

• • • • •

2-й год обучения
Книга для учителя Дрофа
2003

Содержание

Обращение к учителям	4
Предисловие	6
Рекомендуемое распределение учебного материала по урокам	19
Планирование	22
Методические рекомендации по работе над учебными блоками и разделами	48
Тексты для аудирования к учебнику	77
Тексты для аудирования к рабочим тетрадам.	172
Ключи к заданиям учебника	198
Ключи к заданиям рабочих тетрадей	217
Ключи к заданиям книги для чтения.	250

Дорогие коллеги!

Вы держите в руках *книгу для учителя*, являющуюся одной из составных частей учебно-методического комплекса «Новый курс английского языка для российских школ (2-й год обучения)» О. В. Афанасьевой и И. В. Михеевой (УМК-2). Вторая часть данной серии, как и первая, предназначена преимущественно для использования в средних школах, где на изучение английского языка отводится в среднем 3 учебных часа в неделю, но также может быть использована и для обучения английскому языку как второму иностранному.

УМК-2 состоит из:

- рабочей программы;
- учебника;
- двух рабочих тетрадей;
- книги для чтения;
- книги для учителя;
- аудиоприложения к учебнику и рабочим тетрадям.

Все перечисленные выше составляющие УМК взаимно дополняют друг друга, составляют единую целостную систему, а потому их следует использовать в комплексе.

Книга для учителя содержит: а) краткое изложение методических принципов, на которых построен данный курс; б) подробное планирование и распределение материала по учебным часам; в) методические рекомендации по работе над материалом УМК-2;

г) тексты, предназначенные для аудирования; д) ключи к заданиям учебника и рабочих тетрадей. Составляя *книгу для учителя*, авторы видели свою задачу в том, чтобы максимально облегчить учителю работу с данным курсом, собрать под одной обложкой все материалы, которые могут потребоваться ему в работе, помочь сориентироваться в изучаемом материале, указать на то, какие трудности этот материал может содержать, и посоветовать, как их избежать.

Авторы надеются, что вторая часть «Нового курса английского языка для российских школ» окажется хорошим помощником в вашей нелегкой работе и поведет ваших учеников дальше по пути овладения английским языком. От души желаем вам в этом успехов.

Авторы

Предисловие

Предлагаемый вашему вниманию УМК ориентирован на второй год обучения иностранному (английскому) языку в общеобразовательной школе и является логическим продолжением УМК-1 авторов О. В. Афанасьевой и И. В. Михеевой. УМК-2, как и предшествующий ему УМК-1, отвечает требованиям Федерального государственного образовательного стандарта, учитывает основные характеристики современного учебника иностранного языка и соответствует действующим программам обучения иностранным языкам в средней общеобразовательной школе¹.

При создании УМК-2 авторы учитывали тот факт, что в соответствии с базисным учебным планом в общеобразовательных учреждениях указанного типа на преподавание предмета «Иностранный (английский) язык» отводится 3 часа в неделю. К началу второго года обучения иностранному языку у учащихся, изучавших английский язык по УМК-1 данной серии, уже должны быть выработаны основные навыки в таких видах речевой деятельности, как аудирование, чтение и говорение. В течение всего первого года обучения учащиеся значительную часть времени занимались также и письмом, однако оно выступало скорее как средство обучения. В УМК-2, как того требует про-

¹ Примерные программы основного общего образования. Иностранные языки. М.: Просвещение, 2009. — 144 с. (Стандарты второго поколения).

грамма, обучение всем видам речевой деятельности осуществляется параллельно, и письму отводится не меньше времени, чем аудированию, чтению и говорению. При этом, хотя обучение письму по-прежнему направлено прежде всего на овладение техникой письма (а это в первую очередь правописание слов, усвоенных в устной речи), во время работы над УМК-2 учащиеся овладевают и начальными коммуникативными умениями для осуществления переписки. Введенные в УМК-2 в качестве обязательного завершения каждого раздела учебника диктанты, содержание которых заранее известно учащимся, позволяют систематически акцентировать внимание учащихся на правописании сначала отдельных слов и коротких словосочетаний, а затем и целых предложений, переходящих к концу года в небольшие тексты. Также систематически происходит и обучение написанию писем. Это, безусловно, письма по заранее данному образцу, в качестве которого в каждом разделе рабочей тетради выступают письма английского мальчика по имени *Jeff*, на которые учащиеся должны написать ответ. По сравнению с УМК-1 в новом УМК значительно больше времени уделяется аудированию, что, безусловно, способствует развитию аудитивной памяти учащихся. При этом задания на аудирование весьма широко представлены не только в учебнике, но и в рабочих тетрадях.

Весьма распространенными заданиями в этих компонентах УМК-2 являются задания «Проверь себя», когда правильные варианты учащиеся слышат в аудиозаписи. Учитель может попросить своих учеников повторить эти правильные ответы за диктором и таким образом закрепить ту или иную структуру, лексическую единицу, оформляя ее фонетически должным образом. К концу второго года обучения, согласно программным требованиям, учащиеся «должны понимать на слух иноязычную речь, однократно предъявляемую учителем или в звукозаписи в естественном темпе, построенную на программном языковом мате-

риале»¹. Однако, по мнению авторов, далеко не все учащиеся к этому моменту смогут овладеть этими навыками в такой степени. Поэтому представляется разумным и целесообразным предлагать школьникам второе прослушивание, останавливать звукозапись, если в этом есть необходимость. Развитие аудитивной памяти — достаточно длительный процесс. Умение слушать и слышать, удерживать внимание на предъявляемом материале вырабатывается далеко не сразу. Чем чаще учащиеся слушают иноязычную речь, тем быстрее они осваивают этот вид речевой деятельности. Учителю не следует огорчаться, если у некоторых учащихся и в конце второго года обучения имеются трудности при понимании текстов в звукозаписи. Каждый ученик вырабатывает навыки и умения в своем индивидуальном темпе, но систематическая и кропотливая работа по прослушиванию аудиозаписи неминуемо в конце концов приведет к требуемому результату.

При этом, как и предполагается по программе, в тексты на аудирование в небольшом количестве вводятся незнакомые или «полузнакомые» учащимся лексические единицы. Под последними авторы понимают, например, конверсивные образования от уже известных учащимся единиц, например *chocolate* в сочетании *chocolate cake* (*chocolate* как субстантивная единица уже известно учащимся). Полностью же неизвестные учащимся слова часто имеют достаточно похожее звучание с русскими семантическими аналогами и вряд ли вызовут какие-либо трудности. В любом случае предлагаемый на аудирование материал составлен таким образом, что незнакомые слова не влияют на понимание основного содержания текста.

Обучение говорению по-прежнему построено на речевых образцах, с тем чтобы максимально исключить возможные ошибки учащихся. Говорение носит пре-

¹ Примерные программы для основного общего образования. Иностранные языки. — М.: Просвещение, 2009. — 144 с. (Стандарты второго поколения).

имущественно репродуктивный характер с некоторыми элементами речетворчества (например, задание «Ответь на вопросы диктора о своих каникулах» или «Расскажи о привычках англичан, сравнив их с привычками жителей России» в последнем разделе учебника). Хочется напомнить, что говорение — индивидуальный творческий процесс, а потому необходимо дать возможность каждому ученику высказаться по предлагаемым учебным ситуациям. Очень важно также, чтобы учащиеся слушали друг друга, и абсолютно необходима заинтересованная и живая реакция учителя, которая и превращает говорение на уроке в акт коммуникации.

Обучение говорению традиционно включает в себя как монологическую, так и диалогическую речь. В соответствии с требованиями программы школьники учатся вести несложную беседу с речевым партнером, широко используя речевые клише, запрашивая уточняющие сведения и стимулируя ответную реакцию. Монологическое высказывание может включать до 5—6 фраз в связи с изученной учебной ситуацией. Важно, чтобы высказывание было логичным и правильно оформленным грамматически, лексически и фонетически. Необходимо отметить, что, если учащийся допускает ошибку, исправить ее в устной речи нужно как можно более тактично, к примеру, как бы невзначай повторив фразу или вернувшись к проблемной фразе после того, как ученик закончит свое высказывание.

Чтение по-прежнему остается ключевым аспектом обучения языку. Обучение чтению включает как обучение технике чтения, так и обучение пониманию прочитанного. УМК-2 соответственно включает в себя задания, специально предназначенные для обучения как первому, так и второму навыкам. По сравнению с УМК-1 заметно увеличивается объем предназначенного для чтения материала, возрастает его трудность. Учителям рекомендуется не жалеть времени на повторение слов, словосочетаний и целых фраз хором и ин-

дивидуально, так как очень важно, чтобы навык правильного чтения прочно закрепился. При чтении текстов можно обратить внимание учеников на то, где диктор делает в предложении паузу, какие слова он произносит с ударением, а какие — без. Хотя УМК-2 и не включает в себя материал, направленный на изучение правил чтения, при необходимости учитель может вернуться к правилам чтения, изученным ранее (см. УМК-1), и напомнить о них учащимся, приводя примеры того, как они работают в языке, применяя их к вновь изученному материалу. Хочется обратить внимание учителей на задания, в которых учеников просят прочитать новое слово по аналогии с уже знакомым. Аналогия в языке — хороший помощник для тех, кто его изучает, и способность видеть, замечать случаи аналогии очень важно развивать с самого начала обучения.

Большое внимание в УМК-2 уделяется и развитию языковой догадки. На это направлены, в частности, такие задания рабочей тетради, как «Догадайся, что означают следующие словосочетания». С этой же целью в материал, предназначенный для чтения, включаются незнакомые слова, о значении которых можно догадаться либо по контексту, либо по созвучию с похожими словами русского языка. Уже на начальном этапе необходимо обучать школьников поисковому чтению, при котором вычленяется заданная информация, а ненужная, избыточная информация как бы мысленно отсекается. Поэтому ни в коем случае нельзя начинать работу с текстом с чтения вслух и тем более с его перевода на русский язык. Как правило, первым этапом работы является чтение про себя с целью либо понять общий смысл написанного (просмотровое чтение), либо вычленить из текста заданную информацию (поисковое чтение). При этом чтение вслух и чтение вслух за диктором также нельзя игнорировать, так как это испытанный прием работы над техникой чтения. Важно только, чтобы чтение

вслух не опережало чтение про себя, а следовало за ним в качестве повторения.

Весьма существенным моментом в области развития навыков чтения является работа по введению и закреплению новой лексики. Начинается она, естественно, с фонетического предъявления новых слов, однако это не просто неосознанное прослушивание и повторение звукового ряда. Учащиеся сразу же устанавливают семантические корреляции между формой единицы и ее значением. А затем, слушая диктора, учащиеся повторяют за ним словосочетания и предложения с новыми словами. Этому предшествуют два обязательных задания на чтение. Первое — это задание на чтение знакомых лексических единиц, в структуре которых наличествуют звуки, которые входят в новые слова, а второе — это прочтение незнакомых слов по аналогии с единицами, уже хорошо известными учащимся (ср.: *Bess — dress; pet — get; shower — flower; mice — nice; night — light; rose — cosy* и т. д., где каждое первое слово пары — известная единица, каждое второе — новая). Используя эти задания на развитие навыков техники чтения, учащиеся практически в течение всего года, читая, тренируют имеющийся в их распоряжении вокабуляр, постоянно возвращаясь к уже известной им лексике.

В предлагаемом УМК-2 достаточно рельефно проявляется его лингвострановедческая направленность. Специально выделенная рубрика, маркером которой является схематичное изображение башни с часами *Big Ben* (здания английского парламента), предлагает учащимся пояснения об особенностях жизни, культуры, истории и географии одной из стран изучаемого языка — Великобритании. Пояснения лексико-грамматического характера размещены в другой рубрике, отличительным значком которой является сокращение МЕМО от лексической единицы *memorandum* («памятка»). Эта рубрика содержит сведения о конкретном языковом грамматическом (лексико-грамматическом) материале, освоение которого составляет основу практического владения школьниками англий-

ским языком на данном этапе обучения. Конкретные сведения об этом материале, помимо разделов учебника, находятся в книге для учителя (см. раздел «Планирование»). Подчеркнем, что к концу второго года обучения учащиеся овладевают речевыми образцами с глаголами в настоящем, прошедшем и будущем времени (последнее в рамках оборота *to be going to*). Настоящее время представлено в виде оппозиции конкретным грамматическим временам системы современного английского языка — *present simple* и *present progressive*. На этом же этапе вводится модальный глагол *can*, глаголы в повелительном наклонении в утвердительной и отрицательной формах, безличные предложения и оборот *there is (there are)* в настоящем и прошедшем времени. На элементарном уровне учащиеся получают знания в области употребления артикля и системы английских местоимений, учатся правильно использовать количественные числительные до 100 и выше, расширяют свои возможности в употреблении предлогов места, направления, союзов, наречий.

В современной школе учебный предмет «Иностранный (английский) язык» входит в образовательную область «Филология» и фактически является средством познания других народов и стран, их культуры, инструментом межкультурного общения, способом более глубокого осмысления родного языка, родной культуры, а это, в свою очередь, предопределяет цель обучения английскому языку как одному из языков международного общения.

Цель обучения иностранным языкам, в том числе и английскому, определяется действующей программой как «развитие личности школьника, способной и желающей участвовать в межкультурной коммуникации на изучаемом языке и самостоятельно совершенствоваться в овладении им»¹. Именно эта цель обуче-

¹ Примерные программы для основного общего образования. Иностранные языки. — М.: Просвещение, 2009. — 144 с. (Стандарты второго поколения).

ния predeterminedила те методические принципы, на которых построен УМК-2 (так же как и первый учебно-методический комплект этой серии).

Прежде всего это коммуникативная направленность всего процесса обучения, которая предполагает использование английского языка как средства общения и формирования у учащихся умения соотносить языковые средства с определенной ситуацией, задачами и условиями общения, с опорой на социокультурные знания о стране изучаемого языка (Великобритании).

Не менее важными принципами построения УМК-2 являются такие хорошо известные методические принципы, как: 1) дифференцированное и интегрированное обучение всем видам речевой деятельности; 2) активный, деятельностный и сознательный характер процесса обучения; 3) личностно-ориентированный подход к изучению иностранного языка; 4) одновременное и взаимосвязанное коммуникативное и социокультурное развитие учащихся; 5) использование всех видов наглядности; 6) максимальная повторяемость материала.

Распространенный в последнее время среди методистов и авторов различных УМК принцип избыточности материала, так же как и в УМК-1 этой серии, в УМК-2 не используется. Весь материал, включенный в учебник и в рабочие тетради, следует рассматривать как обязательный минимум для учителя и учащихся. Все предлагаемые задания следует выполнять последовательно, так как они логически выстроены и обеспечивают необходимую связь материала.

Одним из важных принципов при построении и организации учебного материала в данном УМК является принцип постепенного, неспешного усвоения языкового материала учащимися. Поскольку УМК-2 рассчитан на самые различные условия работы (в том числе и не всегда благоприятные), авторы считают целесообразным лишней раз подчеркнуть этот весьма

значимый, если не основополагающий, момент в построении УМК данной серии.

Таким образом, данный УМК обеспечивает достижение не только предметных результатов обучения, но и:

— **личностных:** формирование мотивации изучения языка, возможность самореализации средствами английского языка, формирование коммуникативной компетенции, формирование гражданской идентичности личности, стремление к осознанию культуры России и Великобритании, готовность отстаивать свою позицию и точку зрения;

— **метапредметных:** развитие умения отстаивать свое речевое и неречевое поведение, развитие умения работать с информацией (ее обобщение и фиксация) при выполнении проектной работы, умение работать с различными источниками информации, выбирать наиболее рациональные решения, готовить материалы для презентаций, а также оформлять результаты своей деятельности в виде материального продукта.

Структура УМК

Весь учебный материал, предлагаемый в УМК-2, разделен на 9 блоков, восемь из которых едины по своей структуре и включают в себя пять уроков (*periods*) из учебника (в структуре учебника они именуются *Steps*) каждый урок учебника содержит задания для самопроверки; четыре урока из соответствующего раздела рабочей тетради, один урок из книги для чтения, одно дополнительное занятие и одно контрольное. Таким образом, каждый из первых восьми блоков рассчитан на 12 уроков продолжительностью 40—45 минут каждый. Дополнительное или резервное занятие учитель может использовать по своему усмотрению в течение всего учебного года по необходимости, не обязательно в рамках запланированного блока. Девятый блок весь (3 урока) рассматривается авторами как резервный, ибо, как показывает практика, в реальной

жизни данный резерв может потребоваться для компенсации по каким-либо причинам не состоявшихся занятий, для более длительной и тщательной тренировки тех явлений языка, которые вызвали определенные сложности у учащихся, или для чтения дополнительных материалов из книги для чтения. Учитель может предложить и итоговую работу за год. Все девять блоков предлагаемого УМК рассчитаны на 99 школьных занятий (см. раздел «Рекомендуемое распределение учебного материала по урокам», с. 19).

Как и при работе с УМК-1, занятия по УМК-2 требуют планомерной и тщательной работы с аудиоприложением. Оно по-прежнему важный элемент коррекции фонетических навыков и умений учащихся; оно позволяет отрабатывать лексико-грамматические структуры, способствует дальнейшему развитию способности учащихся воспринимать иноязычную речь на слух. Аудиоприложение, по мнению авторов, может и должно интенсивно использоваться и в классе, и дома при выполнении различных заданий из учебника и рабочих тетрадей. Работать по учебнику УМК-2 без аудиоприложения не представляется возможным. В равной степени это относится и к выполнению заданий из рабочих тетрадей. Позволим себе еще раз напомнить коллегам, работающим по УМК данной серии, что рабочие тетради не дополнительный, а абсолютно обязательный компонент УМК, в данном случае УМК-2.

Восемь разделов каждой из двух рабочих тетрадей и ситуативно, и лексико-грамматически увязаны с соответствующими разделами учебника и *книги для чтения*. Рабочие тетради для УМК-2 имеют ту же структуру, что и ее аналог для УМК-1. Каждый раздел тетради имеет те же рубрики: “*Listening+*”, “*Reading+*”, “*Writing+*” — и предлагает учащимся до 25 тренировочных упражнений. Завершается каждый раздел набором контрольных заданий, которые представлены в тетради под наименованием *Test*. Однако этот термин используется авторами исключительно как рабочий. Задания не являются тестами в строгом

смысле слова и не основываются на правилах составления настоящих научных тестов с математической обработкой данных.

Оценивать выполнение контрольных заданий авторам представляется целесообразным по следующей схеме: если учащиеся выполнили две трети работы ($\approx 65\%$), то она может быть оценена на «удовлетворительно»; оценка «хорошо» ставится в случае выполнения 80% работы; оценка «отлично» предполагает выполнение 95—100% работы. Подчеркнем, что учебный материал, включенный в соответствующие разделы рабочих тетрадей, предполагает, что учащиеся уже знакомы с материалом учебника (первые пять уроков (*Steps*) каждой учебной ситуации).

Каждый раздел рабочих тетрадей содержит проектное задание, к выполнению которого учащиеся уже привыкли, работая по УМК-1 данной серии. Проектная работа носит четко выраженный творческий, развивающий личность учащегося характер и приучает к самостоятельной работе. Как и на предыдущем этапе обучения, проектная работа ориентирована на сбор информации страноведческого характера, посвященной жизни Великобритании. Целесообразно предложить учащимся продолжить работу над созданием персонального или группового альбома о Британии, вести который они начали в прошлом году. Во всех проектных заданиях предусматривается знакомство учащихся с английскими пословицами и поговорками, а на их основе предлагается выполнить работу поискового характера, тематически увязанную с основной проблематикой той или иной учебной ситуации. Например, работая над учебной ситуацией 6 “*I love Food*”, учащимся предлагается следующее проектное задание 6: *Одна из самых любимых английских поговорок звучит так: “The proof of the pudding [ˈpʊdɪŋ] is in its eating”. (Чтобы узнать, каков пудинг, надо его отведать.) Знаешь ли ты, что это за блюдо? Выясни, как и из чего готовят пудинг, и напиши рецепт его приготовления в своем альбоме о Брита-*

нии. А в конце изучения учебной ситуации 7 “*At the Weekend*”, заполняя свой альбом о Британии, учащимся придется познакомиться с различными явлениями погоды и выполнить проектное задание 7: *Ты, наверное, знаешь, что Британия славится своей изменчивой погодой. Поэтому у англичан так много пословиц и поговорок, связанных с ней, например: “If there were no clouds we shouldn’t [ʃʊdn’t] enjoy the sun”. (Не будь на небе пасмурных дней, мы бы не радовались солнцу.) Про Британию говорят, что эта страна дождей и туманов. Так ли это? Узнай о том, какая обычно погода в Англии зимой, весной, летом и осенью, и напиши об этом в свой альбом о Британии.*

Использование в классе рабочих тетрадей, предлагаемых в этом УМК, даст возможность учителю не только работать фронтально, но и организовать должным образом работу в малых группах, парах и даже индивидуально поработать с тем или иным учащимся. В частности, во время выполнения заданий на письмо всеми учащимися группы учитель может побеседовать почти с каждым учеником индивидуально и проверить задания на чтение.

Книга для чтения, последний компонент данного УМК, состоит из восьми частей, каждая из которых включает в себя несколько заданий. Учитель может в рамках отведенного на соответствующие занятия времени (см. «Планирование») использовать часть этих заданий, может работать по этому пособию, используя резервные уроки. Материалы данного пособия предлагают тексты монологического и диалогического характера и основаны на лексико-грамматическом материале соответствующего блока учебника и рабочих тетрадей. Каждый раздел книги для чтения начинается с задания, в котором учащихся просят прочитать три диалога (А, В, С) и выбрать для них подходящие заголовки из пяти предложенных, при этом два из них не подходят ни к одному диалогу. После прочтения текстов диалогического характера учащимся

предлагается внимательно просмотреть утверждения о каждом из них и прочесть вслух только те, которые действительно соответствуют содержанию.

Задания на чтение текста повествовательного характера вариативны. Понимание проверяется при помощи вопросов, множественного выбора, расположения отрывков в логической последовательности и т. д.

В каждый раздел по чтению включены тексты стихов, загадок, считалок. При этом учащихся просят не просто прочесть тот или иной стихок. В каждом случае учащиеся фактически сами выступают в роли своеобразных соавторов поэтических произведений, дописывая необходимые строчки, определяя порядок слов и т. д. Каждый раздел книги для чтения содержит до шести заданий. Учитель сам регулирует, насколько полно все задания или некоторая их часть должны быть выполнены всеми учащимися. Авторы просят коллег подходить к этим заданиям индивидуально, учитывая личностные особенности, уровень владения языком каждого учащегося.

Несколько слов о незнакомой лексике, которая неминуемо включается в предлагаемые материалы для чтения. Новые слова выделяются в тексте, учащимся предлагается их транскрипция и на полях — значение незнакомых единиц. Авторы намеренно повторно используют незнакомую лексику (определенную ее часть) в последующих разделах. Установки на обязательное выучивание и отработку этих слов нет. Однако многократное повторение многих единиц (ср.: *want, decide, all, etc.*) позволит большинству учащихся владеть этими словами не только на уровне пассивного словаря. В конце книги для чтения дан англо-русский словарь, куда помещены все незнакомые учащимся слова.

Рекомендуемое распределение учебного материала по урокам

Блок I		Блок II	
Урок (period)	Учебник (Unit 1)	Урок (period)	Учебник (Unit 2)
1	Step 1	13	Step 1
2	Step 2	14	Step 2
3	Step 3	15	Step 3
4	Step 4	16	Step 4
5	Step 5	17	Step 5
6	} Рабочая тетрадь Раздел 1	18	} Рабочая тетрадь Раздел 2
7		19	
8		20	
9		21	
10	Книга для чтения Урок чтения 1	22	Книга для чтения Урок чтения 2
11	Дополнит. занятие*	23	Дополнит. занятие*
12	Контр. задания № 1	24	Контр. задания № 2

Блок III		Блок IV	
Урок (period)	Учебник (Unit 3)	Урок (period)	Учебник (Unit 4)
25	Step 1	37	Step 1
26	Step 2	38	Step 2
27	Step 3	39	Step 3
28	Step 4	40	Step 4
29	Step 5	41	Step 5
30	} Рабочая тетрадь Раздел 3	42	} Рабочая тетрадь Раздел 4
31		43	
32		44	
33		45	
34	Книга для чтения Урок чтения 3	46	Книга для чтения Урок чтения 4
35	Дополнит. занятие*	47	Дополнит. занятие*
36	Контр. задания № 3	48	Контр. задания № 4

Блок V		Блок VI	
Урок (period)	Учебник (Unit 5)	Урок (period)	Учебник (Unit 6)
49	Step 1	61	Step 1
50	Step 2	62	Step 2
51	Step 3	63	Step 3
52	Step 4	64	Step 4
53	Step 5	65	Step 5
54	} Рабочая тетрадь Раздел 5	66	} Рабочая тетрадь Раздел 6
55		67	
56		68	
57		69	

58	Книга для чтения Урок чтения 5	70	Книга для чтения Урок чтения 6
59	Дополнит. занятие*	71	Дополнит. занятие*
60	Контр. задания № 5	72	Контр. задания № 6

Блок VII		Блок VIII	
Урок (period)	Учебник (Unit 5)	Урок (period)	Учебник (Unit 6)
73	Step 1	85	Step 1
74	Step 2	86	Step 2
75	Step 3	87	Step 3
76	Step 4	88	Step 4
77	Step 5	89	Step 5
78	} Рабочая тетрадь Раздел 7	90	} Рабочая тетрадь Раздел 8
79		91	
80		92	
81		93	
82	Книга для чтения Урок чтения 7	94	Книга для чтения Урок чтения 8
83	Дополнит. занятие*	95	Дополнит. занятие*
84	Контр. задания № 7	96	Контр. задания № 8

*Данные дополнительные занятия используются учителем в течение года по необходимости.	Блок IX	
	Урок	
	97	*Дополнительное занятие
	98	*Дополнительное занятие
99	*Дополнительное занятие	

Steps periods)	Sounds	Vocabulary to Remember	
		Words	Word Combinations
3	4	5	6
1 (step 1)	[Ted, Ken]	1. but 2. can/can't 3. to drive 4. a piano/pianos 5. to swim 6. well	1. very well 2. not very well
2 (step 2)			
3 (step 3)		7. a class 8. a family 9. a friend 10. to go 11. a lot of 12. a school 13. a sister 14. a week	3. to have classes 4. family and friends 5. to go to school 6. to go to the shop(s) 7. (to be) at school 8. to do sth a lot 9. (five) days a week
4		15. a computer	10. to play on the com-

Grammar Points	Texts	Rhymes, Songs, Poems	Elements of Studies and Reflect in the Lan
7	8	9	10
<u>Revision:</u> Verb <i>to be</i> and structures with it. <u>New Grammar:</u> Verbs in <i>present simple</i> (swim/swims)	John Barker and His Pets		
<u>Revision:</u> Verbs in <i>present simple</i> (ride/rides). <u>New Grammar:</u> Patterns: <i>can do/can't do</i>		Rhyme <i>Can and Can't</i>	
<u>Revision:</u> Patterns: <i>can do/can't do</i>	Meet John Barker		
<u>Revision:</u> Patterns:	My Son	Rhyme	

6 (step 6)	<u>Revision 1</u>		
(7)	Activity Book. Section 1		
(8)	Activity Book. Section 1		
(9)	Activity Book. Section 1		
(10)	Reading Class 1		
(11)	Optional Class		
(12)	Test 1		

Structures:

to hate }
to like } *doing sth*
to love }

13 (step 1)	[3]	24. please 25. a cinema 26. a daughter 27. a swimming bath 28. to watch children 29. children 30. a husband	14. you are welcome 15. to go to the cinema 16. a colour television 17. a black-and-white television 18. (to be) on television 19. to watch films on television
----------------	-----	---	--

Revision:

1. Imperative Mood.
 2. *Present simple* (Affirmative)

Meet My Family

Rhyme
Thanks
Very
Much

1. Equivalent Russian word *пьюсма*.
 2. Speech for expressing po

15 (step 3)			
16 (step 4)	[eə]	39. hair 40. a chair 41. an airport 42. Mary 43. a bear 44. a teddy bear	
17 (step 5)		45. always 46. never 47. often 48. sometimes 49. usually	
18 (step 6)		<u>Revision 2</u>	
(19)		Activity Book. Section 2	
(20)		Activity Book. Section 2. Test 2	

		<u>Revision: Present simple.</u> <u>New Grammar:</u> General questions in <i>present simple</i> . Answers to them		Some facts about the Royal Family
		<u>Revision:</u> 1. Statements and questions in <i>present simple</i> . 2. Questions with <i>can</i> . <u>New Grammar:</u> Negative sentences in <i>present simple</i>	The Barkers	Rhyme <i>Can Your Dog Swim?</i>
		<u>Revision:</u> 1. Questions with <i>can</i> . 2. Questions in <i>present simple</i> . <u>New Grammar:</u> 1. Adverbs of time. 2. The <i>present simple</i> tense	The Houses	

		54. who				<i>Where?</i> <i>Why?</i>	
26 (step 2)		55. to begin 56. breakfast 57. to dress 58. to get up 59. home 60. lunch 61. a shower	26. to have breakfast 27. for breakfast 28. for lunch 29. to have lunch 30. to be on time 31. to finish doing sth 32. to go home 33. (to be) at home 34. to have a shower		<u>Revision:</u> Special questions in <i>present simple</i> . <u>New Grammar:</u> Structures: <i>to begin</i> } <i>doing sth</i> <i>to finish</i> }	John's Morning and Afternoon	Equivalents of Russian words
27 (step 3)		62. a hotel 63. loto 64. send 65. early 66. late 67. an hour 68. a quarter 69. past 70. a minute 71. (a) half 72. to show	35. in town 36. to play loto 37. to go to bed 38. to send one's love to sb 39. at/in the hotel 40. to milk a cow 41. five minutes <i>to/past...</i> 42. a quarter <i>to/past...</i> 43. half past...		<u>Revision:</u> <i>Present simple</i>		1. Information about the Lake District and some other places to spend holiday 2. The way to talk about time
28 (step 4)		73. many 74. a captain 75. a boat	44. how many?		<u>New Grammar:</u> Formation of numerals from 20 to 100		Equivalents of Russian words

		112. a garage	
39 (step 3)	[ɪə]	113. here 114. near 115. behind 116. in front of 117. left 118. right 119. middle 120. next (to)	63. in the middle of 64. on the right 65. on sb's right 66. on the left 67. on sb's left 68. next to 69. a bus stop 70. a sweet shop
40 (step 4)		121. an armchair 122. a bookcase 123. a cupboard 124. downstairs 125. upstairs 126. a flat 127. a sofa 128. a table	71. a flower shop 72. to go upstairs 73. to go downstairs 74. (to be) at table
41 (step 5)		129. to look 130. cosy 131. light 132. messy 133. nice 134. a picture 135. with	75. in the tree 76. in the picture 77. in the street 78. in the sky
42 (step 6)		136. a cube	79. bedroom windows

		<u>New Grammar:</u> 1. Personal pronouns (consolidation). 2. Personal pronouns compared with possessive pronouns. 3. Prepositions of place	Rhyme <i>Do You Like Them?</i>
		<u>Revision:</u> 1. Personal and possessive pronouns. 2. Prepositions of place	Rhyme <i>Where Do You Live?</i>
			Rhyme <i>Look, Look!</i>
			The Barkers'

49 (step 1)	137. a blackboard 138. a classroom 139. to come 140. to give 141. a plant 142. to put 143. a tape recorder 144. a video recorder 145. a windowsill	80. at the bus stop 81. to come home 82. to come to school 83. to give sth to sb/to give sb sth 84. to put sth in sth	
----------------	--	---	--

50 (step 2)	146. to write 147. to open 148. to close 149. to take 150. to know 151. to say (says) 152. to spell 153. today 154. to understand	85. to write to sb 86. to write in English 87. to say sth in English 88. How do you spell...? 89. What day is it today?	
----------------	---	---	--

51 (step 3)			
----------------	--	--	--

52 (step 4)	155. a gym*		
----------------	-------------	--	--

			Revision: 1. Prepositions and adverbs of place. 2. Questions in <i>present simple</i>	John Goes to School		verbs to go and to come comp
--	--	--	--	---------------------	--	------------------------------

			<u>New Grammar</u> : Imperative mood (negations)		Rhyme <i>Bess, Bess, Don't Make a Mess!</i>	Various ways expressing requests. <i>Can you give me a pen?</i>
--	--	--	--	--	--	--

			<u>Revision</u> : 1. Negations in the Imperative mood. 2. The verb <i>to be</i> . <u>New Grammar</u> : <i>Present progressive</i> .	My New School		
--	--	--	---	---------------	--	--

			<u>Revision</u> : 1. <i>Present progressive</i> . 2. Short forms of the verb <i>to be</i> . <u>New Grammar</u> : General			
--	--	--	---	--	--	--

64 (step 4)	187. (a) chicken 188. (an) ice cream 189. rice 190. a tomato (tomatoes) 191. a cucumber 192. a vegetable (veg) 193. to live* 194. a café* 195. supper*	109. chocolate ice-cream 110. vanilla ice-cream 111. tomato juice 112. in the café*	
65 (step 5)	196. fruit*	113. bread plate*	
66 (step 6)	197. a party* <u>Revision 6</u>		
(67)	Activity Book. Section 6		

	<u>Revision: Present progressive</u> compared to <i>present simple</i> . <u>New Grammar:</u> 1. <i>I like</i> versus <i>I would like</i> . 2. <i>Some</i> in questions <i>Would you like some...?</i>	Dialogue <i>In the Café</i>	Meals in Brit. <i>breakfast, lunch, dinner, tea, supper</i>
	<u>Revision:</u> 1. <i>I like</i> versus <i>I would like</i> . 2. <i>Present progressive</i> versus <i>present simple</i> . <u>New Grammar:</u> 1. Short forms of <i>would like</i> = <i>I'd like, he'd like</i> . 2. Constructions: 1) <i>there is a (some)...</i> <i>there are (some)...</i> 2) <i>there is no.../there are no...</i>		Rhyme <i>We Are Hungry</i>

				<p><i>there any...? » Yes, there is (are). No, there isn't (aren't).</i></p> <p>2) <i>There is not a (any)... There are not any...</i></p> <p>3) <i>What is there...?</i></p> <p>4) <i>How many... are there...?</i></p>		
74 step 2)	<p>202. was/were</p> <p>203. yesterday</p> <p>204. ago</p> <p>205. last</p> <p>206. then</p> <p>207. a month</p> <p>208. spring</p> <p>209. summer</p> <p>210. autumn</p> <p>211. winter</p>	<p>114. in (the) spring</p> <p>115. in (the) summer</p> <p>116. in (the) autumn</p> <p>117. in (the) winter</p> <p>118. last spring (etc.)</p>	<p><u>Revision:</u> Construction <i>there is</i> in questions and negations.</p> <p><u>New Grammar:</u></p> <p>1. <i>There is</i> a table and two chairs. = <i>There are</i> two chairs and a table.</p> <p>2. <i>Past simple</i> of the verb <i>to be</i> (statements, negations)</p>	Poem <i>Spring Is Green...</i>		
75 step 3)	<p>212. January</p> <p>213. February</p> <p>214. March</p> <p>215. April</p> <p>216. May</p> <p>217. June</p> <p>218. July</p> <p>219. August</p> <p>220. September</p> <p>221. October</p>	<p>119. to be born</p> <p>120. all the rest*</p>	<p><u>Revision:</u> Numerals from 1 to 100.</p> <p><u>New Grammar:</u> 1. Construction <i>there was/there were</i> (statements and negations).</p> <p>2. The way to name years</p>			

87 (Step 3)		255. a square 256. a sea 257. abroad 258. a hotel 259. a capital 260. a city 261. soon 262. to want 263. Blackpool 264. St. Petersburg	134. Red Square 135. in the square 136. the Black Sea 137. the Lake District 138. the Bolshoi Theatre 139. the Summer Gardens 140. to go abroad 141. Disneyland 142. to make friends 143. to do one's room 144. to do the city 145. the Kremlin 146. the Russian Museum		<u>Revision:</u> 1. Infinitive. 2. <i>Past simple</i> (statements). <u>New Grammar:</u> Irregular verbs in <i>past simple</i> (<i>made, did, sent, came, spoke, understood</i>)	Summer Holidays		Places of interest in Moscow St. Petersburg
88 (Step 4)			147. Gorky Park 148. Moscow Zoo		<u>Revision:</u> <i>Past simple</i> . <u>New Grammar:</u> Construction <i>to be going to</i> (statements, questions, negations)	Jane Comes to Moscow	Rhyme <i>I'm Going to Have</i>	
89 (Step 5)			149. The Tower of London 150. Westminster Abbey 151. the White Tower 152. the Houses of Parliament		<u>Revision:</u> Construction <i>to be going to</i>		Rhyme <i>Summer Is Coming</i>	Places of interest in London the Tower of London the Houses of Parliament, Westminster Abbey

(97)	} Optional Classes		
(98)			
(99)			

Методические рекомендации по работе над учебными блоками и разделами

Блок I

Учебник: *Unit 1. Steps 1—5.*

Рабочая тетрадь № 1. Раздел 1

(учебная ситуация “*My Name is John*”)

В первом разделе (Unit 1) учебника и соответствующем разделе рабочей тетради, с одной стороны, происходит повторение уже известного учащимся материала, с которым они познакомились в течение первого года обучения, а с другой — знакомство с новыми лексико-грамматическими структурами, новым вокабуляром в рамках учебной ситуации *My name is John. John Barker* — это основной герой нового учебника. Он сам и члены его семьи — постоянные персонажи всех разделов учебника. Накопление информации о семье Джона следует начинать с первого же раздела, так как в дальнейшем авторы оперируют знакомыми учащимся фактами как уже хорошо им известными данными. Возможно, учащимся разумно завести маленькую книжечку и выписывать в нее все, что они находят на страницах учебника о Джоне, его домашних любимцах, увлечениях, родственниках и т. д. Эти сведения во многом облегчат выполнение заданий, действующими лицами которых выступают *the Barkers*. Впервые о Джоне учащиеся узнали в конце первого года обучения в ходе урока повторения (Step 50). Самое первое упражнение нового учебника (Step 1) уже базируется на этих данных. Это рассказ Джона о себе. Все произносимые Джоном фразы находятся на

с. 67 учебника (задание 1), однако порядок их следования иной по сравнению с записью. Учащимся же нужно определить реальный порядок следования фраз. Фактически выполнение задания сводится к прослушиванию записи и соотнесению фраз, которые учащиеся слышат (они идут под порядковыми номерами), и предложений учебника (они обозначены буквами английского алфавита). Таким образом, для выполнения этого задания учащимся нужна либо специальная тетрадь, либо просто лист бумаги, на котором будут написаны цифры от 1 до 10. Соответственно возле каждой цифры им следует написать необходимую, с их точки зрения, букву. В нашем случае: 1e, 2c, 3f и т. д. Поскольку заданий подобного типа в учебнике для второго года обучения достаточно много, учителю следует заранее продумать порядок их выполнения. Эта же выработанная учителем система будет полезна и для выполнения заданий типа 2, 3 того же урока. В монологе Джона учащиеся услышат уже знакомые для себя структуры *I'm a pupil. I'm from London. My address is... My telephone number is...* и т. д. По поводу последней структуры позволим себе несколько замечаний.

Начиная с самых первых занятий учащимся предлагается назвать свой или чей-то еще номер телефона. Хочется обратить внимание учителя на то, что типичной интонационной моделью при этом является модель с ударением на каждом числительном, кроме последнего, которое отмечено нисходящим «ядерным» тоном, например, 3⁵8-9⁷-6\1. Обратите внимание учащихся на различное написание телефонных номеров (две черточки в русском варианте и одна — в английском). Авторы учебника старались избегать повторяющихся цифр в телефонных номерах, с которыми учащиеся встречаются на страницах учебника и рабочих тетрадях, но, если об этом пойдет речь, можно сказать учащимся, что двойные цифры обычно обозначаются словом *double* (*double five, double seven* и т. д.), а тройные — с помощью слова *treble* (*treble four, treble six*). Ноль в телефонных номерах обозначается с по-

мощью слова *oh* [эу]. Таким образом, правильное прочтение, к примеру, номера 306-5559 должно быть следующим: *three`oh`six (pause)`treble`five`nine*. Задания типа «Прочитай эти слова. Проверь себя» (см., например, упр. 6, с. 5) присутствуют во всех уроках учебника и предназначены для развития техники чтения. Хотелось бы обратить внимание учителей на то, что каждое из изолированных слов должно произноситься с падающей интонацией (*Low Fall*) с паузами, например *map (pause)*, *cat (pause)*, *cap (pause)* и т. д. (см. также задание 8 рабочей тетради № 1, Unit 1).

Эти задания появляются при введении новой лексики, равно как и задания на чтение слов по аналогии с уже известными (см. задание 7 там же). Изложенные выше рекомендации правомерны и для выполнения заданий на чтение по аналогии.

Заметим также, что в первом уроке (Step 1) модальный глагол *can/can't* вводится на уровне лексической единицы, она оттренировывается далее в рабочей тетради № 1 (задания 18 и 19, раздел 1). Основные же особенности *can*, как глагола модального, отрабатываются несколько позже (Step 2).

Введение новой лексики предполагает на этом этапе вычленение формы множественного числа для имен существительных и 3-й формы единственного числа настоящего времени глагола. При ознакомлении учащихся со словом *class* — *classes* (упр. 6, Step 3) можно напомнить им об образовании множественного числа существительных и о различиях в произношении окончания *-s* в зависимости от предшествующего звука [s], [z] или [ɪz].

В этом же упражнении учащиеся встречаются со структурой *a lot (of)* — *много*. Это словосочетание выбрано авторами из ряда лексических единиц со значением *много* не случайно, а прежде всего потому, что это словосочетание имеет достаточно универсальный характер. Оно употребляется как с исчисляемыми, так и с неисчисляемыми существительными. В современном английском языке наметилась сильная тенденция использовать словосочетание *a lot (of)* в утвер-

дительных предложениях, а слова *much* и *many* — в вопросительных и отрицательных. Следует также обратить внимание учащихся на произношение предлога *of* в этой конструкции ([əv], а не [vʃ]). При работе с лексемой *school* особое внимание следует уделить тренировке сочетаний *to go to school*, *(to be) at school*. Оба они могут соответствовать русскому эквиваленту *учиться в школе*, и в них существительное *school* не обозначает конкретное здание или строение. Причины отсутствия артикля на этом этапе учащимся объяснять не следует, а специальная тренировка необходима.

При введении нового глагола *wash — washes* (упр. 7, Step 4) обратите внимание учащихся на то, как произносится окончание 3-го лица после шипящих. Расскажите им и о других подобных случаях: *to fish — fishes*, *to teach — teaches* и т. п. В этом же упражнении учащиеся знакомятся с глаголом *to listen (to)*. Внимание учащихся очень важно обратить на необходимое использование предлога *to* с этим глаголом. В дальнейших заданиях учебника и рабочей тетради учащимся предлагаются специальные задания на проверку знания предлогов. Многократное употребление подобных единиц в текстах и упражнениях ведет к их прочному усвоению, но, как показывает практика, учителю следует особо оговаривать подобные нюансы.

Со структурой *hate/like/love doing sth* учащиеся знакомятся в последнем уроке (Step 5). Она тренируется в заданиях 6, 7, 8, 9. И хотя употребление инфинитива возможно после этих глаголов, оно влечет за собой специфическую семантику. Поэтому, думается, целесообразно тренировать именно предложенные варианты. Заметим также, что глагол *hate* далеко не всегда равен русскому *ненавидеть*, а очень часто выступает как аналог словосочетаний *очень (совсем) не нравится*.

Завершается этот урок заданием «Подготовьтесь написать диктант» (задание 11, Step 5), содержащим текст диктанта, который учащимся предстоит писать на следующем уроке в классе. Естественно, никакие

другие единицы в текст диктанта вводить не следует, а вот попросить учащихся выучить его рекомендует-ся. Вполне возможно, что во многих группах целесо-образно порепетировать и написать этот диктант дома (см. раздел «Тексты для аудирования к рабочим тет-радам»). Все последующие разделы (2—8) учебника содержат аналогичные задания.

Блок II

Учебник: Unit 2. Steps 1—5.

Рабочая тетрадь № 1. Раздел 2

(учебная ситуация “Meet My Family”)

В этом блоке работа строится в рамках учебной си-туации «Моя семья». С элементами этой ситуации учащиеся познакомились еще в прошлом году. Им из-вестно, как назвать по-английски некоторых членов семьи, при этом они уже могут использовать как сти-листически нейтральные единицы (*father*), так и еди-ницы разговорного стиля (*mum, dad, grandad*). Во вто-ром блоке данный ряд значительно расширяет свои границы — *parent, mother, wife, husband, daughter, brother, child (children)*. Однако не только расширение тематического вокабуляра характеризует этот блок. Сама учебная ситуация дает возможность поговорить о том, что учащиеся знают очень хорошо. Они могут рассказать и расспросить друг друга о членах своих семей, их увлечениях, домашних любимцах и т. д. Step 1 дает возможность не только вспомнить повели-тельное наклонение, но и предлагает подробные пояс-нения о том, как англичане обращаются друг к другу с просьбами. Хотя в учебнике комментарий (МЕМО) перед упражнением 2 (Step 1) наглядно поясняет, ка-ким образом употребляется английское слово *please*, думается, разъяснение учителя здесь не будет лиш-ним. Ведь хорошо известно, что традиции использова-ния единиц *please* и *пожалуйста* в английском и рус-ском языках существенно различаются. Отсутствие *пожалуйста* в русской фразе далеко не всегда указы-

ваает на грубость говорящего или приказной характер выполнить то или иное действие. Английские же повелительные предложения без *please* звучат непростительно грубо или слишком прямолинейно во многих ситуациях, хотя, безусловно, они вполне нормативны. Особо следует разграничить два способа функционирования русской единицы: 1) употребление в ответ на *спасибо*, обычным английским аналогом которого являются выражения *You are welcome. My pleasure. Any time.* (Используемые ранее *Not at all. Don't mention it.* в настоящий момент употребляются довольно редко.) Учащимся, естественно, был предложен только один из них: *You are welcome*; 2) употребление в составе просьбы, например: *Give it to me, please.* Учащиеся должны понимать некорректность использования *please* в неадекватных ситуациях. Внимание их также следует привлечь к отсутствию запятой после *please*, если предложение начинается с этого слова. *Please give it to me.* Это явление оттренировывается в упражнении 18 рабочей тетради № 1.

Разучивая рифмовку *Thanks Very Much* (задание 8, Step 1), учащиеся во второй строке встречаются с повторяющимся три раза словом *blah* [bla:] — *blah, blah, blah*, которое употребляется, чтобы обозначить болтовню, часто неинтересную по содержанию. В четвертой строчке — трехкратное повторение ноты *la* [ˈla:] имитирует пропетую строку (ср. русск. — ля-ля-ля).

Основным грамматическим материалом этого урока является притяжательный падеж имен существительных (Step 2), а также образование вопросительной (Step 3) и отрицательной (Step 4) форм глаголов в *present simple*.

Материал учебника подробно разъясняет вариативные средства выражения притяжательности в английском языке. Так, задание 3 (Step 2) дает возможность повторить притяжательные местоимения, уже известные учащимся, а затем перейти к собственно объяснению притяжательного падежа, формальными показателями которого являются морфема *-s* и апостроф (обратите внимание на ударение при

произнесении данного слова). Упражнение 4 (Step 2) и упражнения 10, 11 рабочей тетради № 1 помогут отработать правильное произнесение слов в притяжательном падеже. Учителю специально стоит потренировать одинаково звучащие аналоги (*my sister's dog — my sisters' dog* (см. задание 9, Step 2). Можно также упомянуть, что если на конце существительного в притяжательном падеже находится буква *s*, то на письме возможны оба варианта *Charles's/Charles'*, однако звучат они одинаково [tʃɑ:lɪzɪz]. Правильное же понимание звучащего отрезка речи происходит, естественно, с опорой на общее понимание контекста.

При введении нового слова *child* и формы его множественного числа *children*, помимо указания на различие в произношении корня, следует напомнить учащимся, что множественное число это имя существительное образует не по прототипической модели при помощи окончания *s/es*. Это как бы исключение из правила. Можно сказать, что подобные случаи немногочисленны, но очень важны и что одно подобное «исключение» им известно — это имя существительное *mouse — mice*.

Задания 8 и 10 этого урока (Step 2) помогут учащимся в подготовке небольшого рассказа о родственных отношениях в их семьях. В дальнейшем (Step 3, задания 2А и 2В) учащиеся знакомятся с членами королевской семьи. Было бы неплохо принести на это занятие фотографии, альбомы и познакомить учащихся не только с некоторыми членами этой семьи, но и с королевскими резиденциями в Лондоне (*Buckingham Palace*), в Виндзоре (*Windsor Castle*), в Эдинбурге (*Hollyrod Palace*) или иными местами, связанными с королевской семьей (*the Tower of London, Westminster Cathedral, etc.*).

Весь следующий урок (Step 3) посвящен работе над образованием вопросительных предложений в *present simple* и тренировке этих структур. При этом учащимся предлагается самим провести процедуру анализа (задания 3А и 3В) и сказать, как подобные структуры образуются в английском языке. Учителю, безуслов-

но, следует помочь учащимся провести эту аналитическую работу, которая представляется авторам чрезвычайно важной, так как она включает в себя элементы эвристического метода обучения, который, по мнению современных методистов, является весьма продуктивным. Упражнения 4—8 посвящены тренировке вопросов указанного типа и ответов на них.

Step 4 и задания 12 и 21 рабочей тетради № 1 также предлагают самые разнообразные материалы на тренировку вопросов в *present simple* и ответов на них. Учащимся предлагается также сравнение структур *Do you read...?/Can you read...?* (задание 2, Step 4). Думается, особых сложностей эти структуры не представляют, тем не менее хочется подчеркнуть преимущественное употребление *can* в вопросах типа *Тебе видно/Ты видишь...? (Can you see...?)*; *Тебе слышно/Ты слышишь...? (Can you hear...?)*. Отрицательная форма глаголов в *present simple* предлагается в конце Step 4. Принцип знакомства учащихся с этой формой глаголов аналогичен описанному выше.

Задание 5 (Step 4) знакомит учащихся с транскрипцией нового дифтонга [eə], который без специального объяснения уже немного знаком учащимся, так как они произносили его в словах *where, their, parents*. Вычитывая слова и словосочетания упражнения 5, следует особое внимание уделить имени собственному *Mary*, которое, как показывает практика, в подавляющем большинстве произносится учащимися по-русски [Мэри].

Step 5 — заключительный урок учебника по учебной ситуации «Моя семья», однако и здесь учащимся предлагаются пять новых слов — так называемые наречия неопределенного времени (*often, usually* и т. д.). На этом этапе учащиеся лишь знакомятся с данными словами; им не следует пояснять особенности местоположения подобных наречий в предложении, равно как и иные их особенности (например, невозможность одновременного употребления частицы *not* и единицы *never*, так называемого двойного отрицания).

Блок III

Учебник: *Unit 3. Steps 1—5.*

Рабочая тетрадь № 1. Раздел 3
(учебная ситуация “*My Day*”)

Целью первого урока нового раздела является, прежде всего, закрепление грамматического материала, связанного с употреблением форм *present simple* в предложениях разного типа. Вторая центральная тема — структура специального вопроса в английском языке.

Нужно отметить, что в изучаемом материале пока не выделяется особой статьей вопрос к подлежащему (кроме вопроса с глаголом *to be*), поскольку этот тип вопроса строится без вспомогательного глагола. Учителям на этом этапе можно рекомендовать избегать использования данной структуры, чтобы сосредоточить внимание на модели со вспомогательными глаголами *do/does*. Так, в задании 9 первого урока (Step 1) в пункте 5 от учащихся требуется составить из слов предложение: *she/kiss/good night/who/does*. В результате должно получиться предложение *Who does she kiss goodnight?* По смыслу это вопрос к дополнению, а не к подлежащему, а вопрос к дополнению, как известно, строится с помощью вспомогательного глагола даже в тех случаях, когда он начинается со слова *Who*. Учителю рекомендуется пояснить учащимся перед выполнением этого упражнения, что *who* здесь отвечает на вопрос *кого*, а не *кто*.

Во втором уроке (Step 2) продолжается работа со специальными вопросами и вводится довольно значительное количество новой лексики. Заметим, что на данном этапе обучения желательно почаще напоминать ученикам, что при образовании множественного числа существительных существуют позиционные производные варианты окончания *-s*. Желательно провести аналогии с тем, как произносится окончание 3-го лица единственного числа глаголов. Хоро-

шим поводом для этого могли бы стать глаголы *dress — dresses, finish — finishes*, а также существительное *lunch — lunches*.

Хочется также обратить внимание коллег на задание 8 второго урока (Step 2), где, как и в первом разделе, используется структура с герундием (*begin speaking, begin walking, etc.*). Хорошо напомнить ученикам, что именно герундиальная форма сочетается также с уже знакомыми им глаголами *like, love* и *hate*.

Объяснение различия между словами *house* и *home* может послужить поводом для того, чтобы поговорить о том, как интересно и как важно знать традиции других народов, или же (в продвинутых группах) о том, какие наименования в английском языке имеют различные виды зданий: *a high-rise building, a block of flats (offices), a terraced house, a detached house, a semi-detached house, a bungalow, a castle, a palace, a cottage* и т. д. Виды зданий конечно же лучше всего показать на картинках.

В третьем уроке (Step 3) главный акцент делается на новую лексику, связанную с обозначением времени в английском языке и наименованием в нем количественных числительных. Эта работа будет продолжена в дальнейшем, и учащиеся смогут не один раз вернуться к данному материалу и закрепить его. Если заданий рабочей тетради (1, 2, 3, 4, 12, 16, 18, 25) и учебника покажется недостаточно, учитель может возвращаться к этому материалу так долго, как это потребуется, к примеру, начинать и заканчивать урок, показывая время на циферблате, с тем чтобы учащиеся назвали его по-английски.

В задании 2 учащиеся читают текст на почтовой открытке, написанной от имени Джона. Желательно удостовериться, понимают ли ученики смысл символов *P.S. (post scriptum)*. Можно поговорить с ними о том, как пишутся письма и открытки, в частности на открытке Джона не хватает даты. Можно рассказать ученикам о том, что там, где русскоязычные люди пишут слово «Целую», в англоязычных странах ставят

крестик (X), а количество крестиков соответствует количеству поцелуев.

Еще одним поводом расширить страноведческие знания учащихся является информация об Озерном крае (*The Lake District*). При желании и наличии времени учитель может расширить приведенную в учебнике информацию. К примеру, можно добавить, что самая высокая гора в Англии (но не в Великобритании) *Scaffell Pike* находится именно в Озерном крае или же что там можно посетить дом-музей Вордсворта, сохраняющий обстановку XIX века. И наконец, как пример творчества этого поэта, можно прочитать ученикам знаменитое стихотворение Вильяма Вордсворта "*Daffodils*" («Златооки») в переводе С. Я. Маршака.

Я шел неведомой тропой,
Как тучка в небе, одинокий,
И вдруг у ног моих толпой
Зашелестели златооки.
В тени листвы у синих вод,
Нарядный, зыбкий хоровод¹.

В четвертом уроке (Step 4) продолжается работа со структурой специального вопроса и количественными числительными, обозначающими десятки. Понятно, что к числительным придется многократно возвращаться и в будущем. Что же касается данного урока, то его цель — первое знакомство с ними. Очень важно, чтобы ученики научились различать их на слух и читать. Поэтому при выполнении задания 6В учебника можно дать ученикам возможность послушать аудиозапись дважды или даже несколько раз, если обнаружатся трудности с восприятием чисел на слух.

При выполнении задания 7 можно поинтересоваться, какие ассоциации вызывает у учеников имя капитана Хука. Возможно, некоторые из них вспомнят

¹ Маршак С. Я. Собрание сочинений в 4 т. — М.: Правда, 1990. — Т. 3. — С. 334.

знаменитую книгу Джеймса Барри «Питер Пэн» или фильм, снятый по той же книге. Любая информация такого рода очень важна, так как сообщает ученикам дополнительные, но крайне важные сведения о культуре страны, язык которой они учат.

Тему четвертого урока продолжает пятый, где учащиеся возвращаются к вопросу обозначения времени. Они должны внимательно ознакомиться с лингвострановедческой информацией о том, как правильно называть время по-английски. Может быть, стоит сравнить способы названия времени в Британии и России, с тем чтобы в будущем ученики могли избежать ошибок, связанных с интерференцией родного языка. То же самое касается и различия между словами *clock* и *watch*, о котором идет речь в рубрике МЕМО.

Важным итоговым заданием пятого урока (Step 5) является задание 8, в котором учащихся просят рассказать о себе. Задания такого рода можно выполнять дважды: один раз — используя образец, а второй — без него. Таким образом, мы подведем учеников к монологической речи. В частности, задание 8 готовит их к сообщению по теме «Мой распорядок дня».

Блок IV

Учебник: Unit 4. Steps 1—5.

*Рабочая тетрадь № 1. Раздел 4
(учебная ситуация “At Home”)*

Пять уроков четвертого раздела объединены общей темой «Мой дом», поэтому не удивительно, что акцент в этом разделе в большой степени ставится на новую лексику, но не ограничивается ею. Так, в первом уроке вводятся личные местоимения в косвенном падеже. Материал этот непростой и требует многократного повторения. Учителю скорее всего придется возвращаться как к форме местоимений в косвенном падеже, так и к различию между ними и притяжательными местоимениями. Хотелось бы порекомендовать

учителям закреплять форму местоимений не изолированно, а в структурах: *show me, help him, take it* и т. д. Важное место в структуре первого урока (Step 1) занимает текст “*At Home*”. Выполнив предложенные в учебнике задания, учитель может дополнительно использовать его для обучения устной речи и попросить учеников составить подобный рассказ от имени своей мамы. При этом лучше не отходить от предложенного в тексте образца, чтобы избавить учащихся от возможных ошибок.

Первое задание второго урока подсказано известным детским фильмом “*Home Alone*”. Однако, если ученики и не видели фильма, это не должно помешать им выполнить данные задания. Заинтересовавшимся ученикам можно рассказать о маленьком мальчике, случайно забытом дома родными и сумевшем в одиночку защитить свой дом от грабителей.

Среди новой лексики урока хочется обратить внимание учителей на слово *garage*, которое авторы сознательно дают не в первом [ˈgæɹɑːʒ], а во втором произносительном варианте [ˈgæɹɑːʒ] в соответствии с типичным произношением аффикса *-age* в английском языке (ср. *marriage, cabbage, carriage* и т. п.).

В рифмовке “*Where Is the Bed?*” (задание 9) появляется слово *telly* — разговорный вариант слова *television*. Слово *telly* очень типично для детского языка, и будет неплохо, если учащиеся его запомнят. Однако учителю следует обратить внимание учеников на отсутствие артикля в словосочетании *to watch television* и его наличие в словосочетании *to watch the telly* и следить за правильностью употребления этих слов в дальнейшем.

В уроке третьем (Step 3) главное внимание уделяется местоимениям, в частности местоимениям в личной и притяжательной формах. При кажущейся простоте материала запомнить большое количество форм достаточно сложно, поэтому учителю нужно быть готовым к тому, что в течение определенного времени ему придется возвращаться к данному материалу. Однако наличие тренировочных упражнений в рабочей

тетради (задания 4, 13, 21) значительно облегчает эту задачу. При этом не следует ограничиваться изучением форм местоимений в таблице, гораздо важнее как можно чаще тренировать их использование в контексте, так, к примеру, как это предлагается в задании 3 учебника.

В третьем уроке (Step 3) учащиеся также впервые знакомятся с пространственными предлогами и наречиями. По понятным причинам авторы вынуждены были ограничить предлагаемый для изучения материал, и таким образом в список не вошли такие словосочетания, как *in the centre (of)*, *to the right (of)*, *to the left (of)*. На этом этапе учителю следует позаботиться о том, чтобы избегать учебных ситуаций, в которых требуется использование отсутствующих в уроке моделей. Для дополнительного закрепления структур с пространственными предлогами учитель может пользоваться картинками или прибегнуть к помощи игры, подобной той, что описана в задании 9.

Хочется также обратить внимание учителей на небольшую деталь, касающуюся рифмовки из задания 2. Ученики наверняка заинтересуются отсутствием окончания *-s* в существительном множественного числа *fish*. Возможно, стоит объяснить учащимся, что помимо регулярных существуют и нерегулярные формы образования множественного числа, и привести примеры (*mouse — mice, child — children, man — men, sheep — sheep*), однако не следует настаивать на запоминании нового материала до определенного момента, когда этот материал будет введен целенаправленно.

Урок 4 (Step 4) продолжает работу с пространственными предлогами и местоимениями и вводит определенное количество новой лексики, которая в большинстве своем обозначает конкретные понятия, а потому, как правило, легко тренируется и запоминается. Данный урок предоставляет много возможностей для говорения, в частности предлагая учащимся описать различные жилища. Учитель может разнообразить задания, попросив учащихся описать не только собст-

венное жилище, но и вымышленные дома и квартиры, например, «дом моей мечты», или «сказочный дом», или «дом будущего» и т. п. В отличие от четвертого урока, пятый знакомит учеников сразу с несколькими прилагательными, необходимыми для описания подобных мест.

В разделе МЕМО предлагается ряд словосочетаний с предлогом *in*. Пытаясь избежать излишней на данном этапе обучения вариативности и избыточности материала, авторы не проводят сравнения между выражениями *in the tree* (внутри кроны) и *on the tree* (на внешней стороне кроны) и между выражениями *in the street* (британский вариант) и *on the street* (американский вариант). Однако учителям, возможно, для большей наглядности следует напомнить учащимся, как выглядели улицы европейских городов в эпоху средневековья, и пояснить, что люди на улице фактически находились как бы внутри нее. Животные, дети, залезающие на деревья, тоже находятся как бы внутри дерева, изображение на холсте — это также расположение определенных объектов внутри картины. Поясная оборот *in the picture*, можно взять любую картинку и положить на нее карандаш. Тогда оппозиция *in the picture* (то, что нарисовано на картине) и *on the picture* (карандаш на ее поверхности) становится ясной и запоминающейся. Сказанное выше относится и к слову *photo (picture)*, в то время как со словом *map* используется только предлог *on (on the map)*, так как карта не имеет зрительной глубины, перспективы.

Блок V

Учебник: Unit 5. Steps 1—5.

Рабочая тетрадь № 2. Раздел 5

(учебная ситуация “I Go to School”)

В этом блоке учебника и соответствующем разделе рабочей тетради учащиеся знакомятся с учебной ситуацией «Школа». Уроки 1 и 2 (Step 1 и Step 2) предлагают учащимся необходимый тематический вокабу-

ляр, а также знакомят их с образованием повелительного наклонения в отрицательной форме (задания 4, 5, 6, Step 2). Большинство заданий этих уроков блока V представляют собой задания на повторение пройденного материала, при этом особое внимание уделяется глагольным формам в *present simple*. С формальной точки зрения основную сложность для учащихся представляет морфема -s 3-го лица единственного числа. Поэтому не следует удивляться постоянному наличию упражнений на повторение этого феномена, включая его употребление и в вопросах, и в отрицательных предложениях. Особое внимание к времени *present simple* в начале блока объясняется тем, что с его середины (Step 3) учащиеся знакомятся со вторым настоящим грамматическим временем английского языка — *present progressive* (задания 5, 7, 8, 9, 10). Работа над глагольными формами этого времени продолжается и далее (Step 4, Step 5). Учащимся предлагается информация о том, как звучат полные и краткие формы глагола *to be* в предложениях в *present progressive*, как следует задавать общие вопросы и строить отрицательные предложения в этом времени. Может показаться, что авторы задают несколько более быстрый темп для овладения этим временем по сравнению с *present simple*. Однако выбран этот темп осознанно. За полтора года обучения английскому языку по УМК данной серии учащиеся должны приобрести прочные навыки в правильном употреблении глагола *to be* во всех его формах, что является основой овладения временем *present progressive*. Тренировочные упражнения на использование нового времени широко представлены как в учебнике, так и в соответствующем разделе (5) рабочей тетради № 2. Объясняя это время и работая над ним, учителя обычно широко используют на уроках различные наглядные пособия — иллюстрации, картинки с изображением различных действий. Семантическим указателем для употребления этого времени обычно выступает наречие *now*. Учащиеся очень часто ориентируются только

на этот маркер. Думается, что такой формальный подход не очень оправдан. Ведь во многих случаях ситуация предопределяет момент совершения действия, хотя сама единица *now* в речи отсутствует. Ср.: 1) — *Where is John? — He is playing in the garden.* 2) *Look! Alice is riding her bike!* etc.

Занятия по материалам второго урока (Step 2) предполагают введение в словарь учащихся новой глагольной лексики, среди которой встречаются единицы *to know, to understand, to say*. Хотя на страницах учебника специально не оговаривается невозможность употребления глаголов *know* и *understand* в *present progressive*, учителю стоит упомянуть об этом факте, но, поправляя возможные ошибки в ответе, не снижать оценку за них, во всяком случае в самом начале работы с этими единицами. Вводя глагол *say*, следует обратить внимание учащихся на произношение глагольной формы *says* [sez], чтобы предупредить типичную для русскоязычных учащихся ошибку (перенос дифтонга [ei] из инфинитива на указанную форму).

Особого упоминания также заслуживают глаголы, управляемые предлогами *put sth in sth, write to sb, write in English, give sth to sb*, а также сочетание *at the bus stop*. Работа на правильное употребление предлогов ведется и в рабочей тетради № 2 (задание 24). Учителю следует постоянно возвращаться к данным единицам, которые весьма часто вплетаются в канву последующих разделов. Постоянное использование их в речи приведет к запоминанию правильных предлогов, следующих за изучаемыми глаголами.

Специально поработать придется и с глаголами *come* и *go* (Step 1, задание 7), поскольку в семантику этих двух глаголов входит значение приближения к говорящему (*come*) и удаления от него (*go*), что не всегда легко воспринимается учащимися. Так, сложно бывает понять, что фразы *Come out to the blackboard.* и *Go out to the blackboard.* вполне правомерны и выбор между ними зависит от местонахождения говорящего

(ср.: Подойди к доске./Иди к доске.). Хотя и стоя у доски учитель может по-русски сказать: «Иди к доске». Таким образом, полностью полагаться на перевод невозможно, о чем следует предупредить учащихся.

В последней части урока (Step 5) учащиеся знакомятся с глаголом *think* (задания 4, 5) и оборотами *I think so/I don't think so* (задание 6), которые, как известно, зачастую ошибочно сокращаются русскоговорящими людьми до *I think* и *I don't think* под влиянием интерференции родного языка. Упражнение 16 рабочей тетради № 2 также поможет учащимся овладеть этими оборотами. Завершается урок тренировочными упражнениями 7 (А и В), в которых учащимся предлагается повторить модели, при помощи которых люди, говорящие на английском языке, приносят свои извинения. Несмотря на то что в американском варианте английского языка *Excuse me* употребляется повсеместно, авторы сочли необходимым провести дифференциацию оборотов *Excuse me* и *I'm sorry/Sorry*, что типично для британского варианта, так как УМК данной серии создаются с ориентацией именно на британский вариант английского языка.

Блок VI

Учебник: Unit 6. Steps 1—5.

Рабочая тетрадь № 2. Раздел 6

(учебная ситуация “I Love Food”)

В этом блоке происходит знакомство учащихся с учебной ситуацией «Еда». При этом в учебнике (Steps 1—5) вниманию школьников предлагается 38 новых лексических единиц, большая часть из которых — названия различных блюд, продуктов, овощей и фруктов. Такое обилие новой лексики не должно смущать учителей — многие слова по звучанию напоминают русские аналоги (*coffee, pizza, salad, yogurt, sandwich, banana, chocolate, etc.*). Вводятся они поэтапно, не более 10—12 за одно занятие, тренируются в большом

количестве упражнений как в учебнике, так и в рабочей тетради. Не стоит требовать от учащихся абсолютно полного запоминания всех новых единиц с самого начала. Постоянное употребление этой лексики в различных контекстах приведет к достаточно прочному ее закреплению. Наибольшая трудность в работе с лексикой указанной тематики — это правильное употребление артиклей, в том числе и нулевого артикля, что в большой степени связано с принадлежностью существительных к разрядам исчисляемых и неисчисляемых. В подобной плоскости материал в учебнике не представлен, авторы не используют эту терминологию, однако учителю так или иначе придется объяснять своим ученикам, почему следует говорить *I like cheese (bread, ham, etc.)*, но *I like hamburgers (corn-flakes, tomatoes)*, что влечет необходимость упоминания классического традиционного подразделения существительных, обозначающих еду, на исчисляемые и нет. Употребление первых накладывает запрет на использование с ними неопределенного артикля, а также на использование самого имени во множественном числе (случаи типа *an ice-cream* — «порция мороженого», *a chicken* — «тушка цыпленка, курицы» на этом этапе в расчет не принимаются).

Рассказывая учащимся о названиях различных трапез (*breakfast, lunch, dinner, tea, supper*), следует, очевидно, пояснить, что русские *завтрак, обед, ужин, ланч* или *второй завтрак* достаточно условно соответствуют своим английским аналогам; что название трапезы зависит не только от времени приема пищи, но и от того, что конкретно подают на обед или ужин, а иногда даже от того, о какой части страны идет речь. Так, на севере Великобритании вечерняя трапеза часто обозначается словом *tea*, хотя в центре страны или на юге та же трапеза именуется *supper* или *dinner*. Если англичане в восемь часов вечера едят суп, второе и десерт, эту еду они назовут скорее всего *dinner*, в то время как омлет и стакан молока в те же восемь часов

вечера — *supper*. Любая еда в середине рабочего дня, обычно от 12 до 13, — это *lunch*.

Второй момент, который следует специально выделить, обсуждая различные трапезы, — это отсутствие артикля в структурах *for lunch, for dinner* и т. д. Заметим также, что русскому *черный хлеб* соответствует словосочетание *brown bread*. В рамках этого блока учащиеся активно знакомятся со словосочетаниями, построенными по модели N + N (*apple juice, chocolate ice-cream, etc.*). Эта модель, в которой в роли определения к имени существительному выступает иное имя существительное, весьма распространена в современном английском языке. Авторы не употребляют термин *конверсия* на страницах учебника, однако, по сути, образование новых единиц происходит в подобных случаях по этой модели: *apple* (noun) — яблоко → *apple* (adjective) — яблочный и т. д. (Хотя, строго говоря, в данном случае мы скорее имеем дело с использованием имени существительного в функции определения. Однако в такие тонкости на этом этапе обучения вдаваться не следует.) Данная модель, как показывает практика, легко усваивается учащимися и не вызывает сложностей. Заканчивая обзор новой лексики, с которой учащиеся имеют возможность познакомиться в шестом разделе учебника, стоит остановиться на структурах *to do the room* (убирать комнату), *to do English* (заниматься английским языком), в которых глагол *to do* десемантизирован и не имеет своего прямого значения *делать*. В блоке VIII (Step 3) учащимся будет предложено для активного использования еще одно словосочетание *to do the city* — осматривать достопримечательности города. Эти выражения очень типичны для современного разговорного английского языка. Введенные здесь как факультативные единицы, к концу учебника они должны войти в активный вокабуляр учащихся. Заметим, что, как и в предыдущих разделах, словосочетания из шестой графы раздела «Планирование» (Word Combinations) активно тренируются в рабочей тетради во вре-

мя выполнения разнообразных упражнений на закрепление нового материала.

Грамматический материал, с которым учащиеся знакомятся в блоке VI, связан с дальнейшим изучением *present progressive* и его сопоставлением с хорошо известным учащимся грамматическим временем — *present simple*. В задании 2B (Step 1) учащимся предлагается самим вывести формулу, по которой строятся краткие ответы на общие вопросы в настоящем продолженном времени. Практически в течение всего года учащиеся сталкивались с подобными заданиями — проанализировать то или иное явление языка и сделать относительно него соответствующие выводы. В конкретном указанном выше упражнении задача облегчается, так как краткие ответы на общие вопросы с глаголом *to be* (типа *Are you a pupil?*) хорошо известны учащимся и не должны вызвать никаких затруднений. Соответствующие задания учебника (задания 3, 8, 9, 10, Step 1) и рабочей тетради (задания 26, 27) помогут им лучше ориентироваться в этом материале.

На протяжении всего раздела идет тренировка в употреблении различных структур в настоящем продолженном времени. Особое внимание уделяется конструированию альтернативных (задания 8, 9, Step 1) и специальных (задания 3, 4, Step 2) вопросов. При этом идет постоянное сравнение с вопросами этих же типов в настоящем неопределенном времени (задание 2, Step 2; задание 1, Step 3). Фактически весь урок 3 (Step 3) посвящен сопоставлению этих времен. Учителю важно добиться, чтобы учащиеся почувствовали различие ситуаций: а) действие происходит в момент речи; б) постоянно или регулярно протекающее действие. Безусловно, это может произойти значительно позднее, однако многочисленные тренировочные упражнения как в учебнике, так и в рабочей тетради в конце концов дадут учащимся возможность правильно пользоваться данными грамматическими временами.

Уроки 4 и 5 (Step 4, Step 5) этого раздела дают учащимся возможность познакомиться со структурой

I would like.../Would you like...? и сопоставить ее с хорошо известной учащимся структурой *I like*. Несомненно, работая над этим противопоставлением, следует затронуть семантику местоимения *some*, которое обозначает некоторое количество и может употребляться как с исчисляемыми, так и с неисчисляемыми именами существительными. Важно, чтобы учащиеся понимали, что после структуры *I would like* обычно следует неопределенное местоимение *some* (нам хочется некоторое количество вещества), а чувство любви или нелюбви обычно возникает ко всему классу, разряду, категории предметов (см. задание 7, Step 4). Следует также обратить внимание на то, как англичане обычно реагируют на вопрос “*Would you like some...?*”. Обычный ответ, если им хочется, например, чего-то: “*Yes, please.*” или “*Thank you.*” А вот отказываясь от предложения, они говорят: “*No, thank you.*” Русскоговорящие люди в аналогичных ситуациях говорят «Да, спасибо» или «Нет, спасибо»/«Спасибо, нет». Порядок слов во втором варианте неприемлем для английского языка.

В самом конце этого раздела учащиеся знакомятся с конструкцией *there is/there are* в повествовательных предложениях. Довольно подробные разъяснения по употреблению этого оборота предлагаются учащимся в комментарии МЕМО после упражнения 5 (Step 5). Тем не менее, возможно, учителю не будет лишним заострить внимание на некоторых особенностях употребления этого оборота, который по традиции вызывает определенные сложности у русскоговорящих учащихся. Во-первых, стоит упомянуть, что, казалось бы, два очень похожих русских варианта: 1) *Чашка на столе* и 2) *На столе чашка* — будут иметь различные аналоги в английском языке, соответственно: 1) *The cup is on the table* и 2) *There is a cup on the table*. Во-вторых, следует подчеркнуть, что в большинстве случаев эти предложения имеют в своем составе как обязательный член предложения обстоятельство места. Ср.: *There is a ball in the garden (in the room, in*

the hall, there). В-третьих, форма глагола *is* или *are* зависит от того, в какой форме используется следующее за глаголом имя существительное (*there is a bed and two chairs*, но *there are two chairs and a bed*). Детально это явление прорабатывается в следующем уроке (Unit 8, Step 2). В-четвертых, если имя существительное используется в единственном числе, в этой конструкции возможно употребление только неопределенного артикля, если же имя существительное стоит во множественном числе, то либо артикль отсутствует вовсе (*there are chairs in the kitchen*), либо используется местоимение *some* (*there are some chairs in the kitchen*). С неисчисляемыми существительными глагол стоит в единственном числе (*There is milk in the jug. There is no milk in the jug*). Отрицательные предложения с этим оборотом вариативны: 1) *There is no pen on the table. There are no pens on the table*; 2) *There is not a pen on the table. There are not any pens on the table*. Однако второй вариант будет предлагаться учащимся только в следующем учебном году. Здесь же необходимо упомянуть, что после отрицательного местоимения *no* артикли не употребляются.

Блок VII

Учебник: Unit 7. Steps 1—5.

Рабочая тетрадь № 2. Раздел 7

(учебная ситуация “At the Weekend”)

Тематика раздела позволяет не только ввести новый материал, но и повторить пройденный. В первом уроке продолжается работа над структурой *there is/there are* в вопросительных и отрицательных предложениях. Важно соблюдать последовательность в выполнении заданий урока, поскольку в них шаг за шагом отрабатываются различные аспекты употребления данной структуры. Особый интерес учащихся может вызвать задание 6 (Step 1). Это задание предполагает восполнение недостающей информации с по-

мощью вопросов, в данном случае информации о местоположении предметов в комнате. Чтобы работа с этим заданием прошла организованно, необходимо четко объяснить учащимся их задачу и раздать им листочки бумаги. Один из учеников в паре рисует план комнаты с обозначением предметов на одном листочке и пишет список этих же предметов на другом. Список он передает своему партнеру, который рисует план той же комнаты, опираясь на него и на полученную с помощью вопросов информацию. В результате нужно сравнить оба плана и выяснить, насколько они совпадают.

Во втором уроке (Step 2) акцент ставится на разграничение структур *there is/there are*. Приводимое в учебнике правило рекомендует в этом выборе ориентироваться на форму примыкающего к глаголу *to be* существительного.

Вторым важным моментом урока является введение форм прошедшего времени глагола *to be* — *was* и *were*. Если учителю покажется, что предложенной в учебнике тренировки недостаточно, можно продолжать работу с заданием 7 и предложить своим ученикам придумать несколько новых ситуаций про Джеффа и Джона. Точно так же можно при желании увеличить объем материала в задании 9. Несомненно, задания рабочей тетради № 2 (раздел 7: 4, 5, 6, 12) помогут запомнить эти формы.

При выполнении задания 10 важно обратить внимание на разницу в употреблении предлогов *at*, *in* или *on* с различными существительными, объяснив, что выбор предлога чаще всего объясняется языковой традицией. На этом этапе обучения вряд ли стоит объяснять различие между предлогами *at* (место деятельности) и *in* (место пребывания), как, например, в словосочетаниях *at the cinema* (в кино)/*in the cinema* (в здании кинотеатра).

В уроке 3 (Step 3) подробно объясняется, как читать цифровые обозначения годов в английском языке. Хотя все приводимые в рубрике МЕМО подробнос-

ти и могут показаться избыточными, информацию такого рода нельзя не дать полностью. Авторы надеются, что постепенно она запомнится, и запомнится правильно, так как до сих пор часто приходится сталкиваться с ошибками в наименованиях такого рода, наиболее типичными из которых являются названия типа *eighteen oh, oh* (1800) или *twenty oh, oh* (2000).

При выполнении задания 7 можно сказать ученикам о порядке следования в английском предложении обстоятельства места и обстоятельства времени (сначала «где?», а затем «когда?», но не иначе). Хотя как таковой этот материал будет изучаться позже.

Детский стишок “*Thirty Days Has September*” неплохо выучить наизусть и время от времени возвращаться к нему, так как любая стихотворная форма приучает к правильному ритму звучания языка. В этом же конкретном случае стихотворение к тому же позволяет лучше запомнить названия месяцев.

Урок 4 закрепляет материал, связанный с формами и употреблением глагола *to be* в прошедшем времени, и приводит обобщающую таблицу всех кратких и полных форм в утвердительных, вопросительных и отрицательных предложениях. Из таблицы видно, в каких случаях наличествуют, а в каких отсутствуют краткие формы, на что, несомненно, стоит обратить внимание учащихся. Работа с таблицей, кроме того, позволяет учащимся попрактиковаться в чтении форм глагола и наглядно показывает способ образования вопросительных и отрицательных структур в предложениях с глаголом *to be* в единственном и множественном числе. Таким образом, таблица может оказаться весьма полезной и поможет лучше запомнить материал, особенно учащимся с хорошо развитой зрительной памятью.

В этом же уроке впервые вводятся безличные предложения, пока лишь в отношении весьма ограниченного круга употреблений. Почти все они упомянуты в задании 11. Может быть, в будущем имеет смысл пе-

риодически возвращаться к подобным англо-русским соответствиям.

Пятый урок (Step 5) знакомит учеников с формой *past simple* правильных глаголов, обращая особое внимание на способы произнесения аффикса **-ed**. Хотелось бы рекомендовать учителям и в будущем не выпускать из поля зрения фонетический аспект этого явления (см. задание 9 рабочей тетради), так как часто в речи учеников можно встретить ошибки типа *looked* *[lʊkɪd], *finished* *[fɪnɪʃɪd].

Задания на закрепление этого материала широко представлены в рабочей тетради № 2 (см. 7, 8, 9, 10, 28). Заканчивается урок заданиями, позволяющими закрепить вновь изученный материал, продемонстрировав его в контексте употреблений. При желании учитель может продолжить работу с заданиями 7 и 8 и предложить ученикам рассказать о том, как Баркеры провели выходные дни.

Блок VIII

Учебник: Unit 8. Steps 1—5.

Рабочая тетрадь № 2. Раздел 8

(учебная ситуация “Holidays and Travelling”)

В первом уроке раздела вводятся первые шесть неправильных глаголов. Многочисленные задания учебника и рабочей тетради должны помочь учащимся запомнить эти формы. В то же время работа с формами неправильных глаголов неизбежно предполагает заучивание наизусть. Количество таких глаголов в активе учеников будет увеличиваться с каждым уроком, и учителю нужно позаботиться о том, чтобы наряду с новыми учащиеся не забывали и формы ранее изученных глаголов. Для этого можно рекомендовать как устную, так и письменную работу на доске и в тетрадях, работы по примеру упражнения 9 (Step 3) данного раздела, небольшие проверочные работы и т. п. Важно также, чтобы ученики четко представляли се-

бе, для чего они заучивают формы глаголов и как те работают в языке. Поэтому поначалу важно обращать внимание учеников на такие слова-сигналы, как *yesterday, last weekend, last year*.

Новая лексика урока включает как существительные, так и прилагательные и глаголы (правильные и неправильные). Как и в других уроках, учителю следует обращать внимание не только на звуковую, графическую и смысловую стороны слова, но и на его парадигматические характеристики (форму множественного числа для существительного, форму 3-го лица и прошедшего времени для глагола и др.).

В задании 8 ученикам предлагается прослушать текст “*A Visit to Scotland*” с использованием зрительной опоры. Объем и информативность текста, с точки зрения авторов, слишком велики, чтобы воспринять его только на слух. С другой стороны, параллельное чтение и аудирование позволяют избежать возможных ошибок в чтении и приучат к правильному интонационному оформлению предложения. Хотя данный текст и не предназначен для чтения вслух, при желании учитель может использовать его в данном качестве. Одновременно хочется напомнить учителям, что далеко не все тексты должны прочитываться вслух, так как выработка навыка чтения про себя также требует времени и усилий и этот навык не появится сам по себе, если единственным видом чтения, которым занимаются учащиеся, будет чтение вслух.

В уроке 2 (Step 2) дается информация об инфинитиве с частицей *to*, использование которого диктуется введением таких глаголов, как *decide, begin*, или словосочетания (*I would like* и др. Хотя употребление инфинитива пока еще ограничено лишь несколькими структурами, вскоре ученикам придется использовать его более широко. Так, уже в третьем уроке (Step 3) вводится структура *to be going*, также требующая его употребления. Думается, что на этом этапе учителю не следует давать ученикам теоретических объясне-

ний, следует лишь помочь им научиться употреблять инфинитив на уровне речевых моделей.

Новая лексика урока подводит учащихся к темам «Путешествия» и «Летний отдых». Выполняя задание 2 (Step 3), учащиеся могут давать самые различные варианты высказываний о том, что, на их взгляд, привычно для жителей России. Учитель должен быть готов к этой вариативности. Все, что скажут учащиеся, основывается на их жизненном опыте. Важно в этом случае, чтобы их предложения были грамматически правильно оформлены.

Продолжая работу над неправильными глаголами в прошедшем времени, учитель знакомит учащихся еще с шестью глаголами этой группы: *make, do, send, come, speak, understand*. Задания 3, 4, 7, 8, 9, 11 (Step 3) и задание 19 рабочей тетради помогут учащимся запомнить эти формы. Упражнения 7—11 и задания 10, 18, 19 рабочей тетради дают возможность учащимся вспомнить и другие ранее изученные глагольные формы прошедшего времени. Особую роль в этом разделе играют задания на различение настоящего и прошедшего времени. Тренировочные упражнения учебника (задания 1, 2, Step 4) и соответствующие задания рабочей тетради (10, 21) помогут учащимся освоить эти различия.

Step 4 этого раздела знакомит учащихся с оборотом *to be going to* — структурой, при помощи которой англичане говорят о будущих запланированных действиях. Оборот не должен вызвать особых сложностей, так как, по существу, моделируется по уже известной учащимся формуле *to be + V_{ing}*. Упражнения 3, 4, 5, 6, 7, 8, 9 (Step 4) и задания 5, 6 рабочей тетради нацелены на усвоение этого оборота.

Урок 5 (Step 5) этого раздела является завершающим. Он нацелен на повторение изученных лексико-грамматических структур. Однако здесь предлагается новый страноведческий материал, который знакомит учащихся с некоторыми главными достопримечательностями Лондона. На эти занятия рекомендуется по

возможности принести наглядный материал с изображениями Тауэра, Вестминстерского аббатства, зданием Британского парламента и слегка расширить информацию, которая приводится в учебнике перед упражнением 6 (Step 5). Учитель может сказать, что более подробную информацию об этих местах учащиеся смогут получить в течение последующих лет обучения.

Книга для чтения, последний компонент данного УМК, состоит из восьми частей, каждая из которых включает в себя несколько заданий. Учитель может в рамках отведенного на соответствующие занятия времени (см. раздел «Планирование») использовать часть этих заданий, может работать по этому пособию, используя резервные уроки. Материалы данного пособия предлагают тексты монологического и диалогического характера и основаны на лексико-грамматическом материале соответствующего блока учебника и рабочих тетрадей.

Тексты для аудирования к учебнику

Unit One

Step One

№ 1 к заданию 1

- 1) Hi! I'm John, John Barker.
- 2) I'm twelve.
- 3) I'm a pupil.
- 4) I'm from London.
- 5) My address is 19 Green Street, London.
- 6) My telephone number is 487-3519.
- 7) My dad is a doctor.
- 8) My mum is a teacher.
- 9) I have two pets.
- 10) They are a dog and a cat.

№ 2 к заданию 2

- You: What's your name?
John: I'm John Barker.
You: How old are you?
John: I'm twelve.
You: Where are you from?
John: I'm from London.
You: What's your address?
John: My address is 19 Green Street, London.
You: What's your telephone number?
John: 487-3519.
You: Are you a pupil?

John: Yes, I am.
You: Is your mum a doctor?
John: No, she isn't. She is a teacher.
You: Is your dad a teacher?
John: No, he isn't. He is a doctor.

№ 3 к заданию 3

1. His pets are a bird and a cat. — No.
2. Chase is big and Smokey is little. — Yes.
3. Chase is grey and Smokey is red and white. — No.
4. Chase has a long tail. — Yes.
5. Chase is very weak. — No.
6. Smokey likes toy mice. — Yes.
7. Chase sleeps under the window. — No.
8. Smokey sleeps in a box. — Yes.

№ 4 к заданию 4

JOHN BARKER AND HIS PETS

John Barker has two pets. They are a dog, Chase and a cat, Smokey.

Chase is five. He is a big collie dog. He is red and white with a long tail. His nose is black. He is very nice and strong.

Smokey is three. She is little, grey and fat. Smokey likes milk and toy mice. She plays in the morning, in the afternoon and in the evening.

Chase and Smokey sleep in the hall. Chase sleeps at the door and Smokey sleeps in a pink box under the window. John likes his pets and is very happy.

№ 5 к заданию 6

[æ]	map	cat	cap	lamp	sad
[əʊ]	rose	nose	stone	bone	no
[e]	pen	bed	pet	step	well
[ɪ]	lip	fish	dish	ship	milk
[aɪ]	fine	kite	nine	five	like
[ʌ]	cup	mug	jug	bus	run
[ɑ:]	park	farm	star	car	dark

№ 6 к заданию 7

man — can	Jim — swim	bell — well
no — piano	bus — but	five — drive

№ 7 к заданию 8

A. but, can, can't, drive, piano, swim, well

B. but: small but strong, little but good, big but weak, nice but sad

can: I can read. He can sing. You can ride.

can't: You can't jump. They can't speak English. She can't cook.

drive — drives: drive a car, drive a jeep, drive a bus. John can't drive a car, he is young.

piano — pianos: a big black piano, three brown pianos, play the piano. Nick can play the piano but John can't.

swim — swims: swim in the lake, swim in the pond. Emma can't swim.

well: very well, not very well, sing well, swim well. You can speak English but not very well.

№ 8 к заданию 9

1) Bob has a piano, a big black piano. 2) Joe is from London but not from Paris. 3) Hens can't swim but frogs can. 4) Little John is two, he can't count. 5) My mum and dad have a car and they drive their car. 6) Natasha speaks English well.

Step Two

№ 9 к заданию 1

О б р а з е ц: Mr Strong rides a horse well.

1. Mr Strong jumps well.
2. Mr Strong rides a bike well.
3. Mr Strong plays tennis well.
4. Mr Strong runs well.

5. Mr Strong plays football well.
6. Mr Strong plays volleyball well.
7. Mr Strong plays ping-pong well.
8. Mr Strong drives a car well.
9. Mr Strong swims well.

№ 10 к заданию 2

1. John can play football, but he can't play volleyball.
2. John can play tennis, but he can't play ping-pong.
3. John can ride a bike, but he can't ride a horse.
4. John can be a pupil, but he can't be a teacher.
5. John can feed his pets, but he can't cook.

№ 11 к заданию 3

CAN AND CAN'T

I can swim.	What about Mr Hook?
What about Jim?	No, he can't.
Jim can ride.	Mr Hook can't swim.
What about Clyde?	Mr Hook can't ride.
Clyde can sing.	Mr Hook can't sing.
What about Mr King?	Mr Hook can't cook.
Mr King can cook.	But he can play the piano!

№ 12 к заданию 4

Образец: Mr White can cook, but he can't fly a plane.

1. Jack can sing, but he can't count.
2. Cely can ride a bike, but she can't drive a car.
3. Mrs Biggs can drive, but she can't ride a horse.
4. Mrs Brown can play tennis, but she can't play football.
5. Little Sam can speak, but he can't read.
6. Polly can play ping-pong, but she can't play volleyball.
7. Willy can feed a dog, but he can't cook.
8. Nick can read, but he can't run.

№ 13 к заданию 5

Образец: Bob can play tennis very well.

Bob can play football but not very well.

1. Bob can jump well.
2. Bob can swim well.
3. Bob can ride a horse but not very well.
4. Bob can drive a car well.
5. Bob can play the piano but not very well.
6. Bob can count well.
7. Bob can sing but not very well.
8. Bob can cook very well.

№ 14 к заданию 6

Образец: Mr Ross can play the piano very well. Betty can play the piano but not very well. Tom can't play the piano. Jane can play the piano very well. Jeff can play the piano but not very well. Hob can't play the piano. Robin can play the piano very well. Mrs Jane Carter can play the piano but not very well. Rex can't play the piano.

Step Three

№ 15 к заданию 1

Hello, I'm Harry Barker. I like sport. I can play football well. I can play tennis and volleyball too, but I can't play ping-pong. I can drive. I drive very well. I can ride a bike too. I can't sing and I can't cook.

№ 16 к заданию 4

[æ]	can	hat	hand	ant	map
[əʊ]	window	narrow	Moscow	piano	no
[ɒ]	shop	clock	pond	hot	pot
[ɪ]	swim	chick	little	film	big
[u:]	spoon	roof	boot	room	too
[e]	pen	ten	bell	red	hen

№ 17 к заданию 5

no — go room — school can't — class
pot — lot fat — family

№ 18 к заданию 6

A.

class [kla:s]	a lot (of) [lɒt]
family ['fæməli]	school [sku:l]
friend [frend]	sister ['sɪstə]
go (to) [gəʊ]	week [wi:k]
live [lɪv]	

B. class — classes: my English class, a lot of classes. I have five classes on Monday.

family — families: a big family, a good family. My family is not very big.

friend — friends: good friends, old friends, family and friends. Little Polly has no friends.

go to — goes to: go to the park, go to the lake, go to the pond, go to school. John goes to school: he is a pupil.

live — lives: I live in Moscow. She lives in London. They live in Madrid.

a lot of: a lot of pets, a lot of friends, a lot of boys and girls, a lot of milk, play a lot, read a lot, like a lot. I see a lot of birds in the tree. Dan plays the piano a lot. He likes tennis a lot.

week — weeks: a long week, a good week. A week has seven days. We go to school five days a week.

school — schools: a lot of schools, my old school, a good school, go to school, at school. We go to school six days a week. I'm at school in the afternoon.

sister — sisters: my little sister, his big sister. Our little sister is five. Her sister is a student.

№ 19 к заданию 7

1. John Barker is ten. No, he is twelve.
2. John Barker lives in London. Yes, he lives in London.
3. John Barker goes to school. Yes, he goes to school.

4. John has classes on Sunday. No, he has no classes on Sunday. He has classes on Monday, Tuesday, Wednesday, Thursday and Friday.
5. He has a lot of friends at school. Yes, John has a lot of friends at school.
6. John likes his friends. Yes, he likes his friends.
7. John likes his teachers too. Yes, he likes his teachers too.
8. His family is big. No, it isn't very big.
9. John has two sisters. No, he has one sister Sally.
10. He likes his pets. Yes, John likes his pets.

№ 20 к заданию 8

MEET JOHN BARKER

Hi! My name is John Barker. I'm twelve. I live in London. I'm a pupil. I go to school five days a week. I have classes on Monday, Tuesday, Wednesday, Thursday and Friday. I have a lot of friends at school. I like my school, my friends and my teachers. My family is not very big: my mum, dad and my sister Sally. I have two pets — a dog, Chase, and a cat, Smokey. I like my pets a lot.

Step Four

№ 21 к заданию 1

1. We can ride a bike in the park.
We can't ride a bike at school.
2. We can play football in the park.
We can't play football at school.
3. We can't cook in the park.
We can cook at school.
4. We can't play the piano in the park.
We can play the piano at school.
5. We can read books in the park.
We can read books at school.
6. We can't drive a car in the park.
We can't drive a car at school.
7. We can play ping-pong in the park.
We can play ping-pong at school.

8. We can't have classes in the park.
We can have classes at school.
9. We can ride a horse in the park.
We can't ride a horse at school.
10. We can fly a kite in the park.
We can't fly a kite at school.

№ 22 к заданию 2

1. Can you swim? — Yes, I can.
2. Can you cook? — Yes, I can.
3. Can you speak English? — Yes, I can.
4. Can you play the piano? — No, I can't.
5. Can you play tennis? — No, I can't.
6. Can you sing? — No, I can't.

№ 23 к заданию 3

CAN YOU?

Can you run well?	Can you drive a car?
Yes, I can.	No, I can't.
Can you jump well?	Can you ride a horse?
Yes, I can.	No, I can't.
Can you swim well?	Can you fly a kite?
Yes, I can.	No, I can't.
But I can't play tennis.	But I can speak English.

№ 24 к заданию 4

1) Fred has four friends. 2) Fred goes to school on Monday, Tuesday, Wednesday, Thursday and Friday. 3) Fred has English classes on Tuesday and on Thursday. 4) His sister Jane is five. 5) Fred lives in Rome. 6) Fred has a big family. 7) Fred has a lot of books.

№ 25 к заданию 5

[ɪ]	big	ship	milk	swim	sister
[ʌ]	bus	cup	mug	jug	but
[ju:]	you	tulip	student	pupil	tube
[eɪ]	lake	cake	name	date	plate
[e]	bed	belt	egg	shell	desk
[ɒ]	fox	clock	pot	song	cock

№ 26 к заданию 6

plate — hate you — new
sister — listen music — computer
belt — help

№ 27 к заданию 7

A.

computer [kəm'pjʊ:tə]	music ['mjuzɪk]
hate [heit]	new [nju:]
help [help]	son [sʌn]
listen ['lɪsən]	wash [wɒʃ]
love [lʌv]	

B. computer — computers: a big computer, a good computer, a lot of computers, to play on the computer. We have a lot of computers at school.

hate — hates: I hate eggs. Dogs hate cats. Little Jimmy hates hot milk.

help — helps: Help! Help your mum. John helps his mum and dad.

listen — listens: listen to the teacher, listen to the tune, listen to the bird, listen to the song. Listen to your sister, Sam!

love — loves: love roses, love tulips a lot. I love my family and my friends a lot.

music: bad music, good music, pop music, rock music. Nick loves rock music. He listens to music in the evening.

new: new music, a new car, a new friend, her new piano, his new school. My new school is in my street. My sister has a lot of new friends now.

son — sons: my little son, a good son. Mrs Biggs has five sons. Where is your son, John?

wash — washes: wash the floor, wash the plates. Help your granny and wash the plates. John washes his hands and face in the morning.

№ 28 к заданию 8

1. Is John a pupil? — Yes, he is.
2. How old is he? — He is twelve.

3. Is he from London? — Yes, he is.
4. Can John play football? — Yes, he can.
5. Can John play tennis well? — Yes, he can.
6. Can John ride a bike? — Yes, he can.
7. Is his bike old? — No, it isn't.
8. Can John play the piano? — Yes, he can.
9. Can John play the piano very well? — No, he can't.
He can play the piano but not very well.

№ 29 к заданию 9

MY SON JOHN

Hi! I'm Harry Barker. My family and I live in London. I have a son. His name is John. He is a pupil and goes to school five days a week. My son is a very nice boy. He is twelve but he can play football and tennis very well and he can ride his new bike too. John likes books, cars and computers. He likes music and listens to music in the evening. He can play the piano, but not very well. John helps his mum, he washes the plates and goes to the shops. But he hates shops. I love my son a lot.

Step Five

№ 30 к заданию 1

1. Hello. It's good to meet you. I'm a nurse in Leeds. I have no family but I have a lot of friends. I have three rooms in a big house. I have an old green car. I can drive but I hate cars. What's my name?

2. Good morning. I'm a teacher, a school teacher. I have no family. I live in a small house in London with my sister Jenny and our cat Milly. I love computers and Jenny loves books. What's my name?

3. Hi! I'm from India. I live in Delhi. I have three sons. We live in a new house and play ping-pong in the evening. We all love football. What's my name?

4. Hello! Nice to meet you. I'm from Scotland. My family and I live in Glasgow. I have a boy and two girls. We love our two pets — a dog and a cat. What's my name?

5. Hi there! I'm from America. I live in Boston. My mum and dad live in Boston, too. They are my family. I'm twenty. I'm a student. I like rock music and hate old songs. I have a new dark blue jeep. I love it. What's my name?

№ 31 к заданию 4а

1. Kim and Jim love computers.
Linda hates computers.
Bob likes computers.
2. Kim and Jim hate old films.
Linda loves old films.
Bob hates old films.
3. Kim and Jim hate sad songs.
Linda loves sad songs.
Bob likes sad songs.
4. Kim and Jim like football.
Linda hates football.
Bob loves football.
5. Kim and Jim like hot milk.
Linda likes hot milk.
Bob hates hot milk.
6. Kim and Jim hate weak tea.
Linda likes weak tea.
Bob hates weak tea.

№ 32 к заданию 5

1.

[s]	[z]	[ɪz]
a lot of books	a lot of computers	a lot of buses
a lot of streets	a lot of pianos	a lot of boxes
a lot of tulips	a lot of friends	a lot of benches
a lot of cups	a lot of sisters	a lot of houses
a lot of chicks	a lot of families	a lot of classes
a lot of pets	a lot of schools	a lot of roses

2. king, ring, sing, evening, long, song, morning

№ 33 к заданию 6

1. Robin hates running in the morning.
Робин терпеть не может бегать по утрам.
Robin hates playing the piano.
Робин терпеть не может играть на пианино.
Robin hates washing the plates.
Робин терпеть не может мыть посуду.
Robin hates going to the shops.
Робин терпеть не может ходить в магазин.
2. Robin likes playing football.
Робину нравится играть в футбол.
Robin likes driving a car.
Робину нравится водить машину.
Robin likes flying a kite.
Робину нравится запускать воздушного змея.
Robin likes listening to rock music.
Робину нравится слушать рок-музыку.
3. Robin loves meeting new boys and girls.
Робин очень любит знакомиться с теми мальчи-
ками и девочками, которых он не знает.
Robin loves going to school.
Робин очень любит ходить в школу.
Robin loves reading books.
Робин очень любит читать книги.
Robin loves speaking English.
Робин очень любит говорить по-английски.

Unit Two

Step One

№ 34 к заданию 1

- 1) Jump! 2) Count! 3) Run! 4) Kiss! 5) Sing! 6) Sit!
7) Help!

№ 35 к заданию 2

Please feed the cat. Feed the cat, please.

Please read this book. Read this book, please.

Please wash the plates. Wash the plates, please.
Please play the piano. Play the piano, please.
Please listen to the music. Listen to the music, please.
Please cook this fish. Cook this fish, please.
Please speak English. Speak English, please.
Please go to the bank. Go to the bank, please.

№ 36 к заданию 3а

- 1) — I love the ball. Thank you very much.
— You're welcome.
- 2) — I like this new bike a lot. Thank you very much.
— You're welcome.
- 3) — I like the toy-dog very much. Thank you.
— You're welcome.
- 4) — I love the roses. Thank you.
— You're welcome.
- 5) — I like these new books a lot. Thank you very much.
— You're welcome.
- 6) — I like this new mug very much. Thank you a lot.
— You're welcome.
- 7) — I like the pen very much. Thanks a lot.
— You're welcome.
- 8) — I like this new ring a lot. Thanks a lot.
— You're welcome.
- 9) — I love the cap. Thanks a lot.
— You're welcome.

№ 37 к заданию 4а

[u:]	spoon	room	boot	school	too
[ɔ:]	four	door	floor	ball	horse
[ʌ]	son	love	bus	but	mug
[v]	lot	clock	wash	sock	song
[ɑ:]	farm	dark	car	can't	class
[ɪ]	swim	sister	listen	ship	chick

№ 38 к заданию 4б

television

№ 39 к заданию 5

A. cinema, children, daughter, husband, swimming bath, television, watch, zoo

B. cinema — cinemas: an old cinema, a big new cinema, go to the cinema. I like going to the cinema very much.

children: good children, big children, little children. Mrs Biggs has a lot of children in the family. Hello, children! Thanks a lot, children.

daughter — daughters: a big daughter, a good daughter, four daughters. Mrs Brown has no daughters in her family. She has three sons.

husband — husbands: an old husband, a good husband. My husband is a music teacher.

swimming bath — swimming baths: an old swimming bath, a new swimming bath. We like our new swimming bath. My friends go to the swimming bath on Thursdays and Sundays.

television: an old television, a new television, a colour television, a black-and-white television, on television. My family has two colour televisions. I have no television in my room.

watch — watches: watch films, watch films on television, watch television. My children watch television a lot. I like watching old films on television.

zoo — zoos: a new zoo, go to the zoo. We have an old zoo in Moscow.

№ 40 к заданию 7

MEET MY FAMILY

Hello, my name is Margaret Barker. I have a husband and two children — John, my son, and Sally, my daughter. My husband Harry is a doctor. I'm a teacher, a school teacher. I teach music to very young pupils. I teach Sally too. Now she can play the piano but not very well. Sally sings very well and loves singing.

I teach at school two days a week on Tuesday and Thursday. On Saturday and Sunday my family and I like

going to the cinema, to the park, to the zoo or to the swimming bath. In the evening we watch television, read books or listen to music.

We are very good friends.

№ 41 к заданию 8

THANKS VERY MUCH

Read the text

Blah-blah-blah.

Thanks very much.

You're welcome.

Sing the song.

La-la-la.

Thanks very much.

You're welcome.

Kiss your granny.

× × ×

Thanks very much.

You're welcome.

Say, "I love you".

I love you. I love you.

Thanks very much.

You're welcome.

Step Two

№ 42 к заданию 1

A. Первая часть (А) читается мужским голосом, вторая (В) — женским или наоборот.

1. Thank you very much. (*Пауза.*)

2. Hi! (*Пауза.*)

3. Good evening. (*Пауза.*)

4. Bye. (*Пауза.*)

5. I like this book. Thanks a lot. (*Пауза.*)

6. Nice to meet you. (*Пауза.*)

7. Meet my friend Jane. (*Пауза.*)

8. Hello! (*Пауза.*) Where are you from? (*Пауза.*)

B.

1. Thank you very much. — You are welcome.

2. Hi! — Hello или Hi!

3. Good evening. — Good evening.

4. Bye. — See you или Bye или Bye-bye.

5. I like this book. Thanks a lot. — You're welcome.
6. Nice to meet you. — Nice to meet you.
7. Meet my friend Jane. — Hi, Jane, *или* Hello, Jane, *или* Nice to meet you Jane.
8. Hello! Where are you from? — I am from Jondon.

№ 43 к заданию 2

1. Speak English, please.
2. Go to the shop, please.
3. Feed the dog, please.
4. Wash the plates, please.
5. Sing a song, please.
6. Please play the piano.
7. Please go to the park.
8. Please drive the car.
9. Please read your book.
10. Please count the chicks.

№ 44 к заданию 3

1. We like singing our songs.
2. John hates washing his bike.
3. She hates driving her car.
4. They like feeding their pets.
5. I love playing my piano.
6. He loves watching his films.
7. You hate washing your cups and mugs.

№ 45 к заданию 4

Paul's car	Pat's cup	Denis's books
Beety's cat	Mike's bike	Max's plane
Mum's house	the student's room	the fox's tail
the boys' dog	the children's toys	
the students' bags		
the foxes' tails		

№ 46 к заданию 5

1. This is Billy's ball.
2. This is Justin's horse.
3. This is Kathie's piano.
4. This is Mr Ross's television.
5. These are Tom's books.
6. This is Liz Brown's house.
7. These are Mellisa's boots.
8. These are Mrs Robertson's cows.

№ 47 к заданию 6

О б р а з е ц: Mark has a dog. — Mark's dog.
The cats have milk. — The cats' milk.

1. The girls have dolls. — The girls' dolls.
2. The dog has a ball. — The dog's ball.
3. The children have toys. — The children's toys.
4. The horse has a tail. — The horse's tail.
5. The man has a room. — The man's room.
6. The cat has a bed. — The cat's bed.
7. The boys have bikes. — The boys' bikes.
8. The doctors have cars. — The doctors' cars.
9. The pupils have books. — The pupils' books.
10. The student has pens. — The student's pens.

№ 48 к заданию 7

A. brother, child, cousin, father, mother, parent, wife

B. brother — brothers: my big brother, our little brother, Kate's brother. Kathie has three brothers.

child — children: a good child, a small child. Willy is a nice child. A young girl is a child, a little boy is a child too. How old is your child?

cousin — cousins: their young cousins. Sally and Andy are my cousins. I like my cousins' dog.

father — fathers: my father, his old father, her father's car. Where is your father? Hello, father!

mother — mothers: our mother, the children's mother, a very good mother. What's your mother's name?

Kiss your mother goodnight. Meet my mother and father.

parent — parents: good parents, bad parents, young parents, old parents, my parents' room. My mother and father are my parents. I love my parents very much. They are very good parents.

wife — wives: his wife, his young wife, my brother's wife, husband and wife. Harry and Margaret are husband and wife. Jack has a young wife. Where is your wife, Ed? Ed's wife is a nurse.

№ 49 к заданию 8

1. John is Harry's son, he is Margaret's son too.
2. Harry is Margaret's husband.
3. John is Sally's brother.
4. Sally is Harry's daughter, she is Margaret's daughter too.
5. Harry and Margaret are John's parents, they are Sally's parents too.
6. Sally is John's sister.
7. Margaret is Harry's wife.
8. Sally and John are Harry's children, they are Margaret's children too.

Step Three

№ 50 к заданию 1

1. Ed's mouse is dark blue.
2. Nick's toy car is black, *или* Nick's car is black.
3. Denis's horse is grey.
4. Lizzy's doll is black.
5. Max's bus is red.
6. Rose's dog is brown.
7. Kate's bag is pink.
8. Don's cat is white.
9. Mellissa's bird is yellow.
10. The children's ball is purple.

№ 51 к заданию 2

A.

Andrew [ˈændru:]

Anne [æn]

Beatrice [ˈbiːtrɪs]

Charles [ˈtʃɑ:lz]

Edward [ˈedwəd]

Elizabeth [ɪˈlɪzəbəθ]

Eugenie [ju:ˈdʒi:nɪ]

Henry [ˈhenrɪ]

Margaret [ˈmɑ:gərɪt]

Mark [mɑ:k]

Peter [ˈpi:tə]

Philip [ˈfɪlɪp]

William [ˈwɪljəm]

Zara [ˈzɑ:rə]

B.

1. The Queen's name is Elizabeth.
2. Her husband's name is Philip.
3. Their daughter's name is Anne.
4. Their sons' names are Charles, Andrew and Edward.
5. Charles has a sister and two brothers. His sister's name is Anne.
6. His brothers' names are Andrew and Edward.
7. Charles has two sons. Their names are William and Henry.
8. Their cousins' names are Peter, Zara, Beatrice and Eugenie.
9. Anne's parents' names are Elizabeth and Philip.

№ 52 к заданию 3b

1. Do I live in Moscow?
2. Do you live in Rome?
3. Does he live in Africa? Does she live in Africa?
4. Does it live in Africa?
5. Do we live in Paris?
6. Do they live in Rome?
7. Do you live in London?

№ 53 к заданию 5

1. Do you like football? — Yes, I do.
2. Do you like football? — No, I don't.
3. Does he like football? — Yes, he does.

4. Does she like football? — No, she doesn't.
5. Do we like football? — Yes, we do.
6. Do I like football? — Yes, I do.
7. Do they like football? — No, they don't.
8. Do you like football? — No, we don't.
9. Does it like football? — Yes, it does.
10. Do you like football?

№ 54 к заданию 6

Пауза после каждого вопроса для ответа ученика.

1. Do you have a big family?
2. Do you live in Moscow?
3. Do you have a sister or a brother?
4. Do you go to school on Saturday?
5. Do you have friends at school?
6. Do you like reading books?
7. Do you ride a bike?
8. Do you have pets?
9. Do you play the piano?
10. Do you like English?

Step Four

№ 55 к заданию 1

- Hi! I'm Sam. What's your name?
- I'm Andrew. Do you go to this school?
- I do. Are you a new pupil?
- Yes, I am. Is it a good school?
- It is. I like it a lot. We have good classrooms and a very good gym.
- That's nice! Do you have a swimming bath too?
- No, we don't. Do you like swimming?
- Oh, yes. I love swimming but I hate playing volleyball. Do you like volleyball?
- No, I don't. I like playing tennis. I play tennis on Mondays and Thursdays.

— I don't play tennis. I play football. My friends and I play football on Sundays.

№ 56 к заданию 2а

1. Can you speak English?
2. Can your mother speak English?
3. Can you play the piano?
4. Can your sister play the piano?
5. Can you swim well?
6. Can you drive a car?
7. Can your granny drive a car?
8. Can you jump well?
9. Can your friend jump well?
10. Can you play volleyball?
11. Can your cousin play volleyball?
12. Can you sing English songs?
13. Can your parents sing English songs?

№ 57 к заданию 2б

Образец: Can you count well? — Do you count well?

Can your grandad count well? — Does your grandad count well?

1. Do you speak English?
2. Does your mother speak English?
3. Do you play the piano?
4. Does your sister play the piano?
5. Do you swim well?
6. Do you drive a car?
7. Does your granny drive a car?
8. Do you jump well?
9. Does your friend jump well?
10. Do you play volleyball?
11. Does your cousin play volleyball?
12. Do you sing English songs?
13. Do your parents sing English songs?

№ 58 к заданию 4

CAN YOUR DOG SWIM?

(after Carolyn Graham)

Can your dog swim?

Yes, he can.

Does he like swimming?

Yes, he does.

Yes, yes, yes. Yes, he does.

Can your horse swim?

Yes, she can.

Does she like swimming?

No, she doesn't.

No, no, no. No, she doesn't.

Can your bird fly?

Yes, he can.

Does he like flying?

Yes, he does.

Yes, yes, yes. Yes, he does.

Can your hen fly?

Yes, she can.

Does she like flying?

No, she doesn't.

No, no, no. No, she doesn't.

№ 59 к заданию 5

[eə]

where

parents

their

hair

bear

Mary

airport

chair

teddy bear

Mary's parents

Mary's parents live in Boston.

Mary's chair

Mary's chair is in the room.

Mary's hair

Mary's hair is dark.

— Where is Mary's teddy bear?

— It is on the small brown chair.

№ 60 к заданию 6b

THE BARKERS

The Barkers live in London. They are not a very big family — a mother, a father, their two children and their pets. Mr Barker's name is Harry. His wife's name is Margaret. His son's name is John. His daughter's name is Sally. Their pets — Chase, a big collie dog, and Smokey, a little grey cat, — live in their house. John

feeds Chase and Sally feeds Smokey. The little cat likes milk. Chase likes bones. The children and their pets play in the park in the afternoon or in the evening. John likes riding his bike and playing football. He can ride his bike and play football very well.

John and Sally have a cousin. Her name is Mary. She is not from London. She lives in Scotland. The Barkers like to go to Scotland and see Mary and her parents.

№ 61 к заданию 7

I don't play football.

You don't live in London.

He doesn't like milk.

She doesn't like milk.

This is a cat. It doesn't like dogs.

We don't swim in this pond.

You don't sing this song.

They don't have a dog or a cat.

№ 62 к заданию 8

1) My friend doesn't play the piano. 2) We don't play football in the gym. 3) I don't have brothers or sisters. 4) These children don't go to school. They are young. 5) Mary doesn't run in the park in the morning. 6) Chicks don't fly. 7) Mum doesn't speak English. 8) Dad doesn't sing well. 9) Cows don't swim very well. 10) Tim doesn't live in Paris. He lives in Leeds.

Step Five

№ 63 к заданию 3

A. always [ˈɔ:lweɪz], never [ˈnevə], often [ˈɒfn], sometimes [ˈsʌmtaɪmz], usually [ˈju:ʒʊəli]

B. always: We always go to the park on Sunday. Mike always listens to music in his car. They always go to school at eight o'clock.

never: You never play tennis. These children never go to the swimming bath. Mary never plays with her dolls, she plays with her teddy bear.

often: Do you often go to the cinema? I don't often play the piano. Does Liz often sing?

sometimes: Fred sometimes drives to the park. Sometimes they play football on Sundays. Sam sometimes runs in the park.

usually: Do you usually speak English in class? Sally doesn't usually read books in the morning. I usually help my mother in the house.

№ 64 к заданию 6

Fred

1. Fred likes sport.
2. Fred goes to the park on Saturday.
3. Fred plays football very well.
4. Fred drives his car very well.
5. Fred likes music.
6. Fred has friends in his town.
7. Fred has a family.
8. Fred likes pets.
9. Fred washes plates in the evening.
10. Fred cooks very well.

Ed

1. Ed doesn't like sport.
2. Ed doesn't go to the park on Saturday.
3. Ed doesn't play football very well.
4. Ed doesn't drive his car very well.
5. Ed doesn't like music.
6. Ed doesn't have friends in his town.
7. Ed doesn't have a family.
8. Ed doesn't like pets.
9. Ed doesn't wash plates in the evening.
10. Ed doesn't cook very well.

№ 65 к заданию 7

MARY

My name is Mary Barker. I'm thirteen. I'm a pupil. I go to school. I have classes five days a week. I like my school and my friends. I live in Glasgow. I have a big family: a mother, a father, a granny, a grandad, two

brothers and a sister. My mother's name is Beatrice. She is not old. My father's name is William. My parents and I are very good friends. We have two pets — two big dogs. My brothers and I like sport. We like swimming, riding a bike, playing tennis. In the evening I usually help my parents, read books and watch television. On Sundays my family and I sometimes go to the cinema or to the zoo.

Unit Three

Step One

№ 66 к заданию 1а

1. Mrs Davis usually rides a bike on Sunday.
Mrs Davis usually plays the piano on Sunday.
Mrs Davis usually goes to the shops on Sunday.
Mrs Davis usually cooks on Sunday.
Mrs Davis usually feeds her cat on Sunday.
2. Mr and Mrs Davis usually watch television on Sunday.
Mr and Mrs Davis usually read books on Sunday.
Mr and Mrs Davis usually run in the park on Sunday.
Mr and Mrs Davis usually play tennis on Sunday.
Mr and Mrs Davis usually go to the cinema on Sunday.
3. Mr Davis usually drives a car on Sunday.
Mr Davis usually sings on Sunday.
Mr Davis usually feeds his dog on Sunday.
Mr Davis usually plays football on Sunday.
Mr Davis usually swims in the swimming bath on Sunday.

№ 67 к заданию 1б

1.

Does Mrs Davis usually ride a bike on Sunday? — Yes, she does.

Does Mrs Davis usually play the piano on Sunday? — Yes, she does.

Does Mrs Davis usually go to the shops on Sunday? — Yes, she does.

Does Mrs Davis usually cook on Sunday? — Yes, she does.

Does Mrs Davis usually feed her cat on Sunday? — Yes, she does.

Does Mr Davis usually ride a bike on Sunday? — No, he doesn't.

Does Mr Davis usually play the piano on Sunday? — No, he doesn't.

Does Mr Davis usually go to the shops on Sunday? — No, he doesn't.

Does Mr Davis usually cook on Sunday? — No, he doesn't.

Does Mr Davis usually feed his cat on Sunday? — No, he doesn't.

2.

Do Mr and Mrs Davis usually watch television on Sunday? — Yes, they do.

Do Mr and Mrs Davis usually read books on Sunday? — Yes, they do.

Do Mr and Mrs Davis usually run in the park on Sunday? — Yes, they do.

Do Mr and Mrs Davis usually play tennis on Sunday? — Yes, they do.

Do Mr and Mrs Davis usually go to the cinema on Sunday? — Yes, they do.

3.

Does Mr Davis usually drive a car on Sunday? — Yes, he does.

Does Mr Davis usually sing on Sunday? — Yes, he does.

Does Mr Davis usually feed his dog on Sunday? — Yes, he does.

Does Mr Davis usually play football on Sunday? — Yes, he does.

Does Mr Davis usually swim in the swimming bath on Sunday? — Yes, he does.

Does Mrs Davis usually drive a car on Sunday? — No, she doesn't.

Does Mrs Davis usually sing on Sunday? — No, she doesn't.

Does Mrs Davis usually feed her dog on Sunday? — No, she doesn't.

Does Mrs Davis usually play football on Sunday? — No, she doesn't.

Does Mrs Davis usually swim in the swimming bath on Sunday? — No, she doesn't.

№ 68 к заданию 3

A.

what
why

where
who

when

B.

what: What is it? What colour? What books? What school? What music? What town?

where: Where is Mary? Where are the children? Where are you? Where is your teacher?

when: When is your birthday? When are you at school? When is the big day?

why: Why is he not at school today? Why are your toys under the bed? Why are they happy?

who: Who is he? Who are your friends? Who is your teacher?

№ 69 к заданию 4

A.

What do you see? — I see a cat in the tree.

What do you like? — I like sweets.

Where do you go in the morning? — I go to school.

When do you play football? — In the afternoon. I play football in the afternoon.

Where do you play football? — I play football in the park.

Why do you speak English? — I like it.

B.

What does Nick see? — He sees a car.

What does he like? — He likes cars and he likes sport.

Where does Nick play football? — In the park. He plays football in the park.

When does he go to school? — Four days a week. He goes to school on Monday, Tuesday, Thursday and Friday.

Why does he speak English? — He likes it.

№ 70 к заданию 5

WHO? WHAT? WHEN? WHERE? WHY?

Who?

What?

When?

Where?

Why? Why?

Who?

What?

When?

Where?

Why? Why?

What do you see?

What do you like?

Where do you go on Sunday?

What does he see?

What does he like?

Where does he go on Sunday?

When do you play?

When do you swim?

When do you listen to music?

When does she play?

When does she swim?

When does she listen to music?

Why are we here?
Why do we come?
Why do we read and speak English?

№ 71 к заданию 7

1. Kate: Where do you live, Jill?
Jill: I live in a small English town.
Kate: Do you go to school?
Jill: Yes, I do. I am a pupil.
2. John: Do you like swimming, Mark?
Mark: Yes, I do. I swim a lot.
John: When do you swim?
Mark: I swim on Tuesday and on Thursday.
John: Where do you swim?
Mark: I swim in the swimming bath. I like it.
3. Harry: Do you like watching television?
Andrew: Yes, I do. I watch television a lot.
Harry: Do you like new or old films?
Andrew: I like new films. They are very good.
Harry: And when do you watch television?
Andrew: I usually watch television in the evening.

Step Two

№ 72 к заданию 1

1. When does Jeff sleep?
2. When do Jeff and Pam go to school?
3. When do Jeff and Pam have an English class?
4. When do Jeff and Pam have a music class?
5. When does Jeff ride a bike?
6. When does Pam run?
7. When does Jeff go to the shop?
8. When does Pam cook?

№ 73 к заданию 2

- 1) — What do the children read in English?
— Books.

- 2) — Where do the children go in the morning?
— To school.
- 3) — When does Rex play in the park?
— In the afternoon.
- 4) — Where do the boys ride bikes?
— In the street.
- 5) — Why does little Johnny go to the shops?
— He helps his mother.
- 6) — What films does your mum like?
— She likes old black-and-white films.
- 7) — Why does Jeff speak English?
— He likes it.
- 8) — What colours do you like?
— I like blue and purple.

№ 74 к заданию 3

[e]	help	well	friend	step	television
[ʌ]	mother	brother	love	cup	cousin
[əʊ]	go	no	nose	stone	rose
[ɪ]	swim	sister	children	live	in
[aʊə]	our				

№ 75 к заданию 4

in — begin	Bess — dress	cup — lunch
pet — get	stone — home	fish — finish
our — shower		

№ 76 к заданию 5

A.

begin [bɪg'ɪn]	home [heʊm]
breakfast ['brekfəst]	lunch [lʌntʃ]
dress [dres]	shower ['ʃaʊə]
finish ['fɪnɪʃ]	be on time
get up ['getʌp]	

B. begin — begins: begin classes, begin the day, begin the book. His school begins at nine. The film begins at eight. When do children usually begin helping their parents?

breakfast — breakfasts: good breakfast, hot breakfast, cook breakfast, have breakfast, for breakfast. Tom always has breakfast at eight o'clock in the morning. When do you usually have breakfast? What does Sally have for breakfast?

dress — dresses: dress in the morning, dress well. Jane dresses in her room. Betty is little, she can't dress.

finish — finishes: finish the book, finish the text. Finish your breakfast, Ann! When do your classes usually finish? I finish watching television at eleven o'clock in the evening.

get up — gets up: get up in the morning, get up and dress well. Jane doesn't get up at 6. She gets up at 7 o'clock in the morning.

home: my home, go home, be at home. Where is your home? My home is in London. When are you at home in the evening? It's 8 o'clock. Go home!

lunch — lunches: a big lunch, a cold lunch, cook lunch, have lunch, for lunch. Rob never has lunch. Where do you usually have lunch? They often have lunch at school. What do you have for lunch, Tom?

shower — showers: a cold shower, a hot shower, have a shower in the morning. Do you always have a shower in the morning? Andrew often has a hot shower in the evening. Does your mother have a cold shower in the morning?

be on time: Please, be on time! He is never on time. You are always on time.

№ 77 к заданию 9а

1. Sally always plays the piano in the evening.
2. Sally never plays volleyball.
3. Sally always feeds her cat Smokey.
4. Sally always goes to school at 8 o'clock.
5. Sally never swims in the lake.
6. Sally never drives a car.
7. Sally always goes to the shops.
8. Sally always helps her mum.
9. Sally never goes to the bank.
10. Sally never rides a horse.

Step Three

№ 78 к заданию 1

A.

Hi! My name is Tom. I'm a university student. My day begins at six o'clock in the morning when I get up and have a shower. I like my shower cold. I dress and have breakfast at 7 o'clock. At 9 o'clock my classes begin. I'm always on time. We usually have three or four classes. At twelve o'clock I have lunch. I go home at four o'clock. In the evening I like reading books, watching television or listening to music.

B.

1. b) Tom gets up at six o'clock.
2. a) Tom has breakfast at seven o'clock.
3. c) Tom's classes begin at nine o'clock.
4. a) Tom has lunch at twelve o'clock.
5. b) Tom goes home at four o'clock.

№ 79 к заданию 3

DAVID BARKER

My grandfather, David Barker, doesn't live in town. He lives on the farm. He gets up at six o'clock in the morning. David feeds his dogs and his chicks. He milks his cow. He rides his horse. Sometimes, when the lake is not very cold, David swims in the morning. He can swim very well. At nine o'clock David has breakfast. He often has milk and eggs. In the afternoon my grandad watches television or sometimes reads books. When my sister Ann, my brother Charles and Tim or my cousins John and Sally and I are on the farm, David plays football or volleyball. He plays ping-pong and tennis. We, the children and David are good friends.

№ 80 к заданию 4

[ɔ:]	port	sport	door	floor	or
[3:]	her	girl	bird	nurse	purple
[ei]	cake	lake	Kate	date	plate

[ʌvə]	our	shower			
[ɑ:]	are	park	dark	father	class
[əv]	go	low	slow	window	yellow
[ɪ]	sit	sister	lips	kiss	film

№ 81 к заданию 5

purple — early	class — past
plate — late	milk — minute
our — hour	class — half
sport — quarter	low — show

№ 82 к заданию 6

A.

early [ˈɜ:lɪ]	past [pɑ:st]
minute [ˈmɪnɪt]	late [leɪt]
quarter [ˈkwɔ:tə]	show [ʃəv]
half [hɑ:f]	hour [ˈaʊə]

B. What is the time now?

It's five o'clock a.m.

It's five o'clock in the morning.

It's early.

It's eleven o'clock p.m.

It's eleven o'clock in the evening.

It's late.

It's one minute to twelve.

It's one to twelve.

It's five minutes to three.

It's five to three.

It's a quarter to four.

It's half past two.

The clock shows half past two.

It's one minute past twelve.

It's one past twelve.

It's five minutes past three.

It's five past three.

It's a quarter past four.

It's half past six.

The clock shows half past six.

№ 83 к заданию 7

1. Is it twenty to ten or twenty past ten? (*Пауза.*) It is twenty past ten.
2. Is it half past five or is it half past three? (*Пауза.*) It is half past five.
3. Is it a quarter to four or a quarter past four? (*Пауза.*) It is a quarter past four.
4. Is it six minutes to seven or six minutes past seven? (*Пауза.*) It is six minutes past seven.
5. Is it seventeen minutes to nine or seventeen minutes past nine? (*Пауза.*) It is seventeen minutes past nine.
6. Is it half past two or half past eight? (*Пауза.*) It is half past eight.
7. Is it a quarter past one or a quarter past three? (*Пауза.*) It is a quarter past one.
8. Is it eight to six or eight to seven? (*Пауза.*) It is eight to seven.

№ 84 к заданию 8

1. It's half past one.

2. It's a quarter to eight.

3. It's five minutes past eight. It's five past eight.

4. It's nineteen minutes past nine.
5. It's six minutes to seven.
6. It's half past ten.
7. It's a quarter to six.
8. It's twenty minutes to eight.
9. It's twelve minutes to six.
10. It's half past three.

Step Four

№ 85 к заданию 1

Computer One shows three green trees.
Computer Two shows twelve black dogs.
Computer Three shows eighteen yellow chicks.
Computer Four shows two brown pianos.
Computer Five shows six purple mugs.
Computer Six shows five grey planes.
Computer Seven shows thirteen white eggs.
Computer Eight shows nine pink blouses.
Computer Nine shows fourteen blue boxes.
Computer Ten shows ten red foxes.

№ 86 к заданию 2

1. Rob gets up very early, at half past five.
2. Rob runs in the park at a quarter to six.
3. Rob has a shower at twenty minutes to eight.
4. Rob has breakfast at a quarter past eight.
5. Rob rides a bike at ten minutes past nine.
6. Rob plays football at a quarter to twelve.
7. Rob has lunch at half past twelve.
8. Rob sleeps at a quarter past one.
9. Rob plays tennis at ten minutes to four.
10. Rob swims in the swimming bath at five minutes to six.
11. Rob has tea at a quarter past seven.
12. Rob watches television at half past eight.
13. Rob sleeps at a quarter to ten.

№ 87 к заданию 4а

Jim: Do you have many children?

Tim: Yes, I do. I have a lot of children: three sons and four daughters.

Jim: Do you have many rooms in the house?

Tim: No, we don't. We have only five rooms in the house.

Jim: Do you have many cars?

Tim: No, I don't. I have one car. But I have three bikes.

Jim: Do you have many pets?

Tim: Yes, we do. We have a lot of pets: two dogs, three cats and a lot of white mice.

Jim: Do you have many good friends?

Tim: Yes, I do. I have a lot of good friends.

Jim: Do you have many books?

Tim: Yes, I do. I have a lot of books and I like them.

№ 88 к заданию 6а

twenty — 20	fifty — 50	eighty — 80
thirty — 30	sixty — 60	ninety — 90
forty — 40	seventy — 70	a hundred — 100

№ 89 к заданию 6b

- | | |
|-----------------|----------------------------|
| 1) twenty-three | 10) sixty-nine |
| 2) twenty-eight | 11) seventy-two |
| 3) thirty-four | 12) seventy-eight |
| 4) thirty-one | 13) eighty-three |
| 5) forty-four | 14) eighty-five |
| 6) forty-eight | 15) ninety-four |
| 7) fifty-six | 16) ninety-nine |
| 8) fifty-seven | 17) a hundred and ten |
| 9) sixty-five | 18) two hundred and twenty |

№ 90 к заданию 7а

1. Captain Hook has twenty-two coins in his yellow chest.
2. Captain Hook has thirty-one coins in his purple chest.

3. Captain Hook has forty-four coins in his red chest.
4. Captain Hook has fifty-seven coins in his black chest.
5. Captain Hook has sixty-three coins in his blue chest.
6. Captain Hook has seventy-eight coins in his grey chest.
7. Captain Hook has ninety-six coins in his pink chest.
8. Captain Hook has one hundred and two coins in his green chest.

№ 91 к заданию 7b

Four hundred and ninety-three.

Step Five

№ 92 к заданию 2

1. It's a quarter to one. It's twelve forty-five.
2. It's twenty to three. It's two forty.
3. It's half past five. It's five thirty.
4. It's fourteen to eleven. It's ten forty-six.
5. It's six to ten. It's nine fifty-four.
6. It's twenty-seven past one. It's one twenty-seven.
7. It's twenty-two to eight. It's seven thirty eight.
8. It's twelve past ten. It's ten twelve.
9. It's twelve o'clock. It's twelve.
10. It's ten to seven. It's six fifty.

№ 93 к заданию 4b

WHAT'S THE TIME?

These are clocks and these are watches. A clock has a face and two hands: a long hand and a short hand. The short hand shows hours. It's the hour hand. The long hand shows minutes. It's the minute hand. Sometimes clocks have three hands and they can show seconds.

Clocks are usually big. They are on the wall, on the desk or on the shelf. Some clocks are very big: Big Ben in

London or the Kremlin Clock in Moscow. Watches are small but they have faces and hands too and they can show hours, minutes and sometimes seconds.

Clocks and watches show time. A day has 24 hours. An hour has 60 minutes, a minute has 60 seconds. What's the time now?

№ 94 к заданию 7а

- a) Bill gets up at half past six.
- b) Bill has a shower at twenty-five to seven.
- c) Bill dresses at a quarter to seven.
- d) Bill has breakfast at five to seven.
- e) Bill goes to school at twenty-five to eight.
- f) Bill has an English class at twenty minutes past eight.
- g) Bill has a music class at twenty to ten.
- h) Bill has lunch at ten to twelve.
- i) Bill swims in the swimming bath at ten past two.
- j) Bill sleeps at half past eleven.

№ 95 к заданию 7б

a) Bill gets up at six thirty. b) Bill has a shower at six thirty-five. c) Bill dresses at six forty-five. d) Bill has lunch at six fifty-five. e) Bill goes to school at seven thirty-five. f) Bill has an English class at eight twenty. g) Bill has a music class at nine forty. h) Bill has lunch at eleven fifty. i) Bill swims in the swimming bath at two ten. j) Bill sleeps at eleven thirty.

№ 96 к заданию 8

BILL JACKSON

My name is Bill Jackson. I'm from Wilton. Wilton is a small town. I live at 24 Main Street. My town is very green. My street is green too. I live with my parents and my granny. I'm a pupil. I get up early in the morning. I take a shower and dress. I have breakfast at seven thirty and go to school. We usually have six or seven classes. I always have lunch at school. At school we often play football and tennis. At four o'clock I meet my friend

John Barker and we go home. At a quarter past five John and I often run in the park or ride bikes. Sometimes we go to the cinema or play on the computer. In the evening I watch television or read books. My day finishes late at half past eleven or at a quarter to twelve.

Unit Four

Step One

№ 97 к заданию 2

1. I see Tom. I'm happy to see him.
2. I see Kate. I'm happy to see her.
3. And you, Kate? Are you happy to see me?
4. I see Tom and Kate. I'm happy to see them.
5. Hi, Jack. I'm happy to see you.
6. Where is Jack's car? I can't see it.
7. Good evening. Are you happy to see us?

№ 98 к заданию 5

[eɪ]	plane	lake	take	day	Spain
[ɪ]	sit	fish	dish	finish	children
[e]	pen	bed	when	step	Teddy
[ɑ:]	car	star	dark	park	father

№ 99 к заданию 6

Spain — again	lake — take
Teddy — ready	children — kitchen
finish — dinner	father — after

№ 100 к заданию 7

A.

after [ˈɑ:ftə]	take [teɪk]
again [əˈgeɪn]	take the dog out
dinner [ˈdɪnə]	together [təˈgeðə]
kitchen [ˈkɪtʃɪn]	go to bed
ready [ˈredi]	at home

B. after: after breakfast, after school, after classes.
I meet my friends after school.

again: play again, read again. Count again! Sing again!

dinner — dinners: have dinner, after dinner, late dinner. When do you usually have dinner?

kitchen — kitchens: a small kitchen, a big kitchen. Our kitchen is not very big.

ready: Breakfast is ready. Dinner is ready. Lunch is not ready. Are you ready? — Yes, I'm.

take — takes: take the book, take a pen. Take the big box! Take the dog out! Take the children to the cinema.

together: play together, wash the plates together.

We often have dinner together.

go to bed: Mike goes to bed at half past ten. It's time to go to bed.

at home: When are you at home? We are at home after seven.

№ 101 к заданию 8с

AT HOME

Hi! It's Margaret Barker again. It's five o'clock now. I'm at home and ready to cook dinner. I often do it in the kitchen and my children help me a lot. They are always at home at five o'clock. Their classes finish at four. My husband Harry is at home at six o'clock and we have dinner together. After dinner we watch television, read books or listen to music. Sometimes Sally plays the piano and we listen to her. My children do not often watch video. We like going to the cinema and we often do it on Sundays. Harry and John take our dog Chase out at 8 o'clock. John and Sally have their milk at half past nine and at a quarter past ten they go to bed.

Step Two

№ 102 к заданию 1с

Mum, where are you? I can't see you.

Where is dad? I can't see him.

Where is my brother? I can't see him.
Where is my sister? I can't see her.
Where are my pets? I can't see them.
Where is my breakfast? I can't see it.
Where are my cousins? I can't see them.
Where are my toys? I can't see them.
Where is my football? I can't see it.
Kevin! Where are you? Can you see us?

№ 103 к заданию 2

Образец: It's 7 o'clock in the morning.
John is ready to get up.

1. It's a quarter past seven. John is ready to take a shower.

2. It's five minutes past eight. John is ready to go to school.

3. It's a quarter to one. John is ready to have lunch.

4. It's ten minutes after four. John is ready to go home.

5. It's twenty minutes past six. John is ready to have dinner.

6. It's a quarter past seven. John is ready to help in the kitchen.

7. It's half past eight. John is ready to feed Smokey.

8. It's nine o'clock in the evening. John is ready to take Chase out.

9. It's half past ten. John is ready to go to bed.

№ 104 к заданию 3а

1. One is John's bedroom.

2. Two is Sally's bedroom.

3. Three is the parents' bedroom.

4. Four is a bathroom.

5. Five is a living room.

6. Six is a hall.

7. Seven is a kitchen.

№ 105 к заданию 4

[aʊə]	shower	hour	our
[æ]	map	cap	lamp
[ɑ:]	park	after	father
[ju:]	new	student	music

№ 106 к заданию 5

shower — flower	ant — apple
bath — grass	new — beautiful
park — garden	

№ 107 к заданию 6

A.

apple [ˈæpl]	garden [ˈgɑ:dn]
beautiful [ˈbjʊ:tɪfəl]	garage [ˈgærɪdʒ]
flower [ˈflaʊə]	grass [grɑ:s]

B. apple — apples: a green apple, a red apple, a small apple, a good apple. Take the apple. Where are the apples? I see a lot of apples in that tree. An apple-tree, a tall apple-tree, an old apple-tree. Look at my apple-trees.

beautiful: a beautiful house, a beautiful park, a beautiful apple-tree. Your mother is very beautiful. They have a beautiful new car.

flower — flowers: a beautiful pink flower, flowers on the desk, flowers in the park. Show me your flowers, please. What colour are your flowers?

garden — gardens: a beautiful green garden, parks and gardens, her little garden. Are the children in the garden? We have no garden.

garage — garages: a new garage, a big garage, a small garage. Is his car in the garage? Where is their garage? Our garage is not big.

grass: green grass, on the grass, the grass under the window. Sit on the grass. Do cows eat grass?

№ 108 к заданию 8

OUR HOUSE

Hi! This is our house in Green Street. Our house is not very big. We have seven rooms in it: three bedrooms, a living room, a bathroom, a hall and a kitchen. My parents' bedroom is big and always clean. Sally's room is not very big and my bedroom is small and never clean. I have a bed, a desk and two chairs in my bedroom. I have no television, but I have a computer on my desk and a lot of books on the shelf. I like my room very much. We have a beautiful little garden, two apple-trees and flowers — tulips and roses. My father has a car. The car is in our big garage.

№ 109 к заданию 9

WHERE IS THE BED?

(after Carolyn Graham)

Where's the bed?

It's in the bedroom.

Is this the bedroom?

Yes, it is.

Where's the shower?

It's in the bathroom.

Is this the bathroom?

Yes, it is.

Where are the plates?

They are in the kitchen.

Is this a kitchen?

Yes, it is.

Where's the telly?

It's in the living room.

Is this the living room?

Yes, it is.

Step Three

№ 110 к заданию 1

Don:

I have no family, so my new house is not big, in fact it's small. But I like it. It has a big kitchen and a big bathroom. But the bedrooms and the living room are small. I have two cars and my garage is very big. I have no garden. I don't like trees and flowers.

Jerry:

My family is very big: I have two sons and three daughters and my new house is big. We have six bedrooms, two bathrooms and a very big kitchen. I like our living room. I like watching television in it. My children often play in the garden. The garden has five or six apple-trees and a lot of flowers. Our new garage is big and good too.

№ 111 к заданию 2**DO YOU LIKE THEM?**

Do you like flowers?

Yes, I do. I like them.

Do you like trees?

Yes, I do. I like them.

Do you like cars?

No, I don't. I don't like
them.

I don't like cars.

Do you like birds?

Yes, I do. I like them.

Do you like fish?

Yes, I do. I like them.

Do you like bikes?

No, I don't. I don't like
them.

I don't like bikes.

№ 112 к заданию 3**DO YOU LIKE THEM?**

1. Tom doesn't like Jerry. Jerry doesn't like Tom. They are not friends.
2. Please, take this apple — I don't like it.
3. Sam's father is forty-four. His father is a bus driver. He drives buses.
4. Hello! Where are you? I don't see you!
5. We see Mary. We see her in the garden but she doesn't see us.
6. Where is your new house, Dan?
7. Sam likes computers. Show him your new computer, please.
8. We have a new pupil in our class. Her name is Liza. We like her.
9. Mrs Wilson has three children. She often takes them to the zoo.
10. Happy birthday, mum. I love you.
11. Our father sometimes takes us to the cinema.

12. Emma! Do you like music? — Yes, I do. I like it very much.

№ 113 к заданию 4

[e]	step	them	shelf	ready	together
[ʌ]	bus	under	cup	mother	son
[aɪ]	like	bike	nine	night	child
[ɪ]	milk	film	kiss	sit	mill

№ 114 к заданию 5

text — next	child — behind
son — front	shelf — left
night — right	milk — middle

№ 115 к заданию 6

A.

here [hɪə] near [nɪə]

B.

behind [bɪ'haɪnd]	in the middle of
in front of [ɪn'frʌnt əv]	[ɪn'ðə'mɪdl əv]
left [left]	next to ['nekst tə]
on the left [ɒn'ðə'left]	right [raɪt]
middle [mɪdl]	on the right [ɒn ðə'raɪt]

C. behind: behind the door, behind the tree, behind the house. Where is little Polly? She is behind the car.

front: on the front, a book with a picture on the front, a front door, a front room, on the front.

in front of: in front of the house, in front of the bank, in front of the shop. I don't see your car in front of the house.

left: on my left hand; his left arm.

on the left: my left, on his left, on her left. The piano is on the left. What can you see on your left? John is on my left.

middle: the middle of the book.

in the middle of: in the middle of the street, in the middle of the room, in the middle of the kitchen, in the middle of the living room. My dog likes sleeping in the middle of the hall.

near: near the shop, near the door, near the window.
Is your house near your school?

next to: next to my house, next to John, next to you.
Where is your house? Is it next to the school? Can I sit next to you?

right: my right arm, his right hand.

on the right: on my right, on their right, on your right. Where is Jeff? He is on Willy's right. Is your house on the left or on the right?

№ 116 к заданию 7

1. Kevin is in the middle of the garden.
2. His dog Socks is near him.
3. Kevin's house is behind them.
4. Kevin and Socks are in front of the house.
5. Kevin's bike is on his right.
6. Kevin's chair is on his left.
7. The garage is next to the house.
8. The car is in the garage.
9. Kevin's books are under the tree.
10. And what can you see behind the tree?

Step Four

№ 117 к заданию 2

WHERE DO YOU LIVE?

(after Carolyn Graham)

Where do you live?

I live in a house in Queen Street.

Where do you live?

I live in a house in Green Street.

Where is your house?

It's next to the school.

Where is the school?

In front of the trees.

Where are the trees?

Behind the school.

Behind the school in Green Street.

№ 118 к заданию 3

- I'm in the middle of a street.
- The bank is behind me.
- I see a hospital on my right.
- Next to the hospital is a beautiful new cinema.
- I see a swimming bath on my left.
- A big school is next to the swimming bath.
- The flower shop is in front of me.
- The bus stop is next to the shop.
- Where am I? Am I near you?

№ 119 к заданию 4

[eɪ]	lake	eight	take	again	hate
[əʊ]	go	window	yellow	show	home
[ɔ:]	or	quarter	daughter	water	always
[ʌ]	one	mother	husband	son	sometimes
[ɑ:]	half	past	garden	after	grass
[æ]	apple	granny	thanks	family	piano
[aʊ]	down	out	how	now	house
[eə]	chair	where	bear	their	parent

№ 120 к заданию 5

A.

armchair [ˈɑ:mtʃeə]	flat [flæt]
bookcase [ˈbʊkkeɪs]	sofa [ˈsəʊfə]
cupboard [ˈkʌbəd]	table [ˈteɪbl]
downstairs [ˌdaʊnˈsteəz]	upstairs [ʌpˈsteəz]

B. armchair — armchairs: a big armchair, an old armchair, granny's armchair, in the armchair. Sit down in the armchair. I like this big armchair. The armchair is in front of the television.

bookcase — bookcases: a new bookcase, a tall bookcase, in my bookcase. My father has a lot of books in his bookcase. Show me your new bookcase, please.

cupboard — cupboards: on the cupboard, in the cupboard, next to the cupboard. Where is the cupboard? The cups are not in the cupboard.

downstairs: go downstairs, play downstairs. Their kitchen is downstairs. We always have breakfast downstairs.

flat — flats: his flat, my sister's flat, a very big flat, a beautiful flat. We live in a flat, we don't live in a house. How many room do you have in your flat?

sofa — sofas: on the sofa, sit on the sofa, sleep on the sofa. Is the sofa near the window? Sit on the sofa and watch television.

table — tables: a big table, a dinner table, on the table, under the table, at the table. We often have dinner at the big table. Children! Sit down at the table: dinner is ready.

upstairs: sleep upstairs, rooms upstairs. They have two bedrooms upstairs. The bathroom is not downstairs, it's upstairs. Do you sleep upstairs?

№ 121 к заданию 7

Dear granny,

I like our new flat and my bedroom. It's a big room. I have a yellow bed and a green sofa in my room. I have no big table, but I have a small table near the window and next to it your old armchair. My desk is next to the bed and my sofa is next to the door. The desk is at the window too. I have two windows in my bedroom. My toys, old and new, are in the cupboard. You can see a map and a shelf on the wall. My old books are on the shelf and my new children's books are in the bookcase. I have no computer or television in my bedroom. They are in our living room.

Love,
Mary

Step Five

№ 122 к заданию 1

Hi! I'm Sally Barker. This is our living room and I like it a lot. We have a big table in the middle of the room and four chairs near it. Our green sofa is near the window, on

the left. Next to it we have an armchair. Our television is near the window on the right. In the evening we like watching television together. I usually sit on the sofa and my brother John sits in the big armchair near the window. Near the door on the right we have a desk and a computer on it. And next to it is our piano. My mother and I often play the piano in the afternoon or in the evening. Next to the door on the left we have our big cupboard and a lot of books, video films and CDs in it.

№ 123 к заданию 3

LOOK, LOOK!

1. Look, look! I see a bird in the tree.
I like birds and they like me.
2. Look, look! I see a cat behind the tree.
I like cats and they like me.
3. Look, look! I see a dog in front of the tree.
I like dogs and they like me.
4. Look, look! I see a bear near the tree.
I like bears and they like me.

№ 124 к заданию 4

[aɪ]	drive	mice	night	right	time
[əʊ]	home	stone	go	sofa	rose
[ɪ]	minute	finish	swim	cinema	children
[e]	second	never	get	left	breakfast

№ 125 к заданию 5

mice — nice dress — messy
night — light rose — cosy

№ 126 к заданию 6

A.

cosy [ˈkɒzɪ]	nice [naɪs]
light [laɪt]	picture [ˈpɪktʃə]
messy [ˈmesi]	with [wɪð]

B. cosy: a cosy room, a cosy flat, a cosy house. I like sitting in my cosy old armchair. Is your room cosy?

light: a light living room, light walls, light desks and chairs. The room is not light, I don't like it. Is this classroom light? Are the desks here light?

messy: a messy room, a messy bedroom, a messy classroom. John's room is often messy, but Sally's room is usually clean. Is your bedroom messy or clean?

nice: a nice garden, a nice boy, a nice house. Is their family nice? She has a lot of nice pupils in her class. Is Liza a nice girl?

picture — pictures: a nice picture, an old picture, in the picture. Do you see a cat in the picture? What do you see in the picture? I have two nice pictures in my room.

with: with me, with her, with us, with my mother, a bookcase with books, a cupboard with cups and plates. I have a cupboard with toys and books in my room. I usually go to the cinema with my mother or with my father.

№ 127 к заданию 7

1. Where are the boys? In the tree.
2. Where are the girls? On the grass.
3. Where is the plane? In the sky.
4. Where are the buses? In the street.
5. Where are the flowers? In the mug.
6. Where is the book? On the table.
7. Where is the mouse? In the grass.
8. Where is the ship? In the picture.
9. Where are the birds? In the sky.
10. Where are the apples? On the bench.

Unit Five

Step One

№ 128 к заданию 2

1) The door is on the teacher's right. 2) The windows are on his left. 3) The pupils are in front of him. 4) The

map is behind him. 5) The clock is on his right. 6) The pictures are on his right. 7) The cupboard is on his right. 8) The teacher's table is behind him. 9) The television is on his left. 10) John Barker is near the teacher.

№ 129 к заданию 4

- [ɔ:] always, daughter, morning, quarter, floor
[æ] apple, thanks, family, flat, garage
[eɪ] table, again, take, hate, late
[ɒ] what, often, watch, sock, lot
[ɪ] cinema, children, listen, picture, minute
[u:] book, good, look, cook, hook
[ʌ] lunch, sometimes, upstairs, does, cupboard

№ 130 к заданию 5

A.

blackboard ['blækbo:d]	put [pʊt]
classroom ['klɑ:srʊm]	tape recorder ['teɪprɪkɔ:də]
come [kʌm]	video recorder
give [gɪv]	['vɪdɪʊrɪkɔ:də]
plant [plɑ:nt]	windowsill ['wɪndəʊsɪl]

B. blackboard: a green blackboard, a long blackboard, on the blackboard, at the blackboard. John, go to the blackboard, please. The map is next to the blackboard. I see a picture on the blackboard.

classroom: in the classroom, go to the classroom, our new classroom. Is this your classroom? Our classroom is big and light. We meet in our classroom in the morning.

come: come home, come to school, come to the blackboard, come here. When does your father come home? John doesn't come to school at nine o'clock. He comes to school at a quarter to nine.

give: give me, give him, give us. Mum gives us milk in the evening. Please, give me five apples. Give these flowers to your teacher.

plant: a beautiful green plant, plants in pots, plants on the window. We have a lot of plants in our classroom.

Do you like plants? Do you have many plants in your house?

put: put down, put on the table, put on the shelf, put on the floor. Please, put down your books. Put this plant in the hall.

tape recorder: a new tape recorder, a good tape recorder, my friend's new tape recorder. Do you have a tape recorder? My sister doesn't listen to the tape recorder.

video recorder: the Barker's video recorder, an old video recorder. We have a new video recorder in our classroom. Is their video recorder in their bedroom?

windowsill: a large windowsill, on the windowsill. We have a lot of plants on the windowsill in the kitchen. Put the pot on the windowsill.

№ 131 к заданию 8

HERE WE GO LOOPTY-LOO

Chorus:

Here we go loopy-loo!

Here we go loopy-lie!

Here we go loopy-loo!

All on a Saturday night!

You put your right hand in,

You put your right hand out.

You give your left hand a shake, shake, shake

And turn yourself about.

Chorus:

You put your right hand in,

You put your right hand out.

You give your left hand a shake, shake, shake

And turn yourself about.

You put your right foot in,

You put your right foot out.

You give your right foot a shake, shake, shake

And turn yourself about.

Chorus:

You put your left foot in,

You put your left foot out.

You give your left foot a shake, shake, shake

And turn yourself about.

Step Two

№ 132 к заданию 1

My classroom is very nice. It is light. The walls are yellow. The floor is brown. The blackboard is black. There are a lot of desks in the room. The teacher's table is near the window. Two brown bookcases are near the window too. We have a lot of flowers on the windowsills. We have a long shelf on the wall. We have Russian books on it. The clock is on the wall too. There is a picture under the shelf.

But we have a television, a taperecorder and a video recorder. They are on the small grey table. The table is near the blackboard.

№ 133 к заданию 2а

1. Is your classroom big or small?
2. Is it light or dark?
3. What colour is the floor?
4. What colour are the desks?
5. How many desks do you have in your classroom?
6. What colour are they?
7. Where is the blackboard? What colour is it?
8. Do you have a television, a tape recorder and a video recorder in your classroom? Where are they?
9. Where is the teacher's table? Chair? What colour is the table? Chair?
10. Do you have a clock in the classroom? Where is it?
11. Do you have pictures on the walls? How many?

12. Do you have plants on the windowsills? Are they in the pots?
13. Is your classroom nice? Cosy?
14. Do you like your classroom?

№ 134 к заданию 5

О б р а з е ц: Drive the car! — Don't drive the car!

1. Cook the fish! Don't cook the fish!
2. Go upstairs! Don't go upstairs!
3. Go to the bank! Don't go to the bank!
4. Play the piano! Don't play the piano!
5. Show Kate our flat! Don't show Kate our flat!
6. Take the dog out! Don't take the dog out!
7. Put the toys in the box! Don't put the toys in the box!
8. Give John the apple! Don't give John the apple!
9. Come in! Don't come in!
10. Read this English book! Don't read this English book!

№ 135 к заданию 6

BESS, BESS, DON'T MAKE A MESS!

(after Carlyne Graham)

Bess, Bess,	Lee, Lee,
Don't make a mess.	Don't watch TV.
Please, Bess,	Please, Lee,
Don't make a mess.	Don't watch TV.
Clean up your room.	Please, read your book.
Right now, now, now, now.	Right now, now, now, now.

№ 136 к заданию 7

[aɪ]	my	time	nice	like	behind
[eɪ]	again	bookcase	table	tape recorder	play
[əʊ]	home	cosy	sofa	rose	stone
[e]	next	friend	left	together	never
[ʌ]	come	husband	brother	does	love

№ 137 к заданию 8

right — write
rose — close
cake — take
to, day — today
under, stand — understand

“O”, pen — open
no — know
play — say
Nell — spell

№ 138 к заданию 9

A.

write [raɪt]
open [ˈəʊpən]
close [kləʊz]
know [nəʊ]
take [teɪk]

say [seɪ]
spell [spel]
today [təˈdeɪ]
understand
[ˌʌndəˈstænd]

B. write — writes: write to your friend, write to mum, write in English, write on the blackboard. Write your name and your address, please.

open — opens: open the door, open the book. Don't open the window, please: I am cold. Open the door and come in!

close — closes: close the door, close the bag. Please, close the window. The shop closes at 5 p.m.

know — knows: know English, know the film, know the book. I don't know his telephone number. Do you know Andrew's address?

take — takes: take an apple, take a pen, take a book. Please take my hand. Don't take the cake! When do you take your dog out?

say — says [sez]: say again. Say, “Come again! You're welcome”. Say this in English. He says, “Come in”.

spell — spells: spell the name. How do you spell “know”? — “K-n-o-w”. Spell your name, please.

today: Today is Sunday. What day is it today? — It's Thursday.

understand — understands: I don't understand it. Do you understand? — No, I don't. I understand that he knows English and can write in English.

№ 139 к заданию 10

1. Good morning.
2. Hello. — Hi.
3. Spell “cat”, please.
4. Please open your books.
5. Close your books, please.
6. I know. I don’t know.
7. Today is Monday.
8. I don’t understand.
9. Goodbye.
10. Come in.

Step Three

№ 140 к заданию 2

A.

1. Open the books, please.
2. Close the window, please.
3. Spell “pen”, please.
4. Please take your bags.
5. Put the pens on the desks, please.
6. Please say, “Goodbye”.
7. Count the books on the table, please.
8. Please come into the classroom.
9. Please go home.

B.

1. I don’t know.
2. I don’t understand.
3. I know.
4. I understand.
5. Give me the book, please.
6. Please take my pen.
7. Help me, please.

№ 141 к заданию 3а

1. Can you put the pen in the bag?
2. Can you play the piano?
3. Can you feed the cat?

4. Can you give me an apple?
5. Can you put the cups in the cupboard?
6. Can you cook lunch?
7. Can you take Rex out?
8. Can you read the text?
9. Can you come on time?
10. Can you write "one" on the blackboard?
11. Can you open the door?

№ 142 к заданию 4

Look at the picture. This is me, Jeff Collins. I am a doctor. This is my room. I am at my desk. Jane and Jill are my nurses. They are in my room near the cupboard. The desk is near the wall, next to the door. We are always on time. Now it is 12 o'clock and we are ready to have lunch.

№ 143 к заданию 5а

What are you doing, Andy? — I'm reading.

What are you doing, Alice? — I'm writing.

What are you doing, Jill and Kate? — We are running.

What are you doing Ben and Tom? — We are swimming.

What is Andy doing? — He is eating.

What is Helen doing? — She is jumping.

What is the dog doing? — It is sleeping.

What are James and Teddy doing? — They are playing football.

What are Polly and Dolly doing? — They are playing volleyball.

№ 144 к заданию 6

[η]

king

running

feeding

writing

ring

singing

swimming

taking

spring

reading

spelling

jumping

coming

riding

playing

№ 145 к заданию 7

1) He is running. 2) She is reading. 3) They are riding a horse. 4) The dog is sleeping. 5) The cat is watching television. 6) He is jumping. 7) She is swimming. 8) She is driving.

Step Four

№ 146 к заданию 2

- 1) — Hi, Jeff! How are you?
— I'm fine, thanks. And how are you?
— I'm OK. Thanks. How are your children?
— They are OK. They are playing football in the park now.
— Good! My children play a lot of football too.
- 2) — Good afternoon, Bob!
— Good afternoon, Jane.
— Where's Nick?
— He is in the park. He's riding a horse.
— Is he OK?
— Oh, yes, he is fine.
- 3) — Hi, Jack! Is it your son?
— Yes. This is my little boy. His name is Rob.
— Hi, Rob! Nice to meet you.
— Nice to meet you too.
— How old are you, Rob?
— I'm ten.
— And how old is your daughter, Jack?
— Oh, she is very young, she is four.
- 4) — Why are you sad, son? What's the matter?
— Oh, dad, you know Rex is not in the house.
— Where is he? Is he in the park?
— Yes, he is. Can you drive me to the park, dad?
— Yes, I can. The car is at the door.
- 5) — Can you give me your new telephone number, Liz? What is it?

- It's 929-6144.
- Oh, thank you. I'm going to the bank now.
- Goodbye then.

№ 147 к заданию 4

My name is Mary Barker.

My school is new.

I like my school.

We have 15 classrooms, a hall and a gym.

Our classrooms are big and light.

Our garden is small but beautiful.

We have a lot of flowers and green trees in it.

Sometimes I have lunch in the garden.

My classroom is downstairs.

We have a lot of cupboards in our classrooms.

We have a tape recorder, a video recorder and a television in our classroom.

You can see a lot of plants on the windowsills.

My classroom is very cosy.

№ 148 к заданию 5

I am playing. = I'm playing.

He is playing. = He's playing.

She is playing. = She's playing.

It is playing. = It's playing.

We are playing. = We're playing.

You are playing. = You're playing.

They are playing. = They're playing.

№ 149 к заданию 6

1) — Hi, son, are you sleeping?

— No, I am not sleeping, dad. I'm reading.

2) — Is Mrs Rogers going to the shops?

— No, she is not. She is going to the bank.

3) — Are your friends having lunch now?

— No, they are not. They are playing ping-pong.

- 4) — What are you doing in the kitchen, Mary? Are you cooking?
— No, I'm washing the plates. Come and help me.

Step Five

№ 150 к заданию 1

- 1) — Hello, Mark. It's mum here. Are you playing the piano, dear?
— No, mum. I'm washing the plates.
— Good boy. Can you play the piano at 5?
— OK, mum.
- 2) — Hello. Is it Ted?
— Yes, that's me.
— Jim speaking. Are you watching television, Ted?
— Yes, I am. I'm watching a very good film.
- 3) — Hi, Rose. That's your dad.
— Oh, hi, dad.
— I am having lunch, Rose. And you?
— I am not having lunch. I'm playing the piano.
- 4) — Is that you, Willy?
— Yes, that's me.
— Bob is speaking. I'm playing on the computer. And you?
— Oh, Bob, you know, I am playing on the computer too.
- 5) — Hello, Alice, dear, it's your granny. Are you having your lunch?
— No, granny. I'm cooking. Can you come and help me?

№ 151 к заданию 2

1. Are you reading a book now?
2. Are you playing on the computer?
3. Is granny sleeping?
4. Is mum cooking lunch?
5. Is grandad watching television?

6. Is dad reading?
7. Is Kate playing the piano?
8. Are you listening to music?
9. Is Rex sitting near you?

№ 152 к заданию 4

- 1) — Where is Kevin?
— I don't know, but I think he's in the garden.
- 2) — Is mother in the kitchen?
— I think so. I think she is cooking.
- 3) — Is Ben's car blue?
— I don't think so. He hates the blue colour.
— What colour is it?
— I think it's white.
- 4) — Is the shop open now?
— I think so. It opens at 9.
- 5) — Is our teacher thirty-five?
— I don't think so. I think he is forty.
- 6) — Is Tom at home now?
— I don't know. I think he is taking the dog out.
Tom always takes the dog out in the afternoon.

№ 153 к заданию 5

- 1) I think Jim is riding a bike.
I think he is riding a horse.
- 2) I think Bill is reading a book.
I think Bill is writing.
- 3) I think Alice is having milk.
I think Alice is having tea.
- 4) I think Dan is playing the piano.
I think Dan is playing on the computer.

№ 154 к заданию 6

- 1) — Is Mark sleeping?
— I think so. It's eleven o'clock in the evening.

- 2) — Is Andrew playing football in the park?
— I don't think so. I can see him in the kitchen.
He's helping his granny.
- 3) — Are Bob and Ted reading books?
— I don't think so. I can see them in the garden.
They are playing.
- 4) — Is Dick listening to music?
— I think so. His mum is playing the piano.
- 5) — Is little Willy counting his toys?
— I don't think so. He can't count.
- 6) — Are Harry and Lizzy taking their dogs out?
— I think so. I can see them in the street.

№ 155 к заданию 7

- 1) — Can you help me?
— I'm sorry, I can't. I'm cooking.
- 2) — Excuse me, what time is it?
— It's a quarter past two.
— Thank you.
- 3) — Excuse me, where is the bus stop?
— Sorry, I don't know.
- 4) — Can you wash the plates, please?
— Sorry, I can't. I'm feeding the dog.
- 5) — Can you go to the shops now?
— Sorry, I'm going to school.
- 6) — Excuse me, can I have your pen for a second?
— I'm sorry, I'm writing.

Unit Six

Step One

№ 156 к заданию 1

It's seven o'clock in the evening. The Barkers are at home now. John Barker is in the living room, down-

stairs. He is watching television. His sister Sally is upstairs in her bedroom. She is listening to music. Their mother, Margaret, is cooking in the kitchen and their father, Harry, is helping her. He is washing the plates.

George, the children's grandfather is here too. He is reading a book in his room. Chase, the dog, is playing with his ball in the hall and Smokey, the cat, is sleeping on the sofa in the living room. The Barkers have a cosy house and they like to be in the house together.

№ 157 к заданию 4

[i:]	he	see	me	read	sleep
[ɑ:]	father	after	garden	grass	armchair
[u:]	zoo	boot	spoon	school	room
[ɪ]	pink	sing	think	king	song
[ɔ:]	horse	door	port	quarter	blackboard
[ɜ:]	her	nurse	purse	girl	bird
[ɔɪ]	boy	toy	coin		

№ 158 к заданию 6

A.

clean [kli:n]	eat [i:t]
dance [dɑ:ns]	enjoy [ɪn'dʒɔɪ]
do [du:]	walk [wɔ:k]
drink [drɪŋk]	work [wɜ:k]

B. clean: clean the windows, clean the desk. Clean your room. Can you clean the classroom, please? Is mum cleaning the floor in the living room?

dance: dance well, dance a lot, dance together. Can you dance well? Mick can't dance. Do you dance?

do: do the room, do English, do it together. Do you do English at school? Please do it again. Can you do this classroom, please? I never do it.

drink: drink milk, drink tea. Does he drink tea or milk in the morning? It's five o'clock, time to drink tea. Cows drink a lot.

eat: eat sweets, eat cakes, eat fish. Do little children eat fish? What does your dog eat? Ben doesn't eat sweets.

enjoy: enjoy tea, enjoy the class, enjoy the song, enjoy the film. I always enjoy good music. My friend enjoys video films. Are you enjoying your breakfast?

walk: walk in the park, walk in the street, walk together, walk in the evening. Do you walk with your cat? She likes walking in the park. Don't walk late at night.

work: work late, work in the school garden, work in the afternoon. Where does your brother work? She doesn't work: she is young. Where is grandad? — He is working.

№ 159 к заданию 7

[ɜ:] — [ɜ:]

walk	work
walk a lot	work a lot
walk in the park	work in the park
walk together	work together
walk with me	work with me
walk here	work here
walk at night	work at night
walk in the street	work in the street

№ 160 к заданию 8

1. Are you dancing? — No, I'm not. I'm reading.
2. Are you eating? — Yes, I am.
3. Are you drinking? — No, I am not. I am singing.
4. Are you walking? — No, I'm not. I am riding a bike.
5. Are you cleaning your room? — Yes, I am.
6. Are you working? — No, I am not. I am watching television.
7. Are you doing English? — No, I'm not. I'm listening to music.
8. Are you enjoying your lunch? — No, I'm not. I'm not enjoying it.

Step Two

№ 161 к заданию 1

This is Mr Jeff Collins.

He is a general.

It is half past seven.

Jeff Collins is on the plane.

Jane is saying to Mr Collins, "Is this your bag?"

The general is saying, "No, it's not".

Mr Jeff Collins is drinking.

He is looking at Jane.

He is listening to Jane.

Jane is saying, "Are you fine?"

Jeff Collins is saying, "I'm OK. Thank you".

№ 162 к заданию 3

1. Where is Rose standing? — She is standing near the piano.
2. Where are Ann and Dan sitting? — They are sitting in the armchairs.
3. Where is Tim going? — He is going to his mother.
4. Who is dancing? — Emma is dancing.
5. Who is singing? — Rose is singing.
6. Who is playing the piano? — Mother is playing the piano.
7. What are Liz and Andy drinking? — They are drinking tea.
8. What are they eating? — They are eating cakes.
9. What are Ann and Dan watching? — They are watching television.

№ 163 к заданию 4

1. — Where are Ron and Kate dancing?
— They are dancing in the park.
2. — What is Ron reading?
— He is reading a book.
3. — What is Kate eating?
— She is eating her lunch.

4. — Where are Ron and Kate drinking tea?
— They are drinking tea in the kitchen.
5. — What is Kate saying?
— She is saying, “Thank you”.
6. — What are Ron and Kate doing?
— They are doing English.
7. — Where is Ron swimming?
— He is swimming in the lake.
8. — Where are Ron and Kate working?
— They are working in the garden.
9. — Where is Kate walking?
— She is walking in the street.

№ 164 к заданию 5

WHAT ARE THEY DOING?

What is he doing?

He's playing a game.

What is she doing?

She's writing her name.

What are they doing?

They are opening the door.

What are you doing?

I am cleaning the floor.

What is Bill doing?

He is reading a book.

What is Rex doing?

He is watching the cook.

What are you doing?

I am kissing my dad.

What is dad doing?

He is going to bed.

№ 165 к заданию 7а

Plum, cherry, cake, egg, berry, apple, rice, tea, beef, milk, bun, sweet, crisps, oil, wine, fish, chicken.

№ 166 к заданию 7b

Coffee, pizza, hamburger, salad, coke, yogurt, sandwich, soup, mineral water, banana, orange, chocolate.

№ 167 к заданию 8a

Drinks: 1) mineral water; 2) tea; 3) coffee; 4) milk; 5) coke.

Food: 1) apple; 2) salad; 3) sandwich; 4) pizza; 5) banana; 6) egg; 7) yoghurt; 8) chocolate; 9) sweet; 10) cake; 11) soup; 12) hamburger; 13) fish; 14) orange.

Step 3

№ 168 к заданию 1

- 1) — Excuse me, can you help me?
— Yes. What's the matter?
— I'm reading a text and I don't understand it.
— OK. I think I can help you. Where's the text?
- 2) — Hi! What are you doing?
— I'm washing the plates.
— Can I help you with it?
— Oh, thank you very much.
- 3) — Are you enjoying your lunch?
— Yes, it's very good. I like meat. And you?
— I like fish. I don't eat meat.
— What are you eating?
— I'm eating pizza. I like pizza.
- 4) — Where are you going?
— I'm taking the dog out.
— Do you always take him out in the afternoon?
— No. But I'm taking him out today. I'm going for a walk in the park.
— Can I go with you?
— I'm sorry, you can't. Not today.

№ 169 к заданию 3

Образец: What is John doing? — He is reading now.

1) It is seven in the evening. Mum is cooking dinner in the kitchen. 2) Nelly never eats apples. She doesn't like them. 3) — Is Jane drinking tea? — No, she is drinking coffee. She always drinks coffee in the morning. 4) — Is John driving the car now? — No, his father is driving. John never drives in Moscow. 5) — Mum, Granny, are you cooking dinner? — Yes, we are. I am cooking fish and granny is cooking a cake. 6) Who cooks in your family? 7) — Where are the children? — They are playing in the garden. 8) We sometimes ride bikes in the morning.

№ 170 к заданию 4

[e] spell, left, ready, together, when
[ʌ] lunch, cupboard, upstairs, cousin, come
[i:] clean, eat, please, green, feed
[ɔ:] daughter, always, quarter, water, walk
[æ] sandwich, hamburger, salad, understand, black-board
[u:] room, do, soup, who, two
[v] what, sorry, coffee, chocolate, yoghurt

№ 171 к заданию 6

A.

bread [bred]	sugar [ˈʃʊɡə]
butter [ˈbʌtə]	Would you like...?
cheese [tʃi:z]	for breakfast
cornflakes [ˈkɔ:nfleɪks]	for lunch
ham [hæm]	for dinner
juice [dʒu:s]	for tea
porridge [ˈpɒrɪdʒ]	

B. bread: white bread, brown bread. Put the bread on the plate, please. Where is the bread? Do you have bread with your soup?

butter: yellow butter, good butter. Put this butter on your bread. Do you eat butter for breakfast?

cheese: bread and cheese, a cheeseburger, cheese pizza. My little brother hates cheese. The cheese is on the table. Do we have cheese in the house?

cornflakes: cornflakes with milk, nice cornflakes. Do you often eat cornflakes? Little children usually like cornflakes. Do English children eat cornflakes in the morning or in the evening?

ham: ham sandwich, hamburger, ham and eggs. Are you eating a ham sandwich or a cheese sandwich? Can I have this ham, please?

juice: orange juice, apple juice. Do you drink juice or water for lunch? Drink some orange juice, please. She doesn't like apple juice and never drinks it.

porridge: hot porridge, cold porridge, porridge with milk. Please eat this porridge. Do you like porridge? I like my porridge hot.

sugar: a lot of sugar, brown sugar. Put the sugar in your coffee. Do you put sugar on your porridge?

Would you like...?: Would you like tea or coffee? Would you like juice or water?

have for breakfast (lunch, etc.): What do you have for breakfast, lunch and dinner? And what do you usually have for tea?

№ 172 к заданию 9b

BREAKFAST

Hi! I'm Margaret Barker. I work in a school. I'm a music teacher. I don't have time to cook in the morning. So we usually have juice, cornflakes, tea and coffee. With tea and coffee I always have two cheese sandwiches. My husband, Harry, likes ham sandwiches. Sally, our daughter, likes bread and butter. And John, our son, eats cornflakes with milk and sugar. We all drink apple juice and orange juice. We don't eat pizza, fish or salad for breakfast, we have them for dinner. On Sunday I cook porridge and we all have it with milk. And what do you have for breakfast?

Step Four

№ 173 к заданию 1

Образец: For breakfast Alice and Colin usually have porridge. But today they are having ham and eggs.

1) For lunch Alice usually has orange juice. But today she is having mineral water. 2) For lunch Alice and Colin usually have soup. But today they are having pizza. 3) For breakfast Colin usually drinks coffee. But today he is drinking tea. 4) For breakfast Alice and Colin usually have yogurt. But today they are having milk. 5) For lunch Alice and Colin usually have sandwiches. But today they're eating bread and cheese. 6) For breakfast Alice usually has cornflakes. But today she is having eggs. 7) For lunch Colin usually has an orange. But today he is having bananas.

№ 174 к заданию 2

- 1) — Can I have some fish, mum?
— Yes, dear. Here you are. Would you like some soup to start with?
— No, thank you. You know that I don't like soup.
- 2) — Do you have milk with your tea?
— Yes, I do. I always have tea with milk and sugar.
— Here is milk, and here is sugar. Would you like some cake?
— Yes, please.
- 3) — Would you like porridge or cornflakes today?
— I'd like some cornflakes with a little milk.
— Tea or coffee?
— A cup of coffee, please, strong and hot.
- 4) — Are you ready? Come and sit at the table! We are having pizza and salad today.
— Pizza? I love pizza! What pizza is it, mum?
— It's cheese pizza. It looks very good.

№ 175 к заданию 3

1) I like apples and bananas. I don't like oranges.
2) — Would you like an apple? — Yes, please. I like apples a lot. 3) I would like an apple or two. I would like to cook an apple pie. 4) Do you like ham? 5) Would you like an orange? Would you like a sweet? Would you like chocolate?

№ 176 к заданию 4

[e]	bread	breakfast	ready	friend	text
[i:]	please	clean	chesse	eat	tea
[ɑ:]	plant	class	dance	banana	grass
[ju:]	beautiful	music	usually	student	pupil
[aɪ]	like	write	wife	time	why
[ɪ]	pizza	dinner	drink	think	give

№ 177 к заданию 5

A.

chicken [ˈtʃɪkən]	rice [raɪs]
cucumber [ˈkju:kʌmbə]	tomato [təˈmɑ:təʊ]
ice-cream [ˌaɪsˈkri:m]	vegetable [ˈvedʒətəbl]

B. cucumber — cucumbers: little cucumbers, green cucumbers. I'd like a cucumber, please. Where are the cucumbers? Are they on the plate?

chicken: 1) a chicken = a chick; a little chicken, three yellow chickens. I see ten small chickens in the box. Who feeds the chickens on the farm? 2) cold chicken, chicken salad, chicken sandwich. — Do you like chicken? — Yes, very much. — Would you like chicken or fish? — Chicken, please.

ice cream: chocolate ice cream, banana ice cream, vanilla ice cream. — Two ice creams, please. — I like ice cream. — What ice cream would you like? — Chocolate ice cream, please.

tomato — tomatoes: red tomatoes, to cook tomatoes. Put a tomato in the soup. I don't like tomatoes. I would like a glass of tomato juice.

vegetable — **vegetables**: a lot of vegetables, green vegetables, to cook vegetables. Do you like vegetables? I always eat vegetables for supper.

rice: hot rice, cold rice, brown rice. I would like chicken and rice, please.

№ 178 к заданию 8а

1) — Can I have chicken and rice, green salad and chocolate ice cream?

— Yes, please. We have very good chicken today.

— Oh, and I'd like black coffee with sugar.

— Yes, sir.

2) — I'd like some pizza with a lot of vegetables and tomato-and-cucumber salad.

— Very good. What would you like to drink?

— Some mineral water, please. Oh, no, sorry, some tomato juice.

— Thank you.

3) — I'd like chicken salad and fish with vegetables.

— OK. Drinks?

— No, thanks. Can I have some ice cream?

— Chocolate ice cream or vanilla ice cream?

— Chocolate, please.

— Very good.

Step Five

№ 179 к заданию 2а

I would like some coffee.

He would like an orange.

She would like some corn-flakes.

We would like some vegetables.

You would like a sandwich.

They would like some hot tea.

I'd like some coffee.

He'd like an orange.

She'd like some corn-flakes.

We'd like some vegetables.

You'd like a sandwich.

They'd like some hot tea.

№ 180 к заданию 3

WE ARE HUNGRY

I'd like some chicken-and-rice,
I think it's very nice.

He'd like some bread-and-cheese,
Can he have it, please?

She'd like some tea and cakes,
She likes the cakes mum makes.

We'd like some veg and fish,
The fish from that big dish.

They'd like some porridge and some jam,
They live on them.

№ 181 к заданию 5

- 1) — Are you eating yoghurt today?
Do you always eat yoghurt for breakfast?
- 2) — Are you eating ham and eggs today?
Do you always eat ham and eggs for breakfast?
- 3) — Are you eating chicken and rice today?
Do you always eat chicken and rice for lunch?
- 4) — Are you eating vegetables today?
Do you always eat vegetables for lunch?
- 5) — Are you drinking apple juice today?
Do you always drink apple juice for lunch?
- 6) — Are you eating cucumber-and-tomato salad today?
Do you always eat cucumber-and-tomato salad for dinner?
- 7) — Are you eating fish today?
Do you always eat fish for dinner?
- 8) — Are you drinking mineral water today?
Do you always drink mineral water for dinner?
- 9) — Are you drinking tea with milk today?
Do you always drink tea with milk for supper?
- 10) — Are you eating bananas and oranges today?
Do you always eat bananas and oranges for supper?

№ 182 к заданию 6

THE BARKERS' KITCHEN

There is a big table and some cupboards in the Barkers' kitchen. There are cups, plates and dishes in the cupboards. There are bright mugs on the shelves. On the big table there are some vegetables. There is some bread and milk in the middle of the table. There are some apples but there are no oranges or bananas on the table. The kitchen is very nice. There are some beautiful green plants on the windowsills.

Unit Seven

Step One

№ 183 к заданию 1

It's nine o'clock in the evening. The food shop is closing soon. I'm looking at the shelves and what do I see? There are no cucumbers. There are no eggs and there are no oranges. But there are some bananas and some apples. There are some tomatoes too. On the shelf near the window there is tea and sugar, but there are no cornflakes. In the fridge there is no butter and cheese but there is milk and yogurt and ham. There is mineral water in the shop but there is no orange juice, there is no coffee and there is no coke.

№ 184 к заданию 5а

1. — What is there in the middle of your room?
— There is a piano there.
2. — What is there on the piano?
— There are some flowers there.
3. — What is there on your desk?
— There is a computer.
4. — What is there next to the computer?
— There is a television and a video recorder.
5. — What is there on the shelves?
— There are some new books there.

№ 185 к заданию 5b

- 1) — How many pianos are there in your room?
— There is one.
- 2) — How many armchairs are there?
— There are two.
- 3) — How many flowers are there on the piano?
— There are five.
- 4) — How many shelves are there on the wall?
— There are three.
- 5) — How many books are there on the shelves?
— There are nine.

Step Two

№ 186 к заданию 1

- 1) Where is the piano?
- 2) Where are the beds?
- 3) Where are the chairs?
- 4) Where are the armchairs?
- 5) Where is the bookcase?
- 6) Where is the computer?
- 7) Where is the table?

№ 187 к заданию 4

[ɑ:]	banana	classroom	bathroom	garden
[ɔ:]	cornflakes	quarter	walk	water
[ʌ]	up	upstairs	mother	cupboard
[ɒ]	pot	a lot	orange	porridge
[ɪ]	video	give	listen	kitchen
[ɜ:]	her	birthday	work	hamburger

№ 188 к заданию 6

A.

was [wɒs]	month [mʌnθ]
where [weə]	spring [sprɪŋ]
yesterday [ˈjestədi]	summer [ˈsʌmə]
ago [əˈɡəʊ]	autumn [ˈɔ:təm]
last [lɑ:st]	winter [ˈwɪntə]
then [ðen]	

B. was: was sick, was happy, was tired. John was sad and Jane was happy.

were: were sad, were hungry, were thirsty. Bob and Jack were in the park.

yesterday: yesterday morning, yesterday evening. Bess was in the zoo yesterday. She was happy yesterday.

ago: two days ago, three years ago. Tom was in London five years ago.

last: last Monday, last Tuesday, last year. I was in Paris last year.

then: I was in Florida last year. Mary was in Scotland then.

month: three months, four months ago, last month. May is a nice month. There are 12 months in a year.

spring: early spring, late spring, in spring. My mother likes spring.

summer: in summer, last summer. We were in Scotland last summer.

autumn: in autumn, last autumn. My friends always spend autumn in Italy.

winter: early winter, last winter, in winter. We like winter, it is white and cold.

№ 189 к заданию 8

Spring is green.

Summer is bright.

Autumn is yellow.

Winter is white.

Step Three

№ 190 к заданию 1

There was pizza. There was no ham.

There were no tomatoes. There was milk.

There was no yogurt. There was no fish.

There was juice. There were eggs.

There was no ice-cream. There were no chocolate cakes.

There was coke. There were apples.

№ 191 к заданию 2

Seven and fourteen is twenty-one. Forty and twenty is sixty. Thirty-seven and five is forty-two. Eight and nineteen is twenty-seven. Three and seventy-eight is eighty-one. Fifty-three and fifteen is sixty-eight.

№ 192 к заданию 3а

[Диктор медленно называет следующие даты (годы):] 1147, 1400, 1945, 1799, 1957, 1961, 1812, 1901, 1492, 2000.

№ 193 к заданию 3б

A. 1799	E. 1147	H. 1957
B. 1945	F. 1492	I. 1400
C. 1812	G. 1901	J. 2000
D. 1961		

№ 194 к заданию 4

Образец: Mark was born in 1835.

Liz and Alice were born in 1987.

Ken and Harry were born in 1883.

Bill was born in 1949.

Jane was born in 2001.

Polly and Dan were born in 1900.

Roy and John were born in 1716.

Mrs Brown was born in 1959.

David and his cousin were born in 1999.

Mr Turner was born in 1803.

Ron and Richard were born in 1613.

№ 195 к заданию 5

Spring months: March, April, May

Summer months: June, July, August

Autumn months: September, October, November

Winter months: December, January, February

№ 196 к заданию 6а

Roy was born in January.

Jane was born in May.

Rob was born in September.

John was born in February.

Ann was born in June.

James was born in October.

Alice was born in March.

Colin was born in July.

Dick was born in November.

Kate was born in April.

Dolly was born in August.

Fred was born in December.

№ 197 к заданию 8

Thirty days has September,

April, June, and November.

All the rest have thirty-one.

And February (with me it's fine)

Has twenty-eight or twenty-nine.

Step Four

№ 198 к заданию 1

1. Mark Twain was born in 1835.
2. William Shakespeare was born in 1564.
3. Elvis Presley was born in 1935.
4. Salvador Dali was born in 1904.
5. Charlie Chaplin was born in 1889.
6. Jeoffrey Chaucer was born in 1340.
7. Abraham Lincoln was born in 1809.
8. Leonardo da Vinci was born in 1452.
9. Feodor M. Dostoyevsky was born in 1821.
10. Peotr Tchaikovsky was born in 1840.

№ 199 к заданию 4

1. Were you at home last weekend? — Yes, I was.
2. Was she at home last weekend? — No, she wasn't.

3. Were they at home last weekend? — Yes, they were.
4. Were they at home last weekend? — No, they weren't.
5. Was he at home last weekend? — No, he wasn't.
6. Was she at home last weekend? — Yes, she was.
7. Was it at home last weekend? — Yes, it was.
8. Were you at home last weekend? (*Пауза.*)

№ 200 к заданию 6

Cloudy, windy, sunny, dry, foggy, rainy, snowy, warm.

№ 201 к заданию 7

- a) Monday was warm. b) Tuesday was rainy.
c) Wednesday was cloudy. d) Thursday was sunny.
e) Friday was windy. f) Saturday was snowy. g) Sunday was foggy.

№ 202 к заданию 8b

- a. It was sunny in Rome last Saturday.
- b. It was rainy in Glasgow last Saturday.
- c. It was snowy in Moscow last Saturday.
- d. It was windy in Madrid last Saturday.
- e. It was cloudy in Paris last Saturday.
- f. It was foggy in London last Saturday.

Step Five

№ 203 к заданию 1

- a. It was not cold. It was not windy. It was not rainy. It was sunny and hot.
- b. It was not warm. It was not dry. It was rainy and cold.
- c. It was snowy and very cold.
- d. It was dry and warm in Madrid, but it was windy.
- e. It was not cold, it was not hot, but it was cloudy.
- f. It was foggy and cold.

№ 204 к заданию 3

WHAT'S THE WEATHER LIKE TODAY?

Spring, Summer, Autumn and Winter.

Spring, Summer, Autumn and Winter.

What's the weather like today?

Is it sunny?

What's the weather like today?

Is it rainy?

What's the weather like today?

Is it cloudy? Is it warm?

We don't want a storm.

Spring, Summer, Autumn and Winter.

Spring, Summer, Autumn and Winter.

Yesterday the day was windy,

Yesterday the sky was cloudy,

Yesterday the park was muddy.

No walks, no play;

What a day! What a nasty day...

Spring, Summer, Autumn and Winter.

Spring, Summer, Autumn and Winter.

№ 205 к МЕМО перед заданием 4

[d] played, enjoyed, showed, called, opened, joined

[t] watched, jumped, looked, walked, dressed,
finished, worked

[ɪd] counted, hated

№ 206 к заданию 4а

[d] called, played, joined, enjoyed, opened, closed,
cleaned, lived, loved, showed

[t] watched, jumped, looked, walked, dressed, liked,
finished, thanked

[ɪd] counted, hated

№ 207 к заданию 4б

Closed, opened, looked, loved, counted, jumped,
walked, played, joined, liked, showed, dressed, watched,
cleaned, hated.

№ 208 к заданию 5

- 1) General Green dressed.
- 2) He washed the cups.
- 3) He walked in the park.
- 4) He helped a little girl.
- 5) He played the piano.
- 6) He listened to music.

Unit Eight

Step One

№ 209 к заданию 1

- 1) John played football with some friends.
- 2) Sally washed the plates after breakfast.
- 3) Margaret watched the news on television.
- 4) Harry worked in the garage.
- 5) George listened to music.
- 6) Chase enjoyed his morning sleep.
- 7) Smokey joined Sally in the kitchen.

№ 210 к МЕМО перед заданием 3

go — went	have — had	take — took
see — saw	run — ran	meet — met

№ 211 к заданию 3

1. Andrew went to the cinema. Alice went to the park. John went to the zoo. Harry went to the lake.

2. Andrew had soup for dinner. Alice had vegetables. John had chicken and rice. Harry had pizza and an ice-cream.

3. Andrew took his dog to the park. Alice took her little kitten to the garden. John took his pet to the pond. Harry took his pet out into the street.

4. Andrew and his dog ran in the park. Alice and her kitten ran in the garden. John and his pet ran near the pond. Harry and his pet ran in the street.

5. Andrew saw a lot of birds in the park. Alice saw a lot of flowers in the garden. John saw a lot of fish near the pond. Harry saw a lot of cars in the street.

6. Andrew met his parents in the park. Alice met her sister in the garden. John met his friends near the pond. Harry met his teacher in the street.

№ 212 к заданию 4

- a) Lizzy went to the zoo.
Ron went to the park.
Betty went to the shop.
Roy went to the garage.
- b) Lizzy saw some birds.
Ron saw some flowers.
Betty saw some sweets.
Roy saw some cars.
- c) Lizzy met her friends.
Ron met his granny.
Betty met cousin Rachel.
Roy met his brother.
- d) Lizzy ran in the zoo.
Ron ran in the park.
Betty ran in the street.
Roy ran in the garden.
- e) Lizzy had fish salad for lunch.
Ron had chicken salad for lunch.
Betty had vegetables for lunch.
Roy had pizza for lunch.

№ 213 к заданию 6

- [eɪ] face, say, hate, again, table
- [ɪ] ill, video, middle, picture, live
- [æ] ham, ran, apple, had, salad
- [ɪŋ] pink, sing, English, stocking, think
- [aɪ] driver, rice, child, spider, right
- [ʌ] lunch, cupboard, upstairs, understand, butter
- [ju:] Tuesday, you, tulip, student, music

№ 214 к заданию 7

A.

place [pleɪs]

train [treɪn]

travel 'trævəl]

visit ['vɪzɪt]

decide [dɪ'saɪd]

interesting ['ɪntrəstɪŋ]

wonderful ['wʌndəfəl]

museum [mju:zi:əm]

B. place: a lot of places, good places, to see some places. Moscow is a good place: it is big and beautiful. Put the book in its place.

train: an old train, two trains, to go by train, to take a train to London. The Barkers went to Scotland by train.

travel: travelled; to travel to London, to travel a lot, to travel by train, to travel by car, to travel by bus, to travel by plane. Last autumn we travelled to Florida and had a good time.

visit: visited; to visit interesting places, to visit Glasgow. Three years ago my family visited Finland.

visit: visits; a visit to London, a visit to Moscow.

decide: decided; to decide to go by plane, to decide to travel. Last weekend my mother decided to take me to the zoo. We decided to go to Madrid by train.

interesting: an interesting film, an interesting book, interesting places. We went to Moscow last summer and saw a lot of interesting places.

wonderful: a wonderful day, a wonderful song, a wonderful lunch, wonderful weather. What wonderful weather we are having today!

museum: museums; an interesting museum, an old museum, to visit museums. Last Thursday we visited the London Museum.

№ 215 к заданию 8

A VISIT TO SCOTLAND

Last weekend the Barkers decided to visit William and Beatrice and their children — Ann, Mary, Jim and Charley. On Friday they took the four o'clock train from

London and travelled to Glasgow. William met them at the station in Glasgow and helped the Barkers with their bags. They all took a bus to the Barkers' house near Glasgow. Beatrice cooked a lot of nice things and they had a wonderful supper. John and Sally were tired and went to bed early.

On Saturday morning the weather was warm and sunny, and they decided to see Glasgow. William took them to Glasgow in his car and showed them a lot of interesting places. John and Sally loved Glasgow. In the afternoon they all went to a café and then watched television and played chess.

On Sunday they visited the Glasgow Museum and walked in the park. Late in the afternoon Harry, Margaret, Sally and John thanked William and Beatrice and went home by train. The Barkers had a wonderful weekend.

Step Two

№ 216 к заданию 1

1. Harry Barker often watches the News on television.
2. Chase and Smokey played and ran in the garden.
3. Sally watched television in the evening.
4. John had chicken and vegetables for lunch.
5. The Barkers visited their friends in America.
6. They decided to thank their mum and dad.
7. The children travel to school by bus.

№ 217 к заданию 2

1. Mark decided to go to the park at the weekend.
2. Fred decided to ride a bike.
3. Jim and Mary decided to watch television.
4. Polly decided to play tennis.
5. Emma and Kate decided to cook.
6. The Browns decided to take a bus.
7. General Green decided to ride a horse.
8. Liz decided to read a book.

№ 218 к МЕМО перед заданием 4

begin — began

write — wrote

eat — ate [et]

read — read [red]

drink — drank

give — gave

№ 219 к заданию 4

1. Andrew began his day early. Alice began her day late.
2. Andrew ate cornflakes with milk in the morning. Alice ate porridge.
3. Andrew drank tea with milk. Alice drank coffee.
4. Andrew read a very interesting long book. Alice read two short books.
5. Andrew wrote a wonderful song. Alice wrote a song too.
6. Andrew gave a call to his friend. Alice gave a call to her parents.

№ 220 к заданию 5

- a) Emma's classes began at eight o'clock.
Betty's classes began at a quarter past eight.
Lizzy's classes began at half past eight.
- b) Emma ate fish for lunch.
Betty ate soup for lunch.
Lizzy ate vegetables for lunch.
- c) Emma drank milk in the evening.
Betty drank juice in the evening.
Lizzy drank mineral water in the evening.
- d) Emma read her book in the kitchen.
Betty read her book in the classroom.
Lizzy read her book in the garden.
- e) Emma wrote a letter in the bedroom.
Betty wrote a letter in the classroom.
Lizzy wrote a letter in the living room.
- f) Emma gave Alice a doll.
Betty gave Alice a book.
Lizzy gave Alice a flower, a rose.

№ 221 к заданию 6

- [ʌ] mother, love, come, cousin, wonderful
[v] doll, watch, foggy, stop, often
[ɪ] English, pink, ping-pong, think, interesting
[eə] their, air, bear, hair, Mary
[e] spell, bread, left, next, messy

№ 222 к заданию 7

A.

country ['kʌntri]	Russian ['rʌʃən]
holidays ['hɒlɪdɪz]	there [ðeə]
England ['ɪŋɡlənd]	thing [θɪŋ]
Russia ['rʌʃə]	letter ['letə]

B. country: 1) countries, a big country, a small country. Italy is a country. Is Scotland a country? 2) in the country, to go to the country. We do not live in town, we live in the country. Last summer we often went to the country.

holidays: school holidays, winter holidays, summer holidays, long holidays, short holidays, for holidays. Where do you have your holidays? The children went to Scotland for their holidays.

England: England is a small, but very interesting country. We visited our friends in England.

Russia: Russia is my country. Is Russia a big country? — Yes, it is. Peter was in Russia last year.

Russian: Russian children, Russian schools. Does he speak Russian? Russians live in Russia.

there: here and there. Do you see a big house there? I visited Scotland at the weekend, I went there by train.

thing: things, a lot of things, a lot of interesting things. You can see a lot of interesting things in England and in Russia.

letter: 1) letters, a long letter, a letter about your summer holidays. I'd like to write you a letter. John never writes letters to his friends. In winter I got three let-

ters from my English friend. 2) There are 26 letters in the English alphabet. How many letters are there in the Russian alphabet?

№ 223 к заданию 8

1. Country One is Greece.
2. Country Two is Italy.
3. Country Three is Russia.
4. Country Four is England.
5. Country Five is France.
6. Country Six is Spain.

№ 224 к заданию 9

Roy went to Italy for holidays last summer and he liked it there.

Justin went to Greece for holidays last summer and he hated it there.

Jess Griffin went to Russia for holidays last summer and she liked it there.

Polly went to Spain for holidays and she liked it there.

№ 225 к заданию 11

Last summer I visited Italy. It was very hot there but I liked Rome very much. I decided to go to Italy next summer again.

Last Summer I visited Finland. It was very cold in Helsinki, windy and rainy. I can't say I liked the country very much.

Step Three

№ 226 к заданию 1

Polly went to Moscow for holidays.
She went there by plane.

Jane went to Scotland for holidays.
She went there by train.

Miss Spark went to Russia for holidays.
She went there by ship.

Larry went to Greece for holidays.
He went there by bus.

Liz went to Italy for holidays.
She went there by plane.

Mr Smith went to Spain for holidays.
He went there by car.

№ 227 к МЕМО перед заданием 3

make — made	send — sent	speak — spoke
do — did	come — came	understand — understood

№ 228 к заданию 3

1. Fred made porridge for breakfast. Pam made coffee and sandwiches for breakfast.
2. Fred did his room. Pam did her room too.
3. Fred sent a letter to his parents. Pam sent a letter to her granny.
4. After school Fred came home at four. Pam came home at three.
5. At school Pam spoke English and Russian. Fred spoke English and Russian too.
6. Pam understood her Russian friends at the party. Fred understood his Russian friends too.

№ 229 к заданию 4

1. Last Saturday Ann made chicken for lunch.
2. Last Saturday Ann did her room.
3. Last Saturday Ann sent a letter to Russia.
4. Last Saturday Ann came home at four.
5. Last Saturday Ann spoke Russian to May.
6. Last Saturday Ann understood May.

№ 230 к заданию 5

[eə]	air, hair, their, there
[i:]	me, clean, meet, teach, weekend
[ɪ]	watch, coffee, water, chocolate, was
[e]	them, ready, together, messy, vegetable
[æ]	hand, apple, garage, had, January
[ɪ]	dinner, kitchen, gym, ill, live
[u:]	soup, too, June, room

№ 231 к заданию 6

A.

square [skweə]	hotel [həʊ'tel]
sea [si:]	capital ['kæpɪtl]
abroad [ə'brɔ:d]	city ['sɪtɪ]
want [wɒnt]	soon [su:n]

B. square — squares: a big square, a square in a town, Red Square, in the square. When my parents were in Moscow they visited Red Square.

sea — seas: in the sea, the Black Sea, the Red Sea. Fish swim in the sea. We went to the sea last Sunday.

abroad: to go abroad, to live abroad, to have holidays abroad. My cousin had wonderful holidays abroad last year.

want — wanted: to want to go to the country. I want to go travelling. Mother wanted to go to Moscow by train.

hotel — hotels: a big hotel, in/at the hotel, to have a room in a hotel. When we were in London we had a room in a big London hotel.

city — cities: Moscow is a city. London is a city too. There are a lot of cars and buses in big cities. *To do the city:* When we visited Russia we went to Moscow and did the city.

capital — capitals: the capital of a country. Moscow is the capital of Russia. London is the capital of England.

to make friends: Last summer little Bob lived in the country and made friends with Tom and Jack.

SUMMER HOLIDAYS

Summer is coming and the Barkers are thinking about their holidays. Harry and Margaret Barker would like to go to Blackpool, to the sea or to the Lake District. But the children want to go to France: they would like to visit Paris and to see Disneyland.

Last year John and Sally had wonderful holidays abroad too. They visited Russia and travelled to Moscow, the capital of the country, and then to St. Petersburg. In Moscow they lived at the Smirnovs' place but in St. Petersburg they had a room in a hotel. They loved Moscow and they enjoyed St. Petersburg very much.

In the two cities they saw a lot of wonderful places — streets, houses, museums and theatres. They met some Russian boys and girls and made friends with them. John spoke some Russian, and often understood his friends when they spoke it.

They did the capital and saw the Kremlin and Red Square and visited the Bolshoi Theatre. In St. Petersburg they walked in the Summer Gardens and went to the Russian Museum.

John and Sally enjoyed their Russian holidays a lot. They sent a letter to the Smirnovs and thanked them. They wrote they would like to see the Smirnovs in London soon.

Step Four

№ 233 к заданию 1

1. In England they have tea at five o'clock.
2. Boris usually comes home at three o'clock.
3. Boris came home at four o'clock.
4. We do a lot of things in the garden.
5. Sasha speaks English well.
6. We want to go to Scotland in summer.

№ 234 к МЕМО перед упражнением 3

I am going to read.
He is going to play.
She is going to write.
The shop is going to close.
We are going to cook.
You are going to jump.
They are going to swim.

№ 235 к заданию 6

JANE COMES TO MOSCOW

Jane is from Glasgow. But now she is living with her friend's family in Moscow. Her friend's name is Lena. Jane came to Moscow two days ago. She came to the capital of Russia for holidays. Jane is going to be in Moscow a week. Lena is going to take Jane to see the Kremlin, Red Square, Gorky Park. The girls are going to walk the streets of Moscow and visit some Moscow museums and shops. Jane would like to see some Russian films. She speaks some Russian and understands it a bit. Lena is going to take her friend to the cinema. They are going to have a very good time.

- 1) Is Jane from London?
- 2) Is she living in London now?
- 3) Is she living in a hotel?
- 4) Is her friend's name Lena?
- 5) Is Lena going to take Jane to Red Square?
- 6) Are the two girls going to the shops?
- 7) Are they going to visit Moscow museums?
- 8) Are they going to see some Russian films?
- 9) Are the friends going to have a good time?

№ 236 к заданию 7

- 1) On Monday Jane is going to visit Red Square.
- 2) On Tuesday Jane and Lena are going to see the Kremlin.
- 3) On Wednesday Jane and Lena are going to go to the Bolshoi Theatre.

- 4) On Thursday Jane is going to go to the "Rossia" Cinema.
- 5) On Friday Jane and Lena are going to visit Gorky Park.
- 6) On Saturday Jane is going to go to Moscow shops.
- 7) On Sunday Jane and Lena are going to walk Moscow streets and see the Moscow Metro.

№ 237 к заданию 8

Jane is not going to visit Moscow Zoo.
 Jane is not going to write a letter to her parents.
 Jane is not going to drive a car.
 Jane is not going to cook dinners.
 Jane is not going to speak English.
 Jane is not going to travel to St. Petersburg.
 Jane is not going to meet her English friends.
 Jane is not going to swim in the swimming bath.

№ 238 к заданию 9а

I'M GOING TO HAVE

I'm going to have some salad.

What salad are you going to have?

Cheese salad, cheese salad. I'm going to have some salad.

When are you going to have it?

In the evening, in the evening. I'm going to have it in
the evening.

Where are you going to have it?

In a café, in a café. I'm going to have it in a café.

I'm going to have some cake.

What cake are you going to have?

Chocolate cake, chocolate cake. I'm going to have some
cake.

When are you going to have it?

In the morning, in the morning. I'm going to have it
in the morning.

Where are you going to have it?

At home, at home. I'm going to have it at home.

I'm going to have some pie.

What pie are you going to have?

Apple pie, apple pie. I'm going to have some apple pie.

When are you going to have it?

At five, at five. I'm going to have it at five.

Where are you going to have it?

At MacDonalds, at MacDonalds

I'm going to have it at MacDonalds.

Step Five

№ 239 к заданию 1

1.

Dear Mark,

October 1

I'm writing from Glasgow. I love it here. Glasgow is very beautiful. I'm going to live in a small and cosy hotel. The weather is fine: warm and sunny. See you in London.

Colin

2.

Dear father,

November 10

I'm enjoying Rome very much. I go to museums in the morning and in the afternoon and have dinner at nice little cafés. It's cool here in late autumn but not cold. I like this weather. This afternoon I'm going to Florence for 2 days. I know I'm going to enjoy it. Give my love to mum and granny.

Sarah

3.

Dear Pam,

August 8

Florida is very beautiful but hot. We have no cloudy days at all. We swim a lot. The water is very warm. In the morning we have breakfast in the hotel. In the afternoon it's very hot and we don't eat, but in the evening we go to a nice little café to have our supper. We like it here. Give our love to William. See you in Leeds.

Rose and Sam

№ 240 к заданию 2

1. John is going to have a glass of apple juice.
John is going to have a piece of cake.
John is going to have chicken and rice.
2. Sally is going to have a piece of pizza.
Sally is going to have some salad.
Sally is going to have a glass of tea.
3. Mary is going to have a sandwich.
Mary is going to have a glass of coke.
4. Margaret is going to have some vegetables.
Margaret is going to have some ham.
Margaret is going to have a cup of coffee.
5. Harry is going to have some fish.
Harry is going to have some potatoes.
Harry is going to have some ice-cream.

№ 241 к заданию 5

1. The Tower of London
2. The White Tower
3. Westminster Abbey
4. The Houses of Parliament

№ 242 к заданию 6b

YURA'S SUMMER HOLIDAYS

In Russia we have school holidays in spring, in summer, in autumn and in winter. Our summer holidays are long. They usually begin in June or July and finish in August. School begins in September.

Russian schoolchildren say that they like their summer holidays very much. Some boys and girls travel in Russia a lot. They travel by car, by bus, by train or by plane. Russia is a big country and it has a lot of interesting places and a lot of interesting things.

This summer I'm going abroad for holidays. My sister and I are going to London, the capital of England, by plane. We would like to see a lot of places in London — the Tower of London, Westminster Abbey, the Houses of

Parliament and Hyde Park. We would like to see London Zoo. My English friends say they are going to take us to Scotland and to the Lake District. They say we are going to have a very good time there.

№ 243 к заданию 7

1. Where do you usually go for your holidays?
2. Do you enjoy going there?
3. When do you usually go to the country?
4. Do you go to the country by train, by bus or by car?
5. Do you like travelling by train?
6. Where can you go by train?
7. What can you do on the train?
8. Where can you go by plane?
9. What can you do on the plane?
10. Do you sometimes travel by ship? Where to?
11. Is your town an interesting place?
12. What can you do in your town in summer?
13. What are the three things you like doing in summer?
14. Do you like summer holidays? Why?

№ 244 к заданию 9

SUMMER IS COMING

Look, look — summer is coming.
Summer is coming soon.
Flowers are opening,
Grass is growing.
Summer is coming soon.
Cows are mooing,
Cats are mewling.
Summer is coming soon.
Dogs are barking,
Hens are clucking.
Summer is coming soon.
Horses are neighing.
Boys and girls are playing.
Look, look — summer is coming,
Summer is coming soon.

Тексты для аудирования к рабочим тетрадям

РАБОЧАЯ ТЕТРАДЬ № 1

Unit 1

№ 1 к заданию 1

Bill is a pupil. He is thirteen. Bill is from Scotland. He lives there with his family. Bill's family is not very big. He has a mother, a father, a granny and two pets. They live on the farm. Bill's mother is a teacher. Bill's father is a farmer. Bill's pets are a horse and a sheep. The horse's name is Blackie, the sheep's name is Dolly. Bill likes his pets. He feeds them in the morning and in the evening. Bill likes to ride his horse very much.

№ 2 к заданию 2

1. Joe White loves playing the piano.
2. Peter Ross likes playing rock music.
3. Jenny Finn loves having music classes.
4. Andrew Ford likes listening to pop music.
5. Fred Brown likes playing on the computer.
6. Linda Reed loves going to the shops.

№ 3 к заданию 3

1. Hello! My name is Polly Scott. I'm from England. I live near London. My home address is 7 Apple Street, Hampton. I'm 15 and I am a pupil at Girl's Hampton School. I have a mother and two sisters. My sister Ann is a student and my sister Kathie is a counter. I like riding horses. I love horses and I love dogs. I have two dogs — Colin and Rex. They are both collie dogs. Pets are my

hobby. Well, that's it. Oh, yes ... my telephone number is 357-1126.

2. Hi! I'm Don Reed. I'm from Scotland and live in Aberdeen. My address in Aberdeen is 8 Green Street. My phone number is 189-3497. I'm 19 and I'm not a pupil any longer. I am a student at Aberdeen University. I have mum and dad and little sister Jane. My hobby is football. I love football.

3. Hello! I'm Wendy Brown. I'm from Boston, USA. I live at 3, Garden Street, Boston. My telephone number is 423-7415. I'm 18. I go to school in Boston and have a lot of friends. I live with my mum and dad. I like sport: I'm a good runner and I like high jumping. Sport is my hobby.

№ 4 к заданию 4

Hello, I'm Kitty Scott. I'm five. I can do a lot. I can run and jump. I can feed my pets. I can read but not very well. I can ride my bike, but I can't ride my father's horse. I can't play the piano, but I can play on the computer. I can cook but not very well. I can wash the plates and I can go to the shops with my sister or my mother.

№ 5 к заданию 5

1. Can you fly the plane?
2. Can you cook?
3. Can you drive a car?
4. Can you ride a horse?
5. Can you ride a bike?
6. Can you play the piano?
7. Can you play football?
8. Can you fly kites?
9. Can you feed a cow?
10. Can you swim?
11. Can you speak English?

№ 6 к заданию 6

1. I'm Jack. I can play the piano very well.
2. I'm Liz. I like cars. I can drive very well.

3. My name is Dan. I go to school. I can read and write but not very well.
4. Hi! I'm Tom. I can swim. I can swim very well.
5. My name is Diana. I love music. I can sing very well.
6. I'm Jane Larkin. I hate cooking but I can cook.
7. Hello! My name is Ron. I can play tennis but not very well.
8. I'm Sally. I can run and jump but not very well.

№ 7 к заданию 7

1. Gwen Hog is a student. She is eighteen. She lives in Rome now. Gwen loves painting very much and she can paint very well. Gwen can drive a car but not very well. She hates driving in Rome.

2. Natasha lives in Moscow. She is fourteen and she is a pupil. She has classes five days a week and goes to school on Monday, Tuesday, Wednesday, Thursday and Friday. She likes sport. She loves swimming, running and jumping. She can swim very well. She can't run and jump well. Natasha can't ride horses.

3. Olga is from Finland, but she lives in London with her family. Olga has a lot of friends. They like music, they like listening to pop music but they hate listening to rock music. Olga and her friends can sing very well. Olga can play the piano too. In the evening Olga and her friends sing songs and listen to computer music.

№ 8 к заданию 1 (Test 1)

John Barker has a sister. Her name is Sally. Sally is not a little girl, she is thirteen. She goes to school and is a very good pupil. Sally can count well, she can read English books. She likes cars and horses, but she can't drive or ride. Sally and John play in the park on Sunday, John can play football well, Sally can play football too but not very well. They can play volleyball, ping-pong and tennis. John and Sally are good friends.

№ 9 к заданию 6 (Test 1)

DICTION 1

My piano, his school, her computer, your family, new friends, English classes. They can't drive. We can swim. Can you wash the plates? Listen to your teacher. Help your little sister.

Unit 2

№ 10 к заданию 1

1. — Mum, help me. Where is my book?
2. — Here is your tea.
— Thanks very much, mummy.
3. Please sit down and listen to me.
4. Play this new song, I love it!
5. Where's my teddy bear? Oh, thanks a lot.
6. — Thanks for the new video film, daddy.
— You're welcome, dear.
7. Run to the shop, Ben, I'm hungry.
8. Watch this film with me, please: it's very good.
9. Please teach me to play the piano, Sue.
10. Please meet my family, Alice.

№ 11 к заданию 2

1. What is her name: Kathie or Polly?
2. What is his telephone number?
3. Please listen to our new song.
4. Look at my little brother. Isn't he nice?
5. Ben and Ronald often help their granny with shopping.
6. Where is your little sister, Max? I can't see her.
7. Our new books are on the desk.
8. Kiss your cousin goodbye and go home, Liz.
9. This is her old teddy bear: it is in its little bed.
10. Now, children, run to your desks!

№ 12 к заданию 3

MARY BARKER'S FAMILY TREE

Mary's family is very big. Her parents' names are Beatrice and William. Mary's parents have four children: two sons and two daughters. Their sons' names are Charles and Jim. Their daughters' names are Mary and Ann. Beatrice Barker has two parents. Robert is her father and Alice is her mother. Beatrice's husband William has one parent — David Barker. David Barker doesn't have a wife. He has two sons William and Harry. Harry's wife Margaret has a mother. Her mother's name is Elizabeth. Charles, Jim, Mary, Ann, Sally and John are cousins.

№ 13 к заданию 4

1. Do you have a big family?
2. Do you have sisters or brothers? What are their names?
3. Do you have cousins?
4. Do you have pets? Do you feed your pets?
5. Does your mother have parents? Does your father have parents?
6. How old are you?
7. Where are you from?
8. Do you go to school?
9. Are you a good pupil?
10. Do you like your school?
11. Do you have friends at school?
12. Do you like sport? Can you swim? Can you ride a bike? Can you drive a car?
13. Do you play the piano?
14. Do you like reading books?
15. Do you like going to the cinema?
16. Do you like English?

№ 14 к заданию 5

1. Colin is Mr Green's new dog.
2. Meggie is Ann's black cat.
3. Sam is Alice's horse.

4. Jerry and Fred are Mike's mice.
5. Rick is Mary's big fat frog.
6. Liz and Fanny are the children's ducks.
7. Simon is Kevin's big black spider.
8. Jenny is Mrs Smith's white sheep.

№ 15 к заданию 6

1. Rose sings pop songs very well.
2. Our cousin Jack can play the piano.
3. Fred Robins doesn't live in Florida.
4. Nina can't speak English.
5. We don't go to the cinema on Saturdays.
6. Kate has pet dogs.
7. Andrew is six, he doesn't go to school.
8. Ben's wife doesn't drive.
9. These children can swim well.
10. Alice likes horse riding.
11. Mrs Reed isn't a music teacher.

№ 16 к заданию 7

1. Jane always goes to school on Monday.
2. Peter sometimes goes to the cinema on Saturday.
3. Jenny never goes to the swimming bath in the morning.
4. Mary's husband often goes to the airport. He is a pilot.
5. This child always watches children's films on television.
6. My granny usually watches television in the evening.
7. Paul's wife never drives their big car.
8. Little Jimmy often plays with his teddy bear.
9. Polly's brother sometimes goes to the zoo.
10. Kathie always helps her friends.

№ 17 к заданию 8

1. Do you and your parents live in London?
2. Do your parents often watch television?
3. Does your mother like cooking?
4. Do you always go to the cinema on Sunday?

5. Do you usually say "thank you" when your parents or friends help you?
6. Does your English teacher love rock music?
7. Does your granny teach music?
8. Do children usually like watching television?
9. Does your friend sometimes go to the zoo?
10. Do you have a bike?
11. Does your mother like sport?

№ 18 к заданию 1 (Test 2)

Hi! My name is Will. My mother and father have four children, two sons and two daughters. So I have a brother and two sisters. My father is a bus-driver. My mother is a doctor. My sisters go to school and my brother, John, is a pilot. He flies planes. He is big and strong. My granny lives with us. She is a school teacher. My cousin Andrew, a painter, is often with us on Sundays. We usually listen to pop music or watch television.

№ 19 к заданию 8 (Test 2)

DICTION 2

My parents, our chairs, their school, a little teddy bear, Sally's hair. My sisters and brothers often go to the cinema. We always watch television in the evening. Mr Brown's daughter never goes to the swimming bath. I like my cousins. John is Mary's husband and she is his wife.

Unit 3

№ 20 к заданию 1

Half past six, five past three, twenty past one, ten minutes to six, a quarter past two, seventeen minutes past twelve, half past nine, seven o'clock, a quarter past eleven.

№ 21 к заданию 2

(С паузами произнести следующие числительные)
14, 9, 88, 13, 6, 12, 17, 100, 15, 23.

№ 22 к заданию 3

Half past four in the morning, nine thirty-five in the evening, a quarter past seven in the evening, twenty minutes to four in the morning, a quarter to nine in the morning, twenty minutes past eleven in the evening, one o'clock in the morning, five minutes to seven in the evening, ten minutes past three in the afternoon, a quarter to eleven in the evening, five minutes to three in the morning, twenty minutes to five in the morning.

№ 23 к заданию 4

A quarter to six.

A quarter past six.

Twenty minutes to eight.

Twenty minutes past eight.

Ten minutes to twelve.

Ten minutes past twelve.

A quarter past three.

A quarter to three.

Twenty-five past four.

Twenty-five to four.

Eight to nine.

Eight past nine.

Five past two.

Five to two.

№ 24 к заданию 5

1. Jane begins cooking late in the afternoon.
2. Jane finishes cooking in the evening.
3. Jane has a shower early in the morning.
4. Jane goes to the swimming bath at a quarter to six.
5. Jane finishes swimming at half past seven.
6. Jane watches television late in the evening.
7. Jane goes to bed at half past eleven.

№ 25 к заданию 6

1. How many friends does John have?
2. Who is John's father?
3. Where do the Smiths go on Saturday evenings?
4. What do they like for breakfast?
5. What is the time?
6. When does John play tennis?
7. What colour is Mr Smith's car?
8. Why does John get up early in the morning?

№ 26 к заданию 7

On Sunday Mark goes to the cinema or to the park. On Monday he has classes in his driving school. Tuesday is his shopping day. Mark always goes to the shops on Tuesday. On Wednesday in the afternoon Mark plays football and on Thursday he usually plays volleyball. On Friday Mark goes to the bank and on Saturday he has music classes.

№ 27 к заданию 8

Hi, I'm Rose. I'm 13 and I go to school in Moscow. My day usually begins early. I'm an early bird, you see? I get up at 6:30 and have breakfast (coffee and cakes) at 7. Then I go out with my dog Silva. I go to school at 7.45 and have lunch at school at 12 o'clock. My classes finish late in the afternoon: I have music classes at 5 o'clock on Mondays and Wednesdays and English classes at 6 o'clock p.m. on Tuesdays and Fridays. I like reading and always read books in the evening or, sometimes, watch television. I usually watch television at nine o'clock. I have tea at 8 o'clock and have a shower at 10. I go to bed at 11 o'clock or sometimes at 11:30.

№ 28 к заданию 1 (Test 3)

- 1) — How old are you, Harry? — I'm forty-six.
- 2) — How old are you, Margaret? — I'm thirty-nine.
- 3) — How old are you, David? — I'm seventy-eight.
- 4) — How old are you, William? — I'm fifty.

- 5) — How old are you, Beatrice? — I'm forty-two.
- 6) — How old are you, Robert? — I'm seventy.
- 7) — How old are you, Elizabeth? — I'm sixty-nine.
- 8) — How old are you, Alice? — I'm sixty-three.
- 9) — How old are you, Mary? — I'm thirteen.
- 10) — How old are you, Sally? — I'm thirty-two.
- 11) — How old are you, John? — I'm twelve.
- 12) — John, how old is Chase? — He's five.
- 13) — Sally, how old is Smokey? — She's three.

№ 29 к заданию 7 (Test 3)

DICTION 3

Half past three, forty-five seconds, a quarter to one, sixty minutes, twenty-eight minutes past seven, twelve o'clock.

Clocks and watches show time. They have a face and two or three hands. The hour hand shows hours. The minute hand shows minutes. The second hand shows seconds. What's the time now?

Unit 4

№ 30 к заданию 1

1. Show him your garden, please.
2. This is Jenny's bedroom.
3. We like to be at home again.
4. We can go to the zoo after dinner.
5. Where do you meet them?
6. It's a very big bathroom.
7. Who likes flowers?
8. My new garage is on your left.
9. How many rooms do they have downstairs?
10. Jane's room is very messy.

№ 31 к заданию 2

1. Robin has breakfast at half past eight. After breakfast Robin goes to school.

2. Robin has lunch at twelve. After lunch Robin has English.
3. After school Robin goes home.
4. Robin has tea at 5 o'clock. After tea Robin goes to his music classes. They begin at five-thirty.
5. After music classes Robin plays with his dog in the garden.
6. Robin has dinner at 7 o'clock. After dinner Robin watches television.

№ 32 к заданию 3

Meg's room is small but cosy. You can see a sofa near the wall and next to it a bookcase with a lot of books. In the middle of the room Meg has a small table and two chairs. You can see a big clock on the wall and next to it a long shelf with Meg's toys.

Alice's room is small but cosy. You can see a bed near the wall and next to it a bookcase with a lot of books. In the middle of the room Alice has a small table and four chairs. You can see a big picture on the wall and next to it a long shelf with Alice's toys.

№ 33 к заданию 4

1. Help us, please.
2. Please help them.
3. Please help her.
4. Help him, please.
5. Help me, please.

№ 34 к заданию 5

Molly and her family live in a big house. Her parents' room is upstairs. It is big and light. Molly's bedroom is often messy. It is upstairs too. Molly's granny is old, her room is downstairs. The living room, the kitchen and the garage are downstairs. Their bathroom is upstairs near Molly's bedroom.

№ 35 к заданию 6

This is Lora. She is in the middle of the room. Lora's bed, desk and her bookcase are on her left. Lora's piano and her sofa are on her right. The cupboard and the arm-

chair are behind Lora. Her table and four green chairs are in front of her.

№ 36 к заданию 7

Bill: Look here, Sam, how many rooms do they have downstairs?

Sam: It's a big house, Bill. They have a kitchen, a bathroom, a living room, the children's play room and a big hall downstairs.

Bill: And upstairs? How many bedrooms do they have?

Sam: Four big bedrooms, Bill, and a bathroom. Can you see that small window on the left? It's the bathroom window.

Bill: Is it? And whose room is next to the bathroom?

Sam: Mrs Smith's bedroom. The children's rooms are near it.

Bill: Where is Mr Smith's room?

Sam: It's upstairs on the right. He has a lot of bookshelves and bookcases in his room. Can you see them?

Bill: Yes, I can.

№ 37 к заданию 1 (Test 4)

I'm Jill, my new house is very nice. I have three rooms upstairs and three rooms downstairs. Two bedrooms and a bathroom are upstairs. The living room, the kitchen and a hall are downstairs. My kitchen isn't very big but it isn't ready. I have only a table and two chairs in it. The garden near the house is big and beautiful. I have a lot of roses in it. I like them.

№ 38 к заданию 7 (Test 4)

DICTION 4

ANN'S HOUSE

Ann's house is not very big. She has three bedrooms and a bathroom upstairs and four rooms downstairs. Ann usually has dinner in the living room. She has

breakfast in the kitchen. She has a lot of flowers in her big garden. Her new car is in the garage. Ann likes her house a lot.

Unit 5

№ 39 к заданию 1

John's classroom is not very big. I can see twenty desks and the teacher's table. Behind the teacher's table I can see a green blackboard and a big television with a video recorder. On the pupils' desks I can see a lot of books, pens and pencils. The classroom has three big windows with wide windowsills. On the windowsills I see pots with nice green plants. On the walls I can see maps and a lot of pictures. I can see a clock next to the door and four cupboards with books and teaching materials.

№ 40 к заданию 2

- I say, Tom, do you have a good time at school?
- Yes, I do.
- Can you read and write well?
- I think so. I can read and write well.
- Do you always understand your teacher?
- I don't think so... No, not always.
- Do you have lunch at school?
- Yes, I do. All the pupils in my class have lunch at school.
- Do you have music classes?
- We have music classes on Tuesday.
- And games? Do you play football or basketball?
- We don't play basketball, but we play football and tennis and have swimming on Friday.
- Do you have good friends at school?
- Yes, I do. Mike Barton and Simon Adams are my very good friends.
- Oh, that's nice.
- Do you think your school is good?
- Yes, I think so.

№ 41 к заданию 3

1. Come to the blackboard, please.
2. Close the books, please.
3. Do you often go to the cinema?
4. What day is it today?
5. Say it in English.
6. Can you write in English?
7. I think so.
8. Can you go to the shops?
9. How do you spell "table" in English?
10. Who is at the bus stop?

№ 42 к заданию 4

1. Is Harry washing his car?
2. Is Margaret playing with Chase?
3. Are Sally and Chase swimming?
4. Is Smokey sleeping?
5. Is David having tea in the garden?
6. Is Mary listening to the tape recorder?
7. Is William watching television?
8. Are Alice and Elizabeth running?
9. Are Alice and Elizabeth riding their bikes?
10. Is Beatrice reading a book?

№ 43 к заданию 5

1. Ann is writing on the blackboard.
2. Peter is having his tea.
3. Mrs Jackson is washing her dog.
4. Tom and Dan are reading their books.
5. Sue and Mel Williams are washing their car.
6. Rose is driving her car.
7. The children are swimming.
8. Mr Norris is thinking.

№ 44 к заданию 6

1. Father is not writing, he is reading a book.
2. Ann is not cooking, she is sleeping.
3. Victor isn't singing, he is listening to music.

4. Mrs Davis isn't teaching, she is taking her son Ron to the zoo.
5. The Browns are not coming home, they are going to the shops.
6. Tom and Mary are not riding, they are feeding their horses.
7. Granny is not closing the window, she is opening it.
8. I'm not writing. I'm thinking.

№ 45 к заданию 1 (Test 5)

1. — Excuse me, does this bus go to London Zoo?
— I'm sorry, I don't know. I don't know London very well, I'm from Leeds.
— Oh, I like Leeds very much. It's a very nice city.
2. — What's the time, Jimmy? Do you know the time?
— It's a quarter to nine. I'm sorry I'm late, Mrs Norris. I'm very sorry.
3. — Excuse me, is my plane late?
— No, it isn't. It comes on time, at 4.45.
— Thank you. Can I take this big bag in the plane?
— No, sorry, sir, you can't. It's a very big bag. But you can take that small bag with you.

№ 46 к заданию 7 (Test 5)

DICTIONARY 5

After classes; beautiful flowers, green grass; in front of the blackboard. I think my school is very good and my classroom is very cosy. We have twenty desks in the room and our teacher's table. The green blackboard is behind the table. You can see a lot of plants on the window-sills and a lot of books in our cupboards.

Unit 6

№ 47 к заданию 1

1. Margaret teaches music.
2. George Barker lives on the farm.

3. Sally is cleaning her bedroom.
4. John is walking with Chase.
5. Harry Barker cleans his garage.
6. Smokey sleeps in the hall.
7. David is working in the garden.
8. Mary is doing her room.
9. The Barkers enjoy their tea.

№ 48 к заданию 2

1) Jane works in a bank. 2) Tom is working in the garden. He is helping his mother. 3) Do you see Bob? — Yes, I do. He is walking with his dog near the lake. 4) My granny works with children. 5) My father never walks. He always drives. 6) Do you work on Friday? — Yes, I do. 7) Tom is two. He can walk very well. 8) Where does your cousin work? — He works in a sweet shop. 9) I like to walk near the pond in our park in the evening. 10) Do you walk to school? 11) Look! Lizzy is walking to us.

№ 49 к заданию 3

1. John would like apple juice for breakfast.
2. Would you like a hamburger, Margo?
3. Kate never eats yogurt.
4. Are you enjoying your dinner, Nick?
5. We like black coffee for lunch.
6. Would Mary like a cheese sandwich?
7. I like this cucumber salad very much.
8. It's time to clean your room, Sam.

№ 50 к заданию 4

1. Today we have bananas for lunch.
2. Bread and butter is very good for breakfast.
3. Do you drink tea with milk and sugar?
4. What are you eating, Emma? What vegetables are these?
5. I'd like some chicken and rice for dinner, mother.
6. Does your father like tomato juice?
7. Would you like chocolate ice-cream or vanilla ice-cream?

8. Can you give me some coke, please? I'm thirsty!
9. I like pizza with a lot of cheese and lots of tomatoes.
10. Would you like cornflakes or porridge this morning, Peter?

№ 51 к заданию 5

1. Look at the table. What can you see on it? I can see a big dish with some chicken and a lot of vegetables. There are some drinks too: mineral water and coke. I can't see any salads but there's some butter and some cheese.

2. Look at the table again. In the middle of it you can see a big dish with chicken on it. There are no vegetables on the dish, but there are some salads on the plates and some white and brown bread on the bread plate. I can't see any drinks: there's no juice, there's no coke and there's no water.

3. The table looks very nice now. There are some flowers in the middle of it next to the big dish with chicken. There's cheese and there's ham on a plate too. I can also see some vegetable salads, bread and butter. There are a lot of drinks: juices and mineral water, but there's no coke. There are some apples, bananas and oranges on the left.

№ 52 к заданию 6

- 1) — Enjoy your breakfast, Tom.
— Thank you, mother.
- 2) — Thanks very much for the coffee.
— You are welcome.
- 3) — Would you like a ham sandwich?
— Yes, thank you.
- 4) — You're late, Jane, and your lunch is cold.
— I'm sorry, granny.
- 5) — Look at the mess on your plate, Colin.
— I'm sorry.
- 6) — Can I have some coke, please?
— Yes, dear. Here you are.

№ 53 к заданию 7

1. Do you like ice cream?
2. Does your granny live with you?
3. Can you play the piano?
4. Are you a student?
5. Is your English teacher a man?
6. Do your friends clean their rooms?
7. Is your friend's father a doctor?
8. Where do you have breakfast?
9. When do you go to school?
10. What do you do at school?
11. Does your friend enjoy reading?
12. When do you usually read?
13. Does your friend often help to cook?
14. Do you sometimes cook?

№ 54 к заданию 8

1. There is some strong coffee in the cup.
2. There is some cheese on the table.
3. There is some butter on the plate.
4. There is some rice on the dish.
5. There are some bananas on the chair.
6. There are some vegetables on the bench.
7. There are some tomatoes in the bag.
8. There are some cornflakes in the cupboard.
9. There are no cucumbers in the kitchen.
10. There is no pizza on the windowsill.

№ 55 к заданию 9

1. There are some cucumbers in the middle of the table.
2. There are some cucumbers on the dish.
3. There are some cucumbers near the bread plate.
4. There are some cucumbers next to the apples.
5. There are some vegetables under the plate.
6. There are some vegetables behind the mineral water.
7. There are some vegetables in front of the apple juice.
8. There are some vegetables near the mugs.

№ 56 к заданию 10

- A. Hello! My name is Rick. It's time for breakfast now. I would like to have cornflakes with milk, some cheese, and butter for breakfast.
- B. Hi! My name is Sam. I'm having breakfast now. I would like some porridge, a ham sandwich, and some coke.
- C. Hi! Mark is here. I'm in the café and I'm having lunch. I always take chicken and rice with tomatoes for lunch. I like to have some ice cream too.
- D. Hello! My name is Dick. I enjoy eating very much. Now I'm having pizza, coffee, and bananas.

№ 57 к заданию 1 (Test 6)

1. My little brother likes ice cream very much.
2. Do you like your tea with milk and sugar?
3. My friend says he would like pizza with salad.
4. The girl would like a cup of milk for lunch.
5. Father likes ham sandwiches, he doesn't like cheese sandwiches.

№ 58 к заданию 6 (Test 6)

DICTION 6

For lunch, for breakfast, for dinner, some juice, a lot of cornflakes, porridge with sugar. Pat is having a tea party. Her friend Jane and her two cousins are in the living room now. They are drinking tea and eating a nice chocolate cake. They are having a good time and enjoying their tea.

Unit 7

№ 59 к заданию 1

1. There is a cucumber and a tomato in the fridge.
2. There is some mineral water in the fridge.
3. There is no yogurt in the fridge.
4. There is milk and some eggs in the fridge.
5. There is no ham in the fridge.

6. There is orange juice in the fridge.
7. There is no butter or cheese in the fridge.
8. There are some vegetables in the fridge.
9. There are no apples in the fridge.

№ 60 к заданию 2

1. Is there a teddy bear in the box?
2. How many balls are there in the box?
3. Are there any dolls in the box?
4. What is there in the old book?
5. Is there a toy car in the box?
6. How many pictures are there in the box?
7. Are there any letters in the box?
8. Is there a toy ship in the box?

№ 61 к заданию 3

1. The autumn of 1966 was windy.
2. The autumn of 1970 was dry.
3. The winter of 1972 was foggy.
4. The spring of 1980 was warm.
5. And the spring of 1985 was cold.
6. The summer of 1985 was very warm.
7. The winter of 1988 was rainy.
8. The autumn of 1990 was sunny.

№ 62 к заданию 4

- | | |
|------------------|------------------|
| 1) It is rainy. | 6) It was warm. |
| 2) It was sunny. | 7) It is windy. |
| 3) It is dry. | 8) It was nasty. |
| 4) It is foggy. | 9) It was cold. |
| 5) It is early. | 10) It is late. |

№ 63 к заданию 5

1. Emma Martin was in the swimming bath yesterday evening.
2. Carol Cane was at the airport yesterday evening.
3. Betsy Potter was in the garden yesterday evening.
4. Steve and Jack were near the lake yesterday evening.

5. Terry and Jess Hill were in the café yesterday evening.
6. William Swift was in the cinema yesterday evening.
7. Ken and Jeff were at the party yesterday evening.
8. The Blackwells were at home yesterday evening.
9. Kate Robertson was in the park yesterday evening.
10. Jane Wilson was in the driving school yesterday evening.

№ 64 к заданию 6

1. Jack Richard was born in May, 1900.
2. Ellen Smith was born in August, 1953.
3. Rose Green was born in April, 1992.
4. Sally Stone was born in November, 2000.
5. Kevin Cookson was born in December, 1885.
6. Fred Wilmot was born in July, 1670.
7. Carol King was born in March, 1922.
8. Anna Corn was born in June, 1839.
9. Jess Hill was born in October, 1937.
10. Victor Blake was born in January, 2002.
11. David Menton was born in September, 1860.
12. Mike Watkins was born in January, 1712.

№ 65 к заданию 7

1. The children play in the garden in the evening.
2. My friend thanked me for my help.
3. Jane always enjoyed a good party.
4. Who dances well in your class?
5. Mother cleaned the kitchen in the morning.
6. Jim and Emma walk to school together.
7. The Smiths often worked in the garden in spring and summer.
8. The child loves new toys.

№ 66 к заданию 1 (Test 7)

1. Mr Clark was in China in January.
2. Mr Clark was in Spain in July.

3. Mr Clark was in Britain in December.
4. Mr Clark was in Canada in August.
5. Mr Clark was in Poland in March.
6. Mr Clark was in Greece in November.

№ 67 к заданию 2 (Test 7)

1. Sam Brown was born in 1980 in April.
2. Mark Evans' sons were born in 2001 in August.
3. Rose Barton was born in 1969 in January.
4. Mrs Young was born in 1948 in November.
5. Old Mrs Tailor was born in 1933 in July.
6. Mr Richardson's twin daughters were born in 1999 in June.

№ 68 к заданию 8 (Test 7)

DICTIONARY 7

Some, any, last month, four years ago, autumn, winter, in spring, January, August, March, July, November. There are twelve months in a year. There was no television in my room. How many days are there in a week? Yesterday morning I washed my face and dressed. My breakfast was on the table. I liked it. After it I walked to school.

Unit 8

№ 69 к заданию 1

1. There were vegetables in the shop yesterday.
2. There was apple juice in the shop.
3. There were no tomatoes in the shop yesterday.
4. There was bread in the shop.
5. There was no milk in the shop yesterday.
6. There were cucumbers in the shop.
7. There was cheese in the shop yesterday.
8. There were no cornflakes in the shop.
9. There were sweets in the shop yesterday.
10. There was no chicken in the shop.

№ 70 к заданию 2

1. Sue has a lot of wonderful books.
2. Jessie saw her friends at the weekend.
3. Stuart and Jack ran in the park together.
4. My father sometimes takes me to his office.
5. Paul sent letters to his wife and children.
6. Ann speaks Russian very well.
7. We understand our teacher.
8. John gives flowers to his sister on her birthday.
9. Sally never drank hot milk.
10. In summer we did Moscow museums.

№ 71 к заданию 3

1. Victor wrote a long letter to his friend abroad.
2. The children saw a lot of interesting things in London.
3. My parents and I often go to the country at weekends.
4. It's interesting to go to Scotland.
5. Natasha made a lot of friends on holidays.
6. Westminster Abbey is near the Houses of Parliament.
7. They spoke and understood Russian in Moscow.
8. Jane took her brother to the Tower of London.

№ 72 к заданию 4

Last summer I visited Russia. It is a very interesting country. I saw a lot of wonderful places and a lot of wonderful things. I was in Moscow and St Petersburg. In Moscow I saw the Kremlin, Red Square, Alexandrovsky Garden. I went to the Bolshoi Theatre to listen to an opera and to the Pushkin Museum. I like pictures, you know. In St. Petersburg I saw Dvortsovaya Square, Nevsky Prospect, the Russian Museum, and the beautiful park in Petrodvorets. I walked in the Summer Gardens with my friends. I enjoyed the beautiful city of St. Petersburg and sometimes spoke Russian. I said «Здравствуйте» (Hello), and «До свидания» (Goodbye),

and «Спасибо» (Thank you), and «Мне нравится ваш город» (I love your city). I made some very good friends there.

№ 73 к заданию 5

1. Colin is going to go to the sea for holidays.
2. He is going to swim in the sea.
3. He is going to make some new friends.
4. He is going to play volleyball at the sea.
5. He is going to dance in the evenings.
6. He is going to visit some new places.
7. He is going to have breakfast in bed.
8. He is going to eat a lot of nice things.
9. Colin is going to write letters to his parents.
10. He is going to enjoy his holidays.

№ 74 к заданию 6

1. I'm going abroad for my winter holidays.
2. I'm going to travel by plane.
3. I'm going to visit a lot of wonderful places.
4. I'm going to make some friends.
5. I'm going to speak English here.
6. I'm going to write a letter to my mother.
7. I'm going to have very good holidays.

№ 75 к заданию 7

1. Do you enjoy visiting new places?
2. Do you travel a lot?
3. What place would you like to visit this summer?
4. Do you like to travel by train, car, plane or ship?
5. Do you often go to the country?
6. Are you going to go to the country at the weekend?
7. Would you like to go abroad soon?
8. To what country would you like to go?
9. What city in England would you like to see?
10. Do you like holidays at the sea?
11. What do you enjoy doing at the sea?

№ 76 к заданию 8

1. I didn't go abroad last summer, I went to the country and lived on my friend's farm. We had a very good time together! We walked a lot, read good books. We ate a lot of vegetables and drank milk. We travelled in my friend's car to some interesting places in the country. It was a very good holiday.

2. Hallo, I visited my friends in London last summer. I don't live in London, I live in Scotland but sometimes I come to London to see them. The weather last August was not very good and we didn't go to the parks or gardens. We went to museums, theatres and cinemas and often visited cafés and restaurants.

3. I went abroad last summer. The weather in London was rainy and I decided to go to a sunny place — to Spain. It was wonderful there! I didn't visit museums and I didn't go to the cinemas or theatres. I just swam in the sea and played tennis in the evening and listened to some beautiful music. I met a very nice girl there. Her name is Lynda. She is from London too.

№ 77 к заданию 1 (Test 8)

It is a hot day in July. It is Sunday. The Barkers are going to the sea. They are going there by car. Listen to what they are saying.

- Harry: I say, it's a very nice morning.
Margaret: Oh, yes, it is. Look! It is not cloudy, it's very sunny.
Harry: I think it is going to be very hot today.
Margaret: I think so too. It is wonderful to be at the sea on such a hot day.
Harry: I think the water in the sea is warm now. Sally and John can swim a lot.
- Sally: Are we going to take sandwiches or pizza, mum?
Margaret: We are taking a lot of sandwiches and some salad.
Sally: What sandwiches, mum?

Margaret: I'm going to make chicken, ham and cheese sandwiches, dear.

Sally: Good! I like chicken-and-cucumber sandwiches. I like them a lot.

Margaret: OK. You are going to have them.

3. Harry: Here we are. This is a nice place. John, take the bags, chairs and all your things and put them here.

John: Yes, dad. But I'd like to swim in the sea now. It's very hot!

Harry: I know. Look, Sally is helping mother. Be a good boy and help her too. We are going to swim in a minute.

John: Are we going to play volley-ball?

Harry: Yes, dear, and football too.

№ 78 к заданию 8 (Test 8)

Wonderful weather, to travel by train, to go to the country, the capital of Russia, Red Square, a hotel at the sea. Yura went to England and visited a lot of places there. He saw interesting museums in London. He is going abroad again soon.

Ключи к заданиям учебника

Unit One

Step One

Задание 1. 1e; 2c; 3f; 4g; 5i; 6a; 7h; 8b; 9j; 10d.

Задание 2. I am John Barker. I am twelve. I am from London. My address is 19 Green Street, London. 487-3519. Yes, I am. No, she isn't. She is a teacher. No, he isn't. He is a doctor.

Задание 10. can, swim, well, piano, drive, but, can't

Задание 11. piano, wel, but, swim, can, can't, drive

Step Three

Задание 1.

Mr Barker can 1) play football, 2) play tennis, 3) play volleyball, 4) drive, 5) ride a bike.

He can't 1) play ping-pong, 2) sing, 3) cook.

Задание 10.

school, class, go, family, lot, live, sister, friend

Задание 11.

class, live, family, friend, lot, sister, go, school, week

Задание 12.

1) London; 2) to school; 3) five days a; 4) friends, teachers; 5) family, sister

Step Four

Задание 1.

In the park. We can ride a bike (play football, read books, play ping-pong, ride a horse, fly a kite). We can't cook (play the piano, drive a car, have classes).

At school. We can cook (play the piano, read books, play ping-pong, have classes). We can't ride a bike (play football, drive a car, ride a horse, fly a kite).

Задание 8.

1) Yes, he is. 2) He is twelve. 3) Yes, he is. 4) Yes, he can. 5) Yes, he can. 6) Yes, he can. 7) No, it isn't. 8) Yes, he can. 9) No, he can't. He can play the piano, but not very well.

Задание 11.

computer, hate, music, son, listen, love, new, help

Задание 12.

lives, son, son, school, new, computers, listens, piano, helps, washes, goes, loves

Step 5

Задание 2.

1, 2, 3, 4, 5, 8 — Yes, they can.

6, 7, 9, 10 — No, they can't.

Задание 4а.

Kim and Jim hate old films. Linda loves old films. Bob hates old films.

Задание 9.

1) likes; 2) like; 3) like; 4) like; 5) love; 6) like

Задание 10.

new, help, sister, son, wash, hate, school, drive, music, piano, friend, live, love, swim, class

Unit Two

Step One

Задание 6.

- 1) No. 2) Yes. 3) Yes. 4) No. 5) Yes. 6) No. 7) No.
8) Yes.

Задание 9.

television, husband, children, swimming bath, cinema, zoo, daughter

Задание 10.

1. I live... 2. I am... 3. I go... 4—7. I have...

Step Two

Задание 2.

- 1) Speak English, please. 2) Go to the shop, please.
3) Feed the dog, please. 4) Wash the plates, please.
5) Sing a song, please. 6) Please play the piano. 7) Please go to the park. 8) Please drive the car. 9) Please read your book. 10) Please count the chicks.

Задание 6.

- 1) The girls' dolls. 2) The dog's ball. 3) The children's toys. 4) The horse's tail. 5) The man's room. 6) The cat's bed. 7) The boy's bikes. 8) The doctors' cars. 9) The pupils' books. 10) The student's pens.

Задание 8.

- 1) Margaret's; 2) Margaret's; 3) Sally's; 4) Harry's, Margaret's; 5) John's, Sally's; 6) John's; 7) Harry's; 8) Harry's, Margaret's.

Задание 9.

- 1) the students' books; 2) the student's books; 3) the pupils' bags; 4) the pupil's bags; 5) my sisters' dog; 6) my sister's dog; 7) the doctors' cars; 8) the doctor's cars.

Задание 10.

- 1) wife; 2) husband, father; 3) daughters; 4) sister; 5) sisters; 6) parents.

Step Three

Задание 2b.

1) Elizabeth; 2) Philip; 3) Anne; 4) Charles, Andrew and Edward; 5) Anne; 6) Andrew and Edward; 7) William and Henry; 8) Peter, Zara, Beatrice and Eugenie; 9) Elizabeth and Philip.

Задание 7.

1) Do; 2) Do; 3) Does; 4) Does; 5) Do; 6) Do.

Задание 8.

1) Does he like good music? 2) They play tennis in the park. 3) My friend goes to school on Saturday. 4) Do they speak good English? 5) Does your cousin live in Kiev? 6) I read a lot of books.

Step Four

Задание 1.

1) What's your name? 2) pupil? 3) a good school? 4) good classrooms 5) gym 6) a swimming bath 7) hate 8) volleyball 9) Thursdays 10) My friends.

Задание 6.

I. 2) Do their pets live in their house? 3) Does John feed Chase? 5) Can John ride his bike? 6) Does Smokey like milk? 9) What is the cousin's name? 10) Is Mary from London?

II. 1) No, they don't. 4) No, she doesn't. 7) No, it doesn't. 8) Yes, they do.

Задание 8. 1) doesn't; 2) don't; 3) don't; 4) don't; 5) doesn't; 6) don't; 7) doesn't; 8) doesn't; 9) don't; 10) doesn't

Step Five

Задание 2.

Mrs Green: 1) Do you like; 2) any dogs; 3) teach cats; 4) What are

Charles: 1) Do you have; 2) Do you often go; 3) a dog; 4) is your house

Denis: 1) Do you have any; 2) sports; 3) ride a horse;
4) Do you go

Kathie: 1) are you; 2) can you; 3) Do you like; 4) go to school?

Unit Three

Step One

Задание 8. When, where, what, why, who.

Задание 9. 1) Why do you like this school? 2) When does your sister play the piano? 3) Where does your brother play football? 4) What do they like watching in the evening? 5) Who does she kiss good night?

Step Three

Задание 2b. 1) a; 2) b; 3) a; 4) a; 5) b.

Задание 10. It's five to three. It's a quarter to four. It's a quarter past two. It's ten to five. It's thirteen past seven. It's a quarter to nine. It's half past nine. It's twenty past seven. It's seven to seven.

Step Four

Задание 6b. 23, 28, 34, 31, 44, 48, 56, 57, 65, 69, 72, 78, 83, 85, 94, 99, 110, 220.

Задание 8. 1) How many books does Val have? — Seventy-nine. 2) How many little dolls does Bess have? How many dolls does little Bess have? — Twenty-three. 3) How many horses does Mr Brown have? — Ninety-eight. 4) How many towns does the queen have? — Thirty-one. 5) How many cars does Bob Green have? — Forty-four. 6) How many chicks does granny have? — Fifty-two.

Задание 9. 1) many, 2) a lot of, 3) many, 4) many, 5) many.

Step Five

Задание 5. 1) No, it doesn't. 2) It has one. 3) (It usually has) two or three. 4) (It shows) minutes. 5) (It shows) hours. 6) Yes, it can. 7) They are usually big. 8) They show time (hours, minutes, seconds). 9) It has twenty-four hours. 10) It has sixty minutes. 11) It has sixty seconds.

Задание 6. 1) is; 2) are; 3) is; 4) are.

Unit Four

Step One

Задание 2. I — me, he — him, she — her, it — it, we — us, you — you, they — them.

Задание 3. 1) him, 2) her, 3) them, 4) it.

Задание 8a. Harry and John (take their dog Chase out at eight o'clock).

Задание 9. 1) Where are you at five o'clock? 2) Where do you often cook dinner? 3) When do your children's classes finish? 4) When is your husband at home? 5) When do you watch television? 6) Do your children often watch videos?

Задание 10. 1) ready; 2) take; 3) dinner; 4) kitchen; 5) again; 6) after; 7) together

Step Two

Задание 1a. Him, him, her, them, it, them, them, it.

Задание 1b. us

Задание 8. 1) three bedrooms; 2) kitchen; 3) clean; 4) small; 5) television; 6) computer; 7) flowers; 8) big

Задание 10. 1) kitchen; 2) bedroom; 3) living room; 4) bathroom; 5) hall; 6) garden

Step Three

Задание 1. 1) Jerry; 2) Don; 3) Don; 4) Jerry; 5) Jerry; 6) Don; 7) Don; 8) Jerry; 9) Jerry; 10) Don

Задание 8. The bank (garage, garden, sweet shop, cinema, the Smiths' house, the Barkers' house) is on the left. The park (school, bus stop, swimming bath) is on the right. The hospital is next to the bank. The garden is next to the garage and the sweet shop. The sweet shop is next to the cinema. The school is next to the park and the swimming bath. The garage is behind the Smiths' house. The Barkers' house is in front of the garden. The bus stop is in front of the swimming bath.

Задание 10. 3) Is Nick here? — Yes, he is. 4) Is Fred here? — Yes, he is. 5) Is Emma here? — Yes, she is. 6) Is Katie here? — Yes, she is. 7) Is Lizzy here? — No, she isn't. 8) Is Pat here? — Yes, she is. 9) Is Colin here? — No, he isn't. 10) Is Nick here? — Yes, he is.

Step Four

Задание 7. 1) a; 2) b; 3) a; 4) a; 5) b; 6) b; 7) b; 8) a

Задание 11. 1) Do you have a cupboard? 2) What colour is your table? 3) Where is your new bookcase? 4) Is your parents' bedroom upstairs or downstairs? 5) Does your brother like his sofa? 6) Do you live in a flat or in a house?

Step Five

Задание 8. 1) with a lot of flowers (trees); 2) a lot of houses (streets); 3) a lot of cars (bikes); 4) a lot of windows (flats); 5) a lot of chairs (shelves); 6) a lot of desks (pupils); 7) a lot of books; 8) a lot of cups (plates); 9) a lot of pens (pencils); 10) a lot of pictures

Unit Five

Step One

Задание 3а. On Monday John Barker reads books, counts, sings songs, runs and jumps. In the afternoon he has lunch. He goes home at a quarter past four.

Задание 9. 1) put; 2) comes; 3) give; 4) gives; 5) put

Задание 10. 1) blackboard; 2) tape recorder; 3) pot; 4) video recorder; 5) plant; 6) television

Задание 11. 1) Does; 2) Does; 3) Does; 4) Do; 5) Do; 6) Do

Step Two

Задание 3. 1) Sit! 2) Give me the ball! 3) Kiss me! 4) Give! 5) Run! 6) Jump! 7) Put it down! 8) Come here! 9) Play! 10) Go up! 11) Go down! 12) Go upstairs! 13) Come downstairs! 14) Go to bed! 15) Go home!

Задание 4. 1) b; 2) a; 3) c; 4) f; 5) g; 6) d; 7) i; 8) h; 9) e

Задание 11. 1) downstairs; 2) upstairs; 3) cupboard; 4) understand; 5) football; 6) today; 7) bathroom; 8) bedroom; 9) classroom; 10) blackboard; 11) armchairs; 12) bookcase

Задание 12. 1) Don't cook the fish! 2) Don't go upstairs! 3) Don't go to the bank! 4) Don't play the piano! 5) Don't show Kate our flat! 6) Don't take the dog out! 7) Don't put the toys in the box! 8) Don't give John an apple! 9) Don't come in! 10) Don't read this English book!

Step Three

Задание 1. (+)Read a lot of books. (-)Don't play on the computer in class. Don't run in the classroom. Don't put the bags on the floor. Don't play with a ball in the classroom. Don't sleep in class.

Задание 2.

A. 1) Please open the books. 2) Please close the window. 3) Please spell “pen”. 4) Please take your bags. 5) Put the pens on the table, please. 6) Say “Good-bye”, please. 7) Count the books on the table, please. 8) Come in/Come into the classroom, please. 9) Go home, please.

B. 1) I don’t know. 2) I don’t understand. 3) I know. 4) I understand. 5) Give me a/the book, please. 6) Take my pen, please. 7) Help me, please.

Задание 8b. I — 3, 4, 6, 8; II — 1, 2, 5, 7.

Задание 10. 1) is; 2) is; 3) are; 4) are; 5) am; 6) is

Step Four

Задание 2. 1) I’m OK; 2) Thanks; 3) football; 4) football; 5) Good afternoon; 6) park; 7) yes; 8) fine; 9) little; 10) name; 11) Nice to meet you; 12) to meet you; 13) How old; 14) I’m; 15) your daughter; 16) four; 17) the matter; 18) park; 19) I can; 20) telephone; 21) bank

Step Five

Задание 1. Ted is watching television. Rose is playing the piano. Willy is playing on the computer. Alice is cooking.

Задание 3. Willy is not reading. He is not writing. He is not counting. He is not going to the swimming bath. He is not running. He is not playing football. He is not riding his new bike.

Задание 7b. 1) Sorry; 2) Excuse me, sorry; 3) Sorry; 4) Excuse me.

Unit Six

Step One

Задание 1.

John is watching television in the living room. Sally is listening to music in the/her bedroom. Margaret is cooking in the kitchen. Harry is washing the plates in

the kitchen. George is reading a book in his room. Chase is playing with a/his ball in the hall. Smokey is sleeping in the living room.

Задание 9.

1) Are; 2) Is; 3) Is; 4) Is; 5) Is; 6) Is; 7) Is; 8) Is; 9) Are

Задание 10.

1) Are you sitting in the armchair or on the chair?
2) Are you eating an apple or a pie? 3) Are you drinking tea or milk? 4) Are you watching a film on television or a video film? 5) Are you working or enjoying your evening at home?

Step Two

Задание 2.

1) where; 2) when; 3) why; 4) what colour; 5) who; 6) what

Задание 7б.

1) кофе; 2) пицца; 3) гамбургер; 4) салат; 5) кока-кола; 6) йогурт; 7) сэндвич; 8) суп; 9) минеральная вода; 10) банан; 11) апельсин; 12) шоколад

Задание 9.

1) Where is Mark standing? 2) Who is playing the piano? 3) Are the girls swimming or running? 4) What film is Ben watching? 5) Are you cooking or eating? 6) What is Sam drinking?

Задание 10.

1) soup; 2) egg; 3) pizza; 4) kitchen; 5) yogurt; 6) sofa; 7) salad

Задание 11. 1) coke; 2) soup; 3) sandwich; 4) salad; 5) orange; 6) hamburger; 7) coffee; 8) pizza; 9) chocolate

Step Three

Задание 1.

1) Excuse me; 2) what's; 3) understand; 4) thank you; 5) your lunch; 6) meat; 7) meat; 8) pizza; 9) pizza;

10) going; 11) the dog; 12) in the afternoon; 13) today;
14) can; 15) I'm sorry

Задание 2. 1b; 2c; 3d; 4a

Задание 9b.

1) juice; 2) cheese sandwiches; 3) ham sandwiches;
4) butter; 5) milk and sugar; 6) porridge

Задание 10.

1. a) clean, b) is cleaning; 2. a) opens, b) is opening;
3. are having, is putting, is drinking, drinks, am eating;
4. a) are having, b) have; 5. a) drink, b) is drinking

Step Four

Задание 2.

2) They are having tea. 3) They are having breakfast.
4) They are having supper.

Задание 7.

1) Do you like 2) Would you like 3) Do you like
4) Would you like 5) Would you like 6) Do you like

Step Five

Задание 4a.

Drinks: water, mineral water, juice, coke, coffee,
milk.

Vegetables: cucumbers.

Fruit: oranges, bananas.

Cold food: yogurt, ham, salad, eggs, vegetables, corn-
flakes.

Hot food: ham and eggs, eggs, chicken, rice, pizza,
vegetables, porridge, soup.

Sweet food: cake, chocolate, sweet, ice-cream, fruit.

Задание 7.

A.

1) There is an egg in the egg-cup. 2) There is a sand-
wich on the plate. 3) There is a hamburger on the dish.
4) There is no orange on the cupboard. 5) There is no ap-
ple on the bench. 6) There is no pie on the plate.

B.

1) There are some cucumbers on the table. 2) There are some tomatoes on the plate. 3) There are no vegetables in the house. 4) There are no bananas in the shop.

C.

1) There is some bread on the bread plate. 2) There is some juice in the jug. 3) There is no coffee in the cup. 4) There is no fish on the dish.

Задание 9.

Margaret barker is enjoying her chicken salad. John Barker is enjoying his chicken-and-rice. Sally Barker is enjoying her green salad and ham. Mary Barker is enjoying her pizza.

Unit Seven

Step One

Задание 1.

Yes: bananas, apples, tomatoes, tea, sugar, butter, ham, cheese, milk, yogurt, mineral water.

No: cucumbers, eggs, oranges, cornflakes, orange juice, coffee, coke.

There are some bananas and apples in the shop.

There is some tea, sugar, butter, ham, cheese, milk, yogurt and mineral water in the shop.

There are no eggs, oranges and cornflakes in the shop.

There is no orange juice, coffee and coke in the shop.

Задание 3.

3) Yes, there are. 4) No, there isn't. 5) No, there isn't. 6) Yes, there are. 7) Yes, there is. 8) Yes, there are. 9) No, there isn't. 10) Yes, there is.

Задание 4.

1) Are there any tomatoes in the shop? — Yes, there are.

2) Are there any cucumbers in the shop? — No, there aren't (any).

- 3) Are there any cornflakes in the shop? — No, there aren't.
- 4) Is there any cheese in the shop? — Yes, there is.
- 5) Are there any oranges in the shop? — No, there aren't.
- 6) Is there any orange juice in the shop? — No, there isn't.
- 7) Is there any sugar in the shop? — Yes, there is.
- 8) Is there any butter in the shop? — Yes, there is.
- 9) Is there any ham in the shop? — Yes, there is.
- 10) Are there any eggs in the shop? — No, there aren't.
- 11) Is there any coke in the shop? — No, there isn't.
- 12) Is there any milk in the shop? — Yes, there is.
- 13) Is there any tea in the shop? — Yes, there is.
- 14) Is there any coffee in the shop? — No, there isn't.
- 15) Is there any mineral water in the shop? — Yes, there is.
- 16) Is there any yogurt in the shop? — Yes, there is.
- 17) Are there any bananas in the shop? — Yes, there are some.
- 18) Are there any apples in the shop? — Yes, there are.

Задание 7.

1) e, (b); 2) d; 3) i; 4) a; 5) f; 6) g; 7) c; 8) b, (e); 9) h

Задание 8. 1) there 2) cinemas (schools, shops, ...) 3) near your house (the shop, the park, ...) 4) what is there 5) airports (swimming baths, ...) 6) lake (pond) 7) your town?

Задание 9.

1) Is your house old or new? 2) How many bedrooms are there upstairs? 3) Where is the kitchen?/Is the kitchen upstairs or downstairs? 4) Is there a living room downstairs?/Is there a television (sofa) in the living room?/Is there a garage (little garden) near the house? 5) Is there a table in the living room? 6) What is there near the (your) house? 7) How many apple-trees are there in the garden? 8) Does Will like his new house?

Step Two

Задание 3.

1) are, 2) is, 3) are, 4) is, 5) are, 6) are, 7) is

Задание 7.

2) he was tired; 3) they were hungry; 4) he was thirsty; 5) he was hot; 6) he was cold; 7) yesterday they were ill.

Задание 9а.

1) spring; 2) summer; 3) summer; 4) autumn; 5) spring; 6) spring; 7) winter; 8) autumn.

Задание 10.

Margaret Barker was at the cinema yesterday night. Sally Barker was on the farm last Wednesday. Mary Barker was at school three days ago. Tom and Meg Barker were in Scotland last month. Harry and Margaret Barker were in France last year. The Barkers were in Italy last autumn. Chase was in the park yesterday.

Задание 12.

1) was; 2) is; 3) were; 4) was; 5) are; 6) are; 7) were; 8) am

Step Three

Задание 6b.

Jane — May — spring; Rob — September — autumn; John — February — winter; Ann — June — summer; James — October — autumn; Alice — March — spring; Colin — July — summer; Dick — November — autumn; Kate — April — spring; Dolly — August — summer; Fred — December — winter.

Задание 7. Jane was in Africa in January, in Boston in May, in Scotland in July, in London in December. Roy was in Madrid in April, in Paris in August, in Italy in November. Jane and Roy were in Moscow in March, in Florida in June, in India in September, in Glasgow in October.

Задание 8.

April, June and November.

All the rest have thirty-one.

Has twenty eight or twenty-nine.

Step Four

Задание 1. 1) 1835; 2) 1564; 3) 1935; 4) 1904; 5) 1889; 6) 1340; 7) 1809; 8) 1452; 9) 1821; 10) 1840.

Задание 2. Last January Roy was in Moscow. Last March Roy was in Rome. Last June Roy was in Paris. Last July Roy was in Madrid. Last August Roy was in Berlin. Last October Roy was in London.

Задание 3b. 1) in Moscow 2) Were you in Berlin 3) Were you ... in June? 4) Were you in Madrid ...? 5) Were you ... in December? 6) Were you in London in ...? 7) Were you ... in March?

Задание 7.

b) Tuesday was rainy. c) Wednesday was cloudy. d) Thursday was sunny. e) Friday was windy. f) Saturday was snowy. g) Sunday was foggy.

Задание 9A.

1) Жарко. 2) Было нехолодно. 3) Нехорошо. 4) Было неплохо. 5) Рано. 6) Было поздно.

B.

1) It's. 2) It wasn't. 3) It isn't. 4) It wasn't. 5) It's. 6) —

Задание 10.

A. 1) Yes, it was. 2) Yes, there were (some). 3) Yes, he was. 4) Yes, they were. 5) No, they weren't.

B. 1) Was Sally happy? 2) Was there a bone in the park (last Sunday)? 3) Were there any toys in the park? 4) Were the Barkers with their daughter? 5) Were the Barkers tired but happy in the evening?

Задание 11.

1) f; 2) b; 3) g; 4) h; 5) c; 6) e; 7) j; 8) i; 9) d; 10) a

Step Five

Задание 2b.

It is usually cold (windy, snowy, foggy) in winter. It is usually fine (warm, sunny, cloudy) in spring. It is usually hot (sunny, dry, windy) in summer. It is usually rainy (cold, cloudy, foggy, windy) in autumn.

Задание 7 (1)

I — нет;

II — played(2), joined(2), jumped, walked, watched;

III — played, watched, enjoyed.

Задание 7 (2)

I c; II a; III b

Задание 8

1) ...was nice. 2) That day ... played with their ball. 3) ...joined them. 4) ...walked near the lake under the tall trees and watched the water birds. 5) ...the Barkers were at home. 6) ...played lotto and watched a new film on television.

Unit Eight

Step One

Задание 1.

1) f; 2) d; 3) c; 4) e; 5) b; 6) a; 7) g

Задание 8.

Yes, the Barkers had a good (wonderful) weekend.

Задание 9.

1) Yes. 2) No. 3) No. 4) Yes. 5) No. 6) No. 7) Yes. 8) No.

Задание 10.

I. travelled, helped, cooked, decided, showed, loved, watched, played, visited, walked, thanked.

II. met, took, had, were, went, was, took, went, went, had.

Задание 11.

1) interesting; 2) travels, train; 3) place; 4) decided, visit; 5) wonderful.

Step Two

Задание 1.

Прошлое — 2, 3, 4, 5, 6.

Настоящее — 1, 7.

Задание 3.

1) by train, by ship, by plane... 2) granddad, Scotland, Paris... 3) the music, the song, the teacher... 4) a film, a tree, a bus... 5) town, street, museum, film... 6) day, weather, thing... 7) spring, summer, autumn... 8) evening, afternoon, spring... 9) morning, evening, spring...

Задание 10.

Were, went, travelled, walked, saw, liked, visited, began, decided.

Задание 11.

I. Last summer I visited Italy. It was very hot there but I liked Rome very much. I decided to go to Italy next summer again.

II. Last summer I visited Finland. It was very cold in Helsinki, windy and rainy. I can't say I liked the country very much.

Step Three

Задание 8.

1) Yes. 2) No. 3) No. 4) No. 5) Yes. 6) No. 7) No. 8) Yes.

Задание 9.

2) had; 3) send; 4) took; 5) speak; 6) ran; 7) write; 8) began; 9) gave; 10) meet; 11) read; 12) came; 13) make; 14) did

Задание 10.

the capital of 1) Russia, 2) France, 3) Spain, 4) England, 5) Finland.

Задание 11. John and Sally wanted to go to France. They wanted to visit Paris and to see Disneyland. Harry and Margaret wanted to go to Blackpool or to the Lake District.

Step Four

Задание 1. Настоящее — 1, 2, 4, 5, 6. Прошлое — 3.

Задание 6.

1) No, she isn't. 2) No, she isn't. 3) No, she isn't. 4) Yes, it is. 5) Yes, she is. 6) Yes, they are. 7) Yes, they are. 8) Yes, they are. 9) Yes, they are.

Задание 9b.

1) I'm going to have some soup.

What soup are you going to have?

Chicken soup, chicken soup. I'm going to have some soup.

When are you going to have it?

At three, at three. I'm going to have it at three.

Where are you going to have it?

At home, at home. I'm going to have it at home.

2) chocolate (vanilla) ice-cream

3) apple (tomato, orange) juice.

Задание 10.

Had, visited, travelled, went, liked, walked, saw, made, decided.

Задание 11.

1) is; 2) are; 3) are; 4) aren't (are not); 5) are.

Step Five

Задание 1.

A.

1) beautiful, cosy, warm, sunny;

2) have dinner, cold, weather, enjoy;

3) hot, warm, breakfast, afternoon, evening, supper, like.

B.

1) Scotland, 2) Italy, 3) America (the USA).

Задание 6

A.

Yura and his sister are going abroad for holidays. They are going to London.

C.

2, 4, 5, 6

Задание 10.

1) spoke, understood; 2) wrote, sent; 3) ate, drank; 4) went, met; 5) came, began; 6) had, took.

Ключи к заданиям рабочих тетрадей

Unit 1

Задание 1.

True: 1, 2, 5, 6, 8

False: 3, 4, 7

Задание 2.

1 f; 2 c; 3 b; 4 e; 5 d; 6 a

Задание 3.

1) Name: Polly Scott

Age: 15

Address: 7, Apple Street, Hampton, England

Telephone number: 357-1126

Family: mother, two sisters

Occupation: pupil

Hobby: pets, riding a horse (horse riding)

2) Name: Don Reed

Age: 19

Address: 8, Green Street, Aberdeen, Scotland

Telephone number: 189-3497

Family: mum, dad, sister

Occupation: student (university student)

Hobby: football

3) Name: Wendy Brown

Age: 18

Address: 3, Garden Street, Boston, USA

Telephone number: 423-7415

Family: mum, dad

Occupation: pupil

Hobby: sport

Задание 4. I can do a lot. I can run and jump. I can feed my pets. I can read. I can ride my bike. I can't ride my father's horse. I can't play the piano. I can play on the computer. I can cook. I can wash the plates. I can go to the shops.

Задание 6.

True: 1, 4, 5, 7

False: 2, 3, 6, 8

Задание 7.

Olga — music; Natasha — sport; Gwen — painting.

Задание 9.

- 1) Sam can't swim very well.
- 2) Nina can play the piano very well.
- 3) Kate hates washing the plates.
- 4) Pete hates going to the shops.
- 5) Mrs Davis loves rock music.
- 6) Ron's bike is old.
- 7) Dan is at school at 8.30.
- 8) The Browns are a family.
- 9) Harry drives a Ford.
- 10) Mary listens to music a lot.

Задание 10.

- 1 — Little Sisters
- 2 — Mother's Helper
- 3 — What He Can't Do
- 4 — Who Loves Music?

Задание 11.

- 1) yes; 2) no; 3) yes; 4) yes; 5) yes; 6) yes; 7) yes;
- 8) yes; 9) yes; 10) no; 11) yes; 12) no; 13) yes; 14) no.

Задание 12.

1 e; 2 g; 3 b; 4 a; 5 f; 6 d; 7 c

Задание 13.

- 1) — Look at your new sister, Max.
— I can teach her to play on the computer.

- 2) — Sam loves going to school.
— Yes. He has swimming classes five days a week.
- 3) — Who are these boys and girls?
— They are all my friends.

Задание 14.

- 1) любитель музыки; 2) посудомоечная машина;
3) пианист; 4) помощник (помощница) по хозяйству;
5) рабочий день; 6) семейный врач-терапевт; 7) фамилия;
8) человек, ненавидящий собак; 9) покупатель;
10) школьница; 11) кинозритель; 12) компьютерная игра;
13) друг по переписке; 14) школьник

Задание 15.

- 2) James has one sister but Max has five sisters.
3) James is a pupil but Max is a student.
4) James has classes five days a week but Max has classes six days a week.
5) James loves pop music but Max loves rock music.
6) James can't play the piano very well but Max can play the piano very well.
7) James likes playing on the computer but Max hates playing on the computer.

Задание 16.

Live, is, go, are, have, like, can, plays, drives, rides, runs, jumps, like, likes, likes, sings, sings, listen.

Задание 17.

- 1) On Sunday Jane goes to the zoo.
2) On Monday Jane's sister goes to school.
3) On Tuesday Polly's son has music classes.
4) On Wednesday Bob drives his car.
5) On Thursday Pete listens to rock music.
6) On Friday Alice washes her car.
7) On Saturday Roy helps his father.

Задание 18.

Horses can swim.

Horses can't fly.

Hens can't swim.

Hens can fly (but not very well).

Ducks can swim.

Ducks can fly.
Chicks can't swim.
Chicks can't fly.
Ants can't swim.
Ants can't fly.
Foxes can swim.
Foxes can't fly.

Задание 19.

2) Can you sing? 3) Can you paint? 4) Can you play football? 5) Can you ride horses? 6) Can you drive a car? 7) Can you play on the computer? 8) Can you play the piano? 9) Can you cook? 10) Can you count very well? 11) Can you jump high? 12) Can you read in English?

Задание 21. 1) class; 2) piano; 3) sister; 4) listen; 5) music; 6) school; 7) family; 8) friend; 9) wash; 10) computer; 11) new; 12) son

Задание 22.

1 d; 2 f; 3 c; 4 e; 5 a; 6 b

Задание 24.

1) computer; 2) music; 3) football; 4) school; 5) family; 6) swimming; 7) cinema; 8) pets; 9) chocolate; 10) cars; 11) bikes; 12) London; 13) Sundays; 14) birds

TEST 1

Задание 1.

1) she can; 2) she can't; 3) she can (but not very well); 4) she can; 5) she can; 6) she can; 7) she can't; 8) she can

Задание 2.

Live, goes, loves, helps, goes, washes, drives, hates, has, meet, meet, listen, can, plays, sings.

Задание 3.

Misha: 1) Can you read well? 2) Can you play the piano? 3) Can you count in English? 4) Can you sing English songs? 5) Can you speak English? 6) Can you read English books?

Sasha: 1) Can you drive a car? 2) Can you play ping-pong? 3) Can you play football? 4) Can you ride a bike? 5) Can you play volleyball? 6) Can you ride a horse?

Задание 4а.

Nina loves listening to pop music (singing English songs, etc).

Nina likes playing volleyball (going to the shops, etc).

Nina hates playing the piano (washing the plates, etc).

Задание 5.

Listen, music, son, friend, school, piano, wash, sister, new, computer.

Unit 2

Задание 1.

Nina: 2, 3, 5, 6, 8, 9, 10

Kate: 1, 4, 7

Задание 2.

1) her; 2) his; 3) our; 4) my; he; 5) their; 6) your; 7) our; 8) your; 9) her; its; 10) your

Задание 3.

A. 1) Beatrice; 3) Charles; 6) Ann; 7) Robert; 9) David; 11) Margaret; 13) John.

B. 1) Beatrice; 2) Charles; 3) Ann; 4) Robert; 5) David's; 6) wife; 7) brother; 8) John; 9) Margaret's

Задание 5.

Colin — Mr Green's dog; Maggie — Ann's cat; Sam — Alice's horse; Jerry and Fred — Mike's mice;

Rick — Mary's frog; Liz and Fanny — the children's ducks; Simon — Kevin's spider; Jenny — Mrs Smith's sheep.

Задание 6.

Ненужные варианты:

1 b; 2 b; 3 a; 4 a; 5 a; 6 b; 7 a; 8 a; 9 b; 10 b; 11 a.

Задание 7.

1) always; 2) sometimes; 3) never; 4) often; 5) always;
6) usually; 7) never; 8) often; 9) sometimes; 10) always

Задание 10.

Телевизор девочки; сумки девочек; собака моей сестры; собака моих сестер; любимец ее дочери; любимец ее дочерей; родители моего двоюродного брата (моей двоюродной сестры); родители моих двоюродных братьев (сестер); сумка его сына; сумки его сыновей; книга нашего ученика; книги наших учеников; дом их студента; дом их студентов; компьютер твоего друга; компьютеры твоих друзей.

Задание 12.

1) Dan's family.

2) Ron's family.

Задание 13.

- 1) Do the Adams family live in London? — No, they don't. They live in Glasgow.
- 2) Do they live in Scotland? — Yes, they do.
- 3) Are they a big family? — Yes, they are.
- 4) Is Mr Adams a farmer? — Yes, he is.
- 5) Are his parents farmers? — Yes, they are.
- 6) Do they have horses on the farm? — Yes, they do.
- 7) Are their children big or little? — They are little.
- 8) Are they good friends? — Yes, they are.
- 9) Do girls like playing with their dog? — Yes, they do.
- 10) Does Jake hate jumping? — No, he doesn't. He loves jumping.
- 11) Do Fred and Sam love riding their bikes? — Yes, they do.
- 12) Does Fred love watching television? — Yes, he does.
- 13) Does Sam love watching television? — No, he doesn't. He hates watching television.
- 14) Does Mrs Adams teach English? — No, she doesn't. She teaches music.
- 15) Does Mrs Adams play the piano? — Yes, she does.

Задание 14.

- 1) No, dear, you don't ride horses very well.
- 2) No, dear, your father doesn't play the piano.
- 3) No, dear, your Granny doesn't live in India.
- 4) No, dear, your cousins don't love frogs and mice.
- 5) No, dear, you don't fly the plane with your father.
- 6) No, dear, you don't have ten dogs.
- 7) No, dear, your little brother doesn't drive cars very well.
- 8) No, dear, your sister doesn't have classes seven days a week.
- 9) No, dear, your granddad doesn't hate music.
- 10) No, dear, you don't wash the plates in the morning and in the evening.

Задание 15.

- 1) — Is this your hat, sir?
— Oh, thanks very much.
- 2) — My husband always watches sports on television.
— I think he loves sport a lot.
- 3) — Do you and your family often go to the cinema?
— Never. We have a new colour television at home.
- 4) — I don't like this new song, Peter!
— OK, mum. I can teach Meg a new melody.

Задание 16.

True: 1, 5, 9, 10, 11, 13.

False: 2, 3, 4, 6, 7, 8, 12.

Задание 18.

- 2) Go to school, please. 5) Go to London, please.
6) Play the piano, please. 9) Fly the kite, please.
10) Read your English book, please.

Задание 19.

- 1) granny; 2) parent; 3) mother; 4) cousin; 5) child;
6) husband; 7) brother; 8) daughter; 9) chair; 10) television;
11) sometimes; 12) usually; 13) always; 14) watch;
15) father

Задание 20.

- 2) four chairs; 4) three televisions; 6) two parents;
8) three children; 10) five bears; 12) six mice

Задание 21.

Lives, goes, has, likes, play, go, swim, love.

Задание 22.

- 1) Do you go to the cinema?
- 2) Do you watch new films at home?
- 3) Do you like sport?
- 4) Do you go to the swimming bath?
- 5) Does she like sport?
- 6) Does she like (love) cooking?
- 7) Does Jane like to go to the cinema or to the theatre?
- 8) How old is your daughter?
- 9) Does she go to school?
- 10) Thank you very much, Greg.

Задание 23.

- 1) at, in, in; 2) to; 3) —; 4) on; 5) to; 6) to; 7) on;
8) to, —

Задание 24.

1) Tanya can't speak English very well. 2) Little Rick doesn't go to school. 3) Dan's father drives his new car on Sunday. 4) My cousin doesn't play tennis at school. 5) Nick's friends never sing songs together. 6) My mother often plays the piano in the evening. 7) These children sometimes go to the swimming bath.

Задание 25.

- 1) granny; 2) dad; 3) mum; 4) cousin; 5) daughter;
6) brother; 7) mother; 8) father; 9) sister; 10) son;
11) parent; 12) grandad

TEST 2

Задание 1.

Верные утверждения:
2, 5, 6, 7, 8.

Задание 2.

a) 1 с; 2 а; 3 b

b) Возможный вариант названия: Mickey Mouse.

Задание 3.

Cousin, zoo, wife, usually, children, son, sometimes, child, cinema, husband, never, watch, brother, chair, daughter, television, bear, father, always, often, parent.

Задание 4.

Неверные формы: don't live, live, have, am/are, loves, helps, am/are, swims, swim, rides, drives.

Задание 5.

1) often; 2) never; 3) usually; 4) always; 5) sometimes

Задание 7.

2) Dan often rides his brother's bike.

3) Dan often reads his sister's books.

4) Dan often watches his mother's television.

5) Dan often plays his cousin's piano.

6) Dan often plays on his cousin's computer.

Unit 3

Задание 1.

1, 3, 4, 5, 8, 9, 10, 13, 15

Задание 2.

Неверные варианты:

1) 40; 2) 90; 3) 18; 4) 30; 5) 66; 6) 20; 7) 7; 8) 1; 9) 50;
10) 33

Задание 3.

1) a.m. 2) p.m. 3) p.m. 4) a.m. 5) a.m. 6) p.m. 7) a.m.
8) p.m. 9) p.m. 10) p.m. 11) a.m. 12) a.m.

Задание 4.

1) 5:45; 2) 6:15; 3) 7:40; 4) 8:20; 5) 11:50; 6) 12:10;
7) 3:15; 8) 2:45; 9) 4:25; 10) 3:35; 11) 8:52; 12) 9:08;
13) 2:05; 14) 1:55

Задание 5.

1 b; 2 e; 3 a; 4 c; 5 f; 6 g; 7 d

Задание 6.

- 1) How; 2) Who; 3) Where; 4) What; 5) What;
6) When; 7) What; 8) Why

Задание 7.

Monday — driving school

Tuesday — shops

Wednesday — football

Thursday — volleyball

Friday — bank

Saturday — music classes

Задание 8.

7:00 — breakfast

7:45 — go to school

12:00 — lunch

5:00 — music classes

6:00 — English classes

9:00 — television

8:00 — tea

10:00 — shower

11:00 — go to bed

Задание 10.

1) When do you get up, Betty?

Why so late?

2) Who is your music teacher, Betty?

Where does she live?

3) When does your brother play football?

Where does he usually play football?

4) Where does your sister always go at 7:30 on Monday?

Why so early?

5) What music do you like?

6) When do you usually have breakfast?

What do you usually have for breakfast?

7) What colour is your pen?

How many green pens do you have?

Задание 11.

1) 7:45; 2) 4:50; 3) 5:30; 4) 4:30; 5) 8:15; 6) 12:55;

7) 9:40

Задание 12.

Возможные варианты заголовков:

1. Morning/In the Morning
2. School/Classes
3. A Good Pupil
4. After School/At Home

Задание 13.

Рисунок 2.

Задание 15.

- 1) — Who is there?
— It's me, your mother...
- 2) — Get up, Victor.
— What's for breakfast, mum?
- 3) — You're never on time, Peter!
— But my watch shows two o'clock.
- 4) — Why are you at home, Rick?
— I'm sick in bed, Mr Stone.

Задание 16.

- 2) It's twenty minutes past eight. It's eight twenty.
- 3) It's ten minutes past eleven. It's eleven ten.
- 4) It's twenty-five minutes past five. It's five twenty-five.
- 5) It's half past four. It's four thirty.
- 6) It's a quarter past nine. It's nine fifteen.
- 7) It's twenty minutes to eight. It's seven forty.
- 8) It's ten minutes to eleven. It's ten fifty.
- 9) It's twenty-five minutes to one. It's twelve thirty-five.
- 10) It's half past one. It's one thirty.

Задание 17.

Where, breakfast, quarter, minute, second, half, early, late, thirty, watch, hundred, forty, fourteen.

Задание 18.

- 2) Peter Gordon lives at 31 Queen's Street.
- 3) Barbara Wilson lives at 26 Park Street.
- 4) Mr Green lives at 42 High Street.
- 5) Ted Johnson lives at 18 Apple Street.

6) Alice Bradford lives at 42 Baker Street.

7) Colin White lives at 12 Green Street.

Задание 19.

1) clock, watch

2) watches, clocks

3) watch

4) clock

5) clocks

6) watches

Задание 20.

2) When does Alice go to bed?

3) When is Sally at home?

4) What is the time?

5) What colour is Kate's cat?

6) When and where do Rose's children have dinner?

7) Who is always on time and who is always late?

Задание 21.

1) watch

2) clock

3) face

4) hour hand

5) minute hand

6) second hand

Задание 22.

2) Does he dress at five minutes to seven? — Yes, he does.

3) Does he have breakfast at five minutes past seven? — Yes, he does.

4) Does she wash the plates at twenty minutes to six? — Yes, she does.

5) Does he go home after school at eighteen minutes past four? — Yes, he does.

6) Do they play loto at twenty-five minutes past one? — No, they don't.

7) Does she go to bed at a quarter past twelve? — No, she doesn't.

Задание 23.

1) get up; 2) dress; 3) begin; 4) send; 5) finish; 6) show

Задание 24.

1) ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred;

2) five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty, fifty-five, sixty, sixty-five, seventy, seventy-five, eighty, eighty-five, ninety, ninety-five, a hundred

Задание 25.

2) to have a shower

3) to read a book

4) to fly a plane

5) to wash plates

6) to go to school

7) to dress a baby

8) to sleep in a bed

9) to sit on a chair

10) to watch television

11) to drive a car

12) to ride a bike

13) to milk a cow

14) to listen to music

15) to teach a pupil

16) to play the piano

TEST 3**Задание 1.**

2) thirty-nine

3) seventy-eight

4) fifty

5) forty-two

6) seventy

7) sixty-nine

8) sixty-three

9) thirteen

10) thirty-two

11) twelve

12) five

13) three

Задание 2.

1) When; 2) What colour; 3) What; 4) How many; 5) Why; 6) Where; 7) How old; 8) When; 9) Who; 10) How many

Задание 3.

B — C — A

Задание 4.

1) shower; 2) finish; 3) lunch; 4) late, time; 5) hour, minute, second; 6) What; 7) How; 8) begin

Задание 6.

Early, half, breakfast, shower, late, past, dress, why, watch, hour, finish, when, face, minute, home, what, hand, second, lunch, where, quarter, who.

Unit 4

Задание 1.

1 b; 2 b; 3 b; 4 a; 5 a; 6 a; 7 a; 8 b; 9 b; 10 a

Задание 2.

1 d; 2 f; 3 a; 4 b; 5 c; 6 e

Задание 3.

1 — Meg's room; 2 — Alice's room

Задание 4.

1) us; 2) them; 3) her; 4) him; 5) me

Задание 5.

Upstairs: parents' room, Molly's bedroom, bathroom.
Downstairs: granny's room, living room, kitchen, garage.

Задание 6.

On Lora's left: bed, desk, bookcase.

On Lora's right: piano, sofa.

Behind: cupboard, armchair.

In front of: table, four chairs.

Задание 7.

2) They have three rooms upstairs.

3) Mrs Smith's room is not next to the bathroom.

4) Mr Smith's room is downstairs.

Задание 10.

Bob: get up, take Rex out, go to the garage, help with the car, help in the garden;

Fred: go to music classes;

Together: meet at the bus stop, go to the swimming bath, swim, go to the cinema, watch videos.

Задание 11.

1 h; 2 i; 3 g; 4 e; 5 c; 6 b; 7 j; 8 d; 9 f; 10 a

Задание 12.

Правильные варианты:

- 1) do; 2) Do; 3) Is; 4) is; 5) Do; 6) is; 7) Do; 8) Are;
9) do; 10) is

Задание 13.

Yes: 4, 5.

No: 1, 2, 3, 6, 7, 8, 9, 10.

Задание 14.

- a) гостиница высокого класса;
b) гостиница худшего класса.

Задание 15.

Здания на левой стороне улицы: sweet shop, bank, bus stop, swimming bath, flower shop, cinema.

Здания на правой стороне улицы: school, food shop, garage, park.

Задание 16.

- 1) — How often do you take him out?
— Three times a day: after breakfast, lunch and dinner.
- 2) — Happy birthday, dear.
— Oh, thank you, I love flowers.
- 3) — The baron's dinner is ready.
— Take it upstairs, Jack.

Задание 17.

- 1) время ложиться спать
2) урок с использованием видеофильмов
3) однокомнатная квартира
4) телевизионное шоу (развлекательная программа)
5) выставка цветов
6) классная комната
7) кухонный стол
8) левша
9) садовая скамейка

Задание 18.

- 2) Don is ready to take the dog out at half past eight in the morning.
- 3) Don is ready to go to his classes at a quarter past nine in the morning.

- 4) Don is ready to have lunch at twelve o'clock.
- 5) Don is ready to go to the bank at twenty minutes past two in the afternoon.
- 6) Don is ready to go to the swimming bath at half past four in the afternoon.
- 7) Don is ready to go home at seven o'clock in the evening.
- 8) Don is ready to watch television at a quarter to ten in the evening.
- 9) Don is ready to go to bed at eleven o'clock at night.

Задание 19.

- 1) apple; 2) video; 3) watch; 4) bookcase; 5) cupboard; 6) table; 7) sofa; 8) armchair; 9) picture; 10) grass; 11) flower; 12) kitchen; 13) bedroom; 14) bathroom; 15) apple-tree

Задание 20.

- 1 c; 2 b; 3 a; 4 c; 5 a; 6 b; 7 a; 8 c

Задание 21.

- 2) The cupboard is on the right of the door. 3) The table is in front of the door. 4) The chairs are near the table. 5) The armchairs are in front of the television. 6) The piano is behind the sofa. 7) The bookcase is on the left of the door. 8) The sofa is in front of the piano. 9) The shelves are in front of the table.

Задание 22.

- 1) bench; 2) shelf; 3) sofa; 4) bed; 5) table; 6) chair; 7) armchair; 8) bookcase; 9) desk; 10) cupboard; 11) picture

- 1) bedroom; 2) kitchen; 3) bathroom; 4) living room; 5) hall

Задание 23.

- 1) for; 2) to; 3) in; 4) in, to; 5) in/on; 6) in; 7) on; 8) —; 9) in; 10) to; 11) at; 12) —, after; 13) past

TEST 4

Задание 1.

Верные утверждения: 1, 5, 6.

Задание 2.

Неверные варианты: 1) him; 2) they; 3) their, them; 4) his, you; 5) your, your; 6) our; 7) she; 8) me, I.

Задание 3.

Bill can see the sofa. Bill can see two armchairs. Bill can see the television. Bill can see the bookcase. Bill can see the clock. Bill can see the table. Bill can see the flowers. Bill can't see the beds. Bill can't see the cupboards. Bill can't see the toys. Bill can't see the chairs. Bill can't see the desk. Bill can't see the computer.

Задание 4.

The man B is in the cube. The man C is in front of the cube. The man D is in the middle of the cube. The man E is under the cube. The man F is behind the cube. The man G is near the cube.

Задание 5.

Chase is under the bench.
Smokey is on the bench.
John is near the car.
Sally is near the car.
Mrs Barker is in the car.
Mr Barker is in the car.
Sally has no cupboard in her room.

Задание 6.

Grass, kitchen, table, apple, downstairs, ready, after, bookcase, garden, sofa, nice, upstairs, flower, flat, again, messy, late.

Unit 5

Задание 1.

1) teacher's table; 2) blackboard; 3) desks; 6) television; 7) video recorder; 9) books; 10) pens; 11) pencils; 12) plants; 13) windows; 14) windowsills; 16) clock; 17) pictures; 19) cupboards; 20) maps

Задание 2.

Yes: has a good time, can read well, can write well, has lunch at school, has music classes, plays football, plays tennis, has swimming, has good friends

No: always understands the teacher, plays basketball

Задание 3.

1, 2, 4, 5, 6, 7, 9

Задание 4.

2) Yes, she is.

3) No, they aren't.

4) Yes, she is.

5) No, he isn't.

6) Yes, she is.

7) Yes, he is.

8) No, they aren't.

9) Yes, they are.

10) No, she isn't.

Задание 5.

e, b, c, d, g, a, h, f

Задание 6.

1) writing; 2) cooking; 3) singing; 4) teaching;
5) coming; 6) riding; 7) closing, opening; 8) thinking

Задание 8.

Описание А.

Задание 9.

1) — Excuse me.

— How do you spell...?

2) — He is ill.

— I'm sorry.

3) — Can I help?

— Thank you.

Задание 10.

1) Robert is opening his box.

2) Robert is closing the window.

3) Robert is putting his bag in the desk.

4) Robert is giving an apple to his horse.

Задание 11.

2) Sam is going to school.

5) Mr Wilson is standing at the shop window.

- 6) Rose Barton is taking her little brother to the cinema.
- 9) Can you open the door?
- 10) What time is it now?

Задание 12.

- 1) Linda is Ron's sister.
- 2) The girls meet at the bus stop.
- 3) Yes, they do.
- 4) At twenty-five minutes past eight.
- 5) At twenty-five minutes past eight.
- 6) They have five classes.
- 7) No, it isn't.
- 8) It's in front of the teacher's table.
- 9) Her books, pens and pencils.
- 10) School begins at half past eight and finishes at half past three.

Задание 13.

- 1) — Excuse me, what's the time, please?
— Sorry, I don't know.
- 2) — Give me your hand.
— Never. I hate doctors.
- 3) — Well, Molly, how do you spell "teacher"?
— Oh, sorry...
- 4) — I love coming home after classes.
— I understand why.

Задание 14.

- | | | |
|--------------|-----------|------------|
| 1) classroom | 2) swim | 3) teacher |
| 4) put | 5) school | |

Задание 15.

- 3) Is Polly swimming? — Yes, I think so.
- 4) Are Ken and Sam playing football? — Yes, I think so.
- 5) Is Andy reading? — No, I don't think so.
- 6) Are Tommy and Wendy riding bikes? — Yes, I think so.
- 7) Are Lizzy and Ann swimming? — Yes, I think so.

- 8) Is Don watching a film? — Yes, I think so.
9) Are our children having a good time? — Yes, I think so.

Задание 17.

2) When does the class begin? It begins at half past eight. 3) When does the shop open? It opens at nine. 4) When does the bus go? It goes at a quarter past four. 5) When does the bank close? It closes at seven. 6) When does school finish? It finishes at half past three. 7) When does Marry get up? She gets up at a quarter to seven. 8) When does father come home? He comes home at twenty minutes past seven. 9) When does Simon go to bed? He goes to bed at eleven. 10) When does Peter come to school? He comes to school at twenty-five minutes past eight.

Задание 18.

Billy is singing in the bedroom.
Billy is writing on the wall.
Billy is opening the window.
Billy is playing the piano.
Billy is giving cakes to the dog.
Billy is taking his father's book.
Billy is saying, "I hate milk".

Задание 19.

2) Father is cooking. 3) Mother is driving. 4) The teacher is writing on the blackboard. 5) The pupils are singing. 6) The girl is opening the door. 7) The boy is taking a shower. 8) The babies are sleeping. 9) The children are playing football.

Задание 20.

1) The boy is opening the door. 2) The girl is writing. 3) Mr Scott is reading. 4) The Browns are having breakfast. 5) The boys are swimming. 6) The girl is singing. 7) Mrs Ford is cooking. 8) The girl is going to the shop.

Задание 21.

1) Is your dad at home? 2) Is he washing his car? 3) Is your mum cooking? 4) Is Susan playing the piano? 5) Are Bob and Alice watching television? 6) Are Polly and Will

riding their bikes? 7) Are Lucy and Mary sleeping?
8) Are you playing on the computer?

Задание 23.

2) Are the boys playing football? 3) Is the boy running? 4) Is the boy jumping? 5) Are the children watching television? 6) Is the girl feeding a cat? 7) Are the girls drinking tea? 8) Is the boy going to the park? 9) Is the girl riding a bike?

Задание 24.

1) to; 2) in; 3) —; 4) —; 5) in; 6) on, on; 7) to; 8) on;
9) to; 10) at

Задание 25.

2) Can you close the window? 3) Can you say “Good morning”? 4) Can you take these books? 5) Can you read the text? 6) Can you count to ten? 7) Can you open the door? 8) Can you give me your pen? 9) Can you sing this English song? 10) Can you listen to the tape recorder?

TEST 5

Задание 1.

1 b, 2 a, 3 a.

Задание 2.

T: 1, 4, 5, 7.

Задание 3.

Yes: 2, 7

No: 1, 3, 4, 5, 6.

Задание 4.

2) Don't drive that car. 3) Don't walk on the grass.
4) Don't play the piano here. 5) Don't sit on that bench.
6) Don't sing this song. 7) Don't ride this horse. 8) Don't go to school today.

Задание 5.

2) Alice is not swimming. She is taking a shower.
3) Bob is not riding a bike. He is riding a horse. 4) Ted and Colin are not going to the cinema. They are going to school. 5) Polly and Meg are not playing volleyball. They are playing tennis.

Задание 6.

understand, blackboard, spell, sorry, know, plant, think, excuse me, close, windowsill, tape recorder, write, open, video recorder

Unit 6

Задание 1.

1. Margaret teaches music. 2. George Backer lives on the farm. 3. Sally is cleaning her bedroom. 4. John is walking with Chase. 5. Harry Barker cleans his garage. 6. Smokey sleeps in the hall. 7. Darid is working in the garden. 8. Mary is doing her room. 9. The Barkers enjoy their tea.

Задание 2.

1) works; 2) is working; 3) is walking; 4) works; 5) walks; 6) work; 7) walk; 8) work, works; 9) walk; 10) walk; 11) is walking

Задание 3.

He произносит: 1) a; 2) a; 3) b; 4) a; 5) b; 6) b; 7) a; 8) b.

Задание 4. 1) bananas; 2) butter; 3) sugar; 4) eating; 5) rice; 6) tomato; 7) chocolate; 8) coke; 9) cheese; 10) porridge

Задание 5.

1) Рис. 2; 2) Рис. 3; 3) Рис. 1

Задание 6.

1. Thank you. 2. You are welcome. 3. Yes, thank you. 4. I'm sorry, granny. 5. I'm sorry. 6. please.

Задание 8.

2) cheese; 3) butter; 4) rice; 5) bananas; 6) vegetables; 7) tomatoes; 8) cornflakes; 9) cucumbers; 10) pizza

Задание 9.

1) c; 2) d; 3) b; 4) a; 5) j; 6) f; 7) h; 8) e

Задание 10.

1) Dick; 2) Sam; 3) Mark; 4) Rick

Задание 12.

- 1) her, her, she; 2) we, it's, our, us; 3) their, them;
4) its; 5) he, him; 6) you, your

Задание 13.

- 2) h; 3) j; 4) e; 5) i; 6) a; 7) g; 8) c; 9) d; 10) b

Задание 15.

- 1) pizza; 2) eating; 3) kitchen; 4) tomatoes; 5) soup

Задание 16.

1. Is the girl cleaning the window?
2. What is the boy doing/reading?
3. Where are Dan and Ann sitting?
4. Are you doing your English?
5. What (game) are you playing?
6. Is Mr Brown sitting on the chair?
7. What are Polly and John eating/doing?
8. Why is Linda sad?
9. Where is Linda going?
10. What is Bob doing?

Задание 17.

- 1) a toy cat; 2) a book

Задание 18.

Right: 1, 3, 4, 8, 9, 10, 12

Задание 19.

There is some cheese on the table. There is some ham on the table. There are some sandwiches on the table. There are some cucumbers on the table. There are some tomatoes on the table. There are some vegetables on the table. There are some oranges on the table. There are some bananas on the table. There are some salad on the table. There is no soup (porridge, butter, bread, etc.) on the table. There are no cakes (pies, etc.) on the table.

Задание 20.

- 1) b; 2) c; 3) a

Задание 21.

1. tea; 2. pizza; 3. hamburger; 4. yogurt; 5. chocolate; 6. butter; 7. cheese; 8. sugar; 9. vegetables

Задание 22.

2. his; 3. our; 4. your; 5. her; 6. its; 7. their

Задание 23.

2) them; 3) us; 4) him; 5) them; 6) us; 7) them

Задание 24.

1. box, book, blackboard, ball
2. book, blackboard, pen, computer, pencil, chair
3. teddy bear, doll, toy ship
4. horse, cow, cock, dog, sheep, cat, frog
5. It's nine o'clock now.

Задание 25.

1) for; 2) in; 3) to; 4) at; 5) at; 6) on; 7) in; 8) to; 9) in;
10) in

Задание 26.

2) Ron usually goes to school at twenty minutes past eight. But now Ron is not going to school. He is taking the dog out (is walking with his dog in the park). 3) Ron is usually at school (has usually classes) at half past two. But now Ron is not having classes. He is riding on his bike. 4) Ron usually plays football at five o'clock. But now Ron is not playing football. He is watching a film. 5) Ron usually has supper at a quarter to seven. But now Ron is not having supper. He is playing on the computer. 6) Ron usually swims at ten minutes after eight. But now Ron is not swimming. He is reading a book. 7) Ron usually goes to bed at ten o'clock. But now Ron is not going to bed. He is watching television.

TEST 6**Задание 1.**

1) a; 2) b; 3) b; 4) a; 5) a

Задание 2.

1) Bill is eating cheese. 2) Emma is drinking juice. 3) Betsy is cleaning her kitchen. 4) Fred is looking at the chocolate. 5) Colin is working in the wood. 6) Frank is enjoying his tea. 7) Mr Hog is walking near the flower shop.

Задание 3.

Mrs Barker doesn't eat (has) porridge for breakfast.
Smokey doesn't eat (has) porridge for breakfast.

Задание 4.

1) has, is having; 2) eats, is eating; 3) eat, are eating;
4) drinks, is drinking; 5) is having, are having, are enjoying

Задание 5.

1) him; 2) them, their; 3) us; 4) she, her; 5) me

Задание 6.

dance, chocolate, banana, pizza, soup, orange, rice,
vegetable, tomato, cucumber

Unit 7

Задание 1.

1, 4, 5, 6, 8, 9

Задание 2.

2. How many balls are there in the box? — There are no balls in the box.
3. Are there any dolls in the box? — No, there are not.
4. What is there in the old book? — There is a pen (in the old book).
5. Is there a toy car in the box? — Yes, there is.
6. How many pictures are there in the box? — There are four pictures in the box.
7. Are there any letters in the box? — Yes, there are three letters.
8. Is there a toy ship in the box? — No, there is not.

Задание 3.

1) windy; 2) dry; 3) foggy; 4) warm; 5) cold; 6) very warm; 7) rainy; 8) sunny

Задание 4.

1) f; 2) c; 3) j; 4) e; 5) b; 6) g; 7) i; 8) h; 9) a; 10) d

Задание 5.

1) e; 2) c; 3) g; 4) i; 5) j; 6) b; 7) f; 8) d; 9) a; 10) h

Задание 6.

1) 1900; 2) 1953; 3) 1992; 4) 2000; 5) 1885; 6) 1670;
7) 1922; 8) 1839; 9) 1937; 10) 2002; 11) 1860; 12) 1712

Задание 7.

1) a; 2) b; 3) b; 4) a; 5) b; 6) a; 7) b; 8) a

Задание 9.

[d] played, enjoyed, cleaned, joined, showed, smiled,
tried;

[t] cooked, watched, kissed, worked, walked, dressed,
liked, stopped, thanked;

[ɪd] hated, counted

Задание 10.

a) 5, 6; b) 7, 8; c) 1, 2, 3, 4

Задание 11.

1) is; 2) are; 3) are; 4) are, is; 5) are; 6) is; 7) are;
8) are; 9) is

Задание 12.

1) was; 2) were; 3) were; 4) were, were; 5) was; 6) was;
7) were, was; 8) was

Задание 13.

a) 4; b) 1; c) 3; d) 2

Задание 14.

1 — c, 2 — a, 3 — b

Задание 15.

1) day; 2) yesterday; 3) May; 4) Tuesday; 5) thousand

Задание 16.

Winter: cold, snowy, storm, ill, cloudy, white.

Spring: rainy, warm, windy, grass, flowers, sunny.

Summer: hot, football, rainbow, dry, hotel, airport,
cucumber, ice-cream, sunny, spider, swim, flowers.

Autumn: cold, rainy, storm, cucumber, muddy,
school, windy, ill, cloudy, flowers, classroom, oranges,
tomatoes.

Задание 17.

Winter: 1. January; 2. February; 12. December.

Spring: 3. March; 4. April; 5. May.

Summer: 6. June; 7. July; 8. August.

Autumn: 9. September; 10. October; 11. November.

Задание 18.

3) Yes, there were. 4) No, there weren't. 5) Yes, there were. 6) Yes, there were. 7) Yes, there were. 8) No, there were not. 9) No, there weren't.

Задание 19.

2) Do you usually feed your (the) pet? Are you feeding him now?

3) Do you sometimes go to the shops? Are you going to the shops now?

4) Do you often ride a bike? Are you riding your (the) bike now?

5) Do you often go to the cinema? Are you going to the cinema now?

6) Do you always go to bed at ten o'clock in the evening? Are you going to bed now?

Задание 20.

3. Is Susan cooking fish or chicken now?

4. Does Susan often play volleyball or tennis?

5. Does Susan teach music or English on Friday?

6. Is Susan drinking coffee or juice now?

7. Does Susan usually eat a hamburger or a sandwich for lunch?

8. Is Susan washing her bike or her car now?

9. Is Susan cleaning her bedroom or her kitchen now?

Задание 21.

2) Milk. They are drinking milk now. 3) Grass. They are eating grass now. 4) Sugar. They are eating sugar now. 5) Grass. They are eating grass now. 6) Chicken. They are eating chicken now. 7) Water. They are drinking water now. 8) Vegetables. They are eating vegetables now.

Задание 22.

1) on; 2) next to; 3) in the middle of; 4) at; 5) under; 6) in; 7) with; 8) near; 9) behind; 10) downstairs

Задание 23.

2) your; 3) my; 4) his; 5) her; 6) their; 7) our; 8) its; 9) his; 10) their

Задание 24.

1) was; 2) are; 3) were; 4) are; 5) are; 6) was; 7) is; 8) were; 9) was; 10) is; 11) are

Задание 25.

April, May, months, weather, warm, rainy, cloudy, dry, sunny, weather, beautiful, rainy, sunny, flowers, singing, weather, gardens, love (like).

Задание 27.

They liked a lot of things. They played football and listened to music. They enjoyed dancing and they liked parties. The boys hated cold and rainy weather and late autumn. On rainy days they watched television or played games. They always walked to school together. They were very good friends.

TEST 7

Задание 1. 1) January; 2) July; 3) December; 4) August; 5) March; 6) November

Задание 2.

1) 1980; 2) 2001; 3) 1969; 4) 1948; 5) 1933; 6) 1999

Задание 3.

Last weekend the Miltons worked in their garden. They planted flowers. Their sons helped them. They watered the flowers and cleaned the garden chairs and benches. At two o'clock Mr Milton was in his garage. He washed his car. His children were with him. His wife cooked dinner at that time.

After dinner Robert Milton and his sons thanked Mrs Milton. They walked to the sitting room. There Mrs Milton played the piano. Her husband and her sons listened to the music. In the evening they watched television.

Задание 4.

2. Beth and Jane watched television yesterday. 3. Little Lizzy helped her mother. 4. Fred opened the door. 5. Mark washed the plates. 6. Alice cleaned her flat. 7. I thanked my mum for lunch.

Задание 5.

What's the weather like?

1) sunny; 2) cloudy; 3) foggy; 4) rainy; 5) windy; 6) hot; 7) cold

Задание 6.

1. The weather in Paris was nasty. It was rainy and cold but warm. 2. The weather in London was cold, rainy and windy. It was often foggy. 3. The weather in Rome was nice. It was warm and sunny. The sky was always blue. 4. The weather in Moscow was beautiful. The sky was blue with white clouds. It was sunny, dry and very hot.

Задание 7.

Ago, some, any, last, yesterday, month, warm, January, August, summer, windy, September, June, July, February, October, autumn, spring, rainy, was, were.

Unit 8

Задание 1.

1) vegetables; 2) apple juice; 4) bread; 6) cucumbers; 7) cheese; 9) sweets

Задание 2.

Ненужные предложения:

1b, 2a, 3a, 4b, 5a, 6b, 7b, 8b, 9a, 10a.

Задание 3.

1) d; 2) f; 3) a; 4) b; 5) h; 6) g; 7) c; 8) e

Задание 4.

Moscow: Red Square, the Kremlin, Alexandrovsky Garden, the Bolshoi Theatre, the Pushkin Museum.

St Petersburg: Dvortsovaya Square, Nevsky Prospect, Petrodvorets, the Russian Museum, the Summer Gardens.

Задание 5.

2) swim; 3) make; 4) play; 5) dance; 6) visit; 7) have; 8) eat; 9) write; 10) enjoy

Задание 6.

1b, 2b, 3a, 4a, 5b, 6a, 7b

Задание 7.

1) Do you enjoy visiting new places? 2) Do you travel a lot? 3) What place would you like to visit this summer? 4) Do you like to travel by train, car, plane or ship? 5) Do you often go to the country? 6) Are you going to go to the country at the weekend? 7) Would you like to go abroad soon? 8) To what country would you like to go? 9) What city in England would you like to see? 10) Do you like holidays at the sea? 11) What do you enjoy doing at the sea?

Задание 8.

1) Mr Black; 2) Mr Green; 3) Mr White

Задание 10.

Неправильные формы:

1) is, was; 2) go, went; 3) visited; 4) have; 5) is going to take; 6) decide; 7) does, did; 8) do, wrote; 9) was; 10) had; 11) run, is giving; 12) eat, drink; 13) meet; 14) saw, is

Задание 11.

1) Do you often travel by train? 2) Did you travel by train last month? 3) Where did you go last January? 4) Where are you going in July? 5) What did you see in the park? 6) What was the weather like last Sunday? 7) Where did John run in the morning? 8) Why did James go there? 9) Who was in London in July? 10) Were the pupils in Disneyland last summer?

Задание 12.

1) dinner; 2) bad; 3) go; 4) come; 5) the Summer Gardens

Задание 13.

Морской конек, книга посетителей, почтовый ящик, танец в стиле кантри, отдыхающий, морская птица, страдающий от укачивания в транспорте, нож для бумаги, соотечественник, городской центр, проездной билет, морской волк.

Задание 14.

- 1) — I'm having a wonderful time at the sea, mum.
— Please, don't stay in the sun all day long.
- 2) — Are you going abroad, dear?
— I'm travelling to Africa by air.
- 3) — Why do you want to ride this motorbikes in London?
— We have just half an hour to do the capital.

Задание 15.

the Kremlin, the Black Sea, the Lake District, the Summer Gardens, the Houses of Parliament, the White Tower, the Russian Museum, the Bolshoi Theatre, the Tower of London

Задание 16.

There was a cinema and a concert hall.

There was a nice swimming bath.

The rooms in the hotel were big, light and cosy.

In the rooms there were televisions, fridges and showers.

The hotel was a wonderful place.

Задание 17.

1) Great Britain; 2) Russia; 3) Red Square; 4) the Black Sea; 5) hotel; 6) the Kremlin; 7) the Tower of London; 8) the Houses of Parliament.

Задание 18.

1) Ken ran. 2) Ken had dinner. 3) Ken met Alice. 4) Ken went to the school. 5) Ken read a book. 6) Ken wrote a letter.

Задание 19.

1) took, played, ran, jumped, met, was, wanted, gave, had

2) decided, wanted, saw, didn't have, had, began, played, went, were

3) were, made, gave, was, love, went, walked, met, had, sent, went, came

4) began, knows, reads, write, don't understand, did not understand, do not understand

Задание 20.

2) Dug travelled by train. 3) Agatha travelled by plane. 4) Ben travelled by ship. 5) Mr Green travelled by car. 6) Mrs Ford travelled by bus.

Задание 21.

2) There are two caps. 3) There were four hats. 4) There are five pens. 5) There are no balls. 6) There were three pictures. 7) There were two teddy bears. 8) There are four spoons.

Задание 22.

Nouns: museum, place, capital, city, thing, square, train.

Verbs: decide, travel, want, look, speak, dance.

Adjectives: wonderful, Russian, interesting, dry, rainy, warm.

Задание 23.

1) to; 2) to; 3) for; 4) to, by; 5) in; 6) in, on; 7) in; 8) to; 9) to; 10) at

Задание 24.

1) How many letters did you write yesterday? 2) Can James speak Russian? 3) Are you going to see the Tower of London? 4) My parents and I usually go to the country by car. 5) I'd like to go to the Bolshoi Theatre soon. 6) James spoke to me in English and I understood him. 7) How often do you do your room? 8) The children saw a lot of interesting things in the London Museum.

TEST 8

Задание 1.

b — c — a

Задание 2.

a) soon; b) yesterday; c) now

Задание 3.

1) Where are you going to go? 2) What are you going to take with you? 3) When are you going to go to the sea? 4) Are you going to travel by car or by train? 5) Are you going to take Smokey with you? 6) What are you going to drink? 7) What are you going to eat? 8) Are you going to live (stay) in a hotel?

Задание 4.

1) Last spring he went to the sea. 2) Last July he took his family to the country. 3) Last Saturday he met his friends. 4) Last year he travelled to work by car. 5) Last year he wrote a lot of letters to his wife and children from abroad. 6) Last year he ate and drank a lot. 7) Last year he came home at six o'clock, he spoke to his wife and children.

Задание 5.

1) the Houses of Parliament; 2) Red Square; 3) the Lake District; 4) Gorky Park; 5) Hyde Park; 6) the Bolshoi Theatre; 7) the Summer Gardens; 8) the Tower of London; 9) the Russian Museum; 10) the Kremlin; 11) Westminster Abbey

Задание 6.

Неужные слова:

1) sea, sea, their; 2) there, sea, their; 3) see; 4) watch; 5) clock; 6) go; 7) come.

Задание 7.

Train, abroad, Russia, country, thing, hotel, capital, want, holidays, letter, sea (see), there (their).

Ключи к заданиям книги для чтения

Unit 1

Задание 1. 1) b; 2) c; 3) a; 4) —; 5) —

Задание 2. A) 2, 7, 8; B) 1, 2, 5, 6, 7, 10; C) 3, 5, 6, 7, 10

Задание 4. 1) b; 2) c; 3) a

Задание 5.

A. That's my mother, that's my father,
My little sister, my big brother,
My cousin Freddy and
My little brown doggy friend.

B. Here am I,
Little Jumping Joan
When nobody's with me
I'm all alone.

Задание 6. computer

Unit 2

Задание 1. 1) b; 2) c; 3) a; 4) —; 5) —

Задание 2. A) 2, 5, 7, 8, 9, 10; B) 2, 3, 5, 6, 7, 10;
C) 1, 2, 3, 5, 6, 7, 8, 9, 10

Задание 4. 1) No, she is a nurse. 2) On Saturday and on Sunday. 3) Yes, he is. 4) They are fourteen. 5) Yes, he does. 6) Yes, she can but not very well. 7) No, she isn't. 8) Yes, she does.

Задание 5. 2) planes; 3) sad

Задание 6. parent

Unit 3

Задание 1. 1) b; 2) c; 3) —; 4) a; 5) —

Задание 2. A) 1, 3, 4, 7, 8; B) 1, 3, 4, 6, 7, 9, 10; C) 1, 2, 3, 5, 6, 7, 10

Задание 4. 1) a; 2) b; 3) a; 4) c; 5) c; 6) a; 7) b

Задание 5.

- | | |
|---|---|
| a) Go to bed late,
Stay very small,
Go to bed early,
Grow very tall. | b) One thing at a time,
And that done well,
Is a very good rule,
As many can tell. |
|---|---|

Задание 6. a) clouds; b) teeth

Задание 7. captain

Unit 4

Задание 1. 1) —; 2) b; 3) c; 4) —; 5) a

Задание 2. A) 1, 2, 3, 5, 6, 8, 10; B) 1, 3, 4, 5, 7, 8; C) 1, 3, 5, 6, 7, 8, 10

Задание 4. Are in: pictures, boxes, armchair. Are not in: bed, bookcase, shelves, cupboard, sofa, table, telephone, books, benches, video.

Задание 5. A) Pease porridge cold; B) Pease porridge hot; C) Pease porridge in the pot nine days old

Задание 6. downstairs

Unit 5

Задание 1. 1) c; 2) —; 3) a; 4) b; 5) —

Задание 2. A) 2, 3, 4, 6, 7, 8; B) 1, 2, 4, 6, 7, 9; C) 2, 3, 5, 6, 7, 8, 9

Задание 4. Требования водящего выполняются в том случае, если водящий перед тем, как отдать приказ выполнить то или иное действие, произносит фразу “Simon says”.

Задание 6.

I.

One, two three, four,
Mary at the cottage door,
Five, six, seven, eight,
Eating cherries off a plate.

II.

One, two, buckle my shoe;
Three, four, knock at the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen.

Задание 7. blackboard

Unit 6

Задание 1. 1) c; 2) —; 3) b; 4) —; 5) a

Задание 2. A) 2, 3, 4, 5, 7, 8, 9, 10; B) 1, 3, 4, 7, 8, 10;
C) 1, 2, 5, 8

Задание 4. Примерные заглавия: Julia’s bedroom. Julia is ill. What she can’t do now. What Julia would like to do today. Художник забыл нарисовать письменный стол у окна и стул перед ним.

Задание 5. 1) b; 2) c; 3) a

Задание 6. cornflakes

Unit 7

Задание 1. 1) c; 2) —; 3) b; 4) —; 5) a

Задание 2. A) 2, 3, 4, 5, 6, 7, 8; B) 2, 3, 4, 5, 6, 7, 8,
9; C) 2, 3, 4, 5, 6, 7, 8, 9

Задание 4. 1) c; 2) d; 3) a; 4) b

Задание 5.

ЖИЛ НА СВЕТЕ ЧЕЛОВЕК

Жил на свете человек,
Скрюченные ножки,
И гулял он целый век
По скрюченной дорожке.
 А за скрюченной рекой
 В скрюченном домишке
 Жили летом и зимой
 Скрюченные мышки.
И стояли у ворот
Скрюченные елки,
Там гуляли без забот
Скрюченные волки.
 И была у них одна
 Скрюченная кошка,
 И мяукала она,
 Сидя у окошка.

К. И. Чуковский

Задание 6. Interesting