



Larysa Kalinina, Inna Samoylyukevych

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Незалежні експерти:

*Джон Холл, Шон Шермерхорн, Дерек Хьюїтт, Ліана Оніл,
викладачі Мовної школи «Міжнародний Дім», м. Київ*

Калініна Л.В.

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Підручник продовжує серію НМК для оволодіння англійською мовою в спеціалізованих навчальних закладах з поглибленим вивченням іноземної мови.

Матеріал підручника структурований за комунікативно-тематичним принципом і відповідає вимогам чинної програми з іноземних мов та віковим особливостям учнів.

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Let's Start!

Talk about your first day at school

Word Box

grade
uniform
storyteller
to miss

Phrase Box

- to stay indoors
- to work on the computer
- to go on a picnic
- to work hard for something

Communication Box

You look great!
I bet...
That's a good idea!
Unfortunately...

1. Look and say how your friends look/feel on the 1st of September.



to be happy



to have a lot of fun



to laugh



to look great

Example: Children are happy on the first of September. They are glad to see each other.

Let's Start!

2. Listen and repeat. Say what you will learn this year.

BACK TO SCHOOL

- School has begun. – At last. Did you miss your class?
- Sure I did. I am glad to see them all in the big school hall.
- We are now in Grade Four.

And we'll learn a lot more.

/ɔ:/ all, hall, form, more

/I/ did, miss, in, big



3. Look, match and say what the children can talk about on the 1st of September.



to visit one's grandparents in the village;

to go on a picnic;

to swim in the river/sea;

to work on a computer.

Example: *The children can talk about how they went picnicking in summer.*

4. Listen and role-play.

WE ARE IN GRADE FOUR

Danylo: Hi, Ann. Glad to see you in Grade Four. You look great in your new school uniform.

Ann: Thank you, Danylo. You have grown this summer. You are taller and stronger now.

Danylo: Glad to hear it. I was working hard for it: swimming, running and jumping all summer long. And what did you do in summer?

Ann: Unfortunately, my parents were working in summer. So, I stayed in the city and spent a lot of time indoors.

Danylo: But I think you also had a lot of fun. You are the best reader in our class and a good storyteller. I bet you've read a lot and can tell us new stories.

Ann: Right you are. I have a new book about the English May Queen with lots of pictures in my bag. Let's look at it together.

Danylo: That's a good idea.

5. Talk with your friend about your summer time.

Hi, _____. Glad to see you _____. You look great _____.

Thank you, _____. You have _____ this summer.
You are _____ and _____ now.

Glad to hear it! I was _____ all summer long.
And what did _____?

Unfortunately, _____. So _____.

But I think you _____. You are _____. I bet you _____.

Right you are. I have _____ in my school bag.
Let's _____.

That's a good idea.

Let's Start!



On your Own: Describe your friend after your summer holidays.

Example: Today is my first day at school. I am in Grade Four now. I saw my friends in the school yard. Some of them have grown a lot. My best friend has become taller. We talked about our summer holidays. I was glad to see my friends.

6. Look and speak about the holidays and traditions you learnt about in Grade Three.



Example: We learnt about Easter holidays in Britain and the egg rolling tradition.

7. Read and say what holiday Taras is talking about.

HOLIDAY IN AUTUMN

Autumn has come. The days are shorter but the sun is bright and the sky is blue. The leaves in the trees are yellow, orange, red and brown. There are so many beautiful flowers in our school yard today.

The weather is especially nice on this day. It is warm and sunny. All schoolchildren are going to the school yard. It is the first of September and a big holiday for us. We have become one year older this year. We are in Grade Four now. I am glad to see my old friends in the yard. They are happy to see me, too. We are going to talk about



our summer holidays and about Grade Four after classes. It's fun to meet again after the long summer holidays.

8. True or False?

1. Nature is beautiful in autumn.
2. The weather is rainy and windy on this day.
3. Taras is in Grade Three.
4. The boy is glad to see his friends.
5. The children are going to talk about sport after classes.

9. Talk with your friends about the first autumn holiday. Use:

Autumn has come and The leaves in the trees
The weather is

On this day... . They look great They have beautiful

Children are glad They are going

10. Write 5–6 sentences about your first day at school.



Do it Yourself! Draw a picture or take a photo of a nice September day and write about it.

UNIT 1 Me and My Friends

1.1. Learn to talk about friendship

Word Box

friendship
adventure
to adore
skating
rink

Phrase Box

- to be in trouble
- to worry about something
- to look upset
- to get somebody into a cheerful mood
- to give a chocolate
- to teach somebody to skate

Communication Box

What's up?
Frankly speaking,
... .
Let's
Anytime.

1. Look and say what you can do for a friend.



to fix a bike
to give a chocolate

to play together
to teach somebody to skate

Example: *I like to ride my bike in summer. I can fix it for my friend.*

2. Listen and repeat. Say if you have many friends.

FRIENDSHIP

There are gold ships,
There are silver ships,
But there is no ship
Like friendship.

/I/ ships, silver,
friendship
/əʊ/ gold, no



3. Look, match and say.



to get somebody into a cheerful mood.
to worry about something;
to look upset;

Example: *The child looks upset. She can't find her toy.*

4. Listen and role-play.

FRIENDSHIP TALK

Alex: Hi, Helen! You look so upset. What's up?
Helen: Hi, Alex. Frankly speaking, I'm in trouble.
Alex: Can I help you?
Helen: Please, do. I can't find my new camera. It's my sister's present.
Alex: Don't worry. It is going to be all right. I'll help you find it. Let's look everywhere.
Helen: It isn't here and it isn't there.
Alex: Look! It's over there, under the book.
Helen: Thank you, Alex, so much for your help! You are a real friend!
Alex: Anytime. There's no ship like friendship, you know.

Remember!
– You look so upset.
– I'm in trouble.

5. Talk with a friend about your summer. Use:

Hi, ____! You look _____. What's _____?

Hi, _____. Frankly speaking, I'm in _____.

Can I _____?

Please do. I can't _____. It's _____.

Don't worry. It is going to _____. I'll _____. Let's _____.

Thank you, _____, so much for _____! You are _____.

Any time. There's no _____, you know.



On your Own: Take a photo of your friend and write 3–5 sentences about your friendship.

Example: *This is a photo of my friend Val. She is a very kind girl. She always helps me when I'm in trouble. Val is a real friend.*



6. Look and guess where children can meet their friends.



Example: *I think children can meet their friends at*

7. Read and say what friends these children have.

ABOUT FRIENDS



Andrew

I have got a lot of friends. We often spend our free time together. We can go to the park, to the cinema or to the skating-rink. By the way, my friends taught me how to skate. It gets us into a cheerful mood. There's no ship like friendship, you know.

* * *

I have got two very good friends. Our interests are alike. First, we adore chocolate. My friends often give me chocolate. Second, we are all fond of reading. We like to read adventure books. We often tell each other interesting stories. It's a lot of fun.



Ann

* * *



Taras

Nick is my best friend. He is my classmate. He always helps me when I'm in trouble. Sometimes I have problems at school. Then we do our homework together. Nick often says to me, "Don't worry. It is going to be all right." Nick is a real friend.

8. True or False?

1. Andrew likes to have fun with his friends.
2. Ann has the same hobby as her friends.
3. Taras helps his friend Nick with his home tasks.
4. Andrew often looks upset.
5. All the children have real friends.

9. Talk with friends about friendship. Use:

I have got Our interests are First, we adore Second, we are all fond of We often It gets us into My friends always help There is no

10. Write about friendship in a thank you note. Use:

*Dear ... ,
Thank you so much for ...*

Yours,



Do it Yourself! Make a thank you note for your best friend.

1.2. Learn to introduce your international friends

Word Box

England/English
Scotland/Scottish
Ireland/Irish
Britain/British
Ukraine/Ukrainian
international

Phrase Box

- to make a friend
- to become friends
- to do a project

Communication Box

Please, meet ...
Nice to meet you.
Where are you from?

1. Look and say what international friends you have got in this book.



John/English



Lizzy/Scottish



Paul/British



Tom/American



Polly/Irish

Example: *I have got an international friend. His name is John. He is English.*

2. Listen and repeat. Say where your international friend lives.

MY INTERNATIONAL FRIENDS

- Are you English?
 - No, I'm not. I'm Irish. /ʃ/ English, Irish,
- Is he Scottish?
 - No, he's not. He's American. Scottish, British.
- Is she Ukrainian?
 - No, she's not. She's British.
- Are they your friends?
 - Yes, they are. Yes, they are.



3. Look, match and say.



Britain



England



Ireland



Scotland

Example: *John is from England. He is English.*

4. Listen and role-play.

INTRODUCING YOUR INTERNATIONAL FRIEND

Ann: Hi, Andrew, have you got a minute?

Andrew: Sure. Why?

Ann: Please, meet my international friend. This is Polly. Polly, this is Andrew, my classmate.

Andrew: Nice to meet you, Polly.

Polly: Nice to meet you, Andrew.

Andrew: Where are you from, Polly?

Polly: I'm from Liverpool.

Andrew: Are you English?

Polly: No, I'm not. I'm Irish.

Andrew: Aha!

Remember!

- Where are you from?
- I'm from

Unit 1

5. Talk with a friend about your other friends. Use:

Hi, ____, have you got a minute?

Sure. Why?

Please, meet ____. This is _____. ____, this is _____.

Nice to _____, _____.

Nice to _____, _____.

I'm from _____.

Where are you from, _____?



On your Own: Draw 2–3 pictures of your international friends from this book and label them.

Example: *This is my international friend Lizzy. She is from Scotland. She is Scottish.*



6. Look and guess what international friends Polly has.

Example: *I think Polly's got international friends from*



7. Read and say how British and Ukrainian children can become friends.

HOW TO MAKE AN INTERNATIONAL FRIEND

I am Polly. I am eight. I have got a lot of friends in England. I like to make international friends. Now it is easy. My school is doing the international project “Connecting Classrooms”. We use the Internet to connect to a Ukrainian classroom.



We can talk and write to Ukrainian children and tell them about our country. We can also learn something interesting together. I like it a lot.

Ann is my best international friend. She is one of the children in that Ukrainian classroom. She is a very smart girl. Sometimes I ask her to help me with my home tasks. She says to me, “Anytime.” I am so glad we know each other.

I want to meet Ann in person, so I plan to visit Ukraine soon.

8. Answer the questions about Polly and her international friends.

1. Where is she from?
2. Has she got any friends?
3. What project is her school doing?
4. They can connect to a Ukrainian school, can't they?
5. Does Polly want to meet Ann on the Internet or in person?

9. Talk with friends about international friends. Use:

I have got/haven't got I like/don't like I want/don't want

I can/can't I use/I don't use I plan/don't plan

10. Write a letter to an international friend you want to have.

Unit 1

Use the question plan.

1. Do you want to make an international friend?
2. What country is he/she from?
3. What can you do together?
4. What can you learn together?
5. What can you tell him/her?
6. Is it good to know each other?



Do it Yourself! Make a colourful picture for your letter.

1.3. Learn to tell the news to your friends

Word Box

likes/ dis-likes
video
news

Phrase Box

- to hear a real story
- to happen to somebody
- to keep somebody after the lessons
- to tell each other about something
- to laugh at somebody/something

Communication Box

What's the news of the day?
They say
You are kidding me!
Oh, no!

1. Look and say what stories different children can tell their friends.



to tell a real story



to tell an unreal story

Example: *Children can tell real stories about their summer time.*

2. Listen and repeat. Say who you tell your news.

THE NEWS OF THE DAY

What's the news of the day,
 Good friend Grace, I say?
 They say the balloon
 Went up to the moon.
 Hooray! Hooray!

/eɪ/ day, Grace,
 say, hooray

/u:/ balloon, moon



3. Look, match and say what happened on that day.



to keep somebody after the lessons;
 to hear a real story;
 to tell each other about something.
 to laugh at a funny story;



Example: *The girl laughed at a funny story.*

4. Listen and role-play.

TELLING THE NEWS OF THE DAY

Alex: Hey, Grace, what's the news of the day?

Grace: They say the balloon went up to the moon in the morning.

Alex: Hooray! But you are kidding me! It's so unreal!

Grace: Ha-ha! Of course, I am kidding. Do you want to hear a real story?

Alex: Very much!

Grace: The teacher kept me after the lessons for something I didn't do.

Unit 1

Alex: Something you didn't do? But what was it?

Grace: M-m-my lessons.

Alex: Oh, no!

Remember!

Тепер

The balloon **goes** up.

Alex **wants** to hear a real story.

What is it?

I **don't do** it.

Правильні дієслова:

watch – watched

play – played

talk – talked

listen – listened

like – liked

У минулому

The balloon **went** up.

Alex **wanted** to hear a real story.

What was it?

I **didn't do** it.

Неправильні дієслова:

do – did

hear – heard

go – went

keep – kept

see – saw

5. Talk with a friend about the news of the day. Use:

I say, _____. What's _____?

They say _____.

Hooray! But you are _____.

Ha-ha! Of course, I am! Do you want to hear _____?

Very much!

Oh, no!

My _____.



On your Own: Draw a picture of what happened to you last week and describe it in 3–5 sentences.

Example: *I like to watch films. I saw a very interesting film yesterday. It was about adventures in Africa.*



6. Look and guess what stories Grace likes listening to.



Example: *I think Grace likes listening to...*

7. Read and say what the girl's friends understand from her story.

GRACE

Grace is an English schoolgirl. She goes to school every day. After the lessons she comes back home and does her homework. Then she plays with her friends. They also talk about the news of the day. They tell each other about their classmates and teachers, their likes and dislikes, books and films. She likes to listen to their stories, real or unreal. She doesn't often have her own story to tell.

But today she does – she has a real story to tell. Her friends want to hear it very much. The girl looks upset. Something happened to her at school. She says that she didn't come back home in time. Her teacher kept her after the lessons for something she didn't do. "What was it?" her friends wonder. "M-m-my lessons" is her answer.

Grace's friends don't laugh at her story. They can see that she has a problem at school. They want to help her with her lessons. They know it is going to be all right.

Unit 1

8. True or False?

1. Grace never does her homework.
2. She often tells stories to her friends.
3. Her friends' stories are all unreal.
4. Something happened to her at home.
5. Grace's friends laughed at her story.

9. Talk with friends about what happened to you at school. Use:

... a real story to tell. ... at school. The teacher asked me about But I didn't know I looked My friend helped all right.

10. Write a note to your friend about the news of the day. Begin with:

Hey, ... ,

I want to tell you about the news of the day. ...

What do you think?

Yours,



Do it Yourself! Make a picture about the news of the day.

1.4. Learn to talk about what you learnt from friends

Word Box

to twinkle
star
diamond
owl
to study

Phrase Box

- to learn to do something from somebody
- to smell the flowers
- to explore the earth
- to watch the sky
- the whole wide world

Communication Box

Let's
Lucky me!
... and what not.

1. Look and say what children usually learn to do in early childhood.



to walk



to jump



to read



to sing

Example: *Children usually learn to walk in childhood.*

2. Listen and repeat. Say what you like to look at.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high
Like a diamond in the sky.

/w/ **twinkle, wonder, world, what**
/ai/ **high, diamond, sky**



3. Look, match and say what the children like to do.



to learn to do something from somebody;
to smell the flowers;
to explore the earth;
to watch the sky.

Example: *This child likes to watch the sky.*

4. Listen and role-play.

THANK YOU, FRIENDS!

Bob: Hey, Bob, do you study well?

Jane: Sure, I do. I learnt to study from my friends – the teachers, and I learnt to read from my friends – the books.

Bob: Good for you! And do you like to play games, I wonder?

Jane: Sure. I learnt to play different games from my friends at school. And do you like to sing, Jane?

Bob: I do. I learnt to sing from my friends – the birds.

Jane: Me, too. Listen... “Twinkle, twinkle, little star, how I wonder what you are”. And I learnt to watch the night sky from my friend – the owl.

Bob: Wow! Let’s say, “Thank you, friends!”

Remember!

I learnt to study from my friends.

to learn – learnt
to run – ran
to sing – sang
to write – wrote

to walk – walked
to study – studied
to jump – jumped
to play – played

5. Talk with a friend about what you learnt from your friends.

Use:

Hey, _____. Do you _____ well?

Sure, I do. I learnt to _____.

And do you like to _____, I wonder?

Sure. I learnt to _____. And do you like to _____, _____?

I do. I learnt to _____.

Me, too. Listen _____. And I learnt to _____.

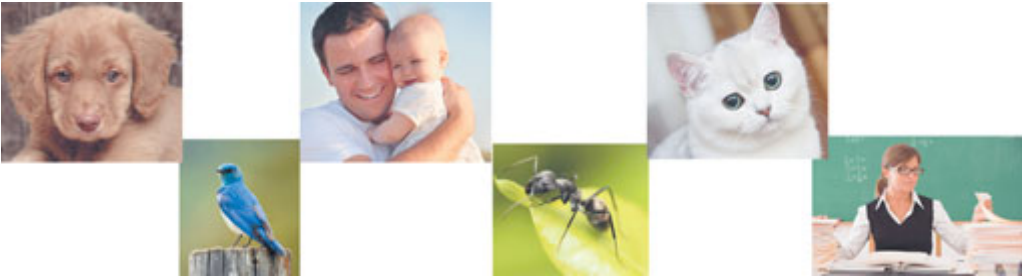
Wow! Let's say, _____.



On your Own: Take your friend's photo and write 3–5 sentences about what you learnt from him / her.

Example: Personally, I like to play football. I learnt to play this game from my friend Peter. You can see him in the picture. I also learnt to use the Internet from him.

6. Look and guess who can be children's friends.



Example: I think ... can be children's friends.

7. Read and say what Lizzy learnt from people and the world around her.

MY FRIENDS

My name is Lizzy. I have got so many friends! They are my parents, my teacher, my classmates, my pets and the whole-wide-world around me. I learnt a lot from each of them.

My mum and dad are very kind and loving parents, so I learnt to love my family from them. My teachers know a lot about English, Maths and what not, so I learnt to study from them. My classmates are jolly and creative, so I learnt to play different games from them.

My pets are my great friends, too. I have got a cat, a dog and a pony. When I was a baby, I learnt to walk from my friend – the cat, and I learnt to jump from my friend – the dog. I also learnt to run from my friend – the pony.

Unit 1

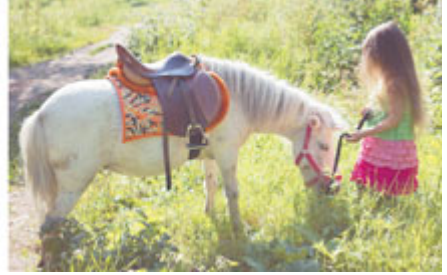
The whole world is around me. I learnt to smell the flowers from my friend, the butterfly. I learnt to explore the earth from my friend, the ant. I learnt to sing from my friends, the birds.

Lucky me! Lucky you?

8. Label the pictures.



Lizzy learnt to love her family from her parents.



9. Talk with friends about what you learnt from people and the world around you. Use:

Personally, ... and the whole wide world around me. I learnt to ... from ...

Besides, I have got ... I also ... Lucky ...

10. Write a thank you note to your friends. Use:

*My dear friends,
Thank you so much! I learnt ... from ...*

Yours, ...



Do it Yourself! Make a picture for your thank you note.

1.5. Learn to talk about your best friend

Word Box

to share
lamb
childhood
everywhere
to hop-
scotch

Phrase Box

- to live nearby
- to have good manners
- to be friends with somebody
- to miss somebody a lot
- to have a fight

Communication Box

By the way,
I know, I know!

1. Look and say if these children were best friends in the childhood.

Example: *The boys were not best friends. They didn't want to share.*



2. Listen and repeat. Say what pet you have.

MARY HAD A LITTLE LAMB

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.

It went with her to school one day,
That was against the rule;
It made the children laugh and play
To see a lamb at school.

/æ/ had, lamb, and, that

/əʊ/ snow, go, know





3. Look, match and say what you know about these children.



to live nearby;
to have good manners;
to have a fight;

to miss somebody a lot;
to be friends with somebody.

Example: *My friend lives nearby.*

4. Listen and role-play.

MARY'S BEST FRIEND

Peter: Hey, Mary, who was your best friend in your childhood?

Mary: It was Nick. He lived nearby, and we often played together.

Peter: How old was he? What did he look like? Was he a good boy?

Mary: Nick was six then. He was a very nice boy, with blue eyes and wavy fair hair. By the way, he had very good manners.

Peter: Good for him. Are you still friends with Nick?

Mary: Yes, but he is in America now. I miss him a lot. So we often write letters to each other. But now my best friend is a little lamb.

Peter: I know, I know! It went with you to school one day. Ha-ha!

Remember!

Nick was Mary's best friend in her childhood.
Nick and Mary were very good friends then.

I/he/she/it	was
You/we/they	were

5. Talk with a friend about your best childhood friend.

Hey, ____, who was your ____ in your childhood?

It was _____. He/she _____ and we often _____.

How old was _____? What did he/she look like? Was he/she _____?

He/she was _____ then. He/she was _____, with _____. By the way, he/she had _____.

Good for him/her. Are you still _____?

Yes, but _____. I miss him/her a lot.



On your Own: Take a photo of your childhood friend and write 3–5 sentences about him / her.

Example: *Helen was my best friend in my childhood. She lived nearby and we often played together. She was five. She was a very nice girl, with grey eyes and dark hair. By the way, she had very good manners.*

6. Look and guess what games American children can play with their friends (p. 27–28).



Example: *I think American children can play ... with their friends.*

7. Read and say who Nick's friends are.

CHILDHOOD FRIENDS

Dear Mary:

I am happy to hear from you and to learn that you are doing all right.



You wrote about your little lamb. What a funny story! So the lamb goes everywhere you go! Ha-ha! It even went with you to school one day! Now you say it is your best friend.

I can say that you are still my best friend. I miss you so much! We were such great friends in childhood. You were five and I was six then. You were a pretty little girl, with brown eyes and long dark hair. We often played together. By the way, you had very good manners.

I have a good friend in America, too. His name is Sam. He is my schoolmate. He is a kind and jolly boy, with big

brown eyes and curly black hair. Sam and I like to play baseball*. Frankly speaking, I learnt to play this game from him. He knows about our friendship and **says hello** to you.

Please write to me soon.

Yours,
Nick.

* baseball – американська спортивна гра бейсбол.

Remember!

He says **hello** to you.

8. Read and choose.

- Nick thinks that Mary's story is
a) sad; b) strange; c) funny.
- Nick's best friend now is
a) Sam; b) Mary; c) the lamb.
- ... is not in America now.
a) Mary; b) Nick; c) Sam.
- Nick and Sam are fond of
a) boxing; b) basketball; c) baseball.
- Sam ... Mary.
a) plays with; b) greets; c) says goodbye to.

9. Talk with friends about your childhood friends. Use:

I can say that I miss We were such She/he was We often played By the way,

10. Write a letter to your childhood friend. Begin with:

Dear...

I am happy to hear

Yours,



Do it Yourself! Make a front page for your letter.

UNIT 2 Free Time and Sports

2.1. Learn to talk about your free time

Word Box

pancakes
to roller skate
sportswear
to bake

Phrase Box

- to climb the hills
- sports club
- tasty food

Communication Box

Look here...
It's fantastic!
It really... .
... such as ...

1. Look and say what you like to do in your free time.



to skip the rope



to read a book



to draw a picture



to go shopping



to slide



to ride a bike

Example: *I like to skip the rope.*

2. Listen and repeat. Say if you do the same in your free time.

JACK AND JANE

Jack can climb up the highest hill,

Jane can cook the tastiest food.

You can call me on Sunday

To try the sweetest mango fruit.

/k/ can, climb,
cook, call



3. Look, match and say what the children can do in their free time (p. 31).

Example: *The girl can roller skate in her free time.*



to cook tasty food;
to roller skate;
to bake pancakes.

4. Listen and role-play.

FREE-TIME TALK

Jack: Hey, Jane, what do you like to do in your free time?

Jane: I like to cook with my grandma. I can cook the tastiest food, such as pancakes. And I often go shopping with my mum. The sportswear department is my favourite. So, how do you spend your free time?

Jack: I adore climbing up hills. I can climb the highest hill with our sports club. It's fantastic!

Jane: It really is! I also like sports. My friends and I often roller skate in the park. They say I'm the fastest of them all.

Jack: Great! And can you ride a bike?

Jane: No, I can't.

Jack: I can teach you if you like.

Jane: Thank you. You are so kind.

Remember!

I can cook the tastiest food.

I can climb up the highest hill.

I am the fastest of them all.

high – higher – **the highest**

long – longer – **the longest**

big – bigger – **the biggest**

5. Talk with a friend about your free time. Use:

Hey, _____. What do you like _____?

I like _____. I can _____. My favourite is _____. And how do you spend _____?

I adore _____, I can _____. It is so _____!

It really is! I also like _____ and I often _____. They say _____.

Great! And can you _____?

No. I can't.

I can _____ if you like.

Thank you.



On your Own: Draw a picture of your favourite free time activity and write 3–5 sentences about it.

Example: *I like to draw. I take drawing lessons on Sunday. I can draw animals well. This is the funniest picture of my dog Rex.*



6. Look and guess what sport Jack is good at.



Example: *I think Jack is good at...*

7. Read and say what games Jack plays at the computer club.

JACK'S FREE TIME

Jack doesn't go to school on Sunday. It is his free time, and he likes to spend it with his friends.

In the morning, he goes to the sports centre. He learns to climb up the hills, and he can climb the highest hill with his friends.

Then he goes to the park. Jack likes to ride a bike with his friends. Last Sunday they had a race, and Jack was the fastest of them all. He got a new bike and was the happiest boy.

Sometimes Jack spends his free time at the computer club. He likes to play computer sport games with his friends. Maybe, Jack will be a good sportsman in future.

8. Answer the questions.

1. Who does Jack like to spend his free time with?
2. What does Jack learn at his sports club?
3. What does Jack do in the park?
4. Why was Jack the happiest boy last Sunday?
5. What other club do Jack and his friends like to go to?

9. Talk with friends about your free time:

I like ... in my free time. I can They say Sometimes

I also adore My friends and I I think

10. Write about your favourite free time in your diary. Begin with:

Dear Diary,

Today is Sunday and I...

...

That's all for now.



Do it Yourself! Make a front page for your diary.

2.2. Learn to describe your hobby**Word Box**

to knit
to embroider
nest
nestling

Phrase Box

- bird watching
- to make a model
- to collect stamps/
stickers
- animal feeding

Communication Box

Personally,
That's cool!
What about ... ?
How clever of you!

1. Look and say what hobbies different children have.

Example: *A lot of girls like knitting.*

2. Listen and repeat. Say what you like to do with your friend.**BIRD WATCHING**

Elizabeth, Barbara, Nelly and Bess,
They all went together to watch birds in the nests.
They found birds' nests with nestlings in.
They fed them with bread and left some within.

/e/ Bess, went, together, nest, nestlings

/w/ went, with, will

**3. Look, match and say what the children's hobbies are (p. 35).**

Example: *The girl likes to knit.*



to embroider

to make a model

to make a dress

to knit

to go bird watching

to collect stickers

4. Listen and role-play.

HOBBIES

Bess: Hey, Nelly, what's your hobby?

Nelly: Personally, I adore bird watching and I like to feed nestlings. They are so funny!

Bess: That's cool!

Nelly: Yes, it is. And what about your hobby?

Bess: I enjoy knitting and embroidering. Look, Nelly, I've embroidered this kerchief myself!

Nelly: It is so beautiful! How clever of you! Are you interested in sewing?

Bess: Sure. Sometimes I make dresses for my dolls.

Nelly: That's my other hobby, too. I can show you my doll's new dress.

Bess: Great!

5. Talk with a friend about your hobbies. Use:

Hey, _____. What's _____?

Personally, I adore _____ and I like _____. It's so _____.

That's cool!

So it is. And what _____?

I enjoy _____. Look, _____ myself.

That's so _____! How clever of you!
And are you interested in _____?

Sure. Sometimes I _____.

It's _____ too. I can show _____.



On your Own: Draw a picture of what you can do yourself and describe it in 3–5 sentences.

Example: *I am interested in making models. I can make models of planes and ships. This is my favourite model.*



6. Look and guess what pet each girl (Elizabeth, Barbara, Nelly and Bess) has got.



Example: *I think Elizabeth has got...*

7. Read and say what the girls showed at school.

FRIENDS AND THEIR HOBBIES

Elizabeth, Barbara, Nelly and Bess are good friends. They like animals and birds. Each girl has got a pet in her house. Elizabeth has got a cat, Barbara has got a dog, Nelly has got a hamster and Bess has got a parrot.

But their favourite hobby is bird watching. Every spring the girls go to the forest to watch birds and feed young nestlings.

Besides, Elizabeth collects photos of different birds. She has got the biggest collection in her class. Barbara is interested in drawing and she draws pictures of the most beautiful birds in her album. Nelly and Bess enjoy embroidering pictures of birds. The friends showed their works at school. Their classmates liked them a lot.

8. True or False?

1. Elizabeth has got a parrot in the house.
2. Barbara has got a dog.
3. The girls go to the forest every summer.
4. All the girls collect pictures of birds.
5. Their classmates enjoy their works.

9. Talk with friends about your hobby. Say:

- what hobby you have got;
- how much time you give to your hobby;
- what you can do well;
- why you like your hobby;
- who else in your class has such a hobby.

10. Write about your hobby in your diary. Begin with:

Dear Diary,

I want to tell you about my hobby. I am interested in I like I can Sometimes I enjoy My friends say I have got I think



Do it Yourself! Make a colourful picture of your hobbies for your diary.

2.3. Learn to talk about sports

Word Box

gym
gymnastics
athlete

Phrase Box

- to do sports
- to look sporty
- to play chess

Communication Box

I see.
Me, too.

1. Look and say where children can do sports.

skating rink



sports club



gym



stadium



Example: *Children can skate in the skating rink.*

2. Listen and repeat. Say if your pets do the same.

HEY DIDDLE DIDDLE

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon;



The little dog laughed
To see such a sport,
And the dish ran away with
the spoon.

/ɪ/ diddle, fiddle, dish
/ʊ/ moon, spoon



3. Look, match and say what sport the children like doing.



to go swimming;
to play chess;
to do gymnastics;
to skate.

Example: *These boys like playing chess.*

4. Listen and role-play.

HOBBY TALK

Jane: Hey, Bob, do you like sports?

Bob: Sure, I do. It is one of my best hobbies.

Jane: And what sport do you do, I wonder?

Bob: Personally, I like skating in winter and playing football in summer. And what sport's your favourite, Jane?

Jane: My favourite sport is gymnastics. I adore it. I go to the sports club every Saturday. I want to look sporty.

Bob: Me, too. My dad says I must work a lot for it.

Jane: I think he is right.

Remember!

- What's your favourite sport?
- My favourite sport is gymnastics.

5. Talk with a friend about the sports you like. Use:

Hey, _____. Do you _____ sports?

Sure, I do. It is one _____. And what sports _____, I wonder?

Personally, I like _____ in winter and _____ in summer. And what sport _____?

I adore _____. I go to _____. I want to look _____.

Me, too. My dad says _____.

I think he is _____.



On your Own: Take a picture of your favourite sport and write 3–5 sentences about it).

Example: *Personally, I like to play chess. I go to the chess club every Sunday. I want to be the best chess player in my club. I must work a lot for it.*



6. Look and guess who likes to do sports with Bob.



Example: *I think Bob likes to do sports with*

7. Read and say what sports Bob and his friends like.

GOOD ATHLETES

Many children like sports. They do sports in summer and in winter. Sport is one of the best hobbies for many of them. Some children go to the gym or to a sports club and learn to play football, volleyball or chess.

Bob also adores sports. He can run and swim well. His pets – a dog and a cat – do sports too. The cat likes to jump over the chair and he can jump high. The dog enjoys running. He likes to have a running race with Bob. They often run together in the park. Bob and his pets want to look sporty.

8. Answer the questions.

1. What is one of the best hobbies for many children?
2. Where do children do sports?
3. What sport does Bob like to do?
4. What sports do Bob's cat and dog like?
5. Where do Bob and his pet run?

9. Talk with friends about your favourite sport. Use:

Personally, is one of the best hobbies for me. I can Besides, I adore They say... . I often

10. Write about the sport you take in your diary. Use:

Dear Diary,

Sport is one of my best hobbies. ... I want to look sporty but I must work a lot for it.



Do it Yourself! Make a sport page for your diary.

2.4. Learn to talk about Ukrainian athletes

Word Box

popular
fishing
boxing

Phrase Box

- to be good at
- figure skating
- sport fan

Communication Box

With pleasure.
Come on, then.
No wonder.

Unit 2

1. Look and say what sports are popular in Ukraine.



football



gymnastics



swimming



boxing



fishing



figure skating

Example: *Football is very popular in Ukraine.*

2. Listen and repeat. Say what hobby you share with your friends.

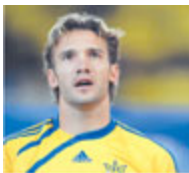
FISHING

Little fishes in a brook,
Peter caught them on a hook.
Helen fried them in a pan.
Andrew ate them like a man.

/æ/ – pan, ate, man
/ʊ/ – hook, brook



3. Look and say what sports these Ukrainian athletes are good at.



Andrii
Shevchenko



Yana
Klochkova



Denys
Sylantiev



Klychko
brothers



Anna
Bessonova

Example: *Andriy Shevchenko is good at football.*

4. Listen and role-play.

GOLD FISH

Peter: I say, Andrew, let's go to the brook.

Andrew: With pleasure. I like swimming and I want to be the best at swimming like the famous Ukrainian swimmer, Denis Sylantiev.

Helen: I'm also fond of swimming. My dream is to be 'a gold fish' like Yana Klochkova.

Peter: Good for you. But what about fishing? We can catch a fish on a hook.

Helen: And I can cook it in a pan.

Andrew: And I like eating it like a man.

Taras: Come on, then, Andrew.

Remember!

He is a famous Ukrainian swimmer.

5. Talk with a friend about your favourite Ukrainian athlete.

Hey, _____. Let's _____.

With pleasure. I like _____ and _____ I want to be good at _____ like a famous Ukrainian _____.

I'm also fond of _____. My dream is _____ like _____.

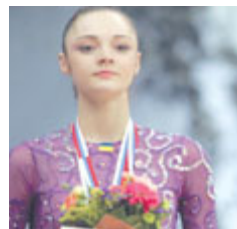
Good for you. But what about _____? We can _____. And I can _____.

Come on then, _____.



On your Own: Choose a sport photo and write 3–5 sentences about it.

Example: Gymnastics is popular in Ukraine. Many girls are fond of this sport. It's so beautiful. Anna Bessonova is the best at gymnastics.



6. Look and guess where the great Ukrainian athlete, Oleh Blokhin began to play football.

Donetsk

Zhytomyr

Kyiv

Odesa

Rivne

Example: *I think Oleh Blokhin started to play in*

7. Read and say what football teams Peter and Andrew are fans of.

SPORT HEROES



Oleh Blokhin

Football is very popular in Ukraine. No wonder, Ukraine held the biggest football competition in Europe in June 2012. Footballers from all over Europe came to Ukraine. Football fans watched football on TV and at the stadiums.

Ukrainian boys, big and small, adore football. They begin to play in the yards or school playgrounds. The famous Ukrainian football player, Oleh Blokhin, started to play in Zhytomyr. Andrii Shevchenko began to play in Kyiv school team and Artem Milevskyi first played in Minsk. Now they are real sport heroes.

Peter and Andrew also like football. They can't play well yet, but they are great football fans. Peter's favourite team is "Shakhtar" and Andrew's is "Dynamo". The boys want to learn to play football like their favourite footballers.



Artem
Milevskyi

Remember!

Footballers from all over Europe came to Ukraine.

8. Read and choose.

1. Ukraine held* the biggest ... competition in 2012.
 - a) basketball;
 - b) volleyball;
 - c) football.
2. Footballers from all over ... came to Ukraine.
 - a) Europe;
 - b) Great Britain;
 - c) the USA.
3. Boys begin to play football
 - a) in the gym;
 - b) at the stadium;
 - c) in the yard.
4. Oleh Blokhin is a famous Ukrainian
 - a) footballer;
 - b) basketball player;
 - c) boxer.
5. The boys' dream is
 - a) to learn to play football;
 - b) to become famous volleyball players;
 - c) to be sport fans.

9. Talk with friends about your favourite Ukrainian athlete. Use:

... is very popular in Ukraine. I adore My favourite athlete is

He/she is good at She/he can I'm a big fan of

10. Write about your favourite Ukrainian athlete in your diary. Begin with:

*Dear Diary,
... . It is so exciting! My dream is...*



Do it Yourself! Make a page about popular Ukrainian athletes in your diary.

*held – проводила.

2.5. Learn to talk about British sports

Word Box

horse riding
car racing
champion

Phrase Box

- to play rugby
- to win the competition
- to become a champion

Communication Box

It depends.
Congratulations!

1. Look and say what sports British children like.



tennis



football



rugby



horse riding



car racing



roller skating

Example: *British children like to play tennis.*

2. Listen and repeat. Say what you favourite pet is.

A HOBBY HORSE

Henry had a little hobby horse,
It was well shod.
It carried him to London
Niddetly nod.

/v/	hobby, shod, nod
/h/	Henry, had, hobby, horse, him



3. Look, match and say what sports these British children can do.



rugby;
 football; ↗
 horse riding;
 car racing;
 roller skating;
 tennis.

Example: *This British boy can play rugby.*

4. Read and role-play.

BRITISH SPORTS TALK

Taras: Hey, Henry, what sports do British children like to play?

Henry: It depends. Boys like to play football or rugby. Many girls are fond of tennis and roller skating.

Taras: They say horse riding is popular in Britain, right?

Henry: So it is, but it is more popular with parents. Some children have ponies and they like to ride them.

Taras: I see. And what sport are you good at?

Henry: Personally, I enjoy car racing. Last summer my car was the fastest. I won the race and became the school champion.

Taras: Congratulations!

Henry: Thank you.

Remember!

Horse riding is more popular with parents.

5. Talk with a friend about British sports. Use:

I say _____. What sport _____?

It depends. Boys _____ and _____. Many girls _____.

They say _____, right?

So it is. But it is more _____. Some children _____.

I see. And what sport _____?:

Personally, I enjoy _____.
Last summer _____ I won _____.

Congratulations!

Thank you.



On your Own: Find a picture of British sports and write 3–5 sentences about it.

Example: *Tennis is a British sport. It is popular with boys and girls. Children play tennis at school.*

6. Look and guess what British sport Taras wanted to know more about.



Example: *I think Taras wanted to know more about ...*

7. Read and say what sport Henry's brother is good at.

Dear Taras,

I am glad to hear that children in Ukraine like to do British sports – tennis and football. It is really great that we like the same sports.

You asked me about rugby. It is also a British sport. Rugby is more popular with boys. Usually 16 players play with an oval ball. They can play not only with their feet, like in football but they can also use their hands. My elder brother John is the captain of his school rugby team. I am happy to tell you that John's rugby team is our city champion. Every year they win a rugby competition. John and his friends are good athletes. They are real sport heroes in our city. Please, write about Ukrainian sports and athletes.

Yours,
Henry

8. True or False?

1. Children in Britain and Ukraine like tennis and football.
2. Taras knows a lot about rugby.
3. Rugby players use only their hands.
4. Henry's younger brother John can play rugby well.
5. John and his friends are the winners of the city rugby competition.

9. Talk with friends about British sports.

Children in Britain Boys usually As for girls,
They can Children often They like

10. Write about British sports that are popular in Ukraine in your diary. Begin with:

*Dear Diary,
Children in Britain and Ukraine like sports...
I want to learn to play*



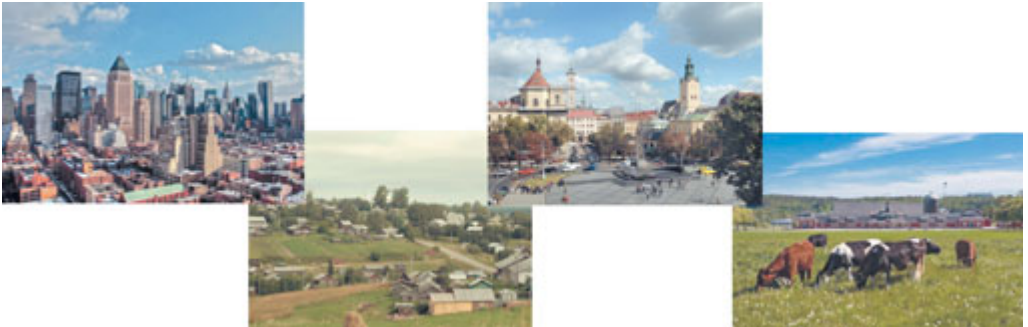
Do it Yourself! Make a picture page about British sports for your diary.

UNIT 3 The Place I Live In

3.1. Learn to talk about your native place

Word Box	Phrase Box	Communication Box
city town village picturesque square	<ul style="list-style-type: none"> • busy streets • to feel comfortable • to be in blossom and in bloom • to be famous for something 	I'd love to. It's a pity!

1. Look and say what place you live in.



a big city a small town a village a farm

Example: *I live in a big city.*

2. Listen and repeat. Say if you like to live in your place.

- It's a pity that I don't live in a big city.
- But I am glad that I live in a small town.
- There are so many big trees and nice flowers around.
I have the best of two worlds.

/I/ it, pity, live, big, city

/aʊ/ town, around



3. Look, match and say where these children live.



a big busy city;
a picturesque village;
a cosy town;
a small farm.

Example: *The girl lives in a picturesque village.*

4. Look at the pictures again and say:

- where the children feel comfortable;
- what makes the children's places cosy;
- what their places are famous for.

Example: *I think the girl feels comfortable in a small village. There are many fruit trees and flowers around. They make her village cosy and picturesque, especially in spring. The village is famous for them.*

5. Listen and role-play.

A TOWN OR A CITY?

Bob: I say, Ann, where do you live?

Ann: I live in a big city. It has got many busy streets, big houses, nice parks and squares. There are always many people around. And where do you live, Bob?

Bob: Personally, I live in a town of Dundee. It's small but very cosy. I feel comfortable there.

Ann: Really? What makes it cosy, I wonder?

Bob: You can see many nice gardens with fruit trees and beautiful flowers. They make my town green, especially in spring when everything is in blossom and in bloom.

Unit 3

Ann: And where is your town?

Bob: It is in Great Britain. My country is famous for its small green towns. They are so picturesque. Come and see them!

Ann: Oh, thank you. I'd love to.

Remember!

- What makes your town cosy, I wonder?
- My town is famous for its small green gardens. There are a lot of fruit trees and flowers around. I feel comfortable there.

6. Let's play a grammar chain game.

Example: *A: What makes your place cosy?*

*B: Nice parks and squares make my city cosy.
And what makes your place cosy?*

C: ...

7. Make up six sentences on the table.

There are	a lot of	big shops beautiful flowers interesting places nice squares busy streets tall trees	around. in the city.
-----------	----------	--	-------------------------

Example: *There are a lot of big shops around.*

8. Talk with your friend about the place you live in. Use:

I say, ____ where ____?

I live _____. I have got _____ and _____.
There are _____ and where _____?

Personally, I live _____.

It is _____, but _____. I feel _____.

Really? What makes it ____, I wonder?

You can see ____. They make ____, especially ____.

It is ____. My country is famous _____. Come and _____.

And where _____?

Thank you.
I'd love to.



On Your Own: Take a photo of a big city (small town or a village) and write 4–6 sentences about it.

Example: This is a village. It is small and picturesque. It is near the river and the forest. They make this village nice and cosy. It is famous for its fish and nuts.



9. Read and say what every member of the family likes to do at the grandma's place.

VILLAGE FUN

William is an English boy. He lives with his parents in London.

London is a big city with busy streets and tall trees. It has got many beautiful parks and squares. They make London especially beautiful. Besides, London is famous for its interesting places. Many people from all over the world come to see them.

The boy likes his city a lot. But every summer William and his sisters go to their granny's place. She lives in a small picturesque village near the North sea.

All the family members like to go there. They feel comfortable at their granny's place. William's mum enjoys gardening and helps the granny to grow flowers. William's dad is fond of playing beach football. The children adore swimming in the sea and bathing in the sun. They all have a lot of fun in their granny's village in summer. It's always a pity to leave it.

10. True or False?

1. William lives with his parents near the sea.
2. William's granny lives in London.
3. London is a big beautiful city.
4. It has got many interesting places.
5. All the family members like to go to their granny's place.

11. Act as William and tell about your city and your granny's village. Use:



busy streets;
tall trees;
it is famous for...;

a picturesque village;
to feel comfortable;
to bathe in the sea.

12. Tell your friends about the place you live in. Use:

Personally, My ... is very It's got You can see ... there.

... makes my place look It is especially nice The place is famous for I feel comfortable

13. Write about the place you live in for your school newspaper. Use:

What is it?

What makes it nice?

What is it famous for?

What does it look like?

Where is it?



Do it Yourself! Make a postcard of the place you live in.

3.2. Learn to talk about the street and the house you live in

Word Box

broad
lane
flowerbed
many-storeyed
neighbour

Phrase Box

- in front of the house
- behind the house
- tall trees
- shopping centre

Communication Box

Don't you know?
It can't be true!

1. Look and say what you can see in the street.



Example: *I can see a lot of houses and tall trees in the street.*

2. Listen and repeat. Say what there is in your street.

STREET

- What is there in your street?
- There are many houses, indeed.
- Are there any cafes or shops?
- Yes, they are near the bus stop.

/i:/ street, indeed
/p/ shop, stop

Unit 3

3. Look, match and say in what street and house these children live.



a many-storeyed building;
a one-storeyed house;

a broad busy street.
a small lane;

Example: *The boy lives in a small one-storeyed house.*

4. Think and say:

- what house you live in;
- what there is in front of your house;
- what there is behind your house.

Example: *I live in a two-storeyed house. In front of my house there is a playground. Behind my house there is a shop.*

5. Listen and role-play.

NEIGHBOURS

Taras: Hey, Oksana, what are you doing here?

Oksana: Don't you know? We got a new flat last summer. Now I live in this part of Kyiv.

Taras: Glad to hear it. And what street do you live in?

Oksana: I live in Sadova street in a many-storeyed building.

Taras: It can't be true! I live in the same street. Is there a big shopping centre near your house?

Oksana: No, there isn't.

Taras: And what is there in front of your house and behind it?

Oksana: There is a big nice flowerbed in front of my house and a café behind it.

Taras: I know where it is. There are two tall trees near this café, right?

Oksana: Exactly.

Taras: I live in a nine-storeyed house next to the café.

Oksana: So we are neighbours!

Remember!

- I live in Sadova street in a many-storeyed building.
- Oh, I live in the same street.

6. Let's play "the same word" game. Use the box.

Example: **A:** *a house*

B: *I live in the same house.*

C: ...

a street;
a square;
a lane;
a city;
a village;
a town.

7. Make up 5–6 sentences on the table.

I live	in	Sadova	street	in a	many-	house.
He lives		Park	square		storeyed	
She lives		Victory	lane		five	
We live		Green			storeyed	
		Shevchenko			two	
					storeyed	
					three	
					storeyed	
					one	
					storeyed	

Example: *I live in Sadova Street, in a many-storeyed building.*

8. Talk with your friend about the street and the house you live in.

Hey, _____. What are you _____?

Don't you know? We got _____. Now I live _____.

Glad to hear it. And what street _____?

I live in _____.

It can't be true! I live _____. Is there _____? What is there _____?

There _____ in front of my house and _____ behind it.

I know _____. There are _____ right?

Exactly. So we _____.



On your Own: Take a picture of any street/lane in your neighbourhood and write 5–6 sentences about it.

Example: This is a broad busy street. There are a lot of many-storeyed houses there. There is a small café. In front of it there are benches. Behind the café there are flowerbeds...

9. Read and say why Kate likes to live in a small town.

ABOUT KATE'S HOUSE

My name is Kate Pavlenko. I live in Ukraine in a small cosy town. In this town there are some streets and lanes. And in these streets and lanes there are many houses – big and small.



I live in a many-storeyed house. In front of my house there is a big shopping centre. My mum usually does the shopping there. There is also a playground behind my house. I like it a lot. My friends and I like

to play there in summer. And in winter there is a big skating rink. Girls adore skating, and boys enjoy playing hockey there.

In summer there are beautiful flowers around. We help our mothers to plant and water the flowers. I think it's good to live in a small town. Everything is so near! Do you agree?

10. Read and choose the correct answer.

1. Where does Kate live?
 - a) in a big city; b) on a farm;
 - c) in a small village.
2. What house does the girl live in?
 - a) a two-storeyed house;
 - b) a many-storeyed building;
 - c) a one-storeyed house.
3. What is there in front of Kate's house?
 - a) a shopping centre; b) a café; c) Kate's school.
4. What does Kate like most of all?
 - a) a shop; b) a flowerbed; c) a playground.
5. What is there in the playground in winter?
 - a) a snow house; b) a skating rink; c) a stadium.
6. What can we see there in summer?
 - a) flowerbeds; b) trees; c) birdhouses.

11. Act as Kate and say about your house. Use:

a many-storeyed house;
 in front of the house
 behind the house;
 a skating rink;
 flowerbeds.

12. Tell your friends about the street and the house you live in. Use:

I live in ... street. My street isThere are ... and
 I live in a ... house.

Unit 3

In front of my house there is/are Behind the house there is/are I like

13. Write about your street and your house for your class magazine. Use:

This is the street I live in. ... And this is the house I live in. ...



Do it Yourself! Draw a picture of your neighbourhood for your class magazine and label your favourite places in it.

3.3. Learn to talk about your flat/house

Word Box

upstairs
downstairs
dining room
fireplace
cottage

Phrase Box

- a two-room flat
- flower pots
- to receive guests
- to differ from

Communication Box

Far from it...
By the way, ...

1. Look and say how two flats differ.



Kate's flat



Bob's flat

Example: There are four rooms in Bob's flat, but there are three rooms in Kate's flat.

2. Listen and repeat. Say what floor you live on.

- Do you live in a three-room flat?
- Yes, I do. It's cosy and comfortable at that.
- Is your flat on the ground floor?
- Sure. Will you open the door?

/æ/ flat, at, that

/ɔ:/ floor, door



3. Look, match and say what you usually do at these places.



a fireplace;
a cottage;

a sitting room;
a dining room.

Example: *I like to go to our summer cottage with my parents.*

4. Think and say:

- what kind of a flat you live in;
- what the biggest room of your flat is;
- what you usually do in this room.

Example: *I live in a three-room flat. A sitting room is the biggest in our flat. We usually gather together in this room.*

5. Listen and role-play.

THERE'S NO PLACE LIKE HOME

Bob: I say, Oksana, I have got a letter from home. There is a photo of our flat in England. Do you want to look at it?

Oksana: I'd love to. Does my flat differ from yours?

Bob: I think it does. Look! There are some rooms and a kitchen on the ground floor, and there are some rooms upstairs.

Oksana: Is your room upstairs or downstairs?

Bob: All bedrooms are upstairs in English houses. There is a dining room and a kitchen downstairs. We like to gather in the dining room to talk or watch TV. Is the dining room also the biggest room in your flat?

Oksana: Far from it. A sitting room is the biggest room. We receive our guests there and celebrate family holidays.

Bob: Look! And this is our sitting room. It is smaller than the dining room, but there is a fireplace. It makes the sitting room cosy.

Oksana: We've got a fireplace in our summer cottage. I like to sit near the fireplace and dream. By the way, we can go to our summer cottage next Sunday together. I bet it will remind you of your English house and the fireplace.

Bob: That's a good idea. There's no place like home, you know.

Remember!

- Does our flat differ from yours?
- I think it does. There are some rooms upstairs and some rooms downstairs in our flat.



big



small



two-storeyed



many-storeyed



long

short

cosy

comfortable

Example: *This house differs from the cottage. The house is big and the cottage is small.*

7. Make up six sentences on the table.

There are	some	rooms tables pictures chairs photos flowers	upstairs. downstairs. in the dining room. on the fireplace. in the sitting room. on the wall.
-----------	------	--	--

Example: *There are some rooms upstairs.*

8. Talk with your friend about your flat. Use:

I say, _____. Do you want _____?

I'd love to. Does your flat _____?

I think it does. Look, _____ and _____.

Is your room _____ or _____?

That's a good idea. _____
There's no place _____.

My bedroom _____.
There is _____. We like
_____. Is your _____?

Far from it. _____ is the biggest.
We _____ and _____ there.



On your Own: Write 5–6 sentences about your flat.

Example: *I live in a three-room flat. The sitting room is the biggest in our flat. It is cosy and comfortable... .*

9. Read and say what the girl thinks about her house.

HOME, SWEET HOME



Hi, my name is Darynka. I live in a village, in a typical Ukrainian khata, as you see. It's a small house with a lot of beautiful flowers and fruit trees around. You can see a bench under an apple tree. It's my favourite place in summer. I like sitting and reading there when it is very hot.

Let's go inside the house. There is a hall, a kitchen and three rooms there. In the sitting room there is a corner of honour*. On the walls you can see the icons with embroidered towels and flowers. There are also many flower pots on the windows. They make our khata look cosy. You can also see hand-made carpets on the floor. My granny has made them and my granddad has made that big wooden table, the one near the window.

I am proud of my grandparents and our Ukrainian khata. It is my sweet home and I feel comfortable there.

10. True or False?

1. Darynka lives in a many-storeyed building.
2. There are many flowers and trees around the house.
3. The girl likes to sit on the bench near an apple tree.
4. There is a corner of honour in her bedroom.
5. Darynka is proud of her grandparents.

* a corner of honour – почесне місце.

11. Act as Darynka and describe your flat. Use:

a typical Ukrainian khata;
 a corner of honour;
 embroidered towels and flowers;
 hand-made carpets;
 flower pots.



12. Tell your friends about your house/flat. Use:

Personally, I live It is There is ... in my flat. ... is the biggest room. ... in this room. You can see... and I'm proud I feel comfortable

13. Write a letter to your e-pal about the house/flat you live in. Begin with:

*Dear ... ,
 You sent me a photo of your house. I like it a lot. Now
 I am writing to you about my flat... .
 I'm also sending you a photo.*

Yours,



Do it Yourself! Draw (take a photo) of your flat/house and describe it.

3.4. Learn to talk about your favourite place at home

Word Box

an armchair
 curtains
 wardrobe
 study
 veranda(h)
 a fishbowl

Phrase Box

- to do one's lessons
- to be on one's own
- to feel comfortable
- to have everything one needs

Communication Box

... I like best.
 Poor thing!
 Not only that.
 Of all the rooms.

Unit 3

1. Look at the pictures and say what you've got in your flat/house.



a sofa



a sideboard



a bookcase



a CD player



a fishbowl



curtains



a TV set



a coffee table

Example: *We've got a sofa and a bookcase in our flat.*

2. Listen and repeat. Say if you have the same furniture in your room.

BETTY BLOOMS' ROOM

- I say, Betty Bloom,
Is there much furniture in your room?
- There is a wardrobe and a bed,
an armchair and a TV set,
a green carpet on the floor
and nice curtains on the door.

/ə:/ furniture, curtains

/ɑ:/ armchair, carpet

/ɔ:/ floor, door, wardrobe



3. Look, match and say where you have these things (p. 67).



a wardrobe;
 an armchair;
 curtains;
 a coffee table;
 a sideboard.

Example: *There are two armchairs in our sitting room.*

4. Think and say:

- what room in your flat/house is your favourite one;
- what furniture you've got there;
- what you like to do there.

Example: *Of all the rooms I like my bedroom best. There isn't much furniture there. I've got a sofa, a desk and a wardrobe there. I like to do my lessons there.*

5. Listen and role-play.

Taras: I say, Oksana, what is your favourite room in your flat?

Oksana: Personally, I like my own room best. I spend much time there – do my lessons or play with my friends. And do you have a room of your own?

Taras: Unfortunately, I don't. I share it with my little brother. His toys are everywhere: on the floor, on my desk, even in my bed. He always wants to play with me, but I'm often busy.

Oksana: Poor thing! Is there any safe place for you?

Taras: Sure. It's my dad's study. There isn't much furniture there: a big desk, an armchair and two bookcases. There is also a CD player, a computer and a fishbowl on the table.

Oksana: I see it is a very comfortable place.

Taras: Not only that. It is the corner in our flat where I can be on my own and do my lessons, play computer games or listen to the songs I like.

Oksana: So this is your favourite place, isn't it?

Taras: Right. I like it a lot.

Remember!

- Personally, I like this place best.
- Is there much furniture in your room?
- No, there isn't.

6. Let's play a grammar chain game.

Example: A: *I like my computer best, and you?*
 B: *Personally, I like my fishbowl best.*

7. Put six questions on the table.

Is there	much	furniture	in your room?
		bread	on the table?
		milk	in your cup?
		money	in your bag?
		tea	on the plate?
		sugar	

Example: *Is there much bread on your plate?*

8. Talk with your friend about your favourite room. Use:

I say, ___ what is ___?

Personally, I like ___. I spend much time ___ and do you ___?

Unfortunately, I ___. There are ____.
 He/she always ____.

Poor dear! Is there any ___?

Sure. It is ___. There isn't much furniture there: ___ and ___. There is also ____.

Right. I ____.

I see, it is ____.



On your Own: Write 5–6 sentences about your favourite place in the house.

Example: *The nursery is my favourite place in our house. It is big and cosy. I like to do my lessons there. There isn't much furniture there.*

9. Read and say what these children think about their favourite places in their houses.

I live in Spain. It is very warm in my country and it is always hot in the house. No wonder, my favourite place is a veranda(h). There are many tall trees around it and it is quite cool there.



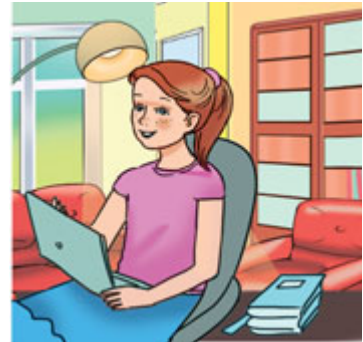
Homez



Alison

Of all the places in our house I like our kitchen best. It is big and light and it is always warm there. I like to watch how my mum is cooking dinner or how my elder brother is carving new toys for our little twins.

My name is Sarah. I live in Australia in a big one-storeyed cottage. Every member of the family has their own room. I like my room a lot. There isn't much furniture there, but I have everything I need: a computer, a CD player, my books and my family album.



Sarah

10. Answer the questions.

1. What is Homez's favourite place?
2. Why does he like it very much?

Unit 3

3. Why does Alison like her kitchen?
4. What does she like to do there?
5. Why does Sarah like her own room?

11. Act as one of the children (Alison, Sarah, Homez) and describe their favourite places. Use:



a favourite room;
a safe place;
to be light (cool);
to have everything you need;
to feel comfortable.

12. Tell your friends about your favourite place in your house/flat.

Personally, I live... . Of all the rooms I like ... best. It is ... and

I like to spend There is no ... but You can see My friends say

13. Write about the room you want to have in your house. Use the plan:

1. what house you want to live in;
2. where this house must be;
3. what room you want to have;
4. what furniture you want to have there;
5. why it will be your favourite place.



Do it Yourself. Draw a picture of your fantasy favourite room and describe it for a student magazine.

Unit 4 School Life

4.1. Learn to talk about your schoolbag

Word Bank

backpack
compartment
neat
cute
rolling

Phrase Bank

- school necessities
- adjustable straps
- cartoon character
- to treat somebody/ something with more respect
- to know no end

Communication Box

... , I guess?
Good guess!
Not half enough.
... and other stuff.
... from A to Z.

1. Look and say how two schoolbags differ.



Bob's schoolbag



Tim's schoolbag

Example: *Bob's schoolbag doesn't look neat.*

2. Listen and learn. Say what your schoolbag carries.

MY SCHOOLBAG

My companion, my best friend,
Friendship between us knows no end.
Wherever I go, I carry you.
Please, never leave me, oh! Never do!
You weigh even more than me,

Unit 4

You carry everything, from A to Z(ee).
You look cute,
And you carry all my books.

(After *Prashanthi Ramachandran*)

/æ/ companion, carry

/e/ friend, end, wherever, never, everything

/ʊ/ looks, books

/i:/ please, leave, me, z(ee)



3. Look, match and say what your schoolbag is like.



a backpack;
a compartment;
favourite cartoon characters;
adjustable straps;
a rolling backpack

Example: My schoolbag is a popular backpack. It has one large compartment ...

4. Think and say:

- what kind of a schoolbag you have;
- what you always carry in it;
- when and how you pack it.

Example: My schoolbag is cute. It carries all my books. I pack it every evening. I put my pens, pencils and other school necessities.

5. Listen and role-play.

THE RIGHT SCHOOLBAG?

Bob: Hi, Ann, can I help you with your backpack?

Ann: Thank you, that's very kind of you. It is really heavy – it weighs even more than me.

Bob: No wonder. You always carry everything, from A to Z. Pens, pencils, and other school necessities, I guess?

Ann: Exactly. My schoolbag is my companion. Friendship between us knows no end. Wherever I go, I carry it. I pack it every evening. I put my school books to use in the classroom, copybooks to write in, a bottle of water to drink when I'm thirsty.

Bob: I see. By the way, your schoolbag has got cute looks, with these cartoon characters. Are they your favourite?

Ann: Good guess! What about your schoolbag? Is it comfortable?

Bob: Not half enough. There's only one compartment, and the straps are not adjustable. My mum promised to buy the right one. She is considering a rolling backpack.

Ann: That's a good idea! I feel I need a new one, too.

Remember!

I put my school books to use in the classroom.

6. Let's play a grammar reasoning game.

Use the list.

A: Have you got a ruler in your schoolbag?

B: Sure. I always carry it to use in Maths lessons.

a ruler
a pencil box
a daybook
a dictionary
an apple
a folder

7. Make up six sentences on the table.

Example: *My friend always carries pencils to draw.*

I	put(s)	school books	to use in the
My friend	carry	copybooks	classroom.
My class-	(carries)	pens	to write in.
mates	take(s)	pencils	to read.
		school necessities	to drink.
		a bottle of water	to draw.

8. Talk with your friend about your schoolbags. Use:

Look! That's my ____.

It's really ____.
It weighs ____.

No wonder. I always carry ____: ____ and
other _____. What about ____? Is it ____?

Not half enough. It has
got _____. My mum _____.

That's a good idea!



On Your Own. Make a list of school necessities that you pack in your schoolbag and write why you carry them.

Example: *Copybooks – I carry my copybooks to write in.*

9. Read and say what makes a day of a schoolbag.**A DAY IN THE LIFE OF A SCHOOLBAG**

It was a typical school day. I was very heavy, with all the school necessities in my large compartment: five books, five copybooks, a pencil box full of pens and pencils, a ruler, an eraser, a bottle of water, a packed lunch and other stuff. It was time to go to school.

My owner carried me on her shoulders on our way to school. When we came, she took out her books and homework and hung me and her coat on the peg in the cloakroom. It was going to be another long day. I knew I had to wait in that position till three o'clock.

Hours came and went. Suddenly I felt water. Not again! Somebody had spilt it on me, and I got wet and uncomfortable. It was so unfair! Back at home, they put me outside to dry in the sun.

The life of a schoolbag is so boring. Children must treat us with more respect. If we leave them, they will have to carry everything themselves...

10. True or False?

1. The school day started in its usual way.
2. There were a lot of things in the schoolbag.
3. The owner of the schoolbag was a schoolboy.
4. Something made the schoolbag feel bad.
5. The schoolbag enjoyed its day.

11. Act as the schoolbag from the story “A Day in the Life of a Schoolbag” and talk about your owner’s school day. Use:



to read a book;
to write an exercise;
to draw a picture.

to have packed lunch;
to drink water;
to play in the schoolground.

12. Tell your friends about a new schoolbag that you may have soon. Use:

Personally, My ... is very It has got You can see there.

... makes my school life It is especially comfortable... . My mum is considering I will treat ... with more respect .

13. Write a thank-you note to someone who bought you your schoolbag. Use:

*Dear ... ,
Thank you for It is
I always I will*

*Yours,
...*

Unit 4



Do it Yourself! Draw a picture of the right schoolbag and label its parts.

4.2. Learn to talk about your school uniform

Word Box

to require
to consist
to belong
safety
reason

Phrase Box

- school uniform
- school blazer
- school tie
- school logo
- to develop school spirit
- to give a sense of pride and discipline

Communication Box

... day in, day out.
The safer, the better.
... as well.
... , I bet!

1. Look at the picture and say what the children have in common.



Example: *All the boys are wearing long trousers.*

2. Listen and repeat. Say where you can buy a school uniform.

WHERE CAN I BUY A SCHOOL UNIFORM?

Excuse me, where is the school shop?

Not here. It's across from the exit.

Excuse me, where is the school shop?

Not here. It's behind the assembly.

Excuse me, where is the school shop?

Not here. It's between the lockers and the staff room.

Excuse me, where is the school shop?

Oh, sorry, it's closed.

/v/ shop, across, not, lockers, sorry.

/h/ here, behind.



3. Look, match and say what you usually wear to school.



a school tie;
a blazer with the school
logo on it;
a white shirt;
a black/grey skirt.

Example: *I usually wear trousers and a school jacket to school..*

4. Think and say:

- why most schools require children to wear a school uniform;
- what your school uniform consists of in different seasons;
- how comfortable your school uniform is.

Example: *I think schoolchildren should wear a school uniform for security reasons. As the colour is the choice of the school, it is easy to see if someone is a stranger at school.*

5. Listen and role-play.**SCHOOL SPIRIT**

- Bob:** Hi, Oksana, you look so pretty in your blue blazer. Is it your school uniform?
- Oksana:** Right. It also consists of a black skirt for girls, and boys have to wear a blue blazer and long black trousers. Sometimes my friends and I are tired of wearing the same type of clothes day in and day out.
- Bob:** Me, too. But most schools in England require children to wear a school uniform. Above all, it develops school spirit.
- Oksana:** True, true. What is it like in your school?
- Bob:** Very much like yours, only we have sweaters or jumpers instead of blazers. They are dark green in my school, with the school logo on. By the way, we may buy them at the school shop. Besides, I put on a white shirt and a school tie.
- Oksana:** Wow! You and your classmates look neat at school, I bet!
- Bob:** We do. Our school uniform gives us a sense of pride and discipline. We feel we belong there.
- Oksana:** I think schoolchildren should wear a school uniform for safety reasons as well. As the colour is the choice of the school, we all look the same on a school trip and so can't get lost.
- Bob:** That's a good idea. The safer, the better.

Remember!

I think schoolchildren should wear a school uniform for security reasons as well.

That's a good idea. The safer, the better.

6. Let's play a grammar advice game. Use the prompts and the responses.

1. – I think we should wear warm clothes. (warm clothes)
– The warmer, the better.

2. – _____ (bright colours)
– The brighter, the better.
3. – _____ (clean shoes)
– The cleaner, the better.
4. – _____ (safe school)
– The safer, the better.
5. – _____ (neat clothes)
– The neater, the better.
6. – _____ (a strong sense of pride)
– The stronger, the better.

7. Make up six sentences on the table.

I think	we children you	should wear	a school uniform	to school.
		shouldn't wear	a school tie	outside school.
			a school logo	after classes.
			a school jacket	
a school sweater				
a school shirt				

Example: *I think we shouldn't wear a school uniform outside school.*

8. Talk with your friend about your school uniform. Use:

Hi, ____, you look so pretty in _____. Is it _____?

Right. It also consists of _____.

Sometimes _____ day in, day out.

Me, too. But most schools _____.

Wow! _____, I bet!

Besides, _____. _____ a sense of pride and discipline. We feel _____.

I think _____ should _____.

That's a good idea. The _____, the _____.



On your Own: Describe your school uniform in detail (5–7 sentences) for your school security.

Example: *Boys in my school wear long grey trousers, a white shirt and a navy blue blazer. ...*

9. Read and say what these people think about a school uniform.

WHY WEAR A UNIFORM?

It's there for good reasons. First of all, I like uniforms because everyone has the same. Then, it stops us worrying about what to wear each day. Besides, when we go on a school trip, we all look the same and so can't get lost. Finally, it develops school spirit.

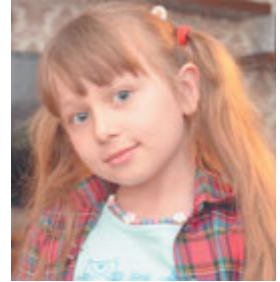
What's the point of school uniform? As a parent, I don't have to shop for new expensive clothes for my children. It



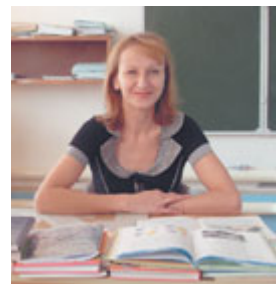
Masha's
mother

saves my family time and money, and I know for sure my daughters won't show off to other kids. Everyone is equal: all children dress the same, whether rich or poor. Interestingly, when there is no debate about what a child is allowed to wear to school, then that makes mornings easier for parents and for kids.

There are several reasons for it. A school uniform is an important part of being a school student. Dressing alike helps schoolchildren focus on schoolwork and understand what really counts is what kind of people they are. Besides, wearing a school uniform gives a sense of pride and discipline. All in all, it creates a more serious atmosphere in the classroom.



Masha
Mykhalets



Masha's
teacher

10. True or False?

1. Masha doesn't like to wear a school uniform.
2. Masha's school uniform helps her mum economise on time and money.
3. Masha's teacher says schoolchildren behave better if they wear a school uniform.
4. The teacher thinks that wearing a school uniform doesn't help school kids learn better.
5. Masha understands that it is safe to wear a school uniform both at school and outside school.

11. Act as Masha and explain why it is important to wear a school uniform. Use:

- to wear a school uniform ;
- to look the same;
- (not) to show off to other kids;
- to focus on schoolwork;
- to develop school spirit.



12. Tell your friends about your reasons for wearing a school uniform. Use:

- Personally, I like... . It is... .Then, it stops Besides, Interestingly, ...
- Generally,

13. Write a description of an ideal school uniform. Begin with:

- An ideal school uniform consists of
- It looks
- It should have
- It helps us
- We can put on
- We may buy
- I am sure it will create



Do it Yourself! Draw your school logo and describe it.

4.3. Learn to talk about your classroom equipment

Word Box

equipment
web cam
laptop
to concentrate
device

Phrase Box

- interactive white board
- data projector
- DVD player
- voice recorder
- to go high-tech
- to get connected

Communication Box

On the one hand, ...,
on the other hand, ...
It makes sense.
Come and look for
yourself!

1. Look at the pictures and say what equipment you've got in your classroom.



an interactive white board



a data projector



a laptop



a voice recorder



a web cam



a DVD player

Example: *We've got a computer and a TV set in our classroom.*

2. Listen and repeat. Say if your classroom is going high tech.

GOING HIGH-TECH

You may notice, teacher,
I'm not in school today.

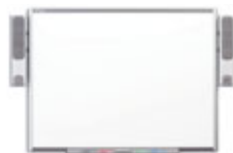
But the voice recorder on my desk
Will pick up each word you say.
Switch on my laptop's web cam,
When you have something to show,
And if you pass out homework,
Find my e-mail below.

/eɪ/ today, say, e-mail

/əʊ/ show, below, notice, homework



3. Look, match and say what you can do with these things in the classroom.



a DVD player/to watch videos;
a laptop/to send e-mails;
a voice recorder/to tell stories;
an interactive white board/to do some work.

Example: *We can watch videos on a DVD player.*

4. Think and say:

- what classroom equipment is your favourite and why;
- what other technology you need for learning;
- how technology helps you learn.

Example: *The DVD player is my favourite classroom equipment because I like to watch videos and learn English...*

5. Listen and role-play.

LET'S GET CONNECTED

Taras: I say, Oksana, what is your favourite classroom equipment?

Oksana: I think, I like going high-tech. I spend a lot of time on my laptop doing my tasks or playing educational games. We often use an interactive white board in the lessons. And what equipment do you have in your classroom?

Unit 4

Taras: Unfortunately, not much: a CD player, a DVD player and a TV set.

Oksana: That sounds traditional, doesn't it? To me, it means listening to stories or songs, watching videos or educational channels. I don't mind that.

Taras: Neither do I. But isn't it a bit old-fashioned?! My dad says he used all those things in his school days as well. I'd like to learn in a new way, that is, using new devices.

Oksana: That makes sense. On the one hand, the world is changing, and on the other, it's just more fun. For example, take an English lesson: the teacher taps the screen, and we get connected to a classroom in Canada!

Taras: How exciting! I bet you concentrate more and get more out of each lesson.

Oksana: Exactly. Come and look for yourself!

Remember!

- I don't mind watching videos in the lessons.
- Neither do I. (= You agree)

6. Let's play a grammar trio game.

Example: *A: Let's watch a video.*

B: Sure, I don't mind.

C: Neither do I.

7. Ask and answer questions as in the pattern.

Pattern: *to play an educational game*

– Do you mind playing and educational game?

– No, I don't.

1. to watch an educational channel;

2. to listen to a story;

3. to listen to a song;

4. to get connected to a classroom in Canada;

5. to use new devices;

6. to learn in a new way.

8. Talk with your friend about your classroom equipment. Use:

I say _____. What is your favourite _____?

I think, I like _____. We often use _____.
And what _____?

Unfortunately, _____.

That sounds _____. To me, it means _____.
I don't mind _____.

Neither do I. But isn't it _____?! I'd like _____.

That makes sense. On the one hand, _____,
on the other, _____. For example, _____.

Exactly. Come and _____!

How _____! I bet _____.



On your Own: Describe your classroom equipment in 5–7 sentences.

Example: I like going high-tech. We have some new equipment in our classroom. ...

9. Read and say what equipment Mexican classrooms have.

MEXICAN CLASSROOMS GO HIGH-TECH

Ping ping, beep beep, tap tap. What are those noises? A new video game? A children's toy, perhaps? Or even some musical instrument?

Well, in some ways, you are right about all three. In fact, it is the sound of the new high-tech education system. The system is called *Encyclomedia*. Schools in Mexico have just started to use it in the classrooms. You can

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hear the sound if you put your finger on the huge electronic screens on the walls.

Some five million 10- and 11-year-olds now get all their education through the screens, from maths to music, from geography to English. It is the biggest project of its kind in the world.

“I really like it,” says one 10-year-old at the John F Kennedy primary school in Mexico City. “It’s fun, and therefore you learn more.”

“It is exciting. The children concentrate more, and so they get more out of each lesson,” the teachers say.

(Adapted from the Internet)

10. True or False?

1. Mexican children learn in a new way.
2. *Encyclomedia* is a children’s board game.
3. It is enjoyable to use the system.
4. Teachers like it a lot.
5. Few Mexican schools are using it.

11. Act as a pupil of the John F Kennedy primary school and describe your classroom equipment. Use:

a new high-tech education system;
huge electronic screens;
to put one’s finger on something;
to learn more;
to concentrate more.



12. Tell your friends about your idea of a high-tech classroom. Use:

I think, I like... . It is... . There is ... in my classroom.
...is the newest device. We can It helps It is fun,
and therefore...

13. Write an e-mail to the children of the John F Kennedy primary school in Mexico City asking for more information about their classroom equipment. Begin with:



Dear ... ,
 I have just read about...
 I'm also sending you a photo of my classroom.

Best wishes,



Do it Yourself! Draw (take a photo) of a modern classroom and describe it.

4.4. Learn to talk about your school playground

Word Box

to skip
 tag
 competition

Phrase Box

- break time
- adventure playground
- to eat a snack
- to blow a whistle
- to line up
- duty teacher

Communication Box

Yummy!
 I'm glad you like it/
 them.
 I don't feel like it.

1. Look and say what you can see in the school playground.

Example: *I can see a lot of children in the playground. Some of them are eating a snack.*



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2. Listen and repeat. Say what games you can play in your school playground.

Yoga, yoga, I can do yoga.

Can you do yoga, too?

I can't do yoga, but I can do karate.

Can you do karate, too?

I can't do karate, but I can play basketball.

Can you play basketball, too?

I can't play basketball, but I can play football.

Can you play football, too?

/ u: / too, do, you

/ k / can, can't, karate, basketball



3. Look, match and say when or where these children are doing it.

Example: *The children are eating a snack during their break.*



an adventure ground;
to eat a snack;
to hopscotch;
competition.

4. Think and say:

- what your school playground is like;
- what you can do there during break time;
- what sports events usually take place there.

Example: *Our school playground isn't very large, but there is a lot to do there. We can hopscotch, we can run, we can play hide-and-seek....*

5. Listen and role-play.

BREAK TIME

Taras: Hooray, Oksana, it's our morning break! Come on, let's go out and play in the playground.

Oksana: Don't forget your snack. Let's eat it out there. I've got fruit, and what have you brought today?

Taras: A couple of biscuits. Would you like some?

Oksana: Thank you. Yummy! They are delicious!

Taras: I'm glad you like them. Well, when you finish your snack, shall we go to the adventure playground?

Oksana: Sure. I can't wait. You know it's my favourite thing to do during break time. I can hopscotch. Can you hopscotch, too?

Taras: I don't feel like it, but I can play tag.

Oksana: Do you mean chasing other players, trying to tag, or touching them with your hand? I haven't played it for ages!

Taras: It's a lot of fun. Let's get started!

Oksana: Oh, have you heard? If I'm not mistaken, the duty teacher blew the whistle.

Taras: It can't be true! It can't be the end of break, can it?

Oksana: Believe it or not, but it can. We have to stand still and wait till the teacher tells us to line up in our class line...

Remember!

It can't be the end of break, can it?

Yes, it can.

6. Let's play the grammar 'believe-it-or-not' game. Use the box.

Example:

A: *the end of break*

B: *It can't be the end of break, can it?*

C: *Believe it or not, it can.*

tag;
hopscotch;
adventure ground;
seesaw;
swing set;
competition.

7. Turn statements into questions as in the pattern.

Pattern: It can be true. → It can't be true, can it?

1. We can play on our large playing field. →
2. We can go out during break time. →
3. We can play on an adventure playground. →
4. We can hear a whistle. →
5. We can eat a snack. →
6. We can form teams. →

8. Talk with your friend about your morning break in the playground.

Hooray, ____! It's ____! Let's go out and ____.

Don't forget _____. I've got _____. And what _____ today?

A couple of _____. Would you like _____?

Thank you. Yummy! _____.

I'm glad you like _____. Well, _____ shall we _____?

Sure. I can't wait to _____. You know it's _____.
I can _____. Can you _____, too?

I don't feel like it, but I can _____.

Ok! Let's _____.



On your Own. Make a plan of your school playground and write 6–7 sentences about it.

Example: *This is my school playground. There is a lot of sports equipment there. We can skip, run, play basketball and volleyball during break time ...*

9. Read and say what Francis calls 'school playground culture'.

SCHOOL PLAYGROUND CULTURE

My name is Francis. I'm in Year 4 in Woodland's Junior School. I enjoy my school life. We study hard in the lessons and have a lot of fun during break time.

We have our morning break from 10:20 till 10:35. We bring a snack from home to eat in the playgrounds. The snack is usually a pack of crisps, fruit or a couple of biscuits.



We play games on either of our two playgrounds or on an adventure playground where we can use seesaws and swing sets. In the summer term, we play on our large playing field. Football is a very popular game, but the children also play many other games, some of which have been around in school playgrounds for many years. For example, we can form teams to play football and basketball. It's also popular to skip and play tag there. By the way, tag is my favourite playground game.

At the end of break the duty teacher blows a whistle. The children stand still and wait till the teacher tells us to line up in our class lines. That is also an important part of our school playground culture.

10. Read and choose the correct answer.

1. Where does Francis study?
 a) in Grade One; b) in Grade Four;
 c) in Grade Six.

2. How long is her morning break?
 a) ten minutes; b) twenty minutes;
 c) fifteen minutes.

3. What do the children NOT do in the school playgrounds?
 a) eat snacks; b) play sports; c) play music.

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4. What game does Francis like to play most of all?
a) tag; b) hopscotch; c) volleyball.
5. When can children play on their large playing field?
a) in winter; b) in summer;
c) all the year round.
6. What can children hear at the end of break time?
a) a song; b) a cry; c) a whistle.

11. Act as Francis and talk about your morning break in the school playground. Use:

- to eat a snack;
- to play on an adventure ground;
- to form teams;
- to blow a whistle;
- to line up.



12. Tell your friends about your favourite playground game. Use:

I like playing... . I usually play ... with During ... , we go ... and

First of all, we form Then we start I always try I have a lot of

13. Write about your school playground to Francis. Begin with:

Dear Francis,

My name is I am in Year 4 in

...



Do it Yourself! Draw an adventure playground for your school's "Idea Bank" and label it.

Unit 5 Holidays

5.1. Learn to talk about celebrations

Word Box

to celebrate
to decorate
assembly
hall
special
table cloth

Phrase Box

- to have a holiday meal
- to take part in something
- to please somebody
- to get together

Communication Box

You may say so.
Right you are!
Thank you for the invitation.
By all means.

1. Look and say what you can do on celebrations.



a festive
meal

to have a
concert

to decorate
a room

to take part in
a competition

Example: *We can have a big meal.*

2. Listen and repeat. Say why you like to celebrate holidays.

- Hey, Mike, what can you say about this fine celebration?
- I like this celebration. It's so fun! Do you?
- Sure, I do. It's nice and unusual.

/ei/ hey, say, celebration

/ai/ Mike, like, fine, nice



3. Look, match and say what children do for the celebrations at school.



- to decorate a room;
- to take part in a competition;
- to have a festive meal;
- to have a concert.

Example: *Children have concerts at school.*

4. Look and say:

- what celebrations children may have at school;
- how they decorate their room/assembly hall;
- what they can do at these celebrations.

Example: *Children may have a big party on the Teacher's Day. They decorate the assembly hall with beautiful flowers, balloons and flags. They take part in concerts, competitions.*

5. Listen and role-play.

OKSANA'S FAMILY HOLIDAY

Mike: Hey, Oksana, where are you going with such a big shopping bag?

Oksana: To the supermarket, to buy milk and butter. Mum wants to bake a big apple pie.

Mike: I've tasted your mum's pie. It's so tasty! Are you celebrating any holiday today?

Oksana: You may say so. My great granddad is coming from Canada today. He hasn't been to Ukraine

for many years and we want to please him with a real Ukrainian dinner.

Mike: I'm sure your great granddad will like our Ukrainian borsch and varenyks. Your mum cooks so well.

Oksana: You are right. And we all help mum make a nice party. My elder sister embroidered a table cloth, I've decorated the room with many-coloured balloons and my dad has bought a few CDs with Ukrainian music.

Mike: I believe, it'll be a great family get together.

Oksana: Do you want to meet my great granddad?

Mike: I'd love to. It's so interesting to meet a Canadian Ukrainian.

Oksana: Then come to my place on Sunday at 5.

Mike: Thanks for the invitation. No problem.

Remember!

- Where are you going with such a big shopping bag?
- Your mum's pie is so tasty!
- Your mum cooks so well.

6. Let's play a grammar changing game. Use the box.

Example:

A: It is such a good concert.

B: The concert is so good.

a good concert;
a festive mood;
a big balloon;
a beautiful
decoration;
a tasty meal.

6. Read and complete.

Example: *The festive meal is so tasty!*

1. The festive meal is so
2. You have such a
3. The concert is so
4. We have made such a
5. The competition is so
6. The party is so

8. Speak with your friend about your family holiday.

Hey, _____, where _____?

To the _____. My mum wants _____.

I'm sure your _____ and _____.

You are right. And we all _____ and _____, my dad _____.

Do you want _____?

I'd love to. It's so _____.

Then, come _____.



On your Own. Look at Oksana's photo of a family holiday and write 6–7 sentences about it. Begin with:



I believe Oksana's family has a nice family get together. They're sitting at a holiday table ...

9. Read and say what the girl's family holiday is.

MYO'S SPECIAL CELEBRATION

I believe everybody likes to celebrate. In Japan children enjoy different celebrations. They can get together on these days and have a lot of fun.

But there are also special days for Japanese children – their birthdays when they are 3, 5 and 7. At this age there is a special celebration called Shichi-Go-San (Seven-five-three in Japanese). Yesterday I celebrated my seventh birthday and it was such an unforgettable day!



I got up early and my mum presented me with a new beautiful kimono. I put it on and looked into the mirror. My granny said, “You look so nice in it! Now you are quite a big girl”. I was happy to hear that.

So, all my family members went to shrine*. There were many people there. Children got special sweets. After that we went home.

When I was coming up to our house, I saw many red and yellow balloons on the door. Then I heard the voices of my friends. They were waiting for me in the sitting room. I opened the door and they cried, “Surprise, Myo! Happy Birthday!” And our party began.

We ate a tasty meal, played computer games, danced and sang. My dad organized interesting competitions for my guests and we took part in them gladly. I liked “Magic Box” competition best: he, who finds a magic box, gets a nice present inside. So, all my friends got something to remember my birthday. It’s fun, isn’t it?

10. True or False?

1. In Japan children like to get together.
2. There are special birthdays for boys.
3. Myo celebrated her birthday with friends.
4. Her mother presented her with balloons.
5. Children got special sweets.
6. Myo liked “Magic Box” competition.

* shrine – храм у Японії.

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11. Act as Myo and talk about your favourite holiday. Use:



to get together;
an unforgettable holiday;
to get special sweets;
to put on a new kimono;
to like “Magic Box” competition best;
to have much fun.

12. Talk about your special holiday. Use:

Personally, My special holiday I like Besides, I enjoy

... on this day. My friends Usually... . But sometimes

13. Write about your birthday. Use:

What is it? When is it? Who do you like to celebrate it with? What do you like to do on this day? What makes it so nice?



Do it Yourself! Draw a picture of your favourite holiday and write 7–8 sentences about its celebration.

5.2. Learn to talk about autumn celebrations in different countries

Word Box

pumpkin
turkey
fireworks
harvest
to symbolize
bonfire

Phrase Box

- to take pictures of something
- to go out of town
- outdoor games
- in the open air
- to get ready for something

Communication Box

Don't you know?
Traditionally...
You may say so!

1. Look and say what special days we have in autumn in Ukraine.



September
Knowledge Day



October
Teacher's Day



August
Day of the National Flag



September
Harvest Day

Example: *We celebrate Knowledge Day in September.*

2. Listen and repeat. Say what autumn celebration is your favourite.

- Do you like autumn celebration, Mark?
- Sure, I do. Harvest Day is my favourite.
- Same with me. There are so many beautiful flowers, sweets, biscuits and tasty vegetables everywhere.

/ɑ:/ Mark, harvest

/v/ favourite, vegetables

**3. Look and say how these things can be connected with celebrations.**

a festive dinner



fireworks



a family get together

Example: People can have turkey for a festive dinner in some countries.

4. Think and say:

- what autumn holidays you can celebrate in the open air;
- what you like to do on this day;
- what traditions symbolize any autumn holiday you know.

Example: We may celebrate Harvest Day in the open air in a big square or in a field. Usually there are many interesting traditions on this holiday: flower exhibitions, fruit parades, holiday meals and shows. I like to take pictures of interesting flower compositions, unusually big vegetables and fruits.

5. Listen and role-play.**CELEBRATING THANKSGIVING**

Taras: I say, Martha, you have so many beautiful greeting cards on the desk. Is it your birthday today?

Martha: Oh, no. Today is the last Thursday of November and it is a very special day for all Americans.

Taras: Really? Do you celebrate anything on this day?

Martha: Exactly. It is a traditional American holiday – Thanksgiving Day. We give thanks to God for all good things in our life.

Taras: How interesting! But why are there pumpkins and turkeys on your greeting cards?

Martha: Don't you know? Pumpkin pies and roast turkeys are holiday meals on Thanksgiving Day. There is one day a year when American families get together and eat a big dinner. Traditionally, people gather at a house of an elder relative. We gather at our granddad's.

Taras: Is it your favourite holiday, I wonder?

Martha: You may say so. I like to meet all my relatives at a holiday dinner, to take pictures of them and to wish them Happy Turkey Day.



Taras: I also enjoy family get together. Happy Thanksgiving Day to you, Martha!

Martha: Thanks a lot!

Remember!

- There is one day a year when all the family gather together.
- We give thanks to God for all good things in our life.

6. Let's play a 'grammar picture game'.

Example: *I give thanks to my  for her tasty .*
I give thanks to my granny for her tasty pies.

1. We give thanks to our  _____ for their love and kindness.

2. We give thanks to our  _____ for our knowledge.

3. I give thanks to my  _____ for the  _____.

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4. I give thanks to my  _____ for the new  _____.

5. I give thanks to my  _____ for the  _____.

7. Make 5–6 sentences on the table.

There is one day	a year a week a month	when we when I	have our birthday. celebrate this holiday. have our PT lesson. go to the cinema. meet our relatives. have our sport competition.
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Example: *There is one day a year when we have birthdays.*

8. Talk with your friend about your favourite autumn holiday. Use:

I say, _____, you have _____ . Is it _____ ?

Oh, no. Today is a special _____ .

Really? Do you celebrate _____ ?

Exactly. It is a traditional _____ .
We give thanks to _____ for _____ .

Is it your favourite _____ , I wonder?

You may say so. I like _____ and _____ .



On your Own. Take a greeting card of any autumn holiday and write 6–7 sentences about it.

Example: *Look at this greeting card. You can see a teacher and pupils in it. So it is Teacher's Day. On this day we give thanks to our teachers for knowledge and help...*

9. Read and say why the children like their holidays.

TO EACH HIS OWN

I love Labour Day. We celebrate it on the first Monday of September in Canada. The holiday symbolizes the end of summer and the beginning of autumn. On this day many Canadian families have the biggest picnic of the year. We usually go out of town and spend the whole day together. Children like to play outdoor games like football, volleyball or hide-and-seek.



Jeremy

But I like meals in the open air. I can eat food that I like and I don't think about table manners. It's fun! My dad says that in America people also celebrate such a holiday. Parents organize it for their children of school age. They say goodbye to their summer holidays and get ready for a new school year. Isn't it interesting?

There is a special day in England, too. In November you can hear children say "Remember, remember, the 5th of November". They are talking about Bonfire Night or Guy Fawkes Night. This is my favourite autumn holiday and we celebrate it on the fifth of November.



Sarah

On this day many English boys and girls carry funny figures of a man in an old coat and a hat, with a mask on the face. They make them out of straw and call the man "Guy Fawkes". Our teacher told us that many years ago this man wanted to blow up the English parliament*. But the soldiers caught and arrested him. After that people lit many fires in the streets.

Since that time children go from door to door and say: "Give a penny for a guy". They spend their money on fireworks. In the evening people make a bonfire in the main square of a town or a city. I also take part in this holiday. I like to sit near the bonfire with my friends and to watch the fireworks.

*parliament – парламент.

10. Read and choose the correct answer.

1. When do Canadians celebrate Labour Day?
a) in August; b) in September; c) in October.
2. What do the families have on this day?
a) the biggest picnic; b) the greatest fireworks;
c) the bonfire.
3. What does this holiday symbolize for school children in Canada and America?
a) the beginning of a new holiday;
b) the beginning of a new school year;
c) the beginning of sport celebrations.
4. What holiday is special for Sarah?
a) Labour Day; b) Thanksgiving Day;
c) Bonfire Night.
5. What do English children spend their money on?
a) sweets; b) fireworks; c) picnics.
6. What do English children carry on the 5th of November?
a) funny figures of a man;
b) figures of an old woman;
c) figures of wizards.

11. Act as Sarah or Jeremy and talk about your favourite holiday. Use:



to symbolize
to go out of town
in the open air
to get together
to get ready for a new school year



to carry funny figures
to go from door to door
to make a bonfire
to spend money on fireworks
to have fun

12. Talk about your favourite autumn holiday. Use:

My favourite autumn holiday... . We celebrate it on
On this day... . Traditionally I like to... best. It's fun
to... . Besides My friends and I

13. Write about a Ukrainian autumn holiday. Use the plan:

1. Time.
2. Place.
3. Traditions.
4. Favourite activities.
5. Holiday meal.



Do it Yourself! Make a greeting card for any autumn holiday.

5.3. Learn to talk about New Year and Christmas

Word Box

reindeer
candle
church
cards
rooster

Phrase Box

- to take place
- Christmas card
- Christmas wreath
- to take one's eyes off something

Communication Box

For luck!
The world we live in!
Same to you.
Happy New Year!
Merry Christmas!
It depends.

1. Look and say about New Year/Christmas symbols (p. 105–106).



A New Year/Christmas tree



Santa Claus



a reindeer



New Year/Christmas presents

Example: *There is always a Christmas tree at Christmas.*

2. Listen and repeat. Say how you are getting ready for the New Year celebration.

- Listen, Bill, the bells are ringing. New Year is coming.
- So it is. We are getting ready for its celebration: decorating rooms, learning new carols and what not.

/I/ listen, Bill, it, is

/ŋ/ ringing, coming, getting, decorating, learning



3. Look, match and say where you can see these things at Christmas.



Christmas reindeer;
Christmas wreath;
Christmas card;
Christmas candles;
Christmas pie.

Example: *We can see Christmas wreaths on some doors of the houses.*

4. Think and say about getting ready for Christmas:

- how you decorate your house and Christmas tree;

- what Christmas traditions your family keeps;
- what your favourite Christmas dish is.

Example: All my family likes to get ready for Christmas. We decorate our house with paper coloured flags and balloons.

5. Listen and role-play.

HAPPY NEW YEAR

Oksana: Hi, Lee! Glad to see you at our New Year party. Are you enjoying it?

Lee: A lot. The New Year tree is fantastic and the New Year costumes too. It is different from the New Year in China.

Oksana: Really? Don't you celebrate it on the first day of January?

Lee: It depends. Chinese New Year takes place at the first full moon. It may be in January or February.

Oksana: That's really different. And how do you get ready for the celebrations? Do you decorate your houses? Do you have a holiday meal?

Lee: Sure, we do. We decorate our houses and use a lot of red in decoration. We believe it is the luckiest colour. After a holiday dinner every family member gets special sweets, for luck.

Oksana: I see you have unusual New Year traditions in your country.

Lee: Right. And the most unusual is that in China everybody celebrates his/her birthday on New Year Day. They become one year older on that day.

Oksana: Wow! The world we live in! Now I understand the truth of the old saying "So many countries, so many customs".

Lee: Agreed. But we are celebrating New Year in Ukraine now. So, a Happy New Year to you, Oksana.

Oksana: Thank you, Lee. Same to you!

Remember!

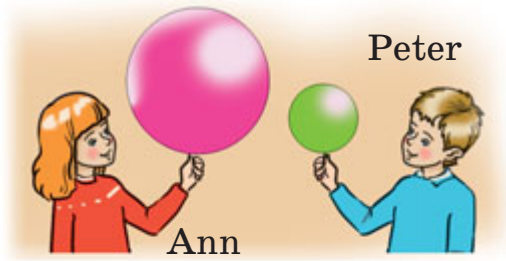
- Don't you celebrate it on the first of January?
- It depends. Chinese New Year takes place at the first full moon. But it is different from New Year in Ukraine.

6. Let's play a grammar chain game.

Example: A: *Don't you celebrate Christmas?*
B: *Sure, we do. Don't you decorate your Christmas tree?*
C: *We do. Don't you...?*

7. Look at the pictures and compare them as in the example.

Example: *Mike's New Year tree is different from Sarah's New Year tree. It is bigger.*



8. Speak with your friend about New Year Celebration:

Hi, _____. Glad _____. Are you enjoying _____?

A lot! The New tree _____ and the costumes are _____. But it is different from _____.

Really? Don't you _____? How do you get ready for _____?

Sure. We like _____ and _____. I believe New Year is _____.

We _____ first. Then we have _____. After it we _____.

Do your relatives _____?



On your Own. Write about the New Year celebrations in your family. Use:

When? Where? What activities? What meals? Who with?

Example: We celebrate New Year on the 31st of December. Usually I celebrate it at home with my family. Sometimes our relatives come to us...

9. Read and say how Christmas celebrations in foreign countries are different from those in Ukraine.

SO MANY COUNTRIES SO MANY CUSTOMS

Part I

My name is Luis. I am from Puerto Rico. I live in a small town, and it is very hot there at Christmas. But one rich man always brings snow to our place from a small town in Canada. We help workers to make funny snowmen. You can see me and my friends in this photo. It's a real winter wonder.



You are surprised to see a rooster and a hen in their hands. Many Puerto Ricans believe that a rooster crowed* at the moment Christ was born. At every Christmas gathering you can see these two birds. There is even a special mass** in church, called the rooster mass.

* * *



Christmas is the happiest holiday for all children in England. We decorate a Christmas tree with coloured lights and flags. There is traditionally a star or an angel on the top of a Christmas tree.

Christmas is not Christmas without Father Christmas. Many large shops have a 'Santa's Grotto'. Father Christmas, or Santa Claus, sits there and children can tell him what they would like for Christmas. We believe that Santa travels on a sleigh pulled by a reindeer on Christmas night. He comes through the chimney and puts presents into our stockings near the fireplace. In the morning all the family enjoys Christmas pudding and a Christmas cake.

Part II



My name is Alison and I live in Belgium. I like to decorate our house for Christmas celebrations. My mum and I make beautiful Christmas wreaths and hang them on the door and over the fireplace. My dad decorates our house and the trees in the yard with Christmas lights. It is so beautiful that I can't take my eyes off it.

Most of all I enjoy holiday skating races. There are many large ice rinks in squares of towns and cities and on

*crowed – закукурикав.

**mass – маса.

Christmas afternoon skaters, big or small, young or old, enjoy skating. Traditionally, best skaters get “Silver Skates” from Santa Claus. I’m just learning to skate. Maybe in a year or two, I will get a pair of skates from Santa.

* * *

Are you surprised to see a beautiful Christmas tree on the beach?

There is no mistake about it. It is Christmas in Australia because December comes in summer. We celebrate this holiday on the 25th of December. There is a six-week summer holiday at Christmas time.

We have a good tradition of singing Christmas carols like “Jingle Bells” and “Silent Night”. My friends and I go from door to door singing carols. People listen to us smiling and then present us with small gifts or sweets.

There is also another unusual tradition – to have a big Christmas picnic on the beach. Every family has a Christmas turkey and pudding on this day. Santa Claus is also here. He wishes all picnickers Merry Christmas. And I wish Merry Christmas to you.



10. Label the pictures with the right countries from the box (p. 112).



England
Australia

Puerto Rico
Belgium

11. Act as one of the children and describe Christmas celebrations in your country.



to get ready for something;
reindeer;
Santa's Grotto;
silver skates;
to sing carols;
rooster mass.

12. Talk about Christmas celebrations in your family. Use:

We celebrate Christmas... . On this day... . We decorate... . Traditionally... . Children believe Usually Santa Claus

13. Write 6–7 questions about Christmas traditions to your International friends.



Do it Yourself! Draw a Christmas card and write it for your friend.

5.4. Learn to talk about winter holidays

Word Box

groundhog
shadow
defender
behaviour

Phrase Box

- to obey parents and teachers
- a whipping rod
- to predict the weather
- to congratulate somebody on something

Communication Box

You don't say so!
Now you've mentioned it...
The tradition goes...

1. Look and say what winter holidays are popular in Ukraine.



St Nicholas's Day



Groundhog Day



Ukrainian Army Day



Hanukkah
(Festival of Lights)

Example: *St Nicholas's Day is popular in Ukraine.*

2. Listen and repeat. Say why children like winter.

- Winter is a wonderful season, isn't it?
- Sure. Though the weather isn't warm in winter, we have much fun on winter holidays: skiing, skating, throwing snowballs and what not.

/w/ winter, wonderful, warm

/ð/ though, the, with, weather



3. Look, match and say on what winter holiday we may see them.



a Menorah;



a whipping
rod;



St Nicholas;



a groundhog.

Example: *As far as I know, naughty children may get a whipping rod on St Nicholas's day.*

4. Think and say:

- what other holidays we celebrate in winter;
- what these holidays symbolize;
- what children like to do on this/that holiday.

Example: We celebrate Ukrainian Army Day in winter on the 6th of December. Traditionally, we congratulate our dads, brothers and classmates. Big concerts and a lot of presents symbolize this holiday.

5. Listen and role-play.**THE WEATHER PERSON**

Oksana: I say, Taras, do you like winter?

Taras: Not very much. It is cold, windy and frosty.

Oksana: But it also may be sunny and snowy, especially at the end of winter. By the way, do you know that a groundhog can predict the weather?

Taras: Now you've mentioned it, I remember that I've seen a TV programme about the groundhog Tishka. It lives near Kharkiv.

Oksana: That's right! My elder brother told me about an interesting American holiday Groundhog Day. They celebrate it in winter, on February, 2, to be exact. It is a big ceremony and a great public event!

Taras: You don't say so! Do they also have a groundhog who predicts the weather?

Oksana: They do. My brother says that it is a popular holiday and many people come to the place where Phil, the groundhog, lives on this day. They want to see how the groundhog does it.

Taras: Did your brother tell you how? I am eager to know it.

Oksana: The tradition goes that the groundhog comes out of his house and looks for his shadow. If he sees his shadow, it means six more weeks of winter. If he doesn't see his shadow, it means spring is just around the corner. Americans say that Phil has never been wrong.

Taras: Fantastic! I've never heard about such a holiday.

Oksana: Do you know what? Let's go to the library and find more information about it.

Taras: Let's go. I think our classmates will also be surprised to learn about this holiday.

Remember!

a) – It's cold, windy and frosty.

– But it also may be sunny and snowy, especially at the end of winter.

b) I am eager to know about this holiday.

6. Let's play a grammar tennis game.

Use the words from the box.

Example: *Wind* → *windy*

sun;	frost;
snow;	mud;
rain;	cloud.

7. Make up six sentences on the table.

I	am is are	eager	to know more about winter holidays.
He			to see a groundhog.
She			to celebrate this holiday.
You			to talk with my friends.
We			to listen to your brother's/sister's story.
They Children			to read a book about St Nicholas's Day.

Example: *I am eager to know more about winter holidays.*

8. Talk with your friends about Groundhog Day.

I say, ____, do you ____?

Not very much.
It is ____ and ____.

Now you've mentioned, it and ____.

That's right! My _____. They celebrate it _____,
to be exact. It's a big _____.

The tradition goes _____. If he doesn't _____.
They say _____.

Fantastic! I've never _____.

Do you know what? Let's _____ and _____.



On your Own. Describe Groundhog Day in America. Say if we have the same holiday in Ukraine.

Example: It was interesting for me to find out that Americans have such a holiday. They celebrate it on February, 2. It is very popular in America and a lot of people want to see it...

9. Read the letters from Mira and Eric to Ukrainian children about their favourite winter holidays and say why they like them so much.

Part I

Hi, everybody!

My name is Eric and I live in Belgium. Winter is the season I like best because there are so many exciting holidays in winter. But St Nicholas's Day is my favourite.



On December, 4, Saint Nicholas comes to my town to talk to children about their behaviour. Have they been good? Have they obeyed their parents and teachers? Are they doing their best at school? Saint Nicholas has some serious questions to ask – and he wants answers!

On the night of December, 5 we prepare for a nighttime visit from Saint Nicholas. Before going to bed, we usually put Christmas sweets for St Nicholas, some vegetables for his horse into wooden shoes and set them in front of the window. Like Santa Claus, St Nicholas travels from rooftop to rooftop and leaves gifts for children as he

goes. I know that St Nicholas travels on a white horse or even on a donkey.

In the morning we see that St Nicholas has taken everything from the shoes. A good child will find an orange, some sweets, nuts and presents in his shoes. There will also be a chocolate with the first letter of your name. A child, who has been bad, finds a whipping rod or an onion or even a piece of coal in his/her shoes.

There is a tradition on this day. Seeing the presents we quickly run to the chimney and shout up “Big thanks!” It’s fun, isn’t it?

Do you have this holiday in Ukraine? If so, when do you celebrate it? Are there any interesting traditions on this day? I’ll be glad to know about it.

Yours, Eric.

Part II

My name is Mira. I adore all winter holidays, but Hanukkah is my favourite. Another name for Hanukkah is “The Festival of Lights”. We celebrate it before Christmas. It lasts for eight days and all Jewish children have much fun!

In my photo you can see a ‘menorah’. It is a special candle stick holder which has seven candles. On the first night of the holiday, the family lights one candle. On the second night we light two candles, on the third night – three and so on for eight days. It is so exciting to see all the lights on. On Hanukkah, Jewish families enjoy a big dinner and sing many songs. Traditionally, parents give money and gifts to their children for this holiday. Children spend much time outdoors playing different games.



Is there “The Festival of Lights” in Ukraine? If so, are there any traditions on this holiday? It’ll be interesting for me to hear from you.

Yours, Mira.

Unit 6

10. Look at the pictures and choose those you've read about in children's letters.



11. Act as Eric or Mira and describe your favourite holiday. Use:



to adore winter holidays;
to last for eight days;
to light a candle;
to be exciting.



to be popular;
to obey parents and teachers;
a night-time visit;
wooden shoes;
to leave gifts for children.

12. Talk with your friends about your favourite winter holiday. Use the plan:

1. When do you celebrate it?
2. What do you know about this holiday?
3. What traditions are on this day?

13. Write a letter to Eric or Mira and answer their questions.



Do it Yourself! Draw a picture of your favourite winter holiday.

Unit 6 Nature Around Us

6.1. Learn to talk about the secrets of the sky

Word Box

rainbow
horizon
planetarium
skywatching

Phrase Box

to find out
to hide away
to try experi-
ments
signs of autumn

Communication Box

It's an open secret ...
Very good questions!
I'd love to.

1. Look and say how the sky in the daytime differs from the sky at night.



Example: *The sky is blue in the daytime, with some white clouds.*

2. Listen and learn. Say what you can see in the sky now.

A SEPTEMBER WALK

We went for a walk one September day.
There were white clouds in the blue sky.
We saw flocks of robins on our way.
There were grasshoppers and even a butterfly.

STARS

The stars in the sky, all in a line,
 Are they buying tickets to the moon?
 We won't see them in the daytime.
 They will hide away quite soon.

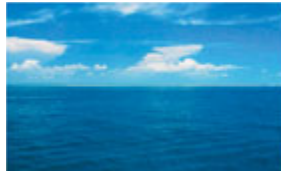
/u:/ blue, moon, soon.

/ai/ white, sky, butterfly, line, buying, daytime, hide, quite

/w/ we, went, walk, white, way, won't, will, away.



3. Look, match and say what these things mean for sky-wat-chers.



a rainbow;
 a planet;
 the horizon;
 a planetarium;
 a telescope.

Example: *Skywatchers like to look at the sky with a telescope.*

4. Think and say:

- what you like to see in the sky;
- if you have ever visited a planetarium;
- what you want to know about the sky.

Example: *I like to watch clouds in the sky. They often have funny shapes. I want to know more about the Moon...*

5. Listen and role-play.

AN OPEN SECRET

Bob: Hi, Ann, what are you reading?

Ann: It's a book of stories about nature around us. It tells of the clouds and the blue sky, of the stars and the moon.

Bob: How interesting! I'm a great lover of nature, you know. Can I look through the book, please?

Ann: Sure. Here you are.

Bob: Oh, thanks. I absolutely love its title “The Secrets of Nature”. I wonder how we can find them out ourselves.

Ann: First of all, we must use our ears and eyes to see what we can see. Do you remember our September walk when our class looked for signs of autumn? We saw flocks of robins on our way, there were grasshoppers and even a butterfly.

Bob: Right! Besides, we found a cricket* under a board and a worm under a stone. We understood that they were hiding away in warm places.

Ann: That’s the way they get ready for winter. It’s an open secret to us now.

Bob: But what about things that we can’t see because they are too small? For example, what does the air consist of? What makes the sky? What are the stars like? What planets can I see in the night sky?

Ann: Very good questions! I think people can find out what these secrets are when they try experiments. If you are interested in the stars, you can look at them with a telescope.

Bob: That’s a good idea! How about going to the planetarium for skywatching at the weekend?

Ann: I’d love to.

Remember!

They were hiding away in warm places.

That’s the way they get ready for winter.

6. Let’s play ‘the grammar explanation’ game. Use the box (p. 122).

Example: A: to watch the sky

B: We were watching the sky yesterday evening.

C: That’s the way we try to understand the secrets of nature.

*cricket – цвіркун.

to watch the sky;
 to look at the clouds;
 to look at the stars;
 to try experiments;
 to look for signs of autumn;
 to look at the Moon.

7. Make up 5–6 sentences on the table.

I We My friend My classmates	was were	watch- ing looking visiting using explor- ing	the sky the plane- tarium a telescope at the stars	the whole evening	yester- day.
				the whole afternoon	last Friday.
				from 9 to 10	two days ago.
				this time	

Example: *I was watching the sky from 9 to 10 last Friday.*

8. Talk with your friend about the secrets of the sky.

Hi, _____. What are you _____?

It's a _____ about _____. It tells of _____.

How interesting! Can I _____?

Sure. Here you are.

Oh, thanks. I absolutely love _____. I wonder _____.

First of all, we must _____.

But what about _____?

If you are interested in _____, you can _____.

That's a good idea!



On your Own. Take a picture of the sky in the daytime and write 6–8 sentences about it (p. 123).

Example: *This is the sky in the daytime. There are many white clouds up there. Some of them have funny shapes: one over there looks like a sleeping dog, and that one looks like a huge tulip flower...*

9. Read and describe how the fairy tale explains why the sky is so high.

WHY THE SKY IS SO HIGH

Long ago, the sky was very low. It was so low that people could touch it when they raised their hands. On the horizon, where the sky almost touched the earth, was a village. There lived an old woman all by herself. All day long she was busy with cleaning her house and her yard.



One day she saw that her yard was very dirty, so she began to sweep the ground so fast and so hard that it raised a storm of dust. In a minute, the dust covered her house and the village and reached the sky. The poor sky started coughing. Suddenly it sneezed so loudly that the whole village shook! People cried, “The sky is falling!” But the old woman didn’t hear them and kept sweeping.

After a while, it became so bad for the sky that it started crying helplessly. Huge teardrops fell to the ground. It made the yard muddy. It was too much for the woman. She raised her broomstick and threatened the sky. The sky was so scared that it moved higher and higher and promised never to come down again.

10. Read and choose the correct answer.

- Where did the old woman live?
 - in a city;
 - in the forest;
 - in a village.
- What was the woman cleaning all day long?
 - her house;
 - her yard;
 - her house and her yard.

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3. Why did the sky start coughing?
 - a) because of the dust;
 - b) because of cold weather;
 - c) because of the heat.
4. When did the whole village shake?
 - a) when the sky started coughing;
 - b) when the sky started sneezing;
 - c) when the sky started crying.
5. What did the woman raise to threaten the sky?
 - a) her hand; b) her head; c) her broomstick.
6. What happened to the sky?
 - a) it fell; b) it moved higher; c) it remained low.

11. Act as the sky and say why you are so high. Use:

to touch the earth;
on the horizon;
to raise a storm of dust;
to sneeze loudly;
to be scared;
never to come down again.



12. Tell your friends about the secrets of the sky. Use:

I'm a great... , you know. I'm interested in I often ... in the daytime and I can see Sometimes I look at ... with a telescope. My friend and I visited ... last weekend. It was a lot of fun to

13. Write about your skywatching for your class magazine. Use:

Skywatching is my hobby. In the daytime, At night,



Do it Yourself! Draw a picture of the night sky for your class magazine and label its parts.

6.2. Learn to talk about the secrets of water

Word Box

thirsty
to experiment
to freeze
to crack
to stretch

Phrase Box

- well water
- tap water
- sea wave
- frozen water
- a bottle/glass of water
- to push out the cork
- to hold water

Communication Box

So what?
I wonder why?
There's nothing like ... to me.

1. Look and describe where you can see water.



Example: *I can see water in the river.*

2. Listen and repeat. Say what you can see at the seaside.

AT THE SEASIDE

Little drops of water,
Little grains of sand
Make the mighty ocean
And the pleasant land.

/t/ little, water, mighty, pleasant
/d/ sand, land, and





3. Look, match and say what the children use water for.



sea waves;
well water;
frozen water;
tap water.

Example: *The boy uses well water to drink.*

4. Think and say:

- what you adore to do with water ;
- if you have ever experimented with water;
- what you want to know about water.

Example: *I adore everything I can do with water: drinking a glass of well water on a hot day, swimming in the river in summer, watching sea waves in any season and so on.*

5. Listen and role-play.

EXPERIMENTING WITH WATER

Taras: What's the matter, Oksana? What are you looking for?

Oksana: I'm looking for my bottle of water. I'm so thirsty.

Taras: Sorry, I haven't seen it anywhere. How about an apple or a pack of juice instead?

Oksana: No, thank you. There's nothing like water for me. I adore everything I can do with water: drinking a glass of well water on a hot day, swimming in the

river in summer, watching sea waves in any season and even using tap water to wash the dishes.

Taras: Me, too. I even like experimenting with water. One day in winter, I place a bottle of water outside the window.

Oksana: What happened? It froze, didn't it?

Taras: Yes, it did, and – what is more – it pushed out the cork and the bottle cracked.

Oksana: I wonder why?

Taras: The reason is that water stretches when it freezes. The bottle was not big enough to hold frozen water.

Oksana: How interesting! I'll try this experiment myself.

Remember!

It froze, didn't it?

Yes, it did. / No, it didn't.

6. Let's play 'the grammar say-the-opposite' game. Use the box.

Example: *A: The bottle held frozen water, didn't it?*

B: Yes, it did.

C: No, it didn't. It was not big enough.

to hold frozen water;	to stretch;
to crack;	to experiment with water;
to push out the cork;	to watch sea waves.

7. Make tag-questions as in the pattern and answer them.

Pattern: You are thirsty, ___? →

– *You are thirsty, aren't you?* – *No, I'm not.*

1. You are looking for your bottle of water, ___?
2. You adore everything you can do with water, ___?
3. You like to swim in the river in summer, ___?
4. You like watching sea waves, ___?
5. You like experimenting with water, ___?
6. You like washing the dishes, ___?

8. Talk with your friend about the secrets of water.

What's the matter, _____.
What are you _____?

I'm looking for _____.
I'm so _____.

Sorry, I haven't _____. How about _____?

No, thank you. There's nothing like _____.
I adore _____.

Me, too. I even like _____.
One day _____.

What happened? _____,
didn't it?

Yes, it did, and – which is more – _____.

How interesting! I'll try _____.



On your Own. Draw a picture of how you use water in the daytime and write 6–8 sentences about it.

Example: This is the way I wash my face, clean my teeth and take a morning shower. Then I make tea. I always take a bottle of water to school...

9. Read and say if Alex's mum satisfied his curiosity.

WHERE WATER COMES FROM

My little brother Alex likes experiments. He is always taking things apart, whether it is his favourite toy car, my pen or Dad's old cell phone.

Just today, I saw him in the bathroom, with his tool box in his hands. He was going to 'work' on the tap when Mum caught him. He said he was just wondering where water comes from.



Mum always knows how to satisfy Alex's curiosity. She called us to the kitchen. I got ready for one of her stories. Mum drew a picture and started, "Water comes from underground, and

from rivers, lakes, and streams. People who work at a water treatment plant*, clean it to make it safe to drink. Then it travels to pipes that go right into our house. When you turn on the tap, out comes the water.”

Before Mum had finished, Alex ran back to the bathroom. We followed him. He explained, “Now that I know where water comes from, I just wanted to see where it goes.” Mum laughed and said, “Why didn’t you ask?” She went on with her story...

(Adapted from “How We Get Things”)

10. True or False?

1. Alex wants to know the secrets of water.
2. He asks his sister about where water comes from.
3. His mum explained it to him.
4. Alex doesn’t understand his mum’s story.
5. He wants to know more about water.

11. Act as Alex and describe the secrets of water. Use:

to like experiments;
a tool box;
to ‘work’ on the tap;
a water treatment plant;
to turn on the tap.



12. Tell your friends about the secrets of water. Use:

Personally, There’s nothing like ... for me. I adore
I even like One day The reason is Now
I know

13. Write a memo to your schoolmates about water economy. Use:

Dear ... ,

There is nothing like It comes from Please remember about ... when you turn on Thank you!

Yours,

*a water treatment plant – підприємство водоканалу.



Do it Yourself! Draw a picture of where water comes from and label its parts.

6.3. Learn to talk about the secrets of plant life

Word Box

to participate
soil
seed
to sprinkle
to harvest
weed
crop

Phrase Box

- window garden
- windowsill
- to take turns
- to plant lettuce/radish/carrot seeds
- to give a sense of pride and discipline

Communication Box

I've never heard of it!
... , in no time at all.
You can count on me.

1. Look and say what plants you can see.



Example: *I can see the crop in the field.*

2. Listen and learn. Say what plants you know.



1



2



3



4



5



6



7



8

1. Said the tree, "Hey, climb me!"
2. Said the flower, "I need a shower!"
3. Said the bush, "Don't push."
4. Said the grass, "Pass, pass!"
5. Said the bean, "Let's begin."
6. Said the crop, "Don't stop."
7. Said the cactus, "Shall we practise?"
8. Said the weed, "Yes, indeed."

/aʊə/ flower, shower
 /æ/ cactus, practise, shall
 /i:/ tree, me, need, been, weed, indeed



3. Look, match and say how the children are growing their own vegetables.

Example: *The boy is painting a window box.*



a window box;
 to harvest food/crops;
 rich brown soil;
 to plant seeds.

4. Think and say:

- if it is fun growing and harvesting your own food;
- where you can grow your own vegetables;
- what seeds you have planted.

Example: I think it is fun growing and harvesting your own food. I can grow my own vegetables in my grandma's garden. I have planted lettuce seeds.

5. Listen and role-play.**OUR CLASS WINDOW GARDEN**

Bob: Hey, Mary, the classes are over. Why aren't you going home? What are you doing on this windowsill?

Mary: I'm preparing it for our class window garden.

Bob: A window garden? I've never heard of it! What is it?

Mary: It's all about growing our own vegetables in a window box. Everyone in our class is going to participate. By the way, Nick gave us a big box and Jack painted it green.

Bob: That's very nice of them. How can I help?

Mary: Let me think. Dan has already brought us some fine sand and rich brown soil. Now you can mix the sand with the soil and put it into the box.

Bob: No problem. I can do it in no time at all. I've done it many times in my grandma's garden. Look, it's ready.

Mary: Good for you! Tomorrow each of us will plant our own seeds, such as lettuce, radish or carrot seeds, and off we go! Then, we'll put our window box on this sunny windowsill and just take turns to sprinkle the garden every day.

Bob: That's a good idea. It is sure to be fun growing and harvesting our own food. You can count on me.

Mary: Thanks a lot. We'll need all the help that we can get.

Remember!

I've done it many times in my grandma's garden.
Good for you!

6. Let's play a 'grammar praise game'. Use the box:

Example: A: *I have grown my own vegetables.*
B: *Good for you.*

to bring fine sand;
to bring rich brown soil;
to mix the sand with the soil;
to plant seeds;
to sprinkle the garden;
to harvest one's own food.

7. Answer the questions.

1. Who has prepared the windowsill for the class window garden? *Mary has.*
2. What has Nick given?
3. Who painted the box green?
4. What has Dan brought?
5. How has Bob helped?
6. Who has set up a window garden?

8. Talk with your friend about your school garden. Use:

Hey, ____, the classes are over. Why aren't you ____? What are you ____?

I'm preparing it for ____.

____? I've never _____. What is it?

It's all about _____. Everyone is going _____.
By the way, _____.

That's very nice of _____. How can I _____?

Let me think. _____. Now you can _____.

Good for you. _____.



On your Own: Describe your school garden (6–8 sentences).

Example: Our school garden is small, but there are a lot of flowers and vegetables in it. Every spring we prepare its rich brown soil ...

9. Read and say what the Rose plant's mistake was.

THE LITTLE ROSE PLANT



A little Rose plant lived inside a dark room. One day she heard a soft tapping on her door. “Who’s there?” she asked. “I’m Little Raindrop. Please, let me in,” cried the visitor. “No way!” said the Rose plant angrily. The Little Raindrop was very sad.

After some time the Rose plant heard a soft rustle near the door. “Who’s there now?” she asked. “I’m Sunny Sunshine,” said the new visitor. “I don’t have time for sunshine,” said the Rose plant angrily. The Sunny Sunshine was very upset.

A few days later, the leaves of the Rose plant turned brown in colour and began to fall. Then one day, she heard the birds singing and opened her door to see outside. It was spring and there were colourful flowers and greenery all around.

The Rose plant understood her mistake. So, when Rain and the Sunshine returned, she welcomed them warmly. And after a few days she had a pretty pink rose, for which she thanked the Little Raindrop and the Sunshine.

10. True or False?

1. The Rose plant lived outside.
2. She welcomed the Little raindrop warmly.
3. She didn’t want to see the Sunshine.
4. She could live happily without anybody’s help.
5. She changed her mind.

11. Act as the Rose plant and describe the secrets of plant life.

Use:

(not) to live inside a dark room;
 raindrop;
 sunshine;
 to welcome warmly;
 to thank somebody.



12. Tell your friends about the secrets of plant life. Use:

Personally, I like... . It is fun There is...in my garden.
 ... in no time at all. I can It helps

13. Write a notice inviting your schoolmates to set up window gardens in the classrooms. Begin with:

*Dear ... ,
 Would you like to have fun in no time at all.
 First of all, we need... . Then
 Everyone can We'll need all the help that we
 can get. Thanks a lot.*



Do it Yourself! Draw or take a photo of your favourite plant and describe it.

6.4. Learn to talk about the secrets of animal life

Word Box

spike
 to explore
 jungle
 spider
 reptile

Phrase Box

- nature corner
- magnifying glass
- tropical rain forest
- to look like something
- wild/domestic animal

Communication Box

... if I'm not mistaken.
 I'm wondering if
 Firstly,
 Secondly,

Unit 6

1. Look and say what animals you can see in the school nature corner.



Example: *I can see goldfish in the school nature corner.*

2. Listen and repeat. Say what animal(s) you have at home.

MY PARENTS SENT ME TO THE STORE

My parents sent me to the store
to buy a loaf of bread.
I came home with a puppy
and a parrot instead.

I came home with a guinea pig,
a hamster and a cat,
a turtle and a lizard
and a friendly little rat.

They barked and yelped and hissed
and chased my family out the door.
My parents never let me
do the shopping anymore.

(By Kenn Nesbitt)

/e/ bread, instead, when, went, yelped, never, let, anymore.
/p/ parents, puppy, parrot, pig

3. Look, match and say where these animals live.



a wild animal/the jungle;
a domestic animal/a farm.
a pet/home;
goldfish/a fishbowl;

Example: *The boy has a pet at home. It is a puppy.*

4. Think and say:

- what animals you have seen in the zoo;
- what animal is your perfect pet;
- where to get information about wild and domestic animals.

Example: *I have been to the zoo many times. I have seen many wild animals there, for example, elephants, lions, tigers and monkeys.*

5. Listen and role-play.

NATURE THROUGH A MAGNIFYING GLASS

Taras: I say, Oksana, you've got a cat at home if I'm not mistaken, right?

Oksana: Right. It's Kitty, my perfect pet. Why do you ask?

Taras: I am wondering if you have ever seen her tongue.

Oksana: Sure, I have.

Taras: But have you seen it through a magnifying glass?

Oksana: No, I haven't. Why?

Taras: Here in this picture you can see a cat's tongue through a magnifying glass. It is rough and has many spikes*. The spikes look like the teeth of a comb.

*spikes – шипи.

Unit 6

Oksana: Ah, now I understand. Kitty uses her tongue to brush and comb her fur. That is one of her little secrets. Where did you get the picture, I wonder?

Taras: On the *National Geographic Kids* website. You can see a lot about wild and domestic animals there as if through a magnifying glass. I was exploring the Tropical Rain Forest the whole evening yesterday.

Oksana: What is a Tropical Rain Forest? Where is it? What animals live there?

Taras: Not so many questions at once, please, Oksana. Firstly, A Tropical Rain Forest is the same as the jungle. Do you remember Mowgli?

Oksana: Sure. I've read "The Jungle Book" by Kipling.

Taras: That's right. Now, let's look at the map ...

Remember!

The spikes look like the teeth of a comb.

You can see a lot about wild and domestic animals there as if through a magnifying glass.

6. Let's play the 'grammar comparison' game. Use the box.

Example: **A:** *dog/puppy*

B: *Look at this dog. It is so small!*

C: *It looks like a puppy.*

dog/puppy;

guinea pig/hedgehog;

hamster/mouse;

lizard/snake;

bee/fly;

rat/hamster.

7. Complete the sentences as in the pattern.

Pattern: _____ as if through a magnifying glass. → *You can see a lot about animals as if through a magnifying glass.*

1. _____ as if with a comb. →

2. _____ as if in the jungle. →

3. _____ as if in the zoo. →

4. _____ as if in the river. →
5. _____ as if in the forest. →
6. _____ as if in a fairytale. →

8. Talk with your friend about the secrets of animal life.

I say, _____, you've got _____, if I'm not mistaken, right?

Right. It's _____. Why do you ask?

I'm wondering if _____.

No, I haven't. Why?

Here in this picture, you can see _____.

Ah, now I understand. _____. That is one of her / his _____. _____, I wonder?

On _____ website. You can _____. I was exploring _____ the whole evening yesterday, _____.

How exciting!



On Your Own. Draw an animal you know and write something special about it.

Example: This is a cat. A cat's tongue is rough and has many spikes. The spikes look like the teeth of a comb. The cat uses its tongue to brush and comb its fur. That is one of its little secrets.

9. Read and say who is a perfect pet for the boy.

A PERFECT PET FOR HARRY

Harry longed for a pet of his own, a perfect pet. But he wanted something a little different from the usual pet. Hamsters, goldfish and guinea pigs were all very well, but lots of people had those.



Harry's mum said she didn't want him to have one of those hairy spiders or a horrible lizard. The boy didn't want them either. His dad thought that a dog was a good option. But Harry didn't want a dog.

While he was playing in the garden one morning, he saw something brown and prickly* among the leaves. It was moving towards the boy. "Hello," said Harry to the little hedgehog. "Have you come to play?" He felt the hedgehog would make the perfect pet. He called him Spike.

Spike wasn't a very exciting pet at all. The little hedgehog didn't want to play with balls of wool like kittens do and run inside little wheels like hamsters. Harry was a little upset.

Then one evening, Harry's dad brought home a wonderful surprise. "This is Spike-2," he said. And from under his jacket, a puppy's head appeared. Harry hugged him and somehow he knew that Spike-2 was the perfect pet at last.

(After *Maureen Vincent-Northam*)

10. Read and choose the correct answer.

1. What pet did Harry want to have?
 - a) a usual pet;
 - b) an unusual pet;
 - c) no pet at all.

*prickly – колючий.

2. Where did the boy find his first pet?
 - a) in the garden;
 - b) in the pet shop;
 - c) in the zoo.
4. What animal was it?
 - a) a lizard;
 - b) a spider;
 - c) a hedgehog.
5. What did Harry's pet NOT want to do?
 - a) to eat;
 - b) to play;
 - c) to sleep.
6. Who brought Harry his pet-2?
 - a) his dad;
 - b) his mum;
 - c) his neighbour.
7. How did Harry feel about the puppy ?
 - a) He was upset.
 - b) He was indifferent.
 - c) He was happy.

11. Act as Harry and describe your perfect pet. Use:

to long for a perfect pet;
 to want something different;
 to be a very exciting pet;
 to bring a wonderful surprise;
 to hug somebody.



12. Tell your friends about your perfect pet. Use:

I have always longed for... . I wanted something a little different from

My mum said My dad thought One day ... brought home

It was... . I called Somehow I knew... . We often... .

13. Write questions about the secrets of animal life to the National Geographic Kids website. Begin with:

My name is I am interested in I wonder...



Do it Yourself! Draw a picture for "The Jungle Book" by R. Kipling and label the animals.

Unit 7 Travelling

7.1. Learn to talk about travelling in different seasons

Word Box

to sunbathe
magic
amazing
sledge

Phrase Box

- to get around
- places of interest
- to climb the mountains
- an experienced traveller
- an adventure holiday
- to take one's breath away

Communication Box

I haven't seen you for a long time!
Oh, my!
Not in the least.

1. Look and say where and when children like to travel.

Example: *Children like to travel to the Black Sea in summer.*



the Black Sea



the Carpathian Mountains



Kyiv



camping

2. Listen and repeat. Say who you like to travel with.

- Robert Brown likes to travel a lot.
- Really? Does he travel with his relatives or his friends?
- Both. He is a very experienced traveller.

/r/ Robert, Brown, travel, really, relatives, friends, experienced.

/e/ relatives, friends, very.



3. Look, match and say what children like to do while travelling.



to sledge;
to sunbathe on the beach;
to see the places of interest;
to climb the mountains.

Example: *Children like to sunbathe on the beach while travelling in summer.*

4. Think and say:

- which season you like to travel in and why;
- where you can travel in this season;
- what you like to do during your travelling.

Example: *I like to travel in winter. There is a lot of snow in this season and we can ski and skate. I like to go to the Carpathian Mountains to toboggan down the mountains.*

5. Listen and role-play.

SUMMER TRAVEL

Daryna: Oh, Andrew, where have you been? I haven't seen you for a long time.

Andrew: Hi, Daryna. I was travelling all summer long. We returned home yesterday morning.

Daryna: I see. And where were you travelling, I wonder?

Andrew: Oh, my family and I were going around the Black Sea coast. I saw a lot of places of interest. I swam in the Black Sea and liked it a lot.

Daryna: Oh, my! Weren't you scared?

Andrew: Not in the least! My dad is an experienced traveller, you know. He made a real adventure holiday for me.

Daryna: Great! You visited different places, I see. And how did you travel?

Andrew: We travelled by car and stopped at any place we liked. Odessa is a wonderful place to visit in summer – warm and sunny.

Daryna: I know, I know. I went to the summer camp “Moloda Hvardiia” last summer and enjoyed my stay there. Have you taken any pictures?

Andrew: A lot. Would you like to look at them?

Daryna: With pleasure.

Andrew: Come on, then.

Remember!

- We were travelling all summer long!
- We were going around the Black Sea coast.

6. Let's play a “Nosy Parker” grammar game. Use the box.

Example: *A: What were you doing all day long yesterday?*

B: I was reading a book.

all day long;

at 5 o'clock yesterday;

when I saw you;

when I telephoned you;

all Sunday long;

all the evening.

7. Look at the pictures and say what the children were doing all summer/winter holidays long.



Example: *I think some children were swimming in the river all summer long.*

8. Talk with your friend about your summer travel.

Oh, ____ where have you been? I haven't ____.

Hi, ____, I was ____ all summer long.
We ____ yesterday.

Where were you ____, I wonder?

Oh, my family and I were _____. I saw _____
and _____ and even _____.

Great! You _____. How did you _____?

We travelled by _____ and _____. _____ is a
wonderful place to visit.



On your Own. Choose a picture of your summer trip and write 7–8 sentences about it.

Example: *I had a very good summer trip. My family went to Odesa. We were swimming and sunbathing all day long...*

9. Read and say when children of different countries like to travel.**EVERY SEASON IS GOOD FOR TRAVELLING****Part I**

My name is Sarah. I'm a spring person and I like spring best.

I live in Australia and spring can be very different there. It is so good for travelling because you can be outdoors in any spring month. Early in September my family goes to the mountains to ski. Later in spring, in November, we go to the beach to sunbathe and swim and surf.



Sarah

But most of all I like to travel to the tropical rainforests. In spring it is the Land of Oz: tall green trees, brightly coloured birds and butterflies near water. Rain turns this place into a carpet of flowers. I always take my camera with me and take so many pictures. You can see one of them.

Part II

Winter is the best time for travelling in Canada. Snow and frost make my country magic. No wonder, tourists come to Canada in this season.

My name is Jeremy. The place I live in is especially amazing. There is Jasper National Park and the Columbia Ice Field not far from my city. Two weeks ago my family and I went to Jasper National Park. We had a lot of fun skiing, skating and sledging.

Last weekend we had a snowmobile tour to Athabasca Glacier. Have you ever travelled by a snowmobile? It's a very exciting tour! When we reached the top of the Glacier, I was thrilled. I've never seen such beauty before! A real winter fairy tale! Look at the photo and see for yourself.

Part III

I'm Aban. My home is Africa. I live in Kenya and it is very hot there all the year round. So you may travel in any season.

Many travellers come to my country to sunbathe on the beach, lie on the white snow and swim in the warm blue water of the Indian Ocean. Some of them enjoy this kind of holiday and spend most of the time there.

But this is Africa and Africa means safaris. There are many national parks in Kenya, where you can see lions, elephants, giraffes and other animals. Travellers take a lot of pictures and make interesting films about their safari!

Last week my class went on safari to the Amboseli National Park. It was the most memorable trip for me! I could admire pink flamingoes. Our teacher said that they were very rare and we could see them only in that park. Besides, from the park we could see Mount Kilimanjaro – the highest mountain in Africa. Enough to take your breath away, isn't it?



10. Read and choose the correct answer.

- When does Sarah like to travel in Australia?
a) in autumn; b) in summer; c) in spring.
- Where does she like to travel most of all?
a) to the beach; b) to the rainforest;
c) to the mountains.
- Where does Jeremy live?
a) in Australia; b) in Ukraine; c) in Canada.
- What tour was the most memorable for him?
a) a snowmobile tour; b) a sightseeing tour;
c) a mountain tour.
- Why do people like to travel to Africa?
a) to climb the mountains;
b) to see places of interest;
c) to go on a safari.

Unit 7

6. What could Aban admire in one of the national parks in Kenya?

- a) pink flamingoes;
- b) water birds;
- c) lions.

11. Act as one of the children and speak about travelling in your favourite season. Use:



to be the best time for travelling;
to have the most memorable time;
to have an amazing holiday;
to take one's breath away;
to have a lot of fun.

12. Talk about travelling in your favourite season. Use:

Personally, I like I like travelling in in this season. Besides, Once, my family and I It was
... took my breath away. We enjoy... .

13. Write about your favourite season for travelling for your class magazine. Use:

I like travelling a lot. Most of all I like travelling in As you see, you can enjoy your trip.



Do it Yourself! Draw a picture or take a photo about travelling in your favourite season.

7.2. Learn to talk about travelling in Ukraine

Word Box

brehtaking
memorable
entertainment
relaxing

Phrase Box

- a sightseeing tour
- means of transport
- to go (travel) by bus (car, plane, train)
- to travel on foot
- to go on a hike
- to make a fire

Communication Box

That would be great!
That sounds good!

1. Look and say how children travel in Ukraine.



by bus



by train



by plane



on foot

Example: *Children can travel by bus in Ukraine.*

Unit 7

2. Listen and repeat. Say how children like to travel and why.

– I say, Jane, do you like to travel by plane or by train?

– I prefer to travel on foot. It puts me in a good mood.

– That's good. I still remember my travelling on foot to the wood. It was amazing.

/ei/ Jane, plane, train, amazing

/ʊ/ foot, good, wood.



3. Look, match and say what means of transport you usually use while travelling and why.



very romantic;
very relaxing.
the fastest;
more comfortable;

Example: *My family usually travels by plane. It is the fastest.*

4. Think and say:

- where you can travel in Ukraine;
- what transport you like to travel by;
- how you feel while travelling.

Example: *I can travel to the big cities of Ukraine. I like to travel by train. It's comfortable. I am so excited and happy.*

5. Listen and role-play.

TRAVEL PLANS

Ann: Hi, Alex. What are you doing this Sunday?

Alex: Hi, Ann. I'm going to ride a bike. It is great fun, isn't it?

Ann: So it is. But our classmates are going on a hike on Sunday. Why don't you join us?

Alex: That would be great! I love travelling on foot. We can make a fire near the river and bake potatoes.

Ann: That sounds good! I know a very picturesque place not far from the city. My family went there by car last week.

Alex: Does your family often travel?

Ann: Sure. My parents are experienced travellers, especially my dad. He takes us on a sightseeing tour during every holiday.

Alex: Fantastic! You've probably visited all Ukrainian cities.

Ann: Not all of them, of course, but many. Our trip to Lviv was the most memorable.

Alex: Do you always travel by car?

Ann: It depends. When we travel to the sea, we usually go by train. It is more comfortable, you know. Next holiday we are going to visit our relatives in Latvia.

Alex: Will you travel by train again?

Ann: No, Dad says this time we will go by plane. It is the fastest way of travelling.

Alex: But to go to the river on foot on Sunday is faster, right?

Remember!

- I'm going to ride a bike.
- Next holiday we are going to visit our relatives in Poland.

Unit 7

6. Let's play a 'mime grammar' game. Look at your friends' mimes and say what they are going to do on Sunday.

Example: *I think Ann is going to bake a pie this weekend.*

7. Look at the pictures and say what the children are going to do.



to make a fire



to take pictures



to play hide-and-seek



to go fishing

Example: *The children are going to make a fire.*

8. Talk with your friend about your favourite kind of travelling.

Hi, _____. What are you going _____?

Hi, _____, I'm going _____. It is great fun, isn't it?

So it is. Our classmates _____. Why don't you _____?

That would be great! I love travelling ____.
We can ____ and ____.

Do you always travel ____?

It depends! When we travel to ____ we go ____.
Next holiday we ____ we'll go there ____.

I think going ____ is the fastest!



On your Own. Describe the way you like to travel in Ukraine in 8–9 sentences.

Example: *I like to travel by car. It is romantic. We can stop where we like...*

9. Read the diary (p. 154) and say what memorable places in Ukraine the children visited.



Lake Svitiaz



Chernihiv



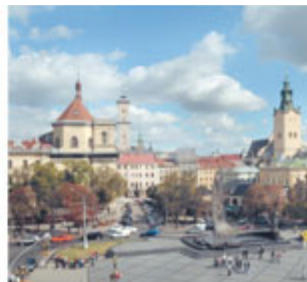
Kyiv



Lviv



Odesa



Kharkiv

TRAVELLING DIARY

Sunday: Hooray! It's summer! It's Sunday and we are going to travel round Ukraine.

Travelling with my elder brother's family is so much fun. He knows a lot about different places and our first stop will be in Lutsk. We are going there by bus. My brother told me about the Shatski Lakes and the most beautiful and largest lake Svityaz. I'm going to see it with my own eyes!

Monday: We are at Lake Svityaz now and I'm really amazed. The weather is crystal clear and so warm. We are going by boat to see the wonderful Shatsk National Nature Park. My brother says there are a lot of rare flowers and birds there. I have never had a boat trip before. I think I'll like it.

Wednesday: I've had a special time these last two days. In the evening we are going to Kyiv by train. We'll have a three day sightseeing tour. I can't believe I'll see the heart of the country soon.

Sunday: It is Sunday again and I've seen a lot of interesting places in Kyiv. We went to the central square by underground and I took a lot of pictures there. We spent two hours in the underground shopping centre 'Globus'. I'll buy some souvenirs for my friends from there. Tomorrow we are going to the seaside, to Odesa, to be exact. We'll travel by plane, and it will be the last stop. I'm so excited! It is the most memorable holiday in my life. To see different parts of Ukraine and to travel by all means of transport in a week! Enough to feel excited!

10. Look at the pictures and choose the means of transport the family travelled by. Say when they used them.



11. Describe your tour round Ukraine.



to go by bus;
to have a boat trip;
a three day sightseeing tour;
to take pictures;
an underground entertainment and shopping centre;
the most memorable holiday.

12. Talk about your travelling in Ukraine. Use:

One day... . We decided to travel It is so exciting

I was really amazed by I had a special time
I can't believe

I took a lot of pictures It was a very memorable travelling and

13. Write a page in a diary about your travelling round Ukraine. Begin with:

Dear Diary,

*It is summer and it is the best time for travelling.
There are so many places to visit in Ukraine. All of
them are unforgettable...*



Do it Yourself! Draw the most memorable place you've visited in Ukraine.

7.3. Learn to talk about travelling round the world

Word Box

abroad
exotic
extraordinary
unique
unusual
magnificent

Phrase Box

- not to mind something
- to take somebody along
- to go on business
- to enjoy every minute
- to try scuba diving

Communication Box

That's right
Do you fancy...?
I'd love to!

1. Look and say what children can see while travelling abroad.



rare animals and birds



exotic trees and flowers



extraordinary buildings



unique museums

Example: *Children can see rare animals and birds abroad.*

2. Listen and repeat. Say what the children liked to see.

- I say, girls, have you seen early birds abroad?
- Oh, Lord, I've seen them all. They are so extraordinary.

/ə:/ girl, early, bird

/ɔ:/ abroad, Lord, all, extraordinary



3. Look, match and say what you would like to see/do while travelling abroad.



to take pictures
of historic places;
to see magnificent buildings;
to try exotic food;

to go by unusual
transport;
to try scuba diving.

Example: *I'd like to try scuba diving.*

4. Think and say:

- what foreign country you'd like to visit;
- what places you want to visit and see there;
- what you want to try in this country.

Example: *I'd like to travel to Italy. I like history a lot and I want to visit ancient historic places. I'd like to take many pictures and show them to my friends.*

5. Listen and role-play.**GOING ABROAD**

Andrew: Hey, Oksana. It's early spring but you look so suntanned. Where have you been?

Oksana: My granny went to India on business and took me along.

Andrew: Oh, I know that India is a country with many extraordinary and unique places with unusual traditions.

Oksana: That's right. Have you ever seen Indian taxis?

Andrew: No. Do they differ from Ukrainian ones?

Oksana: A lot. Look! I have a few photos.

Andrew: But these are only elephants.

Oksana: They are elephant taxis. People travel around on their backs.

Andrew: Oh, my! I'm sure, it's not very comfortable. And besides, elephants may be very slow.

Oksana: I agree! And there is one more popular means of transport – the cycle-rickshaw. People sit in the back and a man on the bicycle pulls them along.

Andrew: These taxis are also very slow, slower than elephants, aren't they?

Oksana: Yes, they are. But there are fewer passengers there, they are more comfortable and safer and what's more – cycle-rickshaws are rather cheap. Children like to go to school by them. Do you fancy travelling on any of them?

Andrew: I'd love to. Did you go by an Indian taxi?

Oksana: Sure. It was a very unforgettable experience.

Andrew: I see you enjoyed your visit.

Oksana: Every minute of it!

Practise and Remember!

- I have a few photos.
- There are fewer people there.
- Cycle-rickshaws are slower than elephants.
- But they are safer and more comfortable.

6. Let's play a 'grammar comparison' game. Use the box:

Example: A: Popular

B: More popular

7. Look and compare.



popular;
unusual;
slow; big;
safe; cheap;
unforgettable;
memorable;
comfortable;
nice.



beautiful



big

Example: *These houses are lower than those in the second picture.*

8. Talk with your friend about travelling abroad.

Hey, ____ you look _____. Where have you been?

My _____ and took me along.

I know _____ is a very _____ country with many _____ and _____.

That's right. Have you ever _____?

No. Do they differ from _____?

A lot. Look! There are _____.

Oh, my! I believe _____.

I see you _____.

Every minute of it!



On Your Own. Write 8–9 sentences about what surprised you in Oksana's story.

Example: I like Oksana's story. India is really an unusual country. Indian taxis surprised me a lot. ...

9. Read and say why the children enjoyed travelling abroad.

AROUND THE WORLD



Greetings from Greece. I've never seen such a picturesque place. I've already visited some magnificent historic places. Yesterday morning we went to see Athens. It's really breathtaking! Frankly speaking, it's very hot there but I don't mind.

Love, Andrew.

Dear Oksana,
We are spending a week in Egypt. It is an ancient country with many historic places. We have already seen the pyramids. They are magnificent. We took many pictures and I bought a few souvenirs yesterday. The food is excellent, especially fruit bread.



Bye for now, Alex.



Dear Taras,
I am on holiday in Turkey. We are staying at a marvellous hotel by the sea. I swim every day and enjoy every minute of it. You'll be surprised to know that I tried scuba diving. I'm having so much fun!

Yours, Max.

Dear Vlad,
 We are travelling round Cuba. It is such an exotic place! The weather is wonderful and so are the people. We have visited the biggest aquarium in the country and saw unique fish and sea creatures. The food here is tasty. I've eaten exotic fruit like mangoes and coconuts.



Bye, Helen.

10. Read and mark the true statements.

1. Alex visited Egypt and liked the food there.
2. Max tried scuba diving in Cuba.
3. Helen saw rare fish and sea creatures in the biggest aquarium in Cuba.
4. Andrew didn't like the hot weather in Greece.
5. All the children ate exotic fruit abroad.
6. Alex took a lot of pictures in Egypt.

11. Act as one of the children and describe your travelling.



to be on holiday;
 to take pictures;
 to be breathtaking;
 to have a sightseeing tour;
 to try scuba diving;
 to be magnificent;
 to have much fun;
 to enjoy every minute of something.

Unit 7

12. Tell your friends about your/your friend's travel abroad.

Use:

I/he/she was on holiday It was We/They travelled there by

... is a fantastic place. I/He/She visited ... and saw... .

Frankly speaking

... most of all. As you see

13. Write about your dream travel abroad. Use the plan:

1. the weather;
2. places you want to visit;
3. things you are going to do;
4. food you are going to eat;
5. transport you want to use.



Do it Yourself! Draw a postcard with any place you/your friend visited abroad.

7.4. Learn to talk about your most unforgettable travelling experience

Word Box

attraction
fortress
lawn
swan
to impress
ruins

Phrase Box

- to try something new
- to make new friends
- to have the time of one's life
- to be famous for something
- to take walks in the open

Communication Box

And not only that.
That's just it!
That's settled then.
Finally... .

1. Look and say why children like to travel.



to try something new



to make new friends



to visit historical places to have an unforgettable holiday

Example: *I like to travel and to try something new.*

2. Listen and repeat. Say why travelling may be exciting.

- Travelling is exciting, isn't it?
- It sure is. It's amazing to visit different cities and learn new interesting things.

/ɪ/ travelling, exciting, amazing, interesting, things

/I/ is, it, isn't, visit, different, cities



3. Look, match and say what may impress travellers (p. 164).

Example: *Attractions of different cities may impress travellers.*



lawns with beautiful flowers;
lakes with rare swans;
ruins of ancient cities;
attractions of different cities.

4. Think and say:

- what holiday can be called ‘unforgettable’;
- what impressed you in your most memorable holidays;
- why you enjoy travelling.

Example: I think an unforgettable holiday is the holiday that you can't forget. I enjoy travelling and learn a lot of new things. I like to see the different sights of big cities and small towns...

5. Listen and role-play.

IN THE CARPATHIAN MOUNTAINS

Olha: I say, friends, the holidays are coming. What are we going to do?

Taras: So, travelling, of course.

Olha: Travelling? Where to?

Taras: Well, I like to take walks out in the open.

Andrew: Me, too. I enjoy being outdoors. Do you remember our holiday in to the Carpathian Mountains last year? While I was climbing, I lost my shoe.

Oksana: And when I was taking pictures, a donkey came close to me and chewed my skirt.

Taras: And not only that. We nearly got lost when we were examining the ruins of the old fortress.

Olha: A lot to remember.

Taras: That's just it. It was the most unforgettable holiday of my life.

Oksana: It was summer then. These spring holidays are too short. Maybe we should ask our teacher to take us to Kyiv for a sightseeing tour.

Andrew: Great! I've never been to the capital of Ukraine. But my sister visited it on her winter holidays. She was thrilled to see all its attractions.

Remember!

- While I was climbing, I lost my shoe.
- And when I was taking pictures, a donkey came close to me and chewed my skirt.
- We nearly got lost when we were examining the ruins of the old fortress.

6. Let's play a 'completion grammar' game.

Example: While I was sleeping, *the alarm clock beeped and woke me up.*

1. When I was having breakfast, _____.
2. _____, my friend brought me some photos.
3. While we were talking, _____.
4. _____, my parents finished their job.
5. When we were discussing our plans, _____.
6. _____, my dad bought tickets for a bus trip.

7. Look and say what happened to the children while they were travelling (p. 165–166).





Example: *When we were sitting near the fire, it began to rain.*

8. Talk with your friend about the most unforgettable travelling.

I say ____, holidays are coming.
What ____?

I think ____.

Travelling? ____?

Well, I like ____.

Me too. I enjoy _____. Remember
_____. While I was _____.

And when _____.

And not only that. We nearly
_____. When _____.

That's just it.
It was _____.



On your Own. Describe your travelling adventure in 8–9 sentences.

Example: *Last summer my classmates and I travelled to the Carpathian Mountains. When one boy was climbing the mountains, he lost his shoe...*

9. Read Oksana's article to her school newspaper and say what impressed the girl during her summer holiday.

UNFORGETTABLE IMPRESSIONS

Last summer our English teacher took us for a one week tour of England. It was a really fantastic trip.

The first place we stopped at was London, the capital of England. The city is famous for its ancient traditions.

Here we enjoyed watching the Changing of the Guard near the Queen's Palace and we ate a favourite dish of many English children – fish and chips. One thing I'll never forget is the view of the capital from the London Eye. London seemed so beautiful and absolutely magnificent! It was really breathtaking.

The next day we went to Hyde Park. The place is very exciting and has some famous attractions like a big lake with white swans and green lawns with beautiful flowerbeds. While we were walking in Hyde Park, we met some children from Australia. We were glad to speak English with them and understood each other well.

We also went to a small town not far from London. There is an English school for children all over the world there. Surprisingly, we met the children who we were talking to in Hyde Park. It was an unforgettable time, when we all presented our countries. My friends and I sang Ukrainian songs and danced the Hopak. The children liked our national dance so much that they asked us to teach them. By the end of the party our Hopak became an international dance. Isn't it great? So, learn English and then go to Britain and have the time of your life.

10. Read and correct the mistakes.

1. Oksana had a trip to Manchester.
2. She saw the Changing of the Guards near the Queen's Palace.
3. Oksana went to the British museum on the second day of the tour.
4. In Hyde Park Ukrainian children met children from Canada.
5. In the English school the Ukrainian children presented Britain.
6. Oksana and her friends taught their international friends to sing Ukrainian songs.

11. Act as Oksana and describe her unforgettable summer holiday.



to be famous for something;
to enjoy something;
to be breathtaking;
to make new friends;
surprisingly;
to have the time of one's life.

12. Talk about your most unforgettable travel. Use:

Once... . It was a really... . The first place we stopped at
... .

...is famous for its... . Here I One thing I'll never
forget is... .

The next day on my travelling... Finally... .

13. Write a short article to your class newspaper about the most memorable holiday in your life. Use the title and the questions.

THE TRAVEL EXPERIENCE I'LL NEVER FORGET

When?

Why?

What?

Where?

How long?



Do it Yourself! Make a page for your class book "We are Travellers"

Vocabulary

A

abroad /ə'brɔ:d/ за кордоном
admirer /əd'maɪərə/ прихильник
adore /ə'dɔ:/ обожнювати
adventure /əd'ventʃə/ пригода
again /ə'geɪn/ знову
agree /ə'ɡri:/ погоджуватися
already /ɔ:l'redɪ/ вже
always /ɔ:lweɪz/ завжди
amazing /ə'meɪzɪŋ/ дивовижний
animal /'ænɪml/ тварина
around /ə'raʊnd/ навколо
arrest /ə'rest/ арешт
article /'ɑ:tɪkl/ стаття
assembly hall /ə'sembli hɔ:l/ актова зала
athlete /'æθli:t/ спортсмен
attraction /ə'trækʃn/ визначне місце
autumn /'ɔ:təm/ осінь

B

bake /beɪk/ пекти
balloon /bə'lju:n/ повітряна кулька
bathe /beɪð/ купатися
bathroom /'bɑ:θru:m/ ванна кімната
beach /bi:tʃ/ пляж
beautiful /'bju:tɪfəl/ гарний
bedroom /'bed ru:m/ спальня
bedtime /'bedtaɪm/ час відпочивати
behave /bi'heɪv/ поводитися

belong /bə'lɒŋ/ належати
besides /br'saɪdz/ крім того
bird /bɜ:d/ птах
bird watching /'bɜd 'wɔ:tʃɪŋ/ спостереження за птахами
birthday /'bɜ:θdeɪ/ день народження
boat /bəʊt/ човен
bonfire /'bɒnfɑɪə/ велике полум'я
bookshelf книжкова полиця
boring /'bɔ:ɪŋ/ нудний
both /bəʊθ/ обидва
breath /breθ/ дихання
brehtaking /'breθteɪkɪŋ/ захоплюючий подих
butter /'bʌtə/ масло
butterfly /'bʌtəflaɪ/ метелик

C

cactus /kæktəs/ кактус
camera /'kæməɪə/ фотоапарат
candle /'kændl/ свічка
canteen /kæn'ti:n/ їдальня
capital /'kæpɪtl/ столиця
carol /'kærəl/ колядка
carpet /'kɑ:pɪt/ килим
cartoon /kɑ:'tu:n/ мультфільм
carving /'kɑ:vɪŋ/ різьблення по дереву
catch /kætʃ/ ловити
celebrate /'seləbreɪt/ святкувати
ceremony /'serɪməni/ церемонія
chain /tʃeɪn/ ланцюг
chair /tʃeə/ стілець
change /'tʃeɪndʒ/ мінятися

cheap /tʃi:p/ дешевий
childhood /tʃaɪldhʊd/ дитинство
children /tʃɪldrən/ діти
chimney /tʃɪmni/ труба
Chinese /tʃaɪ'ni:z/ китайський
Christmas /'krɪsməs/ Різдво
church /tʃɜ:tʃ/ церква
city /'sɪti/ велике місто
class /kla:s/ клас (діти)
classroom /'kla:sru:m/ класна кімната
clean /kli:n/ чистий
clever /'klevə/ розумний
climb /klaɪm/ видиратися
clothes /kləʊðz/ одяг
coat /kəʊt/ пальто
colour /'kʌlə/ колір
comfortable /'kʌmfətəbl/ зручний
compartment /kəmpra:tmənt/ купе
competition /'kɒmpə'tɪʃn/ змагання
congratulate /kən'grætju:leɪt/ вітати
concert /'kɒnsət/ концерт
concentrate /'kɒnsentreɪt/ зосереджуватися
consist (of) /kən'sɪst/ складатися (з)
cook /kʊk/ готувати
corner /'kɔ:nə/ кут
cosy /'kəʊzi/ затишний
crack /kræk/ розколюватися
crop /krɒp/ посів
crow /krəʊ/ кукурікати
cry /kraɪ/ плакати, кричати
curtains /'kɜ:tənz/ тюль
cute /kju:t/ чудовий, привабливий

D

dark /da:k/ темний
decorate /'dekəreɪt/ прикрашати
defender /dɪ'fendə/ захисник
device /dɪ'vaɪs/ пристрій, прилад
diary /'daɪəri/ щоденник
diamond /daɪəmənd/ діамант
different /'dɪfrənt/ різні
dining room /'daɪnɪŋ ru:m/ їдальня
discuss /dɪ'skʌs/ обговорювати
donkey /'dɒŋki/ віслик
door /dɔ:/ двері
downstairs /'daʊnsteəz/ знизу
draw /drɔ:/ малювати
drive /draɪv/ їздити на авто

E

each /i:tʃ/ кожен
early /'ɜ:li/ рано
elephant /'eləfənt/ слон
embroider /ɪm'brɔɪdə/ вишивати
end /end/ кінець
enjoy /ɪn'dʒɔɪ/ насолоджуватися
enough /ɪ'nʌf/ досить
entertainment /entə'teɪnmənt/ розвага
equipment /ɪk'wi:pmənt/ обладнання
even /i:vən/ навіть
every /'evri/ кожний
everything /'evrɪθɪŋ/ усе
everywhere /'evrɪweə/ скрізь
exactly /ɪg'zæktli/ саме так
exciting /ɪk'saɪtɪŋ/ захоплюючий
exhibition /ˌeksɪ'bɪʃn/ виставка

exotic /ɪg'zɒtɪk/ екзотичний
experiment /ɪk'spɪrɪmənt/ експеримент
experienced /ɪk'spɪrɪənst/ досвідчений
explore /ɪksplɔː/ досліджувати
extraordinary /ɪk'strɔːdnəri/ незвичайний

F

face /feɪs/ обличчя
fairy tale /'feərɪteɪl/ казка
famous /'feɪməs/ відомий
fast /fɑːst/ швидкий
favourite /'feɪvərɪt/ улюблений
few /fjuː/ декілька
figure /'fɪɡə/ фігура
fireplace /'faɪəpleɪs/ камін
firework /'faɪəwɜːk/ феєрверк
fishbowl /'fɪʃbɔʊl/ акваріум
fishing /'fɪʃɪŋ/ риболовля
flat /flæt/ квартира
floor /flɔː/ поверх
flowerbed /'flaʊəbed/ клумба
foreign /'fɔːrən/ іноземний
fortress /'fɔːtrɪs/ фортеця
fortunately /'fɔːtʃənətli/ на щастя
freeze /friːz/ замерзати
friendly /'frendli/ дружній
friendship /'frendʃɪp/ дружба
frosty /'frɒsti/ морозний
funny /'fʌni/ смішний
furniture /'fɜːnɪtʃə/ меблі

G

game /geɪm/ гра
gather /'gædə/ збирати
get together /'get tə'geðə/ збиратися разом

gift /gɪft/ подарунок
grade /greɪd/ клас
grand(d)ad /'grændæd/ дідусь
great /greɪt/ чудовий
greeting card /'griːtɪŋ 'kɑːd/ вітальна листівка
ground floor /'graʊnd 'flɔː/ перший поверх
groundhog /'graʊndhɒɡ/ бабак
guest /gest/ гість
gym /dʒɪm/ тренажерний зал
gymnastics /dʒɪm'næstɪks/ гімнастика
guy /gaɪ/ хлопець

H

half /hɑːf/ половина
handmade /'hænd,meɪd/ ручної роботи
happen /'hæpən/ траплятися
hard /hɑːd/ наполегливо
harvest /'hɑːvəst/ збирати урожай
hen /hen/ курка
hide-and-seek /'haɪdn'siːk/ піжмурки
high /haɪ/ високий
hike /haɪk/ подорож пішки
hockey /'hɒki/ хокей
holiday /'hɒlədeɪ/ свято, канікули, відпустка
honour /'ɒnə/ честь
hopscotch /'hɒpskɒtʃ/ дитяча гра у класики
horizon /'hɒrɪzən/ горизонт
horse /hɔːs/ кінь
hour /'aʊə/ година
house /haʊs/ будинок

I

icon /'aɪkən/ ікона
idea /aɪ'diə/ ідея
imagine /ɪ'mædʒɪn/ уявляти
indeed /ɪn'di:d/ насправді
information /ɪnfə'meɪʃn/ ін-
формація
inside /ɪn'saɪd/ всередині
interesting /'ɪntrəstɪŋ/ цікавий
international /,ɪntə'næʃnəl/
міжнародний
invitation /,ɪnvɪ'teɪʃn/ запро-
шення

J

jacket /'dʒækɪt/ куртка
Japanese /'dʒæpə'ni:z/ япон-
ський
Jewish /'dʒu:ɪʃ/ єврейський
join /dʒɔɪn/ приєднуватися
jump /dʒʌmp/ стрибати
jungle /dʒʌŋɡl/ джунглі
just /dʒʌst/ щойно

K

kind /kaɪnd/ добрий
kitchen /'kɪtʃɪn/ кухня
knit /ni:t/ в'язати
knowledge /'nɒlɪdʒ/ знання

L

lane /leɪn/ провулок
language /'læŋɡwɪdʒ/ мова
last /lɑ:st/ останній
lamb /l æm/ ягня
laugh /lɑ:f/ усміхатися
laptop /'læptɒp/ ноутбук
late /leɪt/ пізно
lawn /lɔ:n/ галявина

library /'laɪbrəri/ бібліотека
life /laɪf/ життя
light /laɪt/ світло
list /lɪst/ список
long /lɒŋ/ довгий
look after /'lʊk 'ɑ:ftə/ піклу-
ватися
luck /lʌk/ вдача

M

magazine /'mæɡəzi:n/ журнал
magic /'mædʒɪk/ магічний
magnificent /mæɡ'nɪfɪsnt/ чу-
довий
manner /'mænə/ спосіб, манера
mask /mɑ:sk/ маска
mean /mi:n/ означати
means of transport /mi:nz əv
træn'spɔ:t/ транспортний
засіб
meet /mi:t/ зустрічати
memorable /'memərəbl/ пам'ят-
ний
mime /maɪm/ пантоміма
mirror /'mɪrə/ дзеркало
miss /mɪs/ пропускати
money /'mʌni/ гроші
moon /mu:n/ місяць
multistor(e)y /'mʌltɪstɔ:ri/ ба-
гатоповерховий

N

nature /'neɪtʃə/ природа
near /nɪə/ біля
nearby /'nɪəbaɪ/ поряд
neat /ni:t/ охайний, чистий
neighbour /'neɪbə/ сусід
never /'nevə/ ніколи
news /nju:z/ новини
newspaper /'nju:speɪpə/ газета

night /naɪt/ ніч
nobody /'nəʊbədi/ ніхто
nothing /'nʌθɪŋ/ ніщо
number /'nʌmbə/ число
nursery /'nɜːsəri/ дитяча (кім-
 ната)

O

obey /ə'bei/ підкорятися
often /ɒfn/ часто
one-storeyed /wʌn'stɔːrɪd/ одно-
 поверховий
order /'ɔːdə/ порядок
organize /'ɔːgənaɪz/ організо-
 вувати
outdoor /'aʊtdɔː/ той, що зна-
 ходиться на вулиці
over /'əʊvə/ зверху; наверх
owl /aʊl/ сова

P

pancakes /pænkeɪks/ млинці
parents /'peərənts/ батьки
passenger /'pæsɪndʒə/ пасажир
past /pɑːst/ мимо
participate /pɑː'tɪsɪpeɪt/ брати
 участь
people /'piːpl/ люди
pet /pet/ домашній улюбле-
 нець
perhaps /pə'hæps/ можливо
photo /'fəʊtəʊ/ фотографія
picnic /'pɪknɪk/ пікнік
pie /paɪ/ пиріг
picture /'pɪktʃə/ малюнок, фото
picturesque /'pɪktʃərəsk/ мальов-
 ничий
pink /pɪŋk/ рожевий
place /pleɪs/ місце
plane /pleɪn/ літак

planet /'plænət/ планета
planetarium /'plænə'tæriəm/
 планетарій
playground /'pleɪgraʊnd/ ди-
 тячий майданчик
please /pliːz/ будь ласка; бла-
 гати
pleasure /'plezə/ задоволення
polite /pə'laɪt/ ввічливий
popular /'pɒpjələ/ популярний
postcard /'pəʊstkaːd/ листівка
prefer /prɪ'fɜː/ надавати пере-
 вагу
priest /priːst/ священик
promise /'prɒmɪs/ обіцянка
proud of /praʊd/ пишатися
pudding /'puːdɪŋ/ пудинг
pumpkin /'pʌmpkɪn/ тиква
put on /pʊt ɒn/ одягати (щось)

Q

queen /kwiːn/ королева
question /'kwɛstʃən/ запитання
quickly /'kwɪkli/ швидко
quite /kwaɪt/ цілком

R

rainbow /'raɪnbəʊ/ веселка
reptile /rep'taɪl/ рептилія
require /rɪ'kwaɪə/ вимагати, по-
 требувати

S

safe /seɪf/ безпечний
same /seɪm/ той самий
scary /'skeəri/ страшний
scuba diving /'skjuːbə 'daɪvɪŋ/
 пірнання
see /siː/ бачити

seed /si:d/ насіння
sentence /'sentəns/ речення
serious /'sɪəriəs/ серйозний
shadow /'ʃædəʊ/ тінь
share /ʃeə/ ділитися
shop /ʃɒp/ магазин
shopping bag /'ʃɒpɪŋ bæɡ/ сум-
ка для покупок
short /ʃɔ:t/ короткий
sideboard /'saɪdbɔ:d/ буфет
sign /saɪn/ прикмета, ознака
sitting room /'sɪtɪŋ ru:m/ гос-
тьова кімната
skates /skeɪts/ ковзани
skating rink /'skeɪtɪŋ rɪŋk/ каток
skip /skɪp/ скакати
sleep /sli:p/ спати
sleigh /sleɪ/ сані
slow /sləʊ/ сповільнювати
sofa /'səʊfə/ диван
soil /sɔɪl/ ґрунт
sometimes /'sʌmtaɪmz/ іноді
soon /su:n/ незабаром
special /'speʃl/ особливий
spider /'spaɪdə/ павук
sportswear /'spɔ:tswɛə/ спор-
тивний одяг
spike /spaɪk/ вістря
sprinkle /'sprɪŋkl/ бризкати
square /skweə/ площа
star /stɑ:/ зірка
start /stɑ:t/ починати
stay /steɪ/ залишатися
stocking /'stɒkɪŋ/ панчоха
story /'stɔ:ri/ оповідання
storyteller /'stɔ:ritelə/ оповідач
straw /strɔ:/ солома
street /stri:t/ вулиця
stretch /stretʃ/ простягатися
study /'stʌdɪ/ навчатися

subject /'sʌbdʒɪkt/ предмет
sunbathe /'sʌnbet̪/ засмагати
sunny /'sʌni/ сонячний
suppose /sə'pəʊz/ уявити
surprise /sə'praɪz/ сюрприз
swan /swɒn/ лебідь
sweep /swi:p/ підмітати
sweets /swi:t/ цукерки
swim /swɪm/ плавати
symbolize /'sɪmbəlaɪz/ символі-
зувати

Т

tablecloth /'teɪblklɒθ/ скатер-
тина
tag /tæg/ ярлик
talk /tɔ:k/ розмовляти
tall /tɔ:l/ високий
tasty /'teɪstɪ/ смачний
team /ti:m/ команда
telescope /'teleskəʊp/ телескоп
thank /θæŋk/ дякувати
thirsty /θɜ:sti/ спраглий
though /ðəʊ/ хоча
thunder /'θʌndə/ грім
time /taɪm/ час
toboggan /tə'bɒɡən/ кататися
на санях
today /tə'deɪ/ сьогодні
together /tə'geðə/ разом
top /tɒp/ вершина
traditional /trə'dɪʃənəl/ тради-
ційний
train /treɪn/ потяг
travel /'trævl/ подорожувати
trip /trɪp/ подорож
true /tru:/ правдивий
try /traɪ/ спробувати
turkey /'tɜ:kɪ/ індичка
turn /tɜ:n/ перетворюватися

twinkle /twɪŋkl/ мерехтати
twins /twɪnz/ близнюки
typical /ˈtɪpɪkl/ типовий

U

umbrella /ʌmˈbrelə/ парасолька
underground /ˈʌndəgraʊnd/ підземний
unforgettable /ʌnfəˈgetəbl/ незабутній
uniform /ˈjuːnɪfɔːm/ форма
unique /juːˈniːk/ унікальний
unite /juːˈnaɪt/ об'єднувати
unusual /ʌnˈjuːzəl/ незвичайний
upstairs /ʌpˈsteɪz/ нагорі

V

vegetables /ˈvedʒtəbl/ овочі
veranda(h) /vəˈrændə/ веранда
very /ˈveri/ дуже
village /ˈvɪlɪdʒ/ село
visit /ˈvɪzɪt/ відвідувати
voice /vɔɪs/ голос

W

wait /weɪt/ чекати
walk /wɔːk/ прогулянка
wall /wɔːl/ стіна

want /wɒnt/ хотіти
wardrobe /ˈwɔːdrəʊb/ платяна шафа
water /ˈwɔːtə/ поливати
weather /ˈweðə/ погода
web cam /web kæm/ веб-камера
weed /wiːd/ бур'ян
week /wiːk/ тиждень
wet /wet/ вологий
whole day /həʊl deɪ/ цілий день
win /wɪn/ вигравати
windy /ˈwɪndɪ/ вітряно
wish /wɪʃ/ бажати
with /wɪð/ з
wizard /ˈwɪzəd/ чаклун
wonder /ˈwʌndə/ цікавитися
wonder /ˈwʌndə/ диво
wooden /ˈwʊdn/ дерев'яний
word /wɜːd/ слово
work /wɜːk/ працювати
world /wɜːld/ світ
wreath /riːθ/ вінок

Y

yard /jɑːd/ двір
year /jiːə/ рік
yesterday /ˈjestədeɪ/ вчора