

L. Lapitskaya N. Sedunova

# English

Student's Book 1

4



**The verb to be**  
**Дзеяслоў быць**

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

## The verb have got / has got

### Дзеяслоў мець

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

## The verb can Дзеяслоў магчы, умець

Positive (+)	Negative (-)
<input type="radio"/> (We, You, They, He, She, It) <span style="border: 1px solid black; padding: 2px;">can</span> <span style="border: 1px solid black; padding: 2px;">swim</span> .	<input type="radio"/> (We, You, They, He, She, It) <span style="border: 1px solid black; padding: 2px;">can't</span> <span style="border: 1px solid black; padding: 2px;">swim</span> .
Question (?)	Short answers (+ / -)
<span style="border: 1px solid black; padding: 2px;">Can</span> <input type="radio"/> (we, you, they, he, she, it) <span style="border: 1px solid black; padding: 2px;">swim</span> ?	Yes, <input type="radio"/> <span style="border: 1px solid black; padding: 2px;">can</span> . No, <input type="radio"/> <span style="border: 1px solid black; padding: 2px;">can't</span> .

## The Present Simple Tense Цяперашні прасты час

Positive (+)	Negative (-)	
	Long form	Short form
<input type="radio"/> <span style="border: 1px solid black; padding: 2px;">live</span> in a house.	<input type="radio"/> <span style="border: 1px solid black; padding: 2px;">do</span> not <span style="border: 1px solid black; padding: 2px;">live</span> in a flat.	<input type="radio"/> <span style="border: 1px solid black; padding: 2px;">don't</span> <span style="border: 1px solid black; padding: 2px;">live</span> in a flat.
You <span style="color: blue;">live</span> in a house.	You <span style="color: blue;">do not live</span> in a flat.	You <span style="color: blue;">don't live</span> in a flat.
He <span style="color: blue;">lives</span> in a house.	He <span style="color: blue;">does not live</span> in a flat.	He <span style="color: blue;">doesn't live</span> in a flat.
She <span style="color: blue;">lives</span> in a house.	She <span style="color: blue;">does not live</span> in a flat.	She <span style="color: blue;">doesn't live</span> in a flat.

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

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

**Паказальнікі цяперашняга простага часу:**

**usually** (звычайна), **often** (часта), **sometimes** (часам), **always** (заўсёды), **in the morning** (раніцай), **in the afternoon** (днём), **in the evening** (вечарам), **every day** (кожны дзень).



Л.М. Лапіцкая  
Н.М. Седунова

# АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для **4** класа  
ўстаноў адукацыі, якія рэалізуюць  
адукацыйныя праграмы  
агульнай сярэдняй адукацыі,  
з беларускай мовай навучання і выхавання

У дзвюх частках

## Частка 1

Дапушчана Міністэрствам адукацыі  
Рэспублікі Беларусь

2-е выданне,  
перапрацаванае і дапоўненае



Мінск  
«Адукацыя і выхаванне»  
2024

*Правообладатель Адукацыя і выхаванне*

УДК 811.111(075.3)  
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Л24

Рэцэнзент: вучэбна-метадычнае аб'яднанне настаўнікаў замежнай мовы дзяржаўнай установы адукацыі «Гімназія № 24 г. Мінска» (настаўнік англійскай мовы кваліфікацыйнай катэгорыі «настаўнік-метадыст» *А.М. Бераснева*)



Спіс запазычаных ілюстрацый, размешчаных у вучэбным дапаможніку, для выкарыстання ў адукацыйным працэсе

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# ЯК ПРАЦАВАЦЬ З ВУЧЭБНЫМ ДАПАМОЖНІКАМ

Дарагія сябры! У гэтым навучальным годзе вы будзеце вывучаць англійскую мову разам з беларускімі героямі Мікітай і Насцяй і ўжо знаёмымі вам Ліз і Майкам з Вялікабрытаніі, а таксама з забаўнымі робатамі з незвычайнай краіны Твінь-кілэнд, з якімі дзеці пазнаёміліся ў Мінску.

Актыўна ўдзельнічайце ў выкананні кожнага задання, каб дасягнуць намечаных мэт у вывучэнні англійскай мовы. Яны абазначаны ў пачатку кожнага раздзела ў рубрыцы «Ты навучышся».

Лепш арыетавацца і выконваць заданні вам дапамогуць умоўныя абазначэнні:



работа ў парах



настольная гульня



работа ў групах



праект



пісьмовае заданне



электронны дадатак да вучэбнага дапаможніка размешчаны на рэсурсе [lingvo.edu.by](http://lingvo.edu.by)



спасылка (QR-код) на электронны дадатак



аўдыязапіс

Граматычны матэрыял змяшчае наступныя ўмоўныя абазначэнні: ○ – дзейнік; △ – выказнік **be**; ▲ – дапаможны дзеяслоў; □ – дзеяслоў, які абазначае дзеянне; ◻ – пыталнае слова.

У канцы вучэбнага дапаможніка вы знойдзеце тэматычны слоўнік для абавязковага засваення і граматычны памочнік, на форзацах – граматычныя табліцы.

**Поспехаў вам у вывучэнні англійскай мовы!**


# Unit 1



## My friend

**Ты навучышся:** знаёміцца з новымі сябрамі; апісваць знешнасць і характар сяброў; расказваць і распытваць пра тое, што ты і твой сябар умеюць рабіць; расказваць пра свайго сябра і вашы сумесныя заняткі.

### Lesson 1. A new friend<sup>1</sup>

**1a.**  Liz, Mike, and Mikita are at the International Robotics Fair<sup>2</sup> in Belarus. They have a new friend. He is a robot. Listen, read, and answer: What's his name? Where's he from?

**Mike:** Hello! What's your name?

**Twinky:** Twinky-twinky-twinky.

**Liz:** Where are you from?

**Twinky:** Twinky-twinky-twinky.

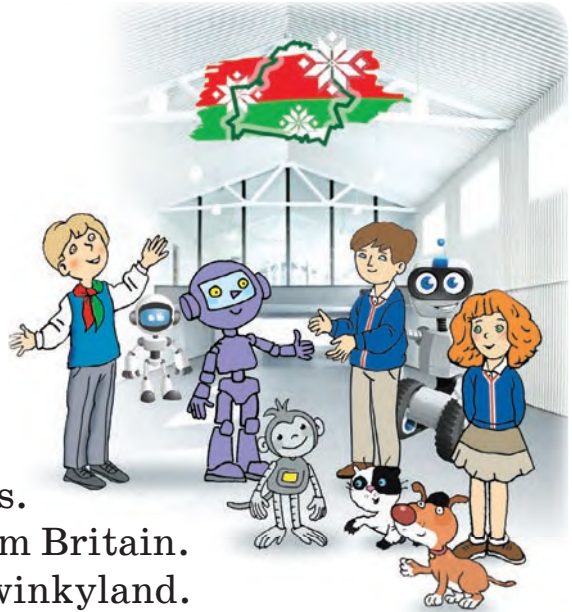
**Mike:** They're funny.

**Twinky:** They are funny.

<sup>1</sup> A new friend – Новы сябар

<sup>2</sup> International Robotics Fair – Міжнародны кірмаш робататэхнікі

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



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

**2.** Grammar revision.

### The verb to be / Дзеяслоў быць

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

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

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

am = 'm

is = 's

are = 're

am not = 'm not

is not = isn't

are not = aren't

**3.** 🎧 Listen, read, and sing the song.

Are you happy, are you happy?

Yes, I am, yes, I am.

Is he happy, is he happy?

Yes, he is, yes, he is.

Is she happy, is she happy?

Yes, she is, yes, she is.

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

we are friends!

Are you happy, are you happy?

Yes, we are, yes, we are.

Are we happy, are we happy?

Yes, we are, yes, we are.

Are they happy, are they happy?

Yes, they are, yes, they are.

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



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

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



Mikita



Mike



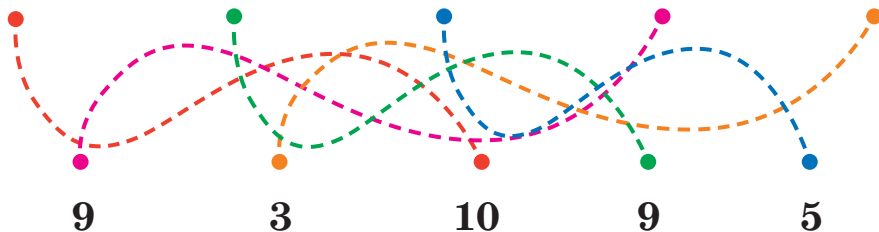
Twinky



Liz



Floppy



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

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



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

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

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

**6a.** 🌐 Letters and sounds.

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

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

[e] [æ] [i:] [b] [s] [ei] [k] [d]

## Lesson 2. Mike's friends

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

**Nastsya:** Hello! How are you?

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

**Nastsya:** I'm OK. What's your name?

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

**Nastsya:** My name's Nastsya. How old are you?

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

**Nastsya:** I'm 10. Where are you from?

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

**Nastsya:** I'm from Belarus, from Minsk.

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

**Nastsya:** That's a good idea!



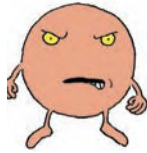
**1b.**  Choose a role and read.

**1c.**  Act out the talk.

2.  Picture dictionary.



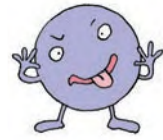
good



bad



nice



naughty



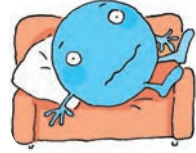
kind




clever



funny



lazy

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



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

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



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



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



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

**3c.** Read and correct the mistakes in Floppy’s diary<sup>1</sup>.

Dear Diary,

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

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

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

Have you got a friend, (Sasha)?

What’s his / her name?

How old is he / she?

Where’s he / she from?

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



<sup>1</sup> diary ['daɪəri] – дзённік

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

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

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

**5a.**  Letters and sounds.

**Ff**  
↓  
[f]

**Gg**  
↙ ↘  
[dʒ] [g]

**Hh**  
↓  
[h]

**Ii**  
↙ ↘  
[aɪ] [ɪ]

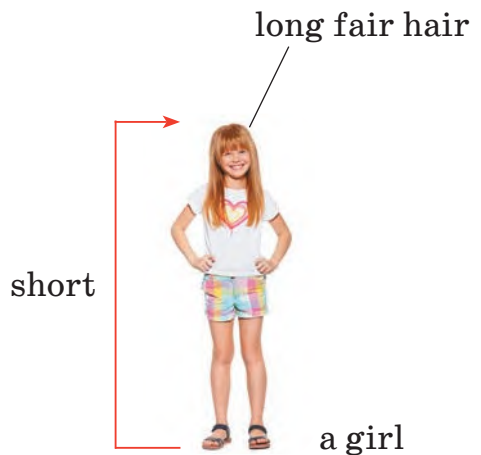
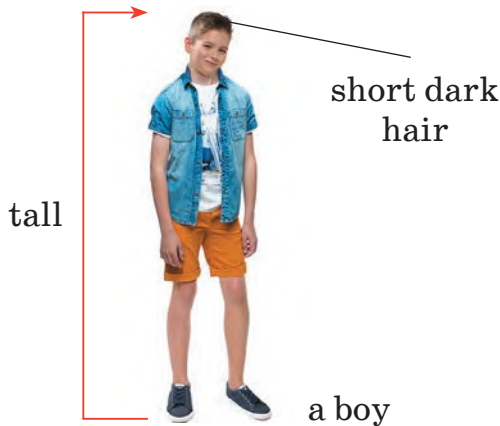
**Jj**  
↓  
[dʒ]

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

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

## Lesson 3. My friend has got fair hair

**1.**   Picture dictionary.



## 2. Grammar revision.

The verb have got (has got) / Дзеяслоў мець

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

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

have got = 've got

have not = haven't

has got = 's got

has not = hasn't

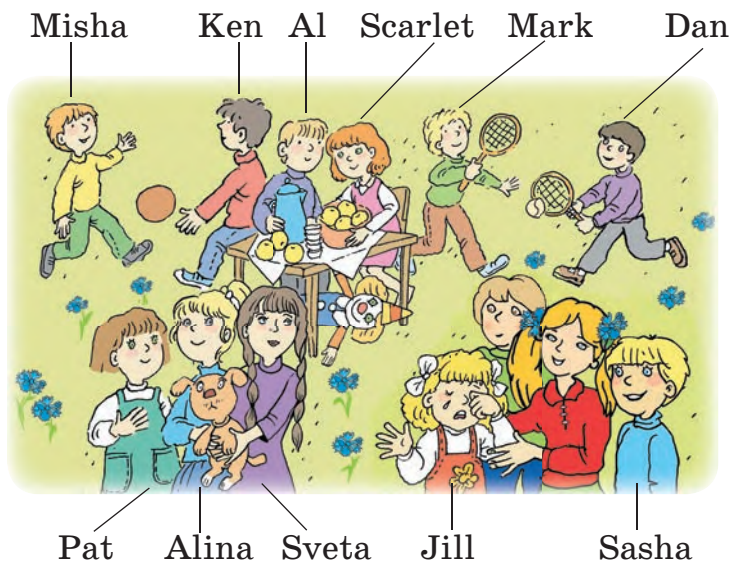
## 3. 👤👤 Look at your classmates. Make up a riddle about one of them.

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

S2: It's (Masha).

S1: Right!

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



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

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

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

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

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

**5a.**  Letters and sounds.

**Kk**  
↓  
[k]

**Ll**  
↓  
[l]

**Mm**  
↓  
[m]

**Nn**  
↓  
[n]

**Oo**  
↙ ↘  
[əʊ] [v]

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

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

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

## Lesson 4. Can your friend roller skate?

### 1. Picture dictionary.



roller skate ['rəʊlə skert]



ride a bike

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

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

**Twinky:** No, I can't.

**Liz:** I can dance. Can you dance?

**Twinky:** No, I can't.

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

**Twinky:** No, I can't.

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

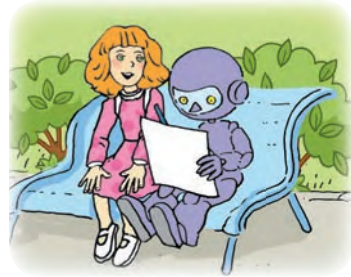
**Twinky:** No, I can't.

**Liz:** What can you do?

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

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

**Twinky:** Yes, I can.



**2b. Choose a role and read.**

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

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

**3. 🧑🧑 Speak to your classmate.**

<b>Model. S1:</b> What can you do?	<b>S1:</b> What can't you do?
<b>S2:</b> I can ski.	<b>S2:</b> I can't draw.



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

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

**Model. S1:** Can you roller skate / swim?

**S2:** Yes, I can.

**S3:** No, I can't. ...

**4b. Report to the class.**

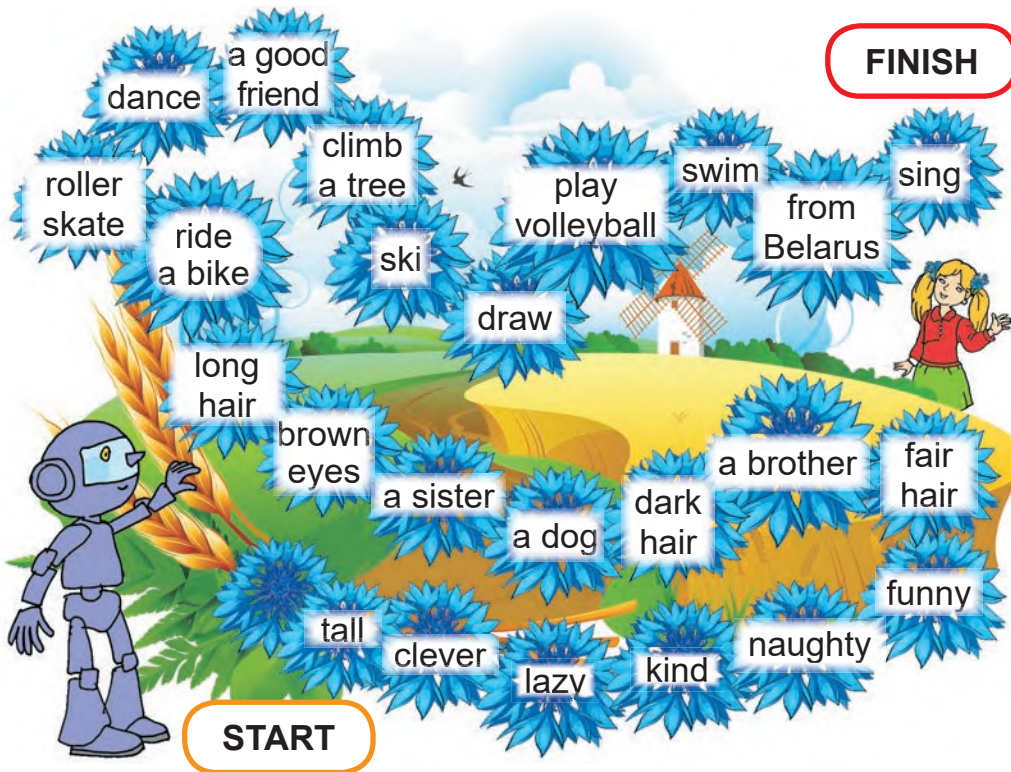
**Model.** Five students can roller skate / swim. Four students can't roller skate / swim.

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

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



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



5b. 👤 Say five facts about your friend.

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

6a. 🌐 Letters and sounds.

Pp

↓  
[p]

Qu / qu

↓  
[kw]

Rr

↓  
[r]

Ss

↓  
[s]

Tt

↓  
[t]

Uu

↓ ↓  
[ju:] [ʌ]

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

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

## Lesson 5. My friend can swim very well

**1a.**  Letter secrets.

very well

Vv = [v]      Ww = [w]

I can play volleyball and swim very well.



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



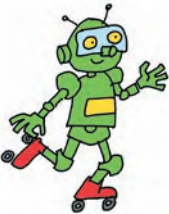


volleyball, swim, very well, clever, Twinky, we, what, where, seven, white, Steve, five, Victar, Eve, warm, walk, sweet, window, windy, favourite, winter, twelve, weather

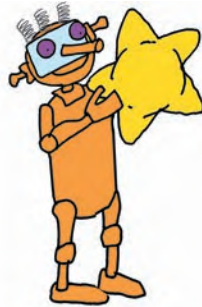
**1c.**  Help Twinky to read the words with [v], then with [w].

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

A



B



C



### My friend

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

**2b.**  Answer the questions.

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

A. Yes, he is.

B. No, he isn't.

C. Yes, he has.

D. No, he hasn't.

E. Yes, he can.

F. No, he can't.

G. Yes, it is.

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

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

**4a.**  Letters and sounds.

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

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

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

#### 4c. Play the “I spy” game.

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

**S2:** Roller skates!



## Lesson 6. We do it together

### 1. Listen, read, and sing the song.

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



<sup>1</sup> The more we get together, the happier we are. – Чым больш мы бываем разам, тым больш мы шчаслівыя.

2a.  Picture dictionary.



listen to music



watch TV



play computer  
games



go for a walk



do homework



chat with (your /  
my) friend

2b.  Letters and sounds.

[u:] do

[ɔ:] walk

[tʃ] chat, watch

[ʒ] television (TV)

[ə] computer

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

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

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

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

**Model.** Twinky and Mike do homework together.

together

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

**Model. Student:** Listen to music!

**Twinky:** I listen to music with Liz.

with

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

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

**S2:** We do homework together. ...

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

# Lesson 7. Twinky's week in Twinkyland

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

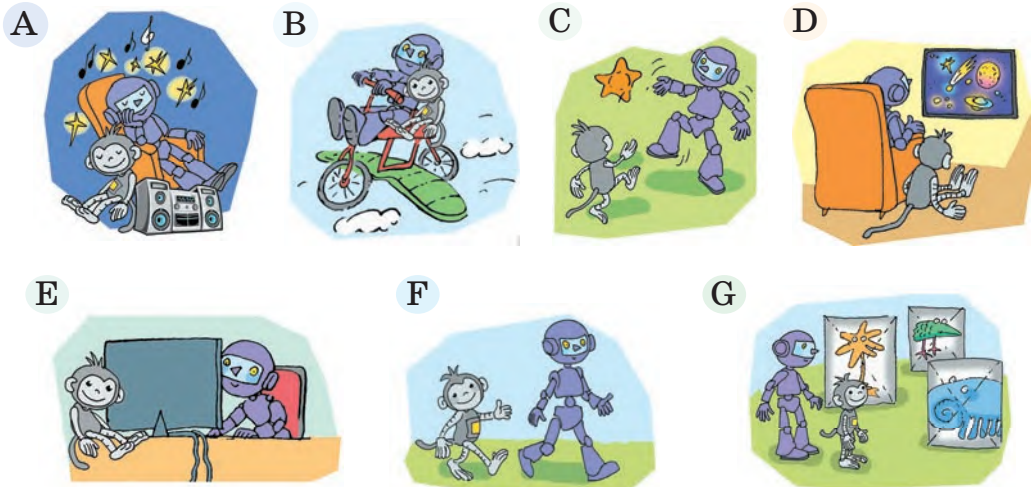
Every week has seven days.  
See how many you can say.  
Monday, Tuesday,  
Wednesday, Thursday,  
Friday, Saturday,  
Sunday.  
What's today?



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

**Model.** S1: Friday!  
S2: Saturday!

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



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

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

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

**Model.** Monday – D.

**2d.**  Speak about Twinky's week.

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

on Monday

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

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

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

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

**4a.**  **Letters and sounds.**

[ŋ] long, sing

[ʃ] short

[eə] fair hair

[ɪə] ear

[aʊ] mouth

[ɑ:] dark

[ʊ] good

[ɜ:] girl

[ɔɪ] boy

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

**A.** My friend is ... .

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



**B.** He's got / She's got ... .

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

**C.** My friend is ... .

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

**D.** My friend can ... .

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



E. I play with my friend ... .

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

F. We ... together.

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

G. It's ... !

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

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

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

## Lesson 8. Funny stories

1. 📺 Letter secrets.

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

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

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



**2a. Read the words and guess their meaning.**



a python  
['paɪθən]



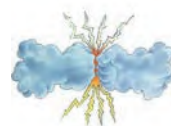
teeth  
[ti:θ]




think



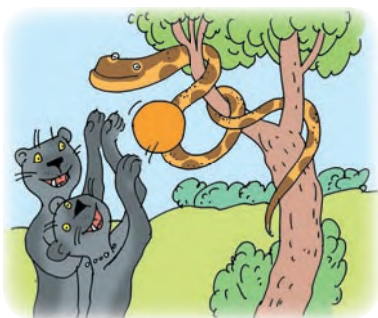
a thistle  
[θɪs(ə)l]



thunder  
[θʌndə]

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

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



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

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

**Beth:** A-a-ah! A monster!

**Timothy:** A monster! Help!

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

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

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

**Timothy:** Let me think. It's Thursday!

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



**2c.** 🐾 Read together with your group: group 1 – Narrator<sup>1</sup>, group 2 – Beth, group 3 – Timothy, then exchange your roles.

**2d.** 🐾 Perform at the Readers' Theatre.

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

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

<sup>1</sup>narrator – рассказчик

## Lesson 9. This is my friend

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

### My friend Nastsya



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



1b.  Find and read sentences about the pictures.

1c. Choose the correct word.

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

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

**2. 💡 Do a project about your friend.**

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



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

## Lesson 10. The lion and the mouse

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

One day a lion goes for a walk. It's sunny and hot. He sits under a tree and falls asleep<sup>1</sup>. A little mouse runs near the tree. She sees the lion. "What big ears! What beautiful hair!"



<sup>1</sup> falls asleep – засынає

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



a paw [pɔ:]

The lion opens his eyes. He sees the mouse. “Oh, help! Help!” The mouse is in the lion’s paw! “Please, let me go<sup>1</sup>! I can help you one day!” “Ha-ha-ha! You are so little! How can you help me?<sup>2</sup>” The lion is kind and lets the mouse go.

Three days later<sup>3</sup>, the lion goes for a walk and gets into a net. “Oh, help! Help!” The mouse runs to the lion and nibbles at the net. The lion is free<sup>4</sup>. He’s happy. “Thank you, little mouse! You’re a good friend!”



a net      to nibble  
at the net

Little friends can give big help!

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

<sup>1</sup> let me go – адпусці мяне

<sup>2</sup> How can you help me? – Як ты можаш мне дапамагчы?

<sup>3</sup> Three days later ... – Праз тры дні ...

<sup>4</sup> free – свабодны

### 3. True or false?

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

### 4. Make sentences about the characters of the story.

**Model.** The mouse is little.

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

### 5. Put the sentences in the correct order.

**Model.** 1 – D.

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

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

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

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

E. Little friends can give big help!

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

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

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

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

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

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

2. Speak about your friend.

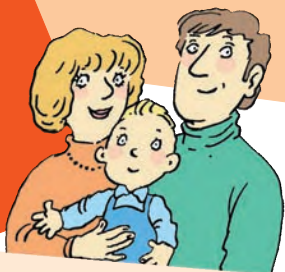
3. Listen to your classmates' project presentations and find their pictures (photos). Write the number.

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

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



# Unit 2

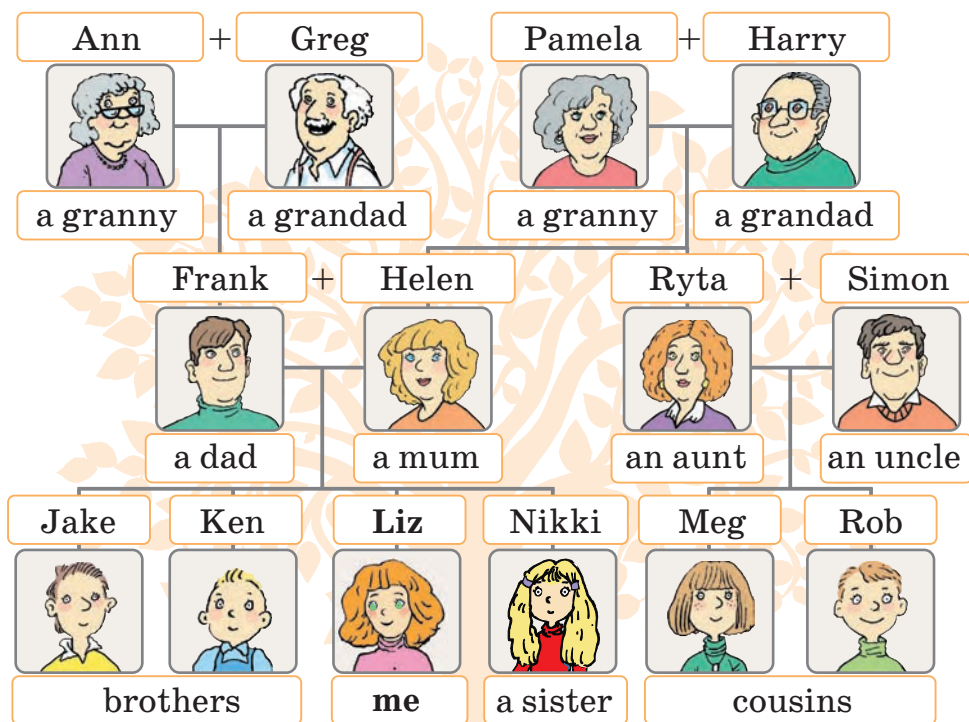


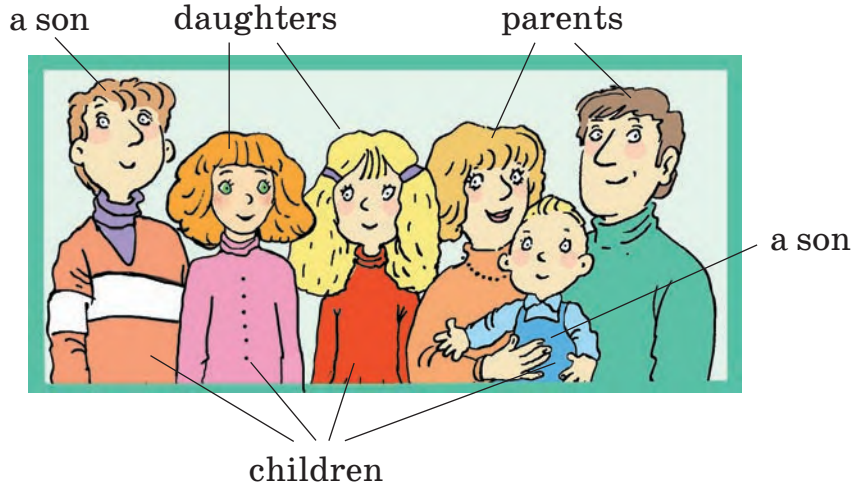
## My family

**Ты навучышся:** расказваць і распытваць пра сваякоў; распытваць пра прафесіі членаў сям'і; апісваць знешнасць і характар сваякоў.

### Lesson 1. Liz's family tree

#### 1. Picture dictionary.





## 2a. Letters and sounds.

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

## 2b. 👤👤 Read the transcription.

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

## 3. Grammar secret.

### Possessive nouns (Part 1)

### Прыналежны склон назоўнікаў (частка 1)

Helen is Liz's mum.

(Хэлен – мама (чья?) Ліз.)

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

**Model. S1:** Who's Harry?

**S2:** He's Liz's grandad.

He's = He is

**4b. Play "The last sentence" game.**

**Model. S1:** Nikki is Liz's sister.

**S2:** Nikki is Frank's daughter.

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

**5. 👤👤 Solve the riddles.**

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

**6a. 👤👤 Speak about your family.**

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



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

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

## Lesson 2. What do you want to be?

### 1. 🧑🧑📖 Picture dictionary.

#### Jobs



a doctor



a driver



a vet



a cook



a farmer



a business-  
man



a shop  
assistant



a dentist



a teacher



a worker



a programmer



a woman



a man

### 2a. Letters and sounds.

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

### 2b. 🧑🧑 Read the transcription.

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

3.  Listen, read, and say the chant.



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



I want to be a doctor.

I want to be a driver.

4a. **Word secrets.**

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



sing + er = singer

dance + er = dancer

swim + er = swimmer

ski + er = skier

4b.  Complete the sentences.

runner worker dancer teacher programmer  
skater driver

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

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

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

A



B



C



D



E



F



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

**5c.**  Speak about Mike's family.

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

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

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

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

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

**6c.** **Answer: What's the most popular<sup>1</sup> job?**

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

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

## **Lesson 3. I want to work**

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

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

### **Little Rabbit's Week**

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

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

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

“Well<sup>2</sup>, go and sing to the animals.”

<sup>1</sup> **the most popular** – самая популярная

<sup>2</sup> **Well ...** – Добра ...

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



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

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

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

“Well, drive me to work.”

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



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

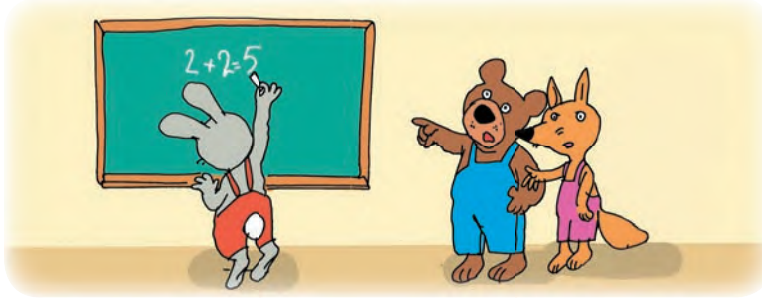
“OK. What do you want to be?” asks Aunt Barbara.

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

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

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





On Thursday, Little Rabbit says, “I’m too<sup>1</sup> little. I can’t be a singer, a driver, or a teacher. I want to be a student!” He takes his bag and goes to school.



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

**1d.** Who says it?

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

**1e.** 🐾 Act out the story.

<sup>1</sup> too – занадта

## 2. Write the story.

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

## Lesson 4. Whose ball is it?

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

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

1.

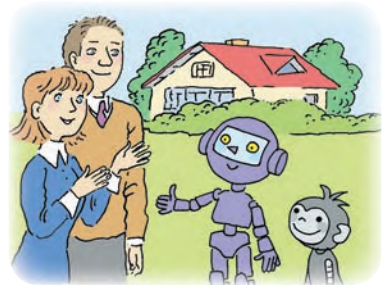
**Mrs Read:** This is **my** husband<sup>1</sup>  
Dave.

**Mr Read:** Hello, Twinky.

**Twinky:** Hello!

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

**Twinky:** It's nice.



2.

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

**Children:** Hello, Twinky.

**Twinky:** Hi!

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

**Twinky:** Hello, Rex! This is Floppy.



---

<sup>1</sup> husband – муж

3.

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

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

**Mrs Read:** Oh, no. Steve! Maggie!



4.

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

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

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

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

**Mrs Read:** Hush, children!



5.

**Floppy:** Yummy!

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



### 1c. Grammar secret.

#### Possessive pronouns

#### Приналежнія займеннікі

#### Whose (ball) is it? – Чый гэта (мяч)?

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

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

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

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

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

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

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

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



3. 👤 Look and complete the sentences.

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

A



B



4a. 👤 Speak about the people in your family: parents, grandparents, sisters, brothers, cousins, uncles, and aunts. Who's got the biggest family<sup>1</sup>?

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

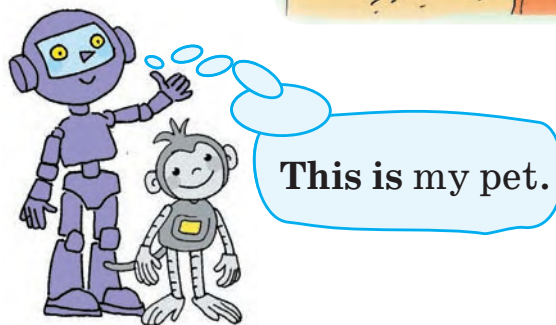
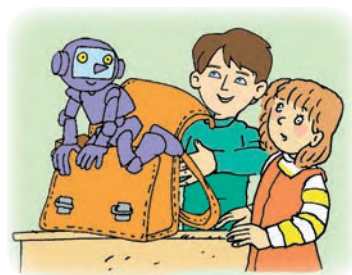
4b. 📝 Write 6–7 sentences about your family.

<sup>1</sup> the biggest family – самая вялікая сям'я

## Lesson 5. Twinky's family

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

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



1b. Grammar secret.

Demonstrative pronouns  
Указальные займенники

This (гэта, гэтая, гэты) – These (гэтыя)

This is his rocket.

These are his toys.

2. 👤👤 Show your classroom to Twinky.

Model. This is a book. These are pens.

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

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



Twinky



Pinky Linky



Winky



Floppy



### 4. Grammar secret.

#### Possessive nouns (Part 2)

Прыналежны склон назоўнікаў (частка 2)

**Whose** (bag) is it? – **Чый** гэта (партфель)?



Twinky's bag

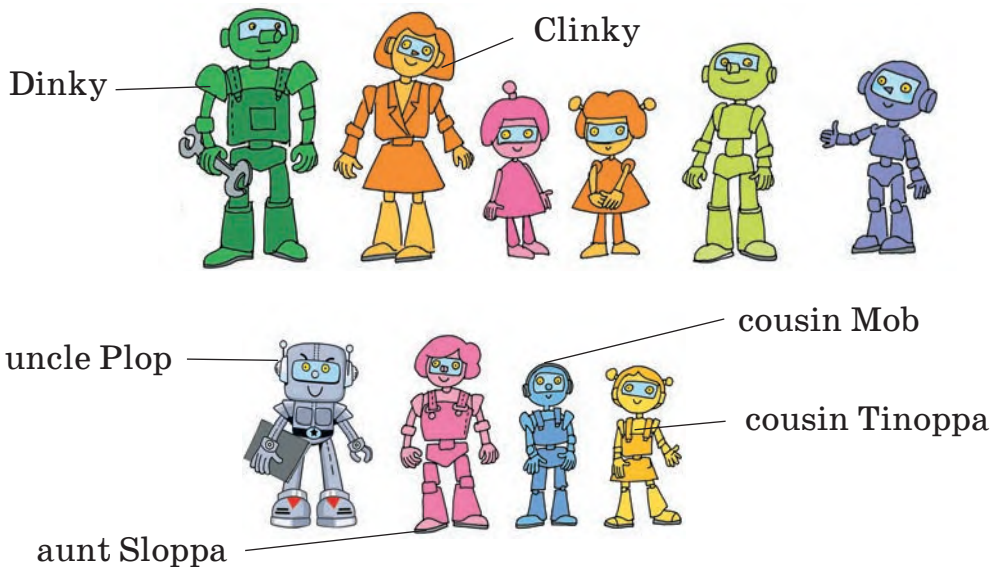
His sisters' bags



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

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

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



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

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



## Lesson 6. How old are they?

Numerals. Лічэбнікі  
How many? – Колькі?

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

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

21 twenty-one

45 forty-five

100 one hundred

1b. Word secrets.

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

2.  Teach Twinky to do sums.

**Model.** Nine and four is thirteen.

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

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



Mary, Britain, 44



Alex, Britain, 57



Tatsiana, Belarus, 28



Dzmitry, Belarus, 62



Hanna, Belarus, 36



Kevin, Britain, 39

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

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

**Model.** Liz's mum is 34.

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

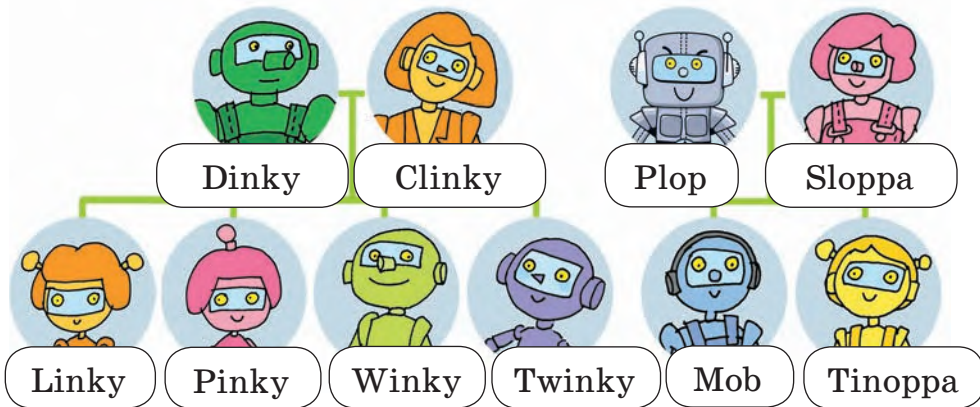
**Model.** S1: How old is your mum?  
S2: She's thirty-two ...

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

## Lesson 7. Meet my family

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

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



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

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

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

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

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

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

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

**1d.**  **Make sentences.**

**Model.** Dinky and Clinky are nice.

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

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



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

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

## Lesson 8. Where do you live<sup>1</sup>?

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

**Model.** Mike and his family live at 33 Ladybird Road<sup>2</sup>.

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

1b. 👤👤 Speak to your classmate.

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

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



<sup>1</sup> live – жыць

<sup>2</sup> road [rəʊd] – дарога

<sup>3</sup> street – вуліца

<sup>4</sup> avenue [ˈævənju:] – праспект

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

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

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

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

<sup>1</sup>023 9260 5788 – oh two three nine two six oh five seven double eight

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



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

...

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

3b. 📝 Write about your classmate.

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



## Lesson 9. My family tree

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

A



B



C



D



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

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

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

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



**1b.**  What do these numbers mean?

**Model.** Ksenia and Anton have got five children.

5    29    10    6    3    19    47    54

**1c.**  Disagree.

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

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

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



**2b.**  Do the project “My family tree”.

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

## Lesson 10. Mowgli’s family

### 1a. Read the new words.

Mowgli [ˈməʊɡli]

Shere Khan [ʃɪəˈhɑːn]

a wolf [wʊlf] – wolves [wʊlvz]

mother [ˈmʌðə] = mum

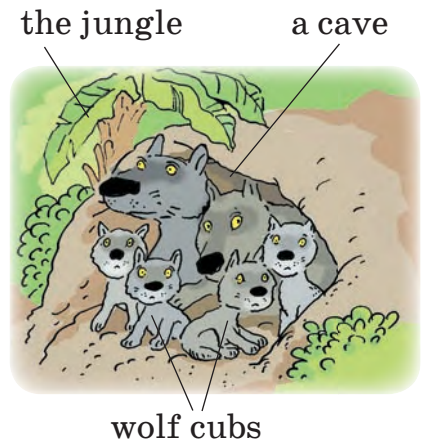
father [ˈfɑːðə] = dad

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

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

This is a story about a boy, Mowgli. He is brave<sup>1</sup> and clever. He lives in the jungle. Animals are his friends.

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



<sup>1</sup> brave – храбры

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



One day they see a big tiger. His name is Shere Khan. “What do you want, Shere Khan?” asks Father Wolf. “I’m hungry<sup>1</sup>. I want my food. Give me the man’s cub!” says Shere Khan. “The man’s cub isn’t your food! He’s our family! Go away!<sup>2</sup>” says Mother Wolf. She is very angry<sup>3</sup>. The tiger goes away.

So the boy lives in the wolf family. The wolves call<sup>4</sup> him Mowgli. The wolves are Mowgli’s parents. The little cubs are Mowgli’s brothers and sisters. Mowgli can run and jump like a wolf now. He is very happy.



<sup>1</sup> hungry [ˈhʌŋɡri] – галодны

<sup>2</sup> Go away [əˈweɪ]! – Ідзі прэч!

<sup>3</sup> angry [ˈæŋɡri] – сярдзітая

<sup>4</sup> call [kɔːl] – называюць

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

**2. Choose the correct word.**

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

**3. Who says it?**

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

**4. Make sentences about the story characters.**

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

**5a.  Solve the riddle.**

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

**5b.  Make up your riddle.**

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

**6.   Act out the story.**

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

**1. Speak about your family.**

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

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

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

# Unit 3



## Daily life

**Ты навучышся:** пытацца пра час і называць яго; расказваць пра свой распарадак дня і распарадак дня сваіх сяброў; распытваць сваіх аднакласнікаў і адказваць на іх пытанні пра тваё штодзённае жыццё.

### Lesson 1. Twinky's clock

#### 1. Picture dictionary.

1 day = 24 hours [ˌaʊəz] (1 hour = 60 minutes)



midnight



midday (noon)



new day midnight

a.m. (all morning)

p.m. (past midday)

12:00 1:00 2:00...11:00 11:59 12:00 1:00 2:00...11:00 11:59 12

It's 12 o'clock.  
It's 12 a.m.

It's 11:59 a.m. It's 12 o'clock.  
It's 12 p.m.

It's 11:59 p.m.



It's twelve o'clock.



It's twelve oh five.



It's twelve fifteen.



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

## 2. 📖 Letter secrets.

🔔 or = [ɔ:]  
Forty sporty tortoises.

🔔 ck = [k]  
clock, black, chicken

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

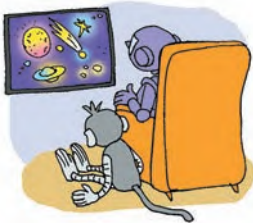


## 3. 👤 Look at the pictures. Play "A guessing game".

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

S1: Twinky is at home. – S2: Right!

8:30 a.m.



at home

9:00 a.m.



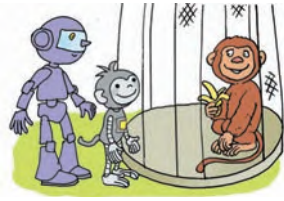
at school

2:15 p.m.



in the park

4:30 p.m.



at the zoo

6:00 p.m.



at the circus

7:20 p.m.

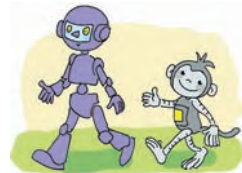


at the cafe

4. Listen, read, and say the chant.



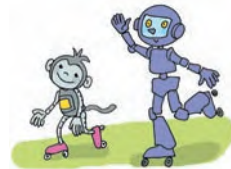
What time is it?  
It's two o'clock.  
It's time to go for a walk!



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



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



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

**Model.** 8:15 a.m. – go to school



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



### 5b. Role-play.

**Model.** Twinky: What time is it?

Floppy: It's eight fifteen a.m.

Twinky: It's time to go to school!

Floppy: OK! / Yes!

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

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

## Lesson 2. In the morning

### 1a. Picture dictionary.



get up



make (my) bed



do (my) exercises



wash (my) hands  
and face



brush (my) hair



have breakfast



brush (my) teeth



get dressed



go to school

1b. 👤 Read the transcription.

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

2. 📖 Letter secrets.

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

🔔 sh = [ʃ] wash, brush, fish

🔔 th = [θ] teeth, mouth, three



3. 🎧 Listen, read, and sing the song.

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



wash my face

brush my teeth

brush my hair

go to school

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

“Morning”

“Mikita’s morning”

“Mikita’s day”

Good morning!

7:00



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



2. I make my bed and ...



One, two ...

3. ... do my exercises.



7:20

4. Then I have breakfast at 7:20.



Oops!

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



6. I get dressed.

7:45

Oh, I'm late!

7. I go to school at 7:45.



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

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



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

Then I ...  
After breakfast, ...

## Lesson 3. Breakfast, lunch, and dinner

1a. 👤📖 Picture dictionary.



morning



afternoon



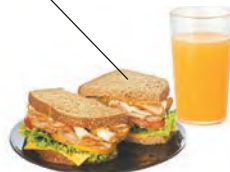
evening

porridge



breakfast

sandwiches



lunch

salad



pasta

dinner

1b.  Read the transcription.

[i:vniŋ], [ɑ:ftə'nu:n], ['mɔ:nɪŋ], ['pɔ:ri:dʒ], ['di:nə],  
[lʌntʃ], ['pæstə], ['brekfəst], ['sænwitʃɪz], ['sæləd]


1c. Read and guess the words in bold.

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

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

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

2.  Letter secrets.

 ng = [ŋ] sing, morning, evening

 ch = [tʃ] lunch, chicken, chocolate

3a.  Listen and number the pictures.

A



B



C




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

**Model.** Mike has ... for breakfast.

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



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

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

## Lesson 4. What do you do in the evening?

**1a.**   Picture dictionary.



come home



take a shower



go to bed

wash / do  
the dishes



tidy (the / my)  
room



do housework

### 1b. 👤 Read the transcription.

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

### 2. 📖 Letter secrets.

🔔 e = [e] **bed**, **vet**, **ten**

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

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

### 3. 🎧 Listen, read, and sing the song.

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




watch TV

do housework

take a shower

go to bed

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

**5a.**  Listen, read, and answer: Is Jessica tired<sup>1</sup> in the evening?



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

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

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

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

**5b.**  Complete your partner’s sentences.

**Model.** Jessica: I brush my teeth ...

Student: In the evening.

---

<sup>1</sup> tired [ˈtaɪəd] – стомленная





in the morning, in the afternoon, in the evening

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

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

S2: You do it in the morning.

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

## Lesson 5. Work or walk?

**1a.** Letter secrets.

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



water ['wɔ:tə]

war, wal = [wɔ:] warm, walk

wor = [wɜ:] work,

homework, housework,

worker, worm,

bookworm, word

The worms wash in the warm water and walk.



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

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

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



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

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

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



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

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

**2c.** Perform at the Readers' Theatre.

### 3a. Match parts of the sentences.

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

A. ... Wallace.

B. ... my homework.

C. ... A swarm of wasps!

D. ... with Wallace.

E. ... Washington.


F. ... with housework.


H. ... the wasps fly away.

G. ... Walt Warner.

J. ... to watch TV.

I. ... "Star Wars".


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

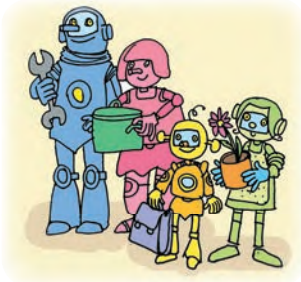
**3c.**  **S2**, cover the upper box and use the endings in the lower box to retell the story "Walt and Wallace". **S1**, check and help your partner.

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

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

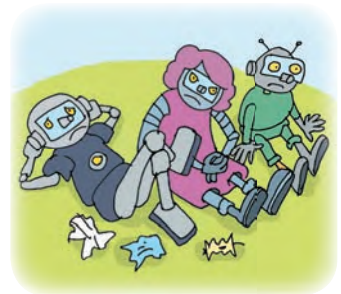
## Lesson 6. I don't do it

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



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

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



## 2. Grammar secret.

### The Present Simple Tense

Цяперашні просты час  
(звычайныя дзеянні, якія паўтараюцца)

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

### Short answers + / –

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



usually ['ju:ʒuəli] – звычайна  
every day – кожны дзень  
in the morning                      in the afternoon  
in the evening                      on Monday

3. Read the sentences and disagree<sup>1</sup> with the lazy robot's wife (жонка).

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

<sup>1</sup> disagree – не пагадзіся

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



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

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

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

S1: Yes, I do. ...?

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

**Model.** They don't brush their teeth.

## Lesson 7. What? Where? When?

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

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



1



2



3



4



5

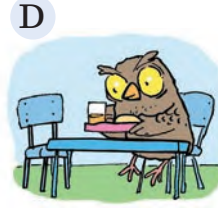


6



7

<sup>1</sup>night [naɪt] – ночь



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

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

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

After breakfast, I wash my room and brush my teeth. Then I wash the dishes and tidy my room. I go to school at twelve thirty. My parents go to work<sup>1</sup>.

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

<sup>1</sup> go to work – ідуць на працу

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

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

**2a. Grammar secret.**

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

**Цяперашні прости час: пытанні,  
якія пачынаюцца з пытальных слоў**

---

**What** **do** **you** **have** for breakfast? – Pasta.

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

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

---



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

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

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

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

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

**3b. 🧑🧑 Role-play the interview.**

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

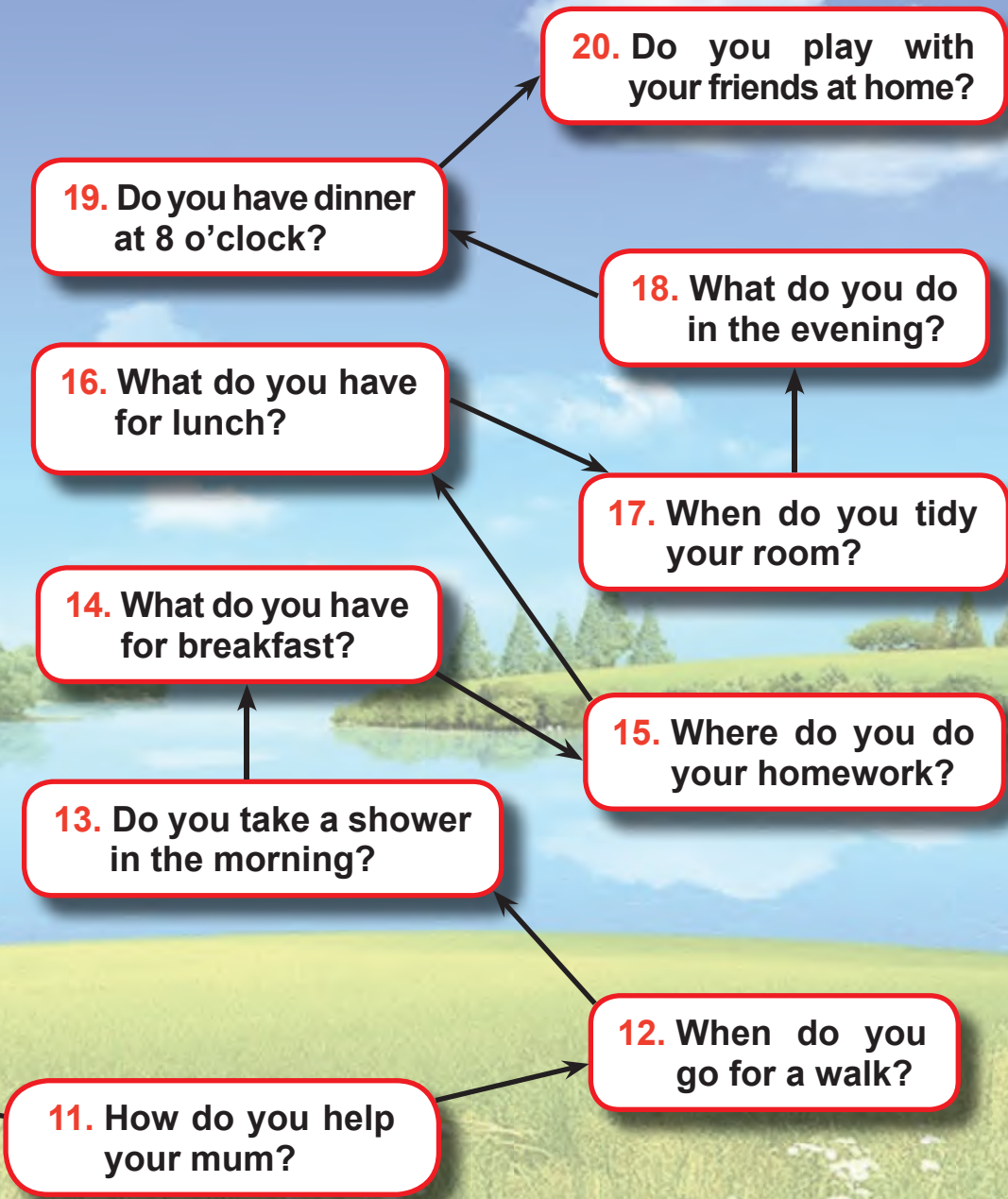
## Lesson 8. Interviews

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

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















## Lesson 9. My day

**1a.** Read Nastsya's story about her day. Is her day usual or unusual<sup>1</sup>?

Hi, my name is Nastsya. I'm from . I get up at  in the morning when my mum and dad get up. I usually  before breakfast<sup>2</sup>. We have breakfast at 7:30. I usually have porridge, white bread with jam, and . Then I wash my face and .

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


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


---

<sup>1</sup> **usual or unusual** – звичайны або незвичайны

<sup>2</sup> **before breakfast** – да снідання

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

I  the dishes, and then I tidy my room.

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

**1b.**  Listen and check.

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

**2.**  Do the project “My day”.

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

## Lesson 10. Mowgli goes to the people

**1a.**  Read the names.

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

**1b. Guess. True or false?**

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

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

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



He has two friends, Baloo the Bear and Bagheera the Panther. Every day, Baloo and Mowgli have breakfast together. They have nuts and honey<sup>1</sup> for breakfast.

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



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

<sup>1</sup> honey [ˈhʌni] – мёд

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



**2. 🧑🧑 Put the sentences in the correct order.**

**Model.** 1 – C.

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

**3. 🧑🧑 Answer the questions.**

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

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

5a. Who says it?

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

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

## Lesson 11. Project presentation: My day

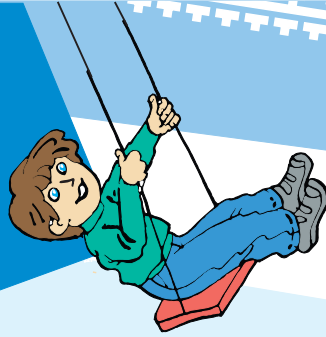
1. Speak about your day.

2. Copy the table, listen to your classmates’ presentations, and tick every action. Answer the questions: Who does most things (больш за уцё спраў)? Who’s got the longest (самы доўгі) day?

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



# Unit 4



## A day off

**Ты навучышся:** расказваць і распытваць пра заняткі ў выхадны дзень; прапаноўваць, прымаць або адхіляць прапанову бавіць разам вольны час.

### Lesson 1. Where can you spend your day off?

1a.  Picture dictionary.

A day off (выхадны дзень)



(at the) circus



(at the) disco



(at the) zoo



(at) home



(at the) theatre



(at the) cinema



(at the) museum



(at / in the) swimming pool



(in the) amusement park

**1b. 👤👤 Read the transcription.**

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

**2. 🌐 Letter secrets.**

🔔 c = [s] nice, ciinema

🔔 c = [k] cat, disco, circus

🔔 u = [ju:] museum, amusement

🔔 u = [ʌ] puppy, Lucky

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

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

Where? – Дзе?

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

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

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

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

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

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

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

**When? Калі? – At 10 o'clock.**

**Where? Куды? – I go to the park.**

**Where? Дзе? – I play at home.**

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

**S2: At 10 o'clock in the morning.**

**S1: What do you do in the morning?**

**S2: I have breakfast and do my homework.**

**S1: When do you have breakfast?**

**S2: At 10:15.**

**S1: Where do you go on Sunday?**

**S2: I go to the swimming pool.**

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

I usually spend my Saturday ... .

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

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

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

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

## Lesson 2. Richy the Cat's day

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



A. Richy the Cat's morning

B. Richy the Cat and the mice

C. Richy the Cat's day off

1 mouse – 2 mice

**a.m.**

11:00 get up

11:02 make my bed

11:04 do my exercises

11:25 take a shower

11:50 have breakfast

**p.m.**

12:15 get dressed

12:25 go to the  
amusement park

3:00 go to the cinema

5:30 have dinner

7:00 go to the theatre

9:15 come home

9:25 have a cup of tea

9:30 watch TV

11:00 go to bed

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



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

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



OK! From ... to ... .

## 2. Grammar secret.

### The Present Simple Tense: positive sentences

Цяперашні прасты час:  
сцвярдзальныя сказы

○ V ...

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

○ V(e)s ...

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



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

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



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

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

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

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

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

### Lesson 3. Do you do any housework?

**1a.** 👤 🌐 Picture dictionary.



lay the table



feed (my) pet



walk (my) dog



help (my) mum

**1b.** 👤 Read the transcription.

[fi:d], [help], [wɔ:k], [lei]

2. 📖 Letter secrets.



ay = [eɪ]

Lay the table, Ray, and play.



3. 🎧 Listen, read, and say the chant.

lay – lays      wash – washes      tidy – tidies

I lay the table.

She lays the table.

I wash the dishes.

She washes the dishes.

I tidy my room.

She tidies her room.

What about you?

What about you?

I help my mum.

He helps his mum.

I walk my dog.

He walks his dog.

I feed my pet.

He feeds his pet.

What about you?

What about you?

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

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

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



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



**Nastsya:** I am (3) ... too on Saturdays and Sundays. I help my mum. I lay the table and wash the dishes, but I like to spend my day off (4) ... . I watch plays<sup>2</sup> with beautiful actresses<sup>3</sup> and good actors, singers, and dancers. I go (5) ..., too. I like 3D films. They're fantastic!

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



<sup>1</sup> I can learn a lot about history. – Я шмат магу даведацца пра гісторыю.

<sup>2</sup> plays – п'есы

<sup>3</sup> actress ['æktɹəs], actor ['æktə] – актрыса, акцёр



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

**4b.** 🎧 Listen and check.

**4c.** 👤 Choose a role and read.

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

**4e.** Close the book and play “A memory game”.

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

S2: Liz.

S1: Yes! / Right!

S2: They play football in the park.

S1: Liz and her family.

S2: No, not right. / Wrong.

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

## Lesson 4. She doesn't do anything!<sup>1</sup>

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

---

<sup>1</sup> She doesn't do anything! – Яна нічого не робить!

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

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

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

A



B



C



D



E




1d. Compare each pair of the sentences.

<sup>1</sup> ... are they? – ... хіба не так?

## 2. Grammar secret.



### The Present Simple Tense: negative sentences

Цяперашні просты час:  
адмоўныя сказы

○  don't  V ...

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

○  doesn't  V ...

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

**3a.** Twinky, Floppy, Mike, and Liz go to the cinema. Look at the pictures and guess the name of the cartoon<sup>1</sup>.

1



3

an oven  
[ˈʌv(ə)n]



2

a well



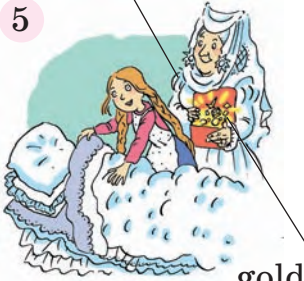
4



<sup>1</sup> a cartoon – мультфільм

## Snow Fairy ['feəri]

5



gold [gəʊld]

6



7



8



9



10



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

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

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

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

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

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

<sup>1</sup>her stepmother and stepsister – яє мачаха і зводная сьстра (дачка мачахі)

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

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

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

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

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

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

**3d.**  Listen and check ex. 3c.

**3e.**  Prove that the stepsister is lazy.

**4.**  Compare the two girls.

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

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

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

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

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

## Lesson 5. Does Twinky help his mum?

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

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



**Liz:** Twinky, have you got a big family?

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

**Liz:** Wow! Does Winky help his mum?

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

**Liz:** Does Pinky help her mum?

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


**Liz:** Does Linky help her mum?

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

**Liz:** Do you help your mum?

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

**1c.**  Letter secrets.

 ee = [i:] feed, teeth

 i = [aɪ] tidy, nine, time

 i = [ɪ] dishes, dinner

**1d. Grammar secret.**

**The Present Simple Tense: general questions**

**Цяперашні просты час: агульныя пытанні**

---

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

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

---

**Does**   **V** ... ?

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

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

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

---

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

**2.**  **Act out the interview.**

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

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

S2: A boy.

S1: Does he feed Floppy?

S2: No, he doesn't.

S1: Does he do the dishes?

S2: Yes, he does.

S1: Is it Winky?

S2: Yes, it is.



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

**Model.** S1: Do you cook breakfast?

S2: No, I don't.

S1: Does your mum cook breakfast?

S2: Yes, she does.





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

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

## Lesson 6. Ode<sup>1</sup> to Richy the Cat

**1.**  Letter secrets. Revision.

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

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

<sup>1</sup> **ode** [əʊd] – урачысты верш, прысвечаны якой-небудзь падзеі ці герою

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

A



an acrobat



a clown



a disco dancer



a crown

an actor

B



mice

C



D

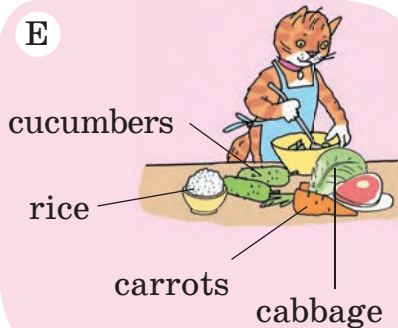


compose classical music

concert



E



cucumbers

rice

carrots

cabbage

F



a daisy – daisies

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

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

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

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

### Ode to Richy the Cat

1.

Richy is a great, clever cat.  
 He's never<sup>1</sup> naughty or bad.  
 He's kind and can make friends with a rat.  
 He's always<sup>2</sup> happy, and never sad.

2.

Richy the Cat has a beautiful face,  
 And he's got a lot of skill and grace<sup>3</sup>.  
 He can be a circus acrobat, a clown,  
 A disco dancer, or an actor with a crown.

3.

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

<sup>1</sup> never [ˈnevə] – ніколи

<sup>2</sup> always [ˈɔ:lweɪz] – заўсёды

<sup>3</sup> a lot of skill and grace – шмат уменняў і грацыёзнасці

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

4.

Richy the Cat can compose classical music,  
And in every concert we use it.  
We come to the cinema... Oh! It's amusing<sup>1</sup>!  
We can listen to Richy the Cat's classical music!

5.

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

6.

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

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

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

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

---

<sup>1</sup> **amusing** [ə'mju:zɪŋ] – забавні

<sup>2</sup> **To do a lot of things he is able!** – Їн умеє рабіць многія рэчы!

4. Take part in a reading contest.

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

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

## Lesson 7. Let's go for a walk!

1. You want to do something special<sup>1</sup> on your day off. Discuss with your class where you can do the activities.

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

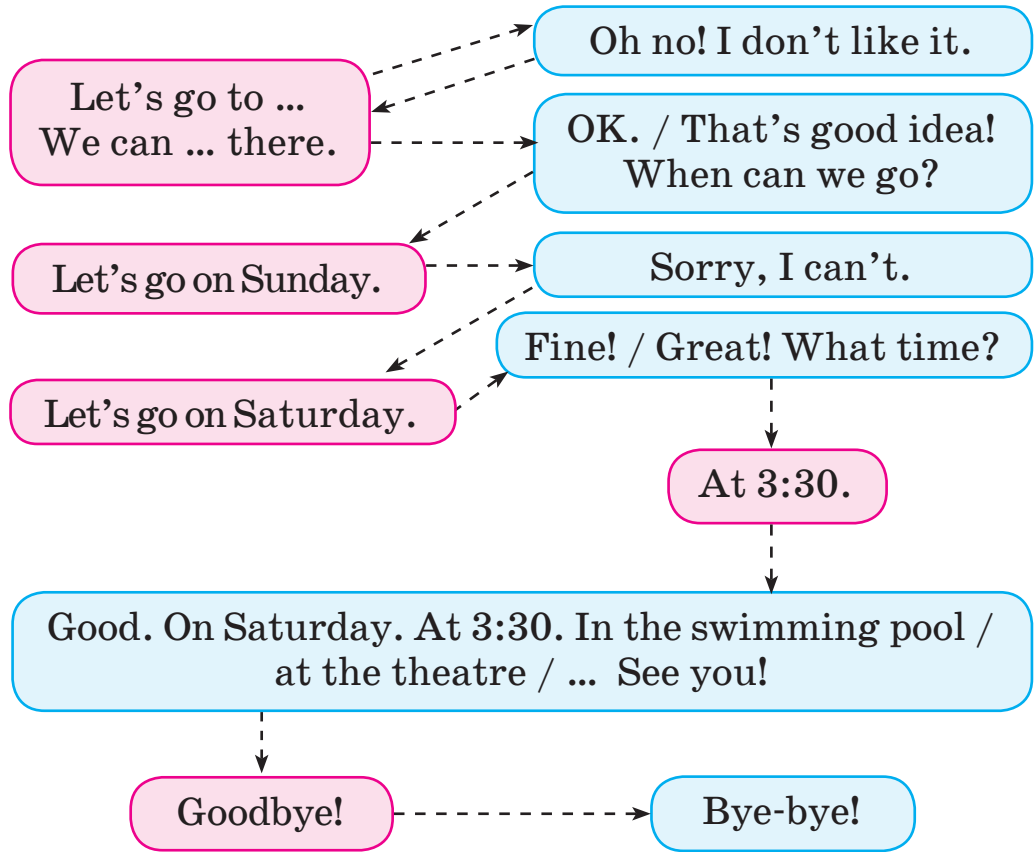



ride a horse, see clever and funny animals, watch a 3D film, learn about history, watch a play, see clowns and acrobats, go for a walk, see actors and actresses, swim, dance, listen to good music, roller skate, ride a pony



<sup>1</sup>special ['speʃ(ə)l] – асаблівы

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



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

**2c.**  Role-play your dialogues.

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

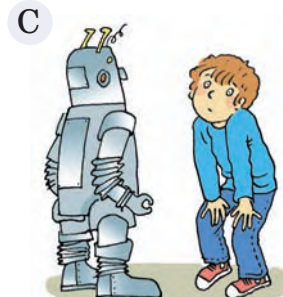
4. ✍ Write a short letter to invite your friend to do something interesting. Complete the sentences in the left column (see ex. 2a).

## Lesson 8. Letters to KIDS

1a. Children write letters to KIDS magazine<sup>1</sup>. Read and match their letters to the pictures.

My day off

very much



1.

Hi KIDS!

I usually go to museums on my day off. I go there<sup>2</sup> with my mum and my little brother. I like the Robot Museum very much. We can see a lot of

<sup>1</sup> letters to KIDS magazine [ˌmæɡəˈziːn] – листы ў часопіс «Дзеці»

<sup>2</sup> there [ðeə] – там, туды

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

Tim, 10, America.

2.

Hello, KIDS!

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

Alex, 9, Britain.

3.

Dear KIDS!

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

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

Alesya, 10, Belarus.



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

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

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

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

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

**2b.**  **Write the letter to KIDS magazine. Add<sup>1</sup> photos or pictures.**

<sup>1</sup> Add ... – Дадайте ...

## Lesson 9. Home alone

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

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

**2a.**  Listen and check your guesses.

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



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

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



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



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

---

<sup>1</sup> What's the matter? – У чым справа?

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



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

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

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



**2c.** 🐾 Choose a role and read.

**3a.** 🐾 Who says it?

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

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

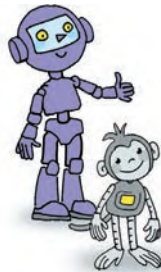
**3b.**   **Act out the story.**

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

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

## Lesson 10. Christmas

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



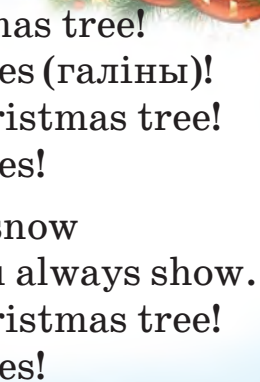
- Merry Christmas, Twinky!
- Thank you. Merry Christmas to you, Natsya and Mike!

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

2.  Listen, read, and sing the song.

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

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



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

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



**4. Send season's greetings<sup>1</sup> to your friend.**

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

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

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

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

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

<sup>1</sup> Send season's greetings ... – Адпраўце віншаванне са святам ...

<sup>2</sup> envelope ['envələʊp] – канверт

# Unit 5



## Nastya's family and friends

**Ты навучышся:** расказваць і распытваць пра ўзрост, знешнасць, характар, любімыя заняткі сваіх сяброў; віншаваць сяброў са святам; дарыць падарункі і ветліва прымаць іх; запрашаць сяброў разам правесці выхадны дзень; расказваць пра наведванне музея і запарка ў выхадны дзень.

### Lesson 1. Nastya's friends

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



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

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

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

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

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

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

**Mr Compy:** clever, nice.



2a.   Picture dictionary.



slow



fast



friendly



quiet, small



smart, young



interesting



noisy



large, old



**2b.**  Read the transcription.


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

**2c.**  Letter secrets.



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



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



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

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

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

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

## Lesson 2. Presents for friends

### 1a. Picture dictionary.

#### Presents



choose  
(a present)



a colouring  
book



a card /  
board game



a puzzle



a smart  
speaker



a smartphone



a tablet



a karaoke  
microphone

### 1b. Read the transcription.

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

### 1c. Letter secrets.



o = [əʊ] phone, robot, microphone

o = [ɒ] box, chocolate

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

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

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

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


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

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

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

**2b.**  **What is your favourite present? Why do you like it?**

**2c.** **Tell your classmates about your favourite present.**

**3a.**  **Read the model and make up a dialogue about choosing a present for your friend or family.**

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

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

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

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


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

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



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



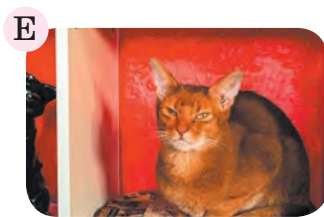
**3b.**  Present your dialogues, listen to others, and answer: What presents do your classmates choose? Who are they for?

**4.**  Write about your New Year presents.

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

## Lesson 3. At the Cat Museum

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



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

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


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

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

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

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

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

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

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

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



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

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



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

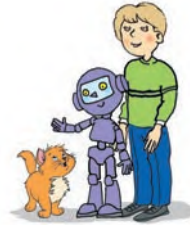
**Mikita:** H-m, look at the orange cat! It's smaller and younger than the brown cat. It likes to play! It's **more interesting**.



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

**Mikita:** Yes. Let's take it home!

**Cat:** Miaow! Miaow!



**2b. Grammar secret.**

**Comparative adjectives**

**Приметнікі ў параўнальнай ступені**

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

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



short – shorter

big – bigger

large – larger

friendly – friendlier

interesting – **more interesting**

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



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

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

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

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

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


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

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

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

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

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

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



friendly, beautiful, funny,  
interesting, smart, noisy



I like the ... . It's ... than the ... .

## Lesson 4. Welcome to my flat!

1a. Look and guess what present Mikita and Twinky have for Nastsya. Speak about it.



1b.  Listen and check.

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

Twinky: Happy New Year!

Nastsya: The same to you, Twinky.

Happy New Year, Mikita!

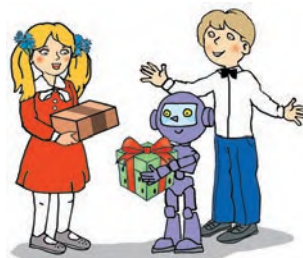
Mikita: Here is our present for you!

Nastsya: Oh, what is it?

Twinky: Open the box.

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

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





**Twinky:** Thanks a lot. I like puzzles.

**Nastsya:** And here is my present for you, Mikita. It's a football.

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

**Nastsya:** What's the cat's name?

**Twinky:** Tsinka.

**Nastsya:** How old is Tsinka?

**Mikita:** He's two.

**Nastsya:** He's young! Welcome to my flat and to my room! Oh, where are you, Tsinka?



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



a brown mouse /  
a grey mouse



an orange ball /  
a green ball



a blue  
bed



a brown brush /  
a red brush

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

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

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

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

### 3. Picture dictionary.



a shelf / a bookshelf    shelves / bookshelves    a bedside table

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

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



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



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

**Model.** S1: Is Tsinka under the sofa?

S2: No, he isn't.

S1: Is Tsinka on the bookshelf?

S2: Yes, he is.

**5.** 📝 Write where Tsinka likes to sit and to sleep in Nastsya's room (6 sentences).

## Lesson 5. A day at Minsk Zoo

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

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

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

**Floppy:** That's a good idea!

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

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

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

**Floppy:** Great!



**1b.** 🧑🧑🧑 Read the talk expressively.

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



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

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

S2: Yes, rabbits are more interesting than tortoises.

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

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

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

### Comparative and superlative adjectives

#### Прыметнікі ў вышэйшай і найвышэйшай ступені

fast big friendly	faster bigger friendlier	<b>the fastest</b> <b>the biggest</b> <b>the friendliest</b>
beautiful	<b>more</b> beautiful	<b>the most</b> beautiful



big

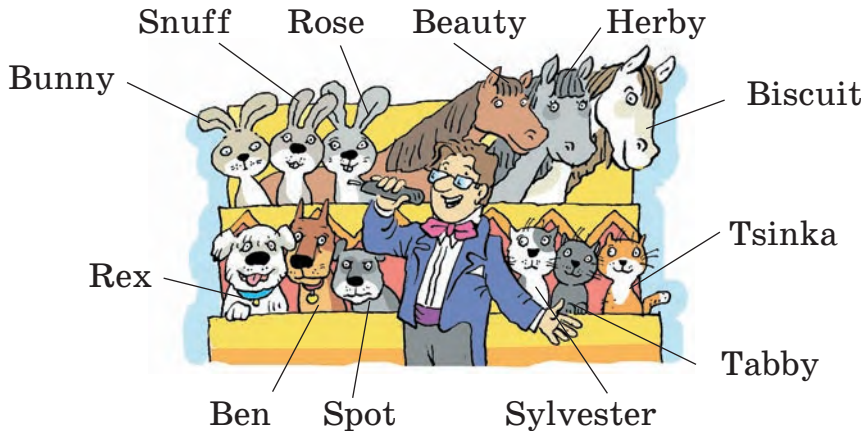


bigger



**the biggest**

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



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

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

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

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

# Vocabulary

## Unit 1

**bad** [bæd] дрэнны  
**boy** [bɔɪ] хлопчык  
**chat with (my) friend** ['tʃæt wɪð  
'frend] гутарыць з сябрам  
**clever** ['klevə] разумны  
**dark** [dɑ:k] цёмны  
**do homework** ['du: 'həʊmwɜ:k]  
рабіць дамашняе заданне  
**fair** [feə] светлы  
**funny** ['fʌni] смешны  
**girl** [gɜ:l] дзяўчынка  
**go for a walk** ['gəʊ fər ə 'wɔ:k]  
ісці на прагулку  
**good** [gʊd] добры  
**kind** [kaɪnd] добры  
**lazy** ['leɪzi] лянiвы  
**listen to music** ['lɪsn tə 'mju:zɪk]  
слухаць музыку  
**long** [lɒŋ] доўгі  
**naughty** ['nɔ:ti] непаслухмя-  
ны, гарэзлівы  
**nice** [naɪs] мілы  
**play computer games** ['pleɪ  
kəm'pjʊ:tə ,geɪmz] гуляць  
у камп'ютарныя гульні

**ride a bike** ['raɪd ə 'baɪk] ка-  
тацца на веласіпедзе  
**roller skate** ['rəʊlə skeɪt] ка-  
тацца на ролікавых кань-  
ках  
**short** [ʃɔ:t] кароткі  
**together** [tə'geðə] разам  
**very well** ['veri 'wel] вельмі  
добра  
**watch TV** [wɒtʃ ,ti: 'vi:] гля-  
дзець тэлевізар  
**with** [wɪð] з  
**days of the week** дні тыдня  
**Monday** ['mʌndeɪ] панядзе-  
лак  
**Tuesday** ['tju:zdeɪ] аўторак  
**Wednesday** ['wenzdeɪ] серада  
**Thursday** ['θɜ:zdeɪ] чацвер  
**Friday** ['fraɪdeɪ] пятніца  
**Saturday** ['sætədeɪ] субота  
**Sunday** ['sʌndeɪ] нядзеля

## Unit 2

**aunt** [ɑ:nt] цётка  
**brother** ['brʌðə] брат

**businessman** ['bɪznəsmæn]  
бізнесмен

**child** [tʃaɪld] дзіця  
**children** [ˈtʃɪldrən] дзеці  
**cook** [kʊk] кухар  
**cousin** [ˈkʌzɪn] стрыечны брат,  
стрыечная сястра  
**dad** [dæd] тата  
**daughter** [ˈdɔ:tə] дачка  
**dentist** [ˈdentɪst] зубны ўрач  
**doctor** [ˈdɒktə] доктар  
**driver** [ˈdraɪvə] шафёр  
**farmer** [ˈfɑ:mə] фермер  
**grandad** [ˈgrændæd] дзядуля  
**granny** [ˈgræni] бабуля  
**live** [lɪv] жыць  
**man** [mæn] мужчына

**mum** [mʌm] мама  
**parents** [ˈpeərənts] бацькі  
**programmer** [ˈprəʊgræmə] пра-  
граміст  
**shop assistant** [ˈʃɒp əsɪstənt]  
прадавец  
**sister** [ˈsɪstə] сястра  
**son** [sʌn] сын  
**street** [stri:t] вуліца  
**teacher** [ˈti:tʃə] настаўнік  
**uncle** [ˈʌŋkl] дзядзька  
**vet** [vet] ветэрынар  
**want** [wɒnt] хацець  
**woman** [ˈwʊmən] жанчына  
**worker** [ˈwɜ:kə] рабочы

## Unit 3

**afternoon** [ˌɑ:ftəˈnu:n] час пас-  
ля паўдня  
**in the afternoon** днём  
**beautiful** [ˈbjʊ:tɪfəl] прыго-  
жы  
**breakfast** [ˈbrekfəst] снеданне  
**have breakfast** [ˈhæv  
ˈbrekfəst] снедаць  
**brush (my) hair** [ˈbrʌʃ ˈheə]  
расчэсваць валасы  
**brush (my) teeth** [ˈbrʌʃ ˈti:θ]  
чысціць зубы  
**clock** [klɒk] гадзіннік  
**come home** [ˈkʌm ˈhəʊm] пры-  
ходзіць дадому

**cook** [kʊk] (**breakfast, lunch,**  
**dinner, pasta**) гатаваць (сне-  
данне, абед, вячэру, мака-  
роны)  
**dinner** [ˈdɪnə] вячэра  
**have dinner** [ˈhæv ˈdɪnə]  
вячэраць  
**do (my) exercises** [ˈdu:  
ˈeksəsaɪzɪz] рабіць зарадку  
**do housework** [ˈdu: ˈhaʊswɜ:k]  
выконваць хатнія абавязкі  
**evening** [ˈi:vnɪŋ] вечар  
**in the evening** вечарам  
**get dressed** [ˈget ˈdrest] апра-  
нацца



**get up** [ˈget ˈʌp] уставаць  
**go to bed** [ˈgəʊ tə ˈbed] класці-ся спаць  
**go to school** [ˈgəʊ tə ˈsku:l] ісці ў школу  
**lunch** [lʌntʃ] абед  
**have lunch** [ˈhæv ˈlʌntʃ] абед-даць  
**make (my) bed** [ˈmeɪk ˈbed] за-сцілаць ложкак  
**morning** [ˈmɔːnɪŋ] раніца  
**in the morning** раніцай  
**pasta** [ˈpæstə] макарона  
**porridge** [ˈpɒrɪdʒ] аўсяная каша

**salad** [ˈsæləd] салата  
**sandwich** [ˈsænwtʃ] / [ˈsænwɪdʒ] бутэрброд  
**take a shower** [ˈteɪk ə ˈʃaʊə] прымаць душ  
**tidy (my) room** [ˈtaɪdi ˈru:m] прыбіраць пакой  
**wash (my) face and hands** [ˈwɒʃ ˈfeɪs ənd ˈhændz] мыць твар і рукі  
**wash / do the dishes** [ˈwɒʃ / duː də ˈdɪʃɪz] мыць посуд

## Unit 4

**amusement park** [əˈmjuzmənt ˈpɑːk] парк забаў  
**in the amusement park** у парку забаў  
**card** [kɑːd] паштоўка  
**cinema** [ˈsɪnəmə] кінатэатр  
**circus** [ˈsɜːkəs] цырк  
**disco** [ˈdɪskəʊ] дыскатэка  
**feed (my pet)** карміць (майго / свайго гадаванца)  
**happy** [ˈhæpi] шчаслівы  
**Happy New Year!** [ˈhæpi njuː ˈjɜː] З Новым годам!  
**help (my mum)** [help] дапамагаць (маёй / сваёй маме)  
**home** [həʊm] дом  
**lay the table** [ˈleɪ də ˈteɪbl] на-крываць на стол

**Merry Christmas!** [ˈmeri ˈkrɪsməs] З Калядамі!  
**museum** [mjuːziːəm] музей  
**new** [njuː] новы  
**park** [pɑːk] парк  
**in the park** у парку  
**swimming pool** [ˈswɪmɪŋ ˈpuːl] басейн  
**in the swimming pool** у басейне (у вадзе)  
**at the swimming pool** у басейне (у будынку)  
**theatre** [ˈθiətə] тэатр  
**walk (my dog)** [wɔːk] выгульваць (майго / свайго) сабаку  
**zoo** [zuː] заапарк

## Unit 5

<b>bedside table</b> [ˌbedsaɪd ˈteɪbl̩]	<b>karaoke microphone</b> [ˌkæriˈəʊki ˈmaɪkrəfəʊn]
тумбачка	мікрафон для караоке
<b>board game</b> [ˈbɔːd geɪm]	<b>noisy</b> [ˈnɔɪzi]
настольная гульня	шумны
<b>bookshelf</b> [ˈbʊkʃelf]	<b>old</b> [əʊld]
кніжная паліца	стары
<b>bookshelves</b> [ˈbʊkʃelvz]	<b>present</b> [ˈpreznt]
кніжныя паліцы	падарунак
<b>card game</b> [ˈkɑːd geɪm]	<b>puzzle</b> [ˈpʌzl̩]
картачная гульня	галаваломка
<b>choose (a present)</b> [tʃuːz]	<b>quiet</b> [ˈkwaɪət]
выбіраць (падарунак)	ціхі
<b>colouring book</b> [ˈkʌlərɪŋ bʊk]	<b>shelf</b> [ʃelf]
кніжка-размалёўка	паліца
<b>fast</b> [fɑːst]	<b>shelves</b> [ʃelvz]
хуткі	паліцы
<b>friendly</b> [ˈfrendli]	<b>slow</b> [sləʊ]
дружалюбны	павольны
<b>interesting</b> [ˈɪntərəstɪŋ]	<b>small</b> [smɔːl]
цікавы	маленькі
	<b>smart</b> [smɑːt]
	разумны
	<b>smart speaker</b> [ˈsmɑːt spiːkə]
	разумная калонка
	<b>smartphone</b> [ˈsmɑːtfəʊn]
	смартфон
	<b>tablet</b> [ˈtæblət]
	планшэт
	<b>young</b> [jʌŋ]
	малады

# Grammar reference

## Unit 2

### Pronouns Займеннікі

Personal pronouns / Асабовыя займеннікі («хто?», «што?»)	Possessive pronouns / Прыналежныя займеннікі («чый?», «чыя?», «чыё?», «чые?»)
<b>I</b> я <b>you</b> ты <b>he</b> ён <b>she</b> яна <b>it</b> ён, яна, яно <b>we</b> мы <b>you</b> вы <b>they</b> яны	<b>my</b> мой <b>your</b> твой <b>his</b> яго <b>her</b> яе <b>its</b> яго, яе <b>our</b> наш <b>your</b> ваш <b>their</b> іх

Асабовыя займеннікі ўжываюцца замест назоўнікаў у ролі дзейніка, напрыклад: Maggie likes tea. = **She** likes tea.

Займеннік **it** ужываецца замест назоўнікаў, якія абазначаюць неадусаўлёныя прадметы або жывёл, напрыклад: Look at the kitten. **It's** funny.

Але калі жывёла з'яўляецца хатнім любімцам, замест яе назвы ці імя ўжываецца асабовы займеннік **he** або **she**, напрыклад: I've got a budgie. **He's** funny.

Форма займенніка **you** супадае ў адзіночным і множным ліках: you (ты) = you (вы), напрыклад: Where do **you** live? – I live in Minsk. / **We** live in Minsk.

Займеннік **I** заўсёды пішацца з вялікай літары.

За прыналежным займеннікам заўсёды ўжываецца назоўнік, напрыклад: This is **my** mum. **Her** name's Lily.

## Possessive case of nouns Прыналежны склон назоўнікаў

Да назоўнікаў у адзіночным ліку, якія абазначаюць людзей ці жывёл і адказваюць на пытанні «чый?», «чыя?», «чыё?», «чые?», дабаўляецца 's, напрыклад: Maggie's cat; the boy's pet; Mrs Bell's books.

Да назоўнікаў у множным ліку дабаўляецца «'», напрыклад: the girls' parents.

## Demonstrative pronouns Указальныя займеннікі

Займеннік **this** (гэты, гэтая, гэта) паказвае на прадмет, чалавека ці жывёліну ў адзіночным ліку, якія знаходзяцца побач з тым, хто гаворыць, напрыклад: Look at **this** photo! **This** is my cat! **This** boy is my brother!

Займеннік **these** [ði:z] (гэтыя) паказвае на прадметы, людзей ці жывёл у множным ліку, якія знаходзяцца побач з тым, хто гаворыць, напрыклад: Look at **these** photos! **These** are my new friends! **These** pets are so funny!

## Units 3–4

### The Present Simple Tense Цяперашні просты час

Цяперашні просты час ужываецца для таго, каб сказаць ці спытацца пра дзеянні, якія часта паўтараюцца або адбываюцца звычайна, часта, часам, заўсёды, напрыклад: I usually get up at 7 a.m. My dad gets up at 6:30 every day.

Паказальнікі цяперашняга простага часу: **usually** (звычайна), **often** (часта), **sometimes** (часам), **always** (заўсёды), **in the morning** (раніцай), **in the afternoon** (днём), **in the evening** (вечарам), **every day** (кожны дзень).

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

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

У 3-й асобе адзіночнага ліку да дзеяслова дабаўляецца канчатак **-s / -es**, які можа чытацца па-рознаму:

- пасля глухіх зычных гукаў – [s]: looks, gets, walks;
- пасля звонкіх зычных і галосных гукаў – [z]: runs, goes, reads;
- пасля шыпячых гукаў (-sh [ʃ], -ch [tʃ], -tch [tʃ]) і свісцячых гукаў (-ss [s], -x [ks]) – [ɪz]: washes, watches, dresses.

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

Праваяпіс дзеясловаў з канчаткам **-s / -es**: да дзеясловаў, якія заканчваюцца на **-o**, дабаўляецца канчатак **-es** (go – goes, do – does); у дзеясловах, якія заканчваюцца на зычную і у, літара у мяняецца на **i**, і дабаўляецца канчатак **-es** (fly – flies, cry – cries). **BUT:** play – plays.

Вучэбнае выданне  
**Лапіцкая Людміла Міхайлаўна**  
**Седунова Наталля Міхайлаўна**

**АНГЛІЙСКАЯ МОВА**

Вучэбны дапаможнік для 4 класа ўстаноў адукацыі,  
якія рэалізуюць адукацыйныя праграмы агульнай сярэдняй адукацыі,  
з беларускай мовай навучання і выхавання

**У дзвюх частках**

**Частка 1**

2-е выданне, перапрацаванае і дапоўненае

Электронны дадатак



Рэдактар *В.В. Ракіцкая*. Мастацкі рэдактар *Т.Ю. Таран*. Камп'ютарная вёрстка  
*Н.В. Шабуні*. Карэктар *В.В. Ракіцкая*.

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(Назва ўстановы адукацыі)

Наву- чальны год	Імя і прозвішча вучня	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /			
20 /			
20 /			
20 /			
20 /			

*Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту  
для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь.*