Нова українська школа

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Англійська мова
ENGLISH

клас

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АНГЛІЙСЬКА МОВА

(5-й рік навчання)

ПІДРУЧНИК ДЛЯ 5 КЛАСУ

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(з аудіосупроводом)

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Дорогі діти!

У п'ятому класі ви продовжуватимете вивчати англійську мову. На сторінках підручника на вас чекають нові герої, цікаві історії, захопливі завдання. Ви дізнаєтесь про культуру інших країн та навчитесь розповідати про Україну. Спілкуйтесь, читайте, пишіть, співайте та грайтесь. Бажаємо вам успіхів!

Авторки

Умовні позначення

Listening

Grammar

Pronunciation

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numbers 1-10 school things classroom language days of the week classroom things	the alphabet	a/an the	Listening: identifying school things (matching) Speaking: asking about name/age/ colour/place in the classroom Writing: a form	
UNIT 1. I, MY FAMILY AND MY FRIENDS pp. 12-27				
appearance family daily routines/ chores free time activities likes dislikes	[ɪ] [iː] [eɪ] [aɪ] [æ] [h]	to be subject/object pronouns can have got question words like + -ing form be going to question words	Listening: · Zoriana's family (multiple choice) · chores (answering questions) · my friend Mia (true/false statements) · a voice mail from Polina (multiple choice) · in a café (answering questions · weekend plans (matching) Reading: · My family (finishing sentences) · Family chores (true/false statements, matching people and chores) · My friends (answering questions) · Elephant and friends (answering questions) · Fun with friends (multiple choice) · Tom Thumb (answering questions, true/false statements) Speaking: · talking about appearance and family · talking about chores, free time · expressing likes/dislikes Writing: · a paragraph about oneself · a paragraph about family · a note to a family member · an email · a thank you note	World Literature. Folk tales (sequencing the story)

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Vocabulary	Pronunciation	Grammar	Skills	CLIL
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Vocabulary	Pronunciation	Grammar	Skills	CLIL
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Vocabulary	Pronunciation	Grammar	Skills	CLIL
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1. **Listen and say.**

What's your name?		Where are you from?
Hello! My name is Annie.		I am from Great Britain.
I am Zoriana. Hi! My name is Vlad.		We are from Ukraine.
Hello! My name is Polina.		I am from Spain.
I am Lukas.		I am from Poland.
Hi! I am Tom.		I am from the USA.
Hi! My name is Mia.		I am from China.
Hello! My name is Amala. Nice to meet you!		I am from India.

2. **Listen and repeat.**

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

Can you spell your name and surname?

3. **Listen and repeat the numbers from 1 to 10.**

How old are you?

Can you tell your phone number?

4. **Fill in the form.**

Name: .....
Surname: .....
Country: .....
Age: .....
Phone Number: .....

5. **Listen and find school things.**

school bag
book
pen
pencil
rubber

sharpener
ruler
exercise book
pencil case
glue

What colour is it?

My school bag is red.

6. **Listen and repeat.**

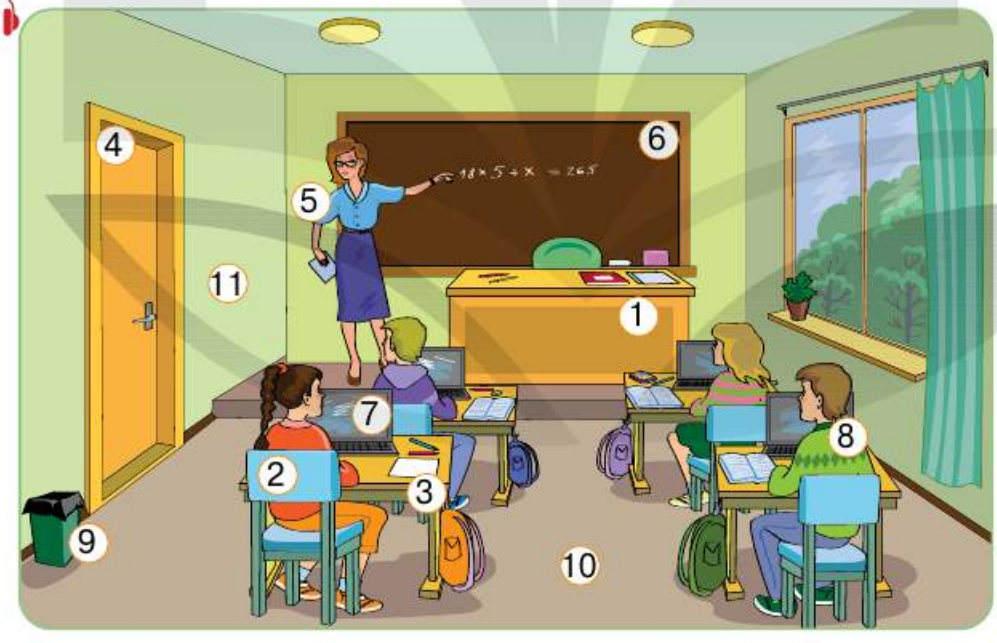
Classroom language

1. Stand up.
2. Open your books.
3. Close your books.
4. Look at the board.
5. Listen.
6. Speak.
7. Write.
8. Work in pairs.
9. Work in groups.
10. Sit down.

7. **Listen and sing.**

Days of the week (5 times).
There's **Sunday**, and there's **Monday**.
There's **Tuesday** and there's **Wednesday**.
There's **Thursday** and there's **Friday**.
And then there's **Saturday**.
Days of the week (5 times).

8. **Look at the picture and number the words in the box. Listen and check.**



door
teacher
students
desks
chair
board
laptops
bin
table
floor
walls

9. **Look around. What is there in your classroom?**

UNIT 1

I, my family and my friends

In this unit you will learn...

- to talk about your daily routines
- to say how often you do household chores
- to say what you like and don't like doing
- to understand information about family and friends
- to speak about your family
- to describe people (appearance and personality)
- to write about yourself and your best friend
- to write a personal note, a message

Vocabulary

1. **Listen and repeat.**

beautiful

short

slim

thin

tall

handsome

blond hair

dark hair

ginger hair

young

old

2. **Complete the sentences.**

1. The baby is _____.
2. My mother is _____ and _____.
3. The boy has _____ hair.
4. Mia has _____ hair.
5. The woman is very _____ and _____.
6. Annie is a _____ girl with _____ hair.
7. My parents are _____.

Grammar

Verb "to be"

Singular	Plural
I **am** (I'**m**) You **are** (You'**re**) He/she/it **is** (He/she/it'**s**)	We are (We'**re**) You are (You'**re**) They are (They'**re**)
I'**m not** You'**re not** / You **aren't** He/she/it'**s not** / He/she/it **isn't**	We'**re not** / We **aren't** You'**re not** / You **aren't** They'**re not** / They **aren't**

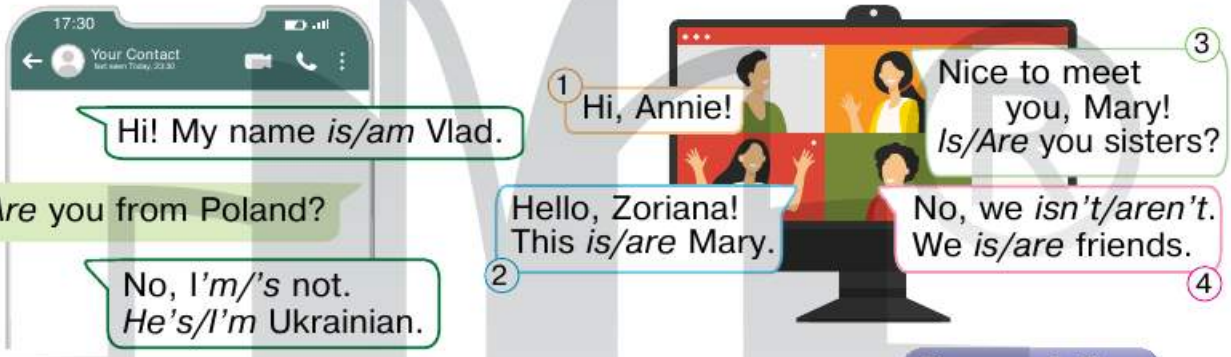
What's your name? –
My name's Zoriana.
How old **are** you? –
I'**m** 10.

He **isn't** my brother.
They'**re not** at home.

Verb "to be"	
Am I?	**Are** we?
Are you?	**Are** you?
Is he/she/it?	**Are** they?

Is he your friend? — Yes, he **is**.
Are you from India? —
No, I'**m** not. I'**m** from Pakistan.

3. **Circle the correct words.**



4. **Listen and repeat.**

[ɪ]	pin, lip, fit, big, did, six
[iː]	she, tree, bee, feet, read

Pronunciation

[ɪ]	[iː]
in	he
this	me
it	we

Listening and Reading

5. **Listen to and read the dialogues. Work in pairs. Dramatise the dialogues.**

Introducing yourself
A: Hi. I'm Zoriana. What's your name?
B: Hello. My name's Tom.

Introducing others
A: This is my friend, Vlad.
B: Nice to meet you, Vlad.

Greeting someone
A: Hi, Polina! How are you?
B: I'm fine, thanks. And you?

Saying goodbye
A: See you later.
B: Bye!

Sending greetings to others
A: Say hello to your mum for me.
B: Yes, I will.

Speaking

6. **Walk around your classroom.**

1. Introduce yourself.
2. Greet each student in your class.
3. Send greetings to their families.
4. Say goodbye.

Writing

7. **Write about yourself. Use exercise 1.**

My name is ... (your name). I am ... (your age). I am from ... (your country). I am ... and ... . I have ... .

Vocabulary

1. **Find pairs.**

mother / mum — father / dad

grandpa / granddad — grandma / granny

brother — sister

grandson — granddaughter

parents — grandparents

wife — husband

aunt — uncle

son — daughter

2. **Look at the picture and number the words in the box.**

mother	
grandfather	
grandmother	
baby	
father	
brother	
sister	

Reading

3. **Listen and read.**

My family

Hello! My name is Amala. I am 11. I am from India. I have a father, a mother, two brothers and one sister. We live in a nice house in Mumbai. My grandma and grandpa live with us.

My father is an English teacher at school, and my mother is a nurse at a big hospital. My sister is very smart. My brothers are very kind. My grandparents live with us. They are old, but they are still very strong. My grandfather likes to surf the Net. My grandmother cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the city. My sister likes to cook with my grandmother. At weekends we all play board games together. We laugh and always have a good time. I love my family very much.

4. **Finish the sentences with ONE word.**

1. My house is in ... .
2. My father teaches ... .
3. My mother is a ... .
4. My grandfather likes to surf the ... .
5. My grandmother cooks the best ... .
6. On the weekends we all play board ... .

Grammar

Pronouns

I	**I** love you.	**me**	Tell **me.**	**my**	**My** family.
you	**You** love pizza.	**you**	Tell **you.**	**your**	**Your** house.
he	**He** loves Maths.	**him**	Tell **him.**	**his**	**His** friend.
she	**She** loves music.	**her**	Tell **her.**	**her**	**Her** job.
it	**It** (a cat) loves milk.	**it**	Tell **it.**	**its**	**Its** tail.
we	**We** love Ukraine.	**us**	Tell **us.**	**our**	**Our** house.
you	**You** love sweets.	**you**	Tell **you.**	**your**	**Your** city.
they	**They** love fun.	**them**	Tell **them.**	**their**	**Their** house.

Listening

5. **Listen about Zoriana's family. Is it friendly?**

6. **Listen again and choose the right answer.**

1. Where does Zoriana live?
   - **A** in a flat
   - **B** on a boat
   - **C** on a ranch
   - **D** in a house

2. How many people are there in the family?
   - **A** one
   - **B** two
   - **C** five
   - **D** seven

3. What does the family like to do?
   - **A** watch films
   - **B** go to the park
   - **C** listen to grandfather
   - **D** play games

4. What stories does grandfather tell?
   - **A** stories about his children
   - **B** stories about his grandchildren
   - **C** stories about his growing up
   - **D** stories about work

Pronunciation

[eɪ]	[aɪ]
name	Hi
they	I
later	by

Speaking

7. **Work in pairs. Ask and answer the questions.**

1. What's your name? — My name is ... .
2. How many people are there in your family? — There are ... .
3. What is your family like? — My family is ... .
4. Do you have any grandparents? — Yes, I do. I have ... . / No, I don't.
5. Do you have any brothers or sisters? — Yes, I do. I have ... . / No, I don't.
6. Is your family friendly?
7. Do you like to do things together? What do you like to do?

Writing

8. **Finish 3 sentences about your family.**

I have a ... . *We like to ... .* *My family is ... .*

Vocabulary

1. **Listen and repeat.**

Routines

get up	wake up	have lunch	go home
have breakfast	have lessons	brush teeth	go to bed
do homework	have a shower	have dinner	go to school

2. **Listen and read.**

Chores

1 water the plants

2 sweep the floor

3 cook

4 walk the dog

5 lay the table

6 fix broken things

7 do the washing-up

8 make the bed

9 dust the furniture

3. **Complete the phrases. Use:** *do, come, go, have (3), take, walk, watch.*

In the morning
- ... a shower
- ... breakfast
- ... to school

At noon. In the afternoon
- ... lunch
- ... home
- ... homework

In the evening
- ... dinner
- ... TV
- ... to bed

Speaking

4. **Work in pairs. Tell your friend about your daily routines. Use phrases from Ex. 1.**

I get up and take a shower. After that I have breakfast. Then I ...

Reading

5. **Listen and read about Vlad's and Annie's family chores.**

Hi! My name is Vlad. I live with my mother and my grandparents in a big house. We share many chores.

I make my bed in the morning. In the evening I take the rubbish out. I also do the washing-up after dinner and walk our dog Rex every day.

My mother cooks for us and goes shopping. My grandmother sweeps the floor every evening and waters the plants. My grandfather fixes anything broken at home. I like to help him.

Hello! My name is Annie. My family is small — my parents, my sister Emily and me. We live in a nice house. I help my family with the chores. I make my bed.

I lay the table for dinner and do the washing-up with my Mum. When my parents go shopping for food every Tuesday, I take care of my sister Emily. My Dad fixes things at home, cooks our meals and sweeps the floors. Emily likes to dust the furniture.

6. **Write (V) next to Vlad's chores, (A) next to Annie's chores, and (B) next to the chores they both do.**

- ☐ make the bed
- ☐ do the washing-up
- ☐ walk the dog
- ☐ lay the table

7. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Vlad washes his grandfather's car three times a week. ☐
2. Vlad helps his grandfather to fix things at home. ☐
3. Both Vlad and Annie make their beds. ☐
4. Annie's parents go shopping for food every Thursday. ☐
5. Vlad's father and Annie's father fix things at home. ☐

Grammar

	+	–	?
Can	I/you/he/she/we/they **can** cook.	I/you/he/she/we/they **cannot/can't** cook.	**Can** you/he/she/they cook?
	I/you/he/she/we/they **can** do the washing-up.	I/you/he/she/we/they **cannot/can't** do the washing-up.	**Can** you/he/she/they do the washing-up?

Pronunciation

[æ]

cat	can
Dad	fat
mat	sat

A fat cat sat on a mat.

8. **Say what chores you can do.**

Listening

9. **Do you have a lot of chores at home?**
Listen to the conversation. Answer the questions.

1. Why is Zoriana sad?
2. What chores does she have to do?
3. What chores does Vlad have to do?
4. Can they go to the party?

Writing

10. **You are going to a birthday party. Write a note to your family member. Ask him/her to do some chores.**

Example:

Dear Emily,
Please make your bed and help Mum to lay the table and do the washing-up.
Love,
Annie

Reading

1. **Listen and read. What countries are the children from? How big are their families?**

Zoriana: Hello! My name is Zoriana. I am 11. I am from Ukraine. I have got a father, a mother and a sister. We live in Ternopil. It is a town in the west of Ukraine. We live in a flat. My grandpa lives with us.

Vlad: Hi! My name is Vlad. I am 10. I am from Ukraine. I have got a mother, a grandma and a grandpa. We live in Sumy. We have got a big house. My grandma and grandpa live in the village near the Psel River. They have got a nice house and a vegetable garden. We like to visit them.

Lukas: Hi! My name is Lukas. I am 12. I am from Poland, but I go to school in England. I have got a father. He lives in Krakow. He has got a big house. My grandma and grandpa live in the village near Warsaw. They have got a nice house and a cherry orchard. I visit them in summer.

Tom: Hi! My name is Tom. I am 14. I am from the USA. I have got a father, a mother and two sisters. We live in Atchison, Kansas. We have got a big house and a big apple orchard. My grandma and grandpa live in California. They have got a flat. We like to visit them a lot.

Annie: Hello! My name is Annie. I am 11. This is my sister Emily. She is 5. We are from Great Britain. We live in Oxford. It is a city in England and home of the university of Oxford. We have a big house. There is a park near our building. I like to play with Emily in the park. We have got a father and a mother. Our grandma and grandpa live in London. They come to visit us, and we like to go and visit them.

Polina: Hello! My name is Polina. I am 13. I live in Spain, but I am not Spanish. I am from Ukraine. I live in Barcelona with my father and my mother. Barcelona is a big city in Spain. We have a big flat. There is a park near our building. I like to ride a bike. My grandma and grandpa live in Ukraine. They come to visit us in Barcelona, and we visit them in Chernivtsi.

Mia: Hi! My name is Mia. I am 12. I am from China. I have got a father and a mother. We live in Shanghai. It is a very big city. We have got a big flat.

Amala: Hello! My name is Amala. I am 11. I am from India. I have got a father, a mother, one sister and two brothers. We live in Mumbai. We have got a nice house. My grandma and grandpa live with us.

Grammar

Have got

+	I/you/they/we **have got/'ve got** a new house.
	He/she/it **has got/'s got** a new house.
–	I/you/they/we **haven't got** a big car.
	He/she/it **hasn't got** a big car.
?	**Have** you/they/we **got** many friends?
	Has he/she/it **got** many friends?

Listening

2. Listen and mark the sentences true (T) or false (F). Correct the false sentences.

1. Mia is short. ☐
2. She's got green eyes. ☐
3. Mia's got dark hair. ☐
4. Mia's hair is short. ☐
5. Mia always smiles. ☐
6. Mia helps other children. ☐

Speaking

3. You are a reporter. Interview 3 classmates about their friends. Ask these questions.

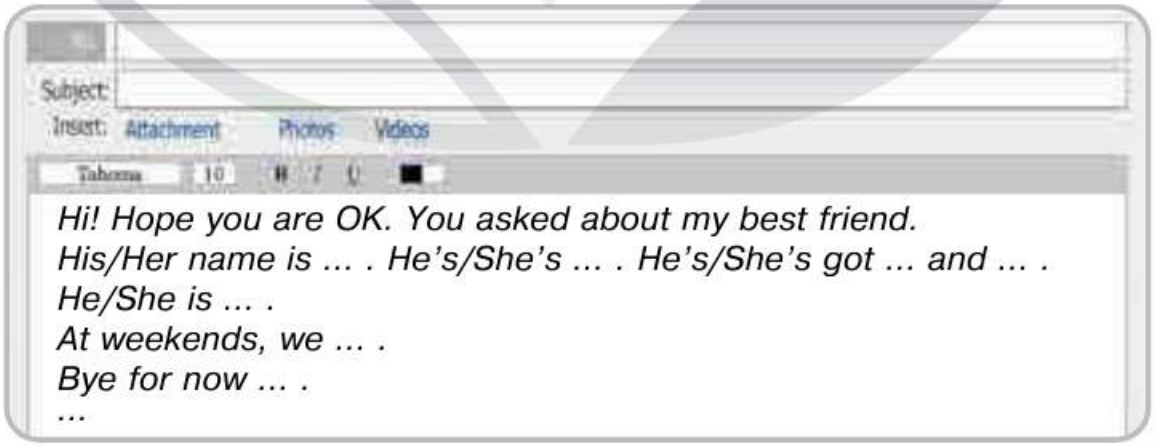
Have you got many friends?
What do they look like?
What do you like to do together?

Writing

4. Answer the questions about your friend. Write your answers down.

1. What is his/her name?
2. How old is he/she?
3. What does he/she look like?
4. What is he/she like?
5. What do you like to do together in your free time?

5. Write an email to your English-speaking friend about your best friend. Use your answers from Ex. 4 and the example.



Hi! Hope you are OK. You asked about my best friend.
His/Her name is ... . He's/She's ... . He's/She's got ... and ... .
He/She is ... .
At weekends, we ... .
Bye for now ... .
...

Vocabulary

1. **Listen and repeat.**

wander

leap

swing

burrow

run for life

Reading

2. **What does a good friend do?**

3. **Listen to and read a story about an elephant and his friends.**

Elephant and friends

One day an elephant wanders into a forest in search of friends. He sees a monkey on a tree. "Will you be my friend?" asks the elephant. The monkey says, "You are too big. You can not swing from trees like me."

Next, the elephant meets a rabbit. He asks him to be his friend. But the rabbit says, "You are too big to play in my burrow!"

Then the elephant meets a frog. "Will you be my friend?" he asks. "How can I?" asks the frog. "You are too big to leap like me."

The elephant is sad. He meets a fox next. "Will you be my friend?" he asks the fox. The fox says, "Sorry, you are too big."

The next day, the elephant sees all the animals in the forest running for their lives. The elephant asks them what happened. The bear says, "There is a tiger in the forest. He's trying to eat us all up!" The animals all run away to hide.

The elephant walks up to the tiger and says, "Please, Mr. Tiger, do not eat up these poor animals." "Mind your own business!" growls the tiger. The elephant has to kick the tiger. The frightened tiger runs for his life. All the animals thank the elephant. They say, "You are just the right size to be our friend."

4. **Answer the questions.**

1. Why does the elephant go to the forest?
2. What animals does he meet in the forest?
3. Do they want to be his friends? Why?/Why not?
4. What does the elephant do?
5. Is the elephant a good friend? Why?
6. Do you help your friends? How?

Speaking

5. **Act out a story "Elephant and friends".**

Grammar

Question words	
Who is your best friend?	**When** do you see your best friend?
What do you like to do together?	**Why** is he/she your best friend?
Where does he/she live?	**How** do you help your friend?

Listening

6. **Listen and choose the right answer.**

1. Who is speaking?
   A Polina **B** Zoriana **C** Zoriana's mum
2. When is the birthday of Polina's mum?
   A on Friday **B** on Saturday **C** on Sunday
3. Where is Polina's mum?
   A in Spain **B** in Ukraine **C** in the USA
4. What does Polina need?
   A money **B** help **C** a book

Pronunciation

[h]

have	hero
house	hot
hotel	hill

"Hello,
Harry Healy!"
hollered
Holly Hartley.

Writing

7. **You have a lot of chores to do. Write a message to your friend and ask for help.**

Vocabulary

1. **Match the words and phrases.**

laugh watch play read write eat draw listen walk speak

good food books to music about many things together in the park

films messages outside pictures

Reading

2. **Read the conversation.**

Hi Mia! Are you there? 15:45
Hello? 16:03
Hi! I'm here! 16:04
Good. 16:04
What's up, Tom? 16:05
Would you like to meet? 16:05
Yes! When? 16:05
I'm helping my aunt now, but I will be free at six. Maybe at 6:20? 16:05
That's difficult for me. Can we meet 30 minutes later? 16:06
OK. Where? 16:06
The *Blue Café* is nice. I love the tea there ♥. 16:07
It's closed on Mondays. Let's go to *Harry Potter's*. It's new. 16:08
Is it good? 16:08
It's very good! 16:08
Where is it? I don't know it. 16:09
It's next to our school. See you there? 16:09
See you there at 6:50! 16:10

3. **Choose the correct variant.**

1. Tom is helping his _____ now.
   A uncle **B** dad **C** aunt
2. Tom and Mia are going to _____.
   A the *Blue Café* **B** *Harry Potter's* **C** school
3. Mia loves the _____ in the *Blue Café*.
   A ice cream **B** tea **C** orange juice
4. They are going to meet at _____.
   A a quarter to six **B** ten to seven **C** six o'clock

Grammar

Like doing

+	I/you/we/they **like playing** in the park.
	Tom **likes helping** his aunt.
–	I/you/we/they **don't like playing** in the park.
	Tom **doesn't like playing** the piano.
?	**Do** you **like playing** in the park?
	Does Tom **like helping** his aunt?

Listening

4. **Listen and answer the questions.**

1. Does Tom like the café?
2. Does Tom like helping his aunt?
3. Does he like walking the dogs?
4. Does Mia like dogs?
5. What doesn't Tom like?

Speaking

5. **Work in pairs. Tell your partner what you like doing with your friends. Use Ex. 1.**

Example: I like playing in the park with my friends.

Writing

6. **Look at this thank you note. Write a thank you note to your friend.**

Dear ... !

Thank you for a nice present. I really like it. The ... is great! I like ... (playing with/wearing/reading/listening to) it .

Your friend,

...

Vocabulary

1. **Listen and repeat.**

do gardening

wash hair

play football

have/go to a party

watch TV

do exercises

play video games

finish a project

visit grandparents

go to the cinema

have fun

go for a walk

play chess

go to a café

Reading

2. **Listen and read.**

Hi! How are you doing?

I am calling to invite you to go with me and my parents to a GreenWood theme park next Saturday.

We are going to leave on Saturday morning. Can we pick you up at 6 a.m.?

If we want to be there at nine, it isn't. And we have to be back before 6 p.m. Tina's birthday party is going to be at 7 p.m. on Saturday night, remember?

Good! Thank you!

Great! Wait a minute! I am going to ask my mum if I can go ...

She says yes! When are you going to leave?

At 6 a.m.? Isn't it too early?

Oh, the party! I forgot about it. All right, I am going to ask my mum to wake me up at 5 a.m. on Saturday.

3. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Joe is calling to invite Annie to the cinema. ☐
2. Annie is going to ask her father if she can go. ☐
3. They will leave on Saturday morning. ☐
4. Tina's birthday party is at 7 p.m. ☐
5. Annie's mum will wake her up. ☐

Grammar

	Be going to
+	I **am going to** have a party. You/we/they **are going to** have a party. He/she **is going to** have a party.
–	I **am not going to** play football. You/we/they **are not going to** play football. He/she **is not going to** play football.
?	**Are** you/we/they **going to** go to a café? **Is** he/she **going to** go to a café?
Short answers	Yes, I **am**. No, I **am not**. Yes, he/she **is**. No, he/she **isn't**. Yes, we/you/they **are**. No, we/you/they **aren't**.

4. **Write about their plans for the weekend using** *be going to* **and the verbs.**

1. He _____ some gardening *(do)*. *He is going to do some gardening.*
2. She _____ football with friends. *(play)*
3. He _____ his hair. *(wash)*
4. They _____ a party. *(have)*
5. The girl _____ some TV programme. *(watch)*
6. He _____ games on the computer. *(play)*
7. They _____ at the party. *(meet)*
8. The girl _____ an ice cream. *(have)*
9. They _____ some chess. *(play)*
10. The man _____ the floor. *(clean)*

Listening

5. **Listen and match the speakers (1–4) and their plans for the weekend.**

1. This speaker is going to go to the cinema this weekend.
2. This speaker is going to go for a walk this weekend.
3. This speaker is going to visit his family this weekend.
4. This speaker is going to watch TV this weekend.

Speaking

6. **Work in pairs. Tell your partner what you are going to do this weekend.**

What are you going to do this weekend?

I am going to ... .

What about you?

I am going to ... .

Sounds great!

Writing

7. **Write 3 sentences about your weekend plans.**

Example: I am going to ... this weekend.

Reading

1. Listen to and read the fairy tale.

Once upon a time, there was a poor boy Dick Whittington. The people in his village said that the streets of London were made of gold. Dick went to London.

Dick walked for many days, but when he came to London, the streets were not made of gold! He fell asleep on the steps of a great house.

A rich businessman found Dick and gave him a job in his kitchen. Dick worked very hard and was happy. He had food and slept by the fire. At night, rats ran around the kitchen. Dick couldn't sleep.

So, Dick found the fastest cat in London! The cat caught all the rats, and Dick could sleep at night.

The businessman took the cat to catch rats on his ship. Dick was very sad. The cat was his friend.

Dick ran away. The great church bells rang, "Turn back, Dick Whittington, the Mayor of London!" Dick came back to the house. The businessman gave Dick and his cat a lot of money for their help. Dick worked hard. He married the businessman's daughter, started a very big business. And, yes, he became the Mayor of London!

2. Put the sentences in order.

- ☐ The businessman took the cat on his ship to catch rats.
- 1 Dick decided to travel to London.
- ☐ The church bells called Dick Mayor of London!
- ☐ Dick started a very big business.
- ☐ Dick's cat caught all the rats in the businessman's house.
- ☐ A businessman gave Dick a job in the kitchen.
- ☐ Dick slept on the steps of the house.

Speaking

3. Work in groups. Think of three words to describe Dick Wittington. Is Dick a good friend? Why?

4. Act out the fairy tale about Dick Wittington.

Writing

5. Write 4 sentences about Dick Wittington.

Vocabulary

1. **Complete the sentences with** *from*, *in*, *to*, *with*.

1. We live _____ a nice house in Poltava.
2. Will you go to the party ____ me?
3. Mia is _____ China.
4. Let's go _____ the *Blue Café*.

2. **Complete the phrases with** *Do*, *Go*, *Have*, *Play*, *Take*, *Make*, *Water*.

1. _____ the washing-up.
2. _____ video games.
3. _____ lunch.
4. _____ to bed.
5. _____ a bed.
6. _____ a shower.
7. _____ the plants.

3. **Complete the questions with** *Who*, *How*, *What*, *Where*, *When*.

1. _____ does your father do?
2. _____ do you live in Ukraine?
3. _____ many friends do you have?
4. _____ is your favourite family member?
5. _____ do you usually get up in the morning?

Grammar

4. **Choose A, B, or C.**

1. _____ your name?
   A What are **B** What's **C** What
2. Zoriana is Ukrainian. _____ a student.
   A It's **B** He's **C** She's
3. Where _____ Tom from?
   He's from the USA.
   A he is **B** is **C** is he
4. They _____ from Great Britain.
   They're from Ukraine.
   A not are **B** aren't **C** isn't
5. She _____ the guitar.
   A can play
   B can to play
   C cans play
6. She's from India.
   _____ name is Amala.
   A His **B** Your **C** Her
7. Are you from Kharkiv? Yes, I ___ .
   A I'm **B** am **C** are
8. Do you like _____ family chores?
   A do **B** making **C** doing
9. I love _____ books.
   A read **B** reads **C** reading
10. She _____ a nice house.
    A have **B** haves **C** has

Now I can...

- talk about my routines, chores, plans
- say how often I do things
- talk about my free time
- say what I like doing
- speak about my family and friends
- understand information about family and friends
- write a note, a message

In this unit you will learn...

- to talk about your school
- to say what subjects you study at school
- to talk about your favourite subject
- to talk about English lessons
- to talk about your timetable
- to describe your working day
- to say what you want and like to do
- to understand texts about school and school life
- to listen to and understand information about school and school life
- to write about your school, timetable, working day

Vocabulary and Listening

1. **Match the words to the things 1–10. Listen and check.**

whiteboard	
bookcase	
shelf	
map	
laptop	
vase	
window	
clock	
globe	
TV	

2. **Name other things in the picture.**

3. **Listen to the description of the classroom. Tick (✓) the things the speaker mentions.**

desk	
chair	
whiteboard	
bookcase	

shelf	
map	
laptop	
vase	

projector	
clock	
globe	
window	

4. **Listen again. Find the mistakes in the description and correct them.**

Grammar

There is/are ... .

There is a table in the classroom.
There are two windows in the classroom.

5. **Complete the sentences with** *is/are*.

1. There _____ a flower in the vase.
2. There _____ a poster on the wall.
3. There _____ many books in my bag.
4. There _____ a ruler in the pencil case.
5. There _____ a sharpener on the desk.
6. There _____ colour pencils in the pencil case.

Pronunciation

[ɔ]	[ɔ:]
clock	floor
lock	door
blog	board

How fast can you say it?
What do you want to do with the old ball?

6. **Look at the picture from exercise 1 and say what** *There is/are* **in the classroom.**

Example: *There is a vase on the table.*
There are flowers in the vase.

Speaking

7. **Work in pairs. Describe your classroom to each other. Use** *there is... / there are...* **.**

Writing

8. **Look at the three pictures of classrooms. Which classroom do you like more? Describe it. Use** *there is... / there are...* **.**

Vocabulary and Speaking

1. **Listen and repeat.**

classroom

canteen

laboratory

playground

computer room

gym

library

teachers' room

toilet

pool

2. **Look at the picture of a school. Name the places that you can see there.**

3. **Describe the school. Use the words from exercise 1.**

Example: There are many classrooms in the school. There is a canteen...

Listening and Reading

4. **Listen and say what places (from exercise 1) there are in Vlad's school.**

Example: classrooms

Pronunciation

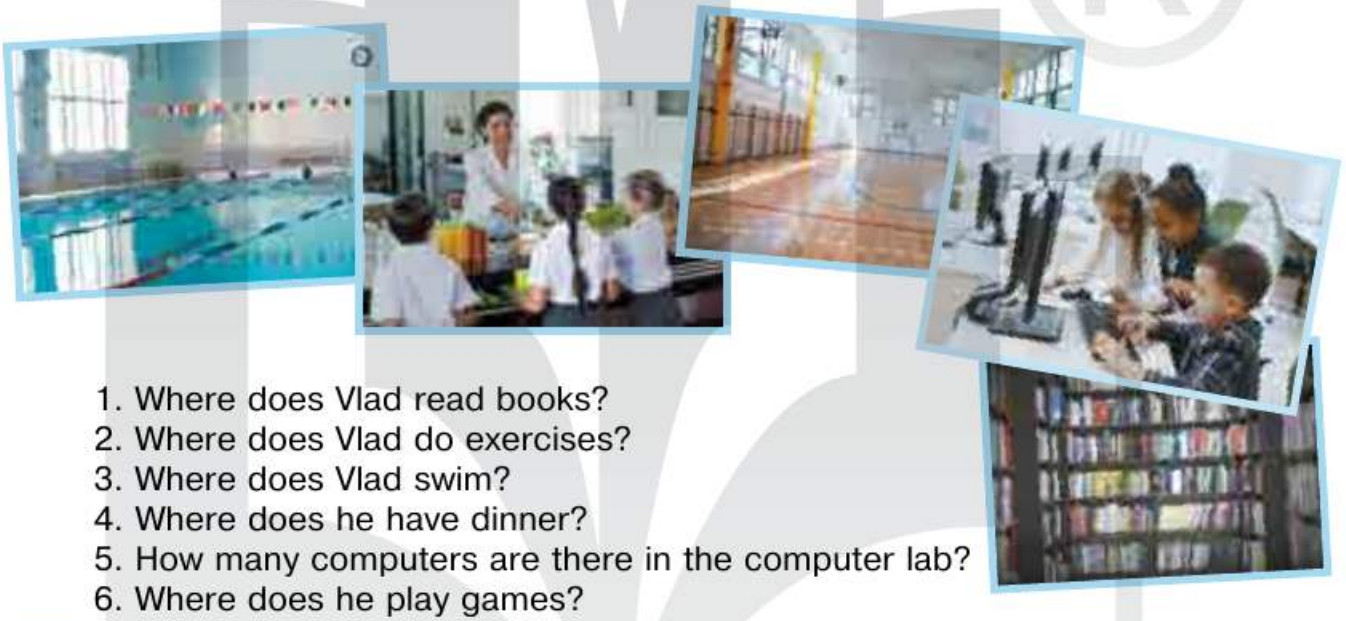
[u:]

pool school
room foot

5. **Read the text. Answer the questions.**

My school

Hi! My name is Vlad, and this is my school. We have different lessons there. We work on computers in the computer laboratory. There are twenty computers in my school. I do exercises in the gym and swim in the pool. In the canteen I have lunch with my friends. There is a library, where we read books. There is a big playground near the school. We play games there. Our school is big and comfortable. I like my school very much.



1. Where does Vlad read books?
2. Where does Vlad do exercises?
3. Where does Vlad swim?
4. Where does he have dinner?
5. How many computers are there in the computer lab?
6. Where does he play games?

6. **Complete the table.**

Place	What Vlad does/has there
classrooms	has lessons
computer laboratory	

7. **Speak about Vlad's school. Use the table from Ex. 6.**

Example: Vlad goes to a very good school. There is a computer laboratory. Pupils work ... in the laboratory. There is a...

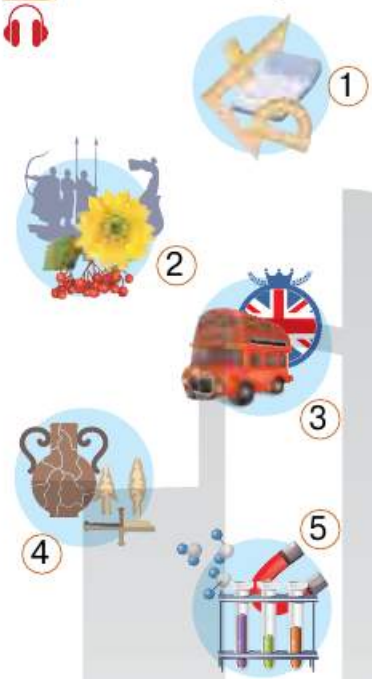
Writing

8. **Write about the school of your dream. Use the words from Ex. 6.**

Example: There are many classrooms in the school. Pupils have lessons in the classrooms. ...

Vocabulary

1. **Listen and repeat. Match the school subjects to the pictures.**



- Ukrainian
- Mathematics / Maths
- English
- Science
- History
- Information Technology/IT
- Art
- Physical Education/PE
- German
- Crafts

Listening and Reading

2. **Listen and say what subjects the children speak about.**

3. **Read and match the sentences to the subjects.**

Annie: Maths is my favourite subject. I like to count and do sums. I am good at it. In my school we have Maths every day.

Vlad: My favourite subject is History. I want to learn about life in the past. History of my country is very interesting. I want to know about famous people, heroes of Ukraine. I read many books on history.

Lukas: I am good at sports. I can play football and basketball. I can swim, too. My favourite subject is Physical Education. We run, play games, and it's fun. I think all our pupils like Physical Education.

Polina: I like English. It's the best subject at school. I like music too. I want to learn English to sing the most popular songs. Our family travel a lot, and I want to speak to people from other countries.

Zoriana: My favourite subject at school is Art. We haven't got tests in our Art lessons. I like to paint, and I can paint the whole lesson. I've got Art lessons on Wednesday. It's the most interesting day of the week.

A. Art	1. I want to learn about life in the past.
B. History	2. I want to learn English to sing the most popular songs.
C. Maths	3. I want to speak to people from the whole world.
D. English	4. History of my country is very interesting.
E. Physical Education	5. We run, play games, and it's fun.
	6. I want to know about famous people, heroes of Ukraine.
	7. I like to paint, and I can paint the whole lesson.
	8. I like to count and do sums. I am good at it.

4. **Speak about the children's favourite subjects and say why they like them.**

Example:

Annie's favourite subject is Maths because she likes to count and do sums. She is good at it. Vlad's favourite subject is ... because ... .

Speaking

5. **Work in pairs. Ask your friend about her/his favourite subject.**

Student 1: What is your favourite subject?

Student 2: My favourite subject is ... because ... . And what is your favourite subject?

Student 1: I like ... because ... .

Grammar

	Positive Degree	Comparative Degree	Superlative Degree
short adjectives	nice	nic**er** (than)	**the** nic**est** of/in
long adjectives	beautiful	**more** beautiful (than)	**the most** beautiful of/in
	popular	**more** popular (than)	**the most** popular of/in
	interesting	**more** interesting (than)	**the most** interesting of/in
irregular adjectives	good	**better** (than)	**the best** of/in
	bad	**worse** (than)	**the worst** of/in

6. **Put the words in brackets into the comparative form.**

1. I think Maths is (difficult) than English.
2. PE lessons are (active) than other lessons.
3. Ann is (good) at sports than Helen.
4. Vlad swims (bad) than Tom.
5. I think Gelda is (nice) than her sister.

7. **Put the words in brackets into the superlative form.**

1. I think Science is the (interesting) of all subjects.
2. The (creative) subject is Art.
3. Ann is the (good) sportsman in our class.
4. Mary's pictures are always the (beautiful).
5. My teachers are the (great).

Writing

8. **Write four-five sentences about your favourite subject.**

Vocabulary

1. **Look at the pictures. What are the children doing in the English lesson?**

2. **Do you do the same in the English lessons?**

Reading

3. **Listen and read.**

My English lesson

Hi! I'm Polina. My favourite subject is English. I think that it is very important to know the language. English is the official language of many countries, and 400 million people speak it. English will help me to talk to people from different countries. I want to know English well.

I also like our lessons of English. We read interesting stories, watch funny videos, speak to friends, work on projects, play different games, sing English songs, do exercises from the book, write sentences, learn words. English is not easy, but it is so interesting! Our teacher is really great! She always smiles and helps us if we don't understand something.

4. **Find pairs. Listen and check.**

do	learn	read	watch	sing	speak to	play	work on

exercises	games	friends	projects
videos	stories	songs	words

5. **Answer the questions.**

1. Why is it important to know English?
2. What do they do in the English lessons?
3. Why does Polina like her teacher of English?
4. What do you do in the English lessons?

Speaking

6. **Ask your classmates what they like/don't like to do in the English lessons.**

What do you like to do in the English lessons?

What don't you like to do in the English lessons?

Writing

7. **Fill in the table. Write what you like and don't like to do in the English lessons.**

I like	I don't like
to read stories	

Vocabulary

1. **Work in pairs. Look at the map and name the biggest English speaking countries. Listen and check.**
Example: 1 is …

Reading

2. **Read the sentences. Do you think they are true (T) or false (F)?**

Fun facts about English

1. "Come!" is the shortest sentence in English. ☐
2. About 6,000 new English words appear each year. ☐
3. The English language is one of the happiest languages in the world, and the word "happy" is used more often than the word "sad"! ☐
4. English is the language of the Internet. ☐
5. English is the official language of 46 countries. ☐

3. **Listen and check. Correct the false sentences.**

Listening

4. **Listen and match.**

Vlad

Lukas

Zoriana

Polina

A goes to school in England

B uses English when she goes to other countries

C likes to read books

D likes to speak to different people

5. **Listen again. Correct the sentences.**

1. Vlad likes to do projects.
2. Lukas likes to speak English in pairs.
3. Zoriana likes to do exercises.
4. Polina likes to watch films in the English lessons.

6. **Work in pairs. Ask and answer the questions.**

Do you like English? *Why do you learn it?*

Pronunciation

[ɑ:]	[ʌ]
Art	bus
Crafts	Sunday
arm	subject
sharpener	colour
classroom	sum

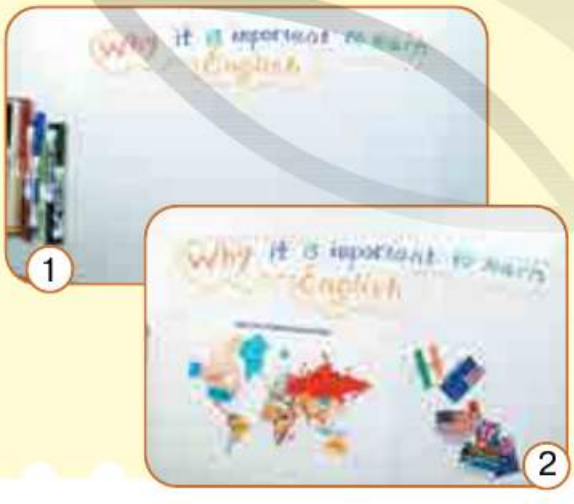
Grammar

7. **Complete the sentences using the comparative or superlative forms.**

English is the (popular) language in the world. It is the (rich) in vocabulary. The (large) companies use English. It is (easy) to learn English than some other languages. I think it is the (beautiful) and the (good) language in the world!

Project

8. **In small groups make a poster on why it is important to learn English. On the poster you may put:**
a) interesting facts about English,
b) why it is important to learn the language.
Be ready to present it in class.



Vocabulary

1. **Listen and read.**

2. **Tell the time. Listen and check.**

Reading

3. **Listen and read.**

My school timetable

My name is Vlad. I'm 10. I go to school from Monday to Friday. I have 5 lessons every day. This is my school timetable. I have Arts on Mondays at 8.30 and Music at 10.15. I have three Maths lessons: one is on Tuesday at 9.25, the second lesson is on Wednesday at 11.20, the third Maths lesson is on Friday at 12.15. At 10.15 on Wednesday we have English. I also have English at 8.30 on Tuesday and at 11.20 on Friday. My German lessons are at 10.15 on Tuesday and 11.20 on Thursday. I think Thursday is the best day — I have PE at 10.15. I am good at sport!

4. **Fill in the table. Write the subjects.**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30					
9.25					
10.15					
11.20					
12.15					

Listening

5. **Listen and fill in the information.**

Monday		
Time	Subject	Classroom
9.00–9.45		
9.55–10.40		
11.00–11.45		
12.10–12.55		
13.10–13.55		

6. **In pairs ask and answer questions.**

Student 1: What time does Zoriana have Maths?
Student 2: She has Maths from 9.00 till 9.45.
Student 1: Where does she have Maths?
Student 2: In classroom ... .

Grammar

must	Pupils **must** do homework. (obligation)
must not/ mustn't	Pupils **mustn't** be late for lessons. (prohibition)

Pronunciation

[ɜ:]	[e]
girl	exercise
world	shelf
learn	desk
homework	lesson
early	pencil

7. **Think about the school rules.**
Complete the sentences with *must/mustn't*.

1. You _____ eat during lessons.
2. You _____ be on time for the lessons.
3. You _____ attend all lessons.
4. You _____ play video games in the lessons.
5. You _____ listen to the teacher.

Writing

8. **Write your school timetable for any day of the week.**

Vocabulary

1. **Match the words to the pictures.**

get up	have breakfast
take a school bus	walk
do homework	watch TV
listen to music	tidy the room
take a shower	go to bed

Reading

2. **Read the text and fill in the missing words from Ex. 1. Then listen and check.**

I'm Tom. I'm fourteen. My day is very busy. I _____ at 7 o'clock in the morning, have _____ and go to school. I _____ a bus to get to school. Lessons start at eight o'clock. We have five lessons every day. I have lunch at the school cafeteria*. After school I _____ with my friends. Then I _____ my homework. In the evening my parents _____ TV and I prefer to _____ to music or read books. I also _____ my room because my mom gets angry if I don't. I _____ at 11 o'clock.

* cafeteria is a canteen in an American school

3. **Fill in the table about Tom's working day.**

Before school	At school	After school
has breakfast		

4. **Work in pairs. Tell your friend about Tom's working day.**

Listening

5. **Look at the picture story. Listen and number the pictures in the right order.**

6. **Listen again and complete the sentences.**

1. Annie comes home from school at _____ .
2. She starts doing her lessons at _____ .
3. After that she _____ .
4. Annie _____ with her dog.
5. When she comes home in the evening, she _____ .

7. **Choose A, B, or C.**

1. Pupils _____ do their homework after school.
   A can't **B** must **C** mustn't
2. Pupils _____ eat in the school canteen.
   A can't **B** can **C** mustn't
3. I _____ tidy my room every day.
   A can **B** must **C** must to
4. Pupils _____ take books from the school library.
   A can **B** must to **C** mustn't

Writing

8. **Write five-six sentences about your working day.**

I get up at...
I have...
Then...

Reading

1. Listen and read.

Maths is a part of our lives. When you clean the house, make supper or mow the lawn, you use Maths.

When you chat on the cell phone, you must know numbers and how they work.

Cooking requires some math skills as well. Sometimes you have to do Maths to get the correct amount of ingredient.

Doing any form of art you use Maths. When you are just doing a collage for fun, you must count and use basic Maths to do it.

If you are going somewhere, you will plan your way there, and you will use your time wisely. Maths will help you.

We use Maths in shops. We compare prices, calculate etc.

2. Finish the sentences.

1. When you chat on the cell phone, you must _____ .
2. When you cook, you must _____ .
3. When you do any form of art, you must _____ .
4. When you buy things, you _____ .

Speaking

3. In small groups discuss when we use Maths.

4. Work in pairs. Say how much is:

five plus twelve?	twenty two plus nine?
twenty minus eleven?	thirty-five minus eight?
thirteen plus ten?	thirteen minus three?
fifteen minus six?	nineteen plus six?

Example: Five plus twelve is seventeen.
Twenty minus eleven is nine.

5. Work in pairs. Ask and answer the questions.

Example: Student 1: How much is five plus six?
Student 2: It is eleven.

13+15	16−2	22+9
21+10	20−11	41−11

Vocabulary

1. Complete the phrases with *learn, read, watch, write, do, speak, work, do, sing.*

1. _____ stories
2. _____ videos
3. _____ to friends
4. _____ on projects
5. _____ exercises
6. _____ songs
7. _____ sentences
8. _____ art
9. _____ words

2. Complete the sentences with *library, playground, canteen, gym, laboratory, pool.* **There is one extra.**

1. We have lunch at school _____ .
2. Children run in the _____ .
3. We can swim in the _____ .
4. Children read books in the _____ .
5. They play in the _____ .

3. Choose the correct word.

1. I like films so I often *watch TV/ listen to music*.
2. My *favourite/easy* subject is English.
3. My brother is good *at/in* Maths.
4. I like to listen to the most *popular/favourite* songs.
5. I *take/bring* a bus to get to school.

Grammar

4. Put the words in brackets in the comparative or superlative forms.

1. Our school is the (good) in our city.
2. My book is (interesting) than your book.
3. The pool in our school is (comfortable) than in your school.
4. I like to watch the (popular) films.
5. IT is (important) subject for me.

5. Put the words in brackets in the correct form.

I (not like) to get up early, but I (like) to go to school. I meet my friend Tom and we (get) to school by bus. We are classmates. After school he (go) home. I (not go) home, I (play) football with my friends. Sometimes Tom (come) to watch the play. He (not like) to play football, he (like) to swim. On Saturdays we (go) to the swimming pool. It's fun!

6. Choose A, B, or C.

1. I _____ play football. I am good at it.
   A can **B** must **C** mustn't
2. Pupils _____ study well.
   A can **B** must **C** mustn't
3. Pupils _____ use mobile phones in the lessons.
   A can **B** must **C** mustn't
4. Pupils _____ do their homework well.
   A can **B** must **C** mustn't

Now I can...

- talk about my school
- say what subjects I study at school
- talk about my favourite subject
- talk about English lessons
- talk about my timetable, working day
- say what I want and like to do
- listen to and understand information about school
- write about my school, timetable, working day

In this unit you will learn...

- to talk about your home village/town/city
- to talk about the location of your native village/town/city
- to understand texts about villages/towns/cities
- to speak about history and culture of your village/town/city/country
- to give directions to visitors in your village/town/city/country
- to write a letter about the place where you live

Vocabulary

1. **Listen and repeat.**

cinema

museum

hospital

stadium

monument

church

post office

summer cottage

theatre

trolleybus

lake

university

Reading

2. **Listen and read.**

My city

Sumy is in northern Ukraine. It is a modern city with rich history. It is situated on the Psel and the Sumka rivers. More than 272 thousand people live in Sumy.

Sumy has many beautiful monuments and churches. There are cinemas, stadiums, museums and theatres in the city. I like to go to the cinema or visit a children's theatre.

The city has three universities and many schools. My school is far from my house. I go to school by trolleybus.

My mother is an engineer at a factory. She likes her job.

Sumy is very green. There are nice parks and gardens in the city. My family has a summer cottage on the lake.

I love Sumy.

3. **Choose the correct answer.**

1. Vlad lives in a ... .
   A city **B** village
2. There are nice ... in the city.
   A rivers and lakes
   B parks and gardens

3. Vlad's school is ... from his house.
   A far **B** not far
4. Vlad's family has ... on the lake.
   A a summer cottage
   B a farm

4. **Answer the questions.**

1. What places would you visit in Sumy?
2. How does Vlad get to school?
3. What does Vlad's mother do?
4. Is Sumy a green city?

Grammar

Nouns

Countable (you can count them)		Uncountable (you can't count them)
Singular	**Plural (+-s, -es)**	water
town	towns	milk
house	houses	fruit
theatre	theatres	money
university	universities	weather

Pronunciation

[iː]	[ɪ]
eat	it
seat	sit
green	grin
peel	pill

How fast can you say it?
Tim, s**ea**t and **ea**t **i**t, ple**a**se.

Listening

5. Listen and choose the correct answer.

1. Mariana lives in a … .
   A city **B** village
2. Her village is … .
   A big and beautiful
   B small and old
3. There are … near the houses.
   A roads **B** gardens

4. Mariana's school is … her house.
   A far from **B** not far from
5. Mariana's parents work on the … .
   A farm **B** factory
6. In the centre of the village there is a … .
   A post office
   B theatre

6. Answer the questions.

1. Is the village big or small?
2. Are there gardens around the houses?
3. Where is Mariana's school?
4. Is the stadium big?
5. What is there near the village?
6. What do Mariana's parents grow on their farm?

Speaking

7. Work in pairs. S1 is in their village/town/city. S2 is a visitor. Dramatise the dialogues.

1. *A:* Is there a hospital in your village/town/city?
   B: Yes, there is./No, there isn't.
   A: Is there a/an … ?
   B: Yes. The … is just around the corner.

2. *A:* Excuse me. Where's the … ?
   B: It's down the street, next to the … ./It's right over there.
   A: Thank you.

Writing

8. You are chatting online with your new friend. Write answers to his questions. about your village/city/town in the chat box.

Where in Ukraine do you live?

I live in …

Is it far from Kyiv?

Is it big? How many people live there?

What is there in your city/town/village?

Vocabulary

1. **Listen and repeat.**

boat

bus tour

building

castle

walking tour

botanic garden

prison

treasury

Reading

2. **Read Annie's travel blog about Oxford. What places does she recommend to visit?**

Two days in Oxford

See University of Oxford beautiful buildings. Take a walk along the river. Visit world-class museums.

Day 1.

Morning

Join a walking tour of the University of Oxford. Take an open top bus tour. Go shopping in the Covered Market.

Afternoon

Don't miss Oxford's great museums. The History of Science Museum and the Museum of Natural History have rich collections.

Oxford castle

Day 2.

Morning

Take a boat and see the city. The views are fantastic! Take a tour of Oxford castle and Prison.

Afternoon

Visit the Story Museum and the historic Botanic Garden in the city centre. It is the UK's oldest botanic garden.

Enjoy your stay!

Oxford Botanic Garden

Grammar

Remember!	
man	men
woman	women
child	children
foot	feet
tooth	teeth

Pronunciation

[æ]	[e]
bag	beg
bat	bet
fat	fest
man	men

How fast can you say it?

One man and two men ran fast to a fest.

Listening

3. **Listen and match the conversations (1–4) to the pictures (A–D).**

The London Eye

The Tower of London

Regents Park

Trafalgar Square

Writing

4. **You are chatting with Annie about her visit to London. Fill in the chat boxes with your questions.**

Is London a big city?

Yes, it is. It is a very big city.

The London Eye, Trafalgar Square, Regents Park, the Tower of London.

My favourite place is Trafalgar Square.

It is very beautiful. You can see the Changing of the Guard ceremony there.

Vocabulary

1. **Listen and repeat.**

attraction

festival

farmer's market

orchard

pick fruit

pilot

Reading

2. **Listen and read about Tom's town and orchard.**

My town

I live in Atchison, Kansas. It is a town of Amelia Earhart, the first woman pilot. Come in July to see the town's Amelia Earhart festival! Of course, there is a lot to see and do in Atchison all year round. Other attractions are the Historical Museum and the Rail Museum.

Contact us at
1552 Amelia Earhart Rd
Atchison, KS
https://www.facebook.com/orchard
Email: orchard@gmail.com

Our orchard

Our family has an orchard just outside of Atchison, Kansas. We work hard and grow fresh fruit. We have the best peaches and apples in the area. Our orchard is nature-friendly. In summer our orchard sells fruit at the local farmer's markets in Atchison and other towns. We ask people to come and pick their fruit.

Call us today
(913) 107-5413

Adapted from:
https://standreorchard16.wixsite.com/happyfruit

3. **Work in pairs. Ask and answer the questions about Tom's town and orchard.**

1. Where does Tom live?
2. What is there to see in Atchison?
3. What museums are there in the town?
4. What fruit does Tom's family grow in the orchard?
5. Where do they sell the fruit?
6. Can people come and pick their fruit in the orchard?

Grammar

Possessive Case

Singular: +'s	Plural: +'
Tom's town	farmers' fields
farmer's market	girls' names
Lukas's school	boys' school

Pronunciation

[e]	[eɪ]
get	gate
let	late
fell	fail
sell	sale

How fast can you say it?

Run to the g**a**te, l**e**t's not be l**a**te.

4. **Change the phrases. Use Possessive Case.**

Example: Tom's camera

the camera of Tom
the names of your friends
the dog of the boys
the ball of the girls

the daughter of Mr Smith
the birthday of my father
the dress of Jane
the uncle of Bill

Speaking

5. **Work in groups. Discuss a short video about your city/town/village.**

1. What places are you going to show in the video? Why?
2. What are you going to tell about your city/town/village?

Writing

6. **Write a script for your video. Use Ex. 2.**

Video script

Project Name MY ...

Prepared by _____ (name)

Date _____

	AUDIO	VIDEO
	Voice Description	*Scene*
1	I live in ... . It is a ...	1
2	Come in ... to see ...	2
3	There are a lot of ...	3
4	Other attractions are ...	4

Vocabulary

1. **Listen and repeat.**

compass

climate

ocean

continent

site

map

opera house

square

Reading

2. **Listen to and read Lukas's school presentation about his city, Krakow.**

Krakow

My city is located on both sides of the Vistula River. It is one of the largest cities in Poland. It has a lot of historic buildings and tourist attractions.

1
Main Square

This is our big square. It is the largest in Europe.

2
The Jagiellonian University

My father studied at this university.

3
St. Mary's Church

This is my grandmother's favourite church. I like it too.

5
This is my house.

WELCOME TO POLAND!

Krakow-Balice John Paul II International Airport

4
Wawel Castle

My favourite place in Krakow is Wawel Castle.

3. **Answer the questions.**

1. What country is Krakow in?
2. Is Krakow a large city?
3. What church does Lukas like?
4. What is his favourite place in Krakow?
5. What interesting places are there in Krakow?
6. What places would you like to see?

Grammar

Indefinite article "a/an"

Use this article with countable nouns:

a	compass, map, square, church, house
an	apple, orchard, ocean, opera house, attraction

Pronunciation

[æ]	[ʌ]
bat	but
cap	cup
cat	cut
bag	bug

How fast can you say it?

A big black bug bit a big black dog on his big black nose.

Listening

4. **Listen to Lukas. Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Lukas studies in Krakow, Poland. ☐
2. Abacus school has pupils from other countries. ☐
3. The school is old. ☐
4. Lukas's favourite subjects are History and Geography. ☐
5. Lukas wants to be a climatologist. ☐

Speaking

5. **Work in small groups. Prepare a presentation about your city/town/village for your international friends.**

Writing

6. **You visited your friend in another country. Write a thank you email. Use the email below as a model.**

From: vlad_kovalenko@ukr.net
To: lukasnowak@mnmail.com
Subject: Thank you!

Hi, Lukas!

I just wanted to write and say thank you for everything.

You and your family were amazing hosts. I had a great time at your house. Thank you for making me feel at home. I'm sure my English is better now because of all your help! Also, thank you for all the wonderful cooking you did. Now I can tell everyone Polish food is good.

If you ever come to Ukraine, I hope you will stay with me. I can show you my city too.

Keep in touch!

Vlad

Vocabulary

1. **Listen and repeat.**

bicycle

beach

public transport

region

euro

Reading

2. **Listen to and read Polina's poster presentation about her city for Annie's school in Oxford.**

The Palau Nacional at Barcelona

Barcelona

Barcelona is the capital of the Spanish region Catalonia. The first language is Catalan. Spanish is the second official language.

There are 1.6 million people in Barcelona. We have a lot of tourists too. They can see the attractions and relax at beaches. One of the beaches is just a 15-minute walk from the centre.

Plaza Catalonia

3. **Answer the questions.**

1. Where is Barcelona located?
2. What is the first language in Barcelona?
3. How many people live in Barcelona?
4. Are there many tourists in the city?
5. How far is the beach from the city centre?

Grammar

Definite article

Use this article with:	
family names (all family)	**the** Smiths, **the** Novaks, **the** Kovalenkos
some country names	**the** United States of America (USA), **the** United Kingdom of Great Britain and Northern Ireland (UK)
ocean, river, lake names	**the** Atlantic ocean, **the** Dnipro, **the** Psel, **the** Synevyr
groups of mountains	**the** Alps, **the** Carpathians

Pronunciation

[e]	[ɪ]
left	lift
mess	miss
bell	bill
belt	built

How fast can you say it?

Fresh fried fish, fish fresh fried,
fried fish fresh, fish fried fresh.

Listening

4. **Listen and mark the sentences true (T) or false (F). Correct the false sentences.**

1. Polina goes to school by bus. ☐
2. Public transport in Barcelona costs a lot of money. ☐
3. You can buy tickets at the station. ☐
4. Bicing is the public bicycle system in Barcelona. ☐

Speaking

5. **Work in groups. Discuss your group posters about the city/town/village you live in.**

Writing

6. **Write a text for your poster. Use Ex. 2.**

My town/city/village

Location

... in the north/south/ east/west/centre of the country

What you can see

There is... / There are... / ... is one of the most famous ... /

What you can do

In ... you can tour... / play ... / take walks in the park ... / relax ... /

Vocabulary

1. **Listen and repeat.**

traffic

taxi

metro

mobile App

zoo

Reading

2. **Read Mia's email to Amala about her city, Shanghai.**

From: mia1@sunmail.com
To: amala555@gmail.com
Subject: My city

Hi, Amala!

This email is about my city. Shanghai is one of the most beautiful cities in China. It has many attractions. You can go to museums, gardens, zoos.

There are many schools and universities in Shanghai. My parents teach Chinese at Fudan University.

Shanghai has many metro lines, buses, and a lot of taxis. It is a big city, and the traffic can be bad. My parents often use a mobile app, share a ride and help to keep the air clean.

The city is a great place for those who love to eat. You can try good Chinese food in my city.

Shanghai is one of the safest cities in China to live in. It is also one of the richest cities in China.

Please come and visit me in Shanghai.

Love,
Mia

Fudan University

Chinese food

3. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Shanghai is in China. ☐
2. Mia's parents teach at university. ☐
3. The traffic can be bad. ☐
4. A mobile app helps to keep the air clean. ☐
5. Shanghai is not a safe city. ☐
6. Shanghai is a rich city. ☐

Grammar

Pronouns

near	**this** city/museum/town	**these** cities/museums/towns
far	**that** city/museum/town	**those** cities/museums/towns

4. **Fill in *this, that, these, those* in the sentences.**

1. Look at _____ buildings over there!
2. _____ is my mobile phone and _____ is your mobile phone on the desk over there.
3. Vlad, take _____ box in the living room and bring it here.
4. Is _____ your bag on the floor here?
5. _____ far away places are amazing!

Pronunciation

[u:]	[ɔ:]
boot	bought
cool	call
drew	draw

How fast can you say it?

Ben bought cool boots.

Listening

5. **Listen and match the speakers (1–4) to their favourite countries.**

Speaker 1	India
Speaker 2	Japan
Speaker 3	Spain
Speaker 4	Ukraine

Speaking and Writing

6. **Walk around your classroom. Ask your classmates how they get to school.**

How do you get to school?

Writing

7. **Fill in the table. How do your classmates get to school?**

walk	Petro, Nadia, Nina, Halia, Mykola walk to school.
car	
bus	
train	

Vocabulary

1. **Listen and repeat.**

art gallery

café

St. Sophia

Pecherska Lavra

Khreshchatyk

Maidan Nezalezhnosti

Reading

2. **Vlad is in London for a drama festival. Listen to and read his interview for a British children's magazine.**

Reporter: What country are you from?
Vlad: I am from Ukraine.
Reporter: Do you have friends in other countries?
Vlad: Yes, I do. My best friend Lukas is from Poland, Annie lives in the UK, Polina is in Spain, Tom is American, Mia lives in China, and Amala is from India.
Reporter: It's wonderful! Tell our readers about your country.
Vlad: Ukraine has a very long and rich history. It became independent in 1991 and celebrated its 30-ieth birthday in 2021.
Reporter: I'd love to visit Kyiv some day! What attractions are there?
Vlad: You should visit St. Sophia and Pecherska Lavra. They are UNESCO Sites. Walk in Khreshchatyk street and stop at Maidan Nezalezhnosti. You should see the Dnipro. It is the longest river in my country. Kyiv has many museums, art galleries, parks and cafés.
Reporter: Is the city safe for tourists?
Vlad: Yes, it is.
Reporter: It was nice to talk to you. Enjoy the festival!
Vlad: See you in Ukraine!

Dnipro

3. **Complete the sentences.**

1. Vlad is from _____ .
2. He has got many _____ .
3. Ukraine has a very _____ and _____ history.
4. St. Sophia and Pecherska Lavra are UNESCO _____ .
5. Kyiv has many _____, art galleries, parks and cafés.
6. Kyiv is a _____ city.

Grammar

	Prepositions of time When?	Prepositions of place Where?
in	**in** the morning, **in** the evening, **in** summer, **in** November, **in** 2021	**in** Ukraine, **in** a shop, **in** a picture, **in** a hospital, **in** the street
at	**at** 9 o'clock, **at** the weekend, **at** midnight, **at** Christmas	**at** home, **at** school, **at** the door, **at** a party
on	**on** Sunday, **on** Monday morning, **on** New Year's Day, **on** 24 August	**on** the table, **on** a shelf, **on** the first floor, **on** the left

Pronunciation

ate	eight
be	bee
hi	high
hour	our
know	no
sea	see

4. **Fill in the gaps.**

1. My village is very beautiful _____ summer.
2. Zoriana will go to visit her aunt _____ the weekend.
3. We usually go shopping _____ Saturdays.
4. Ukraine's Independence Day is _____ 24 August.
5. Jim usually reads a book or watches TV ____ the evening.

5. **Fill in the gaps.**

I like to get up _____ the morning _____ Sundays. I have breakfast _____ 8 o'clock and go outside. There aren't many people _____ the street _____ the weekend. When the weather is nice, I like to be outside _____ the morning, _____ the afternoon and _____ the evening. I am an outdoor person. What about you?

Listening

6. **Watch Vlad's vlog. Choose the right answer.**

1. Vlad lives in _____ .
   A Ukraine **B** Spain **C** Poland
2. Ukraine is in the _____ of Europe.
   A north **B** south **C** centre
3. Many tourists _____ Ukraine every year.
   A leave **B** visit **C** start

Speaking

7. **Discuss in small groups.**

1. Do you watch any vlogs on YouTube?
2. Who is your favourite vlogger?
3. What is his/her vlog about?
4. Do you write comments?

Writing

8. **Write a comment to Vlad's vlog entry "Ukraine is my home". Follow these rules for writing good comments.**

1. Be polite.
2. Add something.
3. Ask questions.

Example:

Nice vlog! I love Ukraine!
What is your favourite place in Ukraine?

Reading

1. Listen to and read the text about a still life.

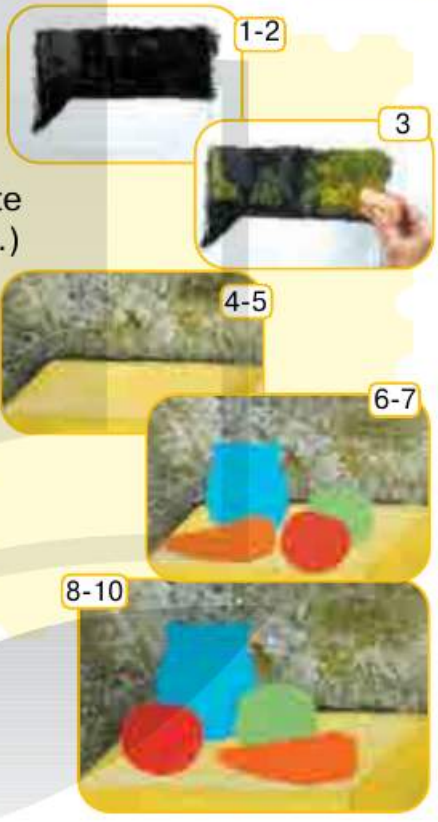
Still life

A still life is an artwork of a group of things that are not moving. The things in a still life are standing *still.* Food and flowers are the most popular things for still lifes. There are many beautiful still lifes in art museums.

An artist can create interesting and beautiful compositions of colours, shade, tint and tone. In *Breakfast,* Ukrainian artist Kateryna Bilokur shows us a tabletop with a loaf of bread, a bowl of potatoes, a plate of vegetables, a vase with flowers, a big jar and a cup. It is a 1950 still life.

2. Mini project.

1. Draw a table top on a piece of paper. Use a pencil.
2. Sponge some black paint around the tabletop.
3. Sponge some colour on black paint. (Black + any colour = shade.) Then sponge a white colour. (Black + white = grey + any colour = tone.)
4. Paint the tabletop a tint of any colour. (White + any colour = tint.)
5. Let your work dry.
6. Choose cut out pieces for your still life.
7. Choose the best composition for your still life. Move the cut out pieces around on your tabletop.
8. Glue the cut out pieces.
9. Sign your work.
10. Give your still life to your teacher.



Speaking

3. Tell the class about your still life.

Writing

4. Solve the art problems. There is an example.

1. Black + any colour = shade
2. Black + white = ____
3. Grey + any colour = ____
4. White + any colour = ____
5. Object + object(s) = ____

tone, tone, tint, still life

Vocabulary

1. **Complete the sentences with** *in*, *at*, *on*.

1. Ukraine's Independence Day is _____ 24 August.
2. I will stay _____ home today.
3. There are many beautiful buildings _____ this street.
4. My flat is _____ the second floor.
5. The hospital is _____ the left from the park.

2. **Underline the odd word out.**

Example: taxi, metro, zoo, bus

1. museum, hospital, lake, theatre
2. castle, treasury, prison, pilot
3. slum, beautiful, amazing, great
4. garden, festival, orchard, field
5. village, beach, town, city

Grammar

3. **Write the plural form of these nouns.**

cinema
man
museum
woman
lake

4. **Fill in the gaps with** *this, that, these, those*.

1. Get on the bus! _____ bus will take us to Lviv.
2. You can't see _____ buildings. They are on the other side of the city.
3. Whose is _____ house at the end of the street?
4. Come in! _____ is my flat.
5. Look at the photo! My grandmother likes _____ church. It is amazing!

Now I can...

- talk about my home village/town/city, its location, history
- understand texts about villages/towns/cities
- give directions to visitors in my village/town/city/country
- write a letter about the place where I live

In this unit you will learn...

- to talk about favourite holidays
- to talk about national holidays
- to talk about birthday celebrations
- to understand texts about holidays and traditions
- to listen to and understand information about holidays and traditions
- to write about favourite holidays
- to write postcards
- to write New Year resolutions

Vocabulary

1. **Match the pictures to the holidays. Listen and check.**

New Year's Day | Christmas Day | Easter | Independence Day

Speaking

2. **Work in pairs. Tell your friend about your favourite holiday.**
Example: My favourite holiday is ... . I help my mother. We cook ... . We go ... .

Reading

3. **Look at the picture and say what the text is about.**

4. **Listen and read.**

Independence Day is the main state holiday in Ukraine. Ukrainian people celebrate it on August 24. 23 August is the Day of the National Flag. At this time the bright blue and yellow colours of the Ukrainian flag will decorate the streets of cities, towns and villages across Ukraine. People can enjoy live concerts with famous musicians, visit summer cinemas and see Ukrainian films, watch traditional night time fireworks, take photos at beautiful selfie spots.

5. **Match the words to the pictures.**

live concert | fireworks
summer cinema | selfie spot

6. **Complete the sentences.**

1. Ukrainian people celebrate Independence Day on ... .
2. Ukrainian people celebrate the Day of the National Flag on ... .
3. People can visit ... , see ... , watch ... .

Speaking

7. **Work in pairs. Ask and answer the questions.**

— How do your family spend Independence Day?
— Do you go to other cities to celebrate Independence Day?
— Do you like to celebrate Independence Day?

We usually go ... . My parents and I watch ... . We visit ... . We take ... .

Writing

8. **Write about your favourite holiday. Describe what you usually do. Be ready to tell the class.**

My favourite holiday is ... . It is on ... . We usually ... . I like it because ... .

Vocabulary

1. Match the words.

take	visit	walk	do	help	decorate	enjoy	see	watch

mother	with friends	a film	a concert	homework	selfie	streets	fireworks	summer cinemas

Grammar

Past Simple of regular verbs is formed with **-ed**.
Some verbs are **irregular**. Their past forms do not end in **-ed**.
Some **irregular** verbs are:

Present	Past	Present	Past
be	was/were	hear	heard
come	came	see	saw
do	did	take	took
give	gave	tell	told
have	had	write	wrote

2. Put the verbs into Past Simple. Put them into the correct box.

eat, come, write, go, talk, walk, watch, make, sing, visit, help, do

Regular	Irregular

3. Complete the sentences with the correct form of the words in brackets.

1. She (come) home late yesterday.
2. She (have) birthday party last Sunday.
3. We (sing) nice songs yesterday.
4. The party (be) great.
5. Many friends (visit) her.
6. He (send) her a card yesterday.

Listening

4. **Listen to Vlad and tick (✓) what he did last Sunday.**

- ☐ took selfie
- ☐ visited a summer cinema
- ☐ visited his friend's birthday party
- ☐ walked with his friends
- ☐ went to a concert
- ☐ helped his mother
- ☐ did his homework

Pronunciation

[d]	[t]	[ɪd]
played	worked	visited
enjoyed	walked	watched
gathered	helped	celebrated
entered	thanked	decorated

5. **Listen again and put the pictures in the correct order.**

Speaking

6. **Work in pairs. Tell your friend what Vlad did last Sunday. Say what you did last Sunday.**

Writing

7. **Look at Tom's diary and write what he did on Sunday.**

Sunday	
10.00	do homework
12.00	have lunch
15.00	meet grandmother at the station
18.00	go to the cinema
22.00	go to bed

Example: Tom did homework at 10 a.m. last Sunday.

Reading and Speaking

1. **Look at the lesson title and say if you know anything about the holiday.**

2. **Listen and read.**

Thanksgiving is a national holiday of the USA. It is on the fourth Thursday of November.

The first Thanksgiving was in 1621. The Pilgrims* were new to America and did not know how to grow food or hunt animals. Many of them died. The Native Americans helped the Pilgrims. The Native Americans taught them how to grow food, fish and hunt. The next year the Pilgrims had a big harvest. They had a big holiday to celebrate the new harvest and thank their new friends.

Thanksgiving is the holiday when people thank for all the good things in their lives. Thanksgiving has another name — "Turkey Day" because one of Thanksgiving traditions is cooking a turkey dinner. People meet their family, friends for Thanksgiving dinner.

* A pilgrim is a traveler to a holy place.

3. **Answer the questions.**

1. When is Thanksgiving?
2. When was the first Thanksgiving?
3. How did native Americans help the Pilgrims?
4. Why did the Pilgrims have the first Thanksgiving?
5. What is another name of Thanksgiving?
6. What is one of Thanksgiving traditions?

4. **Make notes. Use them to talk about Thanksgiving Day.**

Date	History	Activities
1621		
1622		

Grammar

Past Simple	
+	I/you/he **went** to a concert yesterday.
–	I/you/he **did not (didn't) go** to a concert yesterday.
?	**Did** I/you/he **go** to a concert yesterday?
Short answers	Yes, I/you/he **did**. No, I/you/he **did not (didn't)**.

5. **Read the sentences and say that Sam didn't do it.**

Example: Sam had a nice weekend.
Sam didn't have a nice weekend.

1. On Friday Sam worked in the garden.
2. Sam visited his grandmother at Christmas.
3. He took many photos in the city.
4. Sam cooked a holiday dinner.
5. He went fishing yesterday.
6. Sam had a turkey dinner.

6. **Ask Sam if he did it.**

Yesterday Sam

helped his father

went to the park

played football

cooked lunch

watched a film

7. **Work in pairs. Ask and answer the questions. Use the words from the box.**

watch TV, listen to music, visit a friend, go to see grandparents, hunt animals, cook dinner, go for a walk, gather with family

Student 1: Did you watch TV yesterday?
Student 2: Yes, I did. And did you listen to music yesterday?
Student 1: No, I didn't. And did your friend ... ?

Writing

8. **Write what your friend did yesterday (on Sunday, last week, last month, last year...).**

Reading and Vocabulary

1. **Listen and read.**

New Year celebration is on January 1. In some parts of Great Britain people think that the first person who enters a house will bring all the luck for the new year with them. People call this tradition first footing. The people who come the first are called first footers. People with dark hair are the luckiest first footers. People often make New Year resolutions*, for example, to study hard, to do exercises.

* Resolutions are things that people think they will do to make their life better.

2. **Match the words to the pictures. Listen and check.**

enter a house | bring luck | study hard | make New Year resolutions | do exercises

3. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. On January 1 people don't go to their friends. ☐
2. People think that the first person who enters a house on January 1 will bring luck with them. ☐
3. First footers are people who have dark hair. ☐
4. New Year resolutions are jokes. ☐

4. **Fill in the words from exercise 2.**

1. He _____ and saw his mother.
2. They think people with dark hair _____ .
3. He _____ and became the best student.
4. I _____ every day last month.
5. I _____ to learn English well.

Pronunciation

[θ]
think
thank
everything
something
wreath

How fast can you say it?
Thousand **th**inkers were **th**inking about some**th**ing.

5. **Work in pairs. Explain what the following words mean.**

first footing | first footers | New Year resolution

Grammar

Future Simple

We use **will** + verb:

a) to say what we think will happen in the future;
*I think I **will (I'll)** go to Paris to celebrate New Year.*

b) to make on-the-spot decisions.
*Look! Helen is here! I **will (I'll)** go and say "hello" to her.*

+	I/you/he **will** visit her tomorrow.
–	I/you/he **will not (won't)** visit her tomorrow.
?	**Will** I/you/he visit her tomorrow?
Short answers	Yes, I/you/he **will.** No, I/you/he **will not (won't).**

6. **Complete the sentences with the correct form of the words in brackets.**

1. I think he (celebrate) Christmas is Spain next year.
2. I hope they (study) hard next year.
3. It is late. I (stay) at home.
4. I think I (come) home late tomorrow.
5. The meeting (take place) at 4 o'clock tomorrow.
6. I am bored. I (help) my mother to decorate the house.

7. **Work in pairs. Say what you think/hope you will/won't do on Sunday.**

I think I will do homework.
I hope I won't get up early.

Writing

8. **Write what you think/hope you will/won't do next summer.**

I think ... . I hope ... .

Vocabulary and Listening

1. **Match the words. Write them down. Listen and check.**

study	get up	play	travel	adopt	do	learn

exercises	an animal	around the world	video games	hard	early	a new skill

2. **Listen to Tom's resolutions. Tick the phrases from exercise 1, which are Tom's resolutions.**

Grammar

Be going to	We use **be going to** to talk about our plans for the future. We made the decision before. — What are your plans for this evening? — I am going to buy tickets for the trip.	
Future Simple (will)	1) I **think** I will … I **promise** I will … *I think I will stay at home.*	2) on the spot decision — *The car is dirty.* — *Really? I'll wash it later.*

3. **Use** *be going to* **or** *will*.

1. I think I (buy) tickets later.
2. He promises he (study) well.
3. Your bag is so big. I (help) you.
4. — What are your plans for the holidays?
   — I (travel) around Ukraine.

4. **Look at the pictures and say what the children are going/not going to do.**

study

play with friends

adopt a dog

take a selfie

watch fireworks

play video games

5. **Work in pairs. Ask and answer the questions.**

Example: Student 1: Are you going to write poems?
Student 2: No, I am not. Are you going to celebrate New Year?
Student 1: Yes, I am. Are you going to … ?

Reading and Speaking

6. **Listen and read.**

The winter holidays came to an end. It was time to go back to school. Vlad got up very early. He thought he must become better.

I am going to brush my teeth after each meal.

I promise I will always be nice to you.

I didn't always do my homework well. I promise I will always do my homework well.

I ate a lot of candies, burgers. I am going to eat only healthy food.

I am going to watch social media for only 15 minutes.

7. **Look at the pictures and say what other resolutions Vlad made. Write them down.**

8. **Work in pairs. Tell your friend about Vlad's resolutions.**

Writing

9. **Write a list of your resolutions for the new year.**

Next year I am going to...
I think I'll...

Vocabulary

1. **Listen and read.**

Santa Claus	presents	stockings	bells	candy cane	reindeer
snowman	wreath	candle	sleigh	Christmas tree	letter

2. **Look at the picture. Name all the objects you see.**

Reading and Speaking

3. **Look at the comics and read.**

Christmas Eve

4. **Find the mistakes. Write the correct sentences.**

1. The boy has a younger brother.
2. Santa's dog is Rudolf.
3. Santa came in a car.
4. Santa put presents in boxes.

5. **Answer the questions.**

1. How did Santa look?
2. Think what the boy could get as a present.

6. **Act out the story.**

Pronunciation

[ð]
then
there
mother
other
with
breathe

Grammar

7. **Choose the correct answer.**

— What are your plans for the weekend?
— I *am going to/will* watch a nice film.

— It is very cold outside.
— I *am going to/ will* put on a coat.

— Let us go to the concert on Sunday.
— I am sorry. I *am going to/will* visit my grandparents on Sunday.

— Where will you celebrate Christmas?
— I think I *am going to/will* celebrate it at home.

Project

8. **Prepare a presentation on Christmas traditions in another country.**

Vocabulary

1. **Match the words to the pictures. Listen and check.**

balloons | candles | cake | clown | cookies | candies | ice cream | present

2. **Look at the pictures and say what the children do. Listen and check.**

Reading and Speaking

3. **Listen to and read the dialogue. What did the children do at the party?**

— Hi, Anna! How was your weekend?
— Hi, Mary! It was great! I went to my cousin's birthday party.
— Were there a lot of people?
— Oh, yes! All her relatives and friends were there.
— Did she celebrate it at home?
— Yes, and she decorated the house with coloured balloons and flowers.
— Did you enjoy yourself?
— I had a great time! We danced, sang karaoke, played games, took selfies. And the food was great, too. How did you spend the weekend?
— I did my homework, watched TV and walked with my friends in the park.

4. **You were invited to a birthday party. In pairs act out a conversation about it. Use Ex. 3 as an example.**

5. **In groups discuss your dream birthday party. Write down your ideas. Present the ideas in classroom.**

Food and drink	Activities	Guests	Decorations

Writing

6. **Read the birthday postcards.**

7. **Write a birthday postcard for your friend.**

Reading and Speaking

1. **Work in pairs. Ask and answer the questions.**

1. Do you like History?
2. Do you like to read historical books or watch historical films?
3. What do you know about the Ukrainian Cossaks/ Zaporizhian Sich/kharakternyks/Khortytsia Island?

2. **Listen and read.**

The Ukrainian Cossacks

The Ukrainian cossacks came from different places, and went to the south to hunt, fish, and make goods.

The name cossack means 'free man'. The term was first used in 1395. They had their own army and took part in wars. The cossacks spread the term 'Ukraine'. Most Ukrainian cossaks lived in Zaporizhian Sich. The rules of Zaporizhian Sich were very strict, and the discipline was excellent. For example, if a cossak stole something, other cossaks could beat him to death.

Legends say that there were unusual people called *kharakternyks* among the cossacks. People thought that they could tell the future, speak twelve languages, turn into wolves and other animals, walk on water and stay long under water.

Nowadays, Khortytsia Island, where there was Zaporizhian Sich, is the largest island on the Dnipro River. It is 12.5 kilometers long. Tourists like to visit the complex "Zaporizhian Sich" there. It looks like the cossacks' capital many years ago. You can see there a church, a kurin' (house), an office, a school etc.

3. **Mark the sentences T (true) or F (false). Correct the false sentences.**

1. Cossaks hunted, fished and grew food. ☐
2. The cossacks used the term 'Ukraine' for the first time. ☐
3. People thought kharakternyks could become animals. ☐
4. Tourists can visit Khortytsia Island where there was Zaporizhian Sich. ☐

4. **Answer the questions.**

1. Where did cossaks come from?
2. What does the name cossak mean?
3. Where did most Ukrainian cossaks live?
4. What did people think of kharakternyks?

5. **Work in pairs. Make notes under the following titles.**

name cossak	laws of Zaporizhian Sich
kharakternyks	Khortytsia Island

6. **Using the notes tell your classmate what you learned from the text.**

Project

7. **In groups of three make a poster about some event from the history of Ukraine. Be ready to present it in class.**

Vocabulary

1. **Complete the phrases with** *enter, visit, walk, do, make, help, decorate, enjoy, see, watch*. **You may use some words more than once.**

1. _____ mother
2. _____ with friends
3. _____ a film
4. _____ a concert
5. _____ lessons
6. _____ fireworks
7. _____ summer cinemas
8. _____ a house
9. _____ New Year resolutions

2. **Complete the sentences with** *take, decorate, celebrate, bring, adopt, thank, enjoy*.

1. Ukrainian flags will _____ the streets of cities, towns and villages.
2. People can _____ live concerts with famous musicians.
3. At the festival we could _____ photos at a beautiful selfie spot.
4. We had a big party to _____ the birthday.
5. I want to _____ you for your help.
6. These children will _____ luck with them.
7. We are going to _____ an animal next month.

3. **Choose the correct word.**

1. The next year they had a big *party/harvest* and so had a lot of food.
2. He gave me many nice *presents/letters* for the holiday.
3. She asked *for/to* a teddy bear.
4. She decorated the house with coloured *balloons/presents*.

Grammar

4. **Put the words in brackets in the correct form of Past Simple.**

1. We (have) a great holiday yesterday.
2. I (be) at home on Sunday.
3. You (write) a letter to Santa Claus?
4. I (not walk) with my friends in the park yesterday.
5. My parents (give) me many presents on Christmas.

5. **Choose the correct form.**

1. I think we *will make/ are going to make* a snowman.
2. — What are your plans for today?
   — We *are going to put/will put* presents in stockings.
3. — We don't have any candies at home.
   — Oh, I *am going to buy/will buy* them in the supermarket.
4. I promise I *will do/am going to do* my homework well.

Now I can...

- talk about my favourite holidays
- talk about national holidays
- talk about birthday celebrations
- listen to and understand information about holidays and traditions
- write about my favourite holidays
- write postcards, New Year resolutions

Vocabulary

1. Fill in *take, count, grow, bring, do* in the correct form.

1. I usually _____ the washing-up in the evening.
2. My favourite subject is Maths because I like to _____ .
4. Visitors can _____ a boat to see our city from the river.
5. She _____ fresh fruit in their orchard.
6. First footers usually _____ luck with them.

Grammar

2. Choose the correct variant.

1. She _____ English well.
   A can speak **B** can to speak **C** cans speak
2. _____ is your best friend at school?
   A What **B** Who **C** Where
3. Science is _____ subject for me.
   A most interesting **B** the most interesting **C** more interesting
4. _____ her birthday party at home?
   A Did your cousin celebrated **C** Did your cousin celebrate
   B Your cousin celebrated
5. — I don't have time to do this task.
   — I think I _____ you.
   A am going to help **B** am going help **C** will help
6. Pupils _____ do well at school.
   A can **B** must **C** mustn't

Reading

3. Read the text and choose the correct answer.

Columbus Day

The second Monday of October is Columbus Day. People celebrate this holiday only in the United States of America. Why?

During Christopher Columbus' time people thought that our planet was flat. Christopher Columbus was born in an Italian city on the coast of the sea. Every day he watched how the ships left the port and went into the sea. He thought that the Earth was round, but people didn't listen to him. Columbus wanted to sail to the West and get to the East. The king of Spain gave him three ships to travel and test his idea.

After a long and difficult voyage on 12 October 1492 Columbus and his men got to North America. It was the New World. After that America was born.

Today American people celebrate Columbus Day with colourful parades and fireworks.

1. Americans celebrate Columbus Day.
   A on the second Monday of October
   B on the second week of October
   C on the second day of October
2. In the past people thought that the Earth was ... .
   A a planet B flat C round
3. Columbus wanted to ... .
   A go to the West and get to the East
   B go to the East and get to the West
   C get to the New World
4. The king of Spain ... .
   A thought the planet was round
   B gave Columbus three ships to travel
   C gave Columbus three ships to test his idea
5. On 12 October 1492 Columbus and his men got to ... .
   A the West B the East C the New World

Listening

4. You are going to hear a conversation between two friends. Match the people (1–5) to the activities (A–F). One activity is extra.

1. Ruth	A listens to music
2. Jeff	B plays football
3. Mum	C walks with a dog in the park
4. Dad	D reads a book
5. Granny	E does homework
	F watches TV

Speaking

5. Speak about your school life. Mind the following:

- subjects you learn;
- favourite subject;
- what you like to do during lessons.

6. In pairs discuss where you can go and what you can do on Sunday.

Writing

7. Write an email to your friend about your city/town/village.

In this unit you will learn...

- to talk about your clothes
- to talk about your favourite clothes
- to discuss people's appearance and clothes
- to read and understand texts about clothes and fashion
- to listen to and understand information about clothes
- to write about your favourite clothes
- to post a comment on a forum
- to write a list of clothes you want to buy

Vocabulary

1. **Look at the picture. Read the colours. What is your favourite colour?**

2. **Match the words to the pictures.**

blouse | T-shirt | jeans | skirt | jacket | shorts | jumper | coat

sweater | dress | socks | hoodie | shirt | tights | trousers

3. **Sort these clothes.**

Trainers, hat, boots, shoes, cap, sandals, socks, slippers.

You put these on your head	
You put these on your feet	

Grammar

Some nouns are always plural.
E.g. clothes, jeans, trousers, tights, shorts.
My trousers **are** dirty. I need to wash **them**.
You can say: a pair of ... (one pair of ..., my pair of ...).
E.g. I need **a new pair of** jeans.

Reading

4. **Read about children's favourite clothes. What do they like to wear?**

What are your favourite clothes?

Zoriana:
My favourite clothes are jeans and skirts, I like to look pretty and feel comfortable.

Lukas:
I like to wear casual clothes, but I wear a uniform at school.

Mia:
I love trousers, trainers, hoodies, sweaters, jeans, shirts, T-shirts. I like to wear comfortable oversized clothes.

Vlad:
I always wear trainers. I often wear a T-shirt, a pair of jeans or trousers, a hoodie or a sweatshirt.

Annie:
I like to wear casual clothes, such as hoodies, jeans, T-shirts and trainers. I like to wear some beautiful dresses or skirts too.

Amala:
My favourite clothes are dresses. I can wear them in all situations. I wear jeans, trainers and hoodies too.

Listening and Pronunciation

5. **Listen and tick (✓) the sound you hear.**

	boots	dresses	trainers	jeans	hoodies	skirts	jackets
[s]							
[z]							
[ɪz]							

Speaking

6. **Work in groups. Tell your classmates about your favourite clothes.**

Writing

7. **Write a comment on a forum about your favourite clothes. Use Ex. 4.**

Home • An online discussion forum

Annie11
I love casual clothes. What about you? What is your favourite clothes?

Tom14
My favourite clothes are ... . ☺ I don't like ... .

Tips:
Be nice and friendly!
You can use emojis. ☺☺

Vocabulary

1. **Listen and match.**

Accessories

watch | tie | ring | glasses | belt | scarf | wallet | chain

necklace | glove | earrings | handbag | umbrella | bracelet | sunglasses

Reading

2. **Look, read and answer the questions.**

Zoriana is shopping with her Mum, Maria, at a shopping centre.

They are buying a nice watch, sunglasses, and a bag.

Zoriana loves necklaces, bracelets and rings.

Zoriana is trying on a hat, a nice pair of gloves and a warm scarf.

They are buying a pair of trainers for Zoriana.

They are buying a brown tie for Zoriana's father.

1. Where is Zoriana shopping?
2. Who is Zoriana shopping with?
3. What does Zoriana love?
4. What are they buying for Zoriana's father?
5. What colour is the tie?

Grammar

	Present Continuous Use with *now, at the moment.*	Present Simple Use with *every day/week/year, usually.*
+	I/we/you/they **am/are buying** a pair of trainers now. He/she **is buying** a pair of trainers now.	I/we/you/they **buy** a pair of trainers every year. He/she **buys** a pair of trainers every year.
–	I/we/you/they **am/are not buying** a pair of trainers now. He/she **is not buying** a pair of trainers now.	I/we/you/they **don't buy** a pair of trainers every year. He/she **doesn't buy** a pair of trainers every year.
?	**Am/are** I/we/you/they **buying** a pair of trainers now? **Is** he/she **buying** a pair of trainers now?	**Do** I/we/you/they **buy** a pair of trainers every year? **Does** he/she **buy** a pair of trainers every year?

3. **Choose A or B.**

1. Zoriana _____ necklaces, bracelets and rings.
   A loves **B** is loving
2. Lukas _____ with his father now.
   A is shopping **B** shops
3. My mother usually _____ earrings.
   A wears **B** is wearing
4. My friend _____ his hat on at the moment.
   A puts **B** is putting
5. They usually _____ about your size in a shop.
   A ask **B** am asking

Pronunciation

[ŋ]

thi**ng**	ri**ng**
aski**ng**	buyi**ng**
looki**ng**	shoppi**ng**
tryi**ng** on	

Listening

4. **Listen and match the sentences to the speakers.**

Zoriana ☐ Maria ☐ Shop assistant ☐

Speaking

5. **Work in pairs. Talk about your favourite accessories.**

Writing

6. **What nice little things do you need to buy? Write a shopping list.**

My list

Hat

...

Vocabulary

1. **Listen and match.**

shorts coat hat mittens scarf

raincoat sunglasses umbrella bathing suit sweater

Reading

2. **Listen and read.**

Hello! I am Mia. My favourite season is summer. I like it because of the weather. It's usually hot. The sun shines brightly. What do I usually wear in summer? I usually wear dresses. I also like blouses and skirts. But if I go riding a bike, I put on a T-shirt, shorts or jeans.

It is winter now. The weather in Shanghai is cold and windy today. I am wearing warm winter clothes to school. I am wearing my red winter coat, thick trousers, warm boots, a hat, and gloves.

What is your favourite season? What are you wearing today?

3. **Choose A, B or C.**

1. What is Mia's favourite season?
   - **A** winter
   - **B** summer
   - **C** spring
2. Why does she like summer?
   - **A** The weather is rainy.
   - **B** The weather is windy.
   - **C** The weather is hot.
3. Does Mia ride a bike in a dress?
   - **A** Yes, she does.
   - **B** No, she doesn't.
   - **C** Yes, she is.
4. What does she wear to ride a bike?
   - **A** She wears a coat.
   - **B** She wears a raincoat.
   - **C** She wears a T-shirt, shorts or jeans.

Listening and Pronunciation

4. **Listen to and read the poem.**

Why is it?

Why is it some mornings
Your clothes just don't fit?
Your pants are too short
To bend over or sit,
Your sleeves are too long
And your hat is too tight —
Why is it some mornings
Your clothes don't feel right?

by Shel Silverstein

5. **Answer the questions about the boy in the poem.**

1. What is the problem with the boy's clothes?
2. What is wrong with his pants?
3. What is wrong with his sleeves?
4. What about his hat?
5. Do his clothes fit?

Speaking

6. **Work in pairs. You are going on a trip to London. What are you going to wear?**

Writing

7. **Fill in the table. Then write 4 sentences about the clothes you usually wear for a walk.**

Season	What do you usually wear for a walk?
Spring	*A hat, a coat, jeans*
Summer	
Autumn	
Winter	

Vocabulary

1. **Listen and repeat.**

suit

west

pyjamas

underwear

cap

2. **Who asks these questions? Read the following questions and tick (✓).**

	Shop assistant	Customer
How much is it?		
What size are you?		
How can I help you?		
Would you like a bag for that?		
Can I try this dress on?		
Do you have this T-shirt in another colour?		

3. **Listen and read.**

New clothes

Lukas needs new clothes. On Saturday morning he goes with his father to a shopping centre where they can find everything.

They go first to the clothes department. Lukas needs trousers and jeans. Then they see shirts. Lukas doesn't like the shirts. He wants a T-shirt. Then they go by suits, vests and ties. Lukas doesn't wear anything like that, of course. He needs a warm sweater and a jacket. Lukas tries on a green sweater. He likes it.

A shop assistant brings a brown jacket for Lukas. It's the right size and warm. They take the jacket too.

His father is thinking. What else is missing? Ah, of course: pyjamas, underwear and socks. Lukas also wants a cap because all his friends wear caps. Now they have everything, and they go to have ice cream.

4. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Lukas needs shorts and jeans. ☐
2. Lukas likes the shirts. ☐
3. Lukas wears suits, vests and ties. ☐
4. Lukas needs pyjamas, underwear and socks. ☐
5. Lukas wants a cap. ☐
6. Lukas and his father go to eat pizza. ☐

Grammar

Who's/whose

Who's = who is/who has
хто є/хто має
E.g. Who's this girl? This girl is Amala.
Who's a red scarf? Vlad has a red scarf.

whose = чий
E.g. Whose hat is this? This is my hat.
Whose jeans are these? They are Tom's jeans.

Listening

5. **Listen and mark the sentences true (T) or false (F). Correct the false sentences.**

1. The customer doesn't want to buy anything. ☐
2. The customer wants to try something on. ☐
3. The customer wants a small T-shirt. ☐
4. The dress costs £45. ☐

Pronunciation

Excuse me? ↗
How much is it? ↗
Can I try this dress on? ↗

6. **Listen again and fill in the gaps.**

1. *Shop assistant:* Hello, can I help you?
   Customer: I'm just (1) _____, thanks.
2. *Customer:* Excuse me?
   Shop assistant: Yes?
   Customer: Where are the (2) _____ rooms? I want to try this bathing suit on.
   Shop assistant: They're over there. Behind you.
   Customer: Thank you.
3. *Customer:* Do you have this T-shirt in (3) _____?
   Shop assistant: Yes, just a moment. What size do you need?
   Customer: (4) _____, please.
   Shop assistant: Here you are.
4. *Customer:* How much is this dress?
   Shop assistant: It's (5) _____ pounds.
   Customer: Can I pay by credit card?
   Shop assistant: Yes, you can. Of course.
   Shop assistant: Would you like a (6) _____ for that?
   Customer: No, thank you.

Speaking

7. **Role-play "Shopping for clothes". Work in pairs. Take turns as a shop assistant and a customer.**

Writing

8. **Write about three items of clothing you are going to buy.**
I am going to buy ... .

Vocabulary

1. **Look at the picture. How many items of clothes can you name?**

Reading

2. **Vlad asked his friends about school uniforms. Listen to and read his friends' answers.**

What do you think about wearing uniforms at school?

Amala: I think we should wear uniforms. Our parents spend less money on our clothes if we wear uniforms to school.

Lukas: We need uniforms. They teach us that schoolwork is more important than looking good.

Tom: I don't like to wear a uniform. Uniforms cost a lot. We can only wear them at school.

Annie: I don't think we should wear uniforms. Everybody looks the same in a uniform. It's not fun.

Zoriana: They tell you to wear a uniform at school. I don't like it. I want to have a choice.

Mia: I like my school uniform. It is fashionable and very comfortable.

3. **Answer the questions.**

1. Who likes to wear uniforms at school?
2. Who doesn't like to wear uniforms?
3. Who do you agree with?

Grammar Adverbs

Pronunciation

What a nice scarf! ↘
What a beautiful day! ↘
Wow! ↘

4. **Rewrite the sentences using adverbs.**

1. He wears nice clothes. (always) *He always wears nice clothes.*
2. Where do you buy your clothes? (usually)
3. She talks about fashion shows. (always)
4. Jim watches fashion TV programmes. (sometimes)
5. Mia wears fashionable clothes. (often)
6. He is late for school. (never)

Speaking

5. **Say what the children are wearing.**

6. **Work in groups. Discuss.**

1. Do you wear a uniform at school?
2. Do you like your school uniform?
3. What do you not like about it?
4. How would you change it?

Writing

7. **Write about your favourite clothes for school. Answer these questions.**

1. What are your favourite clothes for school?
2. What colour are they?
3. Where did you buy them?
4. Why are these clothes your favourite?

Vocabulary

1. Listen and repeat.

1 leather belt

2 eye patch

3 pirate costume

4 birthday party

5 parrot

Reading

2. Look at the pictures and read the story.

Pirate party

It was Mateo's birthday, and Polina had to find something to wear because she wanted to go to his party. It was a pirate party, and all the children had to wear pirate clothes. It was easy to find an old to put on her head, and she had a nice red with a parrot on it which she really liked, but she didn't have the right . Mum found some old black ones and gave them to Polina to cut. Polina made a black and found a nice black .

Mateo wore a black pirate , white , and red .

His little sister Isabella had a beautiful pirate costume. Other children wore , T-shirts, trousers and . They played lots of games, and they had lots of fun. Mateo's Dad made a big chocolate cake. The cake was very good. They danced, and talked, and laughed all afternoon.

Polina's Mum came to take her home in the evening. She asked, "Did you have a good time at the party?" Polina said, "Arrr!", a pirate way to say "Yes!".

3. Answer the questions.

1. What kind of a party did Polina go to?
2. What did Polina wear for the party?
3. What did Mateo wear for his birthday party?
4. What did Isabella wear?

Grammar

4. **Fill in the gaps. Use Past Simple.**

Annie _____ (go) to a school party last week. Her father _____ (go) to the party with her. She _____ (wear) a red dress. Annie's sister Emily _____ (not go) to the party. Emily _____ (stay) at home with her mother and _____ (play) with her toys. She _____ (find) some old clothes and _____ (dress up) her dolls. They _____ (have) a great party at home.

Listening

5. **Listen and match the speakers (1–4) to occasions (A–D).**

1. Amala	**A** costume party
2. Tom	**B** wedding
3. Lukas	**C** church
4. Zoriana	**D** birthday

Pronunciation

Congratulations! ↘
Happy birthday! ↘
Have a great party! ↘

Speaking

6. **Work in pairs. Ask and answer the questions.**

What clothes do you usually wear at school?
What clothes do you wear to somebody's wedding?
What clothes do you usually wear at your birthday parties?

Writing

7. **Write about clothes for special days. Choose one special day.**

1. What did you wear for the first day of school on September 1?
2. What did you wear for Christmas?
3. What did you wear for Easter?

8. **Write a birthday invitation.**

Dear _____
Would you like to come to my birthday party on _____ (Date)?
When does the party start? _____
Where is the party? _____
Please tick here if you can come. ☐

Vocabulary

1. **Listen and match.**

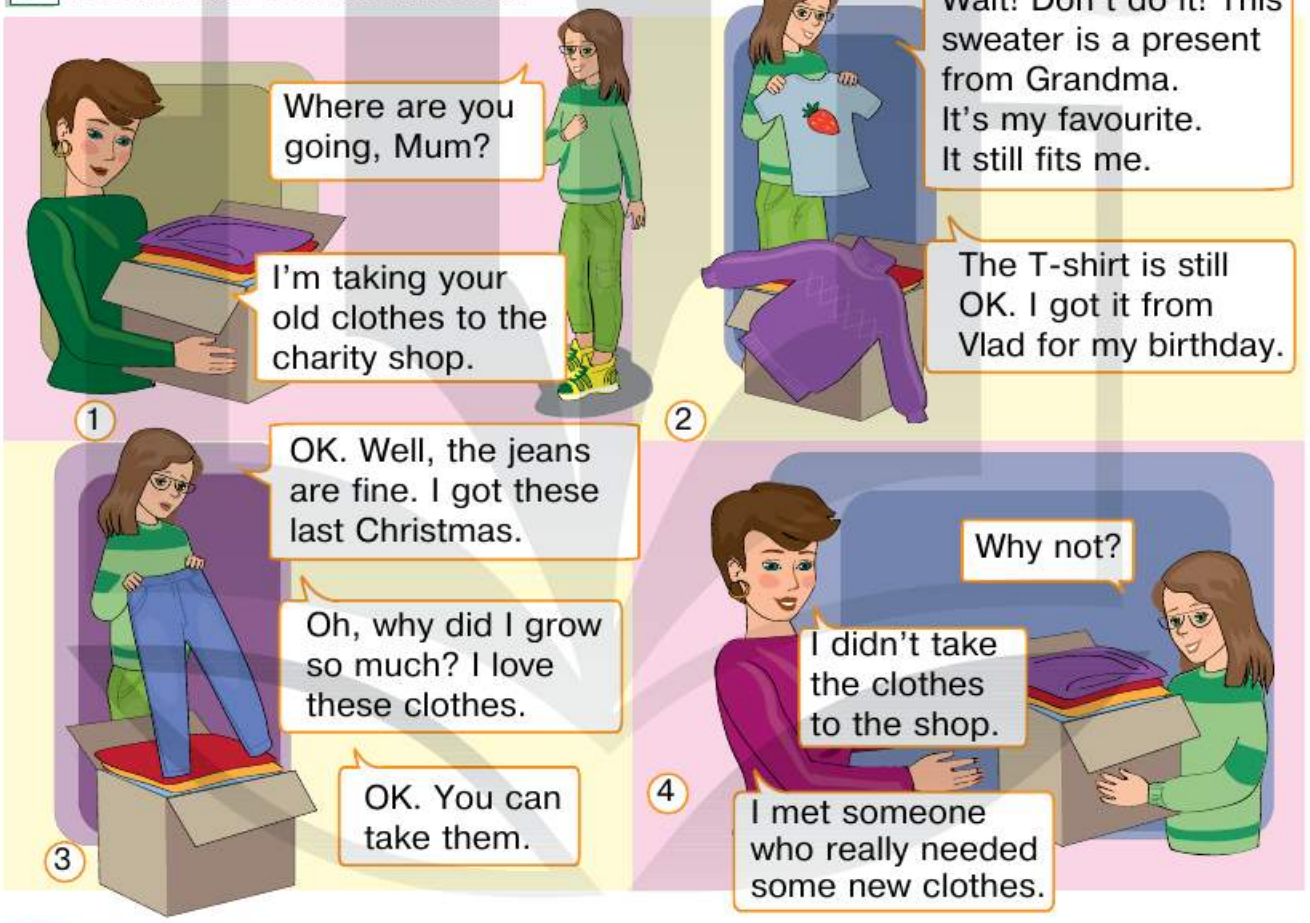
1 recycling bin

2 charity/second hand shop

3 clothes repair shop

Reading

2. **Look at the comics and read.**



3. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Annie's mum is going to throw away Annie's old clothes. ☐
2. Annie's sweater is a present from her father. ☐
3. Vlad gave Annie a T-shirt for her birthday. ☐
4. Annie got jeans for Christmas last year. ☐
5. Annie's mum took Annie's old clothes to a charity shop. ☐

4. **Listen and sing.**

Reduce, reuse, recycle,
recycle, recycle.
Reduce, reuse, recycle,
it's easy to do.

For your world is my world,
and my world is your world.
Reduce, reuse, recycle,
it's easy to do!

Listening

5. **Listen to Zoriana's school presentation. What is it about?**

6. **Listen again. Label the pictures. Use the five R's of fashion.**

Speaking

7. **Work in groups. Discuss how you can help the planet.**

Writing

8. **Think about your favourite clothes. Do they still fit you? Write them in the table.**

~~Jumper~~, slippers, trousers, ~~T-shirt~~, coat, shoes, hat, jeans, trainers.

They still fit me!

They are too small.

They are too old.

jumper	T-shirt	

Vocabulary

1. Match the parts of the plants to their characteristics.

1. roots	A. It makes food for the plant.
2. stem	B. They hold the plant in place and take water and minerals from the soil.
3. leaf	C. It holds the seeds.
4. fruit	D. It holds up the plant and carries water and minerals.
5. flower	E. It makes seeds for the plant.
6. seed	F. It grows into a new plant.

Reading and Speaking

2. Discuss in pairs.

What do people need to grow? (food, ...)
What do plants need to grow? (sun, ...)

3. Listen and read. Were you right?

What do plants need to grow?

We need to eat food and drink water to grow. Plants need water too, just like us. But plants don't eat anything. They make their own food.

Fertilisers have nutrients in them. Plants use nutrients to help them to make their food. Plants need water, light, warmth, space, nutrients, soil.

Why do they need these things?

Plants use light to make their own food. This process is called photosynthesis.

Plants die if it is too cold. They need warmth to grow.

Plants need nutrients to help them make their own food. Plants need water for photosynthesis. The water also takes nutrients to the plant by the roots.

Plants grow faster when they have space. They also need soil.

Can you name six things plants need to grow?

4. Choose the right answer.

1. Plants make their own _____ .
   A space **B** fertiliser **C** food
2. Fertilisers have _____ in them.
   A nutrients **B** plants **C** photosynthesis
3. Plants need _____ to grow.
   A water, warmth **B** soil, cold **C** water, light, warmth, space, nutrients, soil

Project

5. Mini project "How a seed grows".

1. Work in three groups. Each group will have: a pot with soil, sunflower seeds.
2. Plant seeds in the pot. Glue a name tag to your pot.
3. Write and draw what happens to the seeds in a week, in two weeks, in a month in a "Plant diary".

Vocabulary

1. Write ONE word for each sentence.

1. You wear these on your hands.
2. You put these on your feet.
3. You use this when it rains.
4. You wear these to play football.
5. You put this on your head.
6. You use this to tell the time.

Grammar

2. What is happening now? Write true sentences.

E.g. I / buy / a T-shirt. *I'm not buying a T-shirt now.*
It / rain. It is raining now.

1. I / wear / a hoodie.
2. I / wear / shoes.
3. I / sit / on a chair/ in my classroom.
4. I / go shopping.
5. I / repair / my hat.

3. What happens every day? Write true sentences.

Example: I / dress. *I dress every day.*
I / take a bath. *I don't take a bath every day.*

1. I / read a book.
2. I / go to school.
3. I / wear a yellow T-shirt.
4. I / buy new clothes.
5. I / reuse my clothes.

4. Choose the right answer.

1. — _____ party is this?
— It's Matheo's.
A Who **B** Whose **C** Who's
2. — _____ a blue dress?
— Mia.
A Who's **B** Whose **C** Who
3. — _____ often wears black boots?
— Lukas.
A Who **B** Whose **C** Who's

Now I can...

- talk about my clothes
- talk about my favourite clothes
- discuss people's appearance and clothes
- understand texts about clothes and fashion
- listen to and understand information about clothes
- write about my favourite clothes
- post a comment on a forum
- write a list of clothes I want to buy

In this unit you will learn...

- to talk about favourite foods
- to talk about shopping list
- to talk about healthy eating
- to understand texts about food and nutritions
- to listen to and understand information about food and nutritions
- to write a shopping list
- to write a recipe of the favourite dish
- to write a blog about healthy eating

Vocabulary

1. Listen and repeat.

yoghurt

rice

bread

cheese

carrots

rolls

oranges

onions

potatoes

butter

milk

apples

cereal

cabbage

eggs

bananas

grapes

tomatoes

2. Look at the picture and say what you see there.

3. Match the words from exercise 1 to the sections. Listen and check. Add 2–3 other words to the sections.

Baking	Eggs and dairy	Fruit and vegetables

Reading and Speaking

4. Listen and read.

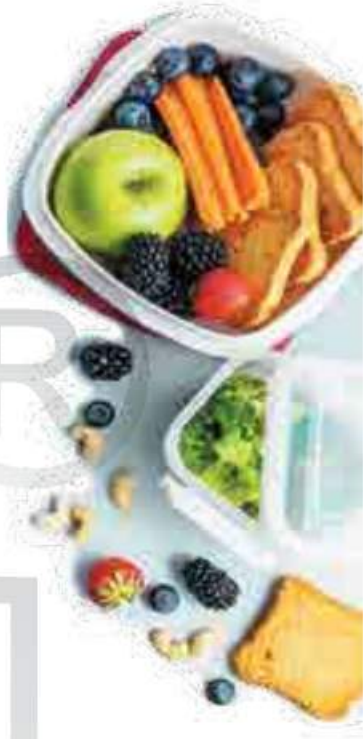
Lunch at schools

In British schools children can usually choose between a hot or cold dinner at school or a packed lunch, which children take from home.

The lunch break is from 11.45 a.m. to 1.15 p.m.

There is usually a main course, a dessert and a drink. School must serve healthy food. Children eat meat or fish, bread, cereals, potatoes, vegetables, fruit. Students may eat rice, chicken, salads with tomatoes, cucumbers, carrots, onions, fruit like oranges, apples. Schools in England must provide free drinking water.

School lunches cost about £1.60. Parents often pay online.



5. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. All children must take a packed lunch from home. ☐
2. Children have lunch after lessons. ☐
3. Schools must serve healthy food. ☐
4. Children pay money for drinking water. ☐
5. School lunches are free. ☐

6. **Answer the questions.**

1. What can children eat for lunch at British schools?
2. When do they have lunch break?
3. What do British schools serve for lunch?
4. What can children eat for lunch?
5. How much does the lunch cost?

Listening

7. **Listen and mark the sentences true (T) or false (F). Correct the false sentences.**

1. The boy has lunch in a school canteen. ☐
2. He eats chicken sandwiches, but does not eat cheese sandwiches. ☐
3. The boy likes yoghurt with fruit. ☐
4. The boy also likes hot chocolate. ☐

8. **Listen again. Answer the questions.**

1. What does the boy like to have for lunch?
2. What fruit does he like?
3. Who packs school lunch for him?

Speaking

9. **Work in pairs. Ask and answer the questions.**

Do you eat lunch at school or take a packed lunch from home?

What do you usually have for lunch?

Writing

10. **What do you eat for lunch at school? Write 4-5 sentences.**

I take a packed lunch from home. My lunchbox is ... .
Mum gives me ... . I like to eat...

Vocabulary

1. **Listen and read.**

chicken

coffee

tea

flour

fruit juice

chocolate

sugar

macaroni

crisps

biscuits

beef

hot chocolate

spaghetti

2. **Match the words to the sections. Listen and check.**

Pasta	Beverages	Baking	Meat	Snacks

3. **Add more words to the sections.**

Listening

4. **Annie is going to the supermarket. Listen and write down her shopping list.**

Writing

5. **Write your shopping list and tell your friend.**

Grammar

Countable nouns are nouns that we can count: *an orange – two/three/ ten … oranges*	Uncountable nouns are nouns that we cannot count: *milk, juice* We do not use the article 'a'.
How **many** apples do you eat? *I eat:* ***many** apples* ***some/a few** apples*	How **much** milk do you drink in the evening? *I drink:* ***much** milk* ***some/a little** milk*

6. **Fill in *a/an* or *some*. Mark the nouns as countable (C) or uncountable (U).**

some	sugar	U	_____	cabbage	☐
_____	bread	☐	_____	tomato	☐
_____	apple	☐	_____	pasta	☐
_____	flour	☐	_____	bread roll	☐
_____	onion	☐	_____	egg	☐

Pronunciation

[b]	[p]
bread	pasta
breakfast	packed
bake	potatoes
banana	spices
cabbage	apple

7. **Fill in *a/an* or *some*.**

1. I have _____ coffee at home.
2. There is _____ cabbage in the fridge.
3. There is _____ egg on the table.
4. There are _____ apples in the fruit bowl.
5. There is _____ spaghetti in the packet.

How fast can you say it?
Buy **p**ie **p**ans **b**efore you **b**uy **b**utter **p**lates.

8. **Choose the correct word.**

— What shall we buy?
— We need *some/a few* bread and *a few/a little* bread rolls.
— Yes, and let's buy *some/much* fruit.
— I think we need *some/a little* apples and *a few/a little* oranges. Also we must buy *some/a little* carrots and *some/much* onions.
— Are there *many/much* eggs in the fridge?
— There are some. I think we need to buy *some/many* milk.
— Ok. Then let's buy *some/a few* butter then because we don't have any butter at home. Are you ready to go?

Speaking

9. **Discuss with your friend what food you will buy tomorrow.**

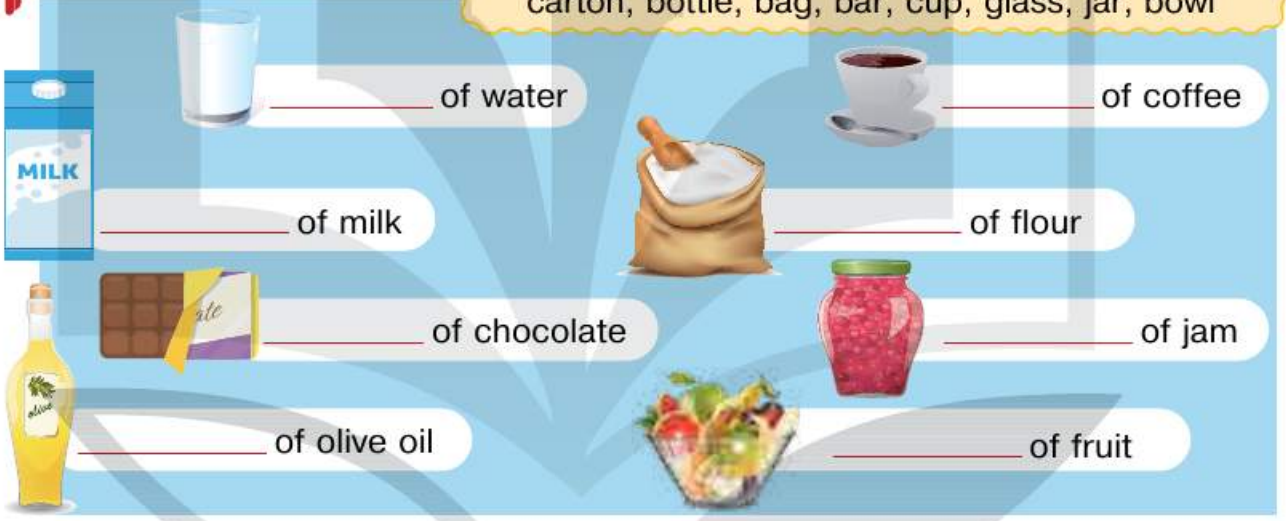
Vocabulary

1. **Look at the picture and write what there is in the fridge.**

1	*pizza*	7	
2		8	
3		9	
4		10	
5		11	
6		12	

2. **Fill in. Listen and check.**

carton, bottle, bag, bar, cup, glass, jar, bowl



_____ of water

_____ of coffee

_____ of milk

_____ of flour

_____ of chocolate

_____ of jam

_____ of olive oil

_____ of fruit

Listening

3. **Listen and write what is on Polina's shopping list and what is on Vlad's.**

Polina	Vlad

Reading

4. **Zoriana got a message from her sister. Read the message.**

Hi, Zoriana! Do you remember that we're having a big family lunch tomorrow? Can you do the shopping for me? We'll start with salad because it's your mother's favourite dish.

We're going to eat some meat. I think chicken will be nice. We have a chicken in the fridge. We'll need some vegetables too so buy some onions, carrots and cabbage for the salad. Buy a bag of flour and a bottle of olive oil, and I'll make biscuits. We'll need a bar of chocolate and a jar of jam. Don't forget to buy some sugar and butter. I'll make a cake.

5. **Look at the pictures. What did Zoriana buy?**

6. **What did Zoriana forget to buy?**

7. **Finish the sentences.**

1. They will have a family lunch _____ .
2. They will start with _____.
3. The favourite dish of Zoriana's mother is _____.
4. Zoriana's sister will make a _____.

8. **Work in pairs. Ask and answer the questions.**

Did Zoriana buy any ... ?

Yes, she did. / No, she didn't. She didn't buy any ... .

Grammar

+	I **have** some apples.
–	I **don't have** any apples
?	**Do** you **have** any apples?

Speaking

9. **Say what they are going to cook for family lunch.**

Vocabulary

1. **Match the words to the pictures. Listen and check. Repeat the words.**

tomatoes | mushrooms | beans | fried eggs | sausages | toast | bacon

Reading

2. **Listen and read.**

What do teenagers eat today?

Tom 14

Annie 11

James 11

Breakfast

James: Breakfast for me is a bowl of cereal and some fruit juice.
Annie: I never eat a big breakfast. I just have a small breakfast. I have tea and a piece of toast.
Tom: I love eggs at the weekend, but not on school days. It's too much.

Lunch

James: At school I have sandwiches. At weekends I often have pizza or meat and potatoes.
Annie: I have lunch at school. It is usually some meat and vegetables. At weekends or during holidays I like salads for lunch.
Tom: I usually eat some fruit, a sandwich and some yoghurt. That's enough for me.

3. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. James drinks fruit juice for breakfast. ☐
2. Annie eats a big breakfast. ☐
3. Tom eats eggs on school days. ☐
4. James usually has sandwiches for lunch when he is at school. ☐
5. Annie likes soups for lunch at the weekends. ☐
6. Tom eats a lot of food for lunch. ☐

Listening

4. **Listen and fill in the gaps.**

Pronunciation

[r]

rice	oranges
rolls	carrots
fruit	dairy

How fast can you say it?

Round and **r**ound
the **r**oad
the **r**abbit **r**an.

Meals in Great Britain

dessert dinner supper breakfast lunch

1. _____ (7.00 a.m.–9.00 a.m.): a bowl of cereal, a slice of toast, a glass of orange juice
2. _____ (11.45 a.m.–1.30 p.m.): a sandwich, fruit, a glass of juice
3. _____/4._____ (6.30 p.m.–8.00 p.m.): meat and vegetables, a cup of tea
5. _____ apple pie, cake

Speaking

5. **Work in pairs. Tell your friends about meals in Great Britain and in Ukraine.**

Grammar

Can/Could

Can	+	I/you/she **can** have eggs for breakfast now. (it's possible)
	–	I/you/she **cannot (can't)** have eggs for breakfast now. (It is not OK…)
	?	**Can** I/you/she have eggs for breakfast now? (Is it OK … ?)
Could	+	I/you/she **could** go to the café yesterday. (it was possible)
	–	I/you/she **could not (couldn't)** go to the café yesterday. (it wasn't possible)
	?	**Could** I/you/she go to the café yesterday?

6. **Choose the correct item.**

1. You *can/could* have dinner in a café yesterday.
2. They *could/can* have lunch with us tomorrow.
3. The doctor says they *could/can* drink a glass of fruit juice every day.
4. You *cannot/could not* drink coffee before you go to bed because you won't sleep.

7. **Work in small groups. Say what you can and cannot do now.**

I can buy fruit in the supermarket. I cannot cook dinner.

8. **Work in pairs. Ask if you can:**

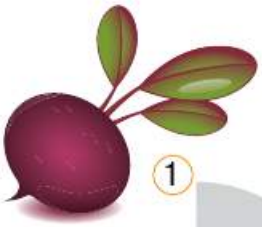
have a packed lunch	have fruit juice for breakfast
go to a café	buy hot chocolate
have more cake	eat more biscuits

Can I have a packed lunch?

9. **Write what you can do now, could do yesterday.**

Vocabulary

1. Match the words to the pictures.


1

2

3

beetroot | mushrooms | cherries | greens | sour cream | spices | salt

4

5

6

7

Reading

2. Think what traditional Ukrainian dishes you know. What dishes do you like?

3. Listen and read.

The most famous traditional Ukrainian food is borscht — a vegetable soup with beetroot, cabbage, tomatoes, potatoes, greens and meat. People cooked it for the first time in the 14th century, so it's no wonder there are more than 30 kinds of borscht.

One of the most famous Ukrainian dishes, varenyky, may have different fillings. The most 'basic' filling is potatoes. Other fillings include cabbage, salty cheese, boiled mushrooms, meat, fish. The most popular sweet filling is cherry, which makes sweet varenyky a perfect summer dish. People usually eat them with sour cream.

4. Answer the questions.

1. What are the most famous Ukrainian dishes?
2. What is borscht?
3. When did people cook borscht for the first time?
4. What fillings can varenyky have?

Vocabulary and Listening

5. **Listen and match.**

cut

peel

put into the saucepan

add

boil

6. **Do you know how to cook borscht? If yes, tell the class.**

7. **Listen and fill in the gaps.**

My favourite national dish is borscht. All you need is _____, a few pieces of meat, some _____, potatoes, carrots, tomatoes, an onion, _____, spices and some _____.

Boil the meat, peel and cut the _____. Then put them all into the saucepan. Add spices and salt. Then put some _____ into the plate.

8. **Work in pairs. Put the pictures in order. Tell your friend how to cook borscht.**

Writing

9. **Write a social media post with the recipe of your favourite dish. Use Ex. 7.**

Vocabulary

1. **Listen and read.**

pancakes

Cola

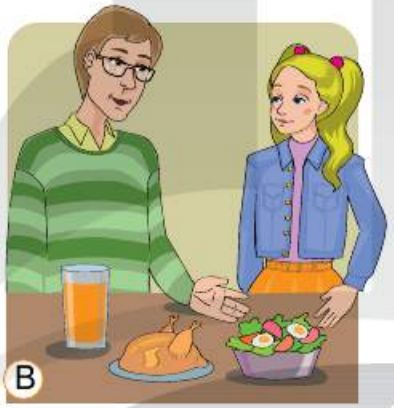
fried potatoes

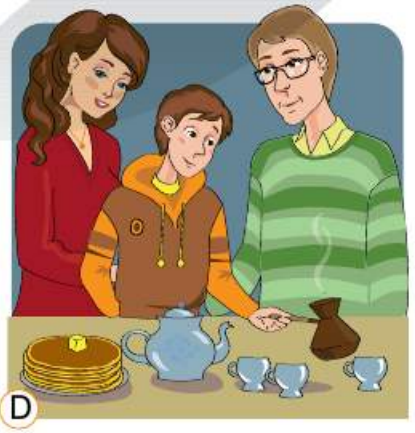
sausages

burger

Listening

2. **Listen to the dialogues (1–4) and match them to the pictures (A–D).**





3. **Listen again. Fill in the food.**

Dialogue 1	cereal,
Dialogue 2	
Dialogue 3	
Dialogue 4	

4. **Work in small groups. Ask and answer the questions.**
What do Americans have for breakfast?
What do you usually have for breakfast/lunch/dinner?

Speaking

5. **Work in pairs. Act out a dialogue.**
— Hi! What shall we have for breakfast/lunch/dinner?
— Hi! We shall have _____.
— Ok. Can I have _____?
— Here you are!

Grammar

will be able to

+	I/you/she **will be able to** cook dinner tomorrow (it will be possible)
–	I/you/she **will not (won't) be able to** cook dinner tomorrow
?	**Will** I/you/she **be able to** cook dinner tomorrow?

6. **Work in small groups. Ask and answer the questions.**
— Will you be able to ... ?
— Yes, I will./No, I won't. Will you be able to ... ?

How fast can you say it?
I **w**ish to **w**ash my Irish **w**atch.

Pronunciation

[v]	[w]
very	where
vegetables	wash
favourite	water
olive	between

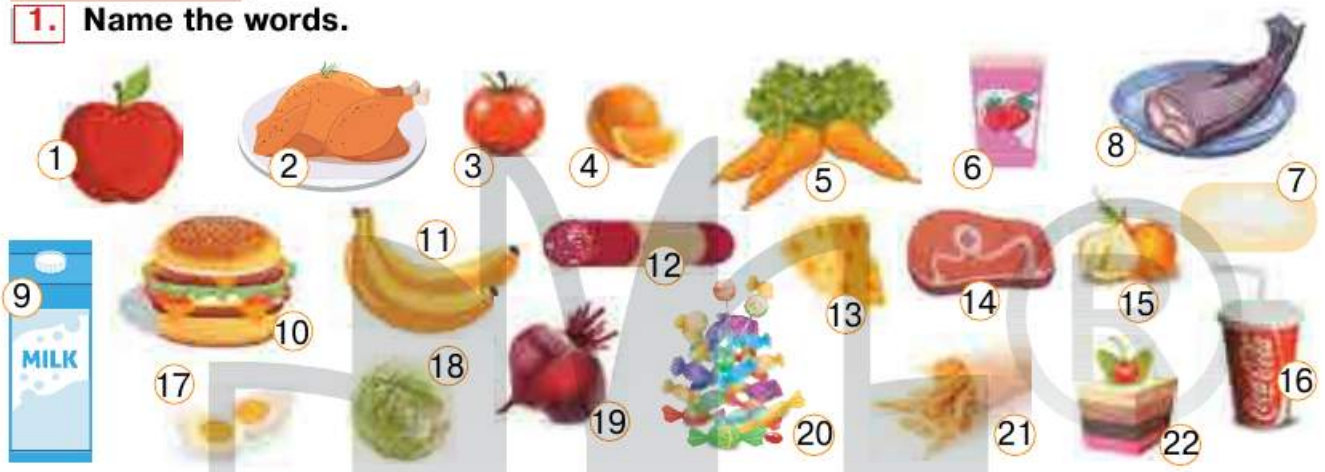
7. **Say what you will be able to do when you are 15.**
I will be able to go to cafés with friends.

Writing

8. **Work in pairs. Write what you:**
- **could do when you were 7;**
- **can do now;**
- **will be able to do next year.**

Vocabulary

1. **Name the words.**



2. **Put the words in the correct columns.**

Healthy food	Unhealthy food

Reading

3. **Listen and read.**

Zoriana:

I like to eat homemade food. I can eat soups and salads, but I can't eat pasta, I don't like it.

Polina:

I can eat vegetables every day. They are healthy and delicious, but I cannot eat pizza because I don't like it.

Mia:

I eat rice and meat every day. I can eat chicken too, but not very often. I can't eat eggs, they are not delicious.

Lukas:

I love junk food. It's my favourite. I can eat chocolate, ice cream and sweets. I can't drink cola, it tastes bad.

Tom:

I love eating hamburgers. I can eat hamburgers with cheese, onions and sausages, but I can't eat hamburgers with chicken and spices.

4. **Fill in the gaps.**

1. Zoriana can _____, but she can't _____.
2. Polina can _____, but she can't _____.
3. Mia can _____, but she can't _____.
4. Lukas can _____, but he can't _____.
5. Tom can _____, but he can't _____.

5. **Work in pairs. Ask and answer the questions.**

Can Zoriana _____?

Yes, she can. / No, she cannot.

6. **Say what you can and cannot eat.**

Listening

7. **Listen to the doctor's advice on healthy eating. Finish the sentences.**

Eat _____.

Don't eat _____.

Speaking

8. **Ask and answer questions on what you can and cannot eat if you want to have a healthy diet.**

Can I eat _____?

Yes, you can. / No, you cannot.

Writing

9. **Write a post about healthy eating.**

Healthy eating for kids and teens

1. Eat breakfast every day.
2. Drink water.
3. Avoid...
4.

Vocabulary

1. **Listen and repeat.**

Earth

Moon

stars

solar system

Sun

planet

galaxy

2. **Answer the questions.**

1. How many days are there in a year?
2. How many days are there in a week?
3. How many hours are there in a day?

Reading and Speaking

3. **Listen and read.**

The Universe contains everything — the Earth, planets, stars, space, galaxies, and even time. No one knows how big the Universe is. It is growing larger and larger all the time. Some scientists think that the Universe is getting colder and may freeze some day.

The Earth, which seems very big to us, is a very small part of the Universe. The Sun is only one star in the Milky Way galaxy. Scientists think that there are more than 170 billion galaxies and more than 300 billion stars in the Universe. There is no centre of the Universe.

The Solar System consists of the Sun, eight planets and many smaller objects that move around the Sun. The Earth moves around the Sun. The Moon moves around the Earth. We on Earth have just one moon, but some planets have many of them, others don't have any.

4. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Scientists know how big the Universe is. ☐
2. The Universe is becoming colder. ☐
3. The Sun is a star. ☐
4. The Milky Way is a galaxy. ☐
5. The Sun moves around the Earth. ☐

5. **What do these numbers refer to?**

8	170 billion	300 billion

6. **Work in pairs. Tell your classmate what you learned from the text.**

Project

7. **In groups make a poster with some interesting facts about the Universe. Be ready to present it in class.**

Vocabulary

1. **Complete the phrases with** *junk, packed, main, vegetable, drinking, bread, hot, fried, homemade, fruit, sour, French*. **You may use some words more than once.**

1. _____ lunch
2. _____ course
3. _____ water
4. _____ rolls
5. _____ eggs
6. _____ juice
7. _____ soup
8. _____ cream
9. _____ fries
10. _____ food
11. _____ chocolate
12. _____ salad

2. **Complete the sentences with** *serve, boil, put, have, peel, add, do*.

1. Schools must _____ healthy food.
2. Can you _____ the shopping with me?
3. At first you must _____ the meat, then you must _____ spices.
4. What do you usually _____ for dinner?
5. You must _____ the vegetables before you _____ them into the saucepan.

3. **Match the words.**

bowl	glass	bag	bottle	bar	cup	carton	jar
				of			
olive oil	milk	coffee	jam	water	cereal	flour	chocolate

Grammar

4. **Choose the correct word.**

1. I have *some/a few* tea at home.
2. Let's buy *a little/a few* oranges.
3. There is *a/a few* tomato on the table.
4. There is *many/much* milk in the fridge.

5. **Choose the correct answer.**

1. I think we _____ go to a café next Sunday.
   A can to **B** will be able to **C** will be able
2. When I lived in the centre, I _____ buy vegetables in the market.
   A can **B** could **C** will be able to
3. _____ come to my party on Saturday?
   A Could you to **B** Will you be able **C** Will you be able to
4. I _____ cook now, but I want to learn to cook.
   A can't **B** won't be able to **C** couldn't

Now I can...

- talk about my favourite foods
- talk about shopping list
- talk about healthy eating
- understand texts about food and nutrition
- listen to and understand information about food and nutrition
- write a shopping list
- write a list of clothes I want to buy
- write a recipe of my favourite dish
- write a social media post about healthy eating

In this unit you will learn...

- to talk about your hobbies and free time activities
- to talk about the weather and seasons
- to write about your hobbies and leisure time
- to understand information about hobbies, leisure and nature
- to write a social media post about your favourite sport

Vocabulary

1. Match the hobbies to the pictures. Listen and check.

1

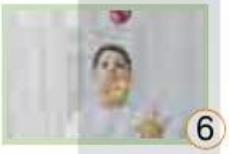
2

3

4

5

juggling	reading books	dancing	drawing	riding a horse
painting pictures	playing computer games	playing the guitar	going camping	collecting coins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Reading

2. Listen to and read the conversations. Choose the right answers.

Polina is talking to her new neighbour, Fred.

F: Hello, Polina! What are you doing?
P: I'm painting a picture for my mum. Painting is my hobby.
F: I like it. You're good at painting. Do you like music too?
P: Yes, I do. I like playing the guitar.
F: And sport? Do you play football or tennis?
P: No, I don't like sport. I don't play football or tennis, and I don't like skating.
F: I see. I hope your mum will like the picture.

Tom is talking to his new classmate, Andrea.

A: Hello, Tom! Do you have any hobbies?
T: Yes, I play football in the school team.
A: Are you good at playing football?
T: Yes, I think so. You know what, Andrea. I learned juggling. That's my new hobby. Maybe I can teach you how to juggle. What do you say?
A: Wonderful! I'd love to learn juggling.

1. What is Polina doing for her mother?
   - **A** Polina is painting a picture.
   - **B** Polina is taking a picture.
   - **C** Polina is drawing a picture.

2. What doesn't Polina like?
   - **A** reading
   - **B** sport
   - **C** computer games

3. What is Tom good at?
   - **A** basketball
   - **B** golf
   - **C** football

4. What is Tom's new hobby?
   - **A** Tom's new hobby is riding a horse.
   - **B** Tom's new hobby is baseball.
   - **C** Tom's new hobby is juggling.

Lukas is talking to his classmate, Walter, about his hobbies.

W: Hi, Lukas. What hobbies do you have?
L: I have lots of hobbies. Playing video games, camping, collecting coins...
W: Are you good at playing video games?
L: Yes, I think so. My father says I am. We like playing together.
W: What about playing golf? Do you like playing golf?
L: No, not really. I think it's boring.
W: Oh, I see.

5. Lukas plays video games with his ... .
   - **A** father
   - **B** teacher
   - **C** friend

6. Lukas thinks playing golf is ... .
   - **A** great
   - **B** boring
   - **C** interesting

Grammar

-ing form

I like play**ing** ... .
I don't like play**ing** ... .
Do you like play**ing** ...?

Pronunciation

My hobby is reading.
My **hobby** is reading.
My hobby **is** reading.
My hobby is **reading**.

Listening

3. Listen and complete the following table.

	Age	City	Country	Hobbies	Weekend activities
Tom					
Annie					

Speaking

4. Work in pairs. Tell your classmate about your hobbies.

Writing

5. Write an email to your friend about your hobby. Use this example.

From:
To:
Subject: My hobbies

Hi ... !
How are you? You asked about my hobbies. I ...
Bye for now,
(Your name)

Vocabulary

1. Sort these free time activities.

go swimming, make a snowman, go fishing, ride a bike,
take a bath, read a book, surf the Net, play football,
play the piano, go skiing, take photographs, play tennis, go jogging

Indoor activities	Outdoor activities	Indoor and Outdoor activities
have a picnic		

Reading

2. Listen to and read the conversation.

It's lunch break. Annie and Pete are in the playground talking about their weekend.

Annie: Last Saturday my friends came to visit me, and we just stayed at home. We usually meet at the shopping centre, but this time I was tired. We watched a good film and ate pizza. It was fun.

Pete: Why were you so tired?

Annie: I am always very busy after school. I have guitar lessons and tennis practice three times a week. After that I get home, and I usually study. Last week I had to study a lot for a Maths test.

Pete: I usually spend my free time at home sitting in front of the TV. I also like to have my laptop with me. I play video games, surf the Net or watch YouTube videos.

Annie: But this way you don't go out with your friends, and you don't exercise!

Pete: I don't exercise, but I talk with my friends online. Don't look at me like that!

Annie: Well, that's too boring for me. You should go out with your friends. Why don't you go jogging with them next week?

3. Answer the questions.

1. Where does Annie usually meet her friends?
2. Why did she stay at home last weekend?
3. How often does Annie play tennis?
4. How does Pete usually spend his free time?
5. What should Pete do?

Grammar

+	It is cold. You **should put on** the jacket. She is very busy. You **should help** her to buy the tickets.
–	You **should not (shouldn't) put on** the jacket.
?	**Should I put on** the jacket? (when you ask what the best thing to do is)

4. **Express advice and suggestions.**

It is raining. (stay at home) — It is raining. You should stay at home.
It is cold. (go out) — It is cold. You shouldn't go out.
Tom is not at home. (phone him)
It is windy today. (swim in the sea)
The trip is long. (take sandwiches)
It is sunny. (stay indoors)
I want to do some sport. (go jogging)

5. **Work in pairs. Ask questions.**

Should I buy tickets?
take a taxi?

Listening

6. **Listen and match the speaker (1–5) to the pictures (A–E).**

Speaking

7. **Work in pairs. Discuss.**

1. How much free time do you have?
2. What do you like doing in your free time?
3. What are your favourite free time activities?
4. What things do you need for your favourite free time activities?
5. Is it better to spend your free time indoors or outdoors?

Writing

8. **Write 5 recommendations for your friends about spending their leisure time. Use** *should/shouldn't*.

E.g. 1. You should exercise. 2. You shouldn't watch TV all day.

Vocabulary

1. **Listen and match.**

1

2

3

4

5

aerobics | badminton | ice hockey | swimming | basketball

golf | boxing | cycling | skiing | judo | fencing

6

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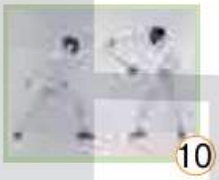
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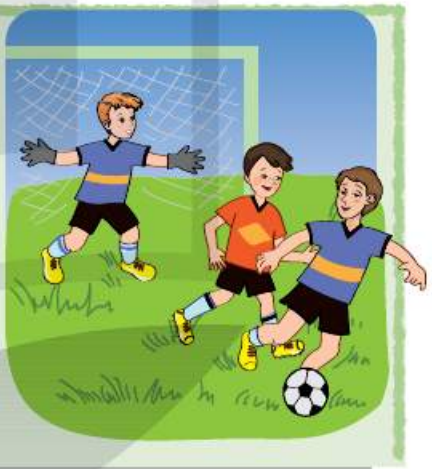
Reading

2. **Listen and read.**

Vlad's favourite sport

My favourite sport is football. I'm the goal keeper in our school team. I play football twice a week at school, and I have football practice on Mondays, Wednesdays and Fridays in the afternoon.

At weekends I usually play football in the park with my friends. We are very good at football, and our team often wins. My favourite team is 'Dynamo', and I hope to be a champion goal keeper one day. I want to be a football star like my favourite player Andrii Shevchenko.



3. **Answer the questions.**

1. What is Vlad's favourite sport?
2. What is Vlad doing in the team?
3. How often does Vlad play football at school?
4. When does he have football practice?
5. What does he do at weekends?
6. What is his favourite team?
7. Who is his favourite football player?

Grammar

always
usually
often
sometimes
never

4. **Say how often you do these sports. Use** *always, usually, often, sometimes, never*.

Play football, go running, do judo, do aerobics, play badminton, play basketball, go cycling, go swimming.

5. **Work in pairs. Fill in the table with** *do, play, go.*

do							
aerobics	basketball	football	judo	running	skiing	swimming	tennis

Can you guess when we use *do, play, go*?

Pronunciation

6. **Listen and repeat the chant.**

What do you like? (3 times)
Football, football, I like football! (volleyball, tennis, basketball) (4 times)
Football, volleyball, tennis, basketball.
I like sports! Hurrah!

7. **Make your own chant about the sports you like.**

Speaking

8. **Work in pairs. Interview a friend.**

1. What's your favourite sport?
2. How often do you play it?
3. When was the last time you played it?
4. Do you prefer team sports or individual sports?
5. Do you think sports are important? Why?/Why not?

Writing

9. **Write a social media post about your favourite sport. Answer these questions.**

1. What is your favourite sport?
2. When do you do this sport?
3. How often do you do the sport?
4. Who do you do it with?
5. Why do you like it?

Vocabulary

1. Listen and repeat.

winding canyon

mountain

waterfall

hill

pines

steppe

Reading

2. Listen and read.

The natural wonders of Ukraine are famous around the world. Many tourists come to see the beauty of our land.

Dniester Canyon area is one of the seven natural wonders of Ukraine. The mountains are close to the river and make a winding canyon. It is 250 km long. At the foot of the canyon there are villages and towns, old caves and churches, waterfalls and parks.

Podilski Tovtry is a national park. It is a place, where the amazingly beautiful hills are covered with trees and green plants. Tovtry is a local name for the hills which are 400 meters above sea level. There are many blue lakes of different shapes and sizes in the area.

Lake Svitiaz is the largest and deepest natural lake in Ukraine. In windy weather, waves can be 1.5 meters high. The lake is a part of Shatsky National Natural Park. There are 30 lakes in the park. There are a lot of cottages and hotels in the area and a thick pine forest. It is a perfect location for a family weekend.

Askania-Nova is located in the south of Ukraine. This is the area of the steppe. There are many kinds of plants and species of animals in the ecosystem of the reserve. You can take a walking tour, go to the botanical garden and the zoo.

3. **Choose the right variant.**

1. Dniester Canyon is _____ long.
   A 250 km **B** 100 km **C** 2500 m
2. Lake Svitiaz is _____ natural lake in Ukraine.
   A the largest and deepest
   B the clearest and largest
   C the deepest and clearest
3. Lake Svitiaz is a part of _____.
   A Carpathian National Natural Park
   B Shatsky National Natural Park
   C Askania-Nova Biosphere Reserve
4. Askania-Nova is located in the _____ of Ukraine.
   A south **B** north **C** west

Speaking

4. **Work in groups. What natural wonders are there in your region?**

Writing

5. **Write 4–5 sentences about a natural wonder in your region. Use Ex. 2.**

There are many natural wonders in my region. I think ... . It is ... .

6. **Write a cinquain.**

A **cinquain** is a poem. The first cinquain was created by an American poet, Adelaide Crapsey, in the early twentieth century. The poem has five lines.

Example:

Spring
Sunny, warm
Skipping, laughing, jumping
Flowers begin to bloom,
Season

Snow
Lovely, white
Falling, dancing, drifting
Covering everything it touches
Blanket

Line 1: the title of the poem (1 word).
Line 2: words about the title (2 words).
Line 3: action words, ending in '-ing'. They tell the reader about the subject (3 words).
Line 4: your emotions about the subject (4 words).
Line 5: a synonym of the title (1 word).

Vocabulary

1. Match the words to the pictures. Listen and check.

1

2

3

4

5

6

fire	flower	beach	forest	grass	plant
tree	river	sea	field	island	lake

7

8

9

10

11

12

Reading

2. Read and fill in the missing words from the box. What can people do to save the environment? What do you do?

gives, spoil, saving, bad, rubbish, make, yard

From: lukasnowak@mnmail.com
To: vlad_kovalenko@ukr.net
Subject: Environment

Hi!

I hope you are well. I'd like to tell you about (0) *saving* the environment in my country. You see, it's one of the most important problems now. The Earth (1) _____ people everything. People often do (2) _____ things to nature which (3) _____ air, land and waters greatly.

I think people should do everything to (4) _____ our world. In my school we also try to help our nature. Every Friday my classmates help to clean our school (5) _____. We collect (6) _____. We plant trees, bushes and flowers in spring, and in winter we (7) _____ birdhouses to save birds.

That's all for now. Tell me about the nature in your country. How do you save the environment?

Best wishes,
Lukas

Grammar

Capital letters

We use capital letters in the names of countries, cities, mountains, oceans, seas, rivers, lakes.
E.g. Ukraine, Rome, the Amazon.

3. **Fill in the table. Use capital letters.**

Geographical names	Example	Your example
Countries	Australia	
Cities	Paris	
Mountains	Everest	
Oceans	The Pacific Ocean	
Seas	The North Sea	
Rivers	The Amazon	
Lakes	Ontario	

Pronunciation

4. **Practise saying this tongue-twister.**

North, south, east and west, Ukraine is the place that I like best.

5. **Make your own tongue-twister about the city/ town/village you like best.**

Listening

6. **Listen and draw a map in the table.**

4					
3					
2					
1					
	A	B	C	D	E

Speaking

7. **Work in groups.**

World Environment Day is on 5 June. On this day people from all over the world can do something positive to help our planet. What can you do?

Vocabulary

1. Match the words to the pictures.

1

2

3

4

5

cloud | ice | rain | rainbow | sky

sunny | windy | cloudy | snow | foggy

6

7

8

9

10

Reading

2. Read the riddles and rearrange the letters to find words.

This gives heat and light to us. NUS

It is hotter than the other times of the year. MUMSER

This is white and cold, and falls from the sky. WONS

This is a white or grey thing in the sky. OLUCD

It's difficult to use an umbrella in this kind of weather. DINWY

Grammar

+	–
Put on a hat.	**Don't put on** a hat.
Take an umbrella.	**Don't take** an umbrella.
Drink tea.	**Don't drink** tea.
Come inside.	**Don't come** inside.

3. **Tell your friend not to do these things.**
Example: Go home. — Don't go home.
Go outside, take an umbrella, go to the park, eat much sugar, play video games all day, do a test, play with a ball inside, be sad.

Pronunciation

4. **Listen to the poem and practise saying it.**

Whether the weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot.
We'll weather the weather,
Whatever the weather,
Whether we like it or not!

Speaking

5. **Work in pairs. Tell your classmate about your favourite weather. What do you like to do in this weather?**

Writing

6. **Fill in the weather chart. Write 6–7 sentences about last week's weather.**
Example: On Monday the weather was...

Vocabulary

1. Look and fill in the gaps.

in front of, in, behind, between, on, under, above

The cat is ____ the box.

The bird is ____ the box.

The bird is _____ the boxes.

The cat is _____ the box.

The cat is _____ the box.

The bird is _____ the box.

The cat is _____ the box.

Reading

2. Read the email and fill in the gaps. Write ONE word for each space.

From:	Polina
To:	Annie
Subject:	London trip

Hi Annie,

Thanks (1) _____ helping me with my English. You are a good teacher.

I like London very much. We have visited the Tower, the Buckingham Palace and a lot of museums. We have stayed (2) _____ a hotel near Regents Park. It was very sunny and we had a good time.

I am glad to be back. Tonight I'm going (3) _____ an outdoor concert with my parents.

Your country is beautiful. Spain is a very nice country too. Come and visit me (4) _____ Barcelona.

Best wishes,

Polina

Grammar

Present Perfect

We use **Present Perfect** to talk about past experiences. Exact time is not important. We do not state the exact time. We form Present Perfect with the verb to have (have / has) and the 3-rd form of the main verb (V3).

+	I / We / You / They + **have / 've + V3.** She / He / It + **has + V3.**	You **have finished** your dinner. Zoriana (She) **has played** football. Tom (He) **has read** a book.
–	I / We / You / They + **have not / haven't + V3.** She / He / It + **has not /hasn't + V3.**	I **haven't finished** my dinner. Tom (He) **has not/hasn't read** a book. Zoriana (She) **has not/hasn't played** football.
?	**Have** you / they + **V3**? **Has** she / he + **V3**?	**Have** you **finished** your dinner? **Has** Zoriana **played** football? **Has** Tom **read** a book?
Short answers	Yes, I / we / you / they **have**. Yes, he / she / it **has**. **No**, I / we / you / they **have not / haven't**. **No**, he / she / it **has not / hasn't**.	

3. **Write that they have had these experiences.**
Example: He (tell) you a secret. He has told you a secret.

1. Vlad (call) you.
2. The children (go) by bus.
3. Mia (play) hide and seek with us.
4. Polina (be) to London with her parents.
5. My friend (go) to play in the park.
6. My friend (come) to visit me in Kyiv.

4. **Work in pairs. Ask questions using the sentences below. Remember to use V3.**
A: Have you ever seen a rainbow?
B. Yes, I have. I have seen a rainbow over my house./ No, I haven't. I have never seen a rainbow.

Grammar

ever — коли-небудь
never — ніколи

1. Have you ever ____ (see) a rainbow?
2. Have you ever ____ (be) to the zoo?
3. Have you ever ____ (sleep) in a tent?
4. Have you ever ____ (see) a live tiger?
5. Have you ever ____ (pick) mushrooms?

Speaking

5. **Work in pairs. Ask and answer the questions.**
1. What is the best book you have ever read?
2. Have you listened to music today?
3. What film have you seen this month?

I have never been to China.

Writing

6. **Write about three experiences you have never had.**

Reading

1. **Listen and read how to stay safe when there is fire.**

Stay safe!

1. Have a fire drill at home. Learn how you can get out quickly.
2. Don't play with fire!
3. Don't open the door if you see smoke coming under the door or if the door is hot.
4. If you can open the door, go outside.
5. Stay low. Drop to the floor and go on your hands and knees.
6. Know how to get out of the house.
7. Shout for help if you can't get out fast.
8. Don't hide.
9. Wet a piece of clothing and put it over your nose and mouth.
10. Stop, drop and roll if your clothes catch fire.

2. **Choose the right answer.**

1. What can help every member of a family to learn how to get out of a burning house quickly?
   A a fire drill **B** a smoke
2. What should you do if the door is hot?
   A Open the door.
   B Do not open the door.
3. What should you do if you can open the door?
   A Go outside.
   B Run and hide in the house.
4. If your clothes or hair catch fire, you should
   A stop, drop, and roll
   B run, hide, and cry

Speaking

3. **Discuss.**

1. Do you know what to do if there's a fire in your house? Do you have fire drills at home?
2. What things help keep you safe in a fire?
3. What are some important steps to stay safe when there is a fire?

4. **Mini project. A poster.**

Do three things if your clothes or hair catch on fire. In each box below, draw a picture of yourself doing these three things. Then write the words, STOP, DROP, and ROLL under each box.

How to stay safe

STOP	DROP	ROLL

Vocabulary

1. **Fill in the gaps. Use** *in front of, in, behind, between, on, under, above.*

1. There is a cat _____ the table.
2. Mia is standing _____ her school building in this picture.
3. The river is _____ two mountains.
4. The plates and cups are _____ a picnic table.
5. We wanted to sit _____ the tree.
6. The clouds _____ us were very beautiful.

2. **Complete the words in the sentences.**

1. You know what? I've learnt j_____g.
2. Polina is p_____g a picture for her mum.
3. Are you good at playing v_____o games?
4. I relly like p_____g the guitar.
5. Collecting c_____s is my hobby.

3. **Choose A, B or C.**

1. Zoriana _____ aerobics on Tuesdays and Fridays.
   A does **B** plays **C** goes
2. Vlad often _____ football with his friends.
   A does **B** goes **C** plays
3. Children _____ swimming in the river.
   A do **B** go **C** play

Grammar

4. **Choose A, B or C.**

1. Please _____ home.
   A not go **B** don't go **C** no park
2. _____ the window, please. It's cold.
   A Close you **B** You close **C** Close
3. _____ the window. I'm cold.
   A No open **B** Don't open **C** Open

5. **Say that you have done these things.**

go to a picnic, ride a bike, read a book, surf the Net, take photographs.

Now I can...

- talk about my hobbies and free time activities
- discuss hobbies
- talk about the weather and seasons
- write a poem about nature
- understand information about hobbies, leisure and nature
- write a social media post about my favourite sport

In this unit you will learn...

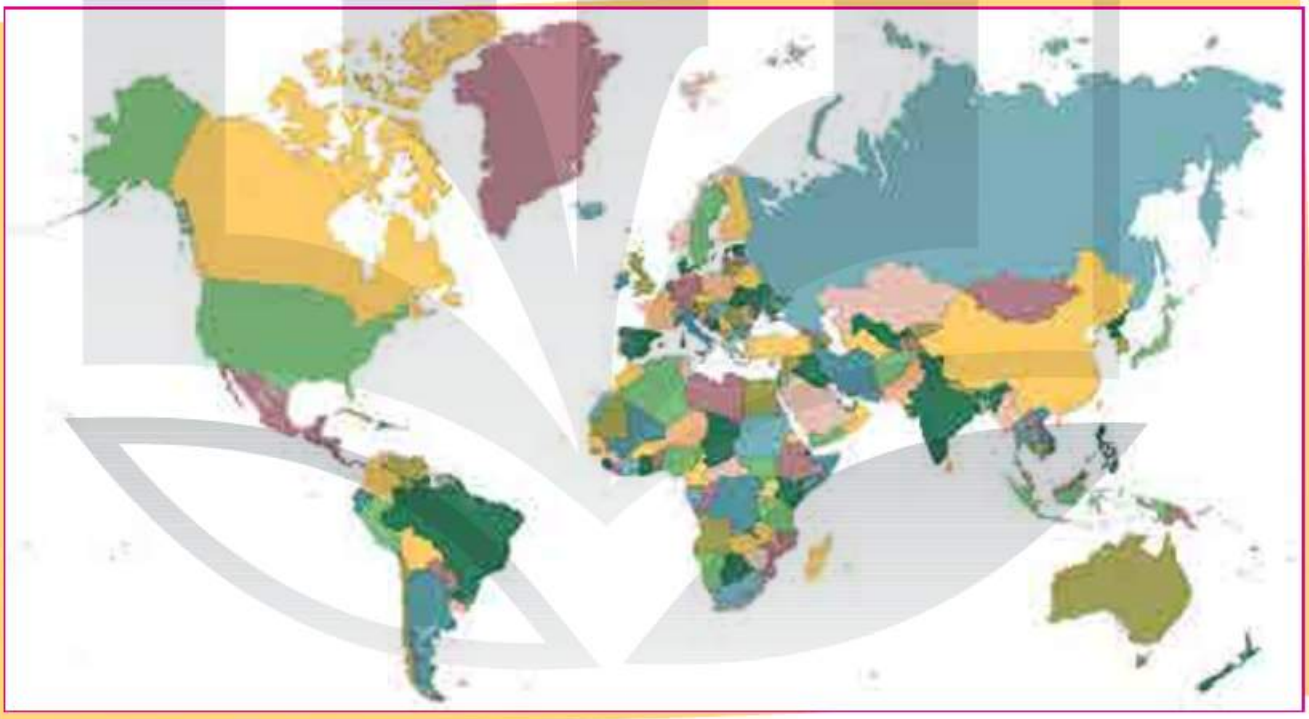
- to talk about transport
- to talk about holiday activities
- ta talk about a trip
- to talk about places
- to listen to and understand information about travelling
- to understand texts about travelling
- to write about trips, places
- to write a holiday card
- to write an email with recommendations on places to visit

Speaking and Vocabulary

1. **Work in pairs. Ask and answer the questions.**

1. Do you like visiting new places?
2. What places have you visited?
3. What places did you like the most?
4. What places do you want to go to?

2. **Look at the map. What countries can you show on it?**



3. **Now listen to the speaker and show the countries on the map.**

Canada	China	Japan	the USA	Great Britain
Egypt	Australia	France	New Zealand	Brazil

4. **Match.**

1) Europe	a) Canada
2) North America	b) China
3) South America	c) Egypt
4) Asia	d) Great Britain
5) Africa	e) Australia
6) Australia	f) Brazil

5. **Look at the pictures and say where these places are. Have you seen them?**

Listening

6. **Listen and say what countries James and his friends are going to visit.**

The first country James and his friends will visit is _____.
Then they are going to _____.
After that they are flying to _____.
They will visit _____.
They also want to take a cruise around _____.

Grammar

We use **shall** for offers and suggestions in interrogative sentences.

Shall I/we go on holidays? *Shall I/we buy the tickets?*

7. **Express offer using the words.**

Shall I/we...

- travel by car
- visit France/Canada/...
- walk
- rest
- call a taxi
- fly

Writing

8. **You are on a trip abroad. Write 5 questions with *shall*.**

Vocabulary

1. **Match the pictures to the types of holidays. Listen and check.**

skiing holiday | beach holiday | sightseeing holiday | adventure holiday

climbing | cruise | safari | camping holiday

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

1. What kind of holidays do you like? Why?
2. What cities and towns have you visited?
3. What transport did you use (bus, tram, tube, taxi, trolleybus, car, train, plane)?

Reading

3. **Listen and read.**

The London Tube is one of the oldest in the world. The first tube train left the station in 1863. The Tube has "ghost stations" or the stations that people don't use. Some of these stations are in the films or in the pop videos. During the war the Tube stations were safe places. They were underground, so many people slept there. Tube train drivers work very hard. They travel miles every day.

4. **Answer the questions.**

1. When did the first Tube station open in London?
2. How do we call stations that people don't use?
3. Where can we see "ghost stations"?
4. Why did people sleep in the Tube?

Pronunciation

How fast can you say it?

Red lorry, yellow lorry, red lorry, yellow lorry.

Listening

5. **Listen and mark the sentences true (T) or false (F). Correct the false sentences.**

1. London buses are different colours now. ☐
2. People first used buses in London in 1929. ☐
3. In the past buses used horses. ☐
4. You can take a bus any time. ☐
5. Buses are the most expensive public transport. ☐

Speaking

6. **Work in pairs. Tell your classmate about public transport in London/other cities.**

What kind of ... ?

People use ... in London.

Writing

7. **Write a holiday postcard to your penfriend.**

GREETINGS FROM LONDON

Hi, Ben!

I'm on holiday in London, and I'm having a great time here! I want to see all the famous sights, so I travel mainly by bus or by Tube. Yesterday I visited the Tower of London. It's a cool place, full of history. Next time I hope you will come with me.

Speak soon.

Your loving friend.

Vocabulary

1. **Match the pictures to the holidays activities. Listen and check.**

go skiing | sunbathe | go hiking | go sightseeing | go on a cruise

go fishing | go surfing | go snowboarding

2. **Write what people do on the holidays. Use words from Ex. 1.**

a cruise	
a skiing holiday	
a beach holiday	
a sightseeing holiday	
a camping holiday	

3. **Speak about your dream holiday.**
I want to have a skiing holiday. I will go skiing in the mountains.
I want ... . I will ... .

Reading

4. **Listen and read about Tom's trip to Canada.**

I had a great time on my trip to Canada. I went there with two teachers and all my classmates. I missed my family at first, but by the end of the holiday I didn't want to go home!

On my favourite day we went on a long walk in the mountains. We had to carry all our things in backpacks. We camped for the night near the lake. We fished, collected grass and leaves, made a fire, helped our teachers to cook supper. And at night we slept in tents! I'll never forget that day!

5. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Tom went to Canada to study. ☐
2. Tom went there only with his classmates. ☐
3. Tom wanted to go home till the end of the trip. ☐
4. Tom liked the trip to the mountains. ☐
5. They spent the night in the tents. ☐

6. **Answer the questions.**

1. Who did Tom go to Canada with?
2. What did the children do in the mountains?
3. Did Tom like the trip?

Speaking

7. **Have you ever had a camping holiday?**
If yes, say what you did there.
If no, say what you think you will do *(I think we will go for a long walk ...)*.

Writing

8. **Write about your best holiday.**

Vocabulary

1. Match the pictures to the words.

souvenirs | skyscrapers | bright lights | huge screen

Listening

2. Look at the pictures. Where did the children travel to? Listen and check.

Reading and Speaking

3. Listen to and read the conversation.

Bill: Hey, guys!
Rob: Glad to see you!
Mia: How was your trip?
Emma: It was fantastic!
Rob: Did you visit New York?
Bill: Yes! We spent there a week!
Mia: What did you like the most?
Emma: Central Park, of course! It is a park in the centre of the city. There are skyscrapers all around it. People like to rest in the park. They play games, have picnics, cycle, run, walk there.
Bill: Yes, Central Park is a nice place. But I liked to walk along the busy streets. My favourite place was Times Square. There are huge screens, bright lights there. The square is full of artists, actors.
Bill: Oh, I almost forgot! We bought you the souvenirs with the Statue of Liberty.
Rob: Oh, thank you. Did you see it?
Bill: Of course! We'll show you the pictures!

4. **Answer the questions.**

1. Who was on the trip?
2. What city did the children visit?
3. What places did they like?
4. What do people do in Central Park?
5. What did they bring to their friends?

Pronunciation

How fast can you say it?

Two tiny tigers take
two taxis to town.

5. **Work in pairs. Ask and answer the questions.**

1. Have you ever visited any big cities abroad?
2. If yes, what city did you visit? What did you see there?
3. If no, what city do you want to visit? Why?

6. **Act the dialogue out in groups.**

Grammar

We use **Present Perfect** for actions which happened in the past, but the exact time is not stated. *I (we, you, they)* ***have opened*** *the presents already.* *He (she)* ***has opened*** *the presents already.*	We use **Past Simple** for actions which happened in the past. The time is stated. *I (we, you, he, she, they) opened the presents yesterday.*
Already, yet, ever, never, just, today, this week/year.	***Yesterday, two days ago, on Monday, in 2021, When…?***

7. **Put the verbs in brackets into** *Present Perfect* **or** *Past Simple*.

1. I never (saw) skyscrapers.
2. Helen (go) to a festival last year.
3. Lucy (call) a taxi already.
4. They (visit) us a week ago.
5. I (not rest) this year yet.
6. She (have) a picnic today.

8. **Put the verbs in brackets into** *Present Perfect* **or** *Past Simple*.

Hi, Sam!

I am in the United Kingdom now. It's great! I (see) so many interesting places already, and I (do) a lot of things! Last week I (travel) to Edinburgh. What a great city it is! I (enjoy) the historic Old Town. I (take) lots of photos. I (do) a lot this week. Yesterday I (come) to York. Today I (visit) some museums and churches already. I want to go to Cardiff, the capital of Wales. I (not buy) the tickets yet. I think I will go there next week.

Write back soon,

Amy

Writing

9. **You are in … . Write an email to your friend and describe what you have seen/done there. Use Ex. 8 as a model.**

Reading

1. **Listen and read.**

I was in London a month ago. The city is very beautiful! People of different nationalities live there!

We rode the London Eye from which we saw the whole city. It is the tallest Ferris wheel in Europe and one of the most popular attractions.

We also had London Duck tour on a special yellow bus that brings you past the most famous places in London. The best thing was splashdown onto the River Thames. We spent much time on the water! We also had to shout loudly when we saw another yellow bus. It was fun!

2. **Answer the questions.**

1. When was Mia in London?
2. What did she see there?
3. What is the London Eye?
4. What did Mia see on London Duck tour?
5. What was the best thing on the tour?
6. What did they do when they saw another bus?
7. Did Mia like the city?

Listening and Speaking

3. **Look at the picture. What can you see there?**

4. **Listen and mark the sentences true (T) or false (F). Correct the false sentences.**

1. Hyde Park is in the centre of London. ☐
2. King Henry VIII went fishing there. ☐
3. There are two lakes in Hyde Park. ☐
4. There are huge screens in Hyde Park. ☐
5. You must pay to walk there. ☐

5. **What is there in Hyde Park? Look at the pictures and say.**

statues

monuments

fountains

a cinema

a children's playground

a theatre

a river

6. **Choose what people can do in Hyde Park.**

☐ go skiing

☐ go swimming

☐ go cycling

☐ go skating

☐ play games

☐ ride a horse

☐ go hiking

☐ have a picnic

7. **Work in pairs. Tell your classmate about Hyde Park/London Eye/London Duck tour.**

Writing

8. **Write about the place that you like. Mind the following.**

Where is the place?
What is there?
What can people see there?

Speaking and Reading

1. **Look at the pictures. Do you know where these places are? Listen and check.**

2. **Have you ever visited these places? What do you know about them?**

3. **Work in pairs. Ask and answer the questions.**

1. Do you like to travel around Ukraine?
2. What places in Ukraine have you already visited?
3. What did you see there?
4. What did you like there?
5. What other places do you want to see in Ukraine?

4. **Listen and read.**

Kyiv is the capital of Ukraine. It is a very beautiful city. Its main street is Khreshchatyk. It is the shortest main street in Europe — only one kilometer long. You can walk from the market to the Independence square, which is the most famous place in Kyiv now. From the square you can go to the Dnipro River. There are many shops, cafés, restaurants in the street.

Kharkiv is Ukraine's second largest city. It was the capital of Ukraine in the early 20th century. There is a great park in the centre of the city. Kharkiv is also famous for its central square, which is one of the largest in Europe.

Odesa is a famous tourist centre. It has a seaport that is the biggest in Ukraine and one of the most important on the Black Sea. Visitors can see huge modern ships there. It has great beaches and historic monuments. Tourists can visit museums in the morning, sunbathe and swim during the day. People like to go to the Opera House, walk by the sea, visit shops, restaurants, and cafés.

Lviv is a great city with many interesting places. There are so many museums in the centre of the city that people call it an open-air museum. Lviv is famous for its mini-museums, for example, the museum of chocolate. People come to Lviv to visit restaurants and try delicious food. Almost every restaurant has its own history, its own dishes, and secrets in cooking.

5. **Match 1–12 with the cities (A–D).**

A Kyiv B Lviv C Odesa D Kharkiv

1. The city is famous for its restaurants.
2. It has a sea port.
3. It has the shortest main street in Europe.
4. There are many mini-museums there.
5. There is a market in the main street.
6. It is the second largest city in Ukraine.
7. It was the capital of Ukraine.
8. There is a river there.
9. People like to sunbathe and swim in the sea there.
10. There is a big park in the city centre.
11. People call it an open-air museum.
12. Its central square is one of the largest in Europe.

Pronunciation

How fast can you say it?

I like New York,
unique New York,
I like unique
New York.

6. **Fill in the table.**

City	Famous places
Kyiv	Khreshchatyk, ...

7. **Work in pairs. Tell your classmate about two Ukrainian cities. Use the table in Ex. 6.**

8. **Work in pairs. Ask and answer the questions.**

— What city do you want to visit?
— I want to visit Odesa.
— Then you should see ... , go to ... , do ... .

Writing

9. **Write five-six sentences about your favourite city in Ukraine.**

Vocabulary and Speaking

1. **Look at the picture.**
Where in Ukraine is it?
Say what you can see there.

I can see many trees ...
There is/are ...

2. **Say what the people are doing. Listen and check.**

3. **What can people do in summer/winter/both in summer and winter?**

Summer	Winter	Both
Sleep in tents		

4. **Work in small groups. Tell your classmates about your trip to the mountains.**
I was in ... winter/summer/...
I went there with...
The weather was...
We swam...

Listening

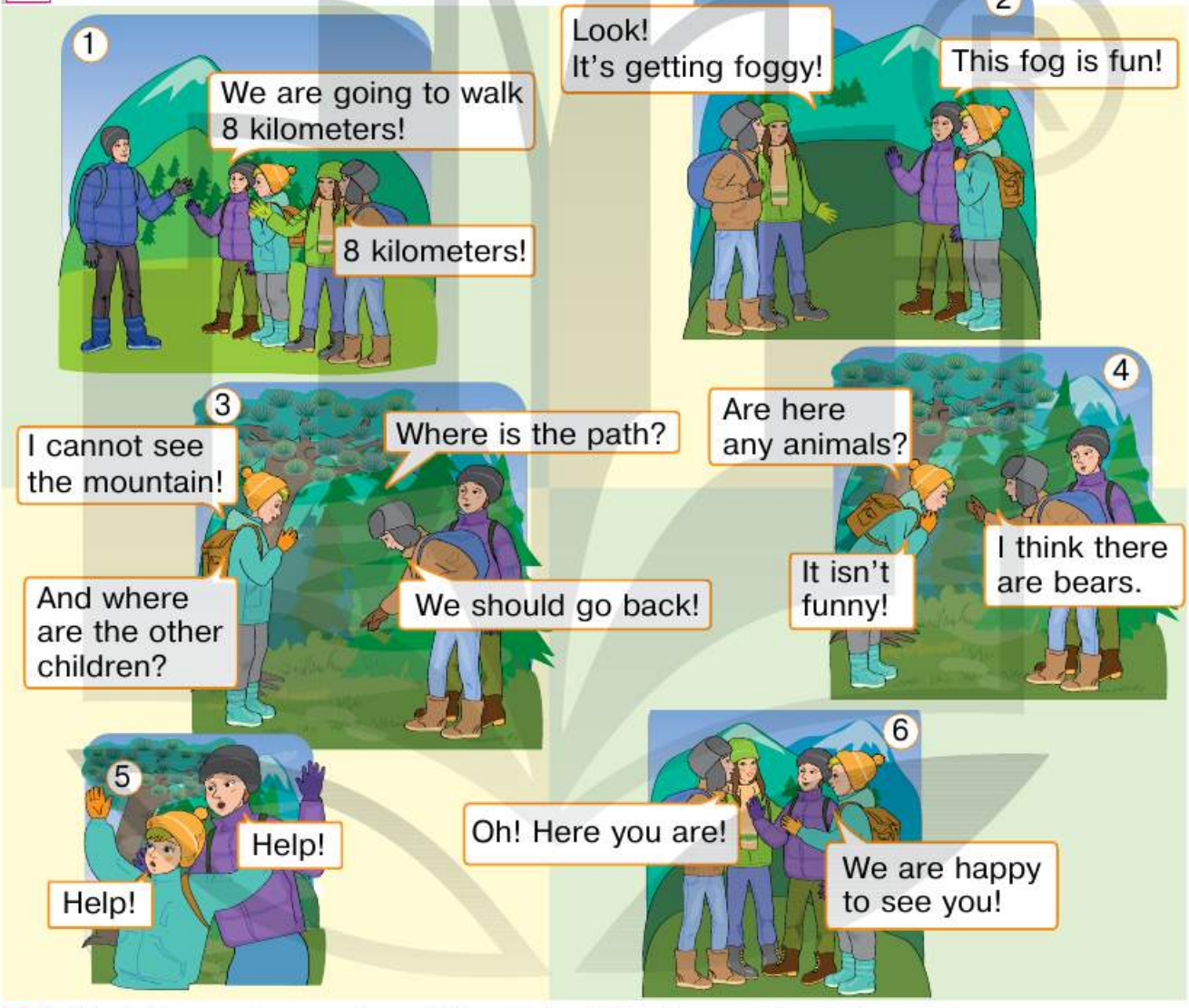
5. **Listen to Amala who visited Ukraine last winter. What place did she like most of all?**

6. **Listen again. Answer the questions.**

1. When did Amala visit the Carpathians?
2. What was the weather like?
3. What did she do there?
4. When does she want to visit the Carpathians?

Reading

7. **Look at the comics and read.**



8. **Mark the sentences true (T) or false (F). Correct the false sentences.**

1. The children are going to walk 10 kilometers. ☐
2. When they walk, it begins to rain. ☐
3. They meet a bear. ☐
4. They find other children. ☐

9. **Act out the story.**

Vocabulary

1. **Listen and read.**

guitar

violin

drum

piano

2. **Listen and match.**

Annie

Polina

Lukas

Tom

Mia

1

2

3

4

3. **Ask your classmates:**

1. Do you play any musical instrument?
2. What musical instrument do you play?
3. Do you want to learn to play any musical instrument?

Reading

4. **Listen and read.**

Music helps to improve language.

It helps people to think better.

When we read notes, it is the same when we read the letters.

With these letters we make music.

In language we make words, sentences, in music we make melodies.

Music is the universal language.

They use only 7 letters in music — A, B, C, D, E, F, G.

5. **Fill in the gaps.**

1. Music helps to _____ .
2. In language we read letters, in music we read _____ .
3. In music we make _____ .
4. The seven notes in music are _____ .

Speaking

6. **Work in pairs. Ask and answer the questions.**

1. What is your favourite song?
2. Why do you like it?

You may use the words: *nice, pleasant to listen, helps to rest, beautiful...*

Vocabulary

1. **Complete the phrases with** *pop, busy, Opera, bright, popular, open-air, tourist, children's, Ferris, huge*.

1. _____ videos
2. _____ screens
3. _____ lights
4. _____ wheel
5. _____ places
6. _____ playground
7. _____ museum
8. _____ centre
9. _____ House
10. _____ streets

2. **Complete the sentences with** *travel, go hiking, carry, ride, go sightseeing*.

1. Tube train drivers _____ miles every day.
2. I want to _____ and see the mountains, the countryside.
3. When I am in another city, I always _____.
4. When we went on a camping holiday, we had to _____ all the things in backpacks.
5. You can _____ the London Eye and see the whole city.

3. **Choose the correct word.**

1. I had a great time on my *trip/holiday* to Australia.
2. The tourists *camped/slept* for the night in the forest.
3. The central square is *full of/with* clowns, actors.
4. He always *buys/takes* me souvenirs when he comes from trips.
5. It was a great *cruise/tour*. We spent 10 days in the ocean and stopped in ports for sightseeing.

Grammar

4. **Your classmates and you are planning a trip to London. Ask your classmates 5 questions on what places to see. Write them down.**

Shall we go to … ?

5. **Put the verbs in** *Present Perfect* **or** *Past Simple*.

1. Last Sunday I (go) to the cinema.
2. I (see) a lot of attractions already.
3. We (play) tennis yesterday.
4. I (not try) any traditional French dishes yet.
5. I (read) two books this month.

Now I can…

- talk about transport
- talk about holiday activities
- talk about a trip, place
- understand texts about travelling
- listen to and understand information about travelling
- write about a trip, place
- write a holiday card
- write an email with recommendations on places to visit

Vocabulary

1. Choose the correct word.

1. *Homemade/Junk* food isn't healthy.
2. I don't like to *wear/dress* a hoodie.
3. In the evenings I like to *go to/surf* the Net.
4. They *serve/give* very delicious food in this restaurant.
5. We had a great *trip/adventure* to the mountains.

Grammar

2. Choose the correct word.

1. My mother and I _____ a holiday dinner now.
   A are cooking **B** cook **C** is cooking
2. If you want to be healthy, you _____ eat junk food.
   A shouldn't **B** are not going to **C** will not be able to
3. There were _____ pupils in the gym.
   A much **B** a little **C** a few
4. I _____ a lot of places already.
   A saw **B** see **C** have seen
5. We always travelled by car because we _____ stop at any place.
   A can **B** should **C** could

Reading

3. Read the text and choose the correct answer.

Theme parks in the USA

When you go to the USA, you should visit a theme park. They are very popular in the USA. People of all ages like to go there. There are more than 300 theme parks in America. They all are great places with a lot of interesting things to do.

The first big theme park in the USA was Disneyland. It opened in 1955 in California. People loved it, especially families with children. Americans wanted more, and soon a new Disney Park opened. Walt Disney world in Florida had its first visitors in 1971.

In Disneyland you can take trips into the world of favourite cartoons. There are special effects, which help visitors to think that they are in a tale.

The rides in modern theme parks are faster and more interesting than in the past, but they are very safe. They use expensive technology. There are also family rides and water rides. They are great for children.

In theme parks you can also visit shops, cafés, shows and concerts. People can watch beautiful fireworks.

1. Theme parks ... .
   A are popular only among children
   B were popular in the USA in the past, but are not very popular now
   C are very popular in the USA
2. There are ... .
   A more than 300 theme parks in the world
   B more than 300 theme parks in the USA
   C 300 theme parks in the USA
3. Disneyland in California ... .
   A was the first big park in America
   B opened in 1971
   C was the first theme park in America
4. The rides in modern theme parks ... .
   A are more interesting than in the past but not safe
   B are faster than in the past and not safe
   C are faster than in the past and safe
5. In theme parks visitors ... .
   A can have meals and watch concerts
   B cannot have meals
   C cannot watch concerts

Listening

4. Listen and mark the sentences true (T) or false (F).

1. Most people like wearing T-shirts. ☐
2. People use T-shirts to tell the world something about them. ☐
3. American seamen made T-shirts very popular. ☐
4. Hollywood actors began to wear T-shirts without sweaters or shirts. ☐
5. Men began to wear T-shirts after women. ☐

Speaking

5. Speak about your dream trip. Mind the following:

- place/places to visit;
- transport;
- things to do.

6. In pairs discuss what you usually wear when you go to school/go to the party/walk with friends.

Writing

7. Write a social media post on what children should eat.

Vocabulary and tasks.

UNIT 1

TOM THUMB

Once upon a time there lived a man and a woman, who had no children. One evening they saw a **falling star**, and the woman said, "I **wish** for a small baby!"

Seven months passed, and the wish came true. They had a child no longer than a **thumb**. They called him Tom and loved him very much. The boy became **wise** and **nimble**.

One day the boy said to his father, "I can help you with chores. Please, father, let me take the horse to the field. I can sit in the horse's ear and tell it where to go." As they were going through the woods, they met two men. The men saw a little boy in the horse's ear. "Where are your parents?" they asked the boy. "Good day! We have great news for you, mister! We will give you a lot of money for your boy! He will travel with us, and he will be rich! " the men said to Tom's father.

Tom Thumb jumped on his father's shoulder and said, "Let me go with these two men and take the money. I will come home soon." He sat on one of the men's hat, and they left.

When the men stopped for lunch, Tom Thumb ran into a **mouse hole**. The men tried to get him out of the hole, but they couln't do it. The men had no choice. They went without the boy. Tom was ready to sleep when he heard the robbers who wanted to get into the big house. "I will go into the house and I will help if you take me with you," Tom Thumb said. They went to the pastor's house.

Inside the house Tom Thumb woke up one of the **maids**. The robbers ran away. They didn't see Tom Thumb, so he went to sleep in the **hay**. A cow ate the hay, and Tom got into her stomach. "Help me! I am inside the cow!" Tom Thumb shouted. The man killed the cow that day. He **threw** the cow's stomach away. A hungry wolf came and **gulped** the stomach. "I know a house not far from here, which is full of food," Tom said from the wolf's stomach. The wolf came into the house. Tom Thumb's father killed the wolf and got Tom Thumb out. They gave him food, drink, new clothes and lived happily ever after.

UNIT 2

PINOCCHIO

Once upon a time there lived a man. His name was Geppetto. One day he made a beautiful **puppet** boy. He put a puppet on a chair and started to clean the floor. The puppet danced and talked. Geppetto named him Pinocchio.

It was time for Pinocchio to go to school, but Geppetto didn't have money to buy Pinocchio his school things. He **sold** his coat to get the money to Pinocchio. Pinocchio took the money and went to school.

He saw a big coloruful **circus tent** in the street. Pinocchio gave his school money to the clown and went to the circus. The **puppet master** wanted to have him in his puppet show. He put Pinocchio in a cage. A **fairy** helped him, and Pinocchio went to school again. The **cunning** fox and his friend cat stopped him in the street. They told him to plant the money in the garden. Pinocchio gave his money to the fox. He stood in the garden for a long time. When the fairy asked Pinocchio about the money, he said, "My school things are at school."

Suddenly his nose started to grow. "Are you telling the truth?" the fairy asked. When Pinocchio told the truth, the fairy made his nose small again. She gave Pinocchio the money one more time.

The circus owner caught the boy and **threw** him into the sea. Pinocchio started to swim, but a big **whale swallowed** him.

Geppetto heard from a fisherman that Pinocchio fell into the sea. He took a small boat from the fisherman and went to sea. The big whale swallowed Geppetto too. He went straight into its **belly** and saw Pinocchio crying there. Pinocchio hugged Geppetto and said that he was sorry.

The fairy saved them. After that, Pinocchio became a very clever boy and always listened to his father. He went to school every day, helped Geppetto, and they lived happily ever after.

UNIT 3

ALADDIN

Once upon a time there lived a poor woman and her son Aladdin. One evening a man came their front door. "Good evening," he said. "My name is Mustafa. I am Aladdin's uncle, a **magician**. I will take Aladdin to work for me."

Aladdin didn't like Mustafa, but his mother told Aladdin to go with his uncle. They walked for a long time and came to a cave. The cave entrance was too small for Mustafa, so he asked Aladdin to go inside. He told Aladdin that there was a treasure in the cave. "Take as much gold as you want. Find an old lamp for me. I will **pull** you **out** of the cave," Mustafa said.

Aladdin filled his pockets with gold and found the lamp for Mustafa. He didn't want to give Mustafa the lamp because he didn't trust him. Mustafa got angry, "Listen, you, I am not your real uncle. You don't want to give me the lamp, and I will close the cave with this big rock," he shouted and left.

The boy sat in the dark cave with the lamp in his hands and cried, "This old lamp doesn't even work!" He rubbed the lamp to dust it. A **genie** suddenly came out of it! "Master, I will make your three wishes come true! **Be careful what you wish**

for!" he said. Aladdin asked to take him home. The next moment he was at home with his mother, who didn't know what to do. Aladdin told her about the cave and the treasure. They were rich now because they had the gold from the cave.

One day Aladdin saw a very beautiful girl in the city. He fell in love with her. She was the princess, the sultan's daughter. She liked Aladdin too. A few days later Aladdin went to ask the sultan for his daughter's hand. "My daughter can only live in a palace," the sultan laughed. "She will have the palace," Aladdin answered. The genie helped him again. The next morning the princess' new palace was near the sultan's palace. When she married Aladdin, Mustafa heard the news. He had a plan how to get the lamp. He gave the princess a new lamp for an old one when Aladdin was not at home.

As soon as he got the lamp, Mustafa rubbed it, the genie came out of it and said "Master, I will make your three wishes come true! Be careful what you wish for!" Mustafa's wish was to take him, the princess and her palace far away. When Aladdin came back in the evening, he couldn't find his wife and palace.

Then Aladdin went to look for his wife. He walked for a long time, and finally he saw their palace. The princess was very happy to see Aladdin. When Mustafa fell asleep, she took the lamp and ran to find Aladdin. They asked the genie to take them and the palace back and left the magician in the **desert**. They had no wishes left, so they took the lamp to the cave and lived happily ever after.

UNIT 4

GINGERBREAD MAN

A long, long time ago an old woman and an old man lived in a small cottage by the river.

One day the woman decided to make some **gingerbread** for Christmas. She mixed flour, ginger, butter, sugar, **bicarbonate soda, syrup** and eggs in a bowl, and then she made the **dough**. She made bread and put it in the oven to bake.

When the ginger bread was ready, the woman opened the oven door, but to her surprise the Gingerbread Man jumped out of it. "Don't eat me!" he shouted and ran out of the window.

The woman and the man wanted to catch him. "Stop! Stop!" they shouted, but he was faster than they were. "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread man," he laughed and ran.

The old woman's pig tried to eat him, but the Gingerbread man was faster. "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread man," he said and ran. The pig couldn't catch the Gingerbread Man. She went back to the farm. The Gingerbread man didn't stop.

Further on he came across a cow. “Stop!” shouted the cow, “I want to eat you!” The cow tried but couldn’t catch him. “Run, run, as fast as you can! You can’t catch me, I’m the Gingerbread Man,” he sang his song.

Then the Gingerbread Man came across a horse. “Stop! Don’t run away! I want to eat you!”, the horse said, but the Gingerbread Man didn’t stop. “Run, run, as fast as you can! You can’t catch me, I’m the Gingerbread Man!” he laughed.

He stopped at the river. “Oh, no! Now they will come and eat me! I must cross the river,” he thought. Suddenly a fox ran up to him. “Please, don’t eat me,” cried the Gingerbread Man. “I won’t eat you,” the fox answered. “I want to help you! Jump on my back. I will swim across the river, and you will be safe.”

The Gingerbread Man had no other choice. He jumped on the fox’s back, and they crossed the river. The fox wanted to eat the Gingerbread Man, but the old woman saved him. She took the Gingerbread man home and made a beautiful little gingerbread house for him. Inside the house there were tables and chairs, and a big soft sofa. And in this gingerbread house the little gingerbread man lived happily ever after.

UNIT 5

THE EMPERORS’ NEW CLOTHES

Once upon a time there was an **emperor** who liked new clothes. He didn’t care about his country. He changed his clothes ten times a day.

One day two **swindlers** came to the city. They told everyone that they knew how to make the most beautiful clothes. The clothes were so fine that **stupid** people could not see them.

The emperor wanted to have the new clothes and paid the swindlers a lot of money. They asked for the finest gold and **silk thread**. They **pretended** to work hard day and night.

The Emperor sent his first **minister** to check. “I can’t see anything at all,” the minister thought, but he was afraid to show that he was stupid. He couldn’t see anything because there was nothing to see! “Tell us what you think of them, aren’t they beautiful?” asked one of the swindlers. “Oh yes, they are, of course!”, the old minister said. “What a cut!”, he added. “Thank you! We work really hard,” the swindlers **lied**. When the first minister returned to the palace, he had to lie. He said that he loved the clothes, but they weren’t ready yet.

The Emperor went to see the clothes with his **noblemen**. He saw nothing, of course.“So, these two could see them, and I can’t? Am I stupid?” the emperor thought. “I love these clothes!” he said. Some of the noblemen asked the emperor to wear the new clothes on the day of the **procession**.

The day of the procession came, and the swindlers said that the Emperor's new clothes were ready! "Here are the trousers, and this is the shirt and the coat! They are so light that your Majesty will think he has nothing on." They helped the emperor to put on his new clothes. The Emperor took off his old clothes. The swindlers pretended to dress him. The emperor looked in the mirror. He had nothing on!

"Beautiful!" his **noblemen** said. The Emperor started the procession. Nobody saw the clothes, but they didn't want to look stupid.

"But he isn't wearing any clothes," a little child said. "Don't listen to him, he is just a little boy," said the child's father. But then another person said to his friend, "He has nothing on!" And then the third person repeated his words. People shouted, "The Emperor has no clothes on!" "Oh, well, the procession has got to go on," thought the emperor as he walked in his underwear.

UNIT 6

SNOW WHITE AND THE SEVEN DWARFS

Once upon a time a queen sat by the window. She loved winter and snow. She gave her baby daughter the name Snow White because of her beauty. **Unfortunately**, the queen died. The king married again. Snow White lived at the castle with her father and her stepmother. Her father was a good man, but her stepmother was an evil woman.

The queen had a magic mirror. She often asked it, **"Mirror, mirror on the wall, who's the fairest of them all?"** And the mirror always answered, "You, my queen, are the most beautiful woman in the world!" The mirror always told the truth. The queen loved to hear that she was the most beautiful woman in the world.

Snow White grew and became a great beauty. One day the mirror told the queen, "Snow White, my queen, is the most beautiful woman in the world!"

The queen was very angry. She called her **guard** and told him to take the girl to the forest, kill her and bring the heart back to the castle.

The guard had a kind heart. He told Snow White to run away. On his way to the castle he killed a pig and took its heart to the queen. The queen was happy.

At the time Snow White found a small cottage in the forest. It had very small windows and a small door. Snow White entered the house. She saw seven very small plates and cups on the table. The girl was hungry. She ate a little from each plate and drank a little from each cup.

After that, Snow White went to the bedroom and fell asleep on one of the seven little beds. Soon the cottage **owners** got home. They were seven **dwarfs**, who worked in the mine every day. They saw Snow White and were surprised. Snow White told them her story. The dwarfs liked her. She cooked their food and was

kind. They asked her to live with them. In the morning they went to work.

That morning the queen talked to her mirror and understood that Snow White was not **dead**. She dressed as an old woman, took a **poisonous** apple, went to the cottage, and gave the apple to Snow White.

When Snow White **bit** the apple, she fell on the floor. The evil queen ran away. When the dwarfs came home, they thought she was dead. The dwarfs were very sad. They laid Snow White in a **crystal coffin**.

One day a handsome prince came to the forest on a black horse. He saw Snow White and fell in love. His magic kiss lifted the evil **spell**, and they all lived happily ever after.

UNIT 7

THE GOLDEN GOOSE

Once upon a time there lived a man. He had three sons. The older brothers didn't like their younger brother. They called him **Simpleton**.

One day their father asked the eldest son to go to the forest to **chop wood** for the winter. Their mother gave him a cake and a bottle of milk. In the forest he met an old man who asked to give him some food. "I only have one cake and one bottle of milk. I can't give them to you. Goodbye!" the son said. The man put a spell on the eldest brother. The son started chopping the first tree and hurt his arm. The boy had to go home.

Then the second brother went to the forest. He had a cake and a bottle of milk too. He met the man but didn't share his food. The man put a spell on the second brother. He hurt his leg and had to go home.

On the third day Simpleton went to the forest. His mother gave him some old bread and a bottle of water. He met the old man on the way into the forest. "Can you give me something to eat and drink?" the man asked. "I will be happy to share!" Simpleton answered. The man turned the bread into a sweet cake and the water into milk. They ate and drank together.

"You are very kind," the man said. "My present for you is in the roots of that old tree," he said and went away. Simpleton looked under the tree, and in the roots he saw a golden **goose**. The goose had gold **feathers**! He took the goose under his arm and walked to the nearest **inn** to spend the night. The innkeeper's three daughters saw the goose, touched it, and **stuck** to it.

In the morning Simpleton went to the city. He carried the goose. The girls had to walk with him because they were stuck to the goose. On their way they met a **vicar**. The vicar touched the youngest girl to pull her away, but his hand stuck to hers. After that they met many people who also stuck to their procession. Finally, the procession came to town.

The King of that town had a problem. His daughter never laughed. Simpleton went straight to the King's daughter. When she saw the funny procession of people and a golden goose, she started to laugh so much that her stomach hurt. She liked Simpleton a lot, and they got married.

His parents and his brothers never called him Simpleton again. They always used his real name, and they all lived happily ever after.

UNIT 8

THE BREMEN TOWN MUSICIANS

Once upon a time there was a donkey who lived on a farm with his master. The donkey worked very hard and wanted to leave his master to become a **musician**. He went to the town of Bremen.

On his way the donkey met a dog. "Will you come with me to Bremen?" asked the donkey. "Let's become musicians. You can play the drums, and I will play the cello." The dog agreed.

Further on they met a cat and invited him to go with them to Bremen and play the **violin**. They passed by a castle. In the castle they saw a **rooster** who sang very loudly. "They are going to cook me in a soup and eat me tomorrow," he said. The donkey invited him to be a singer in Bremen.

The rooster jumped on the donkey's back, and the four went to Bremen. In the evening they wanted a **shelter** for the night. They saw a house. The donkey looked through the window and saw the **robbers** who ate dinner. The four friends were very hungry. The dog **climbed** on the donkey's back, the cat stood on the dog's head, and the rooster was on the cat's back. They started their concert. "Heee-haw!" **brayed** the donkey, "Woof-woof!" **barked** the dog, "Meoooowww!" said the cat and "Cock-a-doodle-doo!" cried the rooster.

"Help! **Ghosts**!", cried the robbers and ran away. The animals went into the house. They ate dinner and were very happy. Then they went to sleep and saw sweet dreams about Bremen.

The robbers didn't have a place to sleep. The **chief robber** sent one of them to check the house for ghosts. The robber came to the door and listened. Then he went into the kitchen. He wanted to light a fire. The cat **scratched** him, the dog **bit** the man's leg, the donkey kicked him. Then the rooster cried and started flying around.

The robber ran back and said "It's not just ghosts! There are witches in the house! We should go away!" So, the animals stayed in the house and lived there happily ever after.

DICTIONARY

UNIT 1. I, MY FAMILY AND MY FRIENDS

ask	/ɑːsk/	запитувати
beautiful	/'bjuːtɪfl/	гарний
blond hair	/blɒnd heə(r)/	світле волосся
brave	/breɪv/	хоробрий
brush teeth	/brʌʃ tiːθ/	чистити зуби
burrow	/'bʌrəʊ/	нора
clever	/'klevə(r)/	розумний
cook	/kʊk/	готувати
dark hair	/dɑːk heə(r)/	темне волосся
do homework	/duː 'həʊmwɜːk/	робити домашнє завдання
do the washing-up	/duː ðə ˌwɒʃɪŋ 'ʌp/	мити посуд
draw	/drɔː/	малювати
dust the furniture	/dʌst ðə'fɜːnɪtʃə(r)/	витирати пил з меблів
end	/end/	кінець
fat	/fæt/	товстий
finish	/'fɪnɪʃ/	закінчувати
fix	/fɪks/	лагодити
floor	/flɔː(r)/	підлога
get up	/get ʌp/	вставати
ginger hair	/'dʒɪndʒə(r) heə(r)/	руде волосся
great	/greɪt/	чудовий
handsome	/'hænsəm/	красивий
husband	/'hʌzbənd/	чоловік
kind	/kaɪnd/	добрий
laugh	/lɑːf/	сміятися
lay the table	/leɪ ðə 'teɪbl/	накривати стіл
lesson	/'lesn/	урок
like	/laɪk/	подобатися
listen	/'lɪsn/	слухати
make a bed	/meɪk ə bæd/	застеляти ліжко
old	/əʊld/	старий
parents	/'peərənts/	батьки
play	/pleɪ/	грати
read	/riːd/	читати
reply	/rɪ'plaɪ/	відповідати
rest	/rest/	відпочинок
short	/ʃɔːt/	короткий
shower	/'ʃaʊə(r)/	душ
slim	/slɪm/	стрункий
small	/smɔːl/	малий
speak	/spiːk/	говорити
sweep	/swiːp/	підмітати
swing	/swɪŋ/	гойдатися
tall	/tɔːl/	високий

thin	/θɪn/	худий
wake up	/weɪk ʌp/	прокидатися
walk the dog	/wɔːk ðə dɒg/	вигулювати собаку
walk	/wɔːk/	ходити
wander	/'wɒndə(r)/	блукати
watch	/wɒtʃ/	дивитися
water the plants	/'wɔːtə(r) ðə plɑːnts/	поливати рослини
wife	/waɪf/	дружина
work	/wɜːk/	працювати
write	/raɪt/	писати
young	/jʌŋ/	молодий

UNIT 2. SCHOOL LIFE

Art	/ɑːt/	мистецтво
bookcase	/'bʊkkeɪs/	книжкова шафа
canteen	/kæn'tiːn/	їдальня
classroom	/'klɑːsruːm/	класна кімната
computer room	/kəm'pjuːtə(r) ruːm/	комп'ютерна кімната
Crafts	/'krɑːfts/	трудове навчання
English	/'ɪŋglɪʃ/	англійська мова
German	/'dʒɜːmən/	німецька
globe	/gləʊb/	глобус
gym	/dʒɪm/	спортзал
History	/'hɪstri/	історія
Information Technology	/ˌɪnfəˌmeɪʃn tek'nɒlədʒi/	інформатика
laboratory	/lə'bɒrətri/	лабораторія
laptop	/'læptɒp/	ноутбук
library	'laɪbrəri/	бібліотека
map	/mæp/	карта
Mathematics	/ˌmæθə'mætɪks/	математика
Physical Training	/ˌfɪzɪkl 'treɪnɪŋ/	фізкультура
playground	/'pleɪgraʊnd/	ігровий майданчик
pool	/puːl/	басейн
projector	/prə'dʒektə(r)/	проєктор
Science	/'saɪəns/	природничі науки
shelf	/ʃelf/	полиця
teacher's room	/'tiːtʃə(r)z ruːm/	учительська
toilet	/'tɔɪlət/	туалет
Ukrainian	/juː'kreɪniən/	українська мова
vase	/vɑːz/	ваза
whiteboard	/'waɪtbɔːd/	дошка
window	/'wɪndəʊ/	вікно

UNIT 3. MY NATIVE TOWN, VILLAGE

air pollution	/eə(r) pə'luːʃn/	забруднення повітря
airport	/'eəpɔːt/	аеропорт
amazing	/ə'meɪzɪŋ/	дивовижний
art gallery	/ɑːt 'gæləri/	художня галерея
artist	/'ɑːtɪst/	художник
artwork	/'ɑːtwɜːk/	художня робота
attraction	/ə'trækʃn/	визначне місце
beach	/biːtʃ/	пляж
bicycle	/'baɪsɪkl/	велосипед
boat	/bəʊt/	човен
building	/'bɪldɪŋ/	будівля
bus tour	/bʌs tʊə(r)/	екскурсія автобусом
castle	/'kɑːsl/	замок
church	/tʃɜːtʃ/	церква
cinema	/'sɪnəmə/	кінотеатр
city	/'sɪti/	місто
climate	/'klaɪmət/	клімат
compass	/'kʌmpəs/	компас
composition	/ˌkɒmpə'zɪʃn/	композиція
continent	/'kɒntɪnənt/	континент
euro	/'jʊərəʊ/	євро
expensive	/ɪk'spensɪv/	дорогий
festival	/'festɪvl/	фестиваль
hospital	/'hɒspɪtl/	лікарня
lake	/leɪk/	озеро
metro	/'metrəʊ/	метро
monument	/'mɒnjumənt/	пам'ятник
museum	/mju'ziːəm/	музей
nature-friendly	/'neɪtʃə(r) 'frendli/	дружній до природи
ocean	/'əʊʃn/	океан
opera house	/'ɒprə haʊs/	оперний театр
orchard	/'ɔːtʃəd/	фруктовий сад
pick	/pɪk/	збирати
pilot	/'paɪlət/	пілот
post office	/'pəʊst ɒfɪs/	пошта
primary colours	/'praɪməri 'kʌlə(r)s/	основні кольори
prison	/'prɪzn/	тюрма
public transport	/'pʌblɪk 'trænspɔːt/	громадський транспорт
region	/'riːdʒən/	регіон
ride-sharing App	/raɪd ʃeə(r)ɪŋ æp/	застосунок для спільних поїздок
secondary colours	/'sekəndri 'kʌlə(r)s/	вторинні кольори
shade	/ʃeɪd/	тінь
shape	/ʃeɪp/	форма
site	/saɪt/	сторона

skyscraper	/'skaɪskreɪpə(r)/	хмарочос
square	/skweə(r)/	площа
stadium	/'steɪdiəm/	стадіон
still life	/ˌstɪl 'laɪf/	натюрморт
summer cottage	/'sʌmə(r) 'kɒtɪdʒ/	дача
taxi	/'tæksi/	таксі
theatre	/'θɪətə(r)/	театр
theme	/θi:m/	тема
tint	/tɪnt/	відтінок
tone	/təʊn/	тон
traffic	/'træfɪk/	великий рух транспорту
treasury	/'treʒəri/	скарбниця
trolleybus	/'trɒlibʌs/	тролейбус
university	/ˌju:nɪ'vɜ:səti/	університет
village	/'vɪlɪdʒ/	село
wonderful	/'wʌndəfl/	чудовий

UNIT 4. HOLIDAYS AND TRADITIONS

adopt	/ə'dɒpt/	завести домашню тваринку
bring	/brɪŋ/	приносити
Christmas Day	/'krɪsməs deɪ/	Різдво
come	/kʌm/	приходити
concert	/'kɒnsət/	концерт
decorate	/'dekəreɪt/	прикрашати
do	/du:/	робити
early	/'ɜ:li/	рано
Easter	/'i:stə(r)/	Великдень
eat	/i:t/	їсти
enjoy	/ɪn'dʒɔɪ/	насолоджуватися
enter	/'entə(r)/	входити
exercises	/'eksəsaɪz/	вправи
film	/fɪlm/	фільм
firework	/'faɪəwɜ:k/	феєрверк
get up	/get ʌp/	вставати
go	/gəʊ/	іти
hard	/hɑ:d/	важко
help	/help/	допомагати
Independence Day	/ˌɪndɪ'pendəns deɪ/	День Незалежності
learn	/lɜ:n/	вчитися
live concert	/laɪv 'kɒnsət/	живий концерт
luck	/lʌk/	удача
make	/meɪk/	робити
New Year Day	/nju: jɪə(r) deɪ/	Новий рік
resolutions	/ˌrezə'lu:ʃn/	рішення
see	/si:/	бачити
selfie	/'selfi/	селфі
selfie spot	/'selfi spɒt/	місце для селфі

sing	/sɪŋ/	співати
skill	/skɪl/	майстерність
street	/striːt/	вулиця
study	/ˈstʌdi/	вивчати
summer cinema	/ˈsʌmə(r) ˈsɪnəmə/	літній кінотеатр
take	/teɪk/	брати
talk	/tɔːk/	розмовляти
travel	/ˈtrævl/	подорожувати
video game	/ˈvɪdiəʊ geɪm/	відеогра
visit	/ˈvɪzɪt/	відвідати
watch	/wɒtʃ/	дивитися
write	/raɪt/	писати

UNIT 5. CLOTHES

bag	/bæg/	сумка
bathing suit	/ˈbeɪðɪŋ suːt/	купальний костюм
belt	/belt/	пояс
black	/blæk/	чорний
blouse	/blaʊz/	блузка
boots	/buːts/	чоботи
bracelet	/ˈbreɪslət/	браслет
brown	/braʊn/	коричневий
chain	/tʃeɪn/	ланцюг
clothes	/kləʊðz/	одяг
coat	/kəʊt/	пальто
costume	/ˈkɒstjuːm/	костюм
dark	/dɑːk/	темний
dress	/dres/	плаття
earring	/ˈɪərɪŋ/	сережка
fashion	/ˈfæʃn/	мода
glasses	/ˈglɑːsɪz/	окуляри
glove	/glʌv/	рукавичка
golden	/ˈgəʊldən/	золотий
handbag	/ˈhændbæg/	сумочка
jacket	/ˈdʒækɪt/	піджак
jewellery	/ˈdʒuːəlri/	ювелірні вироби
jumper	/ˈdʒʌmpə(r)/	джемпер
light	/laɪt/	світлий
necklace	/ˈneklәs/	намисто
pale	/peɪl/	блідий
pocket	/ˈpɒkɪt/	кишеня
purse	/pɜːs/	гаманець
raincoat	/ˈreɪnkəʊt/	плащ
ring	/rɪŋ/	каблучка
scarf	/skɑːf/	шарф
shirt	/ʃɜːt/	сорочка

shoes	/ʃuːz/	взуття
shorts	/ʃɔːts/	шорти
silver	/ˈsɪlvə(r)/	срібний
skirt	/skɜːt/	спідниця
sunglasses	/ˈsʌnglɑːsɪz/	сонцезахисні окуляри
sweater	/ˈswetə(r)/	светр
swimsuit	/ˈswɪmsuːt/	купальник
T-shirt	/ˈtiː ʃɜːt/	футболка
tie	/taɪ/	краватка
tights	/taɪts/	колготки
trainers	/ˈtreɪnə(r)z/	спортивне взуття
trousers	/ˈtraʊzəz/	штани
try on	/traɪ ɒn/	приміряти
umbrella	/ʌmˈbrelə/	парасолька
uniform	/ˈjuːnɪfɔːm/	уніформа
wallet	/ˈwɒlɪt/	гаманець
watch	/wɒtʃ/	дивитися
wear	/weə(r)/	носити
white	/waɪt/	білий

UNIT 6. FOOD AND NUTRITION

add	/æd/	додавати
bag	/bæg/	сумка
bar	/bɑː(r)/	плитка
beef	/biːf/	яловичина
beetroot	/ˈbiːtruːt/	буряк
biscuits	/ˈbɪskɪts/	печиво
boil	/bɔɪl/	варити
bottle	/ˈbɒtl/	пляшка
bowl	/bəʊl/	миска
cabbage	/ˈkæbɪdʒ/	капуста
carrot	/ˈkærət/	морква
carton	/ˈkɑːtn/	картонна коробка
cereal	/ˈsɪəriəl/	крупа
cherry	/ˈtʃeri/	вишня
chicken	/ˈtʃɪkɪn/	курча
chocolate	/ˈtʃɒklət/	шоколад
coffee	/ˈkɒfi/	кава
crisps	/krɪsps/	чіпси
cut	/kʌt/	різати
Earth	/ɜːθ/	Земля
flour	/ˈflaʊə(r)/	мука
fruit	/fruːt/	фрукти
galaxy	/ˈgæləksi/	Галактика
glass	/glɑːs/	скло

greens	/griːnz/	зелень
hot chocolate	/ˌhɒt ˈtʃɒklət/	гарячий шоколад
jar	/dʒɑː(r)/	банка
juice	/dʒuːs/	сік
macaroni	/ˌmækəˈrəʊni/	макарони
milk	/mɪlk/	молоко
Moon	/muːn/	Місяць
mushroom	/ˈmʌʃrʊm/	гриб
olive oil	/ˌɒlɪv ˈɔɪl/	оливкова олія
onion	/ˈʌnjən/	цибуля
orange	/ˈɒrɪndʒ/	апельсин
packet	/ˈpækɪt/	пакет
pancake	/ˈpænkeɪk/	панкейк
peel	/piːl/	чисити
planet	/ˈplænɪt/	планета
potatoe	/pəˈteɪtəʊ/	картопля
put	/pʊt/	класти
rice	/raɪs/	рис
roll	/rəʊl/	булка
sausage	/ˈsɒsɪdʒ/	ковбаса
saucepan	/ˈsɔːspən/	каструля
solar system	/ˈsəʊlə sɪstəm/	Сонячна система
sour cream	/ˌsaʊə ˈkriːm/	сметана
spaghetti	/spəˈgeti/	спагеті
star	/ðə ˌstɑːz ən ˈbɑːz/	зірка
sugar	/ˈʃʊgə(r)/	цукор
Sun	/sʌn/	Сонце
tea	/tiː/	чай
tomatoe	/təˈmɑːtəʊ/	помідор
yoghurt	/ˈjɒgət/	йогурт

UNIT 7. LEISURE TIME. NATURE

aerobics	/eəˈrəʊbɪks/	аеробіка
asteroid	/ˈæstərɔɪd/	астероїд
badminton	/ˈbædmɪntən/	бадмінтон
basketball	/ˈbɑːskɪtbɔːl/	баскетбол
beach	/biːtʃ/	пляж
bloom	/bluːm/	цвісти
bookmark	/ˈbʊkmɑːk/	закладка у книжку
boxing	/ˈbɒksɪŋ/	бокс
cloud	/klaʊd/	хмара
cloudy	/ˈklaʊdi/	хмарно
coin	/kɔɪn/	монета
cold	/kəʊld/	холодний
collect	/kəˈlekt/	збирати

comet	/'kɒmɪt/	комета
cycling	/'saɪklɪŋ/	велосипедний спорт
computer game	/kəm'pju:tə geɪm/	комп'ютерна гра
dancing	/'dɑ:nsɪŋ/	танці
drawing	/'drɔ:ɪŋ/	малювання олівцем
dust cloud	/dʌst klaʊd/	пилова хмара
falling	/fɔ:lɪŋ/	падіння
fencing	/'fensɪŋ/	фехтування
field	/fi:ld/	поле
fire	/'faɪə(r)/	вогонь
flower	/'flaʊə(r)/	квітка
fog	/fɒg/	туман
foggy	/'fɒgi/	туманний
football	/'fʊtbɔ:l/	футбольний м'яч
forest	/'fɒrɪst/	ліс
golf	/gɒlf/	гольф
grass	/grɑ:s/	трава
guitar	/gɪ'tɑ:(r)/	гітара
helmet	/'helmɪt/	шолом
hill	/hɪl/	пагорб
hot	/hɒt/	гарячий
ice	/aɪs/	лід
ice hockey	/'aɪs hɒki/	хокей на льоду
island	/'aɪlənd/	острів
judo	/'dʒu:dəʊ/	дзюдо
juggling	/'dʒʌglɪŋ/	жонглювання
jumping	/dʒʌmpɪŋ/	стрибки
lake	/leɪk/	озеро
laugh	/'lɑ:fɪŋ/	сміятися
light	/laɪt/	світло
lovely	/'lʌvli/	чудовий
meteorite	/'mi:tiəraɪt/	метеорит
mountain	/'maʊntən/	гора
mouse	/maʊs/	комп'ютерна мишка
plant	/plɑ:nt/	рослина
rain	/reɪn/	дощ
remote control	/rɪˌməʊt kən'trəʊl/	пульт
river	/'rɪvə(r)/	річка
sea	/si:/	море
season	/'si:zn/	сезон
skiing	/'ski:ɪŋ/	лижний спорт
snow	/snəʊ/	сніг
spring	/sprɪŋ/	весна
storm	/stɔ:m/	шторм
sun	/sʌn/	сонце
sunny	/'sʌni/	сонячний

swimming	/'swɪmɪŋ/	плавання
thunderstorm	/'θʌndəstɔ:m/	гроза
tree	/tri:/	дерево
warm	/wɔ:m/	теплий
weather	/'weðə(r)/	погода
wet	/wet/	мокрий
white	/waɪt/	білий
wind	/wɪnd/	вітер
windy	/'wɪndi/	вітряно

UNIT 8. TRAVELLING

adventure holiday	/əd'ventʃə 'hɒlədeɪ/	активний відпочинок
Africa	/'æfrɪkə/	Африка
Asia	/'eɪʒə/	Азія
Australia	/ɒ'streɪliə/	Австралія
backpack	/bækpæk/	рюкзак
beach holiday	/bi:tʃ 'hɒlədeɪ/	відпочинок на пляжі
Brazil	/brə'zɪl/	Бразилія
Canada	/'kænədə/	Канада
camping holiday	/'kæmpɪŋ'hɒlədeɪ/	відпочинок в палатках
China	/'tʃaɪnə/	Китай
climb	/klaɪm/	підійматися, вибиратися
cruise	/kru:z/	круїз
Egypt	/'i:dʒɪpt/	Єгипет
Europe	/'jʊərəp/	Європа
Ferris wheel	/'feris wi:l/	колесо огляду
fountain	/'faʊntɪn/	фонтан
France	/frɑ:ns/	Франція
Great Britain	/ˌgreɪt 'brɪtn/	Велика Британія
huge screen	/hju:dʒ skri:n/	величезний екран
Japan	/dʒə'pæn/	Японія
New Zealand	/ˌnju: 'zi:lənd/	Нова Зеландія
North America	/nɔ:θ ə'merɪkə/	Північна Америка
safari	/sə'fɑ:rɪ/	сафарі
screen	/skri:n/	екран
skiing holiday	/'ski:ɪŋ 'hɒlədeɪ/	катання на лижах
skyscraper	/'skaɪskreɪpə(r)/	хмарочос
South America	/ˌsaʊθ ə'merɪkə/	Південна Америка
souvenirs	/ˌsu:və'nɪə(r)/	сувеніри
statue	/'stætju/	статуя
sunbathe	/'sʌnbeɪð/	засмагати
tent	/tent/	намет
trip	/trɪp/	подорож
tube	/tube/	метро

Відомості про стан підручника

№	Прізвище та ім'я учня	Навчальний рік	Стан підручника	
			на початку року	в кінці року
1				
2				
3				
4				
5				

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(5-й рік навчання)

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(з аудіосупроводом)

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1. https://www.freepik.com 2. http://uk.wikipedia.org 3. https://en.wikipedia.org/wiki

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English Sounds

[ɑː]	[ʌ]	[e]	[ə]	[iː]	[uː]
car	bus	friend	ago	please	you
father	mother	egg	sister	he	school
[ɔː]	[ʊ]	[æ]	[ɪ]	[ɒ]	[ɜː]
door	book	cat	big	dog	girl
ball	ruler	black	it	what	her
[eɪ]	[aɪ]	[ɔɪ]	[əʊ]	[aʊ]	[ɪə]
name	my	boy	go	house	ear
day	time	noise	old	flower	here
[eə]	[ʊə]	[b]	[p]	[d]	[t]
chair	poor	ball	pupil	dog	ten
wear	tourist	table	pen	window	hat
[k]	[f]	[g]	[ŋ]	[h]	[l]
cake	father	good	song	hat	lamp
book	left	sugar	uncle	home	school
[n]	[r]	[v]	[w]	[s]	[z]
name	ruler	five	what	six	zoo
hand	parents	van	why	house	dogs
[m]	[ʃ]	[tʃ]	[ʒ]	[dʒ]	[j]
monkey	ship	chair	usually	jeans	you
farm	fish	teacher	treasury	German	yellow
		[θ]	[ð]		
		month	the		
		thing	mother		

Irregular Verbs

Base Form	Past Simple	Past Participle
be	was, were	been
begin	began	begun
buy	bought	bought
can	could	could
catch	caught	caught
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
eat	ate	eaten
feed	fed	fed
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
keep	kept	kept
know	knew	known
learn	learnt, learned	learnt, learned
make	made	made
put	put	put

Base Form	Past Simple	Past Participle
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written