

POÓR ZSUZSÁNNA  
HARANGOZÓ HAJNALKA

# Secrets

TANKÖNYV



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## Kedves Gyerekek!

Könyvünket azoknak a kisdíákoknak írtuk, akik szeretnének megismerkedni az angol nyelv olyan apró titkaival, amelyek lehetővé teszik, hogy rövid időn belül idegen nyelven

- énekeljenek, játsszanak társaikkal,
- nevezzék meg kedvenc színeiket, játékaikat,
- meséljenek családtagjaikról, barátaikról,
- olvassanak képekkel illusztrált meséket,
- beszélgessenek, barátkozzanak hasonló korú külföldi gyerekekkel.

Reméljük, ti is közéjük tartoztok.

A tananyag szereplői angol és magyar kisiskolások. A kerettörténet egy angol kisvárosban játszódik, ahol többek között ellátogatunk az egyik angol főszereplő, Rick iskolájába és családjához, sétát teszünk városukban, kirándulásra indulunk.

Rick magyar barátja, Réka, éppen ebben az évben kezdett el angolul tanulni az iskolában, akárcsak ti. Tudását a Rickkel való internetes kapcsolattartás útján is igyekszik bővíteni.

A fejezetek címe mellett foglaltuk össze, hogy ott miről fogtok tanulni, olvasni. A feladatok előtti kiemelt rész a tanítótoknak szól, azt jelzi, milyen készségeiteket fejleszti az adott feladat. De mindezt majd a tanító nénitek vagy tanító bácsitok elmagyarázza nektek.

A titkok egy részét elrejtettük, megfejtésükhöz egy kis tükröt kell majd használnotok. A tükröt a kijelölt vonalra helyezve elolvashatjátok a nektek szánt üzenetet, egy-egy új szó jelentését, vagy magyarázatát. Így az angol és a magyar nyelv közti hasonlóságokra, illetve különbségekre is fényt deríthettek.

A nyelvi titkok megfejtését segítik a könyv és a munkafüzet Minisecrets oldalai is, amelyek magyar nyelven foglalják össze a tudnivalókat. Ezek az oldalak segítenek majd nektek akkor is, ha néhány órától hiányoztok, és nem szeretnétek lemaradni a többiektől.

Kapcsolódjatok be minél aktívabban a közös munkába, játékokba, tevékenységekbe, s meglátjátok, élvezni fogjátok az angolózást. És ne felejtsetek: ha a titkok birtokába juttok, feltve őrizzétek azokat! (Hogy hogyan, arról mindenképpen beszélgetsetek tanító nénitekkel, vagy tanító bácsitokkal.)

Sok sikert kívánunk:  
*Hajni néni és Zsuzsa néni*

## Kedves Anyukák, Apukák, Nagymamák, Nagypapák!

Mi, szerzők, arra törekedtünk, hogy gyermekeik, unokáik nyelvelsajátítása minél élvezetesebb, játékosabb legyen; mindemellett arra is, hogy használható nyelvtudás birtokába jussanak. Az otthoni gyakorlásukat szeretnénk segíteni a Minisecrets magyarázó, játékos gyakorlásra ösztönző oldalaival. Reméljük, az Önök tetszését is elnyeri néhány közös játék gyermekeikkel, s közben korábbi, nyelvtanulással kapcsolatos élményeik is felelevenednek.

*A szerzők*

## A könyvben és a munkafüzetben található jelek magyarázata



1 – hanganyag



– nyelvtani magyarázat, összehasonlítás az anyanyelvvvel



– gyakorlásra ösztönző játékos feladat

\* – receptív szókincs

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<p>Listening Speaking Reading Learning to learn: Expanding and memorising vocabulary (talking about different ways we learn) Project work: Making puppets</p> <p>Mathematical competences</p> <p>2.3.4.5.7.8.</p>	<p>Children's stories: On the Farm</p> <p><i>Music</i> <i>Children's literature</i> <i>Art and Crafts</i> <i>Maths (British money, prices)</i></p>

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## Key competences:

1. Communication in the mother tongue
5. Learning to learn

2. Communication in the foreign language
6. Interpersonal and civic competences

SKILLS AND COMPETENCES IN FOCUS	CULTURE CROSS-CURRICULAR LINKS
Listening Speaking Reading Writing Learning to learn: Playing together to memorise vocabulary and structure Project work: Designing and creating Cooperative learning Intercultural competences 2.4.5.7.8.	Children's favourites: Legoland Windsor  <i>Music</i> <i>Art and Crafts</i>
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Listening Speaking Reading Writing Learning to learn: Solving a problem cooperatively Project work: Doing research and creating a booklet Ability to present ideas and listen to those of others 2.3.4.5.7.8.	Children's favourites: At the zoo  <i>Music</i> <i>Science</i> <i>ICT</i>
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<b>1.2.5.6.</b>	
<b>1.2.5.8.</b>	
<b>1.2.</b>	

# Introduction

- Greetings and introduction
- Objects in the classroom
- Playground toys
- Colours
- Numbers 1-10
- Invitation

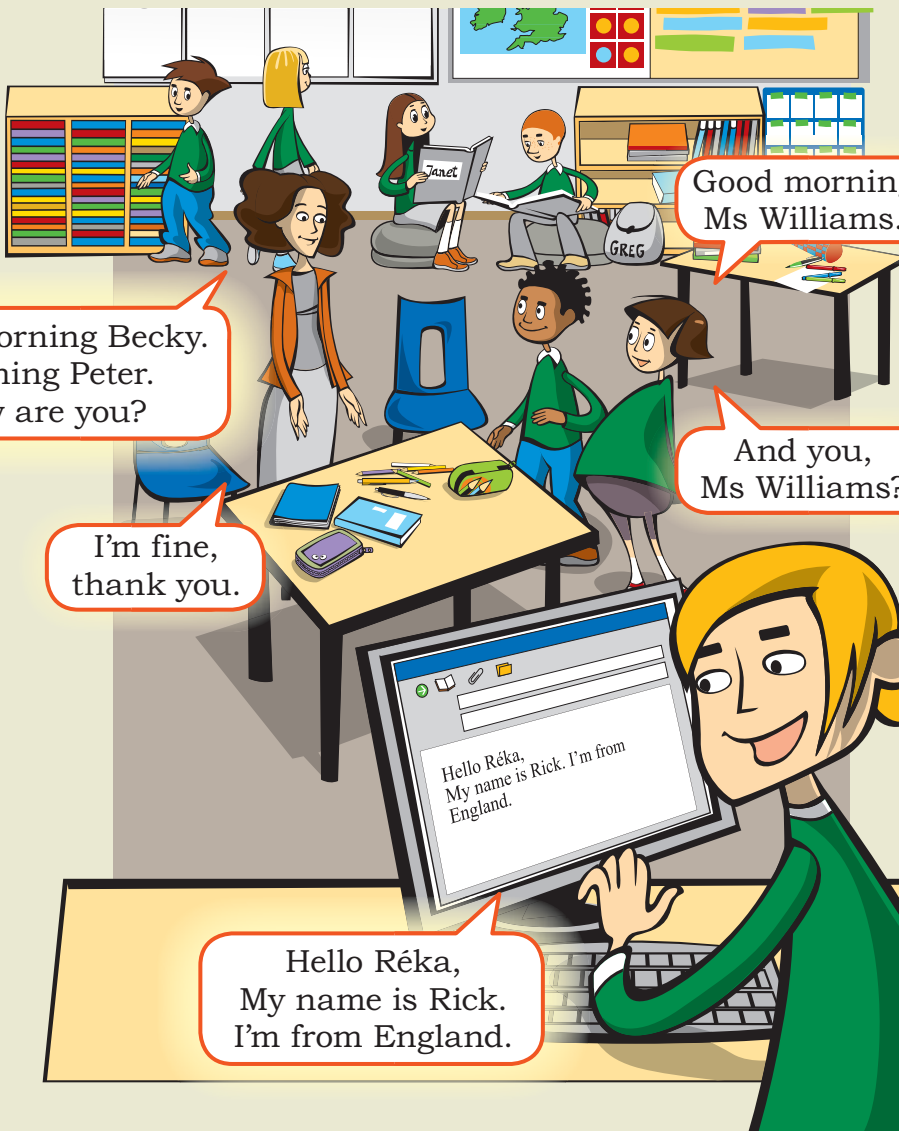
## Listening • Song

### 2 1. GOOD MORNING • Sing a song.

Good morning, good morning, good morning to you,  
good morning, good morning. I'm fine, how are you?

## Communication • Greetings and introduction

### 3 2. THE SCHOOL • Listen, point and repeat.



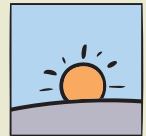
Good morning Becky.  
Morning Peter.  
How are you?

I'm fine,  
thank you.

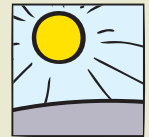
Good morning  
Ms Williams.

And you,  
Ms Williams?

Hello Réka,  
My name is Rick.  
I'm from England.



Good morning.



Good afternoon.



Good evening.



Good night.



Goodbye.





Vocabulary • Objects in the classroom

4  3. THE PENCIL CASE • Listen, point and repeat.



4. GAME WHAT IS IT? • Play in pairs.

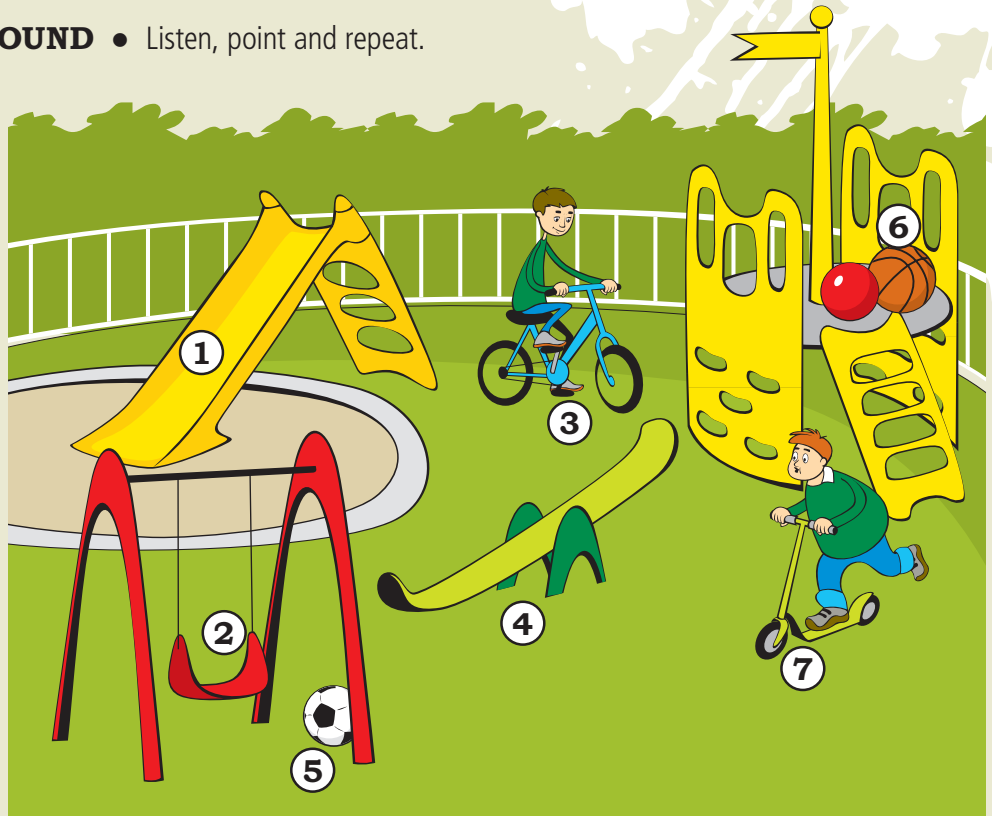


# Introduction

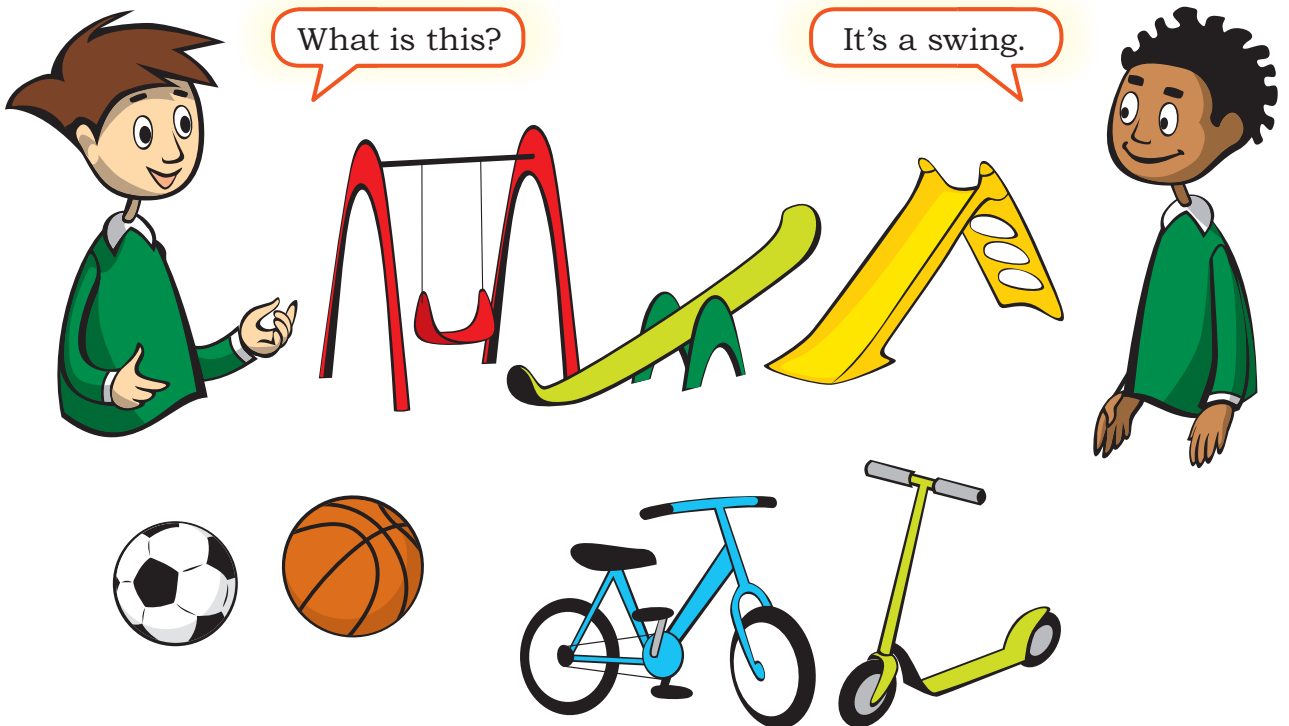
## Vocabulary • Colours and playground toys

### 5 THE PLAYGROUND • Listen, point and repeat.

- ① a slide
- ② a swing
- ③ a bike
- ④ a see-saw
- ⑤ a football
- ⑥ a basketball
- ⑦ a scooter



### 6. GAME ASK AND ANSWER • Play in pairs.



Communication • Invitation

6  7. LET'S PLAY. • Listen and point. Talk in pairs.

Let's play	Let's play on the	Let's ride
		

Let's play ...

Let's play on the ...


Let's ride ...

OK. Let's go.

OK. Let's go.

OK. Let's go.

Listening • Counting-out rhyme and song

7  8. EVERYBODY DO THIS... • Choose a singer and then sing a song.

Red, yellow, green and blue,  
for our singer I choose you.



Orange, black  
and white,  
let's ride a ...



Everybody  
do this...

# Introduction

## Listening and speaking • Practising vocabulary

### 8 9. THE CLASSROOM • Listen, point and talk.

- ① a teacher
- ② a book
- ③ a girl
- ④ a boy
- ⑤ a pencil
- ⑥ a pencil case
- ⑦ a pen

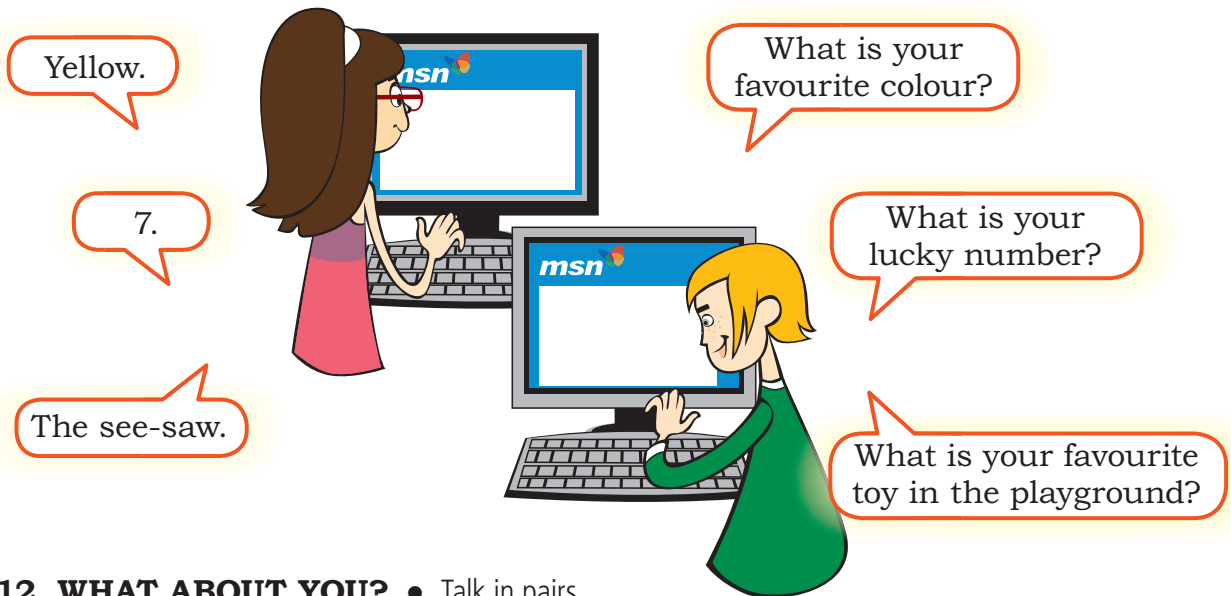


### 10. GAME I SPY... • Play in groups.



## Communication • Talking about favourites

### 9 11. RÉKA AND RICK • Listen and act out.



### 12. WHAT ABOUT YOU? • Talk in pairs.

What's your name?  
What's your favourite colour?  
What's your lucky number?  
What's your favourite toy in the playground?

## Learning to learn • Memorising vocabulary

### 13. MEMORY GAME • Play in groups.



## Listening • Rhyme

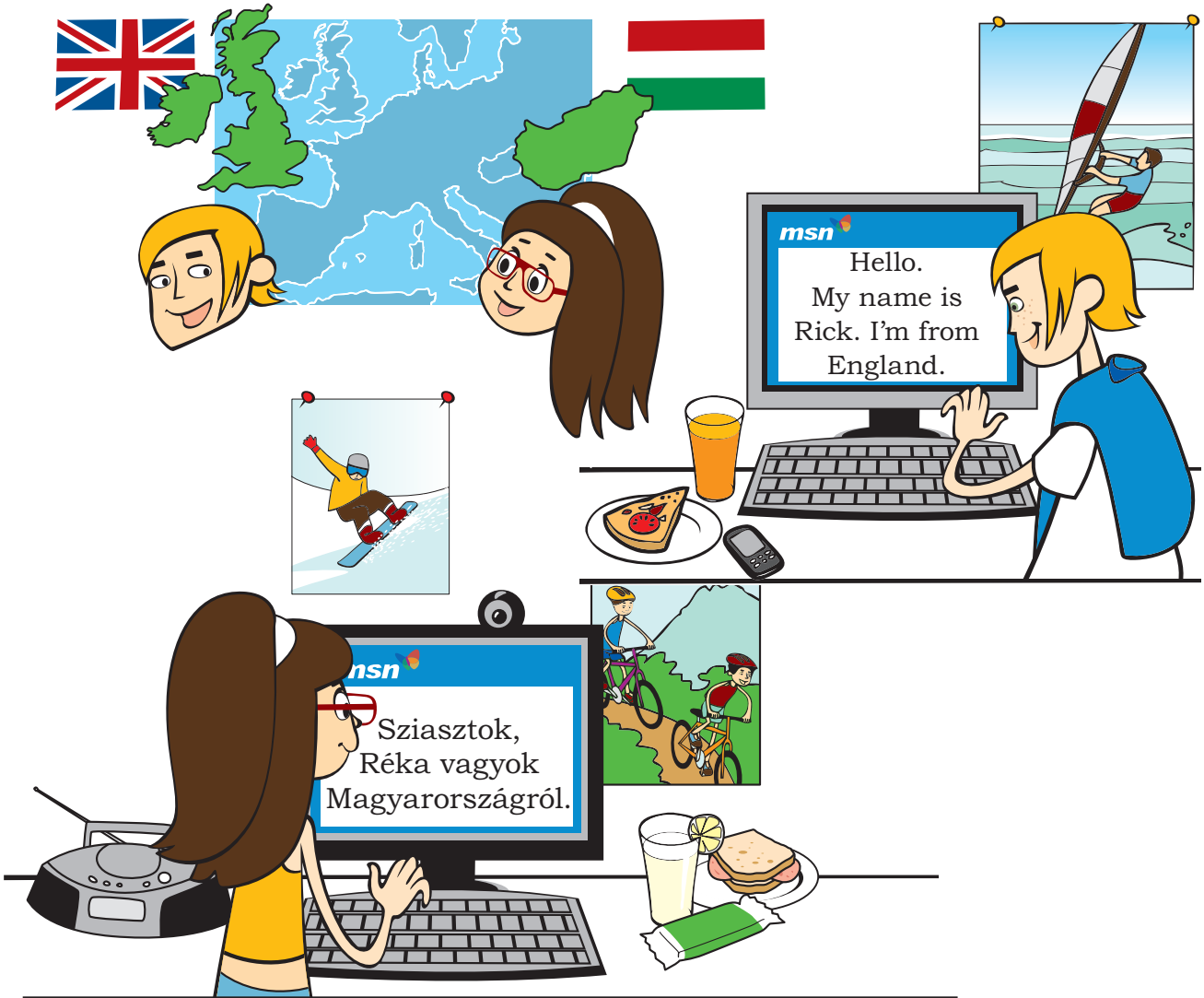
### 10 14. SIX GREY ELEPHANTS • Chant.



# Introduction

Culture • English as the means of communication

11  15. CHILDREN AROUND THE WORLD • Listen and point.



## MINISECRETS OF ENGLISH

- 9 What is **your** name? = What's **your** name?
- 9 My name is Réka. = **My** name's Réka. (I am Réka. = I'm Réka.)
- 9 What is *this*? = What's *this*?
- 9 It is a football. = It's a football.
- 9 What is *it*?
- 9 Is it a swing?
- 9 Yes, it is./No, it isn't.

# Unit 1

## WHAT'S IN THE SHED?

- Naming things
- Toys
- What's this? Is it a/an...?
- How many toys?
- Making suggestions
- Games from England and Hungary

### Communication • Naming things

#### 12 1. IN THE GARDEN • Listen and point. Talk.

What's this?

It's a garden.

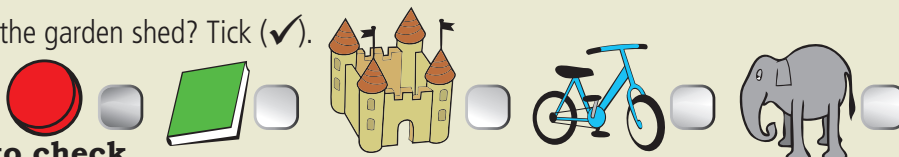
- ① a garden
- ② a garden shed
- ③ a basketball
- ④ a tree
- ⑤ a football
- ⑥ a book
- ⑦ a pencil
- ⑧ a dog
- ⑨ a bike
- ⑩ a scooter
- ⑪ a cat
- ⑫ a door
- ⑬ a boy
- ⑭ a girl



#### 2. CHAIN GAME • Make word chains about the picture.

- a boy
- a boy, a football
- a boy, a football, a dog

#### 3. GUESS • What's in the garden shed? Tick (✓).



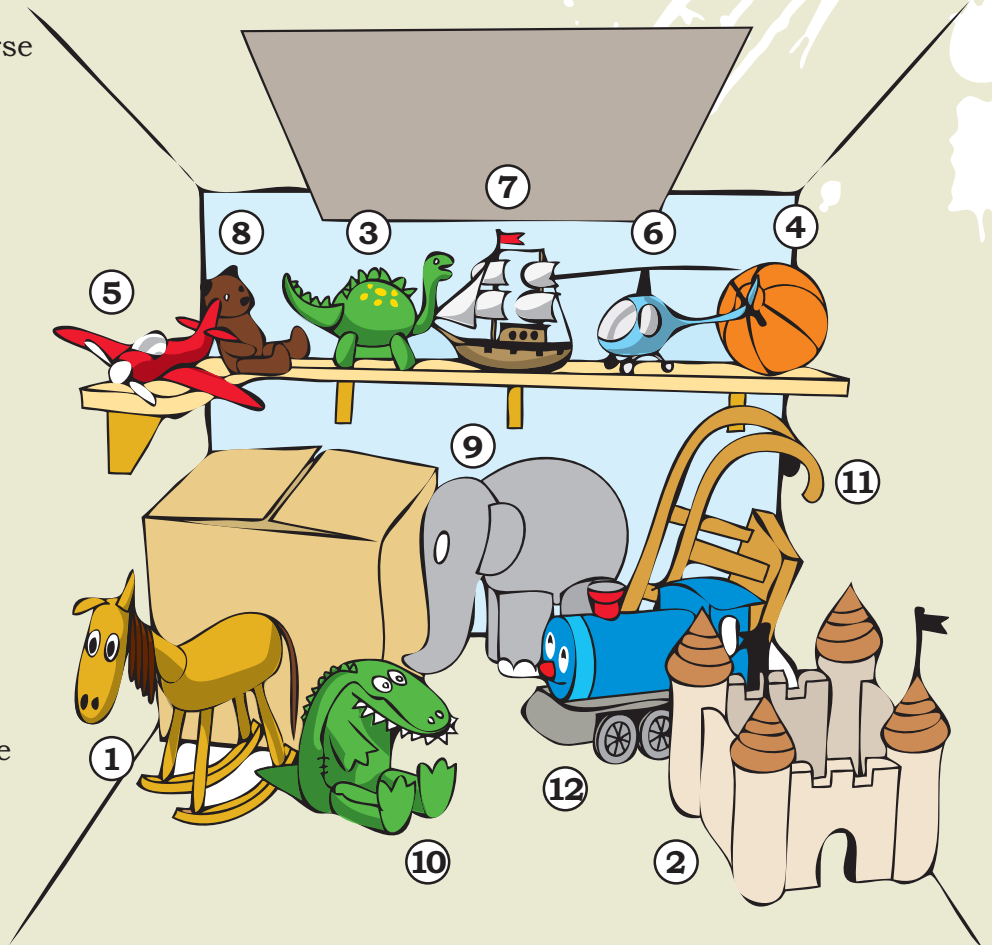
Turn to Exercise 4 to check.

# Unit 1

Vocabulary • Toys

13  4. IN THE GARDEN SHED • Listen, point and repeat.


- ① a rocking horse
- ② a castle
- ③ a dinosaur
- ④ a ball
- ⑤ a plane
- ⑥ a helicopter
- ⑦ a boat
- ⑧ a teddy bear
- ⑨ an elephant
- ⑩ an alligator
- ⑪ a sledge
- ⑫ a train engine



Listening and speaking • Practising structure


14  5. WHAT'S DIFFERENT? • Listen and find.


Becky Rick! What's this?


Rick It's a  .

Becky And this?

Rick It's a  . Look. A  . And an old  .

Becky Is it a  ?

Rick Yes, it is. It's a  .

Becky Is it a  ?

Rick No, it isn't. It's an  .



**6. WHAT IS THIS?** • Point and talk in pairs.

red

yellow

pink

green

orange

purple

blue

brown

white

grey

black

What's this?

It's a black cat.

It's an orange and yellow boat.

And what's this?



**7. GAME MY FAVOURITE TOY** • Bring a toy to school. Play in groups.

Is it a dog?

No, it isn't.

Is it a teddy bear?

Yes, it is.



**Project work** • Drawing a picture and talking about it

**8. LOST TOY** • Draw your favourite toy and then talk about it.

This is my favourite toy.

It is black and blue.

It is a helicopter.



# Unit 1

Listening and speaking • Practising structure

15 9. THE MODEL • Listen, point and count.

- ① a park
- ② a flower
- ③ a duck
- ④ a car
- ⑤ a train
- ⑥ a bird

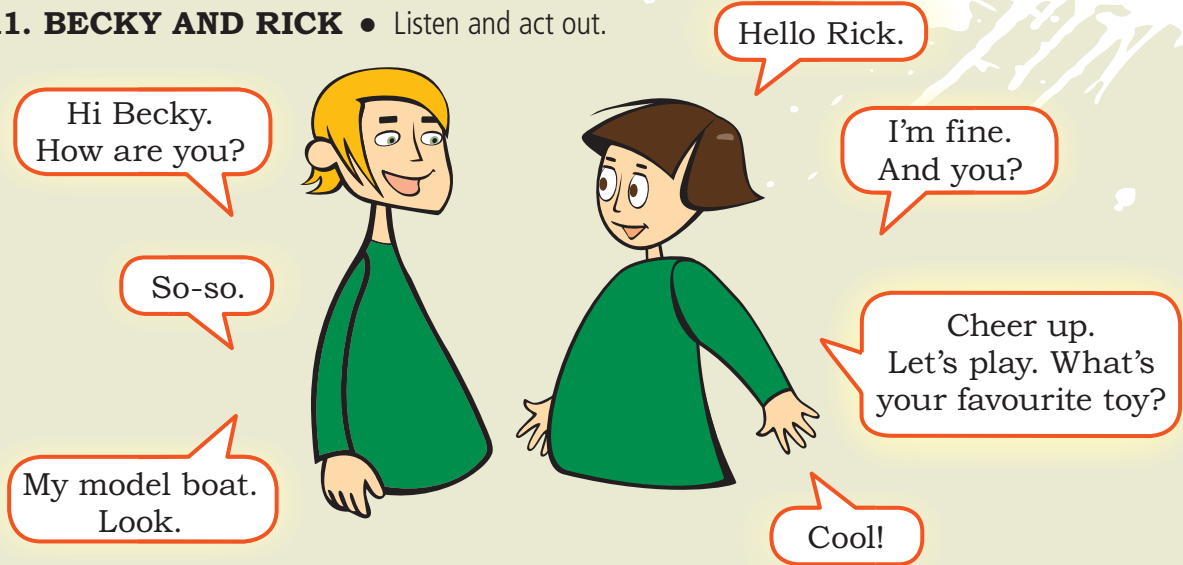


10. HOW MANY? • True (✓) or false (✗)?








- |         |         |  |   |
|---------|---------|--|---|
| 1 one   | 6 six   | <input type="checkbox"/> one plane       | <input type="checkbox"/> ten trees            |
| 2 two   | 7 seven | <input type="checkbox"/> two helicopters | <input type="checkbox"/> seven boys and girls |
| 3 three | 8 eight | <input type="checkbox"/> six girls       | <input type="checkbox"/> three trains         |
| 4 four  | 9 nine  | <input type="checkbox"/> eight flowers   | <input type="checkbox"/> five boats           |
| 5 five  | 10 ten  | <input type="checkbox"/> four cars       | <input type="checkbox"/> nine birds           |

Communication • Making suggestions

16  11. BECKY AND RICK • Listen and act out.

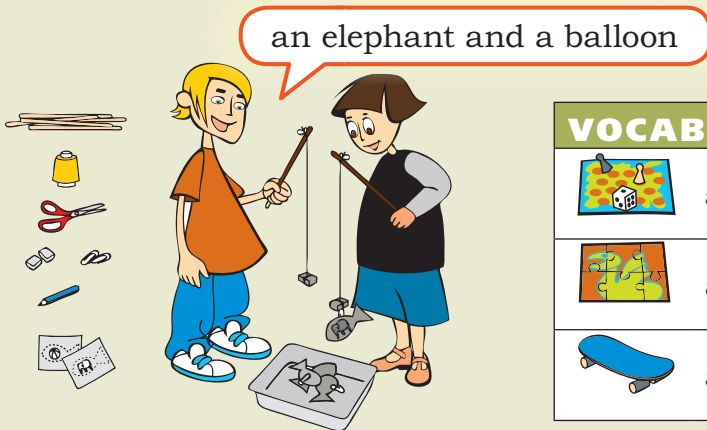







12. WHAT ABOUT YOU? • Talk in pairs.

-  Hello ...
-  Hi ... . How are you?
-  I'm fine. And you?
-  So-so.
-  Cheer up. Let's play. What's your favourite toy?
-  My ... . Look.
-  Cool!

Learning to learn • Memorising and expanding vocabulary

13. LET'S GO FISHING. • Make a game and play in groups. Count your fish.



VOCAB CHEST			
	a board game		a robot
	a jigsaw puzzle		a kite
	a skateboard		a balloon

Listening • Song

17  14. ONE, TWO, THREE, FOUR, FIVE... • Sing a song.



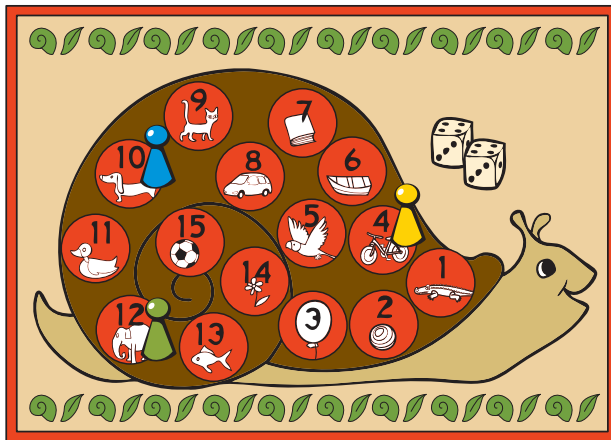
# Unit 1

Culture • Children's games

**15. GAMES FROM ENGLAND AND HUNGARY** • Draw the board and play in groups.

**THE SNAIL GAME from England**

*Rick* This is my favourite board game. Let's play.

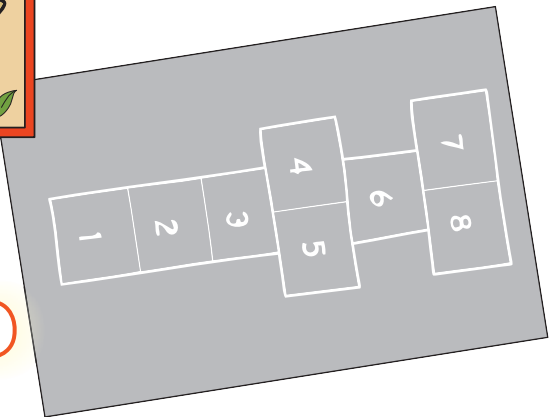


This is a fish.

**HOPSCOTCH from Hungary**

*Réka* This is my favourite game. Let's play.

One.



Project work • Planning together

**16. ANOTHER GAME OF HOPSCOTCH**

- Draw pictures of toys and play hopscotch in groups.

MINISECRETS OF ENGLISH

<p>Is it a pencil? Yes, it is. Is it a black pencil? No, it isn't. It's a blue pencil.</p>		<p>It is an elephant.</p>		<p>It is a robot.</p>	
--	--	-------------------------------	--	-----------------------	--

What is this?

<p>2,3,4...</p>	<p>planes kites train engines</p>
<p>1</p>	<p>plane kite train engine</p>

How many?

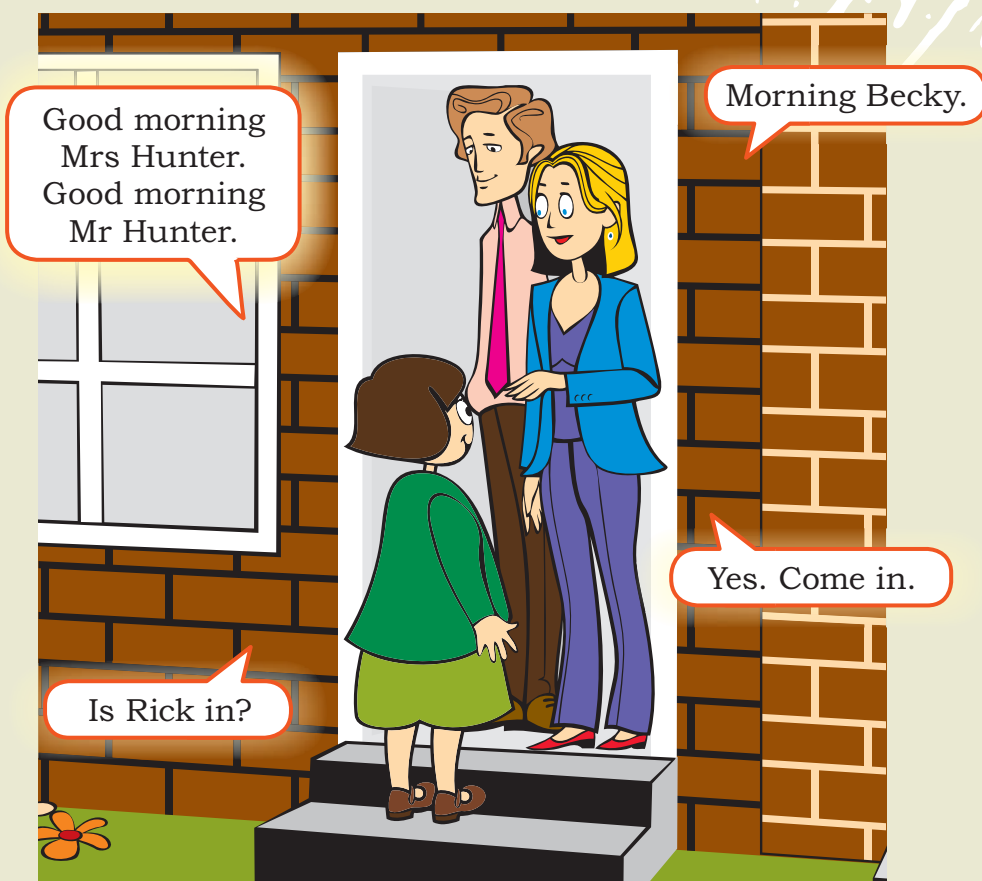
# Unit 2

## WHO IS AT HOME?

- Greetings
- Family
- Who's this? Is he/she...?
- his/her
- Opposites
- Story: The Enormous Turnip

### Communication • Visiting a friend

#### 18 1. AT THE DOOR • Listen and repeat.



#### 2. ROLEPLAY • Act out in pairs.

- ☺ Good morning/afternoon/evening. I'm... .
- ☺ Good...
- ☺ Is ... in?
- ☺ Yes, come in.

#### 3. GUESS • Who is in the house? Tick (✓).

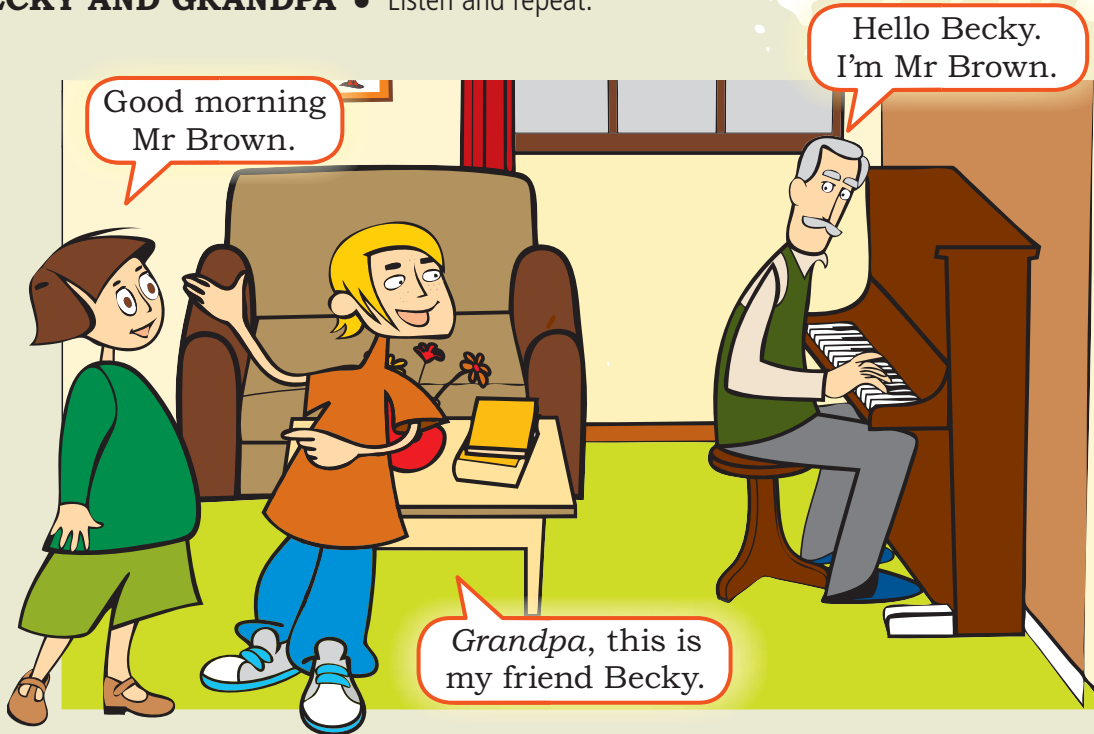
- Rick  Peter  Mr Hunter  Mrs Hunter
- Becky  Janet  Mr Brown  Mrs Brown

Turn to Exercise 4 to check.




# Unit 2

Communication • Introducing others

19  4. BECKY AND GRANDPA • Listen and repeat.





5. ROLEPLAY • Act out in small groups.

-  Hi dad/mum. This is my friend ...
-  Hello ...
-  Good ...

6. WHO'S THIS? • Guess.

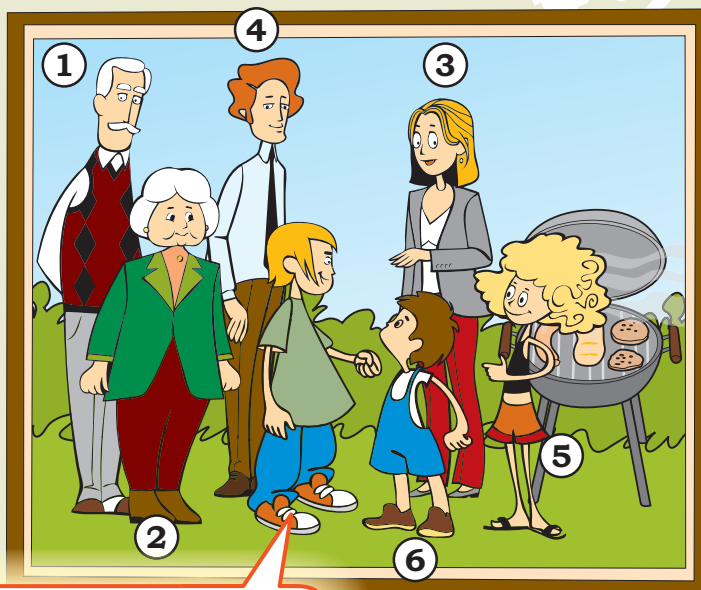


-  Who's this?  
Is it Rick?
-  No, it isn't.  
It's Mr Hunter.

## Vocabulary • Family

### 20 7. A FAMILY PHOTO • Listen and find.

- ① grandpa – Jason
- ② grandma – Beryl
- ③ mum – Mary
- ④ dad – John
- ⑤ sister – Katie
- ⑥ brother – Harry



This is my family.  
This is my brother Harry.  
This is my sister Katie.

### VOCAB CHEST

mum = mother  
dad = father  
grandma = grandmother  
grandpa = grandfather

mum and dad = parents  
grandma and grandpa = grandparents

### 8. MEMORY GAME • Play in two groups. Say words about the picture. Who knows more?

- family
- grandpa
- grandma

## Project work • Preparing a poster and then playing a game

### 9. CLASS BABY POSTER • Bring some baby photos to school and make a poster. Play 'Guess who?'.

Who's this?

I think it's  
Laura.

Yes, it's me.

And who's this?

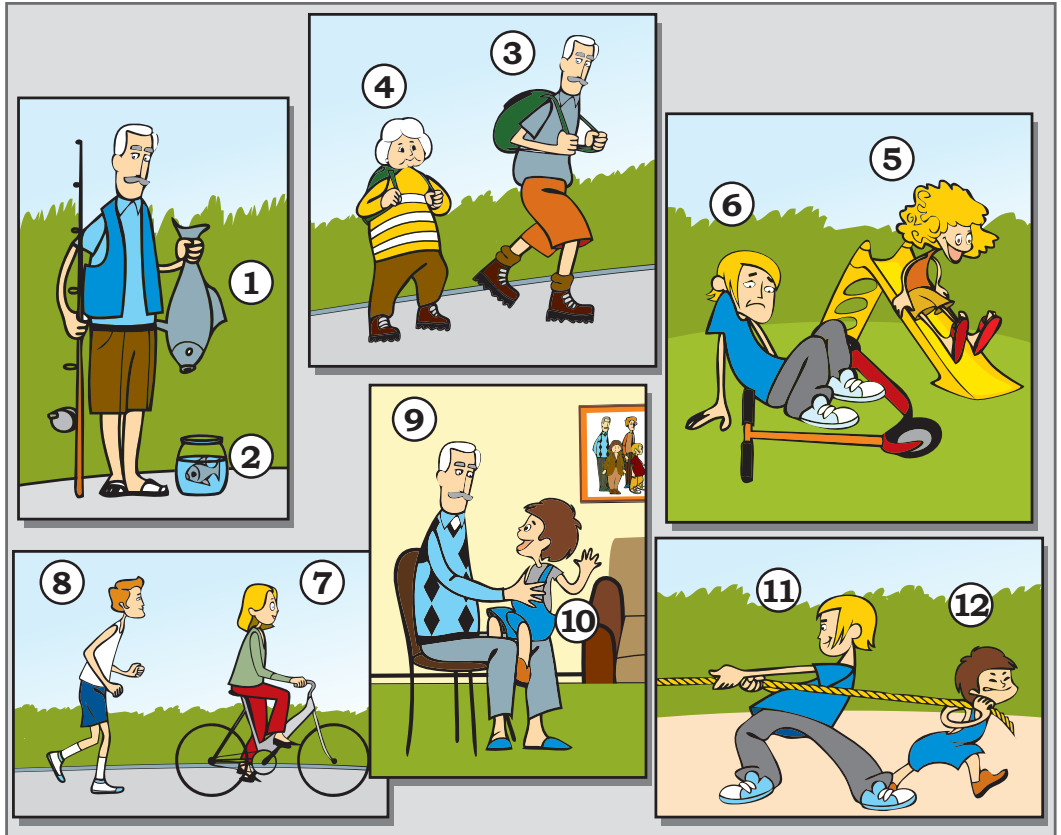
I don't know.

# Unit 2

## Vocabulary • Adjectives (describing people)

### 21 10. THE ALBUM • Listen and find.

- ① big
- ② small
- ③ tall
- ④ short
- ⑤ happy
- ⑥ sad
- ⑦ fast
- ⑧ slow
- ⑨ old
- ⑩ young
- ⑪ strong
- ⑫ weak



## Listening and speaking • Practising vocabulary and structure

### 22 11. IS GRANDPA SHORT? • Listen and read. Then talk about the photos.

Who is tall and who is short?  
Who is fast and who is slow?

*Rick* Look Becky. This is my grandma. She is short.

*Becky* And this is your grandpa. He is tall.

*Rick* Yes, he is. Dad is slow but mum is fast.

*Becky* Yes, she is. I'm not. I'm slow.

strong ↔ weak  
short ↔ tall  
happy ↔ sad  
young ↔ old  
fast ↔ slow  
big ↔ small

Is Grandpa short?

Is Grandma short?

Is it a small family?

No, he isn't.  
He is tall.

Yes, she is.

No, it isn't.  
It is a big family.



Learning to learn • Explaining unknown words

12. ANOTHER FAMILY PHOTO • Read.



Hi Rick,  
This is my family: mum and her sister Emese, dad and his brother Sanyi, me and my grandma. Sanyi has got two children, Peti and Laci.  
Bye,  
Réka



Hi Réka,  
Thank you for the photo.  
It's great 😊  
Here are some new words:  
Emese is your **aunt**, Sanyi is your **uncle**. Peti and Laci are your **cousins**. They are **twins**.  
Bye-bye,  
Rick

13. WHAT ABOUT YOU? • Bring a family photo to class and talk in pairs.



Who is this?  
What's **his** name?  
How old is he?  
Is he tall or short?

Look. This is my family.  
This is my brother. His name is ... .  
He is 8 years old.  
He is young and tall.



Who's this?  
What's **her** name?  
How old is she?  
Is she tall?

This is my sister. Her name is ... .  
She is 10 years old.  
She is short but strong.

Listening • Song

23 14. THE FINGER FAMILY

• Listen and write. Then sing.

kind ..... brother  
cheery .....  
baby  
..... father  
mother, tall, small, strong, sister  
..... family



# Unit 2

Culture • Children's stories around the world

24  15. THE ENORMOUS TURNIP • Listen.



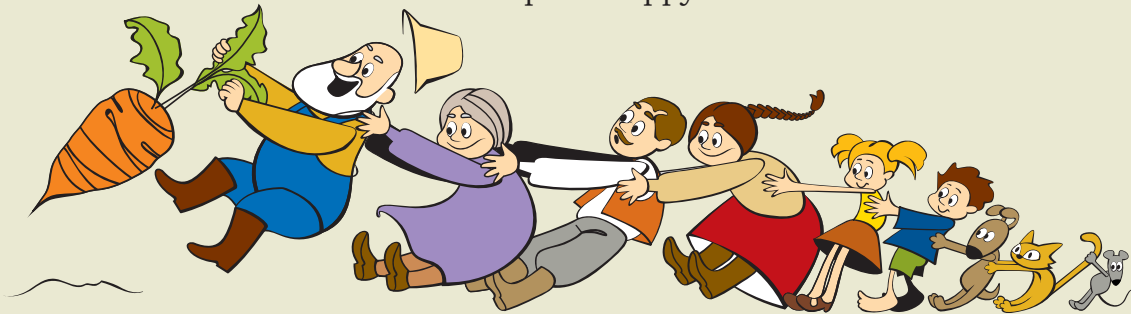
1. This is a big garden.  
This is grandpa.



2. Look! A big **turnip!**  
An **enormous** turnip!  
Grandpa is happy.



3. Grandpa is small.  
The turnip is enormous.



4. Look! Grandpa, grandma, dad and mum, sister and brother, the dog, the cat and the **mouse** are strong! They can **pull out** the enormous turnip!

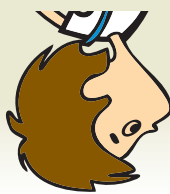
*(adaptation of a Russian folk tale)*

Project work • Making puppets

16. PUPPET SHOW • Work in groups. Make puppets and act out the story of the Enormous Turnip. Find help on the Story Pages (p 71).

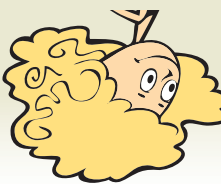
MINISECRETS OF ENGLISH

This is my brother.  
Is **he** tall?  
No, **he** isn't. **He** is short.  
Is **he** young?  
Yes, **he** is.



That is my brother.  
**His** name is Harry.  
He is 5 years old.

This is my sister.  
Is **she** short?  
No, **she** isn't. **She** is tall.  
Is **she** strong?  
Yes, **she** is.



**Her** name is Katie.  
She is 9 years old.

# REVISION 1

## Vocabulary • Revising vocabulary (toys, family)

1. THE CAR BOOT SALE • Work in small groups. What is in the picture?

a book    a plane    grandma



## Speaking • Revising structure

2. HOW MANY? • Count the books, toys and animals.

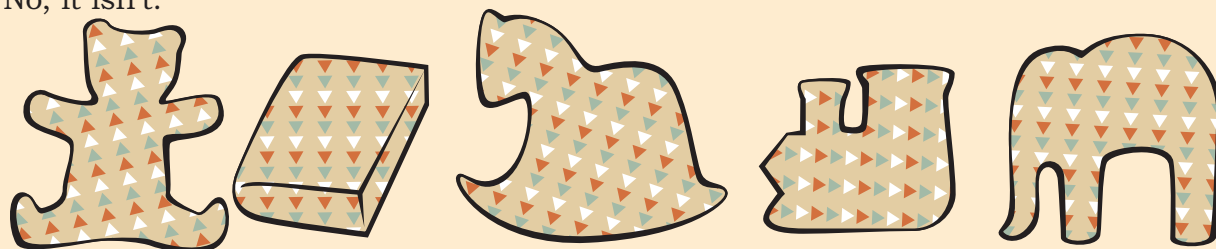
*(animals = dogs, cats, elephants...)*

3. WHAT'S THIS? • Point and talk in pairs.

Is it a/an ...?

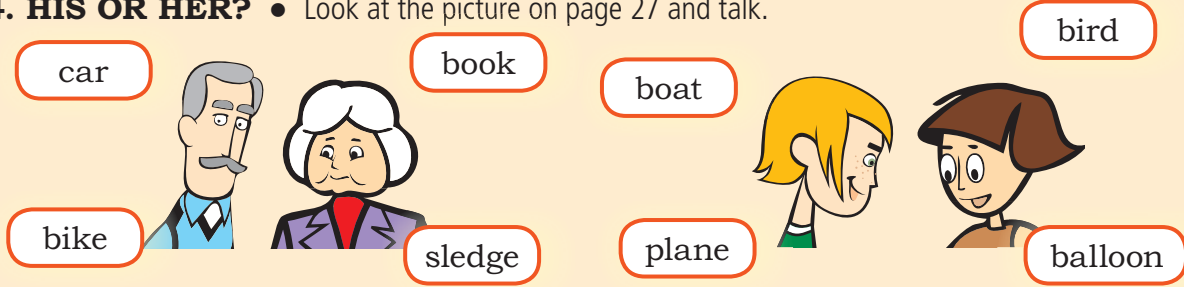
Yes, it is.

No, it isn't.



# REVISION 1

4. HIS OR HER? • Look at the picture on page 27 and talk.



## Communication • Introduction (revision)

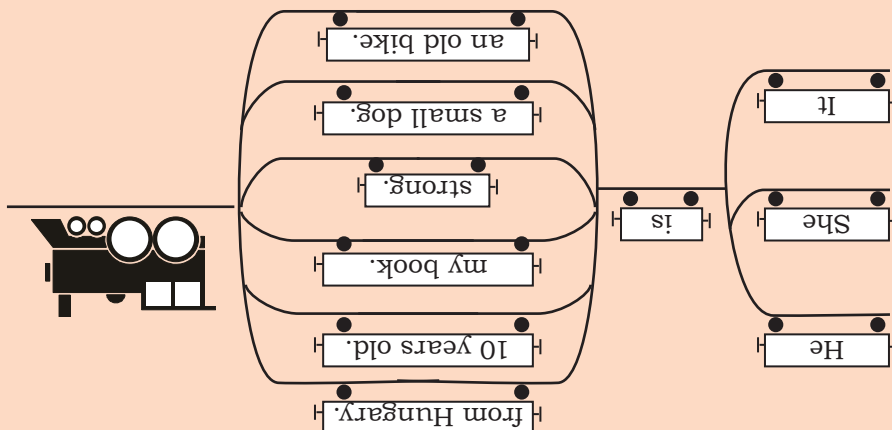
25 5. BECKY AND HER FRIENDS • Listen. What's different?

Hi. My name is Becky. I am nine years old. My favourite colour is green. My lucky number is four. My favourite toy in the playground is the swing. Rick is my friend. He is ten years old. His lucky number is seven. His favourite colour is blue. His favourite toy is his scooter. Réka is a friend from Hungary. She is nine years old. Her favourite colour is yellow. Her lucky number is seven.

6. WHAT ABOUT YOU? • Talk in pairs.

- |                                |                              |
|--------------------------------|------------------------------|
| What is your name?             | My name is ... .             |
| How old are you?               | I am ... years old.          |
| Where are you from?            | I am from ... .              |
| What is your favourite colour? | My favourite colour is ... . |
| What is your favourite toy?    | My favourite toy is ... .    |
| What is your lucky number?     | My lucky number is ... .     |
| Who is in your family?         |                              |

## MINISECRETS OF ENGLISH



She is from Hungary. It is my book. He is 10 years old.

• **SENTENCE GAME** • Join the train wagons and write sentences in your exercise book.

# Unit 3

## WHAT DO I LOOK LIKE?

- Telling the time
- Body parts
- has/have got
- Numbers 11-20
- Famous statues

### Listening • Song

26  1. HERE WE GO ROUND ... • Listen and number. Then sing.



### Communication • Telling the time

27  2. WHAT'S THE TIME?

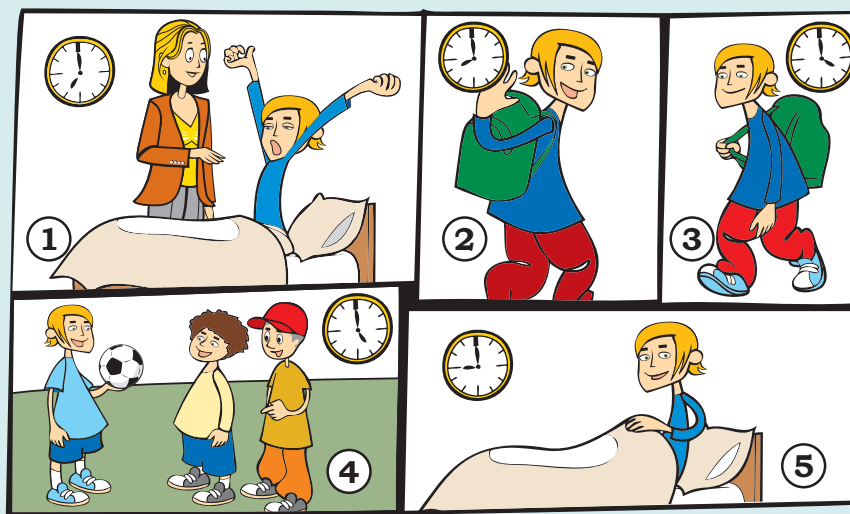
- Listen and match. Then talk in pairs.

What's the time?

It's 7 o'clock.

Oh, it's time to get up.

- 1 get up
- 2 go to school
- 3 go home
- 4 play football
- 5 go to bed



- It's four o'clock.     It's five o'clock.     It's seven o'clock.  
 It's eight o'clock.     It's nine o'clock.

3. GUESS • What's the time? Tick (✓).

- It's six o'clock.   
 It's seven o'clock.   
 It's eight o'clock.

Turn to Exercise 4 to check.



# Unit 3

## Vocabulary • Body parts 1

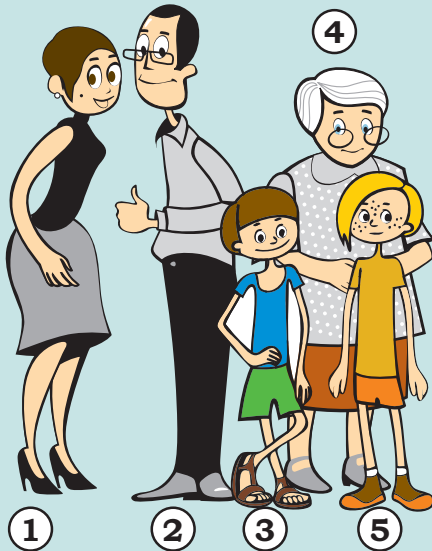
### 28 4. IN THE MIRROR • Listen, point and repeat.

- ① a head
- ② hair
- ③ eyes
- ④ a nose
- ⑤ a mouth
- ⑥ ears
- ⑦ a neck
- ⑧ a face
- ⑨ glasses



## Reading and speaking • Practising structure and vocabulary

### 5. WHO'S THIS? • Read and find.



- I have got **short** brown hair and big brown eyes.
- I have got short **brown** hair and black eyes. I have got a small nose and small ears.
- I have got short black hair and black eyes. I have got **glasses**.
- I've got white hair. I've got blue eyes. I've got glasses.
- I've got **long** blond hair and black eyes. I've got freckles.

### 6. WHAT ABOUT YOU? • Look into your mirror and talk in groups.

What colour eyes have you got?  
What colour hair have you got?

## Communication • Describing people

### 29 7. FUNNY FACES • Listen. Then talk about the faces.

Kenny has got very short brown hair.  
He has got a very long nose.  
He has got big glasses.  
He has got a funny face.



### VOCAB CHEST

very short brown hair  
long red hair  
funny green hair  
big brown eyes  
very big blue eyes  
glasses  
freckles  
big ears  
a small mouth  
a big mouth  
a very long nose  
a small nose  
a funny nose

### 8. IS IT TRUE? • Work in pairs and make true (✓) and false (✗) sentences about the pictures.

*Kenny has got ... hair.*

- Kenny has got fair hair.  It's false. He has got brown hair.  
 Ariel has got long hair.  It's true.

### 9. FRIENDLY FACES • Talk about your classmates in small groups.



- She has got long hair and black eyes.  
 It's Emese.  
 No. She has got black hair.  
 It's Csilla.  
 Yes!



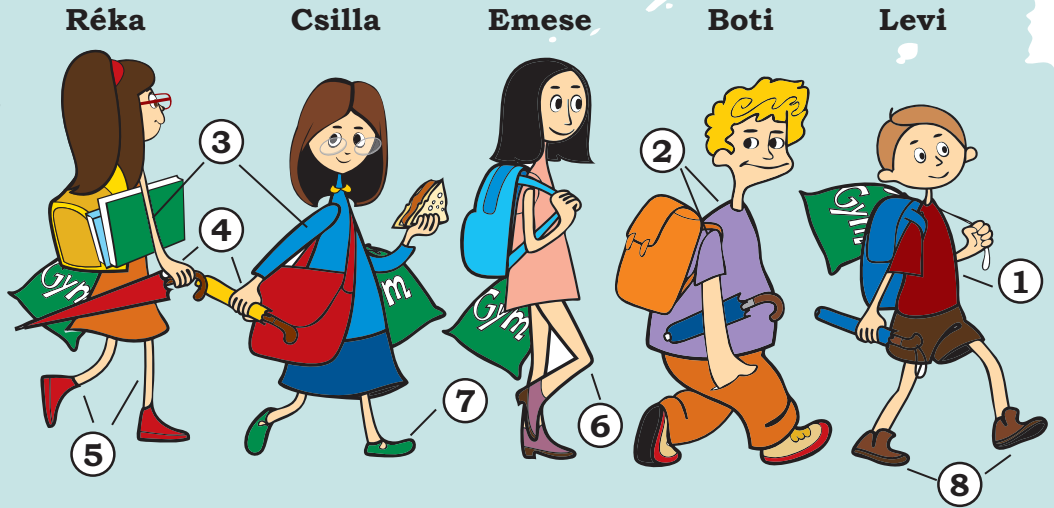
- He has got black eyes.  
 It's Boti.  
 No. He has got green eyes.  
 It's Levi.  
 Yes!

# Unit 3

## Vocabulary • Body parts 2

30  **10. IT'S TIME TO GO TO SCHOOL** • Listen and find. Then talk about the children.

- ① a body
- ② shoulders
- ③ arms
- ④ hands
- ⑤ legs
- ⑥ knees
- ⑦ a foot
- ⑧ feet



Has Réka got small hands?  Yes, she has.  No, she hasn't.

Has Levi got strong arms and shoulders?  Yes, he has.  No, he hasn't.

Has Boti got big feet?

## Reading and speaking • Practising structure and vocabulary

**11. WHO IS TALKING?** • Read and find.



Have you got your books?  
 Yes, I have.  
*It's Réka.*



Have you got your umbrella?  
 No, I haven't.  
 .....

Have you got your PE kit?  
 No, I haven't.  
 .....



Have you got your sandwich?  
 Yes, I have.  
 .....



Have you got your PE kit?  
 Yes, I have.  
 .....



**12. WHAT ABOUT YOU?**

• What have you got in your schoolbag? Play in pairs.

Have you got a/an ...?

- Yes, I have.
- No, I haven't.






## Listening and speaking • Practising structure

31  13. IT'S TIME TO RIDE A BIKE • Listen and count. Then find the children.

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty



 Who has got a purple **helmet**?

 Number thirteen.

Who has got a blue bike?

Who has got a long blond hair?

Who has got a small bike?

## Learning to learn • Learning about different subjects through English

### 14. SHADOW PICTURES

• Work in small groups and draw each other. Then talk about the shadow pictures.

Put a big sheet of paper on the door. Ask your friend to stand by the door. Draw the curtains. Shine a torch at your friend's head. Ask another friend to draw around the shadow.


**What happens to the shadow when you move the torch?**


**Talk about it more in your Science lesson.**


**Play GUESS WHO?**


 Has the shadow got a long nose?

 Has the shadow got long hair?

 Is it Greg?

 Yes, it has.

 No, it hasn't.

 Yes, it is.



# Unit 3

## Culture • Children's favourites

### 32 15. FAMOUS STATUES • Listen and read.

The Statue of Liberty is in New York, in the USA. It is a very big **statue**. It has got a very big head, a long nose, big eyes and a big mouth. It has got a tall body, long arms and legs, big feet and hands.

#### THE STATUE OF LIBERTY IN NEW YORK

Nose: 1 m 37 cm  
 Eyes: 76 cm  
 Mouth: 91 cm  
 Body: 33 m 83 cm

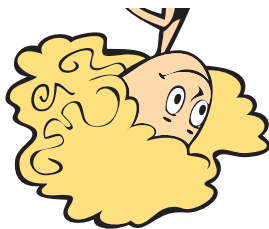


**Climb up** and **see** New York and the **ocean**. You can see boats and planes, birds and **people**.

## Project work • Doing research and creating a poster

**16. STATUES IN HUNGARY** • Work in groups or pairs. Find information about a statue near your house. Make a poster about it.

### MINISECRETS OF ENGLISH



**This is Harry.**  
 Has he got short hair?  
 Yes, he has.  
**Has he got small eyes?**  
 No, he hasn't. **He has got big eyes.**

**This is Katie.**  
 Has she got long hair?  
 Yes, she has.  
**Has she got glasses?**  
 No, she hasn't.



**Have you got a teddy bear, Garfield?**  
 Yes, I have.  
**Have you got a bike?**  
 No, I haven't.



Harry has got a sister, Katie. (= He's got a sister.)  
 Katie has got two brothers, Harry and Rick. (= She's got two brothers.)

My name is Garfield.  
 I have got a teddy bear. (= I've got a teddy bear.)

# Unit 4

## WHAT SHALL I PUT ON?

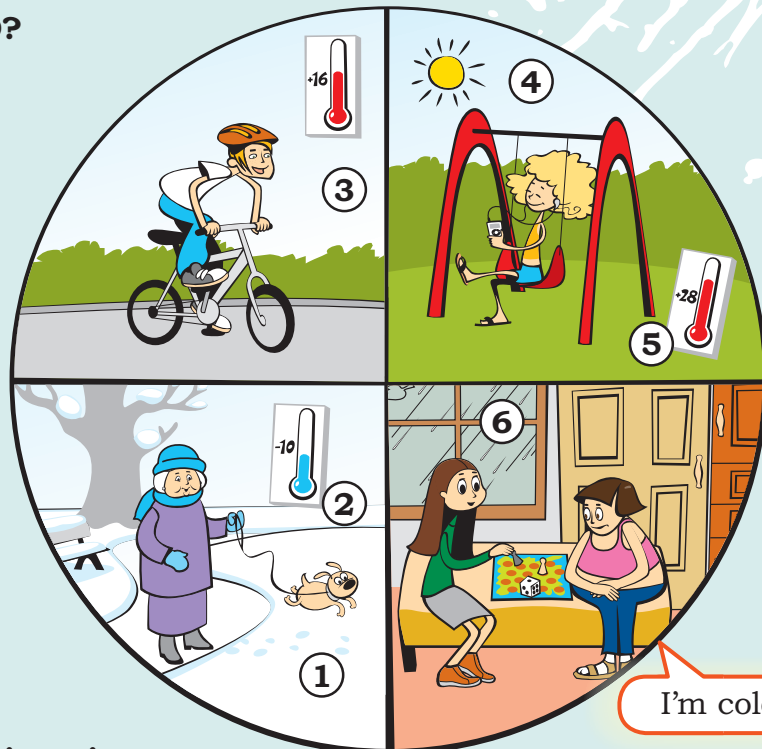
- Talking about the weather
- Making suggestions
- Clothes, shopping
- has/have got
- is/are
- Story: On the Farm

### Communication • Talking about the weather and making suggestions

#### 33 1. WHAT SHALL WE DO?

- Listen and find.

- 1 It is snowing.
- 2 It is cold.
- 3 It is warm.
- 4 It is sunny.
- 5 It is hot.
- 6 It is raining.



#### 2. Match and then talk in pairs.

- 1 It is snowing. Let's play in the snow.
- 2 OK. Come on.

- |                          |                                       |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Let's play board games.               |
| <input type="checkbox"/> | Let's play <b>in the snow</b> .       |
| <input type="checkbox"/> | Let's go to the park and ride a bike. |
| <input type="checkbox"/> | Let's play football.                  |
| <input type="checkbox"/> | Let's ride a scooter.                 |
| <input type="checkbox"/> | Let's play in the playground.         |

#### 3. GUESS • What colour T-shirts has Becky got? Tick (✓).

pink , yellow , white , green , purple , brown , blue

Turn to Exercise 4 to check.

# Unit 4

## Vocabulary • Clothes 1

### 34 4. IN THE WARDROBE • Listen, point and repeat.

- ① a skirt
- ② a pair of jeans
- ③ a pair of shorts
- ④ a dress
- ⑤ a T-shirt
- ⑥ a top
- ⑦ a pair of shoes
- ⑧ a pair of sandals
- ⑨ a pair of trainers
- ⑩ a pair of socks



## Listening and reading • Practising structure and new vocabulary

### 35 5. CLOTHES • Look in the wardrobe and listen. What's different?

- Ⓐ Becky has got a blue top.
- Ⓑ No, she hasn't. She has got a pink top.
- Ⓒ She has got a long skirt.
- Ⓓ No, she hasn't. She has got a short skirt.

### 6. WHAT HAS SHE GOT? • Read and find.

What has Becky got? (✓)

What hasn't she got? (✗)

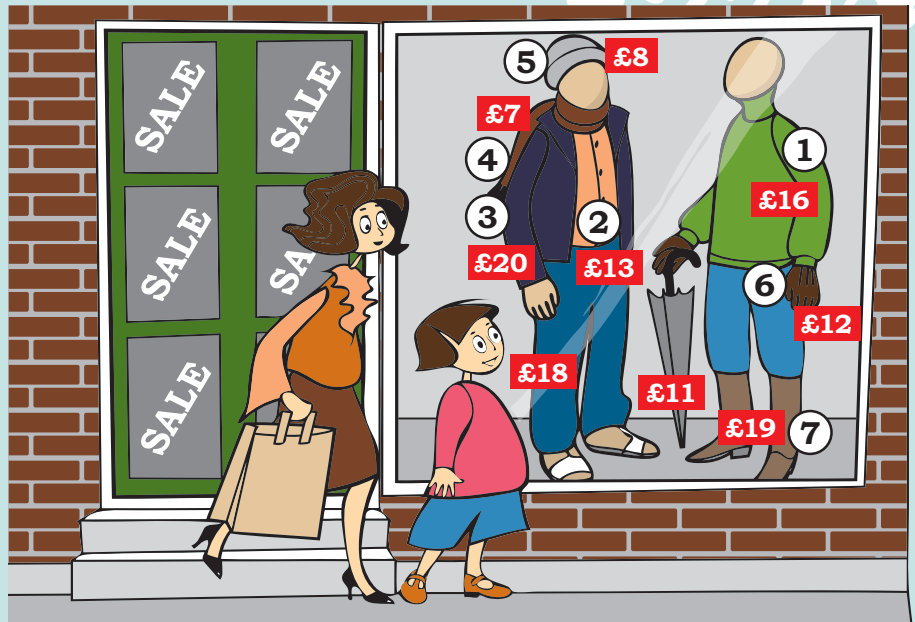
a top , jeans , a T-shirt , a skirt , a dress ,  
shorts , socks , a pullover , a jacket

Becky has got a top and jeans on. She has got 4 T-shirts, a skirt, a dress, shorts and socks in her room. But she hasn't got **enough** warm clothes. She hasn't got warm **pullovers**. She hasn't got warm socks. She hasn't got a warm **jacket**. But it is cold. It is time to go shopping.

## Vocabulary • Clothes 2, How much..?

**36**  **7. IT'S TIME TO GO SHOPPING** • Listen, point and repeat. Then talk in small groups.

- ① a pullover
- ② a shirt
- ③ a jacket
- ④ a scarf
- ⑤ a hat
- ⑥ a pair of gloves
- ⑦ a pair of boots



- ☞ How much is a shirt?                      ☞ It is £13 (thirteen pounds).
- ☞ How much is a pair of jeans?          ☞ It is £18 (eighteen pounds).

## Communication • Shopping

**37**  **8. SHOPPING** • Listen and act out.

*Customer*                      Good morning.  
*Shop assistant*              Good morning. Can I help you?  
*Customer*                      Can I have this scarf, please?  
*Shop assistant*              Yes of course.  
*Customer*                      How much is it?  
*Shop assistant*              It's £7.  
*Customer*                      OK.  
*Shop assistant*              Here you are.

**9. WHAT HAVE THEY GOT IN THE BAG?** • Talk in pairs.

- ☞ I think they have got a hat.
- ☞ No, they haven't.
- ☞ I think they have got a pair of jeans.
- ☞ Yes, they have.



# Unit 4

Speaking and reading • Practising vocabulary and reading for information

**10. CHAIN GAME** • Make word chains about the picture.

- 1 umbrellas
- 2 umbrellas, jackets



**11. IN THE STREET** • Read and find the right (✓) pictures.

It is raining. It is cold. The people **are in a hurry**. They have got umbrellas. They have got **raincoats** or jackets. They haven't got hats or gloves on. The little boy hasn't got an umbrella. He is all **wet**. His pullover is wet. His jeans are wet. His shoes are wet. He has got a small cat. It is wet too. The dog is in the car. It isn't wet. It is happy.

It's      .

The people have got        .

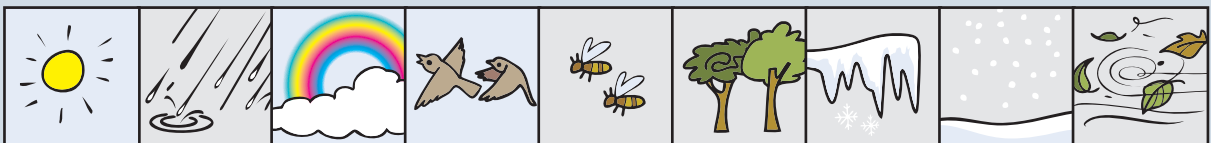
The little boy has got an   a   a pair of  .

His       are wet.

His       is wet.

Listening • Song

**38**  **12. I LOVE THE SUN** • Write. Then sing.



sun ..... bees ..... ice ..... wind

Communication • Asking for and giving information

13. IT'S SNOWING.

- Read and then talk in pairs.



How are you? This is my street. Look.  
It is cold. The street is white.  
The houses are white. The cars are white.  
My friends are happy. I have got my favourite  
jacket and boots on. We are in the snow.  
We have got a sledge.  
What's the weather like in England?



Hello Rick,

How are you? This is my street. Look.  
It is snowing. It is cold. The street is white.  
The houses are white. The cars are white.  
My friends are happy. I have got my favourite  
jacket and boots on. We are in the snow.  
We have got a sledge.  
What's the weather like in England?

Bye,  
Réka

- What is the weather like in Hungary **now**?
- Is it cold or is it hot?
- What have you got on?
- What are your favourite clothes?

Learning to learn • Expanding and memorising vocabulary

14. MEMORY GAME • Make a game and play in groups.

How many pairs have you got at the end?

Mely szavakra emlékszel?  
Melyeket nehezebb  
megjegyezned? Ki hogyan  
tanulja a szavakat?



# Unit 4

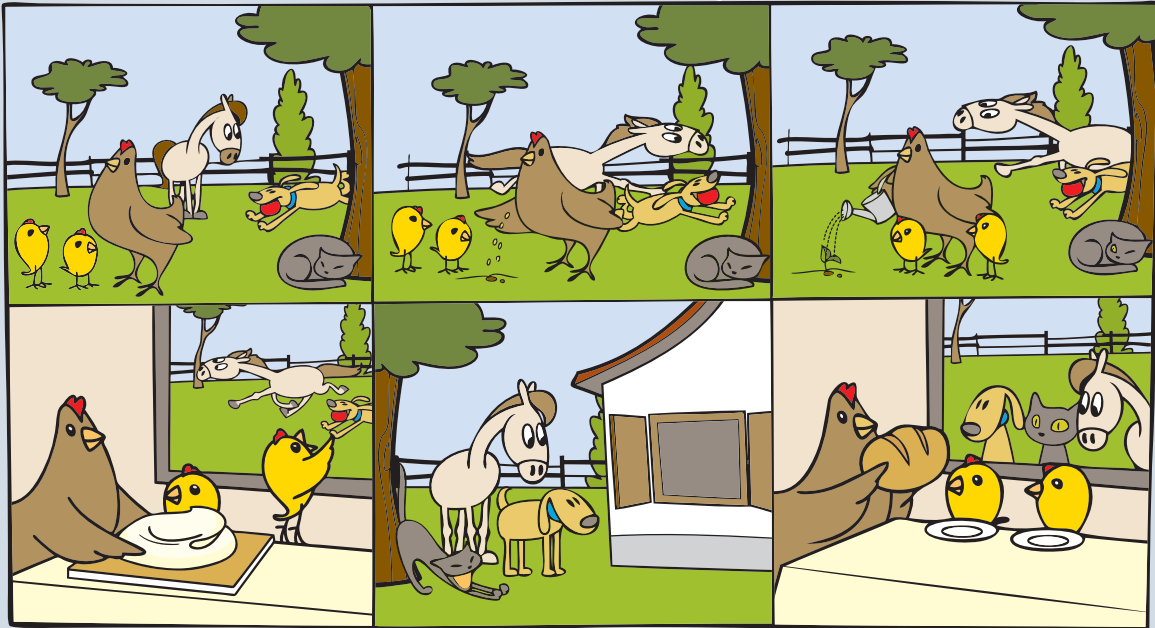
## Culture • Children's stories around the world

### 39 15. ON THE FARM • Listen and read. Then draw the end of the story.

It's time to sleep.  
Let's play.  
OK. Come on.

We've got some seeds.  
Please help us.  
We are busy.  
I'm sleepy.

Please help us.  
We are busy.  
I'm sleepy.



Please help us.  
We are busy.  
I'm sleepy.

Hmmmm. What is it?  
Let's go to the window.  
**Quick!**

We've got some bread.  
Yummy!  
We are **hungry**.

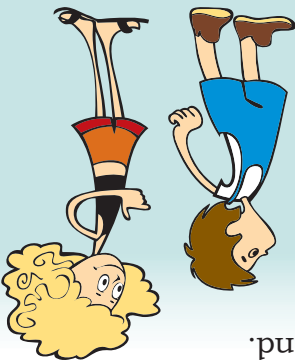
(adaptation of the folk tale of *The Little Red Hen*)

## Project work • Making puppets

### 16. PUPPET SHOW • Work in groups. Make puppets and act out the story. Find help on the Story Pages.

#### MINISECRETS OF ENGLISH

Harry **has** got short hair.  
Katie **hasn't** got short hair.  
H: I **have** got short hair.  
K: I **haven't** got short hair.  
They **haven't** got glasses.  
H+K: We **haven't** got glasses.



They **have** got a small cat.  
H+K: We **have** got a small cat.



Harry and Katie **are** from England.  
H+K: We **are** from England.  
Harry **is** short and Katie **is** tall.  
H: I **am** short.  
K: I'm tall.

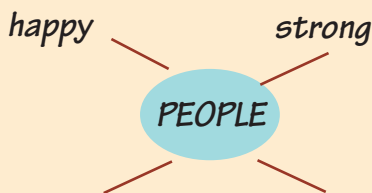
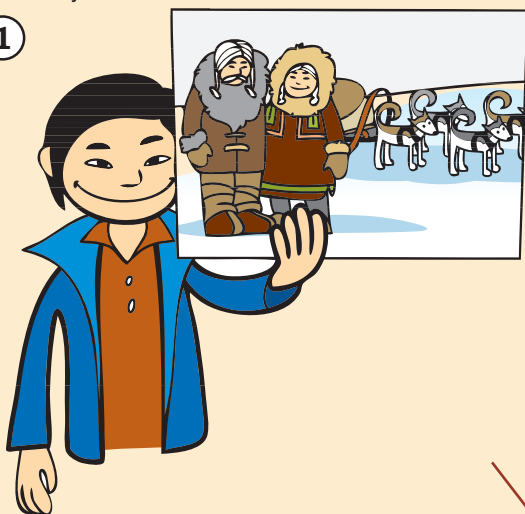


# REVISION 2

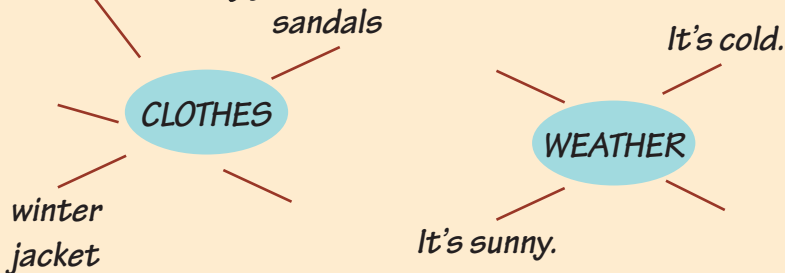
## Vocabulary • Revising vocabulary (people, clothes and weather)

**1. PEOPLE, CLOTHES AND WEATHER** • Write words about the pictures in groups.  
Work in your exercise books.

①



②



## Listening and reading • Practising the alphabet, looking for words in the text

**40** **2. HOT OR COLD?** • Listen and repeat. Then read about Alaska and Kenya and tick the words you can find in the text.

- |  |                                |                                   |                                   |                                   |                                 |
|--|--------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| Alaska <input checked="" type="checkbox"/> | boots <input type="checkbox"/> | car <input type="checkbox"/>      | dog <input type="checkbox"/>      | elephant <input type="checkbox"/> | flower <input type="checkbox"/> |
| girl <input type="checkbox"/>              | hat <input type="checkbox"/>   | icy <input type="checkbox"/>      | jeep <input type="checkbox"/>     | kite <input type="checkbox"/>     | leg <input type="checkbox"/>    |
| marble <input type="checkbox"/>            | nose <input type="checkbox"/>  | orange <input type="checkbox"/>   | pen <input type="checkbox"/>      | quick <input type="checkbox"/>    | ruler <input type="checkbox"/>  |
| shirt <input type="checkbox"/>             | top <input type="checkbox"/>   | umbrella <input type="checkbox"/> | very big <input type="checkbox"/> | winter <input type="checkbox"/>   | box <input type="checkbox"/>    |
| boy <input type="checkbox"/>               | zebra <input type="checkbox"/> |                                   |                                   |                                   |                                 |

①

Look. They are my grandparents. They are from **Alaska**. In Alaska it is very cold and icy in winter. They have got warm clothes on: **fur** hats, fur jackets and fur boots. They have got four husky dogs. They are very strong.

②

Look. They are my grandparents. They are from **Kenya**. In Kenya it is **always** hot and sunny. Grandpa has got a shirt, shorts and a hat on. Grandma has got a dress and a hat on. They haven't got warm clothes or boots! They haven't got a car. They have got an old jeep.

# REVISION 2

## Communication • Asking for and giving information (practising structure)

### 3. TALKING ABOUT PEOPLE • Look at the pictures in Exercise 1. Talk in pairs.

- Is the boy from Alaska?
- Are his grandparents old?
- Is the girl from Hungary?
- Are her grandparents happy?
- Is the jeep old?
- Is it fast?

Yes, ... is.

Yes, ... are.

No, ... isn't.

No, ... aren't.

- Has the boy got a photo?
- Have his grandparents got four dogs?
- Have they got a car?
- Has the girl got long hair?
- Has she got brown eyes?
- Has she got a dog?

Yes, ... have.

Yes, ... has.

No, ... haven't.

No, ... hasn't.

### 4. WHAT ABOUT YOU? • Talk in pairs.

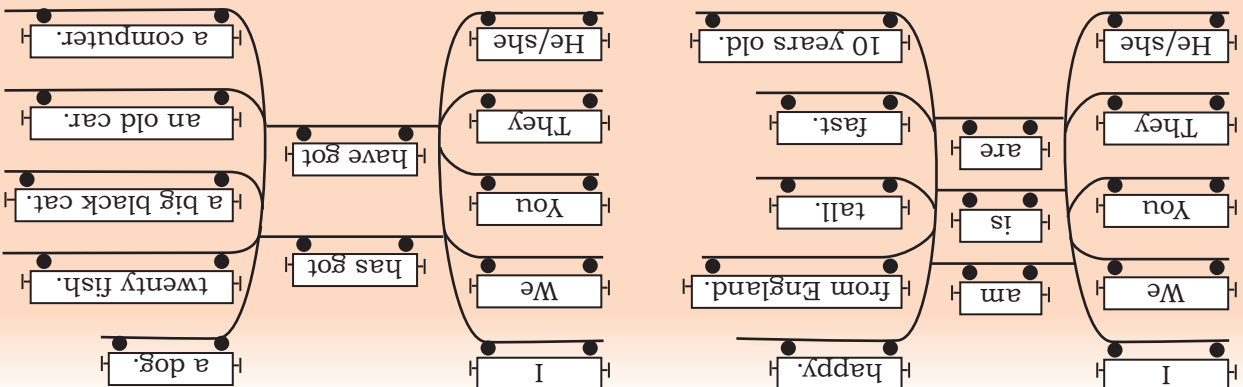
- ☺ What is your name? ☺ My name is ... .
- ☺ How old are you? ☺ I am from ... .
- ☺ Have you got a big family? ☺ Yes, I have./No, I haven't.
- ☺ What have you got in your room? ☺ A desk, a chair, two posters, fifteen books.
- ☺ Who is your best friend? ☺ My best friend is ... .
- ☺ What does he/she look like? ☺ He/She has got ... hair and ... eyes.

## Listening • Song

### 41 5. THE ALPHABET • Sing a song. Then play a spelling game with the words in Exercise 2.

#### MINISECRETS OF ENGLISH

### SENTENCE GAME • Join the train wagons and write sentences in your exercise book.



② I have got twenty fish. He has got a dog.

① We are happy. I am 10 years old.


# Unit

# 5

## IS THERE A PARK NEAR HERE?

- Talking about locations
- Buildings
- In a town
- there is/are
- Asking the way
- Legoland Windsor

### Communication • Talking about locations

42  **1. IN THE PARK** • Listen, point and repeat. Then answer.





**Where's the sleepy dog? Where's the sad dog?  
And the small black dog? And where's Rocky?**

- ① IN the car
- ② ON the see-saw
- ③ NEAR the ice-cream bar
- ④ NEXT TO the slide
- ⑤ UNDER the tree
- ⑥ BEHIND the castle



Rocky, where are you?  
You aren't on the see-saw.  
You aren't in the car.  
You aren't under the tree.  
You aren't next to the slide.  
You aren't near the ice-cream bar.  
Oh, I can see you! You are behind the castle.

**2. GAME HIDE-AND-SEEK** • Play in pairs.

-  Linda, where are you? Are you behind the trees?  No, I'm not.  
 Are you in the castle?  Yes, I am.

**3. GUESS** • What is near the school? Tick (✓).

a shop , a garden shed , a car boot sale , a statue ,  
a sports centre , a supermarket

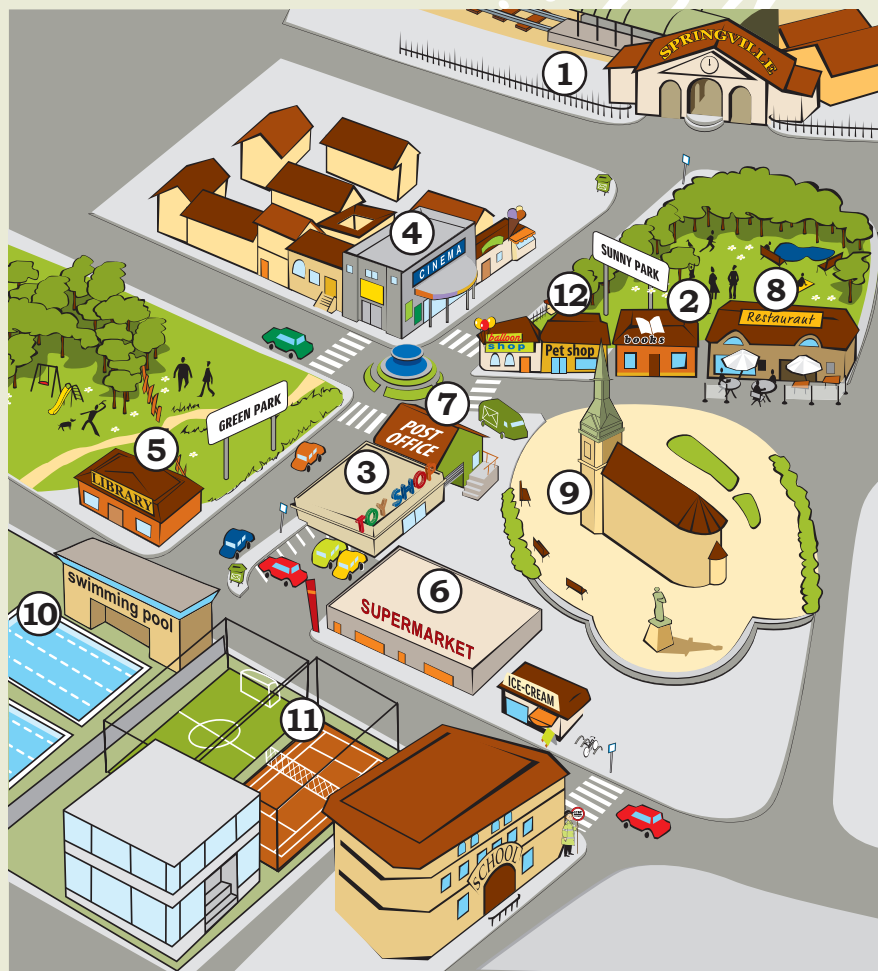
**Turn to Exercise 4 to check.**

# Unit 5

## Vocabulary • Buildings

### 43 4. IN THE TOWN • Listen, point and repeat.

- ① a train station
- ② a bookshop
- ③ a toy shop
- ④ a cinema
- ⑤ a library
- ⑥ a supermarket
- ⑦ a post office
- ⑧ a restaurant
- ⑨ a church
- ⑩ a swimming pool
- ⑪ a sports centre
- ⑫ a pet shop



### 5. GAME I SPY... • Play in groups.

I spy with my little eye something beginning with 'C'.

-  Is it the cinema?                       No, it isn't.
-  Is it the church?                          Yes, it is. **Well done.**

## Listening • Song

### 44 6. WHICH IS THE WAY...? • Listen and number. Then sing.

- See-saw, sacradown,
- One foot up and the other foot down,
- Which is the way to London Town?
- That is the way to London Town.

## Reading • Finding information in the text

### 45 7. SPRINGVILLE • Listen and read.

This is Springville. It is a **nice town**.

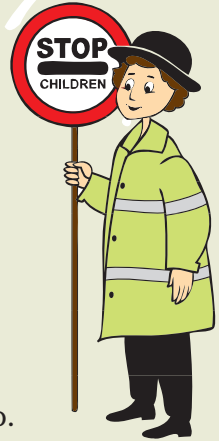
There is an old church **in the centre**. There is a restaurant near the church.

It has got a nice garden. There are some **trees** and **tables** in the garden. There is a cinema in Spring Street. There is a very good ice-cream bar next to the cinema.

There are two parks in the town, Green Park and Sunny Park. Sunny Park is behind the shops and the restaurant.

There are **lots of** trees and flowers in the park. And there are lots of people too. There is a big playground in Green Park and a school near the park. There is always a **'lollipop lady'** at the **zebra crossing** to help children **cross** the street.

There is a **modern** sports centre and a **new** swimming pool near the school. There are lots of good shops: a pet shop, a bookshop, a toy shop and a big supermarket. There are two ice-cream bars too.




#### True (✓) or false (✗)?


- |  |   |
|--|---|
| <input type="checkbox"/> There is a garden near the restaurant.  | <input type="checkbox"/> There are two cinemas in the town.         |
| <input type="checkbox"/> There is a sports centre in Sunny Park. | <input type="checkbox"/> There are chairs and tables in the street. |
| <input type="checkbox"/> There is a toy shop next to the cinema. | <input type="checkbox"/> There are lots of flowers in Sunny Park.   |

## Listening and speaking • Practising structure and new vocabulary

### 46 8. IN THE CENTRE • Listen. Find the places in Springville and talk in pairs.

 There is a shop near me. There are teddy bears, trains and board games in the **shop window**.

You're near the toy shop.


 There are enormous film posters next to the door.

You're near the cinema.

Yes, I am!

### 9. CHAIN GAME • Play a chain game in groups about Springville.

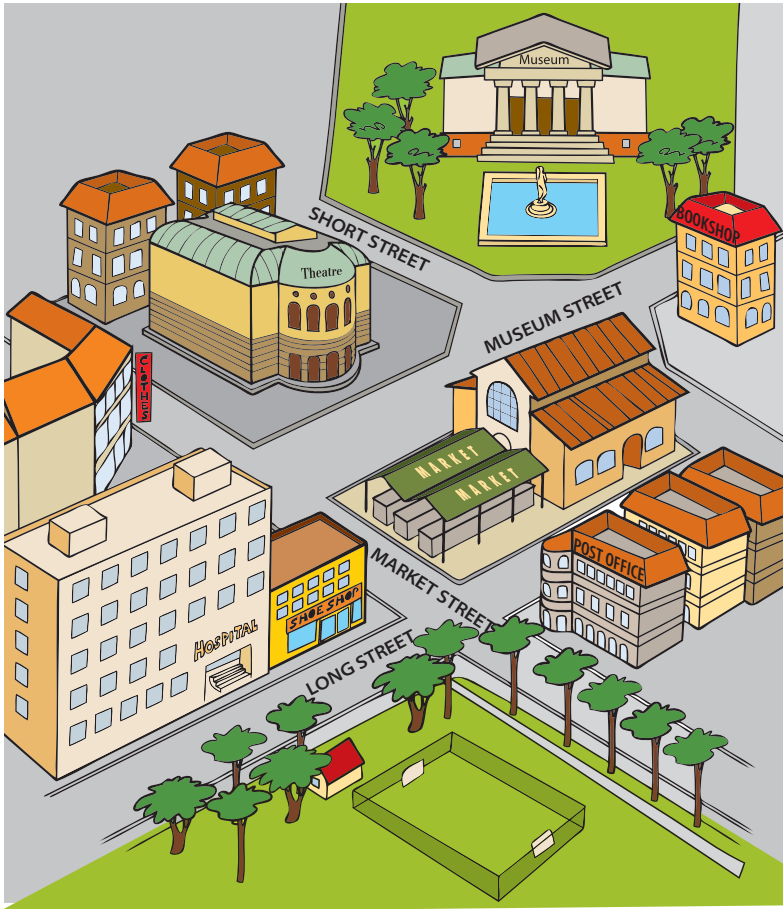
 There is a school in the town.

 There is a school and a swimming pool in the town.

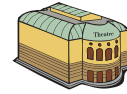
# Unit 5

## Communication • Asking the way

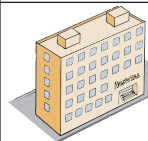
### 47 10. TOURISTS • Listen and then act out.



### VOCAB CHEST



a theatre



a hospital



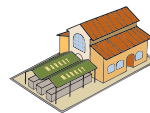
a museum



a shoe shop



a clothes shop



a market

*Tourist* Excuse me. Is there a bookshop near here?

*Réka* Yes. There's one in Museum Street.

*Tourist* Thank you.

### 11. ROLEPLAY • Act out in pairs.



post office

ice-cream bar



*Tourist* Excuse me. Is there a/an ... near here?

*Policeman* Yes. There's one in ... Street, next to/near/behind the ...

*Tourist* Thank you.

*Tourist 1* Excuse me. Is there a/an ... near here?

*Tourist 2* I'm sorry. I don't know.

## Speaking and writing • Asking for and giving information

### 12. WHAT ABOUT YOUR PLACE? • Talk in pairs.

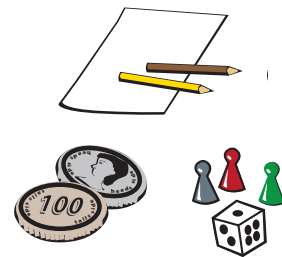
- |  |  |
|--|--|
| ☺ Is there a church?                       | ☹ Yes, there is. There is one in ... Street. |
| ☺ Are there many swings in the playground? | ☹ No, there aren't.                          |
| ☺ Is there a market near your home?        | ☹ No, there isn't.                           |
| ☺ Are there many shops?                    | ☹ Yes, there are. There are lots of ...      |
| ☺ Is there a post office in your street?   | in the centre.                               |
| ☺ Are there many trees?                    |  |

#### Now write about your place.

My name is ... and I'm from ... . I think it's a nice place. There is a/an ... .  
There are lots of ... .

## Learning to learn • Playing together to memorise vocabulary and structure

### 13. FANTASY TOWN • Play with two friends. Write a list.



Heads = 1 forward  
Tails = 2 forward  
Coin on the floor =  
Miss a turn.

There's  
a museum,  
a/an ... and ...  
in my town.

What is there in your town?

## Project work • Designing and creating

**14. DESIGN YOUR TOWN** • Use the words on your list and design a town in groups. Draw a map or make a 3D model. Talk about it.

# Unit 5

Culture • Children's favourites

**48** **15. LEGOLAND WINDSOR** • Listen and read about Legoland. Is everything in the picture?

Legoland Windsor is a **fantastic** park. It's near London. There is a theatre near the harbour. There is a lighthouse in the harbour. There are lots of fish in the water. There are big boats too.

I-spy express isn't fast. There is a big Ferris wheel next to the train station.

You can see elephants and horses at the circus. It's **cool!** There are cars, bikes and scooters in the streets. There is a good restaurant next to the harbour.

*(London is a big city in England. It is the capital city.)*



**16. SPELLING GAME I SPY...** • Play together.

I spy with my little eye:  
S-H-O-P.

Shop.

Yes!

**MINISECRETS OF ENGLISH**

**There is a new cinema in Long Street. = There's a new cinema in Long Street.**  
**There are two/lots of toys under the tree.**  
**Is there a shoe shop next to the bookshop? Yes, there is.**  
**Is there a school near the park?**  
**No, there isn't.**  
**Are there many flowers? Yes, there are.**  
**Are there many trees behind the flowers? No, there aren't.**



# Unit

# 6

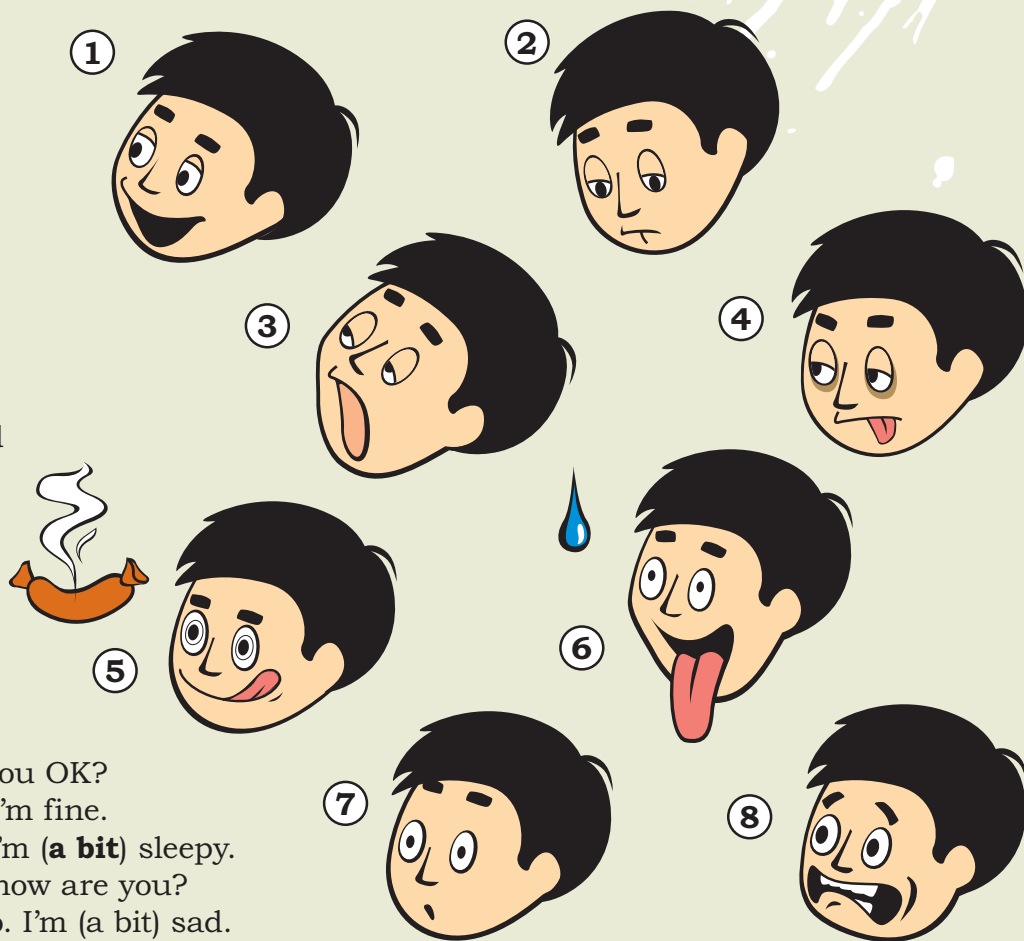
## HAVE YOU GOT THE PICNIC BASKET?

- Talking about feelings
- Food and drink
- like/don't like
- Asking for food and drink
- Story: The Town Mouse and the Country Mouse

### Communication • Talking about feelings

49  **1. HOW ARE YOU?** • Listen, point and repeat. Then talk in pairs.

- ① happy
- ② sad
- ③ sleepy
- ④ tired
- ⑤ hungry
- ⑥ thirsty
- ⑦ surprised
- ⑧ scared



Rick Are you OK?  
 Becky Yes, I'm fine.  
 But I'm (a bit) sleepy.  
 And how are you?  
 Rick So-so. I'm (a bit) sad.

### Listening • Song

50  **2. IF YOU ARE HAPPY ...** • Listen and number. Then sing.

hungry , happy ①, angry , sleepy , surprised

**3. GUESS** • Is Becky ...? Tick (✓).

happy , scared , tired , hungry , thirsty , surprised

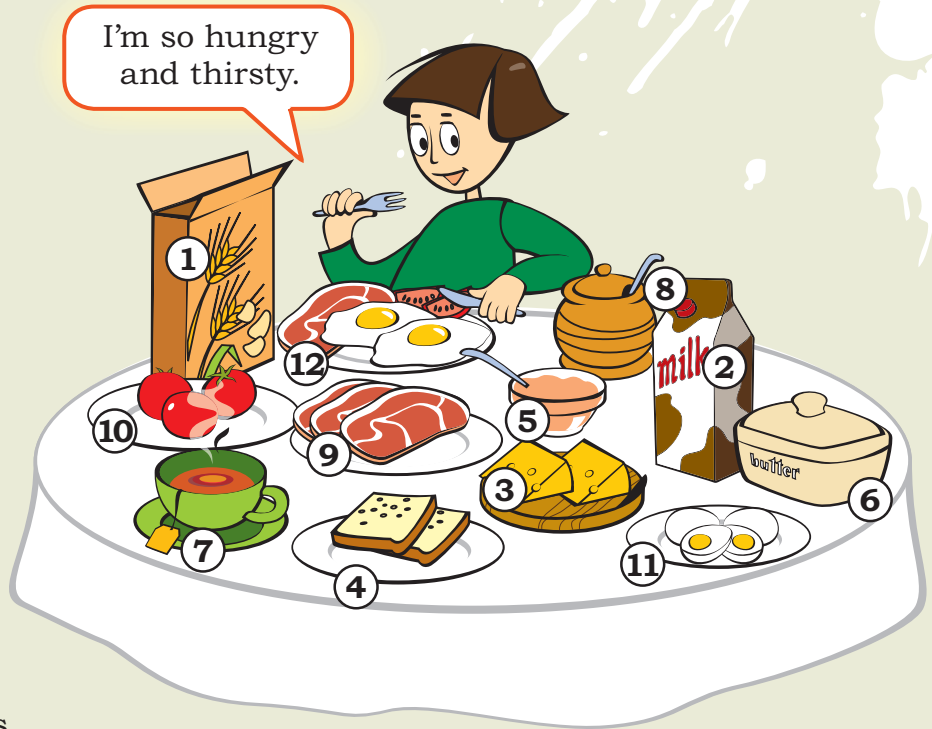
Turn to Exercise 4 to check.

# Unit 6

## Vocabulary • Food and drink

### 51 4. BREAKFAST TIME • Listen, point and repeat.

- ① some cornflakes
- ② some milk
- ③ some cheese
- ④ some toast
- ⑤ some marmalade
- ⑥ some butter
- ⑦ some tea
- ⑧ some honey
- ⑨ some ham
- ⑩ some tomatoes
- ⑪ some eggs
- ⑫ some ham and eggs



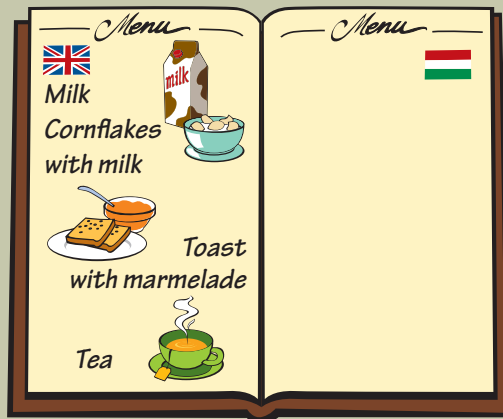
### 5. MEMORY CHECK • Look at the picture for 30 seconds and then cover it. True (✓) or false (✗)?

- There's some bread on the table.
- There's some milk next to the bread.
- There's a box of cornflakes too.
- There's some honey behind the box.
- There's some cheese on the toast.
- There's some marmalade on the table.
- There are some eggs near the butter.
- There are some tomatoes too.

## Project work • Creating a breakfast menu

### 6. MY BREAKFAST

- Draw and write your breakfast menu.



Listening, reading and speaking • Introducing and practising new structure





















52  7. WE ARE HUNGRY • Listen. What's different?

*Rick* I'm hungry.  
*Becky* Me too. Let's have a sandwich.  
*Rick* OK. We've got some butter and bread.  
*Becky* And some cheese.  
*Rick* I don't like cheese.  
*Becky* What about ham?  
*Rick* Yummy!  
*Becky* I like cheese and you like ham. Let's make a cheese sandwich for me and a ham sandwich for you.  
*Becky* Look! Tomatoes! We've got some tomatoes!  
*Rick* I like tomatoes very much.  
*Becky* **Here you are.** A ham and tomato sandwich.  
*Rick* Thanks Becky.  
*Grandpa* I'm hungry too. What have you got for me, Becky? I like cheese and ham, eggs and tomatoes, chicken and fish... .  
*Grandma* The chicken is for lunch. Don't eat it, please!

8. WHAT ABOUT YOU?

- What do you like? Talk.

I like fish and tomatoes but I don't like butter or grapes. My favourite drink is milk. Yummy!

VOCAB CHEST			
 cheese	 juice	 marmalade	 rolls
 ham	 toast	 tea	 apples
 chicken	 butter	 cornflakes	 bananas
 fish	 milk	 tomatoes	 oranges
 bread	 honey	 eggs	 grapes

9. MIRROR GAME • Use your mirror and find out.



What do I like?

Put your mirror here! -----

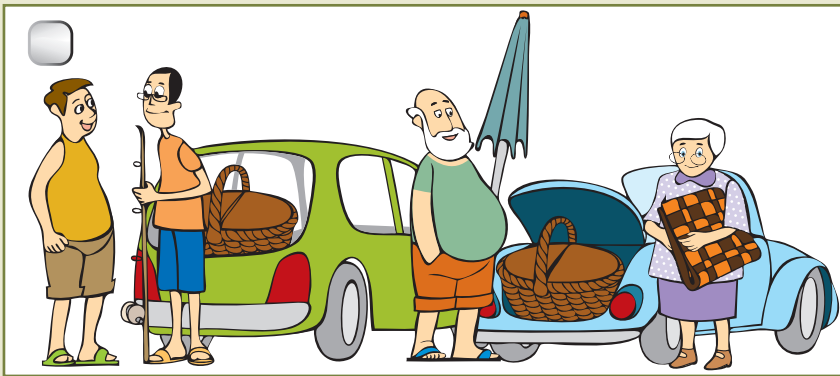
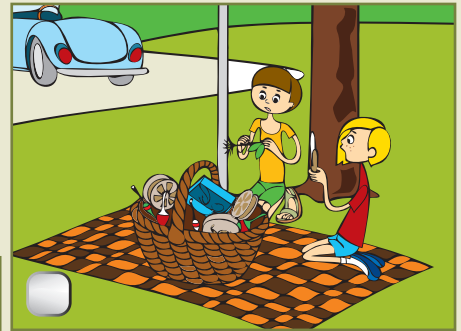
bread, tomatoes, ham and honey

# Unit 6

Listening and reading • Understanding a text as a whole

53  10. IT'S TIME FOR A PICNIC

- Listen and find the pictures.

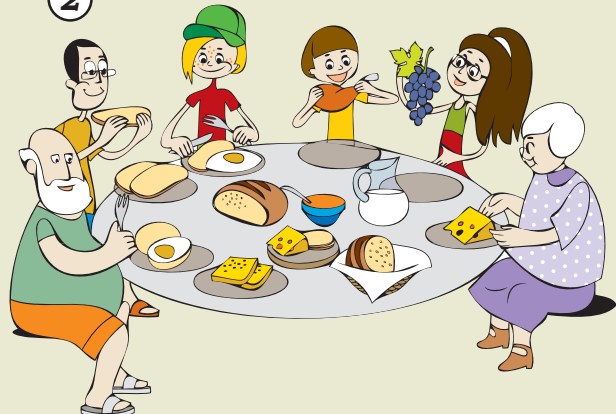


54  11. Listen and find the end of the story.

1



2



## 12. Now read out the story.

It's a nice, sunny day. Réka, her grandparents and her cousins are on a picnic. The children are happy. What have they got on? Baseball caps, sunglasses, T-shirts, shorts and sports sandals.

There is a **blanket** on the **grass** under a tree. There is a picnic basket on the blanket, under the **sun umbrella**. They think there's some bread, juice, ham, butter in the basket, and there are eggs, tomatoes and some apples too.

Oh no! It's the **wrong** basket! Look! A **penknife**, some **hooks**, some **fishing line**... Dad's **things**.

Grandpa has got **an idea**.

*Grandpa* We've got a penknife, some hooks and some fishing line.  
Let's **catch some fish**.

*Grandma* **Good idea**.

*Children* **Hurray!**

## Learning to learn • Grouping words

### 13. THE SHOPPING LIST • Read the shopping list. Copy and complete the table.


	Food	Drink	Other
<i>some apple juice</i>			
<i>a basket</i>			
<i>some bread</i>			
<i>some bananas</i>			
<i>a box of cornflakes</i>			
<i>some fish</i>			
<i>some honey</i>			
<i>some milk</i>			
<i>some orange juice</i>			
<i>some oranges</i>			
<i>a penknife</i>			
<i>5 rolls</i>			


**Work in groups. Read Unit 6 and write more FOOD and DRINK words in the table.**

## Communication • Asking for food and drink

### 14. CAN I HAVE SOME...? • Talk in pairs.

 Can I have some juice, please?

 Here you are.

 Thank you.

Can I have 5 rolls, please?

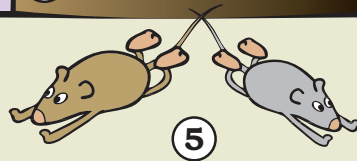
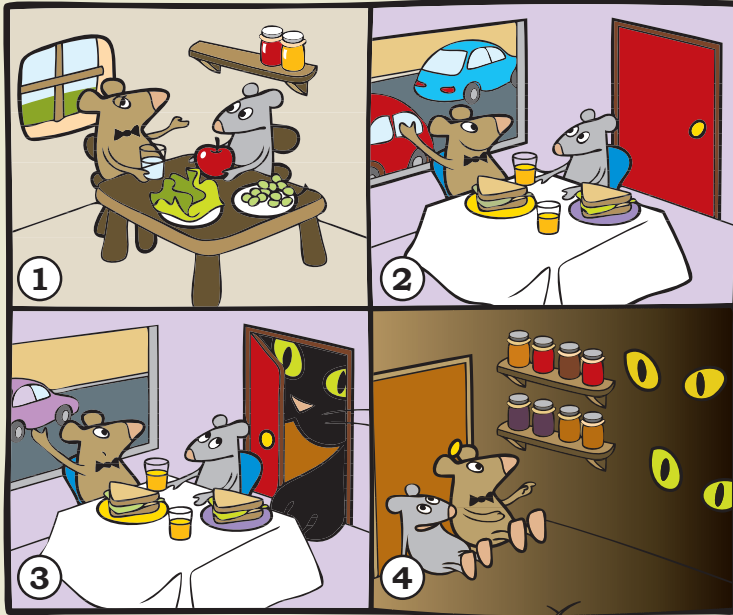
Can I have a banana?

# Unit 6

Culture • Children's stories around the world

55  15. THE TOWN MOUSE AND THE COUNTRY MOUSE • Listen and number.

Town Mouse and Country Mouse are twins. Town Mouse has got a house in the town. Country Mouse has got a house near the town.



There is a big black cat behind the door. It's hungry.

Now they are in the house near the town. There's some **tasty** food on the table: some **salad**, some **fruit** and some water.

*We're hungry!  
We like mice.*

Now they are in the town. There's some tasty food on the table: some sandwiches and some juice.

*I don't like this big house. I don't like the cars. I don't like big scary cats. I like my small house near the town...*

(Adaptation of a story by Aesop)

Project work • Making puppets

16. PUPPET-SHOW • Work in groups. Make puppets and act out the story. Find help on the Story Pages.

MINISECRETS OF ENGLISH



What's on the table?  
There is a sandwich.  
There is some water.  
There are some apples too.

What do you like?  
I like fish and tomatoes but I don't like butter or grapes.



# REVISION 3

## Vocabulary • Revising vocabulary (buildings, feelings)

### 1. IN THE TOWN •

Work in groups.  
Write words about  
people and places.  
Then pass on the lists  
and complete them.



### 2. WHERE ARE THEY? • Look at the picture and find.

- |  |  |
|--|--|
| <input checked="" type="radio"/> 1 Ouch! My leg!                       | <input type="radio"/> 1 at the hospital    |
| <input checked="" type="radio"/> 2 Yummy! Fish is my favourite.        | <input type="radio"/> in the street        |
| <input checked="" type="radio"/> 3 Oops! The water is very cold!       | <input type="radio"/> at the school        |
| <input checked="" type="radio"/> 4 Wow! It's fast!                     | <input type="radio"/> at the ice-cream bar |
| <input checked="" type="radio"/> 5 Watch out! A car!                   | <input type="radio"/> at the shop          |
| <input checked="" type="radio"/> 6 Yuk! I don't like orange ice-cream. | <input type="radio"/> in the harbour       |

# REVISION 3

## Reading • Revising structure

**3. MEMORY CHECK** • Look at the picture for 30 seconds. Cover the picture and read. Find the false (✗) information.

It is sunny and hot. There are a lot of people in the streets. They have got warm clothes on. There is a circus near the church. Look at the happy children! They like the Ferris wheel very much. There are lots of people at the railway station. There is a new swimming pool behind the school. There is a lighthouse in the harbour. There are lots of boats near the lighthouse. The ocean is nice and the water is warm.

## Communication • Asking for food and drink. Talking about likes and dislikes 1

**4. ROLEPLAY** • Act out.

Here you are.

I like ham and eggs/bread/toast...

Can I have some?

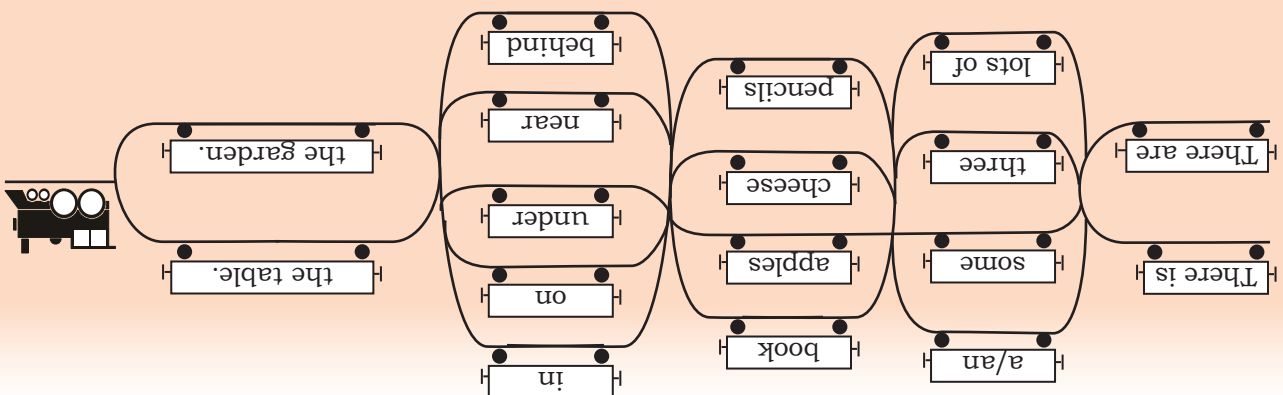
Thank you.

**5. WHAT ABOUT YOU?** • Talk in pairs.

- ☺ Do you like grapes?
- ☺ What's your favourite fruit?
- ☺ Do you like apple juice?
- ☺ What's your favourite drink?
- ☺ Do you like banana ice-cream?
- ☺ What's your favourite ice-cream?
- ☺ Yes, I do./No, I don't.
- ☺ I like grapes/water/grape juice/orange ice-cream...

## MINISECRETS OF ENGLISH

**SENTENCE GAME** • Join the train wagons and write sentences in your exercise book.



1. There is a book on the table.  
There are three pencils under the table.




# Unit

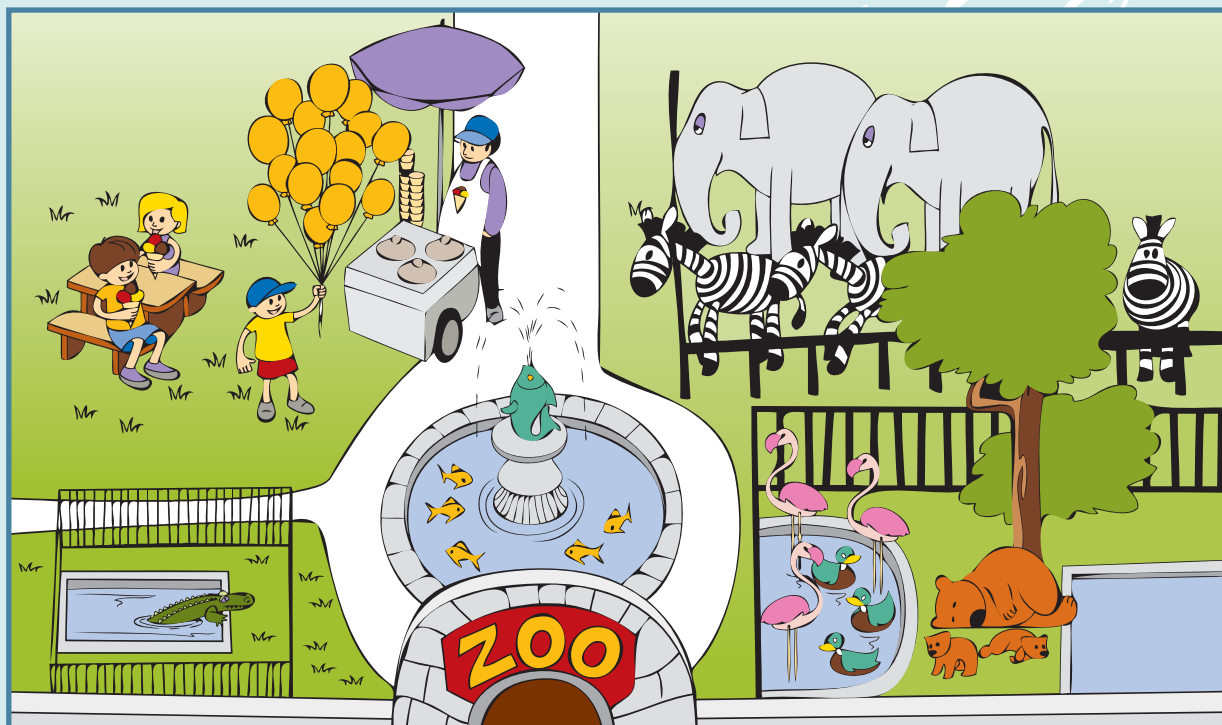
# 7

## WHAT CAN YOU SEE?

- Describing a picture
- Wild animals
- Talking about animals
- Actions
- Talking about ability: can/can't
- London Zoo

### Communication • Describing a picture


56  1. WHICH ZOO? • Work in two groups. Listen. Knock on the desk when it is about your picture.



Then talk with someone from the other group. Group B: Find your picture on page 96.

- There is a table on the grass. There are two children too.
- Yes. They have got some sandwiches.
- No. They have got some ice-cream.

### Listening • Song

57  2. GOING TO THE ZOO ... • Listen and number. Then sing and mime.

crocodiles , monkeys , zebras , elephants

3. DO YOU KNOW? • Which animals in the song are from the savannah?

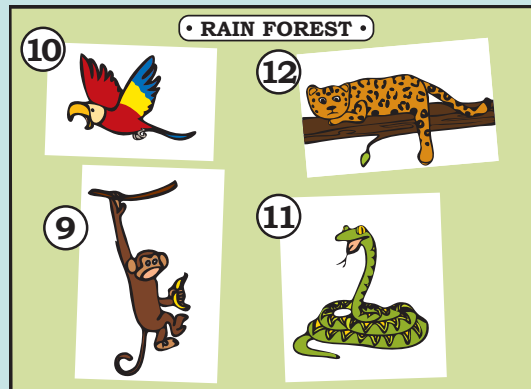
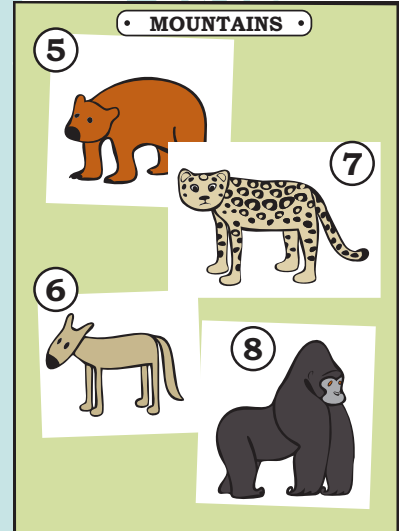
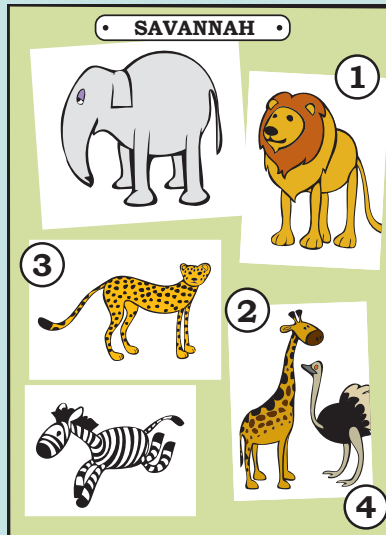
Turn to Exercise 4 to check.

# Unit 7

## Vocabulary • Wild animals

### 58 4. ANIMALS • Listen, point and repeat.

- ① a lion
- ② a giraffe
- ③ a cheetah
- ④ an ostrich
- ⑤ a bear
- ⑥ a wolf
- ⑦ a snow leopard
- ⑧ a mountain gorilla
- ⑨ a monkey
- ⑩ a parrot
- ⑪ a snake
- ⑫ a jaguar



### 59 5. ANIMAL PUZZLE • Solve the puzzle and find the pairs. Then listen and check.

keynom		leopards
tahehec		wolves
leparod		parrots
fifegar		cheetahs
raprot		ostriches
saken		monkeys
chostri		snakes
folw		giraffes

## 6. RUNNING GAME

**WHERE ARE THEY FROM?** • Listen and run to the place where the animals are from.



## Reading and writing • Practising and expanding vocabulary

### 60 7. ANIMALS FROM THE JUNGLE










• Listen and read. Then write the words in the vocab chest.

Monkeys are very funny and **noisy** animals. They have got long arms and long legs. They like fruit and eggs.

Jaguars are quiet and fast animals. They are **scary**. They have got nice fur. They have got strong legs and long **tails**. They like **meat**.

Snakes are quiet animals. They have got long bodies. They haven't got legs. They have got **sharp** teeth. They like birds, eggs and **mice**.

Parrots are **colourful** birds. They have got small bodies, two legs and two **wings**. They like fruit and **seeds**.

VOCAB CHEST	
	scary
	meat
	sharp .....
	..... and .....
	a ..... tail
	 mice
	..... wings
	..... and seeds

### 8. MY FAVOURITE WILD ANIMAL • Talk in pairs.

My favourite animals are wolves. They are fast. They are scary. They have got yellow eyes. They have got nice fur. They have got strong legs and long tails. They like meat.

### 9. Write about a wild animal. • Draw or cut out pictures to illustrate your work.


... are ... animals. They are ... . They have got ... . They like ... .

# Unit 7

## Vocabulary • Actions

### 61 10. SKILFUL YOUNG • Listen, point and repeat.

The tiger can swim.  
The lion can run.  
The baby can't walk.

- ① climb
- ② swim
- ③ run
- ④ jump
- ⑤ sing
- ⑥ fly
- ⑦ sit
- ⑧ walk 



## Listening and speaking • Practising structure and vocabulary

### 62 11. WHAT CAN THEY DO? WHAT CAN'T THEY DO?

• Listen and number the animals.

gorillas , elephants , ostriches , parrots  ①,  
mice , cheetahs , snakes ,  
wolves , monkeys , fish , puppies

① They can fly. They can talk but they can't sing.  
They are noisy and colourful.

Now talk about the other animals in pairs.

They can ... but they can't ... . They are ... . They have got ... .

## Communication • Talking about ability

### 12. SPORTY CLASS • Read the e-mail and find the sports words.



Hello Rick,

How are you? There is a “**Sporty** class” project at my school. My class is the winner 😊. We can do lots of things! **Everybody** can swim, ride a bike, play football and basketball. (Me too, but I don't like it.) 18 children can climb the **rope**. I can play tennis and my friend can play **handball**. The boys can skateboard and the girls can **rollerblade**. What about you?

Bye,  
Réka

### 13. WHAT ABOUT YOUR CLASS? • Work in groups and write 5 questions in your exercise book. Then ask each other. Is your class sporty?

- ☺ Can you rollerblade?
- ☹ Yes, I can./No, I can't.
- ☺ Can you climb the rope?



**CONGRATULATIONS!**

Everybody can climb the rope.  
12 children can rollerblade.

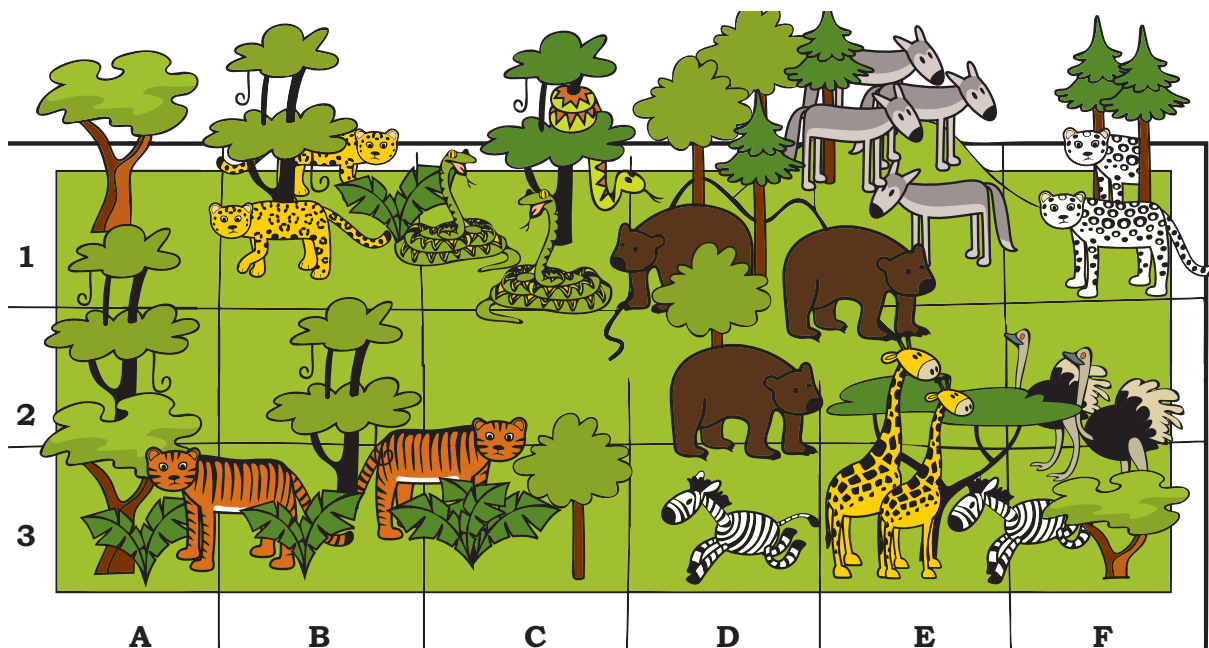
## Learning to learn • Solving a problem cooperatively

### 14. LOST • You are lost in the jungle . Work in pairs. Help each other to find the way to the savannah.

Child 1 We can't cross B1. There are scary jaguars in the jungle.

Child 2 We can't cross A2. There are big trees. Let's go on to B2.

Child 1 Good idea.



# Unit 7

## Culture • Children's favourites

### 15. LONDON ZOO

- Look at the map and solve the quiz.

You ... see big cats at the zoo.  
**can/can't**

There ... an elephant house.  
**is/isn't**

The lions ... behind the gorillas.  
**are/aren't**

The lion ... got a baby.  
**has/hasn't**

The snakes ... a house.  
**have got/haven't got**

(reptile = hüllő)

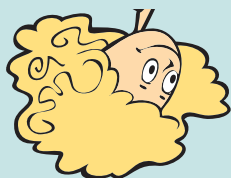


© Zoological Society of London

## Project work • Doing research and creating a booklet

- 16. A ZOO IN HUNGARY** • Work in groups or pairs. Find information and make a zoo booklet.

### MINISECRETS OF ENGLISH



No, I **can't**. But I **can** rollerblade.  
We have got two puppies.  
They **can** run, jump and swim. But they **can't** climb trees.



I **can** ride a bike but I **can't** skateboard.  
Can you skateboard, Katie?

What can they do?

lots of	snake ←	snakes	monkeys	grapes	books	sledges	oranges
	ostrich ←	ostriches	boxes	tomatoes	churches	glasses	
	puppy ←	puppies	babies	cities	libraries		
	wolf ←	wolves	penknives	scarves			
i	fish -	fish	mouse -	micse	people	children	tooth -
	tooth -	teeth	foot -	feet			


How many?

# Unit 8

## DO YOU LIKE HORSE RIDING?

- Hobbies and collections
- Whose?
- Favourite activities
- likes/doesn't like
- Seasons and months
- Festivals

### Vocabulary • Hobbies

63  **1. HOBBIES** • Listen, point and repeat.


- ① wall climbing
- ② flying a kite
- ③ fishing
- ④ listening to music
- ⑤ reading funny stories
- ⑥ reading scary stories
- ⑦ swimming
- ⑧ boating
- ⑨ horse riding
- ⑩ talking to friends





### Communication • Talking about hobbies

64  **2. WHOSE HOBBY IS IT?** • Listen and tick (✓). Then talk in pairs.

Do you like...?	Rick	Becky	You	Your friend
playing handball				
playing tennis				
horse riding				
boating				
listening to music				
talking to friends				
reading children's stories				
reading funny stories				

 What's your hobby?

 I like....

 Do you like...?

 Yes I do./ No, I don't.

**3. FIND OUT** • What is Réka's hobby?

*yalping bodar mages    blallerroding    ingreda gishlen kobos*

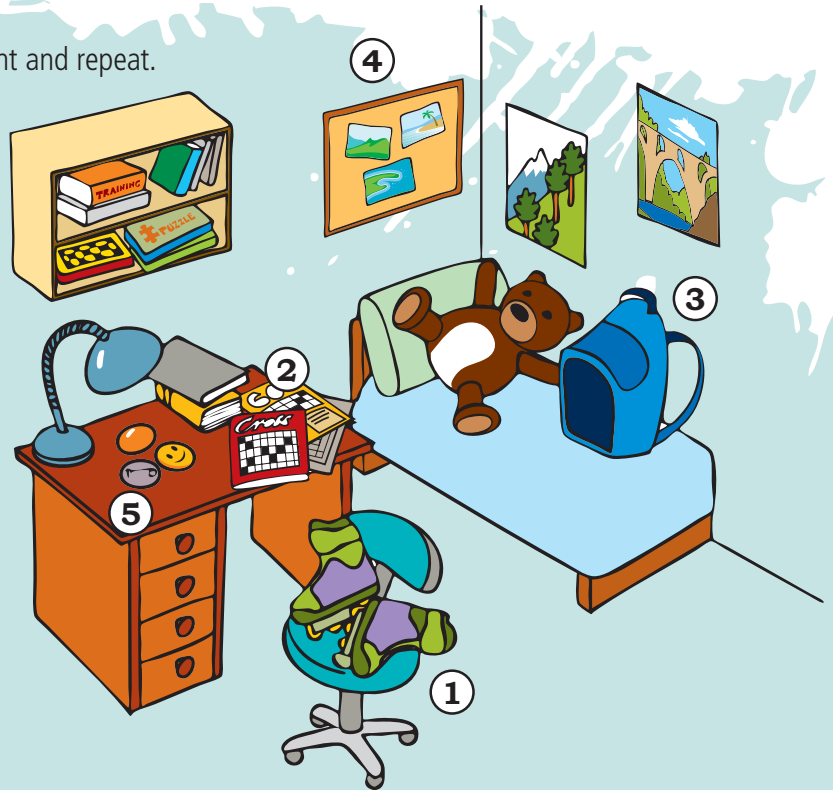
**Turn to Exercise 4 to check.**

# Unit 8

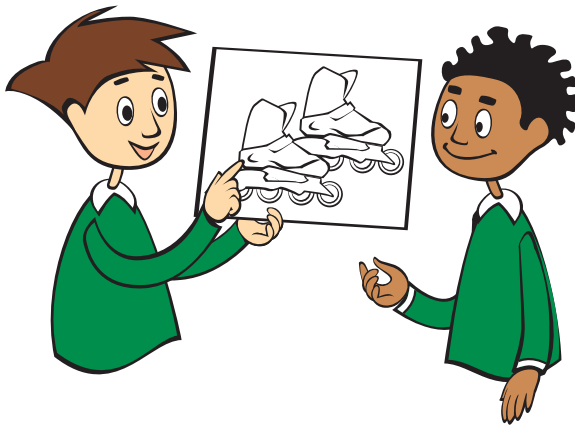
## Vocabulary • Collections

### 65 4. RÉKA'S ROOM • Listen, point and repeat.

- ① a pair of rollerblades
- ② a crossword puzzle
- ③ a schoolbag
- ④ a postcard
- ⑤ a badge



### 5. GAME WHAT ARE THESE? • Point and talk about the picture in pairs.



These are Réka's rollerblades.

## Listening and reading • Selecting (finding the differences)

### 66 6. RÉKA'S THINGS • Listen and read. Find 6 differences.

This is Réka's room. She has got lots of things. This is her new chair and these are her rollerblades. These are her badges. She's got some board games and jigsaw puzzles too. There are lots of English books in her room. She has got some crossword puzzles on her desk too. That is her schoolbag. There is a big teddy bear on her bed next to the schoolbag. Those are her posters over there.



67  **7. FAVOURITE ACTIVITIES** • Listen and match.

- a very good mum, friends, toys, milk, jumping, playing, going home in the evening
- a house, flowers, a baby, playing with her baby, talking to friends, relaxing, swimming
- a house, friends, parties, talking to friends, honey, climbing trees, relaxing, sport

① **Winnie-the-Pooh**



③ **Baby Roo**



② **Kanga**

**Read about Winnie-the-Pooh and then talk about the others in pairs.**

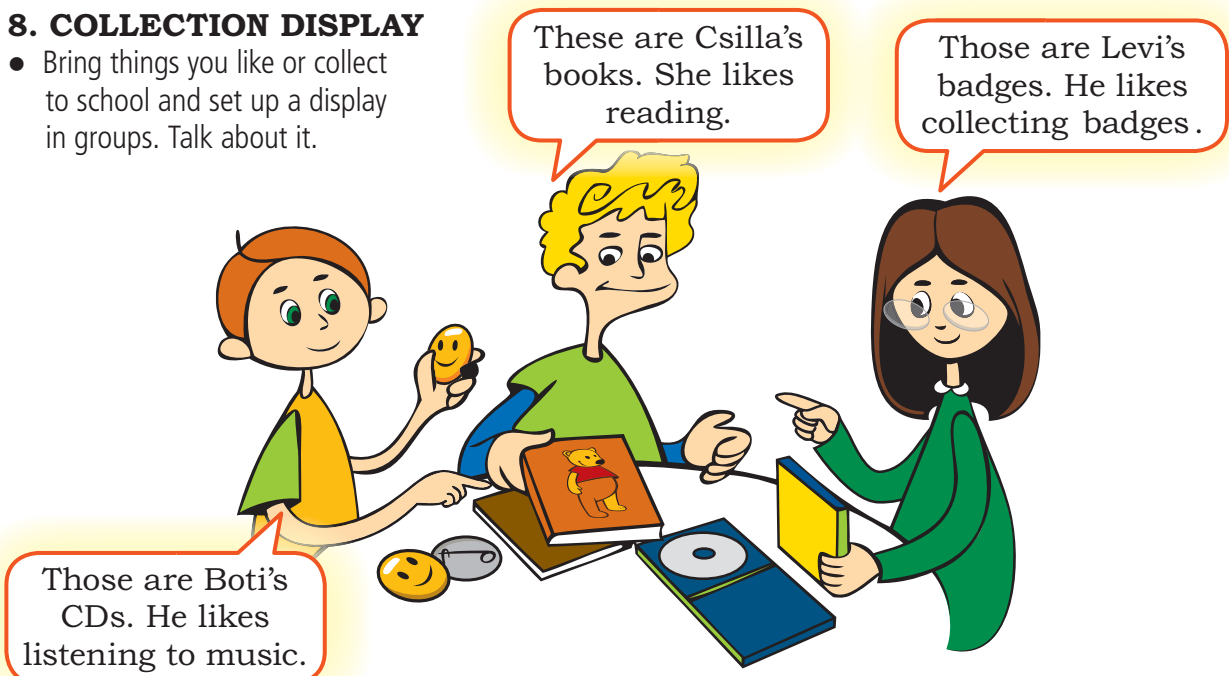
Winnie-the-Pooh has got a little house in the forest. He has got lots of friends. He likes parties and he likes talking to his friends. He has got lots of honey at home. He likes honey. He doesn't like climbing trees. He likes relaxing under the trees. I think he doesn't like sport.

*... has got lots of/some ... . She likes ... . She likes ...ing. I think she doesn't like ... .  
 ... has got lots of/some ... . He likes ... . He likes ...ing. I think he doesn't like ... .*

**Project work • Setting up a display**

**8. COLLECTION DISPLAY**













- Bring things you like or collect to school and set up a display in groups. Talk about it.



# Unit 8

## Vocabulary • Seasons and months

### 68 9. THE CALENDAR • Listen, point and repeat.

	WINTER	SPRING	SUMMER	AUTUMN
JANUARY	sledging 	making bread 	flying a kite 	playing in the park 
MAY	rollerblading 	relaxing in the garden 	eating ice-cream 	swimming 
SEPTEMBER	eating grapes 	climbing mountains 	playing board games 	playing under the Christmas tree 

### 69 10. WHAT ARE THEIR FAVOURITE MONTHS AND SEASONS?

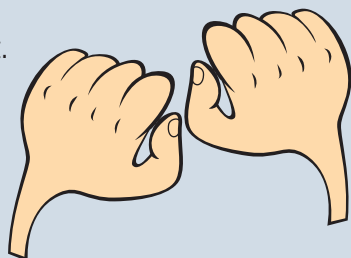
- Look at the calendar. Listen and answer.

- Ⓐ Réka likes rollerblading.
- Ⓑ Rick likes relaxing in the garden, eating ice-cream and swimming.
- Ⓒ Becky and Janet like eating grapes.
- Ⓓ Her favourite month is May.
- Ⓔ His favourite season is summer.
- Ⓕ Their favourite month is September.

## Listening • Rhyme

### 70 11. MONTHS

- Listen and chant.



Thirty day has September  
 April, June and November.  
 All the rest have thirty-one,  
 Excepting February alone,  
 And that has twenty-eight days clear  
 And twenty-nine in each leap year.

## Communication • Talking and writing about likes and dislikes

### 12. WHAT ARE THEIR HOBBIES? • Read and match.



*Becky*

My hobby is reading. I've got lots of books. I like going to the library too. I like reading funny stories but I don't like scary books.



*Rick*

My hobby is sport. I like wall climbing, riding my scooter and playing football. My sister's favourite animals are horses. She likes horse riding very much. My brother Harry likes dinosaurs. We have got some books and DVDs about dinosaurs. He likes the books but he doesn't like the films **because** they are scary.

- |   |  |
|---|--|
| <input type="checkbox"/> ① What is Rick's hobby?                  | <input type="checkbox"/> She likes horse riding. |
| <input type="checkbox"/> ② What is his sister's hobby?            | <input type="checkbox"/> Her hobby is reading.   |
| <input type="checkbox"/> ③ Does Harry like films about dinosaurs? | <input type="checkbox"/> His hobby is sport.     |
| <input type="checkbox"/> ④ Does he like books about dinosaurs?    | <input type="checkbox"/> No, she doesn't.        |
| <input type="checkbox"/> ⑤ What is Becky's hobby?                 | <input type="checkbox"/> Yes, she does.          |
| <input type="checkbox"/> ⑥ Does she like going to the library?    | <input type="checkbox"/> No, he doesn't.         |
| <input type="checkbox"/> ⑦ Does she like reading scary books?     | <input type="checkbox"/> Yes, he does.           |

### 13. WHAT ABOUT YOUR CLASSMATES? • Write questions. Then ask each other. What are your hobbies?

Do you like listening to music?

Yes, I do./  
No, I don't.

Do you like flying a kite?

WE LIKE

1. playing together
- 2.

## Learning to learn • Designing games together


### 14. GAMES • Work in groups. Make a game about months and seasons, hobbies or collections for the other groups.

- Let's make a crossword puzzle or a word search.
- About hobbies? OK.
- A word search! Good idea.



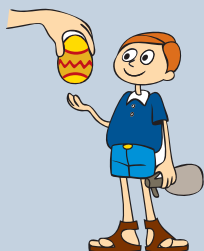
## Unit 8

## Culture • Children's favourites

71  15. FESTIVALS • Listen and read. Then match the words and the festivals.

Our favourite festival is **Halloween**. It is in autumn. It is from America. We put on **masks** and visit our friends. We **chant**: "Trick or treat, trick or treat, give us something nice to eat." We always **get** some **chocolate** or **sweets**. My parents don't like Halloween very much. Their favourite is Christmas. What is your favourite festival?

My favourite spring festival is **Easter**. At Easter we **paint** eggs for the boys. They visit the girls and chant: "Hol kitérek, hol betérek, mindenütt egy tojást kérek." They get red eggs or chocolate eggs.

**Easter (E)**

- masks  
 paint  
 sweets  
 chocolate eggs  
 children

**Halloween (H)**

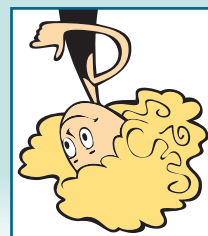
- chant   
 eggs   
 chocolate   
 visit

16. Talk about your favourite festival.

## MINISECRETS OF ENGLISH



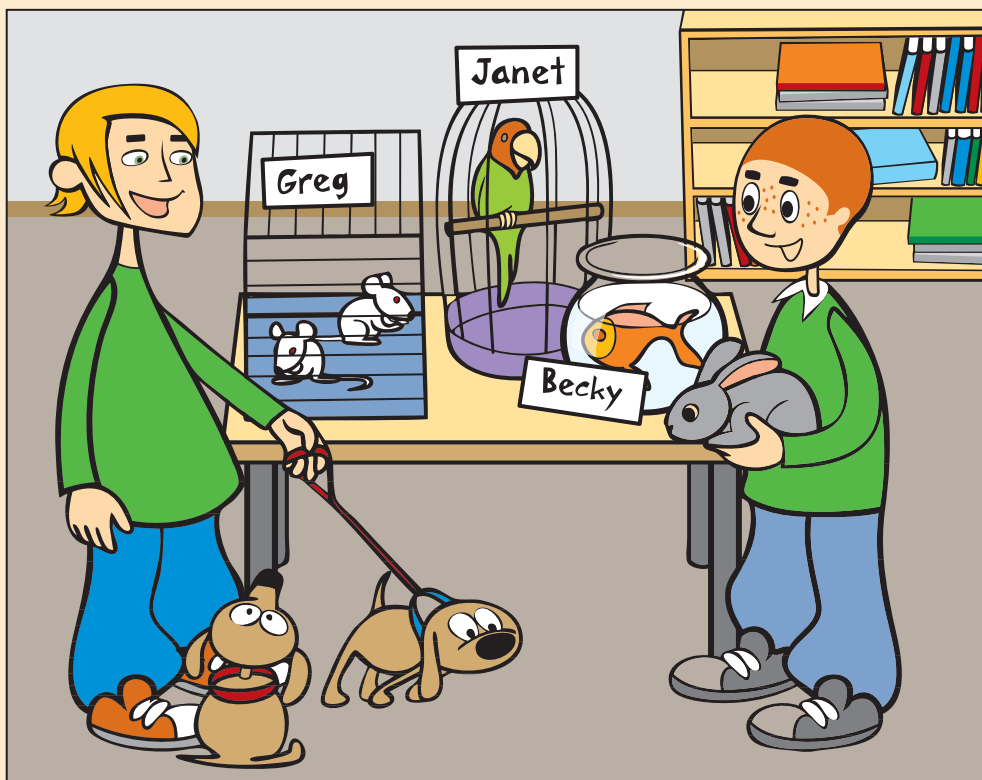
My brother, Harry, **likes** reading about dinosaurs.  
 He **doesn't like** films about dinos.  
**Does** he like riding a bike?  
 Yes, he **does**.  
 Does he like riding a scooter?  
 No, he **doesn't**.  
**Whose** hobby is horse riding?  
 It is Katie's (hobby).  
**Our** family likes sport. My parents like ball games.  
**Their** hobby is playing tennis.



# REVISION 4

## Vocabulary • Revising vocabulary (animals, actions)

**1. THE PET SHOW** • Write words about the picture in pairs. Then put them in groups (e.g. animals, actions).



*Rick* We have got two puppies. Our puppies can run, swim and jump. They can't catch mice. They like playing, running and walking in the park. They don't like sleeping in their house. They like sleeping in our room!

**72** **2. WHOSE PET IS IT?** • Look at the picture. Listen and find.

*My pet is colourful and noisy. It has got a small body, two legs and two wings. It likes fruit and seeds. It can fly and walk but it can't run. It likes talking.*

They are Greg's mice.

It is Janet's parrot.

*My pets are quiet and fast. They are small. They have got white fur. They have got short legs and long tails. They like seeds and cheese. They can run. They can't swim.*

**3. RÉKA'S HAMSTER** • Read.



I have got a small **hamster**. It likes seeds. Its favourite food is **peanuts**. It likes fruit too but it doesn't like apples. It can run but it can't jump. It is a funny animal. I like it very much.



# REVISION 4

## Communication • Asking for and giving information (Revising structure)

**4. MEMORY CHECK** • Read Exercises 1. and 3. again. Then talk about Réka's hamster and Rick's puppies in pairs.

☺ Can Réka's hamster...?

☹ Yes, it can./No, it can't.

☺ Does it like...?

☹ Yes, it does./No, it doesn't.

☺ Can Rick's puppies...?

☹ Yes, they can./No, they can't.

☺ Do they like...?

☹ Yes, they do./No, they don't.

VOCAB CHEST	
run	apples
jump	fruit
sing	greens
swim	seeds

VOCAB CHEST	
swim	running
jump	walking
run	playing
catch mice	sleeping in their house

**5. INTERVIEW** • Talk in pairs.

☹ What is your favourite activity?

☺ What about your friend?

☹ What is your favourite season?

☺ Why do you like it?

☺ I like...

☹ He/She likes...

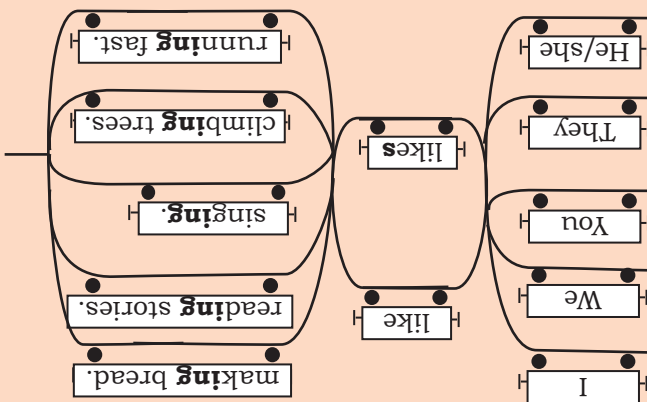
☺ I like summer./winter...

☹ Because it's sunny./snowy...

I like swimming./sledding...

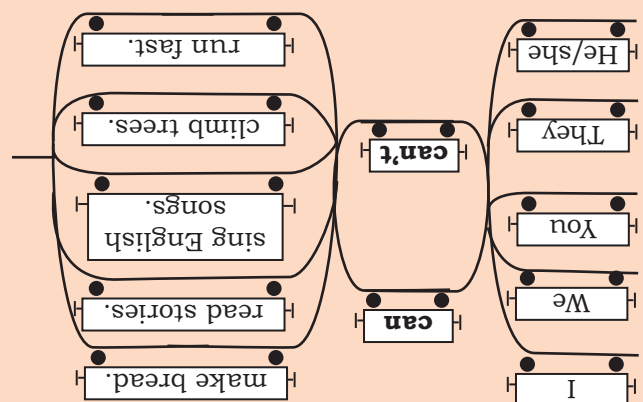
### MINISECRETS OF ENGLISH

**SENTENCE GAME** • Join the train wagons and write sentences in your exercise book.



I like singing.  
He likes reading stories.

2



I can't make bread.  
They can run fast.

1

## UNIT 2

### 73 THE ENORMOUS TURNIP (adaptation of a Russian folktale)

*Storyteller* This is a big garden. This is grandpa.  
*Grandpa* Look! A big turnip! An enormous turnip!  
*Storyteller* Grandpa is happy. Grandpa is small. The turnip is enormous.  
*Grandpa* Grandma! Come here! Please, help me!  
*Grandma* OK. I'm coming.  
*Storyteller* Grandpa is small. Grandma is small. The turnip is enormous.  
*Grandma* Tony! Come here! Please, help us!  
*Tony* OK. I'm coming.  
*Storyteller* Grandpa is small. Grandma is small. Tony is small and weak.  
The turnip is enormous.  
*Tony* Brenda! Come here! Please, help us!  
*Brenda* OK. I'm coming.  
*Storyteller* Grandpa is small. Grandma is small. Tony is small and weak.  
Brenda is small and weak too. The turnip is enormous.  
*Brenda* Mandy! Come here! Please, help us!  
*Mandy* OK. I'm coming.  
*Storyteller* Grandpa is small. Grandma is small. Tony is small and weak.  
Brenda is small and weak too. So is Mandy. The turnip is enormous.  
*Mandy* Brian! Come here! Please, help us!  
*Brian* OK. I'm coming.  
*Storyteller* Everybody is small and weak. The turnip is enormous.  
*Brian* Lassie! Lilly! Snowball! Come here! Please, help us!  
*Storyteller* Look! Grandpa, grandma, mum and dad, sister and brother, the dog,  
the cat and the mouse are strong together! They can pull out the  
enormous turnip!

## UNIT 4

### 74 ON THE FARM (adaptation of the folktale of The Little Red Hen)

*Storyteller* The Little Red Hen has got two little chickens. They are in the  
garden. They have got some friends too: a dog, a cat and a horse.  
*Cat* It's hot and sunny. It's time to sleep.  
*Dog* Let's play.  
*Horse* OK. Come on.  
*Storyteller* The Little Red Hen and the little chickens are in the garden.  
They have got some seeds. They are busy.  
*Hen* We've got some seeds. Please help us.  
*Dog & Horse* We are busy.  
*Cat* I'm sleepy.  
  
*Storyteller* The Little Red Hen and the chickens have got some water.  
They are very busy.  
*Chickens* Please help us.

*Dog & Horse*  
*Cat*

We are busy too.  
I'm very sleepy.

*Storyteller*

The Little Red Hen and the little chickens are in the house.  
The Little Red Hen is very busy.

*Chickens*

Dog! Cat! Horse! Please come and help us.

*Dog*

I'm busy.

*Cat*

Yes, we are very busy. And I'm sleepy.

*Storyteller*

Look at the Little Red Hen and the chickens.

*Dog*

Hmmmmmm. What is it?

*Cat*

Let's go to the window.

*Horse*

Quick!

*Storyteller*

The Little Red Hen and the chickens are at the table.

*Hen*

We've got some bread.

*Chickens*

Yummy!

*Dog, Cat & Horse*

We are hungry.

UNIT 6

**75**  **THE TOWN MOUSE AND THE COUNTRY MOUSE** (adaptation of a story by Aesop)

*Storyteller*

Town Mouse and Country Mouse are twins. Town Mouse has got a house in the town. Country Mouse has got a house near the town. Now they are in the house near the town. There's some tasty food on the table: some salad, some fruit – apples and grapes – and some water.

*Country Mouse*

The food is tasty. Aren't you hungry? The water is cold. Aren't you thirsty?

*Town Mouse*

I am hungry. But I don't like salad, apples and grapes. I'm thirsty. But I don't like water. Let's have some sandwiches at my house. I've got some yummy juice too.

*Storyteller*

Now they are in the town. There's some tasty food on the table: lots of cheese and ham sandwiches and some juice.

*Town Mouse*

The food is tasty. Aren't you hungry?

*Country Mouse*

I am hungry. I like cheese and ham. But I don't like the cars. I'm scared.

*Storyteller*

There is a big black cat behind the door. It's hungry.

*Cat*

I'm hungry!

*Country Mouse*

Shhh. What's that? I'm scared!

*Town Mouse*

Let's run!

*Mice*

Phew! That was close.

*Cats*

We're hungry! We like mice.

*Country Mouse*

I don't like this big house. I don't like the cars. I don't like big scary cats. I like my small house near the town...

*Town Mouse*

I don't like cars and big scary cats but I like my house in the town.





WINTER

**DAY OF HUNGARIAN CULTURE • A MAGYAR KULTÚRA NAPJA**

**22 January is the Day of Hungarian Culture. It is the day when Kölcsey Ferenc completed the Hungarian national anthem in 1823.**

Put your mirror here.

Himnusz című költeményének megírását 1823-ban  
 január 22-e a magyar kultúra napja. Ezen a napon írtate be Kölcsey Ferenc

**GUESS WHO? Match the pictures and the jobs.**

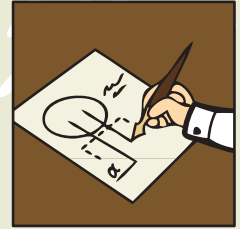
- ① Benedek Elek
- ② Munkácsy Mihály
- ③ Puskás Tivadar
- ④ Erkel Ferenc
- ⑤ Szent-Györgyi Albert
- ⑥ Kőrösi Csoma Sándor



a writer



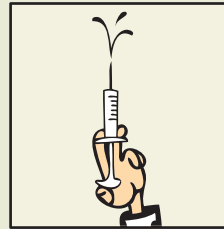
a composer



an inventor



an artist



a doctor



an explorer

**Collect names of famous Hungarian sports stars, film stars, musicians and singers.**

*Cseh László is a swimmer.*

**Now play a game. Choose a famous person and mime his or her job to the class.**

Are you a film star?

Are you a swimmer?

No, I'm not.

Yes, I am.

You are ...

**INTERNATIONAL CHILDREN'S BOOK DAY • NEMZETKÖZI GYERMEKKÖNYVNAP**

**2 April 1805 is the birthday of Hans Christian Andersen, the famous Danish storyteller. It is International Children's Book Day.**

Put your mirror here.

Születésnapja a nemzetközi gyermekkönyvek napjára.  
1805. április 2-án született Hans Christian Andersen, a híres dán mesemondó.

**Odd one out. Do the quiz in small groups.** (Go to the school library for help.)

- Which is not an Andersen story?
  - ① The Ugly Duckling
  - ② The Snow Queen
  - ③ Ilók and Mihók
- Which story is not about wolves?
  - ① The Three Little Pigs
  - ② The Little Mermaid
  - ③ Nine
- Which is not an animal story?
  - ① Winnie-the-Pooh
  - ② Bogáncs
  - ③ Thomas the Engine
- Which story is not about a witch?
  - ① King Kacor
  - ② Snow White
  - ③ Winnie-the-Witch
- Who is not in a detective story?
  - ① Emil
  - ② Süsü the dragon
  - ③ Kántor the dog

**Match the books and the writers.**

- ① Csukás István
- ② Fekete István
- ③ J. K. Rowling
- ④ R. Kipling
- ⑤ Móra Ferenc
- ⑥ A. A. Milne



**Bring your favourite book to class and talk about it.**

SUMMER

**WORLD ENVIRONMENT DAY • KÖRNYEZETVÉDELMI VILÁGNAP**

**5 June is World Environment Day.**

**It is a day to celebrate our relationship with the planet we live on.**

Put your mirror here.

ügyelme!

Az ünnep az ember Föld iránti felelősségére, a környezet megőrzésére hívja fel a  
 figyelmet, a környezetvédelmi világnap.

**THE GREEN PLANET BOARD GAME •** Play in small groups. Move on the board and try to reach the green planet first.

You slide down the snakes ☹️ but you can climb up the ladders 😊.

The board game grid consists of 25 numbered squares arranged in a 5x4 grid. The snake starts at square 1 and moves through the board as follows:

- Square 1:** You walk to school. (Ladder up to 2)
- Square 2:** (Ladder down to 1)
- Square 3:** (Ladder up to 4)
- Square 4:** You collect bottles in a recycling bin. (Snake down to 5)
- Square 5:** (Ladder up to 6)
- Square 6:** You buy a can of coke. (Ladder down to 7)
- Square 7:** (Ladder up to 8)
- Square 8:** (Ladder down to 9)
- Square 9:** (Ladder up to 10)
- Square 10:** (Ladder down to 11)
- Square 11:** You never drop litter. (Ladder up to 12)
- Square 12:** (Snake down to 13)
- Square 13:** You collect paper in a recycling bin. (Ladder up to 14)
- Square 14:** You turn off lights to save energy. (Ladder down to 15)
- Square 15:** (Ladder up to 16)
- Square 16:** (Snake down to 17)
- Square 17:** (Ladder up to 18)
- Square 18:** (Ladder down to 19)
- Square 19:** You forget to turn off the tap in the bathroom. (Ladder up to 20)
- Square 20:** (Snake down to 21)
- Square 21:** You put paper in the kitchen bin. (Ladder up to 22)
- Square 22:** (Snake down to 23)
- Square 23:** You buy new plastic bags in the shop. (Ladder up to 24)
- Square 24:** (Snake down to 25)
- Square 25:** Congratulations! (Green planet)

# Minisecrets of English

## Introduction

### A: Introduction • Bemutatkozás

A: What is **your** name? = Hogy hívnak? (Mi a neved?)

B: **My** name is Réka. = Rékának (hívnak). (Az én nevem Réka.)

(I am Réka.) = (Réka vagyok.)

☀️ Az előbeszédben ez sokkal rövidebben hangzik, amit írásban összevonással jelölünk. Az összevonásra az angol nyelvben az ' (aposztróf) jelet használjuk. Nézd csak meg a gyakorlatban:

A: What's **your** name?

B: **My** name's Réka.

(I'm Réka.)

🧐 Ennél a párbeszédnél azt is megfigyelheted, milyen sokszínű is az anyanyelved! Magyarul kétféle módon is jelöltük az angolul feltett kérdést. Szerinted melyik az udvariasabb? Vedd elő a tükrödöt a megoldáshoz!

HOGY HÍVNÁK?

🧐 Melyik lehet a szó szerinti fordítás?

MI A NEVED?

🧐 Mi segített a megfejtésben?

A „what” kérdőszó jelentése: mi

🧐 Még egy érdekes dolgot megfigyelhetsz! Mik lehetnek a kiemeléssel jelölt szavak?

**your** name = a te neved

**my** name = az én nevem

Fel tudnál még sorolni olyan dolgokat, amelyeknek ismered a nevét angolul?

**my** book, **my**...

**your** book, **your**...

### B: Naming things • Mi ez? Rámutatunk

☀️ Ha valaminek nem ismered az angol nevét, a legegyszerűbb módon a **What is this?** kérdéssel tudakozódhatsz.

A: **What** is *this*? = What's *this*? = Mi ez?

Figyeld meg azt is, hogyan válaszolhatsz, ha a társad tőled kér segítséget egy tárgy megnevezéséhez!

B: **It is** my book. = **It's** my book. = Ez az én könyvem.



Játsszunk egyet! Keress a teremben olyan tárgyakat, amelyeknek nem tudod a nevét angolul. Kérdezd meg a tanító nénitől, mit hogyan hívnak!



Keress most meg azokat a tárgyakat, amelyeket így neveznek angolul: (Szükség lesz a tükrödre a megfejtéshez!)

book pencil case desk bed

**C: Guessing • Mi ez? Találgatunk**

Egyik kedvenc játékunk a barkochba. Biztosan ti is játszottátok már magyarórán. Meg tudod mondani, miben különbözik ez a párbeszéd az előbbitől?

A: **What** is it? = Mi (lehet) ez?  
 B: Is it a swing? = (Ez egy) Hinta?

☀ Ha helyesen találgatunk, a magyar nyelvben általában csak igennel, ha helytelenül, nemmel válaszolunk. Szükséged lesz a tükrödre ahhoz, hogy megfigyeld, hogyan történik ez az angol nyelvben!

A: No, it isn't. = Nem, nem az.  
 A: Yes, it is. = Igen, az.



Ha sikerült megfejteni a különbséget, lapozzatok vissza a 12. oldalra, és barkochbázzatok!

**WELL DONE!**  
**Enjoy English and KEEP THE SECRET!**

**Unit 1**

**A: Asking questions, short answers, long answers • Kérdezzünk, röviden és hosszan válaszolunk**

Bár sok titkot megfejtettünk már, de ahhoz, hogy mindentitkok-ismerőjévé váljunk, még újabb és újabb felfedezésekre ösztönzünk téged! Felkészültél?

Mondd kérlek angolul:

Ez egy ceruza.

Ha segítségre van szükséged, vedd elő a tükrödet!


It is a pencil.

Most kérdezd:

Ez egy ceruza?

Hogyan is hangzik ez angolul?

Is it a pencil?



Mit vettél észre? Valóban. Megcserélődtek a szavak. Amíg a magyar nyelvben elég a hanglejtésünkkel játszani egy kérdő mondat összeállításához, addig az angol nyelvben szórendcserére is szükség van.  
De mi történik, ha válaszolunk egy kérdésre?

**Is it** a pencil? = Ez egy ceruza?  
Yes, **it is**. = Igen, az.

Ássza kerülj minden szó a helyére! ☹️


Szerencsére már nagyon sok szót ismerünk, így már a színekkel is játszhatunk egy kicsit:

**Is it** a black pencil? = Ez egy fekete ceruza?  
No, **it isn't**. **It's** a blue pencil. = Nem, ez nem az. Ez egy kék ceruza.




Akartok játszani? Szükség lesz tolltartóra és színes ceruzára. Kérdezzétek egymást!

### **B: Indefinite article: a, an • Határozatlan névelő: egy**




Amikor még beszélni tanultál, anyukád és apukád ehhez hasonló mondatokkal tanította meg a téged körülvevő tárgyak nevét:

Nézd csak! Ez egy cica. = Look! It is **a** cat.  
Ez meg egy elefánt. = And it is **an** elephant.




Nézd meg figyelmesen a mondatokat! Keresd meg az angol mondatokban az **egy (a sok közül)** megfelelőjét. Mondd ki!




Vajon miért van két formája ennek a szónak az angol nyelvben? Ha segítségre van szükséged, vedd elő a tükröd!

Ha **massajman** szóval kezdődik a szó utána: **s**  
Ha **man** szóval kezdődik: **sz**




Játsszunk egyet! Keressetek a társaddal olyan angol szavakat, amelyek előtt „**a**”, és olyanokat is, amelyek előtt „**an**” áll. Versenyezhetek is, kinek sikerül többet találnia!

### **C: Plurals • Többes szám**



Egy újabb titokra derül fény hamarosan! Ismered már a számokat angolul? Hát persze! Kukkants bele a tolltartódba! Számold meg, hány ceruzád van!

Egy ceruza, két ceruza, három ceruza... de hát megy ez angolul is!  
*One pencil, two pencils, three pencils, four pencils, five pencils...*



Hasonlítsuk össze a fenti példákat. Találsz valamilyen különbséget aközött, ahogyan a két nyelv ugyanazt a dolgot kifejezi? Használd a tükröd, ha segítségre van szükséged!

КЕГ СЕРУУС – ТВО БЕРСИЈ  
 ЕЭЛ СЕРУУС – ОУЕ БЕРСИЈ



Számoljatok! Hány lány, hány fiú van az osztályban, csoportban?

**WELL DONE!**

**Enjoy English and KEEP THE SECRET!**

## Unit 2

**A: Personal pronouns: he, she+is** • Az „ő” személyes névmás, hímnem, nőnem + létige

☀ A tárgyakon túl személyek is körülvesznek minket. A hozzánk legközelebb állók a családjunk tagjai, a barátaink. Íme egy leírás a családom egyik tagjáról: Szerinted fiúról, vagy lányról mesélek?

Jókedvű, alacsony. 4 éves.

Ugye ez alapján nem túl könnyű eldönteni? Nézd csak meg angolul!

**She is** happy and short. **She is** 4 years old.

☀ Így már könnyebb! A magyar nyelvtől eltérően még nagyon sok nyelv létezik, ahol különbséget tesznek a nőnemű (lány) és a hímnemű (fiú) alakok között. Az angol nyelvben a lányt „she”, amíg a fiút a „he” jelöli.

**B: Possessive adjectives: his, her+name, bike... etc**

• Birtokviszonyt kifejező személyes névmás: „az ő neve, biciklije”, hímnem, nőnem

**Introducing someone** • Bemutatunk valakit

This is **my** sister. **Her** name is Katie. = Ő a húgom. Katie-nek hívják.

She is 9 years old. = 9 éves.

This is **my** brother. **His** name is Harry. = Ő az öcsém. Harrynek hívják.

He is 5 years old. = 5 éves.

☀ Már nem csak bemutatkozni tudunk angolul, hanem másokat is be tudunk mutatni. Milyen különbségeket veszel észre a példákban? Segít a tükröd!

HER NAME – (AZ Ő) NEVE  
 MY SISTER – (AZ EN) HÚGOM  
 THIS IS – Ő

I	<b>my</b> name
she	<b>her</b> name
he	<b>his</b> name



Válasszatok ki valakit az osztályból, és mutassátok be angolul a többieknek. Kezdhettek így a bemutatást: **This is my friend. His/her name is...** Még egy titok! Ha bemutatnak valakit neked, így illik válaszolni: **Nice to meet you!**

**WELL DONE!**

**Enjoy English and KEEP THE SECRET!**



## Unit 3

**A: Expressing possession with have got, has got** • Birtoklás kifejezése a „neked (nekem) van”, „neki van” kifejezésekkel

My name is Garfield.  = Garfield vagyok.


I **have got** (I've got) a teddy bear. = Van egy macim.

A: **Have you got** a ball, Garfield? = Van labdád, Garfield?

B: Yes, I **have**. = Igen, van.

A: **Have you got** a bike? = Van bicajod?

B: No, I **haven't** (have not). = Nem, nincs.

 Bizonyára rengeteg játékok van otthon. Van, aki legózni szeret, van, aki a kirakós játékot kedveli. A fenti példából megtudhatod, Garfieldnek milyen játékaik vannak. Még egy érdekes dolgot megfigyelhetsz! Mi történt az aláhúzott szóval? Használd a tükröd!

I has got a ball → I has got a ball

 Készítsetek egy felmérést az osztályban arról, hány lánynak van az alábbi játéka: (Hívd a tükröd segítségül!) Kérdezzetek: **Have you got a ...?**

CSI

És hány fiúnak:


qo]]

Szerintetek fontos, hogy lányok is játsszanak „fiús” játékokkal, és fiúk „lányos”-akkal? Miért?


 A **have got, has got** szerkezettel beszélünk arról is, hogy van-e testvérünk:

Harry **has got** (he's got) a sister, Katie. = Harrynek van egy lánytestvére, Katie.

Katie **has got** two brothers. = Katie-nek két fiútestvére van.

 Az angol nyelvben nem jelölik külön szóval a húgot, nővért, hanem fiatalabb (**younger**), illetve idősebb (**older**) lánytestvért (sister) mondanak. Ugyanígy fejezik ki a különbséget az öcs és a báty között is: (a tükröd segít!)

younger brother' older brother

 Egy újabb felmérést készíthettek az osztályban. Párokban játsszátok el a következő párbeszédet, szerepcserével, majd mondjátok el az osztálynak, amit megtudtatok a társatokról (**She has got a..., but she hasn't got a...**):

A: Have you got a sister?

B: Yes, I have./No, I haven't.

A: Have you got a brother?

B: Yes, I have./No, I haven't.

**B: Describing people with “have got”, “has got” • Személyleírás a „van (neki)” kifejezéssel**

A: This is Harry. **Has he got** short hair? = Ez itt Harry. Rövid haja van?


B: Yes, **he has**. = Igen.

A: **Has he got** small eyes? = Kicsi a szeme?

B: No, **he hasn't** (has not). **He has got** big eyes. = Nem. Nagy szeme van.

☀- Önmagatokról már több dolgot is el tudtok mondani angolul. Össze tudjátok szedni közösen, mi mindent? Lapozzatok vissza az előző MINISECRETS oldalakra segítségért!

Testvéretekről, társatokról, barátotokról is mondhattok már néhány jellemzőt a **has got, hasn't got** szerkezettel.

 Hogy érdekesebb legyen a gyakorlás, barkochbázzatok. Egyvalaki gondoljon a társaitok közül valakire, a többiek kérdezzenek. Hogy már az elején leszűkítsétek a kört, meg kell mondani, hogy **she**, vagy **he** a kigondolt személy.

☀- Ez a táblázat segíthet a későbbiekben eligazodnod a titkok világában!

<b>I</b>	<b>have got</b> ('ve got) = nekem van	<b>haven't got</b> (have not got)	<b>Have I got?</b>
<b>You</b>	<b>have got</b> ('ve got) = neked van	<b>haven't got</b> (have not got)	<b>Have you got?</b>
<b>He, She, It</b>	<b>has got</b> ('s got) = neki van	<b>hasn't got</b> (has not got)	<b>Has he got?</b>
<b>We</b>	<b>have got</b> ('ve got) = nekünk van	<b>haven't got</b> (have not got)	<b>Have we got?</b>
<b>You</b>	<b>have got</b> ('ve got) = nektek van	<b>haven't got</b> (have not got)	<b>Have you got?</b>
<b>They</b>	<b>have got</b> ('ve got) = nekik van	<b>haven't got</b> (have not got)	<b>Have they got?</b>

**WELL DONE!**  
**Enjoy English and KEEP THE SECRET!**

**Unit 4**

**A: Personal pronouns + verb “be” • Személyes névmások és a létige**

**They are** from England (they = Harry and Katie). = Harry és Katie angolok (Angliából valók).

*H+K:* **We are** from England. = Angolok vagyunk. (Angliából valók vagyunk.)

Harry is short and Katie is tall. = Harry alacsony és Katie magas.

*H:* **I am** short. = Alacsony vagyok. *K:* **I am** tall. = Magas vagyok.

☀ Vesd össze a táblázatot a példamondatokkal. Mit tapasztalsz a magyar mondatoknál?

„Hizgulzik”, az én’ a mi’ a mondatból.

☀ Az angol nyelvben, ha arról beszélünk, melyik országból valók vagyunk, milyen a testfelépítésünk, vagy a hangulatunk, mindig meg kell mondanunk, kiről beszélünk, és a „van” ige megfelelő formáját is használnunk kell!

🧐 Válasszon mindenki az alábbi szavak közül egyet, ami igaz rá, és játsszatok láncjátékot (*chain game*): Mindenki mutasson rá a soron következő játékos, és ismétlje meg, amit mondtak: **You are ..., you are ..., and I am ...** . Használd a tükörd!

μσββλ    εσβ    τμμμλ    τσπ

☀ Ez a táblázat segíthet a későbbiekben eligazodnod a titkok világában!

<b>I</b> = én	<b>am</b> = vagyok	<b>'m not</b> (am not)	<b>Am I?</b>
<b>You</b> = te	<b>are</b> = vagy	<b>aren't</b> (are not)	<b>Are you?</b>
<b>He, She, It</b> = ő	<b>is</b> = van	<b>isn't</b> (is not)	<b>Is he/she/it?</b>
<b>We</b> = mi	<b>are</b> = vagyunk	<b>aren't</b> (are not)	<b>Are we?</b>
<b>You</b> = ti	<b>are</b> = vagytok	<b>aren't</b> (are not)	<b>Are you?</b>
<b>They</b> = ők	<b>are</b> = vannak	<b>aren't</b> (are not)	<b>Are they?</b>

**WELL DONE!**  
**Enjoy English and KEEP THE SECRET!**

## Unit 5

**A: Talking about location: There is, there are** • Környezetünkről beszélünk: „Van egy..., Vannak...”

**There is** (there's) a cinema in Long Street. = Van egy mozi a Long Street-en.

**There are** two/lots of toys in the park. = Van két/sok játék a parkban.

☀ Akár turistaként, akár helyi lakosként szükséged lehet a fenti mondatokra, ha angolul kell beszélgetned. Akkor is, ha levelezőtársadnak szeretnél arról a városról (iskoláról, játszótérről) írni, ahol laksz (tanulsz, játszani szoktál). Jegyezd meg, hogy ha egy adott dolgot említesz, mindig a **“there is a...”** szerkezetet, míg ha több dologról beszélünk, a **“there are two\*/lots of...”** szerkezetet használjuk.

🧐 Ismét egy játékra hívunk benneteket! Párokban, vagy csoportokban is játszhatok. Egy dobókockára és egy üres papírlapra lesz szükségetek. A játék neve: „A mi városunk...”. Minden szám jelentsen egy épületeket. Segítek:

♣: 8 βετ σποβ    ♠: 8 ζωμμωπιμγ βοογ    ♠: 8 σπβετμσπκετ  
J: 8 σμπμσβ    ♣: 8 τολσποβ    ♣: 8 σμπεμσ

\*más számmal is helyettesíthető

Minden játékos háromszor dobhat. Írjátok fel minden dobás után, mi minden található a városotokban, majd mutassátok be azt a többieknek. **“There is a ... There are two/three/lots of ... in ...”** Nevet is adhattok a városnak és rajzolhatok is!

**B: Yes/No questions, short answers • Eldöntendő kérdések, rövid válaszok**

**Is there a** school near here? = Van a közelben iskola?

Yes, **there is.** = Igen, van.

**Is there a** shoe shop near here? = Van a közelben cipőbolt?

No, **there isn't.** = Nincs.

**Are there** many trees in the park? = Sok fa van a parkban?

Yes, **there are.** = Igen.

**Are there** many bushes? = Sok bokor van?

No, **there aren't.** = Nincs sok.

☀ Képzeljétek el, hogy egy külföldi megállít benneteket az utcán. Nem ismeri a környéket. Érdeklődik hát. Mit vesztek észre a fenti mondatoknál?

Az „**is**”\„**are**” és a „**there**” helyet cserélt

Ez már nem is újdonság számunkra, hiszen megtanultuk már korábban, hogy a kérdésnél mindig szórendcsere van a mondatban.

☀ Még egy dologra szeretném felhívni a figyelmed! Mi történt a **'lots of'** szóval a kérdésnél? Segítségül hívhatod a tükrödet!

átváltozott **“lots of”**-re

Ezt jegyezd meg jól! Később még tanulni fogunk róla!

**WELL DONE!**  
**Enjoy English and KEEP THE SECRET!**

**Unit 6**

**Talking about likes and dislikes: • Tetszés, nemtetszés kifejezése:**

What do you like? = Mit szeretsz?

I **like** fish and tomatoes but I **don't like** butter or grapes. = Szeretem a halat és a paradicsomot, de nem szeretem a vaját és a szőlőt.

☀ Egy mindenki számára érdekes *titokról* beszéljünk most! Olyan mondatokat, kifejezéseket tanulunk itt angolul, ami a világon talán a legtöbbször hangzik el – más-más nyelven természetesen – egy nap alatt. Mire gondolkod? Segít a tükröd!

SZERETEM – I LIKE      NEM SZERETEM – I DON'T LIKE



Van kedved egy mini-felmérést készíteni? Legyen a zsebedben mindig egy darab papír és egy ceruza. Egy napon keresztül figyelj meg, hányszor hangzanak el a fenti kifejezések. Ahányszor hallod, húzz mindig egy vonalat a papírodra! Vessétek össze társaiddal az eredményeket!

Még valamire szeretnénk felhívni a figyelmed. Mit veszel észre az alábbi szavaknál?

**some** fish    **some** tomato**es**    **some** butter    **some** lemon**s**  
 néhány hal    néhány paradicsom    valamennyi vaj    néhány citrom

☀️ Az **I like, I don't like, some** kifejezések után a dolgok, ételek általában többes számban szerepelnek. A többes számú alakokról a következő fejezetben olvashatsz újabb *titkokat*. Annyit azért még elárulok, hogy vannak olyan dolgok, amelyeknek a többes száma megegyezik az egyes számukkal (pl.: **fish**), vannak olyanok, amelyek csak valamely mérőegység segítségével számolhatóak meg (pl.: **butter – dkg, csomag**). A többes szám jele az angol nyelvben az **-s**, amely a szavak végére kerül. A többi titokra a következő fejezetben derül fény!

**WELL DONE!**  
**Enjoy English and KEEP THE SECRET!**

**Unit 7**

**A: Plurals • Többes számok**

How many? = Mennyi?  
**Lots of...** = Sok

snake ⇨ snake**s**    ostrich ⇨ ostrich**es**    puppy ⇨ puppi**es**    wolf ⇨ wol**ves**    mouse ⇨ mi**ce**  
 kígyó                    strucc                    kiskutya                    farkas                    egér

☀️ Az előző fejezetben már láttunk néhány példát a többes szám jelölésére. Most vess egy pillantást a fenti példákra. Mit vettél észre? Segít a tükröd az ellenőrzésben!

-----

ἢ ἡ σο κῆρσοδιῆ.  
 ἄσσυ  
 -s' -es' -ies' -ves' ἄσσυοδῆσ κῆρσοδιῆσ ἡ σοσασῆ.  
 Ἀ τῶρρῆσ σοσῆσ κῆρσοδιῆσ ἡσσορ κῆρσοδιῆσ.

Lapozz vissza a tankönyved 7. fejezetének Minisecrets of English részéhez! Háromfős csoportokban figyeljétek meg a táblázatokat és próbáljátok meg kitárolni a szabályt. Majd gyűjtsetek még szavakat a táblázat megfelelő részeihez a már ismert szavak közül!

**B: Abilities: can, can't (cannot) • Képesség kifejezése: tudok, nem tudok**

Harry: **I can** ride a bike but **I can't** skateboard. = Tudok biciklizni, de nem tudok gördeszkázni.

**Can you** skateboard Katie? = Te tudsz gördeszkázni, Katie?

Katie: No, **I can't**. But **I can** rollerblade. = Nem tudok, de tudok görkorizni.

☀️ Ha valamire képes vagy, tudsz valamit csinálni: az **I can...** kifejezést, ha nem tudsz valamit csinálni, az **I can't (cannot...)** kifejezést használd!



Gyűjtsétek ki a cselekvést jelölő igéket egyforma méretű, különálló papírlapokra! Párokban játsszatok! Ha összekevertétek a kártyát, terítsétek ki fejfel lefelé az asztalon őket. Minden játékos egyszerre két kártyát húzhat, és elmondja, képes-e a kihúzott cselekvésre vagy sem. Akkor kapnak pontot a játékosok, ha **“I can... but I can’t...”** típusú mondatokat mondanak. Figyelem! Igazat kell mondanotok! Az nyer, akinek több pontja van. Meghatározott időre játsszatok a játékot!

☀ Ez a táblázat segíthet a későbbiekben eligazodnod a titkok világában!

<b>I</b>	<b>can</b> = tudok	<b>can't (cannot)</b>	<b>Can I?</b>
<b>You</b>	<b>can</b> = tudsz	<b>can't (cannot)</b>	<b>Can you?</b>
<b>He, She, It</b>	<b>can</b> = tud	<b>can't (cannot)</b>	<b>Can he, she, it?</b>
<b>We</b>	<b>can</b> = tudunk	<b>can't (cannot)</b>	<b>Can we?</b>
<b>You</b>	<b>can</b> = tudtok	<b>can't (cannot)</b>	<b>Can you?</b>
<b>They</b>	<b>can</b> = tudnak	<b>can't (cannot)</b>	<b>Can they?</b>

**WELL DONE!**  
**Enjoy English and KEEP THE SECRET!**

**Unit 8**

**A: Talking about likes and dislikes: likes+ verb +ing • Kedvelt és nem kedvelt foglalatosságunkról beszélünk**

My brother, Harry, **likes** read**ing** about dinosaurs. =  
 A bátyám, Harry, szeret a dinoszauruszokról olvasni.

He **doesn't like** films about dinos. = Nem szereti a dinókról szóló filmeket.

**Does** he **like** rid**ing** a bike? = Szeret bicajozni?  
 Yes, he **does**. = Igen (szeret.)

**Does** he **like** rid**ing** a scooter? = Szeret rollerezni?  
 No, he **doesn't**. = Nem, azt nem (szeret).

☀ Ennél a résznél már bátran használhatjuk mindazt, amit eddig megtanultunk! A továbblépéshez elevenítsétek fel, amit az **I like..., I don't like...** szerkezetéről már tudtok. (Lásd.: Unit 6.) A fenti példákban mi különbözik az eddig megismertektől?

CSELEKVÉSEKRIŐI BESZÉLŐNK



Gyűjtsetek párokban cselekvéseket az eddig tanultak közül. (Lásd: Unit 8. Exercise 9.) Íme néhány:

íradliszgá  
 εατιπá íce-ερεαππ

εαικαυλελεδετεε  
 ιλιππá ε κιτε

εεαυκοεεε  
 ειεεεππáε

☀- Most pedig figyelj meg, mi a különbség az előző és az alábbi szavak jelentése között:

fly a kite = sárkányt eregetni      eat an ice-cream = fagyit enni      sledge = szánkózni

☀- Később ezekre a szótári kifejezésekre is szükségünk lesz majd, de most még ne feledjétek:

-----  
 I like reading      I don't like reading

☀- Ez a táblázat segíthet a későbbiekben eligazodnod a titkok világában!

I <b>like</b> reading.	I <b>don't like</b> reading.	<b>Do I like</b> reading?	<b>Yes, I do.</b> <b>No, I don't.</b>
You <b>like</b> reading.	You <b>don't like</b> reading.	<b>Do you like</b> reading?	<b>Yes, you do.</b> <b>No, you don't.</b>
He/She/It <b>likes</b> reading.	He/She/It <b>doesn't like</b> reading.	<b>Does he/she/it like</b> reading?	<b>Yes he/she/it does.</b> <b>No, he/she/it doesn't.</b>
We <b>like</b> reading.	We <b>don't like</b> reading.	<b>Do we like</b> reading?	<b>Yes, we do.</b> <b>No, we don't.</b>
You <b>like</b> reading.	You <b>don't like</b> reading.	<b>Do you like</b> reading?	<b>Yes, you do.</b> <b>No, you don't.</b>
They <b>like</b> reading.	They <b>don't like</b> reading.	<b>Do they like</b> reading?	<b>Yes, they do.</b> <b>No, they don't.</b>

### B: Whose...? (possessive adjectives)

- Kinek a...? (birtokviszonyt kifejező személyes névmások)

**Whose** hobby is horse-riding? = Kinek a hobbija a lovaglás?  
 It is Katie's (hobby). = Katié.

**Our** family likes sport. = A (mi) családjunk szeret sportolni.  
 My parents like ball games. = A szüleim szeretik a labdajátékokat.

**Their** hobby is playing tennis. = A(z) (ő) hobbijuk a tenisz.


☀- A fenti példák segítségével keresd meg, melyek azok a szavak, amelyekkel a **'whose hobby/family (kinek a hobbija, családja)?'** kérdésekre válaszolhatunk. Ellenőrzéshez használd a tükröd!

-----  
 Katie's hobby      a mi családjunk      az ő hobbijuk  
 Katie's hobby      Our family      Their hobby

☀- A példák alapján megfigyelheted, hogy az angol nyelvben többféle módon mondhatod, hogy „valakinek a valamije”:

's,  
 és a személyes névmások birtokviszonyt kifejező formáival  
 (lásd a lenti táblázatot!)

Ügyelj azonban arra, hogy az utóbbinál mindig mondd ki a tárgyat is a személyes névmás mellé!

 A gyakorlás kedvéért játsszatok láncjátékot: Az első játékos válasszon egy tárgyat az asztaláról, adja tovább a társának és mondja: **My book is your book...** a társa folytassa: **Your book is his or her book...** a következő: **Her book is our book...** és így tovább. Akinél elfogytak a személyes névmások, újra indítja a kört egy újabb tárgy választásával. Aki elrontja, kiesik a játékból.

 Ez a táblázat segíthet a későbbiekben eligazodnod a titkok világában!

<b>I</b> = én	<b>my book</b> = az én könyvem
<b>you</b> = te	<b>your book</b> = a te könyved
<b>he</b> = ő	<b>his book</b> = az ő könyve (fiú)
<b>she</b> = ő	<b>her book</b> = az ő könyve (lány)
<b>it</b> = ő	<b>its window</b> = az ő ablaka (tárgy)
<b>we</b> = mi	<b>our book</b> = a mi könyvünk
<b>you</b> = ti	<b>your book</b> = a ti könyvetek
<b>they</b> = ők	<b>their book</b> = az ő könyvük

### WELL DONE!

Már rengeteget tudunk az angol nyelvről, de jócskán várnak még ránk megfejteni való titkok! Remélem szívesen velünk tartotok a Secrets tankönyvcsalád többi részében is! Addig se felejtsetek el:

**Enjoy English and KEEP THE SECRET!**



# Dictionary

## Units 1-8

### A, a

a pair of	egy pár
a pair of rollerblades	egy pár görkorcsolya
activity book [æk'tɪvɪti bʊk]	munkafüzet
alligator ['ælɪgətə]	aligátor
alphabet ['ælfəbet]	ábécé
always ['ɔ:lweɪz]	mindig
animal ['ænmə]	állat
apple ['æpl]	alma
April ['eɪprɪ]	április
arm [ɑ:m]	kar
August [ɔ:'gʌst]	augusztus
aunt [a:nt]	nagynéni
autumn ['ɔ:təm]	ősz
*Alaska [ə'læskə]	Alaszka
*another photo	egy másik fénykép

### B, b

badge ['bædʒ]	kitűző
bag [bæg]	táska
ball [bɔ:l]	labda
balloon [bə'lju:n]	léggömb
banana [bə'nɑ:nə]	banán
basket ['bɑ:skɪt]	kosár
basketball [bɑ:skɪt'bɔ:l]	kosárlabda
bear [beə]	medve
because [br'kɔ:z]	mert
big [bɪg]	nagy
bike [baɪk]	bicikli
bird [bɜ:d]	madár
black [blæk]	fekete
blanket ['blæŋkɪt]	takaró
blond [blɒnd]	szőke
blue [blu:]	kék
board game	társasjáték
boat [bəʊt]	csónak, hajó
boating ['bəʊtɪŋ]	csónakázás
body ['bɒdi]	test
book [bʊk]	könyv
bookshop ['bʊkʃɒp]	könyvesbolt
boots ['bu:ts]	csizma, bakancs
boy [bɔɪ]	fiú
bread [bred]	kenyér
breakfast ['brekfæst]	reggeli
brother ['brʌðə]	testvér (fiú)
brown [braʊn]	barna
butter ['bʌtə]	vaj
*busy ['bɪzi]	elfoglalt

### C, c

calendar ['kæləndə]	naptár
car [kɑ:]	autó
car park	parkoló

castle ['kɑ:sl]	vár, kastély
cat [kæt]	macska
catch [kætʃ] some fish	halat fog
centre ['sentə]	központ
chair [tʃeə]	szék
cheese [tʃi:z]	sajt
cheetah [tʃi:tə]	gepárd
chicken ['tʃɪkɪn]	csirke
child [tʃaɪld],	gyerek
children [tʃɪldrən]	gyerekek
chocolate ['tʃɒklət]	csokoládé
chocolate cake	csokoládétorta
church [tʃɜ:tʃ]	templom
cinema ['sɪnəmə]	mozi
circus ['sɜ:kəs]	cirkusz
classroom ['klɑ:sru:m]	tanterem
climb [klaɪm]	mászik
clothes ['kləʊðz]	ruhák
clothes shop	ruházati bolt
cold [kəʊld]	hideg
collection [kə'leɪʃn]	gyűjtemény
colourful ['kʌləfʊl]	színes
cool [ku:l]	hűvös/remek, király
cornflakes ['kɔ:nfleɪks]	kukoricapehely
cousin ['kaʊzɪn]	unokatestvér
crocodile ['krɒkədaɪl]	krokodil
cross [krɒs]	átmenni (pl. utcán)
crossword puzzle	keresztrejtvény
*capital ['kæpɪtl] (city)	főváros
*car boot sale	bolhapiac
*chant [tʃɑ:nt]	mondóka
*children around the world	gyermek a világ minden tájáról
*classmate ['klɑ:smet]	osztálytárs
*country mouse	vidéki egér

### D, d

December [dr'sembə]	december
dinosaur ['daɪnəsɔ:]	dinoszaurusz
dog [dɒg]	kutya
door [dɔ:]	ajtó
dress [dres]	női ruha
drink [drɪŋk]	ital/iszik
duck [dʌk]	kacsa
*display [dr'spleɪ]	kiállítás

### E, e

ear [ɪə]	fül
egg [eg]	tojás
eight [eɪt]	nyolc
eighteen [eɪ'ti:n]	tizennyolc
elephant ['elɪfənt]	elefánt
eleven [ɪ'ven]	tizenegyet

England [ˈɪŋɡlənd]  
enormous [ɪˈnɔ:məs]  
enough [ɪˈnʊf]  
everybody [ˈevrɪbɒdi]  
exercise book  
eye [aɪ]  
\*Easter [ˈi:stə]

**F, f**

face [feɪs]  
family [fæməli]  
fantastic [fænˈtæstɪk]  
fast [fɑ:st]  
father/ dad [ˈfɑ:ðə/dæd]  
February [ˈfebruəri]  
Ferris wheel  
fifteen [fɪfˈti:n]  
fish, fish [fɪʃ]  
five [faɪv]  
flower [ˈflaʊə]  
fly [flaɪ]  
fly a kite  
food [fu:d]  
foot [fʊt], feet [fi:t]  
football [fʊtˈbɔ:l]  
four [fɔ:]  
fourteen [fɔ:ˈti:n]  
freckle [ˈfrekəl]  
friend [frend]  
fruit [fru:t]  
funny [ˈfʌni]  
fur [fɜ:]  
\*fantasy town  
\*festival [ˈfestɪvəl]  
\*finger [ˈfɪŋɡə]  
\*fishing line  
\*friendly [ˈfrendli]

**G, g**

garage [ˈgærɑ:ʒ]  
  
garden [ˈgɑ:dn]  
garden shed  
  
get up [get ʌp]  
giraffe [dʒɪˈrɑ:f]  
girl [gɜ:l]  
glasses [ˈglɑ:sɪz]  
gloves [glʌvz]  
go [gəʊ] fishing  
go home  
go shopping  
go to bed  
go to school  
gorilla [gəˈrɪlə]

Anglia  
hatalmas  
elég, elegendő  
mindenki  
füzet  
szem  
húsvét

arc  
család  
fantasztikus  
gyors  
apa  
február  
óriáskerék  
tizenöt  
hal, halak  
öt  
virág  
repül  
sárkányt röptet  
étel  
lábfej, lábfejek  
focilabda  
négy  
tizennégy  
szepő  
barát  
gyümölcs  
mókás  
szór  
képzeletbeli város  
ünnep  
ujj  
horgászsinór  
barátság

garázs/  
szerelőműhely  
kert  
kerti szerszámos  
kamra  
felkel  
zsiráf  
lány  
szemüveg  
kesztyű  
horgászni megy  
hazamegy  
vásárolni megy  
lefekszik  
iskolába megy  
gorilla

grandfather/grandpa  
[ˈgrænfɑ:ðə/ˈgrænpɑ]  
grandmother/grandma  
[ˈgrænmʌðə/ˈgrænmʌ]  
grandparent [ˈgrænpɛərənt]  
grapes [greɪps]  
grass [grɑ:s]  
green [ɡri:n]  
grey [ɡreɪ]  
\*get [get]

nagyapa  
nagy mama  
nagyszülő  
szőlő  
fű  
zöld  
szürke  
szerez, kap

**H, h**

hair [heə]  
ham [hæm]  
hamster [ˈhæmstə]  
hand [hænd]  
happy [ˈhæpi]  
harbour [ˈhɑ:bə]  
hat [hæt]  
have a sandwich  
head [hed]  
helicopter [ˈhelɪkɒptə]  
helmet [ˈhelmɪt]  
hobby [ˈhɒbi]  
honey [ˈhʌni]  
horse [hɔ:s]  
horse riding  
hospital [ˈhɒspɪtl]  
hot [hɒt]  
Hungary [ˈhʌŋɡəri]  
hungry [ˈhʌŋɡri]  
\*Halloween [ˈhæləʊi:n]  
  
\*hen [hen]  
\*hook [hu:k]  
\*hopscotch [ˈhɒpskɒtʃ]

haj  
sonka  
hőrcsög  
kéz  
boldog  
kikötő  
kalap  
szendvicset eszik  
fej  
helikopter  
sisak  
hobby  
méz  
ló  
lovaglás  
kórház  
forró  
Magyarország  
éhes  
Mindenszentek,  
Halloween<sup>1</sup>  
tyúk  
horog  
ugróiskola

**I, i**

ice-cream bar  
icy [aɪsi]

fagyizó  
jeges

**J, j**

jacket [ˈdʒækt]  
jaguar [ˈdʒæɡjuə]  
January [ˈdʒænjʊəri]  
jeans [dʒi:nz]  
jeep [dʒi:p]  
jigsaw puzzle  
juice [dʒu:s]

dzseki  
jaguár  
január  
farmernadrág  
dzsip  
kirakó  
gyümölcsle

<sup>1</sup> az angolszász országokban október 31-e éjszakáján tartott ünnep (bővebben: <http://hu.wikipedia.org/wiki/Halloween>)

July [dʒuˈlaɪ]	július
jump [dʒʌmp]	ugrik
June [dʒuːn]	június

### K, k

kite [kaɪt]	papírsárkány
knee [niː]	térd
*Kenya [ˈkenjə]	Kenya

### L, l

leg [leg]	láb
library [ˈlaɪbrəri]	könyvtár
lighthouse [ˈlaɪthaʊs]	világítótorony
lion [ˈlaɪən]	oroszlán
listen [lɪsn] to music	zenét hallgat
long [lɒŋ]	hosszú
lots of	sok
lunch [lʌntʃ]	ebéd
*lollipop lady	forgalomirányító <sup>2</sup>
*lost toy	elveszett játékszer

### M, m

make [meɪk] a sandwich	szendvicset készít
March [mɑːtʃ]	március
market [ˈmɑːkɪt]	piac
marmalade [ˈmɑːməleɪd]	narancslekvár
May [meɪ]	május
meat [mi:t]	hús
milk [mɪlk]	tej
mirror [ˈmɪrə]	tükör
model [ˈmɒdl]	makett
modern [ˈmɒdən]	modern
monkey [ˈmʌŋki]	majom
month [mʌnθ]	hónap
mother/mum [ˈmʌðə/mʌm]	anya
mountain [ˈmaʊntɪn]	hegy
mouse [maʊs], mice [maɪs]	egér, egerek
mouth [maʊθ]	száj
museum [mjuːziəm]	múzeum
*mask [mɑːsk]	álarc

### N, n

neck [nek]	nyak
new [njuː]	új
nice [naɪs]	szép
nine [naɪn]	kilenc
nineteen [naɪnˈtiːn]	tizenkilenc
noisy [ˈnɔɪzi]	zajos
nose [nəʊz]	orr
November [nəʊˈvembə]	november
now [naʊ]	most

### O, o

October [ɒkˈtəʊbə]	október
old [əʊld]	öreg/régi
one [wʌn]	egy
orange [ˈbrɪndʒ]	narancs/ narancssárga
orange juice	narancslé
ostrich [ˈɒstrɪtʃ]	strucc
over there	amott
*ocean [ˈəʊʃn]	óceán

### P, p

parent [ˈpeərənt]	szülő
park [pɑːk]	park
parrot [ˈpærət]	papagáj
party [ˈpɑːti]	buli
PE kit	testnevelés- felszerelés
peanut [ˈpiːnʌt]	mogyoró
pen [pen]	toll
pencil [ˈpensl]	ceruza
pencil case	tolltartó
pencil sharpener	faragó
penknife [ˈpennaɪf]	zsebkés
people [piːpl]	emberek
pet shop	állatkereskedés
picnic [ˈpɪknɪk]	piknik
pink [pɪŋk]	rózsaszín
place [pleɪs]	hely
plane [pleɪn]	repülőgép
play [pleɪ] basketball	kosarazik
play board games	társasozik
play football	focizik
play handball	kézilabdázik
play on the see-saw	mérleghintázik
play on the slide	csúszdázik
play on the swing	hintázik
play tennis	teniszezik
playful [ˈpleɪfʊl]	játékos
playground [ˈpleɪgraʊnd]	játszótér
post office	posta
postcard [ˈpəʊstkaːd]	képeslap
pullover [ˈpʊləʊvə]	pulóver
purple [ˈpɜːpl]	lila
*paint [peɪnt]	fest
*photo [ˈfəʊtəʊ]	fénykép
*play hide-and-seek	bújócskázik
*poster [ˈpəʊstə]	plakát
*pull out	kihúz (pl. répát a földből)
*puppet show	bábelőadás
*put [pʊt] on	felvesz

<sup>2</sup> Angliában az iskolák előtti közutakon a gyerekek biztonságos átkelését segítő személy. (Ha tábláját felemeli, az autók megállnak.)

**Q, q**

\*quick [kwɪk] gyors, gyorsan

**R, r**

rain forest [ˈreɪn fɔːrɪst] esőerdő  
 raincoat [ˈreɪnkəʊt] esőkabát  
 read [riːd] olvas  
 red [red] piros, vörös  
 relax [rɪˈlæks] pihen  
 restaurant [ˈrestɒrənt] étterem  
 ride [raɪd] a bike biciklizik  
 ride a scooter rollerezik  
 robot [ˈrəʊbɒt] robot  
 rocking horse hintaló  
 roll [rɒl] zsemle  
 rollerblade [rɒləˈbleɪd] görkorcsolyázik  
 rope [rəʊp] kötél  
 rubber [ˈrʌbər] radír  
 ruler [ˈruːlə] vonalzó  
 run [rʌn] fut

**S, s**

sad [sæd] szomorú  
 salad [ˈsæləd] saláta  
 sandals [ˈsændəls] szandál  
 sandwich [ˈsænwɪtʃ] szendvics  
 savannah [səˈvænə] szavanna  
 scared [skeəd] rémült  
 scarf [skɑːf] sál  
 scary [ˈskeəri] ijesztő  
 school [skuːl] iskola  
 schoolbag [ˈskuːlbæg] iskolatáska  
 scooter [ˈskuːtə] roller  
 season [ˈsiːzn] évszak  
 secret [ˈsiːkrət] titok  
 seed [siːd] mag  
 see-saw [ˈsiːsɔː] mérleghinta  
 September [səpˈtembə] szeptember  
 seven [ˈsevn] hét  
 seventeen [sevnˈtiːn] tizenhét  
 sharp [ʃɑːp] éles  
 shirt [ʃɜːt] ing  
 shoe shop cipőbolt  
 shoes [ʃuːz] cipő  
 shop [ʃɒp] bolt  
 shop window kirakat  
 short [ʃɔːt] rövid/alacsony  
 shorts [ʃɔːts] rövidnadrág  
 shoulder [ˈʃəʊldə] váll  
 sing [sɪŋ] énekel  
 sister [ˈsɪstə] testvér (lány)  
 sit [sɪt] ül  
 six [sɪks] hat  
 sixteen [sɪksˈtiːn] tizenhat

skateboard [ˈskeɪtbɔːd] gördeszka/  
 gördeszkázik  
 skirt [skɜːt] szoknya  
 sledge [sledʒ] szánkó  
 sleep [sliːp] alszik  
 sleepy [ˈsliːpi] álmos  
 slide [slaɪd] csúszda  
 slow [sləʊ] lassú  
 small [smɔːl] kicsi  
 snake [sneɪk] kígyó  
 snow [snəʊ] hó  
 snow leopard [ˈlepəd] hópárduc  
 socks [sɒks] zokni  
 some [sʌm] néhány, egy kevés  
 sports centre sportközpont  
 sporty [ˈspɔːti] sportos  
 spring [sprɪŋ] tavasz  
 statue [ˈstætjuː] szobor  
 street [striːt] utca  
 strong [strɒŋ] erős  
 summer [ˈsʌmə] nyár  
 sun umbrella napernyő  
 sunny [ˈsʌni] napos  
 supermarket [ˈsuːpəməːkɪt] élelmiszerbolt  
 surprised [səˈpraɪzd] meglepett  
 swim [swɪm] úszik  
 swimming pool uszoda  
 swing [swɪŋ] hinta  
 \*shadow picture árnyékkép  
 \*shopping list bevásárlólista  
 \*skilful [ˈskɪlfʊl] ügyes  
 \*snail game csigajáték  
 \*Statue of Liberty Szabadság-szobor  
 \*sweets [swiːts] édesség

**T, t**

table [ˈteɪbl] asztal  
 tail [teɪl] fark  
 talk to beszélget valakivel  
 tall [tɔːl] magas  
 tasty [ˈteɪsti] ízletes  
 tea [tiː] tea  
 teacher [ˈtiːtʃə] tanár  
 teddy bear játék mackó  
 ten [ten] tíz  
 these [ðiːz] ezek  
 thirsty [ˈθɜːsti] szomjas  
 thirteen [θɜːˈtiːn] tizenhárom  
 those [ðəʊz] azok  
 three [θriː] három  
 tired [ˈtaɪəd] fáradt  
 toast [təʊst] piritós  
 tomato [təˈmɑːtəʊ] paradicsom  
 too [tuː] is, szintén  
 tooth [tuːθ], teeth [tiːθ] fog, fogak

top [tɒp]	női felső
town [taʊn]	város
toy [tɔɪ]	játék
toy shop [tɔɪ ʃɒp]	játékbolt
train [treɪn]	vonat
train engine [eɪndʒɪn]	mozdony
train station	vasútállomás
trainers [ˈtreɪnəz]	edzőcipő
tree [triː]	fa
T-shirt [ˈtiːʃɜːt]	póló
twelve [twelv]	tizenkettő
twenty [ˈtwenti]	húsz
two [tuː]	kettő
*things [θɪŋz]	dolgok, kacatok
*tourist [ˈtuəɪst]	turista
*turnip [ˈtɜːnɪp]	fehér répa

### U, u

umbrella [ʌmˈbrelə]	esernyő
uncle [ʌŋkl]	nagybácsi

### V, v

very [ˈveri]	nagyon
visit [ˈvɪzɪt]	meglátogat
*vocab chest	szókincláda

### W, w

walk [wɔːk]	sétál
wall [wɔːl] climbing	falmászás
warm [wɔːm]	meleg
water [ˈwɔːtə]	víz
weak [wiːk]	gyenge
wet [wet]	nedves
white [waɪt]	fehér
wing [wɪŋ]	szárny
winter [ˈwɪntə]	tél
wolf [wʊlf], wolves [wʊlvz]	farkas, farkasok
*wardrobe [ˈwɔːdrəʊb]	ruhásszekrény
*webcam [ˈwebkæm]	webkamera
*wild [waɪld] animal	vadon élő állat
*word search	szókereső rejtvény
*wrong [rɒŋ]	hibás, téves

### Y, y

yellow [ˈjeləʊ]	sárga
young [jʌŋ]	fiatal
*young [jʌŋ]	állatkölyök

### Z, z

zebra [ˈziːbrə]	zebra
*zebra crossing	gyalogátkelő
*zoo [zuː]	állatkert

## EVERYDAY ENGLISH

### Introduction

Hello. (Hi.)  
 My name is Rick. (I'm Rick.)  
 This is me.  
 I am from Hungary.  
 I'm from England.  
 Good morning.  
 Good afternoon.  
 Good evening.  
 Good night.  
 Goodbye. (= Bye.)  
 How are you?  
 I'm fine, thank you.  
 And you?  
 Let's play.  
 Let's ride a bike.  
 OK. Let's go.  
 What is your name?  
 What is this?  
 What is it?  
 What's your lucky number?  
 What's your favourite toy?

Szia.  
 A nevem Rick. (Rick vagyok.)  
 Ez én vagyok. (vö. It's me. – Unit 2)  
 Magyarországról jöttem.  
 Angliából jöttem.  
 Jó reggelt kívánok. (Déli 12-ig köszönünk így.)  
 Jó napot kívánok. (Délután köszönünk így.)  
 Jó estét kívánok.  
 Jó éjszakát kívánok.  
 Viszontlátásra. (Viszlát.)  
 Hogy vagy?  
 Köszönöm jól.  
 És te?  
 Játsszunk!  
 Biciklizzünk!  
 Rendben. Menjünk!  
 Hogy hívnak?  
 Mi ez? (rámutatásnál)  
 Mi ez? (találgatásnál)  
 Mi a szerencseszámod?  
 Mi a kedvenc játékod?

**Unit 1**

(I'm) so-so.  
 Cheer up!  
 Look.  
 Cool.  
 \*Let's go fishing.  
 \*Go back to the start.  
 \*I'm the winner.  
 \*What's in there?

Vagyogatok. Megvagyok.  
 Fel a fejjel!  
 Nézd!  
 Király!  
 Menjünk horgászni!  
 Menj vissza a startra!  
 Én győztem.  
 Mi van benn?

**Unit 2**

Is Rick in?  
 Come in.  
 Who is this? (= Who's this?)  
 It's me.  
 I think...  
 I don't know.  
 How old is he?  
 How old is she?  
 He is 10 years old. (He's 10.)  
 She is 10 years old. (She's 10.)  
 What's his name?  
 What's her name?  
 \*Who is at home?

Rick itthon van?  
 Gyere be!  
 Ki ez?  
 Én (vagyok).  
 Szerintem...  
 Nem tudom.  
 Hány éves? (fiúról kérdezünk)  
 Hány éves? (lányról kérdezünk)  
 Tíz éves (fiú).  
 Tíz éves (lány).  
 Hogy hívják? (fiúról kérdezünk)  
 Hogy hívják? (lányról kérdezünk)  
 Ki van otthon?

**Revision 1**

How old are you?  
 I am 10 years old. (I'm 10.)  
 Where are you from?

Hány éves vagy?  
 10 (éves vagyok).  
 Honnan jöttél? Melyik országból való vagy?

**Unit 3**

What's the time?  
 It's seven o'clock.  
 It's time to get up.  
 I'm sleepy.  
 What colour eyes have you got?  
 What colour hair have you got?  
 \*What do I look like?  
 \*Climb up and see New York.

Mennyi az idő?  
 7 óra (van).  
 Ideje felkelni.  
 Álmos vagyok.  
 Milyen színű a szemed?  
 Milyen színű a hajad?  
 Hogy nézek ki?  
 Mássz fel, és nézd meg New Yorkot!

**Unit 4**

What is the weather like?  
 It is snowing.  
 It is raining.  
 It is cold.  
 I'm cold.  
 Let's go to the park.  
 Let's play in the snow.  
 She has got a T-shirt on.  
 She hasn't got enough warm clothes.  
 They are in a hurry.  
 How much is this shirt?  
 It is £13.  
 Can I help you?  
 Can I have this scarf, please?

Milyen az idő?  
 Havazik.  
 Esik (az eső).  
 Hideg van.  
 Fázom.  
 Menjünk a parkba!  
 Játsszunk a hóban!  
 Póló van rajta.  
 Nincs elég meleg ruhája.  
 Sietnek.  
 Mennyibe kerül ez a póló?  
 13 fontba. (A font angol pénznem. 1 font = 100 penny.)  
 Segíthetek?  
 Ezt a sálát kérem.

Here you are.  
\*What shall I put on?  
\*What shall we do?  
\*He is all wet.

### Unit 5

Where are you?  
You aren't in the car.  
on the swing  
under the tree  
near the ice-cream bar  
next to the slide  
behind the castle  
Excuse me. Is there a bookshop near here?  
I'm sorry, I don't know.  
Yes. There's one in Museum Street.

### Unit 6

I'm (a bit) sleepy.  
I'm so hungry.  
Me too.  
Let's have a sandwich.  
Can I have some juice, please?  
Thanks.  
A sandwich for me/you.  
Hurray!  
He's got an idea.  
Good idea.  
\*The chicken is for lunch.  
\*Don't eat it, please!  
\*That was close!

### Revision 3

Ouch!  
Oops!  
Wow!  
Watch out!  
Yuk!  
Yummy!

### Unit 7

What can you see?  
What can they do?  
What can't they do?  
You are lost.  
Congratulations!

### Unit 8

Do you like horse riding?  
Whose hobby is it?  
What is Réka's hobby?

### Revision 4

I like it very much.

Tessék.  
Mit vegyek fel?  
Mit csináljunk/tegyünk?  
Mindene nedves.

Hol vagy?  
Nem vagy az autóban.  
a hintán  
a fa alatt  
a fagyizó közelében  
a csúszda mellett  
a vár mögött  
Elnézést, van itt egy könyvesbolt a közelben?  
Sajnálom, nem tudom.  
Igen. Van egy a Múzeum utcában.

(Kissé) álmos vagyok.  
Olyan éhes vagyok!  
Én is.  
Együnk egy szendvicset!  
Kaphatok egy kis gyümölcslevet?  
Köszí.  
Egy szendvics nekem/neked.  
Hurrá!  
Van egy jó ötlete.  
Jó ötlet.  
A csirke ebédre van.  
Kérlek, ne egyétek meg!  
Ez meleg helyzet volt!

Juj!  
Hoppá!  
Hűha!  
Vigyázz!  
Fúj!  
Nyami!

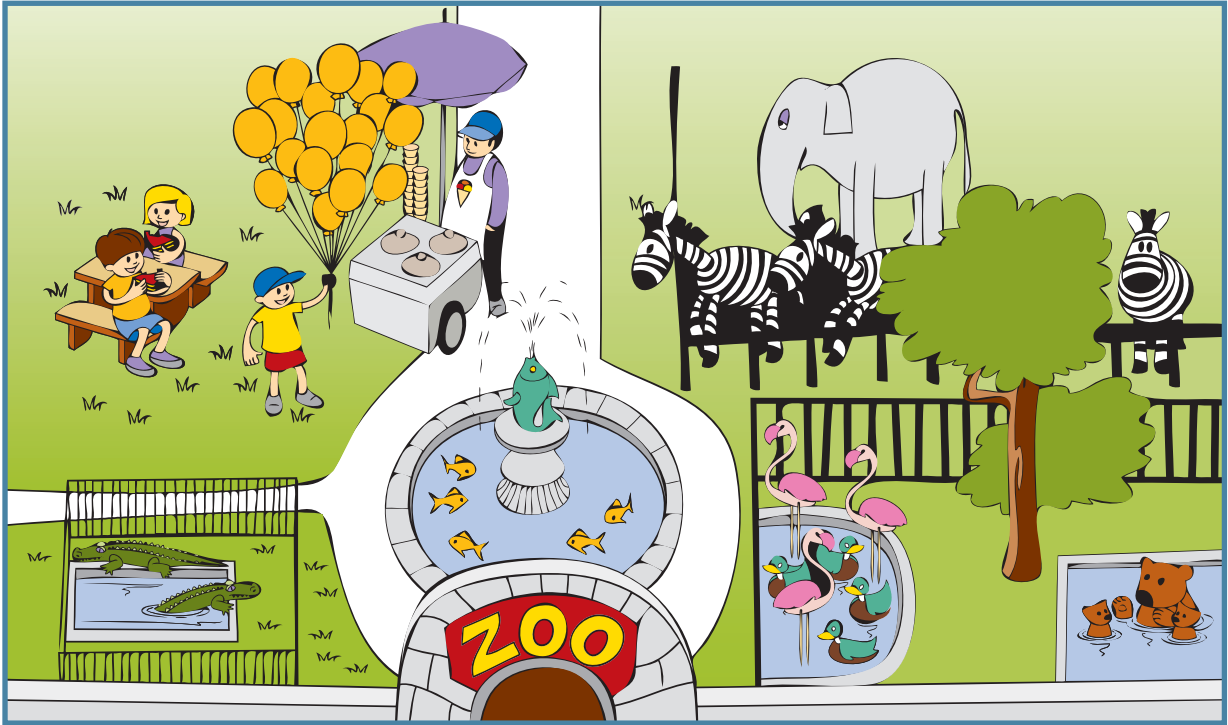
Mit látsz?  
Mit tudnak csinálni?  
Mit nem tudnak (csinálni)?  
Eltévedtetek.  
Gratulálok!

Szeretsz lovagolni?  
Ez kinek a hobbjja?  
Mi Réka hobbjja/kedvenc időtöltése?

Nagyon szeretem.

Group B: This is your picture.

Group A: Find your picture on page 57.



**Talk with someone from the other group.**

- ☹ There is a table on the grass. There are two children too.
- ☹ Yes. They have got some sandwiches.
- ☹ No they have got some ice-cream.





POÓR ZSUZSÁNNA  
HARANGOZÓ HAJNALKA

# Secrets

# 1

## Angol nyelvkönyvsorozat általános iskolásoknak

A *Secrets 1* 9-10 éves kisdíákoknak készült. Célja, hogy az angol nyelv titkainak megfejtését élvezetes, izgalmas kalanddá tegye a gyerekek számára, pozitív beállítódást alakítson ki bennük a nyelvtanuláshoz, és megtanítsa őket önállóan tanulni.

A könyv

- teljes mértékben megfelel a korosztály életkori sajátosságainak
- rövid, érdekes történetekkel, dalokkal, mondókákkal, mesékkel motiválja a diákokat
- játékos feladataival folyamatos sikerélményhez juttatja a tanulókat
- kooperatív tevékenységformákkal fejleszti az együttműködési képességet
- használható nyelvtudást ad már ebben a kezdeti szakaszban is
- megközelítése interkulturális és keresztantervi
- szerkezete világos, áttekinthető
- a tanulást kedves rajzokkal és fotókkal is segíti
- ismétlődő fejezeteket, betűrendes angol–magyar szószeretetet és könnyen érthető, rövid nyelvtani magyarázatokat tartalmaz.

### A csomag részei:

Secrets 1. tankönyv

Secrets 1. munkafüzet

Secrets 1. dupla CD a tankönyvhöz és a munkafüzethez

Secrets 1. feladatlapok

Secrets 1. képkártyák

Secrets 1. tanári kézikönyv

A tanmenet ingyenesen letölthető a kiadó honlapjáról.

