

Английский в фокусе



АНГЛИЙСКИЙ ЯЗЫК

5 класс

Учебник

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5 класс

Учебник

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Сканируй, открывай и слушай!



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	VOCABULARY	GRAMMAR	READING
Starter	English-speaking countries; the English alphabet; numbers (1-10); names; colours; common verbs; places; classroom objects; classroom language	Imperative	

Module 1	1a	school subjects; days of the week; school objects	articles – <i>a/an</i>	timetable; school notices
	1b	numbers (11-20)	personal pronouns; the verb ' <i>to be</i> ' or-questions	dialogue: introducing yourself to a new student
	1c		capital letters	a subject choice form
	English in Use	greetings		
Culture Corner (p. 31) School in England; Writing Project: a diagram about educational system in Russia; Across the Curriculum: Citizenship (p. 33) Working 2gether; Progress Check (p. 34)				

Module 2	2a	countries and nationalities; word formation (-an, -ish, -ian, -ese)	<i>have got</i>	article: Amazing Spidey!
	2b	personal things	plurals; <i>this/these – that/those</i>	dialogue: talking about birthday presents
	2c	numbers (21-100)		message on a web forum: <i>I love stamps</i>
	English in Use			dialogue: buying a souvenir
Culture Corner (p. 41) UK souvenirs; Writing Project: Russian souvenirs on the map; Across the Curriculum: Geography (p. 43) English-speaking countries; Progress Check (p. 44)				

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
/eɪ/, /æ/, /b/, /k/, /d/, /g/, /h/, /aɪ/, /i/, /dʒ/, /k/, /l/, /m/, /n/, /p/, /kw/, /r/, /s/, /t/, /v/, /w/, /ks/, /ʃ/, /z/, /i:/, /e/, /oʊ/, /ɒ/, /u:/, /ʌ/; stressed and unstressed words in a sentence	greeting and introducing people; presenting yourself; identifying objects	

		your school timetable
	introducing yourself	a fact file about yourself
listening for specific information		a subject choice form
listening for specific information; /eɪ/, /æ/, /θ/;		

	talking about origins and languages; presenting the story of Spider-Man	a poster of your favourite cartoon character according to the plan
-(e)s in plurals: /s/, /z/, /ɪz/; listening for specific information	talking about possessions and birthday presents (a dialogue)	a list of things you want for your birthday
	talking about personal collections	a paragraph about your collection
/u:/ - /ʌ/	buying a souvenir (a dialogue)	

	VOCABULARY	GRAMMAR	READING	
Module 3	3a	types of rooms	ordinal numbers (1st-20th)	article: Live High Up!
	3b	furniture and appliances word formation: compound nouns	<i>there is/there are</i> ; possessive adjectives	dialogue: describing a flat
	3c		prepositions of place	a paragraph: <i>my bedroom</i>
	English in Use			dialogue: viewing a house
Culture Corner (p. 51) A Typical English House; Across the Curriculum: Art & Design (p. 53) Taj Mahal; Progress Check (p. 54)				

Module 4	4a	family members	can (ability); object pronouns/ possessive adjectives	a diary entry: <i>My Secret Diary</i>
	4b	appearance	possessive ('s/s')/whose; Imperative	dialogue: describing people
	4c	Famous people: profile		a fact file: <i>Teens' Favourite</i>
	English in Use			dialogue: identifying and describing people
Culture Corner (p. 61) The British Royal Family; Across the Curriculum: Literature (p. 63) My family; Word formation: adjectives with -ful; Progress Check (p. 64)				

Module 5	5a	animals word formation: adjectives with -al	Present Simple (affirmative)	article: <i>Animals of India</i>
	5b	parts of the body of an animal	Present Simple (negative and interrogative), alternative questions	dialogue: at the zoo
	5c	pets and farm animals	Present Simple: tag-questions	messages on a chat forum about pets
	English in Use			dialogue: a visit to the vet
Culture Corner (p. 71) Furry Friends; Across the Curriculum: Science (p. 73) It's an insect's life!; Progress Check (p. 74)				

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
listening for specific information; /θ/, /ð/	making notes and describing the house in the text and your house	a paragraph about your house according to the plan
	describing a room; describing your new flat	
	asking about location (a dialogue)	a paragraph about your bedroom
listening for specific information; /ʊ/ – /u:/	talking while viewing a house (a dialogue)	

	describing your family	a diary page about your family
	asking for and giving personal information about someone; describing people (a dialogue)	a short description of your friend
listening for specific information	talking about a famous person	a profile of a famous person
listening for specific information; /w/ – /i:/	identifying and describing people (a dialogue)	

-(e)s in Present Simple: /s/, /z/, /ɪz/	talking about animals in your country; what is new for you in the text	a poster about animals in your country
listening for specific information	describing a wild animal; asking and talking about animals in the zoo (a dialogue)	a paragraph about a wild animal according to the plan
	talking about your pet(s)	a message about your pet in the forum
/e/ – /ɜ:/	talking with a vet about your pet (a dialogue)	

	VOCABULARY	GRAMMAR	READING
Module 6	6a	daily activities word formation: adverbs with -ly	adverbs of frequency; prepositions of time website entry: <i>Lara Croft</i>
	6b	jobs; word formation: nouns with -er/-or, -man, -ist, -ic	Present Continuous dialogue: talking about jobs
	6c	activities	 an email: describing family activities at the weekend
	English in Use		dialogues: making suggestions
Culture Corner (p. 81) Landmarks; Adverbs: comparatives; Across the Curriculum: Science (p. 83) Sundials; Progress Check (p. 84)			

Module 7	7a	seasons; months and weather	<i>It</i> -sentences tag-questions chatroom conversation about the weather in various places of the world
	7b	clothes, opposites (adjectives)	Present Simple or Continuous dialogue: talking about clothes
	7c	activities	 a postcard
	English in Use		dialogue: shopping for clothes
Culture Corner (p. 91) The Alaskan Climate; Across the Curriculum: Literature (p. 93) What weather!; adjectives: comparatives; Progress Check (p. 94)			

Module 8	8a	festive activities; word formation (a dress – to dress)	countable – uncountable nouns article: <i>Harvest time around the world</i>
	8b	food and drinks; containers	<i>some/any – (how) much/ (how) many – (a) little/(a) few</i> dialogue: looking for foods for tonight's dinner
	8c	word formation: adjectives with un-birthday meals	 article: <i>Birthday Treats</i>
	English in Use	Adjectives -ing/-ed + noun	dialogue: ordering food
Culture Corner (p. 101) Thanksgiving; Across the Curriculum: PSHE (p. 103) Danger!; Progress Check (p. 104)			

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
	asking about/telling the time; interviewing Lara Croft about her daily routine	a paragraph describing a daily routine
listening for specific information; /ŋ/	talking about what people do for a living; talking about what people are doing in a photo	a paragraph about a street scene
	talking about weekend activities	an email about what your family are doing
listening for specific information; /ɔ:/ - /ɑ:/	making suggestions (a dialogue)	

	talking about the weather	a chat log
listening for specific information	talking about clothes in different seasons	describing pictures according to the plan
/aʊ/		a postcard about a holiday according to the plan
/j/	shopping for clothes (a dialogue)	

listening for specific information; /ŋ/, /ŋk/	describing celebrations and festivals	a paragraph about a celebration
listening for specific information	talking about what you need to cook (a dialogue)	a birthday party plan
	making suggestions (a dialogue)	a magazine entry about birthdays in your country
/g/ - /dʒ/	ordering food (a dialogue)	

	VOCABULARY	GRAMMAR	READING	
Module 9	9a	shops and products	<i>a/an – the; zero article; was/were</i>	dialogue: talking about shops
	9b	places to go	Past Simple (regular verbs)	an email: describing a place you went to
	9c	types of films	Past Simple (irregular verbs)	an email: a film review about <i>Harry Potter and the Half-Blood Prince</i>
	English in Use			dialogues: asking for/giving directions
Culture Corner (p. 111) Busy spots in London; Grammar: <i>must/mustn't</i> ; Across the Curriculum: Maths (p. 113) British Coins; Progress Check (p. 114)				

Module 10	10a	types of holiday	<i>can/can't</i> Present Perfect	advertisements: Himalayas, Africa, Ireland, Spain, Egypt
	10b	activities and feelings; word formation: adjectives with -able, -ous, -ing	Future Simple; be going to	dialogue: plans for the day
	10c	health matters; word formation: nouns with -tion/-sion		notes
	English in Use			dialogue: renting (a bike/a car)
Culture Corner (p. 121) All aboard; Across the Curriculum: Geography (p. 123) Safe camping; Progress Check (p. 124)				

LISTENING & PRONUNCIATION	SPEAKING/FUNCTIONS	WRITING
weak form, strong form /wɒz/, /wɜː/	talking about the past	a short paragraph about your/your friend's favourite shop
/t/, /d/, /ɪd/; listening for specific information	asking questions about what your partner did last weekend	a short email to a friend about what you did last weekend
		an email to your friend: a film review
/k/	asking for/giving directions (a dialogue)	

listening for specific information; stressed and unstressed words in a sentence (rhythm)	giving advice about the best holiday option (a dialogue)	a holiday advert
	inviting/suggesting – accepting/refusing	describing photographs of your last holiday
	talking about health problems	a note
listening for specific information; /b/	renting a vehicle (a dialogue)	

We learn English

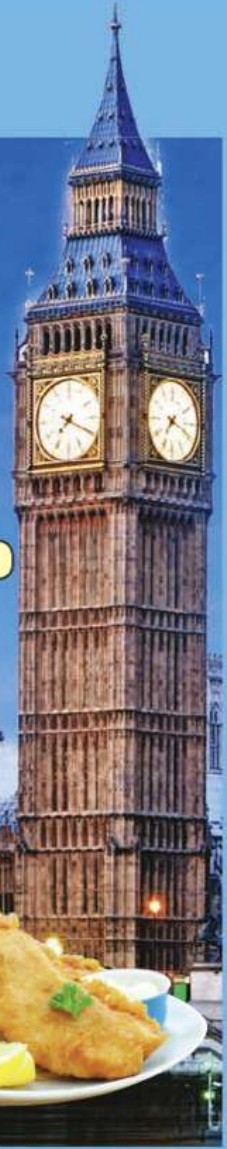
The UK



Shakespeare



Queen Elizabeth I

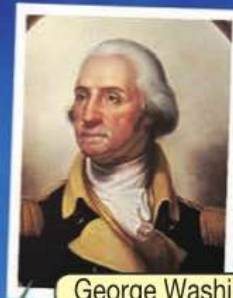


a Queen's guard

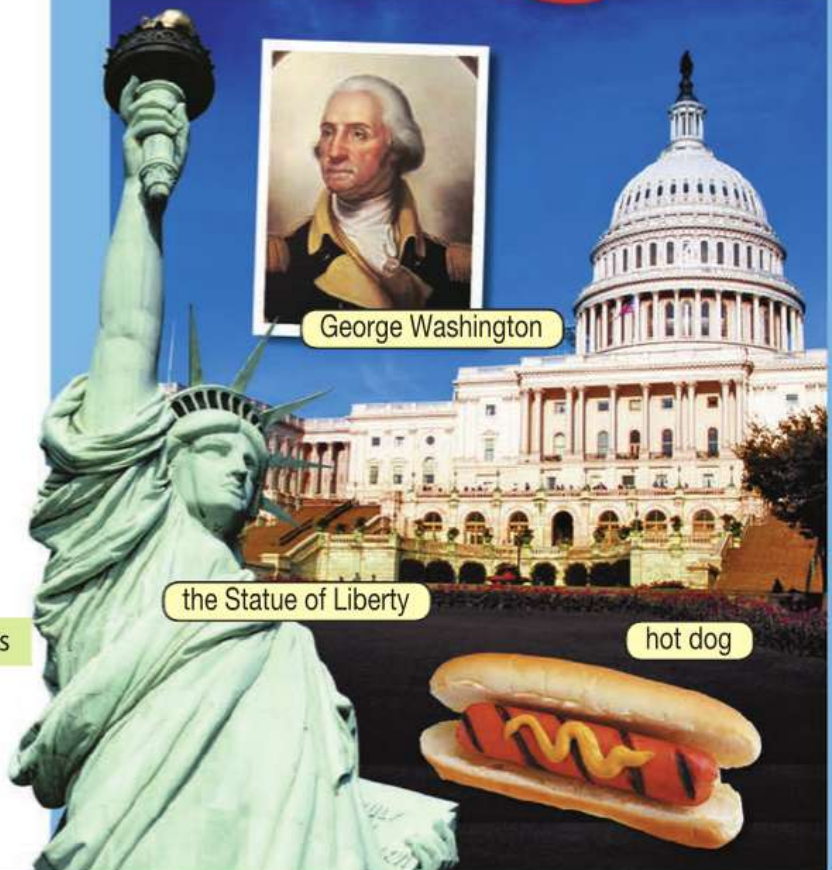


fish & chips

The USA



George Washington



the Statue of Liberty

hot dog



for the Internet



for business



for travel

to read books in English



to watch films in English



to sing songs in English



to make friends



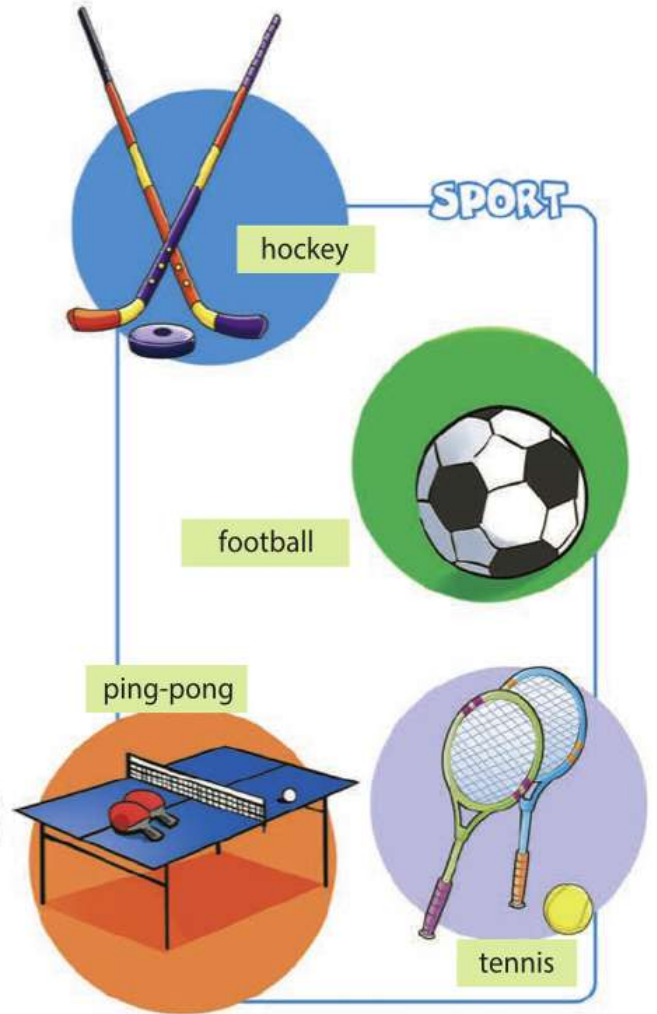
Australia



kangaroo

Hugh Jackman

International Words



New Zealand



kiwi (fruit)



kiwi (bird)



Katherine Mansfield



sheep



Lorde



The English alphabet (I)

1  Listen and repeat. Which letters are/sound the same in your language?

Aa apple



Ee egg



Bb ball



Ff fox



Cc cat



Gg girl



Dd doll



Hh hat



2  Put the words in alphabetical order.



hand



book



garlic



ant



cap



envelope



flag



dog

- 1
- 2
- 3

- 4
- 5
- 6

- 7
- 8

3 Sing THE Song

A for apple,
B for ball,
C for cat,
and D for doll,
E for egg,
F for fox,
G for girl,
and H for hat.

4 Listen and repeat.

Reading Rules

We write	We say	
Bb	/b/	ball, book
Cc	/k/	cat, cap
Dd	/d/	dog, doll
Gg	/g/	game, flag
Hh	/h/	hand, hat

5 Find the words. Then spell them.

- | | |
|-------------|-----------|
| 1 a _ _ l _ | 4 d _ _ l |
| 2 f _ x | 5 c _ t |
| 3 g _ r _ | |

6 Use the pictures from Exs 1 & 2. Make sentences.

It's a cap. It's an ant.

GAME

Play the right/wrong game.

- ▶ A: *It's a cat.*
- B: *Wrong. It's a fox. It's a book.*
- A: *Right.*

7 Listen and repeat.

Reading Rules

We write	We say	
Aa	/eɪ/	game, cake, name
	/æ/	hand, apple, hat, cap

8 Listen and repeat. Read out the English girls' and boys' names.

Ann, Kate, Dave, Andy, Amy, Max, Pam, Jane, Harry

9 Listen and repeat. Act out similar dialogues.



The English alphabet (II)

1  Listen and repeat.

Ii ink



Nn nest



Jj jam



Oo orange



Kk kite



Pp pen



Ll lemon



Qq queen



Mm melon



Rr robot



2   Complete the words. Listen and read. Then spell.



1 j _ m



2 _ _ m _ _



3 h _ nd



4 a _ pl _



5 _ g _



6 d _ l _

3 Sing THE Song

I for ink,
 J for jam,
 K for kite,
 and L for lemon,
 M for melon,
 N for nest,
 O for orange,
 P for pen,
 Q for queen,
 and R for robot.

4 Listen and repeat.

Reading Rules

We write	We say
Jj	/dʒ/ jam, jeans
Kk	/k/ kite, ink
Ll	/l/ lemon, flag, glass
Mm	/m/ melon, name
Nn	/n/ nest, pen, ant
Pp	/p/ pen, apple, cap
Qq (+ Uu)	/kw/ queen, question
Rr	/r/ robot, orange

5 Say a word. Use the last letter to say another word.

- ▶ A: ink
- B: kite
- A: egg

GAME

Look at Exs 1 & 2. Guess the word.

- ▶ A: I _____ n. What's this?
- B: It's a lemon.

6 Listen and repeat.

Reading Rules

We write	We say
li	/aɪ/ kite, hi
	/ɪ/ it, is, ink

7 Listen and repeat. Read out the English girls' and boys' names.

Kitty, Lily, Vicky, Sid, Cliff, Chris, Miles, Mike, Eliza

8 Listen and repeat. Act out similar dialogues.



The English alphabet (III)

1 Listen and repeat.

Ss snake



Ww window



Tt train



Xx box



Uu uniform



Yy yacht



Vv vet



Zz zebra



2 Sing THE Song

S for snake,
T for train,
and U for uniform.
V for vet,
W for window,
X for box,
Y for yacht,
and Z for zebra.

3 Write the words in your notebooks.

- | | |
|------------------------|---------------|
| 1 enask ► <i>snake</i> | 4 aebzr |
| 2 tev | 5 ahycr |
| 3 xob | 6 ritan |

4 What's next? Write the letter.

- | | |
|------------------|------------------|
| 1 A, B, C, | 3 L, M, N, |
| 2 S, T, U, | 4 W, X, Y, |

5 Listen and repeat.

Reading Rules

We write

We say

Ss	/s/	snake, glass, sing, start
Tt	/t/	train, kite, nest, hat
Vv	/v/	vet, video, travel, Vicky
Ww	/w/	window, we, what
Xx	/ks/	mix, box, fox
Yy	/j/	yes, you, yacht
Zz	/z/	zoo, zebra, buzz

6 Listen and repeat.

Reading Rules

We write We say

Ee /i:/ Pete, me
/e/ egg, nest, vet, pen

7 Listen and repeat. Read out the English girls' and boys' names.

Peter, Eve, Benny, Betty, Henry

GAME

Say the word. Spell it.

- ▶ A: *lemon*
- B: *L-E-M-O-N*

8 Write the words.



- 1 a _ p _ _
- 2 m _ l _ _
- 3 l _ _ o _
- 4 k _ _ e
- 5 w _ _ _ o _
- 6 e _ _
- 7 g _ _ l
- 8 q _ _ _ n
- 9 s _ _ k _
- 10 o _ a _ _ _
- 11 n _ s _
- 12 z _ _ r _



9 Listen and repeat. Act out similar dialogues.



The English alphabet (IV)

1 a)  Name the letters. Write them.

A a

Aa Aa

L l

Ll Ll

B b

Bb Bb

M m

Mm Mm

C c

Cc Cc

N n

Nn Nn

D d

Dd Dd

O o

Oo Oo

E e

Ee Ee

P p

Pp Pp

F f

Ff Ff

Q q

Qq Qq

G g

Gg Gg

R r

Rr Rr

H h

Hh Hh

S s

Ss Ss

I i

Ii Ii

T t

Tt Tt

J j

Jj Jj

U u

Uu Uu

K k

Kk Kk

V v

Vv Vv

Ww

Ww Ww

Yy

Yy Yy

Xx

Xx Xx

Zz

Zz Zz

b) Say a word which starts with each letter.

▶ A, apple

2 Find and name the odd letter out.

- | | |
|-----------------|-----------------|
| 1 A - B - F - C | 4 G - H - K - I |
| 2 M - N - O - Q | 5 P - Q - F - R |
| 3 S - Y - T - U | |

3 Write the words in your notebooks.

- | | |
|-----------------|---------------|
| 1 nelom ▶ lemon | 7 nik |
| 2 ebarz | 8 ueqen |
| 3 uornfmi | 9 iket |
| 4 otrob | 10 labl |
| 5 lodl | 11 xfo |
| 6 peapl | 12 tah |

4 Sing THE Song

A - B - C - D - E - F - G,
 H - I - J - K - L - M - N,
 O - P - Q - R - S - T,
 U - V - W - X - Y and Z.
 Now I know my A - B - Cs.
 Why don't you sing with me?

GAME

Say a word which starts with the last letter.

- ▶ A: lemon
 B: nest

5 Listen and repeat.

Reading Rules

We write	We say
Oo	/oʊ/ no, note, nose, bone
	/ɒ/ fox, doctor, doll, box

6 Listen and repeat. Read out the English girls' and boys' names.

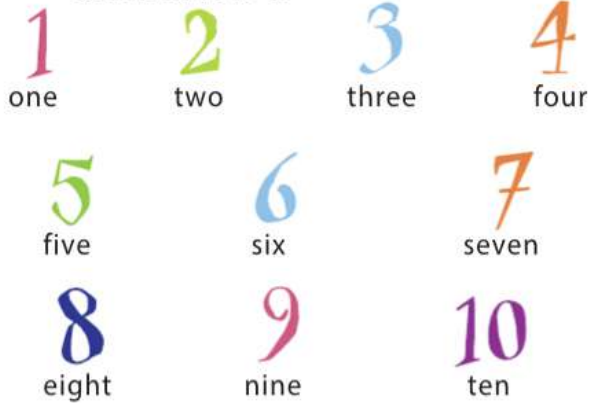
Rose, Bob, Joe, Monty, Lola

7 Listen and read. Act out similar dialogues.



Numbers

1 🗣️ Listen and repeat. Count from 1 to 10 and from 10 to 1.



2 ✎ Write the missing number.

- 1 one, two, ► *three*, four
- 2 one, four,, ten
- 3, eight, six, four
- 4 two,, six, eight

3 ✎ Write the number.

- | | |
|--------------|---------------|
| 1 EON | 4 INNE |
| 2 OUFR | 5 NTE |
| 3 IXS | 6 EHETR |

4 ✎ Do the sums.

- | | |
|--|--------------------|
| 1 $1 + 2 = \blacktriangleright 3$ (<i>one plus two equals 3</i>) | 5 $5 + 1 = \dots$ |
| 2 $7 - 4 = \blacktriangleright 3$ (<i>seven minus four equals 3</i>) | 6 $3 + 2 = \dots$ |
| 3 $6 + 2 = \dots$ | 7 $10 - 1 = \dots$ |
| 4 $9 - 5 = \dots$ | 8 $3 - 2 = \dots$ |
| | 9 $6 + 4 = \dots$ |
| | 10 $8 - 1 = \dots$ |

GAME

Play in pairs: Guess the number.

- A: (*thinks of number 6*)
B: *seven*
A: *down*
B: *five*
A: *up*
B: *six*
A: *That's right.*

5 Sing THE Song

One, two. How are you?	Seven, eight.
Three, four.	It's late.
Fine and you?	Nine, ten.
Five, six.	Let's count again.
What time is it?	

6 a) ✎ List the names. Which are Russian names?

- Peter • Laura • Steve • Ann • Pat
- John • Tony • Bill • Anya • Olga
- Julia • Slava • Mary • Sasha
- William • Ivan • Daria

Boys	Girls

b) Listen and repeat.

c) Write your name in English in your notebook.

7 🗣️ Talk with your new friend.

- A: *What's your name?*
B: *Anya.*
A: *How do you spell it?*
B: *A - N - Y - A.*
A: *And how old are you, Anya?*
B: *I'm ten.*



Colours

1 a) Listen and repeat.

b) Point to things in the classroom and say their colours.



2 Look at the picture. Answer the questions.



What colour is/are the:

- 1 sun? ► It's white
- 2 sky? ► They are yellow.
- 3 clouds? ► They are yellow.
- 4 birds? ► They are blue.
- 5 house? ► It's orange.
- 6 trees? ► They are green.
- 7 grass? ► It's green.
- 8 flowers? ► They are pink.
- 9 cat? ► It's green.

What are they in real life?

3 Look at the table and say the COLOUR not the word. Read the words aloud.

YELLOW	PURPLE	ORANGE	BLACK
RED	BLUE	GREEN	ORANGE
GREEN	GREEN	PURPLE	GREEN
RED	BLUE	BLACK	BLUE
		RED	ORANGE

4 Sing THE Song

Red and yellow and pink and green,
Purple and orange and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow, too.



5 Listen and repeat.

Reading Rules

We write	We say
Uu	/u:/ blue, music, pupil
	/ʌ/ up, cup

6 Listen and repeat. Read out the English girls' and boys' names.

Russ, Lucy, Duncan, June, July, Justin

Common verbs

1 Listen and repeat.



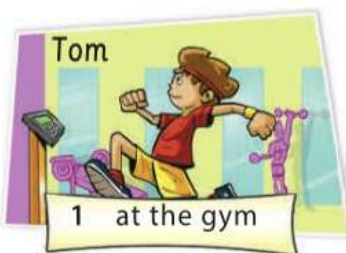
GAME

Listen to your partner. Do the actions.

▶ A: Read, please! B: Please sing!

Places

1 a) Where are they? Read and say.



▶ 1 Tom's at the gym.

b) Give commands.

▶ Tom, run, please.

study skills

Pronunciation

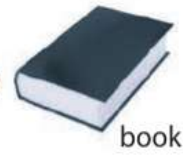
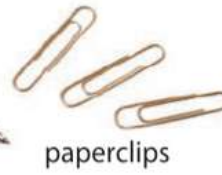
When we speak/read in English, we don't stress prepositions, articles and pronouns in a sentence.

Classroom objects

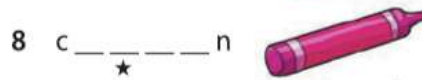
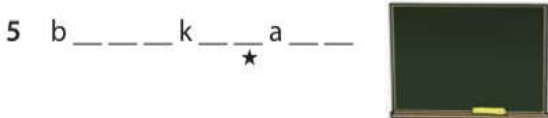


1 a) Listen and repeat.

b) Put the words in alphabetical order.



2 Write the words. What's the hidden word?



The hidden word is: s _ _ _ _ _ b _ _ _

3 Discuss.

- A: I've got a pen. It's black.
- B: I've got a pencil case. It's pink and yellow.

4 Listen and repeat. Act out similar dialogues.



Classroom language

1 Listen and repeat. Close your books. How many phrases can you remember?

1 Open your books.



2 Close your books.



3 Go to page 9, please.



4 Come to the blackboard, please.



5 Read, please!



10 I don't understand!



WELCOME



9 Stop talking!
Be quiet!



8 Sit down, please!



7 Stand up, please!



6 Listen, please!



GAME

Play the role of the teacher in front of the class, then in pairs. Listen to the leader. Do the actions.

School days

◆ Before you start ...

- Count the desks in your classroom.
- What colour is your school bag?
- What is there in your school bag?

◆ Look at Module 1

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a school timetable
- a student fact file
- a subject choice form
- a game

◆ Listen, read and talk about ...

- school subjects
- numbers 1-20
- days of the week
- a school timetable
- schools in Britain
- greetings
- working together in class

◆ Learn how to ...

- talk about school subjects
- introduce yourself
- greet people

◆ Practise ...

- a/an
- personal pronouns
- the verb *to be*
- or-questions
- capital letters
- reading rules: a, th
- pronunciation: /æ/, /eɪ/, /θ/

◆ Write / Make ...

- a school timetable
- a fact file
- a paragraph about school
- a subject choice form
- a diagram of the education system in Russia

1



2

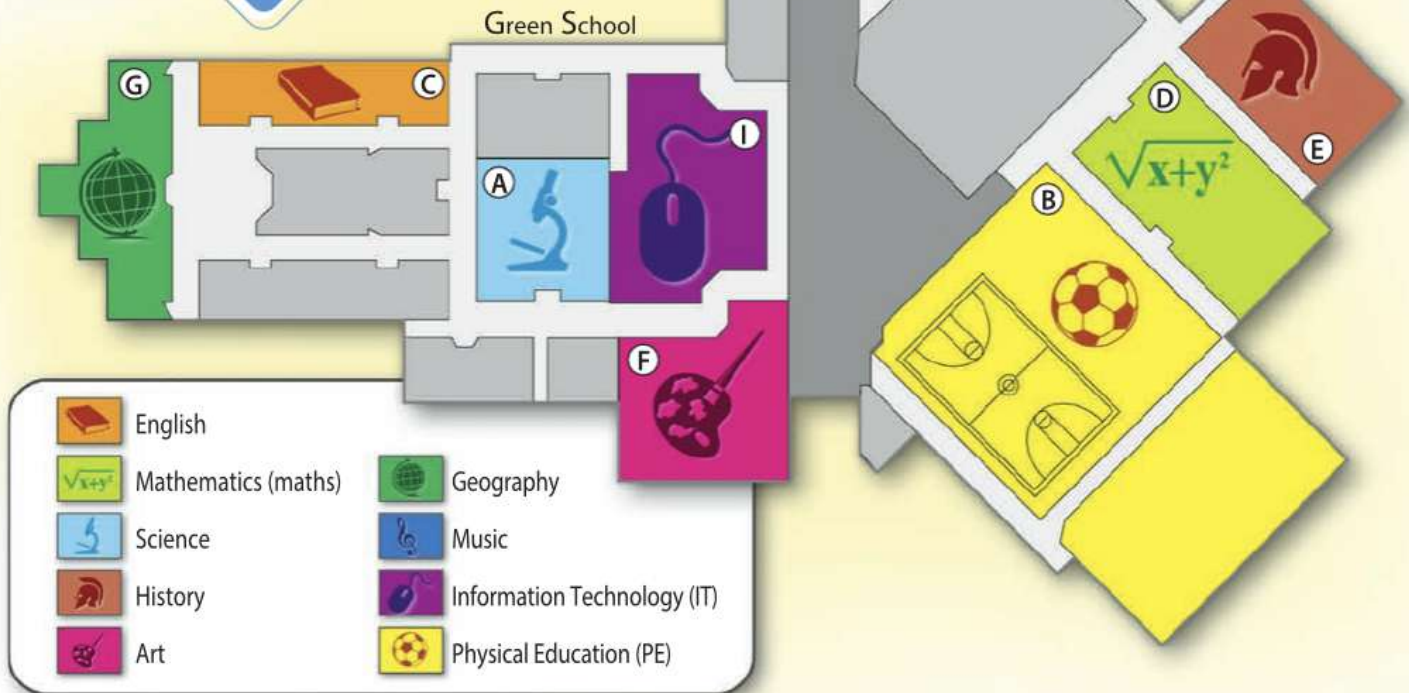


3



1 a

School!



Vocabulary

◆ School subjects

- 1 a) Listen and repeat. What are these school subjects in your language?
- b) Put the school subjects in alphabetical order.

- 2 a) Look at the map of Green School and the timetable. Find the classroom for each subject.

- ▶ A: *Where's the maths lesson?*
B: *In Room D.*

- b) What's your favourite subject?

◆ Days of the week

- 3 a) Listen and repeat.

Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday, Saturday

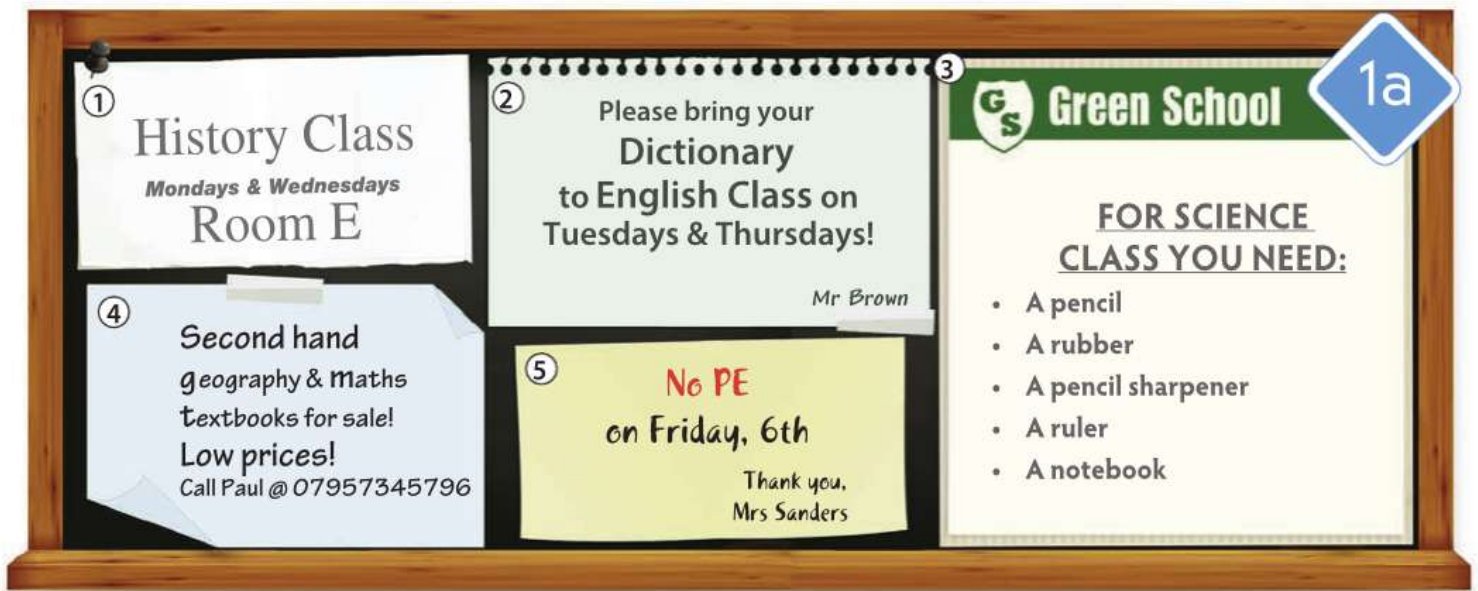
- b) What lessons have you got on Monday, Tuesday, etc?

Timetable Monday

8:30 - 9:25	Maths	▶ D
9:30 - 10:25	IT	.....
10:25 - 10:40	Break	
10:40 - 11:35	English	.....
11:35 - 12:30	PE	.....
12:30 - 1:30	Lunch Break	
1:30 - 2:30	Science	.....
2:30 - 3:30	History	.....

Reading

- 4 a) Look at the notices 1-5 on p. 27. Which are from teachers? Which are from students?



b) Read the notices again and find:

- 6 school subjects
- 6 school objects
- 5 days of the week

c) Answer the questions.

- 1 Is the history class in Room B?
- 2 Who's the English teacher?
- 3 What do you need for the science class?

Grammar Grammar Reference

◆ Articles – a/an

5 Read the rules.

- a + consonant
(b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)

a book

- an + vowel
(a, e, i, o, u) **an apple**

6 Put *a* or *an*, then ask and answer as in the example.

- ▶ A: *What's this in English?*
B: *It's a pencil sharpener.*



GAME

Spelling game. In pairs, play a spelling game about school objects and subjects.

Writing (a school timetable)

7 **Portfolio:** Make your own school timetable for Monday.



First day!

11
eleven

12
twelve

13
thirteen

14
fourteen

15
fifteen

16
sixteen

17
seventeen

18
eighteen

19
nineteen

20
twenty

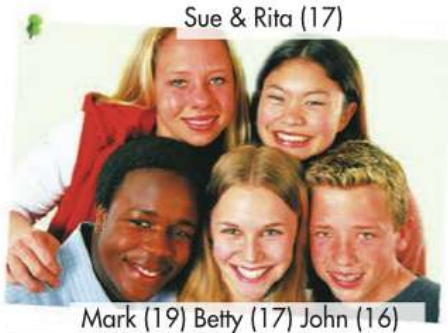
Vocabulary

◆ Numbers

1 🎧 Listen and repeat. Count from 1 to 20.

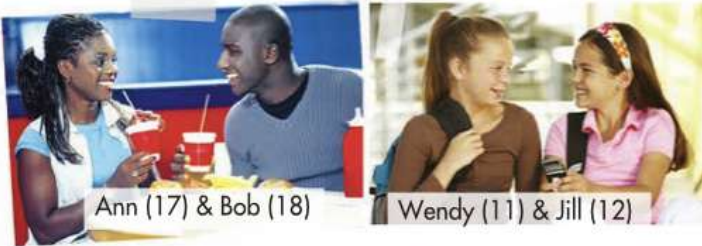
2 a) 😊👀 Look at the pictures.
Talk about the people in the pictures.

▶ A: *How old is Ann?* | A: *How old is Bob?*
B: *She's seventeen.* | B: *He's eighteen.*



Sue & Rita (17)

Mark (19) Betty (17) John (16)



Ann (17) & Bob (18)

Wendy (11) & Jill (12)

b) How old are you? ▶ *I am ...*

Everyday English

◆ Introducing yourself

3 😊👀 Read the dialogue. Introduce yourselves.

A: Hello. My name's Linda Thomas.
B: Hi! I'm Susan Wilson.
A: Nice to meet you, Susan.
B: Nice to meet you, too.

Reading

4 a) 🎧 Read the first exchange. Where are the two boys? Read, listen and check.

Markus: Excuse me, where is the science lesson?

David: It's in Room D. Are you **new** to the school?

Markus: Yes, I am. My name's Markus.

David: My name's David. Nice to meet you, Markus. Your name is unusual. How do you spell it?

Markus: It's M-A-R-K-U-S.

David: I see. How old are you?

Markus: I'm twelve. And you?

David: I'm twelve, too! Are you in Class 2E?

Markus: Yes, I am!

David: Me, too! Let's go to the science lesson together then!

b) ✍️ Read again. Decide if the statements (1-4) are *T* (true) or *F* (false).

- 1 The history lesson is in Room D.
- 2 David is new to the school.
- 3 David and Markus are the same age.
- 4 David and Markus aren't in the same class.

Speaking

5 😊👀 **Portfolio:** Take roles and act out similar dialogues. Record yourselves.

- Jenny (13) – Pedro (14)
- Cathy (9) – Anya (10)
- Steven (11) – Julio (12)

◆ Personal pronouns

6 a) Read the box. Find examples in the dialogue.

Singular	Plural
I	we
you	you
he/she/it	they

b) Find the correct personal pronoun.

- | | | | |
|-------------|-------|-------------|-------|
| 1 Linda | ..... | 4 Sue & I | ..... |
| 2 Mark | ..... | 5 Ben & you | ..... |
| 3 Tom & Lyn | ..... | 6 book | ..... |

◆ The verb 'to be'

7 a) Read the box. Find examples of the verb 'to be' in the dialogue.

Affirmative	
Singular	Plural
I am/I'm	we are/we're
you are/you're	you are/you're
he is/he's	they are/they're
she is/she's	
it is/it's	
Negative	
Singular	Plural
I am not/I'm not	we are not/we aren't
you are not/you aren't	you are not/you aren't
he is not/he isn't,	they are not/they aren't
she is not/she isn't,	
it is not/it isn't	

b) Complete the sentences. Use 'm, 's, 're.

- Susan new to the school.
- I 14 years old.
- They in Room E.
- He my best friend.
- You in Grade 7.

c) Rewrite sentences 1-5 in the negative.

▶ Susan isn't new to the school.



Interrogative	Short Answers
Am I?	Yes, I am./No, I'm not.
Are you?	Yes, you are./No, you aren't.
Is he/she/it?	Yes, he/she/it is./No, he/she/it isn't.
Are we?	Yes, we are./No, we aren't.
Are you?	Yes, you are./No, you aren't.
Are they?	Yes, they are./No, they aren't.

Or-questions: start the same.
They don't have short answers.
Are you in Year 5 or Year 6? – I'm in Year 5.
Is your friend Russian or English? – He's Russian.

8 Complete the questions. Then answer them.

- they in Year 7? Yes,
- they in Year 6 or Year 7? They
- you 10 or 11 years old? I
- it a ruler? Yes,
- you and Mary in the same class? No,
- he Mark? No,

9 Look at the pictures from Ex. 2.

Ask and answer, as in the example.

- Wendy, 12? • Bob, 14? • Sue, 16?
- Rita, 11? • John, 18/16? • Ann, 11/17?

▶ A: Is Wendy 12? A: Is John 16 or 18?
B: No, she isn't. She's 11. B: He is 16.

10 Write the questions.

- ▶ Are you new to the school? No, I'm not.
- ? No, it isn't a rubber.
- ? Yes, I'm twelve.
- ? No, they aren't pencils.
- ? Yes, we're in Year seven.
- ? He isn't her friend, he is my friend.

Writing (a fact file)

11 Portfolio: Make a fact file about yourself, as in the example.

▶ I'm Damien Smith.
I'm eleven years old.
I'm in Class 2C.
My favourite subject is Maths.



1

Favourite subjects

Reading

1 Read and answer the questions.

MERTON SECONDARY SCHOOL

AFTER-SCHOOL CLASSES
SUBJECT CHOICE FORM

Name: Tony Mitchell (1.2)

Class: 8c

Subjects: Please tick (✓)


Maths	<input type="checkbox"/>	Art	<input checked="" type="checkbox"/>	Music	<input checked="" type="checkbox"/>
English	<input type="checkbox"/>	PE	<input type="checkbox"/>	Other	<input type="checkbox"/>
Geography	<input type="checkbox"/>	IT	<input type="checkbox"/>	language	<input type="checkbox"/>
History	<input type="checkbox"/>	Science	<input type="checkbox"/>		

- 1 What is his name?
- 2 What class is he in?
- 3 What school is he in?
- 4 What subjects does he choose?

2  Read the short paragraph and correct the mistakes.

▶ 12

Tony Mitchell is ~~14~~. He's at Merton secondary school. He's in class 2b. He does English, Maths, Geography and Science.



3  Read the theory box. Correct the mistakes in sentences 1-4.

Capital letters

In English, we use capital letters after full stops, for names (*John*), the personal pronoun 'I', days of the week (*Monday*), months (*April*) and names of countries (*Russia*). Is it the same in your language?

- 1 Sarah is 15. she's in my geography class.
- 2 Their names are Claire and Steve lennon.
- 3 She's Nora and i'm Phil. We are from england.
- 4 The art class is in Room D on tuesdays and thursdays.

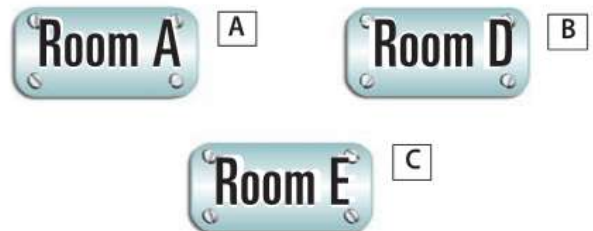
Listening

4   Listen and choose the right answer.

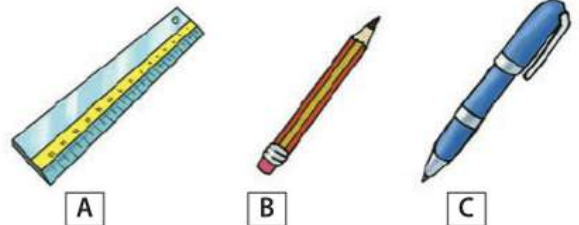
1 What is the boy's name?



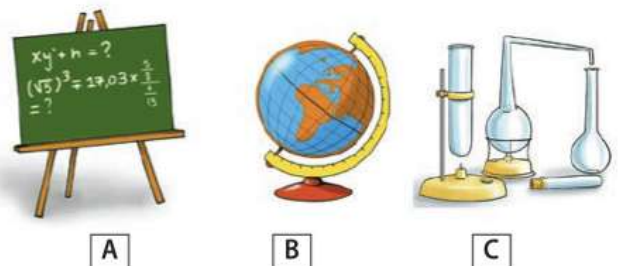
2 Where is the maths lesson?





3 What is on the desk?



4 What is Mary's favourite subject?



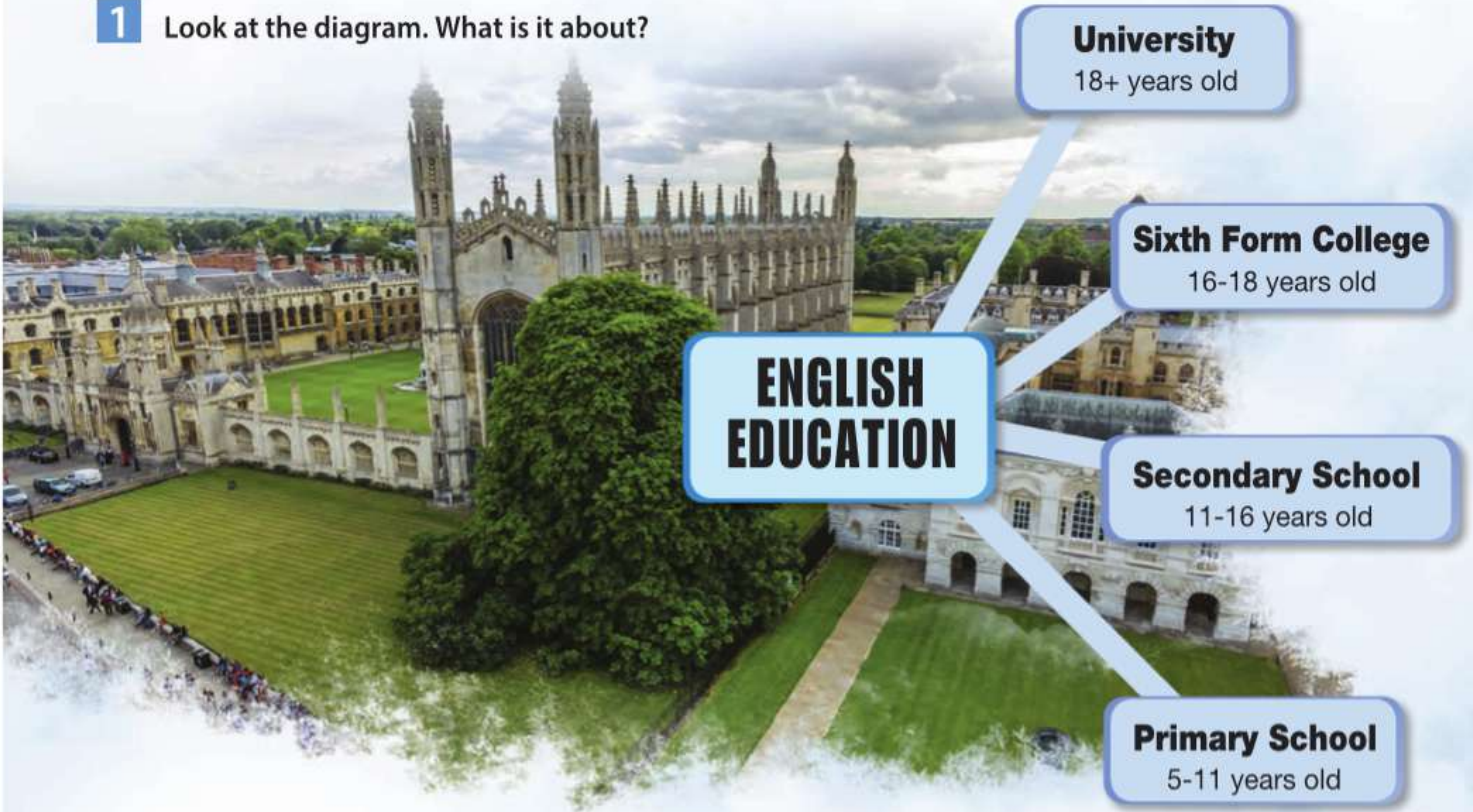
Writing (a subject choice form)



5   **Portfolio:** Make a form about yourself similar to Tony's. Exchange forms with a partner. Then, write a short paragraph, like the one in Ex. 2, about your partner.

CULTURE CORNER

Schools in England

1 Look at the diagram. What is it about?



2 a)   Look at the pictures. Match the people to the type of school. Tell your partner.

▶ Her name is Fiona. She's 13 years old. She's at secondary school.

Fiona - 13

Bill - 21

Tim - 9

Betty - 17

b) What school are you at?

Project

3 **Portfolio:** Make a similar diagram about the education system in Russia. How similar is it to England's? Use the Internet to find the information.

English in Use

1

◆ Greetings

- 1** 🎧 Listen and repeat. What are these greetings in your language?



- 2** 🎧 Listen and match the dialogues to the pictures. Read and check.

- 1 A: Good morning, Paul!
B: Hello, Jane!
A: How are you?
B: I'm fine, thanks. And you?
A: Not bad. See you later!
B: OK. Goodbye!

- 2 A: It's getting late.
Good night, Sasha!
B: Good night, Peter.
See you tomorrow!

- 3 A: Goodbye, mum!
B: Goodbye, Liz. See you later.
A: See you.

- 3** 🎭 Act out similar dialogues.

Pronunciation /eɪ/, /æ/, /θ/

Reading Rules

• a – /eɪ/ name, /æ/ Maths • th – /θ/ Maths

- 4** 🎧 Listen and repeat. Think of more words with the same sounds.

/eɪ/: grade, name, same, later

/æ/: am, thanks, atlas, bag, man

/θ/: thanks, Thursday, think

1 How do you like working at school?



2 a) Listen. Look at the title and the pictures. What is the poster about? Listen, read and check.

b) Now say three rules you remember about working together.

3 Use the letters to form verbs.

- | | | |
|---|--------|-------|
| 1 | ksa | ▶ ask |
| 2 | hares | ..... |
| 3 | ysa | ..... |
| 4 | kolo | ..... |
| 5 | stneil | ..... |

4 Time to mime: Work in groups. One person reads the rules in the poster. The others mime them.

study skills

Working in pairs/groups
When you work in pairs/groups, these rules will help you learn better.

2 WORKING TOGETHER

Working in pairs/groups is fun! When you work in pairs/groups:

- Look at your partner.
- Listen to your partner.
- Say 'sorry', 'please' and 'thank you'.
- Be kind and smile.
- Share your things.
- Think of new ideas.
- Ask questions.

PROGRESS CHECK 1

1 Find the words.

1 a _ _ a _

2 p _ _ c _ _

3 n _ _ _ _ o _ _

4 r _ _ b _ _

5 n _ _ _ _ a _



(Points: $\frac{25}{5 \times 5}$)

2 Match the words.

- | | |
|---------------|--------------|
| 1 information | a education |
| 2 physical | b break |
| 3 school | c technology |
| 4 lunch | d subjects |
| 5 pencil | e case |

(Points: $\frac{20}{5 \times 4}$)

3 Complete with *a/an*.

- | | |
|--------------------------|----------------|
| 1 pencil case | 4 rubber |
| 2 atlas | 5 ruler |
| 3 pencil sharpener | |

(Points: $\frac{15}{5 \times 3}$)

4 Complete with: *is, are*, then answer the questions.

- Laura new to the school?
Yes,
- Tim in Year 5?
No,
- Paul and Steve at secondary school?
Yes,
- Jane and Claire in Year 7 or Year 6?
They in year 6.
- Laura and Jane at primary school?
No,

(Points: $\frac{20}{10 \times 2}$)

5 Choose the correct response.

- A: Good morning, Paul.
B: a Good morning, Ann.
b And you?
- A: How are you?
B: a I'm fine, thanks.
b Thank you.
- A: Goodbye, Tony.
B: a How are you?
b Goodbye, Sally. See you later.
- A: See you later!
B: a See you.
b Fine, thanks.

(Points: $\frac{20}{4 \times 5}$)

(My score: $\frac{100}{100}$)

Now I Can ...

- talk about school subjects/objects
- write a school timetable
- count from 1 to 20
- introduce myself and others
- write a fact file about myself
- use capital letters correctly
- write a subject choice form
- talk about schools in England & in Russia
- greet people

... in English



That's me!

◆ Before you start ...

- How old are you?
- What are your favourite school subjects?
- What is in your timetable?
- Is your best friend 10 or 11 years old?

◆ Look at Module 2

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- flags
- a world map
- an article about UK souvenirs
- a film review

◆ Listen, read and talk about ...

- countries & nationalities
- personal things
- birthday gifts
- collections
- UK souvenirs
- continents & capital cities

◆ Learn how to ...

- say your age and nationality
- count from 21 to 1000
- give personal information
- buy a souvenir

◆ Practise ...

- word formation: adjectives with -an, -ish, -ian, -ese
- possessive adjectives
- the verb *have got*
- plurals
- *this – that/these – those*
- using short forms
- reading rules: u, o + n, m, v
- pronunciation: /s/, /z/, /z/, /u:/, /ʌ/, -s ending plural

◆ Write / Make ...

- a poster of your favourite cartoon characters
- a list of things for your birthday
- a paragraph about your collection
- a map of your country with souvenirs
- a quiz about countries & their capitals



2

I'm from ...

Vocabulary

Countries & Nationalities

- 1 a) Match the countries to the nationalities. Listen and check. Listen again and repeat.

COUNTRIES	NATIONALITIES
Russia	American
the UK	Australian
the USA	British
Canada	New Zealander
Australia	Canadian
New Zealand	French
France	Russian
Japan	Japanese

- b) Where are you from? What languages can you speak? Tell the class.

- ▶ Hello! I'm Natasha. I'm from Russia. I can speak Russian and English, but I can't speak French.

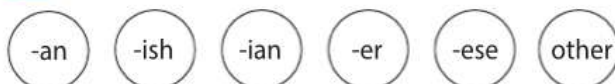
- 2 Do you know the cartoon characters and people in the pictures? Where are they from?

- ▶ A: Where's Avril Lavigne from?
B: She's from Canada. She's Canadian.

Word formation

We use **-an**, **-ish**, **-ian**, **-ese** to form adjectives for nationalities.

- 3 Group the nationalities in Ex. 1a under:



Use the list of geographical names at the back of the book to add one more to each group.

Avril Lavigne (Canadian)

1



2

Batman (American)



3

Asterix (French)



4

Emma Watson (British)



5

Yu-Gi-Oh (Japanese)

GAME

Play in teams. One team says a country, the other says the nationality.

- ▶ Team A S1: Italy.
Team B S1: Italian.

Reading

- 4 Listen Look at the picture and the title of the text. Read the four names below. Who are these people? Listen and read to find out.

- Aunt Mary • Mary Jane
- Peter Parker
- The Green Goblin

- 5 Read and answer the questions. Explain the words in bold.

- 1 Where's Spider-Man from?
- 2 Who's his best friend?
- 3 What can Spider-Man do?
- 4 Who is against him?



Amazing SPIDEY!

by Ann Smith

★★★★★

Peter Parker is a **quiet** teenager. He lives in a small house in New York City with his Aunt Mary. Peter hasn't got many friends. His best friend, Mary Jane, lives **next door**. One day, a spider **bites** Peter in a science lab. Now he's got special **powers**! He is **strong** and **fast** and he can **climb walls**, just like a spider! People love him, but his **enemy**, the evil Green Goblin, is after him. Can Spider-Man stop him? **Watch** this brilliant film to find out!

study skills

Making notes

Read the text and find keywords, make them headings. List the points under the headings. Use your notes to present the topic.

Speaking

- 6 Make notes in your notebooks then present the story of Spider-Man to the class.

Grammar Grammar Reference

◆ have got

- 7 Read the table. Find examples in the text.

Affirmative	Negative
I/you/we/they have got he/she/it has got	I/you/we/they haven't got he/she/it hasn't got
Interrogative	Short answers
Have I/you/we/ they got ...?	Yes , I/you/we/they have . No , I/you/we/they haven't .
Has he/she/it got ...?	Yes , he/she/it has . No , he/she/it hasn't .

- 8 What have Jane and John got in their school bags? Ask and answer.



Jane		John
rubber	book pencil pencil case	ruler
pen		notebook
sharpener		notepad
atlas		

- ▶ A: *Has Jane got a ruler in her school bag?*
B: *No, she hasn't. Has John got a ruler in his school bag?*
A: *Yes, he has.*

What has your partner got in his/her school bag? What have you got?

Writing (a poster)

- 9 **Portfolio:** Make a poster of your favourite cartoon characters. Stick on pictures. Write a few sentences about each character.

Write:

- name • who the character is
- what the character does

2

My things

Vocabulary

◆ Personal things

Study skills

International words in English
Associate words that are similar to words in your language. This helps you remember them.

- 1 🎧 Listen and repeat. Which of these words are like words in your language?

Reading

- 2 a) Read the first exchange. Who's got a new bike?
b) 🎧 What is Amy's present? Listen and read to find out.

Tim: Hi, Amy!
Amy: Hi, Tim! Is that your new bike?
Tim: Yes, it is!
Amy: Wow, it's fantastic!
Tim: Thanks, Amy. Is that your new camera?
Amy: Yes. It's a digital camera from my mum and dad. It's my birthday today.
Tim: Oh, Happy Birthday, Amy!
Amy: Thanks, Tim! Smile for the camera!

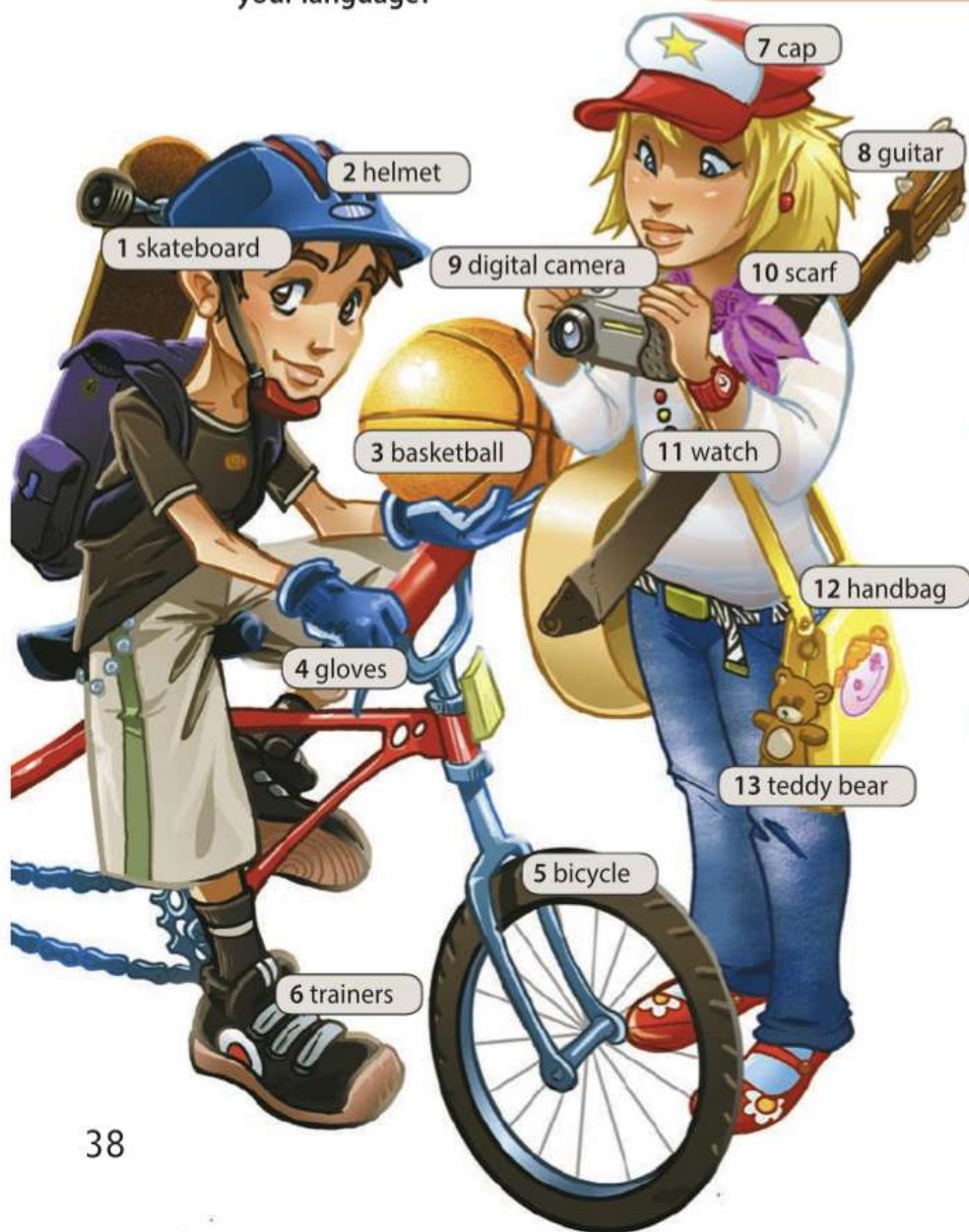
- c) 😊👤 Read the dialogue aloud.

- 3 😊👤 Look at the picture again. Which of these things have you got? What colour are they? Tell your partner.

▶ *I've got a skateboard and a helmet. My skateboard is blue and my helmet is red.*


Speaking

- 4 😊👤 **Portfolio:** Your friend has got a new skateboard. Act out a dialogue. Use the one in Ex. 2 as a model. Record yourselves.



Grammar Grammar Reference

◆ Plurals

5  Read the rules. Then write the plurals.

noun + -s one doll – two dolls

-s, -ss, -sh, -ch, -x, -o + -es bus – buses, class – classes, brush – brushes, watch – watches, fox – foxes, tomato – tomatoes

consonant + y → -ies lady – ladies BUT toy – toys
-f/-fe → -ves leaf – leaves, life – lives

IRREGULAR PLURALS

child – children	woman – women
foot – feet	man – men
tooth – teeth	mouse – mice

Nouns which are always plural: trousers, clothes, people

- | | |
|-----------------------|---------------|
| 1 doll ▶ <i>dolls</i> | 5 ball |
| 2 party | 6 boy |
| 3 man | 7 knife |
| 4 box | 8 watch |

Pronunciation

Reading Rules

(e)s after:

- /f/, /k/, /p/, /t/, /θ/ → /s/ caps
- /s/, /ks/, /ʃ/, /tʃ/, /dʒ/, /z/, /ʒ/ → /z/ buses
- any other sounds → /z/ hens, peas

6   Listen and choose. Listen and repeat.

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
hat				cat			
tie				glass			
fly				lamp			

◆ This/These – That/Those

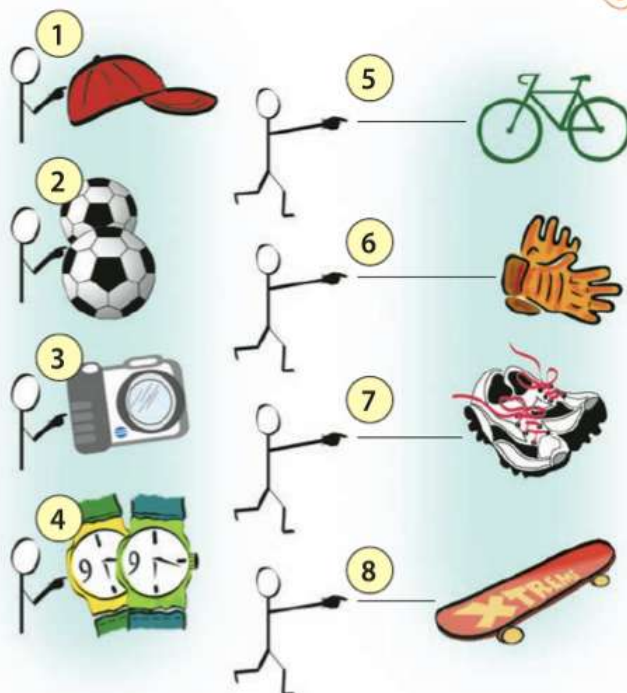
7 Read the rules and the examples. Then make sentences.

We use **this/these** for things near us.


We use **this** in the singular and **these** in the plural.

We use **that/those** for things far away from us.

We use **that** in the singular and **those** in the plural.



- ▶ 1 This is a cap. 5 That is a bicycle.
 2 These are footballs. 6 Those are gloves.

8  Point to things near/far from you. Make sentences using *this/these, that/those*.

- ▶ A: (points to the ruler) This is a ruler.
 B: (points to the blackboard) That is a blackboard.

Listening

9  Listen and match the people to their presents.

People

- 1 John
 2 Sue
 3 Tara
 4 Ken
 5 Jim

Presents

- a skateboard
 b camera
 c watch
 d scarf
 e guitar
 f gloves
 g bicycle
 h basketball

Writing (a list)

10 *Portfolio:* Write a list of things you want for your birthday.

2

My collection

Numbers (21-1000)

1



2

3  

- A: How old is Emma?
- B: She's forty.
- A: Where's the farm?
- B: It's in England.
- A: Is Peter from Spain or from Mexico?
- B: He's from Mexico.

Emma



My aunt is Emma.

Peter



Reading

4

5

6

- My name's Tom.

7  

- A: I've got a stamp collection. What about you?
- B: I haven't got a stamp collection but I've got a coin collection.

Writing

(1 paragraph about your collection)

CULTURE CORNER

Holidays in the UK *and it's shopping time!*

✓ Here are some popular souvenirs you can buy in the UK.

HAT
shamrocks
This is a hat. It has got shamrocks on it. The shamrock is the national symbol of Ireland.

SCARF
This is a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.

STUFFED TOY
This is a stuffed toy. It looks like a cow. There are many cows in Scotland.

TOY BUSES
double-decker
These are toy buses. They are double-decker buses. You can see these in London.

MUG
dragon
This is a mug. It has got a Welsh dragon on it. The Welsh dragon is on the flag of Wales.

PIN
This is a pin. It has got a Union Jack on it. The Union Jack is the flag of the UK.

1 🗣️ Look at the title and the pictures. What do you expect to read about? Listen and read to check.

2 ✍️ Match the countries to the nationalities. Which countries are the souvenirs from?

- | | |
|--------------------|------------------|
| 1 the UK | a Welsh |
| 2 England | b Scottish |
| 3 Scotland | c Northern Irish |
| 4 Wales | d English |
| 5 Northern Ireland | e British |

▶ *The scarf is Scottish.*

3 🗣️ Use the map to tell your partner what souvenirs one can buy in the UK.

Project

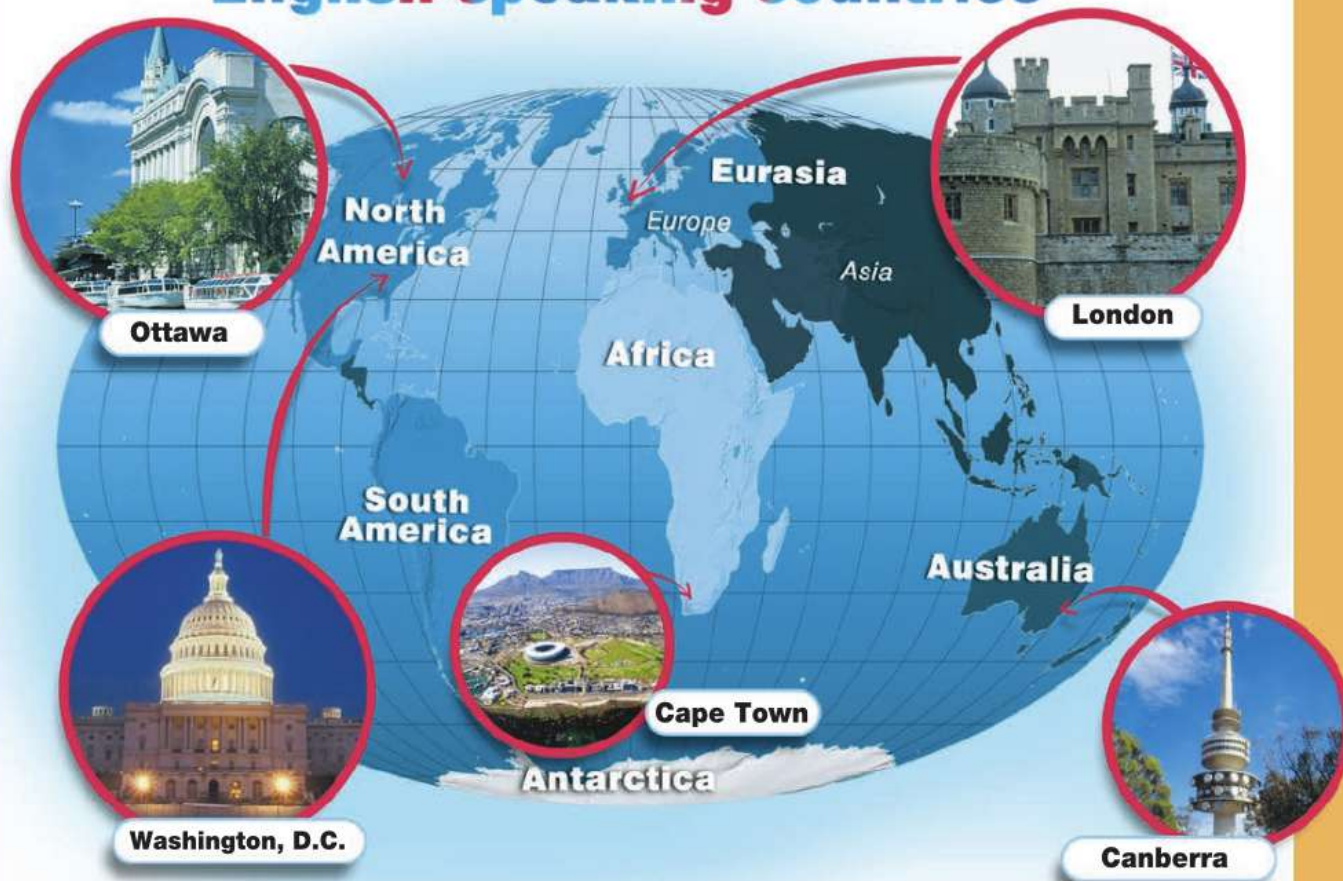
4 **Portfolio:** Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.

Extensive Reading

2

ACROSS THE CURRICULUM: **GEOGRAPHY**

English-speaking countries



- 1** a) Look at the map. Which continents can you see?
- b) Look at the capital cities on the map. Which continent are they in? Match them with their country:
- the UK
 - the USA
 - Australia
 - South Africa
 - Canada

► *London is in Europe.
London is the capital of the UK.*

- 2** a) Use the prompts to ask and answer questions.

- | | |
|--------------------|----------------|
| 1 Lyn/South Africa | 4 Bill/the USA |
| 2 Tom/Australia | 5 Sue/Canada |
| 3 Mary/the UK | |

- *A: Where's Lyn from?
B: She's from South Africa.
A: What nationality is she?
B: She's South African.
A: What's the capital of South Africa?
B: Cape Town.*











b) What's the capital of Russia?

Project

- 3** *Portfolio:* Use an atlas to find other countries and their capitals. Prepare a small quiz for your classmates.

PROGRESS CHECK 2

1 Complete the words.

- 1 b _ _ _ _ t _ _ _ _ 
 - 2 h _ _ _ _ _ g 
 - 3 g _ _ _ e _ 
 - 4 t _ _ _ _ _ 
 - 5 w _ _ _ _ h 
 - 6 s _ _ _ r _ 
 - 7 h _ _ _ _ _ 
 - 8 b _ _ _ y _ _ _ _ 
 - 9 c _ _ _ 
 - 10 g _ _ _ _ a _ 
- (Points: $\frac{10}{10}$)

2 Write the nationalities.

- | | |
|----------------|------------------|
| 1 Russia | 5 the UK |
| 2 France | 6 Canada |
| 3 Japan | 7 Australia |
| 4 the USA | |
- (Points: $\frac{14}{7 \times 2}$)

3 Write the numbers.

- | | |
|-----------|-----------|
| 1 99 | 4 60 |
| 2 32 | 5 43 |
| 3 48 | |
- (Points: $\frac{10}{5 \times 2}$)

4 Complete with: *has, hasn't, have, haven't*.

- 1 they got a computer?
Yes, they
 - 2 he got a sister or a brother?
He got a brother .
 - 3 Tom got a pen in his school bag?
Yes, he
 - 4 you got a computer?
No, I
- (Points: $\frac{16}{8 \times 2}$)

5 Choose the correct word.

- 1 **That** / **This** boy over there is John.
 - 2 **This** / **These** books are Tony's.
 - 3 **This** / **These** is our friend, Pete.
 - 4 **Those** / **This** gloves are from my mum.
- (Points: $\frac{16}{4 \times 4}$)

6 Write the plurals.

- | | |
|--------------|--------------|
| 1 child | 5 watch |
| 2 man | 6 boy |
| 3 box | 7 party |
| 4 leaf | |
- (Points: $\frac{14}{7 \times 2}$)

7 Match the exchanges.

- | A | B |
|---------------------------|-------------------------|
| 1 How about this key | a I want to buy a ring? |
| 2 Can I have two, please? | b It's £2. |
| 3 How can I help you? | c Sure. That's £4. |
| 4 How much is it? | d Yes, it is. |
| 5 Is this your new scarf? | e That's a good idea. |
- (Points: $\frac{20}{5 \times 4}$)

Now I Can ...

- talk about countries and nationalities
 - talk & write about my personal things/collections
 - write about my favourite cartoon character
 - give personal information
 - write a paragraph about my collection
 - count to 1000
 - buy souvenirs
- (My score: $\frac{100}{100}$)

... in English

