



Alla Nesvit

ENGLISH

4



WE LEARN ENGLISH

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Н55

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Підручник «Англійська мова» створений відповідно до чинної програми з іноземних мов, рекомендованої Міністерством освіти і науки України для оволодіння англійською мовою у 4-му класі загальноосвітніх навчальних закладів.

Підручник побудовано на принципах комунікативності, інтегрованого розвитку навичок і вмінь аудіювання, читання, говоріння і письма. Тематико-ситуативний розподіл навчального матеріалу забезпечує дотримання принципів посиленості, логічності, активності та наочності у навчанні.

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ЛЮБИ ДІТИ!



Наші знайомі герої, українські школярі Аня і Данило, знову раді вітати вас на сторінках підручника з англійської мови.

Цього року Аня і Данило приготували для вас дивовижні історії про своїх нових друзів – Стіва Паркера і його сестричку Моллі. Ви дізнаєтеся багато нового про навколишній світ, про впоодобання ваших ровесників, навчитеся орієнтуватись у місті, листуватися з друзями, які живуть в інших країнах, розповідати їм про свої подорожі й відпочинок, родину, сімейні та шкільні традиції.

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

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



послухай



подивись



прочитай



скажи



напиши



правильно, неправильно



діалог



напиши правильну інформацію



пограй у гру



робота в парах і групах



проектне завдання



домашнє завдання

Алла Несвіт

ВІД АВТОРА

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

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

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

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

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

Остання вправа кожного уроку призначена для письмового виконання вдома.

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

На кінець навчального року учні навчаються повідомляти про події в теперішньому, минулому або майбутньому.

У процесі навчання використовуються пісні, римівки, рольові ігри тощо. Вправи з логічним навантаженням спрямовані на розвиток аналітичних умінь учнів (аналізу, порівняння, синтезу та ін.).

Завдання і вправи підручника враховують індивідуальні особливості учнів з різними здібностями й стилями навчання, що дасть змогу вчителю здійснити диференційований підхід і забезпечити позитивну мотивацію у навчальному процесі, а кожному учневі – можливість відчути свої досягнення в опануванні мови.

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

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

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

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

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

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

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

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

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



★ Lesson 1

1.  Listen and repeat.

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

2.  Listen, read and act out.



1. **Steve:** Miss Alison, meet my father.
Mr Parker: How do you do?
Miss Alison: How do you do?
2. **Steve:** My name is Steve Parker.
Jane: Hello, I'm Jane Tame.



3. **Jane:** Ann, do you know Steve?

Ann: No. Hello, Steve!

Steve: Hello, Ann. **Nice to meet you.**

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

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

Kim: Nice to see you, too.

3.  **Read and choose the correct item.**

Steve: Hi! *What is* / *What are* your name?

Dan: *My name is* / *It is* Dan.

Steve: *Are you* / *Is he* from London?

Dan: *No, he isn't* / *I'm not.*

Steve: Where are you from?

Dan: *I am* / *He is* from Kyiv. And you?


Steve: *I am* / *I am not* from London.

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

a) Greet your friends in class.

b) Introduce yourself to the other pupils in class.

c) Introduce your mum / dad to your teacher.

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



Example: *I am a pupil of the fourth form.*

1. Miss Alison a teacher.

2. We from Ukraine.

3. My teacher from Great Britain.

4. I not from Great Britain.

5. They very good friends.

6. Steve not my classmate.

7. We in the English lesson.



★ Lesson 2

1.  Look at the picture and say who / what you see in the classroom.

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



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

on, under, behind, next to, between



a computer a bookcase a clock a blackboard

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

Example: A: How do you **spell** "bookcase"?
 B: B - O - O - K - C - A - S - E.

1. What does mean?
2. How do you say in English?
3. How do you **pronounce** this word?

3.  **Play a game. Work in groups. Pupil A thinks of an object in the classroom. The others try to guess what it is.**

Example:

A: I spy something beginning with *b*.
 B: Bookcase?
 A: No.
 B: Blackboard?
 A: Yes.

4.  **Read and choose the correct item.**

Example: Is that / *those* your desk?

1. A: Is *this* / *these* your exercise book?
 B: No, it isn't. *That is* / *These are* my exercise book.
 It is green.
2. *This is* / *These are* my pens, *that is* / *those are* her pens.
3. *This* / *These* aren't your pencils. They are my pencils.
4. A: Are *this* / *these* your CDs?
 B: No. *Those* / *That* are my CDs in *that* / *those* bag.

5.  a) **Write some sentences about your classroom. Use the prompts below and the words: *big, light, posters, windows, a computer, a bookcase, a clock.***

Example:

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

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



Lesson 1

1.  a) Listen and repeat.



- b) Look through the text. What is it about?

- c)  Listen and read.

The Parkers

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

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

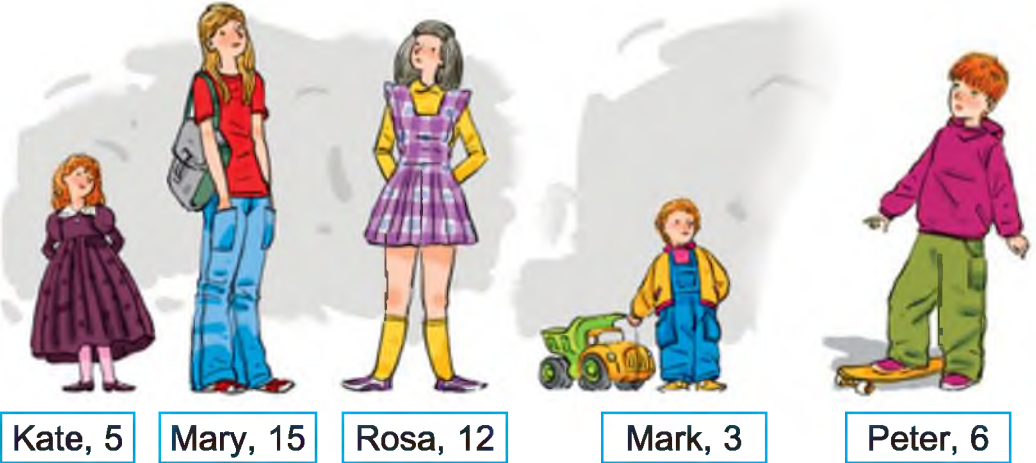
2.  Agree or disagree.

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



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

3.  Look and answer the questions.



These are Mr Parker's nieces and nephews.

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

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

Example: *Olena is taller than Olesia.*

..... is shorter than

..... is taller than

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

Example:

Kate is Mr Parker's niece. She is five.

She is younger than Peter, but older than Mark. She has got long red hair.

She's wearing a purple dress, pink tights and purple shoes.



Lesson 2

1. Look and say.

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



Mrs Parker

Mr Parker

2. Listen and repeat.



handsome



good-looking



elegant

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

Pupil A:

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

Pupil B:

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

Mrs Parker doesn't work. She keeps the home.

4.  **Work in pairs. Look at the photos in Ex. 2, p. 12. Take turns to ask and answer the questions.**

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

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

Mr Parker			good-looking	
Mrs Parker			handsome	
My mum	is	a/an	pretty	man.
My father	isn't		elegant	woman.
My aunt / uncle			old / young	

b)  **Write six sentences to the table in Ex. 5a.**

★ Lesson 3

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

mother / mum, 35

daughter, 14


grandpa, 67



father / dad, 38

son, 10

grandma, 62

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

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

2.  **Choose and say.**

1. Andy is 4 years than Polly.
A older B younger C the youngest
2. Their grandpa is 5 years than their grandma.
A younger B older C the oldest
3. Their dad is than their mum.
A taller B shorter C smaller

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

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

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

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

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

Example:

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

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

His mum, Tamara Pavlivna, is pretty and elegant.

Sashko's sister, Polina, is 4 years younger than him.





★ Lesson 4

1.  Listen and repeat.



a city



a town



a village



an avenue



a street



a lane

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

Example:

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



3.  Listen, read and act out.

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

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

Polly: Where does she live?

Jane: She lives in Colchester.

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

Jane: Number 7 Green Lane.

Her house is in the centre of the town.

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

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

Polly: OK. Have a nice weekend!

Jane: Thanks. Bye!



4.  Agree or disagree.

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

5.  a) Read and complete the sentences.

1. I live in
2. It is a town (city, village).
3. I live far from / not far from the centre of
4. My address is Number Street, Flat
5. My house is near the (park, square, supermarket,).
6. There are many and in my street.

b) Tell your classmates about the place where you live.



Lesson 5

1.  a) Listen and repeat.

is – was are – were



b) Say.

Example:

The river is shallow now. It was deep many years ago.

There are many narrow streets in this town now. The streets were narrow in the past, too.

2.  Listen and read.

Granny Tells a Story

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

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

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

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



Colchester Castle

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

Example:

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

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

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

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

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



★ Lesson 6

1.  Look, read and choose.

Many years ago



Today



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

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

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

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

3.  Tell your classmates some facts about Kyiv in the past. Use Ex. 1 as a model.

Today Kyiv is Many years ago was much
The buildings were

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



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

Example:

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

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

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

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

★ Lesson 7

1.  a) Listen and repeat.



a shop



traffic



the traffic lights



b)  Listen and read.



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

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

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

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

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

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

Miss Alison: Yes, there were.

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

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

2.  Agree or disagree.

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



3.  Complete the sentences. Use the verb *to be* in the Past Simple tense.

Example: *Ann and Dan were born in Kyiv.*

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

4.  Choose and say.

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

5.  Write about the street you live in.

Example:

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

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

Lesson 8

1.  Listen and repeat.



high – higher – **(the) highest**



big – bigger – **(the) biggest**



2.  Read the letter.

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

September 11th

Dear Dan,

My name is Stephan, and I am from Zakarpattia, Ukraine. There are mountains called the Carpathians here.

Hoverla is the highest mountain in Ukraine.

I live in Mukacheve. There is a beautiful castle "Palanok" in my town. It is more than 700 years old. I am sending you a photo of it.

Best wishes,

Stephan



3.  Read and choose the correct words.

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



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

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

Ann: “Palanok”? What is it?

Dan: It is a beautiful castle in Mukacheve. Stephan, my new friend, told me about it in his email letter.

Ann:?

Dan: It is more than 700 years old.

Ann:?

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

5. a) Write a letter to your penfriend about a famous place in your town / city / village. Use the plan below:

1. Make notes before you start writing your letter.
2. Start your letter with *Dear* and finish with *Best wishes* and *your name*.
3. Use Stephan’s letter from Ex. 1 as a model.

b) Tell your classmates about a famous place in your town / city / village.

★ Lesson 9

1. Make as many questions as you can. Then answer them about you.

Example: *Is your sister taller than your cousin?* – *Yes, she is. / No, she isn’t.*

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

2. Complete the sentences. Use the Present Simple or the Past Simple tenses.

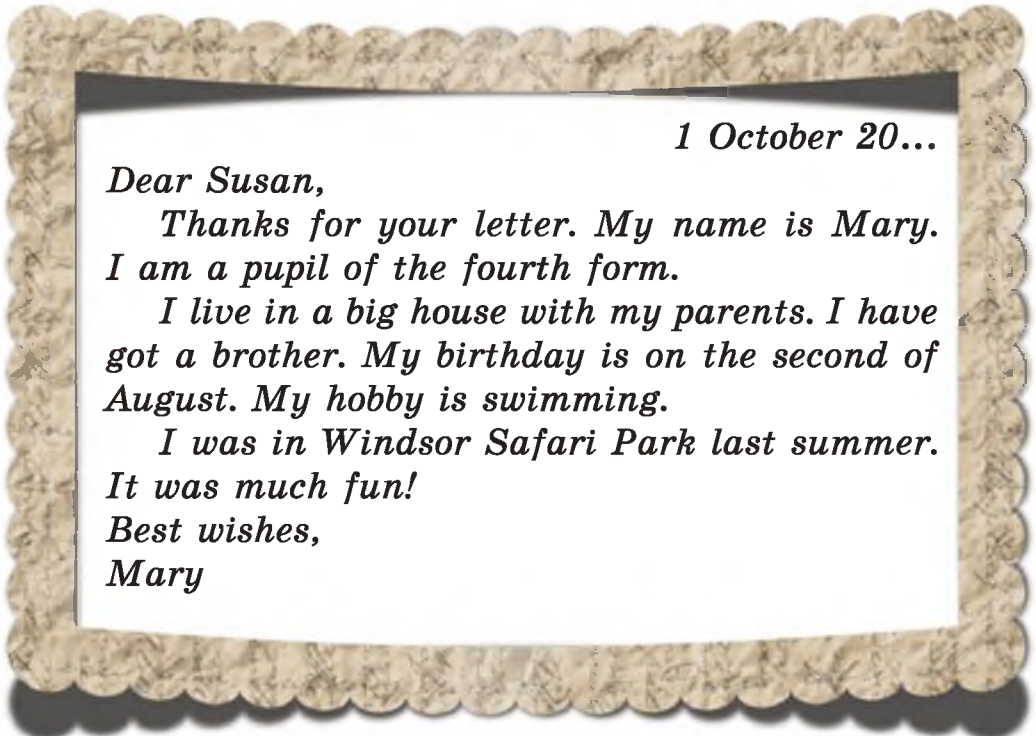


1. Mrs Tame (be) in hospital last year.
2. My mother (cook) breakfast every morning.
3. Jane's granny (live) in Colchester.
4. Jane (go) to her grandma last week.
5. Streets in Lviv (be) narrow in the past.
6. There (be) a lot of traffic lights in Kyiv now.

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

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

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



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



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

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

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





Lesson 1

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



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

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

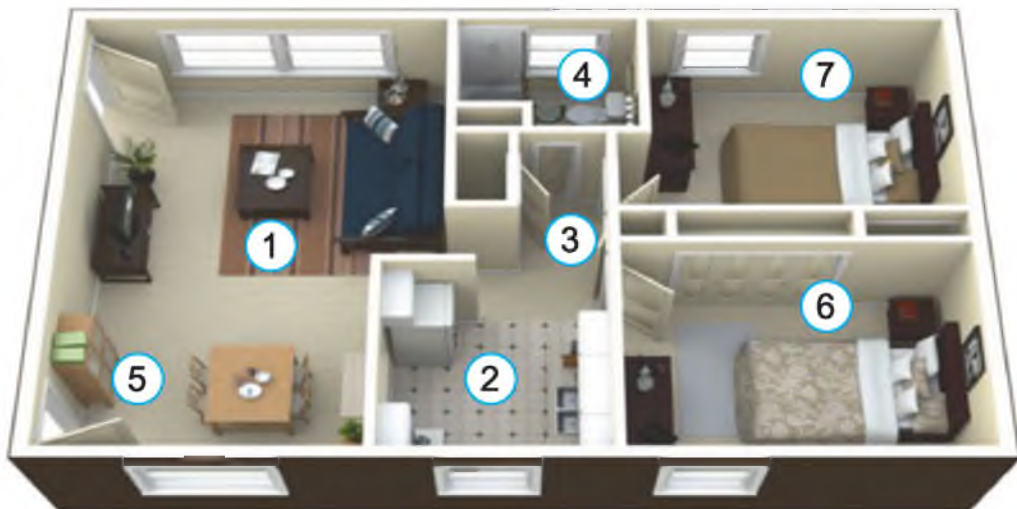
2.  a) Do a class survey. Ask your friends questions about their homes and make a graph.
b) Speak in class. Talk about your friends’ homes.

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



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

Example: *Number 1 is a living-room.*



- a hall
- a living room
- a bedroom
- a kitchen
- a bathroom
- a toilet

4. a) Listen and read the poem.

b) Say where your home is and where you like to stay.

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



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

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

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

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

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

★ Lesson 2

1.  a) Listen and complete the text.

third, bathroom, three, large, kitchen, bedroom







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

b)  Write the correct information.

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

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

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

It is the largest room in the flat. There is a **square** 
 and four  **in the middle** of the room. There is also
 a , two , and a thick **carpet** on the floor. There
 are some  on the wall. There is a  in the right
corner. The Parkers like to spend their evenings in this
 room.



3. Answer the questions.

1. Is this room large or small?
2. What is there in the middle of the room?
3. What is there in the right corner?
4. What do Parkers like to do in this room?

4. Look and say. Make as many sentences as you can. Describe Steve and Molly's room.

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

Example:

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

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

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





Example:

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

★ Lesson 3

1.  Listen and repeat.



a bedside table



a wardrobe



a mirror

2.  Read.



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



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

3. **Agree or disagree.**

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

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

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

5. **Write six sentences about your / your parents' bedroom.**

Lesson 4

1. **Listen and repeat.**



a cooker



a fridge

a dishwasher



a microwave oven



a cupboard



2.  Read the text.


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



3.  Choose and say.

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



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

Example:

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

B: *Is it a sofa?*

A: *No, it isn't.*

B: *Is it an armchair?*

A: *Yes, it is.*

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

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

★ Lesson 5

1.  Listen, point and say the chant.



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



Feed the cat,
Vacuum the mat,



Clean the room
With a new **broom**,





Wash the floor,
Then go to the store,

Set the table
When you are able¹.



Wash up after meals,
Take out the peels².

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



2.  **Work in pairs. Take turns to ask and answer about your household chores.**

- What kinds of chores do you usually do?
- How many hours a day do you spend on chores?

3.  **a) Play a mime game. Pupil A mimes household chores. Pupil B tells the class what the pupil A is doing.**

Example: Pupil A: mimes cooking.

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

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

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

¹ *To be able* – могли.

² *Peels* – лушпайки, шкірка.



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

Mr Parker			Steve		
Mrs Parker			Molly		

Example:

A: *What is Mr Parker doing now?*

B: *He is vacuuming the carpet.*

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

Example: *The Parkers are doing their housework now.*

Mrs Parker is going to the store now.

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

Example:

My mum is busy in the house all day. I often help her.

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

b) Tell your classmates about your household chores.



★ Lesson 6

1.  Look at the picture. Choose and say.



1. Kate's family is now.
 A cleaning their flat B watching TV
 C doing shopping
2. Kate is now.
 A feeding the cat B washing up
 C vacuuming the floor
3. Her mum is now.
 A cooking B making a cake
 C cleaning the window
4. Kate's dad and her brother are now.
 A playing football B sweeping
 C repairing a chair

2.  Read and compare the sentences.

1. We **are cleaning** our room now.
 We clean our room every Saturday.
2. My mum **is washing** clothes in the washing machine now.
 She washes clothes every week.
3. They **are cooking** dinner now.
 They cook dinner every day.

3.  Make as many sentences as you can.

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

4.  Ask and answer the questions.

Example: – *Are you cooking now?*
– *No, I'm not.*

- Are your parents doing the shopping now?
– Yes, they are. / No, they aren't.
- Is your mum cleaning the fridge now?
– Yes, she is. / No, she isn't.
- Is your brother feeding the dog now? –
- Are you doing the washing up now? –
- Are your friends helping their parents around the house at the moment?

5.  Write down the questions to the sentences.

- Tom is cleaning his room now.
- My granny is feeding her cat now.
- I am not doing the washing up now.
- Andy and Molly are cooking now.

 Lesson 71.  Complete the tables and write them down in your exercise book.

The Present Simple Tense

I write

I **don't** write**Do** you write?

He / She writes _____



The Present Continuous Tense

I **am** reading

I **am** not reading

Am I reading?

You **are** reading

He / She **is** reading

2.  **Ann and Dan are on holiday in the village now. Look at the picture and read two lists below. Write sentences as in the example.**



Example:

Usually
Go to the swimming pool

Now
Swim in the river

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

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

3.  **Work in groups A, B, C. Look at the pictures on p. 40 and answer the questions.**

1. What room can you see in the picture?
2. What furniture is there?



a bedroom

A



a kitchen

B



a bathroom

C

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

Example: *We usually drink tea in this room.* B

- I keep my clothes in the wardrobe.
- Where is Steve? – He is having a shower now.
- There are some fresh vegetables in the fridge. You can make a salad.

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

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



★ Lesson 1

like painting
enjoy reading

1.  a) Listen and repeat.



play the musical instrument



take photos



paint / draw



make things

b)  Listen and read.

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

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

2.  Answer the questions.

1. What is a hobby?
2. What do people collect?
3. What do girls usually like doing?
4. What do boys like doing?

3.  a) Work in pairs. Take turns to ask your friend about his / her hobbies and take some notes.

Example: – *Do you play any sports?*
– *Yes, I do. / No, I don't.*



Do you...

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



Have you got any other hobbies?

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

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

4.  a) Look and say as in the example.



Example: *I like singing and dancing.*

b)  Talk about the hobbies you see in Ex. 4a.

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

5.  Write six sentences about your hobbies.

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

★ Lesson 2

1.  Look at the picture. Answer the questions.

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



2.  Listen and read.

A Picnic at the River

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

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

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



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

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

Mr Parker		Steve	
Mrs Parker		Molly	

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

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

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

Lesson 3

1. **Listen, read and act out.**

Dan: Hi girls, what are you drawing?

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

Kim: And I'm drawing my doll collection.

Dan: I think collecting ponies and dolls is boring.

Ann: But we like dolls and ponies!

Kim: And what do you collect, Dan?

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





2.  Choose and say.

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

3.  Work in pairs. Ask and answer.




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

4.  Tell your classmates about your hobbies.



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

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

Example:

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



	My grandpa likes making things.
	My grandma likes cooking.

★ Lesson 4

1.  a) Listen and repeat.



a cartoon



a quiz



the news



a film



a sports programme



a football match

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

Example: *I like watching cartoons.*

2.  Listen, read and act out.

A: When does the film about Garfield start?

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

A: What channel is it on?

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

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



3.  Read the TV guide.

TV GUIDE

CHANNEL 1

- 9.00 News Summary
- 10.00 Quiz show:
"The Cleverest"
- 12.00 Film: "Garfield: A Tail
of Two Kitties"

EUROSPORT

- 9.30 Extreme sports
- 10.30 Athletics
- 12.45 Wimbledon: The best
tennis matches

ANIMAL PLANET


- 10.00 The Funniest Animals on
the Earth
- 11.50 Pet Rescue Service
- 12.30 Wildlife: The Lions of
the Sahara

FOX KIDS

- 9.45 Puss-in-Boots
- 11.15 Sponge Bob
Square Pants
- 15.00 Tom and Jerry

4.  Work in pairs. Answer the questions.

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

5.  Look at the TV guide in Ex. 3 and change the highlighted words in the dialogue in Ex. 2, p. 46. Write your dialogue and act it out.

 **Lesson 5**

1.  Listen, read and say the chant.

What programme are you going to watch today?

What programme are you going to watch?

When does this programme start today?

When does this programme start?

I am going to watch a film today.

I am going to watch a film.

The film starts at five o'clock today.

The film starts at five o'clock.





2. Work in pairs. Ask and answer.

1. Do you watch TV every day?
2. What programmes do you usually watch?
3. What time do they start?

3. Read, match and say.

This person likes watching

A football matches B cartoons

1. Jane often watches "Tom and Jerry", "Shrek" or "Winnie-the-Pooh."
2. Tom is fond of sports. He likes swimming, basketball, football and running. He always watches sports programmes on TV.

4. Tell your classmates about your favourite TV programme. Use the questions to help you.

- What is the programme about?
- When do you usually watch it?
- Why do you like it?

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

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

★ Lesson 6

1. a) Listen and repeat.



chess



table tennis



volleyball

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



b) Listen, read and act out.

Steve: Hurray! The lessons are over!

Kim: Let's go to the playground!

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

Kim: I want to play badminton.

Ann: But we played badminton yesterday!

Tom: Look, Ann! We can play badminton together.

Steve: Hey, Dan! Let's play football at the school stadium.

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

2. Tell your classmates what game you played yesterday.



Example: *I played yesterday.*

3. Read and match.



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



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



3. Myshko collects toy planes. He likes sport very much. Yesterday he rode a bike and played computer games.

4. Nataalka collects postcards with horses. Yesterday her mum **had** a birthday party. Nataalka and her granny made a big cake for her.



A _____, B _____, C _____, D _____.

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

1. What does Oleh / Oksana / Myshko / Nataalka collect?
2. Who had a birthday party yesterday?
3. Who likes sport?
4. What does Oksana / Nataalka like?
5. What did Oleh / Oksana / Myshko / Nataalka do yesterday?

5. **Write six sentences about your friends. What are their hobbies? What did they do yesterday?**

Example:

*My friend Sonia collects She likes and
Yesterday she*



★ Lesson 7

1. Listen and read.

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

to win – won
to bring – brought



11 November 20...

Hi Stephan,

Yesterday we had a school chess competition and I got the first prize!

As you know, my hobby is scale modelling. Dad brought me a new model of Boeing 747-8 for my collection. Now there are five planes and helicopters in it.


I'm sending you a photo of my favourite model. Tell me about your collection, please.

*Best wishes,
Dan*



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

1. Stephan got the first prize in a school chess competition.
2. Dan's hobby is scale modelling.
3. His favourite model is Boeing 747-8.
4. Dan and his dad make models together.
5. There are five items in Dan's collection.

3.  a) Take turns to ask and answer about the children's collections on page 52.
b) Ask your friend about his / her collection.



	Kim	Steve	Tom
1			
2	15	80	23
3	The Snow White	with ships on it	Cadillac Fleetwood 75
4	2 years ago	3 years ago	a year ago

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

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

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

4. Make and write the words as in the example.

Example: *play + ed = played*

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



5.  Write about your collection.

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

 Lesson 8

1.  Listen and read.

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



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

2.  Answer the questions.

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

3.  Write the correct information.

Example: It was **Saturday** yesterday. Sunday



1. Ann and Dan went to the local **cinema**.
2. **The weather** was warm.
3. They **laughed** a lot.
4. They ate **cakes** and drank juice.



a) Listen, read and act out.

b) Complete dialogue 3 and act it out with your partner.

1) **A:** Did you have a nice weekend?

B: Yes, sure. I visited my aunt and uncle.

A: What did you do there?

B: We had a picnic in the forest.

A: Did you come home late?

B: No, we didn't.

2) **A:** Did you have a good time yesterday?

B: I can't say so.

A: Why?

B: Mum was ill and I stayed at home.

3) **A:** Did you have a nice weekend?

B: Yes, sure. I was

A: What did you do there?

B: I What about you?

A: I and



c) Choose and complete.

1. Alex to the zoo last summer.

A goes

B went

C is going

2. Tom his grandparents every week.

A visits

B visited

C is visiting

3. Ann a rope now!

A skips

B skipped

C is skipping

4. Children in the forest every summer.

A walk

B walked

C is walking

5. My parents to Egypt two years ago.

A travel

B travelled

C are travelling



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

Example:

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

Lesson 9

The Past Simple Tense

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

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

Example: *Dan plays chess every day. – Dan played chess yesterday.*

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

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

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

to come – came to meet – met

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



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

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

A: What did you do after school?

B: I went shopping.

A: What did you do in the evening?

B: I read a book and played computer games.

A: Did you help your mum?

B: Yes, I did.

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

4. Write one sentence for each of these verbs.

became	went	listened	made
met	helped	swam	visited

Example: *Kim and Jane became good friends.*

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

Names \ Actions				
	Ann	×	✓	✓
Steve	✓	×	✓	×
Jane	×	✓	×	✓
Tom	✓	×	×	✓
Dan	✓	×	✓	×

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

Revision Lessons (28-32)



★ Lesson 1

1. Listen, read and say.

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

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



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

3. Listen and read.

Nature

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





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

Love nature and take care of it.

4. Complete the sentences.

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

5. Answer the questions.

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

Lesson 2

1. a) Listen and repeat.

a cheetah

a dolphin

a python

a hippo



the savanna

a sea

the jungle

a river/a lake

b) Say where these animals live.

Example: *A cheetah lives in the savanna.*



2.  Choose and say.

1. Fish, dolphins, and sharks live in
A the jungle B seas and oceans C the savanna
2. Lions, cheetahs and elephants live in
A the savanna B the forest C the desert
3. Bears, foxes and wolves live in
A the desert B rivers and lakes C the forest

3.  Listen and repeat.



fast – faster – (the) fastest	big – bigger – (the) biggest
fat – fatter – (the) fattest	long – longer – (the) longest

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

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

5.  Write down three questions and answers to the pictures on page 60. Use the words *big*, *fast*, *long*.



Lesson 3

1. Listen, read and act out.



Dan: Hi, Steve! What are you doing?

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

Dan: Really? When did you go there?

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

Dan: Was it dangerous?

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

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

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

3.  Listen and read.



Knowsley is one of the most famous safari parks in the UK. In this park even the most dangerous animals live in the open. There are fences¹, not cages² there. Lions, tigers, cheetahs, hippos, monkeys and other wild animals live free.

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

4.  Agree or disagree.

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

famous – more famous – (the) most famous
 dangerous – more dangerous – (the) most dangerous
 important – more important – (the) most important
 exciting – more exciting – (the) most exciting

¹A *fence* – паркан, огорожа.
²A *cage* – клітка.



5.  Complete the sentences.

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

 Lesson 4

1.  Look at the pictures. Choose and say.



a fox



a zebra



a camel

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

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

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

3.  Listen and read.

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

them are big and strong. The others are small and funny. Strong animals often hunt smaller ones. Many of the animals eat fruit, vegetables and nuts.

All of them are part of nature. Let's save them!

4. Make as many true sentences as you can.

Snakes Cheetahs Monkeys Elephants Giraffes	are / are not don't eat haven't got have got eat hunt	strong legs and sharp teeth. the biggest animals in the savanna. leaves and fruit. long necks. smaller animals. dangerous. funny.
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5.  Write six sentences to the table of Ex. 4.

★ Lesson 5

1.  Look at the picture. Say what you see.

Example: *I see*



2.  Listen and read.

Last summer Ann and Dan went to the country to their grandparents. They saw many domestic animals there. Their grandparents have got a cow, a pig, a horse



and a goat. One day the children went for a walk. They saw many geese by the lake and some sheep in the meadow. There were some hens and ducks near the farm.

3.  **Choose and say.**

1. Last summer Ann and Dan were
 A in the country B on the farm C at the zoo
2. Their grandparents have got
 A a cow, a pig, some geese and sheep
 B a horse, a cow, a goat and a pig
 C a cow, a pig, some hens and ducks
3. There were some near the farm.
 A sheep B horses C ducks and hens

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

1. Have you got any relatives in the village?
2. How often do you visit them?
3. What domestic animals can you see there?
4. Do you feed the animals?

5.  **Write six sentences about your visit to your relatives in the village. Use the questions of Ex. 4 as a plan.**

 **Lesson 6**

1.  **Dan is telling Ann about his pets. Look and say what animals he has got.**



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

- How many pets has Dan got? – Dan has got a parrot, dogs, a rabbit, and a tortoise.
- How many fish are there in the aquarium? – There are fish there.
- Are all pets in the cages? – No, they aren't. Only the is in the cage.

3.  **Listen and read.**



Polly has got a guinea-pig and a dog. The guinea-pig, Bonny, lives in a big cage. It eats corn, carrots and cabbage. Bonny likes to run and play, and it sleeps a lot.

Polly's dog, Sandy, lives in a dog-house. It eats meat, vegetables and porridge. It likes to

play, jump and run.

Sandy and Bonny are the funniest pets in the world!

4.  **Agree or disagree.**

1. Polly has got a hamster and a dog.
2. Bonny lives in the aquarium.
3. Bonny eats corn, carrots and cabbage.
4. Sandy lives in a dog-house.
5. The girl's dog eats only meat and vegetables.
6. Sandy likes to jump, run and play.

5.  **a) Write about your / your friend's pet.**

Example:

I have got a pet. / My friend has got a pet.

It's a Its name is It's (colour). It eats,, and It likes to

b) Tell your classmates about your / your friend's pet.



★ Lesson 7

1.  Listen and read the poem.

All for you

Alex: The trees of the forest,
 The flowers on the lea,
 The birds on the branches,
 The fish of the sea,

Dan: The rocks and the mountains,
 The rivers that flow,
 The rain and the sunshine,
 The ice and the snow,

Kim: All things that are lovely,
 All things that are good,
 The creatures that live,
 And the plants that are food,

Alex: The cornfields all yellow,
 The sky of deep blue,
 The sweetness and beauty
 of life are for you.

2.  Look and say what people *mustn't* do to nature.

Example: *People mustn't pollute rivers and lakes.*



to pollute
seas / oceans



to cut down
trees



to hunt animals

3.  Read and say what you can do to protect nature.

HELP TO KEEP LAND, WATER AND AIR CLEAN

• Use buses and bikes or walk. • Do not drop litter in the streets. • Do not pollute water. Save it. • Do not waste paper and pencils. • Plant trees. • Grow vegetables and fruit. • Take care of animals and birds. • Make bird-houses. •

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

How do people destroy nature? How do you take care of nature?

5.  Make a poster “Take Care of Nature”. Use the words and phrases from Ex. 2, 4 and lesson 1.

Example: The Earth is our home. Let’s help our planet. You can and Do not, and Take care of nature!










★ Lesson 8

1.  Work in pairs. Look at the pictures to Ex. 2. Talk about:













- where you think Ann is;
- what you think she does;
- what she is looking for.

2.  Listen and read.

Ann’s Treasure

 Ann is looking for a special  treasure in the  school yard. On a  leaf she sees a  ladybird.  Ann stops to watch it, but the  ladybird is not the  treasure she needs. Then 



Ann sees a  butterfly sitting on a  flower. The  butterfly is pretty, but it is not the  treasure Ann needs.  Ann sees something bright by the  tree. She wonders if it can be her  treasure. But it is not. It is a shiny  stone. Then Ann sees it! She scoops up the  can and drops it in her  sack.  Ann smiles. The more treasures she finds, the cleaner her  school yard becomes.

3.  Agree or disagree.

1. Ann is looking for a ladybird.
2. A butterfly is a special Ann's treasure.
3. Ann sees a shiny stone by the tree.
4. Ann doesn't drop a can in her sack.
5. Ann takes care of nature.

4.  a) Put the words in the correct order to make questions.

1. Ann / is / Where / ?
2. she / for / What / looking / is / ?
3. does / on / see / a / Ann / leaf / What / ?
4. is / the / What / like / butterfly / ?

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

5.  Fill in the missing words and write down the sentences.

treasures, ladybird, butterfly, trees, leaves, cans

1. Look! How bright this is!
2. This has got six black spots.



3. Ann drops in her sack.
4. There are many red and yellow in autumn.
5. Drops of water on the grass look like
6. There are some big in my school yard.

Lesson 9

1. a) Look at the pictures and name the seasons.

- winter
- spring
- summer
- autumn



b) Listen to the riddles, guess what season it is. Match your answers with the pictures in Ex. 1a.

Example: 1. It is autumn. Picture D.

<p>1. This is the season When days are cool, When we eat apples And go to school.</p>	<p>3. This is the season When mornings are dark, And birds do not sing In the forests and parks.</p>
<p>2. This is the season When the sun is bright, And we have holidays Each day and night.</p>	<p>4. This is the season When snowdrops bloom, When nobody likes To stay in the room.</p>



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

1. How many seasons are there in a year? What are they?
2. How many months are there in a year? What are they?
3. What is your favourite season? Why?
4. What do you like to do in autumn (winter, spring, summer)?

3. Play a game. Take turns to talk about the seasons of the year. The pupil who can say more sentences is the winner.

4. a) Look at the table. Make as many sentences as you can.

Example: *When the weather is fine I like to ride a bike.*

When the weather is	fine bad hot cold warm chilly	I my friend my sister children we people	like / likes don't like / doesn't like go / goes play / plays
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b) Answer the question.

What is the weather like today? – It is and

5. Write six sentences to the table of Ex. 4.

★ Lesson 10

1. Answer the questions.



Example:

- Which animal is slower: a bear or a lion?
- A bear is slower than a lion.

- Which animal is bigger: a wolf or a bear?
- Which animal is smaller: a cat or a mouse?
- Which animal is faster: a lion or a zebra?
- Which animal is stronger: a wolf or a lion?

2. Choose and say.

1. live in the forest, the jungle, the savanna and the desert.
 A domestic animals B pets C wild animals
2. Strong animals often hunt for ones.
 A smaller B bigger C faster
3. Domestic animals live
 A in the jungle B on the farm C in the zoo

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

What is the weather like today? – It is and
 Is it cold and windy? – No, it isn't. It is and

4. Describe the pictures. What season is it?



(A)



(B)

Start like this: *I can see two pictures. In picture A I can see, and I think, it is winter, because there is and there are*

5. Choose a picture of nature and write six sentences about it. Use Ex. 4 as the example.



Lesson 1

- 1.  Listen, read and say the chant.

Travelling

On the move,
 On the move,
 Millions of people
 Are on the move.

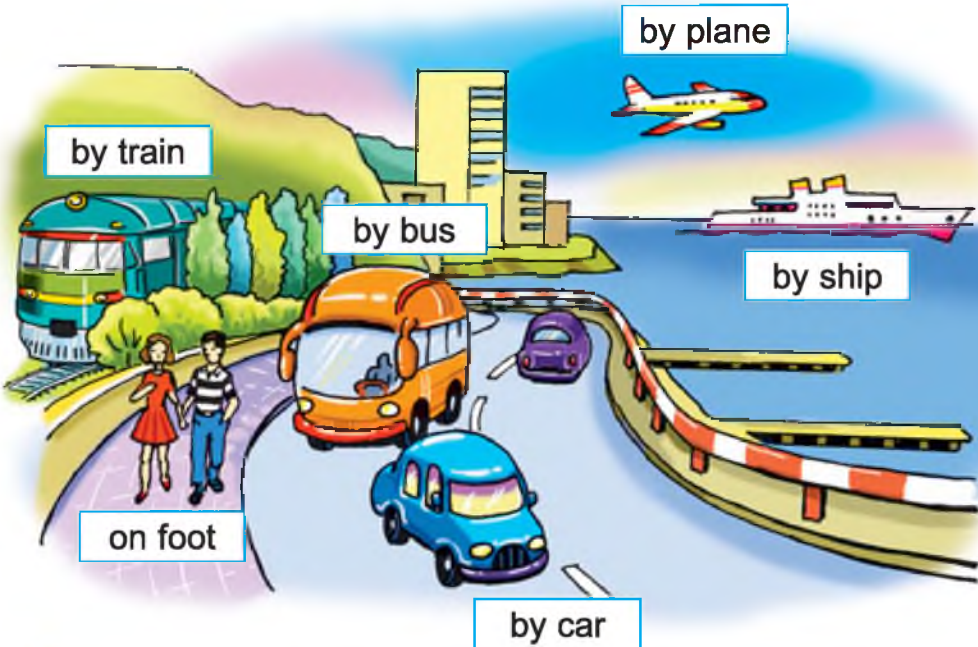
In the sky,
 In the sky
 Hundreds of planes
 Quickly fly.

On the road,
 On the road,
 Thousands of cars
 Are on the road.

By train or bus,
 By plane or car
 People like
 Travelling very far.

- 2.  Look at the picture. Say as in the example.

Example: *People can travel by train.*





3. Listen and read.

Ann and her family are planning their holidays.

In June Ann **is going to visit** her grandparents in Odesa. She **is going to travel** by train there.

In July Ann and her family **are going to travel** around Ukraine. They are going to travel by bus. They **are going to see** the most beautiful places of our country.

Travelling is exciting!

Compare:

Ann **visits** her grandparents **every summer**.

Ann **is going to visit** her grandparents **next summer**.

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

Example: *What is Ann going to do in summer? – She is going to travel.*

1. What is Ann going to do in June and July? – She is going to
2. How is she going to travel? – She is going to travel by
3. What are Ann and her family going to see? – They are going to see

5. Make six sentences to the table.

Example: *I am going to travel by train.*

I We My parents My friend	am are is	going to	travel visit see	to the Carpathians. by car. places of interest ¹ . by train. their relatives. by ship.
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¹Places of interest – визначні місця.



Lesson 2

1. Listen and repeat.

an airport

to wait for smb. / smth.

by plane

to arrive on time

2. Look at the picture and answer the questions.

1. Where are Mr Tame and Jane?
2. Are there many people there?
3. What is Jane's father carrying in his hands?



3. a) Look, listen and read.

Jane is at the airport with her father. There are many people there. Jane is waiting for her grandmother. The plane **arrives on time**. Here comes Mrs Tame. Jane and her father are happy to see her.

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

1. Where is Jane?
2. Who is she waiting for?
3. How do Mr Tame and Jane feel?

4.  **Choose and say.**

1. Mrs Tame is travelling
 A by car B by train C by plane
2. Jane and her father are
 A at the airport B at school C at the bus stop
3. The plane on time.
 A comes B arrives C goes

5.  **Look at the picture and write six sentences about it.**



Today is are at There are many there. Ann and Dan are holding They are waiting for a They feel

★ Lesson 3

1.  **Listen, read and act out.**

Jane and Mr Tame: Hello, dear! Nice to see you!
Granny: Hello! I'm so happy to see you!
Mr Tame: How was the **trip**?
Granny: It was **fantastic**.
Jane: Do you like travelling by plane?



Granny: Yes, I do. It's very fast.

Mr Tame: It **takes** you only three hours and a half to get from London Gatwick to Boryspil Airport.

Jane: As for me, I like travelling by car.

2. Write the correct information.

1. Granny likes travelling **by car**. Plane
2. The trip was **bad**.
3. Travelling by plane is very **slow**.
4. It takes you **four hours and a half** to get from London Gatwick to Boryspil Airport.

3. Work in pairs. Look at the pictures. Take turns to ask and answer the questions as in the example.



Mr Parker
hospital
by bus
40 minutes

Mr Tame
bank
by car
half an hour

Miss Alison
school
by underground
25 minutes

Example:

- *Where does Mr Parker work?*
- *At a hospital.*
- *How does he get there?*
- *By bus.*
- *How long does it take him?*
- *Forty minutes.*

4. Complete and write down the sentences.

1. Mr Parker goes to by
2. Mr Tame by
3. Miss Alison by
4. My mother travels from to by
5. My father goes to by

5. Answer the questions and write about yourself.

1. Do you live far from school?
2. How do you get to school?
3. How long does it take you to get there?
4. Do you always come in time?

Lesson 4

1. Listen, repeat and point.



1. A supermarket. 2. A bank. 3. A library. 4. A hotel. 5. A café.

2. Say which of these places you can find in your city/town/village.

3. Complete the sentences with the words from Ex. 1.

1. We usually buy food at the
2. People take books from the
3. You can have lunch or dinner in a
4. You can stay in a when you come to another town.
5. People often keep money in



4. a) Listen, read and say.

1. Where is the hotel? – It's opposite the library.
2. Where is the café? – It's next to the stadium.
3. Where is the bank? – It's between the supermarket and the souvenir shop.

b) Work in pairs. Take turns to ask and answer about the places in the picture to Ex. 1.

5. Write six sentences to the table.

The supermarket	is	near	the souvenir shop.	
The bank		next to	the bookshop.	
The café		between	the supermarket and the	
The library		opposite	souvenir shop.	
The hotel				the café.

★ Lesson 5

1. Listen, repeat and point.



1. A railway station.
2. A stadium.
3. A kindergarten.
4. A museum.
5. A sports centre.



2.  **Choose and say.**

1. There are many trains at the
A stadium B kindergarten C railway station
2. We usually have competitions
A in the supermarket B at the stadium
C in the café
3. You can see old things and pictures at the
A museum B railway station C theatre

3.  **Read and say what places the people are looking for.**

Example: **Mr Green:** *Where can I get on a train? –
Mr Green is looking for the railway station.*

1. **A tourist:** I enjoy art and culture. What places in your town can I visit?
2. **Kim:** I want to get some exercise and watch some sports.
3. **Mrs Brown:** Where can I take my children?
4. **Tom:** I'm hungry. Where can I have something for a snack?
5. **A tourist:** Where can I exchange my money?

4.  **Work in pairs. Act out the situation.**

Pupil A: You are a Kyivite. Help the tourist to find the place he is looking for.

Pupil B: You are a tourist. Ask someone to help you find the place you are looking for.





Example:

Pupil A: *Where can I buy souvenirs?*

Pupil B: *There are many souvenir shops in the centre of Kyiv.*

Where can I stay at?

Where can I buy food?

Where can I have a meal?

- a hotel • a shop
- a café • a supermarket
- a restaurant •

5.  Write six sentences to answer the questions in Ex. 4.

★ Lesson 6

1.  Work in pairs. Look at the map. Take turns to ask and answer about the places on it.

Example:

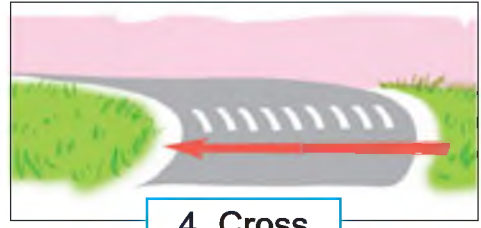
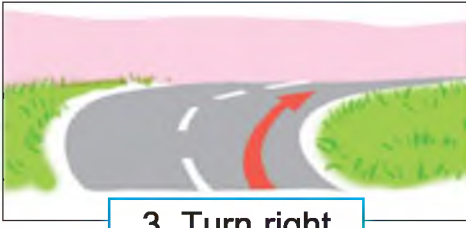
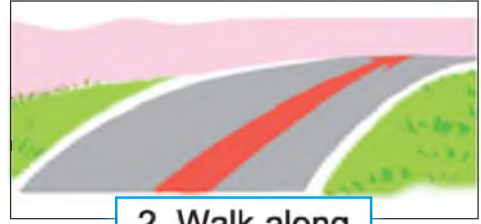
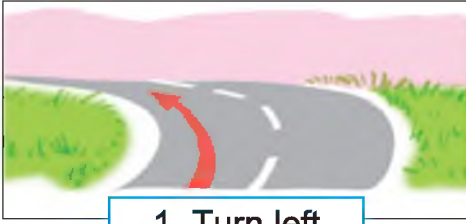
A: *Where is the hotel?*

B: *It's in the High Street. It is between the souvenir shop and the bookshop.*





2.  Listen, read and say.



3.  Play a game "Touring the City". Look at the map on p. 80. Pupil A gives instructions. Pupil B follows the directions and says where he / she is.

Example:

1. **A:** You are at the railway station. Walk along the High Street. Turn right at the stadium. Walk along Park Road. This place is opposite the kindergarten.

B: I am at the supermarket.

2. **A:** You are at the post office. Turn right and walk along Park Road. Turn right at the café and walk along the High Street. This place is opposite the hotel.

B: I am at

4.  a) Listen, read and act out.

A: Excuse me. Can you help me?

B: Yes, please.

A: Is there a supermarket near here?

B: Oh, yes. It's in Market Street. Walk along the High Street and turn left. Then walk to the traffic lights and cross the street. The supermarket is between the hospital and post office.



A: Thank you.

B: You are welcome.

b) Make your own dialogues with the following phrases.

Where is

How do I get to

Is there near here?

Excuse me, I'm looking for

5. Draw a plan of your way to school. Write 6–7 sentences about your way to school.

Example:

I leave home at (time). I usually go to school (on foot, by car, by bus). I walk along Street, turn left /right at the corner of Street. (I get on a bus. It usually takes me 10 minutes to get to school by bus. I get off the bus.) Then I cross the road at the traffic lights and go along Street. Here is my school.

★ Lesson 7

1. a) Listen, repeat and point.

Big Ben



a clock tower

Nelson's Column



Trafalgar Square

Tower Bridge



the River Thames

b) Say.

Example: *Jane is going to see Big Ben in London.*



2.  Listen and read.

Jane is going to visit her aunt and uncle at the weekend. They live in London, the capital of Great Britain. It is a big and beautiful city.

There are lots of modern and old buildings, shops, cinemas and museums in London. There are also many parks and squares. Big Ben, Tower Bridge and Trafalgar Square are the most famous **sights** of London.



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

1. What is Jane going to do at the weekend?
2. Where do Jane's aunt and uncle live?
3. Is London a beautiful city? Why?
4. What are the most famous sights of London?

4.  Speak in class. You are a tour guide. Use the word combinations to tell the class about London.

Example: *There are a lot of museums and places of interest in London. You can see the most famous sights of the city.*

- beautiful old buildings
- the River Thames with lots of bridges
- parks and squares
- monuments

5.  Complete the sentences.

1. London is
2. There are lots of,, and in London.
3. Tower Bridge is over the River.
4. The most famous sights of London are:,, and
5. You can walk in the green and beautiful
6. You can see and on the squares.



Lesson 8

1. Look and match the pictures (A–D) with the words (1–4) in the list.



1. A square. 2. A bridge. 3. A palace. 4. A cathedral.

2. a) Listen and read.

Dear Oscar,

I'm in Kyiv, the capital of Ukraine. It is a very big city. Kyiv stands on the Dnipro River. There are seven bridges over it.

There are a lot of places of interest in Kyiv. Independence Square and Khreshchatyk Street are the most famous sights in Kyiv. I'm also going to see the Golden Gate and Andriyivskiy Uzviz.

Kyiv is a great place to visit.

*Best wishes,
Steve*

b) Say what places in Kyiv Steve is writing about.

3.  Work in pairs. Ask and answer the questions about Kyiv.

Example: – Are you going to see Khreshchatyk Street?

– Yes, I am.

1. visit any museums?
2. see the most famous sights of Kyiv?
3. walk around ?

4.  Listen and read the poem.

I'm going to travel by train,
I'm going to travel on foot,
I'm going to travel by plane,
Travelling is always good.

Kyiv and London, Paris and Rome,
But the best place in the world is my home.

5.  Write 6–7 sentences about Kyiv.

Example:

Kyiv is the of Ukraine. It is a very and city. It stands on the River. There are a lot of parks and,, and

Are you going to see the most sights? Welcome to Kyiv!

★ Lesson 9

1.  Look at the pictures and answer the questions.






1. What / Whom can you see in the pictures?
2. What are the people going to do?

2.  **Complete the dialogue with the words from the box.**

right, Can, along, a souvenir shop (×2), a bookshop

- A: Excuse me. you help me?
 B: Yes, of course.
 A: Is there near here?
 B: Oh, yes. It's in Green Street. Walk the street and turn The shop is next to the
 A: Thank you.
 B: You are welcome.

3.  **Work in groups. Sit in a circle. One pupil is a teacher. The others are students. The teacher reads the sentences. The pupils listen, do the actions and draw pictures.**

1. Draw a car and a bus (or a double-decker) on the road.
2. Draw some trees and flowers (a park) on the right.
3. Draw a shop and a square on the left.
4. Draw some houses on the opposite side of the square.

4. **Gallery walk. Put all the pictures on the blackboard. Are they the same or different? Describe the pictures.**

Example:

This is a picture of a town (village). There is a car and a bus (a double-decker) on the road. You can see a park on the right and on the left. There are some on the

5.  **Complete the sentences. Talk about your trip.**

1. Travelling by is my favourite.
2. I am going to travel to next summer.
3. I am going to see
4. I'm going to visit

 Lesson 1

 1. Listen and repeat.

1 first	11 eleventh	21 twenty-first
2 second	12 twelfth	22 twenty-second
3 third	13 thirteenth	23 twenty-third
4 fourth	14 fourteenth	24 twenty-fourth
5 fifth	15 fifteenth	25 twenty-fifth
6 sixth	16 sixteenth	26 twenty-sixth
7 seventh	17 seventeenth	27 twenty-seventh
8 eighth	18 eighteenth	28 twenty-eighth
9 ninth	19 nineteenth	29 twenty-ninth
10 tenth	20 twentieth	30 thirtieth

 2. Look and say.

Example:  the 15th of February

 date

A: What's the date today?

B: It's the fifteenth of February.


 3. Read the sentences. Agree or disagree.

1. January is the first month of the year.
2. March is the second month of the year.
3. June is the sixth month of the year.
4. September is the ninth month of the year.
5. August is the seventh month of the year.
6. April is the third month of the year.
7. October is the eleventh month of the year.
8. December is the twelfth month of the year.



4. a) Listen, read and say the chant.

Apples, peaches, pears and plums,
Tell me when your birthday comes.



b) Play a game. Group A asks questions. Group B answers them.

Example: A: *When is Ann's birthday?*

B: *It's **on** the fourth of November.*

Ann

Dan

Jane

Tom



4th
November

11th
June

7th
March

21st
April

c) Work in pairs. Talk with your friend about his/her birthday.

Example:

A: *When is your birthday?*

B: *It's on the ninth of September. When is yours?*

4. Match, say and write.



Example: *New Year is on the first of January.*

1. St. Valentine's Day is on
2. Women's Day is on
3. Independence Day is on
4. Halloween is on



★ Lesson 2

1.  a) Look and say what family celebrations people can have.



b)  Listen and read.

Customs and Traditions

Every country has its own **customs** and **traditions**. They play a very important part in people's life.

Every family **keeps up** its own traditions, too. The members of the family usually meet at birthday and tea parties. They are together to celebrate weddings, sporting victories or **national festivals**.

Children around the world love parties. They usually sing, dance, play games, tell each other funny jokes and interesting stories. They can also take photos and make a video to remember the day.

2.  Read and complete.

1. Every country has its own and
2. They play a very part in
3. The members of the family usually meet at and tea parties.
4. Children around the world love
5. They,, and tell each other funny jokes.



3.  Look at the table and talk about the Ukrainian and British holidays.

Example: *The Ukrainians celebrate Easter in April or May. They bake paskas and paint Easter eggs. They send greeting postcards to their relatives.*

New Year's Day
January 1st, a Christmas tree, Santa Claus, Snow Maiden, presents

Easter
April or May, Easter eggs, paskas (hot cross buns), greeting postcards

Halloween
October 31st, lanterns out of pumpkins, costumes of witches and ghosts

Christmas
January 7th
(December 25th), to decorate the house, to sing Christmas carols, fancy dress parties

Women's Day
March 8th, to present women with flowers, school parties

Independence Day
August 24th, a parade on the main square, fireworks display

4.  Play a guessing game. Talk about one of the holidays. The other pupils must guess which holiday it is.

Example:

Pupil A: The British people celebrate this holiday on the 31st of October. They make lanterns out of pumpkins and wear the costumes of witches and ghosts.

Pupil B: It is Halloween.

5.  Look at some notes in Ann's planner on page 91. Write down what she is going to do.

Example:

Ann is going to paint Easter eggs on the nineteenth of April.

19 th April	to paint Easter eggs
22 nd April	to return books to the library
26 th April	to bake a special cake for mum's birthday
2 nd May	to visit her granny
6 th May	to draw a wall newspaper for Victory Day
7 th May	to make a greeting card for dad's birthday

Lesson 3

1.  a) The Parkers are going to have a tea party. Read Mrs Parker's "to do" list.



- ✓ to clean the house
- ✓ to put the table and chairs in the right places
- ✓ to buy food
- ✓ to make a cake
- ✓ to lay the table

clean – cleaned – cleaned
put – put – put
buy – bought – bought
make – made – made
lay – laid – laid

b)  Look and say how the Parkers have prepared their house for a tea party.

Example:

Mr Parker has put the table and chairs in the right places. Mrs Parker and Molly have laid the table.

Mr Parker	 	Molly	
Steve	 	Mum	 



2.  Listen and read.

A Tea Party

Yesterday the Parkers had a tea party. Steve invited his friends.



The guests arrived at 12 o'clock. Steve and Molly met them and they all came into the living room. They ate a cake, cheese, fruit, and drank tea. They talked about their school life.

After lunch Molly sang songs and the boys told their guests funny stories. Everyone enjoyed the party very much and left the house at 5 o'clock.

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

1. When did the Parkers have a party?
2. When did the guests arrive?
3. What did the guests do?
4. What did the children talk about?
5. Who sang songs after lunch?
6. Did the children enjoy the party?

4.  Circle regular verbs and underline irregular ones in the text of Ex. 2.

Example: arrived had

5.  Write a story about the tea party you had.

Example:

I had a tea party last I invited In the morning The guests came at They,, and After the party we

My guests left at They enjoyed

 **Lesson 4**

1.  Listen, read and say the chant.

Smile at me, sing to me, write me a letter,
 Make a funny video, that's even better,
 Tell me a bright joke or play a good trick,
 The time we spend together is always so quick!



2.  Listen and repeat.



I **do** my homework every day.



I **have** already **done** my homework!

smile – smiled – **smiled**

play – played – **played**

write – wrote – **written**

tell – told – **told**

make – made – **made**

sing – sang – **sung**

3.  **Read and complete the sentences. Use Ex. 2 as an example.**

Example:

I often make postcards. – I have just¹ made a postcard.

1. I sometimes write stories. – I just a story.

2. I always smile to my friends. – I just to my friends.

3. Steve likes to tell his friends funny jokes. – Steve just a funny joke.

4. Molly sings very well. – Molly just a new song.

5. We play a lot of games every day. – We just a new game.

6. Mary does exercises every morning. – Mary just exercises.

4.  a) **Read the sentences.**

The Present Perfect Tense

The children **have had** a school party this week.

Have the children **had** a school party this week?

The children **haven't had** a school party this week.

Ann **has** already prepared **nice** postcards for the school party.

Has Ann prepared **nice** postcards for the school party yet?

Ann **hasn't** prepared **a wall newspaper** for the school party yet.

¹ *just* – щойно.

b) Work in pairs. Say what you have done today. Use the Present Perfect tense and the phrases from the box.

- do my homework
- make a cake
- have breakfast
- play with my friends
- sing a song
- tell somebody a story

Example:

I have already done my homework today. What about you? – I haven't done my homework yet.

5.  **Answer the questions and write down your answers.**

Example:

- *Have you played with your friends today?*
- *Yes, I have. I have played a new game with my friends.*
- *No, I haven't. I haven't played with my friends yet.*

1. Have you cooked dinner today?
2. Have you bought a book today?
3. Have you done the washing up yet?
4. Have you met your classmates today?
5. Have you written a poem today?

★ Lesson 5

1.  **Look at the calendar and say what national and school holidays Ukrainian people/children are going to celebrate in May.**

Example: *Ukrainian people are going to celebrate May Day on the first of May.*

Thursday
1
May Day

Sunday
4
Mother's
Day

Friday
9
Victory Day

Tuesday
20
A Fancy
Dress Party



2.  a) Listen and read the chant.

Come to our party!
Come and have some fun!
Wear your fancy dress
And dance with no rest.



- meet new friends • talk • laugh • sing songs
- dance • play games

b)  Say what you are going to do at the fancy dress party. Use the words above.

Example: *I am going to sing songs at the fancy dress party.*


3.  Read and act out the dialogue at the party.

A: Hi! I am Steve.
 B: Hello! My name is Sue.
 A: Pleased to meet you, Sue.
 Where are you from?
 B: I am from Australia. And who are you?
 A: I am a robot from the Moon.
 B: Oh, no! I don't believe it!
 A: And what do you do?
 B: I am a film star.



4.  a) You are going to a fancy dress party tomorrow. Think of what character you are going to be. Write notes.

		
Name	<i>Harry Potter</i>	<i>Fiona</i>
From	<i>Hogwarts School</i>	<i>Faraway Kingdom</i>
Job	<i>a wizard</i>	<i>a princess</i>
Hobby	<i>playing games</i>	<i>doing martial arts¹</i>

- b)  Work in pairs. Use your notes and change the highlighted words in the dialogue from Ex. 3. Act your dialogue out.

5.  Write about the most interesting character in your group.

Example:

I met at the party. His / Her name is He / She is from He / She likes..... .

Lesson 6

1.  Read the advertisement about a school event.

HUMOUR DAY CELEBRATION
 Friday, April 1st at 2 p.m.
 School Assembly Hall
Watch the school play and listen to popular songs!
 Sing your favourite song at the concert!
EVERYONE WELCOME!

School Drama Club

¹ *Martial arts* /'mɑ:ɪʃəl ɑ:rts/ – бойові мистецтва.



2. Complete the notes about the Humour Day Celebration.

- Who organises the party?
- Who can come?
- When does the party start?
- Where is it?
- What's in the programme?

3. Work in pairs. Complete the dialogue and act it out. Use the questions from Ex. 2.



Dan: Hi, Jane. Can you tell me about the school party on the Humour Day celebration?

Jane: Of course, everyone will have a good time!¹

Dan: ?

Jane: In the school assembly hall.

Dan:?

Jane: Friday, April 1st at 2 p.m.

Dan:?

Jane: Everyone from our school.

Dan:?

Jane: There will be a school play and a concert. You will hear many popular songs.



Dan: It sounds great!² See you at the party.

4. a) Work in groups. Invent³ your own celebration. Tell the class about it. What holiday is it going to be? How are you going to celebrate it?

¹ *Everyone will have a good time!* – Усі чудово проведуть час!

² *It sounds great!* – Це чудово!

³ *Invent* – вигадай.

- b)  Interview the other group about their celebration. Ask them:
- about the day and time of the celebration;
 - who can take part;
 - about the place to meet;
 - what is going to happen;
 - why children celebrate this day.
5.  Write an advertisement for the event in your school. Use Ex. 1 on p. 97 as a model.

★ Lesson 7

1.  a) Look and say how children have prepared for the Ribbon Festival. Use the Present Perfect tense.



- ✓ Decorate school with **wall newspapers**
- ✓ **Invite** parents and guests
- ✓ Make nice postcards **in the shape of a ribbon** for visitors

Example: Children have written an advertisement for the Ribbon Festival.

- b)  Listen and read.

The Ribbon Festival

Every school has its own traditions. These are the holidays we celebrate and the parties we organise at school.

Ann and Dan are going to have the Ribbon Festival in their school next Friday. All the boys and girls are going



to wear colourful bright ribbons that day. The pupil who has the most beautiful costume is going to be the King or the Queen at the fancy dress party. Children are going to **perform** a new play, sing songs and recite funny poems. They are going to have much fun.

Children think this is the best holiday for all the pupils and teachers at school.

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

1. What school festivals do you know?
2. What festival are Ann and Dan going to have in their school next week?
3. How have the children decorated their school?
4. What are they going to wear that day?
5. What are the children going to do that day?

3.  **Look and say what the children have done at the Ribbon Festival.**

Example: *The children have had a fancy dress party at the Ribbon Festival.*



to have a fancy dress party





to recite a poem



to perform a play



to wear a ribbon

4.  **Work in groups. Choose the party you are going to celebrate. Discuss the questions.**
1. What holiday are you going to celebrate?
 2. How have you decorated the school assembly hall/your classroom?
 3. What programme have you prepared?
5.  **Make a poster. Work in group. Write about the school holiday you have discussed. Draw some pictures about it. Use the Present Perfect and Ex. 4 as a plan.**

Example:

We are going to celebrate next week. All the pupils will take part in the celebration. We have decorated our assembly hall with balloons and ribbons. We have invited our parents and teachers. We have prepared a lot of contests for our guests. We are going to (recite poems and tell funny jokes, dance, sing songs, perform a play).

Welcome to our school holiday!

Lesson 8

1.  **Read and put the sentences in the Present Perfect tense.**

Example:

*Dan is going to invite his mum for the Ribbon Festival. – Dan **has invited** his mum for the Ribbon Festival.*

1. The children are going to perform a new play this week.
2. Alex is going to recite a poem at the party this Friday.
3. Kim always wears a beautiful dress at the party.
4. We often have parties at school.
5. It often rains in spring.
6. Ann is going to buy some ribbons.



2.  **Work in pairs. Take turns to ask and answer the questions in the Present Perfect tense.**

Example: – *Have they visited their granny this week?*
– *Yes, they have./ No, they haven't.*



to visit granny



to cook a tasty meal



to have a tea party



to draw a wall newspaper



to celebrate Mother's Day



to make cards



to wear a costume



to sing a song

3.  **Read and complete the sentences. Use the Present Simple, Past Simple or Present Perfect tenses.**

Example: Ann wrote (write) a letter yesterday.

- Miss Alison (tell) her pupils interesting stories last week.
- They (do) the shopping this morning.
- Steve (get up) at 7.30 yesterday.
- The children (go) to London last month.
- Steve and Molly already (visit) Windsor Safari Park.



4.  Read and choose the correct item.

1. – holiday do we celebrate in August?
– The Day of Independence.
A When B What C How
2. – do you usually meet with your friends?
– At school.
A Where B When C Why
3. – do you play there with?
– With my teacher.
A What B Why C Who
4. – did you have a picnic?
– Last Sunday.
A When B How often C Where
5. – book have you read recently?
– My sister's.
A Whom B Whose C Who

5.  Read, complete and write. Use the prepositions: *on, in, at*.

Tomorrow is Easter. We are going to have fun Easter.

..... Easter Sunday we are going to wake up early in the morning. We are going to give Easter eggs to each other. 8 o'clock in the morning we are going to the church. We are going to have a lovely dinner Easter Day. We are going to visit our grandparents the afternoon.





Lesson 1

1.  a) Listen and read.

b)  Act out.



Alex: When do the British children begin to go to school?

Miss Alison: They start their school at the age of 5. From 5 to 7 they go to **infant schools**.

Kim: Is it like a **nursery school**, Miss Alison?

Miss Alison: Yes, it is. The children draw, sing, play games and listen to the stories there. They also begin to learn how to read and write.

Ann: And where do the children study after the infant school?

Miss Alison: From 7 to 11 the children in Britain go to a **junior school**. Here they also learn to read, write and **do sums**.
















Alex: Then, we are in the junior school, too!

2.  Read and complete the sentences.

1. In Great Britain the children begin to go to school at the age of
2. From 5 to 7 they go to
3. There the children
4. In the school they begin to learn
5. From 7 to 11 the children in Great Britain go to

3.  a) Look at the pictures of school subjects in the timetable. Match the pictures with these words.

- Maths
- Reading
- English
- Music
- Art
- PE
- Nature Study
- Handicrafts
- Computer Studies

Lessons Days	1		2		3		4		5
Monday		B R E A K		B R E A K		B R E A K		B R E A K	
Tuesday									
Wednesday									

b)  Say what subjects you have in your timetable.

Example: On Monday I have Maths, English, Computer Studies, Music and Reading.

4.  Work in pairs. Take turns to ask and answer about the timetable in Ex. 3.



Kate: What's the third lesson on Monday?

Sam: The third lesson on Monday is Computer Studies.

Kate: What's the first lesson on

Sam: The first lesson on is

5.  Copy the sentences. Write the capital letters where they are necessary.

1. kim's favourite subject is music.
2. ann and dan had five lessons yesterday.
3. it's thursday, february the twelfth.
4. what was your homework for tuesday, tom?



★ Lesson 2

1.  Listen and read.

10 December 20...

Dear Oscar,

I want to tell you about my school life in Ukraine.

I go to school five days a week. Saturday and Sunday are my days off. The lessons start at 8.30. I learn Ukrainian, Maths, English, Reading and other subjects.

I get on well with my friends in class. We like to play together on the sports ground or in our gym after classes.

We often visit museums and other interesting places with our class teacher. She is so kind!

Please write soon.

Best wishes,
Steve

2.  Read Ex. 1 and choose the correct item.

1. Steve writes about his school life in
A England B Ukraine C the USA
2. Steve goes to school days a week.
A five B six C seven
3. The lessons start at
A 7.30 B 8.30 C 9.30
4. Steve gets on well with
A his teachers B his friends C his parents

5. Steve and his classmates often visit
 A cinemas B museums C libraries


3.  a) **Work in two groups. Take turns to ask and answer about your school life.**

Group A:

1. How many subjects have you got on your timetable?
2. Which is your favourite lesson?
3. When do your classes usually start?
4. When are your classes over?

Group B:

1. Do you get on well with other pupils in class?
2. How much time do you usually spend at school?
3. What do you usually do after classes?
4. What subject is the most difficult (interesting, boring) for you?

b)  **Speak in class. Tell your new English-speaking friend about your school life.**

4.  **Work in pairs. Read and complete the dialogues. Use was or were.**

1. **A:** What time did you get back home yesterday?
B: OK, it late. About 5 o'clock.
A: you tired?
B: No, I not tired, but I very hungry.
2. **A:** Did you finish your homework yesterday?
B: No, I didn't finish Maths because it difficult.
 And you?
A: It not difficult for me because my dad helped me!

5.  **Write a letter to your penfriend. Here are the things he / she wants to know about your school.**

- Age of pupils.
- Timetable and subjects.
- School days.
- A uniform.
- School friends.




Lesson 3

1.  Listen, read and say the chant.

If you know
and follow the **rules**,
You have no **troubles** at school.



2.  a) Listen and read the words in the lists A and B. Ask your teacher for help if you don't know what they mean.

Example:


What does the word "quietly" mean?

How do you say "noisily" in Ukrainian?

- b)  Match the words from the list A with the words from the list B. Write down the word combinations.

Example: *read carefully*

List A	List B
to read	quietly
to talk	badly
to write	slowly
to work	quickly
to walk	carefully
to behave (oneself)	noisily
to play	well
	hard
	correctly

3.  Tell the class what you must or mustn't do at school. Use ideas from Ex. 2b.

Example:

I must write the words correctly.

I mustn't behave myself badly.

4.  a) Read and say which school rule you don't like.



1. You must come to school on time.
2. You mustn't run in the corridors.
3. You must not eat during the lessons.
4. You must go out of the classroom during the breaks.
5. You mustn't behave badly.
6. You must bring a note from your parents if you were absent.
7. You must wear a uniform at school.

b)  Write down five rules for your school. Include one that is false.

c)  Take turns to read out your rules. The others must say which rule is the false one.

5.  Draw a poster for a gallery walk. Write the rules you would like to have in your school.

Example:

School Rules

1. *Pupils mustn't wear a school uniform.*
2. *Teachers mustn't give homework to their pupils.*
3. *Pupils must do sport every day.*
4. ...

 **Lesson 4**

1.  Listen and read.

Dan: Steve, tell me about your day.

Steve: Well, I usually get up at 7.10. I always have breakfast at 7.30. I usually leave my home at 7.45 and I come to school at 8.20. My lessons start at 8.30.



Dan: Do you go to school on foot or by bus?

Steve: I often go by bus, but sometimes my dad drives me to school.

Dan: And what do you usually do after school?

Steve: I usually get home at half past two. But sometimes I stay at school after classes and play football with my friends. In the evening I often watch television. And I always do my homework.

2.  a) Look and say. Find the word combinations from the dialogue of Ex. 1 which match the pictures.



b)  Say that Steve has done these actions today. Use the verbs in the Present Perfect tense.

to get up

to have breakfast

to go to school

to get on a bus

to watch TV

to do one's homework

3.  Play a mime game. Pupil A shows what he / she has done today. Pupil B tells the class about his / her actions.



to read a book



to write a letter



to do the shopping

Example: *Ann has read a book, has written a letter and has done the shopping today.*

4.  a) Complete the dialogue. Use the verbs in the Past Simple tense.

Ann: Hi, Jane. Did you *have* (have) a nice time yesterday?

Jane: Yes, I I (read) a book and then I (go) to see a film.

Ann: What (be) on at the cinema “Kyiv”?

Jane: “The Frozen”. I (like) it. What (be) you busy with?

Ann: I (have) a lot of things to do. I (clean) my room, (do) my homework and (visit) my granny.

- b)  Change the actions and take turns to talk about your evening. Act out the dialogue.

5.  Write what you did yesterday.

Example: *It was yesterday. I got up at Then I After that I*

★ Lesson 5

1.  Listen and say the chant.

As I was getting along, along, along,
 And singing a comical song, song, song,
 The lane that I went
 Was long, long, long,
 And the song that I sang
 Was as long, long, long,
 And so I went singing a song.





2.  a) Work in groups. Read and order the parts 1–4 of the text. Then match them with pictures (A–D).



____ 1. Ukrainian was my first lesson. We read a very interesting story. I answered the teacher’s questions well. Miss Alison gave me a very good mark.

____ 2. In the afternoon we went shopping with my mum. She bought me a new dress and a pair of shoes. I was really happy.

____ 3. The English lesson was very interesting. We wrote a story, did grammar exercises, played games and sang songs.

____ 4. I had a very nice day yesterday. At 8 o’clock I took my bag, put on my clothes and went to school. I got to school by bus. I didn’t wait around for long. The weather was nice.

b)  Look and say. Describe the pictures to Ex. 1. Use the words below.

- had
- helped
- took
- put on
- got
- read
- answered
- gave
- wrote
- did
- sang
- went shopping
- bought

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

Example: *Did Ann have a nice day yesterday? – Yes, she did.*

1. What did she do in the morning?
2. Did she have the English lesson yesterday?
3. What did the children do in the English lesson?
4. Did her mum buy her a new dress or a new blouse?
5. Did ?
6. Did or ?
7. Was ?

4.  **Look, point and say what the children did yesterday.**

Yesterday



5.  **Draw a poster / comic and write what you did last Sunday.**

Example:

It was Sunday yesterday. In the morning I got up at

..... .

Then I After that I

Lesson 6

1.  a) Listen and read.

Alex: How was the weekend?

Dan: It was **fantastic!** On Sunday I went with Tom and Ann to a final school football match.



Ann: The **other** girls and boys from our school went to the stadium, too. So it was full, and the people were **really** excited.

Alex: Which team won the game?

Dan: Our school team won 2 : 1. Steve **scored the goal**, he headed it from the corner – wow!

Ann: Our school team was the best team last season!

b)  **Act the dialogue out.**

2.  **Write the correct information.**

Example: *The football match was on **Tuesday**. Sunday.*

1. It was **the first** school football match.
2. The stadium was **empty**.
3. People were really **happy**.
4. **Dan** scored the goal.
5. Ann's school team was **the fastest** team last season.

3.  **Listen to the school radio programme from the stadium about the football match. Take your notes.**

1. Commentator's name:
2. Kind of sport:
3. Time:
4. Date:
5. Teams playing:
6. Weather:
7. Number of people at the stadium:

4.  **a) Complete the dialogue. Fill in does, is or has.**

Jane: Does your brother play football?

Molly: Yes, he He in the school team.

Jane: Really? he got a favourite team?

Molly: Of course, he His favourite team Manchester United.



Jane: he go and watch them play?

Molly: No, he not. As we in Kyiv now he only watches them on TV.

b)  **Act the dialogue out.**

c)  **Listen and check.**

5.  **Write the words in the correct order to make sentences.**

1. watch / last / Did / TV / the / match / you / football / on / ?
2. people / The / really / excited / were / .
3. tennis / last / They / Sunday / played / .
4. sports / go / you / What / in / do / for / ?
5. won / the / team / Which / game / ?
6. Which / the best / season / team / was / last / ?

★ Lesson 7

1.  **Say as in the example.**

Example: *English / Maths (difficult) . – I think Maths is more difficult than English.*

- | | |
|---------------------------------------|---------------|
| 1. motor racing / bike riding | (dangerous) |
| 2. skateboarding / swimming | (difficult) |
| 3. adventure stories / animal stories | (exciting) |
| 4. knitting / reading | (boring) |
| 5. collecting shells / cooking | (interesting) |
| 6. television / homework | (important) |

2.  **Complete the sentences. Use the Present Simple / Present Continuous tenses.**











It is (be) Sunday today. All the members of my family (be) at home. My mother (be) in the kitchen. She (make) a cake. She (listen) to the radio. I (be) in the living room. I (watch) television. I



(not know) the name of the television programme. It (finish) at two o'clock. My father (not like) television. He usually (read) a lot of books. I (not know) how many books he (have got) in his bedroom.

3.  Work in pairs. Fill in the table and match pictures to the verbs.

1	buy		bought
2	drink	drank	
3		ate	eaten
4	give		
5		met	
6	draw		drawn
7	see		
8	sing	sang	
9	write		written
10		swam	

				
___ A	___ B	___ C	___ D	___ E
				
___ F	___ G	___ H	___ I	___ J

4.  a) Say the Past Simple form of the verbs below.

do	be	go	become	win	tell
give	come	meet	have	say	

b)  Complete the text with the verbs above. Use the Past Simple tense.

I shopping yesterday. I my friend there. He me about the last football match. Many people to the school stadium. Our class team the game. The PE teacher them the prize. He he proud that we the champions. Then the team a party. Everybody home happy.

5.  It is Saturday tomorrow. Write about six things you are going to do on Saturday. Start like this:

Example:

It is Saturday tomorrow. I am going to get up at 10 o'clock. I am going to

 **Revision Lessons (65–68)**



TEXT 1

1.  Listen, read and say what these people do in their free time.



Miss Alison

1. I **go running** a lot. I listen to classical music. I like cooking for other people! And I also love travelling – that is my **hobby**, too. It is so nice to meet new people, visit **famous** places and to learn **more!**

2. We have a nice summer cottage. It is near the North Sea. I like to go for walks **along the shore**. And in summer we go sailing and swimming **mostly** every day. In winter I like **knitting** – I make **jumpers** for my children and my grandchildren.



Mrs Tame



Kim

3. I **enjoy** playing the piano. I have a very good teacher, Miss Angela. I also like to dance and enjoy that a lot. I **collect shells** and I think that my collection is the biggest in class. I like playing tennis and want to take up swimming.

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

1. Does Miss Alison go running a lot?
2. Who does she like cooking for?
3. What does Mrs Tame like to do in summer?
4. Who does she make jumpers for?
5. Who is Kim's teacher?
6. What lessons does Kim want to take?



TEXT 2

1.  Look, read and say how people lived in the past.



Many years ago people lived in the castles. It was cold in the castles because there was no **central heating**. People didn't have electricity. They used **candles** for light at night. Women didn't have electric washing machines. They washed the clothes by hand. There weren't any gas or electric cookers. People in the past cooked their meal over **fires**. Did men **travel** by cars? No, they didn't. They travelled **on horseback** or **on foot**.

People didn't have hot and cold running water in the castles. They took water from **wells**.

Many years ago people didn't have televisions and **telephones**.

2.  Say *true*, *false* or *don't know*.

1. Many years ago people lived in castles.
2. People in the past had electricity.
3. It was difficult for women to wash clothes by hand.
4. Many years ago people made clothes for the members of their family.
5. There were not many wells in those days.
6. People didn't travel very far.



TEXT 3

1.  Read the text. Say what happened to Ann and Dan.

No School Today!
(After Franz Brandenburg)

Ann and Dan got up early in the morning. They made their beds, did their morning exercises. At a quarter past seven they finished their breakfast. At half past seven they stood at the door with their schoolbags. It was time to leave home.

“For a change¹ you are early,” said Ann’s mother. “You don’t have to rush,” said Ann’s father.

“We are early,” said Dan. “School won’t start for another hour².”

“For a change we have lots of time,” said Ann.

On the way to school they watched workers build a house.



¹For a change – *тут*: Як не дивно.

²School won't start for another hour. – Заняття в школі ще не почнуться і через годину.



They watched firemen put out a fire.

They looked at a bakery window. They studied a pet shop window.

And they stood for a long time in front of the toy shop window.

“Let’s go to school!” said Ann. “It must be late.” They ran all the way to school.

But the halls were empty. And the classrooms were empty, too.

“We are late,” said Ann.

“There is no school today,” said Dan. “Let’s go home!”

“No school today!” they shouted at the children coming up the steps.

“No school today!” they shouted at the children coming down the street.

“No school today!” they shouted to the teacher.

“No school today!” they called to the principal.

“What happened?” asked Ann’s father.

“Why are you back?” asked Ann’s mother.

“No school today!” said Ann and Dan. “Today is the first day of our summer holidays!”





TAPESCRIPTS

Ex. 1, p. 29

The Parkers have got a three-room flat in the city centre. They live at Number 15 Green Street. Their flat is large and cosy. It is on the third floor. There is a living room, a bedroom and a children's room in the flat. There is also a hall, a kitchen, a bathroom, and a toilet.

Ex. 4, p. 54

A: Did you have a nice weekend?

B: Yes, sure. I went to a village.

A: What did you do there?

B: I visited my relatives. What about you?

A: I went to the park and played football.

Ex. 4, p. 114

Jane: Does your brother play football?

Molly: Yes, he does. He is in the school team.

Jane: Really? Has he got a favourite team?

Molly: Of course, he has. His favourite team is Manchester United.

Jane: Does he go and watch them play?

Molly: No, he does not. As we are in Kyiv now, he only watches them on TV.

ENGLISH-UKRAINIAN VOCABULARY

А а

about /ə'baʊt/ про
absent /'æbsənt/ відсутній
according to /ə'kɔ:dɪŋ tə/ від-
повідно до, згідно з
act out /'ækt aʊt/ розігрувати
у ролях
action /'ækʃn/ дія
activity /æk'tɪvɪti/ діяльність
adventure /əd'ventʃə/ пригода
advertisement /əd've:tɪsmənt/
реклама, оголошення
after /'ɑ:ftə/ після, за
again /ə'geɪn/ знову
age /eɪdʒ/ вік
agree /ə'ɡri:/ погоджуватися
ahead /ə'hed/ попереду
air /eə/ повітря
airport /'eəpɔ:t/ аеропорт
almost /'ɔ:lməst/ майже
alone /ə'ləʊn/ один, сам
a lot /ə'lɒt/ багато
alphabet /'ælfəbet/ алфавіт
among /ə'mʌŋ/ серед, між
anything /'eniθɪŋ/ щось, що-
небудь
around /ə'raʊnd/ навколо
arrive /ə'raɪv/ прибувати,
приїжджати
Art /ɑ:t/ малювання, мисте-
цтво (*шкільний предмет*)
assembly hall /ə'sembli 'hɔ:l/
актовий зал
at all times /ət 'ɔ:l 'taɪmz/ у всі
часи
at the moment /ət ðə 'məʊmənt/
у цей час (*момент*)

ate /æt/ *див.* eat
athletics /æθ'letɪks/ атлетика
attend /ə'tend/ відвідувати
attentive /ə'tentɪv/ уважний

В в

back /bæk/ спина; назад
badge /'bædʒ/ значок
bag /bæg/ сумка, кульок
bake /beɪk/ пекти
balcony /'bælkəni/ балкон
balloon /bə'lu:n/ повітряна
кулька
bank /bæŋk/ банк; берег (*річ-
ки, озера*)
bathroom /'bɑ:θru:m/ ванна
кімната
be /bi/ бути, перебувати
be afraid of /bi ə'freɪd əv/ боя-
тися
be bored /bi 'bɔ:rd/ нудьгувати
be covered /bi 'kʌvəd/ бути по-
критим
be fond of /bi 'fɒnd/ захоплю-
ватися
be over /bi 'əʊvə/ закінчуватися
be pleased /bi 'pli:zd/ бути за-
доволенням
be proud of /bi 'praʊd əv/ пи-
шатися, гордитися
be situated /bi ,sɪtʃu'eɪtɪd/ бути
розташованим
beach /bi:tʃ/ берег, пляж
beautiful /'bj:utɪfl/ красивий,
прекрасний
beauty /'bj:uti/ краса
became /bɪ'keɪm/ *див.* become



because /bɪ'kɒz/ тому що, бо
become (became) /bɪ'kʌm/ ста-
 вати
began /bɪ'gæn/ *див.* begin
begin (began) /bɪ'ɡɪn/ почина-
 ти(ся)
beginning /bɪ'ɡɪnɪŋ/ початок
behave (oneself) /bɪ'heɪv/ по-
 водитися
berry /'berɪ/ ягода
best /best/ найкращий, най-
 краще
better /'betə/ кращий, краще
bike /baɪk/ велосипед
bird-house /'bɜ:d,haʊz/ шпа-
 ківня
biscuits /'bɪskɪts/ печиво
block of flats /'blɒk əv flæts/
 багатоквартирний будинок
bloom /blu:m/ цвісти
blouse /blaʊz/ блузка
board game /'bɔ:d,geɪm/ на-
 стільна гра
bookshelf /'bʊkʃelf/ книжкова
 полиця
bookshop /'bʊkʃɒp/ книжко-
 вий магазин, книгарня
bored /bɔ:d/ стомлений
botany /'bɒtəni/ ботаніка
both /bəʊθ/ обидва
bottle /'bɒtl/ пляшка
bought /bɔ:t/ *див.* buy
bread /bred/ хліб
break /breɪk/ перерва;
(broken) ламати(ся), розбива-
 ти(ся)
breakfast /'breɪkfəst/ сніданок
bridge /brɪdʒ/ міст
bright /braɪt/ яскравий

brilliant /'brɪljənt/ яскравий;
 прекрасно
bring in (brought) /brɪŋ/ при-
 носити
broom /bru:m/ віник
brought /brɔ:t/ *див.* bring
building /'bɪldɪŋ/ будинок,
 будівля
bunch /'bʌntʃ/ букет; гілка,
 в'язка
bus stop /'bʌs,stɒp/ автобусна
 зупинка
bush /bʊʃ/ кущ
busy /'bɪzi/ зайнятий
butterfly /'bʌtəflaɪ/ метелик
buy (bought) /baɪ/ купувати
by hand /baɪ'hænd/ вручну

C e

café /'kæfeɪ/ кафе
calendar /'kælɪndə/ календар
call /kɔ:l/ називати, звати,
 кликати
came /keɪm/ *див.* come
camp /kæmp/ табір
campsite /'kæmpsɑɪt/ табір
can /kæn/ могли; баночка,
 банка
candle /'kændl/ свічка
capital /'kæpɪtl/ столиця
card /kɑ:d/ картка
carefully /'keəfəli/ обережно
(the) Carpathians /kɑ:'græθjənz/
 Карпатські гори
carpet /'kɑ:pɪt/ килим
carry /'kæpɪ/ носити, нести
cartoon /kɑ:'tu:n/ мультфільм
castle /'kɑ:sl/ замок
cathedral /kə'ti:drəl/ собор



CD /'si:'di:/ диск, компакт-диск
ceiling /'si:lɪŋ/ стеля
celebrate /'seləbreɪt/ святкувати
celebration /'seləbreɪʃn/ святкування
central heating /'sentrəl 'hi:tɪŋ/ центральне опалення
centre /'sentə/ центр
chain /tʃeɪn/ ланцюг
champion /'tʃæmpjən/ чемпіон
change /tʃeɪndʒ/ задача (*від покупки*); решта
channel /'tʃænl/ канал (*телебачення*)
character /'kærəktə/ герой (*літературного твору*)
cheap /tʃi:p/ дешевий
check /tʃek/ перевіряти
cheetah /'tʃi:tə/ гепард
chest of drawers /tʃest əv 'drɔ:z/ комод
chocolate /'tʃɒklət/ шоколад
choose /tʃu:z/ вибрати
cinema /'sɪnɪmə/ кінотеатр, кіно
circle /'sɜ:kl/ коло
city /'sɪti/ місто (*велике*)
class /kla:s/ клас (*група учнів*)
classes /'kla:sɪz/ уроки
classical /'klæsɪkl/ класичний
classroom /'kla:sru:m/ класна кімната, клас
climb /klaɪm/ вилазити (*нагору*)
close /kləʊz/ закривати, зачиняти
closed /kləʊzd/ закритий, зачинений

clothes /kləʊðz/ одяг
cloudy /'klaʊdi/ хмарний
coat /kəʊt/ пальто
collect /kə'lekt/ збирати, колекціонувати
colourful /'kɒləfʊl/ кольоровий, яскравий
come (came) /kʌm/ приходити
come up підходити
comedy /'kɒmədi/ комедія
comfortable /'kʌmfətəbl/ зручний
comments /'kɒmənts/ коментар
competition /kəmpe'tɪʃn/ змагання
complete /kəm'plɪt/ доповнювати
computer /kəm'pjʊ:tə/ комп'ютер
Computer Studies /kəm'pjʊ:tə 'stʌdɪz/ інформатика
concert /'kɒnsət/ концерт
contents /'kɒntents/ зміст
cook /kʊk/ варити, готувати
cooker /'kʊkə/ плита (*електрична, газова*)
cooking /'kʊkɪŋ/ приготування їжі
cool /ku:l/ прохолодний
corner /'kɔ:nə/ куток; ріг (*вулиці*)
corn-field /'kɔ:n fi:ld/ пшеничне поле
correct /kə'rekt/ виправляти
correctly /kə'rektli/ правильно
corridor /'kɒrɪdɔ:/ коридор
cost (cost) /kɒst/ коштувати
costume /'kɒstju:m/ костюм
cottage /'kɒtɪdʒ/ котедж, дача



cotton /'kɒtn/ бавовна; бавовняний
count /kaʊnt/ лічити
country /'kʌntri/ країна; сільська місцевість, село
of course /kɔ:s/ звичайно
cousin /'kʌzn/ двоюрідний брат; двоюрідна сестра
craft /kra:ft/ ремесло, народне мистецтво
creature /'kri:tʃə/ створіння, істота
crisps /krisps/ чіпси
crowd /kraʊd/ натовп
culture /'kʌltʃə/ культура
custom /'kʌstəm/ звичай
customer /'kʌstəmə/ покупець
cut (cut) /kʌt/ різати, рубати

D d

date /deɪt/ дата
daughter /'dɔ:tə/ донька
day off /'deɪ'ɒf/ вихідний (*день*)
decide /dɪ'saɪd/ вирішувати
decorate /'dekreɪt/ прикрашати
deep /di:p/ глибокий
describe /dɪ'skraɪb/ описувати
destroy /dɪ'strɔɪ/ руйнувати
dictionary /'dɪkʃnəri/ словник
diet /'daɪət/ дієта
difference /'dɪfrəns/ відмінність, різниця
different /'dɪfrənt/ різний, різноманітний
difficult /'dɪfɪkəlt/ важкий
discuss /dɪs'kʌs/ обговорювати
dishwasher /'dɪʃwɒʃə/ машина для миття посуду

do one's homework /'du: 'həʊm-wɜ:k/ робити домашнє завдання
do exercises /du: 'eksəsaɪzɪz/ виконувати фізичні вправи, робити зарядку
do the shopping /'du: ðə 'ʃɒpɪŋ/ робити покупки
documentary /'dɒkjə'mentəri/ документальний фільм
doll /dɒl/ лялька; ляльковий
double-decker /'dʌbl'dekə/ двоповерховий автобус
down /daʊn/ вниз
drank /dræŋk/ *див.* drink
drink (drank) /drɪŋk/ пити
drinks /drɪŋks/ напої
drive (drove) /draɪv/ їхати (*на автомобілі*), підвозити (*на автомобілі*)
drop /drɒp/ упускати, кидати
drove /drəʊv/ *див.* drive
dry /draɪ/ сухий
during /'djʊərɪŋ/ під час, протягом
dust /dʌst/ пил; витирати пил
duster /'dʌstə/ ганчірка

E e

each /i:tʃ/ кожний
earth /z:θ/ земля
easily /'i:zɪli/ легко
easy /'i:zi/ легкий
eat (ate) /i:t/ їсти
elder /'eldə/ старший (*брат, сестра*)
electric /ɪ'lektɪk/ електричний
electricity /ɪlek'trɪsəti/ електрика

elegant /'elɪɡənt/ елегантний
else /els/ ще
embroidered /ɪm'brɔɪdɪd/ ви-
 шитий, вишиваний
empty /'empti/ порожній
enjoy /ɪn'dʒɔɪ/ любити, насо-
 лоджуватися
especially /ɪ'speʃəli/ особливо
even /'i:vən/ навіть
everyday life /'evri:deɪ 'laɪf/
 повсякденне життя
everything /'evriθɪŋ/ усе
exchange /ɪks'tʃeɪnʒ/ обміню-
 вати (про гроші)
excited /ɪk'saɪtɪd/ схвилюва-
 ний, захоплений
exciting /ɪk'saɪtɪŋ/ вражаючий,
 захоплюючий
excuse /ɪk'skju:z/ вибачати(ся)
expensive /ɪk'spensɪv/ дорогий;
 що дорого коштує
extreme /ɪk'stri:m/ екстрема-
 льний, надзвичайний

F f

fact /fækt/ факт
false /fɔ:ls/ неправильний
famous /'feɪməs/ відомий, сла-
 ветний
fan /fæn/ прихильник, уболі-
 вальник
fancy dress party /'fænsɪ ,dres
 'pɑ:ti/ карнавал
fantastic /fæn'tæstɪk/ фантас-
 тичний
far /fɑ:/ далеко
fast /fɑ:st/ швидкий
fat /fæt/ жир
favourite /'feɪvərɪt/ улюблений

feature film /'fi:tʃə ,fɪlm/ ху-
 дожний фільм
feel /fi:l/ відчувати, почува-
 ти (себе)
feel worried /fi:l 'wʌrɪd/ почу-
 ватися стурбованим
feet /fi:t/ *див.* foot
fence /fens/ паркан, огорожа
festival /'festɪvl/ свято; фес-
 тиваль
figure skating /'fɪɡə ,skeɪtɪŋ/
 фігурне катання
fill /fɪl/ наповнювати, запов-
 нювати
find (found) /faɪnd/ знаходи-
 ти
finish /'fɪnɪʃ/ закінчувати(ся)
fire /'faɪə/ вогонь; пожежа,
 вогнище
fireplace /'faɪəpleɪs/ камін
fireworks (display) /'faɪəwɜ:ks
 (dɪs'pleɪ)/ феєрверк
first /fɜ:st/ перший
fit /fɪt/ підходити (*за розмі-
 ром*)
floor /flɔ:/ підлога
flower /'flaʊə/ квітка
fly /flaɪ/ літати, летіти
foot (feet) нога (*ступня*)
Football Cup Final /'fʊtbɔ:l
 kʌp 'faɪnəl/ фінальний кубок
 з футболу
forever /fə'revə/ назавжди
forget (forgot) /fə'get/ забувати
forgot /fə'gɒt/ *див.* forget
form /fɔ:m/ клас (*рік навчан-
 ня*)
found /faʊnd/ *див.* find
fountain /'faʊntɪn/ фонтан
free /fri:/ вільний, на волі



fresh /frefʃ/ свіжий
fridge /frɪdʒ/ холодильник
fried /fraɪd/ смажений
friend /frend/ друг, товариш
friendly /'frendli/ дружній, люб'язний
from ... to /frəm...tə/ з (від) ... до
full /fʊl/ повний
fun /fʌn/ розвага, насолода
funny /'fʌni/ кумедний, забавний
furniture /'fz:nɪʃə/ меблі
future /'fju:tʃə/ майбутнє; майбутній

G g

gallery /'gæləri/ галерея
game /geɪm/ гра
gardening /'gɑ:dnɪŋ/ садівництво
gas /gæs/ газ
gather /'gæðə/ збиратися
gave /geɪv/ *див.* give
get (got) /get/ діставати, одержувати; купувати
get home /get'həʊm/ дістатися додому **get on** /get ɒn/ сідати (*у транспорт*)
get off /get ɒf/ виходити (*з транспорту*)
get up /get ʌp/ вставати
ghost /gəʊst/ привид
give (gave) /gɪv/ давати
give back /,gɪv 'bæk/ повертати
give smb a mark /mɑ:k/ ставити (*комусь*) оцінку
glue /glu:/ клей

go (went) /gəʊ/ іти, ходити; їхати, їздити
go for a walk /wɔ:k/ ходити на прогулянку
go in for sports /spɔ:ts/ займатися спортом
go sailing /'seɪlɪŋ/ займатися вітрильним спортом
go shopping /'ʃɒpɪŋ/ ходити за покупками
goal /gəʊl/ гол
good-looking /'gʊd 'lʊkɪŋ/ гарний, вродливий (про чоловіка)
got /gɒt/ *див.* get
grammar /'græmə/ граматика
grandchildren /'græntʃɪldrən/ онуки
grandparents /'græn,peərənts/ бабуся і дідусь
great /greɪt/ великий, чудовий
Great Britain /'greɪt 'brɪtn/ Велика Британія
greeting postcard /'gri:tɪŋ 'pəʊstkɑ:d/ вітальна листівка
group /gru:p/ група
guess /ges/ здогадуватися, відгадувати
guest /gest/ гість
guinea-pig /'gi:ni pi:g/ морська свинка
guitar /gɪ'tɑ:/ гітара
gym /dʒɪm/ гімнастичний зал
gymnastics /dʒɪm'næstɪks/ гімнастика

H h

had /hæd/ *див.* have
half /hɑ:f/ половина
hall /hɔ:l/ зала, передпокій



hamburger /'hæm,bʌ:gə/ гамбургер

hamster /'hæmstə/ хом'ячок

hand /hænd/ рука (*кисть*); вручати, передавати

hand in /hænd in/ здати

Handicrafts /'hændikrɑ:fts/ трудове навчання

handsome /'hænsəm/ красивий, гарний (*про чоловіка*)

happy /'hæri/ щасливий

hard /hɑ:d/ важкий, важко

harmful /'hɑ:mfəl/ шкідливий

have /hæv/ мати, володіти

have a meal /mi:l/ їсти, приймати їжу

have a shower /'ʃaʊə/ приймати душ

have fun /fʌn/ розважатися

hazel /'heɪzl/ карий (*про очі*)

head /hed/ голова

heading /'hedɪŋ/ заголовок

healthy /'helθi/ здоровий

held /held/ *див.* hold

here /hiə/ тут

high /hai/ високий

hippo /'hɪpəʊ/ гіпопотам

history /'hɪstəri/ історія

hobby /'hɒbi/ хобі, улюблене заняття

hockey /'hʊki/ хокей

hold (held) /həʊld/ тримати; проводити (*збори, свято*)

hole /həʊl/ нора, дірка

holidays /'hɒlədeɪz/ канікули

home /həʊm/ дім, домівка

homework /'həʊmwɜ:k/ домашнє завдання

honest /'ɒnɪst/ чесний

horrible /'hɒrəbl/ жахливий

hospital /'hɒspɪtl/ лікарня

hot /hɒt/ жаркий, гарячий

hotel /həʊ'tel/ готель

hour /'aʊə/ година

house /haʊs/ будинок, дім

household chores /'haʊshəʊld 'tʃɔ:z/ хатня робота

How many? /'haʊ'meni/ Скільки?

How much? /'haʊ'mʌtʃ/ Скільки?

humour /'hju:mə/ гумор

hundred /'hʌndrɪd/ сто, сотня

hungry /'hʌŋɡri/ голодний

hunt /hʌnt/ полювати

husband /'hʌzbænd/ чоловік

I i

ice /aɪs/ лід

ice cream /'aɪs,kri:m/ морозиво

ice skating /'aɪs,sketiŋ/ катання на ковзанах

illustrate /'ɪləstreɪt/ ілюструвати

important /ɪm'pɔ:tənt/ важливий

in time /ɪn'taɪm/ вчасно

Independence Square /ɪndɪ'pendəns'skweə/ майдан Незалежності

indoor /'ɪndɔ:/ у приміщенні

infant school /'ɪnfənt sku:l/ початкова школа (*в Англії*), дитсадок

inside /ɪn'saɪd/ усередині

instruction /ɪn'strʌkʃn/ інструкція

interview /'ɪntəvju:/ інтерв'ю, брати інтерв'ю

introduce /ɪn'trə'dju:s/ представляти



introduction /ˌɪntrəˈdʌkʃn/ вступ
invite /ɪnˈvaɪt/ запрошувати
item /ˈaɪtəm/ пункт, варіант
 (завдання)

J j

jacket /ˈdʒækt/ куртка, піджак
joke /dʒəʊk/ жарт
juice /dʒuːs/ сік
jumper /ˈdʒʌmpə/ джемпер
junior /ˈdʒuːnjə/ середня (про
 школу в Англії)
just /dʒʌst/ якраз, тільки що

K k

keep (kept) /ki:p/ тримати;
 дотримуватися
keep fit /ki:p fit/ підтримувати
 форму
keep on /ki:p ɒn/ продовжувати
keep up /ki:p ʌp/ підтримувати
 (щось)
kept /kept/ *див.* keep
kids /kɪdz/ дітлахи, малюки
kind /kaɪnd/ добрий, лагідний
kindergarten /ˈkɪndəˌɡɑːtʃn/ ди-
 тячий садок
kind of sport /ˈkaɪnd əv ˈspɔ:t/
 вид спорту
king /kɪŋ/ король
knit /nɪt/ в'язати, плести
knitting /ˈnɪtɪŋ/ в'язання, пле-
 тіння
knew /njuː/ *див.* know
know (knew) /nəʊ/ знати

L l

ladybird /ˈleɪdɪbɜːd/ сонечко
 (комаха)
lake /leɪk/ озеро

land /lənd/ земля
language /ˈlæŋɡwɪdʒ/ мова
lantern /ˈlæntən/ ліхтар
large /lɑːdʒ/ великий
last /lɑːst/ останній
late /leɪt/ пізно
laugh /lɑːf/ сміятися
lawn /lɔːn/ газон, лужок
leaf (leaves) /li:f/ листок
learning /ˈlɜːnɪŋ/ вивчення
leather /ˈleðə/ шкіра (*мате-
 ріал*)
leave (left) /li:v/ залишати;
 піти, поїхати
leaves /li:vz/ *див.* leave
left /left/ *див.* leaf
leisure /ˈleɪzə/ дозвілля, віль-
 ний час
lemonade /ˈleməˈneɪd/ лимонад
lend (lent) /lend/ позичати
lent /lent/ *див.* lend
let's /lets/ давайте, нумо
letter /ˈletə/ лист; літера
library /ˈlaɪbrəri/ бібліотека
life /laɪf/ життя
light /laɪt/ світло; світлий
line /laɪn/ черга; лінія
list /lɪst/ список
litter /ˈlɪtə/ сміття
long /lɒŋ/ довгий
look at /ˈlʊk ˈæt/ дивитися на
look for /ˈlʊk ˈfɔː/ шукати
lots of /ˈlɒts ˈəv/ багато
loud /laʊd/ голосний, голос-
 но
lovely /ˈlʌvli/ чудовий, гарний
lunch /lʌntʃ/ ланч, другий
 сніданок
lunchtime /ˈlʌntʃtaɪm/ час сні-
 данку

М м

madam /'mædəm/ мадам (*ввічливе звертання до жінки*)
made /meɪd/ *див. make*
main /meɪn/ головний, основний
make (made) /meɪk/ робити, складати
market /'mɑ:kɪt/ ринок, базар
mat /mæt/ килимок
match /mætʃ/ матч; з'єднувати, добирати до пари
Maths /mæθs/ математика
McDonald's /mæk'dɒnəldz/ Мак-Доналдз (*ресторан швидкої їжі*)
meals /mi:lz/ їжа
mean /mi:n/ означати
meat /mi:t/ м'ясо
meet (met) /mi:t/ зустрічати
meeting /'mi:tɪŋ/ зустріч
member /'membə/ член (сім'ї, групи)
memories /'meməriz/ спогади
met /mi:t/ *див. meet*
metal /'metl/ метал
microwave oven /'maɪkrəweɪv 'ʌvən/ мікрохвильова піч
million /'mɪljən/ мільйон
mime game /'maɪm 'geɪm/ гра пантоміма
mineral water /'mɪnərəl 'wɔ:tə/ мінеральна вода
minute /'mɪnɪt/ хвилина
mistake /mɪs'teɪk/ помилка
model /'mɒdl/ зразок
modern /'mɒdn/ сучасний
money /'mʌni/ гроші
month /mʌnθ/ місяць (*частина року*)

monument /'mɒnjʊmənt/ пам'ятник
moon /mu:n/ місяць (*світло*)
more /mɔ:/ більше
mostly /'mɔ:stli/ в основному
mountain /'maʊntɪn/ гора
move /mu:v/ рухатися
much /mʌtʃ/ багато
museum /'mju:ziəm/ музей
mushroom /'mʌʃru:m/ гриб
music /'mju:zɪk/ музика
must /mʌst/ бути повинним

Н н

narrow /'nærəʊ/ вузький
national /'næʃnəl/ національний, державний
native /'neɪtɪv/ рідний
nature /'neɪtʃə/ природа
Nature Study /'neɪtʃə 'stʌdi/ природознавство
neatly /'ni:tli/ охайно
necessary /'nesəsəri/ необхідний
need /ni:d/ потребувати
negative /'negətɪv/ заперечний
Nelson's Column /'nelsənz 'kɒləm/ Колона Нельсона (*у Лондоні*)
nephew /'nevju:/ племінник
never /'nevə/ ніколи
new /nju:/ новий
news /nju:z/ новини
newspaper /'nju:spetəpə/ газета
next /nekst/ наступний
next to /nekst tə/ поруч
niece /ni:s/ племінниця
night /naɪt/ ніч
nobody /'nɒbədɪ/ ніхто
noise /nɔɪz/ шум, галас



noisy /'nɔɪzi/ шумний
notes /nəʊts/ нотатки, замітки

О о

ocean /'ɔʊʃn/ океан
official /ə'fɪʃl/ офіційний
oil /ɔɪl/ олія
OK /'əʊ'keɪ/ добре, гаразд
on time /ɒn 'taɪm/ вчасно
on horseback /ɒn 'hɔːsbæk/ верхи на коні
open /'əʊpən/ відкритий, відчинений
opposite /'ɒpəzɪt/ навпроти; протилежний
orange /'ɒrɪndʒ/ апельсин
order /'ɔːdə/ порядок; розставити по порядку
organise /'ɔːgənaɪz/ організувати
original /ə'ɒrɪdʒənəl/ оригінальний
other /'ʌðə/ інший
over (there) /'əʊvə ðeə/ над; там
own /əʊn/ свій, власний

Р р

page /peɪdʒ/ сторінка
paid /peɪ/ *див.* pay
paint /peɪnt/ фарба; фарбувати
pair /peə/ пара
palace /'pælɪs/ палац
pan /ræn/ каструля, сковороди
paper /'peɪpə/ папір
parents /'peərənts/ батьки
park /pɑːk/ парк
part /pɑːt/ роль; частина

party /'pɑːtɪ/ вечірка, вечір
past /pɑːst/ минуле; минулий
pay (paid) /peɪ/ платити
peel /piːl/ лущпайка, шкірка
penfriend /'penfrend/ товариш по листуванню
people /'piːpl/ люди, народ
perfectly /'pɜːfɪktli/ чудово
perform /pə'fɔːm/ представляти
person /'pɜːsn/ особа
phone /fəʊn/ телефон; телефонувати
photo /'fəʊtəʊ/ фото, фотографія
piano /'piænəʊ/ піаніно
pick /pɪk/ збирати, зривати (*квіти*)
picnic /'pɪknɪk/ пікнік
picture /'pɪktʃə/ малюнок, картина
pie /paɪ/ пиріг
piece of paper /'piːs əv 'peɪpə/ аркуш паперу
pizza /'pɪtsə/ піца
place /pleɪs/ місце
plane /pleɪn/ літак
plant /plɑːnt/ садити (*рослини*)
play /pleɪ/ грати; п'єса
please /pliːz/ будь ласка, прошу
plus /plʌs/ плюс
point /pɔɪnt/ вказувати
pollute /pə'ljuːt/ забруднювати
pony /'rəʊni/ поні
pool /puːl/ басейн
poor /pɜː/ бідний
popular /'pɒpjʊlə/ народний, популярний
positive /'pɒzətɪv/ позитивний

postcard /'pəʊstka:d/ листівка
(*пошта*)

poster /'pəʊstə/ плакат, афіша

pound /paʊnd/ фунт стерлін-
гів

pour /pɔ:/ лити, виливати

practical /'præktɪkl/ практич-
ний

practise /'præktɪs/ тренуватися,
вправлятися

prepare /prɪ'reə/ готувати

present /'prezənt/ подарунок;
(with) дарувати (*щось*)

pretty /'prɪti/ гарненький

primary school /'praɪməɪ 'sku:l/
початкова школа

produce /prə'dju:s/ виробляти

programme /'prəʊgræm/ про-
грама

project /'prɒdʒekt/ проект

pronounce /prə'naʊns/ вимов-
ляти

pronunciation /prə'nʌnsi'eɪʃn/
вимова

protect /prə'tekt/ захищати

PE /'pi:'i:/ фізкультура

pumpkin /'pʌmpkɪn/ гарбуз

push /pʊʃ/ штовхати

put (put) /pʊt/ (по)класти

put away /pʊt ə'weɪ/ відкла-
дати

put in /pʊt ɪn/ вставляти

put on /pʊt ɒn/ одягати

puzzle /'pʌzl/ головоломка

python /'paɪθən/ пітон

Q q

quality /'kwɒləti/ якість

queen /kwɪ:n/ королева

question /'kwestʃən/ запитання

questionnaire /,kwestʃə'neə/
анкета, запитальник

quickly /'kwɪkli/ швидко

quiet /kwaɪət/ тихий, спокій-
ний

quite /kwaɪt/ цілком, зовсім

quiz /kwɪz/ квіз, вікторина

R r

radio /'reɪdɪəʊ/ радіо

railway /'reɪlwei/ залізниця

railway station /'reɪlwei 'steɪʃn/
залізнична станція

rain /reɪn/ дощ; дощити

rainbow /'reɪnbəʊ/ райдуга,
веселка

rainy /'reɪni/ дощовий

raise /reɪz/ піднімати

rather /'rɑ:ðə/ досить

reading /'ri:dn̩/ читання

ready /'redi/ готовий

really /'ri:əli/ справді

remember /rɪ'membə/ пам'ята-
ти

remind (of) /rɪ'maɪnd/ нагаду-
вати (про)

repeat /rɪ'pi:t/ повторювати

report /rɪ'pɔ:t/ повідомлення;
доповідь

rest /rest/ відпочинок; відпо-
чивати

restaurant /'restɔ:rɒnt/ ресторан

result /rɪ'zʌlt/ результат

revision /rɪ'vɪʒn/ повторення

ribbon /'rɪbən/ стрічка

rich /rɪtʃ/ багатий

ride (a bike) /'raɪd (ə'baɪk)/ їз-
дити (на велосипеді)

right /raɪt/ правильний, пра-
вий



river /'rivə/ річка
 road /rəʊd/ дорога
 rock /rɒk/ скеля
 role /rəʊl/ роль
 roller skate /'rəʊlə skeɪt/ ката-
 тися на роликах
 Roman /'rəʊmən/ римський
 Romans /'rəʊmənz/ римляни
 room /ru:m/ кімната
 round /raʊnd/ круглий; нав-
 коло
 rubber /'rʌbə/ гума, гумка
 rule /ru:l/ правило

S s

sack /sæk/ мішок
 sad /sæd/ сумний
 safe /seɪf/ безпечний
 said /sed/ *див.* say
 sail /seɪl/ плоти під вітрила-
 ми
 sailing /'seɪlɪŋ/ вітрильний
 спорт
 salad /'sæləd/ салат
 salt /sɔ:lt/ сіль
 same /seɪm/ такий самий
 sandwich /'sænwɪdʒ/ бутерброд
 sang /sæŋ/ *див.* sing
 save /seɪv/ рятувати, заоща-
 джувати
 saw /sɔ:/ *див.* see
 say (said) /seɪ/ говорити,
 казати
 scale modelling /'skeɪl 'mɒdlɪŋ/
 масштабне моделювання
 scared /'skeəd/ зляканий, пе-
 реляканий
 school yard /'sku:l jɑ:d/ шкіль-
 не подвір'я
 scissors /'sɪzəz/ ножиці

scoop up /'sku:p ʌp/ згрібати,
 збирати
 score /skɔ:/ рахунок (*у грі*)
 score a goal /gəʊl/ забивати
 гол
 sea /si:/ море
 seashore /'si:ʃɔ:/ морське узбе-
 режжя
 season /'si:zn/ пора року
 second /'sekənd/ другий
 section /'sekʃn/ відділ
 see (saw) /si:/ бачити, диви-
 тися
 sentence /'sentəns/ речення
 shallow /'ʃæləʊ/ мілкий
 shape /ʃeɪp/ форма
 shelf /ʃelf/ полиця
 shell /ʃel/ черепашка, мушля
 shine (shone) /ʃaɪn/ світити
 shiny /'ʃaɪnɪ/ блискучий
 ship /ʃɪp/ корабель, пароплав,
 судно
 shoes /ʃu:z/ черевики
 shone /ʃɒn/ *див.* shine
 shop /ʃɒp/ магазин
 shopping /'ʃɒpɪŋ/ покупки,
 купівля
 shout /ʃaʊt/ кричати
 show /ʃəʊ/ показувати
 shower /'ʃaʊə/ душ
 shut (shut) /ʃʌt/ закривати,
 зачиняти
 sight /saɪt/ визначне місце
 sing (sang) /sɪŋ/ співати
 situation /sɪtju'eɪʃən/ ситуація
 size /saɪz/ розмір
 skateboard /'skeɪtbɔ:d/ скейт-
 борд
 skating rink /'skeɪtɪŋ ɪŋk/
 ковзанка, каток



sleep (slept) /slɪp/ спати
slept /slept/ *див.* sleep
slow /sləʊ/ повільний
slowly /'sləʊli/ повільно
smart /smɑ:t/ розумний, кмітливий, охайний
smile /smaɪl/ посмішка; посміхатися
snack: have a snack /snæk/ перекусити
snow /snəʊ/ сніг; сніжити, іти (*про сніг*)
snowdrop /'snəʊdrɒp/ підсніжник
snowflake /'snəʊfleɪk/ сніжинка
soap /səʊp/ мило
somebody /'sʌmbədi/ хтось, хто-небудь
something /'sʌmθɪŋ/ щось, що-небудь
son /sʌn/ син
soon /su:n/ скоро, незабаром
sorry /'sɒpi/ вибачте
south /saʊθ/ південь
souvenir /'su:vnɪə/ сувенір
speaker /'spi:kə/ диктор
special /'speʃl/ особливий
spell /spel/ вимовляти (читати, писати) по літерах
spend (spent) /spend/ проводити (*час*)
spent /spent/ *див.* spend
spider /'spaɪdə/ павук
sporting victory /'spɔ:tɪŋ 'vɪktəri/ спортивна перемога
sport(s) /spɔ:t(s)/ спорт
Sports and Leisure Centre /'spɔ:ts ənd 'leɪzə 'sentə/ Центр спорту і відпочинку

sports ground /'spɔ:ts graʊnd/ спортивний майданчик
sportsman /'spɔ:tsmæn/ спортсмен
spot /spɒt/ крапка
spy /spaɪ/ стежити
square /skweə/ площа; майдан; квадратний
stadium /'steɪdɪəm/ стадіон
stand (stood) /stænd/ стояти
star /stɑ:/ зірка
start /stɑ:t/ починати
statement /'steɪtmənt/ твердження
stay /steɪ/ залишатися
stay at /steɪ ət/ зупинятися (*десь*)
stone /stəʊn/ камінь
stood /stʊd/ *див.* stand
stop /stɒp/ зупинятися
store /stɔ:/ магазин
story /'stɔ:ri/ історія
strange /streɪndʒ/ дивний
street /stri:t/ вулиця
student /'stju:dənt/ учень, студент
subject /'sʌbdʒɪkt/ предмет
suddenly /'sʌdnli/ раптом
suit /sju:t/ підходити, личити
summary /'sʌməri/ короткий виклад, огляд
sunny /'sʌni/ сонячний
sunshine /'sʌnʃaɪn/ сонячне світло
supermarket /'sju:pə'mɑ:kɪt/ супермаркет
surprise /sə'praɪz/ сюрприз
survey /'sɜ:veɪ/ огляд, опитування



sweater /'swetə/ светр
sweet /swit/ цукерка; солод-
 кий
swimming /'swi:mɪŋ/ плавання
swimming-pool /'swi:mɪŋ pu:l/
 басейн (для плавання)
symbol /'sɪmbəl/ символ

T t

take /teɪk/ (took) брати, узяти
take care of /teɪk 'keə əv/
 піклуватися
take photos /teɪk 'fəʊtəʊz/ фо-
 тографувати
take turns /'tɜ:nz/ робити
 (*щось*) по черзі
talk /tɔ:k/ говорити
tall /tɔ:l/ високий
taste /teɪst/ пробувати на
 смак, куштувати
tasty /'teɪstɪ/ смачний
tea /ti:/ чай
team /ti:m/ команда (*спортив-
 на та ін.*)
telephone /'telɪfəʊn/ телефон
telephone number /'telɪfəʊn
 'nʌmbə/ номер телефону
television /'telɪvɪʒn/ телевізор;
 телебачення
tell (told) /tel/ розповідати
tennis /'tenɪs/ теніс
test /test/ тест, контрольна
 робота
their /ðeə/ їхній
then /ðen/ потім, тоді
there /ðeə/ там, туди
thing /θɪŋ/ річ, предмет
think /θɪŋk/ (thought) дума-
 ти, гадати, вважати

third /θɜ:d/ третій
thirsty /'θɜ:stɪ/ хотіти пити
thousand /'θaʊzənd/ тисяча
three-room flat /'θri:ru:m 'flæt/
 трикімнатна квартира
threw /θru:/ *див.* throw
through /θru:/ через
throw (threw) /θrəʊ/ кидати,
 викидати
ticket /'tɪkɪt/ квиток
time /taɪm/ час, раз
timetable /'taɪmteɪbl/ розклад
tin /tɪn/ консервна банка
title /'taɪtl/ заголовок
today /tə'deɪ/ сьогодні
together /tə'geðə/ разом
told /təʊld/ *див.* tell
tomato /tə'mɑ:təʊ/ помідор
tomorrow /tə'mɒrəʊ/ завтра
took /tʊk/ *див.* take
topic /'tɒpɪk/ тема
tour /tʊə/ подорож, поїздка,
 екскурсія
tour guide /'tʊə 'gaɪd/ екскур-
 совод
tourist /'tʊərɪst/ турист
towel /'taʊəl/ рушник
tower /'taʊə/ вежа, башта
town /taʊn/ місто
tradition /trə'dɪʃn/ традиція
traffic /'træfɪk/ вуличний рух,
 транспорт
traffic lights /'træfɪk 'laɪts/
 світлофор
train /treɪn/ поїзд
train /treɪn/ тренуватися
travel /'trævl/ подорожувати
travelling /'trævlɪŋ/ подорож
treasure /'trezə/ скарб
tree /tri:/ дерево



trick /trɪk/ жарт, трюк
trip /trɪp/ подорож, поїздка
true /tru:/ правильний
try /traɪ/ намагатися, пробувати
try on /'traɪ 'ɒn/ приміряти (щось)
TV programme /'ti:'vi:'prəʊgræm/ телевізійна програма
twice /twaɪs/ двічі
typical /'tɪpɪkl/ типовий

U u

Ukraine /ju:'kreɪn/ Україна
umbrella /ʌm'brelə/ парасолька
uncle /'ʌŋkl/ дядько
underground /ʌndə'graʊnd/ годинник
understand /ʌndə'stænd/ (understood) розуміти
understood /ʌndə'stʊd/ *див.* understand
unhealthy /ʌn'helθi/ нездоровий
uniform /'ju:nɪfɔ:m/ форма (*одягу*)
unit /'ju:nɪt/ розділ
up /ʌp/ вгору
upstairs /'ʌp'steɪz/ вгору (по сходах)
use /'ju:z/ використовувати, вживати
useful /'ju:sfəl/ корисний
usually /'ju:ʒuəli/ звичайно

V v

vacuum /'vækjuəm/ пилососити
vacuum-cleaner /'vækjuəm'kli:nə/ пилосос

valley /'væli/ долина
vegetables /'vedʒətəblz/ овочі
very /'veri/ дуже
victory /'vɪktəri/ перемога
video film /'vɪdiəʊ 'fɪlm/ відеофільм
video game /'vɪdiəʊ geɪm/ відеогра
view /vju:/ вигляд
viewer /'vju:ə/ глядач
village /'vɪlɪdʒ/ село
visit /'vɪzɪt/ відвідання; відвідувати
visitor /'vɪzɪtə/ відвідувач
voice /vɔɪs/ голос
volleyball /'vɒlɪbɔ:l/ волейбол

W w

wait /weɪt/ чекати
wake up (woke up) /'weɪk ʌp/ прокидатися
walk /wɔ:k/ прогулянка; ходити пішки
wall /wɔ:l/ стіна
wall-newspaper /'wɔ:l'nju:speɪpə/ стінна газета
warm /wɔ:m/ теплий
washing machine /'wɒʃɪŋ mə'ʃi:n/ пральна машина
waste /weɪst/ марно витрачати, гаяти (*час*)
watch /wɒtʃ/ дивитися, спостерігати
water /'wɔ:tə/ вода
way /wei/ шлях, спосіб
wear (wore) /weə/ носити (*одяг*), бути одягненим
weather /'weðə/ погода
wedding /'wedɪŋ/ весілля



week /wi:k/ тиждень
weekend /'wi:k'end/ уїк-енд, кі-нець тижня
welcome /welkəm/ ласкаво просимо
well /wel/ добре; колодязь
went /went/ *див. go*
wet /wet/ мокрий
whale /weil/ кит
wheel /wil/ колесо
when /wen/ коли
where /weə/ де, куди
which /wɪtʃ/ який, котрий
whom /hu:m/ кого, кому
whose /hu:z/ чий
why /wai/ чому
wild /waɪld/ дикий
wildlife /'waɪldlaɪf/ дика при-рода
will /wɪl/ *допоміжне дієслово*
window /'wɪndəʊ/ вікно
windy /'wɪndi/ вітряний
winner /'wɪnə/ переможець
wishes /'wɪʃɪz/ побажання
witch /wɪtʃ/ відьма
with /wɪð/ з
without /wɪ'ðaʊt/ без
wizard /'wɪzəd/ чаклун

woke up /'wəʊk 'ʌp/ *див. wake up*
won't /wəʊnt/ = **will not**
wonder /'wʌndə/ цікавитися; дивуватися
wonderful /'wʌndəfʊl/ чудовий
wood /wʊd/ ліс, деревина
word combination /'wɜ:d kəm-bɪ'neɪʃn/ словосполучення
wore /wɔ:/ *див. wear*
world /wɜ:ld/ світ
worry /'wɒri/ хвилюватися
Would you like? /'wʊd ju: 'laɪk/
 Чи хочеш ти?
wow /waʊ/ ого! (*вигук*)
write /raɪt/ (*wrote*) писати
wrote /rəʊt/ *див. write*

Y y

yard /jɑ:d/ подвір'я, двір
year /jɜ:/ /jɪə/ рік
yesterday /'jestədi/ вчора

Z z

Zakarpattia /zɑ:kə'pætjə/ Закарпаття
zoo /zu:/ зоопарк



IRREGULAR VERBS

№	Present Simple	Past Simple	Past Participle	Translation
1.	be /bi:/	was /wɒz/, were /wɜ:/	been /bi:n/	бути
2.	become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	ставати
3.	begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/	починати(ся)
4.	buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	купувати
5.	can /kæn/	could /kʊd/	could /kʊd/	могти
6.	do /dʊ/	did /dɪd/	done /dʌn/	робити
7.	draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	малювати
8.	drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	пити
9.	eat /i:t/	ate /æt/	eaten /i:tn/	їсти
10.	feel /fi:l/	felt /felt/	felt /felt/	відчувати, почувати
11.	find /faɪnd/	found /faʊnd/	found /faʊnd/	знаходити
12.	forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	забувати
13.	get /get/	got /gɒt/	got /gɒt/	одержувати
14.	give /gɪv/	gave /geɪv/	given /gɪvn/	давати
15.	go /gəʊ/	went /went/	gone /gɒn/	ходити, іти, їхати
16.	grow /grəʊ/	grew /gru:/	grown /grəʊn/	виросувати
17.	have /hæv/	had /hæd/	had /hæd/	мати
18.	keep /ki:p/	kept /kept/	kept /kept/	тримати
19.	know /nəʊ/	knew /nju:/	known /nəʊn/	знати
20.	leave /li:v/	left /left/	left /left/	залишати, піти
21.	make /meɪk/	made /meɪd/	made /meɪd/	робити
22.	meet /mi:t/	met /met/	met /met/	зустрічати
23.	put /pʊt/	put /pʊt/	put /pʊt/	класти, ставити



№	Present Simple	Past Simple	Past Participle	Translation
24.	read /ri:d/	read /red/	read /red/	читати
25.	retell /'ritəl/	retold /'ri:təʊld/	retold /'ri:təʊld/	переказувати
26.	run /rʌn/	ran /ræn/	run /rʌn/	бігати, бігти
27.	say /seɪ/	said /sed/	said /sed/	говорити, казати
28.	see /si:/	saw /sɔ:/	seen /si:n/	бачити
29.	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	співати
30.	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/	розмовляти
31.	spend /spend/	spent /spent/	spent /spent/	проводити (час)
32.	swim /swɪm/	swam /swæm/	swum /swʌm/	плавати
33.	take /teɪk/	took /tʊk/	taken /teɪkən/	брати, взяти
34.	tell /tel/	told /təʊld/	told /təʊld/	розповідати
35.	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	думати
36.	win /wɪn/	won /wʌn/	won /wʌn/	вигравати
37.	write /raɪt/	wrote /rəʊt/	written /rɪtn/	писати