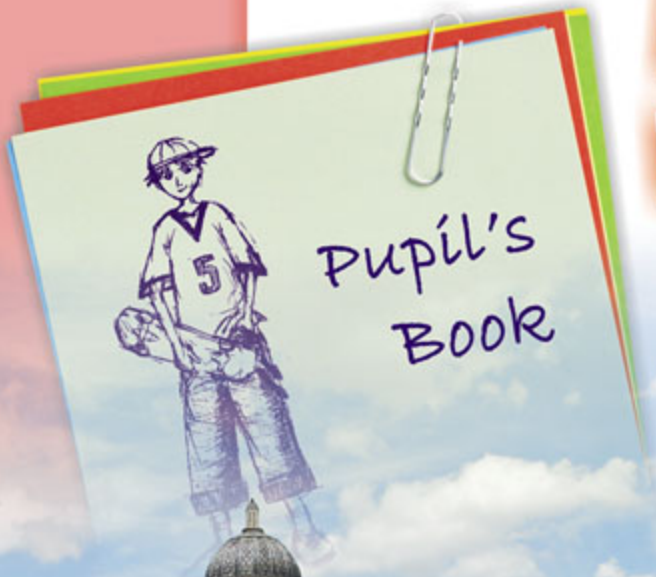


Oksana Karpiuk

ENGLISH 5



ББК 81.43.21-922
К 26

**Рекомендовано Міністерством освіти і науки,
молоді та спорту України**
(наказ МОНмолодьспорту України від 04.01.2013 р. № 10)

**Видано за рахунок державних коштів.
Продаж заборонено.**

Експертизу здійснював Центр наукових досліджень та викладання
іноземних мов НАН України.

*Рецензент: О. М. Ільченко, доктор філологічних наук, професор,
заступник директора;*

Експертизу здійснював Інститут педагогіки НАПН України.

Рецензент: І. В. Алексєєнко, молодший науковий співробітник

Карп'юк О. Д.
К 26 Англійська мова: Підручник для 5-го класу загальноосвітніх навчальних
закладів. (5-ий рік навчання) — Тернопіль: „Видавництво Астон”, 2013. —
280 с.: іл.
ISBN 978-966-308-500-5

ISBN 978-966-308-500-5

© О. Д. Карп'юк, 2013

© ТзОВ „Видавництво Астон”, 2013

Contents

Starting Up4

Unit 1	TIME FOR SCHOOL	7
Lesson 1	All about me	8
Lesson 2	All about my class	16
Look Back	.....	24
Lesson 3	Favourite subject	26
Lesson 4	An English test	34
Look Back	.....	42
READING 4 FUN	.....	44
My Learning Diary	.....	46

Unit 2	TIME FOR LEISURE	49
Lesson 1	All about my friends ...	50
Lesson 2	Hobbies and interests	58
Look Back	.....	68
Lesson 3	Free time	70
Lesson 4	Friends online	78
Look Back	.....	84
READING 4 FUN	.....	86
My Learning Diary	.....	88

Unit 3	TIME FOR HOME	91
Lesson 1	All about my family	92
Lesson 2	An apple a day	102
Look Back	.....	114
Lesson 3	Special days	116
Lesson 4	Grandma's stories ...	126
Look Back	.....	136
READING 4 FUN	.....	138
My Learning Diary	.....	142

Unit 4	TIME FOR OUTDOORS ...	145
Lesson 1	Weather mix	146
Lesson 2	Weather and clothes	158
Look Back	.....	166
Lesson 3	Weather and activities	168
Lesson 4	My favourite season	178
Look Back	.....	183
READING 4 FUN	.....	186
My Learning Diary	.....	188

Unit 5	TIME FOR DISCOVERY ...	191
Lesson 1	Getting about my home town	192
Lesson 2	Discover the UK ...	202
Look Back	.....	215
Lesson 3	Focus on Ukraine	218
Lesson 4	Plans for summer	232
Look Back	.....	244
READING 4 FUN	.....	247
My Learning Diary	.....	250

Appendix	.....	253
Grammar Reference	.....	253
Vocabulary	.....	265
Irregular Verbs	.....	278

Starting Up



1 Listen and sing along.

Back to school!
Back to school!
It starts in September.
That's a rule.

BACK TO
SCHOOL

I can't wait to be there.
Hey, let's run.
Going back to school is
Really fun!

Back to school!
Back to school!
We'll see all our friends.
That is cool!

Back to school —
Together again.
We're grown up and wise,
We are ten!

It's good to go back,
We're relaxed and bright!
Going back to school is like
Flying a kite!



2 Copy and add six more words to each list.



School things
an eraser

Jobs
a doctor

Animals
a giraffe

My room
a bed

Body
a hand

3 Point to things in the classroom and say what colour they are.



4 Write the words in alphabetical order.

1 bus car bike

2 chair table bookcase

3 museum cinema café

4 doll balloon ball

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

LEARNING TIP

Слова у словнику розміщуються в алфавітному порядку (alphabetical order). Якщо два слова розпочинаються з однієї літери, дивись на другу літеру. Першим буде те слово, друга літера якого стоїть першою в алфавіті.

5 Read the rules. Close the book and say the rules you remember.

WORKING TOGETHER

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



Look at your partner.



Think up new ideas.



Listen to your partner.



Share your things.



Ask questions.

**6 Find these words and logos in your book.
Say what they mean.**

READING



VOCABULARY



GRAMMAR



LISTENING



SPEAKING



WRITING



LOOK BACK!

READING 4 FUN!

My Learning Diary

**FILE FOR
PROJECT**



Unit **1**

TIME FOR SCHOOL

- All about me
- All about my class
- Favourite subject
- An English test

Pre-reading
questions

What is your name?
How old are you?
Where are you from?
Do you like English?

ALL ABOUT ME

READING



1 Read about Taras.

Kyiv



e-mail

Message Edit Search Utilities Spell Checker Privacy View Options

From	Taras
Subject	Hello
Date	September, 3
To	kids.world@com.gb

Hi, I am Taras.
I'm eleven. I'm from Kyiv.
Kyiv is the capital of Ukraine.
I've got a big family:
 mother, father, sister and grandma.
I haven't got a pet.
I'd like to have a dog.
Mum always says "We'll talk about it tomorrow".
I've got two best friends: Ihor from
my class and Dan. Dan is from Lviv.
Ihor has got a boxer and Dan has got a dalmatian.
I am crazy about dogs.

Ihor

Dan

1/1 Modified Stream Smart Ctrl+Windows (251)

Lesson 1

2 Say if it is true or false.

- a Taras lives in Lviv.
- b He is eleven.
- c Taras hasn't got a pet.
- d He has got two best friends.
- e Ihor is from Lviv.
- f Dan has got a dog.

3 Find in the text the word/phrase that means:

- a) a family member
- b) a kind of a dog
- c) Taras likes dogs
- d) a country
- e) a city

REMEMBER!

Long

I am...

I have got...

Short

I'm...

I've got...

Long

I am not...

I have not got...

Short

I'm not...

I haven't got...

4 Ask and answer the questions in pairs.

- 1 Where are you from?
- 2 Is your family big?
- 3 Have you got a pet?
- 4 What are your friends' names?
- 5 Where are they from?
- 6 Are they crazy about animals?

5 Speak about yourself.

- I am...
- I am from...
- I've got a...
- I haven't got a...
- I like...
- I'm crazy about...



LISTENING

1 Listen and say what Pam is crazy about.



Windsor



From	Pam
Subject	Hello
Date	September, 4
To	kids.world@com.gb

Hello.

My name is Pam.

I am ten and a half.

I am from Windsor ['wɪndzə],
a small town near London.

I have got a small family.

Just Mum and me.

I've got a cat Ginger ['dʒɪndʒə].

Ginger is not clever, but she is nice.

I am not lonely. I've got a lot of friends:

Alice and Linda,

Ivy and Jill, Adam and David.

I'm crazy about computer games
and the Internet.



Windsor



Ginger

Lesson 1

REMEMBER!

Long

He is / She is / It is...

He is not / She is not / It is not...

He has got / She has got /

It has got...

He has not got / She has not got

/ It has not got...

Short

He's / She's / It's...

He **isn't** / She **isn't** / It **isn't**...

He's got / She's got / It's got...

He **hasn't** got / She **hasn't** got
/ It **hasn't** got...

2 Read about Taras and Pam again. Tick the true sentences.

- ☐ 1 Pam is from England.
- ☐ 2 Taras is ten and a half.
- ☐ 3 Kyiv is in Ukraine.
- ☐ 4 Taras has got a dog.
- ☐ 5 Pam has got a cat.
- ☐ 6 Ginger has got a computer.
- ☐ 7 Taras's friends have got small dogs.
- ☐ 8 Pam's friends are all girls.

3 Ask your partner to close the book and answer the questions.

- a Who is eleven?
- b Who is from England?
- c Who is from a big / small town?
- d What is Ginger?
- e Who has got a small / big family?
- f Who has got a cat?

4 Work in pairs. Complete the interview with Pam / Taras.

- | | |
|-------------------------------|--------------|
| 1 What's your...? | My name's... |
| 2 Where... you from? | I'm from... |
| 3 Are you...? | Yes, I... |
| 4 Have you got a...? | No, I... |
| 5 Have you got a...? | Yes, I... |
| 6 How many friends... you...? | ... .. |

5 Make an interview with your partner.

GRAMMAR

A PRONOUN

(займенник)

Subject pronouns
I you he/she/it we you they

Possessive pronouns
my your his/her/its our your their

THE VERB 'TO BE' (дієслово "бути")

Affirmative ¹	Negative ²
I'm at school. You're at school. He's at school. She's at school. It's at school. We're at school. You're at school. They're at school.	I'm not at home. You aren't at home. He isn't at home. She isn't at home. It isn't at home. We aren't at home. You aren't at home. They aren't at home.

Interrogative ³	Short answers
Am I at school?	Yes, I am . / No, I'm not .
Is he/she/it at school?	Yes, he/she/it is . / No, he/she/it isn't .
Are we/you/they at school?	Yes, we/you/they are . / No, we/you/they aren't .

Read Grammar Reference § 2, pages 258-259

1 Choose the correct pronoun.

Example: She / Her is my best friend.

She is my best friend.

- | | |
|--------------------------------|-------------------------------|
| 1 He / His name's John. | 6 We / Our are pupils. |
| 2 He / His is new in my class. | 7 She / Her mum is a teacher. |
| 3 I / My am 10 years old. | 8 They / their house is nice. |
| 4 How old are they / their? | 9 I / My bag is green. |
| 5 They / Their are friends. | |

¹affirmative [ə'fɛ:mə'tɪv] — ствердження

²negative ['negə'tɪv] — заперечення

³interrogative [ˌɪntə'rɒɡətɪv] —

запитання

Lesson 1

2 Complete the sentences with the long form.

Example: He's Boris. = *He is Boris.*

- 1 They're from Ukraine. = They ... from Ukraine.
- 2 She isn't at home. = She ... at home.
- 3 We're not students. = We ... not students.
- 4 They aren't here. = They ... here.
- 5 What's your name? = What ... your name?
- 6 How's Bill? = How ... Bill?
- 7 Who's here today? = Who ... here today?
- 8 What's your father? = What ... your father?
- 9 Where's our teacher? = Where ... our teacher?
- 10 She's outdoors now. = She ... outdoors now.

3 Match the words with correct pronouns (a-f).

- | | |
|----------------|--------|
| 1 Olga and I | a You |
| 2 John and you | b It |
| 3 Bill and Tom | c We |
| 4 Linda | d They |
| 5 Pam's bag | e He |
| 6 Victor | f She |

1 2 3 4 5 6

4 Replace the words in bold with the correct pronouns.

Example: **Sam** is in my class.

He is in my class.

- 1 **Betty** is 10 years old.
- 2 **Ann and Mary** are classmates.
- 3 How old is **Max**?
- 4 **Mark** is a new pupil.
- 5 **Julie and I** are friends.
- 6 **Ginger** is a cat.
- 7 How is **Tina**?
- 8 **You and Bill** are on duty today.



SPEAKING

1 Think about Taras and Pam, then say whose these words are.

- This is my friend Max.
- We'll talk about it tomorrow.
- My cat is nice.
- I haven't got a big family.
- I'm not lonely.
- I've got a big family.
- I haven't got a pet.
- I'm fond of computers.

2 Work in pairs. Look, ask and answer.



**Ann,
Great Britain**

- 21 years old
- in Spain
- likes corrida



**Olha,
Ukraine**

- 16 years old
- in India
- yoga



**Voitsekh,
Poland**

- 11 years old
- in Ukraine
- travelling



**Carl,
Germany**

- 18 years old
- in the USA
- likes American English

Example:

A: Where is Ann from?
 B: She's from Great Britain.
 A: How old is she?
 B: She is 21.
 A: Where is she now?
 B: She is in Spain.
 A: What does she like?
 B: She likes corrida.

3 Work in pairs. Match answers with questions, then act out the interview.

- | | |
|------------------------------------|----------------------|
| 1 What's your name? | a Canada. |
| 2 Where are you from? | b Yes, I have. |
| 3 How old are you? | c I like travelling. |
| 4 Have you got a Ukrainian friend? | d Bill. |
| 5 What's his / her name? | e Nineteen. |
| 6 Why are you in Ukraine now? | f It is a girl. |
| | Her name is Oksana. |

Lesson 1

4 a) *Listen to the rap,*
then answer the questions.



- What is the girl's name?
- How many animals would she like to have?

EMILY'S RAP

My name is Emily,
I live with my family
and a big white cat
in a three-room flat.

I'd like to have a frog,
a hamster and a dog.
I'd like to have a sheep,
They are easy to keep.

I'd like to have a mouse
and a big farm house
with many rooms and many doors
and a horse, of course.

b) Listen and beat the rhythm, then repeat.

c) In pairs practise reading the rhyme.

d) Read out loud the rap.



WRITING



FILE FOR PROJECT

- 1 Find an old magazine.
- 2 Cut out a picture of a boy / girl.
- 3 Stick it on the sheet of paper.
- 4 Give him / her an English name.
- 5 Write 6-7 sentences about the boy / girl.

Example:

This is Tim.

He is from London.

He is ten.

He has got a big family.

He hasn't got pets.

Tim has got two friends:

Bill and Ron.

Tim likes doing sports.

ALL ABOUT MY CLASS

LISTENING & READING



1 Listen about David's class and say if your class is the same or different.



Hello, I am David. I'm ten and a half.

I've got curly brown hair and brown eyes.

I'm not very tall. I am good at Gymnastics and Art.

My best friend is Adam. He's got short straight hair.

He's good at Maths and basketball. He's a computer wizard.

My class is not big, but we're special.

We are members of the *Green Planet Club*.

We've got a lot of pen-friends and e-mail friends all round the world.

Will you send us your address?

curly

['kɜ:lɪ]

hair



wavy

['weɪvɪ]

hair



straight

[streɪt]

hair



Lesson 2

2 Say if the statements are true or false.

- 1 David has got straight hair.
- 2 Some pupils have got computers.
- 3 They have got a lot of pen-friends.
- 4 They are members of a club.
- 5 David is good at Maths.

VOCABULARY BOX

Art [ɑ:t]

Gymnastics [dʒim'næstiks]

member ['membə]

wizard ['wɪzəd]

● **be good at**

● **round the world** [wɜ:ld]

3 Match questions with answers.

- | | |
|-------------------------------|--------------------------|
| 1 How old is David? | a) Yes, they have. |
| 2 What is he good at? | b) David. |
| 3 Who is David's best friend? | c) He is ten and a half. |
| 4 Who has got curly hair? | d) Adam. |
| 5 Are they a big class? | e) Gymnastics and Art. |
| 6 Have they got many friends? | f) No, they aren't. |

4 Read and match.

1
Julie is ten years old.
She's got straight blond
hair and brown eyes. She
is from Paris, France.

2
Tina is eleven years old.
She's got dark curly hair
and brown eyes. She's
from New York, the USA.

3
Janet is nine years old.
She's got red wavy hair
and blue eyes. She's from
London, England.



5 Read and find Bill's classmates on the picture.

Hi! My name is Bill. Can you see me? Let me show you my class. There is Tom over there. He's my best friend. Look at him. He's got a big dictionary and a pencil in his hands. We always play football together. Other boys watch us when we play. Do you have a best friend? Do you play football together? Behind him is Lisa. She's got a big red and green pencil case. Mark, Mary and Bill are very good friends. I often talk to them. They have the same T-shirts. And now, look at the picture on the wall. It's the symbol of our class. Do you like it? There's a fish on the cupboard in the corner. It's called Fred. I must go and feed it. Bye!



6 Answer the questions.

- Who is Bill's the best friend?
- What do they do together?
- Who is behind Bill's friend?
- What are the three friends' names?
- What have they got the same?
- Who has got a big red and green pencil case?
- Who has got a big dictionary?
- Who is called Fred?
- Why must Bill go?

REMEMBER!

David's class
Bill's classmates
classmates' desks
friends' names

**Read § 2,
page 254**

Lesson 2

- 7 Look and describe**
the symbol of Bill's class.
Explain how you understand it.

GRAMMAR



Object pronouns
me
you
him/her/it
us
you
them

REMEMBER!

I am Bill. You can see **me**.
You are here. I can see **you**.
He is Tim. I know **him**.
She is Mary. I like **her**.
It is grey. I don't like **it**.
We are friends. You can meet **us**.
They are Ron and Pam. I don't know **them**.

- 1 Read about Bill's class again and write out sentences with the object pronouns.**
- 2 Choose the correct pronoun.**
- 1 Don't ask *they / them*. *They / Them* don't know the answer.
 - 2 *I / Me* don't understand this. Can you help *I / me*, please?
 - 3 *She / Her* is very friendly and everyone likes *she / her*.
 - 4 *We / Us* must get up early. Please, wake *we / us* up at seven.
 - 5 Can you give Jane and *I / me* some ice-cream, please?
 - 6 Where's Anna? I can't see *she / her* anywhere.
 - 7 Look at *they / them*. *They / Them* are all wearing school uniforms.
 - 8 *He / Him* is a very good sportsman.
I really like watching *he / him* on TV.

- 3 Read and fill in the gaps with the correct pronoun.**

- 1 He's got new felt-tip pens. He uses ... to draw.
- 2 ...'re in the classroom. There are piles of books in front of ...
- 3 ...'s playing with a ball. She's holding ... in her hands now.

PRESENT SIMPLE OF THE VERB 'TO HAVE'

Affirmative	Negative
I / You / We / They have got a cat.	I / You / We / They haven't got a dog.
He / She / It has got a cat.	He / She / It hasn't got a dog.

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

4 Fill in the gaps with 'have got' or 'has got'.

- 1 Marta ... a parrot.
- 2 Bill and Dan ... pets at home.
- 3 My mum ... long hair.
- 4 I ... a computer in my room.
- 5 My grandparents ... a house.

5 Make five sentences about David's class.

They David Adam	is	
	isn't	pen-friends.
	are	red hair.
	aren't	a computer wizard.
	have got	ten and a half.
	has got	a friend.
	haven't got	special.
	hasn't got	members of a club.

6 Fill in gaps with 'have' or 'has', then answer the questions.

- 1 ... you got a friend?
- 2 ... your mum got straight hair?
- 3 ... your parents got two children?
- 4 ... your friend got a dog?
- 5 ... your grandparents got many grandchildren?

Lesson 2

SPEAKING

1 Tell about what you are good at.

I'm good at English but I'm not good at Maths.

Gymnastics

computers

English

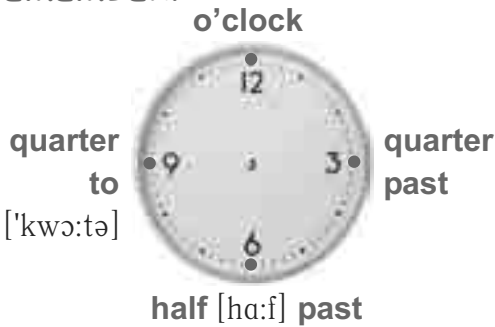
Sports

Music

dancing

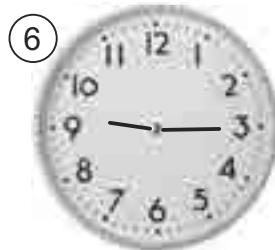
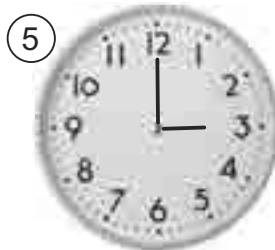
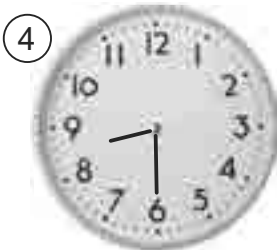
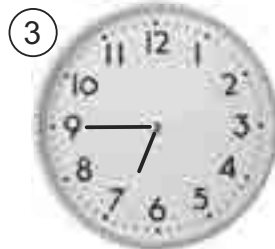
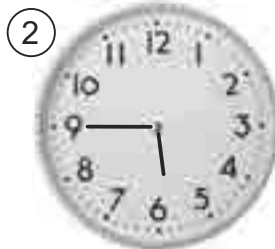
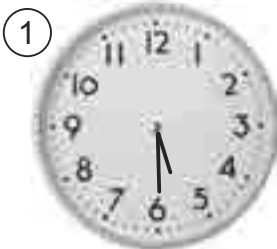
2 Use the 'Remember' box and the clocks below to ask each other the time as in the examples.

REMEMBER!



Examples:

- What time is it, please?
- It's half past five.
- Excuse me, what's the time, please?
- It's quarter to six.





3 Listen and act out the dialogue.

A: What's the time?

B: Ten to nine.

A: We must hurry then.

B: Why?

A: Because classes start in ten minutes.

B: How many lessons have we got today?

A: I don't know. Not many, I hope.

4 Work in pairs. Ask and answer.

- 1 What's the day today?
- 2 Is today the first day of the school year?
- 3 How many lessons have you got today?
- 4 Which class are you in?
- 5 Who do you sit next to in class?

5 Work in pairs. Ask your partner to remember about David's class and answer the questions.

- 1 Who is ten and a half?
- 2 Who has got long hair?
- 3 Who is tall?
- 4 Who is good at gymnastics?
- 5 Who is good at Maths?
- 6 Who is a computer wizard?

6 Work in pairs. Ask and answer about your class.

- 1 Who is ten and a half / eleven?
- 2 Who has got curly / wavy / straight hair?
- 3 Who is tall?
- 4 Who is good at gymnastics / football / basketball?
- 5 Who is good at Maths / English?
- 6 Who is a computer wizard?

7 Look around and make a presentation of your class (7-8 sentences).

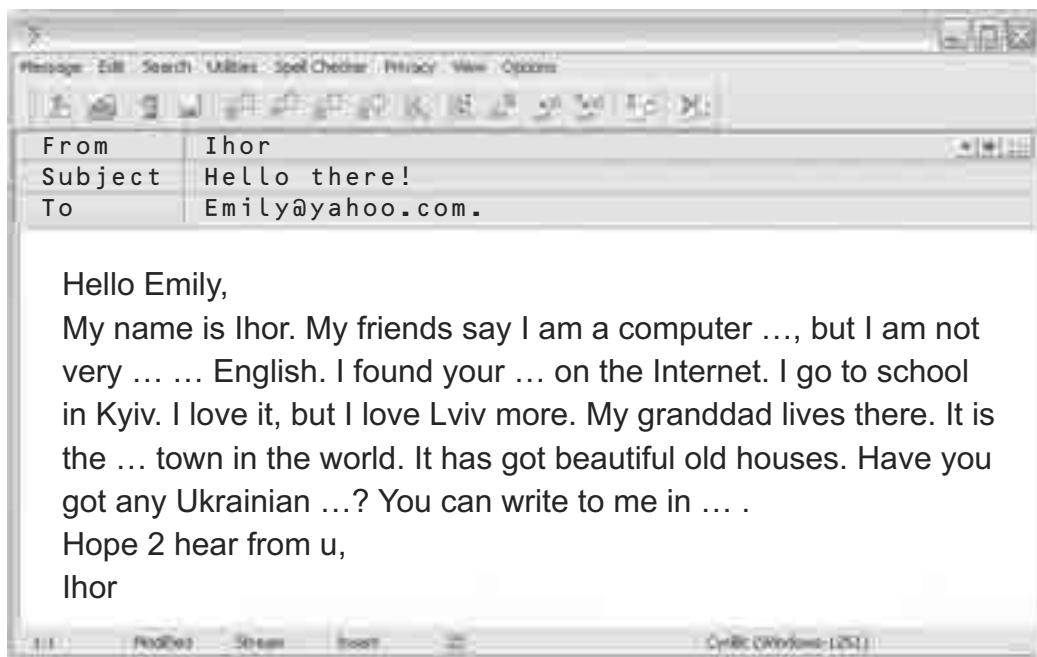


Lesson 2

WRITING



1 Read and guess the missing words.



2 Imagine you want to have an e-mail friend.

Write an e-mail to kids.world@com.gb in your notebook.

LOOK BACK!

1 a) Imagine there is a new pupil in your class.

Think of the questions you can ask him.

b) Look and answer the questions.

- What pet would you like to have?
- Which instrument can you play / would like to play on?



a budgie
['bʌdʒɪ]



a parrot
['pærət]



a hamster
['hæmstə]



a piano
[pi'ænəʊ]



a synthesizer
['sɪnθesaɪzə]



a guitar
[gɪ'tɑ:]



2 Listen to the interview with a new pupil and say what musical instrument he can play.



Here's our new pupil.
His name is Kevin.
Kevin's mother is from London.
What would you like to ask him?



3 Answer the questions.

- 1 What is the new pupil's name?
- 2 How old is he?
- 3 What pet has he got?
- 4 Where are his friends?
- 5 Can he play tennis?
- 6 Can he swim?
- 7 Are the new boys and girls his friends?



Lessons 1-2



4 Listen again and act out the interview in a group.

5 Complete the sentences with correct pronouns.

- 1 Diana's my best friend. I see ... almost every day.
- 2 Hi, my name is Iryna. I'm good at Maths and a lot of my classmates want to sit with
- 3 *Tim*: I must go home now. Can I call ... later?
Jenny: OK. Call ... at five o'clock.
- 4 My cat likes playing in the garden. Can you see ... over there?
- 5 There's John. Look at
- 6 Mum, where are my history books? I can't find
- 7 *Twin sisters*: Hey, Clara, ... are working on our geography project. Can you come and help ... ?
Clara: Yes, sure.

6 Get to know your classmate better.

FILE FOR PROJECT

- 1) Interview the classmate who sits next to you about his/her age, family, hobby, favourite sport or subject at school.
- 2) Copy and fill in the form.

My classmate's name is _____
He/she is _____ years old.
He/she is _____
He/she has got _____ (tall/short) hair
and _____ eyes.
He/she has got _____ brothers/sisters.
His/her favourite sport is _____
His/her favourite lesson is _____

- 3) Tell the class about your classmate.

FAVOURITE SUBJECT

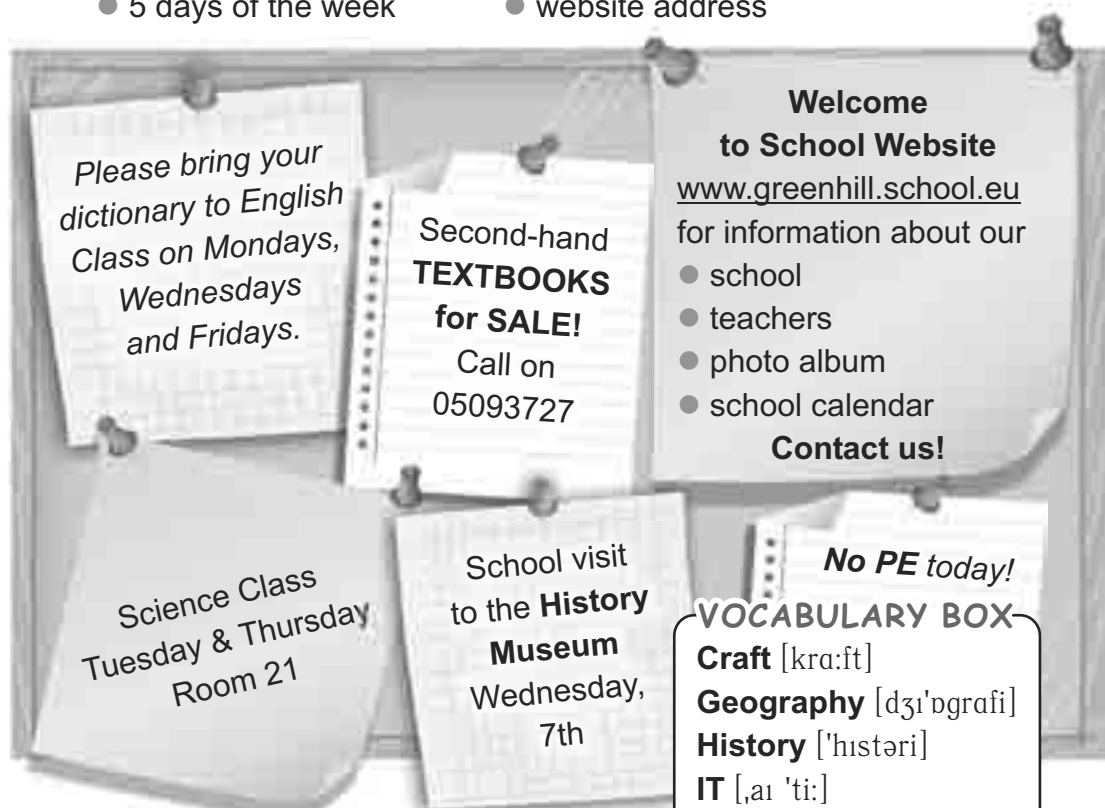
READING

1 Think about school and your favourite subject.

Say which day is your favourite. Explain why.

2 Look at the messages¹ on the notice board and find:

- 4 school subjects
- phone number
- 5 days of the week
- website address



3 Answer the questions.

- 1 What room is Science Class in?
- 2 When do they go to the museum?
- 3 Is there PE lesson today?
- 4 Can you buy second-hand textbooks?
- 5 What should pupils bring to English Classes?
- 6 What can you find on school website?

VOCABULARY BOX

Craft [kra:ft]

Geography [dʒɪ'ɒɡrəfi]

History ['hɪstəri]

IT [aɪ 'ti:]

PE [pi: 'i:]

Religion [rɪ'lɪdʒən]

Science ['saɪəns]

timetable ['taɪm,teɪbəl]

¹a message ['mesɪdʒ] — повідомлення

Lesson 3

VOCABULARY



CARDINAL NUMBERS

(Кількісні числівники)

Numbers can be tricky:

-teen and **-ty** are easily mixed up!

1 one	11 eleven	20 twenty
2 two	12 twelve	30 thirty
3 three	13 thirteen	40 forty
4 four	14 fourteen	50 fifty
5 five	15 fifteen	60 sixty
6 six	16 sixteen	70 seventy
7 seven	17 seventeen	80 eighty
8 eight	18 eighteen	90 ninety
9 nine	19 nineteen	
10 ten		

Odd numbers: 1, 3, 5, 7, 9, 11, 13, 15, 17...

Even numbers: 2, 4, 6, 8, 10, 12, 14, 16, 18...

**Пам'ятайте
про наголос!**

14 [fɔ:'ti:n] але

40 ['fɔ:tɪ]

16 [sɪks'ti:n] але

60 ['sɪksɪ] і т. п.

1 Copy the correct pairs in your notebook.

Example: 0 - zero 21 - ...
 1 - one 19 - ...
 2 - ... 50 - ...

2 Continue the chain.

Even numbers: *two, four, ...*

Odd numbers: *one, three, ...*

3 Match.

- | | |
|-------------------------------|---------|
| 1 five hundred and twenty six | a) 11 |
| 2 ninety-four | b) 1000 |
| 3 seventeen | c) 526 |
| 4 one thousand | d) 94 |
| 5 eleven | e) 17 |

REMEMBER!

42 **forty-two**
100 **a hundred** ['hʌndrəd]
300 **three hundred**
652 **six hundred and fifty-two**
1000 **a thousand** ['θaʊznd]
2000 **two thousand**

REMEMBER!

Telephone numbers

6220558 six - double two - o - double five - eight

330357 double three - o - three - five - seven

Years

1990 nineteen-ninety

1992 nineteen-ninety-two

2013 two thousand and thirteen

**Read § 1, 2,
pages 257-258**

ORDINAL NUMBERS

1st — (the) **first** [fɜːst]

5th — fifth

9th — ninth

2nd — **second** ['sekənd]

6th — sixth

10th — tenth

3d — **third** [θɜːd]

7th — seventh

21st — twenty-first

4th — fourth

8th — eighth

53rd — fifty-third

4 Look in your timetable. Ask and answer in pairs.

Example:

— What is your second lesson on Tuesday?

— It's Craft.

— What is your fifth lesson on Friday?

— ...

LISTENING

1 Think about Maths and say if it is your favourite subject.



2 Listen and read about Adam's favourite subject and say what the best mark in English school is.

Everybody says I'm crazy, but I love Maths.

I like numbers, especially even numbers.

My favourite numbers are 6 and 22.



Lesson 3

I don't like odd numbers very much: 1, 3, 5, 7, 9... *A hundred* is a nice number, and *a thousand*... In some countries number five is very popular. It is the best mark at school. In the UK we've got letters. 'A' is the best mark. Not many students have got an 'A' in Maths in our class, only three. Other students call us swots. Girls shout 'Sweaty-swotty!'. It sometimes hurts.

VOCABULARY BOX

boring ['bɔːrɪŋ]

different ['dɪfərənt]

easy ['iːzi]

important [ɪm'pɔːtənt]

popular ['pɒpjələ]

swot [swɒt]

tricky ['trɪki]

● **I guess** [ges]

● **It hurts** [hɜːts]

3 Answer the questions.

- 1 What is Adam's favourite subject?
- 2 What are Adam's favourite numbers?
- 3 What number is popular in some countries?
- 4 In which country do students get 'A', 'B', 'C', 'D', 'E' at school?
- 5 Are swots bad students or good students?
- 6 Is there a special name for bad students? Why not?
- 7 How many students have got an 'A' in Maths?
- 8 Is Adam happy in his class?



4 Listen and sing the rap song.

THE DAYS OF THE WEEK RAP

S... Sun... Sunday.
M... Mon... Monday.
T... Tue... Tuesday.
W... Wednesday.
T... Thur... Thursday.
F... Fri... Friday.
Saturday's the best of all...
Guess why.





ADJECTIVE (Прикметник)

DEGREES OF COMPARISON (Ступені порівняння)

cold — colder — (the) coldest

interesting — **more** interesting — **the most** interesting
 less **the least**

But: good — **better** — **the best**

bad — **worse** — **the worst** [wɜːst]

little — **less** — **the least**

**Read § 1,
pages 256-257**

1 Complete the sentences as in the example.

Example: Tom is tall but Ben is **taller**.

*Ben is **taller than Tom**.*



- 1 Stella is short but Rita is Rita is...
- 2 Tom's kitten is little but Ben's puppy is Ben's puppy is...
- 3 My bag is big but your bag is Your bag is...
- 4 I am good at English but you are You are...
- 5 Pete is a bright pupil but Sam is Sam is...

2 Fill in with correct forms of the adjectives from the box.

interesting, popular, normal, difficult, boring

- 1 I don't like this book. This book is more ... than that one.
- 2 I liked his story. His story is ... than my story.
- 3 I am not good at Maths. Maths is ... for me than English.
- 4 Pupils love their English teacher. She is ... than History teacher.
- 5 It is ... to say 'goodbye' and go home than to go home without saying it.

3 Read the lists of the most popular and least popular subjects at one of English schools.

	The most popular school subjects:	PE, English, IT, Art, Craft, Music
	The least popular school subjects:	History, German, Science, Maths

Lesson 3

**Make up six sentences
like in the example.**

PE is the most popular and
the History is the least popular.
Craft is less popular than Art
but more popular than Music.



4 Work in groups.

a) Ask your group:

- a What is your favourite subject?
- b What is your least favourite subject?
- c What do you think is the most important subject?
- d What do you think is the least important subject?
- e What is the easiest subject?
- f What is the most difficult subject?

b) Make top-five lists for your group for items (a)-(f).

c) Compare your lists to the lists of other groups.

SPEAKING



1 Listen to the children and say who is right.

Mia: Sweet, sweaty, swotty!

David: Stop, teasing him, Mia. OK,
Maths is difficult.
He's got an 'A'. So what?

Mia: Nothing. I've got
an 'A' in Music.
That's normal.

Adam: Are you saying
it's not normal to
like Maths?



Mia: Well, Maths is my least favourite subject, I hate it. On my top-ten list Maths is number ten, of course.

Adam: And Music is number one, I guess. Ha, ha. How very clever!

David: Stop quarrelling, you two! My favourite subject is English. We're all different, so what?

REMEMBER!

Capital letters (Великі літери)

В англійській мові з великої літери пишемо імена (Mary), шкільні предмети (Maths), особовий займенник "я" (I), дні тижня (Tuesday), місяці (September) і назви країн (Ukraine).

VOCABULARY BOX

difficult ['dɪfɪkəlt]

normal ['nɔːməl]

to quarrel ['kwɒrəl]

to tease [tiːz]

top-ten list

2 Say if it is true or false.

- | | |
|-----------------------------------|------------------------------|
| 1 Adam has English on Monday. | 4 Mia and Adam are fighting. |
| 2 Adam is teasing Mia. | 5 They are different. |
| 3 It is not normal to like Maths. | 6 English is easy. |

3 Act out the talk from task one in a group of three.

4 Read the dialogue, then look in your timetable.

Ask and answer in pairs.

A: How many times do we have English?

B: Three times a week.

A: When do we have them?

B: English is on Monday, Wednesday and Thursday.

A: When do we have Science on Tuesday?

B: Science is the third lesson on Tuesday. We have it at 11 o'clock.



Lesson 3

5 Interview your classmate about his / her favourite subjects.

LEARNING TIP

Interview Activity (Як взяти інтерв'ю)

- 1 Подумай над питаннями, які б хотів/хотіла задати.
- 2 Склади перелік запитань.
- 3 Запитуй чітко і зрозуміло.
- 4 Будь ввічливим.
- 5 Давай час на відповідь.
- 6 Записуй відповіді.
- 7 Після інтерв'ю подякуй людині, в якої ти брав/брала інтерв'ю.

WRITING



1 Think about your favourite subjects.

Copy and answer three questions in your notebook.

- 1 What is your favourite subject?
- 2 What is your least favourite subject?
- 3 When do you have Maths?
- 4 Make your own top-ten list.
- 5 What is your best friends' number one?

2 Make an ideal timetable for one week.

TIMETABLE					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
	Break	Break	Break	Break	Break
3					
4					
5					

AN ENGLISH TEST

READING



1 Say if you have a pen-friend (e-mail friend) who writes his / her letters in English.

- If yes, does it help you in learning English?
- If not, would you like to have one? Why?

2 Read and guess the words in the letter below.



Dear everybody,
Hi again. I'm David. My best pen-friend is Ihor.
He is from Kyiv, Ukraine. Ihor knows about four
hundred English words but he is very clever.
He sends me pictures and I send him words:

Alphabet song

tree

explosions

bathroom

three

witch

test

Dear David,

We are doing an English



I love English, especially the



I love your sounds P, T, K. They are very

special. They are like little



I hate the letter **H**. It makes my life difficult.

Listen to this: Which witch has got three trees

in the garden? **3**, a



, WHICH, a



Think of the words: THANK YOU, and THURSDAY and



Terrible!

Lesson 4

Copy the letter in your notebook. Use the words David sent to Ihor.

3 Answer the questions.

- 1 Is Ihor a clever boy?
- 2 How many English words does Ihor know?
- 3 Is Ihor afraid of the English test?
- 4 Has he got problems with the letter 'H'? Why?

4 Ask and answer in pairs.

- 1 Are you doing a test today?
- 2 What is your favourite English song?
- 3 What is your favourite English sound?
- 4 Have you got problems with the letter 'H'?

5 Write three easy and three difficult words in your notebook.

6 Read and number the ways to learn English from 1 (the best way) to 5.

- ☐ on the Internet
- ☐ at school with a teacher
- ☐ talking to people in English
- ☐ at home using a book
- ☐ watching English films
- ☐ listening to stories in English

LEARNING TIP

- Watch TV in English.
- Use the Internet.
- Look for English in cafés and shops.
- Write to or email a pen-friend.
- Use books and CDs in English.



LISTENING



1 a) Before listening say if you can spell your name and your family name in English.



b) Listen to the phone call and say why the girl asks Ian Ashton to play some computer games with her.



2 Copy the questions and answer them in your notebook.

- | | |
|-----------------------------|---------------------------|
| 1 Who is at home? | 4 Who hasn't got the key? |
| 2 Who is phoning? | 5 Who is unhappy? |
| 3 Who works with Pam's mum? | 6 Who is ready to help? |

3 Ask and answer in pairs.

- 1 Is Ian's family name long?
- 2 Is it difficult to spell?
- 3 Is your family name long?
- 4 Is it difficult to spell?
- 5 Have you got problems with spelling?
- 6 Which letters are difficult?

DO YOU KNOW?

There are 26 letters in the English alphabet.
In a book from China, you don't see letters.
You see hundreds of little pictures.
They are difficult to learn.



Lesson 4



4 Listen and sing along.

A SPELLING RAP

What's a B-A-T? It's a bat.
What's a C-A-T? It's a cat.
What's a B-O-Y? It's a boy.
What's a T-O-Y? It's a toy.
I love spelling and its fun.
S-U-N is sure for SUN,
'U' and 'You' just sound the same.
Now you try and spell your name!



5 Spell.

- your name;
- your best friend's name;
- your mother's name;
- your teacher's name.

6 Read, guess and match. What do the letters stand for?

The United States of America	NY
The United Kingdom	PC
disk jockey	UK
compact disk	SOS
personal computer	DJ
New York	USA
Save our souls!	CD

7 Play the game in a group.

- 1 Find the name of an English singer / American actor / a film star / a book.
- 2 Think about its spelling.
- 3 Say how to spell the name. Your friends must guess it.
- 4 Show the name to the group.

SPEAKING

1 Read some sentences you can often hear in your English class. Divide them into two columns: column 'T' is for a teacher and column 'P' is for a pupil.



- May I go out?
- Who is absent?
- What do we have for homework?
- Open your books on page 8, please!
- Here you are.
- Who wants to read?
- How do you say 'бджола' in English?
- Can you say that again, please?
- I've finished!
- Sorry, I'm late.
- Thank you.
- What does 'difficult' mean?
- Copy this into your notebooks!
- Be quiet, please!



2 Listen to some classroom situations.

Tick the sentences from task 1 that you hear.

3 a) Write the missing sentences.

1 *T:* You've got five minutes to finish this task.

P: ...

T: Already?! Let me see.

2 *T:* I would like to see your notebook, Ted.

P: ...

T: This is very nice and tidy. Well done Ted!

3 *T:* Yes, Ted, what is it?

P: ...

T: Yes, but hurry back.

4 *T:* Your homework is on page 8, exercise 2.

P: ...

T: Of course. Your homework is on page 8, exercise 2.



Lesson 4

5 T: What is small, and
sometimes dangerous, but gives honey?

P: ...

T: A bee.

P: The answer is a bee.

T: That's correct. Now another riddle.

6 T: Who is absent?

P: Steve Martin, Jessica White, Tania Wild...

Knock, knock

P: Good morning! ...

T: Come in Ted.

b) Work in pairs. Choose two dialogues and act them out.

4 Say why you learn English. Use the ideas below.

I learn English because I want to have
friends from other countries.

- write e-mails in English
- be good at English
- speak over the phone to people
from other countries
- travel to other countries
- make presentations in English
- watch films in English
- read English books
- sing English songs
- work and play with a computer



VOCABULARY & GRAMMAR

1 Read and say what subject is this text about?

... grammar rules help us to organize information that we know, and help us to speak, write and learn that language more easily.

... We organize words into parts of speech. For example, a 'house' and 'a dog' are *nouns*, 'nice' and 'new' are *adjectives*, 'I' and 'we' are *pronouns*, 'in' and 'under' are *prepositions*...

REMEMBER!

Parts of Speech (Частини мови)

NOUNS: a fish, a king, a man, a pupil...

PRONOUNS: I, you, his, our, me, her, us...

ADJECTIVES: big, long, popular, important...

VERBS: to say, to swim, to learn, to play...

PREPOSITIONS: in, on, under...

2 Match and think of more examples.

- | | | |
|----------------|-------------------------------------|-----------------------|
| 1 Nouns | <input type="checkbox"/> | to speak, to see... |
| 2 Pronouns | <input type="checkbox"/> | I, me... |
| 3 Verbs | <input checked="" type="checkbox"/> | a question, apples... |
| 4 Adjectives | <input type="checkbox"/> | in, behind... |
| 5 Prepositions | <input type="checkbox"/> | lazy, high... |

3 a) Look at the pages from Olha's and Ihor's vocabulary books and compare them.

Olha's
Vocabulary
Book

Lesson 4

<i>noun</i>	[naʊn]	іменник
<i>pronoun</i>	['prəʊnaʊn]	займенник
<i>verb</i>	[vɜ:b]	дієслово
<i>preposition</i>	[,prəpə'zɪʃən]	прийменник

Lesson 4

A

<i>adjective</i>	<i>['ɑ:tɪst]</i>	<i>a part of speech which stands before the noun to describe it</i>
<i>airport</i>	<i>['eəpɔ:t]</i>	<i>a place where planes land</i>
<i>alphabet</i>	<i>['ælfəbet]</i>	<i>letters from A to Z</i>
B		
<i>beach</i>	<i>[bi:tʃ]</i>	<i>place near the sea with sand or small stones</i>

Ihor's
Vocabulary
Book

b) Answer the questions.

- How do you learn new words?
- What is the difference between Ihor's and Olha's vocabulary books?
- How do you make your own vocabulary book?



WRITING

1 Read a page from Andrew's diary. Complete the sentences. Use the words on the left.

interesting
funny
nice
good
difficult

My English lessons are ...
My new English book is ...
The pictures are ...
The grammar is not very ...
My teacher
is very helpful.
She is ...
I want more homework.

2 Write about your English lessons, your new English book and your teacher. Use task 1 as an example.



LOOK BACK!

1 Complete with the words from the box. Use the degrees of comparison and put the adjectives into correct forms.

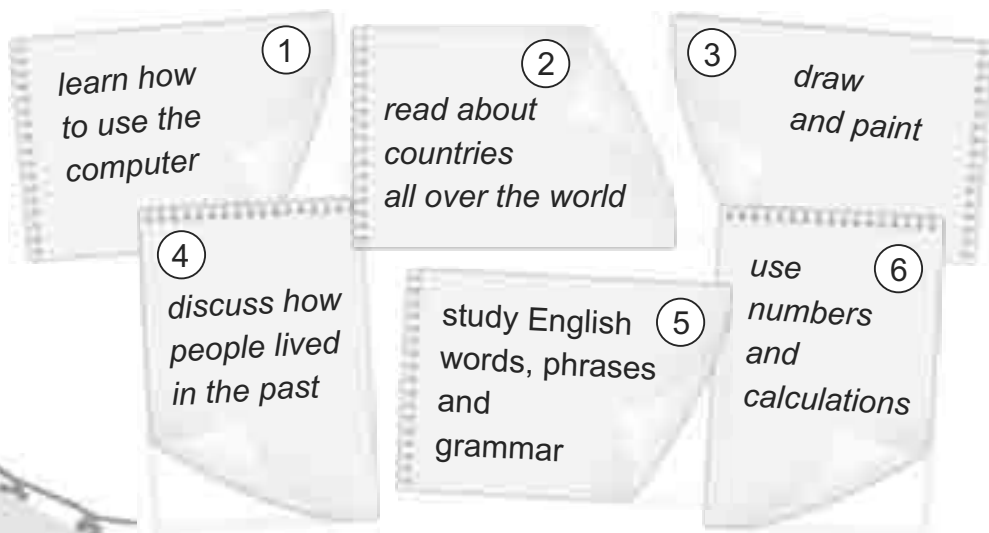
good (x3), beautiful, friendly, long (x2), bad, intelligent, tall

This is my class 5A. It is the best class in the whole school. I have a lot of friends. Pete is my ... friend. We are both tall, but he is a bit ... than me. There are 12 boys and 13 girls. All girls are very pretty, but Jenny is She has got ... hair than Betty. I think she likes me. John and Tom are very ... at football. John is ... boy in the class. My favourite subject is Science, but I'm ... than Kate. We always work and study together. I would like to be like my father. He is ... person I know.

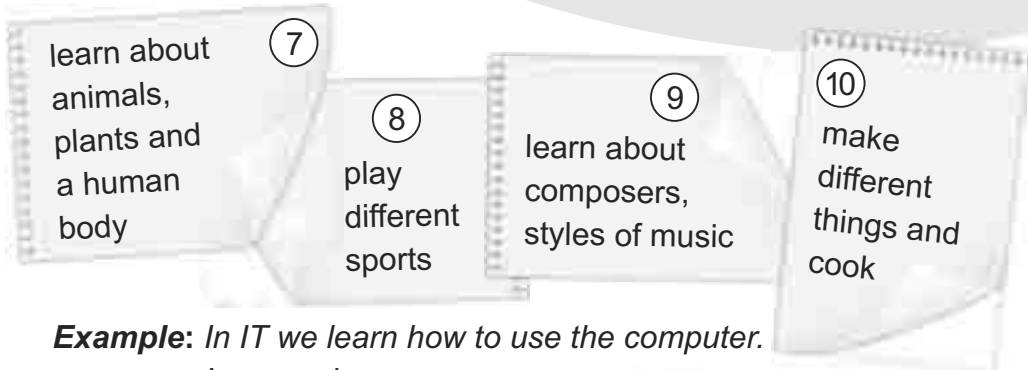
2 Match.

eleventh	1st
fifty-third	62nd
first	53rd
twenty-fourth	11th
sixty-second	100th
hundredth	24th

3 Guess the subjects (1-10). Say what you do in these lessons.



Lessons 3-4



Example: In IT we learn how to use the computer.
In ... we learn ...

4 Ask and answer in pairs.

- How many subjects have you got?
- Is your timetable OK? Why?
- Who is your form teacher?
- Who is your favourite teacher?
- What are you good at?
- What are you bad at?
- How many pupils are there in your class?
- How many new pupils are there in your class? Who are they?
- Do you speak English with other people?
- Do you like working in groups in English lessons?



5 Write a short report about your school life. The questions above can help you. Start like this.

I have got _____ subjects. My timetable is _____ because _____. I am good at _____ but I am bad at _____. My form teacher is _____. She / He is also my _____ teacher. My favourite teacher is _____.



1 Listen and read the fairy tale.

IT IS IMPORTANT TO KNOW A FOREIGN LANGUAGE

A wise mother-cat and her two little kittens live in an old grey house. They live upstairs in a small bedroom. They sleep on a warm comfortable carpet in the middle of the room. Every morning the two kittens get up, brush their tails, wash their faces and go downstairs to the kitchen to have breakfast. They usually have milk and porridge for breakfast.

After breakfast they wash their cups, glasses and plates and go to the Cats' Primary School. They take their school bags with pens, pencils, rulers and books. They are very clever, but they don't like to go to school because they are a bit lazy. They don't like to study foreign languages.

One day, the mother-cat and her kittens went for a walk to the park. Suddenly¹, they saw a dog. The big dog was in front of them. The kittens were scared and began to cry. The dog looked at them and said: "Grrrrrr!"



At that moment, the mother-cat opened her mouth and said: "Grrrrrr!" The dog answered: "Grrrrrr!" and ran away. Then, the wise old cat turned to her kittens and said: "Now, you understand how important it is to know a foreign language."

¹suddenly ['sʌdnli] — вдруг

2 Choose the correct sentence.

- 1 a) The mother-cat is funny.
b) The mother-cat is wise.
- 2 a) The mother-cat and her kittens live downstairs.
b) All the cats live upstairs.
- 3 a) Every morning the cat goes to the primary school.
b) Every morning the kittens go to the primary school.
- 4 a) The kittens are fond of foreign languages.
b) The kittens don't like to go to school.
- 6 a) Cats and dogs speak the same language.
b) Cats and dogs speak different languages.

3 Look at the pictures and tell the story.



They live ...



Every morning ...



After breakfast ...



They don't like ...



One day they went ...



Suddenly ...



The dog ...



The wise mother-cat ...

My Learning Diary



This unit is called



I like lesson best.



I think this unit is:

(tick what is true for you)

☐

easy

☐

not very easy

☐

difficult

- Five important words from this unit are:

- Two difficult words from this unit are:

- Two easy words from this unit are:

- Two words from this unit that I don't like are:

- My favourite word(s) from this unit is (are):

Unit 1

My Words in Unit 1

be fond of

Lesson

1

Lesson 4

2

Lesson

3

Lesson






My Learning Diary



After the unit I can:

(tick what is true for you)

NOW I CAN			
● count to 1000			
● say years			
● say telephone numbers			
● say days of the week			
● understand and use classroom language			
● ask and answer about time			
● ask and answer personal questions			
● talk about my class			
● talk about school subjects			
● say why pupils learn English			
● make my own vocabulary book			
● write a short personal presentation			
● write my timetable for one week			
● understand parts of speech in English			
MY WORK			



Unit **2**

TIME FOR LEISURE

- All about my friends
- Hobbies and interests
- Free time
- Friends online

**Pre-reading
questions**

What do you usually
do after school?
Do you spend much
time with friends?
What do you collect?
Do you like parties?

ALL ABOUT MY FRIENDS

READING



1 Listen and read about some British children and match the words in columns to make true sentences.

Lolly is	popular at school.
David is	a nice girl.
Tom is	an unusual girl.
Luka is	an excellent pupil.
Jasmine is	sporty.

Lolly is an unusual girl. Her real name is Elizabeth Jennifer McDougal. But her nickname is Lolly because she likes lollipops. Lolly has got a lot of unusual pets. She is very curious and imaginative.

David is an excellent pupil. He has got a lot of books about science because he wants to be a scientist. In his room he has even got a real mini lab, a telescope and a large bug collection. He is very clever. He can speak English and German.

VOCABULARY BOX

nickname ['nɪkneɪm]

clumsy ['klʌmsɪ]

curious ['kjʊəriəs]

helpful ['helpfəl]

imaginative [ɪ'mædʒɪnətɪv]

lazy ['leɪzɪ]

polite [pə'laɪt]

tidy ['taɪdɪ]

unusual [ʌn'ju:ʒuəl]



Lesson 1

Tom is sporty. He is a basketball player and he is in the school basketball team. He can also play tennis and football. He is not crazy about school but he is a good pupil. He has got two brothers. David is his best friend.

Luka is very popular at school. But he is not a good pupil. For him only music is cool. Luka is very musical. His hobby is music. He has got hundreds of CDs. He has got a little sister.

Jasmine is a really nice girl. She is very polite and helpful. Everybody likes her. She is a bit shy. Jasmine has two very interesting hobbies — reading books and writing stories. She has got a big brother.

2 Read again and complete with the children's names.

- 1 ... is very clever.
- 2 ... has got a very interesting hobby — writing stories
- 3 ... is in the school basketball team.
- 4 ... has got a nickname.
- 5 ... isn't a good pupil.
- 6 ... has got a real mini lab.
- 7 ... is helpful.
- 8 ... has got hundreds of CDs.

3 Work in pairs. Ask and answer.

Who	|	is
		has got

lazy?
polite?
unusual pets?
imaginative?
shy?
a telescope?
an excellent pupil?



4 Choose a character. Write 3-4 sentences about him / her.



5 Listen and sing along.

LUKA'S RAP

Tick, tick, tick, troo, loo, loo,

I'm Luka.

Who are you?

I've got a lot of friends,

And they are all cool.

Every day we go

Together to school.

Tick, tick, tick, troo, loo, loo,

I am cool,

What about you?



LISTENING



1 Answer the questions.

- 1 Have you got a nickname?
- 2 Are you a member of a club?
- 3 What is your club called?
- 4 Do you send e-mail messages to your friends?
- 5 Do you sometimes invite friends to your place?



2 Read the names of some friends and their club.

Then listen to their talk and find out who Shark is.



VOCABULARY BOX

message ['mesɪdʒ]

bully ['bʊli]

carefully ['keəfəli]

invite [ɪn'vaɪt]

kind [kaɪnd]

lonely ['lʌnli]

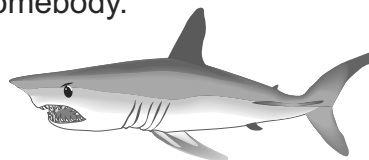
smart [smɑ:t]

Lesson 1

Sam, Elliot, Ella and Ted
are the members of the
Heart and Brain Mystery Club (HBMC — in short).
They have got a message from somebody.

3 Say if it is true or false.

- 1 Shark is somebody else.
- 2 Shark is Pete.
- 3 HBMC kids would like to invite Pete to the club.
- 4 HBMC kids want to wait before they invite Pete to their club.



shark
[ʃɑ:k]

4 Find and write in the name of the kid who says:

- 1 Shark is lonely.
- 2 Shark has got a lot of ideas.
- 3 Shark is good at sport.
- 4 Shark is not kind to HBMC kids.

5 Do the Quiz. Answer 'Yes, I do', 'No, I don't' or 'Sometimes'.

What You Are Really Like QUIZ

- 1 Do you spend much time with friends?
- 2 Do you share things with them?
- 3 Do you try to be nice to other people?
- 4 Do you get more than three phone calls a day?
- 5 Do you get post cards from friends in summer?
- 6 Do you invite friends to your birthday parties?

- If you have more than four 'Yes' answers — you are popular with a lot of friends. But you can't always have friends around you. Do you know how to be alone?
- If you have more than four *No-answers* — you are probably feeling lonely. Try to share something with friends: hobbies, ideas, dreams.
- If most of your answers are *Sometimes*, you probably have a friend or two and that is enough for you. You don't care for big crowds.

GRAMMAR

REMEMBER!

I **can** swim.

I **can** do it.

I **can** speak
English.

I **can't** swim.

I **can't** do it.

I **can't** speak
English.

Can you swim?

Can you do it?

Can you speak
English?

1 Copy the true sentences.

Read § 7, page 264

- 1 I can write a story.
- 2 I can roller-skate.
- 3 I can ride a bike.
- 4 I can dive.
- 5 I can stand on my head.
- 6 I can tell a rhyme in English.
- 7 I can cook.
- 8 I can play computer games.
- 9 I can send an e-mail.
- 10 I can dance.

2 Work in pairs.

Answer tricky questions.

- Can you draw a duck out of the number two?
- Can you draw a pig with numbers and letter B?
- Can you draw a house without breaking the line?

3 Think about what the children can do.

Write down as many things as you can.

Use a dictionary if you want. Start with:

Some children can...

Some children can play the piano.
Some can play table-tennis.

I CAN ...
WRITING

Lesson 1

4 Complete the sentences.

Use 'can' or 'can't'.

- 1 My sister is good at Maths. She ...do difficult calculations.
- 2 We are very strong. We ... lift a car.
- 3 Jessy is bad at Science. He ... help you with your homework.
- 4 Antony is lazy. He ... help you about the house.
- 5 My friend likes singing. He ... sing hours without a break.
- 6 Greg and Tom like eating. They ... eat 10 hamburgers in twenty minutes.

5 a) Answer the questions.

b) Work with your partner. Ask him / her.

	Me	My partner
1 Can you jump on one leg for ten minutes?	<input type="checkbox"/>	<input type="checkbox"/>
2 Can your dad write with his left hand?	<input type="checkbox"/>	<input type="checkbox"/>
3 Can you name three football clubs in Ukraine?	<input type="checkbox"/>	<input type="checkbox"/>
4 Can your mum speak English?	<input type="checkbox"/>	<input type="checkbox"/>
5 Can you drive a car?	<input type="checkbox"/>	<input type="checkbox"/>
6 Can you play a musical instrument?	<input type="checkbox"/>	<input type="checkbox"/>
7 Can your dad cook?	<input type="checkbox"/>	<input type="checkbox"/>
8 Can you sing well?	<input type="checkbox"/>	<input type="checkbox"/>

6 Write about what you can and what you can't do.

Write with both hands

Dance well

Run fast

Lift a bus

Drive a tractor

Speak three languages

Make a chocolate cake

Count to 1000 in English

Climb a tree

Name 20 animals in English

Run backwards

Swim

Read a book in one day

SPEAKING

1 Answer the questions.

- 1 Do you trust your friends?
- 2 Do you sometimes cheat in tests?
- 3 Why do you tease other children?



2 Listen and read to find out how Pete answers the questions above.

Ted: If you become a member, you have to learn about the *Golden Rule*.

Elliot: That's why we have to put you to the test.

Carl: So, why do you want to become a member of our club?

Pete: I sometimes feel really lonely. I know other kids don't want to be with me.

Carl: But why do you tease other children then?

Pete: I can't help it. I guess I like to make them angry.

Ana: Why do you cheat in tests?

Pete: I like playing.

Elliot: One more question — do you trust us?

Pete: Do I trust you? I'm afraid I don't know what trust is.

Sam: Hmmm. Do we really want him in the Club?

VOCABULARY BOX

attention [ə'tenʃən]

to cheat [tʃi:t]

to expect [ɪk'spekt]

to join [dʒɔɪn]

to tease [ti:z]

to trust [trʌst]

● I can't help it.



Lesson 1

3 Act out the talk in a group of five.

4 Unscramble some more questions Sam wants to ask Pete. Answer them.

- 1 you / Do / your / mobile / phone / switch / off / at / school / ?
- 2 Do / you / secrets / ? / keep / other / kids'
- 3 ? / in / doing / do / what / you / like / your / free / time
- 4 you / Do / be / really / our / friend / ? / want / to

DO YOU KNOW?

The Golden Rule says, 'Don't do to other people things that you don't want them to do to you.'

5 Read Pete's answers. Guess Sam's questions.

Example: — Yes, we tease girls.

— *Do you tease girls?*

Yes, I play the drums.

No, I don't study hard.

I go to bed at midnight.

I watch TV and play computer games.

6 Answer the questions.

- 1 Can Pete become a member of the Club? Why? Why not?
- 2 Do you follow *The Golden Rule*?

WRITING



1 Write 5-6 sentences about what your friend is like.

- Do you trust your friend? Why?
- Has he / she got a nickname? Why?
- What is he / she good / bad at?
- What can he / she do?
- Does he / she share ideas (dreams) with you?
- Use 2-3 adjectives to describe his / her character.

HOBBIES AND INTERESTS

READING

1 Read and name the boys' unusual hobbies.

I am Oleh Kryvoshapko. And I am at our *School Hobby Fair* today. We can learn a lot about likes and interests of our schoolchildren here.

The pupil of the 5th form, Petro Doroshenko, has got an unusual collection. He collects rocks. "Rocks are beautiful," says Petro. "Some of them have pretty colours. My smallest rock is the most interesting. It is from the Pacific Ocean."

Borys Ivanchuk, the pupil of the 8th form, has an interesting hobby: cartoon animation. His new cartoon is called *Pencil Man*. "Making *Pencil Man* is a lot of work," he says. "The cartoon has got 2000 drawings. Each one is just a little different. I use my camera to take a picture of each drawing. In the film the pictures move very quickly. That's why Pencil Man looks like he is moving". Borys is going to show his *Pencil Man* at school on Tuesday at 3 o'clock in the afternoon.

Don't miss the show!

REMEMBER!

to play the piano
the guitar

to play football
tennis
hockey
chess

to go running
skiing
skating
swimming



Lesson 2

2 Say if the sentences are true or false.

- 1 Olena is at *School Hobby Fair*.
- 2 Petro collects stamps and coins.
- 3 Borys makes cartoons.
- 4 His new cartoon is called *Pencil Box*.
- 5 Cartoon has got 2000 drawings.
- 6 Borys uses his computer.

3 Speak about collections. Say:

- what things people collect
- why they collect these things
- what different collections can teach us
- what you (your friends, brothers, sisters) collect

VOCABULARY BOX

camera ['kæməɾə]

cartoon [kɑ:'tu:n]

coin [kɔɪn]

stamp [stæmp]

to collect [kə'lekt]

fair [feə]

● **be fond of** [bɪ fɒnd əv]

● **be interested in**
[bi: 'intrəstɪd ɪn]

● **take pictures (photos)**
['fəʊtəʊz]

4 Say what games the children play at the sports grounds and what musical instruments some of them play after classes.

Example: Mary and Tom (*table tennis*)

Mary and Tom play table tennis.

- | | |
|---|-------------------------------------|
| 1 The children (<i>volleyball</i>) | 4 My elder sister (<i>guitar</i>) |
| 2 Mary (<i>piano</i>) | 5 Caroline (<i>basketball</i>) |
| 3 Nelly and Victor (<i>badminton</i>) | 6 The boys (<i>hockey</i>) |



5 Read, look and guess whose things are these.

Explain your choice like in the example.

Example: I think this piano is Peter's because he plays the piano.



Peter is interested in music
and plays the piano.
He also likes sports.

Polly has got a pet.
She is fond of painting.
Polly is interested in gardening.

GRAMMAR

PRESENT SIMPLE TENSE

(Теперішній неозначений час)

I **play** the guitar.

+

I **play** the guitar every day.

He / She **plays** the piano.

He / She **plays** the piano
every day.

We / You / They **play** tennis.

We / You / They **play** tennis
every day.

I **don't** play the piano.

—

He / She **doesn't** play tennis.

We / You / They **don't** play the guitar.

Do I / you / we / they **like** playing tennis?

Yes, I / you / we / they **do**.

No, I / you / we / they **don't**.

Does he / she **play** the piano?

Yes, he / she **does**.

No, he / she **doesn't**.

?

**Read § 1,
page 261**

Lesson 2

1 a) Complete the interview with a junior tennis champion.

are, do, don't, am, isn't

- | | |
|------------------------------------|--|
| 1 How old ... you, Max? | — I am twelve. |
| 2 Where ... you live? | — I live in Kharkiv. |
| 3 Is a champion's life easy? | — No, it ..., but I like it. |
| 4 When ... you get up? | — I get up at about seven. |
| 5 What ... you have for breakfast? | — I have some cereal and milk. |
| 6 What ... you do then? | — I go to school. |
| 7 ... you a good pupil? | — Yes, I But I ... not good at History. |
| 8 When ... you come home? | — At about four. I have a snack and run to the tennis court. |
| 9 ... you play the whole evening? | — No, I I play for two hours. |
| 10 ... you a happy boy? | — Yes, I think I But I ... sometimes lonely. |

b) Act out the interview in pairs.

2 a) Make a report about Max. Start like this:

Max is 12. He lives in Kharkiv. ...

b) Ask and answer about Max. Work in pairs.

- How old is Max?
- He is 12.
- Where does he live?
- He lives in Kharkiv.

3 Use the correct verbs and the words below to make sentences.

- | | |
|----------------------|----------------------|
| 1 John / poems | — John writes poems. |
| 2 Ann / teddy bears | 5 Tina / dancing |
| 3 Frank / volleyball | 6 Bill / Spanish |
| 4 Josh / bird houses | 7 Sarah / portraits |



VOCABULARY



1 Look at the columns. Tell about different groups of hobbies. Which is your favourite one? What hobbies will you have in future? Work in groups.



1

LEARNING THINGS

reading,
going to the
theatre,
museums,
art galleries,
cinema, etc.

2

DOING THINGS

gardening,
cycling,
travelling,
playing chess,
playing
computer
games, etc.

3

MAKING THINGS

drawing,
painting,
handicrafts,
cooking,
etc.

4

COLLECTING THINGS

stamps, coins,
badges,
matchboxes,
books, videos,
CDs, postcards,
toys, watches,
paintings, etc.



2 Put the verbs into correct boxes.

play, write, go, collect, do, watch, make

1 _____ teddy bears,
matchboxes, posters

2 _____ a snowman,
a bird house, a model boat



Lesson 2

3 _____ chess,
the piano, football

4 _____ yoga,
puzzles, experiments

5 _____ birds,
stars, action films

6 _____ a diary,
poems, letters

7 _____ dancing,
fishing, climbing

LISTENING

1 Answer the questions.

- Are you a member of a club?
- Do you do sports?
- Are you very busy after school?
- Have you got plans for every day?

VOCABULARY BOX

aerobics [eə'reʊbɪks]

choir [kwaɪə]

drama group

[dræmə gru:p]

yoga ['jəʊgə]

2 Listen to Emily who is talking to her granny and say if she is a happy girl.





3 Listen again and talk about Emily. Use the table below.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>I draw</i> <i>I sing</i> <i>I buy bread</i>	<i>I practice yoga</i> <i>I do aerobics</i> <i>I write</i>	<i>I draw</i> <i>I sing</i>	<i>I practice yoga</i> <i>I do aerobics</i> <i>I write</i>	<i>I play the piano</i> <i>I ride a horse</i> <i>I act</i>	<i>I have a free day!</i>

Example: *Emily does aerobics on Tuesday and Thursday.*

4 Ian is not so busy. Look and say what he does each day of the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>I play computer games</i>	<i>I read comics</i>	<i>I ride my bike</i>	<i>I visit my grandma</i>	<i>I watch my favourite TV serial</i>	<i>I go to the cinema</i>

5 Read and guess the activities.

Match them with the correct names from the box.

cooking, school newspaper, Spanish lessons,
school choir, drama group, school band

① *school band*

We're looking for a GUITARIST. If you are interested, contact Jim.

②

ATTENTION JOURNALISTS!
We'll help you become great writers.

③

WANTED TO BECOME AN ACTOR? This is the right activity for you. Join us.

④

A chance to learn a WONDERFUL LANGUAGE and get to know the culture of Spain.

Lesson 2

5

Want to learn how to *bake bread*, *make pancakes* or a *fruit salad*?

6

Have you got an **EAR FOR MUSIC**? Join us when we sing different melodies, pop songs and even opera.

6 Do the quiz to learn about what kind of person you are.

- Are you more a physical person or are you more a creative one? Or are you both?

Put these activities in 2 groups. Write the headings

I like *and* I don't like.

reading

basketball

drama

poems

language

skating

tennis

swimming

gymnastics

choir

karate

drawing

volleyball

music

aerobics

football

- If you like more 'pink' activities — you are more physical.
- If you like more 'blue' activities — you are more creative.

Creative or physical — it doesn't matter.

The world needs both types.

SPEAKING



1 Listen, then put the interview from Emily's school magazine "Super J" in the right order.



- ☐ *Super J:* Hello, Helen. So you are the winner! Congratulations!
- ☐ *Helen:* Oh, I don't know what dance. My own creation.
- ☐ *Super J:* It was cool! What form are you in?
- ☐ *Helen:* The fifth.
- ☐ *Super J:* What kind of music do you like?
- ☐ *Helen:* Thank you.
- ☐ *Super J:* You are a real dancer. What dance was it?
- ☐ *Super J:* Are you in love, Helen?
- ☐ *Helen:* Of course I am. Love gives me the energy to dance.
- ☐ *Super J:* Is your prince charming from our school?
- ☐ *Helen:* Latino music. And I play the piano, so I love classical music as well.
- ☐ *Helen:* Yes, he is. But it's a secret. Hush, hush. He doesn't know it yet.



2 Act out the interview in pairs.

3 Speak about your likes and dislikes.

What do you like doing in your free time? Work in pairs.

4 Answer the questions. Work in a group.

- 1 Who is fond of collecting stamps, coins, toy cars, toy animals, dolls?
- 2 What else can you collect?
- 3 Who has interesting collections of badges?
- 4 What collections do you (your parents, your friends, your sisters and brothers) have?



Lesson 2

WRITING

1 'Hobbies' is a usual topic between pen-friends.

I collect things. At the moment,
I'm collecting perfume bottles.
I've got about 40. I've got 90
match boxes, hundreds of
stamps and about 80 coins.
In summer I am going to start
collecting toy cars.

2 Do a survey! Ask your classmates
and fill in the table.

FILE FOR PROJECT

- 1 Copy the table.
- 2 Choose five hobbies and sports. Write them in the first column.
- 3 Work in a group. Ask the members of your group what they think about each sport or hobby.
- 4 Put a tick (✓) for each person in the correct column.
- 5 Compare results with your classmates.

HOBBY SURVEY

Hobby or Sport	Exciting	Fun	Interesting	Dull

What do you think of collecting coins?

I think it's dull.

LOOK BACK!

1 Read, then write a short letter to Dora. Answer her questions. Say something about yourself.

Dear Olha,

My name is Dora. I'm 11. I'm in the 5th form. My school is not big. I have got no brothers or sisters and I often feel lonely. I found your letter in our school magazine. I see you are lonely, too. It is sad. I feel I am different. I don't watch soap operas. I don't often go out. I like reading. And I like writing real letters, not e-mails. I am a bit old-fashioned. When the postman brings me a letter — wow, I am the happiest girl in the world. Oh, yes, I play the piano and collect tiny little things. I keep them on a shelf. What about you? Do you play any musical instrument?

Do you play any sport?

Do you collect anything?

Write to me as soon
as possible.

Yours,

Dora

2 Do the quiz.

Quiz:

ARE YOU A GOOD FRIEND?

- 1 Do your friends tell you their secrets?
- 2 Do you keep your friends' secrets?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Lessons 1-2

- 3 Do you often talk about your problems with your friends? ☐ ☐
- 4 Do your friends help you when you are in trouble? ☐ ☐
- 5 Do you trust your friends? ☐ ☐
- 6 Do you invite all your friends to your birthday party? ☐ ☐
- 7 Do you often get angry with your friends? ☐ ☐
- 8 Do you lie to your friends? ☐ ☐

- If you have 6 or more 'Yes' answers, you're a good friend!
- If you have less than 6 'Yes' answers, you must think about your friends more! Why don't you talk to them more often?

3 Talk about collection that people make.

People (children, schoolchildren, my brother) collect ... to learn more about ...

- the countries of the world
- the history of a country
- famous people
- space and space flights
- places of interest
- different kinds of sports
- towns and cities of the world
- animals and birds

4 Read and answer the question below.

DO YOU KNOW?

Barry Thomson, an eleven-year-old boy from Windsor, has got three gold medals for an unusual sport. It is the remote-control car¹ race. The 'driver' is not in the car but has a remote control in his hand. The fastest car wins the race.

- Do you know any unusual sport or hobby?



¹remote-control car — машинка з дистанційним управлінням

FREE TIME

READING

1 Read children's notes about the parties.

Make a list of different kinds of parties.



My friends and I like sleep-over parties. At sleep-over parties my friends eat and play games in my bedroom. Then they sleep at my house. Of course we go to sleep very late because we tell stories and talk about our friends.

Linda

Theme parties are my favourite. You choose a theme for your party and your friends wear clothes to match the theme. You can also decorate the party room and have food and music with the same theme. Fancy dress parties, funny hat parties and pyjamas parties are also great!

Steve



Outdoor parties are also good but you need good weather! My family and friends often have picnics in a garden or near the river. Food always tastes fantastic outdoors! Then we swim or play games. Sometimes my friends and I sleep in tents after these parties.

Nataly

Lesson 3

Tonight is my birthday party and the theme of the party is Japan. Today my mum is cooking Japanese food. I'm cleaning the house, decorating the party room and making my costume. I'm having fun!

Bob



2 Complete the sentences.

- 1 At sleep-over parties friends ...
- 2 Friends usually go to sleep very late because ...
- 3 My mum is cooking Japanese food because ...
- 4 At the theme parties people usually ...
- 5 Some other kinds of parties are ...
- 6 At the outdoor parties we usually ...
- 7 After outdoor parties we sometimes ...

VOCABULARY BOX

badge [bædʒ]
fancy ['fænsɪ] **dress**
glue [glu:]
guest [gest]
invitation [ɪnvɪ'teɪʃn]
pastime ['pɑ:staim]
theme [θi:m]

3 Fill in the words from the box.

envelope, guest, invitation, a piece of, to glue, to cut, to blow up

Take ... coloured paper and ... out a form of a flower. Write the ... and ... the coloured flower on it. Put your card into the a balloon and tie it to your invitation. Write a name of a ... on a balloon. Have a good time!



4 Ask and answer in pairs.

singing, dancing, cooking, writing stories, taking photos, watching TV, playing football, collecting stamps, reading books, going to the cinema/museum, fishing, gardening, listening to music

What do you usually do in your free time?

Well, I like... and...





REMEMBER!

Time markers: Present Simple

always	●●●●	He always watches TV.
usually	●●●○	He usually calls his friends.
sometimes	●●○○	He sometimes reads books.
rarely	●○○○	He rarely plays football.
never	○○○○	He never goes to museums.

1 Make up five sentences about your free time. Start like this:

I always talk to my friends.

I rarely...

I usually play / go...

I never...

I sometimes ...

2 a) Interview three of your classmates about what they like to talk in their free time. Use the word map below.

It is important!

It is interesting!

music

hobbies

films

politics

popular singers, sportsmen

other boys/girls

We

always

often

usually

sometimes

never

food

sports

books

holidays

pocket money

school life, teachers

It is boring!

It is a change from school!



Lesson 3

3 Look at the table and say what are the most popular ways of spending free time for grown-ups in Britain.

Spending free time in Britain	How often?	
	men	women
visiting museums	rarely	rarely
going to the theatre, ballet and cinema	not very often	not very often
sewing and knitting	never	usually
house repairs	often	sometimes
reading books	often	often
sports	sometimes	sometimes
listening to music	often	often
going out for a meal and drink	very often	very often



Example: British men rarely visit museums in their free time.
They go to the theatres not very often. British men never...

LISTENING



1 Listen and read, then answer the questions.

- 1 What kind of party is it?
- 2 What are Nigel's friends singing?
- 3 What have they got for Nigel?



2 Say if the sentences are true or false.

- 1 Nigel's friends are angry at him.
- 2 Nigel is the youngest winner of the quiz.
- 3 Pink balloons are good for boys.
- 4 Nigel is very happy.
- 5 The present for Nigel is the book "The Dangerous World of Animals".
- 6 Nigel's present can help him to prepare for another quiz.

**3 Think about surprises. What ideas can you come up with?
Use the words in the box to answer the questions that follow.**

smile, new pet, happy, gift, clap hands,
laugh, glad, jump, find something



- a) What things surprise people?
- b) How would you describe surprised people?
- c) What can surprised people do?

LEARNING TIP

BUILDING A WORD MAP

The word map shows how some of the words in the box above go together. Think about words you can add to the map. Use words from the box and your own words.

KINDS
OF SURPRISES
new pet, gift

HOW SURPRISED
PEOPLE ACT
happy, glad

Lesson 3



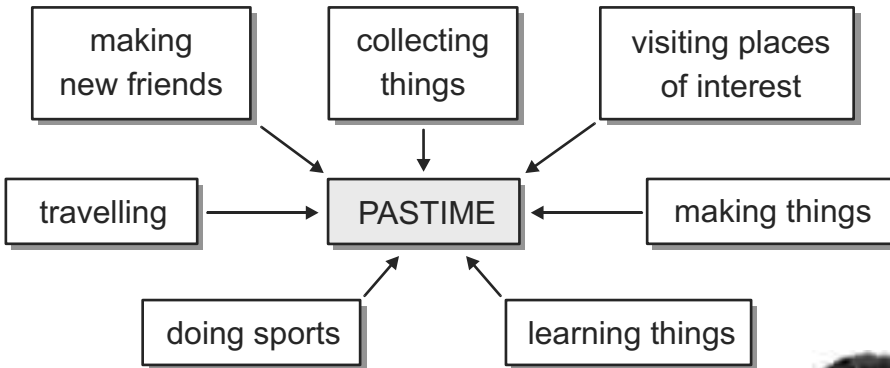
4 Listen about the parties British children have and answer the questions.

- 1 Why do the British children like parties?
- 2 What parties can the British children have?
- 3 What can they cook for a party?
- 4 What things do they make for their parties?
- 5 What do children usually do at their parties?
- 6 What are the most favourite parties?



SPEAKING

1 Speak on spending free time by different people. Use the word map.



**Use the word map above and the scheme below.
Add some other activities.**

People spend their pastimes in different ways.
Some are fond of ... Others like ...
I am interested in ... My friend is keen on ...
On weekends my family usually ...



2 Ask and answer in pairs.

- 1 Do you like parties?
- 2 What kind of parties do you usually have?
- 3 What do you usually do to prepare a party?
- 4 What does your favourite kind of party look like?

3 Listen and read the dialogue. Find out what Lilly's invitation look like.

Terry: What are you doing Lilly?

Lilly: I'm making invitations for our balloon party. Have a look. Do you like them?

Terry: Yes, very much. How do you make them?

Lilly: I cut a card in the form of a balloon, glue it to the envelope¹ and put a piece of string² on it. Then I write the invitation on the balloon.



4 Share Lilly's recipe ['resɪpɪ] how to make invitations with your friends.

¹an envelope ['envələʊp] — конверт

²a string [striŋ] — мотузка



Lesson 3

5 Read, then ask and answer in pairs.

We like to make surprises for our guests. We usually have them at Christmas but we make them for our parties, too. We write jokes on a paper and put them with sweets.

How do you make name badges?

I cut a piece of a card and glue a piece of string on it. Then I write the name of a guest.

How do you make

invitations?
party decorations?
prizes?
fortune trees?
party surprises?



WRITING

1 Design an invitation card for your party.

Think of a party you are going to have with your friends at someone's home.

FILE FOR PROJECT



FRIENDS ONLINE

READING

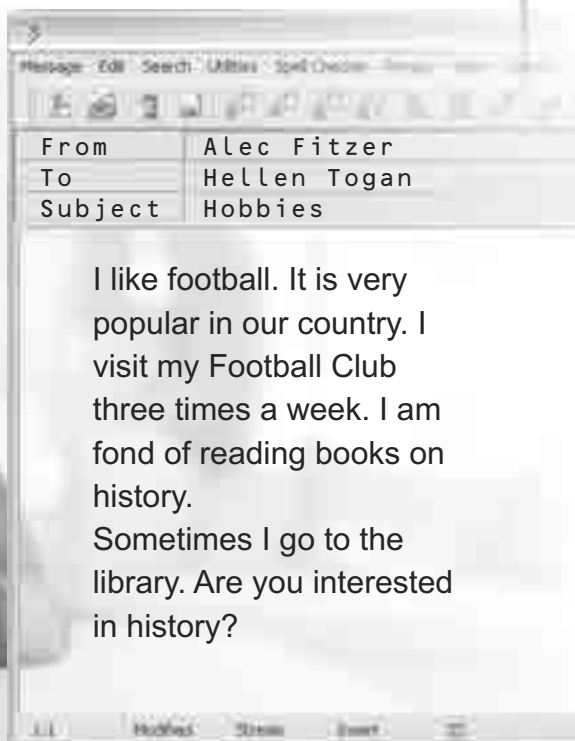


- 1 Say if you have got an e-mail friend. Think about useful things you can get from e-mailing. Share your thoughts with class.
- 2 Read Alec's letter and say what way e-mailing helped Alec.

Hello, Nick!

I'd like to share my experience of having an e-mail friend. I was bad at English and I wasn't very good at Computer Studies. My English teacher gave me a good piece of advice to use the Internet and make an e-mail friend. I found the "E-mail Friends' Club" website and chose the name of my future friend. It was Helen from Switzerland ['switsələnd]. We started sending e-mails to each other. We're good friends now. My English is much better. I'm very good at using the computer now, too. Here are some useful tips on how to write e-mail letters.

Yours,
Alec Fitzer



Lesson 4

3 Say if the sentences true or false.

- 1 Alec was bad at English.
- 2 Alec was very good at Computer Studies.
- 3 His elder brother gave him good advice.
- 4 Alec found the name of his e-mail friend on a website.
- 5 Helen is Alec's e-mail friend.
- 6 Alec is very bad at English now.
- 7 Alec shares good tips on how to write e-mail letters.

VOCABULARY BOX

contact ['kɒntækt]

experience [ɪk'spiəriəns]

freak [fri:k]

to search [sɜ:tʃ]

to share [ʃeə]

useful ['ju:sfl]

● **to be keen on**

4 Match and use the right prepositions to make up sentences.

We are good	in	music.
He is keen	at	speaking English.
They are fond	of	reading books.
She is interested	on	sport

5 Think and say who in your class is keen on:

- e-mailing
- playing computer games
- doing Maths
- writing SMS



LISTENING



1 Ask and answer in pairs.

- 1 Can you use a computer?
- 2 Do you go to a computer centre?
- 3 Have you got a computer at home?
- 4 Do you play computer games?
- 5 Can you work on a computer?
- 6 How much time did you spend on a computer yesterday?
- 7 Is your mum sometimes angry with you because of spending too much (надто багато) time on a computer? If yes, why?



2 Listen and say if computers are always useful.

3 Answer the questions.

- 1 Who is worried about the children? Why?
- 2 What did her children do after school yesterday?
- 3 Did they go out to ride bikes?
- 4 How many hours did Leo play on a computer?
- 5 Did they communicate¹ with friends?
- 6 What advice can you give to the mother?
- 7 Do your parents worry about you? Why?



DO YOU KNOW?

Every second someone new gets on the Internet. Think about tomorrow and read computer magazines.

¹communicate [kə'mi:niket] —

спілкуватися



Lesson 4

GRAMMAR & SPEAKING

REMEMBER!

THE GERUND (Герундій)

Talk about likes & dislikes with the gerund form.

love	playing football
like	reading
don't like	dancing
hate	doing tests
go	swimming

I'm **good at** drawing.

I'm **keen on** e-mailing.

I **like** going sledging.

I **think** cleaning my room is OK.

1 Complete the sentences.

I love...

I like... I am good at...

I like going...

I hate...

I don't like...

... is OK for me.



2 Complete the e-mail

about your partner for the 'Kids' Net Magazine'.

Message: Edit Search Utilities Spell Checker Privacy View Options

From
To Kid's Net Magazine
Subject Likes and Dislikes

In English I sit next to
He / She likes / doesn't like
He / She likestoo.

Modem Status Print Copy (Window 4251)

3 Ask and answer in pairs.

Do you like playing in the snow?

Yes, it's great. / It's fantastic!
(No, I don't like it. It's boring.)

- reading in bed
- writing letters
- going shopping
- helping in the house
- playing computer games

4 a) Read the interview and say what Mr Grumps thinks about children today.

Ella: May I ask you some questions for our school magazine?

Mr Grumps: Yes, but be quick, I haven't got much time.

Ella: What do you think about 12-year-olds today?

Mr Grumps: I think they are lazy.

They don't do their

homework. They don't help at

home. They don't do sports. They watch TV and play computer games all day. They waste their time. They don't talk to their friends, they print text messages to them.

Ella: How many 12-year-olds do you know, Mr Grumps?

Mr Grumps: I know Pete. He's my neighbour.

b) In groups discuss why Mr Grumps thinks so and if he is right.

VOCABULARY BOX

message ['mesɪdʒ]

● to waste [weɪst] time

Lesson 4

WRITING





1 Read the e-mail and write your message.

Message: Edit Search Utilities Spell Checker Privacy View Options

From: Ken
To: You
Subject: Crazes

What is a 'craze'? It's a game, a sport or a toy.
It is very popular for months or years and all kids love it.
Then it goes away. Like break dancing.
My brother's craze is a skateboard, for example.
Roller-blades are magic for me.
I also do roller-skating and ice-skating.
Roller-blades are not toys.
They are very expensive — these cost 200 dollars.
What are kids' crazes in your country or town?



LEARNING TIP

WRITING AN E-MAIL (Написання електронного листа)

- 1 Вкажи тему (*subject*) свого листа.
- 2 Розпочни його з привітання.
- 3 Електронний лист, як правило, є невеликим за обсягом.
- 4 Намагайся чітко висловлювати думки.
- 5 Уяви свого друга / подругу, якому / якій пишеш листа.

LOOK BACK!

1 Match and use right prepositions to make up sentences.

They are good	in	History.
She is keen	at	speaking English.
We are fond	of	singing songs.
I am is interested	on	playing games.

2 Fill in the gaps with the words from the box.

contests, prizes, winners, present, blow up, prepare, surprise, vote, every, guests, invitations



Children of our class like to have parties. We write ... for our Our party always has a theme: a football birthday party, a teddy-bear party or any other. We ... many interesting things for the party: we ... balloons, make There are many games and We ... for the leader of the party. He or she gives ... to Usually ... child gets a small



3 Ask and answer in pairs.

- Have you got a mobile phone?
- How do you use it?
- What about your mum or dad?
- How many text messages do you send every day?
- Is it necessary for 11-year-old kids to have mobile phones? Why?

4 Read the text messages and put them in the correct order.

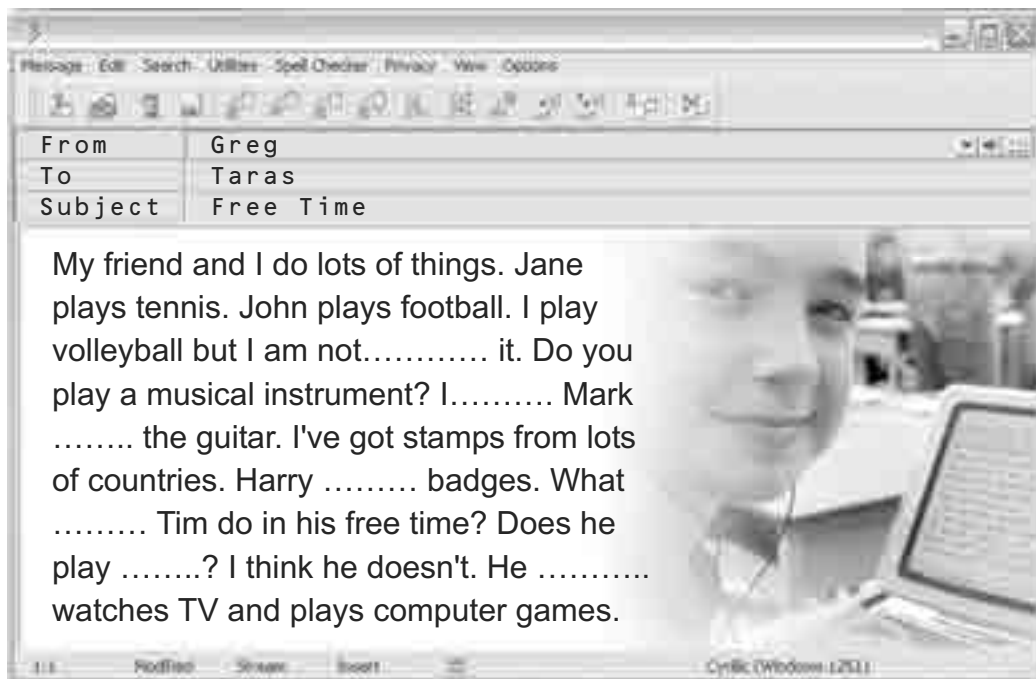
- a) OK. See you. Linda.
- b) Of course. When? Linda.
- c) I'm doing music project for school with Monica, Jenny and Hannah. Can you help us, Cathy?
- d) Today at 5. My place. Cathy.

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐

Lessons 3-4

5 Complete the e-mail with the words from the box.

play the piano, always, sports, good at, collects, does, plays



6 Speak on your days off in a group.

- 1 Where do you like to go on your days off and why?
- 2 How did you spend your last Sunday?
- 3 Did you have a good time? Why?
- 4 What do you usually do at home on your day off?
- 5 What did you do at home last Sunday?
- 6 How do you usually spend your days off?
- 7 What's your idea of having a good time?
- 8 Do you often have free time?
- 9 Do your parents often have free time?
- 10 Do your parents always spend their free time with you? Why?

7 Choose a theme for your next birthday party and write a paragraph what you're going to do.



1 Listen and read.

EYORE'S BIRTHDAY

adopted from A. A. Milne

One day Winnie-the-Pooh got up early in the morning and went for a walk in the forest. There he saw his friend Eeyore¹, the donkey². Eeyore looked very sad.

“Why are you so sad?” asked Pooh.

“It's my birthday today, but I haven't got any presents,” said Eeyore.

“Oh! Many happy returns of the day, Eeyore!”

“And many happy returns to you, Pooh.”

“But it isn't my birthday, Eeyore.”

“No, it's my birthday.”

“But you said 'many happy returns' to me.”

“Did I? Oh, I wanted to say 'thank you', Pooh-Bear.”

Pooh ran home to get Eeyore a present. Near the house he saw Piglet. “Do you know it is Eeyore's birthday today? Poor donkey, he is so sad.”

“Why?” asked Piglet.

“It is his birthday today, but he hasn't got any present. What can we give him as a present, Piglet?”

“I haven't got any idea, Pooh...”

“Oh, Piglet, I've got an idea. I shall give him a jar of honey.”



“And I shall give him a red balloon.”

“You're very kind, Piglet!”

“You are so kind, Pooh!”

In the evening the happy friends went to Eeyore's birthday party.

¹Eeyore [i:'jɔ:] — ім'я ослика

²a donkey ['dɒŋki] — ослик

2 Say if it is true or false.

- 1 One day Winnie-the-Pooh met a donkey.
- 2 The donkey looked very happy.
- 3 It was Pooh's birthday.
- 4 The donkey wanted to say 'thank you'.
- 5 Pooh went home to get Eeyore a present.
- 6 On his way home he met a Rabbit.
- 7 They talked about Piglet's birthday present.
- 8 Winnie-the-Pooh will give Eeyore a jar of honey.
- 9 Happy friends went to Eeyore's birthday party.

3 Look at the pictures and tell the story.



One day ...



There he saw ...



Pooh asked ...



Pooh ran ...



"I've got an idea ...



In the evening ...

My Learning Diary



This unit is called



I like lesson best.



I think this unit is:

(tick what is true for you)

☐

easy

☐

not very easy

☐

difficult

- Five important words from this unit are:

- Two difficult words from this unit are:

- Two easy words from this unit are:

- Two words from this unit that I don't like are:

- My favourite word(s) from this unit is (are):

Unit 2

My Words in Unit 2

Lesson 1

Lesson 2

Lesson 3

Lesson 4






My Learning Diary



After the unit I can:

(tick what is true for you)

NOW I CAN			
● name hobbies			
● build word maps			
● say what I / my friend can / can't do			
● describe my friends			
● ask and answer about likes and dislikes			
● read and understand about kids' clubs			
● talk about interests with my friends			
● speak on the ways I spend my free time			
● interview people			
● describe a party			
● share recipes on making party surprises			
● make party invitations			
● do a questionnaire or a quiz			
● understand e-mails from friends			
● write e-mails to my friends			
MY WORK			

Unit 3

TIME FOR HOME

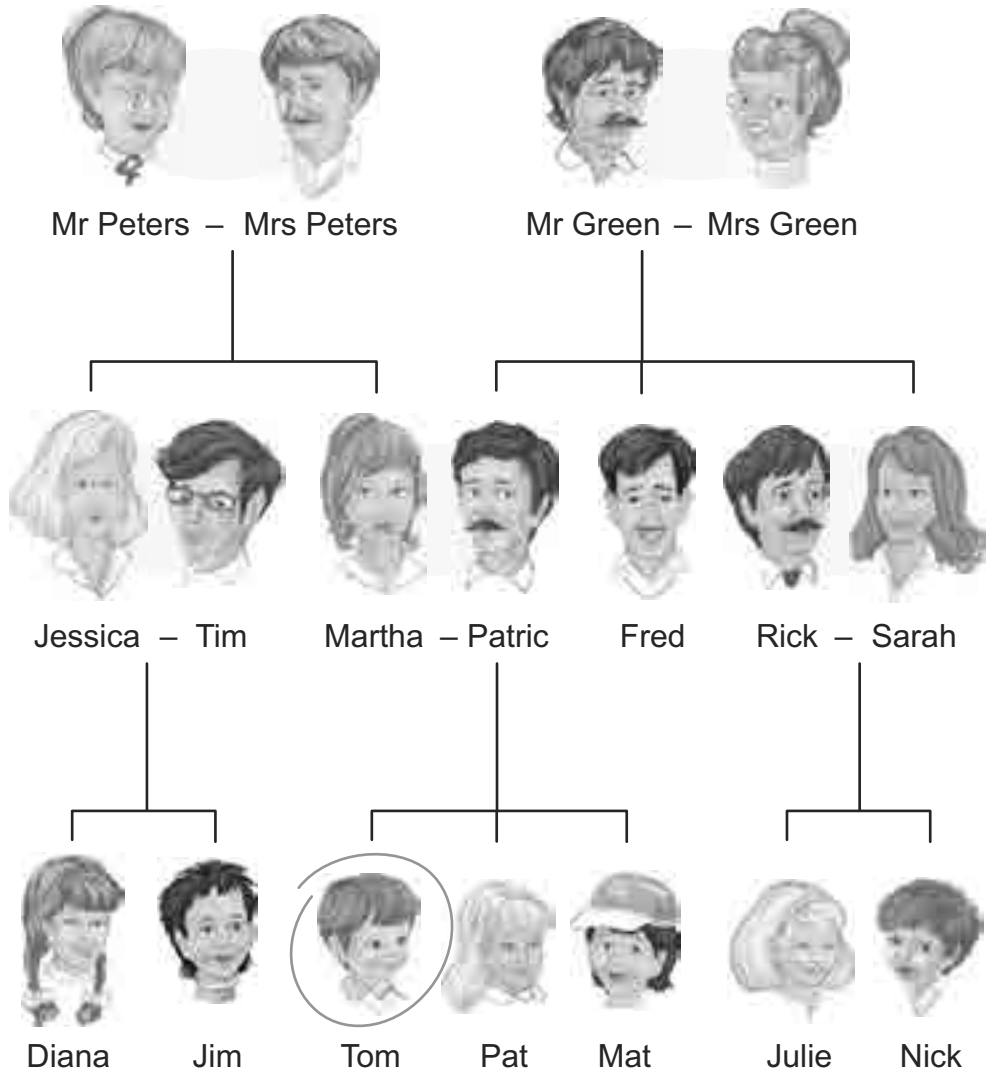
- All about my family
- An apple a day
- Special days
- Grandma's stories

Pre-reading questions

What are your parents
doing at the moment?
What's your mother's job?
When is your granny's
birthday?
Do you always have
breakfast in the morning?

ALL ABOUT MY FAMILY

VOCABULARY



1 Look at Tom's family tree. Answer the questions.

- 1 How many brothers has Tom got?
- 2 How many uncles has Tom got?
- 3 How many cousins has Tom got?
- 4 How many aunts has Tom got?



Lesson 1

2 Complete the sentences with the words from the box.

A

- 1 Mrs Green is Tom's grandmother.
- 2 Julie is Pat's
- 3 Sarah is Mat's
- 4 Diana is Jim's
- 5 Martha is Tom's
- 6 Julie is Sarah's
- 7 Diana is Mr Peter's

mother (mum),
grandmother
(grandma),
daughter,
granddaughter,
aunt, sister,
cousin

B

- 1 Patrick is Tom's father.
- 2 Pat is Mat's
- 3 Tom is Martha's
- 4 Nick is Mrs Green's
- 5 Mr Green is Nick's
- 6 Jim is Tom's
- 7 Rick is Pat's

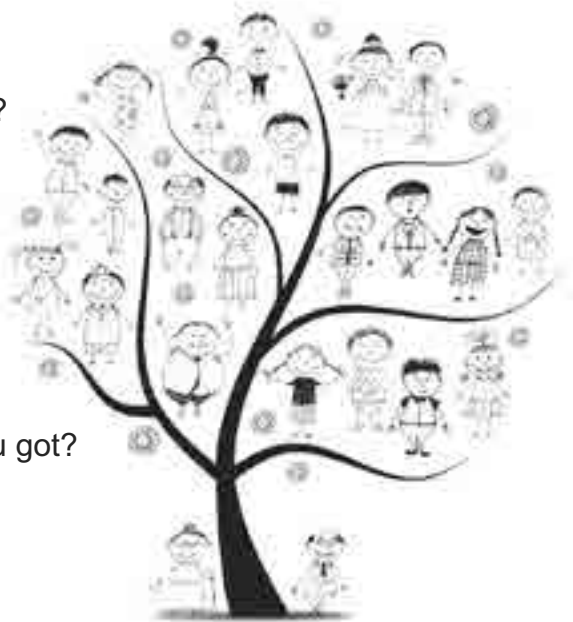
son, grandson,
cousin, uncle,
father (dad),
grandfather
(grandpa),
brother

3 Look at Tom's family tree again. Ask and answer in pairs.

- Example:** — Is Rick Tom's uncle?
— Yes, he is.
— Is Julie Leo's aunt?
— No, she isn't.

4 Answer the questions.

How many	sisters uncles cousins aunts	have you got?
----------	---------------------------------------	---------------



LISTENING

1 Name as many jobs as you can.



2 Listen and say if you can hear any job that someone in your family does.



REMEMBER!

He / she / it

helps [s]

draws [z]

teaches [ɪz]

He / she / it

makes [s]

repairs [z]

catches [ɪz]

Lesson 1

3 Ask and answer in pairs.

A

- 1 Who brings letters?
- 2 Who helps the doctor?
- 3 Who repairs teeth?
- 4 Who works in an office?
- 5 Who teaches at school?
- 6 Who catches burglars?

B

- 1 What does a secretary do?
- 2 What does a doctor do?
- 3 What does a dentist do?
- 4 What does a postman do?
- 5 What does a nurse do?
- 6 What does a teacher do?

VOCABULARY BOX

burglar ['bɜ:glə]

dentist ['dentɪst]

nurse [nɜ:s]

police officer [pə'li:s 'ɒfɪsə]

postman ['pəʊstmən]

to catch [kætʃ]

to repair [rɪ'peə]

vet [vet]

4 Say if it is true (T) or false (F).

- | | |
|---|----------------------------------|
| <input type="checkbox"/> 1 A nurse helps an architect. | <i>A nurse helps the doctor.</i> |
| <input type="checkbox"/> 2 A postman works in an office. | ... .. |
| <input type="checkbox"/> 3 A teacher catches burglars. | ... .. |
| <input type="checkbox"/> 4 A TV reporter repairs teeth. | ... .. |
| <input type="checkbox"/> 5 A police officer helps sick animals. | ... .. |
| <input type="checkbox"/> 6 A secretary teaches children. | ... .. |

DO YOU KNOW?



There are a lot of jobs connected with animals, especially in the USA.

There are pet shop assistants, pets' hair-dressers, zoo-keepers, vets, animal trainers and even animal baby-sitters.



READING



1 Read, guess and match the words with their definitions.

- | | |
|-----------------|--|
| 1 to compete | a) a child who has no brothers |
| 2 an only child | b) somebody who was born at the same |
| 3 a twin | time as his or her brother or sister |
| 4 to look alike | c) to look like somebody else |
| 5 similar | d) to try to do everything better than |
| | somebody else |
| | e) almost the same |

2 Finish the sentences and discuss them in a group.

- It is good to be an only child because...
- It is good to have a younger brother or sister because...
- It is fun to have a twin brother / sister because...
- It is good to have an older brother or sister because...



3 Read and say if these sentences are true (T) or false (F).



- Twins always compete with each other.
- Twins have special powers.
- Twins look alike and no one can say who is who.
- Twins should always be in different classes, so they can learn to live without each other.
- Twins are always best friends.

twins [twɪnz]



Lesson 1

- 4 a) Read what Dr Green, an expert on twins, says. Compare your answers with her words.

ASK DR GREEN — TWINS

Dr Green: Not always. Sometimes it is better for young twins to be together in class, but they can work in different groups of children. Some twins are really sad when they are in different classes.

(a)

Sentence

5

Dr Green: Twins are close to each other, but that doesn't mean they are always best friends. They enjoy playing with other kids just like any other children.

(b)

Sentence

☐

Dr Green: Some twins really look alike but some don't. When you know twins well, you can say who is who. Their parents can always say who is who.

(c)

Sentence

☐

Dr Green: Twins compete with each other just like any children. As they grow up, they no longer feel the need to compare themselves with their twin brother or sister.

(d)

Sentence

☐

VOCABULARY BOX

pain ['peɪn]

power ['paʊə]

to enjoy [ɪn'dʒɔɪ]

to grow up [grəʊ ʌp]

each other [i:tʃ 'ʌðə]

together [tə'geðə]

Dr Green: There are stories about twins who feel each other's pain and guess what the other twin is thinking. But sometimes good friends, who are similar and spend a lot of time together, can do the same.

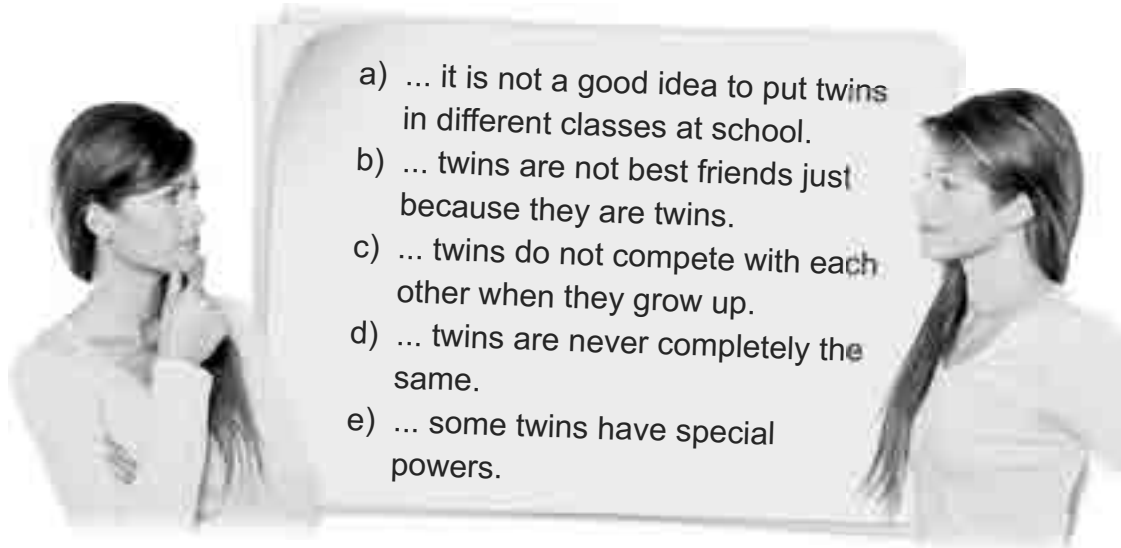
(e)

Sentence

☐

- b) Read again and match answers with the sentences from task 3.

5 Find sentences or pairs of sentences in the text above which show that...



a) ... it is not a good idea to put twins in different classes at school.

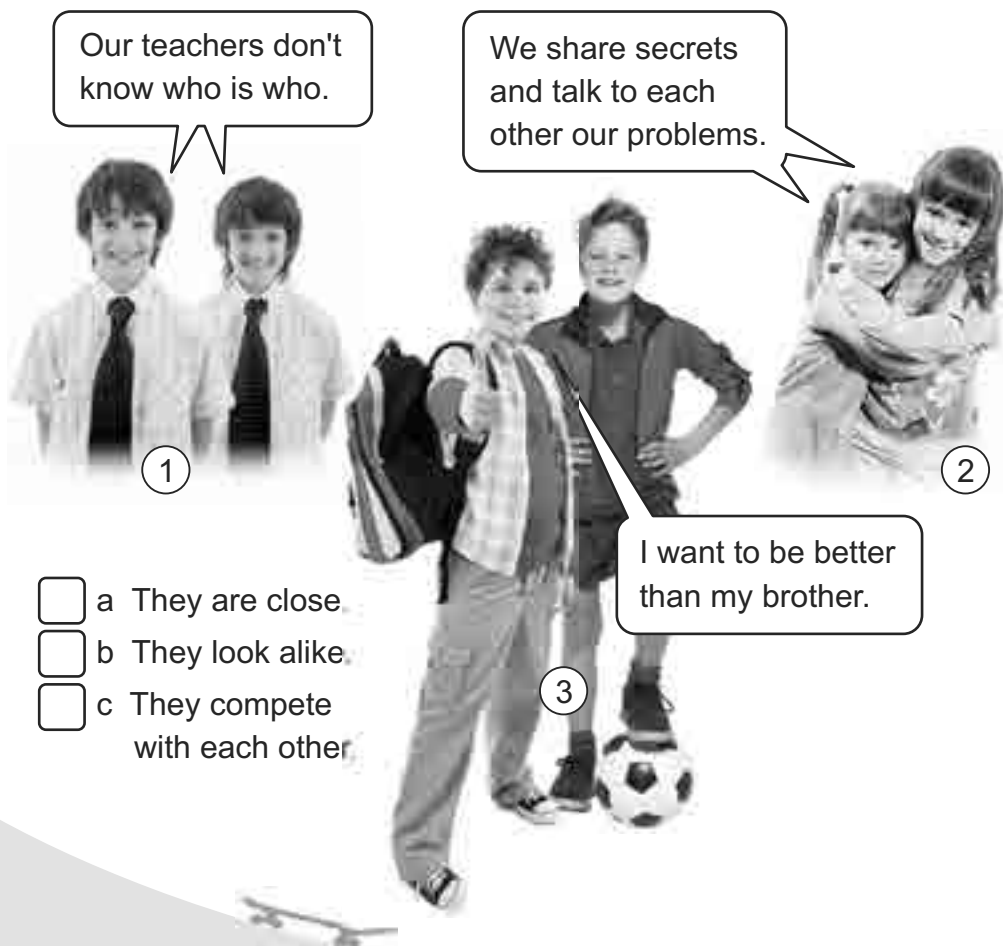
b) ... twins are not best friends just because they are twins.

c) ... twins do not compete with each other when they grow up.

d) ... twins are never completely the same.

e) ... some twins have special powers.

6 Read and match.



Our teachers don't know who is who.

We share secrets and talk to each other our problems.

I want to be better than my brother.

1

2

3

☐ a They are close

☐ b They look alike

☐ c They compete with each other

Lesson 1

GRAMMAR

REMEMBER!

PRESENT CONTINUOUS TENSE

(Теперішній тривалий час)

+	I	am / 'm	reading.
	You / We / They	are / 're	
	He / She / It	is / 's	

-	I	am not / 'm not	reading.
	You / We / They	are not / aren't	
	He / She / It	is not / isn't	

?	Am	I	reading?
	Are	you / we / they	
	Is	he / she / it	

Short answers

Yes,	I	am.
No,	I	am not.
Yes,	you / we / they	are.
No,	you / we / they	aren't.
Yes,	he / she / it	is.
No,	he / she / it	isn't.

go — going
dance — dancing
swim — swimming

Вживаємо, щоб повідомити про дію, яка відбувається в момент мовлення.

**Read § 4,
page 262**

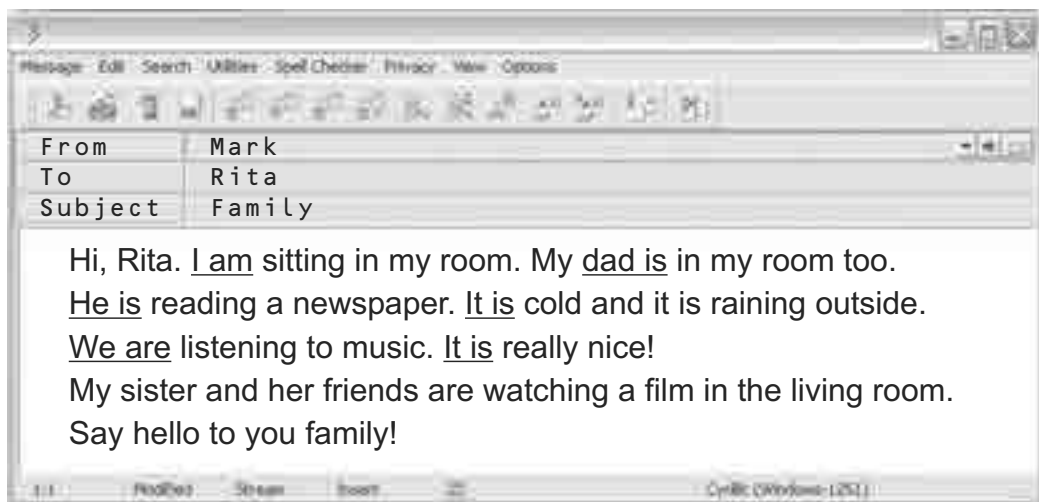
- 1 Read the e-mail on the next page.**
Copy it in your notebook, but make the underlined words shorter.

Example:

I am sitting in my room.

I'm sitting in my room.





SPEAKING



1 Listen and read to find out what the boy's grandparents are doing now.

It is morning. The children are in the classroom. They are learning about the Present Continuous now.

Teacher: It is ten o'clock. What's your family doing now?

Taras: I don't know. I think father is playing basketball.

Teacher: Is he a basketball player?

Taras: No, he's a P.E. teacher.

My mother is probably talking to a patient.

Teacher: Is she a doctor?

Taras: Yes, she is. My sister is doing a test. She is a student.

Teacher: What about your grandparents?

Taras: I've got two grandmothers and a grandfather. One grandma is cooking now, the other grandma is probably watching TV and, I guess, grandpa is working in the garden.

Teacher: What about your friends?

Taras: Ihor is here. He is listening to me.



Lesson 1

2 Ask and answer in pairs.

- 1 Where is Taras?
- 2 What is he doing?
- 3 Where is his father?
- 4 Is his mother a teacher?
- 5 Is she a doctor?
- 6 Where is his grandfather?

3 Play the game in pairs.

- 1 Write all the jobs you know on a piece of paper.
- 2 Write what he/she is doing as in the example below.
- 3 Turn the pieces of paper face down on the table.
- 4 Let your partner take two pieces of paper at a time.
- 5 Say the true sentence.

VOCABULARY BOX

computer programmer

[kəm'pjʊ:tə 'prəʊgræmə]

cook ['kʊk]

hairdresser ['heə ,dresə]

mechanic [mɪ'kænik]

taxi driver ['tæksɪ 'draɪvə]

writer ['raɪtə]

Example:

He / she is wearing
a uniform.

a writer

A writer doesn't
wear a uniform.

WRITING

1 Draw the table with three columns in your notebook.

Copy these words in the correct boxes.

at school, swimming, doctor, teacher, in the garden,
studying, in the street, watching TV, jumping, dentist,
basketball player, policeman, at home

1 PLACES	2 JOBS	3 ACTIONS

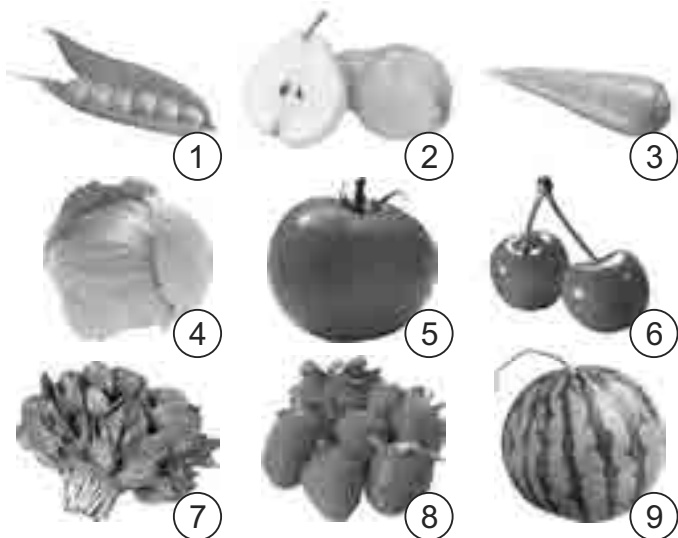
2 Write an e-mail to your pen-friend about what you and the members of your family are doing.

AN APPLE A DAY

VOCABULARY



1 a) Match words with the pictures.

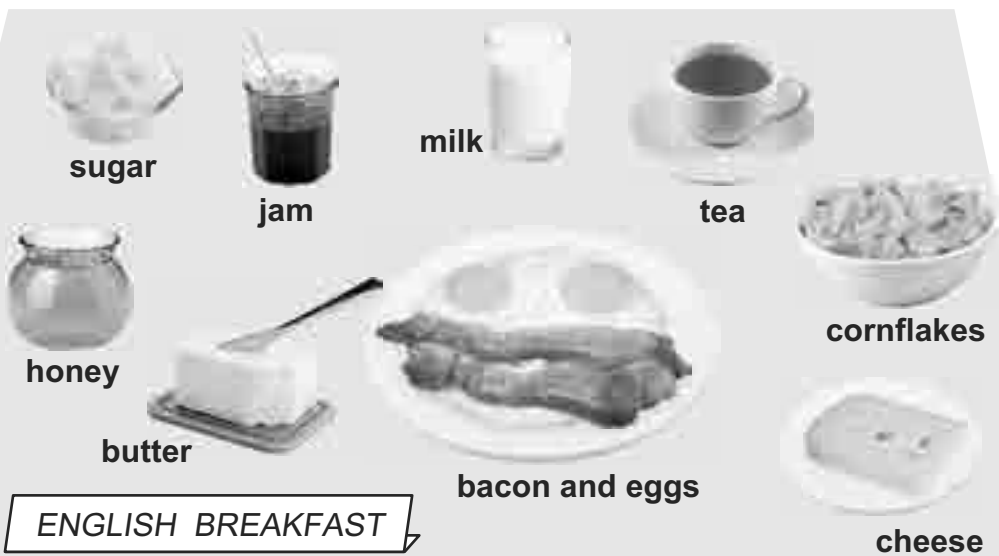


- a) carrot ☐
- b) tomato ☐
- c) peas ☐
- d) spinach ☐
- ['spɪnɪdʒ]
- e) strawberry ☐
- f) pear ☐
- g) watermelon ☐
- h) cabbage ☐
- i) cherry ☐

b) Say what fruit and vegetables you like.

2 Look at the picture for two minutes.





Shut the book and name all the things you remember.



ENGLISH BREAKFAST





Lesson 2

3 Read, guess and match.

		Fruit	
It is small. It is round. It is red. It grows on a tree.	①	a strawberry	
It is green and yellow. It grows on a tree. Bears like it.	②	b watermelon	
It doesn't grow on a tree. It is small and red.	③	c cherry	
It doesn't grow on a tree. It is big and green.	④	d pear	

FOOD Riddles



		Vegetables	
It is red. It is round. We make ketchup from it.	①	a carrot	
They are small. They are round. They are green.	②	b tomato	
It has got green leaves.	③	c peas	
It is long. It is orange. Rabbits like it very much.	④	d spinach	

READING



1 a) Answer the questions.

- Do you eat healthy food?



b) Listen and read to find out if crisps and peanuts are healthy.



crisps
[ˈkrɪspz]

peanuts
[ˈpi:nʌts]



EAT WELL — FEEL WELL

The children are having Science. A doctor is talking about healthy food.

Doctor: What food is rich in vitamins?

Class: Lemons, oranges, apples, pears...

Doctor: Yes, there are vitamins in fruit, vegetables, brown bread and in other food as well.

Class: Why do we need vitamins?

Doctor: They are important for your eyes, your skin and... your health. Who can tell me where we can find minerals?

Class: In milk, cheese, eggs and in vegetables.

Doctor: Yes, minerals are important for your teeth and your bones. And... don't skip your breakfast. It is the most important meal. Don't eat crisps and peanuts between your meals. And remember: you must drink at least five glasses of water every day.

VOCABULARY BOX

bone [bəʊn]

health [helθ]

skin [skɪn]

(un)healthy [(ʌn)'helθ]

● **be rich in**

● **skip a meal** [mi:l]



Lesson 2

2 Complete the sentences.

- 1 ..., ..., ... are rich in vitamins.
- 2 There are vitamins in ..., ... and
- 3 Vitamins are important for our ..., ... and
- 4 We can find minerals in ..., ..., ... and
- 5 Minerals are important for our ... and
- 6 Breakfast is
- 7 Don't!
- 8 You must

3 Discuss the question in pairs.

- An apple a day keeps the doctor away.

Why?

4 Read to find out what Englishmen eat for breakfast, lunch and dinner.

ENGLISH MEALS

When an English friend invites you to his / her home to live for a week you can get an English breakfast in the morning: cereal with milk, bacon and eggs, toast, butter, jam and tea with milk.

The English usually have a quick lunch in their lunch break at about one o'clock in the afternoon.

They have a big dinner at about six when parents come home from work. It is their main meal.

Some people have supper at about 8 or 9 o'clock in the evening.



5 Say if it is true or false.

- 1 For English breakfast you can get bacon and eggs, of course.
- 2 They drink tea with lemon.
- 3 Lunch is the main meal for the English.
- 4 They have lunch about 1 o'clock in the afternoon.
- 5 Your English friend invites you for dinner when his/her parents come home from work.
- 6 English people never have supper.



LISTENING

1 Ask and answer in pairs.

- What do you eat in the morning?
- What do you eat for lunch?
- What do you eat in the evening?

2 a) Match words with the pictures.



①



②



③



④



⑤



⑥



⑦



⑧

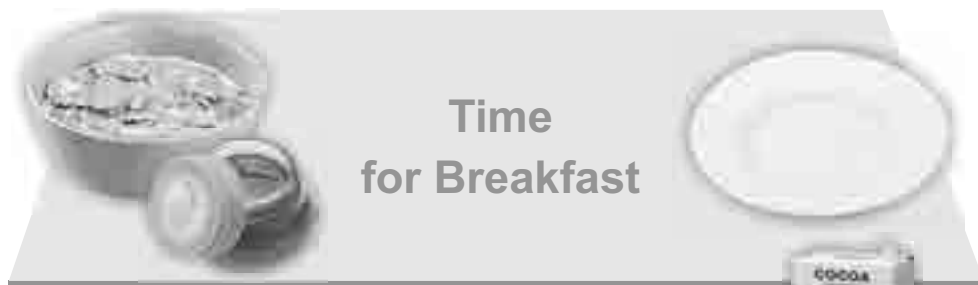
- a) salad ☐
- b) cocoa ☐
- c) hamburger ☐
- d) yoghurt ☐

- e) candy ☐
- f) fish ☐
- g) ice-cream ☐
- h) ham ☐

Lesson 2



b) Listen to find out what Pam and Mia have got for their meals.



**Time
for Breakfast**



**Time
for Lunch**



**Time
for Dinner**

3 Answer the questions.

Pam



- 1 What does Pam usually have for breakfast?
- 2 Who skips breakfast?
- 3 What else is there on Pam's table?
- 4 Does Mia get up early?
- 5 What is there in Pam's lunch box?
- 6 What is there in Mia's lunch box?
- 7 What do Pam and her mum often have for dinner?
- 8 Where does Mia's family often go?

Mia





4 Draw two columns in your notebook. Listen again and fill in the columns with Pam's and Mia's food. Compare the food both girls have and say:

- Which food is good for health?
- Which is bad for health?



DO YOU KNOW?

Each country has its own favourite food.

In Italy it is spaghetti and pizza.

In France they like good cheese.

In England they drink tea with milk.



5 Speak on what you think our favourite food in Ukraine is.



GRAMMAR



REMEMBER!

COUNTABLES AND UNCOUNTABLES

(Злічувані та незлічувані іменники)

You **can count**:

apples, tomatoes, sandwiches...

Example: *three tomatoes,
five apples*

You **can't count**:

milk, cheese, fish, ice-cream, tea, coffee, meat...

We use **there are**
with countables:

There are *some eggs
on the plate.*

We use **there is**
with uncountables:

There is *some
milk in the glass.*

**Read § 3,
page 264**



Lesson 2

1 a) Listen, find and repeat.



There's some rice in the jar.
There's some milk in the bottle.
There's some sugar in the jar.
There's some oil in the bottle.
There's some water in the jug.

There are some apples on the plate.
There are some oranges on the table.
There are some eggs on the plate.
There are some bananas
on the table.
There are some lemons
on the table.
There are some onions
on the table.



b) Write if these nouns are countable or uncountable.

REMEMBER!

- | | |
|-------------------------------------|---------------------------------|
| + There are some tomatoes. | + There is some water. |
| ? Are there any tomatoes? | ? Is there any water? |
| - There aren't any tomatoes. | - There isn't any water. |

Read § 3, page 259

2 Listen, compare and practise.

There isn't
any butter.



There isn't
any cheese.



There isn't
any beer.



There aren't
any tomatoes.



There aren't
any mushrooms.



There aren't
any eggs.



- **Is there any** cheese in the fridge?
- Yes, **there is**.
- **Is there any** butter in the fridge?
- No, **there isn't**.
- **Are there any** eggs in the fridge?
- Yes, **there are**.
- **Are there any** tomatoes in the fridge?
- No, **there aren't**.



3 Ask and answer in pairs.

Use the example and the words in the box.

Meat, ice-cream, cakes, milk, eggs, fish, hamburgers, candies

Example:

- Is there any meat?
- Yes, there is. (No, there isn't.)
- Are there any cakes?
- Yes, there are. (No, there aren't.)

REMEMBER!

MANY вживаємо зі злічуваними іменниками: *There are **many** apples.*

MUCH вживаємо із незлічуваними іменниками: *There is **much** water.*



4 Listen and practise.

- A: There's some butter in the freezer.
- B: How much is there?
- A: There is a lot. There are some hamburgers in the freezer.
- B: How many are there?
- A: There are a lot.



Lesson 2

5 Fill in the gaps with 'some' or 'any'.

- a) Have you got ... brothers or sisters?
- b) We don't need ... butter.
- c) There are ... books on the table.
- d) I want ... flour because
I'm going to bake a cake.
- e) Is there ... milk in the
bottle?
- f) We don't need ... eggs.

REMEMBER!

The verb **TO NEED**

He **needs some** money.

She **doesn't need any** bread.

Do you **need any** plate?

SPEAKING

1 Think what's in your fridge at home. Ask and answer in pairs.

Example:

A: There is some milk.

B: Are there any eggs?

A: No, there aren't.



2 a) Listen to the dialogue and say where it takes place in.

A: Can I help you?

B: Yes. Can I have a hot dog and fries, please?

A: Here you are.

Anything to drink?

B: Yes, a milkshake, please.

A: So, a hot dog and fries, and a milkshake.

B: Thank you.

How much is that?

A: 3.90 altogether, please.

B: Here you are.

A: Here's the change.



b) Act out the dialogue in pairs.

REMEMBER!

- **How much** is the cake?
- **It's** 30 hryvnias.



3 Complete the dialogue with phrases from (a) to (c).

A: What do you eat every day?

B:

A: How about breakfast?

B:

A: We're studying food at the moment. I'm asking my friends about eating habits. What else do you eat?

B:



a) It's hard to remember! I sometimes eat lots of sweets!

b) I eat some breakfast cereal — you know, cornflakes. I usually drink some tea. Why do you ask?

c) Well, at school I sometimes eat an apple or a banana at break time, and I drink some milk. I have lunch at school.

4 Role-play the situation in pairs.

Jane goes to a food shop. Look at the lists below and act out the dialogue.

SHOPPING LIST

eggs
crisps
tomatoes
bananas
apples
biscuits
oranges

SHOP ASSISTANT

eggs ✓
crisps ✓
tomatoes ✗
bananas ✗
apples ✓
biscuits ✗
oranges ✗



Lesson 2

Jane: Have we got any...?

Assistant: Yes, we've got some... / Sorry, we haven't got any...

5 Discuss in a group.

- What about your meals?
- What time is your main meal?

WRITING

1 Make a poster about food.

- 1 Find pictures of food in old magazines.
- 2 Cut out the food and drinks you can name.
- 3 Paste them on two big pieces of paper.
- 4 Write the titles: GOOD FOR HEALTH and NOT VERY HEALTHY.
- 5 Write the captions¹ under each picture.
- 6 Present it in class.

FILE FOR PROJECT

NOT VERY HEALTHY
candies
hamburgers
cakes
chocolate



¹a caption ['kæpʃ(ə)n] — підпис (під ілюстрацією)

LOOK BACK!

1 a) Before listening a rhyme read and think.



There are more than 6 billion people in the world. At this moment they are all doing something. What are they doing?



b) Listen and read.

THE WORLD IN ACTION

Believe¹ it or not this story is true.

It talks about people like me and like you.

It talks about people at this moment of time.

It's not a real story, in fact — it's a rhyme.

In China a Chinese is chewing gum²,
In France a Frenchman is having fun.

A German in Germany is cooking noodles³,
An Australian in Australia is baking strudels.

An Italian in Rome is singing a song.
An American from New York is singing along.

In England a lady is drinking tea.
In my country someone is thinking of me.

c) Ask and answer in pairs.



Who is

chewing gum?
having fun?
cooking noodles?
baking strudels?
singing a song?
singing alone?
drinking tea?
thinking of me?

¹to believe [br'i:v] — вірити

²a chewing gum ['tʃu:ɪŋɡʌm] — жувальна гумка

³noodle ['nu:dl] — локшина

Lessons 1-2



2 a) Listen to find out what game Pam's class is playing.



b) Play this game in your class.

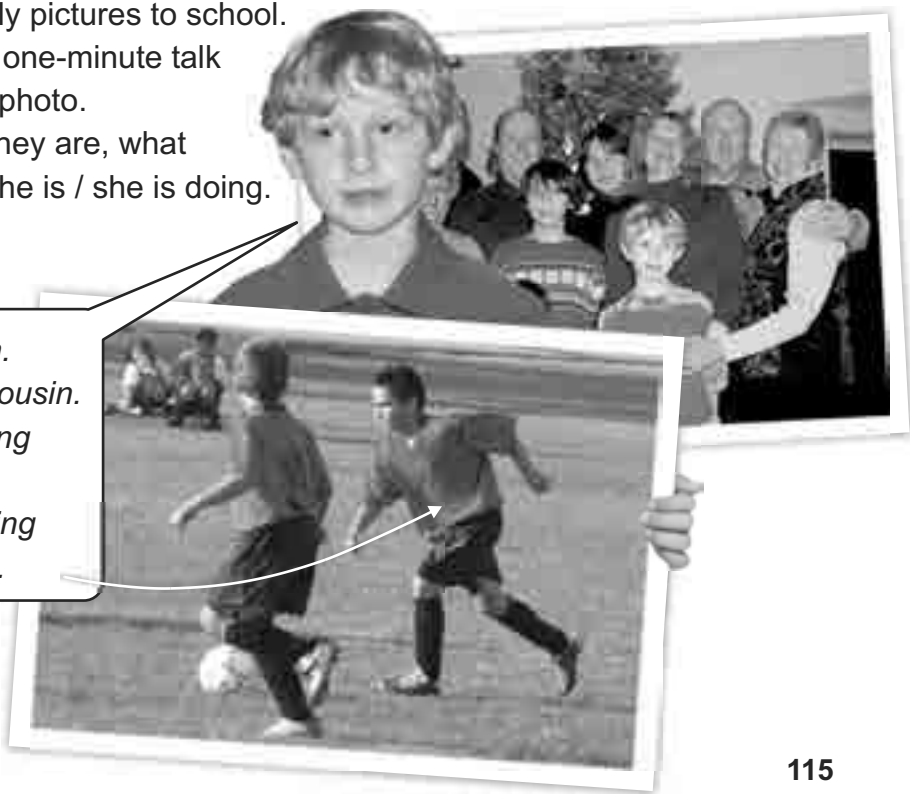
Always write who you are in your notebook.

3 Describe your family photo.

- 1 Bring family pictures to school.
- 2 Prepare a one-minute talk about the photo.
- 3 Say who they are, what they are / he is / she is doing.

Example:

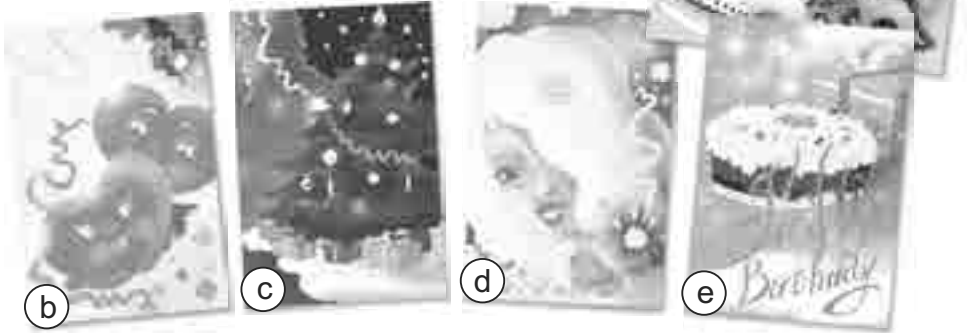
*This is Tim.
He is my cousin.
He is playing
football.
He is running
for the ball.*



SPECIAL DAYS

READING

1 Read and match greetings with cards.
Then name a holiday for each greeting.



- | | |
|---|--------------------------------|
| 1 Many Happy returns of the day!..... | <input type="text" value="a"/> |
| 2 Happy Easter! | <input type="text"/> |
| 3 Happy Mother's Day! | <input type="text"/> |
| 4 Christmas greetings and best wishes for the New Year..... | <input type="text"/> |
| 5 Will you be my Valentine? Happy Valentine's Day!..... | <input type="text"/> |

REMEMBER!

on		at
on Christmas Day;	on holiday;	at Christmas;
on Mother's Day;	on Father's Day;	at weekend;
on Christmas Eve;	on my birthday	at Easter

2 Read and say what an English family usually has for Christmas Dinner.

CHRISTMAS

Christmas Day is a happy holiday for a lot of people in different countries. Every year there is a very big Christmas Tree in the centre of London, in Trafalgar Square. This Tree



Lesson 3

is a present to Great Britain from Norway ([ˈnɔːweɪ] — Норвегия). People of Norway send it to Londoners every year.

Before Christmas people buy presents and a lot of food and drink for their parties. On Christmas morning people open their presents and say 'thanks' to their members of family and friends.

The Queen's speech ([ˈspiːtʃ] — промова) is on TV at 3.00 p.m. On Christmas people wish a merry Christmas to each other.

They eat Christmas turkey, potatoes and green vegetables for Christmas Dinner. And they have the Christmas pudding for the dessert.

They like to have a Christmas cake for tea at five o'clock.

After Christmas comes Boxing Day. On this day people usually visit their relatives and friends.



3 Say if the sentences are true or false.

- 1 There is the Christmas present from Norway in the center of London every year.
- 2 On Christmas morning people go to the shops to buy presents.
- 3 People buy food and drinks for their parties before Christmas.
- 4 On Christmas Day there is the Queen's speech on TV.
- 6 People open their Christmas presents after the Queen's speech.
- 5 For Christmas dinner people eat pizza and cheeseburgers.
- 6 People usually visit their relatives and friends on Boxing Day.

4 Read and say what John likes about Christmas.

Hello! I'm John. I'm from Liverpool. It is in England. Christmas is my favourite holiday. It is in December in England. You may ask, "What do you like about Christmas?". Well, my answer is, "Santa Claus, presents, Christmas Tree, parties and many other things."



5 Answer John's questions.
Use the words from the box.



- When do you have Christmas in Ukraine?
- Does Santa Claus bring presents to Ukrainian children?
- What do people usually do before Christmas in Ukraine?
- Have you got Christmas parties? If yes, what do you usually do at them?

In December, St. Nicholas, in January, Father Frost, Christmas decorations and presents, make masks and costumes, do shopping, act out in Vertep Show, sing Christmas songs, greet friends and relatives, the President's speech on TV

GRAMMAR



REMEMBER!

PREPOSITIONS OF TIME

(Прийменники часу)

on on Christmas days on holiday on Christmas Eve on my birthday	at at Christmas at weekend at Easter	in in the morning in the afternoon in the evening <i>but</i> at night
on on Sunday on Wednesday on Monday	in in January in May in autumn in winter	at at three o'clock at half past seven

**Read § 1(2),
page 254**



Lesson 3

- 1 Think and say what day is the busiest day for you. Say what you do on that day.**

In the morning... .

In the afternoon... .

In the evening... .

- 2 Ask and answer in pairs.**

- 1 When do you usually do your homework?
- 2 When do you usually go to the cinema?
- 3 When do you usually go to the seaside?
- 4 When do you usually read a book?
- 5 When do you usually play in the park?

in the evening
at weekend
in summer
in the morning

- 3 Play this board-game with your partner. You need a dice and counters. Use the words (1-16) to say what you do.**

Finish \ **Start**

1

2

3

GAME

16

15

14

13

12



4

5

6

7

8

- 1 sometimes
- 2 never
- 3 usually
- 4 always
- 5 rarely
- 6 6 at 9 o'clock
- 7 at 1 o'clock
- 8 on Monday
- 9 on Thursday
- 10 in the morning
- 11 in the afternoon
- 12 in the evening
- 13 in spring
- 14 in winter
- 15 in February
- 16 in December

LISTENING

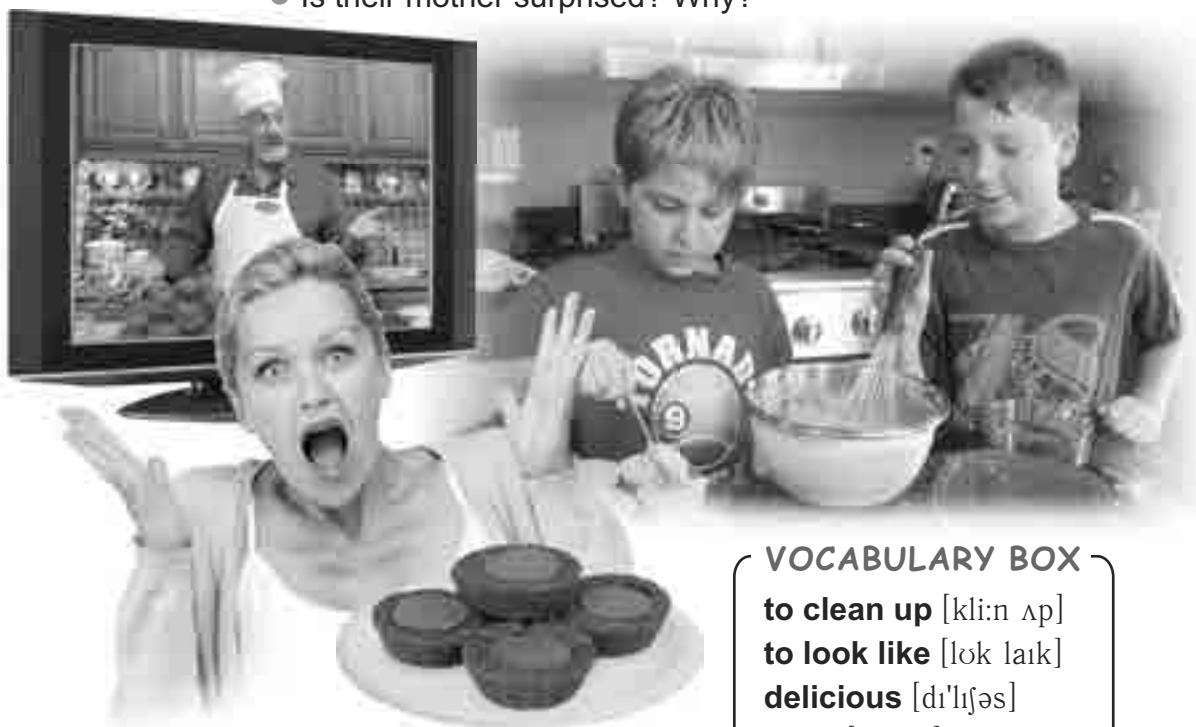


1 a) Before listening remember about your mother's birthday and say what you usually do for your mum on that day.



b) Listen and answer the questions.

- What are Mike and Ted doing? Why?
- Is their mother surprised? Why?



2 Correct these wrong sentences.

- 1 It is dad's birthday today.
- 2 Mike and Ted are making soup to surprise their mum.
- 3 They are making Whities.
- 4 Their cake looks like an old boot.
- 5 Mum thinks this is terrible surprise.
- 6 Mike and Ted must clean the bathroom before the guests arrive.

VOCABULARY BOX

to clean up [kli:n ʌp]

to look like [lʊk laɪk]

delicious [dɪ'liʃəs]

tasty ['teɪstɪ]

after ['ɑ:ftə]

before [bɪ'fɔ:]

● **make a mess**

● **Never mind!**

[ˈnevə maɪnd]



3 Listen again and talk about Mike and Ted's cooking experiment. Have you got a similar story? Talk about it.



Lesson 3

REMEMBER!

MUST — MUSTN'T (повинен / не повинен)

- I, you, he, she, it, we, you, they **must** clean up the kitchen.
- I, you, he, she, it, we, you, they **mustn't** make such a mess at home.

**Read § 7,
page 264**

DO YOU KNOW?

Before Christmas people are busy. They make or buy Christmas cards. They send them to their friends, grandparents, cousins, aunts and uncles. People buy or make Christmas presents. They decorate Christmas tree with toys, glass balls and lights. There are beautiful Christmas decorations in the shops and in the streets.



4 Ask and answer in pairs.

- 1 What do people usually do before Christmas?
- 2 What do shops look like before Christmas?
- 3 How do people decorate trees?
- 4 What can you see in the streets?



5 Listen and sing the carol.

SILENT NIGHT

Silent night, holy night,
All is calm, all is bright.
Round you Virgin¹ Mother and child.
Holy Infant so tender and mild
Sleep in heavenly² peace.
Sleep in heavenly peace.

¹a virgin ['vɜ:dʒɪn] — діва

²heavenly ['hev(ə)nli] — святий,
небесний



SPEAKING

REMEMBER!

We write

May, 16

We say

the sixteenth of May

We write

*My birthday is
on February, 21*

We say

*My birthday is on the
twenty-first of February*

1 Say these dates in words.



2 a) Match the holiday with their dates and say as in the example.

1 New Year

2 Christmas Day

3 St. Valentine's Day

4 Easter

5 Victory Day

6 Independence Day

7 St. Nicholas' Day

a) April (or May)

b) January 1

c) February 14

d) May 9

e) January 7 (or December 25)

f) August 24

g) December 19

Example: *The New Year is on the 1st of January.*

b) Ask and answer in pairs.

When is ... ?

It is on the ...

Lesson 3

3 Match and copy.

Make up your sentences.

- | | | |
|----------|---|---------------|
| 1 get | — | a dinner |
| 2 set | | time together |
| 3 invite | | together |
| 4 play | | songs |
| 5 have | | the table |
| 6 sing | | your friends |
| 7 spend | | games |

REMEMBER!

knife – knives

VOCABULARY BOX

Thanksgiving [ˌθæŋksˈɡɪvɪŋ]

to mean [mi:n]

excited [ɪk'saɪtɪd]

● **set the table**



4 Listen and read the text to find out why this day

is special for Melanie and her family.

Melanie is excited. She invited all her friends to a dinner party at her home. There are party decorations all over the flat — flags, balloons... It is a special day for her family.

Mrs Cooper: Hello kids. Thanks for coming.

Jasmine: Thank you for inviting us.

Lolly: Here are some flowers for you.

Mrs Cooper: Thank you, they are lovely.

Tom: Is it somebody's birthday?

Melanie: No, it isn't. It's Thanksgiving.

Luka: And what is Thanksgiving?

Melanie: It is an important holiday in America.

Mrs Cooper: Families get together and have a big dinner.

Tom: But we are not your family.



Mr Cooper: You are Melanie's friends and we always invite our friends, too.

David: Do you eat anything special on this day?

Mr Cooper: Yes, we do. We usually have roast turkey, corn, pumpkin pie and sweet potatoes.

Luka: Sweet potatoes?! You mean you put sugar on potatoes?!

Mr Cooper: No, no... ha, ha, ha...!

David: Do you sing any songs?

Mr Cooper: No, we don't. We just have our dinner and spend some time together.

Melanie: Sometimes we play some games. That's fun.

5 Answer the questions.

- 1 What is Thanksgiving?
- 2 Who do the Coopers usually invite?
- 3 What do they usually eat at Thanksgiving?
- 4 What do they usually do?



6 Listen again and complete the sentences.

- 1 The kids have got some f..... for Mrs Cooper.
- 2 It is a s..... day for Melanie and her family.
- 3 Thanksgiving is an important h..... in the USA.
- 4 They usually have roast t....., pumpkin p..... and sweet p..... .

7 In a group talk about dinner at the Coopers'.

8 Look, read and answer the question.



Paul

Kate

Tomorrow is my mother's birthday. All the members of the family are busy today. What are they doing?



father

granny

Mike

Lesson 3

9 Role-play the situation in a group of three.

It is a *Welcome Day Party* at your home.

You invited your friends to come.

Pupil A, meet your guests and answer their questions.

Pupils B and **C**, you are guests.

Say greetings and have a talk with pupil A.

WRITING

1 Read the girl's letter to find out what she likes about holidays.



My name's Tanya. I live in Ukraine. We celebrate many holidays in our country. I should say I like all of them. Celebrating is my joy. I love greeting guests at my home. I like helping mum to cook tasty things. Guests come to share the joy of the day. Sometimes we make presents or surprises for each other. For example, we write jokes on a paper and put them with sweets. It's great!

2 Write a short letter about your favourite holiday. Use the questions.

- What holiday is it?
- Do you make special things before it?
- Do you invite guests?
- What do your family usually do on this day?
- Why do you like this holiday?



GRANNY'S STORIES

READING



1 Ask and answer in pairs.

- Do you like stories?
- Who is the best storyteller in your family?
- What is your favourite story?
- Can you write a story?



2 Listen and read to find out about Emily's grandma's childhood.

Emily and her grandmother are looking at the family photographs. They are talking about past times.

Granny: Look at this photo. When I was five I had long hair. I was very shy and quiet.

Emily: Were you afraid of the dark?

Granny: Yes, I was. Most children are afraid of the dark. I was also afraid of ghosts. And thunder, and lightning.

Emily: I'm afraid of spiders and sharks. Adam says that's not normal.



Lesson 4

Granny: Fiddlesticks... People are different, so what? Maybe he is afraid of skeletons or dentists... That's all normal...

Emily: Did your parents have any animals?

Granny: Yes, we had a white cat called Fluffy and some chicks, ducks and pigs in the back garden. I loved all baby animals.

Emily: Did you have a secret hiding place?

Granny: Yes. It was in a tree. I liked sitting on a branch and reading stories there... I loved stories. Do you want to hear one?

3 Answer the questions.

- 1 Who is talking about past times?
- 2 What are they looking at?
- 3 Was grandma a naughty child?
- 4 Did she have short hair?
- 5 Was she afraid of the dark?
- 6 What else was she afraid of?
- 7 What is Emily afraid of?
- 8 Is that normal for small children?
- 9 Did grandma have any pets when she was a child?
- 10 What else did she like?

VOCABULARY BOX

attic ['ætɪk]

ghost [gəʊst]

horror ['hɒrə]

lightning ['laɪtnɪŋ]

thunder ['θʌndə]

to hide [haɪd]

dark [dɑ:k]

● **be afraid of**

● **be scared** [skeəd]



spider

[spaɪdə]



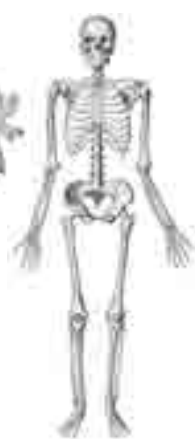
bat

[bæt]



branch

[brɑ:ntʃ]



skeleton

['skelɪtn]

REMEMBER!

Grandma and Emily are talking about the past.

— **Did** you have a secret hiding place in the attic?

— No, I **didn't**. I **had** a hiding place in a tree.

— **Did** your parents **have** a dog?

— No, they **didn't**. They **had** a white cat.



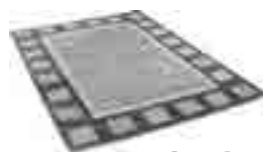
4 Listen and read.

A HORROR RAP

Last night I watched
a horror film on TV.
I was so scared, oh poor me!
There was a bug on a rug.
There was a mouse
in the house.
There was a bat on a hat.
There was a snake in the lake.
There was a rat on a mat
And a ghost on toast...
Horror, horror on TV
Didn't get a wink of sleep...
Poor me!



bug [bʌg]



rug [rʌg]



mat [mæt]

5 Finish the sentence. Use the words below.

When I was five, I was afraid of...

thunder and lightning, dentists, spiders, the dark,
snakes, dogs, doctors, ghosts, skeletons

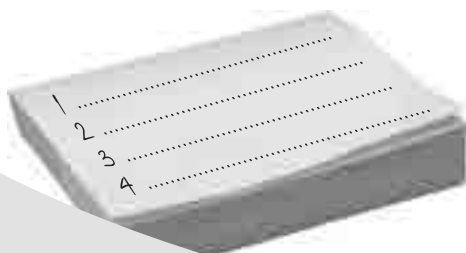
6 Make up only true sentences.

When I was	five	I had	a bike.
	seven		long hair.
	nine		a pet.
			a lot of toys.
			my own room.

7 Think of what you are afraid of now.

- What about your mum or dad?

Make a poster and illustrate it.



Lesson 4

GRAMMAR

REMEMBER!

THE PAST SIMPLE TENSE of the verb 'TO BE'

(Минулий неозначений час)

+

I / he / she / it **was** at home.

We / You / They **were** at home.

-

I / he / she / it **was not**
at home.

We / You / They **were not**
at home.

?

Was I / he / she / it at home?

Were we / you / they at home?

Yes, I / he / she / it **was**.

No, I / he / she / it **was not**.

Yes, we / you / they **were**.

No, we / you / they **were not**.

was not = wasn't
were not = weren't

1 Fill in the gaps with 'was', 'were', 'wasn't', 'weren't'.

- 1 We ... in the History museum on our weekend.
- 2 Bob ... in the swimming pool on Saturday.
- 3 ... you at school on Sunday?
- 4 Jane and Liz ... in a circus on their weekend, they ...
in the library.
- 5 I ... at home on my winter holidays.
- 6 Donna ... at winter camp in the mountains.
- 7 The weather ... fine on the weekends.

2 Ask and answer in pairs.

Were you in (at) ... on your winter holidays?

Yes, I was. / No, I wasn't.

Were you in (at) ... on your weekend?



3 Listen and read.

[t]	[d]	[ɪd]
worked	listened	visited
watched	phoned	collected
washed	played	invited
walked	opened	painted
cooked	showed	studied
helped	lived	skated
	cleaned	
	skied	
	sledged	

REMEMBER!

Read § 2,
page 254

PAST SIMPLE TENSE

(Минулий неозначений час)

+

I / You / He / She / It / We / They **played** outside yesterday.

+

I / You / He / She / It / We / They **did not play** outside yesterday.

?

Did I / you / he / she / it / we / they **play** outside yesterday?

Yes, I / you / he / she / it / we / they **did**.

No, I / you / he / she / it / we / they **did not**.

did not = didn't

4 Fill in the blanks with 'did' or 'didn't'.

- 1 ... you ride a bike yesterday?
- 2 I ... play with my dolls last evening, I studied Maths.
- 3 ... Steve go to school last Monday? No, he
- 4 I ... walk in the park yesterday, I cleaned my room.
- 5 My mother ... ask me to help her.
- 6 ... your father work last Saturday? No, he



Lesson 4

REMEMBER

last evening
last month
last Sunday
yesterday

are used in the sentences
with **Past Simple Tense**

5 Make up negative sentences as in the example.

Example: *I wanted to be a doctor.*

I didn't want to be a doctor.

- 1 I phoned to my friend yesterday.
- 2 We watched our favourite performance at the theatre last Sunday.
- 3 Ron flied the kite yesterday.
- 4 Paul walked in the park last evening.
- 5 Mark and Jeff played computer games yesterday.
- 6 Sam studied his English on Saturday evening.



6 a) Listen and say the rhyme.

DAY BY DAY

On Sunday I played
with my friend,
On Monday I started my school.
On Tuesday I watched
the play to the end,
And helped my mum to cook.
On Wednesday
I washed the dishes,
On Thursday
I watched TV.
On Friday I visited
my dear cousins,
On Saturday they phoned me.

REMEMBER!

IRREGULAR VERBS

be — **was/were** [wɒz / weə]
 come — **came** [keɪm]
 do — **did** [dɪd]
 have — **had** [hæd]
 find — **found** [faʊnd]
 forget — **forgot** [fə'ɡɒt]

b) Find out the verbs in the Past Simple.



LISTENING

1 Say if you can make stories.

REMEMBER!

IRREGULAR VERBS

eat — **ate** [eit]

make — **made** [meɪd]

read — **read** [red]

sing — **sang** [sæŋ]

take — **took** [tʊk]

write — **wrote** [rəʊt]

2 a) Listen and name the favourite granny's functions on a computer.



b) Listen and read the story, then say why everything was the same.

POPPY COPY

Once upon a time there was a little girl called Poppy Copy. Poppy Copy lived in Copyland. In Copyland all the people lived in the same houses, they ate the same food. They had the same cars.

After school Poppy and her friends did the same things: they read the same books, they watched the same films, and they played the same games.

The people in Copyland were all as one. How wonderful! Or... is it? What do you think, was Poppy a happy girl?



Lesson 4

3 Use the verbs in the past tense to retell the story.

was, lived, ate, did, read, watched, played, sang, were

4 Think and say.

It is good to be a) the same.
 b) different.
 c) free.

5 Add some more sentences to the story and write them in your notebook. Start with:

"In Copyland people"

cooked, wrote, painted, collected...

6 Say what you did yesterday. Use the irregular verbs you know. Work in pairs.

Example: I ate fish yesterday.



7 Listen and say the rhyme.

Long, long, long ago
There lived a little girl.
She liked to sing a lovely song.
Her mother called her Singing Pearl.

Once upon a time
She had a day of fun.
She woke up in the morning,
Then looked at smiling Sun.

She washed her face and made her bed.
Then looked at Sun again.
It winked at¹ her and waved its hand,
Then wished to have a nice weekend.

LONG AGO ...

¹to wink at ['wɪŋkət] — підморгнути

SPEAKING

1 Ask and answer in pairs.

- 1 Did your grandma live in a village when she was young?
- 2 Did she have any brothers or sisters?
- 3 Did she work in the garden after school?
- 4 Did she speak any foreign languages?
- 5 Did her parents have a car?
- 6 Did she have a computer?
- 7 Did her parents have a TV set?
- 8 Did she have a happy childhood?



2 Listen and read what Emily's class is talking about, then name the titles of fairy tales pupils liked in their childhood.

Teacher: What was your favourite fairy tale when you were in kindergarten?

David: I liked 'Snow White and the Seven Dwarfs' best.

Mia: I liked the 'Frog Prince' most of all. And, of course, 'Little Red Riding Hood' and 'Hansel and Gretel'. All children love them.

Ian: And my dad knew only one story. So I heard it every evening. It's 'The Three Little Pigs'. I still know it by heart.

Emily: I wanted to hear 'Sleeping Beauty' every night, over and over again. It's still my favourite fairy tale.

Adam: I never liked fairy tales. I loved rhymes like 'Humpty Dumpty' and stories like 'Chicken Licken'.

Teacher: Right, we all like different things.

VOCABULARY BOX

childhood ['tʃaɪldhʊd]

fairy tale ['feəri teɪl]

kindergarten

['kɪndəɡɑːtʃn]

piece [pi:s]

title ['taɪtl]

to split [splɪt]

REMEMBER!

build — **built** [bɪlt]

buy — **bought** [bɔ:t]

go — **went** [went]

hear — **heard** [hɜ:d]

meet — **met** [met]

sit — **sat** [sæt]

sleep — **slept** [slept]

Lesson 4

3 Work in a group of six.

Act out the classroom talk above.

4 Match to make up true sentences.

Snow White	met	the girl to kiss him.
Little Red Riding Hood	sat	a poisonous apple.
Sleeping Beauty	ate	a straw house, a twig house and a brick house.
The Three Little Pigs	went	on a wall.
Hansel and Gretel	built	the witch into the oven.
Humpty Dumpty	slept	to see the king.
Chicken Licken	asked	a big bad wolf.
The Frog Prince	pushed	for a hundred years.

5 Speak on favourite fairy tales of your childhood.

Work in pairs.

WRITING



1 Interview the members of your family and friends about their childhood. Ask them to finish these sentences. Write a report.

FILE FOR PROJECT

When I was...

I played...

I collected...

I hated...

I liked...

I believed in...

I listened to...

When my mum was ten
she collected little dolls.

When my dad was
ten he hated school.
He says it was
just a phase!



LOOK BACK!

1 *Speak up in a group.*



- 1 What are holidays for?
- 2 How do they change our life?
- 3 What holidays do we have?
- 4 What English holidays do you know?
- 5 What is Thanksgiving?
- 6 How do usually people celebrate Christmas in Ukraine?

2 *Ask and answer in pairs.*

A: When is your birthday?

B: It is on the And yours?

A: My birthday is... .

3 *Think about your childhood and complete the sentences.*

When I was eight I liked... / I didn't like...

My favourite book was...

My favourite type of music / song was...

My favourite food was...

I didn't like... (book) very much.

I didn't like ... (type of music / song) very much.

I didn't like ... (food) very much.

4 *Read and say if it is true about you?*

● When I was	seven eight	I read my first	poem. fairy tale. comic.
● When I was	nine ten	I wrote my first	story. rhyme. e-mail.



Lessons 3-4



**5 a) Listen and say why
Emily's granny is unusual.**

**b) Say if the sentences
are true or false.**

- 1 Granny always wanted to learn foreign languages.
- 2 She wrote a story at home.
- 3 She gave it to Emily.
- 4 The story was printed in a book.
- 5 Emily read the story.
- 6 She liked it.



6 Role-play the situation. Work in pairs.



A is an English boy/girl. He/she wants to know about the way of celebrating Christmas in Ukraine.

B is a Ukrainian schoolboy/girl. He/She is going to answer A's questions about Christmas in Ukraine.



7 Make a Christmas Card.

- Draw and cut it out.
- Write your greetings.



LESSON 1

1 Listen and read.

SLEEPING BEAUTY

adopted from Jim Axley

*NARRATOR, 13th WISE WOMAN, KING, QUEEN,
PRINCESS ROSAMOND (the Sleeping Beauty)*

Part One

"A GIFT FOR THE PRINCESS"

Time: *Long ago*

Place: *The palace of the King and Queen*

NARRATOR: Long ago, in a land far away, there lived a King and Queen. They were very happy. They had a new baby. Princess Rosamond. They invited many people to the palace for a party.

KING: My good friends, we are very happy. We invited twelve wise women. We have twelve chairs for these women to sit in.

QUEEN: Yes, my friends, we are glad to see you. You are going to see the princess.

NARRATOR: Each of the twelve wise women had a gift for the princess. The 12th wise woman was giving the princess the gift of beauty. Suddenly the 13th wise woman came into the room. The King forgot to invite her.

KING: Oh, dear! We are glad to see you. We'll find a chair for you.

13th WISE WOMAN: I am
very angry. And I've got
a special gift for the
princess. At the age of
sixteen the princess will
prick¹ her finger on a



¹to prick [prɪk] — вколоти

spindle¹. She will fall asleep for 100 years. (*She laughs and leaves.*)

NARRATOR: The years went by. One day, Princess Rosamond was walking about the palace. She came to a house and found a small room at the top of it. Inside the room, an old woman was sitting.

ROSAMOND: What are you doing?

13th WISE WOMAN: I am making cloth. Would you like to learn how to spin²?

ROSAMOND: Yes, I would.

13th WISE WOMAN: Good! I will show you how. Put one finger here.

ROSAMOND: Like this? Ouch! My finger! I feel so tired and sleepy!

13th WISE WOMAN: Yes, my beauty. It is the time to sleep. (*She laughs and leaves.*)

NARRATOR: So, Princess Rosamond fell asleep. The King and Queen and every person in the palace fell into a deep sleep, too. And for 100 years every person in the palace slept.

2 Answer the questions.

- 1 Why were the King and the Queen happy?
- 2 Why was the 13th wise woman angry?
- 3 What gift did she have for the princess?
- 4 How did Rosamond prick her finger?
- 5 What happened to every person in the palace?

3 Act out the play.

Work in a group of 5.

REMEMBER!

fall [fɔ:l] — fell [fel]

¹a spindle ['spɪndl] — веретено

²to spin [spɪn] — крутить веретено, (тут) прясти

LESSON 2



1 Listen and read.

SLEEPING BEAUTY

adopted from Jim Axley

NARRATOR, PEDDLER¹, PRINCE, PRINCESS ROSAMOND

Part Two

"A KISS OF THE PRINCE"

Time: 100 years later

Place: Outside and inside the palace of the King and Queen

NARRATOR: The forest was like a big fence² made of trees. It covered the palace. Then one day a prince came from another country. He saw a peddler by the side of the road.

PRINCE: Hello. What are you selling?

PEDDLER: I am selling bread today. Would you like some?

PRINCE: No, thank you. But I would like a drink of water.

PEDDLER: Here, you can have a drink of my water. Who are you? Where are you from?

PRINCE: I am a prince from a country far away. I heard stories about the sleeping princess. Can you tell me about her?

PEDDLER: Well, she is sleeping in the palace. Some people wanted to find her, but the forest is too dark and thick.

PRINCE: Why is the princess sleeping?

PEDDLER: Some people say she pricked her finger and fell asleep. They say that she is very beautiful.

NARRATOR: And so the prince left. He came to the forest. It was very dark and the trees were very tall. The prince went into the forest. The sun came out. The fence of trees turned golden in the light. At last he came to the palace. He climbed the stairs and looked in all the rooms.

¹a peddler ['pedlə] — торговецъ

²fence [fens] — ограда

PRINCE: I see people who are sleeping. But where is the Sleeping Beauty?

NARRATOR: Then he came upstairs, and at the top he found a small room. There he found Rosamond. She was sleeping on a golden bed. The prince kissed the princess. She woke up and smiled.

ROSAMOND: (*sitting up*) Who are you?

PRINCE: I am a prince from a country far away. I came to see you. In my country I heard stories about the sleeping princess.

ROSAMOND: Where are my father and mother?

PRINCE: I saw them. They were sleeping, too.

I am happy you woke up.

NARRATOR: And so the prince found Princess Rosamond the Sleeping Beauty. And the King and the Queen and every person in the palace woke up. And the golden sun shone once more upon the palace.



2 Answer the questions.

- 1 What was the forest like?
- 2 Who told the prince about Sleeping Beauty?
- 3 What did the prince see around and inside the palace?
- 4 Where did he find Rosamond?
- 5 What happened next?
- 6 What happened to every person in the palace?

3 Act out the play in a group of 4.

REMEMBER!

wake up [weɪk ʌp] — **woke up** [wəʊk ʌp]
shine [ʃaɪn] — **shone** [ʃəʊn]

My Learning Diary



This unit is called



I like lesson best.



I think this unit is:

(tick what is true for you)

☐

easy

☐

not very easy

☐

difficult

- *Five important words from this unit are:*

- *Two difficult words from this unit are:*

- *Two easy words from this unit are:*

- *Two words from this unit that I don't like are:*

- *My favourite word(s) from this unit is (are):*

Unit 3

My Words in Unit 3

Lesson 1

Lesson 2

Lesson 3



Lesson 4

My Learning Diary



After the unit I can:

(tick what is true for you)

NOW I CAN			
● name family members			
● identify jobs			
● name items of food			
● build a family tree			
● tell about my family			
● describe my family's photo			
● say what a person is doing at the moment			
● ask and answer about food at home			
● use countables and uncountables			
● talk about meals			
● speak on healthy food			
● understand time-markers			
● listen and understand about holidays			
● talk about preparation for a holiday at home			
● read and understand stories			
● tell about childhood			
● ask and answer about past events			
● write a report			
MY WORK			





Unit **4**

TIME FOR OUTDOORS

- Weather mix
- Weather and clothes
- Outdoor activities
- My favourite season

**Pre-reading
questions**

What is the weather like today?
What do you wear at school?
Did you go outdoors yesterday?
What's your favourite season?

WEATHER MIX

VOCABULARY



**1 Listen to the sounds. What images come to your mind?
What is the weather like?**

REMEMBER!

sun — sunny
wind — windy
cloud — cloudy
rain — rainy
snow — snowy
fog — foggy
storm — stormy

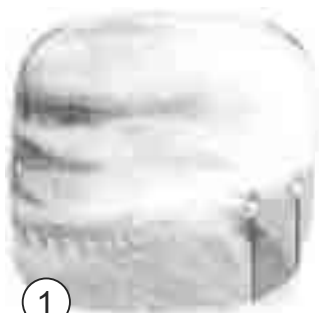
VOCABULARY BOX

chilly and **foggy**
cloudy and **snowy**
hot and **sunny**
warm and **sunny**
wet and **rainy**

2 Ask and answer in pairs. Use the pictures.

Example: A: What is the weather like in picture 1?

B: It is chilly and foggy.



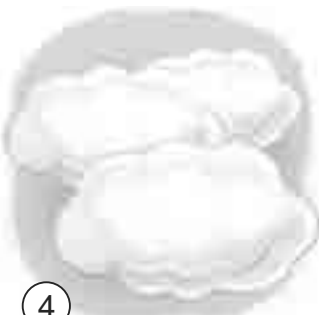
1



2



3



4



5



6



Lesson 1

3 Make up true sentences.

When the weather is

sunny
rainy
foggy
stormy
windy

the sky is
the sun is
the clouds are

red.
orange.
yellow.
blue.
pink.
purple.
grey.
white.

READING



1 a) Look at the symbols, use the words from the box and fill in the first gaps about the weather.



1

Weather: foggy
Temperature _____ °C
Town _____

snow storm, foggy, cloudy
and windy, rainy and wet,
sunny and warm

REMEMBER!

2°C = 2 **degrees centigrade**
[di'gri:z 'sentigri:ɪd]



2

Weather: _____
Temperature _____ °C
Town _____



3

Weather: _____
Temperature _____ °C
Town _____



4

Weather: _____
Temperature _____ °C
Town _____



5

Weather: _____
Temperature _____ °C
Town _____



b) Listen and read the weather report and fill in the gaps above (a) with the temperature and the name of the town.

This is the weather report for our continent — dear old Europe. Yesterday was not different from the rest of the week. In the north it was cold as usual. In the south it was warm as can be expected for this time of the year.

London was foggy with a temperature of 12 degrees centigrade.

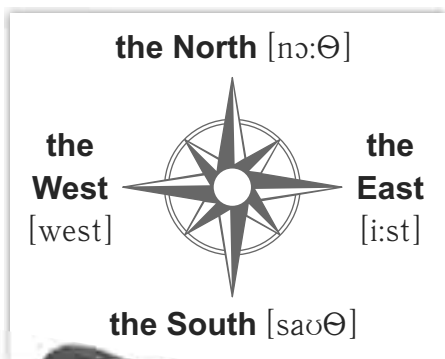
It was windy and cloudy in Berlin. And the temperature was 9 degrees centigrade.

In Madrid it was rainy again. Usually wet for this time of the year. And the temperature was 15 degrees centigrade.

Let's see what the weather was like farther south. So, in Rome the weather was really beautiful. It was sunny and warm and the temperature was wonderful — 22 degrees centigrade.

The north of our continent was the coldest. Actually, it was even colder than usual. In Oslo the temperature was only 0 degrees and there was even a snow storm.

And now let's see what the weather will be tomorrow...



Lesson 1

2 Ask and answer in pairs.

- What is the difference between a *weather report* and a *weather forecast*?
- What is the weather like today?
- What was the weather like yesterday (last Sunday) / two days ago?

VOCABULARY BOX

centigrade ['sentɪɡreɪd]

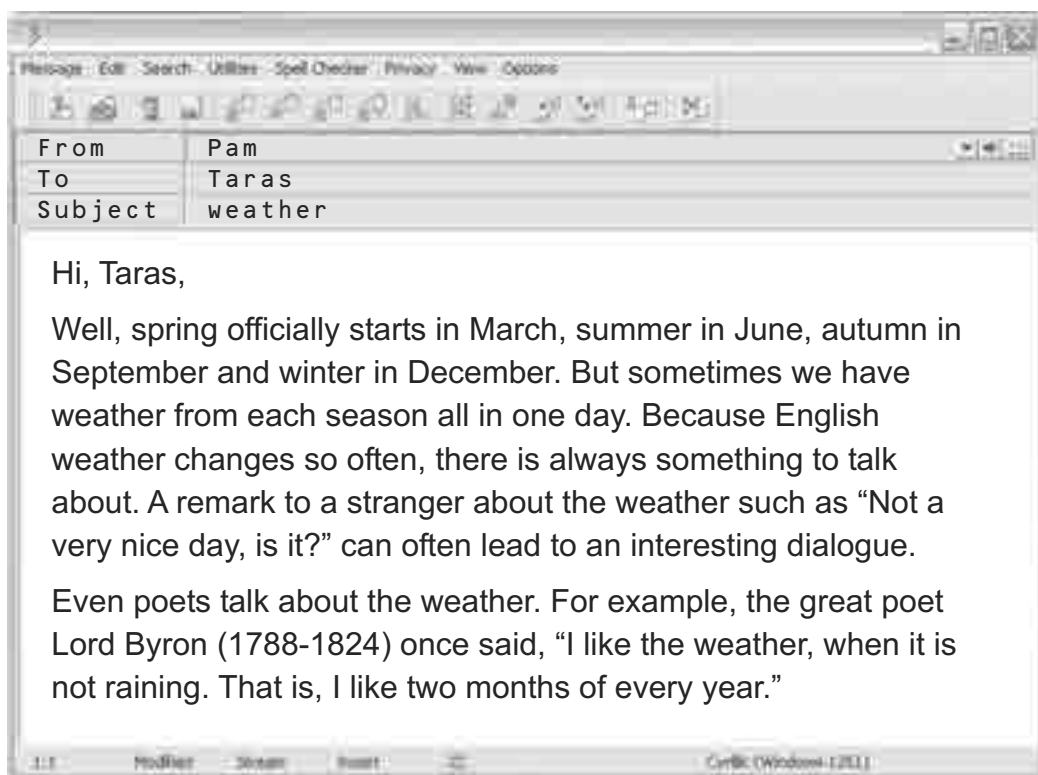
degree [dɪ'ɡri:]

forecast ['fɔ:kə:st]

to expect [ɪk'spekt]

to report [rɪ'pɔ:t]

3 a) Read Pam's letter to Taras and say what it is about.



b) Answer the questions.

- When does summer officially start and finish in Britain?
- Why do people in Britain talk about the weather a lot?
- How can you start a talk with a stranger?
- Which months do you think the great poet Lord Byron liked best?



REMEMBER!

It is + Adjective / Noun

It is cold.	It is winter.	It is light.
It is warm.	It is dark.	It is Sunday morning.

1 Think about spring and autumn and make up 5 sentences from the table below.

It	is isn't	often always usually sometimes	very terribly	cold warm hot fine dry bright nice	in	autumn. spring. March. April. September. October.
----	-------------	---	------------------	--	----	--

REMEMBER!

PRESENT SIMPLE

to rain, to snow

PRESENT CONTINUOUS

It **often** rains / snows in autumn.

It **is** raining / snowing **now**.

It **never** rains / snows there.

It **isn't** raining / snowing **now**.

It **doesn't** rain / snow in June.

Is it raining / snowing **now**?

Does it **often** rain / snow there?

PAST SIMPLE

It **often** rained / snowed **last winter**.

It **didn't** rain / snow **last month**.

Did it rain / snow **in March**?

2 Write down questions and start them with the words in brackets.

It often rains in autumn in Kyiv. (*When / Where*)

It never snows in Africa. (*Does / Where*)

It usually rains in October. (*When / Does*)



Lesson 1

- 3 a) Write questions to interview your British friend about the weather in Great Britain. Work in a group.
- b) Compare your list with the lists of other groups. Which one is the longest / the most correct?

LISTENING

- 1 Listen and say why the weather is different in various places.

Let's see what the weather is like around the world today.



VOCABULARY BOX

climate ['klaɪmɪt]
to sunbathe ['sʌnbæɪð]
freezing ['friːzɪŋ]
frosty ['frɒstɪ]
various ['ve(ə)rɪəs]
heavily ['hevɪli]
outside ['aʊtsaɪd]

- 2 Listen again and answer the questions.

- 1 What are people in England doing?
- 2 What's the weather like in Argentina today?
- 3 In which country are people swimming today?
- 4 What's the weather like in Canada today / on February, 8th?

3 Read and answer the questions below.



WINTER IN ENGLAND

The weather in England is not very cold. Sometimes it snows. But usually it rains in winter. That is why Englishmen usually don't wear warm coats. They have got raincoats and umbrellas.

- 1 Is the weather usually very cold in England in winter?
- 2 Does it often snow?
- 3 What do Englishmen usually wear in winter? Why?

4 a) Complete the table with the words from the box.

cold, hot, very cold, very warm, warm

30°	thirty	<u>hot</u>	10°	ten	_____
25°	twenty-five	_____	5°	five	_____
20°	twenty	_____	0°	zero	_____
15°	fifteen	_____	-5°	minus five	_____





b) Look, then ask and answer in pairs.

Use the words above.

What's the weather like in Kyiv?

It is cloudy and freezing.

TODAY'S WEATHER AROUND THE WORLD

Kyiv		cloudy	0°
London		rainy	5°
Ankara		sunny	20°
Toronto		windy	-2°



Lesson 1



5 Listen and sing the song.

SNOW

Falling from the sky,
Soft and white,
Falling through the air
Day and night,
Cold and bright,
Pretty sight,
Snow, snow, snow!
At last we know
It's snow, snow, snow!



SPEAKING

1 Speak about the day during your last holiday.

Use the questions below.

- Where were you?
- When were you there?
- What was the weather like?
- What were other people doing?
- What was your favourite activity?

2 Read the postcards and look at the information below. Guess where these people are. Discuss in a group.

Dear Erica,
I'm so bored here. It's raining and I am at the hotel all the time. I keep repeating the rhyme: Rain, rain, go away... But it doesn't help.
Sarah

a

Hi John,
We are *having* a great time here. It's warm and sunny. We would like to stay here for ever.
Monica & Peter

b

c

My dear friends,
I wish you were
here. It's snowing
but it isn't cold. Just
as you like it.
Theresa

d

Dear Mum
and Dad,
I like it here a lot.
It's often foggy.
But don't worry.
I won't get lost.
Your son Steven

e

Hi guys,
It's windy today so we
are not on the beach.
We are visiting these
beautiful churches.
See you soon.
Taras and Ihor

London	
Manchester	
Odesa	
Oslo	
Rome	

3 Listen, read and act out the talk in a group of three.



Jane: Shsh! Let's listen about the weather.

Speaker: It is going to be snowy tomorrow.
The weather is going to be cold and
frosty in London. Be careful! It's
going to be slippery in the city.

Mother: What do they say about the weather, Jane?

Jane: They say we must put our warm clothes on.

Mother: Really?

Jane: Yes, it is going to be frosty and slippery tomorrow.

VOCABULARY BOX

clothes [kləʊ(ð)z]

careful ['keəf(ə)l]

slippery ['slɪp(ə)rɪ]

tomorrow [tə'mɒrəʊ]



Lesson 1

4 Look and say as in the example.

Example: *It's going to be foggy in France tomorrow.*



rainy



frosty



sunny



hot



slippery



windy



foggy



snowy

5 Read and say where Ann's father is and what the weather is there.

Father: Hello, Ann!

Ann: Is it you, daddy?

Father: Yes, I am. How are you?

Ann: I am fine. Where are you now, daddy?

Father: I am in Italy today. It is sunny and warm here. What is the weather like in London?

Ann: The weather is bad. The wind is blowing today. It is cool and wet.



6 Role-play the situation.
Use the words from the box.

A and **B** are classmates.

A is in London now.

B is talking over the phone and asking about the weather.

Is it cold today?

Yes, it is. It is ...

fine / bad
cool / warm / wet
is (not) blowing
is (not) raining
is (not) shining
blue / grey

WRITING

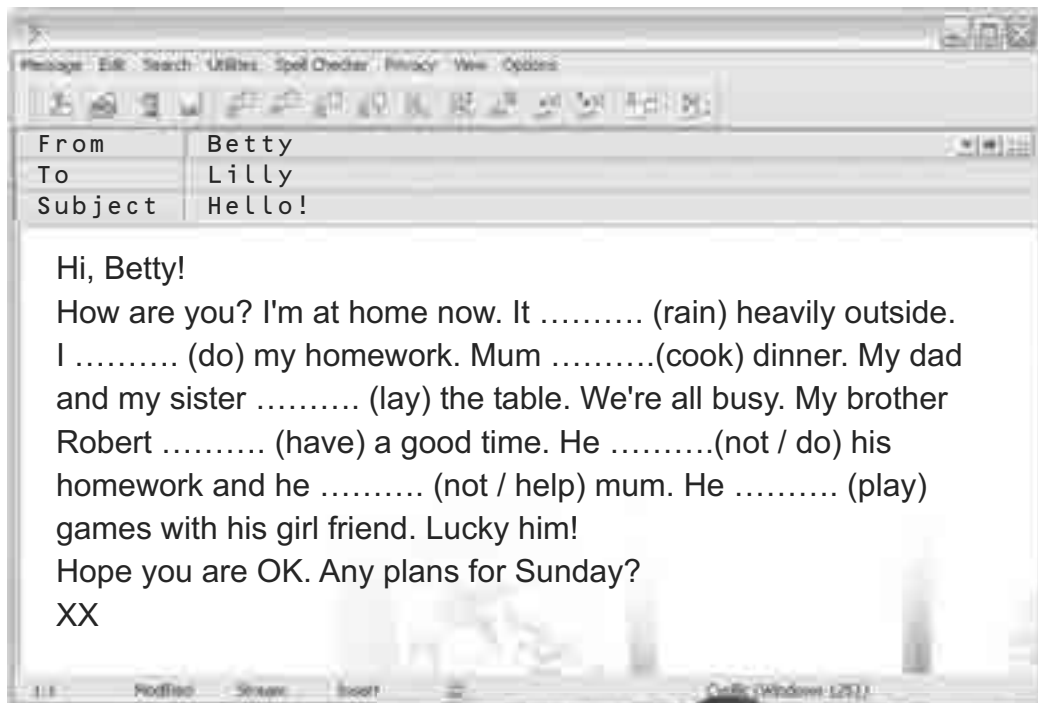
1 Make your weather report. Copy and complete the table.

- What was the weather like in your town / village?

	Temperature	Weather
yesterday		
on _____		
on _____		
on _____		
on _____		

Lesson 1

2 a) Put the verbs in brackets into the Present Continuous to complete the e-mail.



b) Write an e-mail to a friend similar to the one above. Use the questions below.

- What is the weather like in your town / village today?
- What are you doing?
- What are others doing?



WEATHER AND CLOTHES

VOCABULARY & GRAMMAR

1 Ask and answer in pairs.



Example:

— What is Jeff wearing?

— He is wearing a white shirt, black trousers and black shoes.

2 Read and name.

- two things you wear in hot (cold) weather
- three things that only women wear
- four things you wear on your feet
- five things that keep you warm
- six things that men and women can both wear

Lesson 2

3 Choose the right word to do a correct commentary for the fashion show.



- 1 With jeans you can wear a *skirt* / *shirt* / *trousers*.
- 2 Over a dress you can put on *slippers* / *gloves* / *a coat*.
- 3 When it's cold you wear a *jacket* / *a swimsuit* / *sandals*.
- 4 When it's warm you wear a *T-shirt* / *scarf* / *boots*.
- 5 Boys often wear a *dress* / *swimsuit* / *a tracksuit*.
- 6 Only girls wear *trainers* / *skirts* / *jeans*.
- 7 You can put a *cap* / *a belt* / *socks* on your head.
- 8 On the beach you wear *pyjamas* / *a sweater* / *swimming trunks*.



4 a) Look at the 'Remember' box and say:

- which tense we use to talk about habits / routines;
- which tense we use to talk about actions happening now;
- which tense we use to talk about past events.

REMEMBER!

Present Simple

She **always wears** boots in winter.

Present Continuous

She **is wearing** a raincoat now.

Past Simple

She **wore** a hat yesterday.

b) Put the verbs in brackets into the correct tense form.

- 1 Does Ed usually (*wear*) a sweater in autumn?
- 2 What (*you / do*) now?
- 3 Did (*wear*) a coat last winter?
- 4 (*it / rain*) in winter?
- 5 She often (*go*) to school on foot.

READING



1 Read and match.

<div>It is hot and sunny. I am going to go out to play with my friends.</div> <div>1</div>	<div>a</div> <div>I am going to put my new beautiful pink dress and shoes on.</div>
<div>It is cool. I am going to go to the shop.</div> <div>2</div>	<div>b</div> <div>I am going to put my yellow raincoat and green boots on.</div>
<div>It is a dancing party today.</div> <div>3</div>	<div>c</div> <div>I am going to put my old white T-shirt and blue shorts on.</div>
<div>It is raining. I am going to go to school.</div> <div>4</div>	<div>d</div> <div>I am going to put my coat, red cap, scarf and mittens on.</div>
<div>It is snowing. Let's go to the park!</div> <div>5</div>	<div>e</div> <div>I am going to put my blue sweater and grey trousers on.</div>



2 Listen and read the story to find out which day is Jasmine's favourite one.

Jasmine always gets up at 7 o'clock. She quickly gets up. She is in a hurry, so she doesn't brush her teeth. She doesn't even comb her hair. She opens the wardrobe and quickly puts on her favourite pink T-shirt and a skirt. At last she is ready, so she takes her schoolbag and opens the front door. But... there is a surprise!

"Oh, no! it's raining and it's cold. I must go back and change my clothes".



Lesson 2

So, she goes back in, puts on a warm sweater and jeans. But she can't find her umbrella.

"Now, I'm really, really late..."

Finally she finds her umbrella and rushes to school. She runs into Tom. But Tom is not in a hurry at all.

"Hello, Jasmine!"

"Hi, Tom! Hurry up, we are late for school!"

Tom looks at her in surprise.

"School?! But today is Sunday!"

"Oh dear, ... there is no school today. Great. Then, I can finish reading 'Harry Potter'."

So she goes back home to enjoy her favourite day of the week.



3 Copy the sentences in the right order of events.

- ☐ Jasmine puts on her favourite pink T-shirt and a skirt.
- ☐ Jasmine goes back home because there is no school today.
- ☐ Jasmine puts on a warm sweater and jeans.
- ☐ Jasmine finds her umbrella and rushes to school.
- ☐ Jasmine opens the front door and sees that it is raining.
- ☐ Jasmine runs into Tom.

VOCABULARY BOX

event [i'vent]

size [saiz]

to enjoy [in'dʒɔɪ]

to try on ['traɪ 'bɒn]

finally ['fəɪnəli]

● **be in a hurry** ['hʌrɪ]

● **go back**

4 Shut the book. Speak on Jasmine's Sunday mistake.

LISTENING

1 Play the guessing game in a group.

- Say what one of your classmates is wearing at the moment.
Let the other pupils guess who she / he is.

2 Listen to the girls' talk and say why Betty is angry with Ann.



VOCABULARY BOX

fashion ['fæʃ(ə)n]

to borrow ['bɒrəʊ]

light [laɪt]



3 Listen again and answer the questions.

- 1 Are the girls friends?
- 2 What is Ann wearing?
- 3 What's the weather like?
- 4 Why did Ann put Betty's clothes on?
- 5 Where is Ann going? Who with?

4 Make up true sentences.

When it's	hot	I put on my... I don't put on my...	hat	shoes
	cool		cap	boots
	cold		mittens	sandals
	windy		gloves	socks
	frosty		fur-coat	trousers
When it	rains		jacket	slacks
	snows		coat	scarf
			raincoat	overall
			overcoat	tights

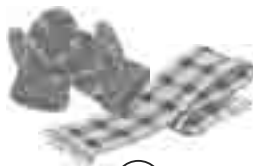
Lesson 2

SPEAKING

1 Discuss the following in a group.

- What do your parents usually wear?
- What are your favourite colours?
- What do you know about this year's fashion?
- What clothes would you like to buy?

2 Look, match and say as in the example.



It is cool.

You'd better put your sweater on!

- 1 It is cold and snowing.
- 2 It is cool.
- 3 It is sunny and hot.
- 4 It is raining.

3 Say what the right clothes are and what are not for the following:

- a cold, winter day
- a birthday party
- a P.E. lesson
- a rainy summer (autumn) day.



4 Play the game in pairs. Use the example, the pictures and the words in the box.



café, school, park, dancing party, playground, shop, friend's house

The weather is as in the picture You are going to the What are you going to put on?

Well, I am going to put my ... and ... on.



5 Listen and read, then act out the dialogue in pairs.

Jane: Bye, mum!

Mother: Jane, stop! Hey, what are you wearing?

Jane: Well, I am wearing my favourite dress and shoes ...

Mother: Oh, dear, look! It is raining today.

Better put your raincoat on.

Jane: Oh, no ... The weather is really bad. Mum, give me my green boots, please.

Mother: Take your umbrella, Jane!

Jane: Thank you, mum!



Lesson 2

6 Role-play the situation in pairs.

It is wet and windy day in autumn.

Pupil A, you are a naughty little sister / brother. You have a coat and boots on but you don't want to put a hat and a scarf.

Pupil B,

- tell her / him that he / she isn't right
- say why he / she has to put these things on
- show him / her what you have on
- ask him / her to look through the window. Tell him / her what people are wearing now.

WRITING



1 Finish the sentences.

At school I usually wear...

I never wear...

My father usually wears at work.

He doesn't wear at home.

My mum likes to wear at home.

She doesn't like to wear at home.

2 Design a leaflet about Ukraine for tourists.

a) Work in a group. Choose any country and answer the questions first.

- Where is your country?
- What is the weather like in each season?
- What clothes does a tourist need to bring for each season?

b) Prepare a leaflet for tourists.

FILE FOR
PROJECT



LOOK BACK!

1 Ask and answer in pairs.

- 1 What is the weather like today?
- 2 What weather is typical for different parts of Ukraine?
- 3 What type of weather do you like? Why?
- 4 Has the weather ruined a special occasion for you?
- 5 What saying about the weather do you remember?

2 Read and guess what the weather is like.

- | | |
|--|----------|
| 1 It's so cold and I can't see anything. | It's ... |
| 2 Hurray! Everything is white! | It's ... |
| 3 We can go swimming in the sea. | It's ... |
| 4 Look! The sky is grey. There is no sun. | It's ... |
| 5 Oh, I haven't got my umbrella. I'll get wet. | It's ... |
| 6 Look, the papers and leaves are flying like birds. | It's ... |

3 In a group speak about the weather in Ukraine.

- What is the weather like in

spring?
summer?
autumn?
winter?



Lessons 1-2

4 Say what you usually put on in each season. Work in pairs.

5 a) Solve the riddles.

More than one answer is possible.

- 1 You wear them on your feet in winter.
- 2 You put it on your head.
- 3 You wear them when you sleep.
- 4 Girls wear it on the beach.
- 5 You put it around your neck.
- 6 You wear them on your feet at home.

b) Make your own riddle. Test your partner.

6 Find pictures of your family and friends or pictures of people from magazines. Write sentences describing the people's clothes. Start like this:

This is my mum. She's wearing...



OUTDOOR ACTIVITIES

VOCABULARY



1 Look at the pictures and say what activities you do when it is:

- hot
- warm
- cold
- snowy
- rainy

Example: *We usually go swimming when it is hot.*



fish



sunbathe



swim



ski



play football



camp

2 Say what you can do in each season. Use the phrases below.

Example: *In summer we can swim in the river, lake or sea.*

- to stay indoors and listen to the rain;
- to sunbathe;



Lesson 3

- to gather fruit and vegetables;
- to sleigh;
- to gather strawberries in the forest;
- to play snowballs;
- to gather yellow and red leaves in parks;
- to skate and ski;
- to gather mushrooms;
- to stay at home near the fire;
- to build sand castles.

REMEMBER!

go

boating
canoeing [kə'nu:ɪŋ]
sailing
swimming
camping
fishing
gathering mushrooms
skating

3 Read, guess and match.

thermos flask, tent, sleeping bag, torch, compass, gas cooker, trainers, canoe

- | | |
|--|---------|
| 1 It helps you find your way in the wood. | compass |
| 2 You cook on it. | ... |
| 3 It helps you see in the dark. | ... |
| 4 It keeps a cold drink cold and a hot drink hot. | ... |
| 5 You live in it when you go camping. You put it up. | ... |
| 6 You go canoeing in it. | ... |
| 7 You put them on your feet. | ... |
| 8 You sleep in it. | ... |

4 Choose the items you need when you go camping.



READING



- 1 Read the weather forecast and say what you can do today if you live in the south / south-west / north / west. What will you do tomorrow?**

Today's weather will be cloudy in the south with the temperature above 10 degrees centigrade. In south-west it will be very windy with the temperature around 6 degrees centigrade. There will be rain in the north and to the west. It will be foggy. We won't be seeing much sun today. At night the temperatures will drop below zero. Tomorrow it will be sunny all day throughout the country. Temperatures will rise up to 20 degrees centigrade.



- 2 Read Cathy's letter and say which activities she mentions.**

Dear Mum and Dad,

Here I am in the outdoor school camp. It's my second day here and I don't have much time to write because we have a lot of activities planned for today.

Yesterday was one of the best days of my life. We were on the bus at exactly 7 am. Imagine this: I wasn't sick on the bus. I was excited. Linda was a bit sad because this is her first time away from home. Two hours later we were already in our cabins. They were a real surprise — cosy and very comfortable. We share a cabin with some girls from Mike's class.

Our first activity, at 9:30, was the first-aid course. You know, when you are in the countryside it is important to know how to help people. The second activity — shelter building. We weren't as skilful as the boys, but it was still great. Our lunch was at 1pm. It was delicious. Or maybe it was because I was so hungry.



Lesson 3

In the afternoon our teachers weren't with us. We were with a forest plants instructor in the woods for four hours. There are so many plants you can eat in the forest, but also many poisonous mushrooms.

At 6 pm we were back, and thirty minutes later we were at the table. What was for supper? Mushrooms, of course. But the ones you can eat.

In the evening I was so tired, but I wasn't really sleepy. Anyway, we were all in our beds at 8 pm because lights were out 45 minutes later.

Don't worry, mum. I'm careful and I am wearing my waterproof boots and a warm sweater.

*Love from brave and clever daughter,
Cathy*

VOCABULARY BOX

activity [æk'tɪvɪtɪ]

countryside ['kʌntrɪsaɪd]

shelter ['ʃeltə]

brave [breɪv]

comfortable

[ˈkʌmf(ə)təb(ə)l]

cosy ['kəʊzɪ]

sick [sɪk]

skilful ['skɪlf(ə)l]

3 Choose to make true sentences about Cathy.

- 1 Cathy is in *the countryside* / *a small town*.
- 2 Cathy was *sick* / *excited*.
- 3 Cabins were *uncomfortable* / *cosy*.
- 4 Boys were more *skilful* / *brave* than girls.
- 5 Lunch was *poisonous* / *delicious*.
- 6 There were many *plants* / *animals* in the forest.
- 7 Cathy was *sleepy* / *tired* in the evening.
- 8 Cathy's wearing *trainers* / *waterproof boots*.



**poisonous
mushroom**

[ˈpɔɪz(ə)nəs
ˈmʌʃru(:)m]



cabin ['kæbɪn]



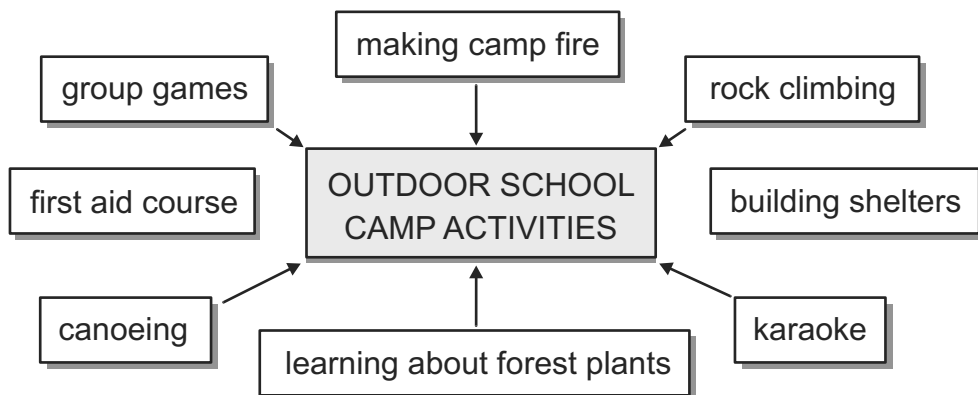
waterproof boots

['wɔ:təpru:f bu:ts]



plant [plɑ:nt]

4 a) Look at the outdoor activities and say which ones Cathy did on her trip to outdoor school camp.



b) In pair discuss which ones you would like to do.

GRAMMAR

1 Complete the tables with the words from the box.

I was at the dentist's
You were in the village
He was ill
She ... at the cinema
It was very hot
We were busy
You ... in London
They were at the theatre

yesterday.
last week.
four days ago.
last...
in 2008.
two months ago.

weren't,
were,
not,
wasn't,
was,
night

I was not (wasn't)
You were ... (weren't)
He was not (wasn't)
She was not (wasn't)
It was not (...)
We were not (weren't)
You were not (weren't)
They were not (...)

there.

REMEMBER!

last week; last month
but
two weeks **ago** [ə'gəʊ];
three months **ago**.
I was a small boy
five years **ago**.

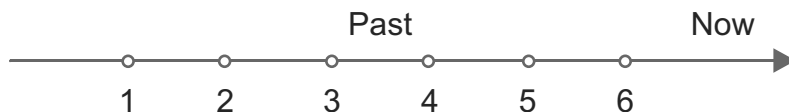
Lesson 3



2 Choose the correct word.

- 1 Ann *was* / *were* at the camp last summer.
- 2 The Wilsons *was* / *were* at the seaside in summer.
- 3 Linda *wasn't* / *weren't* at school last week.
- 4 You *was* / *were* at the doctor's two days ago. Why?
- 5 You *wasn't* / *weren't* at home last night.
- 6 It *wasn't* / *weren't* very cold last winter.
- 7 The Maths test *was* / *were* easy.
- 8 Mike and Pete *wasn't* / *weren't* bored at the outdoor school.

3 Look at the timetable and match numbers with the words below.



- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> last night | <input type="checkbox"/> last month | <input type="checkbox"/> yesterday morning |
| <input type="checkbox"/> two days ago | <input type="checkbox"/> 6 20 minutes ago | <input type="checkbox"/> three hours ago |

REMEMBER!

THE PREPOSITIONS OF PLACE

(Прийменники місця)

in	in the	at	at the
in London in bed in America	in the mountains in the village in the classroom	at home at school at work	at the cinema at the theatre at the restaurant at the seaside at the dentist's

Read § 1, page 260

4 Complete the sentences with the prepositions of place.

in, in the, at, at the

- 1 Mark was ... cinema last night.
- 2 My cousin lives ... Kyiv.
- 3 It was Sunday yesterday so they weren't ... school.
- 4 When you are ... theatre you must be quiet.
- 5 Last weekend I was ... mountains with my cousins.
- 6 Sorry, Linda is not ... home. She is out.
- 7 The whole day yesterday I was ... bed because I was ill.
- 8 Is there a computer ... study?

5 Complete the sentences with the words from the box.

Why, What, Where, When, Whose, Which

- 1 ... was the weather like?
- 2 ... were you last summer?
- 3 ... were you absent yesterday?
- 4 ... were they there?
- 5 ... cousin was in the theatre?
- 6 ... was your doll?

LISTENING



**1 Before listening say what your favourite outdoor activity is.
Work in pairs.**

- Where did you do it?
- Why do you like it?
- Would you like to try something new? Why?



**2 Listen to Cathy's answers to her parents' questions
about the outdoors school and learn what activity
is Cathy's favourite one.**



Lesson 3

3 Complete the sentences.

- 1 Outdoor school was...
- 2 Food was sometimes ...
- 3 Cathy liked mushrooms but she didn't like ...
- 4 Rock climbing looks...
- 5 There were many...
- 6 Cathy's forest plants instructor was...
- 7 Instructors were strict only...



4 Listen to the second part of the talk and say what the weather was like.

5 Choose to make true sentences about Cathy's outdoor school.

- 1 The pupils were up at 6 am / 6 pm.
- 2 It was *cold* / *warm* early in the morning.
- 3 The cabins were really *hot* / *warm*.
- 4 Clothes helped Cathy to feel *happy* / *warm*.
- 5 The whole week the weather was *very nice* / *really bad*.
- 6 Cathy *would* / *wouldn't* like to go there again.



6 Listen to two parts of Cathy's talk with parents again and put the questions in order you hear them.



- ☐ When were you up in the morning?
- ☐ Was it cold early in the morning?
- ☐ Where the instructors strict?
- ☐ What was your favourite activity?
- ☐ Would you like to go there again?
- ☐ Was it good at outdoor school?
- ☐ What was the weather like?
- ☐ How many instructors were there?
- ☐ Was the food good?



SPEAKING

1 Think of two questions you would like to ask Cathy.

2 In pairs talk about Cathy's outdoor school trip.

Use the words below.

great, lucky, delicious, a piece of cake,
difficult, strict, sleepy, warm, glorious

3 Think of your last outdoor weekend (holiday).

Get ready for your classmates' questions.

Work in a group of three. Take turns.

Where were you?

When were you there?

Who was with you?

What was it like?

What was the weather like?

What was your room like?

What was the food like?

Were there any children?

Last summer / spring / winter I was...

What was your favourite activity?

When were you up in the morning?

When were you in bed at night?

**4 Take a photo of your holiday outdoors
and describe what is happening on it.**



Lesson 3

5 Plan one day at outdoor school.

Work in a group and make a list.

Time	Activity	What / need
... — ...	getting up	socks, jacket, ...
... — ...	breakfast	..., ..., ...
... —, ..., ...

WRITING



1 Read Linda's postcard and answer the questions.

- Where's Linda staying?
- What are her parents doing now?
- What's the weather like?
- What is she doing now?

Dear Granny and Grandpa,
Greetings from Italy!

We're having a great time here. The hotel's fantastic. We're staying on the second floor. The weather's lovely. It's hot and sunny. Dad's swimming at the moment. Bill's playing volleyball with other boys. Mum and I are sunbathing. It's lots of fun.

See you soon,
Linda

Postcard

Mr and Mrs
Willcocks
22 Green Road
Slough 2
UK

2 You are on holiday with your family. Write a postcard to a friend. Use the plan below. Greet your friend and say:

- Where you are.
- Describe the place and the weather.
- Talk about what you and your family are doing now.

NATURE'S BEAUTY

READING & VOCABULARY

1 Ask and answer in pairs.

- 1 What are winter / spring / summer / autumn months?
- 2 What season begins in June / September / March / December?
- 3 How many days are there in a month?
- 4 How many months are there in a year?
- 5 Does it often snow in your town (village) in winter?
- 6 What are your favourite pastimes in summer? Why?

2 Read and fill in the gaps with the words in brackets.

rainy, warmer, hot, longer

Spring is the time when the snow melts and the flowers bloom. The days get ... and warmer. It can be sunny one moment and ... the next so it's better if you have your umbrella with you. It's ... than in winter but it's never really ...

(A)

In **summer** the temperature is at its highest. In this ... there's little rain and long hot and dry days. People often sit in the ... to cool themselves a bit. Summer is also a season of ..., which usually occur in the afternoon. During such a storm you can often see lightning and hear It can be quite scary.

thunderstorms, shade, thunder, season

(B)

Lesson 4

fall, cool, flood, fly



(C)

In **autumn** the weather begins to ... down. The leaves turn from green to orange, red and brown and then they ... off. Many birds ... south to spend the winter in warmer places. The days slowly cool down and get shorter and shorter. There's more rain than in summer so rivers sometimes

In **winter** there's ice and snow, especially ... the mountains. The temperature is low, often ... freezing. You have to wear warmer clothes to protect yourself ... the cold. There's not much sunshine and the days are very short. The soil rests and prepares ... a new beginning.

for, below, in, from

(D)



3 Say if the sentences true or false.

- 1 It can be sunny and rainy in spring.
- 2 Many birds fly south in autumn.
- 3 People often sit in the shade in winter.
- 4 There's more rain in autumn than in summer.
- 5 There isn't any snow in the mountains in winter.
- 6 The soil rests in spring.
- 7 Summer is a season of thunderstorms.

4 Do the months quiz in pairs. Take turns.

- 1 The first month of the year is ...
- 2 We have school holidays in ...
- 3 The first summer month is ...
- 4 The shortest month is ...
- 5 We have Christmas in ...
- 6 The first autumn month is ...

VOCABULARY BOX

bloom [blu:m]

flood [flʌd]

soil [sɔɪl]

thunderstorm

[ˈθʌndə ,stɔ:m]

to melt [melt]

LISTENING



1 Ask and answer in pairs.

- 1 In what month does it often rain?
- 2 In what season are the trees not only green?
What colours are they?
- 3 Do you often play indoors in autumn? Why?
- 4 Do you like autumn? Why?
- 5 What changes in Nature do we have in spring?
- 6 What is your favourite season?



2 Listen and guess the season.



3 Ask and answer in pairs.

- 1 Do we go to the seaside in autumn?
- 2 Do we go skating in winter?
- 3 Do we gather mushrooms in winter?
- 4 Do we wear warm clothes in summer?
- 5 Do we carry umbrellas in autumn?
- 6 Do we make a snowman in spring?
- 7 Do we pick apples in winter?



Lesson 4

- 4** *In a group talk about your most favourite month of the year. Use the example below.*

January is usually rather cold. There is some snow and it is frosty. There may be some winds in January too. January is my favourite month because I can have lots of fun, I like playing with snow on my winter holidays.



VOCABULARY BOX

berry ['beri]

nest [nest]

to blossom ['blɒs(ə)m]

to blow [bləʊ]

mild [maɪld]

- 5** *Listen and read the poem.*

White sheep, white sheep,
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

(Cristina Rossetti)

- What are these white sheep?
- What is a blue hill?
- Why do they stand when the wind stops?

SPEAKING

1 Speak on the changes that happen when seasons change.

2 Think about the place you like to visit and describe it.

- what places you like to walk in and what you can find there to watch;
- what it is nice to watch in spring / summer / autumn and winter.

3 Discuss in a group.

- 1 Do you take care of plants and animals?
- 2 What do you do to keep gardens, yards and parks clean and beautiful?
- 3 How do you take care of nature?
- 4 What must you not do if you want to keep nature beautiful?
- 5 Can you make bird-houses?
- 6 What can you learn if you keep your eyes and ears open?
- 7 Did you plant a tree anywhere? When did you do it? Are you going to plant some more trees?
- 8 Do you teach younger children to love nature?
- 9 Did you learn anything interesting when you were in the wood (at the river, at the seaside, at the lake)? What was it?

VOCABULARY BOX

the Earth [ðɪ ɛ:θ]

- **to take care (of)**

WRITING

1 Complete the sentences in a way that is true for you.

- Windy days are fun because...
- When the sun shines, I feel ...
- I love the snow because...

2 Write a paragraph about your favourite season.



1 Read and guess what the weather is like.

- 1 I'm wearing my waterproof boots and a jacket.
I can't go out without my umbrella.
- 2 I'm wearing flip-flops, shorts and a top. But it doesn't help.
- 3 I can't go out of the house.
Leaves and papers are flying all around.
- 4 We are planning a picnic, but I don't think we can go.
Look at the sky — it's completely grey.
- 5 I can't see a thing. It's pretty scary to be in the car.
- 6 The children in my street are so happy.
Soon they can make a snowman.

2 Remember about Cathy's outdoor school, match and copy.

- | | |
|------------------------------|-------------------------------|
| 1 Last week Cathy was | a) a piece of cake for Cathy. |
| 2 Cathy's favourite activity | b) delicious but the beans |
| 3 Rock climbing is | were yucky ¹ . |
| 4 The food was OK the | c) was rock climbing. |
| mushrooms were | d) was full of warm clothes. |
| 5 The instructors were | e) glorious the whole week. |
| 6 The mornings were cold | f) at outdoor school with her |
| but Cathy's bag | class. |
| 7 The weather was | g) strict. |



3 a) Listen about kids' outdoor activities and choose the right answer.

- 1 The children stay...
every spring.
a) in the country
b) at the seaside
- 2 They go with...
a) Paco
b) their teacher

¹yucky ['jʌki] — оги́дный





- 3 Tom ... puts up the tent.
a) *sometimes*
b) *always*
- 4 Luka ...
a) *misses his cat*
b) *misses his CDs*
- 5 Lolly teases Jasmine because she is ...
a) *afraid*
b) *wise*
- 6 Melanie tells stories ...
a) *about a wise old Indian*
b) *about her friends in America*
- 7 Paco says the trees and animals are our
a) *fathers and mothers*
b) *brothers and sisters*

4 Complete the dialogue with the words from the box.

snow, warm, umbrellas, cold, rainy, dry

Mary: I don't think we should go on
a long walk in this weather.

Ann: Yes, perhaps we were a bit
foolish to think of that.
It'll be too ... and

Mary: Maybe we should just go for
a short walk around the lake.

Ann: That's a better idea. Do you think
we should take our ...?

Mary: Yes, you are right. It'll be windy
and the temperature will drop.

Ann: Do you think there will be ...?

Mary: No, I don't think so.

Ann: Let's go to the cinema. It's ... there and... .

Mary: Well, we can do that later, but let's go for a
walk first. A bit of fresh air will do us good.



Lessons 3-4

5 *Say if it is true or false.*

- 1 Mary and Ann had a plan to go for a long walk.
- 2 Mary doesn't want to go for a walk because of the weather.
- 3 Ann wants to take umbrellas.
- 4 Mary doesn't think there will be snow.
- 5 Girls think about going to the circus.
- 6 Girls agreed about a short walk around the lake.
- 7 They are going to take compass.

6 *Act out the dialogue in task 4 in pairs.*

7 *Speak in a group.*

- Do you sometimes go on a camping trip?
- What do you take with you?
- What do you do there?
- Do you like it? Why?

8 *Agree or disagree. Prove your answer. Work in pairs.*

- 1 There are a lot of interesting things around you in the woods, in the mountains, at the seashores and at the rivers.
- 2 Children must keep their eyes open to see and to learn interesting things around them.
- 3 You must teach your younger brothers and sisters to see interesting things around them.
- 4 People must take care not only of animals and birds.
People must take care of plants,
seas, lakes, rivers and pools.

9 *Choose the item and explain what it means in 5-6 sentences.*

- 1 Nature is full of surprises.
- 2 The Earth is our home.
Let's take care of it!



LESSON 1

1 Listen and read.

THE SELFISH GIANT¹

after O. Wilde

Once upon a time there lived a Giant.
He had a beautiful garden. Birds sang
songs there.

Every day children came to his garden and
were happy there.

But one day when the Giant saw the children he got
very angry. He built a large wall around and told the
children not to come.

Then spring came. There were a lot of flowers and
birds in all gardens. But it was winter in the selfish Giant's garden.

The Giant thought that the spring was late.

Then summer came to all gardens. But there was snow in the
Giant's garden. There were not green trees or flowers.

Autumn gave fruit to every garden. But only a cold wind and
white snowflakes danced in the trees of the Giant's garden.

One morning the Giant heard beautiful music in his garden. It
was the song of a little bird. He went into the garden. All those
trees were white. But there was a green tree in one corner of his
garden. There was a little bird singing in the tree. The Giant saw a
little boy under it. He could not get up on the tree. Now the Giant
understood why spring did not want to come.

The Giant put the boy up in the tree. The big
tree became green. The birds flew to that tree.
The boy was happy. The Giant was happy, too.
He said to the children, "Now it is your garden."



¹a giant ['dʒaɪənt] — велетень

2 Answer the questions.

- 1 What did the children do in the garden?
- 2 What was the Giant's garden like in spring, summer and autumn?
- 3 Why didn't spring come to the garden?
- 4 What did he see one morning?
- 5 What did the Giant do and say?
- 6 What do you think about the Giant?

3 Look at the pictures and tell the story.



Once upon a time ...



One day he became angry ...



But it was winter ...



The Giant put ...

My Learning Diary



This unit is called



I like lesson best.



I think this unit is:

(tick what is true for you)

☐

easy

☐

not very easy

☐

difficult

- *Five important words from this unit are:*

- *Two difficult words from this unit are:*

- *Two easy words from this unit are:*

- *Two words from this unit that I don't like are:*

- *My favourite word(s) from this unit is (are):*

Unit 4

My Words in Unit 4

Lesson 1

Lesson 2

Lesson 3




Lesson 4

My Learning Diary



After the unit I can:

(tick what is true for you)

NOW I CAN			
● name items of clothes			
● say what outdoor activities children like doing			
● say what the weather is like			
● describe somebody's clothes			
● ask and answer about the weather			
● read and understand weather forecast			
● listen and understand weather report / forecast			
● talk about the clothes that are better to put on in different situations			
● tell about activities I had on my outdoor trip			
● say some facts about nature			
● plan a trip outdoors			
● describe nature in each season			
● use Present Continuous and Present Simple Tenses			
● understand and use Wh-questions in Past Simple Tense			
● write a postcard from a holiday place			
● write a paragraph about my favourite season			
MY WORK			



Unit **5**

TIME FOR DISCOVERY

- Getting about the town
- Discover the UK
- Focus on Ukraine
- Plans for summer

Pre-reading questions

- Where do you live?
- Do you like travelling?
- Have you been to Kyiv?
- What do you know about the UK?
- Where are you going to spend your summer holidays?

GETTING ABOUT THE TOWN

VOCABULARY & READING



1 *Guess and name the place.*

- 1 You can eat there. ...
- 2 You can buy things there. ...
- 3 You can watch films there. ...
- 4 You can see very old things there. ...
- 5 You can keep your money there. ...
- 6 You clap your hands there when you like the show. ...

2 a) *Ask and answer in pairs.*

- 1 Is there a cafe in your street?
- 2 Is there a post office not far from your house?
- 3 Is there a church in your town / village?
- 4 Are there family houses in your street?
- 5 Are there a lot of shops in your town / village?

b) *Add some more questions. Ask your partner.*

3 *Match words with their definitions.*

- | | |
|-----------------|--------------------------------------|
| 1 swimming pool | a) There are a lot of animals there. |
| 2 hospital | b) You can eat there. |
| 3 park | c) You can swim there. |
| 4 zoo | d) You can see tourists around it. |
| 5 monument | e) People go there to see a doctor. |
| 6 café | f) Children play there. |
| 7 playground | g) People like walking there. |

4 *Say what there is in your street.*



Lesson 1

5 Read and say what the village club looks like.

IN THE VILLAGE¹

My uncle lives in the country. The name of the village where he lives is Krasne. The village is not small, more than three thousand people live there. There is a train station in the village.

In the centre of the village there is a large square with shops and a café near it. The club is on the other side, opposite the hotel. The club has got a big hall, where people watch films and concerts. There is a library in the club. In the evening people of the village go to the club and have good time there. Sometimes they gather there to talk, sing and dance. There are two schools in the village.

The houses in Krasne are clean and nice. Some of them have got two or three floors. There is gas, cold and hot water in many houses.

There are a lot of trees in the gardens and lots of flowerbeds along the streets. The traffic is not heavy. There are some crossings and the traffic lights opposite the train station.

I like to visit my uncle and stay in the village for several days.

VOCABULARY BOX

crossroad ['krɒsrəʊd]

library ['laɪbr(ə)rɪ]

square [skweə]

traffic ['træfɪk]

traffic lights [laɪts]

train station ['steɪʃn]

modern ['mɒdn]

opposite ['ɒpəzɪt]



¹a village ['vɪlɪdʒ] — село

6 Say if it is true or false.

- 1 More than five thousand people live in Krasne.
- 2 There is a train station in the centre of the village.
- 3 Some shops and a café are on one side of the square.
- 4 The club is opposite the hotel.
- 5 People can watch films and concerts in the theatre.
- 6 The village library is in the club.
- 7 There are trees along the streets.
- 8 There are some crossings and traffic lights in the village.

REMEMBER!

1 000 000

one million

[ˈmɪljən]

5 000 000

five million



LISTENING



1 Listen and say what the address of the museum is.

It's late morning. The children are in front of the school. Today they are visiting the science museum.

Tom: Is everybody here?

Jasmine: Yes, we are all here.

David: Let's go to the science museum then.

Jasmine: But, where is Mr Southgate?

David: He is waiting for us in front of the museum. How are we going there?

Melanie: We can go by underground.

Jasmine: But we haven't got an underground here.

We are not in New York.

David: We can go by bus or on foot.

Luka: What's the address?

David: 34 High Street.

Luka: Let's go on foot. It's not far from.



Lesson 1

Later...

Lolly: Where now?

Luka: I think we must turn left... Or maybe right...

Jasmine: Is it left or right?

Luka: Well... this way.

Luka: Here we are!

Tom: But this is not the science museum. It's the theatre.

Luka: Oops... the wrong address.

David: This is Hill Street, not High Street.

Jasmine: Let's ask somebody to help us.

David: Excuse me, can you help us?

Man: Yes, of course.

David: We are looking for the science museum. Where is it?

Man: Go straight on. Turn left at the traffic lights. The science museum is next to the bank. You can't miss it.

David: Thank you.

Man: You're welcome.

Luka: You see... I'm an excellent guide.

Children: Ha! Ha! In your dreams!

VOCABULARY BOX

guide [gaɪd]

science museum

[ˈsaɪəns mjuːˈziəm]

to look for

by | **underground**

[ˈʌndəgraʊnd]

bus

car

on foot

far [fɑː] **(from)**

2 Read and choose the correct answer.


- 1 The children are going to the
 - a) bank.
 - b) theatre.
 - c) museum.
- 2 They are going there
 - a) by bus.
 - b) on foot.
 - c) by underground.
- 3 Their teacher, Mr Southgate, is waiting for them
 - a) at the museum.
 - b) behind the museum.
 - c) in front of the museum.
- 4 The museum is in
 - a) Hill Street.
 - b) High Street
 - c) Oak Street.
- 5 The science museum is
 - a) next to the bank.
 - b) opposite the bank.
 - c) behind the bank.
- 6 The children are lost. They
 - a) take a taxi.
 - b) call Mr Southgate on the phone.
 - c) ask somebody to help them.
- 7 Luka is an excellent
 - a) police officer.
 - b) guide.
 - c) teacher.

3 Ask and answer in pairs.

- Where are the children?
- Where are they going today?
- Who is taking them to the museum?
- How are they going?
- Can they find the museum?
- Who is helping them?



Lesson 1

-  **4 Listen about one tourist centre in London and say what tourists can do there.**



-  **5 Listen again and complete the sentences.**

- 1 Covent Garden is a famous ... centre in London.
- 2 There is a historic ... Place here.
- 3 They sell a lot of ... in Covent Garden.
- 4 After shopping you can ...
- 5 It is a popular ... place. You can visit ... with your friends in the evening.

SPEAKING

- 1 Speak about the town / city you live in.**

- 1 Where do you live?
- 2 Is your town / city large?
- 3 Is there a theatre in your town / city?
- 4 How many cinemas are there in your town / city?

- 5 Is your school far from your house? How do you usually get to it?
- 6 Are there parks and playgrounds in your town / city?
- 7 Are there any shops and cafes?
- 8 What do you show your guests in your town / city?

2 a) Read and say what a young man and a young woman should do to get to the place.

Young woman: Excuse me, could you tell us where the famous church is?

Robert: Err, do you mean St Nicholas' Cathedral?

Young man: Let me see. *(He looks in the tourist guide.)* Yes, that's the one.

Robert: Right, I know where that is. It's in the old part of town where most other sights are. It's next to a big park that has lots of benches and big trees.

Young woman: Okay, and how do we get there?

Robert: You could take a taxi.

Young woman: That's a bit too expensive for us.

Young man: Is the cathedral very far?

Monica: I think it's about half an hour on foot.

Young man: That's too far to walk.

Monica: You can take the underground.

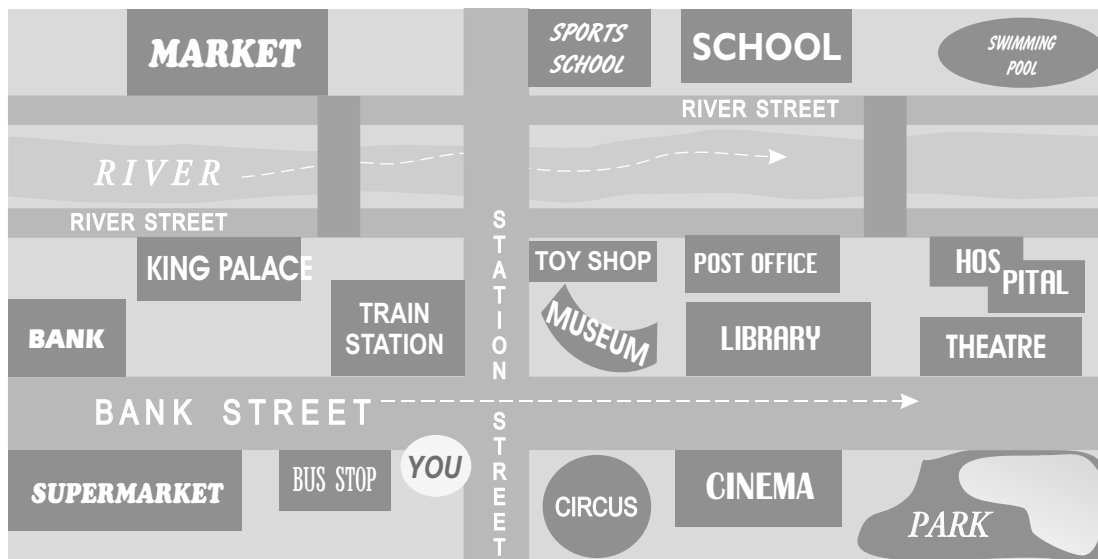
Lesson 1

Phil: I think you should take the bus. There's a bus stop right across the street next to the bank. Get off at the third stop. You'll see a big yellow building on your left. That's a supermarket. Walk straight on for about five minutes. Go past the city hall and the town museum. You'll then see the big park on your right. From there the cathedral is just in front of you.

Young couple: Thanks a lot, guys. Bye.

b) Act out the talk in a group of five.

3 Play the guessing game in pairs.



- Choose a place on the map.
Don't tell your partner.
- Give your partner directions to the place.
Your partner must say which place it is.

Example: A: Go along Station Street, cross Bank Street, pass Train Station, turn left and go along the Bridge over the river. Now you can see it.

B: It's a market.

4 a) Read the short dialogues and fill in the gaps with the words from the box.

bus stop — bus station	city — town
------------------------	-------------

A

A: I like living in a (1) town. It's small but it's got everything you need: a few shops, a post office, a pharmacy, a food market, a restaurant and even a hotel.

B: For me it would be too boring. I'd miss the big supermarkets, museums, galleries, all the people in the street. I just have to live in a big (2) _____.

B

A: I go to work by bus. There's a (3) _____ at the end of our street, so I don't go to work very far to catch the bus.

B: I go to work by bus too. But I work in a different town, so I have to catch the bus at the (4) _____ in the centre of the town.

b) Choose a dialogue to act out with your partner.

5 a) Match to make up sentences.

We can go by bus or
Let's ask somebody
Excuse me, where is
You can't
Turn left at
Go
The museum is
It's not far

the science museum?
straight.
the traffic lights.
from here.
next to the bank.
on foot.
miss it.
to help us.

b) Work in a group of three. Think of the situation to use three phrases from task (a). Role-play your situation.

6 Role-play the situation in pairs.

Pupil A, you are a schoolboy from a foreign country. You ask your Ukrainian friend to tell about the town he / she lives in.

Pupil B, tell foreigner about the place you live in.

Lesson 1

7 Role-play the situation.

Pupil A, you are a stranger. Ask:

- where ... is
- how to get to ...
- what the shortest way to get to... is
- how far ... is
- which bus you should take to get to ...

Pupil B, you are a passer-by. Answer the stranger's questions using the phrases in the box.

turn right at the crossroads; cross the road and go straight ahead; it is opposite the...; go straight ahead; turn right on the corner; it is not very far...; take bus (tram) number...

WRITING

1 Think of a place which is not very far from your house.

Draw a plan to get there. Write down what the quickest way to get there from your place is.

2 Write 6 or 7 sentences about the town (village) which you live in. Use the words you learnt in Lesson 1.



DISCOVER THE UK!

READING



1 *Speak on the following items.*

- 1 When do you usually travel?
- 2 Where do you go?
- 3 Do you collect information about the places you'd like to visit?
- 4 Do you think it's useful or not?
- 5 When do you start preparing for your trip?
- 6 Do you like to take photos of different places?
- 7 Do you think travelling teaches you a lot of new things?
- 8 What places would you like to visit?
- 9 What do you like better: to travel alone or in a group? Why?

2 *Read and say what the UK means.*



Taras was in his room. He was playing games on his computer. Suddenly his computer blinked¹: You've got an e-mail. Taras was curious. Who was it from? So he clicked the mouse and saw an e-mail from Pam. "Wow... That was an invitation to the UK". That was cool but Taras didn't know what 'the UK' meant. He phoned his friend Ihor. Ihor told him that the UK are the letters for the *United Kingdom of Great Britain and Northern Ireland* and that it is the full name of the country which we usually call Great Britain. Ihor promised to send an e-mail with some more information.

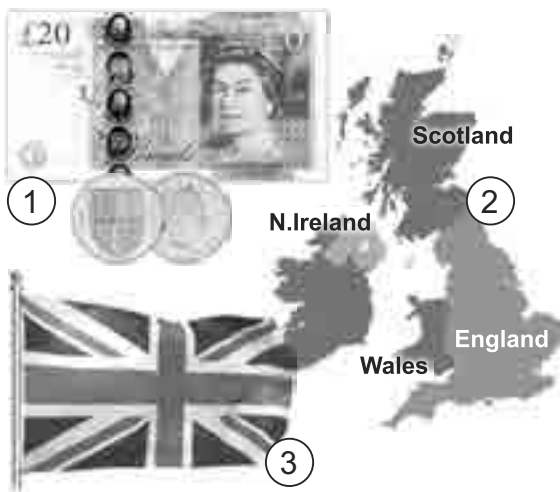
¹to blink [blɪŋk] — блимати

Lesson 2

3 Work in groups.

Match the pictures with the text.

IHOR'S E-MAIL ABOUT THE UK



- a) The United Kingdom of Great Britain and Northern Ireland ['aɪələnd] is situated on islands to the north-west of Europe.
- b) Great Britain consists of three parts — England, Scotland and Wales.
- c) The capital of the UK is London. It stands on the Thames ['temz] River — the longest river in Great Britain.
- d) The flag of the UK is made up of three crosses. It is red, white and blue. The English call their flag “the Union Jack” because it unites flags of all parts of the UK.
- e) The highest mountain of the UK is Ben Nevis. It is in Scotland.
- f) British money is called *pounds* and their coins are *pence*.
- g) People of the UK keep their traditions. There is still the Queen in the country. She is the head of the United Kingdom.

4 Work in two groups. Choose one group of questions. Answer them.

A

- 1 What is the full name of the UK?
- 2 Where is it situated?
- 3 How many parts does the Kingdom consist of?
- 4 What are the names of the parts of the UK?
- 5 What is the capital of the country?
- 6 What river is the longest in Great Britain?

B

- 1 What does the flag of the UK look like?
- 2 Why is the flag of the UK called Union Jack?
- 3 What is the highest mountain in the UK?
- 4 Where is the highest mountain situated?
- 5 What is British money called?
- 6 Who is the head of the United Kingdom?

Which group is the quickest?

5 Read the letter from Taras that he has sent from London.

Dear Mum and Dad, I am having a fantastic holiday. Windsor is a nice town. I have visited a beautiful castle here. I have got a lot of friends now. We visit museums and cafes. I have been to London already. It is wonderful! I have seen many places of interest there: the Houses of Parliament, St Paul's Cathedral, London Eye and many others. I have taken a lot of pictures. I have bought many souvenirs. See you soon.
Love,
Taras

VOCABULARY BOX

cross [krɒs]

kingdom ['kɪŋdəm]

to unite [ju:'naɪt]

to consist (of) ['kɒnsɪst]

● **be situated** ['sɪtʃəetɪd]



Lesson 2

6 Finish the sentences about Taras.

- 1 Taras is in ...
- 2 He has visited a beautiful ...
- 3 Taras and his friends ...
- 4 He has been to ...
- 5 He has seen many ...
- 6 Taras has taken...
- 7 He has bought ...

REMEMBER!

be — was / were — **been** [bi:n]
buy — bought — **bought** [bɔ:t]
see — saw — **seen** [si:n]
take — took — **taken** ['teɪkən]

GRAMMAR

REMEMBER!

THE PRESENT PERFECT TENSE

вживають для позначення дії, яка тільки-но (**just**) або вже (**already**) відбулась чи тоді, коли її ще не встигли (**not yet**) зробити.

Часова форма утворюється з допоміжного дієслова **to have** у Present Simple (**have / has**) та 3-ї форми основного дієслова.

I **have just written** the letter.

He **has already done** his homework.

We **haven't visited** our grandparents **yet**.

III форма дієслів утворюється за допомогою додавання закінчення **-ed** до I-ї форми:

I	II	III
visit	visited	visited
play	played	played

III форму неправильних дієслів слід запам'ятати:

I	II	III
come	came	come [kʌm]
go	went	gone [ɡɒn]
make	made	made [meɪd]
read	read	read [red]
do	did	done [dʌn]
meet	met	met [met]
write	wrote	written ['rɪtən]

See pages 278-279

1 Write down the Present Perfect forms of the verbs.

Example:

to see — have seen

to be — ...

to take — ...

to visit — ...

to come — ...

to play — ...

to do — ...

to make — ...

to listen — ...

to open — ...

to meet — ...

to buy — ...

to read — ...

REMEMBER!

THE PRESENT PERFECT TENSE

+

I / you / we / they **have done** it.

He / She / It **has done** it.

—

Have not = **haven't**

Has not = **hasn't**

I / You / We / They **haven't done** it.

He / She / It **hasn't done** it.

?

Have I / you / we / they **done** it?

Yes, I / you / we / they **have**.

No, I / you / we / they **have not**.

Has he / she / it **done** it?

Yes, he / she / it **has**.

No, he / she / it **has not**.

Read § 5, page 263

2 Put the sentences into negative forms.

Example: He has already come.

He hasn't come yet.

1 Ann has just watered the flowers.

2 Mum has already gone to her work.

3 I have already seen this film.

4 We have just taken the bus.

5 Bob has just entered the shop.

6 They have already read this book.

7 The children have made
a present for their mother.

REMEMBER!

send — sent — **sent**

spend — spent — **spent**

Lesson 2

3 a) Read and compare.

I have never played tennis before.

(I should learn to play tennis.)

I haven't played tennis today.

(I can play, but I didn't have time to do it today.)

b) Make up sentences.

I haven't

I have never

I have already

I have just

seen this film

made an article

read this magazine

worked on a computer

gone to the forest

done this work

written in Japanese

yet.

before.

REMEMBER!

Хоча дія у **The Present Perfect Tense** відбувалась у минулому, вона має безпосередній зв'язок з теперішнім часом:

I haven't done my homework yet.

(And I can't play now.)

He **has** already **written** the letter.

(And he can send it by mail.)

У питальних реченнях ми цікавимося результатом виконання дії на теперішній момент.

Have you **done** your English? Yes, I **have**. (No, I **haven't**.)

Have you **ever seen** the queen? No, I **haven't**. (Yes, I **have**.)

4 Put the sentences into interrogative forms.

1 I have read the book. *Have you read the book?*

2 She has written the exercise. ...

3 Mum has made a cake. ...

4 We have seen a real elephant. ...

5 They have taken all of the chairs. ...

6 Mile and I haven't done Maths for today. ...

7 A happy smile has appeared on his face. ...

5 Ask and answer. Use the words from the box.

Example: A: Have you ever been to Kyiv?

B: Yes, I have. (No, I haven't.)

- | | |
|--------------------|------------------------------|
| 1 be / Kyiv | 6 read / an interesting book |
| 2 see / Big Ben | 7 come late / school |
| 3 meet / President | 8 go fishing |
| 4 buy / souvenirs | 9 make / project in English |
| 5 take / photos | 10 do / morning exercises |

LISTENING



1 Look, listen and say what countries John has already visited.

REMEMBER!

I have = I've

He / She has = He's / She's

We / They have = We've / They've

See 14 countries of Europe in 14 days!

14-DAY TOUR OF EUROPE

ITINERARY

- Day 1 — London
- Day 2 — Paris
- Day 3 — Brussels
- Day 4 — Amsterdam
- Day 5 — Copenhagen
- Day 6 — Stockholm
- Day 7 — Berlin
- Day 8 — Prague
- Day 9 — Vienna
- Day 10 — Budapest
- Day 11 — Athens
- Day 12 — Rome
- Day 13 — Madrid
- Day 14 — Lisbon



Lesson 2



2 Listen again and choose the correct sentence (a) or (b).

- 1 a) John has already been to eight countries.
b) John has already been to seven countries.
- 2 a) He has been to Europe before.
b) He hasn't been to Europe before.
- 3 a) He has seen a lot of new places.
b) He has seen some new places.
- 4 a) John has done his homework.
b) John has done a lot of interesting things.
- 5 a) The tour has finished already.
b) The tour hasn't finished yet.
- 6 a) John has arrived in Paris ['pæris]
b) John has arrived in Prague [pra:g]
- 7 a) John hasn't sent any postcard to his mum yet.
b) John has sent one postcard from every city.
- 8 a) He has already been to Paris.
b) He hasn't been to Paris yet.
- 9 a) He has already been to Vienna.
b) He hasn't been to Vienna yet.
- 10 a) He has bought a lot of souvenirs.
b) He hasn't bought any souvenirs yet.
- 11 a) John has taken a lot of photographs.
b) John hasn't taken any photographs yet.



3 Look at the map of the tour and say as in the example.

Example: John has been to London,
but he hasn't been to Vienna yet.

4 In pairs say 3-4 sentences about your experience.

Example: I have been to Odesa, but I haven't been to Yalta yet.
I have seen Volodymyrska Hirka in Kyiv, but I haven't
seen Sofiyivka Park in Uman yet.

5 Ask and answer in pairs. Use the example and the words from the box.

cities, money, souvenirs, photographs, places of interest

Example: — Have you ever bought a souvenir?
— Yes, I have. / No, I haven't.

6 Answer the questions.

- 1 Have you ever seen the Golden Gate Bridge?
- 2 Have you ever been to Paris?
- 3 Have you ever sent a postcard?
- 4 Have you ever spent a lot of money on a trip?
- 5 Have you ever met an Englishman?
- 6 Have you ever taken pictures on a trip?

7 Read and learn the poem.

THE BEACHES OF MEXICO

(after Caroline Graham)

Have you ever seen the beaches of Mexico?
Have you ever walked the street of Paris?
Have you ever been to England?
Have you ever been to Spain?
Have you ever walked barefoot in a heavy rain?

Well, I've never seen
the beaches of Mexico.
I've never walked the street of Paris?
I've never been to England?
I've never been to Spain?
I've never walked barefoot¹
in a heavy rain.

But I've sure been
in trouble
I've sure been in pain²
I've sure been in love.
I'd do it all again.

¹barefoot ['beəfʊt] — босоніж
²pain [peɪn] — біль

Lesson 2

SPEAKING

1 Ask and answer in pairs.

- 1 Do you like to imagine that you are travelling to some places?
- 2 What imaginary places do you travel to?
- 3 Who do you travel with?
- 4 How do you travel? Do you take a map and a compass or do you just imagine things?
- 5 Is it more interesting to travel when you have a map and a compass?
- 6 What can you learn when you imagine that you are travelling?

2 Read the questionnaire, then ask and answer the questions with a partner.

ARE YOU A WORLD TRAVELLER?

1 How often do you go on holiday?

- a) *hardly ever*
- b) *once a year*
- c) *twice year or more*

2 How many countries have you visited?

- a) *one*
- b) *not any*
- c) *three or more*

3 You win the lottery where will you go?

- a) *to Disney World in the USA*
- b) *to Yalta or Odesa*
- c) *on a trip round the world*

4 What type of holiday do you like?

- a) *staying at home doing nothing*
- b) *activity holidays such as sailing*
- c) *lying on a beach in a foreign country*



5 Your hotel room isn't very nice. Do you

- a) *change the hotel?*
- b) *not worry about it?*
- c) *not notice?*

6 What do you buy on holiday?

- a) *presents for all your friends*
- b) *one or two souvenirs*
- c) *some sweets for yourself*

7 Who do you like to go on holiday with?

- a) *no one — I prefer to be alone*
- b) *my best friend*
- c) *my family*



Key

1	a1	b2	c3
2	a2	b1	c3
3	a2	b1	c3
4	a1	b2	c3
5	a3	b2	c1
6	a3	b2	c1
7	a1	b3	c2

VOCABULARY BOX

custom ['kʌstəm]

tradition [trə'dɪʃ(ə)n]

to appear [ə'piə]

to arrive [ə'raɪv]

to discover [dɪs'kʌvə]

to exist [ɪg'zɪst]

to explore [ɪk'splɔː]

to imagine [ɪ'mædʒɪn]

strange ['streɪndʒ]

Your score

**You are a World Traveller
(21-24 points)**

You really like holidays and enjoy all about them: buying presents, seeing friends and having fun. But remember, you can have fun at home too!

**You are a Happy Tourist
(12-20 points)**

You like to go to new places. You enjoy quiet holidays with a few friends and you prefer not to spend too much money.

**You are a Stay-at-Home person
(8-11 points)**

You quite like going away, but you prefer to be with people you know. You are also happy at home.

Lesson 2

3 Read a page from Taras's diary and answer the questions.

"If you arrive in Great Britain, you'll hear the word "tradition" everywhere. Englishmen have a sentimental love for things and traditions because they are old. They never throw away old things.

For example, in many houses of Great Britain they have fireplaces, the English people don't want to have central heating because they don't want to have changes. One more example. The Yeomen-Warders¹ are dressed in traditional medieval² clothes and the traditional dress of the Horse Guards regiment³ has existed since the twelfth century. This dress costs a lot of money and seems very funny nowadays, but Englishmen stand for it because it's their traditional dress.

Another old custom remains from the time when there were a lot of robbers⁴ in London. In those days the shouting "Who goes home?" was often heard in the Houses of Parliament and the members went in groups along the dark narrow streets of the old city. In modern London this shouting sounds very strange...



- 1 How do Englishmen show their love for a tradition?
- 2 Do they like to have central heating in their homes?
- 3 How long have medieval⁴ clothes for Yeoman-Warders existed?
- 4 What custom is kept up in the Houses of Parliament?

¹Yeomen-Warders ['jə:men 'wɔ:dez] — англійські охоронці палацу

²medieval [ˌmedi'i:vəl] — середньовічний

³regiment ['redʒɪmənt] — військове формування, полк

⁴robber ['rɒbə] — грабіжник, розбійник

4 Finish the sentences

**about Taras and
his impressions
of Great Britain.**

Taras has been to ...

Taras has learnt that ...

The Yeomen-Warders in their traditional dress have existed ...

Many customs have remained ...

Taras has heard the shouting ...

Taras has understood that

Great Britain is the land ...

REMEMBER!

learn — learnt — **learnt** [lɜːnt]

think — thought — **thought** [θɔːt]

understand — understood — **understood**
[ˌʌndə'stuːd]

5 Work in pairs. Make up short dialogues about English traditions. The replies of the pupil who is asking about them can be as follows:

- Really? Indeed?
- Is that so?
- Are you sure?
- I don't think so.
- Too good to be true.



WRITING

1 Imagine you've been to the UK. Write 7-8 sentences about:

- where you have been to
- what you have seen
- what you have bought
- whom you have met
- how many photos you have taken
- what you have learnt
- what you have heard
- what you have understood



LOOK BACK!

Lessons 1-2

- 1 Give a call to your friend. Invite him / her to your home and explain how to get to the place where you live.
- 2 Describe the town / village where you live in.
(Speak about cinemas, theatres, museums, ...)
- 3 In pairs play the game.

GUESSING THE WAY

Take a map of your town.

A is going to some place.

B is asking questions and trying to guess where A is going to.

A: Which bus should you take?

B: I can ...

A: Where should you get off?

B: At / In...

A: Are you going to ...?

B: Yes, I am. / No, I am not.



- 4 Read the text and write down the information that you have learnt (4-5 sentences). Start like this.

- I have learnt that...
- I have understood that ...
- I have thought that ... but now I know that ...

If you look at the Earth from the space you will see it is a round ball with a land, seas, oceans, continents and even countries. They look very beautiful.

All the countries have interesting people, places, animals and plants. People of different nationalities live in these countries. They speak different languages. Each country has its national flag, anthem and its own traditions and customs.

How do we know about it? This information came to us due to the curious and brave people who travelled and explored the world around them. Their discoveries help to learn many interesting things about the planet we live on.



LOOK BACK!

5 Discuss in a group.

- 1 Men have travelled ever since they first appeared on earth. Why do people travel?
- 2 Why do people take a camera with them? What do they usually photograph?
- 3 What do we see and learn while travelling?
- 4 How do different people spend their holidays?
- 5 What ways of travelling do you know?
- 6 Have you ever taken a holiday cruise along the Black Sea coast or down the Dnipro River?
- 7 Some people prefer to travel on their own and hate travelling in a group. What about you?

6 a) Read what Taras told his friends in Ukraine about Great Britain.

I have heard a lot about Britain. Some things are as I have expected. I've heard that English people are reserved¹. That's true. When I went on the Underground it was funny for me to see

people sitting and reading newspapers. I couldn't understand why no one talked or smiled. But some things are not as I have expected.

I haven't expected London to be so international with so many people from

¹reserved [rɪ'zɜ:vɪd] — стриманий



Lessons 1-2

different parts of the world! Students from all over the world come to study English in London.

I have heard that the British are polite and well-mannered people. It's true. They use phrases such as 'Please', 'Thank you', and 'Excuse me' very often. One more thing I have understood. It is about queuing¹. At bus stops and cinemas, in shops, banks and post offices and in lots of other places I had to join the queue and wait for my turn. So, I have understood that every person is polite here in the way that is normal to people in Britain.

I have learnt the Englishmen are great home lovers. Many British families have got their own houses. They are fond of gardening and keep lawns² and trees near their houses neat and beautiful.

I have enjoyed my stay in the UK!

b) Tell what Taras:

- | | |
|--------------------------------|---------------|
| ● has expected about Britain | ● has learnt |
| ● hasn't expected | ● has enjoyed |
| ● has understood about queuing | |

¹to queue [kju:] — стояти в черзі

²a lawn [lɔ:n] — газон, клумба

FOCUS ON UKRAINE

READING

1 Read the letter below and say if foreign tourists like to visit Ukraine?

Hello, everyone!

I asked my pen-friend from Ukraine to tell me more about his country. He has sent me this letter. I'm going to share the information with my friends. They don't know much about Ukraine. They only know about three Ukrainian sportsmen Volodymyr and Vitaliy Klychko and Andrij Shevchenko.



Hi, David.

My country is Ukraine. It is situated in the centre of Europe.

Its territory is 603,7 thousand square kilometres.

Ukraine has got a long history. Its territory was a part of Kyivan Rus, an ancient state hundreds of years ago. Today Ukraine is an independent country. Kyiv is the capital of our country. It is very beautiful. Ukrainians live in small towns and big cities. A lot of them live in villages. Ukrainian people are talented and friendly. They have got their own language, culture, customs and traditions. Two colours on our National Flag — yellow and blue — symbolize Ukraine's golden fields of grain under blue skies.

Many tourists from other countries visit Ukraine every year. They spend their holidays, learn about the history and culture of the Ukrainian people. Kyiv and Lviv, Chernihiv and Donetsk, Odessa and the Crimea, the Black Sea and the Carpathians¹ are some of the popular places visited by foreign tourists and businessmen. They enjoy their visit to Ukraine and come back again.

¹the Carpathians [ðe kɑ:'peɪθiənz] — Карпати

Lesson 3



2 Read again and finish the sentences.

- 1 Ukraine is ...
- 2 Its territory was a part of ...
- 3 Today Ukraine is ...
- 4 Ukrainian people live ...
- 5 They are ...
- 6 They have got their own ...
- 7 Two colours of the Ukrainian flag symbolize ...
- 8 Many tourists ...
- 9 They enjoy ...

3 Match adjectives with nouns as in the letter.

ancient	country
talanted	city
independent	flag
national	people
foreign	tourists

VOCABULARY BOX

independence

[,ɪndɪ'pendəns]

territory ['terɪt(ə)rɪ]

ancient ['eɪnʃ(ə)nt]

foreign ['fɔːrɪn]

independent

[,ɪndɪ'pendənt]

national ['næʃ(ə)nəl]

4 Read and guess what travellers say about Ukraine.

They say that Ukrainians	are have got	lazy bones. hard-working. great tea-drinkers. kind people. great borsch lovers. talented. beautiful girls. a long interesting history.
--------------------------	-----------------	---


5 a) Read the information of two Ukrainian children that they have sent to kids.world@gb.

Message: Edit Search Utilities Spell Checker Privacy View Options

From: Danylo
To: Kid's World
Subject: Native town

Hello, my name is Danylo. I'd like to tell you about my native town Nizhyn. It is in Chernihiv region. It stands on the Oster river. Nizhyn is 855 years old. 81,000 people live here. Nizhyn was a famous centre of culture and arts. Poets Taras Shevchenko, Oleksandr Pushkin and many other well-known people visited Nizhyn. Writer Mykola Hohol studied in Nizhyn. There are many monuments, churches and museums in my town. There is the Art Gallery and Drama Theatre in Nizhyn. We are proud of our town. Come and see true historical places!

Nizhyn university



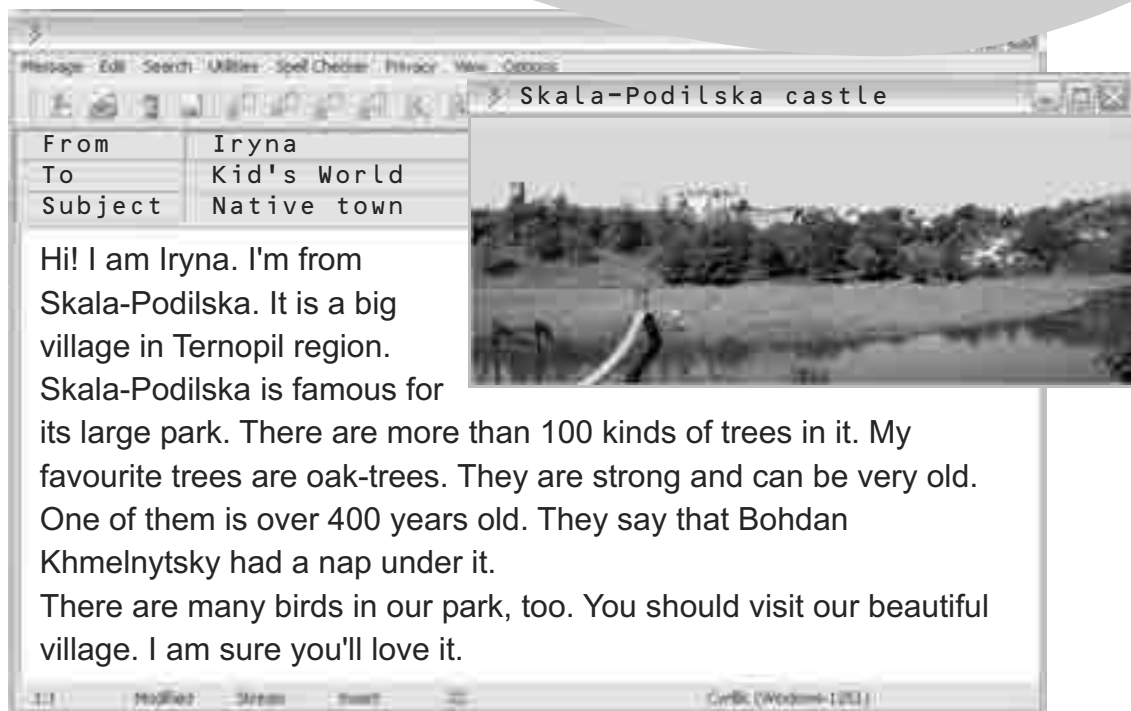
VOCABULARY BOX

region ['ri:dʒ(ə)n]

be famous ['feɪməs] **for**

be proud ['prəʊd] **of**

Lesson 3



b) Ask and answer in pairs.

A

- 1 What region is Nizhyn in?
- 2 Is Nizhyn a city or a town?
- 3 What was it famous for?
- 4 Who visited the town?
- 5 Who studied there?
- 6 What does Nizhyn look like?
- 7 Is there a circus in the town?

B

- 1 Is Skala-Podilska a town?
- 2 What region is it in?
- 3 What is Iryna proud of?
- 4 How does the park look like?

6 Use the map of Ukraine. Agree or disagree.

- 1 Uman is in Cherkasy region.
- 2 Melitopol is in Zhytomyr region.
- 3 Odesa is proud of its friendly people.
- 4 Donetsk is well-known as a very ancient city.
- 5 The Crimea is famous for its summer camps for children.
- 6 Lviv is proud of its historical places.
- 7 Yalta was the capital of Ukraine in old times.

LISTENING



1 Before listening speak on holiday traditions in Ukraine.

- What holidays do Ukrainian people celebrate every year?
- What holidays does your family celebrate?
- Are there any traditions in your family?
- Do you keep the traditions?



2 Listen about some holidays in Ukraine and choose the right answer (a), (b) or (c) to complete the sentences below.

1 Christmas and ... are public holidays in Ukraine.

- a) Humour Day
- b) Victory Day
- c) St. Nicholas's Day

2 St. Valentine's Day and ... are not days off.

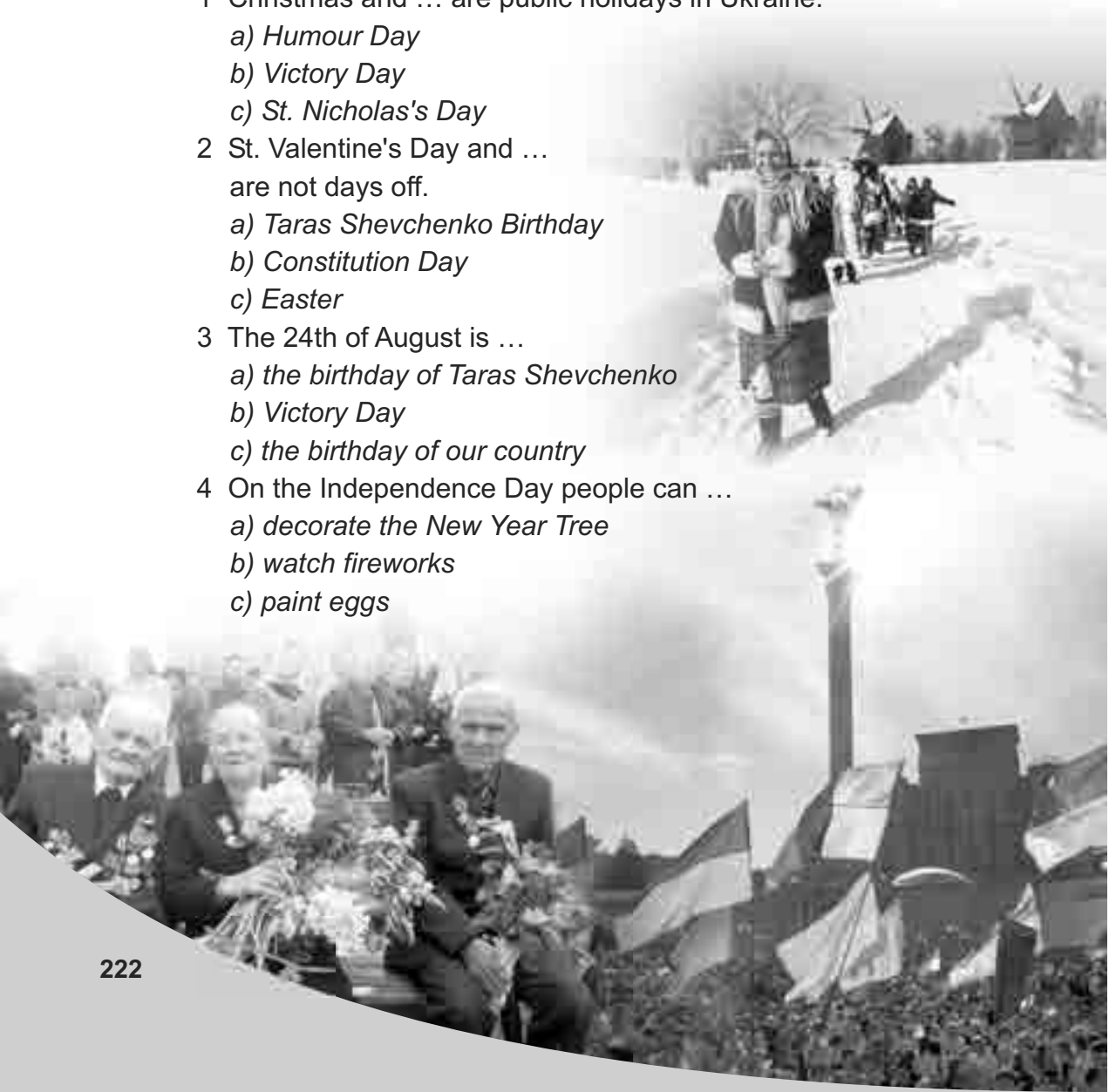
- a) Taras Shevchenko Birthday
- b) Constitution Day
- c) Easter

3 The 24th of August is ...

- a) the birthday of Taras Shevchenko
- b) Victory Day
- c) the birthday of our country

4 On the Independence Day people can ...

- a) decorate the New Year Tree
- b) watch fireworks
- c) paint eggs



Lesson 3

3 Ask and answer about holiday traditions in Ukraine. Work in pairs.

What can you tell about Ukrainian Easter traditions?

In Ukraine people make Easter baskets. They cook an Easter cake. It is called 'paska' or 'babka'. Ukrainian people paint eggs beautifully. They put Easter cake, some sausages, Easter eggs and some ham into their baskets. On Easter they go to church with the baskets. After that, each family usually has a holiday lunch or dinner. They thank God, sing Easter songs and have fun.

- Christmas traditions
- the traditions on Ivana Kupala Day
- St. Nicholas's Day
- New Year's traditions
- Women's Day
- Humour Day traditions

4 Find a photo of celebrating a holiday. Comment the image. Use the example.

Example:

These are my winter holidays photos. My friends and I are having a Christmas Vertep show here. I am acting as a king. We are singing kolyada songs. 'Kolyada' is a Ukrainian Christmas carol.





5 Listen and sing along.

MY EASTER BASKET



"I have a basket, it's for Easter".

"What's in the basket?

Please tell me".

"Paska, babka, cheese and butter.

Ham, horseradish¹ and kovbasa.

With some onions and beet radish²,

A painted egg and coloured ones.

And an Easter Egg!

We are going to light a candle,

Go to church and have it blessed,

And together we'll all sing out.

Christ is Risen!

Indeed He has Risen!"

GRAMMAR



1 Read and compare.

I **have done** my homework. (Present Perfect)

I **did** my homework **yesterday**. (Past Simple)

PAST SIMPLE TENSE

вказує на дію,
яка мала місце
у минулому, часто
із зазначенням часу.

I **went** to Paris in **1987**.

I **saw** the President
last summer.

PRESENT PERFECT TENSE

вказує на дію, яка хоча і почалась
у минулому, але має зв'язок
із теперішнім (завершилась
або продовжує тривати і впливає
на теперішню ситуацію).

I **have been** to Paris **already**.

(And I can tell about the city.)

I **have never seen** the Pyramids.

(And I would like to see the place.)

¹horseradish ['hɔ:s,rædɪʃ] — хрін

²radish ['rædɪʃ] — редис



Lesson 3

2 Make up the questions.

Have	you	ever	done it?	What	did	I	do?
	we		seen it?	Where		you	do it?
	they		eaten it?	Why		we	see it?
			bought it?	When		they	eat it?
				How		she	buy it?

3 Read the sentences choosing the correct tense form of the verb in brackets.

- 1 My brother (*finished* / *has finished*) school last year.
- 2 His sister (*didn't finish* / *hasn't finished*) school yet.
- 3 I (*haven't seen* / *didn't see*) Tom today.
- 4 (*Have you met* / *did you meet*) before?
Yes, we (*have met* / *met*) once. It (*was* / *has been*) in Spain.

4 Put Yes / No and Wh-questions to the following sentences. Use correct tense forms of the verbs.

Example: I've been to the United States.

Have you ever been to the United States?

I went there in 1995.

I tried Indian food there.

I live in Kyiv.

I've lived there all my life.

My granny has written a letter.

She wrote a letter last night.

I did my work this morning.

I have done lots of work.

5 Practise the dialogues in pairs. Use the words from the boxes to change the underlined words.

a) A: Have you ever studied English before?

B: Yes, I have.

A: Where did you study it?

B: I studied it at school.

French
German
Spanish
Russian

at evening classes
at home
at college

- b) C: Have you ever seen a fire?
 D: Oh, yes, I have.
 C: When did you see it?
 D: I saw one in Manchester
 in 1976.

in 1969
 in 1977
 in 1993
 in 1985

a Queen
 the President
 an elephant

6 Complete the dialogues as in the example.

Example:

A: **Have** you ever **seen**
 a giraffe?

B: Yes, I **have**.

A: Where **did** you **see** it?

B: I **saw** one at the Zoo.

A: Have they ever met a
 famous person?

B: Yes, they have.

A: Who did they ...?

B: They ... the President.

A: ... you ever ... in hospital?

B: Yes, I have.

A: Why ... you in hospital?

B: Because I ... very ill.

A: Has she ... been to Kyiv?

B: Yes, she ...

A: When was she there?

B: She ... there last summer.

7 Read the information for the travellers in Ukraine.

Use Present Perfect Tense and make sentences about Bill as in the example.

Trip to Ukraine should be well-planned. Travellers can take personal things and souvenirs with them.

Travel agency can help you with transport, train tickets, hotel and meals. Travel agents can give you advice as for the shopping, health and bank service. They can help with an interesting cultural programme — with visiting galleries, museums and theatres, historical places or art festivals. You may take short



Lesson 3

trips around the country by bus or train. Be prepared for other kind of meal. You can enjoy some of the finest dishes in Eastern Europe and try Ukrainian borsch and varenyky, Chicken a-la-Kyiv, the rolled filled pancakes, or delicious Ukrainian brown bread.

Good luck and enjoy your time in Ukraine!

Example: *Bill has planned his trip to Ukraine. He has taken his personal things already and souvenirs for friends.*

Continue.

VOCABULARY BOX

advice [əd'vaɪs]

agency ['eɪdʒ(ə)nsɪ]

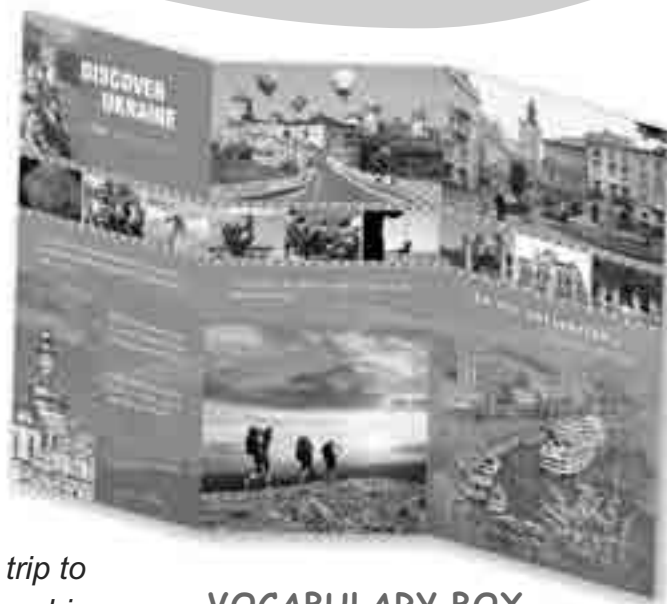
dish [dɪʃ]

trip [trɪp]

SPEAKING

1 Answer the questions.

- 1 What things can travellers take?
- 2 How can travel agency help?
- 3 What is a cultural programme that travel agent can help you with?
- 4 How can you take short trips around Ukraine?
- 5 What national dishes can traveller taste in Ukraine?



2 Read, then agree or disagree.

These are the paragraphs from the foreigners' diaries.

For most Ukrainians "pivden" (the South) is the Crimea, where they go on their vacations by the Black Sea on Summer Holidays. Though lots of nationalities live in the Crimea, they haven't got enough international food cafes.

Ukrainians are not different from the other Europeans. They also like to travel, meet other people, enjoy life's pleasures and give their love to sports.

3 a) Read the dialogue and say if Jim likes going to circus.

Mum: So, how do you like the town?

Jim: It's small, but nice. There is a beautiful park in your town. I've seen some places of interest and I have bought some souvenirs.

Mum: Really? And what are you going to do tomorrow?

Artem: We can go to the museum or to the Zoo...

Mum: How about going to the circus? There is a good programme today.

Jim: Good idea! I like watching circus shows.

b) Act out the talk in a group of three.

4 Look and tell about Kaniv. Use the fact file below.

City: Kaniv

Country: Ukraine

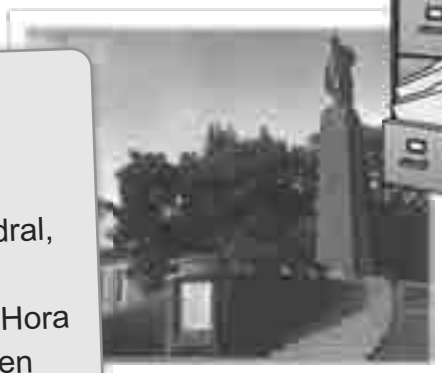
River: Dniπρο

Not far from: Cherkasy

Places of Interest: Uspensky Cathedral,
many monuments and museums,

Shevchenko's grave¹ on Tarasova Hora

People think of the city as: old, green
and beautiful



¹grave [grave] — могила

Lesson 3

5 Introduce your country.

Use the words from the box.

national, ancient, a part of Kyivan Rus, talented, centre of Europe, customs and traditions, language and culture, square kilometres, to symbolize

- 1 What is Ukraine?
- 2 Where is it?
- 3 Is it large?
- 4 What do you know about the history?
- 5 Is it an independent country now?
- 6 When do we celebrate the Independence Day?
- 7 What is the Capital of Ukraine?
- 8 What are the Ukrainians like?
- 9 What are the national symbols of Ukraine?

6 Read and act out in pairs.

Jim: What a sight! What a beautiful river!

Oksana: This is the Dnipro — the biggest river in Ukraine.

Jim: Can you tell me how Kyiv took its name?

Oksana: There is a legend about three brothers and their sister Lybid. The brothers' names were: Kyi, Schek and Khoryv. They built the city and gave it a name after their eldest brother Kyi. That's why the city is called Kyiv.

Jim: That's really interesting...



7 Role-play the situation. Work in a group of three.

Some American children are visiting your town / village.

Pupil A, you are going to show your town / village.

Pupils B and C, you are asking the questions about the name of a town / village.

- the founder of the town / village
- history or legends
- places of interest



8 Listen and sing along.

THE INK IS BLACK, THE PAGE IS WHITE

The ink¹ is black, the page is white,
Together we learn to read and write.
To read and write.
And now a child can understand,
Ukraine is our Motherland².

The board is black, the chalk is white,
The words stand out so clear and bright,
So clear and bright.
And now at last clearly see
Ukrainian people are Family.

The child is black, the child is white,
The whole world looks upon
the sight,
A beautiful sight.
For very well the whole world knows,
This is the way our Friendship³ grows.

¹ink [ɪŋk] — чорнило

²motherland ['mʌðərlænd] — батьківщина

³friendship ['frendʃɪp] — дружба



Lesson 3

WRITING



1 Copy and complete the letter with the words from the box.

Easter, Easter cake, Ukraine, God, church, paska, family, songs, eggs, big dinner, hello, music

Dear David,

(1)... is a great holiday in (2)... . On Easter Sunday people usually go to (3)... , give thanks to (4)... , sing (5)... , listen to (6)... . In Ukraine we make (7)... An Easter cake is called (8)... . we paint (9)... , too. Families have a (10)... Say (11)... to your (12)....

Yours,

Taras



2 Choose one of the Ukrainian towns and write the information for kids.world@gb.

Work in a group of four.

Use the plan below.

- the region the town is in
- the thing or the person it took its name after
- well-known people, who visited the town or lived there
- the things it is famous for
- the places of interest

FILE FOR
PROJECT

PLANS FOR SUMMER

READING



1 Say which of these activities you can do during holidays. Why?



- go surfing
- buy souvenirs
- see place of interest
- go fishing
- go camping
- make new friends
- sunbathe
- go on a boat trip
- gather mushrooms
- go shopping

2 Read the letter and find out what way Taras is going to spend his summer holidays.

Hello, Pam!

Soon the school will be over. I have learnt a lot of new things. I have done a lot of listening and talking, reading and writing at my English lessons at school. We have learnt grammar rules and a lot of new English words. I had some problems with spelling, but I did all my best to spell better. I think writing letters to you has been a good practice in spelling, too. But my favourite activity is acting out the dialogues and role-playing. I enjoy putting the plays on, too.

Yesterday our class had a Playday Party. We felt as if we were real actors and actresses. We had a lot of fun: we put plays, played games, had contests, sang and danced. It was great!

Lesson 4

Summer holidays are coming and it will be the time to play, make new friends, swim in the river or go fishing...

I am not sure about the places my family is going to visit. But there is one thing I know for sure. I'll visit my dear grandparents. I haven't been to their place for two years. It will be great to spend some weeks in the countryside. I enjoy walking in woods, gathering mushrooms and my grandad's storytelling. I like riding a bike and watching the beauty of nature.

I hope my grandparents will be pleased to see me. I have become two year older and now I can help them about the house and even take care after my granny's hens and ducks, too.

What are you going to do this summer? Is there a plan of spending holidays for your family? Do you like being in a village? Have you got good marks at school? How do you feel? Hope, you'll write me back soon.

Bye for now.

With best wishes,

Taras

VOCABULARY BOX

actor ['æktə]

actress ['æktɹɪs]

practice ['præktɪs]

to pretend [prɪ'tend]

to promise ['prɒmɪs]

● **go surfing** ['sɜ:fɪŋ]

● **put the play on**



3 Ask and answer in pairs.

- 1 What has Taras done at his English lessons at school?
- 2 What was his problem about English?
- 3 What did help him to spell better?
- 4 What is Taras's favourite activity he does in English lessons?
- 5 What is he going to do in summer? Why?



4 Imagine you are Pam.

Answer Taras's questions.

REMEMBER!

become — became — **become** [bi'kʌm]

feel — felt — **felt** [felt]

5 Discuss in pairs.

- 1 When will the school year be over?
- 2 What form will you be in the next year?
- 3 Have you learnt a lot this year?
- 4 What English books and stories have you read?
- 5 What have you learnt to do in English?
- 6 Did you start planning your summer holidays now?
- 7 Will you go to the village, camp, the seaside or another city?
- 8 When will you go there?
- 9 What will you do there?
- 10 Would you like to travel in summer?
- 11 What places would you like to visit?
- 12 Does your class have a picnic (a party, an excursion) each year before summer? Where are you going to go this year?

Lesson 4

GRAMMAR

REMEMBER!

THE FUTURE SIMPLE TENSE (Майбутній неозначений час)

+

I / We **shall go** on holidays.

You / He / She / It / They **will go** on holidays.

-

I / We **shan't go** on holidays.

You / He / She / It / They **won't go** on holidays.

?

Shall I / we go on holidays?

Yes, I / we **shall**.

No, I / we **shan't**.

Will you / he / she / it / they **go**
on holidays?

Yes, you / he / she / it / they **will**.

No, you / he / she / it / they **won't**.

shall not = **shan't** [ʃɑ:nt]

will not = **won't** [wɒnt]

**Read § 3,
page 262**

1 Put the verbs into the correct forms.

Read about the holidays in the future.

A hundred years from now, holidays ... (be) different! Most people ... (have) very busy lives and they ... (not / have) time to go on a real holiday. There ... (be) special computers in every home. You ... (use) these computers to go on a virtual holidays! All you ... (need) is buttons. The computer ... (do) the rest! So easy! You ... (not / spend) a lot of money, you ... (not / need) a passport and you ... (not / get) a sunburn!

2 Look and say as in the example. Work in a group of three.

In one hundred years... children will drive cars to school.

Yes, they will. I think, they will.

No, they won't. I don't think they will.

- every schoolchild will study 5 foreign languages
- all people will live in cities
- people will be able to spend their holidays on the Moon
- people won't be ill
- any person will be able to live one hundred years

3 Read and compare.

shall / will

- It's hot in here.
- I'll open the window.
(раптове вирішення ситуації)
- I'll do my morning exercises every day on holidays. (обіцянка)
- In a hundred years people **will** go to the moon on holidays. (передбачення)

going to

- Why have you bought so many vegetables?
- Because I'm **going to** make a salad. (попередній намір)
- I have put my PT suit on because I **am going to** do my exercises. (намір)
- I **am going to** buy a new computer next month.
(намір)

**Read § 6,
page 263**

4 Make sentences about your future holidays. Use 'going to / not going to'.

Example: I am going to put up a tent.
I am not going to travel by train.

- | | |
|--------------------|-----------------|
| ● go on a trip | ● go swimming |
| ● go fishing | ● buy souvenirs |
| ● eat local dishes | ● take photos |

5 Read and say as in the example.

Example: I'll make some meal.
No, I'm not going to make meals today.

Use the following: bring glasses, make a cake, go shopping,
change the song, put up a tent, make fire.

Lesson 4

6 Make up questions to find out 'who' or 'what', 'why' or 'when' is going to or will do something.

Example: I won't be a football player.

Why will you not be a football player?

- 1 I'm going to train hard every day.
- 2 Tom will travel around the world when he is grown up.
- 3 We'll play football and they'll enjoy watching us.
- 4 Linda is going to buy a new car.
- 5 He is going to write a story about his dad.
- 6 I'm going to study hard and enter a good college.
- 7 I'll do my best at college.
- 8 I am going to become a doctor.
- 9 I shall help sick people.

7 Choose 'going to' or 'shall' to complete the text.

I know well what I ... (*am going to be / shall be*) when I grow up. I want to teach English, so I ... (*am going to be / shall be*) an English teacher. I like to read and I like spending time with children. After primary school I ... (*am going to go / shall go*) to grammar school. I ... (*am going to study / shall study*) English language and literature. I ... (*am going to read / shall read*) a lot, write interesting stories and I ... (*am going to work / shall work*) with children when I grow up. I think I ... (*am going to be / shall be*) a good English teacher. Yes, I ... (*am going to do / shall do*) my best to become an English teacher.



LISTENING



1 Listen to the girls' talk about their plans for holidays and find out where they are going to spend them.



2 Listen again and answer the questions.

- 1 Who is going to the Bournemouth ['bɔ:nməʊθ]?
- 2 Who isn't going to go to the beach?
- 3 Who will fly to Brazil?
- 4 Who is going to live in a small house?
- 5 Who is going to rent a boat and waterski?
- 6 Who is going to travel around a country?
- 7 Who is going to hang around with his friends?
- 8 Who won't stay in a hotel?

3 Ask and answer in pairs as in the example.



Lesson 4



Example:

I'll go swimming.
What about you?

I think I'll...

4 In pairs, talk with each other as in the example.

Use: a rucksack
a boat
some bikes
a swimming suit
a tent
a compass
a map

Example:

We're going to take a camera.

Oh, good! We'll be able to take photos!

5 You are going to have a holiday for a week.

Write a programme for each day.



6 Listen and sing along.

I want to go
Some place where the sun is yellow
And the sky is blue,
Some place where
The grass is green
And there is a swimming pool!

I want...
Sun that is yellow, yellow, yellow;
Sky that's blue, blue, blue;
Grass that's green, green, green
And sparkling¹ pool that's cool!

¹sparkling ['spa:kliŋ] — виблискуючий

I WANT TO GO



SPEAKING

1 Share the ideas with your group. Use the phrases below.

- Why do you like summer holidays?

I like summer holidays because I can live in a tent.

- live in a tent
- make a fire
- take part in concerts
- play sports
- read a lot
- gather berries and mushrooms
- have fun in a camp
- have long walks
- play with my friends
- get up late in the morning
- travel
- play a lot outdoors
- sunbathe
- enjoy living in a village

2 Look, ask and answer in pairs.

SUMMER CAMP TIMETABLE

WEDNESDAY

8:00	waking up	4:00	dinner
8:30	morning exercises	5:00	team games
9:00	breakfast	7:00	supper
10:00	going to the river	7:30	watching a film
12:30	lunch	8:30	having a bath
1:30	having a nap	9:00	going to bed

What time are they going to?
Are they going to at ... o'clock?

What are they going to do at 8(...) o'clock in the morning?

They are going to get up (...).

Lesson 4

3 Ask and answer as in the example.

When are they going to swim in the swimming pool?

On Monday.



4 In pairs speak about your plans and intentions¹ for this weekend.

5 Read the dialogue and make up a similar one.

A: Where are you going to spend your holidays?

B: I'm going to spend them in the village.

A: How long are you going to stay there?

B: For three weeks, I think.

A: Are you going by train?

B: No, we are going by bus.

Act out your dialogues in pairs.

¹an intention [ɪn'tenʃn] — намерение

6 Imagine you are on holiday. What are your plans for the summer? Use the plan and tell your partner.

- Where are you?
- Who with?
- How long are you going to stay?
- Where are you going to stay?
- What are you / your family going to do?

WRITING

1 Fill in the letter with the words from the box.

underwater, photos, Zoo, exciting, tent,
scuba-diving, stay, mountain biking

Dear Liz,

We are having a great time here in New Zealand! We've done some really ... things. Yesterday we went ... it was fantastic! Ron took ... They are wonderful. Today we are going to look at the animals in the ...

Tomorrow we're going to take our ... so we can ... for a night in the mountains. On Friday 23 we're going to go ...

I say goodbye for now.

Yours,

Tom



Lesson 4

LEARNING TIP

If you are going to write a letter to your pen-friend follow the steps.

Step 1 Think what you will write about.

Step 2 Make up a plan of your letter.

Step 3 Write a letter, check your spelling and correct mistakes.

Step 4 If everything seems to be all right, write the letter down on a special sheet of paper and present it to your class: read it aloud.

Step 5 You can arrange a contest 'The Best Letter to a Pen-Friend', make a gallery of your works and vote for the best letter.

2 *Imagine you have just arrived in a place to spend two weeks on your summer holidays. Write a letter to your friend about what you are planning to do.*



Dear ...,
Hi! How are you? We arrived
... and we're really ...
We're going to...
My mum ... My dad...
I'm ...
That's all for now.
See you in ...
Love,
...



LOOK BACK!

1 Read and speak of what Mr Sorry and Mr Jolly say.

Do as in the example.

Example: (play football)

Mr Jolly: I played football when I was young.

Mr Sorry: I've never played football.



This is Mr Jolly.
Mr Jolly did a lot
of things when
he was young.

This is Mr Sorry.
Mr Sorry has
never done
anything.



- | | | |
|-----------------|------------------|--------------------|
| ● read books | ● play snowballs | ● paint pictures |
| ● sing songs | ● ride a bicycle | ● meet a Ukrainian |
| ● write stories | ● do parties | ● go skiing |
| ● go to Ukraine | ● learn French | ● work hard |

2 Say what you have learnt at your English lessons this year.

3 a) Read the letter and answer the questions below.

Dear Mary,

We're having a great time here in Australia! We've done some really exciting things! Yesterday we went shopping. It was fantastic! We bought a lot of things!

Today, we are going to go to Sea World and look at the dolphins. We have got cameras and we'll take lots of photos. On Thursday, we are going to visit Brisbane Forest Park. We'll go on the "Night Wildlife Tour". I can't wait. It sounds really exciting!

See you soon,
John.



Lessons 3–4

- Who's writing a letter?
- Where is he? What is he doing?
- What has he done?
- What did he do yesterday?
- What is he going to do today?
- What will he do there?
- What is he going to visit on Thursday?
- Where will he go?



b) Identify the tense forms of the verbs used in the letter above. Write out them into the columns of the table.

Present			Past	Future	
Perfect	Simple	Continuous	Simple	Simple	'going to'

4 Read and answer the questions.

There are many big cities and beautiful towns in Ukraine. Each of them has its own ancient name. Some of the towns took their names after their founders or national heroes. Danylo of Halych gave his son's name Leo (Lev in Ukrainian) to the town of Lviv.

Other towns took their names after the names of their regions. Kharkiv, Uzhhorod, Luhans'k, Poltava grew on the rivers with the similar names.

- How did the Ukrainian cities and towns get their names?
- Who was the founder of Kyiv?
- What / who did your town or village take its name after?

Coats of Arms



Lviv



Kharkiv



Uzhhorod



Luhans'k



Poltava



Kyiv

LOOK BACK!

5 Tell your partner what you are going / not going to do this summer.

This summer I'm going to...

I'm going to ...

I'm not going to ...

6 Discuss in a group.

- What places would you like to visit in summer? Why?
- Where are you going to spend your holidays?
- How long are you going to stay there?
- What are you going to do there?
- Which summer month will you spend with your parents?
- What plans have your friends got?
- What places would they like to see?

7 Design a new stamp for our country.

FILE FOR PROJECT

- 1 Think over some things which can be symbols of Ukraine (storks (лелеки), guilder rose (калина), kozaks or some others).
- 2 Work in groups. Ask the members of your group what they think about each symbol.
- 3 Find or draw a picture of it. Make it the size of half a page.
- 4 Don't forget to write the name of your country in English.
- 5 Write the information in two sentences on the stamp.





1 Listen and read the story.

HOLIDAYS

"Where are you going to spend your holidays?" Myshko asked his friends when they were on their way home from school.

"I don't know," Victor said, "my father and mother have not decided yet. This evening we are going to speak about it."

"But I know," Lora said, "we usually spend our holidays at the seaside. We enjoy holidays at the Black Sea, we like to swim and sunburn, and go on all kinds of interesting excursions."

"We also go to the seaside in summer," Vira said, "but this year my parents decided to spend our holidays in Kyiv."

"Oh, it's wonderful! You'll see all the interesting places, exhibitions, museums, parks and theatres there," Myshko said.

"We were in Kyiv last summer, and we had a very good time there."

"And where are you going to spend your holidays this summer, Myshko?" Vira asked.



"I'll stay in town for a month and then I'll go to my uncle. He lives in a small village of Polissia."

"Why don't you ask me about my plans for the holidays?" Serhiy asked.

"Tell us, please!" all of them said at once.

"I have a cousin, who lives in Lviv. She is coming to stay with us this summer."

"Then it's very good. Let's spend our time together. You and me, and our cousins," Myshko said.

"A very good idea!" Serhiy said. "I like it very much. We'll go on excursions together. We'll play games, swim in the river, and go for walks in the woods. I think my parents will let us live in tents near the river."

"I don't want to go to the Black Sea now," Lora said suddenly. "I want to stay here and spend my holidays with you. It's so nice to live in a tent near a river."

"But it's nice to live at a seaside, too!" Serhiy said.

"I'll write to you from Kyiv," Vira said. "I am so glad I am going to Kyiv. I want to see everything and I want to go everywhere."

"But you can't be everywhere and see everything at once," Victor said.

"Certainly not. I know it. But I have a lot of plans, and summer holidays are so short.

When I'm at school,
The holidays seem far away,
And I think up all sorts
of ways
To make time fly away:
What I'll do,
And where I'll go,



And who I'll see.
Then the holidays come around,
And I've found
That I want the time to slow down.
But does it? No.
It won't go slow,
Quickly it will go.
And before I know where I am,
I'm back at school again."

"Oh, you speak like a poet, Vira."

"You know I like poems, and I try to write poems, but I can't."

"Yes, you can. This poem is very good."

"Don't laugh at me, Myshko."

"I don't," he said. "You know I always tell the truth. I'm an honest critic."

2 Answer the questions.

- 1 What are the children speaking about?
- 2 Where does Lora spend her summer holidays?
- 3 Where is Myshko going to spend his summertime?
- 4 Is Serhiy going to go on a trip?
- 5 Who is going to go to Kyiv?
- 6 What did Lora say suddenly? Why?
- 7 What does Myshko think about the girl's poem?
What do you think?

3 Discuss in a group.

- The popular places for the Ukrainians to spend summertime.
- The way (transport) your family usually travel in summer.
- The worst (best) summer you have ever had.
- Your plans for your summer holidays this year.

My Learning Diary



This unit is called



I like lesson best.



I think this unit is:

(tick what is true for you)

☐

easy

☐

not very easy

☐

difficult

- *Five important words from this unit are:*

- *Two difficult words from this unit are:*

- *Two easy words from this unit are:*

- *Two words from this unit that I don't like are:*

- *My favourite word(s) from this unit is (are):*



Unit 4

My Words in Unit 5

Lesson ①

Lesson ②

Lesson ③




Lesson ④

My Learning Diary



After the unit I can:

(tick what is true for you)

NOW I CAN			
● ask questions about a town / village			
● answer questions about my country			
● describe Easter traditions in Ukraine			
● speak on the symbols of my country			
● make a presentation of Ukraine			
● write about my country for a web-site			
● understand the difference between the Past Simple and the Present Perfect Tenses			
● ask questions in the Present Perfect Tense			
● speak on the results of the school year			
● say what summer holiday activities children like			
● speak on future events			
● express intentions			
● make predictions			
● discuss the ways of spending summer holidays			
● speak on my plans			
● tell about my friends' plans for summer holidays			
● identify tense forms I have learnt			
● write a letter from any place of my visit			
MY WORK			

GRAMMAR REFERENCE

(Граматичний довідник)

ІМЕННИК

§ 1. Множина

Множина іменників утворюється за допомогою закінчення **-(e)s**, яке додається до основи іменника: *a cat – cats; a cow – cows; a monkey – monkeys*.

Запам'ятайте такі особливості утворення множини від деяких іменників:

1. Якщо іменник закінчується на **шиплячий приголосний** або **-o**, додаємо закінчення **-es**: *a box – boxes; a boss – bosses; a bush – bushes; a potato – potatoes*.

Примітка: Деякі іменники на **-o** потребують для утворення множини закінчення **-s** (*photos; pianos; kilos*).

2. Деякі іменники, що закінчуються на **-f(e)**, змінюють **-f(e)** на **-v** і додають **-es**. Це такі іменники: **calf, half, knife, leaf, life, loaf, shelf, thief, wife, wolf**: *knife – knives, wife – wives*

Leaves are yellow in autumn. Two halves of the apple.

АЛЕ: *a roof – roofs; a safe – safes; a handkerchief – handkerchiefs*.

Вимова закінчення **-(e)s**:

після **глухих** приголосних: *cats* [s]; після шиплячих приголосних: *watches* [ɪz];

після **дзвінких** приголосних та голосних: *dogs; cows* [z]

3. Іменники на **-y** з попереднім приголосним при утворенні множини змінюють **y** на **i** і додають **-es**: *a fly – flies; a story – stories*.

Примітка: Запам'ятайте вимову слова **houses** ['haʊzɪz].

4. Запам'ятайте форми множини від таких іменників:

Child – children, man [mæn] – **men** [men], **woman – women** [wɪmɪn], **foot** [fʊt] – **feet** [fi:t], **tooth – teeth, goose – geese, deer – deer, fish – fish, mouse – mice, ox – oxen, sheep – sheep**

Іменник **people** має два значення *люди* (множина) та *народ* (однина): *a lot of people* — багато людей; *all peoples of the world* — всі народи світу

5. Запам'ятайте іменники, що вживаються лише в множині: **trousers** (штани), **glasses** (окуляри), **earrings** (сережки), **vegetables** (овочі), **stairs** (східці), **scissors** (ножиці), **jeans** (джинси) і т.ін.
6. Так звані збірні іменники (**a family, a crew, a choir, a team, an army, a class**) можуть сполучатися з дієсловами та замінюватися особовими займенниками як в однині, так і в множині. Якщо ми сприймаємо дану спільноту або колектив як єдине ціле, вживаємо дієслова або займенники в однині. Якщо ж маємо на увазі кожного члена спільноти окремо, вживаємо множину: *Our family is very*

big. — Наша сім'я дуже велика. *Our family have fair hair.* — Всі в нашій сім'ї мають світле волосся.

§ 2. Присвійний відмінок

Присвійний відмінок утворюється додаванням **'s** до основи іменника. Він означає **приналежність / володіння** і вживається з назвами живих істот: *Tom's room* — кімната Тома, *my father's hat* — капелюх мого батька.

Якщо множина іменника закінчується на **-s**, то при утворенні присвійного відмінка додається лише **апостроф**: *the dogs' houses, the boys' parents*

Якщо ж множина іменника не має закінчення **-s**, в присвійному додається **'s**: *the children's toys*.

Примітка: вимова **'s** співпадає з вимовою закінчення множини іменників **-(e)s**.

§ 3. Злічувані та незлічувані іменники

Злічувані іменники **можна порахувати**: *a boy, a bird, a flower, a day*.

Незлічувані іменники **не можна** порахувати: *air, hair, water, peace, poetry, progress*. Вони мають такі відмінності:

Злічувані іменники	Незлічувані іменники
1. Можуть вживатися з неозначеним артиклем : <i>This is a table.</i> <i>What a nice kitten</i>	1. Не вживаються з неозначеним артиклем: <i>This is snow.</i> <i>What fine weather!</i>
2. Утворюють множину і вживаються з кількісними числівниками: <i>There are five books on the shelf.</i>	2. Не утворюють множини і не вживаються з кількісними числівниками.
3. Вживаються зі словом many , <i>There are many pencils in the box.</i>	3. Вживаються зі словом much , <i>There is much water in the pond.</i>
4. Запам'ятайте іменники, які в англійській мові є незлічуваними і тому вживаються в однині: news (новина/новини), advice (порада/поради), furniture (меблі), money (гроші), fruit (фрукти), cream (вершки).	

Артикль

В англійській мові є два артиклі — **неозначений (a/an)** та **означений (the)**. Артикль ніколи не вживається самостійно, він завжди стоїть перед іменником (**a / the boy**) або перед його означенням (**a / the little boy**).

Вимова артиклів:

Артикль	Під наголосом	Без наголосу і
a (перед приголос.)	[i]	[ə]
an (перед голосним)	[æn]	[ən]
the	[ði:]	[ðə] (перед приголос.) [ði] (перед голосним)

Appendix

§ 1. Неозначений артикль

Неозначений артикль вживається перед

злічуваними іменниками **в однині** у таких випадках:

1. Коли ми називаємо щось або когось вперше або позначаємо приналежність об'єкту до певного класу предметів чи осіб. В цьому випадку значення артикля інколи можна передати словами **"якийсь / один"**:
*This is **an** elephant. Once I saw **a** very big snake. There is **a** plate on the table. **A** woman crossed the road.* (Якась жінка перейшла дорогу.)
2. Якщо артикль можна замінити словом **any** (будь-який) та перед іменниками, що мають узагальнююче значення: *Take **an** / **any** apple. A teacher is a person who teaches.*
3. Після слів *what* (в окличних реченнях): ***What** a clever child!*
4. Перед числівниками **hundred, thousand** та **million** та іменниками, які означають одиниці виміру, періоди часу і т.п., неозначений артикль може замінити числівник **one**: ***a** / one hundred* — сто; ***a** / one bottle of milk* — пляшка молока; ***a** / one thousand* — тисяча; ***a** / one hour later* — годинаю пізніше
5. В кількісних словосполученнях такого типу: *three times **a** week* — три рази на тиждень
6. В сталих виразах (див. також розділ "Прийменник"): *to have **a** talk; **a** number of...* (цілий ряд/певна кількість)

§ 2. Означений артикль

1. Означений артикль може вживатися перед іменниками як **в однині**, так і **в множині**, коли відомо, про яку саме річ або особу йдеться, тобто коли:
 - про це вже згадували раніше: *He's got a dog and a cat. **The** cat is very funny.*
 - іменник має означення, що індивідуалізує його значення (прикметник; підрядне речення; of + іменник і т. ін.): ***The** water in **the** lake is very cold. **The** cake I ate for breakfast was very tasty. **The** winter of last year wasn't frosty.*
 - означенням іменника є порядковий числівник, найвищий ступінь прикметника або слова **following, next, last** (в значенні «останній»): ***the** first floor, **the** best pupil, **the** next day, **the** last month, **the** following task*
АЛЕ: *last / next month (week, year)* з точки зору теперішнього часу: *We had **a** holiday **last** month.*
2. Означений артикль вживається також перед деякими категоріями іменників:
 1. Назви **унікальних предметів та явищ**, які існують в однині: ***the** Moon; **the** sky; **the** world;*
 2. Назви, вжиті в **узагальнюючому значенні**:
 - тварин та рослин: ***The** canary is a singing bird.*
 - явищ культури та наукових винаходів: *I don't listen to **the** radio. I go to **the** theatre.*
 - музичних інструментів: *to play **the** piano/guitar/violin;*
 - кліматичних та природних явищ: *Do you like **the** rain? We often go to **the** mountains. They live not far from **the** sea.*
 - збірні іменники, утворені від прикметників: *the young (молодь), **the** rich (багаті), **the** English (англійці), **the** Ukrainians (українці).*

3. Іменники **the north/south/east/west**: *to the north; in the south; the Far East; the West*.
4. Назви держав з позначенням державного устрою: **the United States of America, the United Kingdom**.
5. Назви кораблів, закладів культури, ресторанів та кафе, готелів: **the National Gallery, the Globe** (театр)
6. **Прізвища людей в множині**, якщо вони позначають всю сім'ю або кількох її представників: **the Smiths** (Сміти/сім'я Смітів).

§ 3. Відсутність артикля

Артикль **не вживається**:

1. Якщо перед іменником стоїть вказівний, присвійний, неозначений чи заперечний займенник, а також прикметники **many/much/every/each**: *this street; his hat; some/many apples; no/much snow; every day*
2. Якщо перед іменником або після нього стоїть **кількісний числівник**: *five interesting books; day two of the trip*
3. Перед **множиною злічуваних іменників** та **незлічуваними іменниками**, коли зміст потребує і неозначеного артикля (див. "Неозначений артикль", п. 1): *There are children in the yard. Do you have sugar?*
4. Перед такими власними назвами:
 - **імена та прізвища людей**: *Do you know Jack Brown?*
 - **назви континентів, країн та їх складових частин** (штатів, графств), міст, сіл, вулиць: *South America*

ПРИКМЕТНИК

§ 1. Ступені порівняння

Звичайний	Вищий *	Найвищий **
1. Однокладові: short hot fine	shorter hotter finer	(the) shortest (the) hottest (the) finest
2. Двоскладові на -у з попередньою приголосною: happy	happier	(the) happiest
3. Двоскладові та багатоскладові: famous interesting	more famous more interesting	(the) most famous (the) most interesting
4. Винятки: bad good far old little many/much	worse better farther, further older, elder less more	(the) worst (the) best (the) farthest (відстань), (the) furthest (the) oldest, (the) eldest (сім'я) (the) least (the) most

Appendix

- * Вищий ступінь часто вживається зі сполучником **than**: *The Nile is longer **than** the Amazon.*
- ** Найвищий ступінь часто вживається з прийменниками **in** (для позначення місця) та **of**: *The Nile is the longest river **in** the world. The Nile is the longest **of** all rivers.*
5. Прикметники можуть утворювати ступені порівняння, що мають зменшувальне значення, за такою моделлю: **less/(the) least** + прикметник
- less** attractive — менш привабливий
(**the**) **least** attractive — найменш привабливий
less happy — менш щасливий
(**the**) **least** happy — найменш щасливий
less thick — менш густий
(**the**) **least** thick — найменш густий
6. Найвищий ступінь порівняння прикметників утворює таку граматичну конструкцію:
- Gold is *one of **the most** expensive metals.* (Золото — один з найдорожчих металів.)
You are *one of my **best** friends.* (Ти один з моїх найкращих друзів.)

§ 2. Порядок прикметників

Якщо кілька прикметників стоять перед іменником і є його означеннями, то порядок цих прикметників залежить від їх значень.

1. Прикметники, які називають об'єктивні характеристики предмета вживаються у такому порядку:

1 розмір	2 форма	3 вік	4 колір	5 матеріал	6 походження
big	square			oak	table
		old	brown		coat
large			blue	woolen	Indian carpet

2. Прикметники, що називають суб'єктивні характеристики предмета, стоять на першому місці:
- a **beautiful** young girl; a **nice** small glass vase; a **boring** old black-and-white film*

ЧИСЛІВНИК

§1. Кількісні та порядкові числівники

Кількісні числівники означають **кількість предметів** і відповідають на запитання *How many?* (Скільки?)

Порядкові числівники означають **порядок при лічбі** і відповідають на запитання *Which?* (Який по порядку?)

§2. Числівники в різних конструкціях та сполученнях

Вік *I am fifteen (years old).* — Мені 15 (років).
 She is four (years old). — їй 4 (роки).

Час	5.00 — five (o'clock) (a.m. / in the morning; p.m. /in the afternoon)
	5.10 — ten (minutes) past five / five ten
	5.15 — a quarter past five / five fifteen
	5.30 — half past five / five thirty
	5.45 — a quarter to six / five forty-five
	5.50 — ten (minutes) to six / five fifty
Роки	1889 — eighteen eighty-nine
	1900 — the year nineteen hundred
	2000 — the year two thousand
Дати	June, 15 — the fifteenth of June / June the fifteenth
Температура	+10° — ten degrees above zero
	-10° — ten degrees below zero
	a hundred, three hundred, seven hundred
	one thousand, four thousand, fifteen thousand
	АЛЕ: hundreds of years — сотні років; thousands of books — тисячі книжок; millions of people — мільйони людей

ЗАЙМЕННИК

§1. Вказівні займенники

- Вказівні займенники **this / these** (цей / ці) позначають щось **наближене** в просторі або часі, а **that / those** (той / ті) щось **віддалене**.
- Вони можуть стояти перед іменником і бути його означенням, а також вживатися замість іменника: *Who are **these** people? Give me **this**.*

§2. Особові та присвійні займенники

Особа	Число	Особові		Присвійні
		Називний відмінок	Об'єктний відмінок	
1	Однина	I	me	my
	Множина	we	us	our
2	Множина	you	you	your
3	Однина	he	him	his
		she	her	her
		it	it	its
	Множина	they	them	their

- Займенник **I** (я) завжди пишеться великою літерою
- Займенник другої особи **you** вживається при звертанні до однієї особи (ти/ви) та до багатьох осіб (ви).

Appendix

3. Займенники третьої особи **he** (він) та **she** (вона) позначають людей та інколи тварин, а займенник **it** (він/ вона/воно) — неживі предмети та тварин. Займенник **they** (вони) позначає живих істот та неживі предмети:
*Is Kate at home? — No, **she** is out.*
*Where is my umbrella? — **It** is in your bag.*
*Did you see my shoes? — **They** are under the bed.*
4. Особові займенники в називному відмінку вживаються в реченні в функції підмета, а в об'єктному — в функції додатка:
He is my friend, (підмет) I know **him**. (прямий додаток) Give **him** a pen. (непрямий додаток) I'll talk to **him**. (прийменниковий додаток)
5. Присвійні займенники стоять перед іменником і є його означенням:
*This is **my** book.*
***Your** car is fast, but **mine** is faster. (підмет)*
*I haven't got a pen. Give me **your** pen. (додаток)*
6. Український присвійний займенник "свій" перекладається англійською мовою **присвійним займенником** відповідної особи:
Вона взяла свої окуляри. — *She took **her** glasses.*

§3. Деякі неозначені займенники

1. Займенник **much** — *багато, значна частина* вживається з **незлічуваними іменниками**, а займенник **many** — *багато із* **злічуваними іменниками в множині**. Порівняйте: *much* work, *many* days.
2. Займенники **some** і **any** (деяка кількість, кілька) вживаються як із злічуваними, так і з незлічуваними іменниками в однині і множині.
- Займенник **some** вживається, головним чином, у **стверджувальних** реченнях, де має значення «кілька, деяка кількість, деякі»: *give me **some** water, please. **Some** boys like playing hockey.*
 - **Some** вживається також у **запитаннях**, які виражають прохання, пропозицію або передбачають з'ясування чогось. *Can I have **some** more milk? Where can I buy **some** sweets?*
 - Займенник **any** вживається переважно у **питальних** реченнях, де він означає «будь-який, скільки-небудь» або просто підсилює питання, і в **заперечних** реченнях, де у сполученні з заперечною часткою він виражає просте або підсилене заперечення. *Is there **any** water in the jug? There isn't **any** milk in the bottle. Have you got **any** new books?*
 - У **стверджувальних** реченнях займенник **any** має значення «будь-який, всякий». *You can take **any** book you like. Do you need a black pencil or a red pencil? — Oh, **any** will do.*

ПРИЙМЕННИК

§ 1. Деякі прийменники місця

Прийменник	Значення	Приклади
at	1) в/на (точці) 2) на/в (установі/ закладі і т.п.) 3) за адресою 4) в якійсь частині цілого 5) в/на (кінцевий пункт руху) 6) на (якомусь заході)	1) at the crossroads 2) at the post-office/ station 3) I live at 3, Baker St., London. 4) at the back/front/top/ bottom of... 5) The lift stopped at the 3rd floor. 6) at the performance/ concert/ meeting
in	1) в (всередині) 2) в/на (країна/ місто/ село/вулиця/ місцевість) 3) на (півдні/півночі/ заході/сході)	1) in a room/pocket/an armchair; to swim in the river 2) in Spain/Poitava/a village/High Street/the mountains 3) in the South (of)
on	1) на (поверхні/ площині) 2) на (лінії")	1) on a table/chair/the Continent/the second floor 2) on the way home/ from London to Oxford; Kyiv is on the river Dnieper.

§ 2. Деякі прийменники часу

Прийменник	Значення	Приклади
in	1) в (століття/ роки/ пори року/ місяці/тижні); 2) через/за (якийсь час); 3) за (якийсь період)	1) in the 20th century/1999/winter/ May/the following weeks 2) I'll be back in a week/2 hours. 3) He swam 1 km in 15 minutes.
on	в (дні та дати)	on Monday/my birthday/the 5th of April
at	1) в/о (момент часу) 2) на (свята)	1) at half past three/ noon/that moment 2) at Easter/New Year
for	протягом (як довго?)	for 5 hours/three years; for hours; for the rest of his life
before	перед	before the performance/noon
after	після	after midnight/the lesson
by	до (щось сталося / станеться не пізніше якогось моменту)	He'll be back by next Monday.

Appendix

Примітка. Запам'ятайте такі сталі словосполучення з прийменниками часу:

- 1) **at present, in the past, in (the) future**
- 2) **in the morning, in the afternoon, in the evening, at night**

Із цими словами вживається прийменник **on**, якщо вони мають якесь означення, тобто, коли йдеться про конкретний ранок, вечір і т. ін.: **on Friday morning, on a warm summer evening, on the afternoon of September 23rd**

- 3) **at the weekend** — у вихідні дні (суботу та неділю)

ДІЄСЛОВО

§ 1. The Present Simple Tense

1. The **Present Simple Tense** називає **регулярну, повторювану дію або постійний стан в теперішньому часі**. Цей час утворюється так:
V (основа дієслова в 3 особі однини) + **-(e)s**
2. The **Present Simple** часто вживається з такими **обставинами часу**:
 - **every day/week/month/year; daily; weekly; on Sundays/Mondays/etc.; in the evening; in the morning; in the afternoon; in spring; etc.;**
 - **always; never; seldom; rarely; frequently; often; usually; sometimes** (прислівники, що з дієсловом в Present Simple звичайно стоять перед присудком але після дієслова be): *We go to school **every day**. They **often** play tennis. He is **never** late.*

§ 2. The Past Simple Tense

1. The **Past Simple Tense** вказує на дію, що регулярно або одноразово мала місце у **минулому** часі. Цей час утворюється так:
V(основа дієслова) + **-ed** (II форма дієслова)
2. При утворенні **Past Simple** у всіх особах однини та множини до основи дієслова додається суфікс **-ed** за такими моделями:
work – worked, phone – phoned, drop – dropped, travel – travelled, try – tried
3. Так звані **неправильні дієслова** утворюють Past Simple не за правилом і тому їх **треба запам'ятати** (див. таблицю неправильних дієслів **Irregular Verbs** III pages 278-279).
4. **Past Simple** означає:
 - а) **дію, що відбулась в минулому** (обставина часу в такому реченні — це, як правило, минулий момент або завершений відтинок часу — **in 1964; yesterday; last week / month / year; at 5 o'clock; etc):**
*She **came** home at 3 o'clock. They **finished** school last year.*
 - б) **стан або повторювану дію в минулому:**
*He **lived** in Lviv when he **was** young. We **swam** in the river every day in summer.*
 - в) **послідовні дії в минулому:**
*She **stood up, came up to the window and opened** it.*

§ 3. The Future Simple Tense

1. The Future Simple Tense вживається для вираження:

- **передбачення:** *People **will live** on the Moon in future.* (В майбутньому люди житимуть на Місяці.)
- **обіцянки:** *I'll **help** you.* (Я допоможу тобі.)
- **відмови:** *I **won't go** there.* (Я не піду туди.) / *I **shan't wash** the dishes.* (Я не митиму посуд.)
- **вірогідної дії** (в умовних реченнях та інколи після слів *I'm sure / I think / perhaps*):
*I think I'll **buy** it.* (Думаю, я куплю це.)
*Perhaps I'll **buy** it.* (Можливо я куплю це.)
*I'll **buy** it if I have money.* (... , якщо матиму гроші.)
- **майбутньої дії, рішення про яку приймається в момент мовлення:**
*Which ice-cream **will** you **eat**? — I'll **take** strawberry ice-cream.* (Яке морозиво ти їстимеш? — Я візьму полуничне.)

2. З дієсловом **be** може означати **заплановану на майбутнє дію:**

*There **will be** 15 people at my birthday party.* (У мене на іменинах буде п'ятнадцятеро гостей.)

§ 4. The Present Continuous Tense

1. The Present Continuous Tense утворюється так: **V**(основа дієслова) + **-ing**

2. The Present Continuous Tense позначає :

- **безперервну дію або дію, що відбувається в даний момент:**
*Our planet **is orbiting** the Sun.* (Наша планета обертається навколо Сонця.)
*We **are working** now / at this moment / at the moment.* (Ми працюємо зараз / в даний момент.)
- **тимчасову дію, що відбувається в теперішньому часі:**
*He **is writing** a new book **now / nowadays**.* (Він пише нову книгу зараз.)
- **дію, яка здається безперервною** (здебільшого тому, що є набридливою):
*He **is always / constantly eating** something.* (Він завжди/постійно щось їсть.)
*They **are talking** all the time.* (Вони весь час розмовляють.)

Примітка. Додавання суфікса **-ing** призводить до змін в основі дієслів, які закінчуються на:

- 1) приголосну + наголошену голосну + приголосну: *stop – **stopping**; begin – **beginning***
- 2) голосну + **l**: *trave/ - **travelling***
- 3) **-ie**: *lie – **lying**; die – **dying***
- 4) голосну + приголосну + **e**: *come – **coming**; take – **taking***

§ 5. The Present Perfect Tense

1. The Present Perfect Tense (теперішній перфектний час) утворюється за такою формулою: **have + V3** (Participle II)

Appendix

2. The Present Perfect Tense вживається:

а) Якщо дія відбулась в минулому, а її **результат**

якимось чином **відчувається зараз**. В цьому випадку в стверджувальних реченнях (та інколи в питальних) часто вживається прислівник **already** (вже), який стоїть після дієслова *have*, а в заперечних та питальних реченнях — прислівник **yet** (ще не), який стоїть в кінці речення:

We have already done the work and can go home. We have not done the work yet. Have you done the work yet?

б) Коли йдеться про **попередній досвід людини** (до теперішнього моменту). В цьому випадку можуть вживатися прислівники *seldom / often / always / never / ever / etc*, які стоять після дієслова **have**:

I have never been to Spain.

This writer has written many interesting books.

Have you ever heard this song?

г) Коли в реченні є обставина часу, що означає незавершений проміжок часу: (*today / this week / this month / this year*), а дія, про яку йдеться, вже відбулась:

We have had three lessons today.

д) Якщо обставиною часу є прислівник **just** (щойно), який ставиться після дієслова **have**, або **recently / lately** (нещодавно):

He has just left.

I've met him recently.

Примітка: якщо обставиною є сповосполучення **just now**, вживається **Past Simple**:

I did it just now. (Я зробив це щойно.)

Запам'ятайте: Present Perfect **ніколи не вживається з обставиною часу, яка вказує на конкретний момент або проміжок часу в минулому** (*in 1988 / at 5 o'clock / yesterday / a week ago / etc*). Саме тому цей час **ніколи не вживається в питальних реченнях, що починаються питальним словом *When?***

§ 6. Позначення майбутньої дії за допомогою **be going to**

1. Структура **be going to + V** має значення:

а) **Заздалегідь запланованої дії або наміру**, як з обставиною часу, так і без неї:

We are going to buy a new flat next year. (Ми збираємось купити нову квартиру наступного року.)

He is not going to look for a new job. (Він не збирається шукати нову роботу.)

What are you going to do this evening? (Що ти збираєшся робити сьогодні ввечері?)

б) **Майбутньої дії, яку можна передбачити**, виходячи з певних ознак в теперішній ситуації:

Look at those clouds. It's going to rain. (Подивись на ті хмари. Схоже, буде дощ.)

Примітка: Дієслово **go** в цій конструкції, як правило, пропускають, залишаючи лише **be going**:

He is going to Spain next week. (Він збирається їхати/іде до Іспанії наступного тижня.)

§ 7. Modal Verbs (модальні дієслова)

Більшість модальних дієслів мають два значення, **перше** з яких можна вважати **первинним** або головним. За першим значенням модальні дієслова дуже відрізняються: вони виражають **обов'язок, дозвіл, вміння** і т. інш., в той час як у **другому** значенні всі вони означають різні ступені **ймовірності**.

1. Can / could (здатність/вміння)

Головне значення дієслова **can** — фізична або розумова здатність до дії, вміння:

She can swim. — Вона вміє плавати.

He can speak English. — Він може говорити англійською.

В цьому значенні дієслово **can** може відноситись тільки до теперішнього часу, **could** — тільки до минулого, а еквівалент **to be able / unable to V** — може утворювати всі часи крім часів *Continuous*:

She could swim when she was a little girl.

She is able to swim.

She will be able to swim soon.

Заперечна форма: *I cannot / can't dance. I could not / couldn't dance.*

I am not able to dance. / I am unable to dance.

Питальна форма: *Can you dance?* — Yes, *I can.* / No, *I can't.*

Could you dance? — Yes, *I could.* / No, *I couldn't.*

2. May (дозвіл)

Значення "дозвіл/прохання" можуть передаватись модальним дієсловом **may**
May I come in?

3. Must (обов'язок)

Модальне дієслово **must** означає "необхідність / обов'язок / наказ". Воно має лише форму теперішнього часу, яка може відноситись як до **теперішнього** так і до **майбутнього** часу:

I must go now. (Зараз я маю йти.)

I must be in Lviv tomorrow. (Завтра я повинен бути у Львові.)

Дієслово **must** має два еквіваленти:

— **to have to** (вживається в усіх часах, в тому числі і в теперішньому; утворює заперечну та питальну форми за допомогою допоміжного дієслова *do*) — вимушеність дії:

He fell ill and had to stay at home. (Він захворів і був змушений залишитись вдома.)

Do you have to stay at home today? I don't have to stay at home.

— **to be to** (вживається в *Present Simple* та *Past Simple*, причому *Present Simple* відноситься до теперішнього або майбутнього часу) — спланованість дії / наказ:

We are to write a dictation tomorrow. (Завтра ми повинні писати диктант.)

You are not to do it. (Ти не повинен цього робити.)

VOCABULARY

(Словник)

A

above [ə'blʌv] над

across [ə'krɒs] через

act [ækt] діяти

act out розігрувати (виставу, діалог тощо)

action ['ækʃn] 1. дія; 2. вчинок

activity [æk'tɪvɪti] діяльність

actor ['æktə] актор

actress ['æktres] актриса

actually ['æktʃʊəli] фактично, насправді

adjective ['ædʒɪktɪv] прикметник

address [ə'dres] адреса

adverb ['ædvɜ:b] прислівник

advice [əd'vaɪs] порада

aerobics [eə'reɒbɪks] аеробіка

afraid [ə'freɪd] зляканий

be afraid of боятися

after ['ɑ:ftə] після

again [ə'geɪn] знову

agency ['eɪdʒ(ə)nsɪ] агенство, бюро

ago [ə'gəʊ] тому

long ago багато років тому

agree [ə'gri:] погоджуватись, досягати згоди

ahead [ə'hed] вперед, попереду

aid [eɪd] допомога

alike [ə'laɪk] схожий, подібний

almost ['ɔ:lməʊst] майже

along [ə'lɒŋ] вздовж

aloud [ə'laʊd] вголос

also ['ɔ:lsəʊ] також

already [ɔ:'redi] вже

Прийняті позначення:

n. = noun (іменник)

v. = verb (дієслово)

adj. = adjective (прикметник)

adv. = adverb (прислівник)

prep. = preposition (прийменник)

always ['ɔ:lw(e)ɪz] завжди

ancient ['eɪnf(ə)nt] давній, древній

anthem ['ænθəm] гімн

any ['æni] будь-який, який-небудь

anyway ['eniweɪ] в будь-якому випадку

anywhere ['eniweə] будь-де; де-небудь

appear [ə'piə] з'явитися, виникати

around [ə'raʊnd] навколо

arrange [ə'reɪndʒ] організовувати, влаштовувати

arrive [ə'raɪv] прибувати, приїжджати

art [ɑ:t] мистецтво

attention [ə'tenʃən] увага

attic ['ætɪk] горище, мансарда

aunt [ɑ:nt] тітка

Australia [ə'streɪliə] Австралія

Austria ['ɔ:striə] Австрія

B

baby-sitter ['beɪbɪ sɪtə] няня, яка приходить

back [bæk] назад

look back обернутися назад

bacon ['beɪkən] бекон

badge ['bædʒ] значок, бейдж

bake [beɪk] пекти

ballet ['bæleɪ] балет

basket ['bɑ:skət] кошик

be [bi:] (was / were, been) бути

beach [bi:tʃ] пляж
beauty ['bju:tɪ] 1. краса; 2. красуня
because [bi'kɒs] тому що
beer [biə] пиво
before [bi'fɔ:] перед, до
behind [bi'haind] позаду, за (чимось / кимось)
believe [bi'li:v] вірити, вважати
below [bi'ləʊ] вниз
belt [belt] ремінь, пояс
berry [beri] ягода
bless [bles] *n.* благословення; *v.* благословляти
bloom [blu:m] *n.* цвіт, цвітіння; *v.* квітнути, цвісти
blossom ['blɒs(ə)m] цвітіння
blow [bləʊ] (**blew, blown**) дути
blow up надувати
bone [bəʊn] кістка
boring ['bɔ:riŋ] нудний, нецікавий
borrow ['bɒrəʊ] позичати (*у когось*)
both [bəʊθ] обое, обидва
Boxing Day ['bɒksɪŋ ,deɪ] День Подарунків
brackets ['brækɪts] дужки
brain [breɪn] мозок
brave [breɪv] сміливий
break [breɪk] *n.* перерва; *v.* (**broke, broken**) ломати, розбивати, розривати
bridge [brɪdʒ] міст
bring [brɪŋ] (**brought, brought**) приносити, привозити
brownies ['braʊnɪz] «брауніз» — традиційні тістечка корицьового кольору
budgie ['bʌdʒɪ] хвилястий папужка
build [bɪld] (**built, built**) будувати
bully ['bʊli] *n.* забіяка, хуліган; *v.* задирати

burglar ['bɜ:glə] грабіжник
busy ['bɪzi] зайнятий
but [bʌt] але
butter ['bʌtə] вершкове масло
button [bʌtn] кнопка, клавіша
buy [baɪ] (**bought, bought**) купувати

С

calculation [ˌkælkjə'leɪʃ(ə)n] розрахунок
call [kɔ:l] *n.* телефонний дзвінок
v. 1. кликати; 2. дзвонити
calm [kɑ:m] тихий, спокійний
camera ['kæməɾə] фотоапарат
camp [kæmp] *n.* табір *v.* 1. розташовуватись у таборі
Canada ['kænədə] Канада
candy ['kændɪ] цукерка
canoe [kə'nu:] каное
capital ['kæpɪtəl] столиця
card [kɑ:d] 1. листівка; 2. картка
care [keə] *n.* 1. турбота, опіка, піклування; 2. увага. обережність; *v.* дбати
take care of піклуватись про
careful ['keəf(ə)l] обережний
carefully ['keəfəli] обережно
carol ['kær(ə)l] різдвяна пісня
carrot ['kærət] морква
cartoon [kɑ:'tu:n] мультиплікаційний фільм
castle ['kɑ:sl] замок
catch [kætʃ] (**caught, caught**) зловити, впіймати
cathedral [kə'θi:drəl] собор
celebrate ['selibreɪt] святкувати
centigrade ['sentigreɪt] за Цельсієм
central heating ['sentrəl ,hi:tɪŋ] центральне опалення
cereal ['siəriəl] *n.* злак; *adj.* зерновий, хлібний

Appendix

certainly ['sɜ:tnli] звичайно
change ['tʃeɪndʒ] *n.* переміна, зміна,
обмін; *v.* 1. змінювати;
2. обмінювати
cheat [tʃi:t] обманювати
check [tʃek] *n.* контроль, перевірка;
v. перевіряти
cheese [tʃi:z] твердий сир
cherry ['tʃeri] вишня
childhood ['tʃaɪldhʊd] дитинство
China ['tʃaɪnə] Китай
choir [kwaɪə] хор
choose [tʃu:z] (**chose, chosen**)
обирати, вирішувати,
розв'язувати
Christ [kraɪst] Христос
Christmas ['krɪsməs] Різдво
church [tʃɜ:tʃ] церква
cinema ['sɪnəmə] 1. кіно; 2. кінотеатр
clean up [kli:n ʌp] прибирати
climate ['klaɪmɪt] клімат
climb [klaɪm] підніматися, лізти
close [kləʊz] закривати
clothes [kləʊ(ð)z] одяг
club [klʌb] клуб
clumsy ['klʌmsɪ] незграбний
coast [kəʊst] узбережжя, берег
cocoa ['kəʊkəʊ] какао
coin [kɔɪn] монета
collect [kə'lekt] збирати,
колекціонувати
college ['kɒlɪdʒ] коледж
column ['kɒləm] стовпчик, колонка
come [kʌm] (**came, come**) приходити
comfortable ['kʌmf(ə)təbl] комфортний,
зручний
comment ['kɒment] коментувати
commentary ['kɒməntəri] коментар
compare [kəm'preə] порівнювати
compass ['kʌmpəs] компас

compete [kəm'pi:t] змагатись
complete [kəm'pli:t] *adj.* повний;
v. завершити, закінчити
completely [kəm'pli:tli] цілком,
повністю
composer [kəm'pəʊzə] композитор
computer programmer [kəm'pjʊ:tə
'prəʊgræmə] програміст
connect [kə'nekt] *n.* приєднання;
v. зв'язувати, з'єднувати
consist (of) [kən'sɪst(əv)] складатись (з)
contact ['kɒntækt] *n.* контакт;
v. контактувати
contest ['kɒntest] змагання, конкурс
continent ['kɒntɪnənt] континент,
материк
cook ['kʊk] повар
cool [ku:l] 1. прохолодний; 2. (*неформ.*)
крутий
corner ['kɔ:nə] кут
cornflake ['kɔ:nfleɪk] кукурудзяні
пластівці
correct [kə'rekt] правильний, вірний,
точний
cosy ['kəʊzi] затишний
cost [kəʊst] (**cost, cost**) коштувати
countable ['kaʊntəb(ə)l] злічуваний
country ['kʌntri] 1. країна; 2. місцевість
countryside ['kʌntrisaɪd] сільська
місцевість
course [kɔ:s] 1. справа; 2. курс
of course звичайно
cousin ['kʌzɪn] двоюрідний(а) брат /
сестра
cover ['kʌvə] *n.* обкладинка, кришка;
v. покрити, накривати
Craft [kra:ft] урок праці (рукоділля)
craze [kreɪz] манія

crazy ['kreɪzi] божевільний
be crazy about сходити з розуму (від чогось), обожнювати
creation [kri'eɪʃ(ə)n] творіння
Crimea [,kraɪ'miə] Крим
crisps [krisps] хрустики, чіпси
cross [krɒs] *n.* хрест; *v.* переходити, пересікати
crossroad ['krɒsrəʊd] перехрестя
crowd ['kraʊd] натовп
cruise [kru:z] круїз
culture ['kʌltʃə] культура
curious ['kjʊəriəs] цікавий
curly [kɜ:li] кучерявий
custom ['kʌstəm] звичай

D

dalmatian [dæl'meɪʃ(j)ən] далматинець
dangerous ['deɪndʒərəs] небезпечний
dark [dɑ:k] темний
day off [deɪ ɒf] вихідний день
definition [defə'nɪʃn] визначення
degree [di'ɡri:] 1. градус; 2. рівень
delicious [di'lɪʃəs] смачний
dentist ['dentɪst] зубний лікар
describe [dɪs'kraɪb] описувати, зображувати
design [di'zeɪn] *n.* 1. дизайн; 2. розробка; *v.* 1. оформляти; 2. розробляти
diary ['daɪəri] щоденник
dictionary ['dɪkʃ(ə)n(ə)rɪ] словник
different ['dɪfərənt] 1. інший, відмінний; 2. різний, різноманітний
difficult ['dɪfɪk(ə)lt] складний, важкий
direction [daɪ'rekʃn] напрямок
discover [dɪs'klʌvə] відкривати, дізнаватися
discovery [dɪs'klʌv(ə)rɪ] відкриття
discuss [dɪs'kʌs] обговорювати

dish [dɪʃ] 1. страва; 2. таріль
dive [daɪv] пірнати
do [du:] (**did, done**) робити, виконувати, займатись
drama group ['dræmə ,gru:p] драмгурток
dream [dri:m] *n.* сон; мрія; *v.* мріяти
drop [drɒp] *n.* 1. крапля; 2. падіння; *v.* падати
dry [draɪ] сухий
due to [dju: tə] завдяки
dwarf [dwɔ:f] гном

E

each other [i:tʃ 'ʌðə] один одного
Earth [ɜ:θ] Земля (*планета*)
east [i:st] схід
Easter ['i:stə] Великдень
eastern ['i:stən] східний
easy ['i:zi] легкий, простий
eat [i:t] (**ate, eaten**) їсти
e-mail ['i:,meɪl] *n.* електронне повідомлення (лист); *v.* надсилати електронною поштою
end [end] кінець, закінчення
enjoy [ɪn'dʒɔɪ] насолоджуватись, полюбляти
enter ['entə] 1. входити; 2. вступати
especially [ɪ'speʃlɪ] особливо
Europe ['ju:rəp] Європа
European [ˌjʊərə'pi:ən] *n.* європеєць; *adj.* європейський
eve [i:v] переддень, канун
even ['i:vən] навіть
event [i'vent] подія, випадок
ever ['evə] коли-небудь, будь-коли
every ['evrɪ] кожний
everybody ['evrɪbɒdi] кожний, всі
everyone ['evrɪwʌn] кожний, всі
everything ['evrɪθɪŋ] усе, все

Appendix

everywhere ['evriweə] всюди
exactly [ɪg'zæktli] точно, саме
excellent ['eksələnt] відмінний
exciting [ɪk'saɪtɪŋ] хвилюючий
exercise ['eksəsaɪz] вправа
exist [ɪg'zɪst] існувати
exhibition [ˌeksɪ'bɪʃn] виставка
expect [ɪk'spekt] очікувати
expensive [ˌɪk'spensɪv] дорогий,
коштовний
experience [ɪk'spɪ(ə)rɪəns] досвід
expert ['eksɜ:pɜ:t] фахівець, експерт,
спеціаліст
explain [ɪks'pleɪn] пояснювати
explore [ɪk'splɔ:] досліджувати, вивчати

F

fact [fækt] факт
fair [feə] справедливий
fairy tale ['feəri teɪl] казка
fall [fɔ:l] (**fell, fallen**) падати
fall asleep засинати
false [fɔ:ls] 1. невірний, помилковий;
2. неправдивий
famous ['feɪməs] знаменитий
fancy dress ['fænsɪ ,dres] *n.* костюм;
adj. костюмований
far [fɑ:] *adj.* далекий; *adv.* далеко
fashion ['fæʃ(ə)n] мода
field [fi:ld] поле
fill in [fɪl ɪn] заповнювати
finally ['faɪnəli] нарешті
find [faɪnd] (**found, found**) знаходити
find out дізнаватися
fine [faɪn] хороший, гарний
finger ['fɪŋgə] палець
finish ['fɪnɪʃ] закінчувати
fire ['faɪə] вогонь, вогнище
fireplace ['faɪəpleɪs] камін
firework ['faɪəwɜ:k] феєрверк

flask [flæsk] фляга
flip-flops ['flɪpfloʊps] шльопанці
flood [flʌd] повінь
fly [flaɪ] (**flew, flown**) літати
focus [['fəʊkəs] *n.* фокус; *v.* фокусувати
fog [fɒg] туман
foggy ['fɒgi] туманно
follow ['fɒləʊ] додержуватися,
притримуватись
following ['fɒləʊɪŋ] наступний
fond [fɒnd] люблячий
be fond of любити, когось, щось
for sale для продажу
foolish ['fu:lɪʃ] дурний
foreign ['fɔ:rɪn] зарубіжний
forecast ['fɔ:kast] *n.* прогноз;
v. передбачати
foreign ['fɔ:rɪn] іноземний, закордонний
foreigner ['fɔ:rɪnə] іноземець
forest ['fɒrɪst] ліс
forget [fə'get] (**forgot, forgotten**)
забувати
fortune ['fɔ:tʃən] доля
founder ['faʊndə] засновник
France [frɑ:ns] Франція
freak [fri:k] 1. дивацтво; 2. дивак
free [fri:] вільний
freezer ['fri:zə] морозильна камера
freezing ['fri:zɪŋ] заморожувальний
fresh [freʃ] свіжий
fridge [frɪdʒ] холодильник
fruit [fru:t] фрукт; фрукти
fur [fɜ:] хутро

G

gap [gæp] проміжок, прогалина
garden [gɑ:dn] сад
gardening ['gɑ:dnɪŋ] садівництво

gas cooker ['gæskʊkə] газова плита
get [get] (**got, got**) отримувати
get angry розсердитись
get about the town ознайомитись із містом
Geography [dʒɪ'ɒɡrəfi] географія
Germany ['dʒɜ:məni] Німеччина
ghost ['ɡəʊst] привид
gift [ɡɪft] подарунок
give [ɡɪv] (**gave, given**) давати, надавати
give a call подзвонити
glorious ['ɡlɔ:riəs] славний, уславлений
glue [ɡlu:] *н.* клей; *в.* клеїти, приклеювати
go [ɡəʊ] (**went, gone**) ходити
go back [ɡəʊ bæk] повертатись
go out виходити
golden ['ɡəʊlden] золотий
grammar ['ɡræmə] граматика
grandparents ['grænd,pe(ə)rənts] дідусь і бабуся (*разом*)
greeting ['ɡri:tɪŋ] привітання
grow [ɡrəʊ] (**grew, grown**) 1. рости; 2. вирощувати
grow up [ɡrəʊ ʌp] виростати
grown-up ['grəʊnʌp] дорослий
guess [ges] 1. здогадуватись; 2. вгадувати
guest [gest] гість
guide [ɡaɪd] екскурсивод
guitar [ɡɪ'tɑ:] гітара
gymnastics [dʒɪm'næstɪks] гімнастика

Н

habit ['hæbɪt] звичай, звичка
hairstresser ['heə,dresə] перукар
ham [hæm] шинка
hang [hæŋ] (**hung, hung**) висіти, вішати

hang around вештатися, тинятися
happen ['hæp(ə)n] траплятися
hard [hɑ:d] наполегливо. важко
hate [heit] ненавидіти
have [hæv] (**had, had**) мати
he [hi:] він
heading ['hedɪŋ] заголовок, назва
healthy ['helθɪ] здоровий
hear [hiə] (**heard, heard**) чути
heart [hɑ:t] серце
heaven ['hev(ə)n] небеса, рай
heavy ['hevi] важкий, тяжкий
help [help] допомагати
helpful ['helpfʊl] 1. корисний; 2. такий, що допомагає
her [hɜ:] її, їй
here ['hiə] тут
hero ['hiərəʊ] герой
hide [haɪd] (**hid, hidden**) ховати(сь)
him [hɪm] його
History ['hɪstəri] історія
holy ['həʊli] святий
honest ['ɒnɪst] чесний
honey ['hʌni] мед
hope [həʊp] *н.* надія; *в.* надіятися
horror ['hɒrə] жах
hospital ['hɒspɪtəl] лікарня
housewife ['haʊswaɪf] домогосподарка
how [haʊ] як
human ['hju:mən] *н.* людина; *adj.* людський
hungry ['hʌŋɡri] голодний
hurry ['hʌri] спішити
be in a hurry поспішати
hurt [hɜ:t] (**hurt, hurt**) 1. ранити; 2. боліти
hush [hʌʃ] тсс...

I

idea [aɪ'diə] думка, ідея

Appendix

identify [aɪ'dentɪfaɪ] розпізнавати,
впізнавати

imaginative [ɪ'mædʒɪnətɪv] 1. образний,
уявний; 2. повний фантазії

imagine [ɪ'mædʒɪn] уявляти

important [ɪm'pɔ:tənt] важливий

impression [ɪm'preʃn] враження

indeed [ɪn'di:d] насправді

independence [ɪndɪ'pendəns]
незалежність

independent [ɪn'dɪpendənt] незалежний

indoors [ɪn'dɔ:z] всередині, в
приміщенні

infant ['ɪnfənt] немовля

in front (of) перед

interest ['ɪntrɪst] 1. інтерес; 2. цікавити

be interested in [bɪ 'ɪntrəstɪd ɪn]
цікавитися (чимось)

introduce [ɪntrə'dju:s] вводити,
знайомити, представляти

invitation [ɪnvɪ'teɪʃn] запрошення

invite [ɪn'vaɪt] запрошувати

Ireland ['aɪələnd] Ірландія

island ['aɪlənd] острів

IT [aɪ 'ti:] інформаційні технології

Italy ['ɪtəli] Італія

item ['aɪtəm] 1. елемент; 2. пункт,
замітка

international [ɪntə'næʃnəl] міжнародний

J

jar [dʒɑ:] глек, кухоль

job [dʒɒb] робота

join [dʒɔɪn] приєднатися,
приєднуватися

joke [dʒəʊk] жарт

just [dʒʌst] adv. тільки, саме. ледь

K

keen [ki:n] 1. допитливий, кмітливий;
2. заповзятий

be keen on захоплюватись чимось;
дуже любити щось

keep [ki:p] (**kept, kept**) тримати,
зберігати

key [ki:] ключ

keyboard ['ki:,bɔ:d] клавіатура

kid [kɪd] дитина

kind [kaɪnd] добрий

a kind of вид, сорт

kindergarten ['kɪnəɡɑ:tɪn] дитячий садок

kingdom ['kɪŋdəm] королівство

kiss [kɪs] n. поцілунок; v. цілувати(сь)

knit [nɪt] в'язати

L

land [lænd] країна, земля

later ['leɪtə] потім, пізніше

language ['læŋɡwɪdʒ] мова

last [lɑ:st] останній, минулий

laugh [lɑ:f] сміятись

lazy ['leɪzi] лінивий

lead [li:d] (**led, led**) вести, призвести.
спрямувати

leaflet ['li:flet] буклет

learn [lɜ:n] (**learnt, learnt**) вивчати,
пізнавати, довідуватись

leave [li:v] (**left, left**) залишити,
покинути; 2. поїхати, виїжджати

legend ['ledʒənd] легенда

leisure ['leɪʒə] відпочинок, дозвілля

library ['laɪbr(ə)rɪ] бібліотека

lie [laɪ] (**laid, laid**) лежати

light [laɪt] світло; світлий

lightning ['laɪtnɪŋ] блискавка

literary ['lɪtərərɪ] 1. літературний;
2. буквальный

local ['ləʊkəl] місцевий

lonely ['ləʊnli] самотній

look for [lʊk fɔ:] шукати

look like [lɒk laɪk] бути (виглядати)
схожим (до)
lot of [lɒt əv] багато
lucky ['lʌki] вдалий, успішний

M

magazine [ˌmæɡəˈziːn] журнал
main [meɪn] головний
make [meɪk] (**made, made**) робити,
виготовляти, створювати
make a mess робити безлад
manner ['mænə] манера, спосіб, засіб
well-mannered *adj.* з гарними
манерами
mark [mɑːk] оцінка
market [mɑːkɪt] ринок, базар
matchbox ['mætʃbɒks] сірникова
коробка
maybe ['meɪbi] можливо
me [mi] мене, мені
meal [miːl] 1. їжа; 2. прийом їжі
mechanic [miˈkænik] механік
meet [mi:t] (**met, met**) зустрічати(сь)
melt [melt] танути
member ['membə] член
mention ['menʃn] згадувати
mess [mes] безлад
message ['mesɪdʒ] повідомлення
mild [maɪld] м'який
mind [maɪnd] *n.* 1. розум; 2. думка;
v. пам'ятати
mineral ['mɪn(ə)rəl] мінерал
miss [mɪs] пропускати
mistake [mɪs'teɪk] помилка
mix [mɪks] *n.* суміш, змішування;
v. змішувати
modern ['mɒdn] сучасний
money ['mʌni] гроші
pocket money ['pɒkɪt ˌmʌni]
кишенькові гроші

mountain ['maʊntɪn] гора
museum [mjuːˈziəm] музей
mystery ['mɪstəri] таємниця

N

nap [næp] дрімота
have a nap дрімати; куняти
narrator [nə'reɪtə] оповідач
narrow ['nærəʊ] вузький
national ['næʃ(ə)nəl] національний
nationality [ˌnæʃə'nælɪti] національність
nature ['neɪtʃə] природа
naughty ['nɔːti] 1. неслухняний;
2. бешкетний, пустотливий
need [niːd] *n.* потреба; *v.* потребувати
neighbour ['neɪbə] сусід
nest [nest] гніздо
net [net] сітка, мережа
never ['nevə] ніколи
Never mind! Не звертайте уваги!
newspaper ['njuːspet̩pə] газета
New Zealand [njuː 'ziːlənd] Нова
Зеландія
next to [nekst tə] поруч з
nickname ['nɪkneɪm] прізвисько
normal ['nɔːmə] нормальний
north [nɔːθ] північ
northern ['nɔːðən] північний
Norway ['nɔːweɪ] Норвегія
noun [naʊn] іменник
nurse [nɜːs] 1. медсестра; 2. няня

O

occasion [ə'keɪʒn] 1. випадок, нагода;
2. подія
ocean ['əʊʃn] океан
often ['ɒfn] часто
oil [ɔɪl] олія
old-fashioned ['əʊld feʃn] старомодний
once [wʌns] *adv.* колись, якось
Once upon a time... Одного разу ...

Appendix

onion ['ʌnjən] цибуля

online [ˌɒnˈlaɪn] он-лайн; он-лайновий

opposite ['ɒpəzɪt] *adj.* протилежний;
prep. навпроти

order ['ɔːdə] порядок

other ['ʌðə] інший

outside ['aʊtsaɪd] *adv.* назовні;
adj. зовнішній; *prep.* поза

over ['əʊvə] через, над

own ['əʊn] власний

P

page [peɪdʒ] сторінка

pain [peɪn] біль

pair (of) [peə] пара

parents ['pærənts] батьки

parliament ['pɑːləmənt] парламент
the Houses of Parliament Будинок
Парламенту

part [pɑːt] частина

party ['pɑːti] вечірка

pass [pɑːs] 1. проходити, проїжджати;
2. передавати

past [pɑːst] минулий

paste [peɪst] вставити, вставляти

pastime ['pɑːstaɪm] 1. проведення часу;
2. розвага

patient ['peɪʃnt] *n.* пацієнт;
adj. терпеливий

P.E. [ˌpiː 'iː] урок фізкультури

peace [piːs] 1. мир; 2. спокій

peanut ['piːnʌt] арахіс (*gorix*)

pear [peə] груша

pearl [pɜːl] перлина

peas [piːz] горох

performance [pə'fɔːməns] вистава

personal ['pɜːsnəl] особистий

phrase ['freɪz] фраза

piano [pi'ænoʊ] піаніно

piece [piːs] шматок, кусень

place of interest визначне місце

plant [plɑːnt] *n.* рослина; *v.* саджати

play ['pleɪ] п'єса

put a play on ставити п'єсу на сцені

pleasure ['pleʒə] задоволення, розвага

point [pɔɪnt] 1. пункт; 2. очко

poisonous ['pɔɪznəs] отруйний

police officer [pə'liːs 'ɒfɪsə]
поліцейський

polite [pə'laɪt] ввічливий

politics ['pɒlətiks] політика

popular ['pɒpjələ] популярний, відомий

possible ['pɒsəbl] можливий

postcard ['pəʊstkɑːd] поштова листівка

poster ['pəʊstə] постер, плакат

postman ['pəʊstmæn] листоноша,
поштар

potato [pə'tetəʊ] картопля

pound ['paʊnd] фунт стерлінгів

power ['paʊə] сила

practice ['præktɪs] практика

prediction [prɪ'dɪkʃn] передбачення

prefer [prɪ'fɜː] надавати перевагу

prepare [prɪ'peə] готувати(сь)

preposition [ˌprepə'zɪʃən] прийменник

pretend [prɪ'tend] прикидатися,
прикинутися

primary ['praɪməri] початковий

print [prɪnt] друкувати

prize [praɪz] приз

probably ['prɒbəbli] можливо

promise ['prɒmɪs] обіцяти

pronoun ['prəʊnaʊn] займенник

protect [prə'tekt] захищати

proud ['præʊd] гордий

be proud of пишатись (кимось /
чимось)

pudding ['puːdɪŋ] пудинг

pumkin ['plʌmkɪn] гарбуз
pyjama [pə'dʒɑ:mə] піжама

Q

quarrel ['kwɒrəl] *n.* сварка; *v.* сваритися
questionnaire [ˌkwɛstə'neə] анкета
quiz [kwɪz] квіз

R

rarely ['reəli] нечасто, рідко
race ['reɪs] гонка
rat [ræt] щур
rather ['rɑ:ðə] досить, доволі
read [ri:d] (**read, read**) читати
ready ['redi] готовий
region ['rɪdʒ(ə)n] регіон, область
relative ['relatɪv] родич
Religion [rɪ'lɪdʒən] релігієзнавство
remember [rɪ'membə] 1. запам'ятати;
2. пам'ятати, пригадувати
remain [rɪ'meɪn] залишатися, лишатися
remote [rɪ'məʊt] дальний, віддалений
remote control дистанційне управління
rent [rent] оренда; орендувати
repair [rɪ'peə] лагодити, відновлювати,
ремонтувати
reply [rɪ'plai] відповідати
report [rɪ'pɔ:t] *n.* репортаж, доповідь;
v. повідомляти, звітувати
rest [rest] *v.* відпочивати
a rest (of) решта
retell [rɪ'tel] переказувати
rhyme [raɪm] римівка, вірш
rice [raɪs] рис
rich [rɪʃ] багатий
be rich in бути багатим (на щось)
riddle [rɪdl] загадка
right [raɪt] 1. правий; 2. правильний
rise [raɪz] (**rose, risen**) 1. вставати,
піднятися; 2. здійснюватися,
підніматися

rock [rɒk] камінь, порода
rock climbing [rɒk 'klaɪmɪŋ]
скелелазіння
role-play ['rəʊl,pleɪŋ] розігрувати ролі
rollerblading [ˌrəʊlə'bleɪdɪŋ] катання на
роліках
round [raʊnd] *adj.* круглий;
adv. навколо
round the world навколо світу
routine [ˌru:'ti:n] *n.* звичний порядок;
adj. звичний, установлений
ruin ['ru:n] руйнувати
rule [ru:l] *n.* 1. правило; 2. панування;
v. керувати
rush [rʌʃ] кинутись, помчати

S

sad [sæd] сумний
sail [seɪl] плавати, поплисти
sale ['seɪl] продаж
scared ['skeəd] зляканий
scheme [ski:m] схема
Science ['saɪəns] наука, урок з
природничих наук
score [skɔ:] рахунок
Scotland ['skɒtlənd] Шотландія
scramble ['skræmbəl] дертися, битися
screen [skri:n] екран
scuba-diving ['sku:bə ,daɪvɪŋ] підводне
плавання зі скубою
search [sɜ:tʃ] *n.* пошук; *v.* шукати
seaside ['si:said] морське узбережжя
seem [si:m] здаватися
selfish ['selfɪʃ] егоїстичний
sell [sel] (**sold, sold**) продавати
sentence ['sentəns] речення
service ['sɜ:vɪs] служба, послуга
several ['sevrəl] декілька
sew [seʊ] шити
shade [ʃeɪd] тінь

Appendix

share [ʃeə] ділитися
shark [ʃɑ:k] акула
sheet [ʃi:t] аркуш
shelter [ˈʃeltə] притулок
shine [ʃaɪn] (**shone, shone**) світити(сь),
сяяти
shout [ʃaʊt] кричати
shouting [ˈʃaʊtɪŋ] крик
shut [ʃʌt] (**shut, shut**) закривати,
зачиняти
shy [ʃaɪ] сором'язливий
sick [sɪk] хворий
side [saɪd] бік, сторона
sight [saɪt] вид, видовище
silent [ˈsaɪlənt] тихий, мовчазний
similar [ˈsɪmɪlə] подібний
since [sɪns] зі, з
sing [sɪŋ] (**sang, sung**) співати
sit [sɪt] (**sat, sat**) сидіти, сідати
situate [ˈsɪtʃoʊet] розташовувати
be situated [ˈsɪtʃoʊetɪd] бути
розташованим, розміщеним
size [saɪz] розмір
skateboard [ˈskeɪtbɔ:d] скейтборд
skillful [ˈskɪlɪ(ə)l] кваліфікований,
майстерний
skin [skɪn] шкіра
skip [skɪp] 1. пропускати;
2. перестрибувати
sleep [sli:p] (**slept, slept**) спати
sleeping bag спальний мішок
slipper [ˈslɪpə] черевик
slippery [ˈslɪp(ə)rɪ] *adj.* слизький;
adv. слизько
sleepy [ˈsli:pɪ] сонний
soap opera [ˈsəʊp, ɒpərə] баратосерійна
теле- або радіовистава на
сімейні чи побутові теми
(мильна опера)
soil [soɪl] земля, ґрунт

solve [sɒlv] розв'язувати, вирішувати
some [sʌm] декілька, трохи
somebody [ˈsʌmbədi] хтось
sometimes [ˈsʌmtaɪmz] інколи, іноді
soon [su:n] скоро
as soon as як тільки
sound [ˈsaʊnd] *n.* звук; *v.* звучати
south [ˈsaʊθ] південь
southern [ˈsaʊðən] південний
souvenir [ˌsu:veˈnɪə] сувенір
space [speɪs] космос, простір
Spain [speɪn] Іспанія
speak [spi:k] (**spoke, spoken**)
розмовляти
special [ˈspeʃəl] особливий
spell [spel] проговорювати / писати по
літерах
spelling [ˈspelɪŋ] правопис
spinach [ˈspɪnɪdʒ] шпинат
split [splɪt] *n.* тріщина; *v.* розколювати
square [skweə] *n.* 1. площа; 2. квадрат;
adj. квадратний
stamp [stæmp] марка
step [step] крок
still [stɪl] нерухомий, застиглий
straight [streɪt] *adj.* прямий; *adv.* прямо
strange [ˈstreɪndʒ] дивний
stranger [ˈstreɪndʒə] незнайомець
strawberry [ˈstrɔ:berɪ] полуниця
strict [strikt] строгий
stupid [ˈstju:pɪd] безглуздий, дурний
style [stɑɪl] стиль
subject [ˈsʌbdʒɪkt] предмет
suddenly [ˈsʌdnli] раптом
sugar [ˈʃu:gə] цукор
sunbathe [ˈsʌnbetθ] загаряти
sure [ʃʊə] впевнений
surfing [ˈsɜ:fɪŋ] серфінг

surprise [sə'praɪz] *n.* несподіванка,
сюрприз; *v.* дивувати
survey ['sɜ:veɪ] огляд, дослідження
sweet [swi:t] солодкий
Switzerland ['swɪtslænd] Швейцарія
swot [swɒt] зубрила
symbolize ['sɪmbəlaɪz] символізувати

Т

take [teɪk] (**took, taken**) брати, взяти
take care after наглядати за (*чимось*
/ *кимось*)
take pictures (photos)
фотографувати
take name after називатися на честь
take turns робити по черзі
task [tɑ:sk] завдання
tasty ['teɪstɪ] смачний
taxi driver ['tæksɪ 'draɪvə] таксист
team [ti:m] команда
tease [ti:z] дражнити
tell [tel] (**told, told**) розповідати
temperature ['tempərətʃə] температура
tender ['tendə] лагідний, ласкавий
tent [tent] палатка
territory ['terɪt(ə)rɪ] територія
Thames [temz] Темза
Thanksgiving Day [ˌθæŋks'gɪvɪŋ deɪ]
День Подяки
theatre ['θiətə] театр
them [ðem] їх, їм
theme [θi:m] *n.* тема; *adj.* тематичний
thermos ['θɜ:məs] термос
think [θɪŋk] (**thought, thought**) думати
throw [θrəʊ] (**threw, thrown**) кидати,
скидати
thunder ['θʌndə] грім
thunderstorm ['θʌndəstɔ:m] буря,
гроза, громовиця
tidy ['taɪdɪ] охайний

timetable ['taɪm,teɪbl] розклад
tip [tɪp] підказка, порада
tired ['taɪəd] змучений
title ['taɪtl] назва
today [tə'deɪ] сьогодні
together [tə'geðə] разом
tomorrow [tə'mɒrəʊ] завтра
tonight [tə'naɪt] сьогодні увечері
top [tɒp] вершина, верх
top-ten list список десятиох з
найвищим балом
topic ['tɒpɪk] тема
torch [tɔ:tʃ] ліхтар(ик)
tour [tuə] екскурсія, тур, мандрівка
tourist guide ['tuəɪst gaɪd] туристичний
гід
tradition [trə'dɪʃ(ə)n] традиція
traditional [trə'dɪʃ(ə)nəl] традиційний
traffic ['træfɪk] дорожній рух
traffic lights світлофор
train [treɪn] потяг
train station залізнична станція
trainers ['treɪnəz] кросівки, спортивні
туфлі
travel ['trævəl] подорожувати
tricky ['trɪkɪ] хитрий
trip [trɪp] 1. дорога; 2. шлях, поїздка
trouble ['trʌbl] неспокій, турбота,
клопіт, біда
true [tru:] вірний, правильний,
справжній
trust [trʌst] *n.* довіра; *v.* довіряти.
покладатися
try on ['traɪ 'ɒn] приміряти
turkey ['tɜ:kɪ] індик
turn [tɜ:n] 1. повертати;
2. обертати(ся);
3. перетворювати(сь), ставати
twin [twɪn] близнюк
twice [twais] двічі

Appendix

U

uncle ['ʌŋkl] дядько
uncountable [ʌn'kaʊntəb(ə)l] незлічуваний
underground ['ʌndəgraʊnd] метро
underline ['ʌndəlaɪn] підкреслювати
understand [ʌndə'stænd] (**understood**, **understood**) розуміти
underwater ['ʌndəwɔ:tə] підводний
uniform ['ju:nifo:m] форма
unit ['ju:nɪt] 1. розділ; 2. одиниця
unite [ju:'naɪt] об'єднувати(ся)
United Kingdom [jə'naɪtɪd ,kɪŋdəm] Об'єднане Королівство
unscramble [ʌn'skræmbəl] розшифровувати
unusual [ʌn'ju:zuəl] незвичайний
us [ʌs] нас, нам
(the) USA [jə'e'seɪ] США (Сполучені Штати Америки)
useful ['ju:sf(ə)l] корисний
usually ['ju:ʒuəli] зазвичай

V

vacation [və'keɪʃn] відпустка, канікули
various ['ve(ə)rɪəs] різний
vegetable ['vedʒ(ɪ)təb(ə)l] овоч
verb [vɜ:b] дієслово
vet [vet] ветеринар
victory ['vɪktəri] перемога
violin [ˌvaɪə'lɪn] скрипка
vote [vəʊt] *n.* голос; *v.* голосувати

W

wait [weɪt] очікувати
wake up [weɪk ʌp] (**woke up**, **woken up**) прокидатися
Wales ['weɪls] Уельс
waste [weɪst] *n.* відходи; *v.* витратити, витратити

waste time даремно витратити час
watermelon ['wɔ:tə,melən] кавун
waterproof ['wɔ:təpru:f] водонепроникний
wavy ['weɪvɪ] хвилястий
way [weɪ] шлях
wear [weə] (**wore**, **worn**) одягатись, носити (*про одяг*)

weather ['wedə] погода
website ['websaɪt] веб-сайт
west [west] захід
western ['westən] західний
which [wɪtʃ] який, котрий, що
whole [həʊl] увесь, цілий
whose [hu:z] чий
why [waɪ] чому
wise [waɪz] мудрий
wish [wɪʃ] *n.* бажання; *v.* бажати
witch [wɪtʃ] відьма
wizard ['wɪzəd] чарівник
wonderful ['wʌndəfəl] чудовий
word [wɜ:d] слово
world [wɜ:ld] світ
worry ['wʌrɪ] хвилювати(ся)
write [raɪt] (**wrote**, **written**) писати
writer ['raɪtə] письменник
wrong [rɒŋ] неправий, неправильний

Y

yesterday ['jestədi] вчора
yet [jet] ще, досі
yoga ['jəʊgə] йога
yoghurt ['jɒgət] йогурт

Z

zoo-keeper ['zu:ki:pə] власник зоопарку

IRREGULAR VERBS

(Неправильні дієслова)

I	II	III	
be [bi:]	was [wɒz] / were ['weə]	been [bi:n]	бути
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	починати
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	ставати
blow [bləʊ]	blew [blɔ:]	blown [bləʊn]	дути
break [breɪk]	broke [brɒk]	broken ['brɒkən]	розбивати, рвати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kəʊst]	cost [kəʊst]	cost [kəʊst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити, виконувати
dream [dri:m]	dreamt [dreɪmt]	dreamt [dreɪmt]	мріяти
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
eat [i:t]	ate [eɪt]	eaten ['i:tən]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
find [faɪnd]	found ['faʊnd]	found ['faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fɔrgotten]	забувати
get [get]	got [gɒt]	got [gɒt]	отримувати
give [gɪv]	gave [geɪv]	given ['gɪvən]	давати
go [gəʊ]	went [went]	gone [gʌn]	ходити
grow [grəʊ]	grew [grɔ:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати, висіти
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪə]	heard [hɛ:d]	heard [hɛ:d]	чути
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	вдаряти, боліти
keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати

Appendix

lead [li:d]	led [led]	led [led]	вести, прямувати
learn [lɛ:n]	learnt ['lɛ:nt]	learnt ['lɛ:nt]	вивчати
leave [li:v]	left [left]	left [left]	залишати, виїжджати
make [meik]	made [meid]	made [meid]	робити, виготовити
meet [mi:t]	met [met]	met [met]	зустрічати
put [pʊt]	put [pʊt]	put [pʊt]	класти
read [ri:d]	read [red]	read [red]	читати
rise [raɪz]	rose [rəʊz]	risen ['raɪzən]	піднімати(сь)
run [rʌn]	ran [rʌn]	run [rʌn]	бігати
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	надсилати
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	світити, сяяти
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	розмовляти
spend [spend]	spent [spent]	spent [spent]	витрачати
stand [stænd]	stood [stʊ:d]	stood [stʊ:d]	стояти
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tʊk]	taken [teɪkən]	брати, взяти
tell [tel]	told [təʊld]	told [təʊld]	розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[,ʌndə'stænd]	[,ʌndə'stʊ:d]	[,ʌndə'stʊ:d]	
wake up	woke up	woken up	прокидатись
[weɪk ʌp]	[wəʊk ʌp]	[wəʊkən ʌp]	
wear [weə]	wore [wɔ:]	worn [wɔ:n]	одягати, носити
win [wɪn]	won [wʌn]	won [wʌn]	перемогати
write [raɪt]	wrote [rəʊt]	written ['rɪtən]	писати

Навчальне видання

Карп'юк Оксана Дмитрівна

Англійська мова

**Підручник для 5 класу загальноосвітніх навчальних закладів.
(5-ий рік навчання)**

*Рекомендовано Міністерством освіти і науки,
молоді та спорту України*

Англійською та українською мовами

Видано за рахунок державних коштів. Продаж заборонений.

Редактори *Ігор Миколів, Наталія Батрин*
Художники *Любомир Бейгер, Петро Тирпак*
Дизайн і комп'ютерна верстка *Андрій Костишин, Мар'яна Тераз*

Здано до набору 14.09.2012. Підписано до друку 15.04.2013.
Формат 70х100 1/16. Гарнітура Аріал. Папір офсетний. Друк офсетний.
Умовн. друк. арк. 22,68. Обл.-вид.арк. 25,0.
Тираж 208 770 прим. Зам. №

ТзОВ „Видавництво Астон”, 46006, м. Тернопіль, вул. Гайова, 8.
Свідоцтво про внесення до Державного реєстру суб'єктів
видавничої справи ТР № 28 від 9.06.2005 р.