

Доповнене видання  
Updated Edition

Г. К. МІТЧЕЛЛ, МАРІЛЕНІ МАЛКОГІАННІ

# smart junior

Англійська мова  
English

3  
клас



Student's book



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# Англійська мова English

Підручник для 3 класу  
закладів загальної середньої освіти  
(з аудіосупроводом)

*Рекомендовано Міністерством освіти і науки України*



Київ  
Видавництво «Лінгвіст»  
2025



*Рекомендовано Міністерством освіти і науки України*  
(наказ Міністерства освіти і науки України від 07.01.2025 № 22)

Матеріал підручника відповідає типовій освітній програмі для 3-4 класів  
Нової української школи, розробленої під керівництвом О. Я. Савченко

Мітчелл Г. К.

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англійської мови в 3 класі, розроблений згідно з Державним стандартом  
загальної середньої освіти Нової української школи, має комунікативну  
та міжкультурну спрямованість, розвиває наскрізні уміння і містить  
компоненти формуального оцінювання. Підручник відповідає віковим  
особливостям та інтересам учнів молодшої школи.

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# Hello

## 1 Listen and sing.



**Hello!**

Hello, Hello,  
I'm Kelly.  
Hello, what's your name?

How are you?  
Fine, thank you.  
How are you?  
Fine, and you?



## 2 Say with your partner.

Hello. I'm Vlad.  
What's your name?

Hi. I'm Tom.

How are you?

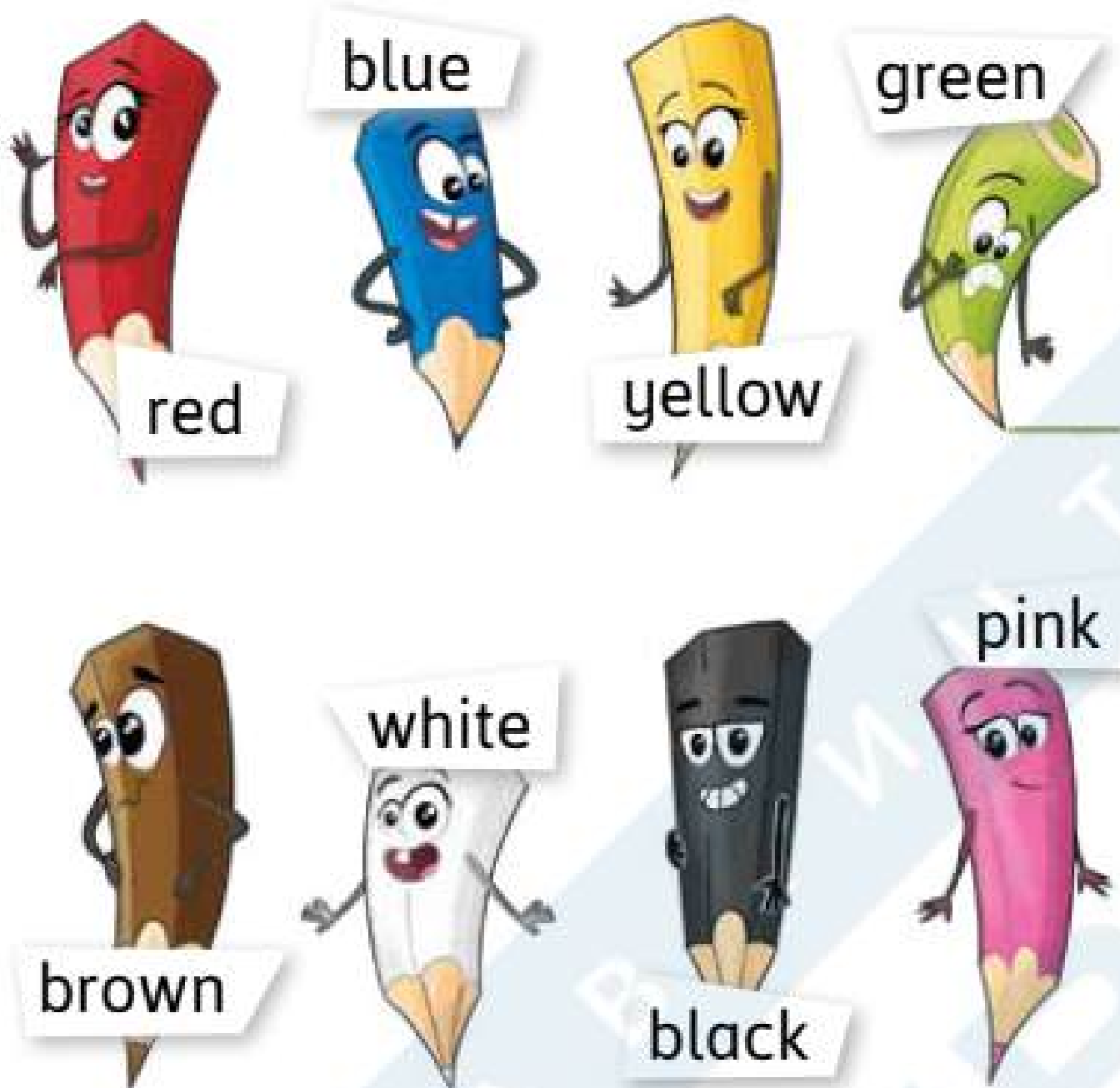
Fine, thank you.

Goodbye.

Bye.



**3 Listen, point and read.** 



**4 Listen and sing.** 

**The Colours Song**

Green and yellow.  
Red and blue.  
I love colours.  
How about you?  
Pink and brown.  
Red and blue.  
I love colours.  
How about you?  
Black and white.  
Red and blue.  
I love colours.  
How about you?

**5 Play the colours game.**

What colour is it?

It's red.



**6 Listen, point and read.** 



**7 Listen and sing.** 

**The Numbers Song**

How old are you?  
How old are you?  
One, two, three,  
four, five! I'm five!

How old are you?  
How old are you?  
Six, seven, eight,  
nine, ten! I'm ten!

**8 Draw a cake with candles in your notebook. Then ask and answer.**





pretty

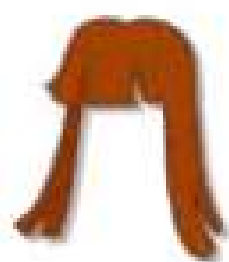


ugly

# Welcome!

# 1

Sing a song



straight hair



curly hair



long hair



purple

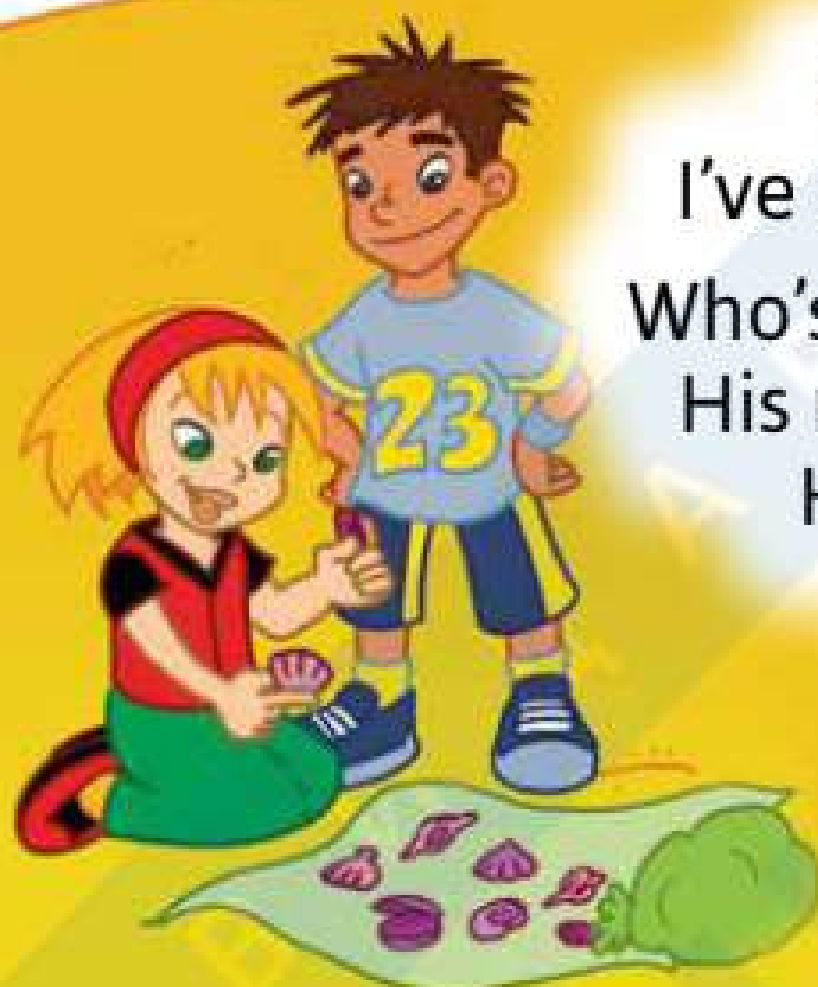
1 Listen and point. Then sing.



## Smart friends

Hello, I'm Sharky. I'm a big fish.  
 I've got big teeth and three purple fins.  
 Who's that? Who's that? What's his name?  
 His name is Greg. He's got brown eyes.  
 His hair is brown. He's very nice.

Who's that? Who's that?  
 What's her name?  
 Her name is Anna.  
 She's got fair hair.  
 Her eyes are green.  
 She's a pretty girl.



2 Play.

She has got brown eyes. Her hair is brown.  
 What's her name?

It's Lucy.

Yes, it is.

## Grammar

|      |          |             |
|------|----------|-------------|
| I    | have got | brown eyes. |
| They | have got | brown eyes. |
| He   | has got  | brown eyes. |
| She  | has got  | brown eyes. |

3 Write about your friend in your notebook,  
 e.g. **He/She has got... eyes. His/Her hair is...**

1

Smart kids

10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

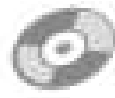
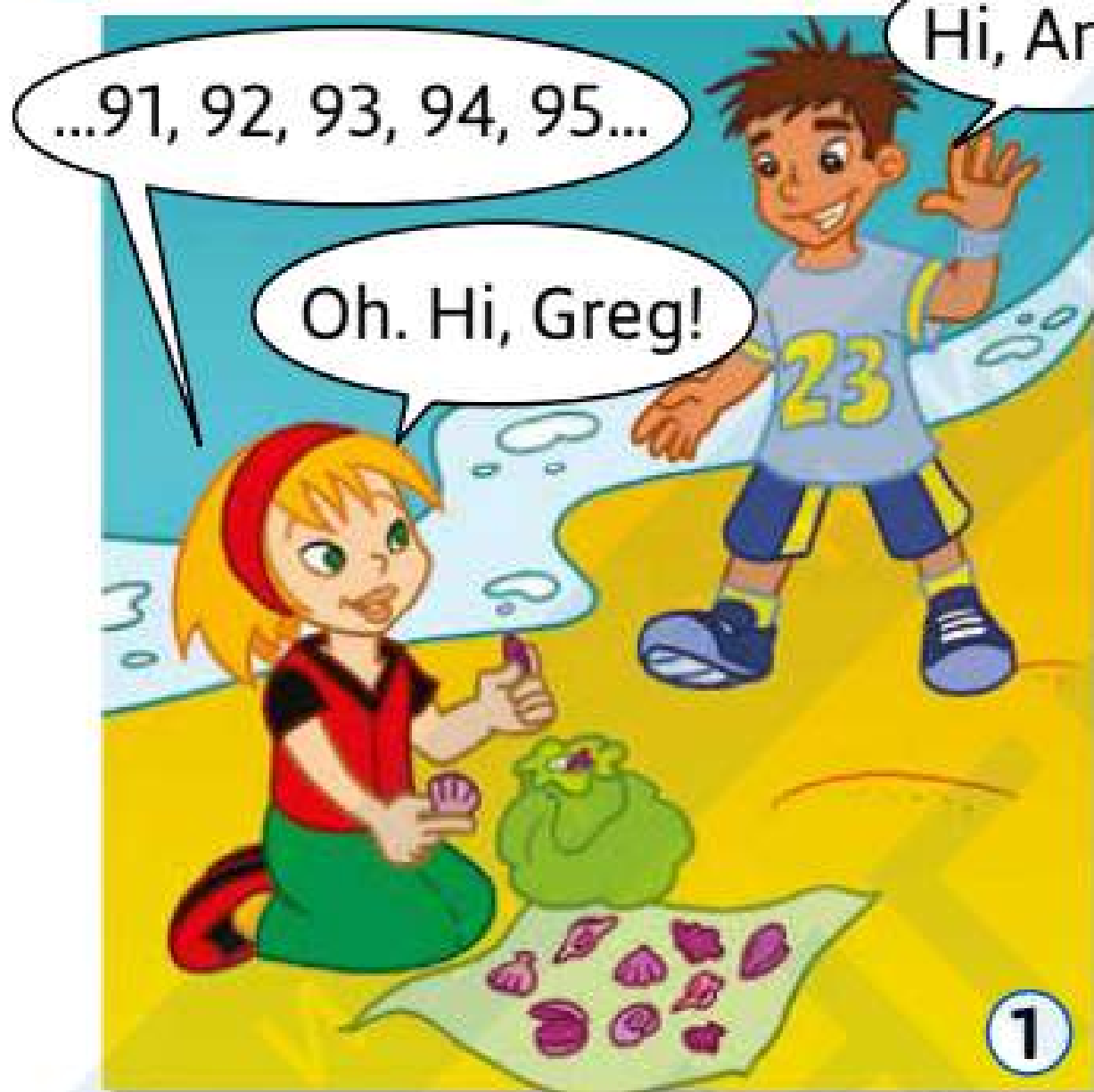
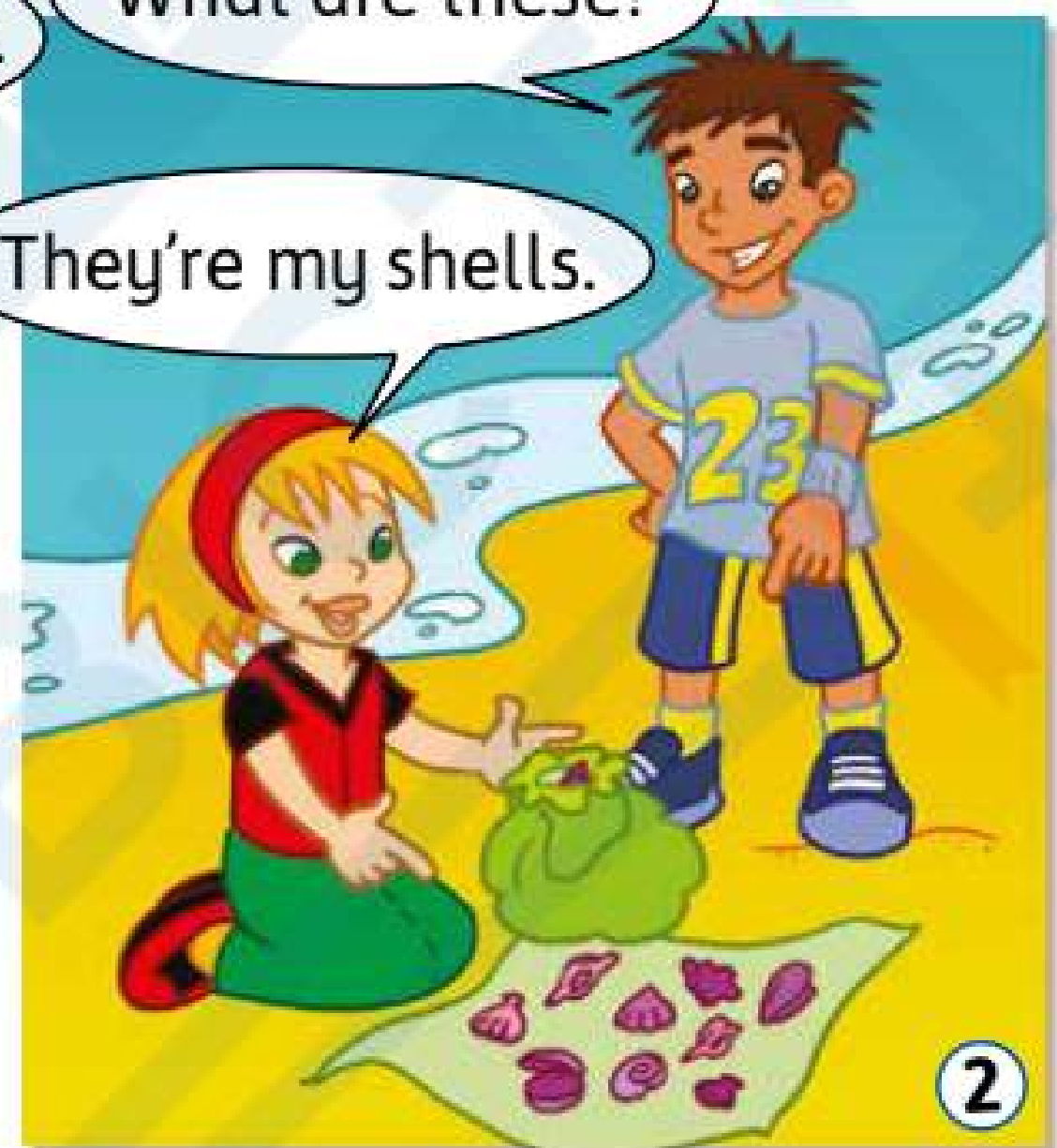
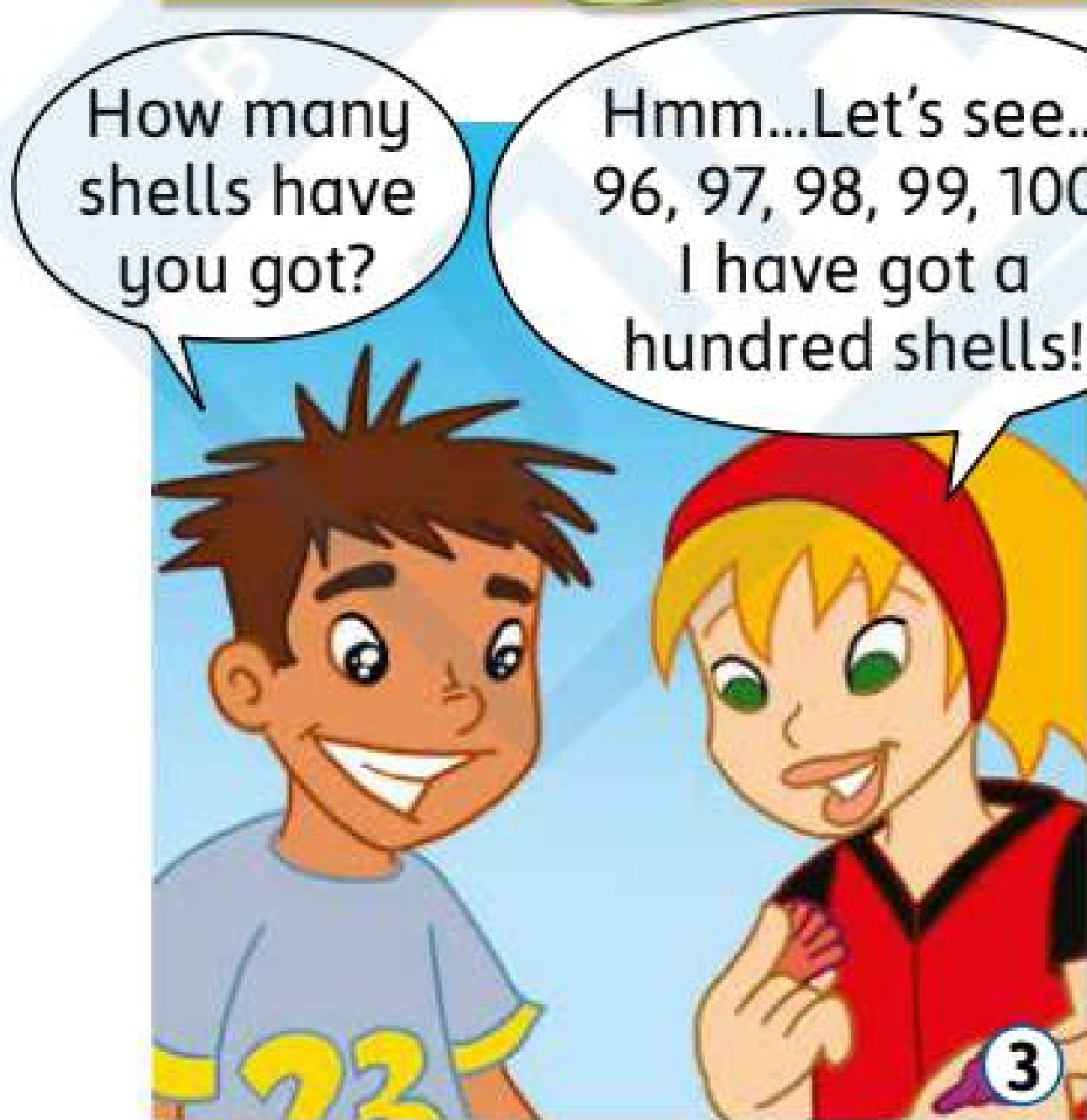
100

a hundred



shells

1 Listen and read.



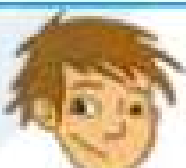
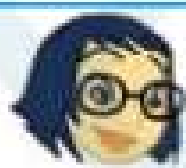
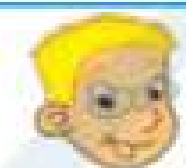
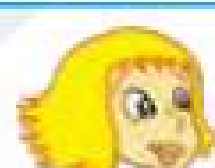
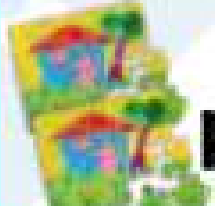
## Grammar

|      |             |                    |   |             |           |                   |
|------|-------------|--------------------|---|-------------|-----------|-------------------|
| Have | you<br>they | got twenty shells? | < | Yes,<br>No, | I<br>they | have.<br>haven't. |
| Has  | he<br>she   | got fifty dolls?   | < | Yes,<br>No, | he<br>she | has.<br>hasn't.   |

### 2 Read activity 1 and say **True** or **False**.

-  They're shells.
-  She has got eighty shells.
-  He hasn't got a shell.
-  This is a shell.

### 3 Listen, point and say.

|                                                                                                        | <br>1. Steve | <br>2. Julie | <br>3. Tom | <br>4. Pat |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|  <b>shells</b>      | 97      87                                                                                      | 10      30                                                                                        | 100      50                                                                                     | 80      20                                                                                      |
|  <b>puzzles</b>     | 20      40                                                                                      | 38      88                                                                                        | 53      62                                                                                      | 30      40                                                                                      |
|  <b>teddy bears</b> | 74      65                                                                                      | 40      50                                                                                        | 70      90                                                                                      | 30      50                                                                                      |

### 4 Look at activity 3. Ask and answer.



## Our world

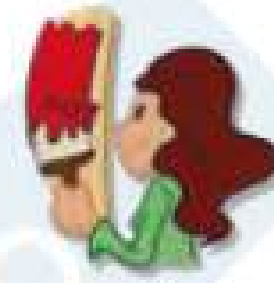


sing



dance

do karate



paint

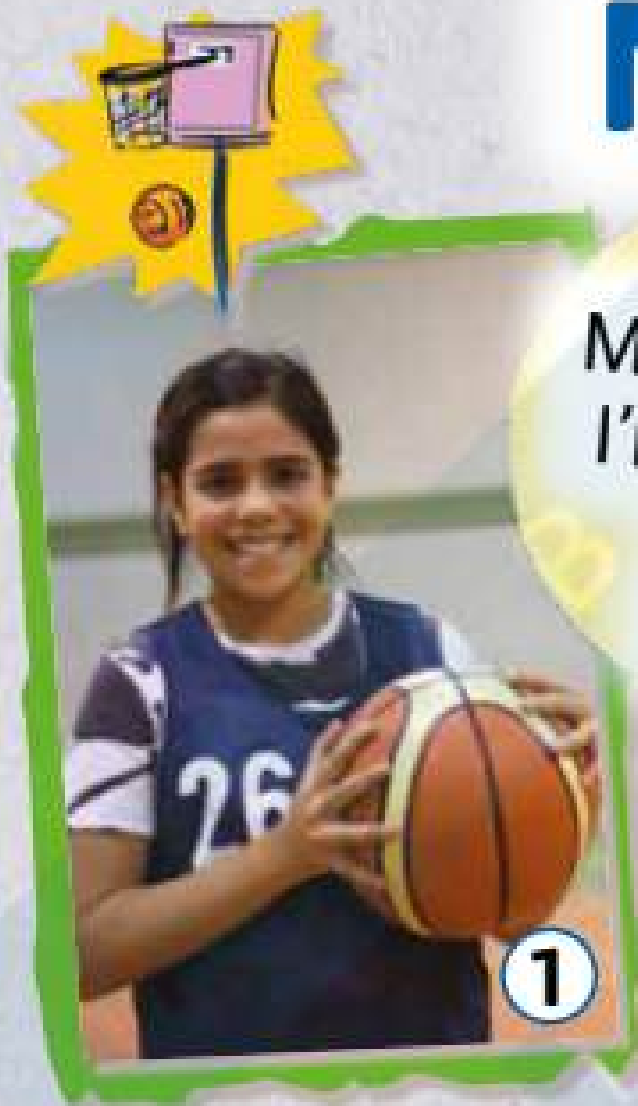


play basketball

1 Listen and read.



## My Friends

Social  
Studies

My name's Carla.  
I'm 10 years old.  
I can play  
basketball.

1

This is my friend,  
Kelly. She can't  
play basketball,  
but she can paint.



2

This is my friend,  
Gary. He can't  
paint, but he can  
do karate.



3

This is my friend,  
Sam. He can swim.  
He can dive too!



4

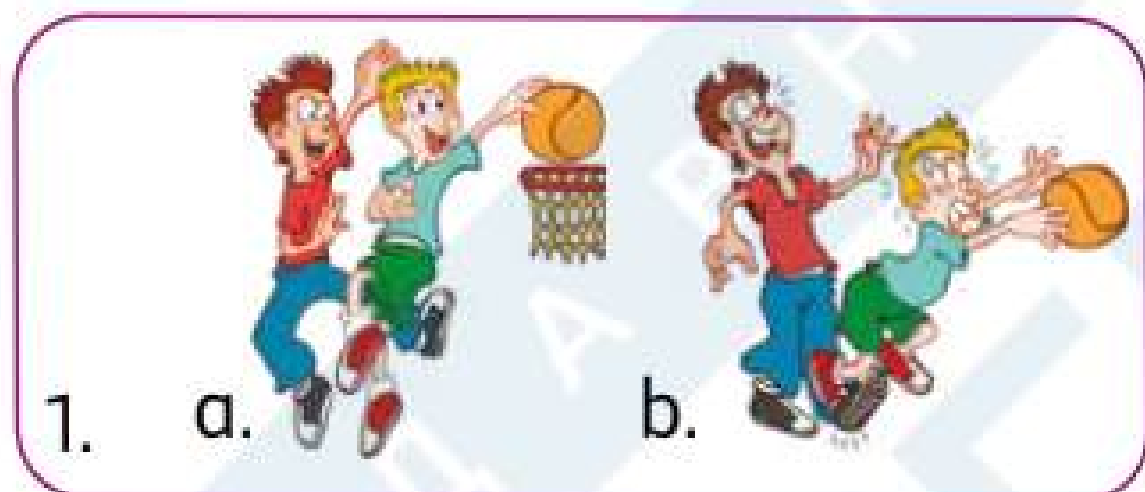
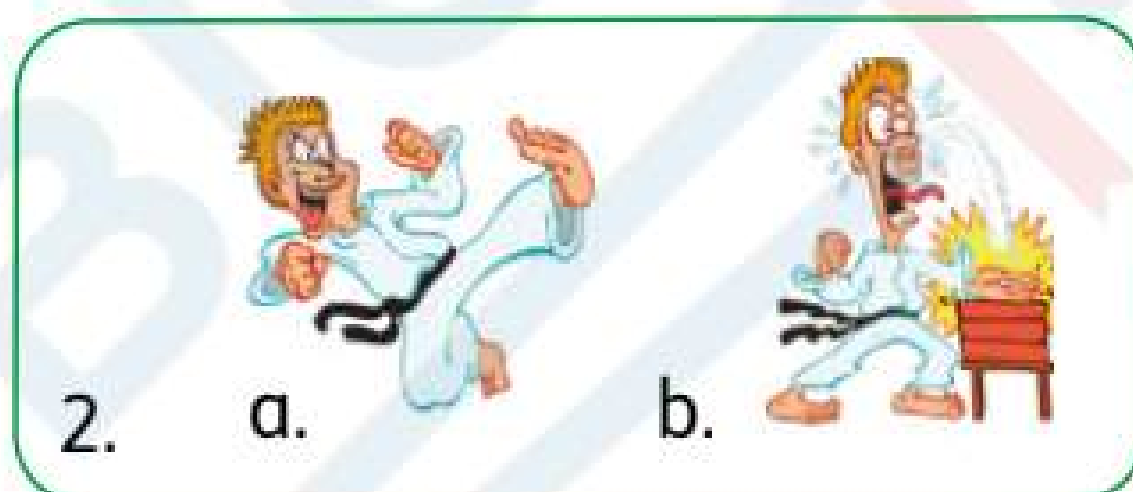
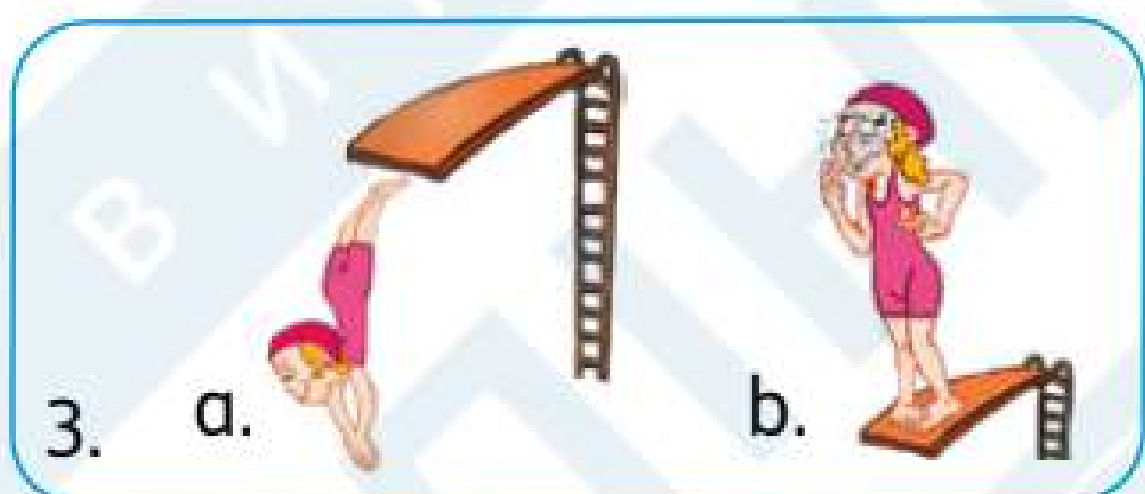
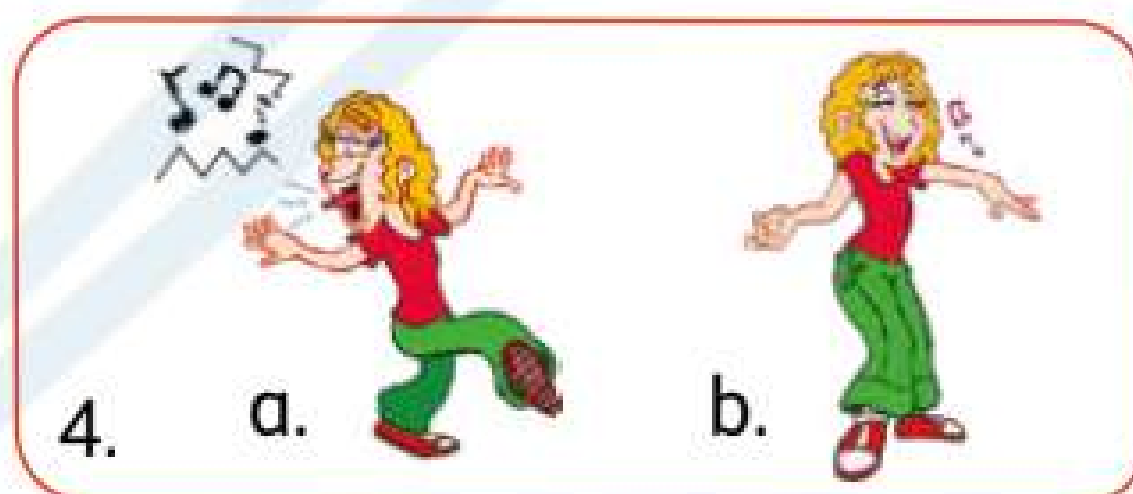
## Grammar

|                        |              |       |     |                          |                     |                        |                |
|------------------------|--------------|-------|-----|--------------------------|---------------------|------------------------|----------------|
| I<br>He<br>She<br>They | can<br>can't | dive. | Can | you<br>he<br>she<br>they | dive? < Yes,<br>No, | I<br>he<br>she<br>they | can.<br>can't. |
|------------------------|--------------|-------|-----|--------------------------|---------------------|------------------------|----------------|

### 2 Read activity 1 and say.

1. Carla **can** / **can't** play basketball.
2. Kelly **can** / **can't** play basketball.
3. Kelly **can** / **can't** paint.
4. Gary **can** / **can't** paint.
5. Gary **can** / **can't** do karate.
6. Sam **can** / **can't** dive.

### 3 Listen and point.



### 4 Ask and answer. Use the words/phrases in the box.

Can you dive?

No, I can't.

dive

play basketball

do karate

dance

sing

### 5 Write about what your friend can/can't do in your notebook, e.g. **Max can play basketball. He can't dive.**

1

## Let's play

1 Play.

**START**

1

What's  
your  
name?

2

How old  
are you?

3

Have  
you got  
brown  
eyes?

4

Have  
you got  
fair hair?

5

How old  
is your  
mother?

6

Has your  
mother got  
long hair?

7

How old  
is your  
father?

8

Has your  
father got  
blue eyes?

9

How old is  
your best  
friend?

**FINISH**

2 Answer the questions 1-3 in your notebook, e.g. **My name is...**  
**I'm... years old. I've got... eyes.**



## Project

1 Read about Anna's family. Then write about your family.

### My family



My name is Anna. This is my family. This is my dad. He is thirty-eight years old. He has got brown eyes and brown hair. This is my mum. She is thirty-five years old. She has got fair hair. This is my grandfather. He's seventy years old. My grandmother is seventy years old too. My brother, Jim, is six years old. We have got a big dog. His name is Sparky and he is great!

My name is...  
My dad is... years old.  
He has got...  
My mum is... years old.  
She has got...  
My brother/sister/  
grandfather/grandmother...

### Writing tip

All sentences start with a CAPITAL letter and finish with a full stop (.).

She has got fair hair.

We have got a big dog.

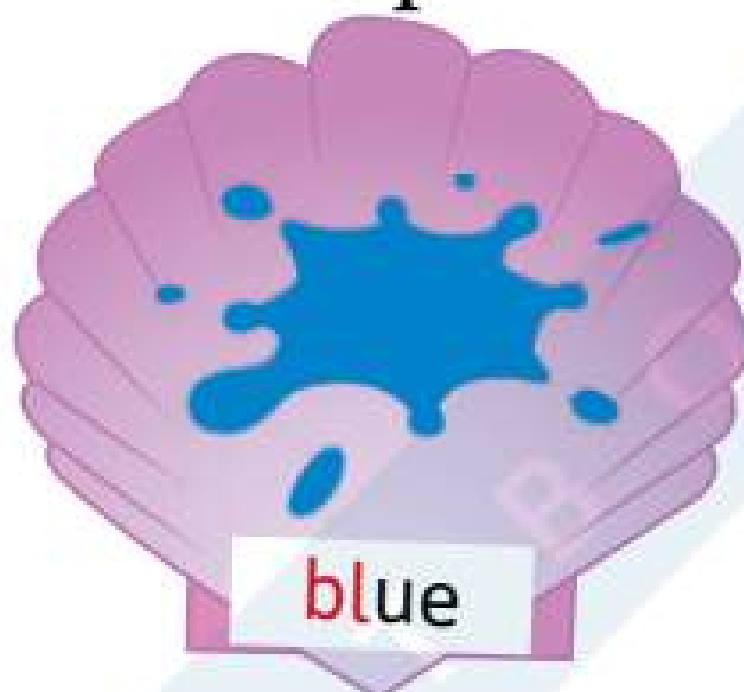
## Phonics

1 Listen and say. 

pl /pl/



bl /pl/



cl /kl/



gl /gl/



fl /fl/

2 Listen and chant. Then say the l blends. 

## Toys

I've got a doll.  
Her dress is blue.  
She claps her hands.  
Look! There she stands!

I've got a toy plane.  
It's black and blue.  
It can fly high.  
Look at it, Mary Lou!





## Revision 1

1 Which is Beth's family? Listen and point.



2 Listen, point and say **a** or **b**.



43



1.

a.

33



b.

60



4.

a.

50



b.

100



2.

a.

99



b.

24



5.

a.

43



b.

75



3.

a.

57



b.

44



6.

a.

46



b.



## Now I can

### 1 Name.



1.  
pretty



2.  
ugly



3.  
straight hair



4.  
curly hair



5.  
long hair



6.  
purple



7.  
shells

### 2 Name the numbers.

10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

a hundred

### 3 Name the actions.



1.  
do karate



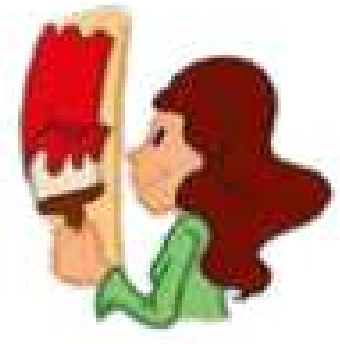
2.  
play basketball



3.  
sing



4.  
dance



5.  
paint

### 4 Read and say.



He has got fair hair.



Have you got twenty shells?  
No, I haven't.



She can't paint, but she can do karate.

# Every day 2



do my homework



brush my teeth

Sing a song



have a shower



get dressed



have lunch

1 Listen and point. Then sing.



## Mike's day

In the morning I get up.  
I get up at eight o'clock.  
I have breakfast  
I brush my teeth  
And I go to school  
With my best friend, Keith.

After school he has lunch.  
He has lunch at three o'clock.  
He does his homework.  
He plays football  
With Keith and Howard  
And then he has a shower.



## Grammar

I do my homework every day.  
He gets dressed at eight o'clock.  
You brush your teeth every day.

I get up – He gets **u**p  
I brush – He brushes **e**s

2 Say.

I get up  
at eight o'clock.  
I play basketball  
after school.

I get up  
at seven o'clock.  
I do my homework  
after school.

## Smart kids



take the bus



drive a car



ride a bike



walk

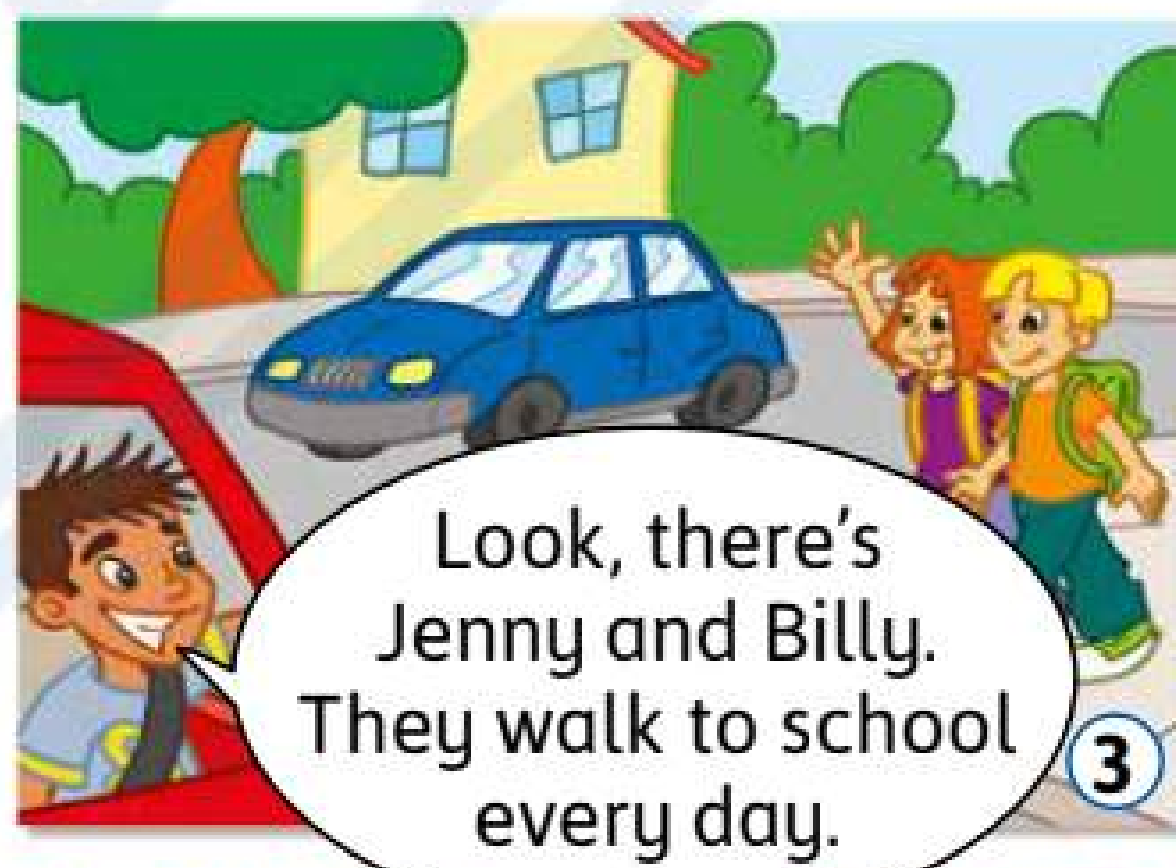


take the train

### 1 Listen and read.



Do you take  
the bus to school  
every day, Anna?



Hey! There's  
Suzie. She rides  
her bike to school  
every day.



## Grammar

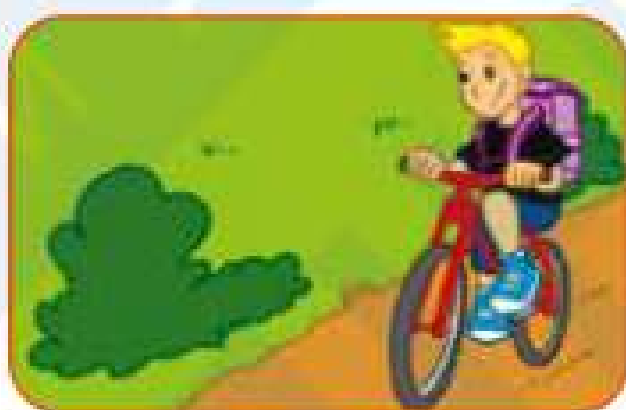
|             |                           |                                  |                             |                         |                                 |
|-------------|---------------------------|----------------------------------|-----------------------------|-------------------------|---------------------------------|
| <b>Do</b>   | <b>you</b><br><b>they</b> | <b>walk to school every day?</b> | < <b>Yes,</b><br><b>No,</b> | <b>I</b><br><b>they</b> | <b>do.</b><br><b>don't.</b>     |
| <b>Does</b> | <b>he</b><br><b>she</b>   | <b>take the bus to school?</b>   | < <b>Yes,</b><br><b>No,</b> | <b>he</b><br><b>she</b> | <b>does.</b><br><b>doesn't.</b> |

### 2 Read activity 1 and say.

- |                                                         |                                          |
|---------------------------------------------------------|------------------------------------------|
| 1. Does Greg walk to school every day?                  | <b>Yes, he does. / No, he doesn't.</b>   |
| 2. Does Anna take the train to school every day?        | <b>Yes, she does. / No, she doesn't.</b> |
| 3. Does Greg's dad drive a car?                         | <b>Yes, he does. / No, he doesn't.</b>   |
| 4. Do Jenny and Billy take the bus to school every day? | <b>Yes, they do. / No, they don't.</b>   |
| 5. Does Suzie ride her bike to school every day?        | <b>Yes, she does. / No, she doesn't.</b> |

### 3 Listen, point and say.

a.



b.



c.



d.



### 4 Ask and answer.

Does your dad drive to work?

No, he doesn't.  
He takes the train.

- take the train
- drive
- walk
- ride a bike
- take the bus

## Our world



firefighter



put out fires



save people



actor



doctor



pilot



artist

1 Listen and read. 

## Social Studies

## People at work



**Interviewer:** What do you do, Dave?

**Dave:** I'm a firefighter. I put out fires.

**Interviewer:** What do you do, Jill?

**Jill:** I'm a doctor. I save people.



**Interviewer:** What do you do, Tom?

**Tom:** I'm a pilot. I fly planes.

**Interviewer:** What do you do, Mark?

**Mark:** I'm an actor. I play in theatres.



**Interviewer:** What do you do, Karen?

**Karen:** I'm an artist. I paint pictures.

## Grammar

**What do you do?**      **I'm a firefighter.**  
**What does** | **he** | **do?**      **He's** | **a doctor.**  
                 | **she** |  

---

**I fly – He flies**

### 2 Read activity 1 and say **True** or **False**.

1. Dave is a doctor.
2. Jill puts out fires.
3. Tom plays in theatres.
4. Mark is an actor.
5. Karen is an artist.

### 3 Read and point to the correct pictures.

1. He plays in theatres. He's an actor.
2. She paints pictures. She's an artist.
3. They put out fires. They're firefighters.
4. He saves people. He's a doctor.
5. He flies a plane. He's a pilot.



a.



b.



c.



d.



e.

### 4 Choose a job. Then ask and answer.

What do you do?



I'm a firefighter.  
I put out fires.

### 5 Write about your job in your notebook, e.g. **I'm a pilot. I fly planes.**

## Let's play



clean my  
room



do the  
washing-up



make the  
bed



water the  
plants



take out  
the rubbish

## Grammar

**What do you do at home?**

**I clean my room and I take out the rubbish.**

**1 Choose a person. Then ask and answer.**



Anna



Dariia



Bob



Melanie



Tim



Matt

What do you  
do at home?

Are you Dariia?

I make the bed.

Yes,  
I am.

**2 Write about what you do at home in your notebook,  
e.g. I make my bed and clean my room.**



## Project

- 1 Read about Oleh's day. Then write about your day.

### My day

I get up at seven o'clock in the morning. I have breakfast with my family. Then, I ride my bike to school. After school, I do my homework and then I play basketball. Before bedtime, I have a shower and I brush my teeth.



What do you do in the morning?  
What do you do after school?  
What do you do before bedtime?



### Oleh's day

#### In the morning

get up, have breakfast, ride my bike to school

#### After school

do homework, play basketball

#### Before bedtime

have a shower, brush my teeth

### Writing tip

- **I** is always written with a CAPITAL letter.  
*I have breakfast with my family. After school, I do my homework.*
- Always use a question mark (?) at the end of a question.  
*What do you do in the morning?*

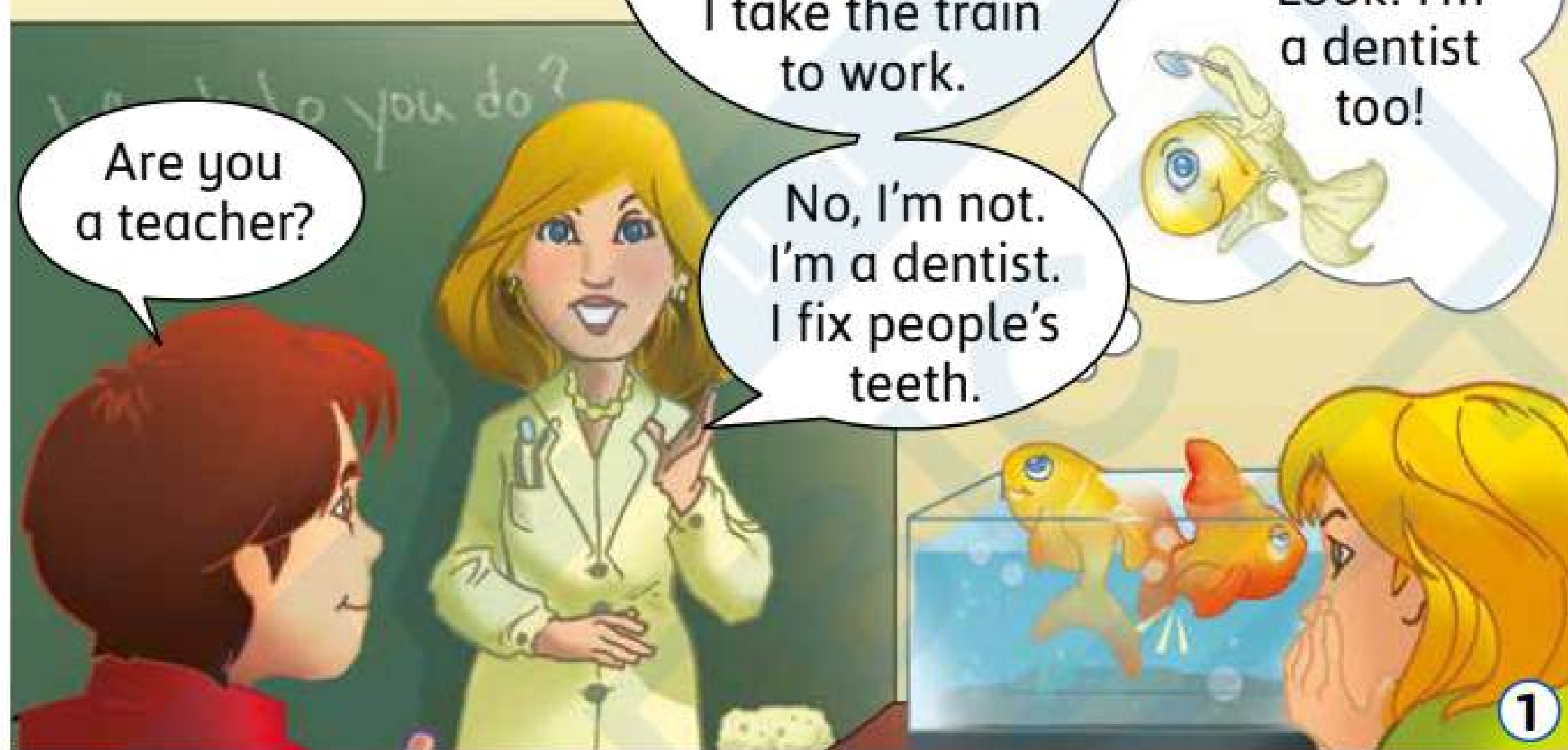
# 2

## Story time

### What do you do?

#### 1 Listen and read.

It's Career Day at school.  
This is Kerry's mother.



Joey's dad is a firefighter.

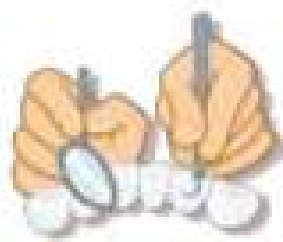




teacher



dentist



fix teeth



chef



cook



work

Monica's mum is a chef.  
She works in a restaurant.



**VALUE**

**Every job is important.**

## Phonics

## 1 Listen and read.



pr /pr/



br /br/



cr /kr/



gr /gr/



fr /fl/



tr /tr/



dr /dr/

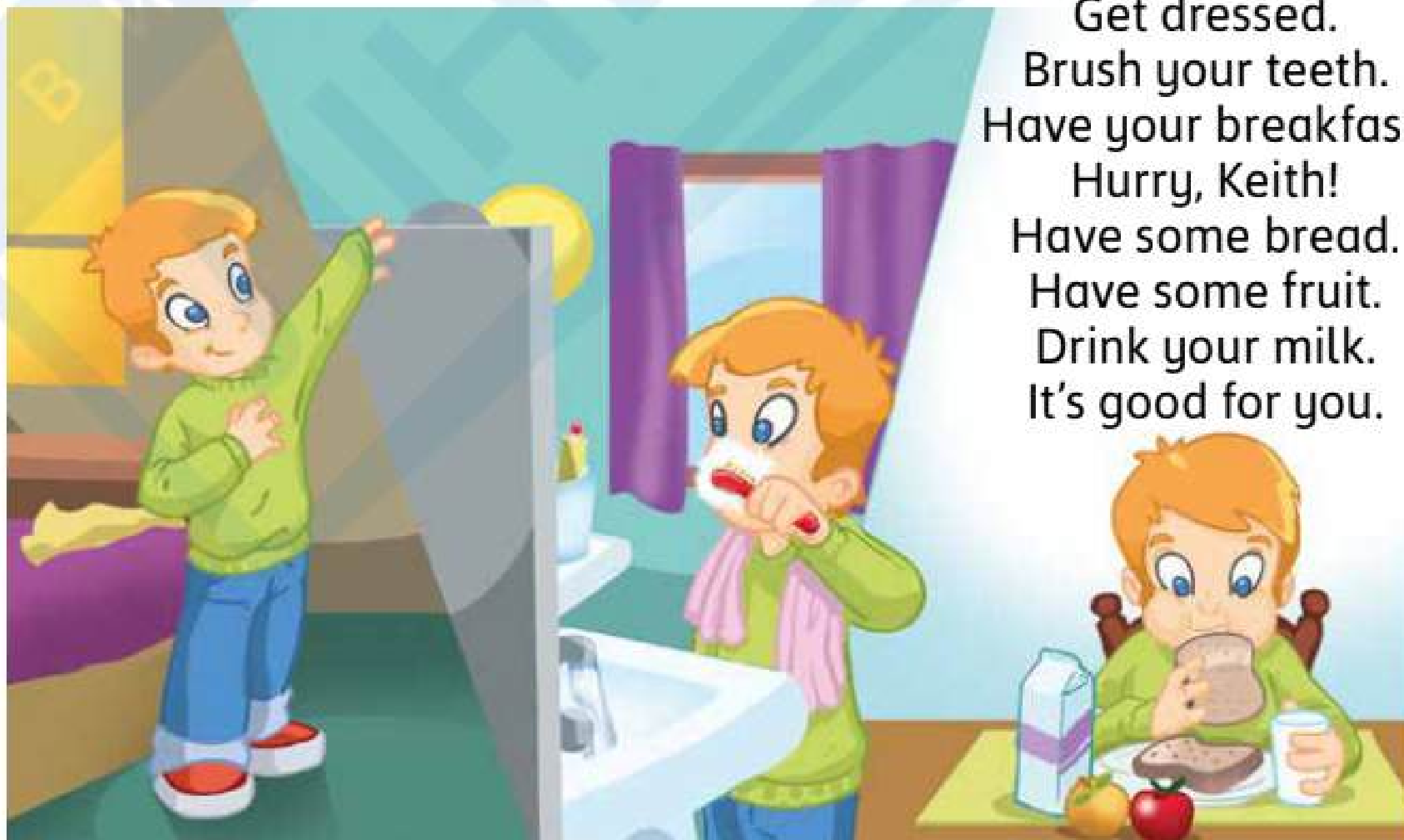


## 2 Listen and chant. Then say the r blends.



## In the morning

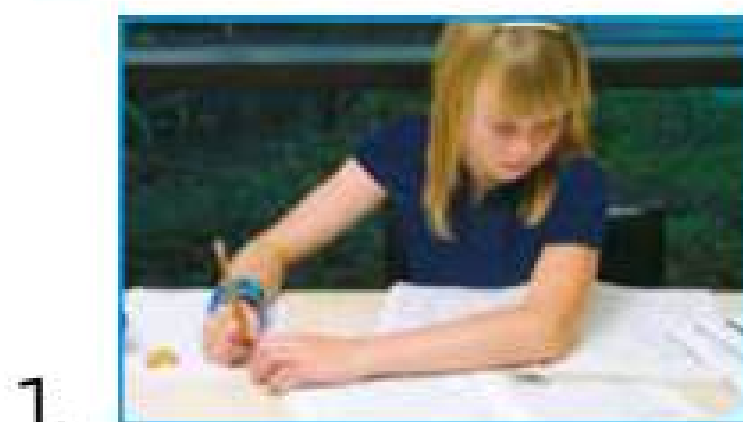
Get dressed.  
Brush your teeth.  
Have your breakfast.  
Hurry, Keith!  
Have some bread.  
Have some fruit.  
Drink your milk.  
It's good for you.



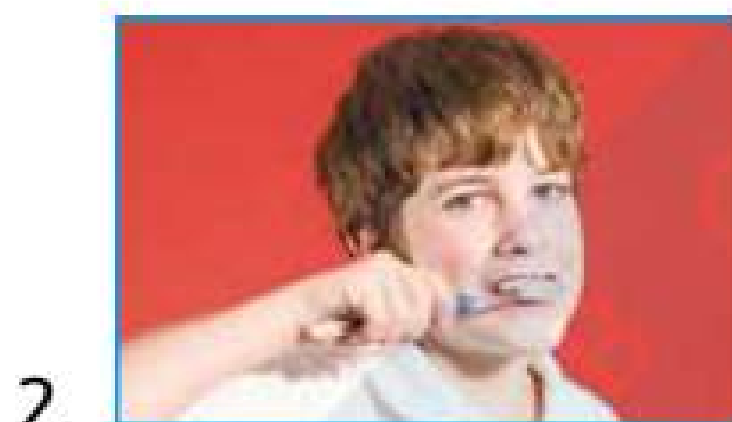


## Revision 2

### 1 Listen and say.



Yes No



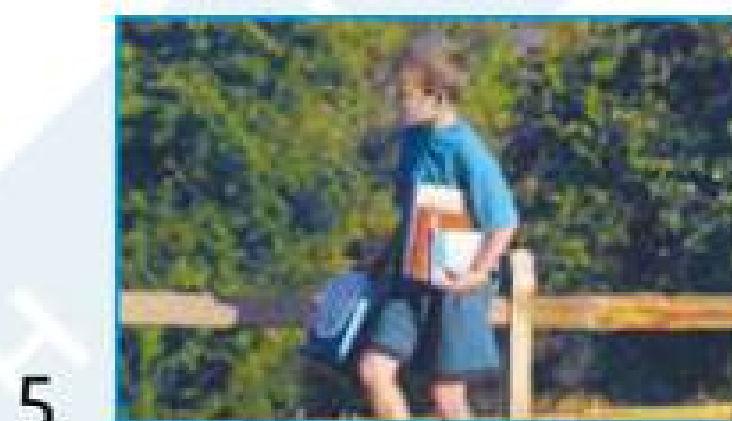
Yes No



Yes No



Yes No



Yes No



Yes No

### 2 Look, choose and say.

1. I'm a **firefighter** / **pilot**. I fly planes.



2. Tom is an **actor** / **artist**. He paints pictures.

3. Olha is a **dentist** / **chef**. She fixes people's teeth.



4. Vlad is a **doctor** / **teacher**. He saves people.



## Now I can

### 1 Name the everyday activities.



1. do my homework



2. brush my teeth



3. have a shower



4. get dressed



5. have lunch



6. take the bus



7. drive a car



8. ride a bike



9. walk



10. take the train

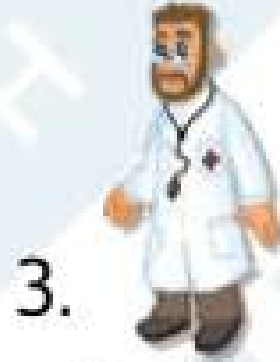
### 2 Name the jobs and the actions.



1. firefighter



2. actor



3. doctor



4. pilot



5. artist



6. dentist



7. teacher



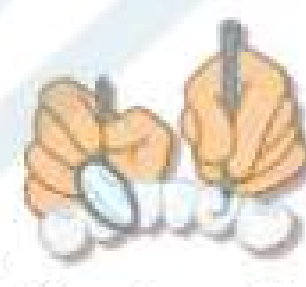
8. chef



9. put out fires



10. save people



11. fix teeth



12. cook



13. clean my room



14. do the washing-up



15. make the bed



16. water the plants



17. take out the rubbish



18. work

### 3 Read and say.



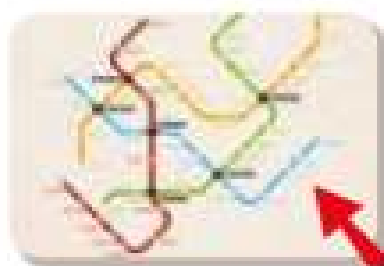
1. He does his homework every day.      2. Does she walk to school? No, she doesn't.      3. What do you do? I'm an artist. I paint pictures.      4. What do you do at home? I clean my room.



metro



tram



line



station



double-decker

## 1 Listen and read.



### Means of Transport

#### Kyiv, Ukraine

There are many ways to get around Kyiv. You can see many cars, buses and trams. Trams are popular in Kyiv. There is the Kyiv Metro too! The Kyiv Metro has got 3 lines and 52 stations!



#### London, the UK

You can see cars and buses on the streets in London too! Most buses are red. They are the double-decker buses! There is also the Underground. It has got 272 stations and 11 lines.

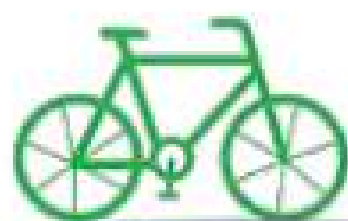


## 2 Read and say **True or False**.

1. There are trams in Kyiv.
2. The Kyiv Metro has got 11 lines and 52 stations!

3. Most double-decker buses are blue.
4. The Underground has got 272 lines and 11 stations.

- ## 3
- a. Choose one means of transport in activity 1 and draw it.
  - b. Write about your picture, e.g. **It's a... It's red/yellow, etc. It's in Kyiv/London, etc.**





help



sleep



find



food



place



water

1 Listen and read.

## You can help!

### You can help animals!

'Friends of Animals' help animals find food and water. They find a place for them to sleep too! Animals are our friends and we can help them be happy.



### You can help kids and be a Big Brother or a Big Sister to them!

'Big Brothers Big Sisters' help kids. You can go to the cinema and to playgrounds with your 'brother' or 'sister'! You can play in parks and you can help them do their homework too! It is great fun to be a Big Brother or a Big Sister.



2 Read activity 1, choose and say.

1. We can play in parks.
2. We can go to the cinema.
3. We can help animals.
4. We can give water to animals.
5. We can go to playgrounds.

Friends of Animals

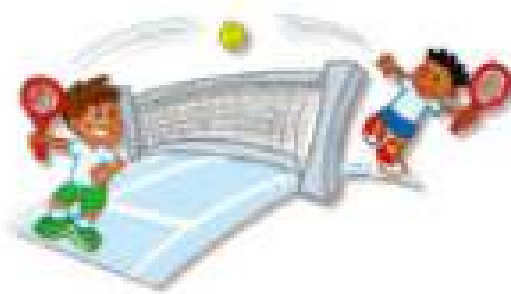
Big Brothers Big Sisters



playing the guitar



playing volleyball



playing tennis



hitting the ball



throwing the ball

# Out and about 3

Sing a song

1 Listen and point. Then sing.



## Having fun

I am running, you are jumping  
And you're hitting the ball.  
We are having fun together.  
Play with us, Paul!

Sue is dancing. Pete is singing  
And he's playing the guitar.  
Sam and Matt are playing tennis.  
Let's play tennis with them,  
Nazar.

a

d

b

c

2 Choose children from activity 1 and say.

They're playing tennis. Look at them.

## Grammar

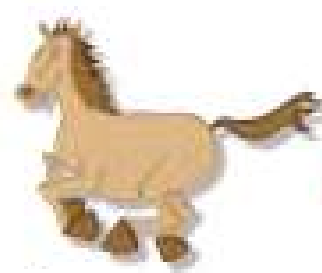
I'm  
He's  
She's  
We're  
You're  
They're

playing.

I'm = I am  
He's = He is  
She's = She is  
We're = We are  
You're = You are  
They're = They are

I – me    he – him    it – it    you – you  
you – you    she – her    we – us    they – them

## Smart kids



horse

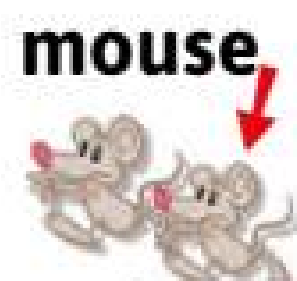


sheep

sheep



goat



mouse

mice



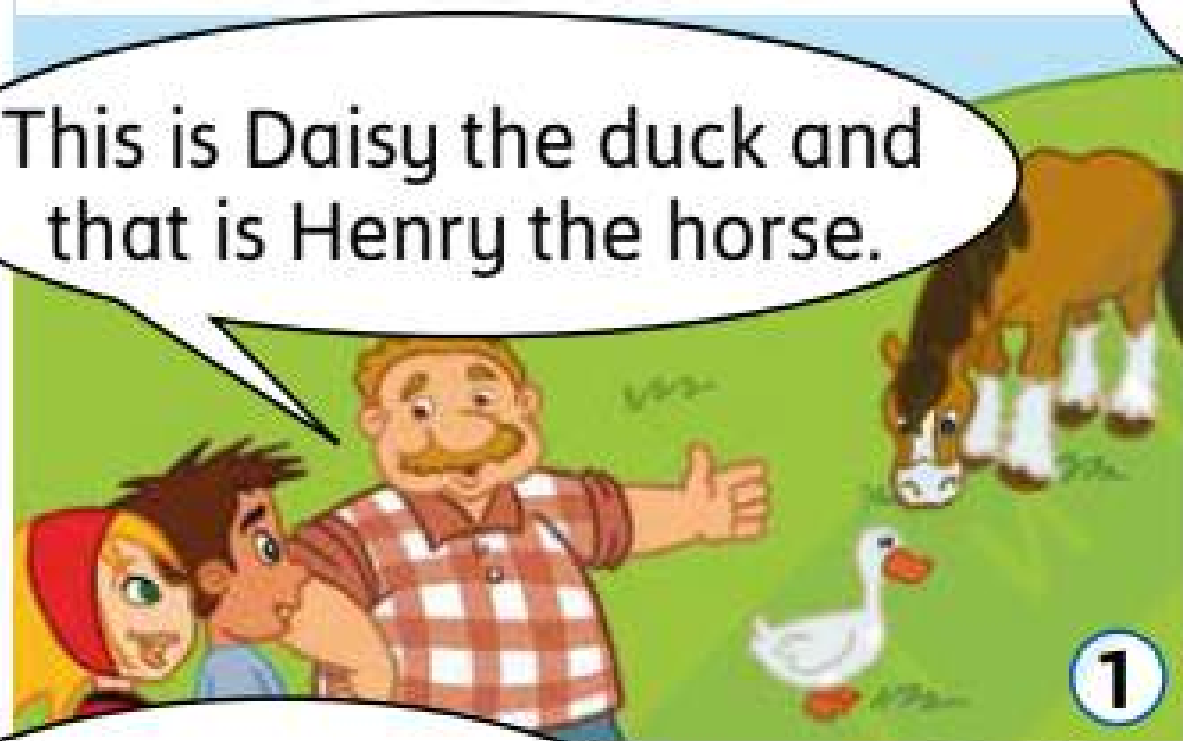
cow

## 1 Listen and read.



Greg and Anna are on Uncle Sam's farm.

This is Daisy the duck and that is Henry the horse.



1

How big is the horse, Uncle Sam?

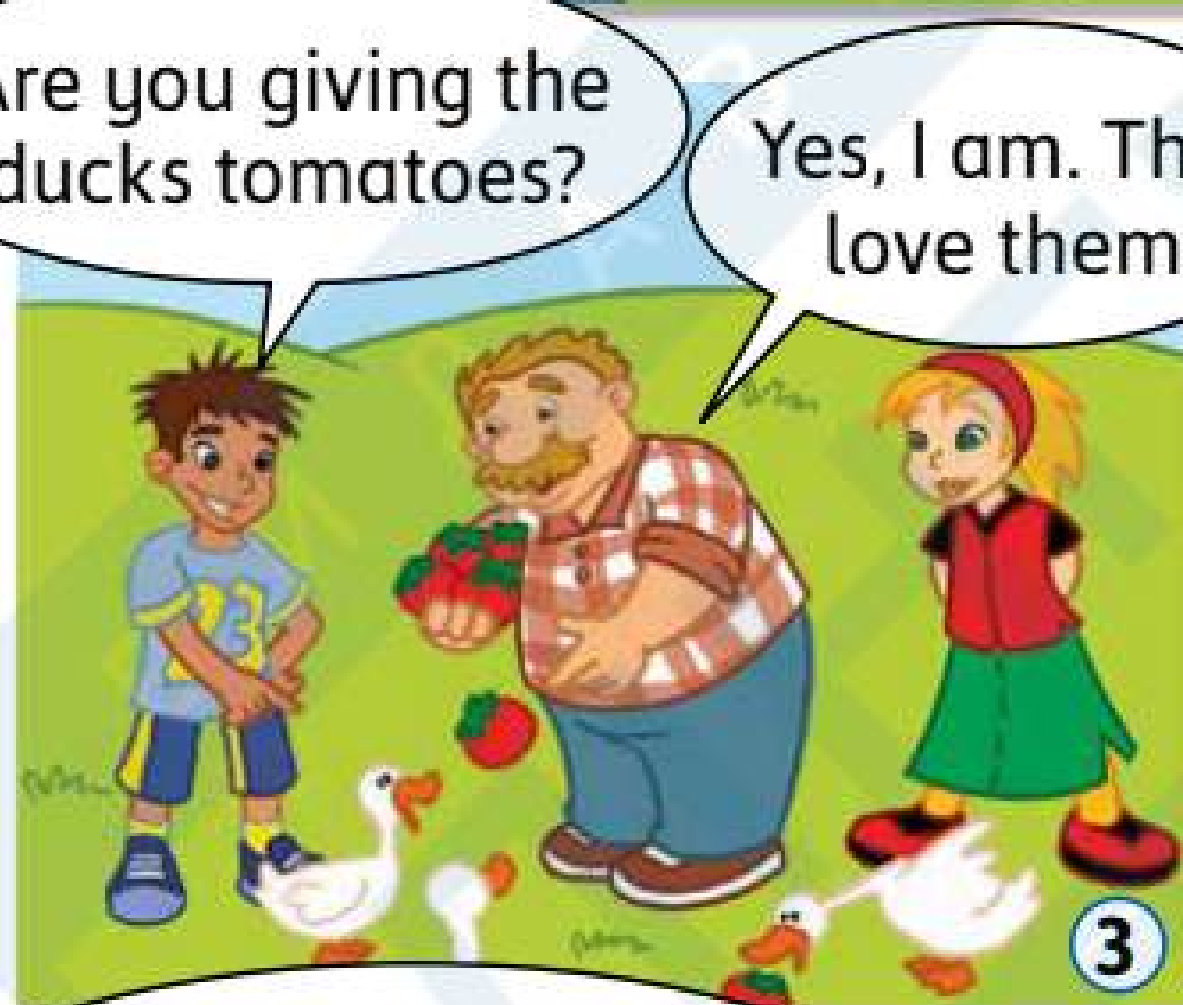
It's 173 cm tall. I have got 10 ducks and 15 cows too.



2

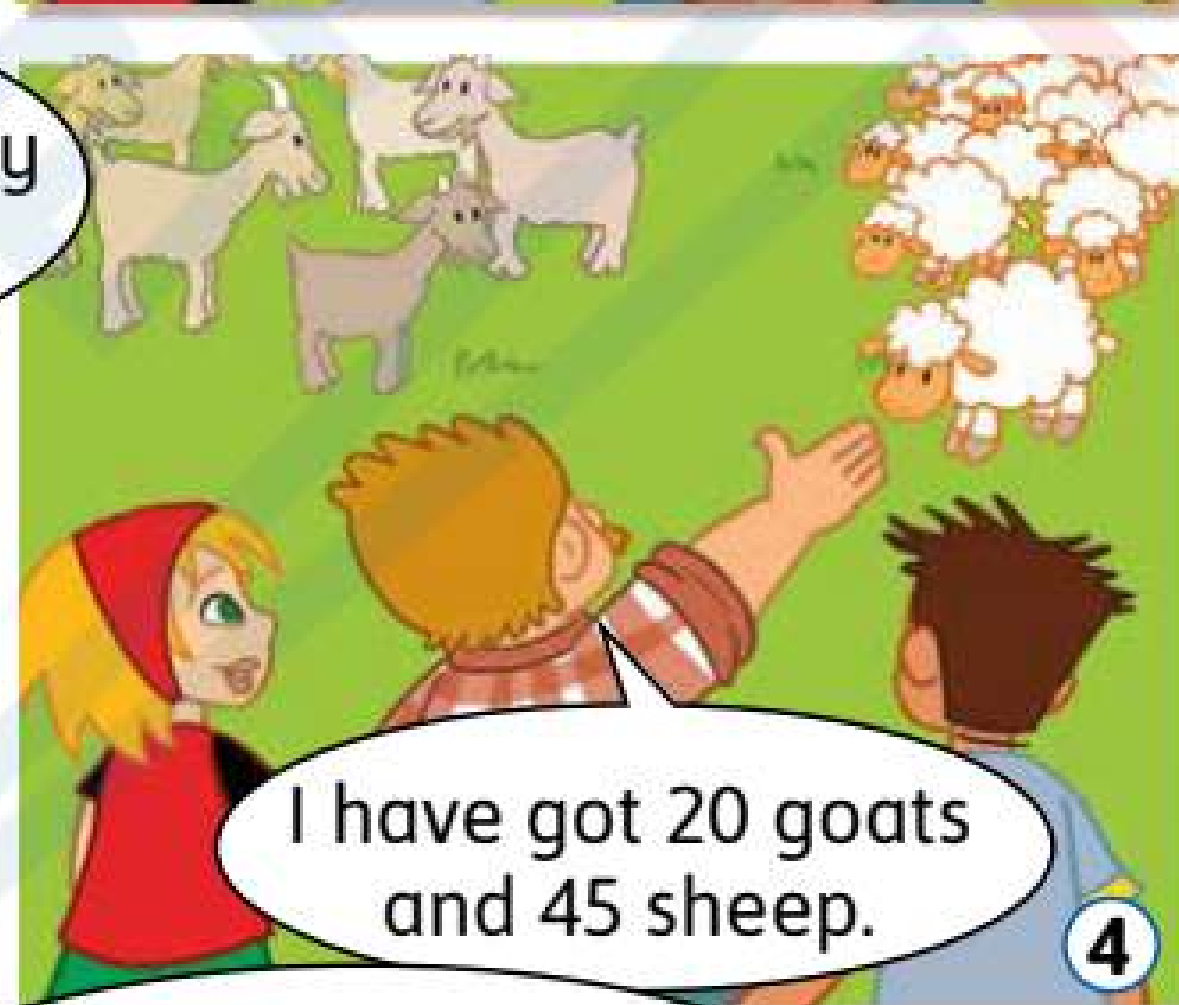
Are you giving the ducks tomatoes?

Yes, I am. They love them!



3

I have got 20 goats and 45 sheep.



4

I make cheese from the milk. It's delicious!

Uncle Sam, the mice are eating your cheese!



5

Look, Greg, a mouse. Where is it going?

Shoo! Shoo! Go away!



6

wolf



wolves



eat



farm

**Are you eating** a tomato? Yes, I am. / No, I'm not.  
**Is he drinking** milk? Yes, he is. / No, he isn't.  
**Are they playing**? Yes, they are. / No, they aren't.

**I'm not** eating a tomato.  
**He isn't** drinking milk.  
**They aren't** playing.

**2 Read activity 1 and say True or False.**

1. Uncle Sam is giving the ducks bananas.
2. A mouse is going to the pet shop.
3. The mice are eating uncle Sam's cheese.

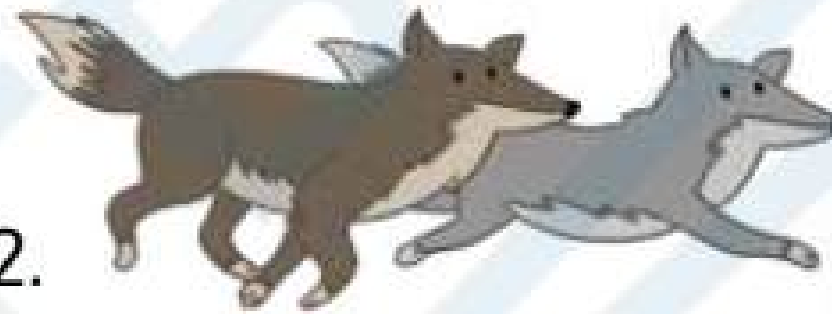
**3 Listen and point.**



1.



2.



3.



4.



5.



**4 Choose a picture from activity 3. Point, ask and answer.**



Is the boy singing?

Yes, he is.



**5 Look at activity 3. Choose three pictures and write in your notebook, e.g. The ducks are eating.**

3

## Our world



drink



turn off



mobile phone



take photos



sign



throw rubbish in the rubbish bin

1 Listen and read. Then point to the signs and say.



Social Studies

# Follow the signs

Mrs Jenkins' class is at the museum today.

**Mrs Jenkins:** Children, look at this sign.  
What does it say?

**James:** No mobile phones?

**Mrs Jenkins:** Yes! Turn off your mobile phones. What about this one?

**Wendy:** Don't eat or drink.

**Mrs Jenkins:** Yes! There is a restaurant in the museum. Look! Go straight, then turn right. You can eat and drink there. Then, throw your rubbish in the rubbish bins. Last sign, can you tell me what it says?

**Claire:** Don't take photos.

**Mrs Jenkins:** Yes! Now let's have some fun!



## Grammar



**Turn off your mobile phones.**



**Don't take photos.**

**don't = do not**

### 2 Listen and point.



1.



2.



3.



4.



5.

### 3 Say and do.



Throw rubbish  
in the rubbish bin.



### 4 Write your own class rules in your notebook. Then report to the class.



Don't run in the  
classroom.

# Let's play



It's six o'clock.



It's half past seven.



It's a quarter to three.



It's a quarter past eleven.

## 1 Play.

What's the time?

It's a quarter past four.

Where are you?

I'm at the cinema.



## Project

### 1 Make a silhouette.



1

Get a big piece of black card and cut out a shape, e.g. a keyhole, a circle, etc. Then get a piece of white card and stick it onto the black card with tape.



2

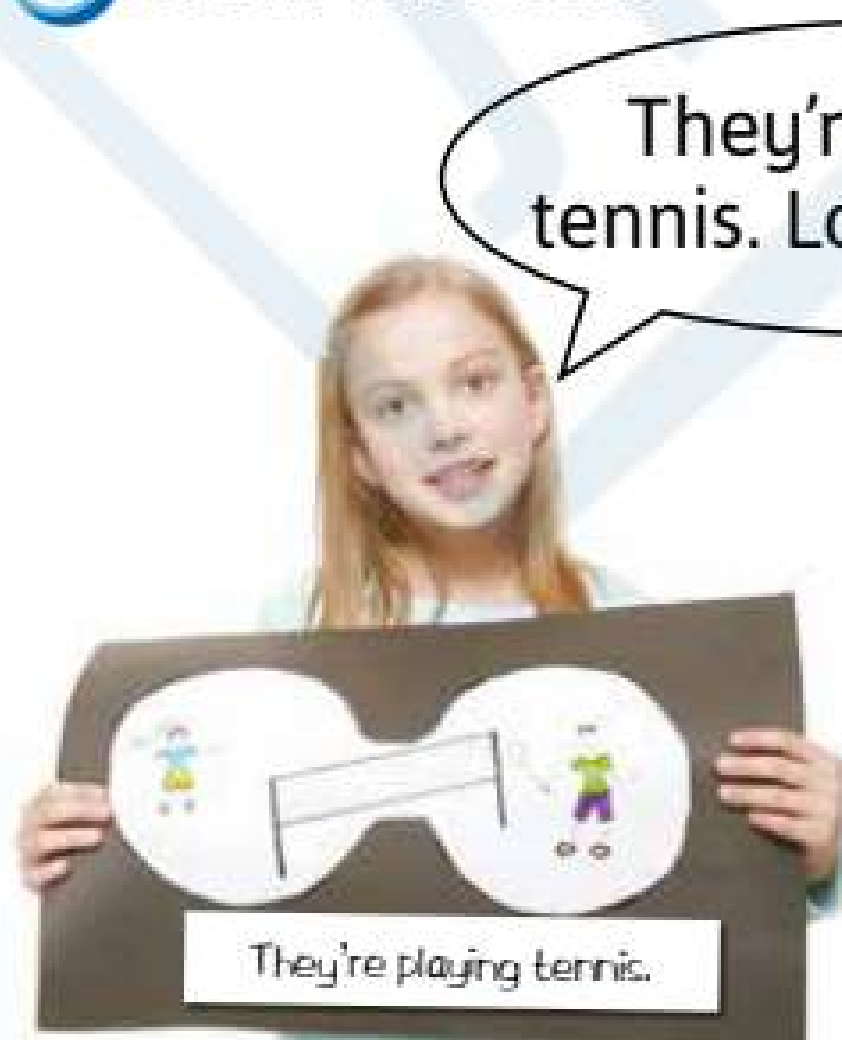
Draw or find pictures of people doing everyday activities or playing a sport.



3

Colour in or stick your picture and write.

### 2 Show and tell.



They're playing tennis. Look at them.

They're playing tennis.



She's playing the guitar. Look at her.

She's playing the guitar.

# 3

## Story time

### 1 Listen and read.



# The secret tunnel

Samantha, Vanessa and Kevin are at Kevin's grandmother's house.



A map with a tunnel. It's in the park. Let's go!

It's a quarter past eight now. It's late. Let's go tomorrow.



The next day, the children go to the park.



Look there's a sign. Let's cross the street here. The tunnel starts at that tree.

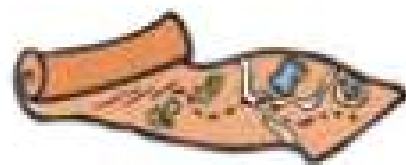




**box**



**tunnel**



**map**



**cross the street**

The tunnel is very dark.

I don't like it here. Let's go back.

Come on, Vanessa. We're almost there. Now, turn right.

4

Ah! Mice! I don't like mice!

Shhh!

5

When they open the tunnel door, the children see... Grandma's garden!

Do you know about the tunnel? How big is it?

Grandma?

Welcome back, children. It's a big tunnel, right?

It's fifty metres. Let me tell you about the tunnel...

6

**VALUE**

**Stay together, play together, win together.**

## Phonics

1 Listen and say.

sm /sm/



smile

sc /sk/



scarf

sk /sk/



skate

sn /sn/



snake

sp /sp/



spider

st /st/



stop

sl /sl/



sleep

sw /sw/



swim

squ /skw/



squirrel

2 Listen and chant. Then say the s blends.

## The spider and the snake

A small, small spider  
Is climbing up a tree.

A big, big snake  
Is sleeping in the tree.

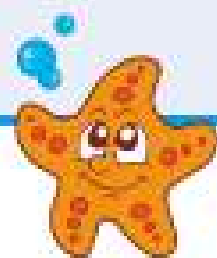
A squirrel shouts:

Stop, small spider!

The snake is awake.

That's OK – I know him.

His name is Smiling Jake.



## Revision 3

### 1 Listen, point and say **a** or **b**.



1.



a.



b.

2.



a.



b.

3.



a.



b.

4.



a.



b.

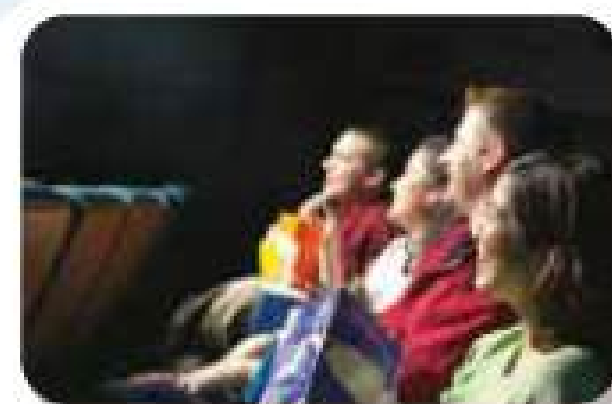
### 2 Look, choose and say.



1. **Throw / Don't throw** rubbish in the rubbish bin.



2. **Don't take / Take** photos.



3. **Turn off / Don't turn off** your mobile phones.



4. **Talk / Don't talk** here.



5. **Eat / Don't eat** and drink here.



6. **Cross / Don't cross** here.



## Now I can

### 1 Name the sports and activities.



1. playing volleyball



2. playing tennis



3. hitting the ball



4. throwing the ball

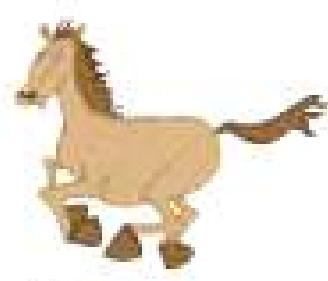


5. playing the guitar

### 2 Name the animals.



1. cow



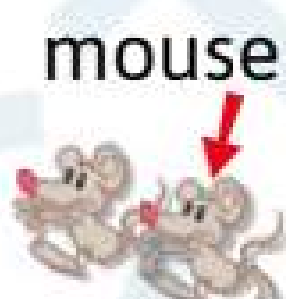
2. horse



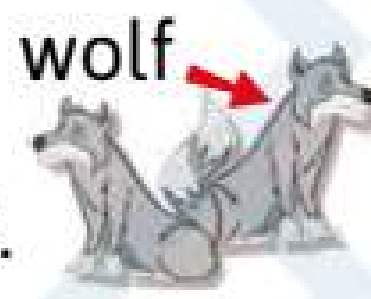
3. sheep



4. goat



5. mice



6. wolves

### 3 Name the actions.



1. eat



2. drink



3. turn off



4. cross the street



5. take photos



6. throw rubbish in the rubbish bin

### 4 Name the items.



1. mobile phone



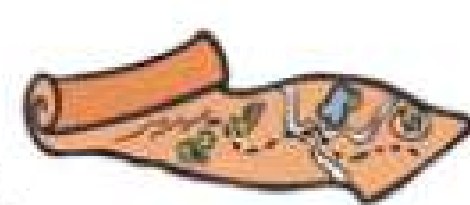
2. sign



3. box



4. tunnel



5. map



6. farm

### 5 Read and say.



1. We're playing tennis.  
Play with us.



2. Are the cows eating?  
Yes, they are.



3. Throw rubbish in the rubbish bin.



4. Don't take photos.



5. What's the time?  
It's a quarter past ten.

# Year in, year out 4

## Sing a song



Monday Tuesday Wednesday Thursday Friday Saturday Sunday

### 1 Listen and sing.

#### My favourite day

Monday, Tuesday  
Are really cool  
Wednesday, Thursday  
I go to school  
Friday, Friday  
Is my favourite day  
Saturday, Sunday  
I play all day.

Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday, Sunday!



## Grammar

**What** day is it today?  
**What's** your favourite day?

**It's** Monday.  
**It's** Sunday.

### 2 Ask and answer.

What day is it today?

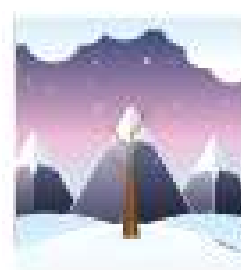
What's your  
favourite day?

It's Tuesday.

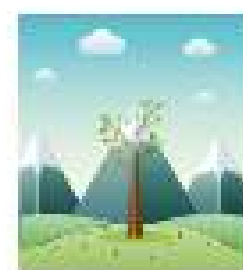
It's Saturday.



January



February



March



April



May

# 1 Listen and read.

Thursday after school...

Happy birthday, Greg.

Thanks, Anna.

When's your birthday, Anna?

What time?

It's in October too! It's on Saturday. Let's have a party at my house on Saturday for our birthdays.

At seven o'clock.

Sorry, I can't Anna. I have karate on Saturday at seven o'clock.

What about Friday?

No, no. Sorry, I can't. I have basketball.

What about Sunday morning then?

Sorry, Anna, I can't on Sunday morning. I ...

Surprise!!!!!! Happy birthday, Greg!



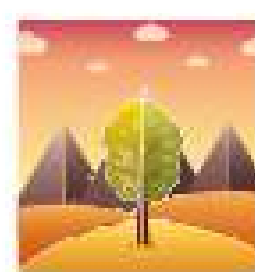
June



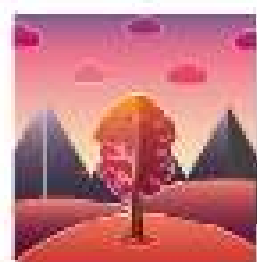
July



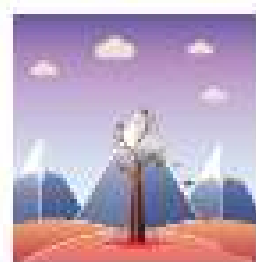
August



September



October



November



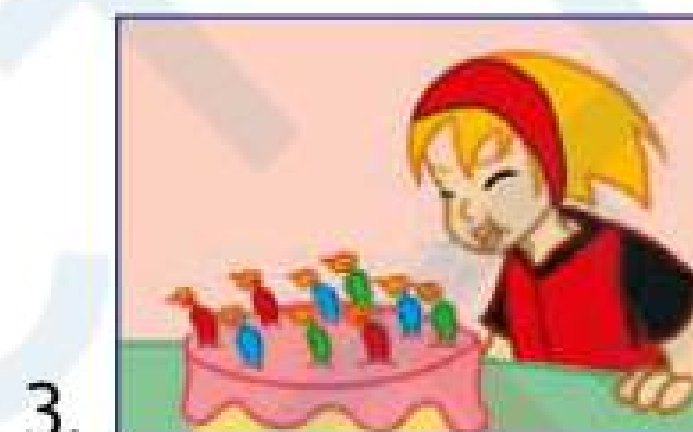
December

## Grammar

I have karate **on** Saturday at seven o'clock.

When's your birthday?  
It's **in** October.

### 2 Read activity 1, point and say the day.



### 3 Listen and point.



a. November

b. September

c. January

d. March

### 4 Ask and answer.

When's your birthday?

Thank you!

It's in March. Come to my birthday party at my house! It's on Saturday!

### 5 Use a calendar and write when your birthday is this year, e.g. **My birthday is in July. It's on Friday.**



go sailing



hot



cold



windy



go skiing



snow

go windsurfing

1 Listen and read.



## Science

# Seasons Around the World



1

In Canada, it's winter from December to February. It's cold, and it snows in the winter. We wear hats, coats, gloves and scarves. In Canada, we go skiing in the winter too.



2

In Australia, it's summer from December to February. It's hot and sunny. We go swimming in the summer. When it's windy, we go windsurfing. We go sailing too!



## Grammar



It's sunny.



scarf



glove



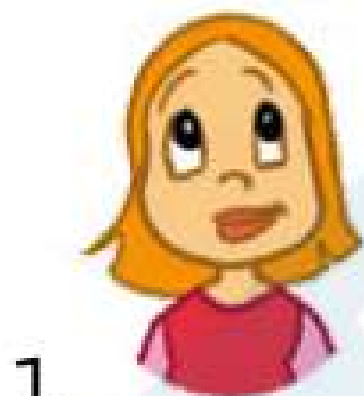
coat

I go swimming in the summer.  
He goes skiing in the winter.  
They go sailing in the summer.

### 2 Look at activity 1, read and say **C** for Canada or **A** for Australia.

1. It's winter from December to February.
2. It's summer from December to February.
3. We go skiing in the winter.
4. We go sailing or windsurfing in the summer.

### 3 Listen and point.



1. Suzie



2. Max



3. Mary



Ray



a.



b.



c.

### 4 Ask and answer.



Do you like the summer?



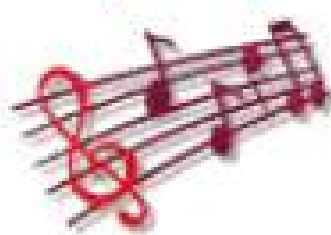
Yes, I do. I like swimming. I don't like windsurfing.

### 5 Write about what you like doing in the winter/summer in your notebook, e.g. **I like... in the winter/summer. I don't like...**

## Let's play



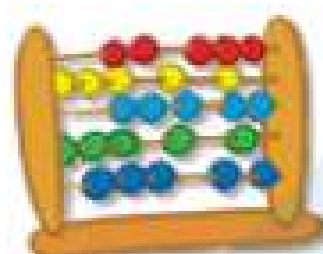
art



music



PE



maths



science

ABC

English

## 1 Choose Oleh's or Anna's timetable. Then ask and answer.

| Oleh  | MONDAY  | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY  |
|-------|---------|---------|-----------|----------|---------|
| 9.00  | maths   | science | art       | PE       | maths   |
| 10.00 | science | English | maths     | English  | science |
| 11.00 | art     | music   | PE        | music    | English |

| Anna  | MONDAY  | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY  |
|-------|---------|---------|-----------|----------|---------|
| 9.00  | maths   | science | art       | PE       | maths   |
| 10.00 | English | English | PE        | English  | science |
| 11.00 | music   | art     | maths     | music    | English |

When do you have maths?

I have maths at nine o'clock on Monday and Friday and at eleven o'clock on Wednesday.

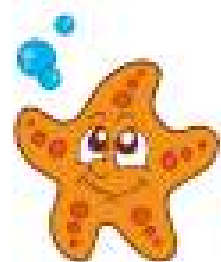
You're Anna.

Yes!

## 2 Ask and answer.

What's your favourite subject?

My favourite subject is maths.



## Project

### 1 Make a season collage.



Write the name of your country on a piece of paper and colour it in.



Choose a season. Cut out pictures from magazines that show what the weather is like in your country in that season, e.g. what people wear and what they do.



Glue the pictures on a piece of card and glue the paper with the name of your country at the top.

### 2 Show and tell.



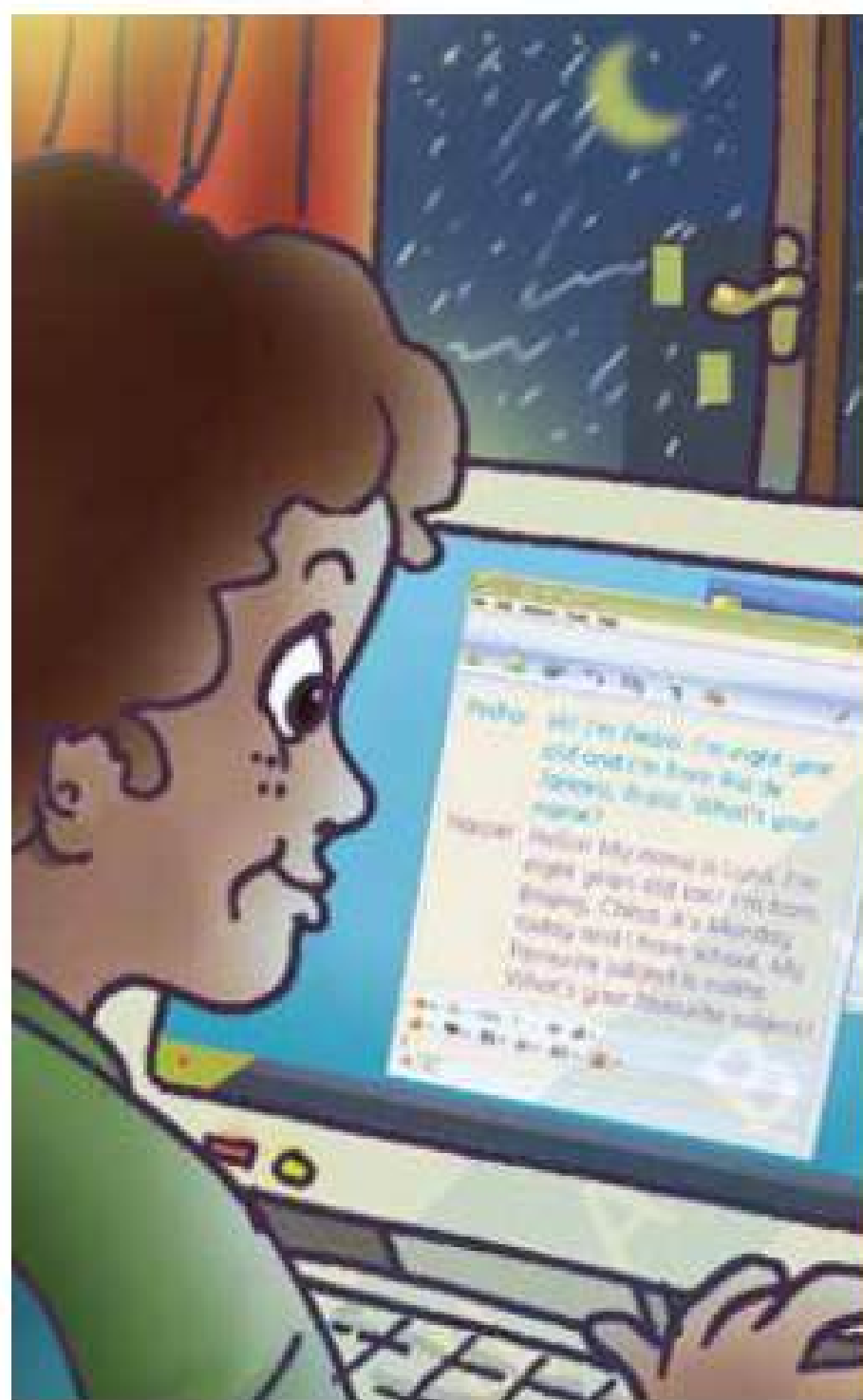
In the winter, it's cold in Ukraine. We wear coats, gloves and scarves. We go skiing in the winter. It's fun!

## 4 Story time

1 Listen and read.



# What day is it?



Conversation

File Edit Actions Tools Help

Pedro: Hi! I'm Pedro. I'm eight years old and I'm from Rio de Janeiro, Brazil. What's your name?

Harper: Hello! My name is Harper. I'm eight years old too! I'm from Perth, Australia. It's Monday today and I have school. My favourite subject is maths. What's your favourite subject?

1

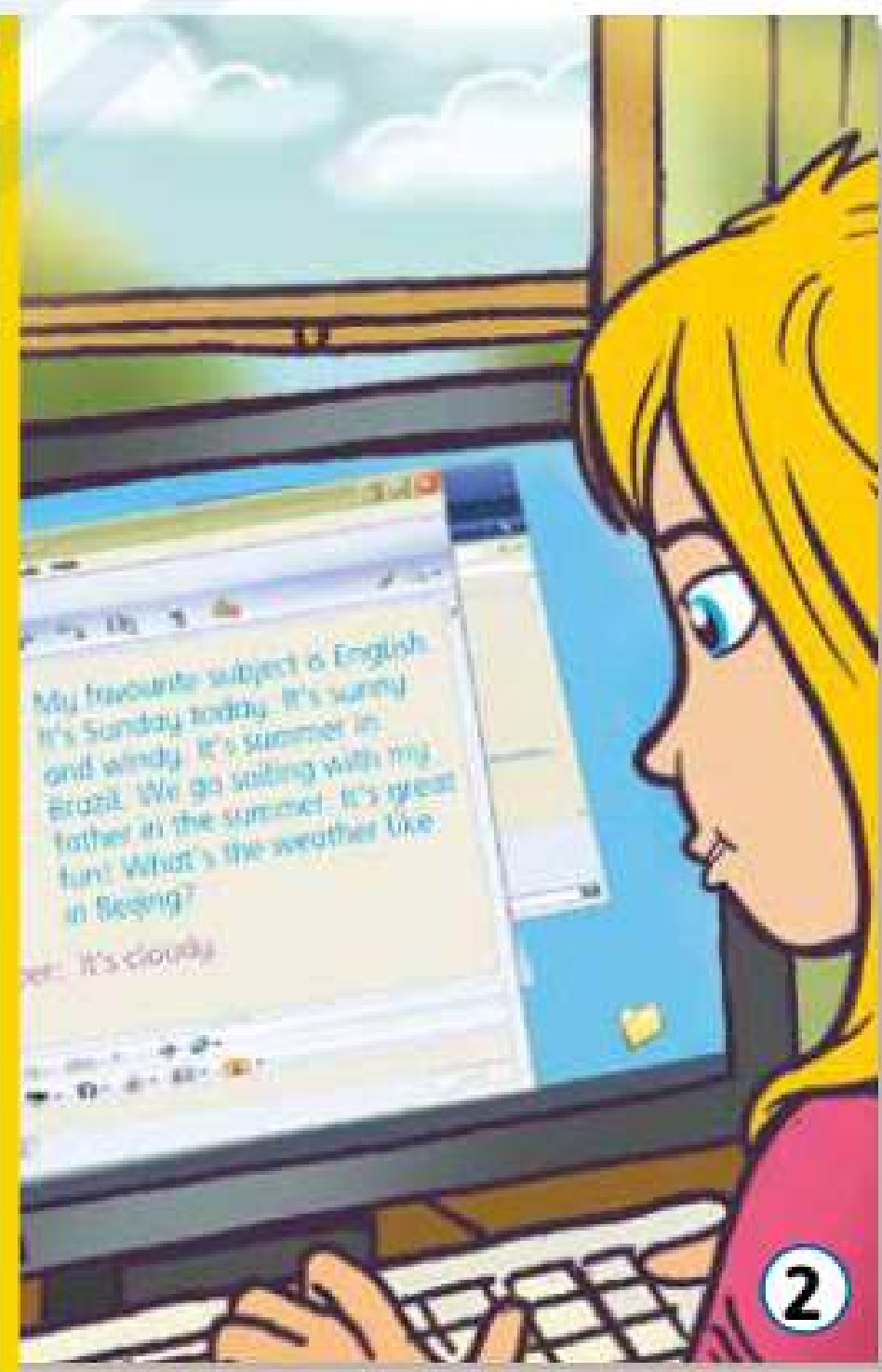
Conversation

File Edit Actions Tools Help

Pedro: My favourite subject is English. It's Sunday today. It's sunny and windy. It's summer in Brazil. We go sailing with my father in the summer. It's great fun! What's the weather like in Perth?

Harper: It's cloudy.

Cought on video: Master procrastinators.

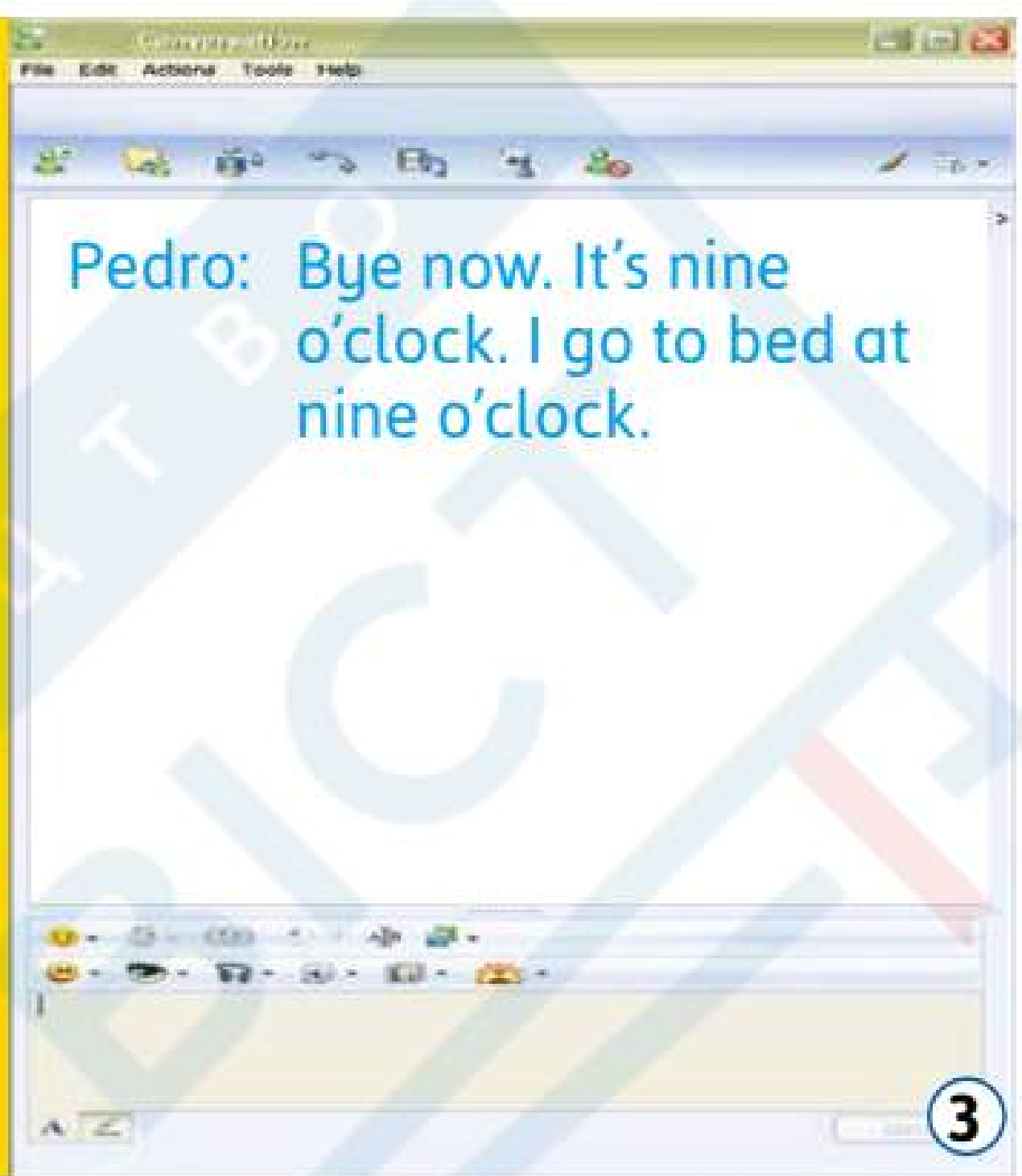
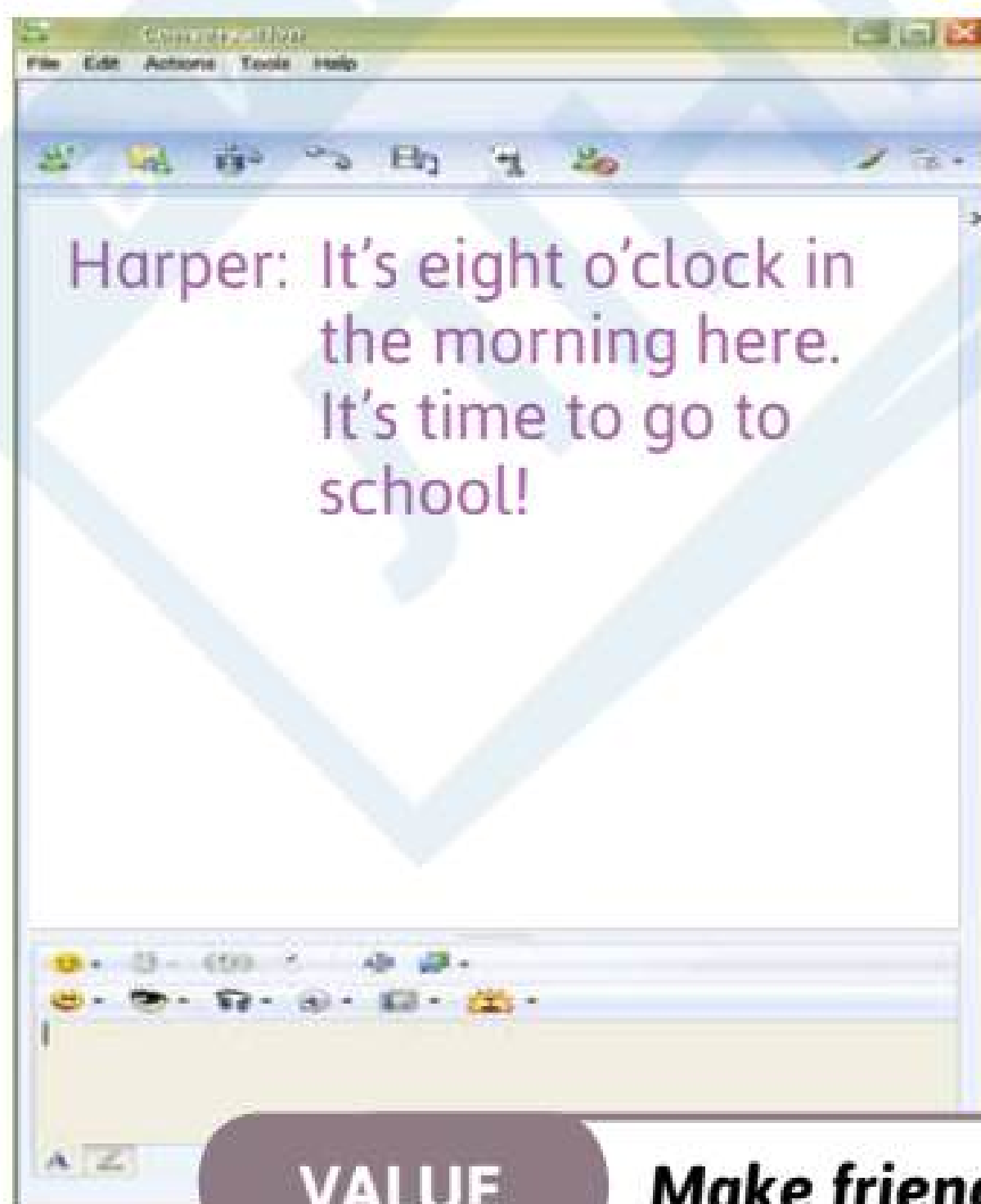




It's raining.



It's cloudy.



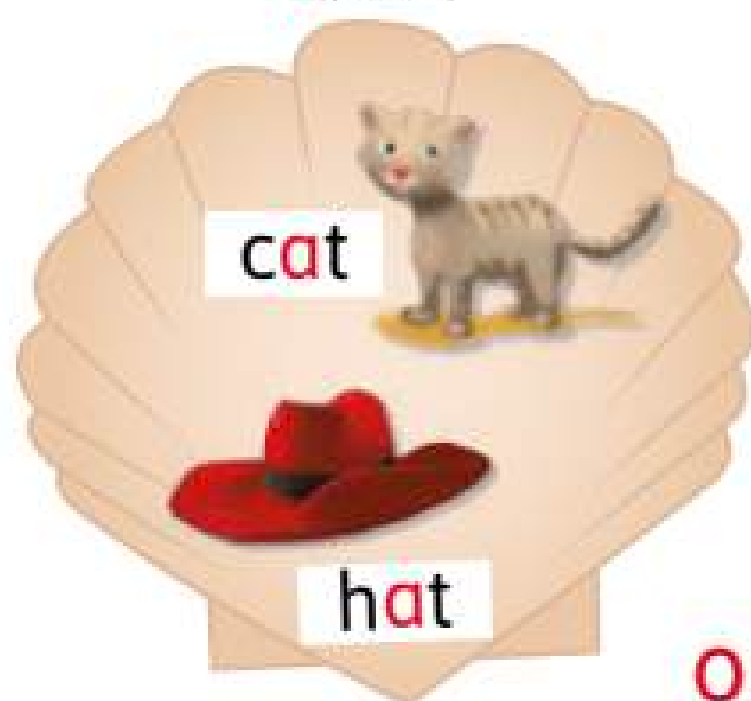
**VALUE**

**Make friends from different countries.**

## Phonics

1 Listen and say. 

a /æ/



e /e/



i /ɪ/



o /ɒ/



u /ʌ/

2 Listen and chant. Then say the short vowels. 

**A green fish and  
two fat cats**

A green fish  
With green fins.  
Two fat cats  
In the sun.  
They are hot.  
They are hot.  
And they're wearing  
Four long socks!



## Revision 4

**1 When's their birthday? Listen and point.**



1.

Kate



2.

Brenda



3.

Pedro



4.

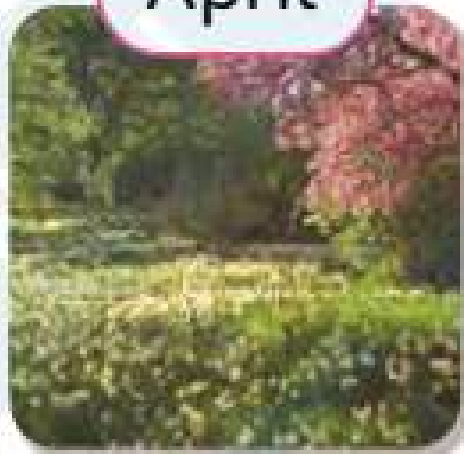
Marc

August



a.

April



b.

December



c.

November



d.

**2 Write about yourself in your notebook. Then say.**



My name's Julia. I'm eight years old. My birthday is in July. I like summer. I go sailing with my family. My favourite subject is English.

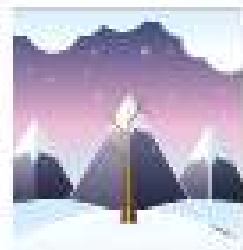
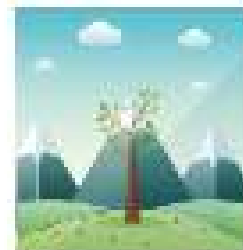
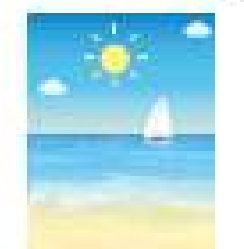
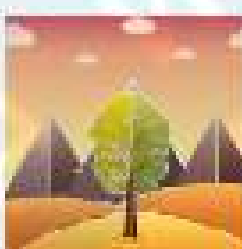
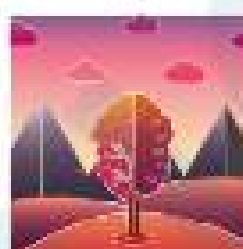
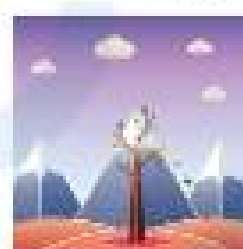


## Now I can

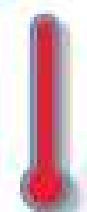
### 1 Name the days of the week.

- |                                                                                   |                                                                                   |                                                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |
| 1. Monday                                                                         | 2. Tuesday                                                                        | 3. Wednesday                                                                      | 4. Thursday                                                                         | 5. Friday                                                                           | 6. Saturday                                                                         | 7. Sunday                                                                           |

### 2 Name the months.

- |                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |   |    |    |    |
| 1. January                                                                          | 2. February                                                                         | 3. March                                                                            | 4. April                                                                              | 5. May                                                                                | 6. June                                                                               |
|  |  |  |  |  |  |
| 7. July                                                                             | 8. August                                                                           | 9. September                                                                        | 10. October                                                                           | 11. November                                                                          | 12. December                                                                          |

### 3 Name the weather.

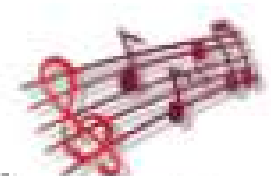
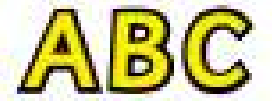
- |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |
| 1. hot                                                                              | 2. cold                                                                             | 3. snow                                                                             | 4. windy                                                                             | 5. It's raining.                                                                      | 6. It's cloudy.                                                                       | 7. It's sunny.                                                                        |

### 4 Name the sports and clothes.

- |                                                                                     |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |
| 1. go windsurfing                                                                   | 2. go skiing                                                                        | 3. go sailing                                                                        |

- |                                                                                     |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |
| 4. scarf                                                                            | 5. glove                                                                            | 6. coat                                                                              |

### 5 Name the school subjects.

- |                                                                                       |                                                                                       |                                                                                       |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| 1. art                                                                                | 2. music                                                                              | 3. PE                                                                                 |
|  |  |  |
| 4. maths                                                                              | 5. science                                                                            | 6. English                                                                            |

### 6 Read and say.



What day  
is it today?  
It's Friday.



When's your  
birthday?  
It's in  
October.



What's your  
favourite  
subject?  
It's maths.

# smart world 2

## 1 Listen and read.



Hello! My name's Anton and I'm from Kherson in Ukraine. I'm eight years old. My favourite subject is maths. I have maths on Monday and Thursday. I like art too. I have art on Tuesday and Friday. On Wednesday, I have music. I can play the guitar!



Hi! My name's Maryna and I'm from Poltava in Ukraine. I'm nine years old. My favourite subject is English. I have English on Tuesday and Thursday. I like art too. I have art on Monday. On Wednesday and Friday, I have PE. I can run fast!

## 2 Read and say **A** for Anton and **M** for Maryna.

1. I'm eight years old.
2. My favourite subject is English.
3. I have English on Tuesday and Thursday.
4. I have art on Monday.
5. I have music on Wednesday.

## 3 Say.





kutia



honey



turkey



Christmas pudding



dinner



sugar



potato

1 Listen and read.



## Christmas in Ukraine and the UK

I'm Oksana and I live in Kyiv. Today is Christmas Eve. My family and I are at home, and we are having dinner. There are twelve different dishes at the Christmas dinner! My favourite is kutia. It's a sweet grain pudding with honey sauce. We are also having uzvar. It's a drink with dried fruit, sugar or honey, and water.



My name's Bill and I live in Manchester. I love Christmas because we have a big tree in the living room and there are lots of presents under it! On Christmas Day, we open the presents and eat all together. We have turkey, roast potatoes and Christmas pudding for dessert.



2 Read and say **True** or **False**.

1. Oksana's family have kutia at Christmas.
2. Uzvar is a pudding.
3. Bill's presents are under the tree.
4. In the UK, they eat turkey and pasta at Christmas dinner.

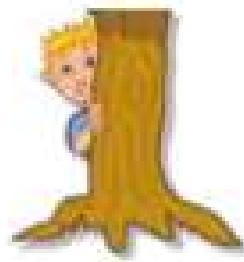
# My new house 5



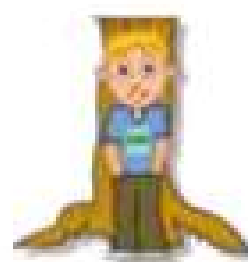
next to



between



behind



in front of

go down



go up

Sing a song



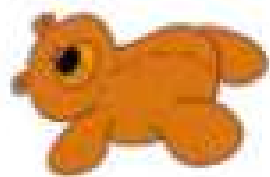
go into



get out of

1 Look and listen. Point to where the teddy bear, the doll, the skirt and Azor are. Then sing.

Anna's new house



Azor

Come with me to my new house  
My new house, my new house,  
Come with me to my new house!  
Let's go up, in my room!  
My doll is next to the bed  
Azor is behind the door.

Come with me to my new house  
My new house, my new house,  
Come with me to my new house!  
Let's go down, in the kitchen.  
My teddy bear is on the chair  
and my skirt is under my shirt.

2 Look at activity 1. Ask and answer.

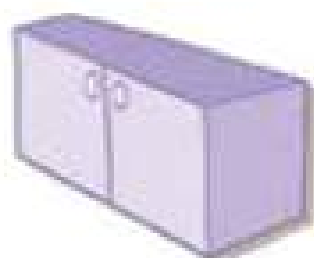
Where's the doll?

It's next to the bed.

Grammar

Where's the doll?  
It's **between** the bag and the chair.  
Where are the toys?  
They're **behind** the door.

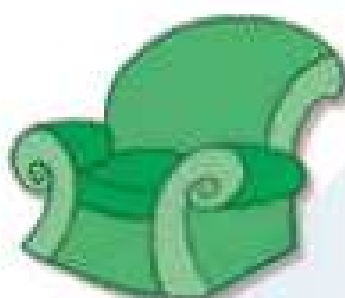
## Smart kids



cupboard



bookcase



armchair



fridge



hall

## 1 Listen and read.



Mum, where are my trainers?

They're in the bedroom. In the box, next to the bookcase.



Mum, these aren't my trainers. They're Tony's.

Mum, whose socks are these?

They're my socks.



Whose shirt is this, Sue?

It's Tony's.



Now, where's my coat?

It's on the armchair, in the hall.



Whose coat is this?

Ha ha.

It's Anna's.



Whose coat is this? It's Anna's.  
Whose trainers are these? They're Tim's.

my coat  
your jacket  
his trainers  
her skirt

## 2 Read activity 1 and say **True** or **False**.



1. These are Anna's trainers.



2. These are Tony's socks.



3. This is Sue's coat.



4. This is Tony's shirt.

## 3 Listen and point.



Kim



Julia



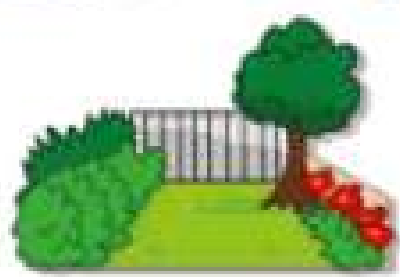
## 4 Look at activity 3. Point, ask and answer about the girls' clothes.

Whose shirt is this?

It's Kim's.



## Our world



garden



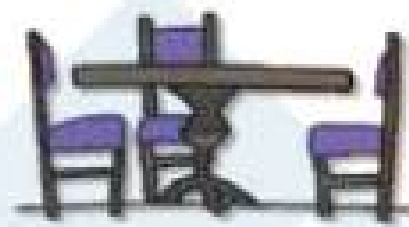
painting



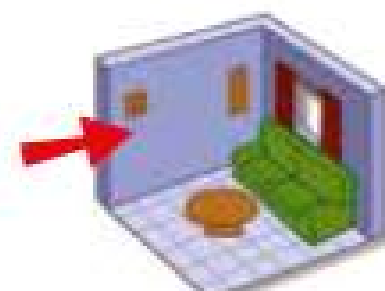
cushion



flat



dining room



wall

1 Listen and read. 


**Social Studies**

## My favourite room



My name's Yuki. I live in a big house with a garden. It has got two bedrooms, a dining room, a kitchen and a living room. My favourite room is the living room. There are paintings on the wall. There is a table too. In the living room, there aren't any chairs, but there are cushions.

My name's Amanda. I live in a flat. It has got three bedrooms, a living room and a kitchen. My favourite room is my bedroom. There is a bed, a wardrobe and a big armchair in my bedroom. There isn't a painting on the wall, but there is a window.



USA



## Grammar

**There isn't** a bookcase in the living room. **There is** a table.  
**There aren't** six chairs in the kitchen. **There are** four chairs.

### 2 Read activity 1 and say **True** or **False**.

1. Yuki lives in a house in Japan. There are two bedrooms, a dining room, a kitchen and a living room in his house.
2. There aren't paintings on the wall in Yuki's living room.
3. Amanda lives in a flat in the USA. Her favourite room is her bedroom. There is a window in her bedroom.

### 3 Listen and point.



a.



b.



c.

### 4 Listen to your partner. Draw and colour.

In the living room, there's a pink sofa.



### 5 Describe your drawing in your notebook, e.g. **In the kitchen, there's...**

## Let's play



clock



mat



mirror

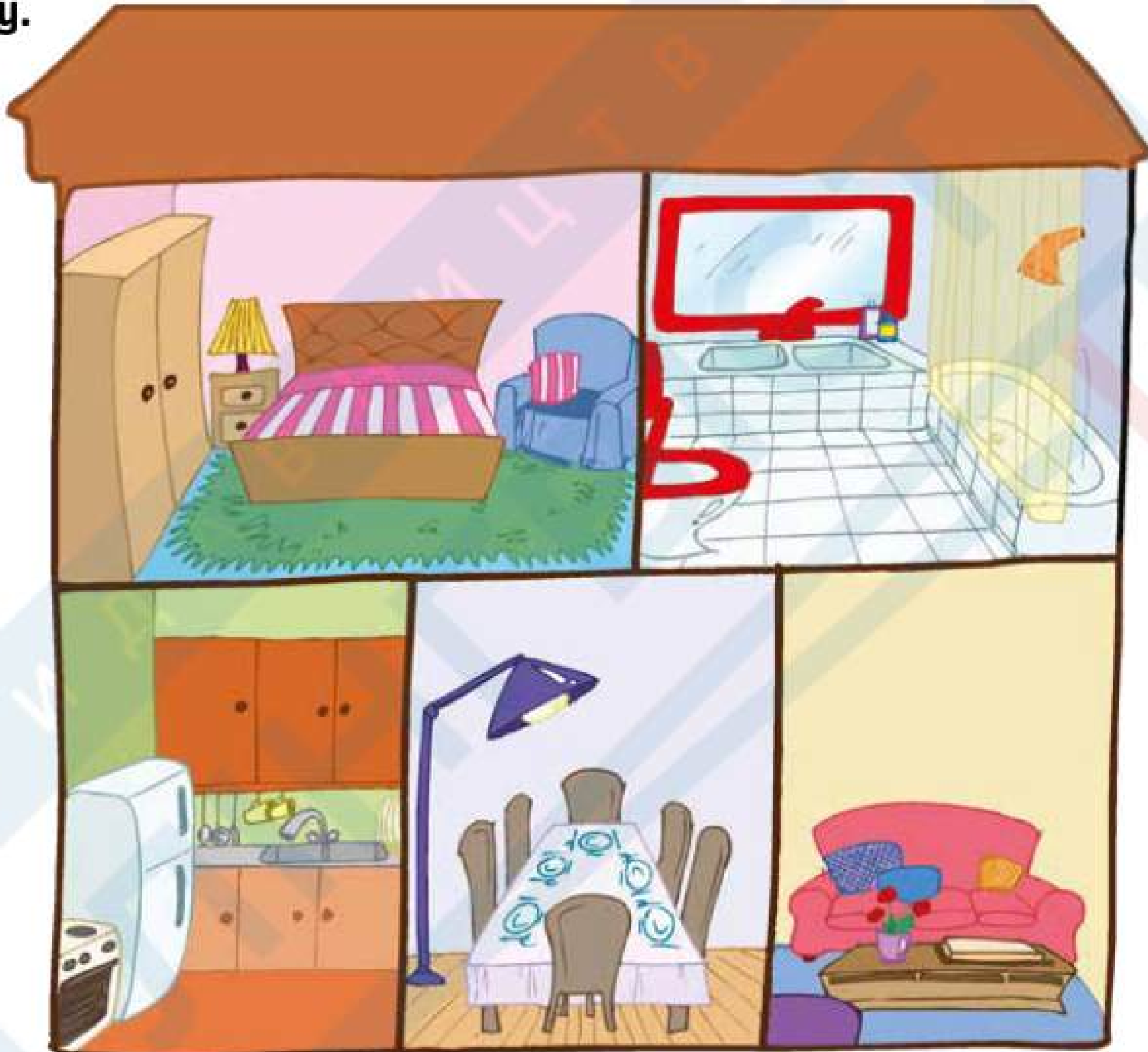


radio



slippers

1 Play.



Where's the mat?

It's in front of the bed.





1 Read about Sue's house. Then write about your house.

## My house



I live in a big house. There's a kitchen, a living room and a bathroom. There are three bedrooms too. There isn't a garden. My favourite room is my bedroom. It has got pink walls. There are three flowers on the wall. There's a big window next to my bed. I love my bedroom!

Is your house big or small?  
Name the rooms of your house.  
What's your favourite room?  
What is/are there in your favourite room?

## Writing tip

Adjectives go before nouns.

I live in a **big** house.  
It has got **pink** walls.

## 5 Story time

# THE GHOST

### 1 Listen and read.

It's Saturday night. Emily, Kelly and Bob are at Kelly's house. Kelly's mother and father are in the bedroom watching TV and the kids are in the living room. They're eating crisps and sweets.



Emily looks under the armchair.



Bob looks behind the bookcase.





ghost



hear



noise



floor



watch TV



crisps



sweets

The kids are in the kitchen.  
They are making sandwiches.

Where's the cheese?

It's in the  
fridge.



They hear a noise...

It's the ghost! It's in  
the living room!

Let's go!



The kids are in the living room, but there isn't a ghost there.  
Kelly's mother and father are in the living room.

Look at this  
mess! There are  
crisps on the  
floor!

Sorry, Mum! Let's  
clean it up, guys!



VALUE

**Be responsible and always pick  
up your things after playtime.**

6

## Phonics

1 Listen and say.



th /θ/



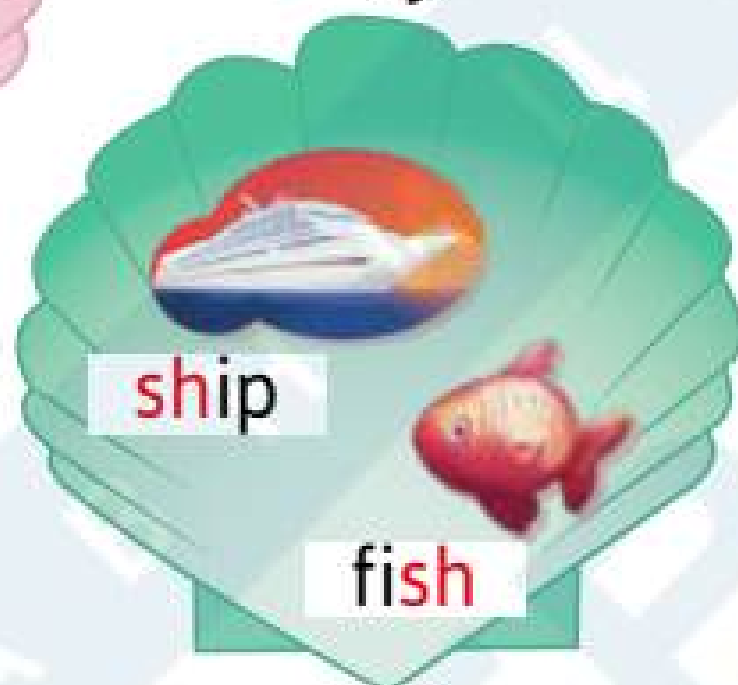
th /ð/



ch /tʃ/



sh /ʃ/



tch /tʃ/

2 Listen and say. Then say the /θ/ sounds and the /ð/ sounds.  
Listen again and say the /ʃ/ and /tʃ/ sounds.

## My family

This is my mother,  
my father,  
My sister and my brother.  
This is our house,  
It's got thirteen rooms.  
A kitchen, three bathrooms  
And three living rooms.

We like going  
to the beach.  
We really like it there.  
We never catch any fish.  
We just sit on a chair.  
We like to watch the  
ships go by  
And look for  
pretty shells.



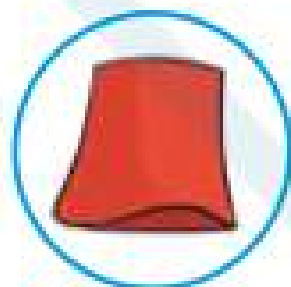


## Revision 5

### 1 Listen and point.



### 2 Read, look and say.



1. Whose skirt is this?



2. Whose shoes are these?



3. Whose coat is this?



4. Whose cap is this?



5. Whose trousers are these?



6. Whose T-shirt is this?

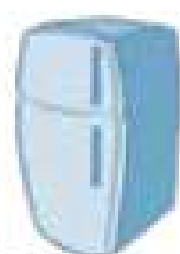


## Now I can

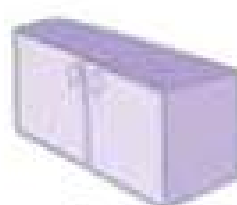
### 1 Name the items.



1. bookcase



2. fridge



3. cupboard



4. armchair



5. mat



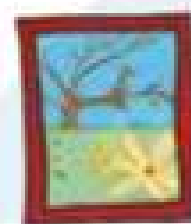
6. clock



7. mirror



8. radio



9. painting



10. slippers

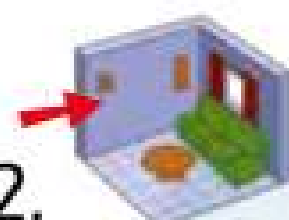


11. cushion

### 2 Name the parts of a house.



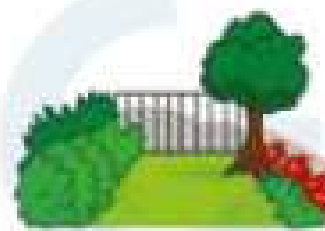
1. floor



2. wall



3. hall



4. garden



5. dining room

### 3 Name the verbs and the prepositions.

go down



1. go down



2. go up



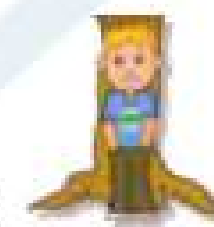
3. go into



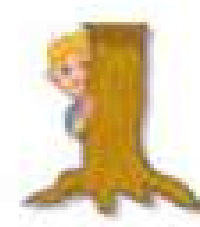
4. get out of



5. next to



6. between



7. in front of

8. behind of

### 4 Name the nouns and the verbs.



1. flat



2. noise



3. watch TV



4. hear



5. crisps

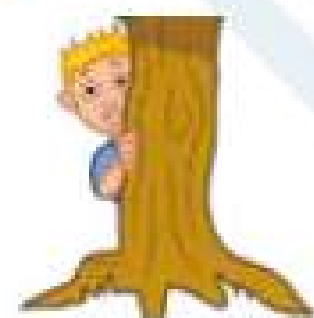


6. ghost



7. sweets

### 5 Read and say.



1. Where's the boy?  
He's behind the tree.



2. Whose trainers are these?  
They're Tony's.



3. There isn't a bookcase in the dining room. There aren't three cushions on the floor.

# Food, please! 6



onions



lettuce



chocolate



biscuits



flour

Sing a song

1 Listen and point. Then sing.

I'm hungry

I'm hungry. I'm hungry.  
What can we make?

There's some flour in the cupboard.  
There's some chocolate  
And some sugar.  
Let's make some biscuits!  
Let's make some biscuits now!

There's some lettuce on the table.  
There are some tomatoes  
And some onions.  
Let's make some salad!  
Let's make some salad now!



2 Look at activity 1. Point and say.

There's  
some milk  
in the  
fridge.

There  
are some  
carrots on  
the table.



Grammar

There's some milk.

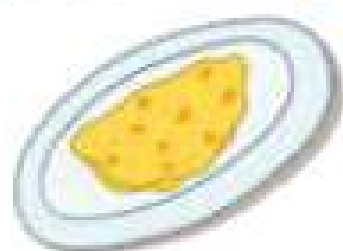


There are some eggs.

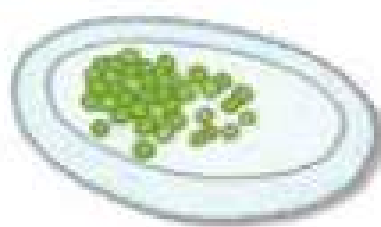


3 Write about what there is in your fridge at home in your notebook, e.g. **There's some cheese in the fridge.**

## Smart kids



omelette



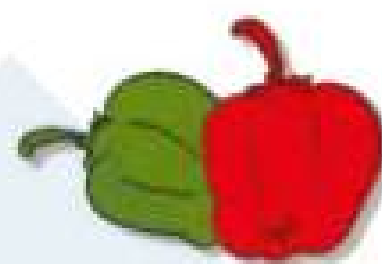
peas



pancake



pineapple



peppers



coconut

## 1 Listen and read.



Mmm... I love my omelette! There's some cheese in my omelette. Is there any cheese in your omelette, Greg?

No, there isn't.

1

There are some peppers in my omelette too. Are there any peppers in your omelette, Greg?

No, there aren't.

2

There isn't any cheese and there aren't any peppers in my omelette. But there are some peas, onions and pineapple.

Yuck!

3

And for dessert, coconut pancakes!

Yummy!

4

## Grammar

Is there **any** cheese?

< Yes, there is.  
No, there isn't.

**There isn't any** cheese in the omelette.

Are there **any** peppers?

< Yes, there are.  
No, there aren't.

**There aren't any** peppers in the omelette.

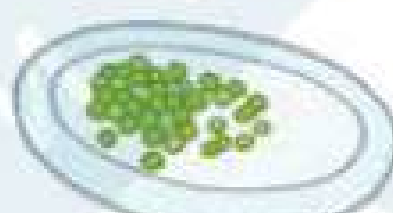
- 2 What do the children have in their omelettes?  
Say **A** for **Anna** and **G** for **Greg**.



1.



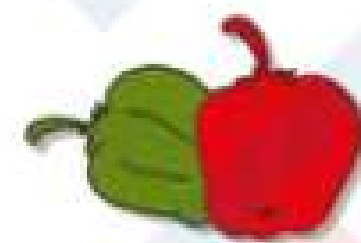
2.



3.



4.



5.

- 3 Listen and say **Yes** or **No**.



1.



Yes  
No

2.



Yes  
No

3.



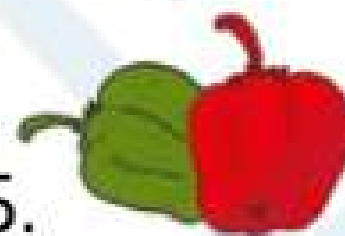
Yes  
No

4.



Yes  
No

5.



Yes  
No

6.



Yes  
No

- 4 Choose and say what you want in your omelette.  
Then ask and answer.

cheese

tomatoes

onions

potatoes

chicken

peppers

milk, etc.

Are there any peppers  
in your omelette?

Yes, there  
are.



butter



jam



garlic



noodles



soup

1 Listen and read. 

# STREET FOOD

Health



1

Cheeseburgers come from the US. They're meat with cheese in bread. They're very good.

Chicken Kyiv comes from Ukraine. It's fried chicken with butter and garlic in it. You can have it with rice or salad.



2

Pizza comes from Italy. You can have pizza with meat and vegetables. You can also have it with pineapple and chocolate. It's yummy!



3

Crepes come from France. They're like thin pancakes. French people eat crepes with cheese. There are also sweet crepes, with jam or chocolate.



4



**fried chicken**



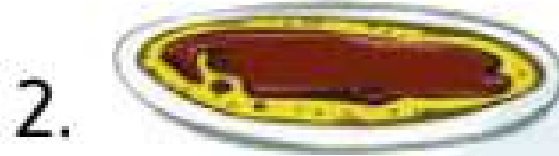
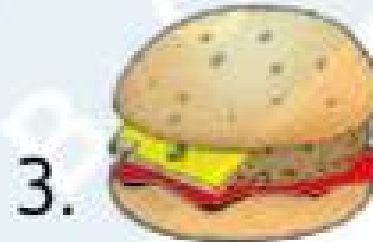
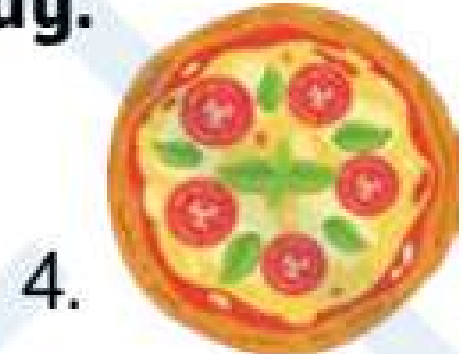
**cheeseburger**



**crepe**

**Chicken Kyiv comes from Ukraine.**  
**Crepes come from France.**

## 2 Where does it come from? Read activity 1 and say.



## 3 Listen and point.



1. What is in Peter's cheeseburger?



2. What does Mary want for dinner?



3. What is Pierre eating?



## 4 Look and answer.

**Find a friend who...**

has pancakes for breakfast.

likes cheeseburgers.

doesn't like fried chicken.

has soup for dinner.

wants a crepe for lunch.

likes noodles.

Do you have  
pancakes for  
breakfast?

Yes, I do.

## Let's play



glass



bottle



lemonade

## Grammar

**How much** milk is there?  
There's one glass.

**How many** tomatoes are there?  
There are three tomatoes.

1 Look at the pictures. Ask and answer.



How much  
milk is there?

Three glasses.

How many  
biscuits are  
there?

There are  
five biscuits.



## Project

- 1 Read about Tony's favourite food. Then write about your favourite food.



### My favourite food



On my favourite pizza /  
In my favourite salad  
there is...  
There are...  
There isn't...  
There aren't...  
It's...

I love pizza. It's my favourite  
food. There isn't any cheese  
or tomato on my pizza. There  
aren't any onions or peppers,  
but there is some chocolate.  
There is also some ice cream,  
some banana and some  
pineapple. There are chocolate  
biscuits too. It's delicious!

### Writing tip

- We use **commas (,)** to separate items in a list of things in a sentence.
- We use **and** to add items to a list of things in a sentence.
- We use **or** to introduce another possibility.
- We use **but** to introduce an idea that adds something to or is different from what we have said before.

There is also  
some ice cream,  
some banana **and**  
some pineapple.

There aren't  
any onions **or**  
peppers, **but**  
there is some  
chocolate.

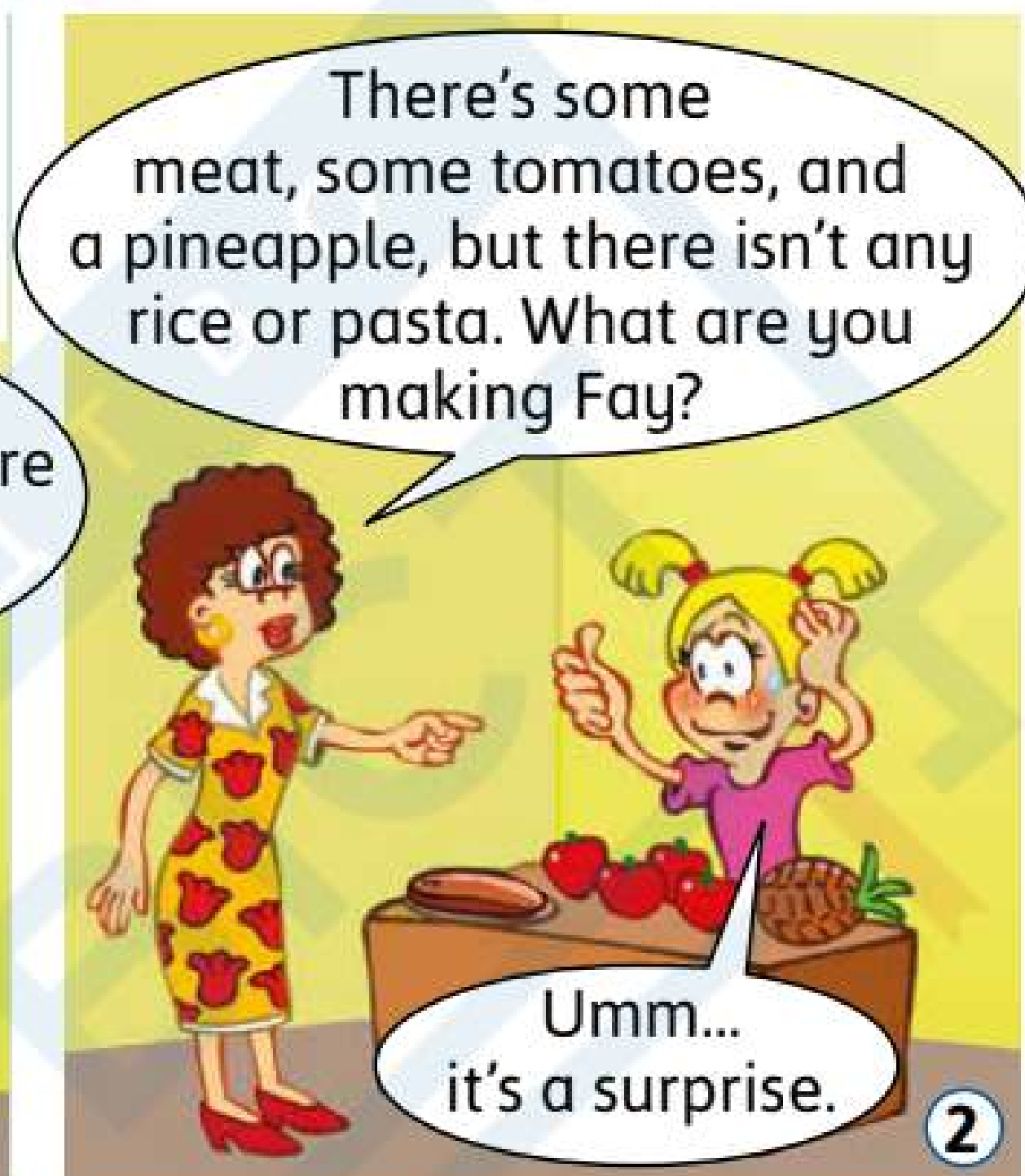
# 6 Story time

## 1 Listen and read.



# The cooking competition

It's Wednesday afternoon and Ted and Fay are at school. Every month they have a cooking competition.

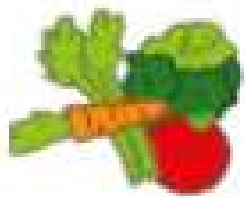


This month Ted wins the cooking competition. Fay is sad.



That evening at home Fay tells her dad about the competition.





## vegetables

For one month, Fay and her dad cook and cook and cook.



Today is the cooking competition.



**VALUE**

**Practice makes perfect.**

## Phonics

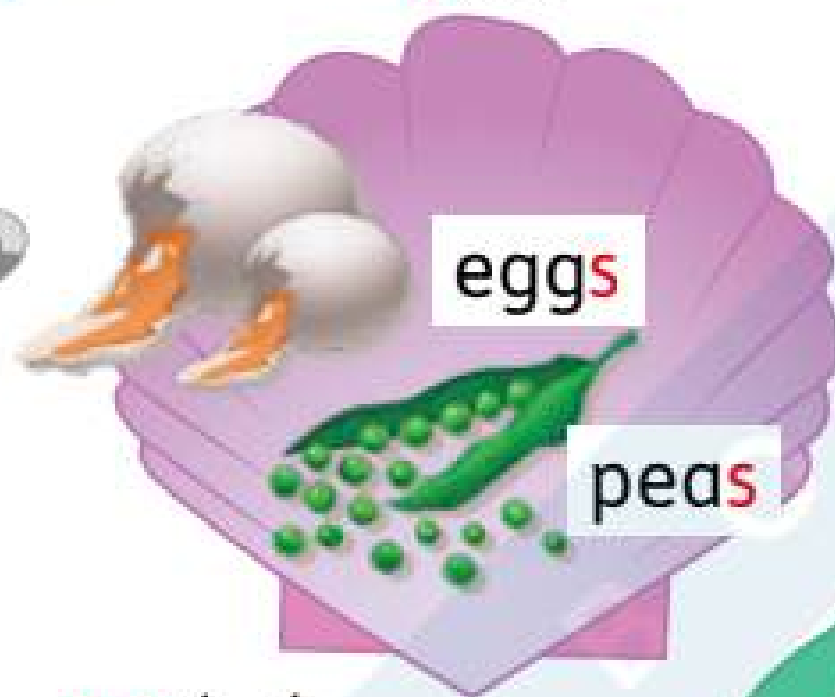
## 1 Listen and say.



s /s/

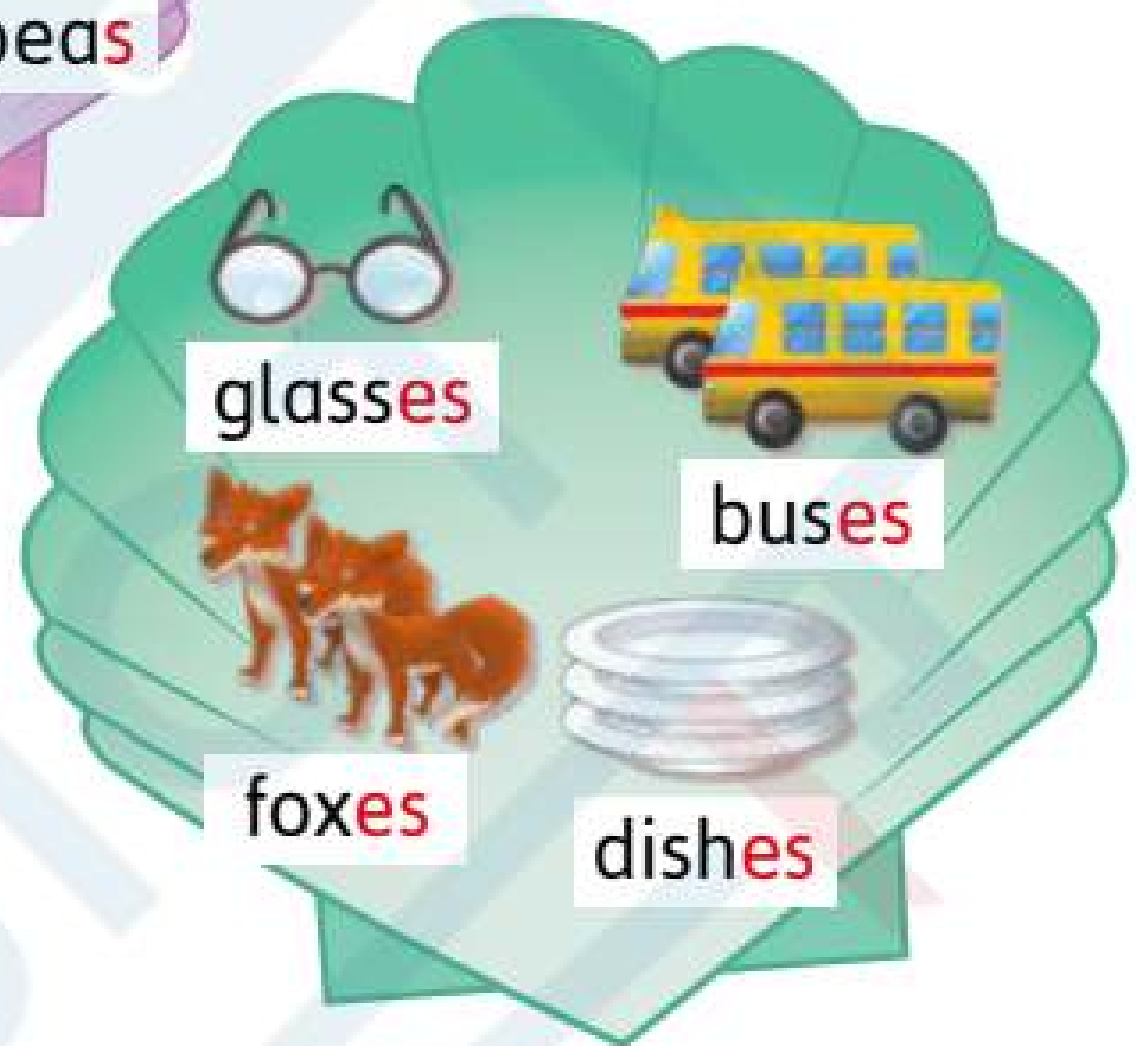


s /z/



es /ɪz/

es /z/



## 2 Listen and chant. Then say the /s/ sounds, the /z/ sounds and the /ɪz/ sounds.



## Look at the food in the dishes

Look at the food in the dishes!  
 Noodles with carrots and peppers,  
 Pancakes with jam and eggs with beans.  
 Look at the food in the dishes!  
 Biscuits with sugar and coconut,  
 Pasta with vegetables, burgers with cheese.  
 I like them all, but I don't like peas.  
 Tomatoes and cherries,  
 fish and chips and  
 strawberries.

Look at the food  
 the dishes!





## Revision 6

### 1 Listen and point.



1. What's on Tom's pizza?



a.



b.

2. What's in Sandy's sandwich?



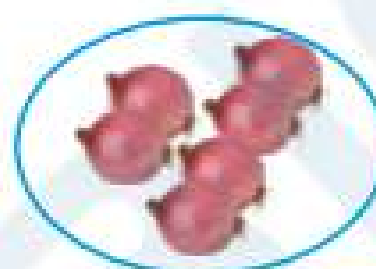
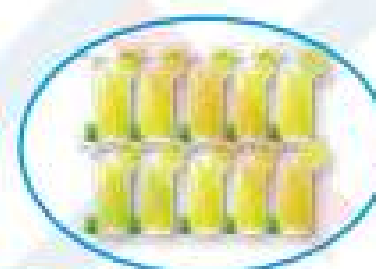
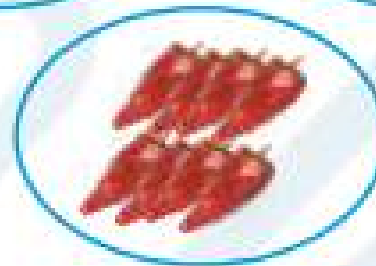
a.



b.

### 2 Read and say. Use **much** or **many**. Then answer.

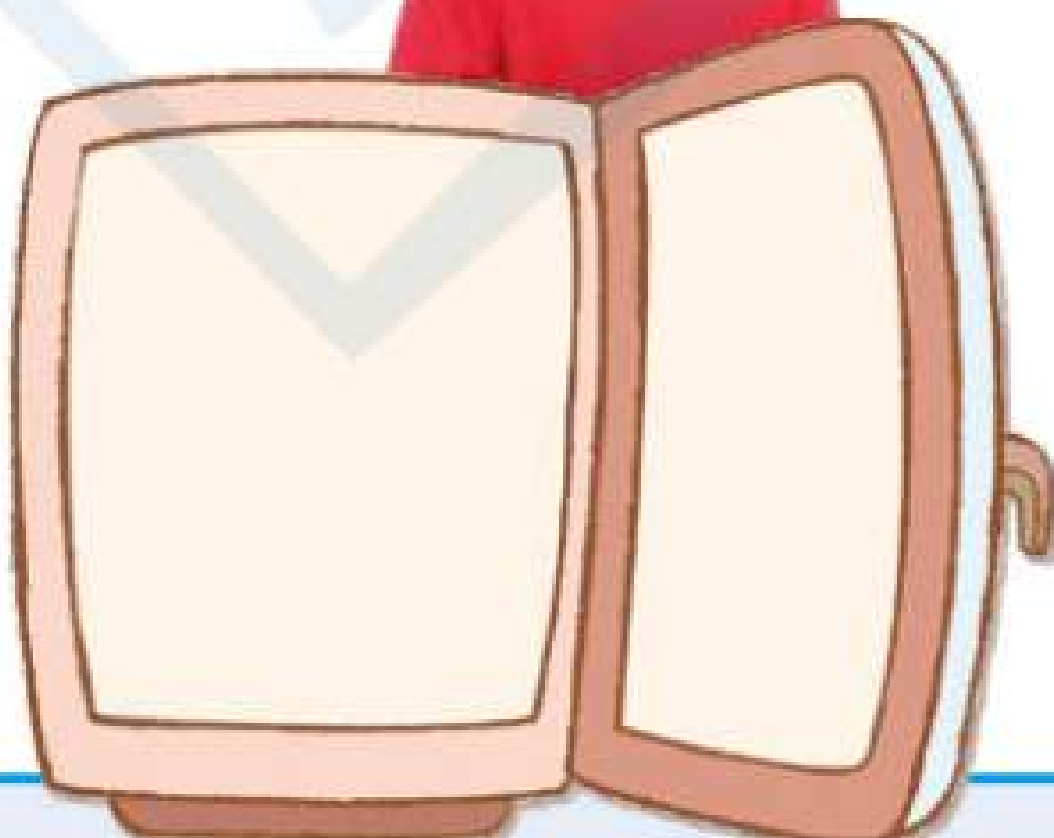
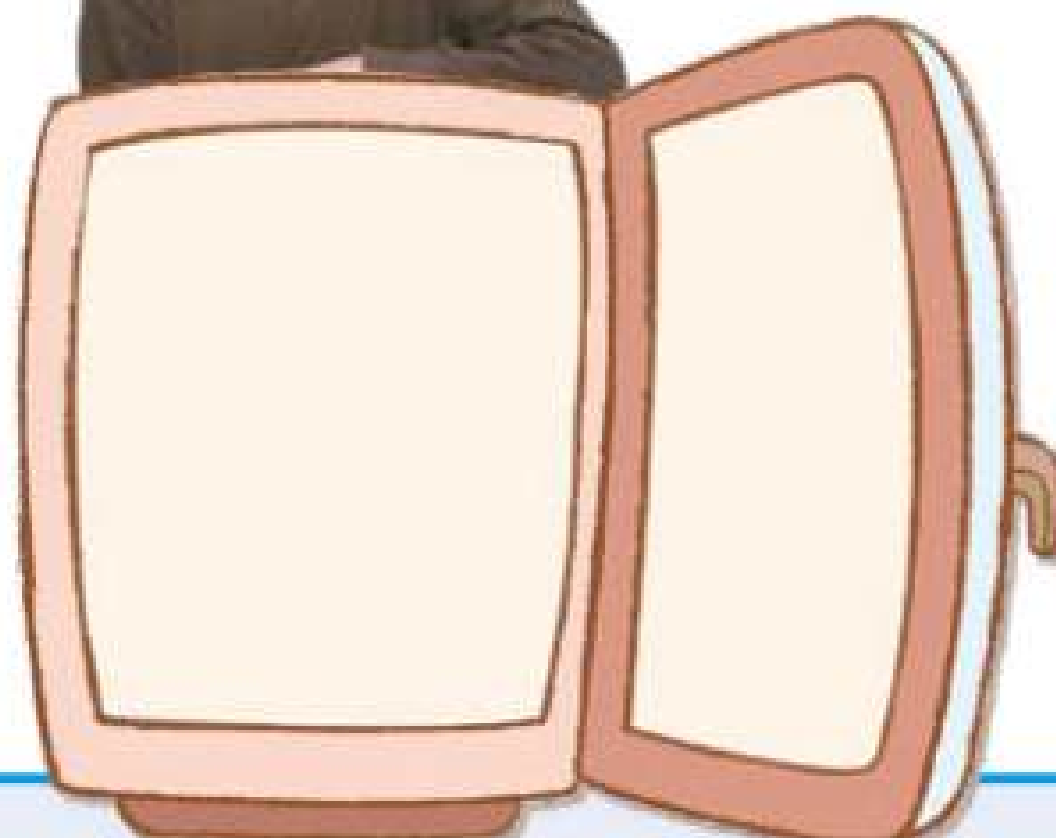
1. How ... milk is there?
2. How ... peppers are there?
3. How ... lemonade is there?
4. How ... onions are there?
5. How ... water is there?



### 3 Draw a fridge and some food in your notebook. Then ask and answer.

Is there any milk in your fridge?

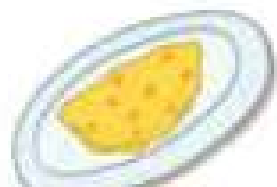
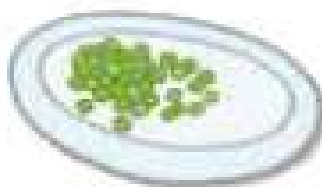
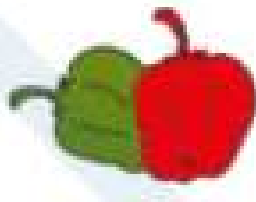
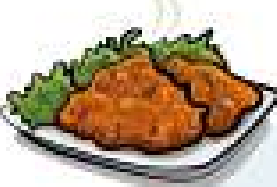
Yes, there is.





## Now I can

### 1 Name the food and drinks.

1.  onions
2.  lettuce
3.  chocolate
4.  biscuits
5.  flour
6.  omelette
7.  peas
8.  pancake
9.  pineapple
10.  peppers
11.  coconut
12.  fried chicken
13.  jam
14.  butter
15.  noodles
16.  soup
17.  cheeseburger
18.  crepe
19.  lemonade
20.  vegetables
21.  garlic

### 2 Name the items.

1.  glass
2.  bottle

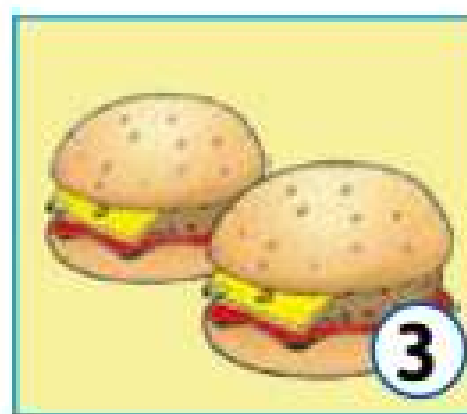
### 3 Read and say.



Is there any  
cheese in your  
omelette?  
No, there isn't.



There are  
some peas and  
onions in my  
omelette.  
There aren't  
any peppers.



Cheeseburgers  
come from the  
US.



How many  
apples are  
there?  
There are  
three apples.

## 1 Listen and read.



## Dishes from around the world



I'm Kalyna. I'm from Ukraine.  
My mum and I are making my favourite  
breakfast, *deruny*. They are potato  
pancakes. I like my *deruny* with  
onions and sour cream.

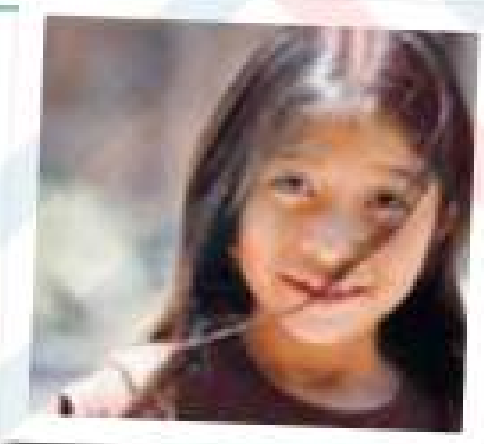
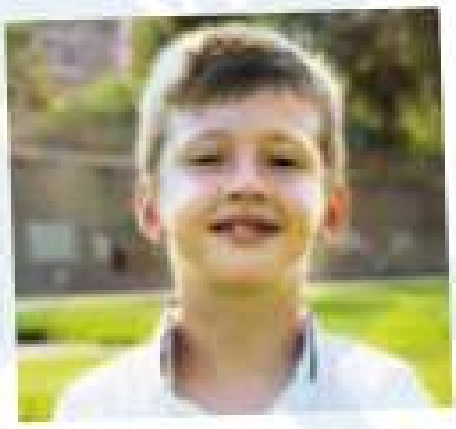


Deruny

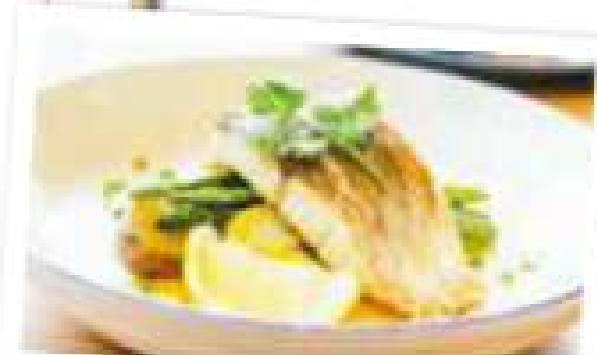


Puntas de filete

My name's Yolanda. I'm from  
Mexico. I'm eating *puntas  
de filete* for lunch. It's my  
favourite. It's rice with meat  
and vegetables.



I'm Jack. I'm from Australia.  
My family and I are having dinner  
in the garden. We are eating  
*Barramundi* and vegetables.  
*Barramundi* is an Australian fish.



Barramundi

## 2 Read and say **Yes** or **No**.

1. Kalyna is making lunch with her mum.
2. Kalyna likes her *deruny* with onions and sour cream.
3. Yolanda is from Australia.
4. *Puntas de filete* has got pasta in it.
5. Jack is having dinner with his family.
6. *Barramundi* is a meat dish.

## 3 Look at activity 1 and write what the children are doing, e.g. **Yolanda is eating *puntas de filete*.**

piece



pot



add



cut

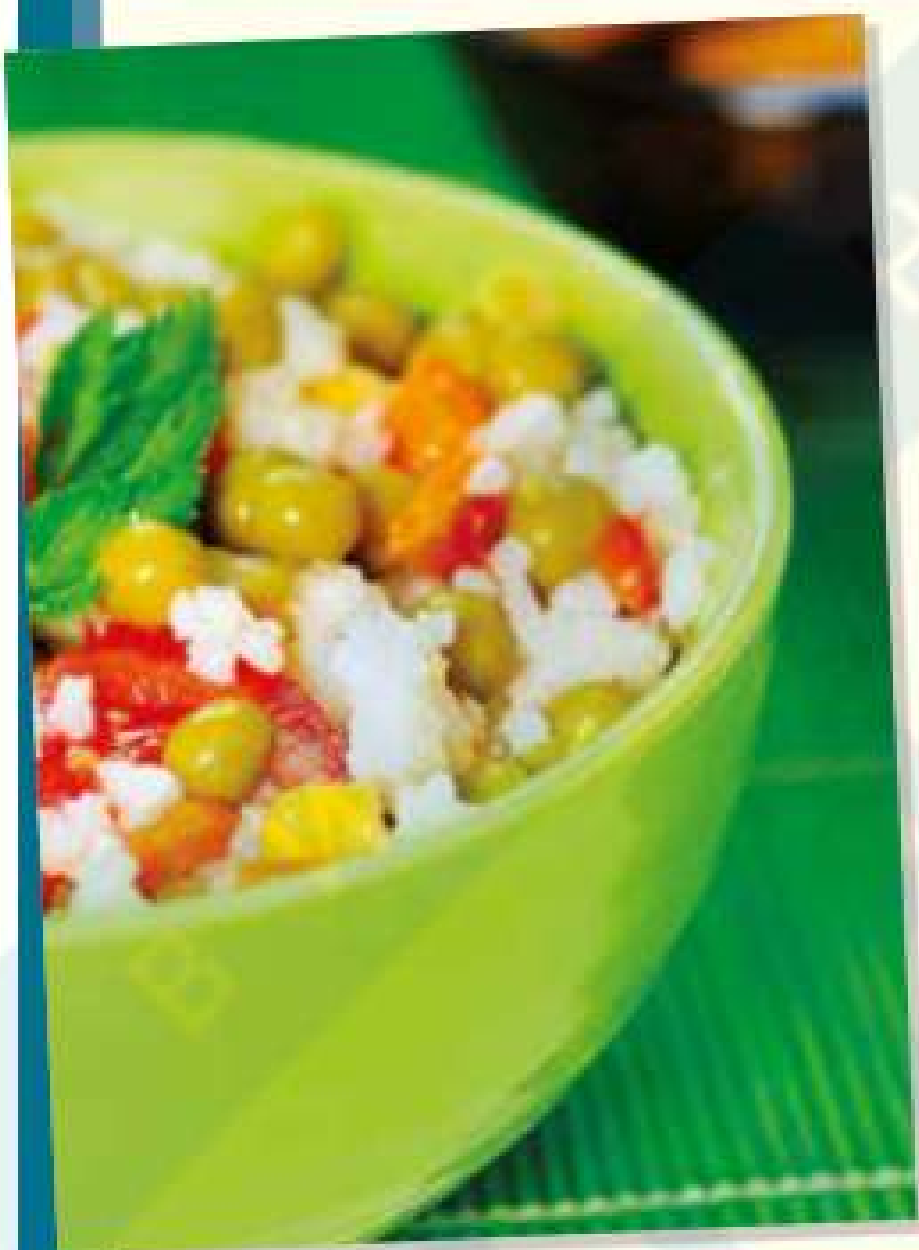
1 Listen and read.



## Strange Recipes



## Rainbow risotto



- Rainbow risotto comes from Italy. There are vegetables and some chicken in it. Follow the recipe:
- 1 Cut the chicken into pieces.
  - 2 Cut some vegetables (carrots, tomatoes, peas, onions) into pieces.
  - 3 Put the vegetables in a pot and cook them for 5 minutes.
  - 4 Add some rice and mix it with the vegetables.
  - 5 Add some water. Then, add the chicken and cook for 15 minutes.

**Your rainbow risotto is ready!**

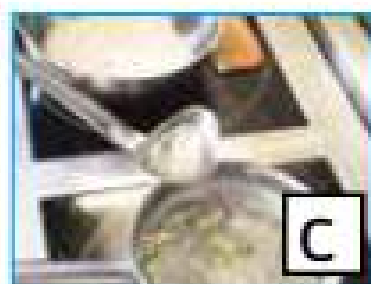
2 Look at the pictures and say which steps of the recipe they correspond to.



a



b



c



d



e

3 Now write a strange recipe and draw a strange dish in your notebook. Use activity 1 as an example.

# Where were you yesterday?

7

## Sing a song



at home



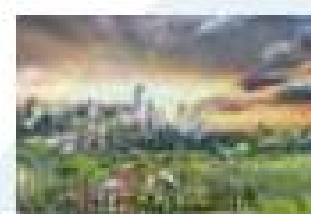
shopping centre



bookshop



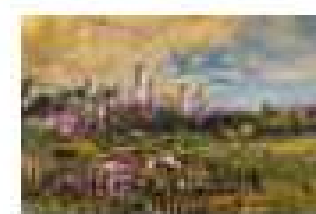
fast food restaurant



in the morning



in the afternoon



in the evening

## 1 Listen and point. Then sing.



### Where were you?

Where were you yesterday?  
We were out, out all day.

Where were you in the morning?  
I was at the shopping centre  
yesterday morning.

Where were you in the afternoon?  
I was at the theatre with June.

Where were you in the evening?  
We were at home yesterday evening.



2.



3.



1.

## 2 Ask and answer.

Where were you  
yesterday evening?



I was at  
home.

## Grammar

**Where were** you yesterday?  
**I was** at home.

**Where was** he/she yesterday?  
**He/She was** at home.

**Where were** they yesterday?  
**They were** at home.

- at school/home
- at the park/zoo/playground/bookshop/fast food restaurant/toy shop, etc.

## 3 Write about where you were yesterday morning/afternoon/evening in your notebook e.g. **I was at school yesterday morning.**

## Smart kids



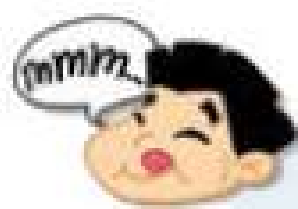
scary



funny



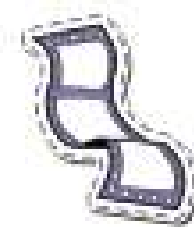
boring



delicious



popcorn



film

## 1 Listen and read.

Last night Greg, Anna and Emma were at the cinema with Anna's dad.

After the film at Anna's house...



Hello. Were you at the shopping centre?



## Grammar

Was the film good?

< Yes, it was.  
No, it wasn't.

Were you at the shopping centre?

< Yes, we were.  
No, we weren't.

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

### 2 Look at activity 1 and point.



a. The popcorn was delicious.

b. The film was scary.



c. The film was boring.

d. The film was funny.



### 3 Listen and say a or b.



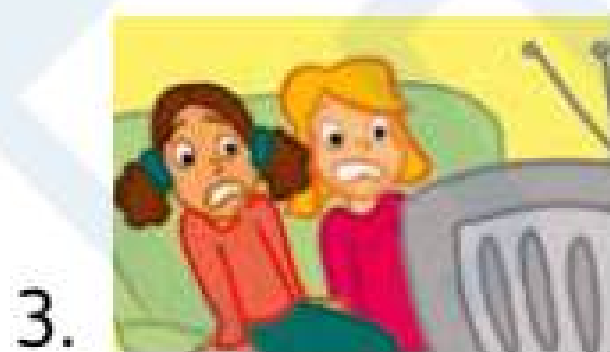
b.



a.



b.



a.



b.



a.



b.

### 4 Look at activity 3. Ask and answer.

Was the film funny?

Yes, it was.

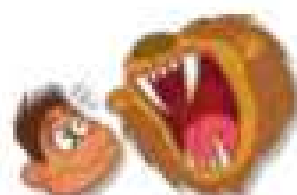
## Our world



tornado



fast



dangerous



basement



street



sky

1 Listen and read.



## Social Studies



My name's Matilda. I'm from Texas, USA. I live in a house with a big garden. It has got a big basement too. Yesterday, there was a tornado in my town. It was fast and dangerous. There were cars, bikes and trees in the sky. There weren't people in the streets. My family and I were in the basement. It was scary!



## Safety tips

1. Go down to the basement.
2. Don't stand next to windows.
3. Be careful!



**There wasn't** a dog in the garden yesterday.  
**There was** a cat.

**There weren't** three elephants in the zoo.  
**There were** two elephants.

## 2 What was in the tornado? Read activity 1 and point.



a.



b.



c.



d.



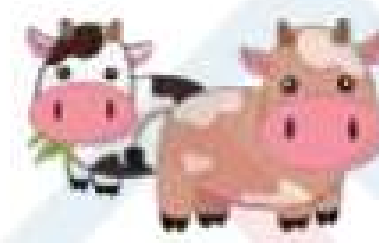
e.



f.



g.



h.

## 3 Read activity 1 and say.

1. There **was/wasn't** a tornado yesterday.
2. There **were/weren't** trees in the sky.
3. There **were/weren't** people in the streets.
4. There **were/weren't** cars in the sky.
5. There **were/weren't** bikes in the sky.

## 4 There was a tornado in your town. What was in the sky? Look at the table and say with a partner.

|        |   |
|--------|---|
| cars   | ✓ |
| bikes  | ✗ |
| trains | ✗ |
| buses  | ✓ |
| trees  | ✓ |
| houses | ✗ |

There were cars in the sky.

There weren't bikes in the sky.

# Let's play



amusement  
park



interesting



circus

## 1 Choose and point. Then ask and answer.

Yesterday

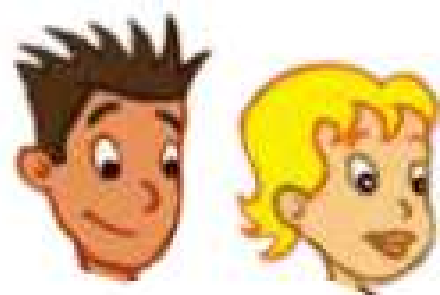


Dora

in the morning



boring



Kevin  
and Sandra

in the afternoon



interesting



noisy



Tim

in the afternoon



quiet

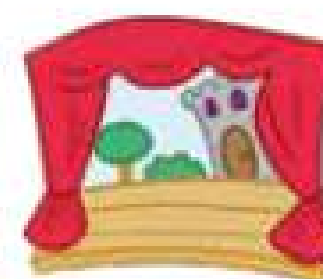


funny



Brad and Cindy

in the evening



scary

Where was  
Dora yesterday  
afternoon?

How was it?

In the afternoon  
she was at the  
shopping centre.

It was noisy.



## 1 Read Kelly's diary. Then write your diary.

### My Diary



On Saturday morning, I was at the shopping centre with my mother.

It was very noisy.

On Saturday afternoon, I was at the park. It was fun!

On Sunday morning, I was at the zoo with my father.

There were wolves and lions. The lions were so scary.

On Sunday evening, I was at a restaurant. It was boring, but the vegetable soup was really delicious!

Where were you on Saturday / Sunday / morning / afternoon / evening?

Who were you with?

What was there?

How was it?

### Writing tip

Intensifiers: very, really, so

Intensifiers are used to emphasise an adjective or adverb.

It was **very** noisy.

The lions were **so** scary.

The vegetable soup was **really** delicious.

# 7

## Story time

### 1 Listen and read. *Where were you on Saturday?*

Today is Monday morning. The children are at school. They are talking about the weekend.





clown

Where were you on Saturday afternoon, Ben?

On Saturday afternoon, my family and I were at the cinema.

Was the film interesting?

No. It was boring but the popcorn was great!

Well, I wasn't at the circus and I wasn't at a fast food restaurant or the cinema. I was at the playground and later at the hospital.



Be careful next time, Will.

Yes, Miss Brown.

4

5

## Phonics

1 Listen and say. 

a /ei/



i /ai/



o /əʊ/



ea /i:/



oo /u:/



u /ju:/

2 Listen and say. Then say the **long vowels** in the words. 

## Mr Price

This is my teacher, Mr Price.  
He's eating cake with dates  
and rice.

At home he's got  
a little cat.

It's white and cute,  
It's in his room.

This is my teacher, Mr Price.  
He's got a rose, it smells  
so nice!





## Revision 7

### 1 Listen and point.



1.

Jill



2.

Bill



3.

Kate

a.



b.



c.



d.



e.



### 2 Answer about yourself in your notebook. Then ask and answer.

1. Where were you yesterday afternoon?
2. Were your friends at school yesterday?

3. Was your teacher at home yesterday morning?
4. Was it Monday yesterday?



## Now I can

### 1 Name the places.



1.

circus



2.

amusement  
park



3.

shopping  
centre



4.

at home



5.

fast food  
restaurant



6.

bookshop

### 2 Name the adjectives.



1.

scary



2.

funny



3.

boring



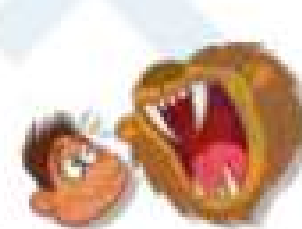
4.

delicious



5.

fast



6.

dangerous



7.

interesting

### 3 Name the items.



1.

tornado



2.

basement



3.

street



4.

sky



5.

clown



6.

film



7.

popcorn

### 4 Say the times of day.



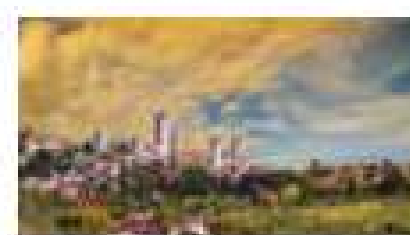
1.

in the morning



2.

in the afternoon



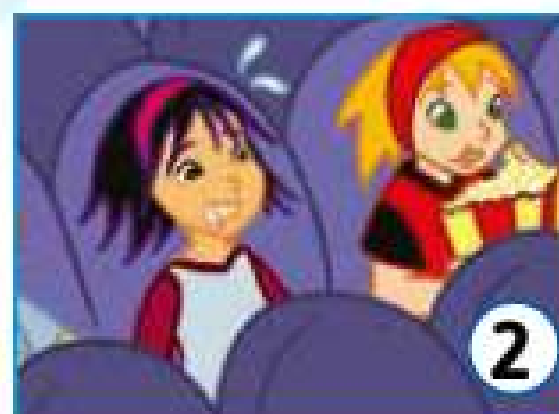
3.

in the evening

### 5 Read and say.



Where were you  
yesterday afternoon?  
I was at the shopping  
centre.



How was the  
film?  
It was scary.



There was  
a tornado yesterday.  
There weren't people  
in the streets.

# On holiday 8

## Sing a song



island



sea



sun



boat



pack

### 1 Listen and point. Then sing.



#### The holiday

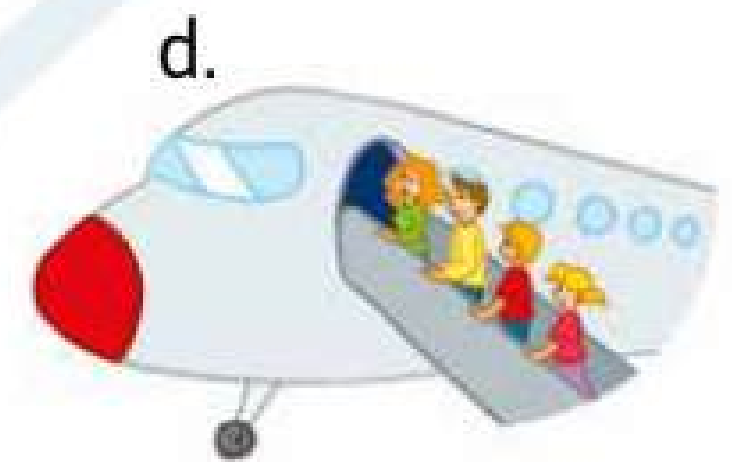


There we were, there we were,  
We were on the island again  
On holiday.

We packed our bags  
And jumped on a plane  
In just two hours  
We were there again.



We walked on the beach  
And played in the sun  
We sailed a boat  
It was a lot of fun!



### 2 Draw a picture about your holiday and say.

play on the beach  
play with friends  
watch TV  
play my guitar  
climb a tree

On my  
holiday, I played  
on the beach.

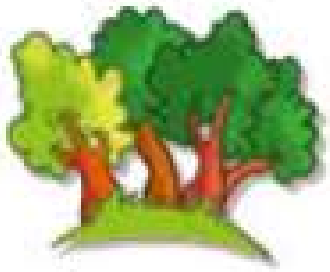


#### Grammar

We **packed**  
our bags.

### 3 Write about your holiday in your notebook, e.g. **On my holiday, I sailed a boat.**

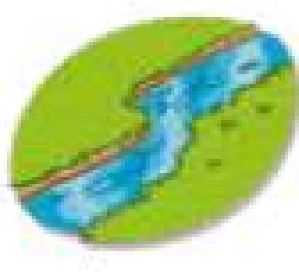
## Smart kids



forest



pick flowers



river



bee



make a fire



catch fish

## 1 Listen and read.



Hi, Anna.  
What did you  
do at the  
weekend?

Greg and I  
went to the forest.  
We had a lot of fun.  
Greg's dad took  
photos. Look!

I swam in the river.  
Greg caught a big fish.

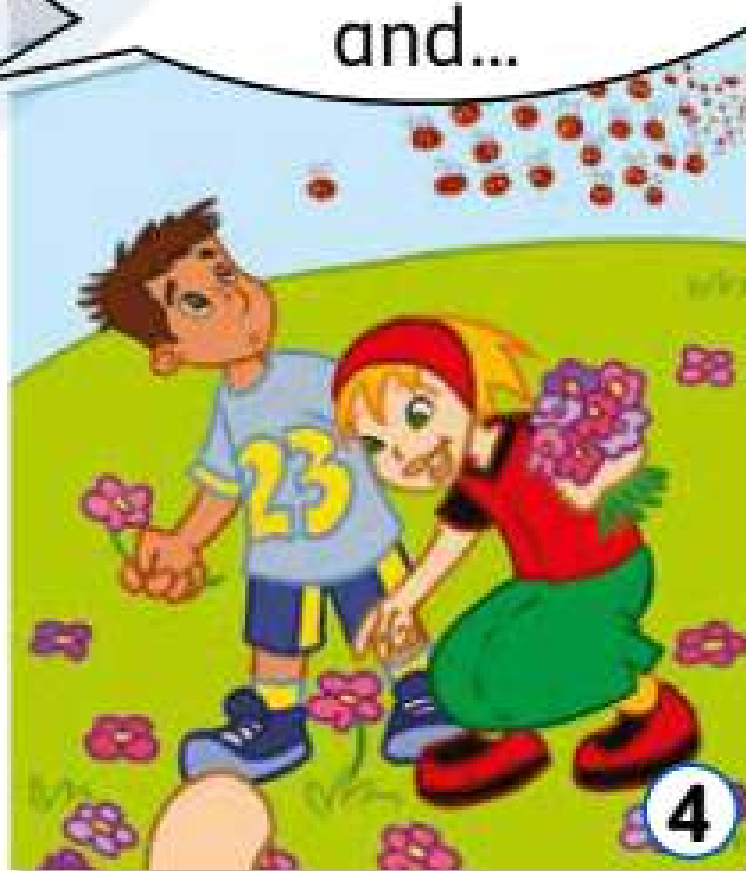
Greg's dad made  
a fire and he cooked  
the fish. We ate the  
fish for lunch. It was  
delicious!

Then Greg and  
I picked flowers. They  
were beautiful. But then  
we saw a lot of bees  
and...

Oh! Poor  
Greg!



3



4



5

## Grammar

What did you do at the weekend? I went to the forest.

go → **went**

have → **had**

take → **took**

swim → **swam**

catch → **caught**

make → **made**

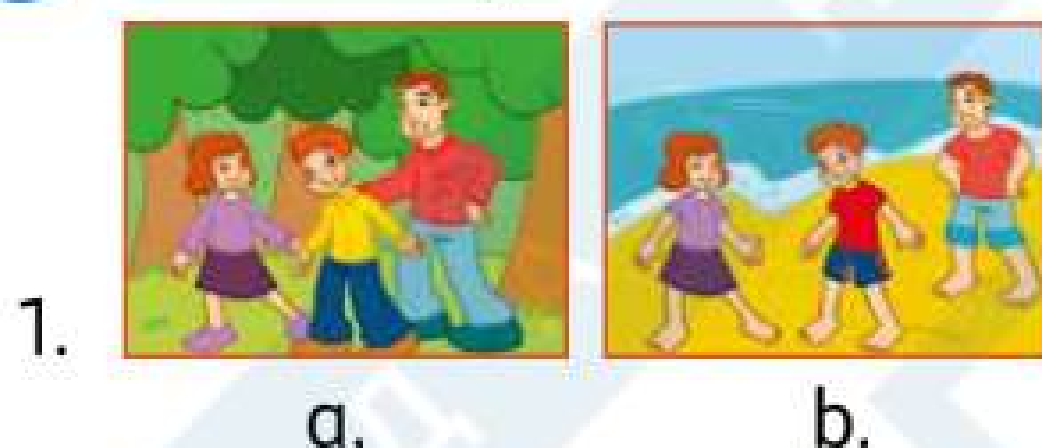
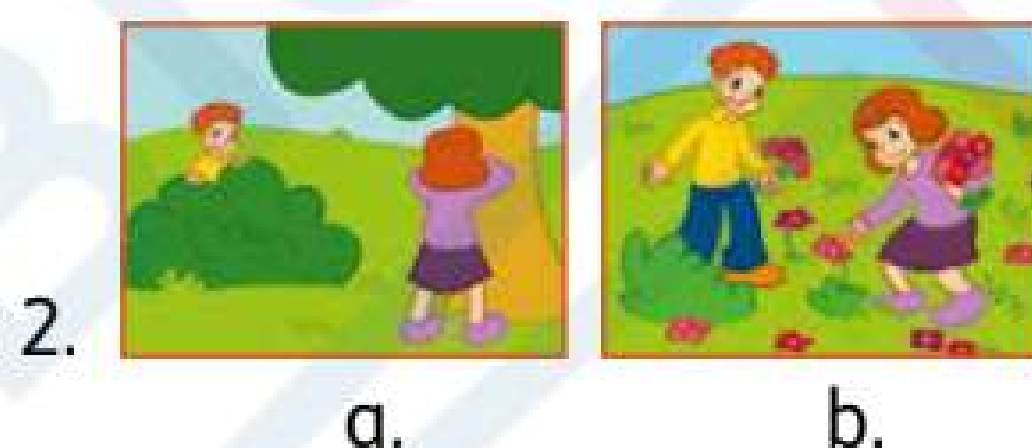
eat → **ate**

see → **saw**

### 2 Read activity 1 and say **True** or **False**.

1. Anna took photos.
2. Greg swam in the river.
3. Greg's dad caught a big fish.
4. Greg's dad cooked the fish.
5. Anna and Greg picked flowers.

### 3 Listen and point. What did the children do?



### 4 Ask and answer.



### 5 Write about what you did at the weekend in your notebook, e.g. **I went to the park.**

## Our world



volcano

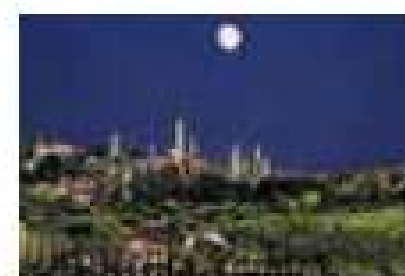


erupt

lava



gift shop

buy  
postcardslook at  
the stars

at night

1 Listen and read. 

## Science



Dear diary,

Today was a great day. In the morning, I went to the beach. I found a pretty shell. It was sunny and hot, but I didn't swim.

In the afternoon, my mother took me to the museum. There they talked about volcanoes. Volcanoes erupt and you can see lava.

Lava is very hot. Volcanoes are interesting! We went to the gift shop and bought some postcards.

At night, my mother and I went to the beach and looked at the stars.



## Grammar

|      |              |                  |
|------|--------------|------------------|
| I    |              |                  |
| He   | didn't swim. | didn't = did not |
| They |              |                  |

2 What did Katie do today? Read activity 1 and point.



3 Look at activity 1 and say what Katie **did** / **didn't do**.

Katie didn't swim. She found a pretty shell.



## Let's play



listen to music

Did

 you  
he  
she  
they

swim?

 Yes,  
No,

 I  
he  
she  
they

 did.  
didn't.

## 1 Play.

Is it a boy?

Did he go to the beach?

Yes.

Yes, he did.

Did he go windsurfing?

Yes, he did.

It's Tim.

Yes, that's right.



- 1 Read about Tim's summer holiday. Then write about your summer holiday.

## My summer holiday

In July, I went to Mexico.  
It was hot and sunny. I was on the beach all day.  
I swam in the sea and sailed a boat. I took a lot of photos.  
I didn't buy any postcards, but I bought a big hat. It was great!



When did you go?  
Where did you go?  
Who did you go with?  
What did you do?  
Did you like it?

## Writing tip

We use **and** to talk about the same ideas.  
We use **but** to talk about different ideas.

It was hot **and** sunny.

I didn't buy any postcards, **but** I bought a big hat.

# 8

## Story time

# The cub



### 1 Listen and read.



In December, Norman and Lisa went on a winter holiday with their parents. It was very cold and Norman was hungry all the time.



One day, Norman and Lisa found a cave in the mountains. It was very big.



In the cave there was a small cub.





**cub**



**cave**



**mountain**



**vet**

The children went to the vet.



Norman and Lisa listened to the vet.



The children took the cub back to the cave.



The mother bear came, picked up the cub and took it into the cave. The children were very happy.



**VALUE**

**Respect and protect wild animals.**

## Phonics

## 1 Listen and say.



nk /ŋk/



bank



sink

ck /k/

kick



neck



ng /ŋ/



wing



king

2 Listen and chant. Then say the **ck**, **nk** and **ng** sounds.

## Chuck the duck

On a farm there was  
a duck.

His neck was long.  
His wings were black.  
His name was Chuck.

He was a king.  
And from the sink  
He liked to drink.



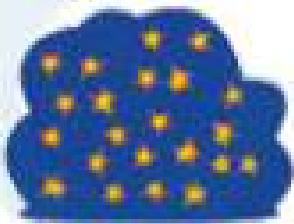


## Revision 8

### 1 Read, point and say.



What did you do at the weekend?

I went to the  with my family. I swam in the . My sister didn't swim in the river. She caught a . My mother picked . At night we looked at the .

### 2 Listen and say **True** or **False**.



1. Fay went to Rocky Island.
3. Fay's father caught a fish.

2. Fay swam in the river.

### 3 Say the past tense of the verbs.

1. catch
5. swim

2. pack
6. sail

3. take
7. be

4. see
8. eat

### 4 What did you do on your last holiday? Ask and answer.



Did you walk on the beach?

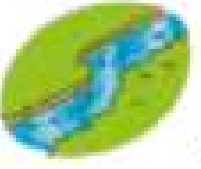
No, I didn't.

|                   |
|-------------------|
| walk on the beach |
| sail a boat       |
| swim              |
| take photos       |
| eat fish          |



## Now I can

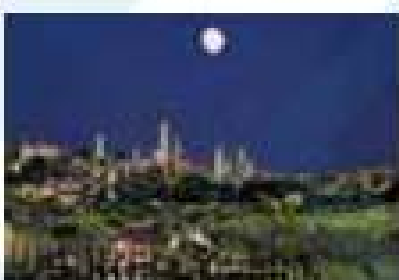
### 1 Name the features of nature.

1.  2.  3.  4.  5.  6.  7.  8. lava  
sea island forest river sun volcano erupt

### 2 Name the actions and the nouns.

1.  buy postcards  
2.  pack  
3.  make a fire  
4.  pick flowers  
5.  catch fish  
6.  boat  
7.  look at the stars  
8.  listen to music  
9.  gift shop  
10.  cub  
11.  cave  
12.  mountain  
13.  vet  
14.  bee

### 3 Say the time of day.

1.  at night

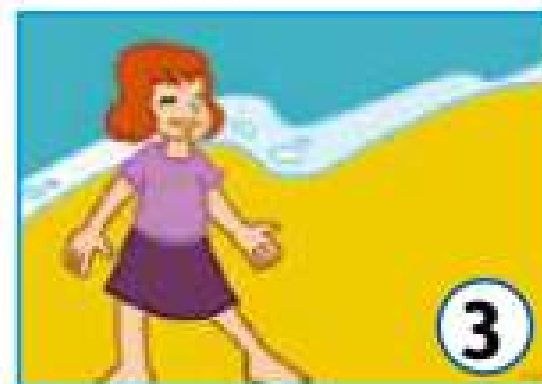
### 4 Read and say.



We played on the beach.



I swam in the river. Greg caught a fish.

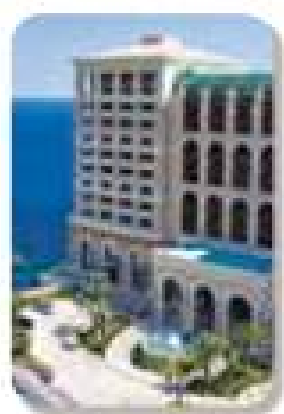


She didn't go to the forest. She went to the beach.



Did you go to the museum? Yes, we did.

# smart world 4



hotel



swimming  
pool



go  
shopping



souvenir



hill



vyshyvanka

## 1 Listen and read.



**From:** Jim  
**To:** Matt

Hello, Matt!

Last week, I was in Kyiv, Ukraine, with my family.  
The weather was great! It was hot and sunny!

At our hotel, there was a big swimming pool. My sister and I like swimming, so it was fun! We went to the National Art Museum. I bought postcards. We visited Kyiv Pechersk Lavra too. It is a church on the hills near the Dnipro River. We also went shopping. My father bought a vyshyvanka. It's a white and blue shirt. My mother bought a skirt and my sister bought shoes. I bought souvenirs for my friends too! We had a great time!

**Send**

## 2 Read and say.

1. What was the weather like?
2. What did Jim buy from the museum?
3. What did his father buy?
4. What did his mother buy?
5. What did Jim buy for his friends?

1 Listen and read.

## Tick Tock around the world

It's Monday today in Vancouver. It's four o'clock in the morning. But in London it's twelve noon. What's the time in other places? What's the weather like?

**1 Vancouver, CANADA** It's four in the morning. It's snowing.

**2 Mexico City, MEXICO** It's six in the morning. It's windy.

**3 London, ENGLAND** It's twelve noon. It's raining.

**4 Kyiv, UKRAINE** It's two in the afternoon. It's sunny and hot.

**5 Tokyo, JAPAN** It's eight in the evening. It's cloudy.

**6 Sydney, AUSTRALIA** It's nine at night. It's cold.

2 Look at activity 1. Ask and answer.

What's the time in Vancouver?

What's the weather like?

It's four in the morning.

It's snowing.

| Communication Objectives | Structures | Vocabulary | Cross-curricular Connections | 21st Century Competencies |
|--------------------------|------------|------------|------------------------------|---------------------------|
|--------------------------|------------|------------|------------------------------|---------------------------|

## Hello p. 4

|  |                                                                                                      |                    |  |                                                                                     |
|--|------------------------------------------------------------------------------------------------------|--------------------|--|-------------------------------------------------------------------------------------|
|  | Hello. / Hi. What's your name?<br>I'm...<br>How are you? Fine, thank you.<br>How old are you? I'm... | Colours<br>Numbers |  |  |
|--|------------------------------------------------------------------------------------------------------|--------------------|--|-------------------------------------------------------------------------------------|

## Module 1 • Welcome! p. 7

|                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                              |                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- to talk about friends and family</li> <li>- to describe physical appearance</li> <li>- to count (10-100)</li> <li>- to talk about possession</li> <li>- to talk about what someone can and can't do</li> <li>- to ask and answer questions about oneself</li> </ul> | (I) have got / (He) has got (brown eyes).<br>Have (you) got (twenty shells)?<br>Yes, (I) have. No, (I) haven't.<br>Has (she) got (fifty dolls)?<br>Yes, (she) has. No, (she) hasn't.<br>(I) can (swim).<br>(He) can't (dive).<br>Can (you) (dive)? Yes, (I) can. / No, (I) can't.<br>What's your name? I'm...<br>How are you? Fine, thank you.<br>How old (are you)? (I'm nine) years old.<br>Who's that? It's my... | <b>Words describing appearance</b><br><b>Colour</b><br><b>Numbers</b><br><b>Noun</b><br><b>Actions</b><br><b>Phonics:</b><br><b>l blends:</b> plane, blue, clap, glue, fly | <b>Music</b> (song)<br><b>Maths</b> (counting)<br><b>Social studies</b> (friends and family)<br><b>Language arts</b> (fiction, using capital letters and full stops, writing a paragraph about one's family) | <br><b>Value</b><br>Don't play tricks on your friends. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

## Module 2 • Every day p. 17

|                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                      |                                                                                                                                                                                     |                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- to talk about everyday activities</li> <li>- to identify the means of transport</li> <li>- to talk about how one gets around</li> <li>- to talk about occupations</li> <li>- to talk about household chores</li> </ul> | I (do my homework) every day.<br>He (gets dressed at eight o'clock).<br>(You) (brush your teeth) every day.<br>Do (they) (walk to school) every day?<br>Yes, (they) do. / No, (they) don't.<br>Does (she) (take the bus to school)?<br>Yes, (she) does. / No, (she) doesn't.<br>What do you do? I'm a (firefighter).<br>What does (he) do? (He's a (dentist).<br>What do you do at home?<br>(I clean my room and I take out the rubbish). | <b>Everyday activities</b><br><b>Occupations</b><br><b>Work-related activities</b><br><b>Household chores</b><br><b>Phonics:</b><br><b>r blends:</b> pretty, brush, crayon, grey, fruit, tree, drink | <b>Music</b> (song)<br><b>Social studies</b> (occupations)<br><b>Art</b> (drawing)<br><b>Language arts</b> (fiction, capital I, question mark, writing a paragraph about one's day) | <br><b>Value</b><br>Every job is important |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|

## Smart World 1 & Smart Time 1 pp. 29-30

## Module 3 • Out and about p. 31

|                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                      |                                                                                                                                                    |                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- to talk about activities happening at the moment of speaking</li> <li>- to identify animals</li> <li>- to talk about rules</li> <li>- to tell the time</li> </ul> | (I'm playing).<br>Look at (them)!<br>Plurals (regular - irregular)<br>How big is it? It's (173 cm tall).<br>Are you (eating a tomato)? Yes, I am. / No, I'm not.<br>Are they (playing)? Yes, they are. / No, they aren't.<br>They (aren't playing).<br>(Turn off your mobile phones).<br>Don't (take photos).<br>What's the time? It's (a quarter past four). | <b>Leisure activities</b><br><b>Sports</b><br><b>Animals</b><br><b>Rules</b><br><b>Actions</b><br><b>Nouns</b><br><b>Time</b><br><b>Phonics:</b><br><b>s blends:</b> smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel | <b>Music</b> (song)<br><b>Social studies</b> (rules)<br><b>Maths</b> (time)<br><b>Art</b> (drawing, silhouettes)<br><b>Language arts</b> (fiction) | <br><b>Value</b><br>Stay together, play together, win together. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

| Communication Objectives                                                                                                                                                                                                                                                                                                     | Structures                                                                                                                                                                                                                                                                                                                                                                                                                                    | Vocabulary                                                                                                                                                                                                                                                  | Cross-curricular Connections                                                                                                        | 21st Century Competencies                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 4 • Year in, year out p. 43</b>                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                             |                                                                                                                                     |                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>- to identify the days of the week and talk about one's favourite day</li> <li>- to identify the months and seasons</li> <li>- to learn prepositions of time</li> <li>- to talk about the weather</li> <li>- to talk about sports</li> <li>- to talk about school subjects</li> </ul> | <p>What day is it today? (Monday).<br/>What's your favourite day? (Sunday).<br/>(I have karate) on (Saturday at seven o'clock).<br/>When's your birthday?<br/>It's in (October).<br/>I (go swimming) in the summer.<br/>He (goes skiing) in the winter.<br/>They (go sailing) in the summer.<br/>When do you have (maths)?<br/>I have (maths at 9 o'clock on Monday).<br/>What's your favourite subject? My favourite subject is (maths).</p> | <p><b>Days of the week</b><br/><b>Months</b><br/><b>Weather</b><br/><b>Sports</b><br/><b>Clothes</b><br/><b>School subjects</b><br/><b>Phonics:</b><br/>a /æ/ cat, hat<br/>e /e/ pen, ten<br/>i /i/ milk, fish<br/>o /ɒ/ socks, hot<br/>u /ʌ/ sun, shut</p> | <p><b>Music</b> (song)<br/><b>Science</b> (weather)<br/><b>Art</b> (drawing, season collage)<br/><b>Language arts</b> (fiction)</p> |  <p><b>Value</b><br/>Make friends from different countries.</p> |

### Smart World 2 & Smart Time 2 pp. 55-56

|                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                      |                                                                                                                                                                             |
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| <b>Module 5 • My new house p. 57</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                      |                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>- to describe location</li> <li>- to identify items in a house</li> <li>- to talk about different types of homes</li> <li>- to talk about possession</li> </ul> | <p>Where's (the doll)?<br/>It's (between the bag and the chair).<br/>Where are (the toys)?<br/>They're (behind the door).<br/>Whose (coat) is this? It's (Anna)'s.<br/>Whose (trainers) are these?<br/>They're (Tim)'s.<br/>my your his her<br/>There isn't (a bookcase in the living room). There is (a table).<br/>There aren't (six chairs in the kitchen). There are (four chairs).</p> | <p><b>Type of house</b><br/><b>Parts of the house</b><br/><b>Items in a house</b><br/><b>Prepositions of place</b><br/><b>Nouns</b><br/><b>Actions</b><br/><b>Phonics:</b><br/>/ð/ this, that<br/>/θ/ tooth, thin<br/>/ʃ/ ship, fish<br/>/tʃ/ chair, beach<br/>/tʃ/ kitchen, catch</p> | <p><b>Music</b> (song)<br/><b>Social studies</b> (the difference between a house and a flat)<br/><b>Art</b> (drawing)<br/><b>Language arts</b> (fiction, using adjectives, writing a paragraph about one's home)</p> |  <p><b>Value</b><br/>Be responsible and always pick up your things after playtime.</p> |

### Module 6 • Food, please! p. 69

|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                                             |                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- to identify and talk about food</li> <li>- to talk about where food comes from</li> <li>- to ask and answer about quantity</li> </ul> | <p>There's some (milk).<br/>There are some (eggs).<br/>(Is) there any (cheese)?<br/>Yes, there (is). No, there (isn't).<br/>(Are) there any (peppers)?<br/>Yes, there (are). No, there (aren't).<br/>There isn't any (cheese in the omelette).<br/>There aren't any (peppers in the omelette).<br/>(Chicken Kyiv) comes from (Ukraine).<br/>How much (milk) is there?<br/>There's (one glass).<br/>How many (tomatoes) are there?<br/>There are (three tomatoes).</p> | <p><b>Food and drinks</b><br/><b>Nouns</b><br/><b>Phonics:</b><br/>/s/ caps, books<br/>/z/ eggs, peas<br/>/z/ tomatoes, cherries<br/>/ɪz/ glasses, foxes, buses, dishes</p> | <p><b>Music</b> (song)<br/><b>Health</b> (food)<br/><b>Language arts</b> (fiction, using commas, 'and', 'or' and 'but', writing a paragraph about one's favourite food)</p> |  <p><b>Value</b><br/>Practice makes perfect.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|

| Communication Objectives | Structures | Vocabulary | Cross-curricular Connections | 21st Century Competencies |
|--------------------------|------------|------------|------------------------------|---------------------------|
|--------------------------|------------|------------|------------------------------|---------------------------|

### Smart World 3 & Smart Time 3 pp. 81-82

#### Module 7 • Where were you yesterday? p. 83

|                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                            |                                                                                                                                                                                            |                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- to identify places in a town</li> <li>- to talk about the different times of day</li> <li>- to ask and answer about where someone was in the past</li> <li>- to describe past experiences</li> <li>- to talk about a natural phenomenon</li> </ul> | <p>Where were (you) yesterday? (I was) at (the shopping centre).<br/>Where was (she) yesterday? (She) was at (the shopping centre).<br/>Was (the film) good? Yes, it was. No, it wasn't.<br/>Were you at (the shopping centre)? Yes, we were. No, we weren't.<br/>There wasn't (a dog in the garden) yesterday.<br/>There was (a cat).<br/>There weren't (three elephants in the zoo).<br/>There were (two elephants).<br/>Where were (they) yesterday? (They) were at (the shopping centre).</p> | <p><b>Places</b><br/><b>Food</b><br/><b>Natural phenomena</b><br/><b>Adjectives</b><br/><b>Nouns</b><br/><b>Phonics:</b><br/>/eɪ/ dates<br/>/aɪ/ white<br/>/əʊ/ rose<br/>/i:/ teacher<br/>/u:/ food<br/>/ju:/ computer</p> | <p><b>Music</b> (song)<br/><b>Social Studies</b> (tornado - a natural phenomenon)<br/><b>Language arts</b> (fiction, diary, use of intensifiers very, so, really, writing one's diary)</p> |  <p><b>Value</b><br/>Share your experiences with friends.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

#### Module 8 • On holiday p. 95

|                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                                                                                |                                                                                                                                                               |                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- to talk about holiday activities</li> <li>- to talk about past events</li> </ul> | <p>(We) packed (our bags).<br/>What did (you) do at the weekend? (I) went (to the forest).<br/>(He) didn't (swim).<br/>Did (you) (swim)? Yes, (I) did. / No, (I) didn't.</p> | <p><b>Holiday-related vocabulary</b><br/><b>Actions</b><br/><b>Features of nature</b><br/><b>Natural phenomena</b><br/><b>Nouns</b><br/><b>Verb</b><br/><b>Phonics:</b><br/>ck /k/ kick, neck<br/>nk /ŋk/ bank, sink<br/>ng /ŋ/ wing, king</p> | <p><b>Music</b> (song)<br/><b>Art</b> (drawing)<br/><b>Language arts</b> (fiction, diary, using 'and' and 'but', writing a paragraph about one's holiday)</p> |  <p><b>Value</b><br/>Respect and protect wild animals.</p> |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

### Smart World 4 & Smart Time 4 pp. 107-108

## 21ST CENTURY COMPETENCIES

-  → intercultural awareness
-  → critical thinking
-  → autonomous learning
-  → communication
-  → cooperation
-  → creativity
-  → personal and social responsibility

Навчальне видання

Мітчелл Г. К., Марілені Малкогіанні

## АНГЛІЙСЬКА МОВА

Підручник для 3 класу закладів загальної середньої освіти (з аудіосупроводом)

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Smart Junior 3 for Ukraine

Student's Book. Updated Edition

H. Q. Mitchell, Marileni Malkogianni

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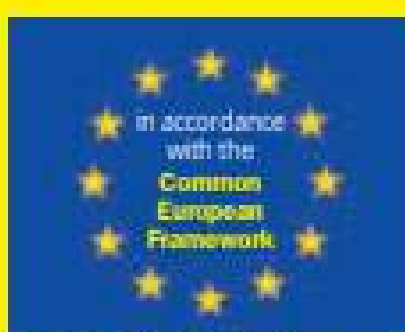


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