# Англійська мова

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# "English"

a textbook for the 4<sup>th</sup> form of secondary schools

# «Англійська мова»

підручник для 4 класу загальноосвітніх навчальних закладів

#### ЛЮБІ ДІТИ!



Наші знайомі герої, українські школярі Аня і Данило, знову раді вітати вас на сторінках підручника "We Learn English".

Цього року Аня і Данило приготували для вас дивовижні історії про своїх нових друзів — Стіва Паркера і його сестричку Моллі. Ви дізнаєтеся багато нового про навколишній світ, про впо-

добання ваших ровесників, навчитеся орієнтуватись в місті, листуватися з друзями, які живуть в інших країнах, розповідати їм про свої подорожі й відпочинок, родину, сімейні та шкільні традиції.

Опановуючи англійську мову та використовуючи її в різних життєвих ситуаціях, ви відчуєте радість спілкування з новими друзями.

Вашими добрими помічниками й порадниками у навчанні будуть учителі та цей підручник, а дороговказами— наші піктограми-підказки.



послухай



подивись



прочитай



скажи



напиши



правильно, неправильно



діалог



напиши правильну інформацію



пограй у гру



робота в парах і групах



проектне завдання



домашнє завдання

Алла Несвіт

#### ВІД АВТОРА

Підручник "English-4" забезпечує комунікативно-орієнтований підхід до вивчення англійської мови. Він побудований за тематико-ситуативним принципом і передбачає поступове оволодіння лексичними одиницями і граматичними структурами та практичне використання їх в усному й писемному мовленні.

У підручнику для 4-го класу продовжується сюжет попередніх років навчання. Учні зустрінуться зі знайомими героями: Анною, Данилом, Джейн, Алексом, Томом, Кім — та дізнаються про життя сім'ї Паркерів з Англії.

Розвиток комунікативного досвіду учнів відбувається одночасно з розвитком соціокультурної і соціолінгвістичної компетенцій та з розвитком загальнонавчальних навичок і вмінь. Оволодіння іншомовним спілкуванням супроводжується вивченням культурних реалій країни, мова якої вивчається.

Урок підручника (Lesson) розглядається як шкільний урок. Він містить вправи, спрямовані на інтегрований розвиток навичок і вмінь учнів із чотирьох видів мовленнєвої діяльності. Методична організація завдань забезпечує активне використання лексичних одиниць учнями в усному й писемному мовленні та спрямована на самостійне розв'язання комунікативних завдань.

Новий лексичний і граматичний матеріал вводиться на початку кожного уроку в текстах монологічного або діалогічного характеру (слова виділені синім кольором). До деяких уроків пропонується набір вербально-візуальних опор або ситуативних малюнків, які ставлять перед учнями певне комунікативне завдання. Тому перед опрацюванням текстового матеріалу бажано розглянути та обговорити з учнями малюнки.

Остання вправа кожного уроку призначена для письмового виконання вдома.

Останній урок кожного розділу має на меті повторення та узагальнення лексичного й граматичного матеріалу теми. Вправи, подані тут, пропонуються як для письмового, так і усного виконання.

На кінець навчального року учні вмітимуть оперувати повним набором вивчених граматичних структур, повідомляти про події в теперішньому, минулому або майбутньому.

Вправи підручника передбачають використання всіх аналізаторів: зорового, слухового й рухового. У процесі навчання використовуються пісні, римівки, рольові ігри тощо. Велика кількість вправ з логічним навантаженням спрямована на розвиток аналітичних умінь (аналізу, порівняння, синтезу та ін.).

Завдання і вправи підручника враховують індивідуальні особливості учнів з різними здібностями й стилями навчання, що дасть змогу

вчителеві здійснити диференційований підхід і забезпечити позитивну мотивацію у навчальному процесі, а кожному учневі — можливість відчути свої досягнення в опануванні мови.

Підручник передбачає інтерактивний характер навчання та спрямований на використання новітніх технологій викладання і навчання іноземних мов (робота в групах, у парах, проектні завдання).

Формування і розвиток аудитивних навичок і вмінь учнів здійснюються під час виконання завдань з опорою на фотографії або малюнки. Такі завдання заохочують дітей до інтенсивного або екстенсивного слухання пропонованих зразків. Завдання з аудіювання рекомендується варіювати. Наприклад, вказати правильне або неправильне твердження, розпізнати на слух власні імена, порівняти текст з малюнками, намалювати малюнок згідно з інструкцією, заповнити таблицю, закінчити висловлювання тощо.

У підручнику передбачено навчання читання методом цілих слів. Тексти є джерелом інформації і слугують важливим засобом демонстрування нової лексики в контексті її практичного використання. Пропонуються зразки оповідань, віршів, діалогів, листівок, особистих звичайних та інтернет-листів, оголошень, телевізійних програм тощо. Завдання до текстів спрямовані на перевірку розуміння змісту прочитаного й спонукають учнів до обговорення. Працюючи з текстом для читання, важливо звертати увагу учнів на засоби та послідовність викладення думок, на загальну структуру тексту (вступ, основна частина, висновок).

Підготовка учнів до читання тексту залежить від типу тексту та рівня їхніх навчальних досягнень. Низку текстів призначено для ознайомлення та опрацювання в групах з подальшим усним монологічним висловлюванням учнів за власними нотатками або малюнками.

Письмові завдання підручника базуються на попередній усній роботі, передбачають творчий підхід і супроводжуються зразком виконання.

Вправи, вміщені в робочому зошиті, спрямовані на закріплення матеріалу підручника та забезпечення міцної мовної основи для аудіювання, говоріння і читання.

Працюючи над завданням "Project Work", учні спочатку обговорюють його в класі (у групах), а потім закінчують удома.

Вправи на розвиток умінь говоріння дають можливість не тільки формулювати і висловлювати власну позицію у ситуації спілкування, а й співпрацювати з іншими учасниками навчального процесу під час парної або групової роботи.

Формування навичок діалогічного мовлення відбувається при опрацюванні функціональних діалогів, що сприяє швидкому й точному висловлюванню учнів. Розвиток умінь діалогічного мовлення передбачає використання опрацьованого лексичного й граматичного матеріалу.

# Introduction

#### **WELCOME BACK!**

### Lesson 1

Listen and recite the poem.

Summer is over.
September is cool.
Dear friends and teachers,
Welcome back to school!

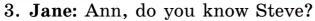
2. W Listen, read and act out.



1. Steve: Miss Alison, meet my father, please.

Mr Parker: How do you do? Miss Alison: How do you do?

2. Steve: My name is Steve Parker. Jane: Oh, hello. I'm Jane Tame.



Ann: No. Hello, Steve!

Steve: Hello, Ann. Nice to meet you.

4. Kim: Hello, Jane. How are you?

Jane: Fine, thanks, Kim. Nice to see you again.

Kim: Nice to see you, too.

# 3. Read and choose the correct item.

Steve: Hi! (What is) / What are your name?

Dan: My name is / It is Dan.

Steve: Are you / Is he from London?

**Dan:** No, he isn't / I'm not. **Steve:** Where are you from?

**Dan:** *I am / He is* from Kyiv. And you? **Steve:** *I am / I am not* from London.

# 4. Work in pairs / groups. Act out.

- a) Greet your friends in class.
- b) Introduce yourself to the other pupils in class.
- c) Introduce your mum / dad to your teacher.

# 5. Complete the sentences with the correct form of the verb to be (am, is, are).

Example: I am a pupil of the fourth form.

- 1. Miss Alison .... a teacher.
- 2. We ..... from Ukraine.
- 3. My teacher ..... from Great Britain.
- 4. I .... not from Great Britain.
- 5. They ..... very good friends.
- 6. Steve .... not my classmate.
- 7. We ..... at the English lesson.



#### Lesson 2

1. Look at the picture and say. Whom / What do you see in the classroom?

Example: I see a teacher in the classroom. I see desks in the classroom.



2. a) Find these things in the picture to Ex. 1. Say where they are. Use the words in the box.

on, under, behind, next to, between









a computer

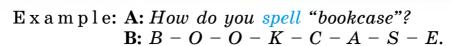
a bookcase

a clock

a blackboard

b)

Work in pairs. Take turns to ask and answer the questions.



- 1. What does .... mean?
- 2. How do you say ..... in English?
- 3. How do you pronounce this word?
- 3. Play a game. Work in groups. Pupil A thinks of an object in the classroom. The others try to guess what it is.

Example:

A: I spy something beginning with b.

B: Bookcase?

A: No.

B: Blackboard?

A: Yes.

# 4. Read and choose the correct words.

Example: Is  $\underline{that}$  / those your desk?

- 1. A: Is this /these your exercise book?B: No, it isn't. That is / These are my exercise book. It is green.
- 2. This is / These are my pens, that is / those are her pens.
- 3. This / These aren't your pencils. They are my pencils.
- 4. A: Are this / these your CDs?
  B: No. Those / That are my CDs in that / those bag.
- 5. a) Write some sentences about your classroom. Use the words: big, light, posters, windows, a computer, a bookcase, a clock.

Example:

This is our classroom. It is ..... and ...... This is ...... And that is ..... These are ..... And those are ...... There is ..... There are ......

b) Tell your new English-speaking friends about your classroom. Follow the example above.



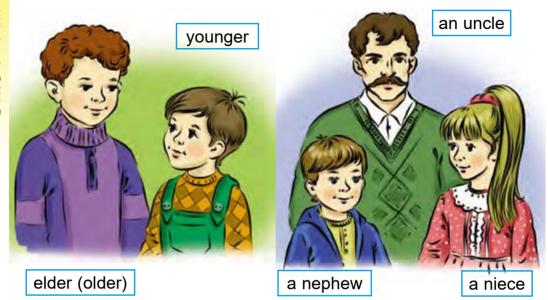
#### Unit 1

#### **ALL ABOUT US**

#### 7 Lesson 1

1.

a) Listen and repeat.



- b) Look through the text. What is it about?
- c) Listen and read.

#### The Parkers

The Parkers are a friendly family. They are from Great Britain. Mr Parker and Mrs Parker have got two children, Steve and Molly. Steve is Molly's elder brother. He is nine. Molly is five years younger, so she is four.

Steve and Molly have got many cousins. They are Mr Parker's nieces and nephews.

# 2. Sagree or disagree.

- 1. The Parkers are from the USA.
- 2. The Parkers have got a son and a daughter.
- 3. Steve is younger than his sister.

- 4. Steve and Molly have got many cousins.
- 5. They are Mr Parker's aunts and uncles.

# 3. Look and say.



These are Mr Parker's nieces and nephews.

- 1. Who's younger, Kate or Peter?
- 2. Who's taller, Rosa or Mary?
- 3. Whose hair is darker, Mary's or Kate's?
- 4. Whose hair is longer, Mary's or Rosa's?

# 4. Work in groups. Complete the sentences about the children from your group.

Example: Olena is taller than Olesia.

.... is shorter than .....

.... is taller than ......

# 5. Write about one of Mr Parker's nieces or nephews.

Example:

<u>Kate</u> is Mr Parker's <u>niece</u>. <u>She</u> is <u>five</u>.

<u>She</u> is <u>younger</u> than <u>Peter</u>, but <u>older</u> than <u>Mark</u>. She has got long red hair.

<u>She</u>'s wearing <u>a purple dress, pink tights and purple</u> shoes.

#### 7 Lesson 2

1. **Z** Look and say.

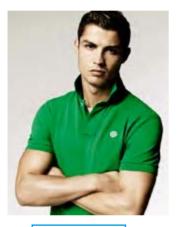
Who are these people? What are they wearing? Whose hair is fair? Who has got a brown bag?

Mrs Parker





#### 对 Listen and repeat.



handsome



good-looking



elegant

# 3. Work in pairs. Pupil A reads about Mr Parker. Pupil B reads about Mrs Parker.

#### Pupil A:

Mr Parker is a handsome man with dark hair and brown eyes. He is good-looking. He is three years older than his wife. Mr Parker is a doctor. He helps sick people.

#### Pupil B:

Mrs Parker is a pretty woman. She has got long fair hair and blue eyes. She is a little shorter than Mr Parker. She is always elegant.

Mrs Parker doesn't work. She has got a lot of work about the house.



#### Work in pairs, Look at the photos in Ex. 2, p. 12, Take turns to ask and answer your partner's questions.

What is the person's name? What does he/she look like? What does he/she do?

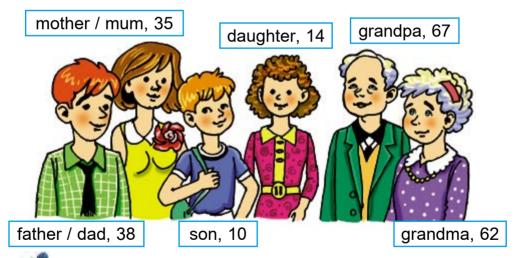
### 5. 🐔 a) Look and say. Make as many sentences as you can.

Mr Parker Mrs Parker My mum My father My aunt / uncle	is isn't	a/an	good-looking handsome pretty elegant old / young	man. woman.
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b) Write 6 sentences to the table in Ex. 5a).

#### **Lesson 3**

1. a) Look at the picture of Polly, Andy and their family.



### b) 🏂 Say. How many people are there in the family? What do they look like?

Example: There are .... in their family. Their grandparents have got grey hair and blue eyes. Their father is tall and handsome. Their mother is pretty and ..... She has got ..... hair and ..... eyes.

# 2. M Choose and say.

1. Andy is 4 years ..... than Polly.

A older B

B younger C the youngest

2. Their grandpa is 5 years ..... than their grandma.

A younger B older C the oldest

3. Their dad is ..... than their mum.

A taller

B shorter C smaller

# 3. Work in pairs. Ask and answer the questions about your families.

- Is your grandpa older than your grandma?
- Yes, he is. He is ..... years older.
- Who is the youngest in your family?
- Me. / My brother / sister is.
- What does your mum look like?
- My mum is not tall. She is shorter than my dad. She is pretty and elegant.

# 4. Speak in class. Tell your friends about the members of your family.

- 1. My ..... is older / younger than my ..... .
- 2. My ..... is taller / shorter than ..... .
- 3. I am ..... than .....

# 5. Write six sentences about your / your friend's family. Draw a picture.

Example:

This is Sashko's family. They are his mum, dad and sister.

His dad, Ivan Vasyliovych, is handsome. Sashko's dad is taller and older than his mum.

His mum, Tamara Pavlivna, is pretty and elegant.

Sashko's sister, Polly, is younger than him.



# Lesson 4

# 1. Listen and repeat.













# 2. Work in pairs. Take turns to ask and answer the questions.

#### Example:

- Where do you live?
- I live in the city (town, village).
- What's your address?
- It's 18 Shevchenko Avenue, Flat 12.

# 3. Disten, read and act out.

**Polly:** Hi, Jane! Where are you going on holidays?

Jane: Hello, I'm going to my granny.

**Polly:** Where does she live? **Jane:** She lives in Colchester.

Polly: My aunt lives there, too. What's your granny's address?

Jane: It's 7 Green Lane. It is in the centre of the town.

Polly: Well, my aunt lives at 15 High Street. It's near the park.

Jane: It's great! We can go there together one day.

Polly: OK. Have a nice weekend!

Jane: Thanks. Bye!

# 4. Sagree or disagree.

- 1. Jane's granny lives in London.
- 2. She lives in the centre of the town.
- 3. Her address is 7 Green Avenue.
- 4. Polly's aunt lives in Colchester.
- 5. She lives in Green Street.

# 5. (Sa) Read and complete the sentences.

- 1. I live in ......
- 2. It is a ..... town (city, village).
- 3. I live far from / not far from the centre of ..... .
- 4. My address is ..... Street (Avenue, Lane), Flat .....
- 5. My house is near the ..... (park, square, supermarket, .....).
- 6. There are many ..... and ..... in my street.
- b) Tell your classmates about the place where you live.



# 7 Lesson 5

#### 🛂 a) Listen and repeat.

is - was

are - were









#### b) Say.

Example:

The river is shallow now. It was deep many years ago. There are many narrow streets in this town. The streets were narrow in the past, too.

2. Wisten and read.

### Granny Tells a Story

Colchester is one of the oldest Roman towns in Great Britain.

It is situated on the River Colne. The river was deep in Roman times, but now it is shallow. The town of Colchester was not large and the buildings were small in the past. The biggest building was the castle. The streets were narrow and there were no cars or buses.

# 3. Say true, false or don't know.

- 1. In Roman times Colchester was large.
- 2. All the buildings were small.
- 3. The castle was small, too.
- 4. The streets in the town were narrow.
- 5. There were many cars and buses there in the past.



Colchester Castle

# 4. Work in pairs. Take turns to ask and answer the questions about Colchester.

Example:

- Was there a castle in Colchester?
- Yes, there was.

#### 5. a) Look, read and say.

- 1. Modern streets **are not** narrow. In Roman times the streets **were** narrow.
- 2. There are many cars and buses in this town. There were not any cars and buses in Colchester many years ago.

# b) Complete the sentences about your town (city, village). Use the words: is, are, was, were.

- 1. My town (city, village) ..... very / not very old.
- 2. The streets in our town (city, village) ..... wide and clean.
- 3. The houses ..... big and modern.
- 4. Many years ago the streets in our town ..... narrow and dirty.
- 5. The houses ..... small and old.



1. Was Look, read and choose.

Many years ago



Today



Today London is much larger / smaller than it was many years ago. In those days the buildings were bigger / smaller and the streets were wider / narrower. Today there are lots of / not many cars and buses in London and the air is much *cleaner / dirtier* than it was in the past.

The River Thames is much deeper / shallower than it was in those days.

#### 2. Mork in pairs. Take turns to ask and answer the questions about London.

- 1. Is London larger or smaller now than it was in the past?
- 2. Were the buildings bigger or smaller then?
- 3. What were the streets like?
- 4. Are there many cars and buses in London now?
- 5. Is the air cleaner or dirtier now than it was in the past?

### 3. Tell your classmates some facts about Kyiv, the capital of Ukraine, in the past. Use Ex. 1 as a model.

Today Kyiv is ..... . Many years ago ..... was much ..... . The buildings were ......

The streets were ..... There were ..... cars and buses. The Dnipro River was ......



4. Work in groups. Group A asks about London in the past. Group B asks about Kyiv in the past.

Example:

**Group A:** Were the buildings bigger or smaller in London in the past?

Group B: They were much smaller than they are now. Were the streets wider or narrower in Kyiv many years ago?

**Group A:** They were much narrower than they are now.

5. Write six sentences about your native city / town / village in the past. Use Ex. 3 as a model.

# Lesson 7

1. a) Listen and repeat.



a shop



traffic



the traffic lights

# b) Listen and read.





The children are doing a project on Kyiv, the capital of Ukraine.

They have got an old photo of Khreshchatyk Street, the main street of Kyiv.

Miss Alison: This is a photo of Khreshchatyk now and you have got a black and white photo of Khreshchatyk in 1880.

Steve: Oh, there were a lot of buildings in Khreshchatyk in 1880!

Dan: Yes, there were lots of shops, restaurants and offices there.

Kim: Were there many people in Kyiv in 1880, Miss Alison?

Miss Alison: Yes, there were.

**Ann:** Was there a lot of **traffic** in Khreshchatyk in those days?

Miss Alison: No, there wasn't. And the traffic was very slow.

# 2. Sagree or disagree.

- 1. There were not many shops and offices in Khreshchatyk in the past.
- 2. In 1880 there were a lot of people in Kyiv.
- 3. There were many cars and buses.
- 4. Children want to know a lot about the city they live in.

# 3. Complete the sentences. Use the Past Simple form of the verb to be.

Example: Ann and Dan were born in Kyiv.

- 1. There ..... a lot of buildings in Khreshchatyk in 1880.
- 2. There ..... not many cars or buses.
- 3. .... there much traffic in Kyiv in 1880?
- 4. .... there many people in Kyiv in 1880?

# 4. Z Choose and say.

- 1. Miss Alison was / was not born in Kyiv.
- 2. The traffic in the streets of Kyiv was / were slow.
- 3. There *are / aren't* many traffic lights in Kyiv today.
- 4. There is / isn't a shop near our school.
- 5. Are / Is there any traffic lights in Khreshchatyk Street?

# 5. Write about the street you live in.

Example:

I live in ..... in ..... Street. It is the ..... street in my town (city, village). There are ..... in it.

I have got / haven't got an old photo of my street. I think there were ..... in it many years ago. There was ......

### Lesson 8

### 1. Listen and repeat.



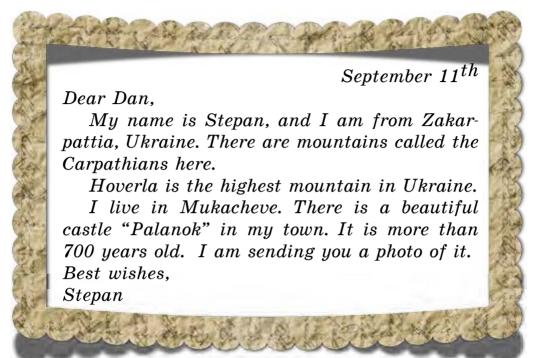
high - higher - (the) highest



big - bigger - (the) biggest

### 2. Read the letter.

Dan has got an email friend, Stepan. Here is his letter.





### 3. Read and choose the correct words.

- 1. There are / are no mountains in Ukraine.
- 2. Roman Kosh / Hoverla is the highest mountain of the Ukrainian Carpathians.
- 3. Stepan lives in the town / village.
- 4. The castle "Palanok" is / isn't very old.
- 5. Stepan is sending a picture / a photo of it.

4. Work in pairs. Complete and act out the dialogue.

Dan: Oh, look, here is the photo of "Palanok"!

Ann: "Palanok"? What is it?

Dan: It is a beautiful castle in Mukacheve. Stepan, my

new friend, told me about it in his email letter.

**Ann:** .....?

Dan: It is more than 700 years old.

Ann: .....?

Dan: Oh, yes. It is one of the biggest castles in Europe.

- 5. (a) Write a letter to your penfriend about a famous place in your town / city / village. Follow this order:
  - 1. Make notes before you start writing your letter.
  - 2. Start your letter with *Dear* and finish with *Best wishes* and *your name*.
  - 3. Use Stepan's letter from Ex. 1 as a model.
- b) Tell your classmates about a famous place in your town / city / village.

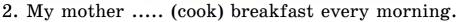
# Lesson 9

1. Make as many questions as you can and answer them.

Example: Is your sister taller than your cousin? - Yes, she is. / No, she isn't.

ls your	grandpa father mother brother sister nephew niece	older younger taller shorter stronger smaller	than your	grandma uncle aunt cousin friend	?
------------	---------------------------------------------------------------------	--------------------------------------------------------------	-----------	----------------------------------------------	---

- 2. Complete the sentences. Use the Present Simple or the Past Simple tenses.
  - 1. Mrs Tame ..... (be) in hospital last year.

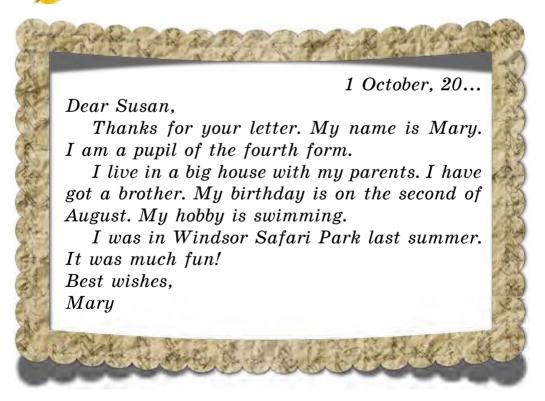


- 3. Jane's granny ..... (live) in Colchester.
- 4. Jane ..... (go) to her grandma last week.
- 5. Streets in Lviv ..... (be) narrow in the past.
- 6. There ..... (be) many traffic lights in Kyiv now.

# 3. Work in pairs. Take turns to ask and answer the questions.

- 1. What's your name?
- 2. Where do you live?
- 3. Is your town (city, village) large?
- 4. What's your address?
- 5. What can you see in the streets of your town (city, village)?

# 4. Read Mary's letter. Write six questions Susan asked her.



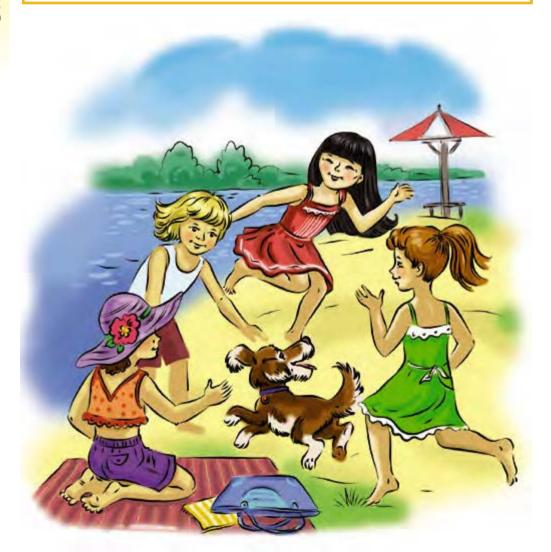
Example: I am a pupil of the fourth form. – What form are you in?



# Read and complete the text. Then write. Use was / wasn't, were / weren't.

The day <u>was</u> fine last Sunday. It ..... hot after the rain. Jane and Kim ..... at the beach. Their friends ..... with them, too. Ann and Dan ..... there. They ..... in Odesa.

The children ..... happy, the dog ..... happy, too. It was great fun!



# LIFE IN CITIES AND VILLAGES

# Lesson 1



Work in two groups. Listen, read and match the descriptions with the pictures.





**A** We have a three-room flat near the city centre. It is on the fifth floor. There is a living room, a children's room and a bedroom in our flat. We also have got a kitchen, a bathroom and a balcony. Our flat has a lovely view.

**B** My aunt and uncle have got a little cottage in the country. It is located on the bank of the river. The house has got three bedrooms and a living room. There are fruit and vegetable gardens behind the house.

- 2. 🞢 a) Do a class survey. Ask your friends questions about their homes and make a graph.
  - b) Speak in class. Tell your teacher about your friends' homes.

Names Questions	Dan		
Do you live in a house or in a flat?			
Where is it? (a city / a town / a village)			
Do you like to live there?			

3. We Look at the picture. Tell your classmates what rooms you can see in the picture.

Example: Number 1 is a living-room.



- a hall
- a living room
- a bedroom
- a kitchen

- a bathroom
- a toilet

- - a) Listen and read the poem.
    - b) Say where your home is and where you like to stay.

Kitty's home is in the country, Betty's home is in the city, Kitty likes to stay with Betty, Betty likes to stay with Kitty. Betty likes the country best, Kitty likes the busy city, That is quite a lucky thing For Betty and for Kitty.





5. Write about the place where you live. Use the words below.

• big/small • clean/dirty • modern/old • quiet/noisy

Example: I live in Kyiv in a two-room flat. It is clean and quiet. There is a bedroom, a living room and a

kitchen in our flat. The bedroom is small but the living room is big.

We also have a bathroom and a balcony. It has a lovely view of the park.

### Lesson 2

ning.

### 1. a) Listen and complete the text.

third, bathroom, three, large, kitchen, bedroom

The Parkers have got a ..... -room flat in the city centre. They live at number 15 High Street. Their flat is ..... and cosy. It is on the ..... floor. There is a living room, a ..... and a children's room in the flat. There is also a hall, a ....., a ..... and a toilet.

### b) Write the correct information.

Example: The Parkers have got a three-room house. flat

- 1. Their flat is in the old part of the city. .....
- 2. The Parkers' flat is not big. .....
- 3. It is on the first floor. .....
- 4. There is a living room, a dining room and a children's room in the flat. .....

# 2. Read the text and guess what room it is.

and four in the middle of the room. There is also a in the middle of the room. There is also a in the middle of the room. There are some on the wall. There is a in the right corner. The Parkers like to sit in this room in the eve-

- 3. Answer the questions.
  - 1. Is this room large or small?
  - 2. What is there in the middle of the room?
  - 3. What is there in the right corner?
  - 4. What do Parkers like to do in this room?
- 4. Look and say. Make as many sentences as you can. Describe Steve and Molly's room.

There	is are	a square carpet two beds some bookshelves some photos a desk two chairs a computer	on the floor. in the room. on the desk. on the walls.
-------	-----------	------------------------------------------------------------------------------------	----------------------------------------------------------------

Example:

The children's room is small. There is a square carpet on the floor. ...

5. Draw your room. Write what kind of room it is, where the furniture is and what you do in the room. Use the words below.

On the left, on the right, opposite, in front of, at, behind, near, in the corner, in the middle, next to



#### Example:

This is my room. There is a carpet on the floor in the middle of the room. My bed is on the left near the wall. There is a table and a chair next to it. There is a lamp on the table. There are some bookshelves on the walls. I do my lessons and sleep in this room.

### Lesson 3

### 1. Listen and repeat.



a bedside table



a wardrobe



a mirror

# 2. Read.



This is Mr and Mrs Parkers' bedroom. It is not large, but light and cosy. There is a big carpet on the floor.

There is a bed, a bedside table, a mirror and a lamp there. The Parkers keep their clothes in the wardrobe. It is big.

# 3. **%** Agree or disagree.

- 1. The Parkers' bedroom is light and cosy.
- 2. The carpet on the floor is small.
- 3. The Parkers keep their clothes on the chairs.
- 4. There is a mirror in the bedroom.

#### 4. Work in pairs. Ask and answer.

- 1. Is the Parkers' bedroom large or small?
- 2. Is the room light and cosy?
- 3. What can you see in this bedroom?
- 4. Where do the Parkers keep their clothes?

# 5. Write 6 sentences about your / your parents' bedroom.

### Lesson 4

1. Listen and repeat.





### 2. Read the text.

The Parkers have got their meals in the kitchen. It is quite modern, nice and clean with a lot of cupboards. There is a round table and some chairs on the left of this room. There is a fridge, a cooker, a microwave oven and a sink at the wall. Mrs Parker has also got a dishwasher.



# 3. **M** Choose and say.

- 1. The Parkers have their meals .....
  - A in the café
  - B in the kitchen
  - C in the dining-room
- 2. There are a lot of .... in their kitchen.
  - A cookers
  - B wardrobes
  - C cupboards
- 3. There is a round table and some chairs .....
  - A near the window
  - B at the wall
  - C in the middle of the room

# 4. Play a guessing game. Work in groups. Pupil A thinks of a piece of furniture in his / her living room (kitchen, bedroom...). The others try to guess what it is.

Example:

**A:** This piece of furniture is in my living room.

**B:** Is it a sofa?

A: No, it isn't.

B: Is it an armchair?

A: Yes, it is.

# 5. Write about the kitchen in your house or flat. These questions can help you.

- 1. What is your kitchen like?
- 2. What furniture is there in your kitchen?
- 3. Where is it?
- 4. Is there a dishwasher in the kitchen?
- 5. What do the members of your family do in the kitchen?

#### Lesson 5

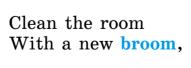
1. Listen, point and say the chant.



The clock says, "Tick", Do your chores quick!



Feed the cat, Vacuum the mat,









Wash the floor, Then go to the store,

Set the table When you are able<sup>1</sup>.





Wash up after meals, Take out the peels<sup>2</sup>.

The clock says, "Tock", Finish your work.



- 2. Work in pairs. Take turns to ask and answer about your household chores.
  - What kinds of chores do you usually do?
  - How many hours a day do you spend on chores?
- 3. a) Play a mime game. Pupil A mimes household chores. Pupil B tells what the pupil A is doing.

Example: Pupil A: mimes cooking.

**Pupil B:** He/ She is cooking.

Pupil A: Yes, I am. I am cooking.

I	am	
You We They	are	cooking.
He She It	is	

 $<sup>^1</sup>$  To be able - могти.



<sup>&</sup>lt;sup>2</sup> Peels – лушпайки, шкірка.

### b) Work in pairs. Ask and answer about the household chores.

Mr Parker		Steve	
Mrs Parker		Molly	

Example:

**A:** What is Mr Parker doing?

**B**: He is vacuuming the carpet.

4. Write down four sentences about the Parkers. Use the table from Ex. 3b.

Example: The Parkers are doing their housework.

Mrs Parker is going to the store.

5. a) Draw a poster about your household chores and write about them.

Example:

My mum is busy with her housework all day long. I often help her.

I usually ..... . Sometimes I ..... . We always ..... together. But I never ..... . I like ..... , but I don't like ..... . Today is Saturday. I am cleaning my room now.

b) Tell your classmates about your household chores.

## Lesson 6

## 1. Look at the picture. Choose and say.



- 1. Kate's family is .....A cleaning their flat B watching TVC doing shopping
- 2. Kate is ......A feeding the cat B washing upC vacuuming the floor
- 3. Her mum is ......A cooking B making a cakeC cleaning the window
- 4. Kate's dad and her brother are .....A playing football B sweepingC repairing a chair

## 2. Read and compare the sentences.

- 1. We are cleaning our room now.
  We clean our room every Saturday.
- 2. My mum is washing clothes with the washing machine now.

  She washes clothes every week.
- 3. They are cooking dinner now. They cook dinner every day.



#### Make as many sentences as you can.

I			
You	am	reading a book	now.
We		cooking	at the moment.
They	are	listening to music	
Dan		helping about the house	
Ann	is	washing up	

#### Ask and answer the questions.

Example: - Are you cooking now?

- No. I'm not.
- 1. Are your parents doing the shopping now?
  - Yes, they are. / No, they aren't.
- 2. Is your mum cleaning the fridge now?
  - Yes, she is. / No, she isn't.
- 3. Is your brother feeding his dog now? .....
- 4. Are you washing up now? ......
- 5. Are your friends helping their parents about the house at the moment?

## 5. Write down the questions to the sentences.

- 1. Tom is cleaning his room.
- 2. My granny is feeding her cat.
- 3. I am not washing up now.
- 4. Andy and Molly are cooking.

## Lesson 7



Complete the tables and write them down in your exercise book.

Do Lwrito?

#### The Present Simple

I don't write

I write	I don't write	Do I write?
He / She writes		

#### The Present Continuous

I am reading	I am not reading	Am I reading?
You are reading		
He / She is reading		



Ann and Dan are having a rest in the village. Look at the picture and read two lists below. Write sentences as in the example.



Example:

#### Usually

Go to the swimming pool

#### Now

Swim in the river

Ann and Dan usually go to the swimming pool but now they are swimming in the river.

Usually	Now
drink orange juice	drink milk
watch television	listen to Granny's stories
eat sausages	eat carrots and tomatoes
take a bus	walk
buy vegetables	grow vegetables

- 3. Work in groups A, B, C. Look at the pictures and answer the questions.
  - 1. What room can you see in the picture?
  - 2. What furniture is there?







(A)



C

B

### 4. Match the sentences with the pictures A, B, or C.

Example: We usually drink tea in this room.  $\underline{B}$ 

- 1. I keep my clothes in the wardrobe. \_\_\_
- 2. Where is Steve? He is having a shower. \_\_
- 3. There are some fresh vegetables in the fridge. You can make a salad.

## 5. Fill in the prepositions on, in, at.

- 1. My grandmother lives ..... a big block of flats ..... London.
- 2. Our flat is ..... the ground floor.
- 3. Where is the library?
  - It is ..... number 15, Green Street.
- 4. My grandparents and I were ..... Lviv in 2012.
- 5. How many rooms are there ..... the first floor?

#### **FREE TIME**



1. a) Listen and repeat.

like + -ing enjoy + -ing







take photos





make things

## b) 🐼 Listen and read.

A hobby is a thing you like doing in your free time.

Different people have different interests or hobbies. Many people collect something – coins, stamps, CDs, toys or books. Your life becomes interesting if you have a hobby. Some children enjoy singing, dancing or playing the musical instrument. Girls usually like painting and making things. Boys like playing sports.

## 2. Answer the questions.

- 1. What is a hobby?
- 2. What do people collect?
- 3. What do girls usually like doing?
- 4. What do boys like doing?
- 3. (a) Work in pairs. Take turns to ask your friend about his / her hobbies and take some notes.

Example: - Do you play any sports?

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

#### Do you...

- ... play any sports?
- ... cook?
- ... collect anything?
- ... read a lot?
- ... listen to music?
- ... play the piano?



Have you got any other hobbies?

## b) Tell the class one or two things about your friend's hobby.

Example: Olena has got a hobby. She collects dolls. She also plays the piano.

## 4. a) Look and say what you like doing.



Example: I like singing and dancing.



#### b) \*\*Talk about each hobby you see in Ex. 4a).

Example: I think .... is interesting (boring, easy, difficult, exciting).



## 5. Write six sentences about your hobbies.

Example: My name is Alex. I am nine. I have a hobby. I collect toy cars. I think it is interesting. And I also like riding a bike and playing football.



1. Look at the picture. Answer the questions.

- Where are the people?
- What is Mr Parker doing?
- What is Mrs Parker doing?
- What are their children doing?





### 2. Listen and read.

#### A Picnic at the River

The Parkers are a very good and friendly family. They spend a lot of free time together. The weather is warm today. They are having a picnic on the bank of the river. Mr Parker is fishing and Mrs Parker is setting the table. Steve and Molly are playing badminton.

## 3. Say true, false or I don't know.

- 1. The Parkers are a very friendly family.
- 2. The weather is sunny and hot.
- 3. The Parkers are having a picnic near the lake.

- 4. Mrs Parker is hungry.
- 5. The children are playing badminton.

# 4. Work in pairs. Take turns to ask and answer questions as in the example.

Mr Parker	Steve	
Mrs Parker	Molly	

Example: A: What does Mr Parker like doing?
B: He likes playing the guitar.

## 5. Write four sentences about the Parkers' hobbies.

Example: Mr Parker/Mrs Parker/Steve/Molly likes...

#### Lesson 3

## 1. W Listen, read and act out.

**Dan:** Hi girls, what are you drawing?

Ann: Hello, Dan. I'm drawing my pony collection.

Kim: And I'm drawing my doll collection.

**Dan:** I think collecting ponies and dolls is boring.

**Ann:** But we like dolls and ponies!

Kim: And what do you collect, Dan?

Dan: I don't collect anything. My hobby is scale modelling.





- 1. Ann is ..... her pony collection.
  - A drawing B making C playing with
- 2. Kim is drawing her ..... .
  - A her house B book collection C doll collection
- 3. Dan's hobby is .....A scale modelling B reading C sport

## 3. Work in pairs. Ask and answer.

- 1. Do you collect toys or books? Yes, I do./No, I don't. I collect ......
- 2. Do you play any musical instrument?
- 3. What sport is your favourite?
- 4. What do you like doing?

## 4. **Z** Tell your classmates about your hobbies.

Example: I have some hobbies. I like collecting ..... (making ....., reading books, drawing, dancing). I don't play any musical instrument, but I can sing well. I like singing. My favourite sport is ..... I often play ..... with my friends.

## 5. Draw a poster and write about hobbies in your family.

Example:

My brother likes skateboarding.  My mum and dad like travelling.		My name is Polly. I make dolls.
My mum and dad like travelling.	20-25	My brother likes skateboarding.
		My mum and dad like travelling.



My grandpa likes making things.



My grandma likes cooking.



1. 🚧 a) Listen and repeat.



a cartoon



a quiz



the news



a film



a sports programme



a football match

b) Z Look and say which programmes you like / don't like.

Example: I like watching cartoons.

## 2. Disten, read and act out.

A: When does the film about Garfield start?

B: Let's look at the TV guide. This film starts at twelve o'clock.

**A:** What channel is it on?

B: It is on Channel 1. And it's ten minutes to twelve now.

A: It's time to switch on TV, then!



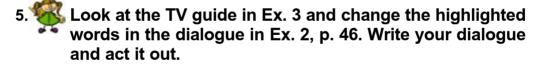
### 3. Read the TV quide.

#### TV CILIDE

1 7 0	TOIDE
CHANNEL 1	ANIMAL PLANET
9.00 News Summary	10.00 The Funniest Animals on
10.00 Quiz show:	the Earth
"The Cleverest"	11.50 Pet Resque Service
12.00 Film: "Garfield: A Tail	12.30 Wildlife: The Lions of the
of Two Kitties"	Sahara
EUROSPORT	FOX KIDS
9.30 Extreme sports	9.45 Puss in Boots
10.30 Athletics	11.15 SpongeBob
12.45 Wimbledon: The best	SquarePants
tennis matches	15.00 Tom and Jerry

## 4. Work in pairs. Answer the questions.

- Are there any quiz shows on TV?
- Are there any good films on?
- Is there any sports programme on?
- Which channel is the best for the news / cartoons?



#### Lesson 5

🝱 Listen, read and say the chant.

What programme are you going to watch today? What programme are you going to watch? When does this programme start today? When does this programme start?

> I am going to watch a film today. I am going to watch a film. The film starts at five o'clock today. The film starts at five o'clock.



- - 🤼 Work in pairs. Ask and answer.
  - 1. Do you watch TV every day?
  - 2. What programmes do you usually watch?
  - 3. What time do they start?
- 3. Listen, read and match.

  - A football matches B cartoons
  - 1. Jane often watches TV. She comes home from school and watches "Tom and Jerry", "Shrek" or "Winniethe-Pooh."
  - 2. Tom is fond of sports. He likes swimming, basketball, football and running. He always watches sports programmes on TV.
- 4. Tell your classmates about your favourite TV programme. Use the questions to help you.
  - What is the programme about?
  - When do you usually watch it?
  - Why do you like it?

Example: My favourite programme is ..... It is about ..... The day of the programme is ..... The programme starts at ..... I like this programme because .....

Write 6-7 sentences about the TV programme you like. Use the plan of Ex. 4.

#### Lesson 6

a) Listen and repeat.



chess



table tennis



volleyball

to play - played to cook - cooked to make - made to have - had to swim - swam to ride - rode

## b) 💕 Listen, read and act out.

Steve: Hurray! The lessons are over! Kim: Let's go to the playground!

Jane: Ann, Kim, let's play hide-and-seek or hopscotch.

Kim: I want to play badminton.

Ann: But we played badminton yesterday!

Tom: Look, Ann! We can play badminton together. Steve: Hey, Dan! Let's play football at the school sta-

dium.

Dan: Sorry, I can't. The school chess club starts in ten

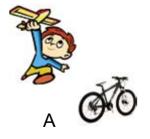
minutes.

## 2. Tell your classmates what game you played yesterday.



Example: I played ..... yesterday.

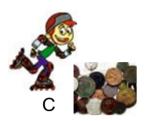
## 3. Read and match.



1. Oleg collects coins. He likes roller skating. Yesterday he swam in the swimming pool.

2. Oksana collects comics. She also likes making things. Yesterday she made a bracelet for her sister.





- 3. Myshko collects toy planes. He likes sport very much. Yesterday he rode a bike and played computer games.
- 4. Natalka collects postcards with horses. Yesterday her mum had a birthday party. Natalka and her granny made a big cake for her.



Α	В	. (	$\Box$	D	
-	 _		_	 _	

- 4. Work in pairs. Take turns to ask and answer the questions.
  - 1. What does Oleh/Oksana/Myshko/Natalka collect?
  - 2. Who had a birthday party yesterday?
  - 3. Who likes sport?
  - 4. What does Oksana/Natalka like?
  - 5. What did Oleh / Oksana / Myshko / Natalka do yesterday?
- 5. Write six sentences about your friends. What are their hobbies? What did they do yesterday?

Example:

 $My\ friend\ Sonia\ collects\ .....\ She\ likes\ .....\ and\ .....\ .$  Yesterday she ..... .



#### 1. Miles Listen and read.

Here's Dan's letter to his friend Stephan.

to win – won to bring – brought



## 2. Say true, false or I don't know.

- 1. Stephan got the first prize in a school chess competition.
- 2. Dan's hobby is scale modelling.
- 3. His favourite model is Boeing 747-8.
- 4. Dan and his dad make models together.
- 5. There are five items in Dan's collection.
- 3. (25) a) Take turns to ask and answer about the children's collections on page 51.
  - b) Ask your friend about his / her collection.

	Kim	Steve	Tom
1		Cuba	<u></u> 000
2	15	80	23
3	A Snow White	with ships on it	Cadillac Fleetwood 75
4	2 years ago	3 years ago	a year ago

- 1. What does he / she collect?
- 2. How many items are there in his / her collection?
- 3. Which item is his / her favourite?
- 4. When did his / her collections start?

Ann's	old	300	<i>Kobzar</i> by Taras	20 years ago
dad	books	300	Shevchenko	20 years ago

#### Example:

- 1. What does Ann's dad collect? He collects old books.
- 2. How many books are there in his collection? There are three hundred books in his collection.
- 3. Which book is his favourite? His favourite book is Kobzar by Taras Shevchenko.
- 4. When did his collection start? It started twenty years ago.

## 4. Make and write the words.

E x a m p l e: play + ed = played

watch + ed =	help	start
listen	walk	cook
collect	like	visit
jump	ask	thank



### 5. Write about your collection.

Example: I collect ..... I think it is interesting/ exciting. My collection is big/small. There are ..... items in my collection. My favourite item is ..... My collection started ......



#### 7 Lesson 8



#### 🞑 Listen and read.

to go - went to eat - ate to drink – drank



It was Sunday yesterday. Ann and Dan went to the local water park with their dads. Children had a nice time there! The water was warm. They swam a lot and rode the water slides. Children also visited a café. They ate ice cream and drank juice.

## 2. Answer the questions.

- 1. Where did Ann and Dan go last Sunday?
- 2. Did they have a nice time?
- 3. Was the water cold or warm?
- 4. What did they do there?
- 5. What did they eat and drink?

## 3. Write the correct information.

Example: It was Saturday yesterday. Sunday

- 1. Ann and Dan went to the local cinema.
- 2. The weather was warm.
- 3. They laughed a lot.
- 4. They ate cakes and drank juice.
- 4. ( a) Listen, read and act out.
  - b) Complete dialogue 3 and act it out with your partner.

2) A: Did vou have a good

B: I can't say so.

**B**: Mum was ill

A: Why?

time yesterday?

I staved at home.

and

- 1) A: Did you have a nice weekend?
  - B: Yes, sure. I visited my aunt and uncle.
  - A: What did you do there?
  - B: We had a picnic in the forest.
  - A: Did vou come home late?
  - **B**: No, we didn't.
    - 3) A: Did vou have a nice weekend?

B: Yes sure. I was .....

**A:** What did you do there?

**B:** I ..... What about you?

**A:** I ..... and ..... .

#### c) Choose and complete.

- 1. Alex .... to the zoo last summer.
  - A goes
- B went
- C is going
- 2. Tom ..... his grandparents every week.
  - A visits
- **B** visited
- C is visiting
- 3. Ann ..... a rope now!
  - A skips
- **B** skipped
- C is skipping
- 4. Chidren ..... in the forest every summer.
  - A walk
- B walked
- C is walking
- 5. My parents ..... to Egypt two years ago.
  - A travel
- B travelled C are travelling



5. Draw a picture about your best weekend. Write about it.

Example:

It was ..... The weather was ..... I ..... with my ..... I had a ..... time. We also ..... and ..... I was happy.



#### Lesson 9

#### Past Simple

- I/You/He/She/We/They + watched TV yesterday.
- I/You/He/She/We/Thev didn't watch TV yesterday.
- ? Did I/you/he/she/we/they watch TV yesterday?
- I/You/He/She/We/They rode a bike two days ago.
- I/You/He/She/We/They didn't ride a bike two days ago.
- ? Did I/you/he/she/we/they ride a bike two days ago?

#### Read what Dan does every day and write what he did yesterday.

Example: Dan plays chess every day. - Dan played chess yesterday.

- 1. Dan walks to school every day.
- 2. He trains in the gym every day.
- 3. Dan helps his parents every day.
- 4. He phones his grandparents every day.
- 5. Dan listens to music every day.
- 6. He plays football every day.

#### Read and complete the story. Use the Past Simple tense.

Kim *came* (come) home from school at three o'clock. She ..... (drink) a cup of tea and ..... (eat) a sandwich. Then she .....

to come - came to meet - met

(phone) her friend. The girls ..... (go) to the park. There they ..... (meet) Tom and Steve. The children ..... (play)

hide-and-seek together. In the evening they ..... (go) to the cinema.

3. (25) a) Work in pairs. Take turns to ask and answer the questions about what you did yesterday.

A: What did you do after school?

B: I went shopping.

**A:** What did you do in the evening?

B: I read a book and played computer games.

A: Did you help your mum?

B: Yes, I did.

b) ( Change the highlighted words and act out your dialogues.

4. Write one sentence for each of these verbs.

became	went	listened	made
met	helped	swam	visited

Example: Kim and Jane became good friends.

5. Write what these children did or didn't do yesterday.

Actions	0	Ren.		<b>A</b>
			ASSE	- M
Names	-	To Toland	72	
Ann	×	✓	✓	×
Steve	✓	×	✓	×
Jane	×	✓	×	✓
Tom	✓	×	×	✓
Dan	✓	×	✓	×

Example: Ann played hopscotch and roller skated yesterday, but she didn't play tennis or swim.

#### Revision Lessons (28–32)

#### Unit 4

## THE WORLD AROUND US

## Lesson 1

1. Milling Listen, read and say.

Look around you, nature is bright! Trees are green, flowers are white, Birds are singing in the blue sky, Butterflies are dancing in the sunshine.

2. Work in pairs. Look at the picture and answer the questions.



- 1. What can you see in the picture?
- 2. Are the mountains high?
- 3. What are the sheep eating?
- 4. What season is it? Why do you think so?

## 3. Listen and read.



#### **Nature**

You live on the Earth, and everything around you is part of nature. You can see the sun and the sky with clouds. You can smell beautiful flowers and fresh air.

Nature is everywhere: in the mountains and valleys, seas and oceans, deserts and forests. Animals and birds, bees and butterflies are also part of nature.

Love nature and take care of it.

## 4. 🖊 Complete the sentences.

- 1. You live on ......
- 2. You can see ......
- 3. You can smell .....
- 4. Nature is in .....
- 5. .... are also part of nature.
- 6. Take care of ......

## 5. Answer the questions.

- 1. Where do we live?
- 2. What can you see around?
- 3. What is nature?
- 4. How can we help nature?

## Lesson 2

1. 📢 a) Listen and repeat.



a cheetah a dolphin

a python

a hippo







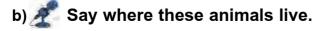


the savanna

a sea

the jungle

a river/a lake



Example: A cheetah lives in the savanna.



### 2. Choose and say.

- 1. Fish, dolphins, and sharks live in ..... **B** seas and oceans **C** the savanna **A** the jungle
- 2. Lions, cheetahs and elephants live in .....

B the forest C the desert A the savanna

3. Bears, foxes and wolves live in .....

A the desert B rivers and lakes C the forest

## 3. Million Listen and repeat.

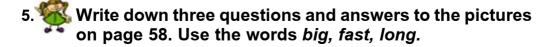


fast - faster - the fastest fat – fatter – the fattest

big - bigger - the biggest long – longer – the longest

## 4. Work in pairs. Ask and answer the questions.

- 1. Which is faster, a lion or a cheetah?
- 2. Which is bigger, a dolphin or a whale?
- 3. Which is longer, a python or a crocodile?
- 4. Which animal is the fastest?
- 5. Which animal is the biggest?
- 6. Which animal is the fattest?





#### Lesson 3

#### Listen, read and act out.



Dan: Hi, Steve! What are you doing?

Steve: Hello. I'm looking at my family photos in the safari park.

Dan: Really? When did you go there?

Steve: In July. We were on holiday in the UK then. It was an exciting trip. I saw a lot of wild animals there.

Dan: Was it dangerous?

Steve: No, it wasn't. We travelled there in the park buses. It was fun!



#### 2. Work in pairs. Ask and answer the questions.

- 1. Where did Steve go last summer?
- 2. What did he see there?
- 3. Was the trip dangerous?



#### Listen and read.









Knowslev is one of the most famous safari parks in the UK. In this park even the most dangerous animals live in the open. There are fences<sup>1</sup>, not cages<sup>2</sup> there. Lions, tigers, cheetahs, hippos, monkeys and other wild animals live free.

Visitors go through the safari park in the park buses or cars. The most important rules are: to drive slowly and not to open the car windows. Children can get one of the most exciting lessons in the Safari School.

## 4. Nagree or disagree.

- 1. Knowsley is one of the most famous safari parks in the world.
- 2. The most dangerous animals live in the cages.
- 3. There are some important rules in the park.
- 4. There are park buses and cars for visitors.
- 5. You can have an exciting lesson in the Safari School.

famous - more famous - the most famous dangerous – more dangerous – the most dangerous important - more important - the most important exciting – more exciting – the most exciting



 $<sup>^{1}</sup>A fence$  — паркан, огорожа.

 $<sup>^2</sup>A \ cage -$  клітка.

## Complete the sentences.

- 1. It is one of the ..... (famous) safari parks in the world.
- 2. The ..... (dangerous) animals live in this safari park.
- 3. The .... (important) rule for visitors is not to get out of the car.
- 4. Snakes are ..... (dangerous) than lions.
- 5. A trip to a safari park is ..... (exciting) than a visit to a zoo.

#### Lesson 4

1. \*\* Look at the pictures. Choose and say.







Example: This is ..... (colour). It is ..... (big/small/strong) and (fast/slow/dangerous). It lives in (the) ..... (forest/savanna/desert).

#### 🥦 Play a game. Think of an animal. Other pupils ask you the questions and try to guess what animal it is.

Example: Is it big? - No, it isn't. It is small. What colour is it? - It's brown. Has it got sharp teeth? - Yes, it has. Where does it live? - In the forest. What does it eat? - Nuts. Is it a squirrel? - Yes, it is!

## 3. Misten and read.

Wild animals live in the forest, the jungle, the savanna and the desert. All the animals are different. Many of

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