.

Classwork and homework

Lesson 4 My best birthday

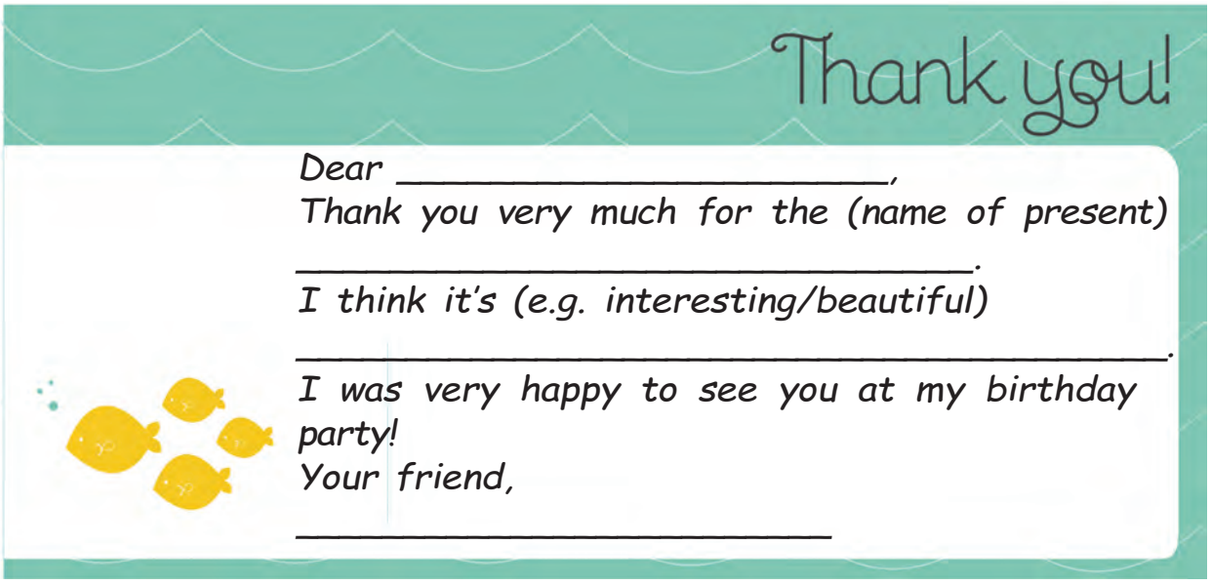
Classwork

3a **Write five sentences about your best birthday.**

1 My birthday was on ...
2 I invited ...
3 I got ...
4 We sang songs, ...
5 It was my ..

Homework

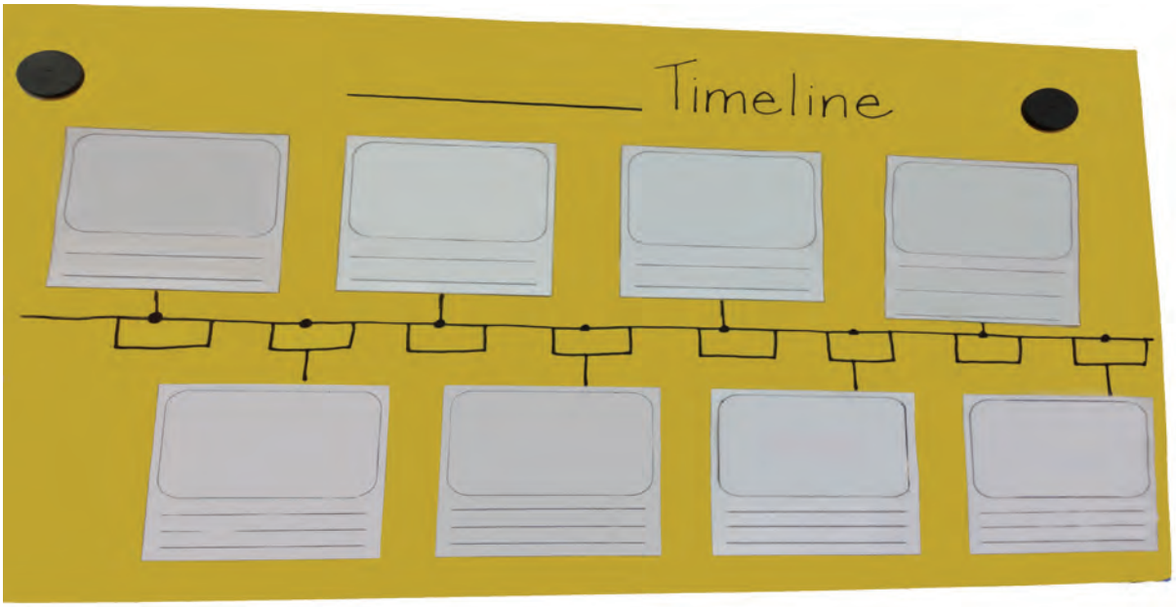
Write your "Thank-you" letter.
Напишите благодарственное письмо.



Lesson 5 My Timeline

Homework

1a **Make a timeline for your mother/father/sister.**
Составьте временну́ю шкалу для своей мамы/отца/сестры.



1b **Write about your relative.**
Напишите о своём родственнике.

Classwork and homework

Lesson 1 What did you do yesterday?

Homework

Write three sentences about yesterday. Напишите три предложения о том, что вы делали вчера.

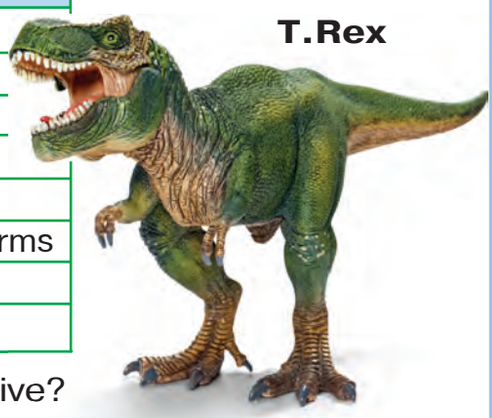
In the morning I_____
In the afternoon_____
In the evening _____

Lesson 2 Dinosaurs

Classwork

3a Work in pairs. Choose a dinosaur. Look at the table and complete the sentences.


Dilong


T.Rex

		T.Rex	Dilong
1	years ago	70 million	130 million
2	long	12 metres	2 metres
3	tall	10 metres	60cm
4	head	1,5 metres	small
5	teeth	very big	small
6	legs, arms	two legs, two arms	two legs, two arms
7	lived in	America and Asia	China
8	ate	meat	meat

e.g. How many years ago did T. Rex/Dilong live?

T.Rex lived *70 million* years ago. It was ... metres long. It was ... metres tall. Its head was ... . It had ... teeth. It had ... legs and ... arms. It lived in ... . It ate ... .

Homework

Write 7 sentences about T. Rex or Dilong dinosaurs. Напишите 7 предложений о тиранозавре или динозавре дилуне.

Lesson 3 What did he look like?

Classwork

2 Play "Find Someone Who".
e.g. Did you get up late yesterday?

	Find someone who	name
1	got up late yesterday	
2	went to a cafe last Sunday	
3	took shower in the morning	
4	drank coffee in the morning	
5	watched TV in the morning	

Classwork and homework

Homework

Complete the sentences. Put the verbs in the Past.
Закончите предложения. Поставьте глаголы в прошедшем времени.

Yesterday I (1) *got* (get) up at half past six. I (2) ... (have) breakfast, I got dressed, I (3) ... (wash) my teeth and then I (4) ... (go) to school. I (5) ... (have) English, mathematics, mother tongue and art lessons. After school I (6) ... (come) home and had lunch. I (7) ... (eat) some soup and salad. In the afternoon I (8) ... (do) my homework and (9) ... (play) football. I had dinner with meat and vegetables. In the evening I (10) ... (watch) TV and I (11) ... (go) to bed at half past nine.

Lesson 4 How old are bicycles?

Classwork

2a **Work in pairs. Read the years. Put the years in order.**

1817, 1980, 1870, 1960, 1885, 1920, 1888

1817_____ Today

Homework

1 **Complete the sentences. Put the verbs in Past form.**
Закончите предложения. Поставьте глаголы в форме прошедшего времени.

The best day of my life (1) *was* (be) my birthday when I was 10. On that day my parents (2) ... (buy) me a bike. It was my birthday's present. It was beautiful. My friends (3) ... (come) to my birthday party. They (4) ... (give) me birthday cards and a lot of presents. After the party we (5) ... (go) to the park. It was a sunny and warm day. Everything was wonderful. We (6) ... (play) games and (7) ... (ride) a bike. My friends (8) ... (be) happy too. I can say that it (9) ... (be) my best day.

Lesson 5 When I was ...

Classwork

4a **Work in groups of 4/5. Say about your favourite toy and what you liked doing when you were a little boy/girl.**

doll, train, Teddy bear, plane, car, ball, balloon

playing ... hopscotch/see-saw/ tag/chess/draughts/ football, jumping rope

e.g. When I was a little boy/girl my favourite toy was ... . I liked playing ... .

name	toy	playing ...

Classwork and homework

Homework

1a Read and choose the title.
Прочитайте и выберите название.

a) At summer house. b) My summer holidays.
c) I helped my parents.

I spent my summer holidays at home and at our summer house. In June and July, when it was very hot, I **stayed** at home. I **watched** TV, **played** computer games and read some books. My parents **worked** and I **helped** my mum. I **washed** the dishes, **cleaned** the room and **mopped** the floor. Then in August we **visited** my grandparents at their summer house. That was great. I **loved** my summer holidays.

1b Put the verbs in bold in the correct column.
Поставьте выделенные глаголы в нужное место.

[t]	[d]	[id]
e.g. *liked*		

Lesson 6 Project

Classwork

2a Work in groups of 4/5. Play "Find Someone Who".
e.g. Did you wash the dishes yesterday?

	Find someone who	name
1	washed the dishes	
2	watched a cartoon on TV	
3	played computer games	
4	went shopping	
5	watered the flowers/trees	

Homework

Write five sentences about your class graph.
Напишите пять предложений о вашем классном графике.

e.g. *9 pupils washed the dishes.*

Classwork and homework

Lesson 1 Where did pizza come from?

Classwork

2b Work in pairs. Read and complete the table.

	food	came from ...
1	pizza	*Italy*
2	chocolate	
3	pasta	
4	hot dog	
5	cheeseburger	
6	fish and chips	
7	coffee	

3a Work in groups of 5. Play "Find Someone Who".

A: Do you like ...? **B:** Yes.
A: How often do you eat it? **B:** ...
A: Do you cook it at home? **B:** ...

name	pizza			pasta			hamburger			cheeseburger			hot dog		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Homework

Complete the sentences. Закончите предложения.

350, white, America, green, Europe, fruit

e.g. 1) fruit

Tomatoes are one of the most popular (1) ... in the world. Wild tomatoes came from (2) ... . First tomatoes were very small. They were (3) ... and yellow. They grew in America (4) ... million years ago. They came to (5) ... 500 years ago. Now there are black, (6) ..., purple, pink, orange, yellow, red and green tomatoes.

Lesson 2 How to make pancakes

Classwork

3 Work in pairs. Complete the sentences.

fry, eat, add, mix (2), take

How to make omelette:
1 First ... two eggs.
2 Then ... them with some milk.
3 Then ... some salt and ... it.
4 Finally ... it with oil for two or three minutes.
5 Enjoy your omelette. You can ... it with bread and butter.

Classwork and homework

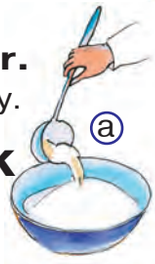
Homework

1a Match the pictures and sentences.
Соедините картинки с предложениями.

1 Enjoy your milk tea. 2 Take some tea and milk.
3 Mix it. 4 Put some sugar or honey.



1b Write the sentences in order.
Напишите предложения по порядку.



How to make milky tea:
First ...
Then ...
Then ...
Finally ...

Lesson 3 Can you cook palov?

Homework

Put the words in order.
Поставьте слова по порядку.

1 was/hungry/Alexander the Great/One day. _____
2 made/His cook/the first palov. _____
3 hungry/His/soldiers/too/were. _____
4 liked/All/the soldiers/it. _____
5 palov/Now/favourite meal/is/many people's. _____

Lesson 4 What do you have for a picnic?

Classwork

3 Listen and complete the sentences.

salad, two, kitchen, four, Anything else?

Julia: Susie, what do we have for a picnic?
Susie: The things are on the table in the (1) ... .
Julia: OK. Wow! That's a lot of things... OK. Let's see...
Susie: Bread, vegetables for (2) ..., cheese, (3) ... bottles of Coca Cola, a packet of chocolate biscuits, some apples...
Julia: OK, OK. Wait a minute... Right. (4) ...
Susie: Yes, four plates, (5) ... forks and a knife.
Julia: OK.

Homework

spoons, water, brought, picnic, knife

Complete the sentences. Закончите предложения.

Bill: Margaret, we are having a 1) **e.g.** *picnic* today.
Margaret: Oh, that's great. What do we have for a picnic?
Bill: Look. There is a (2) ..., two (3) ... and forks and some plates.
Margaret: What are we going to eat and drink?
Bill: I brought some food and a big bottle of mineral (4) ... .
Margaret: Let's see. Hmm... a lot of hamburgers and chips. It's not healthy.
Bill: I (5) ... chicken sandwiches and there is a lot of fruit.
Margaret: Well ... It's better. Okay, now, let's go for a picnic.

Classwork and homework

Lesson 5 How often do you eat fast food?

Classwork

2 Work in pairs. Put the words in the correct place.

vegetables, pizza, shurva, chips, palov, sandwiches, hot dogs, manti, cheeseburgers, salad, fruit, hamburgers

fast food	other food
e.g. *pizza,*	

Homework

Write four sentences about your relatives' favourite food. Is it healthy/unhealthy food? Напишите четыре предложения о любимой еде ваших родных. Это здоровая или нездоровая пища?

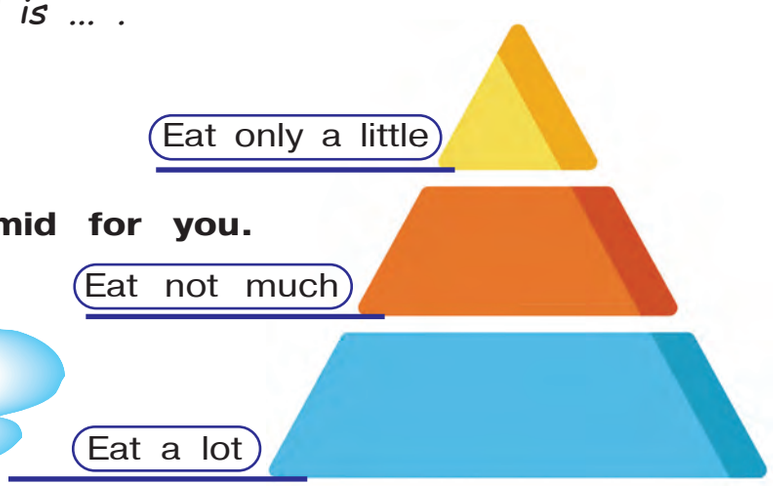
e.g. *My father's favourite food is … .*
It's healthy/unhealthy food.

Lesson 6 Project

Classwork

3a Complete the food pyramid for you.

bread, butter, cereal, tomatoes, ice cream, cheese, Coca Cola, milk, yogurt, eggs, carrots, bananas, meat, apple, sweets, cabbage, fish



UNIT 8 At the table

Lesson 1 What did you have for breakfast?

Homework

1 Write about your friend's breakfast. Напишите о завтраке своего друга.

e.g. *For breakfast Elyor ate … . He drank … .*

2 Answer the question. Ответьте на вопрос.

Is breakfast important? Why?/Why not?

Lesson 2 Would you like …?

Homework

Complete the dialogue. Закончите диалог.

A: Would you like … ?
B: Yes, … . Mm. It's … . Pass me …, please.
A: Here … . Help … .

Classwork and homework

Lesson 3 At the canteen

Classwork

3a Work in groups of 4/5. Ask and answer. Complete the table.

1 Do you eat in the school canteen?
2 What do you eat in the canteen when you are hungry?
3 What do you drink in the canteen when you are thirsty?
4 Do you queue?

name	question 1	question 2	question 3	question 4
e.g. Nina	Yes.	Somsa.	Mineral water.	Yes.

Homework

Write the answers to the questions in 4b.
Напишите ответы к вопросам в задании 4b.

Lesson 4 Table manners

Homework

Write other five sentences for activity 4a.
Напишите 5 дополнительных вопросов к заданию 4a.

Lesson 5 Lay the table

Homework

1 Draw a dinner table with a spoon, a fork, a knife, a plate and a cup. Write five sentences. Нарисуйте обеденный стол, на котором находятся ложка, вилка, нож, тарелка и чашка.

e.g. I put a plate in the centre.

2 Write the past form of the verb.
Напишите прошедшую форму глаголов.

One day, the Fox (1) ... (ask) her friend Stork to come to dinner. When the Stork (2) ... (come), the Fox put some soup on a plate. She (3) ... (do) not want the Stork to eat the soup. The Stork (4) ... (can) not eat soup from the plate! The Fox (5) ... (eat) all her soup, and (6) ... (say) it (7) ... (is) delicious.
The Stork (8) ... (is) very hungry and very sad because he (9) ... (can) not eat the soup. He (10) ... (go) home hungry.
The next day the Stork (11) ... (cook) some lovely soup for dinner. The Stork (12) ... (give) the soup to the Fox in tall jars. But the Fox (13) ... (can) not get the soup from the jar.

Classwork and homework

Lesson 1 Continents, countries ...

Homework

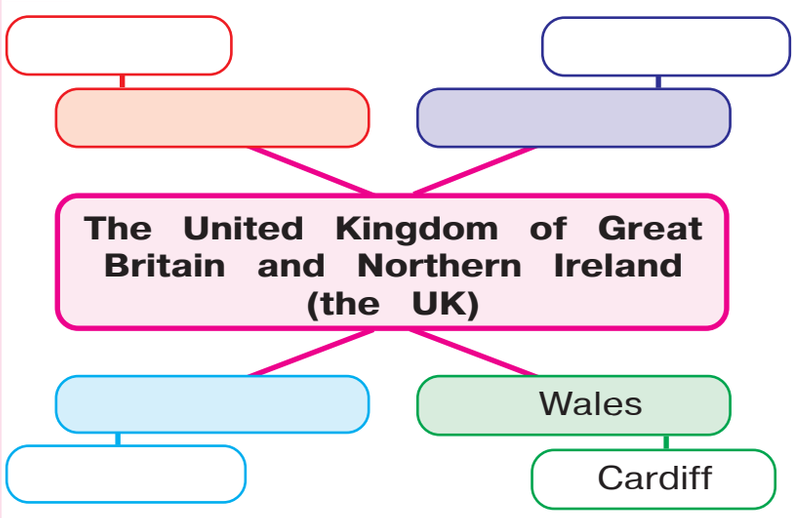
1 **Look at the map of Uzbekistan. Write five sentences.**
Посмотрите на карту Узбекистана. Напишите 5 предложений.
e.g. *Temez is to the south of Karshi.*

2 **Write three questions.** Напишите 3 вопроса.
e.g. *Where is Bukhara?*

Lesson 2 We're in Europe.

Classwork

3a **Look, read and complete.**





Homework

1 **Read the texts in Activity 4. Draw a mindmap for London.**
Прочитайте тексты в задании 4. Нарисуйте карту памяти для Лондона.

2 **Write three questions about popular places in London.**
Напишите 3 вопроса о популярных местах Лондона.

Lesson 3 Brr! North America

Homework

1 **Choose the right preposition.** Выберите правильные предлоги.

The first National Park in Canada

Banff National Park is in the west *of/to* Canada. About four and a half million people visit it every year. There are a lot of beautiful mountains, forests, rivers and lakes *in/at* the park. This is home *for/from* 53 different animals and hundreds *with/of* birds. You can see these animals *in/from* your car when you are driving *in/on* the park. When you are driving or walking in the park, you must be very careful because some animals are dangerous.

Classwork and homework

2 **Write five questions about Banff National Park.**
Напишите пять вопросов о Национальном парке Банф.

e.g. *Where is it?*

Lesson 4 The longest, the biggest …

Homework

Write about three animals. Don't write the names.
Напишите о трёх животных. Не пишите их названия.

e.g. This animal is … . It lives in … . It can … .

Lesson 5 Kiwis, koalas and kangaroos

Classwork

3b **Read and complete.**

		can/can't do
kangaroo	**e.g.** *wild animal, lives in Australia*	
koala		
kiwi		

4a **Complete the table.**

I knew	I want to know	I learnt

Homework

Read the answers. Write the questions.
Прочитайте ответы и напишите к ним вопросы.

1 What _____
Kangaroos eat grass, plants and leaves.
2 Where _____
Koalas live in Australian forests.
3 What _____
Koalas have big ears, small eyes, big noses and no tails.
4 How much _____
Koalas eat about 400 grams a day.
5 What _____
Kiwis can run fast.
6 What _____
Kiwis are brown and grey.

Classwork and homework

Lesson 1 Do you know Uzbekistan?

Classwork

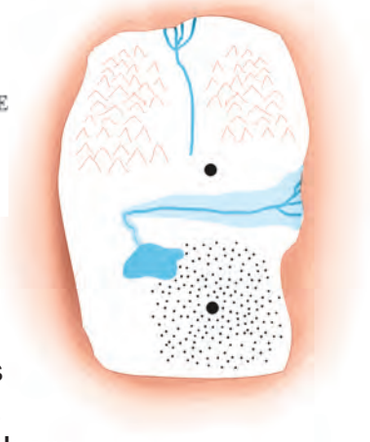
4b Work in pairs. Read and complete the table.

1	The population of Uzbekistan is more than	e.g. 32,500,000 people.
2	The area of Uzbekistan is	... sq km.
3	The population of Tashkent is more than	... people.
4	The Amu Darya River is	... km long.
5	The Syr Darya is	... km long.
6	The Zarafshan River is	... km long.
7	Khazret Sultan Mountain is	... m high.
8	The Chimgan Mountains are	... m high.

Homework

Complete the map and find the treasure.
Закончите карту и отыщите сокровища.





In the east of Ellis Island there is a river. It is the Blue River. In the north there is also a river. It is the Yellow River. The Yellow River is in the valley. To the north and the west of the valley there are high mountains. The capital, Alice town, is in the centre of Ellis Island. The city is near the Blue River. In the south there is the Green Lake. To the south of the valley there is a desert, the Brown Desert. In the centre of the desert there is a city Dustville. Go east from Dustville. Turn north at the lake. At the river, go east to the sea. The treasure is there.

Lesson 2 What is the UK?

Classwork

2 Work in pairs. Read and complete the table.

	the UK			
	country	capital	nationality	population
1	England			
2	Scotland			
3	Wales			
4	Northern Ireland			

Homework

Choose the correct word. Выберите правильные слова.

1 The population in Cardiff is *bigger/smaller* than the population in Edinburgh.
2 Snowdon is *higher/shorter* than Ben Nevis.
3 The area of the UK is *bigger/smaller* than the area of Uzbekistan.

4 Loch Ness is *bigger/smaller* than Lake Lough Neagh.
5 The Thames is *longer/shorter* than the Severn.
6 The population of the UK is *smaller/bigger* than the population of Uzbekistan.
7 The population in Tashkent is *bigger/smaller* than the population in Cardiff.
8 The Syr Darya is *longer/shorter* than the River Thames.
9 The Zarafshan River in Uzbekistan is *longer/shorter* than the Severn in the UK.

Lesson 3 Welcome to the USA!

Classwork

2c Work in pairs. Read and complete the map.



Homework

1 Answer the questions.
Ответьте на вопросы.

1 Which river is longer: the Colorado in the USA or the Amu Darya in Uzbekistan?
2 Which country is bigger: the USA or the UK?
3 Which population is smaller: in the UK or in the USA?
4 Which mountains are higher: the Rocky Mountains or the Chimgan Mountains?

2 Write 5 more questions and answers.
Напишите ещё 5 вопросов и ответов.

Lesson 4 Australia

Classwork

3a Listen and complete the map.
e.g. 1a
a) Australian Alps
b) the Pacific Ocean
c) the Murray River
d) Perth
e) the Indian Ocean
f) Canberra



Homework

Do the Australian Quiz.
Решите тесты об Австралии.

1 How can you travel from Tashkent to Sydney?
a) by bus b) by train c) by plane

Classwork and homework

2 When it's summer in Uzbekistan in Australia it's _____.
a) winter b) autumn c) spring

3 It takes _____ to travel from Asia to Australia by plane.
a) 10 hours b) 2 hours c) 24 hours

4 It's _____ in the south of Australia.
a) hot b) warm c) cold

5 Africa is to the _____ of Australia.
a) east b) west c) north

Lesson 5 New Zealand *Classwork*

4b Work in groups. Listen and complete the table.

name	country	why
e.g. *Ildar*	*New Zealand*	*Lake Taupo is a good place for fishing and having a rest.*

Homework

Read the letter in activity 3b and complete the table.
Прочитайте письмо в задании 3b и закончите таблицу.

day of the week	place	what to do
Sunday	*e.g. Wellington airport*	*come*
Monday and Tuesday		
Wednesday		
Thursday		
Friday		

Lesson 6 Project *Homework*

Read and put the verbs in the Past Simple.
Прочитайте и поставьте глаголы в прошедшем времени.

Capitan James Cook ... (be) born on October 27, 1728 in England. His father ... (be) a farmer. When he was a boy, James Cook ... (go) to school. Now this school is a museum. His parents' house in Melbourne is now a museum too. He ... (help) his father on the farm. In 1747 he ... (meet) John and Henry Walker. They ... (have) a ship. First he ... (help) the people on the ship. In 1755 James Cook was a sailor. He ... (make) maps of different places. His maps ... (be) very good. A lot of sailors ... (use) his maps for a long time. James Cook ... (go) round the world three times. He ... (be) the first European to visit Australia and New Zealand. The first time he ... (go) to Australia in 1770. He ... (visit) Australia three times. There are Cook Islands in the Pacific Ocean and Mountain Cook in the Southern Alps in New Zealand.

Classwork and homework

Lesson 1 Climate of the world

Homework

Write about the climate in the place where you live. Use the words in the cloud. Напишите о климате того места, где вы живёте. Используйте слова в облачке.

climate, temperature

Lesson 2 What's the climate like?

Homework

1a Find the words in the Wordlist. Write the meaning. Найдите слова в словаре. Напишите их значение.

1b Write questions. Use the words in activity 1a. Напишите вопросы. Используйте слова из задания 1a.

waste, recycle, litre(s), wait, reduce

Lesson 3 Save water!

Classwork

3 Read and complete the table.

	city	village
brush teeth	**e.g.** *15—20 litres*	$^1/_2$ litre
shower		5 litres
bath/hammom		10 litres
wash dishes		5 litres

Homework

Count how much water you use a day. Подсчитайте, сколько воды вы расходуете за один день.

brush teeth | **e.g.** *7 litres*

Total _____

Lesson 4 Save energy!

Homework

1 Complete the table. Закончите таблицу. How much water does your family use a day?

shower, bath, kettle, cook, washing up, wash clothes, toilet

brush teeth | **e.g.** *17 litres*

Total _____

2 Make pairs. Найдите пары слов.

e.g. *tea cup*

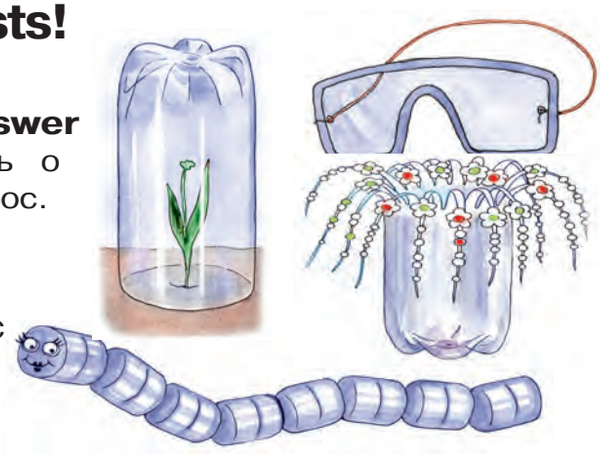
bar coffee black chocolate green cup break cake tea

Lesson 5 Save our rain forests!

Homework

Read and guess the new word. Answer the question. Прочитайте и догадайтесь о значении нового слова. Ответьте на вопрос.

People use many things. We **reuse** things when we use them again, one more time. For example, we buy plastic bottles with drinks. But we can reuse them to keep water or milk. How can you reuse plastic bottles?



Classwork and homework

Lesson 1 What were you doing?

Classwork

4b Work in pairs. Complete the sentences.

1 Aziz **e.g.** *was cleaning* the rug with the vacuum cleaner.
2 Sabina ... the room.
3 Madina and Davron were ... in the yard.
4 Madina ... .
5 Davron ... .

Homework

1 Choose the correct word to complete the sentences.
Выберите правильные слова, чтобы закончить предложения.

On the way back home Heggy and Chamby (1) **e.g.** *smile/<u>were smiling</u>* happily. Now they (2) *know/knew* that it was better to smile than to be angry. They (3) *were/was* so happy that they (4) *sing/were singing*.

2 Write what you and your family were doing at 7pm yesterday/on Saturday. Напишите, что вы и ваша семья делали в 7 часов вечера/в субботу.

e.g. *My father was watching a football match at 7pm yesterday/on Saturday.*

Lesson 2 An accident

Classwork

4b Look and write 4 questions.

e.g. What was the dog doing?
What were the boys doing?

What	was were	the dog the bus driver the car driver two boys the boy in a red cap the girl in the blue skirt	doing?

4d Work in pairs. Read and look at the picture. Find 8 differences.

people/animals	in the picture	in the text
e.g. *a dog*	*was barking at a cat*	*was barking at two boys*

Homework

Write the sentences in the Past Continuous.
Напишите предложения в прошедшем продолженном времени.

1) Mark/go/to work/by metro.
2) Rita/read/a book.
3) The cat/sleep/on the chair.
4) Daniel/run/in the park.
e.g. *Mark was going to work by metro.*
5) Two boys/listen/to music.
6) The girls/wear/red dresses.

Lesson 3 Do you like fairy tales?

Homework

1 Match. Найдите пары.

1) One day the snake
2) So he told his
3) He tasted all the animals, but
4) Then he

a) could not find the sweetest meat.
b) saw a human baby.
c) servant to find the most delicious meat.
d) was very hungry.

Classwork and homework

2 **Write about your favourite fairy tale.**

e.g. My favourite fairy tale is ... . The main characters are ... and ... . One of them is ... (good/bad).

Lesson 4 Can birds and animals talk?

Homework Make sentences.

1) upon/Once/a time/the snake/king/was/over all animals.
2) wanted/to help/The mosquito/the king.
3) all/The mosquito/the animals/tasted.
4) was/The baby/sleeping/a tree/under.
5) tasted/I/all/the animals/the world/in.
6) He/a small/took/bite.

Lesson 5 A happy end

Classwork 3c Work in pairs. Complete the sentences.

1) The swallow flew down and *bit the mosquito's tongue.*
2) The mosquito could ...
3) The snake was ...
4) The snake wanted ...
5) The snake could only ...
6) From that time on the mosquito can only ...
7) The snake and the swallow ...
8) The swallow saved ...
9) When a swallow makes a nest in your home, ...

Homework

Write the sentences in the Past Continuous.

1) a baby/sleep/under a tree. **e.g.** *A baby was sleeping under a tree.*
2) His mother/cook/food.
3) The swallow/fly/after him.
4) The snake/have/a rest.
5) The mosquito/fly/to the king.

Lesson 6 Project

Homework

Read and write T for True and F for False.

A long time ago there was a king. He had three sons. The first son had a wife. His wife was tall and thin. She had long straight dark hair and a big nose. They lived in a stone house. The second son's wife was short and plump. Her short curly hair was red. She had small eyes and a small mouth. They lived in a brick house.
The third son did not have a wife. He went to the forest and met a frog. The frog said, "Take me home. I can be a good wife." The prince took the frog home. But it was not a frog. It was a princess. She was beautiful. Her eyes were blue. She had long blond hair. Then they had the wedding and they were a husband and a wife. They were happy.

1 The first son's wife was tall and had small eyes and a small mouth.
2 The second son's wife was tall with long straight dark hair.
3 The third son's wife had blue eyes.
4 The first son and his wife lived in a stone house.
5 The second son and his wife lived in a mud house.
6 The third son's wife was beautiful.

Classwork and homework

Lesson 1 Do you know?

Homework

1 Write the words. Напишите слова.

1) gteer 2) kesha 3) isks

2 Write the sentences. Напишите предложения.

1) English people **e.g.** *use one kiss to say hello.*
2) Eskimos... 3) Maoris... 4) French people...
5) Russian boys... 6) Greek people... 7) Uzbek women...

Lesson 2 Wr Whitfield went fishing.

Homework

Write questions to the bold words.
Напишите вопросы к выделенным словам.

1 Lucy went **to the mountains** last weekend.
e.g. *Where did Lucy go last weekend?*
2 She took **some fruit.**
3 It was a **nice** day.
4 **She** played with her friends.
5 They saw **many interesting things** there.

Lesson 3 Do you have a bird table?

Homework

Write two puzzles about animals.
Напишите две загадки о животных.
e.g. *They live in the desert. People use them to carry things.*

Lesson 4 What's the best transport?

Homework

1 Draw and write about your favourite transport. Use the words from 2 and 4b. Нарисуйте и напишите о своём любимом транспорте. Используйте слова из заданий 2 и 4b.

2 Write a list of all irregular verbs.
Составьте список из всех неправильных глаголов.

3 Make two Bingo cards with irregular verbs.
Сделайте две карточки с неправильными глаголами для игры в Бинго.

Lesson 5 What's next to... ?

Homework

1 Look and write five sentences. Where are they? Кто где находится на рисунке? Напишите 5 предложений.
e.g. *The elephant is near the blackboard.*

2 Write five sentences for your friends. Напишите 5 предложений для своего друга.
e.g. *I want you to mime a policeman.*



Грамматический справочник

(Для учителей)

1) Имя существительное (Noun)

Слова, обозначающие названия предметов и отвечающие на вопрос *кто? (who?)* или *что? (what?)*, являются именами существительными. Существительные могут употребляться с артиклями. В английском языке существительное имеет только два падежа: общий падеж *(student)* и притяжательный падеж *(student's)*.

Исчисляемые существительные, такие как *book, car, chair,* называют предметы, поддающиеся счёту. Поэтому мы можем сказать *one car, two books, three chairs*. Они могут иметь форму единственного *(a cat, one book)* и множественного числа *(two chairs, a lot of books)*. После существительных в единственном числе используются глаголы единственного числа, а после существительных во множественном числе глаголы соответственно будут во множественном числе: *This* ***book is*** *boring*. *These* ***books are*** *interesting*.

Неисчисляемые существительные, такие как *rice, water,* называют предметы, которые нельзя пересчитать по единицам. Мы можем сказать *rice*, но не можем сказать *one rice*. Поэтому неисчисляемые существительные имеют только форму единственного числа и, естественно, после них глаголы стоят в единственном числе.

Множественное число существительных

Форма множественного числа существительных образуется путём добавления окончания *-s* или *-es,* неопределённый артикль при этом опускается.

Единственное число	Множественное число
a banana – банан	*bananas* – бананы
a cat – кошка	*cats* – кошки
an orange – апельсин	*oranges* – апельсины

Окончание *-s (-es),* образующее множественное число существительных, произносится по-разному:

1.	после *k, p, t*	-s	[s]	cat – cats; cap – caps
2.	после *b, d, g, l, m, n, r, v, w*		[z]	pen – pens; dog – dogs
3.	после гласных			boy – boys
4.	после *-ss, -sh, -ch, -x, -tch*	-es	[iz]	class – classes; box – boxes
5.	после *-se, -ce, -ze, -ge, -o*	-s		horse – horses; page – pages
6.	после *-f, -fe*	-es	[vz]	wolf – wolves; calf – calves shelf – shelves
7.	после ***согласных + y***	-ies	[iz]	canary – canaries; puppy – puppies; hobby – hobbies

В английском языке есть такие существительные, множественное число которых образуется путём изменения корня слова: *man – men, woman – women, goose – geese, child – children, foot – feet*. Ещё есть такие существительные, у которых множественное и единственное числа одинаковы: *fish – fish, sheep – sheep, deer – deer*.

2) Артикль (Article)

Артикль, который свойствен английскому языку, используется перед существительными. В русском языке нет подобной части речи.

Существуют два вида артикля: 1) неопределённый – *a, an;* 2) определённый – *the*.

Перед словами, начинающимися с согласного звука (например, b, c, d, f, g, h), ставится ***a***: *a book, a coat, a house, a letter*. А перед словами, начинающимися с гласного звука (например, a, e, i, o, u), ставится ***an***: *an address, an egg, an old house*.

Запомните! *a/an* используется только с существительными в единственном числе. Они не используются с существительными во множественном числе, а также с неисчисляемыми существительными.

Неопределённый артикль		Определённый артикль
a [ə]	**an** [ən]	**the** [ðə]
Неопределённый артикль используется в следующих случаях: – с существительными в единственном числе: *a cat, a zebra, an orange;* – когда о чём-либо говорится в первый раз: *This is a book;* – с исчисляемыми существительными в единственном числе после *have (has), there is*: *I have a brother*. *There is a ball;* – в общих утверждениях, когда мы называем какой-либо предмет, лицо, явление, понятие: *He is a nice man;* – когда говорится о чьей-либо профессии: *My father is a teacher*.		Определённый артикль используется в следующих случаях: – перед порядковыми числительными: *the first, the second, the third;* – при повторном употреблении в речи названия чего-либо: *The book is good;* – когда говорящий думает, что слушатель знает, о чём идёт речь: *Open the window please;* – перед прилагательными в превосходной степени: *the fastest train;* – перед существительными, называющими музыкальные инструменты: *the guitar*.

Использование артикля перед именами собственными

Определённый артикль ставится перед:	Артикль не ставится перед:
1) названиями океанов, морей, рек и каналов; **e.g.** the Atlantic Ocean, the Red Sea, the Amu Darya, the Panama Canal и др.	названиями озёр; **e.g.** Lake Windermere, Lake Ullswater, Lake Michigan и др.
2) названиями горных цепей; **e.g.** the Hisor Mountains, the Alps и др.	названиями одиночных гор; **e.g.** Mount Everest, Kilimanjaro и др.
3) названиями групп островов; **e.g.** the Canary Islands, the British Isles и др.	названиями одиночных островов; **e.g.** Tasmania, Madagascar и др.
4) четырьмя географическими зонами; **e.g.** the north, the south, the east, the west	словами *northern, southern, eastern, western* и *North America, South America* (названия континентов)
5) названиями стран, в состав которых входят слова *Republic, Kingdom, States;* **e.g.** the Republic of Uzbekistan, the United States of America (the USA), the United Kingdom	названиями континентов, стран, городов, штатов, областей, улиц; **e.g.** North America, Uzbekistan, Africa, Tashkent, London, New York, Kashkadarya, Navoi Street и др.
6) названиями пустынь; **e.g.** the Mirzachul, the Sahara и др.	именами людей; **e.g.** Zafar, Sevara и др.

Запомните! Когда речь идёт о людях, животных и вещах вообще, используется множественное число без артикля, например: *Cats and dogs are animals*.

3) Притяжательный падеж существительных (Possessive case)

Притяжательный падеж существительных *(-'s* или *-')* указывает на принадлежность и соответствует в русском языке родительному падежу существительного. В форме притяжательного падежа могут употребляться существительные одушевлённые и имена собственные: *John**'s** bike (велосипед Джон**а**); the dog**'s** tail (хвост собак**и**)*.

Притяжательный падеж существительного в единственном числе образуется за счёт прибавления *-'s* к форме общего падежа. Притяжательный падеж существительных во множественном числе, оканчивающихся на *-s/-es*, образуется прибавлением одного апострофа. Сравните: the student**'s** books (книги студент**а**)

the student**s'** books (книги студент**ов**)

При отсутствии окончания *-s/-es* у существительных во множественном числе (например, *men, women, children, people*) притяжательный падеж образуется при помощи *-'s*, то есть так же, как у существительных в единственном числе: *the children's park*.

4) Повелительное наклонение

Повелительное наклонение передает приказ или просьбу. В повелительном наклонении глагол ставится в начале предложения без частицы "to". Отрицательная

форма повелительного наклонения образуется с помощью отрицания “Don’t”, которое ставится на первое место *(см. в таблице)*.

Утвердительная форма	Отрицательная форма
Go straight. *Идите прямо.*	Don’t go straight. *Не ходите прямо.*
Turn right. *Повернитесь направо.*	Don’t turn right. *Не поворачивайте направо.*
Turn left. *Повернитесь налево.*	Don’t turn left. *Не поворачивайте налево.*
Stop. *Остановитесь.*	Don’t stop. *Не останавливайтесь.*

5) Имя прилагательное (Adjective)

Имя прилагательное – часть речи, обозначающая признак, качества лица или предмета и отвечающая на вопросы *какой?, какая?, какие?* Такие слова, как *bad, big, boring, good, interesting, new, old, small,* являются именами прилагательными. Они используются перед существительными, а не после них: *a big* прилагательное *house* существительное.

В отличие от русского, в английском языке прилагательные не изменяются по родам, числам и падежам: *a* ***fast*** *car; **fast** cars*. При употреблении нескольких прилагательных перед существительным союз *and* не используется между ними: *a* ***big bad*** *wolf* (но не *a big* ***and*** *bad wolf*). Также порядок их использования будет следующим: **1)** количество; **2)** размер; **3)** форма; **4)** цвет; **5)** национальность; **6)** материал. Например: *My robot has three large round black eyes*.

Прилагательные могут использоваться после таких глаголов, как *be, become, get, look, feel*. Например: *The water* ***is cold***. *She* ***looks happy***. *I* ***feel hot/happy/angry/sad***. При употреблении нескольких прилагательных после таких глаголов союз *and* используется между последними двумя прилагательными: *He was tall, dark* ***and*** *handsome*.

Некоторые прилагательные могут образовываться путём прибавления *“-y”* к существительным, например: *rain+y = rainy, cloud+y = cloudy, sun+ny = sunny, ice+y = icy*.

Степени сравнения прилагательных

В английском языке есть три степени сравнения прилагательных: *положительная, сравнительная, превосходная*. Положительная форма прилагательного – это его начальная форма, без добавления вспомогательных частиц: *nice, green, old, young, tall, strong, beautiful, fast, slow, hungry, sad* и т.д.

Сравнительная степень прилагательного: *-er, more, than*

Сравнительная степень прилагательного используется для сравнения чего-либо с чем-либо. Сравнительная степень прилагательного образуется путём добавления к простой форме односложного или двусложного прилагательного частицы *“-er”* или употребления слова *“more”* (более) перед прилагательными, состоящими из двух или более слогов.

После прилагательного в сравнительной степени ставится союз *“than”* и сравнивается другой предмет. На русский язык данная степень прилагательных переводится как: *taller – выше, longer – длиннее, more beautiful – красивее, более красивый*.

-er добавляется к:	***more*** используется перед:
1) прилагательным с одним слогом, например: *tall – tall**er**, old – old**er**, long – long**er*** и т.д.;	двусложными или многосложными прилагательными, например: *interesting – more interesting; beautiful – more beautiful; boring – more boring; difficult – more difficult*.
2) прилагательным с двумя слогами, которые заканчиваются на ***-y***. Здесь ***-y*** заменяется на ***-i***: *happ**y** – happ**i**er, hungr**y** – hungr**i**er;*	
3) Если краткое прилагательное имеет *одну гласную + одну согласную,* последняя гласная удваивается: *h**o**t – h**o**tter, b**i**g – b**i**gger*. Но если оно имеет *одну гласную + w,* тогда *w* не удваивается: *l**o**w – l**o**wer*.	

Превосходная степень прилагательного

Превосходная степень употребляется для сравнения прилагательного с целой группой. Обычно превосходная степень прилагательного образуется путём добавления к простой форме односложного или двусложного прилагательного суффикса *“-est”* или употребления слова *“most”* (наиболее) перед прилагательными, состоящими из двух и более слогов.

Перед прилагательным в превосходной степени нужно ставить определённый артикль. На русский язык превосходная степень прилагательного переводится как: *the tallest – самый высокий; the longest – самый длинный* и т.д.

-est добавляется к:	***most*** используется перед:
1. прилагательным с одним слогом, например: *cold – the cold**est**, big – the bigg**est*** и т.д.;	двусложными или многосложными прилагательными, например: *interesting – the most interesting* *beautiful – the most beautiful* *boring – the most boring* *difficult – the most difficult*
2. прилагательным с двумя слогами, которые заканчиваются на ***-y***. Здесь ***-y*** заменяется на ***-i***: *eas**y** – the eas**i**est, earl**y** – the earl**i**est;*	
3. Если краткое прилагательное имеет *одну гласную + одну согласную,* последняя гласная удваивается: *h**o**t – the ho**tt**est, b**i**g – the bi**gg**est*. Но если оно имеет *одну гласную + w,* тогда *w* не удваивается: *lo**w** – the lo**w**est*.	

6) Имя числительное (Number)

Слова, указывающие на количество или порядок предметов, называются числительными. Числительные делятся на количественные и порядковые.

Количественные числительные

Количественные числительные указывают на количество лиц или предметов и отвечают на вопрос *сколько? (how many?)*, например: *one, two, three* и т.д.

Начиная с 20-ти между десятками и единицами ставится знак "-", например: *twenty-five, thirty-seven, forty-eight, fifty-four, sixty-six, seventy-nine*.

Количественные числительные от 1 до 100

1–10	11–20	21–100
1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two *и т.д.*
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten	20 twenty	100 a / one hundred

Количественные числительные от 100 до 1000

В числительных более чем 100 перед единицами и десятками используется "and", а начиная с 120-ти между десятками и единицами ставится знак "-".

100	a / one hundred	183	a / one hundred and eighty-three
101	a / one hundred and one	415	four hundred and fifteen
102	a / one hundred and two	525	five hundred and twenty-five
111	a / one hundred and eleven	678	six hundred and seventy-eight
120	a / one hundred and twenty	750	seven hundred and fifty
127	a / one hundred and twenty-seven	1000	a / one thousand

Количественные числительные более чем 1000

Обратите внимание, что числа после тысячи пишутся с запятыми и без пробелов. Они читаются: 1,300 – one thousand three hundred; 1,305 – one thousand three hundred and five; 3,309 – three thousand three hundred and nine; 4,643 – four thousand six hundred and forty-three; 447,400 – four hundred and forty-seven thousand four hundred; 2,500,000 – two million five hundred thousand; 32,500,000 – thirty two million five hundred thousand. Обратите внимание, что запятые или пробелы не используются в датах. Они читаются: 1300 – thirteen hundred; 1305 – thirteen-o-five; 1563 – fifteen-sixty-three; 1985 – nineteen eighty-five; 2001 – two thousand and one; 2018 – two thousand eighteen.

Порядковые числительные

Порядковые числительные указывают на порядок предметов и отвечают на вопросы *который?, какой? (which?)*. Перед порядковым числительным используется определённый артикль *"the"*: *the tenth, the sixth, the third*. Порядковые числительные образуются путём прибавления *"-th"* ко всем количественным числительным, кроме 1, 2, 3. Порядковые числительные от *one, two, three* будут как: *one – the first; two – the second; three – the third*. При образовании порядковых числительных с помощью *"-th"* некоторые изменения могут наблюдаться в письме следующих чисел: *fiv**e** – the fi**fth**; eigh**t** – the eigh**th**; nin**e** – the nin**th**; twel**ve** – the twel**fth***.

Порядковые числительные от 1 до 100

1–10		11–20		21–100	
1st	the first	11th	the eleventh	21st	the twenty-first
2nd	the second	12th	the twelfth	22nd	the twenty-second *и т.д.*
3rd	the third	13th	the thirteenth	30th	the thirtieth
4th	the fourth	14th	the fourteenth	40th	the fortieth
5th	the fifth	15th	the fifteenth	50th	the fiftieth
6th	the sixth	16th	the sixteenth	60th	the sixtieth
7th	the seventh	17th	the seventeenth	70th	the seventieth
8th	the eighth	18th	the eighteenth	80th	the eightieth
9th	the ninth	19th	the nineteenth	90th	the ninetieth
10th	the tenth	20th	the twentieth	100th	the hundredth

7) Местоимение (Pronouns)

Местоимение – часть речи, которая указывает на лица, предметы, их признаки, количество, но не называет их. Местоимение обычно употребляется в предложении вместо имени существительного, иногда – вместо числительного.

Лица		Личные местоимения	Притяжательные местоимения	Объектный падеж личных местоимений
ед. ч.	I	*I* (я)	*my* (мой, моя, моё)	*me* (меня, мне)
	II	*you* (ты)	*your* (твой, твоя, твоё)	*you* (тебя, тебе)
	III	*he* (он)	*his* (его)	*him* (его, ему)
		she (она)	*her* (её)	*her* (её, ей)
		it (он, она, оно)	*its* (её, его)	*it* (его, ему; её, ей)
мн. ч.	I	*we* (мы)	*our* (наш)	*us* (нас, нам)
	II	*you* (вы)	*your* (ваш)	*you* (вас, вам)
	III	*they* (они)	*their* (их)	*them* (их, им)

Указательные местоимения: this – these, that – those

This (эта, этот, это) употребляется для того, чтобы показать предмет, близкий к говорящему. *That* (та, тот, то) употребляется для того, чтобы показать предмет, удалённый от говорящего. Например: *This is a cat – Эта – кошка. That is a dog – Та – собака.*

These (эти) употребляется для того, чтобы показать предметы во множественном числе, физически близкие к говорящему. *Those* (те) употребляется для того, чтобы показать предметы во множественном числе, удалённые от говорящего. Например: *these photos – (вот) эти фотографии; those pencils – (вот) те карандаши.*

8) Предлог (Prepositions)

В английском языке существует множество предлогов. Из-за того, что многие из них имеют более чем одно значение, они считаются сложными предлогами. Предлог в одном языке может иметь несколько переводов в другом языке.

Предлоги времени: *at, on, in, before, after*

Предлог *"at"*. Этот предлог используется, чтобы сказать время по часам. Например: *I get up at 6.30. I have breakfast at seven.*

Со словами *"night, midnight, midday, a.m., p.m."* используется предлог *"at"*. Например: *I go to bed at night. We watch cartoons at five p.m.*

С названиями праздников также используется предлог *“at”*. Например: *We cook sumalak at Navruz. We have a lot of fun at New Year*.

Запомните! Используется вопрос *“What time...?”*, а не *“At what time...?”*, чтобы спросить “в котором часу ... ?”. Например: ***What time** is the film?*

Предлог ***“on”*** **(в)**. Этот предлог употребляется перед днями недели, датами и такими выражениями, как *Monday morning, Friday afternoon*. Например: *I was at home on Wednesday. I get up late on Sundays. My birthday in on 15 May. I go swimming on Monday mornings. We don’t work on Constitution Day*.

Предлог ***“in”*** **(в, в течение)** употребляется перед частями суток: *morning, afternoon, evening → in the morning, in the afternoon, in the evening*. Например: *I go to school in the morning*.

Кроме того, предлог *“in”* употребляется перед месяцами, годами и временами года: *My birthday is in April. I was born in 2008. Snow falls in winter*.

Запомните! Предлоги не употребляются перед выражениями с *“this, next, last, every”*. Например: *What are you doing this afternoon? Goodbye. See you next week. We played tennis last Saturday. I go to my friend’s house every week*.

Предлог ***“before”*** **(до, перед)** используется, чтобы сказать, что какое-л. действие происходит перед каким-л. временем, а предлог ***“after”*** **(после)** – после, например: *Before breakfast I get up and have a shower. After lunch I play basketball*.

Предлоги места: *in, on, at*

Предлог ***“in”*** **(в, на)** указывает на нахождение в пределах или внутри чего-л. Например: *‘Where’s Botir?’ ‘**In the kitchen.**’ There’s nothing **in the fridge.***

Предлог ***“in”*** также указывает на нахождение в/на каком-л. месте: на улице, в районе, в городе, в области, в республике, в государстве, в стране. Например: *They live **in Navoi Street**. Farid is **in Bukhara.***

Предлог ***“on”*** **(на)** указывает на нахождение на чём-л. или на поверхности чего-л. Например: *There are six books **on** the table. She has photos **on the wall**.*

Предлог ***“on”*** также указывает на нахождение предмета справа или слева от чего-л. Например: *The fridge is **on the right**. The cupboard is **on the left**.*

Предлог ***“at”*** **(у, около; на, в)** указывает на нахождение около какого-л. предмета или в каком-л. месте. Кроме того, этот предлог используется с указанием места встречи, остановки/станции. Например: *The boy is **at the door**. Let’s meet **at Aziz’s house** this evening. Turn left **at the bus stop/corner**.*

Предлог ***“at”*** также используется со следующими словами: *at breakfast/lunch/dinner, at home, at a restaurant, at work, at the office, at the theatre/cinema, at a party, at (the) school/college/university, at the hospital, at the bank, at the supermarket*.

Другие предлоги места

under – под; *near* – около, рядом; *in front of* – перед; *opposite* – напротив; *behind* – позади; *next to* – рядом с ...; *between* – между; *from* – из, от, с

The book is **under** the chair. The cooker is **between** the window and table. The sports club is **opposite** the library. The library is **next to** the school. Malik is **in front of** Tohir. Tohir is **behind** Malik. We live in a village **near** the town. Take it **from** him.

Предлоги “by” и “on”

Предлог *“by”* употребляется в английском языке для передачи значения: *поехать куда-нибудь на каком-либо транспорте, совершить путешествие* (например: *by bus, by car, by minivan, by train, by bike, by motorbike, by plane*). Для выражения значения *пойти куда-либо пешком* используется предлог *“on”* (например: *on foot*).

Предлоги направления

Предлог ***“to”*** **(к, в, на)** указывает на направление: *I go **to** school on foot*.

Предлоги ***“from... to...”*** **(из... в...; от... до...)** могут быть предлогами направления и времени: *I walk **from** school **to** home. I have lunch **from** 1 o’clock **to** 1.30*.

Предлог ***“get to”*** означает: попадать, прибывать куда-л.; добираться до какого-л. места: *I **get to** school at 8 o’clock*.

Запомните! Между *“get”* и *“home”* не употребляется *“to”*: *I get home at 2 o’clock*.

9) Простое настоящее время (Present Simple Tense)

Простое настоящее время употребляется:

а) для выражения действий, общих для всех времён. Например: *My parents* ***live*** *near Samarkand* (Мои родители живут недалеко от Самарканда).

б) для выражения обычных, часто повторяющихся действий. Например: *We* ***play*** *football on Saturdays* (Мы играем в футбол по субботам). В этом случае часто используются следующие наречия времени: *always* (всегда), *never* (никогда), *often* (часто), *sometimes* (иногда), *usually* (обычно), *once a day* (один раз в день), *twice a week* (дважды в неделю), *every day/month/year* (каждый день/месяц/год).

Образование утвердительных предложений в простом настоящем времени

Для всех лиц (I, you, we, they), кроме 3 лица единственного числа (he, she, it), утвердительные предложения образуются при помощи глаголов без частицы *"to"*. В 3 лице единственного числа глаголов простого настоящего времени к глаголу прибавляется окончание *"-s"* или *"-es" (смотрите таблицу ниже)*.

Как прибавить окончание *"-s"* или *"-es"* к глаголам 3 лица ед. числа?

1) Окончание ***-s*** прибавляется ко многим глаголам: *work → works;*

2) К глаголам, оканчивающимся на ***-s, -sh, -ch, -x,*** прибавляется окончание ***-es***: *wash → wash**es**; teach → teach**es**;*

3) К глаголам, которые имеют непроизносимую ***-e*** в окончании, добавляется ***-s***: *writ**e** → writ**es**;*

4) К глаголам, оканчивающимся на ***-o***, прибавляется окончание ***-es***: *go → go**es**; do → do**es**;*

5) Исключительный случай: *have → has;*

6) Глаголы 3 лица единственного числа с окончанием ***-y*** образуются следующим образом: к глаголам, оканчивающимся на *гласную + y (-ay, -ey, -oy, -uy)*, прибавляется окончание ***-s***: *say → say**s**; play → play**s**;*

7) В глаголах, оканчивающихся на *согласную + y (-dy, -ly, -py, -ry* и т.д.), буква ***-y*** меняется на ***-i*** и прибавляется окончание ***-es***: *fl**y** → fl**i**es*.

Образование вопросительных предложений

Для образования вопросительного предложения используется вспомогательный глагол *"do"* или *"does"*. Вспомогательный глагол *"do"* используется со всеми лицами, кроме 3 лица единственного числа. Для 3 лица единственного числа используется вспомогательный глагол *"does"*, который ставится перед подлежащим. При образовании вопросительного предложения при помощи вспомогательного глагола *"does"* основной глагол теряет окончание *"-s"* или *"-es" (см. таблицу ниже)*.

Образование отрицательных предложений

Для образования отрицательного предложения используется *"do not (don't)"* или *"does not (doesn't)"*. Вспомогательный глагол *"do not (don't)"* используется во всех лицах, кроме 3 лица единственного числа. Для 3 лица единственного числа используется *"does not (doesn't)"*, который ставится после подлежащего. При образовании отрицательного предложения основной глагол теряет окончание *"-s"* или *"-es" (см. таблицу ниже)*.

Лица		Утверд. предл.	Вопрос. предл.	Отриц. предл.
ед. ч.	I	I like	Do I like ... ?	I do not (don't) like ... .
	II	You like	Do you like ... ?	You do not (don't) like ... .
	III	He / She / It } likes	Does { he / she / it } like ... ?	He / She / It } does not (doesn't) like ... .
мн. ч.	I / II / III	We / You / They } like	Do { we / you / they } like ... ?	We / You / They } do not (don't) like ... .

10) Глагол *“to be”* (быть) в простом настоящем времени: *am/is/are*

Лица		Утверд. предл.	Вопрос. предл.	Отриц. предл.
ед. ч.	I	I am (I’m)	Am I?	I am not (I’m not)
	II	You are (you’re)	Are you?	You are not (you’re not)
	III	He / She / It } is (he’s) (she’s) (it’s)	Is { he / she / it }?	He / She / It } is not (he’s not) (she’s not) (it’s not)
мн. ч.	I / II / III	We / You / They } are (we’re) (you’re) (they’re)	Are { we / you / they }?	We / You / They } are not (we’re not) (you’re not) (they’re not)

11) Настоящее длительное время (Present Continuous Tense)

Лица		Утверд. предл.	Вопрос. предл.	Отриц. предл.
ед. ч.	I	I am (’m) working.	Am I working?	I am not (’m not) working.
	II	You are (’re) working.	Are you working?	You are not (’re not) working.
	III	He / She / It } is (’s) working.	Is { he / she / it } working?	He / She / It } is not (’s not) working.
мн. ч.	I / II / III	We / You / They } are (’re) working.	Are { we / you / they } working?	We / You / They } are not (’re not) working.

Образование. Для образования **утвердительного предложения**, выражающего настоящее длительное время, используется одна из форм настоящего времени глагола *“to be” (am, is, are)*, а также к глаголу прибавляется окончание *“-ing” (см. сведения об образовании глаголов с окончанием “-ing” в разделе “Gerund”)*.

В устной речи используется сокращённая форма глаголов *“am”, “is”, “are”* → *’m, ’s, ’re*. Например: *I’m working. He’s (she’s/it’s) coming. We’re (you’re/they’re) talking*.

Для образования **вопросительного предложения** одна из форм настоящего времени глагола *“to be” (am, is, are)* ставится перед подлежащим, а после подлежащего используется глагол с окончанием *“-ing” (см. таблицу выше)*.

При образовании **отрицательной формы** после формы глагола *“to be”* используется отрицание *“not”*, затем глагол с окончанием *“-ing”*. В устной речи в таком предложении используется краткая форма отрицания *“am not”, “is not”, “are not”* → *’m not, ’s not, ’re not (см. таблицу выше)*.

Употребление. Настоящее длительное время используется для обозначения:

а) действия, которое продолжается в течение речи говорящего: *I am speaking now* (Я сейчас говорю). *He is writing a letter* (Он пишет письмо).

б) заранее запланированного действия, которое произойдёт в будущем: *Next week we are going to Bukhara* (На следующей неделе мы полетим в Бухару).

12) Простое прошедшее время (Past Simple Tense)

Употребление. Простое прошедшее время употребляется для выражения:

а) действия, происходившего в какой-то период времени в прошлом и не связанного с моментом речи, таким как: *yesterday (вчера), last week (на прошлой неделе), last year (в прошлом году), in 2016 (в 2016 году)* и др. Например: *I **didn’t see** you **yesterday**. **What time did** you **come**?*

б) последовательно происходивших в рассказе действий, например: *He **went** into the cafe, **had** a cup of tea and ...*

Времена в прошлом			
Прошлый год	Прошлая неделя	Вчера	Сейчас

Образование. Утвердительное предложение

Утвердительное предложение прошедшего времени образуется использованием прошедшей формы глагола после подлежащего. В отличие от глагола простого настоящего времени глагол простого прошедшего времени не спрягается в 3 лице единственного числа, а имеет одинаковую форму для всех лиц единственного и множественного числа *(см. таблицу ниже)*.

Глаголы прошедшего времени бывают **правильными** и **неправильными**. Глаголы, которые образуют прошедшую форму с помощью окончания ***-ed***, являются правильными. Глаголы, которые образуют прошедшую форму другими способами (например, изменением корня), являются неправильными глаголами.

Как образуются правильные глаголы прошедшего времени?

1) Окончание ***-ed*** прибавляется ко многим глаголам: *work → work**ed**; help → help**ed**;*

2) К глаголам, имеющим немую ***-e*** в окончании, добавляется ***-d***: *hope → hop**ed**;*

3) Форма прошедшего времени глаголов с окончанием ***-y*** образуется следующим образом: а) к глаголам, оканчивающимся на *гласную + y (-ay, -ey, -oy, -uy)*, прибавляется окончание ***-ed***: *play → play**ed**; enjoy → enjoy**ed**;*

б) в глаголах, оканчивающихся на *согласную + y (-dy, -ly, -py, -ry* и т.д.), буква ***-y*** меняется на ***-i*** и прибавляется окончание ***-ed***: *try → tr**ied**; reply → repl**ied***.

Удвоение согласных при добавлении окончания “-ed”

1) если к глаголам **с одной гласной + одной согласной** добавляется окончание ***-ed***, согласные удваиваются: *plan → pla**nn**ed; stop → sto**pp**ed*;

2) согласные в глаголах, где **две гласные + одна согласная** или **одна гласная + две согласные**, при добавлении ***-ed*** не удваиваются: *wa**i**t → wai**t**ed*; *wo**r**k → wor**k**ed;*

3) если последний слог многосложных слов находится под ударением и состоит из **одной гласной + одной согласной**, при добавлении окончания ***-ed*** согласные удваиваются: *preFER → prefe**rr**ed*. Иначе не удваиваются: *WONder → wonde**r**ed*.

Как образуются неправильные глаголы прошедшего времени?

В английском языке не существует конкретных правил для образования неправильных глаголов прошедшего времени. Поэтому их следует заучить наизусть: be – was/were; become – became; begin – began; bite – bit; break – broke; bring – brought; build – built; buy – bought; come – came; do – did; draw – drew; drink – drank; drive – drove; eat – ate; fall – fell; feel – felt; fly – flew; get – got; give – gave; go – went; grow – grew; have – had; know – knew; leave – left; make – made; meet –met; read [ri:d] – read [red]; ride – rode; run – ran; say – said; see – saw; sing – sang; sit – sat; sleep – slept; speak – spoke; spend –spent; sweep – swept; swim – swam; take – took; tell – told; think – thought; throw – threw; understand – understood; wake – woke; win – won; write – wrote.

	Утверд. предл.	Вопрос. предл.	Отриц. предл.
ед. ч.	I / You / He / She / It — cooked cakes. / saw the cow.	Did + I / You / He / She / It — cook cakes. / see the cow.	I / You / He / She / It — did not (didn’t) cook cakes. / did not (didn’t) see the cow.
мн. ч.	We / You / They — cooked cakes. / saw the cow.	Did + We / You / They — cook cakes. / see the cow.	We / You / They — did not (didn’t) cook cakes. / did not (didn’t) see the cow.

Образование вопросительных предложений в простом прошедшем времени

Для всех лиц вопросительное предложение в простом прошедшем времени образуется использованием вспомогательного глагола *“did”* перед подлежащим. При этом основной глагол после подлежащего будет стоять в инфинитиве без частицы *“to”* *(см. таблицу на стр. 121)*.

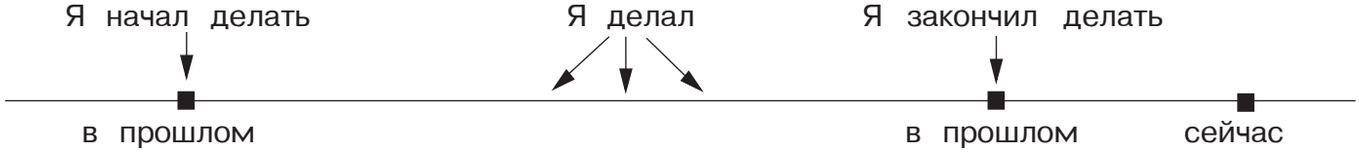
Образование отрицательных предложений в простом прошедшем времени

Для всех лиц отрицательное предложение в простом прошедшем времени образуется использованием вспомогательного глагола *did not (didn’t)* после подлежащего. При этом основной глагол после *did not (didn’t)* будет стоять в инфинитиве без частицы *“to”* *(см. таблицу на стр. 121)*.

13) Прошедшее длительное время (Past Continuous Tense)

Лица		Утверд. предл.	Вопрос. предл.	Отриц. предл.
ед. ч.	I	I was working.	Was I working?	I was not (wasn’t) working.
	II	You were working.	Were you working?	You were not (weren’t) working.
	III	He / She / It was working.	Was he / she / it working?	He / She / It was not (wasn’t) working.
мн. ч.	I / II / III	We / You / They were working.	Were we / you / they working?	We / You / They were not (weren’t) working.

Прошедшее длительное время обозначает действие, происходившее в прошлом в определённый час (например, в 3 часа) или в определённый момент времени. Например: *We were watching TV at 3 o’clock yesterday*. Вчера в 3 часа мы смотрели телевизор.



Прошедшее длительное и прошедшее простое времена часто используются вместе, когда во время протекания одного, более длительного действия, происходит другое, более короткое во времени действие. Например: *I was going home when I met him. I saw you when you were talking to your friend. What were you doing when I phoned you?*

14) Выражение there is (there are)

В английском языке “there is” употребляется в единственном числе, когда говорят, что в каком-то определённом месте находится предмет. Во множественном числе употребляется “there are”. Например: *There is an orange in the box* – В ящике находится апельсин. *There are oranges in the box* – В ящике находятся апельсины.

Утверд. предл.	Вопрос. предл.	Отриц. предл.
There is (there’s) a book on the table.	Is there a book on the table?	There is not (isn’t) a book on the table?
There are a lot of books on the table.	Are there a lot of books on the table?	There are not (aren’t) a lot of books on the table?

15) Модальные глаголы: *can, must* и *should*

Модальные глаголы – специальная группа вспомогательных глаголов. Они используются перед другими основными глаголами и выражают не действие, а отношение к нему, например: *возможность, необходимость, способность, совет* и т.п.

Модальный глагол *can*: *(can + do something)*

Этот модальный глагол употребляется перед другими основными глаголами и:

а) выражает физическую или умственную способность, умение и имеет в русском языке такие значения, как ***уметь, мочь,*** например: *I can jump.* – Я могу прыгать. *Can you count?* – Ты умеешь / вы умеете считать?

б) выражает разрешение в вопросе: *Can I/we ...?* – Можно мне/нам ...? Например: ***Can I** use the phone, please?* – Можно мне использовать ваш/твой телефон, пожалуйста? *Mum, **can we** play here?* – *Мама,* можно нам здесь играть?

в) используется, чтобы попросить что-л. через вопрос: *Can I/we have...?* Например: ***Can I have** your pen, please?* – Дайте мне вашу ручку, пожалуйста.

Модальный глагол *must*: *(must + do something)*

Этот модальный глагол тоже употребляется перед другими основными глаголами и имеет такие значения, как ***долженствование, долг, необходимость, обязательство,*** например: *Pupils **must go** to school every day.* – Ученики **должны** каждый день **ходить** в школу.

Should* modal fe'li: *(should + do something)

Выражение *should + do something* используется в предложениях, содержащих совет, рекомендации. Например: *You should go to bed early.* – Вам следует рано ложиться спать.

Вопросительная и отрицательная формы модальных глаголов *can, must* и should образуются не с помощью вспомогательного глагола *do, do not,* а путём использования модального глагола перед подлежащим и отрицательной частицы *"not"* после модального глагола *(смотрите таблицу ниже).*

Утверд. предл.	Вопрос. предл.	Отриц. предл.
I / You / He / She / It / We / You / They } can / must / should } speak English.	Can / Must / Should { I / You / He / She / It / We / You / They } speak English?	I / You / He / She / It / We / You / They } cannot (can't) / must not (mustn't) / should not (shouldn't) } speak English.

16) Gerund – Герундий

В английском языке глаголы, имеющие окончание **"-ing"**, называются герундий. Герундий – форма глагола, которая имеет свойства существительного. Например: *I like singing.* – Я люблю петь. *Singing is my hobby.* – Пение – моё хобби.

Как образуются формы глагола с окончанием "-ing"?

1) Большинство глаголов: ***v + -ing***. Например: *work → working; sleep → sleeping.*

2) Глаголы, оканчивающиеся на **"-e"**: ~~***(-e)***~~ + ***ing***. Например: *~~make~~ → making.*

Удвоение согласных при добавлении окончания "-ing"

1) если к глаголам **с одной гласной + одной согласной** добавляется окончание **"-ing"**, согласные удваиваются: *plan → pla**nn**ing; stop → sto**pp**ing*;

2) согласные в глаголах, где **две гласные + одна согласная** или **одна гласная + две согласные**, при добавлении окончания **"-ing"** не удваиваются: *w**ai**t → wai**t**ing*; *wo**rk** → wor**k**ing.*

17) like/don't like/love + существительное *или* герундий

После глаголов *like, don't like* и *love* используются существительные, например: *I like cartoons. I don't like horror films. I love music programmes.*

Если после *глаголов like, don't like* и *love* используется глагол, тогда он будет в форме герундия, например: *He likes **playing** chess. He doesn't like **going** to the cinema. Do you like **dancing**? (см. тему 16 о герундии).*

18) *I would (I'd) like to be ...*

Would like (+ *to be/to do*) используется, чтобы выразить желание вежливым способом. Например: *I'd like two kilos of tomatoes, please*. *Would you like some coffee?*

19) *Some* и *any*

а) *Some* (некоторое количество, немного, несколько) используется в утвердительных предложениях с исчисляемыми существительными во множественном числе и неисчисляемыми существительными. Например: *Give me some apples, please*. *There is some milk in the bottle*.

Some также используется в вопросах, на которые ожидается ответ *"Yes"*, и когда предлагают или просят что-либо. Например: *Would you like some coffee? – Yes*. *Can I have some milk for my tea, please?*

б) *Some* в значении «некоторые, одни» используется с существительными во множественном числе. Например: *Some shops are open every day*. – Некоторые магазины открыты каждый день?

Any (какой-нибудь, сколько-нибудь; никакой, нисколько) используется в вопросительных и отрицательных предложениях с исчисляемыми существительными во множественном числе и неисчисляемыми существительными. Например: *There isn't any fruit in the fridge*. *Do you have any pencils? Is there any juice?*

20) Союзы (Conjunctions): *and, but, before, after, then, because, or*

Союзы – это служебные слова, которые устанавливают связь между словами, словосочетаниями и частями предложения. К таким союзам относятся *and, but, before, after, then, because, or* и так далее.

"And"* (и)** – соединительный союз. При использовании в предложении нескольких однородных членов последние два соединяются союзом *"and"*. Например: *I have a mum* ***and *a dad*. *I like watching football, playing chess* ***and*** *listening to music*.

"But"* (но)** – противительный союз. Этот союз используется для выражения одного мнения, противоречащего другому мнению, и употребляется между ними. Таким образом, он соединяет два предложения друг с другом. Например: *It's old* ***but *beautiful*. *Her school is in London* ***but*** *our school is in Tashkent*.

Союз ***"then"* (потом, затем)** используется для выражения логической последовательности действий при рассказе об определённом событии. Например: *Aziz's mother gets up early and she makes breakfast*. ***Then*** *she cleans the house*.

Союз ***"because"* (потому что, так как)** используется для выражения действия, служащего причиной иному действию. Например: *I don't like maths* ***because*** *it's difficult*. *Two girls and two boys like Sunday* ***because*** *we don't have lessons*.

Союз ***"or"* (или)** связывает два или несколько предложений или однородных членов предложения, и указывает на:

а) выбор одной из двух возможностей: *You can go home* ***or*** *stay at school*.

б) неопределённость или неточность: *There are usually five* ***or*** *six lessons*.

в) связывает два однородных члена предложения (в отрицательных предложениях или предложениях с отрицательным значением): ни ... ни; (и) без ... и без: *I don't drink tea* ***or*** *milk* – Я не пью ни чай, ни молоко. *I don't like jazz* ***or*** *rock*.

21) Наречие (Adverb)

Наречие указывает на признак действия. Оно определяет глагол и показывает, *как* и *каким образом* действие происходит. Например:

I ***play*** *глагол tennis* ***well*** *наречие*. (Я хорошо играю в теннис.)

Многие наречия образуются прибавлением суффикса *"-ly"* к прилагательным, например:

Прилагательные: quick careful bad loud soft noisy slow happy

Наречия: quick**ly** careful**ly** bad**ly** loud**ly** soft**ly** noisi**ly** slow**ly** happi**ly**

Так как некоторые слова являются наречиями, к ним не прибавляется суффикс *"-ly"*. Например: *well (хорошо), fast (быстро), late (поздно), hard (сильно, упорно, усердно)*.

22) Порядок слов в английском языке

Порядок слов в английском и русском языках различен. В английском предложении сначала стоит подлежащее, потом сказуемое, затем дополнение и в конце обстоятельство. Если поменять местами слова в английском предложении, то

значение этого предложения изменится или предложение станет бессмысленным. В русском языке от изменения порядка слов в предложении смысл высказывания не меняется. Это можно ясно увидеть на следующем примере:

	подлежащее	сказуемое	дополнение	обстоятельство
English	The children	are playing	football	now.
Russian	**нет строгого порядка слов**			
	Сейчас	дети	играют	в футбол.
	Дети	сейчас	играют	в футбол.
	Дети	играют	в футбол	сейчас.

23) Место обстоятельства времени в английских предложениях

Такие обстоятельства времени, как *every morning (day), on Fridays (Mondays ...),* могут находиться в начале или в конце предложения.

обстоятельство	подлежащее	сказуемое	дополнение	обстоятельство
Every day	I	watch	TV	(every day).
(On Sundays)	I	don't go	to school	(on Sundays).

Такие обстоятельства времени, как *always, usually, often, sometimes, never* обычно употребляются после подлежащего.

подлежащее	обстоятельство	сказуемое	другие
I	always	brush	my teeth.
We	never	swim	in winter.

English-Russian Wordlist

adj – adjective – прилагательное
adv – adverb – наречие
conj – conjunction – союз
det – determiner – определяющее слово
int – interjection – междометие
n – noun – существительное
num – number – число
pl – plural – множественное число
prep – preposition – предлог
pron – pronoun – местоимение
v – verb – глагол

a [ə] *неопределённый артикль*
about *prep, adv* [ə'baʊt] 1) о; 2) около
about your friend о твоём друге
at about 8 o'clock около восьми часов
accident *n* ['æksɪdənt] авария, несчастный случай
act (out) *v* [ækt ('aʊt)] играть, действовать
active *adj* ['æktɪv] активный
activity *n* [æk'tɪvɪti] 1) деятельность; 2) упражнение
address *n* [ə'dres] адрес
adult *n* ['ædʌlt, ə'dʌlt] взрослый человек
after *prep* ['ɑ:ftə] после
afternoon *n* [ˌɑ:ftə'nu:n] послеобеденное время
Good afternoon. Добрый день!
in the afternoon *adv* днём
again *adv* [ə'gen, ə'geɪn] снова, опять
age *n* [eɪdʒ] возраст
ago *adv* [ə'gəʊ] тому назад
air *n* [eə] воздух
air the room *v+n* ['eə ðə 'ru:m] проветривать комнату
airport *n* ['eəpɔ:t] аэропорт
album *n* ['ælbəm] альбом
all *pron* [ɔ:l] все
all the things все вещи
alligator *n* ['ælɪgeɪtə] аллигатор *(крокодил)*

aloud *adv* [ə'laʊd] вслух
alphabet *n* ['ælfəbet] алфавит
also *adv* ['ɔ:lsəʊ] также, тоже
always *adv* ['ɔ:lwɪz, 'ɔ:lweɪz] всегда
a.m. [ˌeɪ'em] *время с 12 часов ночи до 12 часов дня*
an [ən, æn] *неопределённый артикль*
and *conj* [ənd, ænd] и
And you? А вы?
angry *adj* ['æŋgri] сердитый
animal *n* ['ænɪm(ə)l] животное
answer *n, v* ['ɑ:nsə] 1) ответ; 2) отвечать
ant *n* [ænt] муравей
any *adv* ['eni] 1) *(в вопросах)* сколько-нибудь; 2) *(в негативных предложениях)* нисколько
any more ['enimɔ:] больше
Anything else? Ещё что-нибудь хотите?
apple *n* ['æp(ə)l] яблоко
apple juice *n+n* ['æpl 'dʒu:s] яблочный сок
apricot *n* ['eɪprɪkɒt] абрикос
April *n* ['eɪpr(ə)l] апрель
April Fool's Day ['eɪprl 'fʊlz deɪ] день шуток 1 апреля
architect *n* ['ɑ:kɪtekt] архитектор, зодчий
arctic fox *n* [ˌɑ:ktɪk'fɒks] арктическая лиса
are *v* [ɑ:] быть *(во множественном числе)*
Are you ...? Вы ... ?
area *n* ['eəriə] район, область
arm *n* [ɑ:m] рука
armadillo *n pl (-s)* ['ɑ:mədɪləʊ] армадилло *(представитель семейства броненосцев)*
armchair *n* ['ɑ:mtʃeə] кресло
art *n* [ɑ:t] искусство (изобразительное)
Art Museum *n+n* ['ɑ:t mju:ˌzɪəm] Музей искусств
Asian *adj* ['eɪʃ(ə)n, 'eɪʒən] азиатский
ask *v* [ɑ:sk] спрашивать, просить
at *prep* [ət, æt] у, за, при
at all вообще
ate *v* [eɪt] *прошедшее время от "eat"*
attack *v* [ə'tæk] атаковать, нападать
August *n* ['ɔ:gəst] август
aunt *n* [ɑ:nt] тётя
autumn *n* ['ɔ:təm] осень
average *adj* ['ævrɪdʒ] средний
awful *adj* ['ɔ:f(ə)l] ужасный

baa *v* [bɑ:] блеять *(об овце)*
baby *n* ['beɪbi] младенец, ребёнок
back *adv* [bæk] 1) сзади, позади; 2) обратно
back *n* [bæk] спина
bad *adj* [bæd] плохой
bag *n* [bæg] сумка
bakery *n pl (-ies)* ['beɪkəri] 1) пекарня; булочная; 2) хлебопродукты
ball *n* [bɔ:l] мяч
balloon *n* [bə'lu:n] воздушный шар; аэростат
banana *n pl (-s)* [bə'nɑ:nə] банан
bank *n* [bæŋk] банк

bar *n* [bɑ:] плитка, кусок, брусок
a bar of плитка ...
bark *v* [bɑ:k] лаять
basketball *n* [ˈbɑ:skɪtbɔ:l] баскетбол
bat *n* [bæt] *зоол.* летучая мышь
bath *n* [bɑ:θ] ванна
bathroom *n* [ˈbɑ:θrʊm] ванная комната
be *v* (am, is, are) *v* [bi:] [əm, ɪz, ə, ɑ:] быть
be afraid of *v* [bɪ əˈfreɪd əv] бояться
be careful *v* [bɪ ˈkeəfʊl] быть осторожным
be kind to *v* [bɪ ˈkaɪnd tə] быть добрым к (кому-то)
bean *n* [bi:n] боб, фасоль
bear *n* [beə] медведь
beat *v* [bi:t] взбивать *(яйца)*
beautiful *adj* [ˈbju:tɪf(ə)l] красивый
because *conj* [bɪˈkɒz, bɪˈkəz] потому что
bed *n* [bed] 1) кровать; 2) постель
go to bed [ˈgəʊ tə ˈbed] ложиться спать
bedroom *n* [ˈbedrʊm] спальная комната
bee *n* [bi:] пчела
before *adv* [bɪˈfɔ:] перед, до
begin *v* [bɪˈgɪn] начинать, начинаться
behind *prep* [bɪˈhaɪnd] позади
berry *n pl (-ies)* [ˈberi] ягода
best *adj* [best] лучший
between *prep* [bɪˈtwi:n] между
bicycle *n* [ˈbaɪsɪkl] велосипед
big *adj* [bɪg] большой
bike *n* [baɪk] велосипед, мотоцикл
biker *n* [ˈbaɪkə] велосипедист
biking *n* [ˈbaɪkɪŋ] велоспорт
bird *n* [bɜ:d] птица
birdhouse *n* [ˈbɜ:dhaʊs] скворечник
birthday *n* [ˈbɜ:θdeɪ] день рождения
birthday cake *n+n* [ˈbɜ:θdi ˈkeɪk] торт на день рождения
birthday card *n+n* [ˈbɜ:θdi ˈkɑ:d] открытка на день рождения
birthday party *n+n* [ˈbɜ:θdi ˈpɑ:ti] праздник на день рождения
biscuit *n* [ˈbɪskɪt] (сухое) печенье
bite *v* (*past* bit) [baɪt] кусать
black *adj* [blæk] чёрный
black panther *adj+n* [ˈblækˈpænθə] чёрная пантера
blackboard *n* [ˈblækbɔ:d] классная доска *(чёрная)*
blanket *n* [ˈblæŋkɪt] одеяло
blazer *n* [ˈbleɪzə] блейзер, пиджак
bleat *v* [bli:t] блеять *(об овце)*
blew [blu:] *прошедшее время от* “blow”
block of flats [ˈblɒkəv ˈflæts] многоквартирный дом
blond *adj* [blɒnd] белокурый
blood *n* [blʌd] кровь
blouse *n* [blaʊz] блузка *(женская кофта)*
blow *v* [bləʊ] дуть *(о ветре)*
blue *adj* [blu:] голубой
boar *n* [bɔ:] кабан
board *n* [bɔ:d] классная доска
boat *n* [bəʊt] лодка

body *n pl (-ies)* [ˈbɒdi]	тело, туловище
bone *n* [bəʊn]	кость
book *n* [bʊk]	книга
book case *n+n* [ˈbʊkkeɪs]	книжный шкаф, книжная полка
book shop *n+n* [ˈbʊkʃɒp]	книжный магазин
boots *n* [bu:ts]	ботинки, бутсы
boring *adj* [ˈbɔ:rɪŋ]	скучный
botany *n* [ˈbɒtəni]	ботаника
both *adj* [bəʊθ]	оба, обе
bottle *n* [bɒtl]	бутылка
a bottle of	бутылка ...
bought *v* [bɔ:t]	*прошедшее время от "buy"*
bowl *n* [bəʊl]	миска, тарелка
a bowl of ... [ə ˈbəʊl əv ...]	тарелка с ...
a bowl of salad [ə ˈbəʊl əv ˈsæləd]	тарелка с салатом
box *n* [bɒks]	коробка
a box of	коробка ...
boy *n pl (boys)* [bɔɪ]	мальчик
branch *n* [brɑ:ntʃ]	ветка
bray *v* [breɪ]	кричать *(об осле)*
bread *n pl (-)* [bred]	хлеб
break *n, v* [breɪk]	1) перемена; 2) ломать
breakfast *n* [ˈbrekfəst]	завтрак
have breakfast *v+n*	завтракать
bride *n* [braɪd]	невеста
bridegroom *n* [ˈbraɪdgru:m]	жених
bridesmaid *n* [ˈbraɪdzmeɪd]	подружка невесты
bright *adj* [braɪt]	яркий, светлый
British *adj* [ˈbrɪtɪʃ]	британский; английский
brother *n* [ˈbrʌðə]	брат
brown *adj* [braʊn]	коричневый
brush *n, v* [brʌʃ]	1) щётка; 2) чистить щёткой
brush teeth *n+v* [ˈbrʌʃ ti:θ]	чистить зубы
Bulgarian *n* [bʌlˈgeəriən]	болгарин; болгарка
bull *n* [bʊl]	бык
bus *n* [bʌs]	автобус
go home by bus	ехать домой на автобусе
businessman *n pl (-men)* [ˈbɪznɪsmən]	бизнесмен
businesswoman *n (-women)* [ˈbɪznɪsˌwʊmən]	деловая женщина
busy *adj* [ˈbɪzi]	занятой, деятельный
but *conj* [bʌt]	но, а
butter *n* [ˈbʌtə]	сливочное масло
butterfly *n pl (-ies)* [ˈbʌtəflaɪ]	бабочка
buy *v* [baɪ]	покупать
by *prep* [baɪ]	по, на
by metro [baɪ ˈmetrəʊ]	на метро
bye *int* [baɪ]	До свидания!
cabbage *n* [ˈkæbɪdʒ]	капуста
cafe *n* [ˈkæfeɪ]	кафе; кофейня
cage *n* [keɪdʒ]	клетка
cake *n* [keɪk]	торт, кекс; пирожное
calendar *n* [ˈkælɪndə]	календарь
calf *n pl (calves)* [kɑ:f]	детёныш *(коровы, верблюда, оленя, слона)*

call *v* [kɔ:l] звать; звонить
came *v* [keɪm] *прошедшее время от* “come”
camel *n* [ˈkæm(ə)l] верблюд
camera *n* [ˈkæmərə] фотоаппарат
can *modal verb* (*past* could) [kæn, kən] мочь, уметь
Can I have ...? Можно мне ...?
Can I help you? [kən aɪ ˈhelp juː] Чем могу помочь?
canary *n* *pl (-ies)* [kəˈneəri] канарейка
cannot *v* [ˈkænət] *отрицательная форма от* “can”
canteen *n* [kænˈtiːn] столовая
at the canteen [ət ðə kænˈtiːn] в столовой
cap *n* [kæp] кепка
capital *n* [ˈkæpɪtl] столица
car *n* [kɑː] автомобиль
caravan *n* [ˈkærəvæn] караван
card *n* [kɑːd] открытка
cardboard *n* [ˈkɑːdbɔːd] картон
careful *adj* [ˈkeəf(ə)l] осторожный
carrot *n* [ˈkærət] морковь
carry *v* [ˈkæri] нести, носить
cartoon *n* [kɑːˈtuːn] мультфильм
cat *n* [kæt] кошка
caterpillar *n* [ˈkætəˌpɪlə] гусеница
cave *n* [keɪv] пещера
CD (compact disk) [ˌsiːˈdiː] CD (компакт-диск)
celebrate *v* [ˈselɪbreɪt] праздновать, отмечать
celebration *n* [ˌselɪˈbreɪʃ(ə)n] празднование; праздник
central *adj* [ˈsentrəl] центральный
centre *n* [ˈsentə] центр
century *n* *pl (-ies)* [ˈsentʃəri] столетие, век
cereal *n* [ˈsɪəriəl] 1) пища из кукурузных, овсяных или пшеничных хлопьев; 2) хлебный злак

chain *n* [tʃeɪn] цепочка
chair *n* [tʃeə] стул
chalk *n* [tʃɔːk] мел
champion *n* [ˈtʃæmpɪən] чемпион
change *v* [tʃeɪndʒ] менять, изменять
Changing of the Guard смена караула
channel *n* [ˈtʃænl] канал *(телевизионный)*
chant *n* [tʃɑːnt] чант *(рифмовка)*
cheap *adj* [tʃiːp] дешёвый
check *v* [tʃek] проверять
cheese *(mass n)* [tʃiːz] сыр
cheeseburger *n* [ˈtʃiːzbɜːgə] чизбургер
cheetah *n* [ˈtʃiːtə] гепард
chef *n* [ʃef] повар
cherry *n* *pl (-ies)* [ˈtʃeri] вишня
chess *n* [tʃes] шахматы
chick *n* [tʃɪk] цыплёнок
chicken *n* [ˈtʃɪkɪn] курица
chief *n* [tʃiːf] шеф, глава, начальник
child *n* *pl (children)* [tʃaɪld] ребёнок
children *n* [ˈtʃɪldrən] дети
Chinese New Year *n* [ˈtʃaɪniːz ˌnjuː ˈjɪə] китайский Новый год
chips *n* [tʃɪps] чипсы, жареный картофель

chocolate *n* ['tʃɒklɪt] шоколад
choose *v* [tʃu:z] выбирать
cinema *n* ['sɪnɪmə] кинотеатр
circle *n, v* ['sɜ:k(ə)l] 1) круг; 2) окружать
circus *n* ['sɜ:kəs] цирк
city *n pl (-ies)* ['sɪti] крупный город
clap *v* [klæp] хлопать, аплодировать
clasp *v* [klɑ:sp] сжимать
class *n* [klɑ:s] класс; урок
classbook *n* ['klɑ:sbʊk] учебник
classical music *adj+n* ['klæsɪk(ə)l ˌmju:zɪk] классическая музыка
classmate *n* ['klɑ:smeɪt] одноклассник(ца)
classroom *n* ['klɑ:srʊm] классная комната
classroom things *n+n* ['klɑ:srʊm ˌθɪŋz] предметы классной комнаты
clean *adj, v* [kli:n] 1) чистый; 2) чистить
clean the room *v+n* ['kli:n ðə 'ru:m] убирать комнату
clean water *adj+n* ['kli:n 'wɔ:tə] чистая вода
cleaner *n* ['kli:nə] уборщик; уборщица
clear *adj, v* [klɪə] 1) ясный; 2) прозрачный, чистый; 3) чистить

clever *adj* ['klevə] умный
climate *n* ['klaɪmɪt] климат
climb *v* [klaɪm] взбираться
climbing *n* ['klaɪmɪŋ] альпинизм
clock *n* [klɒk] часы
cloud *n* [klaʊd] облако
cloudy *adj* ['klaʊdi] облачный
clown *n* [klaʊn] клоун, шут
club *n* [klʌb] клуб, кружок
cluck *v* [klʌk] кудахтать *(о курице)*
coal *(mass n)* [kəʊl] уголь
coat *n* [kəʊt] пальто
coffee *n pl (-)* ['kɒfi] кофе
coin *n* [kɔɪn] монета
cold *adj, n* [kəʊld] 1) холодный; 2) простуда
I have a cold. [aɪ 'hæv ə 'kəʊld] Я простудился.
collect *v* [kə'lekt] собирать
collection *n* [kə'lekʃn] коллекция
college *n* ['kɒlɪdʒ] колледж
colour *n* ['kʌlə] цвет
colour pencils цветные карандаши
coloured *adj* ['kʌləd] цветной
comb *n, v* [kəʊm] 1) расчёска; 2) расчёсывать
come *v* [kʌm] приходить
come from прийти из ...
come home *v+n* [ˌkʌm 'həʊm] приходить домой
comedy *n pl* (-ies) ['kɒmɪdi] комедия
comfortable *adj* ['kʌmftəbl] удобный, уютный
complete *v* [kəm'pli:t] завершать, заканчивать
computer *n* [kəm'pju:tə] компьютер
computer game *n+n* [kəm'pju:tə ˌgeɪm] компьютерная игра
computer programmer *n+n* [kəm'pju:tə 'prəʊgræmə] компьютерный программист
confetti *n pl (confetti)* [kən'feti] конфетти
Constitution Day *n* [ˌkɒnstɪ'tju:ʃn 'deɪ] День Конституции
continent *n* ['kɒntɪnənt] континент

cook *v, n* [kʊk]	1) готовить (пищу); варить, жарить, печь; 2) повар
cooker *n* ['ku:kə]	кухонная плита; печь
cool *adj* [ku:l]	прохладный
copy *v* ['kɒpi]	переписать
copybook *n* ['kɒpibʊk]	тетрадь
corn *n pl (–)* [kɔ:n]	зерно; зерновые
corner *n* ['kɔ:nə]	угол
correct *adj, v* [kə'rekt]	1) правильный; 2) исправлять
cost *n, v* (*past* cost) [kɒst]	1) цена; 2) стоить *(о цене)*
count *v* [kaʊnt]	считать
country *n pl (-ies)* ['kʌntri]	страна
cousin *n* ['kʌzn]	двоюродный брат, двоюродная сестра
cow *n* [kaʊ]	корова
crayon *n* ['kreɪən]	цветной карандаш, мел
crocodile *n* ['krɒkədaɪl]	крокодил
cross *n, v* [krɒs]	1) крестик; 2) перечеркнуть
crossword *n* ['krɒswɜ:d]	кроссворд
do crosswords ['du: 'krɒswɜ:dz]	решать кроссворд
crow *v* [krəʊ]	кукарекать *(о петухе)*
crown *n* [kraʊn]	корона
cucumber *n* ['kju:kʌmbə]	огурец
cup *n* [kʌp]	чашка
a cup of tea [ə 'kʌp əv 'ti:]	чашка чая
cupboard *n* ['kʌpbəd]	шкаф; буфет
curly *adj* ['kɜ:li]	вьющийся, кудрявый
curtain *n* ['kɜ:tən]	занавеска
customer *n* ['kʌstəmə]	покупатель
cut *v* [kʌt]	резать
cut down *v* ['kʌt 'daʊn]	рубить
cycle *v* ['saɪk(ə)l]	ездить на велосипеде
dad *n* [dæd]	отец; папа
dairy *adj* ['deəri]	молочный
dance *n, v* [dɑ:ns]	1) танец; 2) танцевать
dancer *n* ['dɑ:nsə]	танцор, танцовщица
dangerous *adj* ['deɪndʒrəs]	опасный
dark *adj* [dɑ:k]	тёмный
date *n* [deɪt]	дата
daughter *n* ['dɔ:tə]	дочь, дочка
day *n* [deɪ]	день
dear *adj* [dɪə]	дорогой
December *n* [dɪ'sembə]	декабрь
decoration *n* [ˌdekə'reɪʃn]	украшение, убранство
deer *n pl (–)* [dɪə]	олень
degree *n* [dɪ'gri:]	градус
delicious *adj* [dɪ'lɪʃəs]	вкусный
desert *n* ['dezət]	пустыня
desk *n* [desk]	парта, письменный стол
destroy *v* [dɪ'strɔɪ]	уничтожать, разрушать
dialogue *n* ['daɪəlɒg]	диалог
diary *n pl (-ies)* ['daɪəri]	дневник
dictation *n* [dɪk'teɪʃ(ə)n]	диктант
did [dɪd]	*прошедшее время от* “do”
difference *n* ['dɪf(ə)rəns]	разница

different *adj* [ˈdɪf(ə)rənt] различный
difficult *adj* [ˈdɪfɪk(ə)lt] трудный
Dilong *n* [dɪˈluːn] дилун *(хищный динозавр)*
dinner *n* [ˈdɪnə] ужин
have dinner ужинать
dinosaur *n* [ˈdaɪnəsɔː] *зоол.* динозавр
director *n* [dɪˈrektə] директор
dirty *adj* [ˈdɜːti] грязный, нечистый
dish *n* [dɪʃ] 1) посуда; 2) еда, блюдо
dishwasher *n* [ˈdɪʃwɒʃə] посудомоечная машина
do *v* [duː] 1) делать; 2) *вспомогательный глагол*
do homework [ˈduː ˈhəʊmwɜːk] делать домашнее задание
do morning exercises [ˈduː ˈmɔːnɪŋ ˈeksəsaɪzs] делать утреннюю зарядку
do sums *v* [ˈduː ˈsʌmz] решать задачи *или* примеры
doctor *n* [ˈdɒktə] доктор, врач
dog *n* [dɒg] собака
doira *n* [dɔɪˈrɑː] дойра *(музыкальный инструмент)*
doll *n* [dɒl] кукла
dolphin *n* [ˈdɒlfɪn] дельфин
domestic animal *adj+n* [dəˈmestɪk ˈænɪml] домашнее животное
donkey *n pl (-s)* [ˈdɒŋki] осёл
Don't ...! [ˈdəʊnt ...] *служит для образования отрицательной формы повелительного наклонения:* Не делай ... !

Don't play with my dog! Не играй с моей собакой!
door *n* [dɔː] дверь
dove *n* [dʌv] голубь
down *adv* [daʊn] вниз
downstairs *adv* [ˌdaʊnˈsteəz] вниз; в нижнем этаже
dragon *n* [ˈdrægn] дракон
dragon dance *n+n* [ˈdrægn ˌdɑːns] танец дракона
draughts *n* [ˈdrɑːfts] шашки
draw *v* (*past* drew) [drɔː] рисовать; чертить
drawing *n* [ˈdrɔːɪŋ] 1) рисование, черчение; 2) рисунок
dress *n* [dres] платье
dresser *n* [ˈdresə] комод *(платяной шкаф)*
drill *n* [drɪl] упражнение
drink *n, v* (*past* drank) [drɪŋk] 1) напиток; 2) пить
drive *v* (*past* drove) [draɪv] 1) управлять *(машиной)*, править *(лошадьми)*; 2) везти, отвезти

driver *n* [ˈdraɪvə] водитель
dry *adj* [draɪ] сухой
duck *n* [dʌk] утка
duckling *n* [ˈdʌklɪŋ] утёнок
dust *n pl (-s)*, *v* [dʌst] 1) пыль; 2) вытирать пыль
duststorm *n* [ˌdʌstˈstɔːm] пыльная буря
dutor *n* [dʊˈtɔːr] дутар *(музыкальный инструмент)*

each *adj* [iːtʃ] каждый
each other *adv* [ˈiːtʃ ˈʌðə] друг друга
eagle *n* [ˈiːgl] орёл
ear *n* [ɪə] ухо
earache *n* [ˈɪəreɪk] ушная боль
early *adv* [ˈɜːli] рано
Earth Day *n+n* [ˈɜːθ ˈdeɪ] День Земли

earthquake *n* ['ɜ:θkweɪk] землетрясение
east *n* [i:st] восток
eat (up) *v* (*past* ate) [i:t (ʌp)] есть, кушать; съесть
egg *n* [eg] яйцо
eggplant *n* ['egplɑ:nt] баклажан
eight *num* [eɪt] восемь
eighteen *num* [ˌeɪ'ti:n] восемнадцать
eighth *num* [eɪtθ] восьмой
eight hundred *num* [eɪt 'hʌndrəd] восемьсот
eighty *num* ['eɪti] восемьдесят
eighty-one *num* [ˌeɪti 'wʌn] восемьдесят один
elder *adj* ['eldə] старший *(по возрасту)*
electricity *n* *pl (-)* [ɪˌlek'trɪsɪti] ток; электричество
electronic engineer [ɪˌlek'trɒnɪk ˌendʒɪ'nɪə] инженер по электронике
elephant *n* ['elɪfənt] слон
eleven *num* [ɪ'lev(ə)n] одиннадцать
eleventh *num* [ɪ'levənθ] одиннадцатый
emperor *n* ['empərə] император
emu *n* ['i:mju:] *зоол.* эму
end *v* [end] заканчивать
energy *n* *pl (-)* ['enədʒi] энергия
engineer [ˌendʒɪ'nɪə] инженер
English *adj, n* ['ɪŋglɪʃ] 1) англичанин; английский; 2) английский язык

enjoy *v* [ɪn'dʒɔɪ] получать удовольствие, наслаждаться
equator *n* [ɪ'kweɪtə] экватор
eraser *n* [ɪ'reɪzə] ластик, резинка
Eskimo *n* ['eskɪməʊ] эскимос(ка) *(нац.)*
eucalyptus *n* [ˌju:kə'lɪptəs] *бот.* эвкалипт
evening *n* ['i:vnɪŋ] вечер
Good evening. Добрый вечер!
in the evening *adv* вечером
every *det* ['evri] каждый
every day *adv* ['evrideɪ] каждый день
everybody *pron* ['evribɒdi] каждый; все
everything *pron* ['evriθɪŋ] все
everywhere *pron* ['evriweə] всюду; повсюду
Excuse me, who's this? Простите, это кто?
exciting *adj* [ɪk'saɪtɪŋ] увлекательный
expensive *adj* [ɪk'spensɪv] дорогой
eye *n* [aɪ] глаз

face *n* [feɪs] лицо
fact *n* [fækt] факт
fairy tale *adj+n* ['feəri 'teɪl] сказка
fall *v* [fɔ:l] 1) падать, понижаться; 2) идти *(о снеге)*
fall asleep *v+adj* ['fɔ:l ə'sli:p] засыпать
false *adj* [fɔ:ls] неправильный, неверный
family *n* *pl (-ies)* ['fæməli] семья
family tree *n+n* [ˌfæməli 'tri:] генеалогическое дерево
famous *adj* ['feɪməs] знаменитый
fantastic *adj* [fæn'tæstɪk] великолепный
fantasy *n* ['fæntəsi] воображение
far *adv* [fɑ:] далеко
far from *adv* ['fɑ:frəm] далеко от ...

farm *n* [fɑ:m] ферма
farmer *n* ['fɑ:mə] фермер
fast *adv* [fɑ:st] быстро
fast food *adj+n* ['fɑ:st'fu:d] быстро приготовляемая пища
father *n* ['fɑ:ðə] отец
Father's Day *n+n* [ˌfɑ:ðəz 'deɪ] День Отца
favourite *adj, n* ['feɪv(ə)rɪt] 1) любимый; 2) любимая вещь
February *n* ['febrʊəri] февраль
feed *v* [fi:d] кормить
feed the animals *v+n* ['fi:d ðɪ 'ænɪməlz] кормить животных
feel *v* [fi:l] чувствовать
feel happy *v+adj* [ˌfi:l 'hæpi] быть счастливым
feel angry *v+adj* [ˌfi:l 'æŋgri] сердиться
feel sad *v+adj* [ˌfi:l 'sæd] быть печальным
feel bored *v+adj* [ˌfi:l 'bɔ:d] скучать
fell [fel] *прошедшее время от* "fall"
Ferris wheel *n+n* ['ferɪsˌwi:l] чёртово колесо *(аттракцион)*
fifteen *num* [ˌfɪf'ti:n] пятнадцать
fifth *num* [fɪfθ, fɪftθ] пятый
fifty *num* ['fɪfti] пятьдесят
fifty-one *num* [ˌfɪfti 'wʌn] пятьдесят один
fig *n* [fɪg] *бот.* инжир
fight *v* [faɪt] сражаться; бороться
fill *v* [fɪl] наполнять, заполнять
film star *n+n* ['fɪlmsta:] кинозвезда
finally *adv* ['faɪnəli] в конце концов
find *v* [faɪnd] находить
fine *adj* [faɪn] хороший; прекрасный, превосходный
I'm fine (OK). Мне хорошо.
finger *n* ['fɪŋgə] палец
finish *n, v* ['fɪnɪʃ] 1) заканчивать(ся); 2) финиш; конец
fir tree *n+n* ['fɜ:tri:] ель
fire *n* [faɪə] огонь; костёр
fireman *n* ['faɪəmən] пожарный
fireworks *n* ['faɪəwɜ:ks] фейерверк
first *num* [fɜ:st] первый
fish *n pl (–)* [fɪʃ] рыба
fish and chips ['fɪʃəntʃɪps] рыба с жареным картофелем
five *num* [faɪv] пять
five hundred *num* [faɪv 'hʌndrəd] пятьсот
five hundred soums a kilo пятьсот сумов за килограмм
flag *n* [flæg] флаг
flat *n* [flæt] квартира
floor *n* [flɔ:] 1) этаж; 2) пол
on the ground floor на первом этаже
on the first floor на втором этаже
flour *n pl (–)* ['flaʊə] мука
flower *n* ['flaʊə] цветок
flower shop *n+n* ['flaʊəʃɒp] цветочный магазин
fly *v* [flaɪ] летать
fly a kite *v+n* ['flaɪ ə 'kaɪt] запускать воздушного змея
foal *n* [fəʊl] 1) жеребёнок; 2) ослёнок
fog *n* [fɒg] туман
foggy *adj* ['fɒgi] туманный
food *n* [fu:d] корм; пища

foot *n* [fʊt]	ступня, лапа (животного)
go on foot	ходить пешком
football *n* [ˈfʊtbɔ:l]	футбол
play football *v+n*	играть в футбол
football player *n+n* [ˈfʊtbɔ:l ˌpleɪə]	футболист
footprint *n* [ˈfʊtprɪnt]	след, отпечаток ноги
for *prep* [fə, fɔ:]	для
for example = e.g. [fərɪgˈzɑ:mp(ə)l]	например
forecast *n* [ˈfɔ:kɑ:st]	прогноз погоды
forest *n* [ˈfɒrɪst]	лес
forget *v* [fəˈget]	забывать
fork *n* [fɔ:k]	вилка
forty *num* [ˈfɔ:ti]	сорок
forty-one *num* [ˌfɔ:ti ˈwʌn]	сорок один
four *num* [fɔ:]	четыре
four hundred *num* [ˌfɔ: ˈhʌndrəd]	четыреста
fourteen *num* [ˌfɔ:ˈti:n]	четырнадцать
fourth *num* [fɔ:θ]	четвёртый
fox *n* [fɒks]	лиса
French *adj, n* [frentʃ]	1) французский; француз; 2) французский язык
free *adv* [fri:]	свободный
freezing *adj* [ˈfri:zɪŋ]	морозный
fresh *adj* [freʃ]	1) чистый, свежий; 2) свежий, только что полученный
fresh air *adj+n* [ˌfreʃ ˈeə]	свежий воздух
fresh fruit *adj+n* [ˌfreʃ ˈfru:t]	свежие фрукты
Friday *n* [ˈfraɪdi]	пятница
fridge *n* [frɪdʒ]	холодильник
friend *n* [frend]	друг; подруга
friendly *adj* [ˈfrendli]	дружелюбный
frog *n* [frɒg]	лягушка
from *prep* [frəm, frɒm]	из, от, с
front *n* [frʌnt]	фасад, передняя часть
fruit *n* [fru:t]	фрукты
fry *v* [fraɪ]	жарить
fun *n, adj* [fʌn]	1) забава; веселье; 2) забавный
funny *adj* [ˈfʌni]	забавный, смешной
furry *adj* [ˈfɜ:ri]	меховой
game *n* [geɪm]	игра
garden *n* [ˈgɑ:dn]	сад
gardener *n* [ˈgɑ:dnə]	садовник
gas *n pl (-)* [gæs]	газ
gave *v* [geɪv]	*прошедшее время от* “give”
gazelle *n* [gəˈzel]	газель
gel *n* [dʒel]	гель
geography *n* [dʒiˈɒgrəfi]	география
German *adj, n* [ˈdʒɜ:mən]	1) немец; немецкий; 2) немецкий язык
get *v* [get]	получать
get dressed *v+adj* [ˌget ˈdrest]	одеваться
get marks *v+n* [ˌget ˈmɑ:ks]	получать оценки
get married *v* [ˌget ˈmærid]	жениться, выходить замуж
get off *v* [ˌget ˈɒf]	выходить
get on *v* [ˌget ˈɒn]	садиться

get ready *v+adj* [ˌget ˈredi] готовиться
get up [ˈgetʌp] вставать
get washed *v+adj* [ˌget ˈwɒʃt] умываться
get home *v+n* [ˌget ˈhəʊm] дойти/добраться до дома
get to school [ˌget tə ˈskuːl] дойти/добраться до школы
giraffe *n* [dʒɪˈrɑːf] жираф
girl *n* [gɜːl] девочка
give *v* (*past* gave) [gɪv] давать; отдавать
glass *n* [glɑːs] стакан
a glass of juice [ə ˈglɑːs əv ˈdʒuːs] стакан сока
global warming *adj+n* [ˈgləʊbəl ˈwɔːmɪŋ] глобальное потепление
go *v* [gəʊ] ходить; ездить
go away [ˌgəʊ əˈweɪ] уходить
go fishing *v+n* [ˈgəʊ ˈfɪʃɪŋ] рыбачить
go shopping *v+n* [ˈgəʊ ˈʃɒpɪŋ] пойти за покупками
go straight [ˈgəʊ ˈstreɪt] идти прямо
go to bed [ˌgəʊtəˈbed] ложиться спать
go to school идти в школу
goat *n* [gəʊt] коза
gobble *v* [ˈgɒbl] кулдыкать *(об индюке)*
goldfish *n* *pl (–)* [ˈgəʊldˌfɪʃ] золотая рыбка
Goldilocks [ˈgəʊldɪlɒks] Златовласка
good *adj* [gʊd] хороший
I'm good at ... [aɪm ˈgʊd ət] Я хорошо умею ...
Goodbye. [gʊdˈbaɪ] До свидания.
Good morning! [ˈgʊd ˈmɔːnɪŋ] Доброе утро!
goose *n* *pl* *(geese)* [guːs giːs] гусь
gosling *n* *pl* [ˈgɒslɪŋ] гусёнок
got [gɒt] *прошедшее время от* "get"
I got here by metro. Я приехал на метро.
grandad *n* [ˈgrændæd] дедушка
grandfather *n* [ˈgrændˌfɑːðə] дедушка
grandmother *n* [ˈgrændˌmʌðə] бабушка
grandparents *n* [ˈgrændˌpeərənts] дедушка и бабушка
granny *n* *pl (-ies)* [ˈgræni] бабушка
grape *n* [greɪp] виноград
graph *n* [græf, grɑːf] график
grass *n* [grɑːs] трава
grasshopper *n* [ˈgrɑːsˌhɒpə] кузнечик
grassland *n* [ˈgrɑːslænd] луг; пастбище
great *adj* [greɪt] 1) великий; 2) Здóрово!
It's great! Это здóрово!
Greek *adj, n* [griːk] грек; греческий язык
green *adj* [griːn] зелёный
greet *v* [griːt] приветствовать
greeting *n* [ˈgriːtɪŋ] приветствие
grey *adj* [greɪ] серый
group *n* [gruːp] группа
ground *n* [ˈgraʊnd] земля
grow v (*past* grew) [grəʊ] расти; выращивать
grown-up *n* [ˈgrəʊnʌp] взрослый
guess *v* [ges] догадываться
guitar *n* [gɪˈtɑː] гитара
gym *n* [dʒɪm] спортзал

habitat *n* [ˈhæbɪtæt] родина; место обитания
had [hæd, həd] *прошедшее время от* “have”
hail *n, v* [heɪl] 1) град; 2) идёт град
hailstone *n* [ˈheɪlstəʊn] градина
hailstorm *n* [ˈheɪlstɔ:m] буря с градом
hair *n pl (–)* [heə] волосы
do hair *v+n* причёсываться
half *adj* [hɑ:f] половина
half a kilo [ˈhɑ:fəˌkɪləʊ] полкило
half-term *adj+n* [ˌhɑ:fˈtɜ:m] короткие каникулы (после семестра)
hamburger *n* [ˈhæmbɜ:gə] гамбургер
hand *n* [hænd] 1) рука; 2) сторона
handball *n* [ˈhændbɔ:l] гандбол
handicrafts *n* [ˈhændikrɑ:fts] труд *(урок)*
happen *v* [ˈhæpən] случаться, происходить
happily *adv* [ˈhæpɪli] счастливо
happy *adj* [ˈhæpi] счастливый
Happy birthday! *int* [ˈhæpi ˈbɜ:θdi] С днём рождения!
hard *adv* [hɑ:d] сильно; упорно
work hard *v+adv* [ˌwɜ:kˈhɑ:d] работать усердно
hare *n* [heə] заяц
hat *n* [hæt] шляпа
hate *v* [heɪt] ненавидеть
have *v* [həv, hæv] 1) иметь; 2) есть; пить
I have [aɪ ˈhæv] У меня есть ...
have a break *v+n* [həvə ˈbreɪk] делать перерыв
have a good time [həvə ˌgʊd ˈtaɪm] хорошо проводить время
have breakfast *v+n* [həv ˈbrekfəst] завтракать
have dinner *v+n* [həv ˈdɪnə] ужинать
have fun *v+n* [həv ˈfʌn] веселиться
have lessons *v+n* сидеть на занятии; учиться; заниматься
have lunch *v+n* [həv ˈlʌntʃ] обедать
he *pron* [hi:] он
head *n* [hed] голова
headache *n* [ˈhedeɪk] головная боль
healthy *n* [ˈhelθi] здоровый
hear *v* (*past* heard) [hɪə] слышать, услышать
hedgehog *n* [ˈhedʒhɒg] ёжик
helicopter *n* [ˈhelɪkɒptə] вертолёт
Hello. [həˈləʊ] Здравствуйте!
helmet *n* [ˈhelmɪt] шлем, каска
help *v* [help] помогать
Help yourself. [ˈ - jəˈself] Угощайтесь.
hen *n* [hen] курица
her *adj, pron* [hə, hɜ:] 1) её; 2) ей
Her name is ... Её зовут ...
here *adv* [hɪə] здесь
Here you are. Вот, пожалуйста.
hero *n* [ˈhɪərəʊ] герой
Hi! [haɪ] Привет!
hide *v* [haɪd] прятать(ся)
hide and seek [ˈhaɪdənˌsi:k] игра в прятки
high *adj* [haɪ] высокий
high-jump *n+n* [ˈhaɪdʒʌmp] прыжок в высоту
do the high-jump *v+n* [ˈdu: ðə ˈhaɪdʒʌmp] прыгать в высоту

high temperature *adj+n* [ˈhaɪ ˈtemprətʃə] высокая температура
hiking *n* [ˈhaɪkɪŋ] пешеходная экскурсия, прогулка пешком
him *pron* [hɪm] ему, его
hippo *n* [ˈhɪpəʊ] бегемот
his *adj, pron* [hɪz] его
His name is ... Его зовут ...
historical place *adj+n* [hɪˈstɒrɪkl ˌpleɪs] историческое место
history *n* [ˈhɪst(ə)ri] история
hobby *n pl (-ies)* [ˈhɒbi] хобби
hockey *n* [ˈhɒki] хоккей
play hockey *v+n* играть в хоккей
holiday *n* [ˈhɒlɪdeɪ] 1) праздник; 2) каникулы
home *n* [həʊm] дом *(место проживания)*
homework *n* [ˈhəʊmwɜːk] домашнее задание
do homework *v+n* делать домашнее задание
honk *v* [hɒŋk] гоготать *(о гусях)*
hop *v* [hɒp] подпрыгивать
hope *v* [həʊp] надеяться
hopscotch *n* [ˈhɒpskɒtʃ] классики *(детская игра)*
horror film *n+n* [ˌhɒrəˈfɪlm] фильм ужасов
horse *n* [hɔːs] лошадь
horse riding *n* [ˈhɔːs ˈraɪdɪŋ] скачки
hospital *n* [ˈhɒspɪtl] больница
at the hospital [ət ðə ˈhɒspɪtl] в больнице
hot *adj* [hɒt] горячий
hot dog *adj+n* [ˈhɒtdɒg] хот-дог
hotel *n* [həʊˈtel] гостиница
house *n* [haʊs] дом
housewife *n* [ˈhaʊswaɪf] домохозяйка
how *adv* [haʊ] 1) как; 2) каким образом
How are you? Как поживаете?
How do you go home? Как вы добираетесь до дому?
How did you get here today? Как вы добрались сегодня?
How much is it/are they? Сколько это стоит?
How long ...? Сколько времени (как долго)?
How many ...? Сколько?
How old are you? Сколько тебе лет?
human *n* [ˈhjuːmən] человек
humming bird *n* [ˈhʌmɪŋbɜːd] колибри
hundred [ˈhʌndrəd] сто
hungry *adj* [ˈhʌŋgri] голодный
husband *n* [ˈhʌzbənd] муж
hyena *n* [haɪˈiːnə] гиена
hygiene *n* [ˈhaɪdʒiːn] гигиена

I *pron* [aɪ] я
ice [aɪs] лёд
ice cream *n+n* [ˈaɪskriːm] мороженое
icy *adj* [ˈaɪsi] ледяной
I'd like... Хочу...
I'm full. Я наелся.
important *adj* [ɪmˈpɔːtənt] важный, значительный
in *prep* [ɪn] 1) в; на *(о месте)*; 2) в *(о времени)*
in front of *prep* [ɪn ˈfrʌntəv] перед

in the morning *adv* — утром
Independence Day *n+n* [ˌɪndɪ'pendəns 'deɪ] — День независимости
indigo *adj* ['ɪndɪgəʊ] — индиго (сине-фиолетовый)
information *n pl (–)* [ˌɪnfə'meɪʃ(ə)n] — информация
insect *n* ['ɪnsekt] — насекомое
interest *v* ['ɪntrɪst] — интересовать(ся)
interesting *adj* ['ɪntrɪstɪŋ] — интересный
interpreter *n* [ɪn'tɜ:prɪtə] — переводчик
interview *n, v* ['ɪntəvju:] — 1) интервью; 2) брать интервью
invitation *n* [ˌɪnvɪ'teɪʃ(ə)n] — приглашение
invitation card *adj+n* [ˌɪnvɪ'teɪʃn 'kɑ:d] — пригласительный билет
invite *v* [ɪn'vaɪt] — приглашать
Irish *adj, n* ['aɪərɪʃ] — ирландский; ирландец; ирландский язык
iron *n* ['aɪən] — утюг
do the ironing *v+n* ['du: ðə 'aɪənɪŋ] — гладить (бельё)
is *v* [ɪz] — быть *(в 3 лице единственного числа)*
island *n* ['aɪlənd] — остров
it *pron* [ɪt] — он, она, оно
It's time to ... — Пора ... (что-то сделать).
It's two o'clock. [ɪts 'tu: ə'klɒk] — Два часа.
It's 2.05. [ɪts 'tu: əʊ 'faɪv] — Пять минут третьего.
It's two thirty. [ɪts 'tu: 'θɜ:ti] — Половина третьего.
It's two thirty-five. [ɪts 'tu: 'θɜ:ti 'faɪv] — Без двадцати пяти три.
its *det, adj* [ɪts] — её, его, свой

jacket *n* ['dʒækɪt] — жакет, куртка
jaguar *n* ['dʒægjuə] — *зоол.* ягуар
jam *n* [dʒæm] — джем, варенье
January *n* ['dʒænjʊəri] — январь
jar *n* [dʒɑ:] — кувшин, банка
a jar of — банка ...
jazz *n* [dʒæz] — джаз *(музыка)*
jeans *n* [dʒi:nz] — джинсы
job *n* [jɒb] — работа
joey *n* ['dʒəʊɪ] — кенгурёнок
joke *n* [dʒəʊk] — шутка
July *n* [dʒʊ'laɪ] — июль
jump *v* [dʒʌmp] — прыгать
jump a rope *v+n* ['dʒʌmp ə'rəʊp] — прыгать со скакалкой
jumper *n* ['dʒʌmpə] — прыгун
jumping *n* ['dʒʌmpɪŋ] — прыжки
June *n* [dʒu:n] — июнь
jungle *n* ['dʒʌŋgl] — джунгли

kangaroo *n* [ˌkæŋgə'ru:] — *зоол.* кенгуру
keep *v* [ki:p] — держать, хранить
keep clean ['ki:p ˌkli:n] — содержать в чистоте
keeper *n* ['ki:pə] — сторож
kettle *n* [ketl] — чайник
kid *n* [kɪd] — 1) козлёнок; 2) ребёнок
kill *v* [kɪl] — убивать
kilo *n* ['ki:ləʊ] — кило
a kilo of — килограмм ...
a kilo of tomatoes [ə 'ki:ləʊ əv tə'mɑ:təʊz] — килограмм помидоров
kilometre *n* [kɪ'lɒmɪtə] — километр *(= 1000 метров)*

kind *n, adj* [kaɪnd]	1) вид, сорт; 2) разновидность
a kind of	разновидность ..., вид ...
all kinds of	всякие (разные) ...
kindergarten *n* ['kɪndəgɑ:tn]	детский сад
king *n* [kɪŋ]	король
kiss *n, v* [kɪs]	1) поцелуй; 2) целовать
kitchen *n* ['kɪtʃɪn]	кухня
kite *n* [kaɪt]	бумажный змей
kitten *n* ['kɪtn]	котёнок
kiwi *n* ['ki:wi:]	киви *(птица, фрукт)*
knee *n* [ni:]	колено
knife *n pl (knives)* [naɪf]	нож
know *v* [nəʊ]	знать
koala *n* [kəʊ'ɑ:lə]	*зоол.* коала
ladybird *n* ['leɪdɪbɜ:d]	*зоол.* божья коровка
lake *n* [leɪk]	озеро
lamb *n* [læm]	ягнёнок
language *n* ['læŋgwɪdʒ]	язык
last *adj* [lɑ:st]	последний; прошлый
late *adv* [leɪt]	поздно
be late	опаздывать
laugh *v* [lɑ:f]	смеяться
lay the table *v+n* ['leɪ ðə 'teɪbl]	накрывать на стол
lazy *adj* ['leɪzi]	ленивый
leaf *n pl (leaves)* [li:f]	лист; листва
learn *v* [lɜ:n]	учить
learn by heart [ˌlɜ:n baɪ 'hɑ:t]	учить наизусть
leave home/school [ˌli:v 'həʊm / 'sku:l]	уходить из дома/ школы
left *adv* [left]	левый; левая сторона
on the left *prep* [ɒn ðə 'left]	с левой стороны
leg *n* [leg]	нога
lemon *n* ['lemən]	лимон
lemonade *n* ['lemə'neɪd]	лимонад
leopard *n* ['lepəd]	*зоол.* леопард
lesson *n* ['les(ə)n]	урок
Let's ... [lets]	Давайте...
Let's go. [ˌlets'gəʊ]	Давайте пойдём.
letter *n* ['letə]	1) буква; 2) письмо
lettuce *n* ['letɪs]	салат латук
librarian *n* [laɪ'breəriən]	библиотекарь
library *n pl (-ies)* ['laɪbrəri]	библиотека
light *adj* [laɪt]	1) светлый; 2) лёгкий
like *v* [laɪk]	любить; нравиться
I'd like ... [aɪd 'laɪk ...]	мне бы хотелось ...
I like doing ...	Я люблю заниматься ... .
life *n* [laɪf]	жизнь
line *n* [laɪn]	1) линия; 2) линия *(метрополитена)*
lion *n* ['laɪən]	*зоол.* лев
list *n* [lɪst]	список
listen *v* ['lɪsn]	слушать
literature *n* ['lɪt(ə)rətʃə]	литература
litre *n* ['li:tə]	литр
little *adj* ['lɪtl]	маленький
a little	немного ...

live *v* [lɪv] — жить
living room *n+n* ['lɪvɪŋrʊm] — гостиная
lizard *n* ['lɪzəd] — *зоол.* ящерица
long *adj* [lɒŋ] — длинный
long-jump *n+n* ['lɒŋdʒʌmp] — прыжок в длину
do the long-jump ['du: ðə 'lɒŋdʒʌmp] — прыгать в длину
look *v* [lʊk] — 1) смотреть; 2) выглядеть
The beans look good. [ðə 'bi:nz 'lʊk ˌgʊd] — Бобы выглядят аппетитно.
look after [ˌlʊk 'ɑ:ftə] — заботиться о ком-то
look at ['lʊkət] — смотреть на ...
look like ['lʊklaɪk] — выглядеть
a lot of [ə'lɒtəv] — много
loud *adj* [laʊd] — громкий
loudly *adv* ['laʊdli] — громко
love *n, v* [lʌv] — 1) любовь; 2) любить
lovely *adj* ['lʌvli] — любимый
low *adj* [ləʊ] — 1) низкий; 2) малый, недостаточный
lucky *adj* ['lʌki] — счастливый, удачный
lunch *n* [lʌntʃ] — обед
have lunch *v+n* — обедать
lunchbox *n* ['lʌntʃbɒks] — коробка для еды *(школьника, рабочего)*

magazine *n* [ˌmægə'zi:n] — журнал
main *adj* [meɪn] — основной
make *v* [meɪk] — делать
make bed *v+n* — застилать кровать
make a video *v+n* [' -ə'vɪdiəʊ] — снимать на видео
make palov *v+n* [' -pʌ'ləʊ] — готовить плов
man *n pl (men)* [mæn, men] — человек, мужчина
mandrill *n* ['mændrɪl] — *зоол.* мандрил *(обезьяна)*
manner *n* ['mænə] — манера
many *det* ['meni] — много
map *n* [mæp] — карта
Maori *n, adj* ['maʊri] — маори *(национальность)*
March *n* [mɑ:tʃ] — март
mark *n, v* [mɑ:k] — 1) оценка; 2) ставить оценку
marker *n* ['mɑ:kə] — маркер
market *n* ['mɑ:kɪt] — базар
match *n v* [mætʃ] — 1) спичка; 2) подбирать пару; сочетать
mathematics *n* [ˌmæθɪ'mætɪks] — математика
maths *n* [mæθs] — математика
maths teacher *n+n* ['mæθs 'ti:tʃə] — учитель математики
mausoleum *n* [ˌmɔ:sə'li:əm] — мавзолей
May *n* [meɪ] — май
May Day *n+n* ['meɪ 'deɪ] — Майский день *(в Англии)*
May king *n+n* ['meɪ 'kɪŋ] — Майский король
May queen *n+n* ['meɪ 'kwi:n] — Майская королева
maybe *adv* ['meɪbi] — может быть
maypole *n* ['meɪpəʊl] — майский столб
me *pron* [mi, mi:] — мне, меня
meal *n* [mi:l] — еда
mean *v* (*past* meant) [mi:n] — значить
meaning *n* ['mi:nɪŋ] — значение
meat *n* [mi:t] — мясо
mechanic *n* [mɪ'kænɪk] — механик

meet *v* (*past* met) [mi:t] встречать(ся)
melon *n* ['melən] дыня
melt *v* [melt] таять
meow *v* [mi'aʊ] мяукать
met *v* [met] *прошедшее время от* “meet”
metre *n* ['mi:tə] метр
metro *n* ['metrəʊ] метро
mice *n* [maɪs] *pl of* mouse мыши
midday *n* [ˌmɪd'deɪ] полдень
midnight *n* ['mɪdnaɪt] полночь
mile *n* [maɪl] миля
milk *n* [mɪlk] молоко
million *num* ['mɪljən] миллион
mime *v* [maɪm] изобразить, показать мимикой
mineral *n* ['mɪnərəl] минерал
minivan *n* ['mɪnɪvæn] маршрутное такси
minus *n* ['maɪnəs] минус
minute *n* ['mɪnɪt] минута
mirror *n* ['mɪrə] зеркало
mix *v* [mɪks] смешивать
mobile phone *n+n* ['məʊbaɪlfəʊn] мобильный телефон
model car *n+n* ['mɒdl 'kɑ:] модель машины
modern *adj* ['mɒdn] современный
Monday *n* ['mʌndi] понедельник
money *n* ['mʌni] деньги
monkey *n* ['mʌŋki] обезьяна
monster *n* ['mɒnstə] чудовище; монстр
month *n* [mʌnθ] месяц
moo *v* [mu:] мычать *(о корове)*
mop the floor *v+n* ['mɒp ðə 'flɔ:] мыть полы шваброй
more *adv* [mɔ:] 1) более *(служит для образования сравнит. ст. многосложных прилагательных);* 2) больше, более
more beautiful ['mɔ: 'bju:tɪfl] красивее
more interesting ['mɔ: 'ɪntrɪstɪŋ] интереснее
morning *n* ['mɔ:nɪŋ] утро
Good morning. Доброе утро.
in the morning *adv* утром
mosque *n* [mɒsk] мечеть
mosquito *n* *pl (-es)* [mə'ski:təʊ] комар; москит
most [məʊst] самый *(служит для образования превосх. ст. многосложных прилагательных)*
the most beautiful [ðə 'məʊst 'bju:tɪfl] самый красивый
the most interesting [ðə 'məʊst 'ɪntrɪstɪŋ] самый интересный
mother *n* ['mʌðə] мама, мать
mother tongue *n+n* [ˌmʌðə 'tʌŋ] родной язык
motorbike *n* ['məʊtəbaɪk] мотоцикл; мопед
mountain *n* ['maʊntɪn] гора
mouse *n* [maʊs] *pl (mice)* [maɪs] мышь
mouth *n* [maʊθ] рот
move *v* [mu:v] двигать(ся)
Mr *n* ['mɪstə] мистер, господин
Mrs *n* ['mɪsɪz] миссис, госпожа
much *det* [mʌtʃ] много
mulberry *n* ['mʌlbəri] тутовое дерево

mum *n* [mʌm]	мама
museum *n* [mju:ˈzɪəm]	музей
mushroom *n* [ˈmʌʃru:m]	гриб
music *n* [ˈmju:zɪk]	музыка
musical parade *adj+n* [ˈmju:zɪk(ə)l pəˈreɪd]	музыкальный парад
must *v* [məst, mʌst]	должен, должна
my *adj* [maɪ]	мой, моя, моё
My name is ...	Меня зовут ...
name *n* [neɪm]	имя
napkin *n* [ˈnæpkɪn]	салфетка
nationality *n* *pl (-ies)* [ˌnæʃəˈnælɪti]	национальность
nature *n* [ˈneɪtʃə]	природа
Navruz *n* [nʌvˈru:z]	Навруз
near *adv* [nɪə]	около, рядом
need *v* [ni:d]	нуждаться
neigh *v* [neɪ]	ржать *(о лошади)*
nephew *n* [ˈnefju:]	племянник
nest *n* [nest]	гнездо
never *adv* [ˈnevə]	никогда
new *adj* [nju:]	новый
New Year *adj+n* [ˌnju: ˈjɪə]	Новый год
news *n* [nju:z]	новости
newspaper *n* [ˈnju:sˌpeɪpə]	газета
next to *prep* [ˈnekst tə]	рядом с ...
nice *adj* [naɪs]	1) хороший; 2) приятный, красивый
niece *n* [ni:s]	племянница
night *n* [naɪt]	ночь
at night *adv*	ночью
nine *num* [naɪn]	девять
nine hundred *num* [naɪn ˈhʌndrəd]	девятьсот
nineteen *num* [ˌnaɪnˈti:n]	девятнадцать
ninety *num* [ˈnaɪnti]	девяносто
ninety-one *num* [ˌnaɪnti ˈwʌn]	девяносто один
ninth *num* [naɪnθ]	девятый
no *adv* [nəʊ]	нет
No, I don't.	Нет.
No, sorry.	Нет, извините.
nod *v* [nɒd]	головой
noise *n* [nɔɪz]	шум
noisily *adv* [ˈnɔɪzɪli]	шумно
noisy *adj* [ˈnɔɪzi]	шумный
north *n* [nɔ:θ]	север
north-east [ˌnɔ:θˈi:st]	северо-восток
north-west [ˌnɔ:θˈwest]	северо-запад
nose *n* [nəʊz]	нос
notice *n* [ˈnəʊtɪs]	заметка
November *n* [nəʊˈvembə]	ноябрь
now *adj* [naʊ]	сейчас, теперь
number *n* [ˈnʌmbə]	номер, число
nurse *n* [nɜ:s]	медсестра
ocean *n* [ˈəʊʃən]	океан
o'clock *adv* [əˈklɒk]	часы *(время)*
October *n* [ɒkˈtəʊbə]	октябрь

of *prep* [əv, ɒv]	*предлог (родительного падежа)*
of course [ˌəv ˈkɔːs]	конечно
office *n* [ˈɒfɪs]	офис
often *adv* [ˈɒf(ə)n, ˈɒft(ə)n]	часто
oh [əʊ]	ноль
oil *n pl (-)* [ɔɪl]	масло
oink [ɔɪŋk]	хрюкать *(о свинье)*
old *adj* [əʊld]	1) старый; 2) пожилой
omelette *n* [ˈɒmlɪt]	омлет
on *prep* [ɒn]	1) на *(о месте)*; 2) в *(о времени)*
on foot *adv* [ɒn ˈfʊt]	пешком
one *num* [wʌn]	один
onion *n* [ˈʌnjən]	лук
only *adv* [ˈəʊnli]	только
open *v* [ˈəʊpən]	открывать
opposite *prep* [ˈɒpəzɪt]	напротив
or *conj* [ɔː]	или
orange *n, adj* [ˈɒrɪndʒ]	1) апельсин; 2) оранжевый
orange juice *n+n* [ˈɒrɪndʒ ˈdʒuːs]	апельсиновый сок
order *n* [ˈɔːdə]	порядок
ostrich *n* [ˈɒstrɪtʃ]	*зоол.* страус
other *det* [ˈʌðə]	другой, иной
our *adj* [aʊə]	наш
ox *n* [ɒks]	*зоол.* бык
oxygen *pl (-)* [ˈɒksɪdʒən]	кислород

O

P

packet *n* [ˈpækɪt]	пакет
a packet of	пакет с ...
page *n* [peɪdʒ]	страница
pageboy *n* [ˈpeɪdʒbɔɪ]	друг невесты
pair *n* [peə]	пара
palace *n* [ˈpælɪs]	дворец
pancake *n* [ˈpænkeɪk]	блин
pancake race *n+n*	гонка с блинами
paper *n* [ˈpeɪpə]	1) бумага; 2) документ
parade *n* [pəˈreɪd]	парад
parents *n* [ˈpeərənts]	родители
park *n* [pɑːk]	парк
parrot *n* [ˈpærət]	*зоол.* попугай
partner *n* [ˈpɑːtnə]	партнёр
party *n pl (-ies)* [ˈpɑːti]	вечеринка
past *prep* [pɑːst]	прошлый
half past [hɑːf ˈpɑːst]	половина ...го
It's half past nine.	Половина десятого.
quarter past [ˈkwɔːtə ˈpɑːst]	четверть ...го
pasta *n* [ˈpæstə]	макаронные изделия
pay *v* [peɪ] *(past* paid [peɪd]*)*	платить
PE *n* [ˈpiː ˈiː]	урок физкультуры
pea *n* [piː]	горошина
peach *n* [piːtʃ]	персик
peach juice *n+n* [ˈpiːtʃ ˈdʒuːs]	персиковый сок
peacock *n* [ˈpiːkɒk]	*зоол.* павлин
pear *n* [peə]	груша
pear juice *n+n* [ˈpeə ˈdʒuːs]	грушевый сок
pen *n* [pen]	ручка

pencil *n* [ˈpensl] — карандаш
pencil case *n+n* [ˈpenslkeɪs] — пенал
penguin *n* [ˈpeŋgwɪn] — *зоол.* пингвин
people *n* [ˈpi:pl] — люди
pepper *n* [ˈpepə] — перец
perfume *n* [ˈpɜ:fju:m] — духи
period of time [ˈpɪəriədəv ˈtaɪm] — период времени
person *n* [ˈpɜ:sn] — человек, личность
pet *n* [pet] — домашний питомец
phew *int* [fju:] — фу
phone *v* [fəʊn] — звонить по телефону
photo *n* [ˈfəʊtəʊ] — фотография
photographer *n* [fəˈtɒgrəfə] — фотограф
piano *n* [piˈænəʊ] — пианино
pick *v* [pɪk] — собирать
picnic *n* [ˈpɪknɪk] — пикник
picture *n* [ˈpɪktʃə] — картина, рисунок
pie *n* [paɪ] — пирог
piece *n* [pi:s] — кусок, часть
a piece of — кусок ...
pig *n* [pɪg] — *зоол.* свинья
piglet *n* [ˈpɪglɪt] — поросёнок
pillow *n* [ˈpɪləʊ] — подушка
pilot *n* [ˈpaɪlət] — лётчик
pinch punch *v* [ˌpɪntʃˈpʌntʃ] — щипать
pink *adj* [pɪŋk] — розовый
pizza *n* [ˈpi:tsə] — пицца
place *n* [pleɪs] — место
plane *n* [pleɪn] — самолёт
plant *n, v* [plɑ:nt] — 1) растение; 2) сажать
plastic *adj* [ˈplæstɪk] — пластмасса
plate *n* [pleɪt] — тарелка
platypus *n* [ˈplætɪpəs] — *зоол.* утконос
play *v, n* [pleɪ] — 1) играть; 2) игра
play badminton *v+n* [ˈpleɪ ˈbædmɪntən] — играть в бадминтон
play hopscotch/games *v+n* [ˈpleɪ ˈhɒpskɒtʃ/geɪmz] — играть в классики/игры
play tag *v+n* [ˈpleɪ ˈtæg] — играть в пятнашки/салки
play the guitar *v+n* [ˈpleɪ ðə gɪˈtɑ:] — играть на гитаре
play the piano *v+n* [ˈpleɪ ðə pɪˈænəʊ] — играть на пианино
player *n* [ˈpleɪə] — игрок
playground *n* [ˈpleɪgraʊnd] — игровая площадка
please *int* [pli:z] — пожалуйста
plum *n* [plʌm] — слива
plump *adj* [plʌmp] — полный; пухлый
plural *adj* [ˈplʊərəl] — множественный
plus *prep* [plʌs] — плюс
p.m. [ˌpi:ˈem] — *время после 12 дня до 12 ночи*
pocket *n* [ˈpɒkɪt] — карман
poem *n* [ˈpəʊɪm] — стихотворение
point *v* [pɔɪnt] — указывать
poisonous *adj* [ˈpɔɪz(ə)nəs] — ядовитый
polar *adj* [ˈpəʊlə] — полярный
police officer *n+n* [pəˈli:s ˌɒfɪsə] — полицейский
police station *n+n* [pəˈli:s ˌsteɪʃn] — полицейский участок
policeman *n pl (-men)* [pəˈli:smən] — полицейский

polite *adj* [pəˈlaɪt] вежливый
pomegranate *n* [ˈpɒmɪgrænɪt] гранат
pop *n* [pɒp] поп *(музыка)*
popular *adj* [ˈpɒpjʊlə] популярный
population *n* *pl (-)* [ˌpɒpjʊˈleɪʃən] население
porridge *n* [ˈpɒrɪdʒ] каша
portfolio *n* *pl (-s)* [pɔːtˈfəʊliəʊ] портфель; папка
postcard *n* [ˈpəʊstkɑːd] почтовая открытка
poster *n* [ˈpəʊstə] постер; плакат
pouch *n* [paʊtʃ] сумка *(о кенгуру)*
poult *n* [pəʊlt] птенец; цыплёнок; индюшонок
pour *v* [pɔː] 1) наливать; 2) литься *(о дожде)*
present *n* [ˈprez(ə)nt] подарок
problem *n* [ˈprɒbləm] проблема
profession *n* [prəˈfeʃən] профессия
programme *n* [ˈprəʊgræm] программа
P.S. (post scriptum) [ˌpiːˈes] постскриптум, приписка
pumpkin *n* [ˈpʌmpkɪn] тыква
Pumpkin Museum *n+n* [ˈpʌmpkɪn mjuːˌzɪəm] Музей тыквы
pupil *n* [ˈpjuːp(ə)l] ученик
puppy *n* *pl (-ies)* [ˈpʌpi] щенок
purple *adj* [ˈpɜːpəl] фиолетовый; пурпурный
put *v* [pʊt] класть
put in класть в ...
put on надевать
puzzle *n* [ˈpʌzl] пазл; головоломка
do puzzles *v+n* [ˈduː ˈpʌz(ə)l] решать головоломки

quack *v* [kwæk] крякать *(об утке)*
quail *n* [kweɪl] перепёлка
quarter *adj* [ˈkwɔːtə] четверть
It is a quarter past nine. Четверть десятого.
quarter to ... [ˈkwɔːtə tə] Без четверти ... .
queen *n* [kwiːn] королева
question *n* [ˈkwestʃ(ə)n] вопрос
queue *v* [ˈkjuː] стоять в очереди
quiet *adj* [ˈkwaɪət] тихий
quietly *adv* [ˈkwaɪətli] тихо, спокойно
quince *n* [kwɪns] айва
quiz *n* [kwɪz] викторина

rabbit *n* [ˈræbɪt] кролик
race *n* [reɪs] гонка
racing bicycle *n+n* [ˈreɪsɪŋ ˈbaɪsɪkl] гоночный велосипед
radio *n* *pl (-s)* [ˈreɪdɪəʊ] радио
radish *n* [ˈrædɪʃ] редиска
rain *n, v* [reɪn] 1) дождь; 2) идёт дождь
rainbow *n* [ˈreɪnbəʊ] радуга
rainfall *n* [ˈreɪnfɔːl] осадки
rain forest *n+n* [ˈreɪnfɒrɪst] леса влажных тропиков
rainy *adj* [ˈreɪni] дождливый
raisin *n* [ˈreɪzn] изюм
rat *n* [ræt] крыса
raw *adj* [rɔː] сырой, неварёный
read *v* [riːd] читать

reading *n* [ˈriːdɪŋ] чтение
record *v* [ˈrekɔːd] записывать
recycle *v* [ˌriːˈsaɪkl] перерабатывать
red *adj* [red] красный
reduce *v* [rɪˈdjuːs] уменьшать, сокращать
region *n* [ˈriːdʒ(ə)n] область
relative *n* [ˈrelətɪv] родственник
remember *v* [rɪˈmembə] помнить
repeat *v* [rɪˈpiːt] повторять
report *n, v* [rɪˈpɔːt] 1) отчёт; 2) делать доклад
reporter *n* [rɪˈpɔːtə] репортёр
rest *n* [rest] отдых
have a rest *v+n* отдыхать
restaurant *n* [ˈrestrɒnt] ресторан
return *v* [rɪˈtɜːn] возвращаться
no returns без возврата
reuse *v* [ˌrɪːˈjuːz] повторно использовать
revision *n* [rɪˈvɪʒən] повторение
ribbon *n* [ˈrɪbən] лента
rice *n* [raɪs] рис
rich *adj* [rɪtʃ] богатый
ride *v* [raɪd] ехать *(верхом, на машине/велосипеде)*
ride a bike *v+n* [ˈraɪd ə ˈbaɪk] ехать на велосипеде
ride a horse *v+n* [ˈraɪd ə ˈhɔːs] ехать на лошади
ride a skateboard *v+n* [ˈraɪd ə ˈskeɪtbɔːd] ездить на скейтборде
rider *n* [ˈraɪdə] всадник; велосипедист
right *adj* [raɪt] 1) правильный; 2) правый
on the right *prep* [ɒnðəˈraɪt] справа
rise *v* [raɪz] подниматься
river *n* [ˈrɪvə] река
road *n* [rəʊd] дорога
robot *n* [ˈrəʊbɒt] робот
rock *n* [rɒk] рок *(музыка)*
roller-skate *v* [ˈrəʊləskeɪt] кататься на роликах
room *n* [ruːm] комната
rooster *n* [ˈruːstə] петух
rose *n* [rəʊz] роза
round *adj, adv* [raʊnd] 1) круглый; 2) вокруг
rubob *n* [rʊˈbɒb] рубаб *(музыкальный инструмент)*
rucksack *n* [ˈrʌksæk] рюкзак
rug *n* [rʌg] коврик
rule *n* [ruːl] правило
ruler *n* [ˈruːlə] линейка
run *v* (*past* ran) [rʌn] 1) течь (вода); 2) бегать
run away *v+adv* [ˌrʌnəˈweɪ] убегать
runner *n* [ˈrʌnə] бегун
runny nose *adj+n* [ˈrʌni ˌnəʊz] насморк
Russian *adj, n* [ˈrʌʃn] 1) русский; 2) русский язык

sad *adj* [sæd] печальный
said [sed] *прошедшее время от* “say”
sailor *n* [ˈseɪlə] моряк, матрос
safari *n* [səˈfɑːri] сафари-парк
salad *n* [ˈsæləd] салат
sales assistant *n+n* [ˈseɪlz əˈsɪstənt] продавец

salt *(mass n)* [sɔ:lt]	соль
salty *adj* ['sɔ:lti]	солёный
(the) same *adj* [seɪm]	то же самое, одно и то же
sandwich *n* ['sænwɪdʒ]	бутерброд
sat *v* [sæt]	*прошедшее время от* “sit”
Saturday *n* ['sætədi]	суббота
sausage *n* ['sɒsɪdʒ]	сосиска, колбаса
save *v* [seɪv]	1) беречь; 2) спасать
saxaphone *n* ['sæksəfəʊn]	саксофон
saw [sɔ:]	*прошедшее время от* “see”
say *v* [seɪ]	сказать, говорить
say goodbye *v+n* [ˌseɪ 'gʊdbaɪ]	попрощаться
scared *adj* ['skeəd]	испуганный, напуганный
school *n* [sku:l]	школа
at the school [ət ðə 'sku:l]	в школе
schoolbag *n* ['sku:lbæg]	портфель
schoolboy *n* ['sku:lbɔɪ]	школьник
schoolchildren *n* ['sku:ltʃɪldrən]	ученики
school things *n+n* ['sku:l 'θɪŋz]	школьные принадлежности
score *n* [skɔ:]	счёт очков *(в игре)*
Scottish *adj* ['skɒtɪʃ]	шотландский
sea *n* [si:]	море
sea eagle *n+n* ['si: 'i:gl]	*зоол.* орлан
season *n* ['si:z(ə)n]	сезон, время года
second *n, num* ['sekənd]	1) секунда; 2) второй
secretary *n pl (-ies)* ['sekrɪtəri]	секретарь
section *n* ['sekʃən]	секция
see *v* [si:]	видеть
seed *n* [si:d]	семя, зерно; семена
see-saw *n* ['si:sɔ:]	качели
play see-saw *n+n*	кататься на качелях
send v (*past* sent) [send]	посылать, отправлять, отсылать
sentence *n* ['sent(ə)ns]	предложение
September *n* [sep'tembə]	сентябрь
seven *num* ['sevn]	семь
seven hundred *num* [ˌsevn 'hʌndrəd]	семьсот
seventeen *num* [ˌsevn'ti:n]	семнадцать
seventh *num* ['sevnθ]	седьмой
seventy *num* ['sevnti]	семьдесят
seventy-one *num* [ˌsevnti 'wʌn]	семьдесят один
several *adj* ['sevrəl]	несколько
sew *v* [səʊ]	шить
shake *v* [ʃeɪk]	трясти, встряхивать
shampoo *n* [ʃæm'pu:]	шампунь
shark *n* [ʃɑ:k]	акула
sharpener *n* ['ʃɑ:pnə]	точилка
she *pron* [ʃɪ, ʃi:]	она
sheep *n pl (–)* [ʃi:p]	овца
shelf *n pl (shelves)* [ʃelf]	полка
shine *v* [ʃaɪn]	светить
shirt *n* [ʃɜ:t]	рубашка
shop *n* [ʃɒp]	магазин
do the shopping *v+n* ['du: ðə 'ʃɒpɪŋ]	делать покупки
at the shop	в магазине
shop assistant *n* ['ʃɒp əˌsɪstənt]	продавец

short *adj* [ʃɔ:t] короткий
shorts *n* [ʃɔ:ts] шорты
should *modal verb* [ʃəd, ʃʊd] должен
shoulder *n* ['ʃəʊldə] плечо
show *v* [ʃəʊ] показывать
shower *n* ['ʃaʊə] душ
have/take a shower *v+n* принимать душ
sick *n* [sɪk] больной
side *n* [saɪd] сторона
sign *n* [saɪn] вывеска, знак
sing *v* [sɪŋ] петь
singer *n* ['sɪŋə] певец
sister *n* ['sɪstə] сестра
sit *v* [sɪt] сидеть
Sit down. ['sɪtdaʊn] Садитесь.
sit-up *n* ['sɪtʌp] сед *(гимнастика)*
six *num* [sɪks] шесть
six hundred *num* [ˌsɪks 'hʌndrəd] шестьсот
sixteen *num* [ˌsɪks'ti:n] шестнадцать
sixth *num* [sɪksθ] шестой
sixty *num* ['sɪksti] шестьдесят
sixty-one *num* [ˌsɪksti 'wʌn] шестьдесят один
skate *n, v* [skeɪt] 1) коньки; 2) кататься на коньках
skateboard *n* ['skeɪtbɔ:d] скейтборд
ski *n, v* [ski:] 1) лыжи; 2) кататься на лыжах
skip *v* [skɪp] прыгать; скакать
skirt *n* [skɜ:t] юбка
sky *n* [skaɪ] небо
sledge *n, v* [sledʒ] 1) санки; 2) кататься на санках
sleep *v* [sli:p] спать
slept *v* [slept] *прошедшее время от* “sleep”
slow *adj* [sləʊ] медленный
slowly *adv* ['sləʊli] медленно
small *adj* [smɔ:l] маленький
smile *n, v* [smaɪl] 1) улыбка; 2) улыбаться
snake *n* [sneɪk] змея
snow *n* [snəʊ] снег
snowball *n* ['snəʊbɔ:l] снежок
snowboarding *n* ['snəʊbɔ:dɪŋ] сноубординг *(вид спорта)*
snowman *n* ['snəʊmæn] снеговик
snowstorm *n* ['snəʊstɔ:m] снежная буря, буран, вьюга
snowy *adj* ['snəʊi] снежный
so *conj, adv* [səʊ] 1) итак; 2) так, до такой степени, столь
soap *n* [səʊp] мыло
sofa *n* ['səʊfə] диван
soft *adj* [sɒft] мягкий
softly *adv* ['sɒftli] нежно
soldier *n* ['səʊldʒə] солдат
some *det, adj* [sʌm] некоторые; одни
sometimes *pron* ['sʌmtaɪmz] иногда
something *pron* ['sʌmθɪŋ] что-то; что-нибудь
son *n* [sʌn] сын
song *n* [sɒŋ] песня
soon *adv* [su:n] вскоре
sore eye *adj+n* [ˌsɔ:r 'aɪ] боль в глазу

sore hand *adj+n* [ˌsɔ: ˈhænd]	боль в руке
sore leg *adj+n* [ˌsɔ: ˈleg]	боль в ноге
sore throat *adj+n* [ˌsɔ: ˈθrəʊt]	боль в горле
sorry *v* [ˈsɒri]	сожалеть
Sorry, you have the wrong number.	Простите, вы набрали неверный номер.
sound *n* [saʊnd]	звук
soup *n* [su:p]	суп
south *n* [saʊθ]	юг
south-east [ˌsaʊθˈi:st]	юго-восток
south-west [ˌsaʊθˈwest]	юго-запад
sparrow *n* [ˈspærəʊ]	воробей
space *n* *pl (-)* [speɪs]	космос
speak *v* [spi:k]	говорить
speak to *v+prep* [ˈspi:k tə]	разговаривать с …
special *adj* [ˈspeʃl]	специальный; особенный
spell *v* [spel]	писать/произносить по буквам
spend *v* [spend]	проводить
spider *n* [ˈspaɪdə]	паук
spider monkey *n+n* [ˌspaɪdə ˈmʌŋki]	паукообразная обезьяна
spoon *n* [spu:n]	ложка
spot *n* [spɒt]	пятно
sport *n* [spɔ:t]	спорт
sportsman *n* *pl (-men)* [ˈspɔ:tsmən]	спортсмен
sports centre *n+n* [ˈspɔ:ts ˈsentə]	спортивный центр
sports uniform *n+n* [ˈspɔ:ts ˈju:nɪfɔ:m]	спортивная форма
spring *n* [sprɪŋ]	весна
spy *n, v* [spaɪ]	1) шпион; 2) шпионить
square *adj, n* [skweə]	1) квадратный; 2) квадрат
square kilometre (sq.km) *n* [- ˈkɪləˌmi:tə]	квадратный километр
staff room *n+n* [ˌstɑ:fˈru:m]	учительская
stand *v* [stænd]	стоять
Stand up. [ˈstændʌp]	Встаньте.
start *n, v* [stɑ:t]	1) начало; старт 2) начинать
station *n* [ˈsteɪʃn]	1) станция; 2) вокзал
stay (at) *v* [steɪ]	оставаться
stay at school [ˈsteɪ ət ˈsku:l]	оставаться в школе
stay with *v+prep* [ˈsteɪ wɪð]	оставаться с …
stone *n* [ˈstəʊn]	камень
stop *v* [stɒp]	останавливаться
stork *n* [stɔ:k]	аист
story *n* *pl (-ies)* [ˈstɔ:ri]	рассказ
straight *adj* [streɪt]	прямой *(о волосах)*
strawberry *n* [ˈstrɔ:bəri]	клубника
street *n* [stri:t]	улица
stripe *n* [straɪp]	полоса
strong *adj* [strɒŋ]	сильный
student *n* [ˈstju:d(ə)nt]	студент
study *v* [ˈstʌdi]	учиться
subject *n* [ˈsʌbdʒɪkt]	школьный предмет
suddenly *adv* [ˈsʌdnli]	вдруг, внезапно
sugar *n* *pl (-)* [ˈʃʊgə]	сахар
sum *n* [sʌm]	сумма
do sums *v+n*	решать задачи *или* примеры
summer *n* [ˈsʌmə]	лето

sun *n* [sʌn]	солнце
sunbathe *v* ['sʌnbeɪð]	загорать на солнце
Sunday *n* ['sʌndi]	воскресенье
sunflower *n* ['sʌnˌflaʊə]	подсолнух
sunglasses *n* ['sʌnglɑ:sɪs]	солнцезащитные очки
sunny *adj* ['sʌni]	солнечный
supermarket *n* ['su:pəˌmɑ:kɪt]	супермаркет
sure *adj* [ʃəʊə, ʃɔ:]	уверенный
Are you sure?	Вы уверены?
surname *n* ['sɜ:neɪm]	фамилия
surprise *n* [sə'praɪz]	сюрприз
swallow *n* ['swɒləʊ]	ласточка
sweep *v* [swi:p]	мести, подметать
sweep the floor *v+n* ['swi:p ðə 'flɔ:]	подметать пол
sweet *adj, n* [swi:t]	1) сладкий; 2) сладость
swept *v* [swept]	*прошедшее время от* “sweep”
swim *v* [swɪm]	плавать
swimming *n* ['swɪmɪŋ]	плавание
table *n* ['teɪbl]	1) стол; 2) таблица
taekwondo *n* ['taɪkwɒndəʊ]	таэквондо *(боевое искусство)*
tail *n* [teɪl]	хвост
take *v* (*past* took) [teɪk]	брать, взять
take for a walk *v+n*	брать на прогулку
take a photo *v+n* ['teɪk ə 'fəʊtəʊ]	фотографировать
take the rubbish out ['teɪk ðə 'rʌbɪʃ 'aʊt]	выносить мусор
talk *v, n* [tɔ:k]	1) разговаривать; 2) разговор
talk on the phone *v+n*	говорить по телефону
tall *adj* [tɔ:l]	высокий
tasty *adj* ['teɪsti]	вкусный
taxi *n* ['tæksi]	такси
taxi-driver *n* ['tæksi 'draɪvə]	таксист
tea *n* [ti:]	чай
teach *v* [ti:tʃ]	учить
teacher *n* ['ti:tʃə]	учитель
Teachers’ Day *n+n* ['ti:tʃəz 'deɪ]	День учителя
team *n* [ti:m]	команда
teddy bear *n* ['tedi 'beə]	плюшевый медвежонок
teeth *n* [ti:θ]	зубы
telephone *n* ['telɪfəʊn]	телефон
tell *v* (*past* told) [tel]	сказать; рассказывать; сообщать
temperature *n* ['temp(ə)rətʃə]	температура
ten *num* [ten]	десять
tennis *n* ['tenɪs]	теннис
tenth *num* [tenθ]	десятый
text *n* [tekst]	текст
Thank you. ['θæŋkju:]	Спасибо.
that *adj* [ðət, ðæt]	1) то, та, то, те; 2) это, эта, этот
the [ðə, ðɪ]	*определённый артикль*
theatre *n* ['θɪətə]	театр
their *adj* [ðə, ðeə]	их
them *pron* [ðəm, ðem]	им
then *conj* [ðen]	затем
there *adv* [ðeə, ðə]	там

there is/are [ðerɪz / ðerɑ:] там есть ...
thermometer *n* [θə'mɒmɪtə] термометр
these *pron* [ði:z] эти
they *pron* [ðeɪ] они
thin *adj* [θɪn] худой, тонкий
thing *n* [θɪŋ] вещь, предмет
think *v* [θɪŋk] думать
third *num* [θɜ:d] третий
thirteen *num* [ˌθɜ:'ti:n] тринадцать
thirty *num* ['θɜ:ti] тридцать
thirty-one *num* [ˌθɜ:ti 'wʌn] тридцать один
this *pron adj* [ðɪs] это, этот, эта
those *pron* [ðəʊz] те
thousand *num* ['θaʊzənd] тысяча
three *num* [θri:] три
three hundred *num* [ˌθri: 'hʌndrəd] триста
throw *v* (*past* threw) [θrəʊ] бросать
throw in the air [-ɪn ðə eə] подкидывать
thunderstorm *n* ['θʌndəstɔ:m] гроза
Thursday *n* ['θɜ:zdi] четверг
tick *v* [tɪk] отмечать галочкой
ticket *n* ['tɪkɪt] билет
tidy up *v* ['taɪdiʌp] прибирать
tiger *n* ['taɪgə] тигр
tights *n* ['taɪts] колготки
time *n* [taɪm] 1) время; 2) раз
on time в срок, вовремя
timeline *n* ['taɪmlaɪn] временная шкала, хронология
timetable *n* ['taɪmˌteɪbl] расписание
tired *adj* [taɪəd] уставший
title *n* ['taɪtl] название, заглавие
to *prep* [tu, tə, tu:] 1) к, в *(предлог направления);* 2) без ... *(предлог времени)*
go to school ходить в школу
ten minutes to eleven без десяти одиннадцать
toaster *n* ['təʊstə] тостер
today *adv* [tə'deɪ] сегодня
toe *n* [təʊ] палец ноги
toilet *n* ['tɔɪlət] 1) туалет; 2) унитаз
tomato *n* [tə'mɑ:təʊ] помидор
tomato salad *n+n* [tə'mɑ:təʊ 'sæləd] салат из помидоров
tomorrow *adv* [tə'mɒrəʊ] завтра
tongue twister *n+n* [ˌtʌŋ'twɪstə] скороговорка
too *adv* [tu:] также, тоже
took *v* [tʊk] *прошедшее время от* “take”
tooth *n pl (teeth)* [tu:θ] зуб
toothache *n* ['tu:θeɪk] зубная боль
toothbrush *n* ['tu:θbrʌʃ] зубная щётка
toothpaste *n* ['tu:θpeɪst] зубная паста
tortoise *n* ['tɔ:təs] черепаха
total *n* ['təʊtl] всего, итого
touch *v* [tʌtʃ] дотрагиваться
tourist *n* ['tʊərɪst] турист
town *n* [taʊn] (небольшой) город

toy *n* [tɔɪ]	игрушка
toy shop *n+n* [ˈtɔɪʃɒp]	магазин игрушек
tractor *n* [ˈtræktə]	трактор
tradition *n* [trəˈdɪʃ(ə)n]	традиция
traditional *adj* [trəˈdɪʃnl]	традиционный
traffic *n* [ˈtræfɪk]	дорожное движение
train *v, n* [treɪn]	1) тренироваться; 2) поезд
trainers *n* [ˈtreɪnəz]	кроссовки
translate *v* [trænsˈleɪt]	переводить
transport *n* [ˈtrænspɔ:t]	транспорт
travel *v* [ˈtrævəl]	путешествовать
tree *n* [tri:]	дерево
T. Rex *n* [ˈti: ˈreks]	тиранозавр *(хищный динозавр)*
triangle *n* [ˈtraɪæŋgəl]	треугольник
trousers *n* [ˈtraʊzəz]	брюки
true *adj* [tru:]	верный, правильный
try *v* [traɪ]	пытаться; стараться
T-shirt *n* [ˈti: ˈʃɜ:t]	футболка
tube *n* [tju:b]	метрополитен
Tuesday *n* [ˈtju:zdi]	вторник
tugai *n* [tʊˈgaɪ]	тугаи
tulip *n* [ˈtju:lɪp]	тюльпан
tummy ache *n+n* [ˌtʌmi ˈeɪk]	боли в области живота
tundra *n* [ˈtʌndrə]	тундра
turkey *n pl (-s)* [ˈtɜ:ki]	индюшка
turn *n, v* [tɜ:n]	1) поворот; 2) поворачивать
turn left *v+n* [ˈtɜ:n ˈleft]	повернуть налево
turn off *v* [ˈtɜ:nɒf]	закрывать *(кран)*; выключать *(свет, радио и т.п.)*
turn right *v+n* [ˈtɜ:n ˈraɪt]	повернуть направо
turnip *n* [ˈtɜ:nɪp]	репа
turtle *n* [ˈtɜ:tl]	морская черепаха
TV star *n* [ˌti:ˈvi:ˈstɑ:]	телезвезда
twelfth *num* [twelfθ]	двенадцатый
twelve *num* [twelv]	двенадцать
twenty *num* [ˈtwenti]	двадцать
twenty-one *num* [ˈtwenti ˈwʌn]	двадцать один
twin *n* [twɪn]	близнец
two *num* [tu:]	два
two hundred *num* [ˌtu: ˈhʌndrəd]	двести
two-storey house [ˌtu:ˈstɔ:rɪ haʊs]	двухэтажный дом
ugly *adj* [ˈʌgli]	безобразный; уродливый
umbrella *n* [ʌmˈbrelə]	зонт
uncle *n* [ˈʌŋkl]	дядя
under *prep* [ˈʌndə]	под
underground *n* [ˈʌndəgraʊnd]	метрополитен
understand *v* [ˌʌndəˈstænd]	понимать
unhealthy *n* [ʌnˈhelθi]	нездоровый
uniform *n* [ˈju:nɪfɔ:m]	форменная одежда, форма
unit *n* [ˈju:nɪt]	раздел
university *n pl (-ies)* [ˌju:nɪˈvɜ:sɪti]	университет
untidy *adj* [ʌnˈtaɪdi]	неубранный
unusual *adj* [ʌnˈju:ʒʊəl]	необычный, странный

up *adv* [ʌp] вверх
upstairs *adv* [ˌʌpˈsteəz] на верхнем этаже
us *pron* [əs, ʌs] нас, нам
use *v* [juːz] использовать
usually *adv* [ˈjuːʒʊəli] обычно
Uzbek *adj, n* [ˈʊzbek] 1) узбекский; узбек; 2) узбекский язык

vacuum cleaner *n+n* [ˈvækjuəm ˈkliːnə] пылесос
vampire bat *n+n* [ˈvæmpaɪəˈbæt] кровососущая летучая мышь
varan *n* [vʌˈrɑːn] варан
vase *n* [vɑːz] ваза
vegetable *n* [ˈvedʒtəbl] овощ
very *adv* [ˈveri] очень
video *adj* [ˈvɪdɪəʊ] видео
village *n* [ˈvɪlɪdʒ] деревня, кишлак
violet *adj* [ˈvaɪəlɪt] фиолетовый, тёмно-лиловый
visit *v* [ˈvɪzɪt] наносить визит, посещать
vitamin *n* [ˈvɪtəmɪn] витамин
volleyball *n* [ˈvɒlibɔːl] волейбол

wait (for) *v* [ˈweɪtfɔː] ждать
wake up *v* [ˈweɪkʌp] просыпаться
walk *v* [wɔːk] гулять; идти, ходить пешком
wall *n* [wɔːl] стена
want *v* [wɒnt] хотеть, желать
warm *adj* [wɔːm] тёплый
was [wəz, wɒz] был, была (*прошедшее время от* “be” *в единственном числе)*
was born [wəz ˈbɔːn] родиться
wash *v* [wɒʃ] мыть
do the washing *v+n* [ˈduː ðə ˈwɒʃɪŋ] стирать (бельё)
wash the dishes *v+n* [ˈwɒʃ ðə ˈdɪʃɪz] мыть посуду
washing machine *n+n* [ˈwɒʃɪŋməˌʃiːn] стиральная машина
washing-up *n* [ˌwɒʃɪŋˈʌp] мытьё посуды
waste *n pl (-), v* [weɪst] 1) мусор; 2) тратить впустую
watch *v* [wɒtʃ] 1) смотреть; 2) наблюдать
watch TV *v+n* [ˈwɒtʃ ˌtiːˈviː] смотреть телевизор
water *n pl (–)* [ˈwɔːtə] вода
watermelon *n* [ˈwɔːtəmelən] арбуз
water skiing *n+n* [ˈwɔːtəˌskiːɪŋ] воднолыжный спорт
we *pron* [wi, wiː] мы
wear *v* [weə] носить одежду
weather *n* [ˈweðə] погода
Wednesday *n* [ˈwenzdi] среда
wedding *n* [ˈwedɪŋ] свадьба
week *n* [wiːk] неделя
weekend *n* [ˌwiːkˈend] конец недели
well *adv* [wel] хорошо
Welsh *adj, n* [welʃ] уэльсский; уэльсский язык
went [went] *прошедшее время от* “go”
were [wɜː] были (*прошедшее время от “be” во множественном числе*)

west *n* [west] запад
western *adj* [ˈwestən] западный

wet *adj* [wet]	влажный
whale *n* [weɪl]	кит
what *pron, adv* [wɒt]	1) что; 2) какой
What about you?	А вы?
wheel *n* [wi:l]	колесо
when *adv* [wen]	когда
When's he/she at home?	Когда он/она будет дома?
where *adv* [weə]	где, куда
Where are you going? ['weərɑ: ju: 'gəʊɪŋ]	Куда вы идёте?
Where can I buy ...? ['weə kən aɪ 'baɪ]	Где я могу купить ... ?
which *pron* [wɪtʃ]	который
white *adj* [waɪt]	белый
whiteboard *n* ['waɪtbɔ:d]	белая классная доска
who *pron* [hu:]	кто
whose *pron* [hu:z]	чей
why *pron* [waɪ]	почему
wife *n pl (wives)* [waɪf]	жена
wild *adj* [waɪld]	дикий
wildlife *n* ['waɪldlaɪf]	дикая природа
willow *n* ['wɪləʊ]	ива
wind *n* [wɪnd]	ветер
window *n* ['wɪndəʊ]	окно
windstorm *n* ['wɪndstɔ:m]	буря, ураган
windy *adj* ['wɪndi]	ветреный
winter *n* ['wɪntə]	зима
wise *adj* [waɪz]	мудрый
wish *n, v* [wɪʃ]	1) желание; 2) желать
with *prep* [wɪð, wɪθ]	с
wolf *n pl (wolves)* [wʊlf] ['wʊlvz]	волк
woman *n pl (women)* ['wʊmən] ['wɪmɪn]	женщина
wonderful *adj* ['wʌndəf(ə)l]	красивый, прекрасный
word *n* [wɜ:d]	слово
wordlist *n* ['wɜ:dlɪst]	список слов
work *n, v pl (–)* [wɜ:k]	1) работа; 2) работать
workbook *n* ['wɜ:kbʊk]	рабочая тетрадь
world *n* [wɜ:ld]	мир
Would you like... ? [wədjə 'laɪk]	Хотите ...?
write *v* [raɪt]	писать
wrong *adj* [rɒŋ]	неправильный
yard *n* [jɑ:d]	двор
year *n* [jɜ:]	год
years old [ˌjɪəz 'əʊld]	... лет
yellow *adj* ['jeləʊ]	жёлтый
yes *adv* [jes]	да
yesterday *adv* ['jestədi]	вчера
you *pron* [jə, jʊ, ju:]	1) ты, вы; 2) тебя, вас, вам
young *adj* [jʌŋ]	молодой
your *adj* [jə, jɔ:]	твой; ваш
yucky *adj* ['jʌki]	отвратительный
yummy *adj* ['jʌmi]	вкусный, аппетитный
zebra *n* ['zi:brə]	зебра
zoo *n* [zu:]	зоопарк

Geographical names

Afghanistan *n*	[æf'gænɪstɑ:n]	Афганистан
Africa *n*	['æfrɪkə]	Африка
Amazon *n*	['æməzən]	Амазонка
America *n*	[ə'merɪkə]	Америка
Amu Darya *n*	[ɑ:'mu: dɑ:'rjɑ:]	Амударья
Antarctic Circle *n*	[æn'tɑ:ktɪk 'sɜ:kəl]	Антарктический полярный круг
Antarctica *n*	[æn'tɑ:ktɪkə]	Антарктида
Aral Sea *n*	['ærəl 'si:]	Аральское море
Arctic *n*	['ɑ:ktɪk]	Арктика
Arctic Circle *n*	['ɑ:ktɪk 'sɜ:kəl]	Северный полярный круг
Arctic Ocean *n*	['ɑ:ktɪk 'əʊʃən]	Северный Ледовитый океан
Asia *n*	['eɪʃə]	Азия
Atlantic Ocean *n*	[ət'læntɪk 'əʊʃən]	Атлантический океан
Auckland *n*	['ɔ:klənd]	Окленд
Australia *n*	[ɒ'streɪlɪə]	Австралия
Australian Alps *n*	[ɒ'streɪliən 'ælps]	Австралийские Альпы
Belfast *n*	[ˌbel'fɑ:st]	Белфаст
Ben Nevis *n*	['ben 'nevɪs]	Бен-Невис
Berlin *n*	[bɜ:'lɪn]	Берлин
Black Sea *n*	['blæk 'si:]	Чёрное море
Brazil *n*	[brə'zɪl]	Бразилия
Brisbane *n*	['brɪzbən]	Брисбен
Cairo *n*	['kaɪ(ə)rəʊ]	Каир
California *n*	[ˌkælɪ'fɔ:nɪə]	Калифорния
Canada *n*	['kænədə]	Канада
Canberra *n*	['kænbərə]	Канберра
Cardiff *n*	['kɑ:dɪf]	Кардифф
Central Africa *n*	[ˌsentrəl 'æfrɪkə]	Центральная Африка
Central America *n*	[ˌsentrəl ə'merɪkə]	Центральная Америка
Central Asia *n*	[ˌsentrəl 'eɪʃə]	Центральная Азия
Chimgan *n*	[tʃɪm'gɑ:n]	Чимган
China *n*	['tʃaɪnə]	Китай
Colorado *n*	[ˌkɒlə'rɑ:dəʊ]	Колорадо
Edinburgh *n*	['edɪnbərə]	Эдинбург
Egypt *n*	['i:dʒɪpt]	Египет
The Eiffel Tower	[ðɪ:'aɪfəl 'taʊə]	Эйфелева башня
England *n*	['eŋglənd]	Англия
Equator *n*	[ɪ'kweɪtə]	Экватор
Europe *n*	['jʊərəp]	Европа
Fergana Valley *n*	[fer'gɑ:nɑ: 'vælɪ]	Ферганская долина
Florida *n*	['flɒrɪdə]	Флорида
France *n*	['frɑ:ns]	Франция
Germany *n*	['dʒɜ:məni]	Германия
Gissar *n*	[gɪ'sɑ:]	Гиссар
Great Britain *n*	['greɪt 'brɪtn]	Великобритания
Great Lakes *n*	['greɪt 'leɪks]	Великие озёра

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Hazret Sultan *n* [hʌz'ret sul'tɑ:n]	Хазрет-Султан
India *n* ['ɪndiə]	Индия
Indian Ocean *n* ['ɪndiən 'əʊʃən]	Индийский океан
Indonesia *n* [ˌɪndə'ni:ziə]	Индонезия
Irish Republic *n* [ˌaɪərɪʃ rɪ'pʌblɪk]	Ирландская Республика
Italy *n* ['ɪtəli]	Италия
Japan *n* [dʒə'pæn]	Япония
Karakum Desert *n* [kɑ:'rɑ:'ku:m 'dezət]	пустыня Каракумы
Kazakhstan *n* [ˌkæzæk'stɑ:n]	Казахстан
Kitab *n* [ki'tɑ:b]	Китаб
Kyzylkum Desert *n* [kɪ'zɪl'ku:m 'dezət]	пустыня Кызылкум
Korea *n* [kə'rɪə]	Корея
Kyrgyzstan *n* [ˌkɜ:giz'stɑ:n]	Кыргызстан
Lake Taupo *n* ['leɪk 'tɒpəʊ]	озеро Топо
Lake Windermere *n* ['leɪk 'wɪndəˌmɪə]	озеро Виндермер
Loch Ness *n* ['lɒk 'nes]	Лох-Несс
London *n* ['lʌndən]	Лондон
Lough Neagh *n* ['lɒk 'neɪ]	Лох-Ней
Mackenzie *n* [mə'kenzɪ]	Маккензи
Malaysia *n* [mə'leɪziə]	Малайзия
Manas *n* [mʌ'nɑ:s]	Манас
Melbourne *n* ['melbən]	Мельбурн
Mexico *n* ['meksɪkəʊ]	Мексика
Mississippi *n* [ˌmɪsɪ'sɪpɪ]	Миссисипи
Montreal *n* [ˌmɒntrɪ'ɔ:l]	Монреаль
Moscow *n* ['mɒskəʊ]	Москва
Mount Cook *n* ['maʊnt 'kuk]	гора Кука
Mount Everest *n* ['maʊnt 'evərest]	пик Эверест
Mount Ruapehu *n* ['maʊnt ˌru:ə'peɪhu:]	гора Руапеху
Mount Taranaki *n* ['maʊnt ˌtɑ:rə'nɑ:kɪ]	гора Таранаки
Murray *n* ['mʌrɪ]	река Муррей
New Zealand *n* [ˌnju: 'zi:lənd]	Новая Зеландия
Nile *n* ['naɪl]	Нил
North America *n* [ˌnɔ:θ ə'merɪkə]	Северная Америка
North Island *n* [ˌnɔ:θ 'aɪlənd]	Северная Исландия
North Sea *n* ['nɔ:θ 'si:]	Северное Море
Northern Ireland *n* [ˌnɔ:ðən 'aɪlənd]	Северная Ирландия
Nurata *n* [ˌnʊrʌ'tʌ:]	Нурата
Ottawa *n* ['ɒtəwə]	Оттава
Oxford *n* ['ɒksfəd]	Оксфорд
Pacific Ocean *n* [pə'sɪfɪk 'əʊʃən]	Тихий океан
Pakistan *n* [ˌpɑ:kɪ'stɑ:n]	Пакистан
Pamir Mountains *n* [pə'mɪə 'maʊntɪnz]	Памирские горы
Paris *n* ['pærɪs]	Париж
Perth *n* [pɜ:θ]	Перт
Picton *n* ['pɪktən]	Пиктон
Poland *n* ['pəʊlənd]	Польша
Rocky Mountains *n* ['rɒkɪ 'maʊntɪnz]	Скалистые горы
Rome *n* ['rəʊm]	Рим

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Rotorua *n*	['rɒtɒrʊə]	Роторуа
Russia *n*	['rʌʃə]	Россия
Saint Lawrence *n*	[sənt 'lɔ:rəns]	река Святого Лаврентия
Scotland *n*	['skɒtlənd]	Шотландия
Severn *n*	['sevən]	Северн
Snowdon *n*	['snəʊdən]	Сноудон
South Africa *n*	[ˌsaʊθ 'æfrɪkə]	Южная Африка
Southern Alps *n*	[ˌsʌðən 'ælps]	Южные Альпы
South America *n*	[ˌsaʊθ ə'merɪkə]	Южная Америка
Sydney *n*	['sɪdnɪ]	Сидней
Syr Darya *n*	[ˌsɪədɑ:'rjɑ:]	Сырдарья
Tajikistan *n*	[tɑ:ˌdʒi:kɪ'sta:n]	Таджикистан
Tasman Sea *n*	['tæzmən 'si:]	Тасманское море
Thames *n*	[temz]	Темза
Tianshan Mountains *n*	[tɪ'en'ʃɑ:n 'maʊntɪnz]	горы Тянь-Шаня
Tokyo *n*	['təʊkɪəʊ]	Токио
Toronto *n*	[tə'rɒntəʊ]	Торонто
Tower of London *n*	['taʊər əv 'lʌndən]	Лондонский Тауэр
Trafalgar Square *n*	[trə'fælgə 'skweə]	Трафальгарская площадь
Turkey *n*	['tɜ:ki]	Турция
Turkmenistan *n*	[ˌtɜ:kmenɪ'stɑ:n]	Туркменистан
Ugam Chatkal *n*	[ʊˌgɑm tʃʌt'kɑ:l]	Угам-Чаткал
Ullswater *n*	['ʌlzwɔ:tə]	озеро Алсуотер
United Kingdom (the UK) *n*	[ju:ˌnaɪtɪd 'kɪŋdəm]	Соединенное Королевство
Urgench *n*	[ʊr'gentʃ]	Ургенч
USA *n*	['ju:'es'eɪ]	США
Ust Urt *n*	[ˌʊst 'jurt]	Устюрт
Uzbekistan *n*	[ʊzˌbekɪ'sta:n]	Узбекистан
Vancouver *n*	[væn'ku:və]	Ванкувер
Wales *n*	['weɪlz]	Уэльс
Warsaw *n*	['wɔ:sɔ:]	Варшава
Washington *n*	['wɒʃɪŋtən]	Вашингтон
Wellington *n*	['welɪŋtən]	Веллингтон
Zarafshan *n*	[ˌzʌrɑ:f'ʃɑ:n]	Зеравшан
Zaamin *n*	['zɑ:mɪn]	Заамин

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O'quv nashri

Svetlana Xan, Ludmila Kamalova, Lutfullo Jo'rayev

Teens' English 6

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Toshkent – 2018

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Художественный редактор *Х. Кутлуков*
Художники: *Ю. Габзалилов, А. Чапленко, Н. Нурматова*
Редакторы *Л. Жураев, О. Вульф*
Технический редактор *Т. Харитонова*
Корректор Ш. Иногамова
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Сведения о состоянии учебника, выданного в аренду

№	Имя, фамилия ученика	Учебный год	Состояние учебника	Подпись классного руководителя	Состояние учебника при сдаче	Подпись классного руководителя
1						
2						
3						
4						

Таблица заполняется классным руководителем при передаче учебника в пользование и возвращении назад в конце учебного года. При заполнении таблицы используются следующие оценочные критерии:

Новый	Состояние учебника перед поступлением в аренду
Хорошо	Обложка целая, не оторвана от основной части книги. Все страницы имеются, целые, не порваны, не отклеены, на страницах нет записей и помарок.
Удовлетворительно	Обложка измята, исчерчена, края обтрепаны, отделены частично от основной части книги. Отреставрирована пользователем удовлетворительно. Некоторые страницы исчерчены, вырванные страницы подклеены.
Неудовлетворительно	Обложка исчерчена, разорвана полностью или частично оторвана от основной части книги, отреставрирована удовлетворительно. Страницы порваны, разукрашены, испачканы, некоторые отсутствуют. Восстановление невозможно.