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ENGLISH

3



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Англійська мова

**Підручник для 3 класу спеціалізованих шкіл
з поглибленим вивченням англійської мови**

*Рекомендовано Міністерством освіти і науки України
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Підручник складається із семи розділів, розроблених відповідно до нової програми з іноземних мов для 3-го класу шкіл з поглибленим вивченням англійської мови. Кожен розділ містить мовленнєвий та мовний матеріал, який сприяє реалізації основної цілі навчання – формуванню комунікативної компетенції учнів.

Запропонований у виданні текстовий матеріал має соціокультурну спрямованість. Вправи та завдання побудовано на основі інтерактивного підходу з урахуванням індивідуальних інтересів та особливостей школярів.

Для учнів 3-го класу шкіл з поглибленим вивченням англійської мови.

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Умовні позначення:



— Listen! and repeat!



— Read and say!



— Talk with friends!



— Talk with a friend!



— Listen and role-play!



— Write!



— On your own! /
Do it yourself!

Unit 1 Me and My Family

LESSONS 1-2

Learn to talk about summer

Word Box

summer fun
to rollerskate
to bathe in the sun all
day long
to take pictures

Communication Box

Glad to see you again!
I like it a lot.
It is time for
Me, too.

1. Look and say what you like to do in summer.



to slide



to swing



to swim



to play ball games

Example: *I like to slide in summer. I can slide in the park.*



2. Listen and repeat.

SUMMER LIKES

I like to skip,
I like to jump,
I like to run about.

I like to play, /ʌ/ – jump, run
I like to sing,
I like to laugh and shout. /aʊ/ – about, shout

3. Look, match and say how we can travel in summer.



to travel by plane

to go by car



to go by train

to go by bus

Example: We can travel by car in summer. I love to go to the seaside by car.



4. Listen and role-play.

SUMMER TALK

Oksana: Hi, Taras! Glad to see you again! How are you?

Taras: Hi, Oksana, I'm fine, thanks. And you?

Oksana: Great! Summer is fun, isn't it?

Taras: Sure. I love summer weather. Nature is so beautiful in summer.

Oksana: I like it a lot. We can bathe in the sun and in the sea a lot.

Taras: **It is also time for sports.** I can play football, volleyball or tennis all day long.

Oksana: Me, too.

Unit 1



5. Talk with a friend about your summer. Use:

Hi, ____! Glad to _____. How?

Hi, _____. I'm fine, _____. And you?

Great! Summer is _____, isn't it?

Sure. I love _____. _____ in summer.

I like it a lot. We can _____.

It is also time for _____. I can _____ all day long.

Me, too.



On your own: Take your summer photo and write what you like to do in summer.

Example: *This is my summer photo.
I am at the seaside.
It is hot and sunny.
I like to bathe in the sun.
I can swim in the sea all day long.*



6. Look and guess where these children spend their summer.



Example: *I think these children spend this summer*





7. Read and say what summer fun these children have.

SUMMER FUN



Andrew

I love summer mornings in my granny's village. The weather is not very hot. I can run and jump a lot. My granddad and I often go for a swim together.



Ann

I like summer trips. I usually go to the seaside with my parents. We can go by bus or by train. I take a lot of pictures on my way.



Taras

Summer is my favourite season. I often stay in town in July. It is time for new hobbies. I can learn to rollerskate or to ride a scooter.

8. True or False?

1. Andrew can rollerskate.
2. Ann often travels in summer.
3. Taras spends his summer in the village.
4. Andrew loves summer afternoons.
5. All the children have hobbies.

9. Talk with friends about your summer. Use:

I love ... in summer. The weather is We can
I usually It is time for



10. Write a postcard about your summer fun.



Do it yourself! Make a summer postcard for your international friend.

Me and My Family

LESSONS 3-5

Learn to introduce your family

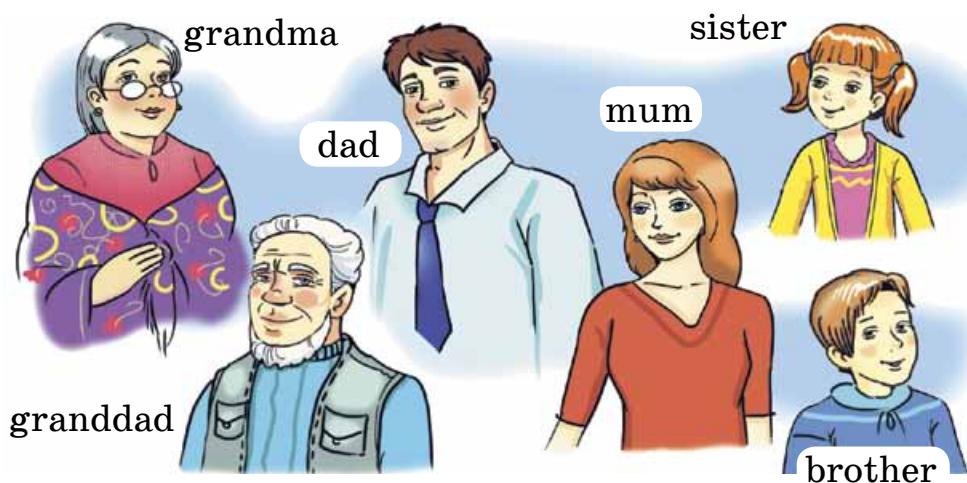
Word Box

family album
to make a film
busy
to adore
to be full of life and energy

Communication Box

What's on the ...,
I wonder?
Who is that girl with ...?
She is fond of ..., you know.
I can see that!

1. Look and say what relatives you have.



Example: *I have got two grandmas.*



2. Listen and repeat.

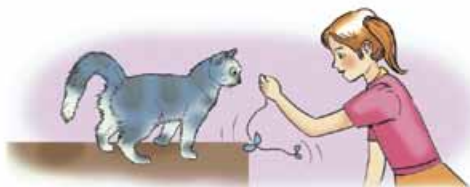
MY FAMILY ALBUM

My whole family album
is on a video, you know.
I'm going to take it
to a TV show.



/əʊ/ – whole, video, know, show

3. Look, match and say.



to love flower gardening
to make a film

to be full of life and energy
to adore animals

Example: *My grandma loves flower gardening.*



4. Listen and role-play.

- What's on your video, I wonder?
- It's my family album.
- Who is that girl with a cat in her hands?
- It's my sister Polly. She is fond of animals, you know. She adores her pet.
- I can see that!

Remember!

What's **on** your video?



5. Talk with a friend about your family. Use:

What's on your _____, I wonder?

It's my _____.

Who is that _____ with _____?

It's my _____. He/she is fond of _____, you know. He/she adores _____.

I can see that!



On your own: Collect 3–5 photos of your relatives and label them.

Example: *This is my dad.*

6. Look and guess who is who in Paul's family.



Example: *This is Paul.*



7. Read and say what every member of this family likes to do.

MY FAMILY ALBUM

I am Paul. I am eight. I like to make films about my family. This is my video family album. As you see, we are five altogether: my dad, mum, granny, sister and me.

My parents are doctors. They work in the hospital.

My sister Polly is a schoolgirl. She is fond of animals. We have got a cat in the house.

My granny doesn't work, but she is full of life and energy. She loves flower gardening.

I adore my family.

8. Answer the questions about Paul's family.

1. How old is Paul?
2. Where do his parents work?
3. Does Polly go to school?
4. They have got a dog in the house, haven't they?
5. Does his granny grow flowers or vegetables?



9. Talk with friends about your family members and their likes. Use:

I like She/he likes ...

I love She/he loves ...

I am fond of She/he is fond of ...

I enjoy She/he enjoys ...

I adore She/he adores ...



10. Write about your relatives in your family album.

These are my

They work

They are

They enjoy



Do it yourself! Make the front page for your family album.

LESSONS 6-8

Learn to talk about your parents

Word Box

music hall
office
musician
manager
to play the piano

Communication Box

I say, ...
Where is your ... now?
Wow!
What does your ... do?
How interesting!

1. Look and say where the parents work.



hospital



bank



school



music hall



office



farm

Example: *The girl's mum works in the hospital.*



2. Listen and repeat.

DIDDLE DIDDLE DUMPLING

Diddle diddle dumpling.

My son John

Goes to bed with his stockings on,

One shoe off,

The other shoe on.

Diddle diddle dumpling

My son John.



/ʌ/ – son, one, dumpling

/v/ – John, on, off, stockings

3. Look, match and say who works where.

St Mary's Hospital

teachers

Westminster Bank

doctors

Rugby School

managers

Green Peace Office

bankers

Albert Music Hall

musicians

Examples: *Doctors can work in hospitals.*



4. Listen and role-play.

ABOUT JOHN'S PARENTS

Remember!

He/she works **in** the hospital.

Susan: I say, John, where is your mum now?

John: She is in the hospital.

Susan: Is she ill?

John: No, she isn't. She works there. She is a doctor.

Susan: Wow! And what does your dad do?

John: He is a musician. He works in the music hall.

Susan: How interesting!



5. Talk with a friend about your parents. Use the pattern:

I say, ____, where is your ____ now?

He/she is in the _____. He/she is a _____.

Wow! And what does you _____ do?

She/he is a _____. She/he works in the _____.

How interesting!



On your own: Take your parents' photos and write what they do and where they work.

Example:



This is my mum.
She is a manager.
She works in an office.

6. Look and guess.



1) What kind of doctor John's mum is;

2) What musical instrument John's dad plays.



Example: *I think John's mum is a*



7. Read and say what Susan likes about John's parents.

JOHN'S FAMILY

My friend, John Brown has got a very nice family. I like his parents a lot. They are kind and jolly people. His dad, Mr. Brown, is a talented musician. He works in the music hall. He plays the piano very well. I adore his music and often go to his concerts.

Mrs Brown is John's mother. She is a famous eye doctor. She works at St Mary's Hospital in London. When I am ill, she helps me to get well.

The Browns are very friendly. I like to visit them at weekends.

8. Answer the questions about John's parents.

1. Are the Browns nice people?
2. Does John's dad play the piano or the guitar?
3. Where can Susan listen to his music?
4. John's mum is an eye doctor, isn't she?
5. How does she help Susan?



9. Talk with friends about your parents. Use:

My parents are My mum is She works in
She can My dad is He works in He can



10. Write about your parents in your family album.



Do it yourself! Make the parents' page for your family album.

Learn to talk about your grandparents

Word Box

sewing
cooking
shopping
carving

Communication Box

Really?
How old is ...?
Good for ...!

1. Look and say what these children's grandparents are busy doing.



carving



sewing



cooking



shopping

Example: *The boy's granddad is carving a horse.*



2. Listen and repeat.

LITTLE POLLY

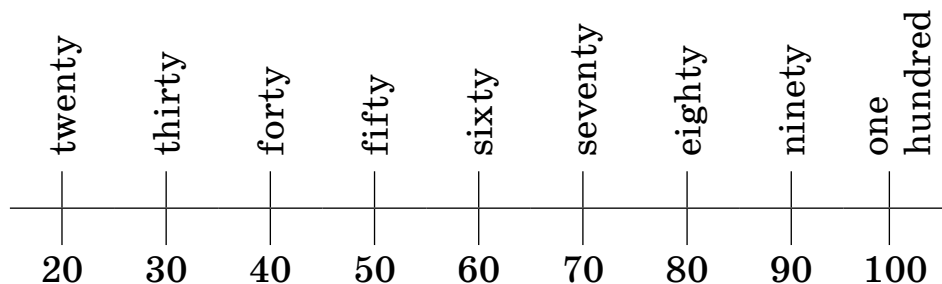
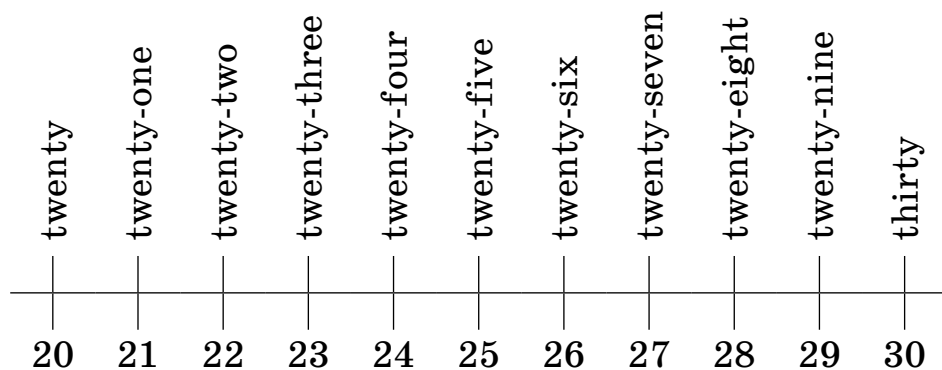
- Little Polly, little Polly,
Where are you going?
- I'm going to see my grandma.
She is fond of sewing.
- Little Polly, little Polly
How old is your grandma?
- She is just sixty,
and I am fast growing.



/əʊ/ – going, sewing, growing

/ŋ/ – going, sewing, growing

3. Look, match and say how old Polly's and your relatives are (p. 18).





Polly's mum

(32)

forty-one

seventy-three

thirty-two

fifty-six



Polly's dad

(41)



Polly's grandma

(56)



Polly's granddad

(73)

Example: *Polly's mum is thirty-two and my mum is...*



4. Listen and role-play.

Paul: Hi, Polly! Where are you going?

Polly: I'm going to my grandma. I want to help her.

Paul: What is she busy doing?

Polly: She is sewing a new dress for me. I'm fast growing, you know.

Paul: Really? And how old is she?

Polly: She is just sixty and my granddad is seventy-two. But they are full of life and energy.

Paul: Good for them!

Remember!

She is busy cooking.



5. Talk with a friend about your grandparents. Use:

Hi! Where are you going?

I'm going to _____. I want _____.

What is she/he busy doing?

She/he is _____. _____, you know.

She/he is just _____, but she/he is full of _____.

Good for _____!



On your own: Take your grandparents' photos and write how old they are and what they are busy doing.



Example: *This is my granddad. He is sixty-four. He is busy carving horses.*

6. Look and guess how Polly helps her grandparents.



Example: *I think Polly helps her grandma.*



7. Read and say why Polly likes to visit her grandparents.

ABOUT MY GRANDPARENTS

My name is Polly. I live with my parents in Liverpool. I often visit my grandparents who live nearby. My grandma is just sixty and my granddad is seventy-two, but they are full of life and energy. They are always busy cooking, cleaning, sewing or carving.



I like to help them. Sometimes I go shopping with my granddad or cook with my grandma. We have a good time together.

I love my grandparents dearly.

8. True or False?

1. Polly's grandparents live in Liverpool.
2. Polly's grandparents are over seventy.
3. Polly goes shopping with her grandma.
4. Polly's grandparents are busy gardening.
5. Polly doesn't like cooking.



9. Talk with friends about your grandparents. Use:

My grandparents live

My grandma is just

My granddad is

But they are full of

They are busy

My grandma likes

My granddad is fond of

I love ... dearly.



10. Write about your grandparents in your family album. Answer these questions.

Questions

1. Where do your grandparents live?
2. How old are they?
3. Are they full of life and energy?
4. What are they busy doing?
5. How often do you visit them?



Do it yourself! Make the grandparents' page for your family album.



LESSONS 1 2-14

Learn to talk about your sister or brother

Word Box

twin sisters/brothers
an only child
to look alike
fair/red/dark-haired
blue/brown/grey/green-eyed

Communication Box

Sure.
How lucky you are!
... , right?
Great!

1. Look and say if these brothers and/or sisters look alike.



red-haired



brown-eyed



dark-haired

Example: *These brothers look alike. They are red-haired.*



2. Listen and repeat.

ARE YOU SLEEPING?

Are you sleeping,
Are you sleeping?
Brother John,
Brother John?

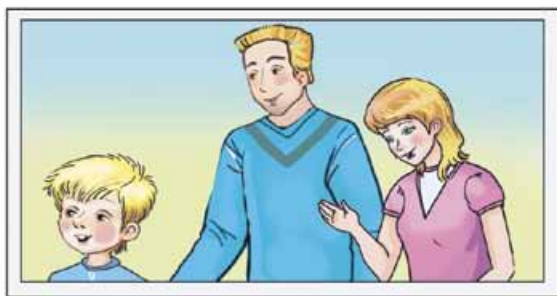


Morning bells are ringing,
Morning bells are ringing,
Ding-ding-dong,
Ding-ding-dong.

/ɪ/ – morning, ding, ringing

/ŋ/ – sleeping, dong, ding, morning, ringing

3. Look, match and say what these children look like.



twin brothers
an only child

dark-haired
to look alike

blue-eyed

Example: *These are twin-brothers. They look alike.*



4. Listen and role-play.

BIG BROTHER JOHN

Susan: I say, John, have you got any brothers or sisters?

John: Sure. I have got one brother and two twin sisters.
My brother is five and my sisters are only two.

Susan: How lucky you are. So you are big Brother John.
Do you look alike?

John: Yes, we are all fair-haired and blue-eyed.

Susan: Do you like to play with them?

John: Of course, I do. We often play hide-and-seek together. You haven't got any brothers or sisters, right?

Susan: Yes, I am an only child in the family. But I have got a lot of friends. We have a good time together.

John: Great!

Remember!

Have you got **any** brothers or sisters?
I haven't got **any** brothers or sisters.



5. Talk with a friend about your brothers and/or sisters.

Use:

I say, ____, have you got any ____?

Sure. I have got _____. My _____ is _____.

How lucky you are! You are _____.
Do you look alike?

Yes/no _____.

Do you like to _____?

Of course, I do. We often _____ together.
You _____, right?

Yes, I am _____. But I have got _____.
We _____ together.

Great!



On your own: Take your sister's/brother's photos and write what they look like.

6. Look and guess who is who in John's family.



7. Read and say what the children in John's family look like.



I have got a friend. His name is John. He is a nice, good-looking boy. John is not an only child in the family. He has got one brother and two twin sisters. John is eight



years old, his brother is five and his sisters are only two. So my friend is Big Brother John.

All the children in the family are good-looking. His twin sisters look very much alike. They are fair-haired and blue-eyed. But the brothers do not look alike: John is fair-haired and his brother is red-haired.

John adores his brother and sisters. He likes to play with them.

8. Answer the questions about John, his brother and sisters.

1. Is John an only child in the family?
2. How many sisters has he got?
3. Who is red-haired in his family?
4. Are John's twin sisters blue-eyed or brown-eyed?
5. The children are good-looking, aren't they?



9. Talk with friends about your brothers and/or sisters.

Use:

I have got

He/she is ... and

He/she is ... years old.

My ... and I look/do not look alike.

I adore

I like to ... with

We often ... together.



10. Write about your brother and/or sister in your family album. Use:

How many?

How good-looking?

How old?

How much alike?

How often?



Do it yourself! Make your brother's/sister's page for your family album.

LESSONS 15-17

Learn to talk about yourself

Word Box

forehead
curl
to help about the house
naughty
to water the plants
to sweep the floor

Communication Box

You look wonderful!
You are very kind.
Behave yourself!
Good girl/boy!

1. Look and say if these children are good or naughty.



to look after toys



to sweep the floor



to water the plants



to listen to his/her mum

Example: *The boy is naughty. He doesn't look after his toys.*



2. Listen and repeat.

LITTLE LIZZY

I know Lizzy, a little girl,
Who has got a little curl
right in the middle
of her forehead.
When she is good,
she is very, very good.
And when she is bad,
she is horrid.



/3:/ – girl, curl

/l/ – little, Lizzy, curl, girl, middle.

3. Look, match and talk about the girl.



to sweep the floor, a forehead, to water the plants, a curl,
to help about the house

Example: *The girl has a curl.*



4. Listen and role-play.

A GOOD GIRL

Paul: Hi, Lizzy, you look wonderful. I really like your
little curl right in the middle of your forehead.

Lizzy: Thank you, Paul. You are very kind.

Paul: What are you doing now?

Lizzy: I am looking after my toys.

Paul: Good girl! I know you help your mum about the house.

Lizzy: Sure I do. I usually water the plants and sweep the floor when my mum asks me to.

Paul: So, you always listen to your mother, don't you?

Lizzy: Most of the time!

Remember!

She **listens** to her mother most of the time.

She **looks after** her toys.



5. Talk with a friend about yourself. Use:

Hi, ____, you look _____.
I really like your _____.

Thank you, _____. You are _____.

What are you _____ now?

I am _____.

So you always ____, don't you?

Sure I do. I usually _____.

Good _____! I know you _____.

Most of the time!



On your own: Take your photo and write about yourself (p. 29).

Example: *I am Andrew. I am eight. I am fair-haired and blue-eyed.*



6. Look and guess what the girl often does at home.



Example: *I think the girl often waters the plants.*



7. Read and say when the girl is very good and when she is horrid.

A LITTLE GIRL WITH A LITTLE CURL

I know Lizzy, a little girl. She is very good-looking. She is grey-eyed and dark-haired. She has got a little curl right in the middle of her forehead.

Lizzy is a good little girl. She listens to her mother most of the time. When she is good, she is very, very good. She helps her mum about the house and looks after her toys. Then her mother says to her, "Good girl!"



Sometimes Lizzy is naughty. She doesn't listen to her mother. She doesn't want to read. She doesn't want to write. She cries and shouts. Then her mum says to her, "Behave yourself!"

8. True or False?

1. Lizzy is fair-haired.
2. She always listens to her mother.
3. Sometimes Lizzy is bad.
4. She doesn't want to learn.
5. Lizzy is a pretty girl.



9. Talk with friends about yourself. Use:

My name is
... years old.
I am ...-haired and ...-eyed.
I often
... most of the time.
Sometimes
Then my mum



10. Write about yourself in your family album. Use:

Your name?
Your age?
Your looks?
Your likes?
Your character?



Do it yourself! Make your own page for your family album.



Unit 2 All Day Long

LESSONS 21-23

Learn to talk about your morning time

Word Box

to change
to set the clock
to be late for sth
to be ready for sth
to help sb about the house

Communication Box

What time is it?
It is time to
What's your hurry?
It is my duty to

1. Look and say what time it is.



half past seven



eight o'clock



half past eight



nine o'clock

Example: *It is eight o'clock. It is time to go to school.*



2. Listen and repeat.



HICKORY, DICKORY, DOCK

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down!
Hickory, dickory, dock.

/ɒ/ – dock, clock

/ʌ/ – up, struck, one

3. Look, match and say when you usually do it.



to set the clock
to be ready for breakfast

to be late for school
to help sb about the house

Example: *I usually help my mum about the house on Saturday morning.*



4. Listen and role-play.

MORNING TIME TALK

Alex: Good morning, Helen. Where are you going?
What's your hurry?

Helen: Hi, Alex. I can't stop now. I'm going to be late.

Alex: Late for what?

Helen: Late for school.

Alex: Don't worry. Slow down, slow down. They changed from summer time to winter time yesterday. Winter is coming, and the days are getting shorter and darker.

Helen: Really? What time is it?

Alex: Everyone set the clock one hour back. So it's not half past eight now, it's just half past seven.

Helen: Thank you, Alex, so much!

Alex: Any time. Hickory, dickory, dock. The mouse ran up the clock ...

Remember!

Winter **is coming**.

The days **are getting** shorter and darker.



5. Talk with a friend about time. Use:

Good morning, ____! Where are you _____.
What's ____?

Hi, _____. I can't _____. I'm going to _____.

Don't worry. They _____ from _____ to _____.

Really? What time _____?

It's _____.

Late for _____?

Late for _____.

Thank you _____.

Any time.



On your own: Draw the clock and show your favourite morning time. Write 3–5 sentences about it.

Example: It is eight o'clock. It is my favourite morning time. It is time to go to school. I usually come to school at half past eight.



6. Look and guess when English children usually do this.



Example: I think English children usually go to school at



7. Read and say what these children have time for.

ABOUT MORNING TIME



I am William. I am an English schoolboy. Every morning I go to school. In England school begins at nine o'clock. At twelve o'clock I come home to eat. I go back to school at two o'clock. At half past five I come home from school.



I am Ginger. My mum says I'm a morning person. I like to get up early in the morning. I wash, clean my teeth, brush my hair and put on my sweater and jeans. I'm ready for breakfast at half past seven.



I am Joan. It is half past seven. I am helping my mum about the house. It is my duty to sweep the floor. Then it is time to go to school. I am not going to be late.

8. True or False?

1. William is a morning person.
2. Ginger has breakfast at seven o'clock.
3. Joan helps her mum about the house in the morning.
4. William's school begins at nine.
5. Joan is ready for school.



9. Talk with friends about your morning time. Use:

I am / am not a

I like / don't like to

At ... o'clock I am / am not ready for

Every morning I

Sometimes I am / am not late for

Then I



10. Write a list of things to do in the morning. Use:

7 o'clock. → It is time to get up.

Half past seven →

...

...



Do it yourself! Make a paper clock and colour your favourite morning time.

LESSONS 24-26

Learn to talk about your afternoon time

Word Box

housework
yard
to look after sth
to do the room
lawn
handicrafts

Communication Box

... is speaking.
I'm sorry I can't.
I prefer to
See you later,

1. Look and say what you can do in the afternoon.



to help in the yard



to do sth new



to look after
the toys



to make
a dress



to do
the room

Example: *I can help my granddad in the yard.*

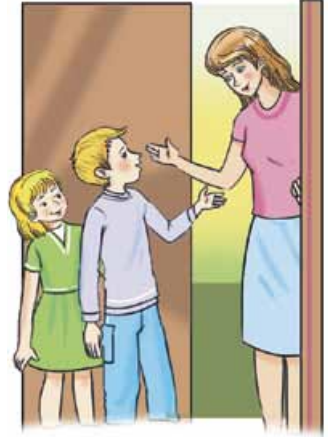


2. Listen and repeat.

MARY ANN

We have come for Mary Ann,
Mary Ann, Mary Ann,
We have come for Mary Ann,
Can she come out to play?

Mary Ann is sweeping,
Mary Ann is sweeping,
Mary Ann is sweeping,
She can't come out to play.



/æ/ – Ann, can

3. Look, match and say who can do that in your family.



housework

yard

to look after the lawn

handicrafts

Example: *I can look after the lawn in my family.*



4. Listen and role-play.

AFTERNOON TELEPHONE TALK

Andrew: Hello, Mary Ann. Andrew is speaking. Can you come out to play?

Mary Ann: Hi, Andrew. I'm sorry, I can't. I'm helping my mum about the house.

Unit 2

Andrew: Good for you! What are you doing?

Mary Ann: I'm sweeping the floor now. It's our house cleaning day.

Andrew: I don't like housework. I prefer to help my granddad in the yard.

Mary Ann: What is your duty?

Andrew: I must look after the lawn in front of our house. I'm going to do it now.

Mary Ann: I'm proud of you, Andrew. See you later in the afternoon.

Andrew: See you. Bye.



Remember!

I **am helping** my mum about the house **now**.

I **prefer** to help my granddad in the yard.



5. Talk with a friend about your other friends. Use:

Hello, ____, ____ is speaking. Can you ____?

Hi, _____. I'm sorry I can't. I'm _____.

Good for you! What are you _____?

I'm _____ now. It's _____.

I don't like _____. I prefer _____.

What is your _____?

I must _____.

I'm proud _____. See _____.

See _____. Bye!



On your own: Draw a picture of your afternoon time and write 3–5 sentences about it.

Example: *I like to help my mum about the house. It is my duty to do the room. I usually do it in the afternoon.*

6. Look and guess what these children know much about.



Example: *I think Polly has got international friends from*



7. Read and say what the children do in the afternoon.

JACK OF ALL TRADES

My name is Mary Ann. I have a friend, Andrew who is Jack of all trades¹. He is only eight but he can do a lot of good work. For example, he can help his granddad in the yard. He often watches DIY programmes on TV and knows much about handicrafts. I am very proud of him.

My mum says that I am good at housework. I usually help her to do the rooms. Every Wednesday we have a

¹ Jack of all trades – майстер на всі руки



house cleaning day. It is my duty to look after my toys and keep them in order.

Now it is late afternoon. Andrew is at my place. We are making a doll's house. We are enjoying it a lot.

8. Answer the questions about Polly and her international friends.

1. Who is Jack of all trades?
2. What good work can he do?
3. What is the girl good at?
4. When does she have a house cleaning day?
5. The children are playing now, aren't they?



9. Talk with friends about your afternoon time. Use:

I can I like I am good at I usually It is my duty to



10. Write a list of things to do on your house cleaning day. Use the plan.

Plan:

- | | |
|-------------------|----------------------------------|
| 1) My mum's duty: | 3) My dad's duty: |
| 2) My duty: | 4) My sister's / brother's duty: |



Do it yourself! Make a colourful picture of your home after a house cleaning day.

LESSONS 27-29

Learn to talk about your evening time

Word Box

cowboy's costume
to put the kettle on
to have tea
to have a problem with sth
to say goodnight

Communication Box

Make yourself at home.
Fantastic!
Surprise!
Oh my!

1. Look and say what different children can do in the evening.



to play on the
computer



to have tea

Example: Children can play on their computers or read books in the evening.



2. Listen and repeat.

POLLY PUT THE KETTLE ON

Polly put the kettle on.
Polly put the kettle on.
Polly put the kettle on.
We'll all have tea.

/ɒ/ – Polly, **on**
/p/ – **P**olly, **put**



3. Look, match and say what is fun to do in the evening.



a kettle
to say goodnight

to have tea
a cowboy's costume

Example: *It is fun to have tea together.*



4. Listen and role-play.

GOOD EVENING!

- Polly:** Good evening, Polly!
- Alex:** Good evening, Alex! Come in, please. Make yourself at home.
- Polly's Mother:** Polly, put the kettle on! We'll all have tea.
- Polly:** OK, Mum! Before tea is ready, what can I do for you, Alex?
- Alex:** I have a problem with this English story. Please help me.
- Polly:** With pleasure ... And now we can have fun. You put on this cowboy's costume and I will put on a doctor's white hat.
- Alex:** Fantastic!
- Polly's Mother:** Kids! Tea is ready!
- Polly:** Surprise!
- Polly's Mother:** Oh my!

Remember!

I **will** put on a doctor's white hat.



5. Talk with a friend about the news of the day. Use:

Good evening, _____. Come in, _____.
Make _____. What can I _____?

I have a problem with _____. Please, _____.

With pleasure. _____

Thank you so _____, _____!

Any time. And now we can _____. You _____,
and I will _____.

Fantastic!



On your own: Draw a picture of your evening time and describe it in 2-3 sentences.

Example: I like to read books in the evening. It is a lot of fun. I have a new adventure book. I am sure I will enjoy it.



6. Look and guess what Alex usually does in the evening.



Example: I think Alex usually ... in the evening.





7. Read and say if the boy's evening is the same every day.

AN EVENING EMAIL

Hey Polly,

Thank you so much for your help with my English story! I learnt a lot of new words from you. I enjoyed our game a lot. The tea was excellent. Your mum's pie tasted real good! It was such a special evening!

Usually in the evening I am at home. I play on my computer or read an interesting book. Then I brush my teeth, say good night to mum and dad and quickly fall asleep. It is the same every day.

What about you? What do you usually do in the evening?

Good night!

Alex

8. True or False?

1. Alex never has problems with his home tasks.
2. He usually stays at home in the evening.
3. His friend helped him.
4. The children played an interesting game.
5. Alex asks Polly some questions.



9. Talk with friends about you evening time. Use:

Usually in the evening I I ... or Then I But sometimes I enjoy My friend and I



10. Write your friend an email about your special evening. Begin with:

Hey, ... ,

I want to tell you about a very special evening. ...

What about you?

Good night!

...



Do it yourself! Make a picture about your evening time.



LESSONS 30-32

Learn to talk about your bedtime

Word Box

to be in bed
to feel sleepy
bedtime story
to promise
tonight
to go to bed in time

Communication Box

Very much the same.
Sleep tight!
Sweet dreams!

1. Look and say what children usually do at their bedtime.



to listen to
a fairy tale



to read
a story



to watch
a cartoon



to listen
to music

Example: *Children usually listen to a fairytale at their bedtime.*



2. Listen and repeat.

WEE WILLIE WINKIE

Wee Willie Winkie runs through
the town,
Upstairs, downstairs in his night-
gown.
Knocking at the window, crying
through the lock,



“Are the children in their beds, for now
It’s eight o’clock?”

/w/ – wee, Willie, winkie, window

/aʊ/ – town, gown, downstairs, now

3. Look, match and say what these children feel or do at eight o’clock.



to feel sleepy
to be in bed

a bedtime story
to go to bed in time

Example: It’s eight o’clock in the evening. This child feels sleepy.



4. Listen and role-play.

GOOD NIGHT!

Willie: I say, Jane, it’s eight o’clock. It’s bedtime, isn’t it?

Jane: Of course, it is. I feel sleepy.

Willie: Me, too. It was a busy day with me: I went to school, did my lessons, played football and what not. How was your day, I wonder?

Jane: Very much the same. I didn’t play football, of course, but I went to my dancing class. Now I’m ready for a bedtime story.

Willie: Are you going to read one?

Jane: Not tonight. My mum promised to tell me something special this time – about Wee Willie Winkie who runs through the town.

Willie: So good night, sleep tight!

Jane: Sweet dreams!

Remember!

My mum **promised to tell** me something special this time.
I **didn't play** football.



5. Talk with a friend about your bedtime. Use:

I say _____. It's _____ o'clock. It's _____, isn't it?

Of course, _____. I feel _____.

Me, too. It was a _____ day with me: _____.
How was your _____, I wonder?

Very much the same. I didn't _____, of course,
but I _____. Now I'm ready for _____.

Are you going to _____?

Not tonight. My _____ promised to _____.

Good night! Sleep tight!



On your own: Draw a picture of your favourite bedtime story and describe it.

Example: As for me, I like to listen to bedtime stories very much. My favourite bedtime story is Pinocchio. It is about ...



6. Look and guess what Jane still wanted to do when it was bedtime.



Example: *I think Jane still wanted to ...*



7. Read and say what helped Jane to go to bed in time.

A BEDTIME STORY FOR JANE



Once there lived a little girl, Jane, who didn't want to go to bed in time, even after a busy day. When it was bedtime, she still had so many things to do: cartoons, games, stories, or pictures.

One evening the girl's mum came into her room and said, "It's eight o'clock, dear. Time to go to bed." The girl wanted more time to play. But her mum said, "No more playing. Wee Willie Winkie is running through the town". And the bedtime story began ...

From that time on, the girl always went to bed in time, ready for another bedtime story.

8. Label the pictures.



Example: *It was bedtime.*



9. Talk with friends about your bedtime Use:

As for me,
 When it is bedtime, I
 I still have
 I want more time to
 But my mum says that it is time to
 She promises to
 So I am ready



10. Write a note to Wee Willie Wnkie. Use:

*Dear ... ,
 Thank you so much!
 Now it is ... o'clock. I am in bed.

 Good night, sleep*

Yours, ...



Do it yourself! Make a picture of Wee Willie Winkie.

LESSONS 33-35

Learn to talk about weekend fun

Word Box

puppet show
museum
to take sb for a drive
to play hockey
weekdays

Communication Box

What about ...?
Some other day, perhaps.

1. Look and say what these children usually do on weekdays and at the weekend.



to do the lessons



to help about
the house



to go to the park

Example: *Children usually do their lessons on weekdays. They can go to the park at the weekend.*



2. Listen and repeat.



JACK

All work and no play
Makes Jack a dull boy;
All play and no work
Makes Jack a mere toy.

/ɔɪ/ – boy, toy

/eɪ/ – play, makes

3. Look, match and say what you know about these children.



a puppet show

to take sb for a drive

a museum

to play hockey

Example: *My dad takes us for a drive on Sunday morning.*



4. Listen and role-play.

SUNDAY PLANS

Peter: I say, Mary, tomorrow is Sunday. What are you plans?

Mary: I'm going to do my lessons for next week and help my mum about the house.

Peter: What about the puppet show or a game of tennis?

Mary: I'm sorry I can't, Peter. Some other day, perhaps.

Peter: All work and no play makes Jack a dull boy, you know.

Mary: Oh no! What are you going to do tomorrow?

Peter: All kinds of fun: a video, tennis, the puppet show and the swimming pool. Sunday is time to play, isn't it?

Mary: Yes, but all play and no work makes Jack a mere toy, you know.

Peter: Oh, no!

Remember!

What are you going to do tomorrow?



5. Talk with a friend about your weekend plans.

I say, _____, tomorrow is _____. What are your plans?

I am going to _____ and _____.

What about _____ or _____ ?

I'm sorry I can't, _____. Some other _____.

All _____ makes _____, you know.

Oh, no!



On your own: Take a photo of your weekend fun and write 3–5 sentences about it.



Example: I have all kinds of fun at the weekend. I can watch a video, play tennis, go to the puppet show or the swimming pool. Sunday is time to play, isn't it?

6. Look and guess what Canadian children can do at the weekend.



Example: *I think Canadian children can play hockey at the weekend.*



7. Read and say how Jack works and plays at the weekend.

JACK'S WEEKEND

I am Jack. I live in Canada. I go to school on weekdays, but I have a weekend to myself. It starts on Friday afternoon and lasts till Sunday evening.

My typical weekend looks like this. On Friday evenings I can go to a museum. On Saturday mornings I usually play hockey with my friends, then in the afternoon, I do my lessons and help my parents about the house. My Sunday starts with a swim in the pool, then my dad takes us for a drive, with a quiet evening back home.



I try to work and play at the weekend. I don't want to hear from anyone that "All work and no play makes Jack (and I AM Jack, you know) a dull boy" or "All play and no work makes Jack (me!) a mere toy".

8. Read and choose.

1. Jack is from
 - a. Britain; b. Canada; c. the USA.

2. His weekend begins on
a. Friday; b. Saturday; c. Sunday.
3. Jack can visit ... on Friday evening.
a. the theatre; b. the cinema; c. a museum.
4. He does his lessons
a. on Friday afternoon; b. on Saturday afternoon;
c. on Sunday evening.
5. Jack's father takes him ... on Sunday.
a. to the pool; b. for a drive; c. to the farm.



9. Talk with friends about your typical weekend. Use:

I go to ... but I have ... to myself.
It starts on ... and lasts till
My typical weekend looks like
On Friday evenings
On Saturday mornings
My Sunday starts
I try ... at the weekend.



10. Write an invitation card to your friend. Begin with:

Dear ... ,

Tomorrow is What about ...

... .

... .

Yours,

...



Do it yourself! Make a front page for your invitation card.

Unit 3 My Home

LESSONS 39-41

Learn to talk about
the flat you live in

Word Box

floor
sitting room
bedroom
bathroom
nursery
kitchen

Communication Box

May I know why?
Unfortunately, ...

1. Look and say what there is in a house.



hall, sitting room, bedroom, bathroom, nursery, toilet,
kitchen

Example: *There is a big hall in the house.*



2. Listen and repeat.

LITTLE JACK SPRAT

- Little Jack Sprat
- Where is your flat?
- I live on the ground floor
- In the flat with a green door.

/æ/ – Jack, Sprat, flat

/ɔ:/ – floor, door



3. Look, match and say in what room the members of the family like to be.



a bedroom, a nursery, a kitchen, a sitting room

Example: *The little girl likes to be in her nursery.*



4. Listen and role-play.

JACK SPRAT'S FLAT

Bob: I say, Jack, what floor do you live on?

Jack: I live on the ground floor of a many-storeyed house.

Bob: Is your flat big or small?

Jack: Our flat is big and cosy. I like it a lot.

Bob: How many rooms are there in your flat?



Jack: There are three rooms, a kitchen, a hall and a bathroom in our flat. But my favourite room is a nursery.

Bob: May I know why?

Jack: Sure. There are many things I like to use every day: my books, my computer, my music centre and my toys. I spend most of my free time there.

Bob: I see.

Remember!

- How **many rooms are there** in your flat?
- There **are three rooms**, a kitchen and a bathroom in my flat.



5. Talk with your friend about your flat. Use:

I say _____, what floor do you live on?

I live on _____ floor.

Is your flat ____ or ____?

Our flat is _____ and _____. I like _____.

How many rooms _____?

May I know why?

There are _____, _____ and _____.
But my favourite room is _____.

Sure. There _____. I spend much of my
time _____.

I see.



On your own: Take (or draw) a picture of any room in your flat and write 3–5 sentences about it.

Example: This is a nursery. It is small, but very cosy. There are many toys in my nursery. I like to play there.

6. Look and guess what the girl didn't have in her old flat.



Example: I think the girl didn't have ... in her old flat.



7. Read and say why Kate likes their new flat.

Dear grandma,

I'm so happy to tell you that I like our new flat so much. It is bigger and cosier than our old flat.

Besides, there are four rooms in our new flat. One of them is mine! Isn't it great? Unfortunately, I didn't have my own room in the old flat. Now I spend most of my free time in this room drawing.

You know, granny, that painting is my greatest hobby. So I draw many pictures and put them on the walls of my room. There are pictures of our new house and flat too. It's a real display, my mum says. I am sending you the picture of my room. Write back and say if you like it.

Yours, Kate

8. Answer the questions.

1. Why is Kate so happy?
2. What does she think of their new flat?
3. How many rooms are there in her new flat?
4. What did Kate put on the walls of her room?
5. What picture is the girl sending to her grandma?



9. Talk with friends about your flat. Use:

I live on ... floor.
 There are ... in our flat.
 The rooms are
 ... is the biggest room.
 We like ... and ... there.
 But my favourite room
 There are/is ... in my room.
 I like ... and ... there.



10. Write about your flat for a class magazine. Use:

This is a hall ...
 This is our sitting room ...
 This is our kitchen ...
 This is our bathroom ...
 This is our bedroom ...
 This is our nursery ...



Do it yourself! Draw a plan of your flat.

LESSONS 42-44

Learn to talk about the room you live in

Word Box

furniture
in the middle of ...
carpet
on the right/left
sofa
bookcase

Communication Box

What about ...
Splendid!
As you see ...

1. Look and say where the furniture is.



on the left, on the right, a sofa, in the middle, a bookcase
Example: *On the left there is a sofa.*



2. Listen and repeat.

NICE BETTY BLOOM

Nice Betty Bloom
Is in her room,
With a carpet on the floor
And lace curtains on the door.

/u:/ – Bloom, room

/ɔ:/ – floor, door



3. Look, match and say what furniture there is in children's rooms.



a bookcase, a carpet, a sofa, a writing table, curtains

Example: *There is a carpet in the girl's room.*



4. Listen and role-play.

DISCUSSING YOUR ROOMS

Betty: This is my room, nice and cosy. Do you like it?

John: Of course, I do. I also have my own room and I like it a lot, too.

Betty: Glad to hear it. And what furniture is there in your room?

John: On the left of the room there is a bookcase. There are many interesting books in it.

Betty: No wonder, I know you are fond of reading. And what is there on the right?

John: On the right there is a writing table with a computer on it. Sometimes I play computer games.

Betty: I adore computer games. There is a computer on my table too, but the table is in the middle of the room. What about playing a new game?

John: Splendid!

Remember!

- **What** furniture **is there** in your room?
- On the left of the room **there is a** bookcase.
- **What is there** on the right?
- **There is a** writing table with a computer on it.



5. Talk with a friend about your rooms. Use:

This is my room, _____ and _____. Do you _____?

Of course, I do. I also have _____ and I _____.

Of course, I do. I also have _____ and I _____.

Glad to hear it. And what furniture _____?

Oh, on the left there is _____. There are _____.

No wonder. I know you _____ and what is there _____?

_____ there is a _____. Sometimes I _____.

I adore _____. There is _____ in my room too, but it is _____.

What about _____?

Splendid!



On your own: Take a picture of any room and write where the furniture is in it.

Example: *This is a sitting room. In the middle of the room there is a table. There are nice flowers on it. On the right there is a TV set ...*



6. Look and guess what Andrew saw on the walls of Tom's room.



Example: *I think Tom saw ...*



7. Read and say what Andrew liked about Tom's house.

TOM'S ROOM

I'm Andrew. I have an English friend. His name is Tom. I spent my last summer holidays at his place and I liked it a lot.

Tom's family has a big one-storeyed house. There is a nice green garden around it. In the middle of the garden there are some flowerbeds with beautiful roses. English people are so fond of gardening, you know.

Every member of the family has his/her own room. Tom's room is on the left. There is not much furniture in it: two beds, a writing table with a lamp on it and a bookcase full of books.

Tom is interested in sports. There are many pictures of famous English athletes on the walls of his room. He likes football and David Beckham is his favourite footballer.

There is a big poster with the athlete on the door of Tom's room. Near the window there is a big football board game¹ and we often played it in rainy weather. But when the weather was sunny we played football with Tom and his dad in the yard. As you see, there is much place to play everywhere. This is what I like most.

8. True or False?

1. Tom's family lives in a many-storeyed house.
2. English people are fond of gardening.
3. There is much furniture in Tom's flat.
4. There are many portraits on the walls of Tom's room.
5. Tom and Andrew played a football board game in Tom's room.



9. Talk with friends about your room. Use:

My room is

On the left there is/are

On the right there is/are

In the middle of the room there is/are

I like to

On the walls

You can also see ... in my room.

I often



10. Write about your room to your international friend. Use:

On the left ...

On the right ...

In the middle ...

On the walls ...

On the table ...



Do it yourself! Draw your own room for Tom.

¹ board game – настільна гра



Unit 4 My School

LESSONS 48-50

Learn to talk about things to do at school

Word Box

to work on the computer
laughter
question mark
computer lab
to find information

Communication Box

Both.
Same with me.
I know what you mean.

1. Look and say what things you like to do at school.

to draw



to write



to read



to work on the computer

Example: *I like to draw at school.*



2. Listen and repeat.



A PEN AND A PENCIL

Peter has a pencil,
Peter has a pen.
He draws with his pencil
And writes with his pen.

/p/ – Peter, pencil, pen

/e/ – pencil, pen

3. Look, match and say where these children study.



a question mark
to work on the computer

laughter
a computer lab

Example: *The teacher is talking to the boy with laughter.*



4. Listen and role-play.

A PEN OR A PENCIL?

Mary: I say, Peter, have you got a pen or a pencil?

Peter: Both. I draw with my pencil and write with my pen. Why do you ask, Mary?

Mary: I am going to write down my home task.

Peter: Here is the pen for you, and I will use the pencil.

Mary: Thank you, Peter. I know you are always ready to help.

Peter: Any time. I like school very much. I love to do different things at school: to read, to write, to draw and what not. But working on the computer is my favourite.

Mary: Same with me. I also enjoy questions and answers. I want to know more and more.

Peter: I know what you mean. I ask very many questions, too. My teacher once said with laughter, "Peter, don't ask so many questions, or you will turn into a question mark."

Mary: How? When? Where? Why?

Remember!

Don't ask so many questions.



5. Talk with a friend about things to do at school. Use:

I say _____, have you got a _____ or _____?

Both. I _____ with _____ and _____.

Why do you _____, _____?

I'm going to _____.

Here is _____ for you, I will use _____.

Thank you, _____. I know you are always _____.

Any time. I like _____ very much. I love _____.
But _____ is my favourite.

Same with me. I also enjoy _____.

I know what you mean.



On your own: Take your pencil-box and write 3–5 sentences about it.

Example: This is my pencil-box. It is small and nice. There I have all the school things, such as pencils, pens, erasers, a ruler and others.



6. Look and guess how English children do their home tasks at school.



Example: I think English children do their home tasks ...



7. Read and say what kind of pupil Peter is.

PETER AT SCHOOL

Peter is an English boy. He lives with his parents in Norwich.

Peter goes to Blue Bell Primary School¹. He likes his school very much. He loves to do different things at school: to read, to write, to draw and what not. But working on the computer is his favourite. He can type his home tasks, do projects

and find new information for his lessons in the school computer lab.



¹ Primary school – початкова школа

Besides, Peter enjoys questions and answers. He asks questions about seasons and weather, sport and games, books and films and what not. He wants to know more and more. His teacher once said with laughter, “Peter, don’t ask so many questions, or you will turn into a question mark.” Peter thought a little, and then again asked a question, “But tell me, please, how can I hold the dot¹?”

8. True or False?

1. Peter is a primary school pupil.
2. He adores school.
3. He doesn’t like to work on the computer.
4. Peter asks questions about everything.
5. His teacher gave him a question mark.



9. Talk with friends about the things you do at school. Use:

As for me,
 I like ... very much.
 I love
 ... is my favourite.
 I can
 Besides,
 I want



10. Write a short letter about your school for a children’s magazine. Use:

What?
 When?
 Where?
 Who?
 How?



Do it yourself! Make a picture of your school for this children’s magazine.

¹ To hold the dot – утримувати крапку

LESSONS 5 1-5 3

Learn to talk about your English lesson

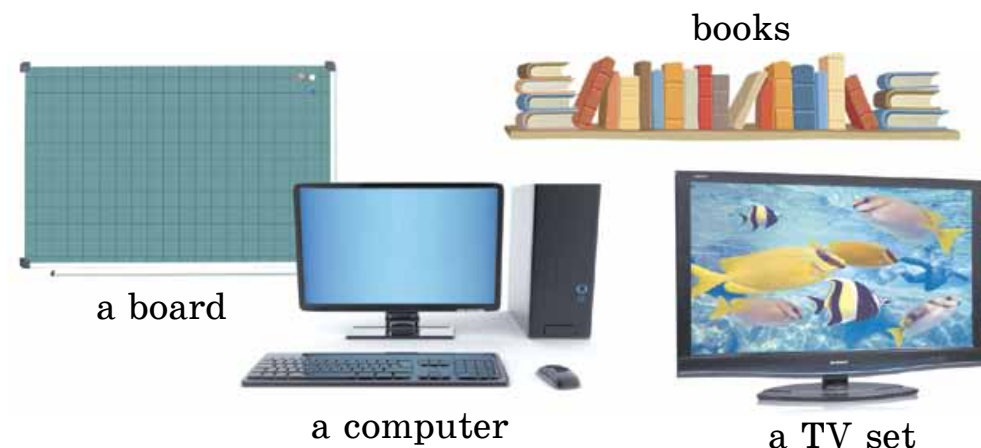
Word Box

language school
to have a meeting
cartoon
to try hard
parrot

Communication Box

For example, ...
Perhaps I can't.

1. Look and say what you can see in the English classroom.



Example: *I can see a computer in the English classroom.*



2. Listen and repeat.



I LOVE ENGLISH

I can read, and I can write,
I can speak English, too.
I love learning English.
And what about you?

/u:/ – too, you

/i:/ – read, speak

3. Look, match and say how these children learn English.



a language school
a cartoon

to have a meeting
to try hard

Example: *The boy is watching a cartoon at his English lesson.*



4. Listen and role-play.

DO YOU SPEAK ENGLISH?

Ann: Hey, Nick. Do you speak English?

Nick: Don't you know? I go to the best language school in our town.

Ann: Please help me out! We are having a meeting with an international guest in our class today, Ron Wright. He is from Britain. But we all study French, you know.

Nick: Perhaps, I can't. I can speak English, but not very well yet.

Ann: Yes, you can! Please come to my French classroom at two o'clock if you can.

Nick: OK, I will. I know where it is – to the left of the computer lab, right?

Ann: Exactly. Thank you so much!

Remember!

We are having a meeting with an international guest in our class today.



5. Talk with your friend about learning English. Use:

Hey _____. Do you _____?

Don't you know? I go to _____.

Please help _____. We are having _____ today.
But we all _____.

Perhaps, I can't. I can _____,
but not _____ yet.

Yes, you can! Please come _____ if you can.

OK, I will. I know where _____, right?

Exactly. Thank _____.



On your own: Take a picture of your English classroom and describe it.



Example: This is my English classroom. It is to the left of the computer lab. We do a lot of interesting things at our English lessons there. ...

6. Look and guess what children like to do at the English lesson.



Example: *I think children like to ... at the English lesson.*



7. Read and say who helps Nick to learn English.

AT THE ENGLISH LESSONS

My name is Nick. I live in Ukraine. I am a pupil of the best language school in my town. I like to learn English a lot. I can read, and write, and speak English, but not very well yet.

We do so many interesting things at the English lessons.

For example, we watch cartoons, read fairy tales and write letters and greeting cards. I try hard to talk with my classmates in English.

Dolly likes to learn English, too. Dolly is a nice, big parrot. It lives in my classroom. All the children look after Dolly. The parrot can say some English words. When any child says, "I can't" at the English lesson, Dolly says, "Yes, you can! Yes, you can!" It helps us to learn better. Isn't it funny?!



8. Read and choose the correct answer.

1. What school does Nick go to?
 - a. language school; b. grammar school;
 - c. public school.

2. How does he speak English?
 - a. very well; b. not very well; c. very little.
3. What does he NOT do at his English lessons?
 - a. reading; b. writing; c. speaking Ukrainian.
4. What does Nick learn to write?
 - a. novels; b. letters; c. poems.
5. Who helps him to learn English?
 - a. a dog; b. a fish; c. a bird.

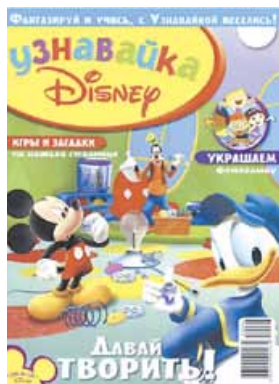


9. Talk with your friends about your English lessons. Use:

I go to ... school.
 I like to learn
 I can ... , but not
 We do
 For example,
 I try hard to
 ... helps us to learn better.



10. Write about your English lesson for the children's magazine. Use:



This is the school I go to.

And this is my English classroom.



Do it yourself! Draw a picture of your English classroom for your class magazine.



LESSONS 54-56

Learn to talk about school books

Word Box

reader (person)
reader (book)
information
fact
bookshelf
to be full of sth

Communication Box

I am writing to tell you ...
First ... , then
... such as

1. Look and say what these school books are about.



Ukrainian



Maths



English



Nature
Study

Example: *This school book is about Ukrainian.*



2. Listen and repeat.

MY BOOKS

We are good friends,

My books and I.

We have such fun,

My books and I.

We are good friends.

Can you say why?

/ʊ/ – good, books

/ʌ/ – such, fun



3. Look, match and say where you can see them in your school.



bookshelf

reader (book)

reader (person)

facts

Example: *I can see a bookshelf in my English classroom.*



4. Listen and role-play.

SCHOOL BOOK TALK

Helen: I say, Jack, what were you reading yesterday when I saw you in the school library?

Jack: I was reading a book about animals for my project in Nature Study.

Helen: Was it a school book?

Jack: First I read the school book and then I looked for more information in other books, too. I found a lot of interesting facts about animal life in a desert. What did you do in the library?

Helen: I took a book for my English lesson.

Jack: Wow! What kind of book did you take?

Helen: It's an English reader. It is full of adventure stories. I was reading a story by Stevenson the whole evening yesterday.

Jack: Good for you! We read and learn, don't we?

Helen: Sure.

Remember!

What **were** you **reading** yesterday **when I saw** you in the school library?

I was reading a story by Stevenson **the whole evening yesterday**.

I / He / She
We / You / They

WAS
WERE

read+ING
do+ING



5. Talk with your friend about your school books. Use:

I say _____, what were you reading
when _____?

I was reading _____ for _____.

Was it a _____ book?

First I read _____ and then _____. I found _____.
What did you _____?

How many rooms _____?

I took _____ for _____.

Wow! What kind of _____?

It's a _____. It is full of _____.
I was reading _____ the whole _____.

Good for ____! We _____ and _____, don't we?

Sure.



On your own: Take (or draw) a school book and write 3–5 sentences about it.

Example: This is my school book in Ukrainian. It is full of interesting facts. I can read them and learn a lot about my native language.

6. Look and guess where the girl can read books.



Example: I think the girl can read books in



7. Read and say if Helen is a great reader.

Dear Reader's Magazine,

I'm writing to tell you that I adore reading. I read all kinds of books: school books, story books, readers, fairy tales and what not.

School books come first in my list. I have got a lot of them. They are in different school subjects such as Ukrainian, Maths, English, Nature Study and others. They are full of interesting information. I can read and learn a lot about words, numbers, animals and plants.

There is a very good library in our school. I am a regular reader there. I often take books from

the library and read them at home. I was reading an adventure story by Stevenson the whole evening yesterday!

*Yours,
Helen*

8. Answer the questions.

1. What is Helen writing about?
2. What books does she read?
3. What can she learn from school books?
4. Is there a library in her school?
5. What was she doing the whole evening yesterday?



9. Talk with friends about your school books. Use:

I adore
 I read ... and what not.
 School books come
 They are in ... , such as
 They are full of
 I can read and learn a lot about
 I am a ... of our school library.
 I often take ...
 I was reading ... the whole evening



10. Write about your school books for a reader's magazine. Use:

My Ukrainian school book.
 My English school book.
 My school book in Maths.
 My school book in Nature Study.
 My reader.
 My



Do it yourself! Draw your bookshelf and label the school books on it.

LESSONS 57-59

Learn to talk about your class

Word Box

grade
class
this year
take sb for an outing
to move away

Communication Box

Isn't it amazing?
I'll try!
Can you imagine?

1. Look and say what classmates can do together in this classroom.



to read, to learn, to do homework, to listen to stories,
to play, to talk

Example: *Classmates can read together in this classroom.*



2. Listen and repeat.

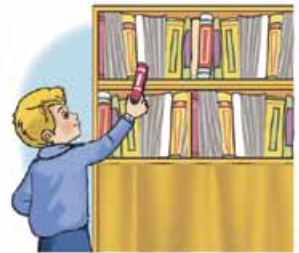
HOW MANY PUPILS?

Our class has two Bellas,
Two Jims and two Stellas,
Three Anns and three Dicks,
Five Kates and four Nicks,
Six Sams and eight Bills,
Five Nells and two Jills,
But we have only one Paul.
Can you count them all?

/e/ – Bellas, Stellas, Nells

/ɪ/ – Jims, Dicks, Nicks, Bills, Jills, six

3. Look, match and say what you know about these children.



grade, to move away, class, outing, classroom

Example: *These children are in the same class.*



4. Listen and role-play.

CLASS TALK

Nell: Look, Paul, this is our classroom. Please, meet my classmates.

Paul: With pleasure. Hello, everyone! My name is Paul. I'm going to be a new pupil in your class. I was studying in another town from Grade One to Grade Three.

Nick: Hello, Paul! Nice to meet you. I'm Nick.

Kate: And I'm Kate. Nice to meet you, Paul.

Paul: Nice to meet you, Nick. Nice to meet you, Kate. Please tell me about your ..., sorry, our class.

Nell: Our class is very friendly. We all like to learn. We are fond of reading and sports.

Paul: I'm glad to hear that! Our interests are alike.

Nell: And now – surprise! Our class has two Bellas, two Jims and two Stellas, five Kates and four Nicks.

Paul: Isn't it amazing?

Nick: And now we have only one Paul.

Kate: Can you count us all?

Paul: I'll try! ... Seventeen?

Nell: Exactly!

Remember!

– I **was studying** in another town **from** Grade One **to** Grade Three.



5. Talk with a friend about your class. Use:

Look, _____. This is our _____. Please meet _____.

With pleasure. Hello, _____! My name is _____. I'm going to _____. I was studying _____ from _____ to _____.

Hello, _____. Nice to _____. I'm _____.

Nice to _____, _____. Please, tell me about _____.

Our class is _____. We all like _____. We are fond of _____.

I'm glad to hear that. Our interests are ____.

And now – surprise! Our class has _____!

Isn't it amazing?



On your own: Take a picture of your class and write 3–5 sentences about it.

Example: Please meet my class. These are all my classmates. Our class is very friendly. We all like to learn. We are fond of reading and sports. ...



6. Look and guess what classmates can do together.



picnicking



a trip



games



a home task

Example: I think classmates can ... together.



7. Read and compare Paul's old and new classes.



MY NEW CLASS

Part One

I'm Paul. I am a pupil of Grade Three now. I was studying in another town from Grade One to Grade Three. My class had twenty-five pupils. We were all great friends. We often helped each other with home tasks and played games together. Our teacher took us for an **outing**¹ on every holiday when the weather was fine. I felt so unhappy when my parents told me about moving away.

Part Two

So I am in a new class this year. Fortunately, the children are all very friendly. They like to learn. They are fond of reading and sports. Our interests are alike.

We are seventeen altogether. Can you imagine? We have two Bellas, two Jims and two Stellas, five Kates and four Nicks. And now we have only one Paul. It's me!

¹ outing – пікнік

I still miss my old classmates a lot. But I really enjoy meeting new people and making new friends in my new school.

8. True or False?

1. Paul's old class was bigger than the new one.
2. The children had a lot of fun together.
3. Paul was happy to move away.
4. He and his new classmates have the same interests.
5. Paul likes his new class a lot.



9. Talk with your friends about your class. Use:

I am studying in

My class has

Fortunately, my classmates are

We are

We like to

We are fond of

Our interests are ...

We often

Our teacher takes us for ... on every holiday.

I enjoy



10. Write about your class for your school newspaper. Use:

What grade?

How many?

What names?

What interests?

How friendly?

How happy?



Do it yourself! Draw a badge for your class and describe it.

Unit 5 Mealtime

LESSONS 63-65

Learn to talk about your meals at home

Word Box

sandwich
cheese
sausage
butter
yoghurt
biscuits

Communication Box

As a rule, ...
Same with me.
Maybe ...
Tastes differ.

1. Look and say what food children like to eat.



a cheese sandwich



yoghurt



porridge



a sausage sandwich



a butter and jam sandwich



sweets



biscuits

Example: *Some children like to eat cheese sandwiches.*



2. Listen and repeat.

LITTLE TOMMY TUCKER

Little Tommy Tucker,
Sings for his supper:
What shall we give him?
White bread and butter.

/ʌ/ – Tucker, supper, butter

/w/ – what, we, white

3. Look, match and say what these children have for breakfast or supper.



sausage sandwiches
yoghurt
porridge

biscuits
butter and jam sandwiches
butter and cheese sandwiches

Example: *The girl is having porridge for breakfast.*



4. Listen and role-play.

BREAKFAST AND SUPPER TALK

Ann: I say, Tommy Tucker, how many meals have you got a day?

Tommy: As a rule, I have three: breakfast in the morning, dinner in the afternoon and supper in the evening. What about you?

Ann: Same with me. We have breakfast and supper at home. Usually we have porridge for breakfast. My mum says it's useful for health.

Tommy: Maybe, but I don't like porridge. I prefer sandwiches and tea to porridge in the morning.

Ann: Tastes differ. In my family we have sandwiches for supper. Mum says we mustn't eat much before going to bed.

Tommy: Right. My supper is yoghurt and biscuits.

Ann: I see.

Remember!

- My mum says porridge is **useful for health**.
- I **prefer** sandwiches and tea **to porridge** in the morning.



5. Talk with a friend about your breakfast and supper.

I say _____, how many meals _____?

As a rule, I _____. And you?

Same with me. We have _____ for breakfast.
My mum says _____.

Maybe, but I don't like _____. I prefer _____
to _____ in the morning.

Tastes differ. In my family we _____ for supper.
Mum says we mustn't _____ before going to bed.

Right. My supper _____.



On your own: Find a picture of your favourite food and write about it.

Example: As for me, I like butter and jam sandwiches. As a rule, I have them for breakfast with tea. I make my sandwiches myself. I like them a lot.



6. Look and guess what food the boy's pets like for breakfast.



Example: I think the boy's pets like ... for breakfast.



7. Read and say why the boy likes his family supper.

FAMILY MEALS

It is breakfast time. My family is at the table. My mum made different sandwiches. There are cheese sandwiches, meat sandwiches, butter and jam sandwiches. There is also tea and coffee on the table. My favourite is a butter and jam sandwich and I have it with tea.

Then I fix breakfast for my pets. My cat has milk for breakfast and my dog prefers sausage to milk. Tastes differ, you know.

In the evening, when all the family gathers, my mum cooks supper. Usually, it is a big meal for my dad. He has sausage or meat and vegetables for supper. He is hungry after his working day. As for me, I adore yoghurt



or milk and some biscuits for supper. It is the same with my sister. But we are happy to sit at one supper table, and talk, and talk.

8. Read, choose and complete.

1. The boy's favourite sandwich is a
a. cheese sandwich; b. butter and jam sandwich;
c. meat sandwich.
2. There is also ... on the breakfast table.
a. milk and tea; b. coffee and milk;
c. tea and coffee.
3. The boy's dog prefers ... for breakfast.
a. sausage to milk; b. bread to sausage;
c. porridge to tea.
4. As a rule, the boy's ... has a big supper.
a. mum; b. dad; c. sister.
5. The boy's family like ... at their supper table.
a. to sing; b. to talk; c. to watch TV.



9. Talk with friends about your breakfast and supper. Use:

As a rule, ... for breakfast. Sometimes we have
My mum says I prefer ... to ... for breakfast. For
supper My favourite supper food



10. Write about your breakfast and supper for your cookery book. Use:

As a rule ...

As for my supper ...



Do it yourself! Make a front page for your cookery book.

LESSONS 66-68

Learn to talk about your meals at school

Word Box

canteen
to be hungry
to be thirsty
potatoes
cutlets
macaroni

Communication Box

Enjoy your meal!
As you see,

1. Look and say what children can eat at a school canteen.



potatoes



soup



cakes



cutlets



vegetables



macaroni



fruits



pies

Example: *Children can eat soup at the school canteen.*



2. Listen and repeat.

THE GINGERBREAD MAN

Smiling girls, rosy boys,
Come and buy my little toys;
Monkeys made of gingerbread,
And sugar horses painted red.

/ɔɪ/ – boys, toys

/e/ – gingerbread, red

3. Look, match and say what these children are having for dinner.



cutlets, soup, vegetables pies, macaroni, potatoes

Example: *The girl is having fish soup for dinner.*



4. Listen and role-play.

ENJOY YOUR MEAL!

Peter: It's dinner time. I'm very hungry. What about you, Ann?

Ann: I'm not hungry. I'm just thirsty but let's go to our school canteen together.

Peter: Oh, we have mushroom soup today. I like it a lot.



Ann: It's also my favourite kind of soup. We gather mushrooms in the forest in autumn and my grandma can cook the tastiest soup.

Peter: Oh, your grandma knows much about cooking, doesn't she?

Ann: So she does. And what else are you going to eat?

Peter: There are cutlets with baked potatoes. They are to my taste.

Ann: Enjoy your meal, Peter. And I want to have some mineral water.

Remember!

- Oh, your grandma **knows much about cooking**.
- Cutlets and potatoes **are to my taste**.



5. Talk with a friend about dinner at your school canteen.

It's dinner time. I'm _____. And you _____?

I'm not _____, I'm just _____. But let's _____.

Oh, we have _____ today. I like _____.

It's also _____.
My _____ cooks the tastiest _____.

Maybe, but I don't like _____.
I prefer _____ to _____ in the morning.

Your _____ knows _____ doesn't she?

So she does _____ and what else _____?

There is _____ and _____ to my taste.

Bon appetit, _____. And I want _____.



On your own: Take pictures of food you can eat at your school canteen and write 3–5 sentences about it.

Example: We can have cutlets with macaroni in our school canteen. They are to my taste. I like them a lot.



6. Look and guess what the girl likes most of all in her school canteen.



Example: I think the girl likes ...



7. Read and say who knows much about cooking.

OUR SCHOOL CANTEEN

Look at the picture. This is our school canteen. As you see, it is nice and cosy. There are many pictures on the wall and there are flowers on the tables. The cooks are very good and kind.



As all the members of my family are busy on week days, we don't have dinner at home. As a rule, I have dinner in my school canteen. I often have vegetable or fish soup, meat or cutlets with potatoes.

But most of all I adore school pies. I think our school

cooks know much about baking. Their apple pies are to everybody's taste. Sometimes I take some of them home and my grandma says that they are even better than hers. There is also a small buffet in the canteen. If school children are thirsty, they can buy fruit juice, tea or mineral water there. I like our school canteen. Do you?

8. Answer the questions.

1. Where does the girl have dinner?
2. Why doesn't she have it at home?
3. What does the girl have for dinner at the school canteen?
4. What is her favourite dish?
5. Where can schoolchildren buy fruit juice or mineral water?



9. Talk with friends about your school canteen. Use:

Our school canteen is
 There are ... on the walls.
 There are ... on the tables.
 As a rule, I have
 Sometimes I have
 ... to my taste.
 ... know much about
 I like



10. Write about your dinner in a school canteen for your cookery book.



I have my dinner in my school canteen
 As you see,



Do it yourself! Draw a picture of your school canteen.

LESSONS 69-71

Learn to talk about Ukrainian food

Word Box

fried eggs
sour cream
vegetable/fruit
salad
Ukrainian borsch
surprise

Communication Box

I'm glad you like it.
I believe ...
I'm proud to say that ...

1. Look and say what food is popular in Ukraine.



borsch



pizza



sour cream

vegetable
salad

varenyks



pie



pancakes



fried eggs

Example: *I think borsch is popular in Ukraine.*



2. Listen and repeat.

JANE TRENCH

My friend Jane Trench
Sat on a bench,
Eating some peaches and cream;
There came a grasshopper
And tried hard to stop her;
But she said: "Go away, or I'll scream!"

/tʃ/ – Trench, bench, peaches

/i:/ – eating, peaches, cream, scream

3. Look, match and say what food these Ukrainian children like.



vegetable/fruit salad, Ukrainian borsch, pancakes, fried eggs, varenyks, ice cream

Example: *Some Ukrainian children like fruit and vegetable salads.*



4. Listen and role-play.

UKRAINIAN FOOD TALK

Nelly: I say, Jane Trench, do you like Ukrainian food?

Jane: I do. It's very unusual to me but tasty.

Nelly: Unusual? What surprised you so much, I wonder?

Jane: I believe, you like flour food, like varenyks, pancakes, pies and cakes. I prefer different fruits to such food.

Nelly: We also like fruit salads and fruit pies. Ukraine is rich in fruit, you know.

Jane: So it is. Ukrainian borsch is to my taste.

Nelly: I'm glad you like it. It tastes better with sour cream. Do you want to try?

Jane: I'd love to.

Nelly: Come to my place on Sunday. My grandma is going to cook her famous Ukrainian borsch.

Remember!

- Ukraine is **rich in fruit**.
- It **tastes** better **with** sour cream.



5. Talk with a friend about Ukrainian food. Use:

I say _____, do you like _____?

I do. It is _____, but _____.

_____? What surprises you _____, I wonder?

_____ I believe Ukrainians like _____, and
I prefer _____ to such food.

We also like _____. Ukraine is rich in _____,
you know.

Maybe, but I don't like _____. I prefer _____
to _____ in the morning.

So it is. _____ is to my taste.

I am glad you like it. It tastes better with _____.
Do you want to try?

I'd love to.

Come to my place _____. My mum _____.



**On your own: Take a photo (picture)
of your favourite Ukrainian food and
write 3–5 sentences about it.**

*Example: I like Ukrainian food.
Vegetable salad is my favourite dish. It
tastes better with sour cream ...*



vegetable salad

6. Look and guess what foreign guests like to eat at “Ukrainian Hata”.



Example: *I believe foreign guests like ...*



7. Read and say what Oksana's dream is.

UKRAINIAN HATA

My name is Oksana. I live in Ukraine and as all Ukrainians, I like Ukrainian food. To me, it is the tastiest.

I'm proud to say that my mum is good at cooking. She can cook soup, meat and vegetables well. But her Ukrainian food is very popular in our town.

My mum is a cook at a café “Ukrainian Hata”. She knows much about cooking. Foreign guests often come to her café. They adore my mum's Ukrainian borscht. They say it tastes better with pumpushka.



As for me, I like varenyks very much. Varenyks with sour cream are to my taste. I'm glad to tell you that my dream is to become a cook like my mum.

8. True or False?

1. Oksana's mum is a cook.
2. Oksana's mum works at a café “Ukrainian Hata”.

3. Foreign guests like varenyks.
4. As for Oksana, she adores Ukrainian borsch.
5. Oksana's dream is to become a good cook.



9. Talk with friends about Ukrainian food. Use:

Ukraine is rich in
Many people like
As for me, I adore
It tastes better with
... knows much about cooking.
... is/are to everybody's taste.
I'm proud to say that



10. Write about Ukrainian food for your cookery book. Use:

Ukrainian Food

Ukrainian food is popular with many people ...



Do it yourself! Make a menu card for the café "Ukrainian Hata".

LESSONS 12-14

Learn to talk about English food

Word Box

cornflakes
toast
marmalade
bacon
cream
lunch

Communication Box

Is it so?
By the way, ...
That's right.

1. Look and say what food English children adore.



cornflakes



porridge



bacon



toasts



marmalade



cream

Example: *I think English children like cornflakes.*



2. Listen and repeat.

ROBBIN THE BOBBIN

Robin the Bobbin,
the big-bellied Ben,

He ate more meat
than four big men.

/b/ Robin, Bobbin, Ben, big, big-bellied

/e/ Ben, ate, men

3. Look, match and say what food these English children are having.



cornflakes with milk
bacon and eggs
porridge

cream tea
toasts and marmalade

Example: *The children are eating cornflakes with milk.*



4. Listen and role-play.

ENGLISH FOOD TALK

Andrew: Robin the Bobbin, what do English children eat for breakfast?

Robin the Bobbin: It depends. Some children enjoy porridge, some – cornflakes with milk or bacon and eggs.

Andrew: And what about dinner? Do you have it in the school canteen?

Robin the Bobbin: No. English children have a bite at school. Their parents give them fruit and biscuits or sandwiches. They have dinner at home with their family.

Andrew: They say that English people like tea. Is it so?

Robin the Bobbin: That's right. Usually we have cream tea in the afternoon. We also call it white tea.

Andrew: I am also a “tea person” but I prefer tea with lemon to white tea.

Robin the Bobbin: By the way, it’s four o’clock. It’s just the time for tea.

Remember!

- English children **have a bite** at school.
- **It’s just the time for tea.**



5. Talk with a friend about English food. Use:

_____, what do _____ for breakfast?

It depends. Some children have _____,
some _____, _____.

And what about dinner? Do you have _____?

No. English children have _____.
Their parents _____. They have _____.

They say, _____. Is it so?

Maybe, but I don’t like _____. I prefer _____
to _____ in the morning.

I’m also _____. But I prefer _____ to _____.

That’s right. Usually we call it _____.

By the way, it’s _____. It’s just the time _____.



On your own: Find a picture of English food popular in Ukraine and write 3–5 sentences about it.

Example: Cornflakes are also popular in Ukraine. Some children like it with milk. But I eat them with jam.



6. Look and guess what English food the girl liked most of all.



Example: I think the girl liked ...



7. Read and say what Oksana learnt about food in England.

Dear Mum,

I am in London now. I live at my friend's place and learn much interesting there. Most of all I like English food.

Usually they have four meals a day: breakfast, lunch, tea and dinner. In Ukraine we have dinner at two o'clock. English people call it lunch. They have dinner at 7 o'clock, when we have supper. Isn't it interesting?

I like English white tea with toasts and marmalade. It is really to my taste. By the way, mum, do you know that English children also adore sandwiches? I learnt how to make new sandwiches.

I can make them for my friends. That's all for now, mum.

*Yours,
Oksana*

8. Read, choose and complete.

1. Oksana lives at her ... place.
a. friend's; b. grandma's; c. English teacher's.
2. English people have ... meals a day.
a. three; b. four; c. five.
3. At 7 o'clock English people have
a. lunch; b. dinner; c. tea.
4. Most of all Oksana liked
a. tea with toasts and marmalade;
b. bacon and eggs;
c. cornflakes with milk.
5. Oksana learned how
a. to cook dinner; b. to bake a pie;
c. to make new sandwiches.



9. Talk with friends about English food. Use:

They have For breakfast English people Sometimes they can at school. The parents give children at home. ... is popular in England. I believe



10. Write about English food for your cookery book.

English people have four meals a day.

...

White tea is popular in England ...

I like English food.



Do it yourself! Make a menu card of the English food for your Ukrainian friend.

Unit 6 Holidays and Traditions

LESSONS 78-80

Learn to talk about your favourite holiday

Word Box

to celebrate
to invite
to present
balloon
to decorate

Communication Box

Thanks again.
Thank you for the
invitation.
First of all, ...

1. Look and say what children usually do before their birthday.



to invite



to buy presents



balloons, to decorate



to bake a birthday cake



to cook tasty food

Example: *I usually invite friends for my birthday.*



2. Listen and repeat.

BIRTHDAY CAKES

Birthday cakes, birthday cakes,
One for Peter and one for Paul,
An apple, a pear, a plump or
a cherry,
And a good present to make
us merry.



/ɔ:/ – Paul, all

/e/ – cherry, present, merry

3. Look, match and say who helps these children to celebrate their birthday.



to take a birthday cake
to cook tasty food

to decorate a room
to buy a present

Example: *The girl's brother helps her to decorate the room.*



4. Listen and reproduce.

COME TO MY BIRTHDAY PARTY

Paul: Hey, Helen, you look great!

Helen: Thank you, Paul. I have a holiday today. It's my birthday today.

Paul: Congratulations, a birthday girl! Happy birthday! My birthday is my favourite holiday, too.

Helen: Thanks again. My dad and I have already decorated my room with balloons. My grandma has already baked a birthday cake and my mum has cooked some tasty food.

Paul: Glad to hear it. So it's a family holiday, isn't it?

Helen: It is. I want to invite you to my birthday party. It's fun to celebrate my birthday together.

Paul: Thank you for the invitation.

Helen: Please come to my place at 6 o'clock. OK?

Paul: With pleasure.

Remember!

My dad and I **have already** decorated a room.

My granny **has already** baked a birthday cake.

My mum **has cooked** a tasty food.



5. Talk with a friend about your birthday party.

Hey ____ you look ____.

Thank you. I have ____.

It's my ____.

Congratulations, you are ____.

My birthday is also ____ too.

Thanks again. My ____ have already _____. My
granny has already _____ and my mum has _____.

You can see _____ and _____.
They make _____.

Glad to hear. So it is _____ isn't it?

It is. I want _____. It's fun to _____.

Thank you for the invitation.

Please come to my place _____ OK?

With pleasure.



On your own: Show a picture of your birthday party and say what you and your family members have already done.

Example: This is a picture of my birthday party. I have already decorated my room with balloons. My brother has presented me with flowers. My grandma has cooked a birthday cake.



6. Look and guess what the children do at Paul's birthday party.

Example: *I think Paul's friends like ...*

**7. Read and say what Paul's parents have already bought for his birthday party.****A BIRTHDAY BOY****Part One**

My name is Paul. I live in a big and friendly family. I have got my mum and dad, 2 brothers and a little sister. We celebrate many holidays together. But the biggest holiday is a birthday of any member of my family.

We have our family traditions of this holiday. First of all we write nice invitations for relatives and friends. Usually a birthday boy (or a girl) makes them. We are all going to celebrate my birthday soon. I have already made some for my birthday. Then my elder brothers help me to decorate the sitting room for a birthday party. We have already made little flags of all colours and my mum has bought balloons.

Part Two

When guests come, a birthday boy/girl must guess a present. A guest says the first letter, for example: "b" and I ask "Is it a ball?" or "Is it a book?". If it's right, I get a present and congratulations. If it's wrong, I guess again. Isn't it fun?

At the birthday party we eat tasty food, talk and play. My friends and I like to play computer games. I think my dad has already bought me a new game. I like this holiday a lot. It's the best time for me.

8. True or False?

1. Paul has got an elder sister and two little brothers.
2. Paul's family has some family traditions.
3. A birthday boy/girl must make a birthday cake.
4. Children decorate the sitting room with little flags and balloons.
5. Paul likes to guess a present.
6. Paul and his friends are interested in sports.



9. Talk with friends about your birthday party. Use:

My birthday is
 As a rule,
 My parents often
 My brother/sister helps me
 At the party we
 My friends and I like
 I like my



10. Write an invitation card for your birthday party. Use:

*Dear ... ,
 I'm going to celebrate my I want to invite
 you Please, come ... on We'll have fun!*

Yours,

...



Do it yourself! Make an invitation card for your birthday.

LESSONS 81-83

Learn to talk about English spring holidays

Word Box

Easter
Easter bunny
to roll eggs
ribbon

Communication Box

Traditionally,
Not only that.

1. Look and say what English children can do on holidays.



May Day. May Queen.



May Tree. May Dance.



Easter. Easter bunny.



Easter egg. To roll eggs.

Example: *Children like to dance on holidays.*



2. Listen and repeat.

MAY DAY

Jolly girls, jolly boys,
We are coming with a noise.
Our stockings are silk
As white as the milk.
We'll dance and play
On a sunny May Day.

/eɪ/ – play, may, day

/ɔɪ/ – boys, noise



3. Look, match and say what symbols of English spring holiday these children like.



Easter bunny

May Queen

May coloured ribbons

egg rolling

Easter eggs

Example: *The girl likes Easter bunny.*



4. Listen and role-play.

CELEBRATING EASTER

Oksana: I say, Paul, are there many spring holidays in England?

Paul: Not many. Traditionally, we celebrate Easter and May Day.

Oksana: And what is your favourite holiday, I wonder?

Paul: I adore Easter.

Oksana: Do you like Easter eggs? In Ukraine we have a nice tradifiat to point eggs. We call them pysankas.

Paul: Not only that. I like Easter traditions much better. I enjoy egg rolling.

Oksana: Egg rolling? What is it?

Paul: It's a very interesting competition. Boys roll eggs down the hill. The winner is a boy whose egg doesn't break.

Oksana: Have you ever rolled eggs?

Paul: Of course I have. Last spring I was the winner. I got a prize – chocolate Easter Bunny.

Oksana: Great! Can you teach us how to do it ?

Paul: With pleasure.

Remember!

- Have you ever rolled eggs?
- Of course I have.



5. Talk with a friend about English Easter and its traditions.

I say, ____, are there _____?

Not many. Traditionally, _____.

And what _____, I wonder?
I adore _____.

Do you like _____?

Not only that. I like _____ better. I enjoy _____.

Egg rolling? What _____?

It's a very _____. Boys _____.
A winner _____.

Have you ever _____?

Of course I have. Last spring _____.

Great! Can you _____?

With pleasure.



On your own: Draw symbols of English Easter and write 3–5 sentences about them.



6. Look and guess what photo Polly Brown shows to her friends.



Example: *I think Polly Brown shows the photo of*

**7. Read and say what the dream of every girl is.****MAY DAY TRADITIONS****Part One**

Hello, my dear Ukrainian friend,
My name is Polly Brown
and I want to tell you about my
favourite spring holiday. It's May
Day. We celebrate it on the first of
May in England. It's a very merry
holiday. Traditionally, there is a
big parade of green branches and
flowers. They are all symbols of
spring.

**Part Two**

In many villages children and their elder brothers
and sisters go to the wood to gather "mayflowers". They
decorate the May Tree with these flowers and ribbons of
different colours.

During the holiday we take one of the ribbons and
dance round the May Tree. It is a very popular spring
tradition. Then we choose a May Queen. As a rule, it is
a very pretty girl in a beautiful dress. She gives prizes
to the best dancers. The dream of every girl is to become
a May Queen. Once I was a May Queen too. Here is my
photo. Do you like it?

8. Read, choose and complete.

1. Polly celebrates May holiday
 - a. on the first day of May;
 - b. in the middle of May;
 - c. on the last day of May.
2. There is a traditional parade of
 - a. green trees and flowers;
 - b. the pretty girls;
 - c. nice costumes.

3. Children and their elder brothers or sisters go to the wood to gather
a. berries; b. mayflowers; c. nuts.
4. Children dance round
a. the streets; b. the fire; c. a May Tree.
5. A May Queen give the winners
a. prizes; b. presents; c. money.



9. Talk with friends about English spring holidays and traditions. Use:

Many children in England like
 ... is a popular tradition on Easter.
 Boys adore
 With many other children ... is a favourite holiday.
 On this day
 As a rule,
 Traditionally,
 As you see, there are



10. Write about one of the English spring holidays for your classroom display. Use the plan.

What holiday is it?
 When do they celebrate it?
 What are the holiday symbols?
 What are the holiday traditions?
 What do children like to do on this day?



Do it yourself! Draw a greeting card for one of the English spring holidays.

LESSONS 84-86

Learn to talk about American spring holidays

Word Box

to search for ...
especially
egg hunt
to give a concert
to go picnicking
a three-legged race

Communication Box

What a surprise!
Luckily ...

1. Look and say what American children can do on their spring holidays.



Easter, to search for eggs,
egg hunt



Mother's Day,
to give a concert



to go picnicking



to remember mothers
with flowers

Example: *Children can search for Easter eggs.*



2. Listen and repeat.

PICNICKING

Tally-Ho! Tally-Ho!
A picnicking we go!
We'll take a cat
And put him in a hat
And never let him go, oh!

/əʊ/ – ho, go, oh

/æ/ – cat, hat, and



3. Look, match and say what holiday traditions these children like.



egg hunt, holiday concert, three-legged race, picnicking,
holiday flowers

Example: *The children like egg hunt on Easter.*



4. Listen and role-play.

WHAT A SURPRISE!

Oksana: Look here, John, do you celebrate Easter in the USA?

John: Of course, we do. And we also have an Easter egg tradition as you have in Ukraine or Paul has in England.

Oksana: Agreed. The Easter egg tradition is popular in many countries. Paul told us about a very interesting egg rolling tradition in England. And what Easter tradition have you got in the USA?

John: And we have got Easter egg hunts. Traditionally, parents hide the eggs but they say that Easter bunny has done it. Children search for Easter eggs. Those who find them, eat them. It's fun!

Oksana: It really is. Are there any other spring holidays in your country?

John: Yes, there are. It's Mother's Day – the most popular holiday we celebrate in May.

Oksana: What a surprise! We celebrate Mother's Day in March and May. On these days we present our mothers with flowers and presents. As a rule, we give them holiday concerts.

John: Same with us. But if the weather is fine, we also like to go picnicking with mum and dad.

Oksana: Luckily, it's so warm outside today. What about going on a picnic?

Remember!

- And what Easter tradition **have you got**?
- We **have got** Easter egg hunts.



5. Talk with a friend about American spring holidays. Use:

Look here _____, do you _____ in the USA?

Of course, we do. And we also have _____.

Agreed. Easter eggs _____. Paul told us about _____. What _____ have you got?

And we have got _____. Traditionally _____, but they say _____! Children search for _____. It's fun!

It really is. Are there any _____?

Yes, there are _____.

What a surprise! We celebrate _____ in March. On this day _____. As a rule, _____.

Same with us. But if the weather is fine, _____.

Luckily, _____. What about _____?



On your own: Take a Mother's Day holiday card and write 3-5 sentences about the holiday.

6. Look and guess what holiday is good for picnicking.



Mother's Day



May Day



Easter

Example: *I think ... is good for picnicking.*



7. Read and say what holiday is very important and why.

LET'S HAVE A PICNIC

Spring has come to the USA. Many interesting holidays have come with it.

Many children enjoy Easter. They can eat many tasty things and they don't go to school. Who doesn't like cosy Easter holidays? It's time for friends, games and hobbies.

Then comes Mother's Day. It's a popular holiday in the USA. On this day children try to be especially good. They present their mums with flowers and hand made gifts. But what they adore most of all is a family picnic. It's the first time they go picnicking in spring. Sometimes many relatives and friends go picnicking together.

The children surprise their parents with races. A three-legged race is a favourite race with many of them. It's a funny race and there are winners or losers. Have you ever had such a race? Then try, I'm sure you'll like it.

8. Answer the questions.

1. Why do American children like Easter?
2. What do American children do on Mother's Day?
3. They enjoy picnicking in spring, don't they?
4. When can they have a three-legged race?
5. There are no losers on a three-legged race, are there?



9. Talk with friends about American spring holidays. Use:

In spring Americans celebrate is an interesting Easter tradition. Children adore When Mother's day comes Most of all children like As a rule,



10. Write about one of American spring holiday for your class display.



Do it yourself! Make a greeting card for any American holiday.

LESSON 87-89

Learn to talk about Ukrainian spring holidays

Word Box

April Fools' Day
to play tricks on sb.
to laugh
the Monument of Glory
Eternal Flame

Communication Box

Look around.
Small wonder.

1. Look and say what Ukrainian children can see on different spring holidays.



April Fools' Day,
masks, play tricks,
funny clothes, laugh



9 May – Victory Day

Monument of Glory



veterans



Eternal Flame

Example: *Children can see people in funny clothes on the 1st of April.*



2. Listen and repeat.

UP AND DOWN

Here we go up, up, up.

Here we go down, down, down.

Here we go backwards and forwards.

Here we go round, round, round.

Here we go to celebrate spring in the town!

/aʊ/ – down, round, town

3. Look, match and say what these children do on these spring holidays.



laugh
holiday concert

holiday flowers
to honour soldiers

Example: *The children laugh a lot on April Fools' Day.*

**4. Listen and reproduce.****VICTORY DAY**

Oksana: Look around, Andrew, our town has a holiday! Look, today there are national flags, flowers and balloons everywhere.

Andrew: Small wonder. Today we are celebrating Victory Day.

Oksana: Look, veterans are going to the Monument of Glory. Let's join them.

Andrew: I have got flowers. We can put them near the Eternal Flame.

Oksana: Good idea. And I want to present veterans with flowers I have bought this morning. They are our heroes, brave and nice people.

Andrew: Agreed. I like this holiday tradition. In my family we honour veterans.

Oksana: And what are you going to do in the evening? There is a big holiday concert in the centre of the town.

Andrew: And there is a holiday salute, too. We can see it together.

Remember!

- Our town **has a holiday look**.
- I like this holiday tradition **to honour soldiers who died for our country**.

**5. Talk with a friend about Ukrainian spring holidays. Use:**

Look around _____. Our town has _____.
There are many _____ everywhere.

Small wonder. Today we are celebrating _____.

Look! Veterans are going _____. Let's _____.

Let's _____. I have got _____. We can _____.

Good idea. And I want to present ____.
They are our ____.

Agreed. I like this holiday tradition.

And what are you going _____.
There is _____ in the centre of the town.

And there is _____ too. We can _____.



On your own: Take a picture of any spring holiday and write 3–5 sentences about it.

Example: This is the Day of Humour, or April Fools' Day. People laugh and make jokes. They put on masks and funny clothes. They have fun.

6. Look and guess what family tradition Petro's family has.



Example: I think Petro's family has a tradition



7. Read and say why Petro's great granddad cried.

A GREAT FAMILY TRADITION

My name is Petro Denisenko. I'm eight and I live in a small village with my parents. My granddad and great-granddad live in Kyiv. It has become a good family tradition to be together on Victory Day. So my dad, mum and I come to Kyiv early in the morning. We don't want to be late for the parade.

On this day my great-granddad puts on all his medals and we go to the monument of Glory. There my great-granddad meets his old friends. They are also veterans. As a rule, they talk about the war and I like to listen to them. When we are standing near the Eternal Flame my great-granddad cries. I think he remembers his friends who died for their country. I'm happy to be with him at that moment. He is a hero and I'm proud of him.

8. True or False?

1. Petro lives in Kyiv.
2. The family gather together on Victory Day.
3. Petro's great-granddad has many medals.
4. The family goes to the park on this day.
5. Petro is proud of his great-granddad.



9. Talk with friends about Ukrainian spring holidays.

There are ... in Ukraine. One of them is On this day Children can see ... on Victory Day. As a rule, I like



10. Write about your family tradition in spring. Use:

What holiday is it? Where do you go on this day? Who do you go with? What can you see everywhere? What do you do there? What do you like most of all?



Do it yourself! Make a holiday greeting card for your International friend.

Unit 7 Seasons Dancing

LESSONS 93-95

Learn to talk about autumn clothes

Word Box

weather forecast
to change
raincoat
wellington boots
to grow taller/bigger/
smaller

Communication Box

... in warm / cold weather
You look great in
Now that you mention it,
I
True, true.
Oops!

1. Look and say in what season(s) you usually wear these clothes.



a jacket



a woollen hat



a scarf



wellington
boots



a pair
of gloves



a raincoat

Example: *I usually wear a jacket in autumn.*



2. Listen and repeat.

AUTUMN RHYMES

September mild, October gold
are followed by November cold.

Rain before seven,
Fine before eleven.

/e/ – September, November,
seven, eleven

/əʊ/ – October, November, gold,
cold



3. Look, match and say what you can do with these things in autumn.



weather forecast
a raincoat

wellington boots
a coat

Example: *I can wear a raincoat on a rainy day.*



4. Listen and reproduce.

AUTUMN CLOTHES TALK

Paul: Hey, Helen, you look great in your red jacket! Is it new?

Helen: Thank you, Paul. I wore this jacket on cold days back in autumn.

Paul: Now that you mention it, I remember! But it looked more like a coat then.

Helen: True, true. And the sleeves were longer. Ha-ha!

Paul: Why? What happened to your jacket? Did it grow smaller?

Helen: Of course not! Nothing at all happened to my jacket. But something happened to me and you!

Paul: But what?

Helen: We have grown taller and bigger since autumn. Look at your jeans! They are getting shorter and shorter.

Paul: Oops!

Remember!

- We **have grown taller and bigger** since autumn.
- They are getting **shorter and shorter**.



5. Talk with a friend about your autumn clothes.

Hey, _____, you look _____ in your _____.
_____ new?

Thank you. I wore _____.

Now that you mention it, I remember!
But it looked more like _____.

True, true. And _____ were longer. Ha-ha!

Why? What happened to _____?
Did ____ grow smaller?

Of course not! Nothing at all happened to _____.
But something happened to _____.

But what?

We have grown _____ and _____.
Look at your _____. ____getting _____.

Oops!



On your own: Draw your autumn clothes and say which of them have “grown smaller”.

Example: This is a picture of my raincoat. I wore it on rainy days back in autumn. It has “grown smaller” since then. The sleeves are too short. It means I have grown bigger.



6. Look and guess what the weather is like in England in autumn (p.p. 131–132).





Example: *I think the weather is ... in England in autumn.*



7. Read and say if Helen dresses well in autumn.

THINGS TO WEAR IN AUTUMN

I am an English girl. My name is Helen. I am eight. I live in a small but friendly family. I have got my mum, dad, and a little brother. My brother and I spend a lot of time outdoors. We always listen with interest to the weather forecast for the next day. Then my parents tell us how to dress well in warm or cold weather.

It is especially important to know what the day will be like in autumn. The weather changes very often in this season. They say September is mild, October is gold, but November is cold. So my brother and I need a lot of different clothes: a jacket for a chilly¹



¹ chilly – прохолодный

day, a raincoat and a pair of wellington boots to wear if it rains, a coat, a woollen hat and a scarf for colder weather.

My favourite autumn clothes are my red jacket and a long scarf. I want to wear them in spring, too. I have just tried them on. Oh my! The sleeves¹ are too short! I have grown taller and bigger, haven't I? That means that my brother is going to wear my jacket soon.

8. True or False?

1. Helen has got a little sister.
2. It is a tradition with Helen's family to listen to the weather forecast.
3. Helen has different clothes for different types of weather.
4. The girl likes to wear a blue jacket in autumn.
5. Her jacket is not big enough for her now.



9. Talk with friends about your autumn clothes. Use:

I spend ... in autumn. My ... always listens to Then she/he tells me how The weather changes So I need My favourite autumn clothes are I want to wear



10. Write the weather forecast for an October day.

It is going to be a ... day. It will ... in the morning.
The afternoon will be Maybe, the weather will ... in the evening.



Do it yourself! Draw the clothes to wear on an October day.

¹ sleeves – рукава

LESSONS 96-98

Learn to talk about winter weather

Word Box

sleet
snowfall
thunder
sunshine
frost

Communication Box

It can't be.
... , if you know what I mean.
Sounds like fun.
What a good idea!
It's all right with me.
You won't regret it.

1. Look and say what the weather forecast is for these winter days.



rain / wind



snowstorm



sleet



sunshine

Example: *It will rain, with a strong wind.*



2. Listen and repeat.

WINTER RHYMES

Winter's thunder
Is the world's wonder.
Snow is so snowy,
When it's snowing.

/w/ – winter, world, wonder

/əʊ/ – snow, snowy, snowing



3. Look, match and say what winter weather these children like.



snowstorm, sleet, sunshine, frost

Example: *The boy likes a snowstorm.*



4. Listen and role-play.

WINTER WEATHER TALK

Oksana: I say, Paul, do you like the weather today?

Paul: Sure. It's snowing. What a lot of snow! Let's play with snow!

Oksana: Oh no! The snow is so ... snowy, if you know what I mean.

Paul: We can make the snow speak under our feet – "Crickle, crackle, crickle, crrreet, crrreet, crrreet!"

Oksana: Sounds like fun. Oh, have you heard?

Paul: Heard what?

Oksana: Thunder, I think.

Paul: It can't be. Winter's thunder is the world's wonder, you know. But we have already had a snowstorm, sleet and rain this winter. It was all right with me. I just put on my winter coat and warm boots.

Oksana: Me, too. But how do birds feel in winter weather?

Paul: They find very little to eat. I feel so sorry for them.

Oksana: Let's come out and feed them with bread crumbs.

Paul: What a good idea!

Remember!

- **Have** you **heard**?
- We **have** already **had** a snowstorm, sleet and rain this winter.



5. Talk with a friend about winter weather.

I say, ____, do you like ____ today?

Sure. It's _____. What a lot of _____!

Let's _____. ____.

Oh no! _____, if you know what I mean.

We can _____.

Sounds like fun.

We have already had ____ this winter.

It was ____ with me I just _____.

Me, too. But how do _____ feel in _____?

They have very little _____. I feel sorry _____.

Let's _____ and _____.

What a _____ idea!



On your own: Draw a picture of your favourite type of winter weather and write 3–5 sentences about it.

Example: Winter is all right with me. I like cold sunny days, with thick snow on the ground. I just put on my winter coat and warm boots. It's a lot of fun to play snowballs in such fine weather.



6. Look and guess what kinds of winter Wendy has in India¹.



Example: I think Wendy has ... in India.



7. Read and say what is winter.

WHAT IS WINTER?

Hi, Wendy,

I am writing to answer your question, "What is winter?" You ask me about it because it is never cold in India, where you live.

¹ India – Індія, країна Південно-Східної Азії



So I am going to tell you about my favourite season. It is winter when everything is white with snow: the trees, the houses, the fields and the gardens. I'm a winter person, as my mum says.

I like frost and snow, a lot of snow, when the snow is so snowy, if you know what I mean. It is just the day for playing snowballs. On a day like that, we can make the snow speak under our feet – "Crickle, crackle, crickle, crrreeet, crrreeet, crrreeet!" It sounds like fun, doesn't it?

Regards,
Paul

Hi, it's me again

We have already had a snowstorm, sleet and rain this winter. It was all right with me. I just put on my winter coat and warm boots. But today my friend Oksana has heard thunder! At first I didn't believe her as winter's thunder is the world's wonder, you know. Then I listened to the weather report and they said it was true. I couldn't believe my ears!

Please, come to visit me in the wintertime. You won't regret it!

Yours,
Paul

8. Read, choose and complete.

1. Paul is writing about
a. summer; b. autumn; c. winter.

2. Paul likes to play ... in this season.
a. hockey; b. snowballs; c. football.
3. Paul hasn't had ... this winter.
a. a rainbow; b. a thunderstorm; c. rain.
4. ... says he is a winter person.
a. Paul's mum; b. Paul's dad; c. Paul's teacher.
5. Paul usually puts on ... on a cold winter day.
a. a jacket; b. a raincoat; c. a coat.



9. Talk with friends about winter. Use:

Winter is
 Everything is
 ... a winter person.
 I like
 ... it you know what I mean.
 It is just the day for
 On a day like that,
 ... sounds like fun.
 We have already had
 I just



10. Write about typical winter weather at your place. Use:

Snow
 Thunder
 Sleet
 Snowstorm
 Frost



Do it yourself! Draw a picture of winter for Wendy, an Indian girl.

Learn to talk about nature in spring

Word Box

shower
 to stay indoors
 to melt
 to appear
 to keep warm
 to change quickly

Communication Box

It looks / feels / smells like

 I know what you mean.
 Never mind.
 Off we go!

1. Look and say what nature is like in spring.



icicles

strong
winds



snowdrops



green leaves

Example: *We can see icicles in spring.*



2. Listen and repeat.

SPRING TIME

March winds and
 April showers
 Bring forth
 May flowers.

/aʊ/ – showers, flowers

/ɪ/ – winds, April, bring

3. Look, match and say what is happening on these spring days.



a shower, to stay indoors, to keep warm, to change quickly, to melt

Example: *The weather is changing quickly on this spring day.*



4. Listen and role-play.

SPRING TALK

Ann: Look out of the window, John. Spring has come at last!

John: Yes, it looks like spring, and it feels like spring! I don't like to stay indoors.

Ann: Nobody does! Let's go to the park. The snow has melted almost everywhere, and we can smell spring there much better!

John: Oh, you mean that first snowdrops have already appeared?

Ann: They sure have. But there is a cold wind today. Let's walk faster to keep warm.

John: Oh, it looks like rain! The weather changes so quickly in spring!

Ann: True, true. They say we can have four seasons a day in spring.

John: I know what you mean. It is windy and chilly in the morning, then it rains or even snows, and after that it is warm and sunny.

Ann: Never mind. March winds and April showers bring forth May flowers.

John: Off we go!

Remember!

You **can count**: a snowdrop – snowdrops
a wind – many winds
a season – four seasons
a day – two days

They say we can have four seasons a day in spring.

You **can't count**: spring, rain, snow, weather.
It looks like spring!



5. Talk with a friend about spring. Use:

Look out of the window ____!
Spring _____ at last!

Yes, it looks like _____. It feels like _____.
I don't want _____.

Nobody does. Let's _____.
The snow _____ and we can _____ much better!

Oh, you mean _____?

_____ sure _____. But there is _____.
Let's _____.

Oh, it looks like _____. The weather _____.

True, true. They say _____.

I know what you mean. _____ in the morning,
then _____, and after that _____.

Never mind. Off we go!



On your own: Draw a picture of nature in spring and write 3–5 sentences about it.

6. Look and guess how the weather changed one day in April.



Example: *I think ... is good for picnicking.*



7. Read and say what seasons the children had on a spring walk.

ON A SPRING WALK

Spring has come at last! It looks like spring. It feels like spring. Nobody likes to stay indoors. But the weather in spring can change very quickly, you know.

One day in April my friend John and I went to the park. It was our first spring walk. The snow melted almost



everywhere, first snowdrops appeared, and we could smell spring there much better.

When we started, the weather was beautiful. The sun was shining, the sky was blue, and there were no clouds at all. Then came a strong wind and black clouds. We walked faster to keep warm. John said, “Look at the sky, Ann! It looks like rain.” Unfortunately, I didn’t have an umbrella with me. So when the April shower began, we got very wet and very cold, too. While we were running to the bus stop, we even felt some snowflakes on our noses. But when we got on the bus, it stopped raining. It was sunny again.

No wonder they say we can have four seasons a day in spring.

8. Answer the questions.

1. Why does nobody like to stay in the room in spring?
2. What does Ann tell us about the weather in spring?
3. The children had an umbrella with them, didn’t they?
4. Did they get wet or cold?
5. How many seasons did they have on that day?



9. Talk with friends about nature in spring. Use:

Spring ... at last!
 The snow
 First snowdrops
 It looks
 It feels
 It even smells
 But the weather can
 It can be ... in the morning.
 Then ... , and after that
 No wonder they say



10. Write about nature in spring for your class weather report. Use:

What does it look like?
 What does it feel like?
 What does it smell like?



Do it yourself! Trace and colour a memo for a spring day:

- how to keep warm;
- how not to get wet.



LESSONS 102-104

Learn to talk about summer time

Word Box

to spend time outdoors
to go out of town
to be tired after sth
flower garden
kitchen garden
to get off the bus
to wait for sb

Communication Box

I can't wait to see ...
I don't want to.
What's the matter with you?
What?! Aren't you ...?

1. Look and say what children can do in summer.



a flower garden,
to spend time outdoors



to go out of town,
can't wait to see sb

Example: *Children can spend a lot of time outdoors.*



2. Listen and repeat.

SUMMER RHYMES

- June too soon,
July, stand by;
August, it must,
September, remember,
October, all over.



2. Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.

/u:/ – June, too, soon

/dʒ/ – June, July

/əʊ/ – grow, row, October, over

3. Look, match and say what these children are doing on a summer day.



flower garden, a kitchen garden, to spend time outdoors,
to get off the bus, to wait for sb

Example: *The children are spending time outdoors on this summer day.*



4. Listen and reproduce.

SUMMER TIME TALK

Andrew: Look here, Mary, our summer holidays are coming.

Mary: So what?

Andrew: It means that it is time to play. We can spend a lot of time outdoors, play all kinds of games,

and go to the river or out of town. I can't wait to start!

Mary: I don't want to.

Andrew: What?! Aren't you tired after your school year?!

Mary: I am, but I don't want to play.

Andrew: And don't you want to have summer fun? Don't you want to have ice cream?

Mary: No, I don't.

Andrew: What's the matter with you? Are you Mary, Mary, Quite Contrary today?

Mary: No, no! I was just kidding. Of course, I do want to play and I do want to have summer fun!

Andrew: Let's have some ice cream then!

Mary: OK! All kinds of ice cream!

Remember!

- **Do** you want to play?
- I **don't** want to play.
 - **Don't** you want to play?
 - I **do** want to play.



5. Talk with a friend about summer time. Use:

Look here, _____. Our summer holidays _____.

So what?

It means that it is time to _____. We can _____.
I can't wait to _____.

I don't want to.

What?! Aren't you tired after _____?

Agreed. I like this holiday tradition.

And what are you going _____.
There is _____ in the centre of the town.

And there is _____ too. We can _____.



On your own: Take your summer photo and write 3–5 sentences about summer fun.

Example: This is my summer photo. I am having a lot of fun. I am at the river with my family. We are having ice cream and playing around.



6. Look and guess what fun Andrew is going to have in summer.



Example: I think Andrew is going to It will be a lot of fun.



7. Read and say why Andrew wanted to go to the village.

ANDREW'S SUMMER HOLIDAYS

Part One

One day in June Andrew's father came home from his office and said, "Andrew, I have a letter here from your Aunt Maria. She asks me to send you to her for a week or two."



Aunt Maria was the sister of Andrew's father and she lived in a small village, in a very nice house with a beautiful flower garden in front of it and a large kitchen garden¹ at the back. There was so much fun to have there in summer time!

Part Two

"Oh, Dad! I can't wait to see her very much! Please, send me to her. I want to see Grandfather, too." The father looked at Andrew and said, "All right, Andrew, I will, you must help them in the garden and you must be very polite when you are there."

"Of course, I will help Aunt Maria in her flower garden and I will go for a walk with Grandfather in the evening, and I will say "Thank you" and "Please" many times a day!"

The next day Andrew went by bus to see his aunt and grandfather. When the bus stopped in the small village where his aunt lived, Andrew got off the bus and crossed the village street. And there was Grandfather was waiting for him. Andrew's summer holidays began!

¹ a kitchen garden – город

8. True or False?

1. Andrew lived in a small village.
2. His mother told him some news.
3. Andrew wanted to visit his relatives.
4. He promised to be a good boy.
5. His father took him to the village by car.



9. Talk with friends about your summer holidays.

Summer is time to

We can

I can't wait to

There is so much fun to

I will ... and I will

One day in June,

My summer holidays



10. Write about your summer fun in the calendar. Use:

June

July

August



Do it yourself! Make a summer diary for your friend.



Vocabulary

A

about /ə'baʊt/ про
adore /ə'dɔ:/ обожнювати
adventure /əd'ventʃə/ пригода
after /'ɑ:ftə/ після
afternoon /,ɑ:ftə'nu:n/ полудень
again /ə'geɪn/ знову
agree /ə'gri:/ погоджувати
album /'ælbəm/ альбом
alike /ə'laɪk/ схожий
altogether /,ɔ:ltə'gæðə/ разом
always /'ɔ:lweɪz/ завжди
amazing /ə'meɪzɪŋ/ дивовижний
animal /'ænɪml/ тварина
answer /'ɑ:nsə/ відповідь
ask /ɑ:sk/ запитати
athlete /'æθli:t/ спортсмен
aunt /ɑ:nt/ тітка
autumn /'ɔ:təm/ осінь

B

bacon /'beɪkən/ бекон
badge /bædʒ/ значок
bake (v) /beɪk/ пекти
banker /'bæŋkə/ банкір
bathe (v) /beɪð/ купатися
bathroom ванна кімната
beach /bi:tʃ/ пляж
beautiful /'bjʊ:tɪfl/ гарний
because /br'kɒz/ тому що
become (v) /br'kʌm/ ставати
bed /bed/ ліжка
bedroom /'bedru:m/ спальня
bedtime /'bedtaɪm/ час відпочивати
begin (began, begun) починати
believe /br'i:lv/ вірити
behave (v) /br'heɪv/ поводитися
besides /br'saɪdz/ крім того

bike /baɪk/ велосипед
bird /bɜ:d/ птах
biscuits /'bɪskɪt/ печиво
board game настільна гра
book /bʊk/ книга
bookcase книжкова шафа
bookshelf книжкова полиця
boring /'bɔ:ɪŋ/ нудний
borsch /bɔ:ʃɪ/ борщ
both /bəʊθ/ обидва
boxing /'bɒksɪŋ/ бокс
bread /bred/ хліб
bread crumbs крихти хліба
breakfast /'brekfəst/ сніданок
bright /braɪt/ яскравий
broad /brəʊd/ широкий
brook /brʊk/ струмок
brother /'brʌðə/ брат
brush /brʌʃ/ щітка
bus /bʌs/ автобус
busy /'bɪzi/ зайнятий
but /bʌt/ але
butter /'bʌtə/ масло
buy /baɪ/ купувати
bye /baɪ/ до побачення

C

café /'kæfeɪ/ кафе
cake /keɪk/ печиво
call (v) /kɔ:l/ називати
camera /'kæməɹə/ фотоапарат
can /kæn/ могли
canteen /kən'ti:n/ їдальня
car racing /kɑ: reɪsɪŋ/ автоперегони
carpet /'kɑ:pɪt/ килим
cartoon /kɑ:tu:n/ мультфільм
carving /'kɑ:vɪŋ/ різьблення по дереву

cat /kæt/ кіт
catch /'kætʃ/ ловити
celebrate /'seləbreɪt/ святкувати
chair /tʃeə/ стілець
champion /'tʃæmpiən/ чемпіон
change /tʃeɪndʒ/ мінятися
check /tʃek/ перевіряти
cheese /tʃiːz/ сир
chess /tʃes/ шахи
child /tʃaɪld/ дитина
children /'tʃɪldr(ə)n/ діти
city /'sɪti/ велике місто
class /klaːs/ клас (діти)
classroom класна кімната
clean /kliːn/ чистий
clever /'klevə/ розумний
climb /klaɪm/ підніматися
clock /klɒk/ годинник
clothes /kləʊðz/ одяг
club /klʌb/ клуб
coat /kəʊt/ пальто
coffee /'kɒfi/ кава
collect (v) колекціонувати; збирати
colour /'kʌlə/ колір
come /kʌm/ приходити
competition /kəmpe'tɪʃn/ змагання
congratulations вітання
cook (n) /kʊk/ кухар
cook (v) /kʊk/ готувати
cookery book кулінарна книга
cornflakes кукурудзяні пластівці
correctly /kə'rektli/ правильно
costume /'kɒstjuːm/ костюм
cosy /'kəʊzi/ затишний
count /'kaʊnt/ лічити
cowboy /'kaʊbəɪ/ ковбой
cream /'kriːm/ вершки
cry /kraɪ/ плакати; кричати
curl /kɜːl/ завивати
curtains /kɜːtnz/ штори
cutlets /'kʌtləts/ котлети

D

dark /dɑːk/ темний
day /deɪ/ день
decorate /də'keɪt/ прикрашати
diary /'daɪəri/ щоденник
different /'dɪfrənt/ різні
dining room /'daɪnɪŋ ruːm/ їдальня
dinner /'dɪnə/ обід
DIY (do it yourself) зроби сам
do (did) /duː/ робити
doctor /'dɒktə/ лікар
dog /dɒg/ пес
doll /dɔːl/ лялька
door /dɔː/ двері
downstairs на нижньому поверсі
dull /dʌl/ нецікавий
draw (v) /drɔː/ малювати
dream /driːm/ мрія
dress /dres/ сукня
drive /draɪv/ їздити на авто
duty /'djuːti/ обов'язок

E

each /iːtʃ/ кожен
early /'ɜːli/ рано
eat (v) /iːt/ їсти
eighty /'eɪti/ вісімдесят
embroider /ɪm'brɔɪdə/ вишивати
end /end/ кінець
energy /'enədʒi/ енергія
England /'ɪŋɡlənd/ Англія
English /'ɪŋɡlɪʃ/ англієць
enjoy (v) /ɪn'dʒɔɪ/ насолоджуватися
especially /ɪs'peʃəli/ особливо
evening /'iːvnɪŋ/ вечір
every /'evri/ кожний
everything /'evrɪθɪŋ/ все
everywhere /'evrɪweə/ скрізь
exactly /ɪg'zæktli/ саме так
example /ɪg'zɑːmpl/ приклад
exciting /ɪk'saɪtɪŋ/ захоплюючий

F

fact /fækt/ факт
fair-haired /'feəhɛəd/ русявий
fairy tale /'feəriteɪl/ казка
family /'fæmɪli/ родина
famous /'feɪməs/ відомий
fan /fæn/ вболівальник
farm /'fɑ:m/ ферма
fast /fɑ:st/ швидкий
favourite /'feɪv(ə)rɪt/ улюблений
feed /'fi:d/ годувати
figure skating фігурне катання
find /'faɪnd/ знайти
fish /fɪʃ/ риба
fishing /'fɪʃɪŋ/ риболовля
first /fɜ:st/ перший
flat /flæt/ квартира
floor /flɔ:/ поверх
flour food /'flaʊə fu:d/ страви з борошна
flower /'flaʊə/ квітка
flowerbed /'flaʊəbed/ квітник
follow /'fɒləʊ/ бути наступним
foot (feet) /fu:t/ нога
forehead /'fɔ:hed/ чоло
foreign /'fɒrən/ іноземний
fortunately /'fɔ:tʃənətli/ на щастя
forty /'fɔ:ti/ сорок
free /'fri:/ вільний
French /frentʃ/ французька мова
friend /frend/ друг
friendly /'frendli/ дружній
frost /frɒst/ мороз
full (of) /fʊl/ повний
fun /fʌn/ забава
funny /'fʌni/ смішний
furniture /'fɜ:nɪʃə/ меблі
future /'fju:tʃə/ майбутнє

G

game /geɪm/ гра

garden /gɑ:dn/ сад
get off /get əf/ виходити
get up /get ʌp/ вставати вранці
gingerbread /'dʒɪndʒəbred/ пряник
girl /gɜ:l/ дівчинка
give (v) /gɪv/ давати
glad /glæd/ радий
glove /glʌv/ рукавичка
gold /gəʊld/ золотий
Good for you! Молодець!
good-looking симпатичний
granddad /'grændæd/ дідусь
grandma /'grændmɑ:/ бабуся
great /greɪt/ чудовий
green /gri:n/ зелений
ground floor перший поверх
grow (v) /grəʊ/ рости
guess /ges/ здогадуватися
guest /gest/ гість
guitar /gi:'ta:/ гітара
gym /dʒɪm/ спортзал
gymnastics /dʒɪm'næstɪks/ гімнастика

H

hair /'heə/ волосся
half /hɑ:f/ половина
hall /hɔ:l/ зал
hamster /'hæmstə/ хом'як
handicraft /'hændɪkra:ft/ ремесло
happen /'hæpən/ трапляється
happy /'hæpi/ щасливий
hard /'hɑ:d/ наполегливо
hat /hæt/ шапка
health /helθ/ здоров'я
hear (heard, heard) /hɪə/ чути
help /help/ допомагати
hero /'hɪərəʊ/ герой
high /haɪ/ високий
hill /hɪl/ пагорб
hockey /'hɒki/ хокей

holiday /'hɒlədeɪ/ свято
holidays /'hɒlədeɪz/ канікули
home /həʊm/ дім (поняття)
hook /hʊk/ гачок
horrid /'hɒrɪd/ жахливий
horse-riding верхова їзда
hospital /'hɒspɪtl/ лікарня
hour /aʊə/ година
house /haʊs/ будинок
housework хатня робота
hundred /'hʌndrəd/ сто
hurry /'hʌrɪ/ поспішати

I

ice cream /'aɪskri:m/ морозиво
icicle /'aɪsɪkl/ бурулька
idea /aɪ'diə/ ідея
imagine /ɪ'mædʒɪn/ уявляти
indoors /,ɪn'dɔ:z/ у приміщенні
information /,ɪnfə'meɪʃn/ інфор-
мація
interest /'ɪntərəst/ цікавість
interested зацікавлений
interesting /'ɪntərəstɪŋ/ цікавий
international /,ɪntə'næʃ(ə)n(ə)l/
міжнародний
invitation /,ɪnvɪ'teɪʃn/ запрошення

J

jacket /'dʒækɪt/ куртка
jam /dʒæm/ джем
jeans /dʒi:nz/ джинси
join /dʒɔɪn/ приєднуватися
jolly /'dʒɒli/ веселий
juice /'dʒu:s/ сік
jump /dʒʌmp/ стрибати

K

keep /ki:p/ утримувати
kettle /ketl/ чайник
kid /kɪd/ дитина

kind /kaɪnd/ добрий
kingdom /'kɪŋdəm/ королівство
kitchen /'kɪtʃən/ кухня
knit (v) /nɪt/ в'язати
knock /nɒk/ стукати
know (knew, known) /knəʊ/ знати

L

lab /læb/ лабораторія
label /leɪbl/ підписати
lamb /læm/ ягня
lamp /læmp/ лампа
lane /leɪn/ провулок
language /'læŋɡwɪdʒ/ мова
last /lɑ:st/ останній
late /leɪt/ пізно
laugh (v) /lɑ:f/ усміхатися
laughter /'lɑ:ftə/ сміх
lawn /lɔ:n/ газон
learn (v) /lɜ:n/ вчити
leaves /'li:vz/ листя
left /left/ лівий
lesson /lesn/ урок
letter /'letə/ лист
library /'laɪbrəri/ бібліотека
life /laɪf/ життя
like /laɪk/ подобатися
list /lɪst/ список
listen /lɪsn/ слухати
live /li:v/ жити
lock /lɒk/ замикати
long /lɔ:ŋ/ довгий
look /lʊk/ дивитися
look after піклуватися
look for шукати
Look here! Послухай!
love /lʌv/ любити
lunch /'lʌntʃ/ ланч (обід)

M

macaroni /,mækə'rəʊni/ макарони

magazine /'mægəzɪn/ журнал
make (made) /meɪk/ робити
manager /'mænədʒə/ менеджер
many-storeyed /'meni:stɔ:əd/ ба-
 гатоповерховий
marmalade /'mɑ:məleɪd/ джем
mask /mɑ:sk/ маска
matter /'mætə/ справа
May queen травнева королева
May tree травневе дерево
mean /mi:n/ значити
meat /mi:t/ м'ясо
meet (met, met) /mi:t/ зустрічати
melt /melt/ танути (про сніг)
memo /'meməʊ/ пам'ятка
menu /'menju:/ меню
mere /'miə/ простий
middle /'mɪdl/ середина
mild /maɪld/ м'який
milk /mɪlk/ молоко
miss /mɪs/ нудьгувати
model /'mɒdl/ модель
Monument of Glory пам'ятник
 Слави
morning /'mɔ:nɪŋ/ ранок
mouse /maʊs/ миша
move /mu:v/ переїхати
much /mʌtʃ/ багато
mum /mʌm/ матуся
museum /mju:'ziəm/ музей
musician /mju:'zɪʃn/ музикант

N

name /neɪm/ ім'я
nature /'neɪtʃə/ природа
naughty /'nɔ:ti/ неслухняний
near /nɪə/ біля
nearby /'nɪəbaɪ/ поряд
neighbor /'neɪbə/ сусід
nest /nest/ гніздо
nestling /'nestlɪŋ/ пташеня

never /'nevə/ ніколи
Never mind! Неважливо!
new /nju:/ новий
news /nju:z/ новини
newspaper /'nju:speɪpə/ газета
nice /naɪs/ хороший; приймний
night /naɪt/ ніч
nightgown /'naɪtgaʊn/ нічна со-
 рочка
ninety /'naɪti/ дев'яносто
nobody /'nəʊbɒdi/ ніхто
nose /'nəʊz/ ніс
note /nəʊt/ записка
nothing /'nʌθɪŋ/ ніщо
now /'naʊ/ зараз
number /'nʌmbə/ число
nursery /'nɜ:səri/ дитяча кімната

O

often /'ɒfn/ часто
old /əʊld/ старий
Oops! Ой!
open /'əʊp(ə)n/ відкривати
or /ɔ:/ або
order /'ɔ:də/ порядок
outdoors на свіжому повітрі
outing /'aʊtɪŋ/ пікнік
over /'əʊvə/ через щось

P

paint /peɪnt/ малювати
pan /pæn/ сковорідка
pancakes /'pæŋkeɪks/ млинці
parents /'peərənts/ батьки
park /pɑ:k/ парк
parrot /'pærət/ папуга
party /'pɑ:ti/ вечірка
past /pɑ:st/ після
peach /pi:tʃ/ персик
pear /peə/ груша
people /'pi:pl/ люди

perhaps /pə'hæps/ можливо
pet /pet/ домашній улюбленець
photo /'fəʊtəʊ/ фото
piano /pi'ænəʊ/ піаніно
picture /'pɪktʃə/ малюнок, фото
picturesque мальовничий
pie /paɪ/ пиріг
place /pleɪs/ місце
plan /plæn/ план
plant /plɑːnt/ рослина
play (v) /pleɪ/ гратися
playground дитячий майданчик
please /pliːz/ будь ласка
pleasure /'pleɪzə/ задоволення
plum tree /'plʌmtriː/ слива
polite /pə'laɪt/ ввічливий
pool /puːl/ басейн
popular /'pɒpjʊlə/ популярний
porridge /'pɒrɪdʒ/ каша
postcard /'pəʊstkaːd/ листівка
poster /'pəʊstə/ плакат
potato /pə'teɪtəʊ/ картопля
prefer /prə'fɜː/ надавати перевагу
pretty /'prɪti/ привабливий
primary /'praɪməri/ початковий
problem /'prɒbləm/ проблема
profession /prə'feɪʃn/ професія
programme /'prəʊgrəm/ програма
project /'prɒdʒekt/ проект
promise /'prɒmɪs/ обіцянка
proud /'praʊd/ пишатися
pupil /'pjuːpl/ учень
puppet /'pʌpɪt/ лялька
put (put) /pʊt/ класти
put on одягати (щось)

Q

queen /kwɪn/ королева
question /'kwɛstʃn/ запитання
question mark знак питання
quickly /'kwɪkli/ швидко

R

rabbit /'ræbɪt/ кролик
race /reɪs/ змагання; перегони
rain /reɪn/ дощ
raincoat /'reɪnkəʊt/ плащ
rainy /'reɪni/ дощовий
read (read, read) /riːd/ читати
reader /'riːdə/ читач
reader /'riːdə/ книга для читання
ready /'redi/ готовий
really /'riːli/ насправді
regret /rə'gret/ жалкувати
regular /'regjələ/ постійний
remember (за)пам'ятати
repeat /ri'piːt/ повторювати
report /ri'pɔːt/ звіт
rhyme /raɪm/ вірш
rich /rɪtʃ/ багатий
ride /raɪd/ їздити верхи
right /raɪt/ правий
river /'rɪvə/ річка
rollerskate кататися на роликах
room /ruːm/ кімната
rose /rəʊz/ троянда
round /raʊnd/ навколо
row /rəʊ/ рядок
rugby /'rʌgbi/ регбі
run (ran, run) /rʌn/ бігати

S

sailor /'seɪlə/ моряк
salute /sə'luːt/ салют
same /seɪm/ той самий
sandwich /'sænwɪtʃ/ бутерброд
sausage /'sɔːsɪdʒ/ сосиска
say (said, said) /seɪ/ говорити
scarf /skɑːf/ шарф
school /skuːl/ школа
sea /siː/ море
season /siːzn/ пора року
see (saw, seen) /siː/ бачити

sentence /'sentəns/ речення
set (set, set) /set/ ставити
seventy /'sevənti/ сімдесят
sew (v) /'səʊ/ шити
shop /ʃɒp/ магазин
short /ʃɔ:t/ короткий
shout (v) /ʃaʊt/ кричати
show (v) /ʃəʊ/ показувати
shower /ʃaʊə/ злива
silver /'sɪlvə/ срібний
sister /'sɪstə/ сестра
sitting room /'sɪtɪŋ ru:m/ вітальня
sixty /'sɪksti/ шістдесят
skating rink /'skeɪtɪŋ rɪŋ/ ковзанка
sleep /sli:p/ спати
Sleep tight! Добраніч!
sleeve /sli:v/ рукав
sleet /sli:t/ сніг з дощем
slow /sləʊ/ сповільнювати
small /smɔ:l/ маленький
snow /snəʊ/ сніг
snowdrop /'snəʊdrɒp/ пролісок
snowflake /'snəʊfleɪk/ сніжинка
snowstorm /'snəʊstɔ:m/ хуртовина
snowy /'snəʊvi/ сніжний
sofa /'səʊfə/ диван
sometimes /'sʌmtaɪmz/ інколи
soon /su:n/ незабаром
soup /su:p/ суп
sour cream /'saʊəkreɪm/ сметана
speak (spoke, spoken) /spi:k/ розмовляти
special /'speʃl/ особливий
spend (v) /spend/ проводити
splendid /sp'lendɪd/ прекрасний
sport /spɔ:t/ спорт
sporty /'spɔ:ti/ спортивний
spring /'sprɪŋ/ весна
square /skweə/ площа
stamps /stæmz/ марки

start /stɑ:t/ починати
stay /steɪ/ залишатися
stickers /'stɪkəz/ наклейки
stocking /'stɒkɪŋ/ панчоха
stop /stop/ зупинка
story /'stɔ:ri/ оповідання
street /stri:t/ вулиця
strike (struck, struck) /straɪk/ бити
study /'stʌdi/ вивчення
subject /'sʌbjəkt/ предмет
such /'sʌtʃ/ такий
summer /'sʌmə/ літо
sun /sʌn/ сонце
sunny /'sʌni/ сонячний
sunshine /'sʌnʃaɪn/ сонячне світло
supper /'sʌpə/ вечеря
suppose /sə'pəʊz/ уявити
sure /'ʃʊə/ звичайно
surprise /sə'praɪz/ сюрприз
sweater /'swetə/ светр
sweep /swi:p/ підмітати
swim /swɪm/ плавати

T

take (took, taken) /teɪk/ брати
talk (v) /tɔ:k/ розмовляти
tall /tɔ:l/ високий
taste /teɪst/ смак
tasty /teɪsti/ смачний
tea /ti:/ чай
teach (v) /ti:tʃ/ навчати
teacher /ti:tʃə/ вчитель
team /ti:m/ команда
tell (told, told) /tel/ говорити
tennis /'tenɪs/ теніс
thank /θænk/ дякувати
then /ðen/ потім
thing /θɪŋ/ річ
think (v) /θæŋk/ думати
thirsty /'θɜ:sti/ спраглий
thirty /'θɜ:ti/ тридцять

though /ðəʊ/ хоча
thunder /'θʌndə/ грім
time /taɪm/ час
tired /taɪəd/ втомлений
toast /təʊst/ тост
today /tə'deɪ/ сьогодні
together /tə'geðə/ разом
tonight /tə'naɪt/ сьогодні ввечері
tooth (teeth) /tu:θ/ зуб (зуби)
town /taʊn/ маленьке місто
toy /tɔɪ/ іграшка
tradition /trə'dɪʃn/ традиція
true /tru:/ правдивий
try /traɪ/ спробувати
turn /tɜ:n/ перетворитися
TV /ti:'vi:/ телебачення
twins /'twɪnz/ близнюки
type /taɪp/ тип
typical /'tɪpɪkl/ типовий

U

Ukraine /ju:'kreɪn/ Україна
Ukrainian /ju:'kreɪniən/ українець
umbrella /ʌmb'relə/ парасолька
uncle /ʌŋkl/ дядько
unfortunately /ʌn'fɔ:tʃənətli/ на жаль
upstairs на верхньому поверсі
useful /'ju:sfəl/ корисний
usually /'ju:ʒʊəli/ зазвичай

V

vegetables /'vegətəblz/ овочі
very /'veri/ дуже
video /'vɪdɪəʊ/ відео
village /'vɪlədʒ/ село
visit (v) /'vɪzɪt/ відвідувати

W

wait (for) /weɪt/ чекати
walk /wɔ:k/ прогулянка

wall /wɔ:l/ стіна
want /wɒnt/ хотіти
warm /wɔ:m/ теплий
watch /wɒtʃ/ дивитися
water (v) /'wɔ:tə/ поливати
wear (wore, worn) /weə/ бути одягненим
weather /'weðə/ погода
Wednesday /'wenzdi/ середа
week /wi:k/ тиждень
weekday робочий день тижня
weekend вихідні наприкінці тижня
well /wel/ добре
wellington boots /'welɪŋtn bu:ts/ гумові чоботи
wet /wet/ вологий
what not /wɒt nɒt/ будь-що
white /waɪt/ білий
whole /həʊl/ цілий
win (v) /wɪn/ вигравати
wind /waɪnd/ вітер
window /'wɪndəʊ/ вікно
winter /'wɪntə/ зима
with /wɪð/ з
wonder /'wʌndə/ цікавитися
wonderful /'wʌndəfəl/ прекрасний; чудовий
woollen /'wɔ:lən/ вовняний
word /wɜ:d/ слово
work (v) /wɜ:k/ працювати
world /wɜ:ld/ світ
write (wrote, written) /raɪt/ писати
writing table /'raɪtɪŋ teɪbl/ письмовий стіл

Y

yard /jɑ:d/ двір
year /jɪə/ рік
yellow /'jeləʊ/ жовтий
yesterday /'jestədeɪ/ вчора
yoghurt /'jɒgət/ йогурт