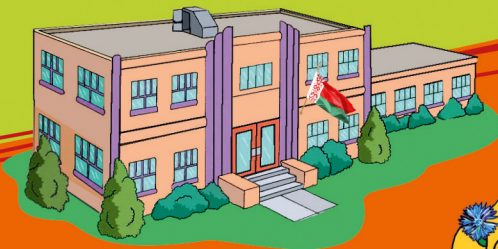


L. Lapitskaya N. Sedunova

English

Student's Book 1

4



The verb to be

Глагол БЫТЬ

Positive (+)	Negative (-)
<p>① <u>am</u> happy. He (She, It) is happy. We (You, They) are happy.</p> <p>am = 'm is = 's are = 're</p>	<p>① <u>am</u> not happy. He (She, It) is not happy. We (You, They) are not happy.</p> <p>am not = 'm not is not = isn't are not = aren't</p>
Question (?)	Short answers (+ / -)
<p><u>Are</u> (you) happy?</p> <p>Is he (she, it) happy?</p> <p><u>Are</u> they happy?</p>	<p>Yes, ① <u>am</u>. / Yes, we are. No, ① <u>'m</u> not. / No, we aren't. Yes, he (she, it) is. No, he (she, it) isn't. Yes, they are. No, they aren't.</p>

The verb have got / has got

Глагол иметь

Positive (+)	Negative (-)
<p>① We (You, They) <u>have</u> <u>got</u> a friend.</p> <p>② (She, It) <u>has</u> <u>got</u> a friend.</p> <p>have got = 've got has got = 's got</p>	<p>① We (You, They) <u>have</u> <u>not got</u> a friend.</p> <p>② (She, It) <u>has</u> <u>not</u> <u>got</u> a friend.</p> <p>have not = haven't has not = hasn't</p>
Question (?)	Short answers (+ / -)
<p><u>Have</u> (we) (you, they) <u>got</u> a friend?</p> <p><u>Has</u> he (she, it) <u>got</u> a friend?</p>	<p>Yes, (we) (I, they) <u>have</u>.</p> <p>No, (we) (I, they) <u>haven't</u>.</p> <p>Yes, he (she, it) <u>has</u>.</p> <p>No, he (she, it) <u>hasn't</u>.</p>

The verb can Глагол мочь, уметь

Positive (+)	Negative (-)
I (We, You, They, He, She, It) can swim .	I (We, You, They, He, She, It) can't swim .
Question (?)	Short answers (+ / -)
Can I (we, you, they, he, she, it) swim ?	Yes, <input type="radio"/> can . No, <input type="radio"/> can't .

The Present Simple Tense Настоящее простое время

Positive (+)	Negative (-)	
	Long form	Short form
I live in a house.	I do not live in a flat.	I don't live in a flat.
You live in a house.	You do not live in a flat.	You don't live in a flat.
He lives in a house.	He does not live in a flat.	He doesn't live in a flat.
She lives in a house.	She does not live in a flat.	She doesn't live in a flat.

Positive (+)	Negative (-)	
	Long form	Short form
It lives in a house.	It does not live in a flat.	It doesn't live in a flat.
We live in a house.	We do not live in a flat.	We don't live in a flat.
They live in a house.	They do not live in a flat.	They don't live in a flat.

Question (?)	Short answer	
	+	-
Do you live in a house?	Yes, I do . Yes, we do .	No, I don't . No, we don't .
Does he live in a house?	Yes, he does .	No, he doesn't .
Does she live in a house?	Yes, she does .	No, she doesn't .
Does it live in a house?	Yes, it does .	No, it doesn't .
Do they live in a house?	Yes, they do .	No, they don't .

Указатели настоящего простого времени:

usually (обычно), **often** (часто), **sometimes** (иногда), **always** (всегда), **in the morning** (утром), **in the afternoon** (днём), **in the evening** (вечером), **every day** (каждый день).

Л.М. Лапицкая
Н.М. Седунова

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для **4** класса
учреждений образования, реализующих
образовательные программы
общего среднего образования,
с русским языком обучения и воспитания

В двух частях

Часть 1

Допущено Министерством образования
Республики Беларусь

2-е издание,
переработанное и дополненное



Минск
«Адукацыя і выхаванне»
2024

Правообладатель Адукацыя і выхаванне

УДК 811.111(075.2)
ББК 81.2Англ-922
Л24

Рецензент: учебно-методическое объединение учителей иностранного языка государственного учреждения образования «Гимназия № 24 г. Минска» (учитель английского языка квалификационной категории «учитель-методист» *О.М. Береснева*)



Список заимствованных иллюстраций, размещённых в учебном пособии, для использования в образовательном процессе

Предыдущее издание вышло в УП «Издательство “Вышэйшая школа”» в 2019 году

ISBN 978-985-599-817-5 (ч. 1)
ISBN 978-985-599-816-8

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КАК РАБОТАТЬ С УЧЕБНЫМ ПОСОБИЕМ

Дорогие друзья! В этом учебном году вы будете изучать английский язык вместе с белорусскими героями Никитой и Настей и уже знакомыми вам Лиз и Майком из Великобритании, а также с забавными роботами из необычной страны Твинь-килэнд, с которыми ребята познакомились в Минске.

Активно участвуйте в выполнении каждого задания, чтобы достичь намеченных целей в изучении английского языка. Они обозначены в начале каждого раздела в рубрике «Ты научишься».

Лучше ориентироваться и выполнять задания вам помогут условные обозначения:



работа в парах



настольная игра



работа в группах



проект



письменное задание



электронное приложение к учебному пособию размещено на ресурсе lingvo.adu.by



ссылка (QR-код) на электронное приложение



аудиозапись

Грамматический материал содержит следующие условные обозначения: ○ – подлежащее; △ – глагол **be**; ▴ – вспомогательный глагол; □ – глагол, обозначающий действие; ◻ – вопросительное слово.

В конце учебного пособия вы найдёте тематический словарь для обязательного усвоения и грамматический помощник, на форзацах – грамматические таблицы.

Успехов вам в изучении английского языка!


Unit 1



My friend

Ты научишься: знакомиться с новыми друзьями; описывать внешность и характер друзей; рассказывать и расспрашивать о том, что ты и твой друг умеете делать; рассказывать о своём друге и ваших совместных занятиях.

Lesson 1. A new friend¹

1a.  Liz, Mike, and Nikita are at the International Robotics Fair² in Belarus. They have a new friend. He is a robot. Listen, read, and answer: What's his name? Where's he from?

Mike: Hello! What's your name?

Twinky: Twinky-twinky-twinky.

Liz: Where are you from?

Twinky: Twinky-twinky-twinky.

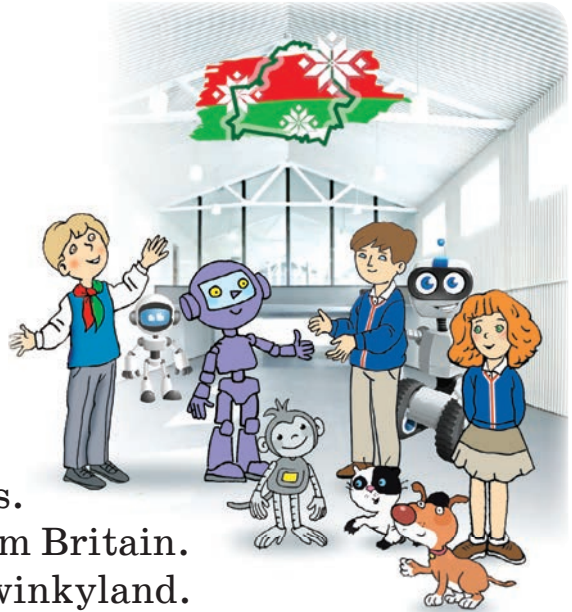
Mike: They're funny.

Twinky: They are funny.

¹ A new friend – Новый друг

² International Robotics Fair – Международная ярмарка робототехники

Nikita: Aha! He's Mike.
Twinky: He is Mike.
Nikita: She's Liz.
Twinky: She is Liz.
Nikita: I'm Nikita.
Twinky: I am Twinky.
All: Hello, Twinky!
Mike: This is Lucky.
Liz: This is Susie.
Twinky: This is Floppy.
Nikita: I'm from Belarus.
Liz and Mike: We're from Britain.
Twinky: We are from Twinkyland.



1b. 🧑‍🤝🧑 Choose a role and read, then exchange your roles.

2. Grammar revision.

The verb to be / Глагол БЫТЬ

I **am** / **am not**

he / she / it **is** / **is not**

we / you / they **are** / **are not**

am = 'm

is = 's

are = 're

am not = 'm not

is not = isn't

are not = aren't

3. 🎧 Listen, read, and sing the song.

Are you happy, are you happy?

Yes, I am, yes, I am.

Is he happy, is he happy?

Yes, he is, yes, he is.

Is she happy, is she happy?

Yes, she is, yes, she is.

I am, you are, he is, she is,

we are friends!

Are you happy, are you happy?

Yes, we are, yes, we are.

Are we happy, are we happy?


Yes, we are, yes, we are.

Are they happy, are they happy?

Yes, they are, yes, they are.

I am, you are, he is, she is, we are friends!



4a.  Play a matching game. How old are they? (S1 – Student 1, S2 – Student 2.)

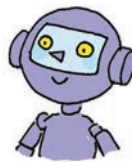
Model. S1: How old is Nikita? – S2: He's 10.



Nikita



Mike



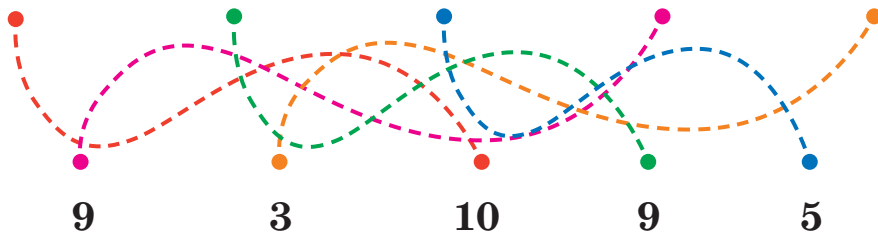
Twinky



Liz



Floppy



4b. 🧑🧑 A reporter interviews Nikita and the children for a TV programme. **S1** is the reporter, **S2** is a character (Liz, Mike, Twinky, Floppy).

Model. S1: Hi! What's your name?
S2: Hello! My name's Nikita.
S1: Where are you from?
S2: I'm from Belarus.
S1: How old are you?
S2: I'm 10. I've got a lot of friends.
S1: Great! Wow! I can see robots!



5a. 🧑🧑 Play “A memory game”. Speak about the characters (ex. 1a and 4a).

Model. Liz is from Britain. She's 9.

5b. 📝 Write 8 sentences about the characters (Nikita, Mike, Twinky, Floppy).

6a. 🌐 Letters and sounds.

Aa	Bb	Cc	Dd	Ee
↙ ↘	↓	↙ ↘	↓	↙ ↘
[eɪ] [æ]	[b]	[s] [k]	[d]	[i:] [e]

6b. Read the transcription with your class and in pairs.

[e] [æ] [i:] [b] [s] [ei] [k] [d]

Lesson 2. Mike's friends

1a.  Mike meets a new friend. Listen, read, and answer: Where's Nastya from?

Nastya: Hello! How are you?

Mike: I'm fine, thanks. How are you?

Nastya: I'm OK. What's your name?

Mike: My name's Mike. What's your name?

Nastya: My name's Nastya. How old are you?

Mike: I'm 9. How old are you?

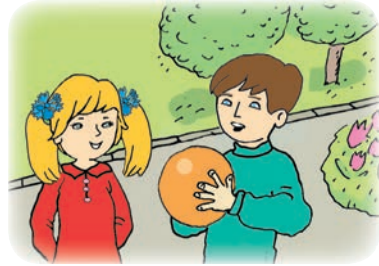
Nastya: I'm 10. Where are you from?

Mike: I'm from Britain. Where are you from?

Nastya: I'm from Belarus, from Minsk.

Mike: I like Belarus and Minsk. Let's play!

Nastya: That's a good idea!



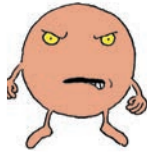
1b.  Choose a role and read.

1c.  Act out the talk.

2.  Picture dictionary.



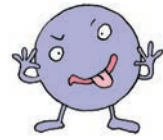
good



bad



nice



naughty



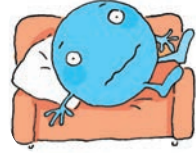
kind




clever



funny



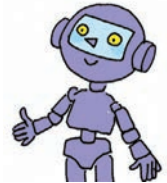
lazy

3a.  Mike writes about his friends on his class web page. Listen, read, and answer: What are Mike's friends' names?



Hello! My name's Mike. I'm from Britain. Look at my friends!

This is Twinky. He's 5. He's from Twinkyland. He's funny. He's a good friend.



This is Liz. She's 9. She's from Britain. She's nice.

Nikita and Nastya are my friends from Belarus. Nikita is 10. He's clever. Nastya is 10. She's nice and kind.



3b. Play “The last sentence” game. Speak about Mike’s friends.

3c. Read and correct the mistakes in Floppy’s diary¹.

Dear Diary,

We’ve got new friends. Mike is from America. He’s nine. Mike is a good friend. Liz is from Britain. She’s ten. Liz is lazy. Nikita and Nastya are from Britain. They’re naughty. Nastya is ten and Nikita is eleven.

Model. Mike isn’t from America. He’s from Britain.

4a.  Role-play. Twinky is a reporter. He asks you about your friend.

Have you got a friend, (Sasha)?

What’s his / her name?

How old is he / she?

Where’s he / she from?

Is he / she nice (kind / naughty / clever / funny / lazy)? Is he / she a good friend?



¹ diary ['daɪəri] – дневник

4b. Twinky speaks about your class in his Cosmo TV programme.

Model. Hi! I've got a lot of friends. This is Sasha. He's kind and funny. He's 9. He's from Belarus. He's clever. This is Vanya. ...

4c.  Write 5–7 sentences about your friend. Use ex. 4b.

5a.  Letters and sounds.

Ff
↓
[f]

Gg
↙ ↘
[dʒ] [g]

Hh
↓
[h]

Ii
↙ ↘
[aɪ] [ɪ]

Jj
↓
[dʒ]

5b. Read the transcription with your class and in pairs.

[g] [e] [h] [æ] [i:] [dʒ] [b] [s] [ɪ] [aɪ] [eɪ] [k] [d] [f]

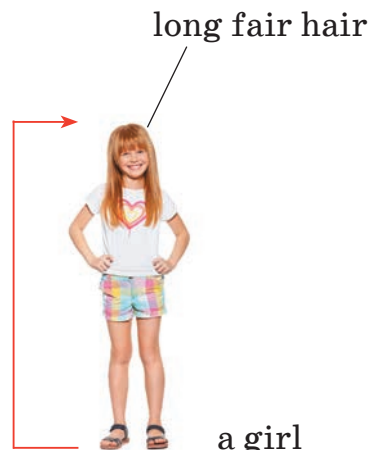
Lesson 3. My friend has got fair hair

1.   Picture dictionary.



short dark hair

a boy



a girl

2. Grammar revision.

The verb have got (has got) / Глагол иметь

I / we / you / they **have got** / **have not got**

he / she / it **has got** / **has not got**

have got = 've got

have not = haven't

has got = 's got

has not = hasn't

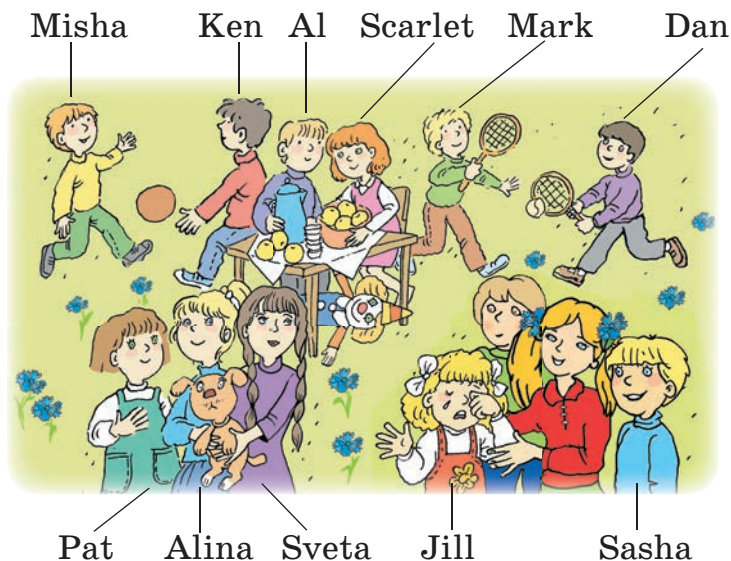
3. 👤👤 Look at your classmates. Make up a riddle about one of them.

Model. S1: It's a girl. She's tall. She's got long hair.
She's got blue eyes, little ears, a short nose,
and a nice mouth. She's kind.

S2: It's (Masha).

S1: Right!

4a. The children from the International Robotics Fair are on a picnic in Gorky Park. Look and read their names.



4b.  Listen and answer: Where is Jill's friend?

4c.  Make up riddles about the children (see the Model in ex. 3).

4d.  Twinky speaks about the children. Find and correct the mistakes.

Model. 1. Pat hasn't got long hair. She's got short hair.
2. Scarlet isn't a boy. Scarlet is a girl.

1. Pat has got long hair.
2. Scarlet is a boy.
3. Sveta and Sasha have got green eyes.
4. Mark has got a long nose.
5. Scarlet and Al have got big ears.
6. Alina has got dark hair.
7. Sasha is a tall boy.
8. Al and Dan are girls.

5a.  Letters and sounds.

Kk
↓
[k]

Ll
↓
[l]

Mm
↓
[m]

Nn
↓
[n]

Oo
↙ ↘
[əʊ] [v]

5b. Read the transcription with your class and in pairs.

[l] [ɪ] [aɪ] [eɪ] [k] [d] [m] [n] [v] [g] [e] [h] [æ]
[s] [f] [əʊ] [i:] [dʒ] [b]

6.  Write a riddle about your classmate. Use ex. 3.

Lesson 4. Can your friend roller skate?

1. Picture dictionary.



roller skate ['rəʊlə skert]



ride a bike

2a. Listen, read, and answer: Can Twinky draw? Why is Liz sad?

Liz: Listen, Twinky. I can sing! Can you sing?

Twinky: No, I can't.

Liz: I can dance. Can you dance?

Twinky: No, I can't.

Liz: I can roller skate. Can you roller skate?

Twinky: No, I can't.

Liz: I can ride a bike. Can you ride a bike?

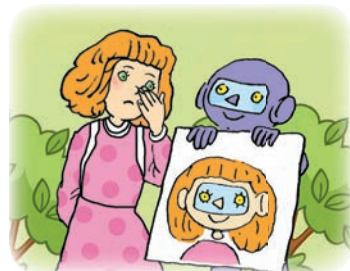
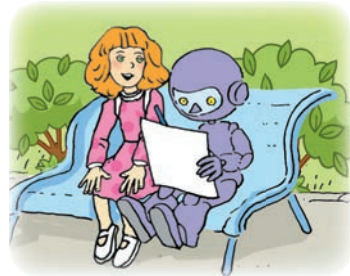
Twinky: No, I can't.

Liz: What can you do?

Twinky: I can draw. Look! I can draw you!

Liz: Oh, no! You can't draw, Twinky!

Twinky: Yes, I can.



2b. Choose a role and read.

2c. 🧑🧑 Make true sentences about Liz and Twinky.

Twinky	can	draw / sing / ride a bike.
Liz	can't	swim / roller skate / dance.

3. 🧑🧑 Speak to your classmate.

Model. S1: What can you do?	S1: What can't you do?
S2: I can ski.	S2: I can't draw.



ride a bike, roller skate, climb a tree, ski, skate, dance, draw, swim, sing, read, play football, speak English

4a. Class survey (onpoc). Make one question and ask all your classmates.

Model. S1: Can you roller skate / swim?
S2: Yes, I can.
S3: No, I can't. ...

4b. Report to the class.

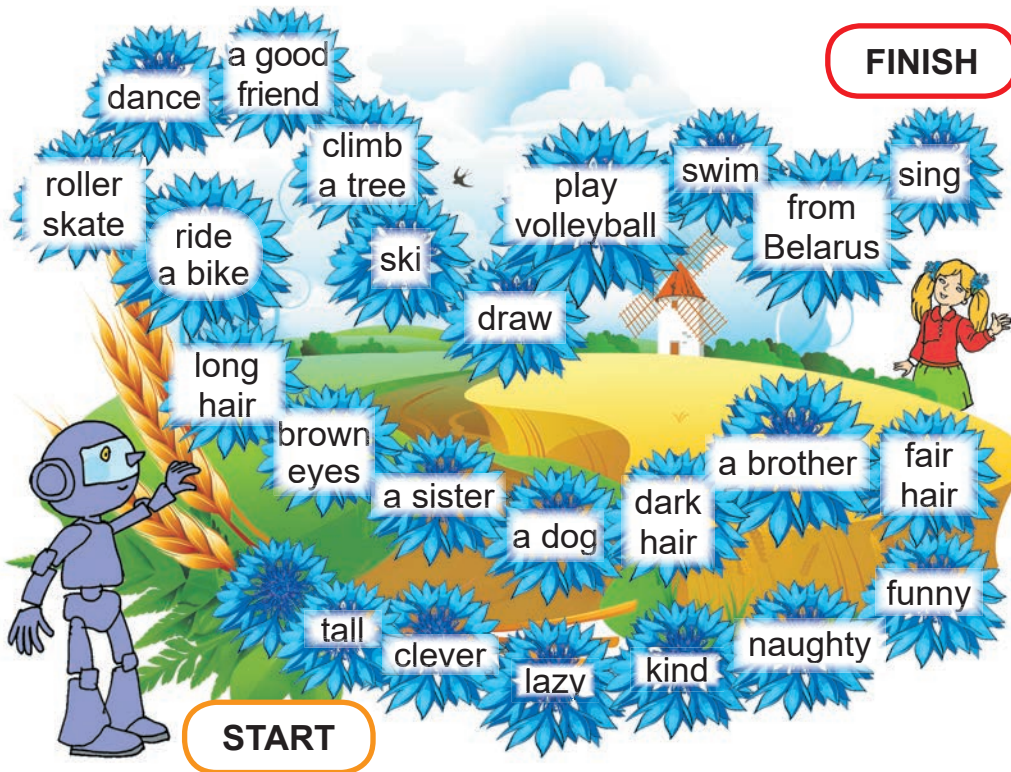
Model. Five students can roller skate / swim. Four students can't roller skate / swim.

5a. 🧑🧑 Board game. Throw a dice, move your counter, and make true sentences about your friend.

Model. My friend **isn't** tall. My friend **has got** brown eyes. **She can't** climb trees. She **hasn't** got a sister.



is / isn't, has got / hasn't got, can / can't



5b. 👤 Say five facts about your friend.

5c. 📝 Write five true sentences about your friend.

6a. 🌐 Letters and sounds.

Pp

↓
[p]

Qu / qu

↓
[kw]

Rr

↓
[r]

Ss

↓
[s]

Tt

↓
[t]

Uu

↓ ↓
[ju:] [ʌ]

6b. Read the transcription with your class and in pairs.

[p] [f] [əʊ] [i:] [l] [ɪ] [aɪ] [dʒ] [b] [eɪ] [k] [r] [d]
[m] [ʌ] [ju:] [n] [v] [g] [e] [h] [æ] [t] [s] [kw]

Lesson 5. My friend can swim very well

1a.  Letter secrets.

very well

Vv = [v] Ww = [w]

I can play volleyball and swim very well.



1b.  Find the words in the box to match the pictures.

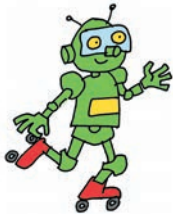


volleyball, swim, very well, clever, Twinky, we, what, where, seven, white, Steve, five, Victor, Eve, warm, walk, sweet, window, windy, favourite, winter, twelve, weather

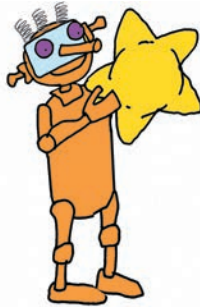
1c.  Help Twinky to read the words with [v], then with [w].

2a. Read Twinky's story about his friend and find him in the picture.

A



B



C



My friend

This is my friend. His name's Rinky. He's from Twinkyland. He's twelve. He's nice and clever. He isn't naughty. He is very tall. He's got short hair. He's got purple eyes. He's got a big mouth. He's got a long nose and long ears. Rinky likes sweets very much. His favourite season is winter. He likes snowy and windy weather. My friend can't ride a bike or roller skate. But he can swim and play starball very well. He's a good friend!

2b.  Answer the questions.

1. Is Rinky from Twinkyland?
2. Is he naughty?
3. Has he got dark hair?
4. Has he got yellow eyes?
5. Has he got a little mouth?
6. Can he roller skate?
7. Can he play starball?
8. Is winter his favourite season?
9. Is he a good friend?

A. Yes, he is.

B. No, he isn't.

C. Yes, he has.

D. No, he hasn't.

E. Yes, he can.

F. No, he can't.

G. Yes, it is.

3a.  Make up a story about Twinky. Use ex. 2a.

3b.  Write your story (5–7 sentences) about Twinky. Use ex. 2a.

4a.  Letters and sounds.

Vv	Ww	Xx	Yy	Zz
↓	↓	↓	↙ ↓ ↘	↓
[v]	[w]	[ks]	[aɪ] [ɪ] [j]	[z]

4b. Read the transcription with your class and in pairs.

[h][æ][t][p][f][əʊ][w][i:] [l][ɪ] [aɪ] [dʒ] [j] [b][eɪ][z]
[k][r][d][m][ʌ] [n] [p][g] [e] [s] [v] [ju:] [ks] [kw]

4c. Play the “I spy” game.

Model. S1: I spy with my little eye something in the picture beginning with [r].

S2: Roller skates!



Lesson 6. We do it together

1. Listen, read, and sing the song.

The more we get together,
together, together,
The more we get together,
the happier we are.¹
For your friend is my friend,
And my friend is your friend.
The more we get together,
the happier we are.



¹ The more we get together, the happier we are. – Чем больше мы бываем вместе, тем мы счастливее.

2a.   **Picture dictionary.**



listen to music



watch TV



play computer
games



go for a walk



do homework



chat with (your /
my) friend

2b.  **Letters and sounds.**

[u:] do

[tʃ] chat, watch

[ə] computer

[ɔ:] walk

[ʒ] television (TV)

3a.  **Look at Twinky's puzzle. Who can roller skate and ride a bike? Listen, read, and check.**

Hello! I'm Twinky. I've got seven friends. We're happy when we get together.

I do my homework with Susie.
 I go roller skating with Mike.
 I go for a walk with Lucky.
 I listen to music with Nastya.
 I play computer games with Floppy.
 I ride a bike with Liz.
 I watch TV with Nikita.

3b.  **Speak about Twinky and his friends.**

Model. Twinky and Mike do homework together.

together

3c. Close your book. Play “A memory game”.

Model. Student: Listen to music!

Twinky: I listen to music with Liz.

with

4a.  **Play “The last sentence” game about you and your friend.**

Model. S1: I chat with my friend about music (computer games, homework, TV).

S2: We do homework together. ...

4b.  **Write 5–7 sentences about you. What do you do together with your friend?**

Lesson 7. Twinky's week in Twinkyland

1a.  Listen, read, and say the rhyme.

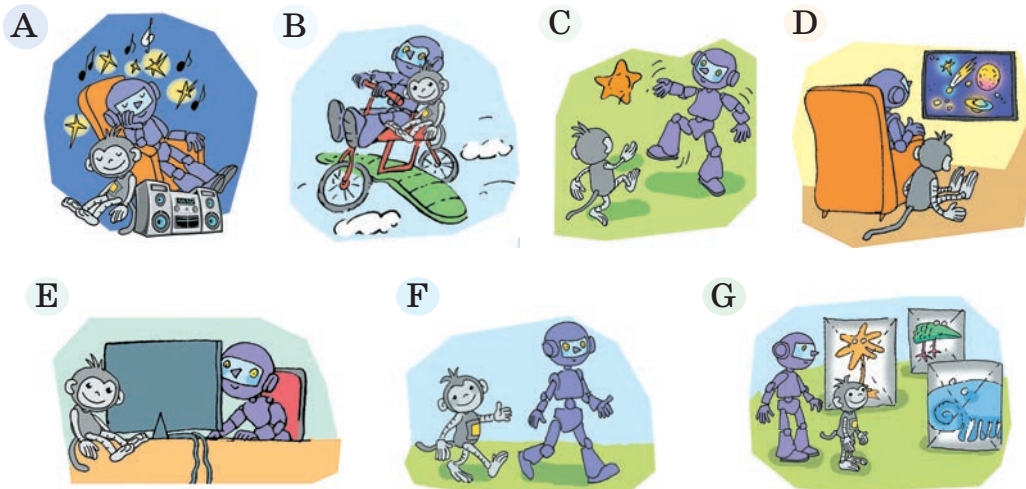
Every week has seven days.
See how many you can say.
Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday,
Sunday.
What's today?



1b. Play the “What’s the next day?” game.

Model. S1: Friday!
S2: Saturday!

2a.  Twinky speaks about his week in Twinkyland. Read and match the phrases to the pictures.



1. play starball; 2. watch Cosmo TV; 3. listen to cosmo music; 4. ride a fly-bike; 5. go for a walk; 6. go to the Star Zoo; 7. play computer games.

2b.  Listen and answer: What's Twinky's favourite day?

2c.  Listen again and match the pictures to the days of the week.

Model. Monday – D.

2d.  Speak about Twinky's week.

Model. On Monday, Twinky and Floppy watch Cosmo TV.

on Monday

3a.  Read Twinky's story and find three mistakes.

This is our week in Twinkyland. On Monday, Floppy and I watch Cosmo TV and chat. On Tuesday, we go for a walk. On Wednesday, we play computer games. On Thursday, we go roller skating. On Friday, we listen to cosmo music. On Saturday, we play starball. Sunday is my favourite day. We go to the Star Park on Sunday. It's fun!

3b.  Make up your story about your week. What do you do together with your friend?

3c.  Write your story (7 sentences). Use ex. 3b.

4a.  **Letters and sounds.**

[ŋ] long, sing

[ʃ] short

[eə] fair hair

[ɪə] ear

[aʊ] mouth

[ɑ:] dark

[ʊ] good

[ɜ:] girl

[ɔɪ] boy

4b.   **Play the “Nonsense” game. In each section, throw a dice, look at the number, and make a sentence.**

A. My friend is

1. Lucky
2. Susie
3. Rose
4. Twinky
5. Floppy
6. Peter



B. He's got / She's got

1. fair hair and blue eyes
2. dark hair and a long nose
3. short hair and big ears
4. green eyes and a big mouth
5. blue ears and a blue nose
6. yellow eyes and purple hair

C. My friend is

1. clever
2. kind
3. naughty
4. funny
5. nice
6. lazy

D. My friend can

1. fly
2. ride a bike
3. dance boogie-woogie
4. sing karaoke
5. climb banana trees
6. ride a crocodile

E. I play with my friend

1. on Monday
2. on Tuesday
3. on Wednesday
4. on Thursday
5. on Friday
6. on Saturday and Sunday

F. We ... together.

1. listen to music
2. watch TV
3. go for a walk
4. go to school
5. chat about school
6. play computer games

G. It's ... !

- | | |
|---------|--------------|
| 1. fun | 4. fantastic |
| 2. cool | 5. great |
| 3. good | 6. very good |

4c. Get ready to tell your story (follow your numbers in each section).

4d. Tell your “Nonsense” story to the class. Whose story is the funniest (самая смешная)?

Lesson 8. Funny stories

1. 🌐 Letter secrets.

🔔 **th** = [θ] **Th**ree pan**th**ers go for a walk on **Th**ursday.

🔔 **th** = [ð] What good wea**th**er to walk to**th**er!

🔔 **ure** = [ʊə] Panthers? – **Sure**!



2a. Read the words and guess their meaning.



a python
['paɪθən]



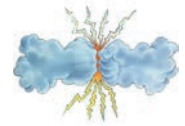
teeth
[ti:θ]




think



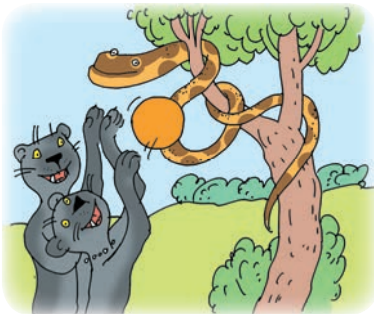
a thistle
[θɪs(ə)l]



thunder
[θʌndə]

2b.  Listen, read the story, and answer: What is Beth's favourite day? Why?

This is Beth the Panther. She's three. She's got a big mouth with very big teeth. She's got a brother, Timothy the Panther. He's got a big mouth with very big teeth, too. They're good friends. They run, jump, and play together.



One day the panthers go for a walk. The weather is fine. They play basketball with the python. It's fun!

Boom! What's this? Thunder! The friends think it's a monster: "A-a-ah!" They run very fast (быстро) and can't see the thistles. Th-th-th! Th-th-th!

Beth: A-a-ah! A monster!

Timothy: A monster! Help!

Beth: I'm not a monster. I'm Beth the Panther.

Timothy: Ah, sure! And I'm your brother, Timothy. Ha-ha-ha!

Beth: Ha-ha-ha! What day is it today?

Timothy: Let me think. It's Thursday!

Beth: Let's run home and watch TV. Our favourite film "The Pink Panther" is on! Thursday is my favourite day!



2c. 🐾 Read together with your group: group 1 – Narrator¹, group 2 – Beth, group 3 – Timothy, then exchange your roles.

2d. 🐾 Perform at the Readers' Theatre.

2e. You're Beth the Panther. Answer the questions.

1. What's your name?
2. How old are you?
3. Have you got a brother?
4. What's his name?
5. Have you got a little mouth?
6. Can you play tennis with the python?
7. What's your favourite film?
8. What's your favourite day?

¹narrator – рассказчик

Lesson 9. This is my friend

1a. Read Liz's project about Nastya. Why does Liz like Nastya?

My friend Nastya



Look! This is my friend Nastya.
She's nice and clever.
She's very beautiful.
She's got long fair hair.
She's got grey eyes.
She's got a little mouth.
She's got a little nose.
She can sing and dance.
She can ride a bike
and roller skate.
We listen to music, chat,
and play together.
She's a good friend.



1b.  Find and read sentences about the pictures.

1c. Choose the correct word.

- Nastya is nice and
a) naughty b) clever c) funny
- She's got ... fair hair.
a) short b) long c) dark
- She's got ... eyes.
a) grey b) little c) green

4. Nastya can sing, dance, roller skate, and
 a) ride a bike b) play starball c) draw
5. Nastya and Liz ... together.
 a) go roller skating b) listen to music c) watch TV
6. She's a ... friend.
 a) bad b) lazy c) good

2. 💡 Do a project about your friend.

- ◆ Draw your friend or bring (принеси) a photo.
- ◆ Write about your friend.
- ◆ Get ready to speak about your friend.

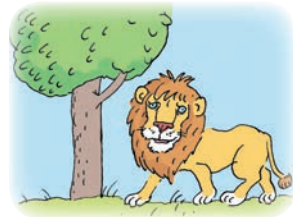


This is His / Her name's
 He's / She's (10). He's / She's kind,
 He's / She's got green eyes,
 He / She can We ... together.

Lesson 10. The lion and the mouse

1. 🎧 Listen, read the story, and answer: Is the mouse a good friend?

One day a lion goes for a walk. It's sunny and hot. He sits under a tree and falls asleep¹. A little mouse runs near the tree. She sees the lion. "What big ears! What beautiful hair!"



¹ falls asleep – засыпает

The mouse climbs onto the lion. She runs and jumps on the lion. It's fun!



a paw [pɔ:]

The lion opens his eyes. He sees the mouse. “Oh, help! Help!” The mouse is in the lion’s paw! “Please, let me go¹! I can help you one day!” “Ha-ha-ha! You are so little! How can you help me?²” The lion is kind and lets the mouse go.

Three days later³, the lion goes for a walk and gets into a net. “Oh, help! Help!” The mouse runs to the lion and nibbles at the net. The lion is free⁴. He’s happy. “Thank you, little mouse! You’re a good friend!”



a net to nibble
at the net

Little friends can give big help!

2. 🐾 Choose a role (Narrator, Lion, Mouse) and read the story.

¹ let me go – отпусти меня

² How can you help me? – Как ты можешь мне помочь?

³ Three days later ... – Спустя три дня ...

⁴ free – свободный

3. True or false?

1. It's hot and windy.
2. The lion is little.
3. The lion has got beautiful hair.
4. The mouse dances on the lion.
5. The mouse is naughty.
6. The mouse helps the lion.

4. Make sentences about the characters of the story.

Model. The mouse is little.

The mouse	is	little.
The lion	has got	kind.
The mouse and the lion	are	friends.
		beautiful hair.
		naughty.
		big.
		big ears.

5. Put the sentences in the correct order.

Model. 1 – D.

A. “Oh, help! Help!” The mouse is in the lion’s paw!
“Please, let me go! I can help you one day!”

B. Three days later, the lion gets into a net. “Oh, help! Help!”

C. The mouse helps the lion. “Thank you, little mouse! You’re a good friend!”

D. One day a lion goes for a walk and falls asleep under a tree.

E. Little friends can give big help!

F. A little mouse sees the lion and climbs onto the lion. “What big ears! What beautiful hair!”

G. The lion is kind and lets the mouse go.

H. “Ha-ha-ha! You are so little! How can you help me?”

6.   Act out the story. Use ex. 5.

Lesson 11. Project presentation: **My friend**

1. Put the pictures (photos) of friends with numbers on the board.

2. Speak about your friend.

3. Listen to your classmates' project presentations and find their pictures (photos). Write the number.

4. Name your classmates in the pictures (photos) and check with the class.

5. Answer the questions: Whose (чьи) pictures (photos) do you like? Whose stories do you like? Whose presentation do you like?

Unit 2

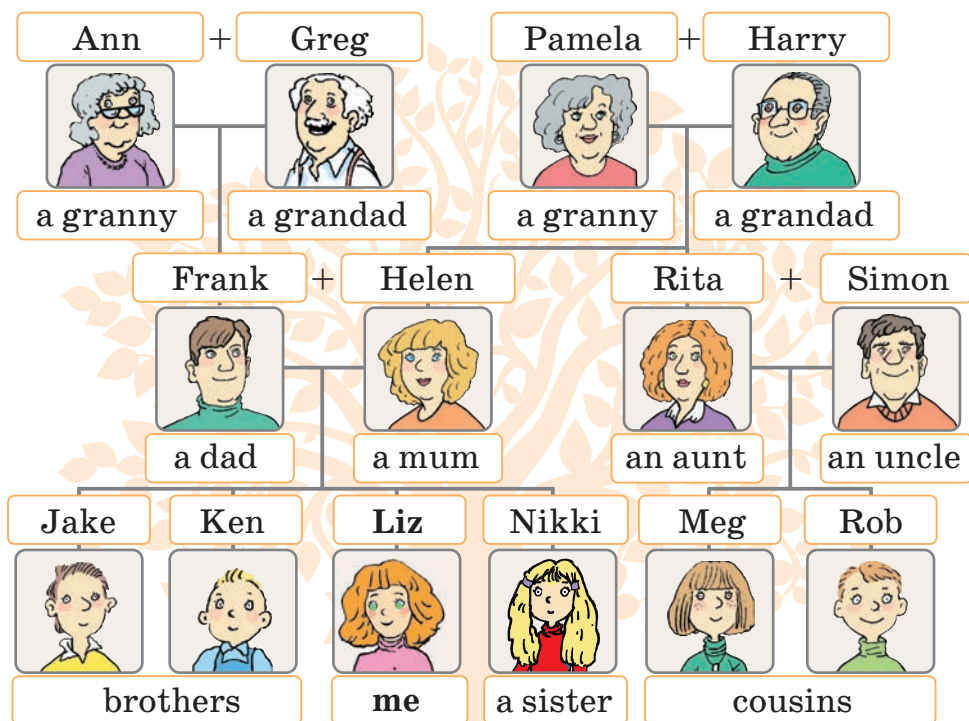


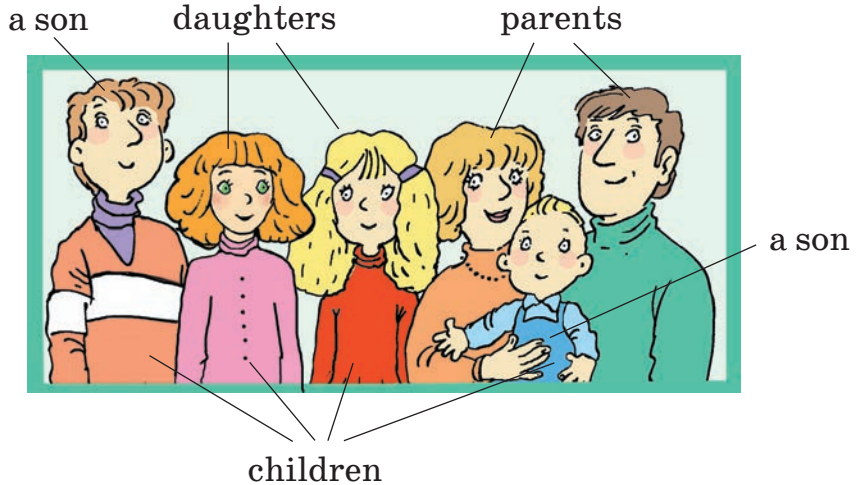
My family

Ты научишься: рассказывать и расспрашивать о родственниках; расспрашивать о профессиях членов семьи; описывать внешность и характер родственников.

Lesson 1. Liz's family tree

1. Picture dictionary.





2a. Letters and sounds.

[ɑ:] aunt	[ɔ:] daughter	[ə] sister	parents
[ŋ] uncle	[tʃ] children	[ð] brother	['peərənts]

2b. 👤👤 Read the transcription.

[mʌm], [dæd], ['græni], ['grændæd], ['ʌŋkl], [ɑ:nt],
 ['brʌðə], ['sɪstə], ['kʌzn], ['dɔ:tə], [sʌn], ['peərənts],
 ['tʃɪldrən]

3. Grammar secret.

Possessive nouns (Part 1)

Притяжательный падеж существительных

Helen is Liz's mum.

(Хелен – мама (чья?) Лиз.)

4a. Look at Liz's family tree. Ask and answer.

Model. S1: Who's Harry?

S2: He's Liz's grandad.

He's = He is

4b. Play "The last sentence" game.

Model. S1: Nikki is Liz's sister.

S2: Nikki is Frank's daughter.

S3: Meg and Rob are Liz's cousins. ...

5. 👤👤 Solve the riddles.

1. My mum's mum is my
2. My dad's dad is my
3. My dad's sister is my
4. My mum's brother is my
5. My uncle's children are my
6. My aunt's daughter is my
7. My uncle's son is my
8. My cousin's parents are my ... and

6a. 👤👤 Speak about your family.

Model. I've got a mum. Her name's Nina. She's nice and beautiful. She's got long hair, blue eyes, She can sing and cook.



nice, beautiful, clever, funny, kind,
good, lazy, naughty

6b. ✍️ Write 5–7 sentences about two people in your family.

Lesson 2. What do you want to be?

1. 🧑🧑📖 Picture dictionary.

Jobs



a doctor



a driver



a vet



a cook



a farmer



a business-
man



a shop
assistant



a dentist



a teacher



a worker



a programmer



a woman



a man

2a. Letters and sounds.

[ʊ] **co**ok | [ʃ] **sh**op | [ɜ:] **wor**ker

2b. 🧑🧑 Read the transcription.

[mæn], ['wʊmən], ['dɒktə], [kʊk], ['dentɪst], ['draɪvə],
['ti:tʃə], [vet], ['fɑ:mə], ['ʃɒp əsɪstənt], ['bɪznəsmæn],
['wɜ:kə], ['prəʊgræmə]

3.  Listen, read, and say the chant.



Swish, swish, swish,
I'm a magic fish.
What do you want to be?
What do you want to be?



I want to be a doctor.

I want to be a driver.

4a. **Word secrets.**

Tina can **sing** very well.
She's a **singer**.



sing + er = singer

dance + er = dancer

swim + er = swimmer

ski + er = skier

4b.  Complete the sentences.

runner worker dancer teacher programmer
skater driver

1. Helen can dance very well. She's a good
2. Peter can programme computer games. He's a
3. Pat can skate very well. She's a good
4. Victor can run very well. He's a good
5. Fred can work very well. He's a good
6. Mary can drive very well. She's a good
7. Diana can teach very well. She's a good

5a.  Mike speaks about his family. Listen and answer:
What are their names?

5b. Read and match the sentences to the pictures.

A



B



C



D



E



F



1. This is my granny. Her name's Janet. She's a vet.
2. This is my grandad. His name's Mike. He's a farmer.
3. This is my mum. Her name's Linda. She's a driver.
4. This is my dad. His name's David. He's a cook.
5. This is my aunt. Her name's Helen. She's a teacher.
6. This is my uncle. His name's Greg. He's a businessman.

5c.  Speak about Mike's family.

Model. S1: Who's this woman? – S2: She's Mike's mum.
S1: What's her name? – S2: Her name's Linda.
S1: What's her job? – S2: She's a driver.

6a.  **Speak to your classmate.**

Model. S1: What's your mum's job? – S2: She's a teacher.
S1: What's your dad's job? – S2: He's a driver.

6b. **Report to the class.**

Model. Misha's mum is a teacher. Misha's dad is a driver.

6c. **Answer: What's the most popular¹ job?**

7.  **Write 6–7 sentences about jobs in your family.**

Model. My mum is a vet. My dad is a cook.

Lesson 3. I want to work

1a. **Look at the pictures and answer: What does Little Rabbit want to be?**

1b.  **Listen, read, and answer: Can Little Rabbit work?**

Little Rabbit's Week

On Monday, Little Rabbit comes to his mum and says, “Mum, I don't want to go to school. I want to work.”

“OK, my dear sonny. What do you want to be?” asks Mrs Rabbit.

“You're a singer. I want to be a singer too.”

“Well², go and sing to the animals.”

¹ **the most popular** – самая популярная

² **Well ...** – Хорошо ...

Little Rabbit sings, but the animals say, “Please, stop! You can’t sing. Go home!”



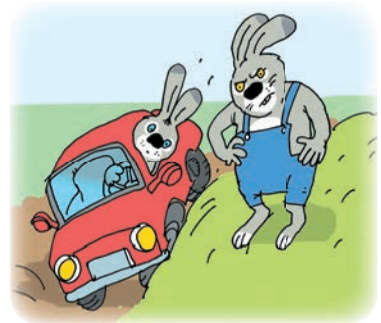
On Tuesday, Little Rabbit comes to his dad and says, “Dad, I don’t want to go to school. I want to work.”

“OK, my dear sonny. What do you want to be?” asks Mr Rabbit.

“You’re a driver. I want to be a driver too.”

“Well, drive me to work.”

Little Rabbit drives the car, but he can’t drive very well. His dad says, “Please, stop! You can’t drive. Go home!”



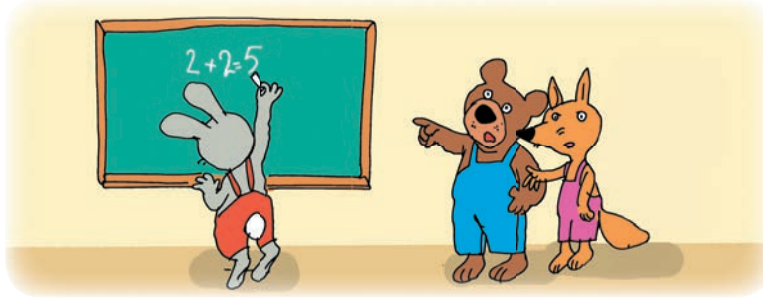
On Wednesday, Little Rabbit comes to his aunt and says, “Aunt Barbara, I don’t want to go to school. I want to work.”

“OK. What do you want to be?” asks Aunt Barbara.

“You’re a teacher. I want to be a teacher too.”

“Well, go to the school and teach little animals.”

Little Rabbit goes to the school, but the little animals say, “Please, stop! You can’t teach. Go home!”



On Thursday, Little Rabbit says, “I’m too¹ little. I can’t be a singer, a driver, or a teacher. I want to be a student!” He takes his bag and goes to school.



1c. 🐾 Choose a role and read the story, then exchange your roles. (Rabbit, Mum, Dad, Aunt, Animals, Narrator.)

1d. Who says it?

1. It’s Monday / Tuesday / Wednesday / Thursday.
2. “I don’t want to go to school. I want to work.”
3. “OK. What do you want to be?”
4. “You’re a singer / a driver / a teacher. I want to be a singer / a driver / a teacher too.”
5. “Please, stop! You can’t sing / drive / teach. Go home!”
6. “I can’t be a singer, a driver, or a teacher. I want to be a student!”

1e. 🐾 Act out the story.

¹too – слишком

2. Write the story.

Little Rabbit has got a m..., a d..., and an a... . His mum is a s... . His dad is a d... . His aunt is a t... . On M..., Little Rabbit wants to be a s..., but he can't s... . On Tuesday, he wants to be a d..., but he can't d... . On W..., he wants to be a t..., but he can't t... . On Th..., he wants to be a student.

Lesson 4. Whose ball is it?

1a. Look at the pictures. Who can you see?

1b.  Listen, read, and answer: What does Twinky like?
What does Floppy like?

1.

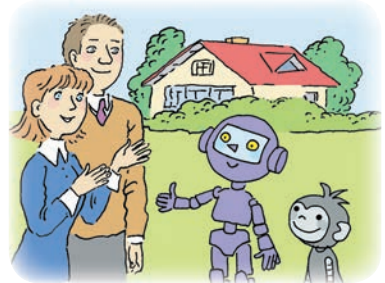
Mrs Read: This is **my** husband¹
Dave.

Mr Read: Hello, Twinky.

Twinky: Hello!

Mr Read: This is **our** house.

Twinky: It's nice.



2.

Mrs Read: This is **our** son Steve.
This is **our** daughter Maggie.

Children: Hello, Twinky.

Twinky: Hi!

Mrs Read: This is **their** dog Rex.

Twinky: Hello, Rex! This is Floppy.



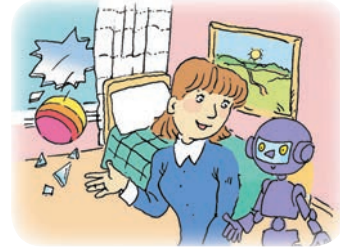
¹ husband – муж

3.

Mrs Read: This is **your** room,
Twinky.

Twinky: It's big and beautiful! Oh!
What's this?

Mrs Read: Oh, no. Steve! Maggie!



4.

Maggie: It's **his** ball, Mum!

Steve: Mum, this is **her** ball!

Maggie: It's **his** ball!

Steve: It's **her** ball!

Mrs Read: Hush, children!



5.

Floppy: Yummy!

Children: No, stop, stop! It's **our**
ball!



1c. Grammar secret.

Possessive pronouns

Притяжательные местоимения

Whose (ball) is it? – Чей это (мяч)?

I – **my** ball
you – **your** ball
he – **his** ball
she – **her** ball
it – **its** ball

we – **our** ball
you – **your** ball
they – **their** ball

1d. 🐾 Choose a role and read the story, then exchange your roles.

1e. Change the sentences. Use his / her / their.

Model. Mrs Read's house is nice. – Her house is nice.

1. Mrs Read's house is nice.
2. Rex is the children's dog.
3. Twinky's room is beautiful.
4. Maggie and Steve are Mrs Read's children.
5. Floppy likes the children's ball.

2. 🎧 🐾 Listen, read, and say the chant.

- Is it your puppy?
- No, it isn't. It's her puppy!
- Is it your puppy?
- No, it isn't. It's his puppy!
- Is it your puppy?
- No, it isn't. It's their puppy!
- Is it your puppy?
- Oh, our puppy! Our little Mack! You're back!



3. 👤 Look and complete the sentences.

1. We are sisters. Our parents are dentists. Our grandad is a Our ...
2. Rob and Will are brothers. Their mum is a Their dad is Their aunt Their uncle

A



B



4a. 👤 Speak about the people in your family: parents, grandparents, sisters, brothers, cousins, uncles, and aunts. Who's got the biggest family¹?

Model. I've got a mum. Her name's Sveta. I've got two grannies. Their names are Rita and Nina. I've got ...

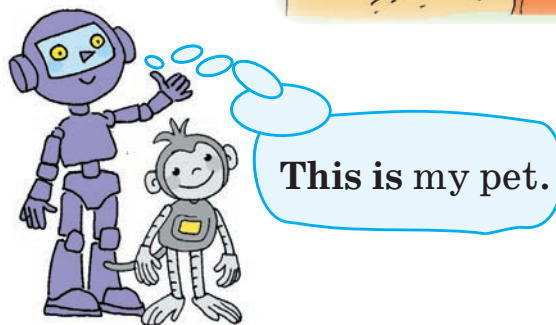
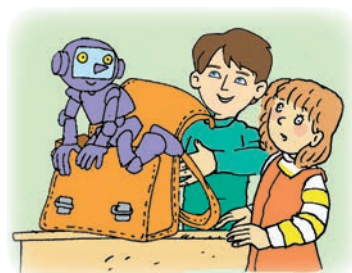
4b. 📝 Write 6–7 sentences about your family.

¹ the biggest family – самая большая семья

Lesson 5. Twinky's family

1a. 🎧 Mike speaks about his friend Twinky. Listen and answer: What has Twinky got?

This is my friend Twinky.
This is Twinky's rocket.
These are his toys.



1b. Grammar secret.

Demonstrative pronouns
Указательные местоимения

This (это, эта, этот) – These (эти)

This is his rocket.

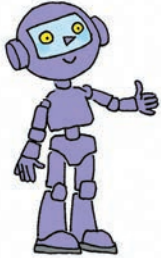
These are his toys.

2. 👤👤 Show your classroom to Twinky.

Model. This is a book. These are pens.

3. 👤👤 Look and say. Whose things are these?

Model. These are Twinky's rulers. This is Pinky's rubber.



Twinky



Pinky



Linky



Winky



Floppy

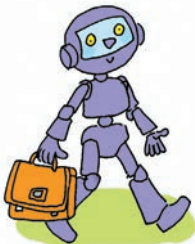


4. Grammar secret.

Possessive nouns (Part 2)

Притяжательный падеж существительных

Whose (bag) is it? – **Чей** это (портфель)?



Twinky's bag

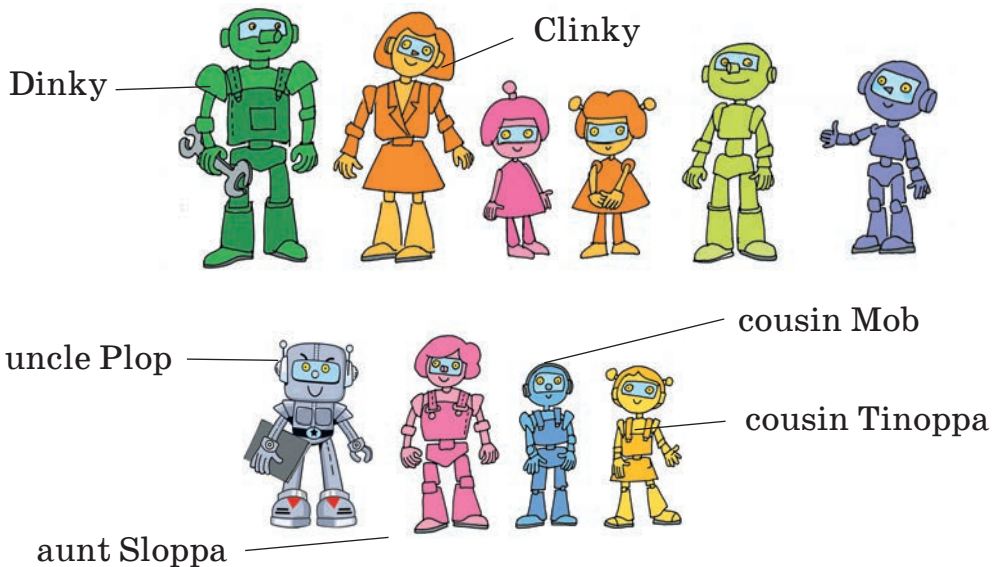
His sisters' bags



5. Look at Liz's family tree (p. 35). Choose the correct word.

1. Her (parent's / parents') names are Helen and Frank. 2. Her (sister's / sisters') name is Nikki. 3. Her (brother's / brothers') names are Jake and Ken. 4. Her (aunt's / aunts') name is Rita. 5. Her (uncle's / uncles') name is Simon. 6. Her (cousin's / cousins') names are Meg and Rob. 7. Her (granny's / grannies') names are Ann and Pamela. 8. Her (grandad's / grandads') names are Greg and Harry.

6a. 👤👤 Look at Twinky's family photos. Speak about his family.



Model. His mum's name is Clinky. His sisters' names are Pinky and Linky.

6b. 📝 Write 5–7 sentences about Twinky's family. Use ex. 6a.

Lesson 6. How old are they?

Numerals. Числительные How many? – Сколько?

1a.  Listen, read, and say the chant.

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

21 twenty-one

45 forty-five

100 one hundred

1b. Word secrets.

six + **teen** = **sixteen** [ˌsɪks'ti:n]
six + **ty** = **sixty** ['sɪksti]

2.  Teach Twinky to do sums.

Model. Nine and four is thirteen.

9 + 4 =	24 + 6 =	17 + 70 =	64 + 36 =
8 + 7 =	18 + 9 =	14 + 40 =	82 + 18 =
12 + 11 =	20 + 13 =	13 + 30 =	90 + 10 =

3.  These are the teachers from Nikita's and Liz's schools. Play "A guessing game". **S1**, ask questions and guess. **S2**, choose a character and answer **S1**'s questions.



Mary, Britain, 44



Alex, Britain, 57



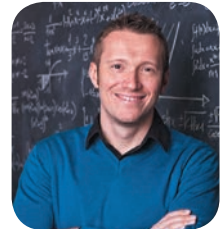
Tatiana, Belarus, 28



Dmitry, Belarus, 62



Anna, Belarus, 36



Kevin, Britain, 39

Model. **S1:** Where are you from? – **S2:** I'm from Britain.
S1: How old are you? – **S2:** I'm forty-four.
S1: You're Mary. – **S2:** Right!

4a.  Twinky interviews Liz about the people in her family. Listen, write, and answer: How old are the people in her family?

Model. Liz's mum is 34.

4b.  Speak to your classmate. How old are the people in his / her family? Write down the answers.

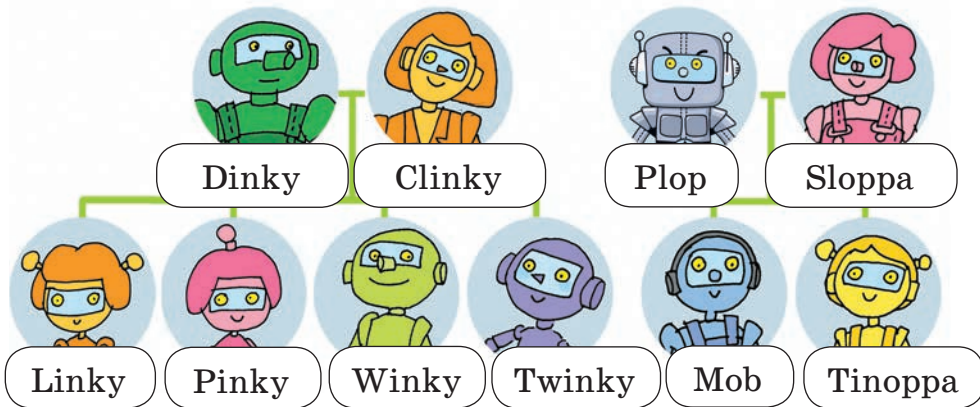
Model. S1: How old is your mum?
S2: She's thirty-two ...

4c. ✍️ Write how old the people in your family are.

Lesson 7. Meet my family

1a. Look at Twinky's family tree. Do you know who is who?

1b. 🌐 🎧 This is Twinky's project about his family from Twinkylan. Listen, write, and answer: How old are they?



1c. 🌐 🎧 Listen again, check your numbers, and complete his story.

1. These are my parents. Their names are ... and They're ... and They're My ...'s a robo-vet. My ...'s a robot maker.

2. This is my brother. His name's He's He's kind and He's a starbus

3. These are my sisters. Their names are ... and They're They're My sisters are We play ... together.

4. This is my uncle. His name's He's He's very He's a programmer.

5. These are my ... , Mob and Tinoppa, and their ... Sloppa. They're nice and

6. I love my family very much! They're ... !

1d.  **Make sentences.**

Model. Dinky and Clinky are nice.

Pinky		students.
Linky		a robo-vet.
Winky		a robot maker.
Plop		a driver.
Dinky	is	a programmer.
Clinky	are	kind.
Sloppa		nice.
Mob		clever.
Tinoppa		beautiful.

1e. Make a report for your school radio programme about Twinky's family.



Twinky's got a mum, a dad,
His parents' names are His mum is a

2. ✍️ Write an article (статью) about Twinky's family for your school blog.

Lesson 8. Where do you live¹?

1a. Mike, his family, and his friends live in Waterlooville, Britain. Look and answer: Where do they live?

Model. Mike and his family live at 33 Ladybird Road².

Mike and his family	●	●	45 Huston Street ³
Mike's granny and grandad	●	●	33 Ladybird Road
Mike's aunt and uncle	●	●	10 Apple Street
Liz and her family	●	●	30 Atlantis Avenue ⁴
Mrs Read and her family	●	●	96 Park Road

1b. 👤👤 Speak to your classmate.

Model. S1: Where do you live?
S2: I live at 18 Golubeva Street,
Flat 178.

**178 = one hundred
and seventy-eight**



¹ live – жить

² road [rəʊd] – дорога

³ street – улица

⁴ avenue ['ævənju:] – проспект

2a. Mike wants to make robots at the Robotics Club. Read his registration form and match the questions to the numbers. Guess the words with the transcription.

1. Name	Mike
2. Surname [ˈsɜːneɪm]	Smith
3. Age [eɪdʒ]	9
4. Family	a mum and a dad
5. Country [ˈkʌntri]	Britain
6. Address [əˈdres]	33 Ladybird Road, Waterlooville
7. Telephone number	023 9260 5788 ¹

- A. How old are you?
- B. What's your name?
- C. What's your telephone number?
- D. Where do you live?
- E. Where are you from?
- F. What family have you got?
- G. What's your surname?

2b.  Mike makes a new friend at the Robotics Club. Listen to their conversation. What two things about Sandy surprise Mike?

¹023 9260 5788 – oh two three nine two six oh five seven double eight

2c. 🎧 Listen again and fill in the registration form for Sandy.



1. Name
2. Surname
3. Age
4. Family
5. Country
6. Address
7. Telephone number

...

3a. 👤👤 Help your classmate to register for the Robotics Club. **S1**, ask the questions (ex. 2a). **S2**, answer them.

3b. 📝 Write about your classmate.

His / Her name is
 His / Her surname is
 He / She's got a
 He / She's from
 He / She lives at
 His / Her phone number is



Lesson 9. My family tree

1a. Read about Nikita's family. Match the paragraphs to the pictures.

A



B



C



D



1. I'm ten. I'm from Belarus. I live with my big family in Minsk. I've got a mum, a dad, two sisters, two brothers, two grannies, two grandads, six uncles, three aunts and nineteen cousins.

2. My mum's name is Ksenia. She's a very beautiful woman. She's forty-seven. She's a shop assistant in a children's bookshop.

3. My dad's name is Anton. He's fifty-four. He's clever and kind. He's a teacher. He's got twenty-nine students in his class.

4. My sisters' names are Dasha and Sofia. They've got blue eyes and long fair hair. They're nice. My brothers' names are Pavel and Misha. They've got brown eyes and short dark hair. They're funny. We play games and go for a walk together. I love my big family!

1b.  What do these numbers mean?

Model. Ksenia and Anton have got five children.

5 29 10 6 3 19 47 54

1c.  Disagree.

1. Nikita has got four sisters.
2. His sisters have got short hair.
3. Their names are Varvara and Toma.
4. His brothers are lazy.
5. Their names are Sasha and Kolya.
6. His mum is a businesswoman.
7. His dad is a worker.
8. Nikita has got ninety cousins.

2a.  Speak to your classmate about one person (человек) in your family. Say 5 or more sentences.

What's his / her name?
 How old is he / she?
 What does he / she look like? (tall / short / eyes / hair)
 What's his / her job?
 Is he / she nice (kind / clever / funny / naughty / lazy / beautiful)?
 What can he / she do very well?
 What do you do together?



2b.  Do the project “My family tree”.

- ◆ Draw your family tree.
- ◆ Stick photos.
- ◆ Write about your family. Use Nikita’s story as a model.
- ◆ Get ready to speak about 2–3 people in your family.

Lesson 10. Mowgli’s family

1a. Read the new words.

Mowgli [ˈməʊɡli]

Shere Khan [ʃɪəˈhɑːn]

a wolf [wʊlf] – wolves [wʊlvz]

mother [ˈmʌðə] = mum

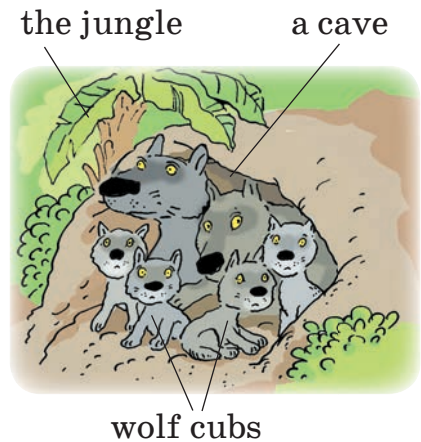
father [ˈfɑːðə] = dad

1b. Look at the pictures and answer: Who and what can you see?

1c. Listen, read, and answer: What family has Mowgli got?

This is a story about a boy, Mowgli. He is brave¹ and clever. He lives in the jungle. Animals are his friends.

This is a wolf family – Father Wolf, Mother Wolf, and their four children, four wolf cubs. The cubs are little and funny.



¹ brave – храбрый

One day Father Wolf sees a little boy near the cave. “Man,” says Father Wolf. “A man’s cub. Look!” The boy has long dark hair and brown eyes. He has a little nose and a little mouth. “Oh, he’s nice!” says Mother Wolf. They take the boy into their family.



One day they see a big tiger. His name is Shere Khan. “What do you want, Shere Khan?” asks Father Wolf. “I’m hungry¹. I want my food. Give me the man’s cub!” says Shere Khan. “The man’s cub isn’t your food! He’s our family! Go away!²” says Mother Wolf. She is very angry³. The tiger goes away.

So the boy lives in the wolf family. The wolves call⁴ him Mowgli. The wolves are Mowgli’s parents. The little cubs are Mowgli’s brothers and sisters. Mowgli can run and jump like a wolf now. He is very happy.



¹ **hungry** [ˈhʌŋɡri] – голодный

² **Go away** [əˈweɪ]! – Уходи прочь!

³ **angry** [ˈæŋɡri] – злая

⁴ **call** [kɔːl] – называют

1d.  Choose a role and read, then exchange your roles.

2. Choose the correct word.

1. Mother Wolf and Father Wolf have ... cubs.
a) three b) four c) five
2. One day father Wolf sees a little ... near the cave.
a) boy b) girl c) cub
3. Mowgli has long ... hair.
a) fair b) dark c) red
4. Mowgli has ... eyes.
a) black b) brown c) blue
5. Shere Khan wants to ... Mowgli.
a) play with b) help c) eat

3. Who says it?

1. "A man's cub. Look!"
2. "I'm hungry. I want my food."
3. "Oh, he's nice!"
4. "What do you want?"
5. "Go away!"

4. Make sentences about the story characters.

Mowgli		clever.
Mother Wolf		nice.
Father Wolf		little.
The wolf cubs	is	funny.
Shere Khan	are	angry.
		kind.
		hungry.
		brave.

5a.  Solve the riddle.

He's little. He's brave. He's got big brown eyes. He's got long dark hair. He's got a little nose and a little mouth. Who is it?

5b.  Make up your riddle.

5c.  Who is your favourite character in the story? Why?

6.   Act out the story.

** Lesson 11. Project presentation:
My family tree**

1. Speak about your family.

2. Listen to your classmates' project presentations and fill in the chart:

My class- mate's name	Mum (age, job)	Dad (age, job)	Brothers (name, age)	Sisters (name, age)

3. Answer the questions: Who has got the largest family? Who has got no sisters or brothers? Who has got brothers and sisters? How many? Who has got sisters? How many? Who has got brothers? How many? What jobs have your classmates' parents got?



It's four thirty. It's eleven forty-five. It's nine fifty-five.

2. 📖 Letter secrets.

🔔 or = [ɔ:]
Forty sporty tortoises.

🔔 ck = [k]
clock, black, chicken

🔔 ir = [ɜ:]
Circus girls can dance with birds.

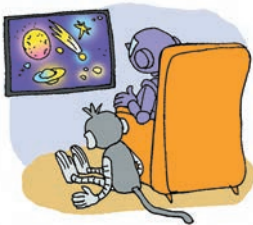


3. 👤 Look at the pictures. Play "A guessing game".

Model. S1: What time is it? – S2: It's 8:30.
Where's Twinky?

S1: Twinky is at home. – S2: Right!

8:30 a.m.



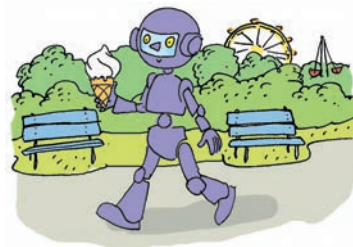
at home

9:00 a.m.



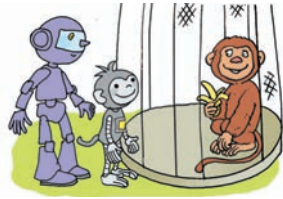
at school

2:15 p.m.



in the park

4:30 p.m.



at the zoo

6:00 p.m.



at the circus

7:20 p.m.

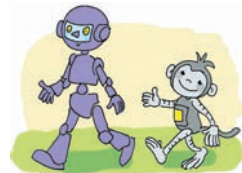


at the cafe

4. Listen, read, and say the chant.



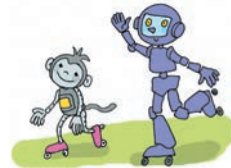
What time is it?
It's two o'clock.
It's time to go for a walk!



What time is it?
It's ten forty-three.
It's time to climb a tree!



What time is it?
It's one twenty-eight.
It's time to roller skate!



5a. Help Twinky to plan his day and write the time in his organiser.

Model. 8:15 a.m. – go to school



go to school, ride a bike, play football,
listen to music, watch TV, read a book,
play computer games, do homework

5b. Role-play.

Model. Twinky: What time is it?

Floppy: It's eight fifteen a.m.

Twinky: It's time to go to school!

Floppy: OK! / Yes!

5c.  Write 5–7 sentences about Twinky and Floppy. Use ex. 4 and 5a.

Model. It's 10:43. It's time to climb a tree!

Lesson 2. In the morning

1a. Picture dictionary.



get up



make (my) bed



do (my) exercises



wash (my) hands
and face



brush (my) hair



have breakfast



brush (my) teeth



get dressed



go to school

1b. 👤 Read the transcription.

[brʌʃ], [wɒʃ], ['get 'ʌp], ['hæv 'brekfəst], [heə], [sku:l],
[hændz], [feɪs], [meɪk], ['eksəsaɪzɪz], [bed], [gəʊ],
[du:], ['get 'drest], [ti:θ]

2. 📖 Letter secrets.

🔔 air = [eə] The fair hair is on the chair.

🔔 sh = [ʃ] wash, brush, fish

🔔 th = [θ] teeth, mouth, three



3. 🎧 Listen, read, and sing the song.

This is the way I get up,
I get up, I get up.
This is the way I get up
Every day in the morning.



wash my face

brush my teeth

brush my hair

go to school

4a. 🎧 This is a film about Nikita. Listen and choose the best name for the film.

“Morning”

“Nikita’s morning”

“Nikita’s day”

Good morning!

7:00



1. I usually ['ju:ʒuəli] get up at 7 o'clock.

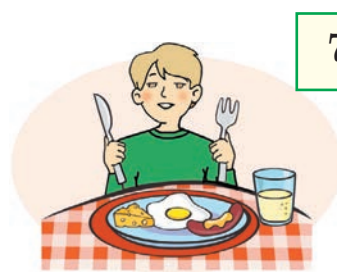


2. I make my bed and ...



One, two ...

3. ... do my exercises.



7:20

4. Then I have breakfast at 7:20.



Oops!

5. After breakfast, I wash my hands and face.



6. I get dressed.

7:45

Oh, I'm late!

7. I go to school at 7:45.



4b. 👤 Act out the film. S1, mime the film. S2, sound the film, and then exchange your roles.

5. 📝 Write 5–7 sentences for the film about your morning. Use ex. 4a.



I usually ...
At 7:45 ...

Then I ...
After breakfast, ...

Lesson 3. Breakfast, lunch, and dinner

1a. 👤 📖 Picture dictionary.



morning



afternoon



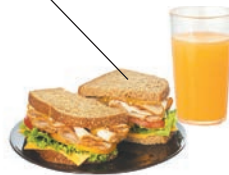
evening

porridge



breakfast

sandwiches



lunch

salad



pasta

dinner

1b. 👤 Read the transcription.

['i:vniŋ], [ˌɑ:ftə'nu:n], ['mɔ:nɪŋ], ['pɒrɪdʒ], ['dɪnə],
[ˌlʌntʃ], ['pæstə], ['brekfəst], ['sænwɪtʃɪz], ['sæləd]

1c. Read and guess the words in bold.

1. I **have breakfast** in the morning. I have porridge, sausages, and tea **for breakfast**.

2. I **have lunch** in the afternoon. I have sandwiches and juice **for lunch**.

3. I **have dinner** in the evening. I have salad, fish, and pasta **for dinner**.

2. 📖 Letter secrets.

🔔 ng = [ŋ] sing, morning, evening

🔔 ch = [tʃ] lunch, chicken, chocolate

3a. 🎧 Listen and number the pictures.

A



B



C




3b. Answer the question: What does Mike have for breakfast, for lunch, and for dinner?

Model. Mike has ... for breakfast.

4a.  Role-play. Tell Mike (Liz, ...) what you eat. What do you have for breakfast, lunch, and dinner? (See ex. 1c.)



tea, coffee, juice, milk, water, jam, yoghurt, bread, cheese, eggs, pizza, potatoes, cucumbers, carrots, tomatoes, apples, bananas, lemons, oranges, sweets, chocolate, ice cream, jelly, cake, fish, hot dogs, porridge, sausages, chicken, meat, soup, sandwiches

4b.  Write 6 sentences about your breakfast, lunch, and dinner.

Lesson 4. What do you do in the evening?

1a.   Picture dictionary.



come home



take a shower



go to bed

wash / do
the dishes



tidy (the / my)
room



do housework

1b. 👤 Read the transcription.

[ˈduː ˈhaʊswɜːk], [ˈkʌm ˈhəʊm], [ˈteɪk ə ˈʃaʊə],
[ˈtaɪdɪ ðə ˈruːm], [ˈgəʊ tə ˈbed], [ˈwɒʃ / ˈduː ðə ˈdiːʒɪz]

2. 📖 Letter secrets.

🔔 e = [e] **bed**, **vet**, **ten**

🔔 e = [i:] **she**, **he**, **evening**

🔔 ou = [aʊ] **house**, **housework**, **mouse**

3. 🎧 Listen, read, and sing the song.

This is the way we go for a walk,
Go for a walk, go for a walk.
This is the way we go for a walk
Every day in the evening.



watch TV

do housework

take a shower

go to bed

4. Play “The last sentence” game. What do you do in the evening?

5a.  Listen, read, and answer: Is Jessica tired¹ in the evening?



Hello! My name’s Jessica. I’m a caterpillar [ˈkætəpɪlə]. I’ve got orange hair and white teeth.

In the morning, I get up and wash my face. I brush my hair. Then I have tomatoes and cucumbers for breakfast. I brush my teeth and go to school.

In the afternoon, I sing and dance. Then I have apples and bananas for lunch.

In the evening, I have potatoes and carrots for dinner. Then I wash the dishes and tidy my room. I like housework but I’m tired. I take a shower, brush my teeth, and go to bed.

5b.  Complete your partner’s sentences.

Model. Jessica: I brush my teeth ...

Student: In the evening.

¹ tired [ˈtaɪəd] – уставшая



in the morning, in the afternoon, in the evening

6a. Play “A guessing game”. Speak about your morning, afternoon, or evening.

Model. S1: I get up and wash my hands and face. I make my bed. I have breakfast. I have porridge and tea for breakfast.

S2: You do it in the morning.

6b. Write 6–7 sentences about your evening.

Lesson 5. Work or walk?

1a. Letter secrets.

wa = [wɒ] wash,
watch, want, wasp, swan



water ['wɔ:tə]

war, wal = [wɔ:] warm, walk

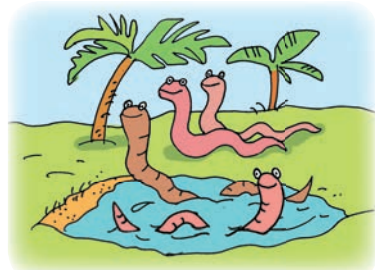
wor = [wɜ:] work,

homework, housework,

worker, worm,

bookworm, word

The worms wash in the warm water and walk.



1b. 🧑🧑 Help Twinky to read the words with [wɒ], [wɔ:], and then with [wɜ:].

Wash, work, watch, walk, want, housework, water, homework, warm, worker, worm, wasp, war, bookworm, swan, word.

2a. 🎧 Listen, read, and answer: Who is a bookworm?



1. Hello! My name's **Walt Warner**. I live in **Washington** with my mum, my dad, and my cat **Wallace**.

2. Today is Sunday. I do my **homework**. Then I help my parents with **housework**. I do the dishes and tidy my room.

3. It's warm. I don't want to watch TV. I want to go for a **walk**. I take **Wallace** with me. In the park, I read a book. I like reading very much. I'm a **bookworm**. The book is great. It's "**Star Wars**".



4. Oh, what's that? **Wallace!** What's the matter? A **swarm** of **wasps!** Wallace jumps into the water and the wasps fly away. Poor **Wallace!**

2b. 🎧 🧑🧑 Read in pauses. Listen and check.

2c. Perform at the Readers' Theatre.

3a. Match parts of the sentences.

1. My name's ... 2. I live in ... 3. I've got a cat. His name's ... 4. On Sunday morning, I do ... 5. Then I help my parents ... 6. It's warm today. I don't want ... 7. I go for a walk ... 8. In the park, I read the book ... 9. Oh, what's that? ... 10. Wallace jumps into the water and ...

A. ... Wallace.

B. ... my homework.

C. ... A swarm of wasps!

D. ... with Wallace.

E. ... Washington.


F. ... with housework.


H. ... the wasps fly away.

G. ... Walt Warner.

J. ... to watch TV.

I. ... "Star Wars".


3b.  **S1**, cover the lower box and use the beginnings in the upper box to retell the story "Walt and Wallace". **S2**, check and help your partner.

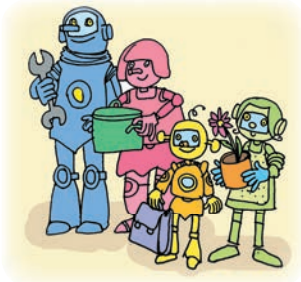
3c.  **S2**, cover the upper box and use the endings in the lower box to retell the story "Walt and Wallace". **S1**, check and help your partner.

4.  Find mistakes, correct the sentences, and write them. See ex. 2a.

1. Walt is a cat. 2. He's from London. 3. It's Wednesday. 4. It's cold. 5. Wallace wants to go for a walk. 6. Wallace is a bookworm. 7. Wasps fly after Walt. 8. Wallace climbs a tree, and the wasps fly away.

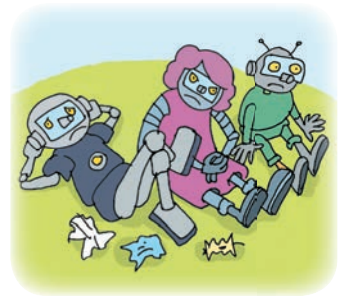
Lesson 6. I don't do it

1.  Meet two families. Listen, read, and answer: Which family do you like? Why?



Hello! This is my family. We **like** housework. I wash the dishes every day. I tidy the house every day. My children do their homework every day. We do our exercises. We make our beds. We brush our teeth every day. We're good robots.

Hello! This is my family. We **don't like** housework. I don't wash the dishes every day. I don't tidy my house every day. My children don't do their homework every day. We don't do our exercises. We don't make our beds. We don't brush our teeth every day. We're lazy robots.



2. Grammar secret.

The Present Simple Tense Настоящее простое время (обычные, повторяющиеся действия)

+	Ⓜ (We, You, They) usually wash the dishes every day.
–	Ⓜ (We, You, They) don't usually wash the dishes every day. don't = do not
?	△ Do Ⓜ (we, you, they) usually wash the dishes every day?

Short answers + / –

Yes, Ⓜ (we, you, they) do. No, I (we, you, they) don't.



usually ['ju:ʒuəli] – обычно
 every day – каждый день
 in the morning in the afternoon
 in the evening on Monday

3. Read the sentences and disagree¹ with the lazy robot's wife (жена).

Model. 1. You don't tidy your house every day.

¹ disagree – не согласись

1. I tidy my house every day. 2. I make my bed every day. 3. My children take a shower every day. 4. We wash the dishes every day. 5. We brush our teeth every day. 6. We do our exercises. 7. We're good robots.



4. Role-play. **S1** is a good robot. **S2** is a lazy robot.

Model. S1: Do you wash / do the dishes?

S2: No, I don't. Do you do your exercises?

S1: Yes, I do. ...?

5. Write what the lazy robots don't do (6–7 sentences).

Model. They don't brush their teeth.

Lesson 7. What? Where? When?

1a. Look at the clocks and answer: What time is it?

1b. Twinky goes for a walk in the evening and meets Carol. Carol is a little owl. She speaks about her night¹. Listen and match the pictures to the clocks.



1



2



3



4



5



6



7

¹night [naɪt] – НОЧЬ



1c. Read Carol's story and find three mistakes in it.

Hello! I'm a little owl [aʊl]. My name's Carol. I live in Loshitsky Park in Minsk. I've got a mum and a dad. My mum is very beautiful. She's got grey hair and big yellow eyes.

Every night, I get up at nine o'clock. I make my bed, do flying exercises in the park, and take a shower. We have breakfast at ten thirty. Frogs and snakes! Yummy!

After breakfast, I wash my room and brush my teeth. Then I wash the dishes and tidy my room. I go to school at twelve thirty. My parents go to work¹.

I have lunch at school at two fifteen. I get home at four forty-five. Then I do my homework. I read a book or watch TV. At six o'clock, we have dinner together. Then I go to bed at seven o'clock. Good morning!

¹ go to work – иду́т на рабо́ту

1d. You are Carol. Choose the right answer.

1. When do you have breakfast?
a) At 10:30. b) At 10 o'clock. c) At 11 o'clock.
2. What do you have for breakfast?
a) Porridge. b) Frogs and snakes. c) Rats.
3. Where do you do your flying exercises?
a) At home. b) At the zoo. c) In the park.
4. When do you go to school?
a) At 11:30. b) At 12 o'clock. c) At 12:30.
5. Where do you have lunch?
a) At school. b) At home. c) At the cafe.
6. What do you do in the morning?
a) I get up and do my flying exercises.
b) I go to bed.
c) I do my homework, read a book, or watch TV.
7. When do you go to bed?
a) At 6 o'clock. b) At 7 o'clock. c) At 8 o'clock.

2a. Grammar secret.

**The Present Simple Tense:
questions with question words**

**Настоящее простое время: вопросы,
которые начинаются с вопросительных слов**

What  you  for breakfast? – Pasta.

Where **do** you **have** breakfast? – At home.

When **do** you **have** breakfast? – At 8 o'clock.

2b. Twinky interviews Mike. Match his questions to the answers.

1. Where do you have lunch?
2. When do you watch TV?
3. What do you do on Sunday?

- A. I go for a walk with my friend.
 B. At school.
 C. In the evening.

3a. 🧑🧑 Make questions for the interview about your day.

1. do / what / morning / do / in / the / you / ?
2. do / the / in / afternoon / what / you / do / ?
3. in / evening / do / you / do / the / what / ?
4. usually / you / when / get up / do / ?
5. when / your / you / tidy / do / room / ?
6. have / where / lunch / do / you / ?
7. you / do / usually / what / breakfast / have / for / ?

3b. 🧑🧑 Role-play the interview.

3c. 📝 Write 5–7 questions to Liz or Mike about their day.

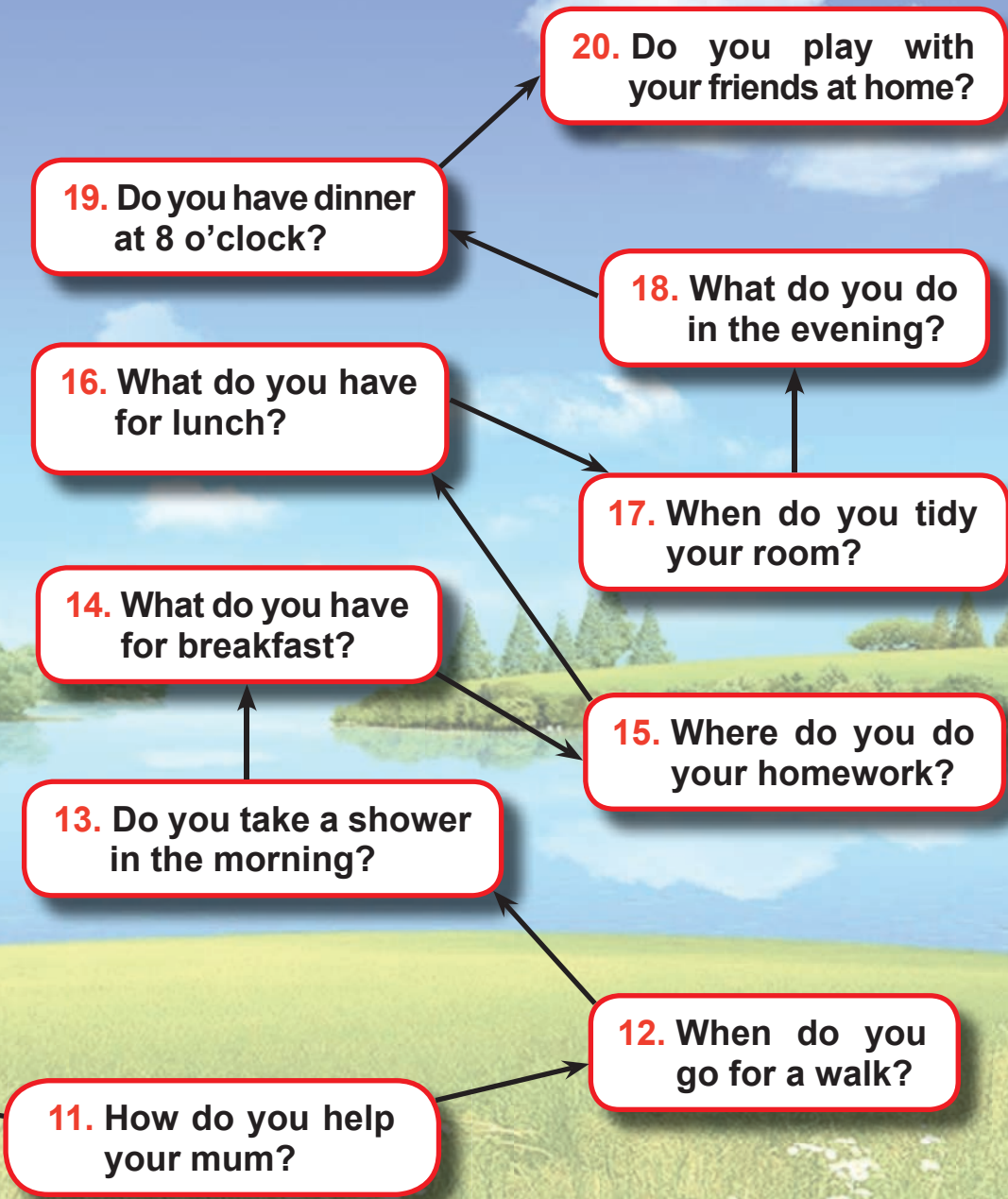
Lesson 8. Interviews

1. 🎲 Play the board game “Interviews” in pairs or groups.

- A. Throw a dice and move your counter.
- B. Answer the question. If you can't, go back.
- C. Get on number 20 to finish.















Lesson 9. My day

1a. Read Nastya's story about her day. Is her day usual or unusual¹?

Hi, my name is Nastya. I'm from . I get up at  in the morning when my mum and dad get up. I usually  before breakfast². We have breakfast at 7:30. I usually have porridge, white bread with jam, and . Then I wash my face and .


 I at 8:15. My parents go to work. My mum is a chef (cook) and my dad is a vet. I have lunch at school. I have , pasta with meat, and orange juice.



I come home at 1:30. **In the afternoon**, I read a book or play  games. On Tuesdays and Fridays, I go to the swimming pool.

¹ **usual or unusual** – обычный или необычный

² **before breakfast** – до завтрака

I have dinner at . I like fish and potatoes or salad for dinner. Yummy! After dinner, I help my mum.

I  the dishes, and then I tidy my room.

In the evening, I do my  and watch TV. I usually go to  at 10 o'clock.

1b.  Listen and check.

1c.  Make up questions. Interview Nastya (see ex. 3a, p. 83).

2.  Do the project “My day”.

- ♦ Draw clocks and pictures (take photos) about your day.
- ♦ Write about your day.
- ♦ Get ready to speak about your day.

Lesson 10. Mowgli goes to the people

1a.  Read the names.

Baloo [bə'lu:], Bagheera [bæ'gɪərə], Messua ['meswə]

1b. Guess. True or false?

1. Bagheera is a tiger. 2. Baloo is a bear. 3. Bagheera and Baloo are Mowgli's friends. 4. Messua is a man.

1c.  Listen, read, and check your guesses.

Now Mowgli is twelve. He lives in the wolf family in the jungle. Every morning, he gets up and Mother Wolf washes him. “Oh, Mum! Stop! Stop! It’s cold!” says Mowgli and runs away.



He has two friends, Baloo the Bear and Bagheera the Panther. Every day, Baloo and Mowgli have breakfast together. They have nuts and honey¹ for breakfast.

One morning, Mowgli goes for a walk with Bagheera. “Look, Bagheera. I’m not a wolf.” “OK. You’re a man. Your parents are people. They don’t live in the jungle.” “I want to see my parents! Goodbye!”



Mowgli goes on and on and on. In the evening, he sees a woman with long dark hair. “Hello!” she says. “What’s your name? Let’s go to my house.”

¹ honey [ˈhʌni] – мёд

“Are you hungry? Have some milk and bread,” says the woman. Mowgli eats the bread and drinks the milk. Yummy! Then he goes to bed. Mowgli likes Messua. But he wants to see his wolf family. So one night he runs away to the jungle.



2. 👤👤 Put the sentences in the correct order.

Model. 1 – C.

- A. One day Mowgli goes for a walk with Bagheera.
- B. Mowgli wants to see his wolf family and runs away.
- C. In the morning, Mother Wolf washes Mowgli.
- D. She gives Mowgli some bread and milk.
- E. Messua takes Mowgli into her house.
- F. Every day, he has breakfast with Baloo.
- G. Mowgli sees a woman.

3. 👤👤 Answer the questions.

1. How old is Mowgli?
2. Where do the wolves live?
3. What do Mowgli and Baloo have for breakfast?
4. What do Mowgli and Bagheera do together?
5. What's the woman's name?
6. When does Mowgli run away from Messua?

4.  Choose a role and read the story about Mowgli.

5a. Who says it?

1. “Oh, Mum! Stop! Stop! It’s cold!” 2. “Look, Bagheera. I’m not a wolf.” 3. “OK. You’re a man. Your parents are people. They don’t live in the jungle.” 4. “I want to see my parents! Goodbye!” 5. “Hello! What’s your name?” 6. “Are you hungry? Have some milk and bread.”

5b.   Act out the story. Use ex. 2 and 5a.

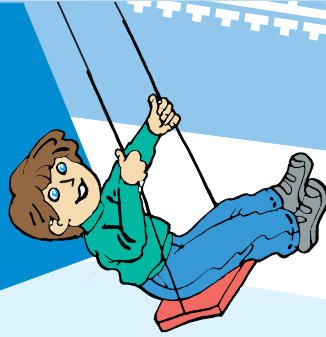
Lesson 11. Project presentation: My day

1. Speak about your day.

2. Copy the table, listen to your classmates’ presentations, and tick every action. Answer the questions: Who does most things (больше всего дел)? Who’s got the longest (самый длинный) day?

Action	S1	S2	...
get up at ...	7:00 a.m.		
make one’s bed, do exercises	✓ ✓		
wash one’s hands and face			
brush one’s hair			
brush one’s teeth			
have breakfast / lunch / dinner			
come home from school			
wash the dishes, tidy one’s room			
take a shower, go to bed at ...	10:00 p.m.		

Unit 4



A day off

Ты научишься: рассказывать и расспрашивать о занятиях в выходной день; предлагать, принимать или отклонять предложение провести вместе свободное время.

Lesson 1. Where can you spend your day off?

1a.  Picture dictionary.

A day off (выходной день)



(at the) circus



(at the) disco



(at the) zoo



(at) home



(at the) theatre



(at the) cinema



(at the) museum



(at / in the) swimming pool



(in the) amusement park

1b. 👤👤 Read the transcription.

[ˈsɜ:kəs], [ˈswɪmɪŋ ˌpu:l], [ˈdɪskəʊ], [ˈθɪətə], [mjuˈzi:əm],
[zu:], [əˈmju:zmənt ˌpɑ:k], [həʊm], [ˈsɪnəmə]

2. 🌐 Letter secrets.

🔔 c = [s] nice, cinema

🔔 c = [k] cat, disco, circus

🔔 u = [ju:] museum, amusement

🔔 u = [ʌ] puppy, Lucky

3a. 👤👤 Look and answer: Where are they? (See ex. 1a.)

Model. S1: Where's Nikita?
S2: He's at the museum.

Where? – Где?

S1: Where are Mr and Mrs Read?
S2: They're at the theatre.

3b. 👤👤 Play "A memory game". Close your book.

Model. S1: Nikita is at the museum.
S2: Right! / Yes, he is.

3c. 👤👤 Play "A guessing game". Think where you are.

Model. S1: Are you at the cinema? – S2: No, I'm not.
S1: Are you at the disco? – S2: Yes, I am.
S1: You're Nastya. – S2: Yes, I am.

3d. 👤👤 **Make questions about your day off and answer them in pairs. Is it a good, interesting day?**

What		do		on your day off?
When	do	you	get up	in the morning?
Where			have breakfast	in the afternoon?
			listen to music	in the evening?
			play with your friends	on Saturday?
			read books	on Sunday?
			watch TV	
			go to (the theatre)	
			do homework	
			go	

When? Когда? – At 10 o'clock.

Where? Куда? – I go to the park.

Where? Где? – I play at home.

Model. S1: When do you get up on your day off?

S2: At 10 o'clock in the morning.

S1: What do you do in the morning?

S2: I have breakfast and do my homework.

S1: When do you have breakfast?

S2: At 10:15.

S1: Where do you go on Sunday?

S2: I go to the swimming pool.

4a. 👤 Complete the story about your day off.

I usually spend my Saturday

In the morning, I In the afternoon, I In the evening, I usually

On Sunday, I go to ... or to I spend the day with

It's usually great / interesting / cool / fantastic / fun!

4b. 📝 Write your story (6–7 sentences) about your day off.

Lesson 2. Richy the Cat's day

1a. 🎧 Richy the Cat is Susie's uncle. He is a businessman. This is a page in his organiser. Listen, read, and choose the correct title.



A. Richy the Cat's morning

B. Richy the Cat and the mice

C. Richy the Cat's day off

1 mouse – 2 mice

a.m.

11:00 get up

11:02 make my bed

11:04 do my exercises

11:25 take a shower

11:50 have breakfast

p.m.

12:15 get dressed

12:25 go to the
amusement park

3:00 go to the cinema

5:30 have dinner

7:00 go to the theatre

9:15 come home

9:25 have a cup of tea

9:30 watch TV

11:00 go to bed

1b.  The mice tell their boss about Richy the Cat's day off. Listen, read, and answer their boss's question.



Boss! The cat gets up at 11 o'clock.
He makes his bed and does his exercises.
Then he takes a shower and has his
breakfast.

Stop it! When can we
get into his house?
I want his food!



OK! From ... to

2. Grammar secret.

The Present Simple Tense: positive sentences

Настоящее простое время: утвердительные предложения

○ V

Sometimes I (we, you, they) get up at 6 o'clock in the morning.

○ V(e)s

Richy (He, She, It) usually gets up at 7 o'clock every day.



have – has [hæz] get – gets [s]
do – does [dʌz] run – runs [z]
go – goes [z]
watch – watches [ɪz]

3. Complete the mice's report to their boss.



Richy the Cat gets up at Then he
After breakfast, At In the
afternoon, In the evening,

4a. 👤 Read what Twinky says about his morning and answer: What does Twinky do in the morning?

I usually get up at eight o'clock. I make my bed and do my exercises. I have breakfast at nine o'clock. After breakfast, I brush my teeth. I wash my hands and face. Then I draw.

Model. Twinky usually gets up at eight o'clock.

4b. 📝 Write about Twinky's morning (6–7 sentences).

Lesson 3. Do you do any housework?

1a. 👤 🌐 Picture dictionary.



lay the table



feed (my) pet



walk (my) dog



help (my) mum

1b. 👤 Read the transcription.

[fi:d], [help], [wɔ:k], [leɪ]

2. 📖 Letter secrets.



ay = [eɪ]

Lay the table, Ray, and play.



3. 🎧 Listen, read, and say the chant.

lay – lays wash – washes tidy – tidies

I lay the table.

She lays the table.

I wash the dishes.

She washes the dishes.

I tidy my room.

She tidies her room.

What about you?

What about you?

I help my mum.

He helps his mum.

I walk my dog.

He walks his dog.

I feed my pet.

He feeds his pet.

What about you?

What about you?

4a. 🧑🏫 Read and complete the interviews for the school radio. Use the words from the box with the correct preposition in, to, or at.

... the theatre, ... museums, ... the cinema, ... the circus,
... the zoo, ... home, ... the park, ... the swimming pool,
... the amusement park

Reporter: Hello. I'd like to ask you about your days off. Where do you spend your day off? Where do you go on your day off? What do you do on your day off?

Nikita: I am usually (1) ... on my day off. I listen to music and play computer games with my friends. In the afternoon, I do my homework and read books. In the evening, I watch TV. Sometimes I go (2) I can learn a lot about history.¹ It's interesting!



Nastya: I am (3) ... too on Saturdays and Sundays. I help my mum. I lay the table and wash the dishes, but I like to spend my day off (4) I watch plays² with beautiful actresses³ and good actors, singers, and dancers. I go (5) ..., too. I like 3D films. They're fantastic!

Mike: I have great days off (6) I spend them with my friends. We ride bikes or horses. Sometimes we roller skate. On Sundays, we usually go (7) We play football (8) It's great! I walk and feed Lucky. He's happy!



¹ I can learn a lot about history. – Я многое могу узнать об истории.

² plays – пьесы

³ actress ['æktɹəs], actor ['æktə] – актриса, актёр



Liz: I spend every Saturday (9) I do exercises in the water and swim. Oh, I like it! It's cool! Sometimes I go (10) ... with my family. We watch funny clowns, beautiful acrobats, and clever animals.

4b. 🎧 Listen and check.

4c. 👥 Choose a role and read.

4d. 👥 Whose day off do you like most of all?

4e. Close the book and play "A memory game".

Model. S1: She does exercises and swims in the swimming pool.

S2: Liz.

S1: Yes! / Right!

S2: They play football in the park.

S1: Liz and her family.

S2: No, not right. / Wrong.

5. 📝 Ask your friend 3 questions (see ex. 4a, Reporter) and write 4–5 sentences about his / her day off.

Lesson 4. She doesn't do anything!¹

1a. 🎧 Listen and guess the boy's friend.

¹ She doesn't do anything! – Она ничего не делает!

1b.  Listen, read, and complete the poem.

He **cooks** breakfast. She **doesn't** cook!
 He **looks** at her. She **doesn't** look!
 He **does** some housework. She **doesn't** do any!
 He **washes** the dishes. She **doesn't** wash many!
 He **plays** with her. She **doesn't** play!
 They **aren't** good friends, are they?¹
 He **goes** to the cinema. She **doesn't** go!
 He says 'Goodbye!' She says ...

1c. Put the pictures in the correct order. Read the sentences from the poem about them.

A



B



C



D



E



1d. Compare each pair of the sentences.

¹ ... are they? – ... не так ли?

2. Grammar secret.



The Present Simple Tense: negative sentences

Настоящее простое время:
отрицательные предложения

○  don't  V ...

① (We, You, They)  don't  cook breakfast in the morning.

○  doesn't  V ...

② (She) (He, It, The cat)  doesn't  cook breakfast in the morning.

3a. Twinky, Floppy, Mike, and Liz go to the cinema. Look at the pictures and guess the name of the cartoon¹.

1



3

an oven
[ˈʌv(ə)n]



2

a well



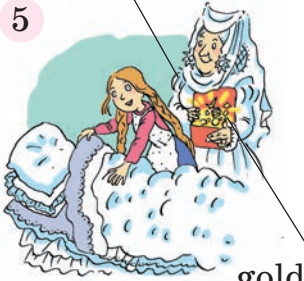
4



¹ a cartoon – мультфильм

Snow Fairy ['feəri]

5



gold [gəʊld]

6



7



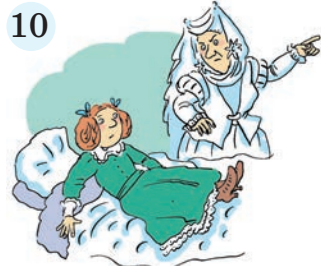
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9



10



3b.  Listen and read part I (pictures 1–5). Check your guesses.

1. This is a very good girl. She's beautiful and kind. She **tidies** the house, **cooks** breakfast, lunch, and dinner for her stepmother and stepsister¹.

2. The good girl wants water, but she falls into the well.

3. The good girl sees an oven with bread. She **helps** the oven.

4. The good girl **helps** the apple tree.

5. The good girl **does** all the housework in Snow Fairy's house. Snow Fairy **gives** the good girl a lot of gold.

¹her stepmother and stepsister – её мачеха и сводная сестра (дочь мачехи)

3c.  Read part II about the stepsister. Complete the sentences.

6. This is the good girl's stepsister. She's bad and lazy. She **doesn't tidy** the house. She **doesn't ...** breakfast, lunch, and dinner.

7. The lazy girl wants gold. She jumps into the well.

8. The lazy girl sees an oven with bread, but she **doesn't ...** the oven.

9. The lazy girl ... the apple tree.

10. The lazy girl ... **do** any housework in Snow Fairy's house. The Snow Fairy ... her any gold.

3d.  Listen and check ex. 3c.

3e.  Prove that the stepsister is lazy.

4.  Compare the two girls.

Model. The good girl tidies the house, but the lazy girl doesn't tidy the house.

5.  Play "A snowball game". Speak about the lazy girl. Add your own ideas (see Help box, p. 107).

Model. S1: The girl's stepsister is lazy. She doesn't help her mum.

S2: The girl's stepsister is lazy. She doesn't help her mum. She doesn't make her bed.

6.  Write 5–7 sentences about the girl's stepsister.

Lesson 5. Does Twinky help his mum?

1a. Look at the pictures and answer: Who helps their mum in Twinky's family?

1b.  Liz asks Twinky about his family. Listen and answer: Does Twinky help his mum?



Liz: Twinky, have you got a big family?

Twinky: Yes, I have. I've got a mum and a dad. I've got a brother, Winky, and two sisters, Pinky and Linky.

Liz: Wow! Does Winky help his mum?

Twinky: Yes, he does. He washes the dishes.

Liz: Does Pinky help her mum?

Twinky: Yes, she does. She lays the table.

Liz: Does Linky help her mum?

Twinky: Yes, she does. She tidies the house.

Liz: Do you help your mum?

Twinky: Yes, I do. I feed Floppy every day. Oh, it's nine o'clock! It's time for breakfast. Floppy, come here! Oh dear, help!

1c.  Letter secrets.

 ee = [i:] feed, teeth

 i = [aɪ] tidy, nine, time

 i = [ɪ] dishes, dinner

1d. Grammar secret.

The Present Simple Tense: general questions

Настоящее простое время: общие вопросы

Do **V** ... ? Yes, **do** . / No, **don't** .

Do I (we, you, they) **help** her? Yes, I **do** . / No, I **don't** .

Does **V** ... ?

Does he (she, it, stepsister) **help** her?

Yes, **does** . / No, **doesn't** .

Yes, he **does** . / No, he **doesn't** .

1e.  Choose a role and read ex. 1b.

2.  Act out the interview.

3.  Play “A guessing game” about Twinky’s family.

Model. S1: Is it a boy or a girl?

S2: A boy.

S1: Does he feed Floppy?

S2: No, he doesn't.

S1: Does he do the dishes?

S2: Yes, he does.

S1: Is it Winky?

S2: Yes, it is.

4a.  Speak to your classmate. Who does it in your family?

Model. S1: Do you cook breakfast?

S2: No, I don't.

S1: Does your mum cook breakfast?

S2: Yes, she does.





make your / her / his bed, cook breakfast / lunch / dinner, lay the table, wash / do the dishes, wash the floor, tidy your room / flat / house, walk / feed / wash / brush your pet

4b.  Write 5–7 questions to ask Twinky about helping his mum.

Lesson 6. Ode¹ to Richy the Cat

1.  Letter secrets. Revision.

 **c** → [s] circus, nice
→ [k] cucumber, cake, cook

 **u** → [ju:] music, cucumber, use
→ [ʌ] cut, uncle

¹ **ode** [əʊd] – торжественное стихотворение, посвящённое какому-либо событию или герою

2a. 👤👤 Look at the pictures and read the words. What do they mean?

A



an acrobat



a clown



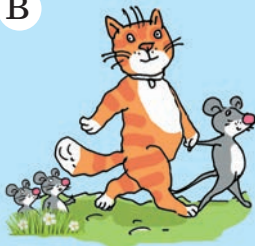
a disco dancer



a crown

an actor

B



mice

C



D

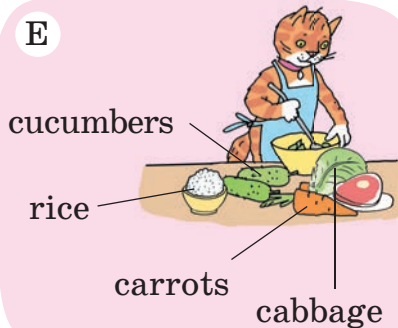


compose classical music

concert



E



cucumbers

rice

carrots

cabbage

F



a daisy – daisies

2b.  Read and match the transcription with the correct picture in ex. 2a.

[klaʊn], [raɪs], [ˈdɪskəʊ ˈdaɪnsə], [kraʊn], [ˈkæbɪdʒ],
 [ˈkɒnsət], [ˈkju:kʌmbəz], [ˈækɹəbæt], [ˈæktə],
 [ˌklæsɪkl ˈmju:zɪk], [ˈkærəts], [kəmˈpəʊz], [maɪs]

2c.  Look at the pictures in ex. 2a and answer: What can Richy the Cat do?

2d.  Listen, read, and match the verses to the pictures.

Ode to Richy the Cat

1.

Richy is a great, clever cat.
 He's never¹ naughty or bad.
 He's kind and can make friends with a rat.
 He's always² happy, and never sad.

2.

Richy the Cat has a beautiful face,
 And he's got a lot of skill and grace³.
 He can be a circus acrobat, a clown,
 A disco dancer, or an actor with a crown.

3.

He can cook a lot of yummy dishes:
 Cucumbers and cabbage for tortoises,

¹ never [ˈnevə] – никогда

² always [ˈɔ:lweɪz] – всегда

³ a lot of skill and grace – много умения и грациозности

Cheese and carrots for good mice,
For boys and girls, he can cook meat and rice!

4.

Richy the Cat can compose classical music,
And in every concert we use it.
We come to the cinema... Oh! It's amusing¹!
We can listen to Richy the Cat's classical music!

5.


He can cook and lay the table –
To do a lot of things he is able!²
He can tidy the house, do the dishes, and feed his pet –
Richy the Cat can be a very good vet!

6.

But Richy the Cat is a businessman,
He knows what to do and when.
On Sundays, Richy is lazy –
And he likes to look at daisies.

2e.  **Find and read the answers to the questions.**

1. Why is the poem called “Ode to Richy the Cat”?
2. What work can Richy the Cat do?
3. What jobs can he do?
4. When is Richy the Cat lazy?

3.  **Listen and read the poem verse by verse: a) with a group of 3–4 other students; b) in pairs – take turns.**

¹ **amusing** [ə'mju:zɪŋ] – забавный

² **To do a lot of things he is able!** – Он умеет делать многие вещи!

4. Take part in a reading contest.

5.  Complete the sentences about Richy the Cat and write them.

1. Richy the Cat is ...
2. He can be ...
3. He can (cook) ...

Lesson 7. Let's go for a walk!

1. You want to do something special¹ on your day off. Discuss with your class where you can do the activities.

Model. We can ride a horse in the amusement park.

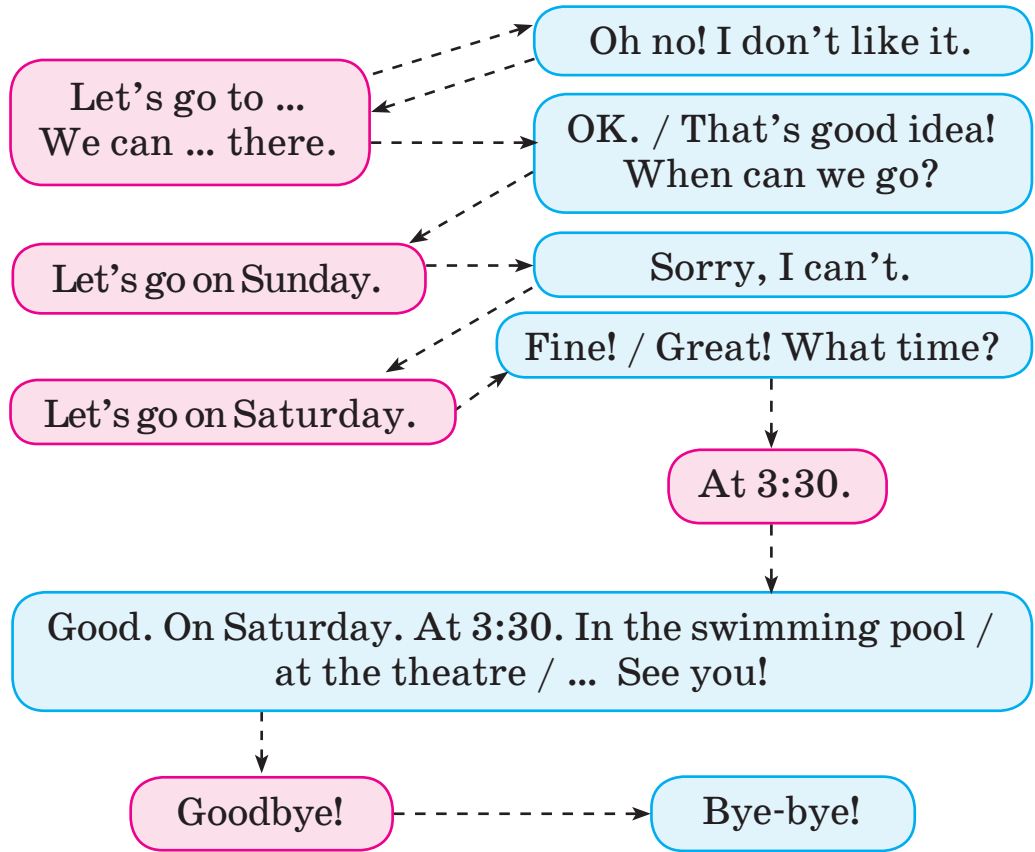



ride a horse, see clever and funny animals, watch a 3D film, learn about history, watch a play, see clowns and acrobats, go for a walk, see actors and actresses, swim, dance, listen to good music, roller skate, ride a pony



¹special ['speʃ(ə)l] – особенный

2a.  Listen to the dialogue, look at the scheme, and answer: Where do the children go? Where don't they want to go?



2b.  Choose an activity and invite your friend to do something special on your day off. Use the scheme.

2c.  Role-play your dialogues.

3. Listen to all the dialogues (ex. 2c). What's the most popular activity in your class?

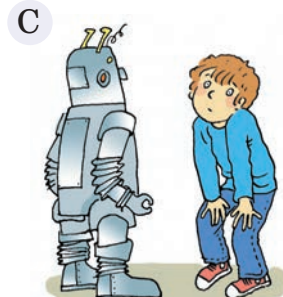
4. ✍ Write a short letter to invite your friend to do something interesting. Complete the sentences in the left column (see ex. 2a).

Lesson 8. Letters to KIDS

1a. Children write letters to KIDS magazine¹. Read and match their letters to the pictures.

My day off

very much



1.

Hi KIDS!

I usually go to museums on my day off. I go there² with my mum and my little brother. I like the Robot Museum very much. We can see a lot of

¹ letters to KIDS magazine [ˌmæɡəˈziːn] – письма в журнал «Ребята»

² there [ðeə] – там, туда

robots there: big and small, short and tall. Then we go to the Robot cafe. We play computer games with robots. It's cool!

Tim, 10, America.

2.

Hello, KIDS!

I spend every Saturday and Sunday at the circus. I can see a lot of animals there. They are clever and funny. They can count, dance, ride a bike, roller skate, and jump. I brush and wash the pony. I like the circus very much. It's great! My parents are clowns, but I want to be a horse rider.

Alex, 9, Britain.

3.

Dear KIDS!

On Saturday, I usually go to the swimming pool. On Sunday, I spend the morning at home. I like to sleep. I get up at 10 o'clock. I watch TV, play computer games, and listen to music.

In the afternoon, I go for a walk with my friends. Then I go to my granny's with my parents. We help our granny. I do the dishes and cook dinner with my mum. My dad tidies the house. We come home at 7 in the evening. Sometimes I go to the cinema or to the theatre on my day off. I like it!

Alesya, 10, Belarus.

1b.  **Read and answer: Who (Кто) ...**

goes to the Robot cafe?
 sees a lot of animals?
 goes to the swimming pool?
 plays computer games?
 helps granny?
 washes the pony?

1c.  **Play “A memory game”. Ask 2 Who-questions about each story.**

2a.  **Complete the letter to KIDS magazine about your day off.**

Dear KIDS!
 I usually spend my day off
 I get up at I ... in the morning.
 In the afternoon, I sometimes go to I go there
 with We ... there.
 I usually help my mum too. I In the evening,
 I Then I go to bed.
 Sometimes I spend my Saturday or Sunday
 I can ... there. I like it. It's great / cool / fantastic!
 ..., Belarus.

2b.  **Write the letter to KIDS magazine. Add¹ photos or pictures.**

¹ Add ... – Додайте ...

Lesson 9. Home alone

1. Read about Bob's pets and guess them.

A. It's not big. It can climb trees. It can run very well. What is it? **B.** It's little. It's grey. It's got a long nose, little black eyes, and big ears. It likes cheese. What is it? **C.** It's little. It's blue, yellow, and green. It can sit on the lamp. What is it? **D.** It's brown. It's got a black nose. It's got black eyes. It's got long ears. It likes sausages and meat. What is it?

2a.  Listen and check your guesses.

2b.  Listen, read, and answer: Who has a good day off?
Why is Bob angry?



Bob is from Britain. He's got a mum, a dad, and four pets: a cat, Tabby, a dog, Spot, a rat, Bella, and a budgie, Polly.

It's Sunday, a day off. Spot comes up to Bob and his parents. They ask, "What's the matter?"¹ "Let's play," the dog says.

"Sorry, we can't. We go to the swimming pool on Sundays," say mum and dad.

"Sorry, Spot. I can't. I play football on Sundays. Ask Tabby."



¹ What's the matter? – В чём дело?

“Let’s play, Tabby,” says the dog.
 “OK. Let’s run and jump,” says the cat.
 “Let’s fly,” says the budgie.
 “Hooray! Home alone!” says the rat.
 They run, jump, and play. They are very happy.



Then the pets say, “We’re hungry.”
 “No problem. Let’s open the fridge,” says Spot.
 “Yum, yum. We’ve got cheese,” says the rat.
 “And milk,” says the cat. “And apples,” says the budgie.
 “And sausages,” says the dog. After dinner, they go to bed.

In the evening, Bob and his parents come home. Bob is angry.

“We’re sorry,” the pets say, and they tidy the house.



2c. 🐾 Choose a role and read.

3a. 🐾 Who says it?

1. “What’s the matter?” 2. “Let’s play.” 3. “Sorry, we can’t. We go to the swimming pool on Sundays.”
 4. “Sorry, Spot. I can’t. I play football on Sundays. Ask Tabby.” 5. “OK. Let’s run and jump!” 6. “Let’s fly.”
 7. “Hooray! Home alone!” 8. “We’re hungry!”

9. "Let's open the fridge!" 10. "Yum, yum. We've got cheese." 11. "And milk." 12. "And apples." 13. "And sausages." 14. "We're sorry."

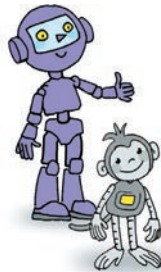
3b.   **Act out the story.**

4.  **Read, find mistakes, and write the correct sentences.**

1. Bob's from America. 2. He's got three pets. 3. Bob's mum and dad play tennis on Sundays. 4. Bob plays basketball on Sundays. 5. The pets sleep all day. 6. They eat cheese, milk, apples, and bananas. 7. After dinner, the pets go for a walk.

Lesson 10. Christmas

1.  **Listen, read, and role-play the situations about popular holidays in Britain and Belarus.**



- Merry Christmas, Twinky!
- Thank you. Merry Christmas to you, Nastya and Mike!

- Happy New Year, Floppy!
- Thank you! The same to you, Nikita and Liz.

2.  Listen, read, and sing the song.

Christmas tree! Oh, Christmas tree!
 How lovely are your branches (ветви)!
 Oh, Christmas tree! Oh, Christmas tree!
 How lovely are your branches!

In summer sun and winter snow
 A coat (пальто) of green you always show.
 Oh, Christmas tree! Oh, Christmas tree!
 How lovely are your branches!

3. Read and answer: Who is the card from?

Dear Nikita,
 Merry Christmas
 and a Happy New Year!
 Best wishes, Mike.



4. Send season's greetings¹ to your friend.

1. Make a card.
2. Write season's greetings.
3. Write your friend's address on the envelope².
4. Write your address on the envelope.
5. Send your card.

5a. Read the rules of the popular British game and choose its name: a) "A chair race"; b) "Musical chairs"; c) "The quickest player".

1. Put 5–8 chairs.
2. Play music.
3. 6–9 players walk or run round the chairs.
4. When the music stops, the players sit down on the chairs.
5. The player who has no chair is out.
6. Take away one chair.
7. Play again until you have one chair and two players. Who is the quickest?

5b. Do you play a similar game at New Year parties? Explain how you play it.

5c. Play the game. Choose a player to give commands.

¹Send season's greetings ... – Отправьте поздравление с праздником ...

²envelope ['envələʊp] – конверт

Unit 5



Nastya's family and friends

Ты научишься: рассказывать и расспрашивать о возрасте, внешности, характере, любимых занятиях своих друзей; поздравлять друзей с праздником; дарить подарки и вежливо принимать их; приглашать друзей вместе провести выходной день; рассказывать о посещении музея и зоопарка в выходной день.

Lesson 1. Nastya's friends

1. Look at the pictures in ex. 2a, read the model, and speak about Nastya and her friends (see Help box, p. 122).



Model. Nastya is 10. She's from Belarus. She's got long fair hair and grey eyes. She's got a mum, a dad, and a tortoise. She can ride a bike, draw, and roller skate. She's kind and clever. She's got a tortoise. Nastya's tortoise is nice.

Liz: 9, Britain, a mum, a dad, a big brother, a baby brother, a sister, can swim, kind and clever, a cat;

Mike: 9, Britain, a mum, a dad, can play football, nice, a dog;

Nikita: 10, Belarus, a mum, a dad, two sisters, two brothers, smart, can play basketball, a goldfish;

Twinky: 5, Twinkyland, a mum, a dad, two sisters, a brother, can play starball, a robot monkey, funny;

Peter: 3, Africa, a mum, a dad, a granny, a grandad, a sister, a bother, funny;

Mr Compy: clever, nice.



2a.  Picture dictionary.



slow



fast



friendly



quiet, small



smart, young



interesting



noisy



large, old

2b.  Read the transcription.


[jʌŋ], [sləʊ], ['ɪntrəstɪŋ], [əʊld], [fɑːst], [smɑːt],
[smɔːl], [lɑːdʒ], ['frendli], ['nɔɪzi], ['kwærət]

2c.  Letter secrets.



qu = [kw] Quiet! The **Q**ueen wants to ask a **q**uestion!



3a.  Choose a character or their pet and speak about them. Take turns. Use the words from ex. 2a.



Liz is beautiful. She's funny (good / nice / kind / clever / bad / naughty / lazy) and smart. She isn't lazy. She's interesting and friendly.

3b.  Play “The last sentence” game. Speak about 1–2 characters (use ex. 1 and 3a).

4. Make up a riddle about one of your classmates (use ex. 3a). Can your classmates solve it?

5.  Write 6–7 sentences about your classmate. Use the model from ex. 1 and the words from ex. 2a.

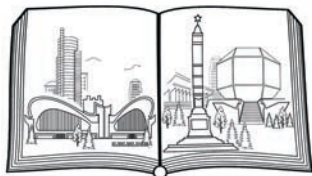
Lesson 2. Presents for friends

1a. Picture dictionary.

Presents



choose
(a present)



a colouring
book



a card /
board game



a puzzle



a smart
speaker



a smartphone



a tablet



a karaoke
microphone

1b. Read the transcription.

[ˈsmɑ:tʃəʊn], [ˈpreznt], [ˈsmɑ:t spi:kə], [ˈpʌzl], [ˈkɑ:d
geɪm], [ˌkæriˈəʊki ˈmaɪkrəfəʊn], [tʃu:z], [ˈklɒrɪŋ
bʊk], [ˈbɔ:d geɪm], [ˈtæblət]

1c. Letter secrets.



o = [əʊ] ph**o**ne, r**o**bot, microph**o**ne

o = [ɒ] b**o**x, ch**o**colate

2a.  **Read and complete the sentences.**

1. It's a very good present. You can draw beautiful pictures! It's a


2. Do you like to sing? Do you want to be a singer? This present is for you! It's a

3. You can spend a great evening with your family. And you can have a lot of fun together. It's a ... or a

4. It's a great present! You can talk to your mum, dad, sister, brother, or your friends. You can listen to music, read books, play games, watch videos. It's a

5. This present is very good, too. You can listen to music, read books, play games, watch videos. But you can't talk to your mum, dad, sister, brother, or your friends. It's a

6. You can chat with it, ask questions, play games, listen to music, or listen to stories and books. I like this present. It's a

2b.  **What is your favourite present? Why do you like it?****2c.** **Tell your classmates about your favourite present.****3a.**  **Read the model and make up a dialogue about choosing a present for your friend or family.**

S1: I want to give a present to **my mum** on **New Year's Day**.

S2: OK, I can help you choose it. What / How about a cake?

S1: I'm not sure. She likes sweets.

S2: Great! You can give her a box of chocolates and a beautiful card.


S1: That's a good idea. It can make my mum happy. Thank you.

S2: Not a problem. / You're welcome!



a card, a robot, pencils, skates, skis, a football, a basketball, a box of chocolates, chocolate, sweets, a cake, a bike, a book



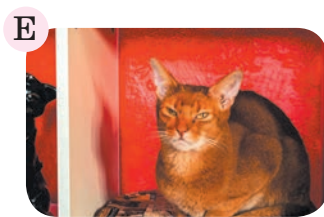
3b.  Present your dialogues, listen to others, and answer: What presents do your classmates choose? Who are they for?

4.  Write about your New Year presents.

I have a lot of New Year presents. I have My favourite present is It's yummy / beautiful / special. I like ..., too. I am happy!

Lesson 3. At the Cat Museum

1a. Nikita and Twinky go to the Cat Museum. Read the text and number the pictures in the correct order.



1. The Cat Museum is a great place for cats. It is in Minsk.

2. The cats like the Cat Museum very much. It has five rooms. The rooms are clean and comfortable.


3. You can see the cats' photos, read their stories, and draw their pictures.

4. The cats are friendly and you can play with them. You can have a cup of tea or coffee at the Cat Cafe.

5. We welcome your help – cat food for our cats.

6. And choose and take a cat home with you. Our cats want a good friend and a family!

1b.  **Answer the questions: Is the museum interesting? What is the mission of the museum?**

2a.  Listen, read the chat, and answer: Which cat do Twinky and Nikita choose?

Twinky: Let's choose a friendly and interesting cat.

Nikita: Yes. The cats are nice. And they want a friend and a family. What about the grey cat? It's beautiful!



Twinky: Yes, it's beautiful, but it's noisy!

Nikita: What about the big brown cat? It's **quieter than** the grey cat.



Twinky: Yes, it's quieter, but I think it's big. Let's choose a smaller cat.

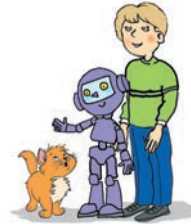
Nikita: H-m, look at the orange cat! It's smaller and younger than the brown cat. It likes to play! It's **more interesting**.



Twinky: Oh look! It's friendly! We want a friendly pet.

Nikita: Yes. Let's take it home!

Cat: Miaow! Miaow!



2b. Grammar secret.

Comparative adjectives

Прилагательные в сравнительной степени

The brown cat is **quieter than** the grey cat.

The orange cat is **more interesting than** the brown cat.



short – shorter

big – bigger

large – larger

friendly – friendlier

interesting – **more interesting**

3a. Read the cats' stories at the Cat Museum and compare the cats.



1. Tabby is a kind, friendly, and quiet cat. He is seven years old. He is small.

2. Fluffy is young and beautiful. She is three years old. She has long hair. She likes to play and run fast.

3. Blacky is one year old. She likes to run and jump. She's funny and can be noisy.

4. Snowball is a big cat with long hair. He is kind and lazy. He likes to sleep a lot.

The cats want a family and a friend! Choose and take one cat home!


3b. Play "A memory game". **S1**, say the cat's name. **S2**, speak about the cat. Exchange your roles.

3c. Compare the cats: Tabby and Fluffy, Fluffy and Blacky, Blacky and Snowball. Use the words from the box.

young / old, big / small, quiet / noisy, friendly,
kind, fast, smart, beautiful, interesting

Model. I think Tabby is friendlier than Fluffy. Fluffy's hair is longer than Tabby's hair.

4. Make up a dialogue “At the Cat Museum” and choose one cat to take home. Use ex. 2a and 3a.

5.  Look at the pictures and choose a friend for you. Do you like the kitten or the puppy? Write 5 sentences comparing them. Use the words from the box.



friendly, beautiful, funny,
interesting, smart, noisy



I like the It's ... than the

Lesson 4. Welcome to my flat!

1a. Look and guess what present Nikita and Twinky have for Nastya. Speak about it.



1b.  Listen and check.

2a.   Listen and read the dialogue “Giving a present”.

Twinky: Happy New Year!

Nastya: The same to you, Twinky.

Happy New Year, Nikita!

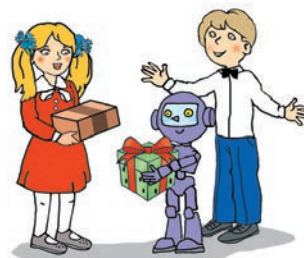
Nikita: Here is our present for you!

Nastya: Oh, what is it?

Twinky: Open the box.

Nastya: It's a cat! What a surprise!

Thank you very much! And here is my present for you. It's a puzzle.



Twinky: Thanks a lot. I like puzzles.

Nastya: And here is my present for you, Nikita. It's a football.

Nikita: Thank you. I like to play football in summer!

Nastya: What's the cat's name?

Twinky: Tinka.

Nastya: How old is Tinka?

Nikita: He's two.

Nastya: He's young! Welcome to my flat and to my room! Oh, where are you, Tinka?



2b.  Make up dialogues about giving Nastya presents for her cat. Use the pictures below.



a brown mouse /
a grey mouse



an orange ball /
a green ball



a blue
bed



a brown brush /
a red brush

You: Happy New Year! Here is my present for your cat!

Nastya: Oh, what is it? ...?! Thank you very much! And here is my present for you.

You: Oh, ...! Thanks a lot. I like

2c. Listen to your classmates. Whose dialogues are interesting?

3. Picture dictionary.



a shelf / a bookshelf shelves / bookshelves a bedside table

4a. Look at Nastya's room and speak about it.

Nastya's got a brown carpet on the floor. She's got a brown table in the room. ...



a window, bookshelves, books, a computer, a desk, a table, a chair, a bedside table, a bed, a sofa, a carpet, the floor, the wall, a clock, under / on (the bed), in / on (the bedside table), near the window



4b. 🧑🧑 Tinka likes to hide in the room. Play “Hide-and-seek”. **S1**, ask questions. **S2**, answer where the cat is.

Model. S1: Is Tinka under the sofa?

S2: No, he isn't.

S1: Is Tinka on the bookshelf?

S2: Yes, he is.

5. 📝 Write where Tinka likes to sit and to sleep in Nastya's room (6 sentences).

Lesson 5. A day at Minsk Zoo

1a. 🎧 Listen, read, and answer: Why do the children go to Minsk Zoo?

Nastya: Do you see? They have an International Pet Show at Minsk Zoo!

Nikita: We have a day off! Let's go to the Zoo!

Floppy: That's a good idea!

Twinky: It's winter. It's cold.

Nastya: Right! We can help the zoo animals. We can buy and give them food!

Nikita: And we can go to the International Pet Show at the Zoo.

Floppy: Great!



1b. 🧑🧑🧑 Read the talk expressively.

2. 👤👤 Look at the pictures, read the keywords, and make up dialogues (see the Model) to speak about the animals at Minsk Zoo. Exchange your roles.



1. slow / small / interesting. 2. quiet / noisy / nice.
3. clever / big / beautiful. 4. fast / tall / smart.
5. funny / big / friendly.

Model. S1: Wow! They have a lot of animals at the Zoo. Look! A tortoise and a rabbit. Usually, tortoises are slower than rabbits. And they are smaller than rabbits.

S2: Yes, rabbits are more interesting than tortoises.

3a. The friends go to a pet show at Minsk Zoo. Look at the animals (ex. 3c), read about them, and compare them.

The dogs are bigger than the cats and the rabbits. The horses are bigger than the dogs. The horses are **the biggest**. The cats and the rabbits are more beautiful than the dogs. The horses are more beautiful than the cats and the rabbits. The horses are **the most beautiful**. They are the best (лучше всех)!

3b. 🎧 Grammar secret. Listen and say the chant.

Comparative and superlative adjectives

Прилагательные в сравнительной и превосходной степени

fast big friendly	fast er big ger friendli er	the fastest the biggest the friendliest
beautiful	more beautiful	the most beautiful



big

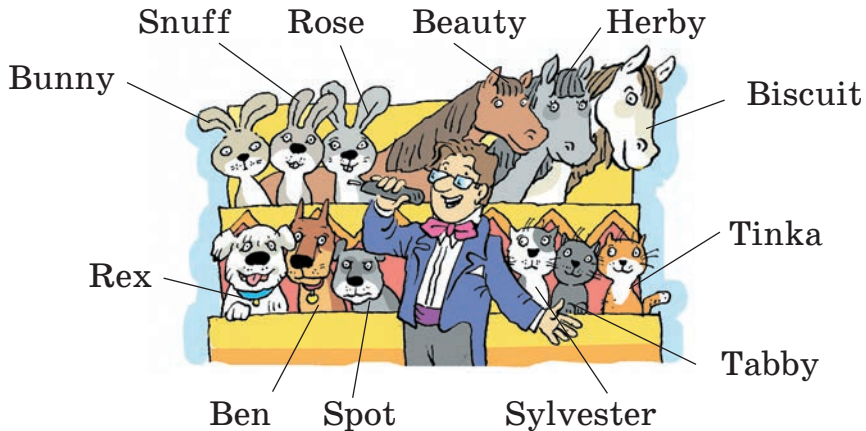


bigger



the biggest

3c. 🎧 The children are at the pet show. Listen to the show presenter and answer: Which animal is the friendliest? The fastest? The biggest? The most beautiful? The best?



3d. 👥 Practise reading and then have a reading competition. Who's the best show presenter?

Welcome to our pet show! We've got a lot of pets! Rabbits and horses! Cats and dogs! Big and small! Fast and slow! Look at the dogs. Ben is friendly. Spot is friendlier. And Rex is the friendliest! Look at the cats! Tabby is beautiful. Sylvester is more beautiful and Tinka is the most beautiful! Now the rabbits! Snuff is fast. Rose is faster. Bunny is the fastest! And the horses. Beauty is big, Herby is bigger. And Biscuit is the biggest! Rex, Tinka, Bunny, and Biscuit are the best!

4a. 👥 Look at the zoo animals (ex. 2). Which animals do you like most of all? Why are they the best?

4b. 📝 Write 5–7 sentences about the best zoo animal.

Vocabulary

Unit 1

bad [bæd] плохой
boy [bɔɪ] мальчик
chat with (my) friend ['tʃæt wɪð
'frend] беседовать с другом
clever ['klevə] умный
dark [dɑ:k] тёмный
do homework ['du: 'həʊmwɜ:k]
делать домашнее задание
fair [feə] светлый
funny ['fʌni] смешной
girl [gɜ:l] девочка
go for a walk ['gəʊ fər ə 'wɔ:k]
идти на прогулку
good [gʊd] хороший
kind [kaɪnd] добрый
lazy ['leɪzi] ленивый
listen to music ['lɪsn tə
'mju:zɪk] слушать музыку
long [lɒŋ] длинный
naughty ['nɔ:ti] непослуш-
ный, шаловливый
nice [naɪs] милый
play computer games ['pleɪ
kəm'pjʊ:tə ,geɪmz] играть
в компьютерные игры

ride a bike ['raɪd ə 'baɪk] ка-
таться на велосипеде
roller skate ['rəʊlə skeɪt] ка-
таться на роликовых конь-
ках
short [ʃɔ:t] короткий
together [tə'geðə] вместе
very well ['veri 'wel] очень
хорошо
watch TV [wɒtʃ ,ti: 'vi:] смо-
треть телевизор
with [wɪð] с
days of the week дни недели
Monday ['mʌndeɪ] понедель-
ник
Tuesday ['tju:zdeɪ] вторник
Wednesday ['wenzdeɪ] среда
Thursday ['θɜ:zdeɪ] четверг
Friday ['fraɪdeɪ] пятница
Saturday ['sætədeɪ] суббота
Sunday ['sʌndeɪ] воскресенье

Unit 2

aunt [ɑ:nt] тётя
brother ['brʌðə] брат

businessman ['bɪznəsmæn]
бизнесмен

child [tʃaɪld] ребёнок
children [ˈtʃɪldrən] дети
cook [kʊk] повар
cousin [ˈkʌzn] двоюродный
брат, двоюродная сестра
dad [dæd] папа
daughter [ˈdɔ:tə] дочь
dentist [ˈdentɪst] зубной врач
doctor [ˈdɒktə] доктор
driver [ˈdraɪvə] водитель
farmer [ˈfɑ:mə] фермер
grandad [ˈgrændæd] дедушка
granny [ˈgræni] бабушка
live [lɪv] жить
man [mæn] мужчина

mum [mʌm] мама
parents [ˈpeərənts] родители
programmer [ˈprəʊgræmə]
программист
shop assistant [ˈʃɒp əsɪstənt]
продавец
sister [ˈsɪstə] сестра
son [sʌn] сын
street [stri:t] улица
teacher [ˈti:tʃə] учитель
uncle [ˈʌŋkl] дядя
vet [vet] ветеринар
want [wɒnt] хотеть
woman [ˈwʊmən] женщина
worker [ˈwɜ:kə] рабочий

Unit 3

afternoon [ˌɑ:ftəˈnu:n] время
после полудня
in the afternoon днём
beautiful [ˈbjʊ:tɪfəl] краси-
вый
breakfast [ˈbrekfəst] завтрак
have breakfast [ˈhæv
ˈbrekfəst] завтракать
brush (my) hair [ˈbrʌʃ ˈheə]
расчёсывать волосы
brush (my) teeth [ˈbrʌʃ ˈti:θ]
чистить зубы
clock [klɒk] часы
come home [ˈkʌm ˈhəʊm] при-
ходить домой

cook [kʊk] (**breakfast, lunch,
dinner, pasta**) готовить (за-
втрак, обед, ужин, мака-
роны)
dinner [ˈdɪnə] ужин
have dinner [ˈhæv ˈdɪnə]
ужинать
do (my) exercises [ˈdu:
ˈeksəsaɪzɪz] делать зарядку
do housework [ˈdu: ˈhaʊswɜ:k]
делать работу по дому
evening [ˈi:vnɪŋ] вечер
in the evening вечером
get dressed [ˈget ˈdrest] оде-
ваться

get up ['get 'ʌp] вставать
go to bed ['gəʊ tə 'bed] ложиться спать
go to school ['gəʊ tə 'sku:l] идти в школу
lunch [lʌntʃ] обед
have lunch ['hæv 'lʌntʃ] обедать
make (my) bed ['meɪk 'bed] застилать постель
morning ['mɔːnɪŋ] утро
in the morning утром
pasta ['pæstə] макароны
porridge ['pɒrɪdʒ] овсяная каша

salad ['sæləd] салат
sandwich ['sænwɪtʃ] / ['sænwɪdʒ] бутерброд
take a shower ['teɪk ə 'ʃaʊə] принимать душ
tidy (my) room ['taɪdi 'ru:m] убирать комнату
wash (my) face and hands ['wɒʃ 'feɪs ənd 'hændz] мыть лицо и руки
wash / do the dishes ['wɒʃ / duː ðə 'dɪʃɪz] мыть посуду

Unit 4

amusement park [ə'mju:zmənt 'pɑ:k] парк развлечений
in the amusement park в парке развлечений
card [kɑ:d] открытка
cinema ['sɪnəmə] кинотеатр
circus ['sɜ:kəs] цирк
disco ['dɪskəʊ] дискотека
feed [fi:d] (**my pet**) кормить (моего / своего питомца)
happy ['hæpi] счастливый
Happy New Year! ['hæpi njuː 'jɜː] С Новым Годом!
help (my mum) [help] помогать (моей / своей маме)
home [həʊm] дом
lay the table ['leɪ ðə 'teɪbl] накрывать на стол

Merry Christmas! ['merɪ 'krɪsməs] С Рождеством!
museum [mjuː'zi:əm] музей
new [njuː] новый
park [pɑ:k] парк
in the park в парке
swimming pool ['swɪmɪŋ 'pu:l] бассейн
in the swimming pool в бассейне (в воде)
at the swimming pool в бассейне (в здании)
theatre ['θiətə] театр
walk (my dog) [wɔ:k] выгуливать (мою / свою) собаку
zoo [zuː] зоопарк

Unit 5

bedside table [ˌbedsaɪd ˈteɪbl̩]	karaoke microphone [ˌkærɪˈəʊki ˈmaɪkrəfəʊn]
тумбочка	микрофон для караоке
board game [ˈbɔːd geɪm]	noisy [ˈnɔɪzi]
настольная игра	шумный
bookshelf [ˈbʊkʃelf]	old [əʊld]
книжная полка	старый
bookshelves [ˈbʊkʃelvz]	present [ˈpreznt]
книжные полки	подарок
card game [ˈkɑːd geɪm]	puzzle [ˈpʌzl]
карточная игра	головоломка
choose (a present) [tʃuːz]	quiet [ˈkwaɪət]
выбирать (подарок)	тихий
colouring book [ˈklɔːrɪŋ bʊk]	shelf [ʃelf]
книжка-раскраска	полка
fast [fɑːst]	shelves [ʃelvz]
быстрый	полки
friendly [ˈfrendli]	slow [sləʊ]
дружелюбный	медленный
interesting [ˈɪntrəstɪŋ]	small [smɔːl]
интересный	маленький
	smart [smɑːt]
	умный
	smart speaker [ˈsmɑːt spiːkə]
	умная колонка
	smartphone [ˈsmɑːtfəʊn]
	смартфон
	tablet [ˈtæblət]
	планшет
	young [jʌŋ]
	молодой

Grammar reference

Unit 2

Pronouns Местоимения

Personal pronouns / Личные местоимения («кто?», «что?»)	Possessive pronouns / Притяжательные местоимения («чей?», «чья?», «чье?», «чьи?»)
I я you ты he он she она it он, она, оно we мы you вы they они	my мой your твой his его her её its его, её our наш your ваш their их

Личные местоимения употребляются вместо существительных в роли подлежащего, например: Maggie likes tea. = **She** likes tea.

Местоимение **it** употребляется вместо существительных, обозначающих неодушевлённые предметы или животных, например: Look at the kitten. **It's** funny.

Но если животное является домашним любимцем, вместо его названия или имени употребляются личные местоимения **he** или **she**, например: I've got a budgie. **He's** funny.

Форма местоимения **you** совпадает в единственном и во множественном числе: you (ты) = you (вы), например: Where do **you** live? – **I** live in Minsk. / **We** live in Minsk.

Местоимение **I** всегда пишется с заглавной буквы.

За притяжательным местоимением всегда следует существительное, например: This is **my** mum. **Her** name's Lily.

Possessive case of nouns

Притяжательный падеж существительных

К существительным в единственном числе, обозначающим людей или животных и отвечающим на вопросы «чей?», «чья?», «чьё?», «чьи?», добавляется 's, например: Maggie's cat; the boy's pet; Mrs Bell's books.

К существительным во множественном числе добавляется «'», например: the girls' parents.

Demonstrative pronouns

Указательные местоимения

Местоимение **this** (этот, эта, это) указывает на предмет, человека или животное в единственном числе, которые находятся рядом с говорящим, например: Look at **this** photo! **This** is my cat! **This** boy is my brother!

Местоимение **these** [ði:z] (эти) указывает на предметы, людей или животных во множественном числе, которые находятся рядом с говорящим, например: Look at **these** photos! **These** are my new friends! **These** pets are so funny!

Units 3–4

The Present Simple Tense

Настоящее простое время

Настоящее простое время употребляется для того, чтобы сказать или спросить о действиях, которые часто повторяются или происходят обычно, часто, иногда, всегда, например: I usually get up at 7 a.m. My dad gets up at 6:30 every day.

Указатели настоящего простого времени: usually (обычно), often (часто), sometimes (иногда), always (всегда), in the morning (утром), in the afternoon (днём), in the evening (вечером), every day (каждый день).

Positive (+)	Negative (-)	
	Long form	Short form
I / You / We / They live in a house.	I / You / We / They do not live in a flat.	I / You / We / They don't live in a flat.
He / She / It lives in a house.	He / She / It does not live in a flat.	He / She / It doesn't live in a flat.

Question (?)	Short answer	
	+	-
Do you / they live in a house?	Yes, I / we / they do .	No, I / we / they don't .
Does he / she / it live in a house?	Yes, he / she / it does .	No, he / she / it doesn't .

В 3-м лице единственного числа к глаголу добавляется окончание **-s / -es**, которое может читаться по-разному:

- после глухих согласных звуков – [s]: looks, gets, walks;
- после звонких согласных и гласных звуков – [z]: runs, goes, reads;
- после шипящих звуков (-sh [ʃ], -ch [tʃ], -tch [tʃ]) и свистящих звуков (-ss [s], -x [ks]) – [ɪz]: washes, watches, dresses.

Исключения: do – does [dʌz], have – has [hæz].

Правописание глаголов с окончанием **-s / -es**: в глаголах, оканчивающихся на **-o**, добавляется окончание **-es** (go – goes, do – does); в глаголах, оканчивающихся на согласную и **y**, буква **y** меняется на **i**, и добавляется окончание **-es** (fly – flies, cry – cries). **BUT:** play – plays.

Учебное издание

**Лапицкая Людмила Михайловна
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АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для 4 класса учреждений образования,
реализующих образовательные программы общего среднего образования,
с русским языком обучения и воспитания

В двух частях

Часть 1

2-е издание, переработанное и дополненное

Электронное приложение



Редактор *О.В. Ракицкая*. Художественный редактор *Т.Ю. Таран*. Компьютерная вёрстка
Н.В. Шабуня. Корректор *О.В. Ракицкая*.

Подписано в печать 09.07.2024. Формат 70×90/16. Бумага офсетная. Печать офсетная. Усл. печ. л. 10,53.
Уч.-изд. л. 4,9 + 0,1 (форз.) + 5,0 (эл. прилож.). Тираж 109 251 экз. Заказ.

Республиканское унитарное предприятие «Издательство «Адукацыя і выхаванне»».

Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 1/19 от 02.08.2013.
Ул. Будённого, 21, 220070, г. Минск.

Открытое акционерное общество «Полиграфкомбинат им. Я. Коласа».
Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 2/3 от 04.10.2013.
Ул. Корженевского, 20, 220024, г. Минск.

(Наименование учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Отметка учащегося за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			
20 /			

*Учебное пособие издано за счёт средств государственного бюджета для
фондов библиотек по заказу Министерства образования Республики Беларусь.*