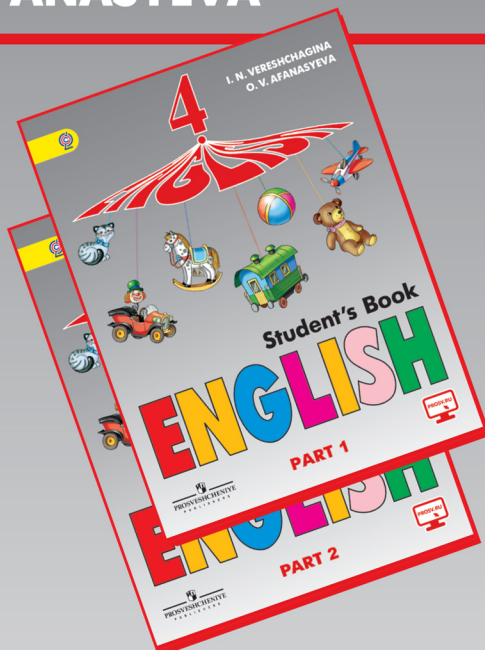




**I. N. VERESHCHAGINA
O. V. AFANASYEVA**

4



Teacher's Book

ENGLISH



**PROSVESHCHENIYE
PUBLISHERS**

**И.Н. ВЕРЕЩАГИНА
О.В. АФАНАСЬЕВА**



АНГЛИЙСКИЙ ЯЗЫК

КНИГА ДЛЯ УЧИТЕЛЯ

4 класс

**Учебное пособие
для общеобразовательных
организаций и школ
с углублённым изучением
английского языка**

3-е издание

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В31 Английский язык. Книга для учителя. 4 класс : учеб. пособие для общеобразоват. организаций и шк. с углубл. изучением англ. яз. / И. Н. Верещагина, О. В. Афанасьева. — 3-е изд. — М. : Просвещение, 2016. — 111 с. — ISBN 978-5-09-037856-7.

Книга для учителя является составной частью учебно-методического комплекта для 4 класса общеобразовательных организаций и школ с углублённым изучением английского языка, разработанного авторами в соответствии с Федеральным государственным образовательным стандартом начального общего образования. Она содержит методические рекомендации по организации и проведению занятий на данном этапе обучения.

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ДОРОГИЕ КОЛЛЕГИ!

Вот уже третий год вы будете обучать учащихся английскому языку, используя определённую систему, заложенную в учебно-методических комплектах для 2 и 3 классов (*И. Н. Верещагина* и др.). УМК для 4 класса продолжает и развивает эту систему. Однако 4 класс является в определённой степени «переломным», «переходным» классом, так как, с одной стороны, он завершает начальный этап обучения английскому языку, а с другой — сам является основной базой для следующего, среднего этапа обучения. Отсюда — определённые вкрапления большей «взрослости» в УМК для 4 класса, а также некоторые инновации по сравнению с двумя предыдущими УМК.

Состав учебно-методического комплекта для 4 класса¹:

- **рабочие программы (2—4 классы)**
- **учебник (в 2 частях)**
- **аудиокурс к учебнику**
- **рабочая тетрадь**
- **книга для чтения**
- **книга для учителя**
- **контрольные и проверочные работы**
- **интернет-поддержка www.prosv.ru/umk/vereshchagina**

Как полагают авторы, учителю целесообразно ознакомиться с рекомендациями по работе с УМК, изложенными в книге для учителя, а также просмотреть материалы аудиокурса и домашнего чтения. Это поможет понять отличие структуры учебника для 4 класса от структуры учебников для 2 и 3 классов.

Так же как и в предыдущих книгах для учителя, мы не даём подробных рекомендаций по проведению каждого урока, чтобы не сковывать вашу творческую инициативу, а ограничиваемся лишь отдельными методическими советами, которые вы сможете, по вашему усмотрению, учесть в своей работе.

Авторы надеются, что включение в книгу для учителя методических рекомендаций и пояснений как по четвертям, учебным ситуациям, так и по отдельным урокам поможет в организации учебного процесса.

Больших вам успехов!

Авторы

¹ Дополнительные материалы и материалы по развитию у учащихся ИКТ-компетенции размещены в электронном каталоге издательства «Просвещение» на интернет-ресурсе www.prosv.ru и на сайте www.prosv.ru/umk/vereshchagina.

ПРЕДИСЛОВИЕ

В связи с интеграцией России в единое европейское образовательное пространство система школьного образования в стране активно модернизируется. В изменившихся социально-политических и экономических условиях происходящие в наши дни значительные перемены в системе отечественного образования направлены прежде всего на повышение качества подготовки учащихся общеобразовательных организаций, формирование ключевых компетенций, среди которых важнейшим наряду с владением информационными технологиями определено владение иностранными языками. Выработанные направления модернизации российского образования предполагают соответствующие изменения в целях, задачах и содержании обучения иностранным языкам в школе.

УМК по английскому языку для 4 класса (авторы И. Н. Верещагина, О. В. Афанасьева), завершающий предметную линию учебников «Английский язык» для начальной школы (2—4 классы) разработан с учётом требований Федерального государственного образовательного стандарта начального общего образования (ФГОС) и Примерной программы по иностранному языку для начальной школы¹. Содержание учебника и иных составляющих УМК для 4 класса соотнесено также с Фундаментальным ядром содержания общего образования² и Планируемыми результатами начального общего образования³, обеспечивающими реализацию ФГОС.

«Интегративной целью обучения иностранному языку в начальных классах является формирование **элементарной коммуникативной компетенции** младшего школьника на доступном для него уровне в основных видах речевой деятельности: аудировании, говорении, чтении и письме.

Элементарная коммуникативная компетенция понимается как способность и готовность младшего школьника осуществлять межличностное и межкультурное общение с носителями изучаемого иностранного языка в

¹ См.: Примерные программы по учебным предметам. Начальная школа. В 2 ч. Ч. 2. — М.: Просвещение, 2011.

² См.: Фундаментальное ядро содержания общего образования. — М.: Просвещение, 2011.

³ См.: Планируемые результаты начального общего образования / под ред. Г. С. Ковалёвой, О. Б. Логиновой. — М.: Просвещение, 2011.

устной и письменной формах в ограниченном круге типичных ситуаций и сфер общения, доступных для младшего школьника»¹.

В соответствии с межкультурным подходом к обучению иностранным языкам особое внимание уделяется формированию **межкультурной компетенции** как компетенции особой природы, основанной на знаниях и умениях, способности осуществлять межкультурное общение посредством создания общего для коммуникантов значения происходящего и достигать в итоге позитивного для обеих сторон результата общения.

Межкультурная компетенция при этом рассматривается в совокупности её составляющих — речевой, языковой, социокультурной, компенсаторной и учебно-познавательной компетенций.

Учителям, остановившим свой выбор на учебнике «Английский язык» для 4 класса вышеуказанных авторов, следует помнить, что этот учебник является логическим продолжением УМК-2 и УМК-3 (И. Н. Верещагина и др.).

В целом работа по УМК-4 со школьниками направлена на достижение **метапредметных, личностных и предметных** результатов, что и находит своё отражение в новой редакции комплекта. В учебник для 4 класса был введён ряд новых заданий, частично изменены отдельные задания или их формулировки. В новой редакции учебника гораздо большее внимание уделяется планированию итогов работы, оценке собственных достижений в изучении языка, самостоятельной и коллективной деятельности по поиску и обработке информации и т. п.

В плане содержания УМК-4 предполагает работу по четырём основным направлениям: 1) развитие коммуникативных умений в аудировании, говорении, чтении и письме; 2) знакомство с языковыми средствами и приобретение навыков пользования ими; 3) расширение социокультурной осведомлённости школьников; 4) целенаправленная работа над общеучебными и специальными учебными умениями.

УМК для 4 класса строится на тех же методических принципах, что и УМК для 2 и 3 классов: коммуникативной направленности всего процесса обучения; дифференцированного и интегрированного обучения всем аспектам языка и видам речевой деятельности; учёта родного языка учащихся; воспитывающего обучения; сознательности в овладении материалом; активности и широкого использования всех видов языковой и неязыковой наглядности. В учебнике используется и принцип избыточности.

Обучение английскому языку в 4 классе строится на *устном опережении*. Период устного опережения, так же как и в 3 классе, может быть различным по времени. Работа в 4 классе в большинстве случаев предполагает устное опережение в один урок.

¹ Примерные программы по учебным предметам. Начальная школа. В 2 ч. Ч. 2. — М.: Просвещение, 2011.

Завершающая ступень начального этапа обучения английскому языку предполагает более частое обращение к страноведческому материалу. В этом году шире, чем раньше, представлены на страницах учебника и книги для чтения две англоязычные страны — Великобритания (II четверть) и США (III четверть).

Таким образом, к концу 4 класса у учащихся формируется элементарная коммуникативная компетенция, закладываются основы практического владения языком в различных видах речевой деятельности. Они получают первые представления, расширяющие знания о России, символике нашего государства, его столице. Учащиеся также овладевают базовыми учебными навыками, приёмами работы в парах/группах, фронтальной устной тренировки в достаточно быстром темпе. В результате изучения английского языка в начальной школе УМК 2—4 предполагают овладение учащимися уровнем A1 «Выживание» и A2 «Допороговый» согласно системе уровней, установленных Советом Европы.

Ориентация учащихся на развитие языковой догадки, умения наблюдать, сопоставлять, анализировать явления внутри языка (см. рубрики **Look, Read, Remember!**), а также сравнивать отдельные элементы в системах двух языков (английского и русского) позволяет обратить значительно больше внимания на филологическое воспитание учащихся, на выработку у них определённых филологических навыков.

Переработанный вариант учебника рассчитан на 4—5 часов английского языка в неделю. Учителю рекомендуется руководствоваться предложенным планированием, где указано распределение учебного материала по темам, его объём, последовательность резервных уроков, уроков домашнего чтения. Уроки домашнего чтения, особенно первой части, тесно увязаны по материалу с основными уроками учебника.

Единицей построения учебника остаётся урок (Lesson). Но в отличие от двух предыдущих классов каждый урок учебника рассчитан на работу в течение двух, а иногда и трёх учебных часов (periods).

Учебник состоит из двух разделов — уроков повторения **Round-up Lessons** и уроков основного курса **Basic Course**.

В конце второй части расположен материал, состоящий из грамматического справочника, списка неправильных глаголов и англо-русского словаря.

Каждый урок, в свою очередь, имеет чёткое построение и состоит из определённых, последовательно расположенных разделов. Каждый урок повторительного курса начинается разделом **Let Us Review**. Его цель — обеспечить использование повторяемого материала по возможности в коммуникативно направленных упражнениях, как чисто устных, так и со зрительной графической опорой. Упражнения не сложные: выполняться они должны в быстром (не ниже нормального) темпе.

В этом же разделе **Let Us Review** учащимся предлагается вспомнить выученные по темам в 3 классе песни и стихи и по выбору исполнить

какие-нибудь из них. Учитель также может организовать мини-концерт с групповым и сольным исполнением выбранных песенок, хоровым или индивидуальным чтением стихотворений. Можно провести своего рода соревнование между отдельными учащимися, по группам и т. д. Тут учителю важно учесть особенности его учащихся, их характеры и др. Такие соревнования повышают самооценку (иногда даже слабых учащихся), а также усиливают мотивацию обучения английскому языку.

Раздел **Let Us Review** готовит учащихся к работе с разделом **Let Us Read**. Цель этого раздела — продолжение обучения чтению как виду речевой деятельности, т. е. стимулирование целенаправленного поиска нужной информации из печатного текста. Мы не рекомендуем читать один и тот же текст многократно, как это часто практикуется в школе. Повторное чтение может быть использовано только в том случае, если учащиеся не справились с предлагаемым заданием к тексту. В этом случае задание нужно пояснить или изменить.

В четырёх уроках (уроки 1, 4, 7, 8) до раздела **Let Us Read** есть раздел **Let Us Listen, Read and Learn**. В нём предлагаются новые песни, тематически связанные с повторяемым материалом. Песни, как правило, даны целиком. (За исключением песни “I Like Food”, представленной в учебнике только первым куплетом, см. урок 4. Второй куплет песни включён в звуковое задание. При желании учитель может познакомить учащихся с новыми словами всей песни. См. звуковое задание № 2.) Авторы отдают себе отчёт в том, что не все учащиеся в состоянии выучить всю песню целиком и запомнить все встречающиеся там слова. Учитель сам решит, кому из ребят по силам выучить всю песню (можно дома, так как у всех должно быть дома звуковое пособие), а кому предложить выучить один-два куплета. Однако следует иметь в виду, что эти песни ещё один источник для пополнения словаря по повторяемым темам, и учителю следует объяснить это детям. А чтобы слова запоминались лучше, можно предложить учащимся пользоваться ими при выполнении упражнений учебника или упражнений, которые составит сам учитель.

Следующий раздел повторения — **Let Us Talk**. При выполнении заданий из этого раздела учащиеся пользуются как монологической, так и диалогической речью. Материал предыдущих разделов (**Let Us Review, Let Us Read**) подготавливает учащихся к более творческому выполнению предлагаемых заданий. При работе над этим разделом учителю необходимо стимулировать разнообразие высказываний, исходя из личностных особенностей и возможностей говорящих.

Последний раздел — **Let Us Write** содержит, как правило, мало упражнений, так как учитель может дать любое, нужное его группе упражнение из других разделов выполнить в письменной форме. Мы не рекомендуем проверять выполнение письменных упражнений в классе. Необходимо систематически (практически ежедневно) проверять тетради учащихся, тщательно следить за выполнением всех задаваемых упражнений, а глав-

ное — проводить глубокий анализ ошибок, недоработок, вести строгий индивидуальный их учёт и в случае необходимости давать детям индивидуальные задания.

И наконец, говоря об уроках повторения (**Round-up Lessons**), хочется заметить, что при отсутствии времени и принимая во внимание тот факт, что при написании учебника авторы основывались на принципе избыточности материала, учителя могут по своему усмотрению сокращать время работы над уроками повторения и переходить непосредственно к основному курсу (**Basic Course**). Однако качество повторения пройденного должно быть в центре внимания преподавателя, так как это залог успешного продвижения учащихся в основном курсе. В очень слабых классах система индивидуальных заданий помогает многим учителям не выходить за рамки времени, отведённого на повторение.

Два урока домашнего чтения как бы подводят итог повторению, и после них начинается *основной курс*. Домашнее чтение ведётся по специально составленной авторами книге для чтения. Уроки проводятся по предложенной ещё в 3 классе методике. Однако и здесь творчество учителя только приветствуется.

Основной курс (**Basic Course**) состоит из ряда тем или учебных ситуаций, которые практически всегда представлены в виде более мелких подтем. Каждый урок этого раздела рассчитан на 2 часа работы и имеет чёткую структуру, несколько отличающуюся от структуры уроков в разделе повторения.

Так, каждый урок основного курса начинается разделом **Let Us Learn**. Задача этого раздела — тренировка учащихся в использовании нового языкового и речевого материала. Предполагается, что учитель сам проводит устное ознакомление с новым материалом, затем учащиеся тренируются в устном его употреблении и только после этого приступают к работе с этим разделом учебника.

Как правило, в первых упражнениях раздела **Let Us Learn** отрабатывается материал предыдущего(их) урока(ов), ещё требующий тренировки учащихся в его употреблении. В каждом уроке в этом разделе обязательно есть упражнение с заданием *Learn how to pronounce and use the new words*. Номер, стоящий в конце задания (например, 9), совпадает с номером задания аудиокурса. Упражнение с такой формулировкой не только учит учащегося произносить изолированные новые слова, но и показывает их употребление на уровне словосочетаний и целых отдельных предложений. Если учащиеся ещё не умеют работать с аудиокурсом (а такие встречаются): плохо слышат, плохо имитируют диктора, учителю с первых уроков необходимо всех до одного научить это делать хорошо, что в дальнейшем очень облегчит работу и самого учителя, и учащихся. Важно напомнить детям, что нужно внимательно слушать и постараться запомнить слова и предложения с ними. Это поможет учащимся развить аудитивную память, без которой успешное продвижение в языке невозможно.

Важным упражнением этого раздела является упражнение, направленное на обучение чтению (не только вслух, но и про себя). Нужно приучить учащихся молча проглядывать текст, как бы готовясь к громкому чтению. Важна здесь и скорость чтения. Дома учащиеся могут потренироваться в этой работе с помощью аудиокурса.

В учебнике для 4 класса вы встретите большое количество рамок с заданием **Look, Read, Remember!**, иногда с указанием страницы, отсылающей учащегося к грамматическому справочнику учебника, где можно прочитать об этом подробнее. Такие рамки могут встречаться во всех разделах урока, а не только в **Let Us Learn**, где они преобладают.

Второй раздел урока называется **Let Us Listen, Read and Learn**. В нём даются диалоги, которые нужно прослушать в звукозаписи, прочитать за диктором, чтобы отработать верную интонацию, выучить наизусть (как правило, дома), а затем составить диалог по аналогии и разыграть его с одноклассником или использовать пальчиковые куклы, как это делалось в 3 классе.

В этом же разделе, если нет диалога, приводится стихотворение, песня, пословица, поговорка. Методика работы с этим материалом такая же, как и в 3 классе.

Следующий раздел урока — **Let Us Read**, где учащимся предлагается для чтения текст, чаще монологического, а иногда диалогического характера, и ряд упражнений, направленных на проверку понимания прочитанного. На уроке текст читается про себя. Если учитель считает, что дети читают вслух ещё недостаточно хорошо, он выбирает небольшой отрывок для чтения вслух. Здесь следует пользоваться золотым методическим правилом: чем хуже читают дети вслух, тем короче должен быть выбранный отрывок. Но «отчитать» его нужно как следует, по всем правилам.

За разделом чтения идёт раздел **Let Us Talk**. В нём, как правило, не очень много упражнений, но это не значит, что учитель должен ограничиться только ими. Предполагается, что учитель вступит в беседу с отвечающими, задаст им ряд вопросов, привлекая к беседе весь класс.

Далее следует раздел **Let Us Write** с упражнениями для письменной работы дома и словами в рамочке, правописание которых дети должны выучить. Учителю следует очень часто проводить 3—5-минутные проверочные работы (quiz). Мы уверены, что у каждого учителя разработана своя система этих экономических по времени «пятиминуток».

Говоря об учебнике для 4 класса в целом, нельзя обойти молчанием ещё одну его особенность. Он составлен на основе *некоторой избыточности*, т. е. в каждом уроке представлено несколько большее количество упражнений, чем то, которое может выполнить средний ученик. Принцип избыточности проявляется не только в количестве, но и в наполнении каждого упражнения.

Лучше всего языковые подгруппы формировать по принципу возможностей учащихся и их подготовленности. Если в школе такой подход по-

ка ещё вызывает возражения, рекомендуем в своей подгруппе выделить наиболее сильных учащихся, средних и слабых. Сильные учащиеся могут выполнять все упражнения и быть «тьюторами» в группах более слабых.

Так же как и во 2 и 3 классах, роль книги для учителя здесь несколько снижается, так как всё даётся в самом учебнике, в той последовательности, которой рекомендуется придерживаться.

Среди уроков, на которых ведётся работа по теме, есть несколько резервных уроков (**Optional Lessons**), которые учитель использует по своему усмотрению.

Обучение аудированию ведётся на всех уроках, но один — свободный от другого материала урок — посвящается этому целиком. В «Планировании» эти уроки (**Listening Comprehension Lessons**) даны с номером звукового задания и названием текста для аудирования. Работа с текстами для аудирования подробно не расписывается. Наверняка у учителя выработана своя собственная система обучения аудированию. Характер каждого текста вносит в неё свои коррективы, однако основные этапы остаются неизменными: 1) снятие языковых трудностей; 2) установка на первое прослушивание; 3) первое прослушивание; 4) проверка понимания (общая, краткая или подробная, в зависимости от развития этого вида речевой деятельности в группе), если это необходимо; 5) установка на вторичное прослушивание; 6) вторичное прослушивание; 7) работа по развитию говорения на тему текста и на смежные с ней темы.

Работе над аудированием отводится, например, в теме “*School Life*” текст “*Better Late Than Never*”, Ⓢ 21; в теме “*The Place We Live in*” текст “*A Strange ‘Burglar’ in Big Mountains*”, part I, Ⓢ 35; в теме “*Town Life. London*” текст “*Don’s Letter to His Friend*”, Ⓢ 48; в теме “*Travelling and Transport*” текст “*Robbie’s Grandfather*”, Ⓢ 60 и т. д.

В текстах на аудирование повторяется практически весь лексический и грамматический материал темы.

Если же учителю по той или иной причине кажется, что он может предложить своим учащимся иной текст для аудирования, он может это сделать, но следует помнить об обязательности включения в него большей части материала по теме и о том, чтобы текст был записан на диск «чужим» голосом.

ПЛАНИРОВАНИЕ

PART 1

Round-up Lessons

№ уроков	Часы	Учебная ситуация	Грамматика	Новые песни и стихи
1	1	Seasons (<i>Months, Weather</i>)	to be (am, is, are) It's ... It isn't ...	song "What's the Weather Like Today?", 1
2	2 3	Clothes (<i>Weather, Seasons, Colours</i>)	Present Continuous am is are } + V...ing	
3	4	Family (<i>Professions, Seasons, Clothes</i>)	Possessive Case; have got Present Indefinite (Simple)	
4	5	Food (<i>Seasons, Family</i>)	There is a/some/little, a lot of ... There are some/few, a lot of ...	song "I Like Food", 2
5	6, 7	Animals (<i>Body, Family, Colours, Food, Seasons</i>)		Listening Comprehension, 3
6	8 9	Holidays (<i>The English Year, Seasons, Food, Family</i>)	Past Indefinite (Simple) was, were; had got=had	Listening Comprehension, 4
7	10 11	Nature (<i>Sports, Holidays, Family, Clothes, Seasons</i>)	Past Indefinite (отрицательная, вопросительная формы) can (could)	song "The Bear Went over the Mountain", 5
8	12, 13	Daily Life (<i>Seasons, Clothes, Family, Food, Holidays, Nature</i>)	Future Indefinite (Simple)	song "Mulberry Bush", 6
	14	Lesson 1 for Home Reading, текст "Satchkin Patchkin" (part I)		
	15	Lesson 2 for Home Reading, текст "Satchkin Patchkin" (part II)		

Basic Course

Учебные ситуа- ции	№ уро- ков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
<i>School Life</i>	9	16 17	1. Sunday 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. to meet (met) 8. to laugh (at)	prepositions of time: at, on, in to laugh at <i>sb</i> (<i>sth</i>)	cleaning washing shopping cooking tennis visiting swimming helping about the house	<i>song</i> “We Met on Sunday”, part I, 🎵 8
		18 19	9. class 10. P.E./Physical Education 11. Handicraft 12. museum 13. uniform 14. exercise book 15. pencil 16. comfortable	in class, after classes, before classes Shall I come back at 5?	Why? See you later. You see ...	
	11	20 21	17. half (halves) 18. past 19. desk 20. classroom 21. lesson 22. never 23. timetable 24. Maths	at the desk in/at the lesson on the table	<i>It's never too late to learn.</i> — What's the time? — It's half past five.	<i>song</i> “We Met on Sunday”, part II, 🎵 13

			25. Music 26. Art 27. to study			
	23	Lesson 3 for Home Reading, текст “The Boy Who Cried ‘Wolf’”				
12	24 25	разделитель- ный вопрос She laughs a lot, doesn't she? in the picture	28. blackboard 29. bookcase 30. window 31. door 32. floor 33. wall 34. picture	<i>Better late than never. (But better never late.) I'm sorry, I'm late.</i>		
13	26 27	to leave for to join sb	35. to leave (left) 36. to join 37. to sing (sang) 38. song 39. yet 40. to count 41. poor 42. work/to work 43. luck	Why don't you ...? Oh, no. By the way ... Good luck!	<i>poem</i> “Meet Me in the Morning”, 🕒 17	
	28	Lesson 4 for Home Reading, текст “Hamburger Harry”				
14	29 30	конверсия (N→V) love → to love (Adj→V) warm → to warm at the age of eight	44. age 45. pen 46. ruler 47. rubber 48. carpet 49. outdoors 50. difficult 51. easy	<i>A good beginning makes a good ending.</i>	<i>poem</i> “When the Sun Is in the Sky”, 🕒 19	

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
	15	31 32	52. to spend (spent) 53. subject 54. to get on with 55. to be over 56. famous 57. important 58. to learn (learnt)	to get on with sb to be famous for sth once/twice/ three times a week	— What's the time? — It's eight twenty-four. — What's the time? — 7.40. It's seven forty. How often ...?	
		33	Optional Lesson			
		34	Listening Comprehension Lesson, 21, мекска "Better Late Than Never"			
	16	35	Review 1			
		36	Lesson 5 for Home Reading, мекска "Alan's New School"			
		37	Lesson 6 for Home Reading, мекска "At the Royal Ballet School"			
	17	38 39	59 (1). house 60 (2). kitchen 61 (3). bathroom 62 (4). toilet 63 (5). rather 64 (6). flower 65 (7). in front of 66 (8). behind		Come and see me some day! You are welcome! to be far from	
<i>The Place We Live in</i>	18	40 41	67 (9). living room 68 (10). bedroom 69 (11). hall	to be at the back to go by car	I'm afraid ... Oh, dear! Look over there!	

			70 (12). key 71 (13). back 72 (14). car 73 (15). shout 74 (16). lock			
19	42 43		75 (17). flat 76 (18). sitting room 77 (19). dining room 78 (20). upstairs 79 (21). down- stairs 80 (22). sofa 81 (23). armchair 82 (24). fireplace (fire)	альтернативный вопрос с or Have you got a red car or a white car?	expensive	
			Lesson 7 for Home Reading, меџм “The Town Mouse and the Country Mouse”			
20	45 46		83 (25). lovely 84 (26). wonderful 85 (27). furniture 86 (28). mirror 87 (29). curtain 88 (30). middle 89 (31). corner 90 (32). quiet	to be going to in the middle in the corner	to set the table That sounds good. I'll have the same. to be in a hurry	
21	47 48		91 (33). describe 92 (34). wardrobe 93 (35). next (to) 94 (36). garden 95 (37). lamp, standard lamp 96 (38). cooker	next to	— How do you like it? — I like it a lot. When's the best time to ...? to be sure (of sth)	

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
			97 (39). sink 98 (40). opposite			
	22	49 50	99 (41). happen 100 (42). study (<i>n</i>) 101 (43). suddenly 102 (44). believe 103 (45). fridge 104 (46). cupboard 105 (47). under-stand (understood)	to happen to		song “There’s a Room in My House”,  34
		51	Optional Lesson			
		52	Listening Comprehension Lesson ,  35, <i>mekcm</i> “A Strange ‘Burglar’ in Big Mountains” (part I)			
	23	53	Review 2			
		54	Lesson 8 for Home Reading, mekcm “One Dark Night”			
<i>Town Life. London</i>	24	55 56	106 (48). square 107 (49). main 108 (50). cinema 109 (51). theatre 110 (52). church 111 (53). road 112 (54). town 113 (55). city	in the square to be on at the cinema	Turn to the left (right). traffic lights	

25	57 58		Present Perfect (resultative) (правильных глаголов)	I haven't seen you for ages. Just fine.	
26	59 60	114 (56). ever 115 (57). already 116 (58). just 117 (59). yet 118 (60). building 119 (61). build (built) 120 (62). bridge	Present Perfect (неправильных глаголов), третья форма глаголов	I have been to London.	<i>poem</i> "The Beaches of Mexico", part I, 40
27	61 62	121 (63). be afraid 122 (64). wake up (woke up, woken up) 123 (65). burn (burnt, burnt) 124 (66). become (became, become) 125 (67). rich 126 (68). dark 127 (69). dirty 128 (70). century	to be afraid of <i>sb/sth</i>		<i>poem</i> "The Beaches of Mexico", part II, 42
28	63 64	129 (71). capital 130 (72). place 131 (73). tower 132 (74). square (<i>adj</i>) 133 (75). tall 134 (76). monu- ment 135 (77). bell	a monument to	<i>An Englishman's home is his castle.</i>	<i>poem</i> "The Beaches of Mexico", part III, 44

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
	29	65 66	136 (78). king 137 (79). wide 138 (80). lead (led, led) 139 (81). sound 140 (82). queen 141 (83). architect 142 (84). trip	It takes <i>sb</i> ... to do <i>sth</i> ... (It takes me 5 minutes to do it.)		<i>song</i> “London’s Burning”,  46
		67	Optional Lesson			
		68	Listening Comprehension Lesson ,  48, <i>текст</i> “Don’s Letter to His Friend”			
	30	69	Review 3			
		70	Lesson 9 for Home Reading, текст “The Spy Next Door”			

PART 2

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
<i>Travelling and Transport</i>	31	71 72	143 (1). travel 144 (2). stay 145 (3). plane 146 (4). train	to stay at some place to stay with <i>sb</i> to go by plane/ by bus at the bus stop	Fantastic! Excellent! friendly	

		147 (5). bus (a bus stop) 148 (6). seaside 149 (7). railway station 150 (8). cheap	at the seaside		
32	73 74	151 (9). find (found, found) 152 (10). steal (stole, stolen) 153 (11). fly (flew, flown) 154 (12). airport 155 (13). ticket 156 (14). luggage 157 (15). cry	a ticket for a train a ticket to a city		<i>poem</i> “Trains”, 52 
33	75 76	158 (16). shake (shook, shaken) 159 (17). ugly 160 (18). voice 161 (19). straight 162 (20). forget (forgot, forgotten) 163 (21). explain 164 (22). kind 165 (23). sad	straight ahead to go on foot	<i>So many countries, so many customs. single ticket return ticket platform</i>	
34	77 78	166 (24). arrive 167 (25). perhaps 168 (26). silver 169 (27). plate	to arrive at/in must=have to	<i>flight business class tourist class</i>	<i>poem</i> “Ferryboats”, 56 

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
			170 (28). weak 171 (29). strong 172 (30). feel (felt, felt) 173 (31). nearly			
	35	79 80	174 (32). journey 175 (33). voyage 176 (34). change 177 (35). through, through train 178 (36). tired 179 (37). miss 180 (38). catch (caught, caught) 181 (39). ship 182 (40). wind	to get into (out of) a car (a taxi); to get on (off) a train (a horse, a bus); to take a train (a plane, a taxi); to catch (to miss) a train (a plane, a bus) to go on a journey (voyage, trip) on board the ship	There's a lot of traffic. to take pictures	
		81	Optional Lesson			
		82	Listening Comprehension Lesson,  60, <i>мекс</i> “Robbie’s Grandfather”			
	36	83	Review 4			
		84	Lesson 10 for Home Reading, <i>мекс</i> “Heidi” (part I)			

<i>Hobbies</i>					
37	85 86	183 (41). be fond of 184 (42). be proud of 185 (43). collect, collector 186 (44). stamp 187 (45). coin 188 (46). theme, thematic 189 (47). badge 190 (48). special, to specialize, specialist	-er/-or; -tion; -ic	popular with	<i>song</i> “Mr. Crocodile”, part I,  62
38	87 88	191 (49). quarter 192 (50). seat 193 (51). stage 194 (52). rise (rose, risen) 195 (53). perform, performance, performer 196 (54). part 197 (55). audience 198 (56). decide	at a quarter to at a quarter past to take part in at the theatre to take a seat	unfortunately scenery a theatregoer in the stalls a ticket for a play	
39	89 90	199 (57). cartoon 200 (58). feature film 201 (59). documentary film 202 (60). besides 203 (61). though	a lot (of), much, many; a little, little; few, a few; a cinemagoer at the Bolshoi Theatre		<i>song</i> “Mr. Crocodile”, part II,  66

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
			204 (62). care, to care for 205 (63). be full of			
	40	91 92	206 (64). mean (meant, meant) 207 (65). create 208 (66). tell (told, told) 209 (67). screen 210 (68). success 211 (69). land 212 (70). also 213 (71). be born	to say — to tell to be a success	— What's on TV? — Soap opera.	
	41	93 94	214 (72). fiction 215 (73). novel 216 (74). listen 217 (75). true 218 (76). boring 219 (77). library 220 (78). what-ever 221 (79). wher-ever	less — fewer to listen to up to the end un — unkind, uneasy, uncomfortable... whoever, when-ever	to use one's imagination	<i>poem</i> "A Book", 67-71
		95	Optional Lesson			
		96	Listening Comprehension Lesson, 72, текст "TV Interview"			

	42	97	Review 5		
			Lesson 11 for Home Reading, текст “Heidi” (part II)		
<i>America (The USA), I</i>	43	99 100	222 (80). to discover, discoverer, discovery 223 (81). sail, to sail, sailor 224 (82). reach	словосложение sea + man = seaman sea + men = seamen bed + room = bedroom arm + chair = armchair	<i>poem</i> “Happy Thought”,  74
	44	101 102	225 (83). island 226 (84). to be interested in 227 (85). settlement 228 (86). round 229 (87). appear	America — American India — Indian Italy — Italian England — English Spain — Spanish	<i>poem</i> “Let’s Remember Columbus”,  76
	45	103 104	230 (88). together 231 (89). prepare 232 (90). turkey 233 (91). hard 234 (92). danger 235 (93). harvest 236 (94). God 237 (95). since	1) Present Perfect (durative) since; for I’ve had the books for years. I’ve known him since 1976. How long have you been here? I haven’t seen him for a long time.	<i>song</i> “We Shall Overcome”,  78

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
				I've known him since he came to London. 2) a fast car — to go fast hard work — to work hard a slow car — to go slowly a bad writer — to write badly a quiet voice — to speak quietly good work — to work well		
		105	Lesson 12 for Home Reading, текст "The American Year" (part I)			
	46	106 107	238 (96). native 239 (97). along 240 (98). nut 241 (99). wood, wooden 242 (100). peace, peaceful 243 (101). hunt, hunter 244 (102). smoke 245 (103). friend-ship	<i>N</i>+-ful→peaceful конверсия (<i>V</i>→<i>N</i>) to find→a find to make→a make (<i>N</i>→<i>V</i>) sail→to sail play→to play	It's been a long time. How've you been? Jack, you're back! How long have you been here? I've heard so much about you.	

	108	Lesson 13 for Home Reading, <i>mekcm</i> “The American Year” (part II)		
47	109 110	246 (104). depend (on) 247 (105). fight (fought, fought), a fight 248 (106). independence 249 (107). gold, golden 250 (108). gun 251 (109). to be situated 252 (110). empty	to depend on It depends. gold coin golden hair	<i>poem</i> “My People”, 🎧 82
48	111 112	253 (111). protect 254 (112). dangerous 255 (113). snake 256 (114). tailor 257 (115). through	to look through	<i>poem</i> “Friends”, 🎧 84
	113	Listening Comprehension Lesson, 🎧 85, <i>mekcm</i> “Americans out for the Evening”		
49	114	Review 6		
	115	Lesson 14 for Home Reading, <i>mekcm</i> “A Letter from New York”		
50	116 117	258 (1). each, each other 259 (2). state 260 (3). government 261 (4). magazine	May I do it? — Yes, you may . — Do, please. — No, I’m afraid not. — No, you mustn’t.	<i>poem</i> “American Coins”, 🎧 87

*America
(The USA), II*

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
			262 (5). newspaper 263 (6). sell (sold, sold) 264 (7). letter 265 (8). own			
	51	118 119	266 (9). to advise, advice 267 (10). person, personal 268 (11). host, hostess 269 (12). move 270 (13). rule 271 (14). relax 272 (15). maybe	1) can — could — be able to I can do it now. He couldn't do it then. She will be able to do it next week. 2) The advice is good. It was good advice. 3) V+ -tion to explain — explanation to translate — translation	I'd rather not say.	<i>poem</i> “Personal Questions”,  89
		120	Optional Lesson			
		121	Listening Comprehension Lesson ,  90, <i>текст</i> “What Does the Average American Do?”			
		122	Lesson 15 for Home Reading, текст “Tom Thumb”			

My Country

Учебные ситуации	№ уроков	Часы	Слова	Грамматика	Клише и пословицы, слова из песен, стихов, диалогов	Стихи и песни
	55	132 133	286 (29). war 287 (30). army 288 (31). win (won, won) 289 (32). against	to be founded to be made of		song “Which Land Is the Best?”, part II, 97
			290 (33). battle 291 (34). die 292 (35). kill 293 (36). victory			
	56	134	294 (37). soul 295 (38). heart 296 (39). hospital 297 (40). real, really	peaceful — more peaceful — (the) most peaceful		song “Which Land Is the Best?”, part III, 99
		135	Optional Lesson			
		136	Listening Comprehension Lesson, 100, текст “Some Russian Holidays”			
		137	Lessons 18, 19 for Home Reading, тексты “How Moscow Began”, “St. Petersburg”			
	57	138	Review 8			

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАБОТЕ НАД УЧЕБНЫМИ СИТУАЦИЯМИ

PART 1

1 четверть

Особенностью первой четверти является работа над повторением пройденного (**Round-up Lessons**) и над темой из основного курса “*School Life*”.

С первых шагов целесообразно тщательно повторить пройденный материал, так как именно от этого будет зависеть быстрое и успешное продвижение учащихся в основном курсе.

Предполагается, что в течение первой четверти у учащихся будет 37 часов английского языка, так как еженедельно у них 4 часа (periods), а предполагаемое количество учебных недель — 9.

Материал каждого урока учебника рассчитан на 1—2 часа работы в классе (1—2 periods).

В конце каждой темы даётся один свободный час (Optional Lesson), который учитель использует по своему усмотрению. Критерием оценки является качество повторения — свобода употребления учащимися предлагаемого материала, выполнение упражнений в быстром темпе. Если учитель чувствует, что отведённое для повторения время достаточно для его учеников, он не использует дополнительный урок, а держит его в запасе.

Итак, повторению в учебнике отводится 8 уроков (13 periods) и два урока домашнего чтения (2 periods, один урок равен 1 period). Таким образом, предполагается уделить повторению материала не более 15 школьных учебных часов.

УРОК 1 (period 1). На первом занятии учитель проводит «экскурсию» по всему учебнику, с тем чтобы учащиеся ясно представляли себе структуру учебника и его разделы. Здесь следует уточнить, все ли принятые сокращения известны учащимся; ещё раз напомнить о формулировках заданий, даваемых на английском языке, и о том, что слова в формулировках часто повторяются и со многими из них они уже встречались в 3 классе. Если же учащиеся сомневаются или просто не знают того или иного слова в формулировке, они могут посмотреть его в словаре в конце учебника.

Очень важно убедить учащихся в том, что, пока они точно не поняли, что от них требуется в упражнении, они не должны приступать к его выполнению. И за этим нужно проследить учителю при работе в классе на первых уроках.

Первый урок предлагает материал на повторение глагола **to be**. Учителю следует особо остановиться на повторении сокращённых форм глагола **to be** в отрицательных предложениях, указав на то, что для 1-го лица единственного числа этой формой будет **I'm not**. Лексический материал

на повторение группируется вокруг учебной ситуации “*Seasons*”. Основной акцент делается на то, чтобы учащиеся освежили в памяти названия времён года, месяцев. При этом следует напомнить учащимся о существовании эквивалента **autumn (fall)** в американском варианте английского языка. Основная учебная ситуация, естественно, выводит учащихся на повторение лексикона, речевых структур, связанных с темами «Погода» и «Месяцы». Повторение вокабуляра следует проводить в рамках настоящего времени, остановившись особо на структуре безличных предложений типа **It is (isn't) cold, it rains / it doesn't rain**, а также на месте наречий неопределённого времени (**usually, always, often, etc.**), которые ставятся после глагола **to be**.

Повторяя учебную ситуацию “*Seasons*”, учителю следует ещё раз обратить внимание учащихся на то, что *English year* и *Russian year* предполагают различное распределение месяцев по временам года. В отличие от России зимние месяцы в Англии — это **November, December, January, February**, весна и осень включают в себя по два месяца, соответственно — **March, April** и **September, October**; остальные четыре месяца — **May, June, July, August** — летние.

Как в первом уроке, так и в последующих (4, 7 ...) приводятся новые песни, связанные с темами для повторения. В первом уроке такой песней является “What’s the Weather Like Today?”, 1.

В первом же уроке встречается рубрика **Look, Read, Remember!** В данном случае он посвящён двум сложным в английском языке глаголам **to rain** и **to snow**, на которые обязательно нужно обратить внимание учащихся и, если потребуется, объяснить, что в русском языке отсутствуют эквиваленты английских глаголов **to rain** и **to snow**. Обычно в русском языке используются имена существительные *дождь* и *снег* в сочетании с глаголом *идти*. Например: *Идёт снег. Вчера шёл сильный дождь*. В английском же языке в соответствующих структурах почти всегда употребляются глагольные единицы: **It is snowing. It rained hard yesterday**. Это несоответствие приводит к тому, что учащиеся пытаются использовать имена существительные **snow** и **rain** в конструкциях этого типа, делая ошибки. Представляется целесообразным дать учащимся примерные эквиваленты перевода глаголов **to rain** и **to snow** как «дождить» и «снежить», оговорив, что в русском языке это не очень удачный перевод. А далее неплохо показать на таблицах полную картину употребления таких глаголов во всех известных учащимся временах.

УРОК 2 (periods 2, 3). Во втором уроке повторяется настоящее продолженное время. Очевидно, не лишне напомнить, что это «сейчасное» время, маркером которого является слово **now**.

Повторение лексики сгруппировано вокруг ведущей учебной ситуации “*Clothes*”, которая даёт возможность весьма логично присоединить к про-

цессу повторения лексические единицы, связанные с темами “*Seasons*”, “*Weather*”, “*Colours*”. Частично повторение цветов уже проходило и в первом уроке. Учителю следует напомнить учащимся о том, что слово **clothes** в английском языке всегда согласуется с глаголом во множественном числе (**The clothes are warm**). Местоимение, заменяющее имя существительное clothes,— **they**.

Определённую сложность для усвоения представляет структура **What size shoes do you wear?** Она вводилась в диалогах, и предполагается, что учащиеся должны владеть ею достаточно хорошо. Однако выделить эту конструкцию при работе над диалогической речью представляется не лишним. Можно указать учащимся, что существует и другое выражение по-английски: **What is your size?** или **What size are you?** При выполнении упр. 10 внимание учащихся следует привлечь к тому, что эквивалентом русских существительных *брюки, джинсы, туфли* в английском языке довольно часто могут выступать структуры **a pair of trousers, a pair of jeans, a pair of shoes**.

УРОК 3 (period 4). Основным грамматическим материалом на повторение в этом уроке является притяжательный падеж имён существительных и настоящее неопределённое время (the Present Indefinite Tense).

Особое внимание при повторении притяжательного падежа следует обратить на фонетическое звучание имён существительных. Например: **Kate’s family** [ˈkeɪts ˈfæmɪli]; **our family’s pet** [aʊə ˈfæmɪlɪz ˈpet]. Нелишне будет также подчеркнуть различие в написании (но не в произношении) между сочетаниями **his sister’s dolls, his sisters’ dolls**, когда мы говорим об одной или нескольких сёстрах.

При повторении структуры **have got/has got** особо стоит сфокусировать внимание учащихся на различии между разговорным и письменным языком.

Можно, например, разделив доску на две части, написать:

I’ve got a sister.

She’s got two brothers.

He hasn’t got a cat.

You haven’t got a car.

I have got a sister.

She has got two brothers.

He has not got a cat.

You have not got a car.

При этом следует подчеркнуть, что предложения (фразы) из первой колонки употребляются в речи, а из второй — на письме. Можно сказать: **We say this but we write this.**

Также неплохо подчеркнуть, что во фразах **He’s got** a dog и **He’s my uncle** первое сокращение обозначает **he has**, а второе — **he is** (упр. 14).

При повторении настоящего времени проверьте фонетическое звучание структуры **do you** в вопросах типа **What do you do? When do you get up?** Она почти всегда произносится [dʒʊ] и [dʒə].

Особо следует остановиться на окончании **-s**, которое появляется в этом времени у глаголов 3-го лица единственного числа (упр. 3).

При выполнении этого упражнения следует подчеркнуть, что, хотя задать вопрос «Кем они работают?» по-английски можно по-разному: **What do they do? What are they?**, более употребительным является первый вариант.

Повторение лексического материала строится вокруг ведущей учебной ситуации “*Family*”, а также связанных с ней “*Seasons*”, “*Clothes*”, “*Professions*”. В этом уроке рекомендуется освежить в памяти учащихся притяжательные местоимения, ещё раз отметить различие в произношении личного местоимения **you** и притяжательного **your**, так как именно здесь учащиеся довольно часто ошибаются.

Вокабуляр учебной ситуации “*Family*” помогут повторить упр. 1, 2, 7, 8, 10, 11, 12. Материал по профессиям и занятиям людей предлагают упр. 3, 4, 7, 11. Ещё раз вспомнить названия одежды помогут упр. 9, 11, а лексику темы “*Seasons*” — упр. 5.

УРОК 4 (period 5). Ведущей учебной ситуацией при повторении лексики этого урока является “*Food*”. Логично вокруг неё группируется вокабуляр, уже повторенный в предыдущих уроках по темам “*Seasons*”, “*Family*”. Ведущая учебная ситуация содержит достаточно обширный лексический материал на повторение, который прежде всего включает в себя различные наименования пищи (еды). Основной акцент здесь рекомендуется сделать на повторении исчисляемых и неисчисляемых имён существительных и соответственно их согласовании с необходимой формой глагола **to be** в повторяемой конструкции **there is/there are** (основной материал на повторение грамматики в этом уроке: упр. 1, 4, 5, 10, 11), а также сочетании этих существительных с **much** и **many**.

Особо следует подчеркнуть, что в отличие от русского языка английское имя существительное **toast** (*поджаренный хлеб*) — неисчисляемое и соответственно оно согласуется с формой **is** глагола **to be**. Например: **There is** toast on the plate. **The toast is** tasty.

В отличие от русского *картофель* имя существительное **potatoes** имеет форму множественного числа. Соответственно правильным является его следующее употребление, например: **Where are** the potatoes? **There are** some potatoes at home. **A potato** — это одна картофелина. То же самое относится к именам существительным **a cabbage** (*кочан капусты*) — **cabbages** (*капуста*); **a carrot** (*одна морковь*) — **carrots** (*морковь*).

Зачастую определённую сложность у учащихся вызывают сочетания типа **to have breakfast (lunch, tea, etc.)** в вопросительных и отрицательных предложениях (упр. 8, 9). Очевидно, здесь нелишне напомнить учащимся, что вопросительная и отрицательная формы предложений типа **I have breakfast at 7** и **He has porridge for breakfast** строятся при помощи вспомогательных глаголов **do, does**, например:

Do you **have** breakfast at 7?

When **do** you **have** breakfast?

What **does** he **have** for breakfast?

He **doesn't have** soup for breakfast.

Ещё раз следует подчеркнуть, что эквивалентом русской фразы *я хочу есть* является английская структура **I am hungry**, а *я хочу пить* — **I am thirsty**.

При повторении грамматического материала этого урока рекомендуется обратить внимание на структуру краткого ответа на вопросы типа:

— Is there any bread at home? — **Yes, there is.**

— Are there any sweets at home? — **No, there aren't (any).** (Упр. 4)

Фраза, обычно произносимая в магазине, когда покупатели хотят получить сведения о наличии товара, звучит так: **Do you have any...?** Ответом могут быть варианты: **Yes, we do./No, we don't.** Оборот **on sale** практически не употребляется в этих случаях в наши дни.

Имя существительное **cookies** в учебнике в большинстве случаев замещено на уже знакомое учащимся 4 класса существительное **biscuits**, более типичное для жителей Британских островов (но сложное для маленьких русскоговорящих учащихся).

При этом также важно напомнить учащимся правила употребления неопределённых местоимений **some** и **any** (упр. 10, 12). На этом этапе обучения учащимся необходимо владеть информацией о том, что в английском языке **some** употребляется в утвердительных предложениях с именами существительными во множественном числе (There are **some** cups ...), а также с именами существительными неисчисляемыми (There is **some** milk ...).

В отрицательных и вопросительных предложениях соответственно употребляется **any** (There aren't **any** cups ..., Are there **any** cups? или There isn't **any** milk ..., Is there **any** milk ...?).

УРОК 5 (periods 6, 7). Лексика для повторения в этом уроке группируется вокруг учебной ситуации *"Animals"*. Подчинёнными ей являются лексические единицы, логически связанные с темами *"Seasons"*, *"Colours"*, *"Family"*, *"Food"* и *"Body"*.

Данный урок предлагает учащимся восстановить в памяти вокабуляр двух учебных ситуаций — *"Animals"* и *"Body"*. Они связаны между собой, и авторам учебника казалось более логичным повторять материал целостно.

При выполнении упр. 1 можно сказать учащимся о разнице в употреблении русского слова *фрукты* и английского слова **fruit**.

Имя существительное **fruit**, в большинстве случаев неисчисляемое, имеет форму без окончания **-s** и согласуется с глаголом в единственном числе (**Is** there much **fruit** at home?). Нелишне также сравнить этот вопрос с тем, который мог бы быть задан, если бы речь шла об овощах (**Are** there many **vegetables** at home?). Подобная информа-

ция об особенностях употребления слова **fruit** предложена учащимся в УМК-7.

Обратите внимание, что текст упр. 8 предлагается в прошедшем времени, так как Safari Park at Windsor закрыт уже в течение ряда лет, он превращён в “Legoland”.

Грамматический материал на повторение фокусирует внимание учащихся на степенях сравнения прилагательных (упр. 2, 13). Данный урок даёт возможность сконцентрировать внимание именно на повторении прилагательных. Давая характеристики тем или иным животным, описывая их, можно было бы опираться на знания учащимися определённых сказок (“Little Red Riding Hood”, “Snow White”, “Cinderella”). Тогда весьма логичны будут задания по описанию тех или иных животных, как бы персонифицируя их (Big Bad Wolf).

В упр. 2, сравнивая животных, учащимся рекомендуется использовать определённый артикль, так как подразумеваются представители целого класса или вида.

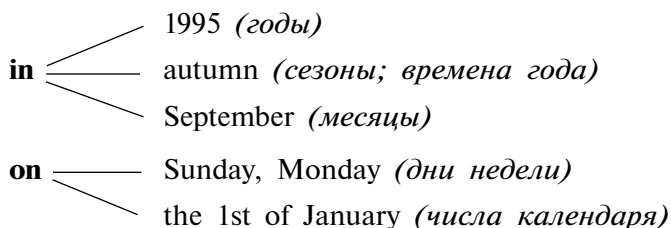
УРОК 6 (*periods 8, 9*). Ведущая учебная ситуация данного урока — “Holidays”. Она даёт возможность ещё раз обратиться к уже восстановленному в памяти учащихся в той или иной степени лексическому материалу по темам “Seasons”, “Family”, “Food”, “The English Year”.

Грамматической основой для повторения служит утвердительная форма глаголов в **Past Indefinite** (упр. 3, 4, 8, 10, 11). При этом учащимся следует напомнить правила чтения и письма так называемых правильных глаголов, сконцентрировав их внимание в основном на необходимости знать практически на уровне автоматизма формы так называемых неправильных глаголов, список которых приведён в конце учебника. Здесь хочется напомнить учителю о том, как важно привлечь внимание учащихся к глаголу **to be**, который имеет специфические формы в прошедшем времени, а также к глагольной конструкции **have got/has got**, которая для выражения семантики обладания имеет форму **had** в прошедшем времени. Очень важно также, чтобы учащиеся чётко осознали, что это время (Past Indefinite) в английском языке употребляется в том случае, когда говорящий сообщает о событии, происшедшем и законченном в прошлом. Маркерами этого времени можно считать слова и выражения типа **yesterday, last week, last year** и т. д.

Лексический материал на повторение в этом уроке опирается на базовые знания страноведческого характера, которые учащиеся получили на уроках. Однако представляется нереальным требовать от учащихся прочных знаний о традиционных английских и американских праздниках. Если есть в наличии учебник для 3 класса, следует ещё раз обратиться к нему. Можно составить предваряющую мини-беседу об этих праздниках. Обратите внимание, что в названиях праздников

внесены небольшие коррективы по сравнению с предыдущими изданиями, в которых учитываются реально используемые наименования праздников (упр. 1).

Фактически в уроке 6 делается попытка представить в более чётком и систематизированном виде тот знакомый материал, которым учащиеся уже должны владеть (упр. 1, 2, 6, 11). Эти же упражнения ещё раз дают возможность привлечь внимание учащихся к различиям, существующим в русском и английском календарях. Выполнение этих упражнений также способствует более прочному закреплению предлогов **in** и **on** при их использовании для описания временных отношений. Очевидно, не лишним может быть обращение к следующей схеме:



Следует также обратить внимание на тот факт, что более употребительным предлогом в английском варианте словосочетания *на спортивной площадке* будет **on the sports ground**.

УРОК 7 (periods 10, 11). Грамматический материал на повторение в этом уроке тесно связан с предыдущим. Здесь тоже акцент ставится на **the Past Indefinite Tense** (упр. 3, 4, 6, 7).

В этом уроке учащимся рекомендуется напомнить схему образования отрицательных предложений и вопросов в этом времени (упр. 3, 11, 12), а также освежить в их памяти форму глагола **can** (упр. 6).

Лексические единицы на повторение концентрируются вокруг темы “*Nature*”, что даёт возможность в том или ином виде ещё раз обратиться к вокабуляру по темам: “*Family*” (упр. 10), “*Holidays*” (упр. 3, 4, 11), “*Clothes*”, “*Seasons*” (упр. 5), а также немного поговорить о спорте (упр. 1, 2, 3).

Довольно большую часть урока занимает материал упр. 7, в котором учащиеся знакомятся на английском языке с басней (предположительно уже известной им по содержанию — «Стрекоза и Муравей») “*The Grasshopper and the Ant*”. Желательно обратить внимание учащихся на различие в действующих лицах, когда басня излагается на русском и английском языках.

Прежде чем выполнять упр. 8, нужно выяснить, правильно ли учащиеся понимают слово **moral**, и, если потребуется, объяснить им его значение. При ответе желательно, чтобы учащиеся аргументировали свою точку зрения, например:

— *People who always plan their life are often bad friends.*
— I don't think it can be the moral of the tale. It doesn't teach us anything. And then it is not always true. People who always plan their life are often good friends. They help a lot and they can do it.

УРОК 8 (*periods 12, 13*). Грамматический материал на повторение в этом уроке — **the Future Indefinite Tense** (упр. 2, 3, 4, 7, 8, 9, 10, 11). Некоторую сложность могут представлять структуры отрицания в этом времени с точки зрения произносительных норм, например: **shan't** [ʃɑ:nt], **won't** [wəʊnt]. Поэтому, возможно, упр. 11 стоит сделать как письменно, так и устно. Несмотря на то что повсеместно для передачи будущего времени в разговорной речи используется вспомогательный глагол **will** для всех лиц и формы **I will, we will** являются нормативными, авторы учебника используют для первого лица существующие в языке структуры **I shall, we shall** как допустимые эквиваленты **I will, we will**. Предпочтительной же формой является аббревиатура вспомогательного глагола для всех лиц: **I'll, we'll, they'll** и т. д.

Лексический материал на повторение группируется вокруг центральной учебной ситуации — *“Daily Life”*, где логично выстраивается лексика по уже повторенным темам *“Holidays”* (упр. 4), *“Food”* (упр. 9), *“Nature”* (упр. 7, 8), *“Clothes”* (упр. 8), *“Weather”* (упр. 4), *“Family”* (упр. 9).

Ведущая учебная ситуация позволяет также ещё раз сконцентрировать внимание учащихся на повторении **the Present Indefinite Tense** (упр. 6, 9а).

Упр. 6 предлагает песенку, слова которой легко обыграть. Желательно эту часть урока инсценировать, т. е. петь песенку предлагается одновременно с выполнением действий, о которых в ней говорится. При желании эту песенку можно пропеть, перенеся план действий в будущее время, например:

Here we'll go...

Here we'll go round the mulberry bush,

The mulberry bush, the mulberry bush.

Here we'll go round the mulberry bush,

On a cold and frosty morning.

This is the way we'll wash our hands...

В 4 классе (так же как и во 2 и 3 классах) учителю рекомендуется по возможности чаще использовать игру, игровые элементы. Ведь практически каждое упражнение можно провести в игровой форме, организовать соревнование на безошибочное и самое быстрое выполнение упражнений и т. д.

Несмотря на то что учащиеся 4 класса завершают начальный этап обучения, это всё ещё маленькие дети, в жизни которых игра занимает очень большое место. Здесь авторы не останавливаются на методике проведения и описания игр, так как эти моменты были достаточно подробно изло-

жены в УМК для 2 и 3 классов в соответствующих разделах книги для учителя. Думаем, что и в этом учебном году на каждом уроке учитель будет пользоваться теми играми, которые ему и его учащимся больше всего нравятся.

ОСНОВНОЙ КУРС (Basic Course). В основном курсе ведётся работа над новым языковым материалом (лексикой и грамматикой) по следующим учебным ситуациям: “*School Life*”, “*The Place We Live in*”, “*Town Life. London*”, “*Travelling and Transport*”, “*Hobbies*”, “*America (The USA), I, II*”, “*My Country*”.

Учебная ситуация “*School Life*”

На эту тему отводится 21 час (periods), из них 1 — Optional Lesson, 1 — Listening Comprehension Lesson и 4 — Lessons for Home Reading.

УРОК 9 (periods 16, 17). В уроке отрабатываются дни недели (кроме субботы, которая известна учащимся из третьего класса), а также предлоги времени **at, on, in** (см. рубрику **Look, Read, Remember!**). Учащимся предлагается также выучить первую часть песенки на дни недели “*We Met on Sunday*”, 8.

С первых уроков основного курса в учебнике уделяется большое внимание развитию пассивного словаря, языковой догадке. Для этого или предлагаются специальные упражнения (см. упр. 8 этого урока), или в самих текстах для чтения и отдельных упражнениях рядом со словами, звучание и написание которых может служить опорой для понимания единицы, например **part, hobby, history, geography**, даётся транскрипция, помогающая прочесть незнакомое слово и догадаться о его значении. Мы очень рекомендуем учителю обратить на это особое внимание и не упускать ни одного случая, который бы служил выполнению этой задачи.

Практически на каждом уроке (кроме Optional и Review Lessons) учащимся предлагается по 7—8 новых лексических единиц. Это достаточно большое количество слов, и авторы отдадут в этом себе отчёт, но часть из них — это представленные выше слова, развивающие филологическую догадку, или уже встречавшиеся в практике детей слова в виде пассивного вокабуляра в 3 классе (или в самих упражнениях и текстах, или в формулировке заданий к упражнениям, где они часто повторялись). Кроме того, это достаточно частотные слова в рамках предлагаемого УМК, так как они постоянно встречаются в текстах и упражнениях всего учебника, в специальных уроках Review, Listening Comprehension Lessons, а также в уроках домашнего чтения.

УРОКИ 10, 11 (periods 18—21). В уроке 10 предлагается диалог (упр. 11, 11), записанный на диск. Здесь учитель может ещё раз рассказать и показать, как работать со звуковым пособием. (Система работы с диа-

логами подробно описана в книге для учителя для 3 класса.) Напоминаем стадии работы с диалогом:

1. Снятие языковых трудностей.
2. Установка на первое прослушивание с последующей проверкой понимания.
3. Прослушивание.
4. Проверка понимания.
5. Чтение по ролям за дикторами.
6. Выучивание наизусть.
7. Простое воспроизведение наизусть по ролям (если диалог длинный и трудный и дети не приучены быстро учить наизусть, то такое воспроизведение можно предложить на втором уроке).
8. Воспроизведение с модификацией (когда неизменными остаются новые выражения, а заменяются старые элементы).

В разделе **Let Us Read** (упр. 13) текст для чтения даётся в форме письма. Нужно обратить внимание учащихся на то, как написана и читается дата, обращение и подпись.

В уроке 11, пользуясь материалом рубрики **Look, Read, Remember!**, дети должны запомнить, как нужно сказать «*половина седьмого*» и т. д. Здесь же в разделе **Let Us Listen, Read and Learn** продолжается работа над второй частью песенки “We Met on Sunday” (упр. 9) и приводится поговорка. Её нужно правильно прочитать, найти русский эквивалент(ы), а в сильных группах хорошо дать задание — составить короткую ситуацию, рассказик, где можно было бы её использовать.

Упр. 15 раздела **Let Us Talk** предполагает работу в парах или группах. Для организации такой работы важно хорошо знать своих учащихся, их возможности и взаимоотношения, чтобы не наделать ошибок, соединяя в пары мало совместимых или совсем несовместимых учащихся. В группе должен быть положительный психологический климат.

УРОКИ 12, 13 (*periods 24—27*). Основным грамматическим материалом, предлагаемым учащимся в уроке 12, является объяснение образования разделительных вопросов (**disjunctive questions**). В этом может помочь рубрика **Look, Read, Remember!**, а также соответствующий раздел грамматического справочника. Образование разделительных вопросов достаточно просто. Они «строятся» по формуле +, – или –, +. Это означает, что если первая часть вопроса является повествовательным предложением, то «хвостик» содержит отрицание, и наоборот.

Например: I **live** in Moscow, **don't** I?

— +
He **can't** swim, **can** he?

Несмотря на кажущуюся простоту, эти вопросы требуют достаточной тренировки, что довольно легко осуществить, так как фактически любой текст, диалог и т. д. просто переделать в задание: “Make up disjunctive questions”.

В разделе **Let Us Read** текстом для чтения является письмо. Здесь тоже важно обратить внимание на то, как оформляется письмо на английском языке. Вполне возможно сравнение с письмом из урока 10.

В уроке 13 особое внимание следует уделить тренировке учащихся в употреблении двух глаголов — **to leave** и **to join**. Глагол **to leave** прежде всего означает *покинуть какое-либо место, уехать из него*. В этом случае глагол употребляется без предлога, например: **to leave Moscow** — *покинуть Москву, уехать из Москвы*. Если же глагол управляется предлогом **for**, то он показывает, куда человек уезжает. Можно дать на доске пример: Yesterday he **left** Moscow **for** London. *Вчера он уехал из Москвы в Лондон*. (Может помочь перевод — «Он покинул Москву ради Лондона».) Следует потренировать учащихся в употреблении структуры **to leave Moscow (Kiev, Rostov) for sth**.

Глагол же **to join** в отличие от русского языка не имеет предложного управления, что составляет трудность для русскоговорящей аудитории (сравни: *Присоединяйся к нам!* — **Join us!**) и соответственно требует специальной тренировки. Если возникнет необходимость, учитель может предложить свои упражнения на закрепление этого материала в дополнение к упражнениям из учебника.

УРОКИ 14, 15 (periods 29—32). Центральным звеном урока является текст “Primary Schools in England” (упр. 12). Авторы поставили себе задачу по возможности разнообразнее дать учащимся информацию страноведческого характера. Нам представляется, что учащимся будет интересно познакомиться с тем, как идёт начальное обучение в Англии — стране, язык которой они изучают. Эта же тема продолжается в тексте для чтения урока 15 (упр. 12).

Таким образом, это первые два урока в учебнике для 4 класса, в которых представлена довольно серьёзная страноведческая информация, расширяющая кругозор учащихся.

Урок 14 знакомит с одним из способов словообразования в современном английском языке — конверсией. В настоящий момент в целях коммуникации в английском языке конвертируется почти любое слово в иную часть речи. Особенно популярен этот способ образования новых слов в рамках глагола и имени существительного. Ученики 4 класса должны понимать, что почти от любого (особенно односложного) имени существительного возможно образовать по конверсии глагол со значением, тесно связанным со значением имени. То же можно сказать и об образовании глаголов на основе имени прилагательного.

Урок 15 даёт информацию о том, как можно ответить на вопрос «*Который час?*», указывая время с точностью до минуты. Учителю следует обратить внимание на то, что точно так время указывается при составлении расписания движения железнодорожных поездов, самолётов и т. д. Однако есть и иные способы точного указания времени, с чем учащиеся познакомятся несколько позже (см. урок 38) или уже познакомились (см. урок 11).

Завершает тему (и эта структура выдерживается в рамках всего учебника) некоторый упорядоченный комплекс уроков, включающий в себя: свободный урок (period 33), урок, посвящённый развитию навыков аудирования (period 34), урок повторения (Review, урок 16, period 35) и уроки домашнего чтения (periods 36, 37). Неизменные компоненты этого завершающего комплекса тем не менее могут несколько варьироваться с точки зрения их последовательности. Таким образом, в каждой теме есть урок, посвящённый развитию навыков и умений аудирования. Учитель вправе строить занятие по развитию навыков и умений аудирования по своему усмотрению в зависимости от характера текста и особенностей группы, в которой он работает.

Урок повторения (**Review**) — обязательный компонент работы над темой. Все уроки **Review** вместо пяти разделов содержат в своей структуре только три: **Let Us Talk, Let Us Read, Let Us Write**. Эти уроки направлены на комплексное повторение лексико-грамматического материала темы в сочетании с предыдущими темами (учебными ситуациями). Желательно проводить эти уроки в необычной форме, например в форме КВН или соревнований двух команд, предположим, на телевидении, или в форме встречи разноязычных делегаций, можно с переводчиками и т. д.

В результате работы над темой “*School Life*” учащиеся должны уметь *расспросить* у того, с кем они беседуют, что он/она делают на неделе, в какой школе учатся, какая у них классная комната, какие проблемы и какое расписание, словом, об их школьной жизни. Об этом же учащиеся должны уметь и *рассказать*. Кроме того, они должны владеть информацией об английской начальной школе и о том, чем она отличается от нашей начальной школы.

II четверть

Во второй четверти учащимся предлагаются две учебные ситуации: “*The Place We Live in*” и “*Town Life. London*” (см. «Планирование», уроки 17—30, periods 38—70).

Особенностью работы во второй четверти являются:

- усиленное внимание к работе над техникой чтения;
- знакомство с новыми и важными для речевого общения грамматическими явлениями (**Present Perfect, alternative questions, to be going to**);

— пополнение лексического словаря учащихся (в большей степени за счёт формирования у них языковой догадки, пассивного словаря).

Во второй четверти перед учителем встаёт важная проблема — техника чтения, развитие скорости чтения учащихся. Скорость чтения должна постепенно увеличиваться, не ухудшая при этом качества самого чтения и понимания читаемого. Это необходимо в связи с тем, что по мере продвижения вперёд по учебнику учащиеся будут встречаться с более длинными и объёмными текстами. Только такие тексты могут дать детям, с одной стороны, достаточную тренировку в чтении, не затрудняя при этом понимание читаемого, и приведут их к необходимой скорости чтения, а с другой — возможность авторам дать новую, полноценную информацию, соответствующую интересам и возможностям учащихся четвёртого года обучения английскому языку.

Начиная с урока 17 — первого урока второй четверти идёт систематическое обучение учащихся чтению новых слов по аналогии с упражнениями типа “Try and read the new words” и др., а в дальнейшем — обучение детей чтению по транскрипции с догадкой о значении читаемых слов. Всё это должно благотворно сказаться на обучении чтению в целом.

Новым ведущим грамматическим материалом четверти является **the Present Perfect Tense (resultative)**. Это, безусловно, одно из самых сложных грамматических явлений английского языка, так как ему нет аналогов в родном языке учащихся и они имеют тенденцию употреблять вместо **Present Perfect** уже хорошо знакомое им простое прошедшее время. Как кажется авторам, достаточно подробно изложены особенности этого времени в грамматическом справочнике учебника. Учителю при ознакомлении учащихся с этим временем и дальнейшей тренировке в его употреблении следует ещё раз напомнить, что **Past Indefinite** обозначает действие, совершённое в прошлом, законченное в прошлом, не имеющее связи с настоящим моментом. Говорящего интересует, не где, а прежде всего *когда* произошло действие. Если действие произошло в прошлом, а его результат имеет ощутимые последствия для настоящего, если эта связь с настоящим моментом чётко прослеживается и говорящим важно, что действие произошло (а когда конкретно, не имеет значения), то это явные предпосылки для употребления **Present Perfect**. Здесь можно рекомендовать учителю вместе с учениками просмотреть соответствующий раздел **Reference Grammar**, сосредоточив внимание на особенностях употребления этого времени. При этом, однако, следует помнить, что в грамматическом справочнике объяснено всё явление в комплексе (включая и **Present Perfect Durative**, с которым учащиеся встретятся в третьей четверти).

И наконец, третий момент, на котором хотелось бы остановиться, — это работа над лексикой. Так же как и во всём учебнике, в уроках второй четверти вводится на первый взгляд много новой лексики — от 5 до 8 слов на каждый урок. Но это только первое впечатление. Как указывалось

выше, работа над каждым уроком рассчитана на 2 часа (и кроме этого, есть *Optional Lesson*). Помимо этого, если проанализировать лексику второй четверти, а всего здесь даётся 84 слова, то выясняется следующее: с 23 словами учащиеся уже встречались в 3 классе — это так называемый пассивный слой; 9 слов типа **hall, lamp, sofa** легко и произносятся, и читаются, и о значении их нетрудно догадаться. Многие из этих слов встречаются в уроках домашнего чтения. Таким образом, только 52 слова являются для учащихся совершенно неизвестными и это, конечно, облегчает задачу и учителя, и учащихся по овладению лексикой.

Примерно такая же картина в отношении лексики и в других четвертях. Как и в первой четверти, здесь и далее по всему учебнику авторы стремились дать максимум страноведческой информации.

Знакомству с Лондоном, его истории посвящена последняя учебная ситуация второй четверти. Информативные данные уроков 24—29, безусловно, расширяют страноведческий кругозор учащихся и способствуют достижению развивающей цели обучения иностранному языку.

Не желая сковывать инициативу учителей и полагая, что последовательность упражнений, представленных в учебнике, отражает реальный ход учебного процесса, мы считаем нужным остановиться только на некоторых особенностях отдельных уроков.

Учебная ситуация “*The Place We Live in*”

УРОК 17 (*periods 38, 39*). *Period 38* — первый урок после каникул. Дети могли кое-что из последнего материала забыть, и поэтому первые четыре упражнения даются для разминки, а заодно учащиеся вспоминают материал, пройденный в первой четверти. Затем учитель устно с использованием наглядности проводит ознакомление учащихся с новой лексикой. Желательно ознакомление со словами проводить беспреводным способом. При этом учитель должен знать, что со словами **house, kitchen, flower** дети встречались в 3 классе (это их пассив), слово **toilet** можно семантизировать с помощью догадки; семантизация слов **in front of, behind, bathroom** потребует наглядности; **a house in the country** ассоциируется с русским *загородный дом*. Затем учащиеся работают с аудиокурсом (🎧 22), и далее в быстром темпе выполняются упр. 6—13. Если времени на упр. 13 не хватило, учитель может задать его на дом (вместе с упр. 18).

Остальную часть урока (с упр. 14) учащиеся выполняют во время второго часа урока 17 (*period 39*).

Во всех уроках последнее упражнение посвящается новым словам. Оно имеет формулировку “Learn how to write these words” или “Learn how to write the new words”.

Учащиеся должны быть приучены к тому, что на каждом втором уроке после ознакомления с новыми словами учитель может пред-

ложить им quiz — коротенькую письменную проверочную работу на spelling. Один из вариантов такой работы можно организовать так: на заранее заготовленных и подписанных листочках учитель просит учащихся проставить номера по вертикали (скажем, 10 номеров) и быстро диктует им слова. Если ученик не знает, как писать то или иное слово, он пропускает эту строчку. Проверка такого листочка не займёт много времени.

Распределение упражнений урока может быть и иным, но это может решить сам учитель в зависимости от возможностей и способностей своей группы.

УРОК 18, 19 (*periods 40—43*). Несколько слов об альтернативных вопросах, которые представляют собой новый грамматический материал второй четверти. На страницах учебника и первая и вторая половина вопроса содержит вспомогательный глагол, который в речи зачастую опускается. Учителю не следует поправлять учащихся, если вопрос поставлен правильно, например: Have you got a cat or a dog? Однако на первых порах, очевидно, лучше давать эти вопросы в полной форме.

В тексте упр. 14 имеется уже знакомое учащимся слово **hall**, которое на этом этапе заменяет более типичное описание прихожей сочетанием entrance hall. Если группа учащихся достаточно продвинута, на этом этапе можно ввести им более привычное для англичан словосочетание.

УРОКИ 20, 21 (*periods 45—48*). Особенностью урока 20 является ознакомление учащихся с оборотом **to be going to**, который употребляется для обозначения ближайшего будущего.

Возможно, стоит указать учащимся, что фраза **I'm going to the cinema** может означать не только *я собираюсь в кино*, но и *я иду в кино*. Также учащиеся должны чувствовать, что фраза **I'm going to go to the cinema**, являясь правильной грамматически, тем не менее звучит довольно редко в реальной речи.

Остальной материал уроков первой учебной ситуации второй четверти особых сложностей не имеет.

Учебная ситуация “*Town Life. London*”

УРОКИ 24, 25 (*periods 55—58*). Определённую сложность в этом уроке может вызвать употребление предлога **in** в сочетании с именем существительным **square**, ибо **in the square** означает *на площади*. Возможно, здесь ещё раз неплохо также вспомнить и другие случаи (**in the street, in the picture, in the field, in the sky** и т. д.), когда **in** в переводе означает *на*. Также в этом уроке вводится вопрос: *Что идёт?* (в том или ином кинотеатре) — **What is on?**, ответом на который является фраза “*Cinderella*” **is on** (что означает **is on the screen**). Если же указывается название кинотеатра (перед которым всегда употребляется

определённый артикль), то необходимо использование предлога **at**, например: “*Cinderella*” **is on at the “Odeon”**.

В уроках 24, 25 обратите особое внимание на написание известных названий русских кинотеатров и театров. Они имеют привычную для британцев форму — *Mir, Bolshoi Theatre, Malyi (Maly) Theatre*. При выполнении упр. 17 можно сказать, что **New Year tree** в Англии будет именоваться как **Christmas tree**.

Начиная с **УРОКА 26** следует систематически работать над третьей формой так называемых неправильных глаголов, большая часть которых уже известна учащимся. Здесь также можно рекомендовать написание небольших проверочных работ.

В результате работы над темами “*The Place We Live in*”, “*Town Life. London*” учащиеся должны уметь расспросить и рассказать о квартире, доме, городе, в котором они живут. Они должны уметь описать обстановку комнаты, квартиры, рассказать, где стоит та или иная мебель. Беседуя о городе, учащиеся должны уметь спросить, как пройти к тому или иному памятному месту, магазину и т. д.

Как указывалось выше, основной акцент второй учебной ситуации этой четверти — страноведческий. Учащиеся должны владеть информацией о главном городе Великобритании, знать элементы его истории, иметь представление о его памятниках и других достопримечательностях.

PART 2

III четверть

В течение занятий этого периода учащимся предлагаются три учебные ситуации “*Travelling and Transport*”, “*Hobbies*”, “*America (The USA), I*” (см. «Планирование», уроки 31—49, periods 71—115).

УРОКИ 31—49 (periods 71—115). Особенностью обучения английскому языку в третьей четверти в рамках УМК-4 является значительное углубление страноведческих знаний о ведущей стране англоговорящего мира — Америке. При этом сведения даются по возможности систематизированно, в хронологической последовательности. Хотя у учащихся 4 класса география и история не выделяются в отдельные предметы, вероятно, к этому времени у них имеются определённые представления об этой стране, её положении в современном мире, её влиянии, её истории и культуре. Возможно, не всегда эти сведения в достаточной степени корректны. На занятиях, посвящённых теме “*America (The USA)*”, у учителя появляется возможность скорректировать отрывочные знания своих учеников, показать им, как начинала развиваться эта страна, дать элементарные сведения о её истории, культуре, обычаях. Здесь необходимо отметить, что обязательным компонентом усвоения этой темы является обращение к материалам

уроков домашнего чтения (уроки 12, 13, 14), где рассказывается об американских праздниках, как они отмечаются, раскрываются некоторые традиции страны и её народа.

Лексико-грамматический материал третьей четверти тесно увязан с лексикой и грамматикой предыдущих четвертей. Большая часть времени по-прежнему должна отводиться усвоению настоящего совершенного времени (**the Present Perfect Tense**). На уроке 45 учащиеся знакомятся со вторым вариантом употребления времени **Present Perfect Durative**. Это достаточно сложная для понимания грамматика, тем более что на русский язык предложения типа **I've known him since 1990. He has been here for 3 days** (*Я знаю его с 1990 г. Он (находится) здесь 3 дня*) переводятся настоящим временем. Здесь важно показать учащимся, что в этих случаях говорящего интересует не просто конкретная дата пребывания где-то в течение определённого времени или факт знакомства с людьми на протяжении нескольких лет, но и непрерывность этого процесса. Действие, которое началось в прошлом, непрерывно продолжается и до момента говорения. Целесообразно подчеркнуть, что это время употребляется в основном с тремя глаголами — **to be, to know, to have**, которые (для учащихся на этой ступени обучения) не употребляются в настоящем продолженном времени. Для всех остальных глаголов в этих случаях характерно другое время, с которым учащиеся познакомятся в 5 классе. Необходимо отметить, что маркером этого времени являются предлоги **for** и **since**, при помощи которых и даётся указание на тот период времени, когда действие началось в прошлом (в течение которого оно длится). Если же этот период времени описывается отдельным предложением, то в нём употребляется простое прошедшее время.

I have known him **since** he came to Moscow.

Я знаю его с того момента, как он приехал в Москву.

He has had the book **since** he bought it in London.

У него эта книга с тех пор, как он купил её в Лондоне.

На занятиях в третьей четверти учащиеся продолжают знакомиться с явлением словообразования в английском языке. Элементы этого процесса уже известны учащимся по материалам УМК-2, УМК-3, а также первых двух четвертей УМК-4. Рубрики **Look, Read, Remember!** (уроки 37, 41, 43) систематизируют и обобщают в определённой степени знания, частично известные учащимся, и предлагают новые модели словообразования.

Важно, чтобы учащиеся 4 класса ясно представляли себе, что основными способами словообразования в современном английском языке являются *конверсия*, *аффиксация* (деривация) и *словосложение*. Грамматический справочник, помещённый в конце второй части учебника, достаточно подробно раскрывает эти явления современного английского языка.

Важным элементом является ознакомление учащихся с тем, что в английском языке многие глаголы управляются определённым предлогом (**to happen to sb, to be interested in sth, to be fond of sth**). Очень часто от того, какой предлог используется после глагола, зависит семантика всего высказывания (**to look at, to look after, to look for; to get on, to get up, to get off** и т. д.). Работе с предлогами должно уделяться достаточно времени на занятиях.

Учебная ситуация “*Travelling and Transport*”

УРОК 31 (*periods 71, 72*). На этом уроке, первом после достаточно длинных каникул, важно вспомнить, когда учащиеся используют **Present Perfect**, и разграничить сферу его употребления с уже хорошо известным им простым временем **Past Indefinite**. Ещё раз можно напомнить формальные слова-маркеры этих двух времён, свести их в таблицу, которую неплохо бы иметь всегда перед глазами. Уместно также пояснить учащимся, что иногда очень близкие контексты *я только что видел его* и *я видел его минуту назад* будут передаваться на английском языке различными временами, и таким образом ещё раз привлечь внимание учащихся к различию этих двух времён.

Выполнению этих задач помогают упр. 2 и 3. При необходимости учитель может составить подобные задания сам. Важный момент здесь:

а) констатация результата (**I have done**);

б) сообщение или вопрос о том, *когда* событие произошло (**I did**).

На этом же уроке нелишне напомнить ученикам, что наречия неопределённого времени стоят перед главным смысловым глаголом (**I have just seen him. He has already done it**), но после глагола **to be** — **He is always late**.

В определённой степени усвоению различия между **Past Indefinite** и **Present Perfect** могут помочь задания по употреблению этих времён в типовых структурах. Представляется целесообразным тренировать их в мини-диалогах или мини-ситуациях следующего типа:

- 1) — **Have you seen** him this morning?
— Yes, I **have**. He was in the library.
(It is 10 in the morning. The morning is not over yet.)
- 2) — **Did you see** him in the morning?
— Yes, I **did**. He was in the library.
(It is 6 in the evening now. The morning is over.)
- 3) — How long **have you been** here?
— I’ve **been** here since Monday.
- 4) — **Do you know** Nick?
— Yes, I **do**.
— How long **have you known** him?
— Since 1991 (for 10 years).
- 5) — Nick! Look! You’ve **broken** the cup.

- 6) — **Have** you ever **been** to Moscow?
— Yes, I **have**.
— When **were** you there?
— I **was** there last year.
- 7) — **Have** you ever **spoken** to Nick?
— Yes, I **have**.
— When **did** you **speak** to him last?
— I **did** it yesterday evening.
- 8) — Oh, Jack! You're back! I **haven't seen** you for a long time!
— How've you **been**?
— Just fine. It's **been** a long time.

Упр. 10 даёт возможность разнообразить речь учащихся в плане выражения оценки того или иного явления. Это представляется весьма важным, так как, как показывает практика, любым прилагательным положительной оценки у школьников является лексема **good**.

УРОКИ 32, 33 (*periods 73—76*) предлагают материал сказки «Волшебная горчица» в качестве текстов для чтения. Думается, что после тренировочной работы возможно инсценировать эту сказку и разыграть её по ролям.

Определённый интерес у учащихся могут вызвать задания, сформулированные в виде вопроса, как, например, в упр. 21, урок 33. Они способствуют творческому мышлению учащихся, учат их логически развивать сюжет действия, способствуют развитию воображения.

Подобные задания очень хорошо выполнять в виде соревнования на лучший конец сказки (истории). Однако следует похвалить каждую творческую инициативу учащихся, даже если в их ответе было много ошибок, но и критика не помешает: указать на нелогичность и т. д.

Очень важным моментом урока 33 является дифференциация двух английских лексем **who** и **which**, обе они переводятся на русский язык одним и тем же словом. Учитель может познакомить учащихся с этим явлением, дав им возможность самим вывести правило. Для этого достаточно внимательно проанализировать примеры упр. 12. Может быть, учащимся потребуется подсказка в плане того, чем, собственно, слова **people, boy, girls** отличаются от слов **book, castle, trip**.

УРОКИ 34—36 (*periods 77—83*). Очень важное лексико-грамматическое явление, предлагаемое в уроке 34, — эквивалент глагола **must**. Учащимся следует объяснить, что традиционно в английском языке говорящие стараются не использовать глагол **must** в повелительном наклонении, так как это звучит категорично. Фраза **You must do it** требует определённого контекста. Она уместна в том случае, если действительно выполнение того или иного действия — долг со стороны того, к кому обращена речь. В английском языке обычно предпочитают смягчённые

варианты выражения долженствования, одним из которых является эквивалент глагола **must** — **to have to do sth**.

Указанный оборот употребляется в том случае, если то или иное действие приходится выполнять из-за соответствующих обстоятельств: 1) **It is late. I have to go home.** 2) **Jane is leaving Moscow tomorrow morning. She has to get up early.**

В современной разговорной речи довольно часто употребляется форма **I've got to do sth** вместо **I have to do sth**:

1) **I've got to go home.** 2) **She's got to get up early.**

Вопросительная и отрицательная формы данного оборота строятся при помощи вспомогательного глагола **do/does** или **did**.

Рассматриваемый оборот даётся в тексте упр. 4 и отрабатывается далее в упр. 5, урок 34, а также в упр. 5, 6, урок 36.

Вводя глагол **to arrive** (урок 34), важно объяснить учащимся, что данный глагол употребляется как с предлогом **in** (если имеется в виду прибытие в страну, крупный город и т. д.), так и с предлогом **at** (если описывается прибытие в небольшой населённый пункт, на железнодорожный вокзал, в аэропорт и т. д.). Упр. 10 (урок 34), упр. 2 (урок 35) помогут закрепить правило.

Отрабатывая с учащимися учебную ситуацию *“Travelling and Transport”*, учителю следует обратить внимание на рубрику **Look, Read, Remember!** (урок 35). Дело в том, что имена существительные, обозначающие средства передвижения, сочетаются с различными глаголами (**take, catch, get**), когда они описывают процессы типа *сесть в поезд, самолёт, автобус*, при этом глагол **get** требует управления различными предлогами.

Учебная ситуация *“Hobbies”*

УРОКИ 37—42 (periods 85—98). Учебная ситуация *“Hobbies”* предлагает учащимся материал, с опорой на который возможно вести беседу на интересующую учащихся тему — «Мои увлечения». Занимаясь по этой учебной ситуации, четвероклассники получают также и определённый страноведческий материал, знакомящий их с английским театром, кино, телевидением.

Появляется возможность в доступной форме поговорить об этих явлениях, сравнить их с известными ученикам аналогичными явлениями их родной страны.

Из лексико-грамматического материала, который предлагается учащимся во время прохождения этой темы, особое внимание следует обратить на передачу понятий *много* — *мало* и *больше* — *меньше* средствами английского языка (см. раздел **Look, Read, Remember!**, урок 39, и упр. 11, урок 41). Данный материал подробно изложен в грамматическом справочнике. Следует помнить, что в современном английском языке, особенно в устном общении, предпочтительнее вариант **I haven't got many books**, нежели **I have few (a few) books** и т. д.

При выполнении упр. 5, урок 40, обратите внимание на два предлагаемых варианта ответа на вопрос “**Would you like...?**”, если говорящий хочет передать идею безразличности (*Мне всё равно*). Вариант **I don’t care** имеет крайне негативную окраску, в то время как выражение **I don’t mind** более нейтрально.

Довольно большую сложность для русскоговорящих учащихся, изучающих английский язык, представляет правильное использование глаголов **to say** и **to tell** (урок 40), которые переводятся почти одинаково на русский язык. Здесь важно затренировать с учащимися структуру **to tell sb to do sth/to tell sb sth**. Они должны знать, что прежде всего этот глагол употребляется тогда, когда известно, к кому обращена речь. Устойчивые сочетания **to tell a tale (fairy tale)**, **to tell a lie**, **to tell the truth** необходимо просто выучить.

Работая над текстом упр. 17, урок 42, следует обратить внимание учащихся на последний абзац письма, в котором приводится дата — 13 августа (13th of August). В подобных случаях артикль **the** никогда не пишется, но всегда произносится (**13th of August, August 13 — the thirteenth of August**).

Учебная ситуация “*America (The USA), I*”

Последняя, завершающая третью четверть учебная ситуация “*America (The USA), I*” содержит много неизвестных учащимся реалий, а также имён собственных, обозначающих географические названия. Представляется важным отработать чтение этих лексем до введения материала на чтение, а непонятные реалии предварительно объяснить. Эта тема продолжается и в IV четверти.

IV четверть

Четвёртая четверть завершает учебный год. Основной её особенностью является тот факт, что, с одной стороны, учащиеся должны освежить в памяти материал, который они изучали в течение года, а с другой — усвоить определённый новый лексико-грамматический материал.

УМК-4 предлагает учащимся две учебные ситуации на этот период: продолжение темы “*America (The USA), II*” (уроки 50—52, periods 116—124), “*My Country*” (уроки 53—57, periods 125—138). Последняя учебная ситуация включает в себя материал, рассказывающий о стране, в которой живут учащиеся, — России.

Как считают авторы, эти завершающие четверть и весь учебный год занятия очень важны. С одной стороны, они описывают явления, знакомые четвероклассникам из их повседневной жизни, дают им сведения из истории, географии родной страны, о её людях. Важность этих материалов объясняется в первую очередь тем, что, как показывает практика, достаточно сложно говорить на иностранном

языке, описывая реалии, отсутствующие в культуре и традициях другого народа, говорящего на изучаемом языке. Очень непросто найти необходимые лексические эквиваленты. В этом, как нам кажется, могут помочь предлагаемые материалы. Кроме этого, в этих уроках учащиеся могут почерпнуть сведения, ещё не совсем им известные, но, безусловно, важные для любого россиянина (см. тексты для чтения “The Russian Capitals”, урок 54, “Russia in the War of 1812”, урок 55, “Famous Russian Generals”, урок 56 и др.). С другой стороны, они дают возможность провести некоторое сопоставление в плане определённых реалий двух изучаемых языков — России и США.

Начало четвёртой четверти фактически является продолжением учебной ситуации “*America (The USA), II*”, изучение которой школьники не завершили в третьей четверти.

Учебная ситуация “*America (The USA), II*”

УРОКИ 50, 51 (*periods 116—119*) предлагают учащимся конкретную информацию о символике США и повседневной жизни в стране.

Весьма интересными для учащихся являются сведения, приводимые в тексте на аудирование (🎧 90): “What Does the Average American Do?”. Заучивание стихотворения-речитатива “American Coins” желательно проводить, показывая учащимся картинки, фотографии с изображением монет или настоящие деньги. Желательно также обратить внимание учащихся на комментарий, данный в сносках к этому стихотворению.

Урок 50 знакомит учащихся с употреблением модального глагола **may**, выражающего разрешение, и типовыми ответами на запрос-разрешение. Важно показать учащимся различие между категоричным запретом (**No, you mustn't**) и мягким отказом дать разрешение (**No, I'm afraid not**). Проводить тренировку учащихся в употреблении этого материала удобно, используя конкретные ситуации типа Give possible answers: **May** I close the window? (It's very cold outdoors) и т. д.

Продолжение изучения модальных глаголов происходит на материале урока 51, где учащихся знакомят с тем, как рассказать об умении (возможности) сделать что-то в будущем, эквивалентом глагола **can** — оборотом **to be able to**. Здесь достаточно сложным моментом является отсутствие частицы **to** после формы **can (could)** и её необходимое присутствие в обороте **to be able to**.

Особо следует оговорить употребление имени существительного **advice**, которое не имеет формы множественного числа, не употребляется с неопределённым артиклем и сочетается с глаголом в единственном числе.

Урок 51 предлагает последнюю в этом учебном году модель образования существительных от глаголов по типу: *V+ -tion = N* (explain — explanation, translate — translation).

Важно указать учащимся, что вновь образованные существительные не являются конкретными.

Уроки 50, 51 и 52 подводят итоги изучаемой учебной ситуации “*America (The USA), II*”.

Учебная ситуация “*My Country*”

УРОКИ 53—57 (*periods 125—138*). Начиная с урока 53 учащиеся приступают к изучению завершающей темы 4 класса.

Авторы учебника не случайно остановили свой выбор именно на данной учебной ситуации, желая показать, что, наряду со знакомством со странами изучаемого языка, нельзя забывать о родной стране, её истории, символике, о её прошлом и настоящем, развивая, таким образом, у учащихся чувство патриотизма и формируя тем самым нравственные качества.

Определённой особенностью в этих уроках является включение в раздел **Let Us Read and Learn** песенок, которые помогают повторить известные учащимся грамматические явления (см. песню “Which Land Is the Best?”, где повторяются сравнительная и превосходная степени имён прилагательных, уроки 54, 55, 56).

Таковы основные лексико-грамматические особенности и сложности, с которыми учащиеся встретятся на страницах учебника УМК-4, а также рекомендации по работе с ними. Авторы намеренно уделили основное внимание лингвистической стороне проблемы, полагая, что методика работы не вызовет каких-либо затруднений. Авторы надеются, что вышеизложенные комментарии могут быть полезны учителям, работающим по УМК-4.

ПРИЛОЖЕНИЕ

1. АУДИОКУРС

PART 1

1 четверть

Lesson 1

No. 1. a) Exercise 6. Listen to the song “What’s the Weather Like Today?”.

What’s the Weather Like Today?

Spring, Summer, Autumn and Winter. (4 times)

What’s the weather like today?

Is it sunny?

What’s the weather like today?

Is it rainy?

What’s the weather like today?

It’s quite funny

How it’s changing.

What’s the weather like today?

Is it snowing?

What’s the weather like today?

Is it clearing?

What’s the weather like today?

Is it going to be

Really very nice indeed?

Shining sun,

And sparkling sea,

Warm and dry, with just a breeze

Among the trees...

breeze.

Spring, Summer, Autumn and Winter. (4 times)

Yesterday the wind was blowing.

Is today going to be fine?

Spring, Summer, Autumn and Winter. (4 times)

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 4

No. 2. a) Exercise 6. Listen to the song “I Like Food”.

I Like Food

I. I like food, I like eating lots and lots of food. (2 times)

Bread and jam, and meat, and fish,

Cakes and biscuits too.

Beans and mustard, eggs and chips,

Mutton steaks, potatoes, peas,
And salted mushrooms too.

II. I like food, I like eating lots and lots of food. (2 times)

Cabbage, tomatoes, lettuce leaves,
Chocolate and cheese,
Toast and butter, soup and spices,
Onions, cereal, cucumber slices,
Marrows, pumpkins, beets.
Don't forget I also like drinking, when I eat:
Coffee, tea and water soda,
Fruity lemonade, Coca-Cola,
Sugar makes them sweet.

I like food, I like eating lots and lots of food. (2 times)
Some more, please.

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 5

No. 3. Exercise 4. Listen and answer the questions.

Part I. What animals are usually the most favourite pets?

People keep animals as pets in all countries: in India and England, in America, in Canada and Russia. These animals often become the most favourite members of the family. Pets get names. People look after them, teach them different tricks, buy them tasty food, toys, presents and even clothes.

The most favourite pets in all countries are kittens and cats, puppies and dogs. But many people keep parrots and other birds at home. Sometimes they have got hamsters and tortoises, monkeys and snakes, frogs and fishes as pets. Some people have more than one pet, and some people don't have any pets at all, as tastes differ.

Part II. Do people sometimes keep wild animals as pets? Why?

From books and films we learn that little wolves, lions, bears, crocodiles and other wild animals can become pets too. People sometimes find little animals in the forests, fields, mountains and other places. The cubs have no mothers to take care of them and they can't live without any help. People often take them home and look after them. They try to help. It is not always easy to do so because many people do not know how to feed cubs or how to take care of them.

Wild animals are to go back to the places where they lived when they grow up. Sometimes people give them to the zoos or circuses where they become actors.

Lesson 6

No. 4. Exercise 4. Listen to what Evelyn did on the 25th of December and say:

— **what holiday she celebrated that day;**

— **what present she got.**

On the 25th of December we got up early. It was still dark. I ran to my mother and looked under the Christmas tree. Santa Claus with his bag was not there but his presents were. They

were under the Christmas tree in coloured boxes. I opened my present — a beautiful doll with large blue eyes. She wore a white dress. I also got a book.

Late in the afternoon we had a traditional dinner of turkey with vegetables and salads. We also had biscuits and fruit. During the day we watched Christmas TV and played with our new toys.

Lesson 7

No. 5. a) Exercise 6. Listen to the song “The Bear Went over the Mountain”.

The Bear Went over the Mountain

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain
To see what he could see!

And all that he could see
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 8

No. 6. a) Exercise 6. Listen to the song “Mulberry Bush”.

Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go round the mulberry bush
On a cold and frosty morning.

This is the way we wash our hands,
Wash our hands, wash our hands.
This is the way we wash our hands
On a cold and frosty morning.

This is the way we clean our teeth,
Clean our teeth, clean our teeth.
This is the way we clean our teeth
On a cold and frosty morning.

This is the way we comb our hair,
Comb our hair, comb our hair.
This is the way we comb our hair
On a cold and frosty morning.

This is the way we clean our shoes,
Clean our shoes, clean our shoes.
This is the way we clean our shoes
On a cold and frosty morning.

This is the way we run to school,
Run to school, run to school.
This is the way we run to school
On a cold and frosty morning.

This is the way we walk in the park,
Walk in the park, walk in the park.
This is the way we walk in the park
On a cold and frosty morning.

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 9

No.7. Exercise 1. Learn how to pronounce and use the new words. Listen and repeat.

Sunday, Monday, on Sunday, last Monday, next Sunday, this Monday, every Sunday. On Sundays we don't go to school. In Russia Monday is the first day of the week, in Great Britain it is Sunday.

Tuesday, on Tuesday, next Tuesday. Tuesday comes after Monday. Where do you usually go on Tuesday?

Wednesday, on Wednesday. Last Wednesday my mum had a birthday party. Do you play tennis every Wednesday?

Thursday, on Thursday, this Thursday. Does Granny usually cook anything tasty on Thursday?

Friday, on Friday. Last Friday we went to the pet shop. Next Friday I'll go to the swimming pool.

meet — met, meet friends. It's nice to meet you. When shall we meet? We met last Friday.

laugh — laughed, to laugh at good jokes. Never laugh at old people. I wonder what he is laughing at.

No. 8. a) Exercise 9. Listen to the song “We Met on Sunday”. Part I.

We Met on Sunday

I. We met on Sunday, the first of July.

We talked on Monday, the second of July.

On Sunday we met and on Monday we talked,

That was the second of July.

We smiled on Tuesday, the third of July.

On Sunday we met and on Monday we talked.

On Tuesday we smiled, on the third of July.

We laughed on Wednesday, the fourth of July.

On Sunday we met and on Monday we talked,

On Tuesday we smiled and on Wednesday we laughed,

On the fourth of July.

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 10

No. 9. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

class — classes, in class, after classes, before classes. When does the Russian class begin? Do you always speak English in class? After classes I often go shopping.

comfortable, a comfortable chair, comfortable shoes. Is your room comfortable? I don't think my new boots are very comfortable.

uniform — uniforms, a brown uniform, a dark blue uniform. They all wear uniforms at their school. Do all pupils wear uniforms in class?

P. E., Physical Education. I have P. E. on Thursday and on Monday. What do you do in your P. E. class? What's your P. E. uniform like?

Handicraft. — When do you have Handicraft? — I have Handicraft on Tuesday and Friday. Do you always wear uniforms in your Handicraft classes? Who is your Handicraft teacher?

exercise book — exercise books. Susan has got a big exercise book for Handicraft. There are many exercise books in my bag.

museum — museums, to go to the museum. Are there many different museums in London? We shall meet at the museum at 4.

pencil — pencils, coloured pencils, draw in pencil. He's got many coloured pencils in the box. He can draw in pencil very well.

No. 10. Exercise 6. Listen to the questions and answer them.

1. When do you have P. E.? Do you like your P. E. classes? What do you do in P. E. class? Do you wear a uniform when you have P. E.? What is it like? Are you comfortable in it or not? Do all boys and girls wear uniforms when they have P. E.?

2. When do you have Handicraft? What do you do when you have it? Do you write in your exercise books when you have Handicraft? Do you go to museums with your teacher of Handicraft?

No. 11. a) Exercise 11. Listen to the dialogue.

George: What are you doing **this Friday**?

Alan: I don't know yet. Why?

George: You see, we are having a test on Saturday. Can you help me with my **English**?

Alan: Of course I can. When shall I come?

George: Can you meet me after classes?

Alan: OK. **Two** o'clock then. **See you later.** Bye.

George: Bye and thanks a lot.

b) Read the dialogue after the speakers.

Lesson 11

No. 12. Exercise 4. Learn how to pronounce and use the new words. Listen and repeat.

half — **halves**, the first half of the day, half a cake, half an apple. Give me half a carrot, please.
past, past two, at half past five. It's half past four. After classes at half past two I go to the swimming pool.

desk — **desks**, to sit (to be) **at the desk**. There are twelve desks in the room. Is your desk comfortable?

classroom — **classrooms**. — What is there in your classroom? — There are some desks, chairs and the teacher's table in it.

lesson — **lessons**, a difficult lesson, **at/in the lesson**. How many lessons have you got on Monday? Do you like your English lessons?

never. We never have lessons on Sunday. She never gets up at 5. They never go to school at night.

timetable, school timetable, **in the timetable**. Do you know where our timetable is? Look at the timetable. We have P. E. and History in the timetable today.

Maths, Maths exercises, our Maths teacher, problems with Maths. Does your brother have Maths on Tuesday? Have you got any problems with Maths?

Art, Art museum, Art exercises, your Art teacher. Have you got Art today? We've got Art on Thursday and Friday.

Music, Music exercises, Music class, a Music teacher. I like music very much. Have you got Music on Thursday?

study — **studied**. When you study, you begin to know a lot. He likes to have Nature Study classes. Did you have Nature Study on Thursday? Who is your Nature Study teacher?

No. 13. a) Exercise 9. Listen to the song "We Met on Sunday". Part II.

We Met on Sunday

II. We danced on Thursday, the fifth of July.

On Sunday we met and on Monday we talked.

On Tuesday we smiled and on Wednesday we laughed.

On Thursday we danced, on the fifth of July.

We cried on Friday, the sixth of July.

On Sunday we met and on Monday we talked.

On Tuesday we smiled and on Wednesday we laughed.

On Thursday we danced and on Friday we cried,

On the sixth of July.

We parted on Saturday, the seventh of July,

On Sunday we met and on Monday we talked.

On Tuesday we smiled and on Wednesday we laughed.

On Thursday we danced and on Friday we cried.

But on Saturday we parted and we said: "Goodbye." "Goodbye."

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 12

No. 14. Exercise 4. Learn how to pronounce and use the new words. Listen and repeat.

blackboard — **blackboards**, on the blackboard, at the blackboard. Is there an English word on the blackboard? Mary is at the blackboard.

bookcase — **bookcases**, in the bookcase.— What is there in the bookcase? — There are a lot of books in it.

window — **windows**, an open window, to look out of the window. How many windows are there in the classroom?

door — **doors**, a white door, at the door, to open the door. What colour is the door in your classroom?

floor — **floors**, on the floor. What is there on the floor? What colour is the floor in your classroom?

wall — **walls**, on the wall. The bookcase is at the wall. Are the walls yellow?

picture — **pictures**, a beautiful picture, **in the picture**. What can you see in the picture? There are three pictures on the wall.

late, to be late for school, to be late for classes. Don't be late again! She is never late for school. I'm sorry, I'm late. It's never too late to learn.

Lesson 13

No. 15. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

leave — **left**, to leave the house, **to leave** Moscow **for** London, to leave for New York.— When did he leave for Canada? — He left for Canada on Wednesday.

join — **joined**, to join the group. We are going to the museum. Join us. Will you join us for a walk?

sing — **sang**, to sing to the music. I like to sing very much. Shall I sing to you? Let's begin to sing.

song — **songs**. I know many Russian songs. We often meet and sing English songs. Enjoy the song!

yet. He doesn't know English yet. She is not nine yet. We haven't got this book yet. I'm ill, I can't go to school yet.

count — **counted**. Count from 1 to 20. The boy can't count well yet. The children can count quickly. Shall I count the apples?

poor, poor people, a poor family. I don't think they are poor. His English is poor. They are not poor, are they?

work — **worked**, to work well, to work at school. When do you begin to work? **Work**, to do a lot of work about the house. This work is not interesting work. Have you got any extra work to do? His work is the best, isn't it?

luck, good luck. We are having a test on Thursday.— Oh, good luck!

By the way. Do you live far away from school, by the way? By the way we haven't got any bread for breakfast.

No. 16. Exercise 6. Listen and answer the questions.

1. When do you usually leave the house? When did you leave the house yesterday?
2. Will you join me after classes? Where shall we meet?
3. What is your favourite song?
4. Do you often sing before classes? Do you often sing after classes?
5. You often count in class, don't you?
6. Where did you work when you helped your parents?
7. Did you have much extra work to do last week?
8. Was your answer in English good or bad?

No. 17. a) Exercise 11. Listen to the poem "Meet Me in the Morning".

Meet Me in the Morning

Meet me in the morning.
Meet me at noon.
Meet me in September,
Or the middle of June.
 Meet me at midnight.
 Meet me in the hall.
 Meet me in the summer.
 Meet me in the fall.
Meet me in the evening.
Meet me at eight.
I'll meet you any time you want,
But, please, don't be late.

b) Read the poem after the speaker and learn it.

Lesson 14

No. 18. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

age, school age, **at the age of eight**, people of all ages. In Russia children begin to go to school at the age of six. In Great Britain pupils usually leave school at the age of sixteen.

pen — **pens**. There are many pens and pencils on my desk. Count your pens, please.

rubber — **rubbers**, a pencil with a rubber. Give me the rubber, please. Do you like my new blue rubber?

ruler — **rulers**. Your ruler is longer than my ruler. Can you give me a ruler, please?

carpet — **carpets**, a beautiful carpet. Shall I put the carpet on the floor? Your carpet makes the classroom comfortable.

outdoors (out-of-doors). I like to play different games outdoors. In hot countries you can sleep outdoors.

difficult, a difficult book, a difficult class. I don't think it is difficult to help about the house now.

easy, easy work, an easy poem. Our life is not always easy, it is sometimes very difficult. It is not always easy to count.

No. 19. Exercise 10. a) Listen to the poem “When the Sun Is in the Sky”.

When the Sun Is in the Sky

I get up and open my eyes,
I wash, put on my dress and a pair
Of shoes and all the things I wear.
Then walking off to school I go
To learn the things that I must know.

b) Read the poem after the speaker and learn it.

Lesson 15

No. 20. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

spend — **spent**, to spend money on books, to spend time on the sports ground. Where did you spend last Sunday? How do you spend your holidays?

subject — **subjects**, an interesting subject. What is your favourite subject at school? What is the most difficult subject for you?

to get on (with sb). Children learn how to get on with their friends at school. How are you getting on? They don't get on very well. He is easy to get on with.

to be over. The film is over. The lesson is not over yet. School is over. When will the holidays be over?

famous, famous doctors, famous pilots, a famous school, **to be famous for** sth. London is famous for its museums.— What is he famous for? — He is famous for his book.

important, an important subject, important problems. This work will be very important. It is important not to be late for classes.

learn — **learnt**, to learn by heart, to learn well, to learn English, to learn to play chess. It's never too late to learn.— Shall we learn it by heart? — Yes, please.

Listening Comprehension Lesson

No. 21. Listen to the text “Better Late Than Never” and try to understand it.

Better Late Than Never

One Wednesday morning Finy Fox and Shiny Fox, the two little brothers, were walking to school. They walked slowly for 10 minutes, then Shiny said, “Be quick or we shall be late for school! It is half past eight!” But Finy said, “I don't want to go to school today. We are already late. We can have so much fun in the forest. Our mother thinks we are at school, so we can play in the forest. We can go home when we hear the boys coming home from school.” Shiny said this was a good idea.

So the foxes ran to the river. What a good time they had! They laughed a lot, they swam in the river, they danced with little bears and sang songs with the birds. They got on well with all the different animals who lived in the forest. The foxes didn't think at all about their classroom, their desks, pens, pencils, their books and their lessons. Wednesday was their

longest school day — they had Maths, English, Handicraft, Art and Nature Study on their timetable. All the subjects were very important. But the foxes didn't want to write on the blackboard or in their exercise books. They didn't want to study, to learn to count and to read. They didn't want to work. They wanted to play outdoors.

II четверть

Lesson 17

No. 22. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

house — **houses**, a big house, a comfortable house. There are a lot of new houses in our street. What colour is your house?

kitchen — **kitchens**, a nice kitchen. There is a little kitchen in the place where I live. Is there any brown bread in the kitchen?

bathroom — **bathrooms**, a warm bathroom. There are two bathrooms in their house. What colour are the walls in your bathroom?

rather, rather well, rather important. It's rather difficult to learn it by heart. The text is rather easy. Which would you rather have, tea or coffee? — Would you like to join us? — Rather.

toilet — **toilets**, a little toilet, a clean toilet. Have you got a warm toilet in your country house?

flower — **flowers**, a beautiful flower. Where shall I put the flowers? I want to buy some flowers as a birthday present.

front, in front of, in front of the house, in front of the museum. What is there in front of the teacher's table?

behind, behind the house, behind the door. Are there any fruit trees behind your school? What is there behind your new house?

No. 23. a) Exercise 12. Listen to the dialogue.

Nancy: Do you live near London?

Fred: Yes, I do. In a small house.

Nancy: Is your house comfortable?

Fred: Rather. It's small but nice with a large kitchen and a bathroom.

Nancy: Do you like your house?

Fred: Oh, it's great. It's not **far from** London. I like it very much. There are a lot of beautiful flowers in front of my house and there are three old apple trees behind it. **Come and see me some day. You are always welcome!**

b) Read the dialogue after the speakers.

Lesson 18

No. 24. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

living room — **living rooms**, a comfortable living room. We haven't got a large living room in our house.

bedroom — bedrooms, a small bedroom. How many bedrooms are there in your house?

hall — halls, in the hall. I left my bag in the hall. What is there in the hall?

back, a back door, to come back, to give back. Is there a back door in your house? When will she give my book back? We never come back late. My bedroom is at the back of the house.

car — cars, to go by car. Have you got a car? — Did you walk there or did you go by car? — I went there by car.

shout — shouted, to shout at somebody. Who are you shouting at? Why are you shouting? Never shout at little children and animals.

key — keys, a house key, a car key, the keys to my room. — Where are the keys? — They are in the hall.

lock — locked. She always locks the door when she leaves the house. The front door is locked, isn't it?

No. 25. Exercise 7. Listen to the text about Pete's house and answer the questions after it.

Pete lives in a house in the country. His house is not very big. There are four rooms in his house: a bedroom, a living room, a bathroom and a kitchen. There is also a hall and a toilet in Pete's house. When Pete leaves the house, he locks the door with the key. Pete goes into town by car. When he comes back, he always leaves the car behind the house.

Questions:

1. How many rooms has Pete got? What are they?
2. Does Pete lock the house or does he leave the door open?
3. How does Pete lock the house?
4. Where does he leave the car?

No. 26. a) Exercise 12. Listen to the dialogue.

Anna: Who has the keys?

Bob: What keys?

Anna: My keys. Where are they?

Bob: I thought you had them.

Anna: Oh no. I gave them to you.

Bob: **I'm afraid** you're wrong. I don't have your keys.

Anna: **Oh dear**, oh dear! Where can they be?

Bob: Anna! **Look over there!** Here they are! On the table, just under your bag.

b) Read the dialogue after the speakers.

Lesson 19

No. 27. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

flat — flats, a rather large flat, a comfortable flat. Is there a kitchen in your flat? I can't open the front door of my flat as I have no keys.

dining room — dining rooms. There is no dining room in my flat. Is there a large table in your dining room?

upstairs, to go upstairs, to live upstairs. There are two bedrooms upstairs. What rooms are there upstairs?

downstairs, to go downstairs, to be downstairs. Ann is downstairs in the dining room. Please go downstairs.

sofa — **sofas**, a comfortable sofa, a bright sofa. What colour is the sofa in your living room? What is there behind the sofa?

armchair — **armchairs**, in the armchair.— Are there any armchairs in the hall? — No, there aren't any.

fireplace (fire) — **fireplaces**. There is often a fireplace in an English house. There are two armchairs in front of the fireplace.

No. 28. a) Exercise 11. Listen to the dialogue.

Kitty: Where do you live?

David: Near Hyde Park.

Kitty: In a flat or in a house?

David: In a flat. Houses are terribly **expensive**.

Kitty: What is your flat like?

David: It's small but comfortable and it's near my school.

b) Read the dialogue after the speakers.

Lesson 20

No. 29. Exercise 4. Learn how to pronounce and use the new words. Listen and repeat.

lovely, a lovely girl, lovely children. It was lovely of you to invite me here. The weather is lovely today, isn't it?

wonderful, a wonderful place, a wonderful flower. Last month we went to London and had a wonderful day there.

furniture, old furniture, comfortable furniture. There is a lot of furniture in the living room. There was no furniture in the house. Is the furniture expensive?

curtain — **curtains**, curtains on the windows, to draw the curtains. There are no curtains on the windows in my flat yet.

corner — **corners**, **in the corner**, in the corner of the hall. We've got a TV set in the corner of the room.

middle, **in the middle**, in the middle of the room, in the middle of the day, in the middle of the summer. There is a lovely carpet in the middle of the hall.

mirror — **mirrors**, a magic mirror, a small mirror. Is there a mirror in the room? What is there behind the mirror?

quiet, a quiet street, a quiet evening. They would like to live a quiet life in the country. Be quiet, Ben, stop shouting, please! I like to spend a quiet evening at home.

No. 30. a) Exercise 13. Listen to the dialogue.

Mum: Let's have lunch, Pete. Are you hungry?

Pete: Yes, I am. Shall I **set the table** in the kitchen or in the dining room?

Mum: Let's eat in the kitchen. **I'm in a hurry**. What are you going to have?

Pete: Some cold meat and salad, a sandwich and a glass of orange juice. What are you going to have?

Mum: Cold meat, salad, juice ... **That sounds good.** I think **I'll have the same.**

b) Read the dialogue after the speakers.

Lesson 21

No. 31. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

describe — described, to describe a picture, to describe a film. Please describe what you saw. Shall I describe my flat to you?

wardrobe — wardrobes, an old wardrobe. There are two wardrobes in my parents' bedroom. Where is the wardrobe in your room?

next to, next to my school. Come and sit down next to me. What is there next to your house?

lamp — lamps, a street lamp, **a standard lamp**. There is a lamp next to the mirror. I've got a new standard lamp.

sink — sinks. There is a sink in my kitchen. I always wash cups and glasses in the sink.

garden — gardens. We've got a wonderful garden behind our house. There are different plants in her garden.

opposite, opposite the house, opposite the hotel. My room is opposite my parents' bedroom. Our kitchen is opposite the bathroom. My school is opposite my house.

cooker — cookers. In my kitchen the cooker is next to the table. Where is the cooker in your kitchen?

No. 32. a) Exercise 10. Listen to the dialogue "New Flat".

New Flat

Susan: Oh, Alice! I hear you've got a new flat. **How do you like it?**

Alice: Oh, **I like it a lot.** It's nice. You'll like it too.

Susan: How many rooms are there in your flat?

Alice: There are five. We've got a living room, two bedrooms, my granny's room and a kitchen. Come and see me some day.

Susan: **When's the best time to come?**

Alice: We're usually at home after 6.

Susan: **Are you sure it's OK** to come round 7?

Alice: Of course it is.

b) Read the dialogue after the speakers.

Lesson 22

No. 33. Exercise 4. Learn how to pronounce and use the new words. Listen and repeat.

happen — happened, to happen to somebody. It happened to my cousin last year. What happened to you yesterday?

study — studies. There is no study in my flat. Is your father's study upstairs?

suddenly. Suddenly I heard a song. Suddenly Mr Holmes saw a terrible face at the window.

cupboard — cupboards. Where is the cupboard? There are a lot of cups and glasses in the cupboard.

believe — believed. We believe him. I don't believe you. Why can't you believe my story?

fridge, in the fridge, in front of the fridge. Is there much meat in the fridge? Are there any apples in the fridge?

understand — understood. She understands English. I understand you well. I can't understand it.

No. 34. a) Exercise 9. Listen to the song "There's a Room in My House".

There's a Room in My House

There's a room in a house,
It's a very fine room,
It's a very fine room indeed. *(4 times)*
 There's a bed in a room,
 In a room in my house,
 It's a very fine bed indeed. *(4 times)*
There's a lamp by the bed
In a room in my house,
It's a very fine lamp indeed. *(4 times)*
 There's a cupboard by the lamp,
 By the bed in a room in my house,
 It's a very fine cupboard indeed. *(4 times)*
There's a table by the cupboard,
By the lamp, by the bed
In a room in my house,
It's a very fine table indeed. *(4 times)*
 There's a chair by the table,
 By the cupboard, by the lamp,
 By the bed in a room in my house,
 It's a very fine chair indeed. *(4 times)*
There's a person on a chair,
By the table, by the cupboard,
By the lamp, by the bed
In a room in my house,
It's a very fine person indeed. *(3 times)*
 There's a person on a chair
 By the table, by the cupboard,
 By the lamp, by the bed
 In a room in my house,
 That person on a chair is me.

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Listening Comprehension Lesson

No. 35. Listen to the text “A Strange ‘Burglar’ in Big Mountains” and try to understand it.

A Strange “Burglar” in Big Mountains

Part I

The Jackson family lived in town, but at the end of November they were on the way to Big Mountains to spend Thanksgiving there. The family went to Big Mountains by car. There were four of them, Mr and Mrs Jackson and their children Larry and George. The brothers kept looking out of the window. It was easy to understand why the mountains were so beautiful. At last Father stopped the car. “Here we are!” he said.

There was a large house in front of them with a big chimney at the back wall. Behind the house on the left there was a small apple garden and on the right there were big trees! It was so quiet everywhere!

When Father gave the children the keys, they jumped out of the car, ran to the house to open the door and went in. There was a large living room and a kitchen downstairs. The living room was lovely. There was a big fireplace in the corner of the room and next to it on the left a large sofa with a standard lamp near it. On the right there was an armchair. There was a beautiful carpet in the middle of the room. The orange curtains made the living room comfortable.

The kitchen was small but nice with a fridge and a cupboard at the left wall and a sink and a cooker opposite them. There was a table and four chairs in the kitchen too.

The parents began to put the food in the fridge. The boys ran upstairs to the second floor. There were two small bedrooms with beds and wardrobes, a bathroom and a toilet there.

Lesson 24

No. 36. Exercise 1. Learn how to pronounce and use the new words. Listen and repeat.

town — **towns**, in town, out of town. There are a lot of small towns in the South of England. My grandfather doesn't live in town.

city — **cities**, the city of London. There are many big cities in England.

square — **squares**, in Red Square, a quiet square. — Are there any squares in your city? — Oh, yes, a lot.

main, the main idea, the main street of a town. This is the main thing to remember. What's the main idea of the book?

cinema — **cinemas**, **at the cinema**, to be on at the cinema. A cinema is a place where people can watch films. What is on at the “Mir” today? The “Mir” cinema is not far.

theatre — **theatres**, to go to the theatre. Is there a theatre near here? Do you know the Moscow theatres well?

church — **churches**, in the church, near the church. There were many people in the church when we came. — Is there a church in your town? — Yes, there is.

road — **roads**, a road in the country, to live in Main Road. Are the roads in your town very good? Where is the road to Boston?

No. 37. a) Exercise 6. Listen to the dialogue.

Andy: Excuse me. Could you help me?

Pete: Sure. What do you want?

Andy: Where is **42 Green Street**, please?

Pete: Walk to the corner and then **turn to the left**.

Andy: To the corner and then to the left?

Pete: That's right. And then **walk two blocks** to the **traffic lights**. And you are in Green Street.

Andy: Thank you.

b) Read the dialogue after the speakers.

Lesson 25

No. 38. a) Exercise 7. Listen to the dialogue.

Alice: Hi, Polly! **I haven't seen you for ages**. How are you?

Polly: Hi, Alice! I'm fine and you?

Alice: **Just fine**. Where are you going?

Polly: To the cinema. Will you join me?

Alice: Oh, I'd love to, but I'm afraid I can't. I haven't seen my granny for ages. I must visit her today.

Polly: Oh, sorry. Goodbye then. See you tomorrow!

Alice: Bye-bye, Polly. Have fun!

b) Read the dialogue after the speakers.

Lesson 26

No. 39. Exercise 4. Learn how to pronounce and use the new words. Listen and repeat.

already. I have already cooked dinner. Nick has already played football.

just. Nick has just finished playing hockey. They have just started reading "Cinderella".

ever. Have you ever cooked soup? Have you ever dressed your little brother? Have you ever seen it?

yet. Have you done it yet? She has not finished it yet.

build — built — built, to build a house, to build a road, to build a church.

building — buildings. There are a lot of new buildings in Moscow now.

bridge — bridges, to build a bridge. Are there any bridges over the Moskva River?

No. 40. a) Exercise 10. Listen to the poem "The Beaches of Mexico". Part I.

The Beaches of Mexico

(After C. Graham)

I. Have you ever seen the beaches of Mexico?

Have you ever walked the streets of Paris?

Have you ever been to England?

Have you ever been to Spain?
Have you ever walked barefoot
In a heavy rain?

b) Read the poem after the speaker.

Lesson 27

No. 41. Exercise 6. Learn how to pronounce and use the new words. Listen and repeat.

century — **centuries**, two centuries ago, last century. People have built many new cities this century. Pushkin lived in the 19th century.

become — **became** — **become**, to become a teacher, to become old. I know my sister is going to become a singer. It is becoming late.

afraid, to be afraid of sb/sth. I'm not afraid of you. Don't be afraid of dogs. I'm afraid we're late.

wake up — **woke up** — **woken up**. When do you usually wake up? My granny woke up early yesterday. Your mother hasn't woken up yet.

burn — **burnt** — **burnt**, to burn a cake. The fire is burning. We went to the river and saw a big fire burning there. "My house has burnt! Oh, my!" cried the old woman.

dirty, a dirty street, dirty clothes. Your hands are dirty. The city became dirtier and dirtier.

rich, a rich city, rich people. My uncle is very rich. Is England a rich country?

dark, a dark night, in the dark sky, dark green. It is getting dark, isn't it? It has already become dark.

No. 42. a) Exercise 11. Listen to the poem "The Beaches of Mexico". Part II.

The Beaches of Mexico

II. Have you ever been in trouble?
Have you ever been in pain?
Have you ever been in love?
Would you like to do it all again?

b) Read the poem after the speaker.

Lesson 28

No. 43. Exercise 4. Learn how to pronounce and use the new words. Listen and repeat.

capital, the capital of the country, the capital of Canada. Moscow is the capital of Russia.

place — **places**, a place for the picnic, a quiet place, a wonderful place to live. Where is the best place to spend the summer?

tower — **towers**, the Tower of London. The Tower of London is a museum now. The Kremlin clock is in the Spasskaya Tower.

square, a square box, a square tower. They sat at the small square table.

tall, a tall man, a tall tree, a tall tower. Mr Brown is a tall young man. Is Jack the tallest boy in your class?

monument — **monuments**, a **monument** to sb. Where is the monument to Yuri Dolgoruky?

bell — **bells**, a gold bell, a small bell, church bells. Have you ever heard the bells? Has the bell gone?

No. 44. a) Exercise 11. Listen to the poem “The Beaches of Mexico”. Part III.

The Beaches of Mexico

III. Well, I've never seen the beaches of Mexico.

I've never walked the streets of Paris.

I've never been to England.

I've never been to Spain.

I've never walked barefoot

In a heavy rain.

But I've sure been in trouble.

I've sure been in pain.

I've sure been in love,

I'd do it all again.

b) Read the poem after the speaker.

Lesson 29

No. 45. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

wide, a wide street, a wide bed. The road is wide, isn't it? Which is the widest river in the world?

trip — **trips**, a short trip, a trip to London, a business trip. We have been to many places of interest during our trip. Would you like to join our trip to Paris?

lead — **led** — **led**, to lead to the bridge, to lead to the tower. Where does this wide street lead?

sound — **sounds**, a quiet sound, sweet sounds, the sound of the bell. I heard the sounds of my favourite song.

architect — **architects**, a famous architect. Sir Christopher Wren was a famous English architect. Who is the architect of St Paul's Cathedral?

king — **kings**, the king of a country, the king's word. Once upon a time, there lived a king.

queen — **queens**, the Queen of England. We often read about queens in fairy tales. Have you ever seen a queen?

No. 46. a) Exercise 10. Listen to the song “London's Burning”.

London's Burning

London's burning, London's burning.

Fetch the engines. Fetch the engines.

Fire, fire! Fire, fire!

Pour on water, pour on water.

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

No. 47. a) Exercise 11. Listen to the dialogue.

A: Excuse me.

B: Yes?

A: Is there a post office near here?

B: Yes, there is.

A: How can I get there?

B: You can walk. First right, second left. It'll take you about ten minutes to get there.

A: Thank you.

B: That's all right.

b) Read the dialogue after the speakers.

Listening Comprehension Lesson

No. 48. Listen to the text “Don’s Letter to His Friend” and try to understand it.

Don’s Letter to His Friend

Many people write letters to friends in other countries. They often write about their families and homes or about the places they live in. Here is Don’s letter to his friend.

My name is Donald, but my friends call me Don. We live in Scotland, in a small house far from the town centre. Our town is small, but there is a theatre in it, in the main square. The streets in my town are not very wide, but they are very beautiful, with a lot of flowers and trees. Our house is in the old part of the town. You can see an old square tower in that part. It was built many centuries ago and nobody knows the name of the architect. The tower is very high and there is a large bell in it. You can hear it ring twice a day. The tower has become our town museum. If you visit this place, turn to the left and the road will lead you to a beautiful small church. When you cross the bridge, you will be in the new part of the town. The streets are wide in this part. There are also many cinemas and shops as well as some monuments. I have already been to many places of interest in our town and can show them all to you. If you have never seen Scotland, come and stay with us. Maybe you’ll find our life here quite different from your life in the city, but I’m sure you’ll like our little town.

PART 2

III четверть

Lesson 31

No. 49. Exercise 4. Learn how to pronounce and use the new words. Listen and repeat.

travel — travelled, to travel by car, to travel to the North, to travel about the country. Have you ever travelled to Africa? My friend has never travelled by car.

stay — stayed, to stay at the hotel, **to stay with** parents, **to stay for** a week. Where are you going to stay in Moscow? Last summer I stayed with my grandparents out in the country.

plane — planes, to go by plane, to get by plane, to travel by plane, on the plane. It takes me an hour to get to Moscow by plane. Were there many people on the plane?

train — trains, to go by train, to get by train, to travel by train, on the train. I don't think it is very comfortable to travel by train.

railway station — railway stations, the largest railway station in London. There are three railway stations in our town. How long does it take us to get to the nearest railway station?

bus — buses, a bus stop, at the bus stop, a number Seven bus. London buses are often red.

seaside, at the seaside, to go to the seaside. I spent my summer at the seaside last year.

cheap, a cheap house.— Is your new dress cheap or expensive? — I don't think it's very expensive.

No. 50. a) Exercise 10. Listen to the dialogue.

A: How was your trip?

B: **Fantastic!**

A: Did you go to the Black Sea?

B: We did. We spent a week at the seaside.

A: Did you stay at the hotel? What was it like?

B: It was **excellent**.

A: What were the people like?

B: They were very **friendly**.

A: How lucky you are!

b) Read the dialogue after the speakers.

Lesson 32

No. 51. Exercise 7. Learn how to pronounce and use the new words. Listen and repeat.

find — found — found, to find a road, to find a book, to find the answer to the question. I can't find the money anywhere. Have you found the key? I can never find my pen.

fly — flew — flown, to fly by plane, to fly in the sky, to fly south, to fly east, to fly quickly. Some birds that live in the north fly south for the winter.

cry — cried, to cry for help. The baby will cry when it is hungry. The house was on fire, the man in it cried for help. "Hurry up!" Alice cried.

steal — stole — stolen, to steal money, to steal a bag, to steal a horse. Somebody has stolen her bag. The burglar tried to steal a television set.

airport — **airports**, to go to Kennedy Airport, to fly from Sheremetyevo Airport. It took him two hours to get to Heathrow Airport.

ticket — **tickets**, to buy tickets, **a ticket to** London, a train ticket to Moscow. Have you bought the tickets yet?

luggage, a lot of luggage, little luggage. I don't like to travel with a lot of luggage.— Where is your luggage, please? — Here it is.

fast: 1) a fast train, a fast horse, a fast trip, fast food. The clock is half an hour fast.

2) to walk fast, to go fast, to run fast, to read fast. Don't run so fast!

No. 52. a) Exercise 14. Listen to the poem "Trains".

Trains

Over the mountains,	Carrying passengers,
Over the plains,	Carrying mail.
Over the rivers	Over the country
Here come trains.	Here come trains.

b) Read the poem after the speaker.

Lesson 33

No. 53. Exercise 7. Learn how to pronounce and use the new words. Listen and repeat.

shake — **shook** — **shaken**, to shake a head, **to shake hands with** sb, to shake apples from the tree. He shook his head in answer to my question. Do all people shake hands when they meet?

explain — **explained**, to explain the way, to explain it to the pupils, to explain how to get to the place. Excuse me, can you explain it to me? I couldn't explain the new grammar to my friend.

straight: 1) a straight street, a straight road. There are many wide straight streets in Moscow. 2) to go straight, to walk straight. — How do I get there? — Walk straight ahead and you'll see it.

kind — **kinder** — **(the) kindest**, a kind man, a kind girl. Be kind to animals. It was very kind of you to help us.

voice — **voices**, a sweet voice, in a quiet voice. He always speaks in a loud voice to me.

sad — **sadder** — **(the) saddest**, a sad woman, a sad voice, to speak in a sad voice, to look sad. Anna looks sad, her grandmother is ill.

ugly — **uglier** — **(the) ugliest**, an ugly face, an ugly old witch. In many fairy tales ugly animals become beautiful people. Does she always wear ugly clothes?

forget — **forgot** — **forgotten**, to forget a word, to forget a song, to forget to do sth. Don't forget to go there! — Have you done the shopping? — Oh dear, I forgot. I shall never forget it.

No. 54. a) Exercise 13. Listen to the dialogue "At the Railway Station".

At the Railway Station

A: When is the train to Liverpool, please?

B: 3.15, madam.

A: Which platform?

B: Platform seven.

A: How much is the ticket?

B: Single or return?

A: Return, please.

B: That will be 14 pounds.

A: Here you are.

B: Thank you, madam.

A: Thank you.

b) Read the dialogue after the speakers.

Lesson 34

No. 55. Exercise 7. Learn how to pronounce and use the new words. Listen and repeat.

plate — **plates**, on the plate. Are there any plates on the table?

arrive — **arrived**, to arrive in England, to arrive in a big city, to arrive at a small town, to arrive at the airport. When is the plane arriving? My friends have not arrived in Moscow yet.

feel — **felt** — **felt**, to feel well (fine), to feel bad, to feel like doing sth.— How do you feel? — I'm fine. He doesn't feel well today. He feels bad. I feel like going to the theatre tonight. Nick doesn't feel like reading now.

weak — **weaker** — **(the) weakest**, a weak boy, a weak smile, in a weak voice. He was ill for two weeks and now he feels weak.

strong — **stronger** — **(the) strongest**, a strong animal, a strong man. Who is the strongest boy in your class? Elephants are stronger than horses.

silver: 1) Is there any silver here?

2) a silver plate, silver skates. There are some silver forks on the table. Have you read "Silver Skates" by Mary Mapes Dodge?

perhaps. Perhaps he is right but I'm not sure. I don't know when we'll be back, perhaps at seven.

nearly. It is nearly ten o'clock. I nearly forgot your birthday. It is nearly midnight. It's nearly time to start.

No. 56. a) Exercise 13. Listen to the poem "Ferryboats".

Ferryboats (By S. Tippet)

Over the river,	Watching the seagulls,
Over the bay	Laughing with friends,
Ferryboats travel	I'm always sorry
Every day.	When the trip ends.

b) Read the poem after the speaker.

No. 57. a) Exercise 14. Listen to the dialogue.

A: I would like a ticket to Moscow, please.

B: When are you going to fly?

A: Today or tomorrow, I think.

B: Just a minute. I think **flight** 305 is the best for you.

A: When is the flight?

B: 7.40.

A: Excellent. How much is the ticket?

B: **Business** or **tourist class**?

A: Tourist class, please. Business class is too expensive.

b) Read the dialogue after the speakers.

Lesson 35

No. 58. Exercise 7. Learn how to pronounce and use the new words. Listen and repeat.

journey — **journeys**, an interesting journey, a three-day journey, to go on a journey. A journey is a long trip. Are you going on a journey this week?

voyage — **voyages**, to go on a voyage. A voyage is a journey by sea. You may have a voyage on the river too. What can you tell me about his voyage?

ship — **ships**, a large ship, **on board the ship**, to travel by ship. There were many ships in the port. Were there many passengers on board the ship?

wind — **winds**, a strong wind, a cold wind. There was no wind. A strong wind is blowing.

change: 1) to change clothes, to change plans. After the rain I had to change my clothes. We have changed the time of our meeting.

2) to change trains. We had to change trains in London.— Where do we change? — At the next station I think.

through, a through train — **through trains**. You don't have to change as it's a through train. Buy a ticket for a through train to Moscow, please. I don't want to change.

tired, a tired face, a tired smile, a tired look. Are you tired after your long journey? I don't think he is ever tired.

miss — **missed**, to miss a bus, to miss a train. I'm afraid to miss my bus. Go to the railway station at 5, then you won't miss the train to London.

catch — **caught** — **caught**, to catch a train, to catch a bus. Harry caught a plane to London and arrived there at 3. Mary always catches a bus to get to the office.

No. 59. Exercise 12. Listen to the dialogues. Then read them. Choose the one you like best and learn it by heart.

I

A: What bus do I take to the Pushkin Museum?

B: Take bus 79.

A: Is there a bus stop near here?

B: Yes, there is. It's on the opposite side, just in front of the cinema.

A: How long will it take me to get there?

B: I think about half an hour at this time of the day. **There is a lot of traffic now.**

A: Look, bus 79 is coming.

B: Oh, thank you.

II

A: Excuse me, how do I get to the centre of the city?

B: Which part of the centre do you want?

A: Red Square.

B: Take a bus or the underground. It'll take you a long time to walk there.

A: Can you tell me the shortest way to the underground?

B: Go straight ahead. You can't miss it.

Listening Comprehension Lesson

No. 60. Listen to the text "Robbie's Grandfather" and try to understand it.

Robbie's Grandfather

My grandfather lives in the North of England. He is nearly 60, but he is strong and he still works. He is a Maths teacher. My grandfather is very kind and his pupils like him a lot. They say he is an excellent teacher and they are never tired in his class. He never forgets anything and explains his subject very well. He always speaks in a friendly voice and so they enjoy his lessons.

My grandad lives in the country and every morning, five days a week, gets the bus to school. He doesn't have to change as the bus takes him right to the school. It's a through bus. He gets off the bus at half past 8 or there about.

My grandad likes to do many things, but he likes travelling most of all. He often goes to different cities (perhaps once or twice a month) and sometimes he goes to other countries too. He travels by sea, by train or flies. He likes voyages very much and often takes pictures on board the ship. He likes the sea and the wind.

Last month he travelled to Scotland. It was not a lucky trip. He nearly missed his train because he arrived late at the railway station. On the train somebody stole his favourite silver box in which he kept his tobacco. There was no bus or taxi to take him to the hotel where he wanted to stay and so he had to go on foot. When he arrived at the hotel he was tired and went upstairs. However his luggage was not there. So grandad went downstairs again, but couldn't find it. When he did, it was midnight and the lift did not work. So he was very unhappy that night and slept badly.

However in the morning the sun began to shine again and life seemed brighter.

"There is nothing like travelling," my grandad says. "You'll always enjoy it. Only look on the bright side."

Lesson 37

No. 61. Exercise 2. Learn how to pronounce and use the new words. Listen and repeat.

fond, to be fond of sth, **to be fond of doing** sth. Nick is fond of animals. She has always been fond of music. My uncle is fond of travelling.

proud, to be proud of sth/sb. She is proud of her son. We are proud of our parents.

stamp — **stamps**, a square stamp, an American stamp. When I was in Rostov, I bought two beautiful stamps to send home. Do you have any stamps, please?

badge — **badges**, a round badge, a square badge, an English badge, to have a badge on one's uniform, to wear a badge on the jacket. Have you got any badges?

collect — **collected**, to collect books, to collect stamps, to collect pictures. I have never collected anything. My sister is fond of collecting different pencils.

collector — **collectors**, a famous collector, a great collector. He is a famous collector of toy cars.

collection — **collections**. There are two famous old stamps in his collection.

coin — **coins**, a silver coin, a small coin. My grandfather is a famous collector of coins. I'm proud of my collection of silver coins.

theme — **themes**, an interesting theme, a new theme.— What's the theme of your collection? — My theme is sport.

thematic, a thematic collection. My brother's collection of stamps is thematic. His theme is animals.

special, a special question, a special theme, a special train. The history of England is his special subject. He collects stamps and has got a special interest.

specialist — **specialists**, a famous specialist, a great specialist. This doctor is an eye specialist.

specialize — **specialized**, to specialize in history, to specialize in maths. He specializes in collecting stamps. Collectors often specialize in one subject.

No. 62. a) Exercise 10. Listen to the song "Mr Crocodile". Part I.

Mr Crocodile

I. Never smile at a crocodile.

No, you can't get friendly with a crocodile.

Don't be taken in by his welcome grin.

He's imagining how well you'd fit within his skin.

Never smile at a crocodile.

Never tip your hat and stop to talk awhile.

Never run!

Walk away.

Say good night, not good day!

Clear the isle,

Never smile at Mr Crocodile.

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 38

No. 63. Exercise 9. Learn how to pronounce and use the new words. Listen and repeat.

quarter — **quarters**, a quarter of an apple, in a quarter of an hour, **at a quarter past** two, **at a quarter to** eight.— What's a quarter of 64? — It's 16. A quarter of an hour is fifteen minutes. Shall we meet in a quarter of an hour?

seat — **seats, to take a seat**. Bring two more chairs so that there are seats for everyone. I couldn't get a seat on the bus. Won't you take a seat?

stage — **stages**, on the stage. The dancer came onto the stage and began to dance.

rise — rose — risen, to rise from a seat, to rise from a sofa. The sun rises in the East. What time does the sun rise in summer? The wind rose quickly.

perform — performed, to perform on the stage, to perform on the piano. We would like to perform at our school theatre.

performance — performances, a wonderful performance. When does the performance begin?

performer — performers. How many performers are there on the stage?

audience, a large audience, to have a large audience. That television programme has an audience of millions.

part — parts, an important part, to learn the part by heart, to play a part. He acted his part well. Mr A. played an important part in our life.

to take part in. He takes part in all the performances.

decide — decided, to decide to do sth. He decided to become a pilot. It's difficult to decide who is right.

No. 64. a) Exercise 15. Listen to the dialogue “Going to the Theatre”.

Going to the Theatre

Helen: Hello! Hello! Alice, it's me, Helen.

Alice: Oh, Helen, hi! How are you?

Helen: Fine. And how are you?

Alice: I'm fine too. Look here, Helen, are you doing anything special tonight?

Helen: No, not really. Why?

Alice: I've got two **tickets for** the ballet “Shchelkunchik”. Have you seen it? Would you like to join me?

Helen: I'd love to. It's at the Bolshoi, isn't it?

Alice: **Unfortunately**, not tonight. It's on the other stage. But the dancers are the same and the scenery is the same too.

Helen: That suits me fine. But what about our seats? Are the tickets expensive?

Alice: I'm sorry, they are not cheap, but they are **in the stalls** and we'll see the stage very well.

Helen: OK. When and where shall we meet?

Alice: I'll be at the bus stop at a quarter to 7.

Helen: Bye-bye, then.

Alice: Bye.

b) Read the dialogue after the speakers.

Lesson 39

No. 65. Exercise 8. Learn how to pronounce and use the new words. Listen and repeat.

feature, a feature film. There are two feature films on TV. I like to see feature films very much.

cartoon — cartoons. My little sister is fond of cartoons. “Just You Wait” is a famous cartoon about a clever hare and a bad wolf.

documentary, a documentary film. Are there any documentary films in the programme today?

besides. He didn't want to go to the party, and besides, he had to work. There were many people at the cinema, besides our class.

full, to be full of sth. The box is full of apples. The room was full of people. The cup is half full. The cinema is full. The house is full.

though. I was late for school even though I got up very early. The feature film was good though there were no famous actors in it.

care — cared. I don't care what happens. — What would you like for dessert? — I don't care. Do you care for cartoons?

No. 66. a) Exercise 16. Listen to the song "Mr Crocodile". Part II.

Mr Crocodile

II. Never smile at a crocodile.
No, you can't get friendly with a crocodile.
Don't be taken in by his welcome grin.
He's imagining how well you'd fit within his skin.
Never smile at a crocodile.
Never tip your hat and stop to talk awhile.
Don't be rude!
Never mock!
Throw a kiss, not a rock!
Clear the isle and never smile at Mr Crocodile!

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 40

No. 67. Exercise 9. Learn how to pronounce and use the new words. Listen and repeat.

land — lands, my native land, to visit different lands. This land is your land. Walt Disney has made a new land for children and their parents.

screen — screens, to be on the screen. The teacher asked me to look at the screen.

success, to be a success. The little girl was a great success at the school concert. The new play was a big success.

create — created, to create a character, to create a part, to create a new land. A writer creates characters in his books.

mean — meant — meant. I don't understand what you meant when you said it. — "Red" meant beautiful in old Russia. — What do you mean? — I mean that Red Square was called "Beautiful Square" many centuries ago.

tell — told — told, to tell sb about sth, to tell a lie, to tell the truth, to tell fairy tales. Tell me where you live. I told him my name. Mother told us to be quiet. Never tell a lie!

also. He swims well and he is also a good tennis player. Does she also speak English?

born, to be born. A. S. Pushkin, the greatest Russian poet, was born in 1799. L. N. Tolstoy was born in 1828. — When were you born? — I was born twelve years ago.

No. 68. a) Exercise 15. Listen to the dialogue “What’s on Television Tonight?”.

What’s on Television Tonight?

Jack: Hello, mum ... I’m at home!

Mum: Hello, Jack. Are you tired, dear?

Jack: Yes, I am. What’s the time?

Mum: It’s a quarter past six.

Jack: Oh, that late? What’s on television tonight?

Mum: There’s a good musical programme on at a quarter past eight.

Jack: Yes ... and there’s a good programme on after the news.

Mum: Shall we watch it? It’s my favourite **soap opera**.

Jack: Oh, no! I can’t watch it after all. There’s a football match on BBC-2 at the same time.

Mum: But, Jack, I would love to see the soap opera.

Jack: OK, mum. I’ll go and watch the match at granny’s.

b) Read the dialogue after the speakers.

Lesson 41

No. 69. Exercise 8. Learn how to pronounce and use the new words. Listen and repeat.

novel — **novels**, a long novel, an interesting novel, a famous novel, my favourite novel, the novel by L. Tolstoy. My mother is fond of reading novels. A novel usually tells us about different places and people like those in real life.

fiction, a work of fiction. Novels and short stories are works of fiction. He likes to read works of fiction.

listen — **listened, to listen to** a concert, to listen to music, to listen to a teacher. Listen to me, please! I’m listening to you but I don’t hear anything.

true, a true story, a true friend, a true teacher. Is the news true? Everything he told you is true.

boring, a boring book, a boring soap opera, a boring play. Nobody is fond of reading boring books. The film was long and boring.

library, a good library, a big library. Mary went to the school library to take out some books.

whatever. Take whatever you want to eat. Whatever he says is very important.

wherever. I will go wherever you go. You must find him wherever he is.

No. 70. a) Exercise 15. Listen to the dialogue.

Mike: Hello, Nick! Where are you going?

Nick: To the library.

Mike: To the library? I didn’t know you were fond of going there.

Nick: You’re right! I seldom visit libraries. But now I must write a story for my Russian class about a trip to a place I have never been to.

Mike: Did your teacher tell you to go to the library?

Nick: No, he didn't. He asked us **to use our imagination**, but I can't.

Mike: So, what are you going to do?

Nick: To look through some books. That's why I'm going to the library.

Mike: Good luck to you!

b) Read the dialogue after the speakers.

No. 71. a) Exercise 16. Listen to the poem "A Book".

A Book

A book, I think, is very like
A little golden door
That takes me into places
Where I've never been before.

It leads me into fairyland
Or countries strange and far.
And, best of all, the golden door
Always stands ajar.

b) Read the poem after the speaker.

Listening Comprehension Lesson

No. 72. Listen to the text "TV Interview" and say what hobbies Mr Davis had.

TV Interview

Reporter: Hello everybody. It's one o'clock and we begin our afternoon programme 'Meeting with Famous People'. Here is Mr Frank Davis, a famous children's writer. He will tell you some interesting facts about his hobbies. Welcome to the programme, Mr Davis.

Mr Davis: Now I would like to begin by remembering those times when I was a little boy. I had so many hobbies then. First, I think, I was a great collector of different things. I collected stamps, coins, badges, small books, pictures, pencils and what not. Whatever I collected I always tried to get as many things as I could. I did try to have thematic collections. I had large collections and was always proud of them. When I was older, at the age of twelve, I think, I became fond of sports. I spent a lot of time outdoors. I was playing different sport games in the yard. In summer I swam a lot and became a school champion. In the 5th form I became a theatregoer and spent all my free time in the theatre and sometimes I also went to the cinema. When I was finishing school, my parents bought me a computer. So I forgot about going to the theatre, to the cinema or visiting museums. Working on computers became my hobby. However, soon I became tired of this hobby too and decided to change it. I tried to paint pictures in my free time but I wasn't very good. I tried dancing and acting, but soon I realized I could never be a success on the stage. Then one day I had an idea to write a story about my dog. The story was rather short. It was not very clever or very interesting, but it was my story and I liked it very much. This is how I began to write stories about birds and animals. My little daughter liked to listen to them before she went to bed. She said that she was fond of my new hobby. Now it's difficult to say if it is my hobby or not as it is my work now. I like this work and I have already written five books for children.

Lesson 43

No. 73. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

discover — discovered, to discover a land. Who discovered America? It is important to discover how it has happened.

discoverer. A discoverer is one who discovers. Who was the discoverer of the electron?

discovery, a great discovery. I have read a very interesting book about important discoveries of our century.

sail — sails. The sail caught the wind and the boat started to move. There was a beautiful white sail on the boat.

sail — sailed. The boat sailed out of the port. The ship will sail for America in two weeks.

sailor, a good sailor, a bad sailor. Would you like to become a sailor? — What does he do? — He is a sailor.

reach — reached, to reach the mountain, to reach the port. We started for London in the morning and reached the city at 5 o'clock.

No. 74. a) Exercise 10. Listen to the poem “Happy Thought”.

Happy Thought
(By R. L. Stevenson)

The world is so full
Of a number of things.
I'm sure we should all
Be happy as kings.

b) Read the poem after the speaker.

Lesson 44

No. 75. Exercise 6. Learn how to pronounce and use the new words. Listen and repeat.

appear — appeared, to appear in the dark. Suddenly a ship appeared on the sea. He wasn't at home at 5 and he didn't appear until 6.

interested, to be interested in sth, to be interested in doing sth. Heidi was never interested in city life. Clara was interested in reading books and going to the theatre.

island — islands, a big island, a small island. An island is smaller than a continent. Great Britain is an island, Cuba is an island too.

settlement — settlements, an old settlement. The people who left England for America in the 17th century built many settlements in their new country.

round, a round ball, a round table, a round tower. The Earth is round.

No. 76. a) Exercise 11. Listen to the poem “Let's Remember Columbus”.

Let's Remember Columbus

In fourteen hundred and ninety-two
Columbus sailed the ocean blue ...
Let's sing together this old song

About the voyage that took him long,
About the sailors, those strong brave men.
Let's sing and remember them all again!

b) Read the poem after the speaker.

Lesson 45

No. 77. Exercise 7. Learn how to pronounce and use the new words. Listen and repeat.

together. Jane and Alice cooked dinner together. Let's go for a walk together.

prepare — prepared, to prepare for a test, to prepare for a meeting. Bill prepared everything for the game. Have you prepared for classes yet?

turkey — turkeys, a large turkey, a wild turkey. A turkey is a large red-brown bird. People often have turkey for Christmas dinner.

hard: 1) to work hard, to think hard, to live hard. Alan works hard on his farm. Try and study hard. It's raining hard. 2) hard — harder — (the) hardest. Life in the settlement was very hard. This is a hard maths problem.

danger, to be in danger, to be out of danger, full of danger. The discoverer's life was full of danger. He has been very ill but the doctor says he is out of danger now.

harvest, a rich harvest, a large harvest of potatoes. A good harvest gives everyone food for winter. Autumn is the harvest season. People often have harvest festivals in autumn.

God — gods, the Greek gods. You can read about God in the Bible. At the end of summer people often thanked their gods for the harvest. My God! Thank God! Good God! God only knows!

since, since then, since yesterday, since that time, since 1985. He left the town in 1998 and I haven't seen him since. He has lived in Moscow since 1992.

No. 78. a) Exercise 14. Listen to the song "We Shall Overcome".

We Shall Overcome

- | | |
|---|--|
| 1. We shall overcome,
We shall overcome,
We shall overcome some day!
<i>Refrain:</i>
Oh, deep in my heart
I do believe,
We shall overcome some day! | 3. We shall all be free,
We shall all be free,
We shall all be free some day!
<i>(Refrain.)</i> |
| 2. We shall live in peace,
We shall live in peace,
We shall live in peace some day!
<i>(Refrain.)</i> | 4. We are not afraid,
We are not afraid,
We are not afraid today!
<i>(Refrain.)</i> |

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 46

No. 79. Exercise 10. Learn how to pronounce and use the new words. Listen and repeat.

native, a native land, a native city, a native place. One of the native animals of India is the tiger. Tom is a Native American.

along, along the street, along the road, to travel along the river. Flowers grew along the road. Go along the street.

nut — **nuts**, a big nut. A nut is a dry fruit of a plant, or the seed of a plant. Let's go and buy some nuts.

wood. We build houses of wood. We often make furniture of wood.

wooden, a wooden house, a wooden box. There was a large wooden box in my granny's bedroom.

peace, to live in peace. All the people in the world want to live in peace.

peaceful, a peaceful country, a peaceful evening, a peaceful city. Let's have a peaceful evening at home.

hunt — **hunted**, to hunt a wolf, to hunt a fox. In old times kings always hunted in woods and forests.

hunter — **hunters**. My father is a good hunter. American Indians were clever hunters.

smoke — **smoked**. — Do you smoke? — No, I don't. Many Americans have stopped smoking.

friendship, to live in friendship. Our friendship is strong. I'm proud of our friendship.

No. 80. a) Exercise 15. Listen to the dialogues.

a) — Jack! **You're back!**

— Haven't seen you for a long time! **How've you been?**

— Just fine. **It's been a long time.**

b) — I'm glad to meet you. **I've heard so much about you.**

— I'm glad to meet you. **I've heard so many nice things about you.**

c) — What's your name? Where are you from?

— My name is Alice. I'm from England.

— How long have you been here?

— I've been here for 3 days.

b) Read the dialogues after the speakers.

Lesson 47

No. 81. Exercise 8. Learn how to pronounce and use the new words. Listen and repeat.

depend — **depended**, **to depend on** sth, to depend on the weather, to depend on the plan. Children usually depend on their parents for food and clothes. You can always depend on Jane. — Will you go with me? — It depends.

independence, independence from England, Independence Day. The American colonists wanted to have independence from England. Americans celebrate Independence Day on the 4th of July.

fight— fought — fought, to fight for independence, to fight for one's country. Dogs sometimes fight. America fought against England for its independence.

fight — fights, to have a fight over a book. There was a fight between the boys. The two sisters had a fight over which TV programme to watch.

gold, a gold coin, a gold box, a gold cup, as good as gold, a heart of gold. The old woman had a heart of gold. The child was as good as gold.

golden, golden hair, golden leaves, a golden rule. My little sister has golden hair.

empty, an empty house. The room was empty: there were no people in it.

situated, to be situated on the island, to be situated in the mountains. The hotel is situated at the seaside.

gun — guns, an old gun, a new gun, to hunt with a gun. Many people in America have guns. Colonists often hunted with guns.

No. 82. a) Exercise 15. Listen to the poem "My People".

My People
(By L. Hughes)

The night is beautiful,
So the faces of my people.
The stars are beautiful,
So the eyes of my people.
Beautiful also is the sun.
Beautiful also are the souls of my people.

b) Read the poem after the speaker.

Lesson 48

No. 83. Exercise 5. Learn how to pronounce and use the new words. Listen and repeat.

protect — protected, to protect children. We wear coats to protect us from the cold. People must protect nature.

dangerous, a dangerous journey, a dangerous animal, a dangerous life. The colonists' life in America was very dangerous.

snake — snakes, a dangerous snake. There are a lot of snakes in this place. A snake has a long body but no legs.

tailor — tailors, a good tailor, an old tailor. A tailor makes clothes.

through, to look through the window, to look through newspapers, to look through the magazine. I haven't read the book, I've just looked it through.

No. 84. a) Exercise 13. Listen to the poem "Friends".

Friends
(By L. Groce)

The stars are out, the moon is up.
It's time to go to bed.
I'm so glad you have a place
To lay your little head.

Have a deep and peaceful sleep,
Dream away the hours.
When you wake the sun will come
To smile upon the flowers.
Go to sleep, my little friend,
Beneath the evening star.
You will always have a friend,
No matter where you are.

b) Read the poem after the speaker.

Listening Comprehension Lesson

No. 85. Listen to the text “Americans out for the Evening” and try to understand it.

Americans out for the Evening

If Americans want to go out for the evening, where do they go and what do they see? It is easy if they are in New York as there are a lot of theatres there. But you don't have to be in New York to see an interesting show. Many of the theatres travel from town to town. In many theatres in America you can sit at table and eat dinner and then watch the show as there are “dinner theatres”.

It's cheaper of course to go to the cinema. Americans say “to go to the movies”. Even in small towns in America you can go to the movies and see the latest film.

If you don't want to see a play or a movie, you can always go and listen to music. Americans have given many forms of music to the world: jazz, blues and rock. They all come from the music that black people have brought with them from Africa. You can also hear country music in America.

Some people spend an evening dancing as this is also very popular with Americans.

Americans love sports of all kinds. Many people play sports and many go to see games or watch them on TV. In stadiums people usually shout loudly for their favourite sportsmen. One of the most popular sports is football.

Lesson 50

No. 86. Exercise 7. Learn how to pronounce and use the new words. Listen and repeat.

each: 1) each flower, each city, each girl. The cook gave two apples to each child. Each pupil had a textbook. They cost 10 roubles each. 2) **each other.** We have known each other for ten years.

state — **states**, the United States of America. There are fifty states in the USA. The first thirteen colonies in America were the first American states.

government, the Russian government, the American government. What the country needs is a strong and clever government.

magazine — **magazines**, an interesting magazine, a boring magazine, the latest magazine. I couldn't find any of the latest magazines in our library.

newspaper — **newspapers**, old newspapers, a Sunday newspaper. Newspapers tell us what is happening in the world.

sell — sold — sold, to sell vegetables, to sell fruit. That shop sells shoes. Richard wants to sell his old car for 4 hundred dollars.

letter — letters, 1) a letter from my granny, a letter to my friend. I don't like to write letters. 2) a small letter, a capital letter. There are 26 letters in the English alphabet.

own, my own house, his own flat. I saw it with my own eyes. My own brother couldn't even help me.

No. 87. a) Exercise 12. Listen to the poem “American Coins”.

American Coins

Pennies, nickels, dimes and quarters.

Pennies, nickels, dimes and quarters.

How many pennies in a nickel?

Five.

How many nickels in a dime?

Two.

Pennies, nickels, dimes and quarters.

Pennies, nickels, dimes and quarters.

How many dimes in a dollar?

Ten.

How many nickels in a dime?

Two.

Pennies, nickels, dimes and quarters.

Pennies, nickels, dimes and quarters.

How many quarters in a dollar?

Four.

How many nickels in a dime?

Two.

b) Read the poem after the speaker.

Lesson 51

No. 88. Exercise 9. Learn how to pronounce and use the new words. Listen and repeat.

advise — advised, to advise sb **to do** sth. His doctor advised him not to eat so many sweets. If you don't feel well, I advise you to stay in bed.

advice (*always in the singular*), good advice, to take advice, to follow one's advice, to ask for advice. He gave me clever advice. It was good advice. May I ask you for advice? The advice is good, but I can't follow it.

person — persons, two persons, a clever person, a boring person, a very important person (VIP). It's a table for two persons.

personal, a personal question, a personal diary. She is fond of asking personal questions.

host — hosts, a friendly host, a good host. A host is a man who invites people to come to his home as his guests. We thanked our host for the wonderful party.

hostess — hostesses. A hostess is a woman who invites people to come to her home as her guests.

move — **moved**, to move quickly, to move slowly, to move to the city, to move into a new flat. Move the chair nearer to the fire. We moved into a new flat last month.

rule — **rules**, a difficult rule, an easy rule, a grammar rule, as a rule ... Rules tell you what to do and what not to do. One of the rules when you are at the table is not to speak when your mouth is full. As a rule he comes in late.

relax — **relaxed**. My father likes to relax by reading the newspapers. A hot bath helped me to relax.

maybe. Maybe he is right. Maybe he'll write a letter to you. Maybe "yes", maybe "no", maybe rain, maybe snow.

No. 89. a) Exercise 14. Listen to the poem "Personal Questions".

Personal Questions

(By C. Graham)

Where were you born?	Where were you last night?
I'd rather not say.	I'd rather not say.
Where are you from?	Why weren't you home?
I'd rather not say.	I'd rather not say.
How tall are you?	Did you stay out late?
How old are you?	Did you have a good time?
How much do you weigh?	Did you see a good play?
I'd rather not say.	I'd rather not say.

b) Read the poem after the speaker.

Listening Comprehension Lesson

No. 90. a) Listen to the text "What Does the Average American Do?" twice and say what the average American does.

What Does the Average American Do?

The average American sleeps 7,5 hours a night.

The average American takes a shower every day.

The average American goes to the cinema once a month.

The average American watches TV four hours a day.

The average American goes to the dentist once a year.

The average American reads the newspaper every day.

The average American eats three hamburgers a week.

The average American drinks a cup and a half of coffee a day.

The average American lives in a house.

The average American eats at a fast food restaurant once a month.

The average American listens to the radio 2 hours a day.

The average American goes to bed before 12.00.

The average American wears pyjamas in bed.

b) Now listen to the text again and answer the questions:

1. How many hamburgers does the average American eat a week?
2. When does the average American go to bed?

3. How long does he watch TV every day?
4. The average American takes a shower every day, doesn't he?
5. How often does he go to the dentist?
6. How often does he go to the cinema?

Lesson 53

No. 91. Exercise 1. Learn how to pronounce and use the new words. Listen and repeat.

bank — **banks**, a river bank, the right bank, the left bank. A bank is the land along the side of a river. Flowers were growing on the banks of the river.

between. Now the Moon is between the Earth and the Sun. There was no friendship between the two brothers. There was great love between them.

enemy — **enemies**. An enemy is someone who is unfriendly. There are no enemies here. Have you got any enemies?

noble, a noble family, noble actions. Teaching is a noble profession. He comes from a noble family.

honest, an honest man, honest people. An honest person does not lie or steal.

devoted, a devoted friend, to be devoted to sb/sth. He is devoted to music. He has always been devoted to me.

brave, a brave man. A person who is brave can face danger without being afraid. The brave girl jumped into the water to help the child.

bravery. He is famous for his bravery.

birch — **birches**, a white birch, the Russian birch. The leaves of the birch are green and fresh. There are a lot of birch trees in Russian forests.

No. 92. a) Exercise 10. Listen to the song "Here Is My Hand".

Here Is My Hand

Here is my hand, friend, here is my hand,
Over to you from my bonny homeland;
Building the future, comrades, are we,
Here is my hand, friend, over the sea.
Over to you, friend, over to you!
Here is my hand, friend, we will be true,—
True to youth's promise never to break,
True to the new world we're going to make.
Here is my hand, friend, over to you!
Building the future, we will be true —
True to the new world, let it ring clear,
Peace is our future, peace must live here!

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Lesson 54

No. 93. Exercise 5. Learn to pronounce and use the new words. Listen and repeat.

top, top is the highest (upper) part of sth, at the top of the mountain, at the top of the page, at the top of the class. The old Russian town was situated at the top of the hill.

found — founded, to found a new city, to found a school, to found a family. They founded a town on the banks of the river. Yuri Dolgoruky founded Moscow.

map — maps, a map of the world, a map of Russia. A map can show you countries and towns, seas, mountains, rivers and oceans. Where is the River Volga on the map?

young — younger — the youngest, a young woman, young trees. My granny looks quite young for her age. When Mr Jones was young, he lived in Italy.

stone — stones, a stone wall, a stone tower, to throw stones at sb/sth. Don't throw stones at dogs. People use stones to build houses.

No. 94. a) Exercise 11. Listen to the song “Which Land Is the Best?”. Part I.

Which Land Is the Best?

- I. In my country, we are happy.
In my country, we are happier.
In my country, we are the happiest of all.
In my country, we are friendly.
In my country, we are friendlier.
In my country, we're the friendliest of all.
Chorus: My country, your country,
travel east or west.
If north is good and south is better,
which land is the best?

b) Read after the speaker.

c) Sing with us.

d) Sing to the music.

Listening Comprehension Lesson

No. 95. Listen to the text “The Main Street of Moscow” and try to understand it.

The Main Street of Moscow

Tverskaya Street is the main street of the Russian capital. It is one of the longest and the busiest streets in the city. There are many hotels, shops and supermarkets in it. Tverskaya Street is famous for its fine tall houses, beautiful monuments, wide squares, cinemas and theatres which are in or nearby.

Hundreds of years ago from Red Square there was a road to Tver. Tver is an old Russian city to the north of Moscow. Tverskaya Street is where this road used to be and that fact explains its name. Tverskaya is a wide street and in some places the street is sixty metres wide.

At the beginning of Tverskaya Street you can see the “Natsional” hotel. If we walk up the street, on the same side we’ll see the building of the Central Telegraph and on the opposite side the monument to Yuri Dolgoruky, the founder of Moscow. The monument is situated in beautiful little square with some trees in it. Let’s walk up Tverskaya Street. Soon we’ll reach Pushkin Square.

In Pushkin Square we can see the famous monument to Alexander Pushkin, the greatest Russian poet. Pushkin was born in Moscow and spent the first years of his life in this city. When he became very famous and lived in St Petersburg, he often visited Moscow. Pushkin loved his native city and wrote about it in his poems. Pushkin Square is very beautiful. There is a fountain in it near the monument. The monument itself appeared in Moscow in 1880. It is the work of the famous Opekushin and one of the finest monuments in Moscow.

On the opposite side further up Tverskaya Street there is an old red building. It used to be the English Club but now it is the Museum of the Revolution.

You can see the monument to Vladimir Mayakovsky in Triumfalnaya Square. Moscow Concert Hall is situated in it.

The end is near Belorussian railway station. There was the monument to Maxim Gorky in the square in front of the railway station.

Lesson 55

No. 96. Exercise 9. Learn how to pronounce and use the new words. Listen and repeat.

war — wars, a war against sb, to be at war, to go to war, a world war. We have had two world wars this century. They went to war to fight for their independence.

army — armies, to be in the army, to join the army, to go into the army. When did he join the army?

win — won — won, to win a fight, to win a war. The Russian army won the war in 1812. Do you know who will win?

against, to be against sb/sth. My mother is against having any animals in the house. We will fight against the enemy.

battle — battles, a battle against sb/sth, to fight a battle, to win the battle. A battle is a fight between armies. His great-grandfather took part in the battle against Napoleon.

die — died, to die in a battle, to die in a war, to die for one’s country. The officers died for their Motherland. The flowers will die soon if you leave them without water.

kill — killed, to kill animals, to kill people in a war. The cold killed flowers in the garden.

victory — victories, a victory over the enemy, to win a victory, to lead the army to victory. The general led his army to victory. They won an easy victory.

No. 97. a) Exercise 14. Listen to the song “Which Land Is the Best?”. Part II.

Which Land Is the Best?

- II. In my land, it’s very sunny.
In my land, it is sunnier.
In my land, it’s the sunniest of all.
In my land, the skies are blue.

In my land, they're bluer.
In my land, they're the bluest of all.
Chorus: My country, your country,
travel east or west.
If north is good and south is better,
which land is the best?

- b) Read after the speaker.*
- c) Sing with us.*
- d) Sing to the music.*

Lesson 56

No. 98. Exercise 8. Learn how to pronounce and use the new words. Listen and repeat.

soul — **souls**, a noble soul, a kind soul. He was the heart and soul of the army. Many people believe that a person's soul never dies.

heart — **hearts**, a heart of gold, a kind heart. He put his heart and soul into his work. The boy spoke from his heart when he thanked us for his present.

hospitable — **more hospitable** — **the most hospitable**, a hospitable woman. Hospitable people always make you feel comfortable.

real, real gold, a real man, a real story. These flowers are real, not plastic. Is this real gold?

really. They are really good friends. What do you really think about it?

No. 99. a) Exercise 15. Listen to the song "Which Land Is the Best?". Part III.

Which Land Is the Best?

III. In my land, the grass is green.
In my land, it is greener.
In my land, it's the greenest of all.
In my land, it is peaceful.
In my land, it's more peaceful.
In my land, it's the most peaceful of all.
Chorus: My country, your country,
travel east or west.
If north is good and south is better,
which place is the best?
My country, your country,
travel east or west.
Learn to live with one another ...
One world is the best.
One world is the best.

- b) Read after the speaker.*
- c) Sing with us.*
- d) Sing to the music.*

Listening Comprehension Lesson

No. 100. Listen to the text “Some Russian Holidays” and try to understand it.

Some Russian Holidays

Russian people have many traditional holidays, old and new, that they celebrate in all seasons. The first day of January is the New Year's Day. It is the first winter holiday and in fact the first holiday of the year. People begin to celebrate it on the 31st of December late at night. It's a family holiday. Father usually brings a fir tree and children decorate it with toys, flags, sweets and nuts. In fact, on the 31st of December you can see such trees practically in all Russian homes. All the members of the family get together. They prepare a tasty dinner. At 11 o'clock or a bit later they sit down at table to see the old year off. People laugh a lot. Sometimes they watch TV, sing songs or dance. At midnight everybody listens to the Kremlin Clock. People often count together “1, 2, 3, 4, 5”. When they say 12, they drink champagne, wish good luck and give presents to each other. Children often sit up and find their presents under the fir trees. Young people usually go out into the streets just to walk or to sledge if the weather is fine. People go to bed very late in the morning.

The 23rd of February is also a state holiday in Russia. It has always been a special date in the country. It is a special day for those who defend their Motherland and its independence.

The 8th of March is a traditional Women's Day. All women look wonderful on the 8th of March. They get a lot of flowers, sweets and other presents. Men and boys try to be kind and polite and help them everywhere they can. Isn't it great to have such a holiday every day of the week? I'm sure all the women think it is.

In spring Russians also celebrate Easter and Maslenitsa (the pancake week).

Russians usually celebrate Maslenitsa in March. This merry holiday shows that spring is coming though winter is strong yet. In old Russia it was one of the most favourite holidays of the year. People had a lot of fun. They ate pancakes that were different in size and made pancakes each day of the week. They had snow fights and snow battles outdoors, they sang and danced a lot and often had horse trips in sledges. These days Russian people have started to celebrate this holiday again.

Russians usually celebrate Easter in April or at the beginning of May. It depends on the church calendar. People celebrate Easter in Russia as they do in England or the USA. Russians cook a special Easter cake at home (or often small Easter cakes, each cake for each member of the family). You can also buy such Easter cakes in the shops. They are called “kulitchi”. Children like them very much. People paint eggs red, blue, yellow or green. There is a special ceremony in church that day. During Easter people often go to cemeteries to remember those who are dead. You can often see fresh and paper flowers, Easter cakes and eggs there.

In May we also celebrate two holidays: the First of May and Victory Day which we celebrate on the ninth of May. In fact, the ninth of May is a special Memorial day, a day to remember those who died in the Second World War. People come to central squares of their towns and cities. They come together and bring fresh flowers to the monuments. In Moscow war veterans often meet near the Bolshoi Theatre.

2. КЛЮЧИ К УПРАЖНЕНИЯМ УЧЕБНИКА

PART 1

Lesson 1

Exercise 1. There are four — winter, spring, summer and autumn. Yes, they are.

Exercise 2. In Russia summer begins in June and winter begins in December, in England summer begins in May and winter begins in November.

Exercise 3. a) summer b) spring c) winter

Exercise 10. (1.) When does it rain in Moscow? Where does it rain in autumn? (2.) Does it ever snow in Africa? Where does it never snow? (3.) When does it usually rain? Does it usually rain in October?

Lesson 2

Exercise 1. 1. boots, shoes, sandals, trainers; 2. a coat, a jacket, a sweater, boots, trousers; 3. a hat, a T-shirt/a coat, a scarf; 4. dresses, blouses, skirts; 5. jeans, T-shirts, sweaters, trousers, trainers, shoes.

Exercise 2. Mike is wearing blue shorts, a green T-shirt, a red cap, red shoes and white socks. Jill is wearing a pink dress, white socks and blue shoes. Ann is wearing a white blouse, a green skirt, a brown jacket and high yellow boots. She has a yellow bag on her arm. Mr Black is wearing a purple jacket, a yellow sweater, brown trousers and yellow shoes. Tom and Nick are wearing yellow caps, red jackets, blue trousers, grey and brown boots. They have yellow mittens on. Mrs Smith is wearing a green coat, brown shoes and a brown hat. Mr Smith is wearing a dark green coat, grey trousers, a yellow scarf and brown shoes.

Exercise 3. A. c); B. b); C. d); D. b).

Lesson 3

Exercise 1. The Adams — a wife, a husband. The Greens — a granny, a father, a mother, an aunt, an uncle, a baby, 2 sons and a daughter. The Smiths — grandparents, parents and 3 children (two brothers and a sister).

Exercise 3. 1. a doctor (a nurse); 2. a teacher; 3. pilots; 4. pupils (schoolchildren); 5. a cosmonaut.

Exercise 4. Alice's mother is a doctor; ... father is an engineer; ... uncle is a driver; ... sister is a teacher; ... brother is a pupil.

Exercise 7. Bob has 7 relatives. They are — his uncle, his cousin, his two grannies, his baby brother and his parents (his mother and his father).

Lesson 4

Exercise 1. There is some milk, bread, jam, lemonade, cheese, coffee, tea, porridge on the first table. There are some cakes, tomatoes, oranges, bananas, eggs, potatoes, carrots, sweets on the second table.

Exercise 2. 1. milk, porridge, eggs; 2. bacon and eggs; 3. ...; 4. cakes, sweets, sugar; 5. ...

Exercise 10. 1. some; 2. any; 3. some; 4. some; 5. any; 6. some; 7. any.

Lesson 5

Exercise 1. 1. dogs, cats, sheep, horses, cows, hens, cocks, ducks; 2. geese, ducks, goats, horses; 3. giraffes, elephants, crocodiles, monkeys; 4. giraffes, monkeys, cows, horses, sheep, hares, pigs; 5. hares, bears, wolves, cats, dogs; 6. lions, tigers, elephants, wolves, crocodiles; 7. parrots, hares, bears, mice, dogs, ducks, horses; 8. ...

Exercise 2. 1. the dog; 2. a fish; 3. a horse; 4. an elephant; 5. a monkey.

Exercise 3. The giraffe can't eat hares. Giraffes don't eat animals. White bears don't live in hot countries where palms grow. They like fish and meat. Wolves don't live in cold countries where there is a lot of ice. They live in forests and eat other animals. They don't eat leaves.

Exercise 4. 1) kittens and cats, puppies and dogs 2) Yes, they do. People sometimes find little wild animals that have no mothers and take them home and look after them.

Exercise 8. 1. C; 2. B; 3. A.

Lesson 6

Exercise 2. Christmas Day is on the 25th of December. Easter Sunday is late March or early April. New Year's Day is on the 31st of December/1st of January. Mothering Sunday is in May. Halloween is on the 31st of October. April Fools' Day is on the 1st of April. Remembrance Day is on the 11th of November. St Valentine's Day is on the 14th of February.

Exercise 4. 1. Christmas; 2. a doll, a book.

Exercise 10. 1. were; 2. was, were; 3. was; 4. were.

Exercise 11. was, gave, died, called, began, got, were, sent, put.

Lesson 7

Exercise 1. skiing, skating, football, badminton, basketball, tennis, swimming.

Exercise 8. 4.

Exercise 12. 1. Who went to the mountains last winter? Where did you go last winter? When did you go to the mountains? Did you go ...? Did you go to the mountains or ...? You went to the mountains last winter, didn't you? 2. What was yesterday? When was your birthday? Whose birthday was it yesterday? Was it your birthday yesterday? Was it your birthday or ...? It was your birthday yesterday, wasn't it? 3. Who was on holiday last year? Whose brother was on holiday last year? Where was your brother last year? Was your brother

on holiday in autumn last year? Was your brother on holiday in autumn or ...? My brother was on holiday in autumn last year, wasn't he?

Lesson 8

Exercise 1. I get up at seven o'clock in the morning. He has lunch in the afternoon. They go to bed at ten o'clock at night. She gets up in the morning. We watch TV at seven o'clock in the evening. I speak English to my teacher in the afternoon.

Exercise 2. When will you go out of the house? What will you do at 10 o'clock? Who will feed the birds? With whom will you have lunch? When will you go home?

Exercise 10. 1. Will you go to the swimming pool? 2. Who will call us?/Will they call us or shall we call them?/What will they do? 3. Why will you go there? 4. Where will he go with his father?/With whom will he soon go to the mountains?/Will he soon go to the mountains with his father or ...? 5. What will she buy for lunch? Will she buy bread or (cakes) for lunch? Who will buy bread for lunch?

Exercise 11. 1. You won't meet Max at 5. 2. Next week she won't help you about the house. 3. I shan't go shopping on Saturday. 4. We shan't do our homework at night. 5. He won't take a shower after dinner. 6. You won't go to bed late.

Lesson 9

Exercise 6. 2. Yesterday was Sunday. Today is Monday. Tomorrow will be Tuesday. 3. Yesterday was Wednesday. Today is Thursday. Tomorrow will be Friday. 4. Yesterday was Friday. Today is Saturday. Tomorrow will be Sunday. 5. Yesterday was Thursday. Today is Friday. Tomorrow will be Saturday. 6. Yesterday was Tuesday. Today is Wednesday. Tomorrow will be Thursday.

Exercise 7. 1. — b; in the afternoon, 2. — a; at twelve o'clock, 3. — c; in winter, 4. — h; on Sunday, 5. — f; 2001, 6. — d; on the 25th of July, 7. — g; the evening, 8. — e; the 1st of April

Exercise 11. Susan's diary

Exercise 12. She swam.

Exercise 17. In summer, in September, on the 1st ..., on Sunday, on Monday, at 8.30, in the morning.

Lesson 10

Exercise 10. 1. Shall I go shopping? 2. Shall I write a story? 3. Shall we go to the museum? 4. Shall I cook? 5. Shall I wash the dishes?

Exercise 14. 1. False. 2. True. 3. False. 4. True. 5. True.

Lesson 11

Exercise 1. 1. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; 2. a pencil; 3. a uniform; 4. a blackboard; 5. Saturday and Sunday; 6. P.E.; 7. a museum; 8. Handicraft.

Exercise 2. 1. at; 2. in; 3. after (before); 4. On; 5. in; 6. before.

Exercise 3. 1. Shall I close the window? 2. Shall I go shopping? 3. Shall I open the door? 4. Shall I wash the dishes? 5. Shall I draw a picture?

Exercise 7. It is half past six. It is half past eleven. It is half past two. It is half past three. It is half past eight. It is half past ten.

Exercise 8. a) 1. He usually gets up at 7 o'clock in the morning. 2. They usually go to school at half past eight. 3. They usually have an English class at 10 o'clock in the morning. 4. They usually have lunch at half past twelve. 5. They usually play football at half past one. 6. He usually goes to bed at half past nine. b) 1. It is 7 o'clock in the morning. He is getting up. 2. It is half past eight. They are going to school. 3. It is 10 o'clock. They are having an English class. 4. It is half past twelve. They are having lunch. 5. It is half past one. They are playing football. 6. It is half past nine. He is going to bed.

Exercise 11. *Учиться никогда не поздно.*

Exercise 13. 1. False. 2. False. 3. True. 4. Don't know. 5. False.

Exercise 14. 3, 1, 5, 2, 4.

Exercise 17. 1. classes; 2. class; 3. they play in the playground; 4. uniform.

Lesson 12

Exercise 1. 1. Not true. 2. Not true. 3. True. 4. Not true. 5. Not true. 6. True.

Exercise 3. 1. P.E. class; 2. ...; 3. I was at the museum. 4. the timetable; 5. classes; 6. classes.

Exercise 5. wall, window, bookcase, books, blackboard, map, teacher, teacher's table, desks, bags, exercise book, pen, pencil, pupils, floor, flowers

Exercise 6. There is a blackboard, a bookcase, a teacher's table, a chair, some desks and a lot of books there. They are in the bookcase and on the table. She is at the blackboard (at the door). They are on the floor. The map is on the blackboard.

Exercise 8. 1. hasn't he? 2. are there? 3. can they? 4. does she? 5. is it?

Exercise 9. *Лучше поздно, чем никогда (но ещё лучше не опаздывать).*

Exercise 11. 1. False. 2. False. 3. True. 4. True. 5. Don't know. 6. False. 7. False.

Lesson 13

Exercise 1. 1. a classroom; 2. a bookcase; 3. a blackboard; 4. Maths; 5. a desk.

Exercise 2. There is a window, a picture, a blackboard, two walls, a floor, a table, a chair, a timetable, two books, some pencils and a jacket in the classroom.

Exercise 3. 1. She wants to go to the museum. 2. She wants to wear a uniform. 3. He wants to study Maths. 4. They want to buy pencils and exercise books. 5. They want to meet Cinderella.

Exercise 7. 1. They are singing. 2. He is going to school. 3. He is counting. 4. They are laughing. 5. They are meeting.

Exercise 10. 1. ... don't you? 2. ... can't she? 3. ... did he? 4. ... aren't you? 5. ... is he?

Exercise 12. No, she didn't.

Exercise 17. ... Peter *got up*, he *left*, he *met* ..., and *joined* ..., they *went* ..., they *laughed*, *sang*, they *went* home, *had* lunch ..., *did* their homework.

Lesson 14

Exercise 1. 1. did we? 2. aren't they? 3. can't we? 4. do they? 5. is there? 6. weren't there? 7. do they? 8. shan't we?

Exercise 3. leave, count, poor, join, work, song, yet

Exercise 4. a blackboard, a desk, a teacher's table, a chair, a window, a bookcase ...

Exercise 6. a window, two walls, a bookcase, a lot of books, a blackboard, a timetable, a chair, a bag, a table, some desks, a ruler, a pen, some pencils, some exercise books.

Exercise 9. 1. 8.30; 2. 7; 3. No; 4. Yes.

Exercise 11. *Хорошее начало полдела откачало.*

Exercise 13. 1. False. 2. False. 3. False. 4. Don't know. 5. True. 6. True. 7. Don't know.

Lesson 15

Exercise 1. *Subjects:* Maths, Arithmetic, Handicraft, Music, P.E., Reading, English.
Day of the week: Sunday, Tuesday, Friday, Thursday, Monday, Wednesday, Saturday.
Classroom: blackboard, book, desk, window, door, floor, pen (pencil).

Exercise 2. 1. laughed; 2. will leave; 3. count; 4. join; 5. sang; 6. work.

Exercise 6. 1. subjects; 2. subject; 3. get on; 4. over; 5. spend (stay); 6. important; 7. learn.

Exercise 9. 1. five or six; 2. at 9 o'clock; 3. eleven; 4. two.

Exercise 12. a) infant school; b) at the age of eleven.

Exercise 13. 1. Disagree; 2. Agree; 3. Agree; 4. Agree; 5. Disagree; 6. Agree; 7. Disagree.

Lesson 16

Exercise 2. — No, they don't. They begin school at the age of four. — No, we don't. We give names to schools. — No, they don't. They spend seven years there. — But they do. They spend a lot of time outdoors. — No, they don't. They begin school in September, but not always on the first day of the month or week. — No, not always. In many primary schools children wear uniforms but in some they don't.

Exercise 3. 1. In September. 2. There is no need for them on their first day at school. They get them later. 3. They learn how to read, count and write. 4. They usually don't. 5. In infant schools they spend much time outdoors, sing songs, act and play a lot, draw pictures. In junior schools real school begins, but they spend a lot of time outdoors, visit different museums and big cities.

Exercise 8. classroom, study, blackboard, pencil, pen, timetable, subject, Maths, Handicraft, class, uniform, lesson, Art, learn, count, rubber, ruler

Exercise 10. 1. False. 2. True. 3. True. 4. Don't know. 5. True. 6. True.

Exercise 12. 1. pencil; 2. lesson; 3. November; 4. ruler.

Lesson 17

Exercise 2. It is a very strange classroom. The blackboard is on the window. There is a desk on the bookcase. There is a map on the door. There are pupils on the teacher's table. The teacher is at the desk. There is a book, an exercise book, pencils, a pen, a ruler, a rubber on the floor.

Exercise 6. The boy is behind the tree, the cats are in front of the tree. They all are in front of the house. The girls and the puppy are in front of the house too.

Exercise 7. 1. a house; 2. a kitchen; 3. a bathroom; 4. a kitchen; 5. a bathroom; 6. flowers.

Exercise 13 a). The family left for Moscow last May because their house was not very comfortable.

Exercise 13 b). 1. Alec's family lived in a small house last year. 2. They lived in the country. 3. There was a kitchen in the family's house. 5. The walls in his room are yellow. 6. There are beautiful pictures on the walls. 7. The boy has a nice brown carpet on the floor.

Exercise 17. 1. did we? 2. isn't there? 3. isn't it? 4. have they? 5. can you? 6. is there?

Lesson 18

Exercise 1. in front of the house: girl, boy, granny, flowers, ball, toy, armchair; behind the house: toilet, apple tree.

Exercise 16. 4. 2. 7. 9. 1. 8. 3. 5. 6.

Exercise 18. 1. kitchen; 2. bedroom; 3. bathroom; 4. living room; 5. living room; 6. living room; 7. hall.

Lesson 19

Exercise 1. 1. No, you don't have one hundred houses. 2. No, there are not twenty-five rooms in your house. 3. No, there are not seven bathrooms and four toilets in your house. 4. No, you don't have ten windows in your bedroom. 5. No, your living room is not so large.

Exercise 3. 1. Bedrooms; 2. A living room; 3. A toilet; 4. Halls.

Exercise 4. leave, could not, lock, left, met, joined, laughed, shouted

Exercise 6. a bedroom, a bathroom, a toilet, a kitchen, a living room, a hall, a dining room; beds, lamps, a bath, a fire, armchairs, a carpet, a television, a table, chairs, windows, flowers.

Exercise 9. 1. small? 2. downstairs? 3. in your living room? 4. in the kitchen? 5. brown? 6. keep them anywhere?

Exercise 17. 2. table; 3. shout; 4. bus; 5. sun; 6. yet.

Lesson 20

Exercise 1. 1. a key; 2. a house (a flat); 3. a living room; 4. a dining room; 5. a fireplace.

Exercise 2. The bedrooms are upstairs. The bathroom is upstairs. The toilet is upstairs. The kitchen is downstairs. The dining room is downstairs. The living room is downstairs. The hall is downstairs.

Exercise 3. 1. do you? 2. isn't there? 3. have you? 4. don't you? 5. won't you? 6. are you?

Exercise 7. In the green room I can see a mirror on the wall. I can see green curtains on the window. In the red room I can see two pictures and a big mirror on the wall. I can see blue curtains on the window.

Exercise 10. It is a living room. There is a table and three chairs in the middle of the room. There is a fireplace in one corner of the room, there is a television in the other. There are two armchairs in front of the fireplace. There are curtains on the window. There is a desk near the television. There is a sofa and a bookcase in the room. There is a carpet on the floor in front of the sofa. There is a mirror on the wall.

Exercise 12. 1. She is going to have a walk. 2. They are going to eat. 3. They are going to run. 4. She is going to watch television. 5. They are going to dance. 6. They are going to swim.

Exercise 21. 1. do you like dark curtains there?/in the bedroom? 2. six chairs? 3. two years ago? 4. 2? 5. in the bedroom?

Lesson 21

Exercise 4. Nick lives in a small house. It is near London. The house is small but lovely. The house is very quiet. There is not much furniture in it. Nick and his father often go by car.

Exercise 6. 1. He is going to take a shower (a bath). 2. She is going to have breakfast (lunch). 3. He is going to read. 4. Anna is going to buy the mirror. 5. They are going to play tennis. 6. They are going to play football.

Exercise 9. The park (the school) is opposite the museum. The stadium (the garden, the shop) is opposite Peter's house. The sports ground is opposite the Zoo. The park is behind the museum. The garden is behind the school. The school is next to the shop. The school is next to the sports ground. The museum is next to the stadium. The shop is in front of the garden and next to the school. The museum is in front of the park. It is next to the Zoo and the stadium. The park is behind the museum, next to the stadium and next to the Zoo.

Exercise 16. 1. Where is the picture? 2. Where is the book? 3. Where is the lamp? 4. Where is the bookcase? 5. Where is the box? 6. It is on the floor (on the carpet). 7. They are on the bed. 8. They are under the chair. 9. They are in the bookcase. 10. It is on the floor.

Lesson 22

Exercise 1. 1. a wardrobe; 2. a lamp (a standard lamp); 3. curtains; 4. a cooker; 5. a sink; 6. a garden; 7. a mirror.

Exercise 11. 2, 4, 5, 1, 3, 6, 7.

Exercise 14. 1. at; 2. in, in; 3. on; 4. on; 5. at; 6. in, in.

Lesson 23

Exercise 8. “The Place We Live in”: house, bedroom, living room, bathroom, kitchen, door, window, toilet, hall, flat, downstairs, in the corner, garden. **“Furniture”:** bookcase, curtains, mirror, cupboard, sink, standard lamp.

Lesson 24

Exercise 11. You should go along Green Street up to the traffic lights, then up Main Road, pass St. John’s Church on the left and the St. Mary’s hospital on the right. Get to High Street and turn to the left. Go along High Street, pass the hotel and stop at the City museum. Lena’s house is opposite it.

Lesson 25

Exercise 3. 1. Kate *has watered* the flowers. 2. Kate and Boris *have washed* their hands. 3. Kate and Boris *have decorated* the New Year tree. 4. Boris *has washed* the floor. 5. Kate *has cleaned* the carpet. 6. Boris *has washed up* (*washed the dishes*).

Exercise 5. 1. They *haven’t washed up* (*washed the dishes*). 2. She *hasn’t closed* the window. 3. He *hasn’t closed* the door. 4. They *haven’t watered* the flowers.

Exercise 14. 1. No, you haven’t watered the trees in your garden. 2. No, your little brother hasn’t washed up. 3. No, your granny hasn’t cleaned the carpet. 4. No, he hasn’t locked his car. 5. No, your friends haven’t shopped in Oxford Street.

Exercise 15. 1. has he? 2. haven’t they? 3. has she? 4. haven’t we? 5. haven’t they? 6. has she? 7. have they?

Exercise 16. 1. finished; 2. helped; 3. washed; 4. locked; 5. cleaned.

Exercise 17. 1. Mother hasn’t cooked supper. 2. We haven’t shopped much. 3. The children have not started to sing. 4. Freddy has not danced much. 5. They haven’t decorated the New Year tree.

Lesson 26

Exercise 5. 1. They have played football. 2. They have played basketball. 3. They have played volleyball. 4. He has played hockey. 5. They have played chess. 6. They have played table tennis.

Exercise 7. 1. Yes, that’s true. You have never met this man. 2. Yes, that’s true. Pete has just been to America. 3. Yes, that’s true. Polly has just bought a new picture. 4. Yes, that’s

true. You have not seen your uncle for ages. 5. Yes, that's true. I have not read this book yet. 6. Yes, that's true. They have already built a new bridge.

Exercise 8. 1. No, that's not true. You have not built two bridges over the river yet. 2. No, that's not true. He has not read the text yet. 3. No, that's not true. She has not brought much food yet. 4. No, that's not true. You have not been to South America. 5. No, that's not true. She has already met her boss. 6. No, that's not true. You have not seen that film.

Exercise 9. 1. Have you (ever) been to London? (to Piccadilly Circus?) 2. Have you (ever) been to Moscow? (to the Pushkin Museum of Fine Arts?) 3. Have you (ever) been to Moscow? (to the Bolshoi Theatre?) 4. Have you (ever) been to London? (to the Houses of Parliament?) 5. Have you (ever) been to London? (to the Tower of London?)

Exercise 12. 1. True. 2. False. 3. False. 4. Don't know. 5. True. 6. Don't know.

Exercise 14. 1. d; 2. a; 3. b; 4. c; 5. f; 6. e.

Exercise 19. 1. been; 2. read; 3. seen; 4. built; 5. bought; 6. met.

Lesson 27

Exercise 1. The Browns have bought two books, one exercise book, five pens, a pencil, four cups, a flower and a briefcase.

Exercise 5. 1. We have just finished ... 2. They have already been ... 3. He has just bought ... 4. She has never lived ... 5. They have never met ... 6. They have already built ... 7. You have already seen ...

Exercise 18. In September 1666 there was a fire in the old city of London. The fire started in the house of the King's baker, near London Bridge. The weather was windy that day. (There was a strong wind that day.) There was a lot of houses on London Bridge and many of them were burnt. The fire started on Saturday and burnt for four days. It was over on Thursday. ...

Exercise 19. 1. was afraid of; 2. go; 3. become; 4. woke up; 5. Have they built ...?

Lesson 28

Exercise 2. a) 2. Have you seen the king yet? 3. Have you met the Snowman yet? 4. Have you seen all the new films yet? 5. Have you read the Bible yet? **b)** 2. You have never seen the king. 3. You have never met the Snowman. 4. You have not seen all the new films yet. 5. You have not read the Bible yet.

Exercise 9. 1. This is the monument to Yuri Dolgoruky. 2. This is the monument to Alexander Pushkin. 3. This is the monument to Yuri Gagarin. 4. This is the monument to Mikhail Lermontov. 5. This is the monument to Peter the Great. 6. This is the monument to Ivan Krylov.

Exercise 15. 1. False. 2. True. 3. False. 4. True. 5. False. 6. False. 7. Don't know.

Exercise 19. 1. have already been; 2. were; 3. didn't see; 4. haven't seen.

Lesson 29

Exercise 1. England — London; India — Delhi; the USA — Washington; Russia — Moscow; Ukraine — Kiev.

Exercise 2. 1. It is in the square (in the middle of the square). 2. It is near the cinema. 3. It is near the bridge. 4. It is not far from the theatre. 5. It is in front of the church. 6. It is in front of the tower.

Exercise 3. 1. d (a); 2. e; 3. a (d); 4. c; 5. b.

Exercise 6. Nick has gone to (see): 2. The National Gallery 3. Trafalgar Square 4. Hyde Park 5. St Paul's Cathedral 6. Buckingham Palace

Exercise 15. 1. Westminster. 2. From Trafalgar Square down Whitehall to Parliament Square. 3. Downing street, 10. 4. Is a wide street leading to Parliament Square. 5. Big Ben is the name of the clock and the bell in the clock tower of the House of Parliament. 6. Westminster Bridge. 7. On the Parliament Square. It is famous for beautiful churches and Poets' Corner. 8. In Buckingham Palace. 9. Queen Victoria Memorial.

Lesson 30

Exercise 3. The Romans built the town of Londinium near the River Thames. In Roman times Londinium was a small town, there were fifty thousand people in Londinium by the year 400. There was only one bridge in London at the beginning of the 11th century. In the 18th century there were houses and shops on London Bridge. The Fire of London began on the 2nd of September 1666. The fire burnt for four days and destroyed 80% of the city.

Exercise 4. 1. He came to London in 1066. 2. He came from France, from Normandy. 3. He was afraid of the people of London and wanted to have a fortress with a big tower. 4. It was a fortress, a palace, a prison and the King's Zoo. 5. They are St Paul's Cathedral and Westminster Abbey.

Exercise 9. square, bridge, theatre, monument, road, church, cinema, tower, traffic lights, town, city

PART 2

Lesson 31

Exercise 5. People can get to different places *by plane, by car, by train, by bus*.

Exercise 6. 1. Pete was at the bus stop at half past five yesterday. 2. He was at the railway station at half past six. 3. He was at the seaside at 12 o'clock.

Exercise 13. 1. False. 2. True. 3. True. 4. True. 5. Don't know.

Exercise 18. 1. a); 2. b); 3. c); 4. b); 5. c).

Lesson 32

Exercise 1. a) Was the food really cheap? Was the fruit really cheap? Was the orange juice really cheap? Were the vegetables really cheap? b) I don't think the food was cheap. It was expensive. I don't think the fruit was cheap. It was expensive. I don't think the orange juice was cheap. It was expensive. I don't think the vegetables were cheap. They were expensive.

Exercise 2. plane, train, car, bus, taxi

Exercise 3. The rabbit, the giraffe and the lion travelled by plane. The bears, the wolf and the foxes travelled by train. The elephant travelled by car. The mice, the tiger and the hares travelled by bus. The cats and the dog travelled by taxi.

Exercise 6. 1. Bill is at the airport. 2. He is going to travel by plane. 3. He is going to take a lot of luggage with him. 4. He is buying a ticket.

Exercise 11. 1. The boy has fallen off the bike. 2. The girl has prepared breakfast. 3. The boy has found his toy. 4. The boy has understood the teacher. 5. The plane has flown away. 6. The man has stolen the safe.

Exercise 21. 1. find; 2. fast; 3. airport; 4. luggage, stolen; 5. crying, find; 6. a ticket.

Exercise 22. 1. has never flown; 2. take; 3. has not bought, fly; 4. has stolen; 5. crying; 6. have you found ... ; 7. have you understood ... ; 8. has made; 9. has fallen down.

Lesson 33

Exercise 10. 1. The girl has put on her clothes. 2. The boy has run away. 3. The girl has posted the letter. 4. The children have shaken the tree. 5. The girl has not bought any bread.

Exercise 15. *Сколько стран, столько и обычаев.*

Exercise 18. 1. False. 2. False. 3. False. 4. False. 5. False.

Exercise 22. 1. by; 2. at, at; 3. in, over, over; 4. to; 5. for; 6. by, on.

Exercise 23. sadly, sweetly, kindly, quietly, beautifully, easily

Lesson 34

Exercise 5. 1. You have to stop. 2. You have to go straight. 3. You have to go to the right. 4. You have to go to the left. 5. You have to stop. 6. You have to go. 7. You don't have to go fast. You have to go slower than you did.

Exercise 6. 1. The teacher does. 2. Friends do.

Exercise 21. poor — rich; easy — difficult; weak — strong; ugly — beautiful; dirty — clean; tall — short; cheap — expensive; long — short; old — young; fast — slow; cold — hot

Exercise 22. sadly, weakly, easily, coldly, warmly, kindly, quickly, slowly, quietly

Lesson 35

Exercise 1. *Number 2 is a sports car. Number 3 is a taxi. Number 4 is a bus. Number 5 is a horse. Number 6 is a train. Number 7 is a plane.*

Exercise 5. 1. *Билет до Лондона, пожалуйста, в один конец.* 2. *Мне надо делать пересадку?* 3. *Мне надо оплатить багаж?* 4. *Где билетная касса? (на вокзале)/Где билетная касса? (в театре)* 5. *Сколько стоит обратный билет до Глазго?* 6. *С какой платформы (отходит поезд)?*

Exercise 6. 1. *Можно купить обратный билет?* 2. *Садитесь (забирайтесь, залезайте) в машину.* 3. *Я добрался до Лондона в 5.* 4. *Я потерялся.*

Exercise 11. 1. ... catch (take) a taxi. 2. ... got on. 3. ... take a taxi (a plane). 4. ... took a plane. 5. ... get off. 6. ... catch a taxi. 7. ... got on.

Lesson 36

Exercise 1. by ship, by boat, by plane, by taxi, by bus, by trolleybus, on foot, by car, by train.

Exercise 2. By bus: 1. ticket 2. through bus 3. trip 4. bus stop 5. luggage 6. journey 7. return. By train: 1. return 2. trip 3. railway station 4. through train 5. journey 6. single 7. luggage 8. ticket 9. platform. By sea: 1. ship 2. port 3. boat 4. return 5. single 6. luggage 7. voyage 8. ticket. By plane: 1. journey 2. tourist class 3. flight 4. luggage 5. airport 6. ticket 7. business class

Exercise 4. a) Go (down, straight, ahead) Queen's Street, cross Silver Street, pass the Museum, cross River Street; go (up) River Street. b) Go (up) Queen's Street, turn to the left, you are in front of *St. Mary's Church*. c) Go down Queen's Street, on the left you will see the hospital, cross Queen's Street and go straight King's Street, pass the police station, turn to the left, you're near Station Bridge. d) Walk up Queen's Street, turn to the left, go straight ahead Church Road, pass the Supermarket, turn to the left, walk down Station Road. e) Go up Queen's Street, turn to the left, pass St. Mary's Church, go straight ahead and you'll see the airport. f) Walk down Queen's Street, cross Silver Street and you're at the Museum. g) Walk up Queen's Street, turn to the left, walk one block straight ahead Church Road, turn to the left, walk down Main Street and you'll see the school. h) Walk down Queen's Street, turn to the right to King's Street, walk one block, turn to the left to Main Street, walk one block and you're in front of the bookshop. i) Walk straight ahead up Church Road, walk two blocks and you're at the Supermarket. j) Go down Queen's Street, turn to the right to King's Street, walk one block, at the end of the street you'll see the police station.

Exercise 10. Ship, catch, miss, through, change, voyage, journey, arrive, flight, business class, platform, single, return, ticket, luggage, railway station, fly, airport, travel, tourist class, traffic.

Lesson 37

Exercise 3. Stamps, coins, badges.

Exercise 8. a) 1. Does everybody really know (about) your collection of stamps? 2. Is your collection of badges really famous all over the world? 3. Have you really got silver coins from all the countries? 4. Have you really got two million stamps in your collection? 5. Have you really got a very expensive collection of old pictures? b) 1. I don't think (I am not sure) everybody knows your collection of stamps. 2. Your collection of badges is not famous all over the world. 3. You haven't got silver coins from all the countries. 4. You haven't got two million stamps in your collection. 5. You haven't got a very expensive collection of old pictures.

Exercise 12. 1. *A hobby* doesn't mean collecting stamps. *A hobby* is something you very much like to do in your free time. 2. Collecting stamps is popular with people of all ages. 3. Collecting stamps can give you many interesting facts about history and famous people. 4. No, at first people collect every kind of stamps. 5. But they do. Collectors often specialize in one theme (subject or object). 6. But they are. A lot of collections are thematic.

Exercise 14. 1. I can see three collections in the picture: a collection of stamps, a collection of coins, a collection of badges. 2. The collections of stamps are thematic. Their themes are "Fish" and "Cars". The collection of badges is thematic too. Its theme is "Cities".

Exercise 16. 1. I can see 4 square stamps. Their colours are green and yellow, pink and blue. 2. Its theme is "Fish". 3. There are 3. 4. Yes, it is. Its theme is "Cities". 5. There are two. 6. They are from Russia, Great Britain and the USA.

Exercise 17. collect — collector — collection; translate — translator — translation; decorate — decorator — decoration; travel — traveller; speak — speaker; teach — teacher

Lesson 38

Exercise 1. The children have collected toy cars, dolls, pictures, stamps, toy soldiers, coins.

Exercise 2. Yes, they are. The themes of the collections are — toy cars, dolls, toy soldiers, flowers (stamps), dogs (pictures).

Exercise 11. 1. It is a quarter past six. 2. It is a quarter past nine. 3. It is a quarter to nine. 4. It is a quarter to three.

Exercise 21. 1) to, at, at, past (to), for, by; 2) —, to, by, on; 3) in, with; 4) with, in, of, in, —.

Exercise 22. 1. It is a quarter past two. 2. It is a quarter to two. 3. It is half past eight. 4. It is ten (minutes) past eleven. 5. It is five to eleven.

Exercise 23. a) to perform — a performance; to play — a play; to act — an actor/actress; b) to travel — a traveller; to cry — a cry; to shout — a shout

Lesson 39

Exercise 15. The vase is full of apples. The glass is full of juice. The cup is full of coffee. The glass is full of milk. The wardrobe is full of clothes. The classroom is full of people (pupils).

Exercise 21. 1. a lot of; 2. a lot of; 3. many; 4. a lot of; 5. many; 6. many; 7. much.

Exercise 22. 1. a little; 2. few; 3. few; 4. a little; 5. little.

Lesson 40

Exercise 1. Feature film, documentary, comedy, musical, detective (film), historical film, cartoon, love story.

Exercise 7. Lena can ski very well though she is only eight. Ann and Polly can swim very well though they are only nine. Andy can draw very well though he is only seven. Boris can sing very well though he is only six. Tom and Liz can dance very well though they are only ten. Oleg and Sasha can skate very well though they are only thirteen.

Exercise 20. 1. says; 2. tells; 3. tell; 4. said; 5. told.

Lesson 41

Exercise 1. Mr Black was born on the fifth of September nineteen twenty-four; Mrs Bloss was born on the twenty-third of March nineteen thirty-three; Kate was born on the sixth of August nineteen fifty-eight; Ann was born on the eighteenth of February nineteen eighty-seven; John was born on the first of February nineteen ninety-nine.

Exercise 2. 1. I am also proud ... 2. Nick also has ... 3. ... was also fond ... 4. ... is also fond ... 5. She also cares ... 6. ... was also a success.

Exercise 4. 1. tells; 2. says; 3. tells; 4. tell; 5. tell.

Exercise 5. 1. No, you haven't made 20 new models of planes. 2. No, you haven't created a hundred works of art. 3. No, they didn't show you twenty times on the screen. 4. No, I couldn't see you on the screen yesterday. You didn't take part in a soap opera.

Exercise 9. Yesterday Mary went to the library to take out some books. They went to the library yesterday. They studied there (read books/did their homework).

Exercise 10. 1. The book was boring. 2. The feature film was long and boring. 3. The TV programme was boring. 4. The cartoon was boring. 5. The documentary film was difficult to understand and boring.

Exercise 18. 1. Don't know. 2. False. 3. True. 4. False. 5. False. 6. True. 7. True.

Exercise 22. kind — unkind, comfortable — uncomfortable, friendly — unfriendly, important — unimportant

Lesson 42

Exercise 2. Making models; growing flowers; collecting stamps/dry leaves/coins/pictures/badges/dolls/pencils/toy cars/toy soldiers/cups/toys/books; travelling, gardening, going in for sports, taking pictures, reading, music, studying animals, studying birds.

Exercise 11. Paul drinks a lot of milk. Danny drinks less milk than Paul. Eats a lot of bread—less bread; eats a lot of cakes—fewer cakes; eats a lot of eggs — fewer eggs; eats a lot of cheese—less cheese.

Exercise 13. What is on? I don't like cartoons. Oh, no, I'm busy in the evening. Yes, I would. I'm free tomorrow.

Exercise 16. cartoon, cinema, stamp, collection, coin, performance, documentary, thematic, badge, theatre, travelling, growing flowers, feature film, fiction

Lesson 43

Exercise 1. Collecting badges/stamps/coins/dry flowers; going to the theatre/cinema/museum; travelling, gardening (growing flowers).

Exercise 2. 1A, 2D, 3B, 4C.

Exercise 3. She has too little butter, flour and milk. She has too few apples and eggs.

Exercise 4. whenever, upstairs, blackboard, armchair, seaside, classmate, cupboard, homework, downstairs, wherever

Exercise 13. 1. True. 2. True. 3. True. 4. False. 5. False. 6. False.

Exercise 17. 1. milkman 2. postmen 3. policeman 4. seaman 5. fishermen

Lesson 44

Exercise 1. He discovered America in 1492. He reached it by sea (ship).

Exercise 10. 1. He was born in Italy. 2. It is a continent. 3. It is a small town. 4. It appears very early in the morning. 5. ... 6. No, there are not. 7. Yes, it is.

Exercise 14. 1. Don't know. 2. False. 3. False. 4. True. 5. False. 6. True. 7. True. 8. True.

Exercise 20. 1. discovered 2. discovery 3. discover

Lesson 45

Exercise 4. 1. I have discovered this land. 2. They have just sailed. 3. I have reached the island at last. 4. — Who has built the houses in this settlement? — I have.

Exercise 5. 1. We have *just (already, never)* reached ... 2. They have *just (already)* sailed ... 3. I have *just (already, never)* seen ... 4. The plane has *just (already, never)* appeared ... 5. Have you *ever* seen ...?/Have you seen that beautiful island *yet*? 6. He has *never* been ...

Exercise 6. 1. They have known each other for 8 years. They have known each other for 43 years. The girls have known each other for 13 years. 2. The boy has had the toy bear for 5 years. They have had the house for 4 years. The children have had the dog for 3 years. 3. They have been at the seaside for 4 days. 4. She has lived there for 10 years. He had lived there for 5 months.

Exercise 11. 1. It is turkey. ... 2. They call it a harvest. 3. They work hard.

Exercise 16. 2. 5. 6.

Exercise 17. 1. Thanksgiving Day is an American holiday. 2. People celebrate it at home. 3. They eat roast turkey, potatoes, and pumpkin to celebrate Thanksgiving Day.

Lesson 46

Exercise 1. George has been on the island for 35 years.

Exercise 2. 1. George has lived on the island for 35 years. 2. He hasn't seen a man for 35 years. 3. It has been under water for 35 years. 4. George has drunk only rainwater since his ship went under water. 5. He has eaten only coconuts for 35 years.

Exercise 3. 1. George has been on the island for 35 years. 2. He has eaten (had) coconuts since his ship went under water. He has drunk rainwater since He has watched the sea since

Exercise 4. It has been fine and hot in Rome since It has been bad and rainy in London since It has been fine in New York since It has been cold and snowy in Moscow since It has been wonderful and sunny in Sochi since

Exercise 5. 1. He has had his job since 1970. (He has been a policeman since 1970.) 2. She has had her job for a few years. (She has been a doctor for a few years.) 3. She has had her job since she was 12. (She has been a dancer since she was 12.) 4. She has had her job since 2000. (She has been a teacher since 2000.) 5. He has had his job for 5 years. (He has been a shop assistant for 5 years.) 6. He has had his job for 10 years. (He has been a fisherman for 10 years.)

Exercise 9. 1. speaking; 2. speak; 3. gone; 4. heard; 5. leave; 6. tell; 7. wants; 8. come; 9. shall/will call.

Exercise 22. 1. have you been; 2. had; 3. finished; 4. came; 5. have.

Lesson 47

Exercise 3. 1. nut; 2. turkey; 3. harvest; 4. library; 5. interesting.

Exercise 7. 2. He is going to the bank to take money out of the bank (to put money there). 3. He is going to the airport. He is going to travel by plane (to take his plane). 4. They are going to the park to play tennis there. 5. She is going to the library to take out a book. 6. She is going to the supermarket to buy some food.

Exercise 12. a) 1. Do your parents really depend on you? 2. Do you really fight with your parents for your independence? 3. Have you really got many gold coins in your collection? 4. Is your house really situated in Red Square? 5. Is your flat really empty whenever you come home? 6. Has your little brother really got a gun? b) 1. Your parents don't depend on you. 2. You don't fight with your parents for your independence. 3. You haven't got many gold coins in your collection. 4. Your house is not situated in Red Square. 5. Your flat is not empty whenever you come home. 6. Your little brother hasn't got a real gun.

Exercise 21. 1. depends; 2. a real fight; 3. gold; 4. fight; 5. independence.

Exercise 22. Useful, beautiful, wonderful, colourful, peaceful

Lesson 48

Exercise 2. 1. Have you ever seen a Native American? When was it? (When did you see him/her?) 2. Have you ever been to San Francisco? When were you there? 3. Have you ever lived in a wooden house? When was it? (When did you live in such a house?) 4. Have you ever

hunted wild animals? When did you hunt them? 5. Have you ever eaten nuts? When was it? (When did you eat them?)

Exercise 4. The Kremlin is situated on the bank of the Moskva River. St. Basil's Cathedral is situated in Red Square. The Tretyakov Gallery is situated in Lavrushenskiy pereulok. The monument to Y. Gagarin is situated near the metro station VDNH. The monument to A. Pushkin is situated in Pushkinskaya Square.

Exercise 10. a) 1. Does a dangerous snake really live under your bed? 2. Can you really work as a tailor? 3. Can you really protect all little children in your school? 4. Have you really fought many dangerous animals? 5. Have you really got five real guns? 6. Have you really hunted bears with a gun? b) 1. A dangerous snake doesn't live under your bed. 2. You can't work as a tailor. 3. You can't protect all little children in your school. 4. You haven't fought many dangerous animals. 5. You haven't got five real guns. 6. You haven't hunted bears with a gun.

Exercise 20. 1. have you? 2. hasn't he? 3. hasn't she? 4. have we? 5. didn't he?

Lesson 49

Exercise 8. state, settlement, Native American, Columbus, pipe of peace, to discover, turkey, Thanksgiving Day, independence, sail, harvest, danger, cowboy

Exercise 10. 1. True. 2. Don't know. 3. False. 4. False. 5. False. 6. True.

Exercise 11. *Regular verbs:* discover, sail, appear, prepare, smoke, depend. *Irregular verbs:* be, fight, sell.

Exercise 12. 1. since; 2. for; 3. since; 4. for; 5. since.

Exercise 13. 1) uncomfortable; 2) uninteresting (boring); 3) upstairs; 4) long; 5) slow; 6) catch a bus; 7) difficult (hard); 8) rich; 9) square; 10) short; 11) unhappy; 12) false; 13) ugly; 14) in front of; 15) dirty; 16) expensive; 17) strong; 18) sell.

Lesson 50

Exercise 1. 1. snake; 2. tailor; 3. gun; 4. gold; 5. dangerous; 6. empty; 7. independence.

Exercise 4. 9. 4. 5. 6. 7. 8. 3. 1. 2.

Exercise 11. 1. They read newspapers and magazines. 2. They sell shoes there. 3. They (don't) often write letters to each other. 4. There are 33 letters in it. 5. There are 50 states there. 6. I (don't) have my own room (a room of my own).

Exercise 19. 1. blue; 2. stripes; 3. stars; 4. states; 5. colours.

Exercise 20. 1. May I open the window? 2. May I have some money? 3. May I sit down here? 4. May I go out? 5. May I watch TV now?

Lesson 51

Exercise 1. 1. May I take your pen? 2. May I take your magazine? 3. May I take (read) this newspaper? 4. May I read your letter? 5. May I sit down? 6. May I open the window? 7. May I go to the cinema tonight?

Exercise 3. They sell books, newspapers, magazines, nuts, juice, collection of badges, jeans, T-shirts, toys in the shop.

Exercise 6. *Past*: 1. We could wake up very early. 2. They could become architects. 3. He could become rich. 4. She could go on a trip. *Future*: 1. We'll be able to wake up very early. 2. They will be able to become architects. 3. He will be able to become rich. 4. She will be able to go on a trip.

Exercise 16. 1. True. 2. False. 3. False. 4. Don't know. 5. True. 6. False. 7. True.

Exercise 20. *Past*: 1. I couldn't follow your advice. 2. He could ask you some personal questions. 3. She couldn't relax. 4. Could they move into a new flat? 5. We couldn't learn the rule. *Future*: 1. I'll be able to follow your advice. 2. He'll be able to ask you some personal questions. 3. She won't be able to relax. 4. Will they be able to move into a new flat? 5. We shan't/won't be able to learn the rule.

Lesson 52

Exercise 8. 1. May I prepare turkey for Xmas? — Yes, dear. That will be a great help. 2. May I take my father's gun and go hunting? — I'm afraid not. It's dangerous. 3. May I sell a gold coin from my granny's collection? — No, you musn't. It's your granny's own coin. 4. May I sail to America with my friends? — No, you mustn't. The journey will be very dangerous. 5. May I sell all the harvest from our garden? — No, I'm afraid not. Your father has already sold what he wanted to. 6. May I buy a snake? — Yes, you may if it is a toy snake.

Lesson 54

Exercise 1. 1. a bank; 2. an enemy; 3. an honest person; 4. a brave person; 5. a birch tree.

Lesson 55

Exercise 1. North America, Europe and Asia.

Exercise 17. 1. Napoleon didn't conquer 2. Yes, that's true. 3. Yes, he was. 4. Yes, it was. 5. No, it wasn't. Moscow was the main city of Russia. 6. No, he didn't. He didn't get the key to Moscow when he came in Smolensk. 7. Yes, it was.

Lesson 56

Exercise 1. The chess pieces are made of *wood*. The watch is made of *gold*. The key is made of *metal* (*silver*). The wall is made of *stone*.

Exercise 3. 1. 1941, 2. 1812, 3. 1914, 4. 1939

Lesson 57

Exercise 6. kill, protect, a battle, strong enemy, a war, a victory, an honest general, an army, noble officers

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АНГЛИЙСКИЙ ЯЗЫК

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