TEENS' ENGLISH 7

Учебник для школ общего среднего образования
с русским языком обучения

Рекомендован Министерством народного образования Республики Узбекистан

Pupil's Book





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 – аудирование и понимание на слух, выполнение видеозаданий;

 – письменные задания с рабочей тетрадью; ученики открывают рабочую тетрадь, переписывают и выполняют соответствующие задания;

 – диалоги для практики говорения;

 – дополнительные задания для продвинутых учеников.

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Dear Pupil!

Welcome to **Teens' English 7**!

This **pupil's book** 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!

Приглашаем тебя совершить путешествие по страницам учебника **Teens' English 7!**

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.

Выполняя **контрольные работы,** ты можешь проверить свои знания, полученные при изучении 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 материалу учебника, и твой уровень владения английским языком вскоре станет намного выше!

Учись с радостью!

Авторы

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UNIT 1 Where we live

Inquiry question:

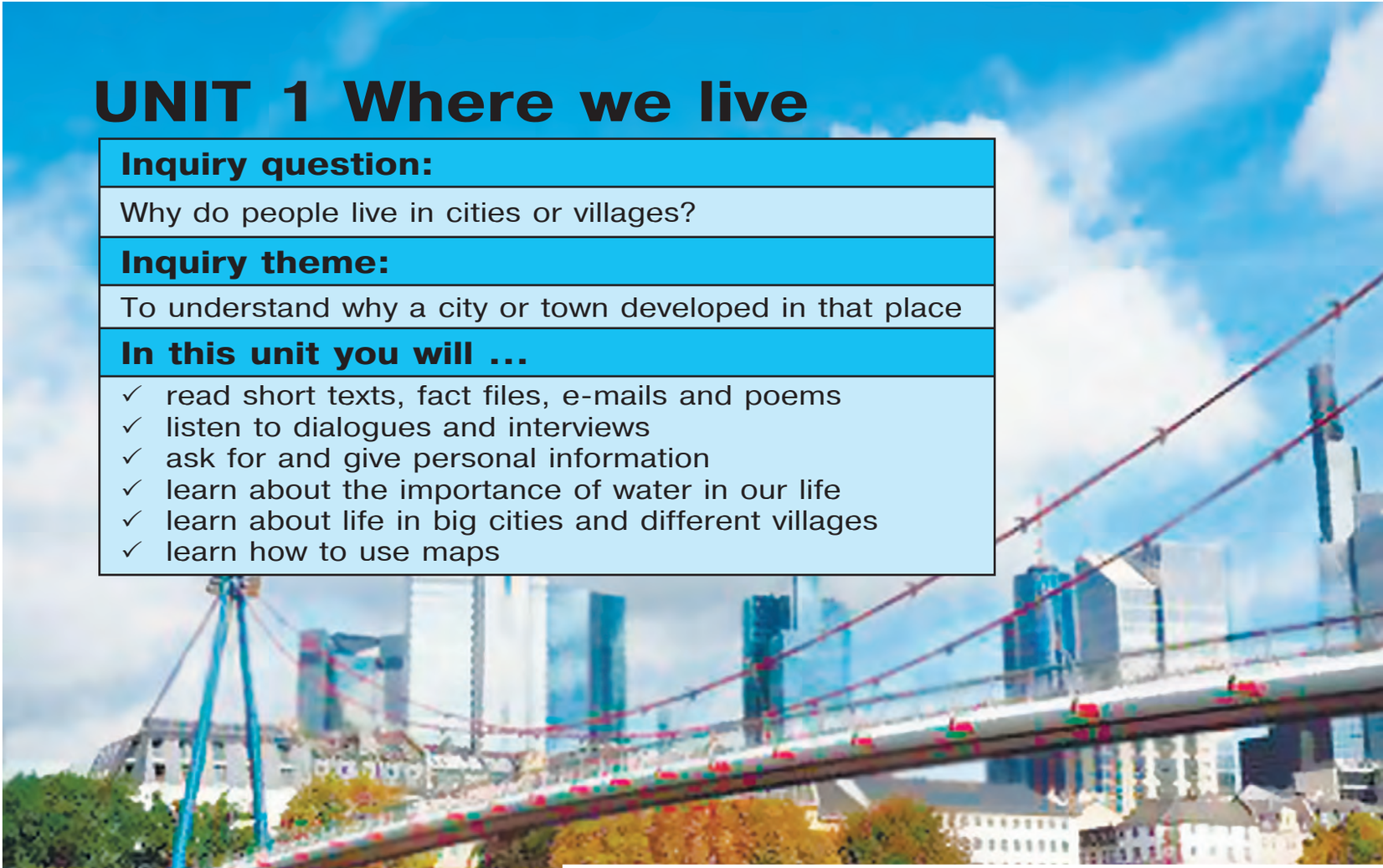
Why do people live in cities or villages?

Inquiry theme:

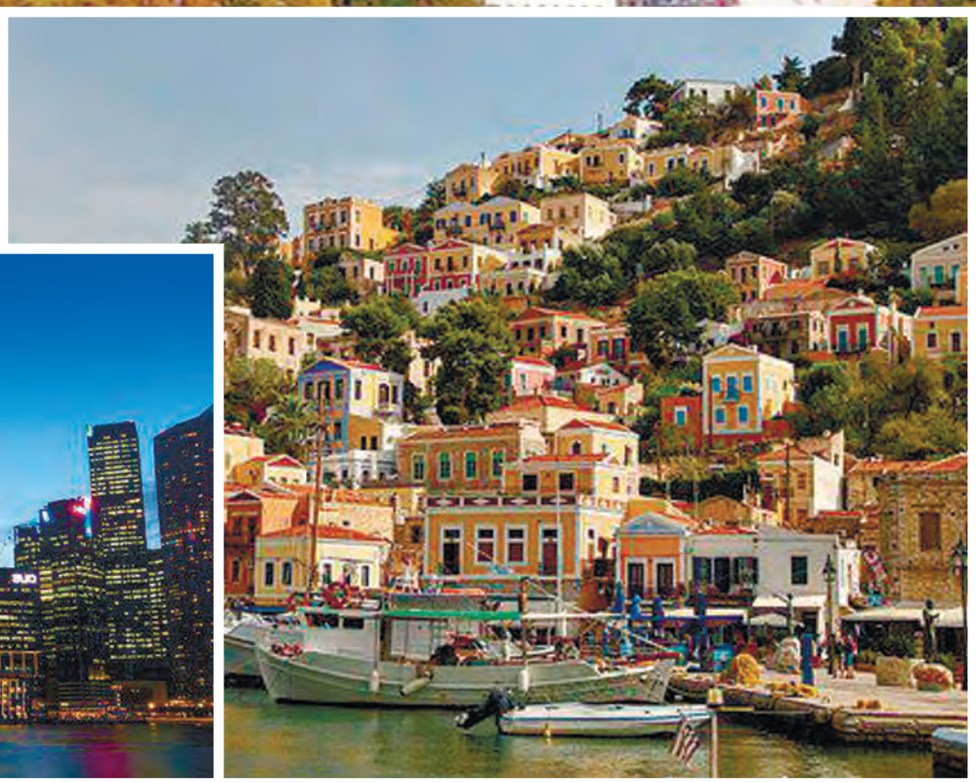
To understand why a city or town developed in that place

In this unit you will ...

- ✓ read short texts, fact files, e-mails and poems
- ✓ listen to dialogues and interviews
- ✓ ask for and give personal information
- ✓ learn about the importance of water in our life
- ✓ learn about life in big cities and different villages
- ✓ learn how to use maps











LESSON 1 Summer holidays are fun.

1 **Listen and repeat.**

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

Where did you spend your summer holidays?
What did you do there?
Did you like your summer holidays? Why?/ Why not?

2b **Report.**

Summer

By Nicolette Lennert

Summer, summer
Time for fun.
We run all day
In the hot, hot sun.
Summer, summer
Jump in the pool.
Eat a lot of ice cream
To keep cool.















3 **Listen and write T for True and F for False.**

4a **Read the e-mail. Answer the questions.**
Did Aziz like his summer? Why? Why not?

Hello Lucy,
*How **was** your summer? I **spent** my summer holidays in the summer camp. The camp **was** in the mountains and it **was** fantastic. The weather **was** nice: warm and sunny. Every morning we **did** morning exercises near the river. Then we **made** our beds and **had** our breakfast.*
*Every day we **did** different activities: we **went** hiking and **played** football or volleyball. But most of all I **liked** swimming.*
*In the evening we **had** different competitions. I **was** the chess champion.*
*I **liked** my summer holidays very much. What about you?*
Smiles,
Aziz

4b **Work in pairs. Write three questions to Aziz.**

e.g. What did you have for breakfast on holiday?

LESSON 2 What is the capital city?

1a Work in pairs. Look and think.

Look at the map. Find the capital city of England. It is London.

The language is _____

Do you know?
The United Kingdom has four countries in it. They are: England, Scotland, Wales and Northern Ireland.

1b Work in a group of 4. Think.

Do you know the capital cities of any other countries?

1c Work in a group of 4. Look and write.

What is the country in Europe nearest to England?

What are the four countries in the United Kingdom?

a) _____
b) _____
c) _____
d) _____



2a Work in pairs. Look and think.

Find the capital city of Uzbekistan. It is _____ .
The main languages in Uzbekistan are a) _____, b) _____.



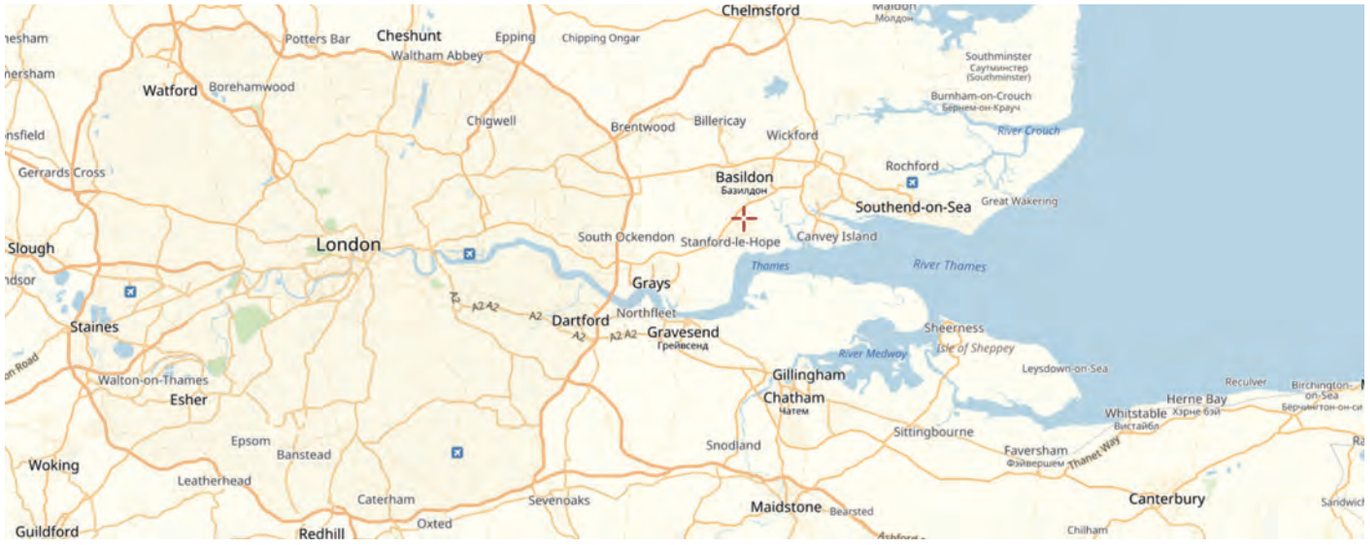
2b Work in pairs. Think and write.

What are the nearest countries to Uzbekistan?
What are the furthest countries to Uzbekistan?
What continent is the United Kingdom in?
What continent is Uzbekistan in?

LESSON 3 Water is life.

1 **Work in pairs. Look and think.**

Why did people build London city in this place?
What **special features** *(особенность, характерная черта)* does it have?



2 **Work in a group of 4. Think.**

Is it useful to have a river and sea in a city? Why?/Why not?

3 **Work in a group of 4. Look and think.**

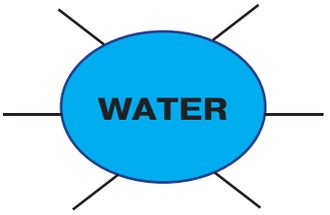
Why did people build Tashkent city in this place?
What special features does it have?



4 **Work in groups of 4. Think and discuss.**

There is a saying: “Water is life”.
What does it mean? Why do people say this?

5 **Work in groups of 4. Complete the word map.**







6 **Listen and match the texts with the sentences.**

1 Use of water in a daily life.
2 Use of water for health.
3 Use of water in **agriculture** *(сельское хозяйство)*.
4 Use of water as **transportation** *(транспорт, средства передвижения)*.



LESSON 4 Life in big cities

1a **Work in pairs. Do the quiz.**

1b **Work in pairs. Ask and answer. Complete the table.**
Pupil A look at this page. Pupil B look at page 11.

A: What's the population of Seoul?
B: It's ...

city	population	area
London		
Moscow		
Paris		
Seoul		
Istanbul		
Tokyo		

London, UK



Population: 9,046,485 people
Area: 1,579 square kilometres (sq.km)
London is the capital of the United Kingdom. It is nearly 2000 years old. And it is one of the biggest cities. It is about 60 kilometres from east to west.

Moscow, Russia



Population: 12,409,738 people
Area: 2,561 sq.km
Prince Yuri Dolgoruky started the city in 1147. Gorky Park is a central park in Moscow. 100,000 people visit it at the end of the week.

Paris, France



Population: 10,900,952 people
Area: 105 sq.km
The capital of France is Paris: it is the 2nd largest city in Europe. The streets are full of people. In the central parts of the city traffic does not stop even at night.

1c **Work in pairs. Ask and answer.**
e.g. A: Which city has more population: London or Paris?

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

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

2c **Report.**

LESSON 5 Life in villages

1a Work in pairs. Find pairs of words.

e.g. 1f

1 vintage	a energy
2 eco	b many years ago
3 smart	c friendly to nature
4 electricity	d clever
5 enough	e not little
6 step back in time	f old

1b Read and match the texts and pictures.


A


B


C

1 Most of people in India live in villages. The life in Indian villages is simple; although people have mobile phones and digital television. The roads are very bad. Some villages do not have enough electricity and there are no schools and hospitals. Many people do not have enough food. But now the people in India are trying to make smart villages. In a smart village life is better. Because in a smart village there is clean water, schools, hospitals, enough food and electricity.

2 A vintage village is a "step back in time". A lot of tourists come to Vintage Village in Minnesota (the USA) to see how people lived many years ago. There is a shop where the tourists can buy very old things like vintage clothes, toys and other things. There is also a small farmhouse. When you finish shopping, you can feed and enjoy the farm animals.

3 There are about 420 eco-villages in the world today. The first eco-villages became popular in 1991. Not many people live in an eco-village – about 150. People live life friendly to nature. When they grow plants, they do not use a lot of minerals. Italian architect Paolo Soleri made the first eco-village where he used energy of the sun.

1c Work in pairs. Read and answer.

1 In which village do people have enough food?
2 Which village do tourists visit to see old national clothes?
3 In which village do people think how to help nature?
4 Why do people in India want to make smart villages?

2a **Work in pairs. Complete the sentences with the words.**

2b **Listen and check.**

2c **Work in groups of 4/5. Complete the table. Say how Uzbek village is different from other villages in the world.**

LESSON 6 Project Our dream city

1 **Work in groups of 4/5. Design your dream city.**

1 What is this place like?
2 Where is it?
3 Why is it popular?
4 What do people do there?
5 How do people get there?

2 **Present your dream city.**

the most interesting/ wonderful/popular; historical, exciting, unusual, cultural, modern, local

3 **Choose 1) the most interesting dream city; 2) the most creative dream city; 3) the most comfortable dream city.**

Unit 1•Lesson 4

1b **Work in pairs. Pupil B: Look at this page. Ask and answer. Complete the table.**

A: What's the population of London?
B: It's ...

city	population	area
London		
Moscow		
Paris		
Seoul		
Istanbul		
Tokyo		



Population: 14,804,116 people
Area: 5,461 sq.km
Istanbul is one of the oldest cities in the world. It is the capital city which is between Europe and Asia. Istanbul is the biggest city of Turkey.



Population: 9,963,497 people
Area: 10,400 sq.km
Seoul is the largest city in South Korea and its capital. It is one of the largest cities in the world with many of the world's companies.



Population: 37,468,302 people
Area: 13,500 sq.km
Tokyo is the capital of Japan, home to the Japanese Emperor and Imperial Family. Today the city offers a lot of shopping and sightseeing that show many places of the Japanese culture.

Graffiti – street art

Modern graffiti began in big cities in the United States in the 1970s. In New York, young people wrote their names, or 'tags', in pen on walls around the city.

One of the first 'taggers' was a teenager called Demetrius. His tag was TAKI 183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius's tag and started writing their tags too. Soon, there were tags on walls, buses and trains all over New York.

Then, some teenagers started writing their tags with aerosol paint. Their tags were bigger and more colourful. Aerosol paint graffiti became very popular in the 1970s and 1980s. It appeared on trains, buses and walls around the world.



In the 1990s and 2000s, a lot of graffiti artists started painting pictures. Some artists' pictures were about politics. Other artists wanted to make cities beautiful and painted big, colourful pictures on city walls.

Graffiti in galleries

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones' where artists can paint on walls. In Sao Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit Sao Paulo just to see the street art!

In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots



of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There are exhibitions of street art in galleries in Paris, London and Los Angeles.

Who are the artists?

Some street artists are famous:

Os Gemeos are twin brothers from Sao Paulo. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!

Blek le Rat is from Paris. He is famous for painting pictures of homeless people in big cities.

Faith47 is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on buses and, of course, on walls!



The future of street art

Many street artists use the Internet to look at photos of street art from around the world. They talk to other artists online and discuss ideas. Some street artists are famous and you can see their pictures in galleries. We do not know about the future of street art, but it is here to stay for sure!

Robin Newton

UNIT 2 I don't feel well!



Inquiry question:

Why don't we feel well?

Inquiry theme:

To understand why we do not feel well

In this unit you will ...

- ✓ read short texts, fact files, e-mails
- ✓ listen to dialogues and messages
- ✓ learn about the importance of keeping healthy diet and habits
- ✓ learn why we do not feel well and what to do in order to avoid problems
- ✓ learn about problem-cause-effect-solution relationship
- ✓ learn how to give advice







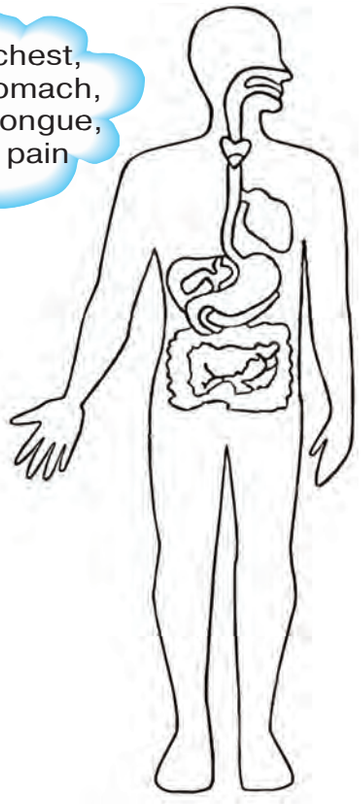




LESSON 1 I have a pain in my ...

1a **Work in pairs. Look and think. Look at the body outline. Draw and label the body.**

heart, chest, wrist, stomach, thumb, tongue, ankle, pain



1b **Check and correct your words.**

Do you know?
People have 206 bones in their body!
Cats have between 240-245 bones in their body.

2a **Work in groups of 4/5. Think.**
What other body words do you know?

2b **Work in groups of 4/5. Think.**
Have you ever been ill? What part of the body was not working well? What was wrong?

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

3b **Play "Listen and Continue".**
e.g. A: I have a pain in my ear. **B:** I can't hear you.

4 **Work in pairs. Choose the words and write a short story.**
e.g. Yesterday we played snowballs all evening and it was really fun. But it was very cold and I caught a cold. Today I am not feeling well. I cannot go to school. I should stay at home and lie in bed.

Yesterday	Today	I can't ...	I should ...
		 No school!	
• play snowballs • have a race in PI and fall • have a fight with a classmate • hurt a wrist • eat too many hamburgers • watch TV a lot • play computer games	 I have a pain in { ear, stomach, ankle, wrist, eyes }	 go to school hear walk write see	 lie in bed visit a doctor have a hot tea have a rest

LESSON 2 What's the matter with you?

1 **Look, listen and repeat.**

I have a


headache


cold/cough


(high) temperature


sore throat


runny nose


stomachache

2 **Work in pairs. Play "What's The Matter With You?"**

e.g.

A: *(mimes a cough)*
B: What's the matter with you?
A: I have a cough.
B: Oh, poor you. Get well soon.
A: Thank you.

I have


toothache


earache


flu


backache

3a **Read the text and match the headings (A-E) with the paragraphs (1-5).**

a) Is it easy to catch flu?
b) Signs and symptoms
c) General information
d) The treatment for flu
e) Prevention from flu

1 Flu is a serious illness. People get it with the virus. People have problems with the nose, throat and other parts of the body. Flu can be dangerous for children and adults. It is very active during the winter months.

2 Flu usually has 2 or 3 symptoms: a) a high temperature that starts suddenly (the temperature is usually more than 38°C); b) pain in the body; c) a headache; d) a cough; e) a sore throat; f) low energy; g) a runny nose

3 It is very easy to get a flu virus. Healthy and strong people can get it because the virus is in the air. When ill people cough, the virus goes to the air. It is on the hands, things, everywhere. You can get the virus from a cup, a pen or other objects.

4 What can we do not to get flu? First of all you should often wash your hands. You should clean the things, wash the floor and air the room. You should not be near the ill people. Some medicine can help too.

5 If you get flu, stay at home, do not go to work or study. You should drink a lot of hot milk, tea or herbal tea. Use nose drops. Remember, you should visit a doctor and take medicine.

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

1 What is flu?
2 How easy is it to catch flu?
3 What are the signs and symptoms of flu?
4 What is the treatment for flu?
5 Can we do anything to prevent catching flu?

3c **Match the following sentences (1-4) with the given endings (a-d).**

LESSON 3 I've brought warm clothes.

1a Work in pairs. Read, ask and answer.

e.g. Do you brush your teeth every day?

Healthy habits

- Brush teeth every day and night.
- Visit the dentist every year.
- Spend less than 2 hours a day watching TV and playing computer games.
- Eat 5 fruit and vegetables every day.
- Drink 8 glasses of water a day.
- Don't drink Cola.
- Eat less fast food.
- Always wash your hands with soap: before eating. after coming home from school.
- Cover your mouth when you sneeze or cough.
- Wear a helmet when you ride your bike.
- Wear warm clothes when it is cold.

1b Write two sentences with "should" and two with "shouldn't".

e.g. We should brush our teeth every day.
We shouldn't drink Cola.

2a Work in pairs. Complete the sentences with 'should' or 'shouldn't'.

2b  **Listen and tick.**

Dear parents,

On Saturday our class is going to the mountains for two days. We are going to live in a camp. All students (1) ... bring warm clothes and comfortable shoes. Please give your children extra warm socks because it is cold at night.

Children (2) ... bring any food because we are going to eat at the camp canteen. They can bring some money but not much. They (3) ... bring any gadgets like mp3 players or mobile phones.

The teachers have mobile phones. You can contact them.

The Teachers







2c Work in pairs. Complete the sentences.

Betty has brought ... Ann ...

3 Match the questions and answers.

1 Why aren't you writing?	a I've broken my wrist.
2 Why aren't you eating?	b I've cut my finger.
3 Why aren't you playing volleyball?	c I've broken my leg.
4 Why aren't you watching the film?	d I have a headache.
5 Why aren't you playing football?	e I have a stomachache.

LESSON 4 Have you ever ...?

1 **Check your homework. Listen and repeat.**

2a **Work in pairs. Look at the pets and ask.**

e.g. Have you ever seen a pet snake?

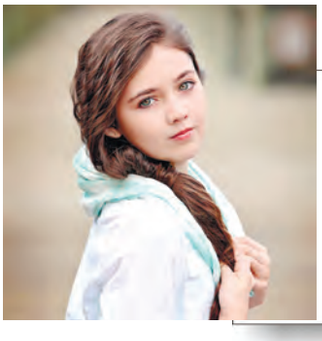


2b **Choose and write.**
Do you have a pet at home?

If Yes
1 What do you have? 2 How long have you had it? 3 How often do you play with it? 4 How do you feel when you play with it?

If No
1 Would you like to have it? 2 What would you like to have? Why? 3 What are you going to do with it? Why?

3 **Read and answer the question. Why do people have pets at home?**



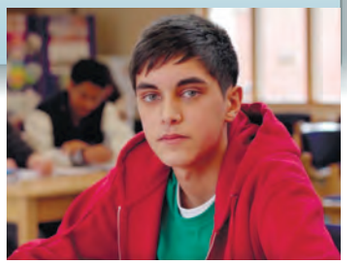
Pet therapy

A pet can become a best friend and a teacher at the same time. My children have two dogs and three cats. They learn to be responsible. They must look after their pets, feed them, wash them and keep them in good health.

Sandra

I work every day and I don't have time to exercise. I know it is unhealthy that I don't exercise and am not active. But now I have two dogs and I must take my dogs for a walk every day. It's fun and great exercise.

Brandon



Sometimes people live alone and are unhappy. Pets are great companions. They can help people feel better. You can talk to them. They can sit and listen to you. They feel when you are sad or sick.

Raina



4a **Work in pairs. Put the sentences in order.**

1 Yes I have.
2 Have you ever been to the hospital?
3 When I was 7.
4 When did it happen?

break legs/arms,
cut a finger,
have flu,
have toothache,
have a sore throat

4b **Listen and check. Make your dialogues.**

LESSON 5 You should take medicine.

1a Find the words in the Wordlist. Write the meaning.



take medicine / an aspirin / one tablet three times a day



use this cream / these eye / nose drops



drink hot tea / milk / herbal tea





put the broken leg in plaster



put a bandage / a sticking plaster



have an operation / injection

1b Listen and repeat.

2a Work in pairs. Read and match. Write the meaning of the new word.

e.g. 1d

1 My right eye hurts.	a He should take some aspirin and drink hot lemon tea.
2 My wrist hurts.	b You should put a bandage on it.
3 I have a cough.	c You should go to the dentist.
4 He has a headache.	d You should use these eye drops in the sore eye at bed time.
5 My friend has flu.	e You should put a plaster on it.
6 I've cut my finger.	f You should drink a cup of herbal tea in the morning and at night.
7 I have toothache.	g She should stay at home and drink hot lemon tea.

2b Listen and check.

3a Write a sentence with a health problem on a card.

e.g. My right ankle hurts.

3b Work in groups of 4/5. Say what you should do.

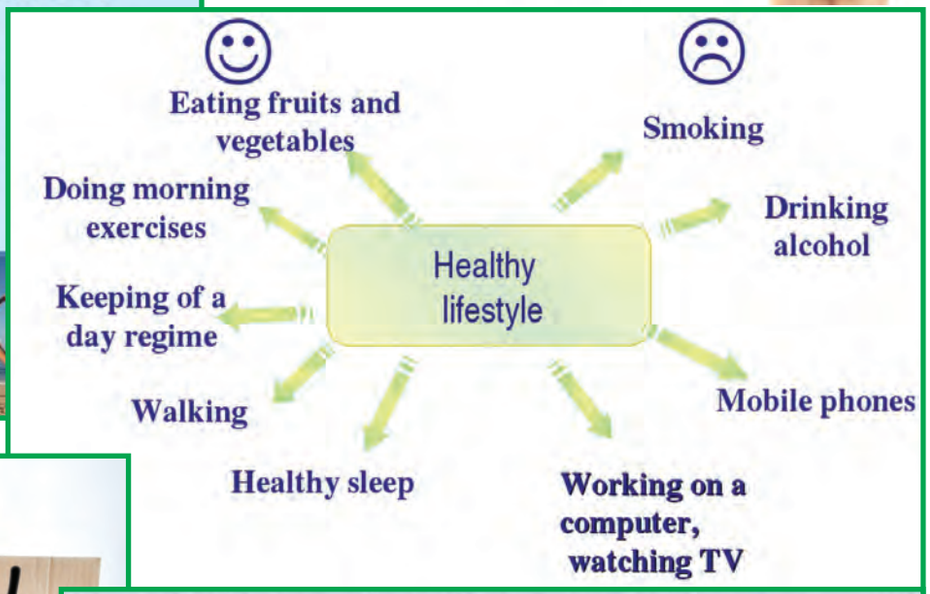
e.g. I have a pain in my ear. – You should use ...

LESSON 6 Project

1 **Look at the projects. Answer the questions.**
Which poster do you like best? Why?













2a **Work in pairs or in small groups. Think of a problem when you are sick. What is the cause and effect? Give advice with a solution. Make a poster.**

Problem =
Cause =
Effect =
Solution =

2b **Demonstrate your poster.**

HOME READING

The needle tree

There were once two brothers who lived near a forest. The elder brother treated his brother badly. He ate younger brother's food and took all his good clothes.

One day, the elder brother went into the forest to find some branches to sell at the market. After some time he saw a magical tree.

The tree said to him: "Oh kind sir, please don't cut my branches. I'll give you my golden apples".

The elder brother agreed but he did not like the number of apples. He wanted more apples. The magical tree did not say anything but it threw hundreds of small needles upon the elder brother. The boy was crying in pain.

In the evening the younger brother looked for his elder brother and found him with needles in his body. He was sorry about his brother and helped him. The younger brother took out all the needles and the elder brother became healthy again. He understood that he was wrong about his younger brother and he was sorry.

The magic tree saw the change in the elder brother's heart and gave them a lot of golden apples.



Moral of the story

It is important to be kind to people and other people will be kind to you.

The strange bird with two heads

Once upon a time, there lived a strange bird with two heads: the left head and the right head. The two heads did not like each other. But they had one body! The strange bird lived in a big tree near a river.

One day, the left head of the bird saw a beautiful tree that had a bright red fruit. The left head of the bird wanted to eat the fruit and the bird flew down to pick the fruit from the tree.

The bird took the sweet fruit, and sat by the river. The left head started eating it. When it was eating, the right head asked: "Can you give me a piece of fruit?"

The left head said: "See, we have only one belly. So if I put something in my mouth, it will go to our belly."

"But I want to taste the fruit," said the right head.

The left head was angry: "I saw the fruit first, so I can eat it without anyone."

The right head felt sad.

A few days later, the right head saw a beautiful pink fruit in a tree. The bird flew down near the tree and tried to pick the fruit and eat it.

The other birds living in the tree said: "Don't eat it. It's a poisonous fruit. It will kill you."

The left head shouted: "Don't eat it. We will all die."

However, the right head did not listen to the left head. It said: "I will eat it, because I saw it first. Don't stop me."

Finally, the right head ate the pink fruit, and in a few minutes, the strange bird with the two heads died.



Moral of the story

If you are not friendly, all the family feels bad.

UNIT 3 Sport



Inquiry question:

Why is sport good for us?

Inquiry theme:

To understand why physical activity is good for mind and body

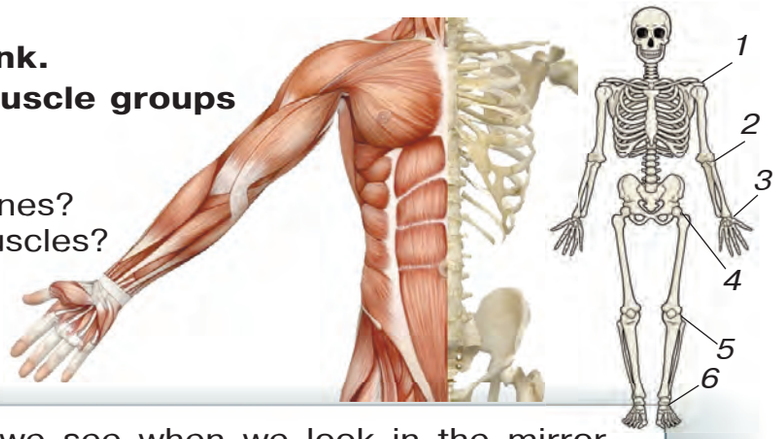
In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to dialogues and interviews
- ✓ ask for and give information about sports and its importance
- ✓ learn about the importance of keeping active
- ✓ learn about sports at school in the UK and USA
- ✓ learn how to agree with people's opinions



LESSON 1 Keeping active

1a Work in pairs. Look and think.
Look at the skeleton and muscle groups inside our body.
What do you notice?
Why do you think we need bones?
Why do you think we need muscles?



1b Work in pairs. Read and check your guesses.

Our body is more than what we see when we look in the mirror. There are **different parts** that have **different jobs**. Each part works together so we can eat, sleep, sit in class and play with friends.

Our skeleton has main functions:
- To support the body. For example, without a backbone we would not be able to stay upright.
- To protect some of the vital organs of the body. For instance, the skull protects the brain; the ribcage protects the heart and lungs.
- To help the body move. Some bones in the skeleton are joined together and cannot move against each other. Most of the bones are joined to each other by flexible joints. Muscles are needed to move bones.

Bones, joints and muscles make up our musculoskeletal system. Together, they help us move and support an active lifestyle. Keeping our bones, joints and muscles healthy is important.

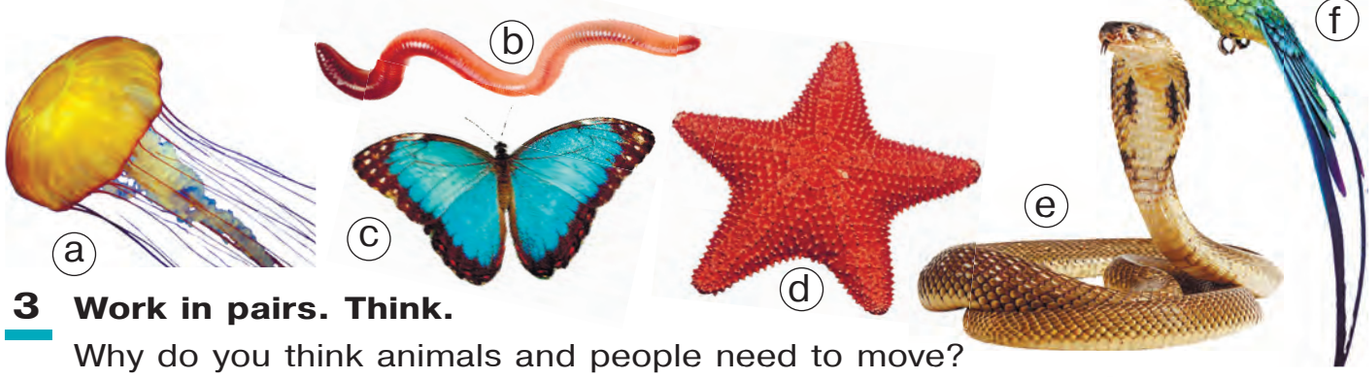
1c Look at the words in the cloud and label the skeleton.

shoulder, elbow, wrist, hip, knee, ankle

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

2 Look at the pictures. Think.

a) Which animals do you think have skeletons?
b) Why do you think the other creatures do not have skeletons?



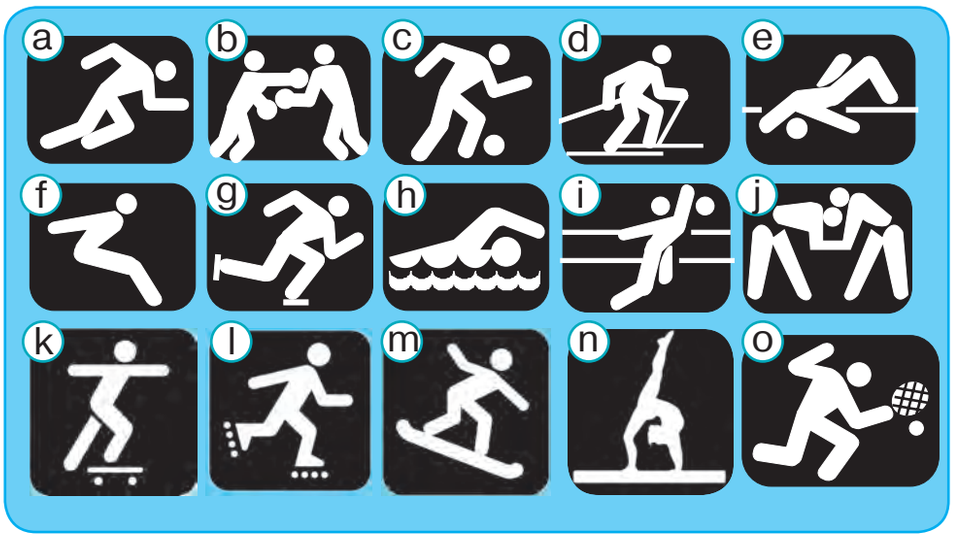
3 Work in pairs. Think.

Why do you think animals and people need to move?
What do you think happens when we do not use our muscles?
What should we do to keep our muscles strong and healthy?

LESSON 2 Sports at school

1a Look and match.

1 football
2 swimming
3 tennis
4 kurash
5 volleyball
6 running
7 high jump
8 long jump
9 skating
10 skiing
11 boxing
12 snowboarding
13 roller skating
14 skateboarding
15 gymnastics



1b Play I like/I don't like.

e.g. I like snowboarding but I don't like boxing.

1c Complete the posters.

2a Draw and complete the table for Uzbekistan.

Country	How many PI lessons a week?	How long is PI lesson?	Where do you have your PI lessons?	What do you do at PI lessons?
Uzbekistan				
The UK				
The USA				

2b **Listen and complete the table for the UK and the USA.**

3 Work in groups of 4. Compare PI lessons in Uzbekistan, the UK and the USA.









Remember:

I play basketball.
I swim.
I do boxing.

LESSON 3 I like gymnastics. So do I.

1 **Read and complete the diagram.**



Tom Cruise is a very famous Hollywood actor and film producer. Tom Cruise works a lot and travels often for his job. He is busy with acting or making films. He has made 43 films. He has starred in legendary films such as Top Guns, Mission: Impossible, The Last Samurai, Rain Man and others. He has a very unusual hobby – he loves fencing. When he is at home he spends a lot of time in his special room. In this room he practises fencing with his friends. One of them is David Beckham, a famous English footballer. He played for Manchester United, Preston North End, Real Madrid, Milan, LA Galaxy, Paris Saint-Germain and the England national team, for which he held the appearance record for an outfield player until 2016. He is the first English player to win league titles in four countries: England, Spain, the United States and France. He retired in May 2013 after a 20-year career, during which he won 19 major trophies.



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

What kind of activities do you like doing?

3a **Listen and repeat.**

1 **A:** I like gymnastics because it's a beautiful sport.
B: So do I.
2 **A:** I don't like skateboarding because it's difficult.
B: Neither do I.
3 **A:** I can play chess.
B: So can I.
4 **A:** I can't play hockey.
B: Neither can I.

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

e.g. Madina does her morning exercises every day. – So do I.
She doesn't play football. – Neither do I.

4 **Listen and write in which dialogues the speakers like or do not like something.**

e.g. 1 They **both** *(оба, обе)* like basketball.

5 **Complete the sentences.**

LESSON 4 Girls in sport

1 **Work in groups of 4/5. Look and say if this sport is for boys or girls, or both.**

basketball	boxing	karate	high jump
skateboarding	swimming	chess	long jump
roller skating	football	tennis	boxing
gymnastics	running	kurash	skiing

e.g. A: Basketball is for boys.
B: I agree./I don't agree because I think basketball is for both.

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

1 What famous boxers do you know?
2 Do women do boxing?
3 What do the words *fight, coach, champion, defeat, ring, again* mean?

2b **Work in pairs. Ask and answer. Complete the text.**

Pupil A: Look at this page. Ask and complete the text about Laila Ali.
e.g. A: What's her name?
B: Her name's Laila Ali.
Pupil B: Look at page 27.



(1) ... was born on December 30, 1977 in (2) ... . Ali began boxing when she was 18 years old. She started her fights in (3) ... and finished in 2007. Her father is a champion and the most famous boxer in the world. When she told him that she wanted (4) ... professionally, he was very unhappy because boxing is a very (5) ... profession. "I move in the ring just like my dad and I am very strong", she said. She is tall ((6) ... cm) and has 75 kg. Her coach trained her like a man. She is a niece of famous boxer (7) ..., the younger brother of Muhammad Ali who was an Olympic champion.



In her first match, on (8) ..., 1999 Ali boxed April Fowler and won. Although this was Ali's first match, many (9) ... came because she was Muhammad Ali's daughter.
Then Ali had eight wins one by one. On the evening of June 8, 2001, Ali and Frazier finally met. Ali won and became a world champion again. She had (10) ... fights and she won all of them.
In the match on February 2, 2007 in South Africa Ali defeated O'Neil. It was Ali's last professional fight.

3a **Work in pairs. Answer the question and write three sentences.**

What good things do girls have when they do sport?

3b **Listen and check your ideas.**

LESSON 5 Sport in Uzbekistan

1a Read and write the new words. Listen and repeat.












People in Uzbekistan like different types of sport both doing them and watching. Moreover, sport is very popular in our country and there are a lot of Olympic champions who come from Uzbekistan. They are: judoka Rishod Sobirov, canoeist Vadim Menkov, wrestler Artur Taymazov, tennis players Denis Istomin and Nigina Abduraimova, swimmer Sergei Pankov, gymnasts Ulyana Trofimova and Oksana Chusovitina, athlete Svetlana Radziwill, football player Odil Ahmedov, boxer Elshod Rasulov, taekwondo wrestler Dmitry Shokin, and of course, FIFA referee Ravshan Ermatov, and many others.

Traditionally, all sports in the country are professional or amateur. Professional sportsmen take part in different important competitions and championships. Our sportsmen have done lots of world records in sports, especially in wrestling, boxing, gymnastics, football and judo.

In our country some new kinds of sport were born. They are kupkari and kurash. Now kurash is popular in many countries of the world.

Thanks to the growing popularity of sport, there are more and more fitness centres, where not only professional sportsmen but also the amateurs can do yoga, aerobics and bodybuilding exercises. It is useful for every person, as it helps to keep fit and be in good shape. Other amateurs can simply ride a bicycle or roller-skate in the nearest parks. More expensive and risky activities, which are popular in Uzbekistan are: snowboarding, horse-riding, skiing, rock climbing, hiking and some other sports.

2 Work in pairs. Ask and answer.

e.g. A: What sportsman does judo?
B: Judoka.

1b  **Complete the table.**

1c  **Listen and check.**

3 Work in pairs. Ask and answer.

1 What sports are popular in Uzbekistan?
2 Which champions in Uzbekistan do you know?
3 Do amateurs take part in competitions and championships?
4 What national Uzbek sports do you know?
5 What do people do in fitness centres?
6 What risky sports can amateurs do in Uzbekistan?

LESSON 6 Project

1 **Hold a debate "It is not good to do professional sport".**

2 **Answer the questions and make a poster.**

1 Is sport important in your life? Why?/Why not?
2 Do you like doing or watching sport? Why?
3 What sport is your favourite? Why?
4 What good things do you have when you do sport?
5 What results do you have in sport?

good health, strong physically and mentally, have a lot of friends, well-organized, keep healthy diet and habits

medals, prizes, participations in tournaments, certificates

Ideas for "For":

too much effort, much time, little time for the family, sometimes dangerous, little free time, special food, unhappy if they don't win, create problems for their body

Ideas for "Against":

good for the country, famous in your country, much money and prizes, travelling a lot, meet new friends, visit a lot of countries, buy souvenirs, keep fit

Unit 3•Lesson 4

2b **Work in pairs. Ask and answer. Complete the text.**

Pupil B: Look at this page. Ask and complete the text about Laila Ali.

e.g. A: What's her name?
B: Her name's Laila Ali.



Laila Ali was born on December 30, (1) ... in the USA. Ali began boxing when she was (2) ... years old. She started her fights in 1999 and finished in (3) ... . Her father is a champion and the most famous (4) ... in the world. When she told him that she wanted to box professionally, he was very (5) ... because boxing is a very dangerous profession. "I move in the ring just like my dad and I am very strong", she said. She is tall (178 cm) and has (6) ... kg. Her coach trained her like a man. She is a niece of famous boxer Rahman Ali, the younger (7) ... of Muhammad Ali who was an Olympic champion.

In her first match, on October 8, 1999 Ali boxed (8) ... and won. Although this was Ali's first match, many journalists came because she was Muhammad Ali's daughter.

Then Ali had (9) ... wins one by one. On the evening of June 8, 2001, Ali and Frazier finally met. Ali won and became a world champion again. She had 24 fights and she won all of them.

In the match on February 2, 2007 in (10) ... Ali defeated O'Neil. It was Ali's last professional fight.



Win or lose

Pete did not like to lose any game. His parents, teachers, and friends said he did not know how to lose. He did not like losing even at simple games. It was so great, and he felt so good when he won. He never wanted to stop that feeling; not for anything in the world. He thought that losing was the worst thing in the world. If there was a game Pete was not good at, he simply did not play it. But he took part in any game when he could win, even if the game only lasted a minute. And nobody could stop him playing the things he was really good at, like table football.

A new boy started at Pete's school, and his name was Albert. Albert was a wonderful table football player. One day they wanted to play table football together.

Pete was training very hard.

Albert, on the other hand, did not think much about the game. He was talking to friends, smiling and making jokes about all sorts of things.

But on the football table, Albert was really brilliant. He scored goals again and again, laughing and joking all the time. However, Albert did not pay attention to the match.

And Pete decided to cheat. When Albert was looking at the other side, Pete changed the scoreboard. Albert did not notice it, and so Pete won by cheating.

Pete made a big thing of his win, but Albert was not sad.

"It was fun. We should play again some other time", said Albert.

On that day, people at school talked much about the game. But, that night, Pete did not feel happy. He won, but he did not enjoy so much. What's more, Albert did not feel bad about losing.

And, what was the worst thing, the next day Pete saw Albert playing basketball. He played badly and he lost time after time. But that happy smile never left his face. Pete watched the new guy for several days. He was great at some things, terrible at others but he enjoyed everything all the time. Pete began learning that to enjoy a game you must not only win. You can win or lose. What you must do is enjoying the game, trying to do well, and enjoying each moment of it.

Finally, Pete started telling jokes when he was playing games. The only sad thing for him was when a game finished.

Soon the older children started saying: "Good player is that Pete. He is sure not a loser."



The horse riding

Jimmy was a very fat boy. He was always sad because of his weight. So, he decided to visit a doctor. He said to the doctor: "How can I lose my weight? Everybody laughs at me at school."

The doctor told him to do exercises every day. After few days, he again went to the doctor and said: "I did exercises every day but I didn't lose my weight."

The doctor asked him what exercises he did.

Jimmy replied: "I go for horse riding every day. The result is that I have had more weight and the horse has lost weight."

The doctor laughed and showed him how to exercise.

UNIT 4 Olympic Games

Inquiry question:

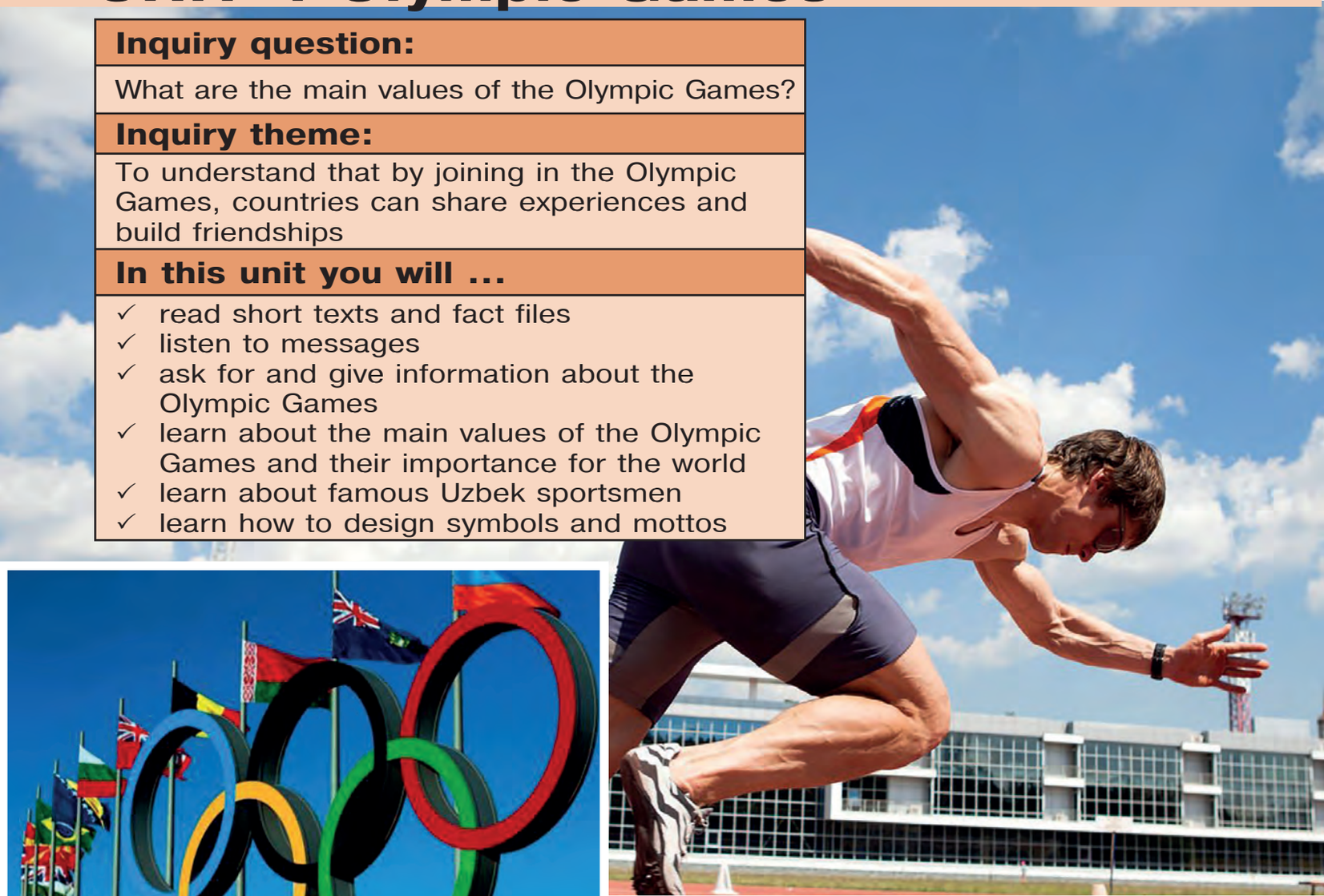
What are the main values of the Olympic Games?

Inquiry theme:

To understand that by joining in the Olympic Games, countries can share experiences and build friendships

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to messages
- ✓ ask for and give information about the Olympic Games
- ✓ learn about the main values of the Olympic Games and their importance for the world
- ✓ learn about famous Uzbek sportsmen
- ✓ learn how to design symbols and mottos



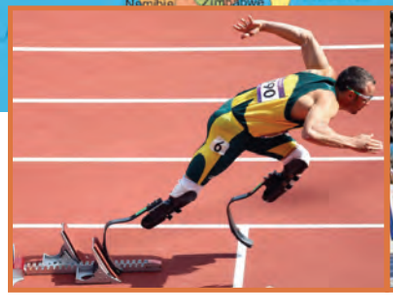


LESSON 1 Background knowledge

1 **Work in pairs. Think and write.**

2a **Look at the map and circle where the Olympic Games started. Circle any other places you know have held the Olympic Games.**







2b **Look at the photos. Think and write about the differences and similarities.**

3a **Read and answer.**

a) The words '... not to win but to take part ...' are used about the **Olympic Creed**. What does this mean?

b) The **Olympic Movement** says '... to work peacefully together in competition toward common goals ...'. What do the words 'common goals' mean?

c) The **Olympic Awards** say '... does not recognize any nation as winner ...'. What does '... only winning individuals and teams are credited with victory ...' mean?

Olympic Creed

"The most important thing in the Olympic Games is **not to win but to take part**, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well." *(Baron de Coubertin)*

Olympic Movement

" ... the good sportsmanship, sense of fair play, and respect for fellow athletes that is developed through participation in sports teaches men and women of different races, religions, and nationalities to work peacefully together in competition toward **common goals**."

Olympic Awards

"... The IOC does not recognize any nation as winner of any Olympic Games. **Only winning individuals and teams are credited with victory**."

LESSON 2 The origin of the Olympic Games

1 **Write, listen and repeat.**

war, disability, medal, bronze, silver

2a **Read and complete the sentences.**

e.g. 1d

a) for about 1000 years
b) from different countries
c) 14 and 18
d) three thousand years ago
e) Winter Olympics, Summer Olympics
f) the first Olympic Games took place
g) events appeared

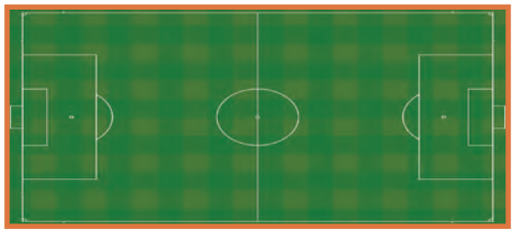
The first Olympic Games took place in Greece nearly (1) ... . The Games happened every four years and during the games there were no wars. So athletes (2) ... could travel to and from the Games. But the Games at that time had only one event – a short race across a stadium. Then some more (3) ... : boxing, wrestling, jumping and others. At that time only men could participate in the games.
Then the Olympic Games stopped (4) ... . Only in 1894 Pierre de Coubertin of France organized the International Olympic Committee (IOC). The first modern Olympic Games were in Greece where (5) ... . But women started participating in Games in 1900.
Now there are (6) ... and Paralympics for athletes with disabilities. Not so long ago Youth Games appeared for athletes between the ages of (7) ... . The winners get medals. Third place wins a bronze, second place wins a silver and first place gets a gold medal.

2b **Listen and check.**

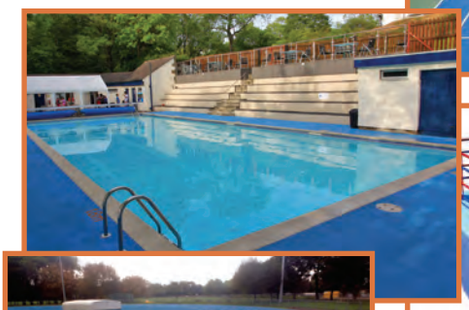
3a **Work in pairs. Match the words and explain the meaning of the new words.**

e.g. 1b

1 swimming	a ground
2 tennis	b pool
3 basketball	c track
4 gymnastics	d pitch
5 football	e court
6 boxing	f court
7 running	g ring













3b **Work in pairs. Complete the sentences. Use the Present Continuous.**

3c **Work in pairs. Read and say the sport in turn. Use *go*, *do* and *play*.**

e.g. A: I'm swimming in the pool. **B:** You go swimming.

LESSON 3 Olympic symbols

1a **What do you know about Olympic symbols?**

1b **Find the words in the Wordlist. Listen and repeat.**

symbol, flame, torch, represent, motto, ceremony, burn, journey

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

1 Why does the Olympic flag have five circles?
2 What do these colours mean?
3 Do you know the motto of the Olympic Games?
4 What is the most important thing in the Olympic Games?
5 What does the IOC do between the Olympic Games?



2b **Read and check your answers.**

The Olympic Games have their own flag and motto. The flag is white with five circles. The circles represent the five continents of Africa, Asia, Australia, Europe and North and South America. The circles are black, blue, green, red and yellow. The flag of every country in the games has at least one of these colours. The motto of the Olympics is 'Faster, higher, stronger'.

The most exciting moment of the opening ceremony is the lighting of the Olympic Flame, another symbol of the Olympic Games. Runners bring a torch from the valley of Olympia in Greece. Thousands of runners take part in the journey. The journey starts four weeks before the opening of the Games. At the opening ceremony, the final runner carries the torch to the stadium, and lights the new Olympic Flame. Then there is a very big song, dance and music show. The Olympic Flame burns until the end of the Games.

The most important thing in the Olympic Games is not to win but to take part.

The International Olympic Committee works hard between the Games. They choose the place for the next Olympics and new sports for them too.



3a **Work in pairs/threes. You want to organize Olympic Games for teenagers in Uzbekistan. Design a symbol and a motto for the Youth Games.**

3b **Present your symbol and motto.**

e.g. The sun is a good symbol for the Uzbekistan Youth Games because our country is very sunny. Our motto is "Fit today, champion tomorrow".

LESSON 4 Teenage champions

1 **Work in pairs. Say how you name the people in the sports.**

e.g. A: Who does karate? **B:** Karateka.

karate, taekwondo, swimming, football, tennis, chess, boxing

2a **Read the texts and match them with pictures. Find the new words. Listen and repeat.**

talent, demonstrate, compete, female, heavy, weight

A Uzbekistan National U23 Football Team won the gold medal at the Asian Football Championship which was in China in 2018.
Teams from 16 countries of the world competed for the victory at the Asian Championships. Members of Uzbekistan National U23 Football Team demonstrated that they were the best.



B Khudoynazar Fayzov and Lazizbek Mullojonov both are only 18 but they won their weight classes at the 26th National Championships in Termez. It was a small surprise for Khudoynazar Fayzov to win the gold medal as he began boxing in 2011. But he has had more than 70 fights. Lazizbek Mullojonov is an Uzbek talent at the super heavy weight (+91 kg). He has won at the ASBC Asian Confederation Youth Boxing Championships.



C Woman Grandmaster Gulrukhbegim Tokhirjonova is the strongest female chess player in Uzbekistan. When she was 17, she took 3rd place in the World Chess Championship (U20) among females. She also won Central Asian Cup and Asian Championship among females (U20) and title of the best female Uzbek player. Gulrukhbegim Tokhirjonova was the leader at World Juniors 2018.



D Zarguna Ahrorkulova won the World Championships on karate-do when she was 8 years old. She was a winner at Taekwondo Asian Championship in Malaysia.



2b **Work in pairs. Complete the questions in the Past Simple. Ask and answer.**

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

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

e.g. A: Have you participated in championships/ sports competitions?/Who won the gold medal in China in 2018?

Remember:
I've participated in the chess competition.
He's won a gold medal.
= He has won ...

LESSON 5 Summer Youth Olympic Games



BUENOS AIRES 2018
YOUTH OLYMPIC GAMES
YOG DNA

1a **Work in pairs. Match the words and explanations.**

1b **Listen and check.**

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

1 Do you know about Olympic Games for young people?
2 How old are the athletes?
3 Where did III Summer Youth Olympic Games happen?
4 How many events were there?
5 What new sports were there at those Games?
6 What do you know about BMX freestyle/futsal?
7 How many medals did Uzbekistan team win?

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

III Summer Youth Olympic Games (YOG), or Buenos Aires 2018, were in Argentina in October, 2018. It was an international sports and cultural event.
There were new events in the Olympic programme: BMX freestyle, kitesurfing, cross country running, beach handball, sport climbing, karate, breakdancing (yes, it's sport!) and roller sports. There was no football but there was futsal (kind of mini football).
Freestyle BMX is bicycle motocross riding on BMX bikes. It is an extreme sport and it is in the 2020 Summer Olympics.
The YOG had 241 events. A total of 206 countries sent their athletes to compete in the Games. 3926 athletes aged 15-18 took part in 32 types of sports. Uzbekistan's team had 37 athletes in 16 kinds of sports. They won 14 medals – four gold, four silver and six bronze in the Youth Olympic Games in Buenos Aires. Weightlifter Kumushkhon Fayzullaeva, judoka Jaykhunbek Nazarov, Gulbakhor Fayzieva in canoeing and Umidjon Jalolov in wrestling brought gold medals to the national team. In sports gymnastics, Indira Ulmasova won a bronze medal. She was the youngest athlete in the team of Uzbekistan.



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

1 Buenos Aires is in Argentina.
2 In Buenos Aires 2018 there were no new kinds of sports.
3 Teenagers of 13 years old can participate in YOG.
4 Breakdancing is a kind of sport.
5 There were 206 events at the YOG in Buenos Aires.
6 Uzbekistan's team did not participate in all the events.
7 There were no girls in canoeing at YOG.

3 **Listen and complete the table.**

LESSON 6 Project

1 **Work in pairs. Ask and answer questions about the Olympic Games 2016.**

e.g. 1 What can you see in the official logo of the Games?

Host city: Rio de Janeiro, Brazil
Motto: Live Your Passion
Slogan: A new world
Countries: 210
Events: 304 in 28 sports
Opening ceremony: August 5
Closing ceremony: August 21
Stadium: Maracana Stadium



mascot Vinicius



official logo

2 **Work in groups of 4/5. Make a leaflet for Olympics.**

3 **Display your leaflets.**

4 **Walk round the display and find:**

- similarities to and differences from your leaflet
- one thing you like about each of the other group's leaflets



Kumushkhon Fayzullaeva



Indira Ulmasova



Jaykhunbek Nazarov



Umidjon Jalolov



Gulbakhor Fayzieva

Basketball is my favourite sport.

December 19, 2008
By Daniel Jarasa, Glendale, CA

The sport of basketball is fun for any person: young or old. Basketball is a great way of exercise, a great way to have fun with friends and make some new ones. I think playing basketball is better than playing video games or watching television.

I love basketball because you can play the game with or without friends. I prefer to play in teams. One more thing I love basketball is that there are many different styles of play. The players can pass, throw or jump high very well.

When I have the ball, I feel the best and no one can stop me. I love playing basketball but I also love watching it. To me basketball is the best sport of all other sports like baseball and football.

I like watching basketball on television because you can see how well famous sportsmen play basketball. I watch their moves and then I try to use them in my play. My favourite basketball player is Kobe Bryant. He makes basketball as a game for little children.

He is 30 years old and he is one of the best athletes in the world. He is a big model to many children who enjoy playing this sport. He knows how to play and win. I want to play like Kobe Bryant.

I think I am playing better and better every time I play basketball. Basketball is my favourite sport.



My Hobby, My love, Dance

April 23, 2014
By Anna, Cannon Falls, Minnesota

Dance is more than just a sport. Dance is something where you work hard, something you put all of your free time. Dance is a sport that you never want to stop. You need to dance until the end, until you become the best dancer. In order to be the best dancer, you need to practise during your free time at home.

The most exciting part of dance is the competitions, where you show your dance in front of hundreds of people. Before the performance you should be sure that your hair and costume looks wonderful. When your dance costume is ready, it is time to practise your dance before you go out on the floor. When we hear “Now dancing is the C. F. Bomber Dance Team!”, we come out onto the middle of the floor. When the music starts, then you need to begin your dance. It is time to show the world what you have learned about dancing over the years.

The people clap hands to me and my team when the music ends. All the dancers from towns all over Minnesota go to the gym to see the best three teams. Finally, a man stands up and says: “The school that came in second place is … the Bombers!!!” Every dancer from my school is jumping and crying. We got second place at the very first competition!

Then it is time to visit your family and friends that came to see you. Sometimes it is fun especially when they bring you gifts such as flowers, shirts, ice cream etc. Then we go home with our families.

Dance is my most favourite sport. It is the one thing I love very much, and I love my friends-dancers. I am waiting next November when my favourite hobby and sport will start again.

UNIT 5 What we wear



Inquiry question:

What do my clothes say about me?

Inquiry theme:

To understand that the clothes you wear are part of your personal and cultural identity

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to dialogues and short texts
- ✓ ask for and give information about clothes we wear
- ✓ learn what the clothes we wear can say about our identity
- ✓ learn how to say what the things are made of
- ✓ learn how to express opinions about different clothes people wear







LESSON 1 What do my clothes say about me?

1 **Work in pairs. What do you know about clothes?**

2 **Look and think. When can you wear these clothes? Write.**













3a **Work in pairs. Look at the pictures. What do the clothes say about these people?**

3b **Read and check your guesses.**

Clothes can tell us a lot about the person. Clothing styles and its appearance tell us about the age of people and their way of life. It can tell us about their tastes and culture. They can also tell us about their favourite sports group, music or people they love.



1 Formal clothing: People wearing formal clothes are very serious about their work. They get dressed very neatly. Many people wear formal clothes for professional or personal reasons. People with formal clothes are usually businessmen and they are not poor. A young boy or a girl in formal clothes can tell you that they are from a very important family.

2 Hip hop clothing: This style is becoming popular with young people. They wear big T-shirts, flat caps and low trousers. These young people want to show that they do not like something in their lives.

3 Sports clothing: These people want to wear what they like. Most of the people are teenagers. This style is popular with both boys and girls. They use this style to show that they are brave and want changes in their lives.

4 T-shirts and jeans: This clothing style is popular with a lot of people in the world. The best thing about this style is that it is cheap and comfortable, and we can use it every day or on special days. People of different ages and professions wear jeans and T-shirts.

LESSON 2 What are you wearing?

1 **Work in pairs. Explain the saying.**

There is no bad weather, there are bad clothes.

2a **Work in pairs. Read and find the new words.**

pay attention, well-dressed, casual, fashion, suit (v)

Fashion and clothes are an important part of modern life. If a person wants to be popular, he or she must look nice. When people speak to you, they always pay attention to your appearance and your clothes. If you look untidy, people do not like it. There is a saying that says “good clothes open all doors”.

Most people do not choose their clothes to the latest fashion. They wear what suits them, what is comfortable and what is not expensive. I guess you should choose things according to your taste and character, and then you can look well-dressed even if you wear something casual.

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

1 Do you pay attention to your friends’ clothes?
2 Do you like people who look untidy?
3 What does the saying “good clothes open all doors” mean?
4 How do you choose your clothes to look well-dressed?
5 Do you like casual or formal style?
6 What are your favourite clothes?
7 Do you choose your clothes to the latest fashion?

3a **Work in pairs. Write the new words. Match the words.**

3b **Listen and check.**

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

e.g. Do you wear/have/like an embroidered duppi?

4 **Listen and match the texts and pictures. e.g.** 1d



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

e.g. What do you wear at home/school?
What are you wearing now?
Do you wear a national costume?

Remember:
comfortable – **un**comfortable
tidy – **un**tidy

LESSON 3 What size do you take?

1a **Work in pairs. Match the clothes and material. Listen and repeat.**

e.g. 1d

1 cotton	a scarf
2 leather	b jacket
3 wool	c blouse
4 silk	d T-shirt
5 flannel	e shirt
6 polyester	f sweater








1b **Work in pairs. Point and say.**

e.g. A: (points)
B: This is a pink cotton T-shirt.

1c **Work in pairs. Ask and answer.**

e.g. A: What are you wearing now? / What clothes do you wear at home?
B: I'm wearing a white cotton shirt. / At home I wear a blue long-sleeved cotton T-shirt.

2a **Put the words in the correct column.**

Oo	o**O**o	**O**
e.g. casual		

casual, costume, atlas, fit, attention, fashion, suit, embroidered, silk, size, cotton, leather, wool, flannel

2b **Listen and check.**

3a **Work in pairs. Listen and choose the correct words.**

try on, fit *(v)*

A: Can I help you?
B: Yes, please. I'm looking for a *shirt/skirt*.
A: What kind?
B: I'm looking for a *short-sleeved/long-sleeved* shirt.
A: How do you like this *cotton/flannel* shirt?
B: Actually, I prefer that *green/blue* one.
A: What size do you take?
B: I take a size 40/42. I'd like to try it on.
A: Here you are. Is this OK?
B: Yes. It *describes/fits me* well and it suits my *eyes/hands*.
A: Are you going to take it?
B: Yes. Here's the money. Thank you.
A: Good bye.

3b **Listen and check.**

casual, embroidered, atlas, dress, jacket, trousers, skirt, shirt, shorts, socks, high-heeled shoes, cotton, silk, suit, fit, take a size, try on, short-sleeved

4 **Work in pairs. Write a dialogue and act it out.**

LESSON 4 What's it made of?

1 Work in pairs. Read and match.

wood, metal, plastic, glass

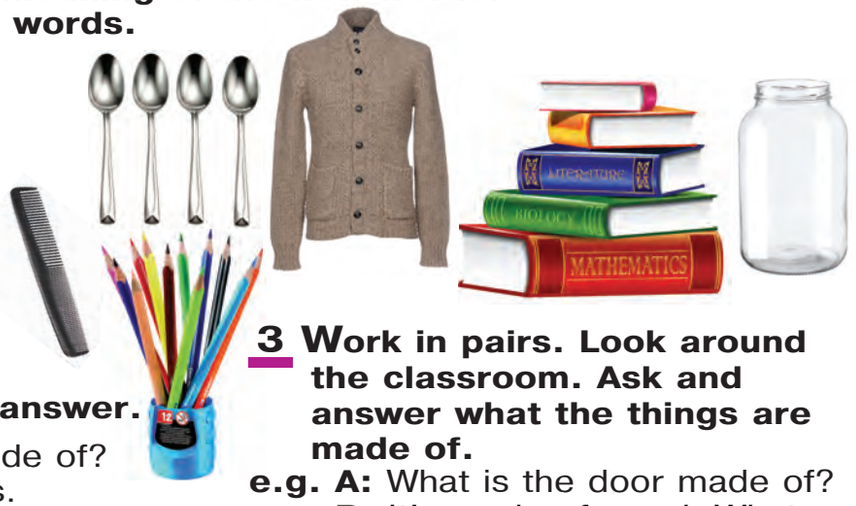
1 It's made of glass or plastic. We use it to keep water.
2 It's made of plastic. We use it to keep things.
3 It's made of glass. We use it for putting flowers.
4 It's made of wood or metal. We use it for sitting.
5 They're made of metal. We use them to open the door.
6 They're made of wood. We use them for colouring.
7 It's made of wood. We use it to keep clothes.



2a Work in pairs. Find the meaning of the new words. Match the pictures and words.

e.g. 1f

1 pencils	a plastic
2 a jar	b metal
3 books	c glass
4 spoons	d wool
5 a comb	e paper
6 a cardigan	f wood



2b **Listen and check.**

2c Work in pairs. Ask and answer.

e.g. A: What's the jar made of?
B: It's made of glass.
A: What are the pencils made of?
B: They're made of wood.

3 Work in pairs. Look around the classroom. Ask and answer what the things are made of.

e.g. A: What is the door made of?
B: It's made of wood. What are the windows made of?

4 **Listen and complete.**

5 Work in pairs. Complete and act the dialogue out.

A: Good afternoon. Can I help you?
B: Hello. I'd like to buy ... .
A: What kind?
B: I'm looking for ...
A: Do you like this one?
B: What is/are ... made of?
A: It's/They're made of ... .
B: OK ... Where is it made?
A: It's made in ... . What size do you take?
B: I take a size ... .
A: Would you like to try it on? The fitting room is over there.
B: How does it fit?
A:

flannel, silk, polyester, leather, atlas, embroidered, casual, China, India, Korea, Germany, Italy

Remember:

It's made of... = It is made of...
They're made of = They are made of...
Where is it made?
It's made in ...

LESSON 5 Do you have a striped sweater?

1a **Listen and repeat.**



striped



checked



polka-dotted



floral



plain

1b **Work in pairs. Point and say.**

e.g. A: *(points)*
B: This is a polka-dotted silk blouse.

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

e.g. A: Do you have any striped/ checked clothes?
B: Yes. I have a striped sweater.

5a **Work in pairs. Read and put the parts of the text in order.**

e.g. 1e

2b **Write three sentences about your friend.**

e.g. Sevara has a striped sweater.

3 **Listen and complete the table.**

4 **Work in pairs. Make up a dialogue. Act it out.**

e.g. A: Good morning. Can I help you?
B: Yes, I'm looking for …

5b **Listen and check.**

A Now the cap-seller knew that the monkeys did the same things after him. So, he took his cap and threw it on the ground.

B The monkeys came down one by one, took all the caps from the cap-seller's basket and then climbed the tree.

C When the cap-seller woke up, he did not see any caps in the basket. But he saw the monkeys in the tree wearing them.

D The cap-seller collected all the caps and put them back into his basket. He went to the village happily.

E Once there was a cap-seller who sold beautiful caps. One hot day the cap-seller was going to sell his caps in a village market. First he went to the forest. He was carrying a basket full of red caps on his head. As it was a hot day, he was tired and decided to have a rest under the tree.

F The cap-seller was very angry and sad. He did not know how to get his caps back. When the cap-seller made an angry face, the monkeys also made the angry face. He laughed at them, the monkeys also laughed.

G The monkeys saw it and threw the caps on the ground too.

H So, he put his basket on the ground and slept under the tree for some time. There were many monkeys in that tree.

LESSON 6 Project

Project 1

Work individually. Design your own clothes for the Year 2120. What will clothes be like in 100 years time? Draw it on a poster. Use the questions to help you.

1 Is it for girls/boys?
2 What does it include: clothes/shoes?
3 What colour is each part?
4 What is each part of it made of?

cheap, cool, warm, dark, modern, comfortable, attractive, wool, cotton, checked, plain etc.













Project 2

Choose a country. Identify the national clothes for that country. Decide on either girls' or boys' clothes. Find a picture. Make a fact file about the clothes. Describe the clothes. Write what you think about these clothes. Use the questions to help you.

1 What country do these clothes come from?
2 Are they for girls or boys?
3 How many parts are in the national clothes: hat, clothes, shoes, anything else?
4 What is each part made of?
5 What colours are the clothes?
6 What do you think about these clothes? Do you like/not like them? Why?



HOME READING

Robin Hood and the Golden Arrow Story

In all the land, no one was better with a bow and arrow than Robin Hood. He lived with his Merry Men in Sherwood Forest. That was the forest where the King kept his royal deer.

A few years before, King Richard ruled the land. King Richard was kind and let people who were poor come into Sherwood Forest. They could hunt the deer to get food for their families. But then King Richard and his army left England. His younger brother John became a new King. Bad King John did not want anyone to come into Sherwood Forest to hunt the royal deer. From then on, anyone who hunted in Sherwood Forest could be put in prison!

Robin Hood did not like that. He moved into Sherwood Forest. He wore green clothes from his cap to his boots, the colour of the trees of Sherwood Forest. Nobody could see him as he hunted the King's deer. Sometimes other brave men came into Sherwood Forest. One by one they joined Robin Hood, and became his Merry Men.

Robin Hood and his Merry Men took money from the rich and gave it to the poor. The rich men were not happy. They said: "We must do something about this!" The King told the Sheriff of Nottingham to catch Robin Hood - once and for all!

But the man in green was too quick. The Merry Men told Robin Hood about danger each time when they saw the Sheriff of Nottingham or one of his people in the forest.

So the Sheriff made a new plan: "I will call for a great competition", he said, "to find out who is the best in the land with a bow and arrow. The winner will go home with a Golden Arrow". Then he said: "I know that Robin Hood will take part in the competition. And when he comes, we will catch him!"

"Robin Hood, don't go to the competition! They want to catch you", said Little John and other Merry Men. Little John was Robin Hood's best friend. "When they see you, they will catch you." Robin Hood said nothing. He wanted to go.

On the day of the competition, ten fine bowmen lined up. The round target was so far away it was hard to see its black and red circles. One by one, each young man shot his best arrow. Some of the arrows landed on the target. No one came close to the center.

The Sheriff turned to one of his guards: "Do you see him? Is he here?"

"No, Sire. Robin Hood has red hair. People who are shooting have no red hair."

"Robin Hood is afraid of me!", said the Sheriff, "That's why he stayed away."

Two bowmen were left. The first was William, the Sheriff's man. With care, William took a shot. His arrow landed at the very center of the target - a bull's eye!

It was time for the last bowman. His arrow landed right through William's bull's eye arrow, cutting it in half! Then, the bowman let go of two more arrows. Each one flew to where the Sheriff was sitting, one arrow on each side.

The Sheriff did not know what was happening! Then the man in green pulled off his hat and threw it on the ground. His hair was red!

"Get him!", shouted the Sheriff, "It's Robin Hood!"

But our hero jumped over the wall to a horse waiting for him. He went away!



UNIT 6 Shopping

Inquiry question:

What makes us want to buy products?

Inquiry theme:

To understand that advertising influences the way we shop

In this unit you will ...

- ✓ read short texts, adverts and slogans
- ✓ listen to dialogues and short texts
- ✓ ask for and give information about shopping
- ✓ learn how advertising influences the way we shop
- ✓ learn how to bargain
- ✓ learn how to make an advert





LESSON 1 Let's go shopping!

1a Work in groups of 4. Look at the pictures. What do they sell?







1b Choose one brand. Answer the questions.

How do you know they sell that product?
What does the logo tell you?
Where can you buy this product?
Where is this product advertised?
Describe the advert.





2 Work in pairs. Identify your two favourite advertisements (you do not have to like the product). Answer the questions.

a) My first favourite advert is ... . **b)** My second favourite advert is ... .

What is the advert that you like about?
How do you feel when you see or hear this advert?



3a Work in pairs. Look and answer the questions.

1 What do you know about Coca-Cola?
2 When did Coca Cola become one of the most popular drinks? Why?



3b **Listen and check your ideas.**

3c **Listen one more time and complete the sentences.**

People all around the world enjoy drinking Coca-Cola. It is popular both in (1) ... and the world. Its story started in the USA more than (2) ... years ago but its recipe was different from today. The name of Coca-Cola was the idea of Frank Robinson, the book-keeper of Dr. Pemberton. In fact, Frank Robinson created the first (3) ... Coca-Cola logo. In its first year, Coke (a nickname for Coca-Cola) was not a success.

In (4) ..., Asa Candler bought the recipe from John Pemberton. With a lot of advertising and a good business plan Coca-Cola became one of the most popular drinks.

In (5) ..., a second Coca-Cola company appeared and this is the Coca-Cola Company that still stands today.

In fact, the first (6) ... of Coca-Cola appeared in 1894, and the first cans of Coca-Cola in 1955.

There were a lot of advertisements in many (7) ... and magazines, on the posters and on many billboards on the roads. In addition, Coca-Cola also used radio.

Many people think that Coca-Cola gave the picture of Santa Clause as an (8) ... in a red suit with a white beard.

Today, the Coca-Cola Company is still one of the largest advertisers in the world. It not only advertises in newspapers, radio, television, film and on the (9) ..., but also advertises at sporting and other events. During the 1970's one of the radio programmes produced a hit (10) ... "I'd like to teach the world to sing".

LESSON 2 Shopping centres

1 **Work in pairs. Say the shops and things.**
e.g. A: Bread. **B:** We can buy bread at (or "in") the bakery.

2a **Work in pairs. Match the words and pictures. Write down the new words.**
1 Butcher's 2 Chemist's 3 Florist's
4 Greengrocer's 5 Newsagent's

2b **Listen and repeat.**



2c **Work in pairs. Ask and answer.**
e.g. A: Where can I buy some medicine?
B: You can buy some medicine at (in) the chemist's shop.

3a **Work in pairs. Read and answer.**
1 Where is the text from?
2 How is a corner shop different from other shops?

3b **Work in pairs. Ask and answer.**
1 Do we have corner shops in Uzbekistan?
2 Where is the nearest corner shop to your school?
3 Is there a corner shop where you live?
4 What can you buy in the corner shops?

4 **Work in pairs. Find the meaning of the new words. Make new words with the word "shop", e.g. corner shop**

pet, corner, sandwich, sports, shoe, toy, electrical, clothes, furniture

5 **Work in pairs. Write and act out a dialogue.**
e.g. A: Where can I buy an iron?
B: At (In) the electrical shop.

corner shop/.../BrE/ convenience food store ***AmE*** **–** ***n*** a small shop. Usually but not always on a corner, which may sell almost any small items, such as food, cigarettes, alcohol, and other things needed every day. Corner shops are usually open for longer hours than other shops.



CULTURAL NOTE: In the UK many corner shops are owned and run by Indian or Pakistani families. In the US, convenience stores are usually part of a group of shops owned by a company. In both countries the shops are open earlier and later than most other shops.

biscuits, an iron, shoes, pens, a chair, a sofa, a coat, a doll, a pet dog/cat, sandwich and drinks, trainers, low-heeled shoes, bread and sweets

LESSON 3 Bargain for the best price

1 **Work in pairs. Ask and answer. Write the meaning of the new word.**



1 Do you go window shopping?
2 How often do you go shopping?
3 What was the last thing you bought?
4 Where and when did you buy it/them?
5 How much did it/they cost?
6 Did you ask for a bargain?

2 **Work in pairs. Read, listen and answer the questions.**







A: Hello. Can I help you?
B: Yeah, this dress is really nice! How much is it?
A: That one is one hundred and fifty dollars.
B: One hundred and fifty dollars? What about this one over here?
A: That's one hundred and forty.
B: Hmm...But it's expensive too. Can you make it cheaper?
A: This is a dress by DaMarco! It's a bargain at that price.
B: Well, I don't know ... I think it's better to shop around.
A: Okay, okay, how about one hundred dollars?
B: That's still more than I wanted to spend. What if I take both dresses?
A: Okay, I can give you the best price, just because you look like a nice person. One hundred and ninety for both.
B: I don't know ... It's still expensive. ... Thanks anyway.
A: Okay, my final price! One hundred dollars for both! That's two for the price of one.
B: Great! I'm going to take them. It's a good bargain.

1 What does the woman want to buy?
2 How much are the dresses?
3 Does the woman like the price?
4 Did the woman buy the dresses?
5 How much did she pay?

3a **Work in pairs. Complete the dialogue.**

A: Hello. Can I help you?
B: Yeah, how much is ...?
A: That one is ... .
B: Hmm...But it's expensive. Can you make it cheaper?
A: But it's a bargain at that price.
B: Well, I don't know ... I think it's better to shop around.
A: Okay, okay, I can give you the best price ... It's just because you look like a nice person.
B: I don't know... It's still expensive. ... Thanks anyway.
A: Okay, my final price is ... .
B: Great! I'm going to take it. It's a good bargain.

3b **Act out your dialogue.**



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

A: Have you ever bought ...?
B: Yes, I have./No, I haven't.
C: Where did you buy it?

sausages, cakes, meat, bananas, pears, yogurt, vegetables, milk, electronic things, medicine, magazines, flowers, shoes, toys, clothes, coloured pencils

LESSON 4 Advertising

1a Write down the words.

advertisement/advert/ad, advertiser, advertising, advertise

1b Put the words in 1a in the correct place.

O	Oo	Ooo	oOoo	Oooo
e.g. *ad*				

1c **Listen and repeat.**

2 Work in pairs. Match the logos and slogans.

1) Life is Good. 2) What's happening? 3) JUST DO IT.
4) The Boy Who Lived. 5) Good Luck! 6) Ideas for life.
7) Make the most of your break.













3 Read and say which slogan you like most and why.

KitKat – Have a break, have a KitKat

Children in many countries love a lunch box KitKat. The adverts of "Have a break..." can be seen in many magazines and on TV. They say how tasty it is and how easy it is to eat this bar. The KitKat's slogan and its red and white colours are simple and easy to remember.





Skittles – "Taste the rainbow"

Skittles have used their "Taste the rainbow" since 1994. This simple slogan works because it shows the product. The sweets are of different colours of a rainbow.

Kelloggs Frosties – "They're GR-R-R-reat"

Tony the Tiger has been the Frosties mascot since the very beginning. Children like how he says "They're Gr-r-r-reat!". This ad slogan shows the people that breakfast can be delicious.



4a Work in groups of 4. Make an advert.

1 Choose a thing. 2 Design a logo. 3 Write a slogan.

4b Present your advert.

LESSON 5 Are you for or against?

1a Work in pairs. Answer the questions.

1 Why do you think some people don't like ads?
2 Are all ads good? Why? Why not?

1b  **Listen and check your ideas.**

1c  **Listen one more time. Complete the sentences.**

Food Advertisements

Many (1) ... companies like McDonald's, PepsiCo, Burger King and Pizza Hut are using advertisements mostly for (2) ... . Many health reports say that children buy more their food when they (3) ... ads about different types of food products on TV. This TV advertising makes the children eat (4) ... than they need. The result shows that 68% of children regularly eat (5) ... food because they watch ads on television. A lot of children in the (6) ... have a bad habit of eating when they see ads for (7) ..., burgers and French fries. There are less (8) ... about child education and care than ads about sweet (9) ... and unhealthy food. This brings health (10) ... and nothing else.

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

1 Who is the letter to?
2 Who is the letter from?
3 What is going to happen?
4 Why did they write the letter?
5 Is the letter formal or informal? How do you know?
6 Do the writers know the person they are writing to? How do you know?

The Leader of the Mahalla Committee "Istiqlol"
25 Istiqlol Street
Andijan City
→ address of the person you write to

February 21 → date

Dear Leader → greeting

We have seen the plan for a new advertising billboard outside the bank in Navbahor Street. We are writing to tell you we are against this plan. We already have some advertising billboards in our mahalla. They advertise things like chocolate, biscuits, drinks, mobile phones, restaurants and cafes. Children see the billboards and ask their parents to buy the things. The things are very expensive. Parents cannot buy the things and they feel sorry. Children learn bad habits. Please do not put up any new advertising billboards.

→ reason for letter
→ arguments
→ request

Yours sincerely → closing

Senior citizens of the mahalla → name/signature

2b Work in pairs. Answer the questions.

1 Are you for or against advertisements? Why?
2 Do you support the letter or the senior citizens of the mahalla? Why?/Why not?

2c Work in pairs. Write two arguments for and two against advertisements.

LESSON 6 Project

1 **Work in a group of 4. You are going to design an advert for a new product. Complete the planning.**

Product: *this product is ... .*
Product name:
Product logo:
Product slogan:
Product cost:
Product will be sold in:
Unique features of product:

2a **Work in a group of 4. Decide where the best place to advertise your product is. Choose 2 places.**

television
giant roadside poster
newspapers
door-to-door
radio
other

2b **Work in pairs. Each pair work on one of the advertisement methods in 2a. Plan how you are going to promote the product.**

PLAN
Advertising by:
Need:
- Artwork/photos (do you need photos or design for a poster?)
- Actors (who will be photographed or filmed using the product)
- Context (where will the photos or TV commercial be done)
- Sound (do you need any sound, jingle/tune?)

3 **Work in pairs. Write up/design your advert.**

- radio/TV (script, what do actors say/do, jingle/tune where does it appear)
- giant roadside poster (describe what is in the photo/design and do a rough sketch)
- newspaper (describe what is in the photo/design and do a rough sketch)
- door-to-door (what does the salesman say about the product)

4 **Present your product to another group. Watch another group, give feedback.**

Group _____
Things I liked _____
Things I would suggest changing _____

Harry Potter and the Philosopher's Stone



The Dursleys had all they wanted, but they also had a secret. The secret was about the Potters. Mrs. Potter was Mrs. Dursley's sister, but Mrs. Dursley did not like her sister. The Dursleys knew that the Potters had a baby son, but they did not want to see him.

The story started on Tuesday when Mr. and Mrs. Dursley woke up. They did not see a large owl behind their window. At half past eight, Mr. Dursley left the house and got into his car. On the corner of the street he saw something interesting - a cat was reading a map. For a second, Mr. Dursley did not understand what it was. He closed and opened his eyes and tried not to think about the cat.

As he was driving he saw a lot of strange people. They were wearing green cloaks! Mr. Dursley did not like the people who got dressed funny clothes.

Mr. Dursley always sat with his back to the window in his office on the ninth floor. So he did not see the owls flying at daylight, but the people down in the street were looking at them.

Mr. Dursley made several important telephone calls and decided to walk to the bakery. In the street he again met some people in cloaks and it made him angry. They were talking about the Potters and their son Harry. When Mr. Dursley heard those words, he stopped. He was scared. He looked back at those people. Then he walked up to his office, closed the door and told his secretary not to take the telephone.

He decided not to tell his wife about the news because Mrs. Dursley was always sad when somebody talked about her sister. When he left the building at five o'clock, he met a small man. He was wearing a violet cloak.

"Sorry", Mr. Dursley said to the small old man. The small man answered: "Don't be sorry, my dear sir. You should be happy that You-Know-Who has gone at last! Even Muggles like you, should celebrate this happy, happy day!"

Mr. Dursley could not move when he heard it. Someone called him a "Muggle"? He did not understand what it meant. He turned to his car and went home.

As he drove to house No.4, he saw that cat again. It was now sitting on his garden wall. It was looking at him.

"Shoo!", said Mr. Dursley loudly. The cat did not move. It just looked at him angrily. "Was this a normal cat?" Mr. Dursley thought and went into the house.

Mrs. Dursley had a nice, normal day. Mr. Dursley tried to act normally. When Dudley went to bed, he went into the living room to watch the evening news. He heard on the news that there were a lot of owls in the country.

Mr. Dursley sat frozen in his armchair. Owls flying by daylight? Strange people in cloaks everywhere? And the words about the Potters. He asked his wife about the Potters but she did not hear about them.

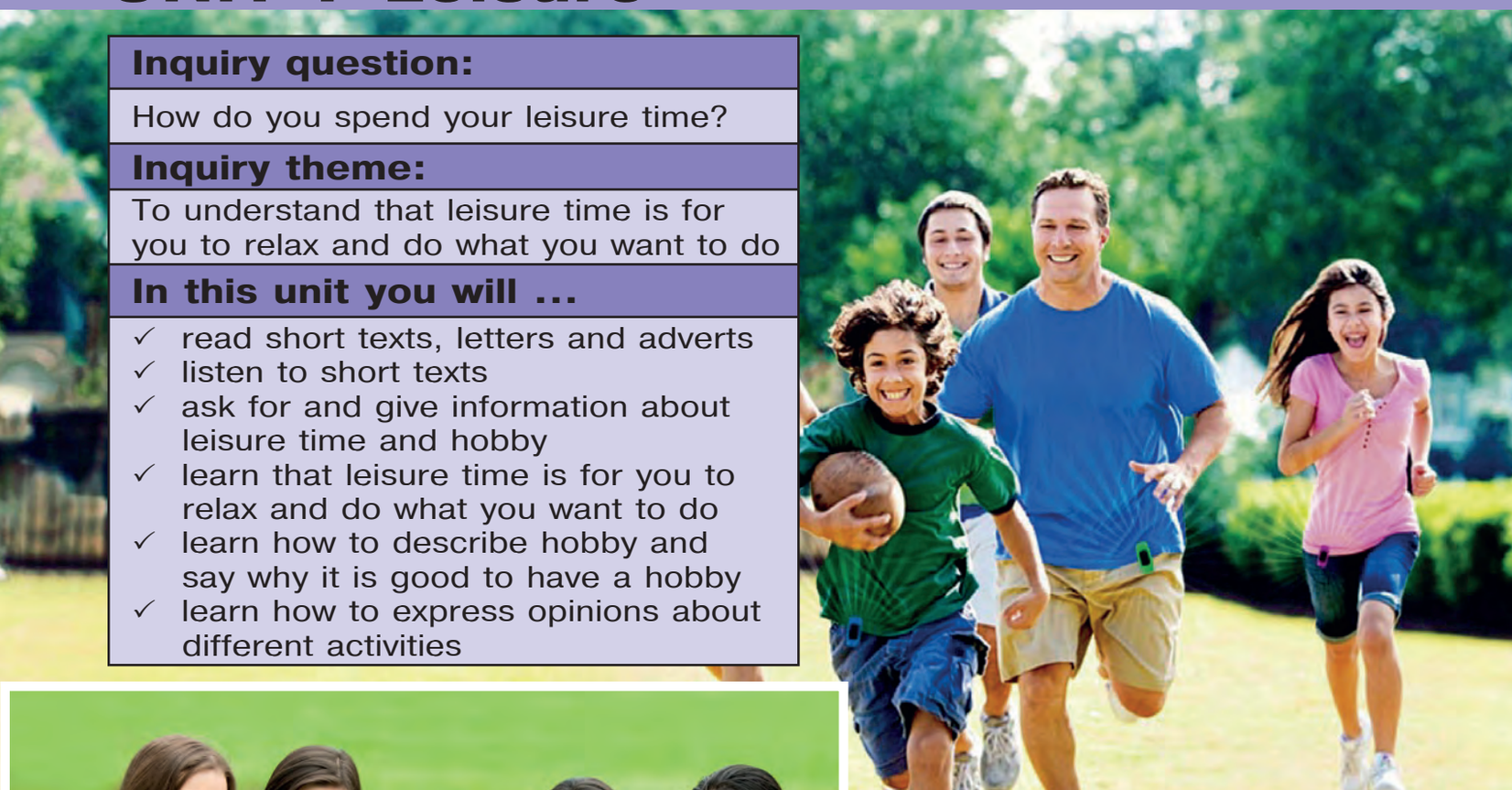
A thin old man in a cloak appeared near the cat in the street. He was Albus Dumbledore. The cat was Professor Mc Gonagall.

Dumbledore asked her why she was not happy. Professor McGonagall answered: "I'm thinking about the baby Harry Potter".

Dumbledore said: "The boy should live with his aunt and uncle because Voldemort killed his parents. He wanted to kill Harry too, but he couldn't".

Then Hagrid, a very big man, appeared. He had a little child in his arms. It was Harry Potter. They wrote a letter to the Dursleys about Harry and put the boy and the letter near the door. McGonagall said: "Harry becomes a famous superstar in the future". They said good bye to the child and went away.

UNIT 7 Leisure



Inquiry question:

How do you spend your leisure time?

Inquiry theme:

To understand that leisure time is for you to relax and do what you want to do

In this unit you will ...

- ✓ read short texts, letters and adverts
- ✓ listen to short texts
- ✓ ask for and give information about leisure time and hobby
- ✓ learn that leisure time is for you to relax and do what you want to do
- ✓ learn how to describe hobby and say why it is good to have a hobby
- ✓ learn how to express opinions about different activities







LESSON 1 How do you spend your leisure time?

1a **Work in groups of 4. How do you spend your leisure time? Where do you do the activities?**

indoors	outdoors
• watching TV • playing computer games/playstation • reading a book • chatting online with friends • art – drawing/painting • playing board games • swimming • dancing • listening to music • hobby: collecting stamps or other things of interest	• horse riding • doing sports, e.g. playing badminton, football, tennis, table tennis, rugby • swimming • art – drawing/painting • sailing • walking/hiking • hobby: bird watching











1b **What do you think the word 'leisure' means?**

2a **Work in pairs. What do you think a 'hobby' means?**

2b **Are there any activities you do in your leisure time that your parents choose for you?**

3 **Look at the pictures. How would you classify them?**

You do this when you enjoy doing it	You do this to start with











LESSON 2 Let's go to the park!

1a Work in groups of four. Talk about your leisure time.

I like
I prefer
I enjoy
I'm good at
I'm interested in
} -ing

cooking, writing poems, sport, listening to music, going to the theatre/cinema, dancing, reading books, playing games, taking photos, gardening, interesting, fun, good for health/your family, be strong/clever

e.g. I'm interested in music. I love listening to English songs. It helps me to learn English better.

1b Report.

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

1 Why is Tashkent's Ecological Park unique? 2 What can you do there?
3 How do they reuse old things? 4 What can we learn there?

Welcome to Ecopark in Tashkent. Here you will find information and view photos.

Ecopark is Tashkent's first ecological park where people used 'reduce, reuse, recycle' ideas. It opened its doors in April 2018. Many things here are made of old car wheels, plastic bottles and metal pipes.

Tashkent Ecopark is an interesting place for people to learn new ways to take care of nature in the place where people live and work. Adults and children like a big spider made of metal pipes, flowers made of coloured packets and other things.

In the park we can do a lot of leisure activities. People do sport and play games here. In the art studios in the center of Ecopark children can make figures and draw pictures with the help of well-known artists.

Ecopark is a place for people who want to spend more time in the open air with friends and families. They learn to care for the nature in a busy city.









2b Work in pairs. Ask and answer.

Have you ever been to Ecopark?

If Yes:	If No:
1 What did you see there?	1 Would you like to go there?
2 What did you do there?	2 What would you like to see?
3 What did you like there?	3 What would you like to do there?

LESSON 3 Watching TV – is it good?

1a Work in pairs. Ask and answer about television.

1 Do you like watching TV?
2 What channels/programmes do you like best? Why?
3 What educational channels/programmes do you know?

scientific/ educational/nature/ sports/music programme, comedy, cartoon, horror film







1b Work in pairs. Listen and answer the questions.

1 Why does Aziz like watching TV?
2 What channel is his favourite? Why?
3 How does Aziz's sister learn English?
4 Does Laziza like watching TV? Why?
5 What are her favourite channels/ programmes?
6 What does she like doing in her free time?

2 Work in pairs. Complete the table.



3 Work in pairs. Ask and answer. Complete the texts.
Pupil A: Look at this page.
Pupil B: Look at page 59.

e.g. A: When did Paul Nipkow transmit black and white picture with his famous "Electric Telescope"?
B: In ... .

Pupil A

An average person spends almost 10 years of his life watching TV. But when did the television appear?
Paul Nipkow from Germany transmitted black and white picture with his famous "Electric Telescope" in 1884.
In (1) ... Russian scientist Constantin Persky gave the name Television.
John Baird transmitted the first black and white television in 1925.
The first world television was in the UK in (2) ... . People all over the world watched the coronation of George VI, the English King.
The first advert on TV appeared in 1941 and lasted 20 seconds.
Cable TV appeared in (3) ... in Canada.
First colour television came only in 1975 but John Baird demonstrated colour TV in 1928!
First TV satellite appeared in (4) ... and in 1969 over 600 million people from their homes watched astronauts walking on the moon.
The remote controls appeared in 1980.

LESSON 4 I won't stay in town.

1a Read the advert about Green Camps Volunteer Programme. Write what volunteers will do.

e.g. Volunteers will clean beaches.

Green Camps Volunteer Programme

Do you want to do something to help the nature?
Welcome to Green Camps Volunteer Programme!
The camp is open from 1 July to 31 August.
Volunteers stay in the camp for two weeks.
There are different jobs for volunteers:

- cleaning beaches
- planting trees
- working with horses
- cutting grass
- cleaning rivers
- counting rare plants
- taking photos and recording

The camp is in a beautiful place. We offer tasty food and fun activities in the evening.

GREEN CAMPS

1b Choose activities from Green Camps Volunteer Programme. Write what you would like to do.

e.g. I'd like to count rare plants because it's important for nature.

1c Mingle and find someone who would like the same.

2 Work in pairs. Read and choose "will" or "won't".

Dear Granny

Sorry you are not well. You know I like it in the village so I (1) ... go to the summer camp this year. I (2) ... come and stay with you. Then I can help you. I (3) ... do the washing and the cleaning so you (4) ... have anything to do. But in the evenings I hope you (5) ... help me. I want to make some soft toys for my friends.
I (6) ... write again soon.

Lots of love

Shahnoza

3a Listen and match the texts with pictures.









Remember:
won't = will not

3b Work in pairs. Choose a club or a camp.

e.g. We would like to go to ... . We will ... .

LESSON 5 My favourite hobby is ...

1a **Complete the table with two or three activities for each column.**

1b **Work in groups of three/four. Talk about the hobbies.**

e.g. A: I don't like drawing. I think it's boring.
B: I don't agree. It's quiet but interesting. I like playing tennis.
C: So do I. But I think playing tennis is expensive.

So do I.
Neither do I.
I agree.
I don't agree.

2a **Listen and complete the table.**














2b **Match the names and sentences.**

1 Anzu	a	spends summers in a small village.
2 Roberto	b	went to the competition and won a silver medal.
3 Ella	c	her name means "apricot".
4 Tom	d	went to the art museum and saw some famous pictures.
5 Isabella	e	went to a concert with his brother.
6 Mateo	f	won first prize in swimming

2c **Listen and check.**

3a **Write five sentences about your hobby. Don't write the name. Use the questions.**



1 Is your hobby dangerous/expensive/quiet?
2 How long have you had your hobby?
(e.g. I have had my hobby for three years.)
3 When/Why did you start your hobby?
4 What do you use for your hobby?
5 How much time do you spend on your hobby?
(e.g. I spend two hours a week.)
6 Why do you like this hobby?

e.g. My hobby is sometimes dangerous. I've had it for six years. I started this hobby when I was in class 1. At first I was not good at it. But now I can do it very well. I use a special board with wheels. I do my hobby on Sundays when I go to the park with my friends. It's not easy but fun.

3b **Work in groups of 4/5. Listen and guess the hobby.**

LESSON 6 Project

1 **Describe your hobby.**

Name of hobby
When do you do it?
Do you need any special equipment?
Do you do it on your own or with others?
How long have you done this hobby?



2 **Present your hobby using examples (or you can take photos to show you doing it if it is difficult to bring into school).**






Unit 7•Lesson 3

3 **Work in pairs. Ask and answer. Complete the texts. Pupil B: Look at this page.**

e.g. A: When did Paul Nipkow transmit black and white picture with his famous “Electric Telescope”?
B: In ... .

Pupil B

An average person spends almost 10 years of his life watching TV. But when did the television appear?
Paul Nipkow from Germany transmitted black and white picture with his famous “Electric Telescope” in 1884.
In 1900, Russian scientist Constantin Persky gave the name Television.
John Baird transmitted the first black and white television in (1) ... .
The first world television was in the UK in 1937. People all over the world watched the coronation of George VI, the English King.
The first advert on TV appeared in (2) ... and lasted 20 seconds.
Cable TV appeared in 1952 in Canada.
First colour television came only in (3) ... but John Baird demonstrated colour TV in 1928!
First TV satellite appeared in 1962 and in 1969 over 600 million people from their homes watched astronauts walking on the moon.
The remote controls appeared in (4) ... .

HOME READING



David Copperfield was born in a village in England. His father died before he was born. David's mother looked after him well. He went to the best school in the village.

When David was six years old, his mother married a man by the name of Murdstone. Murdstone did not like David and David did not like him. Murdstone decided to send David to a boarding school. Next day he left his mother and went to live there.

He was in boarding school for two years. Then he heard about his mother's death. He went home, there he found Murdstone sitting on a chair. He looked at David and said: "Your mother is dead. I have no money for your education. You must start working. Tomorrow you will leave for London."

So, at the age of ten, David Copperfield was in London streets without money, food or home. He remembered his mother told him that in Dover lived his aunt, his father's sister. David never saw her. He walked to Dover to his aunt's house.

It was morning when David came to his aunt's house. Her name was Miss Trotwood. She was in the garden, when she saw a poor boy looking at her.

She asked: "What is it boy? What do you want?"



David said: "I'm David Copperfield, your nephew". He told her everything. Miss Trotwood took David inside, gave him a hot water bath and some food.

As days went by, Miss Trotwood put David in a good school and looked after him well. Miss Trotwood had a friend, Wickerden and his daughter Agnes. David and Agnes became great friends.

Wickerden was a rich man but his assistant, Micawber, was a bad man. He got a very important document and he decided to take Wickerden's money.

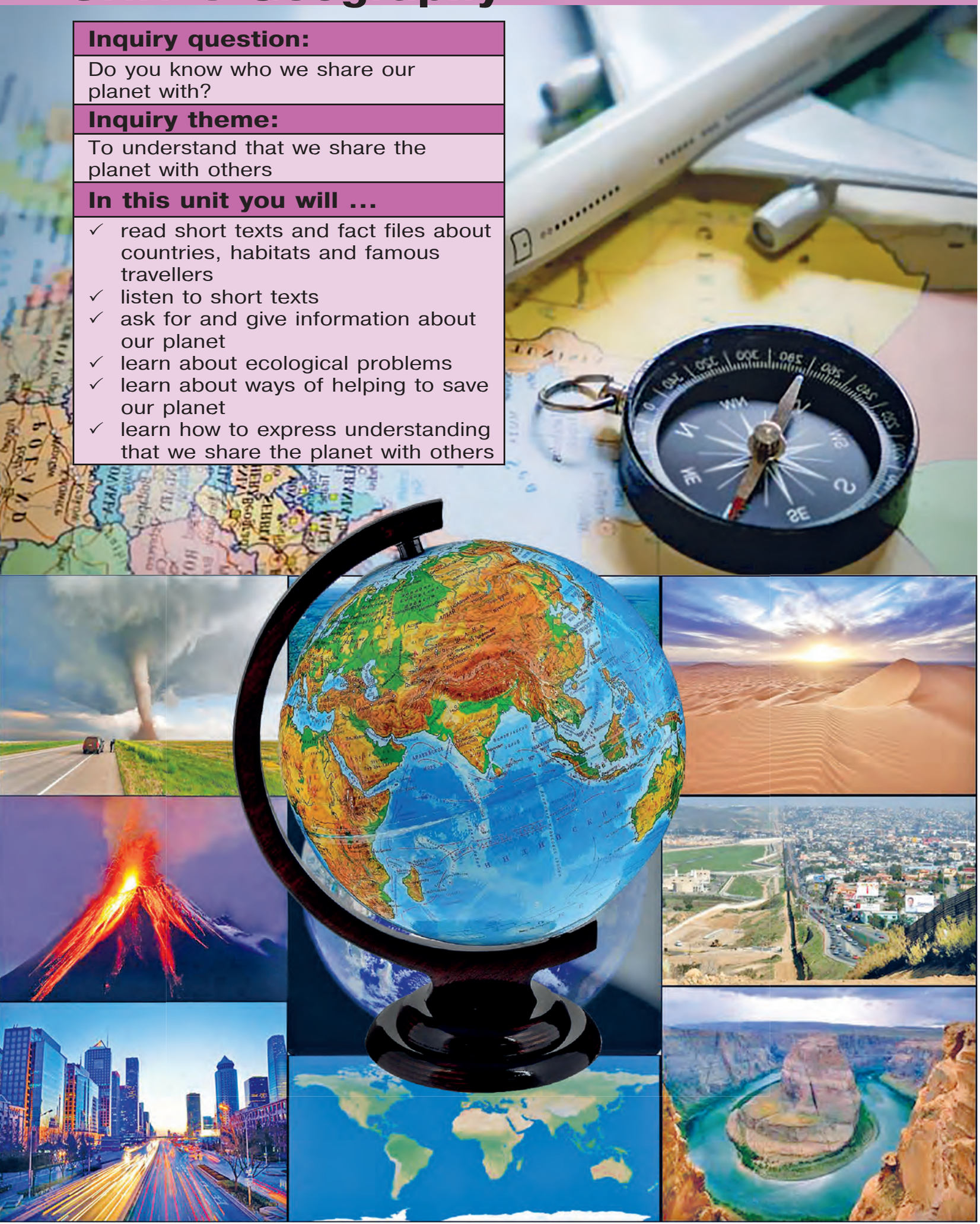
David often visited Wickerden's house. One day David saw some of Wickerden's papers. He did not believe Micawber and asked to see the documents. Micawber said: "David, these papers are about work and they are not important". But, David understood that Micawber had a bad plan against Wickerden. He went to the police and told everything. The police took Micawber and put him into prison.

Wickerden was happy that David saved his money and house. Agnes too thanked David for her father.

A few years later David and Agnes, who were in love with each other, got married. They lived happily for a long time.



UNIT 8 Geography



Inquiry question:

Do you know who we share our planet with?

Inquiry theme:

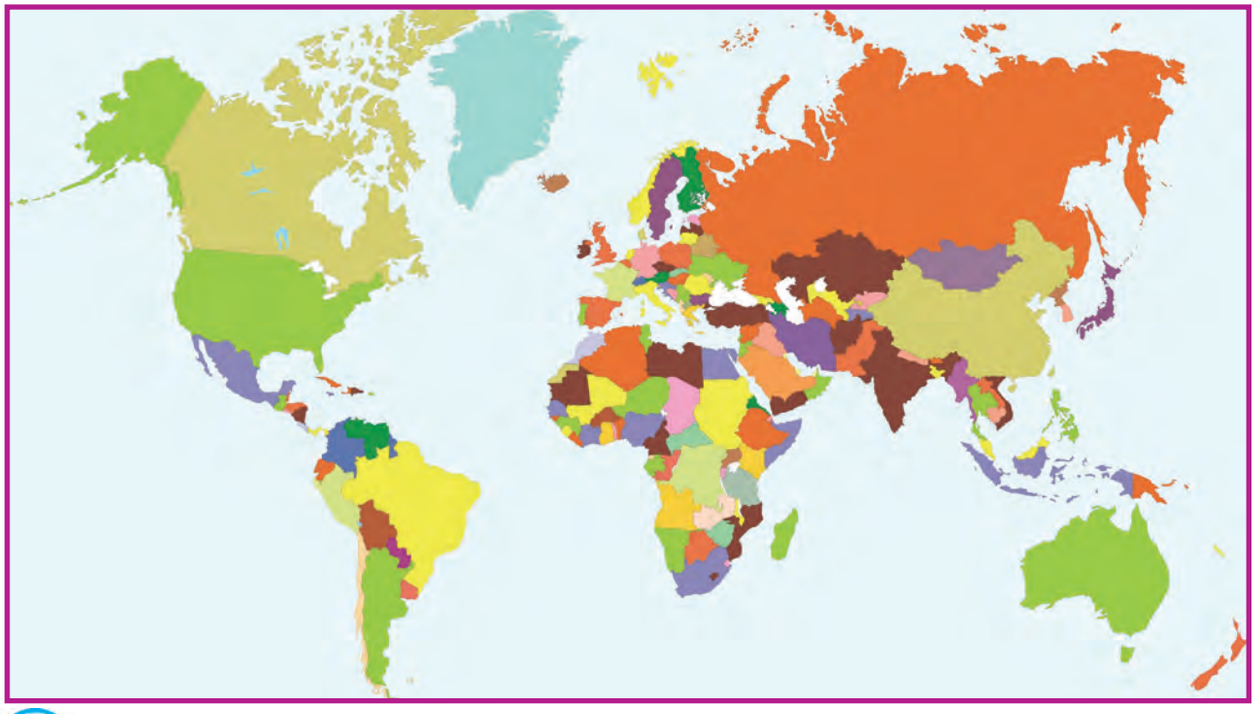
To understand that we share the planet with others

In this unit you will ...

- ✓ read short texts and fact files about countries, habitats and famous travellers
- ✓ listen to short texts
- ✓ ask for and give information about our planet
- ✓ learn about ecological problems
- ✓ learn about ways of helping to save our planet
- ✓ learn how to express understanding that we share the planet with others

LESSON 1 We are not alone!

1a **Work in groups of 4/5. Where is Uzbekistan? Think of all the countries or continents in the world that you know. Write them.**



1b **Choose one continent. Write what you know about it.**

2 **Look and think. What is it? Where do they come from? Use the words in the box.**

pizza, African, kangaroo, Diwali, Chinese, tornado	USA, India, China, Italy, Australia

a



The ... comes from ... .

b



The ... comes from ... .

c



The ... language comes from ... .

d



A ... can be seen in the ... .

e



The festival of ... comes from ... .

f

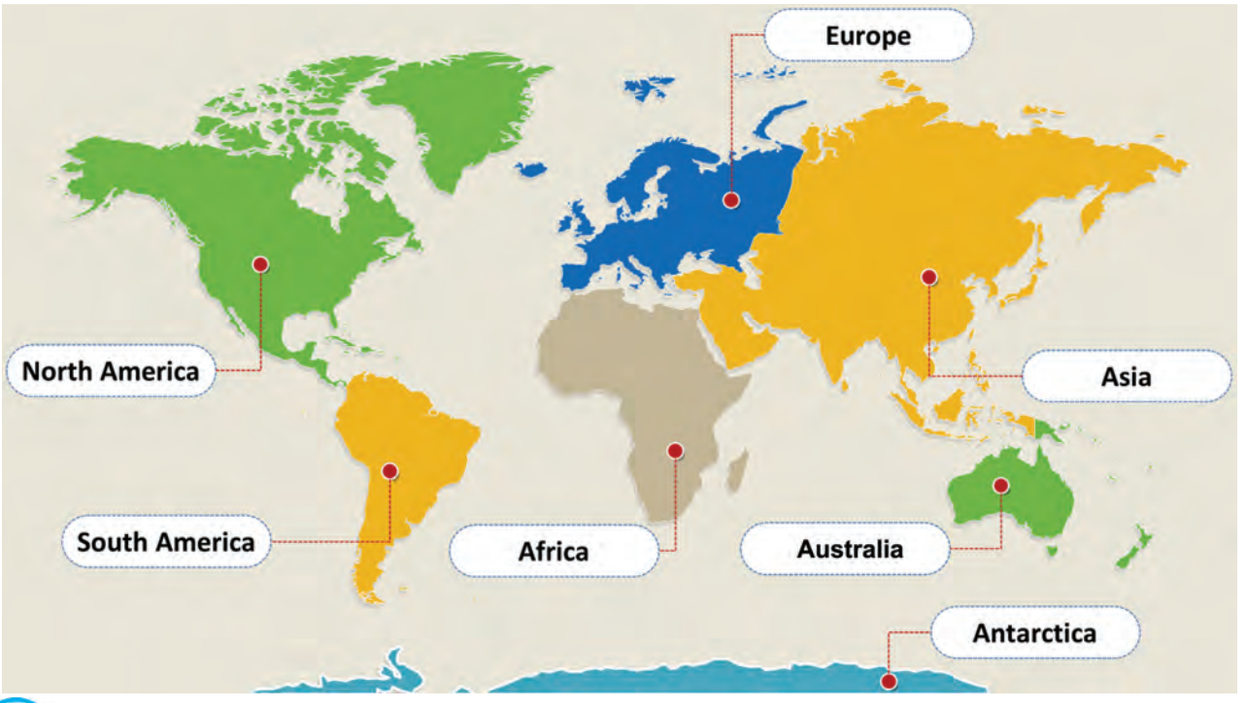


The ... girls come from Africa.

LESSON 2 Which continent is the largest?

1 **Work in pairs. Answer the questions.**

1 Which is the world's largest continent and which is the smallest?
2 Which is the continent with the largest population?
3 Which is the continent with the largest number of countries?



2 **Work in pairs. Look and check your answers. Ask and answer.**

3a **Work in pairs. Ask and complete the texts. Pupil A: Look at this page. Pupil B: Look at page 67.**

e.g. A: When did the first humans appear in Africa?
B: 10,000,000 (ten million) years ago.



History: In Africa the first humans appeared about e.g. 10,000,000 years ago. People found the earliest things of humans in (1)… .

Animals: In Africa you can find the largest animals on this planet. The largest land animal is the (3)…, the tallest animal is the giraffe, and the fastest animal is the cheetah. It can run up to (4)… km an hour! There are the biggest national wildlife parks where people take care about rare animals, for example, White and Black Rhinos.

Driest place: The Sahara is the largest hot desert in the world. It is more than (5)… sq km. It is also one of the hottest places in the world. The average temperature for the desert is 30°C but during the hottest months the temperature can be 50°C, with the highest temperature at 58°C.

Highest mountain: Mt Kilimanjaro is (6)… metres. It is in Tanzania.

People: There are more than 3,000 different groups of people. There are about (2)… different languages. Some people speak European languages, for example, English and French.

Longest river: The Nile is the longest river in the world. It is 6,853 km. It crosses ten countries and flows into the Mediterranean Sea in Egypt.

3b **Listen and check.**

4a **Work in groups of four. Do the quiz.**

4b **Listen and check.**

LESSON 3 Uzbekistan is divided into ...

1a Work in pairs. Ask and answer.

1 How many parts are the USA divided into?
2 How many parts is the UK divided into?

1b Read and check your answers.

The United States of America (the USA) are divided into 50 states. The 49th state is Alaska. It is in the north-west of North America. It is the largest state of the United States. It is not bordered with other states. The 50th state is Hawaii. This state is located in the central Pacific Ocean. It consists of a group of islands.

The United Kingdom of Great Britain and Northern Ireland is located on the British Isles. The British Isles are separated from Europe by the North Sea and the English Channel. The British Isles are washed by the Atlantic Ocean and the Irish Sea in the West. The territory of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland. Geographical position of Great Britain is very good because the country lies on the crossways of the sea routes from Europe to other parts of the world.

1c Work in pairs. Ask and answer.

1 Is Alaska the 50th state of the USA?
2 Where is Alaska located?
3 Where is Hawaii located?
4 Where is Scotland located?
5 What oceans and seas are the British Isles washed by?
6 Why is geographical position of Great Britain good?

2a Work in pairs. Answer the question.

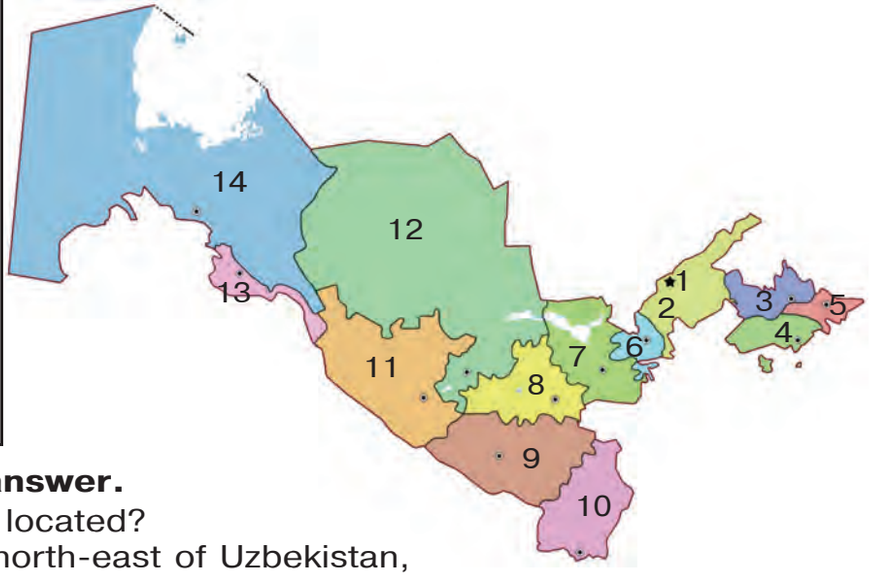
1 How many parts is Uzbekistan divided into? 2 What are they?

2b  **Listen and complete the text.**

Uzbekistan is divided into (1)... regions *(область)*, one autonomous republic of (2)... and one (3)... city (Tashkent). The regions (4)... divided into (5)... districts *(район)*.

3a Work in pairs. Complete the table with the places of Uzbekistan.

place	number
a) Andijan region	
b) Bukhara region	
c) Fergana region	
d) Jizzakh region	
e) Khorezm region	
f) Namangan region	
g) Navai region	
h) Kashkadarya region	
i) Samarkand region	
j) Syrdarya region	
k) Surkhandarya region	
l) Tashkent region	
m) Tashkent	**e.g.** 1
n) Karakalpakstan	



3b Work in pairs. Ask and answer.

e.g. A: Where is Tashkent located?
B: It's located in the north-east of Uzbekistan, near the Chimgan mountains.

LESSON 4 Have you ever been to the desert?

1 **Work in pairs. Answer the questions.**

1 Where is Uzbekistan situated?
2 What geographical features does it have?

2b **Read and check your guesses.**

A Deserts cover about one-fifth of the Earth. Deserts are regions where the rainfall is less than 250 mm a year. In some years there is no rain at all. Deserts do not have much vegetation because of dry climate. They are usually covered by sand and stones. There are hot and cold deserts. Hot deserts are in Australia, south Africa and the Middle East. They have a very high temperature in the summer, sometimes over 50 degrees C. The icy continent of Antarctica is an example of a cold desert.

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

1 What deserts do you know?
2 What do you know about life in deserts?
3 Is there any vegetation?
4 Do animals live in deserts?

B The world's largest desert is the Sahara. Many plants found in the Sahara live in the two-to-three week time after a good rain. In 2005 African countries with African Union and other international organizations started a new programme. They started planting a 15-kilometre "wall" of trees from the western to the eastern part of the continent to stop desertification.

C The animal life in the Kalahari Desert is richer in the north than in the south. We can see there a lot of giraffes, zebras, elephants, buffalo, antelopes, lions, cheetahs, leopards, wild dogs, foxes, lizards, snakes and different birds.

2c **Read again about the Sahara Desert. Why do you think they started a new programme?**

3a **Work in pairs. Look at the photos of the Aral Sea. Write about the problem.**

problem = **cause** = **effect** = **solution** =





Location: Kazakhstan – Uzbekistan, Central Asia
Type: natural lake, reservoir (North)

Primary inflows
North: the Syr-Darya
South: groundwater only (previously the Amu-Darya)

3b **Work in pairs. Say what people must do.**

LESSON 5 The world's greatest travellers

1 **Work in pairs. Answer the questions.**

1 What do you know about the world's greatest travellers?
2 Who is Ibn Battuta?

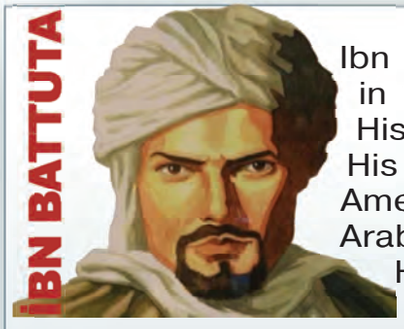
2a **Work in pairs. Put the years in order. Listen and write.**

e.g. 1) 1304

1345, 1333, 1347, 1304, 1352, 1325, 1342

2b **Read and fill the gaps.**

new long last family back chance covered across



Ibn Battuta, the great Muslim traveller, was born in 1304 in Morocco, in the north-west of Africa. His real name was Mohammad ibn Abdullah. His (1) ... came from Egypt. He travelled to America, Africa, southern and eastern Europe, Arabia, Persia and Afghanistan; and (2) ... the Himalayas to India, China, central and south-east Asia and the Maldives.

In 1325, when he was just 22 years old, he decided to go to (3) ... lands and visit Mecca. In his first journey to Mecca he was in Alexandria and Cairo. Then he decided to see India and China.

In 1333, he made his (4) ... journey to India via Samarkand and reached Delhi.

In 1342, the Sultan sent Ibn Battuta to China. This was a good (5) ... for him to see China.

In 1345, he went to Cambodia and on his way (6) ... he visited Sumatra, Malaya, Amman, Baghdad and Ceylon.

In 1347, he came back to his homeland after 28 years.

In 1352, he left home for his longest and (7) ... journey. Passing along the kingdom of Grenada in Spain, Western and Central Africa, he returned to Morocco in 1354.

Ibn Battuta travelled for almost 30 years and (8) ... more than 120,000 kilometers. No one ever did better.

2c **Work in pairs. Say if the sentences are True or False.**

e.g. Ibn Battuta was born in Africa. – *T*

1 Ibn Battuta was one of the greatest European travellers.
2 His family was from Morocco.
3 Ibn Battuta travelled to India.
4 He travelled to China in 1333.
5 He visited Samarkand once.
6 In 1347, he came back home.
7 Ibn Battuta travelled more than Marco Polo.





2d **Correct false sentences and write them.**

LESSON 6 Project

1 **Work in groups of 4/5. Choose a country. Each person in the group has to find out at least one of the following:**

a) Show it on a map
b) What continent is it in?
c) What language do they speak?
d) Do they eat special food?
e) Do they have special animals?
f) Do they have a special festival?
g) Do they have special music?

2 **Design a presentation to share with another group.**

3 **Listen to another group. Give them feedback. Can you add something new?**

Unit 8 • Lesson 2

3a **Work in pairs. Ask and complete the texts. Pupil B: Look at this page.**

e.g. A: When did the first humans appear in Africa?
B: 10,000,000 (ten million) years ago.



History: In Africa the first humans appeared about e.g. 10,000,000 years ago. People found the earliest things of humans in South Africa.

Animals: In Africa you can find the largest animals on this planet. The largest land animal is the African elephant, the tallest animal is the (3) ..., and the fastest animal is the cheetah. It can run up to 113 km an hour! There are the biggest national wildlife parks where people take care about rare animals, for example, White and Black (4) ... .

Driest place: The Sahara is the largest hot desert in the world. It is more than 3,500,000 sq km. It is also one of the hottest places in the world. The average temperature for the desert is (5) ... °C but during the hottest months the temperature can be 50°C, with the highest temperature at 58°C.

Highest mountain: Mt Kilimanjaro is 4,895 metres. It is in Tanzania.

People: There are more than (1) ... different groups of people. There are about 2000 different languages. Some people speak European languages, for example, (2) ... .

Longest river: The Nile is the longest river in the world. It is (6) ... km. It crosses ten countries and flows into the Mediterranean Sea in Egypt.



The Flying Lion

(African folk tale)

Once upon a time, the Lion could fly. His wings were like the wings of Brother Bat, but they were very big, and very thick, and very strong. So he made a big wind with them when he flew into the air. When he was high above the earth, he looked down for something to kill. So this is how he hunted in old times.

There was only one thing he was afraid of, and that was the bones of the animals he caught and ate, which could be broken to pieces. No one knew why, and everyone was frightened of the Flying Lion. He kept the bones in his house and two White Crows guarded them.

But one day while the Flying Lion was away, Brother Big Bullfrog came and said: "Why do you sit here all day, you Whitehead Crows?"

And the White Crows said: "We sit here to look after the bones for the Flying Lion."

"But you must be tired of sitting!", said Brother Big Bullfrog, "You fly away a little and stretch your wings. I will sit here and look after the bones."

The White Crows stretched their wings and flew away. But soon Big Bullfrog said: "Now I want to find out why the Flying Lion keeps the bones and why he is afraid of broken bones".

He broke all the bones he could find in the house. Crack! crack, crack, crack! When he finished, he hopped away, hop-hop-hoppity-hop, as fast as he could. When the White Crows came back, they were frightened to see all the broken bones.

"Craw, craw!", the White Crows said, "The Flying Lion will be so angry. He will bite off our nice white heads – craw, craw! – and without a head, who can live?" And they went after Brother Big Bullfrog.

"It's no good hopping away, Brother Bullfrog", they said, "the Flying Lion will find you wherever you are, and kill you."

But old Brother Big Bullfrog went to his pond and said: "When the Flying Lion comes, tell him I am the man who broke the bones. Tell him where I live and if he wants to see me, he must come to me."

The White Crows wanted to catch him but they could not. There was much mud in the pond.

The Flying Lion was very angry when he knew about it. He roared – hoor-rr-rr-rr, hoor-rr-rr-rr. It was a terrible noise.

But now he could not fly, and he walked home. He found the poor White Crows. But soon they found out that he could no longer fly, so they were not afraid of him.

"Hoor-rr-rr-rr, hoor-rr-rr-rr!", he roared. The White Crows flew away and called out: "Ha! ha! ha! The Lion can't catch us! The bones are broken, and his wings don't work. Now men and animals can live again. We will fly away and tell them the good news."

From that day on he learned to walk quietly like a mouse. And the White Crows can no longer speak. They can only say: "Craw, craw."



UNIT 9 Travelling

Inquiry question:

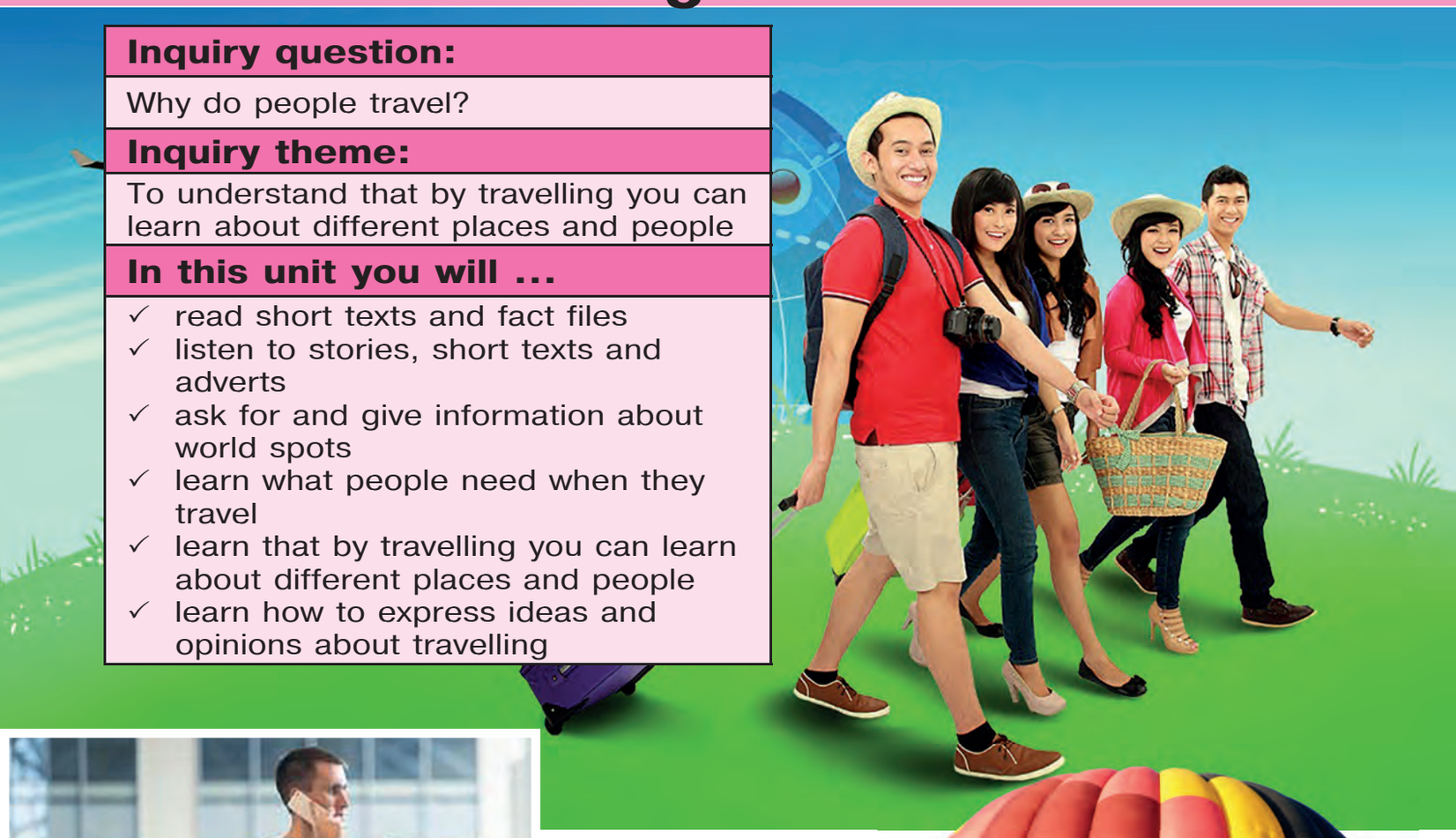
Why do people travel?

Inquiry theme:

To understand that by travelling you can learn about different places and people

In this unit you will ...

- ✓ read short texts and fact files
- ✓ listen to stories, short texts and adverts
- ✓ ask for and give information about world spots
- ✓ learn what people need when they travel
- ✓ learn that by travelling you can learn about different places and people
- ✓ learn how to express ideas and opinions about travelling





LESSON 1 What country would you like to visit?

1a **Work in groups of 4/5. Look at the map. Where is Uzbekistan? What country would you like to visit? Agree on one country.**

We would like to visit ...



1b **What do you need to visit this country? Think about these questions to help you.**

1 How will you travel there?
2 How will you pay for food and accommodation when you are there?
3 What money do they use?
4 What is the weather like in this country?
5 What clothes do you need to take?
6 What documents do you need to get out of Uzbekistan and into the country?



2 **Look at the pictures. Tick the ones that you have.**









LESSON 2 Planning a trip

1 **Work in groups of 4. Discuss your homework.**

2 **Work in pairs. Read and answer.**

1 Do you agree with Augustine of Hippo's words: "The world is a book, and those who do not travel, read only a page"? Why?/Why not?
2 Do you enjoy travelling? Why?/ Why not?
3 What is the best place you have ever visited?



Augustine of Hippo

3 **Work in pairs. Read, ask and answer.**

e.g. **A:** What special days will people in Tashkent have?
B: In the spring, people in Tashkent will have "Duppi Day".
A: What will people do?
B: They will ...

What holidays do people in Tashkent expect to have in the spring?



The website Podrobno.uz informs that in the spring people in Tashkent will have a lot of traditional entertainment events and some new holidays. First of all, it is a *"Duppi Day"*. On this day lots of people will wear duppi. They will sing songs and dance. It will be an amazing and colourful event.



Next is *"Bread Festival"*. Most of the bakeries of Tashkent and other places will sell their bread, pasta and sweets. People will buy bread, listen to music and have tea in the streets.



One more spring event is a *"Tree Parade"*. Many celebrities and other people will plant trees and flowers in the streets and parks. People will meet with their friends and work together. Tashkent will be more beautiful.



People will celebrate *Tashkent City Day* with cultural events and street festivals. It will be a great holiday for people who live in Tashkent and the tourists.



People will also have a *"Street Art"* field for "street art" artists and dancers. It will be the most interesting place for young people.



4 **Work in pairs. Think about the place where you live. Ask and answer.**

e.g. What holiday will people in ... have in the spring/winter?
What will they do? What will they cook?
What will they wear?

LESSON 3 Journey into space

1 **Work in groups of 4/5. Play "Find Someone Who ...".**

2 **Work in pairs. Read the definitions and complete the sentences. Use the words "journey", "travel" or "trip".**

The word **"travel"** is used to talk about going from one place to another. People travel on foot, by bicycle, car, train, boat, plane, ship or other means, with or without luggage.
e.g. We are going to travel by car.

The word **"journey"** is used to talk about travelling for a long distance.
e.g. The journey was long and tiring. It took us 5 hours to get there.

The word **"trip"** is used when you go to a place for a short time and come back again.
e.g. My father often goes on business trips.

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

1 Is travelling to space dangerous?
2 What spacemen/spacewomen do you know?
3 Who was the first person in space?
4 Do you want to travel to space?



3b **Work in pairs. Read and check your answers. Complete the sentences.**

3c **Listen and check.**

4 **Work in pairs. Translate into your language.**

Today travelling into space is **as difficult as** opening a new continent.

Remember:

We use *as + adjective/adverb + as* to make comparisons when the things we are comparing are equal in some way:

The world's biggest bull is ***as big as*** *a small elephant.*

We use ***not as ... as*** to make comparisons between things which are not equal:

She's ***not as tall as*** *her brother.*

LESSON 4 The Silk Road

1 Work in pairs. Do the quiz.

1 Is the Aral Sea as big now as it was in 1960?
2 Is the Amu-Darya as long as the Syr-Darya?
3 Is the Indian Ocean as big as the Pacific Ocean?
4 Is the population in Asia as big as in Africa?
5 Is Mount Kilimanjaro as high as Mount Everest?

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

1 Do you know what The Silk Road is?
2 Why is it called The Silk Road?
3 Where did The Silk Road begin/end?
4 What countries did The Silk Road cross?



2b Work in pairs. Read and check your ideas.

The Silk Road began in ancient China. But it was not a road, it was a route. There were some routes with the name "The Silk Road" from China to Rome. It was a 6.500 km trip. At one end was China. At the other end was Rome. Each had something the other wanted. Rome had gold, silver and beautiful stones. China had silk, tea, and spices. The Silk Road was important because people not only changed things but also food, ideas and culture.

The Romans wanted to find such a road for a long time because they wanted to have silk. Silk was popular in Rome. But the Romans did not know how to make this wonderful material. Finally, they found the way to China and called it "The Great Silk Road".

But travelling along The Silk Road was very dangerous. There were deserts and mountains, bad weather and bad people.

2c Work in pairs. Say True or False.

1 There was only one route from ancient China to Rome.
2 There were several routes from ancient China to Rome.
3 People in Rome did not have gold, silver and beautiful stones.
4 People in Rome liked silk material.
5 People from ancient China sold silk, tea and spices to people from Rome.
6 Travelling along the Silk Road was not difficult.

3a Work in pairs. Listen and complete the table.

3b Work in pairs. Listen one more time. Match the speakers and sentences.

LESSON 5 World spots

1a Work in pairs. Answer the question.

What famous places in the world do you know?

1b **Listen and match the texts and pictures.**













1c **Listen one more time. Choose the correct answer.**

2a Work in pairs. Answer the questions.

1 What museums have you been to?
2 What were the most interesting things there?

2b Work in pairs. Read and write down the new words.



The Natural History Museum in London opened in 1881. First it was a part of the British Museum. It is both a museum and the place where scientists work. It is a beautiful building. There are about 80 million things in the Museum and Darwin Centre. In 1905 the best known dinosaur's skeleton appeared there. This dinosaur is called Dippy. This dinosaur is known as the biggest in the world. The skeleton is 26 metres long. There are other types of dinosaurs, especially the popular T. Rex. There are stuffed birds, with the extinct dodo bird. People can compare a little humming bird's egg with that of an elephant bird (now extinct), which is as big as a football. Every year the museum has new exhibitions, as well as some events like favourite "Wildlife Photographer of the Year" and "Sensational Butterflies". You can visit the museum after hours including movie nights, monthly late openings and the chance to sleep at the museum with dinosaurs.





2c **Work in pairs. Complete the questions.**

e.g. in/museum/What/opened/1881?
What museum opened in 1881?

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

LESSON 6 Project

1 **Prepare a poster for your project. It can be about a great traveller, a country you want to visit, the best transport for travelling, your ideas about travelling and others.**

Kinds of travelling

You can travel by boat, by ship, by plane, by spaceship, by helicopter, by balloon, by train, by car, by bus, by bike, on horseback, on foot



What country would you like to visit?



Why do people travel to England?

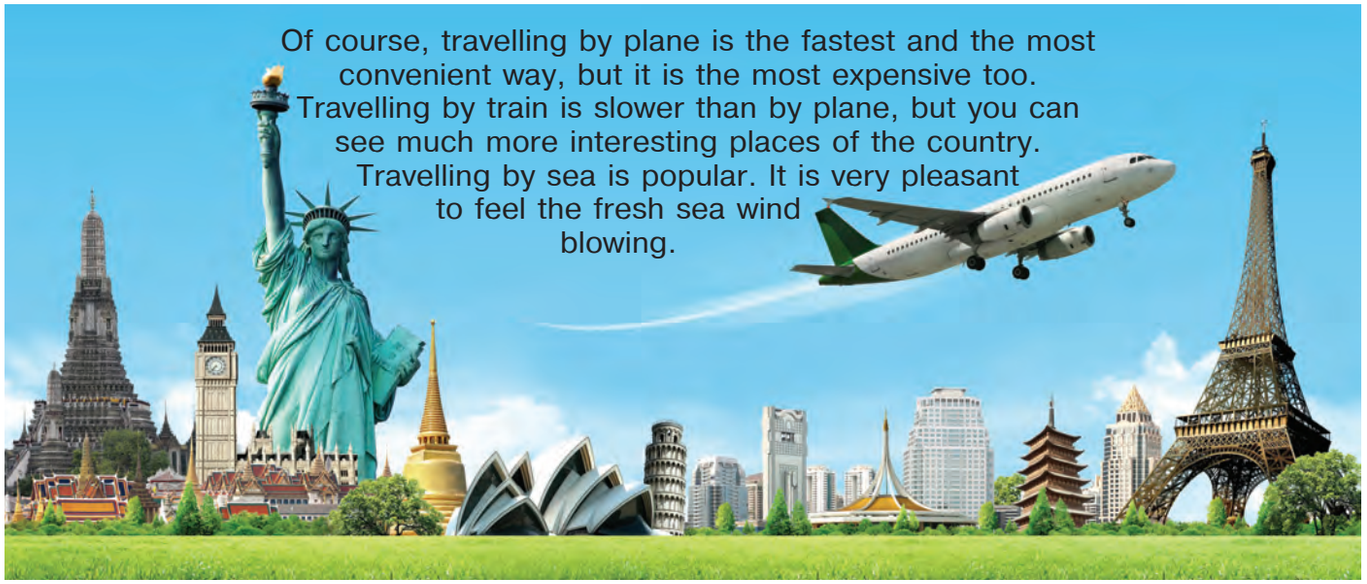
- to visit new places;
- to meet people;
- to study;
- to practise English;
- to take part in festivals;
- to learn more about the culture and traditions.

I would like to go to England ...

WHY DO PEOPLE TRAVEL?



Of course, travelling by plane is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but you can see much more interesting places of the country. Travelling by sea is popular. It is very pleasant to feel the fresh sea wind blowing.



2 **Make your project presentations.**

Icarus and Daedalus



Once upon a time, a long time ago, there lived a talented artist. His name was Daedalus. He used his art to make buildings and castles. He was the best architect of his time.

King Minos invited Daedalus to the beautiful island of Crete. The king wanted him to build a maze, as a home for the king's pet, the Minotaur. The Minotaur was a horrible monster, with the head of a bull on a human body. The king loved that monster and wanted him to have a good home.

Daedalus was surprised at the king's pet, but a job was a job. Daedalus planned to make the maze so that people could not find the way out. They needed somebody's help to go out.

The King liked that idea. Daedalus really was a fine architect.



Daedalus brought his young son Icarus with him. He wanted the child to enjoy swimming and playing with the other children on the island. Both Daedalus and Icarus were happy to live on the island.

King Minos was happy with his maze. It was quiet and wonderful on the island.

One day, a group of Greek men sailed to the island. They killed Minotaur and sailed away, taking with them the king's daughter.

King Minos was very unhappy. He did not know how the people could go out of the maze without help from someone.

King Minos decided that Daedalus and his young son Icarus must stay on the island of Crete.

Daedalus tried to think of ways of how to go home. One day, Daedalus noticed birds flying in the sky. It gave him an idea. Wings! He needed wings. Daedalus began to collect all the bird feathers he could find. He collected them together with wax. When two pairs of wings were ready, he told his young son not to fly too close to the sun or the wax could melt.

Daedalus fixed the wings to their arms. They opened their wings and flew to the sky. They left the island of Crete far behind them. Water was under them as far as they could see. The sky was blue. It was amazing!

Icarus flew higher and higher. He flew so high that the sun began to melt the wax on his wings. Icarus was falling down. He worked with his arms faster and faster. But it was no use. Poor Icarus fell into the water.

Sadly, Daedalus went on alone.



UNIT 10 Holidays, holidays!



Inquiry question:

What makes a country special?

Inquiry theme:

To understand that each country has special events to visit

In this unit you will ...

- ✓ read short texts, adverts and fact files
- ✓ listen to interviews, adverts and short texts
- ✓ ask for and give information about ways of spending holidays
- ✓ learn what makes a country special
- ✓ learn what makes a good companion
- ✓ learn how to express opinions about different ways of spending holidays





LESSON 1 Special holidays around the world

1a **Work in groups of 4/5. Look at the pictures and the special holidays in each country. Which holiday do you like? Choose one holiday.**

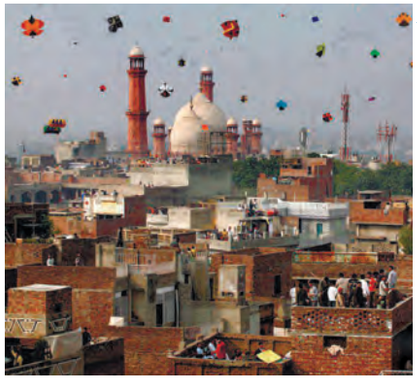


Chinese New Year – moves between January to April – all over the world where there are Chinese people





Holi – India and Nepal but all over the world where there are Indian and Nepalese people



Basant – National Kite Flying Day, Pakistan



May Day maypole dancing, the United Kingdom

1b **What would you like to do on this holiday? Think about these questions to help you.**

What is special about the holiday?
What do you want to do there?
How will you remember this holiday?

2 **Look at the pictures. Tick the things you will do.**













3a **Work in pairs. Look at the calendar in 1a. Say what special holidays we have in Uzbekistan.**

3b **Choose one holiday. Write about it.**

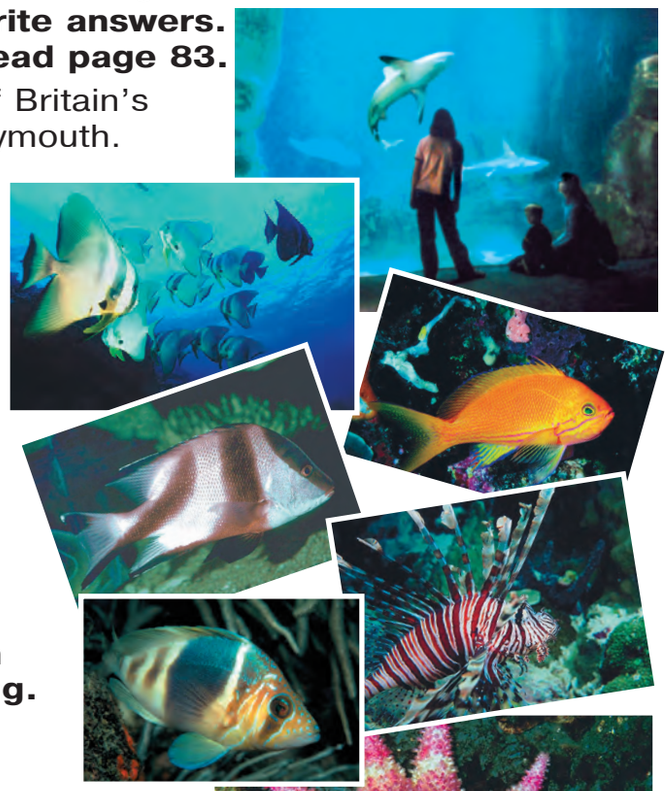
LESSON 2 Holiday in Plymouth

1 Work in pairs. Ask and answer.

1 Where do people in your country like to go on holiday?
2 Where do you think people in Britain like to go on holiday?

2 Work in pairs. Ask questions and write answers. Pupil A: Read this page. Pupil B: Read page 83.

The National Marine Aquarium, one of Britain's most (1) ... places, is located near Plymouth.
Open daily (2) ... – 6pm
In the (3) ... you will see over 10 real live sharks.
Our guides will tell you interesting facts about these hunters of the sea.



Questions for Pupil A:
1 place/the National/kind of/is/ Marine Aquarium/what?
2 it/open/does/what time?
3 will/over ten/where/sharks/you/ see/real?

3a Work in pairs. Find these words in the Wordlist and write the meaning.

for ages beach seashore diver

3b  **Listen and repeat.**

4a  **Work in pairs. Listen to the dialogue. Answer the questions.**

What did Anne do in Plymouth?
What did she see there?

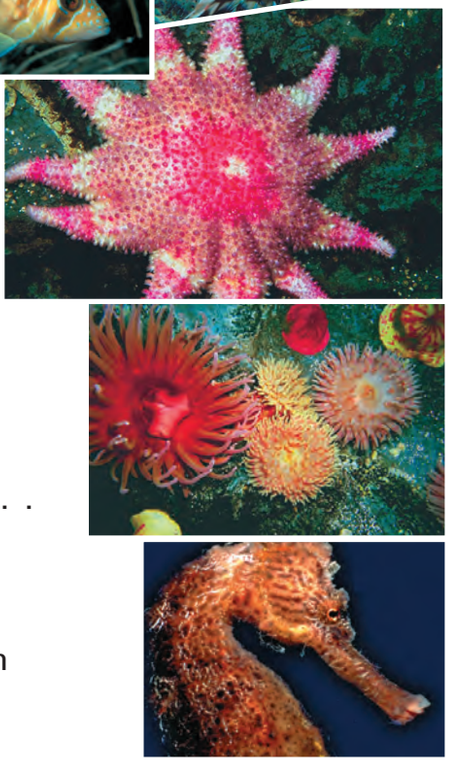
4b  **Listen again and choose the right words.**

1 Anne and her granny went to the ... when the weather was ... .
a beach/cold b theatre/fine c beach/fine

2 One day Anne's ... took her to the National ... .
a grandparents/Marine Aquarium
b parents/Marine Aquarium c parents/Park

3 Skilled ... feed ... by hand.
a fishermen/fish b divers/sharks c divers/fish

4 Best of all Anne liked the ... and the ... .
a divers/sharks b baby seahorses/sharks
c divers/baby seahorses



5 Match the punctuation marks and their names in English.

1 .	a) an exclamation mark
2 ,	b) a full stop (Br.E.)/a period (Am.E.)
3 :	c) a question mark
4 ?	d) a colon
5 !	e) a comma

LESSON 3 Exotic America

1a Work in pairs. Write five things you know about the USA.

1b Read the two texts. Say what places they are about.

① Do you know where the Hawaii Islands are? Do you know what country they belong to? They are in the central part of the Pacific Ocean and belong to the United States of America. Hawaii became the 50th state of the USA in 1959. Captain Cook found these islands just a few years after he discovered Australia. He put these islands on the map and gave them a name.

② The famous Rocky Mountains in the USA begin near Denver in Colorado and go up into Canada. In the south of the Rocky Mountains there are many beautiful canyons. Do you know what a canyon is? It is a deep narrow valley. One of the biggest canyons in the world is the Grand Canyon in Arizona.

1c Read and match with the texts in 1b.

a Millions of years ago, in times of dinosaurs, the Colorado River was much bigger. Today, in the Grand Canyon you can see how big it really was. The word "grand" means "very big".

b He called them the Sandwich Islands. Why this name? It was not because he stopped there to have a sandwich. The Earl of Sandwich was paying for Captain Cook's expedition and this was how the Captain thanked the Earl.

c When tourists take part in a Hawaiian feast, a luau, they have fish, shellfish, coconut pudding, and pineapple, music and hula dancing. The hula is one of the most beautiful dances in the Islands. Some Hawaiian children learn to dance it when they are two years old and it is part of the school lessons.





d The Canyon is over 349 km long and more than 1,3 km deep, and 20 km wide in places.



e May 1st is a lei day. A lei is a garland of flowers which people wear round their necks. It symbolizes Hawaiian hospitality.

f The Canyon has many beautiful colours that change during the day such as red, green, yellow and deep blue. A lot of tourists come to Arizona to see this wonder of the world.

2 Listen and answer the question.

Where will Mr Green go for his holidays: Hawaii or Arizona? Why?

3 Work in pairs. Say what place you would like to go and why.

LESSON 4 Welcome to Dreamworld!

1 **Work in pairs. Write five things you know about Australia.**

2a **Find the words in the Wordlist and write the meaning.**

2b **Read and say which of these facts you think is the most interesting.**

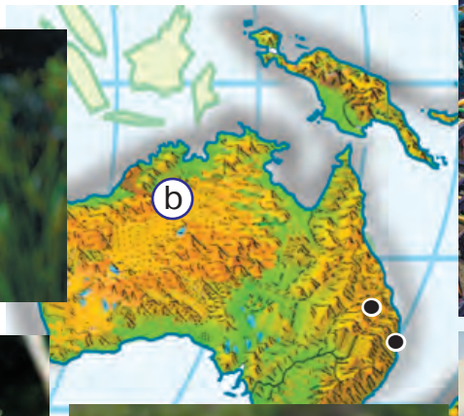
eucalyptus, wombat, roller-coaster, cuddle

Do you know that ...

- kangaroos can jump more than four metres and travel at seventy kilometers an hour?
- koalas eat one kilo of eucalyptus leaves each day and drink almost nothing?
- the word “koala” means “no water”.
- wombats are a kind of bear with a pocket of skin in which they carry their babies?
- the emu is two metres tall and is the second largest bird in the world? It cannot fly, but it can run at fifty kilometers an hour.
- in the seas and rivers of northern Australia you can find crocodiles that are five or six metres long? They eat fish, animals, kangaroos and, sometimes, people.

3a **Listen and number the pictures.**













3b **Listen again. In pairs write captions for the pictures.**

3c **Answer the questions.**

Would you like to travel to the Gold Coast and visit Dreamworld? Why?/Why not?

4 **Work in pairs. Talk about Australia.**

A: Your partner has been on holiday to Australia. Ask him/her what places he/she visited, what he/she saw there and what he/she liked most of all.

B: You have been to Australia. Answer your partner’s questions.

LESSON 5 What makes a good companion?

travelling, companion, hike, go hiking, camping, lively, belong to

1a **Find the words in the Wordlist and write the meaning.**

1b **Listen to the interview and answer the questions.**

1 Who does Andrew usually go on holiday with?
2 Who would he like to go with?
3 What do Emma and Melissa think about good companions?

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

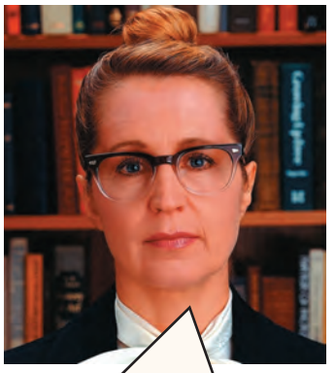
Andrew said, “I’d rather ride a bike”.
Does he like riding a bike more or less than other things?

2b **Chain Drill.**

e.g. A: Let’s play basketball.
B: I don’t want to play basketball. I’d rather go swimming. And what about you?
C: I don’t want to go swimming. I’d rather watch TV. And what about you?

2c **Work in groups of three. Make dialogues.**

e.g. A: Let’s go to the museum.
B: That’s a good idea.
C: Oh, no. I’d rather go to the sports centre.



Hello. My name’s Pamela Goldsmith. I’m a teacher in Hedgerow Secondary School. I teach girls and boys who are 13 years old. These are some of my pupils. Who do you think would make good travelling companions?

3 **Work in pairs. Read and find pairs of companions.**



Robert is a quiet boy. He doesn’t like noisy games. He can do a lot of things, for example, he can make a fire. He enjoys taking photos.

Fiona doesn’t like walking or riding a bike. She likes noisy games and she always wants to win. She likes to make fun of other children.





Amy is a very kind girl. She is always ready to give her things to her friends. She likes a good joke and laughs a lot. Amy is a slow walker and gets tired very quickly. But she’s good at riding a bike.

Mike is good at sports. He is strong and he never complains. He doesn’t like people who talk and laugh a lot. He can be rude to them sometimes.





Frank is fond of all kinds of travelling: he likes boating, biking, hiking, etc. He is a good story-teller because he knows a lot. Sometimes he forgets to pack the things he needs.

LESSON 6 Project

1a Work in groups. Think about a good place for a holiday in Uzbekistan or in an imaginary place. Make a poster. Write about:

- where this place is
- what it is famous for
- what people can do there
- what things people need to take with them

1b Read other groups' posters. Say what you like about the holiday advertised by them.



Unit 10 • Lesson 2

2 Work in pairs. Ask questions and write answers. Pupil B: Read this page.

The National Marine Aquarium, one of Britain's most popular places, is located near (1)... .
Open daily 10pm – (2) ...
In the Shark Theatre you will see over ten real live sharks.
Our (3) ... will tell you interesting facts about these hunters of the sea.

Questions for Pupil B:
1 the National/is/where/located/ Marine Aquarium?
2 does/close/what time/it?
3 tell/facts/who/interesting/you/will?

HOME READING

Kevin's holidays

Kevin was waiting for his holidays. His mother said about a big surprise for him during holidays.

Summer holidays started. Now he was free like a bird, free to draw, paint, play cricket and watch TV ... anything he wanted to do. Kevin took out his crayons and album. He was going to draw a picture when suddenly the doorbell rang.

It was his cousin Max. "Hiii!", cried Max and started jumping on Kevin's bed, breaking his crayons into parts, "I have come to stay here for the holidays".

Kevin was not happy to have such a "surprise" on his holidays. Max was Kevin's pain. He was always doing things wrong. So the next holidays will be the worst in his life.

The next few days were horrible for Kevin.

After breakfast Kevin decided to do a painting. Luckily, Max was not at home. Kevin took out all his art things and started painting a beautiful picture. When he was finishing his picture, Max entered the room with a Pepsi bottle. He poured Pepsi all over the painting, and the picture became bad.

The next day was even worse for him.

Everything was good in the morning and in the afternoon. Something bad happened in the evening. It all started when Max put the dirty clothes in the washing machine. After sometime Kevin heard some strange sounds from the washing machine. He went to look at it and found that Max put his best pair of shoes into the machine with the clothes.

One day Kevin was reading the newspaper when he saw interesting news. He read it aloud: "Last week someone stole Dick Brown's stamps". Dick Brown was famous all over the world for his stamp collection. They were very expensive. Some more people lost their stamp collections too. The police were looking for them.

People who had stamps were afraid to lose their collections. Kevin had a nice stamp collection and it was with his friend Allan. He decided to get his stamp album back.

But Kevin could not go out because his mother's friend came to see them and his mother wanted him to be at home. Kevin decided to send Max to get his album. Kevin gave Max Allan's address, and Max left the house.

Max soon came back with the album, and when Kevin looked at it he found out that it was not his album. The stamps were very expensive.

Max lost his way and went to another house by mistake. The door was open but there were no people at home. The album was on the table. So Max went in and found an album. He took it and brought to Kevin.

Kevin thought that it was Dick Brown's album. Kevin called the police and told that he found a stamp album.

A week later Kevin and Max got good prizes for finding Dick Brown's album.

"I will never be angry at Max", Kevin thought.

"Kevin, I was jumping on the sofa and I broke your glasses. Anybody can make a mistake", said Max.



TEENS' ENGLISH 7

Workbook





UNIT 1 Where we live

Lesson 1 Summer holidays are fun.

Classwork

3 **Listen and write T for True and F for False.**



1 Aziz likes English.
2 Aziz went to the Summer International Camp in July.
3 The Summer International Camp was in Tashkent.
4 Madina went to Turkey in June.
5 Madina liked eating fruit.
6 Davron liked eating ice-cream.
7 Madina stayed at home in July.

Homework



Write an e-mail to Aziz. Write about your summer holidays. You can use the questions as a plan. *Напишите электронное письмо Азизу. Напишите о своих летних каникулах. Вы можете использовать следующие вопросы в качестве плана.*

1 Where did you go?
2 Who did you go with?
3 What was the place like?
4 What was the weather like?
5 What did you do there?
6 Did you like your summer holidays? Why?/Why not?



Lesson 2 What is the capital city?

Homework

1a **Read and complete the sentences.**
Прочитайте и завершите предложения.

1 The biggest cities in Uzbekistan are _____
2 The biggest cities in the United Kingdom _____
3 The longest river in Uzbekistan is _____
4 The longest river in the United Kingdom _____
5 The biggest continent is _____
6 The smallest continent _____

1b **Write the questions for 1a.**
Напишите вопросы к предложениям в задании 1а.

e.g. 1 What are the biggest cities in Uzbekistan?

Lesson 3 Water is life.

Homework

Read and answer the questions.
Прочитайте текст и ответьте на вопросы.

1 Where is Nurata?
2 What are its special features?
3 What can tourists see in Nurata?

A small town Nurata is not far from the Nurata Mountains, 200 km from Samarkand. There are a lot of **legends** *(легенда)* about how people started living there. According to one legend, a **meteorite** *(метеорит)*, a "fire stone" fell from the sky and a **spring** *(родник)* of clear water **appeared** *(появляться)* at that place. People gave it the name "Chashma" and built a town there. The water in this spring is special. Its temperature is always 19,5°C. There are a lot of **minerals** *(минерал)*, **gold** *(золото)* and **silver** *(серебро)* in the water. In addition, the spring is home for wonderful fish – marinka. It is **unusual** *(необычный)* fish and people do not eat it. Nurata has only 25 thousand people and they know each **other** *(друг друга)*. They are very kind and friendly. A lot of tourists from different countries visit this place. It has a surprising **landscape** *(ландшафт; пейзаж)*: the Kyzylkum Desert and mountains.

Lesson 4 Life in big cities

Classwork

2a Work in pairs. Read and match.

1) In a big city,	a) many places to visit.
2) It takes a long time	b) because there are a lot of working places.
3) You can find a good job	c) to get to work in a big city.
4) In a big city there are	d) because there are a lot of universities and colleges.
5) It is good to study in a big city	e) is better than in villages.
6) There are a lot places for entertainment:	f) the traffic is busy.
7) The public transport in big cities	g) theatres, museums, cinemas.

Classwork and homework

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

advantages	disadvantages
e.g. 1) In a big city there are many places to visit.	

Homework

Choose a city you like. Write about it.
Выберите город, который вам нравится. Напишите о нём.

Lesson 5 Life in villages

Classwork

2a **Work in pairs. Complete the sentences with the words.**

village, popular, people, fish, taking, vegetables, tea, desert, life, bread

The village Sentob is between the Nurata Mountains and the Kyzylkum (1) ... . Local (2) ... grow (3) ... to cook a meal. Each family has a few cows, sheep, goats and chickens and have eggs, milk, meat and wool.
In the (4) ... Sentob there are three houses for travellers: “Muhlima”, “Rakhima” and “Maysara”. The first visitors here were in 2007.
Tourists can help local people in everyday (5) ... . They can make (6) ... in tandyr, see a wedding, holidays and watch the traditional competition on horses Kupkary during the game season. The most (7) ... tourist activities are hiking, bird watching, (8) ... photos, ecological walking and others. Moreover, you can just sit on tapchan with your friends and have a rest, drinking (9) ... and enjoying birds’ singing. 30 km to the north there is the Aydarkul Lake, where you can (10) ... and swim.

2c **Work in groups of 4/5. Complete the table. Say how Uzbek village is different from other villages in the world.**

village	different	same
smart village	**e.g.** In India people try to make smart villages because their life is very bad now. In Sentob village people have good life now.	there is clean water, schools, doctors, enough food and electricity
vintage village		
eco-village		

Homework

Describe the place where you live. Answer the questions.
Опишите место, где вы живёте. Ответьте на вопросы.

1 Do you live in a town or a village?
2 How big is it?
3 Is it comfortable place to live in? Why?/Why not?
4 Do tourists come to your place?
5 What do they want to see? Why?
6 Do you like your place? Why?/Why not?

UNIT 2 I don't feel well!

Lesson 1 I have a pain in my ...

Classwork

3a Work in pairs. Read and complete.

1 I have a pain in my _____ . I can't hear you.
2 I have a pain in my _____ . I can't eat anything.
3 I have a pain in my _____ . I can't walk.
4 I have a pain in my _____ . I can't write.
5 I have a pain in my _____ . I can't sweep the yard.
6 I have a pain in my _____ . I can't see well.

Homework

1a Answer the questions. *Ответьте на вопросы.*

What is the most important part of the body? Why?

1b Read and check. Do you agree? *Прочитайте текст и сравните с ним свой ответ. Вы согласны с выводом?*

When I was a little child, my mother asked me: "What's the most **important** *(важный)* part of the body?"

I thought and said: "My ears, Mum, because to hear people and music is very important."

She said: "No. Many people cannot hear."

The next year she asked me again.

This time I told her: "Mum, it must be our eyes because to see is very important to **everybody** *(каждый (человек); все)*."

She looked at me and told me: "You're learning fast, but the answer is not correct because there are many people who cannot see."

Some years later *(Несколько лет спустя)*, my grandad went to hospital and did not come back. Everybody was sorry.

My mother asked me: "Do you know the most important part of the body, my dear?"

I was **surprised** *(удивляться)* at that moment because I always thought this was a game between her and me.

She looked at me and told me: "This question is very important. Every year you gave me different parts of the body. And they were not the correct answer. But today is the day you need to learn this important lesson. The most important part of the body is your **shoulder** *(плечо)*."

I asked: "Is it because it holds up my head?"

"No", she said, "Everybody needs a shoulder **to cry** *(плакать)* on sometime in life. I hope you have enough friends to have a shoulder to cry on when you need it."

Now I know that the most important part of the body is when you feel the pain of others.

1c Choose the correct answer. *Выберите правильный ответ.*

When you need your friend's/relative's shoulder, you:
a) want to put your hand on it. **b)** need their help. **c)** want to help.

Classwork and homework

Lesson 2 What's the matter with you?

Classwork

3c **Match the following sentences (1-4) with the given endings (a-d)**

1 If you do not want to get ill	a) you should contact a doctor.
2 Flu is a virus	b) you should use special drops.
3 If you are ill	c) you should practise good hygiene.
4 If you have a runny nose	d) which can infect any person.

Homework

1a **Answer the questions.**

1 Why is it important to be healthy?
2 How can we stay healthy?

1b **Read and check.**

Good health is very important for everybody. There is nothing more important than health. Wise people even say: "Health is more important than wealth", because if you do not care of your health, you cannot study or work properly. The best way to stay healthy is to do morning exercises, to eat healthy food, to sleep 8-9 hours a day. If you are active, you feel better. You may go to a gym or a swimming pool, do some other sport or simply walk more. Sport is a good way to have a good health. Diet is also very important. You should eat fresh and healthy food. It is important to eat enough fruit, vegetables and meat. Do not eat too much sugar or sweets.

1c **Complete the sentences.**

1 It is important to be healthy because ...
2 We can stay healthy by ...

Lesson 3 I've brought warm clothes.

Classwork

2b **Listen and tick.**

	Betty	Ann
socks		
boots		
trainers		
chocolate		
mineral water		
money		

Homework

Complete the sentences.

e.g. I'm not writing because I've cut my finger.

1 I'm not writing because ...
2 I'm not eating because ...
3 I'm not playing volleyball ...
4 I'm not watching the film ...
5 I'm not playing football ...
6 I'm not eating chocolate ...

I have toothache.
I've broken my leg.
I have a headache.
I've cut my finger.
I've broken my wrist.
I have a stomachache.

Lesson 4 Have you ever ...?

Homework

1 **Write five sentences.** *Напишите пять предложений.*

e.g. Have you ever broken your arm?

2 **Complete the sentences with verbs. (Put the verbs into 3rd form.)** *Дополните предложения глаголами. (Вставьте глаголы в 3-й форме.)*

walk, finish, put, come (2), sit, see

Linda has just (1) ***e.g.*** *walked* outside with Grandmother. She has (2) ... cleaning and washing. She has some corn and pieces of bread. Linda has just (3) ... some corn on the **ground** *(земля)* to feed the birds. The birds have not (4) ... yet. Grandmother has already (5) ... down on the **bench** *(скамья)*. Grandmother and Linda **wait for** *(ждать)* the birds. They have (6) ... the birds in the yard. Look! The birds are flying. They have (7) ... to the yard. Linda is happy.

3 **Write the sentences. Use the Present Perfect.** *Напишите предложения. Используйте настоящее совершенное время.*

1 Look mum, my hands are clean. I _____ them. *(wash)*
2 The plants are green. We _____ them. *(water)*
3 The dog isn't hungry. It _____ its lunch. *(eat)*
4 My sister has toothache. She _____ many sweets. *(eat)*

Lesson 5 You should take medicine.

Homework

1 **Write three health problems and what you should do with them. Look at activity 2a.** *Напишите три проблемы со здоровьем и что вы должны предпринять. Посмотрите на упражнение 2а.*

e.g. A: I've cut my arm.
B: You should put a plaster on it.

2 **Complete the sentences with "should" or "shouldn't".** *Дополните предложения словами "should" или "shouldn't".*

1 She has flu. She ... stay at home.
2 He has backache. He ... carry heavy things.
3 You have a broken arm. You ... play volleyball.
4 Your mother is tired. She ... have a rest.
5 My brother has toothache. He ... go to the dentist.

UNIT 3 Sport

Lesson 1 Keeping active

Homework

Read and answer the questions.

1) Why having fun is good for our health?
2) Where can we learn new things and skills?
3) What can we do in bad weather?

Being Active Must Not Be Hard

Most people who dance, swim or play tennis do these activities because they enjoy them. Having fun is good for your health. Taking part in an activity that you enjoy can help you relax and help lower your stress. It can help you feel good about yourself.

What activity do you like? Try to find an activity you enjoy doing by yourself or with others. Find out about activities in your community to try new things and learn new skills.

Physical activity must not be hard to be good for your body. If you do not like going to a gym, do something outside or walk in a park. Spend more time outside with your parents and friends. Walk the dog, play in a park. These are all ways to enjoy fresh air and open space of the outdoors. If the weather is not good, think about going to a museum. Walk through the displays and listen to their stories from the past. Getting active can be a chance to make new friends.

Lesson 2 Sports at school

Homework

1a Write the questions.

1 is/sport/very/important/in/our/lives/why?
2 is/there/a/sports ground/near/your/school?
3 what/lessons/do/you/do/at/PI?
4 competitions/are/there/any/your school/sports/in?
5 what/you/do/sports/do or play?

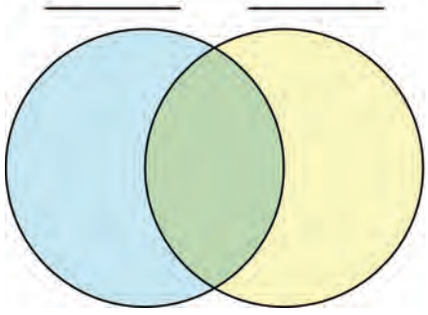
1b Answer the questions.

1 Sport is very important in our life because ... .

Lesson 3 I like gymnastics. So do I.

Classwork

1 Read and complete the diagram.



2 Work in pairs. Ask and answer.

What kind of activities do you like doing?

	me	my friend
playing games in the open air		
playing football		
watching sports event on TV		
doing morning exercises		
walking		
swimming		

Classwork and homework

5 **Complete the sentences.**

e.g. A: I do sport.
B: So do I. I'm very good at sport.

1 **A:**
B: Neither do I. I watch football matches on TV.

2 **A:**
B: So do I. I play chess with my friends.

3 **A:**
B: Neither can I. I don't have a bicycle.

4 **A:**
B: So do I. I go swimming on Monday and Thursday.

Homework

1 **Write 3 sports you like and 3 sports you do not like. Explain why.** *Напишите 3 вида спорта, которые вам нравятся, и 3 вида спорта, которые вам не нравятся. Объясните почему.*

e.g. I like volleyball because I like team games.
I don't like basketball because I'm not very tall.

2 **Write the sentences. Use "so" or "neither".**
Напишите предложения. Используйте "so" или "neither".

e.g. I like watching sports programmes on TV. So do I.
I don't like boxing. It's dangerous. Neither do I.

1 Lucy doesn't like boxing.
2 My friend likes karate.
3 My sister can't swim.
4 My brother can run fast.
5 I can't climb the Chimgan Mountains.

Lesson 4 Girls in sport

Homework

Write the questions.

1 when/born/and/was/where/Laila Ali?
2 she/old/was/Ali/when/how/began/boxing?
3 was/who/her/father?
4 tall/is/she/how?
5 she/many/win/did/how/fights?
6 her/did/fight/have/when/last/professional/she?

Lesson 5 Sport in Uzbekistan

Classwork

1b **Complete the table.**

sport	sportsman
e.g. judo	judoka
canoe	
wrestling	
taekwondo	
swimming	
gymnastics	
athletics	
boxing	
kurash	

Homework

Write the answers to the questions in activity 3. *Напишите ответы на вопросы в упражнении 3.*

UNIT 4 Olympic Games

Lesson 1 Background knowledge

Classwork

1 Work in pairs. Think and write.

What do you know about the traditions, sports and athletes of the Olympic Games?

traditions	sports	athletes

Homework

Who is your favourite Olympic athlete? Make a fact file about them. *Кто ваш любимый олимпийский спортсмен? Соберите разные факты о нём/ней.*

Name:
Country they come from:
Sport at the Olympics:
Which Olympics:
Awards won:

Lesson 2 The origin of the Olympic Games

Classwork

3b Work in pairs. Complete the sentences. Use the Present Continuous.

fight, throw, hit, swim, do, run, kick

e.g. 1 I <u>am swimming</u> in the pool now. *(swim)*
2 She _____ a ball on the tennis court. *(hit)*
3 She _____ a ball on the basketball court. *(throw)*
4 I _____ gymnastic exercises on a gymnastics ground. *(do)*
5 They _____ a ball on the football pitch. *(kick)*
6 He _____ on a boxing ring. *(fight)*
7 We _____ on a track. *(run)*

Homework

1 Write the questions.

1 did/when/take/the first/Olympic/Games/place?
2 the/how/often/did/Games/happen?
3 events/how/at the/many/were/there/first Olympics?
4 the/who/organized/International Olympic Committee?
5 first/where/the/modern/Olympics/take place/did?

2 Write the sportsmen.

e.g. 1 He hits a ball with a racket. – A tennis player.
2 He swims.
3 She does gymnastics.
4 He fights on a ring.
5 She uses a canoe.
6 She kicks a ball.

Lesson 3 Olympic symbols

Homework



1 Read and guess the meaning of the new words. Answer the question. *Прочитайте текст и угадайте значение новых слов. Ответьте на вопрос.*

What is Fazliddin Gaibnazarov famous for?

One of the best sportsmen of Uzbekistan is Fazliddin Gaibnazarov. He was born on 16 June 1991 in Bekobod, near Tashkent. This boxer has won a lot of international matches since 2012. In 2016 he won a gold medal at the Rio Olympics. He defeated the boxers from Congo, India, the United States, Russia and Azerbaijan and finally won the gold medal.

Gaibnazarov's next fight took place at Madison Square Garden on 12 May 2018. His opponent was a Mexican boxer Jesus Silveira. The fight finished in round 4 after Gaibnazarov's knockdown. He also became the first boxer to stop Silveira.



2 Write questions to the sentences.

e.g. 1 The Olympic Games have the flag and motto. – Do the Olympic Games have ... ?
2 The flag is white with five circles. – What ...
3 The circles represent the five continents.
4 The motto of the Olympics is "Faster, higher, stronger".
5 Olympic Flame is another symbol of the Olympic Games.

Lesson 4 Teenage champions

Classwork

2b Work in pairs. Complete the questions in the Past Simple. Ask and answer.

1 Who ... (be) the strongest female chess player in Uzbekistan in 2018?
2 Who ... (win) the gold medal in China in 2018?
3 Who ... (win) at the ASBC Asian Confederation Youth Boxing Championships?
4 Who ... (be) the youngest World champion?
5 Where ... Uzbekistan National U23 Football Team ... (win) in 2018?

3 Work in pairs. Complete the sentences in the Present Perfect.

1 Uzbekistan National U23 Football Team has ... (demonstrate) that they are the best.

2 Teams from 16 countries of the world have ... (compete) for the victory at the Asian Championships
3 He's ... (have) more than 70 fights.
4 He's ... (win) at the Asian Confederation Youth Boxing Championships.
5 She's ... (win) Central Asian Cup and Asian Championship among females.
6 She's ... (be) a winner at Taekwondo Asian Championship in Malaysia.

Homework

1 Complete the table.

do	did	done
go		
hurt		
see		
write		
make		

2 Complete the sentences. Use have/has.

1 She ... lived here all her life.
2 They ... written three letters already.
3 He ... finished his homework.
4 We ... been to Canada.
5 I ... lost my pencil.
6 He ... broken his leg.
7 The children ... made a mess in the kitchen.

Lesson 5 Summer Youth Olympic Games

Classwork

1a Work in pairs. Match the words and explanations.

e.g. 1c,

1 win	a have the same score as the opposing team
2 lose	b push the ball into the air with your hands
3 score	c be the player or team that gets victory
4 draw	d begin play (for example, in tennis)
5 pass	e throw the ball to another player on your team
6 throw	f take the ball with your hands when someone passes to you
7 catch	g get a point or a goal
8 serve	h be the player or team that doesn't get victory

3 Listen and complete the table.

Name			
Was born			
What sport s/he does			
Event			
Medals of Uzbekistan team	**gold**	**silver**	**bronze**
He won			
He is going to			

Classwork and homework

Homework

1 Read and guess the sports.
Прочитайте предложения и угадайте виды спорта.

1 The sport of one who swims.
2 A game for two people who hit a small ball.
3 The sport of going on horseback.
4 A game played by two teams of 6 players each, who play on an ice rink.
5 The sport where people use bicycles.
6 This is the sport where two sportsmen fight on the ring.

2a Match the sports and nouns. Write the sentences. *Найдите существительные, относящиеся к спорту. Напишите предложения.*

e.g. 1c,

1 jumping	a court
2 hockey	b court
3 boxing	c ground
4 basketball	d ring
5 football	e pitch
6 tennis	f ice rink

2b Write the sentences with the words.
Напишите предложения, используя данные выше слова.

e.g. They do jumping on the ground.
They play basketball on a court.

UNIT 5 What we wear

Lesson 1 What do my clothes say about me?

Classwork

1 Work in pairs. What do you know about clothes?

what I know	what I want to know

2 Look and think. When can you wear these clothes? Write.

national day	school	weekends	party	other

Homework

Cut out pictures or bring photos of people. Look at the clothes they wear. What do their clothes say about them? *Принесите какие-либо фотографии людей. Рассмотрите одежду, которую они носят. Что их одежда говорит о них?*

Lesson 2 What are you wearing?

Classwork

3a Work in pairs. Write the new words. Match the words.

e.g. 1b

1 low-/high-heeled	a dress
2 long-/short-sleeved	b shoes
3 casual/formal	c duppi
4 embroidered	d costume
5 national	e style
6 atlas	f T-shirt

Homework

1 Describe your casual clothes which you wear at home. *Опишите свою повседневную домашнюю одежду.*

e.g. I'm wearing (wear) blue sports trousers, ...

2 Complete the sentences about you. *Дополните предложения о себе.*

In summer I wear: sunglasses, ...
In winter I wear:
In spring and autumn I wear:

Lesson 3 What size do you take?

Homework

Describe favourite clothes of your family. Write about the colour, the type of material, and the size.
Опишите любимую одежду своей семьи. Напишите о цвете, типе материала и размере.

e.g. My favourite clothes are my brown leather jacket and jeans.
I take a size 40.
My mother likes her ...
My brother's favourite clothes are ...

Lesson 4 What's it made of?

Classwork

4 Listen and complete.

Name of the object: e.g. *T-shirt*
Made of ...
Made in ...
Colour:
Size:

Homework

Write what the things are made of.
Напишите, из чего сделаны вещи.

e.g. The mobile phone is made of ...

wood, metal, plastic, leather









Classwork and homework

Lesson 5 Do you have a striped sweater?

Classwork

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

	object	colour/pattern	material
1	**e.g.** *sweater*	*striped / red and yellow*	*wool*
2			
3			
4			
5			

Homework

1 **Write four sentences about your relative's clothes.**
Напишите четыре предложения об одежде вашего родственника.

e.g. My sister has a pink floral polyester dress.

2 **Put the sentences in order.**
Расположите предложения по порядку.

e.g. 1d

a) How about this striped one?
b) Yes, I'm looking for a sweater.
c) I take a size 44.
d) Can I help you?
e) Yes, that's nice. But I prefer checked clothes.
f) What size do you take?
g) What kind of sweater do you want? Made of wool or polyester?
h) I'm looking for a sweater made of wool.

UNIT 6 SHOPPING

Lesson 1 Let's go shopping!

Homework

Find an advert that you like.
a) If it is on the TV or radio, then describe it or record it.
b) Take a screen shot or video clip of the TV advert if you can.
c) If it is a giant roadside poster, take a photo.
d) If it is in a newspaper, cut it out.

Describe the advertisement, e.g. colours, sounds, size, shape. Does it match the product and price of product? Do you like the product (do you use it)?

Lesson 2 Shopping centres

Homework

1 **Match the parts.**

1 Corner shop is	a a shop where you can buy sandwiches and drinks.
2 Pet shop	b a small shop which sells things for every day.
3 Sandwich shop is	c a shop where you can buy children's toys.
4 Sports shop	d sells pet animals, such as cats, dogs and birds.
5 Shoe shop is	e sells sportswear and other sports things.
6 Stationery's is	f a shop which sells stationery and other things.
7 Toy shop is	g a shop where you can buy shoes.

2 **Complete the dialogue.**

Shop assistant: Can I help you?
Customer: I (1) **e.g.** *'m looking* for a sweater.
Shop assistant: What colour (2) ...?
Customer: I (3) ... it in brown.
Shop assistant: And what size (4) ...?
Customer: 44.
Shop assistant: (5) ... the one in brown and we have this striped one in brown and green.
Customer: I'd like to try them on. Where is the (6) ...?
Shop assistant: It's over there ... Do they (7) ...?
Customer: Yes. I'm going to take this striped one. How (8) ... is it?

would you like, do you take, 'm looking, much, fitting room, fit, Here is, would like

Lesson 3 Bargain for the best price

Homework

Answer the questions about your family.

1 Who likes to go shopping most in your family?
2 What shops do they go to?
3 What do they buy?
4 Do they usually ask for a bargain?

Lesson 4 Advertising

Homework

1 **Choose a drink, food, book, your mahalla, school or any other thing. Draw a logo and create a slogan. Write about it.**

Logo:

YSK is "Yaskanamu" clothes for all family. It appeared in 2006 in Uzbekistan. It is a family business. The clothes are made of cotton, silk and polyester. They are modern and easy to wash. I have some T-shirts and trousers of YSK.

Slogan: Comfortable clothes for all family.

Classwork and homework

2 **Choose an advert from a magazine or a billboard. Write about it. Say if you like/don't like it and why.** *Выберите объявление из журнала или рекламного щита. Напишите об этом. Скажите, нравится ли / не нравится вам оно и почему.*

Lesson 5 Are you for or against?

Homework

You are the leader of the mahalla committee. Write a letter to senior citizens of the mahalla. *Вы председатель махаллинского комитета. Напишите письмо пожилым гражданам махалли.*

UNIT 7 LEISURE

Lesson 1 How do you spend your leisure time?

Homework

Write about your leisure time. *Напишите о своем досуге.*

1 What do you do in your leisure time?
2 How long have you been doing it?
3 Who chose it for you?
4 What do you like about it?

Lesson 2 Let's go to the park!

Homework

1 **Do the quiz. Find out how active you are.**

1 You want to see a good film, but the nearest cinema is far from your house. Do you:
A wait for a bus?
B watch a film on TV?
C walk to the cinema?

2 Which of these things do you like doing at the weekend?
A watching TV?
B going to the swimming pool?
C playing tennis or football?

3 Your class at school want to organise an outing. Do you want to:
A climb a mountain?
B visit a museum?
C visit a local farm?

4 In the summer do you:

A sleep with your bedroom window closed?
B sleep with your bedroom window open?
C sleep in the yard or on the balcony?

Your score:

1) a5	b0	c10
2) a5	b10	c10
3) a10	b0	c5
4) a0	b5	c10

1–15 You can't stand fresh air. You only go outside when you have to. In your free time try to go out more often. You'll see it is more pleasant to spend your free time like this.

15–30 You like to spend your free time in the fresh air but not too much. You are pretty normal.

30–50 You are very active! You hate to spend your free time at home. You prefer fresh air. You are even a fresh air fanatic!

2 Write about your family. Ask and write.

1 My mum _____ when she has free time.
2 My _____ when he has free time.
3 My _____.
4 My _____.
5 I _____.

Lesson 3 Watching TV – is it good?

Classwork

2 Work in pairs. Complete the table.

advantages	disadvantages
e.g. *On TV we can see fish and animals in oceans and seas.*	

Homework

Answer the questions.

1 What TV programmes do you like best?
2 How long do you watch TV every day?
3 What do you think about adverts?
4 Do you like scientific and educational programmes?
5 What are your favourite scientific and educational programmes?

Lesson 4 I won't stay in town.

Homework

Complete the sentences with "will" or "won't".

Dear Max,

I am very happy because I saw Rustam yesterday and he told me about a wonderful sports camp. So I have decided to go there in July. I (1) ... go to the mountains. I (2) ... go to this camp because I can do football training there and do lots of other things too. All the training (3) ... be in English because the trainers are from English speaking countries, so I (4) ... forget my English during the summer. At weekends we (5) ... have competitions, games and songs. Great! I hope you (6) ... come too.

Yours,

Oleg

Lesson 5 My favourite hobby is ...

Classwork

1a Complete the table with two or three activities for each column.

boring	interesting	quiet	expensive	tiring

drawing, painting, playing musical instruments, reading, playing tennis, playing football, travelling, flying a kite, gardening, embroidering, doing puzzles, collecting things, playing video games, singing, horse-riding, listening to music, taking photos, running, fishing

2a Listen and complete the table.

	name	country	hobby
1	Tom		
2	Ella		
3	Mateo		
4	Isabella		
5	Anzu		
6	Roberto		

Italy, the UK, Brazil, Japan, the USA, Spain, playing the guitar, karate, reading, swimming, drawing, gardening



Homework

Look and complete the sentences.
Посмотрите на рисунки и завершите предложения.

e.g. I like doing/playing sport.

Hi! My name's Marko, I'm from Italy. We live in a small town near a river. In my free time I like (1) ... and (2) ... here. After school I love (3) ... with my friends and (4) ... . In windy weather I love (5) ... and in the evenings I like (6) ... ,

UNIT 8 Geography

Lesson 1 We are not alone!

Classwork

1b Choose one continent. Write what you know about it.

The continent is	I know ...
These countries are in this continent: 1) 2) 3) 4)	the language. They speak ... . the food. They eat ... . the weather. They have ... . the animals. They have ... . the festivals. They have the festival of ... . the people. Their people look like me/don't look like me.

Homework

Choose a country or a continent and write a fact file about it. Find photos or pictures. Write about the interesting things you can find out about the country.

Выберите страну или континент и соберите разные факты о них. Найдите к ним фотографии или картинки. Напишите об интересных событиях, связанных с этой страной.

Lesson 2 Which continent is the largest?

Classwork

2 Work in pairs. Look and check your answers. Ask and answer.

continents	area (sq.km)	population	number of countries
Asia	43,826,647	4,460,033,000	47 countries
Africa	30,375,489	1,125,307,000	54 countries
Australia	9,008,598	36,305,000	1 country
Antarctica	13,729,854	4,500	0 countries
Europe	10,189,745	605,149,000	43 countries
North America	24,496,933	563,486,000	23 countries
South America	17,844,711	403,465,000	12 countries

e.g.

A: Which population/area is larger: in Asia or in South America? How large is the population/area in ...? How many countries are there in ...?

B: The population in Asia is 4,460,033,000 (four billion four hundred and sixty million thirty-three thousand) people.

4a Work in groups of four. Do the quiz.

1 Which is the world's smallest continent?
2 Which continent has the world's highest mountains?
3 Which continent has the most countries?
4 Which is the planet's longest river?
5 What is the planet's biggest lake?
6 Which is the world's smallest country?
7 Which is the country with the largest population?
8 Which is the world's largest country?

Classwork and homework

Homework

Label the continents and oceans.

Напишите названия континентов и океанов.



Lesson 3 Uzbekistan is divided into ...

Homework

1 Write the sentences.

e.g. 1) Yellow and brown ceramics are made in Gijduvan.

1) are/made in/Yellow and brown/ceramics/Gijduvan
2) with dragons/are/in Samarkand/made/Figures
3) Beautiful/in/Bukhara/clothes/embroidered/are/made
4) green and/pottery/is/This/made/in/blue/colours
5) made/is/Black/and white/for/men/duppi
6) the/theatre/These/are/puppets/shown/in
7) made/is/pottery/by/This/Nazrullaev family
8) for/is/known/its/Rishtan/ceramics/pottery
9) used/in pottery/is/in/Style “Kalami”/Khiva

2 Read the riddle and guess the object. Write your riddle.

e.g. It is made of paper. It is put on the wall. Continents, countries, oceans, seas, rivers and mountains are shown there.

Lesson 4 Have you ever been to the desert?

Homework

Read the answers. Write questions to the answers.

1) The Tian Shan Mountains cover China, Kazakhstan, Kyrgyzstan, Uzbekistan and Tajikistan.

2) The summer in the mountains is cool and rainy.
3) It is very cold in the winter.
4) There are a lot of beautiful lakes in the mountains.
5) The biggest lake of Tian Shan is Issyk-Kul.
6) Issyk-Kul's area is 15 844 sq km.

Lesson 5 The world's greatest travellers

Homework

Write about your family.

1 Who travelled?
2 Where did they travel?
3 What did they see there?
4 What did they eat there?
5 What did they like?

UNIT 9 TRAVELLING

Lesson 1 What country would you like to visit?

Homework

Ask your family what places they have visited outside of Uzbekistan. Ask them the following questions:
Спросите членов своей семьи,какие места они посетили за пределами Узбекистана. Задайте им следующие вопросы:

1 What's the name of the country?
2 What's the name of the money?
3 What's the weather like?
4 What clothes did you wear?
5 How did you travel there?
6 What did you see?

Lesson 2 Planning a trip

Homework

Write the answers to the questions. *Напишите ответы на вопросы.*

1 When will people in Uzbekistan celebrate Navruz?
2 What will your family do on Navruz day?
3 What will you cook?
4 What will you wear?
5 Where will you go?

Lesson 3 Journey into space

Classwork

1 **Play "Find Someone Who ...".**

name	doesn't like travelling by plane	has taken a trip to another country	would like to make a long journey by boat

e.g. Do you like ...?
Have you ever taken a trip to ...?
Would you like to make a journey by ...?

2 **Work in pairs. Read the definitions and complete the sentences. Use the words "journey", "travel" or "trip".**

1 On our holiday we went on a ... to Turkey.
2 When we go on a long ..., we take games for my little sister.

3 Many years ago people did not ... much.
4 I'd like to ... to India. It's an amazing country.
5 My father took me on a fishing ... .

first, dangerous, subjects, spacemen, journey, walked, travelling, spacewoman

3b Work in pairs. Read and check your answers. Complete the sentences.



A few hundred years ago travelling to the New World was very (1) **e.g.** *dangerous*. Today (2) ... into space is as difficult as opening a new continent. Scientists have done a lot to make space travelling less dangerous. To travel into space a spaceship needs as much fuel as 42,000 cars! The (3) ... from Earth to space lasts around 8 minutes. Space starts at 100 km above the Earth.
Russian spaceman Yuri Gagarin was the (4) ... human in space. His flight was in April 1961.
The first (5) ... is Valentina Tereshkova. She flew in June 1963. Before her flight she was a factory worker. She loved sport and went parachuting.
The first Uzbek spaceman is Vladimir Dzhanibekov. When he was at school, his favourite (6) ... were physics and mathematics. His hobbies are photography and painting. Most of his works are about space. People can see them in museums and private collections. He is also interested in ballooning and flying around the world.
Neil Armstrong was the first man, who (7) ... on the moon. It happened in July 1969. Since 2000, (8) ... from different countries can live and work at the International Space Station.









Homework

Complete the sentences. Use the words.

travel, trip, journey

1 You can ... from France to England by car.
2 We are planning a ... to the mountains.
3 The longest ... starts with a single step.
4 When I ... to different countries, I take a lot of pictures.
5 I'm very tired after the long ... .
6 The boat ... was interesting.

Classwork and homework

Lesson 4 The Silk Road

Classwork

3a Work in pairs. Listen and complete the table.

people	places on the Silk Road	things they liked
Fred	e.g. *Bukhara*	*carpet*
Rojer		
Victoria		
Alisher		

3b Work in pairs. Listen one more time. Match the speakers and sentences.

e.g. 1c

1 Khiva is older than I thought. a Victoria
2 It's more interesting than I expected. b Roger
3 It's more beautiful than I hoped. c Alisher
4 It's bigger and longer than I expected. d Fred

Homework

1a Complete the sentences.

culture, gold, China, dangerous, silk, Rome, 6.500

The Silk Road began in ancient (1) … . It was between China and (2) … . The route was (3) … km long. China had (4) …, tea and spices. Rome had (5) …, silver and beautiful stones. The Silk Road was important because people not only changed things but also food, ideas and (6) … . Travelling along The Silk Road was very (7) … .

1b Write five questions about The Silk Road.

e.g. Where did The Silk Road begin?

Lesson 5 World spots

Classwork

1c Listen one more time. Choose the correct answer.

e.g. In the Kruger National Park you can meet 4/5 big animals.

1 The Kruger National Park is in South America/Africa.
2 The best time to visit the Kruger National Park is May/September.
3 The Statue of Liberty is 93/190 meters high.
4 Mount Fuji is in Australia/Japan.
5 Mount Fuji is a volcano/mountain.
6 Opera House is in Paris/Australia.
7 The engineer Gustave Eiffel built the tower in 1789/1889.
8 Big Ben is a clock tower/Opera House.

2c Work in pairs. Complete the questions.

e.g. in/museum/What/opened/1881? - What museum opened in 1881?

1 the/Where/is/Natural History Museum?
2 Do/work/there/scientists?
3 How many/the Museum/things/in/and Darwin Centre/are there?

Classwork and homework

4 the/dinosaur's skeleton/When/did/appear/the museum/in?
5 is/the/How/long/skeleton?
6 dodo/Is/extinct/bird/the?
7 people/sleep/Can/museum/at/the?

Homework

1 **Answer the questions.**

1 Why do many people come to Uzbekistan?
2 What places do they usually visit?
3 Have you met any tourists in your place?
4 If yes, why do they come to your town/village?
5 If no, find reasons why they should come to your place.

2 **Prepare for the Project work.**

UNIT 10 HOLIDAYS, HOLIDAYS!!

Lesson 1 Special holidays around the world

Homework

Ask your family what special holidays they like or would like to see outside of Uzbekistan. Ask them the following questions and write the answers:

Спросите членов своей семьи, какие праздники им нравятся особенно или какие хотелось бы увидеть за пределами Узбекистана. Задайте им следующие вопросы и напишите ответы:

1 What is the name of the special holiday?
2 Where does this special holiday take place?
3 What can they see there?
4 Why is this interesting to them?
5 How will they remember the special holiday?
6 How many years ago did they visit? OR When would they like to go?

Lesson 2 Holiday in Plymouth

Homework

1a **Read and answer the question. Is it easy to understand this text?**

Punctuationmarksarepartofyourlanguagesystemtheyhelpyoumanage thewordsandideasyouwritetheyhelpyoucommunicate

1b **Read again. Answer the questions.**
Is it easy to understand this text? Why?

Punctuation marks are part of your language system. They help you manage the words and ideas you write. They help you communicate.

2 **Read and write in order.**

Thank you for the wonderful time I had in Plymouth. I've told all my friends about what we did together.
Love
Can I come and stay with you again next summer?

Dear Granny and Grandpa
Mum and Dad sent their love to you.
Anne
How are you?
The photos we took are great! I'll send you some of them.

Lesson 3 Exotic America

Homework

1 **Read and write the sentences correctly.**

Remember:
Sentences begin with capital letters. They end with full stops, questions marks or exclamation marks.

1 the boy wrote a letter
2 he wanted to know a lot of things
3 did his friend answer all the questions

2 **Write what things you need if...**

- you are going to the mountains on a warm spring day
- your friends and you go to Samarkand in summer to see the monuments (and take pictures of them)
- your parents and you go to Russia for winter holidays
- you go to a village in early autumn

Lesson 4 Welcome to Dreamworld!

Homework

Read and write the sentences correctly.

Remember:
Commas separate things in a list.
e.g. Tourists have fish, shellfish, coconut pudding, pineapple and music and hula dancing.
Commas also separate parts of a sentence. The parts may be a word or groups of words.
e.g. Millions of years ago, in times of dinosaurs, the Colorado River was much bigger.

1 We bought oranges apples tomatoes and carrots.
2 The leaves in autumn are yellow red and brown.
3 If you go to the USA you should visit Arizona.

Lesson 5 What makes a good companion?

Homework

1 **Read and write the sentences correctly.**

Remember:
Colons do two jobs:
a) They can introduce the list. e.g. Visitors can see some typical Australian animals: koalas, kangaroos, emus and wombats.

b) They can introduce a quotation (what somebody says or writes).
e.g. *The first line of the poem says: "Trees are the kindest things I know".*

1 Our house has everything people need gas electricity hot and cold water.
2 Pack these things shirts jeans socks and a pair of shoes.
3 The story began like this School for me was the best place in the world.

2 Do the quiz.

ARE YOU A GOOD COMPANION?



1 How would you rather spend your holiday?
a Travelling with your parents.
b You'd rather go hiking with a group of boys and girls and a teacher.



2 When you go hiking,
a you get tired very quickly.
b you can walk and do more than others.

3 When you get tired or don't like something,
a you complain to your parents or friends.
b you think that you mustn't show it to your parents/friends.

4 You like
a telling your companions what you know or have read.
b listening to your companions' stories.

5 You enjoy
a noisy games and sports.
b quiet games and walks.

6 When you pack, you
a always take everything you need.
b sometimes forget to take something you need.



Count your score.

1	a - 1 b - 2	4	a - 2 b - 1
2	a - 1 b - 2	5	a - 2 b - 1
3	a - 1 b - 2	6	a - 2 b - 1



Read about yourself. Do you agree?

6 - 7 points. Be more active and more organised and you will be a good companion.
8 - 10 points. You are a good companion. Everyone wants to travel with you.
11-12 points. You are certainly a perfect companion. But did you answer all the questions honestly?

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*.

Такие существительные, как *trousers* (брюки), *shorts* (шорты), *glasses* (очки) и т. д., употребляются только во множественном числе. К таким существительным относятся слова, обозначающие один предмет, состоящий из двух частей. Подобные слова не имеют формы единственного числа. Так как эти существительные имеют форму множественного числа, глагол после них согласуется со множественным числом. Например:

My trousers ***are*** old. (не *"**is** old")*

Your jeans ***are*** nice. *(не "**is** nice")*

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* используются 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 предметах 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 кому- или чему-либо 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) Словообразование: book + shop (сущ. + сущ.)

Два существительных вместе *(noun + noun)* часто используются для обозначения одного понятия. Например: *a bookshop, a toyshop, a village committee, a school uniform*, и т.д.

В этих словах первое существительное несёт функцию прилагательного, т. е. даёт определение второго существительного, указывает его признак. Например: *a school bag, an English textbook*.

5) Имя прилагательное (Adjective)

Имя прилагательное – часть речи, обозначающая признак, качество 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*.

Прилагательные также могут образовываться от глаголов путём прибавления окончания *-ing*. Например: *amaze + ing = amazing, interest + ing = interesting, bore + ing = boring* и т.д.

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: *lo**w** – lo**w**er*.	

В английском языке существуют прилагательные исключения, которые не образуются по этим правилам: *good – better, bad – worse, little – less, far – farther/further, many/much – more*.

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.

Существуют прилагательные исключения, которые не образуются по этим правилам: *good – the best, bad – the worst, far – the farthest/furthest, little – the least, many/much – the most*.

-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 h**o**tt**e**st, b**i**g – the b**i**gg**e**st*. Но если оно имеет *одну гласную + w,* тогда *w* не удваивается: *lo**w** – the lo**w**est*.	

Предложения с использованием прилагательных в превосходной степени образуются двумя способами: 1. Watching TV is the most popular activity for boys.
2. The most popular activity for boys is watching TV.

6) Сравнительная степень с *as* ... as / *not as* ... as

Сравнение с выражением *as ... as* используется для определения одинакового качества – "такой же, как". В этом случае прилагательное ставится между *as ... as,* например:

*Their house is **as** small **as** ours. I'm **as** tired **as** you are.*

В отрицательных предложениях используется выражение *not so ...as,* например:

*This tree is **not as** tall **as** that one. Today is **not as** cold **as** yesterday.*

7) Повелительное наклонение

Повелительное наклонение передает приказ или просьбу. В повелительном наклонении глагол без частицы "to" ставится в начале предложения. Отрицательная форма образуется с помощью отрицания "Don't", которое ставится на первое место.

Утвердительная форма	Отрицательная форма
Go straight. *Идите прямо.* Stop. *Остановитесь.*	Don't go straight. *Не ходите прямо.* Don't stop. *Не останавливайтесь.*

8) 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 1000 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

9) 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 – Это 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.

10) 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.*

11) 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 у глаголов простого настоящего времени прибавляется окончание *"-s"* или *"-es"*.

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 ... .

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**;*

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) У глаголов, 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 выше)*.

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 выше)*.

12) Настоящее длительное время (Present Continuous Tense)

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 ниже)*.

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 ниже)*.

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.

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).

13) Глагол *“to be”* (быть) в простом настоящем времени: *am/is/are*

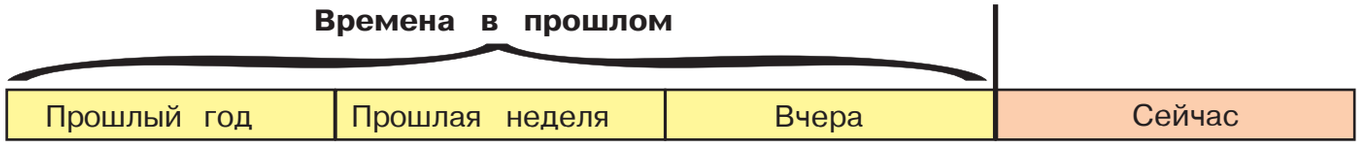
Лица		Утверд. предл.	Вопрос. предл.	Отриц. предл.
ед. ч.	I	I am (I’m)	Am I?	I am not (I’m not)
	II	You are (you’re)	Are you?	You are not (you’re not)
	III	He / She / It } is (he’s) / (she’s) / (it’s)	Is { he / she / it }?	He / She / It } is not (he’s not) / (she’s not) / (it’s not)
мн. ч.	I / II / III	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)

14) 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 ...*



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 на стр.120)*.

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.

	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.

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*** согласные не удваиваются: *w**ai**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 *(см. таблицу неправильных глаголов на стр. 126)*.

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 выше)*.

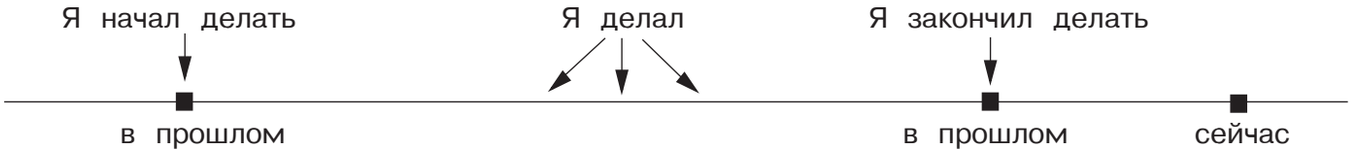
Образование отрицательных предложений в простом прошедшем времени

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"*.

15) 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?*

16) Настоящее совершенное время (Present Perfect Tense)

Настоящее совершенное время выражает законченное действие и связано с настоящим. Действие в прошлом имеет связь с настоящим. Например: *I can't find my money. I've lost it. (I lost it in the past and don't have it now.)*

Настоящее совершенное время часто используется для того, чтобы впервые сообщить о ч м-либо. Например: *I can't walk. I've broken my leg. I've cut my finger. It's hurting me.*

Настоящее совершенное время имеет следующую структуру:

Утвердительная форма: *подлежащее + have/has + past participle*

Отрицательная форма: *подлежащее + have/has not + past participle*

Вопросительная форма: *Have/has + подлежащее + past participle*

Лица		Утверд. предл.	Вопрос. предл.	Отриц. предл.
ед. ч.	I	I have cooked/lost.	Have I cooked/lost?	I have not (haven't) cooked/lost.
	II	You have cooked/lost.	Have you cooked/lost?	You have not (haven't) cooked/lost.
	III	He / She / It } has cooked/lost.	Has { he / she / it } cooked/lost?	He / She / It } has not (hasn't) cooked/lost.
мн. ч.	I / II / III	We / You / They } have cooked/lost.	Have { we / you / they } cooked/lost?	We / You / They } have not (haven't) cooked/lost.

Причастие прошедшего времени *(past participle)* – это третья форма глаголов. Причастие прошедшего времени может быть выражено правильным или неправильным глаголом.

Правильные глаголы совпадают по форме с простым прошедшим временем правильных глаголов. (Правильные глаголы простого прошедшего времени – *finish**ed**/open**ed**/talk**ed*** и т.д.)

Неправильные глаголы причастий прошедшего времени имеют различные формы, например: lost/been/gone/broken/had. *(Смотрите таблицу неправильных глаголов на стр. 126.)*

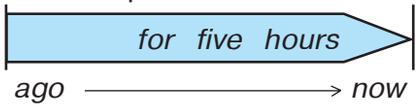
How long have you had ... ?

Чтобы узнать о продолжительности действия, которое началось в прошлом и продолжается до настоящего времени, используется вопрос: *How long have you had ... ?* (Как долго/как давно ... ?). Например: *How long have you had a pain in your leg?*

Ответы могут быть следующими: а) I've had *it for five hours. Она (нога) болит пять часов.*

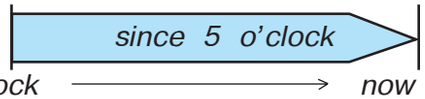
б) I've had it *since 5 o'clock. Она (нога) болит с пяти часов.*

Ответ а) означает продолжительность боли. Ответ б) означает момент, с которого началась боль.



five hours ago ⟶ *now*

Напрмер: *I've known him for ten years.*
Я знаю его десять лет.



5 o'clock ⟶ *now*

I've known him since 1992.
Я знаю его с 1992 года.

Таким образом, предлог *for* используется с: *5 hours, ten days, two weeks, three months, a long time* и т.д.

Предлог *since* используется с: *5 o'clock, Monday, May, Navruz, 2001* и т.д.

Ever

Ever в настоящем совершенном времени употребляется для того, чтобы сказать или спросить о действиях когда-либо совершенных кем-либо в его/ее жизни. Например:

Have you ever played tennis? (Вы когда-нибудь играли в теннис?)

It's the best film I've ever seen. (Это лучший фильм, который я когда-либо видел.)

17) 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?

18) 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.

19) I'm going to (do)

Эта структура используется для запланированного действия, когда мы говорим о действии или решении, которое уже принято заранее, например: *There is a good film tonight*. *I'm going to watch it*. (Сегодня вечером будет хороший фильм. Я собираюсь посмотреть его.)

20) Простое будущее время: *will*

Will ('ll) используется для высказывания о предполагаемых событиях в будущем времени, например: *The weather tomorrow will be warm and sunny*. (Погода завтра будет т плой и солнечной.) С *will* часто используются выражения *I think (I don't think), I'm sure* и т.д. Например: *I think (don't think) the maths test will be difficult*. (Я думаю (не думаю), что тест по математике будет трудным.) *I'm sure she will be late*. (Я уверен, что она опоздает.)

Will ('ll) также используется для выражения принятия незапланированных решений, когда возникает необходимость сделать что-либо в момент речи. Например: *It's cold here. I'll close the window. – You promised to give me a book. – OK, I'll bring it in a minute*.

Will часто используется: а) для предложения сделать что-либо, например: *You look sick. I'll call a doctor for you;* б) для обещания сделать что-либо, например:

A: Can you give me some money? I'll give it back next week.

B: OK, I don't have money with me now. I'll give you some tomorrow.

Отрицательная форма *will – won't (= will not),* например: *Don't tell me to do it. I won't do it*.

21) So do I. Neither do I. I don't either. Nor do I.

Структура *So do I/we/you/they* используется в случае согласия с утвердительным высказыванием собеседника (т.е. при выражении своего положительного отношения). В этом случае порядок слов не такой, как в обычном повествовательном предложении. В данном случае глагол будет стоять перед подлежащим. Например: *A: I like gymnastics, because it's a beautiful sport.*

B: So do I.

Структура *Neither do I./I don't either./Nor do I.* используется, чтобы согласиться с отрицательным высказыванием собеседника. Например: *A: I don't do kurash.*

B: I don't either.

22) 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*.

23) 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*.

24) *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?*

25) *Some* и *any*

а) *Some* (некоторое количество, немного) 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?*

26) 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.*

27) 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).

28) 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.

29) 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.

30) Сложные предложения

Сложные предложения обычно состоят из двух простых предложений: главного и придаточного. Придаточное предложение дополняет главное и обычно употребляется с союзами *because, if, that* или с союзными словами, начинающимися с *wh-*. Придаточные предложения могут стоять до или после главного предложения. Если придаточное предложение стоит после главного, то запятая не ставится, а если перед главным, то запятая ставится. Например:

When you came, everybody was reading. (запятая)
Everybody was reading when you came. (нет запятой)
Because he was ill, he couldn't go to school. (запятая)
I didn't have my breakfast because I got up late. (нет запятой)

I think/believe/know that

Многие глаголы (например: *think, believe, know, etc.*) описывают мысли и чувства людей. В сложных предложениях придаточное предложение со словом *that* стоит после этих глаголов. Например: *I* ***know that*** *the task is difficult*. *I* ***think that*** *it's already time to go*. *I* ***believe that*** *he is a good man*.

Иногда *that* не употребляется. Например: *I think it's time to go*. *I believe he's a good man*.

31) Too

Too используется с двойной целью:

а) при использовании его в значении "также", "тоже", *too* стоит в конце предложения, например: *Sobir knows Russian*. *He knows English too*. – *I've got a headache*. – *I have too*.

б) *Too* также употребляется в значении "больше, чем нужно", "более, чем достаточно", "слишком" в отрицательном значении. Оно употребляется перед прилагательными и наречиями и перед словами *many, much, few, little*. Например: *This dress is too big*. *We came too late to have dinner*. *You put too much salt in the soup*.

32) Действительный и страдательный залоги настоящего времени

Действительный залог глаголов обозначает, что человек (предмет) сам выполняет действие.

Somebody cleans this room every day.

В данном случае *Somebody* — это подлежащее, выполняющее определенное действие, выраженное глаголом действительного залога.

Страдательный залог обозначает, что над человеком (предметом) выполняется действие.

This room is cleaned every day.

В этом случае *This room* является подлежащим, на которое направлено действие, выраженное глаголом страдательного залога.

Страдательный залог настоящего времени образуется следующем образом:

Подлежащее + am/is/are + причастие прошедшего времени (past participle)

(*Смотрите past participle на стр. 121 тему "Настоящее совершенное время". Смотрите таблицу неправильных глаголов на стр. 126.*)

В предложениях с использованием страдательного залога при указании исполнителя действия употребляется предлог *by*. Например: *In the morning the letters are collected* ***by postmen***. *The letters are sorted* ***by machines***.

33) Словообразование: приставка re-

Приставка *re-* означает "снова", и используется для образования глаголов со значением повторения действия – "делать заново". Например: *reuse = "использовать снова"; reread = "перечитать"; rewrite = "переписать"*.

34) I would (I'd) rather (do)

Would rather (do) означает "предпоч л бы (сделать что-то)". После *would rather* глагол используется без частицы *to*. Например: *A: Let's go to the museum*. *B: That's a good idea*. *C: Oh, no. I'd rather go to the sports centre*.

Отрицательной формой является *I'd rather not (do)*. Например: *I'm feeling sick I'd rather not go with you*.

List of irregular verbs

(Список неправильных глаголов)

Present simple	Past simple	Past participle	Present simple	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	sew	sewed	sewn/sewed
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/showed
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hold	held	held	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lay	laid	laid	win	won	won
leave	left	left	write	wrote	written

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
ad *n* [æd]	объявление, реклама
address *n* [ə'dres]	адрес
adult *n* ['ædʌlt, ə'dʌlt]	взрослый человек
advert *n* ['ædvɜ:t]	объявление
advertise *v* ['ædvətaɪz]	1) помещать объявление; 2) рекламировать
advertisement *n* [əd'vɜ:tɪsmənt]	объявление; реклама; анонс
advertiser *n* ['ædvətaɪzə]	рекламодатель
advertising *n* ['ædvətaɪzɪŋ]	рекламирование, реклама
aerobics *n* [eə'rəʊbɪks]	аэробика
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*
amateur *adj* ['æmətə]	любительский; непрофессиональный
an [ən, æn]	*неопределённый артикль*
ancient *adj* ['eɪnʃənt]	античный, древний; старинный
and *conj* [ənd, ænd]	и
And you?	А вы?
angry *adj* ['æŋgri]	сердитый
animal *n* ['ænɪm(ə)l]	животное
ankle *n* ['æŋkl]	лодыжка
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* [ˈeɪprɪkɒt] абрикос
April *n* [ˈeɪpr(ə)l] апрель
April Fool's Day [ˈeɪprl ˈfʊlz deɪ] день шуток 1 апреля
architect *n* [ˈɑ:kɪtekt] архитектор, зодчий
arctic fox *n* [ˌɑ:ktɪkˈfɒks] арктическая лиса
are *v* [ɑ:] быть *(во множественном числе)*
Are you ...? Вы ... ?
area *n* [ˈeəriə] район, область
arm *n* [ɑ:m] рука
armadillo *n pl (-s)* [ˈɑ:mədɪləʊ] армадилло *(представитель семейства броненосцев)*
armchair *n* [ˈɑ:mtʃeə] кресло
art *n* [ɑ:t] искусство (изобразительное)
Art Museum *n+n* [ˈɑ:t mju:ˌzɪəm] Музей искусств
Asian *adj* [ˈeɪʃ(ə)n, ˈeɪʒən] азиатский
ask *v* [ɑ:sk] спросить
aspirin *n* [ˈæsprɪn] таблетка аспирина
astronaut *n* [ˈæstrənɔ:t] астронавт, космонавт
at *prep* [ət, æt] у, за, при
at all вообще
ate *v* [eɪt] *прошедшее время от "eat"*
athlete *n* [ˈæθli:t] легкоатлет
atlas *n* [ˈætləs] атлас *(ткань)*
attack *v* [əˈtæk] атаковать, нападать
August *n* [ˈɔ:gəst] август
aunt *n* [ɑ:nt] тётя
autonomous *adj* [ɔ:ˈtɒnəməs] автономный, самоуправляющийся
autumn *n* [ˈɔ:təm] осень
average *adj* [ˈævrɪdʒ] средний
award *n, v* [əˈwɔ:d] 1. (присуждённая) награда или наказание; 2. присуждать (что-л.), награждать (чем-л.)

A

awful *adj* [ˈɔ:f(ə)l] ужасный

B

baa *v* [bɑ:] блеять *(об овце)*
baby *n* [ˈbeɪbi] младенец, ребёнок
back *adv* [bæk] 1) сзади, позади; 2) обратно
back *n* [bæk] спина
backache *n* [ˈbækeɪk] боль в пояснице; прострел
bad *adj* [bæd] плохой
bag *n* [bæg] сумка
bakery *n pl (-ies)* [ˈbeɪkəri] 1) пекарня; булочная; 2) хлебопродукты
ball *n* [bɔ:l] мяч
balloon *n* [bəˈlu:n] воздушный шар; аэростат
ballooning *n* [bəˈlu:nɪŋ] воздухоплавание
banana *n pl (-s)* [bəˈnɑ:nə] банан
bandage *n* [ˈbændɪdʒ] бинт, повязка; перевязка, бандаж
bank *n* [bæŋk] банк
bar *n* [bɑ:] плитка, кусок, брусок
a bar of плитка ...
bargain *n, v* [ˈbɑ:gɪn] 1. выгодная покупка; что-л. купленное по дешёвке; 2. торговаться, рядиться

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* [bi:] 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)
beach *n* [bi:tʃ] пляж; берег озера или большой реки
bean *n* [bi:n] боб, фасоль
bear *n* [beə] медведь

beat *v* [bi:t]	взбивать *(яйца)*
beautiful *adj* ['bju:tɪf(ə)l]	красивый
because *conj* [bɪ'kɒz, bɪ'kəz]	потому что
bed *n* [bed]	1) кровать; 2) постель
go to bed ['gəʊ tə 'bed]	ложиться спать
bedroom *n* ['bedrʊm]	спальная комната
bee *n* [bi:]	пчела
before *adv* [bɪ'fɔ:]	перед, до
begin *v* [bɪ'gɪn]	начинать, начинаться
behind *prep* [bɪ'haɪnd]	позади
bell *n* [bel]	колокол; колокольчик
belong *v* [bɪ'lɒŋ] (to)	принадлежать, быть собственностью
berry *n pl (-ies)* ['beri]	ягода
best *adj* [best]	лучший
between *prep* [bɪ'twi:n]	между
bicycle *n* ['baɪsɪkl]	велосипед
big *adj* [bɪg]	большой
bike *n* [baɪk]	велосипед, мотоцикл
biker *n* ['baɪkə]	велосипедист
biking *n* ['baɪkɪŋ]	велоспорт
billion *num* ['bɪljən]	миллиард
bird *n* [bɜ:d]	птица
birdhouse *n* ['bɜ:dhaʊs]	скворечник
birthday *n* ['bɜ:θdeɪ]	день рождения
birthday cake *n+n* ['bɜ:θdi 'keɪk]	торт на день рождения
birthday card *n+n* ['bɜ:θdi 'kɑ:d]	открытка на день рождения
birthday party *n+n* ['bɜ:θdi 'pɑ:ti]	праздник на день рождения
biscuit *n* ['bɪskɪt]	(сухое) печенье
bite *v* (*past* bit) [baɪt]	кусать
black *adj* [blæk]	чёрный
black panther *adj+n* ['blæk'pænθə]	чёрная пантера
blackboard *n* ['blækbɔ:d]	классная доска *(чёрная)*
blanket *n* ['blæŋkɪt]	одеяло
blazer *n* ['bleɪzə]	блейзер, пиджак
bleat *v* [bli:t]	блеять *(об овце)*
blew [blu:]	*прошедшее время от* “blow”
block of flats ['blɒkəv 'flæts]	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]	1) доска; 2) классная доска
boat *n* [bəʊt]	лодка
body *n pl (-ies)* ['bɒdi]	тело, туловище
bodybuilding *n* ['bɒdi ˌbɪldɪŋ]	культуризм, бодибилдинг
bone *n* [bəʊn]	кость
book *n* [bʊk]	книга
book case *n+n* ['bʊkkeɪs]	книжный шкаф, книжная полка
book shop *n+n* ['bʊkʃɒp]	книжный магазин
boots *n* [bu:ts]	1) бутсы; 2) ботинки; сапоги
border *n, v* ['bɔ:də]	1. граница; 2. граничить
boring *adj* ['bɔ:rɪŋ]	скучный
botany *n* ['bɒtəni]	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 'bəʊl əv ...]	тарелка с …
a bowl of salad [ə 'bəʊl əv 'sæləd]	тарелка с салатом

box *n* [bɒks] коробка
a box of коробка ...
boxing *n* ['bɒksɪŋ] бокс
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* ['brekfəst] завтрак
have breakfast *v+n* завтракать
bride *n* [braɪd] невеста
bridegroom *n* ['braɪdgru:m] жених
bridesmaid *n* ['braɪdzmeɪd] подружка невесты
bright *adj* [braɪt] яркий, светлый
British *adj* ['brɪtɪʃ] британский; английский
bronze *n* [brɒnz] бронза
brother *n* ['brʌðə] брат
brown *adj* [braʊn] коричневый
brush *n, v* [brʌʃ] 1. щётка; 2. чистить щёткой
brush teeth *n+v* ['brʌʃ ti:θ] чистить зубы
buffalo *n* ['bʌfələʊ] буйвол
Bulgarian *n* [bʌl'geərɪən] болгарин; болгарка
bull *n* [bʊl] бык
burn *v* [bɜ:n] 1) жечь, сжигать; 2) обжигать, получать ожог
bus *n* [bʌs] автобус
go home by bus ехать домой на автобусе
businessman *n* ['bɪznɪsmən] бизнесмен
businesswoman *n* ['bɪznɪsˌwʊmən] деловая женщина
busy *adj* ['bɪzi] занятой, деятельный
but *conj* [bʌt] но, а
butcher's ['bʊtʃəz] мясная лавка
butter *n* ['bʌtə] сливочное масло
butterfly *n* *pl (-ies)* ['bʌtəflaɪ] бабочка
buy *v* [baɪ] (*past* bought) покупать
by *prep* [baɪ] по, на
by metro [baɪ 'metrəʊ] на метро
bye *int* [baɪ] До свидания!

cabbage *n* ['kæbɪdʒ] капуста
cable TV ['keɪblti:'vi:] кабельное, абонентское телевидение
cafe *n* ['kæfeɪ] кафе; кофейня
cage *n* [keɪdʒ] клетка
cake *n* [keɪk] торт, кекс; пирожное
calendar *n* ['kælɪndə] календарь
calf *n* *pl (calves)* [kɑ:f] детёныш *(коровы, верблюда, оленя, слона)*
call *v* [kɔ:l] 1) звать; 2) звонить
came *v* [keɪm] *прошедшее время от* "come"
camel *n* ['kæm(ə)l] верблюд
camera *n* ['kæmərə] фотоаппарат
camping *n* ['kæmpɪŋ] 1) кемпинг; 2) отдых на лоне природы *(в палаточном лагере)*

can *modal verb* (*past* could) [kæn, kən] мочь, уметь
Can I have ...? Можно мне ...?
Can I help you? [kən aɪ 'help ju:] Чем могу помочь?
canary *n* *pl (-ies)* [kə'neəri] канарейка
cannot *v* ['kænət] *отрицательная форма от* "can"
canoeist *n* [kə'nu:ɪst] каноист
canteen *n* [kæn'ti:n] столовая
at the canteen [ət ðə kæn'ti:n] в столовой
cap *n* [kæp] кепка
capital *n* ['kæpɪtl] столица
car *n* [kɑ:] автомобиль

B
C

Wordlist

caravan *n* [ˈkærəvæn]	караван
card *n* [kɑ:d]	открытка
cardboard *n* [ˈkɑ:dbɔ:d]	картон
careful *adj* [ˈkeəf(ə)l]	осторожный
carrot *n* [ˈkærət]	морковь
carry *v* [ˈkæri]	нести, носить
cartoon *n* [kɑ:ˈtu:n]	мультфильм
casual *adj* [ˈkæʒʊəl]	1) случайный; 2) повседневный, непарадный (*об одежде*)
cat *n* [kæt]	кошка
caterpillar *n* [ˈkætəˌpɪlə]	гусеница
cave *n* [keɪv]	пещера
CD (compact disk) [ˌsi:ˈdi:]	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
ceremony *n* [ˈserɪməni]	церемония; торжество
chain *n* [tʃeɪn]	цепочка
chair *n* [tʃeə]	стул
chalk *n* [tʃɔ:k]	мел
champion *n* [ˈtʃæmpɪən]	чемпион
change *v* [tʃeɪndʒ]	менять, изменять
Changing of the Guard	смена караула
channel *n* [ˈtʃænl]	канал *(телевизионный)*
chant *n* [tʃɑ:nt]	чант *(рифмовка)*
cheap *adj* [tʃi:p]	дешёвый
check *v* [tʃek]	проверять
cheese *(mass n)* [tʃi:z]	сыр
cheeseburger *n* [ˈtʃi:zbɜ:gə]	чизбургер
cheetah *n* [ˈtʃi:tə]	гепард
checked *adj* [tʃekt]	в клетку *(о ткани)*
chef *n* [ʃef]	повар
chemist's [ˈkemɪstəz]	аптека
cherry *n pl (-ies)* [ˈtʃeri]	вишня
chess *n* [tʃes]	шахматы
chest *n* [tʃest]	грудная клетка, грудь
chick *n* [tʃɪk]	цыплёнок
chicken *n* [ˈtʃɪkɪn]	курица
chief *n* [tʃi:f]	шеф, глава, начальник
child *n pl (children)* [tʃaɪld]	ребёнок
children *n* [ˈtʃɪldrən]	дети
Chinese New Year *n* [ˈtʃaɪni:z ˌnju: ˈjɪə]	китайский Новый год
chips *n* [tʃɪps]	чипсы, жареный картофель
chocolate *n* [ˈtʃɒklɪt]	шоколад
choose *v* [tʃu:z]	выбирать
cinema *n* [ˈsɪnɪmə]	кинотеатр
circle *n, v* [ˈsɜ:k(ə)l]	1. круг; 2. окружать
circus *n* [ˈsɜ:kəs]	цирк
city *n pl (-ies)* [ˈsɪti]	крупный город
clap *v* [klæp]	хлопать, аплодировать
clasp *v* [klɑ:sp]	сжимать
class *n* [klɑ:s]	класс; урок
classbook *n* [ˈklɑ:sbʊk]	учебник
classical music *adj+n* [ˈklæsɪk(ə)l ˌmju:zɪk]	классическая музыка
classmate *n* [ˈklɑ:smeɪt]	одноклассник(ца)
classroom *n* [ˈklɑ:srʊm]	классная комната
classroom things *n+n* [ˈklɑ:srʊm ˌθɪŋz]	предметы классной комнаты
clean *adj, v* [kli:n]	1. чистый; 2. чистить

clean the room *v+n* [ˈkli:n ðə ˈru:m] убирать комнату
clean water *adj+n* [ˈkli:n ˈwɔ:tə] чистая вода
cleaner *n* [ˈkli:nə] уборщик; уборщица
clear *adj, v* [klɪə] 1. а) ясный; б) прозрачный; 2. чистить
clever *adj* [ˈklevə] умный
climate *n* [ˈklaɪmɪt] климат
climb *v* [klaɪm] взбираться
climbing *n* [ˈklaɪmɪŋ] альпинизм
clock *n* [klɒk] часы
cloud *n* [klaʊd] облако
cloudy *adj* [ˈklaʊdi] облачный
clown *n* [klaʊn] клоун, шут
club *n* [klʌb] клуб, кружок
cluck *v* [klʌk] кудахтать *(о курице)*
coach *n* [kəʊtʃ] тренер, инструктор
coal *(mass n)* [kəʊl] уголь
coat *n* [kəʊt] пальто
coffee *n pl (-)* [ˈkɒfi] кофе
coin *n* [kɔɪn] монета
cold *adj, n* [kəʊld] 1. холодный; 2. простуда
I have a cold. [aɪ ˈhæv ə ˈkəʊld] Я простудился.
collect *v* [kəˈlekt] собирать
collection *n* [kəˈlekʃn] коллекция
college *n* [ˈkɒlɪdʒ] колледж
colour *n* [ˈkʌlə] цвет
colour pencils цветные карандаши
coloured *adj* [ˈkʌləd] цветной
comb *n, v* [kəʊm] 1. расчёска; 2. расчёсывать
come *v* [kʌm] (*past* came) приходить
come from прийти из ...
come home *v+n* [ˌkʌm ˈhəʊm] приходить домой
comedy *n pl* (-ies) [ˈkɒmɪdi] комедия
comfortable *adj* [ˈkʌmftəbl] удобный, уютный
companion *n* [kəmˈpænɪən] компаньон, компаньонка, партнёр; собеседник
compete *v* [kəmˈpi:t] состязаться, соревноваться, участвовать в соревновании
competition *n* [ˌkɒmpɪˈtɪʃn] соревнование, состязание; конкурс
complete *v* [kəmˈpli:t] завершать, заканчивать
computer *n* [kəmˈpju:tə] компьютер
computer game *n+n* компьютерная игра
computer programmer *n+n* компьютерный программист
confetti *n pl (confetti)* [kənˈfeti] конфетти
Constitution Day *n* [ˌkɒnstɪˈtju:ʃn ˈdeɪ] День Конституции
continent *n* [ˈkɒntɪnənt] континент
cook *v, n* [kʊk] 1. готовить (пищу); варить, жарить, печь; 2. повар
cooker *n* [ˈku:kə] кухонная плита; печь
cool *adj* [ku:l] прохладный
copy *v* [ˈkɒpi] переписать
copybook *n* [ˈkɒpibʊk] тетрадь
corn *n pl (−)* [kɔ:n] зерно; зерновые
corner *n* [ˈkɔ:nə] угол
correct *adj, v* [kəˈrekt] 1. правильный; 2. исправлять
cost *n, v* (*past* cost) [kɒst] 1. цена; 2. стоить *(о цене)*
costume *n* [ˈkɒstjʊm] одежда; платье, костюм
cotton *adj, n* [ˈkɒtn] 1. а) хлопковый; б) хлопчатобумажный; 2. а) хлопок; б) вата; в) бумажная ткань
cough *n, v* [kɒf] 1. кашель; 2. кашлять
count *v* [kaʊnt] считать
country *n pl (-ies)* [ˈkʌntri] страна
cousin *n* [ˈkʌzn] двоюродный брат, двоюродная сестра
cow *n* [kaʊ] корова
crayon *n* [ˈkreɪən] цветной карандаш, мел

cream *n* [kri:m] *(медицинский)* крем, мазь
creed *n* [kri:d] кредо, убеждения
crocodile *n* ['krɒkədaɪl] корова
cross *n, v* [krɒs] 1. крестик; 2. перечеркнуть
crossway *n* ['krɒsweɪ] 1) пересекающая дорога; 2) дорога, соединяющая две магистрали; 3) перекрёсток
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
cuddle *v* ['kʌdl] прижимать к себе, крепко обнимать
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
defeat *v* [dɪ'fi:t] наносить поражение, разбивать
degree *n* [dɪ'gri:] градус
delicious *adj* [dɪ'lɪʃəs] вкусный
demonstrate *v* ['demənstreɪt] демонстрировать, показывать
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* ['dɪf(ə)rənt] различный
difficult *adj* ['dɪfɪk(ə)lt] трудный
Dilong *n* [dɪ'lu:n] дилун *(хищный динозавр)*
dinner *n* ['dɪnə] ужин
have dinner ужинать
dinosaur *n* ['daɪnəsɔ:] *зоол.* динозавр
director *n* [dɪ'rektə] директор
dirty *adj* ['dɜ:ti] грязный, нечистый
disability *n pl (-ies)* [ˌdɪsə'bɪlɪti] 1) неспособность; 2) нетрудоспособность, инвалидность
dish *n* [dɪʃ] 1) посуда; 2) еда, блюдо
dishwasher *n* ['dɪʃwɒʃə] посудомоечная машина
district *n* ['dɪstrɪkt] округ, район; участок
diver *n* ['daɪvə] 1) ныряльщик; 2) водолаз
do *v* [du:] (*past* did) 1) делать; 2) *вспомогательный глагол*

do homework ['du: 'həʊmwɜ:k] делать домашнее задание
do morning exercises ['du: 'mɔ:nɪŋ 'eksəsaɪzs] делать утреннюю зарядку
do sums *v* ['du: 'sʌmz] решать задачи *или* примеры
doctor *n* ['dɒktə] доктор, врач
dog *n* [dɒg] собака
doira *n* [dɔɪ'rɑ:] дойра *(музыкальный инструмент)*
doll *n* [dɒl] кукла
dolphin *n* ['dɒlfɪn] дельфин
domestic animal *adj+n* [də'mestɪk 'ænɪml] домашнее животное
donkey *n pl (-s)* ['dɒŋki] осёл
Don't ...! ['dəʊnt ...] *служит для образования отрицательной формы повелительного наклонения:* Не делай ... !

Don't play with my dog! Не играй с моей собакой!
door *n* [dɔ:] дверь
dove *n* [dʌv] голубь
down *adv* [daʊn] вниз
downstairs *adv* [ˌdaʊn'steəz] вниз; в нижнем этаже
dragon *n* ['drægn] дракон
draughts *n* ['drɑ:fts] шашки
draw *v* (*past* drew), *n* [drɔ:] 1. рисовать; чертить; 2. *спорт*. игра вничью, ничья
drawing *n* ['drɔ:ɪŋ] 1) рисование, черчение; 2) рисунок
dress *n* [dres] платье
dresser *n* ['dresə] 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* ['draɪvə] водитель
drops *n* [drɒps] капли
dry *adj* [draɪ] сухой
duck *n* [dʌk] утка
duckling *n* ['dʌklɪŋ] утёнок
dust *n pl (-s)*, *v* [dʌst] 1. пыль; 2. вытирать пыль
duststorm *n* [ˌdʌst'stɔ:m] пыльная буря
dutor *n* [dʊ'tɔ:r] дутар *(музыкальный инструмент)*

each *adj* [i:tʃ] каждый
each other *adv* ['i:tʃ 'ʌðə] друг друга
eagle *n* ['i:gl] орёл
ear *n* [ɪə] ухо
earache *n* ['ɪəreɪk] ушная боль
early *adv* ['ɜ:li] рано
Earth Day *n+n* ['ɜ:θ 'deɪ] День Земли
earthquake *n* ['ɜ:θkweɪk] землетрясение
east *n* [i:st] восток
eat (up) *v* (*past* ate) [i:t (ʌp)] есть, кушать; съесть
eco ['ekəʊ] *в сложных словах имеет значение* экологический
educational *adj* [ˌedjʊ'keɪʃnəl] образовательный; воспитательный; просветительный
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
elbow *n* ['elbəʊ] локоть
elder *adj* ['eldə] старший *(по возрасту)*
electrical *adj* [ɪ'lektrɪkl] относящийся к электричеству, электрический
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
embroidered *adj* [ɪm'brɔɪdəd] вышитый
embroidery *n* [ɪm'brɔɪdəri] вышивка; вышитое изделие
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
enough *adj* [ɪ'nʌf] достаточный
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
exhibition *n* [ˌeksɪ'bɪʃən] выставка
expect *v* [ɪk'spekt] ожидать, ждать
extinct *adj* [ɪk'stɪŋkt] 1) потухший; 2) вымерший *(о племени, виде животного и т.п.)*

expensive *adj* [ɪk'spensɪv] дорогой
eye *n* [aɪ] глаз
eye drops ['aɪdrɒps] глазные капли

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
fashion *n* ['fæʃən] 1) фасон; покрой; 2) мода
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] (*past* fed) кормить
feed the animals кормить животных
feel *v* [fi:l] (*past* felt) 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 ˈbɔ:d] скучать
fell [fel] *прошедшее время от* “fall”
female *n, adj* [ˈfi:meɪl] 1. а) женщина; б) *зоол.* самка; 2. женского пола, женский

Ferris wheel *n+n* [ˈferɪsˌwi:l] чёртово колесо *(аттракцион)*
fifteen *num* [ˌfɪfˈti:n] пятнадцать
fifth *num* [fɪfθ, fɪftθ] пятый
fifty *num* [ˈfɪfti] пятьдесят
fifty-one *num* [ˌfɪfti ˈwʌn] пятьдесят один
fig *n* [fɪg] *бот.* инжир
fight *n, v* [faɪt] 1. бой, битва; драка; 2. сражаться; бороться
fill *v* [fɪl] наполнять, заполнять
film star *n+n* [ˈfɪlmsta:] кинозвезда
finally *adv* [ˈfaɪnəli] в конце концов
find *v* [faɪnd] (*past* found) находить
fine *adj* [faɪn] хороший; прекрасный, превосходный
I’m fine (OK). Мне хорошо.
finger *n* [ˈfɪŋgə] палец
finish *n, v* [ˈfɪnɪʃ] 1. заканчивать(ся); 2. финиш; конец
fir tree *n+n* [ˈfɜ:tri:] ель
fire *n* [faɪə] огонь; костёр
fireman *n* [ˈfaɪəmən] пожарный
fireworks *n* [ˈfaɪəwɜ:ks] фейерверк
first *num* [fɜ:st] первый
fish *n pl (–)* [fɪʃ] рыба
fish and chips [ˈfɪʃəntʃɪps] рыба с жареным картофелем
fit *v* [fɪt] 1) соответствовать, годиться; 2) подходить, быть впору
fitness centre *n+n* [ˈfɪtnɪs ˌsentə] фитнес-центр
fitting room *n* [ˈfɪtɪŋru:m] примерочная
five *num* [faɪv] пять
five hundred *num* [faɪv ˈhʌndrəd] пятьсот
five hundred soums a kilo пятьсот сумов за килограмм
flag *n* [flæg] флаг
flame *n* [fleɪm] пламя
flannel *adj, n* [ˈflænl] 1) фланелевый; 2) шерстяная / хлопчатобумажная фланель, бумазея

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
floral *adj* [ˈflɔ:rəl] цветочный *(о ткани)*
florist’s [ˈflɒrɪstz] цветочный магазин
flour *n pl (–)* [ˈflaʊə] мука
flower *n* [ˈflaʊə] цветок
flu *n* [flu:] грипп, инфлюэнца
fly *v* [flaɪ] (*past* flew) летать
fly a kite *v+n* [ˈflaɪ ə ˈkaɪt] запускать воздушного змея
foal *n* [fəʊl] 1) жеребёнок; 2) ослёнок
fog *n* [fɒg] туман
foggy *adj* [ˈfɒgi] туманный
food *n* [fu:d] корм; пища
foot *n* [fʊt] *pl (feet)* 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 ages *adv* [fərˈeɪdʒəz] долгий срок, вечность; целая вечность
for example = e.g. [fərɪgˈzɑ:mpl] например
forecast *n* [ˈfɔ:kɑ:st] прогноз погоды
forest *n* [ˈfɒrɪst] лес

forget *v* [fə'get] забывать
fork *n* [fɔ:k] вилка
forty *num* ['fɔ:ti] сорок
forty-one *num* [ˌfɔ:ti 'wʌn] сорок один
four *num* [fɔ:] четыре
four hundred *num* [ˌfɔ: 'hʌndrəd] четыреста
fourteen *num* [ˌfɔ:'ti: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* ['fri:zɪŋ] морозный
fresh *adj* [freʃ] 1) чистый, свежий; 2) свежий, только что полученный
fresh air *adj+n* [ˌfreʃ 'eə] свежий воздух
fresh fruit *adj+n* [ˌfreʃ 'fru:t] свежие фрукты
Friday *n* ['fraɪdi] пятница
fridge *n* [frɪdʒ] холодильник
friend *n* [frend] друг; подруга
friendly *adj* ['frendli] 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
fuel *n* [fjʊəl] топливо, горючее
fun *n, adj* [fʌn] 1. забава; веселье; 2. забавный
funny *adj* ['fʌni] забавный, смешной
furniture *n* [ˈfɜ:nɪtʃə] мебель
furry *adj* ['fɜ:ri] меховой

game *n* [geɪm] игра
garden *n* ['gɑ:dn] сад
gardener *n* ['gɑ:dnə] садовник
gas *n pl (-)* [gæs] газ
gave *v* [geɪv] *прошедшее время от* “give”
gazelle *n* [gə'zel] газель
gel *n* [dʒel] гель
geography *n* [dʒi'ɒgrəfi] география
German *adj, n* ['dʒɜ:mən] 1. немец; немецкий; 2. немецкий язык
get *v* [get] (*past* got) получать
get dressed *v+adj* [ˌget 'drest] одеваться
get marks *v+n* [ˌget 'mɑ:ks] получать оценки
get married *v* [ˌget 'mærid] жениться, выходить замуж
get off *v* [ˌget 'ɒf] выходить
get on *v* [ˌget 'ɒn] садиться
get ready *v+adj* [ˌget 'redi] готовиться
get up ['getʌp] вставать
get washed *v+adj* [ˌget 'wɒʃt] умываться
Get well soon. Выздоравливай скорее.
get home *v+n* [ˌget 'həʊm] дойти/добраться до дома
get to school [ˌget tə 'sku:l] дойти/добраться до школы
giraffe *n* [dʒɪ'rɑ:f] жираф
girl *n* [gɜ:l] девочка
give *v* [gɪv] (*past* gave) давать; отдавать
glass *n* [glɑ:s] 1) стекло; 2) стеклянная посуда; 3) стакан
a glass of juice [ə 'glɑ:s əv 'dʒu:s] стакан сока
global warming *adj+n* ['gləʊbəl 'wɔ:mɪŋ] глобальное потепление
go *v* [gəʊ] (*past* went) ходить; ездить
go away [ˌgəʊ ə'weɪ] уходить
go fishing *v+n* ['gəʊ 'fɪʃɪŋ] рыбачить
go hiking *v+n* ['gəʊ 'haɪkɪŋ] отправиться в поход
go shopping *v+n* ['gəʊ 'ʃɒpɪŋ] пойти за покупками

go straight ['gəʊ 'streɪt]	идти прямо
go to bed [ˌgəʊtə'bed]	ложиться спать
go to school	идти в школу
goat *n* [gəʊt]	коза
gobble *v* ['gɒbl]	кулдыкать *(об индюке)*
gold *n* [gəʊld]	золото
goldfish *n pl (–)* ['gəʊldˌfɪʃ]	золотая рыбка
Goldilocks ['gəʊldɪlɒks]	Златовласка
good *adj* [gʊd]	хороший
I'm good at ... [aɪm 'gʊd ət]	Я хорошо умею ...
Goodbye. [gʊd'baɪ]	До свидания.
Good morning! ['gʊd 'mɔ:nɪŋ]	Доброе утро!
goose *n pl (geese)* [gu:s gi:s]	гусь
gosling *n pl* ['gɒslɪŋ]	гусёнок
got [gɒt]	*прошедшее время от* "get"
I got here by metro.	Я приехал на метро.
grandad *n* ['grændæd]	дедушка
grandfather *n* ['grændˌfɑ:ðə]	дедушка
grandmother *n* ['grændˌmʌðə]	бабушка
grandparents *n* ['grændˌpeərənts]	дедушка и бабушка
granny *n pl (-ies)* ['græni]	бабушка
grape *n* [greɪp]	виноград
graph *n* [græf, grɑ:f]	график
grass *n* [grɑ:s]	трава
grasshopper *n* ['grɑ:sˌhɒpə]	кузнечик
grassland *n* ['grɑ:slænd]	луг; пастбище
great *adj* [greɪt]	1) великий; 2) Здорово!
It's great!	Это здорово!
Greek *adj, n* [gri:k]	грек; греческий язык
green *adj* [gri:n]	зелёный
greengrocer's ['gri:nˌgrəʊsəz]	овощной магазин
greet *v* [gri:t]	приветствовать
greeting *n* ['gri:tɪŋ]	приветствие
grey *adj* [greɪ]	серый
group *n* [gru:p]	группа
ground *n* ['graʊnd]	земля
grow v (*past* grew) [grəʊ]	расти; выращивать
grown-up *n* ['grəʊnʌp]	взрослый
guess *v* [ges]	догадываться
guitar *n* [gɪ'tɑ:]	гитара
gym *n* [dʒɪm]	спортзал
gymnast *n* ['dʒɪmnæst]	гимнаст
gymnastics *n* [dʒɪm'næstɪks]	гимнастика
habit *n* ['hæbɪt]	привычка; обыкновение
habitat *n* ['hæbɪtæt]	родина; место обитания
had [hæd, həd]	*прошедшее время от* "have"
hail *n, v* [heɪl]	1. град; 2. идёт град
hailstone *n* ['heɪlstəʊn]	градина
hailstorm *n* ['heɪlstɔ:m]	буря с градом
hair *n pl (–)* [heə]	волосы
do hair *v+n*	причёсываться
half *adj* [hɑ:f]	половина
half a kilo ['hɑ:fəˌkɪləʊ]	полкило
half-term *adj+n* [ˌhɑ:f'tɜ:m]	короткие каникулы (после семестра)
hamburger *n* ['hæmbɜ:gə]	гамбургер
hand *n* [hænd]	1) рука; 2) сторона
handball *n* ['hændbɔ:l]	гандбол
handicrafts *n* ['hændikrɑ:fts]	труд *(урок)*
happen *v* ['hæpən]	случаться, происходить
happily *adv* ['hæpɪli]	счастливо
happy *adj* ['hæpi]	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* [həv ˈlesnəz]	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
heart *n* [hɑ:t]	сердце
heavy *adj* [ˈhevi]	тяжёлый, тяжеловесный
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 ...
herbal *adj* [ˈhɜ:bl]	травяной, приготовленный на основе трав
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-heeled *adj* [ˌhaɪˈhi:ld]	на высоких каблуках
high-jump *n+n* [ˈhaɪdʒʌmp]	прыжок в высоту
do the high-jump *v+n*	прыгать в высоту
high temperature *adj+n* [ˈhaɪ ˈtemprətʃə]	высокая температура
hike *n, v* [haɪk]	1. длительная прогулка, экскурсия или путешествие пешком; 2. путешествовать, ходить пешком; бродить
hiking *n* [ˈhaɪkɪŋ]	пешеходная экскурсия, прогулка пешком
him *pron* [hɪm]	ему, его
hip *n* [hɪp]	бедро; бок
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
hit *v* [hɪt]	1) ударять(ся); 2) попасть (в цель); 3) поражать, ранить
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* [ˈhəʊmwɜ:k]	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* ['hɒpskɒtʃ] классики *(детская игра)*
horror film *n+n* [ˌhɒrə'fɪlm] фильм ужасов
horse *n* [hɔ:s] лошадь
horse riding *n* ['hɔ:s 'raɪdɪŋ] скачки
hospital *n* ['hɒspɪtl] больница
at the hospital [ət ðə 'hɒspɪtl] в больнице
host *n* [həʊst] хозяин (*по отношению к гостю*)
hot *adj* [hɒt] горячий
hot dog *adj+n* ['hɒtdɒg] хот-дог
hotel *n* [həʊ'tel] гостиница
house *n* [haʊs] дом
housewife *n* ['haʊswaɪf] 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* ['hju:mən] человек
humming bird *n* ['hʌmɪŋbɜ:d] колибри
hundred ['hʌndrəd] сто
hungry *adj* ['hʌŋgri] голодный
hurt *v* [hɜ:t] повредить, нанести повреждение, причинять боль; болеть

H

husband *n* ['hʌzbənd] муж
hyena *n* [haɪ'i:nə] гиена
hygiene *n* ['haɪdʒi:n] гигиена

I

I *pron* [aɪ] я
ice [aɪs] лёд
ice cream *n+n* ['aɪskri:m] мороженое
icy *adj* ['aɪsi] ледяной
I'd like... Хочу...
I'd rather [aɪd'rɑ:ðə] я предпочёл бы ...
I'm full. Я наелся.
important *adj* [ɪm'pɔ:tənt] важный, значительный
in *prep* [ɪn] 1) в; на *(о месте)*; 2) в *(о времени)*
in front of *prep* [ɪn 'frʌntəv] перед
in the morning *adv* утром
include *v* [ɪn'klu:d] содержать, включать, охватывать, иметь в свом составе
Independence Day [ˌɪndɪ'pendəns 'deɪ] День Независимости
indigo *adj* ['ɪndɪgəʊ] индиго (сине-фиолетовый)
information *n pl (–)* [ˌɪnfə'meɪʃ(ə)n] информация
injection *n* [ɪn'dʒekʃn] инъекция
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] 1. ирландский; ирландец; 2. 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 ˈtu: əˈklɒk]	Два часа.
It's 2.05. [ɪts ˈtu: əʊ ˈfaɪv]	Пять минут третьего.
It's two thirty. [ɪts ˈtu: ˈθɜ:ti]	Половина третьего.
It's two thirty-five. [ɪts ˈtu: ˈθɜ:ti ˈfaɪv]	Без двадцати пяти три.
its *det, adj* [ɪts]	её, его, свой
jacket *n* [ˈʤækɪt]	жакет, куртка
jaguar *n* [ˈʤægjuə]	*зоол.* ягуар
jam *n* [ʤæm]	джем, варенье
January *n* [ˈʤænjʊəri]	январь
jar *n* [ʤɑ:]	кувшин, банка
a jar of	банка ...
jazz *n* [ʤæz]	джаз *(музыка)*
jeans *n* [ʤi:nz]	джинсы
job *n* [jɒb]	работа
joey *n* [ˈʤəʊɪ]	кенгурёнок
joke *n* [ʤəʊk]	шутка
journey *n* [ˈʤɜ:ni]	поездка; путешествие *(преим. сухопутное)*
judo *n* [ˈʤu:dəʊ]	дзюдо *(японская борьба)*
judoka *n* [ˈʤu:dəʊkə]	дзюдоист
July *n* [ʤʊˈlaɪ]	июль
jump *v* [ʤʌmp]	прыгать
jump a rope *v+n* [ˈʤʌmp əˈrəʊp]	прыгать со скакалкой
jumper *n* [ˈʤʌmpə]	прыгун
jumping *n* [ˈʤʌmpɪŋ]	прыжки
June *n* [ʤu:n]	июнь
jungle *n* [ˈʤʌŋgl]	джунгли
junior *n, adj* [ˈʤu:nɪə]	1. младший (*по возрасту*); 2. а) младший *(о сыне, брате);* б) младший *(по положению)*; нижестоящий; в) юношеский
kangaroo *n* [ˌkæŋgəˈru:]	кенгуру
karate *n* [kəˈrɑ:ti]	каратэ
karateka *n* [kəˈrɑ:tɪkə]	каратист
keep *v* [ki:p] (*past* kept)	держать, хранить
keep clean [ˈki:p ˌkli:n]	содержать в чистоте
keeper *n* [ˈki:pə]	сторож
kettle *n* [ketl]	чайник
kick *v* [kɪk]	1) ударять ногой, давать пинок; лягать; 2) *спорт.* бить *(по мячу и т.п.)*
kid *n* [kɪd]	1) козлёнок; 2) ребёнок
kill *v* [kɪl]	убивать
kilo *n* [ˈki:ləʊ]	кило
a kilo of	килограмм ...
a kilo of tomatoes [ə ˈki:ləʊ əv təˈmɑ:təʊz]	килограмм помидоров
kilometre *n* [kɪˈlɒmɪtə]	километр *(= 1000 метров)*
kind *n, adj* [kaɪnd]	1. разновидность; 2. добрый, доброжелательный
a kind of	разновидность ..., вид ...
all kinds of	всякие (разные) ...
kindergarten *n* [ˈkɪndəgɑ:tn]	детский сад
king *n* [kɪŋ]	король
kiss *n, v* [kɪs]	1. поцелуй; 2. целовать
kitchen *n* [ˈkɪtʃɪn]	кухня
kite *n* [kaɪt]	бумажный змей
kitten *n* [ˈkɪtn]	котёнок
kiwi *n* [ˈki:wi:]	киви *(птица, фрукт)*
knee *n* [ni:]	колено
knife *n pl (knives)* [naɪf]	нож
know *v* [nəʊ] (*past* knew)	знать
koala *n* [kəʊˈɑ:lə]	*зоол.* коала

ladybird *n* ['leɪdɪbɜ:d] — *зоол.* божья коровка
lake *n* [leɪk] — озеро
lamb *n* [læm] — ягнёнок
landscape *n* ['lændskeɪp] — ландшафт; пейзаж
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
leather *adj, n* ['leðə] — 1. кожаный; 2. кожа (*выделанная*)
leisure *n* ['leʒə] — досуг; свободное время
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* ['leməˈneɪd] — лимонад
leopard *n* ['lepəd] — 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
lie *v* [laɪ] — 1) лежать; 2) ложиться; 3) быть расположенным; находиться; 4) простираться

life *n* [laɪf] — жизнь
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 ... .
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
lively *adj* ['laɪvli] — живой, полный жизни; весёлый, оживлённый
living room *n+n* ['lɪvɪŋrʊm] — гостиная
lizard *n* ['lɪzəd] — ящерица
locate *v* [ləʊ'keɪt] — найти, показать местонахождение (чего-л.), определять, обнаруживать точное местонахождение

be located in ... — находиться в...
logo *n* ['lɒgəʊ] — 1) фирменный *или* товарный знак; 2) эмблема (*графический символ*); (рекламный) девиз (*на упаковке и т.п.*)

long *adj* [lɒŋ] — длинный
long-jump *n+n* ['lɒŋdʒʌmp] — прыжок в длину
do the long-jump ['du: ðə 'lɒŋdʒʌmp] — прыгать в длину
long-sleeved *adj* [ˌlɒŋ'sli:vd] — с длинными рукавами
look *v* [lʊk] — 1) смотреть; 2) выглядеть
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
low-heeled *adj* [ˌləʊ'hi:ld] на низком каблуке
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] *(past* made*)* 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
be made of … сделано из
man *n pl (men)* [mæn, men] человек, мужчина
mandrill *n* ['mændrɪl] 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
mascot *n* ['mæskət] талисман; человек, приносящий счастье, животное, приносящее счастье

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* [mi:n] (*past* meant) значить
meaning *n* ['mi:nɪŋ] значение
meat *n* [mi:t] мясо
mechanic *n* [mɪ'kænɪk] механик
medal *n* [medl] медаль; орден
medicine *n* ['medsən] лекарство, медикамент
meet *v* [mi:t] (*past* met) встречать(ся)
melon *n* ['melən] дыня
melt *v* [melt] таять
meow *v* [mi'aʊ] мяукать
met *v* [met] *прошедшее время от* “meet”
metal *n, adj* [metl] 1. металл; 2. металлический
meteorite *n* ['mi:tɪəraɪt] метеорит
metre *n* ['mi:tə] метр
metro *n* ['metrəʊ] метро
mice *n* [maɪs] *pl of* mouse мыши
midday *n* [ˌmɪd'deɪ] полдень

midnight *n* [ˈmɪdnaɪt] полночь
mile *n* [maɪl] миля
milk *n* [mɪlk] молоко
million *num* [ˈmɪljən] миллион
mime *v* [maɪm] изобразить, показать мимикой
mineral *n* [ˈmɪnərəl] минерал
minivan *n* [ˈmɪnɪvæn] маршрутное такси
minus *n* [ˈmaɪnəs] минус
minute *n* [ˈmɪnɪt] минута
mirror *n* [ˈmɪrə] зеркало
mix *v* [mɪks] смешивать
mobile phone *n+n* [ˈməʊbaɪlfəʊn] мобильный телефон
model car *n+n* [ˈmɒdl ˈkɑ:] модель машины
modern *adj* [ˈmɒdn] современный
Monday *n* [ˈmʌndi] понедельник
money *n* [ˈmʌni] деньги
monkey *n* [ˈmʌŋki] обезьяна
monster *n* [ˈmɒnstə] чудовище; монстр
month *n* [mʌnθ] месяц
moo *v* [mu:] мычать *(о корове)*
moon *n* [mu:n] луна
mop the floor *v+n* [ˈmɒp ðə ˈflɔ:] мыть полы шваброй
more *adv* [mɔ:] 1) более *(служит для образования сравнит. ст. многосложных прилагательных);* 2) больше, более

more beautiful [ˈmɔ: ˈbju:tɪfl] красивее
more interesting [ˈmɔ: ˈɪntrɪstɪŋ] интереснее
morning *n* [ˈmɔ:nɪŋ] утро
in the morning *adv* утром
mosque *n* [mɒsk] мечеть
mosquito *n* *pl (-es)* [məˈski:təʊ] комар; москит
most [məʊst] самый *(служит для образования превосх. ст. многосложных прилагательных)*

the most beautiful [ðə ˈməʊst ˈbju:tɪfl] самый красивый
the most interesting [ðə ˈməʊst ˈɪntrɪstɪŋ] самый интересный
mother *n* [ˈmʌðə] мама, мать
mother tongue *n+n* [ˌmʌðə ˈtʌŋ] родной язык
motorbike *n* [ˈməʊtəbaɪk] мотоцикл; мопед
motto *n* [ˈmɒtəʊ] девиз; лозунг
mountain *n* [ˈmaʊntɪn] гора
mouse *n* [maʊs] *pl (mice)* [maɪs] мышь
mouth *n* [maʊθ] рот
move *v* [mu:v] двигать(ся)
movement *n* [ˈmu:vmənt] движение; перемещение, передвижение
Mr *n* [ˈmɪstə] мистер, господин
Mrs *n* [ˈmɪsɪz] миссис, госпожа
much *det* [mʌtʃ] много
mulberry *n* [ˈmʌlbəri] 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

name *n* [neɪm] имя
napkin *n* [ˈnæpkɪn] салфетка
national *adj* [ˈnæʃnəl] национальный, государственный; народный, всенародный

nationality *n* *pl (-ies)* [ˌnæʃəˈnælɪti] национальность
nature *n* [ˈneɪtʃə] природа

near *adv* [nɪə] около, рядом
need *v* [ni:d] нуждаться
neigh *v* [neɪ] ржать *(о лошади)*
Neither do/can I. Я тоже.
nephew *n* ['nefju:] племянник
nest *n* [nest] гнездо
never *adv* ['nevə] никогда
new *adj* [nju:] новый
New Year *adj+n* [ˌnju: 'jɪə] Новый год
news *n* [nju:z] новости
newsagent's ['nju:zˌeɪdʒənts] газетный киоск
newspaper *n* ['nju:sˌpeɪpə] газета
next to *prep* ['nekst 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 'hʌndrəd] девятьсот
nineteen *num* [ˌnaɪn'ti:n] девятнадцать
ninety *num* ['naɪnti] девяносто
ninety-one *num* [ˌnaɪnti 'wʌn] девяносто один
ninth *num* [naɪnθ] девятый
no *adv* [nəʊ] нет
No, I don't. Нет.
No, sorry. Нет, извините.
nod *v* [nɒd] кивать головой
noise *n* [nɔɪz] шум
noisily *adv* ['nɔɪzɪli] шумно
noisy *adj* ['nɔɪzi] шумный
north *n* [nɔ:θ] север
north-east [ˌnɔ:θ'i:st] северо-восток
north-west [ˌnɔ:θ'west] северо-запад
nose *n* [nəʊz] нос
nose drops ['nəʊzdrɒps] капли для носа
not so long ago недавно
notice *n* ['nəʊtɪs] заметка
November *n* [nəʊ'vembə] ноябрь
now *adj* [naʊ] сейчас, теперь
number *n* ['nʌmbə] номер, число
nurse *n* [nɜ:s] медсестра

ocean *n* ['əʊʃən] океан
o'clock *adv* [ə'klɒk] часы *(время)*
October *n* [ɒk'təʊbə] октябрь
of *prep* [əv, ɒv] *предлог (родительного падежа)*
of course [ˌəv 'kɔ:s] конечно
office *n* ['ɒfɪs] офис
often *adv* ['ɒf(ə)n, 'ɒft(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* ['ɒmlɪt] омлет
Olympic *adj* [ə'lɪmpɪk] олимпийский
on *prep* [ɒn] 1) на *(о месте)*; 2) в *(о времени)*
on foot *adv* [ɒn 'fʊt] пешком
one *num* [wʌn] один
onion *n* ['ʌnjən] лук
only *adv* ['əʊnli] только
open *v* ['əʊpən] открывать
operation *n* [ˌɒpə'reɪʃn] хирургическая операция

opposite *prep* ['ɒpəzɪt]	напротив
or *conj* [ɔ:]	или
orange *n, adj* ['ɒrɪndʒ]	1. апельсин; 2. оранжевый
orange juice *n+n* ['ɒrɪndʒ 'dʒu:s]	апельсиновый сок
order *n* ['ɔ:də]	порядок
ostrich *n* ['ɒstrɪtʃ]	страус
other *det* ['ʌðə]	другой, иной
our *adj* [aʊə]	наш
ox *n* [ɒks]	бык
oxygen *pl (-)* ['ɒksɪdʒən]	кислород
packet *n* ['pækɪt]	пакет
a packet of	пакет с ...
page *n* [peɪdʒ]	страница
pageboy *n* ['peɪdʒbɔɪ]	друг невесты
paid *v* [peɪd]	*прошедшее время от* "pay"
pair *n* [peə]	пара
pain *n, v* [peɪn]	1. боль; 2. причинять боль, болеть
palace *n* ['pælɪs]	дворец
pancake *n* ['pænkeɪk]	блин
pancake race *n+n*	гонка с блинами
paper *n* ['peɪpə]	1) бумага; 2) документ
parachuting *n* ['pærəʃu:tɪŋ]	парашютный спорт
parade *n* [pə'reɪd]	парад
parents *n* ['peərənts]	родители
park *n* [pɑ:k]	парк
parrot *n* ['pærət]	попугай
partner *n* ['pɑ:tnə]	партнёр
party *n pl (-ies)* ['pɑ:ti]	вечеринка
past *prep* [pɑ:st]	прошлый
half past [hɑ:f 'pɑ:st]	половина ...го
It's half past nine.	Половина десятого.
quarter past ['kwɔ:tə 'pɑ:st]	четверть ...го
pasta *n* ['pæstə]	макаронные изделия
pay *v* [peɪ] *(past* paid*)*	платить
pay attention *v+n*	обращать внимание
PE *n* ['pi: 'i:]	урок физкультуры
pea *n* [pi:]	горошина
peach *n* [pi:tʃ]	персик
peach juice *n+n* ['pi:tʃ 'dʒu:s]	персиковый сок
peacock *n* ['pi:kɒk]	павлин
pear *n* [peə]	груша
pear juice *n+n* ['peə 'dʒu:s]	грушевый сок
pen *n* [pen]	ручка
pencil *n* ['pensl]	карандаш
pencil case *n+n* ['penslkeɪs]	пенал
penguin *n* ['peŋgwɪn]	пингвин
people *n* ['pi:pl]	люди
pepper *n* ['pepə]	перец
perfume *n* ['pɜ:fju:m]	духи
period of time ['pɪəriədəv 'taɪm]	период времени
person *n* ['pɜ:sn]	человек, личность
pet *n* [pet]	домашний питомец
phew *int* [fju:]	фу
phone *v* [fəʊn]	звонить по телефону
photo *n* ['fəʊtəʊ]	фотография
photographer *n* [fə'tɒgrəfə]	фотограф
PI (physical instruction) = PE	
piano *n* [pi'ænəʊ]	пианино
pick *v* [pɪk]	собирать
picnic *n* ['pɪknɪk]	пикник
picture *n* ['pɪktʃə]	картина, рисунок

O

P

Wordlist

pie *n* [paɪ]	пирог
piece *n* [pi:s]	кусок, часть
a piece of	кусок …
pig *n* [pɪg]	свинья
piglet *n* ['pɪglɪt]	поросёнок
pillow *n* ['pɪləʊ]	подушка
pilot *n* ['paɪlət]	лётчик
pinch punch *v* [ˌpɪntʃ'pʌntʃ]	щипать
pink *adj* [pɪŋk]	розовый
pizza *n* ['pi:tsə]	пицца
place *n* [pleɪs]	место
plain *adj* [pleɪn]	простой, обыкновенный
plane *n* [pleɪn]	самолёт
plant *n, v* [plɑ:nt]	1. растение; 2. сажать
plaster *n* ['plɑ:stə]	гипс
put the broken leg in plaster	загипсовать сломанную ногу в гипс
plastic *adj* ['plæstɪk]	пластмасса
plate *n* [pleɪt]	тарелка
platypus *n* ['plætɪpəs]	*зоол.* утконос
play *v, n* [pleɪ]	1. играть; 2. игра
play badminton *v+n* ['pleɪ 'bædmɪntən]	играть в бадминтон
play hopscotch *v+n* ['pleɪ 'hɒpskɒtʃ]	играть в классики
play tag *v+n* ['pleɪ 'tæg]	играть в пятнашки/салки
play the guitar *v+n* ['pleɪ ðə gɪ'tɑ:]	играть на гитаре
play the piano *v+n* ['pleɪ ðə pɪ'ænəʊ]	играть на пианино
player *n* ['pleɪə]	игрок
playground *n* ['pleɪgraʊnd]	игровая площадка
please *int* [pli:z]	пожалуйста
plum *n* [plʌm]	слива
plump *adj* [plʌmp]	полный; пухлый
plural *adj* ['plʊərəl]	множественный
plus *prep* [plʌs]	плюс
p.m. [ˌpi:'em]	*время после 12 дня до 12 ночи*
pocket *n* ['pɒkɪt]	карман
poem *n* ['pəʊɪm]	стихотворение
point *v* [pɔɪnt]	указывать
poisonous *adj* ['pɔɪz(ə)nəs]	ядовитый
polar *adj* ['pəʊlə]	полярный
police officer *n+n* [pə'li:s ˌɒfɪsə]	полицейский
police station *n+n* [pə'li:s ˌsteɪʃn]	полицейский участок
policeman *n pl (-men)* [pə'li:smən]	полицейский
polite *adj* [pə'laɪt]	вежливый
polka-dotted *adj* ['pɒlkə 'dɒtɪd]	в горошек *(о ткани)*
polyester *n* [ˌpɒlɪ'estə]	полиэстер
pomegranate *n* ['pɒmɪgrænɪt]	гранат
poor *adj* [pʊə]	1) бедный, неимущий; 2) бедный, несчастный
Oh, poor you.	О, бедный ты.
pop *n* [pɒp]	поп *(музыка)*
popular *adj* ['pɒpjʊlə]	популярный
population *n pl (-)* [ˌpɒpjʊ'leɪʃən]	население
porridge *n* ['pɒrɪdʒ]	каша
portfolio *n pl (-s)* [pɔ:t'fəʊliəʊ]	портфель; папка
postcard *n* ['pəʊstkɑ:d]	почтовая открытка
poster *n* ['pəʊstə]	постер; плакат
pouch *n* [paʊtʃ]	сумка *(о кенгуру)*
poult *n* [pəʊlt]	птенец; цыплёнок; индюшонок
pour *v* [pɔ:]	литься *(о дожде)*
present *n* ['prez(ə)nt]	подарок
problem *n* ['prɒbləm]	проблема
profession *n* [prə'feʃən]	профессия
programme *n* ['prəʊgræm]	программа
P.S. (post scriptum) [ˌpi:'es]	постскриптум, приписка

pumpkin *n* ['pʌmpkɪn] тыква
pupil *n* ['pju:p(ə)l] ученик
puppy *n* *pl (-ies)* ['pʌpi] щенок
purple *adj* ['pɜ:pəl] фиолетовый; пурпурный
put *v* [pʊt] класть
put in класть в ...
put on надевать
puzzle *n* ['pʌzl] пазл; головоломка
do puzzles *v+n* ['du: 'pʌz(ə)l] решать головоломки

quack *v* [kwæk] крякать *(об утке)*
quail *n* [kweɪl] перепёлка
quarter *adj* ['kwɔ:tə] четверть
It is a quarter past nine. Четверть десятого.
quarter to ... ['kwɔ:tə tə] Без четверти ... .
queen *n* [kwi:n] королева
question *n* ['kwestʃ(ə)n] вопрос
queue *v* ['kju:] стоять в очереди
quiet *adj* ['kwaɪət] тихий
quietly *adv* ['kwaɪətli] тихо, спокойно
quince *n* [kwɪns] айва
quiz *n* [kwɪz] викторина

rabbit *n* ['ræbɪt] кролик
race *n* [reɪs] гонка
racing bicycle *n+n* ['reɪsɪŋ 'baɪsɪkl] гоночный велосипед
radio *n* *pl (-s)* ['reɪdɪəʊ] радио
radish *n* ['rædɪʃ] редиска
rain *n, v* [reɪn] 1. дождь; 2. идёт дождь
rainbow *n* ['reɪnbəʊ] радуга
rainfall *n* ['reɪnfɔ:l] осадки
rain forest *n+n* ['reɪnfɒrɪst] леса влажных тропиков
rainy *adj* ['reɪni] дождливый
raisin *n* ['reɪzn] изюм
rare *adj* [reə] редко встречающийся, редкий
rat *n* [ræt] крыса
raw *adj* [rɔ:] сырой, неварёный
read *v* [ri:d] читать
reading *n* ['ri:dɪŋ] чтение
record *v* [rɪ'kɔ:d] записывать
recycle *v* [ˌri:'saɪkl] перерабатывать
red *adj* [red] красный
reduce *v* [rɪ'dju:s] уменьшать, сокращать
referee *n* [ˌrefə'ri:] судья; рефери
region *n* ['ri:dʒən] 1) район, зона; край; 2) округ, область *(страны)*
relative *n* ['relətɪv] родственник
remember *v* [rɪ'membə] помнить
repeat *v* [rɪ'pi:t] повторять
report *n, v* [rɪ'pɔ:t] 1. отчёт; 2. делать доклад
reporter *n* [rɪ'pɔ:tə] репортёр
represent *v* [ˌreprɪ'zent] 1) изображать *или* представлять (*в каком-л. аспекте*); 2) олицетворять; символизировать

rest *n* [rest] отдых
have a rest *v+n* отдыхать
restaurant *n* ['restrɒnt] ресторан
return *v* [rɪ'tɜ:n] возвращаться
no returns без возврата
reuse *v* [ˌrɪ:'ju:z] повторно использовать
revision *n* [rɪ'vɪʒən] повторение
rhino *n* ['raɪnəʊ] *зоол.* носорог
ribbon *n* ['rɪbən] лента
rice *n* [raɪs] рис

rich *adj* [rɪtʃ] богатый
ride *v* [raɪd] (*past* rode) ехать *(верхом, на машине/велосипеде)*
ride a bike *v+n* ['raɪd ə 'baɪk] ехать на велосипеде
ride a horse *v+n* ['raɪd ə 'hɔ:s] ехать на лошади
ride a skateboard *v+n* ['raɪd ə 'skeɪtbɔ:d] ездить на скейтборде
rider *n* ['raɪdə] всадник; велосипедист
right *adj* [raɪt] 1) правильный; 2) правый
on the right *prep* [ɒnðə'raɪt] справа
ring *n* [rɪŋ] ринг; площадка (*для борьбы*)
rise *v* [raɪz] (*past* rose) подниматься
risky *adj* ['rɪskɪ] рискованный, опасный
river *n* ['rɪvə] река
road *n* [rəʊd] дорога
robot *n* ['rəʊbɒt] робот
rock *n* [rɒk] рок *(музыка)*
roller-coaster *n* ['rəʊlə,kəʊstə] американские горки *(аттракцион)*
roller-skate *v* ['rəʊləskeɪt] кататься на роликах
roller skating *n* ['rəʊlə ,skeɪtɪŋ] катание на роликах
room *n* [ru:m] комната
rooster *n* ['ru:stə] петух
rose *n* [rəʊz] роза
round *adj, adv* [raʊnd] 1. круглый; 2. вокруг
route *n* [ru:t] 1) маршрут; 2) путь, курс, трасса
rubob *n* [rʊ'bɒb] рубаб *(музыкальный инструмент)*
rucksack *n* ['rʌksæk] рюкзак
rug *n* [rʌg] коврик
rule *n* [ru:l] правило
ruler *n* ['ru:lə] линейка
run *v* [rʌn] (*past* ran) 1) течь (вода); 2) бегать
run away *v+adv* [,rʌnə'weɪ] убегать
runner *n* ['rʌnə] бегун
running *n* ['rʌnɪŋ] беганье
runny nose *adj+n* ['rʌnɪ ,nəʊz] насморк
Russian *adj, n* ['rʌʃn] 1. русский; 2. русский язык

sad *adj* [sæd] печальный
said [sed] *прошедшее время от* “say”
sailor *n* ['seɪlə] моряк, матрос
safari *n* [sə'fɑ:ri] сафари-парк
salad *n* ['sæləd] салат
sales assistant *n+n* ['seɪlz ə'sɪstənt] продавец
salt *(mass n)* [sɔ:lt] соль
salty *adj* ['sɔ:ltɪ] солёный
(the) same *adj* [seɪm] то же самое, одно и то же
sandwich *n* ['sænwɪdʒ] бутерброд
sat *v* [sæt] *прошедшее время от* “sit”
satellite *n* ['sætɪlaɪt] искусственный спутник
Saturday *n* ['sætədɪ] 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* [,seɪ '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
scientific *adj* [,saɪən'tɪfɪk] научный

scientist *n* [ˈsaɪəntɪst]	учёный
score *n, v* [skɔ:]	1. *спорт*. счёт; количество набранных очков; 2. а) получать, набирать очки; б) забить мяч в ворота *(футбол)*
Scottish *adj* [ˈskɒtɪʃ]	шотландский
sea *n* [si:]	море
sea eagle *n+n* [ˈsi: ˈi:gl]	*зоол*. орлан
seashore *n* [ˈsi:ʃɔ:]	морской берег, морское побережье
season *n* [ˈsi:zən]	сезон, время года
second *n, num* [ˈsekənd]	1) секунда; 2) второй
secretary *n pl (-ies)* [ˈsekrɪtəri]	секретарь
section *n* [ˈsekʃən]	секция
see *v* [si:] (*past* saw)	видеть
seed *n* [si:d]	семя, зерно; семена
see-saw *n* [ˈsi:sɔ:]	качели
play see-saw *n+n*	кататься на качелях
send *v* [send] (*past* sent)	посылать, отправлять, отсылать
sentence *n* [ˈsent(ə)ns]	предложение
separate *v* [ˈsepəreɪt]	отделять, разъединять; разделять
be separated from	отделяться от
September *n* [sepˈtembə]	сентябрь
serve *n, v* [sɜ:v]	1. подача (мяча) *(теннис, бадминтон);* 2. а) служить, работать, состоять на службе, быть служащим; б) подавать мяч *(теннис и волейбол)*
seven *num* [ˈsevn]	семь
seven hundred *num* [ˌsevn ˈhʌndrəd]	семьсот
seventeen *num* [ˌsevnˈti:n]	семнадцать
seventh *num* [ˈsevnθ]	седьмой
seventy *num* [ˈsevnti]	семьдесят
seventy-one *num* [ˌsevnti ˈwʌn]	семьдесят один
several *adj* [ˈsevrəl]	несколько
sew *v* [səʊ]	шить
shake *v* [ʃeɪk] (*past* shook)	трясти, встряхивать
shampoo *n* [ʃæmˈpu:]	шампунь
shark *n* [ʃɑ:k]	акула
sharpener *n* [ˈʃɑ: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
shoes *n* [ʃu:z]	туфли
shop *n* [ʃɒp]	магазин
do the shopping *v+n* [ˈdu: ðə ˈʃɒpɪŋ]	делать покупки
at the shop	в магазине
shop assistant *n* [ˈʃɒp əˌsɪstənt]	продавец
short *adj* [ʃɔ:t]	короткий
shorts *n* [ʃɔ:ts]	шорты
short-sleeved *adj* [ˌʃɔ:tˈsli:vd]	с короткими рукавами
should *modal verb* [ʃəd, ʃʊd]	должен
shoulder *n* [ˈʃəʊldə]	плечо
show *v* [ʃəʊ]	показывать
shower *n* [ˈʃaʊə]	душ
have/take a shower *v+n*	принимать душ
sick *n* [sɪk]	больной
side *n* [saɪd]	сторона
sign *n* [saɪn]	вывеска, знак
silk *adj, n* [sɪlk]	1. шёлковый; 2. шёлк, шёлковая ткань
silver *n* [ˈsɪlvə]	серебро
sing *v* [sɪŋ]	петь
singer *n* [ˈsɪŋə]	певец
sister *n* [ˈsɪstə]	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
skateboarding *n* ['skeɪtˌbɔ:dɪŋ] катание на скейтборде
skating *n* ['skeɪtɪŋ] бег на коньках; катание на коньках
skeleton *n* ['skelɪtn] скелет
ski *n, v* [ski:] 1. лыжи; 2. кататься на лыжах
skiing *n* ['ski:ɪŋ] лыжный спорт; ходьба 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”
slogan *n* ['sləʊgən] лозунг, призыв; девиз
slow *adj* [sləʊ] медленный
slowly *adv* ['sləʊli] медленно
small *adj* [smɔ:l] маленький
smart *adj* [smɑ:t] 1) толковый, сообразительный; умный; 2) остроумный, находчивый
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
So do/can I. Я тоже.
soap *n* [səʊp] мыло
socks *n* [sɒks] носки
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: 'hænd] боль в руке
sore leg *adj+n* [ˌsɔ: 'leg] боль в ноге
sore throat *adj+n* [ˌsɔ: 'θrəʊt] боль в горле
sorry *v* ['sɒri] 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 [ˌsaʊθ'i:st] юго-восток
south-west [ˌsaʊθ'west] юго-запад
sparrow *n* ['spærəʊ] воробей
space *n pl (-)* [speɪs] космос

speak *v* [spi:k] (*past* spoke)	говорить
speak to *v+prep* ['spi:k tə]	разговаривать с …
special *adj* ['speʃl]	специальный; особенный
spell *v* [spel]	писать/произносить по буквам
spend *v* [spend] (*past* spent)	проводить
spider *n* ['spaɪdə]	паук
spider monkey *n+n* [ˌspaɪdə 'mʌŋki]	паукообразная обезьяна
spoon *n* [spu:n]	ложка
spot *n* [spɒt]	1. пятно, пятнышко; 2. место, местность, район
sport *n* [spɔ:t]	спорт
sportsman *n pl (-men)* ['spɔ:tsmən]	спортсмен
sports centre *n+n* ['spɔ:ts 'sentə]	спортивный центр
sports uniform *n+n* ['spɔ:ts 'ju:nɪfɔ:m]	спортивная форма
spring *n* [sprɪŋ]	1) весна; 2) источник
spy *n, v* [spaɪ]	1. шпион; 2. шпионить
square *adj, n* [skweə]	1) квадратный; 2) квадрат
square kilometre (sq.km) *n* [- 'kɪləˌmi:tə]	квадратный километр
staff room *n+n* [ˌstɑ:f'ru:m]	учительская
stand *v* [stænd]	стоять
Stand up. ['stændʌp]	Встаньте.
start *n, v* [stɑ:t]	1. начало; старт; 2. начинать
station *n* ['steɪʃn]	1) станция; 2) вокзал
stationery *n* ['steɪʃənri]	канцелярские принадлежности
stay (at) *v* [steɪ]	оставаться
stay at school ['steɪ ət 'sku:l]	оставаться в школе
stay with *v+prep* ['steɪ wɪð]	оставаться с …
step back in time	шаг назад во времени
sticking plaster *adj+n* ['stɪkɪŋ 'plɑ:stə]	липкий пластырь, лейкопластырь
stomach *n* ['stʌmək]	1) желудок; 2) живот
stomachache *n* ['stʌməkeɪk]	боль в животе
stone *n* ['stəʊn]	камень
stop *v* [stɒp]	останавливаться
stork *n* [stɔ:k]	аист
story *n pl (-ies)* ['stɔ:ri]	рассказ
straight *adj* [streɪt]	1) прямой, неизогнутый; 2) прямой *(о волосах)*
strawberry *n* ['strɔ:bəri]	клубника
street *n* [stri:t]	улица
stripe *n* [straɪp]	полоса
striped *adj* [straɪpt]	полосатый, в полоску
strong *adj* [strɒŋ]	сильный
student *n* ['stju:d(ə)nt]	студент
study *v* ['stʌdi]	учиться
stuffed bird *adj+n* [stʌft'bɜ:d]	чучело птицы
subject *n* ['sʌbdʒɪkt]	школьный предмет
suddenly *adv* ['sʌdnli]	вдруг, внезапно
sugar *n pl (-)* ['ʃʊgə]	сахар
suit *v* [sju:t]	1) удовлетворять требованиям; подходить; 2) идти, быть к лицу
sum *n* [sʌm]	сумма
do sums *v+n*	решать задачи *или* примеры
summer *n* ['sʌmə]	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] (*past* swept)	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] (*past* swam)	плавать
swimmer *n* ['swɪmə]	пловец; пловчиха
swimming *n* ['swɪmɪŋ]	плавание
symbol *n* ['sɪmbəl]	символ, эмблема
table *n* ['teɪbl]	1) стол; 2) таблица
tablet *n* ['tæblɪt]	таблетка
taekwondo *n* ['taɪkwɒndəʊ]	таэквондо *(боевое искусство)*
tail *n* [teɪl]	хвост
take *v* [teɪk] (*past* took)	1) брать, взять; 2) принимать *(лекарство)*
take a photo *v+n* ['teɪk ə 'fəʊtəʊ]	фотографировать
take a size	носить ... размер
take for a walk *v+n*	брать на прогулку
take medicine	принимать лекарство
take the rubbish out ['teɪk ðə 'rʌbɪʃ 'aʊt]	выносить мусор
talent *n* ['tælənt]	1) талант; дар, одарённость; способность; 2) талантливый человек, талант
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] (*past* taught)	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* [tel] (*past* told)	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] (*past* thought)	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* [θrəʊ] (*past* threw)	бросать
throw in the air [-ɪn ðə eə]	подкидывать
thumb *n* [θʌm]	большой палец (руки)
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 *n* [tʌŋ]	язык
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
torch *n* [tɔ:tʃ]	1) факел; 2) фонарь
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* ['tɔɪʃɒp]	магазин игрушек
tractor *n* ['træktə]	трактор
tradition *n* [trə'dɪʃ(ə)n]	традиция
traditional *adj* [trə'dɪʃnl]	традиционный
traffic *n* ['træfɪk]	дорожное движение
train *v, n* [treɪn]	1. тренироваться; 2. поезд
trainers *n* ['treɪnəz]	кроссовки
translate *v* [træns'leɪt]	переводить
transmit *v* [trænz'mɪt]	передавать
transport *n* ['trænspɔ:t]	транспорт
travel *n, v* ['trævəl]	1. путешествие; 2. путешествовать
travelling *n* ['trævəlɪŋ]	путешествие
tree *n* [tri:]	дерево
T. Rex *n* ['ti: 'reks]	тиранозавр *(хищный динозавр)*
triangle *n* ['traɪæŋgəl]	треугольник
trip *n* [trɪp]	поездка, путешествие; экскурсия

trousers *n* [ˈtraʊzəz] брюки
true *adj* [tru:] верный, правильный
try *v* [traɪ] пытаться; стараться
try on *v* [ˈtraɪ ˈɒn] примерять
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* [ju:z] использовать
usually *adv* [ˈju:ʒʊəli] обычно
Uzbek *adj, n* [ˈʊzbek] 1. узбекский; узбек; 2. узбекский язык

vacuum cleaner *n+n* [ˈvækjuəm ˈkli:nə] пылесос
vampire bat *n+n* [ˈvæmpaɪəˈbæt] кровососущая летучая мышь
varan *n* [vʌˈrɑ:n] варан
vase *n* [vɑ:z] ваза
vegetable *n* [ˈvedʒtəbl] овощ
very *adv* [ˈveri] очень
video *adj* [ˈvɪdɪəʊ] видео
village *n* [ˈvɪlɪdʒ] деревня, кишлак
vintage *adj* [ˈvɪntɪdʒ] 1) старинный; классический; 2) устаревший, старомодный
violet *adj* [ˈvaɪəlɪt] фиолетовый, тёмно-лиловый
visit *v* [ˈvɪzɪt] наносить визит, посещать
vitamin *n* [ˈvɪtəmɪn] витамин
volcano *n* [vɒlˈkeɪnəʊ] вулкан; огнедышащая гора
volleyball *n* [ˈvɒlibɔ:l] волейбол

wait (for) *v* [ˈweɪtfɔ:]	ждать
wake up *v* [ˈweɪkʌp] (*past* woke)	просыпаться
walk *v* [wɔ:k]	гулять; идти, ходить пешком
wall *n* [wɔ:l]	стена
want *v* [wɒnt]	хотеть, желать
war *n* [wɔ:]	война; боевые действия
warm *adj* [wɔ:m]	тёплый
was [wəz, wɒz]	*прошедшее время от* “be” *в единственном числе*
was born [wəz ˈbɔ:n]	родиться
wash *v* [wɒʃ]	мыть
do the washing [ˈdu: ðə ˈwɒʃɪŋ]	стирать (бельё)
wash the dishes [ˈwɒʃ ðə ˈdɪʃɪz]	мыть посуду
washing machine [ˈwɒʃɪŋməˌʃi:n]	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 ˌti:ˈvi:]	смотреть телевизор
water *n pl (–), v* [ˈwɔ:tə]	1. вода; 2. поливать
watermelon *n* [ˈwɔ:təmelən]	арбуз
water skiing *n+n* [ˈwɔ:təˌski:ɪŋ]	воднолыжный спорт
we *pron* [wi, wi:]	мы
wear *v* [weə] (*past* wore)	носить одежду
weather *n* [ˈweðə]	погода
Wednesday *n* [ˈwenzdi]	среда
wedding *n* [ˈwedɪŋ]	свадьба
week *n* [wi:k]	неделя
weekend *n* [ˌwi:kˈend]	конец недели
weight *n* [weɪt]	вес
well *adv* [wel]	хорошо
well-dressed *adj* [ˌwelˈdrest]	хорошо одетый *или* одевающийся; нарядный; элегантный
Welsh *adj, n* [welʃ]	1. уэльсский; 2. уэльсский язык
went [went]	*прошедшее время от* “go”
were [wɜ:]	*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?	Куда вы идёте?
Where can I buy ...?	Где я могу купить ... ?
which *pron* [wɪtʃ]	который
white *adj* [waɪt]	белый
whiteboard *n* [ˈwaɪtbɔ: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* [ˈwaɪldlaɪf]	дикая природа
willow *n* [ˈwɪləʊ]	ива
wind *n* [wɪnd]	ветер
window *n* [ˈwɪndəʊ]	окно
windstorm *n* [ˈwɪndstɔ:m]	буря, ураган
windy *adj* [ˈwɪndi]	ветреный
winter *n* [ˈwɪntə]	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
wombat *n* ['wɒmbæt]	*зоол.* вомбат
wonderful *adj* ['wʌndəf(ə)l]	красивый, прекрасный
wood *n* [wʊd]	1) лес; роща; 2) древесина; дерево (*материал*); лесоматериал
wool *n* [wʊl]	1) шерсть; руно; 2) шерстяная ткань *или* одежда
word *n* [wɜ:d]	слово
wordlist *n* ['wɜ:dlɪst]	список слов
work *n pl (–), v* [wɜ:k]	1. работа; 2. работать
workbook *n* ['wɜ:kbʊk]	рабочая тетрадь
world *n* [wɜ:ld]	мир
Would you like... ? [wədjə 'laɪk]	Хотите ...?
wrestler *n* ['reslə]	борец
wrist *n* [rɪst]	запястье
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
yoga *n* ['jəʊgə]	йога, система физических упражнений, применяемая йогами
you *pron* [jə, jʊ, ju:]	1) ты, вы; 2) тебя, вас, вам
young *adj* [jʌŋ]	молодой
your *adj* [jə, jɔ:]	твой; ваш
youth *n* [juθ]	молодёжь, юношество
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
Alaska *n* [ə'læskə]	Аляска *(штат США)*
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* [ˌkæli'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 [ði:'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
Great Britain *n* ['greɪt 'brɪtn]	Великобритания
Great Lakes *n* ['greɪt 'leɪks]	Великие озёра
Hazret Sultan *n* [hʌz'ret sul'tɑ:n]	Хазрет-Султан
Hawaii *n* [hə'waɪɪ]	Гавайи *(штат США)*
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]	Каракумы
Kazakhstan *n* [ˌkæzæk'stɑ:n]	Казахстан
Kitab *n* [ki'tɑ:b]	Китаб
Kyzylkum Desert *n* [kɪ'zɪl'ku:m 'dezət]	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
Mediterranean Sea *n* [ˌmedɪtə'reɪnɪən 'si:]	Средиземное море
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 Kilimanjaro *n* ['maʊnt ˌkɪlɪmən'dʒɑ:rəʊ]	гора Килиманджаро
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* [ˌnjuː ˈziːlənd] Новая Зеландия
Nile *n* [ˈnaɪl] Нил
North America *n* [ˌnɔːθ əˈmerɪkə] Северная Америка
North Island *n* [ˌnɔːθ ˈaɪlənd] Северная Исландия
North Sea *n* [ˈnɔːθ ˈsiː] Северное Море
Northern Ireland *n* [ˌnɔːðən ˈaɪlənd] Северная Ирландия
Nurata *n* [ˌnʊrʌˈtʌː] Нурата
Ottawa *n* [ˈɒtəwə] Оттава
Oxford *n* [ˈɒksfəd] Оксфорд
Pacific Ocean *n* [pəˈsɪfɪk ˈəʊʃən] Тихий океан
Pakistan *n* [ˌpɑːkɪˈstɑːn] Пакистан
Pamir Mountains *n* [pəˈmɪə ˈmaʊntɪnz] Памирские горы
Paris *n* [ˈpærɪs] Париж
Perth *n* [pɜːθ] Перт
Picton *n* [ˈpɪktən] Пиктон
Poland *n* [ˈpəʊlənd] Польша
Rio de Janeiro *n* [ˌriːəʊdədʒəˈnɪrəʊ] Рио-де-Жанейро
Rocky Mountains *n* [ˈrɒkɪ ˈmaʊntɪnz] Скалистые горы
Rome *n* [ˈrəʊm] Рим
Rotorua *n* [ˈrɒtɒrʊə] Роторуа
Russia *n* [ˈrʌʃə] Россия
Sahara *n* [səˈhɑːrə] Сахара *(пустыня)*
Saint Lawrence *n* [sənt ˈlɔːrəns] река Святого Лаврентия
Scotland *n* [ˈskɒtlənd] Шотландия
Severn *n* [ˈsevən] Северн
Snowdon *n* [ˈsnəʊdən] Сноудон
South Africa *n* [ˌsaʊθ ˈæfrɪkə] Южная Африка
Southern Alps *n* [ˌsʌðən ˈælps] Южные Альпы
South America *n* [ˌsaʊθ əˈmerɪkə] Южная Америка
Sydney *n* [ˈsɪdnɪ] Сидней
Syr-Darya *n* [ˌsɪədɑːˈrjɑː] Сырдарья
Tajikistan *n* [tɑːˌdʒiːkɪˈstaːn] Таджикистан
Tasman Sea *n* [ˈtæzmən ˈsiː] Тасманское море
Thames *n* [temz] Темза
Tianshan Mountains *n* [tɪˈenˈʃɑːn ˈmaʊntɪnz] горы Тянь-Шаня
Tokyo *n* [ˈtəʊkɪəʊ] Токио
Toronto *n* [təˈrɒntəʊ] Торонто
Tower of London *n* [ˈtaʊər əv ˈlʌndən] Лондонский Тауэр
Trafalgar Square *n* [trəˈfælgə ˈskweə] Трафальгарская площадь
Turkey *n* [ˈtɜːki] Турция
Turkmenistan *n* [ˌtɜːkmenɪˈstɑːn] Туркменистан
Ullswater *n* [ˈʌlzwɔːtə] озеро Алсуотер
United Kingdom (the UK) *n* [juːˌnaɪtɪd ˈkɪŋdəm] Соединенное Королевство
Urgench *n* [ʊrˈgentʃ] Ургенч
USA *n* [ˈjuːˈesˈeɪ] США
Ust Urt *n* [ˌʊst ˈjurt] Устюрт
Uzbekistan *n* [ʊzˌbekɪˈstaːn] Узбекистан
Vancouver *n* [vænˈkuːvə] Ванкувер
Wales *n* [ˈweɪlz] Уэльс
Warsaw *n* [ˈwɔːsɔː] Варшава
Washington *n* [ˈwɒʃɪŋtən] Вашингтон
Wellington *n* [ˈwelɪŋtən] Веллингтон
Zarafshan *n* [ˌzʌrɑːfˈʃɑːn] Зеравшан
Zaamin *n* [ˈzɑːmɪn] Заамин

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