

L. Lapitskaya N. Sedunova

# English

Student's Book 2

4



## There is / There are

Positive (+)		Negative (-)	
Full form	Short form	Full form	Short form
<b>There is</b> an apple on the table.	<b>There's</b> an apple on the table.	<b>There is not</b> any milk in the fridge.	<b>There isn't</b> any milk in the fridge.
<b>There are</b> apples on the table.	-	<b>There are not</b> any children in the room.	<b>There aren't</b> any children in the room.

Question (?)	Short answer	
	+	-
<b>Is there</b> any milk in the fridge? <b>Is there</b> a TV in the kitchen?	Yes, <b>there is</b> .	No, <b>there isn't</b> .
<b>Are there</b> any photos on the wall?	Yes, <b>there are</b> .	No, <b>there aren't</b> .

## The Present Continuous Tense Настоящее продолженное время

Positive (+)		Negative (-)	
Full form	Short form	Full form	Short form
<b>I am jumping.</b>	<b>I'm jumping.</b>	<b>I am not running.</b>	<b>I'm not running.</b>
<b>You are jumping.</b>	<b>You're jumping.</b>	<b>You are not running.</b>	<b>You aren't running.</b>

Positive (+)		Negative (-)	
Full form	Short form	Full form	Short form
He <b>is</b> jumping.	He's jumping.	He <b>is not</b> running.	He <b>isn't</b> running.
She <b>is</b> jumping.	She's jumping.	She <b>is not</b> running.	She <b>isn't</b> running.
It <b>is</b> jumping.	It's jumping.	It <b>is not</b> running.	It <b>isn't</b> running.
We <b>are</b> jumping.	We're jumping.	We <b>are not</b> running.	We <b>aren't</b> running.
They <b>are</b> jumping.	They're jumping.	They <b>are not</b> running.	They <b>aren't</b> running.

Question (?)	Short answer	
	+	-
<b>Are</b> you sleeping?	Yes, I <b>am</b> . Yes, we <b>are</b> .	No, I'm <b>not</b> . No, we <b>aren't</b> .
<b>Is</b> he sleeping?	Yes, he <b>is</b> .	No, he <b>isn't</b> .
<b>Is</b> she sleeping?	Yes, she <b>is</b> .	No, she <b>isn't</b> .
<b>Is</b> it sleeping?	Yes, it <b>is</b> .	No, it <b>isn't</b> .
<b>Are</b> they sleeping?	Yes, they <b>are</b> .	No, they <b>aren't</b> .

Настоящее продолженное время употребляется для того, чтобы сказать или спросить о действиях, которые происходят в момент разговора, например: Can you play with me? – I'm sorry, I can't. I'm **doing** my homework. **Указатель настоящего продолженного времени: now** (сейчас).

## Comparative and superlative adjectives

### Прилагательные в сравнительной и превосходной степени

fast	faster	the fastest
big	bigger	the biggest
friendly	friendlier	the friendliest
beautiful	more beautiful	the most beautiful

## The Present Simple Tense

### Настоящее простое время

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



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

**Указатели настоящего простого времени:**

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

**Future with be going to**

**Будущее время со структурой be going to**

**Positive (+)**

I	am	going to	have a party <b>tomorrow</b> (завтра).
He / She / It / Liz	is	going to	make a cake <b>today</b> (сегодня).
We / You / They	are	going to	tidy my room <b>tonight</b> (сегодня вечером).



Л.М. Лапицкая  
Н.М. Седунова

# АНГЛИЙСКИЙ ЯЗЫК

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

В двух частях

## Часть 2

Допущено Министерством образования  
Республики Беларусь

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# Contents

Как работать с учебным пособием . . . . .	4
<b>UNIT 5.</b> Nastya’s family and friends (lessons 6–11) . . . . .	5
<b>UNIT 6.</b> My house and flat . . . . .	22
<b>UNIT 7.</b> Clothes . . . . .	49
<b>UNIT 8.</b> School subjects . . . . .	78
<b>UNIT 9.</b> Family holidays: my birthday . . . . .	115
Vocabulary . . . . .	141

# КАК РАБОТАТЬ С УЧЕБНЫМ ПОСОБИЕМ

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

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

Лучше ориентироваться и выполнять задания вам помогут условные обозначения:



работа в парах



настольная игра



работа в группах



проект



письменное задание



электронное приложение к учебному пособию размещено на ресурсе [lingvo.adu.by](http://lingvo.adu.by)



ссылка (QR-код) на электронное приложение



аудиозапись

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

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

**Успехов вам в изучении английского языка!**

# Unit 5



## Nastya's family and friends

**Ты научишься:** рассказывать и расспрашивать о профессиях ветеринара и повара, совместном проведении времени с друзьями, об уникальных качествах и умениях своих одноклассников.

### Lesson 6. Nastya's dad is a vet

**1a.** 👤👤 Look at the pictures, read the text, and match the words in bold with their translation.

1



2



3



4



5



6



7



Nastya takes Tinka to the vet for a (1) **check**. Twinky and Floppy go with Nastya. They see different<sup>1</sup> pets at the Vet's. The pets are (2) **ill** and sad.

Nastya's dad is a vet. His name is Daniil. He looks at Tinka's eyes and ears. Then he (3) **checks** his tummy and listens to his (4) **heart**. Finally, he checks Tinka's hair (шерсть). It's clean (чистая) and (5) **healthy**.

больной, проверять, здоровый,  
сердце, проверка

<sup>1</sup> **different** – различный, разный



**1b.**  Read the transcription and match it with the words in bold (ex. 1a).

['helθi], [tʃek], [ɪl], [hɑ:t]

**1c.**  Listen and read the vet's words. Match them with the pictures.

- A. How are you, Tinka? Let me look at your eyes. They're fine!
- B. Can I listen to your heart? Good! Your heart is healthy!
- C. And now let me check your tummy. It's soft<sup>1</sup>. Great!
- D. Can I see your ears, please? They are clean and nice.
- E. Hello! Come in, please.
- F. Your hair is clean and healthy too. Good!
- G. Stay healthy, Tinka! You need a lot of exercise and healthy food. You are what you eat!

**2. Discuss the questions in pairs and then with your classmates.**

1. What animals does a vet help?
2. What does a vet do?
3. Is a vet's job interesting?
4. Do you like the job?
5. Do you want to be a vet?

<sup>1</sup>soft – мягкий

**3a.** 🧑🧑🎧 Floppy is sad. Twinky shows Floppy to Dr Daniil Patskevich. Listen and answer: What does the vet recommend?

**Vet:** Hello! Please, sit down.

**Twinky:** Thank you.

**Vet:** What's your name?

**Twinky:** Twinky.

**Vet:** How do you spell it?

**Twinky:** T-w-i-n-k-y.

**Vet:** Twinky.

**Twinky:** That's right.

**Vet:** What's your pet's name?

**Twinky:** Floppy.

**Vet:** How do you spell it?

**Twinky:** F-l-o-p-p-y.

**Vet:** OK. Where are you from?

**Twinky:** We're from Twinkyland.

**Vet:** H-m. What's the matter?<sup>1</sup>

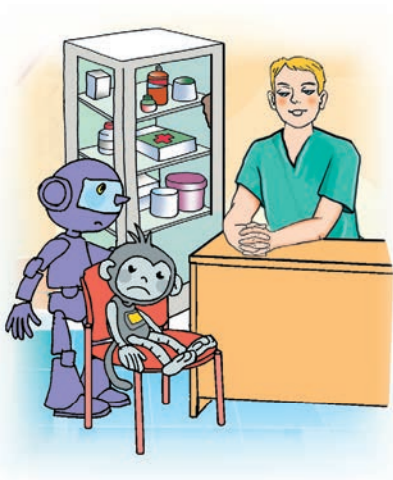
**Twinky:** Floppy is ill. She's sad.

**Vet:** H-m. Do you walk your pet?

**Twinky:** No, I don't. Floppy, stop! Don't jump! I'm sorry!

**Vet:** Don't worry, Twinky. Floppy needs exercise<sup>2</sup>.  
Walk her every day!

**Twinky:** Every day? OK. Thank you!



---

<sup>1</sup> **What's the matter?** – В чём дело? / Что случилось?

<sup>2</sup> **needs exercise** – нужны упражнения

**3b.**  Put the sentences in the correct order.

**Model.** 1 – B.

A. Twinky spells his pet's name. B. Twinky sits down. C. Twinky spells his name. D. Dr Patskevich tells Twinky to walk Floppy. E. Floppy jumps in the room.

**3c.**  Choose a role and read.

**3d.**  Act out the talk.

**4.**  Role-play. Your pet is ill. Take it to the vet.

**S1:** My pet is sad. My pet doesn't eat. My pet doesn't drink water. My pet doesn't play. ...

**S2:** Let's check your pet! Let me look at ... / check its ... / listen to ... Give your pet water. Give your pet vitamins / healthy food. Walk your pet! Play with your pet! Your pet needs exercise.



**5.**  Write 6–7 sentences about a vet's job. Use the Help box and ex. 1a.






check (eyes, ears, teeth, tummy), listen to (the heart), look at (the hair), recommend (medicines, vitamins, walks, games, healthy food), help animals to stay healthy



## Lesson 7. Nastya's mum is a chef

1a. 🧑🧑 It's Sunday and Nastya eats out at a cafe with her friends. Read the menu and answer the questions.

1. Is the food on the menu healthy?
2. Have they got fast food?
3. Do you like fast food?
4. Is it healthy?
5. Which foods do you like?

Menu	
	Soup, fish, meat, sausages, chicken, draniki, cucumbers, porridge, potatoes, carrots, tomatoes.
	Bread, cheese sandwiches, egg sandwiches, pizza, hot dogs.
	Jam, yoghurt, sweets, chocolate, ice cream, jelly, cake.
	Tea, coffee, juice, milk, water.
	Apples, bananas, lemons, oranges.

1b. 🧑🧑 Read the model and role-play the situation: It's 2 p.m. Order (закажи) your lunch at the cafe.

**Model.** Waiter (официант): Hi! Are you ready with your order<sup>1</sup>?

<sup>1</sup> with your order – с заказом



**Nastya:** Yes, we are. I want carrot soup, meat with potatoes and cucumbers, cake, and tea, please.


**Mike:** ...

**Waiter:** Do you like your lunch?

**Nastya:** Yes, we do. The cake is the greatest!

**Mike:** Yes, it is. Say “Thanks” to the chef.

**Waiter:** OK.

**2a.**  **Nastya’s mum is a cook at the cafe – a chef. Look at the pictures, read the keywords, match them to the pictures, and answer: What does Nastya’s mum do at work?**

make a list of foods, tell her assistants how to cook<sup>1</sup>, choose and order the foods online, put food on plates and give it to the waiters, think about the menu

## KALEIDOSCOPE



<sup>1</sup> how to cook – как готовить



**2b.** 🎧 Listen, read, and check your guesses. Translate the underlined words.

Nastya's mum is a cook at the cafe – a chef. She has a lot of work. She thinks about the menu for breakfast, lunch, and dinner.

She makes a list of foods.

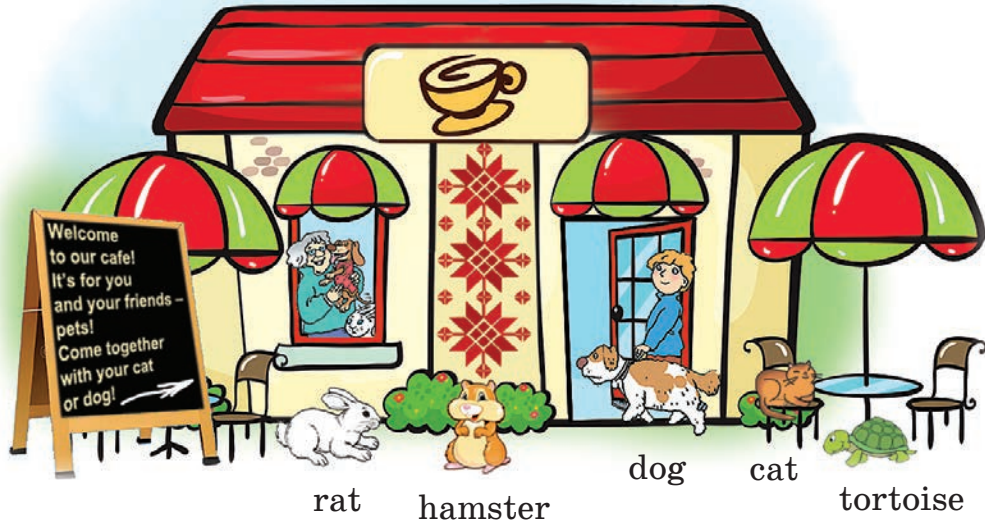
Then she goes to an online food shop, chooses the food, and orders it.

She has assistants. So, at the cafe, she tells her assistants how to cook breakfast, lunch, and dinner.

She puts food on plates and gives it to the waiters.

**2c.** 👤👤 Read the text about each picture. Take turns. Do you like the job of a chef?

**3a.** Open a cafe for pets and be a chef in it. Choose what pets can come to your cafe.



**3b.** Make a list of foods for your cafe (add your own foods).



seeds



carrots



cabbage



cucumbers



tomatoes



bananas



cat food



apples



dog food



cheese

**3c. Go to the shop and buy the foods for your cafe. Role-play the dialogue.**

**Model.** You: Hello! Have you got any cat food?

Shop assistant: Yes, sure.

You: 1 kilogramme<sup>1</sup>, please.

Shop assistant: Here you are.

You: Thank you.

Shop assistant: You're welcome.

**3d. Copy the table. Think and write a menu for your cafe.**

Pets	Foods
cats	cat food with chicken cat food with meat cat food with vegetables and meat
...	...

**3e. Treat<sup>2</sup> pets at your cafe.**

**Model.** Pet: Hello!

You: Hello, Mr Rabbit. Come in, please. Sit down.

Pet: Thank you. Bread and water, please.

You: Have some seeds. They are yummy.

Pet: OK. Bread, seeds, and water, please.

You: Good. Here you are.

Pet: Thank you.

You: You're welcome, Mr Rabbit.

**4.  Write 5–6 sentences about the job of a cook (a chef). Use ex. 2a, 2b.**

<sup>1</sup> kilogramme ['kiləgræm] – килограмм

<sup>2</sup> treat – угощать; здесь: угости

## Lesson 8. A cook for pets

### 1. Letter secrets.

🔔 a = [eɪ] face, name, table

🔔 a = [æ] dad, sad, happy

🔔 o = [əʊ] bones, Rose, go

🔔 o = [ɒ] dog, stop, frog

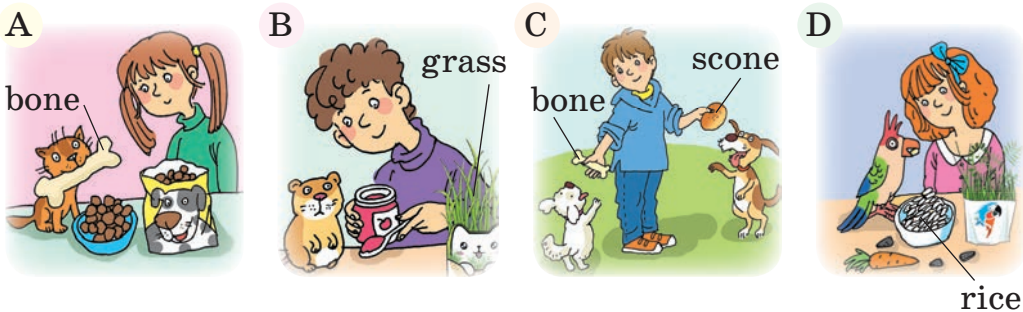
🔔 i = [aɪ] tidy, nice, fine

🔔 i = [ɪ] Liz, six, kitten

🔔 u = [ju:] music, cucumber

🔔 u = [ʌ] puppy, Lucky

### 2a. Look through the pictures. What pets have the children got?



### 2b. 👤 Read the underlined words in the poem and show the corresponding pictures. What is the poem about?

### 2c. 🎧 Listen, read, and check your guesses. Match verses 2–5 to the pictures in ex. 2a.

### A cook for pets

#### 1. Remember for good<sup>1</sup>: You are what you eat!

<sup>1</sup> Remember for good – Запомни навсегда

So, eat healthy food –  
Fruit, veggies, and meat!

2. I've got a little hamster!  
I usually give her water,  
And I feed her on grass and sweet jam...  
H-m! Why doesn't she eat them?

3. Look! My little kitten  
Loves bones and dog food!  
I don't understand  
Why he thinks they're good!

4. I usually feed my parrot  
On seeds, grass, and carrot.  
Oh, what a surprise!  
He likes white rice!

5. I feed my dogs on bones.  
I also give them scones –  
That's when they never fail  
To wag and wag their tails!<sup>1</sup>

6. Can you feed your pet?  
Are you its good cook and loving friend<sup>2</sup>?  
Give your pet the right food:  
To your pet, be kind and good!

---

<sup>1</sup> **That's when they never fail to wag and wag their tails!** –  
здесь: Это тот случай, когда они никогда не забывают вилять  
и вилять хвостами!

<sup>2</sup> **loving friend** – любящий друг



**2d.** Read together with the class and answer: Which pet is the funniest? Who is the funniest cook for pets? Who is the best cook for pets?


**3.**  Find and read the words with the vowel letters a, i, o, u. What sounds do they stand for?

**4.**   Practise reading the poem in pauses. Listen and check.

**5.** Take part in a Readers' contest.

**6.**  Write 2–4 examples of the words from ex. 2c for a, i, o, u vowel letters.

## Lesson 9. Nastya's classmates' book of records

**1a.**  Listen to the text about Nastya's classmates and answer: Who in Nastya's class is like you? Кто в классе Насти похож на тебя?

**1b.** Read the text about Nastya's classmates and answer: Are Nastya's classmates unique [ju'ni:k]?

### My classmates' book of records

All my classmates are unique.

Natasha can speak English very well. She likes to read books in English! She is the smartest girl in our class!



Misha can run very fast. He is the fastest runner!

Kira is the tallest girl in our class, and she is the best basketball player.

Anton is the tallest boy in our class, and he is the best football player in our school.

Valya is the most interesting girl in our class. She reads a lot of books, and she knows a lot of things. You can chat about music, singers, dancers, and films with her!

Alina likes karaoke. She is the best karaoke singer.

Max is the kindest boy in our class. He is always ready to help!

**2a.**  **Do you know your classmates well? Who is unique?**

**Model. S1:** I think (Karina) is unique. She is very kind.  
She is the kindest girl in our class.

**S2:** Yes, right! And (Sasha) is the smartest boy  
in our class!

**2b. Talk to your classmates. Ask them questions.**

Do you like (music)?

Do you like to (sing)?

Can you (sing) very well?



like music (books, films, songs, karaoke, sport, computers, video games); like to draw (sing, dance, skate, ski, play football / basketball / ..., talk to the smart speaker, make videos); be the best singer / video maker / computer programmer / basketball player

**3.  Make a book of your classmates' records.**

- ◆ See your notes and find boys and girls with unique talents.
- ◆ Choose 3–4 of your classmates.
- ◆ Write 2–3 sentences about each of them (о каждом из них).
- ◆ Don't write their names. Begin with "It is a boy / girl."
- ◆ Use ex. 1 and 2 for help.
- ◆ Decorate the pages of your book with pictures.
- ◆ Get ready to present your book.

## Lesson 10. Nastya's fun party with a friend

1a.  Listen, read, and answer: What do the girls do at the fun party?



Nastya has got a friend, Sasha. She's friendly and clever. She's usually very nice, but she can be lazy. Sasha is beautiful. She's got short brown hair, a little nose, brown eyes, little ears, and a beautiful mouth.

It is Saturday evening. Sasha is at Nastya's. They want to have a fun party and a sleepover<sup>1</sup> after it. The girls are happy. They can spend the evening together!



Sasha and Nastya play puzzle games, colour colouring books, sing karaoke, and eat pizza. They play hide-and-seek. Tinka plays with them. They have a lot of fun!

It's 10 p.m. and it's bedtime. The girls go to bed, but they ask Nastya's smart speaker to tell them an interesting story.

"Good night, girls! Sleep tight!" says Nastya's mum.



<sup>1</sup> **sleepover** ['sli:pəʊvə] – событие, когда ребёнок или группа детей проводят ночь в доме друга

**1b. Prove that ...**

the girls are good friends; they like to spend time together; their fun party is interesting.

**2.  Discuss the questions.**

1. Have you got a very good friend? 2. Do you spend a lot of time together? 3. Do you want to have a fun party with your friend? 4. What can you do together?

**3.  Write 5–6 sentences about a real or dream fun party. Use the questions for help.**

1. Who comes to your fun party? 2. Why do you choose them? 3. What do you do together at your fun party?



## **Lesson 11. Project presentation: My classmates' book of records**

**1. Present your book of records without giving your classmates' names and let the others guess who it is.**

**2. Listen to other presentations and guess who is in the book of records.**

**3. Listen to all presentations and answer the questions: Who is unique in your class? How are your classmates unique (what can they do very well)? Do you agree that all your classmates are unique?**


# Unit 6



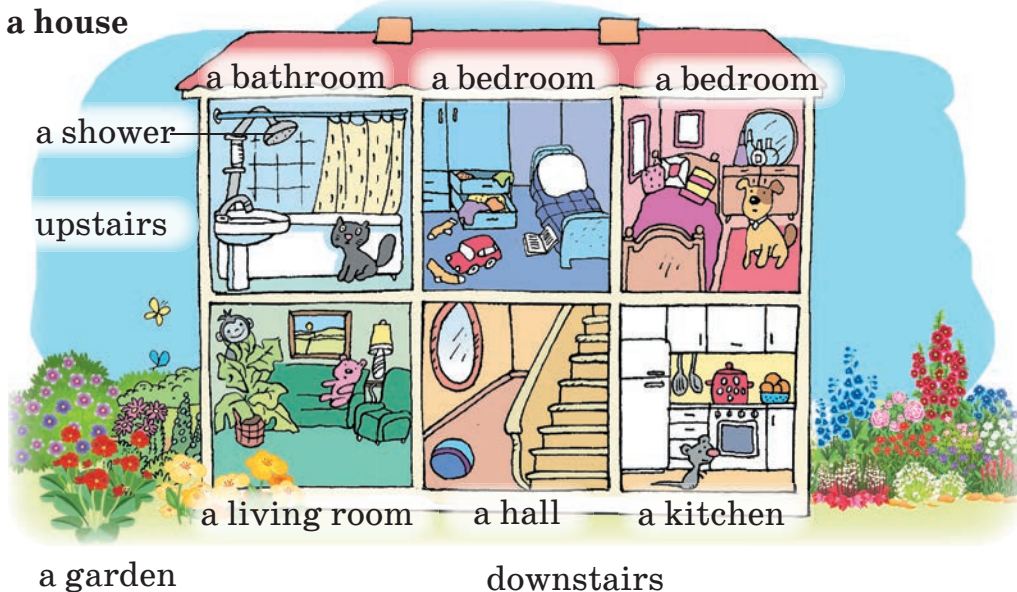
## My house and flat

**Ты научишься:** описывать квартиру или дом, называя все комнаты и мебель в них; рассказывать о своей комнате; расспрашивать одноклассников об их квартире или доме; называть свой адрес.

### Lesson 1. Mike's house

1a.   **Picture dictionary. Mike shows his house to Twinky. Listen and answer: Where is Floppy?**

a house



**Twinky:** Hello, Mike! How are you?

**Mike:** I'm fine, thanks. Look! We've got a lot of flowers.

**Twinky:** What are flowers?

**Mike:** They're beautiful! They're red, blue, pink, white, purple. Let's go and see them.

**Mike:** This is our garden. And these are the flowers.

**Twinky:** They're beautiful! Fantastic!

**Mike:** This is our house.

**Twinky:** Oh, it's big!

**Mike:** Let's go into the house. This is our hall.

**Twinky:** It's nice.

**Mike:** Here's our kitchen.

**Twinky:** M-m! It smells yummy!

**Mike:** Let's go upstairs. Look at my bedroom. Sorry, it's messy.

**Twinky:** It's OK.

**Mike:** This is my parents' bedroom. And this is our bathroom.

**Twinky:** What's that?

**Mike:** It's a shower.

**Twinky:** B-r-r!

**Mike:** Let's go downstairs. This is our living room.

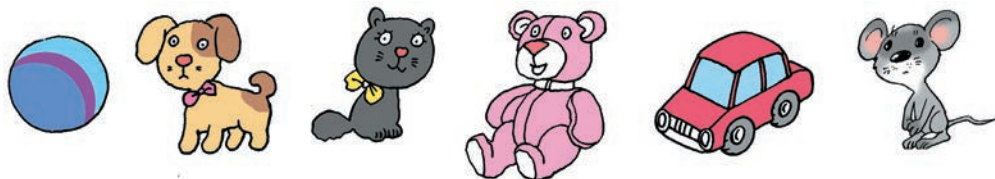
**Twinky:** Look! There's a flower! Oh, it's beautiful!

**Mike:** Twinky, where's Floppy?



**1b.** 👤👤 Look and answer: Where are Mike's toys?

**Model.** Mike's cat is in the bathroom.



**1c.** 👤👤 Practise reading ex. 1a and perform it at the Readers' Theatre.

**1d.** 👤👤 Play "A guessing game". What toy is it? Use ex. 1a.

**Model.** S1: Is it in the bedroom?

S2: No, it isn't.

S1: Is it in the bathroom?

S2: Yes, it is.

S1: It's a cat!

S2: Right!

**1e.** 👤👤 Read the transcription.

[hɔ:l], ['kɪtʃɪn], ['lɪvɪŋ ru:m], ['gɑ:dn], [ˌʌp'steəz],  
[ˌdaʊn'steəz], ['bedru:m], ['bɑ:θru:m], [haus]

**2a.** 👤👤 Speak to your classmate. What rooms have you got in your house / flat?

**Model.** I've got a kitchen in my flat. I've got two bedrooms.

2b. ✍️ Write 5–7 sentences about your house / flat.



I've got a kitchen / a hall / ...  
It's nice / large / comfortable ...  
I like it / my room very much.

## Lesson 2. Design<sup>1</sup> a house

1a. 👤🌐 Picture dictionary.



a cupboard



a cooker



a fridge



a wardrobe



a bedside table



a pot



a pan



a plate



a cup



a knife



a fork



a spoon

1b. 👤👤 Read the transcription.

[<sup>1</sup>'wɔ:drəʊb], [fɔ:k], ['kʌbəd], [frɪdʒ], ['kʊkə], [pleɪt],  
[pæn], [spu:n], [naɪf], [kʌp], [pɒt], [ˌbedsaɪd 'teɪbl]

<sup>1</sup> design [dɪ'zain] – проектировать

**2a.** 👤👤 Look at Nastya's flat and answer the questions: What's there in it? Do you think it is a beautiful flat? Why? Use the words from the box and ex. 1a.



a garden, a park, a balcony, a terrace ['terəs], a hall, a bathroom, a bedroom, a living room, a kitchen; a sofa, a chair, an armchair, a carpet, a bed, a desk, a table, a mirror, a bookcase, a computer, a lamp, a TV, the floor, a window, a door


**Model.** There is a park in front of the house. There are 3 rooms in the flat, a hall, a kitchen, and a bathroom.

**2b.** 👤👤 Read the sentences and guess what it is. Take turns.

1. You can sleep on it.
2. You can sit on it.

3. You can put books in it.
4. You can watch films on it.
5. You can put exercise books in it.
6. You can sit in it.
7. You can put plates, spoons, forks, and knives in it.
8. You can play, listen to music, read books, and watch films on it.
9. You can look in it.
10. You can eat at it.
11. You can put food in it.
12. You can cook breakfast, lunch, and dinner on it.
13. You can put it on the floor.
14. You can put it in the bedroom or in the hall.
15. You can talk to your friends and parents on it.
16. You have it in every room.
17. You can play ball there.

**put** [pʊt] – положить,  
поставить

**3a.**  **Design your own house, draw its plan, and advertise it (прорекламируй его). Take turns.**


**cosy** ['kəʊzi] – уютный

**Model.** It's a beautiful house, big and cosy. I've got a hall, a kitchen, ... in my house. I've got mirrors and wardrobes in the hall. I've got a / I've got ... in the ... . It's really nice.

**3b.** “Sell” the house you have designed<sup>1</sup>. Speak about it. How many classmates want to buy it?

**3c.**  Write 6–8 sentences about your designed house.

## Lesson 3. A house for Twinky

**1a.**  Liz and Mike choose a house for Twinky. Listen and answer the questions: Which house is the best for Twinky? Why?

### The Red house

a living room  
a bedroom  
a bathroom  
a kitchen  
a small garden

### The Blue house

a living room  
3 bedrooms  
2 bathrooms  
a kitchen  
a small garden

### The Pink house

a living room  
2 bedrooms  
a bathroom  
a kitchen  
a big garden

**1b.**  Twinky writes a letter to his mum. Read and answer: Which is Twinky’s house?

Dear Mum!

I’ve got a new house. It’s nice and big. **There’s** a big garden. So I can walk Floppy every day. Floppy needs exercise. **There’s** a living room and

<sup>1</sup>“Sell” the house you have designed. – «Продай» дом, который ты спроектировал.

a kitchen downstairs. **There are** two bedrooms and a bathroom upstairs. I'm very happy.

Love, Twinky.

## 2. 🌐 Grammar secret.

**There's** a bathroom in the house.

**There's** a living room and a kitchen downstairs.

**There are** two bedrooms upstairs.



There's = There is

## 3a. 👤 Twinky loves flowers. Make sentences.

**Model.** There's a flower in the bathroom. There are five flowers in the living room.



**3b.**  **Role-play. Twinky shows Mike his house.**



**Twinky:** This is my ... . Let's go upstairs.  
There's a ... . There are ... . Let's go  
downstairs. ...

**Mike:** Good! / Beautiful! / Interesting! / Oh,  
it's nice and big. / It's cosy. / I like it.

**4.**  **Play "A guessing game". Choose a house (see ex. 1a) and speak about it.**

**Model.** S1: There's a ... . There are ... .

S2: It's the ... house.

S1: Yes! Right! / No, try again.

**5.**  **Write 5–7 sentences about Twinky's house (see lesson 1). Use There's / There are .**

**Model.** There's a hall downstairs.

## **Lesson 4. A funny house**

**1a.**  **Twinky likes his new house. He phones Liz. Listen and answer: Why is Twinky's house funny?**

**Twinky:** Hello, Liz! It's me, Twinky.

**Liz:** Hi, Twinky! Do you like your house?

**Twinky:** Oh, yes! It's great!





**Liz:** Is there a fridge in the kitchen?

**Twinky:** No, there isn't. My fridge is in the bedroom.

**Liz:** What? A fridge in the bedroom?  
Is there a wardrobe in the bedroom?

**Twinky:** No, there isn't. My wardrobe is in the kitchen.



**Liz:** What? A wardrobe in the kitchen?  
**Are there** any armchairs in the living room?

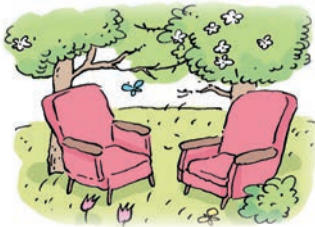
**Twinky:** No, there aren't. My armchairs are in the garden.

**Liz:** Oh dear! And where are you?

**Twinky:** I'm in the bathroom.

**Liz:** Is there a bath in your bathroom?

**Twinky:** Yes, there is.



### 1b. Grammar secret.

There is a fridge in the kitchen.

Is there a fridge in the bedroom?

Yes, there is. / No, there isn't.

There are two chairs in the kitchen.

Are there any chairs in the bedroom?

Yes, there are. / No, there aren't.



How many rooms **are there** in the house?  
There are three (rooms).

1c. 👤👤 Choose a role and read.

1d. 👤👤 Act out the dialogue.

2a. 👤👤 Role-play “Twinky’s interview about your house / flat”.

**Model.** Twinky: Is there a television in your kitchen?

You: Yes, there is. / No, there isn't.

Twinky: Are there any chairs in your bedroom?

You: Yes, there are. / No, there aren't.

2b. 📝 Write 5–7 questions about your classmate’s house / flat.

## Lesson 5. There isn't a bed in his bedroom

1. 🎧 Listen, read, and say the “Isn't it funny?” chant.

Look at his kitchen!  
Isn't it funny?  
There isn't a fridge.  
There isn't a cooker.



Look at his bedroom!  
Isn't it funny?  
There isn't a bed.  
There isn't a wardrobe.



Look at his living room!  
Isn't it funny?  
**There aren't** any chairs.  
There aren't any lamps.  
There are five flowers there!

## 2. 🌐 Grammar secret.

There is not a ball in the box.

There isn't a ball in the box.

There are not any balls in the box.

There aren't any balls in the box.



is not = isn't    are not = aren't

## 3. 👤 Look (p. 34) and speak about the old and the new living room. Which room do you like more? Why?

**Model.** There isn't a TV in the old living room.  
There's a big TV in the new living room.



**4. 👤👤** Make up six sentences to guess what your friend's house / flat is like. How many correct guesses did you make?

**S1:** There **isn't** a bed in your kitchen.

**S2:** Right!

**S1:** There **aren't any** wardrobes in your kitchen.

**S2:** True! / Correct!

**S1:** There **aren't any** books in your kitchen.

**S2:** No, it's wrong! / False! I like to read books in the kitchen.

**5a. 👤👤** Correct the wrong sentences about your flat / house.

**Model.** 1. There isn't a wardrobe in the hall.

1. There's a wardrobe in the hall. 2. There are two chairs in the bathroom. 3. There's a sofa in the kitchen. 4. There's a computer in the bedroom. 5. There's a fridge in the living room. 6. There are three cupboards in the hall.

**5b. 📝** Write the corrected sentences about your flat / house.

## Lesson 6. Twinky and Floppy like flowers

### 1. 📞🎧 Letter secrets.

Flowers and **plants** **are** in Twinky's **large** **garden**, in the **bathroom**, in the **baskets** on the **wall**, and in the **hall**.

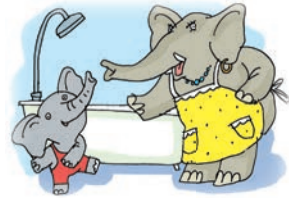
wall



🔔 **all** = [ɔ:l] **ball**, **hall**

🔔 **ar** = [ɑ:] **car**, **far**      🔔 **are** = [ɑ:]

The elephant **asks** his **aunt**: “Can I **dance** in the **bathroom**?” – “No, you **can't**,” **answers** his **aunt**.



🔔 **a** + consonant<sup>1</sup> + consonant = [ɑ:]

**ath** – **bathroom**

**ask** / **ast** – **task**, **ask**, **fast**

**ance** / **ans** – **dance**, **answer**

**ant**, **aunt** – **plant**

🔔 **elephant** ['elɪfənt]

**2a.** 👤👤 Look at the pictures. Read the underlined words (ex. 2b) and try to explain what the poem is about.

1



2



3



<sup>1</sup> **consonant** – согласная буква, согласный звук

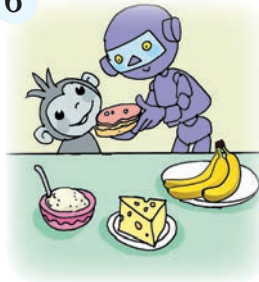
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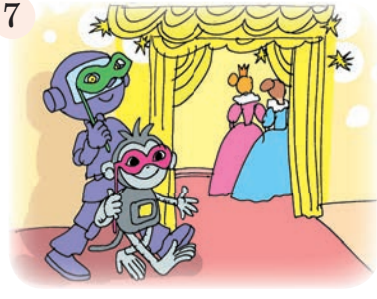
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6



7



2b. 🎧 Listen, read the poem, and check your guesses.

### Twinky and Floppy like flowers

Twinky likes flowers, short and tall,  
 Twinky wants flowers in his hall.  
 He wants them in his bedroom upstairs,  
 He wants them in the kitchen downstairs.

Twinky gives Mike a call,  
 And they go together to the mall (торговый центр).  
 On the way Mike sees his aunts –  
 They tell him where there are plants.

Now, flowers are in Twinky's large garden,  
 They are in his bathroom and cupboard,



They are in all his rooms on the floor,  
They are in two baskets on the door.

Floppy likes flowers on the wall,  
She likes flowers above all (превыше всего).  
She's so happy she begins to dance,  
She jumps up and flies to France!

“Please, don't ask me about the past (о прошлом) –  
I don't know when I ate last (ела в последний раз).  
Better give me breakfast, please –  
Sandwiches, porridge, bananas, and cheese!”

“I'm so happy, Floppy! Let's go for a walk.  
We can have a nice, long talk.  
Then let's go to a music hall –  
There's an interesting masked ball.  
We'll dance, and dance, and dance,  
Because you are back from France!”

**2c.**  Read the poem together with the class and answer the questions: What do Floppy and Twinky like? Where do they go? Where does Floppy fly? Why does Twinky want to dance?

**2d.**   Practise reading in pauses. Listen and check.

**3.**  Perform at the Readers' Theatre. Roles: Narrator, Twinky, Floppy.

**4.**  Write the words from the poem with the sounds [ɑ:] and [ɔ:l] in two columns.



## Lesson 7. Twinky's house in Twinkyland

1. 🎧 Twinky tells his friends about his family house in Twinkyland. Listen and number the pictures in the correct order.

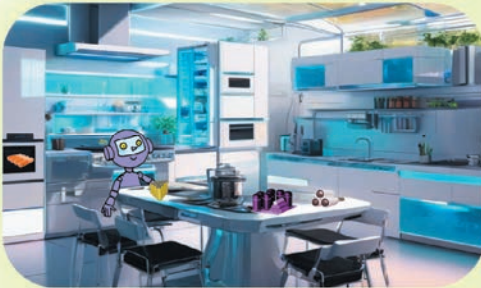
A



B



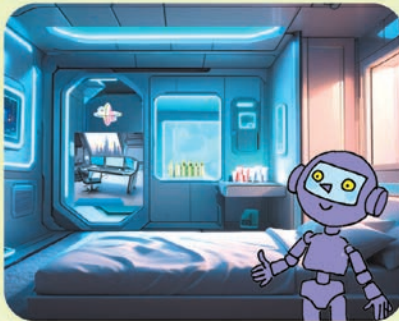
C



D



E



**2a.** In the text below, find, read, and explain the meaning of the underlined words.

### Twinky's house

1. Twinky's house is interesting, and it stands in a beautiful garden. There is synthetic [sɪn'tetɪk] green grass and trees, and there are a lot of flowers with red, pink, yellow, white, blue, and purple lights (огоньки).


2. When you come into the house, you are in a big living room with large windows. It is cosy with soft sofas, armchairs, and a large TV. On the windows, there are holographic [ˌhɒlə'græfɪk] family pictures. They change every day. There are also play systems ['sɪstəmz] with video games. The family like to spend time together in this room.

3. In the kitchen, there is a cooker to cook all sorts of batteries ['bætərɪz]. There are a lot of them in the fridge. The cooker is smart and it can talk! There is a large table. The family sit at the table, recharge<sup>1</sup>, and have a friendly chat.

4. There are five bedrooms with beds and cabins ['kæbɪnz]. The cabins are very quiet and good for doing homework or programming. The bedrooms have their bathrooms with mirrors and cleaning gels [dʒelz].

5. Behind the house, there is a swimming pool with synthetic oil (масло) in it. The robots like to swim and play games in the garden.

<sup>1</sup> **recharge** [ˌrɪː'tʃɑːdʒ] – перезаряжаться

**2b.**  Listen, read, and match parts of the text with the correct picture. Check ex. 1.

**2c.**  Look through Twinky's story and say how houses in Belarus are different from the houses in Twinkyland.

**Model.** There is usually **one or two** bathrooms in our houses (and flats). There are **five** bathrooms in Twinky's house.

**2d.**  Correct the wrong sentences.

**Model. S1:** Twinky's house is little.

**S2:** No, it isn't little. It's big. There's a living room, a kitchen, and five bedrooms in it.

1. Twinky's house is little.
2. The house is in a beautiful garden.
3. The living room in Twinky's house is large.
4. In the kitchen, they have plates, cups, forks, spoons, knives, and food.
5. There are TVs and computers in their bedrooms.
6. They have a swimming pool in their garden.

**2e.**  Close your books and play "A memory game".

**Model. S1:** What's there in the living room?

**S2:** There's a large TV, soft sofas, armchairs, and play systems with video games.

**S1:** Yes. / Right. / True.

**S2:** What's there in the kitchen?

**3a.**  Answer the questions: What do you like in Twinky's house? What don't you like in Twinky's house? Why?

**3b.**  Write 6–8 sentences. What do you think about Twinky's house?

**Model 1.** I like Twinky's house. It's big and beautiful. There is a ... . They've got ... . It's a cosmo house, and it's fantastic!

**Model 2.** I don't like Twinky's house. It's large, cosy, and beautiful, but in the kitchen, they haven't got plates or cups. They don't cook food. It isn't good. ... Our houses and flats aren't bigger, but they are cosier.

## Lesson 8. Whose rooms are they?

**1.** Victor is Nikita's uncle. Read about his family and match the numbers to the letters.



Victor



Maxim     Alexei



Anna



Alice



Arseny



Daisy

**Model. 1 – C.**

1. Hello! My name's Victor. I'm a businessman. I work on the computer every day. ...

2. This is my wife. Her name's Anna. She's a teacher. She likes books very much. ...

3. This is our daughter. Her name's Alice. She's a model. She's tall. She's got long fair hair. ...

4. We've got two sons, Maxim and Alexei. They're schoolboys. ...

5. This is our grandad. His name's Arseny. He's the oldest in our family. He doesn't work. He loves our garden. ...

6. This is our dog. Her name's Daisy. ...

**A.** ... She sleeps in the hall. **B.** ... In her room, there's a big mirror. **C.** ... In our living room, there's a computer, a desk, and an armchair. **D.** ... In our bedroom, there's a big bookcase. There are a lot of interesting books there. **E.** ... There are two desks in their room. They do their homework at the desks. **F.** ... There are ten apple trees in it.

## 2a. Whose rooms are these?

**Model.** Room A is the family's living room.



## 2b. True or false?


1. Victor is a businessman.
2. Anna is a student.
3. Anna likes books.
4. Victor is the oldest in the family.
5. There are three schoolchildren in the family.
6. Arseny goes to work every day.

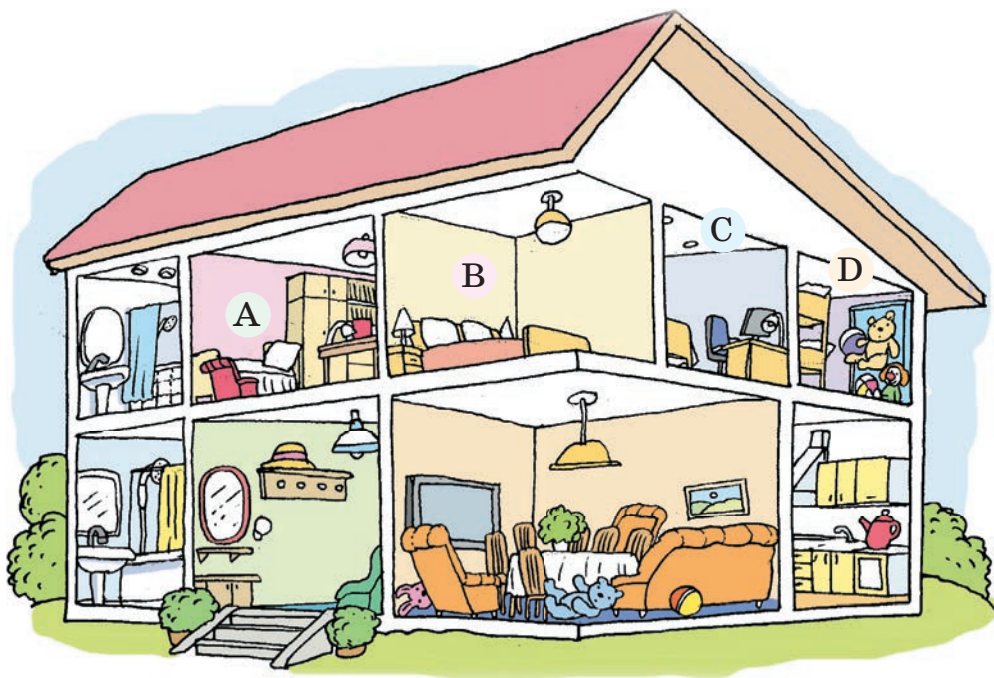
## 2c. Answer the questions. Write the answers.

1. Is there a computer in their living room?
2. Is there a bookcase in the boys' room?
3. Is there a big mirror in Alice's room?
4. Are there any lemon trees in their garden?
5. Are there any animals in their house?
6. What do you think about their house?



## Lesson 9. Liz's House

1a.  Listen and read about Liz's house and answer the question: Which is Liz's room?




I live in a big house. There's a hall, a large living room, a kitchen, and a bathroom downstairs. There are four bedrooms and a bathroom upstairs.

My parents' room is the biggest. It's nice, but my room is nicer.

In my room, there's a table, a wardrobe, a bookcase, and a bed. There are books in the bookcase. There's a beautiful carpet on the floor. I like my room very much. I usually tidy my room on Saturday.



The most popular (популярная) room is the living room. We usually have dinner and watch TV there together. My younger sister and brother play with their toys. And they make a mess (беспорядок)! I help them to tidy the living room. They're little, you know.

**1b.**  **Look, read the text, and say whose bedrooms they are (A–D).**

Liz's bedroom – ...

her parents' bedroom – ...

her elder (старший) brother's bedroom – ...

her younger brother and sister's bedroom – ...

**1c.**  **Compare Liz's and her elder brother's room.**

**Model.** There's a bed in Liz's room. There's a bed in Jake's room too. There isn't a computer in Liz's room, but there's a computer in Jake's room.

**2.**   **Do the project "My house" / "My flat".**

- ♦ Draw a plan of your house / flat.
- ♦ Write what rooms there are in your house / flat.
- ♦ Write about your room.
- ♦ Write about the most popular room.
- ♦ Write your address (city / town / village, street, house, flat).

**Model.** I live at 99 Druzhnaya Street, flat 45, Minsk.

- ♦ Get ready to speak about your house / flat.

# Lesson 10. The key of the kingdom

1. 👤👤 Read and guess the words.



a key [ki:]



flowers

a basket ['bɑ:skɪt]

a kingdom  
['kɪŋdəm]



a city ['sɪti]



a street  
[stri:t]

a yard  
[jɑ:d]

a lane  
[leɪn]

2a. 🎧 Listen, read, and choose the right picture – A, B, or C.

### The Key of the kingdom

This is the key of the kingdom.  
 In that kingdom, there is a city.  
 In that city, there is a street.  
 In that street, there is a lane.  
 In that lane, there is a yard.  
 In that yard, there is a house.  
 In that house, there is a room.  
 In that room, there is a bed.  
 On that bed, there is a basket.  
 In that basket, there are some flowers.



B



Flowers in the basket.  
 Basket on the bed.  
 Bed in the room.  
 Room in the house.  
 House in the yard.  
 Yard in the lane.  
 Lane in the street.  
 Street in the city.  
 City in the kingdom.  
 And this is the key of the kingdom.

C



2b. ✍ Write the words from “big” to “small”. Then read and check in pairs or in groups.

Lane, yard, room, house, bed, flowers, basket, kingdom, city, street.

**2c.** Look at the words from “big” to “small” and say the poem.



## **Lesson 11. Project presentation: My house / My flat**

- 1.** Put the drawings of 3–4 students (plans of your houses or flats) on the board and number them.
- 2.** Speak about your house or flat.
- 3.** Your classmates listen to you, look at the pictures on the board, guess the number of your plan, and write it down in a table with two columns: 1) names; 2) numbers.
- 4.** Now listen to your classmates and fill in the table.
- 5.** After presentations of 3–4 students, compare the names and numbers and check if the matches are correct.
- 6.** Listen to all your classmates and answer the questions: Whose house / flat do you like most of all? Whose presentation do you like most of all? Why?

# Unit 7



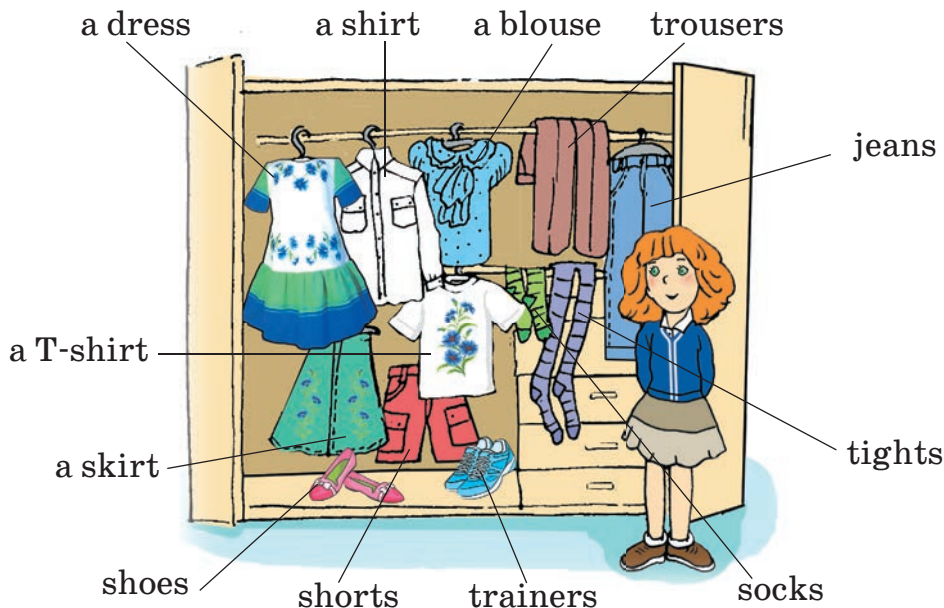
## Clothes

**Ты научишься:** описывать предметы одежды; выбирать в магазине одежду определённого цвета и размера; спрашивать и называть стоимость одежды; рассказывать, какую одежду носят в разные времена года.

### Lesson 1. Where are my shoes?

1a.  Picture dictionary.

#### Clothes



**1b.** 👤👤 Read the transcription.

[kləʊðz], [taɪts], [sɒks], [skɜ:t], ['traʊzəz], ['ti: ʃɜ:t],  
[ʃu:z], [bləʊz], [dʒi:nz], ['treɪnəz], [ʃɔ:ts], [dres], [ʃɜ:t]

**2.** 📺🎧 Letter secrets.

🔔 igh = [aɪ] Good night, bright  
tights!

🔔 ou = [aʊ] mouse, blouse,  
trousers

🔔 ir = [ɜ:] shirt, T-shirt, skirt



**3.** 👤👤 Play “A memory game”. (See ex. 1a.)

**Model.** S1: A skirt. | S1: Right! Shoes.  
S2: It's green. | S2: They're grey. ...

**4a.** 👤👤 Play “A guessing game”. (See the picture in ex. 4b.)

**Model 1.** S1: It or they? – S2: It.  
S1: Is it under the bed? – S2: No, it isn't.  
S1: Is it on the desk? – S2: Yes, it is.  
S1: It's a dress! – S2: Right!

**Model 2.** S1: It or they? – S2: They.  
S1: Are they near the chair? – S2: No, they aren't.  
S1: Are they behind the armchair? – S2: Yes,  
they are.  
S1: They're socks! – S2: Right!

**4b.** 🎧 Liz can't find her clothes. Listen and answer:  
Where are her tights?



**Liz:** Mum, where's my skirt?  
**Mum:** It's on the chair. Look!  
**Liz:** Mum, where are my shoes?  
**Mum:** They're near the desk, Liz.  
**Liz:** Mum, where are my tights?  
**Mum:** In the wardrobe?  
**Liz:** No.  
**Mum:** On the armchair?  
**Liz:** No.  
**Mum:** Liz, where are you?  
**Liz:** I'm here, under the bed!

**4c.** 👤👤 Choose a role and read.

**4d.** 👤👤 Role-play the situation "Getting dressed". Roles: Mother, Child.

**4e.** 📝 Write 5–6 sentences. Where are the clothes? (See ex. 4b.)

**Model.** The dress is on the desk. The socks are behind the armchair.



## Lesson 2. Let's pack Liz's bag!

### 1. Read the letter and answer: Who is it from?



### 2a. Picture dictionary.



a sweater



a sweatshirt



a jacket



a coat



a scarf



boots



a hat



gloves

<sup>1</sup> here [hɪə] – здесь

2b. 👤 Read the transcription.

[glʌvz], [kəʊt], [hæt], ['dʒækɪt], [bu:ts], ['swetʃɜ:t],  
[skɑ:f], ['swetə]

3. 📺 🎧 Letter secrets.

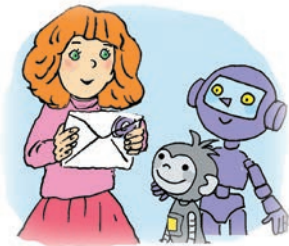
🔔 o = [ʌ] My bro**th**ers **co**me and say they  
love my son's warm **glo**ves.

🔔 oo = [ʊ] lo**o**k, bo**o**k, co**o**k

🔔 oo = [u:] co**o**l, scho**o**l, bo**o**ts

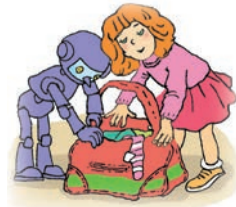


4. 🎧 Twinky comes to Liz's house. Listen and answer:  
Who goes to Belarus? What clothes does Liz like? Why?  
What clothes doesn't she like? Why?



5. 🎧 👤 Listen, read, and say the chant "Let's go on a trip!"

Let's go on a trip! Let's go on a trip!  
Let's pack our bag! Let's pack our bag!  
Take **these** trainers and take **these** gloves.



Let's go! Let's go! Let's go! Let's go!  
 Take **this** sweater and take **this** hat.  
 Let's go! Let's go! Let's go! Let's go!  
 Take this dress! Oh, what a mess!  
 Off we go! Oh, no!



**6a.** Help your friend to pack the bag. Use the words from the Help box.

**this** [ðɪs] – этот, эта, это

**these** [ði:z] – эти

**Model.** S1: Take **these** gloves. – S2: Oh, no. **They're** old.  
 S1: Take **this** sweater. – S2: OK. **It's** nice.



new, old, large, small, nice, beautiful,  
 long, short, warm

**6b.** Write 5–7 sentences about the clothes in ex. 2a.

**Model.** This hat is nice. These boots are large.

## Lesson 3. Mr Leigh, our neighbour<sup>1</sup>


1. Letter secrets.

**eight** = [eɪ] **Eight** **neigh**bours give **eight** goldfish to Mr **Leigh**.



<sup>1</sup>neighbour ['neɪbə] – сосед

 augh = [ɔ:] My daughter's dog is naughty.

 igh = [aɪ] fiight, hiigh, tiights, liight



**2a.** Look at the pictures. Read and guess the new words.



jump high



fight [faɪt]



above [ə'boʊv]



neighbours



birthday ['bɜ:θdeɪ]



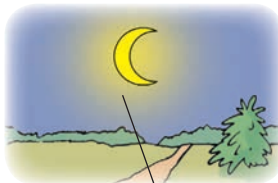
alone



Neigh!



night



moonlight



day

**2b.**  Is it true or false about you? Correct the false sentences.

**Model.** S1: Your neighbours are nice people.

S2: Oh, yes, they are! You go to school at night.

S1: No, I don't. I go to school in the morning.

1. Your neighbours are nice people. 2. You go to school at night. 3. You write with your right hand. 4. You like to be alone. 5. You can jump high. 6. Your birthday is today. 7. There's a mirror above your bed. 8. You fight with your friend every day.

**3a.**  Listen, read, and answer: How do Mr Leigh's family and neighbours make him happy?

1. Our neighbour Mr Leigh lives in a nice little house in High Street. Mr Leigh has two sons and three daughters, but now he lives alone. Mr Leigh doesn't like to be alone. It's boring (скучно).

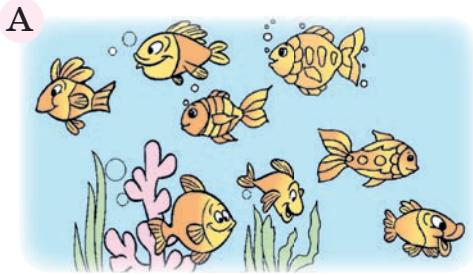
2. One day, Mr Leigh has a birthday. His brother gives him a horse. His two sons give him two dogs. His three daughters give him three cats. His eight neighbours give him eight circus goldfish.

3. Now, Mr Leigh isn't alone. Now, his life (его жизнь) isn't boring. The horse neighs, the dogs and the cats fight. It's very noisy, but Mr Leigh likes it.

4. Only the goldfish are quiet. Well, they're quiet by day, but at night, the goldfish become (становятся) naughty. Mr Leigh's goldfish love the moonlight. They

can't sleep when the moon is up. They swim from left to **right**, they jump **high** above the water, and they dance a moon dance. What a **sight!** (Вот это зрелище!)

**3b.** 🐾 Read together with the class and put the pictures in the correct order.



**3c.** 👤 Read the answers to the questions.

1. Where does Mr Leigh live?
2. How many children has he got?
3. Why is Mr Leigh's life boring?
4. How many presents does he get for his birthday?
5. Is his life noisy or quiet with the animals?
6. What does the horse do?
7. What do the cats and dogs do?
8. What do the goldfish do?



9. Why do the goldfish like to swim left to right, jump high, and dance?
10. What animals are nice and quiet by day?

**3d.**  **Have a Readers' contest.**

**4a.**  **Complete the sentences. Make them false.**

**Model.** 1. Mr Leigh lives in a big house.

1. Mr Leigh lives in ... ..
2. Mr Leigh has got ... sons and ... daughters.
3. ... give(s) Mr Leigh a horse.
4. ... give(s) Mr Leigh ... goldfish.
5. By day, the horse ... .
6. By day, ... fight.
7. At night, ... are naughty.
8. At night, ... jump high above the water.

**4b.**  **Listen to your partner's sentences and correct them.**

**Model.** S1: Mr Leigh lives in a large house.

S2: No, he doesn't. He lives in a small house.

## **Lesson 4. Different clothes for different seasons**

**1. Make true sentences about seasons and clothes in Belarus to help tourists who visit our country.**

**Model.** In winter, it snows in Belarus. It's usually very cold. We wear jackets and boots in winter.



**In winter, In spring, In summer, In autumn,**



it rains.



it snows.



it's cold.



it's very cold.



it's warm.



it's hot.



it's sunny.



it's windy.



it's cloudy.



it's foggy.

### We wear



**2a.**  Interview your classmate.

**Model.** S1: What's your favourite season?

S2: Winter.

S1: What do you wear in winter?

S2: A coat, a hat, a scarf, gloves, and boots.

**2b.** Report to the class.

**Model.** S1: Natasha's favourite season is winter. She wears a coat, a hat, a scarf, gloves, and warm boots in winter.

**3a.**  Mike, Liz, and Twinky speak about their favourite clothes. Listen, read, and match the pictures to the texts. One picture is extra.



**Mike:** These are my favourite trousers. They're new. They're grey. They're warm. I wear my trousers in winter. I wear them to school and for walking<sup>1</sup>.

**Twinky:** This is my favourite T-shirt. There's a green caterpillar on it. I think it's nice. I wear this T-shirt in summer. I wear it at home every day.

**Liz:** This is my favourite blouse. It isn't new but it's beautiful. It's pink and white. I wear my blouse to discos in spring and in summer.

**3b.**  Draw your favourite clothes for each season and write about them.



This is / These are my favourite ... .

It's / They're ... .

I wear ... in winter / spring / summer / autumn.

<sup>1</sup> for walking – на прогулку

## Lesson 5. How much is it? How much are they?

### 1a. Picture dictionary.



one rouble



50 kopecks



expensive

40\*



cheap

1

### 1b. Read the transcription.

[tʃi:p], [ɪk'spensɪv], ['ru:bl], ['koupəks]

### 2a. Look at the shop window (витрина магазина) and say: How much are they?

**Model.** The yellow coat is 27. I think it's cheap. The blue boots are 35. I think they're expensive.



\* In dialogues, use either the Belarusian money (40 roubles) or the British money (£40 – 40 pounds [paundz]).

**2b.**  **Speak to your classmate. Use the words from the box.**

**Model.** S1: Which coat is the cheapest?


S2: The yellow coat is the cheapest.

S1: Which trousers are the most beautiful?

S2: I think the brown trousers are the most beautiful.



the biggest, the smallest, the longest,  
the shortest, the most beautiful, the most  
expensive, the cheapest, the best

**3a.**  **Mike, Liz, and Twinky go window shopping. Listen and answer: How much is the grey sweater? How much are the red boots? (See ex. 2a.)**

**3b.**  **Play “A guessing game”. (See ex. 2a.)**

**Model 1.** S1: It or they? – S2: It.


S1: How much is it? – S2: It’s 32.

S1: It’s a green coat. – S2: Yes, it is.

**Model 2.** S1: It or they? – S2: They.

S1: How much are they? – S2: They’re 35.

S1: They’re blue boots. – S2: Yes, they are.

**4.**  **Role-play the situation “Buying clothes”. Roles: You (S1), Shop assistant (S2).**

**Model 1.** S1: I like this yellow coat. How much is it?

S2: It’s 27.

**S1:** Oh, it's cheap. Here's 27.

**S2:** Great. Here you are.

**S1:** Thank you.

**Model 2. S1:** I like these brown boots. How much are they? – **S2:** They're 73.

**S1:** Oh? They're expensive! – **S2:** Yes, and they're the most beautiful! Would you like to have a look?

**S1:** No, thank you. – **S2:** No problem.

**5.** Write 5–7 sentences about the clothes and prices in ex. 2a.

**Model.** The blue-and-white coat is 45. The blue boots are 35.

## Lesson 6. Twinky and Floppy go shopping

**1a.** Listen, read, and sing the song.



## Can I help you?

Can I help you? Can I help you?

What would you like?

I'd like **this** yellow scarf.

I'd like **that** purple hat.

I'd like **these** brown boots.

I'd like **those** orange shoes.

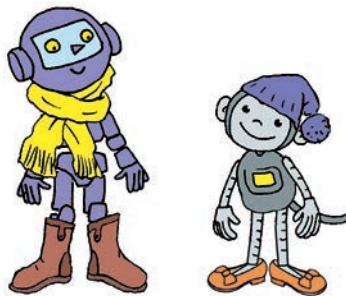
Twinky's wearing a yellow scarf.

Floppy's wearing a purple hat.

Twinky's wearing brown boots.

Floppy's wearing orange shoes.

would [wʊd]



### 1b. 🌐 Grammar secret.

## Demonstrative pronouns

## Указательные местоимения

**this** [ðɪs] scarf

**that** [ðæt] hat (та шляпа)

**these** [ði:z] boots

**those** [ðəʊz] shoes (те туфли)

1c. Look at the pictures in ex. 1a and complete the sentences with this, that, these, those.

1. ... T-shirt is white. 2. ... socks are green. 3. ... trousers are blue. 4. ... sweatshirt is red.

1d. 👤👤 Play "A memory game". Name the colours of all the clothes in ex. 1a.



**2a.** Twinky and Floppy want to buy some gifts for Nikita. Complete the sentences. Use this, that, these, those.

**Twinky:** I like (1) ... ball! It's a Manchester United ['mæn,tʃestə ju:'naitɪd] ball! And look at (2) ... boots! They're cool!

**Floppy:** Yes! I like the ball and the boots, but they're expensive! We've got 20. We can't buy (3) ... ball and (4) ... boots.

**Twinky:** Yes, you're right.

**Floppy:** I like (5) ... T-shirt and (6) ... scarf. It's 10.

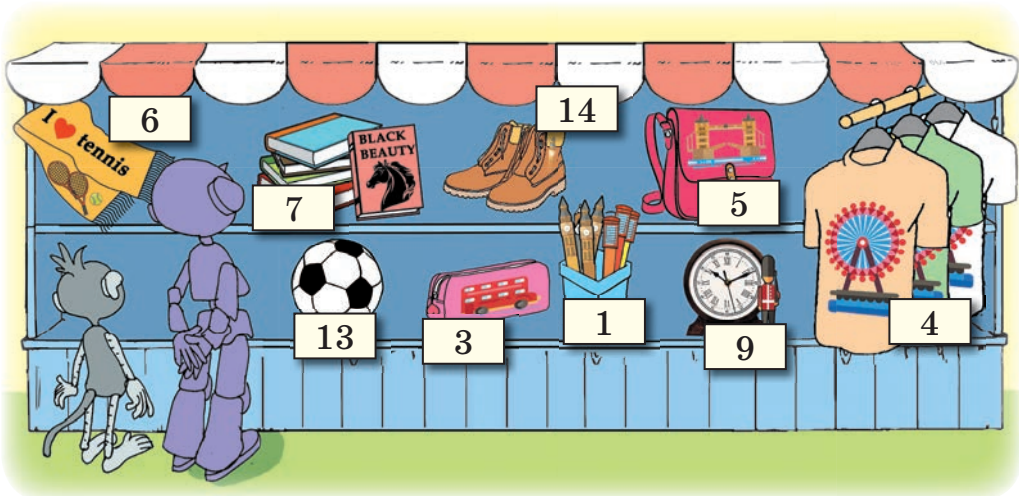
**Twinky:** Yes! And I like (7) ... book!

**Floppy:** Good. We've got 3 more pounds.

**Twinky:** Look at (8) ... pencils! They're cool.

**Floppy:** Yes, we can buy three pencils or (9) ... pencil case with a red bus.

**Twinky:** I don't know. I like (10) ... pencils, and I like (11) ... pencil case.





**2b.** Say what Twinky and Floppy like. Use this, that, these, those.

**Model.** Twinky likes that ... . Floppy likes this ... .

**2c.**  Twinky and Floppy buy some gifts. Complete and act out the dialogue.

**Model.** **Shop assistant:** Can I help you? What would you like?

**Twinky:** I'd like this / that ..., please.

**Shop assistant:** Here you are. It's ... .

**Twinky:** Oh, it's expensive / cheap! (But) I'll take it.


**Shop assistant:** Anything else?

**Floppy:** Yes. I'd like these / those ..., please.

**Shop assistant:** Here you are. They're ... .

**Floppy:** Thank you.

**3a.**  Role-play the situation: Twinky and Floppy have got 20 to buy some gifts for Nikita.

**3b.**  Imagine you have 20 roubles to buy some gifts for your family. Write what you would like to buy. Use this, that, these, those.

**Model.** I'd like this ... for my mum. I'd like those ... for my ... . I'd like ... .

## **Lesson 7.** Mike goes shopping

**1a.**  Mike and Twinky are in a shop. Listen and answer: What do they buy?

**1b. Read and answer: How much is Mike's sweater? How much are Twinky's gloves?**

**Shop assistant:** Can I help you?

**Mike:** Yes, please.

**Shop assistant:** What would you like?

**Mike:** I'd like that sweater.

**Shop assistant:** What colour?

**Mike:** Green. How much is it?

**Shop assistant:** It's 20.

**Mike:** Oh, it's expensive!

**Shop assistant:** Look at this sweater.

**Mike:** Oh, I like it. How much is it?

**Shop assistant:** It's 12.

**Mike:** OK. I'll take it... 12... Here you are.

**Shop assistant:** Thank you.



\*\*\*

**Shop assistant:** Can I help you?

**Twinky:** Yes, please.

**Shop assistant:** What would you like?

**Twinky:** I'd like those gloves, please.

**Shop assistant:** What colour?

**Twinky:** Brown. How much are they?

**Shop assistant:** They're 16.

**Twinky:** Oh, they're expensive!

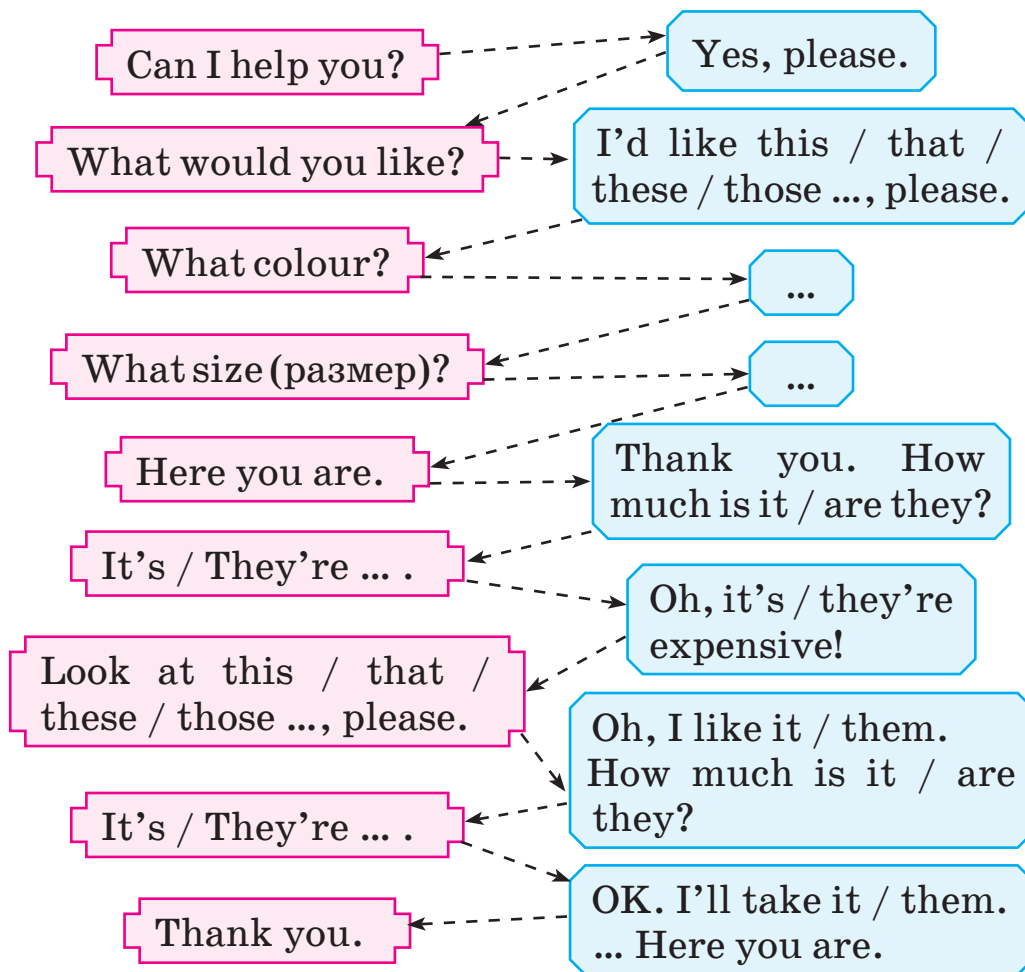
**Shop assistant:** Look at these gloves. They're 6.

**Twinky:** Oh, I like them... 6... Here you are.

**Shop assistant:** Thank you.

1c.  Choose a role and read.

2.  Role-play the situation “At the shop”.



3.  Write the dialogue “At the shop” using the correct punctuation.

**Model.** S1: Can I help you?

- canihelpyou
- yespleaseidlikethosetrousers
- whatcolour
- brown
- howmucharethey
- theyre15
- okilltakethem15hereyouare
- thankyou

## Lesson 8. Toy thieves<sup>1</sup>

1a.  The children are in a shop. Twinky gets lost<sup>2</sup>. Listen and answer: Who finds Twinky?<sup>3</sup>

**Liz:** Look at this hat! It's lovely!

**Mike:** Look at these trainers! They're nice!

**Twinky:** Mike! Liz! Help!

**Liz:** Twinky!

**Mike:** Oh, no! He's lost!



**Policeman:** Good morning. What's the matter?

**Mike:** Twinky! He's lost!

**Policeman:** Who's Twinky?

**Liz:** He's our friend! He's lost!

**Policeman:** Please, don't worry! ... Twinky... How do you spell his name?

<sup>1</sup> **thieves** [θi:vz] – воры

<sup>2</sup> **gets lost** – потерялся

<sup>3</sup> **Who finds Twinky?** – Кто находит Твинки?

**Mike:** T-w-i-n-k-y.

**Policeman:** What does he look like?<sup>1</sup>

**Liz:** He's little. He's got big yellow eyes,  
a long nose, and long ears.

**Policeman:** Hmm.

**Mike:** Look at his picture!

**Policeman:** Is he a toy?

**Children:** No, he isn't!

**Policeman:** He looks like a toy. Aha! Toy thieves!

**Children:** Toy thieves?

**Policeman:** Yes! Look. Lola and Sam  
Briggs. They're toy thieves.

**Liz:** Mike, I've got an idea! We can  
help Twinky! Can you see Lola?

**Mike:** Yes. She's wearing<sup>2</sup> a pink hat,  
a white scarf, a yellow blouse, and  
a red skirt.

**Liz:** Can you see Sam?

**Mike:** Yes. He's wearing a green coat  
and an orange hat.

**Liz:** Can you see Twinky?

**Mike:** Yes! Let's call the police!

**Twinky:** Mike! Liz! I'm back! Hooray!

**Liz:** How are you, Twinky?

**Twinky:** I'm fine! Thank you!



---

<sup>1</sup> What does he look like? – Как он выглядит?

<sup>2</sup> She's wearing... – На ней надето...

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

**1c.** Read about Lola and Sam in ex. 1a, look, and find them in the picture.



**1d.** True or false?

1. Twinky gets lost in a shop.
2. Liz and Mike ask a policeman for help.
3. The policeman asks a lot of questions.
4. Twinky is a toy.
5. Lola and Sam Briggs are good policemen.
6. Lola and Sam Briggs are bad toy thieves.
7. Toy thieves take Twinky.
8. The policeman finds Twinky.
9. Liz and Mike find Twinky.

**1e.**  Play “A guessing game”.

**Model.** S1: She’s a woman. She’s wearing a pink hat, a green jacket, an orange skirt, and black shoes.

S2: Is she number 7?

S1: Yes, she is.

2. 🍄 Perform the story (ex. 1a) at the Readers' Theatre.
3. 📝 Write a riddle about somebody from ex. 1a and 1c.

## Lesson 9. Twinky and Floppy get ready for visiting Belarus

**1a.** Twinky and Floppy want to take part in the School Fashion Week<sup>1</sup> in Belarus. Help them make descriptions for their photos. Choose the correct options.

Look at this winter coat / jacket. It's very warm for cold springs / winters. It's short / long but **comfortable**. You can wear it to school / a disco, and it is good for exercises / walks. The coat / jacket is orange, the most **popular** colour for boys / girls this season.



Here's a nice autumn / summer outfit<sup>2</sup> for boys / girls. The shorts / trousers are very comfortable for walks / swimming or riding a bike. They aren't very short or very long / beautiful. The trousers / shorts are **ideal** with tights / T-shirts in bright colours. Red / grey, blue / black, and brown / green are the most popular colours this autumn / summer.

<sup>1</sup> School Fashion [ˈfæʃn] Week – школьная неделя моды

<sup>2</sup> outfit [ˈaʊtfɪt] – комплект одежды



**1b. What do the words in bold mean? Match.**

1. comfortable  
[ˈkʌmftəbl]
2. popular [ˈpɒpjələ]
3. ideal [aɪˈdi:əl]

- A. It's very good.  
B. You feel relaxed in it.  
C. A lot of people like it.

**1c.  Discuss the questions.**

1. What are the most comfortable clothes for a walk / a disco / school?
2. What colours are popular this season?
3. What are your favourite clothes? What are they ideal with?
4. What are very good clothes for winter / spring / autumn / summer?

**2.   Do the project "School fashion show".**

♦ At home, choose the clothes you like (not one, but several items of clothes<sup>1</sup>). These clothes can be for winter, spring, autumn, or summer.

♦ Put on these clothes. Ask a friend to take a photo of you. Print<sup>2</sup> the photo. Or, draw a picture of you wearing the clothes.

♦ Write a description of your outfit on a separate sheet of paper<sup>3</sup> (see Help box, p. 74). Don't write your name.

<sup>1</sup> **several items of clothes** [ˈsevrəl ˈaɪtəmz əv ˈkləʊðz] – несколько предметов одежды, комплект

<sup>2</sup> **Print ...** – Распечатай ...

<sup>3</sup> **Write a description of your outfit on a separate sheet of paper** – Напиши описание своего комплекта одежды на отдельном листе бумаги

Here's ... / Look at ... for boys / girls.

It's / They're beautiful / nice / ... .

It's / They're short / long / ... .

... the most popular colour this season.

It's / They're ideal with ... .

It's / They're (good / comfortable / warm / ... ) for walks / winter / hot weather / ... .

You can wear it / them to ... .



## Lesson 10. The king's new clothes

1.  Listen, read, and answer: Are the king's new clothes beautiful? Why?

### The king's new clothes



One day, two people come to a palace<sup>1</sup>. They say they are weavers<sup>2</sup> and can make magic clothes.

“Magic? Why?” asks the king.

<sup>1</sup> **palace** ['pæləs] – дворец

<sup>2</sup> **weaver** ['wi:və] – ткач

“Clever people can see magic clothes, but fools<sup>1</sup> can’t,” say the weavers.

“Great! I want to know who is clever and stupid<sup>2</sup> in my palace,” thinks the king.

The weavers work long days and nights. Finally, the magic clothes are ready. The king puts them on and looks into the mirror.

“Oh, no! I can’t see my magic clothes! People will think I’m stupid,” he thinks. “Beautiful!” he says. The ministers<sup>3</sup> say the clothes are the finest.

The king puts on his favourite purple gloves and walks into the city. He walks slowly with his head up. People clap their hands and shout “Hooray!”



<sup>1</sup> fool [fu:l] – глупец

<sup>2</sup> stupid ['stu:pɪd] – глупый

<sup>3</sup> minister ['mɪnɪstə] – министр

Suddenly <sup>1</sup>, a little boy says, “Look! The king has got no clothes on!”

“Sorry,” says the boy’s father. “He’s a stupid boy.”

The people look at the little boy. Then, they look at the king. Then, they start talking quietly. “The boy’s right,” they say. “The king has got no clothes on.”

“Fools!” thinks the king. He keeps walking with his head up.

(after Hans Christian Andersen)

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

**Model.** 1 – B.

A. The king looks into the mirror and he can’t see the clothes, but he doesn’t want to be stupid.

B. One day, two weavers come to the palace.

C. A little boy says that the king hasn’t got any clothes.

D. The weavers make magic clothes.

E. Then, the people say that the king hasn’t got any clothes.

F. The people of the city shout “Hooray!” to the king.

G. The king walks into the city in his magic clothes.

## 3. Who’s the fool in the story? Why?

**4a.** Do they (the king, the ministers, or the people in the city) say or think so?

1. “I can’t see the magic clothes.”

2. “The clothes are beautiful!”

---

<sup>1</sup> suddenly [ˈsʌdənli] – вдруг

**4b.** Why don't they say what they think?

**5.**  Act out the story. Roles: the king, ministers, two weavers, a little boy, his father, people.



## **Lesson 11. Project presentation: School fashion show**

**1.** Put up a drawing or photo of your outfit on the board together with 2–3 students.

**2.** Number the pictures on the board.

**3.** Speak about your outfit.

**4.** Your classmates listen to you, look at the pictures on the board, guess the number of your picture, and write it down in a table with two columns: 1) names; 2) numbers.

**5.** Now listen to your classmates and fill in the table.

**6.** After presentations by each group of 3–4 students, compare the names and numbers and check if the matches are correct.

**7.** Listen to all your classmates and answer the questions: Are the clothes in your fashion show beautiful? Whose outfit do you like most of all? Which outfits are for winter (spring, summer, autumn)? What is the most beautiful outfit for winter (spring, summer, autumn)? Whose presentation is the best?

# Unit 8



## School subjects

**Ты научишься:** рассказывать и расспрашивать о школьном расписании и изучаемых учебных предметах; рассказывать о заданиях, выполняемых на уроках, и любимых учебных предметах.

### Lesson 1. We have PE on Tuesday and Friday

1a.  Picture dictionary.



Belarusian



Russian



Music



English



IT<sup>1</sup>



Maths



Labour Training



PE<sup>2</sup>

<sup>1</sup> IT – Information Technology [ˌɪnfəˈmeɪʃn tekˈnɒlədʒi]

<sup>2</sup> PE – Physical Education [ˈfɪzɪkl ˌedʒuˈkeɪʃn]



Belarusian  
Reading



Russian  
Reading



Man and  
the World



Art

### 1b. Guess the meaning of the word in bold.

We have five **lessons** on Monday: English, Maths, Art, Belarusian, and PE.

### 1c. 👤 Read the transcription.

[ˌbeləˈruːsiən], [ˈmjuzɪk], [ˌrʌʃn ˈriːdɪŋ], [ˈɪŋɡlɪʃ], [ɑːt],  
[ˌmæn ən ðə ˈwɜːld], [ˌrʌʃn], [ˌleɪbə ˈtreɪnɪŋ], [ˌaɪ ˈtiː],  
[ˌbeləˈruːsiən ˈriːdɪŋ], [ˌpiː ˈiː], [ˈlesn], [mæθs]

## 2. 🌐 Letter secrets.

🔔 **wor** = [wɜː] **work**, **homework**, **word**

🔔 **g + a, o, u, consonant** = [g] **go**, **English**, **game**

🔔 **g + e, i, y** = [dʒ] **giraffe**, **Egypt**

🔔 **girl** [gɜːl]



**3a. Read Mike's timetable<sup>1</sup> and answer: How many English lessons does Mike have?**

**Timetable**

	Mon	Tue	Wed	Thu	Fri
1	English	Maths	Maths	English	Art
2	Maths	English	English	Maths	Maths
3	Art	IT	PE	Science	Science
<b>Lunch break (перемена)</b>					
4	Science ['saɪəns]	Music	Technology [tek'nɒlədʒi]	PE	English
5	PE	Maths	Art	Music	IT

**3b. What lessons does Mike have? Make sentences.**

**Model.** He has Music on Tuesday and Thursday.

**4. Look at your timetable. What lessons do you have?**

**Model.** We have PE on Tuesday and Friday.

**5. Speak about Mike's and your lessons.**

**Model.** We have Russian. Mike doesn't have Russian. We have Music. He has Music **too**.

**too** – тоже,  
также

<sup>1</sup> **timetable** ['taɪmteɪbl] – расписание

**6a.**  **Speak to your classmate. What are your favourite school days? Why?**

**Model. S1:** What's your favourite school day?

**S2:** Friday. We have Maths, Russian Reading, Belarusian, Labour Training, and PE on Friday. I like Maths. I like PE too.

**6b.**  **Write 4–5 sentences about your favourite school day.**

## Lesson 2. What do you do in your lessons?

**1a.**   **Picture dictionary.**



read stories



play games



learn about nature



make things



draw and paint



sing songs



play sports



listen to stories



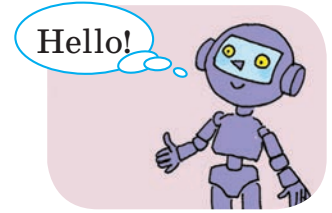
count



do sums



solve problems



speak English

**1b.** Read the transcription.

[kaunt], [ˌduː ˈsʌmz], [ˌpleɪ ˈspɔːts], [ˌsɒlv ˈprɒbləmz],  
[ˌsɪŋ ˈsɒnz], [ˌpleɪ ˈgeɪmz], [ˌlɜːn əˈbaʊt ˈneɪtʃə], [drɔː],  
[ˌrɪd ˈstɔːrɪz], [peɪnt], [ˌlɪsn tə ˈstɔːrɪz], [ˌspiːk ˈɪŋɡlɪʃ],  
[ˌmeɪk ˈθɪŋz]

**2. Letter secrets.**

a = [eɪ] game, make, nature

a = [æ] bag, hat, Maths

**3a.** Play “A miming game”. Mime (изобразите мимикой или жестами) what you do in a lesson; your classmates guess it.

### 3b. 🧑🧑 Make riddles about lessons.

**Model.** **S1:** We listen to stories, read, sing songs, play games, and speak English.

**S2:** It's English!

**S1:** Yes, it is.

**4a.** 🎧 **Twinky writes about school in Twinkyland. Listen, read, and match the list and the timetables (1–3) with the texts (A–C).**

1.

9 a.m.	talk about books
11 a.m.	do science experiments <sup>1</sup>
1 p.m.	have lunch
2 p.m.	have project presentations
5 p.m.	get new homework
6 p.m.	have dinner
7 p.m.	have a talk-and-play time

2.

Class 2	"My planet"
Class 4	"Other <sup>2</sup> planets and stars"
Class 6	"Space technologies" <sup>3</sup>



<sup>1</sup> **do science experiments** [ɪkˈspɪrɪmənts] – делать / проводить научные эксперименты

<sup>2</sup> **other** [ʌðə] – другой, другие

<sup>3</sup> **"Space [speɪs] technologies"** – "Космические технологии"

**3.****Name:** Rinky**Class:** 3**Week:** 35

	Morning	Early afternoon	Late afternoon	Evening
Mon	Day off			
Tue	Online computer games: <b>Maths</b>	<b>PE</b>	Self-study <sup>1</sup> : <b>Project</b>	Self-study: <b>Language lab</b> <sup>2</sup>
Wed	Online lessons: <b>1. Art</b> <b>2. Music</b>	<b>PE</b>	Self-study: <b>Project</b>	Parent-controlled lesson <sup>3</sup> : <b>Technology</b>
Thu	Online lessons: <b>1. Planets and stars</b> <b>2. Nature and History</b>	<b>PE</b>	Self-study: <b>Project</b>	Self-study: <b>Language lab</b>
Fri	Online computer games: <b>Robots</b> [ˈrəʊbɒts] <b>and computers</b>	<b>PE</b>	Self-study: <b>Project</b>	Self-study: <b>Audio</b> [ˈɔːdiəʊ] <b>books</b>
Weekend	School			

<sup>1</sup> **self-study** [ˌself ˈstʌdi] – самостоятельное занятие

<sup>2</sup> **language lab** [ˈlæŋɡwɪdʒ læb] – лингафонный класс / кабинет (специальное помещение, оборудованное аудио- и видеоаппаратурой, предназначенное для изучения иностранных языков)

<sup>3</sup> **parent-controlled** [ˈpeərənt kənˈtrəʊld] **lesson** – занятие под контролем родителей

## A. Missions<sup>1</sup>

All children in Twinkyland study. We don't have holidays, but after years 1, 3, and 5 we go on missions to other planets and stars. This year, I'm on a mission to your planet. When I come home, I'll tell<sup>2</sup> my class about you and your planet. I'll do a project about your planet.

## B. Studying in Twinkyland

In Twinkyland, we don't go to school on weekdays, but every schoolchild has their plan for self-study. Monday is a day off.

Here's my friend's plan for Week 35. He isn't on a mission this year, he's in Year 3. Every morning from Tuesday to Friday, he has an online lesson – it's a film, a game, or a teacher's talk. We can watch online lessons as many times as we want<sup>3</sup>.

Every afternoon, Year 3 have a PE lesson. In PE, children can do what they want: play starball, or ride fly-bikes, or dance with a computer dance programme ['prəʊgrəm].

Every day, Year 3 have time for project work. First, they plan a project. Then they read a lot. Finally, they write the project.

In the evening, Year 3 have a self-study time: they listen to audio stories, learn languages, and learn to

<sup>1</sup> **mission** ['mɪʃn] – миссия, задание

<sup>2</sup> **I'll tell ...** – я расскажу ...

<sup>3</sup> **... as many times as we want** – ... столько раз, сколько мы ХОТИМ

make things with their mums and dads in a parent-controlled Technology lesson. It's so interesting!

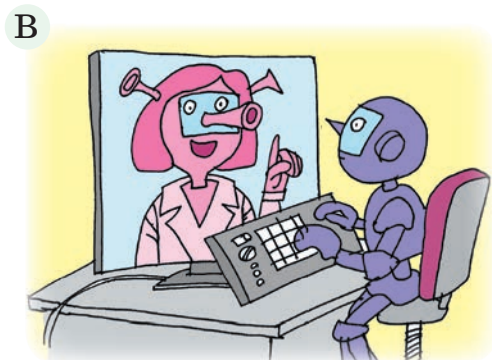
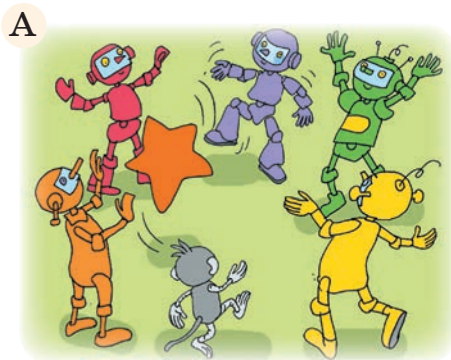
 ssion = [ʃn] mission
 tion = [ʃn] presentation, information

### C. School at the weekend

From Tuesday to Friday, we do a lot of self-study at home. We go to school on weekend days to talk about books, have project presentations, do experiments, and get new homework for the new week. We are at school all day on Saturday and Sunday. In the evenings, we have a talk-and-play time with our friends. I love my school!

**4b. Match the words with the pictures. Give details.**

**Model.** Picture A is a talk-and-play time in a Twinkylan school. It's in the evening on Saturday and Sunday. Children talk and play with their friends.

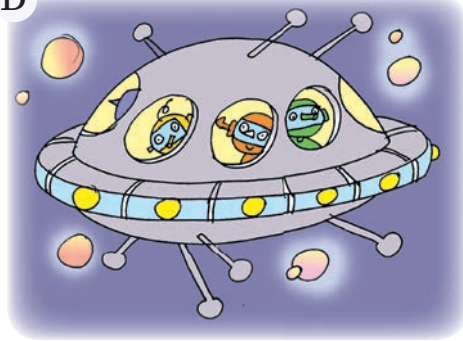




C



D



a talk-and-play time, a mission, an online lesson,  
self-study

**4c. Read again and answer the questions.**

1. Why is Twinky on our planet?
2. When do schoolchildren of Twinkyland go on missions?
3. What do schoolchildren do in online lessons?
4. Who teaches Twinkyland children to dance?
5. How often does Rinky work on his project?
6. What do Rinky's classmates do in the evenings?
7. When do Twinkyland children go to school?
8. What do they do at school?
9. What don't they do at school?

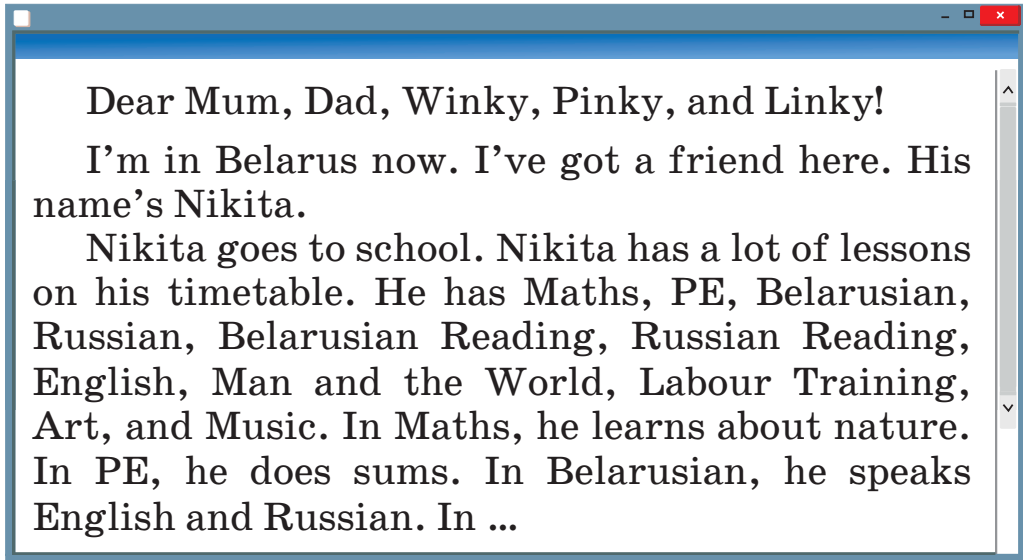
**4d. Play "The last sentence" game. How is school in Twinkyland different from yours?**

**Model. S1:** We don't have a day off on Monday.

**S2:** We don't go to school at the weekend. ...


**5a.** This is what Twinky writes about Nikita's school. Find three mistakes in his letter.

**Model.** Nikita doesn't learn about nature in Maths. He does sums in Maths.



**5b.**  Finish Twinky's letter. Write what Nikita does in all lessons.

### **Lesson 3.** It's the fifth lesson on Thursday

**1a.**   Get a number from 1 to 6. Listen to the chant and stand up when you hear your number.

I'm number one. I'm the **first!**  
I'm number three. I'm the **third!**  
I'm number five. I'm the **fifth!**

I'm number two. I'm the **second!**

I'm number four. I'm the **fourth!**

I'm number six. I'm the **sixth!**

One – the first! Two – the second! Three – the third!  
First! Second! Third!

Four – the fourth! Five – the fifth! Six – the sixth!  
Fourth! Fifth! Sixth!

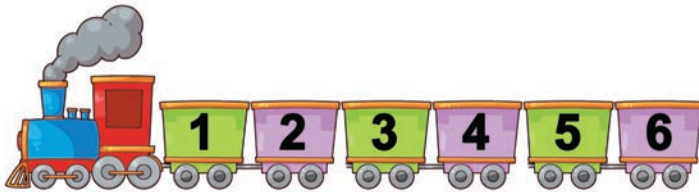
**1b. Say the chant.**

**2a. 🌐 Grammar secret.**

### Ordinal numerals

### Порядковые числительные

### Which? – Который?



1	one	the first	4	four	the fourth
2	two	the second	5	five	the fifth
3	three	the third	6	six	the sixth

① ② ③ ④ ⑤

four + **th** = **the fourth**

**2b.** 🌐 Letter secrets.

🔔 **th** = [θ] **th**ree, **th**ird, **fourth**

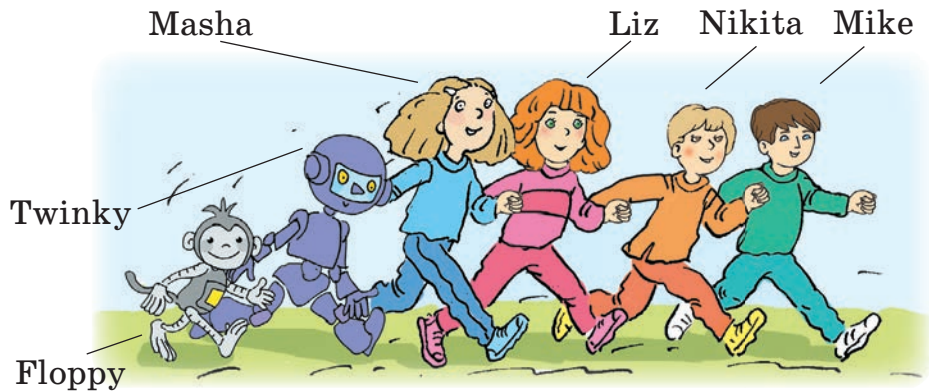
🔔 **ir** = [ɜ:] **thir**teen, **thir**d, **first**

**3.** 📖 Put the words in the correct order. Write them in your exercise book.

The second, the sixth, the fourth, the first, the fifth, the third.

**4a.** Look and say.

**Model.** Mike is the first today.



**4b.** Look and answer: Who is the fastest runner today?  
Who's the slowest runner today?

**5a.** Play “A guessing game” about Nikita’s timetable.

**Model.** S1: It’s the third lesson on Thursday. What lesson is it?

S2: It’s Belarusian.

Timetable 4A

	Mon	Tue	Wed	Thu	Fri
1	Man and the World	Russian Reading	Maths	Maths	Russian Reading
2	English	Belarusian	English	Belarusian Reading	Russian
3	Belarusian	Maths	Russian	Belarusian	English
<b>Lunch break</b>					
4	PE	Labour Training	Belarusian Reading	PE	Music
5	Maths				Art

**5b. Read and answer: What days are they?**

1. The first lesson is Russian Reading. The second lesson is Russian. The third lesson is English. The fourth lesson is Music. The fifth lesson is Art. What day is it?

2. The fourth lesson is Labour Training. The third lesson is Maths. The second lesson is Belarusian. The first lesson is Russian Reading. What day is it?

3. In the first lesson, we do sums, count, and solve problems. In the second lesson, we read Belarusian stories. In the third lesson, we speak Belarusian. In the fourth lesson, we play games, run, and jump. What day is it?

**6a. Look at your timetable. Make up a riddle about one day.**

**6b.  Write a riddle about your school day.**

## Lesson 4. Walter and his homework

### 1a. 📺🎧 Letter secrets.

🔔 wa, war = [wɔ:] I like warm watermelon and walnuts for breakfast.

🔔 wa = [wɒ] wash, swan, Wallis

🔔 wor = [wɜ:] Your homework is the worst (самая плохая) today. Work on it!



### 1b. Match the transcription with the pictures. Read the words.

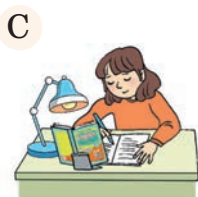
1. [wɔ:l]; 2. ['həʊmwɜ:k]; 3. ['wɔ:tə]; 4. ['wɔ:lnʌt];  
 5. ['wɒlɪs ənd 'wɔ:ltə]; 6. [wɔ:ls]; 7. ['wɔ:ldə ənd 'wɔ:nə];  
 8. [wɜ:d]



water



Wallis and Walter



homework



waltz



wall



walnuts



word



Walda and Warner

**2a.**  Listen, read, and answer: Whose work is the best today?

Today, **Walter** doesn't want to do homework. He's happy when his friends **Warner**, **Walda**, and **Wallis** come.

First, **Warner** comes. **Walter** and **Warner** play in the **water**. Then, **Walda** comes. **Walter** and **Walda** have some **walnuts** for lunch. Finally, **Wallis** comes. **Walter** and **Wallis** dance **waltz**<sup>1</sup>.

It's late. **Walter** is sleepy. He drinks some **warm** milk and goes to bed.

In his dream<sup>2</sup>, **Walter** is at school. The teacher says, "Oh, no! Your **homework** is the **worst** today. **Work** on it, **Walter!**" **Walter** is sad.

Next morning, **Walter** wakes up early<sup>3</sup>. First, he does his **homework**. Then, he has some **watermelon** for breakfast and runs to school.

At school, they have a **word** dictation. The teacher reads **Walter's work**. Then, he says, "Your **work** is the best (лучшая) today, **Walter**. All the **words** are correct. Good job!"<sup>4</sup>

"I'm lucky today!" thinks **Walter**. "Next time, I'll do my **homework** before I play with my friends."

<sup>1</sup> **waltz** [wɔ:ls] – вальс

<sup>2</sup> **in his dream** [dri:m] – во сне

<sup>3</sup> **early** ['ɜ:li] – рано

<sup>4</sup> **Good job!** [gʊd dʒɒb] – Молодец! (Хорошая работа!)



**2b. Find and read one sentence to describe the pictures.**

**Model.** 1 – Walter and Warner play in the water.

1



2



3



4



5



6



7



8



**2c. True or false?**

1. Walter is a rabbit. 2. Walter goes to school. 3. Walter does his homework every day. 4. Walter doesn't like to play. 5. Walter has three friends. 6. Walter plays in the water with Warner. 7. Walter eats walnuts with Walda. 8. Walter dances waltz with Wallis. 9. Walter has a good dream. 10. Walter wakes up late. 11. At school, Walter writes all the words correctly. 12. The teacher doesn't like Walter's work. 13. Walter is lucky today.

**2d. What advice would you give to Walter?**

**3.**  Read the story in a Readers' contest.

## Lesson 5. Listen! She's singing a song

1. 🎧 Nikita shows his school to Twinky. Listen and match the texts to the pictures.

1.

**Nikita:** Sh! It's Russian Reading. The teacher is reading a story and the schoolchildren are listening.

**Twinky:** I like books!

2.

**Nikita:** Listen! Nastya is singing a song.

**Floppy:** Is she singing in Russian?

**Mike:** No, Floppy. She is singing a Belarusian song "Kupalinka".

**Floppy:** Beautiful!

3.

**Nikita:** What are you doing now, Liz? A

**Liz:** I am painting!

**Nikita:** What are you painting?

**Liz:** Look!

**Nikita:** It's cool!



B



C



## 2. Grammar secret.

### The Present Continuous Tense: affirmative sentences

Настоящее продолженное время:  
утвердительные предложения

	+		
○	am (is, are)	Ving	... .
①	am	painting	.
He (She, It, The teacher)	is	reading	.
We (You, They, The students)	are	listening	.



now

Listen!

Look!



read – reading

dance – dancing

swim – swimming

## 3. Letter secrets.

 ng = [ŋ] sing, song, singing a song

## 4. Play “A guessing game”.

**Model 1.** S1: He’s singing a song. – S2: His name’s Colin.  
S1: No. / Not right.

sing a song



Mark

read a book



Sally

play badminton



Colin

learn about nature



Russel

make things



Alina

**Model 2. S1:** They're listening to a story.  
**S2:** Their names are Molly and Polly.  
**S1:** Yes. / Right.

draw



Kim and Tim

dance



Jack and Jill

paint



Sonya and Tonya

play tennis



Sasha and Pasha

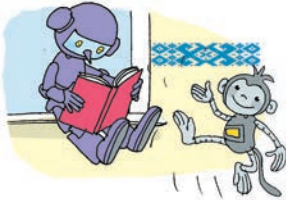
listen to a story



Molly and Polly

5. Twinky and Floppy are at Nikita's school. Look and answer: What are they all doing?

**Model.** Floppy is dancing.



6.  Write 5–7 sentences about the children in ex. 4–5.

## Lesson 6. Are you playing now?

1.  Listen, read, and say the chant “Telephone”.

Where's Mike? Is he reading?  
No, he isn't. He's going to bed.



Where's Liz? Is she sleeping?  
No, she isn't. She's feeding my pet.

Where are your parents? **Are they cooking?**  
No, they aren't. They're watching TV.











Where are you? **Are you playing?**  
No, I'm not. I'm having tea.

## 2. Grammar secret.

### The Present Continuous Tense: general questions and short answers

Настоящее продолженное время:  
общие вопросы и краткие ответы

 <b>Am</b> (Is, Are)		<b>Ving</b> ...?
 <b>Am</b> <b>Is</b> <b>Are</b>	 <b>I</b> he (she, it, Mike) you (we, they, the parents)	<b>having</b> tea? reading? cooking?
<b>Short answers</b>		
+		-
Yes,  <b>I</b>  <b>am</b> .	No,  <b>I</b>  <b>'m not</b> .	
Yes, he (she, it) <b>is</b> .	No, he (she, it) <b>isn't</b> .	
Yes, you (we, they) <b>are</b> .	No, you (we, they) <b>aren't</b> .	

**3a.**  Ask questions about the picture (p. 100). Begin the questions with Are, Is.

**Model.** 1. Are the boys playing tennis?

1. ... the boys playing tennis? 2. ... the man walking his dog? 3. ... the woman having breakfast? 4. ... Twinky and Floppy dancing? 5. ... Mike drinking juice? 6. ... the birds reading a story?





**3b.** 📝 Ask more questions about the picture in ex. 3a. Write them in your exercise book.

**Model.** 1. Is Liz drawing birds?

1. birds / drawing / Liz / is / ?
2. are / board game / girls / the / playing / a / ?
3. basketball / Nikita / playing / is / ?
4. is / sleeping / cat / the / ?
5. dog / jumping / the / is / ?

**3c.** 👤👤 Ask and answer the questions from ex. 3a and 3b.


**Model.** S1: Are the boys playing tennis?

S2: No, they aren't. They're playing basketball.

**3d.** 👤👤 Look at the picture in ex. 3a. Remember the details. Close the book and play "A memory game".

**Model.** Liz is drawing birds.



**4a.**  Play “A guessing game”. Choose one word from the box. Secretly, write a sentence with it and the word now. Your partner does the same.

**Model.** I’m doing sums now.



roller skate, ride a bike, swim, listen to music, watch TV, play computer games, go for a walk, do homework, make my bed, do my exercises, wash / do the dishes, do housework, take a shower, lay the table, feed a pet, help my mum, read stories, paint, do sums, solve problems, read a book

**4b.**  Ask 5 questions and see if you can guess the action (ex. 4a).

**Model.** S1: Are you roller skating now? – S2: No, I’m not.  
S1: Are you ... ?

**4c.**  Write 1 sentence and 5 questions to play the game again.

**Model.** I am reading a book. Are you playing now?

## Lesson 7. Turn off your mobiles!

**1a.**  The children are at school. Listen and answer: Why is the teacher angry?

**Teacher:** Reading time! Please open your books and read the story.

**Ring! Ring! Ring-ring!**

**Teacher:** Whose<sup>1</sup> mobile is ringing?

**Nikita:** It's Liz's melody.

**Teacher:** Liz?

**Liz:** Yes, Miss.

**Teacher:** Please, turn off your mobile.

**Liz:** My mobile **isn't** ringing. It's off, Miss.

**Teacher:** Sorry, Liz.

**Liz:** It's OK.

**Ring-ring! Ring-ring! Ring!**

**Teacher:** Then whose mobile is ringing?

**Nikita:** It's Mike's melody.

**Teacher:** Mike?

**Mike:** Yes, Miss.

**Teacher:** Please, turn off your mobile.

**Mike:** My mobile **isn't** ringing. It's off, Miss.

**Teacher:** Sorry, Mike.

**Mike:** It's OK.

**Ring! Ring-ring-ring! Ring-ring!**

**Teacher:** Whose mobile is ringing?

Class! Turn off your mobiles!

**Liz:** Can you hear that?

**Mike:** It's not a mobile!

**Twinky:** Ring! Ring-ring-ring!

**Floppy:** Ring-ring! Ring! Ring-ring!



<sup>1</sup> Whose ... [hu:z] – Чей ...

**Children:** Twinky and Floppy are speaking Twinkish!

**Twinky and Floppy:** Sorry, Miss.

**Teacher:** It's OK.

**1b. Answer the questions.**

1. Is Liz's mobile ringing in the lesson? 2. Is Mike's mobile ringing in the lesson? 3. Is a mobile ringing in the lesson? 4. What is ringing? Why?

**2. Grammar secret.**

**The Present Continuous Tense: negative sentences**

**Настоящее продолженное время:  
отрицательные предложения**

+	-	○	△ am (is, are)	not	Ving.
I am reading.	Ⓚ		△ am	not	reading.
My mobile is ringing.	He (She, It, My mobile)		is	not	ringing.
Twinky and Floppy are speaking.	We (You, They)		are	not	speaking.



am not = 'm not

is not = isn't

are not = aren't

**3a. Match the photos of Nikita's lesson to the sentences.**

**Model.** 1 – C.

**A**



**B**



**C**



1. Twinky and Floppy aren't reading a story.
2. Twinky and Floppy aren't speaking Belarusian.
3. They aren't speaking Russian.
4. They're speaking Twinkish.
5. Liz isn't speaking to her mum on the mobile.
6. Mike isn't speaking to his dad on the mobile.
7. They're reading an English book.
8. The teacher's mobile isn't ringing.
9. She's reading an English book.

**3b.**  In turn, make sentences about what your classmates are doing and not doing now.

**Model.** Dasha is speaking English now. She isn't reading a book.

**4a.**  Play "A guessing game". Use the pictures.

**Model.** S1: Is it he or she? – S2: She.

S1: Is she brushing her hair? – S2: No, she isn't brushing her hair, she isn't helping her mum, she isn't taking a shower.

S1: Is she dancing? – S2: Yes, she is.  
 S1: Her name's Veronica. – S2: Right!



Veronica



Maxim



Nelly



Misha



Daniil



Alina



Makar



Nina

4b. ✍ Write a riddle about one of the children in ex. 4a.

## Lesson 8. Sorry. I can't answer the phone now

1a. 🎧 Twinky is lonely<sup>1</sup>. He wants to Skype his friend Rinky. Listen and answer: Why can't they talk?

a.m. – time from 12 midnight to 11:59  
 p.m. – time from 12 noon to 12 midnight

<sup>1</sup>lonely ['ləʊnli] – одинокий

1.

**Twinky:** It's 11 a.m. Rinky usually watches online lessons at 11 a.m.

**Rinky's answering machine:** Hello. It's Rinky. Sorry. I can't answer the phone. I'm sleeping now.

**Twinky:** Sleeping? At 11 a.m.? OK.



2.

**Twinky:** It's 1 p.m. Rinky usually rides a fly-bike at 1 p.m.

**Rinky's answering machine:** Hello. It's Rinky. Sorry. I can't answer the phone. I'm sleeping now.

**Twinky:** Sleeping? At 1 p.m.? Strange.

3.

**Twinky:** It's 4 p.m. Rinky usually does his projects at 4 p.m.

**Rinky's answering machine:** Hello. It's Rinky. Sorry. I can't answer the phone. I'm sleeping now.

**Twinky:** Sleeping? At 4 p.m.? Very strange.

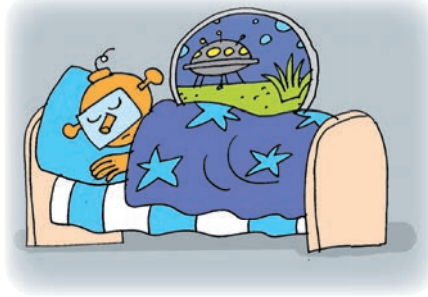
4.

**Twinky:** It's 6 p.m. Rinky usually has a self-study time at 6 p.m.

**Rinky's answering machine:** Hello. It's Rinky. Sorry. I can't answer the phone. I'm sleeping now.

**Twinky:** Sleeping? At 6 p.m.? I don't understand! ... Oh, I know! It's night in Twinkyland now! Silly me!

**1b.** Read and answer: Which text (1–4) does this picture match?



**1c.** Usually or Now? Give names to the columns.

(1) ...	(2) ...
He watch <u>es</u> online lessons at 11 p.m.	He' <u>s</u> sleep <u>ing</u> .
Ⓘ (We, You, They) <span style="border: 1px solid black; padding: 2px;">V</span> ...	Ⓘ <span style="border: 1px solid black; padding: 2px;">am</span> <span style="border: 1px solid black; padding: 2px;">Ving</span> ...
He (She, It) V <u>(e)s</u> ...	We (You, They) <u>are</u> Ving ...
	He (She, It) <u>is</u> Ving ...

**1d.** 🧑🏻 Choose a role and read.

**2a.** 📝 Complete the sentences. Use usually or now.


**Model.** 1. He usually watches online lessons at 11 a.m.

1. He ... watches online lessons at 11 a.m.
2. I'm sleeping ... .
3. He isn't watching online lessons ... . He's sleeping.
4. Rinky ... rides a fly-bike at 1 p.m.
5. He isn't riding a fly-bike ... . He's sleeping.




6. Rinky ... does his projects at 4 p.m.
7. He isn't doing his projects ... . He's sleeping.
8. He ... has a self-study time at 6 p.m.
9. He isn't having a self-study time ... . He's sleeping.
10. Rinky is sleeping, because it's night in Twinkyland ... .

**2b.**  Compare your answers.

**3a.**  Complete the plan for your weekend day. Have two periods of free time.

**Model.** S1's plan: 9 a.m. – watch TV. 11 a.m. – free time. ...  
 S2's plan: 9 a.m. – do homework. 11 a.m. – free time. ...

9 a.m. – ...	3 p.m. – ...
11 a.m. – ...	5 p.m. – ...
1 p.m. – ...	7 p.m. – ...

**3b.**  Talk to your partner and see when you can play together.

**Model 1.** S1: It's 9 a.m. Let's watch TV together.  
 S2: Sorry, I can't. I'm doing my homework now.  
 S1: OK. I'll call you later. ...

**Model 2.** S1: It's 11 a.m. I've got free time. Let's play together.  
 S2: That's a good idea! I've got free time too.  
 See you in the park.  
 S1: See you!

### 3c. Report to the class.

**Model.** We can play together at 11 a.m.

**3d.**  Write 6 sentences about your weekend day. (See ex. 3a.)

**Model.** It's 9 a.m. I'm doing my homework.

## Lesson 9. Nikita's class newsletter

**1.** Every month, Nikita's classmates make a newsletter. Read their latest newsletter and answer: What's the most interesting page?

### WELCOME TO OUR SCHOOL!

This week, we are having visitors from Britain and Twinkyland.

This is Liz. She's from Britain. Liz is wearing a Belarusian blouse.

This is Mike. He's from Britain. He's swimming for our school team.

These are Twinky and Floppy. They're drawing pictures of Belarusian animals.



## INTERVIEWS

### What's your favourite school day?

My favourite day is Friday. We have my favourite lessons on Fridays – Maths, Russian, and PE.

The first two lessons are Maths. We solve problems and do sums.

The third lesson is PE. We usually play sports games. We sometimes go to the swimming pool.

The fourth lesson is Russian Reading. My favourite books are about nature and animals. I want to go to Africa and see elephants, giraffes, and zebras!

The fifth lesson is Russian. I like my Russian teacher. She's very nice and kind.

Polina Pashkevich



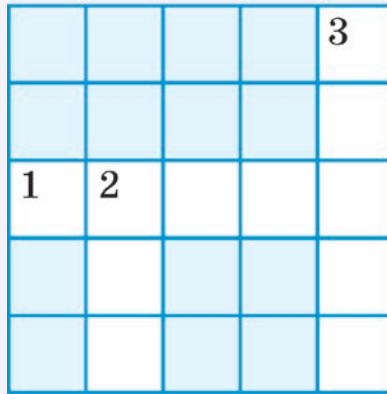
## FUN CORNER

### Boys and girls

We're boys and girls.  
We're big and small.  
We're funny and nice.  
We're short and tall.

We listen and talk.  
We read and play.  
We help each other  
Every day.

## Do the crossword

1  $2+5=$ 

2



3



2.  Do the project “School newsletter”. Work in groups of three. Each student makes one page for the newsletter: Welcome to our school, Interviews, Fun corner.

## Lesson 10. Friends are always friends

1.  Listen, read, and answer: Why are the toys sad in the morning? Why are they happy in the afternoon?

It's 7 o'clock, but Andy and Wendy aren't sleeping. Today is their first day at school. They're schoolchildren now!



It's 8 o'clock. Mum and Dad are making breakfast. Andy and Wendy are packing their schoolbags.



It's 9 o'clock. Andy and Wendy are in the classroom. Their teacher, Mrs Kind, is telling the children about their school. Andy's Superman and robots are hiding in his bag.

It's 10 o'clock. Andy and Wendy are listening to their teacher. Mrs Kind is reading a story. Wendy's dolls are quiet in her bag.



It's 11 o'clock. Andy and Wendy are in their Maths lesson. They're counting sweets and apples. It's fun! But the toys are very sad.

It's 3 o'clock. Andy and Wendy are at home. They're playing a new game, "School".



**Andy:** Let's play "School"!

**Wendy:** Superman! Robots! Dolls! Sit at your desks.

You're schoolchildren. I'm your English teacher today.

**Andy:** I'm your Maths teacher.

**Toys:** We love school! Hooray!

Today is the happiest day for Andy, Wendy, and their toys.

## 2. True or false?

1. Andy and Wendy are schoolchildren.
2. The children don't want to play with their toys in the afternoon.
3. The toys are happy when Andy and Wendy are at school.
4. Andy and Wendy are at home at 4 o'clock.
5. Andy is an English teacher today.
6. The toys like to play the game "School".
7. Today is the happiest day.

## 3. What's happening at this time?

**Model.** It's 7 a.m. / It's 7 o'clock. Andy and Wendy are getting up.



1



2



3



4



5



6

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

Model. 1 – C.

- A. Andy and Wendy are in the classroom.
- B. The children are at home after (после) school.
- C. Today is Andy and Wendy's first school day.
- D. Andy and Wendy are playing the game "School" with their toys.
- E. Their toys are hiding in their bags.
- F. The children pack their bags and go to school.
- G. The toys and the children are happy.

5.   Act out how Andy, Wendy, and their toys play the game "School".

### **Lesson 11. Project presentation:** **School newsletter**

1. Put your newsletters on the board.
2. Present your newsletter together with your group.
3. Listen to the other groups' presentations.
4. With your class, discuss the questions: What is the most beautiful newsletter? Which is the most interesting? What school facts do you remember? Do the groups have the same favourite school day? What is your favourite school day? Why?
5. Choose one fun activity from each group and do it together with your class.



# Unit 9



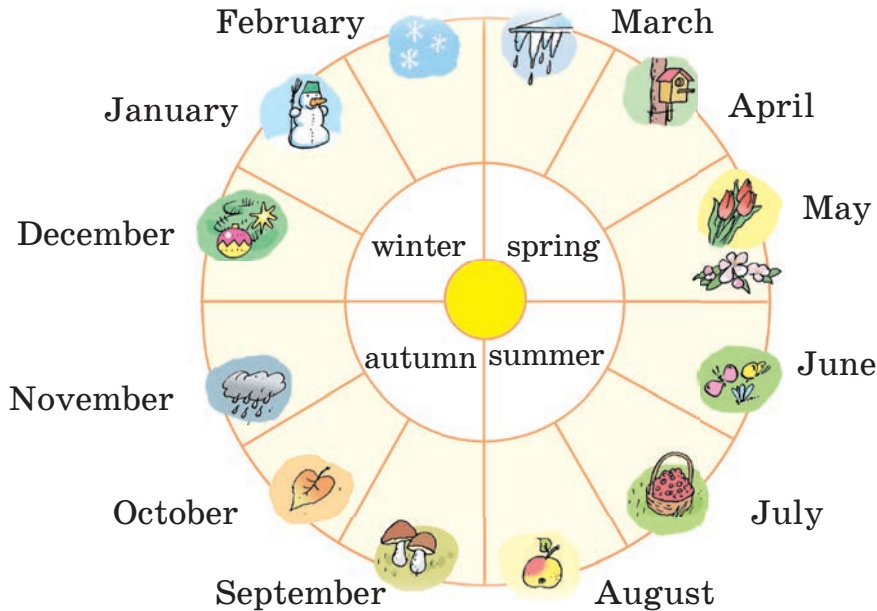
## Family holidays: my birthday

**Ты научишься:** называть и спрашивать дату рождения; поздравлять с днём рождения; дарить и вежливо принимать подарки; рассказывать и расспрашивать о праздновании дня рождения; выражать своё отношение к праздникам.

### Lesson 1. Who was born in January?

1a.  Picture dictionary.

#### Months and seasons



**1b. Guess the meaning of the words in bold.**

There are twelve months in a **year**.

There are four **seasons** in a year.

There are three **months** in a season.

**1c. 👤👤 Read the transcription.**

[ˈsi:zn], [jɪə], [sprɪŋ], [meɪ], [ˈeɪprəl], [mɑ:tʃ], [ˈɔ:təm],  
[pɒk'təʊbə] [nəʊ'vembə], [sep'tembə], [ˈsʌmə], [mʌnθ],  
[dʒu:n], [ˈɔ:gəst], [dʒu'laɪ], [ˈdʒænjuəri], [ˈwɪntə],  
[ˈfebruəri], [dɪ'sembə]

**2. 🌐 Letter secrets.**

🔔 **au** = [ɔ:] **daughter**, **August**, **autumn**

🔔 **aunt** [ɑ:nt]

🔔 **-er** = [ə] **winter**, **summer**, **September**, **December**

🔔 **-y** = [aɪ] **fly**, **my**, **July**

🔔 **-y** = [i] **sunny**, **windy**, **February**

**3. 👤👤 Speak to your classmate.**

**Model. S1:** What's the third winter month?

**S2:** It's February.

**S1:** Right!

**4a.** 🎧 Listen to the song “Who was born in January?”  
Stand up when it’s your birthday month.

Who was born **in January**?  
Say “Hooray!” Say “Hooray!”  
I was born **in January**  
**On a snowy day.**



in April – on  
a windy day

in August – on  
a sunny day

in November –  
on a rainy day

**4b.** 👥 Read and sing the song.

**5a.** 👤 Speak about you and your family.

**Model.** I was born in December. My dad was born in July. ...

I	was born in	January.
My mum		February.
My dad		March.
My friend		April.
My pet		May.
...		...

**5b.** ✍️ Write 5–7 sentences about your family and friends.

## Lesson 2. My birthday is on 7 October

**1.** 🎧 Listen, read, and say the chant “When is your birthday?” (p. 118).



**in + month (in January)**

**on + date (on the first of January)**

When is his birthday? When is his birthday?

It's **in January**. It's **on the first of January**.

When is her birthday? When is her birthday?

It's **in May**. It's **on the fifth of May**.

When is their birthday? When is their birthday?

It's **in October**. It's **on the tenth of October**.

## 2. 🌐 🎧 Grammar secret.

### Ordinal numerals / Порядковые числительные

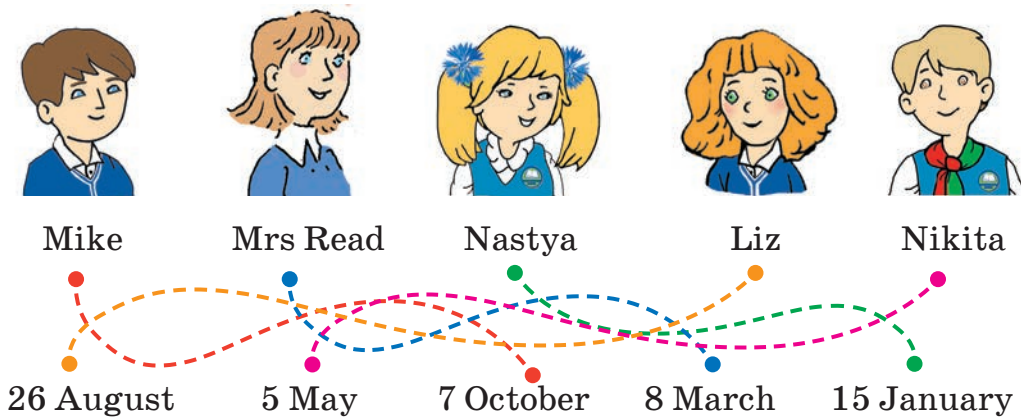
1 <sup>st</sup>	the <b>first</b>	5 <sup>th</sup>	the <b>fifth</b>	12 <sup>th</sup>	the <b>twelfth</b>
2 <sup>nd</sup>	the <b>second</b>	6 <sup>th</sup>	the <b>sixth</b>	13 <sup>th</sup>	the <b>thirteenth</b>
3 <sup>rd</sup>	the <b>third</b>	8 <sup>th</sup>	the <b>eighth</b>	20 <sup>th</sup>	the <b>twentieth</b>
4 <sup>th</sup>	the <b>fourth</b>	9 <sup>th</sup>	the <b>ninth</b>	21 <sup>st</sup>	the <b>twenty-first</b>

**3. 🧑🧑 Take a calendar. Play “A guessing game”.**

**Model.** S1: It’s Wednesday. – S2: Is it the third of May?  
 S1: No, it isn’t. – S2: Is it the tenth of May?  
 S1: Yes, it is.

**4. Look and say.**

**Model.** Mike’s birthday is on the seventh of October.



We say: Mike’s birthday is **on the seventh of October.**

We write: Mike’s birthday is **on 7 October.**

**5a. 🧑🧑 Speak to your classmate.**

**Model.** S1: When is your birthday?  
 S2: It’s in May. It’s on the fifth of May. When is your birthday?  
 S1: My birthday is on the first of April.

## 5b. Report to the class.

**Model.** Danila's birthday is on the twentieth of May.

## 5c. 📝 Write 5–7 sentences about your family and friends.

# Lesson 3. Mr Greedy<sup>1</sup>

## 1. 📱🎧 Letter secrets.

🔔 **g** = [dʒ] Oranges from Eggypt!  
Oranges from Ggorgia! Oranges from Arggentina!



🔔 **g**et [get], **g**irl [gɜ:l]

🔔 **g** = [g] Ggreen grapes and green tea for Engglish breakfast? No! Sausages from Ggermany and eggs are good for Engglish breakfast!



🔔 **dge** = [dʒ] Put the porridge in the fridge.



🔔 **ng** = [ŋ] Is readng borng or interestng? – Interestng!



<sup>1</sup> greedy ['ɡri:di] – жадный, ненасытный

2a. Look at the pictures, read, and guess the words.



an egg  
[eg]



grapes  
[greɪps]



a grapefruit  
['greɪfru:t]



a cave [keɪv]



a giant ['dʒaɪənt]



gigantic  
[dʒaɪ'gæntɪk]



huge  
[hju:dʒ]




big = large  
[lɑ:dʒ]



little =  
small



tiny

2b.  Listen, read, and answer: Why is his name Mr Greedy?

Mr Greedy loves to eat. One night, he has a dream<sup>1</sup>. For breakfast, he has 3 long sausages from Germany, 5 big oranges from Egypt, a kilo of green grapes from

<sup>1</sup> has a dream – ВИДИТ СОН





Georgia, and a huge cup of green tea from Argentina.

After breakfast, Mr Greedy goes for a walk. He sees a cave. Mr Greedy walks in. He smells<sup>1</sup> something good. He walks and walks. Then, he sees a big door and walks in. In the room, Mr Greedy sees a gigantic table. Oh! There's a lot of food there! First, Mr Greedy sees big oranges and grapefruit.



He takes a bite off (откусывает) each fruit. Then, he sees a huge egg. He takes a bite. Then, he sees a gigantic dranik. Mr Greedy takes a little. Yummy!

Suddenly, a huge hand picks Mr Greedy up. It's a giant!

“WHO ARE YOU?” asks the giant in a giant voice<sup>2</sup>.

“I'm Mr Greedy,” says Mr Greedy in a little tiny voice.

“MR GREEDY?” asks the giant. “HA! HA! HA! YOU'RE GREEDY, MR GREEDY! AND I'LL TEACH YOU A LESSON!”



The giant tells Mr Greedy to eat up all those oranges, grapefruit, eggs, and draniki. Mr Greedy isn't hungry any more<sup>3</sup>.

<sup>1</sup> smells – чувствует запах

<sup>2</sup> voice – голос


<sup>3</sup> isn't hungry any more – больше не голоден

“NOW,” the giant says, “WILL YOU BE GREEDY AGAIN?”

“No, Mr Giant,” says Mr Greedy.

“VERY WELL,” says the giant. “Goodbye.”

(after Roger Hargreaves)

**2c.**  Complete the sentences. Use the words in bold from the story.

**Model.** 1. long.

1. For breakfast, Mr Greedy has three (1) ... sausages from (2) ... , five big (3) ... from (4) ... , a kilo of green (5) ... from (6) ... , and a cup of (7) ... tea from (8) ... . 2. On the table in the cave, there are big (9) ... and (10) ... , a huge (11) ... , and a gigantic (12) .... 3. The giant tells Mr Greedy to eat up all the food on the table: the (13) ... and grapefruit, the (14) ... , and the draniki. 4. Mr Greedy isn't (15) ... any more.

**2d.**  What does Mr Greedy do wrong before he meets the giant? Write the answer in your exercise book.

**3.**  Perform the story at the Readers' Theatre.

## Lesson 4. Twinky wants a birthday

**1a.**   Picture dictionary.

a candle

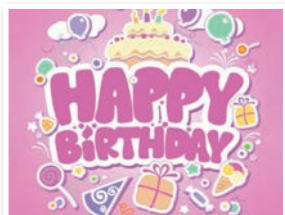


a balloon





a birthday party



a birthday card



a birthday cake

**1b.** 👤👤 Read the transcription.

['bɜ:θdeɪ], ['pɑ:ti], ['preznt], [keɪk], ['kændl],  
[kɑ:d], [bə'lu:n]

**2. Letter secrets.**

🔔 ir = [ɜ:] girl, shirt, third, birthday

🔔 ar = [ɑ:] park, scarf, party, card

**3a.** 🎧 Mike and Liz come to Twinky's house. Listen and answer: When is Twinky's birthday? What is a birthday?

**Mike:** Twinky, can I have some orange juice, please?

**Twinky:** Look in the fridge, Mike!

**Mike:** Oh! It's empty (пустой)!

**Liz:** Twinky, I can do the shopping.

**Mike:** No, you can't! I can! I'm older than you!

**Liz:** No, you aren't! I'm older than you! How old are you?



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

**Liz:** I'm nine years old too.

**Mike:** When is your birthday?

**Liz:** It's in August.

**Mike:** Oh! My birthday is in October!

**Liz:** I'm older!

**Mike:** Yes, you are.

**Mike:** Twinky, how old are you?

**Twinky:** I'm five.

**Mike:** When is your birthday?

**Twinky:** I don't know. What's "a birthday"?

**Liz:** Oh, it's a birthday cake!

**Mike:** Candles! ... And a party!

**Liz:** A lot of balloons!

**Mike:** Birthday cards and presents!

**Mike:** What's the date today?

**Liz:** Today is 10 May.

**Mike:** Twinky! Your birthday is today, on 10 May!

**Liz:** Let's have a party!

**Twinky:** A party? For me? Today?

**Mike:** No, Twinky. Let's have your birthday party tomorrow (завтра).

**Twinky:** Hooray!



### 3b. True or false?

1. Liz's birthday is in May. 2. Mike's birthday is in August. 3. Liz is younger than Mike. 4. Mike is older than Liz. 5. Twinky wants a birthday. 6. The children want a party for Twinky. 7. Twinky's birthday is on 11 May.

**3c.**  Choose a role and read.

**4.**  Speak to your classmate.

**Model.** S1: How old are you?

S2: I'm nine years old. And you?

S1: I'm nine years old too.

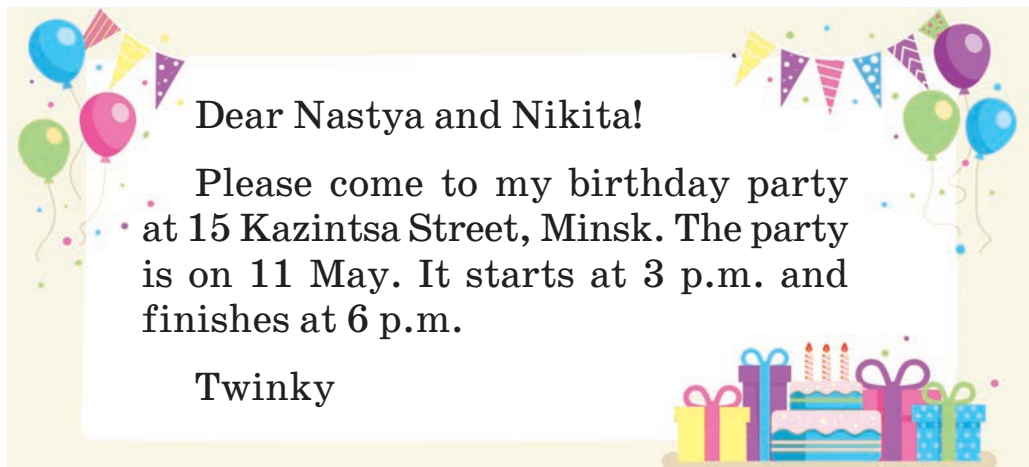
S2: When is your birthday?

S1: My birthday is on the fifteenth of July.  
When is your birthday?

S2: It's on the twenty-second of February.

S1: You're older than me!

**5a.** Read the invitation to Twinky's party and answer the questions.



1. What date is the party?
2. What time is the party?
3. Is the party in the morning or in the afternoon?
4. Where is the party?

**5b.**  Write an invitation to your birthday party.

## Lesson 5. Come to my family holiday!

### 1a. Picture dictionary.

#### Celebrate someone's birthday



have fun



buy a present



come to a party



send a birthday card



have a party



give a present



invite friends

### 1b. Read the transcription.

[,hæv 'fʌn], [,send ə 'bɜ:θdeɪ kɑ:d], ['selɪbreɪt],  
 [,hæv ə 'pɑ:ti], [,klʌm tə ə 'pɑ:ti], [ɪn'vaɪt frendz],  
 [,baɪ ə 'preznt], [,gɪv ə 'preznt]

**2. 🧑🧑 Answer the questions about your family holidays. Use the Help box and the picture dictionary.**

1. What family holidays do you celebrate?
2. Who do you celebrate them with?
3. How do you celebrate them?
4. What do you say to your family?
5. What holidays do you and your classmate celebrate?
6. What is your favourite holiday?



Christmas, New Year, Women's Day, birthday.  
Merry Christmas! Happy New Year / Women's  
Day / birthday! – Thank you! The same to you.

**3. Match the beginnings and endings of sentences and answer: What does Mike do on his birthday?**

**Model.** 1 – E. Mike's birthday is on the seventh of October.

1. My birthday is on ... 2. I usually have a birthday ...  
3. I usually invite my ... 4. My mum makes a ... 5. My  
granny and grandad ... 6. They don't usually come to  
my birthday party ... 7. My friends come and ... 8. Then  
we eat ... 9. I like my birthday ...

A. ... friends to the party. B. ... send a birthday card.  
C. ... party at home. D. ... and have fun. E. ... 7 October.  
F. ... give me presents. G. ... because they live in  
America. H. ... very much! I. ... birthday cake.



**4a.** ✍️ Complete the questions with is, do, does.

**Model.** 1. When is your birthday?

1. When ... your birthday? 2. ... you usually have a birthday party? 3. Where ... you usually have a birthday party? 4. Who ... you usually invite to your birthday party? 5. ... your mum make a birthday cake for you? 6. ... your best friend usually make presents or buy presents for you? 7. ... your friends give you birthday cards? 8. ... your granny and grandad send you a birthday card? 9. What ... you usually do at your birthday party?

**4b.** 👤👤 Check your answers.

**4c.** 👤👤 Talk about your birthdays. Use the questions from ex. 4a.

**4d.** Report to the class. Do all your classmates celebrate birthdays?

**Model.** Pasha's birthday is on 30 November. He usually has a birthday party at home. ...

**4e.** ✍️ Write about your or your classmate's birthday.

## Lesson 6. We're going to have fun!

**1.** Twinky is writing about his plans. Read and answer: How many friends are going to come to his party?

Dear Mum!  
Now, I have a birthday! It's on 10 May. I **am going to** have a birthday



party tomorrow, on 11 May. I am going to invite my friends. Liz **is going to** make a birthday cake for me. Mike **is going to** buy some juice, apples, and bananas. Then, we **are going to** tidy my house and put balloons everywhere! Two boys and three girls are coming to my party. We are going to sing, dance, and play games. We are going to have fun!

Love,  
Twinky

## 2a. Grammar secret.

### Future with be going to

### Будущее время со структурой be going to

+



am  
(is, are)

going to

V... .

I	am	going to	have a party.
He (She, It, Liz)	is	going to	make a birthday cake.
We (You, They)	are	going to	tidy my room.



tonight

tomorrow

**2b. Guess the meaning of the words in bold.**


Today is 15 May.

Today's evening is **tonight**.

**Tomorrow** is 16 May.

**3.  Complete the sentences from Twinky's letter.**

1. I am going to ... . 2. Liz is going to ... . 3. Mike is going to ... . 4. My friends are going to ... . 5. They are going to ... .

**4.  Play "A memory game". What are they going to do for the party?**

**Model.** Twinky is going to invite his friends. ...

**5.  Play "A Snowball game" about your classmates' plans for tonight.**

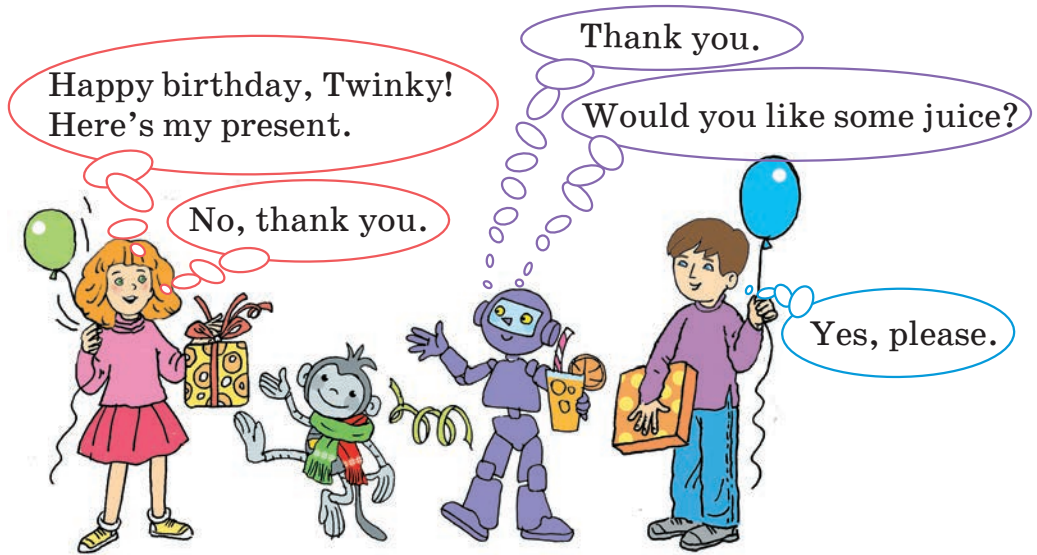
**Model. S1:** I'm going to watch a film tonight.

**S2:** Sasha is going to watch a film tonight. I'm going to read a book tonight.

**S3:** Sasha is going to watch a film tonight. Natasha is going to read a book tonight. I'm going to listen to music tonight. ...

## **Lesson 7. Happy birthday, Twinky!**

**1a.  Twinky has a birthday party. Listen and answer: Who comes to Twinky's party?**



1b. 🧑‍🤝‍🧑 Role-play the situation (ex. 1a).

2. 🎧 Listen, read, and sing the song "It's my birthday today!"

It's my birthday today!  
 Hooray! Hooray! Hooray!  
 What a wonderful day,  
 We can dance and we can play!



**Chorus:**  
 Balloons are everywhere,  
 Candles on the cake.  
 Come on, everyone!  
 Thanks for presents! Let's have fun!



We're drinking orange juice,  
 We're eating birthday cake,  
 We're singing and playing.  
 Hooray! Hooray! Hooray!



**3. Read the “Thank you” letter and answer: Who writes the letter? Do you write “Thank you” letters?**

Dear Twinky!  
Thanks for the party. It was cool!<sup>1</sup>  
Nastya

**4a.  Speak to your classmate. What is Twinky going to do after his birthday party?**


**Model.** Twinky is going to wash / do the dishes after the party.



wash / clean the floor, wash / do the dishes, tidy the house, open the presents, watch TV, take a shower, go to bed

**4b.  Write what Twinky is going to do after the party.**

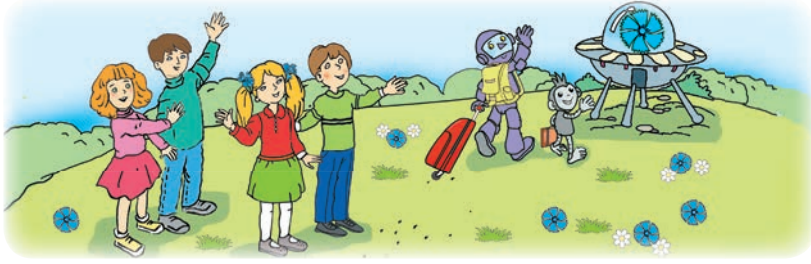
**Lesson 8. What are you going to do in summer?**

**1a.  The children are at the airport. Twinky and Floppy are going home. Listen and answer: What is Twinky going to do in Twinkyland?**

**Liz:** Twinky, you’re going home. That’s sad.

**Mike:** What are you going to do in Twinkyland?

<sup>1</sup> It was cool! – Было здорово!



**Twinky:** Guess!

**Mike:** Are you going to play football?

**Twinky:** No, I'm not. We don't play football in Twinkyland!

**Mike:** Are you going to ride a horse?

**Twinky:** No, I'm not. There aren't any horses in Twinkyland.

**Liz:** So, what are you going to do? Twinky, tell us, please!

**Twinky:** OK. I'm going to open an amusement park.

**Liz:** An amusement park?

**Mike:** In Twinkyland?

**Liz:** Fantastic!

**Mike:** Can we come?

**Twinky:** Sure. Welcome!

**1b.**  Match the questions to the short answers. Give full answers.

**Model.** 1 – C. Twinky is going to Twinkyland.

1. Where is Twinky going?
2. Is he going to play football in Twinkyland?
3. Is Twinky going to open an amusement park in Twinkyland?

4. Is he going to ride a horse?
5. Who wants to go to Twinkyland?

A. Yes, he is. B. Mike and Liz. C. To Twinkyland.  
D. No, he isn't. E. No, he isn't.

**2a.**  **Speak about your plans for this summer.**

**Model.** In summer, I'm going to play football.



play football, roller skate, have a birthday party, draw and paint, ride a bike ...

**2b.**  **Write 5–7 sentences about your plans for this summer.**



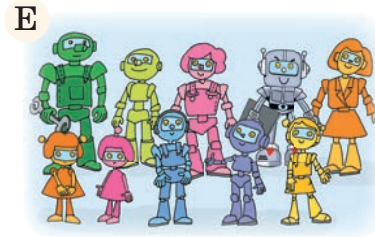
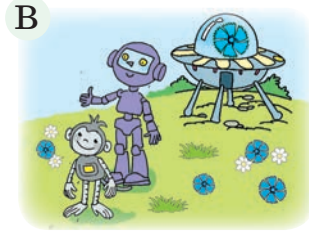
In summer, I'm going to ... In June /  
In July / In August, ...

## Lesson 9. We'll play together again

**1a.**  **Make as many sentences about the pictures (p. 136) as you can.**

**Model.** Twinky and Floppy are in Twinkyland. They're riding a fly-bike.






**1b.**  Liz and Mike write a poem about Twinky and Floppy. Listen and match its parts to the pictures in ex. 1a.

**Model.** A – 4.

1. This is a story of Twinky and Floppy.  
Twinky and Floppy. Twinky and Floppy.  
This is a story of Twinky and Floppy.  
They're our friends.
2. Twinky and Floppy are from the space.  
Twinky and Floppy come in a rocket.  
Twinky and Floppy are on a mission.  
They are on a mission on our planet.
3. Twinky is 5. Floppy is little.  
Twinky's a student. Floppy's his pet.  
Twinky's a boy. Floppy's a girl.  
They're from Twinkyland.
4. Twinky can't sing. Twinky can't swim.  
He can't roller skate. He can't ride a bike.

But he likes to have fun and ride a fly-bike.  
Twinky plays starball in Twinkyland.

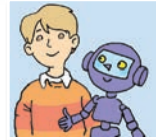
5. Twinky's got sisters. He's got a brother.  
He's got a mum. He's got a dad.  
Twinky's got Aunt and Uncle and cousins.  
 He's got a friend, his pet.
6. The mission is over. It's time to fly home.  
 Please say "Hi" to your Twinkyland friends.  
Don't be sad. We'll play again.  
We'll play again in Twinkyland.

2a.  Listen to the poem again and answer: Why are some words and syllables ([siləb(ə)lz] слоги) underlined?\*

2b.   Practise reading the poem and perform it at the Readers' Theatre.

3a. This is what Nikita writes about Twinky.

I've got a new friend. He's from Twinkyland. His name's Twinky. He's funny and naughty, but he's cool and he's a great friend.



I like the story when Twinky is lost. Liz and Mike go to the police. They learn about Lola and Sam Briggs, toy thieves. Liz and Mike find Lola and Sam and they call the police. When Twinky is back, he's very happy.

3b.  Look through your Student's Book and find a story about Twinky that you like. Write about it.

\*(They are stressed.)

## Lesson 10. Goodbye, friends!

1a.  Listen, read, and match the titles to the texts. Two titles are extra.

Family

Friend

Daily life

Day off

House

Clothes

School subjects

Birthday

Pet

Twinkyland

1. (Pet) She's got long hair and a short tail. She's got black eyes and a black nose. She's beautiful and friendly. She eats meat and bones. I feed and brush her every day.

2. ... In the morning, I get up and wash my face. I brush my teeth and I brush my hair. Then, I have breakfast and go to school. I come home in the afternoon and have lunch. Then, I do my homework. In the evening, I play with my little sister and watch TV. I go to bed at 9 p.m.

3. ... I don't like black or grey. I like bright colours<sup>1</sup>: yellow, red, green, and orange. My favourite T-shirts are red and green. I think they're nice. I wear them at home and when I go for a walk. I wear them every day.

4. ... My favourite day is Wednesday. The first lesson is Maths. I like doing sums and solving problems. Then, we have English. I love it, and I'm the best pupil in my class.

<sup>1</sup> bright colours – яркие цвета

Then, we have Russian Reading. I love books. Then, we have Music. We sing and listen to music. Our teacher is great. She is a singer.

5. ... It's a planet in space. Happy people live there. They love their children and they make schools a happy place for boys and girls. There's no water on the planet. There are no horses or cats and dogs there, but there are robots and cosmo pets. They're going to have their first amusement park there!

6. ... It's nice and big. There's a big garden. My dog can play there. There's a living room and a kitchen downstairs. We watch TV in the living room. We have breakfast and dinner in the kitchen. There are three big bedrooms and two bathrooms upstairs.

7. ... She's a kind, clever girl from Belarus. She's got a friendly family. Her mum is a chef. Her dad is a vet. She's got two pets – a beautiful cat and an interesting tortoise. She's a good daughter and a great friend. She helps me do my homework. We chat, go for a walk, sing karaoke, and play games together.

8. ... We love books in my family! Every Saturday, my parents take me to a huge bookshop (магазин). Every week, they buy me a new book. I like reading, but my parents like listening to audio books. We go to a park and read or listen to our new books. Then, we go to a cafe and have lunch. We talk about books. We tell funny stories. I love Saturdays with my parents!

**1b.**  **Speak on one extra title from ex. 1a.**

2.  Play the board game.

**START**

1. Speak about your family.

2. Speak about your friend.

3. Speak about your daily life.

4. Speak about your day off.

5. Speak about your pet.

6. Speak about your house or flat.

7. Speak about your clothes.

8. Speak about your school subjects.

9. Speak about your birthday.

10. Speak about Twinky.



**FINISH**

# Vocabulary

## Unit 5

**check** [tʃek] проверять; контроль, проверка  
**chef** [ʃef] повар  
**healthy** ['helθi] здоровый  
**heart** [hɑ:t] сердце  
**ill** [ɪl] больной  
**order** ['ɔ:də] заказ; заказывать  
**unique** [ju'ni:k] уникальный  
**waiter** ['weitə] официант

## Unit 6

**bathroom** ['bɑ:θru:m] ванная комната  
**bedroom** ['bedru:m] спальня  
**bookcase** ['bukkeis] книжный шкаф  
**cooker** ['kukə] плита  
**cosy** ['kəʊzi] уютный  
**cup** [kʌp] чашка  
**cupboard** ['kʌbəd] буфет, шкаф для посуды  
**downstairs** [ˌdaʊn'steəz] вниз (на первом этаже)  
**fork** [fɔ:k] вилка  
**fridge** [frɪdʒ] холодильник  
**garden** ['gɑ:dn] сад  
**hall** [hɔ:l] холл, прихожая  
**kitchen** ['kɪtʃɪn] кухня  
**knife** [naɪf] (**knives** [naɪvz]) нож (ножи)

**living room** ['lɪvɪŋ ru:m] гостиная  
**pan** [pæn] кастрюля (с длинной ручкой)  
**plate** [pleɪt] тарелка  
**pot** [pɒt] кастрюля, горшок  
**spoon** [spu:n] ложка  
**upstairs** [ˌʌp'steəz] наверху (на верхнем этаже)  
**wardrobe** ['wɔ:drəʊb] шкаф для одежды

## Unit 7

**blouse** [blaʊz] блузка  
**boots** [bu:t] ботинки  
**cheap** [tʃi:p] дешёвый  
**clothes** [kləʊðz] / [kləʊz] одежда  
**coat** [kəʊt] пальто  
**comfortable** ['kɒmfətəbl] / ['kɒmfətəbl] удобный, комфортный  
**dress** [dres] платье  
**expensive** [ɪk'spensɪv] дорогой  
**gloves** [glɒvz] перчатки  
**hat** [hæt] шапка, шляпа  
**ideal** [aɪ'di:əl] идеальный, идеально подходящий  
**jacket** ['dʒækɪt] пиджак, куртка  
**jeans** [dʒi:nz] джинсы  
**popular** ['pɒpjələ] популярный  
**pound** [paʊnd] фунт стерлингов (валюта Великобритании)

**scarf** [skɑ:f] (**scarves** [skɑ:vz]) шарф (шарфы)  
**shirt** [ʃɜ:t] рубашка  
**shoes** [ʃu:z] туфли  
**shorts** [ʃɔ:ts] шорты  
**skirt** [skɜ:t] юбка  
**socks** [sɒks] носки  
**sweater** ['swetə] свитер  
**sweatshirt** ['swetʃɜ:t] толстовка  
**that** [ðæt] тот, та, то  
**these** [ði:z] эти  
**this** [ðɪs] этот, эта, это  
**those** [ðəʊz] те  
**tights** [taɪts] колготки  
**trainers** ['treɪnəz] кроссовки  
**trousers** ['traʊzəz] брюки  
**T-shirt** ['ti:ʃɜ:t] футболка  
**wear** [weə] носить (одежду)

## Unit 8

**Art** [ɑ:t] изобразительное искусство  
**Belarusian** [ˌbelə'ru:siən] белорусский язык  
**Belarusian Reading** [ˌbelə'ru:siən 'ri:dɪŋ] белорусское чтение  
**count** [kaʊnt] считать  
**draw** [drɔ:] рисовать  
**do sums** [ˌdu: 'sʌmz] решать примеры  
**English** ['ɪŋɡlɪʃ] английский; английский язык  
**first** [fɜ:st] первый

**IT** [aɪ 'ti:] информатика (информационные технологии)  
**learn about (nature)** [ˌlɜ:n ə'baʊt ('neɪtʃə)] узнавать о (природе); изучать (природу)  
**lesson** ['lesn] урок  
**listen to music** [ˌlɪsn tə 'mjuzɪk] слушать музыку  
**make things** [ˌmeɪk 'θɪŋz] делать вещи, поделки  
**Man and the World** [ˌmæn ən ðə 'wɜ:ld] Человек и мир  
**Maths** [mæθs] математика  
**Music** ['mjuzɪk] музыка  
**paint** [peɪnt] рисовать красками  
**PE** [ˌpi: 'i:] физкультура  
**play sports** [ˌpleɪ 'spɔ:ts] заниматься спортом  
**Russian** ['rʌʃn] русский; русский язык  
**Russian Reading** [ˌrʌʃn 'ri:dɪŋ] русское чтение  
**school** [sku:l] школа; школьный  
**schoolchild** ['sku:lʃaɪld] школьник, ученик, учащийся  
**schoolchildren** ['sku:lʃɪldrən] школьники, ученики, учащиеся  
**Science** ['saɪəns] наука (изучает физический мир, окружающий человека)  
**second** ['sekənd] второй  
**sing songs** [ˌsɪŋ 'sɒŋz] петь песни



**solve problems** [ˌsɒlv 'prɒbləmz] решать задачи  
**speak (English)** [ˌspi:k ('ɪŋɡlɪʃ)] говорить (по-английски)  
**subject** ['sʌbdʒɪkt] / ['sʌbdʒekt] школьный предмет  
**Technology** [tek'nɒlədʒi] технология, урок труда  
**third** [θɜ:d] третий  
**too** [tu:] тоже, также

## Unit 9

**April** ['eɪprəl] апрель  
**August** ['ɔ:gəst] август  
**autumn** ['ɔ:təm] осень  
**balloon** [bə'lu:n] воздушный шарик  
**birthday** ['bɜ:θdeɪ] день рождения  
**birthday cake** ['bɜ:θdeɪ keɪk] торт ко дню рождения  
**birthday card** ['bɜ:θdeɪ kɑ:d] открытка ко дню рождения  
**birthday present** ['bɜ:θdeɪ 'preznt] подарок ко дню рождения  
**born / to be born** [bɔ:n] родиться  
**buy (a present)** [ˌbaɪ (ə 'preznt)] купить, покупать (подарок)  
**candle** ['kændl] свеча  
**celebrate** ['selɪbreɪt] праздновать  
**celebration** [ˌselɪ'breɪʃn] празднование; праздник

**come (to a party)** [ˌkʌm (tə ə 'pɑ:ti)] приходить, приезжать (на вечеринку)  
**day** [deɪ] день  
**December** [dɪ'sembə] декабрь  
**February** ['februəri] февраль  
**give (a present)** [ˌɡɪv (ə 'preznt)] дарить (подарок)  
**have a party** [ˌhæv ə 'pɑ:ti] устраивать вечеринку  
**have fun** [ˌhæv 'fʌn] веселиться  
**invite (friends)** [ɪn'vaɪt (frendz)] приглашать (друзей)  
**January** ['dʒænjuəri] январь  
**July** [dʒu'laɪ] июль  
**June** [dʒu:n] июнь  
**March** [mɑ:tʃ] март  
**May** [meɪ] май  
**month** [mʌnθ] месяц  
**November** [nəʊ'vembə] ноябрь  
**October** [ɒk'təʊbə] октябрь  
**party** ['pɑ:ti] вечеринка  
**present** ['preznt] подарок  
**send (a birthday card)** [ˌsend (ə 'bɜ:θdeɪ kɑ:d)] отправлять, посылать (открытку ко дню рождения)  
**September** [sep'tembə] сентябрь  
**today** [tə'deɪ] сегодня  
**tomorrow** [tə'mɒrəʊ] завтра  
**tonight** [tə'naɪt] сегодня вечером  
**year** [jɪə] / [jɜ:] год

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